

ITS Academic Innovation Grant Proposal Evaluation Rubric

| | EXCELLENT | GOOD | FAIR | POOR |
|---|---|--|---|---|
| What is the proposal's stated reason for changing the course? | Statistic evidence that shows students are having difficulty with specific concepts. | Primary feels the class is lacking a critical component, such as critical thinking, engagement, active learning, etc. | Primary sees an opportunity to engage in professional development, change the world, try something new | It sounded like a good idea |
| What improvements will the proposal make in a class? | Proposal includes list of multiple enhancements that address specific target areas of a course, or a few high-impact intensive enhancements | List of multiple enhancements that address faculty concerns, or one high-impact enhancement, loosely tied to course objectives | List of enhancements not tied to course objectives | Primary wants to deliver virtual lectures |
| How does the proposal plan to use technology to solve the class's issues? | Specific technologies in the proposal are clearly tied to the course objectives. | Technology is more engaging, all the students use it, it's active learning | PI claims to have tried everything else; it's the standard for the field; grant team has always wanted to do this | Technology makes our lives easier |
| Will the project impact | A large number of students in comparison to other proposals | A medium number of students in comparison to other proposals | A small number of students in comparison to other proposals | A minute number of students in comparison to other proposals |
| What is the current status of the course? | Course content is established and has been previously used in the course. | Course content is 70% established and may have/may have not been previously used in the course. | Course content is 50% or less established. | Course content is currently being acquired or is in the development stages. |
| Overall feasibility of project | Excellent | Good | Average | Poor |