Pre-Award and Post-Award Grant Support

Pre-Award Proposal Support

Post-Award Grant Support

Resources

The DUE Assessment Office assists PIs and grant writers with the proposal educational component assessment development and grant evaluation. Our team provides pre-award proposal support and post-award grant management support. We encourage you to involve the DUE Assessment Office early in the process.

The first step is to schedule a consultation with DUE Assessment Analyst, **Linda Sheehan** <lsheehan@ucmerced.edu> for grant development guidance and ways we can explore how we can support your grant.

The DUE Assessment Office consultants are available to support UCM grant Principal Investigators/ writers in a variety of ways, from meeting one time to discuss the educational components of a grant application, to ongoing conversations about the design of assessment strategies. DUE Assessment Office consultants are well versed in current research and literature on best practices in university teaching and can help connect grant writers with important resources to design a competitive proposal.

The DUE Assessment Office frequently assists grant writers through grant consultations and by providing letters of support. Many grant writers have used the following ongoing DUE Assessment Office services in support of their grants in the following way:
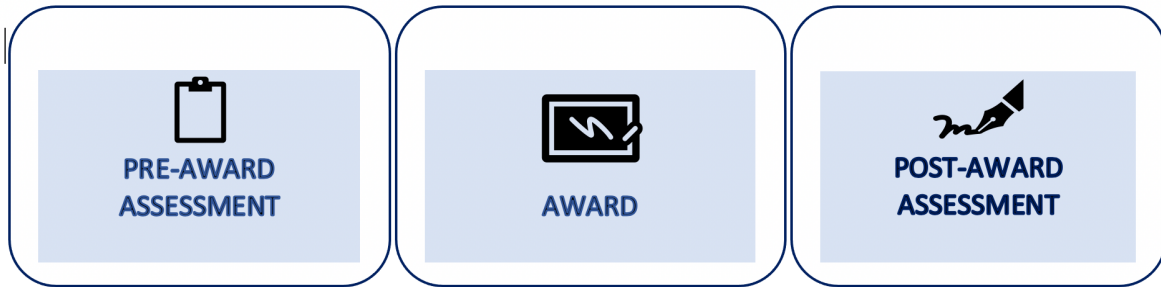
Pre-Award Proposal Support

1) Refine outcomes and goals
2) Select assessment tools
3) Develop checklists and timelines with assessment details (research question, instrumentation, methods of analysis, frequency, and timeline)
4) Determine assessment budget and budget justifications
5) Identify supporting literature
6) Review proposal for assessment/ evaluation component details

Post-Award Grant Support

1) Assess student gains and experience based on approved assessment/ evaluation plan.
2) Implement equity-minded data analysis and reporting of results
3) Develop an annual report based on assessment timelines
4) Identify areas of strength, challenges, and formulate action plans for next cycle.
5) Conduct implementation fidelity evaluation
6) Answer questions regarding reporting requirements

Pre-Award and Post-Award Assessment Support Cycle

Good assessment follows an intentional and reflective process of design, implementation, evaluation, and revision. This assessment cycle relies on four simple but dynamic stages to represent this process: Plan, Do, Check, Act. The following graph illustrates how the grant assessment support cycle is built on these four distinct but interrelated actions. Results of one stage guides activities at the next stage. This is a continuous and iterative process allowing for the practice of building, refining, and improving at every stage.

Pre-Award and Post-Award Grant Assessment Support
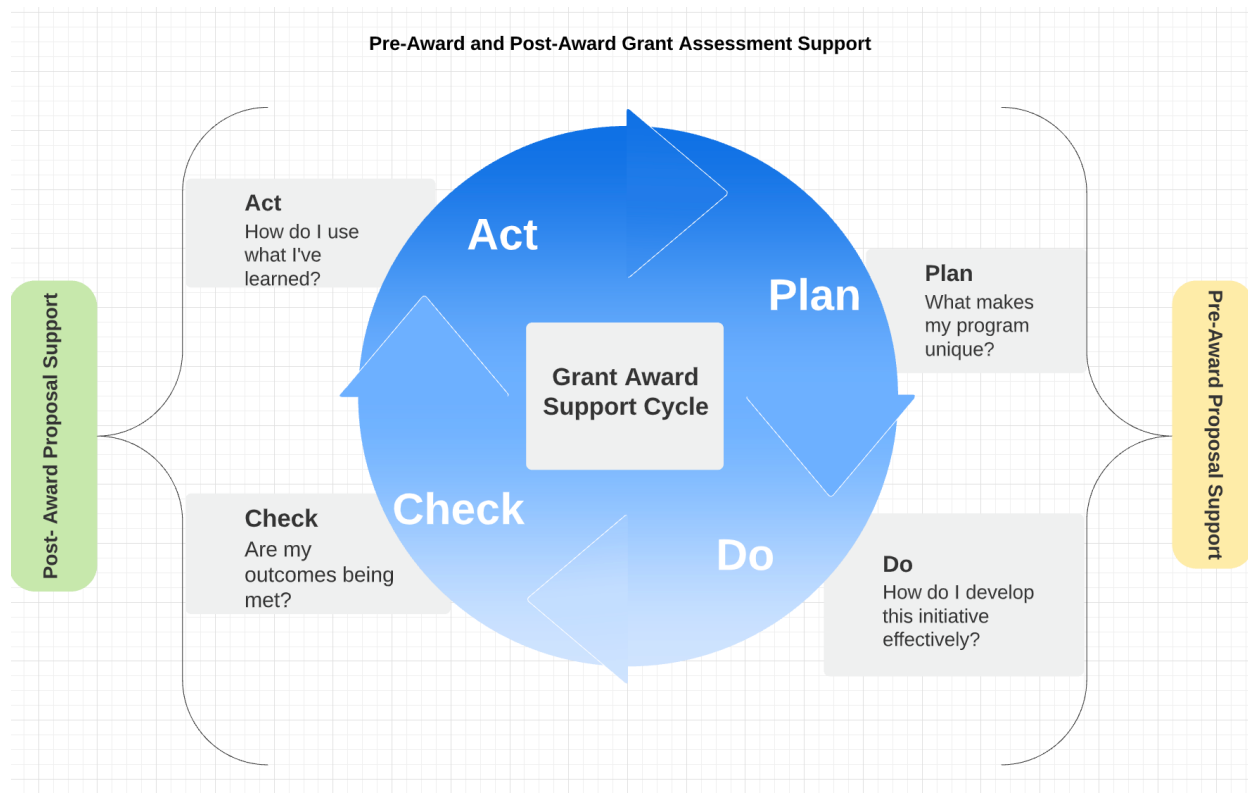
For more information about the stages, use the links below to navigate:

1. **PLAN** – What makes my program unique?
2. **DO** – How do I develop this initiative effectively?
3. **CHECK** - Are my outcomes being met?
4. **ACT** – How do I use what I've learned?

Responsibility Legend

PI	DUE AT	Both

1. PLAN – What makes my program unique?

The initial consultation will involve the following

- Provide project overview - **PI**
- Refine outcomes/ goals - **Both**
- Identify literature in support of the activities **Both**
- Align assessment tools with goals - **DUE AT**
- Support logic model development **Both**
- Determine assessment costs **Both**

After the initial consultation, PI will provide a two- or three-page executive summary to the DUE assessment team of the project overview, including: goals, research questions, context, collaborators responsibilities, student population, educational activities, rationale, etc. - **PI**

Resources:

1. [Boilerplates](): Here is some boilerplate language about several programs that might be incorporated into the activities in the grant proposal
2. [CETL]() workshop series for extended course design and extended course design and assessment consultations and develop learner-centered pedagogical practices.
3. [Education research for grant support literature]()
4. [Glossary of assessment terminology]()
5. Logic Models: University of Wisconsin-Madison. Program Development and Evaluation. Division of Extension. https://fyi.extension.wisc.edu/programdevelopment/logic-models/

2. DO – How do I develop this initiative effectively?

- Draft the assessment/ evaluation plan **DUE AT**
- Map the research questions with activities, instrumentation, metrics, and timeframe. **DUE AT**
- Implementation of culturally responsive assessment tools **DUE AT**

- Send the assessment plan to the PI and team for review and further discussion **DUE AT**
- Revise the educational component at different stages of execution **Both**
- Arrange a follow up meeting with PI, as needed for any revisions to the assessment plan **Both**
- If any changes are warranted, the PI or DUE assessment team will revise corresponding documents **Both**

Assessment related references

1. Angelo, T. A., and Cross, K. P. (1993). *Classroom Assessment Techniques*, 2nd ed. San Francisco: Jossey-Bass. p.148-53.
2. Banta, T. W. & Palomba, C. A. (2015). Assessment Essentials. Planning, Implementing, and Improving Assessment in Higher Education. 2nd ed. San Francisco, CA: Jossey-Bass.
3. Kezar, A. J. Kezar, A. & Posselt, J. (2019). *Higher Education Administration for Social Justice and Equity.* Routledge.
4. Kuh, George D. (2008). "High-impact educational practices: What they are, who has access to them, and why they matter." AAC&U, Washington, D.C.
5. Suskie, L. A. (2018). Assessing student learning: a common-sense guide. 3rd ed. San Francisco, CA: Jossey-Bass.

3. **CHECK – Are my outcomes being met?** **Both**

7) Assess student gains and experience based on approved assessment/ evaluation plan.

8) Implement equity-minded data analysis and reporting of results

9) Develop an annual report based on assessment schedule

10) Identify areas of strength, challenges, and formulate action plans for next cycle.

4. **ACT – How do I use what I've learned?**

- Reassess the implemented changes and document results **Both**
- Conduct implementation fidelity evaluation – process, goals, consistency. Have I met the intention of the grant? (1) Program Differentiation (2) Adherence (3) Quality (4) Exposure and (5) Responsiveness. **DUE AT**
- Assist in the preparation of the final report to the funding agency **Both**

Grid with program goals (customized)

Resources

1) [Assessment Glossary](#)
2) [Boilerplate language](#)
3) [Teaching Commons](#)
4) [Education research for grant support literature](#)
5) Logic Models: University of Wisconsin-Madison. Program Development and Evaluation. Division of Extension. https://fyi.extension.wisc.edu/programdevelopment/logic-models/
6) [Office of Research Development](#) (ORD)
7) [Students Assessing Teaching and Learning](#) – SATAL Boilerplate
8) [Undergraduate Research Opportunities Center](#) – UROC Boilerplate
9) UC Merced Center of Institutional Effectiveness: [Analytics hub](#)
10) Validated list of assessment tools (in box)
11) Mentoring Resources: [New Mexico Mentoring Institute](#)