

Criteria:

Proposals will be judged based on the following criteria:

2024 – 2025 ISUCVM Education Excellence Grants Proposal Evaluation Rubric

Criteria for Proposal Evaluation	Levels of Achievement		
	Excellent 5 points	Good 3 points	Not Fully Developed 1 point
Significance of the Problem. High quality proposals will cite relevant literature and/or assessment data to support the importance of the problem being addressed. Preference will be given to proposals involving core courses and/or sets of core courses.	The proposal clearly addresses an important problem involving effectiveness or efficiency of instruction that affects many professional students. Compelling evidence (in the form of literature and/or assessment data) is provided that the problem to be addressed is highly significant for the ISUCVM.	The proposal addresses a relevant problem and seems likely to improve effectiveness and/or efficiency of the professional program. Some evidence suggests that the problem to be addressed is significant in its impact on students and/or the institution.	The proposal does not provide evidence that the identified problem has an important impact on a significant number of professional students.
Quality of the proposed solution. The proposed project shows promise to enhance student learning outcomes, efficiency and/or the student learning experience through improvement of pedagogy, instructional delivery, or adjustment to programs. Successful proposals will clearly identify intended outcomes and will demonstrate a clear connection between strategies and intended outcomes. The proposal should demonstrate evidence of input from a variety of stakeholders, and (as appropriate) show evidence of careful coordination across courses, departments, and/or years in the curriculum.	Clear congruence between proposed solutions and intended outcomes. Clear and well supported rationale (from literature or other compelling sources) is provided that supports use of the proposed instructional and/or other strategies. In-depth outcomes (learning outcomes and/or other program outcomes) are clearly stated/identified. The plan shows clear evidence of input from relevant stakeholders and careful coordination across courses, departments, and/or years in the curriculum.	Proposed strategies are appropriate to intended learning or other outcomes; rationale is provided that supports use of the proposed strategy. Proposed strategies show potential for enhanced student learning and/or experience. There is some evidence of input from relevant stakeholders and/or attempts to coordinate across courses, departments and/or years in the curriculum.	Proposed strategies are a mismatch with intended outcomes. The rationale for the proposed strategies is vague or missing. Improved student learning and/or experience is questionable. There is no evidence of consultation with relevant stakeholders or attention to vertical/horizontal integration. There is little to no evidence of input from relevant stakeholders and/or attempts to coordinate across courses, departments and/or years in the curriculum.
Assessment Plan. Successful proposals will include a clear and feasible plan to assess whether the project has achieved its desired outcomes. Effective plans will address the project's learning outcomes and/or other identified program outcomes. Proposed measures, data collection, data analysis, and reporting will be appropriate to the stated objectives.	Plans for assessment are clear and related to the intended outcomes. Measures and plans for data collection, analysis, and reporting are appropriate for all of the objectives being measured. The planned assessment will provide stakeholders with sufficient information to fully determine the extent to which the program was successful.	The planned assessment will provide stakeholders with valuable information for determining the extent to which the program was successful, but falls short of fully/adequately addressing all intended learning or other program outcomes.	Plans for assessment are not clearly stated or are missing. If present, the assessment plan does not address the stated learning and/or other program outcomes.

<p>Scholarship. Scholarship resulting from the project will enhance the understanding of teaching and learning and/or educational program delivery in veterinary medical education. The proposal contains a clear plan to disseminate what is learned by the project to others.</p>	<p>The proposal will make a worthwhile contribution to the understanding of teaching and student learning in veterinary medical education. The proposal includes a well-articulated research plan including a concrete strategy to disseminate what is learned by the project to others locally, regionally and/or nationally.</p>	<p>The proposal is likely to make a contribution to the enhancement of teaching and student learning in veterinary medical education. The proposal includes a research plan including a strategy to share what is learned with others.</p>	<p>The proposal shows little promise to make a contribution to the enhancement of teaching and learning in veterinary medical education. There is little or no plan for research and no clear intention to share what is learned by the project to others locally, regionally and/or nationally.</p>
<p>Project plan. Successful proposals will have a clear design, a strong link between design and intended outcomes, and a high likelihood of the proposers being able to complete the project within the timeline and budget provided.</p>	<p>It is very likely that the project will be completed within the timeline provided. There is high congruence between the project design and intended outcomes. The resources identified are appropriate and available. Proposer(s) and department(s) are highly motivated and committed to the project's success.</p>	<p>There is a reasonable likelihood that the project will be completed within the timeline provided. There is an appropriate match between project design and intended outcomes. The resources identified are appropriate and available. Proposer(s) and department(s) demonstrate commitment to the project's success.</p>	<p>There is low likelihood that the project will be completed within the timeline provided, or the timeline is missing. There is a mismatch between project design and intended outcomes. Resources are unavailable or are inappropriate. Proposer and/or department motivation and commitment to the project's success are unclear.</p>
<p>Budget. Successful proposals will include a budget with a clear rationale for each expenditure in accordance with the project's overall plan and desired outcomes. Proposals with matching funds are preferred.</p>	<p>A detailed budget worksheet is provided. Clear rationale is provided for each expenditure—directly related to the intended outcomes. Funds are used appropriately. Matching funds are identified and verified as available.</p>	<p>A budget worksheet is provided. Proposed costs are justified.</p>	<p>A budget worksheet is missing or incomplete. Rationale is not provided for expenditures, or the budget contains inappropriate or unclear use of funds.</p>