**Data-Driven Design: Quercus Analytics Funding Criteria 2019**

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| **Criteria** | **Descriptions** | **4** | **3** | **2** | **1** |
| **Design Approach** | Degree to which the proposal addresses the program goal of transforming instructional design and implementation processes | *The proposal is very clearly connected to program goal of transforming instruction* | *The proposal is somewhat connected to program goal of transforming instruction* | *The proposal is tangentially connected to program goal of transforming instruction* | *There is no apparent connection to program goal of transforming instruction* |
| **Student Impact** | Impact on student learning is articulated | *Scope for potential enhancement of learning experience for students is clearly described* | *Scope for potential enhancement of learning experience for students is somewhat described* | *Scope for potential enhancement of learning experience for students is minimally described* | *Scope for potential enhancement of learning experience for students is not described* |
| **Faculty Engagement** | Previous experience and engagement in professional development activities | *Proposal reflects high level of engagement in course development*  | *Proposal reflects moderate level of engagement in course development*  | *Proposal reflects low level of engagement in course*  | *Proposal reflects no interest in course development*  |
| **Transferability** | The transferability of the approach to work in other disciplines and program areas | *The proposal clearly and specifically articulates a design approach that can be used by other units (with specific examples)* | *The proposal clearly and specifically articulates a design approach that can be used by other units but without specific examples* | *The idea that other units could use the design approach is vaguely articulated* | *There is no articulation of how other units could make use of the design approach.*  |