

Project Proposal Planning Guidelines Form

The project proposal planning guidelines form is provided as a reflective document to assist in developing a proposal that leverages PSU's capabilities and demonstrates its potential impact.

This is NOT a pass/fail rubric! It is expected that few projects will contain all aspects of this high impact attribute profile. The purpose of completing this form is to contemplate how the project can be structured to provide maximum benefits for our students, faculty, staff, and external constituents.

Project Review Criteria

1. High impact outcomes and measureable objectives are defined
2. Cross disciplinary strengths in service, scholarship, and research are leveraged collaboratively
3. The needs of PSU's external stakeholders and partners are specifically addressed
4. Existing or planned PSU resources (e.g., faculty; staff; facilities; funding) are effectively leveraged
5. Student participation integrates experiential, high impact learning activities
6. Multi-disciplinary teams focus on real world social issues / problem-solving
7. PSU skills, knowledge, and experience create competencies that can be reapplied in future activities
8. Scope enables expansion in growing the quantity of PSU participants and stakeholders/partners/audiences
9. Core concept encourages growth, development, continued enrichment, and investment over time
10. Supports and acts upon [PSU and cluster vision](#) and mission

Project Proposal Planning Guideline Form

Project Title: Community Health Advocacy Project (CHAP)

Project Submitter: Sandra Van Gundy

Form Completion Date: 2/14/2017

Instructions: Please complete the following elements of this form by selecting the most appropriate box for each of the ten (10) attributes.

1. High Impact Outcomes and Objectives – identifying specific measurable results

- A. Outcomes and objectives are vague and over-generalized.
- B. Outcomes and objectives are clearly defined and demonstrate high impact potential.

The clinical evaluation tool currently being used in the associated course(s) will be used to identify student achievement of objectives along with the student's reflective journals which will offer qualitative evidence that objectives have been met.

2. Cross-Disciplinary Faculty/Staff Alignment – leveraging strengths in Service, Scholarship, and/or Research

- A. Project is aligned to individual faculty/staff interests.
- B. A multi-disciplinary faculty/staff collaborative team has emerged, including project leaders; the project clearly aligns with multi-disciplinary Service, Scholarship, and/or Teaching activities and interests of faculty/staff.

Within PSU the collaboration is a first of it's kind between Nursing and the Center for Active Living and Healthy Communities

3. Community Partners, Stakeholders, and Team Alignment – building multi-disciplinary teams with external stakeholders/partners

- A. Project Scope does not explicitly include the needs of external stakeholders/partners.

This project serves the community but does not involved them in the planning (yet). We hope that phase 2 of the project could bring us outside the PSU campus to the community.

- B. Project Scope includes and incorporates the stated needs of external stakeholders/ community partners.

4. Resource Alignment – leveraging existing or planned PSU resources (e.g., faculty; staff; facilities; funding; etc.)

- A. Project resources are partially adequate or inadequate to support the project scope and outcomes.
- B. Project resources are fully capable of supporting the defined project activities and high value outcomes.

The personnel to oversee the project have been identified and are on board.

5. Student Alignment – engaging students in high impact learning and experiential activities

- A. Project scope identifies very limited student engagement/participation in experiential/high impact learning.
- B. Project scope provides active and engaging experiential participation through research activities, internships, service opportunities, applied learning, and/or integration with existing courses.

Students are essential and central to the outcomes of this project. The activities of this project are integrated into their clinical courses for spring and fall.

6. Project Theme Alignment – defining project outcomes that align with external issues, problems, or needs

- A. Project does not incorporate relevant social issues/real world problems on a local, regional, national, or global basis.
- B. Project clearly incorporates relevant social issues/real world problems on a local, regional, national, or global basis.

The real world problems of obesity, heart disease, sedentary lifestyle, smoking etc. are to directly addressed with this project.

7. Self-Reinforcing – developing skills, knowledge, and experience to be reapplied in future activities

- A. It is unclear how the development of skills, knowledge, and experience can be applied in future activities.
- B. The development of skills, knowledge, and experience in this project are essential to successfully pursuing future activities and cluster projects.

This project has unlimited potential. We see CHAP as a first step into continued and active community health outreach directly supporting the work of the Center for Active Living and Healthy Communities.

8. Project Scalability – expanding the impact of the project by growing the quantity of participants and stakeholders/partners

- A. Project has significant limitations in expanding faculty, staff, stakeholders, and/or student participation
- B. Project enables scalable and efficient expansion of faculty, staff, stakeholder communities, and student participation; this can relate to the growth and development of the project, related projects and services, and increased community and/or stakeholder participation

See comments on #7 above.

9. Sustainability – enabling the project concept to continuously grow and develop over time

- A. Project requires significant internal PSU funding and resources for extended duration
- B. Project has high potential to supplement PSU support with external resources and/or defined path to be self-sustaining without significant ongoing PSU funding.

The initial investment of the equipment for Biometric Screening will be extremely impactful. Future financial needs will depend on what types of activities CHAP engages in for the future.

10. Supports and Acts upon PSU Vision and Mission and Cluster Mission

- A. Unclear and over-generalized correlation with PSU Vision and Mission and Cluster Mission
- B. Clearly stated connection and support of PSU Vision and Mission and Cluster Mission

In service to the community this project clearly embraces the motto of “Ut Prosim”.