The Alan Hall Award –DSU instructions

Due on campus January 12th (with the later start to our semester we pushed it back a week from what is on the form)

Submit via email to Bruce Harris at bruce.harris@dixie.edu with "Alan Hall Award Nomination" in the subject line.

Please note that you do NOT need VP Christensen's signature on the nomination form. He will sign the two that the committee selects to send to Alan Hall for the final award designation. You do need the signature of your chair, dean, or supervisor as is appropriate for your program.

The Alan Hall Award nominations will be evaluated by a committee of DSU leadership (Faculty: Nate Staheli & Erin O'Brien, Staff: Andrea Brown & Jack Freeman, and Students: Greg Layton) and the director of the Center for Teaching and Learning Excellence, Bruce Harris.

This committee will evaluate all three areas of the nomination using the following guidelines.

Part I: Innovation Description, including anticipated or documented contribution to undergraduate student success (see Part III below for metrics of student success) (100 words)

The committee will be using the following criteria to determine if a strategy is innovative (modified from the Buck Inst. for Education rubric). Your description should address the following two criteria:

- Provide an explanation of the purpose driving the process of innovation (Who needs this? Why?).
- Does the proposal address the particular needs and interests of the target audience in a unique way?

Your description should meet at least one or more of the following criteria to qualify as innovative:

- Proposal/project takes different perspectives to elaborate and improve on the selected idea or problem addressed.
- Proposal/project uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a program.
- Project seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience.
- Project is new, unique, surprising.
- Project may successfully break rules and conventions, or use common materials or ideas in new, clever and surprising ways.

- Project is seen as useful and valuable; it solves the defined problem or meets the identified need.
- Project is practical, feasible.
- Project is well-crafted, striking, designed with a distinct style but still appropriate for the purpose.
- Project combines different elements into a coherent whole.

Part II: Assessment Data that will be collected to demonstrate innovation success or data that is currently available for an innovation that is to be advanced under this award (100 words)

Evaluations will be based on the descriptions of the procedures (methods) and the instruments you plan to use. Include projected completion dates for the procedures. If you are reporting data that is currently available for an innovation, clearly describe the procedures and instruments that were used to collect the data and how the data were analyzed.

Part III: Description of how the Innovation Implementation/Augmentation Funds will be used to advance the innovation (100 words)

Nominations will be ranked based on the biggest bang for the buck. This could be quantified as the largest number of students impacted by the project or by a very large impact on a few students. Priority will be given to proposals for projects that are financially sustainable after the award money has been spent.

The committee will be using the following metrics of student success taken from an article on the topic by Joe Cuseo of Marymount College (the full article is available here: http://www.indstate.edu/studentsuccess/pdf/Defining%20Student%20Success.pdf). Projects do not have to impact students in all areas and those that have a large impact on one or two aspects of success could be rated as highly as one with a small impact on several aspects of success.

Student Retention (Persistence): Entering college students remain, re-enroll, and continue their undergraduate education. (For example, first-year students return for their sophomore year.)
Educational Attainment: Entering students persist to completion and attainment of their degree, program, or educational goal. (For example, 2-year college students persist to completion of the associate degree, and 4-year college students persist to completion of the baccalaureate degree).
Academic Achievement: Students achieve satisfactory or superior levels of academic performance as they progress through and complete their college experience. (For example, students avoid academic probation or qualify for academic honors.)
Student Advancement: Students proceed to and succeed at subsequent educational and occupational endeavors for which their college degree or program was designed to prepare them.

(For example, 2-year college students continue their education at a 4-year college, or 4-year college students are accepted at graduate schools or enter gainful careers after completing their baccalaureate degree.)

Holistic Development: Students develop as "whole persons" as they progress through and complete their college experience. This outcome consists of multiple dimensions, which may be defined or described as follows:

- *Intellectual* Development: developing skills for acquiring and communicating knowledge, learning how to learn, and how to think deeply.
- *Emotional* Development: developing skills for understanding, controlling, and expressing emotions.
- *Social* Development: enhancing the quality and depth of interpersonal relationships, leadership skills, and civic engagement.
- *Ethical* Development: formulating a clear value system that guides life choices and demonstrates personal character.
- *Physical* Development: acquiring and applying knowledge about the human body to prevent disease, maintain wellness, and promote peak performance.
- *Spiritual* Development: appreciating the search for personal meaning, the purpose of human existence, and questions that transcend the material or physical world.