



# ESSENTIAL STUDENT EXPERIENCES

## PROJECT CHARTER



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## Version History

*Provide information on how the development and distribution of the Project Charter has changed. Use the table below to provide the version number, the author, the date, and a brief reason for the update.*

Version #	Author	Revision Date	Reason

## Institutional Need

### The Higher Education System is Broken

Through exhaustive research, experts from across the country came to one fundamental conclusion: the people aren't the problem; the system is the problem. Our previous work here at LCCC (e.g. developing MCORs, general education, advising, developmental redesign, program review, orientation, program mapping, etc.) led us in the right direction, but we need help if we are going to significantly improve student success. The Guided Pathways project was created for colleges who were also experiencing unacceptable student success rates despite well-intentioned faculty, staff, and administrators. The structure of post-secondary education was designed over hundreds of years to educate people who had an abundance of time and money. Our students have neither. We have to change the system if we have any hope of significantly changing the outcomes for our students.

### Why Guided Pathways at LCCC?

We are committed to the following principles:

1. Community colleges are a vehicle for social and economic mobility and growth for our students that is personal and financial;
2. We strive to be stewards of our community assets; and
3. We are responsible to our students, each other, and our communities to offer an attainable, affordable opportunity towards social mobility and personal growth.

When students enroll at a community college, those colleges, including LCCC, promise students three things.

1. Students can earn a quality credential at a low cost in a reasonable amount of time.
2. Those credentials will lead to opportunities that would not be accessible to them otherwise.
3. Colleges will guide students through this process and inform their choices with support.

However, evidence indicates that often LCCC is not living up to those promises.

1. In seven of the past eight years, LCCC has had the lowest graduation rate of all seven Wyoming community colleges.
2. Only 25 out of every 100 full-time degree-seeking students will earn ANY credential in a three-year period at LCCC.



3. Fewer than two out of every ten students at LCCC will be on track to complete a credential after one year, making it statistically unlikely that they will ever get a credential or transfer to another institution.

People at this institution have worked for years to improve these outcomes, and we've seen some success. These successes are obviously a move in the right direction, but we must do better. Our student success rates are not acceptable.

## Project Description

### (Executive Summary)

The Essential Student Experience is the core of what sets Laramie County Community College apart from all other institutions, above-and-beyond what is already happening in the classroom. The Essential Student Experience is the "thing" that sets LCCC apart by offering a more well-rounded and all-encompassing education, and ultimately ensuring our graduates are the most sought after individuals. The LCCC Essential Student Experience will make the College a destination for higher education, set the College apart from other institution of higher learning, and produce a uniquely prepared graduate for the workforce and learner for the 21<sup>st</sup> century.

The Essential Student Experience encompasses three things: collaboration, immersion and synthesis as defined below:

- Collaboration: Through the sharing of ideas, developing emotional intelligence and engaging in civil discourse; students build cooperative relationships to solve problems and work toward a common goal.
- Immersion Experience: Students interact with and learn from a community or culture outside of their own through transformative, hands-on, and reflective experiences.
- Synthesis and Application: Students identify and transfer their skills learned in academic, collaborative, and immersive experiences to work toward their desired professional and personal goals to become a more informed and interconnected global citizen.

The College will ensure students in degree and certificate/Credit Diploma programs will be provided the opportunity to benefit from three essential experiences through curricular, co-curricular, and/or extra-curricular activities at LCCC. This project is tasked with developing the policy and procedure in which all members of the campus community can formally engage in the learning process through a request process for badging specific experiences. This procedure will meet the needs of all learners and be designed to include a wide variety of options for students. The tracking of badges and co-curricular transcripting are included in the scope of this project. Assessment of this project as well as the Essential Student Experience will also be determined in this project.

## Scope Statement

*The scope statement highlights what the project will include and what will constitute completion of the project. You can use bullet points to detail what will be included in the scope. You should also include a section for what will NOT be included in the project (e.g. "Not in Scope for this Project").*

In the scope:

- Define the three "macro" badges in collaboration, immersion, and synthesis and application.



- Develop the competencies, objectives and outcomes for the three “macro” badges in collaboration, immersion, and synthesis and application.
- This team will create the process for assessing appropriate experiences that sets LCCC students apart.
  - Including limits on numbers and types of experiences offered
- Define the student experience requirements in order to complete differing credentials (Credit Diploma/AAS/AA/AS).
- Define what students will be required to complete the “Essential Experience” (i.e. degree vs. non-degree).
- Vetting and selecting a vendor for badging.
- Develop the process (policy/procedure) for vetting and approval of requested activities to be considered for badging.
- Develop the process for badging to be applied to a co-curricular transcript.
- Define what the essential student experience is at LCCC tied to a badge type tool/co-curricular transcript and develop a documentation process.
- Define a tool(s) to quantify the essential student experience (such as a co-curricular transcript)
- Create a rubric for the essential experience/co-curricular to establish an assessment model – required in every program.
- Vet the draft process to stakeholders including students, faculty and staff.
- Provide opportunities for stakeholders to develop rubric for individual badges.

Not in the scope:

- One size fits all model
- As an institution, we will provide resources and support. However, we cannot guarantee placement (in all experiences, careers, etc.).
- This committee will not create the actual student experiences.

## Requirements / Deliverables

*Deliverables are what the team will deliver as a result of the project. For example, the LCCC Guided Pathways Must Haves document that states the project must successfully complete the following... As part of the narrative, please list the requirements that are necessary to produce each deliverable.*

### Deliverables

- Develop a timeline for deliverables.
- A comprehensive research document to explore what are considered best practices based benchmark data and literature review
  - Conduct Literature review focused on - What do studies say about retention and the essential student experience (Tinto)
  - Research and perhaps visit other campuses with experiences to research their process and documentation.
- A policy and procedure for the Essential Student Experience
  - Definitions
  - Competencies, objectives, outcomes,
  - Process
  - Stakeholders
  - Approval of requested activities



- Co-curricular Transcribing
- Credit for Prior Experience option
- Student-initiated options (credit for prior learning, independent study, type thing)
- Implement a badging system for tracking
- Implement a co-curricular transcribing system
- Position description and job placement for coordinator of the Essential Student Experience.
- Assessment plan for evaluating the Essential Student Experience as a whole.
- Communication Plan for students
- Training plan for stakeholders involved in process implementation.

## Objectives

*Objectives should be SMART: Specific, Measurable, Attainable, Realistic, and Time-bound. The co-chairs must be able to track these objectives in order to determine if the project is on the path to success. Vague, confusing, and unrealistic objectives make it difficult to measure progress and success.*

- Meet the above deliverables in a systematic way and to meet the deadline of fall 2020.

## Assumptions

*Assumptions are what the co-chairs/team expects to have or to be made available without anyone specifically stating so. Each assumption is an “educated guess”, a likely condition, circumstance or event, presumed known and true in the absence of absolute certainty.*

- All experiences will meet a designated threshold as determined by the policy and procedure.
- Experiences are designed for life-long learning, skill development, and career readiness.
- Experiences will meet a threshold that demonstrates meaning, significance and transformation.
- Institutional funding is available to support the student experience.
- The student experience will be required for graduation - students do not do optional.
- The experience reaches all students
- The student experience will draw students to LCCC and increase student retention and enrollment
- The structure created accommodates all types of learnings and students at LCCC (traditional, non-traditional, residential, commuter, working students, etc.)
- Options built within systems to ensure a range of cost/affordability for student experience
- There will be funding for marketing and PR campaigns
- The process for determining what is badge-worthy will decide the scope of the experiences.
- Faculty and staff will need to be significantly involved in determining essential experiences tied to skill competencies and some interwoven within course curriculum.
- A variety of experiences will need to be offered to accommodate students' diverse schedules and lifestyles.
- The Essential Student Experience must work in collaboration with other Pathways teams including Advising, Eagles Academies, Gen Ed, Program Competencies, etc.
- Supervisors will support employees desire to create and apply for badging opportunities for students.

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## Constraints

*Constraints are restrictions or limitations that the co-chairs must deal with pertaining to people, money, time, or equipment. It is the co-chairs' role to balance these constraints with available resources in order to ensure project success.*

- Restrictions to internships – must be paid in many cases and location
- Cost
  - To the students for opportunities and program (example: student travel or travel to internships)
  - To the institution in the design of course offerings and educational funds
  - Tracking tool
  - Additional staffing
- Tracking tool implementation
- Time – the Academic Standards process may be prohibitive of curriculum changes to meeting the needs of adding internships and a comprehensive activity tied to industry
- Staffing constraints to implementation (where does this tracking fall – i.e. study-abroad/immersion management)
- Requires buy in from stake holders and possible incentive
- Number of credits academic programs are limited to
- Time for employees to train, develop ideas, and implementing experiences
- Time for students to complete the experience

## Risks

*Provide a list of high-level risks that apply to this project. A risk is defined as an uncertain event or condition that, if it occurs, has a positive or negative effect on one or more project objectives such as scope, schedule, cost, or quality.*

- Organization consistent mentoring support (example: clinical sites)
- Diversity of options to meet a diverse student population (online/classroom; traditional/nontraditional student; etc)
- Ensuring there are enough experiences for students to successfully complete co-curricular transcript

## Stakeholder Identification

*List the project's stakeholders including stakeholders both internal and external to the institution. Think of those affected both directly and indirectly by the work of the project and who will have input on the work and outcome of the project but may not necessarily be represented on the project team.*

Faculty and Staff  
Students  
Alumni  
Industry  
Community Organizations  
Receiving 4-year institutions  
High Schools



## Training Plan

*How does the project team plan to address training for the project deliverables? Identify the individuals who will need to be trained, and how the team plans to train each person or group (e.g. video, lecture, documentation or training manual, classroom presentations, etc.).*

*Training will be provided in-person and online and marketed in multiple formats*

*All training must be continuous to ensure consistency and updates*

- Develop a timeline for deliverables.
  - Train co-leads to enter this information in SmartSheet
- A comprehensive research document to explore what are considered best practices based benchmark data and literature review
  - No training needed
- A policy and procedure for the Essential Student Experience
  - No training needed
  - Training will be needed on how to use the procedure to request a badged experience.
- Implement a badging system for tracking
  - Training for the lead who will organize and track these experiences (new employee)
- Implement a co-curricular transcribing system
  - Training for the lead and the records office staff
- Position description and job placement for coordinator of the Essential Student Experience.
  - No training needed
- Assessment plan for evaluating the Essential Student Experience as a whole.
  - Training for the lead coordinator (new employee)
- Communication Plan for students and the campus community
  - Training required for PR, Admissions, Advising, Coaches, Activity Sponsors, current organizations, etc.
  - Managers need to be trained on how to manage the workload in their areas with employees who are advising student experiences and the HR issues of students potentially doing experience work in their areas.
  - Train all of the Must-Have team members will go through "train-the-trainer" for these different groups and hold in-person training sessions.
  - Training for what the program entails will be included in the on-boarding process
- Hire a new Coordinator of Essential Students Experience
  - Training in all of these areas as related to the "Experience"

## Budget

*Provide a budget description (anticipated or requested) that includes the total estimated expenditures. Include high-level line item descriptions, allocations, and any narrative information including funding source.*

Item Description	Budget Account	Budget Amount	Notes
Travel for research to schools/conferences (example: League for		\$5,000	Per year/2 years



Innovation Conference- Spring 2019)			
Tracking/Badging Software (spring 2020)		?	
Co-curricular Transcript		?	
Program Manager (spring 2020)		\$45,000/year	To manage the "experience" – i.e. study abroad, internships, etc.
Training/Online Resources		?	
Marketing Materials		\$10,000	Video, postcard, etc.

## Project Milestones

*This section provides an estimated timeline of all high-level project milestones.*

*Milestones can be defined by specific tasks, deliverables, events or decisions. Most commonly, project milestones are characterized by one or more of the following:*

- *Highly significant tasks, events or decisions.*
- *A significant checkpoint or phase in the project lifecycle.*
- *A specified "percent complete".*
- *Completion of one or more deliverables.*
- *Specified usage of resources or the budget.*
- *Any significant circumstance unique to a given project.*

*This information may be updated as the project progresses.*

Project Milestones	Target Date (mm/dd/yyyy)
Team Members	5/1/18
Charter Development	6/25/18
Timeline Development	6/25/18
Literature Review	9/24/18
Summary of Campus Visits and Best Practices	10/1/18
Policy and Procedure	12/5/18
Position Request	8/14/19
RFP for Badging System and Co-Curricular Transcribing	9/18/19
Assessment Plan	2/1/19
Communication Plan	3/8/19
Training Program	9/13/19
Implementation	8/20/21

## Project Team Members

Please list the team members and their contact information (e.g. email and or phone).

Role / Responsibility	Name	Contact information
Executive Co-Sponsor	Clark Harris	<a href="mailto:charris@lccc.wy.edu">charris@lccc.wy.edu</a> o: 307.778.1103
Executive Co-Sponsor	Judy Hay	<a href="mailto:jhay@lccc.wy.edu">jhay@lccc.wy.edu</a> o: 307.778.1217 c: 307.630.3027
Co-Chair / Project Manager	Jill Koslosky	
Co-Chair / Project Manager	Zeke Sorenson	<a href="mailto:zsorenso@lccc.wy.edu">zsorenso@lccc.wy.edu</a> o: 307-778-1119 C: 307-221-3817
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Member	Jennifer Thompson	<a href="mailto:Jthomps@lccc.wy.edu">Jthomps@lccc.wy.edu</a> o: 307.778.1287
Member	Sarah Smith	<a href="mailto:ssmith@lccc.wy.edu">ssmith@lccc.wy.edu</a> o: 307.778.4371

## Communication Plan

This chart outlines the communication type in order to keep key team members and stakeholders informed on the project and maintain support for the project. Validate frequency of communication type with Executive Co-Sponsors.

Communication Type	Owner (list person's name)	Frequency	Audience	Delivery Method
Status updates	Jill/Crystal	As needed	Executive Co-Sponsors	SharePoint and Email
Meeting minutes	Jill/Crystal	As needed	Sub-committee	SharePoint and Email
Quarterly status reports	Jill/Crystal	Quarterly	AEMP Steering Committee	SharePoint and Email
Eagles Eye – document uploads	Jill/Crystal/Team	As needed	Campus wide	SharePoint
Investigation/Research Reports	Team	As needed	Team/co-sponsors/campus	SharePoint

## Evaluation / Assessment Plan

*Describe how the project team will evaluate the success of the project. What criteria will be used to measure the success of the project? What specific data will be collected to determine if the project is having the desired impacts?*

- Meeting deadlines
- Number of badges offered to students in year 1, 2 and 3
  - Number of badges completed in each offering
- Efficiency of the badging process (track submission to approval of badge requests)
- Efficiency of the training – post-training surveys and how many trained submitted badge requests
- Number of students who start and experience compared to those who complete the experience (success rate)
- Interview students after their experience using a prescriptive rubric
- First-destination survey

## Project Authorization

*This section provides the names and authorization, once signed, for the project to move forward in accordance with the information contained in this charter.*

### Approved by the Executive Co-Sponsors:

\_\_\_\_\_  
Judy Hay, VP Student Services  
Clark Harris, VP Academic Affairs

Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
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