



COURSE AND PROGRAM COMPETENCIES

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
1	Daniel and Mark	April 20	Too many objectives
2	Committee	June 12	Refining elements
3	Committee	June 21	Needed refinements, clarifications, and sections completed.
4			

Institutional Need

The Higher Education System has Potential for Improvement

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

At Laramie County Community College, students who successfully complete courses and graduate from programs should demonstrate proficiencies in the content and skills of those programs. These proficiencies are often referred to as "Competencies", the products or behaviors that result are referred to as "outcomes", and the ways in which we measure these is referred to as "assessment." Therefore, the primary objective is to establish course and program competencies, course and program outcomes, and valid ways to assess these outcomes.

At LCCC, quality is defined as the setting of high standards that are consistently met. Thus, LCCC's quality assurance is accomplished through a purposeful approach to student learning assessment that answers the question, "Are students demonstrating proficiency in the skills for which their courses and programs are designed to teach?"

Therefore, the purpose of the competency must-have is to develop a system to help faculty and administrators to:

- 1) Develop well-defined course- level competencies,
- 2) Develop quantitatively measurable learning outcomes,
- 3) Map competencies across each program's curriculum to help instructors map student mastery and progress,
- 4) Develop well-defined program level competencies for all relevant degrees and certificates,
- 5) Develop measurable outcomes for all program level competencies,
- 6) Align course and program competencies with each other,
- 7) Align course and program competencies with the workforce, and/or four-year transfer institutions,
- 8) Develop assessments to evaluate student mastery of program and course competencies.

Scope Statement

The Competency team's task is to create a system or template to help faculty and administrators develop competencies, outcomes, and thus assessments at the course and program levels. This means this team will create pedagogical tools and trainings to deliver to instructors to develop competencies, outcomes, and assessments within their courses and programs. This team is also charged with the creation of tools and trainings to deliver to instructors to align program and course competencies with each other, educational pathways, and occupational pathways.

Therefore, this team is not charged with creating the actual competencies for each course and program, only for creating a system so program administrators, instructors, and other stakeholders can create them themselves. Though this team will interact with other Pathways teams (notably, Eagles' Academies, Program Maps, and General Education), the competency team is not charged with curriculum development, determining meta-majors, or defining and identifying general education courses. However, much of this team's work will be in collaboration with other Pathways teams.

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.

- Goal 1: Establish the baseline of the team's tasks
 - Objective 1.1: Define a list of vocabulary words and terms related to the purpose of the team to create a glossary of these terms for LCCC.
 - Objective 1.2: Research other institutions' developments of competencies, outcomes, and assessments to find working models.
 - Objective 1.3: Conduct a needs assessment of programs and courses at LCCC to determine what work has already been done and what work needs to be changed or re-done.
 - Objective 1.4: Create a system to evaluate current programs to determine the key programs to operationalize training.
 - Objective 1.5: Draft a model of pedagogical tools and trainings to align course and program competencies and outcomes.
- Goal 2: Create a system to help train faculty and administrators to align course and program competencies with the following: a) each other, b) educational pathways, and c) employment pathways to guide in the development and assessment of program and course competencies and outcomes.
 - Objective 2.1: Establish pedagogical tools and trainings to help faculty and administration align course competencies and outcomes with program and general education competencies.
 - Objective 2.2: Establish pedagogical tools and trainings tools to help faculty and administration design maps to align course competencies and outcomes with each other.

- Objective 2.3: Establish pedagogical tools and trainings to help faculty and administration to align our course competencies with the course competencies of undergraduate institutions to which students transfer (if applicable).
 - Objective 2.4: Establish pedagogical tools and trainings to help faculty and administration align course competencies with workforce competencies.
 - Objective 2.5: Establish pedagogical tools and trainings tools to help faculty and write effective course and program competencies.
 - Objective 2.6: Establish pedagogical tools and trainings tools to help faculty and administration to write effective course and program outcomes.
 - Objective 2.7: Establish pedagogical tools and trainings tools to help faculty and administration develop course, program, and general education outcome assessment tools (e.g., rubrics).
 - Objective 2.8: Establish pedagogical tools and trainings tools to help faculty and administration to use technology to evaluate competencies and outcomes.
- Goal 3: Ensure the validity and reliability of the data generated by the assessment tools and measures of course and program outcomes.
 - Objective 3.1: The data will show strong evidence of interrater, internal consistency, and other forms of quantitative reliability.
 - Objective 3.2: The data will show strong evidence of concurrent, divergent, known groups, content, and construct validity.

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.

This section is broken into deliverables by major goal.

- Goal 1: Establish the baseline of the team's tasks
 - The team will generate a glossary of terms related to competencies and outcomes.
 - The team will create a list of literature or other institutions who have gone through similar processes. This will be studied.
 - The team will create an inventory of work already being done and work that needs to be done within each program. They will create a data collection method together.
 - The team will generate a list of key programs on which to implement the first wave of the training development and process.

- Goal 2: Create a system to help train faculty and administrators to develop course competencies and outcomes
 - To achieve this goal, the team will develop pedagogical tools and trainings to help programs develop their program/course competencies, outcomes, and assessments.
 - The training system will help faculty and administration with these alignments.
 - The training system will help faculty and administration assess competencies and outcomes.
- Goal 3: Ensure the validity and reliability of the data generated by the assessment tools and measures of course and program outcomes.
 - Objective 3.1: Cronbach's alpha and Pearson's r values.
 - Objective 3.2: General linear model statistical tests and factor analyses with fit indices.

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.

To be successful and to implement this project to scale in 2 years, the following assumptions should be considered:

- Academic Standards Team will be engaged as the LCCC diversified curriculum team that represents shared and participatory governance for approving curriculum. Their approval structure and practices will be adapted to accommodate the volume of curriculum adaptation approval necessary to implement these substantive changes.
- This team has the ability to propose any changes to existing curriculum management structures and practices including curriculum management software, substantive changes to the common course assessment practices and mandates, substantive changes to course and program competency development and assessment, program review practices, annual assessment plan practices, among other institutional systems that are necessary in the continuous improvement environment and meaningful student learning assessment practices.
- As the owner of LCCC curricula, the faculty need adequate time and support for meaningful engagement and substantial and intensive training on both assessment/measurement and on curriculum development on a course, program, and institutional level.
- There will be substantial training on data access and how to use these data for intentional continuous improvement and curriculum development. These data will be built upon meaningful student learning assessment data.
- There is a culture of “buy in” for scrubbing and cleaning data to make it meaningful and relevant to instruction. There is pervasive college-wide skepticism around the integrity and validity of available data, which fuels objections to using the data.

Constraints

Constraint	Solution
Training time- this will require training for the team and the institution.	Build a training schedule that is realistic for time commitments and remove competing priorities to allow for time. Some may be facilitated by faculty.

There is a large number of programs and thus outcomes and competencies.	Only focus on key programs to create the initial training.
Definitions and terms need to be consistent.	Create a glossary for each initiative and how they relate (e.g. Pathways vs. IPEDS).
Time- We have over 100 programs and many more courses.	Focus on creating the training, not on training everyone right away.

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.

Risk	Solution and/or Response
Team member attrition- This is a very intense and challenging committee.	Keep the communication lines open. Make the team a safe-space to be candid and open.
Going down rabbit holes. This committee connects with a plethora of topics and issues. It overlaps with several committees and schedules. Therefore, there is a risk to persevere on singular topics, thus halting progress.	Set an agenda for each meeting. Revise the timeline as we go. Create a system to interrupt interesting but not-so-relevant digressions so the committee can reach the pragmatic end of completing the work.
Not considering everything. Ironically, this is the opposite of the last risk. This team is charged with such an immense task, there is a danger that we will miss something and thus slow our progress because of backtracking.	Allow time to reflect before and/or after meetings. Create a process to share thoughts through SharePoint.
Repeating work that has already been done. A lot of work was done on competencies in years past. We have a common course assessment. There is no point in “reinventing the wheel”.	Identify key players in the last process and utilize their wisdom. Communicate with instructors and others with institutional knowledge. Analyze the work done with the work that's going to be done to reduce workload and redundancy.
Folks may feel vulnerable about measuring outcomes.	Empower instructors and other stakeholders to define their own competencies. Make this a grass-roots project.
Committee or stakeholder burnout. This work requires much intellectual energy, and folks may feel overwhelmed.	Create a team culture that allows folks to express burnout or feelings of being overwhelmed. Check in with people. Take care of each other. Take a break if needed!
Others???	

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.

This particular team and its related tasks will impact a wide variety of stakeholders including but not limited to students, faculty, alumni, student support services, transfer institutions, industry, accreditation entities, among others.



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.).

The competency team requires specific training in the terminology around competencies, outcomes, assessments, and all related matters. In addition, training is needed to help the committee to realize strategies to develop competencies, outcomes, and assessments. Topics of psychometrics related to validity and reliability will be necessary to train to ensure the data generated as a result of this entire process are of the highest quality. Finally, training in staff development and adult education may be required to develop the training intended to assist programs in the process of developing competencies, outcomes, and assessments.

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.

Conference	Dates	Location	Description	Total Cost	Number going	Grand Total
Books and Supplies	TBD	TBD	Books and supplies to Train the Team	2000	1	2000
Food for meetings	TBD	TBD	Food and beverage is nice during meetings	1000	1	1000
Valencia Community College Learning Assessment Conference	February 17-19	Orlando	Learning Assessment Conference	2500	3	7500
Conference TBA after June workshop when we assess needs and faculty training gaps	TBD	TBD	Assessment Conference	2500	3	7500
Visiting Consultation	TBD	TBD	A visiting consultant to assist with learning competencies, measurement, etc.	4000	1	4000
TOTAL						22000

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)
Glossary of Terms	06/22/2018
Drafted Charter	06/25/2018
Research of other sources/institutions	Late July, 2018
Needs Assessment	Late July, 2018
Define and Identify Key Programs	Late July, 2018
Identify "Must Have" Dependencies	August, 2018
Conceptual model of pedagogical tools and trainings to be reviewed by key programs.	August, 2018
Create rubrics and other assessment tools to evaluate the model training.	August, 2018
Draft a model of pedagogical tools and trainings to align course and program competencies and outcomes.	November, 2018
Draft model pedagogical tools and trainings to Create Competencies and Outcomes	November, 2018
ASC Approval of Training	March, 2019
Implement Training with 25% of most common programs (key programs established in August)	March, 2019-December, 2019
Implement training with remainder of programs	2020 and beyond

Meeting Schedule

Summer 2018

- June 13, 1:00, FA 149
- June 18, 8:00, FA 149
- June 25, 8:00, FA 149
- July 9, 8:00, FA 149

Fall 2018

- Thursday, Sept. 20 – 1 hour orientation Core Team Meeting 12:20
- Friday, September 21 – Academic Master Planning Meeting 3:00-5:00
- Thursday, Sept. 27 – 2 hours Mark and Daniel Pathway Deep Dive
- Monday Oct. 1 – 1 hour planning meeting for Team Meeting
- Tuesday, Oct. 2 – 2 hour Core Team Meeting with invitation to others
- Tuesday, October 9 - Open Forum 12:20
- Thursday, Oct. 11 – 2 hour Mark and Daniel Pathway Deep Dive
- Tuesday, Oct. 16 – 2 hour meeting with Mark and Daniel Deep Dive with combo package inviting other co-chairs and team members for checking point of progress and direction. This is a planning meeting in anticipation for our larger advisory team on Nov. 1.
- Tuesday, Oct. 30 – 1 hour planning meeting for our team meeting.
- Thursday, Nov. 1 – 2 hours BIG MEETING with our team, consultants, reviewers, other team co-chairs, and other key players.
- Tuesday, Nov. 6 - Open Forum 12:20
- Thursday, Nov. 8 – 2 hours Mark and Daniel Deep Dive
- Monday, Nov. 12 – 1 hour planning meeting for team meeting
- Tuesday, Nov. 13 – 2 hour Core Team Meeting – Review progress to date, and set goals for the spring and provide an update report. Next meeting Spring 2019 semester.

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	charris@lccc.wy.edu 307.778.1103
Executive Co-Sponsor	Judy Hay	jhay@lccc.wy.edu 307.778.1217 307.630.3027
Co-Chair	Mark Perkins	mperkins@lccc.wy.edu o: 307-778-1148
Co-Chair	Daniel Powell	dpowell@lccc.wy.edu o: 307-778-1157
Project Manager	Chad Marley	
Member	Courtney Springer	cspringe@lccc.wy.edu 307-778-1277
Member	Tim Bjornson	Tbjornso@lccc.wy.edu

Member	Kira Heater	kheater@lccc.wy.edu
Member	Brandon Poulliot	bpoulliot@lccc.wy.edu
Member	Ashleigh Ralls	aralls@lccc.wy.edu
Member	Crystal Stratton	cstratto@lccc.wy.edu
Member	Jan Streeter	jstreeter@lccc.wy.edu
Member	Dave Zwonitzer	dzwonitz@lccc.wy.edu
Member	Scott Smidt	ssmidt@lccc.wy.edu

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	Co-chairs	Between Meetings	Executive Co-Sponsors	SharePoint and Email
Meeting minutes	Jan Streeter	Each Meeting	Team	SharePoint and Email
Quarterly status reports	Co-Chairs	Each quarter	AEMP Steering Committee	SharePoint and Email
Eagles Eye – document uploads	As assigned	When relevant, usually after each meeting, but may occur between depending on the meeting	Campus wide	Eagles Eye
Thoughts/Concerns	Committee Members	As needed	Co-chairs, then other relevant folks	Email, in-person, phone call.

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?

Ultimately, if this committee is successful, it will prosper in generating a proficient training model to assist programs with the successful creation and implementation of competencies, outcomes, and assessments of those outcomes. In addition, genuine, useful success of the team and process will also be a measure of the validity and reliability of the rubrics and/or other assessment tools programs and courses design to measure outcomes. Therefore, evaluation of this process comes in two parts: 1) The extent to which the team succeeds in creating a training system to help courses and programs develop competencies, outcomes, and measures, and 2) the evidence of reliability and validity of the data generated by course and program assessment tools.

The first part will be evaluated formatively and summative. As the team moves forward with the design of the training model, it will be necessary to design specific rubrics and other assessment tools to evaluate the quality of our work. It is difficult to determine this now, but the process has been built into our timeline and milestones. Formative assessment occurs while an intervention or program is in progress. In this case, formative assessment will occur while the team works with each “key program” wave. Check-ins will be established during meetings and collaboration time. People who are involved with the process will frequently be asked to reflect upon the process. This can be done by qualitatively asking for written feedback (formally) or by asking for verbal feedback (informally) in group or individual settings, being sure to take notes of said meetings. After the first wave of key programs completes the process, the team will survey all stakeholders about the process and their perceptions of the resulting products of the process. These data will be analyzed qualitatively and quantitatively and used to adjust or revamp areas of weakness, and will be considered when going through the process with the next wave. This process of evaluation will be refined and repeated the following year/wave, and moving forward in general.

Once courses and programs begin to generate data from their work in developing competencies, outcomes, and assessments, it will be necessary quantitatively to measure the validity and reliability of the data generated by their assessment tools. Such analyses will assist with refinements. Even though the entire team will not conduct these analyses, the work of the team should keep these things in mind as the work progresses. The primary methods of reliability assessment will be inter-rater reliability (particularly with rubrics and other subjective quantitative tools), and internal consistency reliability, or Chronbach’s Alpha. If inter-raters correlate at $r=.7$ or higher, and $\alpha=.7$ or higher, the analyses will move towards validity tests. If reliability measures are low, then there is no point in further testing for validity since validity is dependent on reliability. Validity measures will consist of convergent, known groups, divergent, discriminant, content, and construct. Basically, correlational tests will determine how much the criteria of each assessment correlate with similar measures, fail to correlate with different or opposite measure, correlate with each other, and correlate with student and instructor demographics. Factor analyses will test how well criteria under specific outcomes or competencies cluster together, and how well the items related to these criteria “belong” together. Finally, sample sizes may be adequate to use Item Response Theory, simply put, to determine if respondents are scoring the way we would expect them to respond given the general patterns of responses on the assessments.

The following table gives the general objectives of the team, the indicators of success, and the methods of measuring said success:

Goal 1: Establish the baseline of the team's tasks		
Objective	Indicator of Success	Assessment Tool(s)
Objective 1.1: Define a list of vocabulary words and terms related to the purpose of the team to create a glossary of these terms for LCCC.	A comprehensive list of vocabulary words.	Team's qualitative agreement.
Objective 1.2: Research other institutions' developments of competencies, outcomes, and assessments to find working models.	A comprehensive list of other institutions and a collection of related literature.	Team's qualitative agreement.
Objective 1.3: Conduct a needs assessment of programs and courses at LCCC to determine what	A comprehensive overview of our current programs.	Formative assessments and

work has already been done and what work needs to be changed or re-done.		rubrics developed by the team, or a qualitative agreement.
Objective 1.4: Create a system to evaluate current programs to determine the key programs to operationalize training.	A list of key programs to primarily examine based on a heuristic.	Formative assessments and rubrics developed by the team.
Objective 1.5: Develop a conceptual model of the training tool or program to implement on the initial key programs.	The training model comprehensively covers all known objectives.	Formative assessments and rubrics developed by the team.
Goal 2: Create a system to help train faculty and administrators to align course and program competencies with the following: a) each other, b) educational pathways, and c) employment pathways thus to develop and assess program level and course level competencies and outcomes.		
Objective 2.1: Establish pedagogical tools and trainings to help faculty and administration align course competencies and outcomes with program and general education competencies.	The training successfully guides instructors and administrators in the creation of competencies, outcomes, and assessments.	Formative assessments and rubrics developed by the team.
Objective 2.2: Establish pedagogical tools and trainings tools to help faculty and administration design maps to align course competencies and outcomes with each other.	The training successfully initiates alignment.	Formative assessments and rubrics developed by the team.
Objective 2.3: Establish pedagogical tools and trainings to help faculty and administration to align our course competencies with the course competencies of undergraduate institutions to which students transfer (if applicable).	The training successfully initiates stated alignments.	Formative assessments and rubrics developed by the team.
Objective 2.4: Establish pedagogical tools and trainings to help faculty and administration align course competencies with workforce competencies.	The training successfully initiates stated alignments.	Formative assessments and rubrics developed by the team.
Objective 2.5: Establish pedagogical tools and trainings tools to help faculty and write effective course and program competencies.	The training results in proficiently written course and program competencies.	Formative assessments and rubrics developed by the team.
Objective 2.6: Establish pedagogical tools and trainings tools to help faculty and administration to write effective course and program outcomes.	The training results in proficiently written course and program outcomes.	Formative assessments and rubrics developed by the team.

Objective 2.7: Establish pedagogical tools and trainings tools to help faculty and administration develop course, program, and general education outcome assessment tools (e.g., rubrics).	The training results in proficiently written and/or designed assessment tools.	Formative assessments and rubrics developed by the team.
o Objective 2.8: Establish pedagogical tools and trainings tools to help faculty and administration to use technology to evaluate competencies and outcomes.	The training results in adequate evaluation of competencies.	Formative assessments and rubrics developed by the team.
Goal 3: Ensure the validity and reliability of the data generated by the assessment tools and measures of course and program outcomes.		
Objective 3.1: The data will show strong evidence of interrater, internal consistency, and other forms of quantitative reliability.	Pearson's r coefficients of .7 or higher. Cronbach's alphas of .7 or higher.	R statistical software.
Objective 3.2: The data will show strong evidence of concurrent, divergent, known groups, content, and construct validity.	Typical to high correlation coefficients. Evidence of different scores between groups. High fit indices.	R statistical software.

In sum, the success of this team will mostly be determined by its ability to create a training system to help programs develop course and program competencies, outcomes, and assessments. However, the long-term success will be dependent upon the reliability and validity of the resulting data.

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

Date: _____

Clark Harris, VP Academic Affairs

Date: _____