



# GENERAL EDUCATION 2.0

## PROJECT CHARTER



LARAMIE COUNTY  
COMMUNITY COLLEGE

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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
1.0	Ann Shelby and Laura Hayes	2013	
2.5	Brady Hammond and Melanie Young	2018	As part of the Pathways Project and the creation of Eagles' Academies
2.7	Brady Hammond and Melanie Young	June 2018	Based on the feedback from charter team members and executive co-sponsors, the team decided to forego the 2 phase approach and to start with general education philosophy statement and procedure revision.

## 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

*Provide a brief description of the project and its importance to the institution. Descriptions should be about three to five sentences in length. Pretend you are describing this project to a layperson or community member. Identify what processes this project will improve, either directly or indirectly.*

This project will create a more coherent general education curriculum at LCCC. Currently, there are eight general education outcomes within four competency categories. By creating course-to-course linkages that develop skills and knowledge relevant to the workforce or further education, the general education curriculum will better prepare students for any avenue they wish to pursue beyond LCCC. The curriculum design must prioritize accessibility; all students must be able to understand and navigate it with ease.

This project will revise the existing General Education competencies to better meet the future needs and demands of both students and communities within Wyoming (e.g. innovative/creative thinking and skills). Once the revised competencies are vetted and approved, a new procedure will be drafted to ensure that General Education courses are sequenced not only to develop those skills intentionally, but also to function with the work of other "must-have" groups such as the Eagle's Academies, Program Maps, and Developmental Math.

Finally, our present model of general education does not encourage students to apply knowledge and skills across either their general education curricula or program curricula. The goal of this revision is to focus more on habits and practices that students build and develop across their time at LCCC, which will require courses in general education to be more fixed on the practices and processes that students are developing and less focused on the specific content related to that discipline or field.

## 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").*

To be included in the scope of this project:

- Writing a general education philosophy that accurately and specifically addresses both the educational and institutional goals of the general education program
- Re-writing the general education procedure to be approved by all appropriate governance bodies. The procedure will include competencies, a process for determining curricula, a process to establish regular and improvement oriented assessment of the general education program
- Soliciting and analyzing feedback within the framework of our shared governance processes

Not in the scope of this project

- Maintenance, staffing, or oversight of the institutional process or committee after the completion and implementation of this project
- Re-articulation of individual degrees or programs given the new general education curriculum

## 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.*

### Requirements

- The general education procedure will establish a process where course offerings will be purposefully designed and aligned to Eagle's Academies and academic programs, including a math pathway/course most appropriate for developing the skills students will need post-graduation.
- The assessment process established will ensure that faculty and other stakeholders across departments offering courses under a specific GenEd umbrella meet to collaborate and norm their assessment matrices.
- General Education v2.0 should ensure that all degree and certificate-seeking students upon graduation will possess proficiency in foundational entrepreneurship and/or innovation competencies.
- All changes must comply with existing external partnerships and arrangements including WICHE Interstate Passport and University of Wyoming articulation agreements

### Deliverables

- An approved general education statement philosophy statement
- An approved general education procedure that will include revision of the competencies, processes for establishing curricula, curriculum that scales course offerings to focus on a streamlined sequence of competencies, etc.
- A general education assessment plan to be part of the procedure

## 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.*

1. Gather information and feedback from existing stakeholders and resources (past enrollment, course cancellations, current articulations, current 2 +2 program maps, etc.) about the functionality, efficiency, and efficacy of the current general education system.

2. Create an ongoing general education process and procedure that is easy to navigate and ensures that students have essential experiences, assessable, and subject to a sustainable institutional process that ensures its continued success.

## 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.*

- Students may have the opportunity to learn the General Education competencies through different classes according to the Eagle’s Academy they are in, but those competencies will be universal for all LCCC students.
- Given the different goals of LCCC students (e.g. transfer vs. earning a credential), it must be presumed that the experience of the full breadth of General Education competencies will differ according to those student goals.
- Programs with transfer agreements will need to re-articulate with partner institutions. This may not occur within the time scope of the Pathways project.
- Whatever proposal is made by this committee will need to be vetted by academic standards, and programs and departments will need to incorporate changes into their own program maps.

## 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.*

**People-** People are reluctant to change the existing work and misunderstand the purpose of the redesign. People are afraid of losing their classes, their programs, and/or their jobs as a result of this project. People have invested enormous amounts of time and energy into existing articulations that they are afraid will need to be redone if we rework general education.

**Time-** General education revisions and the process that is necessary to maintain transparency and good communication will be time intensive. The interdisciplinary nature of general education means that people from a variety of areas will always need to be involved in every decision, every time.

**Confusion -** The potential for confusion among the various Pathways projects is high. They must work together and in sync in order for the various constituents to perceive that the project is well-organized and coherent.

## 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.*

If we go too quickly or try to change too much at once, we will lose the engagement of stakeholders. Because these stakeholders are the people who have written the articulations, losing the good will of these individuals could also risk our existing articulations.

Whenever presenting a significant change to the status quo, the individuals who are leading this change may sacrifice their long-term credibility if the change is not managed effectively.

## 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.

LCCC Faculty, Staff, and Students  
UW Transfer Program Faculty / UW Transfer Success Center  
Employers of LCCC students  
Institutions with transfer agreements with LCCC  
WICHE Interstate Passport

## 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.).

We would like to attend the AACU general education conference in June to help us see what has been successful at other institutions and to receive some timely feedback on our initial plans for general education redesign. This would also provide us time to work on our overall plan.

Once a new procedure is approved, the entire campus will need to be trained. We will need to create tutorials (videos) and provide in person sessions to help everyone understand how this will function differently. Additionally, we will need to reach out to other institutions to determine how our new general education will function at their schools.

## 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
Food for Events		\$1000	Provide feed for meetings for employees over the lunch hour when most people are available.
Professional Development		\$12000	Sending 3-5 employees to institutes and conferences or bring speakers to LCCC.
Training Materials and Supplies		\$2000	Books, communication materials, training materials, supplies for meetings.
Total		\$15,0000	

## 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)
Identify team members	04/13/2018
Draft a General Education Philosophy Statement	08/20/2018
Solicit Feedback <ul style="list-style-type: none"> <li>• Electronic Feedback – Brady</li> <li>• In-person Feedback - Melanie</li> </ul>	8/20-10/20
Gather feedback and revise the philosophy statement	10/20-11/02
Submit the Philosophy Statement for Approval	11/2018
Procedure Work Session	12/17-12/20

## 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, VPAA	<a href="mailto:charris@lccc.wy.edu">charris@lccc.wy.edu</a> o: 307.778.1103
Executive Co-Sponsor	Judy Hay, VPSS	<a href="mailto:jhay@lccc.wy.edu">jhay@lccc.wy.edu</a> o: 307.778.1217 c: 307.630.3027
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Charter Member	Ami Wangeline, Biology Faculty	<a href="mailto:awangeli@lccc.wy.edu">awangeli@lccc.wy.edu</a> o: 307-778-1139

## 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			Executive Co-Sponsors	SharePoint and Email
Meeting minutes			Sub-committee	SharePoint and Email
Quarterly status reports			AEMP Steering Committee	SharePoint and Email
SharePoint			Campus wide	Eagles Eye
Faculty Forums		Monthly	Faculty	Canvas
Open, face to face discussions across campus in both formal and informal settings		Monthly or more	Campus wide	Face to face
Individual sessions with key leadership or impacted groups		As needed	Group Specific	Face to face
Feedback reports with comprehensive representation of what feedback has been given and committee response to questions and concerns		Monthly	Everyone	Email and in canvas

## 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?*

The assessment plan will need to be built into the draft procedure with specific outcomes for each assessment cycle of general education. The charter team will also assess its progress by keeping key milestone deadlines and regularly soliciting feedback from larger campus groups and the executive co-

chairs. This feedback will serve as a litmus test to how stakeholders perceive the progress, their areas of concern, and whether or not they understand the project and its progress.

## 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:

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Judy Hay, VP Student Services

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

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Clark Harris, VP Academic Affairs

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