

## **Directions**

**Please complete the scoring rubric for each proposal. Score proposals based on the criteria listed below. Individual proposals have their own tab within this workbook (tabs #1 through #9 below). Within these sheets, there is a listing of the criteria, and rubric(s) for each element of the criteria to help you score. Scores range from 0-5. Please review the criteria rubrics, consider the proposal, and enter your score in the yellow cell at the end of the rubric row.**

## **Criteria**

### ***Overall Impact***

An assessment of the likelihood for the project to exert a sustained, positive influence on the way things are done at the College, in consideration of the following criteria. A proposal does not need to be strong in all categories to be judged likely to have major overall impact.

### ***Significance***

Does the project address a significant problem or allow the opportunity to capitalize on a significant opportunity to improve the ability for the College to meet its mission or help students complete? Will successful achievement of the goals of the project change the culture, methods, technologies, programs or services provided by the College?

### ***Innovation***

Does the proposal challenge and seek to shift teaching, service, or operational paradigms by utilizing known or emerging high impact practices, methodologies, instrumentation, or interventions? Are these novel in a narrow or broad sense? Is a refinement, improvement, or new application of approaches or methodologies, instrumentation, or interventions proposed?

### ***Approach***

Are the overall strategy, approach to implementation, and goals well-reasoned and appropriate to accomplish the project? Are potential problems, alternative strategies, and benchmarks for success presented? If a planning project, will the strategy being planned establish feasibility and will particularly risky aspects be managed?

### ***Evaluation***

How will the success of the project be evaluated or assessed? What are the challenges to assessing the project? Is the evaluation plan reasonable and feasible?

### ***Alignment with Institutional Goals/Priorities***

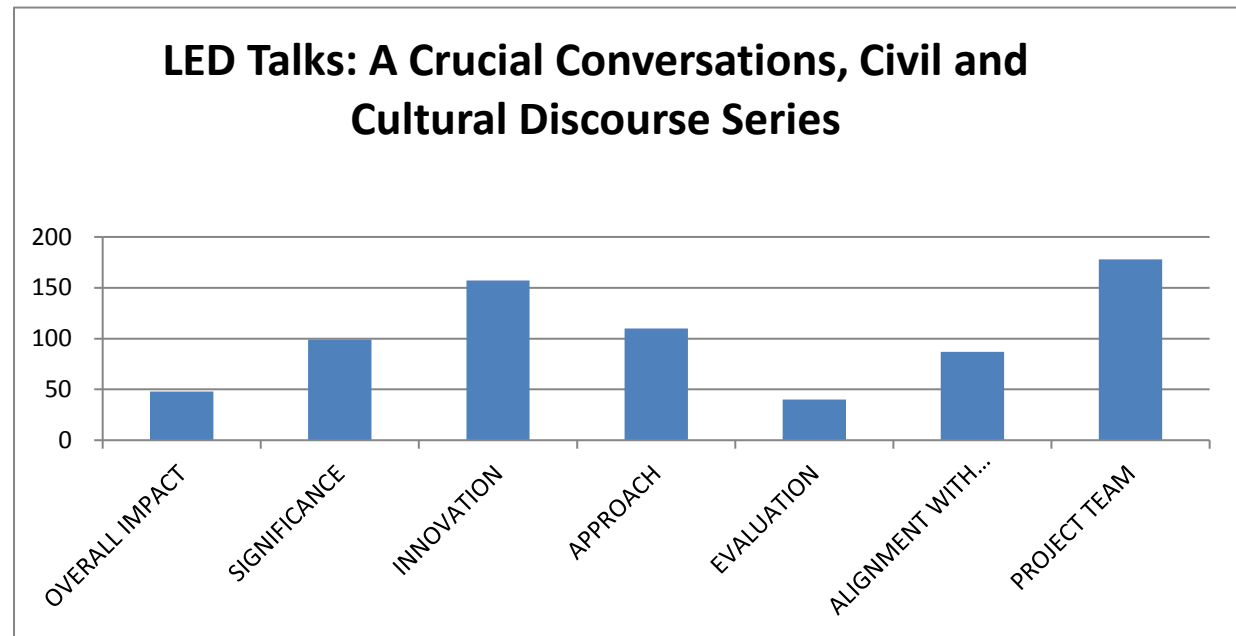
How does the project align with the mission and/or one or more of the strategic goals or priorities of the College? Does the project address other goals, such as those identified by the community, state, region or nation?

### ***Project Team***

Is the project leader well-suited to the project and do they have a record of producing positive results? Do they have appropriate experience and training? Is there a team involved? If so, does it include people who have the capability and position within the institution to make the project a success? Does the project encourage interdisciplinary or cross-divisional collaboration?

Project Title: LED Talks: A Crucial Conversations, Civil and Cultural Discourse Series															
Scorer	A.1	B.1	B.2	C.1	C.2	C.3	D.1	D.2	D.3	E.1	F.1	F.2	G.1	G.2	G.3
	3	4	3	3	4	3	4	3	3	3	4	3	3	4	4
	3	3	3	4	4	5	5	1	5	5	1	2	5	3	5
	4	4	2	2	1	1	4	0	0	2	5	1	5	2	4
	1	1	2	3	3	3	5	5	3	3	5	1	4	5	5
	4	5	4	4	4	3	3	2	0	3	5	2	5	5	5
	4	3	3	4	4	3	3	0	1	2	2	1	3	2	3
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	4	3	5	4	5	5	4	4	3	3	4	4	5	5	5
	5	5	5	5	5	4	5	2	3	2	5	4	4	5	5
	5	5	5	5	5	5	5	0	0	4	5	5	5	5	5
	4	4	5	5	5	4	5	5	4	5	5	4	5	5	4
<b>Totals:</b>	<b>48</b>	<b>51</b>	<b>48</b>	<b>51</b>	<b>53</b>	<b>53</b>	<b>51</b>	<b>30</b>	<b>29</b>	<b>40</b>	<b>52</b>	<b>35</b>	<b>62</b>	<b>55</b>	<b>61</b>

Criteria		Score
A.	OVERALL IMPACT	48
B.	SIGNIFICANCE	99
C.	INNOVATION	157
D.	APPROACH	110
E.	EVALUATION	40
F.	ALIGNMENT WITH INSTITUTIONAL P	87
G.	PROJECT TEAM	178
<b>Total</b>		<b>719</b>

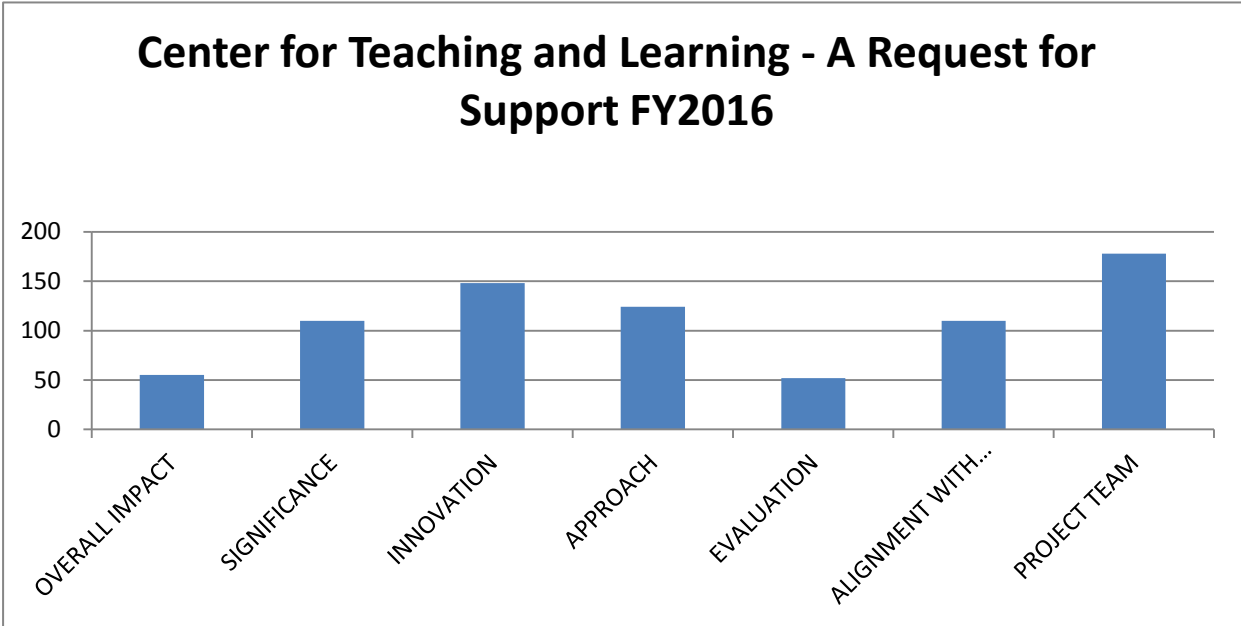


### Comments:

- The timeline does not indicate a significant need for funds since this is a research period to have discussions with constituents, price speakers, develop content, etc. The first year should be all research and the second year is when employees should be trained, etc. The project team is robust however when two members of the team were asked questions about the proposal, one did not know a proposal was submitted and the second team member said they didn't receive the proposal to review until the day it was due. Perhaps there needs to be internal communication training before they can send this out to the whole campus.
- This is a very interesting and promising project. It seems to me that it has promise for success if the first year sees broad based participation by the internal groups being targeted -- faculty, staff, students. The focus on the community, in my opinion, should wait, or the project risks not having the impact on institutional goals desired. Sustainability is a problem though, as there does not seem to be a revenue side of this until the community gets involved, and that would not likely bring in enough to continue the project without continuous institutional money.
- It mentions community and broader areas but will not be addressed with the first year of funding.
- Why does the project team not include the individual you will be providing the Crucial Conversations training?
- I am unclear about the budget. On page 2 in funding estimate it indicates \$35,000 initial year then approximately half for subsequent years, then on page 6 under Timeline is states the funding above is indicative of the first two years. I really like this training/development opportunity - it seems like it may need a little more refinement. But I would support it moving forward for the initial year.
- Positive, open communication is a problem on our campus. But the topics selected will be more suited for students rather than employees and community. Think about other topics that would be of interest to a broader group, for example, dealing with change.
- This is a new training tool at LCCC but not a new idea.
- What are the specific goals and how will success be measured?
- Timeliness of LGBT topic is great. What about elections, difficult discussions between students or between faculty and students?
- Because there are no students on this committee, it seems that this is training directed more toward employees as trainers themselves?
- Why not include HR and CTL? Give credit to people who participate? A drawing? Emphasize the Mental Health First Aid Certification;
- what about the greater impact on the LCCC community? Include as part of a campus-wide survey to see impact?
- Already have some of these in place (Zeke's Training and the Mental Health First Aid - making this project more feasible. The team includes outside experts as well.
- This initiative has the potential to greatly reduce the perceived communication shortfalls on campus between students, staff, faculty, and administrators.
- is this funding Mental Health First Aid? Would the Foundations multi-cultural programming fit here too?
- The project outline notes that success of the project will positively impact instructional effectiveness, student completion and success rates, student support, and overall campus culture. Improvement in the ability to engage in civil discourse while in disagreement will be critical in the institution's efforts to improve communication.
- This project utilizes Crucial Conversations, a curriculum that has success nationally. The interventions are innovative in a broad sense in that it will apply to everyone on campus, whether staff, administration, faculty or students. Though this curriculum has been used in the past through the LCCC Division of Workforce Services and Lifelong Learning, application campus wide will be a major, new application.
- Project goals and objectives are clearly stated and a broad method of evaluation is outlined, however, potential problems, alternative strategies are not addressed. Benchmarks are used in a very general sense with vague reference of the curriculum's success in other communities and institutions. This is not a planning project.
- Participants are to be given pre and post assessments, to measure the impact of the workshops, but measurement criteria was not provided with the proposal. CSSE assessments will also be monitored for aspects that align with the training, but the reliability of such data is dependant on response rates.
- The project addresses Goal 3 of the LCCC Strategic Plan as well as the national turmoil surrounding increased uncivil behavior in diverse population centers, and controversy regarding LGBT rights.

Project Title: Center for Teaching and Learning - A Request for Support FY2016															
Scorer	A.1	B.1	B.2	C.1	C.2	C.3	D.1	D.2	D.3	E.1	F.1	F.2	G.1	G.2	G.3
	4	4	4	3	4	3	4	4	4	4	4	3	5	5	4
	3	3	5	5	3	3	5	4	0	5	5	4	5	3	5
	3	4	3	4	4	3	4	3	0	3	5	2	4	4	1
	3	5	3	3	3	3	4	3	3	3	5	3	4	3	3
	4	5	4	4	4	3	4	2	0	3	4	4	4	4	4
	5	5	4	4	5	3	5	4	4	4	4	4	5	3	5
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	5	5	5	4	5	5	5	3	2	4	5	3	5	5	4
	5	5	5	5	5	5	5	3	0	5	5	5	5	5	5
	5	4	5	4	3	3	4	3	4	5	5	3	5	5	5
<b>Totals:</b>	<b>55</b>	<b>55</b>	<b>55</b>	<b>54</b>	<b>54</b>	<b>40</b>	<b>58</b>	<b>44</b>	<b>22</b>	<b>52</b>	<b>65</b>	<b>45</b>	<b>65</b>	<b>55</b>	<b>58</b>

Criteria		Score
A.	OVERALL IMPACT	55
B.	SIGNIFICANCE	110
C.	INNOVATION	148
D.	APPROACH	124
E.	EVALUATION	52
F.	ALIGNMENT WITH INSTITUTIONAL P	110
G.	PROJECT TEAM	178
<b>Total</b>		<b>777</b>

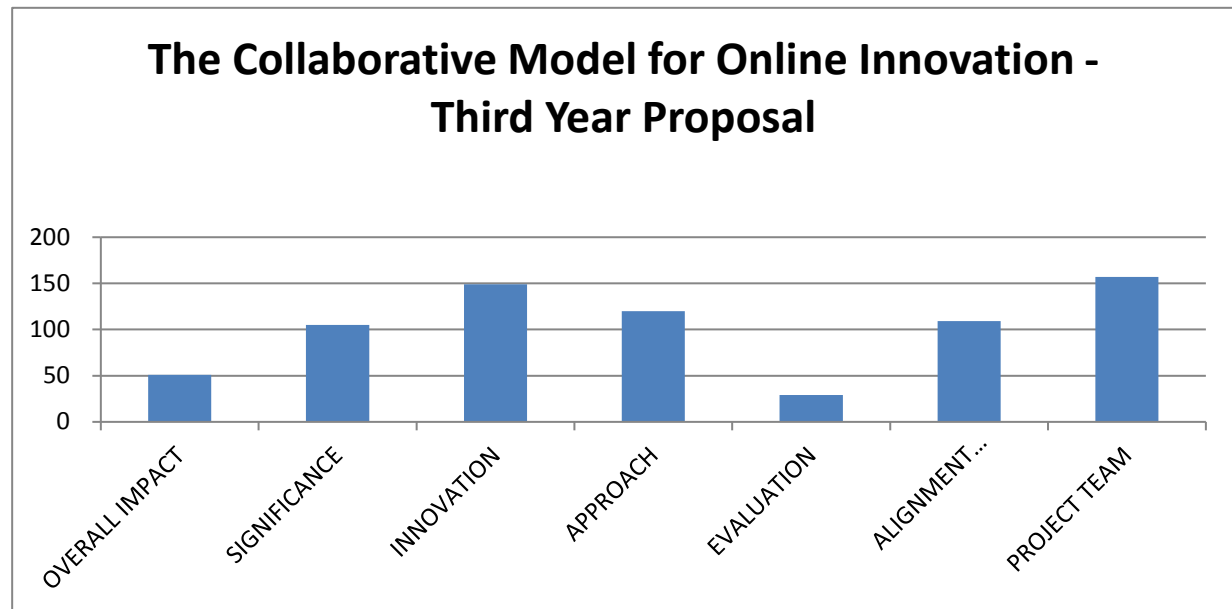


**Comments:**

- Scored a 3 because this project will have an influence on a single major area of the College - faculty, and not the entire campus.
- CTL is excellent at helping new faculty but perhaps they could reach out to and communicate with those seasoned faculty as well.
- CTL could be a strong proponent for staff employees if time and attention were given to them by CTL. They have done a tremendous job with faculty but they need to look outside that faculty lens and see the staff employees on campus who are continuously supporting the college.
- This is a solid program, with potential to build consistently strong teaching in our classrooms. When the project talks about "all those who teach" though, it sounds like a very inclusive statement, but in fact, the project overall addresses only faculty in any formal way. That is fine, as I think more inclusive effort can come at a later date. One thing I wonder though is if the evaluation can look at some more specific outcomes to measure, I think that would be helpful. The evaluations don't seem to have a great connection with the executive summary of why we would do this effort, and I'd like to see if we can delve into that a bit more. I don't know if there are measurable outcomes from the classrooms, or from the promo and tenure process, just thinking there might be more than the feedback from participants, though those are essential too.
- This project certainly has significant, sustainable influence across the college but why hasn't this all moved to the Operating Budget already? All the areas in this proposal are already in place, what is the innovative piece?
- Training opportunities are offered to all faculty - not just new faculty.
- The practice of using stipends to pay CTL Specialists is already existing. This is not innovative for 2016.
- What about evaluations of student learning and success tied to participants in the CTL? No quantitative methodology. What are the "mixed methods" in point 3?
- Why not expand to student services - co-curricular teaching? There is no student services representation on the membership...
- Supporting interim faculty has been needed for many years. This CIA and the ABC are the best opportunities for interim and adjunct faculty to get the assistance needed.
- The CTL has already demonstrated the ability to improve the transition of new instructors into the LCCC institution. The proposal shows the CTL's commitment to continue with this improvement trend, as well as keep up with changing teaching technologies and paradigms.
- Though the CTL is only been active at the college for two academic years, it shows great potential in improving what many perceive as stagnant professional development among faculty.
- New initiatives such as the Continuous Improvement Academy and the Adjunct Boot Camp constitute a major new application.
- Though potential problems and alternative strategies are not addressed, there is a high potential for success of the project, and benchmarks are offered to demonstrate the prior successes of the project. This is not a planning project.
- Project assessment strategies are very specific and the evaluation plan can be reasonably implemented.
- Goal 3 of the strategic plan is addressed, as well as supporting student success by encouraging cross-institutional relationships.
- The Project team roles are well defined and the project leader is well-suited to the project, with proven positive results from the first two years of the project.

Project Title: The Collaborative Model for Online Innovation - Third Year Proposal															
Scorer	A.1	B.1	B.2	C.1	C.2	C.3	D.1	D.2	D.3	E.1	F.1	F.2	G.1	G.2	G.3
	3	3	3	3	3	3	4	3	4	3	4	3	4	3	3
	3	3	4	4	4	3	4	3	3	0	4	4	5	3	1
	4	4	3	4	4	3	4	1	0	1	4	3	5	3	1
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	4	4	3	5	3	4	4	0	0	1	5	3	5	4	4
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	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5
	5	4	4	5	5	3	4	4	4	4	4	4	5	5	5
<b>Totals:</b>	<b>51</b>	<b>53</b>	<b>52</b>	<b>52</b>	<b>48</b>	<b>49</b>	<b>54</b>	<b>32</b>	<b>34</b>	<b>29</b>	<b>61</b>	<b>48</b>	<b>60</b>	<b>53</b>	<b>44</b>

Criteria		Score
A.	OVERALL IMPACT	51
B.	SIGNIFICANCE	105
C.	INNOVATION	149
D.	APPROACH	120
E.	EVALUATION	29
F.	ALIGNMENT WITH INSTITUTIONAL P	109
G.	PROJECT TEAM	157
<b>Total</b>		<b>720</b>

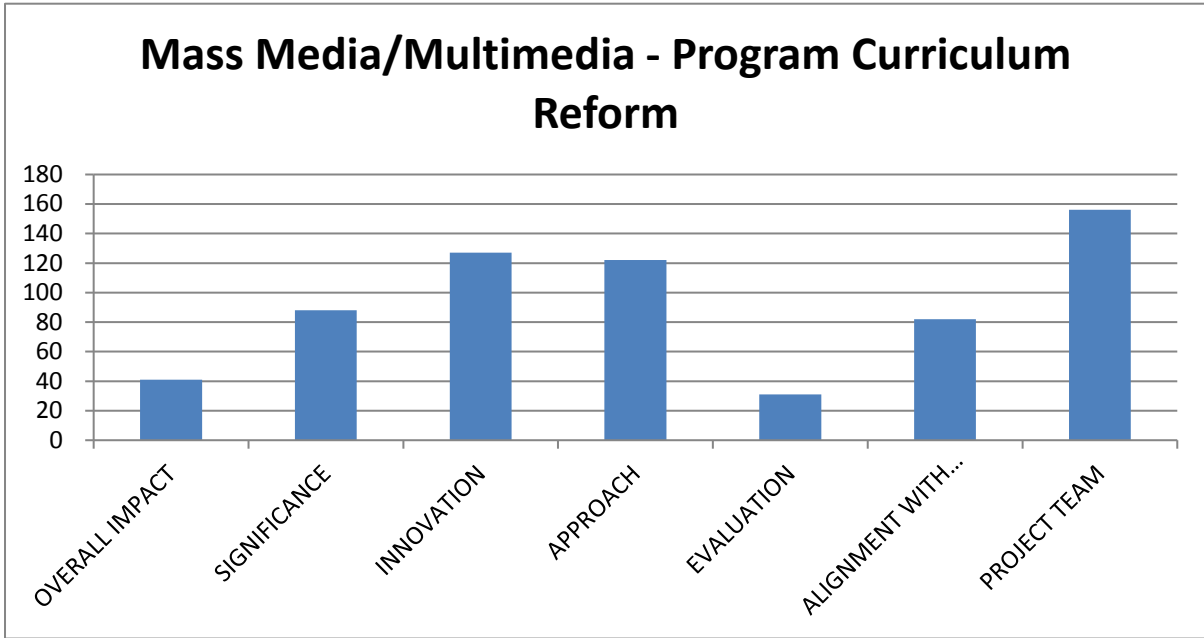


**Comments:**

- As we move toward an online campus, I would like to see more representation from each school.
- I was a bit hard on this because I am not sure what you will actually be doing besides going to a conference and visiting institutions to make what you say you will do happen. I don't know what your plan is, for instance, for improving online faculty teaching. You talk about building the courses, which is really great, but certifying the faculty? That sounds like a big project, but no focus on that in the budget or in any activities. With no evaluation plan, this does not have much definition as to what you are holding yourselves to producing for the College.
- I totally support online, high-quality education. However, I view this request as one for travel funds. The items touted in the narrative are already happening.
- Online education is critical and needs to be done well but those steps are already in place. No change will likely occur because of this proposal.
- Credentials for faculty seem to be only new proposal.
- This plan is only to travel. Nothing was presented concerning where the travel would be and how this would effect the implementation of the online campus.
- what about instructor training in online teaching? Certification?
- limitations in regards to certain states (California) that do not allow students to take courses in Wyoming without a formal agreement and fee?
- will need Student Services on the task force
- The online classes at LCCC are a huge opportunity for improvement, and this innovation proposal holds huge potential for increasing the quality, as well as the number of classes held online, allowing the institution to increase its enrollment and completions to students across the region.
- The proposal identifies that LCCC lags behind other community colleges in online program development, and success will have a huge impact on how degree programs are administered.
- LCCC is still at the beginning stages of developing online programs, and this proposal addresses growing LCCC's online paradigm from individual classes to entire programs offered online.
- Though no potential problems or alternative strategies were presented, there may be a huge issue in attempting to grow our online presence if the poor quality of current online class presentation influences future enrollment. I would like to see this potential issue addressed.
- This plan relies heavily on exploring best practices at other institutions, which I believe is a good thing.
- The development of a reliable and sought after online program will be instrumental in LCCC accomplishing the first goal of the strategic plan, as well as supporting a community that is predominantly rural.
- The CLT Director is a good choice to lead this project, and the team is well rounded and brings a large scope of disciplines to the table.

Project Title: Mass Media/Multimedia - Program Curriculum Reform																
Scorer	A.1	B.1	B.2	C.1	C.2	C.3	D.1	D.2	D.3	E.1	F.1	F.2	G.1	G.2	G.3	
	4	4	5	4	3	4	4	3	3	4	3	4	3	4	4	
	3	3	3	3	3	3	4	3	5	2	3	3	3	5	3	
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	3	3	3	4	3	3	3	3	3	3	4	4	5	5	4	
<b>Totals:</b>	<b>41</b>	<b>43</b>	<b>45</b>	<b>43</b>	<b>40</b>	<b>44</b>	<b>49</b>	<b>34</b>	<b>39</b>	<b>31</b>	<b>44</b>	<b>38</b>	<b>50</b>	<b>57</b>	<b>49</b>	

Criteria		Score
A.	OVERALL IMPACT	41
B.	SIGNIFICANCE	88
C.	INNOVATION	127
D.	APPROACH	122
E.	EVALUATION	31
F.	ALIGNMENT WITH INSTITUTIONAL P	82
G.	PROJECT TEAM	156
<b>Total</b>		<b>647</b>

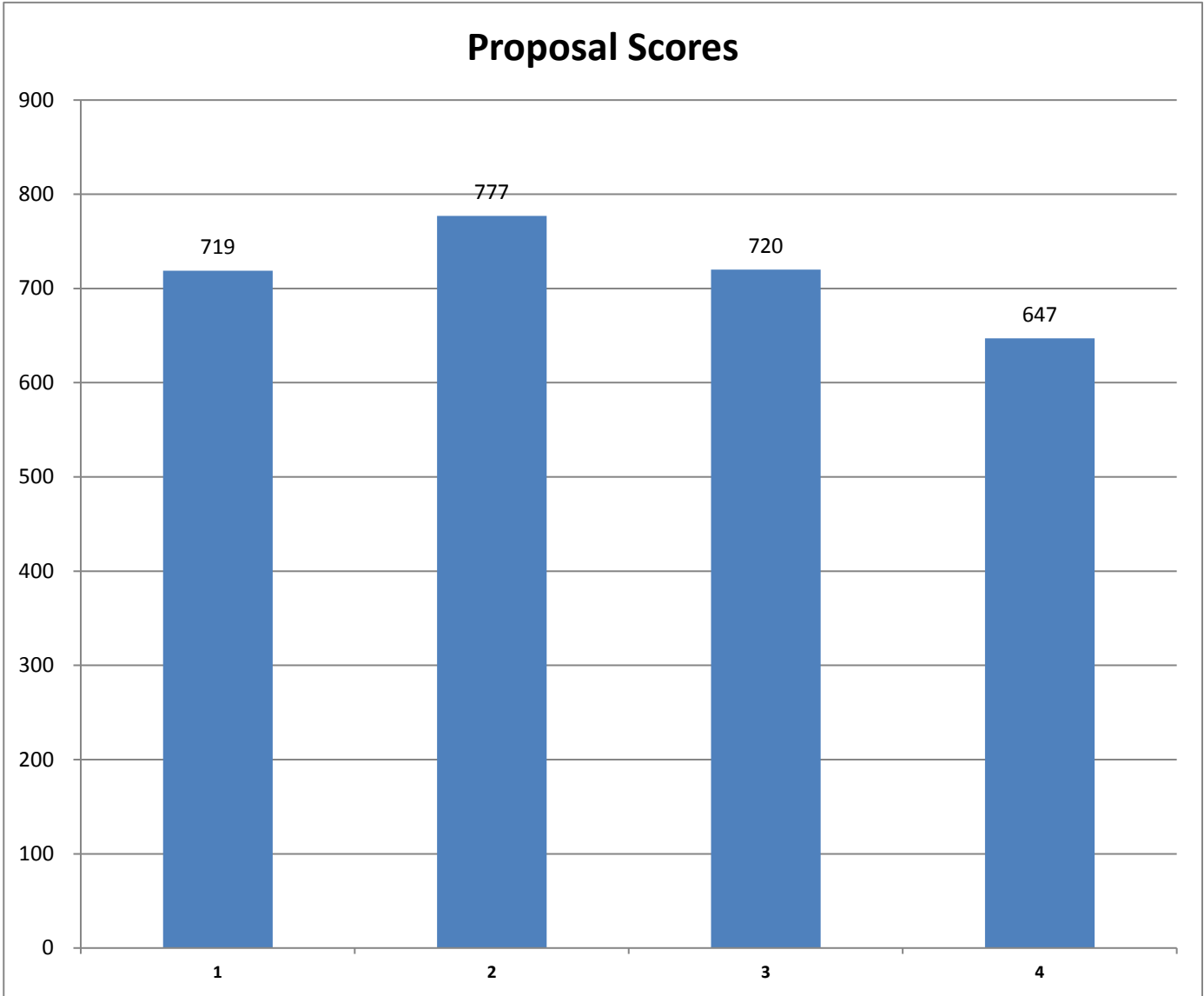




**Comments:**

- One thing not discussed that will strengthen outcomes is articulation with universities in our region that would be likely transfer options for our students. I'm not sure how closely this addresses elements of our program review process either, and whether they are part of the evaluation plan that isn't expressed.
- This project itself will not change the college but it may provide the impetus to make change as we look at new ways to engage our students in this program.
- Outside consultant is assumed to be able to identify information to restructure program and integrate better with college resources. My question would be, is the college prepared to take the next steps in purchasing of equipment and hiring, as needed.
- I am not sure why an outside consultant is necessary when we have two faculty and a new dean in this area. Perhaps the money would be better spent on equipment. Let the faculty be in charge of the curriculum.
- Good representation of the academic area and PR Department.
- could expand to student life/services . . . And other academic areas other than art...recruiting potential
- what if the proposal is to go forward - funding for equipment to move to a broadcast program?
- This project has been needed for some time.
- This project proposal recognizes the underutilization of the student multimedia offerings at LCCC and has potential to tap a career pathway for students interested in multimedia technologies.
- This project is an opportunity to correct a huge oversight in the implementation of multimedia curriculum development in the past and exploit an area of interest of huge potential in the region.
- It is early at this stage to identify specific interventions or applications, but I scored the proposal high in this area because it is seeking the input of independent and respected SME to develop a plan to improve the program, rather than implementing a strategy that hasn't been proven.
- The proposal seeks to hire an outside agent to evaluate the current program and offer solutions, which is an excellent starting place when developing a plan to improve a curriculum that has been better executed at other institutions.
- The assessment will be a direct report from the consultant.
- The proposal identified that it supports the strategic plan as a whole, and if the project results in improved utilization of campus multimedia, LCCC will be able to support multimedia needs of students throughout the region.
- The proper utilization of LCCC mass media will help all schools on campus in improving their recruiting efforts, as well as increase their influence regionally.

#	Proposal Title	Score
1	LED Talks: A Crucial Conversations, Civil and Cultural Discourse Series	719
2	Center for Teaching and Learning - A Request for Support FY2016	777
3	The Collaborative Model for Online Innovation - Third Year Proposal	720
4	Mass Media/Multimedia - Program Curriculum Reform	647



<b>Proposal #</b>	<b>Proposal Title</b>	<b>Score</b>	<b>Budget Request</b>	<b>Running Total</b>
2	Center for Teaching and Learning - A Request for Support FY2016	777	\$23,327	\$23,327
3	The Collaborative Model for Online Innovation - Third Year Proposal	720	\$15,000	\$38,327
1	LED Talks: A Crucial Conversations, Civil and Cultural Discourse Series	719	\$35,000	\$73,327
4	Mass Media/Multimedia - Program Curriculum Reform	647	\$10,000	\$83,327

**Total Requests**

**\$83,327**