

PROJECT CHARTER

Project Team: Clarify Program Paths

Project Type: Implementation

Project Duration: 2018-19 academic year

Sponsoring Council: Student Success Council

PROJECT BACKGROUND AND NEED (Why is the project necessary?)

ARC's strategic goal #2 states that "The College provides easily recognizable pathways to, through, and beyond ARC." The Clarify Program Paths project team was initially chartered for the 2017-18 academic year to support that goal, as part of the college's redesign effort. The team's work needs to continue during the 2018-19 year.

PROJECT PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)

The Clarify Program Paths team is responsible for creating and implementing areas of interest and establishing and implementing clear and coherent academic and career program paths in the form of program roadmaps. See the 2017-18 Clarify Program Paths final report for definitions of the proposed areas of interest, a list of programs within those areas, and a description of program roadmaps, their contents, and the mapping process.

Note that the actual implementation of the areas of interest and roadmaps on the college website is the responsibility of the team working on the college website redesign, and the integration of roadmaps into the Enterprise-Level Scheduling Solution (ELSS) is the responsibility of the ELSS project team. Also, the creation of a committee to maintain areas of interest and roadmaps over time is the responsibility of the Academic Senate, and the use of areas of interest beyond organizing programs on the college website (e.g., to group students for case management or orientation) is outside the scope of this project. However, the Clarify Program Paths team will provide support for those efforts as needed.

PROJECT OBJECTIVES (What is the project expected to achieve?)

Successful completion of this project is intended to achieve the following objectives:

By the end of the project the team will

- 1) provide clearly defined areas of interest to the college.
- 2) create program roadmaps for the top 10 programs in each area of interest.
- 3) provide a recommendation to the Academic Senate to establish a sustainable, faculty-led mechanism for maintaining and improving areas of interest and program roadmaps on an ongoing basis.
- 4) provide a recommendation to the college to create or purchase software to facilitate the ongoing creation, maintenance, and publication of program roadmaps.
- 5) assist in the implementation of areas of interest and program roadmaps on the college website.

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PROJECT DELIVERABLES (What items will be produced during the project?)

Deliverables to be completed and/or submitted for approval:

- 1) An updated list of areas of interest (names, definitions, included programs) for the 2018-19 academic year submitted to the Student Success Council.
- 2) An updated list of the top 10 programs in each area of interest submitted to the Student Success Council.
- 3) A work plan and timeline for the project submitted to the Student Success Council.
- 4) Roadmaps for the top 10 programs submitted to the Student Success Council.
- 5) A proposal to create a new Academic Senate committee submitted to the Academic Senate.
- 6) A proposal to create or purchase software for maintaining program roadmaps submitted to the Student Success Council.
- 7) A mid-year progress report and a final project report submitted to the Student Success Council.

SUCCESS INDICATORS (How will success be measured or determined?)

The project will be considered successful when:

- 1) Areas of interest and program roadmaps for the top 10 programs are available for college-wide use before the fall 2019 semester.
- 2) The requirements and options for potential software, to be developed or acquired, have been fully documented in a proposal.
- 3) Deliverables are accepted by the Student Success Council and the Academic Senate.

All of these indicators can be thoroughly accomplished through completion of the stated project objectives.

PROJECT ASSUMPTIONS (What conditions are believed to exist?)

The project team was authorized based on the following assumptions:

- 1) Faculty are available and willing to create roadmaps for their programs.
- 2) The college will provide the resources needed to create program roadmaps.
- 3) The new college website design can accommodate areas of interest and program roadmaps.
- 4) The Academic Senate is willing to create a committee responsible for maintaining areas of interest and program roadmaps.
- 5) The college is willing to create or purchase software to facilitate program roadmap creation, maintenance, and publication.
- 6) Students will be shown how to use areas of interest and roadmaps, and students will be encouraged to see a counselor to create an individualized educational plan.
- 7) Implementation of AB 705 will increase significantly the number of students meeting reading competency without taking a credit-bearing reading course.

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PROJECT RISKS, CONSTRAINTS, OR DEPENDENCIES (What factors might impact the project? How might the project intersect with the internal or external environment including other projects?)

The project team should be aware of the following known risks, constraints, and/or dependencies:

- 1) Some of the proposed work touches on district processes and systems (e.g., curriculum, websites, software purchasing). Decisions made at the district level could affect the team's ability to produce the deliverables according to the proposed timeline.
- 2) Implementation of AB 705 has created considerable uncertainty for the project team. The guidelines issued for English writing indicate that the State Chancellor's Office intends that colleges use multiple measures to place students much higher than they have in the past. Guidelines have yet to be released regarding English reading but the expectation is that, under the new guidelines, significantly more students will meet reading competency without taking a credit-bearing reading course. If this assumption proves wrong, the team may need to remap local AA/AS degrees.
- 3) Faculty have expressed concerns that students will misinterpret areas of interest and program roadmaps, causing more problems than they solve. Those tools were designed with the understanding that students will be shown how to use them properly, and that students will be encouraged to see a counselor to create an individualized educational plan.
- 4) If the Academic Senate is unwilling to create a committee to maintain program roadmaps then another mechanism will need to be found which could extend the timeline for that deliverable.

OTHER CONSIDERATIONS (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; college-wide cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)

- 1) A new committee of the Academic Senate needs to be created to continue the team's work into the future.
- 2) That committee will need technology resources to manage the large number of program roadmaps being created, and they will likely need clerical assistance as well.
- 3) That committee will need ongoing support from the Research Office to evaluate and refine areas of interest and program roadmaps.
- 4) That committee will need to establish a process for regularly updating areas of interest and program roadmaps on the college website.
- 5) The review and maintenance of program roadmaps will need to be integrated into the annual unit planning process, or some other annual process.

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PROJECT TIMELINE/KEY MILESTONES

Month(s)	PROJECT PHASE	FOCUS/MAJOR TASKS
June-Aug. 2018	Initiation	Project initiation and charter development
Aug.-Sep. 2018	Preparation	Project planning; team scheduling; team training
Sep. 2018	Team-Based Work	Finalizing areas of interest and their top 10 programs
Sep.-Oct. 2018	Team-Based Work	Developing a recommendation for the Academic Senate to create a faculty-led mechanism for maintaining and improving areas of interest and roadmaps over time
Oct.-Nov. 2018	Team-Based Work	Working with Academic Senate to establish that mechanism
Sep.-Nov. 2018	Team-Based Work	Developing requirements for roadmap maintenance software and researching potential software solutions
Aug. 2018-Apr. 2019	Team-Based Work	Working with faculty to create program roadmaps for the top 10 programs
Apr. 2019	Formal Review	Review and adoption of deliverables through governance processes
May, 2019	Closure	Celebrate the project team's work and archive artifacts of the project

Planned Governance Flow of Deliverables

Meeting Date	Council	Desired Outcome
Dec. 4, 2018	Student Success Council (progress report)	<input checked="" type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____
April 2, 2019	Student Success Council (final report)	<input checked="" type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____
May 7, 2019	Student Success Council	<input type="checkbox"/> 1 st Reading <input checked="" type="checkbox"/> 2 nd Reading - Recommendation to ELT/PES
May 8, 2019	ELT/PES	<input checked="" type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____
May 15, 2019	ELT/PES	<input type="checkbox"/> 1 st Reading <input checked="" type="checkbox"/> 2 nd Reading – Recommendation to _____

Standard Description of Project Stages

Project Stages	Description
Initiation	Activities leading to the authorization and chartering of a project team
Preparation	Activities which occur once a team is authorized and can be conducted independently to plan, schedule, and setup the project (project management steps)
Team-Based Work	Activities which occur in a collaborative environment in which the project team works based on the scope of the charter
Formal Review	Activities by which deliverables are submitted to the sponsoring council for formal approval; may involve a sequence of governance review including ELT and/or other entities; formal review may result in acceptance of the deliverables; request for the project team to revisit the design/refinement stages; or abandonment of the project
Closure	Activities to celebrate the success of the project and archive the artifacts of the work completed

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PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES

Role	Responsibilities
Project Leads	<ul style="list-style-type: none"> Prepares, leads, and follows up on meetings (see details of the Role of the Chair in the <i>ARC Governance Framework</i>) Communicates the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables through informal review processes Submits the final deliverables to the sponsoring council for approval
Project Steward <i>(may be one of the leads or a separate individual)</i>	<ul style="list-style-type: none"> Manages the project on behalf of the sponsoring council Drafts the charter in consultation with the sponsoring council's chairs Conducts preliminary research to gather information on promising practices, product options, or other relevant materials to inform the project Develops a work plan based on the charter to organize, sequence, and schedule the work of the project team within the available time frame Reports progress to the sponsoring council Maintains and archives project documentation at the conclusion of the project Assists the project leads as needed
Team Members	<ul style="list-style-type: none"> Participates in all project meetings and activities Supplies valuable knowledge and perspective (often based on the individual's responsibilities or role at ARC) May be assigned specific project tasks to complete outside of project meetings Assists with the "heavy lifting" that is required to accomplish the project deliverables
External Consultant <i>(optional)</i>	<ul style="list-style-type: none"> Provides expertise and assistance from an external (non-ARC) perspective
Executive Sponsor <i>(optional)</i>	<p>Large, high-impact projects only:</p> <ul style="list-style-type: none"> Champions the project from the executive level to secure buy-in and ensure viability Communicates project purpose and vision Allocates appropriate resources to support effective development, execution, and institutionalization Maintains awareness of project status and helps mitigate risk Mediates conflicts and facilitates dialogue to resolve project issues Assumes other responsibilities as appropriate based on the project scope

Please see Appendix A for a complete roster of the membership for each specified role.

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PROJECT STAKEHOLDERS (Who has a vested interest in the project? Who will it impact?)

- ☒ Sponsoring Council ☒ Project Team (including leads and members) ☒ Project Steward
☒ Academic Senate ☐ Associated Student Body ☐ Classified Senate ☐ PES ☐ Management beyond PES
☐ Instruction ☐ Student Services ☐ Administrative Services
☐ Specific departments or other entities:

COMMUNICATION PLAN (How will information be shared with the stakeholders?)

Based on the previously stated stakeholder list, the general plan for sharing project information is as follows:

Communicated By	Audience	Frequency	Purpose
Project Steward	College	start of fall	Fall 2018 convocation presentation
Project Steward	College	as needed	Clarify Program Paths website updates
Team Leads	College	as needed	Flex activities and workshops
Project Steward	Student Success Council	monthly	Regular update of project status
Project Steward	Student Success Council	early fall	Project timeline and work plan, finalized list of areas of interest, list of top 10 programs
Team Leads	Academic Senate	mid-fall	Proposal to create a new committee
Team Leads	Student Success Council	late fall	Proposal to create/purchase software, with specs
Project Steward	Student Success Council Academic Senate	end of fall	Progress report & early deliverables
Project Steward	Student Success Council Academic Senate	end of spring	Project final report & final deliverables

Conflict Resolution

Any matter of significance which cannot be resolved by the project leads may be referred to the appropriate administrator (typically the chair of the sponsoring council) or to the President's Executive Staff (PES). Any significant change in charter scope will require approval of a revised charter by the Executive Leadership Team (ELT).

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APPENDIX A: PROJECT MEMBERSHIP

PROJECT TEAM		
	Name of Participant	Role at the College
Project Leads	Bill Simpson	Instructional Faculty, Physics
	Tony Giusti	Instructional Faculty, Nutrition
Project Co-Lead	Kate Jaques	AVP Instruction (Curriculum)
Members	Rebeca Rico	Student
	Marsha Reske	Dean, Distance Education and VEC
	Judy Mays	Counselor
	Kathy Rodgers	Instructional Faculty, English
	Lisa Roberts-Law	Counselor
	Rocio Owens	Instructional Faculty, Mathematics
	Viorica Petcan	Classified Staff, Note Taker
	Mike Robinson	Classified Staff, Career & Pathway Support Services Representative

OTHER ROLES	
Project Steward*	Bill Simpson
External Consultant(s)	
Executive Sponsor <i>(high-impact projects only)</i>	

*May be one of the project leads or a separate individual