

## PROJECT CHARTER

**Project Team:** Disproportionate Impact

**Project Type:** Implementation

**Project Duration:** 2019-20 academic year

**Sponsoring Council:** Student Success Council

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

ARC's strategic plan includes the following statement on its commitment to social justice and equity: "American River College strives to uphold the dignity and humanity of every student and employee. We are committed to social justice and equity through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community." Additionally, Strategic Goal #1 states, "Students First – The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed." In support of these goals, the college is dedicated to eliminating the achievement gap. The disproportionate impact project team is needed to gather information and recommendations for practice from our most disproportionately impacted student populations in order to reduce and eliminate the achievement gap.

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

The Disproportionate Impact Team is responsible for summarizing the historical exclusion of African American, Latinx, and Native American students in education. Additionally, this team will identify institutional barriers and motivators to providing equitable education for these student groups and creating recommendations for practice based on a literature review, the Institutional Equity Plan, the college's efforts in Achieve and Pathways.

Note that the actual implementation of the DI project team recommendations will not reside with the project team. However, participants on the team may be engaged in implementation through their regularly assigned job duties.

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

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

1. The creation of a literature review which outlines high impact practices for African American, Latinx, and Native American students.
2. Establishing an appropriate methodological framework and recommendations to the college for serving African American, Latinx, and Native American students. These recommendations will be aligned with the college's current work in Achieve and Pathways.



## PROJECT CHARTER

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

Deliverables to be completed and/or submitted for approval:

1. Summarize the historical context of the education of African American, Latinx, and Native American students in the United States.
2. Provide a literature review (including current scholarship and community college based praxis, including local quantitative and qualitative data and testimony) for the identified DI populations which outlines high impact practices that would best serve these student populations.
3. Create a comprehensive list of institutional barriers (historical and current) that perpetuate systems of power and privilege that contribute to the achievement gap and impact the experiences of African American, Latinx, and Native American students at ARC.
4. Create a comprehensive list of motivators (Academic, Personal, Spiritual, Cultural, etc.) that inspire and produce positive outcomes for African American, Latinx, and Native American, as well as self-efficacy.
5. Considering the college's efforts in Achieve and Pathways and the literature review, identify an appropriate methodological framework for each identified group for high impact social justice practices, services, and teaching methods that would best serve the African American, Latinx, and Native American students at ARC.
6. Identify recommended methods for practice based on the literature review and methodological framework that would provide equity minded praxis for African American, Latinx, and Native American students and eliminate the achievement gap.

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

The project will be considered successful when:

1. Recommendations for best serving African American, Latinx, and Native American Students are available to the college by the end of Spring 2020.
2. A comprehensive literature review and historical context of the education of African American, Latinx, and Native American students have been fully documented and understood by the college and included widely in professional development efforts.
3. College efforts for serving African American, Latinx, and Native American students are intentional, focused, scaled, and aligned with college wide strategic goals and efforts such as Achieve and Pathways.

4. Deliverables are accepted by the Student Success Council and the Executive Leadership Team.

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. African American, Latinx, and Native American faculty, staff, community members, and students are available and willing to create recommendations for practice for their communities.
2. The college will provide the resources needed to create professional development in support of the recommendations provided by this team.
3. Existing efforts to serve these disproportionately impacted student populations need to be aligned with college wide efforts (e.g. Achieve and Pathways) and scalable for all students
4. Implementation of the Institutional Equity Plan will serve as the guiding framework for the work of this team.

#### **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, pathways). Decisions made at the district level could affect the team's ability to produce the deliverables according to the proposed timeline.
2. Faculty and staff have expressed concerns that there are students from other disproportionately impacted populations that also need to be considered. The DI project team (or similar) will be created for the 2020-2021 academic year to address additional needs for DI students. African American, Latinx, and Native American student populations were selected because they historically have the highest levels of DI in the ARC data and no previous targeted, college wide, scalable efforts have been directed at meeting the needs of those DI populations.
3. The work of the DI project team will be closely aligned with the work of the Professional Development Project Team, and timelines and communication between these groups is imperative for alignment and effectiveness.

#### **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. Ongoing support from the Research Office will be needed to evaluate the effectiveness of the college's efforts at closing the achievement gap.

#### **PROJECT TIMELINE/KEY MILESTONES**

##### **PROJECT PHASE**

Preparation

Team-Based Work

Formal Review

## FOCUS/MAJOR TASKS

Project planning; team scheduling; team training

Documenting the historical context of the education of African American, Latinx, and Native American students in the United States.

Creating a literature review of high impact practices to best serve African American, Latinx, and Native American students.

Creating a comprehensive list of barriers and motivators to African American, Latinx, and Native American student success.

Identifying appropriate methodological frameworks and methods for serving African American, Latinx, and Native American student success.

Review and adoption of deliverables through governance processes

Spring 2019 Initiation	Project initiation and charter development
Summer 2019	Project Leads plan and prepare
Sept - Oct 2019 Team-Based Work	Document Historical Context of Education of African American, Latinx, and Native American students.  Create Literature Review
Nov 2019 Team Based Work	Identify Barriers and Motivators
Dec 2019 Team Based Work	Identify methodological framework and make recommendations for practice
Spring 2020 Formal Review	Vet with SSC, ELT, Senates
May 2019 Closure	Celebrate the project team's work and archive artifacts of the project

## Planned Governance Flow of Deliverables

TBA

	Student Success Council (progress report)	<input checked="" type="checkbox"/> 1 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> Reading – Recommendation to _____
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TBA	Student Success Council (final report)	<input checked="" type="checkbox"/> 1 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> Reading – Recommendation to _____
TBA	Student Success Council	<input type="checkbox"/> 1 <sup>st</sup> Reading <input checked="" type="checkbox"/> 2 <sup>nd</sup> Reading - Recommendation to ELT/PES
TBA	ELT/PES	<input checked="" type="checkbox"/> 1 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> Reading – Recommendation to _____
TBA	ELT/PES	<input type="checkbox"/> 1 <sup>st</sup> Reading <input checked="" type="checkbox"/> 2 <sup>nd</sup> 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

## PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES

Role	Responsibilities
<b>Project Leads</b>	<input type="checkbox"/> Prepares, leads, and follows up on meetings (see details of the Role of the Chair in the <i>ARC Governance Framework</i> ) <input type="checkbox"/> Communicates the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables through informal review processes <input type="checkbox"/> Submits the final deliverables to the sponsoring council for approval
<b>Project Steward</b> <i>(may be one of the leads or a separate individual)</i>	<input type="checkbox"/> Manages the project on behalf of the sponsoring council <input type="checkbox"/> Drafts the charter in consultation with the sponsoring council's chairs <input type="checkbox"/> Conducts preliminary research to gather information on promising practices, product options, or other relevant materials to inform the project <input type="checkbox"/> Develops a work plan based on the charter to organize, sequence, and schedule the work of the project team within the available time frame <input type="checkbox"/> Reports progress to the sponsoring council

	<input type="checkbox"/> Maintains and archives project documentation at the conclusion of the project <input type="checkbox"/> Assists the project leads as needed
<b>Team Members</b>	<input type="checkbox"/> Participates in all project meetings and activities <input type="checkbox"/> Supplies valuable knowledge and perspective (often based on the individual's responsibilities or role at ARC) <input type="checkbox"/> May be assigned specific project tasks to complete outside of project meetings <input type="checkbox"/> Assists with the "heavy lifting" that is required to accomplish the project deliverables
<b>External Consultant</b> <i>(optional)</i>	Provides expertise and assistance from an external (non-ARC) perspective
<b>Executive Sponsor</b> <i>(optional)</i>	Large, high-impact projects only: <input type="checkbox"/> Champions the project from the executive level to secure buy-in and ensure viability <input type="checkbox"/> Communicates project purpose and vision <input type="checkbox"/> Allocates appropriate resources to support effective development, execution, and institutionalization <input type="checkbox"/> Maintains awareness of project status and helps mitigate risk <input type="checkbox"/> Mediates conflicts and facilitates dialogue to resolve project issues <input type="checkbox"/> 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: Learning Communities

## **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:

**TBA**

## 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).

## APPENDIX A: PROJECT MEMBERSHIP

PROJECT TEAM		
	Name of Participant	Role at the College
Project Leads		
Project Co-Lead		
Members	<ul style="list-style-type: none"><li>• Puente faculty/staff</li><li>• Puente counselor</li><li>• Puente/Latinx student</li><li>• Latinx faculty/staff</li><li>• Latinx Content Faculty (history, sociology, literature, humanities, Spanish, ESL, anthropology, etc.)</li><li>• Community Member (Puente mentor)</li><li>• Latinx elder or spiritual leader</li><li>• Umoja faculty/staff</li><li>• Umoja counselor</li><li>• Umoja/African American student</li><li>• African American elder or Spiritual Leader</li><li>• African American/African Content Faculty (history, sociology, literature, humanities, etc.)</li><li>• Community Member (Umoja mentor)</li><li>• African American faculty/staff</li><li>• Native American faculty/staff</li><li>• Native American counselor</li><li>• Native American student</li><li>• Tribal Elder or Spiritual Leader</li><li>• Native American Content Faculty (history, sociology, literature, humanities, etc.)</li><li>• Community Member (Native American mentor)</li><li>• Administrator of African, Latinx or Native descent</li></ul>	

	<ul style="list-style-type: none"> <li>MESA student/staff/faculty of African, Latinx or Native descent</li> </ul>	
<b>OTHER ROLES</b>		
<b>Project Steward*</b>	TBA	
<b>External Consultant(s)</b>		
<b>Executive Sponsor</b> <i>(high-impact projects only)</i>		

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