

PROJECT CHARTER

Project Team: Integrated Planning Improvement (renewal)

Project Type: Planning

Project Duration: 2018-19 academic year

Sponsoring Council: Institutional Effectiveness Council

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

The Integrated Planning Improvement project was initially chartered in 2017-18 to develop an institutional planning process that would (1) align and link all levels of college wide planning, from strategic and master planning to program review and unit planning; (2) ensure each planning level is integrated, highly effective and efficient; and (3) incorporate where applicable, effective linkages to resource allocation. In fulfilling this charge, the project team fully developed a new program review and unit planning model and drafted a multi-year integrated planning calendar specifying the planning cycles for each of the institution's major plans. The team also began work on an integrated planning guide; however, there was insufficient time to fully develop and refine a final draft of the guide. The 2018-19 renewal of this project will allow completion of the remaining deliverables.

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

Building on the work accomplished during the 2017-18 academic year, the purpose of this project is to draft a comprehensive integrated planning guide for American River College and refine, if necessary, the previously developed planning calendar. At minimum, it is expected that the integrated planning guide will:

- describe American River College's approach to integrated planning
- identify and define each of the major institutional planning processes
- depict connections between planning and resource allocation
- indicate responsibilities related to governance, oversight, and/or support of planning processes
- indicate the anticipated mechanisms for evaluating the effectiveness of planning processes to promote ongoing improvement of institutional planning
- incorporate, where appropriate, the previously approved model for program review and annual unit planning
- include a multi-year planning calendar which maps future planning cycles
- specify, where appropriate, any known intersections with district-level and/or system-level planning

The scope of the project is limited to work necessary to develop a comprehensive guide and related calendar that can be used on an ongoing basis to support the institution in fulfilling its accreditation requirements related to integrated planning (see information under assumptions and other considerations for further details).

Implementation of the integrated planning process and execution of its regular planning cycles are beyond the scope of this project. It is also recognized that future project teams are likely to be chartered by the College President in consultation with the Executive Leadership Team (ELT) for the development of various institutional plans. Therefore, this project will endeavor to strike an appropriate balance between fully defining the planning processes while also deferring specificity on certain aspects of institutional planning to the project chartering process.

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

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

- During Fall 2018, develop an institutional planning process that will:
 - align and link all levels of college wide planning, from strategic and master planning to program review and unit planning;
 - ensure each planning level is integrated, highly effective and efficient; and
 - incorporate where applicable, effective linkages to resource allocation
- Confirm the proposed process is sufficient to support the institution in fulfilling its accreditation requirements related to integrated planning
- Map how the process will be conducted in the form of a multi-year planning calendar
- Document the proposed process in a comprehensive integrated planning guide by the end of Fall 2018

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

Deliverables to be completed and/or submitted for approval:

- 1) Final draft of a multi-year planning calendar to be embedded as an appendix to the integrated planning guide
- 2) Final draft of the ARC integrated planning guide

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

The project will be considered successful when:

- 1) The proposed multi-year planning calendar is adopted through the established governance process.
- 2) The proposed integrated planning guide is adopted through the established governance process.
- 3) The approved guide is made widely available to the campus as the roadmap for future institutional planning.
- 4) The approved guide is available to be used as one source of evidence of the institutional commitment to integrated planning during development of the next institutional self-evaluation report (ISER) for accreditation purposes.

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

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PROJECT ASSUMPTIONS (What conditions are believed to exist?)

The project team was authorized based on the following assumptions:

- The integrated process for program review and unit-level planning was previously developed and adopted during the 2017-18 academic year.
- A draft multi-year planning calendar which identifies all major planning processes was also developed during the 2017-18 academic year. This calendar was intentionally designed to align with the seven-year accreditation cycle enabling each major planning process to be revisited in each cycle.
- The integrated planning guide must be fully developed by the end of the Fall 2018 semester to allow adoption by mid-spring. This timing would allow the embedded planning calendar to be used to identify scheduled planning projects prior to project initiation for 2019-20.
- American River College does not currently have a comprehensive integrated planning guide, so the project team is charged with fully developing this document rather than revising a prior version. Guides of this type typically reference all levels of planning such as the college strategic plan, master plans (e.g., educational master plan, technology master plan); focused plans (e.g., enrollment management plan, professional development plan); program-level plans (i.e., program review); and unit-level plans.
- Processes for institutional decision-making, planning, and resource allocation are expected to be guided by the institutional mission in alignment with ACCJC standard I.A.3. Thus, any processes developed should explicitly demonstrate how the mission guides these functions.
- The development of an integrated planning process must consider how the process would generate evidence of the institution's compliance with ACCJC standard I.B.9. which states:
"The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources."
- The institutional equity plan, once developed, is expected to provide a framework for all other planning.
- The educational master plan is expected to be the longest-term plan which sets the aspirational direction of the institution.
- American River College's most recent strategic plan was developed during the 2016-17 academic year and adopted by the Board of Trustees in May 2017.
- American River College's current mission, vision, values, and commitment to social justice and equity were adopted by the Board of Trustees in May 2017.
- The next institutional self-evaluation report (ISER) will be finalized during the 2021-22 academic year with an accreditation site visit expected in Fall 2022. The project team is expected to develop a process which considers and enables the college to ensure appropriate evidence related to institutional planning is available for the development of the upcoming ISER as well as future ISERS.
- As processes for institutional planning are among the 10+1 responsibilities of the Academic Senate, it is assumed that the proposed integrated planning guide will be routed to the Academic Senate prior to consideration by the sponsoring council.

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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:

- There are currently planning projects chartered for the 2018-19 academic year. These projects were not initiated until after the draft multi-year calendar was developed. It may need to be revisited and/or revised to adjust for recent events.
- The facilities master planning process, while identified as a major institutional plan, is coordinated by the District Office as a districtwide process. Since American River College does not solely control this process, the timing and methods employed are variable and may not be easily solidified in the integrated planning guide.
- There may be a natural inclination to replicate past planning practices. The team can mitigate this risk by intentionally considering opportunities for improvement as the process for integrated planning is developed.
- ACCJC recently moved from a six-year to a seven-year accreditation cycle. American River College's last site visit occurred in Fall 2015 and the ACCJC web site lists the next comprehensive review as 2022 but does not specify the semester. While the next visit is expected in Fall 2022, there is a possibility that it might occur in a different semester. If so, timing specified in a planning calendar may need to be adjusted accordingly.
- A new college web site is expected to be launched in the near future. The existing web site does not contain a centralized page which consolidates all planning documents, so it is unclear where the adopted integrated planning guide and subsequent planning documents would be made available to the campus community. The success indicators previously listed are dependent on easy access to this information.

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?)

- While the institutional equity plan has not yet been developed to guide this work, the team should strive to create an equitable process that honors the institutional commitment to social justice and equity.
- All planning processes are expected to be data-informed which implies that the structure of the process may dictate certain research and data needs and related timelines.
- The project is expected to align its work by considering implications of various accreditation standards such as:
 - Standard I.A.3. (mission-guided planning)
 - Standard I.B.9. (institutional effectiveness related to systematic integrated planning)
 - Standard III.D.2. (integration of financial planning and institutional planning)
 - Standard III.D.4. (realistic planning related to assessment of financial resources)
 - Standard IV.A.1. (connection to systematic participative processes to assure effective planning)
 - Standard IV.B.1. (role of the CEO in leading planning efforts)
 - Standard IV.B.3. (role of the CEO in guiding improvement efforts including planning responsibilities)
 - Standard IV.D.5. (integration with system/district planning)
- There is an opportunity to stagger the work involved with various planning processes so that planning workload is manageably distributed across multiple years.
- The college is currently operationalizing the adopted program review and annual unit planning model through development of an integrated planning technology system.
- Resources may be needed to maintain the integrated planning guide and/or sustain the proposed integrated planning processes. Since the project team is not charged with implementation, any needs which surface as a result of project work may be forwarded to the sponsoring council for future consideration or referral to the appropriate entity.

PROJECT CHARTER

PROJECT TIMELINE/KEY MILESTONES

| Month(s) | PROJECT PHASE | FOCUS/MAJOR TASKS |
|------------------|-----------------|--|
| May 2018 | Initiation | Project initiation and charter development |
| June-August 2018 | Preparation | Project planning; team scheduling; initial research and discovery; preparation for kickoff |
| September 2018 | Team-Based Work | Kickoff for 2018-19; review last year's progress and summer homework |
| October 2018 | Team-Based Work | Define integrated planning process |
| November 2018 | Team-Based Work | Draft and refine integrated planning guide |
| Early Dec. 2018 | Team-Based Work | Finalize draft and submit for review |
| Dec.-April 2019 | Formal Review | Review and adoption of deliverables through governance processes |
| April 2019 | Closure | Celebrate the project team's work and archive artifacts of the project |

Planned Governance Flow of Deliverables

| Meeting Date | Council | Desired Outcome |
|---|---|---|
| December 13, 2018 – <i>tentative date pending Academic Senate schedule</i> | Academic Senate | <input checked="" type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading |
| January 24, 2019 – <i>tentative date pending Academic Senate schedule</i> | Academic Senate | <input type="checkbox"/> 1 st Reading <input checked="" type="checkbox"/> 2 nd Reading – Recommendation to IEC/ELT |
| February 2019 – <i>date TBD; regular meeting pattern conflicts with holiday</i> | Institutional Effectiveness Council | <input checked="" type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____ |
| March 4, 2019 | Executive Leadership Team <i>(first reading pending recommendation from IEC)</i> | <input checked="" type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____ |
| March 18, 2019 | Institutional Effectiveness Council | <input type="checkbox"/> 1 st Reading <input checked="" type="checkbox"/> 2 nd Reading – Recommendation to ELT |
| April 1, 2019 | Executive Leadership Team | <input type="checkbox"/> 1 st Reading <input checked="" type="checkbox"/> 2 nd Reading |

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 CHARTER

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.

PROJECT CHARTER

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:

Office of Planning, Research, and Technology due to anticipated role in operationalizing the integrated planning guide
 Accreditation Liaison Officer (Dean of Planning, Research, and Technology) due to accreditation-related responsibilities

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 | Sponsoring Council (IEC) | Monthly | Regular update of project status |
| Co-lead | Academic Senate | As needed | Regular update of project status; solicit feedback on draft(s) if needed to inform the work of the project team |
| Lead | President's Executive Staff | As needed | Regular update of project status; solicit feedback on draft(s) if needed to inform the work of the project team |
| Dean of Planning, Research, and Technology | Office of Planning, Research, and Technology | As needed | Convey operational implications of the draft/proposed process |
| ARC/Public Information Office using information supplied by project leads | Campus Community | Monthly | Highlight governance work including project activity in the consolidated Forward Motion publication (brief project-specific highlights to be supplied by the project leads for this publication) |
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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).

PROJECT CHARTER

APPENDIX A: PROJECT MEMBERSHIP

| PROJECT TEAM | | |
|---------------------|---------------------|--|
| | Name of Participant | Role at the College |
| Project Lead | Kuldeep Kaur | Vice-President of Administrative Services |
| Project Co-Lead | Alisa Shubb | Instructional Faculty; Chair of Program Review Committee |
| Members | Isolina San Juan | Business Services |
| | Rina Roy | Designee of Vice-President of Instruction |
| | Inna Linnyk | Programmer, Information Technology |
| | Corrine Arrieta | Student Learning Outcomes Assessment Committee (SLOAC) Chair |
| | Amanda Corcoran | Instructional Faculty / Accreditation Representative |
| | Yuj Shimizu | Faculty Researcher |
| | Chris Olson | Classified, Research Analyst |
| | Jan DeLapp | Instructional Dean |
| | Derrick Booth | Alternate – Instructional Dean |
| | Kolleen Ostgaard | Student Services Manager |
| | Adam Karp | Planning Dean |
| | Jeff Stephenson | Alternate - Student Services |
| | (Vacant) | Counseling Faculty |
| | (Vacant) | Associated Student Body (ASB) Representative |
| Notetaker | Beth Madigan | |
| Alternate Notetaker | Olga Prizhbilov | |

| OTHER ROLES | |
|---|----------------------------------|
| Project Steward* | Cheri Jones (in consulting role) |
| External Consultant(s) | Cheri Jones |
| Executive Sponsor <i>(high-impact projects only)</i> | n/a |

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