

## PROJECT CHARTER

**Project Team:** ARC ONLINE 2.0

**Project Type:** Planning

**Project Duration:** 1 year

**Sponsoring Council:** Student Success Council

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

In 2015, the ARC Distance Education Plan was approved. Many of the recommendations of that plan have been implemented including the establishment of the college's Virtual Education Center (VEC) and the student-facing ARC ONLINE. An updated plan, focused on expanding the vision of the VEC is needed to support ARC's new strategic goals and its commitment to social justice and equity. The VEC needs to offer complete online program pathways; deliver these programs in innovative ways such as through a non-traditional academic calendar and competency-based/personalized learning; and provide comprehensive online academic and support services so that ARC online students have all the tools to be successful.

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

The goal of this project is to develop a new Distance Education (DE) Plan which will expand on the ARC ONLINE (<https://vec.arc.losrios.edu>) framework to create a robust online center within ARC which offers its own courses and programs. The team will create a blueprint for online pathways for existing programs utilizing the Clarify Program Paths Project work by weaving in areas of interest and program maps. In addition, the team will create a process for how new programs of high interest and labor demand are developed and offered online. In both cases, the plans will be designed so that students can avail to a strategically developed online course schedule that aligns with program pathways and maximizes opportunities for timely completion. The team will also assess existing online academic and support services, identify gaps in those services, and develop a framework for ensuring that the services needed for student success are easily accessible online. This will provide online support services for all students, not just online students. This project team is not charged with the implementation of the plan.

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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:

By the end of the academic year, the team will

1. Develop a process for how courses and programs are scheduled for ARC Online in the Virtual Education Center.
2. Develop a process for creating online pathways for existing certificates and degrees.
3. Develop a process for designing new, fully online programs that align with labor market and student demand, and that provide flexible learning options.
4. Identify online program pathways which provide the best opportunities for students.
5. Create a plan to ensure comprehensive, equity-based, online academic and student support services.

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

Deliverables to be completed and/or submitted for approval:

The DE Plan for 2019-2025 will contain

- 1) A process for how courses and programs are scheduled for ARC ONLINE/Virtual Education Center.
- 2) A process for creating online pathways for existing certificates and degrees.
- 3) A plan for developing fully online programs that align with labor market and student demand, and that provide flexible learning options.
- 4) The top five online program pathways for year one.
- 5) A plan for ensuring comprehensive online academic and student support services.
- 6) Resources needed to implement the plan including staff, training, and equipment.

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

The project will be considered successful when:

- 1) ARC ONLINE is a robust, fully operational, virtual education center which provides myriad opportunities for students to complete programs fully online so that they can achieve their educational goals and/or economic stability.
- 2) A complete assessment of online access to academic and student support services has been completed, any service gaps have been identified, and ARC is fully prepared to implement these services online.

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:

- Student demand for online programs is increasing. Despite a steady decline in overall enrollment, online course enrollment continues to increase. In 2016-17, close to 16,000 of ARC students enrolled in at least one online course and nearly 6,000 students took online courses exclusively.
- ARC needs to adapt in order to prepare individuals for the changing labor market; online learning can provide new and more accessible ways for our students to access education.
- Newer technologies such as digitization, AI (artificial intelligence), and automation will change the world of work requiring workers to re-skill so that they can learn new skills to do a different job, or up-skill so that they can enhance their current skill set within their current job. Online training through ARC can help meet the demands of these workers.
- ARC needs to be competitive in distance education as students have many choices and will have more choices as the California Virtual Campus - Online Education Initiative (CVC-OEI) grows and once the California Online Community College starts to offer programs.
- ARC's online courses and programs have been created in an ad hoc fashion that has resulted in inconsistencies in online offerings across the college.
- Please see [American River College's application to the Online Education Initiative](#) (OEI) which includes information about the college's online programs and associated data. The college became part of the OEI in April 2018.

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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:

#### DEPENDENCIES

- The project team will need to coordinate with the Councils as well as other 2018-19 project teams on shared interests germane to DE.
- Scheduling of ARC ONLINE DE courses will require an ongoing partnership with division deans.
- The process for how ARC ONLINE DE courses are scheduled will require interacting with the Enrollment Management Team.

#### CONSTRAINTS

- ARC's program roadmaps will not be completed until Spring 2019 which could impact the project's timeline.
- The Institutional Equity Plan will be in development in 2018-19 so guidance on the institutional approach to equity may not be readily available during the planning process.
- FTE allocations: There is only so much FTE available each semester. ARC ONLINE, as an additional center, could affect those allocations as its own center.
- Scheduling software, Ad Astra will affect the scheduling of all courses and could affect processes that are developed.
- California Virtual Campus - Online Education Initiative (CVC-OEI): As a member college, ARC will benefit from CVC-OEI supported resources and the Course Exchange. As such, OEI-CVC may influence decisions and processes that are developed. Conversely, CVC-OEI is also competing for online students and appears to be moving in the direction of offering pathways for fully online certificates and degrees rather than only courses.

#### RISKS

- Division deans' concerns: Deans have carefully developed and built their existing online offerings. ARC ONLINE could impact their incentive for such development unless it is intentionally crafted to strengthen partnerships with divisions.
- Faculty concerns: Recently, faculty have experienced many changes including a new governance structure, the college redesign, AB 705, pathways, and now a new funding formula. A fully online center would bring additional changes with the college's online offerings and processes.
- California Online Community College: As the only fully online college within the CCC system, its proposed offerings will be in direct competition with ARC ONLINE.

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**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?)

- ARC ONLINE needs to align with the college’s commitment to social justice and equity and available information from the Institutional Equity Plan project.
- College-wide and District: Working within the constraints of existing processes and procedures can hinder or limit innovation such as creating flexible learning options.
- The project team needs to consider innovation within the boundaries of distance education regulations and accreditation requirements.
- Complete online program pathways will require partnerships with our sister colleges who offer courses that ARC does not. Opportunities for cross-functional relationships abound in both directions.
- A proposed partnership with ARC and LRCCD for innovative exploration and expansion of ARC ONLINE, opens the door for ARC to provide an agnostic, web-infrastructure that can easily be implemented across the LRCCD sister colleges (i.e., CRC ONLINE, FLC ONLINE, & SCC ONLINE). This work could inform plans and processes that are developed.
- The further development of ARC ONLINE and the Virtual Education Center may require growth in staff and staffing needs will have to be analyzed.

## PROJECT TIMELINE/KEY MILESTONES

Month(s)	PROJECT PHASE	FOCUS/MAJOR TASKS
May - July	Initiation	Project initiation and charter development
August - September	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
Mid-September	Training	Project Team
Late September	Kickoff	Overview of Project and determining memberships of subteams: <ol style="list-style-type: none"> <li>1. Team Virtual Education Center (VEC) Course Scheduling</li> <li>2. Team Online Pathways Existing Programs</li> <li>3. Team Online Pathways New Programs</li> <li>4. Team Online Support Services</li> </ol> (potentially combine T1 and T2 into a subteam or T2 and T3 into a subteam)
September- Early October	Subteam-Based Work	Explore and access options/needs
October-December	Subteam-Based Work	Develop plans and identify resource needs
January	Subteam-Based Work	Write draft DE plan
February-Early March	Team-Based Work	Compile, refine, and finalize draft DE plan
Spring 2019	Formal Review	Review and adoption of deliverables through governance processes
Late May	Closure	Celebrate the project team’s work and archive artifacts of the project

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### Planned Governance Flow of Deliverables

Meeting Date	Council	Desired Outcome
February 14, 2019	Academic Senate	<input checked="" type="checkbox"/> 1 <sup>st</sup> Reading
February 28, 2019	Academic Senate	<input checked="" type="checkbox"/> 2 <sup>nd</sup> Reading - Recommendation to SSC
March 5, 2019	Student Success Council (SSC)	<input checked="" type="checkbox"/> 1 <sup>st</sup> Reading
March 19, 2019	Student Success Council (SSC)	<input checked="" type="checkbox"/> 2 <sup>nd</sup> Reading – Recommendation to ELT
April 1, 2019	Executive Leadership Team (ELT)	<input checked="" type="checkbox"/> 1 <sup>st</sup> Reading
May 6, 2019	Executive Leadership Team (ELT)	<input checked="" type="checkbox"/> 2 <sup>nd</sup> 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 ORGANIZATION, ROLES, AND RESPONSIBILITIES

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

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Please see *Appendix A* for a complete roster of the membership for each specified role. **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: Distance Education, Virtual Education Center;

### 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	Student Success Council	Monthly	Regular update of project status
Project Steward	Student Success Council	Upon request	mid-project progress report
Project Steward	VEC	Monthly	Regular update of project status
Project Steward & Frank Marlet	Instructional Deans	Monthly	Regular update of project status
Sonia Ortiz-Mercado	Student Services Managers	Monthly	Regular update of project status
Daniel Gilbert-Valencia & Pamela Bimbi	Curriculum	Upon request	mid-project progress report
Daniel Gilbert-Valencia and other faculty members	Academic Senate	Upon request	mid-project progress report

### 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
<b>Project Lead</b>	Marsha Reske	Management, Dean, Distance Education, Virtual Education Center & Learning Resource Center
<b>Project Co-Lead</b>	Daniel Gilbert-Valencia	Faculty, Computer Information Systems
<b>Notetaker</b>	Tatyana Torgashev	Classified, Administrative Assistant I
<b>Member</b>	Ben Barber	Classified, Web & Media Design Specialist
<b>Member</b>	Pamela Bimbi	Faculty, Distance Education Coordinator
<b>Member</b>	Sonia Ortiz-Mercado	Management, Dean of Counseling
<b>Member</b>	Reyna Moore	Faculty, Transfer Center Director/Counselor
<b>Member</b>	Jason Ralphs	Classified, Records & Admissions Supervisor
<b>Member</b>	Frank Malaret	Management, Dean Natomas Center
<b>Member</b>	JaNay Brown-Wood	Faculty, Online CTE Instructor
<b>Member</b>	Kevyn Montano	Classified, Lead Instructional Services Assistant
<b>Member</b>	Scott Crow	Public Information Officer (or designee)
<b>Member</b>	Josef Preciado	Management, Director of the California Apprenticeship Initiative
<b>Note Taker</b>	Tatyana Torgashev	Classified Support Staff

OTHER ROLES	
<b>Project Steward*</b>	Marsha Reske
<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