

Digital Learning Classrooms

Project Charter

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Version History

Version	Date	Comments and Status (Draft, Signed, Revised)

Document Purpose

The Project Charter documents the formal conversation between the Project Sponsor and the Project Manager/Team, including the definition of success for the project. Once approved, it defines the project throughout its lifecycle. The Charter provides a high-level overview of the project including the definition of project success, and project resource (people and funds) requirements.

Changes: When a change in scope, budget or schedule is required, a change request may be prepared by the project manager. The Project Sponsor must formally approve the change request.

Review & Approval

The Project Sponsor signature indicates approval of the Project Charter, and authorizes the Project Manager/Team to use identified resources to proceed with the detailed planning and execution of the project; using this charter as guide. Subsequent project charter changes require additional approval lines below.

Project Sponsor(s) Name	Date/Version Approved	Sponsors Indicate "Approved" below Google's revision history will verify authentication and timestamp
Mara Hancock	10/02/23	Approved
Tammy Rae Carland	9/11/23	Approved

Case for Change

What is the current situation?

- In terms of technology, CCA's General Academic Classrooms (GACs) have remained in a steady state for over a decade. Instructors have access to a basic desktop mac-powered lectern or wall-mounted inputs for connecting laptops to modestly-sized flatscreen monitors for displaying digital content. Students have access to drop down power cords (in some classrooms) for powering laptops and tablets.
- Deans and faculty have expressed a need for more technologically advanced classrooms to enhance student learning and reduce time spent on inefficient technical workflows. The current GACs lack the basic technology to effectively host remote speakers, display detailed student work for in-class critique reducing the need for printing, and support real-time digital collaboration among students.
- Studio based courses utilizing GACs are also in need of equipment capable of quickly sharing and displaying student-generated digital work as well as capturing and displaying physical work for critique and craft demonstrations. Addressing this need allows for increased average roster sizes to better match course caps.
- As part of CCA's multi-year campus consolidation and double-ground construction project, it is the ideal time to reimagine, prototype, and test a digitally-updated GAC.

Purpose

What service will this project produce or effect? Who will use it? Who benefits? How?

- Students and faculty will be the benefactors of this initiative. The primary purpose is to explore ways to enhance GACs with digital interfaces intended to improve the teaching and learning experience across a variety of disciplines and modes of instruction.

Results/Success Measures

What does success look like? How do we know that the problem described above is resolved? Clarify operational metrics that will be used once the project is completed.

Success would mean that the technology installed:

- finds wide utilization in a variety of courses and pedagogies.
- is intuitive enough for use by instructors with a range of technical expertise.
- provides significant improvements in student learning and has a lasting impact and usefulness.
- avoids the pitfall of being initially exciting and cool in appearance, but under-utilized in the long run.
- will demonstrate long-term viability and compatibility to avoid technological obsolescence
- can be supported by existing staffing structures.

- can be maintained and upgraded within our operating budgets and is in alignment with the college's achievable multi-year refresh goals of existing teaching spaces as well as new classrooms established as part of the 1111 retrofit.

Process

We will approach this project through a multi-pronged approach. These include:

- Research
 - Field research: With a wealth of tech-forward, local businesses and institutions to learn from, we will research collaboration and presentation spaces that push the envelope and are already successfully utilizing the types of technology that would improve student learning.
 - Publications / white papers: We will also seek out and compile published resources that share best practices, common pitfalls, and vendor/product recommendations.
- Needs Analysis
 - The project will engage faculty (from all disciplines and those that work both in analog and digital media) in defining use cases. These engagements would include task force meetings, surveys and charrettes.
- Classroom Prototype
 - Once tech solutions are determined, students and faculty will have the opportunity to utilize the digital tools as part of their curriculum as well as provide feedback on their effectiveness.
- Professional Development and Training
 - Instructors utilizing any of the technology tools resulting from this project will be provided with training for their use as well as an opportunity to develop lesson plans with CCA's Instructional Designers focused on learning outcomes that can be better achieved in the digitally upgraded classroom spaces.

Scope

A description of what will be delivered - the services, functions, systems, solutions or tangible projects for which the sponsor will take delivery.

- We anticipate the research process will produce a wide range of options for upgrading classrooms with teaching technologies. While budget, technological, and time constraints will impact the final recommendations for upgrades, these are some examples of the types of technologies we'll be exploring:
 - Larger presentation screens, for example, would allow greater real-time collaboration, more effective critiques, and reduce the need for printing
 - Classrooms outfitted with the ability to digitally capture and display live analog making and physical 2D & 3D objects would open up new opportunities for craft demos and group feedback
 - Platforms allowing frictionless sharing of digital files from individual devices to the classroom display would save valuable time and enable more responsive and engaging discussions and critique

- With greater connectivity between students and faculty via their individual devices and large interactive displays, the physical classroom can become a digitally innovative space where new modes of learning and collaboration are explored
- Additional camera and microphone set-ups can lead to greater connection and interactivity with professionals and other creative communities around the world

Project Milestones & Deliverables

Milestone/Phase	Key Deliverables	Target Date
Task Force Kick-Off	Convene group to go over goals & project charter, set schedule for academic year, draft survey	Sept 2023
Information Gathering	Host a series of charrettes with faculty to establish use cases and determine needs. Send out survey to the community.	Nov 2023 - Feb 2024
Research Viable Solutions	Taking information gathered during charrettes and from surveys and map against existing technology	Spring 2024
Report	Co-chairs will write a report outlining findings, technology and funding	June 2024
Hybrid Lab (rm 107) Move	Hybrid Lab moves to Double Ground	July 2024
Rm 107 Reset	Post-Hybrid Lab clean up, new tech install (technology TBD, use 25040 AV to fund enhanced refresh)	Aug 2024
Room 107 Pilot & Test phase	Iteratively testing new technology, set-ups, etc. Maintaining baseline stability in classroom but setting expectations that new equipment may show up. (Work with Ayana to look at scheduling of space.)	Fall 2024 & Spring 2025
Technology procurement	We will split funding and procurement of new technology between FY25 and FY26.	Summer 2025
Minimum Viable Product	For the start of the FA25 semester, we want to have a minimum set of technological enhancements in the Digital Learning Classroom.	Fall 2025

Risks, Assumptions & Constraints

<p>Major high-level risks <i>Events that could impact the schedule, cost or quality of the project</i></p>	<ul style="list-style-type: none"> ➤ Funding is the biggest risk. Inadequate funding for new technology but also inadequate funding overall for the final stage of unification could adversely affect our ability to outfit a flagship digital learning classroom or GACs. ➤ Staffing. Since we are so short-staffed, if we were to lose any more media center staff, we would not have the capacity to devote significant staffing resources to installation and maintenance.
<p>Assumptions <i>Factors you believe to be true, but cannot be confirmed (a form of risk)</i></p>	<ul style="list-style-type: none"> ➤ Double Ground construction will be finished and Hybrid Lab will move out of their current space. ➤ Consensus can be achieved as to what technology would be most useful to the most number of people.
<p>Constraints <i>Conditions that may limit the project options</i></p>	<ul style="list-style-type: none"> ➤ Funding - there is no established fund for this project. We will look to several Fund 10 cost centers. ➤ Staffing - most teams are short-staffed and have limited bandwidth

Finance Description

Provide a high level narrative overview of the estimated investment requirements, and the ongoing funding model.

Unless external funding is secured through grants or donors, the cost for these technologies will be carried by the following Fund 10 cost centers:

- 25005 Tech Support Services
- 25010 Media Center
- 25040 AV Classroom

Academic Affairs will also set aside funding for faculty development and using new technologies in a pedagogically effective manner.

Communication

Highlight the communication requirements between the Sponsor, Key Stakeholders and Project Team, including frequency of check-ins, project reviews and status reports.

The project co-chairs meet bi-weekly. The project committee will meet 2-3 times a semester for project work and status review, as coordinated by co-chairs. Co-chairs will coordinate project status updates with the key stakeholders throughout the project at least once a semester. Additionally, key stakeholders will be engaged as needed to solicit input and participate in project activities.

An overview of the project's goals and timeline will also be shared on Portal as a reference for the rest of the campus. Website visitors will be directed to contact for project-related questions.

Change Management

Describe the segments of the campus community that will be impacted by the project and the ways they will be prepared to successfully use the new service created by the project.

Students and faculty will be the most impacted by this initiative as the teaching and learning environment of GACs will be improved with digital interfaces across a variety of disciplines and modes of instruction.

To achieve these goals, faculty development opportunities will be offered to train instructors to maximize the effectiveness of digital learning space. Additionally, this project will factor in the ongoing maintenance and refresh costs for the equipment.

Project Roles & Responsibilities

Role	Name	Contact
Project Sponsor	Mara Hancock & Tammy Rae Carland	
Functional Owner	Annemarie Haar	
Project Manager	Matt Silady	
Key Stakeholder	Faculty	
Key Stakeholder	Ayana Richardson	
Team Member	Michael Carlson, Will Clark	
DLC Committee Members	TBD	

- **Project Sponsor:** Provides overall direction, guidance and funding for the project. Responsibilities include setting the vision and strategic direction, approving the project charter and plan; securing resources for the project; confirming the project's goals and objectives; keeping abreast of major project activities; making decisions on escalated issues; and assisting in the resolution of roadblocks.
- **Functional Owner:** Manages the impact of the project in their operational/functional area. Responsibilities include ensuring agreed-upon project tasks and deliverables are completed, incorporating the views of their customers, providing functional expertise in a particular area, articulating requirements, and working to ensure that business needs are met.
- **Project Manager:** Leads the team in planning and implementing the project from initiation to closure. Responsibilities include scope and change management, keeping the project plan current (deliverables, schedule, and resources), issue and risk management, maintaining project documents, reporting project status, and facilitating conflict resolutions within the project and between cross-functional teams.
- **Key Stakeholder:** Individuals or representatives of a group of people who will be impacted by the outcome of the project; Provide feedback and guidance on project deliverables, represent user, operational and/or policy needs, provide subject matter expertise, assist with change management.
- **Team Member:** Individuals who are involved in executing the project work; are assigned tasks by the service leads and project manager; are allocated time to the project.

