



MOORPARK COLLEGE

Strategic Technology Plan

2016-2019

**7075 Campus Road
Moorpark CA 93021
805-378-1400**

<http://www.moorparkcollege.edu>

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I. Overview, Mission, and Vision

Overview

The Strategic Technology Plan for Moorpark College is intended to provide an overall framework for the strategic implementation of technology within the College. The purpose of the plan is to align the application of technology to the College's Mission, Vision, and Strategic Goals and Objectives. It will provide a roadmap for all major technology initiatives undertaken by the College for the next three years.

This plan is divided into three sections. First is the vision and mission of the College and Information Technology. The second section outlines the challenges and recommendations identified in the College's Educational Master Plan. The third section lists the strategic initiatives that will be undertaken by the District to meet the goals and objectives, with initiative overviews, benefits, resource requirements, and timelines.

Moorpark College Mission Statement

With a "students first" philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

Moorpark College Vision Statement

We value a learning environment that embraces innovative thinking, a culture of creativity and excellence through:

Specifically, our actions and decisions are based on the following beliefs:

- **Community:** Embrace a shared commitment to the development of relationships among internal and external constituents to foster a culture of student success
- **Integrity:** Commit to transparency, civility, collegiality, and collaboration in all relationships

- Equity: Recognize and respect individuals and perspectives through equitable access and participation in the campus community
- Dialogue: Foster open and productive communication between all campus and community constituents in evidence-based decision-making
- Access: Create an environment in which the institution responds to the evolving needs of all while using its constituents and technology to enhance human development and connection
- Responsibility: Live a commitment to the well-being of self, others and promoting a culture of service
- Citizenship: Promote purposeful and proactive involvement in a local and global society

Information Technology Mission Statement

The mission of the Information Technology Department is to provide secure, reliable, efficient, and effective technology services to the faculty, staff, and students of Moorpark College and the District.

To align with the College's mission, the department is committed to excellence, striving to provide technology leadership and long-term vision, sustainability through innovation, high-quality service and support, and continuous improvement to assist in student learning, and support the colleges in their missions and functions.

The Moorpark College Information Technology program's purpose is to achieve the following:

- Maintain a high level of support services
- Use resources efficiently to better serve the campus
- Be accountable by utilizing a tracking system to measure service levels and outcomes
- Maintain open communication with all users
- Provide innovation and planning in order to meet technology needs

II. Moorpark College Educational Master Plan 2009-2019 Challenges and Recommendations

The Educational Master Plan was developed to achieve the mission and vision of the College. The Moorpark College Educational Master Plan identifies challenges and recommendations for overcoming those challenges. These are the underpinnings for strategic plans across the College. A brief synopsis of the Challenges and Recommendations is presented below:

Student Access

Moorpark College traditionally receives about one-third of area high school graduates the semester after their graduation. This flow from high school into the community college has provided stability in enrollment and a predictably younger demographic in the student population. This strong underpinning of enrollment stability, however, is due to shift over the next decade. The demographic and economic projections of eastern Ventura County predict slow growth over time.

- **Student Access 1.** To develop, implement and annually assess enrollment management strategies to ensure stability and sustainability.
- **Student Access 2.** To continue the College's strong reputation for supporting student success in transfer rates by developing, implementing, and assessing strategies to increase the support for students interested in transferring.
- **Student Access 3.** To offset demographic shifts and possible loss of the current traditional student base by developing, implementing, and assessing outreach strategies to identify, recruit, and retain non-traditional students.
- **Student Access 4.** To stabilize funding by developing, implementing, and assessing multiple strategies, from achieving efficiencies with current revenue, to acquiring additional funding sources beyond apportionment.
- **Student Access 5.** To effectively support degree/certificate completions that will lead to employment by identifying core academic and career/technical programs and focusing resources on them.

Student Retention and Success

Currently, about one-quarter of the College's entering students require basic skills courses in English, mathematics, or both. As the College serves a greater number of non-traditional students, these new groups of entering students are more likely to be less prepared for college level work, and consequently students' need for basic skill instruction will rise.

- **Student Retention and Success 1.** Develop, implement, and assess programs to increase student engagement in campus life.

- **Student Retention and Success 2.** Identify barriers to student achievement (retention, success, and persistence) at various stages of student engagement by developing, implementing, and assessing programs designed to reduce/remove those barriers.
- **Student Retention and Success 3.** To effectively serve non-traditional populations by identifying and creating strategies to meet key instructional and student services support needs of this student segment.
- **Student Retention and Success 4.** To increase access for traditional and non-traditional students through alternative methods of education and service delivery, including but not limited to online learning. To develop, implement, and assess strategies to ensure program improvement, including the currency of technology, student retention and success, and ongoing professional development for faculty.
- **Student Retention and Success 5.** To identify long-term and medium-term goals for the continuing work of the Basic Skills Committee, with periodic self-assessment as defined by the State's Basic Skills Initiative Self-Assessment Tool.
- **Student Retention and Success 6.** To effectively serve new student populations by developing, implementing, and assessing a faculty development program targeted on instructional best practices for working with non-traditional adult students.

Responsiveness to Marketplace in Career Training

A majority of the occupations projected to grow in the coming decade requires an associate degree or higher for job entry and for career advancement. As the demographics of the student population evolve, it is critical that the College shore up the career preparation portion of its instructional program and support services.

- **Responsiveness to the Marketplace in Career Training 1.** To develop and implement a systematic review of all career/technical education programs to align program competencies with workplace needs, and to verify that the degrees and certificates are meaningful to job entry. Based on this systematic review, revise and discontinue programs as needed. Use the criteria developed in this review to evaluate proposals for new career/technical programs.
- **Responsiveness to the Marketplace in Career Training 2.** In designing new career/technical programs, create Career Ladders that allow students to logically and cumulatively advance from certificate to associate degree and to more advanced studies.
- **Responsiveness to the Marketplace in Career Training 3.** To develop, assess, and improve promotional materials to clarify for students the role of career/technical degrees and certificates in job entry and job advancement.

Volatility of the Economic Climate and California Public Funding

The health of the state budget is inextricably tied to the vibrancy of the local, regional, and state economy.

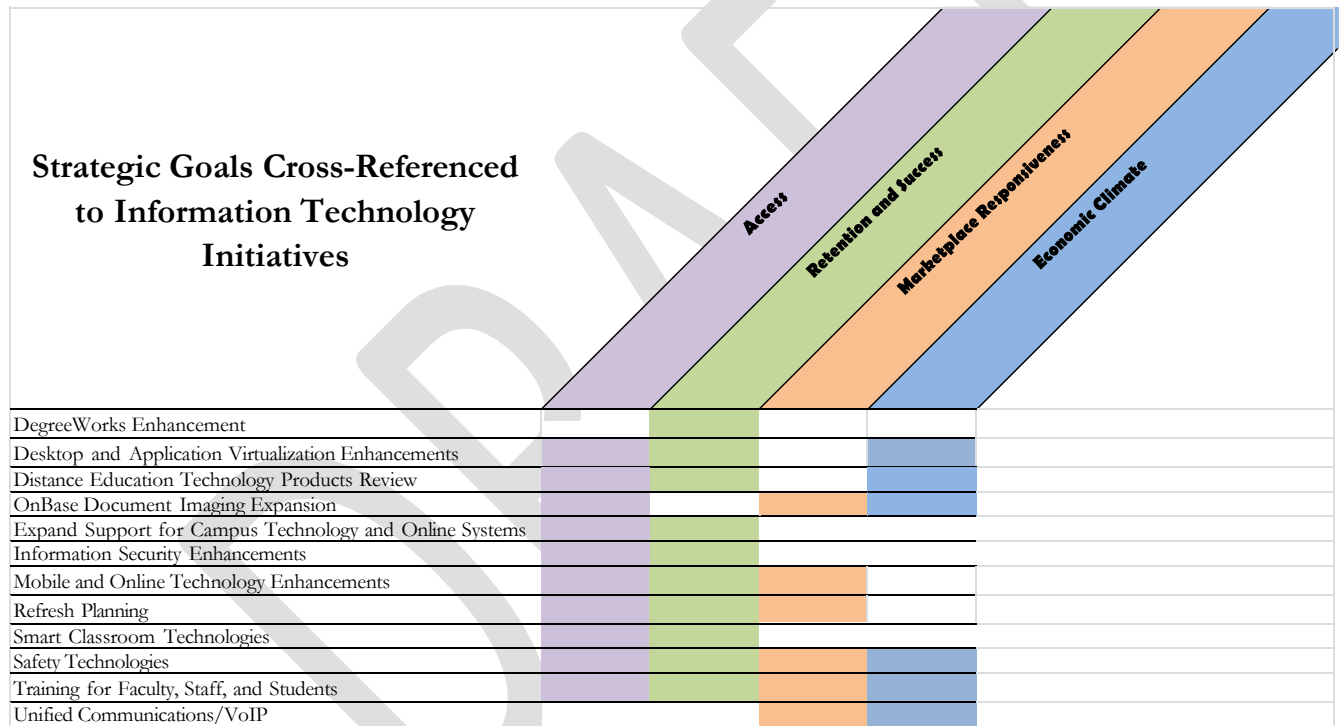
- **Volatility of the Economic Climate and California Public Funding 1.** In light of the continuing economic decline, fully implement the College’s integrated planning process to ensure long-term stability. In particular, adhere to the 3-year Strategic Planning cycle in support of this Educational Master Plan with these additional considerations:
 - 1a. Consider the reality of the economic climate in the writing of the Strategic Plan and accompanying action plans. Dedicate available resources to fund the College priorities.
 - 1b. Re-validate and carry over unmet strategic objectives and action steps from one 3-year Strategic Plan to the next.

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III. Strategic Initiatives

The following strategic initiatives will be undertaken in order to achieve the College’s Strategic Goals over the next three years. The initiatives have originated from various sources. Many of the initiatives have been brought forward through the Facilities and Technology Committee on Accreditation and Planning (F/T CAP) or through the Program Plans written by programs across campus. Some initiatives have come from the various participatory governance and advisory groups within the District and other initiatives have originated from the Information Technology Department.

The following chart displays the alignment of the Educational Master Plan derived strategic goals with the information technology initiatives:



The sections on the following pages provide overviews of the initiatives, with a listing of benefits, estimated resource requirements, and projected timelines.

DegreeWorks Enhancement

The enhancement of the DegreeWorks online academic planning tool which provides real-time degree and certificate progress information to students and helps advisors provide consistent and meaningful direction to students. This is a district-wide project, which will show all of a student's coursework at all three colleges.

Benefits:

- Real-time advice and counsel to students
- Interactive “what if” scenario planning
- More transparent course and credit transfer
- More personalized advising
- More timely degree certification
- Better retention and improved transfer recruitment
- Gives students and financial aid an official education plan

Resources: District IT programmers, Counselor training, Instructional Data Specialists, Matriculation, Articulation and Registration and Records staff time.

Project Timeline: The DegreeWorks enhancement project is an ongoing project that will continually provide updates to the application. The updates will provide students and counselors greater functionality within the application.

Desktop and Application Virtualization Enhancements

The infrastructure on virtualized labs and classrooms is continually upgraded to take advantage of updated features and functionality. The refinements and improvements of the virtualized system enhance the student experience and aid in student success.

Approximately, 39% of classroom and lab computers are virtual desktops. This has allowed making changes to large numbers of computers and the deployment of software occur much more rapidly. The infrastructure deployed has been upgraded with bigger and faster servers, upgraded management console, more efficient solid state drives, increased graphics processing, and increasing network bandwidth. Over time, more systems will be deployed in student use areas and other service locations.

Benefits:

- One-to-many delivery of applications and operating system images, enabling the rapid deployment of service adapting to changing classroom/lab/instructional needs
- Enabling a more nimble paradigm of updates and patch management – updating one image is substantially faster and more cost effective than updating hundreds
- Enhanced accuracy in software licensing, potentially resulting in substantial savings in per seat costs of software packages
- Where licensing allows, dynamic delivery of instructional applications beyond the campus boundaries, providing students much more flexible access to applications required for coursework
- Substantial savings in refresh of desktop systems by replacing them with thin client terminals, also resulting in dramatic savings in electricity, and facility costs
- Reduced capital expenditures due to longer lifespan of thin client hardware

Resources: Campus IT staff will be required for implementation of software updates; Hardware and software expenditures will be significant for new servers and storage as needs grow. The project will be funded by the College Technology Refresh budgets.

Timeline: The virtualization enhancement project is an ongoing project that will continue to provide enhancements on a regular basis.

Distance Education Technology Products Review

This is the last year of the district-wide Desire2Learn Learning Management Systems contract. The District has assembled a Distance Learning Task Force to evaluate Desire2Learn and other Learning Management Systems (LMS). This group will consider whether there is a more cost effective, competitive solution. Recently, instructors throughout the District participated in the evaluation and selection of a state-wide Learning Management System. The Distance Learning Task Force has made the recommendation for the District to migrate to the new Canvas state-wide LMS system.

Benefits:

- Cost effective distance education delivery.
- Informed decision-making about the types of products and features available.
- Improved technical support for instructors and students.

Resources: Faculty and staff time to review products. Significant IT staff time will be required for implementation and integration.

Timeline: The migration to the Canvas state-wide LMS will be completed by the end of 2017.

OnBase Document Imaging Expansion

The offices of Admissions and Records and Financial Aid must comply with Title 5 and other legal requirements for document retention. This involved the archiving and retention of vast amounts of paper documents. There is a significant amount of physical storage space required in the College and District warehouses and in secure storage areas in various offices. Retrieving older documents was a time-consuming, inefficient process; one document can take an hour or more to retrieve. The OnBase document imaging solution has helped solve many of these issues and the campus is looking to expand the use of it to the Counseling department.

Types of documents that could be digitized:

- Transcripts – internal and external
- Applications
- Grade and class rosters
- Financial Aid documents
- Student Business Office – financial records

Benefits:

- A “green” computing initiative, reduces paper requirements
- Minimize paper storage, reducing storage costs
- Eliminate manual and time-consuming searches for physical documents
- Improve employee efficiency by providing immediate availability of information
- Increase information security and reduces possibility of loss or destruction of originals
- Document availability district-wide
- Facilitates articulation between the three colleges – needed for Title 5 compliance
- Enhanced services to our students

Resources: IT and College staff time will be required to expand the use of the document imaging system.

Timeline: OnBase will be expanded to the Counseling department by the end of 2016 and other departments will be evaluated for future expansion.

Expand Support for Campus Technology & Online Systems

Over the 2008-2009 to 2014-2015 academic years, there has been an 86% increase in campus technology, from 1639 devices to 3050 devices. This technology is implemented and maintained by a staff of five classified staff and one director. Similar sized Colleges have much larger IT departments to handle increasing demands. In 2013, EDUCAUSE published a report showing that the national average of community College IT support staff was one IT support staff member per 850 FTEs. Moorpark College has a ratio of one IT support staff member per 2493 FTEs. The low staffing levels make it difficult to meet the demands of the entire campus.

The virtualization process has created a need for a staff member with a higher classification, which requires server experience.

The College can improve Information Technology customer service by augmenting the Help Desk operations in several ways. These improvements include:

- (1) Extending service by adding hours of staff coverage during peak periods to include weekends and weekday evenings
- (2) Maintain the existing self-service functionality of the Help Desk web site and building a 24x7 FAQ database or wiki to provide answers to commonly asked questions and guidance and procedures on common activities
- (3) Track and analyze Service Level Agreement (SLA) metrics by implementing new help desk software.

Benefits:

- Resource for assistance with technical difficulties in classrooms
- Faster response time to support requests
- Better meet the expectations of the user community
- Better prepare, support and engage faculty and staff
- Reduce frustrations and individual downtime
- Increase productivity, capability and working conditions
- Make Information Technology support services easier to access

Resources: Additional classified IT staff position; software approximately \$5,000.

Timeline: Pending staff hiring prioritization.

Information Security Enhancements

Each year the number of security threats to Information Systems grows. In order to maintain confidentiality, availability, and integrity, the District must continue to invest in technologies and develop processes for securing its systems.

Recent upgrades to security systems include:

- Implementation of a new desktop anti-virus system
- Implementation of a new email security appliance
- Implementation of next generation firewalls
- Establishing Moorpark College as the District primary datacenter and Ventura College as the disaster recovery site

Information security is an ongoing process. There are a number of additional challenges that need to be addressed:

- Implementing technology to address the latest security issues, including new forms of malware and APTs (Advanced Persistent Threats)
- Adding the capability for encryption, including email, hard drives, and removable media
- Developing and implementing Disaster Recovery / Business Resumption procedures for critical applications
- On-going security awareness training

Benefits:

- Data confidentiality and integrity is maintained
- Systems are available in emergencies
- Compliance with applicable laws
- Compliance with Payment Card Industry (PCI) standards

Resources: IT staff efforts will be significant; new technologies will be funded through various sources, including District and College Technology Refresh budgets

Timeline: IT efforts will be ongoing; policy and procedure development has already begun and will be ongoing; user security awareness training will begin in 2016.

Mobile and Online Technology Enhancements

The College and District have made a significant investment in mobile technologies in the past three years, including upgrading the portal and the public websites to work on mobile devices, the release of a mobile application for student use, and an upgrade and expansion to the campus wireless network.

There has been an increased use of mobile technologies in the classroom and outside of the classroom by faculty, students, and staff. This increase in mobile technologies has allowed faculty to deliver course materials and content in new ways.

The mobile MyVCCCD app release was successful, with over 10,000 downloads in the first week, and over 20,000 apps downloaded in less than one year. The app provides students with access to campus maps, news and events, announcements, reminders of important dates, class schedules, access to our online Learning Management System, mobile access to the portal, and access to pay for fees or parking permits. The ability to add or drop classes, which had been requested, should be available in late 2016.

The District has implemented Drupal as the Content Management System for all campus websites. Several training sessions are held on campus throughout the year so users have multiple opportunities to train and learn the system. Training will continue to be offered to any user tasked with maintaining pages on the campus website.

The District has acquired the use of a service to ensure that our campus website is in compliance with section 508 legislation. Section 508 requires that websites are accessible to people with disabilities. Training will be provided to assist staff with compliance efforts.

Benefits:

- Students have access to District systems from any device (computers, tablets, and smart phones)
- Grants users the ability to have greater success in coursework
- Provide more online services to students
- Websites will be accessible

Resources: District and campus IT staff time may be significant depending on requests. Costs will be minimal.

Timeline: Upgrades to the mobile app will begin in early 2016. Section 508 compliance review will be ongoing.

Refresh Planning

As technology continually evolves, there is a need to keep the computer equipment reasonably current. New technologies may require additional capacity and computing power that older systems do not have. Guidelines for specific technology standards are included in the IT Operational Plan each year.

Most standards for organizations and white papers recommend a four to five-year refresh period for technology. The College has been very proactive over the last few years, via the Refresh Program. The ability for the Refresh Program to remain proactive will be greatly influenced by future budgets. While the California Community College Technology II Initiative in 2001 set a goal for state campuses to have a three-year program to refresh equipment, the District currently has adopted a five-year refresh program which is consistent with other community colleges in the state.

The current system for replacing aging equipment is a “trickle-down” process. New equipment is purchased using various funding sources, such as IELM carry-over and lottery funds. The equipment being replaced is then redeployed based upon need. Eventually, older equipment is cycled out of the system. Faculty and staff machines are on a 5-year refresh list and receive newer machines as they are available. Student use and instructional machines are included on program plans for consideration in resource allocation process.

The College has a technology refresh budget, with funds set aside to replenish the budget each fiscal year. Programs requesting replacement of older equipment or new equipment submit their requests on their program plans. The program plans are reviewed by the Technology Resources Allocation Work Group (TRAWG). TRAWG develops two prioritization lists of the technology needs, one for refresh funding to replace existing equipment which needs to be replaced and one for new equipment, which are submitted as recommendations to F/T CAP. The criteria used by TRAWG are included in Appendix B.

Benefits:

- The refresh process keeps computers reasonably up-to-date across campus.
- Instructional and student use machines have priority guaranteeing a better educational environment for students.
- Program needs are weighed with the benefit of the students in mind.

Resources: Workgroup time for prioritization process; IT staff time for purchase orders and deploying machines; a continuing refresh budget line.

Timeline: Ongoing.

Smart Classroom Technologies – expanding and maintaining

With 135 smart classrooms in service, the College has made a long-term commitment of investing in classroom technology as a tool to enhance the delivery of instructional content. Currently, the campus has a variety of smart classroom installations, including 71 Crestron systems, 29 Pixie systems, and 35 rooms which require a remote to operate the projector. Crestron Room View would allow the IT department to proactively manage smart classroom resources. Room View can be used to analyze projector bulb life, system status, and enable troubleshooting from a distance.

The current standard smart classroom includes:

- Audio-visual control system
- Projector
- Desktop computer
- Input for laptop computer
- Media player (DVD and/or Blu-Ray)
- Document camera
- Wired and wireless network access

Program needs may vary and are considered upon request.

Benefits:

- Consistent capabilities and user experience for faculty
- Predetermined operational schedules for AV equipment prolongs projector bulb life
- Dramatically reduces unnecessary power consumption
- Proactive maintenance of equipment through central console alerts
- Standardized user interface/control panel throughout all smart classrooms

Resources: IT staff time required; capital outlay for smart classroom expansion.

Timeline: Ongoing.

Safety Technologies

In 2008, the board approved the use of reserve funds to implement multiple safety initiatives. Funded projects included implementation of a mass notification system (text and calling), on-campus speaker warning system, upgrades to Police radio systems, upgrading of the phone systems to include Enhanced 911, installations of additional blue-light emergency phones in parking lots, video surveillance enhancements, setting up a disaster recovery data center site at Moorpark College for District IT systems, emergency trailers with supplies, and training. The projects were completed and funds were expended by 2013. In 2015, Moorpark College became the primary data center for District services and the disaster recovery site moved to Ventura College.

Additional safety needs have been identified:

- Indoor speaker system for public address and warning
- Improved outdoor speaker system for public address and warning
- Door locking systems for shelter-in-place incidents
- Expansion of the video surveillance system
- Infrastructure upgrades to support safety systems
- Continued training and testing

The Emergency Operations Committee (EOC) identifies needs, plans for various scenarios, and provides training for emergency situations. Funding for the various safety initiatives will need to be identified.

Benefits:

- Enhancements will result in a safer environment for students and employees

Resources: The security enhancements will require significant IT staff time and financial resources.

Timeline: The projects will continue through 2019.

Training for Faculty, Staff, and Students

Training is a key component in the effective use of technology. With the rapid pace of change in technology, it is difficult for employees to keep pace with the latest available software and online services. Trained faculty and staff benefit student retention and success.

Moorpark College has an Instructional Technologist/Designer responsible for providing training and support for faculty. The College provides faculty training for online instruction through flex workshops and other staff development activities as well as individual help on an as-needed basis.

The District has contracted with Lynda.com to provide online, self-paced training modules available to employees through the portal for many software applications. This online service provides web-based, self-paced lessons on dozens of software packages and technologies. The self-paced training model is cost-effective, but greater awareness is needed on the availability and use of online tools. A marketing effort will be undertaken and training workshops will be offered to all staff.

New students are provided training on using the portal during orientation. Online documentation is provided for self-help on using the portal and the online learning management system. Faculty will assist students using the online learning management system in their online and hybrid classes. Students also have support through the Moorpark College distance education department.

Benefits:

- Skilled workforce
- Improved collaboration
- Reduced help-desk calls
- Smoother technology rollouts
- Implementation of instructional best practices for using technology for student success and retention

Resources: Instructional Technologist/Designer's time; Lynda.com is funded by the District Wide Services budget for IT

Timeline: Training efforts will be ongoing

Unified Communications / VOIP

In late 2011, the District began the implementation of the Microsoft Lync Unified Communications system to replace the aging Nortel telephone system. The migration to the Microsoft Lync platform allowed the campus to perform a network redesign and realize significant savings in circuit costs.

Additional benefits of the Lync platform:

- Licenses for system already owned
- Lower cost to maintain than traditional phone system
- Integrated audio, video, and Web conferencing helps reduce travel costs
- Green initiative – less time spent driving between sites
- Powerful voice-enabled self-service applications
- Instant messaging
- Integration of voice mail with email system, with transcription
- Reduces technician time moving, adding, or changing phones
- Capability to add call centers for shared services

As with any technology, the Lync Unified Communications system requires updating. The District and campus IT departments will be upgrading all servers and clients running Microsoft Lync to the new Skype for Business. An additional server cluster will be hosted at Moorpark College for greater reliability.

Resources: IT staff requirements will be significant during the upgrade process.

Timeline: The upgrade project will begin in Fall 2016. Additional updates will be ongoing as features and revisions are released.

Appendix A. Governance Structure

Facilities and Technology Committee on Accreditation and Planning (F/T CAP)

Charter: The Facilities and Technology Committee on Accreditation and Planning makes recommendations on college- wide planning and accreditation issues related to campus instructional and administrative digital technology.

The planning component under the purview of the Facilities Technology Committee on Accreditation and Planning include the:

- Developing and annual updating of the Technology Operations Plan
- Reviewing of the Technology Master Plan every three years;
- Monitoring of an annual technology inventory for the purposes of technology refresh, and
- Prioritization of technology-related issues and resources identified in the annual program plans.

This committee recommends funding for technology based on a general allocation guideline that assumes budget stability or growth. As a rule of thumb, the committee recommends an allocation of a minimum of 30% of the College's total instructional equipment funding assigned each year to technology equipment, software, and hardware.

The accreditation component under the purview of the Facilities Technology Committee on Accreditation and Planning includes developing plans to address any self-study advisements or visiting team recommendations that refer to the use of/needs of digital technology for students, faculty, and staff.

Technology Resource Allocation Work Group

The Technology Resource Allocation Work Group (TRAWG) is a work group which reports to F/T CAP. This work group has been tasked with researching and recommending program plan requests for new and replacement computers and related equipment. The work group also vets and researches information for Strategic and Operational Technology Plans prior to review by F/T CAP as a whole.

District Advisory Groups

Advisory groups are formed by the Chancellor to provide feedback on specific aspects of District functions. To accomplish the charge of the group, the Chancellor appoints members to advisory groups based on the need to create balanced, representative groups of individuals who are in the best position to provide feedback on that specific area of operation.

All Information Technology committees are classified as advisory groups.

Administrative Technology Advisory Committee

The Administrative Technology Advisory Committee (ATAC) advises the Chancellor on technology planning and priority setting for all technologies not used in the teaching/learning process, including Banner enhancements. Such activities may include, but are not limited to:

- Evaluating and prioritizing tasks, including implementation timelines and the identification of needed resources;
- Setting priorities for fiscal and staff resources; and
- Making recommendations to revise business processes and functionalities to improve procedures and productivity.

Ad hoc committees are assigned specific components of projects as needed.

The Chancellor's designee to convene this advisory committee is the District Associate Vice Chancellor of Information Technology. The suggested membership from the District is:

- Vice Chancellor of Business and Administrative Services
- Vice Chancellor of Human Resources
- Director of Administrative Relations
- District Information Technology Project Support Staff (as needed)

The suggested membership from each College is:

- Executive Vice President of Student Learning
- Vice President of Business Services

This group meets monthly during the academic year on the first Thursday.

Instructional Technology Advisory Committee

The Instructional Technology Advisory Committee (ITAC) advises the Chancellor on technology planning and priority setting for all technologies used in the teaching/learning process. Such activities may include, but are not limited to, evaluating and prioritizing tasks, including implementation timelines and the prioritization of needed resources; and making recommendations to revise instructional technology processes and functionalities to improve student learning.

Ad hoc committees are assigned specific components of projects as needed for all instructional technology.

Chair: Associate Vice Chancellor, Information Technology

Members: District Information Technology Project Support Staff, as needed

From Each College: Executive Vice President (or designee); Instructional Technologist/Designers; Faculty Members (2)

Typically, the committee meets once per semester, or as necessary.

Distance Learning Task Force

The Distance Learning Task Force (DLTF) advises the Chancellor, through the Administrative Technology Advisory Committee (ATAC), on issues, policies, and needs of the District and the constituent Colleges in the area of technologies needed for teaching and learning including, but not limited to:

- Coordination and implementation of District and College distance education plans, and
- Policies and procedures to sustain the distance education activities within the District.

Recommendations on topics within the 10 plus one areas identified in Assembly Bill 1725 are referred to the College Curriculum Committees or the Colleges' Academic Senates for approval and action in accordance with operating agreements of District governance.

The Chancellor's designee to convene this advisory committee is the District Associate Vice Chancellor of Information Technology, and the suggested membership from each College is:

Executive Vice President of Student Learning
Academic Senate President
Faculty Member appointed by each Academic Senate

This group meets monthly on an as needed basis throughout the academic year.

Additional Advisory Groups

The Banner Student Project Group meets monthly to discuss and prioritize tasks related to the Student module of the Banner system.

The Luminis Core Group meets monthly to review and prioritize tasks and enhancements related to the MyVCCCD portal.

Each of the colleges has a technology committee structure in place to deal with campus computing issues.

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Appendix B: TRAWG Criteria for Prioritizing Refresh and New Technology Requests

Criteria for Prioritizing Refresh Technology Resources

- The technology directly impacts student learning.
- The number of students and faculty impacted by the technology.
- The current technology is failing or obsolete due to age or amount of use.
- The program has documented change in the technology standard for the discipline or program.
- The program will cease to exist or will function poorly if the existing technology is not updated.
- Want vs. need
- There are appropriate facilities for and support staff to maintain the technology being requested.

Key questions to answer:

1. How many students and faculty or staff use this technology?
2. Why does the current technology need to be replaced or refreshed?
3. How does this technology tie to your program outcomes?
4. How long do you project the refreshed technology will meet your program's needs?
5. What are your support expectations from the IT department or other areas?

Criteria for Prioritizing New Technology Resources

- The technology directly impacts student learning.
- The number of students and faculty impacted by the technology.
- Technology resource is required by state law or mandate or an accrediting agency to meet accrediting standards.
- Whether the program has some technology vs. no technology resources.
- Completing the request completes an incomplete technology installation.
- The program will cease to exist or will function poorly if technology is not obtained.
- There is documented demand for and growth in the program which will be facilitated by increased or improved technology.
- Want vs. need
- There are appropriate facilities for and support staff to maintain the technology being requested.

Key questions to answer:

1. How many students, faculty and staff will use this technology?
2. What is the intended purpose of this technology?
3. How does this new technology tie to your program outcomes?
4. How long do you project the technology will meet your program's needs?
5. What are your support expectations from the IT department and other areas?

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