



M O O R P A R K C O L L E G E

Strategic Technology Plan

2012-2015

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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

As a public community college, Moorpark College offers programs and services accessible to the community. Drawing from a student-centered philosophy, Moorpark College creates learning environments that blend curriculum and services in providing to students:

- Introductions to the broad areas of human knowledge and understanding;
- Courses required for university transfer and career preparation or advancement;
- Skills in critical thinking, writing, reading, speaking, listening, and computing;
- Exposure to the values of diversity locally, nationally, and internationally;
- Extracurricular activities that promote campus community involvement and personal development;
- Preparation for the challenges and responsibilities of life and change in a free society and the global community.

Moorpark College Vision and Value Statement

At Moorpark College, we encourage quality and believe our strengths have been, and will continue to be, people - their flexibility, their responsiveness, and their willingness to meet the needs of our students and community. We believe that building on these strengths provides an educational experience appropriate to the students' needs and within the College's mission.

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

- We will provide the best services, programs and opportunities for students.
- We encourage creativity and innovation and we will try new ideas and new things.

- All students attending Moorpark College will receive the support they need to meet their individual educational goals.
- Students who wish to transfer to four-year institutions will receive up-to-date and accurate information to facilitate transfer.
- We will increase our responsiveness to business and industry in changing economic climates.
- We are an integral part of the community.
- To best implement our actions and decisions, our internal working environment is based on the following beliefs:
 - Shared governance is an accepted part of our decision-making process.
 - We will strive to build greater trust, understanding, and cooperation between the other segments of the Ventura County Community College District and Moorpark College.
 - We will provide all staff with support for professional development.

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 to 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

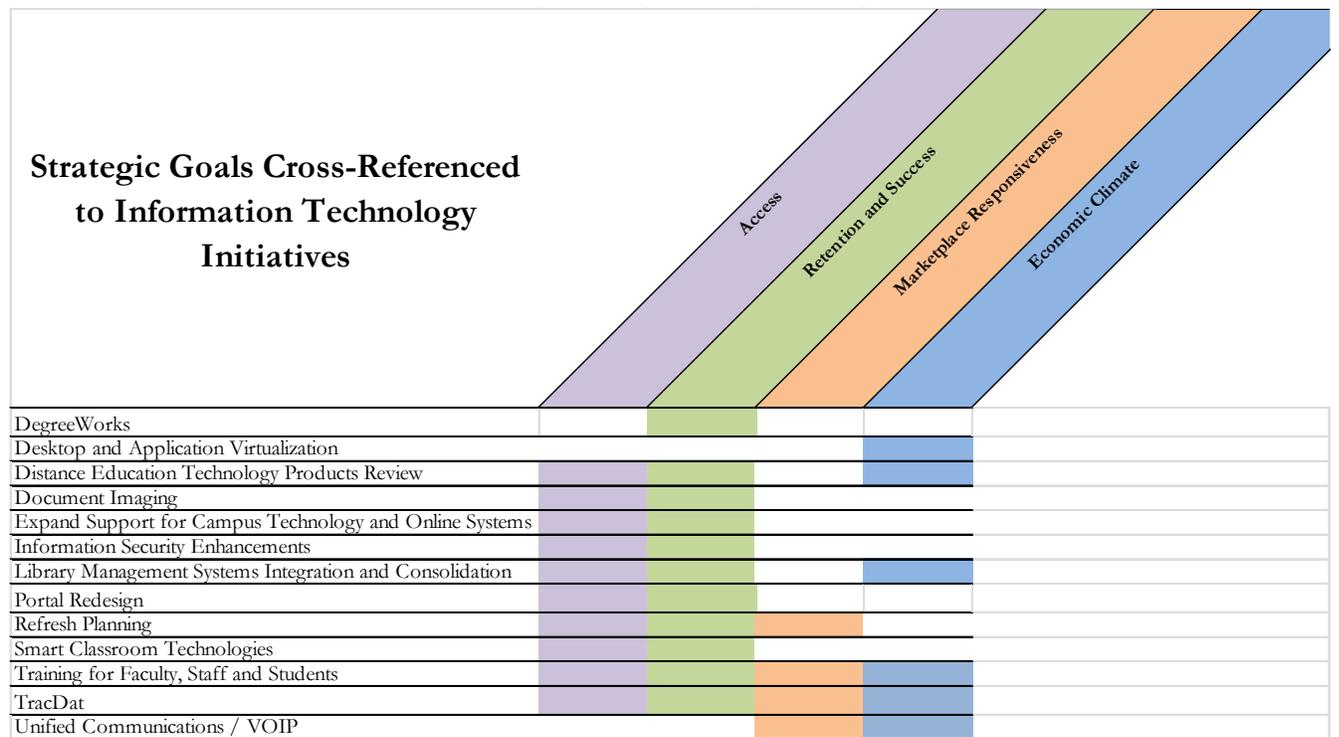
The health of the state budget is inextricably tied to the vibrancy of the local, regional, and state economy.

- **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.

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 Technology Committee on Accreditation and Planning (T-CAP) or through the Program Plans written by programs across campus. Some 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

Implement an 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:

IT programmer, Counselor training, Instructional Data Specialists, Matriculation, Articulation and Registration and Records staff time.

Project Timeline:

DegreeWorks will be available to students at the end of September 2012. Counselors have had access since August 2012. Student access became available in September 2012.

Desktop and Application Virtualization – in progress

Shore up the infrastructure on virtualized labs and classrooms. Make refinements and improvements on the virtualized system.

Previously all labs were provisioned with a suite of applications based upon faculty / course assignment. Installation often required hands to touch every computer in a lab, once a stable image has been developed. Changes in scheduling, or short notice from faculty on updated software needs, created an occasionally frantic effort to redeploy a lab. Approximately, 42% of classroom and lab computers are now virtual desktops, which has allowed making changes to large numbers of computers and deploying software quickly.

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.

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 terminal, also resulting in dramatic savings in electricity, and facility costs
- Reduced capital expenditures due to longer lifespan of thin client hardware

Resources: Significant IT resources will be required for implementation; Hardware and software expenditures will be significant, funded by the college Technology Refresh budgets and Measure S bond funds.

Timeline: Project will continue through 2014.

Distance Education Technology Products Review

Budget cuts have resulted in reduced class offerings both online and on-ground. Fall 2012 web-enhanced classes increased 46% over the previous fall, while online and hybrid classes decreased 27%. In Fall 2011, the college offered 108 online, 108 hybrid, and 218 web-enhanced sections. In Fall 2012, the college is offering 90 online, 67 hybrid, and 319 web-enhanced class sections.

To make distance education more cost effective, the College is exploring ways to reduce the cost of distance education classes. Wimba has been replaced by a free teleconferencing resource hosted by California Community Colleges Chancellors' Office, CCC Confer. This resource has the added benefit of having closed captioning available in real time. Additional open source instructional tools are also being investigated by the Instructional Technologist.

This is the last year of the district-wide Desire2Learn contract. The District has assembled a Distance Learning Task Force to evaluate Desire2Learn and other Learning Management Systems. This group will consider whether there is a more cost effective, competitive solution.

Benefits:

- Cost effective distance education delivery.
- Informed decision-making about the types of products and features available.

Resources: Faculty and staff time to review products. Staff time to work with the captioning grant.

Timeline: The review of LMS will be completed in 2013.

Document Imaging

The Registration and Records and Financial Aid comply with Title 5 and other legal requirements for document retention. This involves 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 is a time-consuming, inefficient process; one document can take an hour or more to retrieve. A document imaging solution would solve many of these issues.

ATAC has designated this project as the number one priority on the list of pending projects. Data is being gathered for analyzing system options.

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: Significant IT and college staff time will be required; Funding source will be the New Information Technology budget, with an estimated implementation cost of \$350,000

Timeline: Pending funding availability and board approval, project would begin in Spring 2013 and be completed within one year.

Expand Support for Campus Technology & Online Systems

Over the 2008-2009 to 2011-2012 academic years, there has been a 43% increase in campus technology, from 1639 devices to 2900 devices. This technology is implemented and maintained by a staff of three classified staff and one supervisor. This is approximately half the staffing of similar sized Colleges.

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) Adding self-service functionality to 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 Agreements (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 staff position; software approximately \$15,000.

Timeline: Pending staff hiring prioritization and funding for licensing.

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 a Disaster Recovery site at Moorpark College

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 2013.

Library Management Systems Integration and Consolidation – in progress

The Moorpark College library and the libraries at VC and OC now share the same integrated library system, Voyager. This will eventually allow students to look up the collections of materials across all three campuses. This project needs to continue.

Procedures would need to be put in place to ensure that the books and other items are returned to their home location. If the system is set up properly, each library could still retain a local call number for the book or other item and could still maintain different circulation periods (for example if one library had a circulation period of two weeks while another had a circulation of three weeks).

RFID, which is has been implemented at OC, would allow students to self check out books by placing a radio frequency card in the book. It would also increase efficiency and improve inventory tracking.

Benefits:

- Enable materials to be requested via district courier so that they could be picked up at and returned to any district location
- Potentially reduce materials acquisition costs by allowing sharing of resources
- Provide a powerful research platform for students that would encompass district-wide library resources, research database subscriptions, and online resources
- Would improve the security of the collection

Resources: IT staff time for implementation will not be significant; librarian time for implementing changes to procedures and library staff time for testing the changes.

Timeline: The project began in 2011 and will be completed by end of FY 2012-13.

Portal Upgrade – Student Portal Redesign

Ventura College and Oxnard College have received a grant which includes funding to redesign the MyVCCCD portal for students. The goal is to make it more useable, easier to navigate and friendly for students to use. This will build a platform for more student service delivery online, such as counseling.

Benefits:

- Make the portal more user-friendly
- Make the portal more appealing to users
- Provide more online services to students

Resources:

Grant funding for redesign from Ventura College. A programmer is spending most of his time on the portal. A part-time IT employee. No out of pocket cost to MC.

Timeline:

Aiming for release to students in April or May 2013 to coincide with upgrade window and registration dates for students.

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 three- to four-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 four to five-year program.

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 Working 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 Tech 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 129 smart classrooms in service, and 3 more in development, 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 65 Crestron systems, 29 Pixie systems, and 35 rooms which require a remote to operate the projector. Only 20 classrooms on campus have no smart equipment. Crestron Room View would allow the IT department to proactively manage smart classroom resources, it would analyze projector bulb life, system status, and trouble shooting from a distance.

The current standard smart classroom includes:

- Audio-visual control system
- Projector
- Desktop computer
- Input for laptop computer
- Media player (VHS, 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.

TracDat

TracDat is an easy-to-use software application that provides a framework for Student Learning Outcome data collection and program planning. It supports strategic planning, institutional assessment, quality improvement and accreditation.

Benefits:

- Define and align goals among all levels of the institution
- Document how student learning outcome results are used to improve programs
- Document how service level outcomes are used to improve programs
- It will close the loop on how program requests and resource allocations result in program improvement
- Web-based, so programs can access supporting data and evidence easily
- Robust reporting for real-time visibility and documentation
- Data stored in a single location for security and accessibility

Resources:

Institutional researcher time to set up the program and administer it. Training for all program leads and SLO leads.

Timeline:

All SLO data will be migrated by September 15, 2012. All Program Planning will be migrated by October 15, 2012.

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 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.

In the College's Accreditation Self-Study, the College identified the need to provide faculty and staff training on accessibility technology as a planning agenda. The visiting team also identified this as a recommendation (Standard IIIC.1(b)). The Instructional Technologist has already begun offering training on accessibility features in software programs as well as incorporating accessibility information into all other training opportunities.

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 Desire2Learn course management system. Faculty assist students using Desire2Learn in their online and hybrid classes.

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 time; Lynda.com is funded by the District Wide Services budget for IT

Timeline: Training efforts will be ongoing

Unified Communications / VOIP

The current phone systems use traditional legacy technology, including analog and digital phone sets, voice mail systems, and leased circuits for inter-campus communication. The manufacturer of the current systems, Nortel, filed for bankruptcy in 2009, and subsequently was acquired by Avaya.

The current systems are reliable but costly to maintain, and will be phased out by Avaya in favor of their newer voice platforms.

More robust communications technologies have emerged in recent years that provide Unified Communications (UC). One such system is from Microsoft, a product called Lync. Through existing Campus Agreements with Microsoft, the District already owns the licenses for the Lync system. The benefits of the system are listed below.

In conjunction with implementing UC, IT is looking at a network redesign that will eliminate a number of circuits leased from the phone company. When the new phone system has been implemented and the circuit reductions are complete, the operational savings are estimated to be over \$100,000 per year.

Benefits:

- 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

Resources: IT staff requirements will be significant during the migration; funding for needed hardware will come from multiple sources.

Timeline: The project began at Moorpark College in 2012 and will be completed in 2013.

Appendix A. Governance Structure

Committee on Accreditation and Planning – Technology (TechCAP)

Charter: The 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 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 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 Workgroup (TRAWG) is a working group which reports to TechCAP. This working 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 TechCAP 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 Technologists; 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.

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 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?