



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

Strategic Technology Plan

2020-2023

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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 (IT). 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.

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:

Strategic Goals Cross Referenced to Information Technology Initiatives				
	Access	Retention & Success	Marketplace Responsiveness	Economic Climate
Wireless Network Expansion				
Application Streaming				
Addition of Multi-Use Computer Labs				
Expand Support for Campus Technology and Online Systems				
Information Security Enhancements				
Website Redesign				
Refresh Planning				
Smart Classroom Technologies				
Emergency Notification System				

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

Wireless Network Expansion

The Moorpark College wireless network is an essential service provided to students, faculty, and staff. The wireless network is used by students to perform research, by faculty to improve instruction, and by staff to gain access to resources. As the number of mobile devices used on campus grows, the wireless network needs to grow to meet the demand of users. Mobile devices include laptops, tablets, smart phones and other devices. This is a district-wide project, which will show all of a student's coursework at all three colleges.

Benefits:

- Increased bandwidth for users
- Greater interior and exterior wireless coverage
- Increased performance for mobile computer labs
- Fewer dead spots
- Increased staff efficiency and productivity
- Creates an environment for students to stay on campus longer
- Allow faculty to utilize more tools during instruction

Resources: College IT department, District network administrators, College Maintenance and Operations (M&O) department staff time, and financial resources.

Project Timeline: The wireless network expansion project is an ongoing project that will continually be worked on. The expansion of the wireless network will provide students, faculty, and staff greater functionality.

Application Streaming

The software applications used by staff and in classroom computer labs are continually being upgraded to take advantage of updated features and functionality. The refinements and improvements of the software applications enhance the student experience and aid in student success.

With a limited staff, upgrading software applications on over 2,000 computers on campus is a time consuming process. To reduce the amount of staff time needed to continually upgrade applications, the College can use application streaming.

Benefits:

- One-to-many delivery of applications will enable the rapid deployment of applications adapting to changing classroom/lab/instructional needs
- Enabling a more efficient process of updates and patch management – updating an application on an application server is substantially faster and more cost effective than updating hundreds of individual systems
- Enhanced accuracy in software licensing, potentially resulting in substantial savings in per seat costs of software packages
- Where licensing allows, potential dynamic delivery of instructional applications beyond the campus boundaries, providing students much more flexible access to applications required for coursework

Resources: Campus IT staff will be required for implementation of software updates; Hardware and software expenditures will be required.

Timeline: The application streaming project will be an ongoing project that will continue to provide enhancements on a regular basis.

Addition of Multi-Use Computer Labs

Technology is becoming an important part of instruction. Instructors are increasingly using software applications and Software as a Service (SaaS) in the classroom. The Spring Planning Retreat identified that the College is in need of additional computer labs on campus. The existing mobile computer labs help to fill a gap, but are difficult to maintain and are not always accessible.

A solution is to build additional multi-use computer labs. These labs will allow computers and monitors to be hidden in the furniture during a lecture only classes. The computers and monitors can then be easily raised to perform lab work. Similar labs are located in the Library and Learning Resources, Technology, and Health Science Center buildings

Benefits:

- Classrooms can accommodate a wide range of disciplines
- Access to additional information to aid in instruction
- Eliminate the need to send students to the Open Access Labs
- Improve access to computers for all students
- Enhanced services to our students

Resources: IT and maintenance staff time will be required to build the multi-use computer labs.

Timeline: This project will be ongoing and is dependent on funding.

Expand Support for Campus Technology & Online Systems

There has been a steady increase in campus technology. Over the past three years, the College has added over 400 additional new computers on campus. 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 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

Benefits:

- Resource for assistance with technical difficulties in classrooms
- Faster response time to support requests
- Better meet the expectations of the user community
- 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 and new software tools.

Timeline: Pending staff hiring prioritization and funding.

Information Security Enhancements

Each year the number of security threats to Information Systems grows. The College sees millions of threats and attacks per year. In order to maintain confidentiality, integrity, and availability (CIA), the College and 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
- The migration of primary services to the cloud with multiple disaster recovery sites

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 managed encryption, including email, hard drives, and removable media
- Developing and implementing Disaster Recovery / Business Continuity procedures for critical applications
- On-going security awareness training

Benefits:

- Data confidentiality, integrity, and availability are maintained
- Systems are available in emergencies
- Compliance with Payment Card Industry (PCI) standards
- Compliance with the Gramm Leach Bliley Act (GLBA)
- Compliance with the General Data Protection Regulation (GDPR) international regulation
- Compliance with all other applicable laws

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 be ongoing.

Website Redesign

Students and staff have expressed concerns that the existing College website is not user friendly and is difficult to find information. The College and District have begun the process to redesign the College website and is currently in the planning stage.

Several planning sessions have been held on campus so users have had the opportunity to provide input. The District has selected Drupal as the Content Management System for all campus websites. 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 and staff will have a more positive experience when accessing the College website
- Faculty will be able to have a bio page to provide information to current and future students
- Information will be easier to find
- Websites will be accessible

Resources: Vendor and District and College IT staff time will be significant depending on requests. Costs to migrate the website content will be high.

Timeline: The project is in the planning stage and will begin in 2020. The project should be fully completed in 2021.

Technology 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 Tech 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.

New computer equipment is purchased using various funding sources such as Instructional Equipment/Library Materials (IELM), tech refresh budget, and the infrastructure funding model. 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

The College has made a long-term commitment of investing in classroom technology as a tool to enhance the delivery of instructional content. The College currently has 161 classrooms in service that have some form of smart technology.

Currently, the campus has a variety of smart classroom installations, including analog and digital Crestron control systems, analog Pixie systems, and rooms which require a remote to operate the projector. The analog systems are aging and will need to be replaced with digital systems to provide greater compatibility with newer computers and laptops.

The current standard for a new smart classroom includes:

- Audio-visual control system
- Projector
- Desktop computer
- Input for laptop computer
- Document camera
- Wired and wireless network access

Each department's program needs may vary and are considered upon request.

Benefits:

- Consistent capabilities and user experience for students and faculty
- Ease of use
- 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.

Emergency Notification System

In 2008, the board approved the use of reserve funds to implement multiple safety initiatives. Several projects were funded and completed by the end of 2013. These projects greatly improved the College's ability to notify students and employees of campus related emergencies. Although the implemented safety projects greatly improved the College's ability to inform students and employees of emergencies, the Emergency Operations Committee (EOC) determined that an enhanced emergency notification system is needed to provide faster and more reliable notifications.

Additional safety needs have been identified:

- Indoor speaker system with audible and visual alerts for public address and warning
- Improved outdoor speaker system for public address and warning
- Infrastructure upgrades to support safety systems
- Software agent for all faculty and staff computers
- Continued training and testing
- Independent analog phone lines provided by a local telecommunications company

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

Benefits:

- The new emergency notification system will provide faster and more reliable notifications
- Increased means of notification
- Enhancements will result in a safer environment for students and employees

Resources: The emergency notification system will require significant College and District IT staff time and financial resources.

Timeline: The project will be completed by the end of 2021.

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:

- Associate Vice Chancellor of Information Technology
- 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: Vice Presidents (or designee); Instructional Technologist/Designers; Faculty Members (2)

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

Districtwide Distance Education Advisory Committee

The Districtwide Distance Education Advisory Committee (DDEAC) advises the Chancellor on all matters related to Distance Education. The committee is charged with providing for districtwide collaboration to support both college and district goals for Distance Education (DE) delivery. Committee functions include the following:

- Working toward common goals in DE management, delivery, and evaluation of success.
- Sharing common expectations, faculty professional development, technology advances and support.
- Organizational management that enhances the quality and access of distance education courses.

The committee focuses on increasing student access, providing greater student success, and facilitating student completion of education goals in a timely manner across the district. Typically, the committee meets three times per semester, or as necessary.

Committee membership is as follows:

Chair: The committee chair is a dean that oversees distance education, rotated annually among the three colleges. The chair is from the college hosting the annual DE Summit.

Co-Chair: The committee co-chair is a faculty member involved in distance education, rotated annually among the three colleges. The co-chair will be from the college that hosted the annual DE Summit the previous year.

Faculty: The committee membership has up to three faculty members from each college, plus one alternate from each college.

Instructional Technologists/Designers: The committee membership has up to three instructional technologists/designers from each college.

Assistive Computer Technology/Media Access Specialists: The committee membership has one assistive computer technology/media access specialist from each college.

District Staff/Management: The committee membership has district information technology support staff and management, as needed.

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?