III.C	*Original Evaluation*	*Revised Evaluation*	*Revised Date*

Standard Description

Technology Resources: Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Standard Questions

Required Evidence

1. *Evidence demonstrating that the institution evaluates how well its technology meets the needs of its programs and services*

2. *Evidence demonstrating that the institution evaluates how well its technology meets the need for college-wide communications, research, and operational systems*

3. *Evidence demonstrating that the institution makes decisions about technology services, facilities, hardware, and software*

4. *Evidence about how the institution evaluates the effectiveness of its technology*

5. *Evidence the institution assesses the need for information technology training for students and personnel*

6. *Evidence that training is designed to meet the needs of students and personnel*

7. *Evidence about how the institution plans and maintains its technology, infrastructure, and equipment*

8. *Evidence the institution bases its technology plans on the needs of programs and services*

9. *Evidence the institution has replacement and maintenance plans for its technology*

10. *Evidence demonstrating how the institution uses and distributes its technology resources*

11. *Evidence the institution assesses the technology needs of its programs and services*

12. *Evidence the institution assesses the use of its technology resources*

13. *Evidence that institutional program reviews and plans determine technology resource priorities*

14. *Evidence that technology resource decisions are based on program review results and evaluation of program and service needs and are integrated with institutional planning*

Challenges

Strengths

Findings

Actions

2010 Descriptive Summary

2010 Self Evaluation

2010 Planning Agenda

2010 Visit Evaluation

Ventura College uses technology resources to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning through program review, a comprehensive institutional multi-year technology plan, and the Educational and Facilities Master Plan. In developing the Strategic Technology Plan in spring 2006, the college utilized consultants who received input from the
college's executive staff, management team, technology support staff, key faculty members, and the district's Institutional Technology leadership to develop an awareness of the institution's current state of technology and compile a prioritized list of goals and objectives. Over the past two years, the campus has completed consolidation of support services under the Director of College Technical Services and established a single point of service with the College Help Desk. A recent reorganization at the district level has enabled sharing of resources between the three campuses and district IT, enabling a previously unknown level of mutual aid, shared resources, and support across all operations. Although the Technology

Committee did not meet on a regular basis since the development of the technology plan in 2007, this committee has been meeting again since January 2010. The Technology Committee will be refreshing the Strategic Technology Plan in fall 2010. Another important function of the Technology Committee is to prioritize the technology requests from program reviews, although the team could not find evidence of how these items were prioritized. This committee plans to continue to meet on a regular basis to address the technology needs of the campus.

The district has undertaken multiple efforts to improve and integrate technology in the support of student learning. Installation of a wireless network, new student and employee portals, expanded Distance Learning programs, the recent addition of the Desire-2-Learn learning managerial system are all examples of improvements. The college has also recognized the importance of remaining cmTent in its use of technology by identifying and funding a four-year refresh cycle for hardware as well as integrating its technology plan with the overall educational master plan. In addition to maintaining currency with software and hardware programs, the college recognizes the need to make available training for all constituents on existing systems to maximize the benefit of these systems.

2010 Visit Finding

The college has invested considerable resources in recent years to provide improved software and hardware systems and recognizes the role of information technologies in its internal operations and instructional programs. The college effectively supports distance education through infrastructure improvements and training opportunities. The college has an effective process for planning, acquiring, and utilizing its technology resources. Ventura College recognizes that an integral part of this effective planning process is campuswide dialogue and communication about technology needs. The college plans to continue to utilize and refine mechanisms such as the recently reconstituted Technology Committee to ensure decisions regarding technology are strategic and in line with the educational mission of the college.

The team found that Ventura College meets Standard III.C.

III.C.1   *Original Evaluation*   *Revised Evaluation*   *Revised Date*

Standard Description
The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Standard Questions
1. *How does the institution ensure that its various types of technology needs are identified?*
2. *If the college is not supported by technology, how did the college make that decision?*
3. *How does the institution evaluate the effectiveness of its technology in meeting its range of needs? How effectively are those needs met?*

Required Evidence

Challenges

Strengths

Findings

Actions

2010 Descriptive Summary
Ventura College has a strategic technology plan that was drafted during the fall 2006 semester and adopted by the college and by the Board of Trustees during the spring 2007 semester (General Document 3: Ventura College Strategic Technology Plan). This plan addresses the staffing and structure required to support technology, the establishment of a technology refresh plan, the technology needs of distance education, the network infrastructure, training of staff, and techniques to measure satisfaction with campus technology. Ventura College also included technology as an integrated component in the recently revised Ventura College educational master plan (IIIC.1: Ventura College 2009-2019 Educational Master Plan, pages 36, 38, 40, 51, 53, and 56) and has incorporated Distance Education and Campus Technology Services as programs to be evaluated by the college program review process (IIIC.2: Program Review, Distance Education; IIIC.3: Program Review, College Technical Services).

2010 Self Evaluation
The strategic technology plan is the primary vehicle for ensuring that the various types of technology needs are identified. Notable enhancements since the last accreditation cycle include a successful consolidation of technology support resources, implementation of wireless services for students and faculty to enhance connectivity for portable devices, the increase in the number of technology / multi-media enhanced (e.g., "smart") classrooms and computer laboratories, as well as continual investments in the Assistive Technology Center (computer access for the disabled) and the upgrading of the Staff Technology Resource Center.

The technology plan was developed with the assistance of a consultant and approved through the College Technology Committee. On paper, the College Technology Committee remains the primary vehicle for identifying, discussing, and working on campus technology needs, including addressing the requests that are generated as a result of the program review process. In practice, the Technology Committee no longer meets on a regular basis and both the mission and the composition of the committee need to be revisited. In addition, the strategic technology plan needs to be updated as a comprehensive document, as much has changed since its creation in 2006, both in terms of technological advancements and in terms of college and district organizational change.

2010 Planning Agenda
The Ventura College strategic technology plan will be revised and updated during the fall 2010 semester.

2010 Visit Evaluation
In 2006 and 2007, the district developed and implemented a technology strategic plan to help guide the use and support necessary for the college and its students. Ventura College also developed a comprehensive Strategic Technology Plan and included technology as a key component in its recent Educational Master Plan. These plans address staffing and network infrastructure needs, a technology refresh plan, and the technology needs of distance education. The college has incorporated Distance Education and Campus Technology Services as programs to be evaluated through the college program review process. The Technology Committee will be refreshing the Strategic Technology Plan in fall 2010. Another important function of the Technology Committee is to prioritize the technology 55 requests from program reviews although the team was not provided of the criteria used in the prioritization process. The Technology Committee plans to continue to meet on a regular basis to address the technology needs of the campus and prioritize the technology requests

from program reviews. (III.CJ)

2010 Visit Finding

III.C.1.a   *Original Evaluation*   *Revised Evaluation*   *Revised Date*

Standard Description
Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Standard Questions
1. *How does the institution make decisions about technology services, facilities, hardware, and software?*
2. *How well does technology accommodate the college's curricular commitments for distance learning programs and courses? Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, d*

Required Evidence

Challenges

Strengths

Findings

Actions

2010 Descriptive Summary
Technology needs can rapidly change. The district Information Technology Department (IT) regularly monitors these changes and implements improvements and upgrades as necessary. IT also develops, implements, and maintains Ventura College's technology infrastructure, provides coordination and leadership to advance technology across the enterprise, and guides policy creation and implementation.

The district has recently provided an employee portal that has an equivalent student version to provide self service access to many resources in one online location. Students have access to all the registration options and fee payment through the portal, along with a district email account. The student version also includes a directory that lists all of the services for students available at the campus. Each channel listing is a collapsible link that, when clicked on, opens up with the service website link, phone number and building information. The employee version links to forms to conduct district business, announcements of general interest, as well as secured personnel information including payroll, vacation, and sick leave records. There is also a technology ticket tracking system that can be accessed through the portal (IIIC.4: Employee and Student Portal).

Through the Distance Learning Task Force, the district office coordinates the distance education technology needs of the three colleges. This task force meets on a regular basis (IIIC.5: Sample Minutes, Distance Learning Task Force).

Desire-2-Learn, the course management system used in the district for distance education, is a nationally recognized product. The hosting of the system is managed by IT and is transparent to the individual campuses. Hosting decisions are made in concert with the Distance Learning Task Force. Provisions for reliability, disaster recovery, privacy, and security of the learning management system are provided through IT in accordance with applicable state and federal laws and current best practice.

College instructional labs and hardware that contain sensitive personnel information or student records are protected by a secure firewall, with backups of student data at a secure off-site data vault facility.

2010 Self Evaluation
Under the direction of the district Director of Technical Services, and in collaboration with the new College Technical Services Supervisor, Ventura College uses the strategic technology plan and the program review process as planning and decision-making tools to guide technology services, facilities improvements, hardware purchases, and system-wide software. Course or discipline specific software is selected by individual programs or departments, with guidance as requested by IT.

The college had a Title 5 grant that funded the initial growth of the distance education program and paid for a faculty coordinator to provide program leadership and training to faculty. When this grant ended in 2007, the positions of Assistant Dean of Distance Education and Instructional Technology Support Assistant were created. With the resignation of the Assistant Dean of Distance Education in January 2010, the college established the classified position of Instructional Technologist, following an organizational model that had been created at the other two colleges in the district (IIIC.6: Job Descriptions, Assistant Dean, Distance Education, Instructional Technologist, and Instructional Technology Support Assistant).

Along with the salaries for these positions, the college and district provide budget for software licenses, professional development and training

(IIIC.7: District and College Budget, Software Licenses, Professional Development, Technology Training). Upgrades to hardware are supported through a separate budget dedicated to technology refresh (IIIC.8: Budget, College Technical Services Department). The licensing costs for the course management system and some help-desk support are provided at the district level and negotiated on behalf of all three colleges.

In 2007, the district IT entered into a contract with Blackboard to provide hosting and some course management support for the three colleges. The contract required Blackboard to provide hosting, maintenance and routine updates on their servers to maintain a consistent updated learning environment. The service level agreements also limited the acceptable "down-time" of the servers so that students and faculty would not be without service for any extended periods of time. The license was one based on full-time equivalent students in the district and did not limit the number of users or number of courses. A number of Ventura College faculty took advantage of this by creating web enhanced courses that supplemented their in-class activities and provided feedback and communication to students outside the classroom. Students enrolled in an online class or one that used Blackboard as a supplemental activity had access to the course within hours of enrolling.

Cost considerations and dissatisfaction with the level of service provided prompted the investigation of an alternative course management system. After district-wide discussions and the exploration of multiple options, during the fall 2009 semester the district began converting all Blackboard courses to the approved learning management system, Desire-2-Learn. This new learning management system was fully implemented during the spring 2010 semester.

In spring 2009, Ventura College reviewed its compliance in the authentication and security of students taking online classes. It was determined through this review that Ventura College is in compliance with the Higher Education Opportunity Act (HEOA) legislation through the use of unique user identifications, password protected user accounts, and proctored exams.

2010 Planning Agenda
The district portal provides many opportunities for professional growth in the area of technology, however more training and more publicity is needed to inform employees of what is available. The college administration will work with IT to develop higher profile training materials.

2010 Visit Evaluation
The district Information Technology Department (IT) assesses the college's technology needs and implements improvements and upgrades as necessary. The district has recently created employee and student portals to provide self-service access to many resources in one online location. The student portal also includes a directory of all available student services. IT has implemented a technology ticket tracking system that can also be accessed through
this portal. The Distance Learning Task Force coordinated the district's move from Blackboard to Desire-2-Learn (D2L), its current course management system. IT supports D2L and provides for reliability, disaster recovery, privacy, and security of the learning management system. The college had a Title 5 grant that funded the initial growth of distance
education and paid for a faculty coordinator. With the resignation of the Assistant Dean of Distance Education in January 2010, the college has hired an Instructional Technologist to suppo01i distance education at the college. The Instructional Technologist provides small group and one-on-one training opportunities for faculty using D2L. (III.C. I .a)

2010 Visit Finding

III.C.1.b   *Original Evaluation*   *Revised Evaluation*   *Revised Date*

Standard Description
The institution provides quality training in the effective application of its information technology to students and personnel.

Standard Questions
1. How does the institution assess the need for information technology training for students and personnel?
2. What technology training does the institution provide to students and personnel? How does the institution ensure that the training and technical support it provides for faculty and staff are appropriate and effective? How effective is the training provi

Required Evidence

Challenges

Strengths

Findings

Actions

2010 Descriptive Summary
Ventura 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 college has several faculty workrooms where hands-on guided instruction can take place. In addition, there are two offices where the Instructional Technologist and the Instructional Technology Support Assistant work one-on-one with faculty to provide training and support.

At the district level, technology training needs are identified in multiple ways. The IT and Human Resources Departments schedule training for personnel based upon requests and also on needs identified by management. Deployments of new technology or upgrades to existing technology also include training components for employees and students (where applicable).

2010 Self Evaluation
Faculty frequently request training options that are flexible and on-demand. In addition to the services of the distance education staff, the faculty are able to utilize the @One training. @One is supported by a grant from the Chancellor's Office, California Community Colleges (http://www.cccone.org/).

Various faculty involved in online classes have expressed an interest in sharing and learning from each other with regard to best practices and tools used in the online environment. As a result, the Distance Education Office has scheduled faculty meetings each semester to share information. Between meetings, there is often a dialogue in email. The growing interest in the online format has extended to faculty who teach in the traditional classroom environment as well. An increasing number of faculty members are using a learning management system to enhance their courses with online materials and to offer feedback in a secure online environment.

Sample workshop training opportunities for faculty offered during Flex Week and/or on a periodic basis have included:

- Creating Effective Library Assignments
- Getting it Write: Making the Most of LRC Technology in the Composition Classroom
- WebCT Blackboard/Vista Course Management System
- Increasing Student Engagement using "Clicker" Technology
- Bridging the Gap: Writing Strategies for ESL and 1.5 Generation Students
- Library/LRC Tour: What's New?
- Using the BEACH—Practical Classroom Usage
- Ergonomics at Home, Work & Play
- Update on Student Learning Outcomes Assessment
- Intro to CurricuNET Workshop: Online Curriculum Development & Workflow Automation
- Preventing High-Tech Plagiarism and Cheating
- One Book, One Campus, One Community: Civic Engagement,
- Blackboard/WebCT workshop
- New Technologies (Wiki's Second Life Avatars, Web Conferencing and more)
- Office 07

•Using the Luminis Portal
•Omni-Update Website Software Training (IIIC.9: Fall 2009 Flex Week Workshops)

The Education Assistance Center (EAC) supports distance education faculty in maintaining compliance with the Americans with Disabilities Act (ADA). The faculty members are required to sign a document that acknowledges that they understand their obligation to comply with section 508 of the Federal Rehabilitation Act and with the ADA (IIIC.10: Faculty Acknowledgement of Section 508 and ADA Compliance). The EAC offers support and evaluation of course materials through the services of an Alternative Computing Technology/Media Specialist. The Alternative Media Specialist works primarily with students but also provides faculty training on 508 and ADA compliance and helps with reviewing materials to ensure accessibility.

For students, as well as anyone else who would like to attend, the Learning Resources Center offers lunch-time workshops on a variety of topics including the basics of using Word and other computer programs. The librarians offer a one-unit distance education course on using the library databases and online catalogs (IIIC.11: Course Description, LIB V01).

Since training is provided at Ventura College, any faculty member wishing to develop skills in online teaching or classroom technology applications has the opportunity to do so. Faculty members who would like additional training beyond the workshops and small group training sessions provided may also use the district license for self-paced online training modules available through the employee portal (IIIC.12: Sample Training Available Through Employee Portal). These services provide web-based, self-paced lessons on hundreds of software packages and technologies. The online preparedness and professional development activities are not evaluated formally, but the faculty work closely with deans and other staff (including the Instructional Technologist and the Instructional Technology Support Assistant) to ensure they are prepared and using technology appropriately.

The district offers employees technology training workshops in areas such as Microsoft Office, CurricUNET, Banner, Luminis, and other tools.

2010 Planning Agenda
Training of faculty on the new Desire-2-Learn learning management system will continue.

The training available to faculty and staff will be made more public through flex activities and other campus wide announcements.

Information Technology will offer additional help desk support for all online faculty and students during non-traditional hours.

Information Technology will complete the investigation of methods for delivering technology training to students and will design or acquire and implement such a system.

2010 Visit Evaluation
Ventura College provides faculty training for distance education through flex workshops and individual instruction. Before offering a course in a distance education fonnat, all faculty are required to receive training in online instruction. There are two offices on campus where the Instructional Technologist and the Instructional Technology Support Assistant work one-one with faculty to provide training and support. In addition to the individualized instruction available in-person on campus, faculty also utilize @One training. The Distance Education Office also organizes meetings each semester that promote the concept of faculty sharing
ideas and learning from one another. The Education Assistance Center supports distance education faculty in maintaining compliance with the Americans with Disabilities Act. The Leaming Resource Center offers lunch-time technology workshops for students, and the library offers a one-unit distance education course on using the library databases and online catalogs. The team found faculty appreciate the college's support of distance education, particularly the one-on-one individualized instructional opportunities. With the hiring of an Instructional Technologist and Instructional Technology Support Assistant, the college plans to expand these training opportunities. In trying to maintain consistency with other colleges in the district, the distance learning office communicates frequently with the corresponding distance learning position at Moorpark College. Moorpark College currently offers an eight hour online training seminar that focuses on utilizing Desire2Leam and also best practices for online instruction. This training at Moorpark is offered both online and on campus, depending on the technical comfort level of the faculty. The distance learning office plans to partner with Moorpark to provide similar training in the next year to faculty at Ventura College. (III.C. I.b)

2010 Visit Finding

III.C.1.c   *Original Evaluation*   *Revised Evaluation*   *Revised Date*

Standard Description

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Standard Questions

1. How has the institution provided for the management, maintenance, and operation of its technological infrastructure and equipment?

2. Does the college provide an appropriate system for reliability and emergency backup?

Required Evidence

Challenges

Strengths

Findings

Actions

2010 Descriptive Summary

The college has adopted and designated funds for a multi-year refresh cycle for desktop and server technology.

The district hosts mission-critical business applications at the District Office, with a disaster recovery center on the Moorpark campus. Instructional applications are hosted at the campus on clustered servers.

All systems are backed up nightly for restoration in the event of a failure. All systems are covered under maintenance contracts with the manufacturers.

2010 Self Evaluation

The college systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment in accordance with the technology refresh calendar established through the strategic technology plan. Additional campus needs for technology are identified through the college's program review process, with the results incorporated into the annual modifications that are made to the technology refresh calendar.

As noted earlier, the Technology Committee no longer meets on a regular basis and both the mission and the composition of the committee need to be revisited. In addition, the strategic technology plan needs to be updated as a comprehensive document, as much has changed since its creation in 2006, both in terms of technological advancements and in terms of college and district organizational change.

2010 Planning Agenda

The Ventura College strategic technology plan will be revised and updated during the fall 2010 semester.

The mission and the composition of the College Technology Committee will be revisited during the fall 2010 semester, with the recommended changes implemented during the spring 2011 semester.

2010 Visit Evaluation

The team found that the underlying infrastructure and equipment supporting the many uses of technology is up-to-date and properly maintained. Adequate numbers of qualified support personnel service the technology needs of the campus. While the IT personnel are employees of the district, they reside on each campus and are responsible for the specific needs of Ventura College. However, when special technology needs arise at any of the three colleges in the district, district IT has the ability to combine and coordinate services to address those needs. Having centralized operations, while allowing for an on-campus IT presence, effectively meets the technology needs of the district and college. The college has designated ongoing funds for a four-year refresh cycle for desktop and server technology. This refresh plan coupled with upgrades to the district IT hardware and software has provided improved technology to the campus community. Because technology advances so quickly, it will be necessary for the campus to continually review the currency of its hardware and software programs. Distance Education programs continue to grow as does the use of the Desire2Learn management system. Additional needs are sure to be identified in the future and the use of refresh and bond funds have been identified to suppmi these future needs. (III.C.l.c)

2010 Visit Finding

As noted in 2004, in order to fully meet this Standard the team recommends that the college must develop a funding plan for new and modernized facilities based upon the concept of Total Cost of Ownership. The plan must address the necessary staffing and other support costs to operate these facilities. (III.B.2.a)

III.C.1.d   *Original Evaluation*   *Revised Evaluation*   *Revised Date*

Standard Description
The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Standard Questions
1. *How does the institution make decisions about use and distribution of its technology resources?*
2. *What provisions has the institution made to assure a robust and secure technical infrastructure that provides maximum reliability for students and faculty?*
3. *What policies or procedures does the institution have in place to keep the infrastructure reasonably current and sustainable?*
4. *Does the institution give sufficient consideration to equipment selected for DE programs? How effectively is technology distributed and used?*

Required Evidence

Challenges

Strengths

Findings

Actions

2010 Descriptive Summary
The program review process is the driver for assessment of technology needs. The Ventura College Technology Committee reviews those needs and makes recommendations to the Campus Resource Council (CRC), Vice President of Business Services and the IT administration.

The college works with IT to identify infrastructure needs and develop capacity plans for growth. The core of the network utilizes a fully-redundant infrastructure for reliability and uptime. Firewalls and isolated network subnets are utilized to secure network resources. Network access and authorization is controlled through Active Directory.

The college adheres to an annual information technology operation plan that identifies local technology policies and procedures for keeping the infrastructure current. This includes the annual budget of operational funds to maintain all technology equipment and software. A schedule of major technology projects for the year is also included (IIIC.13: Ventura College Information Technology Operational Plan). The district and the college have funds for technology refresh set aside for improvements to the infrastructure at each site. Bond funds have also been used to augment the infrastructure.

2010 Self Evaluation
Instructional disciplines and student services programs identify their technology needs through the integrated planning and program review process and through their participation on the college's Technology Committee.

In order to assure a robust and secure technical infrastructure, the former College Technical Services Department has been reorganized in order to streamline the campus personnel and create a central process for tracking and resolving technology needs and issues. Key features of this reorganization include a change in the reporting structure, moving the department from the supervision of the college's Vice President of Business Services to the District Director of Technology Support Services. A dotted reporting line remains with the Vice President of Business Services to ensure that a functional working relationship remains at the campus level (IIIC.14: Organizational Chart, College Technical Services). Purchasing power is leveraged among the three colleges and the district to have the best possible pricing for goods and services necessary at all of the institutions.

The Distance Education program receives technical services and support from three main sources. The Instructional Technologist and the Instructional Technology Support Assistant provide technical services and support for faculty and students. The Associate Vice Chancellor of Technology, district Director of Technology Support Services, and the college-based district Technology Support Services Supervisor provide some faculty support for hardware related issues and software that is not specifically related to distance education, such as the Microsoft Office suite. IT provides support for larger issues such as network outages, major software failures related to server issues and other large scale operating issues. These three areas work together on overlapping challenges and opportunities to ensure that the technology needs of faculty and students are met.

2010 Planning Agenda

The effectiveness of the district reorganization and consolidation of technology services will be evaluated during the spring 2011 semester.

2010 Visit Evaluation

The program review process drives the assessment of technology needs. The Technology Committee reviews all technology requests identified in the program review process and makes recommendations to the Campus Resource Council, Vice President of Business Services, and the IT administration. The college adheres to an annual information technology operation plan to keep the infrastructure current. Bond funds have also been used to augment the infrastructure. To address the increased technology needs, the college reorganized the former College Technical Services Department, moving the department from the supervision of the Vice President of Business Services to the District Director of Technology and Support Services. The East Campus appears to be resource rich regarding technology. (III.C.1.d)

2010 Visit Finding

III.C.2	Original Evaluation	Revised Evaluation	Revised Date

Standard Description

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Standard Questions

1. How does the institution ensure that facilities decisions are developed from program review results, institutional needs, and plans for improvement?

2. What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs?

3. How does the institution determine that technology needs in program and service areas are met effectively?

4. How does the institution prioritize needs when making decisions about technology purchases? How effectively are those needs met?

Required Evidence

Challenges

Strengths

Findings

Actions

2010 Descriptive Summary

The college has a strategic technology plan that integrates with its educational master plan. The college Technology Committee works with IT and with the Facilities Oversight Group (FOG) to ensure that offices and classrooms on the campus are upgraded on a systematic basis and in accordance with the master plans.

For new facilities, institutional needs are identified and provided to the architects, construction management consultants, and facilities directors. Input is provided and needs identified by stakeholders in each building.

2010 Self Evaluation

Through the college's program review process, departments and academic disciplines identify the need for additional technology that may not have been included in the existing strategic technology plan. These requests are referred to the Technology Committee and to IT for review and integration with the technology plan. The district's IT and Purchasing departments review all requests to make sure that purchases conform to all district standards.

The current technology refresh program has been effective in meeting the needs of the college. The process includes a four-year equipment refresh cycle to ensure that each program has the technology needed to meet their needs. The newest equipment is installed where most needed. Displaced equipment is redeployed if within the four-year cycle, or disposed of at the end of its useful life.

2010 Planning Agenda

None.

2010 Visit Evaluation

The college went to considerable efforts to ensure the Strategic Technology Plan integrated with the Educational Master Plan. Because of the dynamic nature of both, the college has recognized the need to continually assess the use of technology and its influence on the overall master plan. Through the college's program review process, departments and academic disciplines identify the need for additional technology resources that may not have been included in the Strategic Technology Plan. The current technology refresh plan has been effective in meeting the needs of the college, and as technology needs grow with the addition of new facilities, the college plans to increase the base funding for the refresh program, so the college can continue to meet these needs. (III.C.2)

2010 Visit Finding