DRAFT

TECHNOLOGY PLAN

2014-2016

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Cañada College Technology Plan

The Cañada College Technology Committee is a subcommittee of the Planning and Budgeting Committee and is composed of representatives from every division of the college including staff, faculty, administrators, and the District Information Technology Services staff. The Technology Committee meets a minimum of two times per year and will provide an update to the Planning and Budgeting Committee in spring on technology issues, such as:

- Accomplished goals for current year. Progress made regarding replacement and new technology implemented on campus.
- Development of new components of the Technology Plan deemed to be in accordance with the changing technology needs for instruction, student services, and business operations.
- Use of appropriate instruments in consultation with the PRIE Department that assess the technology needs of the College.
- Review of the yearly allocation for technology.

The Committee ensures that its plan informs and is integrated with the San Mateo County Community College Strategic Technology Plan. The Technology Plan is a living document providing guidance for the acquisition and application of technology in a continually changing teaching and learning environment. The Plan is intended to act as a compass, giving direction to the technology decisions and vision of the College. Technology is implemented both to enhance and improve instruction and to provide ways for the college to perform its operations in business, research, and student services more effectively.

Cañada College Technology Vision

The Cañada College community will have immediate and easy access to up-to-date, secure, reliable technology that expedites learning, improves instruction, facilitates communication, and supports all operations of the College. Technology will be accessible anywhere, anytime, and maintained by highly trained technical professionals.

Summary of the Accomplishments for 2013-14 Goals

Technology Goal 1: Continually promote, improve, and expand the use of technology in the teaching and learning process by providing staff development for all faculty and staff that makes their work more efficient and more productive. Training will be available on campus and at the District Office for new software, hardware, and classroom equipment.

- The District continued the site license agreement for every district owned computer to have the Adobe Creative Suites software. CIETL and the SMCCCD offered various levels of training to faculty and staff in Adobe Creative Suites product line (Acrobat, DreamWeaver, Photoshop).
- A campus site license for Kurzweil software was purchased so that every student, faculty or staff member could have access to print-to-audio technology.
- Instructional Designer continued to work with faculty and staff in integrating pedagogy and technology into course offerings.
- Faculty used Moodle as the platform for web assisted instruction.
- Funding was available to purchase required software, equipment, and supplies required for instructional and student services divisions. Current equipment that is still within the warranty period is deployed to other departments throughout the campus where the technology is older.

Technology Goal 2: Provide the technology infrastructure to continually improve the operations and services of the college. The infrastructure is routinely monitored and updated to allow the college to move forward seamlessly as the technology changes.

- ACAMS, security for doors – the following buildings still need ACAMS installed: Bldgs 1, 3, 13, 19, 20, & 21.
- Wireless – additional "hot spots" were added to Bldgs. 3, 13, 22; WiFi was upgraded and strengthened to support Real Time Captioning (RTC) via Skype.
- ITS continued to support the technological needs at the Menlo Park Center facility.

Technology Goal 3: Use technology to improve communication with students, faculty, staff, alumni and the general public. Websites, portals and internal software packages that enhance communication will be continually applied and upgraded.

- The Director for the Disability Resource Center monitored for ADA compliance.
- The ITS District personnel, College Administration, and the Public Information Officer worked closely to improve and update the college's communication.
- To keep in communication, all students and employees were issued a unique college e-mail account, texting for emergency situations, etc.

Technology Goal 4: The Research Office will provide resources and training which assist faculty in the analysis of instructional data and accompanying changes in instructional methods. This necessary service is in accord with the use of course and program SLOs. This service will expedite reporting, data collection and research efforts and include data-modeling and performance measurement.

- Dean of Planning, Research, & Institutional Effectiveness (PRIE) was hired.
- Dean of PRIE along with the other two colleges' Deans and District personnel developed the "Dashboard" and tools to be used as resources and now is available for employees' use.
- Dean of PRIE worked with the College SLO coordinator and worked with faculty and staff by attending division meetings.

Technology Goal 5: Strategic goals for the acquisition, implementation, maintenance, and ADA compliance of technology will be delineated, undergirding the strategic planning goals emanating from the vision for the college and identified by the college community through the shared governance process. In the Educational Master Plan for 2012-2015, vetted and approved by all shared governance bodies at the College, the four strategic directions include teaching and learning, completion, community connections, and global and sustainable.

- Developed a spreadsheet for all employees' hardware, location of equipment, date of purchase, warranty period, etc. which indicates when the equipment needs to be replaced.
- Developed a spreadsheet for all instructional/computer related labs.
- Developed criteria for the replacement of equipment.

Technology Goal 6: Ascertain that state of the art adaptive and assistive technology is available to all students possessing any form of learning and or physical difference.

- Digital signage installed in Bldg 9 – Admissions & Records Office. An audio component for blind/visually impaired also needs to be provided for access to digital signage.
- All digital projectors in smart classrooms have closed captioning capability. The last projectors that did not have this capability were replaced in June 2014.
- All three colleges purchased a three-year universal license/agreement allowing every computer to have Kurzweil installed on it, as well as students' home computers. The license includes firefly which provides cloud storage and works on all mobile devices. Kurzweil is more of a universal tool utilized by several programs on campus such as DRC and ESL.
- DRC purchased software and equipment to meet the student needs. Also for low vision students, we have technology such as Kurzweil (screen reader), and Jaws software for the totally blind students. Kurzweil highlight notes and creates study notes which is a universal learning tool.
- The ESL program showed the students how to phonetically say the words, gives definitions, and has a thesaurus to be used. Also, if a student is writing in English and then switches over to another language, Kurzweil will highlight and convert to multiple languages. This program removes roadblocks for students.
- DRC has Topaz, which is a digital magnifier that enlarges letters and adjusts background colors; Sapphire which is a small magnifier to be used in the classroom; Zoom Text is also available and magnifies 3,600 times. The magnification is very crisp and is a clean font; however, does not work well with the My Math lab program the Math Department uses.
- For the hearing difference, the DRC has an FM transmitter/receiver so students can hear clearly like the instructor is standing right next to the student.
- For the learning difference, pulse pens, ipads, etc. are available to students to check out and use in their classroom. Echo pens are available to students and instructors to use.
- For students who have carpal tunnel, or fine motor limitations, Dragon Naturally Speaking is available and is a productive tool.

Technology Goal 7: Continue to develop processes on campus that facilitate faculty and staff access to addressing their technology needs.

- Form was developed and implemented in 2012-13 and it was agreed that the Technology Request form would no longer be used effective July 1, 2013.

Summary of Replacement of Computers and Equipment
2013-14

ITS developed a spreadsheet for all college faculty and staff computers and printers. The spreadsheet contains the person's name, type and location of equipment, date of purchase, and warranty information. Workstations and printers are replaced in order by age as identified by the Faculty/Staff Summer 2013 Inventory List prepared by ITS. The employee chose a desktop or laptop from the approved list by ITS. ITS workorders took precedence for replacement of equipment.

Summary of Technology Allocation and Expenditures
For 2013-14

Fund	Fund 31069 Lottery (Instructional Supplies & Software)	Fund 47330 (Computer, Equipment - FF&E)	Fund 31131 State Inst'l Equipment	Fund 43383 One Time Equip Funds	ITS Fund (for Replacement Labs, Projectors, Printers)
Beginning Balance	$299,371	$640,409	$ 46,254	$800,000	$325,533
Expenses	$106,257	$454,653	$ 28,738	$ 7,368	$309,084
Encumbrance	-	$ 5,620	-	-	-
Available Balance	**$193,114**	**$180,136**	**$ 17,516**	**$792,632**	**$ 16,450**

Summary of the Technology Effectiveness and Needs Survey Results

Spring 2014

In May 2014, the Cañada College Technology Planning Committee released a college-wide survey to faculty and staff to help survey and assess current technologies on the campus, and the possible needs for future technologies. The questions were created and refined with input from the entire TPC, with representation from all College Divisions, student representation, as well as campus and District ITS. A summary of the Results of the survey from 81 total respondents follows.

Over 90% of Faculty and Staff use Technology for communicating with students and colleagues, and nearly 80% use it for teaching and learning. However, 38% of respondents indicated that the current technology tools do not meet all of their needs, so there is need to look into additional technology resources and more extensive training to use all of these resources. Specifically, employees requested training in the Adobe Suite, Banner, Office 365, and WebACCESS/Moodle, as well as availability of PCs, document cameras, and smartboards in more classrooms. Also, some employees mentioned that they would like to know more about and have available proper ergonomics while using technology.

Over 90% of respondents agreed that Technology makes their jobs easier and helps them better serve students. The most frequent technologies used are smart classrooms, tablet computers, video disc players, and streaming media. The top sources of technology training included Web-based tutorials, Manuals, Flex-Day workshops, and CIETL. Many users also resort to self-teaching, help from co-workers, or learned to use technologies from previous work experience.

Specific needs for training in the use of technology include Adobe Suite, MS Office 2013 (especially Excel), e-Portfolios, WebACCESS, Banner, online teaching, TracDAT, CurricuNet, creating surveys, specific software (eg: Mathematica, video editing, making podcasts/streaming media), and how to create flyers.

Faculty and Staff mostly have given input to adoption and implementation of technologies through personal requests to the College/ITS, Division and Departmental meetings, Annual Program Plans and Comprehensive Program Review, Surveys, and directly talking to their Dean. Relatively very few employees make requests through meetings of the Distance Education or Technology Planning Committees.

60% of employees had no desire to be more involved with decisions regarding campus technology, and felt that current measures for input were sufficient. Some employees suggested more surveys and more advertised meetings to give additional input to technology decisions.

30% of respondents teach a Hybrid course. These teachers generally are satisfied with their technologies, but note that WebAccess 2.0 could be improved, and they would like to have the Camtasia software be available for use. They also request more training in software and online systems used for online teaching.

General suggestions for improving Technology at Cañada College include:

- much more direct training with software (Adobe, MS Office, Camtasia) and new equipment (smartboards, document cameras)
- more communication between IT and faculty and staff
- more CIETL workshops
- more useful Flex Day workshops
- better ergonomics in office furniture and computers/input devices
- more help with ADA compliance
- consistency with software and equipment availability
- making all classrooms Smart Classrooms
- more classes with student computers
- more online teaching opportunities
- more document cameras and smartboards

Suggested topics for employee Training in technology include:

- Adobe Suite
- MS Excel & Access
- MS Office 2013/365
- Camtasia
- Smartboards
- Document Cameras
- TracDat (or a new system)
- VoiceThread
- WebACCESS (esp. Gradebook)
- e-Portfolios
- Webinars/Videos for training
- Online teaching/captioning/accessibility
- Banner
- Developing Hybrid/Online courses
- Sound and Video editing

   Preferred days and times for training in the 2014-2015 Academic year are: MTWR from 2 PM - 4 PM, and MWF from 10 AM -12 PM. Also, the college should provide more training opportunities for students.

Goals and Objectives for 2014-16

Goal 1: Optimize the use of new and existing technologies throughout the College by providing technology-related professional development resources to faculty and staff.

Objective 1.1 The instructional designer, CIETL, and Professional Development committee will promote and increase training opportunities (internal and external) for faculty and staff to learn to use technology more effectively.

Objective 1.2 Develop and administer instruments that survey and assess the technology training needs of faculty and staff.

Objective 1.3 Provide an Instructional Designer and additional personnel as dedicated resources to assist faculty and staff with the use of technology.

APC recommends the following to replace Objective 1.3 above: Determine the necessity for new or expanded technology to ensure professional development training is provided to faculty and staff.

Activity 1 Technology committee members meet with CIETL coordinators and Instructional Designer to review results from annual Technology survey and agree on specific trainings to be offered through CIETL for faculty and staff and ensure the availability of a dedicated training room specifically with computers.

Goal 2: To establish the technology infrastructure to continually improve the operations and services of the college.

Objective 2.1 Work closely with District ITS to assess the needs of the college and determine its ability to support current and new technology.

Activity 1 Review the College's computer/equipment inventory spreadsheet and recommend purchases based on the replacement criteria.

Activity 2 Explore and evaluate pilot programs for new technologies at the College.

Activity 3 Ensure that ITS and the College Business Office continue to track and monitor progress.

Goal 3: Ensure that compliant and current adaptive and assistive technology is available to all students possessing any form of learning and or physical difference.

Objective 3.1 Evaluate the present use of adaptive technology by students, faculty and staff who have a documented disability that prevents access to standard computer hardware and software.

Objective 3.2 Determine the necessity for new or expanded technology that is more likely to satisfy special learning needs.

Objective 3.3 Survey the need to provide training for faculty who teach hybrid and on-line courses in the use of adaptive and assistive technology.

Activity 1 (students only as District HR is responsible for faculty & staff disability accommodations)

Review the DRC student's disability documentation for any prescriptive recommendation of hardware/software and use of technology. Review the educational limitations on learning caused by a DRC student's disability disagnosis to determine if the student would benefit from use of alternate media or adaptive technology.

Activity 2

Continue professional development activities and educational workshop attendance for the Alternate Media Specialist through the CCC High Tech Center located at DeAnza College and/or national or regional providers. Coordinate with the District ITS to continue to replace outdated computers located in the Alternate Media Lab, DRC office, Library and Learning Center so that the computers sufficiently support alternate media software.

Activity 3

Provide confidential memos to DRC students upon their request each semester so that professors of lecture, hybrid and/or on-line classes are aware of a DRC student's academic accommodation and needs.

Allocation Budgets for Equipment, Technology and Supplies

2014-2015

Fund	31069 Lottery (Instructional Supplies & Software)	Fund 47330 (Computer, Equipment -FF&E)	Fund 31131 State Inst'l Equipment	Fund 43383 One Time Equip Funds	ITS Fund (for Replacement Labs, Projectors, Printers)
Carryforward	$193,114	$180,136	$ 17,516	$792,632	$ 16,450
FY15 allocation (approx for Lottery)	$132,000	$400,000			$277,500
Available Balance	$325,114	$580,136	$ 17,516	$792,632	$293,950
Expenses	$ 29	$ 4,463	-	$ 4,868	-
Encumbrance	$ 10,000	$ 45,967	-	$ 2,500	-
Available Balance	**$315,085**	**$529,706**	**$ 17,516**	**$785,264**	**$293,950**

For the year 2015-16, we will be funded at $400,000 from Fund 47330. We will also get Lottery funds and may get State Instructional Equipment Funds.

Criteria Used for Replacement of
Computers & Printers

- Age of computers
- Frequency of repairs/work orders
- Is instructional technology current?
- Instructional needs
- Other

PROCESS FOR PURCHASING TECHNOLOGY EQUIPMENT

OVERVIEW

Criteria are being established to provide directions on the purchase of computer equipment such as desktops, laptops, tablets, and I-Pads.

I. DEFINITIONS
- Laptop Vs Desktop: Laptop is portable.
- Laptop Vs Tablet:
  - Laptop is characterized as a mobile personal computer that is software based and tablets have mainly applications. Unlike tablets, laptops have more power and performance, more memory, ports, and built in keyboard and mouse. Laptops added features: optical drives for DVD or Blu-ray discs, card slots for full-size SD cards, and USB-connected flash drives and portable drives which allows the user to have mountains of data at their fingertips.
  - Tablets distinguishing characteristic is the use of a touch screen as the input device and are less expensive than laptops (with exceptions). They have a longer battery life and are more portable.
  - Examples of tablets include Apple iPad and Android Iconia from Acer. Mini tablets include Amazon Android Kindle Fire.

II. OVERALL CRITERIA

The school will provide each full time staff and faculty with a single computer or laptop.

A. EMPLOYEE WORKSTATION
- Workstations and printers will be replaced in order by age as identified by Faculty/Staff Summer 2013 Inventory List prepared by ITS. Employee will choose a desktop or laptop from the approved list by ITS
- ITS Work orders can take precedence over the lTS list referred to above.
- When special needs are identified for additional technology, employees must describe the specific requirements for the job and have the added technology approved by the VP.

- Is item secured and what is the accountability for the item – including replacement for lost or stolen item (iPads, tablets, cameras are not inventoried)?

B. LABS
- Schedule prepared by ITS
- Specific request submitted to Cabinet

C. OFFICES/DEPARTMENTS
- Loaners
- Special needs to be defined
- Accountability
- Items from Section E below and equipment for departments list will be maintained by the Budget Office. All item requests for purchase must go through the Budget Office.

D. OTHER ITEMS
- Fax machines
- Printers

E. ITEMS NOT FULLY SUPPORTED BY ITS
- Cameras
- iPADS
- Tablets

Flow Chart: Information comes from program review, deans' review, vps' review, and cabinet reviews total requests.

SMCCCD ITS Strategic Plan

A five year plan describing the services, technology initiatives, goals and accomplishments of the department of Information Technology Services at the San Mateo County Community College District which includes Cañada College, College of San Mateo, Skyline College and the District Office:

[Strategic Plan for Information Technology 2012-2016](#)

Appendix A

Spring 2014 Technology Effectiveness Survey Results