



Strategic Technology Plan
2017-2020

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I. Overview, Mission, and Vision

Overview

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

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

Ventura College Mission Statement

At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

Ventura College Vision and Guiding Principles

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do:

- Embrace the strength and diversity.
- Listen with intensity and compassion.
- Communicate with integrity and patience.
- Design student-centered solutions.
- Spark self-confidence and a sense of discovery.
- Pursue our vision and goals with passion.

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 Ventura 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 Ventura 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. Ventura College Educational Master Plan 2017-2023

Challenges and Recommendations

The Educational Master Plan was developed to achieve the mission and vision of the College. The Ventura 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 Recommendations is presented below:

Goal 1: Increase the success of our students while closing equity gaps.

Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education.

Goal 3: Strengthen local/regional partnerships and community engagement.

Goal 4: Enhance institutional effectiveness and accountability to improve innovation and student outcomes.

Goal 5: Effectively manage campus resources to meet student and community needs.

Student Success

Ventura 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 Industry 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 Industry 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 Industry 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 Industry 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.

Strategic Technology Initiatives 2017-2020

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 the technology advisory group’s recognized needs of the campus and district wide technology initiatives.

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

Strategic Technology Goals Cross Referenced to EMP Goals					
	Student Success	Increased Access	Strengthen Partnerships	Institutional Effectiveness	Resource Management
Renovated Assessment Center					
Expand Technical Support - DE and Campus					
Technical Refresh Planning					
Smart Classroom Planning and Standardization					
Information Security Enhancements					
Mobile and Online Technology Enhancements					
Explore "Next Generation" Furniture and Environments					
Explore Alternatives for Aging Thin-Client Labs					
Pilot New Campus Safety Technologies - Panic Button					
Training for Faculty, Staff and Students					

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

Renovated Assessment Center

Overview: : The College strives to maximize the use of the Assessment Center in support of student success, especially the Sail to Success Initiative, through greater attention to scheduling and the provision of multiple modality testing. The college also seeks to explore options for monetizing some functions of the Center by offering a variety of professional certification exams to enhance workforce development throughout the community.

Benefits:

- Large group testing would be possible in one location.
- The dedicated space would be more conducive for testing.
- The testing lab could also be used for instruction when testing is not needed.
- Community members would benefit by obtaining professional certificates.
- Revenue generation for the college for “pay-for-testing” to outside institutions.

Resources: Local I.T. staff, district I.T. staff for networking, new computers, new AV gear, outside vendors for cabling and electrical and M&O staff. The costs for this new assessment center (60 Seats) could be as high as \$180,000 for just the technology in this new testing center.

Timeline: The new location for the testing center is still being researched. After the campus has determined the best location for this center, it would take up to 6 months to buildout the new site. This entire process could take up to 3 years.

Expand Technical Support – DE and Campus

Overview: Over the past seven academic years, there has been an ever increasing reliance on technology for staff, faculty and our students. This technology is implemented and maintained by a staff of seven classified technicians and one director. Similar sized colleges have much larger IT departments to handle increasing demands. The low staffing levels make it difficult to meet the demands of the entire campus. In the past 2 years, a few more technicians have been added to the I.T. department and this has helped to keep up with demand, but has not fixed the problem entirely. We will keep monitoring the number of projects and pending work ticket requests to benchmark where we are with the technology demands of the campus. Our distance education instructional technologists are also seeing a jump in the demands for their services. They recently added one new instructional designer and this should help with demand from faculty. However, as more faculty and programs adopt and integrate our LMS Canvas, this demand will rise and should be monitored.

Benefits:

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

- Make Information Technology support services easier to access

Resources: Additional IT and or DE staff. Improved work ticket software with mobile app functionality (\$10,000/year).

Timeline: Pending staff hiring prioritization.

Technical Refresh Planning

Overview: 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.

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

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

The college has a technology refresh budget, with funds set aside to replenish the budget each fiscal year. Programs requesting replacement of older equipment or new equipment submit their requests on their program plans. The program plans are reviewed by the Technology Advisory Group (TAG) and other committees on campus. These plans are then ranked by these committees and fulfilled based on the available budget for that fiscal year.

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 that has been as high as \$800,000+ in past years. However, this technical refresh budget will change each year based on available funds.

Timeline: Ongoing.

Smart Classroom Planning and Standardization

Overview: With more than 140 smart classrooms in service, the college has made a long-term commitment of investing in classroom technology as a tool to enhance the delivery of instructional content. Currently, the campus has a variety of smart classroom installations that utilize both Pixie and Crestron control technologies. Over the past few years, the IT department has been challenged with keeping the programming up to date and stable in our more complex Crestron smart classrooms. Moving forward, we will plan to replace the Crestron systems in single projector rooms with the easier to use and more stable Pixie controls. These single projector rooms will utilize the more stable and easier to support Pixie room control. This will be our new standard moving forward as we refresh these rooms.

The current standard smart classroom includes:

- Audio-visual control system (Pixie/Crestron)
- Projector or LCD Monitor
- Desktop computer
- Input for laptop computer
- Media player DVD and or Blu-Ray
- Document camera
- Wired and wireless network access (Wireless in most, not all classrooms)

Benefits:

- Consistent capabilities and user experience for faculty
- Predetermined operational schedules for AV equipment prolongs projector bulb life
- Dramatically reduces unnecessary power consumption
- Standardized technologies for stability and ease of use.
- Standardized user interface/control panel throughout all smart classrooms

Resources: IT staff time required and capital outlay for smart classroom upgrades and maintenance.

Timeline: Ongoing.

Information Security Enhancements

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

Recent upgrades to security systems include:

- Implementation of a new desktop anti-virus system
- Implementation of a new email security appliance
- Implementation of next generation firewalls

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

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

Benefits:

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

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

Timeline: IT efforts will be ongoing; policy and procedure development has already begun and will be ongoing; user security awareness training will begin in 2017.

Mobile and Online Technology Enhancements

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

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

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

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

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

Benefits:

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

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

Timeline: Upgrades to the mobile app will begin in 2017. Section 508 compliance review will be ongoing.

Explore “Next Generation” Furniture and Environments

Overview: The footprint and design for classrooms have been changing in lockstep with the adoption of new technologies. Students are starting to bring their own devices into the classrooms and our staff and faculty should leverage this trend. We will need to focus on the importance of our Wi-Fi network, sandbox style of classroom design and explore the use of BYOD (Bring-Your-Own-Device) learning centers. Mobile AV carts that utilize 80”+ Monitors will also take center stage in these new “Next Generation” learning environments. We are currently piloting some of these ideas in our ASC Visualization classroom with sandbox areas in the front of the classroom and in PAC-117 with collaborative worktables that have dedicated computers and monitors for small groups of students.

Benefits:

- Leveraging technologies that students are already bringing to class.
- Creating a new and non-linear learning environment for our students.
- Encouraging collaboration and team work in the classrooms.
- Creating an environment where “Flipped Classrooms” is conducive.
- Leveraging Wi-Fi/Mobile teaching methods “E-Polling” etc...
- Creating a learning environment that caters to online, cloud and streaming media.

Resources: Heavy IT design, setup and support will be needed for these Next Generation classrooms. Capital resources will also need to be budgeted for the initial build of these environments.

Timeline: Ongoing over the next 3 years. Dependent on capital resources.

Explore Alternatives for Aging Thin-Client Labs

Overview: Approximately 5 years ago, the district decided to pilot the use of thin-client/VDI technology in some of the computer labs on campus. Since thin-client hardware was cheaper at the time, this helped with the last recession that impacted college budgets. At Ventura College, we have had mixed results with this technology. Most instructors have reported sluggish behavior at times and machines that would not respond due to network or systems issues. Since our campus does not employ a full-time network engineer or a systems engineer, we have struggled to improve these labs. The price point for microcomputers have dropped significantly and we have started to replace these aging thin-clients with fully functioning microcomputers. The footprint is the same as the previous thin-client devices. We have replaced 65 of these thin-clients and have had good success by using Kaseya software to keep them up to date. This takes the network and systems support issue out of the equation. The microcomputers can also be used to host a new VDI solution if another alternative is found in the future. Currently, the VDI software that hosts our remaining thin-client labs is no longer supported. This puts another emphasis on moving toward this microcomputer option.

Benefits:

- Network issues will not affect the local performance of these microcomputers.
- Systems issues will not influence the local performance of the microcomputers.
- These computer labs can still be updated by software pushes from Kaseya.
- Students and faculty will see a marked improvement with performance.
- Students and faculty will see a marked improvement with reliability.
- The Ventura College campus will not have to hire expensive, high-end network and systems engineers to support these devices.

Resources: Initially, heavy IT involvement to setup the replacement microcomputers. Significant capital outlay to replace all of the thin-client labs on campus. Maintain the \$15,000/year Kaseya software.

Timeline: Depending on our technical refresh budget, all thin-client labs will be replaced over the next 3 years.

Pilot New Campus Safety Technologies – Panic Button/Emergency Broadcast/Other

Overview: In 2008, the board approved the use of reserve funds to implement multiple safety initiatives. Funded projects included implementation of a mass notification system (text and calling), on-campus speaker warning system, upgrades to Police radio systems, upgrading of the phone systems to include Enhanced 911, installations of additional blue-light emergency phones in parking lots, video surveillance enhancements, emergency trailers with supplies, and training. The projects were completed and funds were expended by 2013. In 2017, Ventura College setup a pilot project to test the feasibility of a smartphone panic button application call RAVE. Over the course of a year, 100 users will test this new panic-button/safety notification smartphone application.

Additional safety needs have been identified:

- Indoor speaker system for public address and warning
- Improved outdoor speaker system for public address and warning
- Door locking systems for shelter-in-place incidents
- Expansion of the video surveillance system
- Infrastructure upgrades to support safety systems
- Pilot test of the RAVE smartphone panic button application

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

Benefits:

- Enhancements will result in a safer environment for students and employees
- The RAVE smartphone panic button will allow users from around campus to notify administration and emergency responders during an active shooter event, medical emergency or police emergency.

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

Timeline: The projects will continue through 2020.

Training for Faculty, Staff, and Students

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

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

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

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

The local IT department will also make a concerted effort to offer more technology centric workshops throughout the year. In past years, most of these training sessions have only been offered during flex week and other major professional development events.

Benefits:

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

Resources: Instructional Technologist/Designer's time; Lynda.com is funded by the District Wide Services budget for IT. Time commitment from local IT staff to design and hold more technology classes.

Timeline: Training efforts will be ongoing.

Appendix A: Governance Structure

Technology Advisory Group (TAG)

Advisory Group Charge: The Technology Advisory Group monitors compliance with Accreditation Standard IIC and provides coordination for the periodic revision for the campus Technology Plan. The Technology Advisory Group is charged with developing and recommending the long-term campus technology plan based on college program review data and the District Technology Plan. It reports and makes recommendations to the Vice President of Business Services and the Budget and Resource Council (BRC). In addition, the Advisory Group reviews the plan annually, makes recommendations for revisions as needed, ranks priority of technology spending based on program review data, and serves as a forum for discussing campus technology issues.

Executive Sponsor: VP of Business Services

Chair: Grant Jones

Meeting Schedule: 2nd Monday of Every Month

District Advisory Groups

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

All Information Technology committees are classified as advisory groups.

Administrative Technology Advisory Committee

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

- Evaluating and prioritizing tasks, including implementation timelines and the identification of needed resources;
- Setting priorities for fiscal and staff resources; and

- Making recommendations to revise business processes and functionalities to improve procedures and productivity.

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

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

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

The suggested membership from each College is:

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

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

Instructional Technology Advisory Committee

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

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

Chair: Associate Vice Chancellor, Information Technology

Members: District Information Technology Project Support Staff, as needed

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

Members (2)

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

Distance Learning Task Force

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

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

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

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

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

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

Additional Advisory Groups

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

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

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

Appendix B: TAG 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?