Standard III.C. Technology Resources

Standard III.C.1.a.
Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
The use of technology at SCC is vital to its operation and extends into nearly all programs and services. Faculty and staff are encouraged to explore and use technology in ways that improve the quality of instruction, improve the student learning experience, and to maximize the efficiency of College operations.

The College’s computer facilities operate through four separate networks: an administrative network, an instructional network, a resource network, and a public network. The administrative network supports administrators and staff with secure access to the internet, workplace productivity tools, and administrative applications. The instructional network supports faculty and student computing, and is comprised of workstations and peripherals with PC and Macintosh capabilities as appropriate for instruction. All classrooms have the capability to be connected to the instructional network and the Internet. The resource network of servers and printers enables full access to shared resources across the administrative and instructional networks. The public network allows students to bring their own computers to campus and to obtain internet access wirelessly or from a number of locations in the Learning Resource Center. Wireless internet access is available throughout most of the campus.

Campus networks connect all buildings to a central network point that integrates the College’s capabilities with those of the outreach centers, other LRCCD colleges, and the District Office. In 2007, a new high speed fiber optic network link was completed between the College and the District Office. This fiber optic connection has greatly improved the bandwidth on campus and has resulted in better internet access and reliability. The District Office has lead responsibility for the analysis of network requirements, development of network typology, analysis of new technologies, and the deployment of network equipment. The College assists in the analysis of user requirements and monitoring implementation.

To ensure a robust and secure technology infrastructure, SCC adheres to the District’s Information Security R-8871 policy developed and adopted in Spring 2007. The policy addresses the definition and management of high risk, confidential, and low risk data that is contained throughout the College’s administrative systems. The policy impacts planning for training, hardware upgrades, security and access procedures, network management, and workstation/server access and maintenance.

Collegewide communications are supported through the telephone system, campus networks, email system, and campus web pages. Telephone and network access are provided to staff and full-time faculty. Email is integrated with network access, as provided via the Microsoft Exchange server. The server supports central emailing and
calendaring, enabling on and off-campus password-protected access. The recent addition of the high-speed fiber optic network link that connects the College to the District Office has made it possible to move the architecture for Microsoft Exchange from a college server to a more centralized and resilient district server. A district backup server has also been implemented to ensure service continuity and security. Other technologies which can take advantage of the new high-speed fiber optic network and can improve communication services and lower the costs of operation are being evaluated.

All full-time faculty and staff are provided their own computers, PC or Macintosh. All adjunct faculty have access to an office that contains computers. A full suite of licensed desktop office software is installed on each computer. Desktop resources include access to the Internet, the Microsoft Office Suite, email access, Adobe reader, and anti-virus programs. Outlook email accounts are automatically created for faculty and staff at the time of hire. Online grading and roster systems which are connected to the District’s student information management server, PeopleSoft, are available to faculty through the district intranet.

For students, SCC maintains over 1,000 computers in two open computer labs, nine discipline-specific computer labs, and many computer classrooms. Software programs in the labs support such instructional disciplines as Tutoring, Reading, ESL, Graphic Communication, Engineering Design Technology, Math, Physics, Nursing, Journalism, Geography, Psychology, Computer Information Systems, and Music. The labs are open at various times, seven days a week, and provide students with open access to computers. Several labs have been established to support student service activities for RISE, the Disability Resource Center, Transfer Center, Career Planning, and Assessment. For students with disabilities, assistive technology is available in the computer labs and computer classrooms as well as in a dedicated lab within the Disability Resource Center.

Computers on campus are protected by anti-virus software. Virus protection has been enhanced with technologies that “push” antivirus software updates to desktops installed on all computers connected to the college network.

To support classroom instruction, the campus maintains over 50 “smart” classrooms; these are classrooms that have computer and multimedia resources built into the rooms’ infrastructure. Approximately 30 other rooms are considered "multi-media rooms"; they are technology-equipped but not as fully integrated as the smart classrooms. In addition, there are over 20 mobile “smart carts” for use any room which does not have a permanent smart station. Each smart cart is equipped with a portable computer and projector. Smart classrooms, multimedia rooms, and smart carts give instructors the ability to employ various teaching methodologies in their instruction, e.g., PowerPoint presentations, video, audio, and/or web content. Wireless laptop carts have also been implemented in the Chemistry and Biology Departments to support instrumentation instruction.

Both College and District strategic plans have identified distance education, and especially online education, as important components of services to students and to the community. In 2001, after evaluating various Learning Management Systems (LMSs), a
license for Blackboard was purchased and installed on a one-server array located at the District Office and shared by all colleges. Access to the Blackboard LMS resulted in the extremely rapid growth of the number of online, hybrid, and web-enhanced classes. As a result, intermittent performance problems with the Blackboard system grew more frequent, and because of these difficulties, the Educational Technology Committee formed the LMS Task Force. The charge of this Task Force was to investigate and evaluate other LMS options, and to make recommendations about whether the District should continue using Blackboard or purchase the license for another LMS. In January 2008, the LMS Task Force recommended that the District discontinue using Blackboard as its primary LMS and to adopt Desire2Learn as its primary LMS instead. These recommendations were approved, and the District has begun the transition from Blackboard to Desire2Learn with the Spring 2009 semester as the last semester for Blackboard use. During the transition, there will be continued support for Blackboard. At the same time, workshops and online training will be conducted for faculty and staff to become familiar with the Desire2Learn system. In addition, existing Blackboard courses will be converted to their new Desire2Learn course sites.

The Interactive Television (ITV) Courses offered at SCC provide another distance education option for students. A full television production studio allows the creation of televised courses that are then available to students on local cable channels. Classes are broadcast live from the television studio/classroom. These classes are then posted as streaming video archives on the web in Windows streaming-media format or as audio MP3 podcast files for listening or download. Students can thus attend the class on campus, view the class off-campus through cable television, or access the class through archived video or audio streams.

All Los Rios students are eligible to receive Student Access Cards which can also be used as photo ID cards, library cards, GoPrint cards (for card access printing), and Regional Transit Pass cards. In addition, the card enables access to the library’s online services, eBooks, online reserves, and online databases.

Many other technology resources that support administration, faculty and staff services and programs have been implemented. They include the following:

- Peoplesoft: the District's integrated administrative system which combines databases containing student records, finance, class scheduling and other data with such transactional processing capabilities as admitting and registering students, processing adds and drops, and processing payroll. In Spring 2008, the College upgraded to PeopleSoft version 9;
- An on-line grade submission and roster system (OGS);
- SOCRATES: a curriculum management software;
- Ingeniux: a content management system recently purchased by the District and the College to improve the college website. It allows the College, divisions, departments, and other website users to control their own web pages while maintaining a consistent look and feel;
- Turnitin: a plagiarism detection software;
- Reprographics: a duplicating service; and
• Adobe Acrobat: software that facilitates online forms development.

Other technology resources support student services and programs. They include:
• iMail: a district-wide free student email service;
• Online library services: including eBooks, online reserves, access to online databases, and reference assistance for students using electronic resources and the internet;
• Instructional Media Resources: videotape and audiotape programs (over 6,000 programs on a variety of subjects), audiotape duplicating stations, viewing and listening stations, and CD ROM access;
• Assistive Computer Technology: such as Jaws (a screen-reader program), ZoomText (a screen magnification program), Kurzweil 1000 and 3000 (scanning and reading software), and Dragon Naturally Speaking (which turns speech into text);
• Scheduling and Reporting System (SARS): a system to track student services and lab use as well as to provide automated telephone reminders to students for registration, financial aid, payments, and counseling;
• Student and Exchange Visitor Information System (SEVIS): a tracking system for International Students;
• Job Connections: an on-line job search service open to all Los Rios students and alumni Scholarship systems;
• Custom Programming Services: a service that creates unique computer programs to solve specific software issues that may arise on campus;
• Online Orientation; and
• Web-based financial aid.

Self-Evaluation
At SCC, a long-term commitment to provide access to technology resources continues to be implemented: first with broadened networking capabilities; secondly, with increased computer resources for faculty and staff at their desktops and for students in the computer labs; and thirdly, with expanded multimedia resources in the classrooms. The expansion of online resources and services has become a major strategy in supporting the main campus, Outreach Centers, and distance education courses. With the recent addition of the fiber optic network link that connects the College to the District Office, the network connections to the Outreach Centers and to the Internet are high speed and available on a consistent basis. On campus, the addition of wireless internet access has provided a flexible option to expand local network capabilities without requiring expensive retrofitting projects. Given the age and physical condition of the campus buildings, the degree to which the classrooms and labs have become computerized and connected is significant. A program to expand the number of multimedia classrooms ensures that information and learning resources are fully integrated into instruction. In the computer labs, the dual strategy of providing both open access and discipline-specific learning centers has enabled a full range of needs to be addressed. The presence of faculty coordinators in all the computer labs and learning centers underscores the integration of technology into the educational mission of the College.
One of the largest challenges facing SCC has been the significant rate of expansion of the Outreach Centers and of distance education options. While the Outreach Centers have computer labs that enable courses that require technology to be taught appropriately, availability to those resources have been limited due to the lack of open lab time and administrative applications. Network and staff constraints have also hampered full delivery of these services. In response to these issues, more instructional assistants have been hired to allow more open lab time, and T1 lines have been installed in the all three Centers to help improve network capabilities. Additionally, administrative applications are being installed at the Outreach Centers to facilitate document imaging, assessment, and financial aid services.

In the area of distance education, the rapid growth of the number of online, hybrid, and web-enhanced classes have resulted in poor performance and downtime with the Blackboard LMS. This issue, however, was appropriately analyzed and evaluated, and SCC is confident that the decision to adopt Desire2Learn as its primary LMS will ensure a more stable and productive resource for its distance education.

An ongoing issue in the area of distance education is the limited media server storage capacity. This lack of storage impacts the ability to distribute streaming video, podcasts and other media resources that, as technology continues to improve, are becoming important educational tools for instruction. For example, while the College has sufficient resources for producing ITV Courses, the ability to provide them as streaming video and podcasts is somewhat limited. This issue is currently being addressed at the district level.

The overall success of the distribution and utilization of technology resources at SCC is supported by the fact that, in the Fall 2008 Faculty-Staff Survey, over 73 percent of the faculty and staff agree or agree strongly that SCC provides appropriate access to technological resources including hardware and software.

**Planning agenda**
None

**Standard III. C. 1. b.**
The institution provides quality training in the effective application of its information technology to students and personnel.

**Descriptive Summary**
A number of resources are available to members of the campus community seeking to be trained on various technologies.

The Instructional Development Department provides training and support to SCC employees in the development of technology-related skills and knowledge that lead to enhanced instruction and student success. Their services include:
- offering technology workshops as beginning-of-the-year flex activities and throughout the year, covering such areas as learning management systems, ADA
accessibility, Microsoft Office application use, web, and multimedia development;

• providing one-on-one assistance through the New Media Lab’s drop-in hours, which allow staff to receive individual technology-related instruction and advice in a wide variety of areas;

• offering project consultation help to those who are developing new projects and initiatives;

• assisting in the creation of specialized documents (e.g., Word, PowerPoint, Excel), to better deliver instruction, to improve classroom management, and to simplify workflow processes;

• developing special websites, learning management system organizations, and/or Manila sites for projects;

• providing informed Web accessibility help. Instructional staff, versed in the laws and guidelines on how to make Web pages accessible to students with disabilities, work with staff to ensure campus web pages are universally accessible.

Another source of technology training for college personnel is the College’s Staff Resource Center, which is part of the IT division and is located on the first floor of the LRC. The Staff Resource Center hosts workshops on technology during flex days and throughout the year. In addition to the training offered on campus, faculty and staff may apply for professional development funds to upgrade technology skills by attending outside training events.

Specialized training for Computer Services staff is available through contacts with such training companies as New Horizons and through vendors. For example, Apple Technician online training was purchased to ensure that appropriate Computer Services staff members are trained on the Macintosh system administration. Additionally, in Summer 2008, Computer Services personnel received training in Windows Vista. Such training is planned depending on available resources and needs.

Training programs are implemented whenever new software programs are instituted. As an example, when the District decided to implement Desire2Learn as a replacement for Blackboard, new training programs were established. When changes are made to various Peoplesoft modules, appropriate training is coordinated with the departments impacted by the changes. When a new internet-based faculty/staff directory system was developed, administrative staff with systems responsibility was trained. When SARS Call was purchased as an option for contacting students, Student Services staff was trained on its use.

Computer Services operates a helpline on an ongoing basis that handles immediate training needs and identifies those areas where further training should take place.

Student technology training needs are met in a variety of ways. The following are examples:

• Students with inadequate computer skills may enroll in basic computer courses offered by the campus.
Computer Labs on campus are staffed with a combination of tutors, instructional assistants, and faculty coordinators who can help with student technology-training needs.

The Business and Computer Information Science Division provide curricular offerings to meet the career technology training needs of their students. The Business Division offers courses in a variety of software. Business faculty meet with advisory committees from business and technology to discuss industry trends, positions needed, and skills sought in potential employees. Curriculum, degrees, and certificates are created and/or revised and updated based on these discussions and input.

The Learning Resource Center offers orientation sessions for students in using the web-based library catalog (LOIS), in using online databases, and in using the internet for research.

The Disability Resource Center has a computer lab where students with disabilities can train on assistive software programs.

Online students may attend orientations that provide basic instruction on how to access the online course delivery system. In addition, a 24-7 help line is available for distance education student support.

The IT Committee conducts annual IT forums to provide opportunities for potential training needs to be expressed. Management, faculty, classified staff, and students are all included and encouraged to participate. Moreover, the IT Committee itself includes members from all campus constituencies who, throughout the year, may bring forward agenda items regarding training needs.

As previously noted, a variety of feedback mechanisms help to ensure training effectiveness, e.g., the IT Helpdesk, IT Forums and IT Committee. More formal evaluation of training effectiveness comes from other areas. For instance, the Staff Resource Center uses evaluation sheets to ascertain the level of satisfaction with its training; and campus labs use student evaluations, suggestion boxes, and surveys.

Self-Evaluation
The College provides quality training in the effective application of its information technology to its students and its personnel. The College is well-served by the training provided by the Staff Resource Center and the Instructional Development Department. Deans and supervisors are encouraged to provide opportunities for classified staff and faculty to participate in training sessions and workshops to increase their effectiveness in using technology to carry out their daily work operations and teaching assignments. The course offerings for students are broad and cover current technologies.

Planning agenda
None

Standard III.C. 1. c.
The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
Descriptive Summary

Responsibility for the replacement of infrastructure and equipment is shared between the District Office IT Department and the SCC IT Division. The planning and acquisition of IT equipment is based on Technology unit plan requests, HelpLine requests for system repair and upgrades, and replacement cycles established in the IT Program Plan.

SCC has had a computer replacement cycle in place to support the replacement of faculty/staff workstations, servers, network equipment, and institutional software since academic year 2004-2005. Beginning in academic year 2007-2008, the replacement cycle was extended to all computers. The replacement cycle is detailed in the IT Resource Allocation Plan, which is part of the College’s strategic planning process. The computer replacement cycle is based on a comprehensive inventory and analysis of all computers, servers, and network equipment on campus. The inventory outlines age, division/department use, location, and use. This information is used to determine into which area or category the equipment falls within the replacement cycle.

The scope of the College’s replacement and maintenance policies and processes encompass the following.

Computer Workstations: The replacement of existing computer workstations (including laptops) follow three cycles. They are:

- Three-Year Cycle: Workstations are replaced on a three-year cycle for areas in which technology is used to deliver instruction, for financial aid servers, and for faculty and staff whose job responsibilities are technology-based. These areas are:
  - Computer Information Science
  - Graphic Communication
  - Engineering Design Technology
  - Outreach Centers
  - Financial Aid
  - Information Technology/Computer Services
  - Senior Information Technology Technicians (lab support)
  - Graphic Impressions
  - Distance Education
  - Instructional Development
  - Mechanical Electrical Technology
  - Photography
  - Engineering

The general policy is that a computer is replaced with the updated model of existing equipment. Any switch to another technology (e.g., PC to Mac or desktop to laptop) is evaluated at the time of replacement.

- Five-Year Cycle: All other classroom, lab, multimedia, faculty, staff, and student service/administrative function computers are replaced on a five-year cycle. At the end of three years, computers in this category are evaluated to determine if memory upgrades are needed.
• “Cascades”: Approximately 10 percent of computers on campus serve basic computing functions and do not require replacement with new equipment (e.g., GoPrint, SARS Trak, TrackIt computers, and labs with single purpose function). These computers are updated with cascades from computers replaced on the three-year cycle.

Evaluation of the existing base of computers and determination of which computers will be replaced takes place in the fall, prior to the development of unit plans. Lists of computers scheduled for replacement in the subsequent fiscal year are communicated to the divisions prior to development of unit plans.

Server Replacement: On an annual basis, the base of existing servers is evaluated to determine which ones are out of warranty, which applications reside on which servers, and if new technologies exist that would change the College’s approach to servers and storage to ensure that the base of servers and storage meets college strategic and operational goals. Out-of-warranty servers are expected to be replaced; however, applications may be realigned based on number of users, processing requirements, and storage requirements.

Network Switch Replacement: The College’s need for local and wide-area connectivity is assessed on an annual basis. Based on that assessment, the College’s network typology is evaluated to determine which switches are out of warranty, which are located in areas that require greater throughput, and which are located in areas that have an increasing number of users thereby requiring more ports. The District Office assumes lead responsibility for the analysis of network requirements, development of typology, analysis of new technologies, and deployment of network equipment. The College assists in the analysis of user requirements and monitoring implementation.

Replacement of Peripheral Devices: Existing printers, scanners, or PDAs are replaced as they break or as requirements change based on unit plans. Unit funds are responsible for this expense. The IT Department has established a maintenance fund for parts to extend the “life” of existing printers and other peripherals.

Existing Systems and Institutional Software: A listing of all maintenance contracts for software is developed on an annual basis and is based on software type, usage base, usage, terms, due date, and costs. The IT Department then compiles information on software maintenance requirements and makes an evaluation to determine if the software is needed to maintain college goals and department objectives. Costs and terms of maintenance contracts maintained by the District are noted.

Applications Software: Applications software to maintain instructional, student services, or administrative applications is reviewed annually to determine whether upgrades are needed, maintenance contracts are to be renewed, or new software options are available to support college goals and department objectives. Requests for funds are submitted through department/division unit plans and forwarded through the budget process.
Multimedia Rooms: The Media Services department updates, on an annual basis, the inventory of multimedia rooms and makes note of the equipment in each room or on each cart and the age of the computer and projecting equipment. Replacement for equipment in multimedia classrooms is similar to that of the computer replacement cycle and is as follows: replacement of computers and projectors on a five-year cycle, replacement of other components when they break, and replacement of projector bulbs from the supply budget. Departments apply for replacements through the AV fund for components that break.

Requests for Information Technology resources: Requests are generally grouped into nine broad categories: 1) computers for new faculty/staff; 2) new computers for lab, classroom, Student Services, or administrative purposes; 3) new servers; 4) requests to expand network infrastructure; 5) new systems/institutional software; 6) new applications software; 7) new peripherals; 8) new multimedia rooms; and 9) new technology initiatives.

Unit Plans: Unit plans are an integral part of the SCC Strategic Planning System. Unit plans are developed using college goals and SLOs at the department and division levels to form department objectives. Divisions and units identify the need for new IT resources needed to accomplish unit objectives. After divisions are informed of the results of the college replacement cycle to be implemented in the following fiscal year, a department completes an IT resource request for those objectives that require new IT resources. The IT Department reviews and estimates the costs of the technology requests and submits the information to the IT Committee, which then reviews and prioritizes IT resource requests. Those requests designated for College Discretionary Funding (CDF) are sent to the Budget Committee for integration with other financial and facilities requests that are CDF-funded.

Computers for new hires: As new hires are identified, each position is evaluated to ascertain if it is a growth position or replacement position. Growth positions receive new computers. For a faculty or staff replacement position, the existing computer is evaluated on replacement-cycle criteria.

Construction and Modernization: In those cases in which college facilities are constructed or receive modernization funds to substantially renovate a building, technology requirements are reviewed as part of the facilities process, and funds are allocated to replace computers, switches, and servers and, if necessary, to outfit multimedia classrooms.

Network Infrastructure: The District Office assumes lead responsibility for the analysis of network requirements, development of network typology, analysis of new technologies, and deployment of network equipment. The District funds the implementation of new districtwide technologies such as the fiber network. The College assists in the analysis of user requirements and monitors its implementation. An example of the way in which the College and District worked together to address a need can be seen in the installation of additional T1 lines to the Outreach Centers. A need arose for
improved network capability to meet changing requirements that would facilitate instruction and implementation of additional administrative applications. In response to this need, the District and College worked in conjunction to install additional T1 lines. Another example of district/college coordination and planning to address ongoing computer needs was the installation of a Fiber Optic Metropolitan Area Network (MAN) to address bandwidth constraints experienced by the District. With the installation, SCC is now connected to the District Office via a 1Gbps connection. The fiber optic system was designed as a fiber ring with SCC connected to both directions of the fiber ring, providing a high degree of fault-tolerance. As the fiber-optic MAN became the production network backbone, the extremely high communication speeds now make possible additional resiliency and improved disaster recovery times. Servers and storage are being pre-positioned at Folsom Lake College to facilitate faster recovery of core services in the event that the District Office computing resources become unusable due to local disasters.

Helpline: SCC employs an IT helpline to address immediate technology needs. The SCC HelpLine is the initial point of contact for reporting technology problems and for requesting repair, replacement, or upgrades. HelpLine requests are generated by IT staff to track technology issues and workflow.

Data Backup: In order to ensure reliability in cases of disaster or hardware failure, the SCC IT Division employs a comprehensive data-backup strategy. The SCC server utilizes a 15-minute battery-backup system to guard against power loss. McAfee Anti-Virus software and Windows Update Services provide virus protection and Windows patch management. All network devices have a temporary battery backup to protect these devices from power outages. Disk to disk and tape backups are able to store data. Redundant disk to disk backups have been introduced so that a fast data restore can occur on campus, while a second disk backup system has been installed at Cosumnes River College utilizing the fiber channel from the district wide area network to transmit the data. If the college’s servers are unable to process data, either due to massive failure or natural disaster, the disk from the CRC site can be uploaded to equipment located at the district office to restore processing for critical campus systems.

There are other campus projects that demonstrate the College’s commitment to technology planning. The Virtual Server Technology improves server stability and allows the development of new virtual servers when necessary without the wait for hardware equivalents. A server fail-over setup provides better data security through the use of redundant servers. Citrix Server Technology improves connectivity from Outreach Centers to campus and District Office resources. Implementation of Ingeniux, a content management system, facilitates the maintenance of the College’s website.

Self-Evaluation
Through the use of the replacement cycle, unit plans, IT Resource Request process, the IT Committee actions, and HelpLine requests, the College has processes to identify, maintain, and address college technology needs. Virtual Server Technology, the Fiber Optic MAN, and server fail-over systems ensure the reliability of the system. Moreover,
the IT Committee and ITPAC forums offer the college community numerous opportunities to participate in the process and to voice concerns.

Two of the College’s Outreach Centers are scheduled to move into new buildings within the next three years. These moves will create a greater demand for technology and services at the Centers. Information technology staff are being included in the facilities planning and construction processes to ensure that technology needs are identified in advance, that technological capabilities are installed, and that ongoing support is available.

Planning agenda
None

Standard III. C. 1. d.
The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
SCC, with the LRCCD, utilizes a variety technology-based resources and support services to better serve its students and faculty and to improve administrative operations. Technology needs are defined from several sources, e.g., division and department unit plans, Helpline Requests, the IT Committee, technology forums, and IT replacement cycles. Much of the College’s technology--its distance education tools, eServices registration system, online rosters, iMail, Microsoft Exchange, and the Ingeniux website content management system (CMS)--is interfaced with the Internet. This interface allows for virtual access to services and improves communication among faculty, staff, and students. The College maintains a public wireless network with free access for the college community. The LRCCD employs a districtwide PeopleSoft enterprise management system for scheduling, records, financials, and human resources.

SCC has clear guidelines to direct its decisions on the acquisition, distribution, and use of its technology resources. Divisions and units--defined as departments, division and/or direct reporting units--identify the need for new information technology resources annually through the unit-planning process. This process occurs after divisions are informed of the results of the college replacement cycle to be implemented in the next fiscal year. The IT Department and the IT Committee review and estimates the costs of IT resource requests and submits the information to the IT Committee for review and prioritization. Those designated for College Discretionary Funding (CDF) are sent to the Budget Committee for integration with other financial and facilities requests that are also CDF-funded. For projects that are considered part of a modernization or facilities project, the need for IT resources is evaluated as part of the entire modernization or facilities project package.

The distribution of computers for new hires follows different guidelines. When a new hire is identified, the position is evaluated to ascertain if it is a growth position or replacement position. New hires in growth positions are automatically provided with
workstations (supervisors to determine requirements). In the case of a replacement, the computer of the individual being replaced is evaluated to determine where it fits within the replacement cycle and updated accordingly.

**Software Purchasing**

SCC purchases Adobe products through the Adobe’s Cumulative License Program, Adobe CLP 4.0. The program is districtwide and allows the campus to secure the best prices of all Adobe products utilizing the combined purchasing power of the LRCCD.

Microsoft products are purchased through a similar program managed by the Foundation for California Community Colleges (FCCC) and the distributor, Computerland, under the FCCC Consortium Campus Agreement. The FCCC program utilizes the purchasing power of the statewide community college system to secure the best prices. These guidelines allow departmental freedom while still taking advantage of the discounts available for widely-used software applications.

**Information Technology Policy Advisory Committee (ITPAC)**

In Spring 2006, the SCC Executive Council formed the Information Technology Policy Advisory Committee (ITPAC). The Committee was charged with holding collegewide open forums on IT policy issues. Forums were held on Oct 10 and 13, 2006. At these forums, both students and faculty raised concerns which were reported in the ITPAC Summary and Report.

Since the initial ITPAC forums in Fall 2006, the campus IT Committee has continued to conduct collegewide open forums on an annual basis to solicit feedback from the campus community regarding IT issues. Additionally, the IT Committee prioritizes the issues generated at these forums and incorporates them into items that the Committee addresses during the school year.

**Distance Education**

Distance learning classes at SCC became available in 1997, with an online component added in 2001. Since then, the College has expanded its course offerings and the technology used in order to ensure a successful program. Between 2001 and 2007, the number of Blackboard course sections increased from 78 to 401; student enrollments increased from 1,140 to 12,648; and there were 110 courses offered solely online. Distance education consists of two main systems: online courses and television-based courses.

The College is currently completing its transition to Desire2Learn from Blackboard as the primary learning management system (LMS). Blackboard has been in use a number of years and is being phased out as the College implements D2L in its place. The districtwide goal for completing the switch is Spring 2009.

In addition to the online courses, two types of television-based courses are also offered: interactive courses and telecourses. First, live, interactive TV courses (ITV) offer live
broadcasts of lectures on a local cable channel and the ability to call in using a standard telephone to ask questions or to make comments about the material being covered. Second, pre-produced television courses (telecourses) offer students the option of watching the telecourses on the local cable channel at specific broadcast times or renting a DVD of the course lectures. The rental is a free service to students and only requires a deposit. Recently, an online databank of all lecture episodes was added, thereby enabling students to download and watch a class on a computer. This change substantially increased enrollment and retention of students.

In addition, during the Spring 2007 semester, a districtwide student email service, iMail, was introduced. The system provides students with a free email account, allows them to access grades, includes an email forwarding option, and simplifies the communication between students and college staff. iMail has become the default standard in both Blackboard and D2L, improving communication even further.

**Self-Evaluation**
The College faculty, administration, and staff are committed to providing technology services, professional support, facilities, hardware, and software that are designed to enhance the operation and effectiveness of the institution. In addition, the College offers distance education and program offerings that use sound pedagogy and good practice, provide a high level of academic rigor, and meet student learning outcomes. In order to maintain this commitment, the College uses college planning systems such as unit plans, determines adequate replacement cycles, provides training, and utilizes Helpline systems. The College and District provide a variety of technology-based services and resources to improve access and communication for the campus community. These include the wireless network, online rosters, eServices registration, and distance education tools. Recently, the Los Rios District Office IT, together with the districtwide Educational Technology Committee, decided to make a change in the LMS used on all the campuses. After evaluating many options, the District decided to implement Desire2Learn (D2L), the leading LMS, to replace the aging and problem-prone Blackboard. After the initial setup, select faculty were given, in Summer 2008, training and a first run of D2L. Student and faculty surveys were completed to evaluate the overall functionality and satisfaction with the new LMS, and the surveys provided very positive reviews from both groups. On a scale of 1-to-5, in which “1” is “Dissatisfied” and “5” is “Highly Satisfied,” 82 percent of the 146 students surveyed, rated D2L as “4” or “5” (40 percent as “4” and 42 percent as “5”). Similarly, 70 percent of the 23 faculty members rated D2L at “4” or “5” (35 percent as “4” and 35 percent as “5”). The current need is to successfully provide extensive D2L platform training to faculty, staff, and students since it now is an essential component of any implementation of new technology on campus. Online written guides as well as video guides are available to students; and six-week training institutes have been made available to staff and faculty.

Both the ITV and telecourses have experienced increases in enrollment and retention with the recent additions of the online databank. Efforts are being made to implement online live video streaming of all class episodes. At the current rate of progress and change, it is expected that the distance education courses will continue to increase and flourish.
Planning Agenda
None

III. C. 2.
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.

Descriptive Summary
Technology planning is a vital and important component of the SCC Strategic Planning System. The college strategic planning system enables the College “to continuously evaluate . . . achievements and outcomes; establish goals and unit level objectives derived from these goals; allocate supporting resources to ensure goals and objectives are achieved; and to provide a framework for feedback and change all aimed at continuous process improvement and mission accomplishment.”

College technology decisions are informed and guided by the Strategic Master Plan which is reviewed annually by the College Strategic Planning Committee (CSPC). This plan articulates the college vision, mission, values, and strategic goals and encompasses the Family of Plans: Institutional Plans, Program Plans, Unit Plans, and Resource Plans.

The IT Program Plan is one of the Program Plans for the college. These are collegewide plans that support the College’s strategic goals and directions. They include objectives and measures of merit/outcomes. They are resourced as individual plans by the institution and reviewed annually. The Program Plans are assigned to the person/office with primary responsibility for the specific topic of the plan, specifically the Dean of IT. The Program Plan is one that specifies the replacement cycle for workstations, servers, and network components and outlines new college technology requirements.

Informational technology is a critical resource, supporting achievement of student learning outcomes and college strategic goals, as well as supporting effective delivery of college programs and services. The integration of college technology planning with college planning and resource allocation decisions has been in place for a number of years at both the college and district levels. The 2002 IT Strategic Plan evaluated the use of technology in a number of areas (e.g., administrative computing, student computing, faculty computing, classroom technology, and infrastructure). The Plan set forth values to use in making technology decisions, such as Total Cost of Ownership and use of replacement cycles. During the 2006-2007 academic year, the College IT Committee reviewed the 2002 IT Strategic Plan, assessing achievements and areas of ongoing concern. This review informed the next generation of information technology plans, including the IT Strategic Plan for 2007-2012. The IT Strategic Plan for 2007–2012 addressed technology-specific considerations, as well as broader college goals and achievement of student learning outcomes from individual unit plans. The IT Plan for 2007-2012 outlines the inputs and data evaluation for the development of the plan, the relationship to college goals, IT goals and objectives, outcome measures, and resources needed. The college strategic planning system was developed in 2007-2008; the 2007-2012 IT Strategic Plan provided the foundation.
for the IT Program Plan which was revised April 2008. IT Program Plans are developed and evaluated on an annual basis and provide the framework for understanding the use of technology to support college processes.

In addition to the IT Program Plan, the IT resource request and allocation process is outlined in the IT Resource Allocation Plan. This plan details the process to use in requesting new technology resources through the unit-planning process. Unit plans are the action plans that drive the daily operations of college units and departments, align unit goals with college goals, define measurements for those goals, and identify resources needed. SCC’s combined Unit Plan and Resource Request form captures this information electronically. The IT Resource Request identifies the information technology resources needed to accomplish unit objectives and provides a rationale for the request. These requests are then prioritized at the unit/division and vice president level through the participatory decision-making process. They are also reviewed and prioritized by the SCC IT and Budget Committees for recommendation of the expenditure of funds and forwarded to the President for approval.

The SCC Strategic Planning System provides an annual measure of the effectiveness of the College’s information technology function. The systematic, annual process of program review and data evaluation occurs prior to the development of strategic goals and direction and development of unit plans and goals.

The mapping diagram developed as part of the accreditation process indicates that information technology is a shared function between the colleges and the District. The District has primary responsibility for such functions as infrastructure and network planning (which includes both voice and data); enterprise systems such as Peoplesoft Student Administration, Human Resources, and Financials; and support for districtwide applications such as the learning management system (initially, Blackboard and currently D2L), the online grading system (OGS), and iMail. Strategic planning for information technology at the district level encompasses areas that are the direct responsibility of the District: setting priorities for development, setting timelines for completion, and evaluating results. In developing the District strategic plan for information technology, the Associate Vice Chancellor obtains input from the colleges, particularly those individuals and areas directly impacted by District actions, such IT Deans, Vice Presidents, and Academic Senates. Additionally, the District has a network of governance-based committees, e.g., the Educational Technology Committee (EdTech), the Student Affairs Committee (SASI), and the Administrative Technology Committee (ATC). These committees, whose membership is comprised of administrators, faculty, and classified staff from both the colleges and District Office, provide ongoing oversight and policy direction to the District Office.

**Self-Evaluation**

Significant efforts have been made to ensure that information technology planning is fully integrated and an essential component of the SCC Strategic Planning System. This system provides the framework for systematically assessing the use of technology resources which is, in turn, the basis for improvement and future planning. IT planning occurs at both the College and District levels.
Planning Agenda
None