

Standard IIIC Technology Resources

Technology resources are used to support student learning programs, services and to improve institutional effectiveness. Technological planning is integrated with institutional academic and facilities planning.

1. Technological support within the institution is designed to meet the needs of learning, teaching, college-wide communication, research, and operational systems.

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

Descriptive Summary

Merritt College technology resources are meant to support the college's learning programs and services by providing students, faculty, and staff with appropriate hardware and software based upon the instructional, student services, and other professional needs of our users. Current technological resources are adequate, though lacking upgrade in areas of pedagogy such as multimedia stations with built-in laptop, document display, LCD, microphone/sound system, and wireless controls.

Using a bottom-to-top process, as exemplified in the college's Integrated Planning and Budget Process [1], the campus community continues to develop a growing awareness of the need for consensus, oversight and healthy dialogue about technology resources and services that can enhance the operations and effectiveness of the institution. The greatest challenge to the advancement, standardization and consistency of technology lies in our ability as a college to maintain full communication via shared dialogue at key committees as an ongoing means to assure transparency and effectiveness of the planning and purchasing cycle.

To assure transparency and meet technological needs and resource requests, there is an opportunity to identify technology needs at the Program Unit Plan [2] level. A matrix, or Institutional Action Priority Plan, of these needs are then incorporated into our overall College Education Master Plan [3] and provided to shared governance committees for further review. The College Educational Master Planning Committee (CEMPC) met on November 14, 2008 to discuss the results of the College Master Plan resource requests, such as technology needs, order to make recommendations to the College Council on November 19, 2008 [4]. This Institutional Action Priority list, as developed from the Unit Plan matrix, was compiled and provided for approval to the College Council [5]. It was discussed at this College Council meeting that the above process will be documented in the College Educational Master Plan and submitted to the Board of Trustees in January. The fourth priority on the College's Institutional Action Priority

list (gleaned from all College Unit Plans) is: #4) *Technology upgrades, particularly for smart classrooms and computer labs.*

Merritt College has a support team that is dedicated to providing technology resources for instructional and student services and administrative needs. The Information Technology goals and values for the College are outlined in the Educational Master Plan (2007 – 2008), the Institutional Action Priorities with Action Plans (2007 - 2008), and the Institutional Learning Outcomes (2006-10) [6].

The College's Institutional Learning Outcomes (ILO's) include the following six statements, of which "Information and Computer Literacy" is in direct alignment with the efforts of the college to provide students, staff, and faculty with ongoing and state-of-the-art opportunities in technology. This particular ILO supports a college-wide value to imbed learning experiences for students at the program and course levels, such that they are able to demonstrate information competency and technological literacy upon transfer or in the workforce.

COMMUNICATION

Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.

CRITICAL THINKING

Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.

QUANTITATIVE REASONING

Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.

INFORMATION AND COMPUTER LITERACY

Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

CULTURAL AWARENESS

Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.

CIVIC ENGAGEMENT and ETHICS

Internalize and exhibit ethical values and behaviors that address self respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

Both the College and District have invested in technology, with substantial allocation of funds directed to District IT personnel, software, administrative systems, and district-wide infrastructure.

Two of the most recent examples of district-wide technology resources are administrative systems developed by Peoplesoft: Prompt (Finances) and Passport (Student Administration Systems). The implementation of both these administrative systems began in 2005, with the Prompt system being implemented in spring 2006. Passport was implemented as of summer 2008 as a partial pilot program prior to full implementation. Development and refinement of these tools have been ongoing [7]. The various modules developed as a result include financial services and purchasing, human resources, faculty course management, enrollment, and student user components. Training on these new tools and modules has been provided throughout the district and college [8].

Glitches that arise via this new application of technology, particularly in the faculty course management arena, have slowed progress in some instances and impact overall efficiencies when troubleshooting and resolution are necessary before moving forward. As these new data system modules continue to be modified and revised, they will constitute a major improvement to the functionality of administrative systems that impact the college's online registration and off-campus student access, as well as faculty and administrator access, to college information and resources.

Information Technology (IT) Team

Merritt IT staff report to the Vice President of Instruction; however, the College works with the District IT on network infrastructure issues. There are two IT positions staffed within the College Department: one College Network Coordinator and one Computer Network Technician. Both staff members are working to capacity and are challenged to meet the overall technological demands of the College, including individual employee assistance, College infrastructure, advisory role in computer standards and purchasing, upgrading, inventorying, surplus of old equipment, security, PA system set-up, server and other interdependence or centralized work with District IT. As technology needs increase, it will be important to address staffing in IT.

Connectivity between the administrative and District networks is via a dedicated T1 line. Upgrade and expansion of wireless access to the internet, using a wireless LAN (WLAN) standard, is a resource the college has available for students in the Library, Learning Resource Center [9] (LRC), and 18 new wireless access points on campus targeting areas where students congregate. There are now a total of 22 wireless access points on Merritt campus. The college continues to expand this service to increase connectivity accessibility to all areas of the campus including the LRC once it is relocated to Building L, Lower Level of the Library (estimated move June 2010). This move will be the LRC permanent location and will provide a much needed expansion in LRC services for students.

Technology resources and issues of access for Distance Education learners has become an increased effort for the college. IT has assisted the Distance Education sub-committee in the areas of reliability, disaster recovery, privacy, and security through a combination of contractual arrangements and IT capabilities. The course management platform is contracted through *Etudes*. *Etudes* and all course management systems are contractual agreements authorized by the district [10]. The district is scheduled to migrate to a new course management platform, *Moodle*, after spring 2009, although many Merritt College faculty members are currently using *Moodle* as their main course management source. *Moodle* is a free, open-source course management program currently being hosted at Berkeley City College. Specific implementation details are being developed now with the campus DE Coordinators working with district office staff. Merritt College began offering online training courses for faculty on *Moodle* in the summer 2008 term.

The College has a campus-wide fiber optics core line that connects all the buildings with the exception of the Self-Reliant House and Track & Field Building. Currently, the College has six pairs of data fiber optic lines that span from each college building back to the main network room where core switches are installed.

All faculty and staff have the ability to save data files to a district server, which has regularly scheduled backups. A backup system for college operations is currently being purchased through Measure A funding to better protect the College's data files.

The integrity of the college system is monitored by IT staff and protected by the software and equipment owned by the Peralta Community College District. District IT provides a spam filter and virus protection for incoming messages via the Peralta District email server. Anti-virus programs are upgraded regularly. In addition, the college is currently ordering new *locking systems* for computers, laptops, LCD projectors, and other such equipment to prevent theft. The following is a list of recent technology provided by the college:

1. New computers (laptops or desktops) to approximately 91 contract faculty.
2. The new computer systems provided necessary latest technology for faculty members to access the district's new Passport/PROMT System.
3. A new Faculty and Staff IT Training Center including new furniture, instructor technology/media station, and approximately 16 computer systems.
4. A newly installed Welcome Center including approximately 12 new computers located in Building R for students' access to online registration and admission process, FAFSA applications, and similarly related Student Services needs.
5. Installed 18 new wireless access points on campus targeting areas where students congregate. There are now a total of 22 wireless access points on Merritt campus.
6. Installed 25 new computers at Fruitvale Center.
7. Upgrade of Math Lab will include 30 new computers upon renovation of college LRC.

College Technology Committee

The College Technology Committee is a shared governance committee that holds regularly scheduled meetings twice a month throughout the academic year to address technological progress and issues regarding College-wide technology, and to make recommendations to the College Council. The Committee's process of transparent communication, recommendation, funding, and implementation is consistent with the process (bottom – top model) followed by the College to develop the College Educational Master Plan. All campus groups are represented in the Technology Committee including: a faculty member and college administrator as co-chairs, and 12 other voting members consisting of faculty, classified, and student committee members.

The Technology Committee has accomplished a number of important tasks and made significant contributions to the college's success through their role in technological advancements over the past 5 years. For example, the Technology Committee conducted a survey to assess the status of technology on campus [11]. The survey data results provided the College a means to identify and later analyze the College's current IT inventory and IT inventory processes. In addition, the discussion of the survey's data results served to formalize the College's process of re-using and recycling computer related equipment and materials.

In April 2006, the Technology Committee developed a Technology Plan: Preliminary Outline [12]. This Plan has served to guide the Technology Committee in its role and actions regarding technology within the College and in collaboration with the District. The Technology Plan: Preliminary Outline is included its entirety as an addendum document of evidence attached at the close of this Standard III Section. Below is the Technology Plan: Preliminary Outline Introduction and Table of Contents.

Technology Committee *Technology Plan: Preliminary Outline*

Introduction

This document constitutes a preliminary outline of what the Merritt College Technology Committee would like to develop into a College Technology Plan. The Committee developed this plan by a) identifying and discussing College technology needs during committee meetings during the 2005-2006 academic year, b) reviewing approximately 15 technology plans from community and state colleges nationwide, c) soliciting ideas regarding technology needs from Merritt College staff, faculty and administrators via a survey, and d) critically evaluating and rewriting the outline on a regular basis from its inception in December, 2005, to the present date.

On behalf of the Technology Committee, I ask the members of the College Council to review this outline, to give the Technology Committee your feedback and suggestions, and to endorse this document as a work in progress.

*Respectfully,
Chris Grampp
Chair, Technology Committee, 2005-2006 academic year
April 19, 2006*

TECHNOLOGY PLAN OUTLINE TABLE OF CONTENTS:

- 1. Institutional Success**
- 2. Technology Spending and Funding**
- 3. Information Technology and College Infrastructure**
- 4. Inventory of Existing Equipment**
- 5. Hardware and Software Purchasing and Distribution**
- 6. Security, Updates, and Filters**
- 7. Web Pages**
- 8. Staffing and Training**

As the Plan Table of Contents shows above, the Technology Committee has played an active role as a forum for discussion and recommendation of College-wide standards in purchase and distribution of computers, projectors, presentation devices, and all smart-classroom technology, equipment, security-related issues, and maintenance. The Committee advocates for standards in all areas of technology and continues to be a support and forum for researching and recommending technology based best practices and standards for the safe and secure use of technology.

The Merritt College Technology Committee has also been an important voice and participates in the ongoing effort to design a new district-wide website. Lastly, the Technology Committee has been an integral partner in the discussion and planning of Merritt College remodeling including individual classrooms or offices, as well as in the technological update of several buildings with regards to infrastructure and the allowance for future technology yet to come.

Learning Resources Center Labs

The college LRC labs are currently housed on the first floor of the D Building and consist of the Writing and ESL Labs, Math Lab, and Open Lab. See Standard IIC for a detailed description of the LRC. LRC technology hardware and software is driven by student use and need. The LRC, with the help of the college IT Team, provides and maintains the latest editions of standard educational and productivity software. Additionally, student schedules are linked to the campus student tracking system (SARS) which enables faculty to track student use of LRC resources. SARS also assists the LRC Coordinators in identifying and addressing gaps in appropriate learning levels and content area applications.

The IT Team works closely with LRC faculty and coordinators to insure that all LRC networks are properly updated and configured between terms with deliverable dates prior to the first day of the term. Additional and subsequent adjustments to software installation(s), and other necessary changes to configurations are communicated to IT by the LRC faculty coordinator.

Audio-Visual Services

Audio-Visual Services are made available to administrators, part-time and full-time faculty, staff and students. A/V equipment is delivered by IT staff or aides, set-up, and

operated on campus (classrooms, meeting rooms, and public areas). IT staff members assist in A/V planning and coordinating all college special events in conjunction with a variety of faculty, administrators and staff. The organization, budget, and managerial structure of the Audio-Visual Department is currently under review. Several new restructuring models are under consideration with a goal to best serve students, staff, faculty, administrators and community via collaboration between the IT Team, Library, Business Office, and Instructional Services.

Disabled Students Programs and Services

Access to computers is necessary for students with disabilities to participate successfully in post-secondary education. Programs and services for students with disabilities (DSPS) at Merritt College provide instruction in assistive technology and cognitive skills improvement. The following assistive technology is available to college DSPS students at the DSPS High Tech Center:

- Screen Readers
- Screen Magnifiers
- Ergonomic Keyboards
- Ergonomic and Alternative Mice
- Dragon Naturally Speaking
- Jaws
- Visual Thesaurus
- Skills Bank

Students in the DSPS program can enroll in the Learning Opportunities and related LRC courses to receive instruction in assistive technology appropriate to their specific disability. Adaptive software and hardware include programs to increase print size on the screen; speech synthesizers that read aloud information on the screen; voice input to allow “hands free” computer operation; an embosser for Braille output of written material; and programs that modify the keyboard. Students can use this adaptive technology for writing, proofreading, doing Internet research, and other activities appropriate to their academic and vocational goals (see above list of assistive technology available in the High Tech Center).

Self Evaluation

Since the last 2003 self-study, the Technology Committee has developed a Technology Plan Preliminary Outline (2006) to assess current procedures and policies and provide more efficient and collaborative ways to approach planning for technology resources. The Technology committee has considered a wide range of issues including purchase, upgrade, and maintenance of technology resources as well as goals and guiding principles to better plan for expansion and innovative uses of technology at the college. The Technology Committee is a regular shared governance committee of the college and a subcommittee of the College Council. It is comprised of administrators, faculty and staff representatives from all instructional and student support service areas of the college.

With guidance from the Vice President of Instruction, the Technology Committee has met to make crucial decisions regarding the creation of or clarity of policies and procedure that concern technology needs of the campus. Coordination of technology issues among the various college constituents to standardize hardware and software is ongoing. As part of this analysis, the IT department has inventoried hardware and software in use on the campus.

According to the recent college-wide survey [13], 28% of Merritt College faculty members agreed that the college's technological equipment is purchased, maintained, upgraded or replaced in a timely manner: 53% disagreed, 28% strongly disagreed, and 19% were uncertain. While existing technology resources are sufficiently used to support student learning programs and services and to improve institutional effectiveness, the college continues to work on strengthening processes to enhance purchasing, maintenance, and timeliness of computer and other technical equipment procurement. Some of the low faculty responses in this survey may be the results of district and college-wide cooperative planning and training in the current change in technology for financial and student services (Passport and Prompt).

Among the issues raised in Technology Committee are the following: Computer Roll-down Policy, Distance Education needs and policies for instructor training and course management systems, a hardware operating systems and applications suite as a standardized technology campus package, design and planning for new "smart classrooms," prioritization of technology training needs reflected in the plan for a new Teaching and Learning Center designated in Building R, Room 29, reconfiguration of the Audio Visual disbursement of equipment to reflect new technology and instructional service needs, and several crucial issues concerning the college's web page, including the hiring of a web master, or web administrator [14]. The Technology Committee is currently revising its college Technology Plan from 2006 to better reflect technological and campus changes and to serve as a guidance tool integrated into the College Educational Master Plan.

Discussions about the college web site have centered on the pros and cons of the utility of web service software systems contracted by the district. The original system designed by SchoolWeb was developed and implemented in 2006. More recently a new vendor, iSITE, was contracted to redesign the PCCD web site. District consultants are still developing the site, but the "go-live" date has been postponed by the Board of Trustees. Several problems and issues were encountered by college personnel concerning the new redesign. These center on lack of participation in the design process, instability of outside personnel responsible for the project that made communication between constituents difficult, a conflict between fundamental conceptualization of a college's web site as a marketing tool or an informational/instruction tool, the system's workability for an academic institution, security of and access for administrative users, control of academic and information content, responsibility for design, and upkeep and maintenance, DSPS concerns. These issues have been brought to the attention of the Technology Committee

members, and campus and district Academic Senate, as well as the College Council. Discussion continues at the district level with district IT staff, the Marketing Director and the vendor.

Interlinked with the district IT and web contract concerns is the campus's responsibility for maintenance and updating of the web. Individual faculty and staff members are currently responsible for the content and maintenance of their own web pages. In some instances, departments such as the Library and career and technical programs (Nursing, Radiologic Science, and Nutrition and Dietetics, etc.), and limited programs in the Student Services area, have formed internal procedures for responsibility for design, context, and updates of their webpages. However, issues still remain as to who is responsible for general campus and departmental/divisional webpages. It is incumbent on the Peralta Colleges as a whole and collaborative team to help the district clarify and resolve these issues, so that responsible persons can be identified, and the creation of a useful and up-to-date website can move forward. Information and online resources are critical to students' education, progress and success.

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

Descriptive Summary

The college currently does not have a central location for training personnel in using the college's information technology. Training for students also is provided in various locations. Besides classroom instruction, students receive instruction in Student Services for online registration and access to enrollment in courses, in the library for research and information literacy, and in the LRC labs where instruction and tutoring is focused on specific academic and basic skills subjects. Training for personnel (administration, staff and faculty) is held in the Faculty and Staff Training Center that was identified as such upon the opening of Building R after an expansive remodel. Other training sites for faculty and staff have been held in the P Building computer labs, and in the Student Service's Welcome Center.

Disabled Student Services and Programs provide information technology training in the DSPS Lab for students with disabilities, as an essential part of their regular program and courses offerings. Campus IT and the DSPS also provide and help maintain software for two computer workstations in the library for library research, as well as the High Tech Lab [15]. DSPS provides assistance to students whose goals include transfer to 4-year college, Associate Degree, Certificate of Completion, basic skills improvement, independent living skills, employment, and personal growth. DSPS offers academic advising, counseling, diagnostic testing, access to assistive technology, and other academic accommodations.

Self Evaluation

While these labs have various capabilities for training purposes and are well used, availability of space and updating of equipment remain problematic. Some training by IT staff on the use of hardware occurs at individual workstations. However, IT is not sufficiently staffed to allow for more than minimal training during installation of hardware and software. Other training for software systems purchased and launched by the district also occurs at a number of locations on campus, at Laney College Computer Center, and District IT labs. The lack of comprehensive and ongoing training, including adequate space and personnel, has been an identified problem area for the college. Due to lack of proper attention and funding, the district has also been negligent in providing adequate training for personnel. As a result of surveys, data collection, and college-wide dialogue, the Technology Committee and other crucial campus constituents have recommended the continued development of the college's new Teaching and Learning Center.

Due to staffing issues, providing ongoing 24/7 "help desk" style technology and computer assistance from district services has been problematic and inconsistent. However due to the service from college IT team staff many issues and problems are solved. Issues of consistency of service, training of staff as well as adequate staffing remain to be resolved. Another innovation was the concept of "train the trainer" where the college and district identified and trained individual faculty and staff members. These individuals acted as sources of information and individual training for other college personnel, called *Prompt/Passport Business Readiness Teams (BRTs)*. Merritt College has greatly benefited from the Merritt College BRT representative's expertise and assistance, as well as from the BRT district team that implemented a "Faculty Experience Survey" summarized December 2008 [16]

The college's IT Team is responsive to the technology demands of the college though staffing remains an issue. Local IT has the ability to either resolve problems, or refer the user to the proper district resource. However, the college needs to retain the ability to implement, maintain, and resolve its unique technology issues and problems. Many of these training issues will be resolved with the continued development of the Teaching and Learning Center. Funding from Title III and Measure A will be of special benefit to faculty and students in the use of the proposed "smart classrooms," and assist other programs such as the Library/LRC, Audio-Visual, and Student Service in accessing and using these new technologies as they emerge.

Audio-Visual Services

Currently training in Audio-Visual technology/hardware is done on an individual basis when possible by IT staff, self teaching, or peer to peer teaching. If necessary, the IT technician can assist in AV but his primary assignment is as a member of the IT Team. With the implementation of a technology Teaching and Learning Center (TLC), mentioned elsewhere in this Standard, training for multimedia products and utilities will increase dramatically.

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

Descriptive Summary

The management, maintenance, and operation of the college's technological infrastructure and equipment are managed through the Office of Instruction. With the cooperation of faculty, staff, and the IT Team, the hardware needs are agreed upon and purchased through standard district purchasing policies. The development of the college's comprehensive planning and budgeting process has helped to insure that the college's technology needs are addressed by an inclusive dialogue. As a part of this reorganization, the creation of department chairs with annual unit plans will also serve as a means for keeping technology relevant and current. Using the unit plans, together with program reviews, will assist the various decision-making bodies in the planning and budgeting process to make informed decisions and establish college priorities among the various requests for technology. According to the new more strategic approach that both the college and the district are implementing, the documents mentioned above will inform the master plan which in turn will help establish a more integrated and transparent process of planning, acquiring, maintaining, upgrading, and replacing technology infrastructure and equipment. Also, the campus Technology Committee has contributed in numerous ways to technology planning, e.g., by producing the planning document included at the end of this report and recommending policies, inviting timely vendors and speakers, and recommending procedural changes.

The IT Team has also conducted surveys and evaluations of existing equipment for currency (faculty and staff computers, projection equipment, printers, scanners, AV equipment, players, etc). This kind of record keeping will assist the responsible parties in assessing technology needs and help lead to informed recommendations for the replacement of outdated equipment and new technologies.

The college provides office technology for each full-time employee and relevant technology resources for faculty. Ongoing funding for these resources remains problematic; however, the recent Measure A bond will allow for an overall upgrade and replacement of all older hardware on campus.

The ideal process at the college would have all decisions regarding the distribution of its technology resources channeled from individual personnel to departments, from department chairs to division deans who then bring these requests to the appropriate committees and management. Prioritized lists of equipment needs, including technology, are finally distributed for dialogue and recommendation by the College Council. However, staffing issues and communication between the college and district IT continues to hinder the efficiency of this process. The new budgeting and planning process is to provide a public opportunity for all members to advocate for the resources needed to improve services and instruction.

As are all purchases, technology purchases are facilitated by the campus business office, in coordination with the district business office, and can include vendor demonstrations, negotiating competitive pricing, license agreements, and warranties.

The IT Team evaluates technology, recommends upgrades to current institutional standards, and informs programs of new technologies that may be of interest. IT also works with individual faculty and staff members who have technology needs that affect learning and course development. IT also works with all departments (e.g. the Library and LRC) to evaluate their special technology needs (assistive technology as well) and provides advice on selection and purpose of their respective curricular or services development.

Audio-Visual Services

This is primarily distribution/delivery/set-up services for loaning A/V equipment for classrooms, special events, etc. This area is funded and supervised by the Office of Instruction. Request for services from faculty continue to be by individual or division request. Currently the Audio Visual Services does not have a designated staff person to offer extensive set-up, delivery, and maintenance of A/V equipment to faculty and administration. From set-ups for audio-video presentations in classrooms, to professional day presentation, and graduation, the demands made on IT staff for AV needs and equipment is great.

Self Evaluation

Attention to technology needs, especially for distance education courses, has been made a priority by the Curriculum and Instructional Council (CIC) and special technology needs of new courses have been made a part of dialogue and requirements to developing new courses.

Although the campus Technology Committee has contributed to the planning for the college, more clarity is needed as to its role in the overall planning process. All programs and services driven by technology needs experience problems with adequate funding. Measure A funds has given the college an opportunity to update on a large scale all college technology. However, problems with stable, consistent budgets for technology needs and overly complex and micromanaged ordering and purchasing processes (multi-level authorization and sign-off process) continue to cause challenges with prompt update and delivery of technology components including resultant vendor problems and excessive delays in delivery and outdated inventory.

DSPS

In general, there is very good cooperation among DSPS, the IT Committee, and IT staff related to equal electronic access. However, this cooperation is built largely on the skill and long-term positive working relationships among the individuals involved rather than a system of sustainable practices.

At the District level this process is more problematic. The District has not adopted a consistent policy about electronic accessibility. For example, there are specific concerns about access to web sites [17] and to the new Passport student system, but there seems at present no systematic way that these needs are evaluated and met.

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

Descriptive Summary

Distribution of technology resources on campus has become an increasing priority, and the college has, through development of its new internal planning procedures, begun to establish clarity and transparency in all aspects of planning for technology resources. Proposals are developed college-wide to request technology funds through annual unit plans that include written justification for use of the requested technology. These plans and other written requests are processed through the Office of Instruction. Requests are prioritized via the budget and planning cycle described earlier in this Standard. Since the 2002 creation of the Committee of Department Chairs and Program Directors (CDCPD), these meetings have been a forum for dialoguing about the college's technology needs wherein all programs and services have a voice in the discussion and potential recommendation.

The continued growth in technology-enhanced courses makes support for the development, maintenance, and enhancement of programs and services a challenge. Lack of funding for additional classified or student assistant positions has been problematic.

Funding and allocation priorities for faculty and staff member's desktop computers and replacements and upgrades are coordinated by the Office of Instruction, Business Office, and college's IT Team. Funding for replacements and upgrades for laptops and desktop computer systems is inconsistent. While faculty use of computers and multimedia resources in instruction is increasing, no future or continuing source or cycle of funding for replacing or upgrading has been directly identified. Currently, Measure A bond funds are being used to obtain the IT equipment for the entire college's infrastructure including faculty, staff, and students, their usage, and whether to upgrade or replace equipment and materials. Continued dependence on one-time funding sources for technology and other essential college services is problematic.

Audio-Visual Services

Funds for A/V supplies and equipments remain on a "by-request" or emergency basis. Funding for A/V is usually allocated from the annual State Equipment and Library Materials fund, or Instructional Supplies. In Fall 2006 A/V finally received an annual general fund budget allocation to purchase badly needed supplies and parts for aging equipment; however, these funds have not been institutionalized or allocated on a predictable or ongoing basis. Since Measure A funds have become available, AV has

benefited from the planning by the Office of Instruction for upgrades and the purchase of new equipment. Also the “smart classroom” project to be implemented during the 2008-08 academic year will accomplish two goals: 1) Providing state-of-the-art multimedia equipment and capabilities to a select number of classrooms, and 2) Lessen the physical demand on moving equipment from place to place, thus allow more time for the Media Specialist to plan and develop AV services and collection with the Office of Instruction and the Library.

Self Evaluation

Campus IT Team support of individual instructional programs and department and services has been adequate. However, with only two staff, there is a need to develop a scheduled maintenance plan that will enhance the college’s programs and services. Increased staffing may be a necessary consideration.

The college is challenged by the ongoing need to update technology and equipment in all types of instructional delivery. The increased demand for installation and implementation of new technologies in departments and buildings has not been followed by an increase in staffing or funding to sustain an equivalent level of maintenance, and has not resolved the ongoing and rising costs of technology. The college recognizes that long-term planning for a technology infrastructure should not depend on one-time funding sources.

Due to recent changes in financial utility and procedures, the process for acquiring new equipment is very complex and rather disjointed. Communication about the purchasing process between constituents, including between campus and district Business Offices, can be improved. Coordination of purchases and standardization of equipment would bring savings to the college and allow for more accurate assessment of staffing needs.

Technology needs should continue to be identified and discussed using the new budget and planning process, that allows for integration and inclusions at all levels of the college. Consultation with the Office of Instruction, Business Office, and IT Team during this process is crucial. As the college plans to increase its installation and use of technology including technology-enhanced classrooms (smart classrooms), enhances AV, and multimedia Library resources. Advanced scheduling for maintenance and replacement need to be included in the plan. Funds need to be allocated for scheduled maintenance, and budget considerations need to be included in any assessment, inventory and replenishment strategies.

Technology for instructional and Student Support services require expansion and funding to increase the functionality of these components as needs and demands increase and change. As more instructional, Student Services, and business activities are conducted online, it is expected that there will be an increase in demand on network services, and the college’s ability to provide Internet access on and off campus. It will continue to be a challenge for the college to dialogue and compete for funding at the

district level unless college-level technology needs are institutionalized through budgeting and formerly integrated in district technology planning.

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

Since the introduction of the college's integrated planning and budgeting process, a realistic and transparent integration of technology planning has begun to occur. Technology planning is integrated with institutional planning through various participatory governance processes and master plan processes such as unit plans, Five-year Facilities & Construction Plan Update, and college committees (e.g., Department Chairs Committee, Technology Committee and College Council). Inclusion of the college's technology goals and needs in the Educational Master Plan will help assure future integration into district-wide technology goals and planning. At the district level, a strategic technology plan has been developed that will also help inform and integrate technology planning thorough the district. This is evidenced by the recent publication of campus technology committee's agendas and minutes.

District technology planning is accomplished by dialogue within the Strategic Planning Management Team, a planning and advisory committee drawn from all constituents district-wide. If the college Technology Committee continues to be a driving force for an integrated planning on campus, it will be a great improvement. All major technology projects are integrated with the institutional planning process. One of the goals in the Master Plan relate to instructional areas and services that demand technological innovation and development. These include: online and distance education, administrative use of technology, curriculum management, and most importantly classroom use of technology. Beyond the committee work, individuals working with technology participate in the Chancellor's and many other district committees that set district standards, goals, directions, and needs for technology.

Self Evaluation

Technology planning is critical to the college's ability to stay current with student needs and industry demands. Improvements have been made at the college over the last five years. One of the most important identified goals of the college by its constituencies, as outlined in the college's institutional priorities and action plans, is the development and implementation of a Technology Plan. This plan will be updated by the Technology Committee and become part of the Educational Master Plan. The updated draft of the 2006 plan is currently being written by a sub-committee of the Technology Committee and will be presented to the whole committee and approved by other governance committee during the 2008-09 academic year. This process should be led by the Technology Committee and then submitted for approval and recommendation using the shared governance process.

Planning Agenda

Processes:

- Refine and clarify a clear college-wide process for requesting technology related equipment and sustainable funding sources (district, state, federal, and private).
- Establish increased, effective communication between all LRC, Library, Instruction, and IT constituencies regarding scheduling and coordinating services and programs, including deliveries of technology-related materials prior to term start dates.

Planning:

- Approve and implement a college-wide Technology Strategic Master Plan that allows adequate time for regular and emergency planning, maintenance, and prompt purchase and installation that includes a tracking system to alert the college of vendor and District IT delays.
- Expedite planning, design, and implementation of the Teaching and Learning Center.

References

1. College Integrated Planning and Budgeting Model 2005
2. Merritt College Unit Planning Template 2008
3. Merritt College Educational Master Plan
4. College Educational Master Planning Committee (CEMPC) committee minutes November 14, 2008
5. Institutional Priorities—Merritt College Educational Plan
6. Institutional Learning Outcomes March 2008
7. District Web Page/Information Technology www.peralta.edu District Web Page on Prompt and Passport.
8. Merritt College Passport & Prompt Training Schedule 2008
9. Merritt College Learning Resource Center
[http://www.merritt.edu/apps/comm.asp?\\$1=40022](http://www.merritt.edu/apps/comm.asp?$1=40022)
10. Distance Education Course Management Documents (Etudes, Moodle)
11. Merritt College Equity for All/Scorecard Project Survey
12. Technology Plan: Preliminary Outline April 2006
13. Campus Faculty and Staff Climate Survey
14. College Web Page/Information Technology, www.merritt.edu
15. High Tech Center & Lab/Disabled Student Services and Programs
[http://www.merritt.edu/apps/comm.asp?\\$1=40021](http://www.merritt.edu/apps/comm.asp?$1=40021)
16. Business Readiness Team (BRT) Faculty Experience Survey summarized December 2008
17. District Web Page/Information Technology www.peralta.edu