



TECHNOLOGY STRATEGIC PLAN

2013-2016

**NORCO
COLLEGE**

PRESIDENT'S LETTER



Congratulations, Norco College. We have completed another great plan! Recently, we adopted our Strategic Plan, Educational and Facilities Master Plans, and now a Technology Plan. They are all interrelated and serve to direct us in our educational endeavors and priorities. The work of the Technology Committee, the Academic Senate, Institutional Strategic Planning Council, and the Committee of the Whole demonstrated again how much stronger we are working together collaboratively and inclusively, celebrating our diversity with a high value on creativity and innovation. This Technology Plan will serve as our guide to keep our teaching and learning up to date and meet our student, community and workforce technological education needs.

Now our focus must be to follow the plan, use it as our guide, and provide continuous updates to keep it current. The diligent work of our entire community is evident and sincerely appreciated.

Paul Parnell

Paul Parnell, Ph.D.
President



TECHNOLOGY COMMITTEE

Statement of Purpose

The Norco College Technology Committee provides recommendations for the strategic direction, implementation and sustainability of technology resources throughout the College used to support student learning programs and services and improve institutional effectiveness consistent with the College's mission.

Membership

The membership of the Technology Committee consists of up to seven faculty members, seven classified staff members, two students, and two administrators as approved by the Committee. The current Technology Committee members are:

- Damon Nance, Dean of Technology and Learning Resources, Co-Chair
- Ruth Leal, Instructional Production Specialist, Co-Chair
- Emile Bradshaw, Student Services Specialist
- Cathy Brotherton, Associate Professor, Computer Information Systems
- Mark DeAsis, Dean of Admissions and Records
- Maria Velis, Student, ASNC Representative
- James Finley, Assistant Professor, Simulation and Gaming
- Janet Frewing, Associate Professor, Mathematics
- Teresa Friedrich Finnern, Associate Professor, Biology
- Patricia Gill, Accounting Services Clerk
- Victor Goldbaum, Maintenance Mechanic HVAC
- Marissa Iliscupidez, Assistant Professor, Counseling
- Daniel Lambros, Instructional Media/Broadcast Technician
- Sandra Martinez, Student Financial Services Analyst
- Jefferson Tiangco, Instructional Technology Specialist
- Ana Molina, Administrative Assistant II, Secretary (non-voting)

Technology Plan

The Technology Committee will have ownership of the Technology Plan and work to implement its goals and strategies. As part of the process, the Committee may partner with other groups and individuals for technology related issues and projects. The Technology Plan is a living document and will be reviewed and updated by the Technology Committee on an annual basis.



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EXECUTIVE SUMMARY

In March 2012, an interdisciplinary planning team appointed by Interim President Debbie DiThomas began work developing a Technology Strategic Plan Update for Norco College. The Technology Strategic Plan is a direct result of other planning initiatives and awareness by the institution that technology is vital for the support of a learning and working environment in today's educational marketplace. The intent of the Technology Strategic Plan is to identify how Norco can better meet the needs of students and challenges facing the College in the coming years.

Dr. DiThomas charged the Technology Plan Task Force, a team of faculty, staff, administrators and students to develop the plan. The planning process used was participative and collaborative. Input concerning college-wide technology issues was sought from students, faculty, and staff through a series of focus groups and then incorporated into the plan development by the planning team. The Technology Plan Task Force met during a three-month period for three half-day sessions to develop a Technology Vision, Guiding Principles, Planning Assumptions, Goals, and Strategies.

The Technology Vision, stated below, is a description of the ideal. It is meant to guide the College in its technology use. From this vision statement, Guiding Principles were developed to align with the College's Core Commitments and are to be used as the parameters for decision-making. The Technology Plan Task Force then described the current and future environment, both internally and externally, developing planning assumptions.

Based on planning assumptions and the technology assessment findings, the Task Force identified technology goals and strategies to meet the needs of constituencies and prepare for the future. In addition, objectives and tasks were identified during the development of the goals and strategies that the Task Force believes to be important and, thus, are included in this document. As part of the process, alignment of technology plan components with the mission, long-range goals, and strategic initiatives of the College were verified.

Technology Vision

Norco College, leading through innovation, leverages the power and flexibility of technology to enhance teaching and learning to maximize student success.



Norco College IT Guiding Principles

- We will demonstrate **collegiality** in the use of our technology when we engage our stakeholders in technology decision making.
- We will demonstrate **access** in the use of our technology when we routinely evaluate our processes for handling divides associated with finance, geographical location, and other barriers and bars of entry.
- We will demonstrate **student success** in our use of technology when we enable students to access information and services by providing technological tools to achieve their goals.
- We will demonstrate **innovation** in our use of technology when we research and implement new and visionary technologies that will enhance the learning and work environment at the college.
- We will demonstrate **quality** in our use of technology when we:
 - provide professional development for staff and faculty
 - provide feedback to enable improvements
 - prioritize funding to support technology needs
- We will demonstrate **mutual respect** in our use of technology when we:
 - maintain civility in all of our communications
 - include all stakeholders in our training opportunities
 - gather ideas from the different populations in the school
- We will demonstrate **environmental stewardship** in our use of technology when we establish a paperless and energy efficient educational environment.
- We will demonstrate **civic engagement** in our use of technology when we link our community to the educational resources and we link our students to our community.

Norco College Technology Goals

- Make technology a priority at Norco College through training and support for faculty, staff, and students.
- Develop and continue to update a technology strategic plan for a college-based model.
- Identify external and internal funding sources and maximize District IT funds for technology.
- Provide tools for online students about effective use of the learning management system and online resources.
- Provide tools for online faculty about online pedagogy and effective use of the learning management system.
- Create technology use and structure models and incorporate best practices in our use of technology college-wide.
- Respond to the technology needs of the Norco College community.

ABOUT NORCO COLLEGE

College History

The Norco Campus had its beginnings in the 1980s when Riverside Community College District recognized its obligation to meet the needs of Norco and Corona, rapidly growing communities located in the southwestern portion of the District's service area.

In the mid-1980s, the District purchased a 141-acre parcel of land for one dollar from the U.S. government. After securing appropriate funds, a building plan was approved, and construction began on the new campus. The Norco Campus opened with a ribbon-cutting ceremony held on March 13, 1991. Since its inception, Norco Campus has been identified as the District's "Technology College." This designation implies a high degree of investment and reinvestment in information infrastructure, hardware and software, and people dedicated to the technology, as well as processes that follow best practice in the use of technology for teaching and learning.

College Mission Statement

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

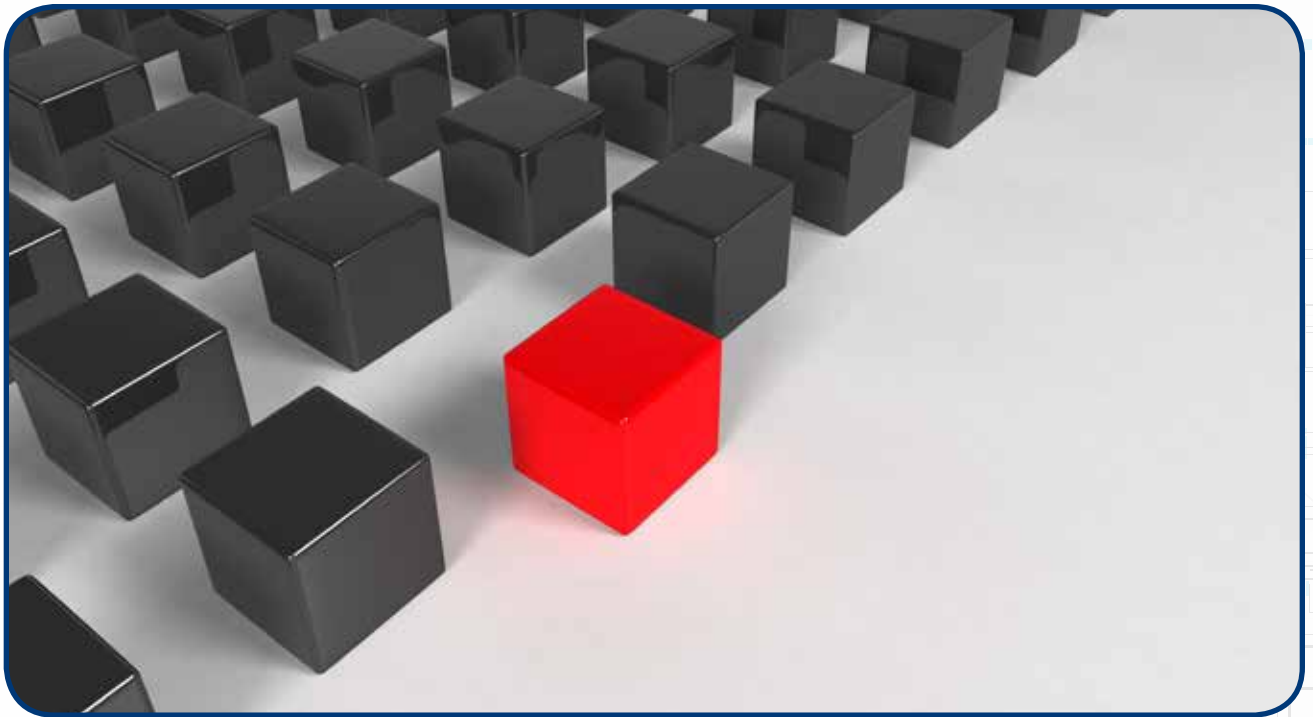
College Vision Statement

Norco College – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

College Core Commitments

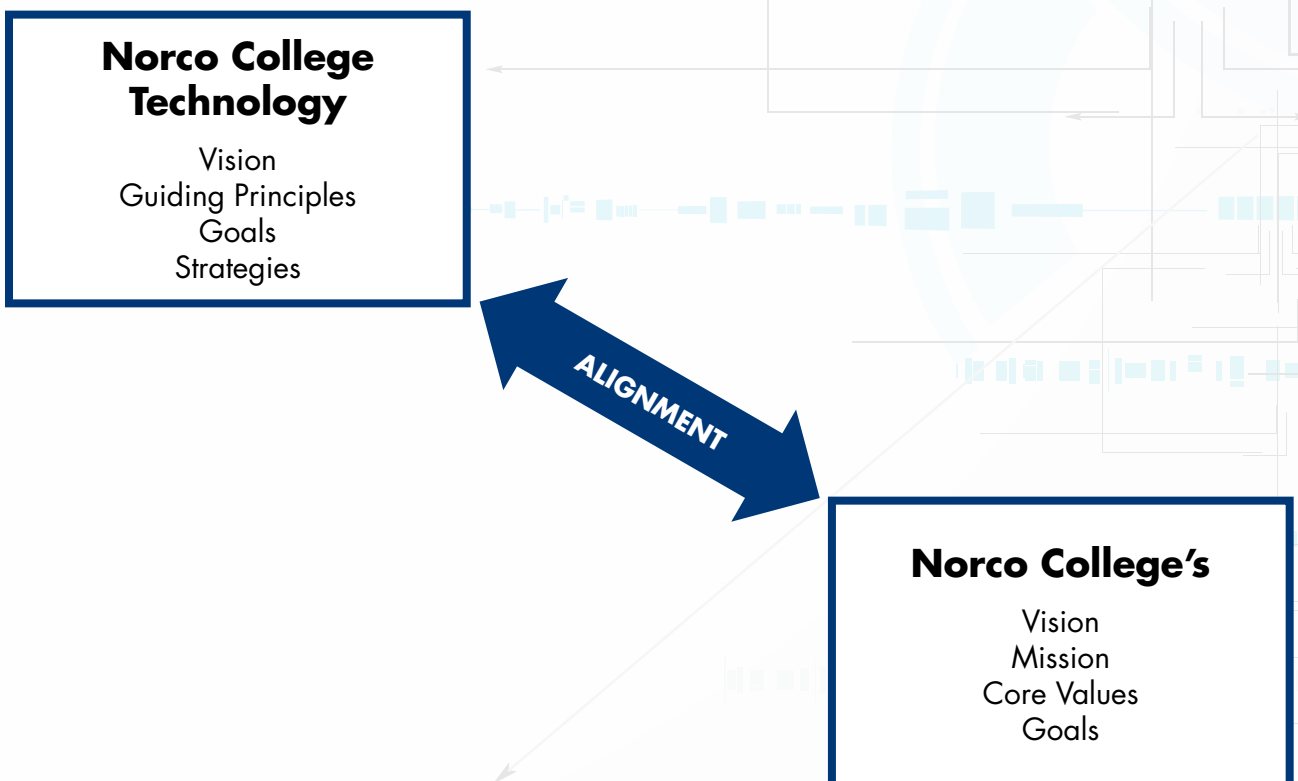
Norco College is dedicated to following a set of enduring Core Commitments that guide it through changing times and give rise to our Vision, Mission, and Strategic Goals.

- **Mutual Respect.** Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions
- **Collegiality.** Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated
- **Inclusiveness.** Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions
- **Integrity.** Maintaining an open, honest, and ethical environment
- **Innovation.** Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community
- **Quality.** Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff
- **Access.** Providing open admissions and comprehensive educational opportunities for all students
- **Student Success.** Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services
- **Civic Engagement.** Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco programs and services to the external community
- **Environmental Stewardship.** Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among students.




Alignment of the Technology Strategic Plan to the College Planning

The collaboration and community spirit among and between those individuals who worked on the Technology Strategic Plan, either as a planning team member, participant in one of the many focus group discussions, or a respondent in the web survey, was evident. These college personnel are aware that hard choices around technology are necessary and demonstrated a willingness to participate in a shared planning process. The planning team understands in order for the Norco College Technology Strategic Plan to be a truly effective tool for directing the use of technology within the College, it must be aligned with the overall strategic planning efforts of the College. It must reflect the role of technology in helping the College to achieve its vision and to accomplish its mission, goals and objectives.



Mapping Technology Goals to the Strategic Plan

The table below shows the alignment of the Technology Strategic Goals with the Strategic Goals of Norco College. The technology goals and strategies can be found in their entirety in the Implementation Grid.

	Increase student achievement and success	Improve the quality of student life	Increase student access	Create effective community partnerships	Strengthen student learning	Demonstrate effective planning processes	Strengthen our commitment to our employees
Norco College Technology Goals Make technology a priority at Norco College through training & support for faculty, staff, & students	X		X		X		X
Develop and continue to update a technology strategic plan for a college-based model		X	X		X	X	
Identify external and internal funding sources and maximize District IT funds for technology	X	X	X	X	X	X	
Provide tools for online students about effective use of the learning management system and online resources	X		X	X	X		
Provide tools for online faculty about online pedagogy and effective use of the learning management system	X		X		X		X
Create technology use and structure models and incorporate best practices in our use of technology college-wide	X	X		X	X	X	
Respond to the technology needs of the Norco College community	X		X	X	X		X

BACKGROUND AND INTRODUCTION

Introduction to Strategic Planning

Strategic planning is a process that seeks to clarify what an organization is, what it wants to be and how, specifically, the organization can successfully make the transition. A strategic plan provides directions and a management strategy within the context of changing internal and external environments. A Technology Strategic Plan sets the philosophy and direction for the use of technology within the enterprise. This strategy must consider the industry that the enterprise is in, the competition, the directions of technology, and the role of the technology organization in the enterprise.

In the spring of 2012, the Technology Plan Task Force updated the Campus Technology Plan that was drafted and approved in October, 2009 using a cross-functional team of college faculty, staff, administrators and a student representative, working together.

The planning approach that was adapted for use at Norco College, from the methodology proposed by Beckhard and Harris, requires the following steps:

- Development of a vision for the use of technology within the College.
- Development of planning assumptions which detail the environment in which the College currently exists.
- Development of key value statements or guiding principles that should govern the decisions and actions of the organization and are aligned with the College vision, mission, core commitments, and goals.
- Development of measurable goals and strategies to enable the organization to move forward towards its desired "future state" in accordance with the guiding principles.
- Development of a yearly operational plan or action plan with measurable objectives for implementation of the strategic plan.



Since the terms involved in strategic planning are often used differently by different people, the following is a clarification of how strategic planning terms are used within the Norco College Technology Strategic Plan.

- Technology Vision – The desired "future state" for the use of technology across the institution
- Technology Guiding Principles – Key value statements that should govern the decisions and actions of the organization with regard to acquisition and use of technology throughout the College
- Technology Goals – Long-term, major targets or end results related to the survival, value and growth of the institution
- Technology Key Performance Indicators – Agreed upon measurements used to determine if a goal has been achieved
- Technology Strategies – The particular action or means that will make it possible to achieve the goals
- Technology Measurable Objectives – Short-term action items for which measurable results can be obtained toward the achievement of information technology goals

THE BASIS FOR DECISION MAKING

Technology Vision

Just as a technology strategic plan is a tool with which an institution can chart a course and make progress toward its accomplishment, a shared vision charts an emotional course for the institution giving a sense of direction and serves as a rallying point. It is intentionally meant to be “from the heart” and provides a sense of what “fits” and what does not. The technology vision is a common picture of an institution’s use of technology in the future. It is a broad statement that defines the parameters of future decision-making and an ideal state toward which the institution strives.

Norco College Technology Vision Statement

Norco College, leading through innovation, leverages the power and flexibility of technology to enhance teaching and learning to maximize student success.

Assessing the Environment

With rapid changes in technology occurring almost daily, it is difficult to determine with certainty a course of action for the future. However, it is important to identify the state of technology at an institution both internally and externally. The following is a list of planning assumptions that describes the environment in which Norco College exists. These assumptions are based upon the observations and opinions of the Task Force and are intended to reflect the current internal and external environment factors that have a bearing on the development and implementation of the College’s technology strategic plan. There is no priority attributed to the order in which these assumptions are listed. The assumptions should be reviewed and updated on an annual basis particularly in light of the budget situation in the state of California and the impact that it has on the College budget.

Planning Assumptions

Norco College Organizational Culture-Related Assumptions:

- Norco College has worked hard to create a student-centered, customer-service orientation within its organizational culture and this will continue into the future.
- The Norco College organizational culture is positive and characterized by loyalty to the College and its mission.
- The Norco College culture is increasingly becoming entrepreneurial, innovative, team-oriented and focused on consensus building.
- Norco College faculty and staff pride themselves in being dedicated, energetic, friendly, and demonstrate mutual respect to one another.
- Norco College has a commitment to improving the use of technology throughout the College.
- Norco College has an organizational culture that is familiar with and supports planning.
- Norco College has a history of placing an emphasis on community involvement.
- Norco College places a high value on open and honest communication.

Faculty/Staff-Related Assumptions:

- Faculty and staff need ongoing and continuous training in the use of technology.
- Faculty and staff have inconsistent access to technology tools.
- Norco College has a number of associate faculty whose technology resource and support needs are not adequately being met.
- There are increasing expectations that faculty and staff will use technology to enhance pedagogy and instructional/institutional effectiveness.
- Faculty, administrators, and staff need more access to technology support.
- Norco faculty and staff share a rich diversity of knowledge, backgrounds, and experiences and celebrate those differences to provide better student engagement.
- Norco associate faculty typically teach at multiple institutions.
- The need for remote access to administrative systems will increase.
- The Web and interactive communications are increasingly important in marketing and communications, and as a vehicle for students to compare institutions.
- Faculty and staff will need predictable levels of technology resources – hardware, software, and peripherals – in order to maximize student engagement and success.

Student-Related Assumptions:

- Students are increasingly technology literate, with expectations that technology resources will be available to them campus-wide.
- Students come to Norco College with diverse learning styles, necessitating that faculty use a variety of approaches to engage students in active learning.
- Most students require some type of financial aid.
- Students need places to study with Internet access both on campus and off.
- Students require greater access to technology related resources such as computer labs, tutoring, and the DRC.
- Many students who come to Norco are part time, working, academically unprepared, first generation, low income, take classes at more than one college, veterans, and are re-entry.
- Many students come to Norco lacking some of the basic skills.
- Norco students are diverse in a variety of measures, but most significantly, they differ in college readiness.
- Many students are not aware of all the college resources that are available to them.
- Generally, Norco students are more successful when they have an academic goal.

Resources-Related Assumptions:

- Norco College needs greater budgetary control to have more autonomy over college resources and decision-making.
- Current technology related resources for advising, counseling, storage, and processing information are inadequate.
- Accessing technology resources by students, faculty and staff from off campus is inadequate.
- Continued strains upon the budget allocation from the state for the upcoming years is anticipated.
- Norco must have the ability to establish a reasonable and appropriate approach to funding technology on a lifecycle basis.
- Additional faculty, management and staff resources are needed.
- Institutionalizing future grant efforts may pose a challenge.
- Norco must re-examine its human capital around resource allocation and make prudent decisions about outside support.
- Current technology resources are for the most part up to date due to construction.
- Norco has many resources that are not monetary based.

Facilities-Related Assumptions:

- Norco College has no direct connection to the Internet from the campus.
- Norco has inadequate network infrastructure connecting the buildings across the campus.
- Norco needs a campus-wide emergency alert system.
- Norco does not have standards for classroom technology including telephones in all rooms.
- There are significant equipment differences and software compatibility issues from office to office and classroom to classroom.
- There are older buildings on campus that require technology updates.
- Norco is benefiting from secondary effects with the remodeling efforts on campus.
- Current planning and building cycles are not in sync.
- There is a need for facilities to be more efficient.
- Planning does not support sharing of technologies between facilities.
- External gathering places are limited.
- Wi-Fi access is not optimal.

Technology-Related Assumptions:

- Need for standardization of technology in the classroom.
- There is no life cycle replacement plan for technology.
- The College needs dedicated funding for technology.
- The intranet is not available externally.
- Technology training needs to be on-going and comprehensive.
- Students need to have access to college applications from off campus.
- Technology needs to be integrated with strategic planning at all levels.
- There is no identified office responsible for all of technology.
- The College website needs to be continuously updated.
- There is a need for an adoption of standards around technology acquisition and it should include total cost of ownership (TCO).

- The College has a high rate of adoption of technology.
- Faculty and students need online textbooks available for downloads.
- Some classrooms are equipped to be smart classrooms, however, others do not have all these features.

Technology Support-Related Assumptions:

- Open access to Wi-Fi.
- We need to decentralize technology support to Norco College.
- Training on technical equipment is not adequate.
- There is a lack of desktop virtualization.
- We need a plan for consistent updates, maintenance, replacement and purchases of all technology.
- Technical support is fragmented (IMC, Network, IS, micro computing).
- We need to decentralize from the District.
- Technical support is limited in terms of hours of operation and staff.
- Clear process for purchasing new equipment.
- We need a Dean of Open Campus at NORCO.
- Training on software and other applications.
- Fragmented services interfere with work efficiency.
- There is no equipment available for check out purposes (i.e., portable smart cart, portable technology).
- Work order system – centralize different departments?

Technology Assessment

In addition to assessing the internal and external environment through the development of planning assumptions, multiple focus groups were conducted to gain input from full-time faculty, students, staff and administrators. A web-based survey of students and associate faculty was also conducted for input on technology function throughout the College. The Task Force reviewed the findings of these activities. In addition, the Task Force reviewed findings from the focus groups.

Assessment Findings

1. Faculty and staff use a variety of technology software applications including Galaxy, SARS, CI Track, CCCApply, Datatel, WebAdvisor, CCC Confer, and Blackboard 9.0, in addition to the common office suite of packages.
2. The library management system works well but is antiquated.
3. IT governance is missing at all levels.
4. Certain curriculum specific software is limited in terms of where students can go to access it, as well as hours of operation in those facilities where the software is located. For example, engineering students have two computers with AutoCAD on them, but the computers are in the English lab of the LRC.
5. Students bring laptops to campus but can have trouble connecting to the Internet.
6. There is not standard setup for classrooms.
7. It is not uncommon for faculty to walk into a classroom and find that someone changed the configuration of the equipment and they lose valuable time re-setting it.
8. Grant dollars have allowed the College to purchase a lot of the technology used today.
9. Many people can't get to the campus network from off campus.
10. Not all academic programs have computers dedicated for their use.
11. Students have very limited access to printing on campus.
12. Increasingly, students are driving to other campuses for courses they need in order to graduate in a timely fashion. Other students are taking online classes from more expensive institutions and transferring the credit in order to complete their program of studies.
13. The reduction in budget also limits services in and around technology for students.
14. There is no technology help desk for students.
15. For students needing to connect to the Wi-Fi system it can take as much as 2-3 weeks due to the current scheduling approach.

Discussion of District IT Audit

In January of 2011 the Riverside Community College District brought in PlanNet Consulting, LLC from Brea, California to conduct an IT audit. The majority of their recommendations were around upgrading the infrastructure, enterprise applications, and security. In regards to the restructuring and realignment recommendations in the IT Audit, the Technology Task Force recommended continued decentralized Instructional Media Center services and decentralizing other technology support services from the District to Norco College. The Technology Committee will be tasked with reviewing the IT Audit for additional recommendations that will be useful in implementing the Technology Strategic Plan in one of its goals. The full IT Audit document can be found at: <http://rccd.edu/administration/chancellor/Documents/IT%20Audit/RCCD%20final%20draft%20v1%20200.pdf>.

Selected Research

Finally, the Technology Task Force reviewed current research on technology in higher education including:

- The NMC Horizon Report: 2012 Higher Education Edition a collaboration between the New Media Consortium and the EDUCAUSE Learning Initiative, an EDUCAUSE Program.
- The Campus Computing Project – The 2011 national Survey of Information Technology in U.S. Higher Education.
- IT Organization of the Future thought paper.
- 7 Things You Should Know About... series. This is an EDUCAUSE Learning Initiative that focuses on providing information on emerging learning technologies and related practices, an EDUCAUSE Program.



PUTTING THE PLAN INTO ACTION



The vision, guiding principles, and planning assumptions contained in this strategic plan are statements that give context and definition to the future. However, they do not, by themselves, provide direction for implementation; thus, the implementation grid that follows serves as a transition from the philosophical to the tactical level. In addition, tactical plans need to be developed to ensure that strategies are operationalized. Appropriate budget requests can then be developed and submitted to ensure that strategies can be implemented and completed.

Implementation Grid Legend

The Technology Strategic Plan Implementation Grid contains several columns. An explanation of the information contained in these is below:

- Goals are strategic level objectives.
- **Key performance indicators (KPIs)** identify completion characteristics or milestones of progress for the goals. Answers the question, "How will we know when we have achieved the goal?"
- **Strategies** associated with each goal identify implementation actions.
- **Measurable objectives** are the specific measures used to determine whether or not we are successful in completing and achieving strategies and goals. Where possible they should follow the commonly used strategies for writing program objectives – specific, measurable, achievable, realistic, and time specific or SMART.
- **Activities** are specific methods to be pursued to accomplish the objective.
- **Partners** are other groups/individuals who will work with the Technology Committee to implement the goals and strategies of the Technology Plan.
- **Key Tasks** are those milestones or pivotal items that are required to complete or make progress toward the achievement of the project or activity.
- **Timeline** is the amount of time necessary to complete an activity.

I. Make technology a priority at Norco College through training & support for faculty, staff, and students

KPI(s): Identify and develop technology trainers to provide technology workshops
 Increase attendance in technology training workshops by 5% each year by group
 Increase user satisfaction of workshop content and online tutorials by 3% each year

Strategy #1 - Develop a plan for implementing training workshops and trainers

Measurable Objective	Activities	Partners	Key Tasks	Timeline
Identify and develop technology trainers	Establish expectations of trainers; Meet with Professional Development Committee to identify incentives	Professional Development Committee, college administration, CTA, CSEA	Meet with Professional Development Committee to develop plan; Meet with appropriate campus leadership to solicit input; Conduct round-table discussions	Spring - Fall 2013
Develop a plan for technology training workshops, online tutorials, and informational materials	Identify and coordinate with college personnel who have technological knowledge Create a schedule for technology workshops and plan topics; Create plan for online technology tutorials; Develop technology informational materials	Professional Development Committee, college administration, CTA, CSEA Professional Development Committee, college administration, CTA, CSEA	Conduct survey of self-reported expertise; Meet with technology trainers to discuss workshops Meet with technology trainers to discuss topics, workshop schedule, online tutorials, and informational materials	Fall 2013 – Spring 2014 Spring 2014; Update Annually

Strategy #2 - Increase attendance in technology training workshops by 5% each year by group

Measurable Objective	Activities	Partners	Key Tasks	Timeline
Increase attendance of technology training workshops by 5% each year	Establish baseline data from previous workshops; Collect attendance data by group	Professional Development Committee; Dean of Institutional Effectiveness	Conduct assessment of past data; Meet with Dean of Institutional Effectiveness to develop assessment instrument method	Spring 2016; Ongoing

Strategy #3 - Increase user satisfaction of workshop content and online tutorials by 3% each year

Measurable Objective	Activities	Partners	Key Tasks	Timeline
Increase user satisfaction of workshop content and online tutorials by 3% each year	Establish baseline data Develop post training workshop survey of user satisfaction Develop a satisfaction survey based on identified online tutorials	Professional Development Committee; Dean of Institutional Effectiveness; Student Services Dean of Student Success Student Services and Dean of Institutional Effectiveness	Meet with Professional Development Committee and Dean of Institutional Effectiveness to gain data on previous workshop attendance Meet with Dean of Institutional Effectiveness to develop assessment instrument method; Conduct assessment Meet with SSV and Dean of Institutional Effectiveness to develop survey	Fall 2013 Spring 2014; Ongoing Spring 2014; Ongoing

II. Develop and continue to update a technology strategic plan for a college-based model

KPI(s): Governance model identified and approved;
Communication model identified and approved

Strategy #1 - Develop the governance process for a college-based technology model

Measurable Objective	Activities	Partners	Key Tasks	Timeline
Identify member link between planning councils and Technology Committee	Identify members of Technology Committee and planning councils to establish link	Planning Councils	Coordinate with the councils to establish one member to serve on Technology Committee and with ASNC to designate two student members	Spring - Fall 2013
Develop protocol for determining what decisions must be sent to Technology Committee and what decisions Technology Committee sends to councils	Work with each individual council to establish the protocol for the planning process	Council chairs and members	Council chairs need to collaborate with Technology Committee rep: what info goes forward, what info comes back, what response is necessary	Fall 2013
Technology Committee representation on District Technology Committee	Provide Technology Committee with District Technology Committee report and minutes	Associate Vice Chancellor of IT (AVC IT)	AVC IT Group appoints Technology Committee representatives to serve on District Technology Committee to participate in governance process	Spring - Fall 2013
Representation from the District IT Group for advisory role on Technology Committee	Technology Committee requests representation from District IT Group	Associate Vice Chancellor of IT	Technology Committee Chairs contact AVC IT to appoint a representative from District IT to serve in advisory role	Spring - Fall 2013

Strategy #2 - Develop the communication strands within a college - based technology model.				
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Develop template for councils to use to standardize information for presentation/requests	Produce Criteria Template for technology requests	Strategic Planning Process	Create criteria for technology based decisions, requests, and resources. Send Criteria Template through strategic planning process.	Fall 2013; Review Annually

III. Identify external and internal funding sources and maximize district IT funds for technology

KPI(s): Identify external and internal funding sources; Prioritize technology across administrative program reviews

Strategy #1 - Become familiar with available external funding sources and associated protocols for application and acquisition				
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Coordinate with Grants Committee for applicable technology in grants	Identify and prepare a technology needs plan to provide Grants Committee for application and acquisition of external funding	Grant Directors and Grants Committee	Coordinate with Grants Committee for possible external funding sources and assist in the development of potential grants that address technology needs.	Fall 2013; Ongoing
Assist in creating awareness of Perkins funding for technology needs	Communicate Perkins application deadlines and process	Dean of Instruction, CTE Grants Committee	Meet with Dean of Instruction, CTE to determine the cycle of Perkins funding and award criteria	Fall 2013; Ongoing
Create new industry partnerships in technology	Expand efforts to obtain industry partnerships and leverage technology and training therein	Dean of Instruction, CTE	Coordinate with Dean of Instruction, CTE to expand possible industry partnerships	Ongoing
Strategy #2 - Identify internal funding sources for allocation of technology needs				
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Create an initial technology needs budget	Identify and prepare for technology needs in the budget using technology use model	President and Executive Cabinet	Meet with Norco administration and grant directors to plan internal funding sources for technology needs	Spring - Fall 2013; Ongoing
Strategy #3 - Maximize District IT funds				
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Identify District IT funding and incorporate into Technology Needs Budget	Identify district technology funding	VP Business Services and District IT Advisor	Meet with VP Business Services and District IT Advisor to identify all possible district funding sources for technology needs	Spring - Fall 2013; Ongoing
Strategy #4 - Prioritize technology across administrative program reviews utilizing metrics on Criteria Template.				
Measurable Objective	Activities	Partners	Key Tasks	Timeline
Prioritize technology on administrative program reviews based on metrics from Criteria Template	Consolidate campus-wide technology needs and create technology prioritization list from program reviews to send to BFPC. Create priority list of technology program review requests for submission to BFPC.	Technology Departments and Program Review authors	Meet with Technology Departments and key Technology Faculty to ascertain technology needs and costs. Meet with grant directors to ascertain any major plans to make large, grant related technology purchases.	Fall 2013; Ongoing

IV. Provide tools for online students about effective use of the learning management system and online resources

KPI(s): Provide training tools and resources for students in online classes
 Establish baseline data of calls to Blackboard help desk and evaluate for future targeting

Strategy #1 - Create an interactive training module and host a webpage with resources for online students

Measurable Objective	Activities	Partners	Key Tasks	Timeline
Create Online Blackboard or other Learning Management System Orientation for students	Work with Distance Ed Committee to create module and instructional materials about basic technology needs for students to successfully complete online course(s).	Distance Ed Committee, Professional Development Committee, Dean of Instruction office, IMC	Coordinate with Distance Ed Committee and technology departments to create online videos	Spring 2014; Ongoing
Create a webpage for Online Education	Provide info and links to online resources for (online tutoring and online librarian help) students; Host tutorials and Online LMS Orientation	Distance Ed Committee, Professional Development Committee, Dean of Instruction office, IMC	Coordinate with Distance Ed Committee and technology departments on creation of webpage	Spring 2014; Ongoing

Strategy #2 - Establish baseline data of calls to Blackboard help desk and evaluate for future targeting

Measurable Objective	Activities	Partners	Key Tasks	Timeline
Establish baseline data of number of calls, percentage of total Blackboard users at Norco College, and types of calls.	Obtain data from Blackboard on all calls and types of calls; Obtain data on number of online students using Blackboard; Monitor data	Distance Ed Committee; Blackboard help desk; Dean of Institutional Effectiveness	With the assistance of Dean of Institutional Effectiveness, conduct assessment of data provided by Blackboard help desk	Spring 2014; Ongoing

V. Provide tools for online faculty about online pedagogy and effective use of the learning management system

KPI(s): Create training for faculty on technical requirements associated with learning management system (LMS)

Create training tools for faculty on online pedagogy; Create refresher workshop for learning management system (LMS)

Strategy #1 - Provide training opportunities and refresher workshop for learning management system

Measurable Objective	Activities	Partners	Key Tasks	Timeline
Create online tutorials on technical aspects of Learning Management System (LMS)	Coordinate with Distance Ed Committee to create training videos like 4faculty.org for technical issues	Distance Ed Committee, Professional Development Committee, Dean of Instruction office, IMC	Coordinate with Distance Ed & Professional Development Committees and technology departments on creation of training tools	Fall 2013; Ongoing
Work with Distance Ed Committee to create training tutorials in online pedagogy	Coordinate with Distance Ed Committee to create training modules for Online pedagogy	Distance Ed Committee, Professional Development Committee, Dean of Instruction office, IMC	Coordinate with Distance Ed & Professional Development Committees and technology departments on creation of training tools	Fall 2013; Ongoing
Create refresher workshop for technical aspects of Learning Management System (LMS)	Coordinate with Distance Ed Committee to provide workshop for updating online faculty about LMS version changes	Distance Ed Committee, Professional Development Committee, Dean of Instruction office, IMC	Coordinate with Distance Ed & Professional Development Committees to implement workshop(s) that can be offered each semester	Fall 2014; Annually

VI. Create Technology Use and Structure Models and Incorporate best practices in our use of technology college-wide

KPI(s): Create a technology use model; Make recommendations for Technology Structure/Strategic Model; Task the technology committee with staying abreast of current best practices

Strategy #1 - Create a technology use model

Measurable Objective	Activities	Partners	Key Tasks	Timeline
Create a college-wide technology use model	Create a plan for consistent updates, maintenance, replacement and purchases of all technology	Technology Departments Key Technology users	Meet with Technology Departments and Key Technology users to determine plan	Fall 2013; Update annually

Strategy #2 - Make Recommendations for Technology Structure/Strategic Model

Make recommendations for Technology Structure	Review IT Audit and Strategic Plan	Technology Departments Key Technology users	Meet with Technology Departments and Key Technology users	Fall 2013
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Strategy #3 - Task the technology committee with staying abreast of current best practices.

Measurable Objective	Activities	Partners	Key Tasks	Timeline
Attend conferences related to the use of technology in higher education	Determine what areas of technology are important to better understand	Professional Development Committee	Review Educause Learning Initiative (ELI) for technology in higher education. Call Educause office for conference recommendations	Spring 2014; Annually
Identify two sources for best practice data to review monthly	Review ECAR (Educause Center for Applied Research) data and Campus Computing Project (CCP)		Review web-based research on ECAR & CCP. Contact Educause office for possible input	Spring 2014; Ongoing

VII. Respond to the technology needs of the Norco College community

KPI(s): Benchmark the needs of technology and technology training of the community

Strategy #1 - Develop and implement survey instrument to identify the technology needs and training of the community

Measurable Objective	Activities	Partners	Key Tasks	Timeline
Create online survey	Establish questions to best ascertain the technology training needs of the campus	Dean of Institutional Effectiveness & Professional Development Committee	Work with Dean of Institutional Effectiveness and previous workshop trainers/service areas to establish questions	Fall 2013; Annually
Conduct online campus survey	Implement survey online; Promote awareness college-wide	Dean of Institutional Effectiveness	Coordinate with Dean of Institutional Effectiveness	Fall 2013; Annually

Recommendations for Technology Governance Structure

Norco College must rethink and re-establish its technology governance structure as called for in one of the Technology Goals. There is no one “right” way to establish technology governance within an institution. In order for the governance structure to be effective, it must reflect both the organizational culture and the technology needs of the institution.

Technology governance is the framework for defining how technology policies, resources and architectures are established, deployed, managed and enforced. Technology governance should be designed to achieve a partnership between the individual units within the institution, the technology organization and the technology committee by:

- establishing a shared vision of how technology can add value to the institution;
- establishing institutional technology goals and strategies for achievement of these goals;
- establishing principles and guidelines for making technology decisions and managing technology initiatives;
- establishing, amending and retiring, as necessary, institutional technology policies;
- determining the distribution of responsibility between the technology organization, technology committee and end users;
- determining technology resource allocations;
- establishing and communicating institutional technology priorities;
- overseeing the management of institutional technology initiatives;
- overseeing the planning and usage of technology; and
- providing a vehicle through which members of the end user community participate in technology planning.

The Role of the Technology Organization in Technology Governance

The role of the technology organization, itself, in technology governance is:

- to develop annual operational plans linked to the institution’s technology strategic plan;
- to manage day-to-day activities and projects;
- to establish, maintain and support the technology infrastructure of the institution (hardware, software and networking);
- to provide the human resources to support end users across the institution;
- to manage the financial resources the institution has identified for support of technology;
- District technology department; i.e., microcomputer support, to serve in an advisory capacity (non-voting) on the Technology Committee as part of the governance process;
- Norco College technology departments to serve on the Technology Committee as voting members as part of the governance process; and
- to host a semester virtual or face-to-face workshop to educate and answer all questions about the use of technology at the College.



The Role of the Technology Committee in Technology Governance

The Technology Committee is a standing committee of the Norco College strategic planning process. From time-to-time it may work with other standing committees for technology related issues and projects. Recommendations from the Technology Committee will be sent, utilizing the strategic planning process, to a prioritization planning council and then to the Institutional Strategic Planning Council if committee agenda items have strategic planning implications or a broad impact on the institution and its resources.

The Technology Committee will have ownership of the Technology Plan and work to implement its goals and strategies. During the process of implementing the goals in the Technology Plan, the Technology Committee will continually assess the cost to the institution as associated with each goal's objectives.

The Committee is made up of staff, faculty, students, and administrators from Norco College, many of whom have strong technology backgrounds. The Committee will work to review and update the plan on a continual basis.

Communication Plan

Norco should also develop and implement a strategic communication model that identifies various channels through which information about the Technology Strategic Plan may be distributed. In addition, the Technology Committee should be actively involved in informing colleagues about this technology plan and in gathering feedback from various college-wide groups. This process aligns with one of the goals identified by the Technology Plan Task Force around improved communication.

Yearly Review and Update

Annually, Norco should measure accomplishments made by the College against the plan elements and review and update the planning assumptions. After planning assumptions are modified, goals and strategies should be updated and changes should be reflected in the Implementation Grid and subsequent operational plans as required. Finally a new dashboard should be published on the website as part of the strategic communication model.

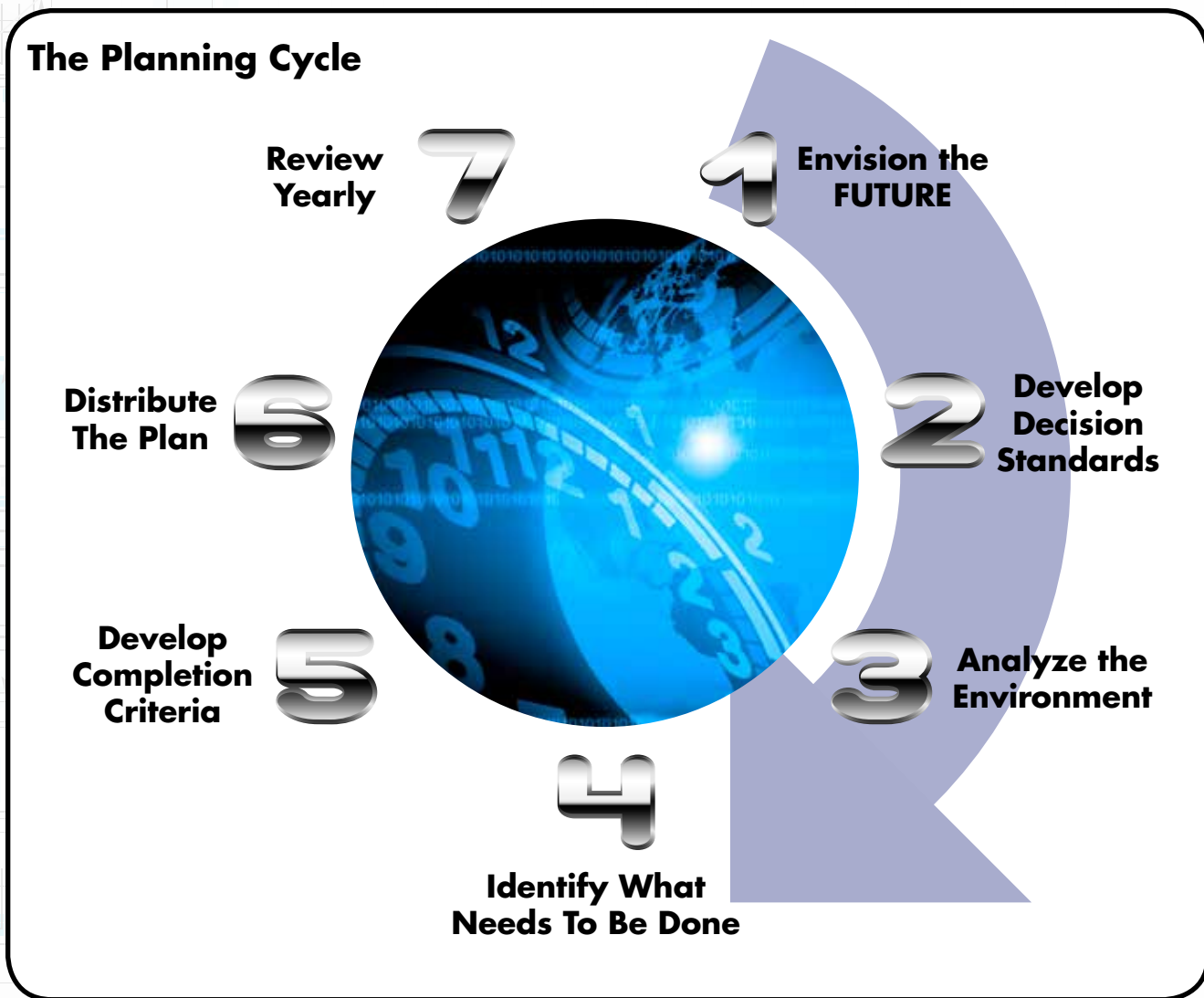


BEHIND THE SCENES

A Dynamic Planning Process

Technology strategic planning is intended to be long-term and future looking. At the same time strategic planning must be realistic and grounded in the current environment. In order to combine vision with reality, technology goals and strategies need to be reviewed annually so that planning can reflect current situations and yet allow for the institution to be prepared for future challenges. Through the planning process, the institution describes the educational and operating environment, articulates future directions and initiatives, and identifies strategies for achieving desired goals. The scope of the plan is institution-wide with a focus on what Norco needs to “do” with technology rather than on what technology Norco needs to “buy.”

The diagram below represents the phases of the strategic planning process.



Preparing for Planning

Members of the Technology Plan Task Force began the planning process by acquainting themselves with current trends concerning technology in higher education through readings that were e-mailed to them by the planning facilitator. Additionally, the first planning session started with a description of a strategic planning process and the importance of alignment with the College mission, vision and core values.

The Technology Plan Task Force, a cross-functional team of faculty, staff, administrators and students developed the Norco College Technology Strategic Plan for 2013-2016. This team was appointed by the president and represents the various departments and functions within the College.

Task Force Members

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George Salas
Gustavo Ocegueda
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Patricia Gill
Patti Brusca
Ruth Leal
Sheryl Tschetter
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Focus Group Comments

A series of focus groups were conducted over a two day period prior to the first planning session to provide input to the planning team. Focus group comments were shared with the Technology Planning Task Force at the beginning of the first session. As the Technology Planning Task Force worked through activities designed to shape plan components, focus group comments were referenced and incorporated.

Focus group participants included students, faculty, administrators and staff from across the College. Because there was low participation from adjunct faculty and students in the focus groups, a web-based survey was constructed, approved and made available to those groups. There were 190 student and 30 adjunct faculty respondents.

Each focus group was asked a series of questions designed to elicit comments concerning the state of current technology at Norco and how participants envisioned the future use of technology in learning, teaching, and fulfilling job responsibilities.

Each focus group responded to the following four questions:

- How are students, faculty, staff, and administrators currently using technology at Norco?
- How would students like to learn; how would faculty like to teach; how would staff and administration like to do their jobs but can't now because of the technology at Norco?
- What prevents students, faculty, staff, and administrators from learning, teaching, or doing their job?
- What technology is really working well at Norco?

FUTURE CONSIDERATIONS

The Technology Committee will from time to time consider and discuss current and emerging technology and its applicability to helping students learn. The Committee will address technology such as Twitter, mobile applications, MOOCs, social networking, virtual study groups, cloud-based technology, virtual workshops, and more as to their relevance in an educational setting.

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