5/15/2010

SAN JOSE CITY COLLEGE

MASTER TECHNOLOGY PLAN 2010-2015

2100 Moorpark Avenue San Jose, CA 95128 | HMK

San Jose City College Technology Plan 2010-2015

I. Introduction: The Context for Information Technology Planning

The focus of this Technology Plan will not be a "wish list," but rather on better organizing, managing, and using the resources already in place at San Jose City College, both physical resources (such as equipment) and the talent, expertise, and experience of our students and personnel. The plan will be in accessible, concise, and clear language and apply to current goals and topics related to technology as well as long-range goals for the institution.

The plan will help our institution make decisions regarding technology resource allocation, institutional planning, and will make clear our priorities and goals in serving our students' technology-based learning needs. This Technology Plan will go through all affected channels of shared governance at our institution in order to having a document that is agreed to reflect our college goals and needs, which increases technological knowledge and efficiency, maintains quality assurance, and most importantly, best serves our students.

The San Jose City College Technology Plan has **five goals**:

1. **Use technology resources, tools, and training to effectively support academic success and learning for San Jose City College students.**

2. **Administration and faculty will meet best practices in offering high quality online and distance education for students.**

3. **Quality and accessible training, current information, and up to date technology will be provided institutionally.**

4. **Campus technology resources will be used effectively, equitably, and efficiently.**

5. **San Jose City College will provide accountable organization and leadership that effectively manages technology and online learning.**

II.   The Strategic Planning Process

The purpose of the San Jose City College Technology Plan is to integrate technology with current strategic planning on our campus, to create a fair and open document that all affected parties and stakeholders will be involved in and participate, to adhere to current accreditation guidelines, to efficiently use our college's resource (both our staff and faculty's expertise and budgetary), and to first and foremost serve our community and students as best we can to promote student success.

Our college has great potential in that our administration, faculty, and classified staff are unified in finding new and innovative ways to serve our diverse student body. We are dedicated to preparing our students for the future and using technology in positive ways to improve communication, vigilantly monitor plagiarism, provide excellent library resources for research, and prepare our students for success in their careers, transfer goals, and personal achievement. The San Jose City College Technology Plan is overseen by the San Jose City College President, VP of Finance and Administration, Campus Technology Committee (CTC), College Planning Council (CPC), and Academic Senate.

III.   San Jose City College's Information Technology Vision Statement

"San Jose City College envisions a reliable, secure, accessible, efficient, and well-managed information infrastructure that facilitates the successful transfer of knowledge among all members of its community. SJCC will be recognized for its excellence in technology, and will provide high quality services support, in the field of computing, communication, and learning opportunities on new relevant technology."

Aspects of the Vision Accomplished:
Clearly, our Information Technology Vision Statement (Part III) is an imposing aim in its scope, but a possible one for San Jose City College. Our institution has already met many of these visions, even without steady leadership, due to dedicated faculty and classified staff.

Our CTSS staff at our institution and district regularly exceed expectations and keep technology running smoothly and efficiently. They are easy to locate and contact on our campus (the CTSS office is centrally located and adequately staffed) and district telephone help is friendly and efficient (though it is not available evenings or weekends, which is an unmet need for many of our online and night school students). A hurried phone call from a classroom will usually find CTSS staff in the classroom to assist in minutes.

Instructors enthusiastically pursue and train themselves at no compensation on the latest technologies in teaching, despite no current staff development funds for training or conferences.

Aspects of the Vision Unaccomplished:
We have yet to meet other aspects of our vision. We have no central Instructional Technology administrational leadership, which is detrimental to our online growth and curriculum planning.

We have yet to implement institutional evaluation of our online class offerings.

We have not surveyed students regarding what online classes they want and need.

We offer no training for students regarding our online platforms (Moodle and Blackboard) and rely solely on instructors to provide training for students in addition to requiring them to create new online courses with no stipend.

Training, incentives, and encouragement of both faculty and students are greatly needed to reach the goal of being recognized for our excellence in providing learning opportunities on new relevant technology.

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IV.   Major Initiatives and Guiding Philosophies of the San Jose City College Technology Plan

Student Needs:
Technology is for the advantage and convenience of students first.
The foremost question to ask regarding technology is thus: How will new technology or investing in technology improve student learning, convenience, access, and give our students advantages and training?

Budget Decision Making:
San Jose City College will be open, transparent, budget-oriented, and most importantly, student oriented, in budget decisions and putting into action and purchasing new and updated technology.

Communication:
All major technology decisions regarding stakeholders will be addressed though proper channels: CPC, CTC, Academic Senate, and when applicable, other interested stakeholders.

Representation:
San Jose City College institutions and committees will work effectively together and represent and draw on administration, faculty, staff, and student expertise on our campus in regards to adoption of new technology and technology planning.

Assessment:
San Jose City College will regularly assess the quality of our distance education/computer programs/computer labs/online faculty, online curriculum, online platforms, and technology used in regards to efficiency and meeting quality controls designed on this campus. Faculty, administration, student, and staff opinion at this institution/district will be valued foremost.

Professional Development:
Reinstatement of Professional Development Funds and on-campus technology-learning opportunities are vital for administration, faculty, and staff. In order to offer up-to-date and progressive learning resources for our students and perform at the maximum level of efficiency in order to best serve our students, we need the opportunity to take technology courses and attend technology-related conferences, training, and workshops.

Keeping Up to Date and Forward-Looking:
San Jose City College will embrace and harmonize new technology and innovation to fit the needs and facility of the campus and users.

Research:
San Jose City College will use research methods to determine effectiveness of technology on our campus.

Leadership:
Technology leadership at the SJCC campus level needs improvement and consistency, particularly in terms of centralized administrational control. A dean or VP of Library and Technology and an Instructional Technologist needs to be reinstated as budget permits in order to implement planning, representation, responsibility, research, and quality control.

Planning:
The planning of effective online\distance education course offerings needs reviewed (what courses are offered, what needs are unmet, measures of success, which instructors will teach the courses, what qualifications are required, and so on).

V.   SJCC's Planning Assumptions about our Institution

Currently, these are the following assumptions regarding San Jose City College. These assumptions come from our history, empirical observation, and observing staff, administration, and faculty at our institution. Our college is one that is very engaged in using technology in learning: we are in the epicenter of Silicon Valley, many of our students are tech-savvy, and our district and college are enthusiastic about employing technology to best serve our students and make our college run efficiently. We are prepared, knowledgeable, and enthusiastic about serving our very diverse student body, many who balance personal and work lives with their college education goals.

A. Assumptions About Our Students:

1. Our students expect technology to be personalized to them (disabilities, time constraints, and so on).
2. Our students expect technology resources available during all course offering hours (evenings and Saturdays, as well as possibly Sunday hours for online students).
3. Current, up-to-date, and personalized technology (being able to access college email notifications, educational and curriculum planning and so forth) is important and necessary to our students' success.
4. Students ought to be encouraged to use laptops in class, but must adhere to common classroom etiquette and instructor preferences.
5. SJCC has a very diverse population, many who might be labeled "non-traditional students," including a large number of disabled students (approximately 10%), working students, and first-time generational college attendees on a number higher than our neighboring community colleges.
6. A number of our students are still "technology have-nots," resulting in a "digital divide" among our students.
7. Online courses are in demand.

Assumptions About Our Faculty:

1. Faculty cares about serving students on an individual level and using technology and technological advances to provide these students with equal access to learning.
2. Our faculty is generally well-trained in technology, usually spending their personal time and financial resources to improve their expertise in order to serve students.
3. Our faculty has a hunger to learn more and improve more in regards to using technology in the classroom.
4. Our faculty cares deeply about quality of online teaching and learning.
5. Our faculty expects to be part of technology decisions regarding students and teaching practices.
6. Our faculty expects that technology decisions be in the best interest of our college and our students, and that decisions be addressed to major stakeholders.
7. Our faculty expects to be involved in major decision-making that affects faculty and students.

Assumptions About Our Staff:

1. Our staff is highly dependent on technology, and ought to have the current technology tools and upgrades to do their work.
2. The technology our staff uses ought to be integrated and consistent.
3. Our staff ought to have an equal voice on our campus in making technology decisions, especially in regards to technology they use in their position. Their support or opposition should be regarded assiduously.
4. Staff should be comprehensively trained in technology on a regular basis. Time ought be allowed to attend technology training and cross-training.
5. Our staff is integral in the operation of our campus. Their technology ability and competence makes our college run smoothly, welcomingly, and effectively and allows optimal support for faculty and students. Reduction in staff support or moving staff from our SJCC campus will result in a decline in quality of our institution.
6. SJCC should have sufficient technical staff who ought to be available a sufficient amount of time in order to provide necessary services and support for our faculty, administration, students, and staff.
7. Our technical staff ought to have sufficient resources to do their jobs and serve our college's needs effectively.

B. Assumptions Related to SJCC's Culture:

1. We offer a large range of high-quality occupational educational opportunities for our students. Many of these programs require up-to-date equipment and technological resources to prepare student to be hirable and work-ready in their field.
2. We are a very ethnically and racially diverse campus.
3. A large majority of our students are low income.
4. We have a large number (approximately 10%) of students with disabilities of some kind. Our college's Disabled Services Program and labs depend on technology to help these students succeed.
5. The administration, faculty, and staff at our college create a friendly and open campus for our students.
6. Our technology support at our campus runs smoothly and is well-lauded and respected at our institution. Out campus technology support team offers patient and prompt service with requests or questions for assistance by phone or by going to their centralized office space on campus. Getting a person rather than a voice mailbox, especially when there is an immediate problem with technology while in the classroom or in a lab, is essential to making our campus truly effective in terms of technology support to faculty and staff.
7. San Jose City College strives to prepare our students to succeed in their careers or when they transfer. Up-to-date technology skills are an important part of preparing our students for success.
8. We are resourceful, even in lean economic times.
9. Administration, faculty, and staff take pride in our part in student success and making our college a warm and welcoming environment for current, new, and prospective students.
10. Functioning technology is important in creating this positive environment: student records and grades are on computer, the internet is the primarily use for research in

the library, students take online courses, instructors use PowerPoint regularly in classrooms, students are assessed into their proper courses by a computer program, students register for classes by computer or a phone system, students contact instructors by email, textbooks are ordered and tracked by technology in the bookstore…technology is a part of almost every action of our day at SJCC.

C. Assumptions About Our Budget and Resources Related to Technology:

1. The budget and funding process need to be made more clear: What exactly is our budget? What are our priorities (on our campus and in our district)? Who makes decisions regarding how technology money is spent on our campus?
2. Training expenses should calculated along with technology purchases, which is seldom done.
3. Once technology is acquired, it must be supported (time, personnel, funding, and space) and continuously maintained. These costs should be calculated in the entire cost of the technology acquisition and made clear to campus leadership.

D. Assumptions Related to Technology:

1. Technology can make us more efficient.
2. Technology can inspire creativity.
3. Technology requires on-going training and learning.
4. Technology requires efficient and knowledgeable users to make it relevant or useful.
5. Technology can improve communication.
6. Technology is effective at keeping student records.
7. Technology can be a draw (or drawback) for students depending on efficiency and clarity of the process.
8. Technology requires patience.
9. Technology will continually change. Users need to become adept at adoption of new technology.
10. Adoption of new technology requires accord by the college and should not be made unilaterally. With respect to budget and time concerns, assessment and explanation of how the new technology will improve the campus and for what number of users ought to be made clear to stakeholders and campus leadership. Technology that supports the greatest number of users and provides the greatest improvements (including safety and efficiency) on our campus should be placed most favorably in decision making.

VI. <u>Technology Plan Goals and Strategies</u>

> ### *Goal One:*
> **Use technology resources, tools, and training to effectively support academic success and learning for San Jose City College students.**

Outcome 1a: San Jose City College will regularly and comprehensively evaluate if we are providing for students' academic needs in instructional quality, resources, and offerings in online, distance education, and technology-facilitated learning.
<u>Strategies:</u>
a) The evaluation of SJCC's overall online/distance education/technology-facilitated learning will be assessed on a bi-yearly basis. The following will be answered: How many students are we serving in our online/distance courses? Are our technology resources/equipment being used in classrooms? Do we need upgrades or updates? How many instructors are using web-enhancement as part of their courses? To what degree?

Priority:	Medium
Timeframe:	2011, 2013, 2015
Responsibilities:	Administrator/Instructional Technologist

Outcome 1b: San Jose City College students will be provided technology training and assistance. (Students require training to use technology, and the training should not be the sole responsibility of the instructor, whose primary responsibility it is to design, plan, and teach the course.)
<u>Strategies:</u>
a) There should be a place on campus where students can learn to use instructional technology with the aid of an experienced and knowledgeable tutor or instructor who is available to help students at convenient hours, including evening hours.

Priority:	Medium
Timeframe:	2011-2015
Responsibilities:	Administrator

b) A phone helpline that is available on weekends and evenings (when many online students do their projects and assignments) would also be of a great help to students. This will almost certainly add to retention of online/distance/technology-enhanced course students.

Priority:	High
Timeframe:	2011-2015
Responsibilities:	Administrator/CTSS/ITSS

Outcome 1c: San Jose City College will anticipate and meet students' current and future needs, such as delivery systems and modes of instruction.
Strategies:
  a) Students will be provided with training, current tools, and current delivery modes of instruction that will be accessible on the San Jose City College campus, such as wireless access, latest updates of the online learning platform, and classroom technology.

Priority:	Medium
Timeframe:	2010-2015
Responsibilities:	Faculty/lab staff/ITSS

Outcome 1d: Easily accessible and updated information and resources for students will be available on the college website.
Strategies:
  a) The website provides a catalog for its constituencies with precise, accurate, and current information on the college website.

  b)

  c) The website provides current class schedules on the college website.

  d) The website provides easy to use online class registration.

  e) The website provides instructor biographies, schedules, and email links online.

  f) The institution provides an easy to navigate website with updated information and working links.

  g) The website provides updated information and contact information regarding student programs offered at the institution.

  h) The website provides updated information and contact information regarding requirements related to Admissions, Student Fees and Other Financial Obligations Degree, Certificates, Graduation and Transfer.

  i) The website provides information regarding major policies which affect students, such as Academic Regulations, Academic Honesty, Nondiscrimination, Acceptance of Transfer Credits, Grievance and Complaint Procedures , Sexual Harassment, and Refund of Fees.

  j) The website provides precise, accurate, and updated information regarding Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution, Educational Mission, Course, Program, and Degree Offerings, Academic Calendar and Program Length, Academic Freedom Statement, Available Student Financial Aid, Available Learning Resources, Names and Degrees of Administrators and Faculty, and Names of Governing Board Members.

Priority:	High
Timeframe:	2010-2015
Responsibilities:	SJCC Webmaster

Outcome 1e: Students will be included and encouraged to participate in technology decision-making and processes which affect them.
Strategies:

a) Include student body governance (Associated Students) in technology-related decisions that affect students. Present at Associated Students meetings on technology issues related to students.

b) Encourage students to attend and join Campus Technology Committee and give equal weight to student's opinions and concerns.

c) Plan CTC meetings at convenient times for students.

Priority:	Medium
Timeframe:	Fall 2010-2015
Responsibilities:	Committee Chairs

d) Use polls, focus groups, or surveys to gain student opinions and needs regarding technology and major technology decisions at the institution (such as learning platforms, online registration procedures, online course offerings, and so on).

Priority:	Medium/High
Timeframe:	Spring 2011 for Fall 2011 schedule, Spring 2013, Spring 2015
Responsibilities:	Administrator, researcher(s)

Library and Learning Support Services Goals
Outcome 1f: Library and learning support services will be available for all SJCC students, regardless of location.
Strategies:

a) Virtual online library orientation/tutorial online at the sjcc.edu website (possibly PowerPoint) for students and also for faculty to use in the classroom or as a link on a class website.

b) Online library course (3 credit) offered every semester or alternate semesters

c) Video tour of the library and library resources online at the sjcc.edu website

d) Email address for student questions

e) Access to library catalog online

f) Library renewal online

g) Regular updates to the sjcc.edu/library website

h) On campus technology center for students that provides proctoring, help, orientations, and training

Priority:	Medium/High
Timeframe:	Fall 2010-2015
Responsibilities:	Library

Goal Two:
Administration and faculty will meet best practices in offering high quality online and distance education for students.

Outcome 2a: Online instruction course feedback in the form of student course evaluations will be put into practice.
Strategies:
a) Create an online evaluation form (there is currently version in our Faculty Association Handbook, but it is outdated and has never been implemented).

b) Determine a means of distributing/delivering it to online/distance students in a manner where the identity of the student will be absolutely confidential.

c) Determine which courses will be evaluated (will the course/instructor be evaluated every semester, for example).

d) Determine an approach to get enough of a sample of student evaluations to render the evaluation valid.

e) Determine where the results will go and to whom and how they will be shared.

Priority:	High
Timeframe:	Pilot Summer and Fall 2010, 2011-2015
Responsibilities:	Administrator/Instructional Technologist

Outcome 2b: Process, design, and planning of SJCC online course offerings and programs will be examined institutionally.

(Currently there are no specific online/distance education programs. Courses are scheduled by individual deans. Some divisions and programs offer many online/distance courses while other divisions and programs offer none. What courses are suitable for online/distance learning and which are not are decided upon by each dean. While SJCC had a Dean of Instructional Technology, a fully online transfer program where students could take a number of transfer courses was being designed, but was never implemented. There is no program or area of study where all courses can be taken online.)

Strategy:

a) Administration needs to develop a plan regarding scheduling online courses and examine possible online programs and matriculation paths that would benefit students.

Priority:	High
Timeframe:	2011
Responsibilities:	Administration/Counseling/IPCC

Outcome 2c: Student learning and success in online and distance courses will be assessed.

(There has not been an overall formal assessment regarding if online/distance students are learning at the same rate as traditional classroom students. Students are not given the opportunity to give their own feedback, as there are no student evaluations of online/distance courses.
The only numerical data we have are those collected by individual departments regarding comparative pass/fail rates on board graded exams, but this information has not been assembled at the college level or shared.)

Strategies:

a) Collect and assemble data regarding online student success (grades, success on board graded exams, course completion, and so on). Include focus groups or following up on(by phone or email) students who have taken online courses at SJCC regarding their experience as well as following up on students who dropped online courses.

b) Research other findings regarding online/distance learning student success compared to traditional classroom success rates.

Priority:	High
Timeframe:	2011, 2013, 2015
Responsibilities:	Administrator/Instructional Technologist

Outcome 2d: Quality assurance and adherence to standards in online and distance learning will be examined.
(Currently, there is no evaluation of online instruction or any one administrator specifically assigned to the responsibility of seeing that instructors and classes meet our college's standards. There are no rules regarding how a course is set up or taught. There is little consistency between courses and the way they are taught.)

Strategies:

a) Assign one administrator with extensive understanding of online/distance courses to work with other administrators, Distance Education Committee, and Academic Senate in creating a set of quality standards for online/distance education courses and seeing that our distance/online courses meet these agreed upon standards. This has been discussed by Distance Technology Committee and Academic Senate, but never formalized.

b) Determine issues such if pre-packaged course packets are acceptable, what percentage of electronic grading/instructor grading is acceptable, if instructors can develop the course as the semester progresses or if the course needs to be created prior to the beginning of the semester, what training/credentials an online instructor needs, and any other issues that may arise.

Priority:	Medium/High
Timeframe:	2010 -2015
Responsibilities:	Administrator(s)/Instructional Technologist/IPCC/Academic Senate/Faculty Association/Distance Education Committee

c) It is also imperative to include providing support and training to instructors regarding modifications instructors may need to make to meet the quality standards.

Priority:	Medium/High
Timeframe:	2011-2015
Responsibilities:	Administrator/Instructional Technologist

Outcome 2e: Relevant research and assessment results involving technology and learning will be shared with the campus community.

Strategy:

a) Assessment of online, technology-based, and distance education learning and will be reported to administration (President, Academic VP, and Deans) and governing bodies on campus (CTC, CPC, and Academic Senate).

Priority:	Low/Medium
Timeframe:	2010-2015
Responsibilities:	Administrator/Instructional Technologist/researchers

Goal Three:
Quality and accessible training, current information, and up to date technology will be provided institutionally.

Outcome 3a: Training will be provided at convenient times to all pertinent stakeholders.

Strategies:

a) Training for newly adopted technology will be provided prior to or at the inception of adoption. Training will be provided on campus and/or online for administration, faculty, and classified.

b) Ongoing training and on-campus support for adopted college technology will be provided on campus and online for technology for administration, faculty, and classified.

Priority:	Medium/High
Timeframe:	Fall 2010-2015
Responsibilities:	Instructional Technologist/CTSS

Outcome 3b: Easily accessible and updated information and resources for administration, faculty and staff will be provided on the college website.

Strategies:

- a) Committee and department meeting minutes

- b) Teaching ideas and resources

- c) Academic Senate web site

- d) Discussion forums

- e) Tutorials

Priority:	Medium
Timeframe:	2010-2015
Responsibilities:	SJCC Webmaster

Library

Outcome 3c: Frequent and accessible training/orientations for faculty and staff regarding current library services and resources will be provided.

Strategies:

- a) Regular scheduled on-campus library orientations throughout the semester

- b) Online library course (3 credit) offered every semester or alternate semesters

- c) Encouragement of faculty by deans to take the online library course or go through a library orientation

- d) Library orientation specifically oriented for instructors offered at least once every semester

Priority:	Medium
Timeframe:	2010-2015
Responsibilities:	Library Services

Outcome 3d: Faculty and Staff will be included and asked to participate in technology decision-making and processes which affect the institution (shared governance).

Strategy:

- a) When adopting or updating technology that affects faculty, student learning, and/or classified duties, it must first be presented to CTC. Changes that affect instruction should be presented to Academic Senate.

Priority:	High
Timeframe:	2010-2015
Responsibilities:	Administrator/ITSS/CTSS

Goal Four:
Campus technology resources will be used effectively, equitably, and efficiently.

Outcome 4a: Long-range costs/projections will be examined and reported (total cost of ownership).

Priority:	Medium/High
Timeframe:	2010-2015
Responsibilities:	VP of Finance and Administration /ITSS

Outcome 4b: Financial Planning is integrated with and supports all institutional technology planning.

Priority:	Medium/High
Timeframe:	2010-2015
Responsibilities:	VP of Finance and Administration /ITSS/CTC/Finance Committee/President

Outcome 4c: Technology acquisitions, maintenance, upgrades, or replacements are for the purpose of meeting institutional needs (learning, teaching, college-wide communications, research, and operational systems) .
Strategies:
   a) Migration to Windows 7.
   b) Development of four-year computer schedule replacement plan by Campus Technology Committee.
   c) Implement and aquire a single log-in management system

Priority:	High
Timeframe:	2010-2011
Responsibilities:	VP of Finance and Administration /Campus Technology Committee

Outcome 4d: Application of financial resources for technology is for the purpose of meeting institutional needs (learning, teaching, college-wide communications, research, and operational systems).
   a) Assessment needs
   b) Software needs
   c) Turnitin.com/Writecycle.com anti-plagiarism software licensing

Priority:	Medium/High
Timeframe:	2010-2015
Responsibilities:	VP of Finance and Administration /Campus TechnologyCommittee

Outcome 4e: Quality training in the effective use of new or upgraded technology for students and personnel will be included in budget planning.

Priority:	High
Timeframe:	2010-2011
Responsibilities:	VP of Finance and Administration /ITSS/Finance Committee

Outcome 4f: Distribution of technology resources will support the development, maintenance, and enhancement of San Jose City College's programs and services.
Strategy:
   a) Assess technology needs of college, both instructional and non-instructional.

Priority:	High
Timeframe:	2010-2011
Responsibilities:	VP of Finance and Administration /Campus Technology Committee/CTC

Outcome 4g: Faculty and classified are included in technology budget decision-making and processes which affect the institution (shared governance).
Strategies:
   a) **Upgrades** of pre-existing systems and programs, such as Microsoft Office, Outlook, Adobe, turnitin.com, newer versions of online learning platforms and so on, will be *announced* to CTC (Campus Technology Committee), CPC (College Planning Committee), and Academic Senate prior to purchase and/or adoption.

   b) All **new** migrations to new systems and programs that affect teaching and learning, such as online learning platforms, will be brought to CTC, CPC, and Academic Senate *for approval* prior to purchase and/or adoption .

Priority:	Medium/High
Timeframe:	2010-2015
Responsibilities:	ITSS/CTSS

Outcome 4h: The budget and funding process needs to be made more clear.
Strategies:
   a) What is our budget? Currently, colleges are no longer receiving Instructional Equipment and Supplies grant funding from the State Chancellor's Office.

Priority:	Medium/High
Timeframe:	2010-2015
Responsibilities:	VP of Finance and Administration/President/Chancellor

Outcome 4i: A source of funding for staff development to train and learn new technology needs to be determined.

Strategy:

State funding for staff development has also been eliminated. Currently, the only source of funding to support technology planning is bond funds.

Priority:	Medium
Timeframe:	2010-2015
Responsibilities:	VP of Finance and Administration /President/Chancellor

Outcome 4j: Allocation of resources to support the Technology Plan need to be determined.

Strategy:

    a) The college President can exercise the option of reallocation of college bond funds to support phases of the technology plan.

Priority:	High
Timeframe:	2010-2015
Responsibilities:	President

Goal Five:
San Jose City College will provide accountable organization and leadership that effectively manages technology and online learning.

Outcome 5a: A qualified administrator should be given responsibility of technology and library, preferably a dean or VP of instructional technology and library.

Priority:	High
Timeframe:	2010-2015
Responsibilities:	President

VII. Current San Jose City College Mission Statement

"The mission of San Jose City College is to effect social justice by providing open and equitable access to quality education and programs that both challenge and prepare individuals for successful careers and active participation in a diverse, global society. To fulfill our commitment to student learning and to assist students of all ages and backgrounds in achieving their education, employment, and life-long learning goals, we offer the following:

> **Two year college degrees and certificates**
> **Lower-division transfer and general education courses** *(***Basic skills and English as a Second Language instruction)**
> **Career and technology training"**

The Mission Statement was adopted by the College Planning Council on May 8, 2009.

Online and Distance Learning Meets our Mission Statement Goals

1. "Open and equitable access" can be put into practice by offering online and distance learning courses (which our college does provide), allowing students with full-time job and family responsibilities access to college.

2. By learning and using technology skills at San Jose City College, students will be prepared with the technology skills needed for future college education responsibilities and the work force.

3. Online courses and distance learning link our SJCC students to other students and resources on a national and global level.

4. We offer several online and hybrid transferable courses, but in only a few divisions; we need a more wide-ranging offering of general education courses online.

5. Some career programs are technology-enhanced, at the initiative of the faculty, who are not compensated (for example, putting videos, Power Points, and trade association and job links on individual instructor online course shells).

6. We offer very little in the way of non-credit technology training for students. The accountability of technology training for our students lies on individual instructors and our shorthanded library faculty and staff, who are assigned many duties and are not provided technology training themselves (such as Moodle or Blackboard, our current online learning platforms).

VIII. Technology Governance at San Jose City College

From 2000-2004 there was a Dean of Technology and Learning Resources, as well as a staff member who served as Instructional Technologist, and whose main responsibility was to provide training and support to instructors. Since 2004, San Jose City College has lacked supervision and direction regarding technology and online learning.

In order to create and implement planning, maintain and oversee quality standards, and provide solid leadership and direction in current and future technology, an instructional technology/ library administrator is needed on our campus. In fact, our district is one of few that does not have this leadership.

Assigning these administrative duties to one of our already overburdened SJCC administrators who may or may not be an expert in instructional technology or library resources is not reasonable and will not provide the results our campus needs. Clearly, these are daunting economic times. However, there are possibilities to bring in new students while using fewer campus resources and costs by providing additional online classes. There is also a strong need for leadership that understands differences and distinctions between online and classroom learning in order to provide the same high quality standards and expectations in our online courses as our traditional classroom courses. This position could be a joint San Jose/Evergreen administrative position that could eventually include individual leadership specific to each campus.

IX.   Alignment with Academic Senate Distance Education Committee

The San Jose City College Technology Plan is aligned with the Distance Education Committee Recommendation to the Academic Senate:

A well-supported distance education program supports the college's mission to support underserved students who are unable to attend on-campus classes, either because of family or job obligations, a disability, or difficulty finding reliable and affordable transportation. In addition to the services distance education provides our students, distance education also offers the college an eco-friendly means of maintaining, supporting, and increasing programs without increasing physical facilities and the college's footprint.

The members of this committee assert that administrative planning and oversight of Distance Education is essential. The ACCJC clearly states in its "Policy Elements," in the Distance Education Manual, its expectations that distance education programs have administrative support for growth, development, and long term viability (9). Therefore, it is the recommendation of the Distance Education Committee that the college's long term plan include the goal of hiring a distance education professional to administer the college's online and hybrid courses (Technology Plan IV 12. And X par. 4). In the interim, it is our recommendation that the college assign oversight for distance education to a current administrator. These duties seem best suited to the Vice President of Instruction.

Duties of Administrator: The administrator who oversees distance education would work closely with the instructional technologist and would be responsible for the following: implementing online course evaluations; ensuring proper training of faculty prior to being assigned to teach online or hybrid classes, so that these faculty will learn to maintain standards and assess student learning outcomes in a distance education setting; making decisions about the college's course management systems; guaranteeing that all faculty teaching online or hybrid courses are using an approved course management system; and remaining current on changing state regulations for distance education.

Our recommendation fulfills the goals of the CTC, cited in the accreditation self study from 2004, which planned for the, "continued support of online education as a key goal of the strategic planning process in spring 2003." In fact, in 2003 the CTC made a fully online degree a key goal of the strategic plan (24).

Glossary

Academic Senate: A governing committee of faculty

AS: Associated Students

Blackboard: Online learning platform that was discontinued Fall 2010.

CPC: College Planning Council: A planning committee of administrators, students, faculty and classified

CTC: Campus Technology Committee: A technology committee of administrators, students, faculty, and classified

CTSS: Campus Technology Support and Services, a San Jose City College service

Distance Education Committee: A faculty sub-committee of the Academic Senate

Finance Committee: A finance committee of administrators, students, faculty, and classified

Hybrid: Taught partly on campus and partly online

IPCC: Instructional Policies and Curriculum Committee

ITSS: Information Technology Services and Support: an Evergreen/San Jose City College District service

Moodle: Online learning platform. Adopted Fall 2008 and used exclusively Summer 2010 and beyond.

Online: Online classes are taught completely online, although some online classes have an orientation at the beginning of the term, and some require a final exam or other exams on campus.