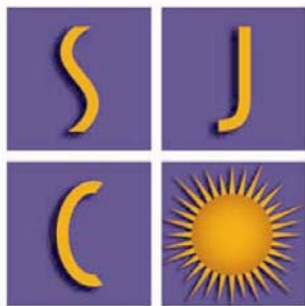




Technology Strategic Plan:

Update

2006-2011



SAN JUAN COLLEGE

Office of Technology Services

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> Approvals

Vice President for Technology Services

Date

Vice President for Student Services

Date

Vice President for Learning

Date

Vice President for Business Services

Date

President

Date

› Executive Summary

Information Technology (IT) has been integral to the support of the San Juan College (SJC) mission for many years and first began planning for technology strategically in 1999. Since then, the Technology Strategic Plan has been updated a number of times.

In August 2005, SJC began updating the Technology Strategic Plan with a continued emphasis on academic technology, technology efficiency and access, community service, and professional development.

The planning process used was participative and collaborative, involving a cross-functional group representing various departments and administrative units. Input was also solicited from a small group of San Juan leadership and the President's Council. The 2006-2011 technology goals and strategies are aligned with the institutional strategic directions developed during the fall of 2005.

The Technology Vision statement, which is a description of the ideal meant to guide SJC in its technology use, remains valid for the next five years. The vision is the overarching statement upon which all subsequent plan elements are based. The SJC Guiding Principles are to be used as parameters for decision-making and a context for which the plan should be implemented. The update planning group reviewed the current and future SJC operating environment identifying those internal and external factors that affect what needs to be accomplished through the use of technology. From this analysis technology goals and objectives were developed.

Technology Vision

San Juan College will be the leader in the use of information technology for the community we serve.

Technology Guiding Principles

- We believe student learning and success are of utmost importance.
- It is our responsibility to provide students with current and emerging skills necessary for their success and believe they need to be active participants in the learning process.
- We believe responsiveness to the needs of students and the community is critical to our success.
- We value diversity of all types within the college population.
- San Juan College will be a recognized leader in technology and technology training in the Four Corners region and beyond.
- We value innovation and strive to keep pace with current technologies.
- We believe in fostering and encouraging teaching excellence.
- We believe information technology can make the college systems and processes more effective and efficient for the benefit of the students.
- We must reward and encourage creativity and innovation.
- Technology literacy is valued and required for students, faculty and staff.
- Students, faculty, staff and the community require access to technology resources and services.
- The college will provide the necessary funding for technology acquisition and continuous improvement in the fulfillment of its mission.

- The college will utilize technology to assist in its continuous improvement process.
- We will utilize technology as one of the tools to assess the college's achievement of its vision and mission.
- We believe that widely shared information, using technology as appropriate, strengthens the college's achievement of its mission.

Technology Goals 2006 – 2011

Goal 1: Technology in Teaching and Learning

Appropriately integrate technology throughout the college to support teaching and learning.

Goal 2: Accountability

Establish, maintain, and provide a flexible infrastructure, administrative efficiency, providing access and defining standards.

Goal 3: Community Service

Provide appropriate technology services to community members and organizations that align with the college.

Goal 4: Professional Development

Provide technology training to support professional development for faculty and staff.

It should be noted that there has been significant change in the leadership at San Juan College during the past year. As of January 2006, there is new leadership at the VP level in areas of Learning, Student Services, and Technology Services. In addition, Dr. Carol Spencer has been in the position of president of the college for only three years. There are other changes in administration at the director level with new positions added and changed reporting structure. Hence, changes in administration will significantly impact the future of the college.

› Introduction

Background Information

The mission of San Juan College is focused on building a quality education and learning environment, accessibility and diversity, and the college's leadership role in technological change, economic development, and community service. The effective use of technology is fundamental to San Juan's success in achieving its mission in each of these areas and to accomplishing the strategic initiatives that it has established.

By continuing the effort to update its Technology Strategic Plan on a regular basis, San Juan College keeps pace with its dynamic internal and external environment. With the assistance of an external facilitator provided by SunGard Collegis, Inc., this technology plan was updated in January 2006. This plan is "strategic" in nature meaning that the plan does not focus on what SJC should "buy," but on what SJC should "do" with technology.

To keep this technology strategic plan current and to provide direction in a changing environment, regular updates are needed. Input was received from a small group of SJC leadership and planning assumptions were reviewed and updated by a cross-functional group of SJC faculty and staff. Prior to this, goals and objectives were assessed for progress and accomplishments. Based on accomplishments and progress, the Implementation Grid was updated, modifying as necessary.

Methodology

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 technology plan provides technology direction and a management strategy within the context of changing internal and external environments while it sets the philosophy and direction for the use of technology within the college.

The San Juan College Technology Strategic Plan for 2006-2011 was developed by a cross-functional group composed of institutional representatives. (A listing of planning team members is included in Appendix A of this document.) The planning team began the process by reviewing the planning assumptions from the previous plan. These were updated as needed to reflect the current status of the operating environment and also what can be anticipated in the near future. New assumptions were added to more fully capture the internal and external factors affecting technology at SJC. In addition, for each planning assumption, an example of that assumption is listed thus giving evidence of the validity of each assumption.

Based on the updated planning assumptions, goals and objectives were developed to be in alignment with the strategic directions developed for 2006-2011 by the college. The implementation grid was then completed with key performance indicators identified for each of the goals.

› The Basis for Decision-Making

Technology Vision

The following statement is designed to express the vision for how SJC will use technology to add value to the institution and to enable San Juan to achieve its core mission.

San Juan College will be the leader in the use of information technology for the community we serve.

The vision statement forms the foundation for the technology goals and objectives that are listed later in this document.

Planning Assumptions about the SJC Environment

The following is a list of planning assumptions about the environment in which San Juan College exists. These assumptions are intended to reflect the current internal and external environmental factors that have a bearing on the development and implementation of the college-wide technology strategic plan at San Juan College. These assumptions and accompanying examples have been updated during the review process to reflect the current institutional climate. The resulting goals and objectives have been updated as well to meet current needs with a particular focus on instructional technology (Note: There are no priorities attributed to the order in which the assumptions are listed.)

Assumptions Concerning Students:

- Students have many influences in their lives beside education
e.g., car payments, single parent and success in college is affected with home and work responsibilities
- Students have different types of learning styles and learn within different time frames
e.g., hearing and visual challenged learners
- Students need lifelong learning skills
e.g., automotive, computer/technology related need to be current
- There is a technology gap due to unequal access to technology, thus causing “haves” and “have nots”
e.g., some students do not have access to technology from home
- Students range in age between 16 and 70
e.g., in every class students are a mix in age
- There is a disparity in the level of comfort in the use and application of technology
e.g., younger students navigate the Internet for entertainment but have difficulty with Word or PowerPoint
- Student relationships with faculty and peers, appropriate and proactive advisement, instructional and comprehensive support services, and ongoing encouragement are keys to student success

e.g., a student who was outcast from class peers was failing; however, the faculty member spent one-on-one time with him and he passed the course with a B grade rather than a D grade

- Students will increasingly demand more access to technology on campus and more remote access to information and services from off-campus locations
e.g., automotive co-op students living outside of Farmington area have to access Internet to get to SJC Web-CT; mobile labs are sent to Shiprock and Window Rock
- Students come to us with enormous and diverse potential
e.g., some students place in developmental Math and algebra classes; the fastest growing enrollment area is developmental education
- Some students are increasingly technology literate
e.g., in Math class, students are now calculator literate whereas, they have not been so before
- Many of our students have developmental education needs, along with poor problem solving, analytical and coping skills
e.g., there is a growing remedial program and increased number of college success classes
- Many students are economically disadvantaged
e.g., 74% for eligible for PELL grants
- Many students begin college without clearly defined educational or vocational goals
e.g., high number of undecided majors
- Students expect faculty to be computer literate
e.g., students expect faculty to communicate with them by email
- In the next 3-5 years, San Juan College students will continue to primarily reside in our geographic service area and will continue to reflect the ethnicity of the local population
e.g., validated regularly by Institutional Research statistics
- Our service area is expanding due to our online courses and specific programs
e.g., Physical Therapist Program
- Not all students who attend SJC are degree-seeking students
e.g., many students intend to only take a few courses and do not want a degree
- Some students feel empowered with technology and others are threatened by technology
e.g., some online students are adept with the technology, others are not
- Students assume that technology will be a continuing part of their lives
e.g., many students return to SJC every couple of years to bring their technology skills up to date
- Students have differing assumptions about the role of technology in the classroom
e.g., some expect only to use Word and others expect to use more technology

Assumptions Related to Teaching and Learning:

- We must be accountable for learning outcomes and student success
e.g., most students believe that faculty are passionate about teaching and are focused on student learning
- Our approach to the learning process needs to take into account different learning styles
e.g., different teaching techniques are used by faculty in the classroom
- Interactive technology can be used to supplement the lecture model in order to reach different learning styles
e.g., the language lab manuals provide immediate feedback for student work
- Using a diverse array of models of teaching and learning are likely to increase student involvement in their own learning
e.g., service learning, experiential assignments, small groups
- Students have a major role in the learning process
e.g., students are active learners directing their own assignments, setting their own goals; students learn from other students
- The college needs to be prepared for changes in teaching and learning environments and new models of instruction
e.g., converted from whiteboards to smart classrooms, use of new portals
- The classroom now includes access to the world
e.g., Internet access in nearly classroom, the use of cell phones
- As society becomes more complex, continuing education and life-long learning will be more important
e.g., many students experience career changes
- Technology will affect teaching and learning
e.g., assessment instruments, data warehouse, organization and reporting, access to information, PowerPoint presentations, multimedia, distance learning
- We are moving toward the time when we will see a broadening and expansion of academic models, which will impact how we design and deliver academic programs
e.g., streaming video
- In some disciplines we will focus more on teaching and learning processes rather than the content (Learning College)
e.g., changes in technology in automotive

Assumptions Concerning Faculty and Staff:

- Full-time and adjunct faculty and professional employees and staff will be able to maximize the use of technology through college supported training
e.g., Web-CT
- Time is a critical issue for faculty. It takes time to develop and incorporate technology into the curriculum and the classroom
e.g., Web-CT
- Faculty time required for curriculum design and course management could increase with the incorporation of technology
e.g., virtual campus
- Qualified faculty (both full-time and adjunct) will be increasingly difficult to find and to retain
e.g., industry is taking qualified faculty, nursing, automotive faculty;
Farmington's location is a challenge when recruiting
- The college should provide faculty and staff with ongoing training
e.g., changing technology and pedagogy requires training to keep current
- Enrollment growth will continue to affect faculty and staff
e.g., size of classes, course offerings, need more sections of certain courses
- Faculty will be increasingly seen as facilitators rather than dispensers of learning
e.g., faculty members are using a wide variety of interactive techniques,
online instruction, blended
- Faculty members require access to technology in the classroom
e.g., multimedia
- SJC needs to continue to offer training in understanding diversity in student learning
e.g., virtual dissections in biology allows for different learning styles and
access to greater student population
- Faculty and staff need access to appropriate student-related information
e.g., Datatel student module
- Faculty and staff will be more likely to take continuous education training and courses in their areas if there is a reward system in place
e.g., stipends for training
- Faculty and staff are encouraged to remain current with technology that pertains to their job
e.g., training in Outlook
- Faculty and staff retirements and relocations will continue to have an impact in the next 2-3 years
e.g., "Baby boomer" retirements
- The college will continue to use a large number of part-time faculty
e.g., enrollment growth requires additional faculty and increased technology needs

Assumptions About the Community We Serve:

- The community's overall expectations of the college will continue to increase
e.g., downtown wireless
- The community will continue to grow
e.g., oil and gas reserves are large; the tri-cities are growing closer; the new hospital is becoming more regional
- The community expects flexible delivery of courses and varied formats
e.g., new technical programs, short courses, ENCORE program
- The community expects the college to provide educational and technology leadership, and they also expect to use the technology that the college provides
e.g., services to high schools
- Employers expect literacy in specific technology skills from our graduates
e.g., RETC program
- Employers are as interested in certified skill sets as they are in degrees
e.g., IT certification
- Some community expectations may be unrealistic
e.g., wireless for the county
- Establishing links with other educational institutions is important to the college
e.g., University programs
- The community expects the college to respond quickly to program requests
e.g., GIST nursing, alternative teacher licensing
- Bandwidth service to the region has increased as a result of investment in technology infrastructure although there are many areas that do not have broadband access
e.g., Aztec and Bloomfield
- Community expects us to provide students with life skills
e.g., reliable, work ethic
- We are expected to provide additional information on the Web
e.g., marketing, development, Foundation

Assumptions Concerning the Organizational Culture of the College:

- We are moving toward a student-centered learning environment
e.g., portal, drive for learning outcomes
- Continual improvement is becoming the recognized standard of the college
e.g., development of processes and feedback loops, strategic planning
- San Juan College is moving from a simpler to a more complex organization
e.g., average growth is 8% per year, addition of programs
- We have to work harder at communication
e.g., new student and faculty/staff portals; flat screens kiosks in strategic places to see what is going on in college
- While we have a budget planning process, the decision-making process continues to evolve
e.g., budget items are required to tie to strategic initiatives; quality council initiatives
- The organizational structure does not consistently support creativity
e.g., time demands in schedule make it difficult to be innovative; we have had an initiative over time that promotes innovation but nothing is currently in place; there is nothing in place that assesses results of innovative actions
- We are moving towards innovative education and business processes
e.g., bookstore processes, one-stop shop for students, learning communities, statewide common course numbering
- We are working more in systematic planning and assessment
e.g., budget, AQIP, accreditation
- We are considered leaders in technology
e.g., technology leadership conference; ranked in top 7 community colleges
- SJC still operates under some longstanding assumptions about the institution
e.g., course catalog, current vision statement, size what it was or will be

Resource-Related Assumptions:

- The future of our various sources of funding for higher education is less certain than it has been in the past; state allocations are never assured
e.g., state allocations are on a year-to-year basis; grants are sometimes difficult to get
- Resource allocation should be based on collaborative and integrated planning and budgeting
e.g., new budget process
- The industries based upon oil, gas and electric generation are a major source of funding, but they cannot be considered everlasting
e.g., 30 year projections are good then big declines are expected
- In the future, some of our funding may be performance based
e.g., legislative mandates
- The college needs to develop return on investment measures for technology
e.g., student satisfaction, qualified workers, student learning
- We need to look for alternative sources of funding for technology and technology support
e.g., grants, computer vendor partnerships
- In the future, there will be an expectation that students will own their own computer
e.g., laptop program has been discussed
- Resources are needed to provide technology access for the virtual college
e.g., Internet access is in place on campus, but that doesn't mean that there is access by students throughout the community
- OTS personnel compensation needs to be competitive to retain quality employees
e.g., good personnel leave SJC for better paying jobs

Assumptions Related to the Technology Infrastructure:

- The college does not currently have sufficient technology personnel to support all of the technology initiatives it wishes to pursue
e.g., streaming video demands are increasing
- Information technology support is critical to the future success of the college
e.g., reliance on technology in the classroom
- The demand for technology support and services is increasing throughout the college
e.g., growth, more and more labs
- The centralization of technology support functions is appropriate for San Juan College
e.g., phones and multimedia under OTS
- The infrastructure of the college will have to grow to meet the demands of faculty and students
e.g., 24/7 support for growing online program

Technology-Related Assumptions:

- There is no area of the college that is not affected by technology. Technology is changing the way we do business both administratively and instructional
e.g., Datatel
- Technology provides us with the opportunity to develop products that have value outside of the institution
e.g., Downtown wireless
- Technology changes rapidly and will continue to do so
e.g., John Deere
- Technology is not a goal in itself; it is a tool to help us achieve our goals
e.g., spell check, multimedia classrooms
- The college will implement technologies in consideration of risk versus benefit
e.g., Internet
- Technology changes our culture and our language
e.g., blogging PDAs, IM
- The total cost of ownership for technology requires among other things, acquisition, maintenance, support and appropriate replacement cycles, and training for both hardware and software
e.g., Datatel workshops
- The college will consider the most effective solutions
e.g., laptop carts
- Technology needs to be put into our students hands
e.g., books on CD

Technology Guiding Principles

The following are the Technology Guiding Principles for San Juan College. They are based on the vision statement and planning assumptions developed by the Technology Planning Team.

- We believe student learning and success are of utmost importance.
- It is our responsibility to provide students with current and emerging skills necessary for their success and believe they need to be active participants in the learning process.
- We believe responsiveness to the needs of students and the community is critical to our success.
- We value diversity of all types with the college population.
- San Juan College will be a recognized leader in technology and technology training in the Four Corners region.
- We value innovation and strive to keep pace with current technologies.
- We believe in fostering and encouraging teaching excellence.
- We believe information technology can make the college systems and processes more effective and efficient.
- We must reward and encourage creativity and innovation.
- Technology literacy is valued and required for students, faculty and staff.
- Students, faculty, staff and the community require access to technology.
- The college will provide the necessary funding for technology acquisition and continuous improvement in the fulfillment of its mission.
- The college will utilize technology to assist in its continuous improvement process.
- We will utilize technology as one of the tools to assess the college's achievement of its vision and mission.
- We believe that widely shared information strengthens the college's achievement of its mission.

Aligning IT and Institutional Goals

In order for the San Juan College Technology Strategic Plan to be an effective tool for directing the acquisition and use of technology within the institution, it must be aligned with the overall strategic directions and initiatives of the college and reflect the role of technology in helping the college to achieve its mission and vision and support the philosophy.

Philosophy

San Juan College strives to provide education and service to all individuals who seek this service both in and beyond its service area. In so doing, San Juan College asserts these fundamental beliefs:

- That every individual has inherent worth and potential, regardless of race, sex, age, socio-economic group, or other factors, and the College pledges itself to provide a variety of programs and activities to develop that potential.
- That San Juan College is strongly community-based and anticipates, as well as responds to, the changing needs of the community while at the same time remaining accountable to its constituency.
- That education is a life-long process and every individual has a capacity for life-long learning; San Juan College is a fundamental provider in this quest.
- That San Juan College promotes cultural and enrichment activities and responds to community interest.
- That the College has a responsibility to the community and nation in assisting in the solution of the great problems that affect us at every level.

Mission

The mission of San Juan College is to improve the quality of life of the citizens it serves by meeting the educational and human needs of the entire community in concert with other community agencies, businesses, industries, and other groups.

To assist in the accomplishment of this mission, the College will assess needs, identify clientele, utilize appropriate resources, remove access barriers, and develop and implement curriculum and services appropriate to a comprehensive community college. These services include the transfer function, vocational/technical training, developmental education, student services and community services.

San Juan will maintain accountability in all of its functions.

Vision

San Juan College will be a model of the learning college of the future by promoting student-centered learning, using appropriate technology, employing systems thinking, implementing collaborative approaches and utilizing data-driven decision making.

Values

San Juan College believes an ethical foundation reflecting the values of honesty, trust, fairness, respect and responsibility is essential to achieve the College mission and vision. A commitment based on academic integrity and a high standard of individual and institutional ethics shall guide the work of the students, the faculty and the staff.

In addition to above alignment with the Philosophy, Mission, Vision, and Values of SJC, the update to this technology plan is also in alliance with the 2006-2011 strategic directions of the college. These are listed as follows:

› OTS Operational Initiatives

Technology in teaching and learning – Appropriately integrate technology throughout the College to support teaching and learning

1. Complete Datatel implementation and initiate upgrade to V18
2. Increase support for online programs and services
3. Increase faculty awareness of teaching and learning technologies
4. Improve network and data security

Accountability – Provide a flexible infrastructure to increase efficiency and access to information to College constituents

1. Update and deploy Communications Plan
2. Improve technology refresh process
3. Keep portals up to date and expand service offerings
4. Increase data in ERIS

Community Service – Provide appropriate technology services to community members and organizations that align with the mission of the College

1. Host Technology Leadership Conference and increase participation
2. Expand SJC's involvement in serving the community
3. Improve student computer giveaway process
4. Support local organizations

Professional Development – Provide technology training to support faculty and staff

1. Operationalize Faculty and Staff Training Center
2. Offer technology-related demos and workshops to faculty and staff
3. Develop personalized growth plans for OTS staff
4. Offer team building and leadership development opportunities to OTS staff

Valuing Educational Access and Student Success

Goals:

1. Improve access to learning through creative student need-based scheduling and competency focused programs
2. Reinforce the principles of a learning college
3. Recognize and develop need-based student support systems
4. Integrate technology to support the strategic directions/goals of the college
5. Create a holistic environment for learning
6. Develop systems for recruitment, retention and increased numbers of completers

Valuing Information and Market Realities

Goals:

1. Create educational and community development programs based on market awareness
2. Clarify and implement assessment responsibility and accountability
3. Make decisions supported by an analysis of data, demographic and political realities

Valuing Partnerships

Goals:

1. Develop efficient, effective and seamless educational bridges (K-20)
2. Expand curriculum working with local healthcare providers and with local and regional energy industry
3. Leverage college, city and county resources through business, state and federal opportunities
4. Leverage college, community, and regional resources through business and government alliances

Valuing People

Goals:

1. Recognize and develop employee support systems
2. Develop and encourage leadership and professional growth opportunities through sustainable systems
3. Provide an environment which supports and enhances personal and professional growth
4. Support faculty growth opportunities to enhance the learning process
5. Recruit and retain highly qualified members of the college community

› Implementing Strategic Objectives

The Implementation timeline below contains information that will help to ensure that the Technology goals of San Juan College will be accomplished. It is important that multiple departments have responsibility to ensure that all goals are accomplished in the agreed upon timeframe. The following definitions explain the column headings of the Implementation grid that follows.

- Goals are strategic level objectives.
- Key performance indicators identify completion characteristics or milestones of progress for goals. They answer the question, “How will we know when we have achieved the goal?”
- Objectives associated with each goal identify implementation actions.
- Dependencies are those events or environments that must take place or be in existence before implementation of an objective can begin.
- Responsible Person identifies the individual, department, or council that has major responsibility for accomplishment of each of the Informational Technology objectives. Typically it will be the responsibility of these individuals or groups to develop the annual operating plans and appropriate budget requests for each of the assigned strategic objective as well as more detailed project plans. Where multiple owners are listed, the first individual or group listed has primary responsibility for ensuring the implementation of the strategy.
- A dollar figure in the Budget Implications column is an estimate made at the time of the planning process. A “none” indicates that the strategic objective can be accomplished without additional new money.
- FY columns show the implementation timeline. A “start” placed in any single FY column indicates the task should start in that academic year. A “finish” placed in any single FY column indicates the task should be completed in that academic year. A “conti.” Placed in one or more columns indicates that the task will continue throughout that academic year.
- Progress – Accomplishments column identify activities and outcome leading to the completion of the goal. This column should be updated by the “responsible person” on a quarterly basis and communicated to the college.
- Resource Development Potential¹ is a list of areas of resource development that have been identified for institutional strategies that align with grant opportunities in the federal, state and corporate/private sectors.

¹ One of the value-add features of the Collegis Partnership is access to the Collegis Resource Development Service created to assist client partners in the development of targeted Resource Development agendas. As part of the strategic planning process, potential resource development opportunities will be identified and entered into the implementation grid that follows. These opportunities span federal, state, and private matches. This is only a guide to potential areas of external funding and should be explored by the responsible parties as possible solutions that can encompass a broader institutional purpose than just the identified strategies in the grid.

› Implementation Update Grid

Goal #1: Technology in Teaching and Learning: Appropriately integrate technology throughout the College to enhance teaching and learning outcomes.								
Key Performance Indicator(s): <i>Support valuing educational access and student success strategic direction</i>				Timeline				
Objectives	Dependencies	Responsible Persons	Budget Needs	FY 05- 06	FY 06 - 07	FY 07 - 08	Progress / Accomplishments	Resource Development Potential
1.1 Establish guidelines for students to gain minimum proficiency in attaining student technology skills		Quality Student Learning Council (QSLC)		Start	Ongoing	Finish		NSF-Robert Noyce Scholarships, 2/06; Corporation for National and Community Service (CNCS), 2/06
1.2 Explore the feasibility of establishing a Student Technology Assistant program in support of technology labs and faculty	Organizational and operational ownership of program Funding	VP for Technology Services (VP-T)		Start and Finish				NSF-Advanced Technological Education (ATE), 10/06
1.3 Support student organizations using technology	Funding and OTS staff resources	VP-T		Ongoing	Ongoing	Ongoing		NSF-Robert Noyce Scholarships, 2/06
1.4 Increase faculty awareness of teaching and learning technologies		Coordinator of Center for Teaching Excellence (CTX)		Start	Ongoing	Ongoing		ED-Teacher Quality Enhancement, 9/06
1.5 Showcase teaching and learning technology best practices and methodologies on a quarterly basis		CTX		Start	Ongoing	Ongoing		
1.6 Provide incentives for instructors teaching distance courses to keep content current and improve learning	Budget approval	VP for Learning		Start	Ongoing	Ongoing		ED-Teacher Quality Enhancement, 9/06;
1.7 Provide incentive opportunities for faculty and instructional design staff to redesign courses	Budget approval	VP for Learning		Start	Ongoing	Ongoing		HP-Technology for Teaching Grant Initiative , 2/06; Alfred P. Sloan Foundation
1.8 Provide faculty the opportunity to take one distance learning course as a student	VP for Learning approval	CTX		Start	Ongoing	Ongoing		

1.9 Support the development of technology rich course/learning modules	Appropriate approvals	VP for Learning		Start	Ongoing	Ongoing		HP-Technology for Teaching Grant Initiative , 2/06; Alfred P. Sloan Foundation
1.10 Support and maintain technology-rich facilities and services to faculty	Appropriate funding	VP-T		Ongoing	Ongoing	Ongoing		ED-Public Telecommunications Facilities Program (PTFP), 2/06

Goal #2 – Accountability: Establish, maintain and support a flexible infrastructure, administrative efficiency, providing access and defining standards.								
Key Performance Indicator(s): <i>Support valuing information and market realities strategic direction</i>				Timeline			Progress / Accomplishments	Resource Development Potential
Objectives	Dependencies	Responsible Persons	Budget Needs	FY 05- 06	FY 06 - 07	FY 07 - 08		
2.1 Increase access to college services through portal for students, such as online bookstore, student self-service, etc.	Appropriate funding and resources	VP for Tech Services		Start	Ongoing	Finish		ED-Title III, Strengthening Institutions Program, 3/06
2.2 Provide data in support of strategic decision-making for the college	Funding Testing of system	VP for Tech Services		Start	Ongoing	Ongoing		WebSurveyor Academic Grant Program, open
2.3 Implement Datatel student module	Appropriate testing by customers	VP for Tech Services		Start	Finish			ED-Title III, Strengthening Institutions Program, 3/06; Alfred P. Sloan Foundation
2.4 Maintain currency in Datatel updates used by college	Appropriate testing and approval by customers	VP for Tech Services		Ongoing	Ongoing	Ongoing		ED-Title III, Strengthening Institutions Program, 3/06;
2.5 Consider Total Cost of Ownership for major technology projects		VP for Tech Services		Start	Ongoing	Ongoing		
2.6 Continue life-cycle replacement strategy to maintain labs at an acceptable level of performance per institutional policy	Funding	VP for Tech Services VP for Business Services		Ongoing	Ongoing	Ongoing		

2.7 Maintain 24/7 help desk in support of the college community		VP for Tech Services		Ongoing	Ongoing	Ongoing		ED-Title III, Strengthening Institutions Program, 3/06;
2.8 Establish a process to address teaching and learning with technology recommendations for SJC	President and VP approval	VP for Learning Learning Council		Start and Finish				WebSurveyor Academic Grant Program, open
2.9 Broaden the involvement of the Technology Advisory Group (TAG) to become more active in prioritization and determining the return on investment of technology for the college		VP-T Technology Advisory Group (TAG)		Start	Ongoing	Ongoing		
2.10 Track progress quarterly on the implementation of this plan and communicate to college community	Agreed upon report format and data collection	VP for Learning VP for Tech Services Director of IR		Ongoing	Ongoing	Ongoing		
2.11 Ensure that technology is integrated into the overall strategic direction of the college		TAG		Ongoing	Ongoing	Ongoing		ED-Title III, Strengthening Institutions Program, 3/06; NSF-Advanced Technological Education (ATE), 10/06
2.12 Define clear goals for online instruction and technology rich learning	2.2	VP for Learning		Start	Finish			
2.13 Establish minimum standards for classroom technologies keeping in mind differing needs	2.2	Learning Council (LLT)		Start and Finish				
2.14 Establish minimum standards and procedures for use of laptop carts and computer labs	2.2	Learning Council		Start	Finish			

Goal #3 – Community Service: Provide appropriate technology services to community members and organizations that align with the College.								
Key Performance Indicator(s): <i>Support valuing partnership strategic direction</i>				Timeline			Progress / Accomplishments	Resource Development Potential
Objectives	Dependencies	Responsible Persons	Budget Needs	FY 05- 06	FY 06 - 07	FY 07 - 08		
3.1 Provide access to available technology resources to community members as requested		VP for Tech Services		Ongoing	Ongoing	Ongoing		HP-Technology for Teaching Grant Initiative , 2/06
3.2 Provide reasonable technology consulting services to community organizations as requested		VP for Tech Services		Ongoing	Ongoing	Ongoing		WebSurveyor Academic Grant Program, open; ED-Public Telecommunications Facilities Program (PTFP), 2/06
3.3 Encourage community leaders to provide additional technology to the region		VP for Tech Services		Ongoing	Ongoing	Ongoing		Institute for Museum and Library Services (IMLS)- Community Collaboration Grant, 3/06

Goal # 4 – Professional Development: Provide technology training to support professional development for faculty and staff.								
Key Performance Indicator(s): <i>Support valuing people strategic direction</i>				Timeline			Progress / Accomplishments	Resource Development Potential
Objectives	Dependencies	Responsible Persons	Budget Needs	FY 05- 06	FY 06 - 07	FY 07 - 08		
4.1 Define the minimum level technology skills for new faculty and staff while increasing the bar for the existing employees	Cabinet Approval	AVP for HR		Start	Finish			WebSurveyor Academic Grant Program, open

4.2 Establish a faculty and staff training center	Funding Hiring a trainer	VP for Tech Services		Start	Finish			ED-Title III, Strengthening Institutions Program, 3/06; NSF-Advanced Technological Education (ATE), 10/06; Institute for Museum and Library Services (IMLS)-Community Collaboration Grant, 3/06
4.3 Provide training for specific technologies and skill sets	4.1 Funding	Technology Trainer and Director of Organizational Development		Ongoing	Ongoing	Ongoing		NSF-Advanced Technological Education (ATE), 10/06
4.4 Provide training for the integration of technology into the teaching/learning process	2.8	Coordinator of the CTX, Technology Trainer and Director of Organizational Development		Ongoing	Ongoing	Ongoing		HP-Technology for Teaching Grant Initiative , 2/06; ED-Title III, Strengthening Institutions Program, 3/06
4.5 Create and implement an annual training calendar		Coordinator of the CTX, Technology Trainer and Director of Organizational Development		Start	Ongoing	Ongoing		

> **Appendix A**

Participants in the Technology Planning Update

Jeff Barratt.....Dean, Trades and Technology
Al BuyokAssociate VP, Learning
Laurie Gruel Senior Director, Grants and Development
Ron Jernigan..... Senior Director, Institutional Research and Planning
Marilyn King Director, Business and Industry Training Center
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Sandra Tracy.....Dean, Learning Outreach
Jana Wallace..... Faculty, Math
Gerald Williams Faculty, Math
Lisa Wilson..... Dean, Humanities
Daniel Ziesmer Faculty, Information Technology
Shah Ardalan VP, Technology Services
Joe MichiniAssistant CIO, Technology Services



> Appendix B

Grant Source Recommendations

Listed by earliest due date

HP Technology for Teaching Grant Initiative

Scope: The [HP](#) Technology for Teaching Grant Initiative is designed to support the innovative use of mobile technology in K-16 education, and to help identify K-12 public schools and two- and four-year colleges and universities that HP might support with future grants.

Posted: January 9, 2006

Deadline: February 15, 2006

Funds: In 2006, HP will award over \$8 million in cash and equipment to schools in the U.S.

Approximately forty (40) grants will be awarded to colleges and universities in the U.S. and Puerto Rico. The 2006 HP Technology for Teaching Grant award for higher education includes a product bundle for one faculty member and a classroom valued at approximately \$55,000 and \$15,000 in cash as a stipend for the principal investigator to work on the project.

Eligibility: Higher education institutions.

Areas: Focus is on course redesign using HP mobile technology. The goal is to positively impact student learning and increase the pipeline of students graduating with degrees in engineering, computer science, and business. HP encourages full-time faculty who have a project that redesigns a required math, science, computer science, or graduate business course in a way that integrates the granted HP mobile technology and positively impacts student learning to apply for a grant through this initiative.

Contact: www.hp.com/go/hpteach

Robert Noyce Scholarships (NSF)

Scope: The National Science Foundation invites proposals for Robert Noyce scholarships, which aim to encourage talented technology, engineering and mathematics majors and professions to become K-12 mathematics and science teachers.

Deadline: Feb. 28 for letters of intent; April 3 for full proposals.

Funds: Awards run about \$500,000 each.

Eligibility: Higher education institutions.

Areas: The program supports institutions that provide scholarship support, stipends and other programs for students who commit to teaching in high-need K-12 schools.

Contact: Joan Prival, (703)292-4635; jprival@nsf.gov; www.nsf.gov/pubs/2006/nsf06527/nsf06527

Institute for Museum and Library Services (IMLS)

Scope: Partnership for a Nation of Learners Community Collaboration Grants are intended to strengthen the ability of museums, libraries, and public broadcasting licensees to work together to help audiences gain knowledge, skills, attitudes, behaviors, and resources that enhance their engagement in community, work, family, and society. Projects should demonstrate how the participating institutions will use their respective resources collaboratively to increase learning and educational opportunities and to address other local community needs.

Deadline: March 1, 2006

Funds: \$25,000 to \$250,000.

Eligibility: A library or a parent organization, such as a school district, municipality, state agency, or academic institution, that is responsible for the administration of a library. Eligible libraries include public libraries, elementary and secondary school libraries, college and university libraries, research libraries and archives that are not an integral part of an institution of higher education.

Areas: Build or strengthen long-term relationships among the partners and with other community organizations with an emphasis on how the project meets the documented needs of the community, enhance lifelong learning across the potential audience spectrum through innovative programs or services, develop or adapt innovative applications of technology for education, and reach new or underserved audiences and communities.

Contact: E-mail: imlsinfo@imls.gov Web site: <http://www.imls.gov/>

U.S. Department of Education

Title III-Institutional Development and Undergraduate Education Services

Scope: Helps eligible minority serving (MI) colleges and universities plan, develop or carry out a range of activities to improve academic quality, institutional management, fiscal stability and operations to strengthen the institution

Deadline: March 2006

Eligibility: Higher education institutions.

Areas: Development grants awarded for five years and average \$350K per year

Public Telecommunications Facilities Program (PTFP)

Scope: A competitive grant program that helps state and local governments and nonprofit organizations construct facilities to bring educational and cultural programs to the American Public using broadcast and non-broadcast telecommunications technologies.

Deadline: Check website; anticipated release date for RFP, February 2006.

Eligibility: Local governments and nonprofit organizations.

Areas: The main objective of the program is to extend the delivery of public radio and television to underserved areas of the United States.

Contact: William Cooperman, Director wcooperman@ntia.doc.gov or Robert Sestili, Program Director rsestili@ntia.doc.gov

Preparing Tomorrow Teachers Using Technology (PT3)

Scope: Supports and disseminates innovative reform projects that promise to be models for improving the quality of postsecondary education and increasing student access.

Deadline: Spring 2006

Eligibility: Higher education institutions.

Areas: Awards are made in a number of areas including postsecondary education access, retention and completion; reform dissemination; student preparation for college; improvement of campus environments; cost-effectiveness; curricula reform; and faculty development.

Contact: Susan Ulmer Suzanne.ulmer@ed.gov

Teacher Quality Enhancement

Scope: Funds may be used to conduct professional development in the use of technology to improve education projects.

Deadline: September 2006

Eligibility: Higher education institutions.

Areas: Include teacher quality state grants, teacher quality recruitment, and teacher quality partnership grants.

Contact: Kathy Price Kathy.price@ed.gov

National Science Foundation-Advanced Technological Education (ATE)

Scope: <http://www.nsf.gov/pubs/2003/nsf03558/nsf03558.htm>

Deadline: October 2006 (preliminary proposals due in April)

Eligibility: Higher education institutions. *Two year colleges must serve as lead institution; universities may partner with a two year college to pursue funding from this division.*

Areas: Supports curriculum improvement, development, faculty enhancement and student performance.

Contact: <http://www.ehr.nsf.gov/ehr/DUE/programs/ate/>

WebSurveyor Academic Grant Program

Scope: [WebSurveyor Corporation](#), a provider of online surveys, has extended its Academic Grant Program to two years and has made WebSurveyor 5.0, a new survey tool that helps organizations gather and analyze mission-critical data, a part of the package.

Deadline: Open

Funds: The commercial value of the software provided is \$60,000. A limited number of schools are accepted into the program each year. Interested universities should visit the Web-Surveyor Web site for complete program information and application instructions.

Eligibility: Higher education institutions.

Areas: WebSurveyor offers its Academic Grant Program to academic institutions with a marketing, market research, general business, hotel management, computer science, or social science curriculum. Grant recipients receive computer software and support materials applicable for collegiate level instruction of the practical use of online surveys. Instructors at universities, colleges, community colleges, and private educational institutions are eligible to apply. Applicants must teach at least one course where the use of online surveys can be incorporated into the curriculum and students can be required to complete hands-on exercises or team projects. Applicants cannot already be a WebSurveyor customer.

Alfred P. Sloan Foundation

Scope: Supporter of web-based and on-line education

Contact: www.sloan.org