GROSSMONT COLLEGE

Grossmont College Technology Plan

2023-2029

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Grossmont College's Technology Master Plan is designed to support the College and District Missions and Strategic Goals as well as Accreditation. Central to these efforts is the notion that "we work collaboratively to cultivate an equitable student-centered learning environment" (Grossmont College Mission).

In order to focus our technology planning efforts on this central concept of the mission, we worked to develop an inclusive and collaborative approach to the development of this plan, ensuring that all constituent groups – including students – were actively engaged in envisioning, refining, and reviewing the plan we share.

First, since technology planning, implementation, and operations in the Grossmont-Cuyamaca Community College district depend on all three sites Grossmont College (GC), Cuyamaca College (CC), and Grossmont and Cuyamaca Community College District (District) moving in complementary and coordinated ways, strategic planning efforts began with a district-wide planning summit.

Over 70 participants, from all three sites, came together for a one-day retreat in September 2022 to review existing plans and goals, share relevant data, and develop broad, shared goals which could guide the individual planning efforts at all three sites.

In addition, the participants developed a shared set of Guiding Principles intended to ensure that individual decision-making and future collaborations would be guided by a shared set of agreed upon principles.

This work became the foundation for all three strategic plans (Appendix A: Summit Summary).

STRATEGIC PLAN DEVELOPMENT PROCESS

At Grossmont College, planning efforts were led by the College's Technology Committee, composed of constituent representatives and relevant campus experts (Technology Committee). The Committee reviewed a broad range of sample strategic plans before dividing into work teams for the drafting of Strategic Plan sections. Committee meetings were used for review and feedback on drafts.

In addition, information regarding the planning timeline (Appendix B: Technology Plan Development Timeline) and process were shared with constituent groups at a variety of venues, including Leadership Roundtable, Academic Senate, Classified Senate, and Associated Students of Grossmont College. A draft plan was presented broadly and made available for feedback online.

This feedback was reviewed and synthesized by the Technology Committee and a final draft was made available for constituent review. In Spring 2023, the Technology Committee formally presented and recommended the Technology Plan to the College Council. After a period of review and discussion, College Council recommended the plan to the President. It was formally adopted in May 2023.

It will be used to guide planning and implementation efforts from Fall 2023 through Spring 2029.

TECHNOLOGY DEFINITION

Grossmont College recognizes that technology takes many forms, from software to hardware, from the technology of text to the technology of digital media. Furthermore, a distinction must be made between technology that supports the college's infrastructure, such as buildings and classrooms, and the technology that supports instruction and information processing and information dissemination (e.g., HyFlex equipment, computers, networks, Wi-Fi, whiteboards, webcams, as well student service platforms such as for admissions and records, counseling, and financial aid).

The technology plan will continue to address the needs of students holistically through a variety of infrastructure, instructional and student-services technologies.

Regarding the educational mission of Grossmont College, technology is of little use unless it supports the instructional and learning interests of the institution. To that end, all technology should be evaluated in light of its contributions to these interests.

Moreover, while common notions of technology are concerned mostly with hardware and software, we must also recognize the human element. It is people who implement and maintain technology, train us in its use, and support ongoing technology needs. For this, we need a staff of highly skilled and well-supported professionals.

Technology projects as part of new building construction fall outside of the purview of the technology committee until the building is completed. Technology standards for new buildings shall be reviewed just before implementation so the technology requested can be the most updated available to meet the core values and guiding principles listed below.

CORE VALUES / GUIDING PRINCIPLES

These guiding principles serve as tools for establishing technology priorities, implementing goals and action steps, and measuring success.

They have been adopted by Grossmont College, Cuyamaca College, and the Grossmont and Cuyamaca College District. These shared principles help ensure that shared decision making is based on agreed upon values.

Student Focused

The primary emphasis is on what will best serve students' needs as they pursue their educational goals. This extends to decisions regarding what technologies we purchase and implement, as well as to how, when, and to what extent we implement them.

Accessible

All students and employees should be able to access the hardware and software that they need for academic success

Equitable

Experiences and needs vary, and technology should be flexible enough to meet a variety of needs and speak to a wide range of experiences.

CORE VALUES / GUIDING PRINCIPLES

Sustainable

To be sustainable, technologies must be simple, streamlined, and aligned. Training, support needs, and cost-of-ownership must be factored in, and factors such as ease-of-use and environmental impacts should be considered. While needs may vary across sites within the district, attempts to align purchasing and implementation of technology are expected and will be considered in prioritization processes – as they contribute to both sustainability and to ease-of-use for students who access technology at multiple sites.

Transparent

Technology planning, prioritization, implementation, and evaluation should be based on open and clear communication with all stakeholders, should involve input from constituent groups, and should include follow-up information to “close the loop” with everyone involved.

Secure

Even as access and ease of use remain priorities, the duty to maintain user information security and privacy, both internally and externally, remains central to decision-making. Assessing the risk to our systems and mitigating threats from attack is vital to our overall security.

GOALS

1. Implement and maintain high quality technology infrastructure in order to create the foundational conditions required to expand our capacity to support increased student access, engagement, success, and completion.

- Modernize and improve existing infrastructure to improve usability and efficiency
- Invest in new infrastructure for anticipated growth in needs
- Build in flexibility for emerging and future technologies that can expand the institutional capacity of technology

2. Expand operational excellence by addressing technology-related governance and operational processes at the college and across the district in order to increase capacity to effectively respond to and communicate needs and decisions.

- Develop more streamlined and centralized processes for prioritizing, allocating, maintaining, replacing, and tracking technologies at the college
- Collaborate with District partners to align and maximize the allocation of resources for student success and equity
- Application of technology should be to maximize efficiency of operations

GOALS

3. Enhance learning experiences

- For all students, staff, and faculty in order to support increased student access, engagement, success and completion.
- Provide, support and train users with conventional and assistive hardware and software designed to promote high-quality, equity-producing learning environments

4. Eliminate digital divides

- For all students, staff, and faculty in access to appropriate technologies, understanding the role of those technologies in teaching and learning, and the development of mastery in their use.
- Expand existing services that provide access and/or support for relevant technologies
- Increase access and user capacities by modernizing existing resources
- Develop programs and spaces which offer opportunities to increase equitable access and effective training/development in the use of relevant technologies

ALIGNMENT OF TECHNOLOGY PLAN WITH OTHER STRATEGIC PLAN GOALS

The Technology Plan should complement and support other strategic plan goals in establishing and maintaining an equitable college learning environment and bringing an intentional focus to the mission of promoting student success and equitable educational and career outcomes.

Grossmont College Tech Goals	Grossmont College Strategic Plans Goals	District Strategic Plans Goals	Vision for Success Goals
Implement and maintain high quality technology infrastructure in order to create the foundational conditions required to expand our capacity to support increased student access, engagement, success, and completion.	Educational Excellence - Ensure learning and timely completion of student's educational goals.	Create Streamlined, Student-Centered pathways to educational goal completion.	Increase by at least 20% the number of CCC (California Community Colleges) students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs. Increase by 35% the number of CCC students transferring annually to UC (University of California) or CSU (California State University).

ALIGNMENT OF TECHNOLOGY PLAN WITH OTHER STRATEGIC PLAN GOALS

Grossmont College Tech Goals	Grossmont College Strategic Plans Goals	District Strategic Plans Goals	Vision for Success Goals
Expand operational excellence by addressing technology-related governance and operational processes at the college and across the district in order to increase capacity to effectively respond to and communicate needs and decisions.	Completion Culture - Ensure excellence in educational outcomes by providing programs, resources, and services that empower students to achieve their educational goals.	Create Streamlined, Student-Centered pathways to educational goal completion Cultivate a student-centered culture of excellence, trust, stewardship, and service.	Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs. Increase by 35% the number of CCC students transferring annually to UC or CSU.

ALIGNMENT OF TECHNOLOGY PLAN WITH OTHER STRATEGIC PLAN GOALS

Grossmont College Tech Goals	Grossmont College Strategic Plans Goals	District Strategic Plans Goals	Vision for Success Goals
Enhance learning experiences - for all students, staff and faculty in order to support increased student access, engagement, success and completion.	Innovation and Effectiveness - Ensure student success and institutional effectiveness by embracing and adopting innovative practices and technologies	Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success Cultivate a student-centered culture of excellence, trust, stewardship, and service	Decrease the average number of units accumulated by CCC students earning associate degrees from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

ALIGNMENT OF TECHNOLOGY PLAN WITH OTHER STRATEGIC PLAN GOALS

Grossmont College Tech Goals	Grossmont College Strategic Plans Goals	District Strategic Plans Goals	Vision for Success Goals
Eliminate digital divides - for all students, staff, and faculty in access to appropriate technologies, understanding the role of those technologies in teaching and learning, and the development of mastery in their use	Operational Excellence - Maximize student learning and success by improving organizational processes, promoting safety and wellness, and creating college-wide opportunities for professional development	Cultivate a student-centered culture of excellence, trust, stewardship, and service Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success	Reduce equity gaps across all measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years. Increase the percent of exiting career technical education students who report being employed in their field of study from the most recent statewide average of 60% to an improved rate of 69% .

ANNUAL UNIT PLAN

Annual Unit Plan (AUP) – Technology Request Process
Grossmont College's integrated planning cycle links outcomes assessment, program review, annual unit planning, and resource allocation to move Grossmont College toward meeting its strategic goals.

The Technology request, review and allocation process is based on the dual pillars of Program Review and the Grossmont Strategic Plan. The goals and recommendations in each department's 6-year program review, which are directed by the College's Strategic Plan, become the source of reflection, planning and resource requests in each department's annual update to the Program Review, the Annual Unit Plan (AUP). As a part of the AUP, If departments have a need, they should make technology-based resource requests each year.

The annual technology resource allocation and prioritization process is intended to ensure that the college's technology resources are allocated in direct support of the institutional goals and objectives. This cycle begins in early October with the submission of technology requests within the annual unit plan.

The requests are then submitted to the Technology Committee for review. After brief follow-up questions from the committee, as well as optional presentations from the requesting party, the Technology Committee prioritizes the requests and sends the ranked requests to College Council, which then makes recommendations to the college President for the final decision.

ANNUAL UNIT PLAN

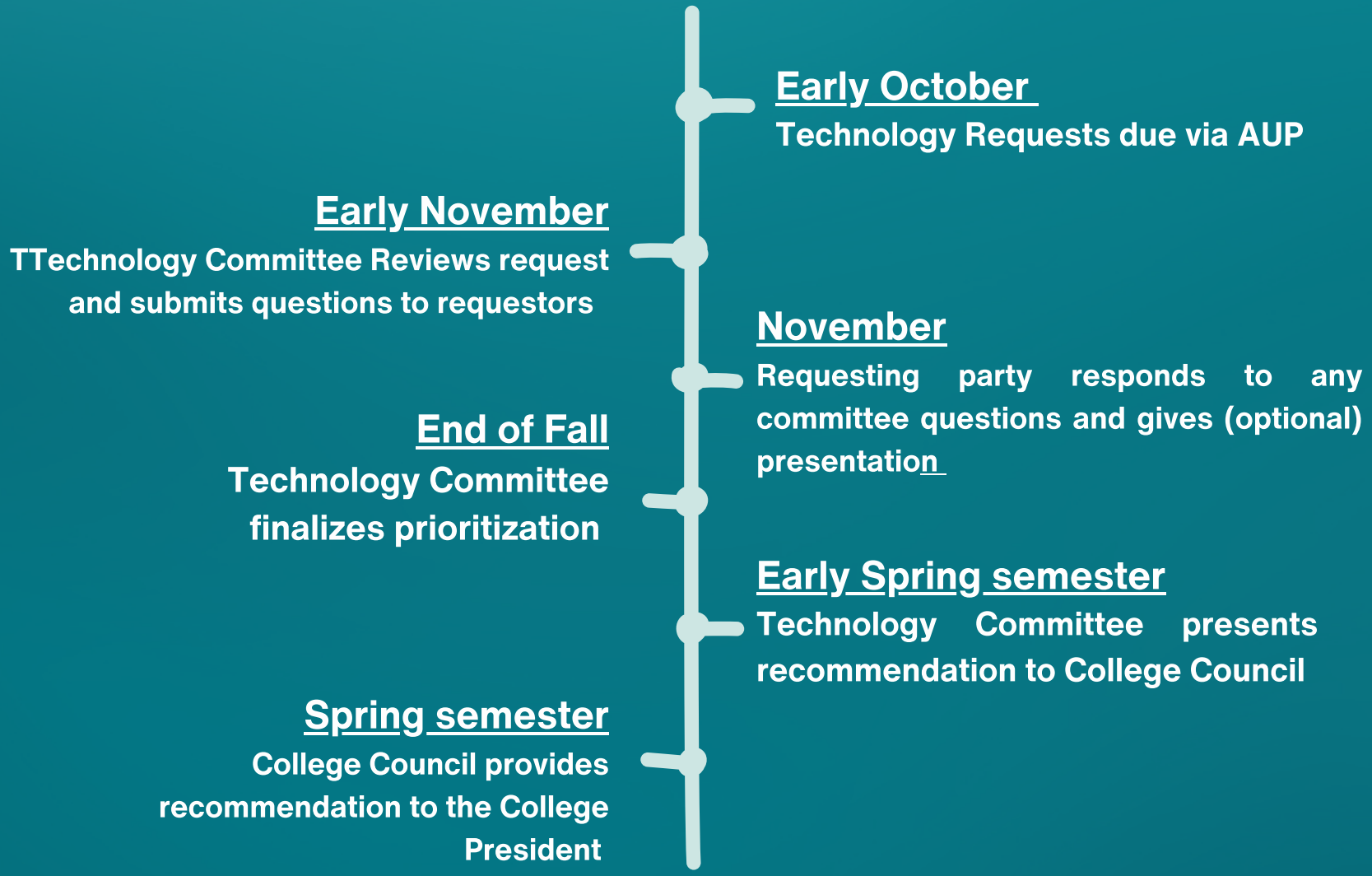
Refer to the College Planning and Institutional Effective Office, Annual Unit Planning Process website for a full description of the annual unit planning process.

In addition to its role in prioritizing annual resource requests, the Technology Committee is the participatory committee that engages in discussions regarding all of the college's technology matters and new technology concerns and/or requests.
All technology requests must come through the Technology Committee to ensure that the college and all constituent groups are aware of the various technology systems, tools, and equipment used on campus.

This allows the college to leverage technology tools and systems currently in use for other purposes. Additionally, the district must be able to account for technologies used at the college campuses.

The technology resource request submission begins this process.
Refer to the Technology Committee website for the charge and composition of the committee.

RESOURCE REQUESTS TIMELINE



(Approximate timeline)

PRIORITAZTION IN TECHNOLOGY COMMITTEE

The Technology Committee prioritizes technology requests based on a rubric which is designed to determine the relative value and urgency of each request, in relation to the college's Strategic Plan.

As part of an annual evaluation process, the committee reviews the entire prioritization process, including the rubric, and makes minor adjustments as deemed necessary.

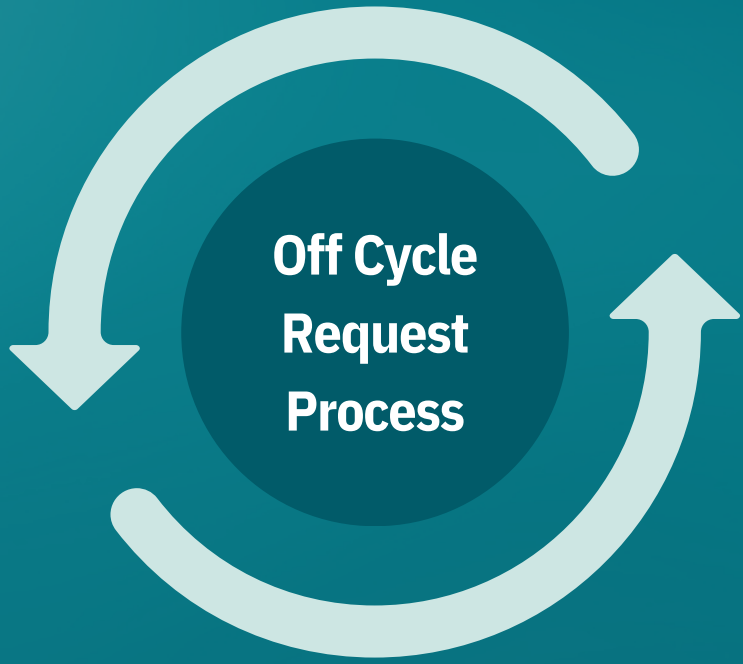
The current request form/rubric can be found on the CPIE (College Planning and Institutional Effectiveness) website, in the Annual Unit Planning section.

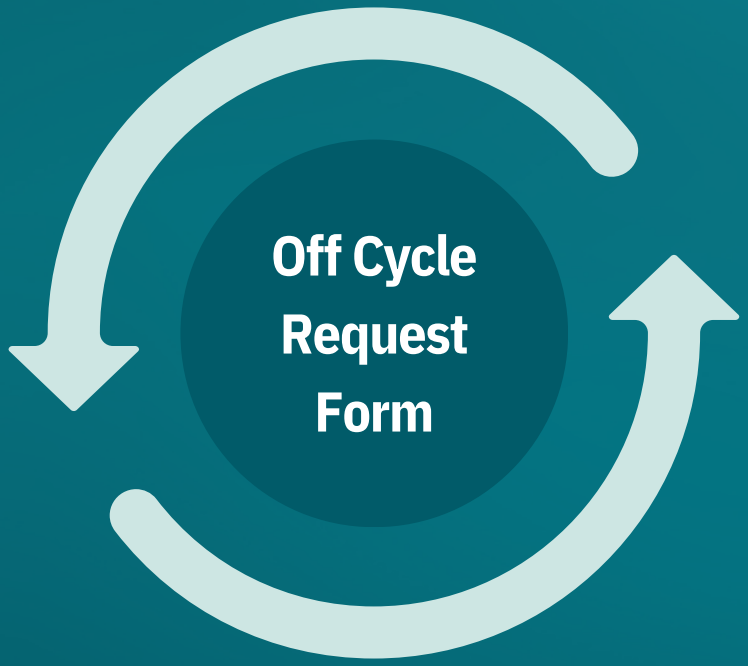
OFF-CYCLE REQUEST PROCESS

Whenever possible, technology requests should come through the annual unit planning process. This aids in a holistic understanding and review of new technology needs and equitable distribution of technology resources.

However, in situations where it is not possible to request technology through the annual unit plan, an off-cycle request may be submitted directly to the Technology Committee for review. Submission of off-cycle requests is also important for the College's and district's ability to maintain an accurate account of current technology and support needs.

The Technology Committee will then evaluate the request and determine recommendation status. Recommendations are forwarded to College Council for review and potential recommendation to the President.





OFF-CYCLE REQUEST FORM

he request form for off-cycle needs is the same form as the annual one, but requires a specific, additional section be completed, which provides an opportunity for the requesting party to justify why the request cannot be part of the annual unit plan.

It can be found on the CPIE Website, on the Annual Unit Planning page. Unsuccessful off-cycle requests may be resubmitted in the next annual unit plan.

TECHNOLOGY COMMITTEE MEMBERS

Tate Hurvitz
Bryan Lam
Kelly Jackson
Karla Garcia Garduno
Lisa Brlas
Jessica Owens
Nicholas Gekakis
Sara Laila
Courtney Willis Williams
Aaron Starck
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Marshall Fulbright III
Eric Klein
Carl Fielden
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Jacob Angelo
Bryan Cooper
John Stephens
Nate Schaufler
Michele Martins
Sang Bai
Dave Steinmetz
Andy Timm
Marsha Gable
Bill McGreevy
Dawn Heuft

TIMELINE

August 4 to 22 2022	Develop Canvas Resource Site
August 15 2022	Email Tech committee with schedule and pre-meeting assignments
August 22 2022	Kick-off project at Technology Committee
August to September 22 to 26 2022	Committee members complete review of materials and google form survey - Finalize template and form work teams.

TIMELINE

October 3 2022	Academic Senate Presentation
October 7 2022	Classified Senate Presentation
October 13 2022	Administrative Leadership Presentation
October 17 2022	Associated Students Presentation

TIMELINE

October 17 2022	Work teams submit draft outlines
October 17-24 2022	Work teams review outlines and offer comments in a shared document
October 24 2022	Technology Committee dicusses / plans full draft development
October to November 25 to 28 2022	Work teams produce "drafty-drafts"

TIMELINE

November 28 2022	Co-Chairs review drafts / plans "clean up"
November 28 2022	Tech Committee meets (prioritization) small update from co-chairs
November to January 28-30 2022-2023	Co-chairs finalize Draft #1
January 30 2023	Draft emailed to committee for review

TIMELINE

February 6 2023	Technology Committee discusses review notes
February 13 2023	Draft to constituent bodies
February 20 2023	Academic Senate Presentation
March 3 2023	Classified Senate Presentation

TIMELINE

March 9 2023	Administrative Leadership Council Presentation
March 3-19 2023	Associated Students Presentation
March 10-24 2023	Draft available online for comment
March to April 25-27 2023	Final Draft Completed - Sent to Technology Committee

TIMELINE

April 24 2023	Technology Committee vote and send to College Council
April 27 2023	College Council (discussion)
April to May 24-25 2023	Constituent Consultation
May 25 2023	College Council Vote

TECH SUMMIT SEPTEMBER 23, 2023

SUMMARY OF THE WORK

This document serves as a summary of the work done by participants of the summit. The first two pages are a synthesis of the work that each break-out group produced.

The unedited details of the group work remains in tact starting on page 3. The purpose of this document is to serve as a starting point for all three sites, Cuyamaca College, Grossmont College and District Services, to update their technology plans using the guiding principles and goals identified at the summit.

GUIDING PRINCIPLES

All technology decision makers will seek solutions that are:

Equitable
Experiences and needs vary, and technology should be flexible enough to meet a variety of needs and speak to a wide range of experiences.

Accessible
All students and staff should have access to the hardware and software that they need for academic success. And all technology experiences should adhere to the highest accessibility standards, based on universal design principles, to ensure a rich experience for all users.

Sustainable
To be sustainable, technologies must be simple, streamlined and aligned. Training and support needs and cost-of-ownership must be factored in, and factors such as ease-of-use and environmental impacts should be considered. While needs may vary across sites within the district, attempts to align purchasing and implementation of technology are expected and will be considered in prioritization processes – as they contribute to both sustainability and to ease of-use for students who access technology at multiple sites.

GUIDING PRINCIPLES

Student Focused
Primary emphasis should be on what will best serve students and their needs as they pursue their educational goals. This extends to decisions regarding what technologies we purchase and implement, as well as to how, when, and to what extent we implement them.

Secure
Even as access and ease of use remain priorities, the duty to maintain user information security and privacy, both internally and externally, remains central to decision-making.

Transparent
Technology planning, prioritization, implementation, and evaluation should be based on open and clear communication with all stakeholders, should involve input from constituent groups, and should include follow-up information to "close the loop" with everyone involved.

GOALS

1. Improve infrastructure
   - to support student access, engagement, success

2. Expand operational excellence
   - to increase institutional capacity to respond to and communicate needs and decisions

3. Enhance online and in-person learning experiences
   - to promote student learning, engagement, and ease of use.

4. Eliminate digital divides
   - To help ensure equitable rates of success, retention, and completion across all student groups

GUIDING PRINCIPLES - GROUP RESPONSES

Group 1

1. Increase equitable access to
   - a. Canvas, high-speed Internet, computer, course software
   - b. multiple devices such as tablet and mobile device
   - c. course materials across campus
   - d. Low Textbook Cost/Zero Textbook Cost/Open Educational Resources, reduce use of access codes
   - e. Align with colleges' mission, vision, and values
   - f. Tech should make things easier, not harder
   - g. Ease of use and access–meet the user where they are (multiple platforms, passwords, etc)
   - h. Data security
   - i. Bandwidth to support users
   - j. Governance and management of technology
2. Improve accessibility (508 and 504) across devices/browsers and course materials
   - a. Publisher materials (i.e., Pearson's PPT's)
3. Sustainable processes
   - a. Academic longevity: course modality, employee retention and satisfaction, parity w/faculty, classified professionals, and admin
   - b. Environmental (green)

GUIDING PRINCIPLES - GROUP RESPONSES

Group 2

- 1. Total cost to include planning, life of tech, replacement, etc.
- 2. Building capacity (consultants, training, maintenance, etc.)
- 3. Thinking of future (end of life, replacement, demonstrated effective tech)
- 4. Student centered

Group 3

- 1. “Ease of Access” Fewer logins to access technology. Avail equipment to all.
- 2. Ask the students what they need. Keep student access and equity in mind when implementing technologies.
- 3. Ask the faculty - what do they need.
- 4. Ensure training for all.

Group 4

1. Systems and support should be student accessible and more inclusive of diverse populations.
2. Systems should integrate with one another with a true single sign-on system across all resources and services.
3. Reduce and/or remove costs associated with the educational experience.

GUIDING PRINCIPLES - GROUP RESPONSES

Group 5

1. Technology should be free, integrated, accessible and consistent across all types of users and modalities (as easy to access in person, HyFlex or online)
2. Technology should make our work more efficient and simple.
3. Technology should provide a single, central location for accurate information that people trust.

Group 6

1. During implementation, engage operational staff, not just exec and IT. Ask the questions to get a good understanding of the need and listen for details you might miss if you're not in the weeds.

2. For new technologies, implementation is not just installing the tech - it's also looking at business processes & data flows. Think big on who might be affected or interested and should be invited to the conversation (or at least informed). Ask enough questions.

3. Technology needs to be understood by those who use it.
   - a. Implementation training, turnover and ongoing training, if all else is equal the more intuitive software wins

4. security is important but...
5. sharing data across silos is also important . These two need to be weighed together. Communication before, during and after implementation are important

6. Less logins is better. SSO required for new tech - aka - no new login systems

GUIDING PRINCIPLES - GROUP RESPONSES

Group 7

1. Maximize use of systems and features

2. All major systems are managed and supported by a team

3. Communication about systems and updates is shared on a regular schedule

Group 8

1. Clear data governance and management of technology (ie. requests, staffing, budget, ownership, policies)

2. Ease of use - Accommodate and meet students technology needs where they are (accessibility, bandwidth/infrastructure)

GUIDING PRINCIPLES - GROUP RESPONSES

Group 9

1. Implemented solutions/technology should always be user-centric

2. Work to make the online experience for learning/service as excellent as in person
   - Focus on quality practices...

3. Stay the course...make a plan and stick to it....identify goal... maintain momentum
   - There is no “Pre” environment we should be aspiring to get to ... prepandemic...pre-civil rights...
   - Identification of aligned goals and once that identification is made, then collab. Support to accomplish...

4. Efficiency - users should be able to conduct transactions with as few keystrokes as possible “get there i 3 clicks or less” o Digitize every process
   - We should maximize the capacity of what we have/own

5. 360 Degree Transparency - when it comes to processes, planning... with what's possible what's not possible. “Remove the veil”
   - No one person/office should have all the “power” (shared ownership/accountability)

6. “Budgets are statements of values”
   - Responsible stewards of resources...

GUIDING PRINCIPLES - GROUP RESPONSES

Group 10

1. Technology should improve the process, easy to use, well document
2. Must be Accessible/Affordable/Ada compliant
3. User experience must be equitable for all users - users must have similar experiences across platforms
4. Technology must be seamlessly integrated
5. Soft Technology must be user platform agnostic
6. Conform processes to technology instead of conforming technology to processes

Group 11

1. Focus on supporting students as customers
2. Frictionless technology (On boarding training/workshop)
3. Eliminate students' limitations to access the technology and required software for specialized courses such as (financial issues, membership/subscriptions) affordable, accessible

Group 12

1. Outreach to all students, faculty and staff on IT training.
2. Accessibility:WiFi hotspots to improve online accessibility. Improve WiFi range/bandwith. Cameras and microphones on all computers.
3. Variety of languages. Training on software and hardware available.

GOALS - KEY CONCEPTS

Improve infrastructure to support student access, engagement, success

Operational excellence – to better respond to and communicate needs and decisions

Enhance online learning experiences to promote student learning, engagement and ease of use.

Eliminate digital divides (access to hardware, training/support, multi-modal and platform

GOALS - GROUP RESPONSES

Group 1

1. Multiple streams of external funding:
   - a. Fundraise, grants, external funds (Foundation, State, Federal, community)
   - b. Fund accessibility coordinators at both colleges on ground (to comply with Title 5)
   - c. Additional instructional designers, lab techs, student services (especially with Consortium/Exchange implementation)
   - d. Ed Tech: DesignPlus, Otter AI, Fusion, Padlet, Harmonize, Studio, Simplicity
   - e. Peer Online Course Review funding

2. COMMUNICATION & transparency of processes and between/among constituencies 3. Provide free hardware, software, and Internet access to all students and employees 4. Prioritize accessibility as a foundational principle
   - a. All course materials and Canvas course content is 100% accessible to comply with 508 and 504 ADA guidelines
   - b. Access to interactive and accessible student resources and directories (i.e., an app with campus map, campus signage in braille, etc.)

3. Streamline processes for students
   - a. Sign-on across platforms
   - b. Student registration/onboarding, check financial aid status
   - c. Accessing student services
   - d. Tech Help

GOALS - GROUP RESPONSES

Group 2

1. Increased automation for upgrades, i.e., Windows (proactive vs. reactive)
2. Effective replacement processes (example: faculty desktop computers)
3. Budget transparency and clearer processes with technology decisions (possible change to budget distribution/categories)
4. More paperless processes (and streamlining if possible!!!)

Group 3

1. Have an assessment for students' needs - have equipment for ALL. Equity with equipment
2. Having support/technology staff available during all hours of operations - Saturdays and evenings. Availability at night. too. Be there for night owls. (this supports 1)
3. Mandatory accessible courses that provide training for entry technology use for all students. Have the training in multiple languages. The course would also introduce available technologies and student services.
4. Better Hyflex Technology - audio and video higher quality - follow teacher auto focus including protecting the privacy of the student. High security. (It was reported in our discussion that the Hyflex setups are not working. The faculty report that students can only hear 20% of the class.
5. Ebooks and have the screens/tech to facilitate students working with an 'open book'.
6. Continual Improvement and Assessment of how we are doing with our tech/STUDENT INPUT

GOALS - GROUP RESPONSES

Group 4

1. Establish a single sign-on process for students across all systems
2. Implement a single user experience portal where students can connect to multiple platforms from one place
3. Advance multilingual accessibility for students across resources, services, and support documentation
4. Improve support services for students to navigate systems by offering technology courses and orientations
5. Enhance functionality to systems for distance-learning and remote students
6. Implementation of more ZTC courses utilizing OER and library resources
7. Increase inventory of hardware (e.g., laptops, calculators, etc.) available for checkout from the library
8. Implementation of a day-one access to electronic textbooks within courses (e.g., through VitalSource)
9. Improving publisher relations to negotiate for larger discounts in courses that still require traditional textbooks

GOALS - GROUP RESPONSES

Group 5

1. Every student has adequate technology to succeed at college, including universally accessible documents and videos.
2. Robust training for technology that is well attended (for faculty, students, and staff.)
3. The student experience is simplified by standardizing how they are directed to resources
4. Students are able to make appointments for services in one place online
5. Things that students need to do themselves now (and don't even know that they need to do) are done automatically or at least proactively, with all instructions explained
6. College employees and students will be able to fill, sign and send a form/document with ease.

Group 6

1. Build a seamless user experience. Make things so easy even a student/staff/faculty could use it. Provide self-service and personalized help that is accessible for anything that slips through.
2. Listen to our users and respond appropriately. To listen, we first have to provide a way for our users to talk (provide feedback). Analyze the results and decide if a change is needed (or training, resources, ??)
3. Technological preparedness - all systems should have life cycle plans (refreshes, maintenance, age limits, etc...) More planning ahead, less reacting in a hurry, no surprises. Be proactive, not reactive.
4. Build a culture (all of campuses) of change management. Bring everyone along gently with transparency and early communication. Trust environment comes first.

GOALS - GROUP RESPONSES

Group 7

1. Deliver data and systems to Students in the modality they want and how they want to receive it (smart phones, txt, vernacular, language)
2. CRM system for communication
3. Utilize the cloud
4. Real Time and Comprehensive Data Access (from internal and external sources)
5. Identify at-risk students and connecting them to resources
6. Blueprint courses with basic orientation/information, to create consistency

Group 8

1. Single Sign On
2. Integrate college systems (ie Experience)
3. Campus/district alignment of projects
4. Integration of personal devices with campus technology
5. Buy campus services with student ID/account
6. Digital signage a. Wayfinding b. Classroom scheduling
7. Better communication
8. Paperless

GOALS - GROUP RESPONSES

Group 9

Students know exactly what they need to do and feel connected to the instructor from the very beginning.

- Byte sized communication for students when its needed. No fire hose at the beginning!
- Coordinated communications that look and feel coordinated
- Have designated email address for students
- Website is clear and concise, accessible!

Student is assigned a “Sherpa” or “Yoda” upon entry to assist in journey. Those Sherpas are provided dashboard/tech to assist

Staff will be cross-functionally trained on technology so there is less “gatekeeping” or “bottle necking”. The more each staff member can do, the less touchpoints the student has to take.

Group 10

1. Cloud-based or non-location-bound technology solutions must be given preference over on-premises or location-based technology
2. Proactive, structured, and automated user management processes that are reliable and result in ease-of-access for the user.
3. Every student should be provided internet access if they do not have it.
4. Every student should be provided hardware to access their curriculum
5. 24/7 Student Support
6. More vocational courses, curriculum that will respond to the needs of the customers

GOALS - GROUP RESPONSES

Group 11

1. Build a mutual trust: borrowing policy laptops/mail them to cross border students under an agreement and contract.

2. Improving students success by providing them with the right tools to succeed /easier on boarding experience

3. Workshop/inter-sessions instros, low cost to help new students decide what majors/courses to take.

4. Virtual mac > or tools that reflect industry standard technology.

Group 12

1. Technology will allow us access to information systems. Laptop with WiFi hotspots for everyone.

2. Internet access. Accessibility leads to course retention.

3. Technology allows for transparency among faculty and classified staff to data information systems.

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