



College of Marin

2012-2017 Technology Plan

Technology Planning Committee 2011-2012

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July 2012

Dear Colleagues:

On behalf of the Marin Community College District, I am pleased to present the *College of Marin Technology Plan (2012-2017)*. This plan will guide the implementation of technology in support of the College of Marin's mission, *Educational Master Plan (2009-2019)* and *Strategic Plan (2012-2015)*.

The *College of Marin Technology Plan (2012-2015)* demonstrates the College's great commitment to providing a state-of-the-art information technology environment that will sustain and enhance teaching and learning, support the college's mission, and increase the effectiveness of all of the College's operations and services. To ensure that the College's technology planning process is continuous and responsive to technological changes, the plan will undergo a comprehensive review every three years.

I extend my sincere thanks to the many dedicated individuals who contributed to the completion of this important plan and especially to the members of the Technology Planning Committee for their good work.

Sincerely,

A handwritten signature in blue ink that reads "David Wain Coon".

David Wain Coon, Ed.D
Superintendent/President

Introduction

The College of Marin 2012-2017 Technology Plan addresses college-wide technology planning and support to further the mission, vision, and strategic direction of the College. The Technology Plan reflects the recommendations in the 2009-2019 Educational Master Plan and serves as a guide for the allocation and use of College technology resources.

College Mission

College of Marin's commitment to educational excellence is rooted in our mission to provide excellent educational opportunities for all members of our diverse community by offering:

- preparation for transfer to four-year schools and universities;
- workforce education;
- basic skills improvement/English as a Second Language;
- intellectual and physical development and lifelong learning; and
- cultural enrichment.

The College of Marin is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students.

(Mission approved by the Marin Community College District Board of Trustees on April 20, 2010)

College Vision

College of Marin will be a premier educational and cultural center that provides programs of the highest caliber to meet the needs of an increasingly interconnected global society. Our vision will be guided by our values.

(Vision approved by the Marin Community College District Board of Trustees in January, 2006)

Technology Vision

College of Marin will provide an integrated, state-of-the-art information technology environment that sustains and enhances teaching and learning, supports the college's mission and educational master plan, and provides for the communication of timely and accurate information to increase the effectiveness of all of the college's operations and services.

Values

College technology goals, strategies, and deployments are guided by the following set of values, which reflect the values expressed in the 2009-2019 College's Educational Master Plan (*College of Marin Educational Master Plan, 2009-2019, page 1*).

Student and Community Centered Education: Support programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation: Promote academic excellence and innovation, critical thinking, information literacy, and technical competence.

Collaboration and Open Communication: Facilitate and enhance communication and collaboration.

Diversity: Ensure access by students, faculty, and staff with diverse backgrounds and remove barriers in order to promote student success.

Sustainability: Apply environmentally sustainable and green principles to technology choices.

Accountability: Ensure that technology-related decisions are academically, fiscally and environmentally responsible.

Strategic Technology Planning

In 2005, the College established the Technology Planning Committee (TPC) as a formal standing committee of the College's Participatory Governance System. This committee operates as a subcommittee of the Planning and Resource Allocation Committee (PRAC) to assure constituent involvement in technology planning and provide guidance for major technological decisions.

The Committee meets on second and fourth Thursdays during Fall and Spring terms. The Committee has provided oversight for the development, implementation, and updating of this Technology Plan with a focus on integrating technology planning with College strategic planning goals and objectives. The following diagram illustrates how technology planning is integrated with the College's overall planning processes.

Integration of strategic Technology Planning

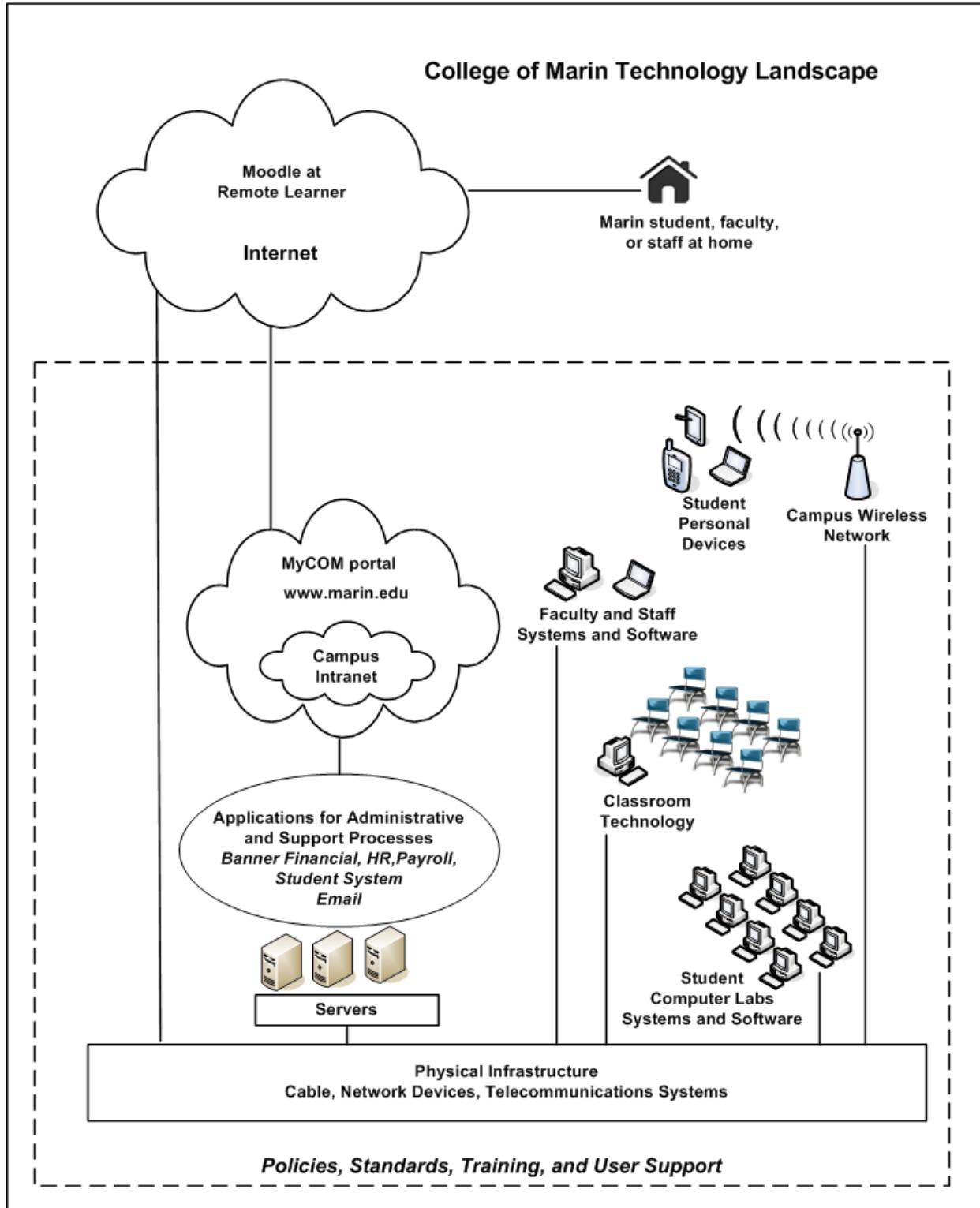


Technology Definition

Technology supports many aspects of teaching, learning, research, communication, and operations at the College of Marin. Technologies are often categorized as either instructional technology or information technology. The former addresses resources for teaching and learning in both on-campus and online spaces and the latter addresses resources for communication, support services, and administrative operations. Together these resources form the College's technology environment.

A sustainable technology environment is a well-coordinated system of applications, equipment, and services. Following are examples in each of these three areas:

- **Applications** include software used by individuals, groups, the district, and the public such as desktop applications, email system, learning management system, content management system, web server software, enterprise administrative systems, and network management tools. Applications also include software embedded in specialty equipment such as classroom management systems, smart boards, and lecture capture systems.
- **Equipment** includes hardware supporting applications such as personal computers, printers, servers, projectors, scanners, network devices, telecommunications system, and specialty devices.
- **Services** includes the functions and activities required for effective integration and support of technologies such as help desk and user support, training and orientation, equipment procurement, configuration, installation, and upgrades, software licensing and distribution, and contract management.



Technology Plan Development Process

Table I provides an overview of the steps the College completed to develop the 2012-2015 Technology Plan.

Technology Plan Development Steps	
Date	Description
10/19/2010	Board of Trustees approves College Technology Plan
02/01/2011	College receives WASC recommendation regarding Technology Plan
Spring 2011	TPC develops request for consultant services to assist with Technology Plan development
April 2011	TPC establishes technology planning wiki
August 2011	TPC begins meeting weekly
September 2011	TPC interviews four consulting groups and selects WTC Consulting, Inc.
11/15/2011	Board of Trustees accepts President Coon's recommendation to approve WTC Consulting
02/07/2012-02/09/2012	WTC meets with President's Cabinet and TPC
02/07/2012-02/09/2012	WTC interviews IT groups and staff
02/09/2012	TPC and WTC identify individuals and groups who will be interviewed as part of the plan development process
02/15/2012	TPC Chair begins participating in weekly Accreditation team meetings
02/16/2012	TPC and WTC web session to discuss overall structure of Technology Plan
02/23/2012	TPC and WTC review status of previous College technology initiatives and topics for interview sessions
02/27/2012-03/02/2012	TPC and WTC compile information on College's technology infrastructure and completed and in-progress technology initiatives
03/05/2012	WTC and TPC members meet with members of the Educational Planning Committee and staff in Academic Services
03/05/2012	WTC and TPC review proposed structure of Technology Plan
03/06/2012	WTC meets with Distance Education staff, Department Chairs, and Media Services staff
03/07/2012	WTC meets with faculty in the Writing Center and Basic Skills Lab, and staff in Communications and Community Relations
03/08/2012	WTC meets with Community Education staff and Student Government representatives

Technology Plan Development Steps	
Date	Description
03/08/2012	WTC and TPC review working draft of Technology Plan and planning timeline
03/15/2012	TPC meets to review and update working draft of Technology Plan
03/22/2012	TPC meets to review and update working draft of Technology Plan
03/26/2012	WTC and TPC review working draft of Technology Plan
03/26/2012	WTC meets with Dean of Arts and Humanities and Director of Student Development
03/27/2012	WTC meets with Dean of Arts and Sciences, faculty and staff focus groups, students in a film class, and Library faculty and staff.
03/27/2012	WTC and TPC review working draft of Technology Plan
03/28/2012	WTC meets with faculty and staff focus groups
03/29/2012	WTC meets with Director of Fiscal Services, Dean of Workforce Development, College & Community and staff, and IVC faculty and staff focus group
03/29/2012	WTC and TPC meet to review results of faculty, staff, and student surveys
04/02/2012	WTC and TPC discuss working draft of Technology Plan via conference call
04/03/2012	Members of TPC review working draft of Technology Plan with PRAC
04/05/2012	TPC meets to review updated version of Technology Plan
04/16/2012	TPC meets to review updated draft of Technology Plan
04/19/2012	TPC meets to review updated draft of Technology Plan
04/24/2012	TPC submits Technology Plan to PRAC and campus community for review and feedback
04/26/2012	TPC meets to discuss feedback from PRAC
05/03/2012	TPC meets to review updated draft of Technology Plan
05/07/2012	TPC meets to finalize Technology Plan
05/08/2012	TPC submits Technology Plan to PRAC

College Technology Priorities

The following four College technology priorities are designed to support the four college priorities: student access, student learning and success, college systems, and community responsiveness.

College Technology Priority #1: *Student Access*

Provide technology and training to faculty, staff, and students to facilitate access to College resources and services.

College Technology Priority #2: *Student Learning and Success*

Integrate new technologies and applications to improve student learning environments on a continuous basis.

College Technology Priority #3: *College Systems*

Provide appropriate and sustainable technology that supports faculty and staff work requirements. Enhance services and operational efficiency through improvements to student support, instructional, and administrative systems. Maintain reliable server, storage, network, and telecommunications infrastructures.

College Technology Priority #4: *Community Responsiveness*

Use technology to promote communication with the community, encourage community involvement, and facilitate community access to information about the College and its educational programs.

2004 - 2011 Completed Technology Initiatives

The College's commitment to maintaining a viable information technology environment is reflected in the technology and technology support improvements implemented since 2004. During this time period, the College focused on enhancing its technology infrastructure and technology support structure in the key areas detailed in the following sections.

I.A. Administrative Computing and Communications

I.A.1 Banner Implementation (2006-2009)

The College replaced its collection of separate systems supporting student services and administrative processes with the integrated Banner system, an up-to-date system used by colleges and universities across the country as well as internationally. Implementing this new system will carry the College forward into the foreseeable future. With this new system, the College has been able to eliminate duplicate processes and many manual tasks. Additionally, the new system has significantly improved the College's data management and analysis capabilities and is enabling the College to continue to enhance its services in the following areas:

<i>Admissions</i>	<i>Purchasing</i>	<i>Student Records</i>
<i>Budgeting</i>	<i>Registration</i>	<i>Student Recruiting, Enrollment</i>
<i>Finance</i>	<i>Reporting</i>	<i>Management, and Retention</i>
<i>Financial Aid</i>	<i>Student Accounts</i>	
<i>Human Resources/Payroll</i>	<i>Student Advising</i>	

[ACCJC/WASC Standard: III.C.1.a; College Technology Priority: 3]

I.A.2 Data Reporting (2011)

Using the Argos reporting tool, which is driven by information in the Banner system, the College developed the **Data Dashboard**, a tool designed to systematically track student retention and success. This Dashboard provides a user-friendly method for employees to access information and statistics about students including demographics, enrollment, achievement, retention, and success rates.

The Dashboard is accessible by all employees via the College Intranet. The primary target audience expected to use the Dashboard most frequently includes the President's Cabinet, Office of Student Learning Deans and Directors, Department Chairs, and the Research Advisory

Group. Additionally, many faculty are expected to be interested in tracking student success using the Dashboard.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.d; College Technology Priorities: 1, 2, 3]

I.A.3 MyCOM Portal Proxy Server for Library (2011)

In 2011 the College implemented a service that allows students to access library databases through the MyCOM portal. Prior to this implementation, library staff had to maintain a separate account for each student for each of sixteen databases. Students can now access any of the library databases through the portal.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.d; College Technology Priorities: 1, 2, 3]

I.A.4 Online Registration Payment Plan (2011)

In 2007, the college contracted with TouchNet to allow students to pay for registration online. This was part of the MyCOM portal implementation. In 2011, the college contracted with NelNet, replacing TouchNet. This new service allows students to pay fully or set up a payment plan.

[ACCJC/WASC Standards: III.C.1.a; College Technology Priorities: 1, 3]

I.A.5 Resource 25 Class and Event Management System (2012)

The College is currently implementing the Resource 25 Class and Event Management System. Resource 25 interfaces with Banner events and is used by the College to record and track both academic events (e.g., classes) and non-academic events (e.g., meetings, conferences). This system supports the activities of the Office of Instructional Management and the event planning efforts of several campus offices. After the College has completed testing the Web viewer component, the system will be available to all faculty and staff.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.d; College Technology Priorities: 1, 3]

I.A.6 Ancillary Administrative Systems (2008-2011)

In addition to the major migration to new enterprise administrative systems, the College has implemented four ancillary applications and one hosted application to automate and

streamline College academic and administrative processes, improve data management, and reduce reliance on paper documents.

- ***Online Course Outline Database:*** Online application to support tracking, updating, revising, adding, and deleting course outlines.
- ***Program Review Submission and Review:*** Online application to support submission and review of Program Review materials.
- ***HR Recruiting and Applications:*** Online application hosted by NEOGOV and administered by HR for submission and review of position applications.
- ***Degree and Certification:*** Online application to support tracking and updating of degree and certificate requirements including student learning outcomes (SLOs) for degree and certificate programs.
- ***Integration with cccApply:*** Automatic loading of credit applicant data into Banner.

[ACCJC/WASC Standard: III.C.1.a; College Technology Priority: 3]

I.A.7 Online Parking Permits (2011)

The college contracted Credentials Solutions to allow students to order and pay for parking permits online. Students obtain a permit when they register for a future term or can order one for a term in progress. Permits are sent via U.S. Mail in 24 hours.

[ACCJC/WASC Standard: III.C.1.a; College Technology Priority: 1]

I.A.8 College Web Presence (2008)

In 2008, the College implemented the web publishing and web management tool, Adobe Contribute, and restructured responsibilities for web content management to enable redesign, enhancement, and expansion of the College web presence. The College distributed content management and publishing responsibilities from a small central group to approximately 60 designated campus staff. The College's web site features online resources for prospective students, current students, faculty, staff, and the community.

Since adopting a decentralized web publishing process, the Communications and Community Relations department website administrator has provided ongoing training opportunities for end users to learn new or improve existing Adobe Contribute skills.

In 2008 the Communications and Community Relations department implemented a new workflow for publications production using Adobe InCopy software. In order to implement the program for college wide, an Adobe training consultant was hired to provide the initial training and also returns annually to provide training on new or advanced features and techniques.

[ACCJC/WASC Standard: III.C.1.a; College Technology Priorities: 3, 4]

I.A.9 Web Accessibility (2011)

The College has Web Accessibility Standards and Guidelines for www.marin.edu web content as well as a Web Accessibility Checklist detailing the 508 compliance rules. These documents appear in Appendix 1.

[ACCJC/WASC Standard: III.C.1.a; College Technology Priorities: 1, 4]

I.B. Instructional Technology

I.B.1 Learning Management System (2011-2012)

The College implemented its first learning management system, the Blackboard system, in 2004. In 2011 to support the College's online learning management environment more cost effectively for both distance education courses and on-campus courses, the College began migrating to Moodle, an open-source learning management system used by thousands of colleges and universities worldwide. To reduce technical support requirements during both the pilot and subsequent migration and to facilitate the migration process while containing costs, the College chose to have its Moodle environment hosted at Remote-Learner. Starting with the Spring 2012 semester, every credit and non-credit course has a Moodle shell.

[ACCJC/WASC Standard: III.C.1.d; College Technology Priority: 3]

I.B.2 Classroom Technology

The College has a stated goal of equipping all classrooms with appropriate instructional technology. During recent years, the College has made steady progress toward reaching this goal. On the Kentfield campus, 40% of classrooms have an installed projector and 33% of classrooms have an installed computer and projector. On the IVC campus, 39% of the classrooms have an installed computer and projector. Additionally, the College supports approximately 200 portable classroom technology carts; this includes TVs, traditional overhead projectors, and other media. Some carts are stored in classrooms, some in locations near classrooms, and some in a central location. These technology carts are heavily used by faculty with more than ninety deliveries in a week at the Kentfield campus and four deliveries per week at IVC.

Through the College's Modernization program, more than 10 smart classrooms have been added recently. These include classrooms in the Diamond PE complex and the Fine Arts building at the Kentfield campus and Main Building (#27) at the IVC campus.

[ACCJC/WASC Standards: III.C.1.c, III.C.1.d; College Technology Priorities: 2, 3]

I.B.3 Student Computer Labs

The College supports eighteen open or specialized student computer labs housing a total of 550 Windows and 110 Macintosh systems. A list of student computer labs appears in Appendix 2.

Following are recent additions and upgrades to student computer classrooms and labs.

- ***Library Information Literacy Classroom at Kentfield (new lab 2010).*** Equipped with 22 Windows computer systems, a projector, and instructor computer system, this lab is

primarily used for information literacy instruction including student orientation to library resources and development of student research skills. At other times, the lab is also utilized for faculty, staff, and class training sessions.

- ***Multimedia Studies at IVC (upgraded 2011)***. Equipped with 26 Macintosh computer systems, this studio supports the Multimedia Studies program.
- ***Language and Culture Lab at Kentfield (upgraded 2011)***. Equipped with 29 Windows computer systems, this lab is used by students in ESL and modern language classes to practice their language skills.
- ***Fine Arts Lab at Kentfield (upgraded 2011)***: Equipped with 26 Macintosh computer systems, this lab supports music, digital photography, desktop audio, ear training, film, and architecture courses.

[ACCJC/WASC Standards: III.C.1.c, III.C.1.d; College Technology Priorities: 2, 3]

I.B.4 EduStream for Video Streaming (2009)

The College adopted EduStream, a centralized digital web-access service provided by a California Community College Consortium. The College conducted several workshops covering the process for converting videos for online access as well as guidelines for compliance with copyright and ADA requirements. Instructors and students use videos from EduStream's library of over 5,000 videos or convert their own videos and upload them to the server.

[ACCJC/WASC Standard: III.C.1.d; College Technology Priority: 2]

I.C User Systems, Support, and Training

I.C.1. Faculty and Staff Computers

The College supports more than 550 faculty and staff Windows computers and a small number of faculty and staff Macintosh computers. A list of faculty and staff systems purchased in 2010, 2011, and 2012 appears in Appendix 3.

[ACCJC/WASC Standard: III.C.1.d; College Technology Priority: 1]

I.C.2 User Support Infrastructure (2006-2010)

A robust user support infrastructure is critical to effective integration and use of technology. Since 2006, the College has been working to address several critical user support elements.

- ***Introduced Tech Stream (2006):*** This is a real-time web-based form for faculty and staff to report problems and submit requests to the IT Help Desk.
- ***Implemented the TrackIT Help Desk (2009):*** IT staff use this software to track incidents, problems, and change requests.
- ***Implemented TrackIT Inventory (2009):*** IT staff use this software to track current hardware and software configurations. IT staff track have completed configuration and testing for faculty and staff Windows systems and have begun testing for Macintosh systems.
- ***Implemented AbsoluteTrack (2010):*** When new laptops are deployed or existing laptops serviced, IT staff install AbsoluteTrack to enable locating stolen or misplaced systems.

[ACCJC/WASC Standard: III.C.1.a; College Technology Priority: 3]

I.C.3 Banner and MyCOM Training (2007-2008)

As part of the implementation process for the Banner administrative systems, the College provided extensive training to staff users of the system and developed training manuals and online tutorials. Additionally, the College provided training for faculty on the MyCOM portal. A summary of these workshops, manuals, and tutorials appear in Appendix 4.

[ACCJC/WASC Standard: III.C.1.b; College Technology Priority: 1]

I.C.4 Moodle Training (2011)

Moodle training sessions were offered throughout the migration process from Blackboard to Moodle. The list of Moodle Training sessions appears in Appendix 5.

[ACCJC/WASC Standard: III.C.1.b; College Technology Priorities: 1, 2]

I.C.5. Dashboard Training (2011-2012)

With the introduction of the Dashboard, the College provided training workshops initially for the targeted audience in July, August, and October 2011 followed by general training sessions during the Fall 2011 and Spring 2012 semesters.

[ACCJC/WASC Standard: III.C.1.b; College Technology Priority: 1]

I.C.6 Campus Conversion to MS Office 2007 (2009)

In 2009, the College migrated from MS Office 2003 to MS Office 2007. To facilitate this migration, the College implemented a structured approach offering thirty workshops in June 2009. Workshops were also offered in Fall 2009 and repeated again in Spring 2010. To enable workshop attendees to apply what they learned in the initial workshop, IT staff upgraded attendee systems while faculty and staff were attending the workshop. A summary of workshop attendance appears in Appendix 6.

[ACCJC/WASC Standard: III.C.1.b; College Technology Priority: 1]

I.C.7 Ongoing Professional Development and Training

Through the Flex Program, the College regularly offers workshops for faculty and staff addressing technology-related topics. During 2009-2011, workshops were offered in the following areas: MyCOM Portal, MyCOM email, online resources for teaching and learning, MS Office, PowerPoint, EduStream, Getting Started with Moodle, Teaching with Moodle, Using the Data Dashboard, and Using the Course Outline, Degree/Certificate, and Program Review databases. See Appendices 7 and 8 for additional information on Data Dashboard training and Flex Program workshops.

[ACCJC/WASC Standard: III.C.1.b; College Technology Priorities: 1, 2]

I.D. Technology Infrastructure

I.D.1 Server Infrastructure (2008-2012)

The college has been moving server-based applications to virtual servers since 2008. Of the 46 servers that the College is supporting, 22 servers are virtual. Server consolidation and virtualization has many benefits including reduction in space and energy requirements, increased utilization of resources, and decrease in the time required to bring up new servers, prepare upgrades, and recover from problems. All physical servers are on maintenance contracts with either 4-hour or 24-hour replacement required depending on the level of criticality of the applications supported on the server. The physical servers supporting virtual servers are high-end servers with redundant key elements such as power supplies and RAID arrays.

[ACCJC/WASC Standard: III.C.1.c; College Priority: 3]

I.D.2 Wired Data Network Infrastructure (2009-2011)

A key element of the College' s strategy for maintaining a reliable, yet cost effective, data network infrastructure has been choosing a vendor whose network devices are covered by lifetime warranty. This strategy enables the College to target replacement of network devices based on the need for additional capacity, not age of equipment. In addition, the College has coordinated upgrades to its cable plant and network devices with new buildings and building renovations. During the past technology planning cycle, the College has upgraded and expanded its data network in the following areas:

- **Core network switches:** Replaced on both Kentfield and IVC campus.
- **Kentfield campus building network switches:** Replaced network switches in the Dance Center, Fine Arts, Grounds Shop, Health Center, second floor of the Learning Resource Center, and Physical Education.
- **IVC campus building network switches:** Replaced network switches in Business Services, Information Technology, Transportation Technology Education Complex, and Main Building #27.

[ACCJC/WASC Standard: III.C.1.c; College Priority: 3]

I.D.3 Wireless Network (2006)

Implemented wireless data network (Wi-Fi) in targeted campus areas including the student cafeteria, Library, Writing Center, Basic Skills Lab, the Administrative Center, the new PE and Fine Arts buildings at the Kentfield campus, and the main building and the Transportation Technology Education Complex at the IVC campus.

[ACCJC/WASC Standard: III.C.1.c; College Priority: 3]

I.D.3 Network Monitoring Tool (2012)

The College recently installed a network monitoring and management tool that allows the IT staff to be more proactive in responding to network problems and implementing changes needed to support instruction and administration.

[ACCJC/WASC Standard: III.C.1.c; College Priority: 3]

I.D.4 Telephone System Upgrade (2012)

The College recently enhanced the capabilities of its Mitel 3300 telephone system by upgrading the system controllers to support E911 to comply with federal regulations. With the upgraded system, the physical location of the telephone is transmitted when a 911 call is made.

Additionally, the upgraded telephone system is now on a maintenance contract. The upgrade also enables the College to expand its deployment of IP-based phones to new buildings.

Adoption of this IP-based technology will reduce the costs and complexity of new building network infrastructures because voice services will be supported on the data network infrastructure. Currently voice services require a separate network infrastructure.

[ACCJC/WASC Standard: III.C.1.c; College Technology Priority: 3]

I.D.5 AlertU Emergency Notification System (2008)

College of Marin implemented AlertU, an emergency notification system. AlertU is a text message alert system that sends emergency information and updates to the mobile devices of participating students, faculty, staff, and community members in real-time.

[ACCJC/WASC Standard: III.C.1.c; College Technology Priority: 3]

2012 – 2017 Technology Initiatives

The College's continuing commitment to maintaining a viable information technology environment is reflected in the technology enhancements and the technology support improvements planned for 2012-2017. The College's investments during the next five years will focus on the following areas:

- Continuing enhancements to recently implemented enterprise administrative systems.
- Equipping additional classrooms with technology, replacing outdated equipment, and establishing 'quick response' process for resolving problems.
- Using virtual desktop technology as appropriate to reduce costs, increase flexibility, and support continuous updating of the student computing environment.
- Upgrading faculty and staff computer systems including using virtual desktop technology as appropriate.
- Increasing the manageability and flexibility of the College's web environment.
- Strengthening the technology support infrastructure including ongoing training for faculty, staff, and students and help desk services.
- Increasing the business continuity and disaster recovery capabilities of the College's server environment supporting mission critical applications.
- Upgrading data network and telecommunications infrastructures and services.

The technology initiatives and priorities for the next five years reflect the College's commitment to adopt strategies that enable the College to maintain a viable technology environment despite financial constraints. Specifically, when deploying technologies to enhance services and functionality, the College will choose alternatives with measurable gains in productivity and/or reductions in equipment and energy costs.

The initiatives are organized into the following categories:

- ***Administrative Computing and Communications***
- ***Instructional Technology***
- ***User Systems, Support, and Training***
- ***Technology Infrastructure***

Summary of 2012-2017 Technology Initiatives

The following four tables provide a summary of the 2012-2017 technology initiatives, which are detailed in subsequent sections of the Technology Plan. A summary of the estimated costs for each initiative appears in Appendix 9.

Time Line Colors:

- *Green - initiatives started in 2012 and to be completed in either 2012 or 2013.*
- *Yellow – initiatives to be started in either 2012 or 2013 and continue through 2017*
- *Blue – initiatives to be started in either 2013 and completed in 2014 or 2015.*
- *Brown – initiatives to be started in 2014.*

Summary of Initiatives Administrative Computing and Communications		
ID	Description	Time Line
II.A.1	Implement DegreeWorks	2012-2013
II.A.2	Implement Employee Self-Service Portal	2012-2013
II.A.3	Implement Banner Enterprise Data Warehouse	2012-2013
II.A.4	Implement Banner Document Management system	2013-2014
II.A.5	Implement Banner Faculty Load and Automated Compensation (FLAC)	2013-2014
II.A.6	Join MARINet, a consortium of eighteen member libraries in Marin County	2012-2013
II.A.7	Implement web content management system	2013-2015
II.A.8	Migrate to single campus identification Card	2014-2015
II.A.9	Update the MyCOM portal	2012-2014
II.A.10	Research feasibility of an “opt out” emergency response system	2012-2013

Summary of Initiatives Instructional Technology		
ID	Description	Time Line
II.B.1	Increase integration of Moodle learning management system	2012-2017
II.B.2	Complete student domain for computer classrooms and labs	2012-2013
II.B.3	Implement virtual desktop technology for student access	2012-2013
II.B.4	Define standards and implement replacement plan for student lab computers	2012-2013
II.B.5	Maintain student computer lab software inventory	2012-2017
II.B.6	Implement student computer lab management software	2013-2014
II.B.7	Implement a campus wide, web based print management system for student computer labs	2013-2014
II.B.8	Equip additional classrooms with technology.	2013-2014
II.B.9	Implement quick response processes for classroom technology problems.	2013-2014
II.B.10	Create virtual desktops for classroom instruction.	2013-2014
II.B.11	Establish process for replacement of non-computer instructional technology	2012-2013
II.B.12	Research and pilot new classroom technologies	2012-2017

Summary of Initiatives User Systems, Support, and Training		
ID	Description	Time Line
II.C.1	Implement structured replacement process for faculty and staff computers	2012-2017
II.C.2	Implement virtual desktop technology for staff and faculty	2013-2017
II.C.3	Structure campus-wide migration to MS 2010	2012-2013
II.C.4	Introduce faculty and staff to technology resources	2012-2017
II.C.5	Other Training Workshops	2012-2017
II.C.6	Research and pilot appropriate assistive technology	2012-2017

Summary of Initiatives Technology Infrastructure		
ID	Description	Time Line
II.D.1	Upgrade server infrastructure	2012-2017
II.D.2	Implement new WI-FI Network	2012
II.D.3	Upgrade cable and network infrastructure	2012-2017
II.D.4	Replace aging voice mail system	2014-2015
II.D.5	Replace aging teleconferencing equipment	2013-2014

Project Phases for 2012-2017 Technology Initiatives

The following sections identify the project phases for each 2012-2017 technology initiative. As part of implementing an initiative, the lead managers and responsible units will create the detailed action steps required to implement the initiative, provide training, and maintain the new technology on an ongoing basis.

II.A Administrative Computing and Communications

II.A.1 DegreeWorks

The College is implementing DegreeWorks, an application that integrates with the Banner student system and includes a set of web-based academic advising, degree audit, and transfer articulation tools to help both students and their counselors with navigating College curriculum requirements.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.b., III.C.1.d; College Technology Priorities: 1, 3]

Benefit: DegreeWorks offers real-time advice and counsel to students, interactive “what if” scenario planning, more transparent course and credit transfer, more personalized advising, more timely degree certification, and better retention and improved transfer recruitment.

Status: In progress

DegreeWorks – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.A.1.a	Implement DegreeWorks	Director of Enrollment Services Director of Information Technology.	Admissions and Records	2012-2013	DegreeWorks configured and ready for testing	Consulting support (Ellucian) (Est. \$130,000)
			Office of Instruction Management			Admissions and Records staff
			Counseling	2013	Training materials developed	OIM staff
			Information Technology			IT staff (100 hours)
II.A.1.b	Conduct training for counselors and other Enrollment Services staff Test system with counselors and small group of students Conduct training sessions for faculty and students		Admissions and Records	2013	Policies and procedures developed	Covered by current license Staff to conduct training sessions Funds to support development of training materials
			Office of Instruction Management		Staff trained on policies, procedures, and system	
			Counseling		Training materials developed	
			Information Technology		Students and faculty trained on using system	
			Staff Development			

DegreeWorks – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.A.1.c	Bring DegreeWorks online		Admissions and Records Office of Instruction Management Counseling Information Technology	2013 and beyond	Students able to track their progress online Counselors able to perform degree audits and advise students more efficiently	Enrollment Services staff to maintain degree and program info. IT staff to support application Maintenance and licensing fees

II.A.2 Employee Self-Service Portal

The College is implementing the Banner Employee Self-Service portal to provide College faculty and staff secure access to their payroll and benefits information such as contract information, available leave, paycheck stubs, employee benefits, payroll deductions, and tax statements. With this portal, the College will continue reducing its reliance on paper documents for both distribution and submission of information.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.b, III.C.1.d; College Technology Priority: 3]

Benefit: Employee Self-Service portal integration will provide easy access to payroll and benefit information that has been traditionally available by contacting the Human Resources department. It will offer paperless processes for leave management and provide access to contracts, forms and other frequently requested documents.

Status: Initiate in 2012.

Employee Self-Service Portal – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.A.2.a	Implement Self-Service Portal	Executive Dean of Human Resources Director of Information Technology.	Human Resources	2012-2013	Self-Service Portal configured and ready for testing	Consulting support (Ellucian) HR staff Payroll staff IT staff (100 hours) Covered by current license
II.A.2.b	Test system with small group of faculty and staff. Conduct training sessions for faculty and staff		Human Resources Information Technology Staff Development	2013	Policies and procedures developed Tutorial and other training materials developed HR staff trained on policies, procedures, and system Faculty and staff trained on using portal	Staff to conduct training sessions Funds to support development of training materials
II.A.2.c	Bring Employee Self-Service Portal online		Human Resources Information Technology	2013 and beyond	Faculty and staff able to access pay and benefits details on line College eliminates mailing of paper paycheck stubs	IT staff to support application Maintenance and licensing fees

II.A.3 Banner Enterprise Data Warehouse

The College will implement the Banner Enterprise Data Warehouse EDW to provide access to historical data including budget, financial transaction, expenditure, human resource, payroll, and student data.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.b; College Technology Priority: 3]

Benefit: With the Banner EDW, the College will collect longitudinal data that will assist in the identification of trends and generally improve strategic planning efforts.

Status: Initiate in 2012.

Enterprise Data Warehouse – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.A.3.a	Implement Enterprise Data Warehouse	Director of Planning, Research & Institutional Effectiveness Director of Information Technology	Planning, Research & Institutional Effectiveness	2012	Enterprise Data Warehouse configured and ready for testing	Consulting support (Ellucian) IT staff (200 hours) Covered by current license Small server (\$5,000)
II.A.3.b	Develop processes and procedures for downloading data from operational systems		Planning, Research & Institutional Effectiveness Information Technology		Processes and procedures in place for populating data warehouse on an ongoing basis	Consulting support (Ellucian) IT staff
II.A.3.c	Develop and/or integrate analysis and reporting tools		Planning, Research & Institutional Effectiveness Information Technology	2013 and beyond	Analysis and reporting tools in place to support College decision making and strategic planning processes	Consulting support (Ellucian) IT staff Planning, Research & Institutional Effectiveness staff

II.A.4 Banner Document Management System

The College will implement the Banner Document Management System (BDMS), an electronic document management system specifically designed for use with Banner. Documents will be scanned or imported into BDMS, indexed, and if applicable, associated with information in Banner.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.b; College Technology Priority: 3]

Benefit: Use of the Document Management System will further reduce the College's reliance on paper documents and provide staff in administrative offices with electronic access to scanned documents such as admission documents, student financial aid supporting documentation, and vendor invoices.

Status: Initiate in 2013.

Document Management System – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.A.4.a	Implement Document Management System	VP for Student Learning VP for Operations Director of Information Technology	Student Learning Operations Information Technology	2013-2014	Document Management System implemented and ready for testing	Consulting support (Ellucian) (Est. \$58,000)
						IT staff (200 hours)
						Student Learning Staff Operations Staff Covered by current license Large server (\$15,000)
II.A.4.b	Test system with small group of staff Conduct training sessions for staff		Student Learning Operations Information Technology Staff Development	2014	Policies and procedures developed Tutorial and other training materials developed Staff have received training	Staff to conduct training sessions Funds to support development of training materials
II.A.4.c	Bring Document Management System online					IT staff to support application Maintenance and licensing fees

II.A.5 Banner Faculty Load and Automated Compensation (FLAC) Module

The College will implement Banner FLAC, a module within Banner Human Resources to automate the process of calculating faculty compensation and improve the workflow process for faculty contracts.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.b; College Technology Priority: 3]

Benefit: The FLAC Module reduces data entry requirements, facilitates the contract approval process, and reduces the amount of paper documents needed for processing faculty contracts.

Status: Initiate in 2013.

Faculty Load and Automated Compensation Module – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.A.5.a	Implement FLAC module	Executive Dean of Human Resources Director of Information Technology	Human Resources Information Technology	2013-2014	FLAC module configured and ready for testing	Consulting support (Ellucian) (Est. \$36,000) HR staff IT Staff (100 hours) License
II.A.5.b	Test system with small group of administrators and staff Conduct training for administrators and staff Conduct training for faculty on access to assignments through self-service portal		Human Resources Information Technology Staff Development	2014	Policies and procedures developed Tutorials and other training materials developed HR staff and administrators trained on policies, procedures, and system Faculty trained on access through portal	Staff to conduct training sessions Funds to support development of training materials
II.A.5.c	Bring FLAC module online		Human Resources Information Technology	2014 and beyond	Improved contract approval process and reduction in paper documents	IT staff to support module Maintenance and licensing fees

II.A.6 MARINet

The College will join MARINet, a consortium of eighteen member libraries in Marin County.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.d; College Technology Priorities: 1, 2]

Benefit: MARINet will significantly enhance student access to library resources and services while reducing the overall cost of maintaining our research databases and catalog. Once implemented, a single library card will provide students with access to the materials and services of eighteen member libraries located throughout Marin County. Students will be able to access a suite of research databases, borrow items from any MARINet library, return those items to any MARINet library, and request those items be delivered from the member libraries to the College of Marin.

Status: In progress.

MARINet – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.A.6.a	Establish download of student MyCOM email addresses from Banner to Library system to support email notification	Director of Learning Resources Director of Information Technology	Library Information Technology	May 2012	Library has email notification capability required by MARINet	Library staff IT staff
II.A.6.b	Make presentation to MARINet Board and request approval to join		Library	May 2012	Receive approval from MARINet board to join	Library staff \$50,000 startup costs Estimated annual cost: \$41,000
II.A.6.c	Migrate Library data from COM server to the central MARINet server		Library	June 2012 – July 2013	COM library data loaded on MARINet server	Library staff Innovative Interfaces consulting services (Estimated: \$40,000)

II.A.7 College Web Presence

The College web site has more than 10,000 pages. The size and complexity of the College's web presence now warrants taking the next step in web site management by integrating a web content management system (CMS). Additionally, as part of integrating a CMS, the College will redesign its web sites to support access by mobile devices and implement mobile web services. Additionally, as part of integrating a CMS, the College will 1) examine external hosting options to determine if external hosting would be more cost effective and 2) weigh other potential benefits such as reducing incoming traffic to the College network and increasing business continuity and disaster recovery capabilities.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.d; College Technology Priorities: 1, 3, 4]

Benefit: Integration of a content management system will enable the College to manage updates and changes to its web site more efficiently, improve content accuracy and consistency, and support access to web content from multiple types of devices such as tablets and smartphones.

Status: Initiate in 2013.

Implement Content Management System – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.A.7.a	Examine alternative CMS Compare in-house versus hosted options	Director of Communications and Community Relations Director of Information Technology	Communications and Community Relations Information Technology	2013-2014	Direction chosen for College web CMS	Comm. staff IT staff (TBD)
II.A.7.b	Implement CMS		Communications and Community Relations Information Technology	2014	Web environment and CMS ready	Internal IT staff or hosted services CMS costs (TBD)
II.A.7.c	Provide training for Comm. staff and IT staff		Communications and Community Relations Information Technology	2014	Comm. staff and IT staff trained on use of CMS	CMS vendor training resources
II.A.7.d	Develop plan and schedule to migrate to new environment		Communications and Community Relations Information Technology	2014-2015	Plan and schedule for migrating to new web environment	Comm. staff IT staff CMS vendor resources
II.A.7.e	Provide training to content management staff and migrate content to new environment		Communications and Community Relations Information Technology Staff Development	2015 and beyond	Content management staff trained on new web environment	Staff to conduct training sessions Funds to support development of training materials

II.A.8 Single Campus ID Card

The College will migrate to a single campus identification card.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.d; College Technology Priorities: 1, 3]

Benefit: A single campus identification card will serve several identification functions (e.g., registration, library) and replace multiple existing campus cards.

Status: Initiate in 2014.

Single Campus ID Card – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.A.8.a	Examine potential applications for campus ID card	Vice President for Student Learning VP for Operations Director of Information Technology	Student Learning	2014-2015	Direction chosen for campus ID card	VPs Deans Director of Information Technology
II.A.8.b	Select and integrate a single campus ID card		Operations	2015-2016	Single campus ID card will service multiple functions	Card system (TBD) Staff to manage system
II.A.8.c	Add functions to ID card as needed		Information Technology	2016 and beyond	New functions added as needed	Upgrades to card system

II.A.9 MyCOM Portal Upgrade

The College will upgrade the Luminis front end of the MyCOM portal and implement a new user interface to improve overall usability and accessibility of the portal. See Appendix 1 for web accessibility standards and guidelines.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.c; College Technology Priorities: 1, 3]

Benefit: College will address a major issue identified in the results of the 2012 Student Technology Survey in which numerous students described the design of the portal as "unintuitive" and not consistent with common website design best practices.

Status: Initiate in 2012.

MyCOM Portal Upgrade – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.A.9.a	Migrate from Luminis 4 to Luminis 5 (Luminis 4 is no longer supported by developers)	VP for Student Learning Director of Information Technology	Information Technology	2012	Luminis 5 implemented	Consulting support (Ellucian) IT Staff Costs: TBD
II.A.9.b	Implement a new MyCOM user interface including the MyCOM student email interface		Student Learning Information Technology	2013-2014	More user-friendly portal and higher level of user satisfaction	Consulting support (Ellucian) IT staff User focus groups to test usability

II.A.10 Opt-Out Emergency Response System

The College will research the feasibility of an “opt-out” emergency response system to replace the existing “opt-in” alert system.

[ACCJC/WASC Standards: III.C.1.a; College Technology Priority: 3]

Benefit: An “opt-out” alternative will increase student, faculty, and staff participation in the College’s AlertU system.

Status: 2012-2013

Emergency Response – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.A.10.a	Examine “opt out” alert system and select system	VP of Operations Chief of Police Director of Information Technology	Police Department Information Technology	2012	A new alert system selected	Police Department Staff IT staff

II.B. Instructional Technology

II.B.1 Learning Management System

Beginning in Spring semester 2012, a Moodle shell has been created for every credit and non-credit course section offered. The College is now focused on establishing an ongoing training and support structure for faculty and students to integrate Moodle more fully into the College's teaching and learning environment. Moodle training will include accessibility requirements and recommended practices.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.d; College Technology Priorities: 1, 2]

Benefit: Fuller integration of the Moodle learning management system will create more consistency for students in terms of how they access course assignments, materials, and grades.

Status: Planned for 2012.

Learning Management System – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.1.a	Introduction to Online Teaching and Learning workshop	VP of Student Learning Academic Deans Staff	Student Learning	June 2012	Faculty trained on how to design effective online and hybrid courses that support student success	Workshop Presenter Faculty Stipends
II.B.1.b	Workshops on how to use Moodle for course assignments, materials, and grades		Student Learning Staff Development (Flex Program)	2012 and beyond	Increased number of classes using Moodle More consistency for students	Workshop Presenters

II.B.2 Student Computer Labs - Student Domain

The College is establishing a student domain for computers in computer classrooms and labs.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.d; College Technology Priority: 3]

Benefit: A student domain will provide a common management platform for deploying new services to labs, facilitate software license management across multiple labs, and allow for remote inventory tracking.

Status: In progress.

Student Domain– Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.2.a	Complete implementation of the student domain	Director of Information Technology	Information Technology	2012-2013	Computers in all labs are on the same domain	IT staff (800 hours)
II.B.2.b	Connect student lab systems to TrackIT Inventory		Information Technology	2012-2013	Computer lab inventory tracked remotely	

II.B.3 Student Computer Lab Virtual Desktop Technology

As a pilot project, the College will replace 100 lab computers with thin-client systems accessing virtual desktops hosted on a central server. The Instructional Equipment Committee has recommended the following labs for the pilot: Science Labs, BC 101, English Writing Center, and the Library. If the pilot is successful, the College will expand deployment of the virtual desktop technology to most PC labs.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.d; College Technology Priorities: 1, 2, 3]

Benefit: Computer lab systems will be replaced with thin-client systems that require 10% of the power used by a typical lab desktop system and provide students access to technology that can be updated without replacing the thin-client lab system. Additionally, the College will receive PG&E rebates based on actuarial calculations of energy savings associated with replacing older equipment with thin-client systems.

Status: Planned for May 2012.

Student Computer Lab Virtual Desktop Technology – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.3.a	Conduct pilot	Director of Information Technology	Information Technology	May-June 2012	Knowledge gained through pilot	IT staff (200 hours) \$105,000 for equipment server and thin-client systems
II.B.3.b	Adjust server configurations based on pilot		Information Technology	July 2012	Virtual server infrastructure ready for expanded deployment	IT staff
II.B.3.c	Replace additional 100-200 student lab systems		Information Technology Instructional Equipment Committee	June - August 2012	Student labs ready for Fall semester	IT staff Costs: TBD
II.B.3.d	Evaluate and expand deployment		Information Technology Instructional Equipment Committee	Ongoing	Ongoing improvement in computer lab system performance Reduced utility costs	IT staff Server resources and thin-client systems Costs: TBD

II.B.4 Define Standards and Replacement Plan for Lab Computers

The College will establish a structured process for replacement of student lab computers to ensure that lab computers can support course software. This structured process will include system standards for both Windows and Macintosh computers, prioritizing replacement of systems, maintaining an up-to-date inventory with details of each system, replacement of standard desktop systems with thin-client systems accessing virtual desktops as appropriate, and an annual allocation and replacement process. This structured replacement planning process will be incorporated into the Program Review process.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.d; College Technology Priorities: 1, 3]

Benefit: Replacing student lab computers based on a structured process will improve the overall management of the student computer labs, make identifying funding needs more predictable, and improve the learning environment for students. Incorporating thin-client systems as appropriate will reduce energy consumption in the computer labs, lower the ongoing costs of maintaining the labs, and increase PG&E rebates.

Status: Initiate in 2012.

Define Standards and Replacement Plan for Lab Computers – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.4.a	Define system standards	Director of Information Technology	Information Technology	2012-2013	System standards established	IT staff Instructional Equipment Committee
II.B.4.b	Prioritize replacement of computer lab system		Information Technology Instructional Equipment Committee	Spring 2013	Prioritized system replacement list created	IT staff Instructional Equipment Committee
II.B.4.c	On annual basis, develop a request for the Program Review process		Information Technology Instructional Equipment Committee	Spring 2013	Annual request integrated with Program Review	IT staff Instructional Equipment Committee Costs: TBD

II.B.5 Maintain Student Computer Lab Software Inventory

The College will complete a software inventory for computer classrooms and labs, make this inventory viewable on the College Intranet, develop a process for keeping the inventory up-to-date, and implement a structured license renewal request process.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.d; College Technology Priority: 3]

Benefit: Maintaining a software inventory, making it viewable on the College Intranet, and implementing a structured license renewal request process will allow the College to manage its limited resources more efficiently and eliminate purchase and support of multiple software packages providing the same functionality.

Status: In progress.

Maintain Student Computer Lab Software Inventory – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.5.a	Complete software inventory for student computer labs including renewal status	Director of Information Technology	Information Technology	2012	Documented software inventory for student computer labs	IT staff (100 hours)
II.B.5.b	Upload software inventory onto College Intranet and establish process for keeping inventory current		Information Technology	2012-2013	Software inventory viewable on the College Intranet	
II.B.5.c	Implement structured software license renewal process		Instructional Equipment Committee Program Review PRAC	2013-2014	More efficient use of limited resources	IT staff Instructional Equipment Committee Program Review PRAC

II.B.6 Student Computer Lab Management Software

The College will implement student computer lab management software to track computer usage and application data, and collect data for State reporting.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.d; College Technology Priority: 3]

Benefit: With computer lab management software, the College will collect detailed information about computer and application usage in student computer labs, which will enable the College to provide more accurate reporting to the State and will drive decision making regarding the number of software licenses and computers in the labs.

Status: Initiate in 2013.

Student Computer Lab Management Software – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.6.a	Implement lab management software	Director of Information Technology	Information Technology	2013-2014	Lab management software capability available	Professional Services (Est. \$1,000) IT staff (100 hours) Small server (\$5,000) License (\$15,000)
II.B.6.b	Establish processes and procedures for collecting data and generating reports		Information Technology	2013-2014	Reports detailing computer and application use in student computer labs	IT staff

II.B.7 Campus-Wide Print Management System

The College will implement a web-based print management system for the student computer labs.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.d; College Technology Priorities: 1, 3]

Benefit: A web-based print management system will provide consistency in student printing services in all the student computer labs and reduce the staff time required to manage printing services.

Status: Initiate in 2013.

Campus-Wide Print Management System – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.7.a	Select a web-based print management system	Director of Information Technology Director of Learning Resources	Information Technology Library	2013-2014	Management software selected	Professional Services (Est. \$1,000) IT staff Library staff Costs: TBD
II.B.7.b	Implement web-based print management system		Information Technology Library	2013-2014	Management software installed	IT staff Library staff Print management system Student domain

II.B.8 Classroom Technology Upgrades

In 2013 and 2014, new buildings will come online with 25 classrooms and 21 labs equipped with projection and computer technology.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.c; College Technology Priorities: 1, 2, 3]

Benefit: Additional classrooms equipped with technology will reduce the College's reliance on portable technology carts reducing staff time spent delivering carts and providing more time to assist faculty with problems.

Status: Initiate in 2012.

Classroom Technology Upgrades – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.8.a	Update standards for classroom technology	Director of Modernization Director of Information Technology Staff Development Program Administrator	Modernization Operations Information Technology	2012	Updated standards for classroom technology to ensure consistency across new classrooms	IT Staff Modernization Staff Facilities Staff
II.B.8.b	Bring 6 equipped labs in renovated Performing Arts building online		Modernization Operations Information Technology	2012	More equipped classrooms and fewer portable technology carts	Modernization Staff Facilities Staff IT Staff Costs: Project
II.B.8.c	Provide training to faculty on using classroom equipment		Information Technology Staff Development	2012	Faculty using technology in new classrooms	IT Staff Staff providing training
II.B.8.d	Bring 8 equipped classrooms and 12 equipped labs in new Science Center online		Modernization Operations Information Technology	2013	More equipped classrooms and fewer portable technology carts	Modernization Staff Facilities Staff IT Staff Costs: Project
II.B.8.e	Provide training to faculty on using classroom equipment		Information Technology Staff Development	2013	Faculty using technology in new classrooms	IT Staff Staff providing training

Classroom Technology Upgrades – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.8.f	Bring 17 equipped classrooms and 3 equipped labs in new Academic Center online		Modernization Operations Information Technology Staff Development	2014	More equipped classrooms and fewer portable technology carts	Modernization Staff Facilities Staff IT Staff Costs: Project
II.B.8.g	Provide training to faculty on using classroom equipment		Information Technology Staff Development	2014	Faculty using technology in new classrooms	IT Staff Staff to conduct training

II.B.9 Classroom “Quick Response” Procedures

Information Technology will implement new “quick response” procedures to improve problem resolution services for faculty in the classroom.

[ACCJC/WASC Standard: III.C.1.a; College Technology Priorities: 1, 2]

Benefit: New “quick response” procedures will reduce the response time for classroom technology problems and improve the classroom experience for both faculty and students.

Status: Initiate in 2013.

Classroom “Quick Response” Procedures – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.9.a	Implement new quick response procedures for classrooms	Director of Information Technology	Information Technology	2013	Improved resolution of problems using classroom equipment	IT Staff (Media Services) Costs: TBD
II.B.9.b	Conduct survey to assess quick response procedures. Improve procedures as needed		Information Technology	2014	Assessment of procedures and identification of improvements needed	IT Staff (Media Services)

II.B.10 Virtual Classroom Desktops

The College will implement virtual desktop technology in classroom computers in the same manner as described in the computer lab initiative (II.B.3).

[ACCJC/WASC Standards: III.C.1.a, III.C.1.d; College Technology Priorities: 1, 2, 3]

Benefit: Access to virtual desktops will provide consistency of access to applications and resources for faculty regardless of which classroom they are using and will reduce faculty preparation and set up time.

Status: Initiate in 2013.

Virtual Classroom Desktops – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.10.a	Implement classroom virtual desktops	Director of Information Technology Staff Development Program Administrator	Information Technology	2013	Classroom virtual desktops available	Additional server resources IT Staff (200 hours) \$20,000 per 100 PCs with no PC replacement \$105,000 for full PC replacement
II.B.10.b	Provide training to faculty on using the classroom virtual desktops		Information Technology Staff Development	2013	Consistent access to applications and resources for faculty in the classroom	IT Staff Staff to conduct training

II.B.11 Non-Computer Instructional Technology

The College will implement a structured process for both maintaining an inventory of instructional technology and replacing instructional technology. The inventory will include tracking programs and courses supported, purchase date, purchase cost, maintenance and repair detail, and estimated useful life. Examples of instructional technology that will be tracked include cameras, musical keyboards, nursing mannequin, and auto mechanic diagnostic systems.

[ACCJC/WASC Standards: III.C.1.c, III.C.1.d; College Technology Priority: 2]

Benefit: Implementing a structured process for maintaining an inventory of instructional technology will enable the College to prioritize equipment replacement, identify both short-term and long-term funding requirements, and maintain an ongoing equipment replacement plan.

Status: Initiate in 2012.

Non-Computer Instructional Technology – Project Phases						
ID	Project Phases	Lead Manager	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.11.a	Conduct an inventory of instructional technology and create an online database	VP Student Learning Director of Information Technology	Student Learning	2012-2013	Online inventory of instructional technology	IT staff Department chairs and faculty
II.B.11.b	Prioritize replacement of instructional technology		Student Learning Instructional Equipment Committee	Spring 2013	Prioritized instructional technology replacement list created	Instructional Equipment Committee Department chairs and faculty
II.B.11.c	On annual basis, develop a request for the Program Review process		Student Learning Instructional Equipment Committee	Spring 2013 and beyond	Annual request integrated with Program Review Inventory and replacement list updated to reflect both equipment replaced and programmatic changes	Instructional Equipment Committee Department chairs and faculty

II.B.12 Research and Pilot New Classroom Technology

The College will implement process for researching and piloting new classroom technologies such as classroom response systems and lecture capture.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.d; College Technology Priorities: 2, 3]

Benefit: Researching and piloting new classroom technologies will allow the College to prepare for the impact of these new technologies and to enhance student educational experiences on an ongoing basis while using resources efficiently.

Status: Initiate in 2012.

Research and Pilot New Classroom Technology – Project Phases						
ID	Project Phases	Lead Manager	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.B.12.a	Implement process for piloting new classroom technologies	VP for Student Learning Director of Information Technology	Student Learning	2012-2013	Process in place for piloting new classroom technologies	Student Learning staff IT staff Instructional Equipment Committee
II.B.12.b	Follow established process to pilot new classroom technologies		Student Learning Information Technology Instructional Equipment Committee	2013 and beyond	Integration of new technology in a coordinated way	Student Learning staff IT staff Instructional Equipment Committee Funds for new technology Costs: TBD

II.C User Systems, Support, and Training

II.C.1 Faculty and Staff Computers

The College will implement a structured process for replacement and decommissioning of faculty and staff computers to ensure that faculty and staff have computers that support their work requirements. This structured process will include system standards, prioritizing assignment of systems, maintaining an up-to-date inventory with details of each system, and annual allocation and assignment.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.1.d; College Technology Priorities: 1, 3]

Benefit: Replacing and decommissioning faculty and staff computers based on a structured process will reduce the amount of time department chairs and other administrators spend addressing faculty and staff computer needs on an ad hoc, one-at-a-time basis, enable the College to track when systems are reaching end of life and who is impacted, make identifying funding needs more predictable, and improve overall productivity of faculty and staff.

Status: Initiate in 2012.

Faculty and Staff Computers – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.C.1.a	Update current inventory, establish system standards, and prioritize replacements	VP for College Operations VP for Student Learning Director of Information Technology	College Operations Student Learning Information Technology	2012	Up-to-date inventory, system standards, and a priority list of replacements	IT staff
II.C.1.b	Replace faculty and staff computers based on priority list Decommission and surplus systems older than 7 years		Information Technology Maintenance and Operations Program Review Committee to handle “above standard” requests		No assigned systems older than 7 years Increased faculty and staff productivity Decreased IT staff time spent servicing older systems	IT staff Estimated \$150,000 - \$200,000 first year \$70,000 - \$100,000 following years
II.C.1.c	Replace faculty and staff computers based on priority list Decommission and surplus systems older than 7 years		Information Technology Maintenance and Operations Program Review Committee to handle “above standard” requests	2015 and beyond	No systems older than 7 yrs. Increased faculty and staff productivity Decreased IT staff time spent servicing older systems	IT staff Estimated \$90,000 - \$135,000 per year

II.C.2 Virtual Desktop Technology for Faculty and Staff

The College will implement virtual desktop technology for faculty and staff in the same manner as described in the computer lab initiative (II.B.3).

[ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.1.d; College Technology Priorities: 1, 3]

Benefit: Deployment of virtual desktop technology enables the College to use thin-client systems that require 10% of the power used by a typical desktop system and will provide faculty and staff access to technology that can be updated without replacing the thin-client system. Additionally, the College will receive PG&E rebates based on actuarial calculations of energy savings associated with replacing older equipment with thin-client systems.

Status: Initiate in 2013.

Virtual Desktop Technology for Faculty and Staff – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.C.2.a	Evaluate potential of integrating virtual desktop technology for faculty and staff	VP of Student Learning VP of Operations Director of Information Technology	Information Technology	2013-2017	Ongoing improvement in system performance for faculty and staff Reduced utility costs	IT staff (200 hours) Expanded virtual desktop server environment Thin-client systems \$20,000 per 100 PCs with no PC replacement \$105,00 for full replacement per 100 PCs

II.C.3 Campus Migration to MS Office 2010 and MAC Office 2011

The College will complete the campus' migration to MS Office 2010 and MAC Office 2011 by conducting formal training workshops and coordinating upgrades to faculty and staff systems with workshop attendance.

[ACCJC/WASC Standard: III.C.1.b; College Technology Priority: 1]

Benefit: Formal training workshops will minimize the time required for faculty and staff to become familiar with the new MS Office as well as IT staff time required to respond to questions. Coordinating system upgrades with workshop attendance allows faculty and staff to immediately use what they have learned in the training workshop.

Status: Initiate in 2012.

Campus Migration to MS Office 2010 and MAC Office 2011 – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.C.3.a	Develop plan for training workshops and software upgrades	VP of Student Learning VP of Operations Director of Information Technology	Student Learning Operations Information Technology Staff Development	2012 - 2013	Detailed plan for migration process	IT staff (100 hours) Staff Development staff
II.C.3.b	Conduct migration process	Staff Development Program Administrator	Student Learning Operations Information Technology Staff Development	2012 - 2013	Campus migration to MS Office 2010 and MAC Office 2011 complete	

II.C.4 Introduction to College Technology for Faculty and Staff

The College will add introduction to College technology resources and services to Faculty Academy workshops and other Flex Training Programs.

[ACCJC/WASC Standard: III.C.1.b; College Technology Priority: 1]

Benefit: A formal process to introduce faculty and staff to College technology resources and services will ensure faculty and staff know what technology resources and services are available and how to access them.

Status: In progress.

Introduction to College Technology for Faculty and Staff – Project Phases						
ID	Project Phases	Lead Manager	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.C.4.a	Add introduction to campus technology resources and services to Faculty Academic workshops	Staff Development Program Administrator Director of Information Technology	Staff Development Information Technology	2012-2013	Faculty informed about College technology resources and services	IT staff (140 hours) Staff to conduct workshops
II.C.4.b	Add introduction to campus technology resources to Flex program for staff			2012-2013	New staff informed about College technology resources and services	

II.C.5 Other Training Workshops

Training and training workshops have been incorporated into the Project Phases for the following initiatives:

- DegreeWorks
- Employee Self-Service Portal
- Banner Enterprise Data Warehouse
- Banner Document Management System
- Banner Faculty Load and Automated Compensation (FLAC) module
- Web Content Management System
- Classroom Technology

II.C.6 Research and Pilot Assistive Technology

The College will implement process for researching and piloting new assistive technologies.

[ACCJC/WASC Standards: III.C.1.a, III.C.1.d; College Technology Priorities: 1, 2, 3]

Benefit: All students and staff who need assistive technology will have improved accessibility to instructional and non-instructional information. College of Marin is committed to ensuring accessibility for all of its constituents and compliance with Web Accessibility Initiative (WAI) guidelines and 508 standards through the use of appropriate assistive technology on the district website and in the production of all instructional and communicative materials and media within the district.

Status: Initiate in 2012.

Research and Pilot New Assistive Technologies – Project Phases						
ID	Project Phases	Lead Manager	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.C.6.a	Implement process for piloting new assistive technology	DSPS Coordinator Director of Information Technology	DSPS Information Technology	2012-2013	Process in place for piloting new assistive technologies	DSPS staff IT staff
II.C.6.b	Follow established process to pilot new classroom technologies		DSPS Information Technology	2013 and beyond	Integration of new technology in a coordinated way	DSPS staff IT staff Funds for new technologies Costs: TBD

II.D. Technology Infrastructure

II.D.1 Server Infrastructure

As a result of recent investments, the College server infrastructure reflects current technology with sufficient processor, memory, and disk storage resources. During the next five years, the College will invest in processor, memory, and disk drive upgrades on as-needed basis.

[ACCJC/WASC Standard: III.C.1.c; College Technology Priority: 3]

Benefit: Upgrades to server infrastructure will ensure satisfactory performance levels of the applications supporting the College's administrative processes and support services.

Status: In progress.

Server Infrastructure – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.D.1.a	Upgrade server processors, memory, and disk drives need to support applications on an ongoing basis	VP for College Operations Director of Information Technology	College Operations Information Technology	2012-2017	Satisfactory performance levels of applications	IT staff Costs: TBD

II.D.2 New Wi-Fi Network

The College is replacing its wireless data network (Wi-Fi) with a campus-wide wireless network supporting the latest wireless technology 802.11n.

[ACCJC/WASC Standard: III.C.1.c; College Technology Priority: 3]

Benefit: A campus-wide wireless network will enable students to use their personal devices to access campus online resources and Internet resources from any campus building.

Status: In progress.

New WiFi Network – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.D.2.a	Conduct request for proposal process	VP for College Operations Director of Information Technology	College Operations Information Technology	March-May 2012	WiFi vendor and technology selected	College Operations staff IT staff
II.D.2.b	Implement new WiFi network		College Operations Information Technology	May-August 2012	New WiFi network operational	Facilities staff IT staff (200 hours) Costs: TBD

II.D.3 Cable and Network Infrastructure Upgrade

The College will continue upgrading existing cable and network devices as part of new buildings and building renovations.

[ACCJC/WASC Standard: III.C.1.c; College Technology Priority: 3]

Benefit: Cable infrastructure upgrades are less costly when completed as part of a renovation and new construction. Upgrades to network switches are typically required to support the performance levels available with upgraded cable.

Status: In progress.

Cable and Network Infrastructure Upgrade – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.D.3.a	Upgrade cable and network infrastructure in Performing Arts	Director of Modernization VP of Operations Director of Information Technology	Modernization Operations Information Technology	2012	Upgraded network infrastructure	Bond funds IT staff
II.D.3.b	Upgrade cable and network infrastructure in new Science Center		Modernization Operations Information Technology	Spring 2010 – Fall 2012	Upgraded network infrastructure	Bond funds IT staff
II.D.3.c	Upgrade cable and network infrastructure in new Academic Center		Modernization Operations Information Technology	2014	Upgraded network infrastructure	Bond funds IT staff

II.D.4 Voice Mail System Upgrade

The College will replace its aging voice mail system.

[ACCJC/WASC Standard: III.C.1.c; College Technology Priority: 3]

Benefit: A new voice mail system will eliminate frequent voice mail system outages and provide additional functionality such as automatic attendant and unified messaging.

Status: Initiate in 2013.

Voice Mail System Upgrade – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.D.5.a	Conduct request for proposal process to select a voice mail system	VP of Operations Director of Information Technology	Operations Information Technology	2013-2014	Voice mail vendor and system identified	IT staff
II.D.5.b	Implement new voice mail system Provide training for faculty and staff		Operations Information Technology	2014-2015	New voice mail system installed and operational	New system with professional services (Est. \$52,000) IT staff (200 hours)

II.D.5 Teleconferencing Equipment Replacement

The College will replace its teleconferencing equipment in two rooms.

[ACCJC/WASC Standard: III.C.1.c; College Technology Priority: 3]

Benefit: The current equipment is very old and replacement parts and the knowledge to install them are hard to find. New teleconferencing equipment will provide improved audio, video and offer additional features while reducing the amount of time IT staff spend on repairs.

Status: Initiate in 2013.

Teleconferencing Equipment Replacement – Project Phases						
ID	Project Phases	Lead Manager(s)	Responsible Units	Time Line	Measurable Outcomes	Required Resources
II.D.6.a	Select equipment vendor	VP of Operations Director of Information Technology	Operations Information Technology	2013	Equipment vendor identified	IT staff
II.D.6.b	Implement new teleconferencing system		Operations Information Technology	2014	New teleconferencing system installed and operational	IT staff Cost: TBD

Ongoing Planning, Implementation, and Evaluation

The 2012-2017 Technology Plan is a strategic plan detailing the College's technology vision and technology priorities. Additionally, the Plan includes specific initiatives and project phases to promote the College's technology vision and support the College's technology priorities. These initiatives and related project phases will be reviewed and updated on an annual basis.

Following is a description of the College's annual technology planning cycle.

Annual Technology Planning Cycle		
Time Line	Responsible Persons	Activity
Summer	Director of Information Technology	Assess the past year's technology plan project phases and draft an annual progress report.
Early Fall	Technology Planning Committee	Review the annual progress report on technology plan project phases.
Mid Fall	Director of Information Technology and Technology Planning Committee Chair	Present the annual progress report to the Planning and Resource Allocation Committee, the Program Review Committee, and other campus groups, and get feedback from these groups.
Early Spring	Technology Planning Committee	Review feedback received from committees and campus constituents. Update project phases based on progress made and feedback received.
Mid Spring	Director of Information Technology and Technology Planning Committee Chair	Present the revised project phases to the Planning and Resource Allocation Committee and request resources.

To ensure the College's technology planning is continuous and initiatives are refined or expanded as technologies evolve and College requirements change, the College will implement the following technology planning cycle, which includes a comprehensive review of the Technology Plan every three years.

Ongoing Technology Planning Cycle		
Year	Type of Review	Activity
2011-2012	Comprehensive	Comprehensive IT assessment and development of 2012-2017 Technology Plan
2012-2013	Annual	Review and update project phases
2013-2014	Comprehensive	Comprehensive review and revision of Technology Plan

Ongoing Technology Planning Cycle		
Year	Type of Review	Activity
2014-2015	Annual	Implement Technology Plan 2014-2017 Review and update Project phases Complete the Accreditation Self-Study Report
2015-2016	Annual	Accreditation Comprehensive Site Visit Review and update Project phases
2016-2017	Comprehensive	Comprehensive review and revision of Technology Plan
2017-2018	Annual	Implement Technology Plan 2017-2020 Review and update Project phases
2018-2019	Annual	Review and update Project phases
2019-2020	Comprehensive	Comprehensive review and revision of Technology Plan
2020-2021	Annual	Implement Technology Plan 2020-2023 Review and update Project phases Complete the Accreditation Self-Study Report
2021-2022	Annual	Accreditation Comprehensive Site Visit Review and update Project phases

Appendix 1

COM Web Accessibility Standards and Guidelines

<http://www.marin.edu/ADA/web/index.html>

What is Web Accessibility?

In the various modes of delivery of web pages, web-based instruction, and other electronic media sources, accessibility refers to the ability of every person to access the information presented. Accessible web pages take into account the special needs of people with auditory, visual, mobility, and cognitive impairments and give those users an equivalent browsing, viewing, and communication experience to that of nondisabled individuals. Accessible web pages will work well with screen readers and other assistive technology.

Guidelines for Online Accessibility

Both state and federal law require community colleges to operate all programs and activities in a manner, which is accessible to students with disabilities. Access to persons with disabilities is guaranteed by Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and by Title 24, California Code of Regulations.

Whenever possible, communications with persons with disabilities will be as effective as communications with persons without disabilities in terms of timeliness of delivery, accuracy of translation, and appropriateness to the message and the individual. The law applying to online materials is specific that all materials must be accessible and not fall back on "reasonable accommodation."

Strongly recommended:

All files uploaded to the web by COM faculty and staff, including digital files, audio, and video files, must be accessible to individuals with disabilities to the fullest reasonable extent possible.

What Online Materials that Need to be Made Accessible?

- All Web-based HTML files, PDF files, PowerPoint presentations, Microsoft Word documents, Excel spreadsheets, video files, audio files, etc.
- Content created within Adobe Contribute, by Contribute editors.
- Files uploaded to COM sever by instructors.
- Material created or controlled by instructors, required as class material, but hosted on another server.
- Web pages hosted elsewhere will be reviewed for compliance only if required for class material.

Creating and Improving Web Pages to be Accessible

Refer to the *COM Web Accessibility Standards and Guidelines* to be guided in the creation and modification of web materials to be accessible. The *COM Web Accessibility Standards and Guidelines* align closely with Section 508 of the Rehabilitation Act of 1973. COM faculty, staff, and Contribute users are encouraged to put these guidelines into practice at the earliest possible date in order to make their web pages accessible to persons with disabilities. See also the *Web Accessibility Checklist* that summarizes the 508 rules in a handy checklist format.

1. Alternative Text (508a)

For non-text elements such as images, applets or image maps, alternative text information needs to be provided to communicate the same information as its associated element.

What are ways of assigning text to elements?

"Alt tags" are attributes added to images so that a screen reader can read a description of the image.

HTML example code:

```

```

If the information for the image is elsewhere on the page, e.g. in a caption or in the body text, there is no need to use the alt tag. In fact, it can be confusing. In that case, use an empty alt tag.

HTML example code of empty alt tag:

```

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There is no limit to the length of alt tags, but the descriptions should be succinct without being too vague. For complicated images, such as charts, graphs or diagram, use the "long desc" attribute. This attribute links to another html page that includes the text. Also add an alt tag to the image.

HTML example code:

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2. Multimedia presentations (508 b)

Provide equivalent alternatives for multimedia presentations.

Multimedia files — a combination of text, audio, still images, animation, video, and interactivity content

Video:

Multimedia files with audio need synchronized captioning of the audio portion.

Audio:

Audio only files need not have synchronized captioning but must have a text equivalent such as a transcript.

Web slide shows:

A silent web slides show presentation does not need to have synchronized captioning or an audio description accompanying it for audio impaired viewers, but does require text alternatives to be associated with the graphics for sight impaired viewers.

Short animation graphic element:

For short animations such as animated "gifs" images, provide alt-text and a long description if needed.

3. Text and graphics are perceivable and understandable without color (508 c)

Don't use color to convey information or indicate an action.

Example (Avoid):

Click on the green button.

Please refer to red bold text.

Please see third column under blue heading.

Use foreground and background color combinations that provide sufficient contrast when viewed by someone with color blindness or when viewed on a black and white screen. This does not mean that the web pages have to be displayed in black and white. The importance is contrast between text, elements and background color needs to be significant enough that it will read well in black and white as well as color.

4. Style sheets (508 d)

Note: This rule does not apply to Adobe Contribute users.

Ensure that the contents of each page are ordered and structured so that they read appropriately without an associated style sheet.

Some users with low vision may create their own style sheet to display fonts and colors that they can better see. If a web page is set up to override user-defined style sheets, people with disabilities may not be able to use the page.

The safest method of using css styles is with an "external" style sheet. This involves creating a .css document that contains the styles and linking to it in the head of the document.

5. Image maps (508 e and f)

Note: This rule does not apply to Adobe Contribute users.

Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.

With a server-side image map, the browser sends the coordinates of where the user clicks directly to an associated file on the server. Server-side image maps are inaccessible because they require positioning the mouse on some part of a picture to indicate a desired action.

What distinguishes this map as a server-side map is that there is no usemap attribute. Instead, the image is enclosed in an anchor tag () and the image element has the boolean ismap attribute.

A client-side image map has the coordinates in the code and allows the author to assign text to each image map hot spot. This allows someone using a screen reader to easily identify and activate regions of the map.

If server-side image maps must be used, provide redundant text links for each hotspot in the image map. Server-side image maps do not allow browsers to indicate to the disabled user the URL that will be followed when activating a region of the map. By providing redundant text links, the person not able to see or accurately click on the map will have access.

6. Tables used for data (508 g and h)

Note: This rule does not apply to Adobe Contribute users.

This rule does not apply to tables used for layout only.

Row and column headers shall be identified for data tables. Each table cell is either a pure data cell (td) or a header cell (th). Also, the td and scope tags can be used in conjunction to specify header cells.

Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers. (Use id and header tags).

7. Frames (508 i)

Note: This rule does not apply to Adobe Contribute users.

Provide sufficient information to determine the purpose of the frames and how they relate to each other.

8. Moving, blinking, scrolling and auto-updating (508 j)

Ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen.

Avoid any blinking or updating of the screen that causes flicker. Some individuals with photosensitive epilepsy can have a seizure triggered by displays that flicker, flash, or blink, particularly if the flash has a high intensity and is within the range of 2 to 55 cycles per second.

Movement should be avoided when possible, but if it must be used, provide a mechanism to allow users to freeze motion or updates in applets and scripts or use style sheets and scripting to create movement.

For auto-refreshing or timed response pages, provide a second copy of the page where refresh only happens after a link has been selected (until user agents provide this ability themselves).

9. Use text-only pages to achieve compliance (508 k)

When compliance cannot be accomplished in any other way, a text-only page, with equivalent information or functionality, shall be provided to make the web site accessibility compliant. Text-only pages must contain equivalent information or functionality as the primary pages. Also, the text-only page shall be updated whenever the primary page changes.

10. Scripts (508 l)

Note: This rule does not apply to Adobe Contribute users.

For scripts that present critical information or functions, ensure that the information provided by the script is readable by assistive technology or provide an alternative, equivalent presentation or mechanism.

11. Applets, plug-ins and other applications – PDFs, QuickTime Movies, etc. (508 m)

When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the web site must provide a link to a plug-in or applet that complies with the Section 508 standards for software.

This rule requires links for downloading the plug-in, etc. that is needed to play or display the content of the files.

For example, a page with a link to a PDF document will need to provide a link to download the Adobe Acrobat reader. A page displaying or linking to a QuickTime movie will need to provide a link to the QuickTime player download page.

Additionally, it is the responsibility of the web page author to know that any plug-in or applet required must be a compliant application.

12. Electronic forms (508 n)

Note: This rule does not apply to Adobe Contribute users.

Electronic online forms shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

All form elements except for buttons should use the <LABEL> tag and associated "FOR" attribute to indicate the type of form item it is.

An acceptable alternative to the <LABEL> tag is to use the "TITLE" attribute for a form element. Ensure that the title value adequately describes the functionality of the form element.

Wherever possible, place labels adjacent to input fields, not in separate cells of a table. To better tie the form element to its associated label, use the "ID" attribute in the associated form element. Set this attribute to the identifier used in the "FOR" attribute of the associated <LABEL> tag.

Dynamic HTML scripting of the form shall not interfere with assistive technologies and is keyboard accessible.

13. Allow user to skip repetitive navigation (508 o)

Note: This rule does not apply to Adobe Contribute users.

A method shall be provided that permits users to skip repetitive navigation links. Long sets of navigation that is repeated on every page will pose a problem for those using screen readers.

A good method for skipping the repetitive navigation is to provide a "jump link" – a hyperlink at the very beginning of the page with appropriate text (e.g. "Skip to main content") that links to an anchor tag placed before the start of the content.

HTML Example Code to be placed at the top of the page:

Skip to main content

HTML Example Code to be placed at the beginning of main content:

14. Timed responses (508 p)

Note: This rule does not apply to Adobe Contribute users.

When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required or given a link to a second copy of the page that does not require a timed response.

COM Web Accessibility Checklist

Rule	Rule Description	Compliant		
		YES	NO	NA
1. 508 a	<p>Alternate Text (ALT tags)</p> <ul style="list-style-type: none"> - All non-text elements such as images, applets or image maps have text equivalents. - ALT tags are descriptive of the image, etc. - Decorative images, redundant images, and images used for spacing have empty ALT text. - Charts, graphs, etc. that need long descriptions use the "LONG DESC" attribute. 			
2. 508 b	<p>Multimedia</p> <ul style="list-style-type: none"> - Multi-media files with audio have synchronized captioning of the audio portion. - Audio only files have a text equivalent such as a transcript. - A silent web slide show presentation has text alternatives associated with the graphics. - Moving visual information has text equivalents of the auditory description of the movements or ALT text for short animations. 			
3. 508 c	<p>Color</p> <ul style="list-style-type: none"> - Color is not used to convey information or indicate an action - Foreground and background colors have sufficient contrast. 			
4. 508 d	<p>Style Sheets</p> <ul style="list-style-type: none"> - Correct order and structure of pages are intact when the style sheet is turned off. 			
5. 508 e, f	<p>Image Maps</p> <ul style="list-style-type: none"> - Image maps are client-side. - If a server-side image map is used, redundant text links for each hotspot are used. 			
6. 508 g, h	<p>Tables used for data</p> <ul style="list-style-type: none"> - TH tags are used for row and column headers. - ID and TH tags are used for data tables that have two or more levels of row or column headers. 			
7. 508 i	<p>Frames</p> <ul style="list-style-type: none"> - Each frame has sufficient information to determine the purpose and relationship to the other frames. - The source of each frame is an HTML file. 			
8. 508 j	<p>Moving, blinking, scrolling and auto-updating</p> <ul style="list-style-type: none"> - Moving or auto-updating objects have a mechanism to freeze motion. - Auto refreshing or timed response pages have a second copy of the page where refresh happens only after a link is selected. - No elements on the page flicker at a rate of 2 to 55 cycles per 			

Rule	Rule Description	Compliant		
		YES	NO	NA
	second.			
9. 508 k	Text-only pages <ul style="list-style-type: none">- If compliance cannot be accomplished in any other way, a text-only page, with equivalent information or functionality is provided to make the page accessibility compliant.- The text-only page contains equivalent information or functionality as the primary page.- The text-only page has been updated with any changes made to the primary page.			

Appendix 2

Student Computer Labs and Classrooms

Campus	Location	Classroom/Lab	Number of Windows Systems	Number of Macintosh Systems	Notes
IVC	07-192	Community Education PC Classroom	16		Reserved for Community Education classes
IVC	07-199	Community Education Mac Classroom		12	Reserved for Community Education classes
IVC	17-100	Career Study Center/Open Lab/English Skills Lab/ Writing Center/Math Lab	29	6	
IVC	27-124	Library/Computer Research Lab	20	10	
IVC	27-125	Computer Classroom/Lab	25		Advanced reservations required
IVC	27-129	Multimedia Studies Classroom/Lab	1	25	Requires faculty consent
IVC	27-130	Multimedia Studies Video Lab		2	
IVC	27-220	Dental Assisting Lab	6		
IVC	MW 144	Computer Information Systems Lab	10		
KTD	BC 101	English Classroom	36		
KTD	BC 102	Business Center	26		
KTD	BC 104	Business Skills Center	25		
KTD	FA 315	Fine Arts		26	
KTD	FH 15	Photography Lab		2	
KTD	HC 128	ESL Lab	13		
KTD	HC 156	Music Lab		9	
KTD	HC 158	Music Lab		1	
KTD	HC 174	Nursing Skills Lab	4		
KTD	LC 032	Echo Times Newspaper	3	3	
KTD	LC 035	Learning Resources Center	28		
KTD	LC 058	Video Editing		1	
KTD	LC 073	Video Editing		2	
KTD	LC 075	Video Editing	1	1	
KTD	LC 076	Video Editing		7	
KTD	LC 110	Media Center	21		
KTD	LC 112	Literacy Lab	24		
KTD	LC 120	Writing Center/Basic Skills Lab	29		
KTD	LC 100	Main Library floor	20		
KTD	LC 136	DSPS Lab	2		
KTD	LC 150	Language and Culture Lab	29		
KTD	LC 160	EOPS Lab	9		
KTD	LC 182	EOPS Lab	3		
KTD	SC 115	Math Lab	2		
KTD	SC 120	Physics Lab	6		
KTD	SC 143	Science Center Lab	15		
KTD	SC 144	Science Center Lab	29		
KTD	SC 86-89	Chemistry Lab	4		
KTD	SS 238	Testing Lab	15		

Appendix 3

Recent Faculty and Staff Computer Purchases

Location	Year	Computer Manufacturer
AC104	10	Dell Inc.
AS133	10	Dell Inc.
CY100	10	Dell Inc.
DC104	10	Dell Inc.
DC105	10	Dell Inc.
HC112	10	Dell Inc.
HC115	10	Dell Inc.
HC167	10	Dell Inc.
HC206	10	Dell Inc.
HC207	10	Dell Inc.
HC211	10	Dell Inc.
HC213	10	Dell Inc.
HC219	10	Dell Inc.
HC222	10	Dell Inc.
HS106	10	Dell Inc.
LC182	10	Dell Inc.
LC24	10	Dell Inc.
LC25	10	Dell Inc.
LC27	10	Dell Inc.
LC38	10	Dell Inc.
LC39	10	Dell Inc.
LC53	10	Dell Inc.
LI102	10	Dell Inc.
LT	10	TOSHIBA
LT	10	TOSHIBA
MB106	10	Dell Inc.
PE11	10	Dell Inc.
PE14	10	Dell Inc.
PE65	10	Dell Inc.
PM107	10	Dell Inc.
SC117	10	Dell Inc.
SC141	10	Dell Inc.
SS212	10	Dell Inc.
SS234	10	Dell Inc.
AC114	11	Dell Inc.
AC114	11	Dell Inc.
AC116	11	Dell Inc.
AS121	11	Dell Inc.
AS134	11	Dell Inc.
AS135	11	Dell Inc.
FH106	11	Dell Inc.
HC111	11	Dell Inc.
HC201	11	Dell Inc.
HC204	11	Dell Inc.
HC224	11	Dell Inc.
HS100	11	Dell Inc.
LC50	11	Dell Inc.

Location	Year	Computer Manufacturer
LI100	11	Dell Inc.
LT	11	TOSHIBA
MB104	11	Dell Inc.
SS149	11	Dell Inc.
SS214	11	Dell Inc.
SS223	11	Dell Inc.
TB121	11	Dell Inc.
HC100	12	Dell Inc.
HC109	12	Dell Inc.
IS208	12	Dell Inc.
PV8	12	Dell Inc.
PV9	12	Dell Inc.
SC165	12	Dell Inc.
SS124	12	Dell Inc.
SS124	12	Dell Inc.
SS235	12	Dell Inc.
TB126	12	Dell Inc.

Appendix 4

Banner Training Sessions - Summary

1. Banner Self Service Finance Module Training (2007)
 - a. Total Number of Workshops: 19
 - i. Requisitioner Training Workshops: 12
 - ii. Approver Training Workshops: 7
 - b. Total Attended Training: 130
 - i. Requisitioner Training Participants: 85
 - ii. Approver Training Participants: 45
 - c. Participants who took both Requisitioner & Approver training: 8
 - d. Unduplicated headcount: 113
2. Banner Student (2008)
 - a. Number of Workshops
 - i. Workshops for Counselors: 2
 - ii. Workshops for Student Development staff: 2
 - iii. Workshops for Student Learning deans and administrative assistants: 2
 - b. Number of Attendees
 - i. Number of Counselors and Student development staff attendees: 45
 - ii. Number of Student Learning attendees: 22
3. MyCOM Portal (2008)
 - a. MyCOM Tutorials Developed
 - i. MyCOM Quick Guide: This is a brief 3-page guide with that provides step-by-step instructions for the basic features that all faculty need to know including how to download their roster and post grades or positive attendance hours.
 - ii. "How can I use MyCOM?": This is a more comprehensive tutorial providing instructions on how to display class rosters and wait lists, submit grades or positive attendance hours, and set office hours. It also includes instructions to use "Course Studio" a feature that enables faculty to upload files and handouts (i.e. syllabus) post class announcements and send emails to all students enrolled in their class.
 - iii. "Forwarding MyCOM Email": This guide provides instructions so faculty can forward their MyCOM email to their regular College of Marin email account or any other email account they choose.
 - b. MyCOM Workshops (2008)
 - i. For those who wanted additional support beyond the tutorials, nine training workshops were presented the weeks of June 2 and June 9. Workshops were offered morning, afternoon, and evening hours to accommodate faculty schedules.
 - ii. These sessions were repeated during fall Flex Week August 12-14.
 - iii. Special workshops were created for support staff to familiarize themselves with MyCOM Faculty Portal features. Four workshops were held and 31 administrators and support staff attended.
 - c. MyCOM Workshops (2010-2011)
Six hands-on MyCOM workshops that focused on the features available in Course Studio were offered during Flex days from August 2010 through August 2011.

Appendix 5

Schedule of Moodle and On-Line Learning Training Sessions

Spring 2012

Introduction to Online Teaching and Learning:
Two-Day Workshop – April 26-27, 2012

Thursday, March 29, 2012
2 p.m. to 3 p.m.: Moodle Basics

Friday, March 16, 2012
12:30 p.m. to 1:30 p.m.: Moodle Open Q & A Session

Friday, March 2, 2012
1 p.m. to 2 p.m.: Moodle Grade Book

Friday, February 24, 2012
12:30 p.m. to 1:30 p.m.: Moodle Communications

Friday, February 10, 2012
11 a.m. to noon: Moodle Open Q & A Session

Friday, February 10, 2012
10 a.m. to 11 p.m.: Moodle Basics

Wednesday, February 1, 2012
3 p.m. to 4 p.m.: Moodle Basics

Fall 2011

Wednesday, December 14, 2011
3 p.m. to 4 p.m.: Moodle Basics

Wednesday, November 16, 2011
3 p.m. to 4 p.m.: Moodle Grade Book

Thursday, November 10, 2011
2 p.m. to 3 p.m.: Moodle Open Q & A Session

Wednesday, November 2, 2011
3 p.m. to 4 p.m.: Moodle Basics

Wednesday, October 26, 2011
3 p.m. to 4 p.m.: Moodle Activities

Thursday, October 13, 2011
2 p.m. to 3 p.m.: Moodle Communications

Wednesday, October 5, 2011
3 p.m. to 4 p.m.: Moodle Basics

Wednesday, September 28, 2011
2:30 p.m. to 3:30 p.m.: Moodle Open Q & A Session

Thursday, September 22, 2011
3 p.m. to 4 p.m.: Moodle Basics

Wednesday, September 14, 2011
3 p.m. to 4 p.m.: Moodle Grade Book

Thursday, September 8, 2011
2 p.m. to 3 p.m.: Moodle Activities

Wednesday, August 31, 2011
3:30 p.m. to 4:30 p.m.: Moodle Communications

Thursday, August 25, 2011
2:30 p.m. to 3:30 p.m.: Moodle Basics

Summer 2011

July 21, 2011
10 am - 10:50 am: Moodle Communications
11 am - 11:50 pm: Moodle Grade Book

July 5, 2011
10 am - 10:50 am: Moodle Basics
11 am - 11:50 pm: Moodle Activities

June 27, 2011
10 am - 10:50 am: Moodle Basics
11 am - 11:50 pm: Moodle Communications

July 27, 2011
10 am - 10:50 am: Moodle Activities
11 am - 11:50 pm: Moodle Grade Book

Spring 2011

Making Online Learning Accessible to All Students
2:30-4:30 p.m. Wednesday, January 19, 2011

Appendix 6

Conversion to Microsoft Office 2007: Training Workshops

Following is a summary of the workshop offered in 2009-2010 to convert staff and faculty to Microsoft Office 2007.

- June 2009: 30 workshops attended primarily by staff and a few faculty members.

Workshop	Number of Attendees
What's New in Office 2007 (the "Intro" workshop)	52
Getting to Know Outlook 2007	40
Getting to Know Word 2007	41
Styling in Word	26
Getting to Know Excel 2007	31
Excel: Formulas and Functions	16
Excel: Sorting and Filtering	18
Office 2007 for Fiscal Services Staff	2

- September 2010: 8 workshops
- April 2010: 8 workshops

Appendix 7

Data Dashboard Training (2011-2012)

The Data Dashboard is a dynamic menu-driven system developed by the Office of Planning, Research, and Institutional Effectiveness (PRIE) that enables you to access live College of Marin data to research and study various student success factors including student achievement, enrollment, student demographics, cohort tracking for sequential classes, student persistence, course success and degrees/certificates awarded. It's available to all College of Marin faculty, staff, and administrators via the COM Intranet.

Data Dashboard Training Workshop Schedule: Summer 2011 – Spring 2012

July 13, 2011 – Hands-on Training for Deans and Directors

August 11, 2011 – “Using COM’s Data Dashboard to Support Student Success” – Demo at Flex workshop

October 5, 2011 – Hands-on Training for Department Chairs

December 15, 2012 – Hands-on Training for Faculty and Staff

January 11 & 12, 2012 – Hands-on Training for Faculty and Staff

February 22 & 23, 2012 – Hands-on Training for Faculty and Staff

March 7 & 22, 2012 – Hands-on Training for Faculty and Staff

One-on-One Training Sessions

In addition to the workshops, PRIE staff members conducted several one-on-one training sessions with individual faculty and staff.

Appendix 8

Flex Program Workshops

August 2011 Flex Workshops At-a-Glance Calendar

Flex activities are open to all faculty and staff. Credit faculty have an obligation to complete a designated number of Flex hours each semester. Check the [Staff Development Web Page](#) at www.marin.edu for complete workshop descriptions, Flex program requirements, forms and deadlines. All workshops are drop-in unless registration requirements are indicated.

Wednesday, August 10 (Independent Flex Day)	Thursday, August 11 (Independent Flex Day)	Friday, August 12 (Mandatory Flex Day)
<p>10:00-11:30 a.m. New Academic Center Building Design Update TLCD Architects/Mark Cavagnero Associates OH 96</p> <p>10:00-12:00 p.m. CPR Training June Lee & Kathleen Smyth PE 91 Requires Registration: Email kathleen.smyth@marin.edu to register.</p> <p>1:00-2:20 p.m. Tools & Tips for Teaching With Moodle: An Introduction to COM's New Learning Management System Alisa Klinger, Ingrid Kelly, Kathleen Smyth & Mary Pieper Warren Library Literacy Classroom (located inside the Library)</p> <p>2:30-3:30 p.m. Getting Started with Moodle Hands-on Workshop Alisa Klinger Library Literacy Classroom (located inside the Library)</p> <p>6:00-8:00 p.m. Faculty Orientation AC 108 Office of Student Learning, Human Resources, College Police and Staff Development</p>	<p>9:30-11:45 a.m. Strategies to Support Student Success Sponsored by the Academic Senate Staff Lounge, Student Services Building Continental breakfast served beginning at 9:20 a.m. This is a two-part workshop. Attend one or both presentations!</p> <p><i>Part One:</i> 9:30-10:30 a.m. <i>Using College-wide SLOs to Develop Best Practices</i> Beth Patel and Cara Statucki</p> <p><i>Part Two:</i> 10:40-11:45 a.m. <i>Using COM's Data Dashboard to Support Student Success</i> Anne Gearhart and Dr. Chialin Hsieh</p> <p>12:45-2:00 p.m. Joint Department Chairs Meeting AC 108</p> <p>1:00-3:00 p.m. Post Handouts, Links and Photos and Communicate Students by Email on the MyCOM Portal Alice Dieli SC 144 Requires Registration: Email alice.diel@marin.edu to register.</p>	<p>10:00-12:00 p.m. College Convocation Annual Fall College Convocation for all faculty and staff.</p> <p>Keynote Speaker: Scott Lay, President/Chief Executive Officer Community College League of California "2020 Vision Student Success"</p> <p>OH 96 (A Welcome Back Breakfast will be served outside Olney Hall 8:45 to 9:45 a.m. Please plan to be seated inside by 10:00 a.m.)</p> <p>1:30-3:30 p.m. Department Meetings Annual Flex department meetings. (Check your Chair for location)</p>

Appendix 9

Summary of Estimated Costs - 2012-2017 Technology Initiatives

Summary of Costs 2012-2017 Technology Initiatives				
ID	Description	Estimated IT Staff Hours	Consulting Services	Licenses and Equipment
II.A.1	Implement DegreeWorks	100	\$130,000	Existing
II.A.2	Implement Employee Self-Service Portal	100	TBD	Existing
II.A.3	Implement Banner Enterprise Data Warehouse	200	TBD	\$5,000
II.A.4	Implement Banner Document Management system	200	\$58,000	\$15,000
II.A.5	Implement Banner Faculty Load and Automated Compensation (FLAC)	100	\$36,000	Existing
II.A.6	Join MARINet, a consortium of eighteen member libraries in Marin County	TBD	\$40,000	\$50,000 Startup \$40,000 annual
II.A.7	Implement web content management system	TBD	TBD	TBD
II.A.8	Migrate to single campus identification Card	TBD	TBD	TBD
II.A.9	Update the MyCOM portal	TBD	TBD	TBD
II.A.10	Research feasibility of an "opt out" emergency response system	TBD	TBD	TBD
II.B.1	Increase integration of Moodle learning management system	-----	TBD	TBD
II.B.2	Complete student domain for computer classrooms and labs	800 hours	-----	-----
II.B.3	Implement virtual desktop technology for student access	200 hours	TBD	\$105,000 server Other costs: TBD
II.B.4	Define standards and implement replacement plan for student lab computers	TBD	TBD	TBD
II.B.5	Maintain student computer lab software inventory	100 hours	-----	-----
II.B.6	Implement student computer lab management software	100 hours	\$1,000	\$5,000 server \$15,000 license
II.B.7	Implement a campus wide, web based print management system for student computer labs	TBD	TBD	TBD
II.B.8	Equip additional classrooms with technology.	TBD	-----	Project
II.B.9	Implement quick response processes for classroom technology problems.	TBD	TBD	TBD
II.B.10	Create virtual desktops for classroom instruction.	200 hours	TBD	\$20,000 per 100 virtual desktops \$105,000 for replacement PCs

Summary of Costs 2012-2017 Technology Initiatives				
ID	Description	Estimated IT Staff Hours	Consulting Services	Licenses and Equipment
II.B.11	Establish process for replacement of non-computer instructional technology	TBD	TBD	TBD
II.B.12	Research and pilot new classroom technologies	TBD	TBD	TBD
II.C.1	Implement structured replacement process for faculty and staff computers	TBD	TBD	\$150,000 year 1; \$70,000 - \$100,000 year 2 and year 3; \$90,000 - \$135,000 year 4 and beyond
II.C.2	Implement virtual desktop technology for staff and faculty	200	TBD	\$20,000 per 100 virtual desktops
II.C.3	Structure campus-wide migration to MS 2010	100	TBD	TBD
II.C.4	Introduce faculty and staff to technology resources	140	TBD	TBD
II.C.5	Other Training Workshops	TBD	TBD	TBD
II.C.6	Research and pilot appropriate assistive technology	TBD	TBD	TBD
II.D.1	Upgrade server infrastructure	TBD	TBD	TBD
II.D.2	Implement new WI-FI Network	200	TBD	TBD
II.D.3	Upgrade cable and network infrastructure	TBD	Project	Project
II.D.4	Replace aging voice mail system	200	-----	\$52,000
II.D.5	Replace aging teleconferencing equipment	TBD	TBD	TBD