Diablo Valley College

321 Golf Club Road   Pleasant Hill, CA 94523

AGENDA – RESEARCH, PLANNING AND EVALUATION COMMITTEE (RPEC)

MEETING INFORMATION

COMMITTEE CHARGE:

The Research, Planning and Evaluation Committee operates under the rules of the [Brown Act](). This committee is charged with the task of making planning meaningful to the college community by ensuring that all college wide plans adhere to and support the mission, values and strategic plan of the college. These plans will be designed to effectively support student learning and success. College wide plans will contain the appropriate components to drive decision-making processes.

DATE:	11/27/2019	LOCATION:	President's Conference Room
TIME:	2:30 – 4:30 P.M.	MEETING TYPE:	Governance
CO-CHAIRS:	Becky Opsata, Gabe Harven, René Sporer	NOTETAKER:	Kisha Lee
COMMITTEE MEMBERS:	Clarice Adams, Mark Akiyama, Daniel Catterson, Florence Espiritu, Gabe Harven, Heidi Gentry-Kolen, Chi Lo, Becky Opsata, René Sporer, Emily Stone	MEETING DATES:	Fall 2019: ~~9/11~~; ~~9/25~~; ~~10/09~~; ~~10/23~~; ~~11/13~~; 11/27; 12/11 Spring 2020: 2/12; 2/26; 3/11; 3/25; 4/08; 4/22; 5/13
PRESENTERS & INVITED GUESTS:	Brian Vargas, Percy Roper	RELATED DOCUMENTS:	• Posted on RPEC webpage

PREPARATION FOR MEETING: **Please Read:** Related documents listed above.

AGENDA ITEMS:

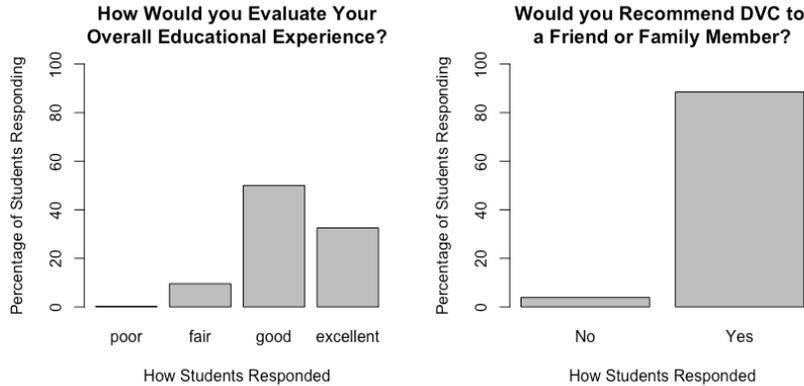|	TOPIC	DESIRED OUTCOME	PRESENTER	TIME ALLOTTED	
1.	Introductions and Call to Order		Becky Opsata	1 min.	2:30 – 2:31
2.	Agenda Review and Approval	Approval/Action	ALL	2 min.	2:31 – 2:33
3	Minutes Review and Approval	Approval/Action	ALL	5 min.	2:33 – 2:38
4.	Public Comment *(limited to 3 minutes)*	Discussion	ALL	2 min.	2:38 – 2:40
5.	Announcements	Discussion	ALL	5 min.	2:40 – 2:45
6.	CCSSE document finalization	Discussion/Possible Action	ALL	35 min.	2:45 – 3:20
7.	Planning	Discussion/Possible Action	ALL	10 min.	3:20-3:30
8.	Student Veterans Resource Center	Discussion	Brian Vargas	30 min.	3:30 – 4:00
9.	Technology Master Planning	Discussion	Percy Roper	15 min.	4:05 – 4:20
10.	Adjournment		ALL		4:30

Report from the Research, Planning, and Evaluation Committee on the

Community College Survey of Student Engagement

Date, 2019

Executive Summary of Notable Results

Overall Student Satisfaction is High

Students are overwhelmingly satisfied with their experiences at the college. 89.5% evaluated their overall educational experiences here as good or excellent. When asked if they would recommend the college to a friend or family member, 95.5% said yes.

Students Face Obstacles to Success

39.6% report that anxiety, stress, post-traumatic stress, or other emotional issues are an obstacle to their success. 18.3% are hindered by the cost of textbooks, tuition, and other course materials.

Faculty are Key to In-Class Success

When asked to think about their best class at the college and describe which was the most important thing that contributed to their success:

47.5% the teaching style of the faculty member

22.4% I felt connected to the teacher and that they cared about me

About the Survey

In March and April 2019, the college conducted the Community College Survey of Student Engagement (CCSSE) survey of our students. 1030 students completed valid paper surveys in 68 face-to-face classes on both the San Ramon and Pleasant Hill campuses. The CCSSE uses a rigorous selection process to choose which classes are surveyed, to create a representative sample. Information about the sampling procedure can be found:
 https://www.ccsse.org/aboutsurvey/sampling.cfm

Students under 18 are excluded from the results.

Demographic Factor	Survey Respondents	DVC Spring 19 Actual
Age 18-24	78%	65.2%
Male	43%	47.6%
White	28%	35.1%
Latino	12%	11.8%
Black	3%	5.3%
Asian	15%	11.9%
Two or more races	12%	24.3%

The surveys took approximately 45 minutes to complete and asked 165 questions, plus an additional 15 custom questions that were written by the college in fall 2019 and included.

The college participated in the CCSSE survey in spring of 2016 as well.

The complete results are available on the RPEC webage at:
 https://www.dvc.edu/about/governance/committees/rpec/report-archive.html

About this Report

In fall 2019, the Research, Planning, and Evaluation Committee (RPEC) spent several committee meetings engaging in an in-depth analysis of the results. The RPEC did three projects:

1) Data set analysis

In addition to the complete results published by the CCSSE organization, the college has access to the data set of individual responses. By looking at relationships in between responses, the RPEC has analyzed the data to highlight several key findings that we believe are relevant and important for the entire campus community to share.

Throughout this section of the document, the RPEC offers ideas about how to use the data and questions to consider. We invite you to generate questions you have about the existing data, or offer ideas for future questions you think would be important to include if we are to conduct a survey like this again. Please reach out to the Dean of Institutional Effectiveness if you have additional research you would like generated from the data set. No one study is perfect, but we hope these data inspire new questions and ideas for how to improve the lives of our students.

2) Evaluation of the frequencies reports provided by the CCSSE researchers

In an attempt to connect the questions to the specific audience that would be most interested in them, the RPEC sorted the questions into faculty, student services, students, and the library. It then prioritized the questions, with the intention of providing a focused set of information for each group. The goal was to highlight the most important and potentially actionable information by group. This does not mean that there may not be questions in the complete set that are of interest to individuals or groups and if people have time to do so, they are encouraged to look at the entire set of results, which are published here: https://www.dvc.edu/about/governance/committees/rpec/report-archive.html.. The separated sets are included in this report.

We were able to incorporate 15 specific questions into the survey. In fall 2018, the RPEC finalized those questions after receiving recommendations from many campus groups and committees, for exmaple the Tutoring Advisory Committee and the Financial Aid Office. In fall 2019, the responses to these questions were shared with the groups who helped craft them. They are also included in the full response set on the RPEC reports archive page and as a separate document called "Custom Questions Results 2019."

3) Connection of CCSSE results to Institutional Learning Outcomes

In the fall of 2018, the college adopted five new institutional learning outcomes. These outcomes are concepts that every student should become familiar with over their time at the college. They are also concepts that apply to employees and the college itself. The outcomes are:

    a. Communication and collaboration
    b. Empathy mindset
    c. Growth mindset
    d. Information and technology fluency
    e. Solution mindset

Starting in fall 2019, instructional programs mapped course and program learning outcomes to the larger institutional outcomes. Student services programs connected student services learning outcomes to the institutional outcomes. After this mapping is completed, the college plans to evaluate the connections and assess institutional learning outcomes in that process. Since the mapping project is in its early stages, the RPEC recommended that the CCSSE data could be used to provide insight into student perceptions on the institutional learning outcomes. Going forward, the CCSSE data can be used to provide longitudinal points of comparison. This two-pronged approach to institutional learning outcome assessment should provide the college with valuable information.

In November 2019, the Classified Senate dedicated a meeting session to serving as a focus group to map CCSSE questions to the five institutional learning outcomes. In December, as set of faculty completed the same mapping project. After the mapping, the RPEC prepared a report on the findings. The report is available on the RPEC reports archive webpage.

Additional research from the data set

Frequencies Reports sorted by audience

Faculty – Overall student experiences

	Poor	Fair	Good	Excellent	
How would you evaluate your overall educational experience at this college?	0.40%	10.20%	52.30%	37.20%	
	No	Yes			
Would you recommend this college to a friend or family member?	4.50%	95.50%			
Thinking about your best class at this college, which was the most important thing that contributed to your success?	The teaching style of the faculty	The content of the class.	I felt connected to the teacher and	I was connected to other students in	None of the above.
	47.90%	18.20%	22.40%	5.70%	5.80%
Have you ever not been successful in a class at this collge? What was the reason?	This doesn't apply to me, I have been successful in all my classes here.	The professor was not a good teacher.	The class had too much work.	The class text and materials cost too much, and I did not buy them.	The class was too difficult, I did not understand the content.
	40.90%	25.70%	11.40%	3.40%	18.60%
	Not very	Somewhat	Quite a bit	Extremely	
How supportive are your friends of your attending this college?	4.10%	14.40%	30.20%	51.20%	
How supportive is your immediate family of your attending this college?	3.50%	10.20%	25.00%	61.30%	

Faculty – Student descriptions of their experiences

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	Very little	Some	Quite a bit	Very much
a. Acquiring job- or work-related knowledge and skills	27.00%	33.00%	20.30%	19.70%
b. Writing clearly and effectively	12.10%	26.20%	35.60%	26.10%
c. Speaking clearly and effectively	13.50%	30.20%	29.00%	27.40%
d. Thinking critically and analytically	7.50%	22.20%	38.10%	32.20%
e. Solving numerical problems	17.60%	28.90%	29.20%	24.40%
f. Working effectively with others	12.70%	28.80%	31.70%	26.80%
g. Learning effectively on your own	8.80%	23.70%	33.60%	34.00%
h. Developing clearer career goals	19.80%	27.50%	28.40%	24.30%
i. Gaining information about career opportunities	23.90%	31.50%	25.50%	19.10%
In your experince at this college duirng the current academic year, about how often have you done the following?	Never	Some	Often	Very Often
a. Asked questions in class or contributed to class discussions	4.20%	37.40%	29.80%	28.60%
b. Made a class presentation	24.10%	42.90%	21.50%	11.50%
c. Worked on a paper or project that required integrating ideas or information from various sources	9.10%	23.90%	38.20%	28.80%
d. Worked with other students on projects during class	10.90%	33.50%	32.90%	22.70%
e. Received prompt feedback (written or oral) from instructors on your performance	6.90%	26.00%	40.90%	26.20%
f. Had serious conversations with students who differ from you	37.10%	38.70%	15.00%	9.20%

During the current academic year, how much has your coursework at this college emphasized the following:	Very little	Some	Quite a bit	Very much
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	8.00%	28.70%	36.70%	26.60%
b. Analyzing the basic elements of an idea, experience, or theory	4.50%	19.90%	43.60%	32.00%
c. Forming a new idea or understanding from various pieces of information	4.90%	24.30%	41.50%	29.30%
d. Making judgements about the value or soundness of information, arguments, or methods	8.20%	29.30%	38.00%	24.50%
e. Applying theories or concepts to practical problems or in new situations	8.60%	27.30%	39.70%	24.50%
f. Using information you have read or heard to perform a new skill	8.30%	22.70%	41.50%	27.50%
How much does this college emphasize the following?	Very little	Some	Quite a bit	Very much
a. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	15.70%	24.30%	33.30%	26.80%
b. Helping you cope with your non-academic responsibilities (work, family, etc.)	39.00%	33.30%	18.50%	9.10%
c. Helping you cope with your non-academic responsibilities (work, family, etc.)	39.00%	33.30%	18.50%	9.10%
d. Providing the financial support you need to afford your education	30.40%	24.90%	23.20%	21.50%

Faculty – Obstacles students face

What is the biggest obstacle you face that hurts your ability to succeed in college?	Child care or other family responsibilities	Cost of textbooks, tuition, and course materials	Transportation cost or availability.	Anxiety, stress, post-traumatic stress, or other emotional issues	I do not face any of the listed obstacles	
	9.60%	18.30%	4.90%	39.60%	27.60%	
Have you ever chosen not to take a specific class due to the cost of a textbook or other required materials?	Text and materials costs have not made any difference in my class choices.	Text and materials costs have caused me to take fewer classes.	Text and materials costs have caused me to work more hours at work.	Text and materials costs have caused me to share materials with another student.	I have taken fewer classes, had to work more, and have had to share materials because of the high cost of textbooks and materials.	
	58.90%	13.90%	10.50%	9.50%	7.20%	
About how many hours do you spend in a typical 7-day week doing each of the following?	None	1–5	6–10	11–20	21–30	More than 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)	1.1	35.3	33.1	19.4	6.9	4.2
b. Working for pay	27.2	7.5	9.9	16.7	14.7	24
c. Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)	78.4	14	3.3	2.7	0.9	0.6
d. Providing care for dependents living with you (parents, children, spouse, etc.)	53.1	18.6	9.7	5.8	2.9	9.9

Faculty – Learning Support and Outreach

Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.	No	Yes	N.A.		
	56.70%	10.40%	32.90%		
During the current academic year at this college, which response best describes your expeience with tutoring services on campus?	I have used tutoring.	I do not use tutoring since I do not know where to get tutoring help.	I do not use tutoring since I do not have time to go to tutoring.	I do not use tutoring since I do not want to work with someone I don't know.	I do not use tutoring since I do not feel I need it.
	31.00%	7.90%	17.10%	4.10%	39.80%
Tutoring has been proven to boost student success for those who use it. Of these choices, what would most persuade you to get tutoring at the college?	If it was required by instructor	If it was recommended by instructor	If extra credit was offered to attend	If more tutoring hours were available	If it is was online and available 24 hours a day
	20.00%	14.90%	34.40%	10.70%	20.00%

Student Services – Student advising and satisfaction

How satisfied are you with the services of academic advising/planning?	Not at all	Somewhat	Very	N.A.
	6.00%	39.90%	32.80%	21.30%
During the current academic term at this college, how many times have you met (in person or online) with an academic advisor?	None	1 time	2 times	More than 2 times
	37.40%	28.70%	16.80%	17.20%
Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completeing a college certificate or degree and/or for transferring to a 4-year college or univeristy)	No	Yes	I'm still in my first academic term; I have not yet developed an academic plan.	
	35.60%	54.70%	9.70%	
Were you required to meet (in person or online) with an academic advisor before registering for classes this academic term at this college?	Yes	No		
	33.50%	66.50%		

Student Services – Student finances

Indicate which of the following are sources you use to pay for your tuition at this college	Not a source	Minor source	Major source		
My own income/savings	29.80%	25.70%	44.50%		
Income/savings from family	37.90%	15.80%	46.30%		
Employer contributions	93.30%	4.50%	2.20%		
Active military or veterans benefits	95.90%	1.40%	2.70%		
Grants	72.40%	7.10%	20.50%		
Scholarships	88.50%	5.20%	6.30%		
Student loans (bank, etc.)	93.30%	3.10%	3.60%		
Public assistance	92.90%	3.10%	4%		
What would be the most effective way for you to learn about financial aid and other financial resources that are available to you?	The campus website.	In-class presentations.	Workshops.	Direct communication through email.	Direct communication through texts.
	28.7	31.0	11.9	23.7	4.7
What is the biggest obstacle you face that hurts your ability to succeed in college?	Child care or other family responsibilities	Cost of textbooks, tuition, and course materials.	Transportation cost or availability.	Anxiety, stress, post-traumatic stress, or other emotional issues.	I do not face any of the listed obstacles.
	9.6	18.3	4.9	39.6	27.6

Student Services – Obstacles faced by students

Which one of the following, if any, poses the biggest obstacle to your academic progress?	I need to work a lot of hours at a job.	I have difficulty getting enough food and maintaining stable housing.	I have had a lack of counseling/academic advising.	Family responsibilities take up my time.	I do not face any of these obstacles.	
	33.4	4.6	11.2	13.5	37.4	
Which one of the following, if any, poses the biggest obstale to your academic progress?	I have a lack of motivation/lack of interest.	I have poor time management.	I have poor study skills.	I was not prepared for the difficulty level of the course work.	None of these have been obstacles to me.	
	18.8	24.9	12.1	7.1	37.2	
Have you ever chosen not to take a specific class due to the cost of a textbook or other required materials?	Text and material costs have not made any difference in my class choices.	Text and materials costs have caused me to take fewer classes.	Text and materials costs have caused me to work more hours at work.	Text and materials costs have caused me to share materials with another student.	I have taken fewer classes, had to work more, and have had to share materials because of the high cost of textbooks and materials.	
	58.9	13.9	10.5	9.5	7.2	
About how many hours do you spend in a typical 7-day week doing each of the following?	None	1–5	6–10	11–20	21–30	More than 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)	1.1	35.3	33.1	19.4	6.9	4.2
b. Working for pay	27.2	7.5	9.9	16.7	14.7	24
c. Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)	78.4	14	3.3	2.7	0.9	0.6
d. Providing care for dependents living with you (parents, children, spouces, etc.)	53.1	18.6	9.7	5.8	2.9	9.9

Library

How often have you used the following services during the current academic year?					
Library resources and services	Never	1 time	2–4 times	5 or more times	
	34.3	14.7	23.1	27.9	
How satisfied are you with the services?					
Library resources and services	Not at all	Somewhat	Very	N.A.	
	2.5	24.8	40.8	32.0	
How important are the services to you at this college?	Not at all	Somewhat	Very		
Library resources and services	16.4	24.0	59.6		
During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college).	No	Yes			
	81.5	18.5			
During the current academic year, how much has your coursework at this college emphasized the following mental activities?	Very little	Some	Quite a bit	Very much	
Forming a new idea or understanding from various pieces of information	4.9	24.3	41.5	29.3	
Using information you have read or heard to perform a new skill	8.3	22.7	41.5	27.5	
During the current academic year, how much reading and writing have you done at this college?	None	1–4	5–10	11–20	More than 20
Number of assigned textbooks, manuals, books, or packets of course readings	2.1	32.9	28.4	21.8	14.8
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	33.1	45.7	14.1	4.7	2.5
Number of written papers or reports of any length	10.1	28.6	30.9	19.7	10.7
During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college)	No	Yes			
	81.5	18.5			

Students

	Poor	Fair	Good	Excellent
How would you evaluate your overall educational experience at this college?	0.40%	10.20%	52.30%	37.20%

	No	Yes		
Would you recommend this college to a friend or family member?	4.50%	95.50%		

	Not very	Somewhat	Quite a bit	Extremely
How supportive are your friends of your attending this college?	4.10%	14.40%	30.20%	51.20%
How supportive is your immediate family of your attending this college?	3.50%	10.20%	25.00%	61.30%

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	Very little	Some	Quite a bit	Very much
a. Acquiring job- or work-related knowledge and skills	27.00%	33.00%	20.30%	19.70%
b. Writing clearly and effectively	12.10%	26.20%	35.60%	26.10%
c. Speaking clearly and effectively	13.50%	30.20%	29.00%	27.40%
d. Thinking critically and analytically	7.50%	22.20%	38.10%	32.20%
e. Solving numerical problems	17.60%	28.90%	29.20%	24.40%
f. Working effectively with others	12.70%	28.80%	31.70%	26.80%
g. Learning effectively on your own	8.80%	23.70%	33.60%	34.00%
h. Developing clearer career goals	19.80%	27.50%	28.40%	24.30%
i. Gaining information about career opportunities	23.90%	31.50%	25.50%	19.10%

In your experince at this college duirng the current academic year, about how often have you done the following?	Never	Some	Often	Very Often
a. Asked questions in class or contributed to class discussions	4.20%	37.40%	29.80%	28.60%
b. Made a class presentation	24.10%	42.90%	21.50%	11.50%
c. Worked on a paper or project that required integrating ideas or information from various sources	9.10%	23.90%	38.20%	28.80%
d. Worked with other students on projects during class	10.90%	33.50%	32.90%	22.70%
e. Received prompt feedback (written or oral) from instructors on your performance	6.90%	26.00%	40.90%	26.20%
f. Had serious conversations with students who differ from you	37.10%	38.70%	15.00%	9.20%

During the current academic year, how much has your coursework at this college emphasized the following:	Very little	Some	Quite a bit	Very much	
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	8.00%	28.70%	36.70%	26.60%	
b. Analyzing the basic elements of an idea, experience, or theory	4.50%	19.90%	43.60%	32.00%	
c. Forming a new idea or understanding from various pieces of information	4.90%	24.30%	41.50%	29.30%	
d. Making judgements about the value or soundness of information, arguments, or methods	8.20%	29.30%	38.00%	24.50%	
e. Applying theories or concepts to practical problems or in new situations	8.60%	27.30%	39.70%	24.50%	
f. Using information you have read or heard to perform a new skill	8.30%	22.70%	41.50%	27.50%	
How much does this college emphasize the following?	Very little	Some	Quite a bit	Very much	
a. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	15.70%	24.30%	33.30%	26.80%	
b. Helping you cope with your non-academic responsibilities (work, family, etc.)	39.00%	33.30%	18.50%	9.10%	
c. Helping you cope with your non-academic responsibilities (work, family, etc.)	39.00%	33.30%	18.50%	9.10%	
d. Providing the financial support you need to afford your education	30.40%	24.90%	23.20%	21.50%	
Have you ever chosen not to take a specific class due to the cost of a textbook or other required materials?	Text and materials costs have not made any difference in my class choices.	Text and materials costs have caused me to take fewer classes.	Text and materials costs have caused me to work more hours at work.	Text and materials costs have caused me to share materials with another student.	I have taken fewer classes, had to work more, and have had to share materials because of the high cost of textbooks and materials.
	58.90%	13.90%	10.50%	9.50%	7.20%
Which one of the following, if any, poses the biggest obstacle to your academic progress?	I need to work a lot of hours at a job.	I have difficulty getting enough food and maintaining stable housing.	I have had a lack of counseling/academic advising.	Family responsibilities take up my time.	I do not face any of these obstacles.
	33.4	4.6	11.2	13.5	37.4
Which one of the following, if any, poses the biggest obstale to your academic progress?	I have a lack of motivation/lack of interest.	I have poor time management.	I have poor study skills.	I was not prepared for the difficulty level of the course work.	None of these have been obstacles to me.
	18.8	24.9	12.1	7.1	37.2

About how many hours do you spend in a typical 7-day week doing each of the following?	None	1–5	6–10	11–20	21–30	More than 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)	1.1	35.3	33.1	19.4	6.9	4.2
b. Working for pay	27.2	7.5	9.9	16.7	14.7	24
c. Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)	78.4	14	3.3	2.7	0.9	0.6
d. Providing care for dependents living with you (parents, children, spouces, etc.)	53.1	18.6	9.7	5.8	2.9	9.9
How satisfied are you with the services of academic advising/planning?	Not at all	Somewhat	Very	N.A.		
	6.00%	39.90%	32.80%	21.30%		
During the current academic term at this college, how many times have you met (in person or online) with an academic advisor?	None	1 time	2 times	More than 2 times		
	37.40%	28.70%	16.80%	17.20%		
Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completeing a college certificate or degree and/or for transferring to a 4-year college or univeristy)	No	Yes	I'm still in my first academic term; I have not yet developed an academic plan.			
	35.60%	54.70%	9.70%			

TECHNOLOGY MASTER PLAN
2019-2024

Executive Summary

The Diablo Valley College Technology Master Plan guides the direction, focus, alignment, Investments, and initiatives of the Information Technology and Services Department (IT&S) and the Information and Instructional Technology Committee (IITS) to achieve the mission of Diablo Valley College.

This plan was developed after the College-wide Educational Master Plan (EMP) was completed to ensure alignment to advance the goals and values of the EMP. The Technology Master Plan is designed to help articulate and further the mission, vision, strategic plan and direction the College aspires to achieve for the students, the college, and the community.

This Technology Master Plan provides a roadmap for technology decision making and initiatives at Diablo Valley College for the next 5 years. It takes into consideration current and projected academic and administrative technology needs.

Information Technology and Services (IT&S) Department Mission
The mission of IT&S is to provide leadership and guidance, service and support, educational and technical expertise required to establish and maintain information technology systems for the college community in accordance with the values, vision, mission and goals of DVC.

Alignment to College Mission and Educational Master Plan

<Percy will review and write how IT&S aligns with current College planning

To align with the College's mission, IT&S department is committed to excellence, striving to provide technology leadership and long-term vision, sustainability through innovation, high quality service and support, and continuous improvement to assist in student learning, and support the colleges in their missions and functions.
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The department's purpose is to achieve the following:
• Maintain a high level of support services.
• Use resources efficiently to better serve the campus.
• Be accountable by utilizing a tracking system to measure service levels and outcomes.
• Maintain open communication with all end users, including District and sister-college IT staff.
• Provide innovation and planning in order to meet technology needs.

The framework of the Technology Plan is aligned with the EMP in hopes to achieve educational and transformative technology that makes learning collaborative, interactive and enhance instructions while engaging the student. This framework encompasses the following areas: Following are the overarching goals of the 2018-2023 Educational Master Plan, which which encompass three major areas:

● ACCESS: Expand opportunities and remove access barriers
● TEACHING & LEARNING: Promote excellence and opportunities
● SUPPORTING STUDENT SUCCESS: Provide comprehensive services while promoting equity
● COMMUNITY & PARTNERSHIPS: Strengthen and develop external relationships
● RESOURCES AND FACILITIES: Expand and enhance the capacity of the college
● INSTITUTIONAL EFFECTIVENESS: Strive for excellence in planning, governance, and communication

Accreditation Standards

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Planning Process

<Percy to write --done >

The IITC is the governance committee that engages in discussions regarding all college technology matters. Its membership, decision-making process, scope and other related items are listed below. The committee creates and approves the original Technology Plan, reviews it annually, and makes appropriate changes as needed.

Technology Committee Re-visioning

In order to ensure the group could best serve the college, the former Technology Task Force in spring 2015 underwent a comprehensive re-visioning and review of the committee. process. Discussion centered upon topics including the evolved district technology project approval process; the need for technology training; the committee as a venue for information sharing; the committee's relationship to the accreditation process and technology planning; and the relationship of the task force to other

college and district committees. In fall 2015, the task force reviewed, and modified proposals brought forward. Final proposals included a name change to the IITC to demonstrate the permanent status of this advisory group to College Council. The existing vision statement, detailed charge and enumerated activities with a mission statement: The Technology Committee advises on technology proposals and training needs in support of equity and student success. TC is the clearinghouse for technology-related projects and initiatives, disseminating information through representative, expert membership, and serving as both the technology planning and relevant accreditation committees.

Information & Instructional Technology Committee (IITC)Technology Committee

Purpose: Disseminate information to the campus community; empower students, faculty, and staff through the deployment and availability of technology resources; consider the concepts of planning and building physical, learning and work environments so that they are usable by a wide range of people, regardless of age, size or disability status (universal access and design); and provide director for technology that advances and supports our strategic plans.
To engage in collaborative discussions regarding college technology, disseminate information to the campus community, empower students, faculty, and staff through the deployment and availability of technology resources, consider the concepts of universal access and design, and provide direction for technology that advances and supports our strategic plans.

Definition of Terms: The term technology is defined as all software, hardware, and technology infrastructure that is essential to the delivery of information in digital format, text, or image—including the gathering, storing, retrieving, communicating, or displaying of this information. Technology includes both academic and administrative systems as well as the related software and applications, instructional delivery systems (e.g. multimedia, data and voice distribution), communication links, telephone systems, and all integrated systems and software that support the above.

Meeting Dates and Time: Twice monthly - every 2d and 4th Thursday of the month from 2:30pm to 4:00pm in Library 218. Every month on the 4th Thursday of the month from 2:30pm to 4:00pm – 1pm in Library 218.

Scope:
• Keep abreast of the latest advance in educational technology
• Provide input on strategic direction for college technology and district processes
• Review and prioritize district-wide technology projects
• Ensure alignment of technology recommendations with College strategic plans
• Provide recommendations to the College governance regarding college requests for new technology
• Provide a forum for technology discussion and exchange of ideas
• Provide recommendations on College wide technology issues
• Disseminate (college and district) technology information to constituent groups
• Review and assess all computer labs for efficiency, review utilization and potential multiple use
• Review/Approve the college technology plan

Membership:
• Chair/Co-Chair
• Academic Senate Representative
• Classified Senate Representative
• Faculty Representatives (2)
• ASDVC Representative

- Student Services

Decision-Making Process: The committee uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, and when and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

Communication Process: SharePoint and two-way communication by committee representatives to constituent groups. Decisions and action items are clearly delineated in meeting minutes, using standardized templates. The committee chair is responsible for the posting of all meeting agendas, minutes, handouts and related documents on SharePoint so that a clear chronology of decisions is available to all

Technology Definition and Scope of Plan

Technology is a broad subject that applies to many aspects of teaching, learning, research, communication, and operations at DVC. Such technologies are typically categorized as instructional technology or information technology. The former is associated with resources for teaching and learning (academic) and the latter is associated with resources for communication and operations (administrative). These technologies typically include computers, servers, software, assistive computer technologies, databases, printers, networks, network applications, storage devices, video projectors, video conferencing, and the like. Many of such technologies are used for both academic and administrative purposes (e.g., computers, networks, email, etc.). Thus, it is necessary for the Technology Master Plan to address both information and instructional technologies.

There are technologies at DVC that are industry or discipline specific. Academic and vocational programs that require such specialized technologies will involve consultation with external advisory councils and engage in program review cycles to ensure that instruments, tools, and software are relevant and up to to-date. Program review is the process by which these specialized college technologies resources are allocated/determined by through the college's integrated planning and budgeting cycle. Program review plans are tied to college resource allocation processes that provide an avenue of funding for specialized technologies.

The DVC Technology Master Plan is focused on planning for instructional and information technology resources that have a broad application across the college. The technology plan addresses how technology resources will be implemented to further the mission of the college and improve institutional effectiveness. This plan does not go so far as to specify the details of all of the specialized technologies that would be included in program reviews. That is left to the subject experts. However, the Technology Master Plan addresses how specialized technologies will be integrated within the technology infrastructure and technology support services of the college.

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<END OF EXECUTIVE SUMMARY>

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Data and evidence:

Tech Master Plan Closure Report <need synopsis/summary>

Student Tech Survey
In spring 2019, a survey about technology was emailed to all students;. 1,586 students replied. We have learned the following from this survey.

There were several pieces of data that were important in~~There were several pieces of data that were particularly important to~~ the production of this plan:

- Only .4% of the students did not have any internet capable devices. 99.6% of the respondents had one or more devices. Of these devices, a laptop was the most used by a large margin.
- 38.5% of the students are satisfied or very satisfied with the wi-fi on campus. 33.3% are somewhat unsatisfied or very unsatisfied.
- 58% of the students felt that instructors used technology effectively in their face-to-face classes and 50% felt that in their online classes.
- In the open-ended questions, students had many recommendations for improvements in technology for accessing student services and improving instruction. Many students noted that they wish all faculty used Canvas for course materials, calendaring, and grades. Students also expressed strong opinions on the cost of ~~In the open-ended questions, students had many recommendations for improvements in technology for accessing student services and for improving instruction. Many students noted that they wish all faculty used Canvas for course materials, calendaring, and grades. Students also expressed strong opinions on the great cost for~~ textbooks.

Faculty/Staff Tech Survey
In spring 2019, a survey about technology was emailed to all college employees;. *Becky: I don't have this actual survey so I can't write this part yet 10/1/19*172 faculty members and 75 classified staff replied. From this survey, we found the following:

~~There were several pieces of data that were important in the production of this plan:~~

- 56.65% of faculty rated their overall technology experience at the college as good or excellent. 31.79% rated it as poor or fair.
- 82.9% of classified staff rated their overall technology experience at the college as good or excellent. 11.84% rated it as poor or fair.
- Faculty were motived to use more or better technology with the purpose of becoming ~~to become~~ a better teacher and to become more productive/efficient in their work.
- Classified staff were motived to use more or better technology with the purpose of becoming~~to become more~~ productive/effective and ~~also~~ by having the opportunities to learn new technologies.
- Both groups of employees prefer to receive technology trainings in face-to-face workshops.

5 Draft 11/22/19

- In the open-ended questions, employees found the IT staff generally helpful, yet it was noted that they seem to be understaffed; and at times the ~~which makes~~ response time is long.

Classroom Design Standards Survey
Program Review critical needs analysis
IITS Committee discussions
Fall 2019 - Governance review and feedback

Metrics
IT&S uses a variety of metrics to measure progress and completion of the IT Strategic Plan. They include: Key Performance Indicators (KPIs) on system and service performance; surveys and focus groups on customer satisfaction; and milestone completion on projects. ~~<future goal>~~ Communication is provided to faculty, staff and administrators through dashboards, executive reports, website postings, updates in the bi-monthly IT&S newsletter, and face-to-face meetings.

Environmental Scan

~~<Percy will investigate relevant IT issues emerging in Higher Education~~

Educause 10 IT Issues for 2019/20

~~Educause~~EDUCAUSE is a nonprofit association whose mission is "to advance higher education through the use of information technology." The annual Educause top 10 research—including the IT issues and strategic technologies reports— is used by higher education leaders and decision makers to anticipate and articulate challenges and inform their actions and decisions to address them. The list of top IT issues is developed by a panel of experts comprised of IT and non-IT leaders, CIOs, and faculty members, and then voted on by the Educause community.

The Top 10 IT Issues list is developed by a "panel of experts" comprised of IT and non-IT leaders, CIOs, and faculty members, and then voted on by EDUCAUSE members in an annual survey.

1. **Information Security Strategy:** Developing a risk-based security strategy that effectively detects, responds to, and prevents security threats and challenges
2. **Student Success:** Helping students succeed is mediated by technology, and the IT organization must be a partner in providing solutions to ensure that students' progress successfully through the institution
3. **Privacy:** Safeguarding institutional constituents' privacy rights and maintaining accountability for protecting all types of restricted data
4. **Student-Centered Institution:** Understanding and advancing technology's role in optimizing the student experience

5. **Digital Integrations:** Ensuring system interoperability, scalability, and extensibility, as well as data integrity, security, standards, and governance, across multiple applications and platforms
6. **Data-Enabled Institution:** Taking a service-based approach to data and analytics to reskill, retool, and reshape a culture to be adept at data-enabled decision-making
7. **Sustainable Funding:** Developing funding models that can maintain quality and accommodate both new needs and the growing use of IT services in an era of increasing budget constraints
8. **Data Management and Governance:** Implementing effective institutional data-governance practices and organizational structures
9. **Integrative CIO:** Repositioning or reinforcing the role of IT leadership as an integral strategic partner of institutional leadership in supporting institutional missions
10. **Higher Education Affordability:** Aligning IT organizations' priorities and resources with institutional priorities and resources to achieve a sustainable future

The Technology committee analyzed the strengths, opportunities and challenges facing the College regarding the technology, within the context of ~~in regard to~~ the EDUCAUSE Top 10 Issues. The aim of this analysis was to identify the most significant internal and external factors that will impact the college's ability to implement and achieve its strategic priorities and goals.

The issues cluster into three EDUCAUSE themes:

Empowerment of Students: Technology plays a key role throughout the college student lifecycle/experience. DVC is making strives to ensure the C ~~Ensure the c~~ollege is student-ready, rather than expecting students to be college-ready; empowering student to take ownership of learning; f. ~~F~~ocus~~ing should be~~ on sustainability on technology and i. ~~I~~nvestment in people and resources. Related EDUCAUSE issues: 2 and 4

Trusted Data: Securing our institutional data and systems is an extremely high priority. We need to accelerate our efforts to integrate security into all aspects of our IT strategy and operations. Related EDUCAUSE issues: 1, 3, 5, 6 and 8

21st Century Business Strategies: Ensure funding challenges are addressed to handle technology challenges and future institutional, learning, research, and business operations. Related EDUCAUSE issues: 7, 9 and 10

Emerging Trends, Events, and Issues

IT involvement in college initiatives, projects, and programs
WiFi infrastructure (convenience vs capacity)
Student and staff printing (opportunities to go paperless
Security awareness training
Disaster recovery planning
Classroom standardization for AV/multi-media equipment implementation
Digital signage support
Virtual Desktop Infrastructure implementation

Governance (technology management, technology assessment of applicants, maintenance procedures, end-user expectations, operational policies)

Current Technology Assets and Status

IITS collaborates college-wide, and one-on-one, on decision-making processes and priorities related to technology. IITS regularly participate in various college committees to discuss operational issues and in the development of project plans for a variety of topics which include technology needs in support of teaching and learning, district-wide communications, research, and other operational systems. The following list provides status on collaborative initiatives.

Technology Asset	Primary Functional Area	Environmental Scan area	Timeframe	Status at DVC
Virtual Desktop Infrastructure (VDI)	All College Operations	Infrastructure – Operational/ Functional	1-2 years	Implementation to Jan 2020
Starfish	Student Services	Predictive Analytics	Ongoing	Early adopters
Career Coach	Worforce Development	Career software	Current	Ongoing usage
CVC-OEI Finish Faster Catalog	Instructional Faculty	Cross-enrollment (Quotley & Excell)	1-2 years	In pilot phase via CCC Chancellor's Office
Badging software	Instructional Faculty	Digital credentialing technologies	1-2 years	Exploration/ Vendor demos
Portfolio software	Instructional Faculty	Student cross-life cycle constituent relationship management	2-3 years	Exploration/ Vendor demos
Relationship Management software	Student Services	Student cross-life cycle constituent relationship management	Exploratory	Research products and vendor demos
Proctorio	Instructional Faculty	Next-Generation Security	1-2 years	Pilot phase / CVC-OEI negotiated product
Projectors/ Cameras/ presentation – Zoom | LiteShow	Instructional Faculty and Administration	Wireless presentation technologies	Ongoing	All employees
Discipline-specific technologies	Instructional Faculty	Advancing cultures of innovation	Ongoing	Instructional faculty
EvaluationKit	Instructional Faculty	Infrastructure	Ongoing	Faculty evaluations for online sections only

Tableau	Administration and Instructional Faculty	Growing focus on measuring learning	In place	Ongoing validation of data; Ongoing training for users
25Live	All College Operations	Room Scheduling and Inventory	In place	User training
Cranium Café	Student Services	Online Counseling	Ongoing	Early adopters
OneDrive and SharePoint	All College Operations	Infrastructure	In place	Need increased user training and adoption
District-wide				
Single Sign-on	All District Operations	Security		Ongoing District Implementation
Wifi upgrade	All District and College Operations	Infrastructure	2-3 years	District Plan – funding source required

District versus College IT Responsibilities

<Percy will work with Satish to provide chart

DVC is committed to continuously improving and developing policies and procedures for college-wide technology requests, usage, services, and support, as needed. The College will continue to work with the District to develop and implement policies and procedures for the effective use and management of technologies for student learning and institutional effectiveness.

The College has shared responsibilities of network infrastructure; wireless access; centralized help desk support and requests; and network management;

The following areas have been identified as the sole responsibilities/functions of the College: secure computer and internet access to learning resources and support services through instructional technologies; computer lab operations and support; network storage; technology support/help desk service level expectations; smart classrooms/multi-media support; and disaster recovery

The following areas have been identified as the responsibilities/functions of the College: user account management; InSite Portal; Colleague; Canvas; Online Learning and Support Services, Services, i.e. SARS; working with Distance Education

Goals and Objectives

Statement on Strategic Alignment
DVC's 2018-2023 Educational Master Plan provides a high-level, long-term framework within which all other college plans align in order to promote student success, college transformation, and community engagement. The framework is based on the belief that the College must

continuously transform itself, both culturally and structurally, to create optimal conditions for student success. Structural conditions necessary for student success includes effective technology, aligned and transparent resource management, and comprehensive student support. Cultural conditions necessary for student success include a culture of continuous improvement, data-driven decision-making, and adaptability, nimbleness, and innovation.

Equity and Access

<u>Objectives</u>

Accessibility – Requires ongoing training of all employees including adoption of workflow practices and technologies, such as Adobe Pro, to comply with ADA and Section 508. Long term, an adoption of Universal Design for Learning (UDL) principles will benefit student success.

Canvas Learning Management System – Student expectations are for access to learning content, assignments, and grades online. Continued adoption by DVC faculty is necessary.

Open Educational Resources (OERs) Expansion – OERs mitigate cost barriers for students and promote use and adoption of learning materials.

Classroom Design Standards Implementation – IT&S must assure the implementation of the Classroom Design Standards as new buildings are constructed.

Student Experience

<u>Objectives</u>

Connect
> Engagement and Outreach
>> Website – continuous improvement; consultant for audit; redesign site to reflect EMP/Guided Pathways
> Adopt software and practices that increase interaction by faculty/students, students/faculty

Entry
> Redesign website and services to Guided Pathways model, e.g., CCCApply now aligned with meta-major Interest Areas
> See CCC's Vision for Success

Through and Out

Student access to technology that addresses their changing needs and changing technology
Upgrade WiFi
Adopt relevant Software as a Service (SASS) products, e.g., Career Coach, Portfolium
Grow Career Education pathways
Implement reliable and secure Payment Gateway for student printing

Instructional Technology

Instructional Technologies differ from Information Technologies in that its specific purpose is to promote creative, engaging, and effectual teaching and learning.

Classrooms: monitor and improve classroom technology to meet changing needs
Online classrooms
Encourage creativity in the use of technology to increase student engagement

Operational Improvement

<Percy will finish section>

Objectives

IT Purchasing
Adoption of a Voluntary Product Accessibility Template (VPAT) by the College and/or District is necessary to assure ADA-compliance of equipment and software

Inventory management and control
New asset management system

Increased productivity
All DVC staff and faculty desire to be more productive (see faculty/staff survey)

Examine software, practices, and trainings to promote increased productivity by faculty and staff; save time and effort on daily work
Increase adoption of existing technologies, e.g., OneDrive cloud storage and Tableau
Evaluate and improve services to employees such as Printing
Increase professional development for IT employees

Security
Continue adoption and implementation of CCC Information Security (IS) Standards across physical equipment, all data, and the network infrastructure.

Physical – Secure all IT hardware from theft

Data – Implement practices and safeguard to secure all date, including compliance with FERPA

Network – Continue implementation of software and practices that secure the College and District's network infrastructure

Professional Development – Promote IS awareness and practices to all employees

Fortifying data security across campus is a top priority. Areas of focus include increased user security training, more timely updates of applications and systems and the encryption of institutional data that is centrally managed.

Internal Communication

Increase use and access to technologies and services to enhance communication, partnerships, and interactions between members of the campus community, and that strengthens connections between students, faculty, and staff.

Innovation

Effort must be made to expand subject centered teaching methodologies that are focused on learning outcomes, in ways that support faculty adoption of technology and other pedagogical best practices. Providing faculty with mobile technology and opportunities to facilitate active learning in the classroom will demonstrate the value of these methods to other faculty across campus.

Developing virtual software computer labs will reduce the expense and need for proprietary computer labs on campus and facilitate greater student flexibility by encouraging the use of each student's own computer.

Professional Development

Assure employees' access to training on all software and equipment, especially classroom equipment, to promote operational and teaching excellence.

<Rick will finish section>

Canvas trainings
Lynda.com
Skillsoft

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