**Standard III: Resources**

**C. Technology Resources**

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. ***Add a summary/overview paragraph of this section. Get the sense of the group. Is this section easily met? Do we have problems? We generally have evidence that a number of college and district groups are working to meet identified needs but the process by which the needs are identified is not always clear. The information-gathering is lacking; we seem to work from the gut. We also come up short in the evaluation of our solutions.***

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How does the institution ensure that its various types of technology needs are identified? | **District:**  Process:  O Current state  o Needs analysis - does current state meet needs?  o Industry standard study  o Gap analysis  o Examine options to close the gap  o Make a recommendation to Chancellor, Chancellor's Cabinet, DAC, DC  o Solution that is approved is planned and implemented  Outdated (updated July 2011) [Information Technology Strategic Plan](https://www.yosemite.edu/it/files/it_strategicplan2011gr_1.pdf): On pages throughout plan, we find “\*\*Identified in college plans” to describe various technology needs. Not sure which plans this refers to. Working on a new District Technology Strategic Plan which will include an updated Information Technology Strategic Plan.  [Yosemite Community College District Technology Plan 2011-2015](https://www.yosemite.edu/it/files/yccd_technology_plan_1.pdf): E.g. Future goals identified on pg. 13. This document details many perceived needs but does not indicate how the needs were identified.  [Long range facilities master plan for bond](https://www.yosemite.edu/bond/mjc/MJC%20Facilities%20Master%20Plan%20%20FINAL%2081308.pdf): The presence of many MJC employees on the committee to create this and other documents helps ensure technology needs across campus are identified.  Ticketing system for work orders (Track-It!): Requests for hardware repair, software installation, and training are entered here. Accumulated data identifies at least some needs. Ticketing system to be replaced by cloud-based SysAid soon; cheaper and better. Goal is one ticketing system for entire district.  [District Technology Advisory Committee](https://www.yosemite.edu/it/dtac.pdf): The linked document, revised Oct. 2014, describes DTAC’s purpose (letter B) as “technology planning and implementation at the district level” but the lists of agendas and minutes on the [DTAC website](https://www.yosemite.edu/it/dtac) show it is not meeting 5x per year as scheduled.  **College:**  Program review (Not sure where this document lives outside CurricuNET): Each department identifies its own needs on a regular schedule.  Division governance processes (we can link to a sample document if we need to)  Annual CTE requests allow departments across campus to identify needs (some are technology) to serve CTE population. [9/12/13 CTE Proposal Meeting & Funded proposals](http://www.mjc.edu/instruction/cte/91213ctepropmtg.pdf) (nothing more recent is on CTE website)  Out-of-date [Fall 2011 MJC Technology Plan](http://www.mjc.edu/governance/technologycommittee/documents/tech_plan_2011.pdf) created a roadmap that established goals, objectives and activities to address technology training needs and to establish technology standards and a process for evaluation, adoption and resourcing of college technologies. Plan was developed over many months of meetings of CTC and a college survey. CTC plans to update plan in fall 2016.  [DE plan](http://mjc.edu/governance/distanceedcommittee/deplan9814final.pdf)  [Credit Student Success and Support Program Plan](http://www.mjc.edu/governance/collegecouncil/documents/mjc_2015_2016_sssp_plan_final.pdf) describes and costs out service delivery methods and technology tools used to provide follow-up services available to at-risk students (p. 19, #3c and #5)  Sub change for DE (document not completed March 2016; by summer it should be in documents section of minutes page of DE site)  Canvas - DE Committee . See item #2 on the September 21, 2015 Minutes:<http://mjc.edu/governance/distanceedcommittee/documents/deac_minutes_9-21-15.pdf>  [Joint resolution of MJC and Columbia senates supporting Canvas](http://www.mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf). Passed MJC senate Oct. 15, 2015. See [minutes](http://www.mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf), item V.A.4.  [Canvas focus group survey](https://drive.google.com/file/d/0B74O-F2hVSP2REtGWWNOWXNrSUk/view)  Webpage survey in 2013 assessed needs for website. Site modified March 2014. Reassessed in April 2014. (J. Sigman has raw data available; if it needs to be in a report format, let him know)  Strategic Plans and Grants:  There is a strategic approach to identifying and improving technology tools through strategic plans and grants:    External funds provide a means to try new technology-enabled instruction and support services. All grants that are developed at the college include technology to address particular program needs. Faculty and administrators identify needs they have to improve teaching or support, followed by researching evidence-based use of technology that has the potential to meet those needs.    An example is the HSI STEM and Articulation grant, funded for five years by the Department of Education. STEM deans and faculty identified the need to show equations and images to students without always turning their backs to the classroom. Technology tools that enabled faculty to walk through the class while projecting images from a hand-held computer slate were included in the grant proposal. More than $200,000 was expended on technology tools and 75% of STEM faculty have piloted them in their classrooms.  Note: J. Abbott has a record of the faculty who have been assigned specific technology and the objectives of the grant that outline interactive learning technology. Also the data from Datamart showing an increase in retention and success over the five year grant period of more than 10 percentage points.  [Senate support, Columbia and MJC, resolutions showed support of Canvas](http://mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf).  Senate has a resolution showing support of eLumen up for a first reading March 17. If it gets thru the second reading we can link to it.  Ask MJC service (IntelliResponse is the company offering the service) was a response to direct need expressed by several student services departments. Idea introduced 12/14/11 by financial aid (Ellen has these and other SSC minutes); 12/14/12 minutes show M. Robles coordinating project; 4/12/13 SSC minutes reflect further planning;  funding for project written into 2014-15 SSSP plan, pg. 8. |  |
| b. How does the institution evaluate the effectiveness of its technology in meeting its range of needs? How effectively are those needs met? | Nothing great here. May need to be addressed in a QFE.  “Ask MJC” service: Monthly usage reports of the service are generated, showing it is frequently used. The college hopes to expand the service to include departments across campus. (Ellen has a copy of one month’s report and will have Amanda “shadow post” it so it can be linked to here.)  Track-It! identifies some, as does record of Help Desk calls  Individual departments/divisions identify needs (e.g. library identified its own need to update library management software--find minutes; Office Admin identifies when it need a newer version of Office Suite; and Computer Science and Graphics identify when their subject-specific software needs upgrading)  Ideally we would have unit reviews across all areas to evaluate effectiveness of technology across campus. |  |
| c. How does the institution make decisions about technology services, facilities, hardware, and software? | **District:**  Hardware planning:  o Enterprise hardware – Planning done at district with district staff, external vendors, and other subject matter experts  o Instructional hardware – Classrooms and labs. IT reps sit on committees to provide advice and input, but do not drive the decision-making.  o User hardware – All hardware necessary not in the other two. All user computers, printers, scanners, necessary connectivity tools not used for direct instruction of students. Needs identified, planned for, assessed via college facilities, college technology committees, District Technology Advisory Committee (DTAC). For communications, use Chancellor's cabinet, DAC, and DC. There is a safety valve/check process via Helpdesk and the tickets that are being entered (e.g. lots of calls with a particular issue or question)  Purchase process has improved flow:  o IT provides quotes for large/expensive hardware – using companies that have state contracts when possible.  IT in concert with College Technology Committees are developing standards for various hardware purchases – e.g. standard desktop computer, printer, copier, tablet computer, laptop, classroom presentation equipment. Standards should expected lifespan/replacement cycle. Purpose is to minimize maintenance cost, standardize expectations across the district so that a faculty member an expect a consistent classroom experience regardless of assigned instructional space, sufficient durability of equipment.  [Facilities Master Plan](https://www.yosemite.edu/bond/mjc/MJC%20Facilities%20Master%20Plan%20%20FINAL%2081308.pdf): Can only find 2008 plan; is there a newer one? This one incorporates Measure E.  Departmentally (Office Admin contacts tech services when ready to upgrade software, often based on student demand), maybe via Program Review  College Technology Council (CTC): CTC is comprised of representatives from each Instructional Division, each Student Services unit, and other college and district individuals who work regularly with technology, and is charged with ranking all requests pertaining to technologies, personnel that provide technology support, and technology training requests. “Technology” is defined as software or equipment requiring computing support.  <http://www.mjc.edu/governance/technologycommittee/>  DE Committee is [charged](http://www.mjc.edu/governance/distanceedcommittee/11314de_charge.pdf) with coordinating such decisions.  Senate approval of instructional decisions impacting faculty, such as adoption of Canvas (see evidence in #1a).  College often accepts district-made decisions such as hardware standards. IT is centralized, so college doesn’t make individual decisions. Software license agreements (Microsoft).  IELM: District distributes IELM funds to colleges based on FTES-based district allocation formula which is currently 85/15. Managers, w/input from divisions, rank applicable resource requests. (Do we need to show a sample request as evidence?) Requests are forwarded to RAC, which allocates funds. Past allocations can be viewed at  <http://www.mjc.edu/governance/rac/ielm.php>  RAC can identify collegewide needs such as a computer lab via Administrative Program Reviews.  [Yosemite Community College District Technology Plan 2011-2015](https://www.yosemite.edu/it/files/yccd_technology_plan_1.pdf)  [District Technology Advisory Committee](https://www.yosemite.edu/it/dtac.pdf): The linked document describes DTAC’s purpose (letter B) as “technology planning and implementation at the district level” but records show it is not meeting 5x per year as scheduled |  |
| d. Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security? | New facilities brought online have improved security of data – MJC West primary data center, Columbia (Alder) secondary data center.  Student and employee email accounts have now been moved from locally-hosted Microsoft Exchange to a cloud-based Microsoft Exchange environment hosted by Microsoft which is more robust, stable, and secure and reduces the local staffing need. Students made the move a while ago.  In last year, added a second fully redundant differentiated path to each location (CC, MJC East, MJC West) Provides redundancy from east to west, and from west to the world. Different paths and different providers.  District offers support services to the district:  O Integration within and across all systems - Some by hard data export, auto data transport, two-way versus one-way processes, etc.  o Data integrity  o Security  o Functional evaluation – sometimes staying on current version, sometimes moving to new version, sometimes moving to new product.  [Ellucian Colleague Maintenance Calendar 2015-­‐2016 Fiscal Year](https://www.yosemite.edu/it/files/ellucian_colleague_calendar_2016.pdf) |  |
| e. How does the institution make decisions about use and distribution of its technology resources? | Same question as #5a. See evidence in #5a. |  |
| f. How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? | Respiratory Care Baccalaureate Degree Program Task Force is building the BS off the existing two year program. We already have most of what we need. Training in our learning management system has begun. Curriculum will drive technology purchases.  **AHFCS Instructional Support Specialist and Instructional Support Technician** provide itemized lists of instructional technology equipment, software, CTE requests and high fidelity respiratory patient simulators.  **MJC Front End Web Developer, Instruction Office:** website and web services, promoting the baccalaureate degree program on the web, and providing access to information and services to our students (FAQ webpage<http://www.mjc.edu/instruction/alliedhealth/rcp/rcfouryear.php>). Facebook marketing?  **Course Design Coordinator, Distance Education:** Respiratory Care Faculty participated in learning management system (LMS) training.  **Curriculum:**  Courses being proposed to meet Bachelor of Science upper division course requirements are requesting the Distance Education Status to be: Mixed modalities/hybrid, online [(**http://www.mjc.edu/governance/curriculum/documents/agendas/2016\_01\_26\_agenda\_final.pdf ).**](http://www.mjc.edu/governance/curriculum/documents/agendas/2016_01_26_agenda_final.pdf) |  |
| g. How does the institution evaluate the effectiveness of technology in meeting its range of needs? How effectively are those needs met? (Federal Regulation) | See evidence, or lack of, in #1b (same question, but with Fed Reg note). Probably need QFE. Al Alt to find out what is the federal regulation referred to here and in other questions. |  |
| h. How does the institution make decisions about technology services, hardware, and software to ensure that the needs of faculty responsible for DE/CE are met? | See evidence in #1c (same question, but w/o DE note). From district, distance ed support:  O Authentication and security –  § Ensuring that everybody who needs to is uniquely and securely able to connect, data in the system is appropriately supported including stability and backup (does the system work and can we recover after an accident or problem?).  § Technical consulting – expertise provided to DE committees and others with questions on what is possible in DE and how we can meet those options (e.g. bandwidth for video, appropriate access for copyrighted material, storage limits, course rollover/continuation, information investigation, technology to support proctored and remote exams)  O Ensure data extracts are flowing appropriately to DE provider. Are students getting added to classes as they enroll? Track the lag time. Goal is to cut the time to upload with more frequent uploads |  |
| i. Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for distance education courses and programs is reliable and sustainable? (Federal Regulation) | See evidence in #1d (same question, but with Fed Reg note). |  |

**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. ***We have not had the budget in recent years to ensure our technological infrastructure is adequate. Plans for updates and replacements exist but ongoing budget restraints have been an impediment to the execution of these plans.***

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. What provisions has the institution made to ensure a robust, current, sustainable, and secure technical infrastructure that provides maximum reliability for students and faculty? | **District:**  Holistically, Marty affirmed that the district is developing a complete technology plan that will include creation of district standards for various types of technology. These lists will also include an expected lifespan for equipment purchased. He also confirmed that we do not currently have a budget in place to support equipment replacement plans.  Examples:  1. New facilities brought online have improved security of data – MJC West [primary data center](https://www.yosemite.edu/bond/centralservices/primarydatacenter/), Columbia (Alder) secondary data center  2. Moved from locally-hosted Microsoft Exchange to a cloud-based Microsoft Exchange environment hosted by Microsoft which is more robust, stable, and secure and reduces the local staffing need. Students made the move a while ago.  EZproxy allows remote authentication by students and staff so they can access subscription databases off campus, though there is a problem with that. Problem: No access to library databases when Datatel is down for routine maintenance, which is approximately 25% of the time. A portal that allows single sign-on to MJC resources would resolve this. District has owned the software for over a year but has not implemented it. By summer 2017, staff and students should have a single sign-on solution in place (not certain if this is the same as the portal) after Oracle servers are replaced with SQL. This should reduce downtime for Datatel.  **College:**  Departments are paying for their own new equipment [(L & LC orders is one example)](http://mjc.edu/general/accreditation/documents/2016/standard3/c/0551_001.pdf) because college currently lacks a replacement plan.  Improved library software implemented May 2014 [(fully executed contract)](http://mjc.edu/general/accreditation/documents/2016/standard3/c/wms_proposal_yosemite_community_college_district_20130819_fully_executed.pdf)  New CAT building Sept. 2015 has lots of new hardware; Marty says it should have met credible standards but Kitchell used out-of-date standards.  Remodeled East L&LC opened Jan. 2014 w/new and more student computers;  DeepFreeze on lab computers  Facilities [Master Plan](https://www.yosemite.edu/bond/mjc/MJC%20Facilities%20Master%20Plan%20%20FINAL%2081308.pdf) |  |
| b. What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs? | We are short on institution-wide evaluation.  There is little evidence because budget restraints have not allowed us to execute update/replacement plans.  CTC was going to evaluate technology requests in program review and recommend funding after analysis. See discussion in [March 20, 2012, CTC minutes](http://www.mjc.edu/governance/technologycommittee/documents/ctcminutes032012.pdf). But as a result of a lack of funds, coupled with a college reorganization that resulted in a 2.5-year pause for this group, CTC has not served in this capacity for a few years. It may do so again in fall of 2016.  DTAC has representation from district IT, MJC faculty and the VPI so when we have more funds, and DTAC meets more regularly, this group could provide evidence of this type of decision making.  DE Committee (2012)  [OEI - DE reviewed, Senate approval](http://www.mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf) of adoption of Canvas. |  |
| c. How does the institution prioritize needs when making decisions about technology purchases? How effectively are those needs met? | Program Review allows departments to prioritize their own needs. [College Technology Plan](http://www.mjc.edu/governance/technologycommittee/documents/tech_plan_2011.pdf) (p. 13, 2.1.c) says CTC will “prioritize technology resource allocations based on Program Review.”  Technology purchases not identified in Program Review can be requested through a Resource Allocation Request which is evaluated by RAC.  Ongoing budget restraints have mitigated the effectiveness of all these processes. |  |
| d. How does the institution make decisions about use and distribution of its technology resources in relation to DE/CE? | Same question in 5a, but this one specifically refers to DE.  [DE plan](http://mjc.edu/governance/distanceedcommittee/deplan9814final.pdf)  Canvas - DE Committee . See item #2 on the September 21, 2015 Minutes:<http://mjc.edu/governance/distanceedcommittee/documents/deac_minutes_9-21-15.pdf>  [Joint resolution of MJC and Columbia senates supporting Canvas](http://www.mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf). Passed MJC senate Oct. 15, 2015. See [minutes](http://www.mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf), item V.A.4 |  |
| e. ? | Same question as 2a, but with DE emphasis.  [DE plan](http://mjc.edu/governance/distanceedcommittee/deplan9814final.pdf)  See again September 21, 2015 DE Committee Minutes. This was a shared meeting between Columbia College and MJC DE Committees where we discussed moving to Canvas because it had been thoroughly vetted by the OEI. See also the Senate Resolution adopting Canvas  Minutes: <http://mjc.edu/governance/distanceedcommittee/documents/deac_minutes_9-21-15.pdf>  Senate Resolution:  <http://mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf> |  |
| f. What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs and that the evaluation includes the needs related to DE/CE? | Very little. See evidence in #2b. |  |

**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. ***Add a summary/overview paragraph of this section. Get the sense of the group. Is this section easily met? Do we have problems? Really can't be addressed until we get evidence from district.***

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How has the institution provided for the management, maintenance, and operation of its technological infrastructure and equipment? | · Maintenance- regular cycle working with ITS district for latest software updates; regular monitoring of network infrastructure; regular monitoring of AV Media and computer equipment.  · (Marty) Replacement – Currently we don't have a cycle for replacement. Three levels: enterprise, operational, and instructional. Enterprise replaced when systems are so slow they no longer function. Paid from end of year savings and other one-time funding. Operational tech – department-by-department budget. Salary savings from unfilled positions often used for tech purchases. Instructional – funded by departments and by grants. However departments come up with funding to replace classroom tech.  · IT strategic plan will include building a full cost model for ongoing cost of replacement/cycling of equipment. Model is intended to answer, "How much will it cost each year to keep our technology appropriately up to date?"  · Safety is addressed while there on site. Ex: Library asked for a positive attendance computer in a location requiring a cord runner. Unsafe, doesn't meet standard for safety, so relocated.  · All network structure is encrypted in transit or has private channels. Once in the district, traffic is secured. All PCI traffic is routed on own private virtual network VLAN. All staff and students are separated in wireless and wired locations. All remote sites (Vallecito, CDTC) have encrypted or dedicated circuits. All switches, routers, networking devices are maintained up to date for networking. All systems have passwords changed regularly. We have a full set of administrative regulations that govern how IT conducts its activities (NEED A LINK!) and administrative protocols (not published for security reasons) to implement the regulations.  Hardware inventory has not been maintained to track aging equipment; software inventory neither. Marty hopes to know by next summer all hardware and software on each campus. Will know age of hardware and specifications.  Hired vice chancellor of IT who reorganized tech staff under YCCD umbrella; do we have a lab maintenance schedule somewhere?  IT in concert with College Technology Committees are developing standards for various hardware purchases – e.g. standard desktop computer, printer, copier, tablet computer, laptop, classroom presentation equipment. Standards should expected lifespan/replacement cycle. Purpose is to minimize maintenance cost, standardize expectations across the district so that a faculty member can expect a consistent classroom experience regardless of assigned instructional space, sufficient durability of equipment.  District meeting that yielded above information in 3a, is not directly connected to documents. The following documents may be helpful.  [District Technology Advisory Committee](https://www.yosemite.edu/it/dtac.pdf): The linked document, revised Oct. 2014, describes DTAC’s purpose (letter B) as “technology planning and implementation at the district level” but the lists of agendas and minutes on the [DTAC website](https://www.yosemite.edu/it/dtac) show it is not meeting 5x per year as scheduled  Outdated (updated July 2011) [Information Technology Strategic Plan](https://www.yosemite.edu/it/files/it_strategicplan2011gr_1.pdf):  [Yosemite Community College District Technology Plan 2011-2015](https://www.yosemite.edu/it/files/yccd_technology_plan_1.pdf)  [Long range facilities master plan for bond](https://www.yosemite.edu/bond/mjc/MJC%20Facilities%20Master%20Plan%20%20FINAL%2081308.pdf): | “All locations” might be a problem when we think of satellite locations such as high schools, etc. |
| b. Does the college provide an appropriate system for reliability and emergency backup? | From 1d above:  New facilities brought online have improved security of data – MJC West primary data center, Columbia (Alder) secondary data center.  Student and employee email accounts have now been moved from locally-hosted Microsoft Exchange to a cloud-based Microsoft Exchange environment hosted by Microsoft which is more robust, stable, and secure and reduces the local staffing need. Students made the move a while ago.  In last year, added a second fully redundant differentiated path to each location (CC, MJC East, MJC West) Provides redundancy from east to west, and from west to the world. Different paths and different providers.  [Long range facilities master plan for bond](https://www.yosemite.edu/bond/mjc/MJC%20Facilities%20Master%20Plan%20%20FINAL%2081308.pdf):  [New Data Center with Measure E](https://www.yosemite.edu/bond/centralservices/primarydatacenter/) |  |

**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. ***Distance Ed is doing the best job on campus of providing and evaluating regular and needed support and training for students, staff and faculty. Some training offered, but not thorough and systematic. No ongoing institution-wide evaluation of our training needs. District is working to improve technology support available.***

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How does the institution assess the need for information technology training for students and personnel? | See 4c for Distance Ed info  General Technology   1. Administered tech survey; see [2010 tech survey executive summary](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2010techsurveyexecsummary.pdf); 2. See [2010 tech survey results](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2010techsurveyresults.pdf) 3. Prof. Dev. Comm. survey re: Institute Day workshops desired (Bill Anelli couldn’t get results and when survey was done by end of March; hoping for April) 4. Recognizing that programs are not considered the best evidence. . . [2014 Summer Online Instruction Academy program](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2014_summer_online_instruction_academy_program.docx); [2015 Summer Online Instruction Academy program](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2015_summer_online_instruction_academy_program.docx); [2014 evaluation](https://docs.google.com/spreadsheets/d/1fEp56bIonpAQ_OurnT1a-ouuhob-AxPz1owvGjm39dQ/edit?usp=sharing) (needs formatting); [2015 evaluation](https://docs.google.com/spreadsheets/d/1mQqq7mb_o_4yeWp7ffcNqcVfEmixEhuXq0_WqQf9fsI/edit?usp=sharing) (need formatting). 5. Data on help desk calls 6. Marty says that in the technology plan, we describe how we assess need for training for new systems. 7. L & LC lab aide Roland collected data on FAQs of students using our computers. He then wrote answers to these questions and uses the resulting document to train student lab workers. (Ellen has documents) 8. To test whether students understand what lab workers have shown them, workers ask students to demonstrate what they just learned, time permitting.   Evaluation:  College needs more current and regular survey of both student and personnel technology training needs. |  |
| b. What technology training does the institution provide to students and personnel? How does the institution ensure that the training and technical support it provides for faculty and staff are appropriate and effective? How effective is the training provided? How is the training evaluated? | District perspective: Almost all training is via online or electronic means or via written communication. Could be recording of a training class, vendor-provided videos, training from another college or user. Writing means email put out with instructions. Very few classes held. At each college's I-Day, IT will provide courses/training on specific tech needs. Helpdesk staff at MJC get requests for specific training needed. In-person classes are so sparsely attended that they have become unreliable as a training method.  FACULTY  List Institute Day Offerings (B. Anelli might be able to provide evaluations if we need them)  Summer Online Instruction Academy  [2014 Summer Online Instruction Academy program](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2014_summer_online_instruction_academy_program.docx);  [2015 Summer Online Instruction Academy program](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2015_summer_online_instruction_academy_program.docx);  [2014 evaluation](https://docs.google.com/spreadsheets/d/1fEp56bIonpAQ_OurnT1a-ouuhob-AxPz1owvGjm39dQ/edit?usp=sharing) (needs formatting) [2015 evaluation](https://docs.google.com/spreadsheets/d/1mQqq7mb_o_4yeWp7ffcNqcVfEmixEhuXq0_WqQf9fsI/edit?usp=sharing) (need formatting)  Tech services personnel can provide one-on-one training upon request and as time permits. No evaluation.  Help desk staff in Sierra 114 will accept drop-ins from students and personnel. Unsure, but maybe help desk logs will describe outcome of such interactions.  STUDENT  Online readiness diagnostic - <http://mjc.edu/instruction/online/readinessquiz.php>  Student training in research databases, NoodleTools, Google, etc. - provided by librarians; evaluations available but they do not specifically address the technology component of the workshops. No summary of evaluations currently exists; we can create one but a rather small group of students attend, so not sure if we need it. See Ellen if document is desired.  L&LC workshops on configuring student email for ESL students from 2014 to present. Ellen has copy of sample promotional flyer. Will get past sign-in sheets. April 2016 workshops will be evaluated by participants.  Help desk staff in Sierra 114 will accept drop-ins from students and personnel. Unsure, but maybe help desk logs will describe outcome of such interactions.  Student and staff lab workers across campus answer questions as students work on lab computers.  Student Orientation on New Student Days - email training (get evidence from student orientation) (Michelle Verdaurri will debrief on 4/13 and get info into meeting minutes shortly thereafter. No data regarding need for training, but experience shows first activation can be tricky for new students; also, staff know importance of getting student connected right away.)  Do we count for-credit courses? If so,   * [Guidance 110](http://www.curricunet.com/mjc/reports/course_outline_pdf.cfm/GUIDE-110_SP16.pdf?pdf_filename=GUIDE-110_SP16&courses_id=7335) (COR includes library & research skills; using online resources) * [Guidance 111](http://www.curricunet.com/mjc/reports/course_outline_pdf.cfm/GUIDE-111_SU15.pdf?pdf_filename=GUIDE-111_SU15&courses_id=6749) (COR includes researching a career; exploring career websites; * [CSCI 201](http://www.curricunet.com/mjc/reports/course_outline_pdf.cfm/CSCI-201_SU14.pdf?pdf_filename=CSCI-201_SU14&courses_id=6789) (COR includes “application packages” e.g., Office; programming; file management; web page development) * Numerous self-paced [Office Administration Courses](http://www.curricunet.com/mjc/search/course/course_search_result.cfm) covering keyboarding and Office apps - Exit surveys, according to K. Alavezos; I can ask for them if we need them |  |
| c. How does the institution assess the need for information technology training related to DE/CE? | [Distance Ed Plan Page 8](http://mjc.edu/governance/distanceedcommittee/deplan9814final.pdf)  The top three areas rated as very important in the Chancellor’s Office 2011 DE Program Survey were (p. 19):  Faculty training (80%) Curriculum development/approval (78.5%)  Regular personal contact between student and faculty (77.5%)  Evaluation of online faculty is done by deans, who can recommend training in online instruction if they see the need for improvement. Probably no evidence due to privacy issues with personnel evaluation. Standard evaluation forms can be found in the appendix of the current [YFA contract.](http://yfa.sites.yosemite.edu/contract_2015/FinalContract_2015.pdf)  Appendix C-5e on pg. 132: Peer Observation Form for Faculty Teaching Online  Appendix C-5k on pg. 144: Student Evaluation Form for Faculty Teaching Online  All faculty teaching online must complete DE Course. See p. 15 of [DE plan,](http://www.mjc.edu/governance/distanceedcommittee/deplan9814final.pdf) AREA II: FACULTY SUPPORT. Goal #2 says, “Establish minimum standards and provide initial and ongoing faculty training and support to effectively teach online and hybrid courses.”  At end of DE Course, satisfaction survey helps us determine effectiveness. These are from our Fall 2015 course:   * [Faculty Survey, Fall 2015](http://mjc.edu/general/accreditation/documents/2016_evidence/standard3/faculty_online_training_course_satisfaction_survey_fall_2015.pdf)   Online readiness course, student satisfaction survey indicating need to continue offering the course. Students find the course helpful.   * [Student Survey, Spring 2015](http://mjc.edu/general/accreditation/documents/2016_evidence/standard3/spring_2016_student_online_readiness_survey_results.pdf)   [Canvas Training Applications as of 2/23/2016](https://drive.google.com/file/d/0B74O-F2hVSP2S1QteTlBN05aTXc/view?usp=sharing)  Faculty are encouraged to require that students take online readiness course. |  |
| d. What technology training and information does the institution provide to students and personnel engaged in DE/CE courses and programs? Is the training different from training and information to students and personnel engaged in a traditional teaching mode? What is the rationale? | See evidence in 4c.  Additionally,  Interested faculty began participating in Canvas training in 2015 in preparation for migration to be completed by end of spring 2017.  Traditional teachers will get Canvas training after online instructors. Rationale for training online faculty first is that they will need more training and more time to prepare.  All instructors will have a Canvas shell, regardless of teaching modality. They should also have training. Rationale is that most instructors have not had online experience as students or faculty so they will need training to maximize the likelihood of both them and their students being successful. |  |

**5.** The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. ***Add a summary/overview paragraph of this section. Get the sense of the group. Is this section easily met? Do we have problems? District and college need to update or create a variety of plans. Current plans are mostly out of date.***

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How does the institution make decisions about use and distribution of its technology resources? | **Use** of technology guided by [Board Policy 3720](https://www.yosemite.edu/trustees/board_policy/3720%20Computer%20Use.pdf)  **Distribution** of hardware and software: Measure E for new buildings; insufficient funding now to maintain a computer replacement cycle.  Distribution of fiscal resources: RAC policies and procedures are outdated but should include docs re: distribution of IELM funds. (Check back with Al Alt for this info)  Program Review and resource allocation requests. Used to include CTC input; perhaps will again. |  |
| b. What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs? | Same question as #2a, though section 2 is about updating and replacing technology and section 5 is about guiding appropriate use of technology in the teaching and learning processes. This question also calls out DE. |  |