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Accreditation: How Should IT Participate and Prepare

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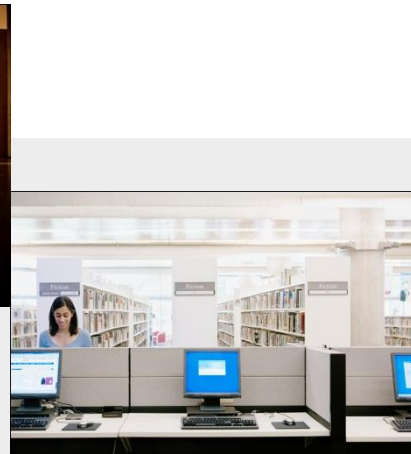
Agenda

- Introduction of the panelists
 - Accreditation experience
 - Current status of institutions
- The basics
 - Relevant ACCJC Standards related to technology
 - Overview of the process
- Panelist experiences
 - Participating in the Self Study
 - Preparing for the visit
 - During the visit
- Questions and Answers



Relevant ACCJC Standards

- Eligibility Requirement
 - 16. Information and Learning Resources
 - The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its missions and instructional programs in whatever format and wherever they are offered.



Relevant ACCJC Standards

- Standard IIC: Library and Learning Support Services
 - Library and other learning support services for students are sufficient to support the institutions instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, **learning centers, computer laboratories, and learning technology development and training.** The institution **provides access and training** to students so that library and other learning support services may be used effectively and efficiently. The institution **systematically assesses these services.....**

Relevant ACCJC Standards

- Standard III C: Technology Resources
 - **Technology resources are used to support student learning program and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**
 - 1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
 - A. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.
 - B. The institution provides quality training in the effective application of its technology to students and personnel.
 - C. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
 - D. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.
 - 2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the result of the evaluation as the basis for improvement.

Relevant ACCJC Standards

- Other relevant sections
 - Standard I.B Improving Institutional Effectiveness
 - Often called upon to provide data and analysis
 - Standard II.A Instructional Programs
 - Especially as it relates to distance offerings
 - Standard II.B Student Support Services
 - Especially as it relates to distance offerings
 - Standard III.B Physical Resources
 - Particularly equipment
 - Standard III.C Financial Resources
 - Tracking and information
- Focus on planning, assessment and improvement!

Relevant ACCJC Standards

- A few words about Multi-college Districts
 - Standard IV.B Board and Administrative Organization
 - Multi-college districts/ systems clearly **define the organizational roles** of the district/system and the colleges.
 - In Multi-college districts, the district/system **clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges** and consistently adheres to this delineation in practice.
 - In a Multi-college district, the district/system **regularly evaluates district/system role delineation and governance and decision-making structures and processes** to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system **widely communicates** the results of these evaluations and uses them as the basis for improvement .
- Focus on delineation of responsibility, communication of those responsibilities and evaluation for continuous quality improvement

Roles & Responsibilities Matrix

District Technology Map of Roles and Responsibilities														
Proposed Structure P: Primary Responsibility S: Secondary Responsibility (i.e. coordination) E: Execution Responsibility (only if not P or S)	Committees										Departments			
	Technology Advisory	District Technology Roundtable	FC Tech Advisory	CC Campus Tech	SCE Tech	Banner Steering	Student Team	Portal Steering	Webstar Team	Research Team	District Information Services	FC Academic Computing	CC Academic Computing	SCE Academic Computing
Technology Planning														
Strategic	P	SE	S	S	S						E	E	E	E
Budget/Spending	P	S	S	S	S						E	E	E	E
Districtwide Infrastructure (behind the wall)		P									PE	PE	PE	PE
Campus Infrastructure (in front of the wall)		S	P	P	P						PE	PE	PE	PE
Staff Planning	S	S									P	P	P	P
Disaster/Business Continuity/Backup (functional view)	P													
Disaster/Business Continuity/Backup (technical viewpoint)		P									PE	PE	PE	PE
Technology Evaluation (functional viewpoint)	P		S	S	S	S	S				S	S	S	S
Technology Evaluation (technical viewpoint)		P									P	P	P	P
Communication														
Advocacy/Value of IT	P	S	E	E	E	E	E	E	E	E	P	P	P	P
Data Driven Decision Making	P	S									P			
Training	S	S				S	S	S	S	S	P	P	P	P
Technology Initiatives	P	S	E	E	E	E	E	E	E	E	P	P	P	P
Coordination Within the District	S	P				E	E	E	E	E	E	E	E	E
Policy/Standards														
Policy Recommendations (BP/AP)	P	S	S	S	S	S	S	S	S	S	S	S	S	S
Instructional Technology Standards	S	S	P	P	P						S	S	S	S
Infrastructure Standards	S	P									P	P	P	P
Technology Compliance Standards	S	P				S					PE	E	E	E
Software Package Selection Standards	S	P	P	P	P						S	S	S	S
Software Development Standards		P									P	P	P	P
Applications														
Selection/Development (Administrative)	P	S	S	S	S	S	S	S	S		S	E	E	E
Selection/Development (Academic)	S	S	P	P	P							E	E	E
Backup/Disaster Recovery		P									PE	PE	PE	PE
Testing						S	S	S	S		P	P	P	P
Distance Education	S	S	P	P	P							SE	SE	SE
Support/Maintenance														
Network/Infrastructure Management		S									PE	PE	PE	PE
Audio Visual/Media		S									PE	PE	PE	PE
Upgrades/Outage Planning		S	S	S	S	S	S	S	S		PE	PE	PE	PE
E-mail											PE	PE	PE	PE
Banner/Portal						P	S	S	S		SE	SE	SE	SE
Application/Report Enhancements						S	P			S	E			
Lab/Classroom			S	S	S							PE	PE	PE
VoIP/Telephone		S									PE	PE	E	
Direct Technology Customer Support			S	S	S						PE	PE	PE	PE
Redeployment of Technology Equipment		P	S	S	S						PE	PE	PE	PE
System Monitoring											PE	PE	PE	PE
Hardware/Software Installation											PE	PE	PE	PE
Security														
Information Security/Regulatory Compliance	S	P	S	S	S	S	S			S	PE	PE	PE	PE
Physical Security		S									S	S	S	S
Administration														
Vendor Management		S									PE	PE	PE	PE
Staffing/Hiring		S									PE	PE	PE	PE
Staff Evaluation											PE	PE	PE	PE
Purchasing/Acquisition		S	S	S	S						SE	SE	SE	SE

Overview of the Process

- About 18 months before a visit, a self-study is prepared
- Each standard is addressed in the self-study and the self study cites evidence of meeting the standard
- The self-study and evidence are usually housed online for the campus and visiting team
- A location is set up with technology resources for the team to do its work while they visit the campus
- The visits occurs; an exit session with overall impression is held
- In the following January or June the commission meets and shortly thereafter announces its findings and recommendations
- Depending on the outcome work will continue.....

Panelists: Participating in the Self Study

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- How did you participate in the self-study process? Was it effective? What worked well? What would you do differently next time?



Panelists: Preparing for the Visit

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- What activities did your department participate in to prepare for the visit? Did you create and maintain a website? Did you prepare the team room? What were the biggest challenges?



Panelists: During the Visit

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- What were you called upon to do during the visit? How did you prepare? What could you have done that would have made you more prepared?



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Resources

- ACCJC website: www.accjc.org
- Deborah Ludford: dludford@nocccd.edu
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Questions?

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