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Executive Summary

Use of technology is a critical piece in the future of educational excellence both in creating the learning experience for students and in providing the processes which support the educational environment. Technology will be used by the students when and where they need it and by the staff and faculty in the classroom and in operating the institution.

A coordinated and efficient use of technology is imperative to success and input from all stakeholders is not only desirable, it is necessary. Therefore, the proposal to create a Technology Advisory Committee which assures input from campus committees, constituent groups and operational staff is proposed to complement the existing operational committee structure which includes District Technology Roundtable and the Banner Steering Committee. Other existing technology committees have been identified in this proposal that will also provide input to the proposed Technology Advisory Committee.

This committee, as a subcommittee of the District Planning Council/Cabinet, will assist in planning and policy development to assure the effective and efficient use of resources to meet the needs of the students and staff.

The tasks of this group will include development of a district-wide Technology Plan which incorporates the campus Technology plans to meet the needs of accreditation, the District-wide Strategic Plan and to support the Educational and Facilities Master Plan which is under development.

An external scan of relevant research and an internal study provide clear evidence of the need for such a committee to complement the operational committee structure. There is no change in the Banner Steering and District Technology Roundtable committee structure in this proposal.

The proposal also puts forth a proposed delineation of responsibility for all committees and departments in the form of a matrix. Further, the composition of this committee is proposed to be 15-20 members who all work with technology on a regular basis, with balanced representation from all constituent groups having alternating two year terms (graphic on page 15).

District Technology Roundtable formulated the proposal, is supportive of its contents and is eager to have dialogue about ways to improve the proposal and implement its provisions.
**Rationale for the Proposal**

The basic premise on which this proposal is based is that the implementation of technology, one of the greatest investments of the organization, will be critical in the future success of the institution in providing excellent education for the community. Excellence in the classroom, support of technologies students have grown up using, development of effective Student Learning Outcomes and the assessment of the those outcomes are just a few examples of the requirements for technology.

This premise and several factors led to the development of this proposal. First, there is the need for a Technology Master Plan to support and implement the components of the Educational Master Plan and Facilities Master Plan which are currently underway. As District Technology Roundtable looked at beginning work on this plan, it became evident that a more fully developed structure for IT Governance should be implemented to get input from the constituents and insure widespread participation and support for the development of a Technology Master Plan.

Second, Accreditation for all three institutions is imminent and documenting and demonstrating the use of processes for technology assessment and improvement is one of the key components of the Accreditation process upon which the institutions will be evaluated.

Third, Goal #7 of the District-wide Strategic Plan requires “effective planning” and “using resources efficiently” and can best be implemented by district-wide coordination. IT Governance could provide this coordination, as well as serve as a mechanism to tie planning efforts to budget development.

Finally, both an internal study and external literature suggest that a more fully developed IT Governance structure can enhance success in the use of technology in institutions.
History of the Development of the Proposal

In 2008, the District Technology Roundtable (DTR), which is composed of the Academic Computing Managers from the campuses and the District Information Services Managers, began discussion regarding our collective response to the Accreditation Standards, our need for a district wide technology master plan and the benefits of more collaborative efforts amongst our departments. The driving force behind these discussions was our District-wide Strategic Plan, specifically goals 3 and 4 which stress collaboration and efficiency. Out of those discussions evolved the proposal that is being presented in this document for your consideration.

DTR began by identifying all of those tasks that our departments perform and also identifying the tasks of the various technology committees throughout the district. An organizational chart of our current structure was created along with a matrix which identified which tasks each of the departments and committees perform.

In the next steps, DTR discussed various options for a new improved IT Governance structure based on outside research from Gartner, EDUCAUSE, the Campus Computing Survey and the results of the IT Governance Research Project. The findings from that research are presented in this document. DTR began development of an organizational chart for the IT Governance structure that would best meet our needs for the future which included: 1) a structure whereby a broad based Technology Plan could be developed and, 2) a structure in which operational needs would best be met. Further, DTR went on to develop a matrix of responsibility to clearly define roles and responsibilities in the proposed IT Governance structure.
Making the Case for IT Governance: An Outside Perspective

According to Gartner Group, IT governance is “The processes which insure the effective and efficient use of IT in enabling an organization to achieve its goals.” NOCCCD’s own Strategic Plan Goal #7 states “Through effective planning and using resources efficiently, the District/campuses provide...technology and infrastructure to adequately support instructional programs and services”. These statements, developed independently, are quite similar. One can conclude that a clearly defined and executed IT Governance process will help to meet Goal #7 of the District Strategic Plan. Gartner goes further to define five major steps in the design, implementation and execution of an IT governance process. They are:

1. Develop a strategy for governance that will ensure participation on a sustained basis by key participants,
2. Create a comprehensive plan for the implementation of the strategy,
3. Implement the plan in such a way that the importance of IT governance to the business and to the success of key participants is clear and that process responsibilities and accountabilities are understood,
4. Manage and support the ongoing IT governance processes, and
5. Monitor the results and effectiveness of IT governance.

Gartner also notes “IT governance works best when it is integrated with existing decision-making processes and reflects their style and management culture”. As a result of this research, it became clear to District Technology Roundtable that a well developed, and integrated IT governance structure is necessary to insure that our technology resources are directed in such a way to carry out our mission and meet our goals. Further, it is seen as necessary to effectively develop a Technology Strategic Plan for the district. As a result, District Technology Roundtable embarked on a project to develop this IT governance process.

EDUCAUSE, another higher education research and policy organization cites “Governance, Organization, and Leadership as a top-ten concern” in the EDUCAUSE Review July/August 2009. They suggest that IT leaders “seek opportunities to understand the broad concerns of the institution and determine how technology might offer solutions”. This can best be done with an IT Governance structure that is inclusive and well-defined. These concerns are also supported by research findings in the Campus Computing Survey.

In addition, Accreditation Standard IIC states “Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.” Further, Standard IVB3a states “The district clearly delineates and communicates the operational responsibilities and functions of the district from those of the colleges and consistently adheres to this delineation in practice”. As the group
began discussing governance we also felt the need to clearly define the operational aspects to
insure that the district meets the standards cited.

What resulted was an agreement to pursue the development of an IT governance model
which addresses both the operational and policy aspects of IT and that would have as its first
task the development of a Strategic Technology Plan for the district.
Findings of the IT Governance Research Project

As part of a recent research project that studied technology governance (Wallace, 2009), a literature review was conducted that identified three relevant topics of study:

- First, an understanding of the differences between academic and administrative technology support was explored. An educational institution cannot address these two support areas in the same way.
- Second, the importance of aligning the goals of information technology with the goals of the organization was investigated. In today’s educational environment, how technology is resourced, supported and used is critical to the success of the organization.
- Third, effective methods of IT governance were studied. Identifying a governance structure that provides proper input, decision-making, planning and support is critical to finding the best way to structure IT support in an educational institution.

The Divide between Academic and Administrative Technologies

When faculty [are] not sure that IT professionals see the university in the same way they do, it is not surprising that they would see IT as a poisonous and regressive influence that is repurposing university life in the wrong direction (Fernandez, 2008, p. 8).

Although technology is often thought of as simply a tool to help people accomplish their job functions, IT departments are faced with support issues that go beyond providing users what they ask for. Administrative users want their technology to be stable and consistent; change is not desirable. They have a business process to complete and technology is there to help them accomplish it. Administrative users also deal with confidential student and employee information, so there are regulations and requirements that must be met to secure this information.

Faculty members, on the other hand, want to use technology to enhance their instruction and to enable student learning. When a professor walks into a classroom, he/she does not want to have to think about whether or not the technology is going to work. Fischer states that the “IT organization’s foremost goal for faculty should be to make sure that the technology in their classrooms is working” (Fischer, 2007, p. 34). But faculty has other needs. Technology opens the door to discovering new techniques and processes that will address the various student learning styles making the ability to innovate crucial. In addition, even though the institution’s Enterprise Resource System (ERP) is thought to be a tool of administrative departments, the ERP is also a valuable instrument for classroom instruction. What becomes clear is that supporting faculty can often involve a different set of skills than supporting administrative users.

Although the cultures of academic computing and administrative computing have differences, both perspectives are vital to the planning and support of information technology.
There are many shared resources—both equipment and human. Resource planning and allocation can best be accomplished when centrally coordinated, but this is not easy to accomplish. Hites, in his article on centralizing IT, states that "...our challenge in higher education institutions today is to integrate the needs of the do-it-yourselfer with the mandates of stability and compliance" (Hites, 2007, p. 32). This process begins with aligning the vision and goals of IT with those of the organization.

**Information Technology Alignment**

At the strategic level, one of the main advantages of centralization relates to the extent to which IT can be aligned with, and support, institutional priorities (Rickards, 2007, p. 30).

In their study titled "IT Alignment in Higher Education," Albrecht, et al (2004), describe IT alignment in terms of how IT priorities, plans, intentions, resources, and actions are aligned with broad institutional vision and strategies (p. 9). *IT alignment* means that IT's vision and strategy are clearly aligned with the organization's. Information technology no longer is just a tool for automating business processes; it is the backbone of running the business. Survival of the organization depends upon the services that technology supports. Telephones, e-mail, instant messaging, document exchange, emergency services, building security, student registration, classroom instruction, research, decision-making and institutional planning all depend on a consistent and dependable technology framework. Therefore, the alignment of an organization’s vision and goals with those of Information Technology is crucial to the success of the organization.

Although IT alignment can assure that technology goals align with organizational goals, it does not assure that Information Technology is being properly used at all levels of the organization. Only through proper communication with those who are working on the front lines of the business can the real needs for technology be understood. How an organization approaches the governance of IT is the next important step.

**Information Technology Governance**

The inevitable result [of decentralization] is that overlapping, wasteful services are developed while important services remain unfunded or inadequately resourced as a result of a lack of campus-wide coordination (McCredie, 2006, p. 7).

In a report that drew on previous research conducted by Massachusetts Institute of Technology and the EDUCAUSE Center for Applied Research, McCredie (2006) states that governance describes who makes which decisions, who provides inputs and analyzes the issues, who sets priorities, who implements the results of the decisions, and who settles disputes when there is no clear consensus (p. 3). This process must include those who clearly understand the
needs, those who understand the technology, and those who understand the vision of the institution. Proper governance not only looks at satisfying a need for a particular area, but it also understands how that need can be met within the context of the institution as a whole. A good IT governance structure must include faculty, administrative staff, and IT personnel. Effective technology decisions cannot be made in isolation.

IT governance must also involve staff members who understand regulations and requirements. In summarizing two studies of IT governance in organizations, Weill and Ross (2005) conclude that "without formal IT governance, individual managers are left to resolve isolated issues as they arise, and those individual actions can often be at odds with each other" (p. 26). When individual managers do not understand the technology requirements of auditors and regulatory agencies, decisions are made that can cause problems for the institution as a whole.

Although the literature review did not identify a "best" structure for IT governance, the importance of having an effective structure is clear. Technology systems need to be designed with an understanding of academic and administrative needs, the limitations of technology, the regulations that must be met, and the security of the information stored. Weill and Ross conclude that "while the research did not identify a single best formula for governing IT, one thing is abundantly clear: Effective IT governance doesn't happen by accident. Top-performing enterprises carefully design governance" (Weill & Ross, 2005, p. 26).
Current Technology Governance Structure

The graphic depiction of the current structure for technology decision-making is presented on the next page. This structure has developed over many years as various technology initiatives were undertaken. Each campus has developed its own governance structure which are then loosely coordinated through the District Technology Roundtable which meets monthly. When the district purchased Banner, the district-wide Enterprise Resource Planning system, the governance structure for that project was formed and still is in use today to deal with project upgrades and product directions.

The current structure is heavily reliant on individuals to pass along important information to the next level. This structure has little or no capacity to address policy or planning issues and focuses mainly on operational decision-making and reaction to a changing environment.

On the page following the current structure is a functional map of current roles and responsibilities for each of the technology committees and operational departments.
Current Technology Governance Structure

Board of Trustees

Chancellor

- Policy
- Operations

Cabinet

Chancellor's Staff

District Planning Council

District Technology Roundtable

- Fullerton College Dean's Council
- Fullerton College Technology Advisory Committee

- Cypress President's Advisory Council
- Cypress Planning & Budget
- Cypress Campus Technology Committee

- SCE Budget
- SCE Provost Staff
- SCE Technology Committee

- Research Team (MIS)
- Banner Steering Committee
- Webstar
- Student Team
- Portal Steering Committee
## District Technology Map of Roles and Responsibilities

### Current Structure

- **P**: Primary Responsibility
- **S**: Secondary Responsibility (i.e. coordination)
- **E**: Execution Responsibility (only if not P or S)

### Technology Planning

<table>
<thead>
<tr>
<th>Committee</th>
<th>District Technology Roundtable</th>
<th>FC Instructional Tech</th>
<th>CC Campus Tech</th>
<th>SCE Tech</th>
<th>Banner Steering</th>
<th>Student Team</th>
<th>Portal Steering</th>
<th>Webstar Team</th>
<th>Research Team</th>
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### Communications

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### Policy/Standards

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### Security

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<tbody>
<tr>
<td>Information Security/Regulatory Compliance</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
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</tr>
<tr>
<td>Physical Security</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
</tbody>
</table>

### Administration

<table>
<thead>
<tr>
<th>Committee</th>
<th>District Technology Roundtable</th>
<th>FC Instructional Tech</th>
<th>CC Campus Tech</th>
<th>SCE Tech</th>
<th>Banner Steering</th>
<th>Student Team</th>
<th>Portal Steering</th>
<th>Webstar Team</th>
<th>Research Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vendor Management</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Staffing/Hiring/Evaluation</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Purchasing/Acquisition</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
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<td>S</td>
<td>S</td>
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<td>Committee Work</td>
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<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
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</tr>
</tbody>
</table>
Proposed IT Governance Structure/Recommendation

District Technology Roundtable evaluated different alternative structures which could be used to meet the needs of the district with regards to IT Governance. They included conversion of Banner Steering to a governance committee, expansion of the District Technology Roundtable and options for a new governance committee.

District Technology Roundtable used the following as rationale for the recommendation that is put forth below:

- Policy and Planning matters should include constituent input and evaluation and should directly integrate with the District Planning Council and Cabinet,
- Separating policy/planning and operations follows the structure of our district as a whole as evidenced in the structure of our Board and district management,
- Banner Steering Committee and District Technology Roundtable are composed of operational staff not constituent group representatives and are performing the operational tasks very effectively, and
- The Technology Advisory Committee would operate much like the AP3720 Workgroup, a workgroup sanctioned by the District Planning Council/Cabinet, which proved to be very effective and efficient.

Recommendation

As a result the recommended IT Governance structure, which is graphically depicted in the following page, is proposed for consideration. On the page following the proposed structure is a proposed functional map of roles and responsibilities for the committees and departments under the new structure.

This committee would be composed of 15-20 members who work with technology on a regular basis and would include balanced representation from all the constituent groups as shown in the diagram. Further, it is recommended that half of the initial committee be selected for 1 year terms and the other half two year terms. After the first year, members would be selected for two year terms.

District Technology Roundtable felt it best that the District Planning Council determine the specific appointments with these recommendations in mind.
# District Technology Map of Roles and Responsibilities

<table>
<thead>
<tr>
<th>Proposed Structure</th>
<th>Committees</th>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic</td>
<td>P</td>
<td>SE</td>
</tr>
<tr>
<td>Budget/Spending</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>Districtwide Infrastructure (behind the wall)</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>Campus Infrastructure (in front of the wall)</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>Staff Planning</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Driven Decision Making</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>Training</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Technology Initiatives</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>Coordination Within the District</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td><strong>Policy/Standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Technology Standards</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Infrastructure Standards</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>Technology Compliance Standards</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td><strong>Applications</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection/Development (Administrative)</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>Backup/Disaster Recovery</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>Testing</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>Distance Education</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Support/Maintenance</td>
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<td></td>
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<tr>
<td>Network/Infrastructure Management</td>
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<td>S</td>
</tr>
<tr>
<td>Audio Visual/Media</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Upgrades/Outage Planning</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>E-mail</td>
<td>S</td>
<td>S</td>
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<tr>
<td>Banner/Portal</td>
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<td>S</td>
</tr>
<tr>
<td>Lab/Classroom</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>VoIP/Telephone</td>
<td>S</td>
<td>S</td>
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<tr>
<td>Direct Technology Customer Support</td>
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<td>S</td>
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<tr>
<td>Redeployment of Technology Equipment</td>
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<td>System Monitoring</td>
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<td>Security</td>
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<td>Vendor Management</td>
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<td>Staffing/Hiring</td>
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<td>S</td>
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<tr>
<td>Staff Evaluation</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Purchasing/Acquisition</td>
<td>S</td>
<td>S</td>
</tr>
</tbody>
</table>

**Legend:**
P: Primary Responsibility  
S: Secondary Responsibility (i.e. coordination)  
E: Execution Responsibility (only if not P or S)  

---

Confidential  
Page 16  
3/4/2011
Appendix A

The Study: A Survey of IT Services

The District Technology Roundtable (DTR), in conjunction with a recent research project that studied technology governance (Wallace, 2009), conducted a survey to determine how technology support is perceived throughout the district and to discover ways to improve that support.

Data Collection Plan

The population surveyed included students, faculty, classified staff, and management. The surveys were distributed electronically through myGateway during the months of December, 2008 and January, 2009. Awareness was created by posting a message in the announcement section of myGateway for employees, faculty and students and by sending e-mail messages to all staff announcing the survey. Since student registration began on December 2, 2008, posting the survey at this time made it available to a large population of students.

The survey instrument (see Appendix A) was developed to gather input from students, faculty and staff from all areas of the District with the objective of discovering how each of these groups perceives current technology support in the District. Understanding the end-user viewpoint is important in order to determine, not only the need for a support structure change, but the readiness of the community for such a change. The questions were designed to determine the level of end-user satisfaction with both the technology itself and the technology support provided in the District.

Summary of Results

Of the 425 individuals responding to the survey, 61.1% were students, 15.1% were faculty members, 16.7% were Classified or Confidential staff, and 6.6% were managers (Appendix B). Looking at the work or attendance sites of the respondents, 35.8% were from Cypress College, 54.2% were from Fullerton College, 5.6% were from the School of Continuing Education, and 4.2% were from the District Administrative Offices/Information Services (Appendix B).

The first objective of the survey was to discover how students and staff perceive the current technology support that they are receiving. The survey questions sought to discover the adequacy of technology planning, the availability of technical support, and whether or not each of the groups had proper input into the development process. Two of the questions provided insight to these issues:

Usefulness of technology. Overall, students and staff responded very positively with 79% finding the technology “very useful” or “useful” (Figure 1).
Sufficiency of technology to achieve goals. When asked if they felt they could obtain sufficient information for achieving their job related or educational goals, the respondents were strongly positive (Figure 2). The survey results showed a significant positive correlation ($r = .278$, $p = 0.01$) between Usefulness and Sufficiency (Appendix B).

Those who find the technology on campus useful also find it sufficient to accomplishing their goals.  

The second and major objective of the survey was to identify how the technology support structure can be improved to help the District better meet its goals. The survey questions attempted to determine if present support mechanisms are functioning effectively, both in the areas of help desk convenience and the integration of technology throughout the District.

Determining who to call for a technology problem. The survey question that asked end-users the ease or difficulty they experience in determining who to call for a technology problem provided an interesting picture. 43.4% of the respondents find it very easy or easy, 34.1% find it neither easy nor difficult, and 22.5% find it difficult or very difficult (Figure 3).
significant positive correlation ($r = .403, p = 0.01$) was found between the usefulness of technology and the ease of determining who to call (Appendix B). Looking at the difficulty of determining who to call from a faculty perspective showed that 25.9% of faculty responses at Cypress College and 40.5% of faculty responses at Fullerton College found it difficult or very difficult (Appendix B).

![Call Difficulty Chart]

**FIGURE 3. CALL DIFFICULTY**

**Integration of technology between District sites.** When asked if the integration of technology between District sites is effective, 49.6% of those responding to the survey find it effective or very effective and only 9.6% find it ineffective or very ineffective (Figure 4). The data showed significance at the .01 level with a positive correlation ($r = .288$) between the usefulness of technology and the integration between sites (Appendix B). In addition, the survey shows that 5 of the 11 Fullerton College managers taking the survey find that integration between sites is ineffective and 3 of the 5 District Administrative managers find integration between sites ineffective. (Appendix B).

![Integration between Sites Chart]

**FIGURE 4. INTEGRATION BETWEEN SITES**
**Conclusions**

The results of the survey achieved the intended objectives. Survey respondents provided insight into how students and staff perceive the current technology support that they are receiving. They find the technology on campus to be useful and they can obtain sufficient information from their desktop computers to meet their job related or educational goals. The data show that there is a relationship between user satisfaction with technology and the support that is available. Additionally, the survey results reveal areas that the technology support structure can be improved to help the District better meet its goals. Technology integration and support both play a significant role in meeting the needs of customers and employees of the District and should be a major consideration of technology strategic planning.

The finding that there is a significant positive correlation between users perceiving campus technology to be useful and their ability to obtain sufficient information to help them with their job and goals is important to understand. While the “usefulness” question referred to technology in general, the “sufficiency” question was focused on the Enterprise Resource Planning (ERP) System. From this correlation it can be concluded that an important aspect of technology planning is to assure that the ERP system is meeting the needs of each of the constituency groups. This means that these groups must have proper input to the development process, coinciding with the study by Davey & Tatnall (2003) regarding the need for faculty to be a part of the design of application systems. The conclusion is that an IT governance process must be sure to include representation from all constituency groups.

The significant positive correlation between the usefulness of technology and the integration between sites has a similar implication. An important component of providing useful technology is providing effective integration of technology between campuses. Although it seems intuitive that this correlation would exist for support staff because of the communication that occurs between district offices, the survey shows this is true in general. From this it can be concluded that an important aspect of technology planning is to include integration of technology between District sites. When each District entity can plan for technology independent of others, this objective is difficult to achieve. Integration of technology can best occur when the IT governance process is centralized.

Finding a significant positive correlation between the usefulness of technology and the ease of determining who to call when one has a technology problem provides further insight for IT planning. This means that part of providing useful technology is also providing access to competent support. Since technology currently spans several support groups, providing a centralized support system could improve the ease of determining who to call and, in turn, improve the perception of the usefulness of technology at the campuses. In addition, the need for improving technology support services is revealed by the finding that a large percentage of
College faculty members have difficulty determining who to call for technology problems. The need for improving technology support services is substantiated.

**Organization of survey verbatim comments**

In addition to these findings, an analysis was performed on the comments provided by the survey respondents. The survey gave respondents the opportunity to provide their perception of the strengths, weaknesses, opportunities, and threats (SWOT) that the District and campuses are currently facing with technology. Some survey respondents chose to only answer the multiple choice questions, but many provided commentary. In order to perform a SWOT analyses with the comments received in the survey, the responses were collected, categorized, and tallied (Appendix C). Selection of the top categories was based on several factors:

1. To provide an overall perspective, the top two categories from the "Total" column were first considered.
2. To provide the perspective of groups that had lower participation in the survey, categories ranked highest within groups were then considered as top categories.
3. Conflicts, such as Support Staff being considered both a strength and a weakness, were maintained; an attempt to resolve the conflict was not made. These will require further investigation.

The categories were then organized from two perspectives: 1) The role of the respondent (Student, Faculty, Staff, or Manager) and 2) The campus of the respondent (Cypress College, Fullerton College, the School of Continuing Education, or District Administrative Offices).

- **Strengths.** The top three categories identified as strengths of the organization are *Availability and Access*, *MyGateway/Banner functionality* (the ERP system), and *Support Staff*. These three areas make up 70% of the strengths listed by survey respondents. Common organizational strengths are *Availability and Access* and *Support Staff*. *MyGateway/Banner* is a distinctive competency since many colleges do not have fully functional ERP systems. These should be the areas in which strategies are chosen and implemented.

- **Weaknesses.** The top two areas identified as weaknesses of the technology organization are *Support Staff* and *Currency of Technology*. These are the areas that need to be addressed as strategies are chosen and implemented.

- **Opportunities.** The top three areas identified as opportunities for the organization are *Currency of Technology*, *Support Staff*, and *Integration of Technology*. Although the overall score for *Integration of Technology* did not rank it in the top areas, it was identified by both Classified/Confidential Staff and Managers as the top opportunities.
• **Threats.** The top two categories identified as threats for the organization are *Funding* and *Support Staff*. It is interesting to note that *Support Staff* makes the list for all four SWOT categories. This makes it a critical topic to be addressed.
## APPENDIX A: SURVEY INSTRUMENT

<table>
<thead>
<tr>
<th>Question number</th>
<th>Write the question in the space below</th>
<th>Multiple choice</th>
<th>Yes/No</th>
<th>Open-ended discussion</th>
<th>Counter-check</th>
</tr>
</thead>
</table>
| 1.              | My relationship to the college district is:  
|                 | 1. Student  
|                 | 2. Faculty  
|                 | 3. Classified/Confidential Staff  
|                 | 4. Classified Manager  
|                 | 5. Academic Manager                  | X               |                     |                |
| 2.              | I work or attend:  
|                 | 1. Cypress College  
|                 | 2. Fullerton College  
|                 | 3. School of Continuing Education  
|                 | 4. District Office/Information Services | X               |                     |                |
| 3.              | For achieving my job related or educational goals, I find the technology on campus | 1. Very useful  
|                 | 2. Useful  
|                 | 3. Neutral  
|                 | 4. Somewhat useful  
|                 | 5. Not at all useful                  | X               |                     |                |
| 4.              | When I have a technology problem, determining who to call is:  
|                 | 1. Very easy  
|                 | 2. Easy  
|                 | 3. Neither  
|                 | 4. Difficult  
|                 | 5. Very difficult                      | X               |                     |                |
| 5.              | From my experience, I would say that the integration of technology (the ease of use at different sites, the ease of communicating between sites, etc.) between the Anaheim, Cypress and Fullerton campuses is:  
|                 | 1. Very effective  
|                 | 2. Effective  
|                 | 3. Neutral  
|                 | 4. Ineffective  
|                 | 5. Very ineffective                     | X               |                     |                |
## APPENDIX A: SURVEY INSTRUMENT

<table>
<thead>
<tr>
<th>Question number</th>
<th>Write the question in the space below</th>
<th>Multiple choice</th>
<th>Yes/No</th>
<th>Open-ended discussion</th>
<th>Counter-check</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>For students -- From my desktop computer, I am able to obtain sufficient information to help me plan and achieve my educational goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>For faculty -- From my desktop computer, I am able to obtain sufficient information from the student records system to help me meet the needs of classroom instruction.</td>
<td>X</td>
<td>Yes=1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>For other staff -- From my desktop computer, I am able to obtain sufficient information to help me meet the needs of my job.</td>
<td>X</td>
<td>No=2</td>
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<td></td>
</tr>
<tr>
<td>9.</td>
<td>The primary strengths of technology in this college district are:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The primary weaknesses I encounter when working with technology in this college district are:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The college district can make technology more effective for me by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Challenges that could make technology ineffective in this college district are:</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
APPENDIX B: STATISTICAL TABLES AND CHARTS

RELATIONSHIP TO DISTRICT - FREQUENCY

### Relationship to District

<table>
<thead>
<tr>
<th>Relationship to District</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
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<tr>
<td>Valid</td>
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<tr>
<td>Student</td>
<td>256</td>
<td>61.1</td>
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<tr>
<td>Faculty</td>
<td>64</td>
<td>15.3</td>
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<td>Classified/Confidential Staff</td>
<td>71</td>
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<td>Classified Manager</td>
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<td>4.3</td>
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<td>Academic Manager</td>
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<td>2.4</td>
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<tr>
<td>System</td>
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</table>
### APPENDIX B – STATISTICAL TABLES AND CHARTS

#### WORK/ATTEND SITE - FREQUENCY

<table>
<thead>
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<th>Work/Attend Site</th>
<th>Frequency</th>
<th>Valid Percent</th>
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</thead>
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<tr>
<td>Cypress College</td>
<td>148</td>
<td>35.8</td>
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<tr>
<td>Fullerton College</td>
<td>224</td>
<td>54.2</td>
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<tr>
<td>School of Continuing Education</td>
<td>23</td>
<td>5.6</td>
</tr>
<tr>
<td>District Office/Information Services</td>
<td>18</td>
<td>4.4</td>
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<tr>
<td>Total</td>
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Missing System: 12
APPENDIX B – STATISTICAL TABLES AND CHARTS

USEFULNESS OF TECHNOLOGY - FREQUENCY

Usefulness of Technology

<table>
<thead>
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<th>Usefulness of Technology</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very useful</td>
<td>158</td>
<td>39.9</td>
</tr>
<tr>
<td>Useful</td>
<td>155</td>
<td>39.1</td>
</tr>
<tr>
<td>Neutral</td>
<td>46</td>
<td>11.6</td>
</tr>
<tr>
<td>Somewhat useful</td>
<td>33</td>
<td>8.3</td>
</tr>
<tr>
<td>Not at all useful</td>
<td>4</td>
<td>1.0</td>
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<tr>
<td>Total</td>
<td>396</td>
<td>100.0</td>
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<tr>
<td>System</td>
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## USEFULNESS OF TECHNOLOGY * SUFFICIENCY OF TECHNOLOGY - CORRELATION

<table>
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<tr>
<th></th>
<th>Usefulness of Technology</th>
<th>Sufficiency of Technology</th>
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<td><strong>Usefulness of Technology</strong></td>
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</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>396</td>
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<tr>
<td><strong>Sufficient to do job</strong></td>
<td>Pearson Correlation</td>
<td>.278(**)</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
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**Correlation is significant at the 0.01 level (2-tailed).**
APPENDIX B – STATISTICAL TABLES AND CHARTS

DIFFICULTY IN DETERMINING WHO TO CALL - FREQUENCY

<table>
<thead>
<tr>
<th>Call Difficulty</th>
<th>Frequency</th>
<th>Valid Percent</th>
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<tbody>
<tr>
<td>Very easy</td>
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<td>Easy</td>
<td>96</td>
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<td>Neither</td>
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<tr>
<td>Difficult</td>
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<td>15.6</td>
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</table>
## APPENDIX B – STATISTICAL TABLES AND CHARTS

**USEFULNESS OF TECHNOLOGY * CALL DIFFICULTY - CORRELATION**

<table>
<thead>
<tr>
<th></th>
<th>Usefulness of Technology</th>
<th>Call Difficulty</th>
</tr>
</thead>
</table>
| **Usefulness of Technology** | Pearson Correlation | 1           | .403(**)
|                     | Sig. (2-tailed)       | .403(** )    | .000
|                     | **N**                  | 396           | 390
| **Call Difficulty** | Pearson Correlation    | .403(** )    | 1
|                     | Sig. (2-tailed)        | .000          | .000
|                     | **N**                  | 390           | 390

** Correlation is significant at the 0.01 level (2-tailed).
APPENDIX B – STATISTICAL TABLES AND CHARTS

DIFFICULTY IN DETERMINING WHO TO CALL * WORK SITE - CROSSTABULATION

Bar Chart

Relationship to District: Faculty

<table>
<thead>
<tr>
<th>Work/Attend Site</th>
<th>Call Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very easy</td>
</tr>
<tr>
<td>Cypress College</td>
<td>5</td>
</tr>
<tr>
<td>Fullerton College</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Easy</td>
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<td>11</td>
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<tr>
<td>Fullerton College</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Neither</td>
</tr>
<tr>
<td>Cypress College</td>
<td>4</td>
</tr>
<tr>
<td>Fullerton College</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Difficult</td>
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<td>6</td>
</tr>
<tr>
<td>Fullerton College</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Very difficult</td>
</tr>
<tr>
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</tr>
<tr>
<td>Fullerton College</td>
<td>7</td>
</tr>
</tbody>
</table>

Work/Attend Site * Call Difficulty Crosstabulation(a)

<table>
<thead>
<tr>
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<th>Call Difficulty</th>
<th>Total</th>
</tr>
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<tbody>
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<tr>
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<tr>
<td>Fullerton College</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Neither</td>
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</tr>
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<td>Cypress College</td>
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</tr>
<tr>
<td>Fullerton College</td>
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<td>Fullerton College</td>
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<td></td>
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a Relationship to District = Faculty
APPENDIX B – STATISTICAL TABLES AND CHARTS

INTEGRATION BETWEEN SITES - FREQUENCY

Integration between sites

<table>
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<th>Frequency</th>
<th>Valid Percent</th>
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<tr>
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<td>Effective</td>
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<tr>
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<tr>
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<tr>
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**APPENDIX B – STATISTICAL TABLES AND CHARTS**

**USEFULNESS OF TECHNOLOGY * INTEGRATION BETWEEN SITES - CORRELATION**

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<tr>
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<th>Integration between sites</th>
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</thead>
<tbody>
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</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Integration between</strong></td>
<td>Pearson Correlation</td>
<td>.288(***</td>
</tr>
<tr>
<td><strong>sites</strong></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>396</td>
<td>373</td>
</tr>
</tbody>
</table>

**Correlations**

** Correlation is significant at the 0.01 level (2-tailed).
# APPENDIX B – STATISTICAL TABLES AND CHARTS

## WORK/ATTEND SITE * INTEGRATION BETWEEN SITES - CROSSTABULATION

### Bar Chart

**Relationship to District: Manager**

![Bar Chart](image)

<table>
<thead>
<tr>
<th>Work/Attend Site</th>
<th>Integration between sites</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very effective</td>
<td>Effective</td>
</tr>
<tr>
<td>Cypress College</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Fullerton College</td>
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<td>1</td>
</tr>
<tr>
<td>School of Continuing Education</td>
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</tr>
<tr>
<td>District Office/Information Services</td>
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<td>2</td>
</tr>
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Count

Relationship to District = Manager
## APPENDIX B – STATISTICAL TABLES AND CHARTS

### SUFFICIENT TO DO JOB OR MEET GOALS - FREQUENCY

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<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>323</td>
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<td>Valid No</td>
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</table>

**Sufficient to do job**

![Bar chart showing frequency of sufficient to do job (Yes vs. No)](chart.png)
## APPENDIX C: ANALYSIS OF SURVEY COMMENTS

### Strengths – by role

<table>
<thead>
<tr>
<th>Frequencies</th>
<th>Student</th>
<th>Faculty</th>
<th>Staff</th>
<th>Manager</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability and access</td>
<td>24</td>
<td>5</td>
<td>7</td>
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<td>39</td>
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<td>0</td>
<td>0</td>
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<td>4</td>
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<table>
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<th>Faculty</th>
<th>Staff</th>
<th>Manager</th>
<th>Total</th>
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<tr>
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<td>0%</td>
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</tr>
<tr>
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<td>MyGateway/Banner function</td>
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<td>24%</td>
<td>23%</td>
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<tr>
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<td>0%</td>
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<tr>
<td>Online classes/Distance Ed</td>
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<td>0%</td>
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<td>10%</td>
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<td>10%</td>
<td>6%</td>
<td>8%</td>
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<td>100%</td>
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</tr>
</tbody>
</table>

### Legend

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td><strong>Most frequent comment category</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2nd most frequent comment category</strong></td>
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</tbody>
</table>
## APPENDIX C: ANALYSIS OF SURVEY COMMENTS

### Weaknesses by role

#### Frequencies

<table>
<thead>
<tr>
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<th>Student</th>
<th>Faculty</th>
<th>Staff</th>
<th>Manager</th>
<th>Total</th>
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<tbody>
<tr>
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<td>1</td>
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<td>0</td>
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#### Percentages

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</tbody>
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### Legend

- Most frequent comment category
- 2nd most frequent comment category
## APPENDIX C: ANALYSIS OF SURVEY COMMENTS

### Opportunities by role

#### Frequencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Student</th>
<th>Faculty</th>
<th>Staff</th>
<th>Manager</th>
<th>Total</th>
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#### Percentages

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<th>Staff</th>
<th>Manager</th>
<th>Total</th>
</tr>
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<td>2%</td>
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<tr>
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<td>16%</td>
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- **Most frequent comment category**
- **2nd most frequent comment category**
## APPENDIX C: ANALYSIS OF SURVEY COMMENTS

### Threats by role

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### APPENDIX C: ANALYSIS OF SURVEY COMMENTS

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- **Most frequent comment category**
- **2nd most frequent comment category**
## APPENDIX C: ANALYSIS OF SURVEY COMMENTS

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- Most frequent comment category
- 2nd most frequent comment category
## APPENDIX C: ANALYSIS OF SURVEY COMMENTS

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- Most frequent comment category
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### APPENDIX C: ANALYSIS OF SURVEY COMMENTS

#### Threats by site

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### Legend

- Most frequent comment category
- 2nd most frequent comment category
Appendix B – Committee/Department Descriptions – Current

District Technology Roundtable

**Purpose:** Coordinate and Communicate technology plans, initiatives and operations across the District.

The District Technology Roundtable is Primarily Responsible for:

**Technology Planning**
- Strategic
- District-wide Infrastructure (behind the wall)
- Technology Evaluation

**Communication**
- Advocacy/Value of IT
- Data Driven Decision Making
- Technology Initiatives
- Coordination within the District

**Policy/Standards**
- Policy Recommendations (BP/AP)
- Infrastructure Standards
- Technology Compliance Standards
- Software Package Selection Standards

**Support/Maintenance**
- Network/Infrastructure Management

Coordination of the following is also the responsibility of DTR:

**Technology Planning**
- Campus Infrastructure (in front of the wall)
- Staff
- Disaster/Business Continuity/Backup

**Communication**
- Training
Applications
- Software Development Standards

Support/Maintenance
- Web Service Development
- Upgrades/Outage Planning
- VoIP/Telephone

Security
- Information Security/Regulatory Compliance
- Physical Security Systems

Administration
- Vendor Management
- Staff/Hiring/Evaluation
- Purchasing/Acquisition

This committee is responsible for executing the following duties:

Communication
- Advocacy Value of IT
- Data Driven Decision Making
- Technology Initiatives
- Coordination within the District

Policy/Standards
- Infrastructure Standards
- Software Package Selection Standards
FC Instructional Technology Committee (Faculty Senate)

Purpose: A subcommittee of the Academic Senate which aids in the Selection and Development of Academic Technologies for Fullerton College

The FC Instructional Technology Committee is Primarily Responsible for:

- None

Coordination of the following is also the responsibility of FC Instructional Technology Committee:

Applications
- Selection/Development (Academic)

This committee is responsible for executing the following duties:

Communication
- Instructional Technology Initiatives
Cypress College Campus Tech Committee

Purpose: Coordinates academic technologies for Cypress College

The CC Campus Technology Committee is Primarily Responsible for:

Policy/Standards
- Instructional Technology Standards

Coordination of the following is also the responsibility of CC Campus Technology Committee:

Technology Planning
- Strategic
- Technology Evaluation

Communication
- Advocacy Value of IT
- Data Driven Decision Making
- Technology Initiatives

Policy/Standards
- Infrastructure Standards

Applications
- Selection/Development (Academic)
- Distance Education

This committee is responsible for executing the following duties:

Communication
- Advocacy/Value of IT
- Technology Initiatives
SCE Technology Committee

Purpose: Coordinates academic technologies for the School of Continuing Education

The SCE Technology Committee is Primarily Responsible for:

Policy/Standards
- Instructional Technology Standards

Applications
- Distance Education

Coordination of the following is also the responsibility of SCE Technology Committee:

Technology Planning
- Strategic
- Technology Evaluation

Communication
- Advocacy/Value of IT
- Data Driven Decision Making
- Technology Initiatives

Policy/Standards
- Infrastructure Standards

Applications
- Selection/Development (Academic)

This committee is responsible for executing the following duties:

Communication
- Advocacy/Value of IT
- Technology Initiatives
Banner Steering Committee

Purpose: Guides the district in the implementation and use of the Banner system.

The Banner Steering Committee is Primarily Responsible for:

Communication
• Technology Initiatives

Coordination of the following is also the responsibility of Banner Steering Committee:

Technology Planning
• Technology Evaluation (functional viewpoint)

Communication
• Data Driven Decision Making
• Training
• Coordination within the District

Policy/Standards
• Policy Recommendations (BP/AP)

Applications
• Selection/Development (Administrative)
• Web Service Development

Support/Maintenance
• Upgrades/Outage Planning
• Banner/Portal
• Application/Report Enhancements

Security
• Information Security/Regulatory Compliance

This committee is responsible for executing the following duties:

Communication
• Technology Initiatives
• Coordination within the District
Technology Planning
  • Strategic

Support/Maintenance
  • Application/Report Enhancements
Student Team

Purpose: Guides the district in the use of the Banner student and related modules.

The Student Team is Primarily Responsible for:

- Student Service Systems planning/coordination?

Coordination of the following is the responsibility of the Student Team:

Communication
- Training

Applications
- Selection/Development (Administrative)
- Testing
- Web Service Development

Support/Maintenance
- Banner/Portal

Security
- Information Security/Regulatory Compliance

This committee is responsible for executing the following duties:

Technology Planning
- Strategic

Applications
- Testing
Portal Steering Committee

Purpose:  Guides the district in the use of the myGateway portal.

The Portal Steering Committee is Primarily Responsible for:

- Alignment of Portal functionality to District goals?

Coordination of the following is the responsibility of the Portal Steering Committee:

Applications
- Web Service Development

Support/Maintenance
- Banner Portal

This committee is responsible for executing the following duties:

Technology Planning
- Strategic
**Webstar Team**

**Purpose:** Guides the use of the Banner student self-service module.

**The WebStar Team is Primarily Responsible for:**

- Ensuring of effective/efficient functioning of Webstar?

**Coordination of the following is the responsibility of the WebStar Team:**

**Applications**
- Web Service Development

**Support/Maintenance**
- Banner/Portal

**This committee is responsible for executing the following duties:**

**Technology Planning**
- Strategic
Research Team

Purpose: Coordinates research and MIS Reporting across the district.

The Research Team is Primarily Responsible for:

- Assessing the alignment of performance to goals?

Coordination of the following is the responsibility of the Research Team:

Communication
- Data Driven Decision Making

This committee is responsible for executing the following duties:

Technology Planning
- Strategic
District Information Services

Purpose: Department operates all district administrative systems and network.

District Information Services is Primarily Responsible for:

Technology Planning
- Budget/Spending (once Budget Allocations occur)
- Campus Infrastructure (in front of the wall)
- Staff
- Disaster/Business Continuity/Backup

Communication
- Training

Policy/Standards
- Software Development Standards

Applications
- Backup/Disaster Recovery
- Testing

Support/Maintenance
- Audio Visual/Media
- Upgrades/Outage Planning
- E-mail
- Banner/Portal
- Application/Report Enhancements
- Lab/Classroom
- VoIP/Telephone
- Direct Technology Customer Support
- System Monitoring
- Hardware/Software Installation

Security
- Information Security/Regulatory Compliance
- Physical Security of I.S. Department

Administration
- Vendor Management
- Staff/Hiring/Evaluation
Coordination of the following is also the responsibility of District Information Services:

Technology Planning
- District-wide Infrastructure (behind the wall)
- Technology Evaluation

Communication
- Advocacy/Value of IT
- Data Driven Decision Making
- Technology Initiatives
- Coordination within the District

Policy/Standards
- Policy Recommendations (BP/AP)
- Instructional Technology Standards
- Infrastructure Standards
- Technology Compliance Standards
- Software Package Selection Standards

Applications
- Selection/Development (Administrative)
- Selection/Development (Academic)
- Web Service Development

Support/Maintenance
- Network/Infrastructure Management
- Surplus of Equipment

Administration
- Purchasing/Acquisition

District Information Services is responsible for executing the following duties:

Technology Planning
- Strategic
- Budget/Spending (once Budget Allocations occur)
- District-wide Infrastructure (behind the wall)
- Campus Infrastructure (in front of the wall)
- Disaster/Business Continuity/Backup
Communication
- Advocacy/Value of IT
- Data Driven Decision Making
- Training
- Technology Initiatives
- Coordination within the District

Policy/Standards
- Instructional Technology Standards
- Infrastructure Standards
- Technology Compliance Standards
- Software Package Selection Standards
- Software Development Standards

Applications
- Backup/Disaster Recovery
- Testing
- Web Service Development

Support/Maintenance
- Network/Infrastructure Management
- Audio/Visual Media
- Upgrades/Outage Planning
- E-mail
- Banner/Portal
- Application Report Enhancement
- Lab/Classroom
- VoIP/Telephone
- Direct Technology Customer Support
- Surplus of Equipment
- System Monitoring
- Hardware/Software Installation

Security
- Information Security/Regulatory Compliance
- Physical Security

Administration
- Vendor Management
- Staffing/Hiring/Evaluation
- Purchasing/Acquisition
- Committee Work
FC Academic Computing

Purpose: Department operates all academic systems for Fullerton College

FC Academic Computing is Primarily Responsible for:

Technology Planning
- Budget/Spending (once Budget Allocations occur)
- Campus Infrastructure (in front of the wall)
- Staff
- Disaster/Business Continuity/Backup

Communication
- Training

Policy/Standards
- Software Development Standards

Applications
- Backup Disaster Recovery
- Testing
- Web Service Development

Support/Maintenance
- Audio Visual Media
- Upgrades/Outage Planning
- E-mail
- Application Report Enhancements
- Lab/Classroom
- VoIP/Telephone
- Direct Technology Customer Support
- System Monitoring
- Hardware/Software Installation

Security
- Physical Security

Administration
- Vendor Management
- Staff/Hiring/Evaluation
Coordination of the following is also the responsibility of FC Academic Computing

Technology Planning
- District-wide Infrastructure (behind the wall)
- Technology Evaluation

Communication
- Advocacy/Value of IT
- Data Driven Decision Making
- Technology Initiatives
- Coordination within the District

Policy/Standards
- Policy Recommendations (BP/AP)
- Instructional Technology Standards
- Infrastructure Standards
- Technology Compliance Standards
- Software Package Selection Standards

Applications
- Selection/Development (Administrative)
- Selection/Development (Academic)

Support/Maintenance
- Network/Infrastructure Management
- Surplus of Equipment

Security
- Information Security/Regulatory Compliance

Administration
- Purchasing/Acquisition

This committee is responsible for executing the following duties:

Technology Planning
- Strategic
- Budget/Spending (once Budget Allocations occur)
- District-wide Infrastructure (behind the wall)
- Campus Infrastructure (in front of the wall)
- Disaster/Business Continuity/Backup
Communication
- Advocacy/Value of IT
- Data Drive Decision Making
- Training
- Technology Initiatives
- Coordination within the District

Policy/Standards
- Instructional Technology Standards
- Infrastructure Standards
- Technology Compliance Standards
- Software Package Selection Standards
- Software Development Standards

Applications
- Selection/Development (Academic)
- Backup/Disaster Recovery
- Testing
- Distance Education
- Web Service Development

Support/Maintenance
- Network/Infrastructure Management
- Audio/Visual Media
- Upgrades/Outage Planning
- E-mail
- Application Report Enhancements
- Lab/Classroom
- VoIP/Telephone
- Direct Technology Customer Support
- Surplus of Equipment
- System Monitoring
- Hardware/Software Installation

Security
- Information Security/Regulatory Compliance
- Physical Security

Administration
- Vendor Management
- Staffing/Hiring/Evaluation
- Purchasing/Acquisition
- Committee Work
CC Academic Computing

Purpose: Department operates all academic systems for Fullerton College.

CC Academic Computing is Primarily Responsible for:

Technology Planning
- Budget/Spending (once Budget Allocations occur)
- Campus Infrastructure (in front of the wall)
- Staff
- Disaster/Business Continuity/Backup

Communication
- Training

Policy/Standards
- Software Development Standards

Applications
- Backup Disaster Recovery
- Testing
- Web Service Development

Support/Maintenance
- Audio Visual Media
- Upgrades/Outage Planning
- E-mail
- Application Report Enhancements
- Lab/Classroom
- VoIP/Telephone
- Direct Technology Customer Support
- System Monitoring
- Hardware/Software Installation

Security
- Physical Security

Administration
- Vendor Management
- Staff/Hiring/Evaluation
Coordination of the following is also the responsibility of CC Academic Computing

Technology Planning
- District-wide Infrastructure (behind the wall)
- Technology Evaluation

Communication
- Advocacy/Value of IT
- Data Driven Decision Making
- Technology Initiatives
- Coordination within the District

Policy/Standards
- Policy Recommendations (BP/AP)
- Instructional Technology Standards
- Infrastructure Standards
- Technology Compliance Standards
- Software Package Selection Standards

Applications
- Selection/Development (Administrative)
- Selection/Development (Academic)

Support/Maintenance
- Network/Infrastructure Management
- Surplus of Equipment

Security
- Information Security/Regulatory Compliance

Administration
- Purchasing/Acquisition

This committee is responsible for executing the following duties:

Technology Planning
- Strategic
- Budget/Spending (once Budget Allocations occur)
- District-wide Infrastructure (behind the wall)
- Campus Infrastructure (in front of the wall)
- Disaster/Business Continuity/Backup
Communication
- Advocacy/Value of IT
- Data Drive Decision Making
- Training
- Technology Initiatives
- Coordination within the District

Policy/Standards
- Instructional Technology Standards
- Infrastructure Standards
- Technology Compliance Standards
- Software Package Selection Standards
- Software Development Standards

Applications
- Selection/Development (Academic)
- Backup/Disaster Recovery
- Testing
- Distance Education
- Web Service Development

Support/Maintenance
- Network/Infrastructure Management
- Audio/Visual Media
- Upgrades/Outage Planning
- E-mail
- Application Report Enhancements
- Lab/Classroom
- VoIP/Telephone
- Direct Technology Customer Support
- Surplus of Equipment
- System Monitoring
- Hardware/Software Installation

Security
- Information Security/Regulatory Compliance
- Physical Security

Administration
- Vendor Management
- Staffing/Hiring/Evaluation
- Purchasing/Acquisition
- Committee Work
SCE Academic Computing

Purpose: Department operates all academic systems for the School of Continuing Education.

SCE Academic Computing is Primarily Responsible for:

Technology Planning
- Budget/Spending (once Budget Allocations occur)
- Campus Infrastructure (in front of the wall)
- Staff
- Disaster/Business Continuity/Backup

Communication
- Training

Policy/Standards
- Software Development Standards

Applications
- Backup Disaster Recovery
- Testing - Applications
- Web Service Development

Support/Maintenance
- Audio Visual Media
- Upgrades/Outage Planning
- E-mail
- Application Report Enhancements
- Lab/Classroom
- Direct Technology Customer Support
- System Monitoring
- Hardware/Software Installation

Security
- Physical Security

Administration
- Vendor Management
- Staff/Hiring/Evaluation
Coordination of the following is also the responsibility of SCE Academic Computing:

Technology Planning
- District-wide Infrastructure (behind the wall)
- Technology Evaluation

Communication
- Advocacy/Value of IT
- Data Driven Decision Making
- Technology Initiatives
- Coordination within the District
- Telephone/VOIP Needs

Policy/Standards
- Policy Recommendations(BP/AP)
- Instructional Technology Standards
- Infrastructure Standards
- Technology Compliance Standards
- Software Package Selection Standards

Applications
- Selection/Development (Administrative)
- Selection/Development (Academic)

Support/Maintenance
- Network/Infrastructure Management
- Information Security/Regulatory Compliance
- Surplus of Equipment

Administration
- Purchasing/Acquisition

This committee is responsible for executing the following duties:

Technology Planning
- Strategic
- Budget/Spending (once Budget Allocations occur)
- District-wide Infrastructure (behind the wall)
- Campus Infrastructure (in front of the wall)
- Disaster/Business Continuity/Backup
Communication
- Advocacy/Value of IT
- Data Driven Decision Making
- Training
- Technology Initiatives
- Coordination within the District

Policy/Standards
- Instructional Technology Standards
- Infrastructure Standards
- Technology Compliance Standards
- Software Package Selection Standards
- Software Development Standards

Applications
- Selection/Development (Academic)
- Backup/Disaster Recovery
- Testing
- Distance Education
- Web Service Development

Support/Maintenance
- Network/Infrastructure Management
- Audio/Visual Media
- Upgrades/Outage Planning
- E-mail
- Application Report Enhancements
- Lab/Classroom
- Direct Technology Customer Support
- Surplus of Equipment
- System Monitoring
- Hardware/Software Installation

Security
- Information Security/Regulatory Compliance
- Physical Security

Administration
- Vendor Management
- Staffing/Hiring/Evaluation
- Purchasing/Acquisition
- Committee Work
Appendix C – Committee/Department Descriptions – Proposed

Technology Advisory Committee

Purpose: Provides policy and planning guidance for the district administrative and academic systems.

The Technology Advisory Committee is Primarily Responsible for:

Technology Planning
- Strategic
- Budget/Spending
- Disaster/Business Continuity/Backup (functional viewpoint)
- Technology Evaluation (functional viewpoint)

Communication
- Advocacy/Value of IT
- Data Driven Decision Making
- Technology Initiatives

Policy/Standards
- Policy Recommendation (BP/AP)

Applications
- Selection/Development (Administrative)

Coordination of the following is also the responsibility of the TAC:

Technology Planning
- Staff Planning

Communication
- Training
- Coordination within the District

Policy/Standards
- Instructional Technology Standards
- Infrastructure Standards
- Technology Compliance Standards
• Software Package Selection Standards

Applications
• Selection/Development (Academic)
• Distance Education

Security
• Information Security/Regulatory Compliance
**Technology Advisory Committee**

**Purpose:** Provides policy and planning guidance for the district administrative and academic systems.

The Technology Advisory Committee is Primarily Responsible for:

**Technology Planning**
- Strategic
- Budget/Spending
- Disaster/Business Continuity/Backup (functional viewpoint)
- Technology Evaluation (functional viewpoint)

**Communication**
- Advocacy/Value of IT
- Data Driven Decision Making
- Technology Initiatives

**Policy/Standards**
- Policy Recommendation (BP/AP)

**Applications**
- Selection/Development (Administrative)

Coordination of the following is also the responsibility of the TAC:

**Technology Planning**
- Staff Planning

**Communication**
- Training
- Coordination within the District

**Policy/Standards**
- Instructional Technology Standards
- Infrastructure Standards
- Technology Compliance Standards
- Software Package Selection Standards
Applications
- Selection/Development (Academic)
- Distance Education

Security
- Information Security/Regulatory Compliance
FC Technical Implementation Plan Committee

Purpose: Recommends academic technologies for the Fullerton College Campus.

The FC Tech Advisory Committee is Primarily Responsible for:

Technology Planning
- Campus Infrastructure (in front of the wall)

Policy/Standards
- Instructional Technology Standards
- Software Package Selection Standards

Applications
- Selection/Development (Academic)
- Distance Education

Coordination of the following is also the responsibility of FC Tech Advisory:

Technology Planning
- Strategic
- Budget/Spending
- Technology Evaluation (functional viewpoint)
- District-wide Infrastructure (behind the wall)

Policy/Standards
- Policy Recommendation (BP/AP)
- Infrastructure Standards

Applications
- Selection/Development (Administrative)

Support/Maintenance
- Network/Infrastructure Management
- Upgrades/Outage Planning
- Lab/Classroom
- Direct Technology Customer Support
- Redeployment of Technology Equipment
- Hardware/Software Installation
Security
  • Information Security/Regulatory Compliance

Administration
  • Purchasing/Acquisition

This committee is responsible for executing the following duties:

Communication
  • Advocacy/Value of IT
  • Technology Initiatives
Cypress College Campus Tech Committee

Purpose: Recommends academic technologies for the Cypress College Campus.

The CC Campus Technology Committee is Primarily Responsible for:

Technology Planning
- Campus Infrastructure (in front of the wall) including the campus PC replacement plan

Policy/Standards
- Instructional Technology Standards
- Software Package Selection Standards

Applications
- Selection/Development (Academic) including the campus website standards & support
- Distance Education

Coordination of the following is also the responsibility of CC Campus Technology Committee:

Technology Planning
- Strategic
- Budget/Spending
- Technology Evaluation (functional viewpoint)

Policy/Standards
- Policy Recommendations (BP/AP)

Applications
- Selection/Development (Administrative)

Support/Maintenance
- Upgrades/Outage Planning
- Lab/Classroom
- Direct Technology Customer Support
- Redeployment of Technology Equipment

Security
- Information Security/Regulatory Compliance
Administration
  • Purchasing/Acquisition

This committee is responsible for executing the following duties:

Communication
  • Advocacy/Value of IT
  • Technology Initiatives
SCE Technology Committee

Purpose: Recommends academic technologies for the School of Continuing Education.

The SCE Technology Committee is Primarily Responsible for:

Technology Planning - Provide SCE with visionary plans for use of existing and proposed instructional and support staff technology

- Campus Infrastructure (in front of the wall)

Policy/Standards - Provide SCE with appropriate guidelines for the development, selection, maintenance and use of instructional hardware and software

- Instructional Technology Standards
- Software Package Selection Standards

Applications - Provide SCE with guidance in the section of software application products and support the products that are used by student and staff

- Selection/Development (Academic)
- Distance Education

Coordination of the following is also the responsibility of SCE Technology Committee:

Technology Planning - Provide SCE with the long and short term ramifications from the funding allocations and technology procurements undertaken by the school

- Strategic
- Budget/Spending
- Technology Evaluation (functional viewpoint)

Policy/Standards - Provide SCE with recommendations for the implementation and potential modifications to District and School policies and procedures

- Policy Recommendations (BP/AP)
Applications - Provide SCE with the framework to select vendor developed applications and the procedures to request in house application development

- Selection/Development (Administrative)

Support/Maintenance - Assist SCE with technical support and maintenance of instructional and administrative hardware and software

- Upgrades/Outage Planning
- Lab/Classroom
- Direct Technology Customer Support
- Redeployment of Technology Equipment

Security - In conjunction with the district, assist SCE with all compliancy and IT security procedures and initiatives

- Information Security/Regulatory Compliance

Administration - Provide SCE with specifications, quotes and other related services so that IT purchases conform to district and school standards and allow for coordinated purchases for leveraging volume discounts from vendors

- Purchasing/Acquisition

This committee is responsible for executing the following duties:

Communication - Provide leadership and advocacy for SCE and district IT initiatives

- Advocacy/Value of IT
- Technology Initiatives
Banner Steering Committee

Purpose: Recommends and coordinates direction & policy regarding the use of Banner and myGateway at the district.

The Banner Steering Committee is Primarily Responsible for:

Applications
- Banner/Portal (myGateway)

Coordination of the following with regards to Banner, the Portal (myGateway) and all interfaces to these systems is also the responsibility of Banner Steering Committee:

Technology Planning
- Technology Evaluation (functional viewpoint)

Communication
- Training

Policy/Standards
- Policy Recommendations (BP/AP)
- Technology Compliance Standards

Applications
- Selection/Development (Administrative)
- Testing

Support/Maintenance
- Upgrades/Outage Planning
- Application/Report Enhancements

Security
- Information Security/Regulatory Compliance

The Banner Steering committee is responsible for executing the following duties with regards to Banner, the Portal (myGateway) and all interfaces to those systems:
Communication

- Advocacy/Value of IT
- Technology Initiatives
- Coordination within the District
**Student Team**

**Purpose:** Provides direction and coordination for the use of the student module in Banner.

**The Student Team is Primarily Responsible for:**

**Support/Maintenance**
- Application/Report Enhancements

**Coordination of the following is also the responsibility of the Student Team:**

**Technology Planning**
- Technology Evaluation (functional viewpoint)

**Communication**
- Training

**Policy/Standards**
- Policy Recommendations (BP/AP)

**Applications**
- Selection/Development (Administrative)
- Testing

**Support/Maintenance**
- Upgrades/Outage Planning
- Banner/Portal

**Security**
- Information Security/Regulatory Compliance

**This committee is responsible for executing the following duties:**

**Communication**
- Advocacy/Value of IT
- Technology Initiatives
- Coordination within the District
Portal Steering Committee

Purpose: Provides direction and coordination for the use of myGateway.

Coordination of the following is the responsibility of the Portal Steering Committee:

Communication
  • Training

Policy/Standards
  • Policy Recommendations (BP/AP)

Applications
  • Selection/Development (Administrative)
  • Testing

Support/Maintenance
  • Upgrades/Outage Planning
  • Banner Portal

The Portal Steering committee is responsible for executing the following duties:

Communication
  • Advocacy/Value of IT
  • Technology Initiatives
  • Coordination within the District
**Webstar Team**

**Purpose:** Provides direction and coordination for the use of Webstar/Student self service in Banner.

**Coordination of the following is also the responsibility of the WebStar Team:**

**Communication**
- Training

**Policy/Standards**
- Policy Recommendations (BP/AP)

**Applications**
- Selection/Development (Administrative)
- Testing

**Support/Maintenance**
- Upgrades/Outage Planning
- Banner Portal

**The Webstar team is responsible for executing the following duties:**

**Communication**
- Advocacy/Value of IT
- Technology Initiatives
- Coordination within the District
Research Team

**Purpose:** Provides direction and advice on district research needs, MIS reporting, and other research projects.

**The Research Team is Primarily Responsible for:**

**Communication**
- Data Driven Decision Making

**Coordination of the following is also the responsibility of the Research Team:**

**Communication**
- Training

**Policy/Standards**
- Policy Recommendations (BP/AP)

**Support/Maintenance**
- Application/Report Enhancements
- Information Security/Regulatory Compliance

**The Research Team is responsible for executing the following duties:**

**Communication**
- Advocacy/Value of IT
- Technology Initiatives
- Coordination within the District
District Information Services

Purpose: Operates all district-wide administrative systems and infrastructure.

District Information Services is Primarily Responsible for:

Technology Planning
- District-wide Infrastructure (behind the wall)
- Campus Infrastructure (in front of the wall) – Anaheim campus
- Staff Planning
- Disaster/Business Continuity/Backup
- Technology Evaluation (technical viewpoint)

Communication
- Advocacy/Value of IT
- Training
- Technology Initiatives

Policy/Standards
- Infrastructure Standards
- Technology Compliance Standards
- Software Development Standards

Applications
- Back-up/Disaster Recovery
- Testing

Support/Maintenance
- Network/Infrastructure Management
- Audio Visual/Media
- Upgrades/Outage Planning
- E-mail
- VoIP/Telephone
- Direct Technology Customer Support
- Redeployment of Technology Equipment
- System Monitoring
- Hardware/Software Installation

Security
- Information Security/Regulatory Compliance

Administration
• Vendor Management
• Staffing/Hiring
• Staff Evaluation

**Coordination of the following is also the responsibility of District Information Services:**

**Technology Planning**
• Technology Evaluation (functional viewpoint)

**Policy/Standards**
• Policy Recommendations (BP/AP)
• Software Package Selection Standards

**Applications**
• Selection/Development (Administrative)

**Support/Maintenance**
• Banner/Portal

**Security**
• Physical Security

**Administration**
• Purchasing/Acquisition

**District Information Services is responsible for executing the following duties:**

**Technology Planning**
• Strategic
• Budget/Spending
• District-wide Infrastructure (behind the wall)
• Campus Infrastructure (in front of the wall)
• Disaster/Business Continuity/Backup (technical viewpoint)

**Communication**
• Coordination within the District

**Policy/Standards**
• Technology Compliance Standards
Applications
- Backup/Disaster Recovery

Support/Maintenance
- Network/Infrastructure Management
- Audio Visual/Media
- Upgrades/Outage Planning
- E-mail
- Banner/Portal
- Application/Report Enhancements
- VoIP/Telephone
- Direct Technology Customer Support
- Redeployment of Technology Equipment
- System Monitoring
- Hardware/Software Installation

Security
- Information Security/Regulatory Compliance

Administration
- Vendor Management
- Staff/Hiring
- Staff Evaluation
- Purchasing/Acquisition
Fullerton College Academic Computing

Purpose: Operates all Fullerton College academic systems and campus infrastructure.

Fullerton College Academic Computing is Primarily Responsible for:

Technology Planning
- District-wide Infrastructure (behind the wall)
- Campus Infrastructure (in front of the wall) – Fullerton campus
- Staff Planning
- Disaster/Business Continuity/Backup
- Technology Evaluation (technical viewpoint)

Communication
- Advocacy/Value of IT
- Training
- Technology Initiatives

Policy/Standards
- Infrastructure Standards
- Software Development Standards

Applications
- Back-up/Disaster Recovery
- Testing

Support/Maintenance
- Network/Infrastructure Management
- Audio Visual/Media
- Upgrades/Outage Planning
- E-mail
- VoIP/Telephone
- Lab/Classroom
- Direct Technology Customer Support
- Redevelopment of Technology Equipment
- System Monitoring
- Hardware/Software Installation

Security
- Information Security/Regulatory Compliance
Administration
- Vendor Management
- Staffing/Hiring
- Staff Evaluation

Coordination of the following is also the responsibility of Fullerton College Academic Computing:

Technology Planning
- Technology Evaluation (functional viewpoint)

Policy Standards
- Instructional Technology Standards
- Policy Recommendations (BP/AP)
- Software Package Selection Standards

Applications
- Distance Education

Support/Maintenance
- Banner/Portal

Security
- Physical Security

Administration
- Purchasing/Acquisition

Fullerton College Academic Computing is responsible for executing the following duties:

Technology Planning
- Strategic
- Budget/Spending
- District-wide Infrastructure (behind the wall)
- Campus Infrastructure (in front of the wall)
- Disaster/Business Continuity/Backup (technical viewpoint)

Communication
- Coordination within the District
Policy/Standards
  • Technology Compliance Standards

Applications
  • Selection/Development (Administrative)
  • Selection/Development (Academic)
  • Backup/Disaster Recovery
  • Distance Education

Support/Maintenance
  • Network/Infrastructure Management
  • Audio Visual/Media
  • Upgrades/Outage Planning
  • E-mail
  • Banner/Portal (desktop & interface to other applications)
  • Lab/Classroom
  • VoIP/Telephone
  • Direct Technology Customer Support
  • Redeployment of Technology Equipment
  • System Monitoring
  • Hardware/Software Installation

Security
  • Information Security/Regulatory Compliance

Administration
  • Vendor Management
  • Staff/Hiring
  • Staff Evaluation
  • Purchasing/Acquisition
Cypress College Academic Computing

Purpose: Operates all Cypress College academic systems and campus infrastructure.

Cypress College Academic Computing is Primarily Responsible for:

Technology Planning
- District-wide Infrastructure (behind the wall)
- Campus Infrastructure (in front of the wall) – Cypress campus
- Staff Planning
- Disaster/Business Continuity/Backup (technical viewpoint)
- Technology Evaluation (technical viewpoint)

Communication
- Advocacy/Value of IT
- Training
- Technology Initiatives including upgrades

Policy/Standards
- Infrastructure Standards including classroom multimedia
- Software Development Standards

Applications
- Back-up/Disaster Recovery
- Testing

Support/Maintenance
- Network/Infrastructure Management
- Audio Visual/Media
- Upgrades/Outage Planning
- E-mail
- Lab/Classroom
- Direct Technology Customer Support
- Redeployment of Technology Equipment
- System Monitoring
- Hardware/Software Installation
- PC Replacement, Planning & Implementation

Security
- Information Security/Regulatory Compliance
Administration
- Vendor Management
- Staffing/Hiring
- Staff Evaluation

Coordination of the following is also the responsibility of Cypress College Academic Computing:

Technology Planning
- Technology Evaluation (functional viewpoint)

Policy/Standards
- Instructional Technology Standards
- Policy Recommendations (BP/AP)
- Software Package Selection Standards

Applications
- Distance Education

Support/Maintenance
- Banner/Portal

Security
- Physical Security

Administration
- Purchasing/Acquisition

Cypress College Academic Computing is responsible for executing the following duties:

Technology Planning
- Strategic
- Budget/Spending
- District-wide Infrastructure (behind the wall)
- Campus Infrastructure (in front of the wall)
- Disaster/Business Continuity/Backup (technical viewpoint)

Communication
- Coordination within the District
Policy/Standards

- Technology Compliance Standards

Applications

- Selection/Development (Administrative)
- Selection/Development (Academic)
- Backup/Disaster Recovery
- Distance Education

Support/Maintenance

- Network/Infrastructure Management
- Audio Visual/Media
- Upgrades/Outage Planning
- E-mail
- Banner/Portal (Desktop)
- Lab/Classroom
- VoIP/Telephone
- Direct Technology Customer Support including Public Safety Video Security
- Redevelopment of Technology Equipment
- System Monitoring
- Hardware/Software Installation

Security

- Information Security/Regulatory Compliance

Administration

- Vendor Management
- Staff/Hiring
- Staff Evaluation
- Purchasing/Acquisition
**SCE Academic Computing**

**Purpose:** Operates all School of Continuing Education academic systems.

**SCE Academic Computing is Primarily Responsible for Implementation:**

**Technology Planning** - Resolve and anticipate IT customer support needs for SCE

- District-wide Infrastructure (behind the wall)
- Campus Infrastructure (in front of the wall) – SCE campuses
- Staff Planning
- Disaster/Business Continuity/Backup (technical viewpoint)
- Technology Evaluation (technical viewpoint)

**Communication** - Provide campus leadership and support for IT utilization and initiatives

- Advocacy/Value of IT
- Training
- Technology Initiatives

**Policy/Standards** - Develop, implement and comply with appropriate guidelines for the use of IT hardware and software

- Infrastructure Standards
- Software Development Standards

**Applications** - Establish back up and disaster recovery procedures for SCE system applications and collaborate with district in the testing of district wide application packages

- Back-up/Disaster Recovery
- Testing

**Support/Maintenance** - Provide SCE with installation, technical support and maintenance of instructional and administrative hardware and software

- Audio Visual/Media
- Upgrades/Outage Planning
- E-mail
- Lab/Classroom
• Direct Technology Customer Support
• Redeployment of Technology Equipment
• System Monitoring
• Hardware/Software Installation

Security - In conjunction with the district, ensure that SCE complies with all IT security procedures and initiatives

• Information Security/Regulatory Compliance

Administration - Oversee the use of IT vendors within SCE and ensure appropriate staff are involved in technology projects

• Vendor Management
• Staffing/Hiring
• Staff Evaluation

Coordination of the following is also the responsibility of SCE Academic Computing:

Technology Planning - Establish functionality criteria and perform evaluation of IT devices and applications used by SCE

• Technology Evaluation (functional viewpoint)

Policy/Standards - Ensure compliance with district IT policies and that establish standards for application assessment that take into account such policies

• Policy Recommendations (BP/AP)
• Instructional Technology Standards
• Software Package Selection Standards

Applications - Maintain SCE Course Management Software and Hardware

• Distance Education

Support/Maintenance - Serve as a conduit to district and SCE for evaluating and requesting modifications to user needs and experiences when using myGateway

• Network/Infrastructure Management
• Banner/Portal
Security - Ensure that SCE IT resources are deployed in compliance with district security policies and procedures

- Physical Security

Administration - Provide SCE with specifications, quotes and other related services so that IT purchases conform to district and school standards and allow for coordinated purchases for leveraging volume discounts from vendors

- Purchasing/Acquisition

SCE Academic Computing is responsible for executing the following duties:

Technology Planning - Provide SCE with the long and short term ramifications from the funding allocations and technology procurements undertaken by the school

- Strategic
- Budget/Spending
- District-wide Infrastructure (behind the wall)
- Campus Infrastructure (in front of the wall)
- Disaster/Business Continuity/Backup

Communication - Establish and maintain procedures that encourage collaboration and peer review of IT projects

- Coordination within the District
- Technology Compliance Standards

Applications - Coordinate the selection, development of department and division-wide applications; develop maintenance procedures for these applications

- Selection/Development (Administrative)
- Selection/Development (Academic)
- Backup/Disaster Recovery
- Distance Education

Support/Maintenance - Provide SCE with installation, technical support and maintenance of instructional and administrative hardware and software; collaborate with other district members to establish uniform procedures
- Network/Infrastructure Management
- Audio Visual/Media
- Upgrades/Outage Planning
- E-mail
- Banner/Portal
- Lab/Classroom
- Direct Technology Customer Support
- Redeployment of Technology Equipment
- System Monitoring
- Hardware/Software Installation

Security
- Information Security/Regulatory Compliance

Administration - Oversee the use of IT vendors within SCE and ensure appropriate staff members are assigned to appropriate technology projects

- Vendor Management
- Staff/Hiring
- Staff Evaluation
- Purchasing/Acquisition
REFERENCES


