

Note:

This packet contains ideas generated by the participants of the 1999 Ocotillo retreat in response to the five major technology/learning issues that had been surfaced during the year's activities. Using small discussion formats at the retreat, more than 500 ideas were suggested and in larger groups were distilled to the following pages.

We are asking a wider audience to help prioritize the suggestions and to develop implementations to carry them out starting this year.

All of the ideas and related summaries are linked from the agenda page for the retreat's web site:

<http://www.mcli.dist.maricopa.edu/ocotillo/retreat99/>

Please review the ideas and complete the empty columns:

- **Doable?** Can it be done? Yes/no/?
- **When?** A reasonable time frame
- **By Whom?** What groups/departments/entities would be best to address the idea?

And for each of the issues, circle the one or two ideas that are a top priority.

Please return all completed copies to your local Ocotillo chair or to one of us.

Manny Griego, GCC
Ocotillo General Faculty Chair

Alan Levine, MCLI
District Support

** Please complete empty columns. Circle the two most important ideas. **

Name (optional): _____ Department: _____ College: _____

(a) Assessment of Learning with Technology

What are meaningful and do-able measures we can use systematically to get an understanding of how technology supports or hinders learning?

	What's Important	Doable? (yes/no)	When? be realistic!	By Whom/Group/Department
1	Course specific - Nationally (or District) Standardized Student Survey Course Evaluation Tool (to establish norms); approximately 10 questions			
2	Lesson Evaluations: In-class research to rate effectiveness of technology			
3	General College Experience Survey - upon graduation: 1. Technology expectations met? 2. Did technology enhance your learning? 3. Do you feel you have appropriate technology skills to enter the work force and/or to transfer to your next college?			
4	Incorporate technology/learning assessment into Institution-wide Assessment. - Student evaluations of technology measures - Classroom research			
5	Longitudinal Assessment - Incoming vs. end of program (degree), and - Beyond leaving programs/college			
6	Study how other institutions are using technology vs. learning metrics for best practices and benchmarks			
7	Qualitative research: Surveys/Questionnaires of students, faculty, employers; classroom research (Pat Cross type); Student focus groups; Student self-assessment			
8	Qualitative research: Standard tests/measures; technology is independent variables; pre/post tests; control groups			
9	Instructional Design: Technology is the tool; learning styles; consult with content experts			
10	Other Benefits of Technology: Cost effective, time better utilized; more interesting; safer; environmental benefits			

** Please complete empty columns. Circle the two most important ideas. **

(b) Access to Technology

What are the needs for providing equitable technology access to students, faculty, and our communities? How can they be financially achieved?

	What's Important	Doable? (yes/no)	When? be realistic!	By Whom/Group/Department
1	Funding - Provide flexibility for district/campus to implant technology fees - Investigate/initiate creative funding and partnerships			
2	Access - Cyclical process for upgrade of hardware/software - Campuses prioritize access issues concerning: lab hours, dial up access to application, loan, rent, sell equipment for hour use, online student services, access to e-mail minimal request Support for above			
3	Conduct Needs Assessment - define equity issues by individual college (we don't have a handle on what the issues are) students/faculty			
4	Once Needs Assessment has been identified, they should be prioritized and funded by: - Fees - Partnering with service providers/corporate entities (provide trained labor pool) - Bond money - Creative fund raising (credit cards, grocery carts, banner ads on web sites etc.) - Providing purchasing options for students - Laptop scholarships			
5	Students, faculty, and staff should have access to appropriate technology on campus and off campus, 24/7. There should be no difference between on and off campus access			
6	Important to combine and explore partnerships and sponsorships for and by community stakeholders			

** Please complete empty columns. Circle the two most important ideas. **

(c) Technology Staffing

What is needed to better equip colleges with adequate staff to support instructional use of technology? What are appropriate staffing numbers/positions? What are the enticements that would keep valuable staff from leaving for "greener" pastures?

	What's Important	Doable? (yes/no)	When? be realistic!	By Whom/Group/Department
1	Improve the overall work "culture & environment" for technical employees: - New policy manual groups - Supervisor training - Cooperation for IT faculty and staff - Grow your own - IT staff training			
2	Establish a ratio of technology to staff: - Before purchase train support in equipment - Industry benchmarks - Ratios \$\$ of capital machines courses, people			
3	Commitment and dollars from college administrators			
4	Creation of a new classification for computer staffing, i.e. take technology out of MAT			
5	Equitable staffing formula based on ratios (students/computers, computer staff/computers etc.)			
6	Commitment to Instructional use of technology and funds to support - Have a clear mission; Plan for technology and instruction			
7	Staffing ratios tied to planning document and industry standards and research - Review and revise jobs description and salary schedules by external sources - Student resources to supplement staffing			
8	Training/Re-training appropriate compensation, recognition, and contributions - Re-training when appropriate			

** Please complete empty columns. Circle the two most important ideas. **

(d) Technology Cost/Replacement

What are the ways colleges can classify technology use and prioritize for equipment upgrade/replacement/recycling? How can costs of software, upgrades, and human support be tied to capital purchases?

	What's Important	Doable? (yes/no)	When? be realistic!	By Whom/Group/Department
1	Planning, Evaluation, Privatization, Audit			
2	Working Relationships (Instruction, IT, District, Administration, Students)			
3	Role of TLTR - Common ground			
4	Total cost of ownership			
5	Fiscal strategies - functions, operational, leases, fees, and funding			
6	Computing as a commodity (not capital)			
7	Budget - Formula for purchase which includes operational costs, maintenance, upgrades, and support staff - various specific formulas suggested in BS sessions			
8	Prioritize equitable distribution of technology purchase/replacement, suggested methods: <ul style="list-style-type: none"> - High, medium, low use - Established/"in development" - Students first Focus on collaboration and cooperation, not competition			
9	Link technology replacement/purchase to technology plans			
10	Create reserved funding for capital acquisitions. Take off the top of operational allocate for staffing use			
11	Campus used technology plan tied to strategic plans			
12	Standardization of equipment and use of equipment. Capital <u>not</u> a status symbol but resource to mutual needs. (Pending CRISIS)			

(e) Faculty/Staff Development for Technology

** Please complete empty columns. Circle the two most important ideas. **

Given the demands and shortage of staff to do so, what are creative ways we can provide support for the use of instructional technology? What can be done collaboratively?

	What's Important	Doable? (yes/no)	When? be realistic!	By Whom/Group/Department
1	Student technology assistance program - Use students to provide technology support			
2	Cooperation and collaboration - In-kind and external with industry - Show what learned after convocation, use adjunct faculty			
3	Mentoring, Train-the-Trainer - List of experts (include adjunct faculty)			
4	Self-help: Web, online help, FAQ, CD Library, Help desk, Site license help (include access for adjunct faculty)			
5	Assess skills: Establish motivational levels of technology expertise expected of MCCD employees; Levels of preventive maintenance skills all should have, troubleshooting (include adjunct faculty)			
6	Clearinghouse of information at District, also from above list so experts, showcases helps, etc. are available			
7	Professional development: Incentives, internships, reassigned time, job rotations, recognition and rewards (include adjunct faculty)			
8	Outsourcing basic repair and maintenance so that technology staff can help instructions			
9	Use and support of student trainers, STR model, remuneration, graduated pay scales.			
10	Faculty mentors: Provide release time, recognition, professional growth rewards, summer project money			
11	Provide individual support for faculty/staff: Online, individual, one on one, CTB.			
12	Roving training team from District to provide on-site training			
13	Discipline-based dialogue			
14	Collaborative lists of people with skills			
15	Integrated planning/instructional design			
16	Training for adjunct faculty			

** Please complete empty columns. Circle the two most important ideas. **

Faculty/Staff Development for Technology (cont'd)

Given the demands and shortage of staff to do so, what are creative ways we can provide support for the use of instructional technology? What can be done collaboratively?

17	Collaborate: Partner with other colleges and industry: <ul style="list-style-type: none">- Involve people with expertise to share across campuses- Conferences with faculty and ITS groups- Summer Train-the-Trainer- Mentors - share professional development experiences- Link with "pathways" program?- Internships in industry for faculty and students (increase these)			
18	Student Technical Assistants <ul style="list-style-type: none">- Share MCC model experiences- Expand and develop on other campuses (adapt to campus needs)			

** Please complete empty columns. Circle the two most important ideas. **