

Assessment of Learning with Technology

What's Important	Doable?	When?	By Whom
Course specific - Nationally (or District) Standardized Student Survey Course Evaluation Tool (to establish norms) ~/o questions	Yes	May 2000	Institutional Effectiveness Office
Lesson Evaluations: In-class research to rate effectiveness of technology	Yes	Ongoing	Individual faculty
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?	Yes	Graduation 2000	Institutional Effectiveness Office
Incorporate technology/learning assessment into Institution-wide Assessment - Student evaluations of technology measures - Classroom research	Yes	Now	- Faculty with Assessment specialization - District-wide Assessment specialist
Longitudinal Assessment - Incoming vs. end of program (degree), and - Beyond leaving programs/college	Yes		Faculty, Post-Grad Assessment
Study how other institutions are using technology vs. learning metrics for best practices and benchmarks	Yes	Now	District-wide resources

Qualitative research: Surveys/Questionnaires of students, faculty, employers; classroom research (Pat Cross type); Student focus groups; Student self-assessment	Yes	Ongoing	Colleges
Qualitative research: Standard tests/measures; technology is independent variables; pre/post tests; control groups	Yes	Ongoing	Colleges
Instructional Design: Technology is the tool; learning styles; consult with content experts	Yes	Ongoing	Colleges
Other Benefits of Technology: Cost effective, time better utilized; more interesting; safer; environmental benefits	Yes	Ongoing	Colleges

Assessment of Learning with Technology Notes

- National or district standardized course evaluation; set of questions, approximately 5-10 questions (similar to course evaluations that students fill out toward end of class); by May of 2000; Institutional Effectiveness Office
- Survey upon graduation; were your technology expectations met? did technology enhance your learning? do you feel you have appropriate technology skills to enhance your work in the world? Graduation of 2000; Institutional Effectiveness Office
- Lesson evaluations in the classrooms to rate; done in classroom; done by regular faculty

- National standardized course evaluation
Research activity to study other institutions how they're using or comparing technology; to try and get some best practices or get some benchmarks
- Statistically valuable data of students, faculty, employers; student focus groups, etc.
- Quantitative data gathered
- Analysis and assessment with instructional design with technology as a tool
- Assessment of other benefits of technology; is it more cost effective to use technology? use of time? environmental benefits? other benefits that are not necessarily teaching and learning related

Access to Technology

What's Important	Doable?	When?	By Whom
Funding - Provide flexibility for district/campus to implant technology fees - Investigate/initiate creative funding and partnerships	Yes	ASAP	District/Board/Upper level management with campus input
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	Yes Yes	Ongoing Once 1st determined	- Faculty to specify need, Technology staff implants - Campus coordinate into larger campuses
Conduct Needs Assessment - define equity issues by individual college (we don't have a handle on what the issues are) students/faculty	Yes	Next year	Ocotillo TLTRs
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	Yes	2001-02	Colleges Prospects should be cultivated by district
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	Yes		Via external partnerships, internal partnerships, specialized funding, sources modified for partnerships
Important to combine and explore partnerships and sponsorships for and by community stakeholders	Yes		Via external partnerships, internal partnerships, specialized funding, sources modified for partnerships

Access to Technology Notes

- Equity, partnerships, remote, funding (categories)
- Prioritization of access by different customer groups: student, faculty, staff, community, partnerships
- What issues face each customer groups
- Two statements of what to do/achieve: students, faculty, and staff should have access to appropriate technology access 24/7/365 on and off campus; doable
- Important to continue to explore partnerships and sponsorships; find out who you're serving, how your serving, and what more can be done
- Via external partnerships, internal partnerships (English department partnering with Math departments; etc.)
- Specialized funding; be creative
Success modification to partnerships; creative funding through partnerships can be sharing of funds for common issues
- Issue of access what are we talking about? Different for each campus
- Recommend Ocotillo committees determine what specific issues exist by college
- Creative fundraising activities
Purchasing options for students; lap tops for students, other
- Funding, discussion of access, support
- Provide flexibility for district campus to implement technology fees; doable; done ASAP; district/upper level administration
- To investigate/initiate creative funding and partnerships re: funding; district; done ASAP
- Cyclical process for upgrading hard/software; faculty to specify needs; technology staff to implement
- Campuses need to prioritize access issues; flexible; done campus by campus
- Campus-driven coordinated with/among different campuses; partner
- Support for all above

Technology Staffing

What's Important	Doable?	When?	By Whom
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	Yes Yes Yes Yes Yes	 1 year 1 year Now Now Now	 HR/IT/ Board EOLT/HR Ron Bleed College/HR Ron Bleed/Colleges
Establish a ratio of technology to staff: - Before purchase train support in equipment - Industry benchmarks - Ratios \$\$ of capital machines courses, people	Yes ?? Yes Yes	1 year 1 year 1 year	Itec and industry data Itec groups Itec/Faculty
Commitment and dollars from college administrators	Yes	Next budget year	College president and budget manager
Creation of a new classification for computer staffing, i.e. take technology out of MAT	Yes	12 months	Human Resources with college participation
Equitable staffing formula based on ratios (students/computers, computer staff/computers etc.)	Yes	Soon (before next 12 months)	College's effort led by Ron Bleed/ITS
Commitment to Instructional use of technology and funds to support - Have a clear mission; Plan for technology and instruction	Yes	1999-2000	Presidents, DIs, and CEC College Technology Committee
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	Yes Yes	1999-2000 1999-2000 1999-2000	- College Technology Committee/Staffing Committee - Human Resources, ITS@DO - College level
Training/Re-training appropriate compensation, recognition, and contributions - Re-training when appropriate	Yes Yes	1999-2000 Ongoing	- District and college level - Responsible Dean

Technology Staffing Notes

- There needs to be a clear mission for each campus to support technology and technology in instruction; on top of that, there should be commitment to instructional use of technology and support for such
- District should look into the staffing ratios and tie them to the planning document and look at research standard Review and revise job descriptions and salary structures for technology staff by an external source to give some credibility and independent observations of descriptions and salary structures; look at Student Technology Assistant programs similar to MCC to supplement technology staff as well; provide training/retraining, give recognition to staff, give appropriate compensation when appropriate
- Strategic planning has been going on for so long; we want to do away with strategic planning!
- Commitment and dollars from college administrators; doable; accomplished within the next 12 months; district and college presidents/campus budget managers can provide support or kill everything we are trying to accomplish
- Creation of a new classification for computer staffing; technology staff classified and included with PSA and MAT is not appropriate; doable; accomplished in the next 12 months; human resources with college participation Equitable staffing at the various colleges, according to a formula based on several issues (number students, number applications, what is the make-up of the skill levels within the computer system, etc.); doable; accomplished in next 12 months; ITS and colleges responsible
- Improve the overall work and cultural environment for technology employees
- Recommend we have a new policy manual for tech employees
- Training with supervisors
- Help identify those employees and have 1 or 2x year convocation of technology and ITS staff to come together; ITS
- Grow your own models=> college and HR support
- More formal high level IT staff training; ITS with college support
- Establish some level of ration of technology to staffing; dollars spent to courses offer, other
- Should purchases not be approved until certain have support in place?

Technology Cost/Replacement

What's Important	Doable?	When?	By Whom
Planning, Evaluation, Privatization, Audit	Yes	Now	Colleges and District
Working Relationships (Instruction, IT, District, Administration, Students)	Yes	Now	Colleges and District
Role of TLTR - Common ground	Yes	Now	TLTR and College Computing Committees
Total cost of ownership	Yes	Now	District IT, College IT, and Fiscal office
Fiscal strategies - functions, operational, leases, fees, and funding	Yes	Now	Colleges and District
Computing as a commodity (not capital)	Yes	Now	District fiscal and college IT
Budget - Formula for purchase which includes operational costs, maintenance, upgrades, and support staff - various specific formulas suggested in BS sessions	Yes	Now	Colleges and District would work out a district-wide plan
Prioritize equitable distribution of technology purchase/replacement, suggested methods: - High, medium, low use - Established/"in development" - Students first Focus on collaboration and cooperation, not competition	Yes		All college groups - perhaps TLTR
Link technology replacement/purchase to technology plans	Yes		College: Planning councils
Create reserved funding for capital acquisitions. Take off the top of operational allocate for staffing use	Yes	Now	FAC
Campus used technology plan tied to strategic plans	Yes	Now	Campuses
Standardization of equipment and use of equipment. Capital <u>not</u> a status symbol but resource to mutual needs. (Pending CRISIS)	??	Now	District-wide issue

Technology Cost and Replacement Notes

- Budget; take a look at hiring process/brining in new equipment; need to plan for maintenance, upgrades, support staff => several formulas suggested; collaborative effort between colleges and district to come up with uniform kind of process

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- Equitable distribution of technology/replacement: get away from “those who have get more”; high/med/low use prioritization; make it accessible to a lot of people => give to “in-development” programs as well as well known programs; look at collaborative and cooperative techniques; downplay competition
 - Link technology replacement and purchases to strategic plans => dovetail with college technology plans
 - Working relationships; importance of finding new ways of communicating between various groups; how we come up with decisions
 - Replacement of equipment; have to understand the impact is significant beyond the initial purchase (over time)
 - Purchasing things in quantity/as a commodity; expending in different purchasing cycles; not just fiscal
 - To create some level of reserve funding to protect staffing dollars; match better our capital and operational budgets
 - Campus technology plans need to be tied back to strategic planning for college/district
 - Number of statements supporting some level of standardization; others stated that campuses need to make own decisions=>capital uses looked on as a “status symbol” => we need to somehow come together to decide level of standardization and process to support

Faculty/Staff Development for Technology

What's Important	Doable?	When?	By Whom
Student technology assistance program - Use students to provide technology support	Yes	Now	Colleges
Cooperation and collaboration - In-kind and external with industry - Show what learned after convocation, use adjunct faculty	Yes	Now	Colleges and District
Mentoring, Train-the-Trainer - List of experts (include adjunct faculty)	Yes	Now	Colleges and District
Self-help: Web, online help, FAQ, CD Library, Help desk, Site license help (include access for adjunct faculty)	Yes	Now	District
Assess skills: Establish motivational levels of technology expertise expected of MCCD employees; Levels of preventive maintenance skills all should have, troubleshooting (include adjunct faculty)	Yes	Fall	Colleges
Clearinghouse of information at District, also from above list so experts, showcases helps, etc. are available	Yes	Fall	District
Professional development: Incentives, internships, reassigned time, job rotations, recognition and rewards (include adjunct faculty)	Yes	Fall	Colleges and District
Outsourcing basic repair and maintenance so that technology staff can help instructions	Yes	Now	Colleges and District
Use and support of student trainers, STR model, remuneration, graduated pay scales.	Yes		Campus
Faculty mentors: Provide release time, recognition, professional growth rewards, summer project money	Yes		
Provide individual support for faculty/staff: Online, individual, one on one, CTB.			Campus and District
Roving training team from District to provide on-site training			
Discipline-based dialogue	Yes		Ocotillo chairs
Collaborative lists of people with skills			
Integrated planning/instructional design	Yes		Campus and District
Training for adjunct faculty			
Collaborate: Partner with other colleges and industry: - Involve people with expertise to share across campuses	Yes	Convocation 2K	Faculty and MCLI, TLTR takes lead

<ul style="list-style-type: none"> - 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) 	Yes Yes Yes Yes Yes Yes	Summer 2K Summer 2K Summer 2K Summer 2K Ongoing 2000	Career planning and placement folks
Student Technical Assistants <ul style="list-style-type: none"> - Share MCC model experiences - Expand and develop on other campuses (adapt to campus needs) 	Yes	Convocation 2000 2000-2001	TLTR and MCLI (would organize and students and faculty to present)

Faculty and Staff Development Notes

- Increase collaborative relationships/partnerships/sharing between colleges, colleagues, and business/industry => relatively low cost kind of strategy
- Faculty workshops where faculty members can mentor and share what they've been doing and what they've learned; TLTR groups and MCLI can plan logistics
- Conferences with faculty and ITS groups
- Train the Mentor workshops; faculty between campuses can meet together
- MCC Program STA => students can be involved in sharing their expertise with faculty and support them; STA present at Convocation in Jan; students would be presenters of ideas; ideas could be expanded and developed on campuses
- STA Model at MCC => want to see that information dispersed ASAP
- Interested in faculty mentors; increasing support for that type of thing
- Looking for different types of professions growth awards; summer project money
- Want to see an alternative means of individual support
- Give high-end users more access to training on-line
- See discipline-based dialogue across campuses; people who know can demo to others
- Focus on integrating our planning; technology plans from campuses could be compiled with some sort of district plan; need to integrate the planning

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- STA Model
 - Cooperation and collaboration theme
 - Outsourcing/on-line training options
 - Skills assessment for all employees; some expectation of minimum standards of expertise based on job requirements
 - Clearinghouse of information; communicate sources to others and share
 - Professional development incentives and awards; recognition for those who are functioning well
 - Need to make sure adjunct faculty and part-time employees have faculty/staff development in technology areas