

Technology Plan 2017-2021

Reedley College

**Reedley College**

**Technology Plan**

**2017-2021**

1. **Introductions**

Reedley College strives to maintain a high level of commitment to providing support for technology needs across instructional, administrative, and student services areas.

The purpose of this Technology Plan is to establish technology guidelines that will help direct Reedley College as we prepare for the future. This plan contains visions and recommendations for technological enrichment within Reedley College that will occur over the next four years.

This plan examines the status of technology at Reedley College, focusing on three major elements that are crucial for the success of any technology master plan: organization, processes, and technology. It contains administrative procedural recommendations that can be implemented and supported as the College intends to continue to maintain the high standard of education it currently provides. It outlines budgeting requirements that facilitate advancement in technology, infrastructure and future staffing needs that require consideration to support the College's growth in technology.

This plan was developed in conjunction with the Technology Advisory Committee (TAC). The TAC provides college-wide perspectives on completed technology goals, proposed changes to current technology goals and development of future technology goals. Each member of the Committee is responsible for informing and representing their respective campus constituency. The Committee meets once a month and forwards recommendations on technology plans, policies, actions and goals to the Reedley College President.

**Technology Advisory Committee**

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| *Committee Charge:**1) Work with college’s strategic planning to project future technological needs of the college.* *2) Work with SCCCD technology committees (ex. ISP) to share information on technological needs and developments in the District, specifically those that affect Reedley College.**3) Promote and facilitate the standardization of technology related software, equipment, and facilities.* *4) Coordinate computer activities/events and foster communication on computer labs.* *5) Recommend software and hardware acquisitions.* |
|  | **Member** | **Area of Responsibility** |
| **Technology****Advisory****Committee** | Gary Sakaguchi(Chair) | Director of Technology |
|   | Faculty Representative – Communications  |
|  | Faculty Representative - STEM |
| Todd Davis | Dean of Instruction |
| Steve Jones | Student Services Representative |
|  | Business Services Representative |
|  Kevin Woodard | Faculty Representative – Ag & Tech  |
| Drew Baker | Webmaster |
|  | Faculty Representative –  Fine Arts & Social Science |
| David Nippoldt | Faculty Representative – Reading & Lang  |
| David Atencio | Faculty Representative – Science & Tech  |
|  | Classified Rep appointed by Class. Sen. CS |
| James Davis | CSEA Rep appointed by CSEA |
| Darrin Soukup | Oakhurst Center |
|  | Reedley Student Services |
|  | Admissions & Records |
| Lisa McAndrews | Residence Hall |
|  | Faculty Representative |
| Amanda Taintor (Co-Chair) | Coordinator, Instructional Design/Distance Ed |
| Jason Asman | Faculty Representative |
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1. **Technology Mission and Vision**

**Reedley College Mission**

Reedley College motivates and empowers students to be successful by providing high quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

**Reedley College Vision**

As an exemplary educational institution, Reedley College cultivates professional, well-prepared individuals who will enrich our ever-changing local, regional, and global communities.

***Technology Mission***

The Reedley College Computer Technology Department’s mission is to provide a reliable technological environment that meets the needs of students, faculty, classified staff and administration and promotes a student-centered learning environment.

***Technology Vision***

Reedley College uses technology to support student learning, increase staff and faculty efficiency, and to facilitate access and communication between college constituents and the communities served. Standards and policies for the technology infrastructure and technology-based services ensure planning, sustainability, security, reliability, and compatibility to support all users with a primary focus on student learning.

1. **Technology Goals**

Technology in its various forms has become essential to the daily activities of the educational institution. Reedley College continues to move forward in the development, use and application of technology in support of learning. These technology goals support the Reedley College Educational Master Plan (RC EMP), Strategic Plan (RC SP) and SCCCD District Strategic Plan (DO). These goals are supported with specific objectives and action plans to be achieved over the next five years. The budget planning process is done yearly which defines initiatives that will be implemented, at the end of the year the budget plans will be reviewed and updated with the next year’s initiatives. The five-year replacement plan and the software plan are crucial in the annual action planning process. Replacing equipment on a regular cycle is crucial for the success of providing access to technology and supporting effective teaching and efficient work environments.

Goal 1 – Access to current and reliable technology

 Initiative 1.1 – Remodel/redesign computer labs to enhance instruction

 FEM3, HUM62, BUS49, BUS41

 Initiative 1.2 – Expand use of VDI to all computer labs and (14) laptop labs

Initiative 1.3 – Develop model classroom technology design to be used for All technology enhanced classrooms, including furniture, and audio/video

 Initiative 1.4 – Active role in the technology design for Bond measure projects

 Initiative 1.5 – Continue to update/implement the 5yr equipment replacement plan

 Initiative 1.6 – Continue to update/implement the annual software plan

 Initiative 1.7 – Upgrade network infrastructure at the Madera Community College Center

Goal 2 – Provide support for effective instruction and an efficient work environment

 Initiative 2.1 – Support transition to Canvas, OEI, EPI and Common Assessment

 State-wide projects

 Initiative 2.2 – Instructional designer to develop guidelines and materials for courses

 Initiative 2.3 – Implement a new website design

 Initiative 2.4 – Support the Madera Community College Center transition to College status

Goal 3 – Provide current and appropriate technology training

 Initiative 3.1 – Rollout access to Atomic Learning and Lynda.com

 Initiative 3.2 – Investigate and implement additional online training platforms

Initiative 3.3 – Provide training on new website CMS

Goal 4 – Provide ADA and 508 compliant accessibility to technology

 Initiative 4.1 – Update the websites to be fully compliant with TAG 2.0

 Initiative 4.2 – Improve process to create accessible instructional videos

 Initiative 4.3 – Develop classroom technology design that is accessible

**Reedley College Technology Accomplishments - Previous Plan**

1. The five-year replacement plan continues to be a major component of the Reedley College Technology plan. The TAC and college continue to improve the plan with the goal of being comprehensive and clear road map for all technology updates.
	1. 2015 – Replaced eighteen (18) computer labs with Virtual machine technology RC/MC/OC. ***– Completed***
2. The software update plan is being incorporated into the Technology Plan, starting in 2013. Similar to the hardware replacement plan, it will allow student/faculty/staff consistent access to current software throughout the college. Previously with the haphazard method of allocating resources, some old software was being utilized. Consolidating allows the opportunity to reduce costs by negotiating better pricing. E.g. Microsoft, Anti-virus, Adobe and Online services. *–* ***Completed***
3. Camtasia Relay for lecture capture. Instructors can record class sessions and post to Canvas. Allows students to review a lecture which improves learning. *-****Completed***
4. Incorporate the MC/OC technology needs into the RC Technology Plan *-* ***Completed***

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| --- | --- | --- | --- | --- | --- |
| Lottery Plans  | Total | Madera |  | Oakhurst |  |
| AP2015 |  $ 270,940.29  |  $ 261,963.69  | 97% |  $ 8,976.60  | 3% |
| AP2016 |  $ 291,960.94  |  $ 252,042.51  | 86% |  $ 39,918.43  | 14% |
| AP2017 |  $ 121,567.78  |  $ 107,595.71  | 89% |  $ 13,972.07  | 11% |
| AP2018 |  $ 286,271.14  |  $ 145,122.23  | 51% |  $ 13,322.43  | 5% |
| 1st cycle |  $ 1,263,694.85  |  $ 1,023,660.37  | 81% |  $ 112,208.00  | 9% |
|   |   |   |   |   |   |
| AP2019 |  $ 225,213.70  |  $ 190,422.63  | 85% |  $ 34,791.07  | 15% |

1. VDI initiative to MC and OC -***Completed***
2. Increase WAN connection speed for Oakhurst – ***Completed***
3. Increase WAN connection speed for Madera to 1gb - ***Completed***
4. Increase WAN connection speed for RC to 10 gb. - ***Completed***
5. Continue HW/SW replacement/upgrade plans – ***Completed***
6. Migrate Students to Microsoft Office 365 (hosted Exchange mail) -***Completed***
7. Hired Web Master and Instructional Designer - ***Completed***
8. **Current Status of Technology**

Reedley College strives to maintain a five-year replacement of computers that are used by students and staff. This plan was initially developed in 2006 and continues to guide the systematic refresh of technology at Reedley College. Direct responsibility of technology planning at the Madera and Oakhurst campuses are included within this five-year plan. The planning cycle continues to be refined and now includes equipment with varying replacement cycles; printers, document cameras, projectors, servers, Virtual Desktop Infrastructure (VDI) equipment, network equipment, security cameras and other devices.

The five-year cycle will continue to guide the replacement of staff pc’s, laptops and virtual desktops. All of the student-access-computers located in the non-classroom areas have been switched to VDI stations: Student Center, Residence Hall Lab, Tutorial Center, Library Open Lab, Library Lobby, SARS Stations and the Web Room, lengthening the time frame for replacement and reducing costs. Reedley, Madera and Oakhurst have moved several classroom computers to Thin Clients with Virtual Desktops in the following rooms: RC – CTL, IND, AG1, BUS41, BUS49, AERO1, AERO3, FEM3, MC – AC242, AC240, AC139, AC 239, OC – 3, 4. Laptops in classroom labs and ‘check out’ services will need to be replaced within the five-year cycle or replaced with VDI stations.

**5-Year Replacement Plan Budget**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| *Lottery Plans*  | *Total* | *Reedley* |  | *Madera* |  | *Oakhurst* |  |
| *RP2014* |  *$ 699,257.56*  |  *$ 299,323.70*  | *43%* |  *$ 337,537.39*  | *48%* |  *$ 62,396.47*  | *9%* |
| *RP2015* |  *$ 534,510.86*  |  *$ 254,393.86*  | *48%* |  *$ 241,574.15*  | *45%* |  *$ 38,542.85*  | *7%* |
| *RP2016* |  *$ 423,774.65*  |  *$ 252,042.51*  | *59%* |  *$ 121,509.75*  | *29%* |  *$ 50,222.39*  | *12%* |
|  |  |  |  |  |  |  |  |
| *RP2017* |  *$ 679,610.28*  |  *$ 447,387.00*  | *66%* |  *$ 189,248.09*  | *28%* |  *$ 42,975.19*  | *6%* |
| *RP2018* |  *$ 667,038.73*  |  *$ 414,509.87*  | *62%* |  *$ 213,594.53*  | *32%* |  *$ 38,934.33*  | *6%* |
| *Total* |  *$ 3,004,192.08*  |  *$ 1,667,656.94*  | *56%* |  *$ 1,103,463.91*  | *37%* |  *$ 233,071.23*  | *8%* |
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| --- | --- | --- | --- | --- | --- | --- | --- |
| Lottery Plans  | Total | Reedley |   | Madera |   | Oakhurst |   |
| RP2017 |  $ 679,610.28  |  $ 447,387.00  | 66% |  $ 189,248.09  | 28% |  $ 42,975.19  | 6% |
| RP2018 |  $ 667,038.73  |  $ 414,509.87  | 62% |  $ 213,594.53  | 32% |  $ 38,934.33  | 6% |
| RP2019 |  $ 524,572.28  |  $ 271,094.00  | 52% |  $ 169,083.09  | 32% |  $ 84,395.19  | 16% |
| RP2020 |  $ 469,233.19  |  $ 165,403.45  | 35% |  $ 286,900.10  | 61% |  $ 16,929.64  | 4% |
| RP2021 |  $ 511,980.59  |  $ 332,397.44  | 65% |  $ 157,700.76  | 31% |  $ 21,882.39  | 4% |
| Total |  $ 2,852,435.07  |  $ 1,630,791.76  | 57% |  $ 1,016,526.57  | 36% |  $ 205,116.74  | 7% |
|   |   |   |   |   |   |   |   |

**Technology Staffing**

The Reedley College Computer Technology Department is under the direction of the Director of Technology. The Director reports to the Reedley College President. Currently the Director is responsible for Reedley College and Madera/Oakhurst Centers. There are currently ten (10) technical staff members reporting to the Technology Director and two (2) reporting to other managers.

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| Title | Name | Campus |
| Director of Technology | Gary Sakaguchi | Reedley/Madera/Oakhurst |
| Network Coordinator | Andrew Ho | Reedley/Madera/Oakhurst |
| Computer Support Specialist | Donna Baker-Geidner | Reedley |
| Computer Support Specialist | James Davis | Reedley |
| Computer Support Specialist | Ramon Escarano | Madera |
| Computer Support Technician  | Enrique Torres | Reedley |
| Computer Support Technician  | Fred Rola | Reedley |
| Computer Support Technician  | Ricardo Alvarez | Madera |
| Instructional Technician – Open Lab | Shannon Aguilar | Reedley |
| Instructional Technician – Open Lab | Kao Vang | Reedley |
| Web Master | Drew Baker | Reedley/Madera/Oakhurst |
| Instructional Designer/DE Coordinator | Amanda Taintor | Reedley/Madera/Oakhurst |

**Campus Facilities**

Reedley College has approximately 1169 computers and 427 virtual stations available to students, staff and faculty.

Reedley College Campus provides an “open access” lab that is housed in the Library with seventy-six virtual stations and six computers to accommodate extended access, and additional nine “open access” virtual stations are located in the Student Center. The Veterans Center has three computers and a printer that are dedicated for use of our veteran students.

Reedley has 35 computer labs each supporting specific programs: Business, Forestry, Science, Math, Dental, English, ESL, Agriculture, Aeronautics, Manufacturing and Music. The computer labs have 1169 computers (desktops and laptops and tablets), and 427 virtual stations, available for student use in campus activities. The software available in the labs is a standard of Windows 7/10 with Microsoft Office 2013/2016 along with specialized programs to support specific disciplines.

There are 58 media enhanced classrooms, with ceiling mounted projectors, computers, document cameras and wireless display support. Transparency projectors and vcr’s are available in some rooms by request but this is very old technology that is increasingly incompatible with advancing technology.

The Madera and Oakhurst campus has approximately 762 computers available to students, staff and faculty. They have 30 computer labs with 570 computers (109 desktops, 256 virtual stations and 196 laptops) available for student use. The Madera open computer lab in the Library has 60 computers available for student use. There are 39 enhanced classrooms that are technology enabled with computers, projectors and document cameras. There are 497 computers that are for staff and faculty use with 52 printers.

Distance Learning and Video Conferencing at Reedley College, Madera Community College Center and Oakhurst Center have eleven rooms equipped with video conferencing equipment. Seven are conference rooms, which allow staff/faculty to meet without driving between facilities. Five lecture rooms support distance learning classes, where the instructor is at one site teaching students at remote locations that can include connections to any other site with video conferencing capability. Meeting rooms equipped with Large TV panels and computers, with connections for laptops. Skype-Web Cam sessions are available in the Reedley Library Conference Rooms, Industrial Meeting room, and Forestry/Engineering/Math Meeting room.

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| --- | --- | --- | --- | --- | --- | --- |
| **Campus Location** | **PC’s, Laptops, Tablets** | **VDI Desktop** | **Networked Printers** | **Networked Copiers** | **Video Conferencing Rooms** | **Distance Learning Rooms** |
| Reedley | 1169 | 427 | 202 | 20 | 4 | 2 |
| Madera | 572 | 256 | 45 | 6 | 2 | 1 |
| Oakhurst | 20 | 50 | 7 | 2 | 1 | 1 |
| Totals | 1942 | 548 | 254 | 28 | 7 | 4 |

**Infrastructure Equipment**

The Reedley campus core networking and server farm is housed in the MDF (main distribution facility) located in the Library building. Each of the 37 buildings on the campus has an IDF (intermediate distribution facility) that connects the building network equipment to the core via fiber optic cabling. Copper Ethernet cabling supports the connection from the network switches in the IDF to the desktop. The 2012-13 infrastructure project replaced a majority of the network switches with new Juniper equipment and Aero Hive wireless access points. The server farm is composed of Dell server hardware and Microsoft Hyper-V virtual server it also supports all the file, print and software applications for both instructional and operational uses. Phones at Reedley, Madera and Oakhurst are VOIP units. Fax support is all online and integrated with Canon multifunction printer-copiers and utilizes email to send and receive fax documents.

The Madera Community College Center core networking and server farm is located in the MDF (AM133) in the Administration building. All of the buildings on the campus are connected from IDF to the MDF via fiber. It was the first location in the district to have the VOIP phone system and utilizes online FAX as listed above.

The Oakhurst Center is a small campus, but has similar capabilities to the other campuses. All of the classrooms have internet/network access via cabling back to the network core located in Room 1. Has the VOIP phone system and utilizes online FAX as listed above.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Campus Location | Servers  | Virtual Servers | IDF/MDF Rooms | Infrastructure Switches | Data Line  |
| Reedley | 13 | 46 | 37 | 180 | 10 Gig |
| Madera | 14 | 18 | 18 | 47 | 1 Gig |
| Oakhurst | 4 | 7 | 3 | 5 | 100 MB |
| Totals | 31 | 71 | 58 | 232 |  |

1. **Instructional Use of Technology**

Students utilize technology continually, from their initial contact with the college; in classrooms, labs, open access stations and laptop/IPad checkouts, all in place to support student success. Additional student support is provided using Internet-based services. These include enrollment and registration, applications and routing, transcript requests, and password resets for Web Advisor, wireless access, e-mail and Canvas.

Faculty have access to the Canvas course management system. Courses and students are loaded into the system at the beginning of the semester. Students can access the system from home and from numerous locations on campus, including the open computer lab which provide approximately 80 virtual stations at Reedley and 60 virtual stations at the Madera Community College Center open computer lab, with other stations available in Student Services and the Student Center. Students also use PCs for on-line test-taking and research for their courses. Within Canvas students are able to use plagiarism-checking programs and Atomic Learning modules as assigned in their classes.

Nearly all classrooms are “smart classrooms” utilizing network-connected computers with a digital projector, and sound systems, secondary connection for laptops, and Miracast connections for tablets. Technically based courses use classroom computing labs extensively, matching the work environment, for subjects such as Digital Media, Computer Aided Design and Drafting (CADD) and Landscape Design. Students in programs such as these expect hardware and software to meet current industry standards*.* Classroom computer labs are also used for all areas of instruction, including English as a Second Language (ESL), Spanish, Mathematics, Physics, Biology, English, Journalism, Agriculture, Ag Mechanics, Aeronautics and Art.

The district provides full-time faculty members with an office computer and the Microsoft Office suite and other software as needed for instructional purposes. Part-time faculty have access to similar equipment in the Instructional Resource Center located in the CCI office area. Faculty use Ellucian’s WebAdvisor system for student and scheduling information, class rosters, and for final grade entry. Faculty have access to alternate media provided by DSPS and captioning services provided by grant funding. These services help meet Section 508 compliance standards.

Computer Services staff currently provide instructors with technical support. Specialized tutorials are on-line via Atomic Learning, and Computer Services staff are available for personal instruction and have provided workshop training sessions.

Many existing labs acquired computers and other technological equipment by way of individual grants pursued by concerned and involved faculty. This may present challenges in keeping these systems updated on a regular upgrade cycle as the funding is not permanent in function.

Expansion of Distance Education courses has been enhanced by the addition of Distance Education Coordinator (faculty position) and an Instructional Designer (faculty position). There are 200 courses being offered online for the 2016-2017 academic year. These courses can provide an increase of FTES and additional courses that are made available online via Canvas and at multi-site classes utilizing video conferencing technology.

1. **Student Services and Administrative Use of Technology**

Technology is used extensively by administrative departments to provide services to students. Connections have been made available on the Reedley College website and by Internet-based application providers. Students use WebAdvisor for status checks. CCCApply is the current online enrollment application. Other online apps, state and nation-wide, web based services provide student eligibility status tracking for loans, grant applications, processing, and transcript requests. Utilization of these services continue to expand. TracDat is a new online service for learning outcomes and assessment tools for strategic planning, program review and accreditation. CirrucUNET is used to simplify the collection and tracking of data related to courses offered to students including historical tracking of each course for transfer between institutions.

The Reedley College website, <http://www.reedleycollege.edu> is our online presence. It provides resources and information for prospective, new, and continuing students, including registration and enrollment services. The site is used to communicate district news and events with students and the community. The site also serves staff and faculty with links to departments and committees for reporting and communication. College committees and groups extensively use Canvas Organizations as a tool for discussion, agendas, and collaborative work.

Ellucian Colleague the district’s ERP (enterprise resource program) is an integrated database used for all of the major district functions, such as Human Resources, Financials, Student Records and Curriculum Management. This database feeds information to all other systems, such as Canvas, Scheduling and Reporting System (SARS) and is the source of state and federal report content and Institutional Research data. Staff and administrators use Colleague extensively throughout each workday and a substantial amount of the district’s technology staffing is required to maintain this system.

Ellucian Colleague is used extensively for district information and processes. The WebAdvisor application enables students and staff to update residence address information. Students must confirm their program enrollment each semester. Password resets for this system are resolved using an automated email exchange, and students may also call a central help desk for personal interaction or additional questions. Colleague records are updated with student contact information, and summary information is transferred for State MIS reporting and internal Institutional Research.

Business Office uses Colleague for all district purchasing and accounts receivable. The cashiers are able to accept credit and debit cards from students, and secure transactions can be made through the Web site.

New student applications are collected by CCCApply, an Internet service partially funded by the Chancellors Office, and provided by XAP Company. This service is used by most California Community Colleges. Information is supplied by applicants at the web site then downloaded daily by the schools to which the individual has applied. The information is moved into Colleague automatically then verified by staff. Any individual exceptions are manually resolved before processing proceeds.

In the counseling office, the SARS (Student Appointment and Recording System) application is used to schedule and track meetings with individual students. Electronic document imaging is accomplished using On-Base imaging to increase efficiency and responsiveness of Student Services, Financial Aid and Admissions & Records.

The Learning Resource Center (LRC) at Reedley College uses the OCLC system to track all library books and materials throughout the district. The collection can be queried using dedicated PCs which provide catalog functionality. Numerous web site links provide connections to on-line research databases to which the school has license, and these may be queried by currently-enrolled students. The LRC uses the Tiger One-Card system to convert dollars into printing credits for use within the Library Open Computer Lab and for the copy machines. The card also serves as the student body card, door entry card for the Residence Hall and can also be used in the cafeteria.

The district video conferencing system is used by committees and cross functional groups to include staff located at distant campuses in meetings. The system also has the ability for linking into the CENIC video conferencing system for statewide conferences, seminars and other meetings. The system allows for several simultaneous conference rooms to be connected at once.

Student Services relies on technology for data exchange and to provide many services. Web-based systems are used for enrollment, registration, and data exchange. The computers used by staff and students need to be kept up to date and secure. Some work tasks would benefit from additional automation, for data exchanges and for document handling.

Detailed tactics will be created and proposed by departments, divisions and work units during the Program Review process. After review and prioritization, the most beneficial projects will be matched to funding sources.

1. **Identify and Assess Emerging Technology Needs**

Reedley College is a pilot for the California Community College statewide projects. Online Education Initiative (OEI), Educational Planning Initiative (EPI) and Common Assessment Initiative (CAI).

Online Education Initiative (OEI) has three projects a student portal, Canvas a new learning management system and online course exchange. The student portal will allow a prospective student a single interface to enroll in any California Community College. Canvas will provide an improved learning management system over the current Blackboard. The Online Course Exchange project will allow students to attend online courses at other institutions. Educational Planning Initiative has three major projects Hobson’s Online Degree Planner, Early Alert and Connect. Online Degree Planner provides a framework for a student educational plan. Early Alert allows instructors to identify students that need assistance. Connect is an online appointment scheduling and case management system that Student Services to provide timely and effective support to the students. Reedley College is participating the implementation of Online counseling, expanding online course offering and developing a common student web-portal. The web-portal will minimize confusion on how to sign up for classes, access to the Canvas Learning Systems and all other online services. The basis of the web-portal is a “single sign on”, where one userid/password gives you access to all of the student’s applications, email and online classroom functions, from one portal-login. More information is located online, <http://ccconlineed.org/about-the-oei/> .

Distance education has changed from the simple concept of video conferencing to multiple locations. Online classes are now the major focus of distance education. We have implemented Canvas, and other online software components which help in achieving success for online and traditional face to face classes. How we incorporate new technologies will be the challenge in improving the success of online instruction. Support from the Distance Education committee will be crucial in identifying and implementing new strategies. How we implement new technology into the traditional classrooms provides another great opportunity to improve student learning.

Eliminating barriers for students with physical, financial or network access issues are always a challenge when introducing technology. Live captioning for online classes are being used to assist students who face challenges associated with disabilities.

Budgeting the initial and ongoing finances for continues to be a challenge as choosing which technology can be implemented to make us more efficient is critical to success.

1. **Trends**

**Trends driving the need for high-speed broadband connection**

Due to the increase in online class content, e-Readers, smartphones, tablets and laptops, teaching and learning is no longer limited to a particular location. Out of school learning is now a very large component of digital based learning. Always on, fast WAN is essential for online curricular resources and web based collaboration and video streaming. Teachers seem to prefer online professional development and the number of Teachers using online resources for professional development is growing rapidly and enabling anywhere-anytime collaboration.

In a 2012 market study, the Telecommunications Industry Association (TIA) found that smartphones, tablets, cloud services, and digital video are already “placing unprecedented demands on the broadband network.” TIA concluded that “global internet traffic will quadruple by 2015, and in the following five years, mobile broadband usage will be 35 time what it is now.”(The Broadband Inperative: Recommendations to Address K-12 Education Infastructure Needs)This predication has proven correct.

**Mobile Devices**

The devices to be supported maybe largely dictated by curriculum and IT decisions, including whether to purchase tablet devices for employees and students, and the level of support for BYOD. Purchase of software for education must also consider how to provide content for mobile devices in addition to desktop devices. Publishers will need to “future-proof” their e-learning strategy; which means including options for new developments and devices in the rapidly changing mobile market. Future consideration for mobile devices will include WiDi, wireless connection to projectors and/or flat panels in classrooms and event centers, mobile device printing and document sharing. Enabling a BYOD environment will also require wireless security measures be added to campus network policies.

**District-Wide Integration and Consolidation**

The following items will be subject to new developments and possible integration or consolidation: Integrated Help Desk (in progress), Consolidation of Software/Hardware that has been implemented enterprise wide (ex: SARS), document sharing (ex: Share Point), Remote access to documents, Staff/Student Web-Portals with customizable dashboards, Single sign on for enterprise applications such as Email, Web Advisor, Help Desk, Canvas/Blackboard, Document Imaging(On-Base) and Ellucian Colleague.

1. **Summary**

Today’s technology plays an increasingly important role in the future direction of education, but unless it is designed into our buildings, services and curriculum and chosen to support educational models intended to ensure the maximum learning opportunities for all students, the implementation of computers, instructional video, and telecommunication links will be meaningless. When technology is purchased to meet specific educational goals, it will continue to meet these objectives when newer technology comes out.

To ensure that technology is effectively integrated into the curriculum, the staff and faculty has collaborated to create this technology plan. Developing a technology plan means more than providing for the acquisition of computers and software. To be successful, a technology plan must also include professional development and support, and be flexible to change.

Acquiring technology is not just a matter of plugging in a computer. The addition of new technology affects all aspects of the school culture, from architecture to interpersonal relations. The Technology Plan can only be implemented if we are willing and able to develop classroom plans or projects that directly support the objectives of the school and district technology plans.

Many of the changes in technology require sizeable capital investment to keep current.

Some disruption always occurs as older buildings, classrooms, software and equipment are upgraded. Therefore, the college has adopted a basic five-year replacement cycle for computers, in order to match capital funding requirements that can be supported by the institution’s budget and to minimize disruption in services to staff and students. Developing replacement plans for our other equipment is an objective of the plan to keep it comprehensive and addressing all the technology needs of the institution.

The budget should allow enough funding for staff development and training. Training faculty and staff is critical and ongoing. Part of the budget allocation should set aside time and money for formal training classes as well as opportunities for faculty/staff to discuss discoveries or problems with their colleagues. In addition to training, funding must include maintenance, trouble-shooting and network management.

Technology planning is never-ending. As each project is implemented, as the technology changes, as the school grows, the technology plan must adapt. Evaluation provides the necessary information to continue to fine-tune the projects. The evaluation and assessment information should be used for making mid-course corrections and to report progress to the Technology Advisory Committee, Reedley College and the District.

District technology plan, is responsible for defining a technology vision for the State Center Community College District. District priorities must be clearly articulated. As the district’s plan is revised, that may call for the need for revision to this plan. The district-wide technology plan should provide for the technology visions of the colleges and centers.

1. **Conclusion**

Technology budgeting continues to be a challenge and this plan to be flexible in achieving its goals. The plan targets educational goals and objectives instead of specific technologies. This allows us to stay focused that the purpose of technology is to support the instructional mission of the college.

Reedley College needs to stay committed to supporting technology by providing a solid funding model. Continued commitment to providing adequate staff to support and train our students, faculty and staff is equally important.

The Technology Plan was developed using the both the Educational Master Plan and the Strategic Plan. There are links from the Technology Plan from the Educational Master plan through the Strategic Plan. The Technology Plan defines the overall strategy defining the actual projects. Those projects defined, will be updated on an annual basis.