

AGENDA
STATE CENTER COMMUNITY COLLEGE DISTRICT
TECHNOLOGY SUMMIT
June 1, 2011

| | | |
|---------------|----------------------------|-------------------------------|
| 8:30 – 9:00 | Keynote | Dr. Deborah Blue |
| 9:00 – 9:30 | Customer Perspective | Michael White/Deborah Ikeda |
| 9:30 – 9:45 | Question and Answer | All |
| 9:45 – 10:15 | Survey Results | Don Lopez |
| 10:15 – 10:30 | Break | |
| 10:30 – 11:00 | Survey Results | Don Lopez |
| 11:00 – 12:00 | Roles and Responsibilities | John Bengtson, Gary Sakaguchi |
| 12:00 – 1:00 | LUNCH | |
| 1:00 – 2:30 | Technicians' Perspective | John Bengtson |
| 2:30 – 3:00 | Evaluation | Gary Sakaguchi |
| 3:00 | Adjournment | Robert Fox |

Technology Summit

Roles and Responsibilities – Technical

- ❖ **The intended audience of this document is information technology workers, District-wide.**
- ❖ **The purpose of this document is to describe roles and responsibilities for major information technology issues, including major systems throughout their entire lifecycle (acquisition, maintenance, replacement, etc.)**

1. Security cameras

- a. Acquisition: requirements for acquisition of new security cameras are set by the intended user in coordination with the District police department. Costs are borne by the requestor.
- b. Training: training is vendor-supplied initially for new installs, followed by in-house training conducted by experienced users at the police department.
- c. Maintenance / repair: system problems / outages should be reported to District Operations for resolution.
- d. Lifecycle costs: undetermined at this time.
- e. Author of this section (contact with questions/suggestions): John Bengtson

2. Emergency notification systems

- a. 1st to Know
 - i. Acquisition: this system was built using inherent Datatel capabilities and as such was acquired at no cost.
 - ii. Training: initial training is provided by Keith Johnson. New employee training for police department employees is conducted by existing experienced users.
 - iii. Maintenance / repair: contact Keith Johnson.
 - iv. Author of this section (contact with questions/suggestions): John Bengtson
- b. Outdoor loudspeaker systems
 - i. Acquisition: this system was installed District-wide in 2011. Additional expansion requests should be given to District Operations.
 - ii. Training: provided by District Operations.
 - iii. Maintenance / repair: provided by District Operations.
 - iv. Lifecycle costs: upgrades or replacements will be provided by District Operations.
 - v. Author of this section (contact with questions/suggestions): John Bengtson

3. Building alarm systems

- a. Acquisition: The building alarm systems have been acquired and installed as part of different projects throughout the district.

Technology Summit

Roles and Responsibilities – Technical

- b. Training: provided by departmental personnel. Codes are assigned by District Operations.
- c. Maintenance / repair: provided by District Operations.
- d. Lifecycle costs: upgrades or replacements will be provided by District Operations.
- e. Author of this section (contact with questions/suggestions): Gary Sakaguchi

4. Fire alarm systems

- a. Acquisition: The fire alarm systems have be acquired/installed as part of different projects throughout the district.
- b. Training: No end user training. District Operations is responsible for the daily use/support of the alarm panels.
- c. Maintenance/ repair: provided by District Operations.
- d. Lifecycle costs: upgrades or replacements will be provided by District Operations.
- e. Author of this section (contact with questions/suggestions): Gary Sakaguchi

5. Network Infrastructure

- a. On-campus (LAN)
 - i. Planning and acquisition
 - ii. Maintenance / repair
 - iii. Author of this section (contact with questions/suggestions): Gary Sakaguchi
- b. Between campus (WAN)
 - i. Planning and acquisition: the IS Dept orchestrates all WAN projects, including setting standards. Initial and recurring costs are paid by the served site. Standards are available on request to Phil Nelson.
 - ii. Maintenance / repair: the Information Systems department coordinates all WAN repair activities with vendors and contractors as needed. Costs, if any, are borne by the served site. Requests should go to the IS Dept help desk.
 - iii. Recurring costs: paid by the served site.
 - iv. Author of this section (contact with questions/suggestions): John Bengtson

6. IT Security

- a. Configuration standards and processes for accountability: the IS Dept has primary responsibility for IT security standards. The standards are developed in consultation with the campuses, and include issues such as password complexity, patching system, and antivirus use. To foster accountability, a quarterly network security meeting is held between the IS Dept and senior campus technology staffs.
- b. Firewall: the IS Dept acquires, operates, and lifecycle manages the firewall. Requests for needed changes (e.g. static addresses, port/protocol changes) should go to Phil Nelson.

Technology Summit

Roles and Responsibilities – Technical

- c. Servers: all servers are to be configured and maintained in compliance with standards as agreed upon and reported on in the quarterly network security meetings.
- d. PCs: all PCs are to be configured and maintained in compliance with standards as agreed upon and reported on in the quarterly network security meetings.
- e. Mobile devices: this is a fast-changing area whose standards are under development.
- f. Author of this section (contact with questions/suggestions): John Bengtson

7. Videoconferencing

- a. Planning and acquisition: the IS Dept leads standards setting, planning, acquisition, and installation of videoconference systems in consultation and cooperation with the sites. Costs are borne by requestor.
- b. Troubleshooting: the IS Dept works with the campuses to troubleshoot these systems. Sources of problems can include local power issues, misconfiguration, hardware failure, network congestion, and more. After eliminating first-level possibilities (like availability of power), problems should be reported to Phil Howard at the IS Dept.
- c. Lifecycle management: the IS Dept assesses and recommends upgrades to systems to maintain the performance of this District-wide capability. Upgrade / replacement costs are borne by owners of the systems.
- d. Standards: the IS Dept develops and maintains standards for these systems in consultation with the campuses.
- e. Author of this section (contact with questions/suggestions): John Bengtson

8. Project management

- a. Governance processes, required documentation, etc.: currently set in each case by the person who controls the project's resources. Needs to be made consistent and improved.
- b. Standards: TBD.
- c. Author of this section (contact with questions/suggestions): John Bengtson

9. District-wide software contracts

- a. Microsoft
 - i. Acquisition and replacement: Operating systems and major application software is covered by a district agreement with Microsoft. Other software is obtained on a departmental basis using the requisition system.
 - ii. Training: Provided by the campus IS departments.
 - iii. Product availability: A list of available products is listed on ???
 - iv. Access for technicians: Software is available on the "install/software" folder at each campus file server. Additional Microsoft software can be downloaded by the Network Coordinators.

Technology Summit

Roles and Responsibilities – Technical

- v. Author of this section (contact with questions/suggestions): Gary Sakaguchi
- b. Antivirus
 - i. Acquisition and replacement: Sophos anti-virus is district-wide software contract that covers the entire district owned equipment.
 - ii. Training: Provided by the Network coordinators.
 - iii. Product availability: Network coordinators download the product updates.
 - iv. Access for technicians: Software is available on the campus file server.
 - v. Author of this section (contact with questions/suggestions): Gary Sakaguchi
- c. Blackboard
 - i. Acquisition and replacement: Blackboard is a district-wide contract which is hosted/supported by Blackboard.
 - ii. Training: Provided by Jon Wilson (FCC) and David Borofka (RC/NC)
 - iii. Product updates: Annual updates are scheduled for a June 1st installation.
 - iv. Problem resolution: Jon Wilson (FCC) and Gary Sakaguchi (RC/NC) are the contacts for resolving any technical problems with Blackboard. User questions should be directed to the 24/7 Presidium helpdesk. Presidium's contact information is listed on the Blackboard home page.
 - v. Author of this section (contact with questions/suggestions): Gary Sakaguchi
- d. Presidium
 - i. Purpose: Presidium provided the initial support for Blackboard users, both faculty and students.
 - ii. Availability: 24/7 either via email or phone. Contact information is listed on the SCCC Blackboard home page.
 - iii. Problem escalation: Presidium will escalate issues to either Blackboard support or Jon Wilson (FCC)/Gary Sakaguchi (RC/NC).
 - iv. Author of this section (contact with questions/suggestions): Gary Sakaguchi

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Roles and Responsibilities – For Users

- ❖ **The intended audience of this document is information technology users, District-wide.**
 - ❖ **The purpose of this document is to:**
 - **Help users become familiar with our major technologies**
 - **Help users understand how technology is planned for and provided**
 - **Describe how users can get help when they need it**
1. **Datatel Overview:** descriptions of the different parts of Datatel (UI, WebAdvisor, etc.), what each does, and how they relate to each other.
- a. **What's Datatel?** Datatel is the name of the District's "Enterprise Resource Planning" (ERP) system. Before the advent of ERP systems, each functional area (Human Resources, Finance, Purchasing, Student Services, etc.) might have its own independent computer system. And those systems were usually poorly—or not at all—integrated with each other, leading to lots of duplication of data entry and inconsistencies. Because it's an "all in one" system, Datatel helps to eliminate many of these problems. But that integration also makes it a very large and complex system.
 - b. **What's UI?** UI stands for "User Interface". It's the program you use to access Datatel as a privileged (special permissions) user. The special permissions issue is one of the differences between UI and WebAdvisor (WebAdvisor is described in the next paragraph) – WebAdvisor *doesn't* require special permissions for its use. The special permissions are needed because of the possibility of accessing and changing very sensitive information like grades and payroll.
 - i. UI has historically come in two flavors: desktop and web, known as UIdesktop and UIweb. Datatel is moving to UIweb *only* by summer 2011, so that's all new users will need to be concerned with. To gain access to UIweb, submit the request form to the IS Department, attn. Keith Johnson. You'll then be provided with a userid/password, and your local computer support staff can help get the UIweb access configured on your PC / laptop.
 - c. **What's WebAdvisor?** WebAdvisor is another way of accessing Datatel, but it's different from UI in that it doesn't require any kind of special permissions. If you are an employee of the District, you are automatically granted access to Datatel through WebAdvisor. With WebAdvisor you'll be able to access your pay stubs, W2s, leave balance, and much more. For the password to your account and help getting started, you may call the IS Dept help desk at x5960. (NOTE: one part of WebAdvisor, the "budget summary" part, *does* have a special permissions request form (available on the District's Intranet site forms section) to define which parts of the District's budget your manager wants you to be given access to.)
 - d. **Who takes care of Datatel?** The Information Systems department at the District Office has primary responsibility for the system: its hardware, software, patching, troubleshooting, and integration with other systems.
 - e. **Training sources:**

Technology Summit

Roles and Responsibilities – For Users

- i. The best source of training for a specific functional area (e.g., Financial Aid) is always a user working in that area who's been using the system a long time and knows all the screens, shortcuts, relationship with business practices, and so on. For formal training, the District has an unlimited 24/7 training contract with Datatel usable by all District employees. To gain access, go to <http://clients.datatel.com> and select "Request a login now" from the screen at right. While signing up for access, you'll need to enter the SCCCD client ID when requested: S85.

Need a Login?

Request a login now

We encourage all employees at institutions supported by Datatel's Extended Software & Services Agreement (ESSA) to request a login. After logging in, Datatel clients will have access to important resources, including: documentation, software announcements, client communities, and much more.

Please Note: If your institution has identified you as a System Administrator, you will have additional access to software downloads.

If you have questions about access to the Datatel Website, please contact webmaster@datatel.com

- ii. Datatel also offers documentation on their web site and training at sites and events around the country. All those options may be viewed and scheduled at www.datatel.com.
- iii. Another excellent source of training is the California Community College Datatel User Group (3CDUG) conferences held several times each year. These are a great & inexpensive way to partner with peers at other institutions, share best practices, and meet Datatel reps responsible for California-specific elements of the Datatel system. See their web site at <http://www.yccd.edu/3cdug> for conference dates and other information.

f. **Author of this section** (contact with questions/suggestions): John Bengtson

2. Getting access to Datatel and its data

a. How do you get access to a particular screen?

- i. The data in Datatel is protected by a variety of mechanisms to ensure only those with a legitimate need are able to access or change it, as appropriate. Each functional area defines who should have what kind of access, since it is the functional area that in general creates and interprets the data in its area. E.g., for financial data, the VC of Business (or his/her delegate) must approve any request for access to sensitive payroll data. The currently active functional areas, and their owners, are:
 1. Human Resources: Assoc. Vice Chancellor, HR (Randy Rowe)
 2. Student Records: Vice President, Admin. & Records (John Cummings)
 3. Finance (incl. payroll): VC of Business (Willard Wright)
- ii. For screen access: fill out the security form found at the SCCCD Intranet website forms page, have your dean or above sign it, and send it to the IS Department, attn. Keith Johnson.

b. How do you get access to raw data?

- i. For Datatel **integration with an external program** (e.g. for an automated recurring download of data into a program like SARS): fill out the data

Technology Summit

Roles and Responsibilities – For Users

request form found at the Info Systems web site, have your manager sign it, and send it to the IS Department, attn. Keith Johnson.

- ii. For **ad hoc purposes**: start by discussing your need with your local institutional research staff. They may already have what you need, or be able to quickly use SQL on the DO data warehouse to get it for you. You can also take a course in SQL (see training section above) if you're a power user with a regular need for Datatel data. If you don't know exactly what you need: contact Keith Johnson for discussion and recommendations.

- c. **Author of this section** (contact with questions/suggestions): John Bengtson

3. Datatel WebAdvisor

- a. **How to get an account**: call either the FCC web room at (559) 442-8228 or the IS Dept Help Desk at x5960.
- b. **Password reset**: if you need to have your password reset, you may call either the FCC web room at (559) 442-8228 or the IS Dept Help Desk at (559) 244-5960.
- c. **Access to “Budget Summary” screen**: all employees have access to all WebAdvisor employee functionality automatically, with one exception: the “Budget Summary” screen. Before you'll be allowed to use that link for the first time, you'll need to submit the request form found at the Info Systems web site to the IS Department, attn. Keith Johnson. That form defines which parts of the District's budget your manager wants you to be given access to.
- d. **Who to call for help**: call the IS Department helpdesk at (559) 244-5960, or the FCC web room at (559) 442-8228.
- e. **Author of this section** (contact with questions/suggestions): John Bengtson

4. Datatel UI (“User Interface”)

- a. **How to get an account**: submit the request form (available on SCCCD Intranet website forms section) to the IS Department, attn. Keith Johnson. You'll then be provided with a userid/password, enabling you to use UI at the URL <http://datatelui.sccd.edu>.
- b. **Password resets**: call the IS Department helpdesk at (559) 244-5960, or the FCC web room at (559) 442-8228.
- c. **Who to call for help**: call the IS Department helpdesk at (559) 244-5960, or the FCC web room at (559) 442-8228.
- d. **Author of this section** (contact with questions/suggestions): John Bengtson

5. Datatel MIS submissions

- a. **Timeline**: see state's timeline chart below

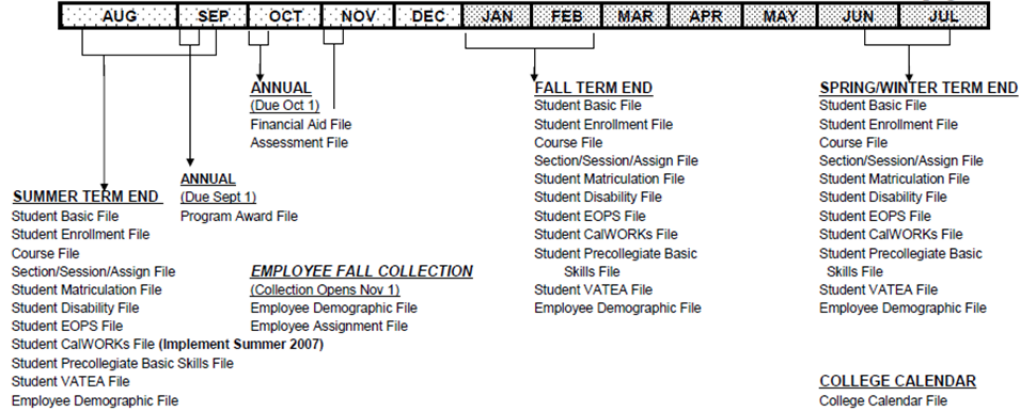
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Roles and Responsibilities – For Users

CALIFORNIA COMMUNITY COLLEGES
MANAGEMENT INFORMATION SYSTEM

MIS DATA SUBMISSIONS TIMELINES

• **ATTENTION:** Please review critical resubmission timeline information at the bottom of the page.



- All term-end files are due within one month after the end of each term, with the following exceptions:
 - 1) Winter Quarter data is due at the same time as Spring Quarter data
 - 2) Districts with a Fall due date in January are not required to submit until the first Monday in February

• **THE LAST DAY TO RESUBMIT:**

Summer, Fall, and /or Spring term end files for allocation purposes is the first Monday in August (by 5:00 p.m.). (Updated)

Financial Aid data for VTEA allocation purposes is the second Friday in February (by 5:00 p.m.).

Employee Fall Collection for inclusion in initial IPEDS data upload is the first Friday in December (by 5:00 p.m.).

Employee Fall Collection for inclusion in the final IPEDS data upload is the third Friday in January (by 5:00p.m.)

b. Responsibilities

- i. Each functional area (e.g. financial aid, DSPS, A&R) is responsible for the accuracy of its data. The IS Dept has reports available to help verify the quality of data during the year so problems can be identified and corrected far in advance of the actual submission to state, and can help develop additional reports when needed – contact the IS Dept database administrator, Ralph Schwehr, at x5963, to learn more about available reports and how we can create additional reports if needed.
- ii. The Financial Aid department at FCC submits their own FA portion of MIS data.
- iii. The IS Dept at DO submits all other portions of MIS data.

c. Training and other help


- i. Datatel documentation available on the clients.datatel.com website (all SCCC employees are entitled to an account on the site)
- ii. 3CDUG conferences as publicized on the 3CDUG website
- iii. CCCCCO training as publicized on the state Chancellor’s office website

d. **Author of this section** (contact with questions/suggestions): John Bengtson

Technology Summit

Roles and Responsibilities – For Users

6. E-mail

- a. **Training:** training for our District’s e-mail system is available from the Classified Professionals training team. Our e-mail system is Microsoft’s “Exchange” system installed on servers in the IS Department, with Microsoft “Outlook” installed on user PCs by the campuses.
 - b. **Outlook vs. OWA:** Outlook is what you’ll use on your PC / laptop when at the office and connected to the District’s network. OWA (Outlook Web Access) is what you’ll use when you’re somewhere else. To access OWA, go to the www.scccd.edu website and click on the “Email” link on the top of the page, and then select “Employee” from the drop down menu (similar links are also available on the campus web sites).
- 
- c. **Spam:** if you’re getting spam in Outlook, you can block specific senders, block sending domains, and increase the spam sensitivity of Outlook at your own discretion. Outlook training covers how to do these things, or you may use the built-in training features in Outlook by clicking F1 for help, typing in “spam” to the search box, and following prompts that follow.
 - d. **Student e-mail** (e.g. delivery issues from instructors): issues related to problems getting mail delivered to the District’s student e-mail system should be referred to the FCC Director of Technology, Don Lopez, who’s leading the student e-mail effort.
 - e. Author of this section (contact with questions/suggestions): John Bengtson

7. Telephones

- a. **What kind of phone system do we have?** The District has a phone system built by combining two different types of systems: our (old) Fujitsu phone system, and our (new) Cisco Voice over IP (VoIP) system.
- b. **Why do some people have a Fujitsu phone, and others have a Cisco phone?** The Fujitsu system is gradually being phased out as money becomes available during new construction or renovation activities. All newer campuses / buildings have VoIP phones (including Willow-International, Madera Center, and the OAB at FCC).
- c. **How do I get training?** Some basic training and documentation is available from your local technology support. Or you may call the IS Dept help desk at (559) 244-5960.
- d. **Author of this section** (contact with questions/suggestions): John Bengtson

8. Videoconferencing (including Distance Learning)

- a. **Capabilities:** our videoconferencing (VC) systems support Distance Learning classes, administrative conferences, and other ad hoc purposes on a regular basis. There are approximately 30 VC systems at locations around the District.
- b. **Training:** contact Phil Howard in the IS Dept at x2645 for VC system locations, training on equipment usage, and other types of assistance.

Technology Summit

Roles and Responsibilities – For Users

- c. **Room and equipment reservations:** room reservations are handled by the local administrative staff that controls access to those rooms. Contact the room “owners” to reserve a VC-capable room for your VC. If you need rooms located at other locations, you should contact Phil Howard in the IS Dept at x2645 to help with scheduling the non-local rooms you need. Phil Howard can also automatically create the VC on the event date, as long as local staff opens the doors and turns on the equipment at all locations.
- d. **Author of this section** (contact with questions/suggestions): John Bengtson

9. Blackboard

- a. **Description:** Blackboard is the SCCCD’s Learning Management System. The software is hosted with ASP (Blackboard). The system is used for Courses and Organizations for the entire district.
- b. **Access:** Accounts are created automatically from Datatel every 24 hours Monday through Friday. If accounts are not created for any reason the user can contact the individuals listed in the Contact section below. There are three URLs identified for the production version of the system and one for the test environment. Production URL’s - blackboard.fresnocitycollege.edu, blackboard.reedleycollege.edu, and blackboard.scccd.edu. Test environment URL – scccdtest.blackboard.com
- c. **Training:** Training is provided by the campuses. At FCC the contact persons listed below are also the primary trainers for the system. Training occurs throughout the semester and on flex day.
- d. **Contact(s):**
 - i. FCC – Don Lopez, Jon Wilson
 - ii. RC/NC - Gary Sakaguchi, David Borofka
 - iii. District: Purchasing department
- e. **System Maintenance:** The servers are hosted and maintained by the hosting service.
- f. **Licensing:** Done as a collaboration between the campuses and the district office
- g. **Author of this section** (contact with questions/suggestions): Don Lopez

10. SARS

- a. **Description:** SARS is scheduling software currently used at all the campuses but in a limited manner. Counseling and Financial Aid at RC and Counseling at FCC use the software. Servers for the software are maintained at FCC and RC.
- b. **Access:** Accounts are created manually at FCC and automated at RC. Account creation at FCC is done by Kathy Echols and Gary Sakaguchi at RC and NC.
- c. **Training:** Training is provided by the campuses by identified individuals per area using the software. Contact persons listed below are trainers for the system.
- d. **Contact(s):**

Technology Summit

Roles and Responsibilities – For Users

- i. FCC – Kathy Echols, Counseling
- ii. RC & NC - Erica Johnson & Chris Spomer, Counseling
- e. **System Maintenance:** The systems are maintained by the campus IS personnel.
- f. **Licensing:** Currently maintained at FCC by the Student Services Division.
- g. **Author of this section** (contact with questions/suggestions): Don Lopez

11. Classroom technology support

- a. **Classroom tech support**, including lecture capture, Blackboard, training, new orders, repairs, and acquiring additional software, are handled at the campus level. Please contact your local campus tech support for assistance.
- b. **Author of this section** (contact with questions/suggestions): John Bengtson

12. RTG (“Registration to Go”)

- a. Most **RTG support**, including laptops, training, aircards, day of the event on-site support, and repairs, is handled at the campus level. Please contact your local campus tech support for assistance.
- b. The **Datatel** system, which is used at RTG events, is operated by the IS Dept. Contact them at their help desk, x5960, for help with any Datatel issues including getting a UI account, password resets, and system performance problems during RTG events.
- c. **Author of this section** (contact with questions/suggestions): John Bengtson

13. PCs (including laptops, tablets, etc.)

- a. **PC support**, including training, new orders, repairs, and acquiring additional software, are handled at the campus level. Please contact your local campus tech support for assistance.
- b. **Author of this section** (contact with questions/suggestions): John Bengtson

14. Copiers

- a. **Description:** Copiers at the campuses and district are multi-function devices provided through the Ray Morgan Company. Current lease agreement was for five years and is based upon features and per copy pricing. Decisions on models for each area were based upon previous copy machine usage per department and function needed by each department. Most copiers have color & B/W copy and printing functions, and network scanning and printing capabilities. Approximately 50% have FAX capability.
- b. **Access:** Individual copy codes for access are created by the departments. Network scanning and printing access are based upon Active Directory (AD) group permissions. AD permissions are created by the IS staff at the campuses and district.
- c. **Training:** Training is provided by the campuses by identified individuals. Contact persons listed below are trainers for the system.

Technology Summit

Roles and Responsibilities – For Users

- d. **Contact(s):**
 - i. FCC – Don Lopez
 - ii. RC & NC - Gary Sakaguchi
 - iii. District Office: John Bengtson
- e. **System Maintenance:** The systems are maintained by the Ray Morgan Company.
- f. **Lease Agreements:** District office purchasing.
- g. **Author of this section** (contact with questions/suggestions): Don Lopez

15. **Smartphones** (iPhone, Android, Blackberry, etc.)

- a. **Description:** SMART phones and mobile access to email and calendaring is accessible from any of the current popular models (iPhone, Android, Blackberry, etc.). Each model has slightly different configuration parameters. Most popular models have been successfully configured to retrieve information from District owned email services.
- b. **Access:** Permission configuration is maintained by the campus and district IS staff.
- c. **Training:** No formal training is provided. The campus IS staff assist faculty/staff with configuration parameters
- d. **Contact(s):**
 - i. FCC: Harry Zahlis
 - ii. RC & NC: Gary Sakaguchi
 - iii. District Office: Charlie Lochbaum
- e. **Author of this section** (contact with questions/suggestions): Don Lopez

16. **How to acquire new systems** (HW and SW).

- a. **Description:** Hardware acquisition is dependent upon function and impact to the District or Campus. Standards have been established for various systems. Systems are requested through the IS Director for the District Office and through the Directors of Technology at the campuses.
 - i. Copiers: Canon - District and Campuses, standards established
 - ii. Servers: Dell/HP – District and Campuses, standards established
 - iii. Desktop PC's: Dell/Apple – District and Campuses, standard established
 - iv. Video Conferencing: Polycom – District and Campuses, standard established
 - v. Audio/Visual Equipment: Varies – District and Campuses, standards established by the campuses
- b. **Training:**
 - i. ERP: District IS staff and campus designated staff by department or area.

Technology Summit

Roles and Responsibilities – For Users

- ii. Enterprise Email: District IS staff and campus Technology staff.
- iii. Student Email: Campus Technology staff and ASG at FCC.
- c. Contact(s):
 - i. Datatel: Done by the District Office IS staff.
 - ii. Enterprise Email: Done by the District IS staff.
 - iii. Student Email: Hosted with Microsoft LIVE@EDU.
- d. Licensing: Mostly campus specific. There are several instances where we purchase collaboratively as a district, e.g. Microsoft, Blackboard, Sophos Anti-Virus.
- e. **Author of this section** (contact with questions/suggestions): Don Lopez

17. How to acquire new applications (including PC-based)

- a. Description: Software applications can range from enterprise wide use to individual staff functions and course specific functions. Enterprise wide software is vetted through the IS Directors, campus and district administration. Course software is requested through processes on campus and typically includes formal requests by the division supervisor.
 - i. ERP: Datatel/Colleague - District Office IS staff.
 - ii. Enterprise Email: Microsoft Exchange - District IS staff.
 - iii. Student Email: hosted with Microsoft LIVE@EDU.
 - iv. Document Imaging: Hershey - District (DO employees) and Campuses.
 - v. SARS - District (DO employees) and Campuses
- b. Training: training is dependent upon the type of software.
- c. Contacts:
 - i. FCC: Don Lopez
 - ii. RC & NC: Gary Sakaguchi
 - iii. District Office: help desk at x5960 or Charlie Lochbaum
- d. Licensing: Mostly campus specific. There are several instances where we purchase collaboratively as a district, e.g. Microsoft, Blackboard, Sophos Anti-Virus.
- e. **Author of this section** (contact with questions/suggestions): Don Lopez

18. Snapshot of technology governance processes

- a. Campus Technology Advisory Committees: each campus has a Technology Advisory Committee (TAC). The TACs help to make decisions, set policy, and make recommendations to the District-level Technology Coordinating Committee (TCC) on issues that require District-wide agreement and Chancellor's Cabinet level approval. For details on participation, membership, etc. consult your campus Director of Technology.

Technology Summit

Roles and Responsibilities – For Users

- b. Technology Coordinating Committee: the TCC serves as the highest-level body for deliberation on technology issues District-wide. It has no direct authority, but rather makes recommendations for action to the Chancellor's Cabinet. It is the primary body concerned with creation of the District Technology Plan and other related documents that guide the District's use of technology. For more information, contact the office of the Vice Chancellor of Workforce Development and Educational Services.
- c. Information Systems Priority Committee: the ISPC determines priorities for developmental activities involving the Datatel system. This includes development of new capabilities, integration with other systems, and modifications of existing capabilities. For additional details contact John Bengtson.
- d. SCCCDC Datatel Users Group: the SCCCDC DUG is a forum for Datatel-using peers across the District to work together on issues of interest. Subjects include topics such as current problems, best practices, upcoming training opportunities, and new capabilities from Datatel.
- e. Author of this section (contact with questions/suggestions): John Bengtson

19. Contact information for people and organizations mentioned in this document:

- a. John Bengtson (Dir, Info Systems): 244-5957; john.bengtson@sccd.edu
- b. Don Lopez (FCC Dir of Tech): don.lopez@fresnocitycollege.edu
- c. Gary Sakaguchi (RC/NC Dir of Tech): gary.sakaguchi@reedleycollege.edu

Roles and Responsibilities Discussion Feedback Tech Summit, 1 Jun 11

Following is feedback taken from forms filled out during the summit.

| Suggestion | Status | Decision and Rationale |
|--|---------------|-------------------------------|
| Elaborate upon the software section. We actually support hundreds of applications. | | |
| Each item should have a standardization plan. | | |
| Roles and responsibilities are not clearly defined. | | |
| Add sections for helpdesk and disaster recovery. | | |
| Roles and Responsibilities – Help Desk “Who ya gonna call!” | | |
| Process flow chart | | |
| District-wide definition of “standards” | | |
| Outline users for contacting who/for what on <u>first</u> page | | |
| Highly verbose, info good but should be at end | | |
| User integrated help system to poll computer for specific application settings | | |
| Include information for A/V (technical) | | |
| Break out topics into their own | | |

**Roles and Responsibilities Discussion Feedback
Tech Summit, 1 Jun 11**

| Suggestion | Status | Decision and Rationale |
|---|---------------|-------------------------------|
| documents | | |
| Include info on technical training | | |
| Helpdesk | | |
| Phones | | |
| Include labs | | |
| Single sign-in / library authentication | | |
| On-line and accessible (this document) | | |
| Electronic documents | | |
| Application security | | |
| A/V role | | |

SCCCD Technology Services Survey - Spring 2011

1. * What is your primary work location?

- District Office
- Fresno City College
- Madera Center
- Oakhurst Center
- Reedley College
- Willow International Center
- Other, please specify

2. What is your employee type?

- Faculty
- Classified Staff
- Administration

3. How long have you worked for the District?

- Less than one year
- 1-3 years
- 4-6 years
- 7-10 years
- More than 10 years

Submit

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4.

Please indicate your agreement or disagreement with the following statement.

I am satisfied with the overall quality of services provided by the IT department at the District Office.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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5. Please indicate your agreement or disagreement with the following statement.

I am satisfied with the overall quality of services provided by the IT department at my campus/site.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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6. Please indicate your agreement or disagreement with the following statements concerning **Applications**.

I have the right set of applications to do my job.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Applications have all the right features and functions I need to do my job.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Applications are easy to use.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Applications are available when I need them.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Applications respond quickly to inputs and commands.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I know how to submit a request to enhance the features and functions of our applications.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. If you rated any of these statements as a 1 or 2, please identify the specific applications you had in mind.

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8.

Please indicate your agreement or disagreement with the following statements concerning **Hardware**.

The workstation I have (desktop or laptop) meets my work requirements.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I have the communication devices I need to do my job.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

My workstation is comfortable to use (i.e. ergonomically sound).

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I can quickly access a replacement workstation if needed.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Printers are available when I need them.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. Please comment on any questions that you rated a 1 or 2 in the above section.

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10.

Please indicate your agreement or disagreement with the following statements concerning **Help Desk Support** at your location/campus.

It's easy to submit a help desk ticket.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The help desk hours of operation suit my work schedule.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I know who is handling the resolution of my help desk ticket.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I know the status of my submitted help desk tickets.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The technology problems I report are resolved in a timely fashion.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The technology problems I report are resolved successfully.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Help desk staff are courteous.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Help desk staff follow up to ensure my problem is still resolved.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Self-help options for addressing my own IT issues are easy to use.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I am satisfied with how my ticket was handled.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

My satisfaction with how my ticket was handled is important.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. Please comment on any questions that you rated a 1 or 2 in the above section.

Survey

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12. Please indicate your agreement or disagreement with the following statements concerning **IT Training**.

The training provided by IT is appropriate to my skill level.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The training provided by IT is appropriate to my job requirements.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

IT staff members who deliver training are effective.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The facilities/tools used for IT training enhance the learning process.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Follow-up reference materials to IT training are made readily available.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. Please comment on any questions that you rated a 1 or 2 in the above section.

Survey

SCCCD Technology Services Survey - Spring 2011

14. Please indicate your agreement or disagreement with the following statements concerning **Communication**.

IT does a good job of keeping me up-to-date about what they're working on.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

IT understands my needs and my department's needs.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

I'm familiar with the major functional groups in our IT department and who is in charge of each.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

IT responds promptly to system enhancement and change requests.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

IT involves users in the design of applications and application enhancements.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

IT proactively looks for ways to help me do my job better.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Deployment of changes by IT does not disrupt my work.

| | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree | N/A |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Please comment on any questions that you rated a 1 or 2 in the above section.

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16. Please comment below on any issues not addressed above or recommendations for IT service enhancement or improvement.

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