

Coast Community College District Strategic Technology Plan 2022-25

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I. Overview, Mission, and Vision

Overview

The Strategic Technology Plan for the Coast Community College District is intended to provide an overall framework for the strategic implementation of technology within the District. This is a district-wide strategic plan whose purpose is to align the application of technology to the District's Mission and Vision, and Strategic Goals and Objectives to support the Colleges' Missions and Visions. It provides a roadmap for major technology initiatives undertaken by the District for the next three years. The plan is reviewed and evaluated annually, accomplishments are reported, and objectives are tracked to assess progress.

This plan is divided into five sections. The first section includes the vision and mission of the District and its Colleges: Coastline College, Golden West College, and Orange Coast College. The second section provides a brief overview of the process used to develop the plan. The third section outlines the plan's strategic guiding principles. The fourth section provides the objectives of the Strategic Technology Plan. The fifth section provides a glossary of key technical terms.

District Vision Statement

Transforming lives and enriching communities through excellence in education, innovation, and opportunities.

District Mission Statement

Coast Community College District, comprised of Coastline College, Golden West College, and Orange Coast College, serves the diverse educational needs of its communities, both locally and globally. We promote academic excellence and student success, empowering students to achieve their educational goals by providing accessible, high quality, equitable, innovative, and flexible programs and services leading to associate degrees, transfer, workforce development, certificates, basic skills readiness for college, and careers. We seek to transform students into lifelong learners and engaged community members.

Coastline College Vision Statement

Creating opportunities for student success.

Coastline College Mission Statement

Coastline College guides diverse populations of students toward the attainment of associate degrees and certificates leading to career advancement, personal empowerment, and transfer. By meeting students where they are, Coastline provides innovative instruction and services designed to achieve equitable outcomes.

Golden West College Vision Statement

Golden West College welcomes you. Be inspired. Be empowered. Be transformed.

Golden West College Mission Statement

Golden West College provides an intellectually and culturally stimulating learning environment for its diverse student population. The College provides enriching and innovative programs that help students: transfer to four-year institutions, earn associate degrees, complete certificates in career and technical education, advance their careers, and demonstrate college readiness. The College is committed to continuous assessment and improvement of student learning and institutional effectiveness.

Orange Coast College Vision Statement

To be the standard of excellence in transforming lives through education.

Orange Coast College Mission Statement

Orange Coast College serves the educational needs of its diverse local and global community. The college empowers students to achieve their educational goals by providing high quality and innovative programs and services leading to academic degrees, college transfers, certificates in career and technical education, basic skills, and workforce development to enable lifelong learning. The college promotes student learning and development by fostering a respectful, supportive, participatory, and equitable campus climate of student engagement and academic inquiry.

II. Planning Process

The District Consultation Council (DCC) Technology Subcommittee is the district-wide participatory governance group with responsibility for district-wide technology planning and evaluation. The DCC Technology Subcommittee advises, informs, and makes specific recommendations to the District Consultation Council regarding major technology initiatives and projects throughout the District and future directions. For recommendations that have budgetary implications, the DCC Technology Subcommittee's recommendations go to the Chancellor's Cabinet first.

The DCC Technology Subcommittee has primary responsibility for developing and providing oversight for implementing an overall district-wide information technology strategic plan, informed and coordinated with the college plans (bi-directional), and maintaining an ongoing implementation effort aimed at achieving the goals of the plan. The DCC Technology Subcommittee is co-chaired by the Vice Chancellor Educational Services and Technology and one of the faculty co-chairs of the College Technology Committees.

Starting in September 2021, the DCC Technology Subcommittee began discussions about the development of the 2022-25 District-wide Strategic Technology Plan. Iterative drafts of the plan incorporated feedback from consultation with representatives of all constituencies. The DCC Technology Subcommittee approved the plan on November 4, 2022.

As a subcommittee of the District Consultation Council, which is the main district-wide participatory governance committee with broad representation from all constituent

groups, the DCC Technology Subcommittee advanced the draft plan to the District Consultation Council for review, discussion and approval. The District Consultation Council approved the plan on November 14, 2022.

III. Strategic Guiding Principles

Guiding Principle 1. Prioritize and maximize the utilization of Coast Colleges' technologies that advance student success, teaching, learning, and student support, and are customer focused and driven by the needs of and consultation with students, faculty, and staff.

Guiding Principle 2. Continually evaluate the risk-based security strategy to ensure ongoing effective detection, response, and prevention of security threats and challenges. Implement and maintain structures and systems that provide for security of data, information, and information technology assets.

Guiding Principle 3. Optimize cloud-based and mobile computing in order to continue to improve teaching, learning, productivity, and/or functionality.

Guiding Principle 4. Standardize and improve technologies where feasible, cost-effective, scalable, and desirable. When available and appropriate, adopt systems made available through state initiatives.

Guiding Principle 5. Consider total-cost-of-ownership, environmental sustainability, and accessibility when making investments in continuing and new technological resources.

Guiding Principle 6. Maintain throughout Coast Colleges, appropriate industry standards and best practices for all technology related services and resources.

Guiding Principle 7. Provide a continuous improvement model to establish and implement sustainable training for faculty, staff, and students in existing as well as new and emerging technologies.

Guiding Principle 8. Review managed services options for information technology where feasible, cost-effective, and desirable.

Guiding Principle 9. Encourage and support technological innovation to take place at each College.

IV. Strategic Objectives

Objectives	Applicable Guiding Principles
Objective 1. Define and implement a comprehensive technical support model for students district-wide. Enhance the student-centered technical support structure district-wide that ensures that students receive immediate assistance and solutions to their technical issues.	1, 3, 6, 7
Objective 2. Continue to modernize and implement cybersecurity tools and awareness training.	2
Objective 3. Regularly review and enhance the internal adoption and utilization of existing data analytics related technologies to enhance the timeliness and approachability of data for users to inform decision-making and support student achievement and equity, and institutional effectiveness.	1, 4
Objective 4. Formalize comprehensive data governance, classification, and standards, building on work done to date, to enhance standards strategy, processes, and documentation.	1, 2
Objective 5. Enhance the internal adoption of the platform and process for prioritizing IT projects. Establish a clear process for funding IT projects.	1, 4, 5, 6
Objective 6. Dedicate support to ensure accessibility and usability of district-wide instructional and operational content. Promote awareness and adoption of best practices related to accessibility.	6, 9
Objective 7. Develop the practice and procedure for decommissioning unused and unsupported technologies.	5
Objective 8. Ensure a sustainable, systematic, and environmentally aware replacement cycle of computing equipment (e.g., computers, printers, projectors) and infrastructure as informed by the Technology Condition Index.	5
Objective 9. Optimize the use of tracking/inventory control systems to optimize software licensing, replacement, utilization, and supporting infrastructure to ensure productivity, accountability, efficiency, and cost effectiveness.	5, 8
Objective 10. Continue to incentivize sustainable training models for various constituencies – faculty, students, staff, and managers - to ensure timely support and ongoing training and communication of updates to faculty, staff, and students in current and new technologies, where applicable, in conjunction with dedicated associated funding.	7
Objective 11. Continue to implement Banner 9 and Banner 9 Self Service to maximize support, and enhance and modernize the user experience. Increase awareness of Banner and Banner Self Service functionality to maximize utilization district-wide.	1, 2, 3, 4, 6, 9
Objective 12. Implement a Customer Relationship Management platform to be used district-wide that integrates with Banner and other	1, 4, 8

Objectives	Applicable Guiding Principles
required enterprise systems.	
Objective 13. Regularly review and enhance digital solutions for students across the District to improve the student experience.	3, 9
Objective 14. Coordinate and integrate technologies and platforms district-wide to support student success and equity initiatives and provide for seamless and consistent student experience across the District, while considering the needs of each College.	1, 3, 4, 5, 8, 9

V. Glossary of Terms

Cloud computing

Cloud computing, also known as on-demand computing, is a kind of internet-based computing, where shared resources and information are provided to computers and other devices on-demand. It is a model for enabling ubiquitous, on-demand access to a shared pool of configurable computing resources. Cloud computing and storage solutions provide users and enterprises with various capabilities to store and process their data in third-party data centers. It relies on sharing of resources to achieve coherence and economies of scale, similar to a utility (like the electricity grid) over a network. At the foundation of cloud computing is the broader concept of converged infrastructure and shared services. Cloud computing services can be private, public, or hybrid. Private cloud services are delivered from a business data center to internal users. This model offers versatility and convenience, while preserving management, control and security. Internal customers may or may not be billed for services through IT chargeback. In the public cloud model, a third-party provider delivers the cloud service over the Internet. Public cloud services are sold on-demand, typically by the minute or the hour. Customers only pay for the CPU cycles, storage, or bandwidth they consume. Leading public cloud providers include Amazon Web Services (AWS), Microsoft Azure, IBM/SoftLayer and Google Compute Engine.

Enterprise resource planning (ERP)

Enterprise resource planning (ERP) is a category of business-management software—typically a suite of integrated applications—that an organization can use to collect, store, manage, and interpret data from many business activities. ERP provides an integrated view of core business processes, often in real-time, using common databases maintained by a database management system. ERP systems track business resources—persons, courses, classes, programs, positions, vendors, internal departments, budgets, etc.—and the status of business commitments: enrollments, purchase orders, payroll, etc. The applications that make up the system share data across various departments (admissions and records, financial aid, instruction, accounting, etc.) that provide the data. ERP facilitates information flow between all business functions and manages connections to outside stakeholders.

Enterprise system software is a multibillion-dollar industry that produces components supporting a variety of business functions. IT investments have become the largest category of capital expenditure in United States-based businesses over the past decade. Though early ERP systems focused on large enterprises, smaller enterprises increasingly use ERP systems.

The ERP system integrates varied organizational systems and facilitates error-free transactions and production, thereby enhancing the organization's efficiency. However, developing an ERP system differs from traditional system development. ERP systems run on a variety of computer hardware and network configurations, typically using a database as an information repository.

The ERP used by the District is the Ellucian Banner suite.

Managed Services

Managed Services is the proactive management of an IT asset, object, or system by a third party typically known as a Managed Services Provider (MSP), on behalf of a customer. The operative distinction that sets apart a MSP is the proactive delivery of their service. Managed services are the practice of day-to-day management responsibilities and functions as a method for improving operations and reducing expenses.

Although the terminology varies, typically the person or organization that owns or has direct oversight of the organization or system being managed is referred to as the offer or, client, or customer; and the person or organization providing the managed service is the service provider or Managed Services Provider (MSP).

Generally, the client remains fully accountable for the overall management and control of the organization or system - including the functionality and performance of the managed service.

Personally identifiable information (PII)

Personally identifiable information (PII) is any data that could potentially identify a specific individual. Any information that can be used to distinguish one person from another and can be used for de-anonymizing anonymous data can be considered PII.

Single sign-on (SSO)

Single sign-on (SSO) is a session and user authentication service that permits a user to use one set of login credentials (e.g., name and password) to access multiple applications. The service authenticates the end user for all the applications the user has been given rights to and eliminates further prompts when the user switches applications during the same session. On the back end, SSO is helpful for logging user activities as well as monitoring user accounts.

State of the market

As opposed to "state of the art" which implies the very best available, "state of the market" represents the broadly available and expected, currently utilized level of technology for hardware and software. The term "state of the art" refers to the highest level of general development, as of a device, technique, or scientific field achieved at a particular time. It also refers to the level of development (as of a device, procedure, process, technique, or science) reached at any particular time as a result of the common methodologies employed.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when the student reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth their view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, student handbook, or newspaper article) is left to the discretion of each school.

Total cost of ownership

Total cost of ownership (TCO) is an estimation of the expenses associated with purchasing, deploying, using, and retiring a product or piece of equipment. TCO includes both direct and indirect, short- and long-term costs of a product or system over the life cycle of the product or system. The purchase price of hardware and software is typically less than 50% of the total direct costs.