Building a Vision for a World-Class, Learning-Centered Community College

ARAPAHOE COMMUNITY COLLEGE

TECHNOLOGY PLAN 2001-2005
March 13, 2001
Table of Contents

Introduction
College Vision..................................................................................................................................3
College Mission................................................................................................................................3
The College ......................................................................................................................................3
The Environment ..............................................................................................................................4

The Technology Plan
The Planning Committee ..................................................................................................................6
The Planning Process .......................................................................................................................7
Acknowledgements ..........................................................................................................................8

The Technology Planning Committee Report
Vision for Technology ...................................................................................................................8
Mission for Technology ...............................................................................................................8
Goal One  Instructional Services .......................................................................................................9
Goal Two  Student Services ...........................................................................................................10
Goal Three Access for Persons with Disabilities .......................................................................11
Goal Four Access for College Employees .................................................................................11
Goal Five Training and Technical Support ................................................................................12
Goal Six Technology Upgrades ..................................................................................................13
Goal Seven Legal and Ethical ......................................................................................................14
Bibliography .................................................................................................................................14

Appendix
ACC Smart Classrooms and Classroom Computer Laboratories ...............................................16
Computer Inventory .....................................................................................................................18
Computing Needs Worksheet ....................................................................................................51
College Vision

By the year 2005 Arapahoe Community College (ACC) will be recognized as a world-class, learning-centered institution.

College Mission

At the heart of ACC’s vision for a world-class, learning-centered community college is an assumption of quality and a commitment to student success. Outstanding teaching, student support services, and customer service support the learning paradigm.

ACC delivers diverse curricula offerings leading to degree and certificate programs in professional, technical, and liberal arts education that prepare its learners for transfer to other colleges, the workforce, citizenship, and pursuit of other educational endeavors.

As a learning institution, ACC collaborates with its diverse audiences in its service region while integrating its learning environments with those of the workplace and external communities.

ACC serves as a resource to its community and offers diverse, cultural, and life-long educational opportunities that enrich the lives of its learners.

The College

ACC stands on grounds with an educational heritage that began 127 years ago with the opening of a one-room school for the Peabody Housing Development in 1873.

In 1964, downtown businessmen and women debated what could be done to revive the Main Street area. Virginia Baker, heir to some Main Street buildings, suggested a junior college. On May 4, 1965, a narrow vote (1,690 to 1,449) gave favor to a bond issue to build a college. Arapahoe Junior College was Colorado’s first junior college in nine years and the first in the Denver Metro area. The first classes were held in the fall of 1966 with 550 students and 23 faculty members in "temporary but adequate buildings." The initial budget was $471,119.

Full accreditation was granted in 1970 with 2,300 students and a college budget of $1.8 million. The "new" main building was completed in 1974 with the Annex finished in 1977. The budget expanded to $4 million, and enrollment grew to 6,200 students. The Colorado Center for Professional Development (previously designated the Triad Campus in the Denver Tech Center) opened in 1988 adding a viable connection to the I-25 corridor. The presence and establishment of ACC in the Tech Center as an educational option has been invaluable in establishing ACC as a responsive higher educational leader.

The Art & Design Center (formerly the Alamo Center) opened in 1989, and the University Center at Chaparral began its operation in 2000. A $12 million expansion and remodel of the main building was completed in 2000. The remodeled facilities give the College a new architectural face plus a technological infrastructure ready for the high technology wave flowing throughout south Denver. The enrollment of more than 7,500 students (Fall 1999) in more than 70 degree and certificate programs at the four main sites continues to grow.

Enrollment:
The annualized enrollment (an average of enrollments for Fall, Spring, and Summer terms) from 1994-2000 has held consistently at 4,100 FTE comprising an average headcount of 7,500 students.

The ACC service area population is nearly 325,000 in a 1,600 square mile area of Arapahoe, Douglas, and Southern Jefferson Counties. With the acquisition of a $1.9 million technology capital appropriation, the opening of the University Center at Chaparral (UCC), the completion of the remodeling, and a new College president with a learning-centered focus, the College looks to an increasing enrollment trend.

Budget Information:

The current $18.2 million dollar budget is 48% state supported with tuition (49%) and fees (3%) completing budget.

Instruction accounts for the largest budget expense (47%) with institutional support (18%), academic support (12%), the physical plant (12%), and student services (10%) accounting for the remainder. One percent of the budget is allocated for scholarships.

College Demographic Profile:

The students enrolling at ACC predominately come from Arapahoe County (50%). The College also serves students from Jefferson and Douglas counties (15%) along with Denver and other regions (out-of-state, international students). The average age of a student in the Fall of 1999 was 32 years old, 34% were married, and 63% were single. Full-time students accounted for 26% of the student body, and 74% of the student body attended part time. Most (52%) were high school graduates, and an additional 28% had earned some post high-school degree or certificate. While attending college, 50% of the students held full-time jobs and 22% worked part time.

ACC’s employees (412 FTE total in 1999) were comprised of: (262) faculty, (112) classified staff, and (37) administrators. Of the faculty, 102 (25%) were contractual.

The Environment

The environment for the College in the next decade will differ greatly from that of the past. The growth of the region, the role of technology, the rise of long-distance learning, and competition in the area of higher education will all impact the College. The service area is experiencing a population growth, and with a low average area unemployment rate (2.1%), many companies are turning to upgrading employees’ skills. Retraining in technology will become key to many companies who will meet their need through long-distance learning, in-house training, and electronic learning.

All of this will impact the College’s delivery of education. The College must also respond to growing trends in the workforce. Computer graphics, early childhood professions (two certificates), mechanical drawing, medical office technology, and e-commerce are newly created programs. The most popular degrees and certificates continue to be computer science, fire and law academies, nursing, physical therapy assistant, and interior design.

The Colorado Computer Center, part of the Colorado Center for Professional Development (formerly the Triad), offers courses ranging from computer basics to Webmaster certification, and the Electronic Community College continues to draw students worldwide. Community Education offers classes from cooking to photography in a non-credit format.
The new partnership at the University Center at Chaparral—Arapahoe Community College, University of Denver, University of Colorado at Denver, the Douglas County School District, and the Southeast Business Partnership—exemplifies the best of higher education in the form of a cooperative agreement to service students out of a single physical operation. UCC is a state-of-the-art facility in Parker featuring "smart" classrooms offering programs ranging from certificates to master’s degrees.

ACC has many international connections. Through the Spring International Language Center, located in a new building across the street from ACC, students have the same opportunity and privileges as ACC students to earn college credits. For those students who need other skills to survive in a college environment, the Spring School provides excellent basic classes, housing, and support for its more than 100 international students representing 25 countries. The Spring International Language Center works closely with the College in language skills, placement, and training of its students—and ACC students.

Technology is a component of the overall environment. The following statements characterize the technological environment.

- Approximately 20,000 businesses are located in south metro Denver employing more than 220,000 workers. The largest sectors are services (business, legal, health) and retail (stores and food). Based on 1999 estimates, there are 202 telecommunications businesses employing more than 12,000 workers.
- 1998 CACI studies indicate that 64% of households in the south Metro area have access to the Internet at home or at the office.
- In a report entitled "Higher Education in the 21st Century," the federal government outlines its vision for higher education by the year 2001.
  - Ensure all students have open access to a networked computer.
  - Ensure faculty and staff receive appropriate training and support in technology.
  - Ensure all students have computer access from every seat in the classroom.
- EDUCAUSE predicts that by 2015, every college student will have a laptop. Most homework and assignments will be conveyed electronically.
- ComputerWorld magazine reports that 95% of undergraduate university students are using the Internet to conduct research or assist in their studies.
- More that 90% of the nation’s 3,200 colleges and universities are offering some form of distance education classes.
- The biggest challenges of distance education offerings are instructional integration and user support.
- Distance education is fostering partnerships among various institutions. For example, Florida State University and British Open University are partnering to deliver a joint master’s degree.
- The number of corporate universities grew from 600 in 1998 to more than 2,000 in the year 2000; AT&T’s Virtual Learning Academy has more that 10,000 students. Their number one goal is to make education and training available anywhere, anyplace, anytime, using technology.
- By 2005, Telecommunity Centers will be available in every city. These facilities will provide members with free Internet access, interactive large-screen videoconferencing, high-quality printers, scanners, and state-of-the-art computers and software packages.
- The information technology (IT) revolution is in its infancy. Only 6% of the world’s population is online. However, in the developed world, 35% of the population is online.
- The capacity and speed of communications networks is expanding exponentially even as costs plummet. By 2006, long distance calls will be free.
- Voice and data will converge giving the user the ability to transfer phone messages to written messages and back again with voice recognition technology.
• By 2006, most online instruction will be delivered in a video-based format. Telecourses will be on cable television as well as streamed over high-speed lines on the computer. Video and audio material will be stored on video servers and be available on demand to students.
• By 2005, 40% of homes will subscribe to high-speed Internet access. Cable companies will be providing fiber to each home and combining cable, high-speed Internet and phone service in one package.
• Computing power will continue to increase while prices will continue to drop.
• More and more campuses are looking at ways of paying for capital technology costs.

Recently the College benefited from a $12 million expansion project. The new Weber Center for Learning Resources ($6,245,079) and the remodeled classrooms ($6,005,239) plus the ADA modifications (elevations, countertops, plumbing, drop-off sites) totaling $527,662 have given the College a much-needed facelift. The College also received $1.9 million to fund technology-related equipment.

The expansion project and funding for technology-related equipment have made significant inroads on updating the technology infrastructure at ACC. The College now has nearly 1,000 personal computers (see Appendix – Computer Inventory) and a 100 baseT (megabit) network with a fiber backbone and category 5e cable to the desktop. Expansion on the network is virtually unlimited as the backbone has 24 pair of fiber and the College is currently using only two. Every 20 new connections to the network require a new switch, which costs approximately $2,500. The network equipment will be functional through 2006-2007 when network equipment will move from megabit to gigabit. The cost to update the equipment at that time will be approximately $250,000 for new routers, switches and hubs.

The current technology infrastructure capability generally meets the needs of the College, but the College will need to develop strategies to maintain this capability. The College has a general accepting attitude towards using technology; however, there are still some members who are hesitant to take advantage of the conveniences and efficiencies afforded by advances in technology. These members are gradually accepting the technologies as they begin to understand the conveniences and efficiencies. On the other hand, some members of the College are ready and eager to use technologies to which they do not yet have access such as smart classrooms.

The college has access to technology-related training programs through ACC courses, the ACC Center for Enhancement of Learning and Teaching (CELT), the Colorado Center for Professional Development, and the Community Colleges of Colorado System Office and offers a variety of courses in an alternative delivery format (see http://www.arapahe.edu/Academics/Distance/index.html).

The Technology Plan

The Planning Committee

The Arapahoe Community College Technology Planning Committee was formed in November of 1998. The Instructional Council under the direction of Carla Latorraca formed the committee to develop a long-term technology plan that would address:

• needs identified in the ACC Academic Master Plan;
• grants targeted to requests for technology;
• the Colorado Commission of Higher Education Quality Indicators System (QIS);
• strategic planning issues involving network, smart classrooms, and media distribution;
• increasing need for alternative delivery of instruction; and
• the rapid pace of change of technology.

The committee - consisting of Jeff Berg (Chair), Malcolm Brantz, Sara Harris, Linda Heesch, Linda Lujan, Frank Markley, Buz Newman, Jon Shubert, and James R. Williams – represented faculty, staff, students, and the community.

The committee quickly recognized that any substantial efforts toward a technology plan would require the support of the entire College. Consequently, the committee approached then President James Weber and his Executive Staff with a request to become an ad-hoc committee of the President with the power to draft policy and procedure. This request was approved.

The Technology Planning Committee acknowledged awareness not only of the challenges inherent in long-term technology planning but also of the difficulties as the College expanded through the $12 million expansion project and upgraded technologies with the $1.9 million to fund technology-related equipment. To support these projects, the committee helped define the technology infrastructure to meet the future needs of the College based on anticipated changes in methods of instruction and delivery of student services. This effort, although not specifically focused on development of a long-term plan, allowed the committee to define the content and establish many of the pieces of the plan.

The Planning Process

After the 1998-1999 school year, President Weber retired and in July of the 1999-2000 school year, Dr. James H. Williams became the seventh president of ACC. Dr. Williams brings new perspectives and ideas to the College and is prepared to lead the College during these times of change. "At the heart of my vision for a world-class, learning-centered community college is an assumption of quality and commitment to student success."

As a component of his vision, President Williams renewed the charge to the Technology Planning Committee to develop the long-term technology plan through an open and inclusive process and additionally charged the committee with support of strategic planning. This expanded responsibility allowed the committee to distribute information about current and emerging technologies, gain first-hand knowledge of the strategic planning process, and collect strategic planning goals from all areas of the college.

Synthesizing the strategic planning goals related to technology was a key component in the development of the 2001-2005 ACC Technology Plan. This plan fulfills the first action item and provides detail and direction for the remainder of the action items under Goal Number One: Technology of the Arapahoe Community College Strategic Plan 2000-2005 Executive Summary.

The work of developing the ACC 2001-2005 Technology Plan has been a two-year effort culminating in the publication of this document. The effort brought to light the fact that the plan is secondary to the process. A viable plan must undergo scrutiny; progress towards goals; accomplish action items; and be assessed continually for updates and revisions. A process for annual review and update of the plan that is entwined with the College strategic planning process will result in a plan that remains useful. The Technology Planning Committee will tend to that process.
Acknowledgements

Special thanks go to Carla Latorraca, Dr. James Weber, and Dr. James Williams, without whose vision and support this document would not have been possible. All current committee members deserve a note of appreciation for their diligent work. Additionally, the committee would like to thank past members of the committee who have contributed to the final product. Those prior members are Melanie Budd, Lin Claussen, Jay Covey, Jason Dell, James Dunne, Dominic Latorraca, Lisa Maitta, Bill Martin, Don Nagel, Kimberly Ostrowski, and Peter Van Pelt. Finally, the committee would like to thank all members of the College community for the dialogue, feedback, information, and willingness to consider new methods, all of which contributed to producing this plan.

Vision for Technology

As Arapahoe Community College becomes a world-class, learning-centered institution, the College will keep pace with and use current and appropriate technology.

Mission for Technology

Arapahoe Community College will establish an efficient and comprehensive technology plan that promotes versatility, flexibility, and functional access to technologies for all users. As a result of the planning process, the College within the limits of its financial and human resources will provide

- a means of using technologies to nurture a learning-centered educational environment;
- students with experience and expertise in technologies appropriate to their course work and fields of study as defined by academic, business, and community needs;
- training to help users identify the most appropriate technologies for the task and outcomes;
- upgrades in technologies as needed to reflect ongoing advances in hardware, software, equipment, and communication systems.

Goals

Whether located in classrooms, labs, student access carrels, offices, or other areas, universal design and delivery principles will guide technology implementation to serve people with diverse needs.

The seven goals that follow are generally listed in a priority order. The first three goals are listed first because they address technologies to provide services to learners and they reflect the learning-centered focus of the College. The last three goals address the technology infrastructure required to provide those services. Goal four, which deals with employee access, provides a bridge between the first group of three goals and the last group of three goals.

Three priority levels classify the action items contained in each goal. A critical priority level indicates that the action items will be initiated within one year. A high priority level indicates that the action item will be initiated within three years. A medium priority level indicates that the action item will be initiated within five years. Goals 1, 5, 6, and 7 contain more than one strategy. Action items under the strategy level of the goals are listed in decreasing priority order.
Although the goals are generally listed in a priority order and action items are prioritized under the strategy level of the goals, an important caveat is that action items are not prioritized across goals and strategies. To clarify, providing the services indicated in the action items contained in the first three goals would be difficult or impossible without addressing the action items in the last four goals. In other words, some of the action items contained in the later goals are at least as important as some of the action items in the earlier goals. The strategic planning process and College decision makers will provide structure to the prioritization of action items across goals and strategies.

Goal Number One: Provide technologies that will enhance instruction and support appropriate delivery.

Strategy: Support learning of discipline-specific concepts and skills.

Action items for this strategy:

1.1 **critical** ACC will maintain and upgrade instructional computer labs and develop additional labs as needed.
1.2 **critical** ACC will assess technologies and incorporate those that enhance and expand learning opportunities.
1.3 **high** ACC will obtain and deploy smart carts to strategic locations to provide portable smart classrooms.
1.4 **high** ACC will identify and explore emerging technologies.
1.5 **high** ACC will prioritize acquisition of emerging technologies identified through the strategic planning process.
1.6 **medium** ACC will equip 50% of the classrooms as smart classrooms or classroom computer laboratories (see Appendix Smart Classrooms and Classroom Computer Laboratories for description of smart classrooms and a current smart classroom and classroom computer laboratory inventory).

Strategy: Support progress toward providing educational opportunities anytime and anywhere.

Action items for this strategy:

1.7 **critical** ACC will develop workshops offered through the Center for Enhancement of Learning and Teaching (CELT) to expand the knowledge base in alternative delivery.
1.8 **high** ACC will encourage faculty to develop appropriate alternative delivery modes of instruction that are not bound by time or place.
1.9 **high** ACC will develop utilization of a variety of technologies to support alternative delivery.

Strategy: Solicit business, community, and academic feedback to define desired student outcomes related to technology.

Action items for this strategy:

1.10 **critical** ACC will develop and maintain relationships with area high schools, peer schools, 4-year institutions, and technical and career education entities to understand academic expectations regarding student technology skills.
1.11 **critical** ACC will provide students with practical applications to demonstrate the value of learned technology skills.
1.12 **high**  ACC will develop assessment techniques to measure student mastery of technology skills relevant to their areas of study.

1.13 **high**  ACC will survey the community, area businesses, and government entities.

1.14 **high**  ACC will expand contract training opportunities to address and stay abreast of workforce needs.

1.15 **medium**  ACC will make the most of partnerships, the ACC Foundation, and the Town and Gown organization to nurture community and business contacts and address community and business needs for technology skills.

**Goal Number Two:** Provide prospective, current, and past students with access to comprehensive student service information both on campus and online.

**Strategy:** Acquire necessary equipment, software, and furniture; train personnel; revise processes, policies, and procedures to provide student-centered access to information.

**Action items for this strategy:**

2.1 **critical**  ACC will upgrade and expand technology in the Testing Center located in the Counseling area and in the Instructional Testing Center to support student academic success.

2.2 **critical**  ACC will implement an effective prospective student tracking and communication system.

2.3 **critical**  ACC will establish an Imaging Center to allow for access to student records for advising and enhanced customer/student service.

2.4 **critical**  ACC will upgrade and enhance Student Services web pages to include:
- Appropriate foreign language pages,
- Student access to advising and transfer information,
- Online Federal Education Rights and Privacy Act (FERPA) tutorial for protecting student rights,
- Prospective student inquiry page with auto email response system.

2.5 **critical**  ACC will implement an electronic information system to inform students of available services and programs.

2.6 **critical**  ACC will produce a CD Rom viewbook for distribution to prospective students.

2.7 **critical**  ACC will build an effective Early Intervention Tracking System for at-risk students with the possibility that it may be shared with system community colleges.

2.8 **critical**  ACC will develop cyber orientation to allow students access to orientation and, eventually, self-assessment via Internet.

2.9 **critical**  ACC will upgrade technology for use by the Minority Student Union and student clubs.

2.10 **high**  ACC will appropriately upgrade and expand technology in all campus departments that provide services to students.

2.11 **high**  ACC will update technology and training for staff to support asynchronous delivery of student services.

2.12 **high**  ACC will implement registration capabilities at high school and other extended sites.

2.13 **high**  ACC will upgrade technology in the Career & Employment Center to provide students up-to-date career and employment assistance.

2.14 **medium**  ACC will investigate the creation of a Self-Service Center for Students to provide students convenient access to computer with Internet and personal academic records, copiers, fax machines, telephones, scanner, and high volume printers.

2.15 **medium**  ACC will assess interactive communication needs between campuses and address those needs to allow advising and assessment at a distance.
Goal Number Three: Provide persons with disabilities reasonable access to college technologies.

Strategy: Create an assistive technology task force charged with developing and implementing a plan of delivery of assistive technology services.

Action items for this strategy:

3.1 critical ACC will assess the assistive technology needs of students with disabilities.
3.2 critical ACC will continue to research and identify specific assistive technology to accommodate students with disabilities.
3.3 high ACC will develop hardware, software and physical access guidelines for accessible computer works stations in the library, classrooms and labs.
3.4 high ACC will implement basic guidelines for web accessibility.
3.5 high ACC will create basic distance education guidelines for making instructional materials and other information resources accessible.
3.6 high ACC will identify and allocate an appropriate funding level to replace assistive technology.
3.7 high ACC will solicit student feedback on the effectiveness and quality of access through technology.
3.8 medium ACC will survey faculty and staff to provide a formative assessment of the assistive technology plan.
3.9 medium ACC will provide staff and faculty with assistive technology training opportunities.

Goal Number Four: Provide all College employees with access to appropriate technologies to effectively and efficiently support student learning, college business, and productivity.

Strategy: Maintain a technology infrastructure and corresponding support systems adequate to support operations.

Action items for this strategy:

4.1 critical ACC will continue to develop the Center for Enhancement of Learning and Teaching (CELT) to ensure in-house opportunities are available to upgrade skills and develop creativity in the delivery of instruction to enhance learning/services.
4.2 critical ACC will define and maintain an adequate network infrastructure.
4.3 critical ACC will define minimum standards for College computing equipment.
4.4 critical ACC will provide faculty and staff who embrace technology as an integral part of their job with adequate equipment to efficiently and effectively carry out their responsibilities.
4.5 critical ACC will establish an inventory of employees’ technology skills and uses and update the inventory on an annual basis.
4.6 critical ACC will define and identify budget for required on-going technology costs.
4.7 **critical** ACC will implement security systems to provide reasonable protection against sabotage.

4.8 **high** ACC will evaluate technology awareness, skills, and equipment annually with the intent of identifying needs.

4.9 **high** ACC will recommend a minimum faculty and staff technology skills set and develop collaborative skill-sharing strategies to decentralize skill-level support.

4.10 **high** ACC will ensure faculty and staff have access to professional development opportunities related to use of technology at the local, state, regional, and national levels.

4.11 **high** ACC will provide user-friendly and customer-oriented information on available and future technological systems for students, faculty, and staff.

4.12 **high** ACC will create incentives or rewards such as increased compensation and/or priority for upgrades to hardware and software as motivation to implementing effective technologies with an aim of improving college-wide computing.

4.13 **medium** ACC will continue to upgrade classrooms so they are adaptable to the ever-changing technologies available to enhance instruction.

**Goal Number Five: Sustain and refine training and technical support systems for new and changing technologies.**

*Strategy: Provide timely, courteous, and professional technology support to staff, faculty, and students at all College facilities and functions.*

**Action items for this strategy:**

5.1 **critical** ACC will identify and allocate an appropriate funding level for College technology support.

5.2 **critical** ACC will ensure superior customer service provided by technology support personnel.

5.3 **critical** ACC will develop and implement a knowledgeable and consistent central point for technology support requests.

5.4 **critical** ACC will install and implement a College-wide support system that services both main and extended campus locations.

5.5 **critical** ACC will determine and utilize the services provided by Information Technology at the Community Colleges of Colorado System office.

5.6 **high** ACC will identify and maintain appropriate staffing to efficiently and effectively meet College technology support needs.

5.7 **high** ACC will define and prioritize user technology support needs for various campus wide and area-specific technology systems.

5.8 **high** ACC will establish and update response time standards for user support.

5.9 **high** ACC will institute a comprehensive technician cross-training program for all technology support divisions.

5.10 **high** ACC will explore avenues and opportunities for technician training in current and future technology systems.

5.11 **medium** ACC will create and support a friendly and helpful knowledge base for end-user technology support.

5.12 **medium** ACC will develop reliability standards for College technological systems.

*Strategy: Provide adequate, appropriate, and accessible training in the use of technology in all learning environments for students, faculty and staff.*
Action items for this strategy:

5.13 critical  ACC will identify and prioritize the most important training needs.
5.14 critical  ACC will identify and allocate an appropriate funding level for technology-related student, faculty and staff training.
5.15 critical  ACC will solicit feedback to identify additional training needs.
5.16 critical  ACC will develop surveys to assess the quality of training.
5.17 high    ACC will identify and maintain appropriate staffing to efficiently and effectively meet College training needs.
5.18 high    ACC will use a variety of media and delivery modes to meet the widest range of training needs.
5.19 high    ACC will develop sets of frequently asked questions for computer labs, distance learning courses, and other learning environments and provide them in paper-based and web formats.
5.20 high    ACC will ensure superior customer service provided by technology training personnel.
5.21 medium  ACC will offer flexible, individualized, "just-in-time" training.

Goal Number Six: Establish a strategy for systematic technology upgrades.

Strategy: Establish an economical and prudent technology purchase plan that reflects an awareness of current hardware, software, network, and communication technologies.

Action items for this strategy:

6.1 critical  ACC will identify budget to maintain an adequate network infrastructure.
6.2 critical  ACC will define and identify budget for required on-going technology costs.
6.3 critical  ACC will review industry standard practices for system life cycle planning, project costs for a reasonable College technology upgrade plan, and target monies to upgrade technologies on a regular basis.
6.4 critical  ACC will establish a hardware purchase process with a budget driven by the College strategic planning process and funded through monies from College general operating, State Capital Construction, grants, entrepreneurial activities, business partnerships, operational savings, donations, and loans as appropriate.
6.5 critical  ACC will establish a hardware purchase and cascade plan that will incorporate headwater/streams/tributaries principles.
6.6 critical  ACC will balance purchases for hardware and software upgrades and purchases of emerging technology.
6.7 critical  ACC will measure effectiveness, efficiency, and reliability of current technology and research best practices to guide future acquisitions of hardware, software, and connectivity.
6.8 high     ACC will centralize acquisition and cascade of hardware, software, network, and communication technologies.
6.9 high     ACC will investigate alternative, incentives, and enterprise accounts to supplement funds for technology purchases.

Strategy: Develop a hardware cascade plan.

Action items for this strategy:

6.10 critical  ACC will establish a current capability and user needs inventory.
6.11 critical  ACC will define minimum standards for College technologies.
6.12 critical ACC will evaluate existing infrastructure to determine what components are suitable for future technology upgrades.

6.13 critical ACC will develop a mechanism for objective assignment of useful replaced technology.

6.14 critical ACC will create a flexible process to deploy cascaded equipment quickly.

6.15 medium ACC will establish a donation and disposal process for equipment no longer meeting the College needs.

6.16 medium ACC will establish guidelines relating to donation of new equipment and/or software by employees or outside sources.

Goal Number Seven: Include procedures for legal and ethical use of technologies.

Strategy: Conform to laws applying to technologies.

Action Items for this Strategy:

7.1 critical ACC will adhere to Community College of Colorado System technology policies.

7.2 critical ACC will develop a software purchase process and maintain software license records.

7.3 critical ACC will institute a software monitoring process to regulate compliance with software license requirements.

7.4 critical ACC will define, implement, and publish policy for electronic communication.

Strategy: Establish and practice ethical use of technologies

Action Items for this Strategy:

7.5 critical ACC will establish a policy or procedure concerning use of information technology that addresses intellectual copyrights, copyrights, downloads from the Internet, web page content.

7.6 high ACC will provide information concerning ethical use of technologies.

7.7 high ACC will develop and maintain a procedure governing use of the open computer lab.

7.8 medium ACC will remain knowledgeable on current standard and best practices and implement where appropriate.

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