

Tech V: 2015-16 Goals and Strategies

This document was developed by the Telecommunications & Technology Advisory Committee (TTAC). It outlines 2015-16 goals for California Community Colleges Chancellor's Office projects that address telecommunications and educational technologies, key strategies for attaining those goals, and specific areas of recommended work for the year.

Goal A: Upgrade business information systems and learning environments to foster the transformative use of technology and advance student success efforts

Strategy 1: Create a statewide mechanism that defines minimum standards for business systems, staffing, professional development, and technology infrastructure for statewide student success initiatives and information security

1. Set baseline standards that address minimum requirements for business systems, staffing, professional development, and technology infrastructure for the Online Education Initiative (OEI), Common Assessment Initiative (CAI), and Educational Planning Initiative (EPI)

The Chancellor's Office should create an advisory committee, made up of a broad set of key stakeholders, to create the minimum business information system standards. The standards should be based on effective practices, address opportunities to move to more effective technology solutions, and take into account how implementation will vary depending on the institutional setting. The standards should be vetted through the Chancellor's Office, initiative staff, pilot colleges, and early adopter colleges.

2. Create an implementation plan for adopting the minimum business information system standards for security, OEI, CAI, and EPI

The California Community Colleges Technology Center should establish an implementation plan for security standards. In addition, the Technology Center should work with OEI, CAI, and EPI to determine how minimum standards can be incorporated into the work of the pilot colleges.

3. Implement a survey to identify gaps between the minimum standards and existing systems, as well as capacity for ongoing maintenance, related to security, OEI, CAI, and EPI

The California Community Colleges Technology Center should conduct the survey and analyze it to determine priority areas for funding, professional development, and bulk-purchasing external products and services.

Strategy 2: Provide support to help colleges meet and maintain minimum business information system standards

1. Provide funding to support implementation and evaluation of the minimum business information system standards for security, OEI, CAI, and EPI

The Chancellor's Office should provide funds using mini-grants, which require that colleges create plans for supporting ongoing costs and participate in an evaluation. The RP Group should

integrate assessment of standards attainment into the OEI, CAI, and EPI evaluations. The California Community Colleges Technology Center should establish a mechanism for evaluating implementation of security standards. The evaluation should document ongoing costs, implementation issues, and recommended structures for maintaining security, OEI, CAI, and EPI standards. This information can then be used to set future priorities for funding and professional development, create effective practice profiles, and advocate for additional resources.

2. Build communities of practice that can support ongoing issues related to maintaining the minimum business information system standards

@ONE should establish communities of practice, which could be coordinated with initiatives such as OEI, CAI, and EPI, and with partner organizations like the Chief Information Systems Officers Association (CISOA).

3. Provide technical assistance related to implementing the minimum business information system standards

The Chancellor's Office should determine the appropriate vehicles for providing technical assistance and the scope of the support that would be provided. For example, it should determine whether the Institutional Effectiveness Partnership Initiative (IEPI) should integrate the minimum standards on security and the statewide initiatives into its technical assistance efforts, or if this work should be undertaken by the Technology Center.

Goal B: Leverage technology to increase use of comprehensive and high quality professional development resources that promote student success

Strategy 1: Support statewide adoption of the professional development support system to ensure that all system entities benefit from professional development opportunities

1. Identify a mechanism for supporting outreach regarding the professional development support system

The Chancellor's Office should explore re-establishing the Ambassador program and determine how to engage existing networks such as the California Community College Council for Staff and Organizational Development (4CSD), IEPI, OEI, CAI, and EPI.

2. Assess the impact of the professional development support system and its products

The Chancellor's Office should establish a means for documenting skills-attainment and measuring the impact of professional development accessed through the professional development support system.

Strategy 2: Strengthen the technical expertise of community college personnel in areas required to implement statewide student success initiatives and security standards

1. Strengthen training opportunities for IT staff

@ONE should re-establish its technical institutes and provide additional training such as lunchtime webinars. In addition, the Chancellor's Office should identify ways to leverage partnerships to expand training for IT staff, such as adding content to the CISOA certification, purchasing training modules from Lynda.com, and providing joint training with Mid-Pacific Information Communications and Technologies (MPICT).

2. Document appropriate ways to assess IT expertise for the purpose of hiring and promotion

The Chancellor's Office should work closely with CISOA, the California Community Colleges Classified Senate, and community college HR and IT professionals to develop a list of high-value third-party credentials, explore opportunities to issue badges and academic credit for ongoing training, and identify model hiring policies, compensation, and job descriptions.

3. Provide digital literacy training to college leaders

@ONE should partner with entities like the Community College League of California (CCLC) and the Association for California Community College Administrators (ACCCA) to train college leaders on topics such as IT management, accessibility requirements, security, and the return-on-investment for technology enhancements. In addition, @ONE should work with IEPI, OEI, CAI, and EPI to infuse technology topics into their professional development activities.

Goal C: Expand access to data and predictive analytics to inform student, college, and state decisions regarding statewide priorities

Strategy 1: Establish a mechanism to link existing data sets, maintain data sharing agreements, and provide information for approved purposes

1. Document existing data sets and key issues related to linking the information in these data sets

The Chancellor's Office should create this inventory and determine how to integrate projects that are already engaged in similar work, such as the LaunchBoard and Cal-PASS Plus.

2. Establish an advisory body to provide governance and oversight over the data system

The Chancellor's Office should create a representative governance body, similar to the Scorecard committee.

3. Create guidelines for access to the data

The advisory body should address issues such as access by colleges, statewide entities, external entities, and students, as well as privacy and legal issues.

Strategy 2: Design tools that compile and visualize data to support common decisions and provide professional development that supports the use of these tools

1. Identify high-value reports that could be generated from the data system

The Chancellor's Office should work with a broad array of stakeholders to determine the content, as well as how the data should be visualized to maximize usability for various audiences.

2. Establish professional development and guidance documents that should accompany the reports

The Chancellor's Office should gather input from researchers and content experts about the professional development resources necessary to ensure that the data is not misconstrued and that users have the information necessary to draw reasonable conclusions from the reports.