



SJECCD TECHNOLOGY MASTER PLAN

2017-2024

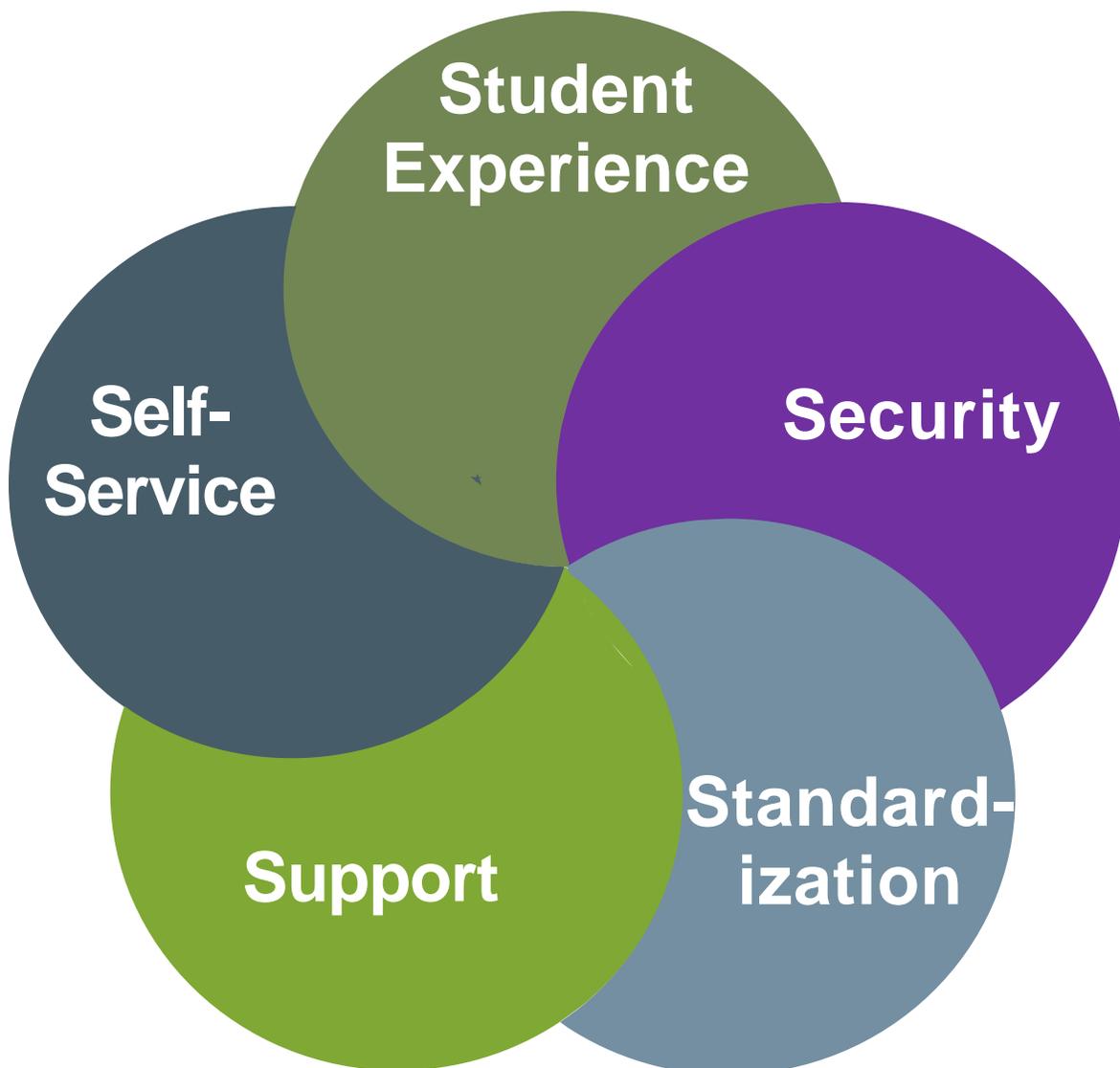






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SJECCD TECHNOLOGY MASTER PLAN 2017 – 2024

PURPOSE



Opportunity Equity Social Justice

These are the guiding principles of the San José-Evergreen Community College District.

The purpose of the SJECCD Technology Master Plan 2017 - 2024 is to describe the technology direction and support needed for the District to deliver on its mission and vision.

The SJECCD Technology Master Plan anticipates technology trends in society and higher education and outlines how the District will proceed to leverage Information Technology (IT) to meet student technology needs and enable students to succeed when they transfer to a four-year college or university, enter the workforce, or embark on a path of lifelong learning.

This Technology Master Plan highlights how technology resources are prioritized and applied on behalf of the District, San Jose City College, Evergreen Valley College, District Office and Workforce Institute. The plan anticipates a continuously changing IT environment and the need for maintaining secure and reliable core services while simultaneously implementing new technology tools and solutions to further the mission of the District.

A fundamental organizing structure for the plans is the “People, Process, Technology” framework. The consideration of these three elements is essential when defining high level strategy where the interaction of people, task structure and technology must align for success. Frequently attributed to Professor Harold J. Leavitt, the People, Process Technology framework was subsequently expanded by Gartner and ITIL, serving as a set of practices for IT service management that focuses first on institutional needs. An understanding of the way in which technology supports the institution can lessen stress, improve productivity and encourage task understanding and teamwork guides all technology planning:

People are at the heart of every institutional initiative. Student success is achieved through collaboration in support of strategic goals within a shared value structure. A shared understanding of technology goals and initiatives serves as a foundation for informed, collective action.



Process incorporates the ‘what’ and ‘how’ of essential operations. The best tools cannot make up for broken processes. Understanding of the current state and desired future state, along with how results will be measured enable the institution to prioritize and pursue opportunities for improvement in both efficiency and effectiveness

Technology is the essential enabler for supporting people and processes. Technology is a tool for achieving student and institutional success. Alignment of people through collaboration, efficient and appropriate business processes leading to the selection and use of appropriate technology tools is the hallmark of the Technology Master Plan.

These institutional building blocks have been used to structure planning observations and recommendations for the District, EVC and SJCC, with validated initiatives incorporated into plan materials.

This Technology Master Plan is built upon a foundation of collegial input and ongoing dialog with students, faculty and staff. Feedback and comments about the plan and IT projects are always welcome. This document presents an overview of the processes we used to align planning with District priorities and how planning activity elicited the needs of each campus location while supporting common district-wide initiatives, priorities and projects.





PLANNING CONTEXT



Throughout late Fall 2016 a series of surveys, onsite interviews and work sessions were held District-wide to focus on IT planning. Survey instruments were used to aggregate experiences and recommendations from students, instructors and staff; 913 surveys were received from students along with 184 surveys completed by SJECCD instructors and staff. Onsite interviews were held during November, 2016, and incorporated participation from 241 individuals, including 65 students, resulting in spirited dialog about issues and opportunities. Peer institutions from the Silicon Valley were interviewed and also completed a budget and resource survey.

Analysis and discussion arising from these activities has been used to develop and distill the SJECCD Technology Master Plan presented here. The strategic priorities that surfaced from this work have been validated and refined through stakeholder and committee review. At the most foundational level, the Technology Master plan is aligned with the overall District Strategic Plan and other strategic drivers that include IT trends in higher education, IT trends in society, local demographic and technology adoption.

The District Technology Master Plan shares a common framework with the College Technology Master Plans that were simultaneously developed for both Evergreen Valley College and San Jose City College. The intention of creating three Technology Master Plans is to coordinate IT planning, project/resource prioritization and decision-making. The outcome of a shared, common framework is to provide a clear and transparent process, enabling all three IT operations to share and leverage individual and collective activities.

The three technology plans are organized around common themes for IT service delivery. The strategic goals and initiative items for each organization are individually defined in collaboration with the respective campus technology committees. Work on the District Technology Master Plan was accomplished in cooperation with the Strategic Planning Project Stakeholders, the District Technology Planning Group, and input from the EVC and SJCC Campus Technology Committees.

Each Technology Master Plan consists of a high level summary view, supported by a descriptive plan narrative. A common set of strategic themes serves as an organizational element shared by each plan. The overall strategic goals responding to each theme are supported by identified initiative action items. This framework is subsequently used to guide consideration of new projects and funding. On an ongoing basis, technology project requests can be submitted and will be evaluated relative to strategic goals and priorities and added to a comprehensive technology project spreadsheet.

Each Fall, the Campus Technology Committees and the District Technology committee will review and update the plans, resulting in addition of new initiatives that address identified themes and strategic goals and cycling off of the plan those projects that have been successfully completed, cancelled or deferred.





SJECCD DISTRICT STRATEGIC GOALS



Outlined below are the District strategic goals for 2013 - 2017. As future District and College specific Strategic Planning documents are updated, the expectation is that the key themes and drivers identified throughout this IT planning process will continue to resonate and provide a useful structure for support of organizational strategic plans. Additionally, the technology plan will be updated in the future to reflect new strategic goals.

San José-Evergreen Community College District | Strategic Goals 2013 to 2017

SJECCD Vision: By the year 2017, SJECCD becomes the premier institution for advancing opportunity, equity, and social justice for everyone through educational excellence.

SJECCD Mission: As a leading educational institution, the mission of the SJECCD is to meet the diverse educational and workforce needs of our community by empowering our students to become agents of socio-economic change.

I. Student Success

San José-Evergreen Community College District will improve student success through accessible and enhanced educational services and programs.

II. Total Work Environment

San José-Evergreen Community College District committed to promoting a total work environment that supports the success and development of its students and employees.

III. Workforce and Economic Development

San José-Evergreen Community College District will meet the diverse workforce needs of the Silicon Valley.

IV. Organizational Effectiveness and Sustainability

San José-Evergreen Community College District will develop systems that promote institutional effectiveness and fiscal sustainability.

V. Technology

San José-Evergreen Community College District will invest in information technology solutions that enhance the learning environment and support student success.

VI. Communication

San José-Evergreen Community College District will engage in proactive communication with internal and external audiences to improve stakeholder satisfaction.”





Specific Objectives for Technology as included in District overall Strategic Plan:

Objective I. Enhance the District's Core Infrastructure

Objective II. Optimize the Ubiquitous use of Data for Informed Decision-Making

Objective III: Design and Implement Technology-Enabled Processes to Support the District's Work

Objective IV: Optimize Robust Technology Support.

Alignment with the SJECCD Board of Trustees Global Ends Policies and District Strategic Plan

On Jan 25, 2016, Chancellor Deborah Budd began her tenure at SJECCD. She has charted a course to focus on strengthening academic and career technical education programs and services that equip students with the knowledge, skills and abilities for success as contributing and productive citizens in the 21st Century global community.

Chancellor Budd has worked with the Board of Trustees to envision a path forward to accomplish the objectives of the District Strategic Plan 2013 – 2017 and Board Ends Policies. The Board statement includes “We have cultivated a culture in the District where staff, students, and faculty are encouraged to be bold and innovative. With this culture shift, we have seen a greater alignment in District priorities and operational plans, increased collaboration, and more efficient use of resources.”





BOARD OF TRUSTEES GLOBAL ENDS POLICIES

Ensure all students, especially those with educational and/or socioeconomic challenges, will have the skills and capabilities to be successful in the next stage of their life, sufficient to justify the use of available resources.

Career Development: Students will acquire skills sufficient to get, keep and progress in jobs with local employers, particularly in high wage/high growth areas, for all students, especially for: underprepared students; older displaced students; and young people at the start of their careers.

Transferability: All students, especially under-prepared students, will achieve academic success sufficient to transfer to a four-year post-secondary institution

College Readiness: Students will develop the language skills to succeed in college, the ability to analyze, synthesize, and evaluate information, and will be able to effectively communicate with others and successfully work collaboratively in culturally diverse settings.

Institutional Excellence: The District's governing board, staff and faculty will demonstrate through a culture of evidence commitment to excellence, equity and inclusion in every facet of its mission.

Student Success: The San José · Evergreen Community College

District will improve student success through enhanced educational services and programs and strengthened community engagement.

College Experience: Enrichment opportunities will exist to enhance the learning environment and support student success.

The expectation underlying both the Board of Trustees Global Ends Policies and the District Strategic Plan is that District ITSS will implement appropriate technologies to support and advance strategies and initiatives that align with these documents.





OTHER FACTORS THAT IMPACT THE DISTRICT TECHNOLOGY MASTER PLAN

IT service delivery is comprised of interrelated capabilities that include customer support, access to IT services, applications & software, hardware for computing, printing, scanning, communications and enterprise systems, technology installed in facilities, process and continuity support and security. Over and above the District's strategic goals are other strategic drivers that affect IT service delivery. These include Higher Education and IT industry trends and individual College, unit and departmental needs. In addition to the District and College Strategic Plans, there are drivers and trends that impact IT service and project activity. The Technology Master planning process elicited student, faculty and staff input to anticipate the ongoing acceleration of expectations for IT services. In particular, the location of the District in the heart of Silicon Valley represents both an opportunity and a challenge to meet the evolving operational needs of the District with current technologies and processes made available by the IT industry to serve our students, faculty and community.

Accreditation Review Feedback - An important element of the strategic planning process is to incorporate references that highlight alignment of the plan with support for ongoing improvements noted by accreditation review process. The strategic plan incorporates the numbering system used in Accreditation Standard III.C by the Accrediting Commission for Community and Junior Colleges (ACCJC). Accreditation Standard III.C has 5 components and these are referenced in the Strategic Goals section of the plan as III.C.1, III.C.2, etc.

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.





III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

The following recommendations from the EVC Evaluation Team Report (October, 2016), although not part of Accreditation Standard III.C, are notable candidates for technology-enabled solutions:

- College Recommendation 5 (Compliance): In order to meet the Standard, the team recommends that the College further develop and implement a policy requiring increased regular and substantive contact for DE courses, and subsequently evaluate DE courses for policy compliance. (II.A.2, II.A.7, II.A.16)
- College Recommendation 2 (Improvement): In order to meet the Standard, the team recommends that SLO data be systematically disaggregated by student subpopulations and achievement data disaggregated by delivery modes. These data should be used institution-wide for each of the planning processes, including assessment of student learning, program review, and resource allocation. (I.B.5, I.B.6)
- College Recommendation 6 (Improvement): In order to increase effectiveness, the team recommends that the College develop and implement a plan to further safeguard hard copies of student records by maintaining fireproof storage areas and preserving historical files. (II.C.8)
- District Recommendation 4 (Improvement): In order to meet the Standard, the team recommends that the College establish a process to systematically evaluate District committees and use the results of that assessment as the basis for improvement. (IV.A.7, IV.D.7)

The following recommendations from the SJCC Evaluation Team Report (October, 2016) are notable candidates for technology-enabled solutions:

- College Recommendation 8 (Compliance): In order to meet the standard, the team recommends the College provide electronic access to student support services, including tutoring, distance education technology support, and student educational plan development for online students. The team further recommends all student support programs should establish learning outcomes and complete program reviews. (II.C.3, ER17)





- College Recommendation 11 (Improvement): In order to increase effectiveness, the team recommends that the College regularly review and evaluate the ongoing technology support needs for students. (III.C.4)

Budget. The District makes budget prioritization decisions that impact service levels, technology investment rationalization and utilization, leveraging technologies to improve cost effectiveness, process improvement, and productivity, optimizing the use of available resources.

Technology trends. The IT industry is undergoing transformative changes in production and consumer technologies, consumer service and product delivery using such technologies. The growing expectations of students and administrators for ubiquitous wireless and secure system access with ever expanding self-service features across cloud and mobile platforms represent a considerable technical challenge. These changes will evolve and continue to impact District-wide IT service delivery and drive investment decisions in technology infrastructure, cloud service delivery, and security strategies.





HIGHER EDUCATION TRENDS



The Plan incorporates inputs from key industry resources that reflect trends in information technology for higher education; these sources will continue to be monitored to support technology plan updates:

GARTNER	IEEE	EDUCAUSE	NMC
Adaptive Learning Predictive Analytics CRM Exostructure Open Microcredentials Digital Assessment Smart Machines OER Ecosystem Listening and Sensing Technology Collaboration Technology	5G Virtual Reality and Augmented Reality Nonvolatile Memory Cyber Physical Systems (CPS) Data Science Capability-based Security Advanced Machine Learning Network Function Virtualization (NFV) Containers	Information security Student success and completion Data-informed decision making Strategic leadership Sustainable funding Data management and governance Higher education affordability Sustainable staffing Next-gen enterprise IT Digital transformation of learning	Advancing Cultures of Innovation Rethinking How Institutions Work Redesigning Learning Spaces Shift to Deeper Learning Approaches Growing Focus on Measuring Learning Increasing Use of Blended Learning Designs

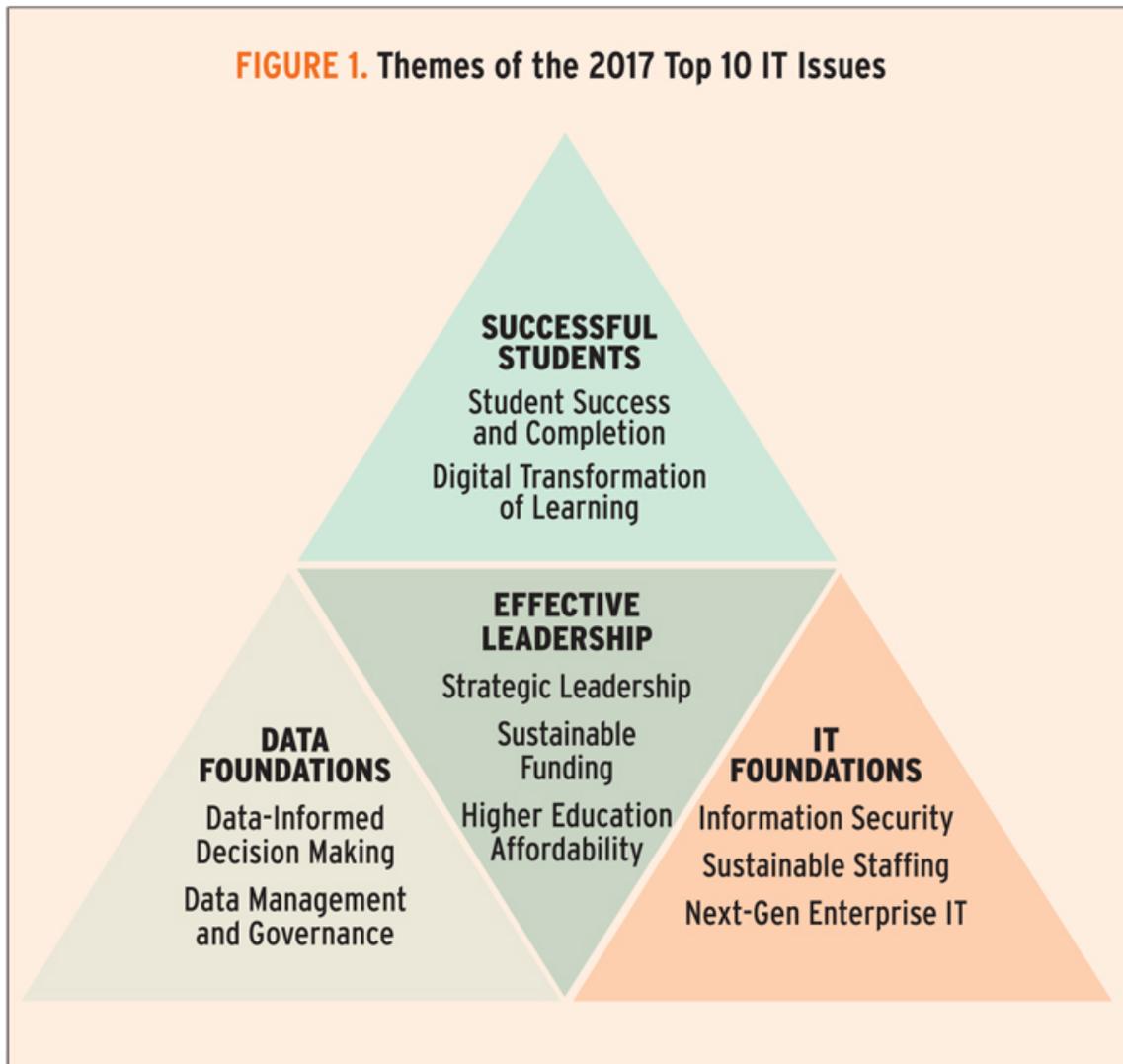
EDUCAUSE THEMES AND TOP 10 ISSUES FOR ASSOCIATE’S INSTITUTIONS

1. **Information security:** Developing a holistic, agile approach to reducing institutional exposure to information security threats
2. **Student success and completion:** Effectively applying data and predictive analytics to improve student success and completion
3. **Sustainable staffing:** Ensuring adequate staffing capacity and staff retention as budgets shrink or remain flat and as external competition grows
4. **Data-informed decision making:** Ensuring that business intelligence, reporting, and analytics are relevant, convenient, and used by administrators, faculty, and students
5. **Strategic leadership:** Repositioning or reinforcing the role of IT leadership as a strategic partner with institutional leadership





6. **Sustainable funding:** Developing IT funding models that sustain core services, support innovation, and facilitate growth
7. **Data management and governance:** Improving the management of institutional data through data standards, integration, protection, and governance
8. **Higher education affordability:** Prioritizing IT investments and resources in the context of increasing demand and limited resources
9. **Next-gen enterprise IT:** Developing and implementing enterprise IT applications, architectures, and sourcing strategies to achieve agility, scalability, cost-effectiveness, and effective analytics
10. **Online education:** Providing scalable and well-resourced services, facilities, and staff to support online education





EDUCAUSE - The Top 10 IT Issues and Student Success

IT Issue	What Does the Future Look Like If We Get This Right?
1. Information Security	Constituents will be able to use their information assets unimpaired to fulfill the missions of the institution.
2. Student Success and Completion	We're helping more students achieve the dream of graduation, which hopefully translates into success in their careers.
3. Data-Informed Decision Making	Our campuses will be efficient, and we will have more student success. All of this will be better for our institutions and for society. Higher education suffers from a bad public image about college completion, so effectively using our data could help combat this.
4. Strategic Leadership	Higher education has major challenges: affordability, effectiveness, even relevance. If IT leadership is contributing positively and continuously to institutional strategy, higher education's ability to address those challenges will improve. Ultimately, higher education will be helping prepare the next generation affordably, which will make a positive impact everywhere.
5. Sustainable Funding	IT and institutional leadership will be able to engage in other discussions about using information technology to improve value, competitiveness, and innovation rather than continuing to talk about sustainable funding.
6. Data Management and Governance	We might be able to bring the cost curve down for higher education if we're able to apply data effectively to taking better advantage of the resources that we have. At the end of the day, this has to be about reducing the cost and burden that we put on our students, and if we get this issue right, we have a better chance of doing that.
7. Higher Education Affordability	Institutions will be able to continually make investments, innovate, improve service, and lower costs for students.





8. Sustainable Staffing	Institutions will be able to do more with less.
9. Next-Gen Enterprise IT	Higher education will have modernized its enterprise application infrastructure, offering students and faculty a platform to manage their entire lifecycle—from prospects to graduates to alumni, from grant application to funding to publication. Campus experiences like residential life and parking will be similarly improved. Interactions with the institution will be easier and, advised by analytics, more fruitful. End users will have access to more and better data, which will facilitate better decision making. Enterprise IT sounds geeky and dull, but it can and should contribute to student success.
10. Digital Transformation of Learning	Designing education to improve critical thinking and analytical skills in terms of today's digital learning culture will better prepare students for their personal, professional, and civic lives. At the same time, higher education will be modeling the competencies students need and the world they are entering. More students will achieve credentials, but just as important, they will be attaining the right learning outcomes.

Note: Student Success connections are in bolded text.

Excerpt, <https://er.educause.edu/~media/files/articles/2017/1/erm1711.pdf> (p. 57, Table 2)





LISTENING TO STUDENT, FACULTY AND ADMINISTRATIVE PERSPECTIVES

A high-level summary of survey and interview insights was generated and used in planning discussions. The general frequency of mention of a topic was used to organize the following lists, the higher an item is in the list, the greater the number of mentions.

Student Focus Groups

- Website improvements – ease of access, clarity of navigation needed
- Printing capacity and availability
- Electrical outlet availability in classrooms
- Availability of consistent tools/lab/Software Library/supported solutions
- Continuing focus on wireless, service standard/expectations for consistent experience
- Support availability aligned with need (more focus on evening classes)
- Support for instructors so reduced classroom lost time due to projectors, etc.
- Instruction specific training/support so instructors can make better use of Canvas, other supported technologies
- Electronic Signage, way finding – missed opportunities for updated information about what is happening in a specific building or location
- More opportunities to work with local/Silicon Valley employers, internships, lectures
- More Self Service, AND more opportunity to access face to face time with key student service providers
- More mobile collaboration support – meeting rooms, classrooms
- Emergency messaging/emergency notification solution mentioned, students are not clear on how this works

Faculty Inputs

- More technology specific training
- Increased support availability for evening classes, late starts and online
- Instruction specific training/support (including lab software, other specialized software solutions)
- Web site improvements – many faculty spend a lot of time with students helping them locate information
- Consistent classroom technology set up
- Working classroom technology (ex: projector light bulbs)
- Better reporting and data
- Need transparency about status of IT support requests
- More collaboration with other regional and local CC's, instructors, content sharing
- More orientation and onboarding help – policies/procedures and standards
- More print options for students, faster way for them to submit work (scan?/email?)
- Clearer statement of how technology supports the overall educational master plan,





- comprehensive program plans and program review cycles
- Emerging technology center or learning spaces to learn how to gain more innovation
- Dedicate time to leveraging technology for student success, faculty, distance education and administrative efficiency

Student Services

- There are too many systems that are used to supplement Colleague causing multiple data entry points and a lack of overall integration.
- Users feel they are not using the systems as effectively as they could be based on a lack of training and support staff
- Variety of examples of manual systems such as spreadsheets used to process their work
- Not enough training is being offered for staff as part of the onboarding process or on an ongoing basis. This also includes the IT staff to make sure they keep up with new technologies.
- Lack of support staff trained on the use of Colleague at District and Campus level
- Could use more communications from District and Campus IT on project status, budget process, future direction, etc.
- Would like to have additional campus support staff available
- Office 365 with OneDrive has been well received
- Most commented that the hardware works well
- Complaints about MyWeb being slow and inefficient
- Transition to SARS anywhere was not well received
- Would like to see more of a social media presence to communicate with students
- Want to make sure the campus community is involved in the decision making process of how to allocate resources
- Want CTSS to take a leadership role in supporting the campuses

In addition, there were several comments related to Student Services in some of the other meetings:

- Reducing/eliminating phone calls, put more at the fingertips of students, emphasize self-service
- Establish a role for someone who is an 'integrator' bringing us together, highlight implications of new software features and how to best use/apply given our needs and situations (particularly with Ellucian/patch process)
- Opportunities to collaborate with other community college districts – share insights and resources. California Community Colleges Datatel user group this needs to be stronger and we need to participate regularly.





Administrative Support Team Members

- Website improvements, navigation and making sense out of content, not just content updating
- Single Sign on so don't have to jump around
- Equipment Replacement Plan (clarity and standards)
- Ability to check status of IT support requests and see when will be completed
- Procurement process improvements
- Integration across ERP and reduction in number of systems being used
- Electronic forms management
- Electronic Signatures
- Repository for policies and procedures
- Clearer solution for imaging and printing, including solid support
- Ongoing technology based professional development and guidance based on embedded business knowledge
- Compliance training – FERPA, Antivirus, security
- Data standardization/data stewardship to support better reporting
- Staffing levels should be consistent with peers – too few technical support staff
- Better orientation and shared information (today's process is largely oral knowledge passed from one staff member to successor)
- Appreciation for the technology investments that have been made across the Colleges and District wide

Workforce Institute

- Support crosswalk and ETL between the ERP and Foundation specific applications (Raiser's Edge, social media tools, etc.)
- Satellite location support for applications, including remote desktop capabilities
- Security leadership
- Electronic signatures
- Document management and electronic storage
- Community Education offerings growth, need efficient solutions to support expansion, including non-degree/non-credit
- Technology to support more integration with K12, regional consortiums
- Business process efficiency improvements
- More technology focused joint planning based on emerging needs and Silicon Valley employers





PEER INSTITUTION EXPERIENCE

Three Silicon Valley institutions were identified as peers for the purposes of Technology Master planning:

- Foothill De Anza Community College District
- San Mateo County Community College District
- West Valley-Mission Community College District

IT Directors from each District office responded to interviews and expressed an ongoing interest in the planning process. A companion document has been created with a side-by-side comparison of IT budgets and staffing to aid in future information exchange.

Collaboration with Peer Institutions. The strategic planning process revealed a rich potential for ongoing sharing and exchange. Each interviewed IT leader expressed an interest in further dialog about mutual opportunities, funding and strategies. Over the coming 5 years there may emerge ways in which the set of nearby District IT organizations can share services, infrastructures and leverage solutions.

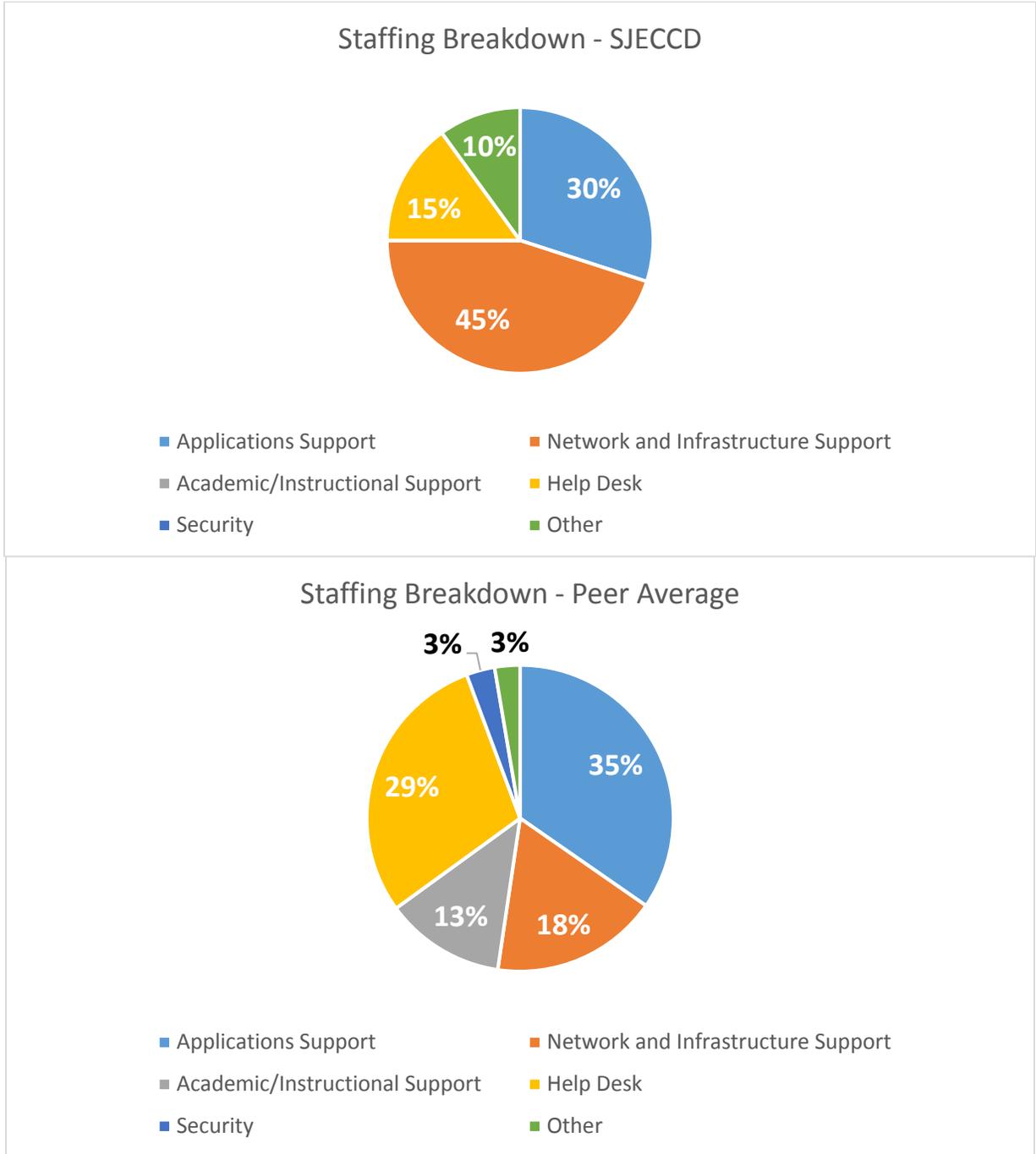
Summary observations and insights arising out of the interviews were shared with the Strategic Planning project team and District Technology Planning Group:

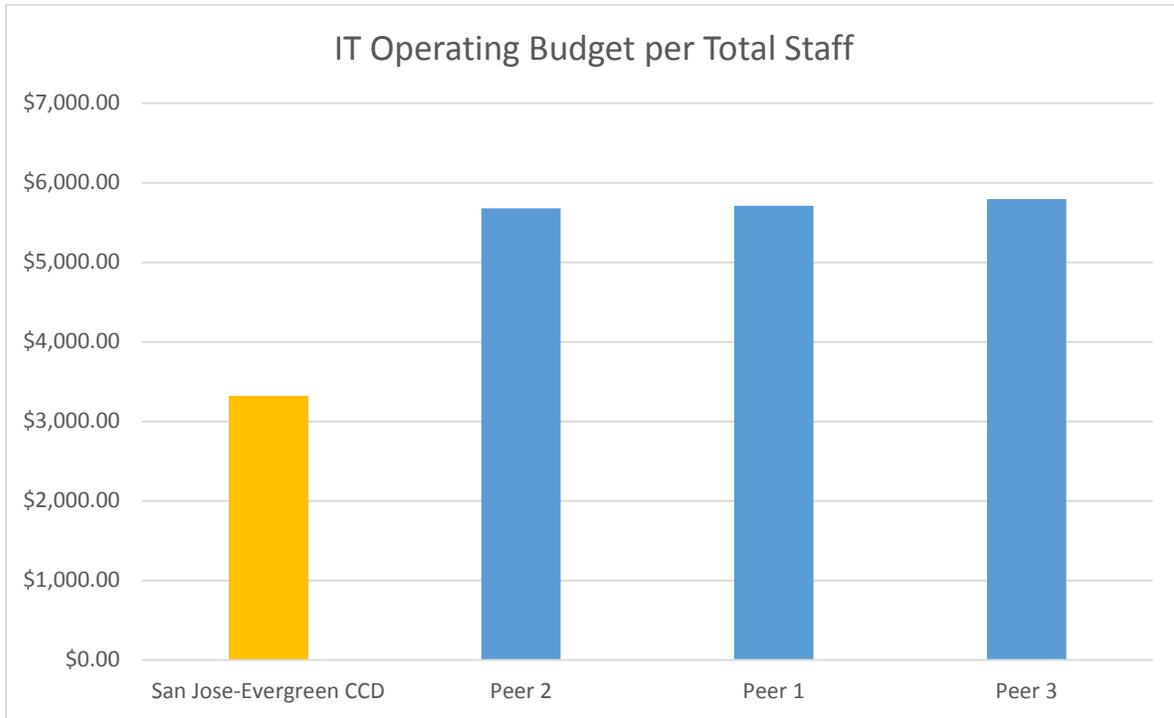
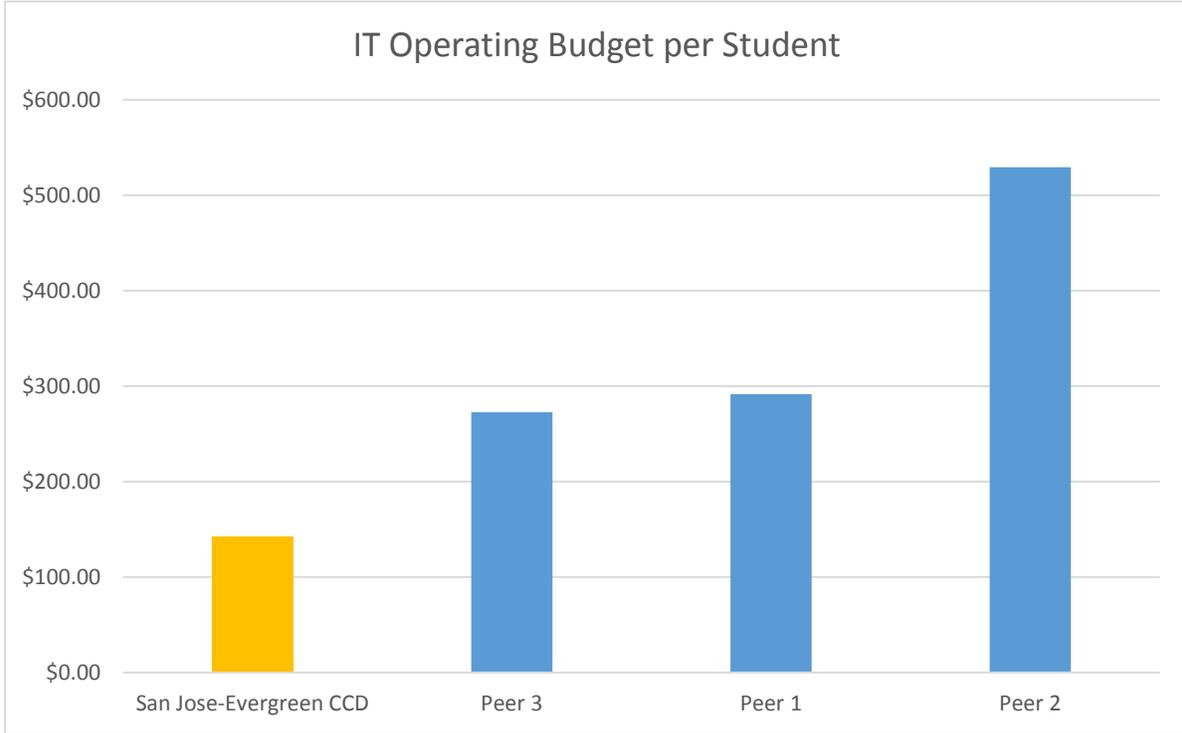
- Interest in exchanging inputs – timing is good, all are thinking about strategy
- Supervision and location of IT resources, a shared culture
- Colleges drive the priorities, District responds and provides cohesion
- Strategic Capabilities (Gartner) was used by one District as a planning model – resulting in a shared point of view (who are we, what are we doing?)
- Each District will be investing more time in strategic planning – moving from project and equipment specific “shopping lists” to a true plan
- Equipment replacement plans and technology refresh strategy are key ingredients
- Move from being a competitive situation across colleges to a shared outcomes model based on common needs (and more commitment from colleges to actively seek unifying projects)
- No structure (yet) for key performance indicators, this is a particular area for shared brainstorming and comparison
- Budget tie/connection to Technology Master Plan and project priorities is seen as important, no one declares they have a solution.





San Jose-Evergreen Community College District Technology Planning – Peer Benchmarking Study Results







COMMON FRAMEWORK



IT Resources are delivered through three coordinating teams: the District Information Technology Services and Support team (ITSS), the EVC Campus Technology Support and Services team (EVC CTSS) and the SJCC Campus Technology Support and Services team (SJCC CTSS). A shared Help Desk and request ticketing solution is used to submit and prioritize assistance requests. The IT managers from the three groups meet for planning and review purposes each month.

IT ORGANIZATION AND SERVICES - INFORMATION TECHNOLOGY SERVICES AND SUPPORT (ITSS)

ITSS STATEMENT OF SERVICE

To advance student success, ITSS provides reliable, relevant and secure IT services, support and resources for academic, administrative and student support services throughout the District.

Information Technology Services & Support (ITSS) provides the following centralized IT services to the San José-Evergreen Community College District. ITSS provides Help Desk support for the Colleges, Workforce Institute and District Office and is responsible for the following district-wide resources and services:

- ITSS Help Desk
- Enterprise Resource Planning System - Colleague, MyWeb, WebUI, CROA Reports
- Network LAN, WAN, Wireless service and support
- Email Services (Office 365)
- Distance Education Platform (Moodle/Canvas)
- Library System
- Telephone System (VoIP) including voice mail
- Third-party applications support: Asset Management, Parking Permits, etc.
- Oracle and MS-SQL service and support
- Custom Programming for ERP and related applications
- Web site hosting for Internet and Intranet
- Emergency Notification System
- Computer server systems maintenance and upgrades
- PC configuration and deployment for District Office operations
- IT Security: Firewalls, Scanning, Change Management, VPN Access, CENIC data gateways
- District-wide general technical consulting





ITSS provides IT services and support for academic, administrative and student support services throughout the district. ITSS encourages as much user independence as is practical, providing support through one-on-one trainings, workshops and internal web resources.

The ITSS Help Desk is located at the District Office and operates Monday through Thursday from 7:00 a.m. to 7:00 p.m. and Friday from 7:00 a.m. to 5:30 p.m.





STRATEGIC THEMES



The following themes emerged from strategic planning work, and provide the essential framework for IT planning:

Student Experience - Technology will help to prepare students with knowledge and skills that elevate their ability to secure opportunity and advancement when transferring and in the workplace. Student employment and learning outcomes are served when we deliver a student centered IT experience where students have access to industry leading tools and technology-supported physical and virtual spaces that enable them to learn, collaborate, and succeed in obtaining their educational goals. Successful student recruitment, retention and outcomes are directly connected to the value that students gain from their campus experience including access to innovative opportunities through the Workforce Institute.

Security - The information technology infrastructure is the foundation for providing electronic resources to support current and future learning, instruction, outreach and operations. Cyber-attacks have targeted educational institutions and can cause significant operational disruptions, expose protected data and result in reputational damage. Security includes the protection of data, systems and networks from unauthorized access and attacks. Investments and improvements will be made to bolster information security and deliver a secure, robust, reliable information technology infrastructure. Ongoing investments will assure the implementation of upgrades and improvements to support growth and industry trends. System users will be provided training and guidance to proactively anticipate vulnerabilities and reduce security threats.

Standardization - We honor the distinct opportunities pursued by each campus, and we seek ways to standardize a common or shared approach as a pragmatic way to leverage limited resources. Inherent budget limitations require an agile response to deliver IT support and services while enhancing student learning experiences. Standardization encompasses a broad range of activities including sustainable funding, sustainable staffing, business processes, technology, software, purchasing guidelines, ADA compliance and service level agreements. We seek to align our core IT competencies with our strategic priorities. Where feasible, we will seek to use industry standard services to preserve our resources for those tasks that bring added value when performed by our own staff.

Support - Student and employee needs drive how we deliver technology services and support. Many students work in a 24/7, online environment and evaluate our support by comparing us to Netflix and Amazon. We will increase the number of support hours, the quality of our support knowledgebase and we will embed our District and Campus policies/procedures into best practice support responses and proactive training delivery. High quality support is delivered by a qualified, committed and caring team. SJECCD is competing with Silicon Valley and other local institutions for skilled IT staff. We seek to be an employer of choice for IT candidates, providing strong career development paths for every IT team member in a work environment that supports opportunity, equity, and social justice.





Self-Service - To make the best use of limited resources, we will apply technology systems to boost productivity and automate services where ever possible. Services will be available online and on-demand for students, staff, faculty and administrators. We will increase our capacity to continuously improve access, delivering efficient and well-integrated paths for user self-service, paperless processes and electronic workflows. Usability and accessibility will be improved and we will make services more accessible to those working off-campus and after hours.

PROJECT PRIORITIZATION

A follow-on activity to the strategic planning work will be to formalize and document the process for ongoing project prioritization. A shared project database will be used to record projects underway for District-wide and College project lists to facilitate a review by criteria, supported strategic initiatives and accreditation standards. A sample project item contained in the project database is included below:

ID	IS Architecture	Strategic Initiative	PROJECT NAME	Project Status	Accreditation Standard	District Strategic Goal Area	Board Ends Policy
1	Data and Document Infrastructure	D-01: Migrate from Oracle to MS SQL Server for the underlying Colleague Database	ERP Database Evaluation and Selection	Complete	III.C.2.	Technology	Institutional Excellence

An Annual Report of the District Technology Plan is provided to the Board of Trustees each year. It includes an update on technology plan projects that were completed for the previous year and planned for the following year. The District Technology Plan Project List reported for projects that will be ending or beginning in 2017 is provided below:

1. Complete Milpitas Local Area and Wide Area Networks
2. Automate ACCUPLACER Placement Test Imports
3. New Self-Service Options for Help Desk Support
4. Deploy Network Management Tools
5. Upgrade Wireless Network at EVC (Phase II)
6. Online Requests and Payment for Transcripts
7. Upgrade Wide Area Networks to EVC, SJCC, DO
8. EVC LETC Server Migration to new EVC MDF
9. Automation and Reconfiguration of Waitlist
10. New Enrollment Management Reports





11. Online College Catalog Development and Publication
12. New Technology Plans for EVC, SJCC and Districtwide
13. Network Security and Data Protection Policy and Procedure
14. New Information Security Plan
15. New Disaster Recovery Plan
16. Ellucian Self-Service Rollout Plan
17. Transfer Equivalencies for Bay-10 Colleges
18. Measure X Technology Planning
19. Communications System Deployment and Integration
20. Complete CampusWorks Business Process Projects
21. SJCC Physical Security (Phase II)
22. Expand SJCC Wireless (Phase III)
23. Single Sign-on for District Applications
24. Implement CCCAssess (if ready)





The budget for bond projects is tracked by the Ann Kennedy Group's BMET system and transcend annual budget cycles. The Technology Master plans will include funding sources for newly developed projects and bond funding will be identified where appropriate.

Allocation of resources and sustainability

The Colleges each engage in a program review cycle that confirms general budget funds, how innovation projects are supported while also maintaining operations, and integration of planning activities across the Colleges and District. The District is currently working to develop a new Resource Allocation Model that will align with the college budgeting processes.





STRATEGIC GOALS AND INITIATIVES



The consensus of leadership and stakeholders involved in the Technology Master planning process was to emphasize a brief, clear set of strategic goals, and to provide a transparent process for eliciting input and dialog related to IT initiatives District-wide. Based on this guidance, the plans are depicted in graphic form, supplemented by the respective Technology Master Plan Initiatives for each entity.

The strategic plans for the District, EVC and SJCC are organized around shared strategic themes: Student Experience, Security, Standardization, Support and Self-Service. Each organizational unit has developed strategic goals for the coming 5 - 7 years that address the shared strategic themes, with one to two year initiatives. A shared project list further details the approach being taken to address the college and district-wide initiatives.

The following chart provides a list of the SJECCD Technology Master Plan Strategic Goals in context with the Strategic Themes and in alignment with the SJECCD Strategic Priorities:





Strategic Theme	SJECCD Technology Master Plan Strategic Goals	SJECCD Strategic Priorities
1. Student Experience	1.1. Provide technology infrastructure capacity and technology services to support on-campus and online teaching and learning. (III.C., III.C.1)	I. Student Success
1. Student Experience	1.2. Provide technology infrastructure capacity and technology services to support on-campus and online student support services. (III.C.1, III.C.2)	I. Student Success
1. Student Experience	1.3. Ensure that all classrooms, labs and study spaces have standardized audio-visual equipment, networking, hardware and software to support collaborations, simulations, presentations, teaching and learning. (III.C.1)	I. Student Success
1. Student Experience	1.4. Develop and update policies and procedures that guide the use of technology in the teaching and learning processes. (III.C.5)	I. Student Success
1. Student Experience	1.5 Provide scalable technologies, services and staff to fully support online education. (III.C.1)	I. Student Success
2. Security	2.1. Continuous improvement of network infrastructure security processes at all locations where courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. (III.C.3)	IV. Organizational Effectiveness and Sustainability
2. Security	2.2. Development and maintenance of information security plans, policies, procedures, practices and projects to assure reliable access, safety, risk management and security at all locations. (III.C.3)	IV. Organizational Effectiveness and Sustainability





2. Security	2.3. Application of Single Sign-On (SSO) solution for all standardized applications and technology resources to assure reliable access, safety and security at all locations. (III.C.3)	IV. Organizational Effectiveness and Sustainability
2. Security	2.4. Ongoing information security training to faculty, staff, students, administrators and external stakeholders. (III.C.3.)	IV. Organizational Effectiveness and Sustainability
3. Standardization	3.1. Regular updates of technology to ensure the quality and capacity to support operations, programs, services and the mission. (III.C.2)	V. Technology
3. Standardization	3.2. Continuous improvements of standardized business processes involving technology to improve institutional operations. (III.C.4)	V. Technology
3. Standardization	3.3. Institutional support of technology planning and standardized project management including portfolio management, project intake and project prioritization. (III.C.1)	V. Technology
3. Standardization	3.4. Institutional data management and data governance for data-informed decision making. (III.C.4)	V. Technology
3. Standardization	3.5. Development and continuous improvement of internal and external web resources and mobile applications to support operations, programs, services and the mission. (III.C.1)	V. Technology





4. Support	4.1. Provide technology infrastructure capacity and services to support operational functions for human resources, fiscal services, student services, academic services, information technology, research, facilities, maintenance, police services, public information, governmental affairs, Workforce Institute and the Board of Trustees. (III.C.1, III.C.2)	II. Total Work Environment
4. Support	4.2. Maintain a sustainable funding model and a sustainable staffing model for technology resources and services. (III.C.2)	II. Total Work Environment
4. Support	4.3. Improve the effectiveness and efficiency of technology leadership, services and support provided to students, faculty, staff and administrators. (III.C.1)	II. Total Work Environment
4. Support	4.4. Develop and foster a culture of Information Technology service excellence, performance feedback and assessment. (III.C.4)	II. Total Work Environment
4. Support	4.5. Provide training and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to academic programs, student services and operations. (III.C.4)	II. Total Work Environment
5. Self-Service	5.1. Streamline, encourage and support the use of Business Intelligence reports and reporting tools for the effective use of technology systems. (III.C.4)	VI. Communication



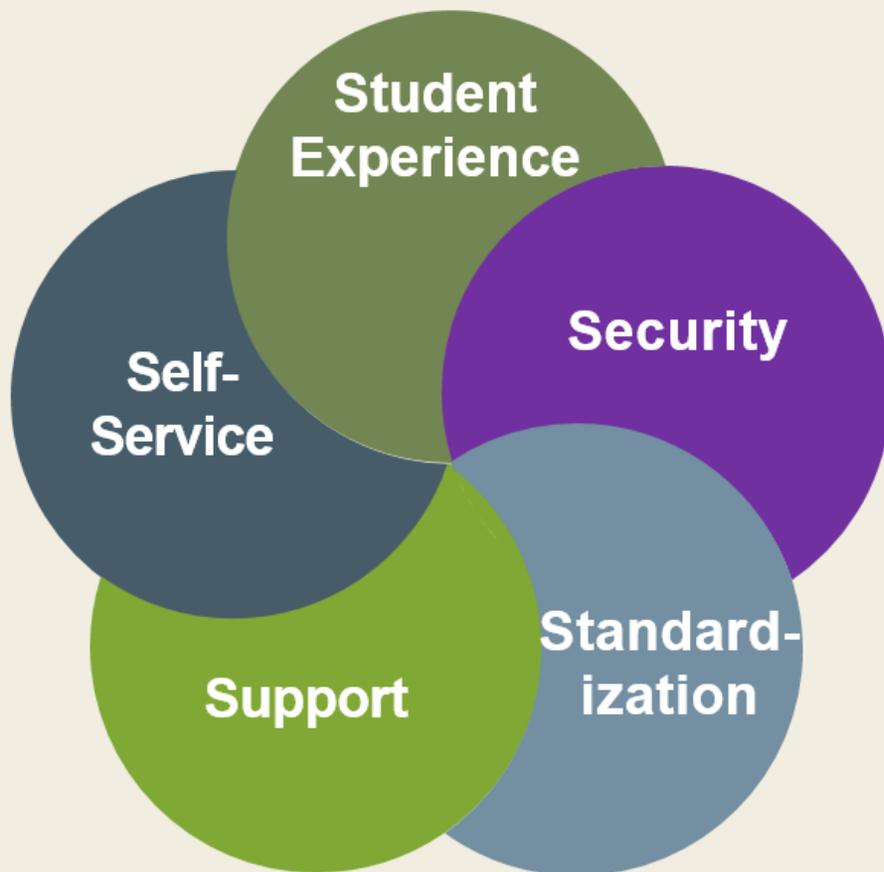


5. Self-Service	5.2. Enhance internal and external web resources and mobile applications to provide self-service resources for District/College programs, services and operations. (III.C.4)	VI. Communication
5. Self-Service	5.3. Leverage applicable resources for providing professional support and technical self-service for faculty, staff, students and administrators. (III.C.1, III.C.4)	VI. Communication

The following table shows the District-wide (DW) and District Office (DO) Initiatives that correspond with the Strategic Goals. Initiatives are for one or two years and are updated each year as old initiatives are completed and new initiatives are listed. Initiatives are the basis of one or more projects. The projects are listed internally.



SJECCD Technology Master Plan 2017-2024





SJECED Technology Master Plan 2017-2024

GUIDING VALUES OF THE SAN JOSE–EVERGREEN COMMUNITY COLLEGE DISTRICT
 Opportunity | Equity | Social Justice

DISTRICT–WIDE STRATEGIC PRIORITIES

Student Success | Total Work Environment | Workforce and Economic Development | Organizational Effectiveness and Sustainability |
 Technology | Communications

To advance student success, ITSS provides reliable, relevant and secure IT services, support and resources for academic, administrative and student support services throughout San José–Evergreen Community College District.

STRATEGIC THEMES	STRATEGIC GOALS (2017-2024)	INITIATIVES (2017-2019)
STUDENT EXPERIENCE	<ul style="list-style-type: none"> 1.1. Provide technology infrastructure capacity and technology services to support on-campus and online teaching and learning. (III.C.1, III.C.) 1.2. Provide technology infrastructure capacity and technology services to support on-campus and online student support services. (III.C.1, III.C.2) 1.3. Ensure that all classrooms, labs and study spaces have standardized audio-visual equipment, networking, hardware and software to support collaborations, simulations, presentations, teaching and learning. (III.C.1) 1.4. Develop and update policies and procedures that guide the use of technology in the teaching and learning processes. (III.C.5) 1.5. Provide scalable technologies, services and staff to fully support online education. (III.C.1) 	<p><u>DISTRICT-WIDE (DW)</u></p> <ul style="list-style-type: none"> 1.1.a. Complete Wireless Installation at all Interior and Exterior Locations 1.2.a. Improve Student Educational Planning Self-Service 1.2.b. Improve Waitlist Rules and Automation 1.2.c. Deploy Mobile Applications for Standardized Web-resources 1.2.d. Expand Technical Support Services for Online and On-campus Students 1.5.a. Support Features and Integration of Standardized LMS (Canvas) <p><u>DISTRICT OFFICE (DO)</u></p> <p>All 2017-2019 Student Experience Initiatives have a District-Wide or College impact and are not solely implemented for the District Office.</p>





SJECCD Technology Master Plan 2017-2024

STRATEGIC THEMES	STRATEGIC GOALS (2017-2024)	INITIATIVES (2017-2019)
S E C U R I T Y	<p>2.1. Continuous improvement of network infrastructure security processes at all locations where courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. (III.C.3)</p> <p>2.2. Development and maintenance of information security plans, policies, procedures, practices and projects to assure reliable access, safety, risk management and security at all locations. (III.C.3)</p> <p>2.3. Application of Single Sign-On (SSO) solution for all standardized applications and technology resources to assure reliable access, safety and security at all locations. (III.C.3)</p> <p>2.4. Ongoing information security training to faculty, staff, students, administrators and external stakeholders. (III.C.3.)</p>	<p><u>DISTRICT-WIDE (DW)</u></p> <p>2.1.a. Secure the Physical Network Infrastructure</p> <p>2.1.b. Comprehensive Network Security Architecture Roadmap</p> <p>2.2.a. Comprehensive Information Security and Data Protection Plan</p> <p>2.2.b. Data Loss Protection and Prevention</p> <p>2.2.c. Administrative Procedures and Guidelines for Information Security</p> <p>2.2.d. Risk Management Framework for technology projects</p> <p>2.3.a. Single Sign-On (SSO) Identity Management Solution</p> <p>2.4.a. Security awareness programs for faculty, staff and administrators</p> <p><u>DISTRICT OFFICE (DO)</u></p> <p>2.2.a. Cyber-Security Manager and Staff Roles</p>





SJECCD Technology Master Plan 2017-2024

STRATEGIC THEMES	STRATEGIC GOALS (2017-2024)	INITIATIVES (2017-2019)
S T A N D A R D I Z A T I O N	<p>3.1 Regular updates of technology to ensure the quality and capacity to support operations, programs, services and the mission. (III.C.2)</p> <p>3.2 Continuous improvements of standardized business processes involving technology to improve institutional operations. (III.C.4)</p> <p>3.3 Institutional support of technology planning and standardized project management including portfolio management, project intake and project prioritization. (III.C.1)</p> <p>3.4 Institutional data management and data governance for data-informed decision making. (III.C.4)</p> <p>3.5 Development and continuous improvement of internal and external web resources and mobile applications to support operations, programs, services and the mission. (III.C.1)</p>	<p><u>DISTRICT-WIDE (DW)</u></p> <p>3.1.a. Replace District-Wide Phone System</p> <p>3.1.b. Annual Computer Replacement Process</p> <p>3.1.c. Annual Update of District-Wide Technology Standards</p> <p>3.2.a. Process Improvement: Enrollment Management Reports</p> <p>3.2.b. Process Improvement: Procurement</p> <p>3.2.c. Process Improvement: Electronic Signatures</p> <p>3.3.c. Annual Update of Technology Plan Initiatives</p> <p>3.4.a. Data Governance for Institutional Data Standards</p> <p>3.5.a. Ellucian Mobile Application</p> <p>3.5.b. New Web Design Standards (Mobile, Responsive, ADA, Navigation)</p> <p>3.5.c. District-Wide SharePoint for Committee Notes, etc.</p> <p>3.5.d. Student Portal (Self-Service) to Replace MyWeb</p> <p>3.5.e. Continuous Improvement of Emergency Communications</p> <p>3.5.f. Technology-enhanced Collaborative Meeting Rooms</p> <p><u>DISTRICT OFFICE (DO)</u></p> <p>3.3.a. Prioritization Process for Technology Plan Projects</p> <p>3.3.b. IT Project Management Resource for IT Bond Projects</p> <p>3.4.a. New Institutional Metrics and Online Dashboards for Institutional Effectiveness</p> <p>3.4.b. Data and Electronic Document Retention Policies and Procedures</p>





SJECCD Technology Master Plan 2017-2024

STRATEGIC THEMES	STRATEGIC GOALS (2017-2024)	INITIATIVES (2017-2019)
<p>S U P P O R T</p>	<p>4.1. Provide technology infrastructure capacity and services to support operational functions for human resources, fiscal services, information technology, research, facilities, maintenance, police services, public information, governmental affairs, Workforce Institute and the Board of Trustees. (III.C.1, III.C.2)</p> <p>4.2. Maintain a sustainable funding model and a sustainable staffing model for technology resources and services. (III.C.2)</p> <p>4.3. Improve the effectiveness and efficiency of technology leadership, services and support provided to students, faculty, staff and administrators. (III.C.1)</p> <p>4.4. Develop and foster a culture of Information Technology service excellence, performance feedback and assessment. (III.C.4)</p> <p>4.5. Provide training and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to academic programs, student services and operations. (III.C.4)</p>	<p><u>DISTRICT-WIDE (DW)</u></p> <p>4.1.a. Multi-Function Printer and Copier Modernization</p> <p>4.2.a. Sustainable IT Funding Model</p> <p>4.2.b. Sustainable IT Staffing Model</p> <p>4.2.c. Annual Review of Outdated IT Job Classifications</p> <p>4.3.a. Online Print Management for Reprographics</p> <p>4.3.b. IT Professional Development Opportunities</p> <p>4.3.c. Comprehensive Workstation Management - Physical and Virtual</p> <p>4.5.a. Expand Help Desk Support Model for LMS</p> <p>4.5.b. Provide Training and Support Resources for Standardized IT Systems</p> <p><u>DISTRICT OFFICE (DO)</u></p> <p>4.1.a. Disaster Recovery and Business Continuity Plans</p> <p>4.1.b. Hybrid-Cloud Infrastructure Development</p> <p>4.3.a. Increase Efficiency and Effectiveness of Help Desk</p> <p>4.4.a. Online Catalog of IT Support Services</p>





SJECCD Technology Master Plan 2017-2024

STRATEGIC THEMES	STRATEGIC GOALS (2017-2024)	INITIATIVES (2017-2019)
S E R V I C E	<p>5.1. Streamline, encourage and support the use of Business Intelligence reports and reporting tools for the effective use of technology systems. (III.C.4)</p> <p>5.2. Enhance internal and external web resources and mobile applications to provide self-service resources for District/College programs, services and operations. (III.C.4)</p> <p>5.3. Leverage applicable resources for providing professional support and technical self-service for faculty, staff, students and administrators. (III.C.1, III.C.4)</p>	<p><u>DISTRICT-WIDE (DW)</u></p> <p>5.1.a. Improve Access to CROA Reports</p> <p>5.2.a. Develop Online Self-service Forms</p> <p>5.2.b. Provide Way-finding Support using Technology</p> <p>5.3.a. Implement Colleague Self-Service Options</p> <p>5.3.b. Integrate California Community College Resources for Self-Service</p> <p>5.3.c. Self-Service Print-job Requests</p> <p><u>DISTRICT OFFICE (DO)</u></p> <p>5.3.a. Leverage Vendor Self-Services</p>





SJECCD Technology Master Plan 2017-2024

STUDENT EXPERIENCE

Technology will help to prepare students with knowledge and skills that elevate their ability to secure opportunity and advancement when transferring and in the workplace. Student employment and learning outcomes are served when we deliver a student centered IT experience where students have access to industry leading tools and technology-supported physical and virtual spaces that enable them to learn, collaborate, and succeed in obtaining their educational goals. Successful student recruitment, retention and outcomes are directly connected to the value that students gain from their campus experience including access to innovative opportunities through the Workforce Institute.

The information technology infrastructure is the foundation for providing electronic resources to support current and future learning, instruction, outreach and operations. Cyber-attacks have targeted educational institutions and can cause significant operational disruptions, expose protected data and result in reputational damage. Security includes the protection of data, systems and networks from unauthorized access and attacks. Investments and improvements will be made to bolster information security and deliver a secure, robust, reliable information technology infrastructure. Ongoing investments will assure the implementation of upgrades and improvements to support growth and industry trends. System users will be provided training and guidance to proactively anticipate vulnerabilities and reduce security threats.

SECURITY

STANDARDIZATION

We honor the distinct opportunities pursued by each campus, and we seek ways to standardize a common or shared approach as a pragmatic way to leverage limited resources. Inherent budget limitations require an agile response to deliver IT support and services while enhancing student learning experiences. Standardization encompasses a broad range of activities including sustainable funding, sustainable staffing, business processes, technology, software, purchasing guidelines, ADA compliance and service level agreements. We seek to align our core IT competencies with our strategic priorities. Where feasible, we will seek to use industry standard services to preserve our resources for those tasks that bring added value when performed by our own staff.

Student and employee needs drive how we deliver technology services and support. Many students work in a 24/7, online environment and evaluate our support by comparing us to Netflix and Amazon. We will increase the number of support hours, the quality of our support knowledgebase and we will embed our District and Campus policies/procedures into best practice support responses and proactive training delivery. High quality support is delivered by a qualified, committed and caring team. SJECCD is competing with Silicon Valley and other local institutions for skilled IT staff. We seek to be an employer of choice for IT candidates, providing strong career development paths for every IT team member in a work environment that supports opportunity, equity, and social justice.

SUPPORT

SELF-SERVICE

To make the best use of limited resources, we will apply technology systems to boost productivity and automate services where ever possible. Services will be available online and on-demand for students, staff, faculty and administrators. We will increase our capacity to continuously improve access, delivering efficient and well-integrated paths for user self-service, paperless processes and electronic workflows. Usability and accessibility will be improved and we will make services more accessible to those working off-campus and after hours.





IT SERVICE DELIVERY CAPABILITIES



ITSS SERVICE LEVEL AGREEMENT

ITSS has initiated a service listing that will be further refined as a service catalog and will be further described on the ITSS website as it evolves. The ITSS website provides a general statement of the spectrum of supported ITSS services. The extent and limitations of support will be further outlined on a case by case basis through specific service level agreements that are developed.

IT SERVICES DELIVERY CAPABILITIES

Outlined below are brief descriptions of the ITSS service delivery capabilities.

Customer support. The ITSS team is committed to serving and supporting students and users through technical support, access to knowledge, help to leverage technology to meet individual/unit/department goals, and a quality of service that meets or exceeds target service levels. The ITSS SLA records a common understanding about services, expectations, priorities and responsibilities, and service-level goals where the "level of service" communicates a measurable level of organization performance for students and District users. The service level agreement is an important input into defining the IT organization, resource levels, support processes, and investments.

Access to IT services. Access to IT services through remote or on premise secure access to online student services, enterprise systems, software, voice and data from either District/College provided or personal devices. ITSS services and their access methods are defined in the ITSS Service Level Agreement.

Applications & software. Applications and software supported by ITSS include enterprise-wide, department and individual use. Enterprise application software (EAS) include tools such as Colleague, CROA, Office 365, MyWeb, etc. Learning Management Systems include Canvas and Moodle. Department or individual use software is typically specific to the instructional program, function or service being performed by that department. A list of current applications and software will be maintained on the ITSS website.

Communication infrastructure. Communication infrastructure and devices are the cornerstone of access to IT services. Communication infrastructure includes fiber optic cables, copper cables, wireless communications and service provider connections to broadband and telephone service providers. Communication devices include network core and edge switches, firewalls, packet-shapers, routers, access points, VoIP telephone system, telephone handsets, headphones, audio and video conferencing equipment and the software applications that allow users access to these systems. Components of an IT facilities plan are being defined that convey common standards for communication devices and equipment for new and existing facilities.





Computing devices. Devices provided and supported District-wide include physical servers, virtual servers, storage area networks, desktop computers, laptops, tablets, smartphones, and eReaders. The District supports devices from vendors such as Dell and Apple. Each device has a purpose, acquisition cost, maintenance cost, support cost, useful life and financial obligation - Total Cost of Ownership (TCO). A list of currently supported computing devices is outlined in the SLA.

Printing and scanning devices/reprographics. ITSS and CTSS support the installation and troubleshooting of a variety of printing and scanning devices that support instructional and administrative support needs. A list of currently supported printing and scanning devices is outlined in the SLA.

Classroom and office facilities. ITSS supports the use of facilities that include computer labs, offices, conference rooms and auditoriums. We provide a tiered service approach to facility technologies.

Information management. Information management entails organizing, retrieving, acquiring and maintaining information. It is closely related to and overlapping with the practices in support of Institutional Effectiveness and of Data Management. Data Management, as defined by DAMA (Data Management Association) International is the development and execution of architectures, policies, practices and procedures that properly manage the full data lifecycle needs of an enterprise. Business Intelligence (BI) is a business management term referring to applications and technologies used to gather, provide access to, and analyze data and information about an organization's operations and performance. BI systems help organizations have a more comprehensive knowledge of the factors affecting their business, such as metrics on production and internal operations assisting organizational decision-making. Three main components of BI are reporting, data mining, and predictive analytics.

Business continuity. Business continuity is the activity performed to ensure that critical business functions will be available to customers, suppliers, regulators, and other entities. Disaster recovery is a subset of business continuity. Disaster recovery is the process, policies and procedures related to preparing for recovery or continuation of technology infrastructure critical to an institution after a natural or human-induced disaster. While business continuity involves planning for keeping all aspects of a business functioning in the midst of disruptive events, disaster recovery focuses on the IT or technology systems that support business functions.





Security. The objective of technology security includes protection of information and property from theft, corruption, or natural disaster, while allowing the information and property to remain accessible and productive for intended, authorized users. The term technology security includes the collective processes and mechanisms by which sensitive and valuable information and services are protected from publication, tampering or collapse by unauthorized activities or untrustworthy individuals and unplanned events respectively. The strategies and methodologies for ensuring District security outcomes is even more challenging given the educational objective of being accessible while preventing unwanted computer behavior and threats. A technology security policy defines the goals and elements for District computer systems. Security policies are enforced by organizational policies and security mechanisms.





COMPANION DOCUMENTS

- District Technology Plan Active Projects/Portfolio SharePoint site. The documents projects planned for the fiscal year that support the District and College Strategic Plans.
- (Recommended) ITSS Service Level Agreement (SLA). The SLA documents a common understanding of ITSS services, expectations, priorities and responsibilities, and service-level goals where the "level of service" communicates a performance measure.
- Evergreen Valley College and San Jose City College Education Master Plans 2030
 - <http://www.evc.edu/President/Documents/Educational-Master-Plan.pdf>
 - <http://www.sjcc.edu/AcademicAffairs/Documents/SJCC%20EMP%20Final%20Plan%20111315b.pdf>
- Evergreen Valley College and San Jose City College Facilities Master Plans 2030
 - <http://www.evc.edu/President/Documents/FMP-Vison-2030.pdf>
 - <http://www.sjcc.edu/AcademicAffairs/Documents/SJCC%20FMP%20Vision%202030.pdf>
- Delineation of Functions Map
 - http://www.sjeccd.edu/accreditationevidence/Manuals/Delineation_of_Functions_Map_SJECCDfinal.pdf
- SJECCD Strategic Information Technology Plan, October 2012, updated June 2014
 - http://www.sjeccd.edu/accreditationevidence/District%20and%20College%20Plans/SJECCD_Strategic_Information_Technology_Plan_FY%202014_Update.pdf
- SJECCD District, EVC and SJCC Strategic Plan Opportunities documents, Reviewed with Technology Committee, February 2017
- SJECCD Peer Institution budget and staffing benchmark comparison, 2017.





ACKNOWLEDGEMENTS

This comprehensive planning document encompasses the input and participation of many members of the SJECCD community. From initial survey participation, through planning kickoff and work sessions to the many iterations and versions that were reviewed and debated, the investment of time and energy highlighted the extraordinary partnership across our community.

Guiding that involvement from initial stages through to the development of this plan has been a rewarding challenge for the project steering committee. Committee members are particularly thanked for their leadership. The process of identifying needs and opportunities for the District, EVC and SJCC has been transformational, focusing our energies in a productive and forward looking way.

Special recognition to the work of the District Technology Planning Group, 2016-2017!

