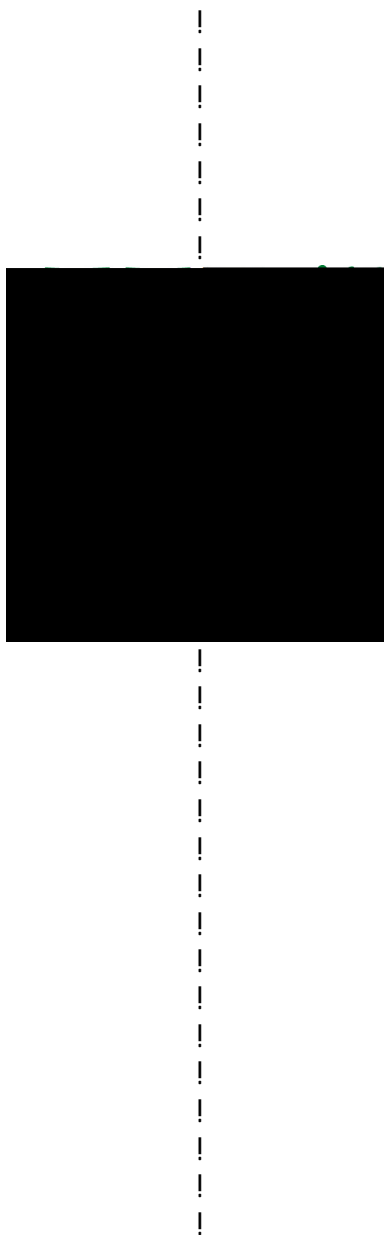


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I. Introduction

II. Technology Advisory Committee

The West Valley College Technology Advisory Committee (TAC) is comprised of faculty, staff, and administrators in order to provide guidance in the design and implementation of instructional and administrative support technology used across the campus. Instructional Technology is in use in every classroom on campus from simple “Multimedia Classrooms” to advanced “Lecture Capture Classrooms.” Administrative technology relies largely upon District Information

reallocation of hardware and software as technology needs change and equipment is retired.

III. Technology Goals

- 1. Identify, evaluate, and implement new learning management system to replace the current ANGEL system.**

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Goal 1: Migrate from ANGEL Learning Management System (LMS) to alternative LMS

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Goal 6: Enterprise Resource Planning (ERP) Replacement

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IV. Current Inventory and Instructional Technology Support Services

A. Classroom Standards

The College standard for classroom configuration includes four classroom types: Standard Multimedia classrooms, Distance Learning classrooms, two types of lecture capture configurations, and computer labs.

B. Instructional Applications and Systems

The college uses a variety of applications and systems to support student learning and faculty instruction. These systems are administered by college ITS staff with background support

vendor, in May, 2009, as one of a number of similar acquisitions made by Blackboard. As an independent, Angel struggled with their ability to remain on track with rapidly increasing regulatory and instructional demands upon the Angle LMS. Upon acquisition, Blackboard announced both an intent to continue to support Angel and a predicted end-of-life in October, 2014. However, Blackboard has now announced a firm end-of-life for Angel as of October 15, 2016.

West Valley and Mission Colleges acquire LMS support jointly as a district initiative, with the vendor contact having been maintained through Fred Chow, now retired Dean of Technology at West Valley. Chow predicted Angel's demise, signing a two-year license that will expire in September, 2015.

As a joint "task force," West Valley and

that was created by a combination of two formerly independent providers: Banner and Datatel. Datatel, renamed Colleague following the merger, appears to be repositioned as a small college ERP. Ellucian's "Road Map" does not specifically mention Colleague in its future development plans, but from user experience within the District, Ellucian is apparently not investing in any major upgrades to the system, especially as regards the ever-changing and increasing compliance mandates from both Federal and State regulations. That reality, plus the poor choice made over a decade ago in the initial implementation of Datatel wherein key modules were not implemented – significantly, the Human Resources module, which is a key bridge for implementing employee assignment contracts and payroll systems – has driven the District's need to study a replacement. At the end of 2014 and through Spring 2015, a Business Process Analysis study is underway through Spectra Information Group (SIG), a vendor providing system consulting and operational support for large-scale ERP systems, especially Banner. At the conclusion of the study, a general recommendation is to

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A state-recognized software system from Governet providing management tools for a variety of curriculum and curriculum-related tasks. Foremost, Curricunet automates the development of curriculum and provides a workflow approach to the approval process of curriculum development, from faculty initiating the course outline of records (COR), approvals of program department chairs, division chairs, Curriculum Committee members, Academic Senate, Office of

the problem that occur when software is purchased only for a particular classroom and then is found in use elsewhere. An additional benefit is that the license provides an inexpensive way for employees to acquire the software for their own personal use.

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Following a few years' subscription to Turnitin by specific departments, the college recently acquired a campus-wide license for Turnitin as an instructional tool. Turnitin provides scrutiny over student submissions to detect plagiarism. The system is available as a cloud-based system.

C. Library Systems

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This software provides the college with an integrated library system. The system interfaces with the Colleague registration system allowing all current students at both colleges to be automatically entered into the library system. Once the data exchange is complete, students are able to access an extensive array of online resources including electronic databases, reference guides, and additional services on- and off- campus (catalog database, patron circulation system, Link+, and proxy server access to all of our licensed subscription databases (Ebsco Discovery, ebrary, Grove Art Online, CQ Researcher, Facts on File and more). The library's database is now hosted on the Innovative Interfaces server off-site and not locally.

TAC are engaged in investigation of Virtual Desktop Infrastructure (VDI) alternatives, with the key competitors being VMware and Citrix. A proof-of-concept for each of these alternatives began in December 2014 and will continue through Spring 2015. To support the VDI initiative, the previously mentioned data storage solutions, Nimble and Tegile, will also be demonstrated in a proof-of-concept implementation. At the end of this exercise, a full analysis of the alternatives will be completed. This analysis will consider the cost of hardware, a decision as to whether existing hardware might continue to be deployed given that most of the VDI implementations require only a “thin client” with high back-end server support, thus extending the useful life of in-place equipment. The analysis also includes the impact upon human resources, given the much different nature of supporting services required; the flexibility of classroom assignments; the ability to quickly and efficiently implement new and updated software; and the ability to provide students with off-campus support in addition to traditional on-campus classrooms.

This initiative started mid-fall semester 2014 with vendor contacts, assisted by District IS as well as the college’s ITS staff. Realizing the complexity of the initiative, vendor support for planning, implementing, and testing a VDI environment is also being considered and will be a cost to acquire this technology. As a path to the future, however, this is being considered a key part of the longer-term Technology Strategic Plan, both by the college and by District IS, where similar investigation is taking shape.

G. Student Services

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The system allows prospective student to apply online; the software was developed by XAP Corporation with the support of the State Chancellor’s Office and is used by many California Community Colleges. CCCApply is managed by the state chancellor’s office, with District IS providing the local support required.

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This system has multiple functions. The college uses SARS Trak for collecting students learning and services activities every time they check in and out of service sites (counseling, labs, library, etc.). It records reasons for their visits, verify student identification, courses that students are taking and its affiliation with the services received. In addition, the system will register arrival and departure times allowing the college to accurately and correctly manage the positive attendance contact hours from these learning and services activities. SARS Grid assists counselors in scheduling counseling appointments, and assessment appointments. SARS is managed by District IS.

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Used at the college primarily for document retention and retrieval by Admissions & Records and Financial Aid, Laserfiche replaced microfilm as the archival standard. By scanning, saving, and indexing document images, these key areas for student records are able to manage thei(ng)] TJ ET Q q 0.24

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To expand document management capabilities throughout the institution, the college Vice Presidents of Administration and District IS are investigating systems that essentially make each of the copiers located in offices a document management workstation. All copiers within the district are now network-connected and are able to act as computer printers and scanners as well as copiers. Users may now scan a document that is automatically e-mailed to an address. Taking this one step further, systems such as OmniPage's Nuance turn the copier into a document archival tool, automatically filing scanned pages. The system is capable of being integrated as a part of an ERP system so that documents can be tied to other institutional data: For example, currently, the ERP system permits displaying a summary of charges that can be "drilled down" to a voucher, invoice, purchase order, or similar reference, but cannot go beyond that level to display th

directional update between Colleague and Ad Astra, requiring duplicate entries. With a recent upgrade to the system, Ad Astra is now more responsive.

Although Colleague does have a room assignment module, which the District owns, it was not implemented because many users felt it was non-responsive to their needs. While that decision may have merit, it does illustrate a basic structural issue in that the solutions often are a patchwork of third-party systems rather than the more intentionally integrated native system modules. This approach compounds the difficulties when maintaining Colleague because the data exchange between Colleague and other applications is inherently unstable, based upon specific current software that can be disabled when Colleague's updates are applied.

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All district e-mail and calendaring services are maintained as a part of Microsoft Exchange and managed by District IS on locally installed servers. The primary user interface is Microsoft Outlook, which is available either as a part of Microsoft Office or as a web-based application.

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Everbridge allows the district to send emergency notification messages to all registered faculty, staff, and students during a crisis or emergency. The service is available through WVM Alert. Recent emergency events have shown problems related to the notification system, causing a review of Everbridge's applicability.

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To control service requests, the District maintains work order systems permitting users to individually request support services. District IS uses an older work order system that has been in place for several years. A newly-launched application from Maintenance Connection tracks user requests for repairs and project for District Facilities.

VI. Technology Training

The college provides relevant, current, hands-on technology training for faculty, students and staff. Currently, the college does not rely on one centralized department for technology training; however, appropriate training opportunities are made available to the college community based on the type of technology they use. The college assesses training needs by consulting with end users primarily through the Technology Advisory Committee, Distance Learning Committee, and via input from Program Reviews and SLO/A assessments. Feedback obtained from these participatory governance groups confirmed there are needs for ongoing technology specific training so as to better perform their respective job duties in instructional and student service areas.

A. Faculty and Staff Training

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The college's eLearning website, provides comprehensive information, resources, and training regarding online courses both for faculty and students. The website includes well designed and user friendly videos: Introduction to eLearning, Student Success, Instructor Preparation, ADA and Accessibility, the F2F Classroom and Best Practices.

technology training program sponsored by the Classified Senate of the college. SASS Program newly instituted in spring 2013 and began its monthly training in fall 2013 supporting many classified professionals. The primary goal of the program is to provide job-relevant technology training for classified professionals in the areas or tools that bring efficiency and effectiveness to their day-to-day job. SASS Program uses a peer-let training model where classified professionals who possess technological expertise in certain area conduct training for their colleagues. Training topics are discussed and selected among classified professionals who determine their training needs based on job requirements and process and procedural changes, as well as changes in software and other technical changes. Recently held training includes Microsoft Outlook and Cognos data access system which were held in the training room of the District's IS building. One of the outcomes that SASS Program aims is to develop consistency in the use of technology across campus and existing common processes to be better streamlined. As the college faces fiscal challenges, some classified positions are required to be more flexible, shifting job direction and/or adding new responsibilities at times. To respond to such changes, SASS Program serves as a proactive approach to professional development for the classified professionals for technology.

B. Student Training

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The college offers a series of technology training to its students—whether perspective, incoming, or continuing. During new student orientation and ongoing orientation sessions, all students are introduced and trained on the use of the MyWVC student portal; in addition there is a training video showing how to login to the Portal on the Admission's homepage. The portal includes critical information and the access students need in order for them to successfully navigate their educational experiences at West Valley College. In addition, the student portal training is incorporated in the college's award-winning New Student Convocation at the beginning of each fall semester. Students are well equipped with the navigation of the portal site that helps them be ready for their educational career at the college.

In Counseling 012: Careers and Lifestyles and Counseling 018: Job Search Methods classes, students are introduced to the EUREKA system assisting them to become proficient in using the system for discovery and research. EUREKA particularly assists students in specific job search and research processes, as well as guiding them in self-assessment of personality type and skill set to discover potential career fields suited to their style.

During the high school recruitment process, the college introduces the K16 Bridge Program to prospective students. The K16 Bridge Program combines online lessons and support (via an active portal) with in-person standards-based instruction. Prospective students learn how to use the K16 Bridge Program to access a variety of information such as college and career options. Using the K16 Bridge Program as part of the college's outreach effort has resulted in focused

meet the unique requirements of these communities...” (http://www.cenic.org/page_id=11/)

Through CENIC, the District provides multiple CENIC backbone entry points to each college, plus leased circuits between the two college campuses to provide redundancy and fail-over protection. CENIC provides public-facing IP addresses that typically stop at the District’s firewall and “DMZ” protected areas. Within the District’s networks, Class-A locally-configured IP addresses provide intranet addressing. The major division in the network is instructional (“Academic”) and administrative. IP ranges are assigned to each of these network addressing subnets by college campus. Using network switches and routers within the intranet, systems with academic IP addresses are generally prevented from accessing administrative IP addresses, which administrative systems may access across the subnets into the instructional network. A third subnet is used for the District’s WiFi systems. Users on the WiFi network are essentially treated as a connection from an outside network; thus, WiFi connections only access intranet resources made available as public-

considerable savings in both acquisition and maintenance costs. With the network refresh, some of the network VLANs were reconfigured or re-implemented to provide greater network data control and to establish new services, such as data connections for audio-visual equipment that is now largely remotely managed.

There are two primary separations in the network: Administrative and Instructional. This was a typical network implementation in the 1980s, but seems outdated and limiting in current technology. The college has requested District IS to review the current structure.

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