

# Grossmont College Technology Plan

## 2023-2029

### **Strategic Plan Development Process**

Grossmont College's Technology Master Plan is designed to support the College and District Missions and Strategic Goals as well as Accreditation. Central to these efforts is the notion that "(w)e work collaboratively to cultivate an equitable student-centered learning environment" (Grossmont College Mission). In order to focus our technology planning efforts on this central concept of the mission, we worked to develop an inclusive and collaborative approach to the development of this plan, ensuring that all constituent groups – including students – were actively engaged in envisioning, refining, and reviewing the plan we share.

First, since technology planning, implementation, and operations in the Grossmont-Cuyamaca Community College district depend on all three sites Grossmont College (GC), Cuyamaca College (CC), and Grossmont and Cuyamaca Community College District (District) moving in complementary and coordinated ways, strategic planning efforts began with a district-wide planning summit. Over 70 participants, from all three sites, came together for a one-day retreat in September 2022 to review existing plans and goals, share relevant data, and develop broad, shared goals which could guide the individual planning efforts at all three sites. In addition, the participants developed a shared set of Guiding Principles intended to ensure that individual decision-making and future collaborations would be guided by a shared set of agreed upon principles. This work became the foundation for all three strategic plans ([Appendix A: Summit Summary](#)).

At Grossmont College, planning efforts were led by the College's Technology Committee, composed of constituent representatives and relevant campus experts ([Appendix B: Technology Committee](#)). The Committee reviewed a broad range of sample strategic plans before dividing into work teams for the drafting of Strategic Plan sections. Committee meetings were used for review and feedback on drafts. In addition, information regarding the planning timeline ([Appendix C: Technology Plan Development Timeline](#)) and process were shared with constituent groups at a variety of venues, including Leadership Roundtable, Academic Senate, Classified Senate, and Associated Students of Grossmont College. A draft plan was presented broadly and made available for feedback online. This feedback was reviewed and synthesized by the Technology Committee and a final draft was made available for constituent review. In Spring 2023, the Technology Committee formally presented and recommended the Technology Plan to the College Council. After a period of review and discussion, College Council recommended the plan to the President. It was formally adopted in May 2023. It will be used to guide planning and implementation efforts from Fall 2023 through Spring 2029.

### **Technology Definition**

Grossmont College recognizes that technology takes many forms, from software to hardware, from the technology of text to the technology of digital media. Furthermore, a distinction must be made between technology that supports the college's infrastructure, such as buildings and classrooms, and the technology that supports instruction and information processing and information dissemination (e.g., HyFlex equipment, computers, networks, Wi-Fi, whiteboards, webcams, as well student service platforms such as for admissions and records, counseling, and financial aid). The technology plan will continue to address the needs of students holistically through a variety of infrastructure, instructional and student-services technologies.

Regarding the educational mission of Grossmont College, technology is of little use unless it supports the instructional and learning interests of the institution. To that end, all technology should be evaluated in light of its contributions to these interests.

Moreover, while common notions of technology are concerned mostly with hardware and software, we must also recognize the human element. It is people who implement and maintain technology, train us in its use, and support ongoing technology needs. For this, we need a staff of highly skilled and well-supported professionals. Technology projects as part of new building construction fall outside of the purview of the technology committee until the building is completed. Technology standards for new buildings shall be reviewed just before implementation so the technology requested can be the most updated available to meet the core values and guiding principles listed below.

### **Core Values/Guiding Principles**

These guiding principles serve as tools for establishing technology priorities, implementing goals and action steps, and measuring success. They have been adopted by Grossmont College, Cuyamaca College, and the Grossmont and Cuyamaca College District. These shared principles help ensure that shared decision making is based on agreed upon values.

#### ***Student Focused***

The primary emphasis is on what will best serve students' needs as they pursue their educational goals. This extends to decisions regarding what technologies we purchase and implement, as well as to how, when, and to what extent we implement them.

#### ***Accessible***

All students and employees should be able to access the hardware and software that they need for academic success

#### ***Equitable***

Experiences and needs vary, and technology should be flexible enough to meet a variety of needs and speak to a wide range of experiences.

#### ***Sustainable***

To be sustainable, technologies must be simple, streamlined, and aligned. Training, support needs, and cost-of-ownership must be factored in, and factors such as ease-of-use and environmental impacts should be considered. While needs may vary across sites within the district, attempts to align purchasing and implementation of technology are expected and will be considered in prioritization processes – as

they contribute to both sustainability and to ease-of-use for students who access technology at multiple sites.

### ***Transparent***

Technology planning, prioritization, implementation, and evaluation should be based on open and clear communication with all stakeholders, should involve input from constituent groups, and should include follow-up information to “close the loop” with everyone involved.

### ***Secure***

Even as access and ease of use remain priorities, the duty to maintain user information security and privacy, both internally and externally, remains central to decision-making. Assessing the risk to our systems by mitigating threats from attack is vital to our overall security.

## **Goals:**

### **1. Implement and maintain high quality technology infrastructure**

in order to create the foundational conditions required to expand our capacity to support increased student access, engagement, success, and completion.

- Modernize and improve existing infrastructure to improve usability and efficiency
- Invest in new infrastructure for anticipated growth in digital modality needs
- Building in flexibility for future technologies that can expand the institutional capacity of technology

### **2. Expand operational excellence**

by addressing technology-related governance and operational processes at the college and across the district in order to increase capacity to effectively respond to and communicate needs and decisions.

- Develop more streamlined and centralized processes for prioritizing, allocating, maintaining, replacing, and tracking technologies at the college
- Collaborate with District partners to align and maximize the allocation of resources for student success and equity
- Application of technology should be to maximize efficiency of operations

### **3. Enhance learning experiences**

for all students, staff, and faculty in order to support increased student access, engagement, success and completion.

- Provide, support and train users with conventional and assistive hardware and software designed to promote high-quality, equity-producing learning environments

**4. Eliminate digital divides**

for all students, staff, and faculty in access to appropriate technologies, understanding the role of those technologies in teaching and learning, and the development of mastery in their use.

- Expand existing services that provide access and/or support for relevant technologies
- Increase access and user capacities by modernizing existing resources
- Develop programs and spaces which offer opportunities to increase equitable access and effective training/development in the use of relevant technologies

**Alignment of Technology Plan with other Strategic Plan Goals**

The Technology Plan should complement and support other strategic plan goals in establishing and maintaining an equitable college learning environment and bringing an intentional focus to the mission of promoting student success and equitable educational and career outcomes.

Grossmont College Tech Goals	Grossmont College Strategic Plans Goals	District Strategic Plans Goals	Vision for Success Goals
<p><b>Implement and maintain high quality technology infrastructure</b></p> <p>in order to create the foundational conditions required to expand our capacity to support increased student access, engagement, success, and completion.</p>	<p>Educational Excellence - Ensure learning and timely completion of student's educational goals</p>	<p>Create Streamlined, Student-Centered pathways to educational goal completion</p>	<p>Increase by at least 20% the number of CCC (California Community Colleges) students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs.</p> <p>Increase by 35% the number of CCC students transferring annually to UC (University of California) or CSU (California State University).</p>

<p><b>Expand operational excellence</b> by addressing technology-related governance and operational processes at the college and across the district in order to increase capacity to effectively respond to and communicate needs and decisions.</p>	<p>Completion Culture - Ensure excellence in educational outcomes by providing programs, resources, and services that empower students to achieve their educational goals</p>	<p>Create Streamlined, Student-Centered pathways to educational goal completion</p> <p>Cultivate a student-centered culture of excellence, trust, stewardship, and service</p>	<p>Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs.</p> <p>Increase by 35% the number of CCC students transferring annually to UC or CSU.</p>
<p>Enhance learning experiences - for all students, staff and faculty in order to support increased student access, engagement, success and completion.</p>	<p>Innovation and Effectiveness - Ensure student success and institutional effectiveness by embracing and adopting innovative practices and technologies</p>	<p>Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success</p> <p>Cultivate a student-centered culture of excellence, trust, stewardship, and service</p>	<p>Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs.</p> <p>Increase by 35% the number of CCC students transferring annually to UC or CSU.</p> <p>Decrease the average number of units accumulated by CCC students earning associate degrees from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p>

<p>Eliminate digital divides - for all students, staff, and faculty in access to appropriate technologies, understanding the role of those technologies in teaching and learning, and the development of mastery in their use</p>	<p>Operational Excellence - Maximize student learning and success by improving organizational processes, promoting safety and wellness, and creating college-wide opportunities for professional development</p>	<p>Cultivate a student-centered culture of excellence, trust, stewardship, and service</p> <p>Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success</p>	<p>Reduce equity gaps across all measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.</p> <p>Increase the percent of exiting career technical education students who report being employed in their field of study from the most recent statewide average of 60% to an improved rate of 69%</p>
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**College Technology Processes (Prioritization, Governance, Decision Making)**

**Annual Unit Plan (AUP) – Technology Request Process**

Grossmont College’s integrated planning cycle links outcomes assessment, program review, annual unit planning, and resource allocation to move Grossmont College toward meeting its strategic goals.

The Technology request, review and allocation process is based on the dual pillars of Program Review and the Grossmont Strategic Plan. The goals and recommendations in each department’s 6-year program review, which are directed by the College’s Strategic Plan, become the source of reflection, planning and resource requests in each department’s annual update to the Program Review, the Annual Unit Plan (AUP). As a part of the AUP, If departments have a need, they should make technology-based resource requests each year.

The annual technology resource allocation and prioritization process is intended to ensure that the college’s technology resources are allocated in direct support of the institutional goals and objectives. This cycle begins in early October with the submission of technology requests within the annual unit plan. The requests are then submitted to the Technology Committee for review. After brief follow-up questions from the committee, as well as optional presentations from the requesting party, the Technology Committee prioritizes the requests and sends the ranked requests to College Council, which then makes recommendations to the college President for the final decision.

Refer to the College Planning and Institutional Effective Office, [Annual Unit Planning Process](#) website for a full description of the annual unit planning process.

In addition to its role in prioritizing annual resource requests, the Technology Committee is the participatory committee that engages in discussions regarding all of the college's technology matters and new technology concerns and/or requests. All technology requests must come through the Technology Committee to ensure that the college and all constituent groups are aware of the various technology systems, tools, and equipment used on campus. This allows the college to leverage technology tools and systems currently in use for other purposes. Additionally, the district must be able to account for technologies used at the college campuses. The technology resource request submission begins this process.

Refer to the [Technology Committee website](#) for the charge and composition of the committee.

## Resource Requests Timeline

*(Approximate Timeline)*

- Early October – [Technology Requests](#) due via AUP
- Early November – Technology Committee Reviews request and submits questions to requestors
- November – Requesting party gives optional answers to any questions and gives (optional) presentation
- End of Fall - Technology Committee finalizes prioritization
- Early Spring semester – Technology Committee presents recommendation to College Council
- Spring Semester – College Council provides recommendation to the College President

## Prioritization in Technology Committee

The Technology Committee prioritizes technology requests based on a rubric which is designed to determine the relative value and urgency of each request, in relation to the college's Strategic Plan. As part of an annual evaluation process, the committee reviews the entire prioritization process, including the rubric, and makes minor adjustments as deemed necessary. The current rubric can be found on the CPIE (College Planning and Institutional Effectiveness) website, in the [Annual Unit Planning \(create link\)](#) section.

## Off-Cycle Request Process

Whenever possible, technology requests should come through the annual unit planning process. This aids in a holistic understanding and review of new technology needs and equitable distribution of technology resources. However, in situations where it is not possible to request technology through the annual unit plan, an off-cycle request may be submitted directly to the Technology Committee for review. Submission of off-cycle requests is also important for the college's and district's ability to maintain an accurate account of current technology and support needs. The Technology Committee will then evaluate the request and determine recommendation status. Recommendations are forwarded to College Council for review and potential recommendation to the President.

## Off-Cycle Request Form

The off-cycle request form provides an opportunity for the requesting party to justify why the request cannot be part of the annual unit plan. It can be found on the [Technology Committee Website](#).

Unsuccessful off-cycle requests may be resubmitted in the next annual unit plan.