IT Strategic Plan

Mohave Community College

**Information Technology
Strategic Plan**

February 12, 2004

Collegis

2004-2006

Document History

1. **Draft Document –** Released to President Henry for approval on February 9, 2004. Titled as "Mohave Community College, Information Technology Strategic Plan".

2. **Base Document** – Base document approved by President Henry on February 12, 2004. Document posted on the MCC website and released to MCC-All on February 13, 2004.

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Message from the President

It is gratifying to realize that so many faculty and staff members of Mohave Community College were willing to serve "above and beyond" in the development of this document.

In the management of any endeavor, the key words are: plan, organize, implement, and evaluate. Too often, an enterprise fails for lack of consideration for one or more of those activities.

As the college moves into an era of increasing attention to, and use of, advanced technology in the delivery of education, the key factor in achieving success will be the underlying foundation of a solid plan. We have that foundation in this document.

The strategic plan is not static. We will continually evaluate, adapt, and adjust. It is a process of continuous improvement, but it starts with this first strategic plan for information technology.

To all of those on the task force who devoted time and energy to the project, we thank you.

To all employees of the college, please appreciate the effort that went into this strategic plan. It helps define where we are with technology as a college . . . and where we need to go.

Thomas C. Henry, Ph.D.
President

Executive Summary

In the fall of 2003 Mohave Community College (MCC), under the direction of President Thomas Henry, directed the college to develop an information technology (IT) strategic plan.   This planning effort will be followed in the fall of 2004 with the development of the institutional strategic plan.   Once the institution strategic plan is completed, the IT strategic plan will be updated to insure proper alignment between the two documents. With campuses in Bullhead City, Colorado City, Kingman, Lake Havasu City and a variety of classes at off-site locations spread across the 13,000 square mile county technology is defined broadly to include instructional and informational technologies. The IT strategic plan is recognized as an integral element in support of how MCC can achieve its mission to help people improve their lives through education.

The planning process used was participative and collaborative involving the Information Technology Planning Team as well as other members of the college community who were key in providing input and buy-in to the overall plan. Input was sought from students, faculty, and classified staff through individual interviews and focus groups to ensure college-wide technology issues would be addressed. These focus sessions were conducted at the Bullhead City, Colorado City, Kingman, and Lake Havasu City campuses. The planning team met over a four-month period for five half-day Saturday sessions to develop a technology vision and mission, guiding principles, planning assumptions, goals, and strategies.

The technology vision, stated below, is a description of the ideal. It is meant to guide MCC in its technology use. From this vision statement, guiding principles were developed and are to be used as the parameters for decision-making. The mission statement was developed to help direct the daily activities of Technology Support Services (TSS.) The current and future environment was then analyzed to identify those internal and external factors that affect what needs to be accomplished through the use of technology. Goals and strategies followed from this analysis. As part of the process, alignment of the plan components with the mission, values and philosophy of the college was taken into consideration.

Information Technology Vision

MCC's IT is reliable and accessible

Information Technology Mission

Mohave Community College's Information Technology uses best practices in research, design, development and implementation of information technology in support of
- the learning process of students
- the teaching process of faculty
- the transaction processing and record management functions of support staff
- the management and decision making process of administration

Information Technology Goals for 2003-2006

Goal 1:   Financial – To reallocate existing funds to upgrade infrastructure in the near term and to seek outside funding for advanced technology

Goal 2: Decision-making – Develop and implement participative information technology decision-making and planning process based upon the IT Strategic Plan, utilizing reliable information, best practice, and consistent input and involvement from all college constituencies

Goal 3: Student Learning and Success – Acquire or develop information technology to enhance, support and deliver effective learning opportunities

Goal 4: Service to Students – Acquire or develop and use information technology to provide quality, convenient services to students both on and off-campus

Goal 5: Community – Promote socio-economic growth by establishing partnerships and/or collaborative relationships which position the college to be a technology resource to all its constituents

Goal 6: Training – Encourage, promote and make available technology training that encompasses best practice and inspires life long learning

Goal 7: Website – Continually improve the MCC website

Goal 8: Technology Support – Provide information technology support for users throughout the college

Planning for Information Technology

Mohave Community College prides itself in being committed to students by providing education that is accessible, affordable, and of high quality. This commitment is demonstrated through the college's tuition that is approximately half of the Maricopa Community College schools and one-third less than the three in-state universities; making it one of the most affordable options for higher education in Arizona. MCC has an average class size of ten and reaches students at remote locations through ITV and the Internet which aligns with the college desire to be accessible and provide high quality education.

In keeping with this philosophy, planning plays a significant role in MCC commitment to students and the campus communities alike. MCC also recognizes the role that technology plays in their education endeavors. Thus with MCC's commitment to planning and it's recognition of the integration of technology with instruction, information technology strategic planning was undertaken by a college-wide planning team during fall 2003.

Strategic Planning Methodology

Strategic planning is a process that seeks to clarify what an organization is, what it wants to be, and how, specifically, the organization can successfully make the transition. A strategic technology plan provides technology directions and a management strategy within the context of changing internal and external environments while it sets the philosophy and direction for the use of information technology within the institution.

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The specific planning process used for development of the Strategic Technology Plan is a modification of the organizational transition methodology described in *Organizational Transitions* by Beckhard and Harris[1]. This methodology is based upon the principle that:

> . . . a core dilemma for executives and leaders is how to maintain stability in their organizations and, at the same time, provide creative adaptation to outside forces;   stimulate innovation; and change assumptions, technology, working methods, roles and relationships, and the culture of the organization itself. (Ibid, p. 1)

The planning approach that has been adapted for use by Mohave Community College, from the methodology proposed by Beckhard and Harris, requires the following steps:

- Development of a "future state" vision of how the use of information technology, in its broadest definition, should add value in support of the college vision, mission, and goals.
- Development of planning assumptions that details the environment in which the college currently exists.
- Development of guiding principles that should govern the decisions and actions of the organization and are aligned with the mission and goals of the institution.
- Development of goals and strategies, aligned with the institutional mission, values, philosophy and goals, to enable the college to move forward toward its desired "future state" in accordance with the guiding principles.

A Vision for Information Technology at Mohave Community College

MCC envisions a "future state" when the use of information technology permeates the entire institution providing for collaborative teaching and learning activities. It is a time when students, faculty, and staff have universal access to information and services using information technology regardless of time of day or location. This desired future state includes a faculty that is well trained in the use of information technology tools they apply to their individual pedagogical approaches to improve teaching and learning in their classrooms or wherever their students may be. It also includes an administration and staff who use information technology to operate the institution more effectively and efficiently. It is a time when information technology supports community-based active learning, extending the reach of the college beyond the boundaries of its four campuses and even its region. Finally, it is a time when all the college campuses have parity in information technology around access, equipment, and support.

With this future state scenario in mind, the vision for the use of Information Technology at Mohave Community is:

> ## Vision Statement
>
> MCC's IT is reliable and accessible

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[1] Beckhard, R. & Harris, R. T. (1987). <u>Organizational transitions: Managing complex change</u> (2nd ed.). Reading, MA: Addison-Wesley.

Information Technology Guiding Principles

Making progress toward the ideal information technology state defined in the IT vision statement above requires making numerous difficult decisions and choices. Because these future decisions and choices should not take place in a vacuum, the IT strategic planning team sought further to develop standards that could be used to assist in the decision-making process. The Guiding Principles reflect how institutional members should relate to one another, how they should operate, and how they should compete in terms of technology throughout the organization. In addition, these IT Guiding Principles are in alignment with the college's core values and lend support and definition to the mission of the institution.

As decisions are required, the principles are designed to help guide actions when choices are not clear. They are meant to provide a context for consistent decision-making that is not just focused on doing things right, but on doing the right thing.

Guiding Principles

What we do – we do well
- in innovation
- in integration
- in communication
- in training

Those we serve – we serve well
- through instruction
- through support services
- through accountability
- through community relations

Planning Assumptions

Planning assumptions represent what the IT strategic planning team believes to be true about MCC's current environment. These assumptions are based upon the observations and opinions of the team, and are intended to describe the current internal and external environmental factors that have a bearing on the development and implementation of the college's information technology strategic plan. In making this assessment team members reflected on the student population, both existing and anticipated, the faculty, administration, and staff, community relations, technology, technology support, facilities, and the physical resources of the college. They answered the question, "What do we know about our current environment?"

What do we know about our students?
- There is a low utilization of student financial aid
- The college needs to be proactive, more aggressive/intrusive in providing student services
- MCC students predominately have short term goals
- Two-thirds of MCC students are first generation college students
- The majority of students are female
- MCC students are very busy with family and jobs
- Students are ethnically diverse on some campuses and not others
- Education is not always in the top three priorities of students
- Many MCC students need help in how to be college students
- Most students are not technology savvy
- Many students come to MCC academically unprepared
- There is a low percentage of students in transfer programs
- Student retention is an issue for the college, there is a high drop out rate
- Many students are financially challenged (average annual income is $17,000 per year)
- One in ten MCC students take a development education class each semester
- There are a high percentage of students in Foundation Studies
- It is common to find multigenerational students in the same class

Who are our faculty and staff?
- Most residential faculty are at the college because they want to be
- Many faculty members are drawn from the local community
- Faculty are dedicated and focused on students
- Many associate faculty and staff feel underpaid and not respected
- Faculty have a genuine interest and friendliness
- Many associate faculty, some resident faculty, and staff are under trained in technology
- Some faculty and staff feel a disconnect with the college
- MCC resident faculty are aging
- There needs to be professional development for faculty in pedagogical implications of information technology
- Most faculty and staff feel a greater sense of family within the campuses than within the college
- Technology training and the time to do it are needed

What are our community needs and demands?
- The local community has a need for training and support for business and industry
- The local community needs a better understanding of the need and value of higher education
- The local community has a growing need for better technology infrastructure
- Many in the local community would like to see childcare on the campuses
- The local community has a need for more developmental education as well as better access to advanced degrees
- Collaboration between MCC and local business in the area of workforce development is starting
- The local community needs to be more aware of what MCC is and what it can do for the community
- The local community has a need for more socio-economic development
- The need for 24/7 access and support to technology is growing
- The local community looks to MCC to provide leadership in technology

What is our technology?
- The college technology includes a phone system, Instructional television (ITV), PCs, software, T-1 lines, multimedia, and an outdated IMS
- The technology is outdated and in need of a major overhaul
- Standardization needs to be balanced with the recognition that different uses need different technologies
- The technology is unevenly distributed, used, and applied across the college
- There is inadequate technology in the classrooms other than the computer labs
- Current technology does not always meet the needs of our diverse student demographics

What is our technology support?
- Currently, we have a help desk, phone techs, lab techs and our peers
- Some faculty find internet resources from publishers
- Collegis, Inc. that brings a collection of technical expertise, experience and support

- Currently, there is an ineffective forum to resolve technical issues
- There is limited technical staff
- Usually the TSS support is fast and friendly but not always
- As the faculty and staff become more proficient with the technology, we become more self-sufficient
- Information services is evolving and improving but there is a need to respond more rapidly to front-line staff
- There is a need for increased technology support, training, professional development, and communications

What are our facilities?
- MCC has four campuses, remote sites, and a virtual site
- Currently, there is a lack of smart classrooms at all campus locations
- Many of our campus facilities are unattractive and uninviting
- The facilities issues vary by campus location but in general there are not enough small classrooms and there needs to be a better variety of room sizes
- Many of the facilities are outdated and in need of a major overhaul
- Many of the classrooms need wiring upgrades
- Some of the campuses have adequate wiring between buildings but not within buildings
- There is a lack of planning and communication about PC distribution between the different campuses
- Form does not always follow function or some facilities don't necessarily work for their intended purpose
- Most faculty and staff have computers in their offices but not always the proper ergonomic furniture and equipment for support

What are our resources?
- Current and potential partnerships with schools, the community, and business are not fully utilized
- MCC has intellectual capital in the faculty and staff
- There is a large amount of untapped intellectual capital in the community
- Alternate funding sources, such a s grants, will help meet the resource needs of the college
- MCC has faculty, staff and an administration that is committed and dedicated to the college mission
- The college has visionary leadership and buy-in
- Students are one of our major resources and the reason we exist
- Mohave county is growing but enrollments are stagnant and the potential access to resources remains untapped
- The college has a good reputation and strong community support
- There is a need for planning to deal with the outdated physical resources including technology upgrades
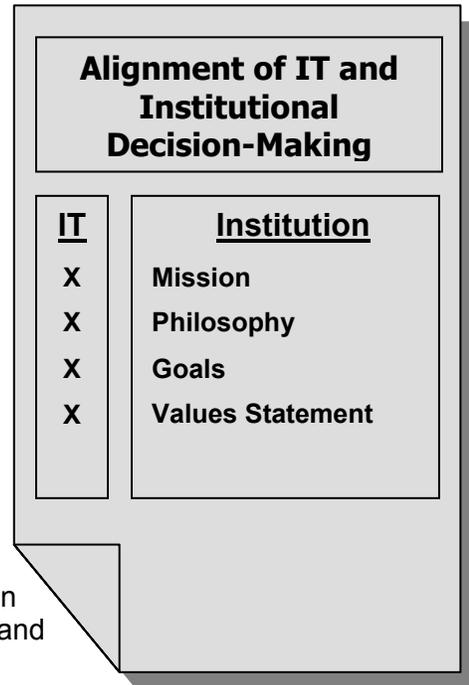
Aligning IT and Institutional Goals

In order for the Mohave Community Information Technology Strategic plan to be a truly effective tool for directing the use of information technology with the institution, it must align with the overall mission and philosophy of the college. This plan must reflect the role of information technology in helping the college to achieve its mission and what is reflected in its values.

The MCC Information Technology Strategic plan was developed in direct response to the MCC Goal which is:

> Mohave Community College strives to provide affordable, accessible, high quality education to all who seek it.

The IT Strategic Plan has also been developed in such a way that its goals and strategies will further the mission which is:

> The mission of Mohave Community College is to serve our students and community by providing an environment for education excellence, innovation and awareness.

Alignment of IT and Institutional Decision-Making

IT	Institution
X	Mission
X	Philosophy
X	Goals
X	Values Statement

The following is the list of value statements that govern the college's actions and interactions with the members of the communities where the college resides:

Integrity: We consistently work toward overcoming the barriers that may hinder honesty, trust and sincerity by showing respect for all. In decision making, we practice conviction and act with courage. We trust others and are trustworthy.

Supportive Environment: We are committed to being student centered and exercise patience, compassion and inclusiveness.

Quality: We aim for excellence in all that we do. We value efficiency and consistency in our roles.

Responsiveness: We encourage all individuals to be creative and innovative and pledge to be open and flexible. We take pride in our communities and give our time and talents to respond to the needs of each community.

Having Fun: We embrace the concept of having fun and finding joy in our work and services.

Commitment: We believe in our values and accept responsibility for our actions and decisions.

Following the development of the institutional strategic plan in the fall of 2004, the IT strategic plan will undergo an update to insure it aligns with the new institutional plan.

Implementing Strategic Objectives

The information technology strategic planning process that resulted in the development of this strategic plan for MCC College focused attention on how information technology can and should be used to further its mission, goals, and values. As part of the process, the planning team discussed "effective practices" of peer institutions to gain a better insight as to the strategic importance of each goal. This discussion also provided a clearer understanding of how strategies can be employed to make progress toward accomplishment. This is important because in order for this planning process to be truly successful, the institution must be able to operationalize this plan on an annual basis.

The Implementation Grid below contains information that will better ensure that the Information Technology goals of MCC will be accomplished.
- Goals are strategic level objectives.
- Key performance indicators identify completion characteristics or milestones of progress for goals. Answers the question, "How will we know when we have achieved the goal?"
- Strategies associated with each goal identify implementation actions.
- Dependencies are those events or environments that must take place or be in existence before implementation of a strategy can begin
- Responsible Party identifies the individual, department, or council that has major responsibility for accomplishment of each of the IT strategies. Typically it will be the responsibility of these individuals or groups to develop the annual operating plans and appropriate budget requests for each of the assigned strategies as well as more detailed project plans. Where multiple owners are listed, the first individual or group listed has primary responsibility for ensuring the implementation of the strategy.
- FY columns show the implementation timeline. An "X" placed in any single FY column indicates completion of a task in that year. X's in multiple FY columns indicate multi-year efforts.
- Progress is to be documented as implementation of the strategies occurs.
- Resource Development Potential is a list of areas of resource development that have been identified for institutional strategies that align with grant opportunities in the federal, state and corporate/private sectors.

Tactical Plans –
Once the IT strategic plan has been approved by the President the responsible parties, identified in the following grid, will need to develop an implementation plan for the strategies that they are responsible for achieving. An example of a tactical implementation grid can be found in the appendix.

Goal 1: Financial – To reallocate existing funds to upgrade infrastructure in the near term and to seek outside funding for advanced technology

Key Performance Indicator(s): The amount of reallocated funding or outside funding resulting in improved infrastructure and/or the implementation of advanced technology

STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY (Owner)	FY 03 - 04	FY 04 - 05	FY 05 – 06	PROGRESS/ ACCOMPLISHMENTS	RESOURCE DEVELOPMENT POTENTIAL
1.1 Build a financial base to support infrastructure support	• Funding • Relocation of resources	VP Admin	x	x	x		
1.2 Procure grant money for itself and assist the college in procuring grant money for technology innovation	• Resource development group	CIO	x	x	x		Tools: RD audit report, RD newsletter and targeted grant opportunities from consultant[2]
1.3 Investigate available grants to update classroom and lab technology	• Resource development group	CIO	x	x	x		Title III, NSF: STEM or CCLI programs
1.4 Explore creative financing options and ways in which new technology approaches could be used to free up financial resources for other technology initiatives	• 1.1 • 1.2 • 1.3	CIO, VP Admin	x	x	x		

Goal 2: Decision-making – Develop and implement participative information technology decision-making and planning process based upon the IT Strategic Plan, utilizing reliable information, best practice, and consistent input and involvement from all college constituencies

Key Performance Indicator(s): Survey and subsequent gap analysis between the effectiveness of participative decision-making and the outcome of the adoption of technologies

STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY (Owner)	FY 03 - 04	FY 04 - 05	FY 05 – 06	PROGRESS/ ACCOMPLISHMENTS	RESOURCE DEVELOPMENT POTENTIAL
2.1 Establish a technology advisory committee with the responsibility to the president of prioritizing IT	• None	President				Done	

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[2] Please see page 25 for further information including definitions on grant opportunities

Goal 2: Decision-making – Develop and implement participative information technology decision-making and planning process based upon the IT Strategic Plan, utilizing reliable information, best practice, and consistent input and involvement from all college constituencies							
Key Performance Indicator(s): Survey and subsequent gap analysis between the effectiveness of participative decision-making and the outcome of the adoption of technologies							
	resource requirements to the appropriate management levels							
2.2	Develop and communicate the types and levels of IT support endorsed by the governance structure and based on resource availability	• None	TSSAC Chair, VP Admin	x	x	x	
2.3	Seek comments and guidance from the college community in planning and implementing technology improvements	• Open communication with faculty and staff on a regular basis • On the agenda of formal groups	TSSAC	x	x	x	Proceeding are posted on the web
2.4	Foster an environment for sharing ideas, complaints, being responsive and approachable regarding technology needs	• Open communication • 2.3 • Help desk	VP Admin, VP Instruction, Deans	x	x	x	
2.5	Develop a strategy for identifying, evaluating and implementing best practice in technology as appropriate	• 2.3 • 2.4 • Input from Collegis on known best practice •	CIO	x			
2.6	Develop and implement a change management procedure to widely communicate all technology system changes throughout the college	• Identify change management procedures • Essential communication to all stakeholder groups about change mgm't procedures	CIO	x	x	x	

Goal 3: Student Learning and Success – Acquire or develop information technology to enhance, support and deliver effective learning opportunities							
Key Performance Indicator(s): Assess annual new or improved technology and the implementation of new or improved technologies. Identify support activities attributed to new partnerships.							
STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY (Owner)	FY 03 - 04	FY 04 - 05	FY 05 – 06	PROGRESS/ ACCOMPLISHMENTS	RESOURCE DEVELOPMENT POTENTIAL
3.1 Assess and research information technology that supports all delivery modalities (define standards)	• Functioning of management council • Identifying needs of learners	VP Instruction	x	x	x		
3.2 Design/develop, install and maintain the most appropriate and cost effective information technology	• All of goal 1 • 3.1 •	VP Admin, CIO	x	x	x		
3.3 Support technology partnerships county-wide	• Assess resources the partner can bring to the college • Develop relationships • 3.1 • Identify needs and interest of potential partners	VP Admin, CIO, VP Instruction, Dean of Dist. Ed. Dean of Conti Ed. Dean of Library Services	x	x	x		HUD-COPC, NASA, DOC

Goal 4: Service to Students – Acquire or develop and use information technology to provide quality, convenient services to students both on and off-campus.							
Key Performance Indicator(s): Using a student web survey establish an acceptable level of student satisfaction with different areas of technology and technology support then strive to improve the percentage by 10 (percentage) points each year.							
STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY (Owner)	FY 03 - 04	FY 04 - 05	FY 05 – 06	PROGRESS/ ACCOMPLISHMENTS	RESOURCE DEVELOPMENT POTENTIAL
4.1 Implement web (and other technologies) capable of allowing students to complete transactions including admission, registration, financial aid, library orders, etc.	• Funding (all of goal 1) • Infrastructure • Change • Goal 3 • Training	VP's, CIO, Dean of Students, Dean of Library Services	x	x	x		Title III
4.2 Develop and implement electronic commerce applications to allow students to conduct secure transactions via the Internet (or other technology) including payment of fees	• 4.1 (admission and registration piece)	VP Admin., CIO	x				
4.3 Develop and implement an online (or other technology delivered) student orientation as a viable alternative to on-campus orientations	• define process • identify best practice	VP Instruction, VP Admin, CIO, Dean of Students		x			Title III
4.4 Support student retention and increased access including tutoring, orientations, the early alert program, etc.	• Retention data • Funding for tutoring programs • Identify best practices • Have a retention plan • Buy-in and communication	VP Instruction, VP Admin, CIO, Dean of Students Dean of Library Services, Dean of Foundation Studies					Title IIII. TRIO-SSS
4.5 Develop online flow-chart which assists new/ prospective students in the	• Development of the plan	VP Instruction, Dean of Students					Title IIII. TRIO-SSS

Goal 4: Service to Students – Acquire or develop and use information technology to provide quality, convenient services to students both on and off-campus.
Key Performance Indicator(s): Using a student web survey establish an acceptable level of student satisfaction with different areas of technology and technology support then strive to improve the percentage by 10 (percentage) points each year.

identification of their academic goals and guides them through the process of registering for classes							

Goal 5: Community – Promote socio-economic growth by establishing partnerships and/or collaborative relationships which position the college to be a technology resource to all its constituents
Key Performance Indicator(s):

STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY (Owner)	FY 03 - 04	FY 04 - 05	FY 05 – 06	PROGRESS/ ACCOMPLISHMENTS	RESOURCE DEVELOPMENT POTENTIAL
5.1 Explore cooperative relationships with the community intellectual and cultural base	• None	Campus Deans, Continuing Educ Dean	x				
5.2 Expand the computer linkage cooperative relationships with area school districts, libraries and museums	• 5.1 • Identify outreach needs • Identify potential donors	Campus Deans, Continuing Educ Dean, Dean of Library Services	x	x	x		MLS, NEA, NEH, FIPSE
5.3 Further develop and support Continuing Educations efforts to take training to business and industry partners	• None	Campus Deans, Continuing Educ Dean, Dean of Library Services, CIO	x	x	x		Corporate partnerships that potentially could yield equipment, internships, and training dollars
5.4 Expand the role of community advisory groups	• Establish the community advisory groups • Generate interest	VP of Instruction and campus deans	x	x	x		

Goal 6: Training – Encourage, promote and make available technology training that encompasses best practice and inspires life long learning.

Key Performance Indicator(s): Adopt appropriate performance measurements from models, learners surveys, outcome assessment tools and course offering statistics

STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY (Owner)	FY 03 - 04	FY 04 - 05	FY 05 – 06	PROGRESS/ ACCOMPLISHMENTS	RESOURCE DEVELOPMENT POTENTIAL
6.1 Develop a training plan to meet the IT-related needs of students, faculty and staff, independent of location	• Identify best practice models in technology training	VP Instruction	x				
6.2 Provide IT training for the use of technology, including the CMS, in the classroom	• 6.1 • needs assessment	VP Instruction, CIO	x	x	x		
6.3 Provide ongoing training for faculty in the use of ITV as an instructional tool	• Developing proper training	Dean of Distance Education, CIO	x	x	x		DOC-TOP program, NSF, Title III , PT3
6.4 Provide ongoing training and encourage faculty and staff to continuously upgrade their technology skills,	• Determine needs • funding	VP Instruction, VP Administration	x	x	x		PT3

Goal 7: Website –   Continually improve the MCC Website.

Key Performance Indicator(s): Reduce number of empty pages; more uniform content; application of opinion research results

STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY (Owner)	FY 03 - 04	FY 04 - 05	FY 05 – 06	PROGRESS/ ACCOMPLISHMENTS	RESOURCE DEVELOPMENT POTENTIAL
7.1 Refine the navigation structure of the website to simplify access and to meet the individual needs of specific target audiences	• None	Website subcommittee chair	X	X	x		
7.2 Establish page design criteria and templates that	• None	Website subcommittee	X	X	X		

Goal 7: Website – Continually improve the MCC Website.							
Key Performance Indicator(s): Reduce number of empty pages; more uniform content; application of opinion research results							
	enhances the visual presentation and is consistent with the college image		chair					
7.3	Focus the website on an MCC "brand" – our promise to our customers	• Develop MCC brand	Website subcommittee chair	x	x	x		

Goal 8: Technology Support – Provide information technology support for users throughout the college							
Key Performance Indicator(s): attainment of benchmarks, customer survey results, time to close a ticket							
STRATEGIES		**DEPENDENCIES**	**RESPONSIBLE PARTY (Owner)**	**FY 03 - 04**	**FY 04 - 05**	**FY 05 – 06**	**PROGRESS/ ACCOMPLISHMENTS**	**RESOURCE DEVELOPMENT POTENTIAL**
8.1	Improve and maintain help desk services	• Establish baseline data • Establish targets	CIO	X	X	X		
8.2	Improve up-time	• Establish baseline data • Establish targets	CIO	X	X	X		
8.3	Provide ongoing technical support for faculty in the use of ITV as an instructional tool	• 6.3 • TSS staff training	CIO	X	X	X		
8.4	Provide ongoing technical support for faculty in the use of all classroom technology	• 6.2 • TSS staff training	CIO	X	X	X		
8.5	Provide IT resources to support distance and continuing education courses	• Funding • Needs assessments • TSS and client staff training • Resource planning and project management	CIO, VP of Admin, Deans of Continuing and Distance Education	X	X	X		DOC-TOP program, NSF, Title III , PT3

Behind the Scenes

A Dynamic Planning Process

Information Technology strategic planning aligns technology goals and strategies with those of the institution and is intended to be long-term yet reviewed annually reflecting current situations and allowing the institution to be prepared for upcoming challenges. Through the planning process, the institution describes the educational and operating environment, articulates future directions and initiatives, and identifies strategies for achieving desired goals. The scope of the plan is beyond the information technology services provided by the OIT; it is institution-wide, with a focus on what MCC needs to "do" with technology rather than on what technology MCC needs to "buy."

A cross-functional team of faculty, staff, and administrators with input from student and employee focus groups, met over a 4-month period to develop the MCC Information Technology Strategic Plan for 2001-2004.

Review yearly 7

1 Envision the FUTURE

Distribute the plan 6

2 Develop decision standards

Develop completion criteria 5

3 Analyze the environment

4

Identify what needs to be done

Mohave
Community College
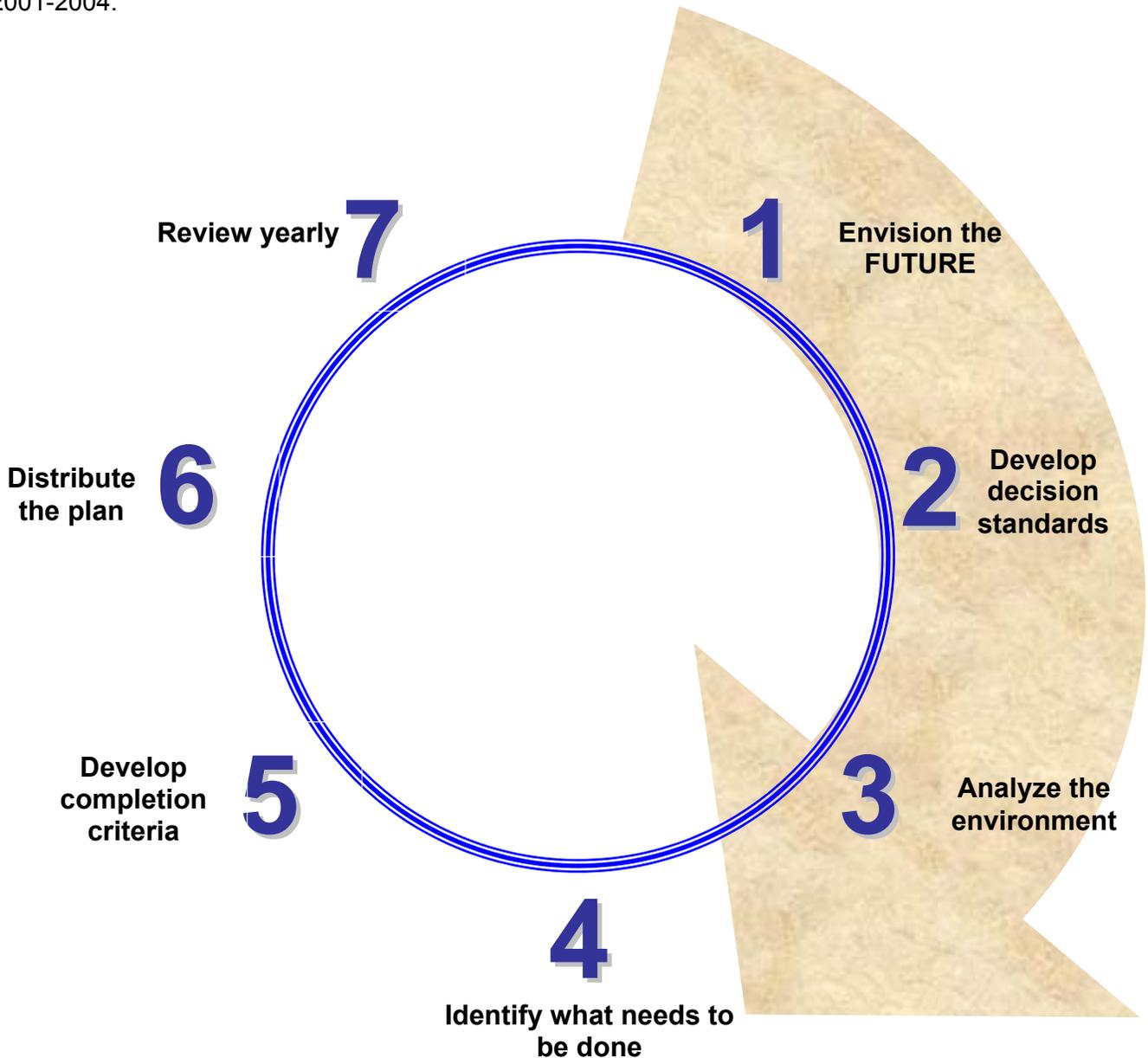
Preparing for Planning

Members of the Technology Planning Team began the planning process by acquainting themselves with current trends concerning technology in higher education in two ways. First, the references below were provided as a way of stimulating thinking about technology planning. Second, a presentation and discussion of Technology-Induced Challenges for Higher Education prepared team members for the planning sessions that followed.

Suggested readings and resource sites:

Information Technology Planning

- *A Strategic Planning Primer for Higher Education* by Alexander Lerner, College of Business Administration and Economics, California State University, Northridge, July 1999, http://www.des.calstate.edu/strategic.html
- *Critical Factors in Information Technology Planning for the Academy* by Paul J. Kobulnicky, CAUSE/EFFECT, Volume 22 Number 2 1999, http://www.educause.edu/ir/library/html/cem9924.html
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- *The Forgotten Question in IT Strategic Planning* by Jamie C. Cavalier. Planning for Higher Education Journal. September - November 2002. http://207.75.158.201/PHE/FMPro?-db=PubData.fp5&-lay=ART&-format=read_inner.htm&-error=error.htm&ID=PUB-LPllSNopdfNV3P5cEh&-Find
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Mohave
Community College

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Who Participated

The Information Technology planning team, a cross-functional team of faculty, staff, and students developed the MCC College Information Technology Strategic Plan for 2003-2006. This team was appointed by the president and represents the various departments and functional units within the institution.

The Planning Team

Tom Henry ....President
Bruce Snyder .... VP for Instruction and Extended Studies
Bill Lovejoy... VP for Administration
Chuck Spotts ....CIO, Collegis
Bob Cook ....Technical Director
James Menlove.. Comptroller
Blaine Yost..Campus Dean - LHC

Terry Kelly..Campus Dean - BHC
Dan Messersmith...Campus Dean - KC
Don Puyear...Dean of Students
Ingrid Lee...Dean of Foundation Studies
Don Warfield .... Dean of Marketing/PIO
Robert Shupe...Dean of Library Services
Joe Fleishman .... Dean of Continuing Education
Diana Stithem .... Dean of Distance Education
Susan Hammon ....Campus Dean - NMC
Steve Seney .... Department Chair - KC
Jeri Hofmeier .... Department Chair - KC
Dan Lara ....Department Chair - BHC
Rosemarie LeFebvre ....Department Chair - BHC
Tim Montbriand..Department Chair - LHC
Dave White .... Department Chair - LHC
Connie Kudrna..Director of Human Resources
Ruth Ann Wilson ....Director of Institutional Research
Ron Lenhart ....CIS Faculty Member - LHC
Jennifer Beyer... ENG Faculty Member - KC
Donna Staynar...Director of Administrative Systems
Charlotte Keller ....Marketing and PIO Office
Don Sutton[3]..Consultant, Collegis

Creating a Dialog with the MCC Community

Communication Plan

Information Technology strategic planning can be a major road map for continuous change and improvement in an institution. One of the keys to successful acceptance and implementation of the plan is dialog and communication. Both input and feedback to the planning process better ensures that IT strategies can be implemented and goals can be attained.   In addition, good communication improves understanding of the issues that the plan addresses and contributes positively to institutional culture.

Part of the communication process to the college community about technology occurred just prior to the development of the IT strategic plan. An ad hoc committee convened to develop a communication plan that serves as a reference to guide the communications efforts of Technology Support Services (TSS). The plan defines the events that trigger communication and outlines the appropriate actions that will be taken by TSS to insure the college community is properly informed. This plan was approved by the President and TSSAC.

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[3] Facilitator of the planning process

Focus Group and Web Survey Comments

As part of the communication process, a series of focus groups were conducted on each of the campuses between the first and second planning sessions to provide input to the IT planning process. Focus group comments were shared with the planning team at the beginning of the second session. In order to get more student input a web survey was developed and implemented. A summary of the responses from the students were shared with the planning team at the third planning session. As the planning team worked through activities designed to shape the plan elements, the focus group and student survey comments were referenced.

Each focus group was asked four questions:
- How are you currently using technology at MCC?
- What/how would you like to learn (students)/ teach (faculty)/ do your job (staff and administration) that you can't now because of the technology at MCC?
- What prevents you from learning (students)/ teaching (faculty)/ doing your job (staff and administration) the way you would like to learn/teach/do your job?
- What technology is working well?

The web survey asked students the following questions:
- Which campus do you attend?
- What type of Internet connectivity do you have from home?
- How are you currently using technology at MCC?
- What aspects of technology are really working well at MCC?
- What aspects of technology are not really working well at MCC?
- Over the next three years what changes to technology would you like to see MCC make?

There was reasonably good participation in all the focus groups with faculty, staff and administrators participating. Certainly no focus group participants were shy or held back with their commitments and often went beyond the four stated questions. The largest and most vocal groups were at LHC. Of the 95 students that responded to the web survey 45 were from KC, 23 from LHC, 18 from BHC and 9 from NMC.

Appendix

Recommended Tactics

During the discussion and refinement of the IT goals and strategies, the Information Technology Strategic Planning team identified tactics that members considered important in the implementation of strategies. Owners of the various strategies are encouraged to consider these tactics as tactical plans are developed.

Goal 1: Financial – To reallocate existing funds to upgrade infrastructure in the near term and to seek outside funding for advanced technology

Tactics:

- Dollars committed to upgrade infrastructure and interfaces, wiring to open systems, to web interface to library resources to training
- Increase our funding base through appropriate fees for coursework offered (appropriate fees for demand programs)
- We need to find the money to create smart classrooms and then maintain them
- MCC needs to begin an aggressive grant research and writing campaign to improve funding for technological and technology related improvements
- Seek out grant writing partners
- Increase the Foundation Studies budget to provide a Student Media/Learning Center for ESOL/Developmental Classes
- Develop positive, collaborative relationship with those agencies (e.g., TANF, WIA) that have available funds for technological student support, courses, etc.

Goal 2: Decision-making- Develop and implement participative information technology decision-making and planning process based upon the IT strategic plan, utilizing reliable information, best practice, and consistent input and involvement from all college constituencies

Tactics:

- Start with the higher priorities and keep vision in mind
- Establish an ongoing research and development protocol to ensure the accuracy of our technology decision-making

Goal 3: Student Learning and Success – Acquire or develop information technology to enhance, support and deliver effective learning opportunities

Tactics

- Strive to have all "smart" classrooms
- (Perhaps) require a demonstration of technology aptitude of students upon college entrance – free of charge
- Invest the necessary funding in updating computer classrooms first, either through wiring or wireless
- Set a priority of student technology skills
- Determine the minimum information technology needs for all classrooms and put together a purchase and refresh plan
- Develop a schedule to migrate all classes to the Blackboard course management system
- Provide a rental, lease or purchase program for students to have access to computers

<u>Goal 4:</u> Service to Students – Acquire or develop and use information technology to provide quality, convenient services to students both on and off-campus

Tactics

- Establish a virtual registration training/orientation program so it is non-threatening as a way to reduce registration fall-out
- Students need a more aggressive student services department support
- Online student services need to be as close to 24/7 as reasonably possible
- Develop a continuous alert system whereby faculty can alert counselors of students in jeopardy. This would include the ability to generate letters, provide feedback to the faculty members generating the request.

<u>Goal 5:</u> Community – Promote socio-economic growth by establishing partnerships and/or collaborative relationships which position the college to be a technology resource to all it constituents

Tactics

- Explore and establish and/or build out computer centers in the community
- Determine the feasibility of staffing a new position of "high school liaison" to work directly with the high school guidance counselors and career specialists to inform, assis,t and promote college services
- Market the college's technology-related strengths and successes to existing and potential community partners
- Support the community leaders in building out broadband connectivity to the greater Mohave communities
- Pursue grant funding focused at providing broadband access to rural Mohave communities
- Improve our intergovernmental agreements and business agreements to establish a truly reciprocal partnership

<u>Goal 6:</u> Training – Encourage, promote and make available technology training that encompasses best practice and inspires life long learning

Tactics

- Research, acquire and provide training for technology specific to content areas
- Offer technology classes for faculty and staff on simple trouble-shooting steps
- Upgrade the performance of human resources by providing training in the use of administrative computing accompanied by appropriate motivation and reward structures
- Provide Library Services training of faculty and students on online library resources

<u>Goal 7:</u> Website – Continually improve the MCC website

Tactics

- Feature faculty with student testimonials
- Speed up MCC's web page development and up-dates
- Improve training for content providers using Site Builder 2
- Provide a full-time webmaster
- Design a website that markets MCC to the business community

<u>Goal 8:</u> Technology Support – Provide information technology support for users throughout the college

Tactics

- Provide improved support services through a 24/7 help desk by having the help desk make troubleshooting suggestions first and then stay on the phone to see if problem can be resolved immediately. Make the help desk more than simply a referral service

- Ensure that the technology is available 24/7 or an appropriate amount of up time
- Have the help desk make trouble shooting suggestions first and then stay on the phone to see if problem can be resolved immediately
- Have an 8-hour a day technical Mac support

Possible Grant Matches

Information Technology- Strategies and Initiatives.

Explanation of grant opportunities associated with strategies and funding dependencies
Many of the technology strategies are part of larger comprehensive activities that involve broad college constituencies, programs and staff. Funding for specific technology components can be incorporated into a budget for a grant application that might focus on student support services, retention, completion, etc, as well as, faculty and staff professional development training, course classroom and curriculum development and alternative instructional delivery of courses, such as on-line delivery. For the Title III Strengthening Institutions program and TRIO Student Support Services grant opportunities, certain eligibilities must be met by the institution. The eligibility requirements can be found on the website.

Below is a brief explanation of some of the grant opportunities identified in the implementation grid, with websites to explore for further eligibility requirements and considerations for MCC. **The related Resource Development Audit that was conducted in December 2003 expands on many of the areas that are also identified in the Implementation Grid.**

GLOSSARY

DOE –Department of Education
>   **TRIO**
>   **FIPSE** –Fund for the Improvement of Post-Secondary Education
>   **PT3**-Preparing Tomorrow Teachers Using Technology

DOC –Department of Commerce
>   **NTIA**-National Telecommunications and Information Administration
>   **TOP**-Technology Opportunities Program
>   **PTFP**- Public Telecommunications Facilities Program

HACU-Hispanic Association of Colleges and Universities

HUD- COPC- Housing and Urban Development, Community Outreach Partnership Center

IMLS-Institute of Museum and Library Services

NASA-CIPA-National Aeronautical and Space Administration, Curriculum Improvement Partnership Award

NSF- National Science Foundation
>   **CCLI**- Course, Curriculum and Laboratory Improvement Program
>   **ATE**- Advance Technology Education Program
>   **STEM**-Science, Technology, Engineering, and Mathematics

SOURCES OF FUNDING

Federal

Department of Education

Title III-Strengthening Institutions Program
http://www.ed.gov/programs/iduestitle3a/index.html
DUE LATE FEB 27, 2004

TRIO –Student Support Services Program
http://www.ed.gov/programs/triostudsupp/index.html
DUE SEPTEMBER 2004

Fund for Improvement of Postsecondary Education (FIPSE)
http://www.ed.gov/about/offices/list/ope/fipse/index.html
Supports and disseminates innovative reform projects that promise to be models for
improving the quality of postsecondary education and increasing student access. Awards are
made in a number of areas including postsecondary education access, retention and
completion; reform dissemination; student preparation for college; improvement of campus
environments; cost-effectiveness; curricula reform; and faculty development.
FY 2004 competition expected: spring 2004

Preparing Tomorrow Teachers Using Technology (PT3)
http://www.ed.gov/programs/teachtech/faq.html
Teacher Quality Programs- Funds may be used to conduct professional development in the use
of technology to improve education. Projects include: teacher quality state grants, teacher
quality recruitment, and teacher quality partnership grants.
Contact: Luretha Kelley
Expected award pending funding availability: Sept.30, 2004

Department of Commerce

National Telecommunications and Information Administration (NTIA)
Assists educational entities, libraries, public service agencies, and other groups in effectively
using telecommunications and information technologies to better provide public services. This is
accomplished through the administration of the Technology Opportunities Program (TOP) and
the Public Telecommunications Facilities Program (PTFP).www.osec.doc.gov/

Public Telecommunications Facilities Program (PTFP)
A competitive grant program that helps state and local governments and nonprofit organizations
construct facilities to bring educational and cultural programs to the American Public using
broadcast and non-broadcast telecommunications technologies. The main objective of the
program is to extend the delivery of public radio and television to un-served areas of the United
States.

The *Technology Opportunities Program* (TOP), formerly known as the Telecommunications and
Information Infrastructure Assistance Program, is a highly-competitive, merit-based grant
program that brings the benefits of digital network technologies to communities throughout the
United States. www.ntia.doc.gov

National Science Foundation: www.nsf.gov
> CCLI - http://www.nsf.gov/pubs/2003/nsf03558/nsf03558.htm
> ATE - http://www.ehr.nsf.gov/ehr/DUE/programs/ate/
> STEP-http://www.nsf.gov/pubs/2004/nsf04529/nsf04529.htm

Institute of Museum and Library Services (IMLS)
http://www.imls.gov/
http://www.imls.gov/grants/library/index.htm
JAN 2004 due dates

NASA-CIPA
http://www.nasa.gov

HUD- COPC
http://www.oup.org/about/copc.html
Provides funds to community colleges, four-year colleges, and universities to establish and operate a Community Outreach Partnership Centers (COPC) to address the problems of urban areas.
Expected Application Deadline: June 24, 2004

Foundations

HP Hewlett-Packard Company –Philanthropy and Education
www.hp.com/go/grants

HP Technology for Teaching Grant Initiative -2004
http://h21030.www2.hp.com/us/programs/tech_teaching/index.html
DUE MARCH 1, 2004

Alfred P. Sloan Foundation
www.sloan.org
Supporter of web-based and on-line education

Recommended Tactical Grid

Goal #1:	Financial – to reallocate existing funds to upgrade infrastructure in the near term and to seek outside funding for advanced technology

Key Performance Indicator(s): The amount of reallocated funding or outside funding resulting in improved infrastructure and/or the implementation of advanced technology

Strategy 1.1: Build a financial base to support infrastructure support

1.1.1 Measurable Objective:

Activities	Operational Owner(s) Individuals who will do the work	Dependencies	Key Tasks	Timeline	Resource Estimates	Funding Source	Progress/ Accomplishments	Resource Development Potential
1.1.1.1								
1.1.1.2								
1.1.1.3								

Strategy 1.2: Procure grant money for itself and assist the college in procuring grant money for technology innovation

1.2.1 Measurable Objective:

Activities	Operational Owner(s) Individuals who will do the work	Dependencies	Key Tasks	Timeline	Resource Estimates	Funding Source	Progress/ Accomplishments	Resource Development Potential
1.2.1.1								
1.2.1.2								
1.2.1.3								

Strategy 1.3: Investigate available grants to update classroom and lab technology

1.3.1 Measurable Objective:

Activities	Operational Owner(s) Individuals who will do the work	Dependencies	Key Tasks	Timeline	Resource Estimates	Funding Source	Progress/ Accomplishments	Resource Development Potential
1.3.1.1								
1.3.1.2								
1.3.1.3								