Technology Master Plan

FY 2022-2027

LOS ANGELES SOUTHWEST COLLEGE

Los Angeles Southwest College

Technology Master Plan

FY 2022-2027

Technology Planning Committee adopted on April 14, 2022
Academic Senate adopted on May 10, 2022
College Council adopted on May 27, 2022

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Assessment of the 2017-2022 Technology Master Plan Goals

The previous LASC Technology Master Plan spanned six years from 2017 to 2022. A total of eleven objectives were identified in the previous plan with numerous activities to support the achievement of these objectives. Below is an assessment of each goal from the FY 2017-2022 Technology Master Plan.

1. **Prepare administrators and classified staff in the use of a variety of software applications that are used for administrative duties and support services**
    - **a.** This goal was achieved. It aligned with goal one of the previous Strategic Master Plan. Numerous and ongoing technology and software trainings were provided to support classified professionals, faculty, students, and administrators in their respective roles on campus. Between 2017 and 2020 the college invested in numerous trainings and professional development opportunities for the campus community. Some examples include:
        - Register for Challenges and Opportunities Regarding Camera Use and Synchronous Online Instruction - Cornerstone (VRC) Brown Bag Sessions on both September 25, 2019 and October 10, 2019

      In 2020 as a response to the COVID-19 pandemic, the college offered the following workshops facilitated by subject matter experts:
        - OER Day 1: Introduction to Open Educational Resources - May 7, 2020
        - OER Day 2: Empowering Faculty and Students with Open Education - May 13, 2020
        - Challenges and Opportunities Regarding Camera Use and Synchronous Online Instruction - Thursday, October 29, 2020, 1:00-3:00
        - Adobe Sign Basics – August 27, 2021
        - Video Captioning in Canvas – August 27, 2021
        - Engagement Strategies for the Online Classroom – August 28, 2021
        - LASC Library Resources, Information Literacy, and More – August 27, 2021

2. **Prepare faculty in enterprise level systems used campus-wide (e.g. MS Office, A/V equipment, district and campus portals)**
    - a. This goal was achieved. It aligned with goal one of the previous Strategic Master Plan, initiative two of the Academic Technology Plan, and recommendation three of the Academic Technology Plan. The Academic Technology Committee surveyed faculty for their instructional needs annually. Numerous trainings were offered during fall and spring FLEX days and throughout the course of the academic year as a part of professional growth. Campus and district-wide trainings were offered, specifically during the COVID-19 pandemic to support and improve online teaching and learning. There were a number of Microsoft Office Trainings throughout the lift of the previous Technology Plan. Between 2020 and 2021, below are the list of trainings offered to the campus community:
        - Microsoft 365 Overview – November 12, 2020
        - OneDrive – November 19, 2020
        - Microsoft 365 – November 20, 2020
        - OneDrive – January 14, 2021

- Outlook – January 15, 2021
- Microsoft Forms – January 21, 2021
- Microsoft Sway – January 22, 2021
- Phishing 101 – February 4, 2022
- Microsoft 365: The New Campus Platform – August 28, 2021

Additional trainings were offered in partnership with East Los Angeles College.

3. **Support faculty by maximizing the effective use of technology, enabling academic innovation in instructional delivery**
    a. This goal was achieved. It aligned with goal two of the previous Strategic Master Plan, initiative two of the Academic Technology Plan, distance education goals one and two of the Academic Technology Plan and recommendations two, five, seven, and eight of the Academic Technology Plan. LASC has offered extensive online training for faculty to become Distance Education certified, improve course accessibility, humanizing online teaching, Canvas Studio, Pronto. Course Design, universal design and more. Between 2017 and March 2022, 31 full-time faculty members and 46 part-time faculty members completed the LACCD Distance Education (DE) Certification Program. When the COVID-19 global pandemic emerged in March 2020, all instructional activities were shifted to remote learning and faculty were encouraged to become DE certified through the District Program to assist with the transition and prevent learning loss. Between March 2020 and September 2020 and additional 64 full-time faculty members and 122 part-time faculty members completed the LACCD Distance Education (DE) Certification Program. The emphasis on DE Certification continued throughout the pandemic and between September 2020 and February 2022 another 66 full-time faculty members and 182 part-time faculty members completed the LACCD Distance Education (DE) Certification Program. Some of these faculty members went through the trainings on multiple occasions. By February 2022, the number of full-time faculty members that were DE certified represented 90% of the full-time faculty population, with 66 of the 73 full-time faculty members certified. With the part-time faculty, by February 2022 a total of 76% or 183 of the 238 part-time faculty members were DE Certified.

4. **Support student success through the use of technology**
    a. This goal was achieved; however, it is also an ongoing goal of LASC. It aligned with goal one and two of the previous Strategic Master Plan, initiative one and four of the Academic Technology Plan, and recommendation nine of the Academic Technology Plan. A student support hub was created for students in Canvas. Cranium Café was launched for student services including Counseling, Admissions and Records, Financial Aid, and other departments to support students during the ongoing COVID-19 pandemic. The Library online chat function supported students with research assistance. Also, an online chatbot was launched on the College website to support students with questions twenty-four hours a day. The student application was not developed as a part of this goal. The app was broached at the District-level, but not approved. As a response to the COVID-19 pandemic, the Library Team provided five Canvas trainings for students, focusing on new Promise students. The college invested in professional “how-to”

videos to help students navigate the enrollment and onboarding processes. The Library Team also development instructional "how-to" videos on how to conduct research, cite sources, use library databases, and other library skills.

5. **Provide technology for instructional purposes in every classroom/lab and ensure it is maintained**
    a. This goal was achieved; however, it is also an ongoing goal of LASC. It aligned with goal two of the previous Strategic Master Plan, initiative three of the Academic Technology Plan, and recommendations one, three, four, five, and six of the Academic Technology Plan. Inventory was completed pre-pandemic and recommendations were made to update the audio-visual systems in specific classrooms. In 2022, preparing for a post-COVID-19 environment, HyFlex classrooms, OWLs and Logitech cameras are being used to enhance student learning at LASC. Upgrading faculty and administrative computers as well as computer labs is also underway, aligned with the technology replacement plan.

6. **All approved service requests are addressed in a timely manner**
    a. This goal was achieved. It aligned with goal three of the previous Strategic Master Plan, and recommendation eight of the Academic Technology Plan. IT services have been centralized district-wide creating efficiencies and economies of scale. In utilizing data from LACCD, a three-month average was used from August 2021 to October 2021 (post centralization) to evaluate timeliness of service request resolutions. On average, 138 service requests were submitted monthly for LASC. Of those service requests 134 were resolved within the same month. This indicated a 97% resolution rate on a monthly basis.

7. **Implement a Service Level Agreement**
    a. This goal was achieved. It aligned with goals three and four of the previous Strategic Master Plan, and recommendation eight of the Academic Technology Plan. IT services have been centralized district-wide creating efficiencies and economies of scale. In utilizing data from LACCD, a three-month average was used from August 2021 to October 2021 (post centralization) to evaluate LASC satisfaction of service request resolutions. On average 11 satisfaction surveys were completed per month for the 138 service requests submitted. Of those requests, there was a 97% rate for extremely satisfied, the highest possible rating for the survey.

8. **Implement a Technology Replacement Plan (TRP)**
    a. This goal was achieved; however, it is also an ongoing goal of LASC. It aligned with goals two, three, and four of the previous Strategic Master Plan; and recommendations one through nine of the Academic technology Plan. The TRP was developed and progress has been made annually to update equipment based on college funds available and changing needs of the campus community. The most current TRP is included in this plan as an ongoing goal.

9. **Ensure network security**
    a. This goal was achieved; however, it is also an ongoing goal of LACCD. It aligned with goal four of the previous Strategic Master Plan. With the centralization of the IT, information and cyber security updates were made district-wide. Multi-factor authentication (MPFA), is continuing to be addressed and will be adopted within the next academic year. The establishment of a district Information and Cyber Security Department and the hiring of the Chief Information Security Officer prioritized this goal.

10. **Collaborate with ESC and other LACCD campuses for enterprise level systems deployment**
    a. This goal was achieved; however, it is also an ongoing goal of LACCD. It aligned with goal five of the previous Strategic Master Plan. Communication between the campuses and district have greatly improved. All technology chairs and co-chairs are now invited to attend the District Technology Planning and Policy Committee (TPPC). Open dialogue and feedback are now ensured and the two-way communication has enhanced integrated planning and collaboration between the District and LASC. LASC faculty have representation on both the District TPPC and District Technology Committee (DTC).

11. **Implement a process for the adoption of new technologies**
    a. This goal was achieved; however, it is also an ongoing goal of LASC. It aligned with goal four of the previous Strategic Master Plan; purpose statement four of the Academic Technology Plan; and recommendations eight of the Academic Technology Plan. In 2022, preparing for a post-COVID-19 environment, HyFlex classrooms, OWLs and Logitech cameras are being used to enhance student learning at LASC. Upgrading faculty and administrative computers as well as computer labs is also underway, aligned with the technology replacement plan.

Integrated Planning and Accreditation

The development of the Technology Master plan was guided by LASC's mission, vision, values, and our deep commitment to equity, social justice, our students and surrounding community.

College Mission

In honor of its founding history, Los Angeles Southwest College is committed to providing a student-centered and equitable learning environment designed to empower a diverse student population and the surrounding community to achieve their academic and career goals by:

- attaining certificates and associate degrees leading to transfer and workforce preparation
- eliminating systemic racism and exclusion
- becoming a model educational institution for the success of students of color

College Vision

As a model institution of higher learning, Los Angeles Southwest College will transform the lives of our students of color and members of our surrounding community by supporting their pursuit of academic and personal goals.

College Values

1. **Accountability and Integrity:** LASC responds to the needs of our community through the ethical assessment and implementation of our mission, vision, and values.

2. **Collegiality:** LASC creates a campus community of mutual respect and shared concern for the well-being of each other.

3. **Excellence and Innovation:** LASC ensures a culture of excellence using innovative pedagogy, technologies, and professional development resulting in our students meeting the highest standards.

4. **Student Learning and Success:** LASC provides a learner-centered environment that promotes academic excellence for its students by ensuring equity and clear pathways to transfer and job placement.

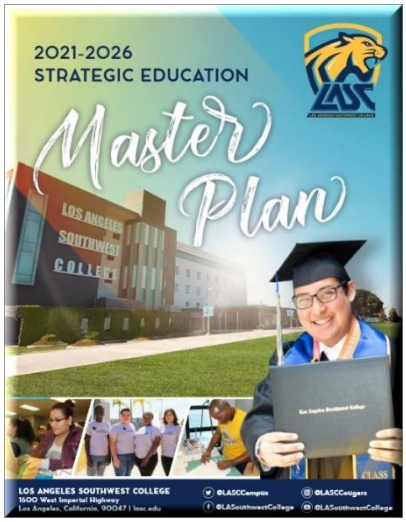
5. **Civic Engagement:** LASC sees itself through an equity lens focusing on academic success for our students, professional success for our employees, and personal success for members of our surrounding community. LASC is All In!

Strategic Education Master Plan Goals

LASC's Strategic Education Master Plan was updated and board approved in 2021. The College's new strategic education master plan goals are defined below and this technology plan update is aligned with the college's new strategic education goals.

Goal 1: Increase Access to Educational Opportunities:
We will increase the college going rate to Los Angeles Southwest College (LASC) through enhanced outreach to community and educational partners and expanded access to educational programs that meet community and student needs.

Goal 2: Continuously Innovate Premier Learning Environments:
We will continuously innovate and advance a premier learning environment that places students as the first priority at LASC and effectively supports students in attaining their educational and career goals.



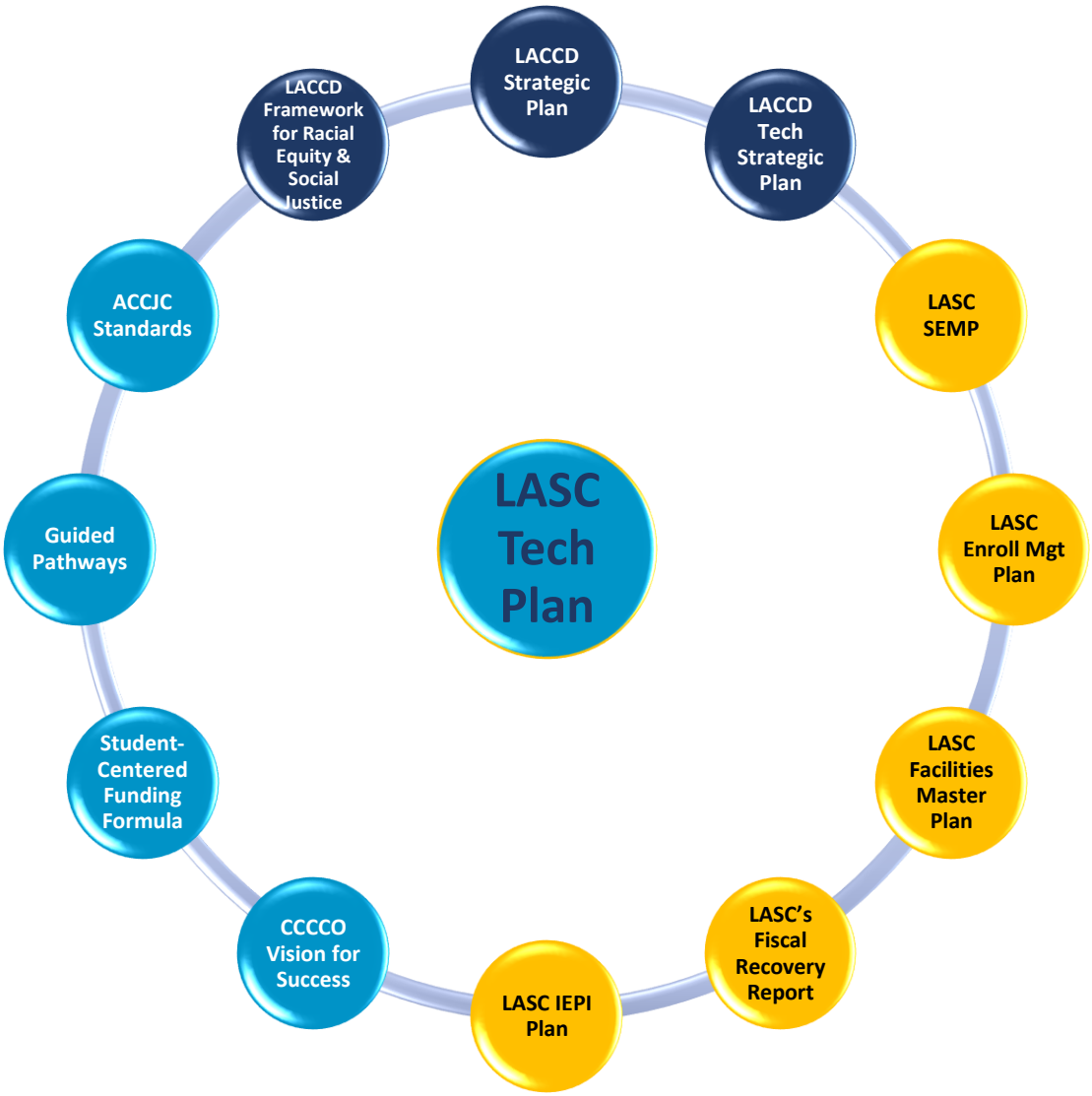
Goal 3: Increase Student Success and Eliminate Equity Gaps:
We will increase student completion to exceed the statewide performance measures and increase attainment of milestones indicative of academic and career success.

Goal 4: Advance Organizational Effectiveness:
We will advance organizational effectiveness at the LASC through streamlined processes, minimized duplication of efforts, and enhanced communication and training.

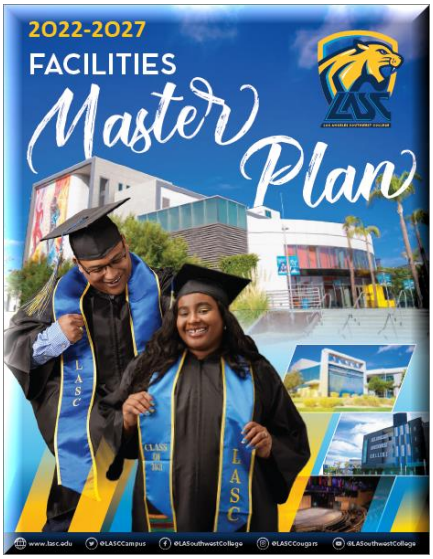
Goal 5: Sustain fiscal resource management and stewardship:
We will sustain fiscal resource management and stewardship through enhanced resource development, institutional advancement, and effective use of existing resources.

Technology Master Plan Alignment

The Los Angeles Southwest College Technology Master Plan outlines the overall technology goals of the college for the next six years, aligned with the College's Strategic Education Master Plan and Los Angeles Community College District (LACCD) Technology Strategic Plan. The Committee embraced a student-centered decision-making process, focusing on equity and access in identifying technology as a transformational resource for our students and community. Numerous other guiding documents informed the development of this plan including, but not limited to LASC's Fiscal Recovery and Long-Term Sustainability Report, LACCD Strategic Plan, CCCCO Vision for Success, Student-Centered Funding Formula, LASC's Guided Pathways framework, LASC IEPI Plan, LASC Facilities Master Plan, LASC Enrollment Management Plan, the LACCD Framework for Racial Equity and Social Justice, and ACCJC accreditation standards.



Specifically, this plan ensures that LASC aligns with ACCJC accreditation standard III.C., Technology Resources:



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.

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.

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.

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.

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

Technology Master Plan Development Process

The Los Angeles Southwest College Technology Master Plan (2022-2027) was developed by the college's Technology Planning Committee and Academic Technology Committee, comprised of administration, faculty, students and staff, during the period February 2022 through May 2022.

The process was led by our Technology Planning Committee and Academic Technology Committee through the College's participatory processes. The data from the Strategic Education Master Plan update in 2021 informed the committee about desired outcomes for key campus technology users. The process also included a comprehensive assessment of all technology hardware and software at the college.

The College Technology Master Plan and Academic Technology Plan are based on the current Strategic Educational Master Plan (2021-2026) and the documents referenced in the *Integrated Planning and Accreditation* Section of this report.

Technology Plan Guiding Principles

In alignment with the LACCD Technology Strategic Plan, the LASC Technology Plan is guided by the following principles:

- Use technology as a driver for teaching and learning initiatives
- Value add through technology adoption and innovation
- Data Driven Decision-Making Insights
- Focus resources on delivery and support of core computing and client-support services
- Find ways to continually improve process efficiencies through simplification and innovation
- Reduce support expenses and provide leadership in activities that can lead to district-wide operating and cost efficiencies

Overall, there is an emphasis on usability and mobility; privacy and safety; reliability and sustainability, and transparency and simplicity with a "students first" approach.

Key Strategic Priorities

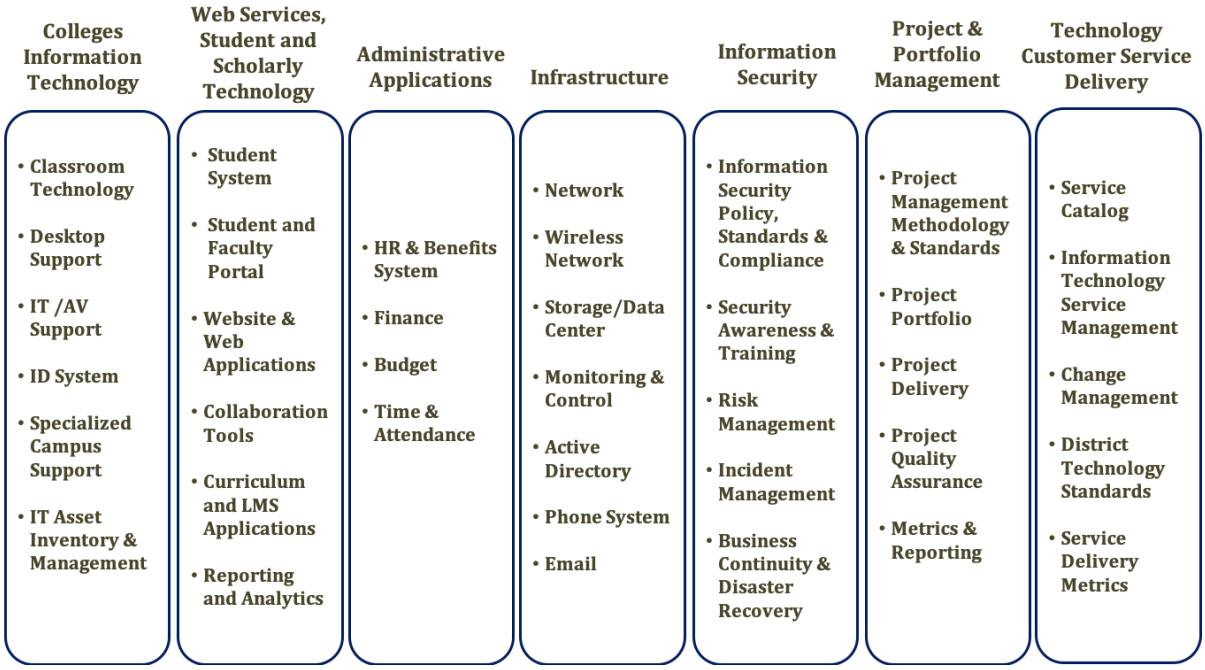
The key strategic priorities for the LASC Technology Plan aligned with the LACCD Technology Strategic Plan include:

1. Foster student-centric investments.
2. Increased technology modernization and innovation
3. Continue technology modernization through infrastructure upgrades, platform simplification and standardization
4. Comprehensive technology adoption through continuous training

Campus and District Roles and Responsibilities

In 2019, Los Angeles Community College District made the decision to centralize information technology functions at a district-level. This is a major change reflected in the update to the Technology Master Plan. All IT functionality from the previous Technology Plan including: network security, audio-visual support, helpdesk functionality, and computer hardware and software support and management, were moved to district operations. The campus maintains planning and prioritization of technology and software needs, working closely with the new Regional IT Manager to ensure LASC is fully supported and that needs are addressed in a timely fashion. On the next page is a breakdown of the District's centralized IT functionality as of 2019.

OIT Functional Organizational Chart



Technology Planning Committee Overview

Technology Planning Committee (TPC) Mission is to produce, update, and oversee the College's Technology Master Plan, including measuring the plan's effectiveness and outcomes. The Technology Planning Committee is a participatory governance committee composed of faculty, staff, students, and administrators.

The TPC provides guidance in instructional and administrative technology to include equipment, training, deployment of technology resources and assistance in distance education learning delivery. The Co-Chairs are the College Vice President of Administrative Services and an Academic Senate appointed faculty member.

The TPC overarching goals are to implement, develop, execute, and evaluate the Technology Master Plan and address campus technology needs. The TPC works with all campus constituents and the Information Technology Department to maintain campus-wide technology to enhance services to students and instruction.

The TPC goals are as follows:

A. **Instruction needs to be infused with technology** in order to engage an increasingly technology-savvy student population and offer them the tools they need to succeed in a technology-driven workplace.

B. **Extend the reach and efficiency of student services** without impacting the personalized nature of student-staff interaction.

C. **Increase the exposure of LA Southwest course offerings** through online instruction.

D. **Enhance communication** among campus constituents.

E. **Ensure that all new construction**, renovations, and other improvement initiatives provide for sustainable use of ever-changing technology.

F. **Strengthen relationships and partnerships** with industry and partner institutions to foster and feed a regional workforce training program.

G. **Maintain program affordability by the efficient use of resources.** Maintain program effectiveness by facilitating planning, evaluation, and processes of continuous improvement.

H. To address the ongoing equity gaps and continued digital divide of LASC students, the TPC will **seek possible opportunities for technology planning that will improve access to technology**, including computers and reliable Internet (laptops, hotspots, WIFI, etc.)

Network and Data Security

Los Angeles Community College District takes the security of its networks, student, and employee data seriously. In an educational setting, effective security requirements are fundamental to efficient business and academic functions; they provide legal protection and also ensure business continuity of all college services. The District houses a centralized Information Security and Cyber Security Department. Under the leadership of the Vice Chancellor and Chief Technology Officer and Chief Information Security Officer, the District oversees all network and security data. Additional password protections are also being implemented to reduce the phishing emails throughout the district.

The following activities occur district-wide to minimize the risk of breaches and cyber-attacks:

- Periodically Assess Risk
- Classify sensitive information and implement security mechanisms
- Establish a security management structure and clearly assign security responsibilities
- Implement effective security-related policies, procedures, guidelines and standards
- Monitor the security program's effectiveness and make changes as necessary

Impact of COVID-19 on Technology Planning

In March 2020, LASC went to a fully remote learning and operations environment as a result of the COVID-19 global pandemic. From adapting counseling and student services to online platforms like Cranium Café to creating course shells in Canvas and moving all classes from in-person to remote structures; LASC worked collectively to support the needs of our students and campus community. Through that transition, may lessons were learned that influenced the update to this Technology Master Plan. With an emphasis on equity, access, and flexibility, LASC has embraced the ability to use technology to adapt the student experience in meeting to meet student needs. With a "students first" approach, LASC has invested heavily in technology such as HyFlex classrooms and OWLs to provide a responsive learning environment that is future-focused on what the climate of higher education will look like five, ten, and twenty years out.

LASC Campus Technology Master Plan Goals and Objectives

GOAL 1 – Foster student-centric investments					
#	**Objective**	**Owners**	**Activities**	**Plan Alignment**	**ACCJC Standard**
1.1	Implement the LACCD Early Alert System	• VPSS – Campus Lead • IT Department • Academic Senate • Counseling Department • Department Chairs • Faculty • Technology Planning Committee • Academic Technology Committee • ASO	• Identify the alert metrics through the Guided Pathways Work Group • Work with the District to implement the system • Conduct trainings for faculty to utilize the early alert process to support students in need • Conduct training for student services on how to receive and process requests to student assistance per faculty recommendations	Strategic Education Master Plan Enrollment Management Plan	2.C.1., 2.C.2., 2.C.3.
1.2	Implement the LACCD Degree Audit report for LASC Students to track their progress within their education plan	• VPSS – Campus Lead • IT Department • Counseling Department Chair • Technology Planning Committee • Academic Technology Committee • ASO	• Work with District to identify requirements to develop and implement this • Work with counseling department to ensure correct content is loaded to allow module to be activated in PeopleSoft • Work with IT Department to ensure this new tool is accessible for students • Develop how-to training videos and promotional in-reach to educate students on the new tool	Strategic Education Master Plan	2.C.1., 2.C.2., 2.C.3.

#	Objective	Owners	Activities	Plan Alignment	ACCJC Standard
1.3	Develop technology training and resources for new students as a part of the onboarding process	• VPSS – Campus Lead • Technology Planning Committee • Academic Technology Committee • IT Department • ASO	• Identify the software and technology trainings necessary • Identify subject matter experts to develop and record trainings and make them available on the college website and/or SharePoint. • As needed, identify days/times to conduct in-person trainings each semester	IEPI Plan	3.C.1., 3.C.2., 3.C.3., 3.C.4., 3.C.5.
1.4	Support student success through the use of technology	• VP AS/SS/AA • Deans • Dept. Chairs • Regional IT Manager • Student Success Committee • DE Faculty	• Onboarding orientations • Ongoing workshops • Develop training materials as needed • Meet all ADA requirements • Expand methods of communication with students • Ensure technology and software that enables access to resources is current and supported	Strategic Education Master Plan Enrollment Management Plan	2.C.1., 2.C.2., 2.C.3.

GOAL 2 – Increased technology modernization and innovation					
#	**Objective**	**Owners**	**Activities**	**Plan Alignment**	**ACCJC Standard**
2.1	Implement a process for the adoption of new technologies	• VPAS • Regional IT Manager • Technology Planning Committee • Academic Technology Committee	• Form a Work Group • Develop a process for the adoption of new technologies • Evaluate process annually and update as needed	Strategic Education Master Plan	2.B.1., 3.C.1., 3.C.2., 3.C.5.
2.2	Enhance Business Continuity capabilities and Disaster Recovery. Develop, test and update disaster recovery procedure and mitigation plans.	• VPAS • Regional IT Manager • Technology Planning Committee • Academic Technology Committee	• Develop a workgroup of key stakeholders • Draft the technology portion of the Business Continuity Plan • Bring section for approval to Technology Planning and Academic Technology Committees • Insert the section into the Business Continuity Plan	Strategic Education Master Plan	3.B.1., 3.C.2.,
2.3	Provide technology for instructional purposes in every classroom/lab and ensure it is maintained	• VPAA • Deans • Department Chairs • Regional IT Manager • Technology Planning Committee • Academic Technology Committee	• Determine baseline level needed • Ensure ADA needs are met • Evaluate wireless needs • Ensure maintenance	Strategic Education Master Plan Facilities Master Plan	1.B.9., 2.B.1., 3.C.1., 3.C.2., 3.C.5.
2.4	Collaborate with ESC and other LACCD campuses for enterprise level systems deployment	• VPAA • Regional IT Manager • Technology Planning Committee • Academic Technology Committee	• Work closely with the Regional IT Manager and ESC to determine enterprise level systems • Coordinate timelines and deployments to meet campus needs	Strategic Education Master Plan	1.B.9., 2.B.1., 3.C.1., 3.C.2., 3.C.5.

GOAL 3 – Continue technology modernization through infrastructure upgrades, platform simplification and standardization					
#	**Objective**	**Owners**	**Activities**	**Plan Alignment**	**ACCJC Standard**
3.1	Leverage college resources to fully Implement the Information Technology Replacement Plan	• VPAS • Regional IT Manager • Technology Planning Committee • Academic Technology Committee	• Identify all bond, college, and district funding available • Prioritize project list • Implement replacement plan • Maintain inventory of all campus technology equipment • Review inventory annually to determine ITRP resource requirements	IEPI Plan	1.A.9., 2.B.1., 3.C.1., 3.C.2., 3.C.3., 3.C.4., 3.C.5.
3.2	Work closely with the District to ensure network security and educate the campus community on cyber security best practices.	• VPAS • Regional IT Manager • Technology Planning Committee • Academic Technology Committee	• Work closely with the District to incorporate cyber security best practices into employee onboarding and training • Complete one training per semester on cyber security and District updates to the campus community	IEPI Plan Facilities Master Plan	3.A.14., 3.C.1., 3.C.3., 3.C.4.
3.3	Ensure network security	• VPAS • Regional IT Manager • District OIT	• Regularly inform campus users of network security regulations • Deployment and maintenance of network security system • Regular backups with testing to ensure integrity	Facilities Master Plan	3.C.1., 3.C.3., 3.C.4.

#	Objective	Owners	Activities	Plan Alignment	ACCJC Standard
3.4	Ensure ongoing assessment of college's technology needs to keep up with emerging technology and best practices	• VPAS • Regional IT Manager • Technology Planning Committee • Academic Technology Committee	• Review the Technology Replacement Plan each semester to update the plan as needed • Coordinate with the Facilities Master Plan to leverage resources	Strategic Education Master Plan Facilities Master Plan	3.C.1., 3.C.3., 3.C.4. 3.C.5.

GOAL 4 – Comprehensive technology adoption through continuous training					
#	**Objective**	**Owners**	**Activities**	**Plan Alignment**	**ACCJC Standard**
4.1	Provide ongoing employee and student technology training.	• VPAS – Campus Lead • Professional Growth Coordinator • Professional Growth Committee • Technology Planning Committee • Academic Technology Committee • ASO	• Identify different position types and required trainings associated with their success • Embed trainings into onboarding schedule for new employees • Embed trainings into orientation process for new students • Develop refresher trainings and schedule	Fiscal Recovery Plan Strategic Education Master Plan	3.A.14.
4.2	Develop technology training and resources for new employees as a part of the onboarding process	• VPAS – Campus Lead • Professional Growth Coordinator • Professional Growth Committee • Technology Planning Committee • Academic Technology Committee	• Identify different position types and required trainings associated with their success • Embed trainings into onboarding schedule for new employees and new students • Develop ongoing training schedule	IEPI Plan Strategic Education Master Plan	3.C.1, 3.C.2, 3.C.3, 3.C.4, 3.C.5
4.3	Work with the district to develop Smart Classroom Certification training requirements to ensure proper and comprehensive utilization of instructional equipment.	• VPAS – Campus Lead • Professional Growth Coordinator • Technology Planning Committee • Academic Technology Committee • Regional IT Manager	• Work with the TPCC and District to develop smart classroom certification training program • Embed trainings into onboarding for new employees	LACCD Technology Strategic Plan Strategic Education Master Plan	2.A.8., 3.A.14.

LASC IT Replacement Program and Total Cost of Ownership

Below is the college's projected IT replacement costs and total cost of ownership for the scope of this Technology Master Plan. A sum of total estimated costs both for the College and District are detailed below. Funding sources include LASC's general fund, LACCD's general fund, PPIS, and other restricted funds.

TOTAL REPLACEMENT PROGRAM ESTIMATED COSTS FOR THE COLLEGE AND DISTRICT

Funding Source	Amount	Responsible Party
General Fund	$298,112	Campus
PPIS	$536,134	Campus
Total	$834,246	Campus
To Be Determined	$233,893	District
All Funds	**$1,068,139**	**Total**

BREAKDOWN BY TYPE OF EQUIPMENT

Faculty and Staff Computers									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
Faculty and Staff PC's	5+	166	$1,500	$250	$290,500	5	$54	incl. in purch.	$58,154
Faculty and Staff PC's	4	38	$1,500	$250	$66,500	5	$54	incl. in purch.	$13,354
Faculty and Staff PC's	3	1	$1,500	$250	$1,750	5	$54	incl. in purch.	$404
Faculty and Staff PC's	2	164	$1,500	$250	$287,000	5	$54	incl. in purch.	$57,454
Faculty and Staff PC's	1	66	$1,500	$250	$115,500	5	$54	incl. in purch.	$23,154
Faculty and Staff Laptops	Varies	65	$1,700	$250	$126,750	4	$54	incl. in purch.	$31,742
Total Faculty & Staff PC's		**500**			**$888,000**		**$27,000**		**$184,262**

Academic Lab Computers									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
Academic Lab PC's	5+	102	$1,500	$250	$178,500	5	$54	incl. in purch.	$35,754
Academic Lab PC's	4	205	$1,500	$250	$358,750	5	$54	incl. in purch.	$71,804
Academic Lab PC's	3	0	$1,500	$250	$0	5	$54	incl. in purch.	$54
Academic Lab PC's	2	74	$1,500	$250	$129,500	5	$54	incl. in purch.	$25,954
Academic Lab PC's	1	301	$1,500	$250	$526,750	5	$54	incl. in purch.	$105,404
Academic Lab Laptops / Carts	Varies	271	$1,700	$250	$528,450	4	$54	incl. in purch.	$132,167
Total Academic		**953**			**$1,721,950**		**$51,462**		**$371,137**

Multimedia Stations									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
AV Multimedia Stations	5+	64	$1,500	$250	$112,000	5	$54	incl. in purch.	$22,454
AV Multimedia Stations	4	0	$1,500	$250	$0	5	$54	incl. in purch.	$54
AV Multimedia Stations	3	0	$1,500	$250	$0	5	$54	incl. in purch.	$54
AV Multimedia Stations	2	34	$1,500	$250	$59,500	5	$54	incl. in purch.	$11,954
AV Multimedia Stations	1	0	$1,500	$250	$0	5	$54	incl. in purch.	$54
Total Multimedia Stations		**98**			**$171,500**		**$5,292**		**$34,570**

AV Classroom Equipment									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
AV Classroom Projectors	Functional	83	$2,000	$1,333	$276,639	5	$0	$0	$55,328
AV Classroom Projectors	Not Funct.	15	$2,000	$1,333	$50,000	5	$0	$0	$10,000
AV Ancillary Equipment	N/A	98	$500	$0	$49,000	5	$0	$0	$9,800
Total AV		**98**			**$375,639**		**$0**		**$75,128**

Servers (District)									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
Administrative Servers	Varies	36	$3,500	$0	$126,000	5	$41	$0	$25,241
Academic Servers	Varies	13	$3,500	$0	$45,500	5	$41	$0	$9,141
Voice System Servers	Varies	3	$3,500	$0	$10,500	5	$41	$0	$2,141
DMZ Servers	Varies	7	$3,500	$0	$24,500	5	$41	$0	$4,941
Total Servers		**59**			**$206,500**		**$2,419**		**$41,464**

Network Distribution Switches (District)									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
48 Port Switches	7+	26	$10,000	$0	$260,000	7	$0	$0	$37,143
48 Port Switches	4	24	$10,000	$0	$240,000	7	$0	$0	$34,286
24 Port Switches	7+	23	$5,000	$0	$115,000	7	$0	$0	$16,429
24 Port Switches	4	15	$5,000	$0	$75,000	7	$0	$0	$10,714
Total Network Switches		**88**			**$690,000**		**$0**		**$98,571**

Firewalls (District)									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
Firewall	New	2	$125,000	$0	$250,000	5	$0	$0	$50,000
Access Point Controllers	4	2	$3,500	$0	$7,000	7	$0	$0	$1,000
Network Core Switch	4	2	$150,000	$0	$300,000	7	$0	$0	$42,857
Total Firewall/Controllers		**6**			**$557,000**				**$93,857**

BDF/IDF WAP's									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
BDF/IDF WAP's	5+	74	$1,500	$250	$129,500	5	$0	$0	$25,900
BDF/IDF WAP's	4	84	$1,500	$250	$147,000	5	$0	incl. in purch.	$29,400
BDF/IDF WAP's	3	0	$1,500	$250	$0	5	$0	incl. in purch.	$0
BDF/IDF WAP's	2	0	$1,500	$250	$0	5	$0	incl. in purch.	$0
BDF/IDF WAP's	1	0	$1,500	$250	$0	5	$0	incl. in purch.	$0
Total BDF/IDF WAP's		**158**			**$276,500**				**$55,300**

UPS									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
UPS	5+	60	$3,000	$250	$180,250	5	$0	$0	$36,050
UPS	4	0	$3,000	$250	$250	5	$0	incl. in purch.	$50
UPS	3	0	$3,000	$250	$250	5	$0	incl. in purch.	$50
UPS	2	0	$3,000	$250	$250	5	$0	incl. in purch.	$50
UPS	1	0	$3,000	$250	$250	5	$0	incl. in purch.	$50
Total UPS	**N/A**	**60**			**$181,250**				**$36,250**

Large Copiers/Printers									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
Large Copier/Printer - Staff	Varies	27	$3,000	$0	$81,000	5	$0	$0	$16,200
Large Copier/Printer - Student	Varies	9	$3,000	$0	$27,000	5	$0	$0	$5,400
Large Copier/Printer - Dept.	Varies	11	$3,000	$0	$33,000	5	$0	$0	$6,600
Large Copier/Printer - Repro.	Varies	4	$3,000	$0	$12,000	5	$0	$0	$2,400
Total Large Copier/Printers		**51**			**$153,000**				**$30,600**

Small Copiers/Printers									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
Small Copier/Printer - Staff	Varies	132	$500	$0	$66,000	5	$0	$0	$13,200
Small Copier/Printer - Student	Varies	18	$500	$0	$9,000	5	$0	$0	$1,800
Small Copier/Printer - Dept.	Varies	0	$500	$0	$0	5	$0	$0	$0
Small Copier/Printer - Repro.	Varies	0	$500	$0	$0	5	$0	$0	$0
Total Small Copier/Printers		**150**			**$75,000**				**$15,000**

Telephone Devices									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
Telephone Devices	Varies	500	$250	$0	$125,000	5	$0	$0	$25,000
Total Small Copier/Printers		**500**			**$125,000**				**$25,000**

Miscellaneous Devices									
Component	Age	Number	Replacement Cost	Installation & Testing	Total Initial Cost	Replacement Cycle (years)	Annual Licenses & Upgrades	Annual Maint. Service Contract	Total Cost of Ownership (Annual)
Misc. Devices and Equipment	Varies	Varies	$7,000	$0	$7,000	1	$0	$0	$7,000
Total Small Copier/Printers					**$7,000**				**$7,000**

Los Angeles Southwest College

Academic Technology Plan

FY 2022-2027

Academic Technology Committee adopted on April 12, 2022

Overview

The Academic Senate and the College Administration of Los Angeles Southwest College (LASC) sponsors the Academic Technology Committee (ATC), an intensive effort to develop a framework for the development of Los Angeles Southwest College's Academic Technology Plan over the next three to five years.

Academic Technology refers to those technologies directly used by faculty, staff, and students in the creation and dissemination of knowledge. The Academic Technology Committee provides recommendations for a variety of software programs and platforms. The design and integration of academic technology enables college faculty to realize their potential in teaching, learning, and research to meet the mission and goals of Los Angeles Southwest College and to provide training, consulting, and services to college faculty to enable the use of technology and software in an efficient manner. The academic technology enables college faculty to realize their potential in teaching, learning, and research through the design and integration of technology to meet the Los Angeles Southwest College mission and goals, and provide training, consulting, and services to college faculty and staff in order to enable them to utilize technology and provided software in a most efficient and productive manner.

Purpose Statement

The overall purpose of the Academic Technology Committee is to lead, plan, and coordinate the application of technology ensure the College's mission and the achievement of its goals and objectives are reached.

Within this scope, the Academic Technology Committee is charged with the following tasks:

1. Design the process by which the Committee will develop maintain, and recommend to the Academic Senate an Academic Technology Plan for the College. Implement the process. Develop and recommend to the Academic Senate an initial Academic Technology Plan for the College and update the plan recommendations annually.
2. Once approved by the Academic Senate, use the Academic Technology Plan as a framework for advocating faculty technology needs.
3. Explore emerging technologies and recommend implementation as appropriate.

Clarification of Tasks – Restated

Specifically, the charge of the Academic Technology Committee is to "design the process" and "develop the Academic Technology Plan."

1. **PROCESS**
   Design the process by which the Committee will develop, maintain, and recommend to the Academic Senate an Academic Technology Plan for the College. It is the understanding of the Committee that the process will include the following:

a. Linkages with the College's mission, the Strategic Education Master Plan, the Facilities Master Plan, and with other College and District planning processes, as appropriate.
b. Provision of the Committee to serve divisions, units, programs, and employees of LASC College as an information resource on technology-related issues.
c. A timely and flexible schedule for the planning cycle.
d. Mechanisms for effective communication with input from the rest of the campus community.
e. Provisions for orientation and training of administration, faculty, staff, and students about the process.
f. Provisions for keeping the Committee up-to-date on technology developments that are potentially relevant to LASC.
g. Procedures for evaluation and revision of the process.

2. PLAN

Implement the process by developing and recommending to the Academic Senate an initial Academic Technology Plan for the College, while updating the Plan recommendations annually. It is the understanding of the Committee that the Plan will be, but is not limited to, the following:

a. The initial draft to be completed by March 8, 2022
    i. Analysis and evaluation of applicable academic technology implementation at LASC
    ii. Long-range goals (3-5 Year Plan)
    iii. Annual goals and objectives
    iv. Resource allocation priorities tied to the goals and objectives
    v. Delineation of responsibilities and coordination between the Academic Technology Committee of the Academic Senate and the Information Technology (IT) unit of the office of the VP of Administration.
b. The initial draft to be completed by March 22, 2022, in consultation with the appropriate other individuals, offices, and groups on campus.
    i. District, State and Federal Compliance.
    ii. Standards for support, hardware, software, peopleware, infrastructure, and other related technologies.
    iii. Guidelines for evaluating technology requests and for allocating technology resources.
    iv. Policies and procedures for acceptable use of technology
    v. Faculty and Academic Staff development with respect to technology
    vi. Recommendations on other technology-related issues as needed

Technology Related Committees

Academic Technology Committee and Composition

The Academic Technology Committee will seek and maintain representation from all entities within the College community. This representation will also constitute the voting body of the Committee. Key component representation of the Committee consists of the following:

Number of Representatives	Area of Representation	Current Representatives	Notes
6	Instructional Programs	Gail Amos, Travis DuBry, Susan Lyons, Olga Lara, Roxanna Sanchez, Naja El-Khoury; Jessica Saint-Paul, Parisa Samaie*	
1	VP of Academic Affairs	Dr. Lawrence Bradford	
1	ASO Student Representation	Darlene Coxaj; Ethan Harvey	
2	Non-Instructional Programs	Osmin Morgado	
1	Information Technology	Kirk Yamamoto	Aaron Guerrero is alternate (03/08/22)

** Committee chair*

Planned Initiatives

1. Student Success and Support Plan

Student success at all levels is undoubtedly the primary goal for all technology-related planning efforts. The Committee believes that the technology needs of the LASC faculty and its students are intertwined within the teaching and learning process. With this in mind, the Committee will work to identify and recommend technology resources and support that promote student success, learning and academic achievement and reducing barriers to accessibility of resources

Initiatives:

- Promote the institutional and personnel resources necessary to provide in-person and remote and online technology support to students.
- Identify and anticipate the future technology needs of students through the administration of an annual survey. Present results of survey in a formal report to Academic Technology Committee.
- Identify and recommend accessibility standards to ensure all students have opportunity to achieve student success.
- Ensure that resources are equitable and accessible for students to ensure all students have opportunities to achieve student success.
- Investigate and identify Early Alert tools that faculty use to help student success and retention.

Goals Alignment:

- LASC Strategic Education Master Plan Goal Alignment: 1, 2
- LACCD Technology Plan Goal Alignment: Assessment, Infrastructure
- Accreditation Standards Alignment: III.C, III.C.1, III.C.2

2. Faculty and Academic Staff Training and Professional Development Plan

The Academic Technology Committee believes that ongoing training and professional development opportunities for faculty and academic staff are crucial to sustaining high-quality levels of instruction and learning on the LASC campus. It is with this belief that we support an increasing number of in-person and online training opportunities for new hardware and software tools that directly impact faculty and students. We likewise seek to promote a culture of ongoing interaction and experimentation with emerging technologies geared towards continually improving the classroom experience.

Initiatives:

- Investigate FLEX credit for technology training attendance.
- Develop technology training sessions and workshops for peer to peer faculty instruction on different technology topics.
- Advocate re-assigned time and/or ancillary assignment for faculty to participate in training to maintain the websites for the career and academic pathways and academic departments and programs.
- Promote technology competency standards and CVC-OEI course design rubrics for faculty and academic staff through POCR training.
- Promote the use of competency standards that include rubrics align with course Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)

Goals Alignment:

- LASC Educational Master Plan Goal Alignment: - 4
- LACCD Technology Plan Goal Alignment: Teaching
- Accreditation Standards Goal Alignment: III.C.1.b

3. Campus Computer Labs Development and Maintenance

Campus computer labs exist as technology-centered spaces devoted to directed-learning in specific subjects, but also as general use locations where students can learn, develop new skill sets, and accomplish basic tasks related to their education. It is the overall goal of the Committee to promote reliable and effective access and support to campus computer labs that are necessary for instruction and the development of modern skill sets and competencies across disciplines.

Initiatives:

- Advocate for additional numbers of part or full-time instructional assistants for campus computer labs.
- Promote centralized planning, management, and scheduling for campus computer labs for students and faculty. Computer lab schedules should be made available to students and faculty in both print and web-based formats.
- Advocate for availability of campus computer labs for scheduled and drop-in instruction opportunities.

Goals Alignment:

- LASC Educational Master Plan Objective Alignment: 1, 4
- District Technology Plan Goal Alignment: Learning, Infrastructure
- Accreditation Standards Goal Alignment: III.C, III.C.1.A

4. Library and Student Success Center

The LASC Library and Student Success Center (SSC) are LASC departments designed to provide students and faculty with fundamental resources and services necessary for academic success. Technology plays an increasingly important role in providing access to these resources and services, such as: eBooks, online tutoring, online reference assistance, academic databases, etc. On the LASC campus, the Library and SSC also act as centralized locations providing access to technology resources such as desktop computers, laptops, printers, and photocopy machines. Given the large role that these departments play in the overall technology structure of LASC, it is crucial to deliver ongoing support to the hardware and software systems that provide faculty and students with Library/SSC resources and services that supplement course curriculum and instruction. It is likewise important to support the Library and SSC in their ongoing efforts to investigate emerging technologies that will allow them to increase their effectiveness and benefit the educational mission of the campus as a whole.

Initiatives:

- Investigate software options that allow students to save their research and manage their citations using MLA/APA citation style.
- Promote ongoing access to online tutoring and associated digital support services through the Student Success Center.
- Provide online Reference Librarian support through chat and/or collaboration software.
- Investigate streaming video databases that would provide faculty and students with educational multimedia resources for use within the classroom and from off-campus.
- Provide hardwired, ethernet-based access to all Library and Student Success Center desktop computers.
- Provide network access and speeds capable of streaming educational videos from approved Library database vendors.
- Provide multiple printers with regular maintenance and support.

Goals Alignment:

- LASC Educational Master Plan Goal Alignment: 1, 2
- LACCD Technology Plan Goal Alignment: Learning, Teaching, Infrastructure
- Accreditation Standards Goal Alignment: III.C.1, III.C.1.A, III.C.1.D

Standards—A Tier Approach

1. Hardware and Software Standards

The Committee promotes maintaining consistent, updated standards when it comes to hardware and software involved with instruction and student learning. Maintaining these standards will ensure environments that are functional, reliable and provide faculty and students with a smoother academic experience both within and outside the classroom.

Initiatives:

- Create and implement a standard hardware and software configuration for all classrooms, computer labs, and campus spaces focused on instruction and student learning.
- **NOTE:** section on conducting an annual survey of technology needs has been moved to section on Faculty and Academic Staff Technology Support.

Goals Alignment:

- LASC Educational Master Plan Goals Alignment: 2, 3, 4
- LACCD Technology Plan Goal Alignment: Infrastructure, Assessment
- Accreditation Standards Goal Alignment: III.C, III.C.1, III.C.1.A, III.C.1.C

1A. Replacement Policy

Given the rapid pace at which technology changes, it is important to address and incorporate these developments into the instructional environment. To do so, faculty and academic staff must have access to hardware and software that is functional and up-to-date. With this goal in mind, the Committee supports the development of a comprehensive plan and replacement cycle for instructional hardware, software and related LASC support services.

Initiatives:

- Develop a 3-year replacement policy for faculty and academic staff's instructional hardware and software.
- Ensure that computers meet faculty and classroom needs for the next 3 years.
- Develop a list of minimum standards that replacement computers must adhere to. This list would be updated annually by the Academic Technology Committee.

Goals Alignment:

- LASC Educational Master Plan Goal Alignment: 3, 4
- LACCD Technology Plan Alignment: Infrastructure, Teaching, Learning
- Accreditation Standards Goal Alignment: III.C.A., III.C.1.C

2. Web Standards

LASC Faculty and students access and interact with web-based information and instructional materials continually from both on and off-campus locations using desktop computers, laptops, tablets, and mobile devices. Given this reality, it is imperative to maintain and develop a modern, user-friendly web presence that supports the academic and institutional goals of LASC's students, faculty, and academic staff.

Initiatives:

- Promote adoption of ADA compliance standards and considerations when developing a campus web presence.
- Incorporate responsive design and mobile-friendly features into campus web presence.
- Hire a full-time Webmaster with academic web development and design experience.

Goals Alignment:

- LASC Educational Master Plan Goal Alignment: 2, 4
- LACCD Technology Plan Goal Alignment: Learning, Teaching, Infrastructure
- Accreditation Standards Goal Alignment: III.C.1

3. Audio-Visual

Audio-Visual technologies have become an increasingly important component to the overall learning experience. Incorporating audio-visual elements into instruction makes the instruction more interactive and engaging, and addresses the different learning styles of students. Having audio-visual resources that are both consistent and reliable benefits both faculty members and students in meeting their academic goals. The LASC campus can best accomplish this objective by providing and supporting up-to-date technologies that supplement classroom instruction with audio-visual elements and enhancements.

Initiatives:

- Standardize all AV set-ups and equipment in campus classrooms, meeting rooms, labs and other instructional facilities.
- Participate in the regular, scheduled testing of all AV equipment and associated hardware and software. Publicize the testing schedule for faculty, and notify them when AV equipment is being repaired or not functioning properly.
- Expand the availability of AV equipment that can routinely be moved between campus locations. This includes equipment such as digital projectors and laptops.
- Provide access to streaming media that is educational in nature (see section on Library and Student Success Center).
- Maintain an inventory of all AV assets. This would allow for improved scheduling of repairs and anticipated replacement needs.

Goals Alignment:

- LASC Educational Master Plan Goal Alignment: 3, 4
- LACCD Technology Plan Goal Alignment: Infrastructure, Teaching
- Accreditation Standards Goal Alignment: III.C.1

4. Network Management Standards

Modern instructional environments require access to consistent, high-speed computer networks. Gaining access to important classroom materials at the point-of-need can greatly impact the success of an individual lesson, course, and overall learning experience. Equally important and dependent on campus networks are resources and services such as library databases, Canvas, the LASC website and more. For these reasons, it is crucial to maintain and expand all network hardware and infrastructure to provide the LASC community with consistent, high-speed access to instructional materials and curriculum-related digital resources.

Initiatives:

- Provide regular testing of campus network speeds and availability.
- Consult with faculty through Academic Technology Committee regarding educational resources that are currently unavailable over campus networks but are necessary to meet course goals and objectives.
- Review network security standards and polices on an annual basis to determine impact on faculty instruction and student learning.

Goals Alignment:

- LASC Educational Master Plan Goal Alignment: 2, 4
- LACCD Technology Plan Goal Alignment: Infrastructure, Learning, Teaching
- Accreditation Standards Goal Alignment: III.C, III.C.2, III.C.1.C

5. SMART Classroom Standards and Specifications

In conjunction with audio-visual resources, SMART technologies have the ability to transform the classroom into a digitally interactive environment that appeals to differing student learning styles. Likewise, SMART technologies can provide necessary visual demonstrations of course concepts and objectives.

In order to take full advantage of the SMART technologies, ongoing hardware and software support is necessary. Also, updated training opportunities are necessary to effectively incorporate SMART technologies into course curriculum and execution.

Initiatives:

- Schedule testing and maintenance of all SMART technologies on a regular basis.
- Provide easily accessible status information on SMART technologies that require maintenance and an estimated date for repair.
- Standardize all SMART board set-ups and related equipment in campus classrooms, meeting rooms, labs and other instructional facilities.
- Provide in-person and online training opportunities for incorporating SMART technologies into the curriculum. Incentivize training attendance with possibility of FLEX credit.

Goals Alignment:

- LASC Educational Master Plan Goal Alignment: 2, 4
- LACCD Technology Plan Goal Alignment: Infrastructure, Learning, Teaching
- Accreditation Standards Goal Alignment: III.C.1.A, III.C.1.B, III.C.1.C

6. Wireless Hardware and Management Standards

As the availability of wireless networks has increased, so too have the expectations from faculty and students that they can access LASC resources from virtually anywhere on campus. These expectations have only increased even further as more faculty members and students rely on laptops, tablets and mobile devices for persistent Internet access. In order to adapt to this new environment, LASC must maintain and expand all wireless network hardware, infrastructure and technology assets necessary to provide students, faculty and staff with consistent, high-speed access to instructional technologies and information.

Initiatives:

- Provide regular, scheduled testing of wireless strength and availability in classrooms, computer labs and other key areas impacted by wireless capabilities. Publish testing results to an online platform accessible to faculty.
- Increase Wi-Fi availability and bandwidth in order to ensure that faculty and students can access the Internet and LASC academic resources from within classrooms, labs, the Library/SSC, and other common areas where instruction and student learning takes place.

Goals Alignment:

- LASC Educational Master Plan Goal Alignment: 4
- LACCD Technology Plan Goal Alignment: Infrastructure, Learning, Teaching
- Accreditation Standards Goal Alignment: III.C.1.A, III.C.1.C

7. Mobile Devices

In conjunction with the persistent availability of wireless networks, mobile devices have become an omnipresent feature of the modern computing environment. Universities and colleges have gone beyond simply providing Internet access to mobile device users, but have incorporated the technology into providing faculty and students with essential academic resources and services. From Learning

Management Systems such as Canvas that are available via a mobile application, to eBooks available on a user's tablet, mobile devices are now a legitimate part of academic technology planning at all levels. Given this emerging environment, it is essential to provide the hardware, infrastructure and support necessary to use mobile devices as effective educational tools in classroom and non-classroom environments on the LASC campus. It is also essential to continue to promote the expanded use of mobile technologies as legitimate tools for classroom engagement and platforms for information access.

Initiatives:

- Enhance and increase wireless capabilities by adhering to Wireless Hardware and Management Standards.
- Increase mobile accessibility of campus web resources by incorporating responsive design principles and mobile-friendly features (see section on Web Standards).

Goals Alignment:

- LASC Educational Master Plan Goal Alignment: 2, 4
- LACCD Technology Plan Goal Alignment: Learning, Teaching
- Accreditation Standards Alignment: III.C.1, III.C.1.A

8. Faculty and Staff Technology Support

In order to take full advantage of academic technology and the incredible impact it can have towards promoting and facilitating student learning and achievement, faculty and staff require support at multiple levels. Faculty and staff technology support is an objective that should take into account all of the hardware, software, and network assets that make up the LASC teaching and learning environments. It should also take into account all of the current hardware and software tools used by faculty and students to create academic content, enhance instruction and complete coursework.

Initiatives:

- Increase the levels of availability and access to timely technology support for both in-person and online courses.
- Create procedures for incorporating new technologies into the classroom.
- Develop an ongoing, updated database of frequently asked questions (FAQs) on technology-related inquiries. Provide convenient access to FAQs to faculty and staff.
- Create a checklist for each classroom and its available technology assets (hardware, software, network connection, AV) that must be completed by the beginning of each semester. This would verify that all instructional equipment and related software was in working order prior to the first day of instruction.
- Track technology support data to faculty and staff and periodically review levels of effectiveness. This would include an ongoing review (at least once per semester) and report of the status of work orders submitted by faculty. The report would detail which work orders were still pending and an estimated date of completion.

- Recommend Technical workshops on various topics and software to increase faculty effectiveness and productivity.
- Conduct an annual survey of faculty and academic staff technology needs. Incorporate results into an annual report presented to the Academic Technology Committee, that will provide structure to future technology consideration and acquisitions.

Goals Alignment:

- LASC Educational Master Plan Objectives Alignment: 2, 4
- LACCD Technology Plan Goal Alignment: Learning, Teaching, Infrastructure
- Accreditation Standards Alignment: III.C.1, III.C.1.C

9. Assistive Technology

Emerging technologies can provide greater access to materials and learning opportunities for all students. This includes students who require assistance due to conditions affecting their vision and other physical capabilities. Assistive technology allows the College to meet the specific needs of these students and ensure that equal levels of access to resources and services are provided both in-person and online.

Initiatives:

- Work with DSPS and LASC ADA Coordinator to identify & evaluate existing software programs, furniture, and equipment needs for students with disabilities.
- Work with Distance Education to ensure proper Section 508 compliance for all online instructional materials.
- Participate in the District accessibility review process for all technologies that are student-facing, including software and LTIs that are implemented in the Canvas LMS.
- Work with PIO, IT and LACCD to ensure proper Section 508 compliance in all website content.

Goals Alignment:

- LASC Educational Master Plan Objectives: 1, 2, 4
- LACCD Technology Plan Goals Alignment: Learning, Teaching, Infrastructure
- Accreditation Standards Alignment: III.C.1, III.C.1.A, III.C.1.C

Distance Education

1. Background and Current Environment

Los Angeles Southwest College (LASC) began offering online classes in 2007, at the same time that many other colleges in the Los Angeles Community College District started their programs. Originally, Moodle was used for all online classes until LASC started moving to Etudes as the Course Management System in spring 2012.

In February 2015, the California Community Colleges (CCC) Online Education Initiative (OEI) announced its intent to award Instructure Inc. (Canvas) the contract to provide an online course management system and related services to community colleges statewide. In spring 2016, LASC started transitioning to using Canvas by Instructure as the Course Management System with a small pilot program. In summer 2016, LASC started using Canvas as the exclusive Course Management System. LASC faculty currently have 24/7 access to Canvas technical support via phone.

Enrollment in online classes has been steadily increasing at LASC. In 2010-2011, enrollments in online courses accounted for 5.6% of the college's total enrollments, and that number has been increasing every year. In 2015-2016, enrollments in online courses accounted for 10.8% of the college's total enrollments. In 2017-2018, 20.5% of LASC students were enrolled in credit DE courses. In 2020-2021, 56.6 % of LASC students were enrolled in credit DE courses. This upward trend is expected to continue as more and more students seek the flexibility and convenience of online courses.

Retention and pass rates in online classes remain consistently lower than face-to-face courses, indicating that additional support and resources are necessary to support online students and faculty.

Initiatives:

- Investigate hiring of an instructional designer.
- Investigate hiring of an online support technical assistant.
- Investigate designating a space on campus (computer labor equivalent space) where faculty can receive assistance with the structure and design of their online courses.
- Provide campus-wide licenses for software tools that take full advantage of the online environment and can greatly enhance students' learning experiences. In particular, faculty access to screen and lecture capture software such as Snagit/Camtasia would meet this growing need.

Goals Alignment:

- LASC Educational Master Plan Goal Alignment: 1, 2, 4
- LACCD Technology Plan Goal Alignment: Learning, Teaching, Infrastructure
- Accreditation Standards Goal Alignment: C.1, III.C.1.C

2. Hardware and Software Tools

Provide the necessary hardware, software, support and training necessary to design online courses that fully meet student needs and expectations.

Initiatives:

- Campus-wide license to screen/video capture software.
- Adopt an online tutoring program/service such as PENJI.
- Adopt anti-plagiarism software such as Turnitin.
- Explore equitable online proctoring solutions; this could be based in software or participation in regional proctoring sites to coordinate test taking.
- Provide regular training in new software tools and techniques related to online course design and execution.

Goals Alignment:

- LASC Educational Master Plan Goal Alignment: 1, 2, 4
- LACCD Technology Plan Goal Alignment: Learning, Teaching, Infrastructure
- Accreditation Standards Goal Alignment: C.1, III.C.1.c

Annual Review and Recommendations

Engage in an annual review of technology standards and planned initiatives to ensure sustained commitment and progress.

- Schedule monthly meetings of the Academic Technology Committee to provide the necessary platform for Committee members and academic faculty to make recommendations and review all documentation.
- Conduct an annual survey of student and faculty technology needs to provide future Academic Technology Plan guidance. (See Student Success & Support Plan and Faculty and Staff Technology Support sections.)

Access to Academic Technology Plan

- Access to the Academic Technology Plan will be provided on the campus SharePoint system under the Academic Technology Committee page and folders.
- Access to working drafts of the Academic Technology Plan and related documentation will remain on the Canvas site, accessible only to Academic Technology Committee members.

Conclusion

It is the hope of the Academic Technology Committee that all of the documentation provided through the Academic Technology Plan will help promote the technology needs of students and faculty, in addition to assisting with the overall technology planning process of the LASC campus.

Any suggested corrections or updates to the Academic Technology Plan can be directed to the current Academic Technology Committee Co-Chairs.

Appendices

Appendix A. Academic Technology Plan Approval Process