



District-wide Technology Strategic Master Plan 2022 - 2032

South Orange County Community College District

May 2024 Revision



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Letter from the Chancellor

It is my pleasure to present to you the 2024 revision to the South Orange County Community College District's, District-wide Technology Strategic Master Plan (DTSMP). This revision is a culmination of many weeks of collaborative work between Irvine Valley College (IVC), Saddleback College, and District Services stakeholders, which includes students, faculty, staff, and administrators.



The South Orange County Community College District works to support the efforts of Irvine Valley College and Saddleback College to offer excellent education to our students as they prepare to be our community's future leaders. That work can be enhanced and expanded through the execution of the DTSMP as we navigate through a rapidly changing technological era.

Each College is simultaneously executing a site-specific technology master plan (TMP) to prepare for their growing technological needs. The development of their plans included surveys and forums to help solicit input from faculty, staff, students, and management teams. Ultimately, each TMP will align and work in concert with their respective Educational Master Plans, and the District-wide Facilities Master Plan.

I am confident that this DTSMP update will position the South Orange County Community College District to support the activities for the future of modern learning and student support to best prepare the next generation of leaders. Anticipating changes in technology to best carry out our mission to provide excellent education will benefit our District for years to come.

Thank you for your time and attention in reading, reviewing, and supporting the implementation of this plan.

Dr. Julianna M. Barnes
Chancellor

Summary of Updates

May 2024



DTSMP Summary of Updates: May 2024

DTSMP Budget Philosophy

The stated budget figures in the 2022 – 2032 DTSMP reflects new Basic Aid or other funding requests. Meaning, ongoing technology initiatives with established funding sources are prioritized and listed in the plan but are not included in the DTSMP budget totals. This 2024 revision of the DTSMP maintains this philosophy.

DTSMP Budget Comparison

| 2022 vs. 2024 | | |
|---|---------------|--------------|
| Unit | 2022 | 2024 |
| District Services | \$120,907,000 | \$45,980,000 |
| Saddleback College | \$24,612,000 | \$23,147,000 |
| Irvine Valley College | \$21,177,000 | \$18,459,000 |
| 10-year total investment | \$166,696,000 | \$87,593,000 |
| 10-year total investment with contingency | \$183,366,000 | \$96,352,300 |

Key 2024 Budget Update Takeaways

The total DTSMP budget including contingency for the 2024 DTSMP Revision is **\$87,014,000** less than the budget investment totals for the 2022 – 2032 DTSMP primarily because of the decision to transition to Banner as the District’s base Enterprise Resource Planning (ERP) solution.

The transition to commercial products for the ERP solution removed some college specific funding requests that brought down their budget totals.

A collection of small District Services development projects was removed and replaced with a new item for a District IT Innovation Group for third-party product integrations and project specific development in support of the colleges.

Using the aforementioned DTSMP budget philosophy, the annual licenses fees for the ERP solution (Banner, Jaggaer, etc.) is not included in the plan since there is currently established funding for Workday and SIS Maintenance that would be used for the annual ERP fees. Consequently, the plan only includes estimates for new Basic Aid funding requests for the Banner implementation project.

Background



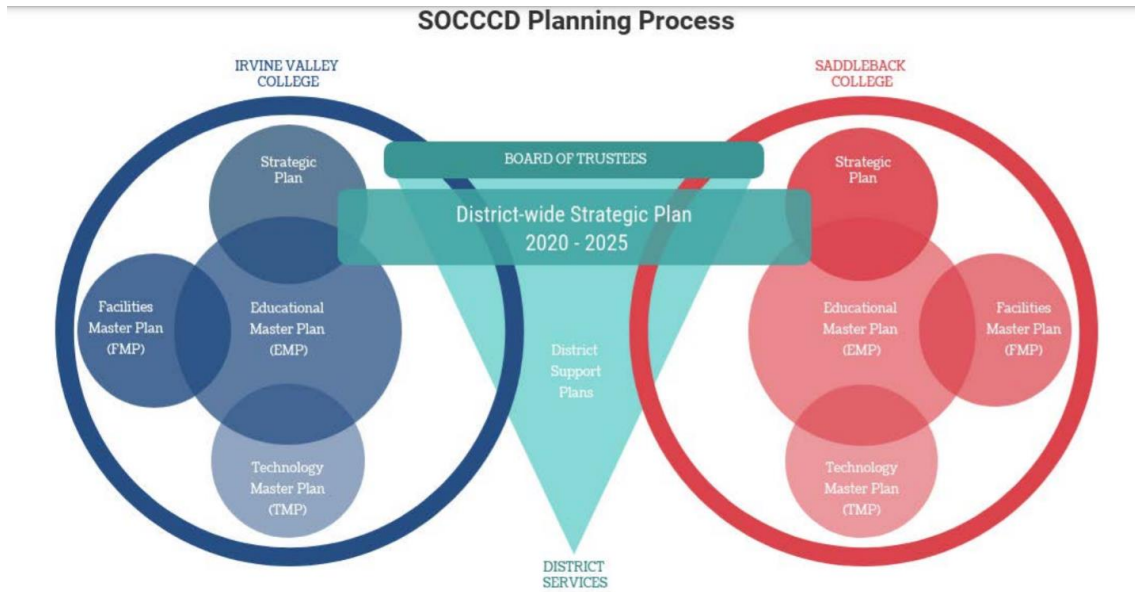
About South Orange County Community College District

South Orange County Community College District (SOCCCD) covers 382 square miles, serving nearly one million residents across 26 communities in the southern portion of Orange County. The District covers the largest square mile area of four community college districts in Orange County. Established in 1967, SOCCCD is a multi-campus district comprised of Saddleback College and Irvine Valley College. Originally a satellite campus to Saddleback, Irvine Valley became an independent institution in 1985. In 2007, the District opened the Advanced Technology & Education Park (ATEP) in the City of Tustin, which provides opportunities to study advanced technology and complete career, technical and workforce development training programs for high demand industries.

SOCCCD aims to promote access, success, and equity to meet each student's goals of skills development, certificate, associate degree, transfer, or personal enrichment. Saddleback College and Irvine Valley College are fully accredited and aim to provide an educational foundation to a diverse local and regional community. The colleges offer programs with transfer opportunities to four-year colleges and universities, associate degrees, certificate awards, employment, occupational skills training, and community education. Both colleges use Guided Pathways models to foster student learning and expand student success, promote equitable program access and outcomes, and provide connections for students to the regional economy.

SOCCCD Education Master and Strategic Plans (EMSP)

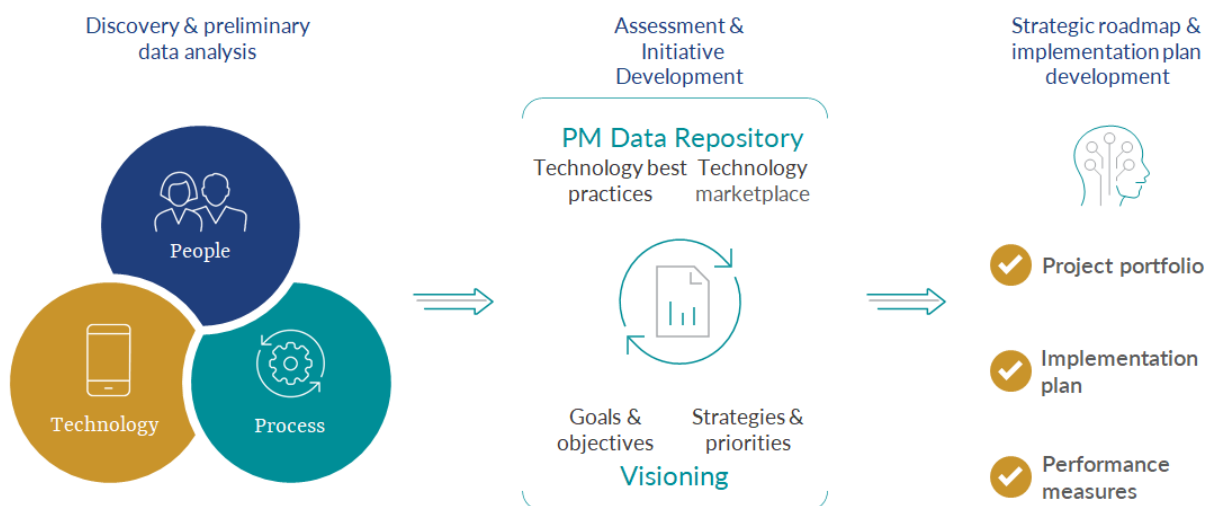
The SOCCCD District-wide Strategic Plan was developed concurrently with the Education Master Plans of both Irvine Valley College and Saddleback College. Together, these three inter-related plans comprise the Education Master and Strategic Plan (EMSP) for the District. Community input collected at both colleges was applied to develop all three EMSP planning documents. The role of the District-wide Strategic Plan (DWSP) within the EMSP is to provide an overarching framework of goals and objectives for the Education Master Plans of the two colleges. In turn, the EMSP forms the foundation for a Facilities Master Plan and a Technology Master Plan for each of the two colleges, as well as other planning documents and processes (see Figure on next page).



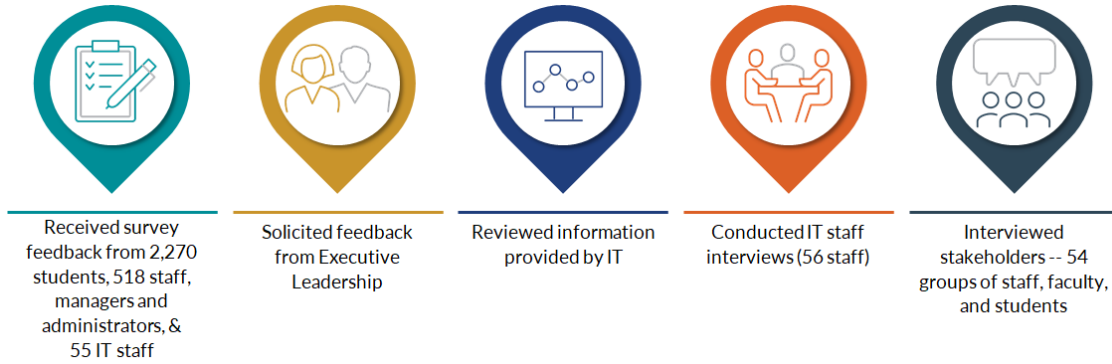
District-wide Strategic Technology Master Plan: 2022 - 2032

The District-wide Strategic Technology Master Plan (DTSMP) has a 10-year horizon, and describes the IT vision and mission, goals, objectives, and initiatives for SOCCCD and its member colleges, Irvine Valley College and Saddleback College. Developing the plan was a joint effort.

The process for developing the plan included steps for conducting discovery and preliminary data analysis, developing the assessment and recommendations, and developing the strategic roadmap and implementation plan.

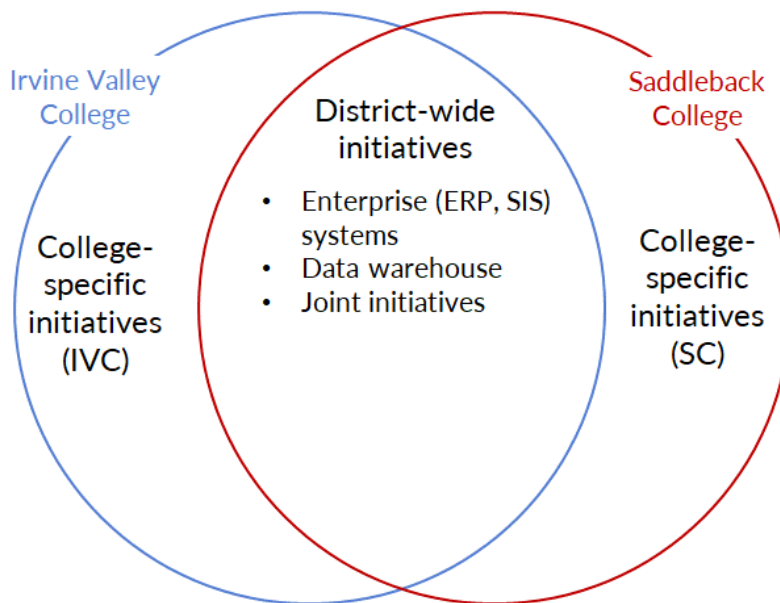


Discovery and preliminary data analysis. These activities included a comprehensive stakeholder survey of students, faculty, staff, and management teams; group and individual interviews with these stakeholders, interviews with District and college IT staff; and a review of technical, functional, and strategic documentation on the IT environment. An overview of the comprehensive information gathering is shown below.



Assessment and initiative development. These activities included aggregating the information provided in the earlier phase, assessing against best practices for technology and technology management, and identifying opportunities resulting from trends in technology and higher education. Other activities included in this phase were establishing the IT vision, defining the goals, objectives, and specific plan initiatives to achieve the goals. District-wide, common, and shared initiatives can be executed as a collaborative effort with the colleges, while individual, unique initiatives can be executed more independently by the colleges.

District-wide Technology Strategic Master Plan



District-wide Technology Strategic Master Plan

2022 – 2032

May 2024 Revision

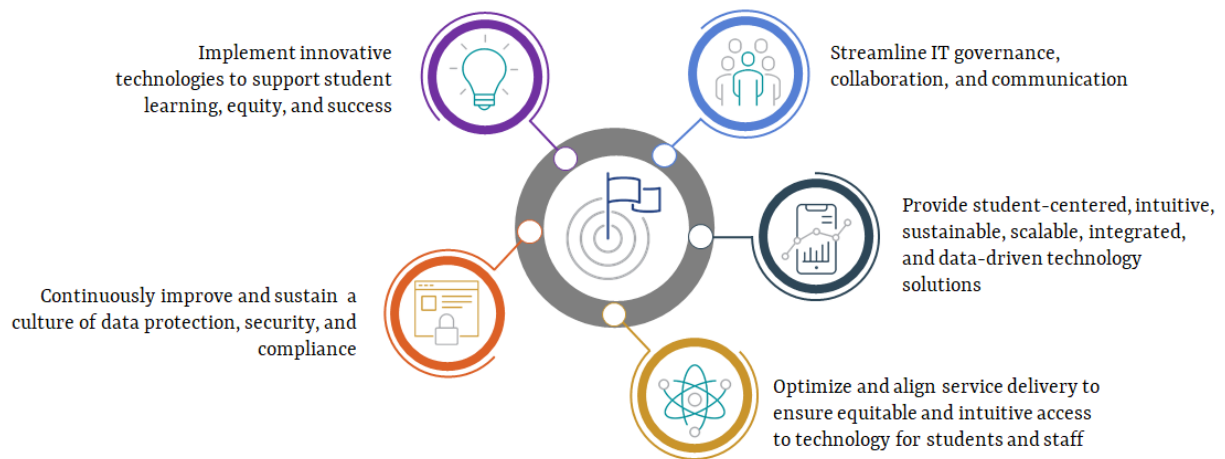
IT Vision

We are the preeminent leader in higher education empowering our students to be successful with innovative technologies.

Mission

We provide value-based, advanced technology solutions as a foundation for equitable access and student success. We provide secure, student-centered technology solutions that enable effective learning and teaching. We collaborate across diverse groups to solve institutional problems with technology.

Goals and objectives



Goal 1: Implement innovative technologies to support student learning, equity, and success

Early trial and adoption of newer technologies, including cloud, artificial intelligence (AI), mobile, automation, and other emerging technologies, to understand their potential impact on the student accessibility and experience, whether on-campus or remote.

- Create standardized processes for reviewing, approving, executing, and maturing innovation initiatives and technology-driven business process improvements.
- Implement modern platforms to support online education and to enable students, faculty, and staff to access anywhere/anytime learning, teaching, and support services.
- Develop analytics and AI capability to elevate student learning, success, and equity.



Goal 2: Streamline IT governance, collaboration, and communication

Determine the appropriate level of centralization/decentralization (including delineation of roles/responsibilities), internal communication, and use of external IT services to meet the shared and unique needs of each entity, in alignment with the overall funding and strategic requirements.

- Enhance the process for prioritization, approval, funding, and tracking of technology-related initiatives.
- Establish and streamline IT policies, regulations, processes, tools, committees, and responsibilities.
- Establish IT communications program and practices.

Goal 3: Provide student-centered, intuitive, sustainable, scalable, integrated, and data-driven technology solutions

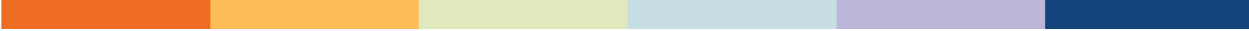
Adequately architect, procure, maintain, operate, support, and retire technologies to provide resiliency, business continuity, and flexibility for teaching, learning, and operations. Make stakeholder-led data-driven decisions to enable value creation with technology.

- Align technology lifecycles with holistic approach to an enterprise architecture.
- Reduce technical complexity by implementing cohesive platforms and solutions, including cloud.
- Provide well-connected on-campus spaces to accommodate next-generation educational technology.
- Implement an integrated ERP solution and related software applications to reduce costs and provide for optimal user experience.

Goal 4: Optimize and align service delivery to ensure equitable and intuitive access to technology for students and staff

Follow an integrated approach to stakeholder enablement (including students, faculty, and staff) and support processes aligned with the institutional requirements of District Services and the colleges while recognizing unique aspects of the colleges. Ensure training and professional development evolves to support service delivery.

- Adopt common and standardized processes and solutions for IT support across the District.
- Streamline service and solution delivery through formal IT service management practices.
- Provide standardized access, tools, and training necessary to achieve a high-level of IT support and ease of use, leading to increased self-sufficiency by students, faculty, staff, and community members.



Goal 5: Continuously improve and sustain a culture of data protection, security, and compliance

Enhance the security practices, policies, and procedures of District Services and the colleges to protect people, data, and resources, and begin the transition to a security-by-design approach to all IT activities across the District.

- Develop individual and collective cybersecurity responsibility, training, and accountability for SOCCCD employees and stakeholders (e.g., contractors, partner entities, etc.).
- Continuously review and implement best practices for risk management, including security awareness, vulnerability assessment, regulatory compliance, and incident response.
- Establish a security-by-design approach that integrates cybersecurity early in the development lifecycle of technology solutions.

As a part of the overall planning process, it is important to demonstrate the alignment of IT goals and objectives to the institutional goals. This is shown in the following section, “DTSMP Goals: Alignment with Education Master and Strategic Plan (EMSP).”

District Services, Irvine Valley College and Saddleback College have work collaboratively to execute and monitor DTSMP progress. This collaborative approach is described in the [Appendix](#), “DTSMP Governance.”



Alignment with Education Master and Strategic Plan

The District has four strategic goals listed below that were adopted in 2020 as a part of the EMSP:

1. Ensure student equity in access and achievement.
2. Transform lives through learning and achievements.
3. Engage with the community through athletic and cultural events, enrichment programs, and in creating economic prosperity.
4. Optimize our institutional design and structure with a student-centered focus.

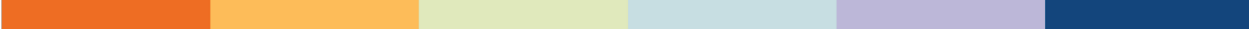
These goals informed and guided the development of this 2024 DTSMP Revision which focuses on aligning the use of technology resources with the overall strategic direction of the colleges and the District as a whole. In particular, the 2024 DTSMP Revision maintains most of the non-ERP specific 2022 – 2032 DTSMP initiatives, given their alignment with the established goals that will substantively and directly impact the EMP goals for student equity (Goal #1) and optimizing institutional design and structure (Goal #4) through the deployment of technology and application of technology management activities. This is shown in the alignment matrix in the [Appendix](#) “DTSMP Goals: Alignment with Education Master and Strategic Plan.”

In addition to identifying goals and objectives, the planning teams developed themes to help correlate to the projects and plan activities. These are shown below and defined in the [Appendix](#), “Key DTSMP Themes.”

- Analytics
- Application development standards
- Cloud
- Communication
- Data governance and security
- Diversity, equity, and inclusion
- Integrated ERP Solution
- Hybrid working environment
- Innovation
- Integration
- Mobility
- On-campus classroom technology
- Online education
- Procurement
- Project Management Office
- Staffing/Professional development
- Standards
- Student-friendly technology
- User training

In developing and defining the DTSMP initiatives, the planning team took many elements into consideration, such as understanding the meaning of shared initiatives, leveraging the existing solutions and experience available District-wide, including updated due diligence efforts, taking a full life-cycle view, including a mix of tactical initiatives, and establishing an agile execution approach. This is explained in the [Appendix](#) “DTSMP Initiatives – Additional Considerations.”

Strategic Initiative Investments



The DTSMP strategic initiatives are made up of key initiatives, each of which is aligned with the stated goals and themes. The planning team for the 2024 DTSMP Revision narrowed the planning initiatives to 35 high value project portfolio initiatives down from 136 initiatives in the 2022 – 2032 DTSMP. These 35 initiatives were reprioritized to identify the top candidates for funding requests. The team estimated the cost for these high priority initiatives, using a total cost of ownership approach.

The DTSMP portfolio investment summary includes the following components:

- One-time costs: These costs represent an estimate of initial costs to execute the initiative. Typically, they include activities such as planning, strategy development, and assessment, etc. For the entire portfolio, one-time costs are based upon the start year of the initiative. For example, Tier 1 starts in year 1, Tier 2 starts in year 3, Tier 3 starts in year 5, etc.
- 10-year total ongoing costs: These costs represent the operational and recurring costs associated with the initiative, and may include licensing, subscription, maintenance, and refreshment costs. For the full portfolio, these costs are aggregated over the 10-year span of the plan.
- 10-year total costs: These costs represent the summative amount of both the one-time and the ongoing costs over the life of the plan.
- Contingency: 10% of the total costs provides an allowance representing the uncertainty inherent in developing estimates. This enables the District to absorb changes to initiative scope or priorities, or if unexpected events occur that override previous estimates.

The 10-year costs for the 2024 DTSMP Revision portfolio are estimated at \$87.6 million, and with a 10% contingency to accommodate changes, would be \$96.4 million. These costs are in addition to those already set aside for similar or related initiatives that have identified funding sources.

While the full planning horizon is 10 academic years, the 2024 DTSMP Revision focused on an 8-year planning horizon with greater visibility on what might happen over the next one to three years. With that in mind, the roadmap has been divided into five execution tiers. As a part of the biennial plan maintenance and update process, District-wide IT leadership is encouraged to review the plan details and update as needed to reflect scope changes, project completions, and additional initiatives that may result from unanticipated events. This may involve changes to initiatives in future tiers as well. The 10% contingency is designed to help, should those changes lead to cost increases.

In the chart below we show the total 10-year investment required for each tier, including contingency.



10-Year Total Investment by Tier

| Tier 1 | Tier 2 | Tier 3 | Tier 4 | Tier 5 |
|--------------|---------------|---------------|---------------|---------------|
| 9 Initiative | 8 Initiatives | 9 Initiatives | 6 Initiatives | 3 Initiatives |
| \$58,536,500 | \$2,048,200 | \$33,117,700 | \$1,622,500 | \$1,027,400 |

Note: This includes the total costs through 2032

The investments, including contingency, required to support the plan are shown in the chart below, by tier, for each two-year span.

Tier Investments by 2-Year Period

| | Years 1 - 2 | Years 3 - 4 | Years 5 - 6 | Years 7 - 8 | Years 9 - 10 |
|--------------|--------------|--------------|--------------|--------------|--------------|
| Tier | 2022 & 2023 | 2024 & 2025 | 2026 & 2027 | 2028 & 2029 | 2030 & 2031 |
| Tier 1 | \$11,497,200 | \$22,058,300 | \$7,165,400 | \$8,671,300 | \$9,144,300 |
| Tier 2 | | \$1,127,500 | \$292,600 | \$305,800 | \$322,300 |
| Tier 3 | | | \$16,483,500 | \$1,878,800 | \$14,755,400 |
| Tier 4 | | | | \$1,483,900 | \$138,600 |
| Tier 5 | | | | | \$1,027,400 |
| Total | \$11,497,200 | \$23,185,800 | \$23,941,500 | \$12,339,800 | \$25,388,000 |

The individual projects in the Tier portfolios are shown in the District Services and college specific sections of the plan.

District Services



About District Services

District Services provides centralized administrative services for the two colleges and the Advanced Technology and Education Park (ATEP) and is comprised of the following departments: Chancellor and Trustee Services, Business Services, Educational and Technology Services, Human Resources, and Public Affairs. These departments provide accounting, benefits, facilities planning, fiscal services, human resources, information technology, institutional research and planning, payroll, public affairs, purchasing, risk management, and warehouse/mailroom services to the District.

In the context of this plan, District Technology Services provides execution for District-wide initiatives.

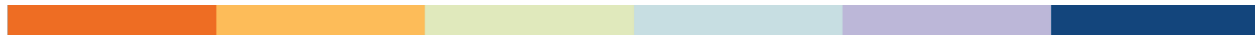
Strategic initiatives – District Services

District Services strategic initiatives are those projects that are District-wide and in rare cases only impact District Services. The total 10-year investment requirements related to District Services is shown below.

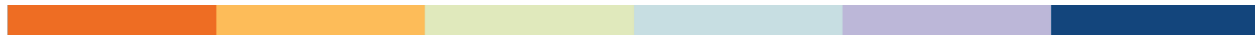
| District Services | |
|---|--------------|
| 10-year total investment | \$45,980,000 |
| 10-year total investment with contingency | \$50,578,000 |

The individual projects in the District Services portfolio are shown below. Many of the District Services initiatives are district-wide with additional funding requests for each college.

| District Services Initiatives | Tier | 10-Year Investment |
|---|--------|--------------------|
| 21: Conduct cloud migration | Tier 1 | \$781,000 |
| 33: Conduct third-party compliance assessment | Tier 1 | \$851,000 |



| District Services Initiatives | Tier | 10-Year Investment |
|--|--------|--------------------|
| 46: Enforce zero trust approach to security | Tier 1 | \$161,000 |
| 153: District IT Innovation Group (third-party Banner integrations and project specific development work) | Tier 1 | \$16,520,000 |
| 49: ERP Implementation Costs | Tier 1 | \$23,100,000 |
| 63: Assessment of the District-wide data analytics capability; and develop and execute a data warehouse strategy | Tier 1 | \$1,514,000 |
| 85: Develop and execute ADA compliance strategy | Tier 1 | \$227,000 |
| 34: Execute third-party vulnerability assessment | Tier 2 | \$280,000 |
| 68: Establish and document SLAs (Service Level Agreements) | Tier 2 | \$16,000 |
| 20: Develop and implement cloud adoption strategy | Tier 2 | \$159,000 |
| 35: Refresh or replace unsupported desktop OS instances | Tier 2 | \$270,000 |
| 36: Migrate unsupported server OS and database instances | Tier 2 | \$201,000 |
| 38: Document cybersecurity standards | Tier 2 | \$85,000 |



| District Services Initiatives | Tier | 10-Year Investment |
|---|--------|--------------------|
| 19: Implement multiplexing technology on existing Fiber WAN | Tier 3 | \$157,000 |
| 92: Execute facility improvements for existing College data centers | Tier 3 | \$478,000 |
| 110: Select and implement a unified communications solution | Tier 3 | \$279,000 |
| 41: Complete rollout of identity and access management best practices | Tier 3 | \$28,000 |
| 44: Implement future-oriented IAM (Identity and Access Management) program | Tier 3 | \$39,000 |
| 121: Establish data transparency initiative | Tier 3 | \$56,000 |
| 98: Conduct an IT infrastructure facilities assessment | Tier 4 | \$81,000 |
| 45: Implement modern approaches to authentication | Tier 4 | \$236,000 |
| 96: Establish process and relationships to facilitate device imaging and provisioning with hardware providers | Tier 4 | \$47,000 |
| 111: Implement common printing and e-faxing solutions | Tier 4 | \$282,000 |

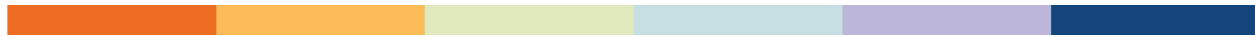


| District Services Initiatives | Tier | 10-Year Investment |
|---|--------|--------------------|
| 138: Develop support process for academic program-specific technologies | Tier 4 | \$59,000 |
| 47: Implement standard mobile device management solution | Tier 5 | \$4,000 |
| 113: Consolidate infrastructure monitoring tools | Tier 5 | \$38,000 |
| 97: Establish structured cabling plant standards | Tier 5 | \$31,000 |

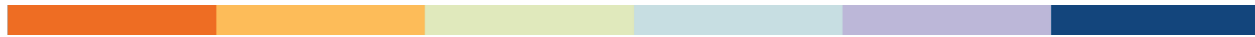
District Services Ongoing Projects

The following are ongoing District Services projects that have established funding sources. Consequently, with the exception of specifically named DTSMP items, the budgets for ongoing projects are not included in the DTSMP budget totals.

| District Services Ongoing Projects | Number |
|------------------------------------|--------|
| Banner Implementation: Year 1 | 1 |
| CVC-OEI Integration | 2 |
| Degree Audit | 3 |



| District Services Ongoing Projects | Number |
|---|--------|
| District Computing Micro Segmentation | 4 |
| District-wide Center for Technology Innovation (CTI) | 5 |
| District-wide Cable Refresh | 6 |
| District-wide CCCApply Migration to SuperGlue | 7 |
| District-wide Cloud Services | 8 |
| District-wide Data Backup Refresh | 9 |
| District-wide Datacenter UPS Refresh | 10 |
| District-wide DTSMP Strategic Initiatives for 2023-24 | 11 |
| District-wide Firewall Refresh | 12 |
| District-wide Information Security Initiatives | 13 |
| District-wide Maintenance, Updates, and Modernization of Legacy Systems | 14 |
| District-wide Network Refresh | 15 |



| District Services Ongoing Projects | Number |
|---|--------|
| District-wide Private WAN Network Refresh | 16 |
| District-wide Replace Security Log Correlation Platform | 17 |
| District-wide Vulnerability Assessment | 18 |
| IT Basic Aid Projects Contingency | 19 |
| IT Engineering Services Support | 20 |
| On-Premises Server and Storage Capacity | 21 |
| Student Evaluation Tool | 22 |
| Student Information System (SIS) Enhancement | 23 |
| Workday: HR/Fiscal Integrated Software | 24 |

Irvine Valley College Technology Master Plan

Letter from the President



Welcome to the Irvine Valley College (IVC) Technology Master Plan (TMP). This document is the result of a collaborative planning process between IVC, Saddleback College, and District services stakeholders of the South Orange County Community College District (SOCCCD).

The development of the plan began during the COVID-19 pandemic, which did not hinder the collegial spirit of our college and District community and the work was successfully concluded using collaborative technologies. Despite the many challenges caused by the global pandemic, our TMP team put together this comprehensive plan that aims to address many of these challenges and prepare the College to meet the needs of future generations of students. I believe our plan will make IVC more resilient, nimble, and inclusive for all students including and especially those who experience a digital divide.

Our constituent groups came together to envision how we should prioritize and plan for tomorrow's technological needs. As part of the process, surveys and forums were held to solicit input from faculty, staff, students, and management teams. This allowed for the development of reoccurring themes such as online education and on-campus classroom technology, cloud, communication, Enterprise Resource Planning, hybrid working environment, mobility, and student-friendly technology, which would work in tandem with our college Educational Master and Strategic Plan as well as the Facilities Master Plan.

The TMP underscores the college's responsibility under Accreditation Standard III.C.2 to continuously plan for, update, and replace technology to ensure the college's technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. As such, our plan supports the college's four strategic planning goals prioritized as 1) ensuring equity in access and achievement; 2) transforming lives through learning and achievement; 3) engaging with community through athletics and cultural events, enrichment programs, and creating economic prosperity for all; and 4) optimizing our institutional design and structure with a student-centered focus.

I am confident that the TMP will position IVC for the future of modern educational, learning, and student support technologies to not only attract students to IVC but to also provide them with the best opportunities to succeed in their educational mission. The long-term view of the college taken in this plan will allow us to address our most significant technological challenges and opportunities thoughtfully and strategically.

Dr. John C. Hernandez
President, Irvine Valley College



About Irvine Valley College

Irvine Valley College (IVC) combines a small-college environment with more than 100 acres of modern facilities and equipment; dedicated staff; and an excellent faculty who combine knowledge and experience with a sincere commitment to learning. After its creation as a satellite campus in 1979, IVC became an independent institution in 1985, and has seen its transfer rates and campus community flourish.

IVC Vision and Mission

Vision

Irvine Valley College is a premier educational institution that provides students avenues for success through exceptional services and dynamic partnerships.

Mission

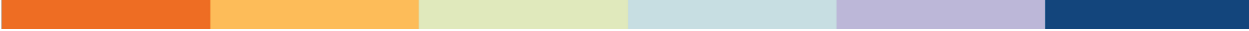
Student equity, inclusion, access, and success are central to Irvine Valley College's identity. We offer clear and guided pathways to transfer opportunities, certificates, associate degrees, employment, and further education to a diverse and dynamic local and global community. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks.

IVC Assessment Observations

The purpose of the assessment was to discover longer term issues and opportunities for IT, based on stakeholder input, and by assessing people, process and technology aspects of technology management. The profile of IVC participants in this discovery process is below:

Survey

- 16.6% (86) of the total stakeholder participants cited their primary work locations as IVC. Of these:
 - 41% were Academic
 - 25% Student Services/Success
 - 12% were administrative
 - 16% were operations – e.g., facilities, technology campus grounds, etc.
 - 6% were “Other” – e.g., Community, Foundation etc.

- 
- 46% (1,136) of the total student participants attended IVC, including those who attended both colleges.
 - 27.7% (13) of the IT staff respondents cited their primary location as being IVC.

The discovery activities also included 54 group or individual interview sessions, 17 (31.5%) of which included IVC student, faculty, staff, or administrative stakeholders.

Survey respondents were asked how well they thought the technologies used at their college met their needs, and how well, they felt the IT support at their college met their expectations as well. IVC stakeholder survey respondents reported:

- The three technology solutions that least met their needs were computer lab (38%), lecture capture tools (42%) and campus student information systems (45%).
- The technology solutions that most met their needs were email (88%), Zoom/teleconferencing (86%), and learning management systems – Canvas (86%).
- 85% of the respondents felt that IT personnel were adequately trained to provide the level of service needed, and 73% felt that IT staff took the time to understand the nature of the problem.
- Conversely, only 34% of the respondents felt that IT has sufficient staff to ensure that technology is functioning properly, 38% felt that new technology equipment and projects are managed effectively, and 45% felt that prioritization of problems and their resolution is understood by the end users.
- Students overwhelmingly reported that their instructors' effective use of technology to support teaching and learning was one of their top technology factors. Rounding out the top five characteristics were: having adequate technology in classrooms and learning spaces, having online access to college services, finding the information needed on the college website, and knowing how to effectively use Canvas.

Additional observations on the IT environment at IVC were gleaned from the group and individual interviews. These include:

- Improvements and technology investments made ahead of the pandemic positioned the college to pivot readily to the fully remote environment.
- Overall, stakeholders feel that IT support is responsive and helps achieve positive results. Lines of communication with Saddleback and District Services are open.
- Improvements to IT infrastructure in campus buildings are needed to meet future needs.
- Staffing gaps exist for a variety of technical roles within IT, including need for additional instructional technology support.
- Limited training opportunities for staff on recently implemented new and emerging technologies.

- The strategy for addressing accessibility as it relates to technology within the college is unclear.
- Recent incidents that have affected the availability and security of college infrastructure have reinforced the need for improved cybersecurity.

Strategic initiatives – Irvine Valley College

It is within the context of the aforementioned observations of the IVC environment and alignment with District-wide strategies and awareness of key education and technology trends, that individual initiatives were identified and defined. Irvine Valley College strategic initiatives are those projects that only impact Irvine Valley College, are District-wide, or shared by the colleges. Very few of the initiatives are Irvine Valley only – most are either District-wide or shared.

The 10-year total cost for the Irvine Valley College initiative portfolio is shown below.

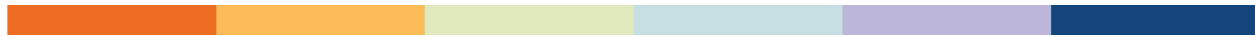
| Irvine Valley College | |
|---|--------------|
| 10-year total investment | \$18,459,000 |
| 10-year total investment with contingency | \$20,304,900 |

The individual projects in the Irvine Valley College portfolio are shown below. Many of the IVC portfolio initiatives are district-wide with additional funding requests from the other units.

| Irvine Valley College Initiatives | Tier | 10-Year Investment |
|---|--------|--------------------|
| 14: Create Emerging Technologies Center of Excellence | Tier 1 | \$2,781,000 |
| 83: Standardize classroom technology design(s) | Tier 1 | \$454,000 |
| 21: Conduct cloud migration | Tier 1 | \$781,000 |



| Irvine Valley College Initiatives | Tier | 10-Year Investment |
|---|--------|--------------------|
| 33: Conduct third-party compliance assessment | Tier 1 | \$851,000 |
| 46: Enforce zero trust approach to security | Tier 1 | \$161,000 |
| 93: Evaluate cloud-based desktop delivery models | Tier 2 | \$28,000 |
| 95: Implement centralized management for audio/visual systems | Tier 2 | \$88,000 |
| 34: Execute third-party vulnerability assessment | Tier 2 | \$280,000 |
| 68: Establish and document SLAs (Service Level Agreements) | Tier 2 | \$16,000 |
| 104: Align infrastructure replacements with common solutions (SAN, DNS, DHCP) | Tier 3 | \$896,000 |
| 9: Assess and improve campus safety technology | Tier 3 | \$179,000 |
| 82: Classroom/lab/common space/loaner technology design and refresh | Tier 3 | \$8,783,000 |
| 19: Implement multiplexing technology on existing Fiber WAN | Tier 3 | \$157,000 |
| 92: Execute facility improvements for existing college data centers | Tier 3 | \$478,000 |

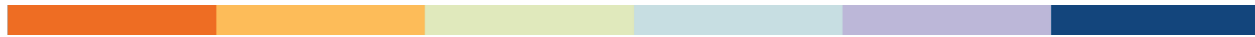


| Irvine Valley College Initiatives | Tier | 10-Year Investment |
|---|--------|--------------------|
| 110: Select and implement a unified communications solution | Tier 3 | \$1,940,000 |
| 134: Provide e-Sports facilities | Tier 4 | \$300,000 |
| 98: Conduct an IT infrastructure facilities assessment | Tier 4 | \$0 |
| 47: Implement standard mobile device management solution | Tier 5 | \$248,000 |
| 113: Consolidate infrastructure monitoring tools | Tier 5 | \$38,000 |

Irvine Valley College Ongoing Projects

The following are ongoing Irvine Valley College projects that have established funding sources. Consequently, with the exception of specifically named DTSMP items, the budgets for ongoing projects are not included in the DTSMP budget totals.

| Irvine Valley College Ongoing Projects | Number |
|--|--------|
| Campus Desktop Refresh | 1 |
| Classroom Technology and Audio-Visual (AV) Refresh | 2 |



| Irvine Valley College Ongoing Projects | Number |
|--|--------|
| IDF Cable and Electrical Standardization | 3 |
| IVC DTSMP Strategic Initiatives for 2023-24 | 4 |
| IVC DTSMP Baseline - Minor Technology Projects | 5 |
| IVC AB 1111 Common Course Numbering | 6 |
| IVC Police Dept Cameras | 7 |
| Live Oak Terrace Conversion to Outdoor Theater | 8 |
| New Marquees | 9 |
| Outdoor Wireless | 10 |
| Palo Alto Firewalls for IVC Servers | 11 |
| VDI and other Cloud Exploration | 12 |
| Wireless Access Points (APs) and Controllers | 13 |

Saddleback College Technology Master Plan

Letter from the President

Saddleback College is known for its state-of-the-art teaching and training programs and student supports, all employing modern technologies that facilitate learning and success for all students. Accordingly, our Technology Master Plan (TMP) emphasizes our philosophy of not only filling technology gaps and staying current but planning forward for innovations for the next generation of learners.

The TMP reflects the diverse voices of our shared governance groups. The value of that diversity in technology planning is especially important because the many voices represent varied end users of technology with varied needs and tech savviness; but these diverse voices also bring to the table their experiences and exposures to new technology from other workplaces, other colleges, and from attending conferences and other professional development activities. We often want what we already have because we don't know of anything better. With diverse input, we bring to the discussion the possibilities of the world, not just those known to a small cadre of leaders at the institution.

I am grateful to all who participated in this process, conducted using technology to connect us virtually during the COVID-19 pandemic. I am confident that we had no less robust discussion and brainstorming than would have taken place in-person, in part because we had great technology to facilitate those virtual meetings!

Indeed, one of the silver linings of the pandemic, particularly vis-à-vis this planning process, is that it brought to consciousness technology access gaps among students and widened our vision of what teaching, learning, and student supports could look like post-COVID. The nearly 1,000 students who borrowed laptops during the pandemic made more acute the impact of technology gaps and the importance of portable devices, ubiquitous Wi-Fi access and bring your own (BYO) device supports across campus. The hybrid flex live-streaming hardware and software installed in labs and conference rooms all around campus will drive new forms of teaching and learning not previously visioned. Web-conferencing platforms that allowed us to continue Counseling, Mental Health, Wellness, Financial Aid, Tutoring, and other student supports remotely aren't going anywhere after COVID, now that students have experienced the benefits of ease of access and want us to continue remote support platforms.

The TMP is a roadmap, not a wish list. Our college's reputation as a leader in innovative and high-quality teaching depends on the implementation of this thoughtful and highly deliberated plan for our technology future. We thank the contributors for their student-centered focus, bold and innovative thinking, and their vision of technology as a support for teaching and learning and a bridge to the future for the students who count on us to help them get there.

Dr. Elliot Stern

President, Saddleback College





About Saddleback College

Saddleback College has been the first choice for higher education and training in South Orange County since 1968. More than 500,000 alumni can attest to the quality of the academic and career training programs that enable students to successfully achieve their educational, professional, and personal goals. Saddleback College has rich academic traditions and a strong reputation that make it an ideal place for students seeking associate degrees and certificates, transferring to four-year colleges and universities, preparing for the workforce, or pursuing lifelong learning opportunities.

Saddleback College is fully accredited, offering over 270 associate degrees, certificates, and occupational skills awards in 190 program areas taught by a faculty renowned for its expertise, experience, and commitment to student success. Study abroad, work experience, online learning, and honors are just some of the additional programs we offer for a well-rounded educational experience.

Saddleback College Vision and Mission

Mission

Saddleback College empowers its diverse student body to achieve personal, academic, and economic advancement through equitable and innovative educational experiences.

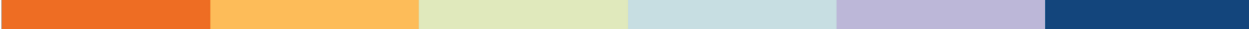
Vision

Inspired by a passion for teaching and learning and a belief in human potential, Saddleback College transforms the lives of its students by offering high-quality, career-building, and life-enriching education.

Values

Saddleback College embraces:

- Empowerment: We empower students through challenging, collaborative, and engaging educational experiences.
- Excellence: We dedicate ourselves to excellence in academics, student support, and service to the community.
- Inclusivity: We create a welcoming environment in which all members of our college community have equitable opportunities and feel capable, nurtured, and respected.
- Integrity: We promote honesty, transparency, and accountability.
- Openness: We cultivate a learning environment open to diverse perspectives and the free exchange of ideas.

- 
- Partnership: We strive to develop strong and lasting partnerships across the college and with the surrounding community.
 - Success: We place our highest priority on helping students achieve their academic and career goals.
 - Sustainability: We promote environmental sustainability and use our resources responsibly.

Saddleback College Assessment Observations

The purpose of the assessment was to discover longer term issues and opportunities for IT, based on stakeholder input, and by assessing people, process, and technology aspects of technology management. The profile of SC participants in this discovery process is below:

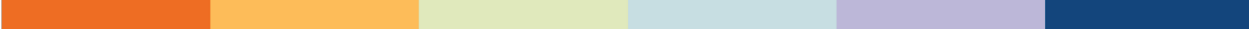
Survey

- 75.9% (393) of the total stakeholder participants cited their primary work locations as Saddleback
 - 68% were Academic.
 - 17% Student Services/Success.
 - 8% were administrative.
 - 4% were operations – e.g., facilities, technology, campus grounds, etc.
 - 3% were “Other” – e.g., Community, Foundation etc.
- 54% (1,332) of the total student participants attended Saddleback College, including those who attended both colleges.
- 17% (8) of the IT staff respondents cited their primary location as being Saddleback College.

The discovery activities also included 54 group or individual interview sessions, 17 (31.5%) of which included Saddleback College student, faculty, staff, or administrative stakeholders.

Survey respondents were asked how well they thought the technologies used at their college met their needs, and how well, they felt the IT support at their college met their expectations as well. Saddleback survey respondents reported:

- The three technology solutions that least met their needs were lecture capture tools (41%), campus student information systems (48%), and wireless access outside buildings on campus (52%).

- 
- The technology solutions that most met their needs were email (92%), Zoom/teleconferencing (92%), and learning management systems – Canvas (84%).
 - 84% of the respondents felt that IT personnel were adequately trained to provide the level of service needed, 78% felt that IT staff took the time to understand the nature of the problem, and that IT “listens” to their needs (76%).
 - Students overwhelmingly reported that their instructors’ effective use of technology to support teaching and learning was one of their top technology factors. Rounding out the top five characteristics were: knowing how to effectively use Canvas, finding the information needed on the college website, having online access to college services, and having adequate technology in classrooms and learning spaces.
 - Additional observations were gleaned from the individual and group interview with Saddleback College stakeholders. These include:
 - Improvements to IT infrastructure in campus buildings are needed to prepare for future needs.
 - Staffing gaps exist for a variety of technical roles within IT.
 - Significant customization has been implemented by IT staff to optimize Ivanti to the processes of IT at Saddleback.
 - Limited training opportunities for staff on recently implemented new and emerging technologies.
 - District-wide changes that have affected faculty and students at Saddleback have occurred with little to no warning to those who support the faculty and students.
 - Inconsistent IT service delivery expectations exist between IT and OELR support teams.
 - A major security incident at the college created the need to add new tools and controls to address vulnerabilities.

Strategic initiatives – Saddleback College

It is within this context of the aforementioned Saddleback specific observations and alignment with District-wide strategies and awareness of key education and technology trends, that individual initiatives were identified and defined. Saddleback College strategic initiatives are those projects that only impact Saddleback College, are District-wide, or shared by the colleges. Very few of the initiatives are Saddleback only – most are either District-wide or shared.

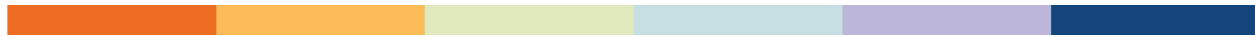


The 10-year total cost for the Saddleback College initiative portfolio is shown below.

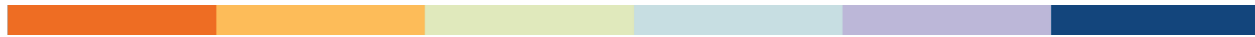
| Saddleback College | |
|---|--------------|
| 10-year total investment | \$23,147,000 |
| 10-year total investment with contingency | \$25,461,700 |

The individual projects in the Saddleback College portfolio are shown below. Many of the Saddleback portfolio initiatives are district-wide with additional funding requests from the other units.

| Saddleback College Initiatives | Tier | 10-Year Investment |
|---|--------|--------------------|
| 14: Create Emerging Technologies Center of Excellence | Tier 1 | \$2,781,000 |
| 83: Standardize classroom technology design(s) | Tier 1 | \$454,000 |
| 21: Conduct cloud migration | Tier 1 | \$781,000 |
| 33: Conduct third-party compliance assessment | Tier 1 | \$851,000 |
| 46: Enforce zero trust approach to security | Tier 1 | \$161,000 |
| 93: Evaluate cloud-based desktop delivery models | Tier 2 | \$28,000 |
| 95: Implement centralized management for audio/visual systems | Tier 2 | \$116,000 |



| Saddleback College Initiatives | Tier | 10-Year Investment |
|---|--------|--------------------|
| 34: Execute third-party vulnerability assessment | Tier 2 | \$280,000 |
| 68: Establish and document SLAs (Service Level Agreements) | Tier 2 | \$16,000 |
| 104: Align infrastructure replacements with common solutions (SAN, DNS, DHCP) | Tier 3 | \$896,000 |
| 9: Assess and improve campus safety technology | Tier 3 | \$179,000 |
| 82: Classroom/lab/common space/loaner technology design and refresh | Tier 3 | \$11,831,000 |
| 19: Implement multiplexing technology on existing Fiber WAN | Tier 3 | \$157,000 |
| 92: Execute facility improvements for existing college data centers | Tier 3 | \$478,000 |
| 110: Select and implement a unified communications solution | Tier 3 | \$3,094,000 |
| 134: Provide e-Sports facilities | Tier 4 | \$300,000 |
| 98: Conduct an IT infrastructure facilities assessment | Tier 4 | \$170,000 |

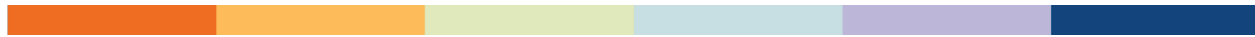


| Saddleback College Initiatives | Tier | 10-Year Investment |
|--|--------|--------------------|
| 47: Implement standard mobile device management solution | Tier 5 | \$536,000 |
| 113: Consolidate infrastructure monitoring tools | Tier 5 | \$38,000 |

Saddleback College Ongoing Projects

The following are ongoing Saddleback College projects that have established funding sources. Consequently, with the exception of specifically named DTSMP items, the budgets for ongoing projects are not included in the DTSMP budget totals.

| Saddleback College Ongoing Projects | Number |
|---|--------|
| Augmented Reality | 1 |
| Building Fiber Redundancy | 2 |
| Business Continuity and Offsite Replication at ATEP | 3 |
| Cabling Refresh | 4 |
| Campus Desktop Refresh | 5 |



| Saddleback College Ongoing Projects | Number |
|---|--------|
| Classroom Technology and Audio Visual Refresh | 6 |
| Excellence and Innovation for Teaching and Learning Hub | 7 |
| Integrated Student Payment Card and POS System | 8 |
| Outdoor Learning Environments | 9 |
| Physical Telecomm Infrastructure | 10 |
| Radio Tower Infrastructure | 11 |
| Saddleback AB 1111 Common Course Numbering | 12 |
| Saddleback College Police Dept Cameras | 13 |
| Saddleback DTSMP Strategic Initiatives for 2023-24 | 14 |
| Saddleback Palo Alto Firewalls | 15 |
| Saddleback Virtual System Refresh / DaaS | 16 |
| Schedule Development and Event Calendaring | 17 |



| Saddleback College Ongoing Projects | Number |
|--|---------------|
| Security Camera Lifecycle: P1299 | 18 |
| Security Cameras: P1226 | 19 |
| Wayfinding / Digital Signage | 20 |

Appendix

DTSMP Goals: Aligned with Education Master and Strategic Plan

| | | Education Master Plan Goals | | | |
|------------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| | DTSMP Goals/Objectives | Ensure student equity in access and achievement | Transform lives through learning and achievements | Engage with the community through events, programs, and in creating economic prosperity | Optimize our institutional design and structure with a student-centered focus |
| 1 | Implement innovative technologies to support student learning, equity, and success | | | | |
| 1.1 | Create standardized processes for reviewing, approving, executing, and maturing innovation initiatives and technology-driven business process improvements | | X | | X |
| 1.2 | Implement modern platforms to support online education and to enable students, faculty, and staff to access anywhere/anytime learning, teaching, and support services | X | X | | X |
| 1.3 | Develop analytics capability to elevate student learning, success, and equity | X | X | | |
| 2 | Streamline IT governance, collaboration, and communication | | | | |
| 2.1 | Enhance the process for prioritization, approval, funding, and tracking of technology-related initiatives | | | | X |



| | | Education Master Plan Goals | | | |
|-----|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| | DTSMP Goals/Objectives | Ensure student equity in access and achievement | Transform lives through learning and achievements | Engage with the community through events, programs, and in creating economic prosperity | Optimize our institutional design and structure with a student-centered focus |
| 2.2 | Establish and streamline IT policies, regulations, processes, tools, committees, and responsibilities | | | | X |
| 2.3 | Establish IT communications program and practices | X | | X | X |
| 3 | Provide student centered, intuitive, sustainable, scalable, integrated, and data driven technology solutions | X | | | |
| 3.1 | Align technology lifecycles with holistic approach to an enterprise architecture | | | | X |
| 3.2 | Reduce technical complexity by implementing cohesive platforms and solutions | X | X | | X |
| 3.3 | Provide well-connected, on-campus spaces to accommodate next-generation educational technology | X | X | | X |
| 3.4 | Align and integrate various ERP platforms and related software applications to provide an optimal user experience | X | | | X |



| | | Education Master Plan Goals | | | |
|------------|--|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| | DTSMP Goals/Objectives | Ensure student equity in access and achievement | Transform lives through learning and achievements | Engage with the community through events, programs, and in creating economic prosperity | Optimize our institutional design and structure with a student-centered focus |
| 4 | Optimize and align service delivery and equitable and intuitive access to technology for students and staff | | | | |
| 4.1 | Adopt common and standardized processes and solutions for IT support across the District | X | X | | X |
| 4.2 | Streamline service and solution delivery through formal IT service management practices | X | X | | X |
| 4.3 | Provide standardized access, tools, and training necessary to achieve a high-level of IT support and ease of use, leading to increased self-sufficiency by students, faculty, staff, and community members | X | X | | X |
| 5 | Continuously improve and sustain a culture of data protection, security, and compliance | | | | |
| 5.1 | Develop individual and collective cybersecurity responsibility, training, and accountability for SOCCCD employees and stakeholders (e.g., contractors, partner entities, etc.) | | | | X |



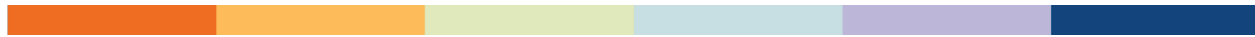
| | | Education Master Plan Goals | | | |
|------------|--|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| | DTSMP Goals/Objectives | Ensure student equity in access and achievement | Transform lives through learning and achievements | Engage with the community through events, programs, and in creating economic prosperity | Optimize our institutional design and structure with a student-centered focus |
| 5.2 | Continuously review and implement best practices for risk management, including security awareness, vulnerability assessment, regulatory compliance, and incident response | | | | X |
| 5.3 | Establish a security-by-design approach that integrates cybersecurity early in the development lifecycle of technology solutions | | | | X |



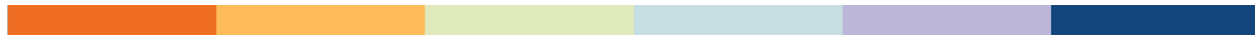
Key DTSMMP Themes

In addition to identifying goals and objectives, the planning teams developed themes to help correlate to the projects and plan activities. These are shown below.

| Theme | Description |
|---|---|
| Student friendly technology | Technology, (to include websites, SIS, mobile app with student ID integrated, etc.) should be easy to navigate and encourage students to have the ability to obtain the information easily. Focus areas are those that students interact directly with, such as SIS, Student Relationship Management (SRM), and mobile application. |
| Online education | Ensure instruction, supporting materials, and training are focused on fully remote and hybrid learning environments. |
| On campus classroom technology | Review and implement innovative technologies to support modern teaching and learning using technology, including hybrid learning paths. |
| Diversity, equity, inclusion, and accessibility | Leverage technologies focused on meeting diversity, equity, inclusion, and accessibility initiatives for the college, e.g., multi-language support, 508/504 compliance, etc. |
| Staffing/Professional development | Establish a staffing model formula and structure that continuously supports the strategic, operational, and emerging technology needs throughout the District. Implement a program for the ongoing professional development needs of technology and related staff. |
| ERP Solution | Establish and implement a long-term roadmap for ERP including SIS with emphasis on full integration across all business and student applications. Establish continuous review of ERP/SIS operational health and ensure alignment of tactical initiatives with strategic goals. |
| Data governance and security | Establish a District data governance program. Continuously improve the institutional data security practice to address existing and new regulatory compliance requirements, audit findings, and stay current with emerging threats and trends. Continuously improve the unified security practice. |



| Theme | Description |
|-----------------------------------|---|
| Innovation | Create a culture of innovation by incubating and delivering on the goal of being a premier provider of online services to our students, faculty, and staff. Establish institutional practice for the continuous evaluation of trending or emerging technologies and their potential use and impact on the institutional community. Implement a continuous evaluation of existing technology solutions to ensure ongoing vendor support and regulatory compliance. Under the same focus of innovation, business process evaluation needs to be in alignment. |
| Analytics | Develop an institutional data analytics program. Define a continuous institutional practice review to ensure the program meets the institutional data needs with emphasis on completeness, accuracy, security, accessibility, and availability. |
| Integration | Define and develop a unified data and system integration practice across the entire enterprise. |
| Mobility | Encourage a strategy to allow for mobility (outdoor wireless, mobile devices, wayfinding, etc.) for students and faculty. |
| Communication | Establish and continuously review a unified technology communication matrix and plan. |
| Hybrid working environment | Ensure that faculty, management, and staff have the technology needed to support working on campus and remotely. |
| Standards | Establish institutional technology standards and a business process for reviewing and updating the standards. |
| Procurement | Establish and implement a technology acquisition and procurement process to improve transparency, evaluation, collaboration, integration, and adoption. |
| Application development standards | Continuously improve the existing development practice with common methodologies, toolsets, and documentation across the District with emphasis on collaboration, security, and accessibility. |



| Theme | Description |
|---------------------------|--|
| Project Management Office | Create a formal Project Management Office that manages District projects across all business units. Establish a District technology prioritization and delivery practice that is aligned with District needs. Establish a regular evaluation of operational and strategic technology roadmaps to align priorities, reduce redundancies, establish dependencies, and inform staffing and funding needs. |
| Cloud | Develop a District cloud strategy, implementing standardized practices and technologies in support of the strategy. |
| User training | Establish a unified training practice. |

Governance

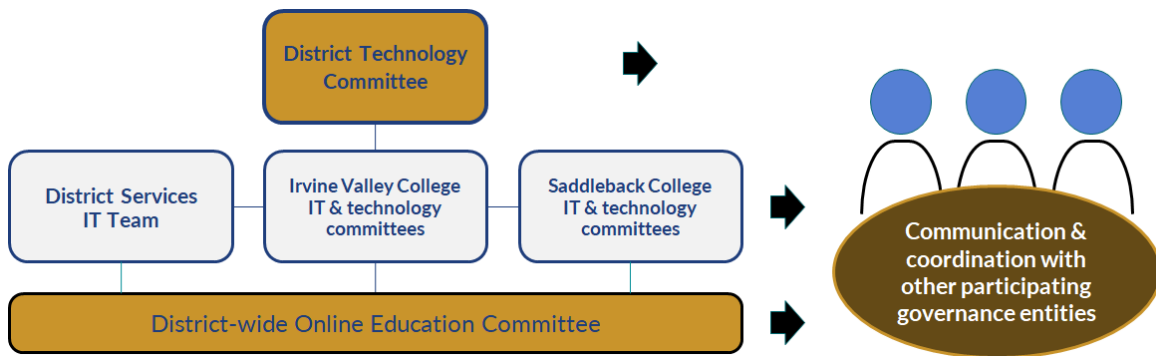
Plan governance structure

Moving forward, the District will have to establish a District-wide process to monitor and guide plan execution to achieve the desired plan outcomes. This will involve the District Technology Committee, District-wide Online Education Committee, College Technology Planning Committees, and the IT teams for District Services, Irvine Valley College, and Saddleback College.

- District-wide Technology Committee (DTC) will act as the coordinating body with overall accountability for plan execution. It is a District-wide group, with participants from each of the local IT teams, as well as academic, student services, and administrative representations. The DTC is responsible for aggregating college IT funding requests and ensuring overall alignment with DTSMP and District priorities.
- District-wide Online Education Committee whose role is to support online student success and coordinate the technology needs of online education throughout the District, will provide coordination, guidance, and assistance with online education activities included in the DTSMP. This group is also District-wide, with an emphasis on instructional and technology leadership and practitioners.
- District Services IT team and Irvine Valley College and Saddleback College Technology Committees will provide local expertise and insight; advice, guidance, and counsel, based on their scope; as well as specific resources for project management and execution of DTSMP initiatives.

- IVC Technology Committees include Technology Advisory Committee, Online Education Committee, Academic Planning and Technology Council and Budget Development and Resource Planning Council.
- Saddleback Technology Committees include College Technology Committee and College Resource Committee.
- District IT uses the District Services Planning Committee (DSPC).

Collectively, these groups will also communicate and coordinate with other district departments and participating governance entities.



Ongoing plan governance and oversight

The DTSMP has a ten-year horizon, during which time, there will be a need to review and report on plan execution, update the plan and initiatives based on changes in District or college priorities, execution progress or issues, and unanticipated events. A structured process is the best practice approach for providing effective oversight and governance, which should include:

- Ongoing reporting of DTSMP project portfolio execution, based on standard metrics, such as projects underway, budget performance, schedule adherence, and risk management.
- Biennial review and discussion of DTSMP project portfolio and activities.
- Annual planning to confirm projects included in DTSMP project portfolio, alignment with District or college priorities, inclusion, or exclusion of specific initiatives.

In addition, each of the initiatives include operational maintenance, upgrades, and technology refresh activities, based on the implementation timeline. This will also feed into the biennial review and update process.



Planning Considerations

One of the key elements of strategic planning is the prioritization process, where the District determines how to allocate the resources amongst competing activities to achieve the stated goals. The planning team reviewed each of the initiatives to gauge its impact according to select criteria. Each criterion was weighted to show its importance relative to the others. Each initiative was then evaluated and assigned a prioritization rating, which was summarized to achieve a total prioritization score. The prioritization criteria with the definitions are shown below.

| Criteria | Definition |
|--|--|
| Legal/Regulatory/Board/Labor | Are there legal requirements or regulations, Board decisions, or labor contract requirements that must be met? Includes additional requirements such as fire code, safety, health, and ADA. |
| Strategic Program/Master Planning impact | Level of connectedness/importance to DTSMP Strategic Goals and Objectives, Education Master Strategic Plan, Facilities Master Plan, and program review. |
| Continuing operations/schedule | How well does the project/initiative support continuing IT, administrative, student, or educational services operations? Is this project/initiative already listed in the current project portfolio? Will this initiative stop, alter, or impact an existing project in the project portfolio? |
| Direct impact on students | To what extent does this project/initiative impact students directly, including student success, achievement, and student learning outcomes (SLO)? |
| Value, cost benefit | To what extent does this initiative provide additional productivity value or cost/benefit (i.e., ROI) for the District or colleges? |
| Innovation | To what extent does this initiative transform the District/colleges to better achieve its mission and/or create a significant competitive differentiator compared to peer institutions? |



DTSMIP Initiatives – Additional Considerations

The detail information for the DTSMIP initiatives is included in the accompanying DTSMIP workbook (Excel).

In reviewing the initiatives, readers are encouraged to understand that the initiatives are written to be broadly defined for the 10-year horizon. Readers can and should consider factors discussed below:

- Shared initiatives
 - › In the case of the “shared” initiative, the priority is shared, and work should be coordinated so that conflicting priorities at the local level do not disrupt the overall implementation and execution priorities.
 - › There will continue to be tension associated with meeting conflicting needs of the colleges and District, typically referred to as their ‘unique differences’. In many cases, the initiatives are designed to move the entities closer in their execution of the initiative where appropriate. This tension will need to be addressed with each initiative.
 - › Colleges reserve the right to acquire and integrate where necessary to retain flexible and responsive support to respective communities. For example, but not limited to, academic department software acquisitions.
- Leverage existing solutions and experience
 - › Existing solutions may be in place throughout the District that are related to the area of recommended initiatives. In those cases, the existing solutions be included in the review, evaluation, and assessment of alternatives.
 - › Existing projects (or initiatives) may be underway related to the area of the recommended initiatives. In those cases, the assumption is that they are equivalent, but that they can be combined into a single initiative to achieve the greatest impact for the District and colleges.
- Definition and due diligence
 - › Initiatives are described at a fairly high level. When an initiative is begun, the team should perform the due diligence to confirm the current state, changes to scope and other elements, and update as appropriate to reflect new information. This will enable additional detail, scoping, and constraints to be discovered and incorporated at a later date.
 - › A substantive and comprehensive financial or business case analysis will be needed for large scale initiatives. This should be consistent across the evaluation and prioritization of similarly size/scope initiatives (and in fact, this is an initiative). This could include total cost of ownership comparison between in-house and



outsourced solutions, including technical support, training, and other supplemental areas of consideration. This is included implicitly if not explicitly stated.

- Full life cycle view
 - › The purpose of the initiative is to establish a new capability for the institution. In all cases, this includes the creation, maintenance, and on-going refreshment, whether it is explicitly mentioned or not.
 - › Several initiatives have a prerequisite event: to analyze the current situation and develop a strategy for addressing it. In all cases, the subsequent initiatives are to be performed in the context of that strategy.
 - › As new IT solutions are introduced into the enterprise and core solutions portfolio, the IT organizations District-wide will need to assess the impact on IT support staff, processes, and service level agreements. These will need to be reviewed and assessed at least annually.
- In general, and especially for larger scale, District-wide initiatives, the resulting recommendations and execution plan should leverage a phased or agile approach to build intermittent capabilities and deliver ongoing results more quickly to the organization. This further enables the organization to build on lessons learned and adjust project scope and activities as needed to optimize value to the District.
- ‘Tactical’ initiatives
 - › Some initiatives are recommended because they address an important near-term issue or opportunity and may not seem to be as strategic in nature as others, i.e., tactical. They have been included to enable District Services and colleges to consider them for near term value.
 - › Enterprise system operational upgrades and maintenance were identified, but not included in the strategic plan initiatives. These should be included in the annual operating plan for IT, as they are a part of the normal execution of IT activities.