C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

IIIC1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Los Angeles Harbor College must make sure that its various types of technology needs are accurately identified. The District Office of Information Technology maintains administrative systems and the District-wide network, web page and web-based transactions. What does the District provide?

There are a variety of ways Los Angeles Harbor College (LAHC) technology needs are identified. Technology continues to be an integral part of the campus-wide building program initiated with Prop A/AA/J funds. Technology funds? Technology component of construction projects?

In response to a 2006 Self-Study planning agenda item and a campus-wide commitment to work toward a “virtual” Harbor, a Technology Advisory Committee has been reactivated and reorganized to address what is seen by many on campus as a gap between technology’s educational potential and the reality of what goes on in the classroom. This divide has become all the more relevant given the increased availability of hardware on campus as a result of Propositions A/AA/J. These funds have constructed multiple computer labs in the Northeast Academic Building and the Technology Building. The new computer facilities have raised expectations in terms of technological capability but these expectations are often undermined by a lack of integrated planning and an underfunding of support staff.

IIIC1a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Some technology needs are determined by District-wide system decisions (the Systems Applications Procedures (SAP) system, student record access, District standards, and others). The District Technology Committee (DTC), attended by IT staff from all the campuses in the Los Angeles Community College District (LACCD) meets monthly. Among the topics of discussion are current and future technology needs. Some of the technology needs are identified through unit plans. Discussions in Division Council meetings also cover technology needs technology needs are also discussed in IT staff meetings. Instructors planning to use computer labs are sent a questionnaire specifically to determine what their needs are to ensure the lab will be able to accommodate them.
DESCRIPTIVE SUMMARY

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Facilities are determined by available space, suitability, and current utilization. This requires an assessment of how well the College technology accommodates curricular commitments for distance learning programs and courses, and whether technology is provided directly by the College or through contractual arrangements. There are adequate provisions for reliability, recovery, privacy, and security.
IIIC1b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY

Those responsible for student IT training are dispersed across the campus. Some training is provided by individual faculty where technology is specific to the needs of the course. These areas include music, art, architecture, and other non-IT specific disciplines. Some IT-specific disciplines (CAOT, CIS, CT, LS) also provide student training that is essential to the discipline. The students themselves are also responsible for knowing their own need level and enrolling in the correct class or learning on their own.

For personnel, the District Office of Information Technology provides system training to District employees. The District has also created the Faculty Teaching and Learning Academy which provides a semester-length course in integrating current technology and pedagogy. The Academy has not only trained specific faculty but also prompted a greater sharing of expertise among faculty and staff. Several Harbor College instructors have significantly benefitted from this instruction. Their knowledge and enthusiasm for integrating technology into the classroom has been contagious.

In spring 2010 the college opened The Teacher Learning Center located on the second floor of the library. The Center is staffed by three faculty members who offer technology workshops as well as provide one-on-one training for faculty. Staff Development monies have been significantly reduced but each semester the committee continues to notify all faculty of technology training that is available through @One. These courses are available for FLEX credit as are on-campus workshops also devoted to technological upgrades and integration. A portion of Title V monies are also devoted to the development of faculty expertise.

LAACD is increasingly moving many faculty responsibilities (rosters, adding and excluding students from classes, grades) into an online format which will require increased diligence and persistence on the part of all faculty in order to fulfill their teaching responsibilities. All online instructors are required to complete two training courses in Etudes and an online pedagogy course. As the campus moves more classes online the demand for this area of technological expertise will increase.
SELF EVALUATION

PLANNING AGENDA

IIIC1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY

The District Office of Information Technology systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet District-wide needs. The College maintains its own IT department charged with the management, maintenance, and operation of its technological infrastructure and equipment. The IT department employs five full-time staff in addition to the IT director.

There are numerous systems in place to ensure reliability and emergency backup. Complete backups are done via two separate systems, with provisions being made for offsite storage of data.

Most individual technology resources are purchased by departments with their own funds and distributed to meet their needs. Purchases from block grants and Title V funds are discussed and evaluated in the groups which oversee those funds.

With the passage of Propositions A/AA/J funds, the College has committed sufficient funds for technology to update its infrastructure and ensure its reliability. In addition, the continued support for the IT department helps assure the reliability of the technical infrastructure.

In addition to following District policy regarding technology, the College has charged the IT department with ensuring that its infrastructure is up-to-date and continues to support the IT group with staffing and funding.

SELF EVALUATION

PLANNING AGENDA

IIIC1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTIVE SUMMARY

The Learning Assistance Center (LAC), located in the Learning Resource Center, provides a variety of programs that support the regular instructional programs. Through a variety of media; computers, audio, and video, students may actively participate in different learning modalities Programs are available in the Writing Lab, the Math Lab/Open Access Computer Lab,
DESRIPTIVE SUMMARY

Learning Assistance Center description here...

In addition to the computer labs in the LAC, there are other computer labs situated on campus. Computer labs in the Northeast Academic Building and the Technology Building also support a variety of programs. The two forty-person labs in NEA (124, 126) are primarily used by the Social and Behavioral Sciences to teach research and statistics. The labs in the Technology Building are more specifically dedicated to art, architecture, business, and engineering. All faculty (full-time and adjunct) have been assigned e-mail addresses through the college and are given access to office computers, all either recently upgraded or new.

SELF EVALUATION

PLANNING AGENDA

IIIC2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

In the College planning model, technology planning is to be directly linked to College-wide planning. Independent requests for instructional technology equipment originate in instructional and classified units and then are merged into cluster plans and finally into the College operational plan as provided in the Planning Policy and Procedures Manual. At the same time, IT considers College-wide needs, taking its proposals to the cluster which it is a part of for incorporation into that cluster’s plan and College-wide prioritization by the College Planning Council.

Ongoing discussions with faculty and staff both individually and through various campus groups shape IT recommendations. Inquiries to faculty using computer labs, along with questionnaires sent to Division Council members, do that as well. Again, comparison to operations at other campuses through groups like the District Technology Committee (DTC) and Chief Information Systems Officers Association (CISOA) help determine that the College is effective in meeting its technology needs.

Methods for measuring the effectiveness of technology vary depending on how the technology is used. For student labs there is a survey sent to students to determine how useful and effective they feel the labs are. The amount of time students spend using computer labs is tracked. In a similar manner, members of the Division Council were given a survey to determine how effective they feel the IT group has been in making technology useful.
Discussions in ITAC and Title V often center on effectiveness of current technology used. Also Division Council meetings sometimes discuss how effective technology uses are (particularly when discussing whether block grant money should go to furthering some use of technology). Finally, discussions in groups with other colleges, including the DTC and CISOA meetings, help determine the effectiveness of technology by comparing what is being done at other colleges and their results with the results locally.

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**SELF EVALUATION**

There are never enough funds to satisfy all of the needs which have been identified on campus. But the shared governance model has been effective in allowing committee members to prioritize these needs in line with the goals of the College. While all needs are not met, the prioritization of needs is effective, and the funds are put to good use.

The effectiveness of technology to meet the needs of the College are
mixed. More must be done to make collaborative work simple and reliable to the faculty and staff. Also, there are additional reliability issues in some areas. On the other hand, the student computing needs are generally being well handled by the labs. The general technology infrastructure and communication systems are sufficient for present needs and have the additional capacity and flexibility to meet future needs.