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ABSTRACT

This plan issued by Miami-Dade Community College (MDCC) focuses on how the acquisition of new technology tools would benefit the educational process and support the college's mission to provide accessible, affordable, and high-quality education. Presented are ideas regarding the services and opportunities that MDCC hopes to make available to the college community. Through wide distribution of this Master Plan to college students, faculty, staff, administration, and members of the district Board of Trustees, the college seeks to compile responses and form a consensus on goals and objectives. The plan discusses the strengths, challenges, goals, objectives, and strategies for each of the following: (1) background, assumptions, and guiding principles for the Master Plan; (2) report structure; (3) academic technology and student support; (4) distance education; (5) technology administration and funding; (6) information systems; (7) technical standards; and (8) policies and procedures. Appendices A through I contain College Technology Committee/Subcommittee membership, volunteer memos, standard technology specifications for facilities, repair procedures, proposed student computer survey, and ad hoc technology committee report. (AS)

Master Plan for Technology.

Phase I —Goals & Objectives, 1996-97

Revised March 12, 1997

Master Plan For Technology
Revised March 12, 1997
Phase I -- Goals & Objectives 1996-97

Miami-Dade Community College

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Acknowledgments

The College Technology Committee would like to sincerely thank the hundreds of volunteers who worked on this Master Plan for Technology. The creativity, enthusiasm, optimism, and energy you all shared with your colleagues has made this effort possible and enjoyable!

Kathie Sigler would like to thank the members of the College Technology Committee for your untiring work, sense of humor, patience, imagination, and dreams throughout this entire effort. This is only the beginning of our journey together in an effort to provide to our students and staff all of the tools for technology they will need in their quest for learning! A special recognition is deserved for the Sub-Committee chairs who courageously took on 200+ volunteers in this effort so the ideas of all could be heard and included.

Finally, all of us would like to thank Dr. Eduardo Padrón for his vision and recognition -- even in his inaugural address! -- of the importance of technology in the up-to-date, cutting-edge educational preparation of our students for the future.
... and to the District Board of Trustees, who provides the climate to make this exploration possible, especially to Mr. Louis Wolfson who served as our Board liaison throughout this journey.

Kathie Sigler Vice President & CIO
and the College Technology Committee

Executive Summary

The College Technology Committee is clear and unanimous in its belief that the most important task we have at Miami-Dade Community College is reflected in our mission statement:

...to provide accessible, affordable, high quality education, by keeping the learner's needs at the center of decision-making and working in partnership with its dynamic, multi-cultural community.

The most critical components of the educational process are our students and our faculty. In the completion of our mission, technology is simply a tool that can be put in the hands of faculty and students to assist in the process of teaching and learning.

With this in mind, the College Technology Committee focused on how these technology tools could benefit the educational process. The results, which are presented in this Phase I -- Goals and Objectives, are **what** we would like to make available. While this report has had the input of hundreds of staff and many students, it is our intent now to seek consensus on these Goals and Objectives with the college students, faculty, staff, administration, and members of the district Board of Trustees.

To do so we will distribute copies of this report to each campus library, put the entire report on the college web page for electronic viewing, hold Town Meetings on each campus in January, and host an all-day review with the Executive Committee, President's Council, and any Board members able to attend. We will work with the Student Government Association presidents to determine the best ways to obtain student input.

All suggestions will be incorporated into the final version of the Goals and Objectives which will be brought back to the February Board meeting for approval. After this action, we will be reviewing what we want to accomplish with consultants from the Gartner Group and IBM for their technical advice and expertise.

Each committee will be asked to review their section and determine the top two priorities for action. These items will be reviewed to determine all steps needed for implementation, individuals (or areas) who should be responsible for each action, a complete budget, and final time line. The consultants will once again be contacted to review the budget to assure best value and appropriate future action. Budgets will be prioritized and funding will be sought.

As these first priorities get underway for completion, the process will begin again with the next two priorities. Through this process we feel the Master Plan for Technology will become a constantly updated and re-prioritized road map on our journey to bring the college into the next century with the tools to meet the challenges we face.

Background

The College-wide Technology Committee (CTC) was established by President Eduardo J. Padron in January 1996. The CTC was charged to:

> Develop a Master Plan to provide the appropriate technology tools to the students, faculty and staff at Miami-Dade Community College.

Dr. Padron appointed Dr. Kathie Sigler, vice president and CIO for Information Systems and Educational Technology as Chair and nominated the committee members according to College Procedures. The CTC membership is made up of representatives from the faculty, staff, and administration. In addition, representatives were included from the Library Services Steering Committee, Education Review Committee, Re-Engineering Committee, Disabled Services Committee, Institutional Research, Teaching and Learning, Computer Services, College Network & Internet Services, Telecommunications, Educational Technology, Purchasing, Public Affairs, Facilities Management, Faculty Senate Consortium, and Human Resources. Mr. Louis Wolfson served as the liaison from the District Board of Trustees. (See Appendix for committee list.)

The CTC began its deliberations with a review of the recently completed report by the Ad Hoc Committee on Technology, chaired by Dr. J. Terrence Kelly, Vice President for Administrative Services (See Appendix). It was this committee's recommendations that Dr. Padron accepted and implemented for the appointment of a permanent college-wide technology committee and a Chief Information Officer (CIO). The Ad Hoc Committee Report stressed the need for increased access to technology at the college -- for students, for faculty, for staff, and ultimately for the alumnae and members of the community.

Strategic Directions

Four strategic directions were adopted early on by the CTC:

Work in progress should continue. During the work of the Ad Hoc Committee on Technology many initiatives underway were delayed or stopped. The majority of these efforts had to do with finalizing or improving network infrastructure between and/or within the campuses. After review, the CTC recommended this work continue throughout the development of the master plan.

Immediate priorities for the campuses should be addressed. All new initiatives for additional network connections and infrastructure requested by the campuses during the preceding 18 months had been put on hold. After review, the CTC requested that the CIO meet with each campus administration, determine the top three priorities requested, and proceed with meeting these needs throughout the development of the master plan.
Building Bridges That Didn't Exist Before. By asking each CTC member to report back to the groups they represented, as well as bring the concerns of these groups to the CTC

deliberations, the committee hoped to build new bridges that could continue to be used in the future between these important committees/constituencies.

The entire college community should have the opportunity for participation in the development of the master plan. The CTC recognized that the master plan for technology would have wide-reaching impact on all of the students and employees of the college. In addition, the CTC wished to have the input and expertise of as many members of the college community as possible.

Therefore, an invitation was sent to all college employees asking them to volunteer for the following subcommittees:

Subcommittee	**Chair**
Academic Programs, Technology & Student Support	Mr. Bob Calabrese (calabrer@mdcc.edu)
Distance Education	Dr. Judy Lever (jlever@mdcc.edu)
Administrative Technology	Mr. John Villamil (john@mdcc.edu)
Funding for Technology	Mr. Gary Gosnell (gary@mdcc.edu)
Information Systems	Mr. Bill Dickhaus (bdickhau@mdcc.edu)
Technical Standards	Mr. Lou Klitin (lou@mdcc.edu)
Policies and Procedures	Ms. Traci Henderson (thenders@kendall.mdcc.edu)

Over 200 individuals volunteered to work with these subcommittees. The CTC committee voted to accept and work with **all** volunteers. Students were invited and encouraged to work with the subcommittees as well.

Two additional committees which were already established also participated in the development of this master plan.

Network Administrators Group

This group is composed of all campus and district wide area and local area network managers. These managers provide the day to day support to efficiently and effectively maintain the network infrastructure.

Florida Community College Software Consortium (FCCSC)
Steering Committee

This is the MDCC management and users group providing the leadership for the college's participation in the consortium of eight Florida community colleges. This consortium, working with Software AG, has rewritten 90 percent of all MDCC mainframe programs.

The subcommittees in turn created related work groups. Each sub-committee and work group addressed critical issues relating to technology. Recommendations regarding these issues were provided to the larger CTC. Such recommendations became the foundation for the creation of the college-wide Master Plan for Technology. (See Appendix for Sub-committee and work group membership list.)

Assumptions

To assure that each sub-committee and work group functioned within the parameters of the college's philosophy and mission, the College-wide Technology Committee presents the following principles that have guided their work.

Students must acquire technology skills to be productive and competitive in an Information Age society.

Faculty and staff must acquire technology skills to empower them to appropriately serve students.

The college must provide lifelong learning opportunities with respect to technology.

Since educational institutions face increased competition from private industry and other higher education institutions, the college must be prepared to respond to that competition through creativity, partnerships, and distance learning.

> In addition, the distance education sub-committee also reviewed the "Core Values for Distance Education," as provided by the American Council on Education:
>
> "Learning is a lifelong process, important to successful participation in the social, cultural, civic, and economic life of a democratic society.
>
> "Lifelong learning involves the development of a range of learning skills and behaviors that should be explicit outcomes of learning activities.
>
> "The diversity of learners, learning needs, learning contexts, and modes of learning must be recognized if the learning activities are to achieve their goals.
>
> "All members of society have the right to access learning opportunities that provide the means for effective participation in society.

"Participation in a learning society involves both rights and responsibilities for learners, providers, and those charged with the oversight of learning.

"Because learning is social and sensitive to context, learning experiences should support interaction and the development of learning communities, whether social, public, or professional."

Guiding Principles

The following have been the guiding principles for our work:

Let all deliberations be guided by the College's mission,

> ...to provide accessible, affordable, high quality education, by keeping the learner's needs at the center of decision-making and working in partnership with its dynamic, multi-cultural community.

and by the College's Desired State.

> Desired State for Miami-Dade Community College
> Our vision of MDCC in 3-5 years is to be the premier community college, renowned for its:
>
> Satisfied, well prepared students who, through their extraordinarily positive experience at MDCC, have acquired the needed knowledge and skills to be successful in their ogoing academic and career pursuits.
>
> Empowered employees working within an environment that encourages creativity, risk-taking and accountability, who apply their individual and collective talents to fulfill the college's mission.
>
> Highly supportive community that recognizes the significant impact of MDCC's educational and training programs.
>
> Effective use of adequate resources to enable programs to flourish and the talents of people to emerge.

The CTC's charge and responsibility for a Master Plan must be the focus of the efforts of all subcommittees and work groups.

Every effort must be made to adhere to the principle of inclusiveness. Seek and include input from the college community -- students, staff, faculty, and administrators -- and advise them of decisions made.

Interaction among sub-committees, work groups, and other college committees should be frequent and continuous. Establish communication and procedures for sharing whenever appropriate.

The subcommittee's efforts and recommendations should address both the short-term and long-term technology needs of the college community.

All recommendations should address the needs and abilities of our disabled college community.
Each subcommittee should provide suggestion for evaluation of the outcomes expected from its recommendations.

Report Structure

Strengths and Challenges

As each subcommittee began to consider the implementation of a college-wide master plan, it reviewed the environmental variables that may impact the effort. The subcommittees examined the current strengths within the college that would have positive impact for each area, as well as the weaknesses within the college that would offer challenges.

Goals and Objectives

The subcommittees and work groups developed goals and objectives for each of the areas of concern. The following definitions were adopted for these terms:

Goals -- general statements of anticipated project outcomes; usually more global in scope than objectives and not expected to be measurable; if used goals should be supported by well stated objectives.

Objectives -- specific statements of anticipated project outcomes; should identify clearly what will be different as result of the project having been funded as opposed to what the project is going to do; should be measurable and directly related to project evaluation.

Strategies -- these are actions, things institutions do in order to implement an objective; someone is responsible for their execution, a cost is usually related to its implementation, they have a time frame upon which they are developed, and should be measurable.

Strategies will be expanded for each area to include time lines, responsibility (including budget development), and suggestions for measurability once the Executive Committee, President's Council and District Board of Trustees have approved the goals and objectives

Progress to Date

Since one of the strategic directions established early on mandated the continuing progress for each area (where appropriate), the master plan will also address the progress to date during 1996 for each of the items where appropriate.

Academic Technology & Student Support

Introduction

Miami-Dade Community College must incorporate the uses of instructional technologies in its plans for the future if the College's mission of providing accessible, affordable, and high quality education is to be accomplished. The College, in concert with each campus and district operational unit, must plan, develop, implement, maintain, and manage in a cost-effective manner the information technologies and related resources necessary to support (1) student learning, (2) employee development, and (3) the effective and efficient operation and management of the College by administrators, faculty, and staff for the purpose of providing the best possible education for the students of Miami-Dade Community College.

The College Technology Plan includes strengths, challenges, goals, objectives, strategies, and recommendations. The Plan is based on three assumptions: (1) the College already has some resources and is already engaging in some activities necessary to achieve objectives, (2) financial support is needed for full implementation and (3) the document represents change that is a "journey," not a blueprint; consequently the College Technology Plan will continue to evolve even as it is implemented.

Vision

Strengths

We possess a faculty committed to teaching and learning. Additionally the college has a growing number of technology-sophisticated faculty and administrators who see the value of appropriate technology and are eager to use these sources to support the learning environment.

Challenges

The institution must be certain that all technology serves the mission of the institution and not become an end in itself

.

Goals, Objectives, and Strategies

Goals: ***Make decisions regarding whether, when, and how technology will be used based on strategies that have been shown or are being evaluated for improving learning. Utilize small pilot trials before larger implementation.***

Objectives:1.1 To give faculty the freedom of choice regarding the use of technology. 1.2 To prepare faculty to evaluate and explore technology-related teaching materials and equipment.

Strategies:Procedures will be written for inclusion in the Policy and Procedures Manual which will state that each faculty member will make an individual decision regarding the use of technology as a pedagogical tool. This statement will affirm the philosophical premise that the finest learning environment for our students is based on the decisions made by their instructors who are responsible for meeting the learning needs of our multi cultural student population. All college wide committees deliberating technology related issues must have faculty participation.

Recommendations:College wide committees need to consider the most cost effective approach to the application of distance learning. Since these technologies are models of planned obsolescence, it is important to consider whether every campus should offer identical programs (delivery systems). Discussion of these issues should be made at Presidents Council and the Faculty Senate Consortium.

Staff Training

Strengths

The College is committed to staff development and training.

Challenges

Training must be implemented in support of all technology initiatives in a timely and equitable manner, placing reasonable demands on staff to become proficient in using the new technologies.

1. ***Assess strategic training technology needs of staff and faculty.***

1.1 Develop and implement a needs assessment methodology to determine student, staff and faculty needs in technology competencies.

1.2 Identify appropriate programs to meet the training needs for emerging technologies.

1.3 Prioritize the needs.

1.4 Monitor on an on-going basis technology trends to identify potential training needs.

2. ***Design a technology curriculum for faculty and staff.***

2.1 Develop and maintain a curriculum "core" of minimum technology competencies.

2.2 Develop and maintain a curriculum "elective assuming there is no content specific areas that can't be taught in another area" of technology competencies.

2.3 Design and maintain a delivery system for all technology training.

3. Provide essential technology training in a timely manner.

3.1 Assure access to technology training for faculty and staff on each campus and district.

3.2 Provide adequate hardware/software/personnel for technology training implementation.

3.3 Develop and disseminate technology training opportunities each semester.

3.4 Provide technology training.

Assess and implement technology training that would improve the productivity of the staff and faculty.

4.1 Conduct a level one (survey) and level two (behavior) evaluation of faculty and staff that participated in training.

4.2 Publish the results of the surveys and evaluations.

Curriculum Development/Integrating Technology into the Curriculum

1. Enhance student learning of course objectives through the integration of technology into the curriculum.

1.1 Develop an on-going process for identifying and recommending effective competency-based curricular materials that may be used college-wide by faculty in the classroom and/or by students in a lab or at home.

1.1a Conduct a survey to identify software programs the college is currently using to support the learning of specific course objectives and cross-curricular objectives such as study skills and critical thinking.

1.1b Develop faculty/student instruments for evaluating software.

1.1c Form college-wide discipline-specific and cross-curricular teams of faculty/instructional staff to do the following: a. Evaluate the currently owned software

for college-wide adoption. b. Identify and prioritize course objectives/learning needs that are not addressed by currently owned software but could be covered in developed and/or purchased software. c. Identify effective software to purchase.

1.1d Hold a college-wide Instructional Technology Curriculum Fair biannually to present new software that faculty/instructional staff have developed and are using, and to preview and evaluate vendor-provided software. This could be done in conjunction with other colleges in the area.

1.1e Start a web-based Intranet (accessible only by MDCC employees) listing of currently owned software and packages being considered. If possible have the software available on an Intranet for evaluation purposes. Develop an interactive evaluation program for the web and post statistics on each software package whether it is already owned or is being considered for purchase and is being tested on a small scale. Evaluations need to assess effectiveness of the software in facilitating student learning of the desired course or life-long objectives.

1.2 Develop an online college-wide curriculum guide to support faculty and instructional staff in using currently owned software.

1.2a Form college-wide discipline-specific and cross-curricular teams of faculty/instructional staff to develop strategies for using the various software packages to help students master the learning objectives.

1.2b Develop an ongoing support system for creating and maintaining an online curriculum guide.

2. Develop an on-going mechanism for obtaining effective competency-based curricular materials that may be used college-wide by faculty in the classroom and/or by students in a lab or at home.

2.1 Design and develop quality curricular materials that are based on instructional needs assessments, validated instructional design models, and college-wide collaboration among content specialists in a timely and cost-effective manner.

2.1a Research and publish a set of instructional design guidelines for courseware development.

2.1b Analyze needs and evaluate resources to determine a time line and a plan for designing, developing, evaluating, implementing, and maintaining the instructional software that the curricular teams have recommended for development. (Quick turn-around of products being developed is essential because technology and information change rapidly. Also, collaboration among content specialists and formative evaluation of the software throughout its development are essential for college-wide adoption of developed software.)

2.1c Establish partnerships with publishers that are willing to finance the development of software and distribute the software for MDCC.

2.1d Identify and provide resources essential for supporting the design and development of instructional software to be used college-wide.

2.1e Revisit the incentive revenue-sharing policies with those who are currently developing materials and others who wish to participate to develop a plan that would spark incentive and benefit all involved (developers, content specialists, publishers, and MDCC).

2.1f Recommend standards for software development and delivery (regarding, for example, copyright laws, multi platform delivery, and developing software that is adaptive to student skill levels).

2.2 Develop a college plan for purchasing, implementing, and maintaining needed software in a timely and cost-effective manner.

2.2a Analyze needs and evaluate resources to determine a time line and plan for selecting, evaluating, purchasing, implementing, and maintaining the instructional software that the curricular teams have recommended for purchase. (These phases of adoption must be done expeditiously because technology and information change rapidly.)

2.2b Research and secure college-wide software site licenses, purchase plans, or networked versions of software identified for college-wide adoption.

3. Enhance faculty delivery of instruction by using technology.

3.1 To identify ways in which MDCC faculty/instructional staff and other educators are integrating technology into the curriculum.

3.1a Conduct an internal MDCC survey to find out how technology is being integrated into the curriculum.

3.1b Hold a biannual college-wide Instructional Technology Symposium where MDCC faculty/instructional staff and other invited educators present and share techniques for integrating technology into the curriculum.

3.2 Develop a Faculty Technology Mentor Program to assist faculty in exploring and integrating technology into the curriculum.

3.2a Identify Faculty Technology Mentor candidates.

3.2b Develop the program's goals, objectives, and activities with input from the candidates and others.

3.3 Develop a Year 2000 Faculty Training and Support Program that will enable faculty to master the skills necessary and to have upon request the hardware/software needed to use a basic set of technology tools to enhance their delivery and management of instruction.

3.3a Survey faculty and instructional staff to identify what should be included in this basic set of technology tools. (Suggestions so far include: Grade book, Test Bank, Word Processor, Electronic Chalkboard, Presentation Software, Internet Tools, CD-ROM, and Videodisc.)

3.3b Develop and implement a training plan to accomplish this goal by year 2000.

3.3c Develop and implement a support system to enable faculty to use the identified basic set of technology tools in their classrooms. (This would include securing financial support to purchase and maintain this delivery system; also, improving teamwork and networking of learning resources such as the library, A-V, campus networking, and training/development resources.)

Access

1. Improve student success through access to technology.

1.1 Provide all MDCC students with an e-mail account.

1.1a Provide technical support for implementing and maintaining the system.

1.1b Assign a subcommittee to develop procedures for distributing E-mail accounts and setting up controls college-wide.

1.1c Develop learning objectives in conjunction with the education review process for using e-mail that is integrated into the curriculum.

1.2 Allow MDCC students to dial-in from home to the college network.

1.2a Provide technical support for implementing and maintaining the system.

1.2b Assign a subcommittee to set-up a dial-in mechanism for students and develop procedures.

1.3 Provide all Miami-Dade students with access to a computer.

1.3a Prepare various financing options for students wishing to purchase a notebook computer.

1.3b Develop procedures and a mechanism where students can check-out a notebook computer.

1.3c Develop procedures and a mechanism to replace and/or repair lost, stolen, or broken notebook computers.

1.4 Provide MDCC students with networked facilities.

1.4a Make all teaching laboratories and libraries a networking priority for the college.

1.4b Supply network administrators or equally qualified technical personnel for teaching labs.

1.4c Provide extended hours for facilities to be used by students.

1.4d Provide computer courtyards for students on each campus. Equip computer courtyards with adequate computers for students to use with an equitable student/computer ratio between campuses.

1.4e Make instructional networks the first priority for trouble shooting by network administrators.

2. Enhance faculty effectiveness through the availability of technology.

2.1 Provide MDCC faculty with a computer in their office and accessibility to a printer.

2.1a Make the networking of faculty offices a priority for the college.

2.1b Provide computers for faculty without office computers.

2.1c Develop procedures for replacing outdated computers and software.

2.1d Provide technical support for the faculty.

2.2 Provide all MDCC faculty access to a notebook computer for off-campus college activities.

2.2a Prepare various options for faculty wishing to purchase a notebook computer.

2.2b Develop procedures and a mechanism where faculty can check-out a notebook computer.

2.2c Provide technical support.

2.3 Provide MDCC faculty with networked classrooms and other facilities.

2.3a Equip classrooms with a variety of technological tools: Multimedia classroom -- equipped for faculty use with video demonstration stand, networked computer, ceiling-mounted projector, access to video and cable. Multimedia Computer classroom -- equipped for faculty use similar to multimedia classroom; also equipped with networked student computers.

2.3b Provide faculty with college-wide access to electronic grade books, electronic test-banking, and electronic upload of grades.

2.3c Assign a subcommittee to identify the classrooms and areas that need additional network access and develop procedures to complete the installation.

2.3d Develop procedures and resources to continue to function during network down time.

2.4 Provide MDCC faculty with dial-in access to the network.

2.4a Assign a subcommittee to set-up a dial-in mechanism for faculty and develop procedures.

2.5 Provide all MDCC faculty with an e-mail account.

2.5a Assign a subcommittee to develop procedures for giving e-mail accounts to faculty and setting up controls college-wide.

2.5b Develop learning objectives in conjunction with the education review process for using e-mail that is integrated in the curriculum.

2.5c Assign a subcommittee to develop training for using e-mail for faculty and investigate ways that faculty can use e-mail as a teaching strategy.

2.6 Increase the application of current technology resources available to faculty in support of teaching and learning.

2.6a Implement a mechanism for the electronic delivery of media to the classroom, labs, offices, library and other appropriate locations.

Improve administration/staff accuracy and efficiency through technology.

3.1 Provide for the electronic execution of standard college forms such as leave forms, evaluations, budget amendments, etc.

3.1a Locate and install all college forms on the network.

3.1b Develop online instructions for the execution of college forms, policies and procedures.

3.1c Make college policy and procedures documentation available online.

4. Increase dial-in and e-mail access to MDCC by the community at large.

4.1 Provide information about the college on the home page

4.1a Assign a subcommittee the task of coordinating the MDCC home page information with the campuses, areas, departments, programs, etc. and design procedures for the maintaining the information up-to-date.

4.2 Allow dial-in and /or Internet access to the college home page.

4.2a Set-up a dial-in mechanism for students and develop procedures.

4.2b Provide technical support.

4.3 Provide electronic resources on the home page for the community's use.

4.3a Assign a subcommittee the charge of coordinating with the Learning Resources areas the purchase of electronic resources to make these available on the college network.

4.3b Develop ongoing continuing education activities to teach the community-at-large how to access the college electronically and use available resources.

4.3c Develop policies and procedures to setup a control/payment mechanism, i.e. limited use card for non students, alumni, etc.

4.4 Have the college catalog online.

4.5 Have electronic registration forms and payment mechanism in place.

4.6 Enable electronic overrides by faculty.

Support Systems

1. Provide optimal support for the development, implementation and delivery of instruction/curriculum using technology.

1.1 Establish a clearly defined, ongoing process that provides time, incentives and /or training to support the integration of technology into the curriculum.

1.1a Establish policy for ownership of and/or royalties for developed materials.

1.2 Establish an integrated, customer-centered technology support system that provides easy, timely, one-stop access to A/V, network services, telecommunications, etc.

1.2a One-stop service centers, customer service training, training for network administrators.

1.3 Establish sets of minimum technological competencies required of all faculty and staff.

Support the entire MDCC community (including adjunct faculty and evening, weekend, distant and independent students) in making use of educational technology.

2.1 Flexible training hours for all staff including adjuncts, extended laboratory hours, remote access for faculty, staff and students, personnel necessary to maintain a state-of-the-art educational environment, and the resources to support technology based learning.

Support a high-quality education by providing the funding for equipment, materials and personnel necessary to maintain state-of-the-art educational facilities.

3.1 Immediately upgrade existing software to current versions and upgrade hardware to meet the needs of the required software.

3.2 Provide college administrators and staff with the technology tools required to do their jobs.

3.2a Determine which staff need computers to adequately do their jobs.

3.2b Provide computers for identified staff who do not currently have access.

3.3 Establish funding for maintenance and /or upgrading of equipment and software.

3.4 Establish a standard for timely replacement of equipment and a plan to distribute hand-me-downs.

3.4a Upgrade current staff computers not meeting minimum college standards for workstation configuration.

3.4b Determine distribution of new and renovated computers based on user usage.

3.5 Readjust department budget allocations to recognize the increased use of expendable supplies--toner and ink cartridges, back-up tapes, fax paper.

3.6 Hire and train the personnel necessary to provide optimal technological support for labs, networks and classrooms.

Student Services

1. Meet the needs of the student services delivering system with an on-line accessible accurate integrated information system for students, departments, divisions and campuses.

1.1 Develop a tracking system for admissions and registration through completion and beyond (including initial contact and enrollment status, continuing education, alumni information and performance based funding information).

1.2 Make information available to students in a user friendly environment.

1.3 Develop a full service on-line registration system.

1.4 Develop a computer adaptive testing/assessment system.

1.5 Develop a system to allow students and staff to update information in the system i.e.: address, child care needs, disabled student needs, parking, car pooling.

2. Integrate technology into the decision making process as it pertains to student services, delivery and administrative decisions that support student services.

2.1 Department would identify their needs utilizing a tracking system for admissions through completion and beyond (including initial contact and enrollment status, continuing education, alumni information and performance based funding information).

2.2 Departments would utilize the computer adaptive testing/assessment system to enhance student services ability to help students integrate their aspirations with their capabilities. Appropriate software, upgrades and skills workshops would be available to students, staff and faculty.

2.3 Provide service that would allow students to request from the system whatever information they needed i.e.: child care needs, disabled student needs, parking, car pooling, in addition to registration, testing, etc.

2.4. Implement an access/debit card system – ASAP

2.5 Provide a program that would track a student, with all screens available under one student name and number – ASAP

2.6 Increase coordination between groups working on technological improvements.

2.6a Coordinate with the Narwhale Student Advisement group.

2.6b Consult with representatives from the Florida Consortium.

2.7 Identify assessment software to screen for learning disabilities, academic skills and competencies.

Provide students, faculty, and staff with access to electronic learning resources.

3.1 Equip libraries/learning resource centers with adequate computers for student research and Internet access.

3.2 Link the college network to electronic learning resource access so materials can be utilized in multiple locations on campus and from home.

Provide students, faculty, and staff with access to the latest technology possible in presentation and performance spaces.

Provide students, faculty, staff, and members of the community with one point access to multiple locations for downlink broadcasts of electronic conferences and meetings.

Infrastructure

Strengths

The College currently maintains an infrastructure at each campus and district which provides support for the individual units and each other. This current infrastructure may become the basis for the development of the future for the College.

Challenges

The College's current infrastructure only partially fulfills the needs of the institution due to lack of personnel and financial resources. These current problems will cause increased difficulty in supporting future educational initiatives without the dedication of financial resources, personnel and a coordinated effort between the campuses and district related functions. Additionally, institutional standards must be developed on the numbers of systems that are required for the achievement of academic goals, the development and structure of those systems and the sharing of materials needed to maintain those resources.

1. Create an infrastructure that uses technology efficiently and effectively across the college.

1.1 Establish a standard technology service environment for students that provides access to all services and resources that could be used in the educational process.

1.2 Ensure a standard format for access to all technology and educational resources for all students regardless of location or location of their home campus.

1.3 Coordinate efforts in the use and application of educational technology

2. Promote communication

2.1 Increase the number and availability of means of communication between students and the representatives of the institution (faculty, registration, financial aid, bursar, library.)

Establish processes to review and evaluate all applications of educational technology

3.1 Improve the systems that are currently offered to students at the college. The process should include analysis based on the input of students, faculty and external reviewers.

3.2 Review infrastructure obstacles and empower the college community to overcome them.

3.2a The College needs to consider the most cost effective approach to the application of educational technology, but there must be a strong commitment to the needs of the students, faculty and staff involved in the process. Operational decisions for the development and implementation of educational technology infrastructures should be made with the input of all concerned and with the mission of the College at the forefront of the process.

Technical Support

Strengths

The College has a dedicated staff of technology trainers and developers at North and Kendall Campuses. Specifically the support at Kendall has a component that focuses specifically on the learning environment.

Challenges

No campus has the level of technical support needed to provide academic development services to all faculty wishing to implement technology into the curriculum.

1. Fulfill demand of curriculum with technical resources and through constant updating of technologies.

1.1 Provide necessary hardware, software and personnel to maintain these goals.

1.2 Provide the necessary technical support personnel in all academic and administrative development areas.

1.3 Provide state-of-the-art technology to students. College wide hardware and site-licenses for common software titles.

1.4 Provide a uniformity of technical support services, AV network services and single point of service for students, faculty and staff.

1.5 Provide research and development time and resources for personnel who must provide technical support.

Progress to Date

Project Synergy -- Version 1.0 of Project Synergy Integrator has been completed. This faculty management software aids faculty in working individually with students to monitor progress toward specific learning objectives. Thousands of test questions are included in the test bank for developmental education and English as a Second Language courses.

IBM Global Network -- The ability for all students and staff to access the Internet from home (if they have a computer) has been guaranteed through the college's agreement with the IBM Global Network at below-market pricing. For a minimum of $4.95 a month, students and staff can have access to 3 hours of Internet surfing and an E-Mail account.

Research on Colleges Providing Student Computer Purchase Plan -- The college has been completing extensive research on those schools requiring students to own a computer as part of their educational program and how such computer purchases are financed. This has resulted in information which may provide several options to MDCC students. This potential student purchase plan will be completed and presented in 1997.

Computer Courtyards -- Fully operational computer courtyards are in place at the Wolfson and Homestead Campuses. Medical Center Campus has a smaller version courtyard. Discussions are currently underway with North and Kendall Campuses on possible computer courtyard solutions.

MDCC Web Pages -- A college Web Master has been appointed (Mr. Rob Parenti) and a college-wide web committee is currently in place. This committee is working on the development of guidelines and formats for college web pages. Maintenance of the data in area web pages must remain the responsibility of the home area to guarantee currency of all information. The college catalog and course listing are being worked on for inclusion early in 1997.

Student Advisement -- The college has made significant progress toward an electronic student advisement system through Project Narwhale. The State of Florida has now authorized and funded the creation of an Internet-accessed State Advisement System and MDCC is one of the pilot sites.

Distance Education

In keeping with the mission of MDCC and in order to ensure maximum accessibility to the college's unique educational opportunities, 150 members of the college community gave their time and energies to serve on the Distance Education Subcommittee. Their names and campuses appear in the appendix to this document.

Many of these members volunteered additional time to participate in the various working groups and task forces established to effectively tackle the complex issues associated with distance delivery of quality instruction. The chairs of these groups, after meeting with their members, met together to synthesize their groups efforts groups into a single, comprehensive document.

Analysis of Strengths and Challenges

Strengths

1. The college has a strong national and international academic and business reputation that will promote partnerships with and acceptance of its distance delivered programs.

2. The college already has international contacts with institutions of higher learning and is in a physical and organizational position to expand these. Further, its multilingual instructional delivery capability enhance the possibilities.

3. Strong distance learning systems are already in place on most campuses. Related to these programs, established curriculum is available for review and assessment.

4. The college has extensive experience and expertise in creating curriculum and innovative practices.

5. The college is in the process of gathering appropriate and timely data through the Education Review to ensure the relevancy of distance delivered curriculum.

6. The college, through Institutional Research and the extended college community including students, alumni, and staff, is able to gather appropriate and timely data with reference to issues related to distance education and its marketability.

5. The college is committed to pursue distance education and has committed itself to the acquisition and integration of the various technologies necessary to support it.

6. A variety of high quality production facilities, skilled faculty and staff, and other internal resources are available at the college.

7. Faculty who pursue distance delivery will be self-selecting. These are faculty who are used to a team approach, open to alternative delivery methodologies, and able to establish environments of innovation/flexibility.

8. The college supports the faculty and staff training necessary for distance delivery and has in place the FSPD budget, equipment, labs, and space to implement such. Further, the college has extensive experience training the college community.

9. The college has always been open to students with differing learning needs and has been flexible in meeting their needs.

10. The college offers accessible and economical counseling, career, and academic advising that could be equally available for distance students.

11. Strong academic support systems are in place that could offer extended hours and services and on-line academic resources.

12. The college offers reasonable costs and accessible facilities and information for current programs which could serve as a foundation for distance delivered programs.

Challenges

1. With the exception of a few early adopters, most faculty and staff currently lack the knowledge and experience to implement and support distance education. Further, there exists college-wide inconsistencies and approaches with respect to training and the support for training.

2. Across the college, there is an insufficient and/or inequitable distribution of assets needed for implementation making it difficult for all interested faculty and staff to participate.

3. Across the college, access to the technologies necessary for distance delivery is unavailable or minimally available to many faculty and students.

4. With reference to current technologies in place, some are incompatible others need to be updated.

5. With reference to current distance education curriculum in place across the college:

- Revisions are needed.
- Curriculum must be adjusted to accommodate learning styles and
- other individual student needs.
- No uniform on-going assessment procedures currently exist to ensure quality programs.

6. There is a lack of uniformity in outcomes among courses.

7. Existing "turfdoms" interfere with collegiality in developing distance education courses and programs.

8. Royalties and intellectual property ownership issues are not clear and need to be addressed and clarified. Further, the college needs to study the costs of course development and delivery associated with distance education and determine an equitable compensation program for those involved.

9. Those employees with expertise in the areas necessary for distance delivery are in high demand and difficult to keep at the college due to compensation and benefits issues.

10. The college needs to further identify, expand, support, and capitalize on partnerships for distance education, including the business community and Dade County Schools. Funds to establish such partnerships (e.g. travel) must be made available.

11. The college should further analyze copyright and patent constraints as well as downloading restrictions. This should be done in part through active participation in distance education consortia and partnerships.

12. The college has not completed formal marketing research with reference to distance education. There exists no clear knowledge and understanding of consumer behavior issues that may influence the success/utilization of distance education. Potential obstacles have not been identified.

13. Student services support is cumbersome, inconsistent among campuses, and has limited accessibility for non-traditional students. Current resources will be unable to accommodate potential inquiries and support for such students.

14. The college is limited in its ability to maintain confidentiality and verify the authenticity of documents for potential distance students.

15. Current distance education technologies are not always user friendly or consistent across the college.

Goals, Objectives, and Strategies

The overriding goal of distance education is to provide our students the opportunity to access quality instruction any-time, any-where such access is desired and to facilitate this barrier-free delivery of instruction through technology.

The college will establish a distance education system that will:

Goals:

1. Provide quality curriculum appropriate to its diverse population of students, incorporating flexible modalities to match discipline content with learner needs.

Objectives:1.1 Students will be made aware of and have access to distance delivered academic and vocational programs that meet their individual needs.

Strategies: 1.1a Establish prerequisite skills for entry and procedures for screening for them. *Students entering distance learning programs should have the skills necessary for success. The college should provide a method for confirming the presence of those skills.*

1.1b Promote distance education courses college-wide through print and other media. *Students and the community must be made aware of distance learning opportunities offered by the college. Adequate advertising via various media is necessary.*

1.1c Establish procedures for continuous assessment to ascertain distance education modes most relevant for a discipline and to meet student needs. *Surveys and other assessment instruments must be put implemented and results shared to ensure that distance delivery modes are appropriate to content and to ensure that student needs are being met.* (Also relates to objectives 1.2, 4.4)

1.2 Faculty will develop an array of appropriate distance deliverable curricula, utilizing various modalities of presentation, for the college's academic and vocation programs.

1.2a Establish a comprehensive college-wide program for faculty and staff training; equitable compensation consistent with college policy (if no such policy exists, establish appropriate policy); support; and staffing to create and implement distance education courses and programs. (Also relates to objectives 4.7, 7.1, 8.2)

1.2b Assess current instructional delivery methods across the college and determine and necessary changes/adaptations for meeting distance education program specifications.

1.2c Establish a permanent academic distance education committee to coordinate faculty efforts, examine existing instructional models, facilitate the creation of discipline design teams, and ensure interactivity through monitored instructional design. *An academic steering committee should be established to ensure that instructionally sound practices are implemented throughout the distance education initiative.*(Also relates to objectives 2.1, 2.2, 5.3, 8.1, 9.1)

1.2c Establish college-wide discipline groups to determine what aspects of distance education could be used to enhance classes in each particular discipline. *Innovations and enhancements made as a result of restructuring a course for distance delivery should be applied, when possible, to traditional delivery. College-wide discipline groups should be established to encourage such sharing.* (Also applies to objective 5.3)

1.2d Concentrate on the college's current program/area strengths for initial distance education offerings.

2. Incorporate a variety of delivery methodologies and technologies to provide flexibility in time and/or location.

2.1 The college will offer a variety of courses and programs via different approaches in distance education to meet the diverse needs of our students.

2.1a Establish a strategic plan and allocate necessary resources to ensure faculty, staff, and student access to distance education technologies including e-mail, voice mail, electronic library, and on-line student services. *Subsequent to the acceptance of a college-wide strategic plan for distance education, the college must allocate sufficient resources to accomplish the initial goals and objectives of the plan.* (Also relates to objectives 3.1, 3.3, 5.1, 5.2)

2.2 The college will establish compensation and incentive systems to encourage and enable the development of high quality distance education programs and materials.

2.2a Establish college-wide compensation and ownership guidelines prior to course development. *Current policy should be reviewed, or if none is in place, policy should be established that clearly defines compensation and ownership for course development.*

2.3b Effective participation in distance education should be recognized in the promotion and reward system for faculty and staff.

2.2c Policies regarding promotion, departmental funding, etc. reflect the integration of distance education into the college mission.

3. Provide and support diverse technologies to enable the varied methodologies used in distance learning.

3.1 The college will assure the flexibility for faculty to take advantage of new technologies as they become available.

3.1a Establish an appropriate niche within the curriculum to develop necessary user skills and awareness of distance education options. *For students to be effective as distance learners, they must have the necessary entry skills and be fully informed as to distance education opportunities. Instruction in these skills and dissemination of such information should be made available at some point in the curriculum.* (Also applies to objectives 3.2-3.7, 7.2, 7.3)

3.2 The college will provide effective staff support for technology by recruiting, training, and retaining a highly qualified and motivated technical and support staff and by obtaining outside expertise when necessary and appropriate.

3.2a *Ensure retention of qualified technical staff through the establishment of a competitive salary structure, a career ladder, and opportunities for training to maintain currency. Compensation and career opportunities for highly-skilled technical staff should be reviewed and made consistent with current community practice.*

3.2b *Hire and train distance education personnel in customer service based support.*

3.3 The college will ensure that adequate equipment, software, and support exists to provide all students with electronic resources without the barriers of place and time.

3.3a *Establish software and hardware review procedures for distance education technologies. To ensure compatibility and consistency, the college should establish and maintain a review and acceptance procedure for all hardware and software used in distance delivery. (Also relates to objective 3.4)*

3.4 The college will research and experiment with emerging technologies to position itself as a leading-edge institution.

3.4a *Establish and adequately fund a technology "think tank" group responsible for exploring and experimenting with new and emerging technologies and sharing results broadly across the college. The college should encourage exploration of the application of current and emerging technologies through the funding of innovative projects and initiatives. In turn, the results of these projects should be shared across the college.*

3.5 The college will establish standards for short and long term distance education purchases.

3.5a Establish a technical standards standing committee to recommend specification standards to assure compatibility, efficacy, and flexibility for college distance education purchases. The college should establish a standards committee to ensure that resources allocated to technologies for distance delivery are not wasted due to incompatibilities.

4. Provide an on-demand, seamless academic and student support system that is prompt, convenient, and effective, which provides the services necessary to support the educational mission of the college.

4.1 Students will be able to access and secure timely assistance with technical issues.

4.1a Establish and adequately fund a college-wide distance education support/help desk. A standing help desk for distance education students and faculty must be in place to ensure support to distance learners and their instructors. The college must allocate appropriate funds for staffing a help desk. (Also applies to objectives 4.2-4.3, 5.2)

4.2 Students will be able to access and secure timely assistance on all aspects of the distance education process including program, campus, and college information.

4.2a Develop home pages to provide college information on student services, support services, courses, programs, and distance education faculty. The college web site should provide a distance learning page that includes all the information available regarding the college's distance education program. (Also applies to objectives 4.5, 5.1)

4.3 Students will be able to secure efficient and appropriate academic problem resolution.

4.3a Identify and train key personnel for all distance education courses/programs to answer academic support questions. Distance education requires alternative academic support structures. In addition to faculty for content questions, academic support staff must be in place to field questions and either answer them or route them to the appropriate person.

4.4 Students will be able to complete processes included in student support either on or off campus, on demand.

4.4a Review existing processes for the student's initial contact to completion of registration to determine changes or enhancements necessary for distance education.

4.4b Review the ease of access to course and program offerings and the quality of existing student services to determine changes or enhancements necessary.

4.5 Students will be able to access course descriptions, faculty assignments, and faculty credentials via electronic and print media.

4.6 The college will develop/apply technologies and support systems to assist with the retention of distance students.

4.6a Develop video orientation programs including academic and student support services for distance students. An orientation program for distance learners must be made available. Such a program should use video and other technologies to instruct students as to the academic and student support services available to them.

4.6b Use outcome research generated data to maintain a high level of quality and flexibility with meeting students' learning needs.

4.7 The college will train students, faculty, and staff to access and process student services information and requests.

4.7a Establish an experimental site to develop, test, evaluate, and revise a student services delivery system that will meet the stated need of on-demand access and widely publicize this program to maximize participation.

4.8 The student will be able to access college learning resources, secure timely assistance with questions, and request the prompt delivery of print and non-print resources using a variety of delivery methods.

5. Facilitate the design and implement of a framework of equipment and technological capability, support services, and training to provide faculty, staff, and students the communications, enhancements, and access to maximize and energize their education in both traditional and non-traditional courses and labs.

5.1 Students and faculty will be able to communicate without time and place constraints via technology-based systems.

5.1a Establish a distance education team concept for the creation of curriculum and identify interested faculty. Establish an Intranet (internal Internet) to facilitate distance education communication.

5.1b Establish a electronic discussion group (e.g. First Class) to provide interested practitioners with a communications vehicle to share, learn, and ask about issues related to distance education.

5.2 The college will establish redundancies in delivery systems to ensure adequate and reliable support and delivery of instruction.

5.3 The college will establish an on-going, feedback/evaluation loop to improve and insure quality of the systems, technologies, and processes in place.

5.3a Promote the use of distance learning support for traditional classes by developing and testing quality educational learning support delivery techniques and departmental support labs. Academic support set in place for the college's distance learning programs should be offered for inclusion in traditional delivery programs as well. (Also applies to objective 2.1)

5.3b Establish methodology to evaluate the use of distance education by faculty within the course discipline, discipline by discipline. A process for the review of distance education courses to ensure academic quality and consistency with traditional courses should be in place.

5.3c Review pedagogical appropriateness and evaluate economic and education efficiencies on a frequent and periodic basis. A process for the review of distance education courses to ensure academic quality and program efficiency should be in place.
5.3d Review legal requirements for record keeping and other legal issues associated with distance delivery (e.g. copyright issues).

6. Be based upon guidelines derived from market/consumer-based information.

6.1 The college will develop and maintain a market research program to assess and monitor consumer behavior/needs and market trends.

6.1a Establish a distance education research program that will identify consumer demographics, attitudinal and market niche characteristics. Adequate research into the needs of the learner and the community should be in place to support the appropriateness of the distance education initiative.

6.1b Develop comprehensive quantitative and qualitative market research instruments and procedures to gather data from different sources and perspectives and develop a

marketing plan based upon the results.

6.2 The college will utilize strategic planning analysis methods to evaluate implementation strategies and monitor potentially changing market conditions.

6.2a Prepare an analysis of external research conducted by other institutions, an evaluation of competitors market and strategies, a gap analysis, and cost/benefit analysis for distance education. A review of other institutions and organizations efforts in the area of distance education should be conducted to identify factors for consideration in the establishment and implementation of a college-wide distance education program.

6.2b Prepare a list of program areas offering greatest potential for distance delivery. Through research, the college should identify and prioritize those courses and programs that have the greatest chance for success via distance delivery. (Also applies to objective 7.2)

6.3 The college will utilize an "on-going" research paradigm that will include a measure of student satisfaction that will be used for evaluation purposes to assess teaching and learning, student services as well as institutional effectiveness.

6.3a Prepare standardized student course evaluations, faculty surveys, and instruments for the evaluation of programs. Evaluation of the effectiveness of distance learning requires the establishment of valid instruments. Such instruments must be created and tested to determine accurate feedback on the initiative.

7. Contribute to and support a network of partnerships and consortia in the academic, professional, and business areas (including the business community and Dade County Schools.

7.1 The college will identify distance education partners that will most effectively advance and support the college's distance education program goals.

7.1a Identify and establish collaboration with distance education consortia that will enhance the college's distance education position. The college should establish partnerships and participate in consortia when possible to learn from others and to maximize the impact of the resources allocated to distance education. (Also applies to objective 7.2)

7.1b Establish an internal and external distance education mentor network for faculty and staff. Current college faculty and staff skilled in distance delivery and those at other colleges willing to participate as mentors, should be organized into a mentor relationship with faculty and staff interested in learning about or participating in distance delivery. (Also applies to objective 2.1)

7.2 The college will establish priorities for collaboration in partnerships and ensure that the distance education program is matched with appropriate partners.

7.2a Develop a marketing plan to promote the college's expertise in distance education programs to partners with funds/resources to allocate to distance education. To ensure access to and to attract potential distance education resources, the college should market its current and future expertise in distance delivery.

7.2b Analyze articulation agreements with domestic and international public and private higher education institutions to ensure acceptance of credits earned through distance education. To ensure distance learners that the credits earned are entirely equivalent to credits earned via traditional delivery, the college must review and respond to articulation issues.

7.3 The college will appropriate and fund adequate technology, training, and resources to support distance education partnerships and advance common goals and objectives.

7.3a Conduct research on distance education program costs at other higher education institutions as a reference in constructing the college's distance education program budget and as a standard for judging cost-effectiveness. The college should research the funding structure and return on distance education programs and similar institutions and establish appropriate benchmarks for the college's distance education program.

8. Include adequate and appropriate training for students, faculty and staff.

8.1 Faculty will be offered and provided the opportunity to participate in appropriate training in the development and delivery of distance education courses.

8.1a Conduct a college-wide technology and manpower analysis to determine training needs. Inadequate training with reference to any of the variables in distance delivery will impede the initiative. The college should survey and respond to training needs as a component of the distance education initiative.

8.1b Establish procedures for sharing samples, models, and strategies of existing distance education projects. The college should establish a vehicle for sharing in-person and electronically.

8.1c Create course modules using various delivery methodologies that may be shared among courses. Faculty participating in developing distance delivery courses should use a format, such as the modular format, that allows for sharing and repurposing of distance education curriculum.

8.1d Identify time-lines for implementation of distance education training for faculty, staff, and students and establish and appropriate budget for such.

8.2 Students will be able to access and participate in training in the use of distance delivery technologies and systems.

8.2a Establish a distance education orientation for faculty and staff. Faculty and staff must become familiar with the elements of the distance education program. The college must provide an orientation to services and components of the program to all those interested. (Also applies to objectives 1.2, 3.3, 4.7)

8.3 Students will be educated on all aspects of the college's distance education program to ensure that they can make appropriate distance education choices.

8.3a Provide delivery alternatives so that distance students will not need to invest in multiple technologies in order to have access to programs. Curriculum developed for distance delivery should be designed to ensure that all students, regardless of their technological level, can take part in distance delivery.

8.3b Create a dynamic catalog that identifies the media supported in each course. An on-line college catalog featuring distance education courses and the media required for them should be made available.

8.4 The college will establish an on-going and consistent system to evaluate the effectiveness of distance education training.

8.4a Determine evaluation criteria including comparison with other college courses, formative feedback techniques, and discipline-specific assessment.

8.4b Conduct on-going evaluations of distance education training and adjust training as indicated by such evaluations.

9. Establish an organizational structure to implement and manage college-wide distance education.

9.1 The college will establish and implement a distance education organization with a clear delegation of authority and responsibility for college-wide distance education.

District Distance Education Office

Composed of: Director, secretary, and support staff

Reports to: District VP level

Responsibilities:

District-wide course and program advertising
Internal information dissemination

Distribution of revenues, FTEs, royalties, and development incentives based on guidelines developed by the steering committee
Duplication and distribution of student materials
Provide faculty and student technology support
Coordinate and support staff development in distance education
Provide a distance education help desk
Coordinate faculty and course evaluations
Coordinate with state, federal, and international programs
Coordinate and support inter-campus course and program development
Campus Distance Education Offices

Composed of:

Campus Distance Education Coordinator (faculty position) with adequate support
Reports to: To be determined by campus president

Responsibilities:

Coordinating with district efforts for staff development in distance education
Facilitate faculty development of distance courses
Coordinate student academic services
Coordinate student support services
Coordinate and provide direct student contact
Supervise campus distance education faculty and staff
Support district advertising and internal information dissemination
Provide on-campus distribution center for materials
Facilitate inter-campus course and program development

Individual Distance Education Faculty

Responsibilities:

Develop distance education courses in consultation with campus and district distance education offices
Primary point of contact of student contact for assigned courses

9.1c Establish a technical standards group made up of representative technical and pedagogical experts to recommend standards for distance education technology.

9.2 The college will establish guidelines for sharing revenues among participating campuses to ensure campus support of college/campus distance education programs.

9.2a Establish clear guidelines and procedures for revenue-sharing and budgeting with adequate personnel lines for distance education at the campus and district level. The college should establish and implement policies for sharing, cost recovery, and staffing

for all campuses participating in distance delivery of college-wide distance education courses.

Progress to Date

Distance Learning Training Grant -- The college has been awarded the SUS Teacher Education Distance Learning grant which allowed for the creation of a comprehensive distance-deliverable training package to train faculty to use distance education.

Pilot Courses -- Pilot offerings of distance courses by Kendall Campus Independent Studies.

Telecommunications in the Classroom -- Some faculty are pioneering the use of telecommunications to supplement traditional lecture classes.

Sloan Foundation Grant -- The college has been awarded a Sloan Foundation grant for 1997 to develop four courses for asynchronous (students and faculty interact not only from different location, but also at a different times) distance education delivery.

Lotus Site Licenses -- Acquisition of a site license for Lotus Notes and two templates which can be used for development of asynchronous distance education materials.

Homestead Funding Re-purposed -- Monies awarded to the Homestead Campus have been re-purposed to link all campuses together with a video presentation capability. This will provide the ability to utilize synchronous distance education (students and faculty interact from different locations, but at the same time) in linking one campus with a course simultaneously being taught on another campus. Additionally, the project will support the development of work force training to be delivered via distance education. Finally, small business owners will be able to coalesce with experts in the field through down-linked teleconferencing.

Administrative Technology

The Administrative Technology subcommittee of the College-wide Technology Committee (CTC) addressed administrative issues for the master plan for technology.

Specifically, the Administrative Technology subcommittee of the CTC develop specific goals and recommendations for incorporating information technologies into the following areas:

1. Financial Aid (SAFE)

2. Implementation and Training -- FCCSC Software & Integration of Current Systems

3. Faculty, Staff/Administrator technology training and support

4. Shared teleconferencing equipment

5. Electronic forms

Subcommittee Organization

In order to develop the strategic direction for each one of the above areas the subcommittee implemented several work groups. The following work groups were designated:

1. Financial Aid (SAFE)

2. Resource Development

3. Paperless Office

Faculty & Staff Training/FCCSC 5. Teleconferencing

Each of the work groups designated a chairperson. This individual was responsible of facilitating group discussion and for the development of goals, objectives and activities related to their particular areas of concern.

Financial Aid (SAFE) Work Group

Strengths

We envision the college's strength to be the opportunity for the future to provide services commensurate with the financial aid needs of the student based on the college's new vision.

Challenges

There exists a need for improved leadership and direction to an appropriate technical staff, so that delivery of the financial aid programs can be provided within the federal/state/institutional regulations (which regulations are mandated on at least an annual basis under a master calendar). Student recruitment and retention would be enhanced if basic financial services such as electronic applications, corrections, and timely packaging were provided.

Goals, Objectives, and Strategies

Goals:***The college will provide an electronic financial aid processing system which delivers the mandated federal/state/institutional programs to eligible current and prospective students in an efficient, timely and effective manner.***

Objectives:1.1 The college will provide for the installation, testing and training of a fully operational electronic financial aid processing system, which will allow for early processing of aid by immediate uploads, tracking, packaging, notification and disbursement reports. The College's Computer Center, Bursars, Business Affairs, and the Financial Aid Departments will display the required performance. The criteria to be used to measure the results will include Pell data uploads into the system, student tracking, packaging, notification, and electronic funds transfer disbursement concluding with reporting award totals and disbursements to the appropriate funding sources.

1.2 Consensus will be achieved between (Financial Aid Office, Business Affairs and Computer Center) that the system operates within acceptable parameters as defined by the Department of Education and MDCC at each stage of the processing flow. Reporting should be computer generated, and reviewed by all concerned on a periodic basis.

Strategies: 1.2a To identify an appropriate systems analyst to review the existing financial aid processing system (SAFE) software to determine what would be needed to make it compatible with the upcoming consortium programs for the college scheduled for implementation Fall 97-98.

1.2b An alternative would be to continue to review various software programs to determine if one or more supports and/or complements the existing/future software and select the one most compatible with the community college consortium software.

The college will provide a technical team leader with specific knowledge in the area of Student Services, being particularly sensitive to the needs of financial aid as well as having extensive computer analysis and programming systems experience. He/she will provide leadership to an appropriate technical team with knowledge and experience in language and software programs utilized by MDCC.

2.1 The college will select a technical team leader who meets the needs as outlined in goal #2. Once this leadership is assumed, he/she will be able to take direction from the Financial Aid Committee, and implement specific programming with appropriate time lines. The leadership will staff the team with individuals, who are qualified to independently review, analyze and resolve financial aid issues so that more than one issue can be worked on concurrently instead of, as it is being done now, concentrating on only one item at a time. Measurement would be on an ongoing basis with determination of effectiveness measured on outcome.

2.1a Get appropriate approvals, establish qualifications, post position, interview and select, all to be completed by August 15.2.1b As analysis is completed, the team leader should be able to identify needs for additional technical team staff and steps taken to bring appropriate staff on board.

The college will provide the capability for students to electronically apply for and transmit Federal Student Aid Application information to the federal processor, so that financial aid eligibility can be determined quickly. The U.S. Department of Education

Federal Student Financial Aid Program is moving rapidly toward a paperless application process.

3.1 The college will provide adequate technical support to fully implement the electronic application process. The required result/performance will be evidenced by the number of applications electronically forwarded to the college as a result of the student application; this will also be the criterion by which the result will be measured. The Federal Government will provide output, reporting applications made. The application process utilizing the World Wide Wed and FAFSA are future federal initiatives with possible implementation as early as 1997-8. Therefore, Internet connections must be available at all campus locations.

3.1a Purchase or assign computers with Internet access capability to the federal processing system in locations accessible to students in numbers sufficient to provide for campus needs. Costs will be dependent on the number of computers purchased and the costs incurred in transmitting the applications. These costs will vary from campus to campus. Such services must be totally independent of the mainframe. ***The college will provide each campus Financial Aid Office with the capability for imaging required documentation, to support the college's efforts to move away from paper files consistent with Federal projections.***

4.1 The college will equip each Financial Aid Office with imaging capability, including work flow processing. Imaging of documents can result in the Financial Aid Office becoming almost entirely paperless; work flow processing can result in many tasks becoming automated. Student electronic files will include imaged documents for review, requiring no paper storage. Staff will be freed up to work more directly with students.

4.1a Secure imaging system using the existing procedures. Costs to be determined by purchasing, utilizing competitive bidding process and purchase, installation and training.

The college will provide the student with direct access to Student Financial Aid Funds in excess of those applied toward registration through a Student ID/ATM (Smart Card) system.

5.1 **Student/Staff Smart Card** -- M-MDCC should provide a student/staff ID card system, tied to a bank or credit union, so that student's accounts can be credited from the proceeds of their financial aid award, electronically. The college can recruit banks, credit unions, long distance companies and soft drink companies and Follett Book Company to share in the cost of setting this system up, so that the programming cost, if any, to the college will be minimum. This card should be able to be used at local ATM's, where all other bank cards are accepted.

5.2 **Internal Student ID/Debit Card** -- An alternative to the above would be to establish an internal student ID card which can be used for on-campus vendors only. The Follett Bookstores at the college and the food venders should be recruited to share in the cost, in as much as they will benefit from the direct and immediate debit charge to the student's

account. After the student has been awarded financial aid, registered and fees have been deducted, the students can charge books, supplies and food to their cards.

5.3 **Direct Debit to Student's Accounts** -- Depending on the time frame to implement either of the two student ID card options, the college should consider a procedure for the Follett Book Company to automatically debit the student's account for books and supplies purchased. The funds would be available after the student is awarded, registered and fees assessed. Upon book purchase, the student signs a statement authorizing the Follett Bookstore to debit his or her account for the amount of the purchase(s).

The college will provide each campus Financial Aid Office with high quality, high speed and high volume printers to receive needed reports without a time lag.

6.1 The college will purchase, receive and install high speed, high quality, high volume printers (with at least the capability of the HP 5M). Output documents will be printed in the Financial Aid Office deleting the necessity of the time lag currently caused by routing and shipping of reports (1 - 3 days). The Federal Government will no longer print SAR's with 97-98 year, but the Financial Aid Office is required to get signatures appended if corrections are made.

Resource Development Work Group

Strengths

The college already uses technology to process and store information.
Many departments already have data bases in place.
Campuses already subscribe to various development publications.
The college is committed to resource development.
The college is committed to maximize the potential of available technology.

Challenges

Technological inconsistencies among departments, campuses and district offices.

The college does not have sufficient personnel, equipment or systems assigned to support resource development functions.

The college does not have a replacement/maintenance program to upgrade hard/software.
The college/campuses do not have enough telephone lines to access the Internet.

Goals, Objectives, and Strategies

Goals:***Include Resource Development, as a unit, in the college's Web Page (limiting access to certain information) in order to 1) allow community groups and organizations have access to information on services which can be made available to***

them, 2) implement an on-line interactive newsletter, and 3) implement an on-line interactive request/reply form. (Short Term)

Objectives 1.1 Resource Development staff and staff from College Network and Internet Services will work together to develop and implement a technological structure to provide community based organizations, as a public service through the College's Web Page, access to Resource Development information; i.e., identifying appropriate funding sources and/or opportunities. 1.2 Resource Development staff and staff from College Network and Internet Services will develop and implement an interactive on-line newsletter to market funding opportunities to faculty and classified employees. The effectiveness of the newsletter will be measured by the number of inquiries received.

Strategies: 1.2a Provide each campus the support needed to develop an on-line newsletter. (CN&IS)

1.2b Develop newsletter format and content. (RD)

1.2c Develop and implement on-line interactive newsletter. (CN&IS)

1.3 Computer Applications Development and Resource Development offices, will develop and implement a College-wide interactive on-line resource development request/reply form. Its effectiveness will be measured by users feedback on level of satisfaction.

1.3a Develop form format and content which must allow for electronic (signature) approval (RDD).

1.3b Develop electronic interface (CAD).

To develop and implement a computerized support structure for information retrieval and archive system that will improve resource development activities across the college .(Long Term)

2.1 Resource Development offices, jointly, will identify and subscribe to commercial on-line funding databases (i.e. The Foundation Center). Accomplishment of this objective will be measured by the date of purchases.

2.1a Identify available commercial data bases.

2.1b Select the best based on cost, content and specific campus needs.

2.1c Purchase subscription to commercial data bases.

2.2 Computer Applications Development will develop and implement a college-wide on-line system for resource developers to access the commercial databases the college will

have subscribed to. System effectiveness will be measured by users feedback on level of satisfaction.

2.2a Identify and evaluate available commercial software suitable to implement the system.

2.2b If there are not any, develop and test a user friendly application to implement the system.

2.3 Computer Applications Development will develop and implement a college-wide system for electronic (signatures) approval and tracking of proposals or sections of proposals. System effectiveness will be measured by users feedback on level of satisfaction.

2.3a Identify who needs to approve (electronically sign) specific proposal sections; i.e., budget sheets, personnel classifications and salaries, etc.

2.3b Identify the flow of proposals from originator's desktop to the funding source; including assignment of CPN #, assignment of account # (inactive until funded/deleted if not funded), etc.

2.3c Develop a college-wide "transmittal" format including the capability to generate a Board item at the office of the Board's secretary from executive summary of the proposal.

2.3d Develop college-wide procedures to support the system.

2.4 Institutional Research and Computer Information Systems will develop and implement a "user friendly" application for all campuses to access and readily use all appropriate internal databases. Users will measure the quantity and quality of information they can access and readily use through periodic surveys.

2.4a Identify which existing databases are needed by RD. (IR)

2.4b Identify which information is needed and is not in database format yet. Develop new databases. (IR)

2.4c Develop database access-use electronic system. (CAD)

2.4d Catalog all databases to facilitate accessibility. (CAD)

2.5 Computer Applications Development will develop and implement a college-wide system to access external databases and selected web pages. System effectiveness will be measured by users feedback on level of satisfaction.

2.5a Identify which external databases are needed by Resource Development and which are public domain or require subscription.

2.5b Secure college-wide subscription to databases which are not public.

2.5c Develop database "access-use" electronic system. (CAD) 2.5d Catalog all databases to facilitate accessibility. (CAD)

2.6 Resource Development and Computer Applications Development will develop and implement a college-wide online directory of corporate sponsors, including campus designation to avoid embarrassing duplicate contacts. Functionality of the directory will be measured by users feedback.

2.6a Develop database of gifts, corporate sponsorships, etc. the Foundation, District or any of the campuses has received. (RD)

2.6b Develop and implement college-wide policy requiring all gifts, sponsorships, etc. to be approved and entered in database including all foundation activities. (Executive Committee)

2.6c Develop and implement online directory. (CAD)

2.7 Institutional Research and Computer Information Systems will develop and implement a college-wide alumni tracking system for resource developers to solicit and work with their campus' alumni. The system's "up-to-datedness" will be measured by the number of successful contacts, randomly selected periodically.

2.7a Identify which data within the student master record is needed to develop an alumni database. (IR)

2.7b Develop a system to move records and appropriate data within the student master record to Institutional Research once a student has registered. (CAD)

2.7c Develop a database to track alumni by current address, employer, income category, hobbies or special interests, etc. (CAD)

2.7d Develop and implement user-friendly database "access-use" capabilities. (CAD)

Paperless Office Work Group

Strengths

College business policies are defined
Business systems and practices are in place
The college already uses computerized systems to store information
The college is committed to maximize the potential of available technology

Challenges

Campuses are technologically inconsistent in terms of their ability to support administrative tasks.
The college has limited fiscal and human resources.
College personnel are not equally committed to the use of technology.
Not all college personnel are sufficiently trained to use technology.
Paperless related technologies on the PC Platform are relatively new and as a result most productions are not reliable and require extensive evaluation.

Goals, Objectives, and Strategies

Goals:To ***increase efficiency in the processing of internal college transactions. Reduce college resources used in the processing of transactions, especially those related to time, fiscal, human, capital, and physical space.***

Objectives:1.1 On-line systems will be developed by the college and implemented to reduce the use of preprinted forms and duplication of paper documents in all offices that have access to the college-wide network system. Effectiveness will be measured by (a) users feedback on level of satisfaction and (b) cost, time, and storage space reductions across the board.

Strategies: 1.1a Identify which forms do not require hard copy for legal/official purposes.
1.1b Research and evaluate available technologies.

1.1c Determine if off-the-shelf applications are available to accomplish the objective.

1.1d Specify and develop special purpose applications.

1.1e Evaluate products and technologies.

1.2 College personnel will reduce usage of college interoffice mail. Usage reduction will be measured by pre/post (new systems implementation) results of mail-room activity surveys.

1.2a Educate and train personnel who will be using the new technologies and systems that will provide the on-line capabilities we are trying to establish.

1.2b Make available college-wide network capabilities to all full-time personnel.

1.3 The college will reduced the amount of time spent between stages in a business process will be. Time reduction will be assessed by document originators through their objective evaluation and feedback on level of satisfaction.

1.3a Identify the procedures that delay the processing of documents.

1.3b Develop or modify business procedures to take advantage of either current or new on-line systems.

1.3c Educate and train personnel who will use the new technologies and systems that will provide the on-line capabilities we are trying to establish.

1.4 The college will reduced the amount of physical storage space required for archival of college materials. This will be measured by the results of pre/post (new systems implementation) space surveys of archival and filing areas.

1.4a Identify the most efficient mode to store each type of document.

1.4b Educate and train personnel who will be using the new technologies and systems on the on-line capabilities we are trying to establish.

1.4c Create support groups to foster change in behavior relative to the perceived need to make copies.

1.5 The college will create the capability for college personnel to receive and send faxes from their own desks. Effectiveness will be measured by (1) users feedback on their level of satisfaction, (2) pre/post reviews of equipment inventories (active fax devices) and (3) pre/post reviews of Telecommunications databases of fax numbers and corresponding usage.

1.5a Research and evaluate available technologies.

1.5b Determine is off the shelf applications are available to accomplish the objective.

1.5c Specify and develop special purpose applications.

1.5d Evaluate products and technologies.

1.5e Educate and train personnel who will be using the new technologies and systems that will provide the on-line capabilities we are trying to establish.

1.5f Make available college-wide network capabilities to all full-time personnel.

1.6 The college will reduced the time spent in the retrieval of archived documents. Time reduction will be measured by users response to questionnaires and their feedback on their level of satisfaction.

1.6a Educate and train personnel who will be using the new technologies and systems that will provide the on-line capabilities we are trying to establish, including training on archival types and locations.

1.6b Identify and implement on-line methods.

1.6c Identify which forms do not require hard copy for legal/official purposes.

1.6d Research and evaluate available technologies.

1.6e Determine is off the shelf applications are available to accomplish the objective.

1.6f Specify and develop special purpose applications.

1.7 The college will reduced the amount of time spent in tracking active transactions. This objective will be measured by document originators through their objective evaluation and their feedback on their level of satisfaction.

1.7a Identify path of documents within transactions.

1.7b Research and evaluate available technologies.

1.7c Determine is off the shelf applications are available to accomplish the objective.

1.7d Specify and develop special purpose applications.

1.7e Evaluate products and technologies.

1.7f Educate and train personnel who will be using the new technologies and systems that will provide the on-line capabilities we are trying to establish.

1.7g Make available college wide network capabilities to all full-time personnel.

1.8 The college will reduced conflicts arising from "multiple versions of the truth". Effectiveness will be measured through users feedback on level of satisfaction.

1.8a Identify documents requiring version control.

1.8b Research and evaluate "version control systems" (Document Management Support System).

Faculty & Staff Training /FCCSC Work Group

Strengths

New Vice-President for Technology with new vision.

Commitment to technology by the MDCC administration and District Board of Trustees.

$3 Million has been set aside in the 1996-97 Budget to begin implementing Dr. Padron's vision for the college's technological growth under the direction of the new Vice-President for Technology.

Miami-Dade is committed to the Florida Community College Software Consortium. Personnel and resources have been assigned to assist in the project.

Challenges

Physical plant/infrastructure - older campuses/buildings may be difficult to wire and modernize in order to implement networked stations and provide all personnel with computer access.

Personnel shortages, i.e. training, help desk, network services.

Retention of quality (technology oriented) employees; salary levels are not competitive with industry standards.

Personnel with resistance to change (mind set is not focused on new technology).

Technological in-consistency among the campuses. All campuses should use the same hardware/software. All LAN menus and paths to the mainframe are not the same throughout the college. All keyboard configurations are not the same throughout the college.

Training sites at the campuses; campuses vary widely in their ability to provide adequately sized, equipped and staffed training facilities.

SPD/CLT training staff is inadequate for training needs.

SPD/CLT training equipment outdated and insufficient to meet current and future training needs. Existing equipment not upgraded or replaced. Existing software not upgraded or replaced. Teaching/Learning centers cannot use FSPD money for capital outlay.

Goals, Objectives, and Strategies

Goals:***1. The college will provide organized training in the use of FCCSC applications and other mainframe and PC software applications, providing the appropriate technological tools to enable all faculty and staff to perform their job functions and to serve students efficiently.***

Objectives:1.1 The college will provide to all full-time personnel in the college a standard training battery which includes:

Strategies: 1.1a How the college technology infrastructure is organized...so end-users know who to call for which problems, how to request a new user-id for the mainframe, and their campus network. 1.1b How to navigate the campus network to which they have been defined. 1.1c How to use the college's standard word-processing package and E-mail system.

1.2 Training on the FCCSC software modules that will directly affect each person's job responsibilities.

1.2a New employees, as part of their orientation, must acquire the appropriate training workshops in order to be given user IDs and passwords for their campus network and the mainframe. After filling out a training needs assessment questionnaire, signed by the employees supervisor, the employee is registered in the appropriate FCCSC and CTL training sessions on their campus.

1.2b Current employees will be trained in the appropriate FCCSC software as determined through the completion of the FCCSC telephone survey to be administered in the near future.

2. The college will provide the personnel, facilities, infrastructure, equipment, and software to support an on-going training program that keeps pace with changing technology.

2.1 The college will promote technological literacy for all employees by providing all full-time personnel with a minimum college standard work station configuration.

2.1a Due to fast growing technology, the following hardware requirements are suggested for immediate implementation (within the next 6 months). A recycle program for new & old CPUs, with old ones given to NEW (novice) PC users is recommended.

Suggested standard configuration should be: 15 inch, VGA monitor and standard keyboard, and 16Mg of RAM, with CD-Rom, Pentium 100, and sound board. 2.1b All college hardware and software should be reviewed and updated where necessary with the latest technology possible every three years.

2.1c Initial training of personnel should be done on three levels: **Beginners** (personnel that are not familiar with a computer or software on the target system). **Intermediate users** (personnel who are somewhat familiar with some software but need additional training in the new software the college or their department will be supporting.) **Advanced users** (personnel that are technology oriented and familiar with all the software to be used at the college and are looking to perform specific tasks). The intermediate and advanced classes may be grouped together in order to facilitate learning. Skill levels may be assigned by conducting a college-wide survey with specific questions (not yes or no questions).

2.1d Expand training opportunities including, but not limited to, workshop settings by the SPD centers, via CBT (computer based training) facilitated by video, Internet availability, etc.

FCCSC

The college will identify and train appropriate college personnel for the role of FCCSC trainers.

3.1 Each key user on the project will identify appropriate personnel on each campus for the role of trainer. The key users who are most familiar with the Consortium software will work with the training coordinator to design appropriate end-user training and documentation.

The identified campus trainers will be trained in the system and delivery of the system training so that the training is standard from campus to campus. Additionally, the campus trainers will be trained on the Consortium Approval and Security Systems, and they will be given an overview of the entire FCCSC suite of systems.

4. The college will train all users of applications to be placed on the consortium software.

4.1 Given the fact that the FCCSC implementation/testing stages dates are still a moving target, and due to the magnitude of the implementation and training involved with the FCCSC the committee recommends the training be done in stages as testing and implementation occurs.

4.2 Implementation, training, and coordination of the FCCSC will be centralized in conjunction with CTL/SPD.

4.2a Make any hardware replacement or adjustment prior to training or that training will take place on new hardware expected. Ensure that new workstations that will be used to do the FCCSC work will be in place prior to training. If the workstation is new to the department supervisor must arrange for training of the end-user in the use of the new hardware and software.

4.2b Train the trainers -- Trainers for the consortium project should begin training as soon as a testing phase of the systems are stable and available. Once FCCSC goes on-line, training of users should begin.

4.2c Prioritize user training -- Training should be divided into different segments: Ex: If a user must learn several of the systems (Human Resources, Finance, Purchasing), training should happen in phases with concentration on each system individually. Once the user has mastered one system, move to training in the next system. Users who have the most immediate need to use the systems about to come on line should be trained first.

Staff and Program Development Centers

5. Provide an adequate plan for needed technology training at the college, including staffing, hardware, and software.

5.1 The college will provide an adequate number of knowledgeable staff to successfully train employees in the various platforms and software supported.

5.1a Have a trainer for each platform (IBM and MAC) and an instructional designer. There should be continuity of the training staff. Full-time trainers are preferred, as opposed to drawing from students and staff who have other responsibilities.

5.2 The college will provide the training centers with updated computer equipment in order to facilitate training.

Provide for the needs of the adult learner.

6.1 More emphasis should be placed on the instructional delivery and design. There must be sensitivity to the needs of the adult learner, and how best to deliver technical instruction to that population.

Teleconferencing Work Group

Introduction

In the near future, the ability to originate and receive telecommunications, including computer data, imaging and teleconferencing, will be available to almost everyone in education, at home and in the workplace, as telephones are today. Media fusion, that is the blending of telephone, computer and video capabilities in one application will allow people to interact in combinations of voice, text and video in real or compressed time and thereby significantly enhance communication, information access and time management aspects of both our home and work environments.

Strengths

The President has committed the college to integrating technology into the total college program where it is appropriate.The college has already made considerable investments in technology via the college-wide network (WAN), among these the following:Access to the InternetPhonemail Existing internal CCTV cabling systemsExisting compressed video equipment, (teleconferencing)Existing computersExisting space for electronic classrooms,Teleconferencing rooms and computer labs.Existing teleconferencing hardware investments.The college has significant existing expertise to facilitate implementation. The college, community, and telecommunications industries are currently developing new digital delivery systems and upgrading cable, telephone and power distribution routes for new enhanced network and telecommunications systems.M-

MDCC students and staff have indicated general wide spread support for technology in administrative, instructional and communications operations within the college.

Challenges

Funding is currently very. limited.College-wide network services are not completely interconnected.Most staff are untrained.Compatibility of existing and new systems are problematic.Technology is developing so rapidly it is difficult, if not impossible, to make long term predictionsEmployee compensation and benefits issues have resulted in a high turnover rates in certain technical areas.

Goals, Objectives, and Strategies

Goals:**To insure that diverse technologies are available to support the varied methodologies used in teleconferencing operational systems, with sufficient flexibility to incorporating newer technologies as they become available and are deemed appropriate for Miami-Dade.**

2. To facilitate the efficient, cost effective and relevant utilization of administrative time and talent that is normally dedicated to intercollege communication, planning and training functions through the use of advanced telecommunications, presentation media and computer technologies.

Objectives:2.1 The college will reduce travel, planning and preparation time required for inter-college administrative meetings, conferences, workshops and training activities through the effective use of multi-site and multi-station audio and video teleconferencing facilities/stations.

Strategies: 2.1a (Short term, this yr.) Establish a minimum of one dedicated teleconference location (room size, 20+ people)) on each campus utilizing existing resources which enables simultaneous and/or selected teleconference capability on at least three campuses.

2.1b (Short Term one yr.) Establish a minimum of three dedicated teleconference locations (room sizes, 20+, 10+ & 10+ people) or three mobile conference carts on each campus. which will enable simultaneous and/or selected teleconference capability at all five campus and selected outreach locations.

2.2 The college will enhance administrative presentation and demonstration skills through training in the effective preparation and use of computer, audiovisual, and multi-media support materials.

2.3 The college will facilitate and support inter-college administrative team building, cooperation and cost efficiency through readily available teleconference access, ease of operation and system reliability.

2.4 The college will develop and support a variety of flexible delivery systems and expanded work environments in response to unprecedented advances in communications technology, information access, computer technology, distance learning delivery systems, nontraditional work paradigms, expanded competition in the educational environment and diminishing educational resources.

2.4a (Short Term two yr.) Establish wiring & video capability in 75 percent of all existing classrooms and offices and 100 percent of all new classrooms and offices to accommodate telecommunications and network capability. (this would be in addition to any standard classroom environment, wiring, communications and media presentation standards, i.e., light control-(113.113,113) wall screen, security phone, CCTV video monitor, RF line, AIC on three walls, overhead projector, network line, window light control , etc.), that might be requested.)

2.4b (Short Term two yrs.) Establish inter-campus video conference capability from individual work station CPUs through the College Network System utilizing single VisCam type compressed video to enable spontaneous direct teleconferencing capability at each desktop workstation.

2.5 The college will develop, support and administer ongoing teleconference systems orientation, computer hardware/software operational training, teleconference presentation skills and distance learning instructional skills and techniques to faculty, staff and administrative system users through SPD/CTL, Audiovisual Services, Network Services training services. Training would be effected at each proposed objective/level or in several combination sessions.

2.5a (Long Term three yrs.) Establish external home video conference access to the college from compatible home CPU's through the College Network Service and/or WWW. This fusion system might use single VisCam type compressed video, E-mail, imaging and standard computer functions. This would provide direct access from remote desktop work stations enabling home/work and conferencing capability for faculty, staff and administrators.

2.5b (Long Term three yrs.+) Establish expanded Miami-Dade access to both instructional and administrative 'digital' satellite up-link capability as appropriate for international multi-site distribution of Miami-Dade Community College instructional programming, Distance Learning Services and related administrative operations.

Progress to Date

Florida Community College Software Consortium (FCCSC) -- Eight community colleges in the State have formed the FCCSC to meet State-mandated reporting requirements. Partnered with Software AG, each community college provided technical programming staff and user experts to completely rewrite the college's mainframe financial, human resources, facilities, and student service programs -- approximately 85

percent of all MDCC mainframe programs. Program development is nearing completion; implementation and training plans are currently being created.

Policy & Procedures Manual -- Currently online and available via the College Intranet. In process is the conversion to Lotus Notes format for full search capabilities.

Lotus Notes Site License -- Expected first half of 1997 via this site license, complete on-line access for all college personnel to the college telephone directory, electronic discussion, institutional research abstracts and full reports, public affairs news clipping service, and direct access to bills being considered in Tallahassee in each Legislative session.

Funding for Technology

Strengths

1. The college has staff with knowledge and skills that can be used to accomplish the funding for technology goals and objectives.

a. Grants writers.

b. Foundation staff.

c. Funding for Technology subcommittee task force.

d. CTC members.

e. Vendor partners.

The college has the tools, equipment, and supplies that can be used to accomplish the development of funding proposals.. a. Computers and printers with college-wide network access.

b. Software (word processing, spreadsheets, etc.)

c. Educational funding source materials (books, catalogs, etc.)

d. Internet access.

The college has a reputation for excellence that will benefit funding proposals; in addition, the sheer size of the college makes it a unique funding possibility.

The partnerships the college has been forging with other community colleges (FCCSC) are a model to the nation.

The college has a recognized track record in successfully administering grant proposals.

The State of Florida's distance learning development (through the Florida Distance Learning Network [FDLN]) will provide coordination, leadership, and funding.

Challenges

The college has previously not identified and prioritized specific technology needs as part of the college master plan.

Personnel to request/obtain required funding for technology have not been sufficiently available.

The college's effort to determine wider reaching potential sources for funding has been insufficient relative to its technological need.

The college has not determined long-range equipment and infrastructure replacement budgets to meet on-going, ever-increasing demands.

Key staff are leaving the college because of an inadequate salary structure for positions supporting technology.

Goals

Goals:1. **Develop a process to determine immediate funding requirements for technology (within one year).**

Objectives:1.1 Develop a "first look" plan to obtain an overview of what is available and what is needed.

1.2 Work with campuses and district units to determine first priority for infrastructure funding.

1.3 Determine the level and scope of funding required to support the college's immediate technology needs. Develop a budget to provide additional staffing required to maintain additional infrastructure and equipment.

1.4 Identify funding possibilities.

1.5 Put in place a repair/parts replacement set-aside procedure.

1.6 Complete necessary requests for funding.

1.7 Identify revenue sources for technology.

1.8 Identify potential sources of free/discounted hardware/software and training to support the college's technology needs.

Develop a process to determine short-range funding needs for technology (within 1-2 years).

2.1 Work with campuses and district units to determine top three priorities for infrastructure funding.

2.2 Develop a budget to provide the majority of college staff with access to technology.

2.3 Develop a budget to provide the faculty at each campus with access to at least five multimedia computer classrooms.

2.4 Develop a budget to provide the staff training necessary for expanded access to technology.

2.5 Develop a budget to provide additional staffing required to maintain additional infrastructure and equipment.

2.6 Determine the level and scope of funding required to support the college's short-term technology needs, including management and security.

2.7 Identify funding possibilities.

2.8 Complete necessary requests for funding.

2.9 Identify revenue sources for technology.

2.10 Identify potential sources of free/discounted hardware/software and training to support the college's technology needs.

3 Develop a process to determine long-range funding needs for technology (within 2-5 years).

3.1 Develop a budget for a minimum infrastructure design to complete all campuses.

3.2 Develop a budget to increase network speed between campuses.

3.3 Develop a budget to increase Internet access time.

3.4 Develop a budget to enable students and staff to access Internet from home.

3.5 Develop a budget to provide one identical super server for each campus to be set up in the same manner.

3.6 Develop a budget to provide computer access to all staff.

3.7 Develop a budget to update all student lab and staff computers where needed.

3.8 Develop a budget to provide 3-5 year rotating replacement of all computers on all campuses; for staff, and in classrooms, labs, and courtyards.

3.9 Develop a budget to provide management software for wide area and local area network management from any campus location.

3.10 Determine the level and scope of funding required to support the college's long-range technology needs.

3.11 Identify funding possibilities.

3.12 Complete necessary requests for funding.

3.13 Identify revenue sources for technology.

3.14 Identify potential sources of free/discounted hardware/software and training to support the college's technology needs.

Progress to date

A five percent repair/parts replacement set-aside procedure has been adopted by President's Council.

Sloan Grant -- $119,480 to develop four courses for distance education delivery.
Homestead Re-purposing -- $2.8 million to link all campuses to provide video presentation capability so workforce training can be provided from and to all campuses; to provide small business owners with the ability to coalesce to get expert advice via teleconferencing.

Jump Start -- $3 million to provide funding for computers for faculty, staff, and administrators presently without such access; the upgrade of existing computers to minimum college standards where needed; a minimum of five multimedia classrooms at each campus for faculty presentation to students; staffing to manage the new equipment; training for faculty, staff, administrators in the use of new technologies; 5 percent repair/parts replacement set aside; infrastructure management software system; and program development efforts for the emerging industries of Dade County.

Infrastructure PECO funds -- $1.9 million to complete the top three priorities for network connections on existing equipment and prepare buildings for the future.
IBM Global Network (future revenue) -- The recent partnership for home Internet access for students, faculty, and staff with the IBM Global Network will provide a possible future revenue stream for technology.

Florida Community College Software Consortium (FCCSC) [future revenue] -- Through the sale of the FCCSC finance, human resources, facilities, and student systems, future revenue will be forthcoming for the future refinement of this mainframe software, enhancements, and new initiatives. To date, eight other community colleges have already signed to purchase these systems.

Information Systems

Strengths

1. The college has committed itself to providing an easy electronic access to a variety of information to everyone inside and outside the college.

2. The college is equipped with a variety of high quality production facilities, skilled faculty and staff, and other internal resources.

3. There is an existing infrastructure that allows some access into the college's mainframe and networking system.

4. The college is committed to providing access to faculty, staff, and students with disabilities.

5. The college currently has extensive internal data collection, storage and reporting mechanisms in place.

6. The college is moving toward a more cohesive system with software developed through the Florida Community College Consortium.

Challenges

Major programming support to create a bridge between the Internet and the mainframe is required.

2. There is a lack of cohesive technological support, specifically with reference to resolving hardware problems.

3. There is a wide variation in levels of knowledge within the college community which needs to be addressed through training.

4. Data currently available is not often consolidated in one location and the availability not widely known or the source not easily located.

5. Data requirements may vary based on administrative functions.

6. Data from external sources are not often systematically collected, stored, or the availability made widely known.

Goals, Objectives, and Strategies

Goals:*1. The college will establish an information system that will facilitate communication and interaction between the community and the college.*

Objectives:1.1 The college will design and present information in an appealing and comprehensive manner.

1.2 The college will develop and implement new alternatives for prospective students to complete the admissions process on line.

1.3 The college will develop and implement an academic advisement system that will allow students to obtain academic advisement on line.

1.4 The college will develop an effective information system to assist students in meeting their financial obligations and obtain financial aid information on line.

1.5 The college will design, implement and maintain electronic registration and student record services.

2. The college will establish an information system that will create a process to facilitate the accessing and sharing of information within the college on the Intranet.

2.1 The college will provide a standard vehicle to access the Inter/Intranet and information contained on the Inter/Intranet, providing staff and students access from any campus, including E-Mail and calendar.

2.2 The college will provide the necessary tools and resources, stored on the Intranet to be accessed and manipulated with the standard access tools.

2.3 The college will permit and encourage experimentation with other types of access and tools.

3. The college will establish an information system that will create a self-paced tutorial module that could be used in several different classes that would familiarize students with basic technology skills that could be accessed over the Internet.

3.1 The college will integrate the latest technological advances into course work and to provide access to students for educational purposes from a variety of locations while avoiding duplication.

4. The college will establish an information system that will provide information systems training to student, faculty and staff.

4.1 The college will identify and analyze training needs.

4.2 The college will identify competencies to be addressed in training at campuses via the cluster concept.

4.3 Trainers with expertise will be used to assist faculty in updating technology skills.

4.4 The college will design the content of training programs with the input of business and industry representatives.

4.5 The college will provide regular training sessions and monitor training effectiveness through ongoing advisory committees.

4.6 The college will evaluate emerging systems and incorporate them into training programs as needed.

5. The college will establish an information system that will create a unified, quality presence on the worldwide web.

5.1 The college will develop guidelines to assist in promoting a consistent look and feel on college web pages.

5.2 The college will establish minimum content requirements for different levels of pages.

5.3 The college will establish guidelines for image/multimedia issues.

5.4 The college will provide a consistent, user friendly means of navigation.

5.5 The college will establish a format to permit a data custodian in each area represented on the web page to keep information updated in a timely manner.

6. The college will establish an information system that will provide a technology infrastructure, including hardware, software and personnel, which meets current and future needs of the entire community.

6.1 The college will develop a technology infrastructure which is at the cutting edge in the areas of intra-network communication, Internet access, support hardware and software (i.e. web servers), user hardware and software (on faculty desktops or in student areas), and staff support.

6.2 The college will develop a technology infrastructure (hardware/software/ personnel) which supports students, faculty and staff in their use of technology in classrooms, in the

library, in offices, and at home.

6.3 The college will develop a technology infrastructure hardware/software/ personnel) which supports students, faculty, and staff in their use of technology for Internet or Bulletin Board access, for web page authoring, for interpersonal communication, and for the development and use of curriculum material.

6.4 The college will develop a technology infrastructure (hardware/software/ personnel) which can be evaluated, maintained, and upgraded over time.

6.5 The college will develop a technology infrastructure which will provide high-speed data, voice, video, and image transmission between campuses.

6.6 The college will continue in attempts to purchase and own the fiber backbone between campuses.

6.7 With higher transmission speeds between campuses, the college will attempt to centralize those portions of the network that will provide relief to the Local Area Network staff on the campuses.

6.8 In every area possible, the college will attempt to standardize on hardware, provide common standards and setups, and enable redundancy between campuses.

6.9 In every area possible, the college will attempt to standardize on a library of software, obtain site licenses for such software, and create standard installation packets.

7. The college will establish an information system that will provide access to the college network for faculty, staff, and students from any location on any campus, including one point of contact for help desk support, staffed by knowledgeable individuals.

7.1 The college will create an infrastructure for the college's network which will provide access for faculty, staff and students regardless of their location at any campus or outreach center.

8. The college will establish an information system that will provide access for faculty, staff and students with disabilities using the latest technology from the desktop, library, in multimedia classrooms and labs, the Inter/Intranet, as well as accommodating structures required for each.

8.1 Faculty, staff and students with disabilities will be able to access all college networking and classroom resources using the latest technology.

8.2 College staff will continue to identify software and hardware that will enable this access, with special attention on the Inter/Intranet.

8.3 Voice command activation and voice dictation will be tested to determine if they can be used to provide access to college E-Mail.

9. The college will establish an information system that will provide remote access, 24 hours a day, seven days a week, to the college network for faculty, staff and students.

9.1 The college will develop and implement a network which can accommodate high speed, user friendly, reliable remote access for anyone, anytime, anywhere, that is easy, fast, reliable, efficient, secure, and dependable.

9.2 Remote access will include E-Mail, calendaring, to do, Intranet and full file access capabilities.

10. The college will enable Internet access for all students and employees from campus locations at no cost; the college will facilitate the lowest possible rates for Internet Service Providers to enable student and faculty access from home.

10.1 Provide the highest possible speed access from all campus locations to the Internet; provide for optimum numbers of students and staff to access the Internet from on campus simultaneously.

10.2 Enable the lowest cost Internet Service Provider for all students and staff to have Internet access from home.

11. The college will establish an information system that will develop a process for providing employees with readily available data required to efficiently perform administrative functions.

11.1 The college will develop a process to provide access to data currently available or regularly produced in the form of reports and responses to administrative requests.

11.2 The college will develop a process to provide more direct and rapid access to data required to perform administrative functions.

12. Provide network administrators with management and problem solving ability from any campus location.

12.1 Select a management software package that will provide network administrators with the tools required for efficient network management, and the ability to assist the college in meeting the needs of the new century.

12.2 Utilize the management software package selected to electronically provide hardware and software inventories, to monitor use of software for site licenses, to install upgrades and software at a distance, and to provide rapid, efficient, and accurate solutions to common network problems.

Establish the greatest possible security levels for the college network, mainframe, hardware, and software.

13.1 Seek out and obtain the highest level consultancy support possible to assist in this process.

13.2 Regularly monitor access logs to determine potential problems.

13.3 Enable training of appropriate staff in the latest methods of security protection.

13.4 Determine a college-wide strategy for security of desktop, classroom, and lab hardware.

14. Establish a system of network and programming documentation that will provide all staff with the tools required to step in and modify, manage, or update any area formerly managed by another.

15. Establish a system of priority setting for programming modifications requested, whether on the mainframe, a server, or an individual desktop.

Strategies and Recommendations

Strategies:1. Evaluate existing network resources, hardware, software, training and support personnel.

2. Disseminate access information.

3. Develop documentation of all activities.

4. Educate existing personnel on how to better assist students and staff with disabilities.

5. Work with the college's architects in the planning of new buildings to ensure proper access is provided for staff with disabilities.

6. Develop documentation procedures, especially for students, on how to accomplish successful remote access using various hardware. (Personal computers, modems, etc.)

7 Provide guidelines for required information regarding use of links that need external applications (such as Telnet).

8. Publish policies for use of copyright material and photographic releases.

9. Work in conjunction with Institutional Research to have that office's personnel learn Hyper Text Markup Language and begin a World Wide Web site for listing and accessing reports.

10. Determine what the standard access should be (i.e., Web Browser, Menu System).

11. Determine what additional access is needed (i.e., helper applications for Web Browser, stand-alone applications for a Menu-Based system).

12. Determine what forms the various college data currently exists in and how this data needs to be accessed and/or manipulated.

13. Provide real-time evaluation by including a place in the access pages where personnel can comment on the access (e.g., in Novell technical support pages there is a place to evaluate whether the information provided answered the user's question).

14. Provide support for people to use alternative methods of access.

15. Provide an experimental server where exploration can take place without deleterious effects on the system.

16. Develop syllabi and courses that can be taught over the Internet.

17. Design an electronic student bookshelf to include online publications such as the college catalog, campus newspapers and students rights and responsibilities handbook.

18. Design an electronic showcase of college and campus accomplishments; college personnel, programs and projects worthy of note and student academic and athletic achievements. 19. Allow students to request admissions information and application forms via E-mail.

20. Develop college application form that students can download from MDCC network and from the college's Internet web page.

21. Implement an infrastructure that is technologically advanced as well as publicize and centralize all access information.

22. Establish a support mechanisms which are centrally located and managed.

23. Research and/or implement the "virtual office" concept.

Recommendations:

1. Establish a page on the college Network describing guidelines for designing an MDCC WWW page.

2. Establish kiosks accessible to the general public in places such as malls.

Establish an office or body under the direction of District Academic Affairs with the purpose of ensuring consistency in the quality of training throughout the college.

4. Implement an infrastructure consisting of modem pools and technologically advanced equipment along with a centrally located facility for all information access.

5. Produce telephone surveys and focus group formats to interview administrators for assessing data required to perform administrative functions.

6. Implement real-time evaluation through on-line surveys to determine whether the users are happy with the level of access and manipulation provided.

7. Implement real-time statistics to determine how often information is accessed.

8. Provide information pertaining to such items as the college calendar, list of courses by term, students rights and responsibilities, catalogs, grades, scholarships and job information for faculty, staff, students and the general public.

9. Identify and allocate finances necessary.

10. Establish a central monitoring center and warehouse for storage of duplicate materials and updating of new material.

11. Create an electronic visitor information booth.

12. Develop interactive campus maps.

13. Design campus tour multimedia presentations to be viewed on the Internet.

14. Create and update a web page dedicated to college news, press releases and special events.

15. Provide information on college fees, financial aid, scholarships, student loans and college work study programs available to students via the Internet.

16. Display student's financial obligations, financial aid balance and current billing balance via the Internet (requires student PIN number.)

17. Offer individual student course listings and schedules via the Internet (requires student PIN number.)

18. Create an electronic course locator which allows students to search for a course by campus, center, day, time department and instructor.

19. Provide list of registration holds (requires student PIN number).

20. Display student schedule of registered courses (requires student PIN number)

21. Display student's grade report (requires student PIN number).

Progress to Date

Infrastructure for Top Three Priorities -- Each campus was surveyed to determine their top three priorities for network connections. All projects were reviewed along with the renovation/remodeling plans for each campus. By June of 1997 the top three building priorities for all campuses should be completed. This effort basically completes the basic initial infrastructure at the Wolfson, Medical, and Homestead Campuses. North and Kendall Campuses will become a priority for basic initial infrastructure for all buildings next. A budget is being determined for this effort.

Consultant Services -- The college has signed up with the Gartner Group for consultant services in all areas of the Infrastructure. In addition, IBM is working with the college to provide consultants on security for all aspects of the college mainframe, wide and local area networks, and web access.

Lotus Notes Site Licenses -- The college has obtained a site license for Lotus Notes which will allow the implementation of a full Intranet for within the college use to all students and employees. In addition, the college is presently working with Lotus Development Corporation to provide access to these same services for students and employees from home.

Owned Fiber Between Campuses -- The college continues to investigate the possibilities of purchasing permanent fiber access between the MDCC campuses. Such purchase would reduce monthly line charges and increase network access speed.

Improved Network Speed Between Campuses -- The college continues to investigate the use of FDDI and ATM to increase the speed of data transmission between campuses. Consultant advice is being sought for short-term and long-term solutions.

Technical Standards

The Technical Standards Sub-Committee of the College wide Technology Committee (CTC) will address technical standards issues and provide recommendations to the CTC's Master Plan for Technology.

Current areas of concentration are:

1. Hardware and operating systems
2. Facilities
3. Maintenance
4. Software applications
5. Policies

Strengths

There exists a property control inventory of college owned equipment.

There are some annual maintenance contracts for specific hardware and software already in place.

The college has an existing expertise and models for in house maintenance of some equipment.

The college has a dedicated technical staff with experience and expertise capable of creating and implementing college standards.

Challenges

A complete college wide inventory of all equipment does not provide the level of detail required for network administration.

Staff training on a continuing basis is needed if technical staff are to remain current in their fields.

Employee retention is inconsistent due to an eroding technical salary structure.

The ability of staff to keep abreast of the ever changing world of technology.

Goals, Objectives, and Strategies

Goals:***To facilitate empowerment of students, faculty and students through the use of computer technology that is consistent throughout the college.***

Objectives: 1.1 To provide the college with guidelines and specifications in the selection of all computer hardware, operating systems, network infrastructure equipment and network management software.

Strategies: Establish research and selection criteria for each activity listed below:

1.1a Research and recommend standard desktop operating systems for workstations.

1.1b Research and recommend standard network operating systems for file servers.

1.1c Research and recommend minimum hardware configurations for desktop. workstations and portable computers.

1.1d Research and recommend minimum hardware configurations for file servers.

1.1e. Research and recommend new network infrastructure equipment that is capable of easily integrating with existing equipment and network management software.

1.1f Research and recommend network management software that is capable of viewing and controlling all components of the network.

To provide comfortable teaching and learning spaces and office environment for the College.

2.1 Design and develop infrastructure standards for buildings and furnishings to provide a comfortable and efficient learning and working technological environment.

2.1a Establish a planning process to provide appropriate technology in the classroom by obtaining input from end users. 2.1b Design areas with the necessary technology, proper furniture and equipment to support the curriculum.

2.1c Develop and provide infrastructure standards to facilitate multiple uses of the educational environment.

2.1d Develop and provide infrastructure standard requirements for the interconnection between rooms, buildings, campuses to provide communications channels for phones, media, distance learning and teleconferencing, etc.

2.1e Recommendations of priorities for the implementations of standards.

2.1f Recommendation that a training program be developed for the proper use of facilities and equipment by faculty, students and staff.

To provide the college with quality, efficient and cost effective maintenance program on college-wide computer equipment (from mainframe to desktop) and all associated software applications.

3.1 To evaluate, develop and/or maintain a maintenance program using either an in-house approach, a vendor approach, a total out source approach, or a combination approach.

3.1a Evaluate staff to determine a knowledge base for possible use of in-house maintenance support of existing hardware and software.

3.1b Identify a division/department at the College to manage maintenance issues (even if out sourced). Determine initial trouble-shooting procedures and first level evaluation.

3.1c Compile a total inventory of installed hardware and software and evaluate hardware to determine if maintenance is warranted or replacement necessary.

3.1d Establish a database of repairs completed for the purpose of tracking College wide inventory, trouble reports, and facilities.

3.1e Categorize hardware into similar families of equipment in order to prioritize repairs. Determine maximum downtime that can be tolerated based on function of equipment.

3.1f Use RFP procedures for providing cost analysis for vendor and out-sourced maintenance vs. in-house maintenance. A cost analysis must also be completed to determine what in house maintenance costs are.

3.1g Develop cross training procedures using existing staff and their areas of expertise.

3.1h Determine the cost for outsourcing the training of existing staff. Then existing staff can provide in-house maintenance if appropriate.

To develop policies and procedures which establish the way technology standards are determined and minimum technology standards for the College, in the areas of hardware, software, and personnel.

4.1 Develop policies and procedures which are: inclusive, taking into account the needs of the college community; and functional, establishing the uses to which technology will be put without putting restraints on the means of providing the function.

4.2 Develop policies and procedures which establish minimum standards for technology; including a process for evaluating the effectiveness of the standards; encourage all members of the college community to comply with the standards; and provide for advancing the standards over time.

4.3 In particular, develop policies and procedures which guide all renovation and future construction at the college, as regards to technology infrastructure.

4.4 Develop policies and procedures which take into account the critical importance of proper staffing levels and t he need for training of all end users of technology.

Progress to Date

Network Administrators Group (NAG) -- The Network Administrators Group has been reorganized and has been effectively working to make college-wide recommendations for standardization of server purchase and configuration, individual workstation setup, computer courtyard configurations, purchase of network management software, and review of the college's E-Mail/ calendaring package.

Policies & Procedures

Strengths

The college has students and employees who maintain high ethical standards.

Challenges

The policies and procedures regarding hardware and software use at the college are incomplete.

The policies and procedures regarding E-Mail, Internet and Intranet usage at the college need to be created and implemented.

The Policies & Procedures Sub-Committee will be working with all sub-committees of the CTC in helping in the preparation of any necessary creation of or revision to MDCC policies and procedures. However, the first priority set by the CTC was for the development of a thorough Acceptable Usage Policy for Technological Resources at MDCC. It is intended that this policy be read and agreed to by students and staff using any technological resources at the college.

A careful review was done of many similar policies at other schools. From this review, the Policies & Procedures Sub-Committee respectfully submits the following draft of this Policy:

DRAFT

Acceptable Usage Policy for Technological Resources at Miami-Dade Community College

PURPOSE

The purpose of this document is to establish a written policy for legal and ethical use of technological resources at Miami-Dade Community College (MDCC) by faculty, staff, administrators, alumni or any information systems client. This policy adheres to the College mission which is to provide accessible, affordable, high-quality education by keeping the learner's need at the center of decision-making and working in partnership with its dynamic multi-cultural community.

This policy is presented as work in progress. It has been drafted by the Policies & Procedures sub-committee of the College-wide Technology Committee (CTC). It is the recommendation of the sub-committee that once this policy is approved it be reviewed and updated, as necessary, by the appropriate college committee annually. It is also recommended that the committee be comprised of individuals representative of the entire college community.

DEFINITIONS

Unless otherwise stated, the terms used in this set of policies are consistent with those defined in Chapter 815.03 of the Florida Computer Crimes Act. For clarification purposes terms which may be specific to MDCC are defined as follows:

Academic and Administrative Use

includes any activities consistent with the mission of the College.

Client

is any person, whether authorized or not, who makes any use of MDCC information systems or facilities from any location, including but not limited to students, faculty, staff, alumni and external clients accessing MDCC technological resources.

Electronic Communication

is any data sent or retrieved across the MDCC technological resources.

Intellectual Property

includes data and programs.

Internet Services

include, but are not limited to, electronic mail, file transfer protocol, Telnet, news and the world wide web.

Technological Resources

at MDCC include computers, terminals, printers, networks, telecommunications and related equipment, as well as data files or documents managed or maintained by the College residing on disk, tape or other media. This would also include multimedia equipped classrooms, computer classrooms, computer labs, offices and furnishings operated or maintained by MDCC.

RIGHTS

Free Inquiry & Expression

Clients have the right to free inquiry and expression consonant with the mission of the College.

Privacy

Any information stored on MDCC systems is the property of the College. The College will make all reasonable attempts to maintain the confidentiality of communications. All

systems owned and operated by the College may be monitored in order to insure appropriate use.

LEGAL RESPONSIBILITIES

Lawful Use

All use of MDCC technological resources is subject to federal, state and local law, College Policies and Procedures, and various laboratory rules as appropriate. Consult the Florida Computer Crimes Act, Florida Statutes Chapter 815, the MDCC Catalog, the Student Rights and Responsibilities Manual, and the College Policies and Procedures as appropriate.

Copyrights

Clients must observe intellectual property rights, in particular the software copyright laws.

Contracts

All use of MDCC technological resources must be consistent with all contractual obligations of the College, including limitations defined in software and other licensing agreements.

SECURITY

Concealed or Falsified Identity

Clients must not conceal or falsify their identity when using MDCC technological resources, except when anonymous access is explicitly provided.

Unauthorized Data Access

Clients must not make or attempt any deliberate, unauthorized access to or changes in data on any MDCC technological resources.

Security Compromise

Clients must not defeat or attempt to defeat any security system, such as guessing user identifications or passwords, compromising room locks or alarm systems.

Data Interception

Clients must not intercept or attempt to intercept data communications not intended for that client's access.

Denial of Service

Clients must not deny, interfere with, or attempt to deny or interfere with service to other clients.

Personal Security

Clients are responsible for the privacy and security of their user IDs and passwords. Any client changes of password must follow published guidelines and clients must change passwords as required. IDs and passwords are normally assigned to single users and are not to be shared with any other person without the appropriate College administration authorization. Clients are expected to report any attempted security violations to the proper authority. Clients are responsible for any activity carried out under their user ID.

GENERAL RESPONSIBILITIES

Proper Authorization

Clients must have authorization to use any College technological resource. The resources should only be used for academic and/or administrative purposes. Clients must not permit or assist any unauthorized person to access MDCC technological resource.

External Data Networks

Clients must observe all applicable policies of external networks.

Personal Identification

Clients of MDCC technological resources must show identification upon request.

Internet Access

Client access to the Internet and Internet services is a privilege not a right. Access entails personal responsibility. Indecent and injurious behavior are not permitted to ensure ethical use of these services. Within reason, freedom of speech and access to information for academic and business use will be honored.

For-profit Use

Without specific authorization, all activities using MDCC technological resources for personal profit are prohibited. However, this is not meant to restrict normal communications and exchange of electronic data, consistent with the College mission and Policies and Procedures.

Threats and Harassment

MDCC technological resources must not be used to threaten, harass or insult any person.

Inappropriate Electronic Communications

Knowing or reckless distribution of unwanted mail or other electronic communication is prohibited. Specifically, broadcast, chain letters, ping bombs and other unauthorized schemes that may cause excessive network traffic or computing load are prohibited.

Installation or Modification of Data or Equipment

Without specific authorization, clients of MDCC technological resources must not cause, permit, or attempt any installation of hardware or software, destruction or modification of data or equipment.

Removal of Equipment or Documents

Without specific authorization by the owner or designated administrator, clients must not remove any MDCC owned or administered equipment, data or documents.

Internal or External Devices

Without specific authorization, clients must not physically or electronically attach any internal or external device, such as an external disk drive, printer, interface card, modem, or video system, to any MDCC equipment.

INSTITUTIONAL RESPONSIBILITY

Data Access

MDCC personnel are forbidden to browse client files without specific purpose and authorization. If, by mistake or other cause, a staff member reads protected client information, the information will not be divulged except as authorized by the administrator of the facility concerned or by appropriate legal authorities.

VIOLATIONS

Reports of Violations

Clients must report any violation of this policy to the appropriate College personnel. Clients must not conceal or help to conceal violations by any party.

Penalties

MDCC is authorized to apply certain penalties to enforce its policies and regulations. Refer to the College Policies and Procedures governing employees and the Students'

Rights and Responsibilities Manual governing students. Penalties may include but are not limited to, temporary or permanent reduction or elimination of access privileges. When the College believes it necessary to preserve the integrity of facilities, client services, or data, a client's ID may be revoked, whether or not the client is suspect of any violation. The College will attempt to notify the client of any such action.

If, in the opinion of the college committee established to handle violations, the violation warrants action beyond a College imposed penalty, the case may be referred to the proper legal authorities as appropriate. These policies are in compliance with the penalties for conviction of a violation as stated in the Florida Computer Crimes Act s.775.082, s 775.083, and s. 775.084.

ACKNOWLEDGMENTS

This document was written based on information gathered from the following sources:

Bellingham School District, Acceptable Usage Policy

Florida Computer Crimes Act

Computer Ethics Institute, The 10 Commandments for Computer Ethics

University of Chicago, Policy on Information Technology Resources

Yale University, Computer Usage Policy

DRAFT
Acceptable Usage Policy for Technological Resources at Miami-Dade Community College

CLIENT AGREEMENT

As a client with access to the MDCC Technological Resources, I hereby agree to comply with the stated rules in the enclosed Acceptable Usage Policy for Technological Resources at MDCC. I will communicate over the network in a responsible fashion while honoring all relevant laws and restrictions. I certify that I have read, understood and will comply with this policy.

Signature:
Date:
Print name: _____
Home Address: _____
City, State, Zip: _____
Phone: _____
Check One
Student ___
Employee ___
Alumni ___
Other ___

Members of the Collegewide Technology Committee

COLLEGEWIDE TECHNOLOGY COMMITTEE

MEMBERSHIP LIST
revised 12/6/96

	NAME	WORK LOCATION	DEPARTMENT
1	Anandam, Kamala	District @ Kendall	Educational Technologies
2	Ayres, Patricia	North	Business & Technology
3	Ballinger, Greg	Kendall	Independent Studies
4 **	**Calabrese, Robert**	**Medical**	**Learning Resources**
5	Chung, Colleen	Kendall	Business Lab
6	Courtright, Robyn	District @ Kendall	Purchasing
7	Crocker, Gilda	District @ Kendall	Human Resources
8 **	**Dickhaus, Bill**	**District @ Kendall**	**College Network & Internet Services**
9	Dietrick, Carol	Homestead	Learning Support
10 **	**Gosnell, Gary**	**District @ Kendall**	**Facilities Planning**
11 **	**Henderson, Traci**	**Kendall**	**Network Services**
12	Hernandez, Isabel	Medical	Library Administration
13	Kah, Susan	Medical	Nursing & Allied Health Technologies
14	Kelly, Terry	District @ Wolfson	District Administration
15	Kline, Lee	District @ Wolfson	Publications
16 **	**Lever-Duffy, Judy**	**Homestead**	**Information Technology Center**
17	McKay, Maureen	NWSA	Dance
18	Meistrell, Sonia	Wolfson - IAC	ESL
19	Morrell, Hector	Homestead	Network Services
20	Morris, Cathy	District @ Wolfson	Institutional Research
21	Prescott, Tom	North	Audio Visual
22	Pryor, Lessie	Medical	Nursing
23 *	**Sigler, Kathie**	**District @ Wolfson**	**Info Systems & Educational Technology**
24 **	**Villamil, John**	**Wolfson**	**Natural & Physical Sciences**
25	Ciereszko, Ana	District @ Wolfson	Educational Affairs

26	Clemente, Isis	North	ENS Speech & Grammar
27	Colman, Cliff	Kendall	Sociology
28	Corteguera, Miguel	District @ Wolfson	Wide Area Network Group
29	Eisel, Ed	District @ Kendall	Educational Technologies
30	Hydress, Marie	District @ Kendall	FCCSC Project
31	Jenrette, Mardee	District @ Wolfson	Reengineering
32	LaRoue, Sam	District @ Wolfson	Admissions & Registration Services
33	Levitt, Ted	District @ Wolfson	Reengineering
34	Murphy, Howard	District @ Kendall	CAP/Computer Services
35	Porter, Kim	District @ Wolfson	Reengineering
36	Vorp, Ron	District @ Wolfson	Institutional Research
37	Wolfson III, Louis	District	Board of Trustees

*** CTC Chairperson**
**** Sub-Committee Chairperson**

Sub-Committee Titles and Chairpersons

- Academic Programs, Technology & Student Support -- Mr. Bob Calabrese
- Distance Education -- Dr. Judy Lever
- Administrative Technology -- Mr. John Villamil
- Funding for Technology -- Mr. Gary Gosnell
- Information Systems -- Mr. Bill Dickhaus
- Technical Standards -- Mr. Lou Klitin
- Policies and Procedures -- Ms. Traci Henderson

CTC Sub Committee and Task Force Structure

College-Wide Committee on Technology

Sub Committee and Task Force Structure

Sub Committee/Chair	Task Force Description
Information Systems Mr. Bill Dickhaus, Chair	Information Clearinghouse Bulletin Boards Internet Web Pages Access -- Campus; Home Library/Media Access
Academic Technology Mr. Robert Calabrese, Chair	Faculty Training Support for Curriculum Devel. + Academic Implementation Student Support Services Student E-Mail Staffing Support Student Competencies for Technology Use
Distance Education Dr. Judy Lever, Chair	Technology Choices Internal/External DE Programs Florida Distance Learning Board Interface Shared Teleconferencing Equipment Curriculum Development Student Support Services
Administrative Technology Mr. John Villamil, Chair	SAFE Solutions Implementation & Training -- New Mainframe Software Staff/Administrator Training & Support Shared Teleconferencing Equipment Electronic Forms
Technical Standards Mr. Lou Klitin, Chair	Hardware/Software Standards Maintenance Plans Infrastructure Standards Recommendations to Students/Staff for Personal Computer Purchase
Policies and Procedures Ms. Traci Henderson, Chair	For Students & Staff - Code of Ethics in Technology Use Usage Agreements Procedures for Violation

Funding for Technology Mr. Gary Gosnell, Chair	Infrastructure Hardware/Software Staffing College-wide Purchasing Cost Benefit Analysis Business Partnerships Educational Pricing/Purchase Options For Students & Staff for Personal Computers
Network Administrators Group (NAG) Mr. Joe Duerstock, Chair	(This Committee Already in Place) Network Standards E-Mail/Calendaring/Scheduling etc. RFP Groupware Recommendations Network Security Set-Aside Percentage Recommendations Purchasing Guidelines Recycling/Repurposing Hardware/Software Radio Frequency, Infrared; and Wireless Connectivity

Memo re: Volunteers

Miami-Dade Community College

District Administration Office of the Vice President and CIO
Information Systems & Educational Technology

April 15,1996

MEMORANDUM

TO: Dr. Eduardo J. Padron, Mr. Cliff Coleman, Ms. Carmen Raby
FROM: Kathie Sigler
SUBJECT: **VOLUNTEERS FOR THE COLLEGE TECHNOLOGY COMMITTEE**

Thank you for your assistance in getting out the memo and encouraging all MDCC staff to join in the work of one of the subcommittees for the College Technology Committee. I think you will be pleased to know that we have had over 200 individuals volunteer for subcommittee membership!

At its last meeting the College Technology Committee voted to accept all volunteers and work to break down all interested individuals into the task forces we described in the initial memo. While the committee understood the work of careful organization of all of these individuals would fall on their shoulders, they also felt strongly that we should try to take advantage of the enthusiasm apparent in such a large response.

In my discussions with Cliff and Carmen, I agreed to send you all the breakdown of membership signed up for each subcommittee with the understanding that if you felt any subcommittee did not have appropriate representation from your constituency you would try to encourage others to volunteer for that particular group. Attached is the listing as promised.

As agreed, we will go forward with the meetings as quickly as possible so that we may meet our deadlines for the development of the Master Plan for Technology. Please let me know if you have any questions.

mos

Attachment Subcommittee Membership

C: College Technology Committee
Faculty Senate Presidents
Staff Support Presidents

Miami-Dade Community College
District Administration
Office of the College President
March 6, 1996

MEMORANDUM

TO: All College Personnel
FRO M: Eduardo J. Padron Cliff Coleman, representing the Faculty Carmen Raby, representing the Support Staff
SUBJ ECT: THE FUTURE OF TECHNOLOGY AT MDCC - JOIN A TECHNOLOGY SUB COMMITTEE AND HELP CREATE THE VISION!

Through agreement with the District President, Faculty Senate Consortium President, and Classified Staff Presidents, the attached sub committees are for your consideration. It is the unanimous opinion of the College-Wide Technology Committee that in order to make sufficient progress at Miami-Dade Community College in this broad area, it is necessary to have several sub committees at work concurrently.

Each sub committee will make recommendations to the College-Wide Committee. These recommendations will form the basis for the College's Master Plan. At the left of the attached listing you will see the main sub committee areas. At the right are several task forces that may be set up under each sub committee to give you an idea of the work of each one. The Network Administrators Group (NAG) is a sub committee already in place. However, the other seven sub committees are being formed now and need your help.

There is no need for any technical expertise to join one of these groups. As a matter of fact, the College-Wide Committee expressed the desire to have a mixture of those with and without technical expertise so we can be certain the needs of our students, faculty and staff will be met with the final Technology Master Plan.

Please use the enclosed form to indicate your interest in any of the seven sub committees and forward to Dr. Kathie Sigler, District @ Wolfson. ***March 29, 1996*** will be the deadline to submit these forms. As soon as all forms are received, committees will be formed by Dr. Sigler in consultation with Mr. Coleman and Ms. Raby. Sub committee meetings will then begin.

We look forward to your participation in this important effort. Make sure the MDCC Information Highway gets you to where you want to go!

COLLEGE-WIDE COMMITTEE ON TECHNOLOGY

Sub Committee Sign Up

Name _____ Extension _____

Department/Division _____

Campus/District Unit _____

You may be on more than one sub committee if you wish (and if you have the time), but please indicate your choices in priority order (1 = highest priority):

Information Systems	Mr. Bill Dickhaus, Chair	_____
Academic Technology	Mr. Robert Calabrese, Chair	_____
Distance Education	Dr. Judy Lever, Chair	_____
Administrative Technology	Mr. John Villamil, Chair	_____
Technical Standards	Mr. Lou Klitin, Chair	_____
Policies and Procedures	Ms. Tracy Henderson, Chair	_____
Funding for Technology	Mr. Gary Gosnell, Chair	_____

Consider me for (circle one) 1 or 2 sub committees.

Please return to Dr. Kathie Sigler, District @ Wolfson, **no later than March 29, 1996.**

Standard Technology Specifications for Facilities

Miami-Dade Community College

COLLEGE-WIDE COMMITTEE ON TECHNOLOGY

RECOMMENDATION TO EXECUTIVE COMMITTEE & PRESIDENT'S COUNCIL

STANDARD TECHNOLOGY SPECIFICATIONS FOR FACILITIES

Short Term Solution

Effective immediately, any new construction, renovation, or remodeling will include as a standard baseline the following network connections in each space:

Classroom	A minimum of 5 Network Connection Sets
Computer Lab	Adequate Network Connections equal to the number of workstations and peripherals the room is designed to support
Offices	1 Network Connection Set in every office and in every room that might be used as office in the future

Long Term Solution

As a part of the College's procedures on facilities planning, design & construction (new construction, remodeling and renovation projects), STANDARD SPECIFICATIONS will include the appropriate infrastructure (ie. electrical, air conditioning, fighting, network, audiovisual, etc.) and furniture/equipment for the application of technology in each of the various facility space categories.

Standards related to instructional technology will be collaboratively developed by Facilities Management, Information Systems & Educational Technology, Facilities Users and Technology/Network Services committees from each campus. These standards will be based on the objective of the COLLEGE-WIDE Technology Goal "to provide technology to achieve appropriate academic and administrative outcomes". These standards will be reviewed and revised as appropriate.

As process stakeholders (technology resource providers), Campus Technology/Network Services and Information Systems & Educational Technology representatives will participate in the decision-making activities to plan, design and construct college facilities to meet the needs of our students, faculty and staff now and for the future.

Changes to these technology-related standard specifications (whether made during planning, design or construction) will be made only after such changes proceed through the recommended collaborative process prior to implementation.

These representatives will participate in appropriate post-occupancy evaluations (including project walkthru) and make recommendations for any revisions to the current standard specifications.

Revised February 9, 1996 as per College-wide Committee on Technology meeting February 8. 1996.

Repair Replacement Set Aside Procedure

Miami-Dade Community College
District Administration
Office of the Vice President and CIO
Information Systems & Educational Technology

September 19, 1996

MEMORANDUM
TO: President's Council
FROM: Kathie Sigler
SUBJECT: REPAIR/PART REPLACEMENT SET ASIDE PROCEDURE

Attached for your information is the final copy of the procedure we approved at the last President's Council meeting. This procedure calls for a 5 percent set aside for the purchase of all hardware and infrastructure equipment. Via copy of this memorandum, I will ask Ms. Manrara to set up at least ten accounts for this purpose - one for the district president, each campus, and each district vice president for deposit of these funds. These accounts should be carried forward from year to year and be restricted to the repair/part replacement purpose. Each area should be notified of their account number as they are assigned. I will also request the Purchasing Department to immediately implement this procedure.

Thank you for your support of this important procedure. As we discussed, it is not the final solution, but it is certainly a step forward!

Thank you.

mos
Attachment
C: Ms. Linda Pagliaro

College Technology Committee

Recommendation to President's Council

Repair/Part Replacement Set Aside Procedure

In the next few years the College is expected to continue its implementation of the Master Technology Plan. This will require additional hardware, software, and an improved infrastructure between and within our campuses, as well as from the College to the outside world.

As we struggle to find funding for the original purchase of all of these items, we are also cognizant of the future need created for repairs and replacement of parts for this equipment. The Committee will address this area in more detail in the Master Technology Plan. However, in the meantime to assist in this process, the College Technology Committee recommends the following procedure be adopted as quickly as possible:

All purchases of hardware and infrastructure equipment from any source at the College require a 5 percent set aside to remain with the originating campus/district area, carried over from year to year, to be used to fund future repairs and replacement parts.

In the case of new construction, renovation/remodeling, the College Technology Committee recommends the College try to get the same procedure adopted at the State level. If this is possible, then such funds should remain with the campus being impacted by the new construction, renovation/remodeling for future repairs.

Approved by the College Technology Committee	June 13, 1996
Approved by President's Council	September 18, 1996

Jump Start for Technology

Jump Start for Technology

Phase I

of a

Long-Range Technology Plan

for

Miami-Dade Community College

June 20, 1996

In February of 1996 the College administration made its first report to the District Board of Trustees on a "First Look at Technology Needs." This presentation reviewed the need to provide Miami-Dade Community College faculty with the technology tools necessary to facilitate student learning in today's classroom environment. Also discussed with the Board were employer requirements for technological skills for job entry in today's business marketplace and the status of distance education at other colleges throughout the nation.

The College's Ad Hoc Committee on Technology recommended the College ...

To use the tools of technology...
To provide access
for Miami-Dade's students
faculty, staff, administrators,
and alumni
to the programs and resources
of the college
from the campus, from their offices,
and from home.

To provide this access, the College first needed to take a look at the current status of technology at the five campuses. Only 14 percent of the classrooms at the College w ere equipped with at least one computer workstation for the faculty to use for Institutional presentations and Internet access. The campuses reported a need for 3,235 additional

computers for student labs over the next five years; the current ratio of students to a computer ranged from a high of 62 students to each computer at one campus, to a low of I I students to each computer at another campus. In addition, a review of faculty, staff, and administrative workstations identified 1,070 employees needing basic computer equipment.

The challenge to the College was the financial cost of this equipment alone would approach $14 million. Related needs included additional technical staff, hardware and software training, access to distance learning modalities, and an adequate infrastructure between campuses and from the college to the outside world.

Colonel Mitchell Wolfson's legacy was meant to provide the mean-q for the College to accomplish more than what normal State funding would permit. It was his desire that Miami- Dade students would leave the College well prepared to meet the needs of local employers; well prepared to be successful in their continued education.

The College proposes to "Jump Start" our technology vision by providing:

Computers for Remaining Faculty-	322	@	3,000*	$966,000
Update current computers to baseline college standard for faculty -			Upgrades	$300,000

*Includes computer, network card and infrastructure connection, pooled printer

Baseline Classrooms --

Equip five classrooms at each campus with equipment to allow faculty to (1) bring Internet into the classroom (2) access the campus network, (3) display electronically the class syllabus, textbook materials, magazines, etc. etc. (4) provide a locking podium to secure equipment.

North	5 classrooms @$20,000	$100,000
Kendall	5 classrooms @$20,000	$100,000
Wolfson	32 classrooms in existence	0
Medical	5 classrooms $20,000	$100,000
Homestead	20 classrooms in existence	0

Classified Staff --

Provide computers for approximately 100 classified staff who will need access to complete their work using the new Consortium software.

100 staff computers @ $3,00	$300,00

100 staff computers @ $3,000 $300,000
Update current computers to baseline college standard for classified staff.

Upgrades	$150,000

Administrative Computers --

Provide computers for approximately 50 administrative staff who will need access to complete their work using the new Consortium software.

50 admin. computers @ $3,000	$150,000

Update current computers to baseline college standard for administrative personnel.

Upgrades	$150,000

Staffing --

our present staffing formula calls for 75 computers per network staff

472 computers/75 = 6 staff	$210,000

Training --

Training is essential if we are to be successful with the faculty and students for classroom instruction and in developing first-rate distance learning offerings*, with staff and administrators as we move into the use of our new Consortium software.

Training of faculty, staff, and administration on new technology	$200,000

Replacement/Repair Set Aside --

A proposal presently before the College Technology Committee recommends that 5 percent be set aside on the purchase of all hardware (computers, printers, scanners, etc.) for the repair and replacement. Therefore, it is only fitting that we set the example and do the same with this expenditure of funds.

$150,000

Infrastructure --

To continue our work to finalize the wiring, connections, hubs, and routers to connect these computers will require continued investment. From this "jump start" we recommend an investment into this area as well. However, this will need to be supplemented via PECO funds as campus projects are completed.

Progress on Infrastructure	$150,000

Program Development --

Development of new technology-based educational programs to serve the needs of the emerging industries of Dade County in accordance with the report recently released by the Greater Miami Chamber of Commerce. The seven high-priority economic clusters are in the areas of Bio-Medical, Film and Entertainment Financial Services, Information Technology (Software), International Commerce, Telecommunications, Visitor Industry. These have been identified as high wage, high skilled jobs necessary for the future growth of South Florida.

Total Program Development	$474,000

Total "Jump Start" funding requested:	$3,500,000

This "Jump Start" will not complete the vision; rather, it will provide a true extra leap forward to permit the College to more rapidly provide our students with the necessary access to technology and the classroom instruction to enable their mastery. The College will continue the completion of the first college-wide Master Plan for Technology (completion fall 1996), evaluation of the use of technology by students and staff, consultation with experts in the field to make certain our progress is in the right direction, and revision as needed along the way to ensure the best learning environment possible.

Student Computer Survey

Thank you for agreeing to take our student computer survey. You may complete this survey only one time via your MDCC student number. In December a drawing will be held for all those taking this survey for a grand prize of free copy of the entire Lotus Smart Suite, including Lotus 123, Organizer, Freelance Graphics, WordPro and Approach. Thanks to IBM Corporation for providing this grand prize.
Please answer the following questions. Press the number on your telephone keypad to correspond to your answer.

1. Have you ever used any of the MDCC computers while on campus?

   [1 = yes; 2 = no]

2. Do you have a computer at home or at an office that you can use outside of MDCC?

   [1 = yes; 2 = no]

   If no, "thank you for taking our survey. Your name will be entered in the drawing for the laptop computer."

3. What kind of computer do you have access to?

   [1 = DOS/Windows; 2 = MacIntosh/Apple; 3 = Windows 95]

4. Does this computer have a modem?

   [1 = yes; 2 = no; 3 = I don't know]

   If no or I don't know, "thank you for taking our survey. Your name will be entered in the drawing for the laptop computer."

5. What speed is the modem?

   [1 = 14.4; 2 = 28.8, 3 = other; 4 = do not know]

6. Do you use this computer to surf the Internet?

   [1 = yes; 2 = no]

   If no, "thank you for taking our survey. Your name will be entered in the drawing for the laptop computer."

7. Have you visited our MDCC Home Page?

   [1 = yes; 2 = no]

8. Would you be interested in taking a MDCC course from your home/work place via computer?

   [1 = yes; 2 = no]

"Thank you for taking our survey. Your name will be entered in the drawing for the laptop computer."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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