

# TECHNOLOGY PLAN 2021-2024





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A. ROBERT DEHART LIBRARY

WELCOME  
DE ANZA COLLEGE

DeAnza College

DeAnza College

DeAnza College

PHYSICAL SCIENCES, MATHEMATICS AND ENGINEERING

LANGUAGE ARTS

INTERCULTURAL/INTERNATIONAL STUDIES

DeAnza College

DeAnza College

ADMISSIONS AND ENROLLMENT SERVICES

CAREER TRAINING

DeAnza College

DeAnza College

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DeAnza College

GENERAL COUNSELING

STUDENT DEVELOPMENT

DeAnza College

A-C D-H I-L M-O P-S T-Z  
A-C D-H I-L M-O P-S T-Z

# DE ANZA COLLEGE MISSION STATEMENT

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking





# COMMITTEE MEMBERS

**Stephanie Anderson**

Instructor, Communication Studies  
At Large

**Ray Brennan**

Instructor, English  
Faculty Association

**Sandy Cardoza**

Senior Library Technician  
Equity Action Committee

**Juan Diaz**

Web Support Technician  
Web Team

**Brandon Gainer**

Instructor, Communications Studies  
At Large

**Nazy Galoyan**

Dean, Enrollment Services  
At Large

**David Garrido**

Instructional Designer  
Online Education/Staff Technology Expert

**Pam Grey**

Vice President, Administrative Services  
Administrative Planning and Budget Team/  
Educational Technology Services Project  
Scheduling Committee

**Alex Harrell** (co-chair)

Senior Web Coordinator  
Staff Technology Expert

**Shagundeeep Kaur**

Instructor, Communication Studies  
At Large

**Sridevi Lakshmanan**

Instructor, Disability Support Services  
Accessibility Expert

**Sharon Luciw**

Director, Networks and Client Services  
Educational Technology Services

**Joe Moreau**

Vice Chancellor, Technology  
Educational Technology Services

**Cheryl Owiesny**

Head Women's Soccer Coach  
At Large

**Mary Pape** (co-chair)

Department Chair,  
Computer Information Systems  
Academic Senate

**Lorrie Ranck**

Associate Vice President, Instruction  
Instructional Planning and Budget Team/  
Online Education

**Jerry Rosenberg**

Dean, Physical Sciences, Mathematics and  
Engineering  
At Large

**Dennis Shannakian**

Office Coordinator, College Life  
Classified Senate

**Marisa Spatafore** (co-chair)

Associate Vice President, Communications  
and External Relations  
Senior Staff

**Kishore Srinivas**

Senator  
De Anza Student Government



# PREFACE FROM THE PRESIDENT



In my first year as president of De Anza College, circumstances conspired to underscore important truths about the role of technology in education.

Given that it's been nearly 40 years since the first computers were connected on what we now call the internet, one might think everything that could be said on the subject has already been said.

The global pandemic of 2020 and 2021, however, offered new and dramatic proof that we could provide uninterrupted instruction to thousands of students – without coming to campus – thanks to a tremendous human effort and the use of remote learning technology, internet-connected devices and software.

And yet, the pandemic also provided an important lesson in educational equity, as it became clear that some students – even living in the heart of Silicon Valley – lacked access to essential technology, such as reliable devices and internet connections.

I'm proud that our college rallied to provide essential support and emergency financial assistance to meet those students' needs. But our surveys show that De Anza as a whole will continue to require updated and enhanced technology to continue supporting our students and their educational success.

Students need capable devices and reliable internet service, as well as access to study space and online materials. Faculty members and classified professionals need devices and software tools that are updated on a regular basis, as well as training in how to use them. And we all need a robust and ubiquitous Wi-Fi network, across the entire campus.

Technology will play an essential role in our Guided Pathways work, as we create new Village communities and coordinate delivery of services and instruction in ways that address longstanding equity gaps, while providing educational excellence for all of our students.

This new Technology Plan offers a clear road map for meeting these needs over the next few years. It shows that we have made great strides, thanks to the efforts prescribed in the previous plan, and identifies important work that we will continue to address as we move forward.

A handwritten signature in black ink, reading "Lloyd A. Holmes". The signature is fluid and cursive, with a large initial "L" and "H".

Lloyd A. Holmes  
President  
De Anza College



# INTRODUCTION AND OVERVIEW

## An Equity Focus for College Planning

Equity was a guiding principle for the development of this Technology Plan, in keeping with the equity framework and goals that are outlined in De Anza's Educational Master Plan and inherent in all college planning efforts.

As an important element of this equity focus, the Technology Committee recognizes that the cost of technology can be a significant barrier to student access and success. This can be addressed in part by providing access to computer labs and open educational resources in place of costly textbooks, and through the thoughtful purchase and deployment of technology tools in classrooms and learning communities. Providing technology training to faculty and staff members, and engaging employees in the training process, is also an important factor in supporting instruction and services for student success.

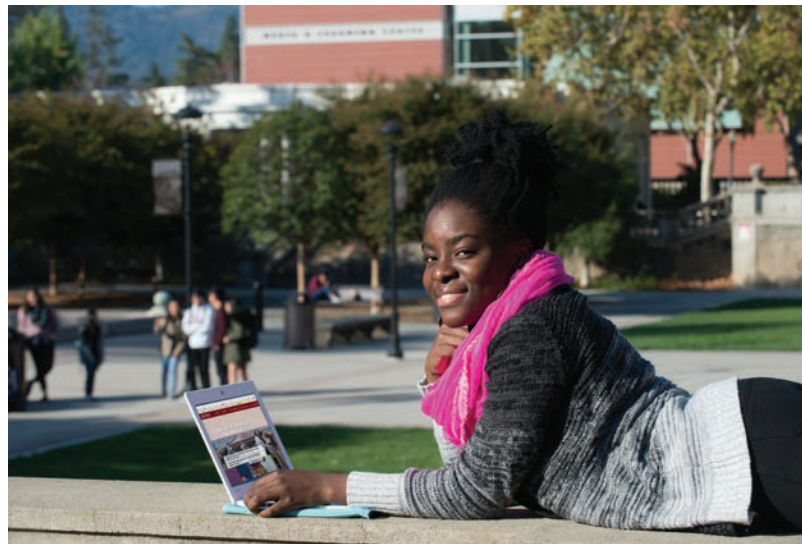
Technology will be central to the college's work in implementing and expanding the college's Guided Pathways initiative, to support De Anza's longstanding efforts to reduce equity gaps, and to address the four key pillars of the project: assisting students in clarifying, embarking upon and staying on their academic path, and ensuring learning. The college website, Canvas course management system, and eLumen curriculum management system, among other technological tools, will be important in advancing the Guided Pathways initiative.

The three-year span of the Technology Plan reflects an understanding that technology needs and capabilities are constantly changing and require regular review to offer the most effective

services to students, faculty members and classified professionals. The period also allows the campus to regularly assess the implications of the goals and adjust future planning needs to meet changing technology needs and trends.

De Anza's Technology Plan, together with that of Foothill College, will inform the development of the Foothill-De Anza district Technology Plan, which will respond to the goals and needs of both colleges in providing instruction and services to our students.

De Anza has long supported equity planning, aimed at reducing achievement gaps, in academic divisions. The equity focus in the Educational Master Plan also encouraged the college community to infuse equity into all planning and activities, including the development of the Facilities Master Plan. State mandates for Student Equity and Achievement programs and funding, which include the development of college Equity Plans, have further underscored the importance of equity efforts. Ultimately, all college planning documents – including this one – share the common goal of student equity.



## Summary of Accomplishments: Technology Plan 2017-2020

### Goal 1: Support ubiquitous, agile technology across the campus community

Objective	Results
Promote the consolidation of technology functions to yield economies of scale and/or foster better communication	Implemented the following <ul style="list-style-type: none"> <li>• Syllabus repository</li> <li>• eLumen Curriculum/SLO/Program Review selection process (completed)</li> <li>• Banner services in mobile App</li> <li>• Updated MyPortal</li> <li>• New website</li> <li>• Office 365</li> <li>• New governance pages</li> <li>• Chatbot</li> </ul>
Assist with the transition of the course management system from Catalyst to Canvas	<ul style="list-style-type: none"> <li>• Completed transition</li> <li>• Providing ongoing training in Canvas and Online Ed topics</li> <li>• Online U</li> </ul>
Create a map for technology support	<ul style="list-style-type: none"> <li>• Completed</li> <li>• Ongoing updates</li> </ul>

### Goal 2: Teaching, learning and student engagement

Objective	Results
Collaborate with Academic Senate, other partners on the development of Open Educational Resources (OER)	<ul style="list-style-type: none"> <li>• Academic Senate committee created to foster OER</li> <li>• Low-cost/no-cost designation added in Banner and website schedules</li> </ul>
Assist as affordable and feasible in the organized provision of tablets and similar devices in classrooms and programs	<ul style="list-style-type: none"> <li>• Tablets distributed</li> <li>• In use by divisions</li> <li>• Used in “stretch” classes</li> </ul>
Guide the continual growth of course management system functionality to foster meaningful student-instructor and student-to-student communication.	<ul style="list-style-type: none"> <li>• Online Education holds numerous trainings and office hours</li> <li>• Online training materials created</li> <li>• Part of Online U cohort trainings</li> </ul>
Collaborate with its accessibility expert and Disability Support Programs and Services (DSPS) to continually evaluate accessibility and Americans with Disabilities Act (ADA) compliance across the website, learning management system and student information systems	<ul style="list-style-type: none"> <li>• Continual</li> <li>• Part of web editor training</li> <li>• Web pages can’t be published unless they meet certain accessibility requirements</li> <li>• Automated WCAG scanning and reporting tools for website</li> </ul>

Improve access to student and academic services via technology	<p>Implemented the following</p> <ul style="list-style-type: none"> <li>• Assessment of computer labs for accessibility</li> <li>• Mobile App</li> <li>• Zoom counseling sessions</li> <li>• Investigating other technologies (Starfish)</li> <li>• Parchment</li> <li>• New website</li> <li>• Chatbot</li> </ul>
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**Goal 3: Deeper research into student success and subsequent responses**

Objective	Results
Collect and analyze data to guide the enrichment of the student experience through technology	<p>Implemented the following</p> <ul style="list-style-type: none"> <li>• Tracking of Canvas tickets, conducting remote learning/COVID-19 surveys and tech survey</li> <li>• Obtaining feedback on website functionality</li> <li>• Inquiry tool</li> <li>• Email open/click rates</li> <li>• Social media ad analytics</li> <li>• DSPS Survey</li> </ul>
Research and work to implement device-independent technologies that improve student access and equity	<ul style="list-style-type: none"> <li>• Mobile app</li> <li>• New website</li> <li>• Canvas</li> <li>• New MyPortal</li> </ul>

**Goal 4: Professional development**

Objective	Results
Cultivate a culture in which technology training is understood to be beneficial for all employees	<ul style="list-style-type: none"> <li>• Made priority by senior staff and deans</li> <li>• Ongoing</li> </ul>
Evaluate technology training needs and priorities	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

Detailed information and discussion on each item can be found in the Technology Committee meeting notes, available at [deanza.edu/gov/techcommittee](http://deanza.edu/gov/techcommittee)

## Technology Needs in a Remote Environment

The global COVID-19 pandemic brought technology needs to the forefront, providing an object lesson in the critical role that personal computers and online tools play in the delivery of instruction and services, while students and employees were required to shelter at home.

To safeguard the health of students and employees, and to meet all official health requirements, De Anza College shifted all winter quarter classes to remote formats on March 16, 2020 – one week before finals. Previously, about 20% of De Anza class sections were taught online. That figure rose to nearly 100% for spring and subsequent quarters.

By the time spring classes began on April 13, more than 600 faculty and staff members had taken part in online trainings provided by the Online Education Center and Office of Professional Development – including training for Canvas certification, workshops on specific Canvas tools, training in the use of Zoom and a variety of online labs and drop-in sessions.

The college also surveyed all students, faculty members and classified professionals about their access to technology and other needs. The survey included a direct channel for students to request assistance, and the college responded to more than 1,000 students who indicated specific needs. As a second channel, the Financial Aid Office developed a website form for students to request emergency aid, including cash grants for purchasing computers or other needed tools.

By mid-June, the Financial Aid Office had distributed almost \$2 million in financial assistance to students who were affected by the pandemic and the shift to online instruction. This included Bookstore credits and cash grants to make it possible for students to afford computers, mobile Wi-Fi hotspots and other tools. The assistance was funded by the CARES Act and other sources, including Financial Aid contingency funds, Promise grants and Supplemental Educational Opportunity Grants.

De Anza also supported students with technology tips, training, resources and referrals, made available through webpages created by the Online Education Center and the Office of Communications. The Online Spring, Summer, Fall and Winter webpages shared information about discounts available for students purchasing computers and other technology products, including Office 365 software, through CollegeBuys.org and other vendors.

In a further use of online technology to support students, the Office of Communications added a “Quick Help” button on the college website. Staff members answered almost 5,000 questions from students before the button was replaced in July 2020 with “Chat Cat,” an automated service that provides online answers from a continuously updated database.

The Library provided tech support via live chat and email, to assist students with using Canvas, Zoom and other online tools. The Student Success Center retrained its student employees to provide peer tutoring online. All Student Services offices shifted to online service, with many offering workshops, one-on-one meetings and “virtual office hours” on Zoom.

## Technology Plan Survey Summary

To better understand the technology needs and challenges of students and college employees, the Technology Committee administered a survey in December 2020. The survey was sent to 6,000 students and to all faculty members, classified professionals and administrators. Results were received from almost 500 respondents, including 263 students.

The survey included questions about hardware and software usage and needs; access to reliable internet service, online materials and tech support; accessibility and ADA compliance; student feelings about appearing on web camera during online classes; the effectiveness of Canvas and other learning platforms; and communication between students and instructors as well as the college.

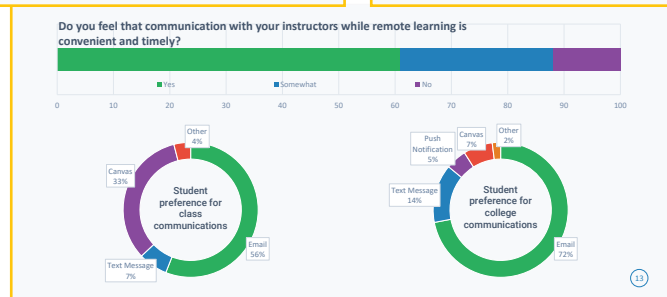
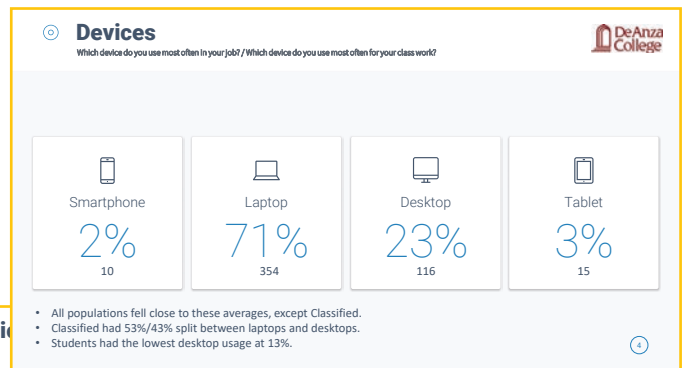
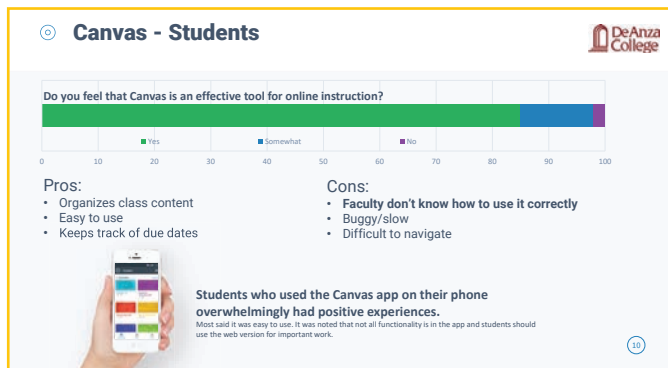
Key takeaways include

- **Student access:** Students need capable devices for online study,

reliable internet, study space and easy access to online materials and Library or campus resources

- **Upgraded tech:** Faculty members, classified professionals and administrators would like a shorter refresh cycle for technology – providing newer devices and software, and allowing them to keep pace with industry standards
- **Training:** Faculty members, classified professionals and administrators need access to robust training on many topics and technologies, to enhance their use of technology both in remote learning and in the classroom
- **Campus upgrades:** The campus Wi-Fi network needs enhancement and coverage expansion. Classrooms need to be modernized and made capable of delivering an excellent experience, both remotely and in person.

### Survey Excerpts



## College and District Roles and Accreditation Standards

At the college level, De Anza’s Technology Committee advises on technology proposals and training needs in support of equity and student success. The committee serves as the clearinghouse for technology-related projects and initiatives, disseminating information through representative, expert membership, and serving as both the technology planning and relevant accreditation committees.

The Technology Committee also serves as an advisory group to College Council. Committee responsibilities include

- Developing the college Technology Plan
- Serving as the Accreditation Standard III.C Subcommittee
- Advising and providing feedback on proposed technology projects, while centralizing awareness of planning and budget team actions
- Prioritizing implementation of bond measure technology projects for the college – through a subcommittee, the ETS Project Scheduling Group
- Providing a venue for the centralizing of all technology information, including regular report-outs regarding the district’s Educational Technology Advisory Committee, the Banner Student and Core committees, other advisory groups and tech projects

At the district level, the Educational Technology Services (ETS) office of the Foothill-De Anza Community College District contributes to student success through its provision of critical technology infrastructure. Interrelated and discrete technology responsibilities of the district

and college are represented in the adapted excerpt of the district functional map for Accreditation Standard III: Technology Resources, as set by the Accrediting Commission for Community and Junior Colleges (ACCJC).



## Functional Map: Accreditation Standard III

ACCJC Standard III		College	District
III.C.1	Technology services, professional support, facilities, hardware and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	Shared	Shared
III.C.2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs and services.	Shared	Shared
III.C.3	The institution assures that technology resources at all locations where it offers courses, programs and services are implemented and maintained to assure reliable access, safety and security.	Secondary	Primary
III.C.4	The institution provides appropriate instruction and support for faculty, staff, students and administrators, in the effective use of technology and technology systems related to its programs, services and institutional operations.	Primary	Primary
III.C.5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	Shared	Shared



# TECHNOLOGY PLAN 2021-2024: THREE-YEAR GOALS

## Goal 1: Increase Overall Student Access to Technology for Learning and Services

Includes but not limited to the provision of laptops for students, and other devices as necessary; **software and software as a service (SAAS)** as appropriate, both required and that would enhance the student experience; continuous technical improvement of **communications resources** including the website, app and portal; and **classroom equipment** to support student learning and engagement in **evolving modalities**, with classroom needs documented through updated classroom standards, program review and the Facilities Condition Assessment

## Goal 2: Increase and Enhance Faculty and Staff Professional Development and Training

Includes but not limited to **robust training and related communication** about the trainings based on faculty and classified professional feedback, especially to holistically improve online pedagogy and pedagogy in the use of technology tools, including in evolving modalities and **accessibility training**

## Goal 3: Continue Work to Ensure Accessibility

Includes but not limited to **implementation of SAAS** to support an equitable teaching and learning environment; **researching strategies and emerging technologies** and implementing as appropriate; ongoing ensuring of accessibility in **instructional and communications tools**

## Goal 4: Enhance Communication and Collaboration with ETS to Achieve Evolving Priority College Objectives

Strategy to include **monthly small-group meetings** of Tech Committee and ETS leadership, with **updates** as requested, on college-identified priorities including but not limited to

- **Ubiquitous, functioning Wi-Fi**, including on **Athletics fields** and in **parking lots**
- **Upgraded technology for employees**, including shorter personal technology refresh cycle of **three years**
- **Improving communication**, including of system and software availability and changes
- **Development and support of peripheral loan program** to address additional needs, such as doc cams, iPads for whiteboards, etc.
- **College-identified projects** that
  - Directly affect **student success** or the **student experience**, particularly timely requests via expert administrators
  - Address **regulatory issues**



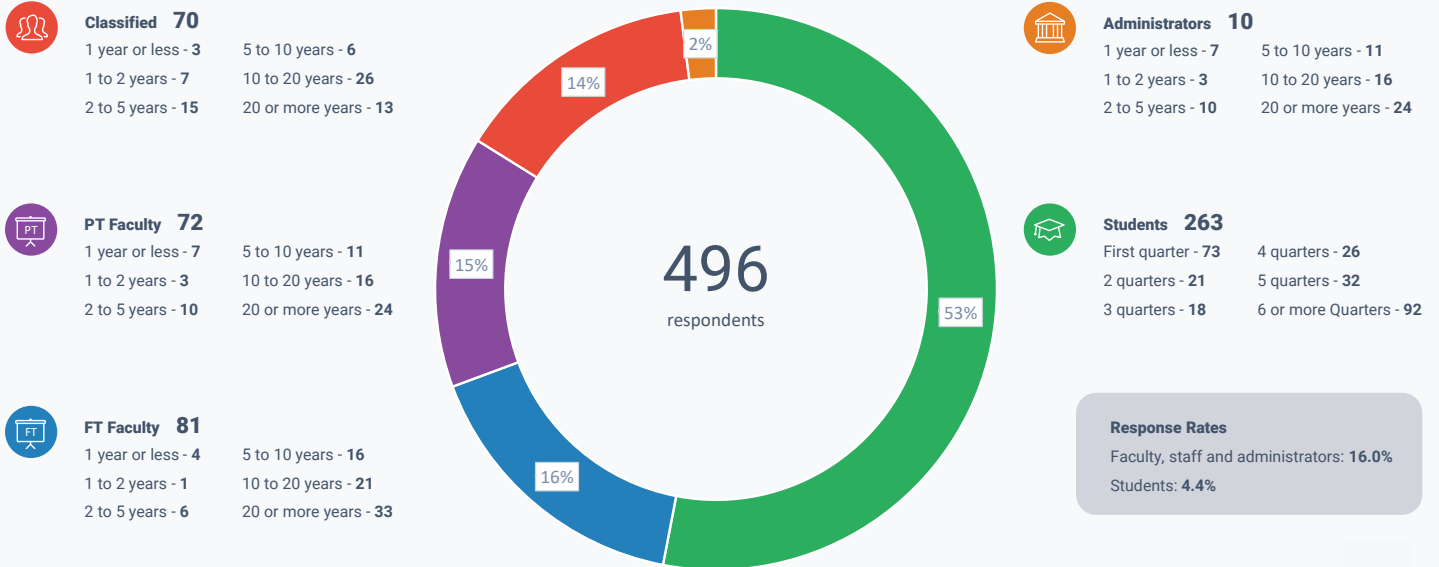
# APPENDIX

## 2020 TECHNOLOGY SURVEY RESULTS



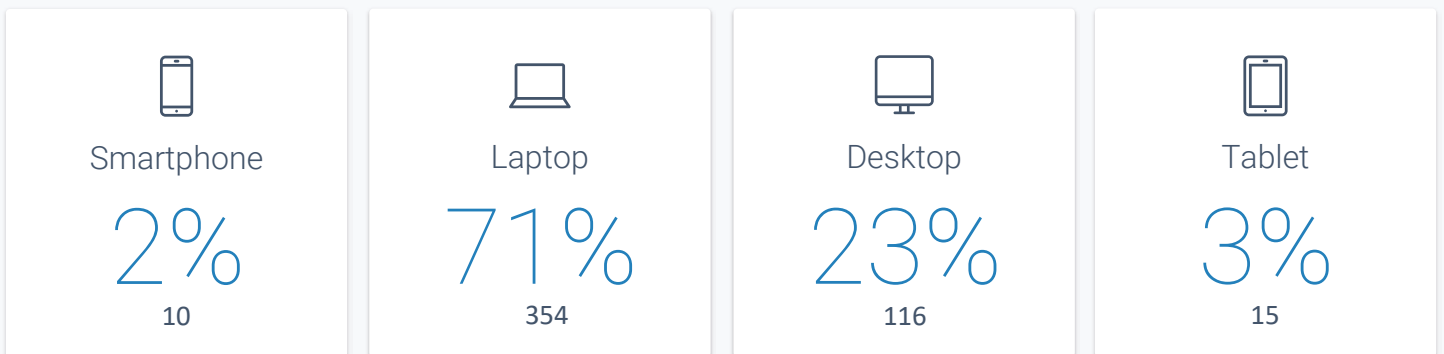
## Respondents

Surveys were sent to all faculty, staff and administrators and to 6,000 students.



## Devices

Which device do you use most often in your job? / Which device do you use most often for your class work?

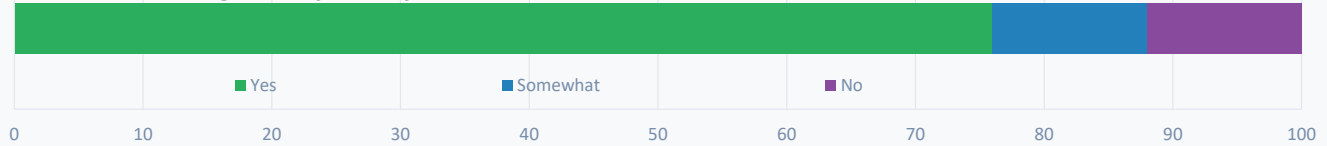


- All populations fell close to these averages, except Classified.
- Classified had 53%/43% split between laptops and desktops.
- Students had the lowest desktop usage at 13%.

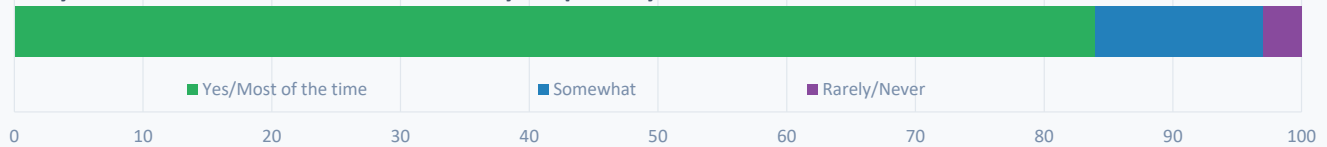
## Device, Internet and Workspace

All respondents were asked the following questions.

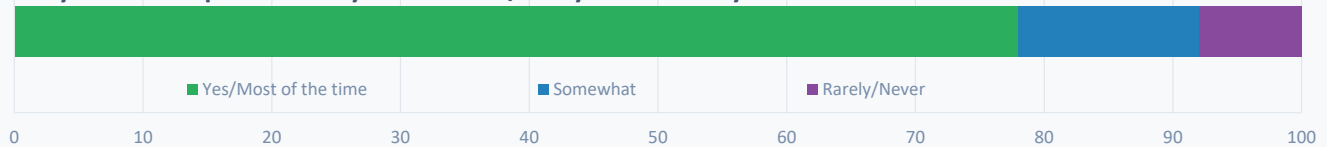
Does this device generally meet your needs?



Do you have reliable and fast internet at your primary residence?

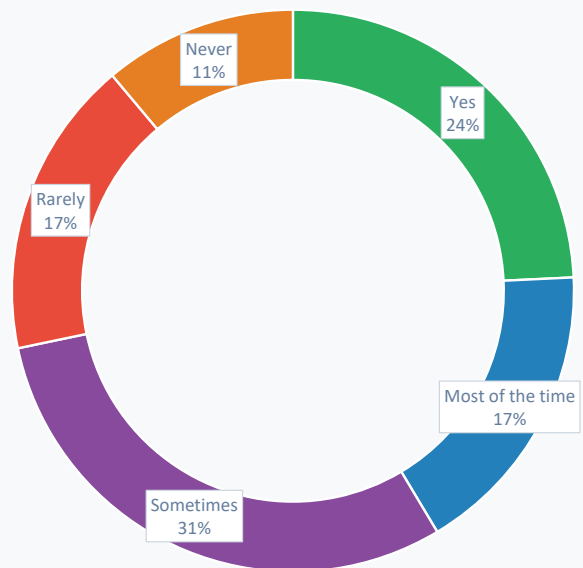


Do you have a space where you can work/study that allows you to concentrate when needed?



## Student Comfort on Camera

Are you generally comfortable appearing on web camera in your classes?

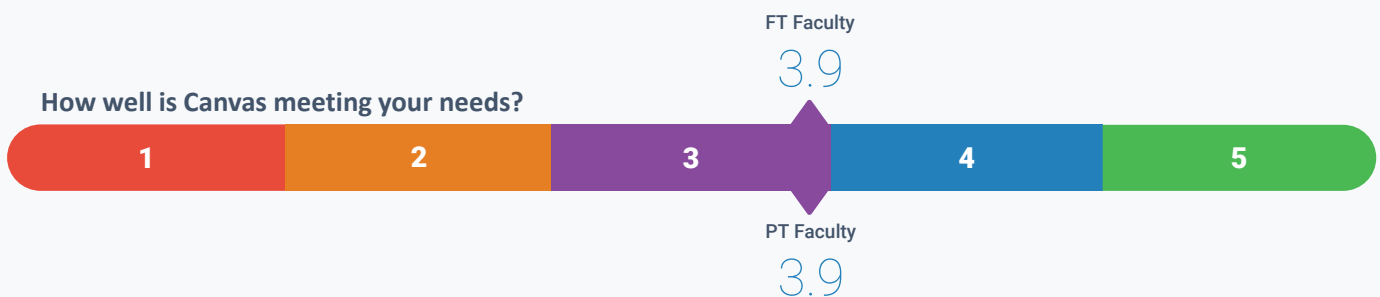


## Most Requested Needs

All respondents were asked about their technology needs; most common answers are below.

- New/updated device
- Fast and reliable internet
- Remote learning equipment (webcam, headphones, microphone, monitor)
- Office equipment (desk, chair)
- Printer

## Canvas – Faculty Overview



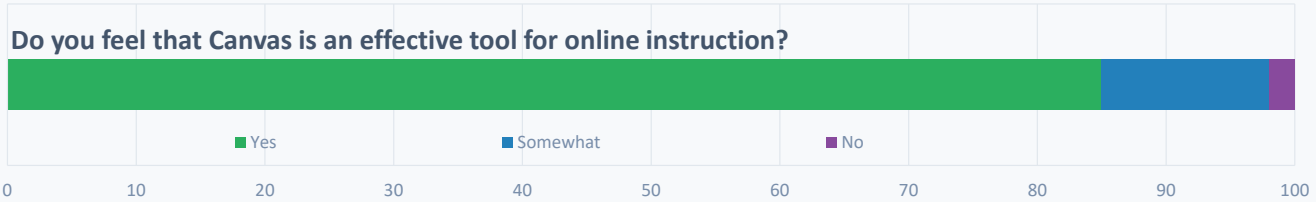
Canvas features that faculty members would like to make better use of:

- Studio/video creation, editing and posting
- Collaborations
- Zoom integration

Canvas features that faculty members would like implemented:

- TurnItIn
- Slack/Discord/chat functionality
- Configurable gradebook

## Canvas - Students



### Pros:

- Organizes class content
- Easy to use
- Keeps track of due dates

### Cons:

- **Faculty don't know how to use it correctly**
- Buggy/slow
- Difficult to navigate



**Students who used the Canvas app on their phone overwhelmingly had positive experiences.**

Most said it was easy to use. It was noted that not all functionality is in the app and students should use the web version for important work.

## Remote Learning - Students

### Likes

#### Time

- No commute
- Flexibility of schedule
- Self-paced classes
- No parking hassles
- More free time
- Time management/can plan ahead

#### Money

- Saves money
- Can work/have job

#### Learning

- Can re-watch/re-listen to lectures
- Organized courses

#### Lifestyle

- Convenience
- Avoid people/Covid-19
- Being at home
- Not having to get ready for school

### Dislikes

#### Communication and Interaction

- Instructor access/responsiveness
- Interaction and engagement with instructor
- Connecting and communicating with peers
- Communication/notifications (Canvas)
- Working in teams/group work

#### Technology and Workspace

- Instructor tech issues/abilities
- Internet access/technical issues
- Study space/quiet environment

#### Learning

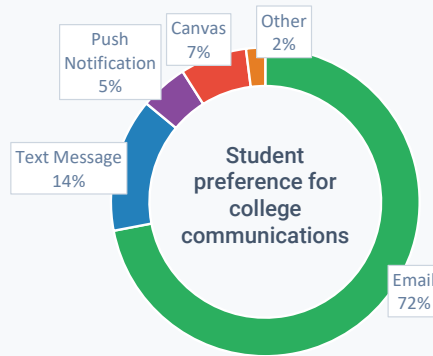
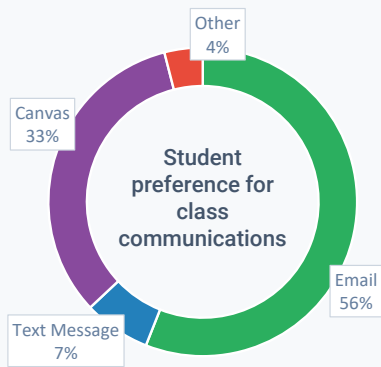
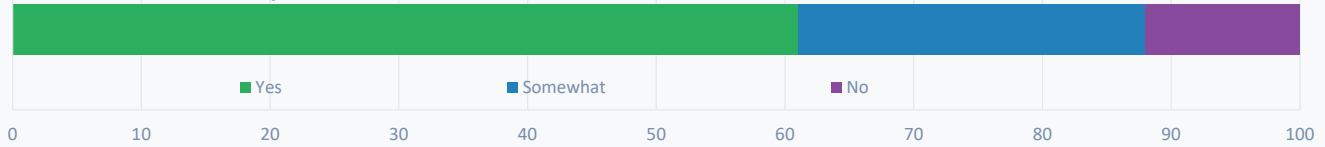
- Attention/concentration/motivation
- Finding help outside of class
- More demanding assignments
- Time management

#### Campus

- No hands-on learning (labs, auto shop, tools)
- Access to materials

## Instructor/Student Communication

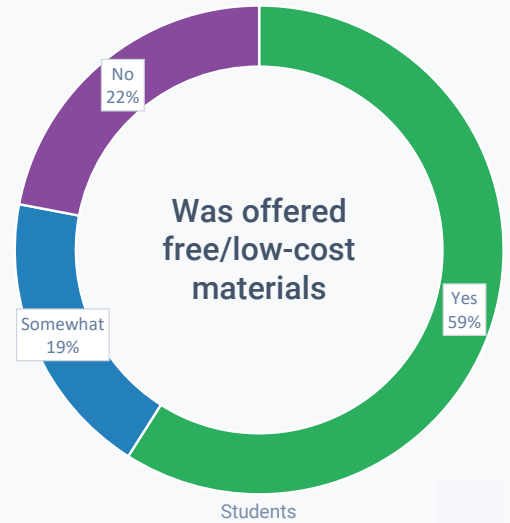
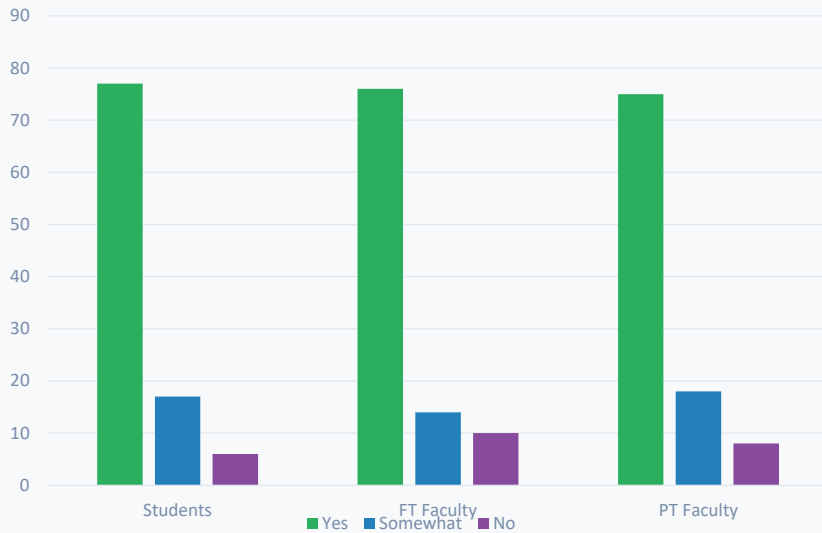
Do you feel that communication with your instructors while remote learning is convenient and timely?



## Online Material Access

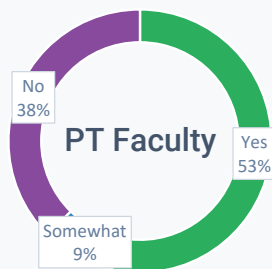
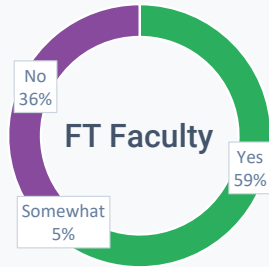
Do you have easy access to online materials for your courses, such as textbooks, course packets, videos or other supporting materials?  
Does your instructor make free or low-cost textbooks and materials available as an alternative to traditional purchased textbooks?

### Easy Access to Online Materials



## OER Materials Use

Do you offer your students the opportunity to use open educational resources?  
Please describe the open educational resources and other low-cost or zero-cost materials that you make available to students.

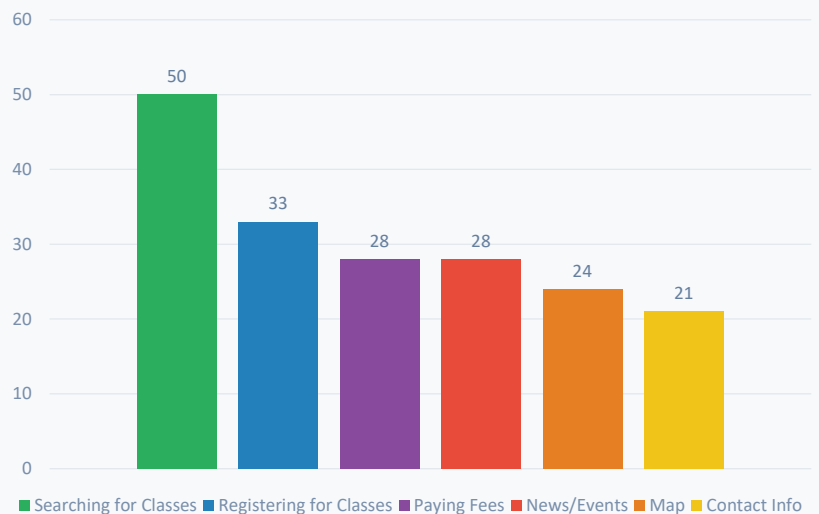
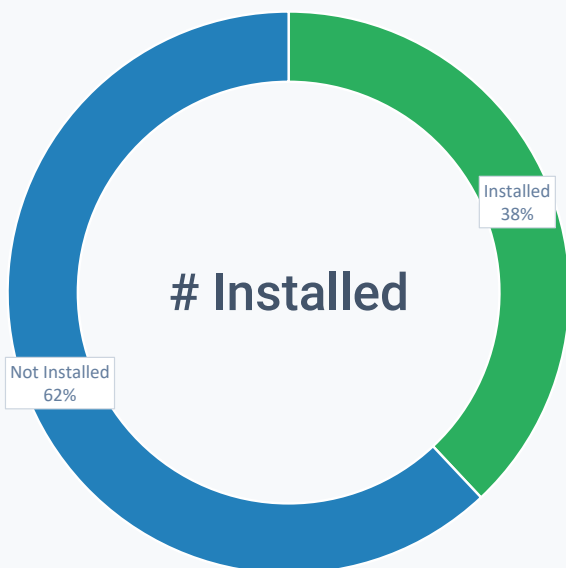


## Types of OER Provided

FT Faculty	PT Faculty
<ul style="list-style-type: none"> <li>Textbooks</li> <li>Videos/YouTube</li> <li>Websites/Links</li> <li>Self-created materials</li> <li>Books/Novels/Articles</li> <li>eBooks</li> <li>OpenStax</li> </ul>	<ul style="list-style-type: none"> <li>Videos/YouTube</li> <li>Textbooks</li> <li>Websites/Links</li> <li>Self-created materials</li> <li>Books/Novels/Articles</li> <li>Library Databases</li> </ul>

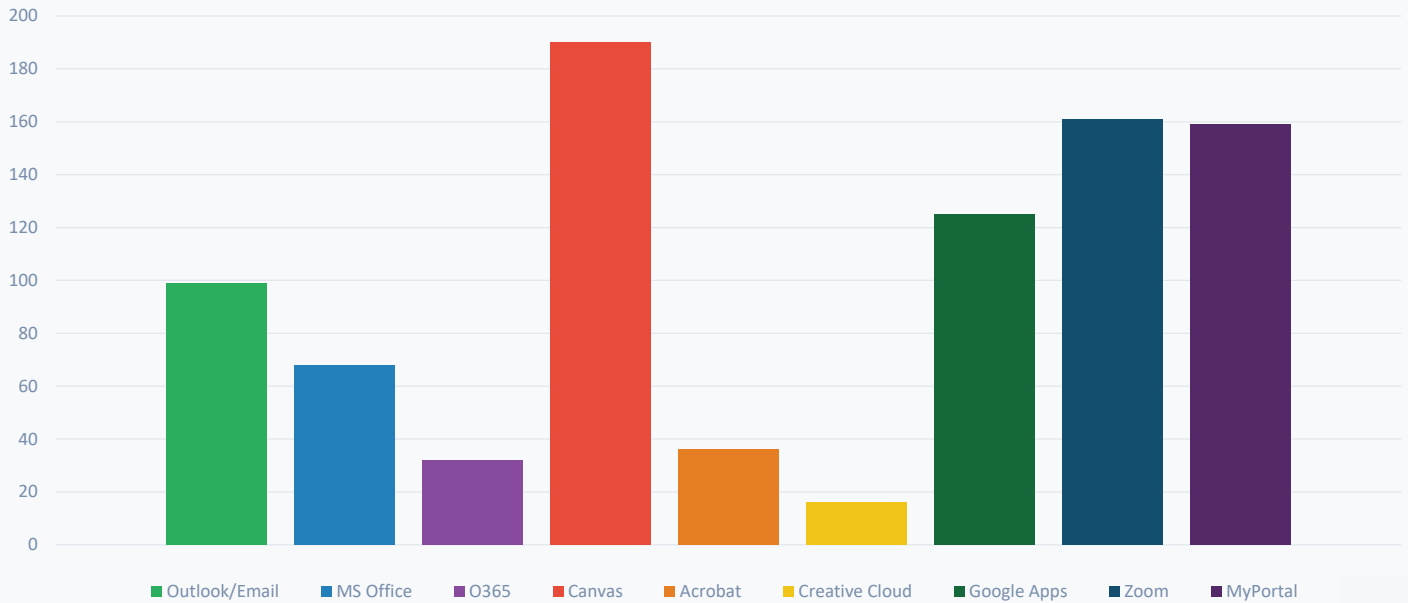
## De Anza App

Have you installed the De Anza College app (not the Canvas app) on your mobile device?  
How have you used the De Anza mobile app?



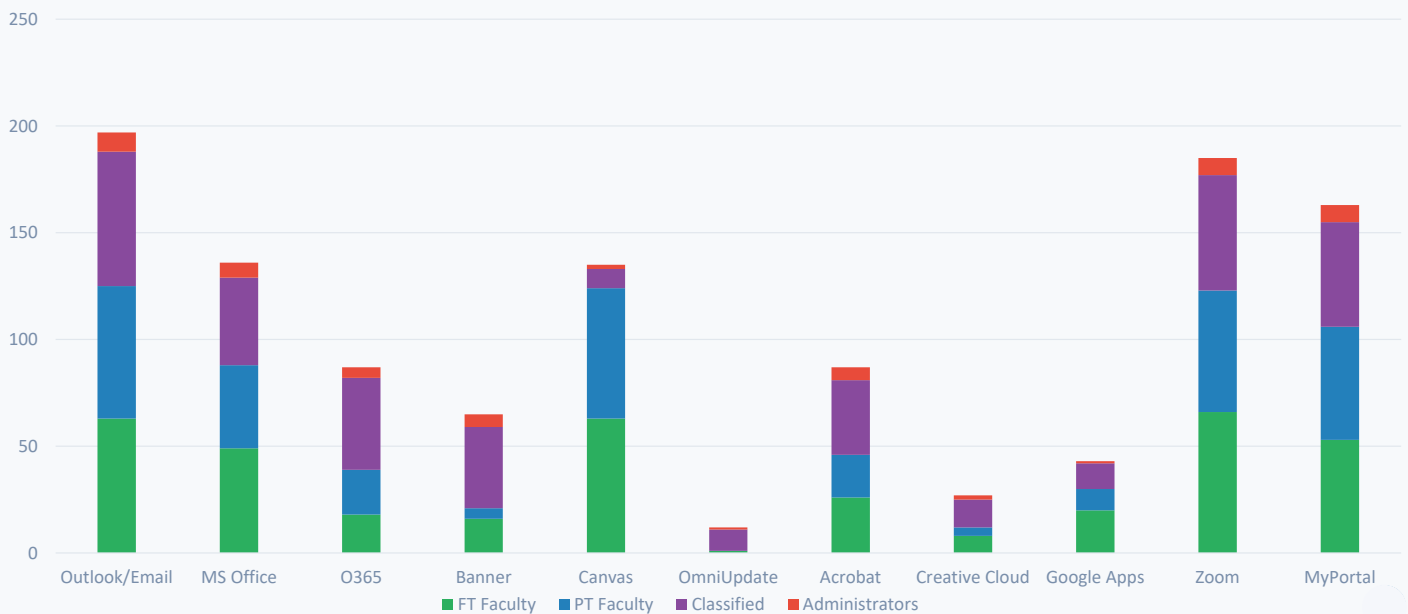
## Software Tools - Students

Which of the following software tools do you use most often for school? Please select up to five.



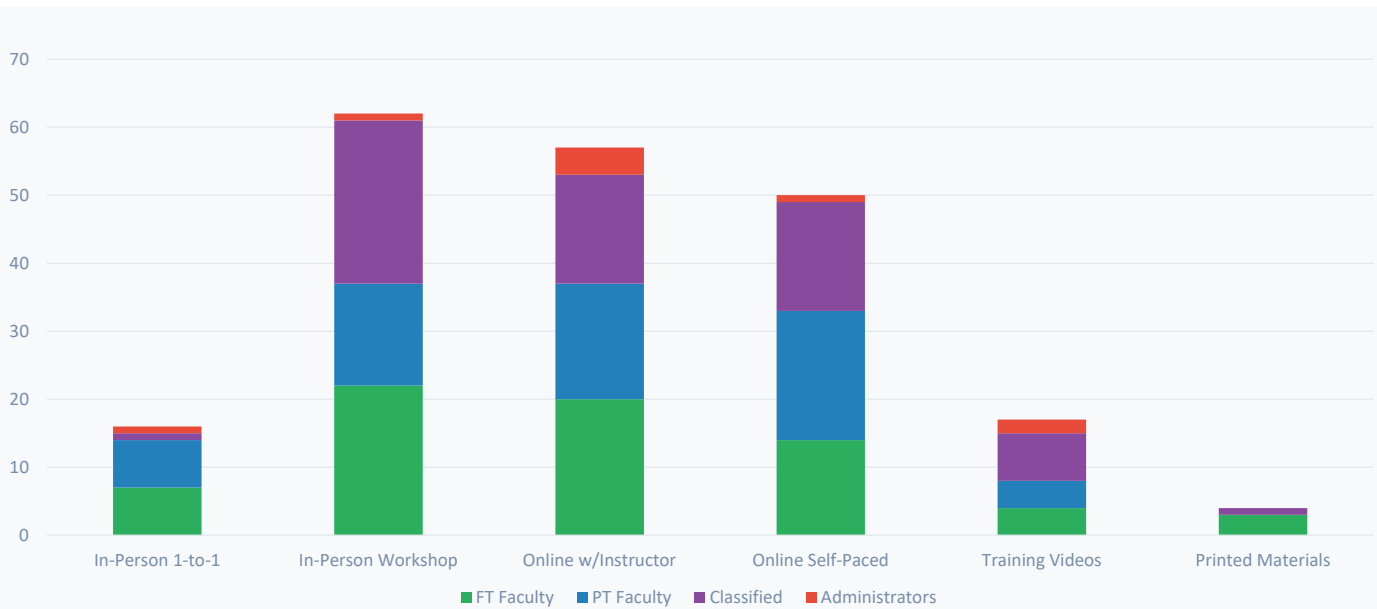
## Software Tools – Faculty, Staff & Administrators

Which of the following software tools do you use most often for work? Please select up to five.



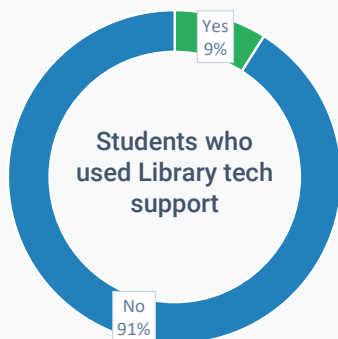
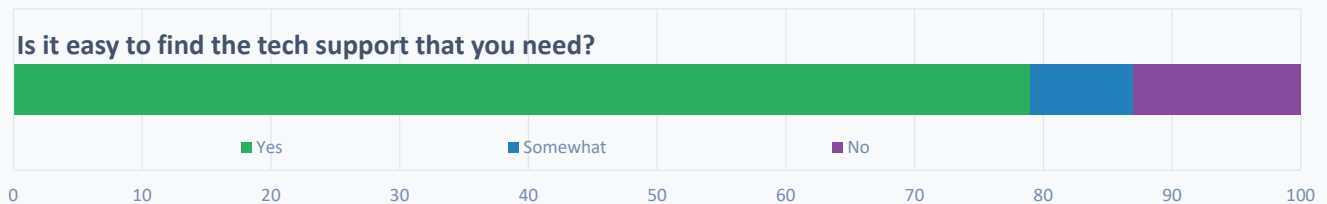
## Post-Pandemic Training Preferences

Ideally, how would you like to receive technology training when we are not sheltering at home because of the pandemic?

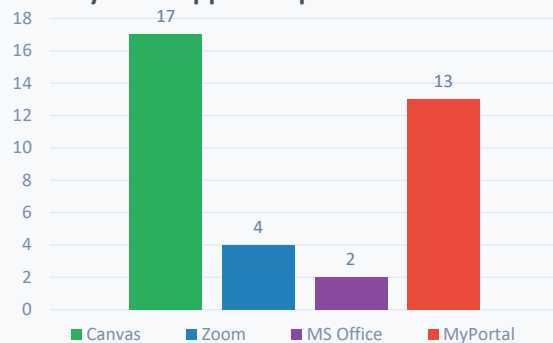


## Tech Support

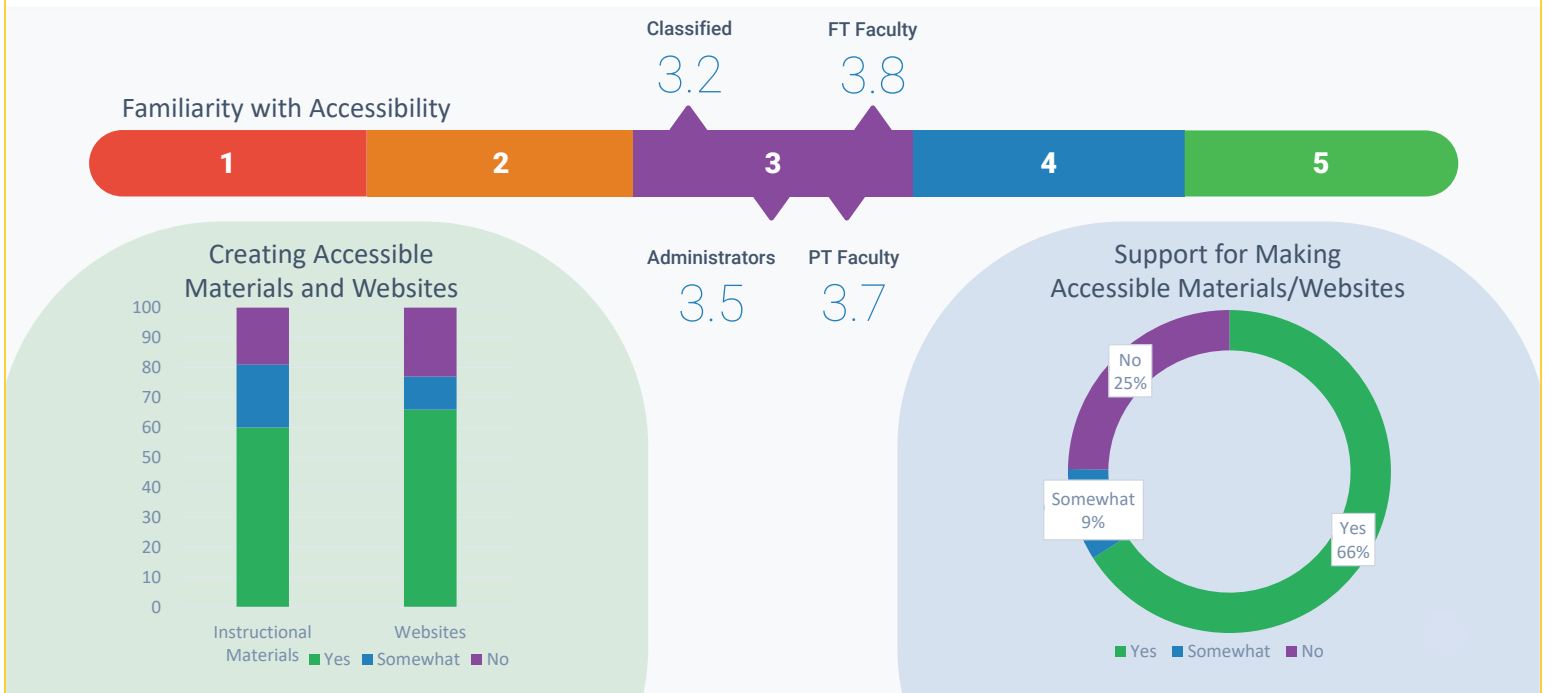
Is it easy to find the tech support that you need?



Library tech support requested



## Accessibility



## Takeaways



### Student Access

Students need capable devices for online study, reliable internet, study space and easy access to online materials and Library or campus resources.



### Upgraded Tech

Faculty, staff and administrators would like shorter refresh cycles for technology – providing newer devices and software, and allowing them to keep pace with current industry standards.



### Training

Faculty, staff and administrators need access to robust training on many topics and technologies, to enhance their use of technology in either remote learning or in the classroom.



### Campus Upgrades

Campus WIFI needs enhancement and coverage expansion. Classrooms need to be modernized and made capable of delivering an excellent experience either in-person or remotely.



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