Technology Resources Group
Educational Resources & College Operations
Program Review
October 2008

Mission

1) To produce, deliver and support the highest quality content for accessible and timely instruction using appropriate technology.

2) To identify, recommend and implement new technologies for instruction and support.

Number of FTE

The Technology Resources team is comprised of nine staff:

Audio/Video Systems Engineer – Ed Breault
Audio/Video Systems Technician – Adam Parker
Broadcast/Scheduling Coordinator – Tammy Ehle
Multi-Media Programmer/System Administrator – Kevin Metcalf
Production Coordinator – Greg Bartschenfeld
Supervisor – Marty Kahn
Web Content Developer – Julie Ceballos
Web Technician – Larry Ching
Webmaster (Sr. Web Coordinator) – Bradley Creamer

Student interns, recruited primarily from the De Anza Film/TV and CIS academic programs, provide significant augmentation to full time staff. The intern program provides professional, hands on experience in multi-media production, web site development, live webcasting and other key tasks that accelerate the student's learning and provide a clear path to employment.

Responsibilities
(Following is a brief selection of some of the TRG's responsibilities. A complete list would not be practical to include in this document.)

Catalyst - Learning Management System

Catalyst is the De Anza branded name for our Moodle based learning management system. Our Catalyst system has been successfully delivering De Anza's on line courses for two years. Maintenance and support of Catalyst includes student account creation, course creation, escalation of student technical support, course backups, course restores,

CCM system (Catalyst Course Maintenance) updates/monitoring, archive maintenance, FAQ maintenance, emerging technology research, and the installation, testing and development of future versions of Moodle. During the 07/08 academic year, the current Catalyst installation reached its projected limit of 10,000 student accounts. The new clustered system, to be installed in August and rolled out in September of '08, will be able to scale to the current enrollment of the college: approximately 24,000 student accounts. (See Research and Development section of this document for more information on Phase II of Catalyst.)

Omni Update – Web Content Management System

Omni Phase I: De Anza selected OmniUpdate for its Web content management system in summer 2007. During Phase I of the pilot, OmniUpdate tagged 250 pages (18 sites) selected by the Web Team for variety in size and functional type during September/October. The OmniUpdate Corporation provided training on user and admin basics for the De Anza Web Team. The Web Team subsequently trained 14 content owners during two trainings. Training time extended from 1.5 to 2 hours per introductory session.

Omni Phase II: The Web Team trained and tested division and department functional templates with 12 content owners during three user trainings. Web technicians Alice Cotti (student tech) and Larry Ching mastered OmniUpdate template creation and designed functional Web site templates with content for instructional departments, divisions and faculty based on a compilation of existing Web sites and best practices. The Web Team then developed and refined the Web site template system for converting existing sites and creating new sites using the De Anza top navigation template. Navigation features were added to templates providing for improved user experience, including breadcrumb, page indicator on left navigation, and Web site banner with editable text.

Omni Campus-wide User Adoption: Functional template designs were introduced at an all Deans' meeting on Feb. 14, 2007, and the tool was demonstrated at the Teaching and Learning workshop on Feb. 22. Training and open lab hours were promoted in Staff Development and Campus Memo announcements. User support updates were provided via Listserv for OmniUpdate account holders. An "OmniUpdate @ De Anza" Web site, including a training sign up form, was created to provide users with 24/7 information:

http://www.deanza.edu/webguide/omniupdate/

Omni Training: Fifteen two-hour training sessions beginning March 13 and extending though June 24 were offered, supporting over 100 users. Open lab sessions, lasting two hours each, were offered on a regular basis to Omni account holders. A Users Guide to supplement the training has been developed.

Omni Implementation: With more than 100 users trained, OmniUpdate adoption at user level has been slower than expected. However, the numbers can be misleading. Some of the 120 account holders share responsibilities for one site, such as eight account holders for Financial Aid. Some account holders have responsibilities for several sites, such as Ravjeet Singh for Social Sciences and Humanities (who is on vacation during the summer but plans to push eight sites live in September.)

Omni Successes and Challenges: Early adopters included new faculty who are required to use OmniUpdate for faculty sites and content owners who already included the top navigation template as part of their Web site or wanted a new department site. The biggest challenge has been follow-up for training users who are less comfortable with using computers or for content providers who need assistance with content development. (Basic training in computer use and operating systems was previously offered through Staff Development, but due to layoffs this service has not been offered in over six years.) Throughout this part of the process, best practices and recommendations have been added to the user-training guide.

Public Events Calendar

A new on line events calendar, based on a popular open source tool, was successfully adopted in December 2008. A push will be made during Fall 2008 to attract more event account holders for posting and updating events on the system.

New Web Sites

Many new sites have been developed offering information that was not previously available to our community. Following are a few of the key sites created and developed this year:

Institute for Civic and Community Engagement
http://www.deanza.edu/communityengagement/

Weekend Collegeplus
http://www.deanza.edu/weekendplus/

Sustainability
http://www.deanza.edu/sustainability/

Veteran Services
http://www.deanza.edu/veterans/

Web Publishing Guide

The Web publishing guide on www.deanza.edu/webguide was updated during the initial phases of the adoption of OmniUpdate as our new Web content management tool. A review and adjustment to the entire guide still needs to be made during 2008-2009. With resistance from some departments to adopt OmniUpdate using our current top navigation design, it is important that we can direct them to an enforced policy about what is required for a Web site to be linked at the top-tier levels from www.deanza.edu. Currently many sites do not adhere to best practices for Web site navigation within the De Anza environment.

Web Content Updates

Content updates and maintenance have continued on roughly 50 sections of www.deanza.edu as needed. As more Websites are migrated to OmniUpdate, the Web Content Developer will be able to focus more on generating new content at the top-tier level by linking to the Websites developed using the De Anza templates. The Web Team is looking at ways to incorporate Web 2.0 technologies into the De Anza web presence, such as blogs, forums and RSS feeds. These will be included in the discussions with Marketing/Communications about the pending top-tier redesign.

Custom Programming Projects

Electronic Curriculum Management System (ECMS): system consists of seven (7) major subsystems that coordinate, distribute (Web and print), and assist in the development of De Anza's curriculum. 6 subsystems completed, 1 to be finished by Fall 2009.

Online Application for Scholarships and Evaluation System (OASES): System consists of three phases that help students search and apply for scholarships. System to be used by Financial Aid in the processing of scholarship applications. Phase I complete. Phase II to be completed by November 2008. Phase III to be completed by Fall 2009.

Tutor & Tutee Online Management System (TTOMS): Allows on line management of tutors applying for positions and tutees applying for assistance. In beta by Fall 2008.

Cross Cultural Partners Online Application System (CCPOAS): Online system allowing participants of the Cross Cultural Partners program to apply and manage their meetings for CCP. Allows faculty to view their student's partnerships and meeting logs to obtain credit in courses. Completed Spring 2007.

Counseling Department Success Seminar: Collect student answers from an online seminar used by counselors to remove student holds due to academic/progress probation status. Ongoing.

Audio/Video/Multi-Media /On Line Systems
On Going Maintenance

Campus Center – Video/Audio Systems troubleshooting and maintenance.

ATC Studio, Broadcast Media Center – Ongoing Maintenance, Repair, Support and Enhancement to the Studios, Control Rooms, and Production Systems.

Provide Technical assistance to students, faculty, and staff for the Creative Arts Division, the Film and TV Department, and F/TV 55a course.

AT304 Speech Lab Studios – Ongoing Maintenance and Repair

Fitness Center, Boys Basketball Team Locker Room, Weight Room – Maintenance, Repair and Enhancement to Audio and Cable TV System.

Kirsch Center for Environmental Studies – Ongoing Support and Maintenance to the Video On Demand System and mini theaters.

Planetarium – Video/Audio System Upgrade (5.1 Dolby Surround)

AT120 – Maintenance and Repair of Multimedia and Projection System

VPAC – Engineering support for the VPAC Project (Group II Equipment specs)

Mobile Speech Cart, equipped with pan and tilt camera and wireless audio to capture student speeches.

Oral History – Portable audio recording and storage system for conducting oral history and other ethnographic fieldwork projects.

Servers/On Line Systems Managed or Administered by TRG Staff

• Co-administer De Anza main Web servers (daweb and sandbox) with ETS: De Anza Web site, development Web site, Footnotes, Course Outline Management Proofing Schedule (ECMS) Web application subsystems, Events Calendar system, Online Fee Waiver (BOG) system.

• Co-administer ECMS database servers with ETS: Footnote, Searchable Schedule, Searchable Catalog, and Course Outline Creation and Management FMP databases (ECMS database subsystems 1, 2, 3, & 6).

• Intranet servers: Intranet Web sites (i.e.: Curriculum Committee, De Anza Research), student e-mail communications system, Lyris ListManager listserv system, Animation Workshop registration system, ECMS #6 Training system.

• Web Team E-mail server: e-mail server system for automatically sending student messages ("Pay to Stay", "Drop Warning", "Waitlist", "Welcome – new applicant")*, catching and reporting bounce-back messages to requesting offices.

• Distance Learning Servers (including Catalyst servers): Delta, distance, dadistance, catalyst1, catast2, catalyst3/db, catdbmaster, catdbslave, catmetadata, catdevweb, catdevdb, catalysttest, XserveRAID I, XserveRAID II, WebCT archive and migration, dlc, moodle archives, eie/online tutoring, dastream1, pcast (Podcast Producer,) cluster01 – cluster06, the catalyst monitoring server, dastream1 and dastream2 (streaming video servers.)

• iTunesU @ De Anza: Apple supports the hardware, but all design, maintenance, directory creation and (most) uploads are performed by the TRG.

TRG Research and Development Projects

Research activities include keeping up to date on emerging technologies that allow De Anza to continue to be innovative in the area of instructional technology. Research activities often begin with conferences and technical journals/publications, or with a needs analysis meeting with faculty or students. Examples of R&D project currently underway are:

1) *Moodle/MySQL clustering* – Clustering offers advantages in scaling and maintenance, which are required to support growth in on line enrollment. Since no other colleges in our Moodle consortium are using the tool in a clustered environment, there is no existing design or system architecture from which to experiment. Kevin Metcalf, our Catalyst System Administrator and Architect, has been creating a clustered installation of Moodle and MySQL. This is being accomplished off line, using a cluster of Mac Mini's, which can simulate the architecture of our on line system located in the Data Center. The off line cluster will also be used to simulate and troubleshoot performance issues, without having to take the live system off line.

2) *Automated Lecture Capture Systems* – Ed Breault and the TRG staff have been working on a fully featured system to automatically capture lectures and other classroom activities and post them on the Web for student review. The first, and most fully featured of these systems will be installed in August of '08 in the Kirsch Center for Environment Studies. The Phase One system can capture audio with computer screen images, or audio and video synchronized with computer screen images. Scheduling software will allow the TRG to program dates and times for recordings, as well as offering the ability to start and stop the encode from a Web based interface. The mics will auto switch to the nearest sound

source, and the cameras will automatically track the teacher as he/she moves about the classroom. The recordings can be viewed on the Web, recorded to digital tape or burned to DVD. While this system is being installed and tested, the TRG has continued development of the next generation of lecture capture systems. The goal of the second phase of the project will be to develop a system that can be replicated at lower cost than the Phase One system, while still providing the essential features required by faculty and students. The Phase Two system, possibly based on Podcast Producer software, will capture audio and computer screen graphics and automatically post them on the Web. Video capture will be an option. The Phase Two system is targeted to cost less than 10k per classroom.

Budget Summary

The department operates with two sources of funding: The campus supplied Operations Budget and an internally generated Revenue Fund. The majority of the Operations Budget is allocated to payroll for student interns, while the majority of the Revenue Fund is used for equipment upgrades. The operations budget has been drastically reduced over the past seven years, from a high of $150,000 in 2001 to $52,000 in 04/05 and has continued at that level. The B budget has been supplemented with one-time funds each of the past three years. While the supplemental funds have been used effectively, the lack of consistent funds in the B budget makes planning difficult.

The Technology Resources Group used no instructional equipment funds during 07/08, allowing a larger share of instructional equipment funds to be made available to academic divisions. The revenue account is fed through contracts with industry clients. Most of the earned revenue is invested in technology upgrades for the department, which in turn allows new services and technologies to be made available to the campus.

Strengths

- Ability to use the talents of a multi-disciplined, technologically trained staff to accomplish a variety of projects: Web site design implementation, video/audio production, mediated learning tools implementation, usability and standard practices, Web/database programming, technology-based product research, presentations, and faculty/staff training.
- Ability to combine talents to solve issues and problems, both on macro and micro levels.
- Ability to produce a technical "product" (Web, video, audio, etc.) in a reasonable, sometimes very short, amount of time.
- Ability to produce a technical "product" for a multitude of campus demographics (students, faculty and staff, community, non-partisan political, etc.).
- Ability to work with multiple offices, departments, programs, and off-campus venders and entities at one time on multiple levels.

Weaknesses

The TRG's role is sometimes misunderstood. Since the TRG is a "project based" department, we are frequently unavailable for last minute or unscheduled service requests. A "task based" group would have regular operating hours and would be designed to fulfill these needs. Do to the nature of our projects, our hours vary considerably. Our group is not organized or designed to provide equipment checkout, on call AV support or other "task based" types of services. This misperception sometimes causes frustration or disappointment on the part of our campus community.

Trends

There are many trends in the area of Academic Technology that the TRG will be investigating and implementing on the De Anza Campus in the near future. Among those are:

• Automated Classroom Lecture Capture Systems – These systems are designed to allow faculty to record and post their lectures on line, so that students have immediate access to class materials for review. Anecdotal evidence indicates that the regular use of these systems increases student retention and success.

• Open Source Software – The TRG has deployed one major open source software application (Moodle) as well as many minor applications (Darwin Streaming Server.) The advantage of open source is that there are no ongoing license fees. Open source software, however, is not free. As one of our staff likes to point out, it is free in the same way that puppies are free – you get the puppy at no cost, but there is the considerable cost of feeding, vet bills and other expenses. Open source software needs to be carefully deployed, ensuring that the campus is committed to long term support.

Quantitative Workload Measurements - Qualitative Measurements

Since our department is "project based" rather than task based, a listing of the quantity of work will not provide an accurate view of the department's role on the campus or it's contribution to campus excellence. Below are just a few notes from our staff about the volume, complexity and criticality of the TRG's work;

Kevin Metcalf
Ongoing Responsibilities:

1.   Catalyst Support (50% of time):
This includes student account creation, course creation, escalation of student technical support, course backups, course restores, CCM (Catalyst Course Maintenance) updates/monitoring, archive maintenance, FAQ maintenance, emerging technology research, and the installation, testing and development of future versions of Moodle.

2.   DLC support (15% of time)
Support for Distance Learning includes student contact (e.g., postcards/emails), training/consultation, and updates to delta, Filemaker, lore, and the "distance" website.

3.   Server administration (10+% of time, should be 50%):
System administration is provided for the following servers: Delta, DLDB, distance, dadistance, catalyst1, catast2, catalyst3/db, catdbmaster, catdbslave, catmetadata, catdevweb, catdevdb, catalysttest, XserveRAID I, XserveRAID II, WebCT archive and migration, dlc, moodle archives, eie/online tutoring, dastream1, pcast, cluster01 – cluster06, the catalyst monitoring server, etc.

4.   Research (5% of time, should be 20%):
Research activities include keeping up to date on emerging technologies that allow De Anza to continue to be innovative in the area of instructional technology. Research activities include conferences, technical journals/publications, research projects such as the cluster cart or the web logs honey-pot, NIST and CERT mailing lists, and technology news organizations.

5.   Committees (2% of time):
Committees include the Catalyst Advisory Group, Technology Taskforce, Hiring committees, EIS committees, etc.

OMNIUPATE WEB CONTENT MANAGEMENT SYSTEM
De Anza selected OmniUpdate for its Web content management system in summer 2007. Here is a review of its adoption by the Web Team during the planning and testing pilot phase and subsequent campuswide introduction to the Web content owner/user community during this past academic year.

Planning and Testing
Pilot - Phase I
- OmniUpdate tagged 250 pages (18 sites) selected by Web Team for variety in size and functional type during September/October.
- OmniUpdate provided training on content user and admin basics for Web Team.
- Web Team trained 14 content owners during two trainings. Training time extended from 1.5 to 2 hours.

Pilot - Phase 2
- Trained and tested division and department functional templates (see below for template description) with 12 content owners during three user trainings.

OmniUpdate Template Design and Implementation
- Web technicians Alice Cotti and Larry Ching learned OmniUpdate template creation system and designed functional Web site templates with content for instructional departments and divisions and faculty based on compilation of existing Web sites and best practices.

- Developed and refined Web site template system for converting existing sites and creating new sites using the De Anza top navigation template
- Added navigation features to template for improved user experience, including breadcrumb, page indicator on left navigation, and Web site banner with editable text. Worked with Marketing to design banners branding consistency.
- Alice Cotti trained Web content developer Julie Ceballos how to create/convert Web sites using OmniUpdate template system.
- Web Team met often during the Pilot phase to review issues and updates to open action items.
- Established Web Team roles and responsibilities for OmniUpdate processes, including a database for tracking information.
- Published first De Anza OmniUpdate Web site to the live server during winter break.

Campus wide User Adoption

Communication
- Introduced functional template designs at all deans' meeting on Feb. 14.
- Demonstrated tool at Teaching and Learning workshop on Feb. 22.
- Promoted training in Staff Development and Campus Memo announcements.
- Provided user support information through Listserv for OmniUpdate account holders
- Created an OmniUpdate @ De Anza Web site, including training sign up form. http://www.deanza.edu/webguide/omniupdate/

Web Team User Support Training
- Attended OmniUpdate two-day OmniUpdate User Conference in March 2008,

OmniUpdate Version 8.0 Announcement
- OmniUpdate announced version update for late April 2008, which included significant improvements and changes in user interface. With an announced delay in the upgrade date to end of May 2008, De Anza's user training schedule was postponed in early spring quarter to wait for new version but then offered with current version so that we could continue with the implementation plan.

Content Owner User Training
- Held 15 two-hour training sessions from March 13 to June 24, with a total of **83 users trained**.
- Established regular 2-hour open lab sessions for user support.
- Developed Users Guide to supplement what OmniUpdate provided.
- Training and open lab continue during the summer to support implementation of migration to using OmniUpdate public Web sites on www.deanza.edu.
- Met individually with users as need for training

<u>Implementation Timeline</u>
With more than 100 users trained, OmniUpdate adoption at user level as been slow with only 30 Web sites requested to go LIVE (list available upon request) since we purchased OmniUpdate as our WCMS. Some of the 120 users share responsibilities for one site, such as eight account holders for Financial Aid, or some account holders have responsibilities for several sites, such as Ravjeet Singh for Social Sciences and Humanities who is on vacation during the summer but plans to push the eight sites live in September.

<u>Successes and Challenges to Training and Implementation</u>
Early adopters included new faculty who are required to use OmniUpdate for faculty sites and content owners who already included the top navigation template as part of their Web site or wanted a new department site. Those who use the De Anza top nav template already but are quite convertible with another tool have been slower to move over.

The biggest challenge has been follow-up for training users who are less comfortable with using computers or for content providers who need assistance with content development. Also there it seems there is limited time that a content user can spend on developing content necessary to bring the site online. Many of the existing sites are outdated or required a refresh of some sort. Most of the sites requested to go LIVE have required style edits and format cleanup. Throughout this part of the process, best practices and tips and tricks recommendations have been added to the user-training guide.

Once users adopted OmniUpdate, they seem to find it an easy tool to use. The version update in May was a hiccup because it required some retraining on the users end, but the new interface is much better. Also users did not welcome the adoption of the new banner, which has created some resistance to migrating sites over to OmniUpdate. As time allows, the Web Team will create banners to fit the needs of individual Web sites.

<u>Looking Forward</u>
Academic year 2008-2009 should see a significant adoption of OmniUpdate at the department level as early as summer and fall. A push will be planned for faculty Web sites who currently use Manila once divisions and departments are migrated to OmniUpdate.

<u>Account Holder Survey</u>
It is recommended that the Web Team develop a survey in summer 2008 for those who have attended training to find out satisfaction on this tool. Evaluations during training have provided feedback on improvements at that level but there is opportunity to better understand why account holders have not migrated to using the new system.

PUBLIC EVENTS CALENDAR

A new events calendar was successfully adopted in December 2008. A push will be made during fall 2008 to attract more event account holders for updating events into the system.

NEW WEB SITES

- ICCE Web Site, September 2008
- Weekend College*plus, November* 2008
- Sustainability Web Site, **April** 2008
- Veteran Services

WEB PUBLISING GUIDE

The Web publishing guide on www.deanza.edu/webguide was updated as need during the initial phases of the adoption of OmniUpdate as our new Web content management tool. A review and adjustment to the entire guide still needs to be made during 2008-2009. With resistance from some departments to adopt OmniUpdate using our current top navigation design, it is important that we can direct them to an enforced policy about what is required for a Web site to be linked at the top-tier levels from www.deanza.edu. Currently many sites do not adhere to best practices for Web site navigation within the De Anza environment.

ONGOING TOP-TIER CONTENT UPDATES

Content updates and maintenance have continued on roughly 50 sections of www.deanze.edu as needed. As more Web site are migrated to OmniUdpate, the Web content developer role will be able to focus more on generating new content at the top-tier level by linking to the Web sites developed using the De Anza templates. The Web Team is looking at ways to incorporate Web 2.0 technologies into the De Anza web presence, such as blogs, forums and rss feeds. These will be included in the discussions with Marketing/Communications about the pending top-tier redesign.

SKILLS REFRESH AND TRAINING

- Classes on accessible PDFs, Forms and PPTs taken as offered through the High Tech Center Training Unit of the California Community Colleges
- Web 2.0 workshops taken as offered through the Staff Development office
- Attended OmniUpdate Users Conference
- Enrolled in Photoshop and CSS classes in summer 2008 for refreshing and improving technical skills

OTHER IN PROGRESS UPDATES FROM 2007-2008 GOALS

- Social Sciences/Humanities Division/Dept conversion from HTML to Omni template – On track for September 2008
- Top-tier Web Site face lift (with Marketing) - date pending
- Language Arts Division/Dept conversion from Manila to Omni template – planned for 2008-2009

Bradley Creamer, College Web Coordinator, Sr. / Webmaster responsibilities and duties during 2007-08 (estimated workload in percentages).

Programming Projects (50%):

Electronic Curriculum Management System (ECMS): system consisting of seven (7) major subsystems that coordinate, distribute (Web and print), and assist in the development of De Anza's curriculum. 6 subsystems completed, 1 to be finished by Fall 2009.

Online Application for Scholarships and Evaluation System (OASES): system consisting of three phases that help students search and apply for scholarships. System to be used by Financial Aid in the processing of scholarship applications. Phase I complete. Phase II to be completed by November 2008. Phase III to be completed by Fall 2009.

Tutor & Tutee Online Management System (TTOMS): system to allow the Tutorial Center online management of tutors applying for positions and tutees applying for assistance. In beta by Fall 2008.

Cross Cultural Partners Online Application System (CCPOAS): online system allowing participants of the Cross Cultural Partners program to apply and manage their meetings for CCP. Allows faculty to view their student's partnerships and meeting logs to obtain credit in courses. System completed Spring 2007.

Counseling Department Success Seminar: collect student answers from an online seminar used by counselors to remove student holds due to academic/progress probation status. Ongoing.

Maintenance, upkeep: server—hardware/Web site—administration (25%):

Co-administer De Anza main Web servers (daweb and sandbox) with ETS: De Anza Web site, development Web site, Footnotes, Course Outline Management Proofing Schedule (ECMS) Web application subsystems, Events Calendar system, Online Fee Waiver (BOG) system. Replaced and/or updated each Web server during 07-08.

Co-administer ECMS database servers with ETS: Footnote, Searchable Schedule, Searchable Catalog, and Course Outline Creation and Management FMP databases (ECMS database subsystems 1, 2, 3, & 6).

Intranet servers: Intranet Web sites (ie: Curriculum Committee, De Anza Research), student e-mail communications system, Lyris ListManager listserv system, Animation Workshop registration system, ECMS #6 Training system.

Web Team E-mail server: e-mail server system for automatically sending student messages ("Pay to Stay", "Drop Warning", "Waitlist", "Welcome – new applicant")*, catching and reporting bounce-back messages to requesting offices.

Web Team Coordination (15%):

With the De Anza Web Team bringing on a new staff position (Web Technician) and hiring a new person for the Web Content Developer in 07-08, the Web Team is now a four member group (including a new part-time technical student worker). I've helped with getting new staff up to speed on responsibilities, assigning and managing Web Team staff time, and helped in setting priorities for task completion in coordination with our department supervisor. I continue to assist in the coordination and technical implementation of the large overall Web Team project of rolling out the new OmniUpdate Web content management system (WCMS) to the De Anza campus. Roll out began in Fall 2008.

Manual Student e-mail communications (9%)* (from 200 – 25,000+ e-mails per message):

Continuing students: 2+ times a quarter, important information about future registration date

"Not Too Late" registration notice: once a quarter, important information

Confirmation of Enrollment: once a quarter, confirmation of registration

Graduate survey: to De Anza alumni with degrees and/or certificates. Coordinated with De Anza Research.

Counseling probation students: messages to students on academic and progress probation. Coordinated with Counseling Department.

TRG Department R&D (1%):

Assist Instructional Web/Multimedia System administrator, Kevin Metcalf, in developing technology to improve TRG services such as Distance Learning.

* Responsible for technical aspects of email systems. Message content and design by other departmental staff.

Planning Agenda
???

Comments
None

<u>Strategic Planning</u>

1. How does your program or service respond /address the College's strategic initiatives?

   All key TRG services are focused on student access, student success and student retention. This includes on line learning (Catalyst, Streaming Video,) the De Anza Web Site and associated sites (Divisions, Department and Faculty sites) and technology based classroom systems (Lecture Capture, HD Displays and other classroom technologies.)

2. Which initiatives does your program, or service respond to and in what ways can the response be measured or evaluated?

   Classroom Lecture Capture systems can, and should be evaluated based on student performance and student success. Distance Learning courses are evaluated each year based on student access and student satisfaction. Innovative classroom technologies can be evaluated based on student performance when compared to classrooms or programs that are being operated without the new technologies.

3. How does the work of your program, or service respond to increased access, growth, retention and/or student equity?

   The TRG is dedicated to the creation and distribution of accessible course content: Distance Learning courses (on line and on television), Division, Department and Faculty Web Sites, and innovative classroom technologies.

4. What other programs/services are you working with to accomplish your proposed goals/outcomes?

   The TRG supports all campus entities, including, but not limited to, academic divisions, student services, distance learning, marketing and DASB. We also

connect with and support the local community through revenue and pro bono media projects.

5. What is important to understand about your program, or service and the consequences to the college if it was discontinued or reduced?

    The majority of our services are directly related to the creation and distribution of course content, or to the support of mission critical student services. Reduction of staff or services would result in cancellation of classes, a reduction in enrollment, the loss of many on going support services (i.e. on line searchable schedule) and the abandonment of the De Anza College web site and associated faculty and division sites.