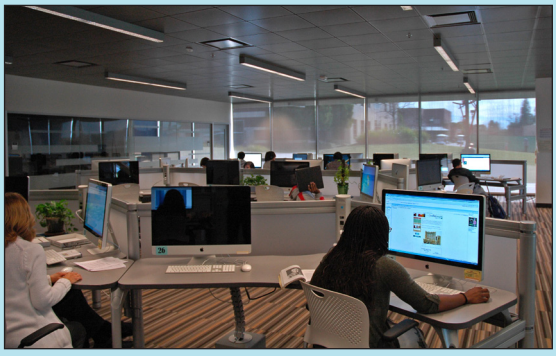
South Orange County Community College District

TECHNOLOGY PLAN
2015–2020



SEPTEMBER 2016

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The South Orange County Community College District (SOCCCD), founded in 1967, is one of 72 community college districts in California. It is a multi-college district comprised of Saddleback College (SC) in the city of Mission Viejo, Irvine Valley College (IVC) in the city of Irvine and District Services (the administrative units encompassing Business Services, Human Resources, and Technology and Learning Services). The district serves over 40,000 students each semester and employs more than 2,500 faculty and staff. Within this document SOCCCD refers to all three entities: Irvine Valley College, Saddleback College and District Services.

Higher education institutions are facing dramatic changes being fueled by rapid advancements in information technology. Technology plays a key role throughout our students' education, from online application and registration to distance education to systems that support student services. The Internet is rapidly becoming the principal means of finding and communicating information, and today's students will encounter the ubiquitous use of networks, hardware and software throughout their careers.

This technology master plan provides a roadmap by which SOCCCD technology organizations, which include those at district services and the two colleges, can effectively and efficiently work together to develop, implement, support and maintain technology systems that support academic excellence and student success. The technology plan outlined in this document is designed to align with and extend SOCCCD's vision, mission, and strategic plans and form the basis for a technology planning process over the next five years.

4 Planning Process

The Technology Master Planning Process

The purpose of effective information technology planning is to connect institutional priorities with technology goals. This approach looks at strategic planning as a process that seeks to clarify what the institution is, what it wants to be and how it can successfully make the transition.

This planning document is part of an over arching planning process that ensures the following:

- The plan supports the district and colleges' statements of vision, mission, and goals
- Through collaboration with district and college technology organizations, of the plan aligns technology initiatives with institutional priorities
- The plan disseminates knowledge about technology needs and constraints
- The plan addresses key institutional, academic and business needs via technology

Planning is done under the overall direction of the major planning documents in the district. The following list of planning documents is used to confirm and align the priorities of the district and colleges.

District Planning Documents

The following documents inform the district-wide technology planning process.

- SOCCCD, Irvine Valley College, Saddleback College and ATEP Education and Facilities Master Plan
- SOCCCD District-wide Strategic Plan 2014-2020
- Irvine Valley College Strategic Plan 2014-2021
- Irvine Valley College Technology Plan
- Saddleback College Technology Master Plan
- Saddleback College Strategic Plan 2014-2020 –(in progress)
- District Services Administrative Unit Reviews
- Irvine Valley College Online Education Strategic Plan
- Saddleback College Distance Education Strategic Plan—in progress

District Information Technology Plan The SOCCCD Technology Plan is a five year plan designed to inform major directions for technology in the district. The plan is reviewed annually, accomplishments are reported; and the plan, along with the associated planning documents listed above, is used to help shape the next year's district-wide technology budget priorities.

Technology Planning Committees

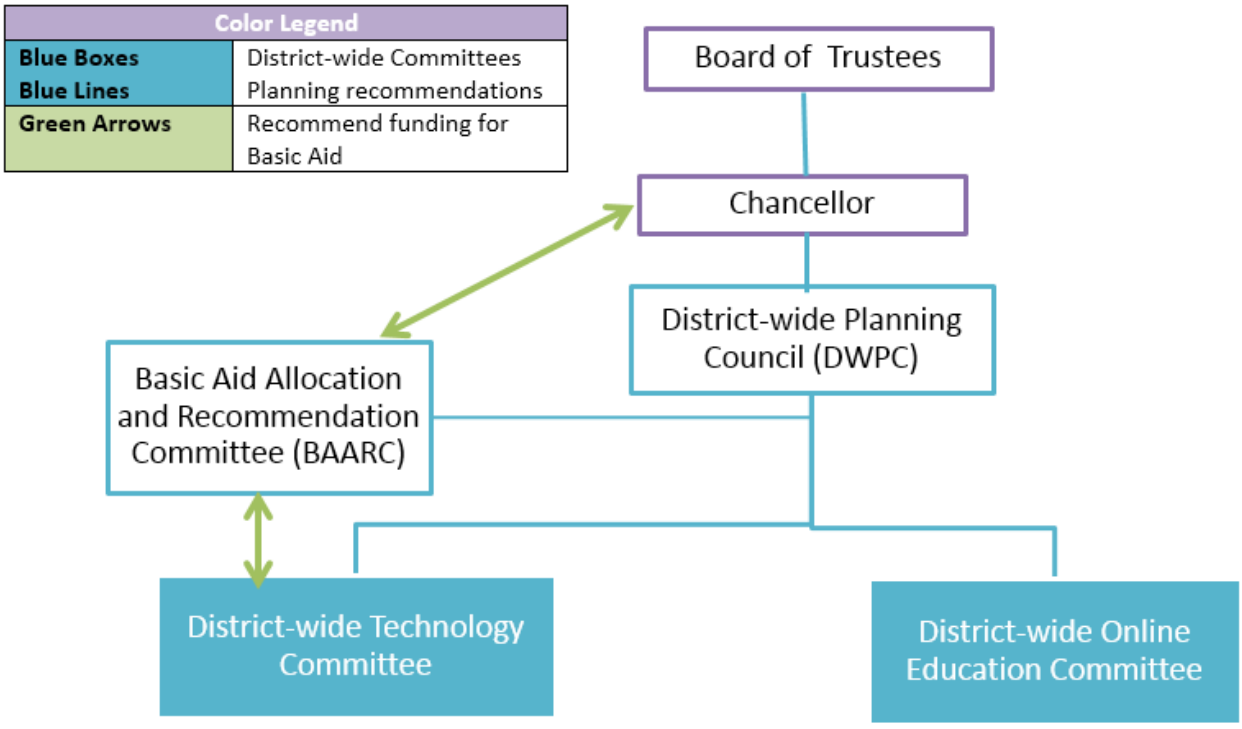
There are two major participatory governance committees related to technology.

1. The District-wide Technology Committee (DTC) is a participatory governance group with broad participation. The purpose of the committee is "to coordinate technology issues, develop and update the district-wide technology plan, and implement new systems, hardware, and software district-wide; review potential district and college IT projects and funding sources; and explore new software and hardware."

2. The District-wide Online Education Committee (DOEC) purpose is "to support online student success and coordinate the technology needs of online education throughout the district, including reviewing and exploring new services, software, and hardware." (See Appendix A for DTC and DOEC committee purpose and membership.)

The graphic below shows the relationship of the district-wide technology committees to other district-wide planning committees for reporting, decision-making and funding recommendations. The colleges and district services also have other committees not represented in the graphic below that discuss and prioritize technology issues and needs. The colleges' technology committees that oversee and discuss technology priorities at each campus are the IVC Technology Advisory Task Force and the Saddleback Technology Committee. When specific technology issues arise that could be addressed district-wide, these issues are then brought to the district-wide committees for continued discussion and prioritization.

Figure 1. District-wide Technology Committees and Basic Aid Recommendations Flow Chart



6 Technology Goals

District-wide Technology Goals 2015-2020

The development of the current District-wide Technology Master Plan 2015-2020 has been an evolution of documentation and planning. In 2011, the District-wide Technology Committee created a plan that outlined major funded district-wide projects and aligned them under district and college strategic goals. This plan helps guide the development of the funding process for basic aid technology. As the district developed its strategic planning in 2013, a new integrated planning process was introduced. In 2013-2014, guided by the District-wide Planning Council (DWPC), a new strategic plan was created with a shared set of goals and objectives. This model was formally adopted and both colleges and district services now have incorporated these shared priorities into their own planning. Following in this model, the District-wide Technology Master Plan was revisited to align with the shared goals of the district.

During the spring and summer of 2014, the Technology Plan Task Force met and discussed creating technology goals and objectives that were also aligned with the new District-wide Strategic Plan 2014-2020. The new District-wide Strategic Plan (DWSP) 2014-2020 has four major goals. After a review of the current district-wide strategic plan goals and college strategic and technology goals, five technology goals below were developed in consonance with the current district-wide strategic plan. Appendix B contains the approved District-wide Strategic Plan 2014-2020 goals and objectives.

The five major technology goals were developed to support the overall district-wide strategic plan and strengthen the future of technology in the district. Development of objectives for each goal will aid in identifying specific projects that will lead towards achievement of each goal.

TABLE 1: District-wide Strategic Plan Goals & District-wide Technology Plan Goals

District-wide Strategic Plan 2014-2020	District-wide Technology Goals 2015-2020
DWSP Goal 1 SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.	**District-wide Technology Goal 1** SOCCCD will sustain innovative excellence in supporting students, faculty and staff through the development and use of creative technologies.
	District-wide Technology Goal 2 SOCCCD will continue to model respectful interactions and collaboration via partnerships among District Services, Saddleback and Irvine Valley College technology organizations.
DWSP Goal 2 SOCCCD will promote students' success by enhancing the teaching and learning environment.	**District-wide Technology Goal 3** SOCCCD technology will remain in the forefront of advancing student success and enhancing the teaching and learning environment.
DWSP Goal 3 SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.	**District-wide Technology Goal 4** SOCCCD will advance its technology support, data collection, and sharing to understand and better address the needs of our community and the career pathways of our students.
DWSP Goal 4 SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.	**District-wide Technology Goal 5** SOCCCD will continue to strengthen institutional efficiencies through continuous improvement of technological infrastructure to meet the needs of students, faculty, and staff.

TABLE 2: District-wide Technology Goal 1 and Objectives 2015-2020

District-wide Technology Goal 1 SOCCCD will sustain innovative excellence in supporting students, faculty and staff through the development and use of creative technologies.	
Objective	
1.1	Investigate and test emerging and innovative educational technologies that enhance student success.
1.2	Sustain a culture of innovation with emphasis on iterative experimentation.
1.3	Increase use of technology that improves services for students, faculty, and staff.
1.4	Seek out innovation partnerships for research and development.

TABLE 3: District-wide Technology Goal 2 and Objectives 2015-2020

District-wide Technology Goal 2 SOCCCD will continue to model respectful interactions and collaboration via partnerships among District Services, Saddleback and Irvine Valley College technology organizations.	
Objective	
2.1	Engage in team building activities between all IT management and then reproduce an annual team building activity between staff from all three IT organizations.
2.2	Coordinate opportunities for district-wide technical training and professional development. Professional development includes on-site training, conferences, webinars, and subscriptions.
2.3	Continue to support professional development for the online teaching environment.
2.4	Prioritize district-wide technology projects; unit specific projects are allowable provided they are contained in the relevant technology plan.

TABLE 4: District-wide Technology Goal 3 and Objectives 2015-2020

District-wide Technology Goal 3 SOCCCD technology will remain in the forefront of advancing student success and enhancing the teaching and learning environment.	
Objective	
3.1	Identify, investigate, pilot, deploy and assess promising technologies for student success.
3.2	Develop and expand our own custom-created software systems.
3.3	Expand inter-segmental cooperation for better data streams between our partner educational institutions (K-12, CSU, UC and private).
3.4	Leverage data from technology systems that increase student success and learning environments.

TABLE 5: District-wide Technology Goal 4 and Objectives 2015-2020

District-wide Technology Goal 4 SOCCCD will advance its technology support, data collection, and sharing to understand and better address the needs of our community and the career pathways of our students.	
Objective	
4.1	Incorporate additional data sources to increase student success.
4.2	Re-architect data systems to prepare for increases in data variety, volume and velocity.
4.3	Transform use of data from static reports to dynamic dashboards, tabular to visual reporting, from emphasis on the past to future predictive and proscriptive analytics, enabling self-service data discovery and reporting when feasible.

TABLE 6: District-wide Technology Goal 5 and Objectives 2015-2020

District-wide Technology Goal 5 SOCCCD will continue to strengthen institutional efficiencies through continuous improvement of technological infrastructure to meet the needs of students, faculty, and staff.	
Objective	
5.1	Implement and maintain business process improvements via technology.
5.2	Increase computing services with improved efficiencies while at the same time decreasing power consumption.
5.3	Remain current with evolving technology standards and improve technology infrastructure.
5.4	Maintain security by adhering to evolving industry standards.

The Technology Funding Process

One of the purposes of defining SOCCCD's technology master plan goals and objectives is that this plan will guide the prioritization and allocation of resources for technology projects. Funding for technology initiatives primarily comes from one of two funding sources:

Fund 1: General Fund

The general fund is used to account for the ordinary operational expenses of the district. These funds are available for any legally authorized purpose not specified for payment by other funds. District-wide software maintenance agreements are paid from Fund 1.

Fund 40: Capital Outlay Fund or "Basic Aid"

The "basic aid" fund is utilized with the general principle of funding allocations for one-time purposes. One of the main uses of basic aid is the funding of technology. The current annual basic aid technology funding process is outlined in Board Policy and Administrative Regulation 3110. In this administrative regulation the guidelines to fund the district's larger technology projects are outlined.

Basic Aid Funding Process

The District-wide Technology Committee (DTC) organizes and oversees the technology project proposal process for Basic Aid funding. This technology plan will serve as a reference document to inform the decision making process.

All projects begin with a project proposal which includes district and/or college strategic objectives met, project justification, and cost estimates. Irvine Valley College, Saddleback College, and District Services each have local vetting processes that proposals must undergo before they are formally submitted into the district-wide process. A sample project proposal form is provided in Appendix D.

General Guidelines for submitting technology projects:

- Projects costs are estimated to be over $150,000 (Per AR 3110).
- Projects can span multiple years in implementation.
- Projects that have Department of State Architecture (DSA) or facilities implications should be coordinated with the Capital Improvement Committee (CIC).

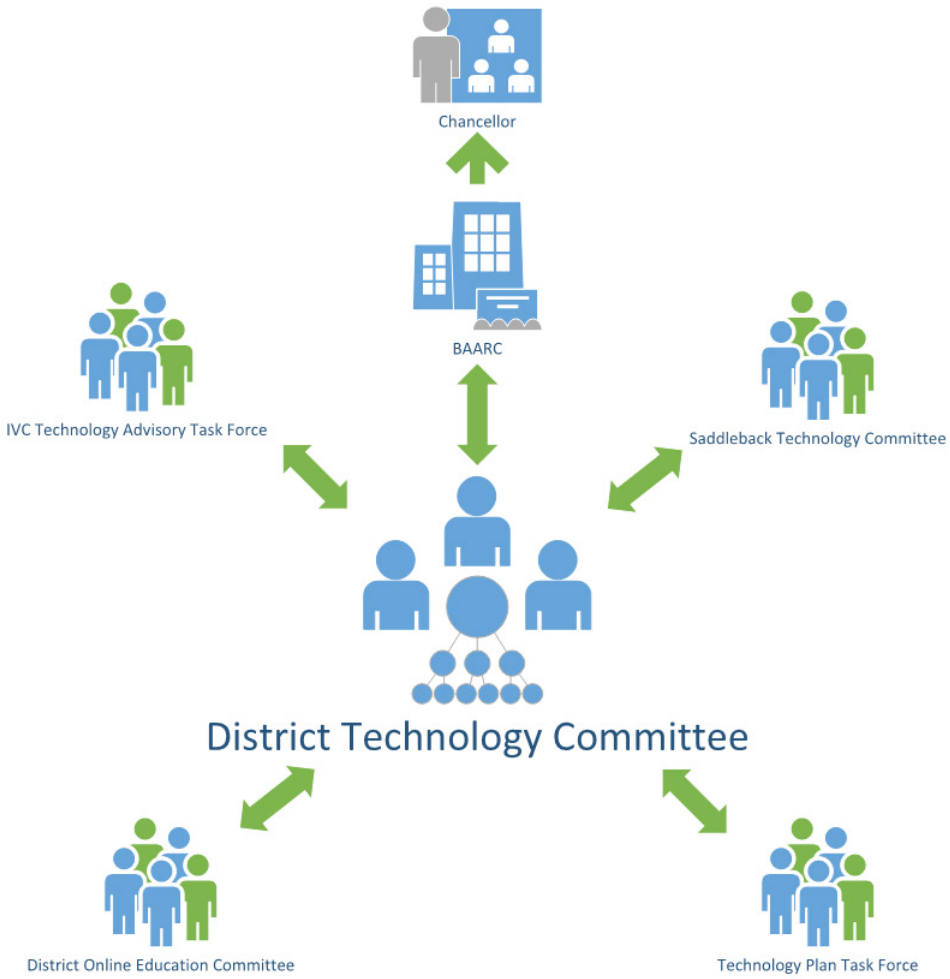
General Timeline for projects funded in the next academic year:

- December/January of current year – Project Proposal Submission Deadline
- Late February – Internal Vetting Deadline by the colleges and district services constituency groups prior to any voting.
- March – Project Prioritization by DTC
- April – Project Prioritization List discussed at BAARC
- BAARC Deadlines

Board of Trustees Deadlines – Review and Study (June). Approval (July)

During the fall semester of the academic year, technology projects that are needed for the next academic year are discussed and prioritized at each college and district services. The technology project proposal deadline is at the end of the year/early January. Once the projects are proposed, DTC discusses the proposals and a process of communication between units and areas occur to better understand projects and priorities proposed from each unit. The diagram below illustrates communication and collaboration flows across the district. Once vetting has occurred, district-wide the technology projects are prioritized via a voting process at DTC.

Figure 2: District-wide Technology Communication and Collaboration



The prioritized list of proposals is submitted to the Basic Aid Allocation and Recommendation Committee (BAARC) by a deadline established by that committee. BAARC may request clarification from DTC on proposals as they are being considered. Based on input from DTC, BAARC makes a recommendation to the Chancellor regarding how much Basic Aid funding will be requested for major technology projects. The Chancellor brings Basic Aid funding requests to the Board of Trustees for final approval.

Overview of Technology Basic Aid Project Management

After funding, the proposals are scheduled as projects for the new fiscal year.

Before a project is started, a project charter is created and approved by its sponsor. A project charter must have the consensus of the key stakeholders in order to move forward.

After the charter has been approved by the key stakeholders, any changes to the charter must have consensus of the key stakeholders and be documented in the revision history of the charter document. No significant changes to the charter will be made without consensus.

A sample project charter is provided in Appendix D.

Upon completion of the project, a project closure meeting is held and an evaluation is performed and documented. An example of a project closure is provided in Appendix E.

APPENDIX A – District-wide Technology Committee (DTC – as of May 2014)

DISTRICT-WIDE TECHNOLOGY COMMITTEE (DTC)

Purpose of the Committee:

To coordinate technology issues, development of and updates to the district-wide technology plan, and implementation of new systems, hardware, and software district-wide; review potential district and college IT projects and funding sources; and explore new software and hardware.

Meets:

Every month. Location rotates between Saddleback College and Irvine Valley College.

Chair:

Vice Chancellor, Technology & Learning Services	(1)

Members:

Vice Presidents of/for Instruction, one from each college	(2)
Vice Presidents of/for Student Services, one from each college	(2)
District Director, Research, Planning & Data Management	(1)
Director, IT-Administrative Systems, District Services	(1)
Director, IT- Academic Systems, District Services	(1)
Director, IT- Infrastructure/Security	(1)
Systems Manager, Computer & Network Operating Systems, District Services	(1)
Deans, Online Education & Learning Resources, one from each college	(2)
Dean, Enrollment Services, one per committee	(1)
Directors, Technology, one from each college	(2)
Faculty representatives, two from each college to include Distance Education chairs	(4)
Classified technology/DE representative, IVC, one total	(1)
Classified technology/DE representative, Saddleback, one total	(1)
District Services Representative, one total	(1)

Reporting/Recommending Responsibilities:

Chancellor's Executive Council
Chancellor's Council
College strategic planning committees
College technology committees

SharePoint Site: https://sharepoint.socccd.edu/chancellor/dwc/dwtc/default.aspx

Decision-Making Process:

The committee uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the committee may utilize majority vote as a final determination in establishing recommendations to Chancellor's Executive Council, Chancellor's Council, college and District Services strategic planning committees, and college technology committees.

Communication Process:

SharePoint, two-way communication/feedback by committee representatives to college technology committees and constituent groups.

APPENDIX A – District Online Education Committee (DOEC – as of May 2014)

DISTRICT ONLINE EDUCATION COMMITTEE (DOEC)

Purpose of the Committee:

To support online student success and coordinate the technology needs of online education throughout the district, including reviewing and exploring new services, software, and hardware.

Meets:

Every month. Location rotates between Saddleback College and Irvine Valley College.

Chair:

Vice Chancellor, Technology & Learning Services	(1)

Members:

Vice Presidents of/for Instruction, one from each college	(2)
Director, IT-Academic Systems, District Services	(1)
Deans, Online Education & Learning Resources, one from each college	(2)
Directors, Technology Services, one from each college	(2)
Faculty representatives, two from each college to include Distance Education Committee chairs	(4)
Distance education trainers/coordinators, one from each college	(2)

Reporting/Recommending Responsibilities:

Chancellor's Executive Council
Chancellor's Council
District-wide Technology Committee
College strategic planning committees
College distance education committees
College technology committees

SharePoint Site: https://sharepoint.socccd.edu/chancellor/dwc/oec/default.aspx

Decision-Making Process:

The committee uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the committee may utilize majority vote as a final determination in establishing recommendations to Chancellor's Executive Council, Chancellor's Council, District-wide Technology Committee, college strategic planning committees, and college distance education and technology committees.

Communication Process:

SharePoint, two-way communication/feedback by committee representatives to college distance education and technology committees and constituent groups.

APPENDIX B – SOCCCD District-wide Strategic Plan 2014-2020

Approved District-wide Goals and Objectives

Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

1.1 Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.

1.2 Improve district climate in the areas of optimism, commitment, and respectful collaboration.

1.3 Improve the representative process through active engagement and communication.

1.4 Increase professional development opportunities that potentiate employees' talents and interests.

1.5 Improve training for all employees to increase district-wide understanding of organizational structure, resources, processes and procedures.

Goal 2: SOCCCD will promote students' success by enhancing the teaching and learning environment.

2.1 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps

2.2 Increase employee professional development opportunities that focus on student success outcomes.

Goal 3: SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

3.1 Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.

3.2 Improve alignment between workforce development offerings and regional job opportunities.

Goal 4: SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

4.1 Systematically assess the effectiveness of planning and resource allocation district-wide.

4.2 Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.

4.3 Develop and initiate multi-year financial planning.

APPENDIX C – Project Proposal

South Orange County Community College District
Technology Project Proposal
Fiscal Year:

Project Name:

Hardware ☐ Software ☐
Initiated By:

District Services ☐ Irvine Valley College ☐ Saddleback College ☐

Project Description:

Justification:

SOCCCD/Saddleback/IVC Goal or Objective Supported (click text to open related website):

Initial Project Cost Estimates:

Description	Unit	Total Cost
Total		$0.00

Start-Up Funding:

Project Start Up	Total Cost
Minimum Funds Required to Start Project – Year 1	

Ongoing Project Cost Estimates and/or Additional Staffing Requirements:

Description	Unit	Total Cost
Total		$0.00

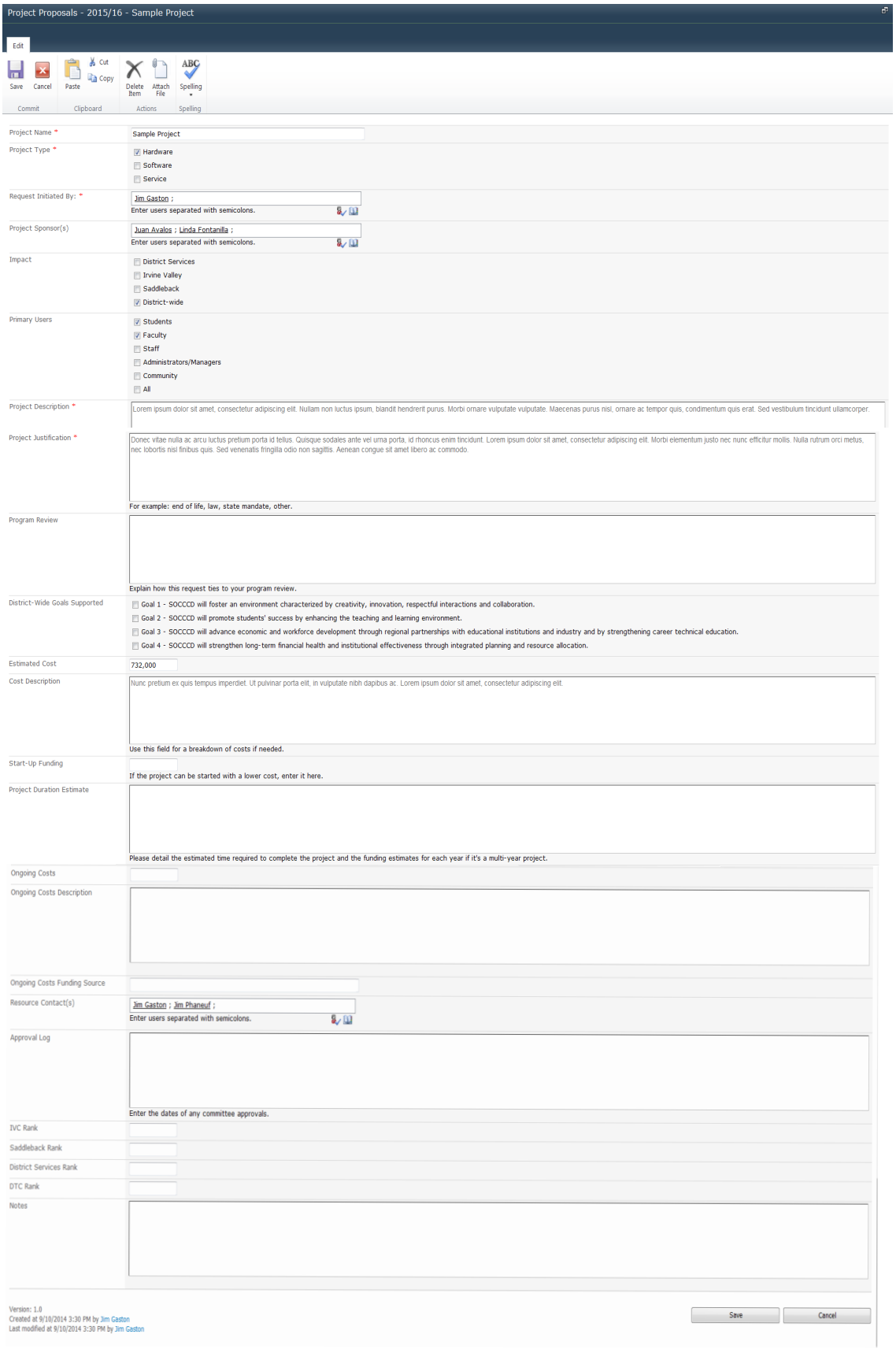
Funding Source for On-going Costs:
Project Duration Estimate:
Resource Contact(s):

Name	Department	Phone Ext	Email

Import Dates:

Initial Submittal Date	Revision Date(s)	Final Approval Date (Send forward for Prioritization)

APPENDIX D – Project Proposal Form 2015-2016



Project Proposals - 2015/16 - Sample Project

Edit

Save | Cancel | Paste | Cut | Copy | Delete Item | Attach File | Spelling

Commit | Clipboard | Actions | Spelling

Project Name *: Sample Project

Project Type *: [x] Hardware [ ] Software [ ] Service

Request Initiated By: *: Jim Gaston ;
Enter users separated with semicolons.

Project Sponsor(s): Juan Avalos ; Linda Fontanilla ;
Enter users separated with semicolons.

Impact: [ ] District Services [ ] Irvine Valley [ ] Saddleback [x] District-wide

Primary Users: [x] Students [x] Faculty [ ] Staff [ ] Administrators/Managers [ ] Community [ ] All

Project Description *: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nullam non luctus ipsum, blandit hendrerit purus. Morbi ornare vulputate vulputate. Maecenas purus nisl, ornare ac tempor quis, condimentum quis erat. Sed vestibulum tincidunt ullamcorper.

Project Justification *: Donec vitae nulla ac arcu luctus pretium porta id tellus. Quisque sodales ante vel urna porta, id rhoncus enim tincidunt. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Morbi elementum justo nec nunc efficitur mollis. Nulla rutrum orci metus, nec lobortis nisl finibus quis. Sed venenatis fringilla odio non sagittis. Aenean congue sit amet libero ac commodo.
For example: end of life, law, state mandate, other.

Program Review:
Explain how this request ties to your program review.

District-Wide Goals Supported:
[ ] Goal 1 - SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.
[ ] Goal 2 - SOCCCD will promote students' success by enhancing the teaching and learning environment.
[ ] Goal 3 - SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.
[ ] Goal 4 - SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Estimated Cost: 732,000

Cost Description: Nunc pretium ex quis tempus imperdiet. Ut pulvinar porta elit, in vulputate nibh dapibus ac. Lorem ipsum dolor sit amet, consectetur adipiscing elit.
Use this field for a breakdown of costs if needed.

Start-Up Funding:
If the project can be started with a lower cost, enter it here.

Project Duration Estimate:
Please detail the estimated time required to complete the project and the funding estimates for each year if it's a multi-year project.

Ongoing Costs:

Ongoing Costs Description:

Ongoing Costs Funding Source:

Resource Contact(s): Jim Gaston ; Jim Phaneuf ;
Enter users separated with semicolons.

Approval Log:
Enter the dates of any committee approvals.

IVC Rank:

Saddleback Rank:

District Services Rank:

DTC Rank:

Notes:

Version: 1.0
Created at 9/10/2014 3:30 PM by Jim Gaston
Last modified at 9/10/2014 3:30 PM by Jim Gaston

Save | Cancel

APPENDIX E – Project Charter Example

South Orange County Community College District
Project Charter – Waitlist

Project Name:	Waitlist	**Project Director:**	Jim Gaston
Project Sponsors:	Academic Senates	**Signature/Date:**	
Target Launch Date:	Summer 2014		

Project Description

- The purpose of this project is to replace the existing Priority Add List (PAL) system with an automated waitlist system that is more efficient for students and faculty.

SOCCCD/College Goal/Initiative supported

- District-wide Goal 3: SOCCCD will maintain its technological leadership and will make future advancements which enhance student access and success.
- The Office of Admissions, Records and Enrollment Services provides efficient, accurate, and timely services to students through the admission, records management, and graduation processes.

High Level Scope

The exact details will be worked out by the design team and the appropriate college governance groups, but the basic features of the waitlist system (as currently proposed) are:

- Faculty will be able to select three options for students to add after their classes close:
  - Waitlist
  - No Waitlist – contact the instructor to petition
  - No Waitlist – attend first day to petition
- The option selected for a class will be shown in the class schedule when the class closes.
- If there is no waitlist, then the class will reopen when a seat becomes available.
- Faculty will be able to create/edit a comment that is displayed to students attempting to enroll in their closed class.
- Students attempting to enroll in a closed class will be asked if they want to be added as number *n* on the waitlist and the comment from the instructor will be displayed with their specific instructions. The student can choose to receive waitlist notifications via email and/or SMS text message.
- When a seat opens in a closed class with a waitlist the next person on the list receives an email and/or text notification with an APC number that expires in 24 hours. If the student declines, or chooses to not use it, then the next student on the list is notified and this repeats until the seat is filled.
- The automated notifications are halted 48 hours prior to the first day of class to allow all APCs to be used and this provides time for the instructor to download an accurate roster and waitlist report.

22 Appendix E

Out of Scope

- The existing APC system will remain unchanged. Upgrades could be performed on this system if there is budget remaining after all desired waitlist functionality is completed.
- The class schedule will remain unchanged except for the addition of the waitlist option for each section.

Technical Assumptions

- This system will be delivered primarily through MySite and will be constructed using the normal District IT processes (agile SCRUM methodology driven by a design team making design and policy decisions).
- The Blackboard Connect API will be used for SMS text notifications.

Project Assumptions

- The design team will make time to be available for project meetings and training other faculty and staff.
- District IT staff and consultants will be available to perform the work without being distracted by other college priorities.

Project Dependencies

- The Blackboard Connect API must be stable and reliable.
- Availability of faculty, management, staff and students for design team meetings.

Project Risks

- This project crosses many functional boundaries at both colleges (faculty, instructional management, student services) and it's not clear at this time which governance group would make the final determination should any policy disputes arise.
- The ideal time to implement this system will be Summer 2014, but there may not be enough time or IT staff available to have the system live when registration begins.

Project Constraints

- Budget of $250,000.

Project Duration Estimate

- This project is estimated to take 5-6 months from the first design team meeting.

Project Closure

- At a minimum the functions specified in the high level scope section will be delivered and the waitlist system will ideally be available for Summer 2014 registration.

Major Stakeholders

Functional Area	Position Required	Skills/Expertise
Student Services	Vice-Presidents or Designee(s)	College Policies
Instruction	Vice-Presidents or Designee(s)	College Policies
Faculty	Professors from multiple divisions/schools	Business Processes
Admissions and Records	Deans and/or Registrars	Business Processes
Students	Student Design Team	Student Perspective

Proposed Design Team Members

Name	Representing
Jim Gaston, Project Director	District IT
Arleen Elseroad	IVC Admissions
Jane Rosenkrans	Saddleback Admissions
Claudia Lavini	Student
Ari Nur	Student
Geoffrey Simmons	Student
Karla Westphal	Faculty
Karah Street	Faculty
Linda Gleason	Faculty
Roopa Mathur	Faculty
Kathy Schmeidler	Faculty
Juan Avalos	Student Services
Linda Fontanilla	Student Services
Craig Justice	Instruction
Kathy Werle	Instruction
Cadence Wynter	Dean
Cathleen Greiner	Dean

Communication Plan

Audience	Information Type	Frequency
Design Team	Face to face meeting	Monthly
LSCC	Face to face meeting	Update at each meeting
DTC	Face to face meeting	Update at each meeting
Academic Senate	Face to face meeting	As desired by senate
College Community	Project SharePoint site	Monthly

Critical Milestone Dates

Description	Target Date
College Waitlist Committee discussions commence	Spring 2013
Project Charter created	Oct. 2013
Design Team begins meeting	Nov. 2013
Development Team begins coding	Jan. 2014
User Acceptance Testing	Mar. 2014
Go-Live	Apr. 2014

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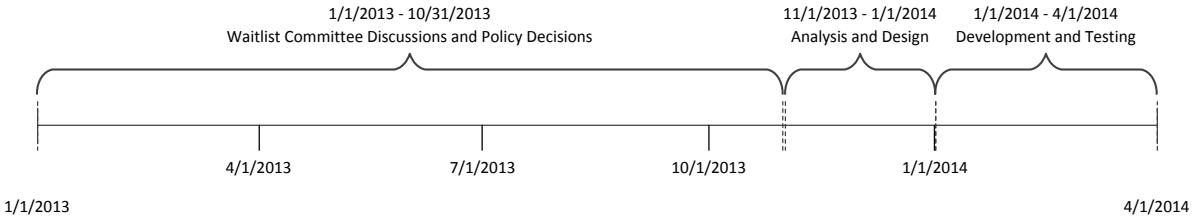
Proposed Timeline



Blackout Dates

Description	Date Range
Winter break	Dec. 23 (2 week duration)
Start of spring semester	Jan. 21 (2 week duration)

Actions

Action to be Taken	Target Date
Create Design Team	Nov. 2013
Assign development staff	Dec. 2013
Create documentation for staff and faculty	Mar. 2013
Schedule training sessions for staff and faculty	Mar. 2013

Revision History

Change Order	Revision	Description	Date	Approval

APPENDIX F – Project Closure Report – Example

Waitlist Pilot Report – Fall 2014

Introduction

The purpose of this document is to report the outcome of the Fall 2014 Waitlist Pilot. It includes the waitlist statistics and the results of a survey that was sent to faculty and students who participated in the pilot.

The functionality of the waitlist system was designed under the guidance of the Waitlist Design Team:

Saddleback	Irvine Valley	Students
Suzanne Anderson	Margaret Blassingame	Claudia Lavini
Juan Avalos	Arleen Elseroad	Ari Nur
Linda Gleason	Linda Fontanilla	Geoffrey Simmons
Jane Rosenkrans	Cathleen Greiner	
Penny Skaff	Craig Justice	
Karah Street	Roopa Mathur	
Kathy Werle	Kathy Schmeidler	
Karla Westphal		
Cadence Wynter		

All of the design documents, including user guides, can be found on the waitlist project SharePoint site:

https://sharepoint.socccd.edu/tls/it/projecthub/wl/default.aspx

Pilot Statistics

Faculty Participants:	**139**
Waitlisted Sections:	**419**
Waitlist Additions:	**6,843**
Waitlist Automated Enrollments:	**811**
Total Unduplicated Students on a Waitlist:	**4,001**

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Outcome

Overall the pilot went well. As expected with a system of this complexity a number of issues were discovered and resolved as quickly as possible. A list of outstanding requests has been prioritized by the design team and will be placed into the SIS request queue for prioritization by the colleges. Based on the results of the pilot the Waitlist Design Team recommends the system be made available to all instructors for the Spring 2015 registration cycle. All faculty pilot participants and students on at least one waitlist were sent a survey and asked for their feedback on the waitlist system.

Faculty Survey Results - Example

College

	Response Total	Response Percent	Points	Avg
IVC	28	50%	n/a	n/a
Saddleback	28	50%	n/a	n/a
Both	0	0%	n/a	n/a
Total Respondents (For this Question)	56	100%		
(skipped this question)	9			

Teaching Status

	Response Total	Response Percent	Points	Avg
Full-Time	36	64%	n/a	n/a
Part-Time	20	36%	n/a	n/a
Total Respondents (For this Question)	56	100%		

Rate experience with areas of waitlist system

	Excellent	Good	Neutral	Fair	Poor	Did Not Use	Response Total	Points	Avg
Waitlist Management Page	58.93% (33)	19.64% (11)	1.79% (1)	0% (0)	1.79% (1)	17.86% (10)	56	n/a	n/a
Waitlist Roster	65.45% (36)	25.45% (14)	0% (0)	1.82% (1)	1.82% (1)	5.45% (3)	55	n/a	n/a
Waitlist Faculty User Guide	41.07% (23)	30.36% (17)	1.79% (1)	3.57% (2)	0% (0)	23.21% (13)	56	n/a	n/a
Overall Opinion of Waitlist System	66.67% (36)	25.93% (14)	0% (0)	1.85% (1)	1.85% (1)	3.7% (2)	54	n/a	n/a
Total Respondents (For this Question)							56		

Used waitlist roster to add students before class started

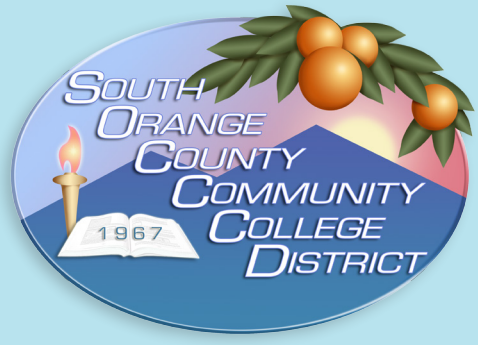
	Response Total	Response Percent	Points	Avg
Yes	26	46%	n/a	n/a
No	30	54%	n/a	n/a
Total Respondents (For this Question)	56			

Used waitlist roster to add students after class started

	Response Total	Response Percent	Points	Avg
Yes	42	75%	n/a	n/a
No	14	25%	n/a	n/a
Total Respondents (For this Question)	56			

Used the instructor comment feature

	Response Total	Response Percent	Points	Avg
Yes	19	34%	n/a	n/a
No	37	66%	n/a	n/a
Total Respondents (For this Question)	56			



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