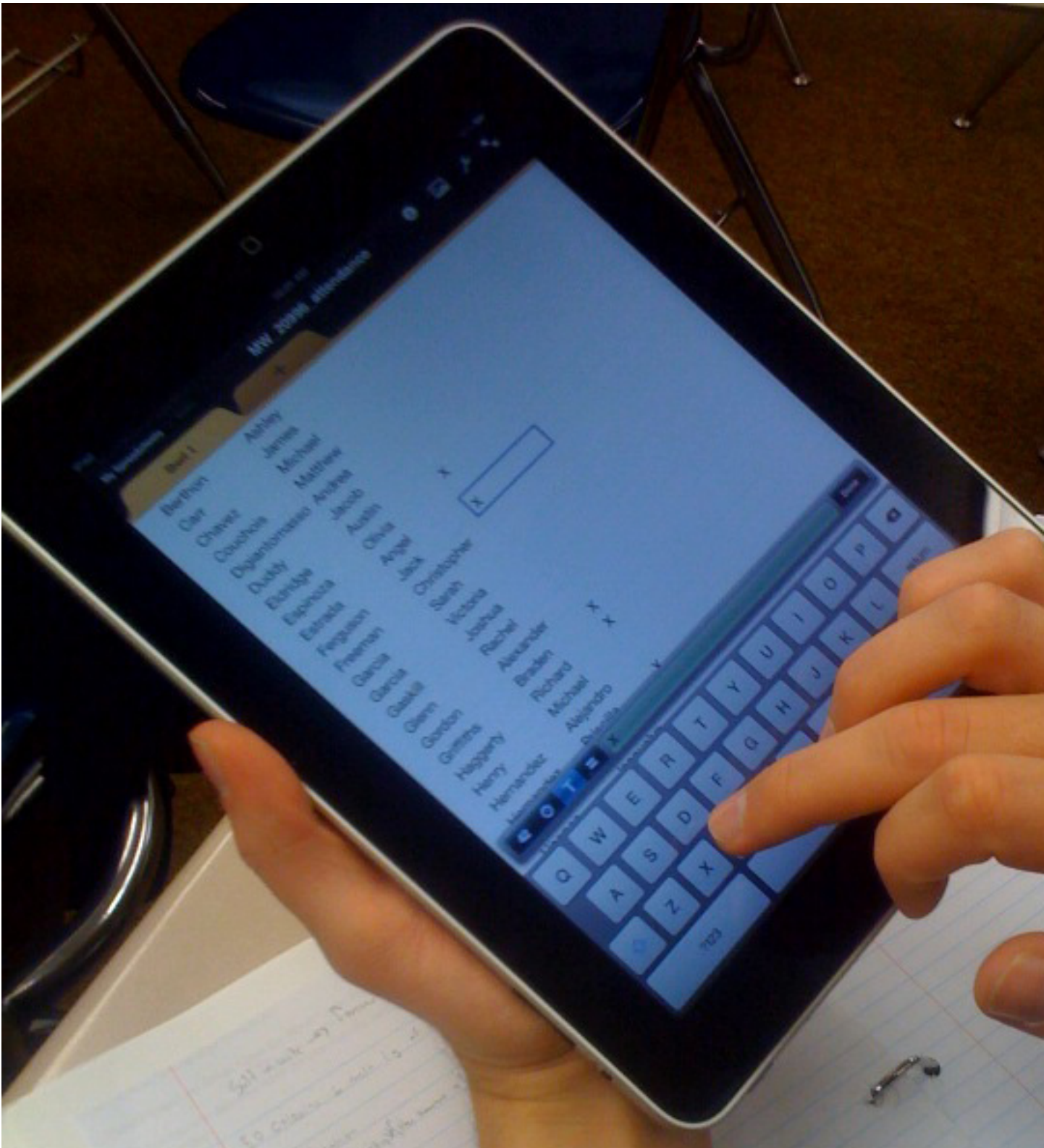


# Standard III C: Technology Resources

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



# Standard III.C: Technology Resources

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

## **Overview**

The college encourages innovation in the use of technology to improve student learning, retention, and success, to provide greater student access, and to develop career and vocational skills in preparation for the workforce. The college supports technology use to increase productivity and efficiency of college operations. The college values technology to facilitate communications, research, marketing, and outreach. Where technological innovation is available and appropriate for supporting the college mission, advancing college values and goals, and improving institutional effectiveness, the college seeks opportunities and processes for evaluating technology, its application, and its financial and human support.

**III.C.1. *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.***

## **Descriptive Summary**

Academic Computing Technologies (ACT) is the principal department charged with implementing and supporting campus technology. Significant effort and progress have been made in implementing and maintaining state of the art technology projects. With a robust network infrastructure and technologically advanced classrooms and workstations for students, faculty, and staff, the campus is positioned to support current needs. At the same time the rapidly changing technology landscape requires increases in human and financial resources. (1)

Campus technology needs may be identified through program review; faculty and student

surveys; discussions within campus shared governance committees; discussions at Deans' Council; discussions at District Planning Council; discussions at Banner Steering Committee; discussions at meetings with vocational advisory groups; through Perkins IV proposals; and through informal processes, including email and face-to-face conversations. ACT is continually challenged with the need to support existing and developing technology needs. Technology provides new opportunities to enhance and improve instructional programs and services, especially in the graphic arts, business/CIS, natural sciences, and technology and engineering departments that rely on up-to-date technology.

The college's technology infrastructure is supplemented with a broadband coax capability that provides a mechanism to deliver video to and from classrooms as well as other major locations, including the campus theatre, dining room, a variety of meeting rooms, and throughout the student center. The campus network extends to and supports the School of Continuing Education Wilshire campus with its associated classrooms, workstations, and staff.

Infrastructure technology also includes the Voice over Internet Protocol (VoIP) network that merges phone functionality with network connectivity. The addition of VoIP allows the campus to conduct business more efficiently by integrating voice and email messaging, along with all of the other functions of VoIP technology. For example, voice messages are forwarded as sound files via email to individuals, ensuring more timely response.

Wireless networking is available in many places around the college so that students and faculty may work anywhere on campus with a notebook and wireless network interface. Additionally, wireless LANs have been used to provide temporary internet

access at student information booths, portable labs, and temporary registration desks. (2)

The college maintains five computer labs open to all students during campus operating hours. Three of the computer labs are designated as general use labs. The other two labs are designated as special use labs. All labs are available to students for basic computing, such as word processing, Internet access, etc. In addition to the open labs, the campus has more than 12 computer classrooms and approximately 140 “smart” classrooms outfitted with workstations, ceiling mounted projectors, document cameras, and DVD/VCR/VHS/sound system capabilities. (3)

As the technology customer base has grown, ACT has responded by implementing a Help Desk. The service is particularly critical for “off hours” assistance to students and adjunct faculty who access the campus technology services after campus offices have closed. ACT also supports the college ServiceWise web-based system, whereby users may submit repair or service requests through a link on the college website. ACT provides a media delivery and setup service that allows instructors to schedule media resources in classrooms when the needed components are not available. (4)

Fullerton College operates a District Public Educational Government (PEG) channel and distributes content via Time Warner Cable to Anaheim, Anaheim Hills, and Villa Park on channel 98 and Fullerton, Placentia, and Yorba Linda on channel 99. The channel provides information and educational content to the public in support of lifelong learning. Broadcasts include a variety of educational programs, a series of campus lectures, teleweb credit courses, such as Career Motivation, American Cinema, and Stress Management, and college/district activities and announcements of interest to the general public. Campus lectures include Tim Wise on Race in the Age of Obama, Leon Leyson, the youngest survivor of “Schindler’s

List on Surviving the Holocaust, and Jack and Elaine LaLanne on Anything is Possible...YOU Can Make It Happen! Additionally the college broadcasts 3C Media programming through a distribution network based at Palomar College, which is grant-funded through the California Community Colleges Chancellor’s Office. In 2007-2008, the college replaced the Television Broadcast Automation and Network hardware with up-to-date broadcast equipment to enable scheduling the channel from a desktop computer and also updated an edit room that is available to faculty or their students for class-related projects.

Recently, the campus created a website on iTunes U to provide a single point of access for student- and faculty-generated content. With resources from the college’s Dynamic Fund, content-creation packs, including a camcorder and laptop, were made available to faculty for assisting students in the creation of short videos as part of their courses. Student-generated content has been implemented extensively in college honors courses. In addition, faculty members who create lecture videos or other digital media may now upload them onto iTunes U. (5)

The campus supports CE6/8 (formerly WebCT) as its primary course management system. This system is hosted locally by ACT on a fully redundant storage area network (SAN). To ensure compliance with Section 508 of the Rehabilitation Act of 1973, training in web accessibility is provided to faculty and staff through the Teaching Effectiveness Center (TEC). Accessibility training encourages use of universal design, which makes online websites and distance education (DE) tools accessible to the widest possible cross section of the student population. Disability Support Services (DSS) provides specialized hardware and software for students with disabilities who need their textbooks and other course materials in “alternate” formats, such as electronic text. Software that tests the accessibility of learning materials is available in DSS and the Teaching Effectiveness Center (TEC).

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2 Wireless coverage map  
3 Computer labs website  
4 FCNet Support Services website

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5 FC on iTunes U

Assistive technology is available in the library and some computer labs to accommodate students with disabilities. (6) (7)

Fullerton College also uses the California Community Colleges @ONE Training and the High Tech Center Training Unit as resources to raise awareness of web accessibility on the Fullerton College campus. The staff development program at the college provides training in online pedagogy, course design and implementation, and course management tools. Self-paced online training and individual assistance from the DE Coordinator help instructors in the development, implementation, and management of online and hybrid courses. (8)

Technology also enhances student services. Students may apply to the college online using CCCApply, the statewide online application system for California Community Colleges. Once processed, they gain access to the district portal, MyGateway, where they may register, pay fees, add or drop classes, and more. Computers are permanently stationed near the Admissions and Records Office to allow students immediate access to the online application, registration, financial aid applications, and other electronic resources. Staff members are present to answer questions and provide assistance. Continuing students serve as ambassadors to assist new or less experienced students with successfully completing the application and enrollment processes. During the online application process, students are directed to the online Board of Governors Grant application where they may apply for financial aid. Students seeking scholarships may apply for the Fullerton College Foundation scholarship online. Admissions and Records and the Library offer support to students via live chat on their websites. (9) (10)

The Assessment Center facilitates placement testing for students who plan to enroll in English, math, English-as-a-Second-Language (ESL), and reading. Students take assessments using computers in the

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6 Distance Education website  
7 DSS website  
8 Distance Education Resources for Faculty  
9 A & R Getting Started  
10 MyGateway portal

center. Student orientations are conducted online to familiarize students with registration procedures, course placement results, class schedules, and followup with a counselor. Following the orientation, students are scheduled for a group advising session, facilitated in person by counselors and their support staff. (11)

The college catalog is available online in two formats. One format includes all aspects of the printed version with bookmarks and additional search features. The other is divided into smaller segments facilitating faster file transfer/downloading. The catalog is accessible and available in Braille by request through DSS.

To facilitate the curriculum process, the college uses CurricUNET, a web-based curriculum processing system and electronic repository for curriculum records, including course outlines and student learning outcomes. Other internal functions are provided through the district's information technology enterprise system, Banner. In addition, during the academic year 2006-2007, the district invested in a schedule planning and management system, which is now being utilized by deans and other administrative personnel to track course and program information. (12)

### Self Evaluation

A survey of faculty, as well as feedback from other constituent groups, indicates the need to plan and budget for technology in a more formal and comprehensive way. While technology use has rapidly expanded, the number of support staff has decreased, primarily due to the inability to fill vacancies resulting from retirement. Current budgets and financial processes make it difficult to replace support staff and upgrade technology. (13)

Significant steps are underway to develop a more efficient and effective framework for dealing with technology issues. The Distance Education Advisory Committee (DEAC), a subcommittee of the Faculty

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11 Assessment Center website  
12 CurricUNET website  
13 2007 Needs Assessment Survey results

Senate, recently revised and updated the Strategic Plan for Distance Education. The plan was approved by the Faculty Senate in Fall 2010. (14) (15)

The college recently supported creation of separate committees, the Instructional Technology Committee (ITC), a subcommittee of the Faculty Senate, and the Technology Implementation Planning Committee (TIPC), a subcommittee of PAC, to develop recommendations, policies, and practices for instructional technology and to coordinate planning and implementation of technology at the college. Both committees are working together to create a strategic plan for technology at the college. The 2010 Comprehensive Educational Master Plan includes technology as one of the critical initiatives for the college in the next ten years. (16) (17)

### Planning

The college will develop a technology plan that addresses existing and near-future campus technology needs and will identify consistent funding to carry out that plan. The college will also incorporate a formal Assistive and Adaptive Technology Plan into the overall technology plan.

**III.C.1.a. *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.***

### Descriptive Summary

Technological resources are provided throughout the college and have been designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems. As students and staff require increased access to computers and computer labs, the college is accommodating the growing demand by shifting to technology such as VMware, which makes the most efficient use of total hardware available on campus. The campus is also exploring the use of virtual desktop technology to increase the useful life span of faculty, kiosk, lab, staff and student

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14 Strategic Plan for DE  
15 Faculty Senate agendas and minutes  
16 ITC description  
17 TIPC description

computers, while simultaneously allowing students to use their own computers on and off campus to access campus information and software. Maintenance of technology resources is critical to the functioning of the college. Capable personnel are needed to maintain the daily operations and monitor the impending needs of students and staff members. Considering enhancements and increased demands on technology resources is tantamount to continued, uninterrupted service to the college. One of the core values of Fullerton College is that “We value tradition and innovation.” In this century, it is impossible to consider innovation without considering technology.

Broadly speaking, technology needs are driven by the increased number of technology users, especially during periods of increasing student enrollment; the increased number of online, hybrid, and web-enhanced classes and the number of instructors using distance technology tools; the use of innovative technology to contribute to student success; desire to maintain effective, efficient, and well-organized technology support structures; a need to provide a secure computing environment for students and staff; and the availability of resources to meet the needs of students, instruction, and administrative functions.

The services provided by ACT align directly with these goals. Technology is the fuel that drives the engines of both instruction and administration and allows the campus to provide students with near-real-time access around the clock to needed applications. With more than 140 smart classrooms and computing systems on every faculty and staff desk, technology complements and enhances the students’ educational experience on a minute-to-minute basis. Open labs, robust Library and Skills Center access, graphics and CAD labs, as well as distance education capabilities, provide continuous round-the-clock access to student support. (18) (19)

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18 Computer labs website  
19 Distance Education website

## Self Evaluation

Instructional technology needs are regularly assessed through the Staff Development Needs Assessment survey or, more recently, through input from campus constituents to the ITC and TIPC. (20)

The college followed the state total-cost-of-ownership (TCO) guidelines in creating much of its current technology environment. However, there is no mechanism for reviewing and updating the current environment, nor is there a standard funding mechanism to support any significant changes in the current environment. A survey of faculty, as well as feedback from other constituent groups, indicates the need to plan and budget for technology in a more formal and comprehensive way. While demand for technology has increased, the number of support staff has diminished. Budgets and financial processes need to be amended to accommodate increased demand and to address hardware and software upgrades and replacements. Support for new types of instructional technology will also need to be addressed. (21)

To establish a framework for supporting online and hybrid courses, DEAC developed a Strategic Plan for Distance Education. The plan identifies several strategic goals for supporting DE and the students it serves, including:

- maintain/increase student access to DE
- increase student preparedness for DE through student support services
- increase student success and retention of distance students through improved peer support and mentoring, professional development opportunities, and training for faculty and staff members to increase knowledge in best practices and online pedagogies
- strengthen the SLO assessment cycle in online courses
- obtain appropriate and sufficient resources to support DE delivery, including establishment of a permanent DE director, increased staffing

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20 2007 Needs Assessment Survey results

21 Faculty Senate minutes

and training, and acquisition of a robust DE infrastructure for delivery of distance classes. (22)

An informal meeting of DE faculty, managers, and support staff took place in Fall 2009 to address the course management software hosting options as the college plans to move from Blackboard Campus Edition 8.0 to Blackboard 9.1. Future licensing issues are under consideration in the 2010 Comprehensive Educational Master Plan. (23)

## Planning

None.

### III.C.1.b. *The institution provides quality training in the effective application of its information technology to students and personnel.*

#### Descriptive Summary

Through staff development and flex activities, the college regularly offers technology training opportunities for faculty and staff. Training for distance education faculty is jointly supported through staff development and the distance education office. The staff development program also supports training for distance education faculty using outside resources, such as @ONE and textbook publisher materials. (24) (25)

Informal technology training is provided to students by computer lab assistants and the ACT Help Desk and through information and tutorials on the college website. Training for instructors is vital since students often come to them as a primary source of help in using the course management system. Many faculty who teach online require students to attend an orientation or complete one online to help acquaint them with online learning methods and processes. (26)

Evaluation of classified staff members' use of job-related information technology is included in the

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22 Strategic Plan for DE

23 Comprehensive Educational Master Plan draft

24 Staff Development website

25 Distance Education Resource Guide and training materials website

26 For example, one faculty's orientation

regular employee evaluation process. Student success with technology is evaluated through the normal grading process and SLOs identified for those courses and programs. (27)

### Self Evaluation

The Staff Development Committee regularly assesses faculty and staff technology training needs through the Needs Assessment survey (March 2007). Input is also provided from campus constituents to the ITC and TIPC. The Dynamic Fund proposal process, when available, also serves as a means to identify and support instructional technology needs. In Fall 2009, the college administered the Community College Survey of Student Engagement (CCSSE). Though not specifically aimed at identifying student technology needs, the survey queried students about their use of technology in communications and course work, providing feedback on student attitudes towards technology and their skill levels in the use of technology. Staff Development also distributes and collects an evaluation form for each workshop or activity it sponsors, and this information is considered as part of the planning process for future workshops and programs. (28) (29)

Satisfaction surveys accompany technology training on Flex days or through staff development. Student feedback through informal means or the CCSSE survey provides data on student satisfaction with technology help and training.

### Planning

None.

**III.C.1.c. *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.***

### Descriptive Summary

The number of staff hours necessary to provide quality support exceeds the current human resources capacity to support the growing

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27 NOCCCD Union Contracts page  
28 2007 Needs Assessment Survey results  
29 CCSSE survey results

needs of the faculty, staff, and students who rely upon information technologies to accomplish their daily vocations. ACT currently supplements the needs using student hourly support. The demands for providing student, faculty, and staff access to information systems and the Internet throughout the campus have resulted in the college implementing a new high-speed fiber optic network connecting all campus buildings to campus systems and the Internet. It is the expansion of the network and increased access to information by a wider population of faculty, staff and students that has fueled the increase in use of and demand for more services and support. The development of DE continues to offer exciting results, and the continued development of video streaming to the desktop is the natural progression of this technology.

The college faces a fiscally and technologically challenging period for the next five years and beyond. Significant effort and progress have been made in implementing and maintaining state of the art technology projects. In addition to the technological challenges associated with rapidly advancing technology, the campus is faced with meeting comprehensive federal and state accessibility mandates. Already, the campus has been challenged to support current needs. Significant additional resources are needed to maintain current service levels.

Real-time technology on the move is the best way to summarize the near term challenges. With increasing numbers of laptops, PDAs, iPods, iPads, smartphones, and distance learning opportunities, the need to provide wireless and 24/7 access to instruction and instructional support is evident. At the same time, existing staffing and financial processes do not provide support for a 12-month round-the-clock, predictable, stable, and effective support environment.

The Technology Plan of 2006-2011, presented to PAC but never officially adopted, includes a TCO analysis of the college's technology assets, their value, and what it would cost to upgrade or replace them. When the original allocation for faculty computers

was made, there was no discussion of long-term plans for upgrades and replacements. Replacement of faculty computers temporarily relied on the “food-chain method” whereby faculty labs with more rigorous technology needs were provided new systems, and less-demanding users were provided previously used computers. (30)

### Self Evaluation

The ACT staff have made great strides to support newer technologies despite the limited availability of funds for equipment, software, and formal training. The college recognizes significant deficiencies in planning to maintain and upgrade technology and is working on putting mechanisms in place, such as the ITC and TIPC, to address these issues. The college operates primarily on a budgeting model where areas typically receive the same allocation as they did in the previous year. One-time allocations are used to address specific requests. Prior years’ ranked needs are used to allocate one time funding. Currently, the model allocates on a percentage basis tied to departments’ requests as opposed to institutional needs. There is no systematic mechanism in place to support replacing or upgrading technology. (31)

Most buildings have battery back-up for power outage emergencies. A major project to upgrade and provide consistent emergency power for all buildings is in process. When the Data Center was built, a plan to include an emergency generator was included. The emergency generator has been operational since December 2010. The college has emergency phones for Campus Safety and Health Services on a separate network from the campus VOIP network. There is also a Time Warner cable feed in Campus Safety and in the DE office, which provides access to news updates. Managers and key campus personnel have radios for emergency use. Campus Safety conducts a weekly emergency broadcast test over the radios.

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30 2006-2011 Unapproved Technology Plan  
31 PBSC notes, See 9-2-09, 9-1-10

### Planning

The college will develop a technology plan that addresses existing and near-future campus technology needs and will identify consistent funding to carry out that plan. (Same as III.C.1)

**III.C.1.d. *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.***

### Descriptive Summary

Faculty, students, and staff can easily access Fullerton College’s network and computing resources from any location on the campus or via the Internet. This advancement goal will extend access to campus information systems and allow for improved control of the infrastructure. The campus is committed to providing access that is compliant with Federal Sections 504 and 508. (32)

Information technologies are influencing the campus environment at Fullerton College where a majority of the technology oriented academic departments are recognizing and embracing the benefits. ACT is relied upon to provide first, second, and third level support, learning laboratories management, web application development, website development, infrastructure cabling, network access, administration systems, applications, and desktops. Voice technologies are also the responsibility of ACT. This convergence of voice and data services into one transport media is recognized as the industry direction, and Fullerton College is realizing the economic benefits of converging its voice and data services together. (33)

Wireless networking and its deployment at the college provide a means for students and faculty to work anywhere on campus with a notebook and wireless network interface. Wireless networks provide flexibility where systems are needed temporarily, such as during student registration, at temporary locations, such as information booths, or in labs or sites located beyond the campus cabling

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32 FCNet Support Services website  
33 FCNet Support Services website



standard. Establishing a campuswide wireless network will reduce the need for students to stand in line for access to information. The deployment of wireless at the college has been ad hoc and added as part of new construction projects rather than planned as a campus wide goal. The college will need to consider that increasing the number of access points increases overhead costs related to licensing and infrastructure. (34)

### Self Evaluation

The Help Desk is crucial to making the organization function in a productive, vital way. Currently staffed by student hourly during limited hours, the service is particularly critical for “off hours” assistance to students and adjunct faculty who access the campus technology services after campus offices have closed. As demands on the time of the ACT staff continue to increase, the Help Desk allows for the optimization of available staff hours by being the initial point of contact for callers, providing assistance with and answers for common technology questions and providing system status overviews to ACT technicians and campus staff, thus allowing ACT staff to focus on their core duties.

When departments reorganize, resulting in the movement of people, new floor plans, office partitions, and other renovations, these changes often require re-cabling the network, incurring both labor and material costs. In addition, departments require help to maintain their computing resources; this also poses a serious security concern. Academic department staff members who are responsible for the initial troubleshooting of technology problems need to participate in ongoing training provided by ACT. While the local support provider approach is good, more training is also needed for both faculty and staff.

Fullerton College follows the NOCCCD Board Policy with regard to information systems security. Having a policy helps prevent inconsistencies that can introduce risks and serves as a basis for enforcement of detailed rules and procedures. There is a need to secure the administrative environment in general,

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34 Wireless coverage map

but a need for “academic freedom” as well to support the educational mission of the college. This makes the implementation of a single monolithic security policy difficult. A balance between security requirements for administration and academic freedom needs to be established. An acceptable use policy is displayed when staff and students login.

Currently, the college community reports technical problems to ACT by either calling the Help Desk support phone number or completing a service request using the campus website. The requestor receives email notification about the progress of the service request. Service requests are prioritized to minimize the impact on instructional programs. Although the customer does not always know the exact time he or she will receive service, he or she will receive a call from the Help Desk upon completion to ensure quality assurance. (35)

### Planning

None.

**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

### Descriptive Summary

Currently, technology needs are met on an ad-hoc basis or through technology resource requests made as part of program review. Short- and long-term resource requests identified through program review guide development of unit goals bi-annually. Significant technology requests and their budgets are reviewed through PAC and PBSC. Division instructional equipment funds and grants are frequently used to purchase or upgrade technology. Facilities condition reports are also being utilized to propose and schedule renovation projects and evaluate maintenance needs. (36) (37)

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35 FCNet Support Services - Service request link

36 PAC minutes

37 PBSC notes

The ITC, DEAC, and TIPC are charged with updating the technology strategic plan to reflect changes in distance education, instructional technology, and growing campuswide demands for new delivery modes and communication technologies. In addition, the college is providing input to the 2010 Comprehensive Educational Master Plan, which will provide a districtwide mechanism for technology planning. Staff Development sponsored a Distance Education Retreat on June 15, 2010, to discuss technology needs and strategies pertaining to online and classroom instruction. (38)

### Self Evaluation

In May 2009, PAC approved a new committee structure including the ITC, DEAC, and TIPC. The ITC and DEAC are policy-recommending committees of the Faculty Senate. The goal of the ITC is to establish a process whereby faculty can provide recommendations and guidance for the development and integration of technology to the classroom and to ensure that such technology can be adequately supported. ITC makes recommendations on the use of instructional technology and related policies for the delivery of instruction. Among the issues relating to technology that the committee may address are developing an instructional technology plan, budget, and administrative and support structure.

At the direction of PAC, the TIPC is charged with coordinating the recommendations of the ITC and the DEAC and taking these to PAC for consideration and implementation. The TIPC will also solicit proposals and recommendations from representatives of non academic areas for PAC to consider relating to those areas' use of technology.

(39) (40)

Fullerton College staff also participate on a number of technology work teams/committees at the district with representatives from Cypress College and the School of Continuing Education. These include:

- The Technology Advisory Committee, which provides policy and planning guidance for the district administrative and academic systems;
- The Banner Steering Committee, which recommends and coordinates policies regarding the use of Banner and MyGateway at the district;
- The Student Team, which provides direction and coordination for the use of the student module in Banner ;
- The MyGateway Steering Committee, which provides direction and coordination for the use of Webstar/Student self service in Banner; and
- The Research Team, which provides direction and advice on district research needs, MIS reporting, and other research projects.

### Planning

None.

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38 Comprehensive Educational Master Plan draft  
39 ITC description  
40 TIPC description

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