Delgado
COMMUNITY COLLEGE

IT Strategic Plan

2007-2011

Developed and Approved By:
Information Systems Council

Presented By:
Office of Information Technology
Thomas Lovince, Executive Director
August 2007

Delgado
COMMUNITY COLLEGE

Confidential Business Information

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Executive Summary

Delgado Community College

In December 2006, Delgado Community College engaged a SunGard Higher Education Consultant to assist with developing a strategic plan for information technology at Delgado Community College. Beginning January 31, 2007 thru February 2, 2007, the facilitation of a Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis, conducted by the SunGard Higher Education consultant, was held with key members of Delgado Community College's faculty, staff and management. Each of the key stakeholders within the institution shared their opinions on strategic planning elements of significant consideration to the institution.

The work session developed a key step in the IT strategic planning process, which is to analyze the strengths, weaknesses, opportunities, and threats -- the SWOT analysis. Taking each of the four categories, discussion ensued specific to the ways in which technology could be employed to enhance the internal strengths and overcome weaknesses, and better position Delgado Community College to take advantage of external opportunities and to blunt possible threats.

A special Information Systems Council was convened on specifically dedicated to reviewing and finalizing the IT Strategic Plan. At that time, it was agreed to use a survey within the community to solicit opinions as to priorities of each of the suggested goals as well as for each of their corresponding objectives. The results form a clear sense of priorities for immediate next steps required to implement this strategic IT plan.

Delgado Community College should proceed to implement the high priority goals and objectives detailed in this strategic plan for its information technology. The plan should be communicated and disseminated widely within the institution. The Information Systems Council should monitor and control its implementation with tracking of objectives as well as support for required staffing and budget for its tactical implementation.

DELGADO COMMUNITY COLLEGE	
CATEGORY	DOCUMENT
Job Descriptions / Evaluations / Training Plans	Electronic copy forwarded by Trenece Black and include: • 2005 – 2006 Unclassified Evaluation Form • Administrative Secretary Job Description • Applications Programming Manager Job Description • Data Analyst Job Description • DCC IT Organizational Chart • DCC OIT Organizational Chart • DCC Vice Chancellor for Learning & Student Development Organizational Chart • Executive Director Job Description • Help Desk Support Analyst Job Description • Information Technology Equipment Operator III Job Description • IT Internal Controls Administrator Job Description • IT Staff Training Plans (Administrative Support) • Network Analyst Job Description • Network Analyst II Job Description • Network and Communications Services Manager Job Description • Network Technician I Job Description • Network Technician I Job Description (Charity School of Nursing) • Network Technician II Job Description • OIT Functional Area Descriptions • Operations Analyst Job Description • Operations Manager Job Description • Programmer Analyst Job Description • Senior Programmer Analyst Job Description • Telecommunications Coordinator Job Description • Telecommunications Technician Job Description • Unclassified Evaluation Form • User Support Services Manager Job Description • Workflow / Security Analyst Job Description

CATEGORY	DOCUMENT
Computer Operations Standard Operating Policy & Procedures Manual	Electronic copy forwarded by Trenece Black and includes: • 7060-H30 IPL • Accessing Job Log / Sys Log • Bank One Direct Card / Deposit • Bring Down All TCPIP Related Address Spaces • Bringing Down 7060-H30 • Bringing Down CICS Regions • Bringing Up CICS Regions • CICS Files Verification • Dataset Allocation • Dataset Restore • DCCOIT Turnover Sheet • DSR Offsite Storage (Security Center) • eMail Report File • Emergency Shutdown of Mainframe Equipment • ePrint Monitoring / Troubleshooting Procedures • Fee Bill Send • HRS Optical Scanning • IBM 3584 User Policy • IM-NTG Tape Turnover Sheet • Installation of Unlicensed Software • Insurance Reconciliation • IVR RISC6000 INIT / Startup • Job Output Distribution • Liberty Bank File Transfer • OS/390 Backup / Archive Job Schedules • OS/390 Backups (Generations, Cycles, Retention Periods) • OSA Management (IOACMD) • OSA Port Status Check • PDSISD03 3Across Label Alignment • PELHUGHES 1098T File Send • Procedure for Joining Computers to DCC.EDU Domain • Procedure for Naming Computers on the DCC.EDU Domain • Procedure for Report Distribution and Pickup @ NTG • Procedure for Saturday Iron Mountain Tape Pickup @ NTG • Process Change Requests • Processing Controlled Forms / Documents • Processing CSRs / Job Requests (Obsolete) • Reestablishing VTAM Communications • Student / Faculty Web Recovery • Student / Faculty Web Shutdown Only • Systems Supported Mainframe Backups • TCPIP Address Space TelNet Communications Monitoring • TouchNet IVP / Payment Gateway Server Startup • UPS Shutdown Bypass Procedure

CATEGORY	DOCUMENT
Planning & Budget	Electronic copy forwarded by Trenece Black and includes: • DCC Strategic Focus (2006 – 2007) • DCC Strategic Plan (2003- 2006) • DCC Strategic Plan (2006 – 2011) • FEAG – HKFG Budget (2006 – 2007) • Institutional Facts • OIT 2006 – 2007 Budget Summary • OIT 2006 – 2007 Goals & Objectives
Inventory & Layout	Electronic copy forwarded by Trenece Black and includes: • Computer Room Diagram • City Park Server Inventory • DCC IT Maintenance Master List (2006 – 2007 revision 2) • DCC Router Inventory • DCC Server Farm • City Park Campus Map • West Bank Campus Map • Network Infrastructure Diagrams • Operations Software Inventory Master List (2006 – 2007) • User Support Software Inventory
DRP	Electronic copy forwarded by Trenece Black and includes: • DCC Emergency Preparedness Plan • DCC Hurricane Emergency Plan • OIT Staff Contact List (12/2006)
Help Desk	Electronic copy forwarded by Trenece Black and includes: • End-User Quick Reference Guide • Faculty FAQ for the Online Help Desk

Phase II – On-Site Interviews

This phase was performed at Delgado Community College. The following DCC management and staff were interviewed January 31 through February 2, 2007.

DELGADO COMMUNITY COLLEGE	
NAME	TITLE
Thomas Lovince	Executive Director of Information Technology
Debbie Lea	Vice Chancellor for Learning & Student Development
A.C. "Jimmy" Eagan, III	Vice Chancellor for Business & Administrative Affairs
Kathleen Mix	Vice Chancellor for Workforce Development & Education
Vanessa Williams	Internal Control Administrator
Leroy L. Kendrick, Ph.D.	Executive Director of Credit and Assessment Programs,

	Workforce Development and Education
NAME	**TITLE**
Amel Cosey	Campus Provost, City Park Campus
Donna Alley	Campus Provost, West Bank Campus
Patricia Egers	Campus Provost & Dean Charity School of Nursing
Kim Rugon	Provost/Dean, Technical Education Centers, LTC District
Deans' Council	
Distance Education Council	
Information Systems Council	
Michael Smith	Operations Manager
Gregg Bond	Applications Programming Manager
Winston McGruder	User Support Services Manager
James Small	Network & Communication Services Manager

Phase III – Final Report

This phase focuses on combining the information gathered and analyzed in Phases I and II to develop the Strategic IT Plan. A special Information Systems Council was convened on May 11, 2007 specifically dedicated to reviewing and finalizing the IT Strategic Plan.

At that time, it was agreed to use a survey within the community to solicit opinions as to priorities of each of the suggested goals as well as for each of their corresponding objectives. This survey was made available from Monday 7 May 2007 and a series of emails were sent to the DCC community by Thomas Lovince. When it was closed on Friday 15 June 2007 it had received a total of 81 responses. The resulting priorities have been included in this final report.

The results form a clear sense of priorities for immediate next steps required to implement this strategic IT plan and are detailed in Appendices E and F.

SWOT Workshop

City Park

The SWOT Workshop was arranged by Thomas Lovince, Executive Director of Information Technology. The session was conducted at the Delgado Community College on Friday, February 2, 2007.

In preparation for the on-site work sessions to review Delgado Community College strategic planning process for technology, the invited participants were asked to begin thinking about where they see technology supporting the mission and goals of Delgado Community College, how Delgado Community College can utilize technology strategically to advance the goals of this institution, and their vision of the role of technology in the system for the next five years.

Several documents were provided by the SunGard Higher Education consultant to the confirmed attendees in advance of the SWOT Workshop including:

- An overview of the elements of the SWOT exercise. This was supplemented with materials that appear in Appendices B, C, and D of this report.

- An outline of stakeholders whose perspectives must be considered in a SWOT exercise

- A brief article which offers a summary of emerging 21st century strategies affecting higher education. While each of these have obvious impacts on the IT strategic plan, each of these areas may or may not be on the radar for Delgado Community College. It is obviously not an exhaustive list but should generate some ideas for the environmental scanning portion of the exercise. This appears in Appendix A of this report.

An additional SWOT Analysis Worksheet was handed out during the workshop for attendees to use to record ideas and notes.

Participants

The following individuals participated in the SWOT session:

SWOT FACILITATION PARTICIPANTS	
NAME	**TITLE**
Carmen Walters	Interim Director of Human Resources
Carol Gniady	Director of Public Relations
Connie Boudoin	Alumni Coordinator
Constance P. Varnado	Assistant Dean of Library Services
Debbie Bridges	Director of Purchasing
Debbie Lea	Vice Chancellor for Learning & Student Development
Gwen S. Boutte'	Director Admissions * ES
Germaine Edwards	Director of Financial Aid
Gregg Bond	Application Programming Manager
Iva Bergeron	Director of Institutional Effectiveness

James Grouchey	Regional Associate of IR
James Small	Network & Communication Services Manager
Jeffery T. Smith	Assistant to VCAA
Jerrie Protti (for Donna Alley)	Executive Assistant Provost
Leroy L. Kendrick	Executive Director of Workforce Development
Maria Cisneros	Registrar
Michael Smith	Operations Manager
Patricia Egers	Campus Provost & Dean Charity School of Nursing
Patrick Conroy	Instructor
Rick Daniels	Consultant
Ronnie Rodriguez	Controller
Steve Cazaubon	Director of Finance and Budget
Steve Zeringue	Senior Compliance Officer
Thomas Lovince	Executive Director of Information Technology
Vanessa Williams	IT Internal Controls Administrator
Warren Puneky	Dean, Business & Technology Division
Wes Payne	Dean BTM WB, Interim Director DLIT
Winston McGruder	User Support Services Manager

Agenda

The following agenda was used during the SWOT Workshop:

- Welcome
- Roles of the facilitator
- Review of advance materials provided to participants, including:
  - SWOT document
  - Key emerging strategies
  - A review of stakeholders
- Group identification of possible internal strengths and voting
  - Break
- Group identification of possible internal weaknesses and voting
  - Break
- Group identification of possible external opportunities and voting
  - Break
- Group identification of possible external threats and voting
  - Lunch
- Final voting and review of all entries

Tool

Strategic planning must include an assessment of the organization's environment because no organization operates in a vacuum. The very definition of strategic planning stresses the importance of focusing on the future within the context of an ever-changing environment - the myriad of political, economic, social, technological, demographic, and legal forces that change our world daily. Skill at assessing the environment and then being proactive in responding to that environment (i.e., – strategic planning, thinking, and management) determines who is effective in using their resources and, ultimately, who survives.

At the conclusion of a SWOT analysis, a strategic planner will have a database of quality information that can be used to make decisions and a list of critical issues which demand a response from the organization – the most important issues the organization needs to deal with in the strategic planning process.

Part of getting a clear view of the environment and dynamics of an organization is to look at it through others' eyes; both internal and external stakeholders' perceptions of the organization will add valuable information to the situation assessment. The SWOT technique, a simple and effective vehicle for collecting this information, helps focus the process by breaking it down into four broad categories:

	Internal	External
+	STRENGTHS	OPPORTUNITIES
-	WEAKNESSES	THREATS

The first group of factors, Strengths and Weaknesses, involve specific organizational (internal) issues — both positive and negative. The second group of factors, Opportunities and Threats, relate to influence in the organization's (external) environment — once again both positive and negative.

Evaluating an organization's general strengths and weaknesses, as well as the strengths and weaknesses specific to each of its programs, typically includes assessments of:

- IT staff capabilities
- Quality of IT services
- Reputation of both the organization and individual services
- Administrative IT
- Desktop and networking infrastructure

- Academic IT
- Library and research systems

Successful organizations exploit strengths rather than just focus on weaknesses. In other words, this process isn't just about fixing the things that are wrong, but also nurturing what is right.

The same kind of thinking should apply to how an organization approaches its opportunities and threats – the external trends that influence the organization. These are usually categorized into political, economic, social, technological, demographic and legal (PESTDL) forces. These external forces include such circumstances as changing client needs, increased competition, changing regulations, and so on. They can either help an organization move forward (opportunities) or hold an organization back (threats) – but opportunities that are ignored can become threats, and threats that are dealt with appropriately can be turned into opportunities.

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SWOT Analysis

West Bank

Internal Assessment

SWOT's are intended to summarize a strategic situation, with a view to deciding what the organization should do next. The analysis contains information why a particular issue counts as a strength, weakness, opportunity or threat, and what the implications are for the organization that is being analyzed.

The discussion with DCC participants on the internal assessment of STRENGTHS and WEAKNESSES within the environment developed the following initial outline:

STRENGTHS	
Technology infrastructure is state of the art	Administration, faculty and staff make good use of OIT
OIT is aware of the importance of supporting administrative processes	OIT communicates well on user needs
The College is willing to serve	OIT is well planned and organized
Availability of financial data	OIT is technically current and proactive
eMail services	Security aware
Size and quality of distance learning program	OIT staff are knowledgeable and motivated
OIT's reputation in the college	Symbolize professionalism
OIT's understanding and support of distance learning education	Concurrent direction between users and OIT
Quantity of student computing and open labs	Good internal controls
Availability of STEP funding	Enterprise groupware
Faculty are tech savvy	OIT physical environment
OIT support of library technologies	Personal communications
Data integrity trusted	Lots of foundation infrastructure is in place
Strong collaboration in college	Calm and nurturing

WEAKNESSES	
Limited bandwidth on Internet	Lack of student tech support
Lack of technology in the classrooms – pieces not connected	Loss of support staff for instructional and administrative IT
Risks to computer room facilities	Currency of alumni database
Blackboard outages and stability	SIS Plus antiquated

WEAKNESSES	
Balance spam control versus usability	Facilities for training faculty and staff not yet recovered
Off site printing – courier from Baton Rogue	Time and inconvenience in manipulating documents on servers
Functional users needing to follow encryption procedures	Students with limited computer skills needing printers
Limited student computer access at home	Isolated, specialized software support
Holistic coordination of up-dates	Direct access to web server
Obsolete faculty and staff computers	Funding limitations
Wireless access	Video surveillance
Need for student technologies – e.g., instant messaging, calendaring, etc.	Tools that are difficult to implement, train on, and use
Student kiosks	Katrina set progress back
More technologies for students with special needs	Disbursement of staff and students and its impact on training and instruction

The discussion with DCC participants on external assessment of OPPORTUNITIES and THREATS within the environment developed the following initial outline:

OPPORTUNITIES	
Grants for technology	Leader in IT within the system
Best practices in other higher ed institutions	Being tied into the LONI ultra-high speed network
Recovery / replacement affords new and improved infrastructure	Increase in enrollment through online
Internal business processes using technology	Job advancement through on the job training technologies
Virtual instruction on library use using IT	Closer electronic community for accreditation and programs
Advising students in distance	Enhance recruitment and marketing
Enrollment management software action system	Faculty and staff training on the desktop

External Environment

Opportunity to automate processes	Revamp and alter processes
How we communicate and educate our students	Increase accountability to track progress

OPPORTUNITIES	
Ease and increase the transfer of knowledge to students, faculty and staff	Expansion of online may improve student services and reduce some costs
Links to technical colleges	Coloration with other colleges in program delivery
IT enables changes and creativity	Collection and dissemination of data
Electronics replace paper	Electronic access to library materials
Video streaming on the internet for distance ed	

THREATS	
Elimination of funding supporting the fail-safe site	Weather related outages
Gap with students on technology uses	Paper happy agencies
Time to keep up with technology rapids of change	Resistance to change
Linkages to technical colleges could divert IT resources	State and federal regulations
Academic climate in K – 12	Diminished area workforce
Security and testing	Population leaving New Orleans
Lag in regional infrastructure	Bureaucrat malaise
System policies and procedures	Confusing and archaic governance system
Competition from other higher ed institutions	Students relying on DCC, IT resources for lack at home
Student, employers and workforce demand	Lack of alumni database

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Strategic Analysis

Maritime, Fire & Industrial Training Facility

Strategy is developed to bridge between internal efforts and external influences. Once the factors have been identified in each of the perspectives, the need is to build a plan — based on the organizational and environmental scans — to coordinate an organization's efforts.

Organizational issues are encapsulated in the "SW" of SWOT. Taken individually, the perspectives suggest a two-pronged approach. Generally, the primary focus is building on strengths that are essential in delivery on the organization's basic value proposition. The most fundamental of an organization's strengths are defined as "core competencies" and are at the center of strategy development. It is often assumed that if a plan is built on strengths, organizational weaknesses will take care of themselves. Weaknesses, nonetheless, can create a drag on organizational performance and need to be considered in planning.

Environmental forces are represented by the "OT" of the SWOT. In the short-term, these forces are often taken as given and the resulting strategy is one of positioning the organization appropriately. Similar to the role that core competencies occupy in internal analysis, "critical success factors" relate to the external analysis and affect the organization's direction setting, decision-making and performance monitoring. Often described in the positive such as "strong client relationships", they can be sourced in either leveraging an opportunity (e.g., underserved constituency) or mitigating a threat (e.g., bureaucrat malaise).

This "alignment" and "positioning approach" to strategy development is only one way of viewing strategy. Other more adaptive approaches offer important insights as well. One tool may / may not work for all institutions.

Scanning

The art of strategy development involves taking a careful look at the organizational and environmental situations and developing an approach that will encourage organizational success.

While the SWOT provides a mechanism to provide the prerequisite scan, it does not provide a ready-made strategic plan.

Getting from a scan to a plan however is an art. Individual factors should not be taken as individual objectives: there is a need to optimize the mix of organizational efforts to create a best fit between all of the factors. Clarity and comprehensiveness in the identification of factors and in the scanning process ensures that the foundation for strategy development is solid.

Key Issues

In a follow-on session, participants were allowed to "vote" on the SWOT issues they considered the most important. Each participant chose one "extraordinary" and five "significant" items from the combined SWOT list that he/she considered the most critical. Items with the highest "votes" will help to determine planning themes for the organization.

By selecting a subset of the high vote issues, several subset "themes" can be derived and represented in cruciform charts. From these cruciform charts, a SWOT analysis can be conducted to drill down further into each theme which may offer strategies to be pursued. The following cruciform chart sifted significant issues that are specific to IT infrastructure and record items receiving one or more votes.

STRENGTHS	WEAKNESSES
- Service of OIT staff - Help Desk request and response - Technology infrastructure is state of the art - OIT is aware of the importance of supporting administrative processes - OIT is well planned and organized - OIT's understanding and support of distance learning education - Quantity of student computing and open labs - OIT support of library technologies - Data integrity trusted - Strong collaboration in college - OIT is technically current and proactive - OIT staff are knowledgeable and motivated - Concurrent direction between users and OIT - Lots of foundation infrastructure is in place	- Limited bandwidth on Internet - Lack of technology in the classrooms – pieces not connected - Loss of support staff for instructional and administrative IT - SIS Plus antiquated - Balance spam control versus usability - Lack of student tech support - Off site printing – courier from Baton Rogue - Funding limitations - Wireless access - More technologies for students with special needs - Distribution of staff and students and its impact on training and instruction
THREATS	OPPORTUNITIES
- Elimination of funding supporting the fail-safe site - Gap with students on technology uses - Time to keep up with technology rapids of change - Resistance to change - Linkages to technical colleges could divert IT resources - Security and testing - Bureaucrat malaise - Students relying on DCCC, IT resources for lack at home	- Grants for technology - Being tied into the LONI ultra-high speed network - Recovery / replacement affords new and improved infrastructure - Increase in enrollment through online - Virtual instruction on library use using IT - Advising students in distance - Enhance recruitment and marketing - Enrollment management software action system - Opportunity to automate processes - Revamp and alter processes - Expansion of online may improve student services and reduce some costs - Internal business processes using technology - Video streaming on the internet for distance ed

Emerging Themes

1st Emerging Theme Toward A Strategy

Upon examination, three subset "themes" were derived from which we may draw possible strategies. The first theme to emerge is specific to STUDENT COMPUTING issues.

STRENGTHS	WEAKNESSES
- OIT's understanding and support of distance learning education - Quantity of student computing and open labs - OIT support of library technologies	Lack of technology in the classrooms – pieces not connected Loss of support staff for instructional and administrative IT Lack of student tech support Wireless access More technologies for students with special needs
THREATS	**OPPORTUNITIES**
- Gap with students on technology uses - Students relying on DCCC, IT resources for lack at home	- Increase in enrollment through online - Virtual instruction on library use using IT - Advising students in distance - Enhance recruitment and marketing - Enrollment management software action system - Expansion of online may improve student services and reduce some costs - Video streaming on the internet for distance ed

2nd Emerging Theme Toward A Strategy

The second theme to emerge is specific to FACULTY AND STAFF COMPUTING issues.

STRENGTHS	WEAKNESSES
- Data integrity trusted - Strong collaboration in college - Concurrent direction between users and OIT	Loss of support staff for instructional and administrative IT Disbursement of staff and students and its impact on training and instruction
THREATS	**OPPORTUNITIES**
- Gap with students on technology uses - Time to keep up with technology rapids of change - Resistance to change - Bureaucrat malaise	- Increase in enrollment through online - Virtual instruction on library use using IT - Advising students in distance - Enhance recruitment and marketing - Enrollment management software action system - Expansion of online may improve student services and reduce some costs - Video streaming on the internet for distance ed

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3rd Emerging Theme Toward A Strategy

The third theme to emerge is specific to TECHNOLOGY INFRASTRUCTURE issues.

STRENGTHS	WEAKNESSES
- Technology infrastructure is state of the art - Quantity of student computing and open labs - Lots of foundation infrastructure is in place	Limited bandwidth on Internet Lack of technology in the classrooms – pieces not connected SIS Plus antiquated Balance spam control versus usability Off site printing – courier from Baton Rogue Wireless access
THREATS	OPPORTUNITIES
- Elimination of funding supporting the fail-safe site - Security and testing	- Grants for technology - Being tied into the LONI ultra-high speed network - Recovery / replacement affords new and improved infrastructure - Enrollment management software action system - Expansion of online may improve student services and reduce some costs - Video streaming on the internet for distance ed

Generic Strategy

The three themes that emerged from the SWOT analysis all share a common denominator. Each is seeking ways to provide improved IT services to Delgado's stakeholders. The majority of individual issues noted within the SWOT are specific to differentiated services. In fewer cases was the cost of IT the predominant concern.

Michael Porter's publications on strategic planning suggest there to be only two generic strategies: low cost or differentiation. Clearly, the Delgado Community College's strengths offer a possible differentiation strategy in planning academic technology initiatives. While competitive institutions have possibly made inroads in early recognition of these opportunities, Delgado Community College offers compelling advantages given their current IT strengths over such competition.

Key Strategies

Northshore

Every organization must determine the strategic issues to be faced by their organization in making its vision and mission come true. In fact, the heart of the strategic planning process is the identification and resolution of strategic (very important) issues.

The next step in the strategic issue component is the drafting of the organizations goals – building effective responses to the strategic issues identified in the SWOT session. A goal is defined as "broad statements of intent. They are the general ends towards which the organization directs its efforts, based on issues that have been identified as priorities." Therefore, goals set the stage for performance planning and later performance measurement and reporting.

Objectives, on the other hand, are the lower order element and are necessary to fulfill the goal commitment. Objectives are much narrower, shorter timeframe statements that include the elements of measurement and time. Objectives relate directly to the individual goals. Timeframes are also established with suggested durations given the limitation of available resources.

Together, goals and objectives form the keystone of the strategic planning process. They bring the more esoteric vision, mission and strategic issue into clearer focus and they set the stage for performance planning.

Refer to the following diagram for a flow chart of the strategic planning process.
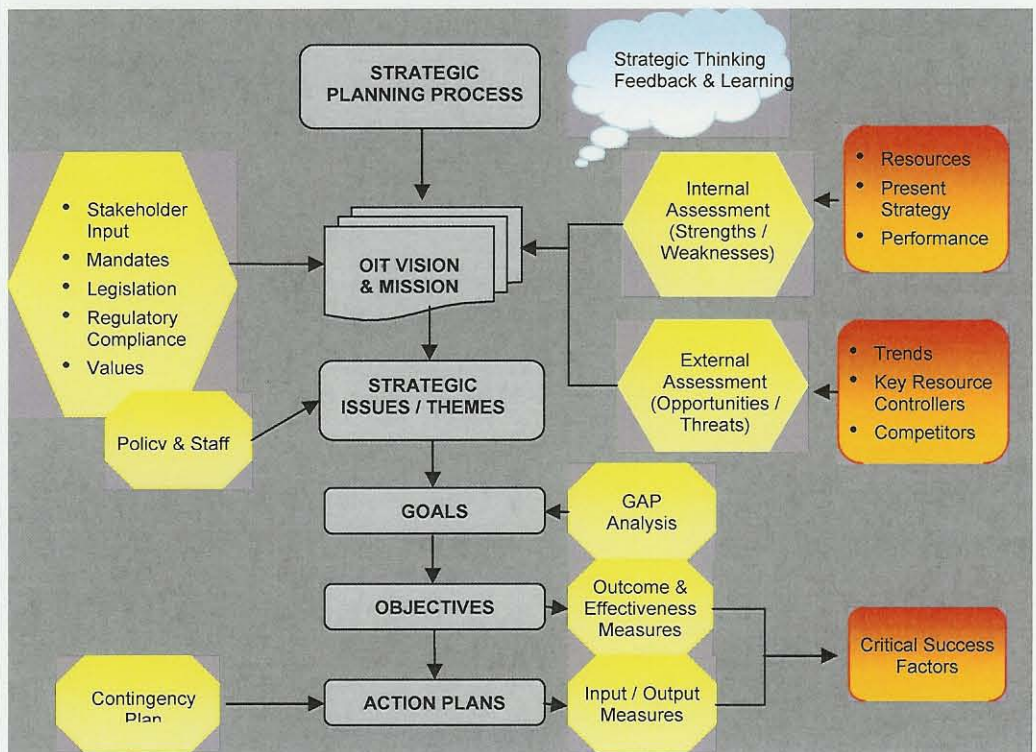
Adapted from John M. Bryson's Model

Based upon the strategic issues / themes mentioned in the previous section – Student Computing, Faculty and Staff Computing, and Technology Infrastructure – one or more strategic goals, objectives, action plans and critical success factors can be developed for each issue.

Student Computing Strategy

By selecting a subset of the high vote issues, several subset "themes" were derived and represented in cruciform charts. From these cruciform charts, a SWOT analysis can be conducted which may offer some strategies to be pursued. The following cruciform chart sifted significant issues that are specific to STUDENT COMPUTING:

STRENGTHS	WEAKNESSES
- OIT's understanding and support of distance learning education - Quantity of student computing and open labs - OIT support of library technologies	Lack of technology in the classrooms – pieces not connected Loss of support staff for instructional and administrative IT Lack of student tech support Wireless access More technologies for students with special needs

THREATS	OPPORTUNITIES
- Gap with students on technology uses - Students relying on DCCC, IT resources for lack at home	- Increase in enrollment through online - Virtual instruction on library use using IT - Advising students in distance - Enhance recruitment and marketing - Enrollment management software action system - Expansion of online may improve student services and reduce some costs - Video streaming on the internet for distance ed

Analysis of this cruciform chart above suggests the following strategy for STUDENT COMPUTING with the relevant goals, their specific objectives, and an anticipated duration for each objective:

Strategy	Goal and Priority	Objectives	Priority and Anticipated Duration
Increase the accessibility of IT for teaching and learning with students	1. Introduce wireless access in key areas for students such as libraries and labs 2nd priority - goals 2.98 rating avg.	a. Introduce wireless capabilities college-wide by deploying wireless platform at all locations	N/A--only objective 1 year
	2. Define and implement technology standards for classrooms – e.g., overhead projectors, Internet access for streaming video, etc. 1st priority – goals 2.48 rating avg.	b. Establish and deploy 24 X 7 student / faculty / staff help desk services with a focus on Blackboard, eMail, student password resets, etc.	1st priority 1.59 rating avg. 1 year
		c. Develop and implement state-of-the-art AV classroom model and infrastructure	2nd priority 2.00 rating avg. 2 – 5 years
		d. Upgrade and enhance video surveillance system college-wide	3rd priority 2.41 rating avg. 3 – 5 years

A special Information Systems Council was convened on May 11, 2007 specifically dedicated to reviewing and finalizing the IT Strategic Plan. At that time, it was agreed to use a survey within the community to solicit opinions as to priorities of each of the suggested goals as well as for each of their corresponding objectives.

This survey was made available from Monday 7 May 2007 and a series of emails were sent to the DCC community by Thomas Lovince. When it was closed on Friday 15 June 2007 it had received a total of 81 responses. The resulting priorities and their ratings average appear in summary in these tables. Detailed scoring appears in Appendices E and F.

Faculty & Staff Computing Strategy

The second cruciform chart sifted significant issues that are specific to FACULTY AND STAFF COMPUTING:

STRENGTHS	WEAKNESSES
- Data integrity trusted - Strong collaboration in college - Concurrent direction between users and OIT	Loss of support staff for instructional and administrative IT Disbursement of staff and students and its impact on training and instruction

THREATS	OPPORTUNITIES
- Gap with students on technology uses - Time to keep up with technology rapids of change - Resistance to change - Bureaucrat malaise	- Increase in enrollment through online - Virtual instruction on library use using IT - Advising students in distance - Enhance recruitment and marketing - Enrollment management software action system - Expansion of online may improve student services and reduce some costs - Video streaming on the internet for distance ed

Analysis of this cruciform chart above suggests the following strategy for FACULTY AND STAFF COMPUTING with the relevant goals, their specific objectives, and an anticipated duration for each objective:

Strategy	Goal and Priority	Objectives	Priority and Anticipated Duration
Empower staff with more automated processes and expanded IT training	1. Introduce "anytime – anywhere" training for all staff on current and emerging IT topics to minimize the technology gap with incoming students 4th priority – goals 4.12 rating avg.	a. Develop and implement college-wide video-on-demand and pod casting infrastructure	3rd priority 2.16 rating avg. 2 years
		b. Develop and implement OIT 24 X 7 organizational support infrastructure	2nd priority 1.85 rating avg. 2 years
		c. Develop and implement college-wide workstation replacement program	1st priority 1.99 rating avg. 3 – 5 years
	2. Introduce workflow tools and active analysis of business processes to seek improvements of services through automation 7th priority – goals 4.98 rating avg.	a. Develop and implement college-wide web content management system	1st priority 1.98 rating avg. 3 years
		b. Develop and implement college-wide file mgmt system	2nd priority 2.33 rating avg. 1 year
		c. Develop and deploy universal calendaring platform	3rd priority 3.69 rating avg. 2 years
		d. Establish and deploy ePortfolio platform	4th priority 3.80 rating avg. 2 – 3 years
		e. Evaluate long-term strategy for LMS platform	5th priority 4.55 rating avg. 2 years
		f. Implement online employee applicant tracking system	6th priority 4.66 rating avg. 1 year

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Technology Infrastructure Strategy

The final cruciform chart sifted significant issues that are specific to TECHNOLOGY INFRASTRUCTURE:

STRENGTHS	WEAKNESSES
- Technology infrastructure is state of the art - Quantity of student computing and open labs - Lots of foundation infrastructure is in place	Limited bandwidth on Internet Lack of technology in the classrooms – pieces not connected SIS Plus antiquated Balance spam control versus usability Off site printing – courier from Baton Rogue Wireless access
THREATS	OPPORTUNITIES
- Elimination of funding supporting the fail-safe site - Security and testing	- Grants for technology - Being tied into the LONI ultra-high speed network - Recovery / replacement affords new and improved infrastructure - Enrollment management software action system - Expansion of online may improve student services and reduce some costs - Video streaming on the internet for distance ed

Analysis of the cruciform chart above suggests the following TECHNOLOGY INFRASTRUCTURE strategy with the relevant goals, their specific objectives, and an anticipated duration for each objective:

Strategy	Goal and Priority	Objectives	Priority and Anticipated Duration
Evolve select areas of IT infrastructure to improve and appropriately expand services	1. Use a grants coordinator to obtain additional IT infrastructure funding 6th priority – goals 4.83 rating avg.	a. Define and establish clear revenue stream for college-wide IT projects	N/A--only objective 1 year
	2. Improve availability, security and performance of key IT infrastructure 3rd priority – goals 4.01 rating avg.	b. Negotiate entry into the LONI ultra-high speed network for improved Internet bandwidth	2nd priority 2.70 rating avg. 2 – 5 years
		c. Upgrade and replace aging network infrastructure	1st priority 1.90 rating avg. 1 year

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		d. Upgrade and replace outdated ESSEX hosted phone services with a college-owned and operated, state-of-the-art PBX system	6th priority 4.46 rating avg. 1 year
		e. Improve critical building electrical failover capabilities by deploying natural gas generators on the roof at City Park – Buildings 1 & 10	3rd priority 3.31 rating avg. 1 year
		f. Upgrade security for data closets college-wide by implementing card access platform	5th priority 4.38 rating avg. 3 – 5 years
		g. Improve data closet environmental conditions by improving air and battery backup capabilities	4th priority 4.25 rating avg. 3 – 5 years
	3. Seek a replacement to the SIS Plus system that focuses on enrollment management to improve student recruitment 5th priority – goals 4.60 rating avg.	a. Improve college-wide communications by deploying single-point Portal technology with instant message capabilities	1st priority 1.16 rating avg. 2 years
		b. Develop and implement eForm platform	2nd priority 1.84 rating avg. 3 years

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Key Strategies Summary

Goal	1 (Highest Priority)	2	3	4	5	6	7 (Lowest Priority)
Introduce wireless access in key areas for students such as libraries and labs	Introduce wireless capabilities college-wide by deploying wireless platform at all locations						
Define and implement technology standards for classrooms – e.g., overhead projectors, Internet access for streaming video, etc.	Establish and deploy 24 X 7 student / faculty / staff help desk services with a focus on Blackboard, eMail, student password resets, etc.	Develop and implement state-of-the-art AV classroom model and infrastructure	Upgrade and enhance video surveillance system college-wide				
Introduce "anytime – anywhere" training for all staff on current and emerging IT topics to minimize the technology gap with incoming students	Develop and implement college-wide video-on-demand and pod casting infrastructure	Develop and implement OIT 24 X 7 organizational support infrastructure	Develop and implement college-wide workstation replacement program				
Introduce workflow tools and active analysis of business processes to seek improvements of services through automation	Develop and implement college-wide web content management system	Develop and implement college-wide file mgmt system	Develop and deploy universal calendaring platform	Establish and deploy ePortfolio platform	Evaluate long-term strategy for LMS platform	Implement online employee applicant tracking system	
Use a grants coordinator to obtain additional IT infrastructure funding	Define and establish clear revenue stream for college-wide IT projects						
Improve availability, security and performance of key IT infrastructure	Negotiate entry into the LONI ultra-high speed network for improved Internet bandwidth	Upgrade and replace aging network infrastructure	Upgrade and replace outdated ESSEX hosted phone services with a college-owned and operated, state-of-the-art PBX system	Improve critical building electrical failover capabilities by deploying natural gas generators on the roof at City Park – Buildings 1 & 10	Upgrade security for data closets college-wide by implementing card access platform	Improve data closet environmental conditions by improving air and battery backup capabilities	
Seek a replacement to the SIS Plus system that focuses on enrollment management to improve student recruitment	Improve college-wide communications by deploying single-point Portal technology with instant message capabilities	Develop and implement eForm platform					

Next Steps

Delgado Community College should proceed to implement the high priority goals and objectives detailed in this strategic plan for its information technology. The plan should be communicated and disseminated widely within the institution. The Information Systems Council should monitor and control its implementation with tracking of objectives as well as support for required staffing and budget for its tactical implementation.

Additionally, a project plan should be developed to identify and schedule all follow-through activities in the strategic IT plan. Finally, the IT strategic planning process should adopt the successful best practices of the institutional planning process -- particularly the use of web site for paperless dissemination.

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Appendix A – Emerging 21st Century Strategies for Higher Education

A summative review of emerging 21st Century Strategies for Higher Education makes an excellent kick off a SWOT exercise with a particular focus on the scan of environmental opportunities and threats. While many of these strategies focus on the institution each have a potential impact on information technology. There is constant evolution in such a list and it cannot be considered comprehensive; however, it may help to generate ideas as to specific strategies that have current relevance to your institution's IT strategic plan. The current emerging strategies may include:

Learner Centered Environments

This approach requires that we build the curriculum around the learner. This presentation includes an introduction to a formal model for developing a learner-centered curriculum. The model is a practical means to fulfill the promise of the "Learning College." Through the model we will explore how technology enables the revision of curricula to identify and incorporate multiple learner objectives into the design, development, and implementation of a course or module. We will also explore how technology will enable course design to facilitate learning at a wide variety of venues. The technology enable learner centered curriculum will enable courses to incorporate material supporting a wide variety of learning styles thereby creating a learning environment where students can select methods that work best for them. The Internet and supporting technologies will be used to expand the interconnectedness of the curriculum to the emerging vast knowledge base and experts that are available in today's network society. Technology will also significantly enhance individual learner services including advising, counseling, tutoring, and assessment.

Modularized Curriculum

Examine the why and how to modularize the curriculum. Provides the means to disaggregate modules from courses and integrate credit and non-credit offerings. We have long known that individualized instructional approaches or systems that emphasize small, modularized units of content, provide the learner with an opportunity to master one unit before moving to the next, while giving immediate and frequent feedback, and engaging the learner actively in the learning process are consistently effective in enhancing subject matter learning over more traditional instructional formats such as lecture and recitation. Evidence suggests that using this approach improves a learners performance 19-percentile points regardless of learner ability or subject matter.

Strategic Enrollment Management (SEM)

The concept of SEM has evolved significantly over the past twenty years. This presentation shows how the principles and practices of SEM are being integrated with the principles and practices of the Learner Centered Curriculum to drive strategic planning. A detailed operational SEM model will be provided. The classic SEM funnel will be explained and the process of developing institutional strategies using the funnel will be outlined.

Virtual Learning Environments

There are more than 17,000 courses indexed on the World Wide Web today. This presentation will introduce the concept that Internet based learning environments are not an either/or proposition but an opportunity to expand effective learning both on and off campus. A host of resources will be provided including the top three course indexes, and a number of model online learning examples.

Competency Based Curriculum

A focus on competencies is not new to higher education. However, new providers are using dramatically different strategies to build curricula around competencies and offer a more nimble learning environment to a time bound marketplace. A host of examples and resources will be provided in this presentation.

Vertical Markets

Learning markets are considered vertical when one provider can enroll or serve a large market share through one or more strategic affiliation or alliance and thereby deny access to those learners by other providers. There is now rush on by nimble providers to occupy strategic positions with professional associations, corporations, and agencies to become vertical market players. Vertical market examples will be provided as well as a checklist on assessing your vertical market potential.

Global/National Certification

Certification has emerged as important as accreditation. It is well known that certain professional certifications can add significantly to a learners' job readiness and compensation. Further, these certifications tend to be global in scope and universal in acceptance. Strategies on how we capitalize on this factor are explored in this presentation.

Strategic Even Predatory Pricing

Higher education institutions have throughout their history attempted to amortize their investments in curriculum and infrastructure over relatively small class sizes. New providers are building curriculum for mass consumption, at low per unit price, based on sizeable investments in the curriculum design, development, and deployment processes. Examples will be provided. One such example provides open access to more than 350 courses for a monthly subscription fee of $7.95.

Fusion

Just as in the emergence of vertical markets a rush is on in this area also. Fusion is the process by which a providers learning infrastructure (including digital courseware) is given exclusive or preferred status on a consuming organizations intranet. This preferred or exclusive status provides access to the consuming organizations learners. Examples will be provided.

Innovation Centers

Higher education has long sought and developed economic development alliances with the regions they serve. A new wave of expertise driven opportunities are being explored using the theme of Innovation Centers.

Credit Banking

The ability to deposit credit earned from more than one institution into a credit bank for synthesis and credentialing has begun take root. There are some very strong players in this marketplace and once firmly established from an operational standpoint their infrastructure will dramatically affect learner options. This presentation identifies the key players and their approaches.

Prior Learning Assessment

The assessment of prior learning experiences has also been utilized by higher education for many years. Emerging strategies are using these same techniques to certify and synthesize various learning experiences into a recognized outcome. Several key providers are players in this market and their potential for future growth is enormous.

College of the Community

The College of the Community serves to provide comprehensive educational opportunities at virtually all levels required by the regions they serve. The concept derives a new mission for the traditional community college. The concept recognizes that communities often need focused targeted programs at the baccalaureate, masters and even doctoral level that are beyond the interest and expertise of local colleges and universities. The pressure to provide through cooperative degree programs and/or online delivery coupled with local mentor and service is driving the move toward a reinvented College of the Community.

Appendix B – SWOT Stakeholder Identification

A successful SWOT analysis keeps in mind all key stakeholders of an institution. Which of these stakeholders are the primary beneficiaries of a successful IT strategic plan? Which stakeholders have been previously excluded from many benefits in the past that may now be included in future benefits? Key, primary stakeholders may include:

- Academic lab computer users
- Administrative computer users
- All Students
- Faculty teaching computer disciplines
- Other Faculty and staff
- Taxpayers
- Member Community Colleges
- Alumni

Additional, more specific examples of stakeholders who could be considered within an IT strategic plan include:

- Parents
- Legislators
- Community
- Public schools
- Accrediting bodies
- Foreign governments
- Vendors
- Employers
- Prospective students

- Media
- Businesses
- Unions
- Board of Regents
- Professional organizations
- Competitors
- Local city representatives
- Donors
- Grant sponsors
- Foundations

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- Media
- Businesses
- Unions
- Board of Regents
- Professional organizations
- Competitors
- Local city representatives
- Donors
- Grant sponsors
- Foundations

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Appendix C – SWOT Internal Perceptions

Since the SWOT analysis is a primary means of receiving input from a broad and representative constituency, it is important to include as many staff and board (your internal stakeholders) as possible in the process. Their ideas and opinions might be collected through questionnaires, telephone or in-person interviews, facilitated organization-wide or small-group meetings, or a combination of these methods.

Some organizations have board and staff meetings together to discuss their ideas and opinions, while others have them meet separately. A common and useful approach used during meetings is to brainstorm ideas onto flipcharts. Internal stakeholders might be asked questions specific to their internal perspective. For example:

- What is the distinctive competence of IT?
- What management cultures exist with respect to IT?
- What academic cultures exist with respect to IT?
- What information technology changes are taking place in the education industry?
- How does our institution compare in technology and academic programs to other community colleges?
- Can businesses assist IT in delivering and effective IT platform?
- Do businesses in our community need information technology assistance and/or sharing?

Appendix D – SWOT External Perceptions

After the lists of strengths, weaknesses, opportunities, and threats have been recorded, the listed ideas can be grouped into logical topic or issue groups (e.g., – all the ideas related to staffing or program development should be grouped together) to make the data easier to present and analyze.

Just as a SWOT assessment allows an organization to collect a wide variety of perceptions from internal stakeholders, a SWOT assessment of those outside the organization can also add a great deal to the SWOT analysis. External stakeholders (such as clients, funders, community leaders, and potential collaborators) can give the planning committee insight into community opinions of what the organization does well, where it can improve, unmet community needs it might address, and other potential opportunities or threats.

Again, this information might be gathered through telephone or in-person interviews (preferably), questionnaires, or focus groups. In addition to their general perceptions of the organization's strengths, weaknesses, opportunities, and threats, external stakeholders might also be asked some questions specific to their outsider perspective. For example:

- What are the organization's strengths and weaknesses? What opportunities and threats does the organization face?

- What does the stakeholder need or expect (criteria for performance) from the organization?

- How well does the organization perform against those criteria (excellent, good, fair, or poor) and why?

- How well does the organization perform relative to its competitors?

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Appendix E – Survey Results on Long-Term, Qualitative Goals

Rate the priorities of the long-term, qualitative goals suggested for the Strategic IT Plan.	1 (Highest Priority)	2	3	4	5	6	7 (Lowest Priority)	Rating Average	Response Count
Introduce wireless access in key areas for students such as libraries and labs	27.2% (22)	24.7% (20)	13.6% (11)	12.3% (10)	7.4% (6)	9.9% (8)	4.9% (4)	2.98	81
Define and implement technology standards for classrooms – e.g., overhead projectors, Internet access for streaming video, etc.	33.3% (27)	27.2% (22)	17.3% (14)	9.9% (8)	6.2% (5)	4.9% (4)	1.2% (1)	2.48	81
Introduce "anytime – anywhere" training for all staff on current and emerging IT topics to minimize the technology gap with incoming students	2.5% (2)	13.6% (11)	25.9% (21)	19.8% (16)	13.6% (11)	14.8% (12)	9.9% (8)	4.12	81
Introduce workflow tools and active analysis of business processes to seek improvements of services through automation	4.9% (4)	3.7% (3)	11.1% (9)	22.2% (18)	12.3% (10)	18.5% (15)	27.2% (22)	4.98	81
Use a grants coordinator to obtain additional IT infrastructure funding	3.7% (3)	4.9% (4)	11.1% (9)	14.8% (12)	33.3% (27)	14.8% (12)	17.3% (14)	4.83	81
Improve availability, security and performance of key IT infrastructure	13.6% (11)	9.9% (8)	13.6% (11)	17.3% (14)	18.5% (15)	24.7% (20)	2.5% (2)	4.01	81
Seek a replacement to the SIS Plus system that focuses on enrollment management to improve student recruitment	14.8% (12)	16.0% (13)	7.4% (6)	3.7% (3)	8.6% (7)	12.3% (10)	37.0% (30)	4.60	81
								answered question	81
								skipped question	0

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Appendix F –
Survey Results
on Shorter-
Term,
Quantitative
Objectives

Prioritize the shorter-term, quantitative objectives that may be subset to the goal define and implement technology standards for classrooms – e.g., overhead projectors, Internet access for streaming video, etc

	1 (Highest Priority)	2	3 (Lowest Priority)	Rating Average	Response Count
Establish and deploy 24 X 7 student / faculty / staff help desk services with a focus on Blackboard, eMail, student password resets, etc	55.0% (44)	31.3% (25)	13.8% (11)	1.59	80
Develop and implement state-of-the-art AV classroom model and infrastructure	32.5% (26)	35.0% (28)	32.5% (26)	2.00	80
Upgrade and enhance video surveillance system college-wide	12.5% (10)	33.8% (27)	53.8% (43)	2.41	80
				answered question	80
				skipped question	1

Prioritize the shorter-term, quantitative objectives that may be subset to the goal introduce "anytime – anywhere" training for all staff on current and emerging IT topics to minimize the technology gap with incoming students

	1 (Highest Priority)	2	3 (Lowest Priority)	Rating Average	Response Count
Develop and implement college-wide video-on-demand and pod casting infrastructure	28.8% (23)	26.3% (21)	45.0% (36)	2.16	80
Develop and implement OIT 24 X 7 organizational support infrastructure	42.5% (34)	30.0% (24)	27.5% (22)	1.85	80
Develop and implement college-wide workstation replacement program	28.8% (23)	43.8% (35)	27.5% (22)	1.99	80
				answered question	80
				skipped question	1

Prioritize the shorter-term, quantitative objectives that may be subset to the goal introduce workflow tools and active analysis of business processes to seek improvements of services through automation

	1 (Highest Priority)	2	3	4	5	6 (Lowest Priority)	Rating Average	Response Count
Develop and implement college-wide web content management system	51.3% (41)	23.8% (19)	10.0% (8)	8.8% (7)	3.8% (3)	2.5% (2)	1.98	80
Develop and implement college-wide file management system	25.0% (20)	36.3% (29)	26.3% (21)	7.5% (6)	3.8% (3)	1.3% (1)	2.33	80
Develop and deploy universal calendaring platform	8.8% (7)	6.3% (5)	33.8% (27)	23.8% (19)	13.8% (11)	13.8% (11)	3.69	80
Establish and deploy ePortfolio platform	5.0% (4)	17.5% (14)	12.5% (10)	28.8% (23)	30.0% (24)	6.3% (5)	3.80	80
Evaluate long-term strategy for LMS platform	6.3% (5)	3.8% (3)	7.5% (6)	18.8% (15)	38.8% (31)	25.0% (20)	4.55	80
Implement online employee applicant tracking system	3.8% (3)	12.5% (10)	10.0% (8)	12.5% (10)	10.0% (8)	51.3% (41)	4.66	80
						answered question		80
						skipped question		1

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Prioritize the shorter-term, quantitative objectives that may be subset to the goal improve availability, security and performance of key IT infrastructure

	1 (Highest Priority)	2	3	4	5	6 (Lowest Priority)	Rating Average	Response Count
Negotiate entry into the LONI ultra-high speed network for improved Internet bandwidth	27.5% (22)	25.0% (20)	16.3% (13)	18.8% (15)	6.3% (5)	6.3% (5)	2.70	80
Upgrade and replace aging network infrastructure	47.5% (38)	33.8% (27)	7.5% (6)	5.0% (4)	5.0% (4)	1.3% (1)	1.90	80
Upgrade and replace outdated ESSEX hosted phone services with a college-owned and operated, state-of-the-art PBX system	6.3% (5)	8.8% (7)	16.3% (13)	13.8% (11)	11.3% (9)	43.8% (35)	4.46	80
Improve critical building electrical failover capabilities by deploying natural gas generators on the roof at City Park – Buildings 1 & 10	11.3% (9)	15.0% (12)	33.8% (27)	16.3% (13)	18.8% (15)	5.0% (4)	3.31	80
Upgrade security for data closets college-wide by implementing card access platform	5.0% (4)	8.8% (7)	6.3% (5)	23.8% (19)	36.3% (29)	20.0% (16)	4.38	80
Improve data closet environmental conditions by improving air and battery backup capabilities	2.5% (2)	8.8% (7)	20.0% (16)	22.5% (18)	22.5% (18)	23.8% (19)	4.25	80
						answered question		80
						skipped question		1

Prioritize the shorter-term, quantitative objectives that may be subset to the goal seek a replacement to the SIS Plus system that focuses on enrollment management to improve student recruitment

	1 (Highest Priority)	2 (Lowest Priority)	Rating Average	Response Count
Improve college-wide communications by deploying single-point Portal technology with instant message capabilities	83.8% (67)	16.3% (13)	1.16	80
Develop and implement eForm platform	16.3% (13)	83.8% (67)	1.84	80
		answered question		80
		skipped question		1