INTEGRATED TECHNOLOGY PLAN

2026-2030

SANTA ANA COLLEGE

Contents

Introduction

The mission of Santa Ana College's Technology Advisory Committee (SACTAC) is to serve as a hub for academic and administrative technology planning at the college. The committee works closely with the district's Technology Advisory Group (TAG).

While most technology is managed centrally through the district's Information Technology Services (ITS) division in accordance with the district Strategic Technology Plan, Santa Ana College (SAC) leads digital transformation efforts as the largest college in the district with dedicated resources, local expertise and local planning efforts. SAC's technology plan integrates with and informs the institution's Comprehensive Educational Plan, as well as district technical planning as outlined in Appendix A – Technology Planning Structure.

Strategic Planning Process

SACTAC formed a Technology Planning Taskforce at the start of the 2025-2026 academic year to draft this plan. An outline was created with initial tasks to perform external and internal environmental analysis through the lens of the six strategic themes identified in the district Strategic Technology Plan:

1. Student Success and Support
2. Digital Transformation and Innovation
3. Equity and Inclusion
4. Data-Driven Decision-Making
5. Cybersecurity and Privacy
6. Standardization and Resilience

The taskforce continued to meet twice monthly to review progress and plan reports to SACTAC. The committee received regular reports and provided feedback on progress.

External Analysis

Sources for this analysis included:

- District Environmental Scans

- Forbes
- Educause

This analysis provides a comprehensive, evidence-based overview of global trends, emerging technologies, and scenario-based foresight in higher education, making it an ideal external reference for the next few years. By scanning social, technological, economic, environmental, and political forces — such as the rise of AI, evolving digital literacy needs, and shifting regulatory landscapes — these sources offered actionable insights and future-oriented scenarios that help Santa Ana College benchmark its technology initiatives, anticipate challenges, and align the Integrated Technology Plan with best practices and innovations from leading institutions worldwide.

The 2025 EDUCAUSE Horizon Report provides a research-driven guide for Santa Ana College as SAC faces rapid changes driven by technological innovation, global challenges, and shifting societal expectations. Through its organized review of emerging trends, tools, and possible future scenarios, the report helps decision-makers at Santa Ana College prepare for both obstacles and opportunities in administrative operations and instructional practices over the next five years.

Digital transformation at Santa Ana College is fundamentally reshaping both administrative operations and instructional practices. Informed by the Forbes Higher Education report, SAC's Integrated Technology Plan incorporates adaptive learning systems and robust technology tools to make the college smarter, more resilient, and better prepared for real-world demands in both administration and instruction. The plan leverages data, cloud technologies, and artificial intelligence recommendations to move toward more personalized, efficient experiences aligned with student goals and workforce needs.

Artificial Intelligence

The external environment for artificial intelligence in higher education is moving rapidly from experimentation to system-level governance, shared infrastructure, and vendor partnerships—while simultaneously demanding clear ethical, privacy, and academic-integrity safeguards. At the state level, the California Community Colleges (CCC) Chancellor's Office published a system AI workplan and Human-Center Principles for Adopting Generative AI (Appendix B – The HUMANS AI Framework), while the Academic Senate for CCC (ASCCC) created a rubric for evaluating AI tools (Appendix C – Criteria for Evaluating AI Tools).

The state Chancellor's Office is also coordinating large-scale initiatives to provide systemwide access to tools, training, and shared services for millions of students and staff. These include partnerships with major vendors such as Google. Such centralization shifts procurement, vendor risk management, and many operational questions to the district and system levels.

AI policy adoption at the district and college level varies widely within the California Community College system. Many existing policies focus on academic integrity and are often initiated through an Academic Senate resolution. Many schools and districts either have no policies or are currently developing them.

Nationally, higher-education leaders and consortia are emphasizing governance frameworks, vendor and data stewardship, role-based professional development, and ethical/rights-based guidelines for AI deployment (EDUCAUSE, 2024; Association of Governing Boards, 2024), while faculty governance bodies are producing model policies on integrity and acceptable use to guide local implementation. Debate is ongoing about citing output from AI, with many schools taking the position that generative AI is an algorithm, not a source.

Cybersecurity

Cybersecurity threats are growing daily and geopolitical forces are increasing the likelihood of state-sponsored attacks on local governments. According to a December 2025 report by Careful Security, 91% of higher education institutions reported a cyberattack in the last 12 months and nearly 40% of those attacks resulting in negative outcomes such as data loss or system downtime. Recently, the University of Pennsylvania, Columbia and New York University have been the victims of data breaches.

Internal Analysis

Internal analysis included a review of existing district and local strategic plans:

- District Strategic Technology Plan
- District Facilities Master Plan (FMP) and 2024 Addendum
- SAC Comprehensive Educational Plan
- SAC Student Equity Plan

It also included a review of enrollment data dashboards, computer hardware / mediation equipment inventory and standards, technology resource requests, and the results of a campuswide poll (Appendix D – Initiative Alignment Survey).

District Technology and Facilities Plans

The district's Strategic Technology Plan sets the vision and priorities for technology across all campuses, emphasizing student success, digital transformation, equity, and cybersecurity. It establishes a collaborative framework for technology decision-making, ensuring that investments are aligned with both districtwide and college-specific goals. This plan encourages ongoing assessment and adaptation, so technology initiatives remain relevant and effective as needs evolve. Its focus on standardization and resilience means that future technology projects will be scalable, secure, and able to support new instructional models and student services.

The district Facilities Master Plan and 2024 Addendum provide the physical blueprint for campus modernization, identifying which buildings and infrastructure need replacement, renovation, or expansion. These documents highlight the urgent need for flexible, technology-enabled learning spaces, improved accessibility, and sustainable operations. By prioritizing new construction and upgrades - such as Hyflex classrooms, expanded labs, and consolidated student support centers - the plans ensure that the physical environment will be ready to support the technology goals outlined in the Strategic Technology Plan.

Together, these plans directly impact the 2026-2030 Integrated Technology Plan by aligning technology investments with campus modernization efforts. The Integrated Technology Plan will need to leverage the strategic direction from the Strategic Technology Plan and the infrastructure roadmap from the FMP, ensuring that new and renovated spaces are equipped with robust IT systems, digital resources, and support services. This coordinated approach will help the district deliver innovative, equitable, and future-ready learning environments for all students and staff.

SAC Comprehensive Educational Plan

The Santa Ana College Comprehensive Educational Plan (CEP) provides SAC Goals and Objectives in alignment with District Strategic Directions. As a result, Santa Ana College adopted the following four *Strategic Goals*:

1. Ensure equitable access to innovative educational programs and comprehensive support services fostering student success in achieving workforce readiness, successful transfer opportunities, and personal developmental goals.
2. Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices.
3. Cultivate equitable campus culture to support student, faculty, and staff belonging and success.
4. Strengthen supportive infrastructure that facilitates equity, a sense of belonging, and trust among faculty, staff, and students.

The CEP also notes some challenges and opportunities around technology.

Challenges:

- Rapid changes and advancements in technology; artificial intelligence (AI) and virtual reality mainstream
- Lack of consistent, reliable, standardized data
- Lack of technology to support current needs

Opportunities:

- Strengthen intra-district communication and collaboration; improve inefficient processes and invest in technology solutions
- Address data integrity issues and provide disaggregated data
- Expand use of disaggregated data to inform planning and outcomes assessment decisions
- Provide consistent, reliable, disaggregated data to assist employees in identifying barriers to student retention and success

- Develop an ongoing professional development program designed to meet the diverse training needs of new and current employees; benefits include increased employee satisfaction, morale, and effectiveness, thereby supporting improved student support and success

Enrollment

The Comprehensive Education Plan features in-depth external and internal data scans that inform the college on the priorities of the region and the reach of the institution (pgs. 82-140). Concurrently, SAC's Equity Plan demonstrates dedication to enhancing equitable access to education through instructional programs like those that support incarcerated learners.

Dual Enrollment

Santa Ana College's Dual Enrollment program continues to expand, growing over 40% during the previous three academic years. This growth supports the college's commitment to equitable access, clear educational pathways, and opportunities for students to earn college credit prior to high school graduation. As participation grows, the program increasingly depends on technology systems that can support scale, improve transparency, and reduce administrative barriers for students and school partners.

The implementation of dualenroll.com has strengthened the program's digital infrastructure by streamlining registration, improving user experience for students and high school partners, and reducing manual processing demands in Admissions and Records. Likewise, the program has adopted a student dashboard built on the district's Snowflake data lake to better monitor participation and outcomes. The program is also currently investigating a dedicated communication channel via Canvas.

Continued growth in Dual Enrollment will require strong data tools and reporting capacity and the continued development of dashboards and data sources that can support school partners and improve data visibility. Advancing this work will require continued collaboration with ITS, Student Information Support, and Institutional Effectiveness, and leveraging tools such as Power BI and Snowflake.

Online Teaching

Santa Ana College's award-winning Distance Education program has continued to expand, aligning with statewide goals for quality, access, innovation, and affordability. Enrollment in online courses has continued to grow over the past three years (Appendix E – Enrollment Trends in Online Teaching). This growth reflects the college's capacity to meet student demand through flexible learning modalities that include fully online and hybrid instruction while also supporting broader statewide efforts to reduce student costs through Zero Textbook Cost pathways.

Student readiness is supported through SAC Quest for Online Success and other training, which prepare students for effective participation in online learning. Faculty quality assurance is maintained through the Online Teaching Certification and Peer Online Course Review process, resulting in more than 120 SAC courses receiving Quality Reviewed badges on CVC.edu.

Distance Education continues to strengthen the college's digital infrastructure and capacity for data-informed decision making. The program focuses on identifying technology solutions that directly support student retention and the college's completion agenda. The emerging REAL Student Dashboard exemplifies this direction, integrating course engagement and achievement data to help faculty and staff proactively support students. As the dashboard evolves, it has the potential to serve as a model for future institutional technology that enhances student success and equity outcomes. Continued investment in personnel, training, and technology will ensure the sustainability and equitable delivery of online education for all Santa Ana College students.

Artificial Intelligence

Santa Ana College began incorporating AI by adding chatbots to the SAC website in 2023, prior to the rise of generative AI. Since then, generative AI using large language models has become the predominant approach of industry. This development reduces the effort required by departments to maintain the AI's knowledge, as the AI can directly access information from other sources that departments already manage. The SAC website is a primary example, providing the AI instant access to information that departments post there. However, departments retain access to adjust the responses of the bot relative to their respective areas, ensuring the "human in the loop" principle is maintained.

The chatbots embedded in SAC's website also provide students with a simplified interface to their student records. Using their existing secure login, students can retrieve limited information from their records in the student information system. This expands the ability of students to be served outside of business hours and reduces the time it takes to obtain such information, providing a superior interface to the student information system compared to legacy applications like Self-Service. While the set of information that is retrievable is currently limited, future expansion is anticipated.

The college is also participating in the use and evaluation of AI systems provided by entities that have agreements with the CCC Chancellor's office, including Nectir and Playlab. A faculty-led professional learning community is supporting this work and professional development related to AI.

A joint Academic Senate AI taskforce made recommendations to the respective senates in 2025, and a districtwide taskforce has been established to help guide the strategic adoption of AI at the colleges. The districtwide taskforce has drafted a plan to establish various AI taskforces at each college and at the district office.

Recommendations

While the environment for higher education and technology will continue to experience rapid change, this document makes recommendations intended to supplement existing initiatives and help move the college forward. It is the intent of SACTAC to review these recommendations regularly and to treat this plan as a "living document."

Data Governance and Decision-Making

As AI proliferates and tools outside of the institution's control consume our data, SAC's data must be governed carefully to give AI the best possible chance of providing the correct information. This is especially true of information publicly available via SAC.edu. Many people will learn about SAC not through our website directly, but through AI that consumes our website for them. Outdated information on the site will become misinformation that AI can spread like wildfire, making it essential that the accuracy of the site be maintained. The institution should clearly define responsible parties for stewardship of all data, including the information on the website, in accordance with the Administrative Regulation on Data Governance, AR 3750.1.

Data must also be clearly classified by its level of sensitivity, such as internal vs. public, to guide usage. This is essential for the proper protection of information and a necessary step for the institution to be able to recommend which tools to use and which tools to avoid for certain data classifications. Accordingly, the committee recommends the adoption of an Administrative Regulation on data classification at the earliest opportunity.

Proper application of data governance principles and practices requires professional development for faculty, staff and administrators. Training on data-driven decision-making using data tools, platforms and dashboards should be provided with data governance regulations included as appropriate.

Artificial Intelligence

The adoption of artificial intelligence must be governed as well. AI should be used strategically and purposefully within carefully designed frameworks and with clear guidance from the institution, such as the Academic Senate's Joint AI Taskforce recommendations. The privacy of student data must be protected, and guidance should include a principled approach that keeps humans at the center. The HUMANS AI Framework should be adopted as one such guide. An AI tool evaluation rubric, substantially similar to the ASCCC's, should also be adopted to inform the selection process of such tools.

Carefully governed, SAC has the potential to deliver transformative value with AI that cannot be delivered by external AI tools. The integration of SAC's chatbot with the student information system, Colleague, is an example of value that can only be provided by the college: quickly serving a student's information from their individual private records. Within established frameworks, the college should invest in tools that allow the institution to build targeted AI resources for specific applications, whether to enhance support for students in a particular class or to tailor support for faculty interfacing with college resources.

The college should continue to support collaboration and participation in local AI workgroups and learning communities, as well as those available in the region and state, to glean best practices and to support professional development. Such engagement is vital to ensure the continued maturity of the institution's approach to AI and to provide strategies and responses to issues of particular concern, like the use of agentic AI in academics. SACTAC should support the work of local AI workgroups and function as a clearinghouse for AI governance.

Equity and Inclusion

SACTAC recognizes that accessibility plays a key part in the achievement of an equitable institution. Additional resources and training are needed to ensure that SAC continues to improve in this competency. Technology products and services must be implemented in a manner that ensures all campus programs, services, and activities are usable by everyone – regardless of disability, socioeconomic status, prior educational opportunity, justice-impacted circumstances, language background, race, ethnicity, and other identity factors. This is especially critical given recent revisions to ADA Title II regulations that require all web content and mobile apps used at our institution to be fully accessible.

Virtual Technology

Virtual technology is expanding rapidly and gives the college powerful ways to reduce equity gaps in access to academic tools and resources. With these platforms, students are able to:

1. Run demanding, high-performance applications on inexpensive laptops or tablets.
2. Use SAC software and complete coursework beyond traditional lab hours, supporting students with varied work, family, and class schedules.
3. Access coursework, software, and tools from any location with an internet connection, which is especially valuable for commuters, working adults, incarcerated students and students with mobility limitations.

SAC's Digital Dons program helps by lending devices and offering a curated set of software, but the hardware it provides cannot support the most resource-intensive applications. Virtual desktop technology fills that gap by delivering high-performance computing without requiring students to own high-performance machines.

Beyond virtual desktops, the college should also invest in virtual and augmented reality platforms. These immersive technologies allow students to explore complex concepts through simulation, strengthening comprehension, and creating richer, more engaging learning experiences.

Cybersecurity and Privacy

SAC must reduce its vulnerability to cybersecurity attacks by adopting best practices and meeting the current California Community College Information Security Standard in accordance with Board Policy 3730. The institution must also ensure compliance with the Gramm-Leach-Bliley Act Safeguards Rule, including but not limited to implementation of multi-factor authentication (MFA).

District data is a critical asset to be protected, and security literacy is a necessary competency that all personnel should achieve. Regular cybersecurity training should be required annually for all employees to protect this critical asset.

Inmate Education

Education for inmates is essential for workforce development, rehabilitation, and successful reentry into society. Given the strict security requirements of correctional environments, the instructional technology used for inmate education should focus on closed-network and offline-capable systems. The college should implement secure learning platforms that allow access to approved course materials, digital textbooks, assessments, and multimedia content without requiring internet connectivity. When applicable, learning management systems (LMS) should be configured for restricted use in collaboration with correctional IT and security personnel.

To support inmate education, SAC should use durable and secure hardware, such as locked-down laptops, tablets, or computer lab workstations, all approved by correctional partners. These devices would be set up to prevent unauthorized communication, data transfer, or access to content. Technology refresh cycles and maintenance plans would align with facility requirements to ensure a seamless instructional experience.

Student data would be stored and transmitted using secure methods that comply with standards set by both the college and correctional partners. There would be clear protocols for access, retention, and reporting of this data.

Faculty working in correctional settings should receive training on the use of secure instructional technologies, alternative methods for content delivery, and strategies for teaching in low- or no-

connectivity environments. Instructional designers and IT services would work together to adapt digital materials for offline use and ensure they are accessible to all learners.

Standardization and Resilience

Computers and classroom mediation hardware are currently funded with a mix of one-time funds and a $500,000 baseline budget allocation. SACTAC makes a recommendation annually to the Planning & Budget Committee for a supplemental allocation to fully fund a refresh of this technology through the Technology Replacement Plan.

For fiscal years 2023-2024 through 2026-2027, the cost to fully fund the plan has averaged approximately $2.0M. As an increasing number of remote workers will add additional laptops to the inventory, this cost may be expected to increase as well. SACTAC recommends ITS track computer usage to identify unused and underutilized machines to help manage this cost increase, and consider a policy of one machine per user when possible.

SACTAC also reaffirms its prior recommendation that a baseline of $1.5M be allocated annually to fund the Technology Replacement Plan. Anticipated refresh needs are detailed in Appendix F – Computer Aging Report and Appendix G – Classroom Technology Forecast.

Additionally, SAC's data center is aging infrastructure that needs to be modernized to support the continued operations of the college. SACTAC recommends upgrades to HVAC, backup and continuous power sources, and security infrastructure.

End-User Support

Some business systems are not used district-wide and are thus administered locally by the College. Other district-wide systems, such as Canvas, have local instances that are administered by the College. A partial list of systems used campus-wide that are currently administered locally include:

- Blackbelt
- Canvas
- Cornerstone
- Nuventive
- Ocelot

- Regroup
- Starfish

As Santa Ana College continues to invest in business systems, with over 150 currently in use, the college should ensure that appropriate personnel are put in place to support and administer those systems. Local departments, such as Distance Education and Student Information Support, are providing the primary end-user support for many campus-wide business systems but the number of support personnel has either flattened or decreased. The institution should conduct a Total Cost of Ownership evaluation of proposed system purchases to quantify the resources required to support new systems.

Some IT infrastructure components such as integration, security, and networking remain centrally supported by ITS. Recent investments in security and multi-factor authentication have increased the effort necessary to handle user support requests, such as for login resets. Given the expected continuing investment in security technology and the corresponding increase in end-user support needs (including training), adding personnel to the ITS Help Desk is recommended.

Initiatives

SACTAC recommends the following initiatives in support of the Comprehensive Educational Plan and the strategic direction of the institution. Initiatives are grouped by strategic theme and aligned with the goals (referenced in brackets [ ] below) of the district Strategic Technology Plan.

Student Success and Support

1. Improve the availability and performance of enterprise student software, such as Canvas and the Library resources, to help support strategic enrollment initiatives [District 1.a].
2. Explore and recommend a Customer Relationship Management system to be used for personalized outreach, enrollment management, student services, and student retention strategies [District 1.a].
3. Implement case management software to support student success initiatives like Guided Pathways and Vision 2030 [District 1.b].
4. Ensure that software platforms that support teaching and learning integrate with existing systems like Canvas [District 1.b].

5. Enhance awareness of available technology tools and resources to ensure all students are informed and equipped for success [District 1.c].

Digital Transformation and Innovation

1. Provide learning opportunities about AI tools such as the CCC Chancellor's Office Google suite initiative and publish an AI microsite on the SAC website [District 2.a].
2. Adopt a framework for evaluating and selecting AI tools [District 2.a].
3. Explore and adopt virtual and augmented reality technologies for instructional areas such as healthcare, engineering, art, library and career technical education disciplines [District 2.b].
4. Scale online student support using artificial intelligence and real-time chat technology [District 2.d].

Equity and Inclusion

1. Explore and adopt mobile accessibility apps that provide campus navigation, service access, and emergency support for students with mobility challenges or mental health needs [District 3.a].
2. Explore and adopt inclusive courseware design tools to help faculty create accessible and culturally responsive content and to include templates and guidelines for universal design for learning (UDL) [District 3.a].
3. Ensure digital content complies with the latest accessibility standards (including screen reader compatibility, adjustable text sizes, and high-contrast modes) or that Equally Effective Alternative Access Plans (EEAAP) are in place [District 3.b].
4. Explore and adopt user assistive technologies and tools to support equity and inclusion, such as language translation tools [District 3.b].
5. Expand software applications available to students, such as through the Digital Dons program, potentially using Virtual Desktop technology [District 3.b].

Data-Driven Decision-Making

1. Explore dashboards for faculty, staff, and administrators to monitor student engagement, attendance, and performance trends [District 4.a].

2. Define data stewards, data access for each user at the appropriate level and include data governance principles and regulations in professional development training [District 4.b].
3. Provide professional development training on how to set goals and plans around data-driven decision making, data tools, platforms, and dashboards [District 4.c].

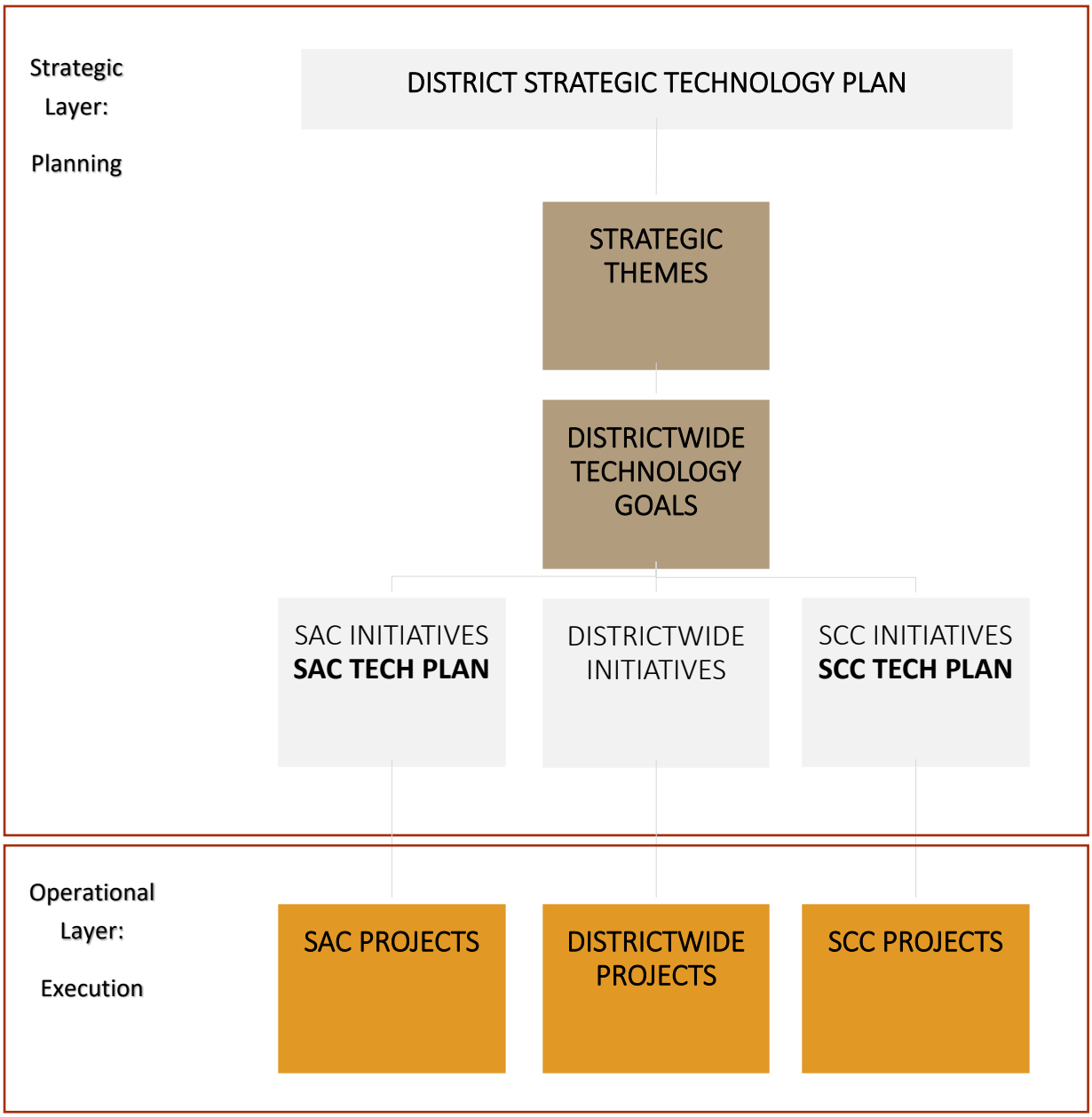
Cybersecurity and Privacy

1. Explore AI-powered threat detection to enhance protection against increasingly sophisticated attacks targeting student data and campus infrastructure [District 5.a].
2. Evaluate supportive frameworks such as the Higher Education Community Vendor Assessment Toolkit (HECVAT) [District 5.b].
3. Adopt modern cloud-based security tools to protect remote learners, staff, and faculty accessing campus systems from off-site locations [District 5.b].
4. Explore technologies like biometric and behavioral authentication to add a layer of security for sensitive systems while reducing reliance on passwords [District 5.b].
5. Provide annual, required security training to educate faculty and staff on topics such as phishing, password hygiene, verifying the identity of students before sharing sensitive information, and safe online behavior [District 5.c].

Standardization and Resilience

1. Explore and adopt a Business Continuity Planning (BCP) system to assess risk, minimize downtime and data loss, and streamline planning across departments and ensure quick access during emergencies [District 6.a].
2. Permanently fund a sustainable technology refresh / computer replacement cycle in alignment with adopted district standards [District 6.a].
3. Mediate remaining unmediated classrooms including upgrades and refresh [District 6.a].
4. Implement a standard platform for seamless scheduling, kiosk and queuing to support in-person and online student services [District 6.b].
5. Increase help desk capacity with additional personnel [District 6.c].

Appendix A – Technology Planning Structure



Appendix B – The HUMANS AI Framework

- **H***uman-Centered Approach* — Include humans in the design and testing process to achieve successful outcomes and ensure students, faculty, administrators and staff have equitable access to tools, training and solutions that minimize bias and improve outcomes.
- **U***niversal Support* — Provide students, faculty, administrators and staff the option to opt out, where appropriate. Provide reliable access to a human qualified to quickly address and remedy problems.
- **M***anaged Privacy Controls* — Give students, faculty, administrators and staff agency over how their personal data is collected and used. Set parameters that shield from abusive data practices via built-in protections and ensure only necessary student data is collected for the sole purpose of increasing access and support.
- **A***lgorithmic Discrimination Protections* — Ensure algorithms and systems are designed in an equitable way and free of discrimination. Take appropriate and swift action to remedy tools found to be discriminatory.
- **N***otice and Explanation* — Provide sufficient notification to students, faculty, administrators and staff about the use of an automated system, how it impacts them and how it contributes to outcomes.
- **S***afety and Security* — Protect students, faculty, administrators and staff from unsafe or ineffective systems.

Source: https://www.cccco.edu/About-Us/GenAI-and-the-future-of-learning

Appendix C – Criteria for Evaluating AI Tools

Evaluating Artificial Intelligence (AI) Tools in an Academic Setting Rubric

1. Assess Each Criterion: Evaluate the AI tool based on the criteria listed in the rubric. Each category has four performance levels: Excellent (4), Good (3), Fair (2), and Poor (1). Assign a score to each criterion based on the tool's performance.
2. Provide Justifications: Document specific observations or evidence supporting the assigned scores. This can include test results, faculty feedback, or vendor-provided documentation.
3. Compare AI Tools: Use the rubric to compare different AI tools under consideration. A cumulative score can help prioritize tools that best align with institutional needs.
4. Review and Iterate: This rubric should be used iteratively throughout the pilot phase. Regular reviews and feedback should inform necessary adjustments or reconsideration of the tool's implementation.

Criteria

Ethical Use and Transparency

Topic	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Data Privacy and Security	Fully complies with data regulations (e.g., GDPR, FERPA) and ensures secure, responsible data storage and use.	Mostly complies with data regulations with minor gaps in security policies.	Partially complies; potential risks in data security and privacy.	Does not comply with key data regulations; significant security risks.
Bias and Fairness	Proactively mitigates bias and promotes inclusivity. No evidence of discriminatory outcomes.	Addresses bias but has some areas for improvement.	Limited bias mitigation strategies; potential for discrimination.	Lacks fairness measures and has demonstrable bias issues.
Transparency	Clearly explains decision-making processes; easy for educators to interpret.	Provides some explanation of AI decisions; moderate transparency.	Minimal transparency; difficult to understand decision-making.	Opaque AI logic; lacks explanation or clarity.
Accountability	Clear mechanisms for accountability in decision-making.	Defined accountability but not fully transparent.	Limited accountability measures.	No accountability measures in place.

Impact on Teaching, Student Support and Learning

Topic	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Pedagogical Alignment	Strong alignment with educational goals; enhances active and personalized learning.	Aligns with curriculum; provides general support for learning.	Some alignment, but limited impact on pedagogical strategies.	Misaligned with curriculum; hinders effective teaching and student support .
Student Engagement and Autonomy	Encourages high student engagement and personalized learning.	Supports student engagement but lacks full adaptability.	Limited student engagement; does not fully support diverse learning needs.	Discourages engagement or restricts student autonomy.
Customization and Adaptability	Highly customizable for individual student/faculty needs.	Moderately adaptable with some customization features.	Limited customization options.	No adaptability for different learning needs.
Assessment and Feedback	Provides timely, meaningful, and constructive feedback.	Offers useful feedback but lacks depth or timeliness.	Limited or generic feedback mechanisms.	No feedback or inconsistent assessment support.
Instructors Role	Augments the instructor's role effectively.	Supports educators but may require some oversight.	Requires significant oversight from instructors.	Replaces or diminishes the educator's role.

Academic Integrity

Topic	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Cheating Prevention	Strong mechanisms to detect and prevent cheating.	Moderately effective in preventing cheating.	Basic cheating prevention with loopholes.	No measures to prevent academic dishonesty.
Transparency in Grading	Fully transparent grading with faculty oversight.	Mostly transparent; minor gaps in reviewability.	Limited transparency; difficult for faculty to verify grades.	Opaque grading; no faculty review available.
Originality and Authorship	Promotes student originality and clear authorship.	Some mechanisms to support originality.	Limited safeguards against AI-generated work.	Encourages or enables academic dishonesty.

Usability and Accessibility

Topic	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Ease of Use	Intuitive interface with minimal learning curve.	Usable with some training required.	Requires significant effort to learn.	Difficult to use and implement.
Support for Diverse Needs	Fully accessible and compliant with WCAG standards.	Mostly accessible with minor gaps.	Some accessibility features but lacks full compliance.	Not accessible for diverse needs.
Integration with Existing Systems	Seamlessly integrates with LMS and academic software.	Integrates well but requires some adjustments.	Limited integration capabilities.	No integration with academic systems.

Scalability and Sustainability

Topic	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Scalability	Can scale effectively to larger cohorts or multiple departments.	Some scalability potential with limitations.	Limited scalability; may struggle with larger implementation.	Not scalable beyond initial pilot.
Cost and Licensing for students, faculty, and institutions	Affordable and sustainable long-term investment.	Moderately priced with some ongoing costs.	Expensive with limited financial sustainability.	High costs make it unsustainable.

Source: https://asccc.org/sites/default/files/Criteria_for_evaluating_AI_tools_2024_rubric_r.pdf

Appendix D – Initiative Alignment Survey

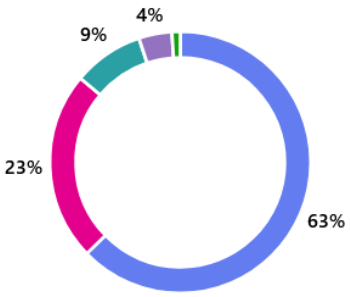
The committee surveyed faculty, staff and students with the following introduction:

> *The SAC Technology Advisory Committee has drafted initiative recommendations to complement those in the current district Strategic Technology Plan (available at https://rsccd.edu/tag). Final recommendations will be included in the new SAC 2026-2030 Integrated Technology Plan being created by the committee.*
>
> *For each initiative recommendation below, please indicate how much you agree that it is aligned with the institution's goals. Initiatives are grouped using the Themes from the district plan.*

In addition to rating each initiative on a Likert scale, respondents were given the opportunity to provide open-ended comment under each Theme. The topic most commented upon was AI. This was also the topic with the most negative comments, while the topic of increasing help desk / end-user support received the most positive comments.

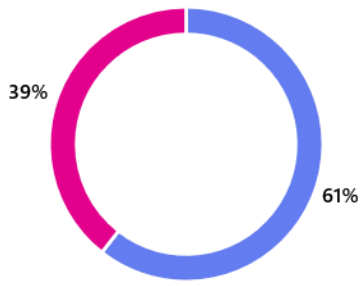
There were 396 responses to the survey. Over 60% of respondents identified themselves as students.

I am a student.	244
I am a faculty member.	91
I am a classified staff member.	34
I am an administrator.	16
Other	4



Of those students, the majority said they were credit students.

Credit	152
Noncredit	99



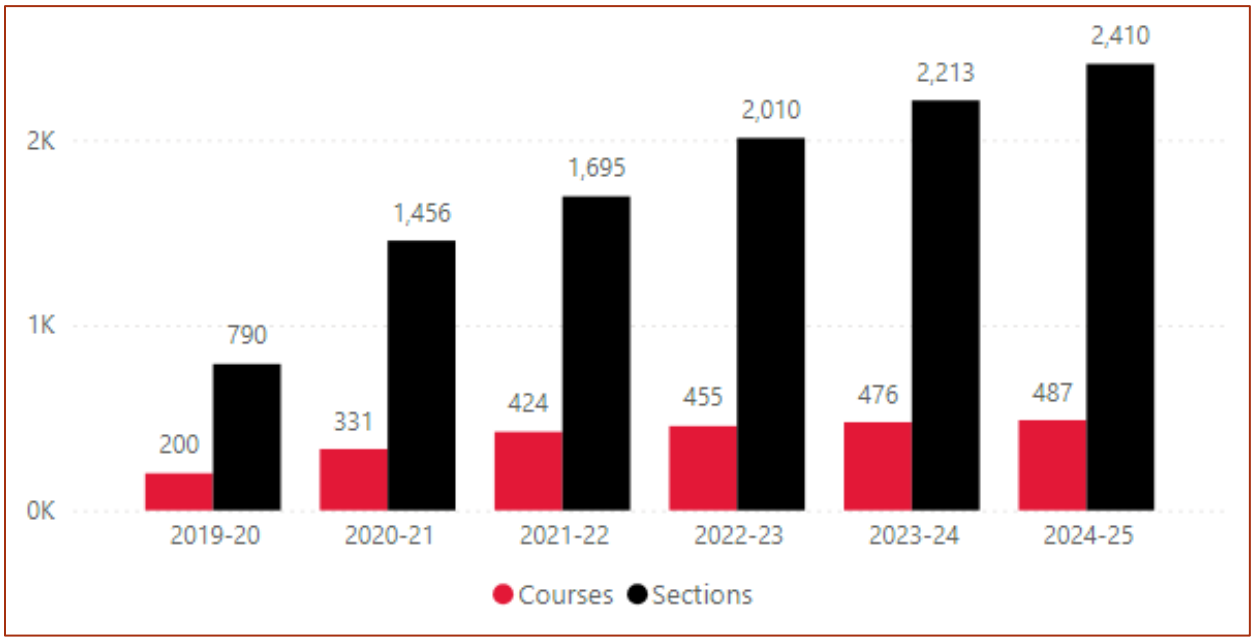
Six percent of those identified as students indicated that they were members of Student Government.

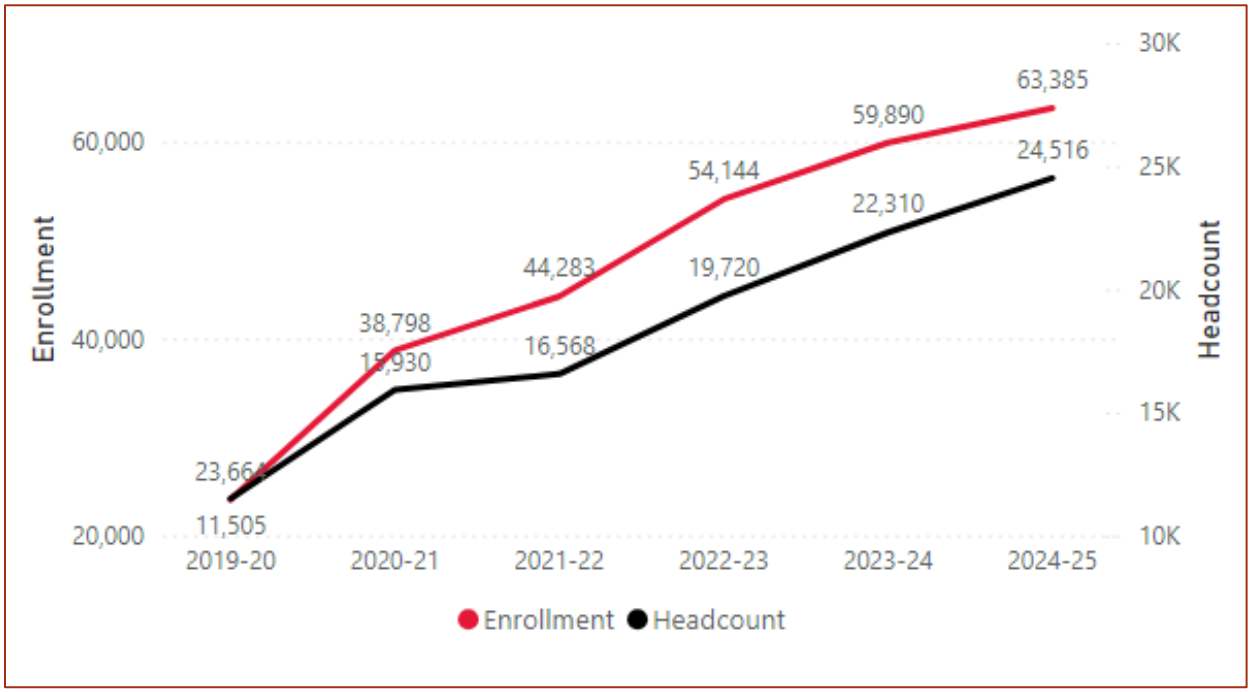
36. Are you a member of Student Government?

Respondents also indicated whether they were full-time or part-time, with slightly more respondents identifying themselves as part-time.

Appendix E – Enrollment Trends in Online Teaching

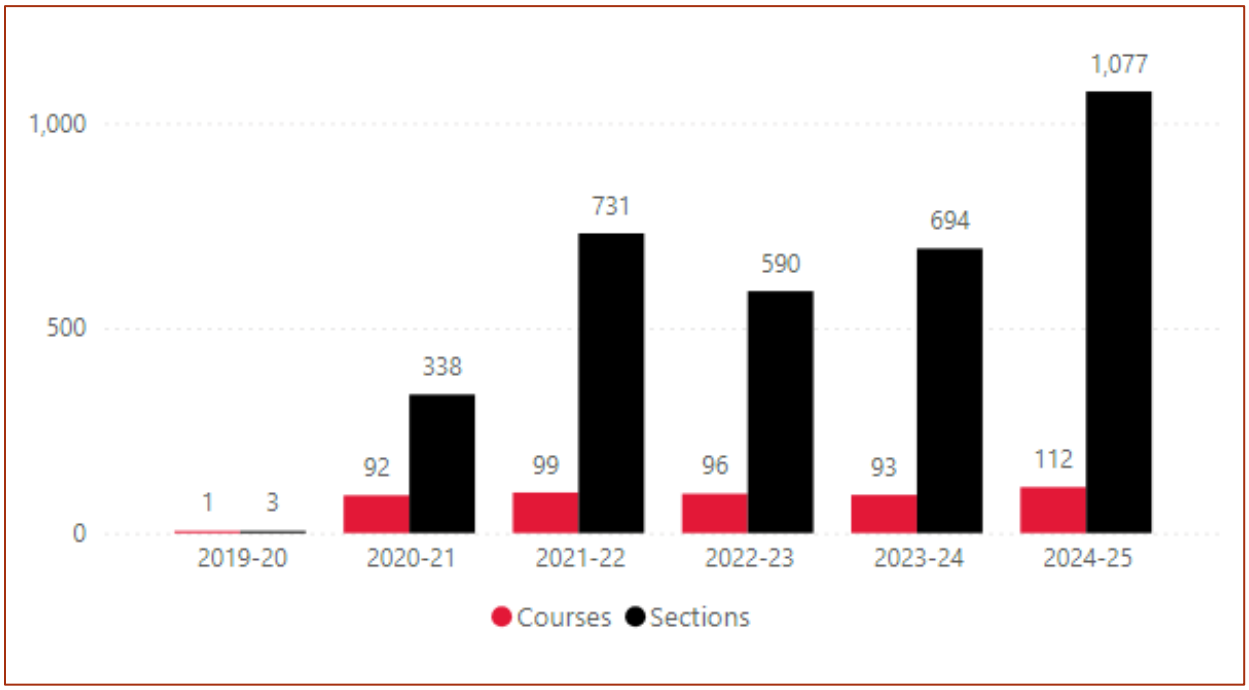
Credit

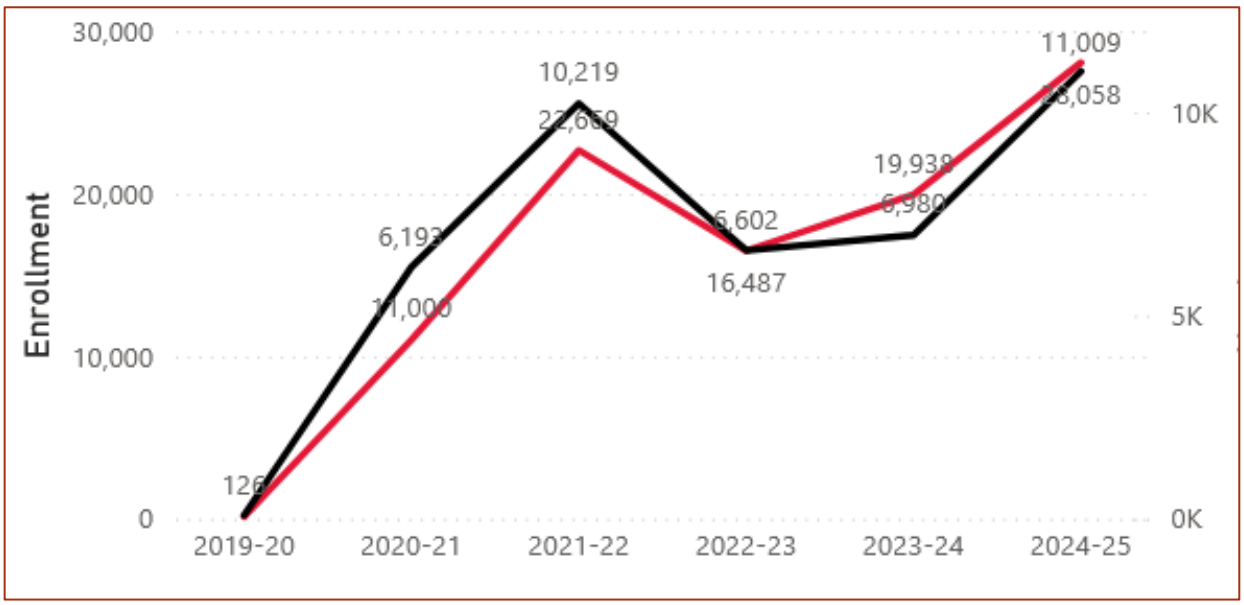




Source: [Distance Education Dashboard]
*Filtered by **Modality** (is Online), **Credit_NonCredit_Flag** (is Credit)*

Noncredit





Source: [Distance Education Dashboard]
*Filtered by **Modality** (is Online), **Credit_NonCredit_Flag** (is Non-Credit)*

Appendix F – Computer Aging Report

Five-Year Replacement Cycle Cost Projection

	‘26-'27	‘27-'28	‘28-'29	‘29-'30	‘30-’31
Instructional Desktops	$325k	$770k	$336k	$158.2k	$157k
Instructional Laptops	$863k	$60.8k	$252.8k	$88k	$112k
Non-instructional Desktops	$386k	$350k	$92.4k	$112k	$158k
Non-instructional Laptops	$41k	$32k	$22.4k	$19.2k	$32k
Total	**$1.61M**	**$1.46M**	**$776.4k**	**$377.4k**	**$459k**

Five-Year Replacement Cycle by Quantity

	‘26-'27	‘27-'28	‘28-'29	‘29-'30	‘30-’31
Instructional Desktops	250	550	240	113	110
Instructional Laptops	523	38	158	55	70
Non-instructional Desktops	297	250	66	80	113
Non-instructional Laptops	25	20	14	12	20
Total	**1095**	**1033**	**530**	**260**	**313**

Appendix G – Classroom Technology Forecast

Seven-Year Classroom Technology Cycle Cost Projection

	‘26 – '27	’27 – '28	’28 – '29	’29 – '30	’30 – ’31	’31 – 32	’32 – 33
# Rooms	29	23	31	19	46	42	30
Total	**$1.64M**	**$828k**	**$1.1M**	**$684k**	**$1.37M**	**$1.35M**	**$1.1M**

Seven-Year Classroom Technology Cycle by Location

	Building / Area	**# Rooms**
‘26 – '27	C, G (Main Gym), H, N, Athletic Fields	**29**
‘27 – ‘28	J, K, L, T	**23**
’28 – '29	SC, JSC	**31**
’29 – '30	HS, CJA	**19**
’30 – ’31	I, School of Continuing Education	**46**
’31 – 32	D, Phillips Hall	**42**
’32 – 33	A, S, W, G	**30**

Appendix H – Acknowledgements

Special thanks to the members and guests of the SAC Technology Advisory Committee for contributing to this plan:

Marvin Gabut	Ron Gonzalvez	Jennifer Hoeger	Jose Lopez Mercedes	Lupo Lozano
Adam Morgan	Alexander Natale	Kelly Nguyen	Jimmy Nguyen	Luis Pedroza
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Parisa Samaie	Dane Clacken			