

Internal Admin Control

STATUS: Drafting

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Logs(/ProjectCharter/Logs/24)

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ARC TECHNOLOGY MASTER PLAN (2025-2026)

December 2025- December 2026

Sponsor: Operations Council

Project Background and Need (Why is the project necessary?)

ARC's previous Technology Master Plan 2014-2019 was developed under the **prior governance structure**, before the creation of the current Integrated Planning model and before Operations Council was assigned formal oversight.

Because of its age, the previous plan:

- No longer reflects current technology practices, needs, or systems
- Does not align to ARC's 7-year planning rhythm
- Does not reflect post-pandemic technology changes
- Does not incorporate new cybersecurity, data governance, accessibility, or digital equity requirements
- Does not capture new technology tools, cloud environments, or SMUD/energy-related tech
- Was created before significant modernization (Wi-Fi upgrades, classroom tech, M365, MFA, etc.)

According to the Integrated Planning Guide, the Technology Master Plan must:

"assess the current state of ARC technology, identify future needs, and advance technological progress"

Given the outdated nature of the old plan, the new plan must **begin with a structured assessment** of:

(1) what worked, (2) what remains incomplete, and (3) what should be prioritized next.

This plan will realign ARC's technology strategy with its mission, equity commitments, instructional needs, and institutional priorities.

Project Purpose and Scope (What is the project expected to encompass? What are the boundaries?)

Purpose

To develop a comprehensive, updated Technology Master Plan that reflects the current technology environment at ARC, evaluates past progress, and defines clear priorities and implementation pathways for 2026–2033.

Scope Includes:

- Collecting and analyzing relevant technology data (usage, inventories, incidents, survey results) to inform findings and recommendations.
- Assessing the previous Technology Plan (what worked, what remains, what to prioritize next)
- Evaluating current technology systems, infrastructure, applications, cybersecurity, and support models
- Gathering input from faculty, staff, students, and district partners
- Identifying technology needs for instruction, operations, data governance, research, accessibility, and equity
- Aligning technology advancement with the college mission and strategic plan
- Establishing metrics, timelines, and implementation steps
- Creating a governance-ready Technology Master Plan

Boundaries:

- The charter focuses on planning, not implementing each technology project identified.
- District IT systems or enterprise tools will be evaluated but not redesigned.
- The project will not develop, change, or rewrite technology-related policies; policy alignment will be reviewed only to ensure consistency with existing District and ARC standards.

Project Objectives (What is the project expected to achieve?)

PROJECT OBJECTIVES (What is the project expected to achieve?)

The project will:

1. **Assess the previous Technology Plan**, including:
 2. What has been completed
 3. What has worked effectively
 4. What is outdated or no longer applicable
 5. What remains incomplete
6. **Define current-state needs using qualitative and quantitative data**, including inventories, usage patterns, surveys, focus groups, and system analytics, across:
 7. Infrastructure, networks, hardware lifecycles
 8. Cloud and systems architecture
 9. Data governance and cybersecurity
10. Instructional technologies and digital pedagogy

11. Student-facing tools and equity access
12. Support services and staffing models
13. **Identify and assess technology access gaps and digital disparities** affecting disproportionately impacted student, faculty, and staff groups, and develop strategies to address readiness, usability, and support barriers.
14. **Develop prioritized future directions** based on evidence and stakeholder input, grounded in the data collected during the assessment phase.
15. **Align technology goals with ARC mission, equity commitments, accreditation Standard III.C, and district-wide strategies.**
16. **Produce a fully vetted, governance-approved Technology Master Plan** for 2026–2033.

Project Deliverables (What items will be produced during the project?)

1. **Technology Plan Assessment Report**
2. Summary of what worked
3. What was completed
4. What did not work or is no longer applicable
5. What remains incomplete
6. Gaps, barriers, and lessons learned
7. **Technology Current State Report**
8. Infrastructure
9. Systems
10. Security
11. Support services
12. Instruction/student needs
13. **Draft Technology Master Plan 2026–2033**
14. **Implementation Roadmap**
15. **Governance Review Summary**
16. **Final Plan (published)**

Success Indicators (How will success be measured or determined?)

The project will be considered successful when:

- A written Technology Plan Assessment Report is completed and reviewed by the project team.
- The previous plan has been thoroughly evaluated
- The new plan reflects accurate current-state needs

- Technology access gaps and digital disparities experienced by disproportionately impacted populations are identified, addressed in recommendations, and visible in the final plan
- Stakeholders confirm the plan is comprehensive and actionable
- Operations Council recommends the plan to ELT
- ELT approves the plan
- Implementation roadmap is realistic and measurable

Project Assumptions (What conditions are believed to exist?)

- The old plan's content may not be easily comparable and will need interpretation
- IT, faculty, staff, and district partners will provide accurate information
- Campus needs will continue to evolve
- Data access (usage patterns, inventory, incident history) will be available
- Adequate time and staffing are available for discovery and analysis

Project Risks, Constraints, or Dependencies (What factors might impact the project? How might the project intersect with the internal or external environment including other projects?)

- District IT governance and enterprise systems may limit local decisions
- Staffing and bandwidth for IT and participating departments
- Incomplete documentation from old plan era
- Rapid changes in cybersecurity and regulatory requirements
- Budget constraints for future implementations

Other Considerations (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; college-wide cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)

The plan must reflect:

- Technology equity & access
- Accessibility and universal design
- Security, compliance, and risk mitigation
- Staff training and support structures
- Instructional technology needs for online, hybrid, and on-ground teaching
- Integration with districtwide systems and Los Rios IT standards

Project Timeline/Key Milestones

Initiation

Date Range 2025-12-01 - 2025-12-31

Project initiation and charter development

Preparation

Date Range 2026-01-01 - 2026-01-31

Project planning; team scheduling; initial research and discovery; preparation for kickoff

Team-Based Work

Date Range 2026-02-01 - 2026-05-31

Assess the prior plan, analyze current needs, gather campus input, review equity and accessibility, and establish early framework themes. Convert findings into a full draft by completing infrastructure and security analysis, lifecycle mapping, the Future Outlook section, the implementation roadmap, and the September draft.

Formal Review

Date Range 2026-09-22 - 2026-12-31

Review and adoption of deliverables through governance processes

Closure

Date Range 2026-12-01 - 2026-12-31

Celebrate the project team's work and archive artifacts of the project

Standard Description of Project Stages

PROJECT STAGES	DESCRIPTION
Initiation	Activities leading to the authorization and chartering of a project team
Preparation	Activities which occur once a team is authorized and can be conducted independently to plan, schedule, and setup the project (project management steps)
Team-Based Work	Activities which occur in a collaborative environment in which the project team works based on the scope of the charter
Formal Review	Activities by which deliverables are submitted to the sponsoring council for formal approval; may involve a sequence of governance review including ELT and/or other entities; formal review may result in acceptance of the deliverables; request for the project team to revisit the design/refinement stages; or abandonment of the project
Closure	Activities to celebrate the success of the project and archive the artifacts of the work completed

Planned Governance Flow of Deliverables

Operations Council

Deliverable Date 2026-09-22

1st Reading

Operations Council

Deliverable Date 2026-10-27

2nd Reading

Executive Leadership Team

Deliverable Date 2026-11-02

1st Reading

Executive Leadership Team

Project Stakeholders (Who has a vested interest in the project? Who will it impact?)

- Sponsoring Council
- Project Team
- Project Steward
- Academic Senate
- Associated Student Body
- Classified Senate
- PES
- Management beyond PES

Communication Plan (How will information be shared with the stakeholders?)

Based on the previously stated stakeholder list, the general plan for sharing project information is as follows:

- Project Steward communicates to Sponsoring Council monthly regarding project status updates.
- Forward Motion communicates to College monthly regarding brief updates on project work.

Conflict Resolution

Any matter of significance which cannot be resolved by the project leads may be referred to the appropriate administrator (typically the chair of the sponsoring council) or to the President's Executive Staff (PES). Any significant change in charter scope will require approval of a revised charter by the Executive Leadership Team (ELT).

Project Membership

Koue Vang
Role Lead
Constituency Management
Perspective Vice President of Administrative Services

Minh La
Role Co-lead
Constituency Classified
Perspective Supervisor - Information Technology

Margaret Lednicky

Role

Member

Constituency

Management

Perspective

AVP of Administrative Services

Mike Day

Role

Member

Constituency

Management

Perspective

Director - District IT

Randy Walker

Role

Member

Constituency

Classified

Perspective

IT Specialist - IT Equipment

Thomas Brunton

Role

Member

Constituency

Classified

Perspective

IT Technician - Instructional Lab

Ryan Bonomo

Role

Member

Constituency

Classified

Perspective

IT Analyst - Programming/Software

Randy Schuster

Role

Member

<p>Constituency Faculty</p> <p>Perspective Faculty - Design Tech</p>

Tak Auyeung

<p>Role Member</p> <p>Constituency Faculty</p> <p>Perspective Faculty Representative - Business & Computer Science</p>

Joe Rust

<p>Role Member</p> <p>Constituency Faculty</p> <p>Perspective Faculty Representative - Counseling/Student Services</p>

Gillian Medeiros

<p>Role Member</p> <p>Constituency Classified</p> <p>Perspective Classified Representative - Student Services</p>

Clint Allison

<p>Role Member</p> <p>Constituency Classified</p> <p>Perspective Supervisor - DSPS</p>

Mikenna Modesto

<p>Role Member</p> <p>Constituency Management</p> <p>Perspective Dean of Library and Learning Resources</p>

Amanda James
Role Assistant
Constituency Classified
Perspective Assistant

Project Organization, Roles, and Responsibilities

ROLE	RESPONSIBILITIES
Project Leads	<ul style="list-style-type: none"> Prepares, leads, and follows up on meetings (see details of the Role of the Chair in the ARC Governance Framework) Communicates the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables through informal review processes Submits the final deliverables to the sponsoring council for approval
Project Steward (may be one of the leads or a separate individual)	<ul style="list-style-type: none"> Manages the project on behalf of the sponsoring council Drafts the charter in consultation with the sponsoring council's chairs Conducts preliminary research to gather information on promising practices, product options, or other relevant materials to inform the project Develops a work plan based on the charter to organize, sequence, and schedule the work of the project team within the available time frame Reports progress to the sponsoring council Maintains and archives project documentation at the conclusion of the project Assists the project leads as needed
Team Members	<ul style="list-style-type: none"> Participates in all project meetings and activities Supplies valuable knowledge and perspective (often based on the individual's responsibilities or role at ARC) May be assigned specific project tasks to complete outside of project meetings Assists with the "heavy lifting" that is required to accomplish the project deliverables
External Consultant (optional)	<ul style="list-style-type: none"> Provides expertise and assistance from an external (non-ARC) perspective
Executive Sponsor (optional)	<p>Large, high-impact projects only:</p> <ul style="list-style-type: none"> Champions the project from the executive level to secure buy-in and ensure viability Communicates project purpose and vision Allocates appropriate resources to support effective development, execution, and institutionalization Maintains awareness of project status and helps mitigate risk Mediates conflicts and facilitates dialogue to resolve project issues Assumes other responsibilities as appropriate based on the project scope

Student Participation

The student voice contributes a diverse perspective to ARC project teams and is highly valued. As project teams have widely varied meeting schedules which can require a substantial time commitment, a flexible set of options have been defined to ensure that project dialogue and deliverables are influenced by the student perspective.

Please check one or more boxes below that indicate the methods the project lead/co-lead intend to use to facilitate student participation during this project.

METHOD	DESCRIPTION	COMPENSATED?
<input type="checkbox"/> ASB Appointment	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. This option is considered the standard method of representation.	Yes

METHOD	DESCRIPTION	COMPENSATED?
<input type="checkbox"/>	Student Resource Panel In consultation with ASB, create a student resource panel that is called upon by the project lead/co-lead to provide student input at key points during the project. The resource panel may be an existing group of students (e.g., Sages) or a temporarily formed group assigned to the project.	Yes
<input type="checkbox"/>	ASB Direct Involvement Lead/co-leads work directly with ASB to be placed on an ASB agenda, present the project concept, and solicit input from students during a regularly scheduled ASB meeting.	No
<input type="checkbox"/>	Student Survey or Focus Group Project conducts a student survey or focus group through the Institutional Research Office and uses the results to inform the work of the project team.	No, but incentives may be provided on a case-by-case basis.
<input type="checkbox"/>	Student Forum or Gallery Walk Project holds a student forum or gallery walk during which large groups of students can provide input in response to narrative or visual prompts. ASB would be asked to assist in publicizing the date/time of the event to the student constituency.	No
<input type="checkbox"/>	Other (please specify intended methods) TBD – methods for collecting input from the college as a whole (including students) are yet to be determined	