

**Agenda for December 6, 2018**

2:30 p.m. - 4:00 p.m.

Board Room, District Office - Room #107

1. Technology Update – ITS:
  - ITS Governance Initiatives – Gonzalez
    - MIS Improvements and Data Governance
    - Project Portfolio Management
    - Ticketing workflow standards: Response time
  - Applications Team Projects – Davis
    - Multiple Measures AB705
    - Enrollment Management Tool
    - 1098T
    - Electronic Budget Change Form
2. Technology Update – Colleges
  - SAC – Steffens
  - SCC – Rodriguez
3. Follow up on Data Classification Information Security Policy
4. Approval of TAG Minutes – November 1, 2018
5. Other

**Next TAG Committee Meeting:** February 14, 2018

**The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.**


[DATA GOVERNANCE: THE BASIC INFORMATION](#)
[THE DGI FRAMEWORK](#)
[DATA CARTOONS](#)
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## ADVERTISEMENT


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## Data Governance: The Basic Information

Here's the essential WHO-WHAT-WHEN-WHERE-WHY-HOW information about Data Governance, some short answers to basic questions, and links to more detailed information located throughout this website.

### WHO is involved with Data Governance?

Data Governance is of concern to any individual or group who has an interest in how data is created, collected, processed and manipulated, stored, made available for use, or retired. We call such people Data Stakeholders. Often, [Data Stakeholders](#) are OK with letting various IT Management and Data Management teams decide how to do the tasks we've listed above. But sometimes, these activities require decisions that really should be made by groups of stakeholders according to an agreed-upon process for making those decisions; that's when Data Governance comes into play. Such decision-making (and other activities) are facilitated and coordinated by centralized resources; in [The DGI Data Governance Framework](#), we describe a [Data Governance Office \(DGO\)](#). We also describe [roles and responsibilities](#) for Data Stewards across the organization.

### WHAT does Data Governance mean, and what does it do?

Data Governance means "the exercise of decision-making and authority for data-related matters."

More specifically, Data Governance is "a system of decision rights and accountabilities for information-related processes, executed according to agreed-upon models which describe who can take what actions with what information, and when, under what circumstances, using what methods."

When people refer to Data Governance, they might be talking about

- organizational bodies
- rules
- decision rights (how we "decide how to decide")
- accountabilities, or
- monitoring, controls, and other enforcement methods.

Data Governance programs can differ significantly, depending on their [focus](#) (on Compliance, on Data Integration, on Master Data Management, etc.) Regardless of the "flavor" of governance, however, every program will have essentially the same three-part mission :

1. to make/collect/align rules,
2. to resolve issues, and
3. to monitor/enforce compliance while providing ongoing support to Data Stakeholders.

### WHEN do organizations need formal Data Governance?

Organizations need to move from informal governance to formal Data Governance when one of four situations occur:

1. The organization gets so large that traditional management isn't able to address data-related cross-functional activities.
2. The organization's data systems get so complicated that traditional management isn't able to address data-related cross-functional activities.

## Create KPI

3. The organization's Data Architects, SOA teams, or other horizontally-focused groups need the support of a cross-functional program that takes an enterprise (rather than siloed) view of data concerns and choices.
4. Regulation, compliance, or contractual requirements call for formal Data Governance.

### WHERE in an organization are Data Governance Programs located?

This varies. They can be placed within Business Operations, IT, Compliance/Privacy, or Data Management organizational structures. What's important is that they received appropriate levels of leadership support and appropriate levels of involvement from Data Stakeholder groups.

Note: Data Governance programs are rarely successful if they fall under Application Development on the corporate org chart, since it is often AppDev teams who are called upon to make compromises as part of satisfying other stakeholders' needs. Likewise, Data Governance programs that report into a Project Management Office may be compromised, since Project Managers who are charged with finishing projects on time and on budget may be dis-incented to bring light to the types of data-related issues that require governance attention.

### WHY use a formal Data Governance Framework?

Frameworks help us organize how we think and communicate about complicated or ambiguous concepts. The use of a formal framework can help Data Stakeholders from Business, IT, Data Management, Compliance, and other disciplines come together to achieve clarity of thought and purpose.

The use of a framework can help management and staff make good decisions – decisions that stick. It can help them reach consensus on how to “decide how to decide.” That way, they can more efficiently create rules, ensure that the rules are being followed, and to deal with noncompliance, ambiguities, and issues.

### HOW does an organization “do” Data Governance?

First, they decide what's important to them – what their program will focus on. Then they agree on a value statement for their efforts. This will help establish scope and to establish SMART goals, success measures, and metrics. Next, develop a roadmap for their efforts, and they use this to acquire the support of stakeholders. Once achieved, they design a program, deploy the program, go about the processes involved in governing data, and perform the processes involved in monitoring, measuring, and reporting status of the data, program, and projects.

Data Governance programs tend to start by focusing their attention on finite issues, then expanding their scope to address additional concerns or additional sets of information. And so, the establishing of Data Governance tends to be an iterative process; a new area of focus may go through all of the steps described above, at the same time that other governance-led efforts are well-established in the “govern the data” phase.

### HOW MUCH Data Governance do we need?

As little as will help you meet your goals. The DGI Data Governance Framework can be applied to pervasive, “big-bang” programs. But it was specifically designed for organizations that intend to apply governance in a limited fashion, then scale as needed. All the 10 components of Data Governance described in the framework will be present in the smallest of programs and projects; the level of complexity will grow as the number of participants or complexity of data systems increases.

By standardizing your teams on the terminology and concepts described in the framework, you're training your Business, IT, and Compliance staff to communicate with each other in a way that leads to realizing value from your data assets, managing cost and complexity, and ensuring compliance. A “act locally, but think globally” approach to Data Governance means your teams will be ready when it's time to tackle large or complex data-related issues.

### HOW do we assess whether we are ready for Data Governance?

It's important to assess readiness for Data Governance before you move from your current state to a more formal approach to governance and stewardship. Why? There may be a valid reason why the current model is in place. Likewise, there may be a good reason why change could be detrimental to the enterprise, a particular program or project, or even an individual's career. Red flags include:

- Refusal of business groups to get involved
- Refusal of leadership to sponsor a Data Governance effort
- The decision to implement a *bottom-up* program when the decisions and rules that must be implemented clearly must come down from the top of the organization
- The decision to empower a group (an outsourcer, partner, or team) to make data-related decisions for a data-related effort where they would benefit from NOT
  - considering an enterprise view
  - involving data stakeholders
  - correcting data issues

- acknowledging data issues

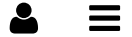
**BONUS QUESTION**

What's the most overlooked aspect of Data Governance?

**Communication** skills of those staff who sit at ground zero for data-related concerns and decisions. They need to be able to articulate many stakeholders' needs and concerns and to describe them in many vehicles and mediums. Often, the staff who sit in these positions don't have writing or public-speaking backgrounds, and they need help learning data-specific communication skills, creating communication plans, and developing email templates that ensure all stakeholders get the right level of information at the right time, in the right sequence to avoid political issues.

Luckily, **training** can provide these skills to data-savvy staff. With the right communication pieces sitting at the ready, your Data Governance team can go about the business of governance, confident in their ability to bring alignment to your diverse data stakeholder groups.

**Next: [Definitions of Data Governance](#)**



# Project portfolio management

## how to do the right projects at the right time

CONFERENCE PAPER | Portfolio Management | 19 October 2008

Oltmann, Jeff

### How to cite this article:

Oltmann, J. (2008). Project portfolio management: how to do the right projects at the right time. Paper presented at PMI® Global Congress 2008—North America, Denver, CO. Newtown Square, PA: Project Management Institute.

## Introduction

Project portfolio management (PPfM) is fundamentally different from project and program management. Project and program management are about execution and delivery---doing projects right. In contrast, PPfM focuses on doing the right projects at the right time by selecting and managing projects as a portfolio of investments. It requires completely different techniques and perspectives.

Good portfolio management increases business value by aligning projects with an organization's strategic direction, making the best use of limited resources, and building synergies between projects. Unfortunately, organizations often do portfolio management poorly. As a result, they fail to deliver strategic results because they attempt the wrong projects or can't say "no" to too many projects.

This paper summarizes current techniques for selecting, prioritizing, and coordinating projects as a portfolio to increase value to an organization.

## The Business Problem

Nearly all organizations have more project work to do than people and money to do the work. Often the management team has difficulty saying "no." Instead, they try to do everything by cramming more work onto the calendars of already overworked project teams or by cutting corners during the project.

Despite a heavy investment of people and money in projects, the organization still gets poor results because people are working on the wrong projects or on too many projects. Trying to do too much causes *all* projects to suffer from delays, cost overruns, or poor quality.

## The Solution

Effective project organizations focus their limited resources on the best projects, declining to do projects that are good but not good enough. PPfM enables them to make and implement these tough project selection decisions.

PPfM is a funnel that connects strategic planning to the execution of projects, making the strategic objectives executable. Exhibit 1 shows the PPfM funnel.

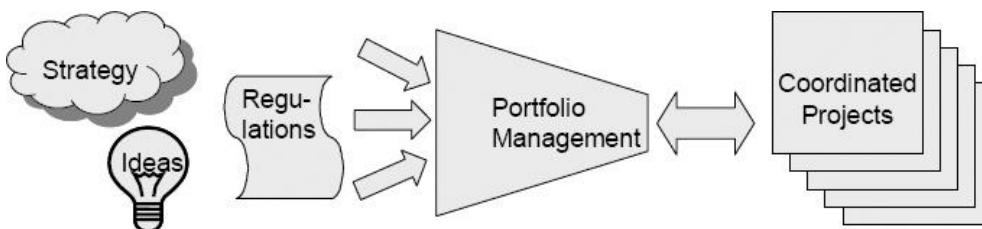


Exhibit 1: Portfolio Management Connects Strategy with Execution

The mouth of the funnel takes in all of the ideas for projects that the organization might do. These ideas may come from strategy, customer requests, regulatory requirements, or ideas from individual contributors. The purpose of the funnel is to select only those projects that meet certain criteria and to say "no" to the others. The resulting collection of projects is a focused, coordinated, and executable portfolio of projects that will achieve the goals of the organization.

PPfM complements project and program management. It aims the organization in the right direction by selecting the best projects to do. The selected projects are turned over to program and project management, which is the engine that initiates and completes them successfully. Doing projects right, doing projects together, and doing the right projects: Project organizations must excel at all three to have long-term success (Exhibit 2).

Project Management	Do projects right
Program Management	Do projects together
Portfolio Management	Do the right projects

### Exhibit 2

## The Portfolio Management Process

Exhibit 3 shows the five primary steps of the portfolio management process. (Figure 3-2 in *The Standard for Portfolio Management* shows a more detailed breakdown of these steps (Project Management Institute, 2006, p. 25):

1. Clarify business objectives
2. Capture and research requests and ideas
3. Select the best projects using defined differentiators that align, maximize, and balance
4. Validate portfolio feasibility and initiate projects
5. Manage and monitor the portfolio

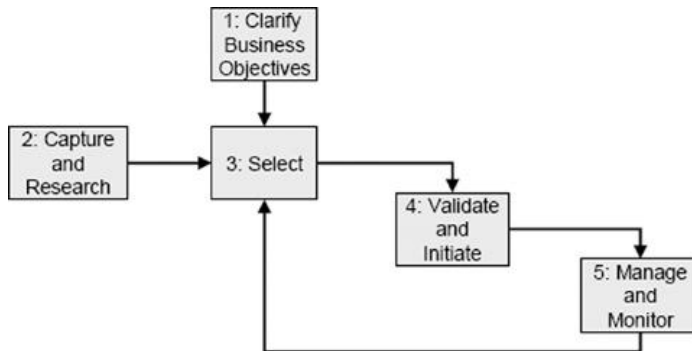


Exhibit 3--Portfolio Management Process Follows Five Steps

This process identifies the most important differentiators between projects, such as Return On Investment, risk, efficiency, or strategic alignment. Then it uses these differentiators to select the high impact projects, clear out the clutter, and set priorities. Trade-offs are made in a disciplined way, rather than by allowing the loudest voice to win.

The PPfM process accomplishes three things (Oltmann, 2006, p. 2):

1. *Aligns* execution with strategy. Each selected project must play a role in carrying out the strategy of the organization. No more pet projects!
2. *Maximizes* the value of the entire portfolio of projects to get the "most bang for the buck." Taken together, the projects must have a high return on the organization's investment. This may be in terms of dollars or other measures that are important to the organization.
3. *Balances* the portfolio. Makes sure that it is not lopsided---for example, by being too risky or too focused on short-term results.

September 2013



**Data Classification Standard**

**Version 1.0**



# CALIFORNIA COMMUNITY COLLEGES

Effective Date: 9/1/2013

Last Revision Date: 8/23/2013

## ***Introduction***

Community colleges collect, compile, store, and manipulate data from a variety of sources. In order to apply the appropriate security protocols for safeguarding the data, the college must first classify the data into one of three levels:

(1) confidential, (2) internal use, and (3) general. This document describes the three levels of data classification that California community college districts must adopt regarding the level of security placed on the particular types of information assets.

The three levels described below are meant to be illustrative, and the list of examples of the types of data contained below is not exhaustive. When it is unclear how a data set should be classified, the question should be referred to the district's or college's official data trustee for final determination.

Please note that this classification standard is not intended to be used to determine eligibility of requests for information under the California Public Records Act or HEERA. These requests should be analyzed by the appropriate district legal counsel or administrator.

## **Classification Description: Level 1 - Confidential**

### ***Protected Data***

Access, storage and transmissions of **confidential** information is subject to restrictions as described in the Asset Management Standard.

Information will be classified as **confidential** if it meets at least one of the criteria below:

#### **a) *Exposure Poses a Severe Risk***

Confidential data includes information whose unauthorized use, access, disclosure, acquisition, modification, loss, or deletion could result in severe damage to the college, its students, employees, or business partners. Financial





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loss, damage to the college's reputation, and legal action could occur if such information is not properly safeguarded.

### b) **Legal Obligation**

Information for which disclosure to persons outside of the institution is strictly governed by State or Federal statute with the intention to protect the privacy of an individual's information. California civil codes **1798.29, 1798.82 and 1798.84** requires the district to notify affected parties in the event of a data breach of certain private information.

### c) **Other Sensitive Information**

Information deemed by the district or college as highly sensitive, typically reserved solely for use within the college and limited to those employees with a specific need to know.

### ***Examples of Confidential information include but are not limited to:***

- *Passwords or credentials that grant access to Confidential and Internal Use data*
- *PINs (Personal Identification Numbers)*
- *Birth date combined with last four digits of SSN and name*
- *Credit card numbers with cardholder name*
- *Tax ID with name*
- *Driver's license number, state identification card, or other forms of national or international identification (such as passports, visas, etc.) in combination with name*
- *Social Security number and name*
- *Health insurance information*
- *Medical records related to an individual*
- *Psychological counseling records related to an individual*
- *Bank account or debit card information in combination with any required security code, access code, or password that would permit access to an individual's financial account*



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- *Biometric information*
- *Electronic or digitized signatures*
- *Private key (digital certificate)*
- *Personnel records*
- *Criminal background check results*

### **Classification Description: Level 2 - Internal Use**

#### ***Protected Data***

Access, storage and transmissions of **Internal Use** information is subject to restrictions as described in the Asset Management Standard. Information may be classified as **Internal Use** if it meets at least one of the criteria below:

#### **a) *Sensitive Nature of Data***

Information which must be protected due to proprietary, ethical, contractual or privacy considerations.

#### **b) *Exposure Poses a Moderate Risk***

Information which may not be specifically protected by statute, regulations, or other legal obligations or mandates but for which unauthorized use, access, disclosure, acquisition, modification, loss, or deletion of could cause financial loss, damage to the college's reputation, violate an individual's privacy rights, or subject the institution to legal action .

#### ***Examples of Internal Use information include but are not limited to:***

- *Identity Validation Keys (name with)*
  - *Birth date (full: mm-dd-yy)*
  - *Birth date (partial: mm-dd only)*
- *Photo (taken for identification purposes)*



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• *Student Information -Educational Records not defined as “directory” information as defined in FERPA and AP 5040, typically:*

- *Grades*
  - *Courses taken*
  - *Schedule*
  - *Test Scores*
  - *Advising records*
  - *Educational services received*
  - *Disciplinary actions*
  - *Student photo*
- *Library circulation information*
- *Trade secrets or intellectual property such as research activities*
- *Location of critical or protected assets*
- *Licensed software*
- *Vulnerability/security information related to a COLLEGE/DISTRICT or system*
- *District or college attorney-client communications*
- *Employee Information*
- *Employee net salary*
  - *Home address*
  - *Personal telephone numbers*
  - *Personal email address*
  - *Payment history*
  - *Employee evaluations*



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- *Pre-employment background investigations*
- *Mother's maiden name*
- *Race and ethnicity*
- *Sexual orientation*
- *Parents' and other family members' names*
- *Birthplace (City, State, Country)*
- *Gender*
- *Marital status*
- *Physical description*
- *Other*

### **Classification Description: Level 3 - General**

Information which may be designated by your COLLEGE/DISTRICT or by State or Federal statute as generally available and/or intended to be provided to the general public.

Disclosure of this information does not expose the college to financial loss or jeopardize the security of the college's information assets.

Information at this level requires no specific protective measures but may be subject to appropriate review or disclosure procedures at the discretion of the COLLEGE/DISTRICT in order to mitigate potential risks.



## CALIFORNIA COMMUNITY COLLEGES

### ***REVISION HISTORY***

### ***RESOURCES AND REFERENCE MATERIALS***

#### **Useful Guidelines:**

#### **Related Principles:**

#### **Sound Business Practices:**

#### **Laws, State Codes, Regulations and Mandates:**

- California Civil Code 1798.29, 1798.82, and 1798.84
- Family Education Rights and Privacy Act (FERPA)

## **Asset Management**

The COLLEGE/DISTRICT must provide for the integrity and security of its information assets by identifying ownership responsibility, as defined with respect to the following:

- Owners of the information within the COLLEGE/DISTRICT.
- Custodians of the information.
- Users of the information.
- Classification of information to ensure that each information asset is identified as to its information class in accordance with law and administrative policy.

**Technology Advisory Group**  
Board Room – District Office, Room 107  
2:30 p.m. – 4:00 p.m.

**Meeting Minutes for November 1, 2018**

**Members Present:** Jesse Gonzalez, Dean Hopkins, Scott James, Elliott Jones, Jim Kennedy, Cherylee Kushida, Mary Mettler, Daniel Oase, Alfonso Oropeza, Sergio Rodriguez, John Steffens, Amy Styffe, Pat Weekes, Student Vincent Vargas - SCC Student

**Members Absent:** Archana Bhandari, Tammy Cottrell, Jorge Forero, Estefania Perez - SAC

**Guest:** Stuart Davis

**Discussion**

1. Call to Order
  - Meeting called to order at 2:30 p.m.
2. Information Security Data Classification AR
  - The group went over the major changes that Mr. Steffens proposed under “Data Ownership” as part of his concerns from last meeting. Additional corrections were noted.
  - Key points under this category were reviewed diligently: define what restricted, internal or public data is; level of protection should be determined by what type of data is being protected. We certainly need to consider implementing technical limitations and/or controls that apply to data owners/data custodians, third party, software vendors (Pearson Ed, McGraw Hill and the like).
  - Mr. Kennedy reiterated that we need to be explicit and accurate with the guidelines we provide in the AR as we don’t want to expose ourselves (the district) to any unintended legal consequences.
  - Mr. Gonzalez keenly addressed that Data Classification AR will require training and the need to identify and address gaps and obscurities in order to move forward. We are not there yet, but will continue working towards a suitable document.
3. Technology Update – SAC and SCC ongoing projects by Sergio Rodriguez and John Steffens

SCC - Sergio Rodriguez

- Multiple Measures – Math test process is currently being restructured. Hoping to be completed by April 2019.

SAC - John Steffens

- MIS – Financial Aid is proactively working on correcting MIS reporting errors in hopes to prevent delays and assure timely submission. Assistance from ITS staff with processes and access in working towards providing accurate information as Financial Aid funding depends highly on MIS submissions.
- Provided an overview of Cranium Café demo he attended; this is one of the free tools that comes by joining the Online Education Initiative. The system has various

functionalities which will be beneficial for Student Services and has great potential to replace SARS.

- The system integrates with Canvas but is still in the process of expanding its capability to integrate with Colleague. Plan to pilot with Distance Education in spring 2019.
- Several SCC counselors have attended Cranium Café webinar and are currently in the evaluating process.
- Early Alert – still in the exploratory stage. Mr. Steffens along with the Student Services design team, will be attending Starfish (through Guided Pathways) demo on Tuesday, November 6<sup>th</sup>. Timeline for Early Alert is still undetermined.
- Mr. Gonzalez emphasized that when assessing new systems or tools to always consider their integration capability with Colleague. He also indicated that when these circumstances arise to try to network with our neighboring community colleges when possible regarding what systems and measures they use. We can leverage on these information to help standardize how we resolve issues and increase buying power.

#### 4. Comevo: Student Orientation Software Purchase

- Mr. Steffens shared that both campuses are moving forward with Comevo. SAC is working on obtaining the production quotes for the system contents. For SAC only – plan of roll out by summer 2019 for probationary workshops.
- Mr. Gonzalez mentioned that ITS has been helping SAC and SCC with funding their computer replacement plan in previous years. However, since SAC got approved for the full budget allocation required this year for computer replacements, ITS can use the funds intended for SAC's computer replacement for the purchase of Comevo instead and called for a motion to support this decision.
- It was moved by Mr. Kennedy, seconded by Mr. Steffens and approved by the committee to purchase the Comevo software and support for SAC and SCC. Mr. Rodriguez abstained. The base price includes 10 modules/videos and if needed, additional modules may be purchased.

	First Year	Recurring Cost
<b>SAC</b>	\$31,200	\$10,500
<b>SCC</b>	\$28,200	\$7,500
<b>Total</b>	\$59,400	\$18,000

#### 5. New desktop standard

- Mr. Gonzalez briefly went over the features and price difference of HP G4 from G3 which is an upgraded model and not a new desktop standard.

#### 6. Approval of minutes

- Mr. Gonzalez called for a motion to approve the TAG Minutes of October 4, 2018 meeting. A motion to approve the minutes was made by Mr. Kennedy, seconded by Ms. Kushida. Ms. Mettler abstained as she was not present at the last TAG meeting.

#### Informational Handouts Distributed

- Information Security Data Classification AR (markup version)
- Comevo First Year and Recurring Pricing for SAC & SCC
- HP G3 & G4 Price and Feature Comparison Sheet

#### Next Meeting Reminder: December 6, 2018

**2:30 to 4:00 p.m. in the Board Room (DIST-107)**

#### Adjournment

The meeting was adjourned at 4:02 p.m.