LMC Comprehensive Program Review
Administrative Services Units
Fall 2017

The following provides an outline of the required elements for a comprehensive program review for Administrative Services Programs.

1   EVALUATION/ANALYSIS

1.1   ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 4 years and respond to the feedback from last year's review.

To consider: Review your data and analyze where performance is declining. Is there a breakdown by gender, age, ethnicity and the populations described in the Student Equity Plan? (Veterans, DSPS, African American, ESL, low income students, Foster Youth) What is you action plan to address success in underperforming areas? What support services do you offer to meet these goals?

The following table illustrates the plan goals for the past 4 years, with current status/notes:

Plan Objective	2014/15	2015/16	2016/17	2017/18	Current Status/Notes
Campus Communication/Update	✓	✓	✓	✓	Ongoing, abandoned use of email/newsletter to communicate unit activity, will focus on interaction at committee and programmatic level
Internal Procedural Improvements	✓	✓	✓	✓	Ongoing, continuing to identify, diagnose, implement, document, and sustain improvements to procedural issues. Focusing on hardward inventory tracking, scheduledd replacment cycles, hardware definition/acquisition, and defined procedurals for desktop support
Staffing needs at Pittsburg and Brentwood Campuses	✓	✓	✓	✓	Ongoing, looking to improve use of SysAid (service ticket tracking) to identify issue volume and types. Will look to adjust staffing effort/application at current levels to meet needs.
Smart Classrooms (improvement & expansion)	✓	✓	✓	✓	Ongoing, made significant improvements in the Math building with all new A/V installs in seven classrooms, 2nd floor of the College Complex received nine new/updated Smart Classrooms
Staff Training Program		✓	✓	✓	Not completed
Infrastructure Improvements	✓	✓	✓	✓	Ongoing, continuing to identify issues with servers, image profiles, network configurations, wifi improvements, and
Inventory and Purchase Strategy Improvements for Software				✓	Not completed

While the Information Technology Services (ITS) unit continues to make progress on meeting their stated goals, there continues to be challenges to establishing <u>sustained</u> momentum on various facets of the college's information technology program.

Most of the factors that challenge the unit's ability to sustain progress on desired improvements, are centered on the following:

- <u>Staffing challenges</u>: During the last year, the manager (resignation) and programmer (retirement) have left the college. The manager position, in particular, has proven to be a critical component to the overall success of the program, due to the small size of the team. This position is currently under recruitment. The programmer position, had been focused on developing and maintaining locally developed, custom software interfaces to meet college needs. While the developed software has proven to be helpful, due to the customization of the applications, it is not feasible/sustainable to maintain the custom software for the long-term. The college is seeking to migrate to corporate/enterprise systems to meet these software needs. Therefore, the programmer position will not be recruited and instead converted into an additional technician/specialist position to better meet the college's evolving technology needs. In addition, the unit is evaluating the deployment of technician/specialists to more efficiently meet the diverse needs of the campus community.

- <u>Fiscal resource limitations</u>: Due to ongoing budget limitations, the college is limited in growing the effective use and application of smart classroom technology. Currently, most, if not all classroom upgrades are achieved via capital construction projects which are funded from non-operational dollars. Also, due to the limited operational dollars, hardware replacement cycles are pushed beyond industry standards, which leads to a larger application of staff resources to keep aging equipment/software running optimally. The unit projects this problem to grow, as the current equipment/technology in place continues to age, the demand for additional support will continue to grow and may not keep pace with evolving operating system and server software and security upgrades.

- <u>Staff Training and Development</u>: Due the constantly evolving technology available to faculty, staff, and students, it is increasingly difficult for the ITS unit to keep up with changing demands of the campus community. The operational budget does not allow for research and development of current technology trends and ITS is rendered reactive to newer technological trends to deliver instruction and/or administrative operations. Also, the staff is working to become more knowledgeable about the effective application and deployment of IT management tools and procedures with the assistance of the District Office. Historically, ITS has employed a set of tools for IT management, while generally being effective, there are other tools the district is employing at other campuses that are beginning to be learned and adapted for local use, to improve efficiency and effectiveness.

While ITS has been challenged to meet their goals, they have been able to move forward and continue to provide excellent service, despite the aforementioned challenges. This is due to the following:

- Current Staffing: The ITS staff is a dedicated group of IT professionals that constantly seek to provide solutions despite resource challenges. They continually seek to be creative in the

application of their knowledge to solve problems for faculty, staff, and students. There is at least 80 combined years of service amongst the team and they are well verse in the challenges that face the college's IT program. Given appropriate leadership, this team is primed to be even more successful in the coming years.

- **Categorical Funding Opportunities:** Due to the influx of categorical dollars on campus, ITS has been able to upgrade numerous computer labs and other instructional spaces during the last four years. While it would be optimal to have a sufficient operational resources to meet our replacement cycles, this influx of categorical dollars has been extremely helpful in upgrading instructional and administrative technology across campus, including computers for business, math, and science computer labs.
- **Capital Construction Projects:** Local bonds have afforded the college opportunities to renovate instructional space, upgrade administrative areas, and build new buildings. These projects have also afforded upgrades to infrastructure and computing technology, too. These advances have assisted in our equipment replacement cycles and helping to meet our ever-changing technology demands.

1.2   PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

Due to resource and time limitations, ITS has not been able to actively participate and/or create a beneficial, technology focused, professional development program. The staff have been able to participate in the district sponsored JobLinks training opportunities and other non-technology training via Flex activities, but they have not been able to invest in technology focused professional development.

1.3   COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

By nature, ITS efforts are collaborative with the campus community. As IT touches all parts of the campus community and growing in complexity, ITS is continually focused on working collaboratively with the entire campus community.

Due to ITS' need to improve its infrastructure needs and software acquisition deployment strategies, the working with categorical program managers in acquiring appropriate IT solutions, including acquisition

of laptops for the Law Enforcement Training Program, tablets for the Childcare Development Center, and the computers for the Business and English as a Second Language (ESL) computer labs.

2 LONG TERM GOALS (HOW TO GET THERE)

2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Internal Procedure Improvements	3, 4	Indirect support for all integrated planning goals
Goal 2: Staff Training Program	3, 4	Indirect support for all integrated planning goals
Goal 3: Infrastructure Improvements	3, 4	Indirect support for all integrated planning goals
Goal 4: Inventory/Purchase Strategy for Software	3, 4	Indirect support for all integrated planning goals

2.2 RESOURCE NEEDS TO MEET FIVE-YEAR GOALS

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	
Justification:			

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #

Department/Unit Name	Resource Type
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other

General Description	Est. Expense

Justification:

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #
#2	3, 4

Department/Unit Name	Resource Type
Information Technology Services	☑ Conference/Meeting ☐ Materials/Supplies ☑ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense
Technology Training Budget	$20,000

Justification:

The Information Technology Service unit needs funding to create a technology training program for their team members. Program will be centered around improving core skills and evolving technologies. The team seeks to improve knowledge and application of IT management software, such as Active directory, Microsoft server tools, other corporate applications. Due to the constantly evolving and changing IT management environment, having a highly trained IT staff is critical for effective IT support and staff retention.