Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Technical Services

Program Code: 6792 - TECHNICAL SERVICES

Review Type: Administrative

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The role of the Technical Services department is to provide an optimal level of current technology for the district through leadership, direction, planning services and support which promotes and facilitates the use and integration of technology for all academic and administrative requirements. The Tech Services staff evaluates and implements best practices and industry standards where appropriate. The major functions of this department are: Classroom Technology, Network Services/Security, Server Administration, Desktop Support Telecommunications, and Helpdesk services (in conjunction with Administrative Services staff). Effectiveness is measured through reports from network logs, network up time, and reports from the ITS Helpdesk system.

Review Team Response

Good description of how this program supports the college mission, however, did not see much evidence of some of these components of supports (i.e., classroom technology) in the body of the report. How does IT stay in tune with emerging concepts for academic technology? Webinars and industry education events are mentioned in non-instructional program information section, but on the professional development page, the only activities
mentioned are Microsoft office, CCERT, CISCO, InfoComm and network security; is there any further detail regarding emerging trends or academic technology?

**PROGRAM DATA**

**Enrollment**

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
### Retention Rate by Day, Evening, Online, Arranged

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
### Success Rate by Day, Evening, Online, Arranged

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's and how have you responded to the
results?

What program or course changes have been made based on the result of the assessed outcome?

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

Review Team Response

**NON-INSTRUCTIONAL PROGRAM INFORMATION**

How does your program improve, expand, or support student learning? How do you know?

The Technical Services supports the operation of the college by providing desktop and telecommunications support, server and network administration, and integrated classroom technology throughout the district. Support requests are entered into a central database through phone, email or web-based forms. Each support request and its solution are documented within the ISRepairs database. Technicians review their open cases and provides updates as work is completed. All open work requests are reviewed with the Director, Technical Services during bi-weekly meetings, at which time technicians discuss potential solutions and the best course of action is determined. Network Security and system up-time is monitored by the network/server administrators. Multiple software based monitoring systems have been placed into operation to ensure optimal performance. These systems provide 24 hour
notification to ITS staff should a problem arise. Often time’s problems are identified and resolved before district staff/faculty/students discover them.

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?
The Technical Services Department includes 16 fulltime staff members and 1 student apprentice and 3 student interns. The staff consists of Technical Support Specialist ~ specializing in Classroom technology, desktop support, or telecommunication support; Network Technology Technicians ~ specializing in network or server administration; Network/Server Administrators; Telecommunications Analyst; HelpDesk Coordinator; and Director. All staff members have attended training that is specific to their job responsibility. Technical Services staff take part in webinars and industry education events whenever possible. Many of our department members are enrolled in college courses, several have earned advanced degrees in the their fields. Technical Services staff members serve on numerous committees and working groups throughout the district. Our department evaluates it effectiveness by successfully limiting unplanned system-wide outages to less than .1% (2 hours/year). The Network/server administrator’s monitors system performance in real-time, allocating resources to higher demand systems. The Director, Technical Services ISRepairs reports daily to ensure efficient and effective use of Technical Services resources.

Review Team Response
The IT department provides the college with a wonderful service in the Help Desk, and classroom support of specific software. Staff functions and services are well described.

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)
Type of Service | What knowledge, skills, and/or abilities are learned? | How many students received this service? | Measured with?
--- | --- | --- | ---

| Type of Service | How does this contribute to student success? | How many students received this service? | Measured with? |
--- | --- | --- | ---

Additional information:

Review Team Response

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

Visionary Improvement Plan (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:

Improve network bandwidth and redundancy. With the increased reliance on technology, network/Internet bandwidth remains a precious commodity. By providing additional connections we can remove single point of failure, and add bandwidth to each building/site.
To which planning direction does this goal apply?
*Excellence in teaching and learning*
*Connectedness*
*Sustainability*

**Year 1 Steps to Success (activities) and VIP Assessment:**
Identify which building are connected to the old fiber hub. Create plan to move all building to new hub. purchase and install redundant connections at each building. Assessment can be measured by the creation of Fiber/media master plan. Additional assessment can be measured by the reduction in the number of buildings connected to the old fiber hub.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Continue to migrate buildings to new fiber hub Install redundant connections to each campus/site Install and test redundant high-speed connection to the Internet. This can be measured by the termination and removal of the old fiber hub Additional redundancy and increased bandwidth can be measured using event logs and reports from the monitoring software

**Year Three Goal:**
Migrate student wireless off of the campus secured CENIC connection and remove the Clean Access monitoring. By placing the Student wireless network on it own Internet connection, we can remove the software assessment check, and allowing authenticated students easier without having to load a third-party application.

To which planning direction does this goal apply?
*Excellence in teaching and learning*
*Flexible and continuous student support*

**Year 1 Steps to Success (activities) and VIP Assessment:**
- Research bandwidth requirements
- Identify most efficient Internet connection
- Migrate Cisco Wireless network to Standalone Connection

In conjunction with the State Chancellors Office and CENIC, monitor network traffic volume and network statistic logs to determine the size of the connection needed.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Evaluate the timelines and trends to determine if correct bandwidth is available. Adjust burstable line to meet the needs of the district. Migrate authentication to LDAP server
Use network event logs, real-time monitoring software, and IS repairs reports to identify needs.

**Year Three Goal:**
Implement additional virtual servers and virtual desktop technologies. Virtual servers virtual desktops and cloud based technologies provide the district improved technology, additional system redundancy and lower operating cost.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Evaluate existing servers to determine which standalone servers can be added to the private cloud. Purchase Virtual Machine licensees Migrate standalone servers to virtual environment. Success will be accessed by the reduction of existing standalone servers, and the increase in number of virtual servers installed in the district server farm.

Year 2 Steps to Success (activities) and VIP Assessment:
Continue to convert standalone servers to the virtual environment. Success will be accessed by having only those standalone servers that cannot be virtualized remain operational in the server farm.

Review Team Response
The goal is unclear; revision is required and/or the goal is a resource request and not a goal.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Office; CCERT</td>
<td>CiSCO Tele-presence; Network Security; Infocomm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Council, Classified Senate</td>
<td>Technology Committee; GEM; Distance Education</td>
<td>Commencement; Retirement Committee; Faculty Lecturer of the Year; Alumni Hall Of Fame</td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
Interacting with faculty, staff and students enables Technical Services members to establish rapport and relationships. These relationships often yield valuable information that assist us in the identification of problems and technical needs within the district.

Teaching/Years of Service

| 0-5 years | 6-10 years | 11-15 years | 16-20 years | 21+ years |
Given the data how has your program been impacted?

Does your program anticipate retirements within the next 3 years?
No retirements in the near future....

Review Team Response

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Hiring Criteria:
Year 2:
Hiring Criteria:
Year 3:
Hiring Criteria:

STAFF
Year 1
Year 2
Year 3

EQUIPMENT
Year 1
qty 2 golf carts to replace aging vans used by Technical Support Specialists
Year 2
qty 2 golf carts to replace aging vans used by Technical Support Specialists

**Year 3**
qty 2 golf carts to replace aging vans used by Technical Support Specialists

**TECHNOLOGY**

**Year 1**
Dell Server for VMs $17,000

**Year 2**
Cisco Core Switch $47,000

**Year 3**
Storage Area Network $140,000; Qty 2 10-Gig blades for Cisco Core Switch $27,400

**SOFTWARE**

**Year 1**
VMWare Software License $7,400

**Year 2**

**Year 3**

**OTHER**

**Year 1**

**Year 2**
Qty 9 1-Gigbit connections to campuses sites $9,000/month

**Year 3**
Redundant Internet Connection $2,200/month

**Review Team Response**
don't see where the van replacement is tied into any of the goals; equipment and software license requests appear to be in line and include costs - is shipping, tax and installation also included? It should! Thanks.

**Review Team Response**
The document seems unclear and does not contain enough information to be useful for planning, supporting and improving student achievement and SLO’s. Revisions required.
Final Summary Rubric: 2 - While there are areas that are unclear, overall the document would be useful for planning, supporting and improving student achievement and SLO’s/AUO’s.