

Plans for Technology Services >> 2018 - 2019 Technology Services CHC Administrative Services Annual Plan 2018-2019

Name : 2018 - 2019 Technology Services CHC Administrative Services Annual Plan 2018-2019

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Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

Updating this Question is Optional on the Annual Plan!

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational,

career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

Crafton Hills Department of Technology Services will provide a reliable and robust technology platform for student, staff, faculty, manangement, and others involved in self-improvement.

2. Description of Program

Updating this Question is Optional on the Annual Plan!

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients

Technology Services supports the delivery and dissemination of information through the following units: Network/Desktop support and Audio/Visual support. These areas provide all the constituencies of Crafton Hills College with a number of vital resources, such as, a stable and dependable data infrastructure, a current and purposeful desktop computing environment, technology equipped "Smart" classrooms, as well as instructional support for audio/visual needs e.g. classroom support, media conversion/duplication, and maintains the campus copier fleet. Campus Technology Services (CTS) also works in conjunction with District Computing Services (DCS) to ensure that district managed systems utilized by campus constituents are readily available through the campus network.

The attached document "Technology Services Organizational Structure 2017" demonstrates the current organizational structure of Technology Services. Service is provided to the entire campus community and to other outside campus visitors. Whether it is posters for the Transfer Center, a Power Point presentation to a class, club or community organization, or looking up information on the World Wide Web for a research paper, Technology Services either provides or supports these areas of service.

Network and Desktop Support is responsible for a number of computer, telephone, and communication related tasks, including, but not limited to, maintaining the campus communications infrastructure along with support for the off campus San Bernardino Emergency Training Center, the installation, upgrade, maintenance and support of desktop systems deployed to faculty, staff, in smart classrooms, and

in a number of specific use and open labs for use by students and the community, the creation, upgrade, and maintenance of general use and specific purpose servers, the installation and troubleshooting of VOIP (Voice Over IP) telephones, and also the installation and troubleshooting of desktop and networked printers, along with working with vendors to maintain the leased copier fleet. The unit diligently works to ensure that the campus community has the ability to connect to the Internet, including the various resources utilized in classrooms such as Canvas, YouTube, and Netflix streaming media content, connect to District resources, including programs like SARS and Colleague (Student Information System) that serve vital functions in the areas of Student Services, use email, have functioning phones and work on effective computer systems.

Technology Services understands that it essential for instructors, staff, and students to have direct access to state of the art audio-visual equipment in order to achieve high levels of student success and support the goals to which the campus and all of its divisions aspire. In pursuit of this, Audio-Visual Services aims to provide the highest quality media solutions to Crafton Hills College faculty, staff, students, and the community as a whole. Examples of some of the services provided are the ability to schedule specialized equipment for classroom use, meetings, and special events and respond to calls from "Smart" rooms when there is need. Audio Visual Services also takes part in special event planning when it includes audio reinforcement or the display of electronic media, and fulfills a role in the coordination of services both at Crafton and with the community. Audio Visual assists in the planning, purchasing and installation of new equipment, and the integration of existing technologies with the goal to design and build classroom technologies to be highly reliable, consistent and user friendly. Audio Visual services provide training and media conversion services.

Technology Services also provides support to the dedicated computer labs on campus. Technology Services strives to ensure that the technology-centric programs that utilize these labs have the appropriate hardware and software in order to facilitate the learning experience of the students. Technology Services regularly researches the hardware needs of the programs in order to ensure that appropriate hardware is always available. This allows the development of customized images for each student lab. The various divisions of the Technology Services Department work in conjunction to provide the highest levels of service and support to the Crafton Hills College campus and community. Through the inclusion and incorporation of the latest technologies, and rigorous support for the installed base of hardware and software, Technology Services, through Network/Desktop Support and Audio-Visual Services provides and maintains the technology platform necessary to facilitate learning in today's Connected Age.

3. External Factors with Significant Impact

Updating this Question is Optional on the Annual Plan!

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

Budgetary constraints of opportunities

Technology is not cheap; it ages poorly and is demanding of much attention. It is in a constant state of change. Enhancements and revision are constant. October 2003 ushered in "Patch Tuesday" from Microsoft. ([Celebrating 10 years of Patch Tuesday](#)). Gordon Moore in 1965 "states that transistor density on integrated circuits doubles about every two years." In a follow-up statement in 2005 said, "Another decade is probably straightforward...There is certainly no end to creativity." ([Moore's Law](#)) This has affected the budget of maintaining current or somewhat current technology in the classroom and office.

The district committed a million dollars per year funding for a five-year replacement cycle of district wide technology. Crafton Hills College's portion of the annual funding is \$397,196.80/year. The original intent designated the replacement of 245 units per year or one-fifth of the installed desktop computers on campus. Currently expectations are to replace one-fifth of current desktop computers, which has increased by 30%, but also replace classroom Audio Visual equipment, Data Center computers, switches, and all required licensing. The campus continues to expand the use of technology, i.e. 30% increase in desktop computers, additional use of tablets and laptops, rapid expansion of data storage, new and remodeled building, and the reliance on technology as an instructional tool. Bond funds covered the initial cost of expansion but ongoing replacement and licensing costs are the responsibility of the campus through the rotation funds.

Service area demographics

Technology Services shoulders the burden of keeping the campus up to date. There is a good deal of variety in the purpose and utilization of particular computer equipment, be it by faculty/ staff (569), students (919, or miscellaneous dedicated purposes(i.e. kiosks and control terminals)(35), or the vast array of levels of equipment deployed in the many smart classrooms about campus. Smart classroom setups in particular are a growing concern in recent years as technology becomes increasingly ubiquitous to the learning experience. Of the 84 identified spaces 81 enjoy at least a minimal level of technology, as evidenced by the attached document (Technology Equipped Instructional Spaces). The addition of new building and the remodel of others included major upgrades in classroom technologies. In addition, use of rotation funds provided the upgrade opportunity of areas not affected by major remodeling projects.

Outside of the classroom environment, there are the machines utilized in the various student areas and labs that constantly have to be updated, maintained, and upgraded as the software and/or equipment reaches the end of its functionality. Even beyond the classroom, there are the machines necessary for the faculty and staff who provide services to the campus. This equipment, much like the student use

machines and classrooms, is something that requires constant updating, maintenance, and upgrading on a regular basis. Include, also, the constant barrage of external threats to these machines.

A multitude of components not normally considered but are vital to providing the expected services. Components such as switches, and servers provide the very foundation of the campus technology environment. We exist in a connected world, networking is one of the cruxes of providing an acceptable level of service to the campus and its constituents. Without it, vital services such as printing, centralized storage of data files, and any access to the outside world would not be possible. The 71 individual and stacked (multiple switches that have a single address) switches are something that cannot be overlooked. Even beyond the switchgear, there are still further back end components which reside under the umbrella of Technology Services. Nearly 75 different servers, both physical and virtual, maintained by Technology Services, provide services such as centralized data storage, access to shared use programs for students and staff, and support systems for vital functions like email and telephone services.

In conjunction with District Technology and Technical Support Services (TESS), Crafton Hills College's Technology Services supports the dissemination of district-managed services, e.g. Colleague, Canvas, Financial 2000 and SARS.

Requirements of four-year institutions

N/A

Requirement of prospective employers

N/A

Job Market

N/A

Competitions from other institutions

N/A

4. Progress on Outcomes Assessment

Updating this Question is Required on the Annual Plan!

Rubric Item: [Service Area and Student Learning Outcomes Process](#).

a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not the program met its target for each SAO.

- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

Technology Services

- **Statement:** Upgrade classrooms to provide an enhanced multi-media learning environment.

Measurement: Each instructional and meeting space will contain provisions to display multi-media presentations.

Benchmark: All instructional spaces include multi-media equipment.

Evidence: Only 3 instructional spaces do not contain multi-media enhancements. (Technology Classrooms.xlsx)

Implications: New construction, remodel of buildings, and rotation funds have provided the means for the upgrade of 83% of instructional spaces. In 2014 only 9 of 54 classrooms were fully equipped, i.e. computer, projection, document camera, etc. Now, 70 of 84 instructional spaces are considered fully equipped, an additional 7 spaces are only lacking a document camera or additional sound enhancement, while 4 require a technology cart. There exists 3 spaces that have little or no need for technology e.g. the piano lab, theatre shop, and green room in the PAC.

Is Completed: No

Is Assessed: Yes

Outcome Type: PickOne

ILO Type: PickOne

Evidence Files:

- Technology Classrooms.xlsx
- **Statement:** Staff, faculty, and administrators can depend on the delivery of district supported systems, e.g. Colleague , SARS, Financial 2000, email, etc., on a reliable computer.

Measurement: Staff, faculty, and administrator's computers are to be replace every fifth year.

Benchmark: Twenty percent per year.

Evidence: Summary of purchase orders. (2017 Replacement POs.pdf)

Implications: The District commitment to provide funding for the replacement and upgrade of Technology has allowed Technology Services to continue a program started approx 10 years ago i.e. a five year replacement of Desktop computers. The funds are set to a fixed number (229/year) and approx. \$1734/computer. Through bulk purchasing Technology Services has been able to drive the cost of each computer lower allowing the excess funding to apply to other technologies e.g. server, storage devices, printers, etc.

Is Completed: No

Is Assessed: Yes

Outcome Type: PickOne

ILO Type: PickOne

Evidence Files:

- [2017 Replacement POs.pdf](#)

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is Required on the Annual Plan!

Please discuss your program's performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

- Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.
- Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

As a previous innovation, we made the shift to VDI (Virtual Desktop Infrastructure). The intention of the transition was to reduce the number of skilled person-hours necessary to maintain an up to date footprint in the field while at the same time extending the lifespan of the hardware deployed. Unfortunately, the reality did not live up to the promise of the vision. The process was intended to be simple: Develop "Golden" image, configure end terminals, deploy "Golden" image to terminals, update and repeat as necessary. This process never quite panned out. The development and maintenance of the "Golden" image required a highly specialized skillset, which meant an increase in skilled person-hours in order to build and deploy updated images to the end terminals. In addition to this, there were a number of hiccups in the deployment. Following the vendor recommended deployment did not result in the most stable of environments for the end terminals. This meant that a great number of hours had to be spent researching and resolving issues in networking and deployment in order to stabilize the growing deployment (210 virtual terminals at peak). After stabilizing the deployment and connectivity of the platform, there were still a number of recurring issues. In a number of cases, the end terminal would fail to load the associated virtual machine. As a result, the terminal became unusable, and quite often, in attempting to resolve the issue themselves, the user would end up factory resetting the terminal. This meant that not only did the failed deployment have to be troubleshot, but, additionally, the local configuration of the end terminal had to be performed again to return things to a functional state. The failure to load was caused in different ways, overloading of the connection manager server, bogging down of network traffic, slow access on network storage where the image was housed, and, most commonly, the physical disconnection or disruption of the network cabling at the end terminal.

The overall result of the "experiment" in desktop virtualization was the recognition that the system could work beautifully in certain environments, but it requires the full-time attention of at least 1-2 virtualization skilled technicians to keep things running smoothly. As a result, we decided to revert to standard desktops in the previously virtualized spaces. The need for highly skilled technicians only exists during the development and capturing of images to be used. A technician with basic skills can then image or re-image any of the machines, complete the necessary post imaging steps, deploy the machines to their designated locations, and perform basic troubleshooting when necessary.

CHC Technology Services (CTS) works with District Computing Services (DCS) to disseminate services provided by the Technology and Educational Support Services (TESS). These programs include but are not limited Colleague, SARS, Image Now, Financial 2000, Questica, etc. Simply put, the programs that create the data justifying our existence. Furthermore, DCS, SBVC and CTS work together to provide the network that allows this to happen.

The partnership between SBVC CTS and CHC CTS is critical for the operation of multiple programs. SBVC CTS controls licensing servers for programs used in departments such as DSP&S. Site licensing for programs such as Kurzweil and JAWs require a single licensing server for all district entities. CHC CTS provides a home for utility services such as BOMGAR, a service allowing remote desktop support, for SBVC CTS and DCS. The relationship between campuses and DCS has proven beneficial in allowing each campus to concentrate on fewer duties.

CHC CTS works closely with two vendors for providing a "robust technology platform" (see CTS mission statement) to student, staff, faculty, and administration. Working with funding restraints, it is important to work with vendors that understand the necessity of conserving funds.

Two of these partners are DELL Computers, Austin Texas, and CDW-g of Chicago, Illinois. These two companies have consistently allowed district entities to secure technology at very competitive price points.

6. Other Unit-Specific Quantitative and Qualitative Results (Administrative Services Only)

Updating this Question is Required on the Annual Plan!

- a. **Rubric Item:** Define and describe useful quantitative or qualitative measures you have chosen to gauge your program's effectiveness that are in addition to the SAOs from measure 3 ([Program Effectiveness Measures](#)). (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, square footage serviced, acres managed, student, faculty, and staff satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, and satisfaction with college facilities) etc.
- b. **Rubric Item:** Please be sure to set a target ([Program Effectiveness Criteria](#)) for each measure and provide the reasoning for the targets that have been set. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

As covered previously in this report, the Technology Services department is already utilizing a number of methods to gauge the effectiveness of the program. These, data collected from the Maintenance Connection system, information accumulated through the Parature Help Desk system, and surveys distributed to the clients for whom work requests have been completed, provide a base for evaluating the effectiveness of the Technology Services program. While additional measures have not yet been implemented, Technology Services is constantly looking for ways in which to improve the service that is provided to the campus. In that spirit, there are some things that have been considered as additional measures to gauge the effectiveness of the service provided.

One such method would be to annually disseminate a survey to the full-time employees, both faculty and staff. The responses from such a survey would provide Technology Services with information as to the disposition of the technology that is regularly used both in the office and classroom settings by them, as well as providing insight into their opinions on the services that Technology Services is providing to them on a regular basis. In addition to this survey, a survey of the adjunct faculty would be just as useful as the survey of the full-time employees. As has been learned over the years, the needs and experiences of the adjunct faculty vary widely from those of the full-time faculty, and such a survey would provide Technology Services with a bearing as to how adjunct faculty is utilizing the technology available, what services are being provided to them, and more importantly, what the needs of the adjunct faculty are in regards to the services being provided to them. Such data would ultimately serve to improve the ability of Technology Services to not only provide support for our constituents, but it would also serve as another barometer for the effectiveness of the services that are being provided.

The one thing that is certain to remain constant about technology is the fact that it continually changes. As mentioned earlier, Gordon Moore used observation to coin Moore's Law ([Moore's Law 2pg \(1\).pdf](#)). In response to that constant state of change in the field, the Technology Services department regularly investigates, pursues, and implements a variety of innovations in order to support the needs of our constituents. One such innovation currently taking place is virtualization. Through virtualization, we are able to offer a more flexible delivery of services as they are needed by faculty, staff, and students in the environment. For example, virtualization of servers provides for a quick and simple solution when a specific department or program needs a dedicated resource (e.g.: a dedicated server for a resource heavy software package such as ArcGIS or a separate data store for large quantities of departmental data such as surveys and their accompanying responses). As mentioned previously, Technology Services also experimented with desktop/application virtualization as a method to improve the services provided to the population in the classroom. That implementation did not function as well as had been hoped, and a return to dedicated, physical computers has been undertaken in response. Another innovation being pursued by Technology Services is in doing what we can to support a BYOD (Bring Your Own Device) initiative. In pursuit of implementing this innovation, both Network/Desktop support staff and Audio Visual staff has been experimenting with new technologies and potential solutions. For example, the creation of a remediation server, needed to ensure that systems connecting to the campus network have all of the latest security and service patches before being granted access to resources shared campus wide, is under investigation for purchase and implementation, the creation of a captive portal for wireless users to authenticate against, and the inclusion of devices in the smart classrooms to facilitate desktop sharing from tablets (e.g.: iPads, Transformers, and Galaxy Tabs) is being experimented with to determine cost effectiveness, viability, and whether such technology would serve to improve the teaching and learning process for faculty and students.

Technology Services provides multiple avenues for our constituents to communicate their needs and concerns. Level 1 support is offered through the district Help Desk. This is a 24/7 service that provides services such as password resets and generic answers to district systems like Colleague, Canvas, etc. There is also a wiki that goes along with this system for certain self-service functions and for the dissemination of certain knowledge regarding common software stumbling blocks likely to be experienced. In some instances, as has been shown, multiple requests are made in relation to a single machine, but through the software that we are using to track work requests. Level 2 service requests can vary in complexity, they can be things as simple as reestablishing a network session, they are submitted for projects as involved setting up entire computer labs, or they can even be as difficult to track and resolve as suppressing a virus or Trojan program making its way through the environment.

Technology Services regularly partners with District Computing Services and San Bernardino Valley College to provide seamless end user access to a number of resources shared throughout the district, such as data, backup and storage solutions, hosted concurrent servers, and ERP systems that manage information across the SBCCD organization. Partnering with the Campus IT department at SBVC, CHC IT has implemented such solutions as the installation of NETAPP devices to facilitate a number of data intensive programs and provide backup and offsite storage for each campus. The acquisition of the SAN has also provided a major component in the evolution of the virtualization program of applications and desktops that Technology Services has undertaken as an innovation for the betterment of the campus. In addition to our partnerships with DCS and SBCCD, Technology Services also collaborates with Maintenance and Operations in order to facilitate the setup and smooth operation of any number of events for both the campus and local community. Events such as Student

Visitation Days, Graduation, and a number of special events through the course of the year are joint ventures to provide, seating, tables, power, sound, and other technologies as necessary to support the requests of our constituents.

7. Evaluation

Updating this Question is Optional on the Annual Plan!

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

Representativeness of population served

Technology Services provides service to the entire campus community. Wireless network access, phone service, Internet, staff / faculty email, and other district supported programs transverse the network supported and maintained by Technology Services. Student accessible computers, technology enhanced classrooms / labs, and level 2 (physical presence) support of technology touch most campus constituent groups.

Partnerships

Partnerships, generally speaking, provide advantages not accessible with limited staff and budget. Yet at the same time can prove frustrating and difficult. The internal partners, DCS and SBVC, provide insight and services, e.g. central systems management, telephone, licensing server management, etc, that supplement services offered at CHC. Ideas for new technologies spread among three entities and allow staff from those entities to draw on each other's expertise. The more technology becomes ubiquitous, the more it becomes necessary to rely on others.

An example of a current partnership is Extreme Networks. When it was time to evaluate a new switching platform for the campus, Technology Services decided to use Extreme Networks core, aggregate, and edge level switching product. This soon became the standard for the district as part of a network refresh project. The partnership with CDW-g has provided the district and CTS a reliable vendor for Extreme equipment. A case study by Extreme highlights the partnership with their company. (Extreme Networks Case Study: San Bernardino Community College District).

Implementation of best practices

As technology evolves, new demands are placed on staff and equipment. Ten years ago computers were set up individually. The basic disk operating system was loaded, and then came the applications, one at a time, and finally the machine was ready for the end user and their personalized settings. These processes have evolved to where a single or a group of computers can be readied for use by an automated deployment process. Evaluation of operations is an everyday activity.

Efficiency in operations

The move from multiple locations to a contiguous space, large enough for large deployments, has necessitated the evaluation of many operational practices. It is now possible to receive larger quantities of equipment in one location. This achieves several efficiencies, 1) it is easier to reconcile the receipt of goods to the Purchase Order and Bill of Lading, 2) less time is used to search and retrieve the equipment from various campus locations, 3) identification and grouping of equipment for campus distribution becomes easier, 4) "out of sight out of mind" is not a factor in distribution, and 5) surplus can be gathered and prepared for disposition.

In addition, having the Data Center co-located with operations allows for quicker network and server problem resolution.

Efficiency in resource use

Budget constraints dictate the evaluation of equipment for reuse or extension. One of the problems that this creates is the storage of potential reusable equipment. The tradeoff is adherence to part of the computer replacement plan where computer equipment is not repurposed but replaced every 5 years with the replaced computers being declared surplus and disposed of.

The rotation fund, which was originally designated for desktop computer replacement, now must cover the replacement of classroom audio visual. Eliminating carts and installing permanent equipment has put additional strain on the finite budget. Installation of permanent equipment lessened the need for cart preparation but has increase the need for end-user support.

Staffing

As shown in the Organizational chart the department consists of a manager, administrative secretary, two Senior Support Specialist, two part-time Technology Support Specialist I, a Technology Support Specialist II (A/V focus) and a Technology Support Specialist I (full time A/V Focus).

The International Society for Technology in Education (ISTE) (see Technology Support Index) defines "Staffing to Computer Ratio" in four categories 1) Low Efficiency – 250:1, 2) Moderate Efficiency – between 150:1 and 250:1, 3) Satisfactory Efficiency – between 75:1 and 150:1, and 4) High Efficiency – less than 75:1. The current ration, even using staff purposed to the network infrastructure is 507:1. Current staffing allows the department to cover most hours of operation, basically 7am to 9 pm Monday – Thursday and from 7am to 4 pm Friday. The deficit in staffing hinders accomplishment of the department service level.

Participation in shared governance

Most members of the department serve on at least one shared governance committee, e.g. Campus Technology Committee, TESS Technical Services Committee, etc.

Professional development and training

The requirements of maintaining a large computer-to-technician ratio is that the opportunities to receive training and develop professionally are a group effort. Several staff members maintain product knowledge through individual study and train others. As new technologies are introduced, training by factory representatives is provided. Also, the Microsoft Campus Agreement includes self-paced web based training for all of the products purchased from Microsoft through the agreement. All are encouraged to gain training through these means.

Group dynamics

Most of the members of the department work well with each other. Personalities sometimes create friction in the work place but re-adjustment of schedules has mitigated the majority of those problems

Innovation

Technicians, it seems by their very nature, enjoy innovation. Weekly ad-hoc meetings are formed to discuss new technologies and their relevance to the activities of the college.

With the growing prevalence of the BYOD (Bring Your Own Device) culture, we often discuss ways in which we might manage and support such a thing. Considering the wide range of devices and the large numbers of wireless connections required, the rapid shift toward this new paradigm generates a great deal of conversation. The marketplace presents many options to the end user and the task of Technology Services is to be able to bring these items under a single umbrella.

Compliance with applicable mandates

"Ignorance is bliss" unless you have to deal with governmental agencies, then you need to be psychic. As a department, we have determined that adherence to governmental mandates is required, that is when they are discovered. It truly is a point of frustration trying to stay abreast of all current and new mandates.

8. Vision

Updating this Question is Optional on the Annual Plan!

- a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).
- b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance the vision of the college?**

Economic battles are going to be around for a while. The ability to provide current technology for the stakeholders of Crafton Hills College will become even more difficult. The District has committed funding for the replacement of computers based on a five-year cycle and this is a great relief, due to the structural deficit that currently exists at Crafton. This leaves little for the campus to rely on to strengthen and expand its technology offerings. This said, there are always pockets of hope that if leveraged properly can support future initiatives. Therefore, being visionary in these times can be trying but not impossible.

New trends in technology are constantly emerging. Implementation of these trends become necessary as the student population develops the skills needed to compete in the workforce or continue their education. Cloud computing, more integration of technology in the classroom, distant learners participating in a live class situation, meetings held virtually throughout the world, and the list goes on, of what is happening around us.

Technology Services shares the vision of these and mentally prepares for them. Even if we are unable to implement the technologies required to distribute these technologies, the department will continue to discuss and plan for them and constantly search for new and emerging trends and creative ways to advance them.

9. Progress on Prior Goals

Updating this Question is Required on the Annual Plan!

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Ensure that the campus stakeholders have viable computer and communication systems necessary to facilitate the act of learning**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Ensure non computer technology remains viable**

Priority Rank: 4

Original Start Date: 07/01/2014 **Original End Date:** 06/30/2020

Revised Start Date: 07/01/2014 **Revised End Date:** 06/30/2020

Responsible Person: Wayne Bogh

Strategic Direction: 4. Expand Access

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Resource Requests:

- **1.1.r1 - Increase Positions to Full Time**
Description

CTS is seeking funding to elevate two current Technology Support Specialist I (TSS1) positions from part-time to full-time.

Rationale

The increased use of computers along with complexity of data distribution necessitates the increase of staffing levels. The primary role of the TSS1 is to handle end user issues pertaining to the use of their desktop computer. Current departmental workloads dictate that this function rests on two part-time positions. To cover just basic hours, the technicians must split their week. The schedule is most burdensome before noon. This leaves the afternoon and evening without adequate coverage.

Resource Type: Ongoing

Expenditure Category: Classified Unit Member Non-Instruction (2181)

Funded: No

Funding Source: Unknown

First Year Cost/Savings: \$80,000.00/\$0.00

Second Year Cost/Savings: \$84,000.00/\$0.00

Third Year Cost/Savings: \$84,000.00/\$0.00

Actions/Activities:

▪ **1.1.a1 - Increase Positions to Full Time**

The complexity of the campus technology platform has increased, workorders have increased more than 40% in the past 4 years. Yet, staffing levels have remained constant during that time period. On Feb. 1, 2016, the part-time Multimedia Specialist position was increased from 47.5% to full-time. Coverage of Audio/Visual needs match the Monday - Friday needs of the campus. This still leaves the Desktop support woefully under staffed. The International Society for Technology in Education (ISTE) Low Efficiency is between 150:1 and 250:1 desktops per technician. CHC currently is 500+:1. Staffing in the Desktop support provides for two 47.5% positions. With the expansion and remodel of campus structures installed desktop numbers have increased by 30+%. The work load has increased, also.

The need is to expand the current part-time positions to full time this year and adding an additional Technology Support Specialist I next year.

Start Date: 03/23/2016

Responsible Person: Wayne Bogh

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

NA

Measurements/Documentation of Progress:

NA

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is Required on the Annual Plan!

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified

weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Ensure that the campus stakeholders have viable computer and communication systems necessary to facilitate the act of learning**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Ensure non computer technology remains viable**

Priority Rank: 4

Start Date: 07/01/2014 **End Date:** 06/30/2020

Responsible Person: Wayne Bogh

Strategic Direction: 4. Expand Access

Impact Type: Site

Institutional Learning Outcome: Unknown

Resource Requests:

- **1.1.r1 - Increase Positions to Full Time**
Description

CTS is seeking funding to elevate two current Technology Support Specialist I (TSS1) positions from part-time to full-time.

Rationale

The increased use of computers along with complexity of data distribution necessitates the increase of staffing levels. The primary role of the TSS1 is to handle end user issues pertaining to the use of their desktop computer. Current departmental workloads dictate that this function rests on two part-time positions. To cover just basic hours, the technicians must split their week. The schedule is most burdensome before noon. This leaves the afternoon and evening without adequate coverage.

Resource Type: Ongoing

Expenditure Category: Classified Unit Member Non-Instruction (2181)

First Year Cost/Savings: \$80,000.00/\$0.00

Second Year Cost/Savings: \$84,000.00/\$0.00

Third Year Cost/Savings: \$84,000.00/\$0.00

Actions/Activities:

▪ **1.1.a1 - Increase Positions to Full Time**

The complexity of the campus technology platform has increased, workorders have increased more than 40% in the past 4 years. Yet, staffing levels have remained constant during that time period. On Feb. 1, 2016, the part-time Multimedia Specialist position was increased from 47.5% to full-time. Coverage of Audio/Visual needs match the Monday - Friday needs of the campus. This still leaves the Desktop support woefully under staffed. The International Society for Technology in Education (ISTE) Low Efficiency is between 150:1 and 250:1 desktops per technician. CHC currently is 500+:1. Staffing in the Desktop support provides for two 47.5% positions. With the expansion and remodel of campus structures installed desktop numbers have increased by 30+%. The work load has increased, also.

The need is to expand the current part-time positions to full time this year and adding an additional Technology Support Specialist I next year.

Start Date: 03/23/2016

Responsible Person: Wayne Bogh

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [Computer Breakdown by Building_noVDI.pdf](#)
- [STAC Tickets.pdf](#)
- [Moores_Law_2pg_\(1\).pdf](#)
- [Barracuda_10-1-2013-31.pdf](#)
- [Survey_response.pdf](#)
- [Smart Classroom Deployment.pdf](#)
- [VDIPurchases2012-13.pdf](#)
- [2017 Replacement POs.pdf](#)
- [Tech Svcs Org.pdf](#)
- [DesktopPurchases2012-13.pdf](#)
- [Celebrating_10_years.pdf](#)
- [2017 Response Time.pdf](#)
- [WorkAssignments.pdf](#)
- [0030745.pdf](#)
- [Technology Classrooms.xlsx](#)
- [Orgchart2017.vsd](#)
- [Closed WO 2017.pdf](#)
- [EMPPage5.pdf](#)
- [School Dude Closed WO.xlsx](#)
- [WOStatus.pdf](#)

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