[Plans for Technology Services](#) >> 2022 - 2023 Technology Services CHC Administrative Services Program Review 2022-2023

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Instructions

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

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 Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

> a.) The mission of the Technology Services Department of Crafton Hills College is to provide a modern, diverse, and reliable technology platform alongside a skilled and well-trained staff to deploy, support, and maintain it.
>
> b.)Technology Services aspires to assist the Crafton Hills College mission to change lives. We achieve this by providing the technological platform necessary to inspire students, embrace our community, and support our colleagues. The technology and support provided by Technology Services strives to remain modern, diverse, and reliable in order to best facilitate an inclusive environment for our drive students,

talented faculty, committed staff, and diverse leadership as we remain in constant pursuit of excellence in all aspects of the educational journey.

2. Description of Program

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

a. The organizatoinal structure of Technology Services is as follows: Reporting up to the Vice President of Administrative Services, the Director of Technology Services is responsible for a staff of 7. The Technology Services staff consists of two (2) full-time Senior Technology Support Specialists, three (3) full-time Technology Support Specialists, and two (2) part-time Technology Support Specialists.

b. The Technology Services department serves the students of the college, the staff, the faculty, the administration, and, to a certain extent, the extended campus community. While work requests and service calls generally only come in from staff, faculty, and administration, services such as wireless connectivity, printing, open computer labs, and others are provided to the student population and to a limited extent to the campus community.

c. Technology Services provides services through several different mediums. The clearest delineation of services can be broken down as follows: Network Support, Desktop Support, Classroom Support, Audio Visual Support, and Enterprise Support.
Network support is responsible for the underlying infrastructure that enables communication within the campus and out to the rest of the world. This means that the maintenance, installation, and support of things like switches, routers, wireless access points and controllers, and firewalls that allow for all computer, telephone, and fax communications fall under this category.
Desktop support is the primary medium through which the campus community interacts with Technology Services staff. If there is an issue with software or hardware on a desktop computer or printer, the resolution of these issues is generally categorized as Desktop Support.
Classroom support is one of the many ways that Technology Services directly supports the instructional environment. Due to the ever advancing march of progress, every instructional space contains a good bit of technology. The Technology Services department is responsible for the installation, configuration, maintenance and support of all of this.
Audio Visual Support is primarily geared toward the supporting of small events around campus. The deployment of portable speakers, the activating and configuration of podiums and sound systems, and the occasional deployment of large format displays for events all fall under Audio Visual Support.
Enterprise Support is the part of the Technology Services profile that the end user generally doesn't see. There is a good deal of time and effort that goes into back-end servers and devices necessary in order to

ensure that things like Access Control, Public Announce Systems, File Storage Servers, and Application Servers are updated, secure, and available to perform their functions when needed by end users.

d. Pattern of Service: Technology Services operates from 7am-8pm Monday - Thursday, and 7am-5pm on Fridays. The determining factor in these hours of operation is the schedule of classes. In order to best serve the campus population within the limits of manpower, Technology Services strives to operate starting an hour prior to the start of the majority of instruction and to continue on-site operations until an hour after the last classes are scheduled to begin. However, in the case of certain extreme needs, we respond to calls and provide service outside of these hours. The normal method of service delivery for Technology Services is in person and on-site, but thanks to changes and updates made to address the needs of the campus and community throughout the COVID pandemic, a great deal of troubleshooting and support is now provided in a remote accessible format through the use of an in-house support appliance. During the period between March 2020 when we went remote initially and January 2022 when we returned primarily on-site, Technology Services completed approximately 2600 work requests. These requests were, by and large, for remote service our troubleshooting as the majority of the population was off site. Additionally, the initial contact on new requests was made within hours of ticket submission, regardless of the end user's physical location. Through this combination of delivery methodologies, we are able to provide high levels of support whether the end user happened to be on site in their office or working remotely.

3. External Factors with Significant Impact

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)

a. Budgetary constraints or opportunities:
As with all things technology, there is never such a thing as enough where budgets are concerned. The past several years have seen a consistent and steady increase in the amount of technology deployed throughout the campus. This means that each and every instructional space is now outfitted with technology, every office, and every conference room. Despite the funding provided by the district for annual refresh on our 5 year cycle to the tune of $287,000, the sheer number of nodes deployed combined with the consistent increase in the costs of technology means that we are routinely operating in a crunch when it comes to finding available funding in order to keep all of the necessary technology current and updated on its planned timeframes. Based upon a recent inventory of deployed technology performed in the Summer of 2022, there are just shy of 2500 individual pieces of technology that we

are attempting to keep up with using the previously mentioned budget. As you can imagine, this creates certain difficulties.

However, since the Spring of 2020, there has been an opportunity to make use of certain one-time funds in order to temporarily aleviate some of these difficulties. The funds that were made available through HEERF have been instrumental in allowing Technology Services to facilitate the shift to remote work and back. The opportunity presented thanks to that funding comes not just in the acquisition of the equipment necessary to make these shifts, but also in lifting the strain on the refreshment funds for a number of years by removing a large portion of the necessary desktop systems from the need to be replaced. This has allowed for funds to be distributed to other projects and improvements in order to modernize and upgrade existing deployments.

b. N/A

c. N/A

d. N/A

e. N/A

4. Progress on Outcomes Assessment

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.

a. The primary SAO for Technology Services is to maintain a customer satisfaction rate of greater than 90%. Based upon survey results from the Spring 2020 Technology Satisfaction Survey, performed by Office of Institutional Effectiveness, Research and Planning, we have been achieving this figure. The satisfaction results for Technology Services overall quality of service totaled 98% (satisfied or extremely satisfied responses). Additionally, the responses in regards to satisfaction with the timeliness of response totaled 93% (satisfied or extremely satisfied responses). Based upon these survey results and anecdotal evidence in the form of applause cards submitted to the department and individual members of the team, we are succeeding in maintaining our desired level of customer satisfaction.

Additionally, Technology Services strives increase the knowledge of and usage of Campus Technology Resources. In particular, we seek to achieve greater than 85% of respondents with a familiarity level of Moderately Familiar or higher when asked about their familiarity level with available technology resources. These resources include such things as Microsoft OneDrive, Microsoft Teams, the SchoolDude helpdesk system, the FortiClient VPN software, conference room and classroom technologies, and the

typically deployed computer hardware in offices, classrooms, and computer labs. Based upon responses to the 2020 survey, respondent familiarity levels are over 70% with the majority of technologies asked about.

B. While customer satisfaction numbers are currently where we would like them to be, there is always room for improvement. As such, there will be a concerted focus on improving customer service skills within the department. This is something that will be achieved, in part through trainings available through the Vision Resource Center. Staff will be directed to participate in at least one training in order to maintain and improve customer service skills. Additionally, available formal training for new and emerging technologies will be considered and suggested so that the Technology Services staff is able to remain current with their own knowledge and skills related to the software and hardware they support.

In order to improve the awareness and familiarity with the technology resources available to the campus, a concerted effort will be made to disseminate the information. Regular updating of the Technology Services webpage in addition to the dispersal of a quarterly technology newsletter covering technology available and new technologies that are in the process of being implemented are methods to get the information out there. Additionally, partnering with Professional Development to offer group and one-on-one training sessions related to the available resources is another method that will be used in order to increase end user familiarity with available technology resources.

C. The objectives and actions for Question 10 will be designed to reflect the preceding.
Goal 1, new Objectives: Ensure the currency, functionality, and usability of deployed technology; Maintain currency of knowledge and skills necessary to provide support and service. These objectives have new associated action steps: Increase existing part-time positions to full time and planning for conference attendance and training for Technology Services Staff.
Goal 2, new Objectives: Disseminate current information to keep the campus informed about existing technology available and upcoming initiatives; Provide one-on-one and group training on available technology resources to Crafton Hills College faculty, staff, and administration. A new action associated with these objectives is to survey existing faculty, staff, and administration to determine what training needs they might have that are not currently being met by Professional Development that Technology Services might be able to provide for.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.
a. Non-Instructional Program Effectiveness Evaluation Rubric
i) **Rubric Item**: Describe a significant innovation or enhancement, and the data collected and analyzed that has helped to determine the efficacy of the innovation.
ii) **Rubric Item**: Describe at least three external and internal partnerships that substantially affect the quality of services to students or clients.

ai) One of the significant innovations that has taken place in recent years is the shift away from standalone desktops. Due to the needs created by the COVID pandemic, a new operating model needed to be developed. At the time, there was the option of simply mass deploying available laptop computer

systems to those who would need to work remotely for a short length of time, but as the pandemic dragged on and the need for remote work became a long-term issue rather than an emergency short-term one, decisions had to be made as to how we would proceed. The decision was ultimately made to shift from the standard platform that we were using, All-In-One desktops computers and wired peripherals, to a more flexible and mobile platform. We had to investigate a number of potential desktop replacement solutions. The laptops issued would need to be powerful enough to replace the desktops they were going to be taking the place of, but portable enough that when an employeed needed to pack up and shift in order to work remotely, it was not too cumbersome a task. A platform was decided upon, and ultimately, every full-time member of the faculty, staff, and administration had their desktop replaced with a laptop, docking station, dual monitors, and wireless peripherals. The dissemination of this new equipment took a good deal of time, and we have been on the platform, currently, for less than a full year since completion of deployment.

As of right now, assessment of the efficacy of this change is taking place through analysis of work requests generated, emails regarding issues, and anecdotal data. The hope is that more detailed and complete data can be acquired through the use of a climate survey near the end of the 2022-2023 academic year. The results of this survey will, hopefully, provide insight into how the change is impacting the ability of employees to perform their assigned tasks, and whether or not the change from stand-alone desktops to laptop and desktop docking systems is a viable long-term solution.

aii) Apart from the day to day partnerships within Administrative Services that are relied upon by Technology Services, the department often works with Technology & Educational Support Services (TESS) out of the main District office to provide access to and support for services managed under the TESS umbrella to the Crafton Hills College campus. Some examples of such services include Colleague, SARS, Perceptive Content, Oracle, and Questica.

Another partnership that is leveraged on a regular basis is the one between San Bernardino Valley College (SBVC) and Crafton Hills College Technology Services departments. The maintenance and operation of a number of critical software programs relied upon by our student populations are made possible by this partnership. SBVC Technology Services manages and maintains licensing servers for programs used in departments such as Student Accessibility Services such as Kurzweil and JAWs. Additionally, the existing virtual desktop infrastructure running in the Amazon cloud to provide computer lab access to students who are not able to be on campus was built and is managed through this partnership. CHC Technology Services provides a home for utility services such as BOMGAR, a service allowing remote desktop support, for SBVC CTS and DCS. The maintenance, support, and administration of this service has been invaluable to Technology Services throughout the district, particularly while technicians and end users were all performing their duties remotely.

There are also a few vendors with whom Technology Services relies on in order to support the technology needs of the campus community. The most notable of these partners are Dell Computers, Extreme Networks, and CDW-g. These companies have consistently allowed district entities to secure technology at very competitive price points. Additionally, the relationships with these vendors has allowed Technology Services to keep up to date informationally on some of the multitide of advancements and changes that are on the horizon of the technology landscape. The representitives with whom we partner for each of these companies routinely goes above and beyond to answer questions, provide options, offer solutions, and find creative ways to help Technology Services keep a

modern and secure platform deployed for the campus while still maintaining a reasonable budget for the expenditures.

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

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?

a) In addition to previously mentioned methods, Technology Services relies upon the data collected through work requests and inventory programs, in part, to judge the effectiveness of the program. If our work request history shows us a trend of issues related to deployed hardware or software, that data informs the decisions that Technology Services makes as a department going forward in regards to what to deploy to the campus community. If there is an issue with a particular piece of software that is presenting again and again, it might be that there is a lack of understanding in the utilization of that software, but there is also the possibility that the program is the wrong solution for the needs of the community. Through the analysis of SchoolDude work requests related to the software, and the technician notes as to what the resolution of the issue was, knowledge is acquired as to the usefulness of the software as well as providing insight into the effectiveness of the program. If the same user submits similar tickets again and again, then it is more than the software and it is an issue with the solution Technology Services is providing them. Through these methods, patterns can be discerned and issues addressed. Additionally, anecdotal data such as thank you's via email or applause cards submitted for exemplary work of Technology Services staff provide additional guages as to the program's effectiveness.

It takes more than simply relying upon the up-time of equipment. A wireless access point that reports 99% uptime is not enough of a guage as to whether or not it is effectively performing it's task. The logs associated with that access point, which are collected and analyzed, as well as the requests from users who rely upon it are the true guage as to whether the equipment is effective. The responses as to those requests and the reactions of the campus community members served are the truest guages of the service provided by the program.

b) As these measures are more anecdotal than the hard data provided by the campus climate survey, setting a concrete target for these measures is not particularly feasible. However, this anecdotal data is informed by concrete data provided by internal logging systems, average completion time of work requests, and number of work requests reopened due to an ineffective solution. While all of these

measures are more passive, they do provide some kind of useful guage as to the effectiveness of the program. By analyzing them, it has brought to light certain deficiencies. The most recent of these was an issue with wireless coverage in the Canyon Hall building. Throughout the pandemic, there were no reports of issues within the space. However, shortly after the mass return to campus, work requests began to come in regularly with regard to wireless coverage and speed. The physical observations of the area and the tests performed by Technology Services showed that the coverage was sufficient and the throughput was high, however, the requests continued to come in. In the end, the result was found through the examination of log files and was driven by the work requests submitted by end users. The issue was not coverage or throughput, but saturation when the building was full. In response to the pandemic, a large number of additional wireless devices were deployed within the building. This did not create an issue when students were not present, but once the building was full again, teh existing devices combined with the devices being carried by students was causing an overload on the deployed wireless system. The analysis of these measures allowed us to narrow down and find the issue and deploy additional wireless access points within the space in order to remedy the problem.

7. Evaluation

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

Alternative modes and schedules of delivery:
Technology Services works to begin providing service and support prior to the start of the first classes during the week, and this allows us to access instructional spaces prior to their planned usage in order to remedy issues that may have occured the night before, or to prepare spaces for events prior to the arrival of guests. Additionally, the performance of network and server maintenance during late evening hours has allowed for the maintenance of updates and patches on servers and switchgear to keep security and functionality of such devices current despite long operational hours and minimal availability for down times.

Innovation and Implementation of best practices
The past few years has seen a tectonic shift in the landscape of technology. COVID has altered the way that a number of things are being done today in comparison to how they were achieved only 3 years

ago. To this end, there has been more a need than a desire to innovate. Such things as the providing of access to computer lab platforms through a cloud based solution, the transition to mobile workstations from standalone desktops, and the configuration, maintenance, and support of firewall features in order to allow VPN secure access to members of the faculty, staff, and administration from remote locations are innovations that may have at one time been in the back of the mind, but became mandatory to maintain proper functioning of the campus. While each of these innovations has taken place and was undertaken with zeal and energy by Technology Services, it is still not quite known whether or not they are going well. More time and more analysis will be necessary to determine the long-term usefulness and viability of such innovative implementations. Throughout all of these changes and innovations, application of best practices was adhered to. As a necessary measure to maintain secure communications, protect the campus infrastructure from unauthorized access, and ensure that the loss or theft of new mobile workstations does not result in the exposure of sensitive or private data, all care has been taken to ensure that best practices have been followed every step of the way despite the additional work and potential slowdown sometimes caused.

Efficiency in operations
While the changes necessary to support remote work have allowed for the continuation of operations despite the need to close the campus on more than one occasion, a certain level of efficiency in operations within Technology Services has been maintained regardless. The number of work requests absolutely increased immediately following the transition and return, but due to familiarity with the tools necessary, understanding of the hardware and software involved, and collaboration within the department and technology services district wide, the actual average time to completion on work request has decreased rather than suffer due to all of the new implementations. The Technology Services staff was fortunate in that operationally, they were able to thrive and put their best foot forward throughout the difficulties. The mass production necessary to migrate the campus to remote, the support necessary to keep operations functioning while remote, and the retraining and support necessary to return to campus were all handled with unquestionable aplomb.

Efficiency in resource use
Despite the ever increasing footprint of technology throughout the campus, a refreshment cycle for all hardware has, thus far, been maintained. This has required careful management of budgetary resources in order to ensure that all of the necessary licensing for back end systems is maintained while also applying careful analysis and triage of end systems to ensure that everything deployed in the field meets the minimum standard. The difficulties are not going to fade any time soon as there are new buildings on the horizon and a variety of instructional programs are leaning more and more on technology to provide solutions and options. This means that the 2500 node current footprint of deployed technology hardware items will only continue to increase despite the inevitable contraints that decreased enrollment and tightening budgetary belts. Continued efficient use of resources will be absolutely necessary in order to continue to provide the type of technology platform that our students and campus have come to expect in spite of these difficulties on the horizon.

Staffing
Staffing within Technology Services is an interesting animal. As I have said on a number of occasions, each and every member of the staff needs to be more than a single use tool, they all need to be Swiss Army knives. Everyone within Technology Services has to be capable of wearing a multitude of hats in order for us to continue to provide the highest quality of service and support. This, on occasion, results in a great deal of time being spent on training and self-education within the department. It also means that, due to the sheer number of pieces of technology deployed, every member of the staff is

responsible for responding to issues for a wide variety of technologies on any given day. In an ideal situation, further expansion of the Technology Services staff to meet the continued growth of the technology footprint on the campus would be the ideal. Even with every member of the staff being a Swiss Army knife, the need to cover such a wide array of technologies and softwares for 13+ hours out of nearly every day means that the need for additional personnel is not minimal. The International Society for Technology in Education (ISTE) 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 ratio, no matter how you calculate it, falls well within the low efficiency category, and that is not taking into account all of the other technology pieces those same technicians are required to support.. Current staffing allows the department to cover most hours of operation, however, there is a distinct lack in available man hours to handle certain important tasks within the department itself or allow for true coverage and flexibility of schedule for the members of the department.

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. While there are occasional difficulties, this is to be expected within any group of people. The issues are discussed and handled within the department to the satisfaction of the members of the department that have been impacted.

Innovation
As stated previously, Innovation became the rule and not the desire in the last few years. The technicians within the department routinely take to new technologies and propose new solutions to problems as their knowledge bases expand.

Compliance with applicable mandates
Any mandates that are put forth by the State Chancellors office, governmental organizations, or brought to the table by the Chief Technology Officer of the district are adhered to within the department and added to the standards by which we perform our routine tasks.

8. Vision

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 empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

a) In four years time, it would be ideal for the department to have a more balanced personnel to technology ratio. The campus will continue to grow and change. This includes the construction of new buildings such as the new Performing Arts Center that should be coming online in the next few years, the planned new Instructional Building, and also the updating and renovation of existing buildings. These changes are going to be creating new instructional and office spaces. These spaces will, of course, include additional technology. That means that as the campus moves forward, ever more technology will continue to be deployed into the field. At present, the department has two Senior Technology Support Specialists who are responsible for all of the most complex configuration and support. They whole of the network infrastructure as well as the management of the data center and the maintenance of servers, specialized applications, and solutions fall on the shoulders of these two. As we strive to provide coverage and support throughout business hours for the campus, it would be ideal to increase the total number of Senior Technology Support Specialists to three. While doing this, it would also be in the best interest of the department to see the existing part time Technology Support Specialist positions moved to full time. This change would provide for further coverage in the evenings by allowing the assigning of one of these technicians to be additional evening coverage while also providing further reinforcement of the support staff available to respond to issues and resolve problems during daytime operational hours.

Apart from an increase in the staff necessary to support the growth and expansion of the college, another change envisioned for the department is a decentralization of certain services. Rather than housing everything within the local data center such as system backups and management dashboards for wireless and network infrastructures, a migration to cloud based solutions would be of benefit. The cloud migration for such systems would provide greater availability and redundancy of the systems in case of any issue or disaster. While it would require the staff of the Technology Services department to acquire yet another new set of skills, the benefits of being able to manage and monitor critical systems from on campus or off would provide greater flexibility for not only Technology Services, but in the services themselves that are provided to the campus community.

b) This vision aligns with the campus vision in a number of ways. By providing more flexible and reliable cloud based solutions through which services and support can be provided to the campus community, it will server to empower the learning process by allowing it to take place not only on campus, but from remote locations as well with students, faculty, staff, and administration feeling confident that regardless of location, the systems that they are relying on will be stable, reliable, and support available to them regardless of their location or method of delivery. Likewise, an increase in the staffing within the Technology Services department will serve to provide increased support throughout operational hours, and will serve to increase engagement with the campus and visiting members of the campus community as it will allow for more time for members of the Technology Services department to be present and more involved in the various activities that breathe life into the campus community.

9. Progress on Prior Goals

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 diictate that this function rests on two part-time positions. To cover just basic hours, the technicians must splilt 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: General
      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:

Progress has not been made towards the achievement of this goal. The funding necessary to support the goal never came to fruition, so there were no options to further pursue the achievement of this objective. There is still an ongoing need for an increase in these positions to full-time, but until a stable source of funding for the positions can be found, it is unlikely that this goal will be attainable.

Measurements/Documentation of Progress:

No available measurements. No funding was available, therefore no progress was attainable.

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

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 - Develop, support, and maintain the Crafton Hills College technology platform in such a way as to ensure high levels of end user satisfaction.**
  Priority Rank: 1
  Objectives:

  - **1.1 - Objective - Maintain adequate support to ensure the currency, functionality, and usability of deployed technology**
    Priority Rank: 2
    Start Date: 07/01/2022 **End Date:**   06/30/2024
    Responsible Person: Anthony White
    Strategic Direction: 4. Expand Access
    Impact Type: Site
    Institutional Learning Outcome: Not Applicable
    Resource Requests:

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

      Technology Services is seeking funding to elevate two current Technology Support Specialist (TSS) 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 TSS is to serve as the first-line contact to troubleshoot and resolve end user issues as relates to the current campus technology platform. Due to the ever expanding footprint and the rapid growth that occurred over the last 2 years to address the pandemic, the current workload is at double the industry recommended FT technician to device (industry recommended 150-250/1. CHC current 400-500/1). To compensate for this shortage, the Senior Technology Support Specialists whose primary function is to maintain servers and infrastructure are routinely pulled from their other projects in order to fill the gap. This means that high complexity projects routinely get pushed further and further back in order to maintain day to day functionality at high levels. The best way to address this is to increase the existing part-time positions to full-time.

      Resource Type: Ongoing
      Expenditure Category:
         Classified Unit Member Non-Instruction (2181)
      First Year Cost/Savings: $100,000.00/$0.00
      Second Year Cost/Savings: $104,000.00/$0.00
      Third Year Cost/Savings: $106,000.00/$0.00
    Actions/Activities:

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

  The past few years have shown that there is and will continue to be an ever expanding footprint in relation to the technology deployed and needed in order to support instructional and operational needs throughout the campus. In order to keep up with that ever expanding footprint and provide high levels of service and support for each and every member of the campus community throughout the operational hours of the campus as a whole, there is a need for an increase in available Technology Services staff.

  Rather than creating additional positions, the goal would be to increase the two existing part-time Technology Support Specialist positions to full-time in order to ensure that the current and future needs for staffing and coverage are seen to.

  Start Date: 07/01/2022 **End Date:** 06/30/2024
  Responsible Person: Anthony White

- **1.2 - Objective - Maintain currency of knowledge and skills necessary to provide support and service for the Crafton Hills College technology platform**
  Priority Rank: 4
  Start Date: 07/01/2022 **End Date:** 06/30/2024
  Responsible Person: Anthony White
  Strategic Direction: 8. Support Employee Growth
  Impact Type: Site
  Institutional Learning Outcome: Not Applicable
  Resource Requests:

  - **1.2.r1 - Formal training and conference attendance for Technology Services staff**
    Description

    Technology Services is seeking funding to supplement the training available through the Vision Resource Center with formal training on existing and emerging technologies for the Technology Services staff.

    Rationale

    In order for Technology Services to continue to provide the highest levels of service to the campus and community, Technology Services staff members need to keep up with or stay ahead of the technology curve. Hands on learning with products like Office365 and FortiClient are possible, but in order to provide the best service possible, regular formal training and seminars are necessary in order to keep up with the constantly evolving technology landscape.

Resource Type: Ongoing

Expenditure Category: Conference and Travel (5200)

First Year Cost/Savings: $10,000.00/$0.00

Second Year Cost/Savings: $10,000.00/$0.00

Third Year Cost/Savings: $10,000.00/$0.00

Actions/Activities:

- **1.2.a1 - Formal training and conference attendance for Technology Services staff**

  Consult and collaborate with Technology Services staff both at CHC and throughout the District to identify training opportunities for skills and knowledge development necessary to continue to provide the highest possible levels of support

  Start Date: 07/01/2022 **End Date:**   06/30/2024

  Responsible Person: Anthony White

- **2 - Goal - Improve knowledge of and familiarity with currently available Crafton Hills Technology resources.**
  Priority Rank: 3
  Objectives:

  - **2.1 - Objective - Disseminate current information to the campus community about existing technology available and upcoming initiatives quarterly**
    Priority Rank: 5
    Start Date: 01/01/2023 **End Date:**   06/30/2024
    Responsible Person: Anthony White
    Strategic Direction: 8. Support Employee Growth
    Impact Type: Site
    Institutional Learning Outcome: Not Applicable

  - **2.2 - Objective - Provide one-on-one and group training on available technology resources to Crafton Hills College faculty, staff, and administration**
    Priority Rank: 6
    Start Date: 01/01/2023 **End Date:**   06/30/2024
    Responsible Person: Anthony White
    Strategic Direction: 8. Support Employee Growth
    Impact Type: Site
    Institutional Learning Outcome: Not Applicable
    Actions/Activities:

    - **2.2.a1 - Survey existing faculty, staff, and administration to determine what training not offered by Professional Development would be desired**

Send out a survey to determine where there might exist gaps from the training available through Professional Development as relates to specific campus technology offerings so that training can be developed and targetted accordingly.

Start Date: 01/01/2023 **End Date:**   06/30/2024
Responsible Person: Anthony White

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.

- COVID tickets report 3-20 - 12-21.csv
- Technology Classrooms.xlsx
- Spring2020_technologyservices_satisfactionsurvey_report_final.pdf
- Moores_Law_2pg_(1).pdf
- Celebrating 10 years.pdf