**Program Review**

**For the**

**Reedley College Computer Services Department**

**2013**

**Cycle Three Review**

**Submitted by**

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### Program Review Self-Study: Non-Instructional Programs And Services

 Computer and Technology Services Area

The Computer and Technology Services Area oversee college-wide institutional and instructional computer support and data services. Each of the units provide information or learning resources services and are described below. The Reedley College facilities include Reedley, Madera, Oakhurst and Willow International.

1. Information Technology Services

The Computer and Technology Services Area supports Reedley College’s (including Madera Center, Oakhurst Center and Willow International Center facilities) technology infrastructure as well as troubleshooting, repair, and maintenance of the college’s computer equipment from the network switch or server to the desktop. As the need and dependence for more advanced technology increases, and as that technology is evolving rapidly, the demand for support and new equipment continues to grow. The Computer and Technology Services Area also supports all of the programs, applications and databases used in all the departments of Administrative Services, Instructional Services and Student Services. As of December 2013, the total number of desktop computer stations and laptop computers on the Reedley College Campus was approximately 1790. This includes 1194 computers/laptops in student computer labs, 30 Multimedia Classrooms, 119 Thin Client (virtual pcs), 408 computers for faculty and staff. Recently added to our inventory are tablets; 25 iPads and 4 Surface Pro’s. Currently, there are 396 full time faculty and staff (including administrators) and 390 part time faculty for Fall 2013.

1. Multimedia Services

Services in the multimedia area support requests ranging from selection and maintenance of audiovisual equipment to support and assistance in the classroom with media presentations. Most classrooms are equipped with permanent installations. However some portable “delivered on demand” multimedia units are still requested in those areas not currently equipped with permanent installations. Presently, all requests for multimedia equipment delivery, training, and on-site trouble-shooting are handled by Micro Computer Resource Technician, Micro Computer Specialist or the Network Coordinator.

1. Student Access Computer Labs

The college and centers have 57 student computer labs. The open computer labs are housed in the Libraries at Reedley College, Madera Center, Willow International, and room AC1-120 at Willow International with a total of 219 computer/thin-client stations. The other 48 labs support specific programs, including aeronautics, forestry, science, math, dental, English, foreign languages, art, CAD-graphics, global positioning and music. The open access library labs and discipline labs have more than 2000 computers (desktops, laptops and VDI) available for student use across all campus sites. The software available in the labs is standard Microsoft Office 2010 along with specialized programs to support specific disciplines. All labs have internet access.

**Reedley College Mission Statement**

Reedley College, including its centers and sites provides an accessible, student-centered educational environment featuring high-quality learning opportunities. We offer basic skills enhancement, associate degree programs, career technical education, and transfer-level courses as an integral component for life-long learning within a diverse local and global community.

**Program Mission Statement**:

The goal of the Reedley College Computer Services Department is to provide a reliable technological environment that meets the needs of students, faculty, classified staff and administration and promotes a student-centered learning environment.

**How Program Supports Mission Statement**

The Reedley College Computer Services Department provides leadership, planning, and direct technical support for both academic and administrative computing within the College. This includes: academic lab software and hardware support; networking (both WAN and LAN support); service repair support functions for administrative, student, and faculty users; support and administration of academic and servers. Help Desk functions for student e-mail mostly for access assistance such as password resets or ‘how to’ instructions.

**Reedley College Philosophy**

At Reedley College we believe that people’s lives are enriched in an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment. The college furnishes experiences designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment.

Reedley College is committed to maintaining a highly qualified staff of educators and support personnel who reflect the diversity of our unique community. We embrace a flexible attitude toward change and encourage the spirit of innovation.

The goal of the college is to develop each student’s full potential as well as respect for self and others. To this end, the college provides comprehensive curriculum offerings, life-long learning opportunities, counseling, and educational services.

**Program Philosophy**

The Reedley College Computer Services Department strives to maintain on-going quality support to its computing and technology infrastructure in a way that recognizes the critical role of information technology in the success of the college and its students, faculty and staff.

**How Program Supports Philosophy**

The Reedley College Computer Services Department has a daily commitment to provide timely quality service for all infrastructure needs, including all computers and laptops, all audio visual needs as well as e-mail, voice, internet and other network support.

**RC Strategic Plan** **Objectives**

1. Provide access to technology that prepares students for the future (RCSP 2 – Student Access and Services)

Objective 2.3 Provide broad-based instructional support services to the diverse needs of the students. (D.O. SP 2.3)

1. Provide technology to support effective teaching and learning with efficient work environments (RCSP 3 – Teaching and Learning)

Objective 3.3 Provide and support opportunities for faculty development that foster innovation (D.O. SP 3.5)

1. Persistently improving technological effectiveness for each campus. (RCSP 5 – Organizational Development and Effectiveness)

Objective 5.6 Utilize, improve and maintain technology and faculty infrastructure to support academic success (D.O. SP 6.2, 6.3)

1. Commitment to continually improving effectiveness in communication. (RCSP 6 – Communication)

Objective 6.3 Evaluate methods and delivery systems used to communicate between Reedley, Madera and Oakhurst (D.O SP 5.4)

The Reedley College Technology Plan goals connect to the RC Strategic Plan (RC SP) and the SCCCD Strategic Plan. The RC SP objectives are the basis for the Technology goals. The technology plan provides an assessment of the past year’s technology goals, a status report of the current year’s technology goals and a roadmap for future technology implementations. These goals are supported with specific objectives and action plans to be achieved over the next five years. The action planning process is yearly and defines projects that will be implemented. At the end of the year the action plans will be reviewed and updated with the next year’s action items

Reedley College and Willow-International Computer Services Department are college-wide service designed to provide technical support and problem solving for faculty, staff and students. The department facilitates a wide range of audiovisual, computer, network, VOIP, video, e-mail, Datatel, desktop and other support requests. Urgent and critical problems are reported by calls to the emergency phone. Other problems and support requests are submitted online through the web-based Help Desk system. Event requests are submitted on facility use requests and entered into the Help Desk system for tracking of the event.

The department is also asked to support grant programs. Usually, a grant contains funding provisions for administrative management, clerical and faculty support, but often omits funding for technical support. This presents an added workload for the technical support personnel since grants usually fund additional technology related equipment and software. The new equipment and software become the responsibility of the existing technical support staff to install and maintain. An example of this is the STEM (Science Technology Engineering Math) grant. The grant has funded multiple new laptops for student use. The only new positions funded by the grant are the coordinator and counselor.

As technology in the classrooms becomes multifaceted, the need for faculty to develop an understanding of the computer hardware/software they use in the classroom becomes even more important. The lack of faculty training in the use and care of the technology leads to an extra workload for the computer services staff. Many calls on the emergency phone are for assistance in using the software, or operating the equipment.

Reedley College, Madera and Oakhurst have a total of nine rooms that are equipped with video conferencing equipment. Willow International has seven rooms that are equipped with video conferencing equipment. Some of these rooms are exclusively conference rooms, which allow staff/faculty to meet without commuting to other locations. Most conference rooms were upgraded this year to include HD flat panels and new polycom units. The lecture rooms support distance learning classes, where the instructor is at one site teaching students at remote locations.

Additional student support is provided using Internet-based services for password resets for Blackboard and Student Email. WebAdvisor and Datatel password resets or questions are routed to admissions or to the district office help desk due to access limitations, making our help desk functions incomplete.

Telephone communications have undergone a transformation from a Fujitsu phone system to VOIP. All telephone services are now supported by computer services in addition to other responsibilities. There are 892 cisco VOIP phones managed by the network coordinator with support functions from the district office technicians, phones are integrated with Exchange e-mail for messaging. Reedley has 465 phone sets, Willow-International has 257, Madera has 148 and Oakhurst has 22.

Infrastructure support, provided largely by one Network Coordinator, includes lead technician duties for all campus sites. The newly upgraded infrastructure at Reedley campus required the programming of new VLAN’s for 87 juniper switches located across the campus. Network gear at Madera, Oakhurst and Willow-International are also included in the responsibly of this position. Each of these switches have been programmed to support multiple uses that include: Computers, VOIP, printers, wireless access and projectors. The Network Coordinator is the primary support person for 27 physical servers and 56 virtual servers at all locations.

 

*Current staffing*

The Reedley College Computer Services Department is under the direction of the Director of Technology. The Director reports to the Reedley College President and the Willow International President. Currently the Director is responsible for Reedley College and its centers in Madera and Oakhurst, and in addition Willow International campus.

Reedley College Computer Technology & Services Department currently has one (1) Network Coordinator and six (6) technicians: four (4) Micro-Computer Resource Technicians (two at Reedley, one at Willow-International and one at Madera Center) and two (2) Micro-Computer Specialists at Reedley. The director is also responsible for the staffing of the open computer lab in the Reedley College Library and the Willow-International Open Computer Lab. The Reedley open lab is staffed with two (2) full-time Instructional Technician – Computer Lab. The Willow-International open lab is staffed with three (3) part-time Instructional Technician – Computer Lab.

**Staffing Summary**

**(to be completed by Manager)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | Total Division BudgetFor the 5th year 2017-2018 | Percent of Division 2013-2018 |
| Administrators | 1 | 1 | 1 | 1 | 1 |       |       |
| Full - Time Faculty | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adjunct Faculty | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classified | 11 | 11 | 14 | 16 | 16 |       |       |
| Students – XXO | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students – Cal Works | 4 | 1 | 1 | 1 | 1 | 0 | 0 |
| Total | 16 | 13 | 16 | 18 | 18 |       |       |

Facilities Overview

Reedley Campus

The Reedley College Computer Services Department is located in temporary accommodations the library building, room LRC 106. The department’s previous office space in LRC 105 was re-allocated to support the Reedley College Middle High School. The temporary office has access problems when the library is closed. Visitors to the department and staff must enter the building through locked alarmed doors at the back of the building. With no outside door, equipment must be moved through the library building or through the patio area now allotted to the RCMHS. The Computer Department office/work space fits comfortably in LRC 106 space but there is no place for receiving deliveries consisting of more than a few small boxes. The use of this temporary space has displaced the campus training room that is utilized by staff and faculty. Also displaced and temporarily relocated to CCI-217, are computers for adjunct faculty.

The office/work space in LRC 106 is approximately 660 square feet in size. There are four technician stations each with one desk and one workbench. There is one small office desk for a vacant OAIII position and it is now used by student workers. One built-in workstation desk is used by the network coordinator. The Directors office is located in a near the open computer lab and was designed for a purpose other than an office. Storage of equipment used by the technicians has been moved back to Forum 6, a space shared with the music department, therefore not very secure. A small cabinet in the MDF provides a limited amount of storage for replacement lamps for projectors that must be in a secure area due to the cost of the bulbs. Very large deliveries of computers, printers, and other equipment, are made to the Open Computer Lab, in a non-secure area. During certain times of the school year, several campus departments may be expecting technology deliveries. As not all orders are delivered in full, this can create some confusion with assorted partial deliveries occurring. All assets must be accounted for, tagged with the SCCCD asset tag and reported to the district office for record keeping. As each equipment order is assigned to the corresponding technician according to area of responsibility, the items are temporarily stored in several locations depending on available space. The limited work bench area allows the technician to work on a few items at a time. Currently, there are no facilities for staging and deployment of large equipment orders. The Reedley Technology Plan calls for a 5 year replacement cycle. Based on the current number of computers, this will average about 250 new computers per year and/or removal of old computer and installation of thin-client workstations.

As new equipment arrives, the displaced equipment destined for repair, re-deployment or dispersal requires additional storage space. Forum 6 is a partially secure room that is designated as storage for new and used equipment and disposal items must be cleared out twice each year. Form 6 is relatively close to the existing office space in the library, allowing for quick retrieval or storage of equipment. A portion of the space is used for storing various music items, chairs, and sundry items. Forum 6 is also the Projection Room for the large screen in Forum Hall 1, the large screen is built-in-glass requiring rear projection. The elements of music storage and projection for the large group classroom are limiting factors for the usage of this shared space. Audio/Visual equipment for event setups, are stored up-stairs on the platform in Forum 6.

The Director of Technology’s office is in LRC 118 adjacent to the large open computer lab. The size and location of the office space is ill suited for an office. It would be better used as a general work area or storage space. There are no accommodations for an Office Assistant III near the director’s office.

The main server room (MDF) is in LRC 108. There are various network rack rooms (IDF) in buildings across the campus. Old cabinets were recently removed to accommodate the installation of additional racks and a new UPS and generator backup that supports the network core and servers.

There is a Measure E infrastructure project at the Reedley campus that has been completed:

1. Replacement of the fiber backbone
2. Replacement of network switch hardware
3. Upgrade to CAT 6 cable and patch panels
4. Creation of IDF rooms in most buildings on campus
5. Old Telephones removed and VOIP phones installed.
6. Upgrade of the MDF (LRC108)
	1. Installation of a backup generator
	2. Installation of a backup air conditioner
	3. Installation of a room UPS (uninterruptable power supply)

Willow-International Center

The support staff is composed of one MCRT and three part-time IT Computer Lab technicians (primary responsibility is to maintain and support the open computer lab). The MRCT is housed in AC1-110 with the building maintenance, police and outreach personal. When the Director is at the WI center, usually on Tuesdays there is a spot in this same room for his use. The room is approximately 300 square feet and has built-in counters that are used as desks. There are not any drawers to secure personal items or store materials.

Similar to Reedley, except for small orders all equipment and supplies are delivered to AC1-110, the open lab. It is difficult to secure equipment in the room with the numbers of people that go in/out of the room. The technician lacks adequate space for working on equipment or securely storing his tools and personal items. Staging and deployment of large quantities of equipment can only occur in a classroom, which is limited by the availability of the room when not in use for instruction.

The main server room (MDF) is in AC1-133. This is a facility with a state of the art design. The UPS system has adequate capacity and is supported with a large backup generator in case of outages. The room is well organized and contains multiple racks to house the servers and network equipment.

Madera Center

The support staff is one MCRT. He is housed in AM143, which is a converted classroom. The Director is at the Madera Center on Thursdays and has a desk in same room. The room is approximately 400 square feet and has adequate work tables. It also has some rack shelving and storage cabinets for parts/supplies. The room is large enough to store most of his equipment and supplies, while still leaving an adequate work area for the one technician. Large orders have to be delivered to the classroom.

AM131 is the main server room (MDF) for Madera. The configuration and design was the basis for the Willow facility. It has adequate space and network rack capacity for the foreseeable future needs of the campus. The UPS system is supported with a large backup generator.

Oakhurst Center

The Oakhurst Center is supported remotely by the Madera MCRT. New equipment and spare parts are stored at the Madera location. He schedules visits to the Oakhurst Center to perform maintenance and installation of new equipment. Oakhurst is connected to the district wide-area network, so a majority of the support can be performed over the network. The remote support model will continue for the foreseeable future.

**Equipment requirements**

**Including ongoing maintenance requirements and costs**

The Computer Services Department provides various services to faculty, staff and students. These include, but are not limited to, an ongoing evaluation, support and maintenance of all computers, tablets and thin-clients, peripherals, and audio visual equipment. This involves service and installation of software upgrades or updates; resolution of software conflicts with operating systems and software programs; updating operating systems; configuring and maintaining specialized software.

All incoming new computer equipment, audio/visual equipment and computer peripherals are received by the Computer Services Department for assembly, hard drive imaging and installation, including all PCs and other computers, printers, overhead projectors, ceiling mounted video projectors, TV-video panels, networking equipment, student sign-in panels and various other related items. In addition to the installation of new equipment, the Computer Services Department repairs damaged and worn-out equipment. A modest amount of spare equipment that has been removed from service which is kept to allow for substitution while repairs are being made. The spare equipment has a secondary purpose in supporting facility requests for special events where equipment is not permanently installed in the rooms or for events that are off-campus, such as the football fund raisers.

The Computer Services staff have laptops that are seven years old and outside the five-year replacement cycle window. Each technician has their collection of personal tools needed to complete their daily tasks. Reedley campus technical staff use radios to keep in touch as we move around on campus. The department attempts to keep in stock spare parts to support the campus, such as projector bulbs, cables, power supplies, keyboards, mice etc. It necessary because of the time lag of the requisition/purchasing process.

Reedley College has a total of twelve rooms that are equipped with video conferencing equipment. Five are conference rooms, which allow staff/faculty to meet without having to drive to other facilities. Five rooms were upgraded at Reedley, Madera and Oakhurst this year with new HD flat panels and new polycom units. The lecture room supports distance learning classes, where the instructor is at one site teaching students at remote locations.

The cost of maintaining a five year cycle of computer equipment replacement requires a substantial commitment for funds to support this goal. The current five year cycle includes Pc’s and additional technology items used: projectors, printers, servers, network equipment. Including dedicated technology such as: One Card, Class Climate, SARS, Hershey, Video Conferencing, information Panels.

VDI Technology

Virtual Desktop Infrastructure (VDI). Virtual server technology has been implemented to control Total Cost of Ownership (TCO) and allow desktop and server management to be more robust. TCO benefits the department with a possible 10-50% savings in desktop hardware replacement costs, with an additional reduction in electrical power usage. VDI also called Thin-Client provides a comprehensive desktop management system. All the components of the desktop are virtualized, which allows for a highly flexible and much more secure desktop. This approach enables a desktop and disaster recovery, to be faster and less hands-on as everything is saved in the data center and ‘served out’ to the client as well as backed up during regular maintenance. VDI is hosted on a Xen Server using Citrix Client to deliver a Windows desktop to a user station. Equipment for 290 virtual desktops are being deployed to replace the traditional desktop pc, 160 are already in operation at Reedley and 70 in operation at Willow. The potential is to significantly reduce the total cost of ownership (TCO) and at the same time increase reliability, reduce maintenance costs and increase performance. Summer Project 2014 Madera will install 150 VDI clients.

**Supply requirements**

The majority of the supply requirements for the Computer Services department are used to support the repair and maintenance of equipment located throughout the campus. There is a need to establish a replacement cycle for the computers used by the technical staff, often this equipment is not replaced on the standard 5 year replacement cycle. Outside vendors are used when the equipment is either under a maintenance contract or require parts that cannot be readily available. Funding for office supplies and basic repair supplies for the past years has been very small. The use of open purchase orders at frequently used vendors such as Dell, CDW, and Radio Shack have been helpful in allowing the technician to obtain computer repair supplies in a timely manner. In addition to general office supplies, the greatest need for supplies comes from maintenance items such as projector bulbs, batteries, printer/monitor cables, power supplies, printer cartridges, switches, drives, surge adapters, surge strips, video adapters, pigtails, and miscellaneous tools. Battery replacements for the department radios need to be on a two year replacement cycle to maintain proper use of the radio communication.

All the equipment purchased for either classrooms or staff and faculty will require periodic service and repair due to normal ‘wear and tear’ or accidental damage. Many of these items are very expensive. The average cost for a ceiling LCD projector bulb can range from $300.00 to $400.00 each. Due to budget considerations and the 5 year replacement cycle, many of the older used Dell computers are redeployed to replace outdated and defective units. Many of these computers are out of warranty. Power supplies and circuit boards in older computers that have fallen out of warranty are not only the more common parts to fail, but are the more costly to replace.

The college has made a commitment to increase the amount of technology available to assist the learning process. As the amount of technology related equipment is added to the campus, an increased amount of funding for supplies will be needed. Increases in the supply budget needs to allow for growth and increases in supply prices.

**Previous Program Recommendations**

|  |  |  |
| --- | --- | --- |
| Recommendation | Status  | Outcome  |
| #1 Staffing | Lost OAIII position, budget challenges. | Loss of OAIII No Progress on additional positions |
| Add New Position: Applications Support |
| Increase of supported equipment at all locations requires additional MCS at Madera and Willow. |
|  |
| #2 Staff training | Implemented online training for Microsoft products, Teng Her attended Juniper switch training, Implement district-wide training event for tech staff. Atomic learning for staff/faculty is being implemented | On target  |
| #3 Facilities - Infrastructure | RC infrastructure project replaces network switches, fiber backbone, UPS and new backup generator and telephone system.  | Completed |
| #3 Facilities - Hardware | Funds have been found to achieve the replacement cycle goals. The server virtualization goal was achieved and the migration to Server 2012 including Virtualizing servers has begun. | On target  |
| #3 Facilities - Space | No progress. Still need permanent space with office layout and design conductive to success. | No Progress |

**II. Quantitative Analysis**

1. How many students served by program/service area in the past year? How does this compare with past years?

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| FTES |  |  | 2437.84 |  |  | 2332.33 |  |  | 2636.23 |  |  | 2509.52 |  |  | 2651.22 |  |  | 2473.74 |  |  | 2403.25 |  |  | 2344.59 |  |  | 2352.36 |  |  | 2063.62 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| FTES |  |  | 834.10 |  |  | 856.73 |  |  | 918.66 |  |  | 863.84 |  |  | 815.33 |  |  | 828.82 |  |  | 810.03 |  |  | 840.54 |  |  | 855.30 |  |  | 686.34 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| OAKHURST | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| FTES |  |  | 132.40 |  |  | 135.67 |  |  | 154.46 |  |  | 149.90 |  |  | 142.63 |  |  | 121.61 |  |  | 132.00 |  |  | 114.38 |  |  | 138.10 |  |  | 120.84 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WILLOW INTERNATIONAL | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP |
| FTES | 1611.80 | 1627.09 | 1730.11 | 1607.33 | 1651.58 | 1582.19 | 1636.15 | 1551.95 | 1613.38 | 1403.07 |

B. Reedley

During the 2013 fall term, a survey was administered to ask about people’s use and subsequent satisfaction with technology at Reedley College. For the first part of the survey, faculty and staff were asked how important an item was and how satisfied they were. Response percentages indicate those who answered either ‘Very Important’/ ‘Important’ or ‘Extremely Satisfied’ / ‘Satisfied’. These are then compared to the previous survey (administered fall 2009).

| ***Importance*** |  | ***Satisfaction*** |
| --- | --- | --- |
| **RC** | **+/-** |  | **RC** | **+/-** |
|  |  |  |  |  |
| **96.3** | **+8.0** | Available computers hardware and softwarehelp me effectively perform my required duties. | **79.7** | **+13.4** |
| **85.8** | **-0.5** | Additional hardware (printers, scanners, etc) are available and sufficient to effectively perform my required duties. | **79.0** | **+17.3** |
| **93.6** | **+2.4** | Maintenance of computers and hardware. | **66.7** | **+12.5** |
| **65.4** | **-7.3** | Availability of specialty software. | **84.2** | **+33.8** |
| **95.4** | **+3.1** | Access to Email/ Internet. | **79.8** | **+2.9** |
| **99.1** | **+8.5** | Reliability of the network. | **59.6** | **-6.7** |
| **51.4** | **-23.9** | Availability of computer training. | **58.6** | **+12.9** |
| **56.7** | **-21.4** | Effectiveness of software training. | **64.4** | **+16.7** |
| **95.4** | **+6.1** | Technical knowledge of support staff. | **75.9** | **+28.8** |
| **92.8** | **+3.9** | Technology support personnel are available when needed. | **70.3** | **+25.0** |
| **97.2** | **+8.3** | Ability of support staff to resolve problems. | **69.5** | **+16.6** |
| **73.5** | **-8.6** | Web-based service request is convenient. | **80.6** | **+17.6** |
| **83.5** | **-5.9** | Response time to web request is reasonable. | **65.3** | **+17.4** |

The following reflects those faculty and staff who used Computer Labs (n=73).

|  |  |  |
| --- | --- | --- |
|  |  | ***Satisfaction*** |
| Computer Hardware:Computer Software:Network Connection:Projector:Upkeep:Reliability:Responsiveness to Requests for Assistance:Overall Satisfaction with PC Labs: | **RC** | **+/-** |
| **63.6** | **-9.1** |
| **66.6** | **-10.5** |
| **50.0** | **-18.2** |
| **71.4** | **+2.0** |
| **47.7** | **-13.5** |
| **53.3** | **-4.7** |
| **76.2** | **+13.9** |
| **55.8** | **-6.7** |

Faculty and staff open ended comments included a slow network and network issues in general. There were also concerns about the amount of staff on hand. Generally, they were happy with the response times and service and several mentioned a marked improvement in these areas. There were also mentions of concern over computer replacement and technology infrastructure improvement in general. Questions ranged from how to receive a new computer upgrade to how will Reedley strengthen the bandwidth to increase capacity over time.

Most students were very complimentary, especially toward staff, similar concerns were voiced. While generally more satisfied than faculty and staff, students commented on the Wi-Fi/network being slow. There were also a few comments regarding the noise level in the labs (but not a specific one). Note: A 2.4 million dollar infrastructure re-model in 2013 has corrected the reported network slowness and increased reliability for the wired and wireless connections.

A similar survey was sent to students. Once again, responses indicate the highest levels of importance and satisfaction.

|  |  |  |
| --- | --- | --- |
| ***Importance*** |  | ***Satisfaction*** |
| RC | +/- |  | **RC** | **+/-** |
| 88.3 | -1.2 | The available computer hardware and software help me to effectively perform my required assignments. | **91.5** | **+11.6** |
| 85.0 | +12.8 | There are an adequate amount of work stations in the computer lab.  | 88.1 | +19.6 |
| 89.7 | +2.3 | The equipment in the computer lab is kept in proper working order. | 92.9 | +12.1 |
| 95.1 | +4.6 | Access to the Internet and email is sufficient. | 77.6 | -7.4 |
| 76.9 | -2.0 | Specialty software is available. | 92.2 | +22.5 |
| 84.5 | +0.1 | The lab is clean and well maintained. | 98.2 | -14.8 |
| 89.5 | +7.4 | The availability of printers is adequate. | 89.3 | +8.9 |
| 89.5 | +3.1 | The quality of printing is good. | 98.1 | +17.7 |
| 83.6 | -2.0 | Printers are current and well maintained. | 94.3 | +15.4 |
| 79.7 | -5.9 | I am satisfied with the hours the computer lab is open. | 91.2 | +16.8 |
| 89.5 | +0.9 | The computer lab is user friendly for *all* students.  | 96.5 | +17.9 |
| 85.5 | -0.1 | The staff in the computer lab is helpful. | 88.9 | +9.5 |
| 81.8 | -4.2 | The staff in the computer lab are friendly and approachable. | 90.7 | +11.9 |
| 87.0 | +1.3 | My questions are answered in a timely fashion. | 92.5 | +12.2 |
| 87.3 | +1.3 | The staff is helpful when I need technical support/training. | 90.4 | +10.4 |

Data source: RC Office of Institutional Research

Willow-International

 During the 2013 fall term, a survey was administered to ask about people’s use and subsequent satisfaction with technology at Willow International Community College Center. For the first part of the survey, faculty and staff were asked how important an item was and how satisfied they were. Response percentages indicate those who answered either ‘Very Important’/ ‘Important’ or ‘Extremely Satisfied’ / ‘Satisfied’. These are then compared to the previous survey (administered fall 2009).

|  |  |  |
| --- | --- | --- |
| ***Importance*** |  | ***Satisfaction*** |
| **WI** | **+/-** |  | **WI** | **+/-** |
|  |  |  |  |  |
| **90.5** | **+2.2** | Available computers hardware and software help me effectively perform my required duties. | **93.5** | **+27.2** |
| **87.3** | **+1.0** | Additional hardware (printers, scanners, etc) are available and sufficient to effectively perform my required duties.  | **88.7** | **+27.0** |
| **83.3** | **-7.9** | Maintenance of computers and hardware. | **84.7** | **+30.5** |
| **61.4** | **-11.3** | Availability of specialty software. | **85.2** | **+34.8** |
| **95.4** | **+3.1** | Access to Email/ Internet. | **79.7** | **+2.8** |
| **100.0** | **+9.4** | Reliability of the network. | **74.2** | **+7.9** |
| **47.3** | **-28.0** | Availability of computer training. | **88.2** | **+42.5** |
| **58.5** | **-19.6** | Effectiveness of software training. | **88.0** | **+40.9** |
| **84.2** | **-5.1** | Technical knowledge of support staff. | **92.7** | **+28.4** |
| **82.5** | **-6.4** | Technology support personnel are available when needed.  | **81.8** | **+36.5** |
| **93.0** | **+4.1** | Ability of support staff to resolve problems.  | **92.9** | **+40.0** |
| **56.6** | **-25.5** | Web-based service request is convenient. | **77.1** | **+13.9** |
| **76.9** | **-12.5** | Response time to web request is reasonable.  | **77.6** | **+29.7** |

The following reflects those faculty and staff who used Computer Labs.

|  |  |  |
| --- | --- | --- |
| ***Importance*** |  | ***Satisfaction*** |
| Computer Hardware:Computer Software:Network Connection:Projector:Upkeep:Reliability:Responsiveness to Requests for Assistance:Overall Satisfaction with PC Labs: | **WI** | **+/-** |
| **84.0** | **+11.3** |
| **80.0** | **+2.9** |
| **70.4** | **+2.2** |
| **88.0** | **+18.6** |
| **73.1** | **+11.9** |
| **73.1** | **+15.1** |
| **80.8** | **+18.5** |
| **79.2** | **+16.7** |

Overall, Faculty and staff comments were positive with only minor complaints of Wi-Fi or network problems. Note: Summer 2014 Project will replace all the Wi-Fi units increasing the reliability and speed of wireless communication on campus.

Open ended student comments reflected the need for better Wi-Fi and more available printers in the admissions office. Otherwise, the comments were quite positive toward staff and surroundings. A similar survey was sent to students. Once again, responses indicate the highest levels of importance and satisfaction.

| ***Importance*** |  | ***Satisfaction*** |
| --- | --- | --- |
| WI | +/- |  | **WI** | **+/-** |
|  |  |  |  |  |
| 91.9 | +2.4 | The available computer hardware and softwarehelp me to effectively perform my required assignments. | **94.3** | **+14.4** |
| 88.6 | +11.4 | There are an adequate amount of work stations in the computer lab. | 90.9 | +22.4 |
| 97.1 | +9.7 | The equipment in the computer lab is kept in proper working order. | 93.8 | +6.4 |
| 94.3 | +3.8 | Access to the Internet and email is sufficient. | 90.9 | +5.9 |
| 60.6 | -18.3 | Specialty software is available. | 96.8 | +26.3 |
| 72.7 | -12.1 | The lab is clean and well maintained. | 96.8 | +13.4 |
| 88.2 | +6.1 | The availability of printers is adequate. | 81.2 | -0.9 |
| 85.7 | -0.7 | The quality of printing is good. | 90.9 | +10.5 |
| 80.0 | -5.6 | Printers are current and well maintained. | 94.3 | +15.4 |
| 88.6 | +3.0 | I am satisfied with the hours the computer lab is open. | 90.9 | +16.5 |
| 85.3 | -5.1 | The computer lab is user friendly for *all* students. | 96.9 | +13.8 |
| 84.8 | -0.8 | The staff in the computer lab is helpful. | 96.8 | +17.4 |
| 81.8 | -4.2 | The staff in the computer lab are friendly and approachable. | 90.3 | +11.5 |
| 76.5 | -9.2 | My questions are answered in a timely fashion. | 96.9 | +16.6 |
| 82.4 | -3.6 | The staff is helpful when I need technical support/training. | 93.8 | +13.8 |

Data source: WI Office of Institutional Research

Key Findings:

Faculty and Staff:

* Faculty and staff indicated that the computers, hardware, and software that is available to them is extremely important their satisfaction with this area has increased 13%.
* The importance of technology support being available when needed increased 4% and the satisfaction level increased 25%.
* Specialty software is less important, but the satisfaction level of specialty software increased 34% indicating those who do use/need it are more satisfied.
* While the response time to web requests is less important (-6%), the satisfaction level increased 17% indicating a closing gap in need and satisfaction.
* While ‘Reliability of the Network’ was the most important item (99%) the satisfaction level of this item decreased 7% which widens the gap between need and satisfaction.
* Faculty and staff who used Computer Labs were less satisfied in most areas with the exceptions of Projectors and Responsiveness to Requests for Assistance which increased 14%.

Students:

* Student satisfaction ranged from 88% (adequate workstations in the computer lab) to 98% (print quality is good and the lab is clean and well maintained).
* The students indicated that access to the internet and email is the most important item (95%). Satisfaction with access dropped 7% opening a gap.
* Satisfaction with the lab being user friendly for all students increased 18%.

**Face-to-Face services**

Solar Winds Web Help Desk (WHD) is a web enabled portal hosted on-site that allows submission of requests for assistance from the computer service department. WHD also tracks asset information that may be needed by the technical staff. This software streamlines the help desk ticket process from request to resolution, includes fully-customizable reporting forms to match department support workflows, manages and tracks hardware and software assets, and supports self-resolution of issues with a searchable knowledge base. Built in and customizable reports can be used to assess the workload of the technical staff. Facility requests that include a need for technical support are also input into this system so that each facility event is assigned to a technician.

Reports can be formatted to report in bar charts or pie charts and represent the data within the help desk database. For example:



Budget Summary

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
| Sum of Actuals | Column Labels |  |  |  |  |  |  |
| Row Labels | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | Grand Total |
| 91 | 74073 | 76328.4 | 76328.4 | 76328.4 | 76328.42 | 45415.3 | 424801.92 |
| XX0 | 74073 | 76328.4 | 76328.4 | 76328.4 | 76328.42 | 45415.3 | 424801.92 |
| 92 | 490249.06 | 493934.95 | 507737.6 | 393725.53 | 414137.37 | 248152.51 | 2547937.02 |
| LT0 | 345.52 |  |  |  |  |  | 345.52 |
| XX0 | 489903.54 | 493934.95 | 507737.6 | 393725.53 | 414137.37 | 248152.51 | 2547591.5 |
| 93 | 216824.52 | 211108.46 | 229305.29 | 182323.73 | 199945.45 | 106526.81 | 1146034.26 |
| LT0 | 34.09 |  |  |  |  |  | 34.09 |
| XX0 | 216790.43 | 211108.46 | 229305.29 | 182323.73 | 199945.45 | 106526.81 | 1146000.17 |
| 94 | 32579.32 | 15789.99 | 30125.41 | 32004.41 | 40159.78 | 15351.83 | 166010.74 |
| CA0 |  | 0 |  |  |  |  | 0 |
| CA2 | 0 | 2038.42 |  |  |  |  | 2038.42 |
| LT0 | 19979.58 | 4581.04 | 20701.91 | 27488.55 | 15751.26 | 12557.53 | 101059.87 |
| XX0 | 12599.74 | 9170.53 | 9423.5 | 4515.86 | 24408.52 | 2794.3 | 62912.45 |
| 95 | 21793.19 | 66720.92 | 50656.7 | 87629.45 | 142518.52 | 155936.87 | 525255.65 |
| CA2 | 0 | 6781.28 | 0 |  |  |  | 6781.28 |
| CA6 | 0 |  |  |  |  |  | 0 |
| LT0 | 20870.42 | 50932.37 | 43732.3 | 84134.82 | 135093.05 | 140867.45 | 475630.41 |
| XX0 | 922.77 | 9007.27 | 6924.4 | 3494.63 | 7425.47 | 15069.42 | 42843.96 |
| 96 | 45732.62 | 253773.98 | 185201.04 | 140115.5 | 340341.75 | 188366.91 | 1153531.8 |
| LT0 | 45732.62 | 253773.98 | 0 | 140115.5 | 217555.48 | 164322.64 | 821500.22 |
| XX0 |  |  | 185201.04 |  | 122786.27 | 24044.27 | 332031.58 |
| Grand Total | 881251.71 | 1117656.7 | 1079354.44 | 912127.02 | 1213431.29 | 759750.23 | 5963571.39 |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| XX0 = GENERAL FUND |  |  |  |  |  |  |
| LT0 = LOTTERY |  |  |  |  |  |  |  |
| CA0, CA2, CA6 = TTIP FUNDING |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**III. Student Learning Outcomes**

A. An accreditation standard requires that the institution makes public expected learning outcomes. In what ways are the courses/program/degree/certificate outcomes made public?

[ ] Catalog [ ] Brochure

[x] Website [ ] Other:

While the Reedley College Computer Services Department is not directly involved in instruction, it is instrumental in enabling students, as part of the learning process, to utilize technological applications. Instructors are increasingly becoming reliant on technology in their teaching methodologies. Support from the Computer Services department is crucial to their success. The department supports and maintains web applications like WebAdvisor, Blackboard and a host of departmental p that are a part of online learning and online retrieval of student information. The department also supports and maintains all lab computers for student use. Students, while on campus, are allowed access to the campus network and at no charge to connect their personal computers to the Internet. Following the objectives from the Reedley College Technology Plan, the following student learning outcomes are identified and supported.

The world of technology is changing at an ever increasing pace. Providing proper access to the needs and wants of all users at the Reedley College campus is our part of improving the learning environment. We feel the technological access and support we provide for the students will help them in their development of life skills that will help carry them beyond our institution. We implement and maintain all lab computers for student use.

B. Include the hyperlink for the program to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | GELO 1 | GELO 2 | GELO 3 | GELO 4 | GELO 5 | GELO 6 | GELO 7 | GELO 8 | GELO 9 | GELO 10 | GELO 11 |
| PLO 1 | X | X | X | X |   |   |   | X | X | X | X |
| PLO 2 |   |   |   |   |   |   |   |   |   |   |   |
| PLO 3 |   |   |   |   |   |   |   |   |   |   |   |
| PLO 4 |   |   |   |   |   |   |   |   |   |   |   |
| PLO 5 |   |   |   |   |   |   |   |   |   |   |   |

<http://scccd.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=_4_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_23199_1%26url%3D>

C. Give a brief overview of the program assessment completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Non-instruction Program SLO Assessment Report Forms for your program in appendix B.

The assessment process by which student achievement of these outcomes will be measured by student satisfaction surveys administered periodically. Factors included in the assessment of the students will include: growth in student learning (measurable by numbers of graduates, successful transfers, and anecdotal information from teachers, counselors and the students); growth in student computer capabilities (measurable by the expansion and use of distance education classes, use of data bases for research, growth of email accounts, and computer lab usage).

A student satisfaction survey was administered in 2010, with the results presented in the previous program review report. A follow-up survey done in April of 2013 is included in this report.

D. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (eg. staff development/training, equipment, technology, etc.)? Be sure to include these in your goals.

1. **Staff Development/Training**
	1. Training for Virtual Desktop technology
	2. Training for Aero-Hive wireless deployment
	3. Ongoing - Online available, technical workshops for Microsoft, Juniper, Polycom and desktop conferencing, Blackboard and Datatel. Possibly with assigned time to accomplish training goals.
	4. Staff development funds for continuing education that is needed to keep up with the changes in technology and use thereof within the campus sites.
2. **Equipment**
	1. Technical staff need replacement Laptops. Our current laptops are significantly overdue per the 5 year replacement plan. Replacement with Tablet PC’s would enable mobile support for future plans including wireless device’s with connection to classroom projectors.
	2. Proxy server with traffic inspection for virus, malware, phishing, bandwidth management, protocol management, network traffic monitoring, etc.
	3. Network access control system (NAC) that validates wired and wireless devices before allowing traffic to flow onto the network
	4. Log server for logging events such as DHCP leases, successful and failed user logins, etc.
	5. Additional radios or portable phones in sufficient numbers to enable staff and student workers to maintain communication during work hours
3. **Software and I.T. Management Tools**
	1. Success with Malware Bytes in the prevention of Malware and Spyware needs permanent full licensed software.  With the full version this product can be included in our standard deployment of PC’s and laptops and managed from a central location to insure that our desktops are less likely to become infected. This product is needed in addition to Sophos.
	2. Software Management to keep track of how many licenses we have used for software packages on campus:  Net Support, Micro-Grade, Web-Grade, Software in classrooms such as QuickBooks, so we always know what we have installed/available.
	3. Microsoft System Center Configuration Manager (SCCM)
	4. Solar Winds Management Products
		1. Network Performance Monitor,
		2. Network Configuration Manager,
		3. Net Flow Traffic Analyzer,
		4. Server & Application Monitor
4. **Additional Personnel**
	1. OAIII position has been vacant in excess of 2 years. This position needs to be filled so that the work associated with this position can be removed from ‘extra duties’ assigned to other staff.
	2. MCSP position: FT or PT with split locations at Madera and Oakhurst. Or FT with split locations between Madera and Reedley. Expansion of technical support require this additional position to maintain a high level of response.
	3. New position to be created to handle “Applications”. This position would be equivalent in pay scale to existing job classifications, depending on final decision on duties to be assigned. This is the second time Program Review has noted the need for this position.
	4. Willow-International on becoming a full campus will require a fully staffed I.T department. Anticipated additional positions: Network Coordinator, and a Director.
5. **Office Space**
	1. Department needs Permanent workspace with sufficient space for current employees.
	2. Any additional employees added to our staff will require additional space and furniture appropriate for the position they are hired for.
	3. Additional shelving in Forum Hall 6 to hold all incoming inventory. This facilitates removal of storage from the Director’s office.

**IV. Qualitative Analysis**

Trends include development of district wide E-policies that cover the use of wireless, internet, email (staff and student) pc, laptop and tablet and other devices with an overarching security policy that will achieve a more secure resource for everyone.

Wireless usage policies should include non-district equipment. This new policy must be agreed to at the time of connection of the device to our network (district wide) for all devices. To regulate wireless traffic properly I.T. will also need to implement automated monitoring and network traffic policies to insure that the wireless needs of campus are stable and that devices connected to our network are adhering to usage policies and ‘safe network’ standards. Policies and automated monitoring of devices becomes more valuable as students become more mobile and as Distance Learning brings ever increasing connections to our network through portals. A wireless connection policy should also include options for blacklisting or blocking a particular device and an appeal process for re-connection of that device to our wireless system.

Trends in Distance Learning require implementing new technologies. The ability to support our students in an online environment will initiate some consolidation of particular services and personnel. New services could include mobile network access, automated processes, web presence, class materials in e-format and student services available online. This trend requires a district wide overview of what is needed and how it is implemented with a purposeful direction and design that allows for growth and change as needed.

Trends in Bring your own device (BYOD), e-books, video chat and college recruitment are all part of attending college and staffing a college. We all expect and need for our personal devices to interface with college resources.

Trends in Video conferencing suggest that we need additional rooms equipped for site to site meetings. Conferencing from the desktop and use of software such as ‘Go to Meeting’, should become standard desktop software, with easy access to these resources, possibly through a conferencing site. Meetings of a few people can then be accomplished office to office without the need to schedule the larger conferencing rooms.

**V. Summary Statement**

A. Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of program learning outcomes.

While Reedley, Madera, Oakhurst and Willow have increased dramatically the usage of technology in the classroom and for business purposes, the methods for support of these systems has not kept pace. Technical staff may need additional training opportunities, software tools and job description changes to be ready for new projects on the horizon. The location of the people providing technology support may be on site or may be consolidated possibly working offsite, for more optimized delivery.

B. Based on the conclusions above, complete the table below. List goals in priority order, including learning outcomes-related goals.

| **Goal(s)\***(please provide the page number(s) where this goal is substantiated) | **Activities/Facilities/Curriculum/****Equipment Necessary to Accomplish Goals**  | **Resources Needed, Include Estimate Costs** | **Proposed Timeline** |
| --- | --- | --- | --- |
| 1.Sustain the 5 year replacement cycle pg. 14 | Computers identified via inventory and model number that are 5 years or older. | Costs are dependent on the equipment being replaced each year. | Continuous, as equipment ages out.  |
| 2.Identfy consistent funding for replacement cycle pg. 14 | Campus budget dependent | Let’s start with 200,000 per year for equipment  | 2015-2016 budget cycle |
| 3.Expanding use of VDI pg. 13 | Equipment included within budget, 5 year cycle and extra project funding. | Servers, plus software for maint, backups, licensing, training. | In process. |
| 4.Blackboard Training | Performed by David Borofka as part of Distance Learning Workshops | College Costs  | In place. |
| 5.Implement Atomic Learning | Atomic learning implemented and can be linked to blackboard classes or used in computer labs. | College Costs  | In place.  |
| 6.Implement IT Academy for Technical staff pg. 15 | Generate login codes | $1500.00 | Summer 2014 |
| 7.Web Site Refresh | Web design including possibility of future staff. | College Costs  | 2015-2016 |
| 8.Implement Blackboard Mobile | Additional Module to purchase and implement at host site. | District Cost | 2015-2016 |
| 9.Implement Student Portal  | Start with Student “Domain” to be constructed within district network.  | District Cost | 2015-2016 |
| 10.Permanent Facilities for I.T. Dept. pg. 27, #5 | Space not yet identified. Dependent on decisions about future construction and/or location of RCMHS | Temporary space is OK for interim. | 2014 |
| 11.New Personnel pg. 27, #4 and pg. 15 | Fill empty OAIII - RCMCSP – MC & Oakhurst“Applications” position – RCPossible Web Master – RCFull Staff for Willow | TBT | 20142015-20162014-20152015-2016Start Summer 2014 |
|  |  |  |  |

### Non-Instruction Program SLO Assessment Report Form

Please complete one form for each assessed program.

1) Date: January 31, 2014

2) Program: Computer Technical Services

3) Assessed Program SLO(s): Technical Support and Services

4) Assessment Assignments and/ or Instruments:

 Which were used to assess the SLO(s)?

A. [ ]  Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.

B. [ ]  Self-assessments (e.g. reflective journals, surveys)

C. [x]  Internal/External Data

D. [x]  Other (please describe): Working knowledge.

Staffing changes need to be made as soon as possible. Additional stresses have been incurred by not staffing the department correctly and making growth and new projects more difficult to include into the daily duties of each department employee. E- Adhere to the 5 year replacement cycle.

10) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A. [x]  with others in my program during department meetings

B. [x]  during on-campus workshops, duty day, flex, etc.

C. [x]  over email

D. [x]  with colleagues from other campuses

E. [x]  with my manager

F. [x]  other: Data from Instructional Research Office, Michelle Johnson, Melanie Highfill

###

### Dean/Manager Program Review Sign-Off

 After reading the program review report, please complete the following and send electronically, along with the report draft/final document, to the Program Review Chair. Thank you.

I have read the attached Program Report draft/final report from the Computer Services Program. The following sections are completed as required or are still in need of attention.

|  |  |  |
| --- | --- | --- |
| Program Review Section | Complete | Incomplete |
| General information, including staffing summary |[x] [ ]
| Mission, Strategic Plan, and Ed Master Plan support |[x] [ ]
| Previous goal status/outcome |[x] [ ]
| Quantitative analysis in support of goals |[x] [ ]
| Funding/budget summary |[x] [ ]
| SLO summary/reports, including mapping, assessment results, gaps, and action plans |[x] [ ]
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations  |[x] [ ]
| Goals |[x] [ ]
| SLO timeline |[x] [ ]
| Curriculum Revision timeline |[x] [ ]

Comments: Click here to enter text.

Dean/ Manager’s Signature: \_\_Gary Sakaguchi\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_4-30-2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_