

Institutional Program Review—2019-2020
Program Efficacy Phase: Administrative Areas
DUE: Friday, March 13, 2020 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs so that the college community can make informed decisions about budget and other campus priorities. Program Review is conducted by authorization of the SBVC Academic Senate. **This year, your program is required to complete a full-efficacy review.** The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

The committee evaluates the self-awareness that each program demonstrates in all aspects, both positive and negative, of its performance. This includes the program's ability to address areas that need improvement and areas where the program will capitalize on its strengths. Ultimately, the efficacy document should identify and expand upon a program's position within the framework of the college structure and identify plans that are in place to improve the services that it offers to students and the college community.

As you complete your efficacy review, keep in mind that the Program Review Committee is comprised of faculty and staff from departments throughout the campus, and student representatives. The composition of the committee members ensures that a global view is maintained when evaluating the reviews and that the program is not only addressing departmental and divisional goals but that the program is also considering institutional goals as well. Committee members may not already be familiar with your program, so be sure that you provide adequate support and analysis for each of the questions.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the **small-group workshops:**

Friday, February 21 from 9:30 to 11:00 a.m. in B-204

Friday, March 6 from 9:30 to 11:00 a.m. in B-204

Programs are now required to provide and analyze disaggregated SLO/SAO data. The committee strongly suggests you plan to attend one of the workshops below to learn how to extract SLO/SAO data and assemble and analyze relevant data sets for your program.

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208

Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

Final documents are due to the Committee chairs – **please send to all three** (Carol Jones at carjones@sbccd.cc.ca.us and Joel Lamore at jlamore@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Friday, March 13, 2020**. It is the writer's responsibility to be sure the committee receives the forms on time.

SUBMISSION FORMAT:

- 1) Use this current efficacy form and attach as a PDF
- 2) Do NOT change the file name

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 28. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 10.**

**Program Efficacy
2019– 2020**

Program Being Evaluated

Campus Technology Services

Name of Division

Administrative Services

Name of Person Preparing this Report

Rick Hrdlicka

Extension

8656

Names of Department Members Consulted

Mark Byrd, Gabriel Roseli, Johan Feist, Manny Rosales, Aldo Sifuentes, Nathan Yearyeon, Jonathan Flaa, Cedrick Wrenn

Name of Reviewers

Sandra Moore, Botra Moeung, Kay Dee Yarbrough

Work Flow	Date Submitted
Initial meeting with department	02/06/2020
Meeting with Program Review Team	3/6/2020
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 13

Staffing

List the number of full and part-time employees in your area.

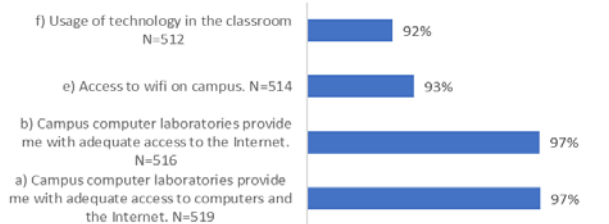
Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1		
Faculty			
Classified Staff	8		
Total	9		



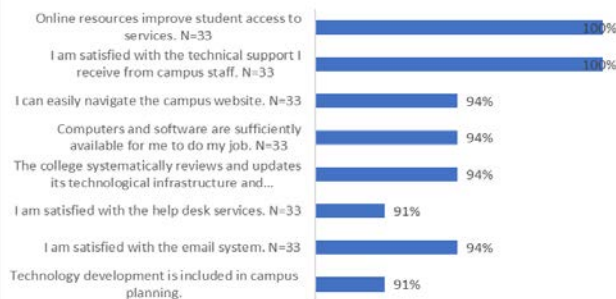
CAMPUS TECHNOLOGY SERVICES – 2019-2020

Description: The CTS Department is a service-oriented department that supports all technology located on the SBVC campus. Installs, maintains, configures and services computer-based hardware and software along with the network infrastructure that includes switches, cabling, servers, and other networking equipment. Uses the helpdesk system to support campus/district owned systems used by students, faculty and staff. Maintains all of the academic/service/open computer labs and classroom technology. Consults with the campus community as needed to evaluate, specify, and purchase software/equipment that is then deployed to the campus. Works with the technology committee to develop standards and procedures for technology.

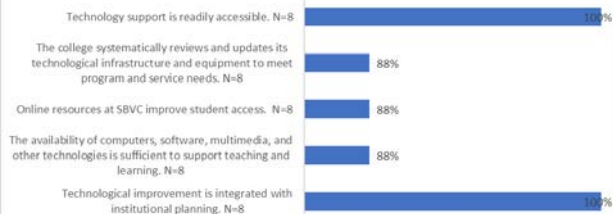
2017-2018 Student Neutral to Totally Satisfied



2017-2018 Classified Neutral to Strongly Agree



2017 Manager Neutral to Strongly Agree



2017-18 Faculty Agree/Strongly Agree



Number of Lab Computers by Type

	2016	2017	2018	2019
PC Desktop	968	1059	1113	952
PC Laptop	145	243	302	333
Mac Desktop	153	134	115	152
Tablets	24	48	73	94
Chromebooks	0	0	360	1395

Number of Computer Labs by Type

	2016	2017	2018	2019
Student Service	18	26	22	26
Instructional	35	40	40	42
Open	5	5	5	5
Classroom	0	0	0	28

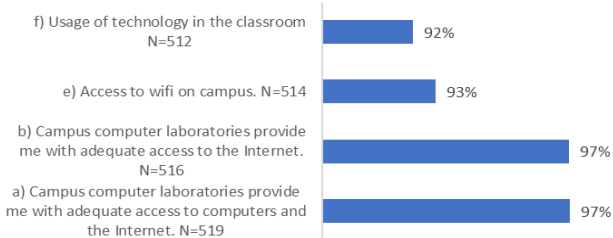
Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)

Overall Customer satisfaction is over 86% and has high as 100%.

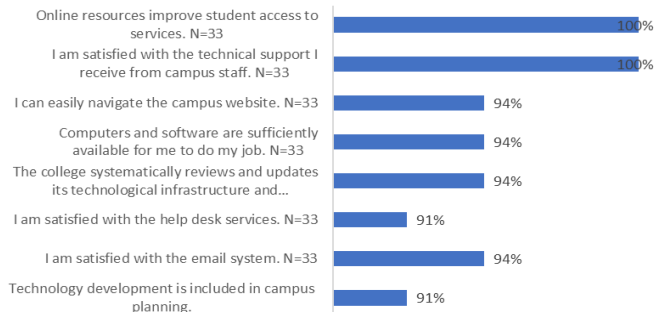
CTS supports well over 3800 devices on campus. The number of computers and labs continues to grow. There are over 101 computer labs on campus. They vary in size from 2-106 computers. We do not have an exact count on all machines, as many departments have purchased and issued laptops and tablet computers that do not show up in our monitoring system. The count we do have comes from the number of computers that are actively connected to the network. Clerical support would greatly assist in have better documentation.

Description: The CTS Department is a service-oriented department that supports all technology located on the SBVC campus. Installs, maintains, configures and services computer-based hardware and software along with the network infrastructure that includes switches, cabling, servers, and other networking equipment. Uses the helpdesk system to support campus/district owned systems used by students, faculty and staff. Maintains all of the academic/service/open computer labs and classroom technology. Consults with the campus community as needed to evaluate, specify, and purchase software/equipment that is then deployed to the campus. Works with the technology committee to develop standards and procedures for technology.

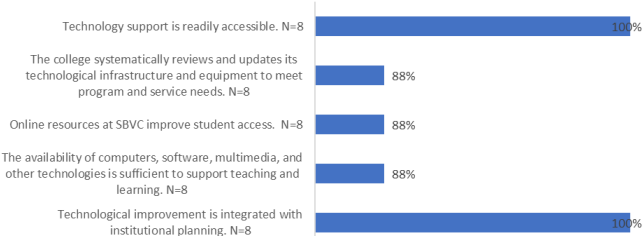
2017-2018 Student Neutral to Totally Satisfied



2017-2018 Classified Neutral to Strongly Agree



2017 Manager Neutral to Strongly Agree



2017-18 Faculty Agree/Strongly Agree



Number of Lab Computers by Type

	2016	2017	2018	2019
PC Desktop	968	1059	1113	952
PC Laptop	145	243	302	333
Mac Desktop	153	134	115	152
Tablets	24	48	73	94
Chromebooks	0	0	360	1395

Number of Computer Labs by Type

	2016	2017	2018	2019
Student Service	18	26	22	26
Instructional	35	40	40	42
Open	5	5	5	5
Classroom	0	0	0	28

Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)

Overall Customer satisfaction is over 86% and has high as 100%. CTS supports well over 3800 devices on campus. The number of computers and labs continues to grow. There are over 101 computer labs on campus. They vary in size from 2-106 computers. We do not have an exact count on all machines, as many departments have purchased and issued laptops and tablet computers that do not show up in our monitoring system. The count we do have comes from the number of computers that are actively connected to the network. Clerical support would greatly assist in have better documentation.

Progress from Last Year's Action Plan: (Provide an update on the progress made from last year's Action Plan. 225 Words Max)

As evidenced by Campus Climate surveys CTS continues to meet the needs of the campus community as best it can with the resources we have. Increased staffing would help to further improve our response time and record keeping.

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

CTS has not current set SAOs. Below are the SAOs established by the department in Fall of 2018.

85% of students and employees will be satisfied with the services they receive from CTS.

85% of students and employees will be satisfied with the technology resources on campus.

Departmental/Program Goals:

Goals are set by the technology committee. These are the Goals from the 2018-2021 technology plan.

Goal 1. Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.

Goal 2. Support the Online Program Committee's Plans and Goals.

Goal 3. Encourage partnerships with businesses, other organizations, and the surrounding community.

Goal 4. Collaborate with the District on projects that are beneficial to all.

Goal 5. Work cooperatively through the Office of Professional Development to provide appropriate technology training.

Goal 6. Identify and meet accessibility standards set by Section 508.

Challenges & Opportunities:

- Use of technology continues to rise. Faculty, students, and staff are using multiple systems that require support.
- Many new systems need to be connected to the network and requires technical configuration. HVAC, security cameras, door locks, alarms, PA systems, and marquees are just a few of the items that only recently have been added to the campuses computer systems.
- Cloud computing is pushing more systems to the network and these system require configuration.
- Budgets and demands for technology have increased.
- Many of the new grants and categorical programs (especially in student services) come with funds for new equipment but no funds to support it.
- AB705 created an infusion of funds for Chromebooks in 28 classrooms and 2 new computer labs. There are no ongoing funds and not new staff has been added to support the new devices.

Action Plan: (Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Secure funding Admin Secretary Secure funding for two additional Technology Support Specialist	Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.	Rank by Program Review and Funding from College Council	Ongoing

Progress from Last Year's Action Plan: (Provide an update on the progress made from last year's Action Plan. 225 Words Max)

As evidenced by Campus Climate surveys CTS continues to meet the needs of the campus community as best it can with the resources we have. Increased staffing would help to further improve our response time and record keeping.

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

CTS has not current set SAOs. Below are the SAOs established by the department in Fall of 2018.

85% of students and employees will be satisfied with the services they receive from CTS.

85% of students and employees will be satisfied with the technology resources on campus.

Departmental/Program Goals:

Goals are set by the technology committee. These are the Goals from the 2018-2021 technology plan.

Goal 1. Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.

Goal 2. Support the Online Program Committee's Plans and Goals.

Goal 3. Encourage partnerships with businesses, other organizations, and the surrounding community.

Goal 4. Collaborate with the District on projects that are beneficial to all.

Goal 5. Work cooperatively through the Office of Professional Development to provide appropriate technology training.

Goal 6. Identify and meet accessibility standards set by Section 508.

Challenges & Opportunities:

- Use of technology continues to rise. Faculty, students, and staff are using multiple systems that require support.
- Many new systems need to be connected to the network and requires technical configuration. HVAC, security cameras, door locks, alarms, PA systems, and marquees are just a few of the items that only recently have been added to the campuses computer systems.
- Cloud computing is pushing more systems to the network and these system require configuration.
- Budgets and demands for technology have increased.
- Many of the new grants and categorical programs (especially in student services) come with funds for new equipment but no funds to support it.
- AB705 created an infusion of funds for Chromebooks in 28 classrooms and 2 new computer labs. There are no ongoing funds and not new staff has been added to support the new devices.

Action Plan: (Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Secure funding Admin Secretary	Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.	Rank by Program Review and Funding from College Council	Ongoing
Secure funding for two additional Technology Support Specialist			

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Campus Technology	Campus-wide
Asian	3.2%	3.2%
African-American	12.3%	12.3%
Filipino	1.3%	1.3%
Hispanic	63.7%	63.7%
Multi-Ethnicity	6.9%	6.9%
Native American	0.2%	0.2%
Pacific Islander	0.2%	0.2%
White	11.1%	11.1%
Unknown	0.9%	0.9%
Female	57.7%	57.7%
Male	42.0%	42.0%

Disability	4.4%	4.4%
Age 19 or Less	23.7%	23.7%
Age 20 to 24	32.9%	32.9%
Age 25 to 29	18.2%	18.2%
Age 30 to 34	9.7%	9.7%
Age 35 to 39	5.7%	5.7%
Age 40 to 49	6.0%	6.0%
Age 50+	3.9%	3.9%

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

If campus demographics are not applicable to your program, discuss why.

Technology is provided to all students, faculty, staff, managers, and guests. Campus demographics has no role in how and where technology is deployed to the campus. We treat all people, programs, and areas equally.

Pattern of Service:

Describe how the pattern of service and/or instruction provided by your department serve the needs of the population you serve. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

We have staff onsite Monday-Thursday 5:30am to 7:00pm and Fridays 5:30am to 4:30pm. Occasionally we cover events outside of work hours with overtime. Students and Faculty can get support 24/7 via phone for Canvas. The District Helpdesk provides phone support Monday to Friday 8:00am to 5:00pm. This has proven to provide adequate support. If in person or phone support is not available a helpdesk ticket may be submitted and are addressed in a timely manner. Tickets may be submitted by phone, online, or by email.

There are 3999 computers on campus. The campus has 101 different student computer facilities containing 2926 computers that are dedicated for student use. Some of these systems have permanent locations whereas others are portable laptop systems. That is a 58% growth in the number of computer labs and a 104% increase in the number of computers in labs since our 2016 program review. These student systems can be divided into three categories:

1. Open labs – These are locations where students can use labs outside of classroom hours. These labs are not reserved for any classroom activities.
2. Instructional labs - These labs are tied to an instructional program and generally are not available for use outside the discipline.
3. Service labs – These labs are tied to service areas, such as EOPS, DSPS, Success Center, and Assessment.
4. Chromebook Classrooms – Funded by AB705 and installed in the Summer of 2019.

Computer Lab Facilities 2016

	Number of Labs	Quantity of Computers
Open Lab	5	157
Instructional Lab	38	881
Service Lab	21	288
	64	1326

Computer Lab Facilities 2020

	Number of Labs	Quantity of Computers
Open Lab	5	170
Instructional Lab	42	1099
Service Lab	26	402
Chromebook Rooms	28	1395
	101	2706

Computers have been provided to all employees either as a dedicated system or in shared use areas. For example, computers are made available to adjunct faculty in facilities around the campus. The number of these spaces have been increased as buildings are built or have been remodeled.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program uses the achievement data in concrete planning and demonstrates that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program has not demonstrated that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete .	Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program has not demonstrated that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program has demonstrated that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.

Student Success:

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded”)

The amount of equipment and the need for technology on the campus continues to grow at an exponential pace. While the staff needed to support the equipment has not. We added 1 new staff member since our 2016 Program Review assessment. But the number of computers has grown significantly. Technology has become more prevalent throughout the institution. Many more devices have been connected to our system. Besides computers, the following are connected to our network: alarms, environmental controls, lab controls, camera, security systems, marquees, signage, and others are added to our systems regularly. Categorical and grant funded programs continue to add technology to the campus. However, they have not funded any new technicians and most do not come with funding to replace the technology at the end of its life.

We are at a 500:1 ratio of computers to technician on campus. This does not include all the other devices on campus.

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

NA

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Bethany Tasaka, Student Learning Outcomes, Faculty Lead, at btasaka@sbccd.cc.ca.us if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:

- Documentation of meeting/workshop dates to address findings
- Updated curriculum based on findings
- Alternative teaching methods developed and implemented based on findings
- Development of new materials based on findings

Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

Our department meets at least once a month and sometimes twice a month. We review the status of ongoing projects. Discuss upcoming projects. Employees share their ideas on how to better serve our community.

The Technology Committee is chaired by the Director of CTS and a co-chair is selected by the committee. The committee is made up of faculty, managers, and others appointed by the shared governance group as well as several staff from CTS. This group receives reports and gives feedback to the department. The committee also is responsible for creating the Campus Technology strategic plan. This group shares the information it receives with its constituent groups. The Technology Committees agendas, minutes, plans, and member list can be found here <https://www.valleycollege.edu/about-sbvc/campus-committees/technology>. You can also find their vision, mission, and guiding principles. All of which guides the CTS department.

In the Spring of 2019, the committee approved the two SAOs for the department as follows:
85% of students and employees will be satisfied with the services they receive from CTS.

85% of students and employees will be satisfied with the technology resources on campus.

Student Area Outcomes: Disaggregated Data Analysis

Course SLOs/SAOs. Demonstrate that your program is evaluating disaggregated SLO data as appropriate to your program’s student population, educational delivery methods, etc. Your program should evaluate as many different disaggregated data sets as useful in understanding success rates, course patterns, patterns of service, etc. SLOCloud allows departments to do any type of disaggregation that can be sorted by section number.

Examples of evidence could include the following:

- Day/Evening classes
- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses
- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

Analysis of the data should explain numbers, note any relevant patterns, and detail program changes or actions (if any seem indicated) to address areas for improvement or to capitalize on strengths or opportunities revealed in the data.

Campus climate surveys show that students, faculty, staff, and managers are highly satisfied with the services and equipment provided by Campus Technology Services. See tables below:

SAO: 85% of students and employees will be satisfied with the services they receive from CTS.

Evaluation: Only the faculty satisfaction fell short of our 85% goal coming in at 84.44%. All other groups came in at above 85%. You will notice that the faculty satisfaction for 2017-2018 and 2016-2017 were much lower at around 70%. This shows a marked improvement in this SAO.

Campus Climate Survey Faculty: Campus technology support is sufficient		
	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	86.67%	8.89%
2017-2018	69.44%	22.22%
2016-2017	70.97%	29.03%

Campus Climate Survey Faculty: Are you satisfied with the services from SBVC Technology Services		
	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	84.44%	4.44%
2017-2018	78.33%	6.67%
2016-2017	80.65%	16.13%

Campus Climate Survey Classified Professionals: I am satisfied with the technical support I receive from campus staff.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	94.74%	5.26%
2017-2018	100.00%	0.00%

Campus Climate Survey Managers: Technology support is readily accessible.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%

2017-2018	100%	0%
-----------	------	----

SAO: 85% of students and employees will be satisfied with the technology resources on campus.
 Evaluation: The lowest rating received in 2018-2019 was from faculty at 88.89%. This is an improvement of 81.25% in 2016-2017 and 85.94% in 2017-2018. All other constituent groups ranked this area higher.

Campus Climate Survey Faculty: The availability of computers and software on campus is adequate for me to do my job		
	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	88.89%	8.89%
2017-2018	85.94%	9.38%
2016-2017	81.25%	18.75%

Student Campus Climate Survey: Campus computer laboratories provide me with adequate access to computers		
	Satisfied to Neutral	Dissatisfied
2018-2019	96%	4%
2017-2018	97%	3%
2016-2017	98%	2%
2015-2016	97%	3%

Student Campus Climate Survey: Campus computer laboratories provide me with adequate access to the internet		
	Satisfied to Neutral	Dissatisfied
2018-2019	98%	2%
2017-2018	97%	3%
2016-2017	98%	2%
2015-2016	97%	3%

Student Campus Climate Survey: Campus Wi-fi provides me with adequate access		
	Satisfied to Neutral	Dissatisfied
2018-2019	95%	5%
2017-2018	93%	7%
2016-2017	93%	7%
2015-2016	95%	5%

Campus Climate Survey Classified Professionals: Computers and software are sufficiently available for me to do my job.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	92.98%	7.02%
2017-2018	93.94%	6.06%

Campus Climate Survey Managers: The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%
2017-2018	88%	13%

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

NA

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program demonstrates the ability to communicate more widely and effectively, describes plans for extending communication, and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

The Director of CTS communicates urgent and newsworthy information to the campus at large via emails. The Department has a webpage <https://www.valleycollege.edu/about-sbvc/offices/campus-technology-services/index.php>. Important information about the department, vendor discounts for students and employees, forms and answers to frequently asked questions can be found on the CTS web pages. There is

also information in the catalog and faculty handbooks. Luke Bixler the district's Chief Information Officer sends out a quarterly newsletter that contains information about district and campus technology services.

Describe how your program seeks to enhance culture and climate of the college population as a whole (creating safe environments, creating an inclusive campus, increasing educational value, etc.).

Through the provision of up to date technologies and support we provide the tools faculty, staff, and managers need to serve our students and community. We provide technology setups for many of the events that take place on the campus. CTS staff provides trainings through Professional Development.

Describe one or more external/internal partnerships.

CTS is a partner with Districts TESS (Technology and Educational Support Services). We work together to provide support to the Campus community. CTS installs, uses, and supports the tools, software applications, and equipment provided by TESS. We work together to develop plans, standards and suggest policies for the district. Currently we are working to improve security protocols and standards for technology across the district.

Partner with Professional Development to provide trainings to faculty, staff, and managers.

What plans does your program have to further implement any of these initiatives?

We work with TESS daily in one on one interactions and committees. This allows us to provide input and seek feedback from each other. TESS has representatives on the SBVC Technology Committee. CTS participates in TESS committees.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

We use many different online tools to stay current in our fields. Training is provided for all new products as needed. Most of our vendors provide trainings online via a webinar or training videos. Aldo Sifuentes is currently enrolled at CSUSB in the Masters in Instructional Technology program.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Several of our staff have been trained and certified in the support of Extron equipment that we use in our smart classroom.

3. Discuss specific ways staff engage in professional growth (i.e. departmental training, attendance at conferences or workshops, etc.) Include future opportunities that are planned by staff. Discuss how professional development has impacted/expanded the program.

We recently had Extreme Networks out to train one of our staff on configuration and maintenance of our wi-fi system. Several staff have been trained and certified in the use of boom lift and man lift equipment for work in high areas. We have regular staff meetings and discuss new tools and systems as part of those meetings. Many of our vendors have provide trainings through a lunch and learn.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and is positioning itself for growth.
Currency	The program does not show evidence of currency.	The program provides evidence that it maintains currency within the published documents.	In addition to the meets criteria, the program provides support for future planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

San Bernardino Valley College Campus Technology Services (CTS) provides the campus community with exemplary technology resources and support.

How does this mission or purpose relate to the college mission?

We support the colleges mission through continuous improvement of technology that provides our faculty the opportunity to provide a high-quality education. We provide services to the entire campus community. We also provide technology tools that our students will need when they enter the workforce.

Productivity:

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three-year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

The Campus Climate surveys gets feedback from students, faculty, staff, and managers when taken.

Campus climate surveys show that students, faculty, staff, and managers are highly satisfied with the services and equipment provided by Campus Technology Services. The data also shows that we provide high quality equipment and support to the campus. See tables below:

Campus Climate Survey Faculty: The availability of computers and software on campus is adequate for me to do my job		
	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	88.89%	8.89%
2017-2018	85.94%	9.38%
2016-2017	81.25%	18.75%

Campus Climate Survey Faculty: Campus technology support is sufficient

	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	86.67%	8.89%
2017-2018	69.44%	22.22%
2016-2017	70.97%	29.03%

Campus Climate Survey Faculty: The computers and other resources on campus are adequate to meet the needs of my students

	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	82.22%	15.56%
2017-2018	85.25%	11.48%
2016-2017	65.63%	31.25%

Campus Climate Survey Faculty: Are you satisfied with the services from SBVC Technology Services

	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	84.44%	4.44%
2017-2018	78.33%	6.67%
2016-2017	80.65%	16.13%

Student Campus Climate Survey: Campus computer laboratories provide me with adequate access to computers

	Satisfied to Neutral	Dissatisfied
2018-2019	96%	4%
2017-2018	97%	3%
2016-2017	98%	2%
2015-2016	97%	3%

Student Campus Climate Survey: Campus computer laboratories provide me with adequate access to the internet

	Satisfied to Neutral	Dissatisfied
2018-2019	98%	2%
2017-2018	97%	3%
2016-2017	98%	2%
2015-2016	97%	3%

Student Campus Climate Survey: Campus Wi-fi provides me with adequate access

	Satisfied to Neutral	Dissatisfied
2018-2019	95%	5%
2017-2018	93%	7%
2016-2017	93%	7%
2015-2016	95%	5%

Campus Climate Survey Classified Professionals: Technology development is included in campus planning.

	Strongly Agree to Neutral	Disagree/Strongly Disagree
--	---------------------------	----------------------------

2018-2019	89.47%	10.53%
2017-2018	90.91%	9.09%

Campus Climate Survey Classified Professionals: I am satisfied with the email system.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	98.25%	1.75%
2017-2018	93.94%	6.06%

Campus Climate Survey Classified Professionals: The college systematically reviews and updates its technological infrastructure and equipment to meet the needs of campus programs.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	91.23%	8.77%
2017-2018	93.94%	6.06%

Campus Climate Survey Classified Professionals: Computers and software are sufficiently available for me to do my job.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	92.98%	7.02%
2017-2018	93.94%	6.06%

Campus Climate Survey Classified Professionals: I am satisfied with the technical support I receive from campus staff.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	94.74%	5.26%
2017-2018	100.00%	0.00%

Campus Climate Survey Managers: The college embeds its strategic initiatives in its planning processes. (e.g., access, campus climate and culture, institutional effectiveness, communication, technology, partnerships).		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%
2017-2018	100%	0%

Campus Climate Survey Managers: Technological improvement is integrated with institutional planning.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%
2017-2018	100%	0%

Campus Climate Survey Managers: The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%

2017-2018	88%	13%
Campus Climate Survey Managers: The college systematically reviews and updates its technological infrastructure and equipment to meet program and service needs.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%
2017-2018	88%	13%
Campus Climate Survey Managers: Technology support is readily accessible.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%
2017-2018	100%	0%
<p>While the data above shows that our customers are highly satisfied with the level of services and the technology we provide, we could use more resources. On our last Program Review efficacy, we reported that we were at a support level of 350 computers per technician in CTS. We received a growth position of one employee. However, we are now at 500 computers per technician.</p> <p>A dilemma we face is the infusion of technology from grants and categorical funds. Student Success funds and AB705 are just two of the programs that have increased the amount of technology we support. AB 705 installed Chromebooks in 28 classrooms and added two 40 seat computers labs with no ongoing funds for replacement or added technicians for support. Here to Career, Perkins and other CTE grants have added technologies to many classrooms around campus.</p> <p>There are now 3999 computers on campus. The campus has 101 different student computer facilities containing 2926 computers that are dedicated for student use. Some of these systems have permanent locations whereas others are portable laptop systems. That is a 58% growth in the number of computer labs and a 104% increase in the number of computers in labs since our 2016 program review.</p>		

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Review all mentions of your area in the catalog. Is the information given accurate? If the information is inaccurate, how does the program plan to remedy the discrepancy?

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

Campus Technology Services data in the catalog is reviewed annually by the Director of CTS. It is up to date.

Planning: Challenges/Trends/Strengths:

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program.

- In what way does your planning address trends that will impact the program?
- In what way does your planning address challenges in the program?
- In what way does your planning capitalize on strengths in the program?

If you addressed other plans within the efficacy document, **readdress** them here.

We are a resilient department and while we feel that we are slowly sinking into an ever-increasing amount of technology to support. We have been able to address this using technology. We have many tools to support the technology we have. We can create a master image of a computer and use it on multiple computers. We have a tool to remotely connect to users and support them without traveling to their desk. We plan to continue to acquire and use tools to make us more efficient. While these tools make us more efficient, we are still overwhelmed by the large number of devices and locations that need support.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Facilities:

1. Describe current facilities:
 - a. Classroom space
 - b. Access to equipment
 - c. Maintenance
 - d. Technology
 - e. Other

There are 3999 computers on campus. The campus has 101 different student computer facilities containing 2926 computers that are dedicated for student use. Some of these systems have permanent locations whereas others are portable laptop systems. That is a 58% growth in the number of computer labs and a 104% increase in the number of computers in labs since our 2016 program review.

	Employees	Labs	Total
Desktop computers:	750	1104	1854
Laptop Computers:	147	333	480
Chromebooks:	0	1395	1395
Tablets:	173	94	267
Mobile:	3	0	3
	1073	2926	3999

The student systems can be divided into three categories:

1. Open labs – These are locations where students can use labs outside of classroom hours. These labs are not reserved for any classroom activities.

2. Instructional labs - These labs are tied to an instructional program and generally are not available for use outside the discipline.
3. Service labs – These labs are tied to service areas, such as EOPS, DSPS, Success Center, and Assessment.
4. Chromebook Classrooms – Funded by AB705 and installed in 28 classrooms in the Summer of 2019.

Computer Lab Facilities 2016

	Number of Labs	Quantity of Computers
Open Lab	5	157
Instructional Lab	38	881
Service Lab	21	288
	64	1326

If you compare the table above from our 2016 Efficacy review to the table below, you will see that we have grown significantly. However the number of technicians needed to support the equipment has not grown at the same pace.

Computer Lab Facilities 2020

	Number of Labs	Quantity of Computers
Open Lab	5	170
Instructional Lab	42	1099
Service Lab	26	402
Chromebook Rooms	28	1395
	101	2706

Along with the computers for students, classrooms have instructional technology known as smart classrooms. The smart classrooms include computers, DVD players, document cameras, projectors, TVs, microphones, speakers, controllers to change input/output, and screens. Some classrooms have been enhanced with camera systems for instruction at Big Bear and Rim High Schools. Portable systems have been taken to the high schools so they can connect our classrooms.

Physical Servers:	6
Network Switches:	90
Core Routers:	2
Wireless AP's:	250
Printers/Copiers:	180
Smart Classrooms:	144
Smart Board/TV:	60

2. Provide a sufficient discussion of current and projected needs of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

Technology equipment has a limited life. We currently replace computers on servers on a 5-year rotation. Historically we received the funds for this from the District office. Last year our budget for computer rotation was cut from \$577,741 to \$393,288. We were able to secure funds from SBVC Administrative services to offset the cut this year. So far, we believe we will be funded \$577,741 for the 20-21 fiscal year. While this appears to be a lot of

money. It does not cover ongoing replacement of classroom controllers, projectors, TVs, DVD players, cameras, documents cameras, wireless, and other technology equipment.

Many of the classroom technologies are reaching 10 years of age and are using older VGA technologies for transmitting video. Most of the new mobile devices are run video over display port or HDMI. These devices require an adapter to connect to the current classroom technology. We will need to replace many of the smart classroom technology equipment in the near future.

VII: Previous Does Not Meets Categories

List, from your most recent Program Efficacy document, those areas which previously received “Does Not Meet.”

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

No Previous Does Not Meets.