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| **PROGRAM NAME:** Technology Services | **AUTHORING TEAM CONTACT:** Ann Blackman |
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| GUIDELINES  Time Frames   1. Scope:   The time frame of program review is five years, including the year of the review.  Data being reviewed for any item should go back the previous four years, unless not available.   1. Deadline Dates:   January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)  February 1st – Program Review Document due to Program Review Steering Committee   1. Years:   Years 1 & 3 – Implement Action Plan of (CIP) and collect data  Years 2 & 4 – Analyze data and findings, Update Action Plan  Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan  LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range  of 1-2 pages or 500-1,000 words.  **EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made.   1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged. 2. Examples of Evidence Statements: 3. Poor example: Core values are integrated into coursework. (Not verifiable) 4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general) 5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)   **FOR MORE INFORMATION**: The Program Review Portal can be found at<http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.599.3102). |

**Introduction/Preface**

EXECUTIVE SUMMARY:

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address in this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

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| **Executive Summary (suggested sections/format-not required format)**  What does our unit do?  Why do we do the things we do? Unit relationship to the College Mission & Strategic Plan.  Why do we do the things we do?  How do we impact student outcomes?  How effectively do we communicate, and how do we know?  How well are we leveraging partnership resources and building relationships, and how do we know?  How have past Continuous Improvement Plans contributed to success?  How will we evaluate our success? |

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| **What does our unit do?** The mission of Collin College Information Technology unit is to create, protect, and support dynamic, engaging, and safe digital environments to teach, learn, and work.  There are four primary IT divisions: Technology Services, Technology Support, Security/Networking, and Strategic Initiatives. In addition, the Technology Services Project Management office is the “glue” of the IT unit, coordinating college-wide efforts in the rollout of Workday as well as implementing agile IT project management principles to bring consistency of communication and documentation.  **Why do we do the things we do:** **Unit relationship to the College Mission & Strategic Plan.**  Information Technology supports the student and community-centered focus of Collin College by providing safe 24/7 access to online and digital systems for learning, collaboration, financial aid, registration, grades, and student technology support.  COLLIN COLLEGE STRATEGIC GOALS 2020-2025  • Improve student outcomes: The eLC staff began expanding in 2020 in preparation for the new iCollin Virtual Campus. As a result of that expansion and the online processes already in place, the college was able to pivot successfully to 100% remote learning in Spring 2019 as a result of COVID.  • Develop and implement strategies to become a national exemplar in program and student outcomes: IT uses a continuous improvement process in terms of developing and implementing strategies that support and enhance program and student outcomes. Accessibility of both our webpages and learning management system has been a primary strategy. Unified communication strategies resulted in one email platform for staff, faculty, and students, along with wide-scale integration of Zoom and Teams in both instruction and operations. A coordinated information security plan includes multi-factor authentication and training.  • Develop and implement a comprehensive staffing and succession model: Reorganization of the IT division to leverage skillsets, cross-train, and establish documented processes.  • Develop a coordinated and systematic approach to engage external stakeholders: Now that faculty, staff, and students use the same email client, Outlook, it has allowed the college as a whole to leverage the use of the Microsoft Office suite of products including Teams. The lessons learned during work from home orders in 2020 have created new efficiencies and processes which continue to be integrated and adopted as the new level of expectation.  In addition, the IT unit aligns with the following Collin College Master Plan Priorities:  • Streamline the college’s administrative data systems to improve business processes and accommodate growth.  • Strategically expand existing instruction and service delivery modalities to maximize access to college programs.  • Assess current and proposed college facilities and extracurricular programs to identify and prioritize opportunities for improved recruitment, engagement, and success.  **Why do we do the things we do?** The IT departments have a common goal to not only keep our existing systems operating, but to also add and adapt as needed. This function has been enhanced during the 5-year cycle with a conscious application of agile workflow.  **How do we impact student outcomes?** The IT unit influences the student experience through digital transformation, analytics, cybersecurity, and collaboration. The days of silo’ed individual departments is gone. IT staff are working hand-in-hand on a daily basis with Student Enrollment Services to continuously improve student services, safety, and experience.  **How effectively do we communicate, and how do we know?** Students, and increasingly staff and faculty, are made aware of and informed of IT resources through the tools and “place” they spend the most time: Online.  **How well are we leveraging partnership resources and building relationships, and how do we know?** The IT unit continues to expand its partnerships and relationships through consortiums, professional development organizations, and relationships with other academic institutions. Even though COVID eliminated the option of travel for professional development, the IT unit remained actively involved in keeping abreast of skills development and resources through a variety of online training and conference opportunities.  **How have past Continuous Improvement Plans contributed to success?** As a result of the 2016 CIP, and in order to increase timeliness and efficiency with tickets, Technology Services implemented FreshService in February 2020. Fresh is an IT HelpDesk management software that allows IT staff to be in direct contact with faculty, staff, and students in a timely basis with automated workflows. In addition to FreshService, the Technology Services area went through a reorganization allowing those with expertise in direct faculty, staff, student support to better manage and guide the Employee Technical Support departments. As a result, the number of IT tickets being worked has increased, the time to successful completion improved, and client satisfaction on the upswing.    Advanced communication tools that were rolled out as a result of the past Continuous Improvement Plans became a foundation to the college’s response to COVID-19, allowing classes and business to continue remotely. In addition to Office 365 in 2015, Canvas replaced Blackboard in 2016, Zoom was added in 2017, and Canvas Studio in 2020. Honorlock and other enhancements were also added to support online learning and provide online students the same rigor as face-to-face students.  **How will we evaluate our success?** The IT unit will continue to build on the reorganization begun and expansion of the tools and process developed in the last five years. A focus will be on the roll-out of Workday for Student Enrollment Services; the IT Service Management system to expand from primarily incident tickets, to a complete service catalog; Formalizing and integrating a unit-wide change management process. |

## Section I. Are We Doing the Right Things?

**1. WHAT DOES OUR UNIT DO?**

**What is the service unit and its context?**This section is used to provide an overview description of the service unit, its relationship to the college and the community it serves. Keep in mind the reviewer may not be familiar with your area. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested/possible points to consider:*

* *Unit’s purpose (Include the unit’s purpose/mission statement if one exists.)*
* *Services and products (i.e. event coordination, reports, promotional materials, handouts, etc.)*
* *Service across campus/departments/district/community*
* *Regulatory standards the unit must meet*

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| The mission of Collin College Information Technology unit is to create, protect, and support dynamic, engaging, and safe digital environments to teach, learn, and work.  Information Technology is tasked with implementing and supporting technology-based solutions for the College. Information Technology staff are located on all campuses and provide service to all staff, faculty, and students. There are four primary IT divisions: Technology Services, Technology Support, Security/Networking, and Strategic Initiatives. In addition, the Technology Services Project Management office is the “glue” of the IT unit, coordinating college-wide efforts in the rollout of Workday as well as implementing agile project management principles to bring consistency of communication and documentation.  ***Technology Services***   * Provides virtual desktop, application and database administration support on the College’s administrative systems through Software Support Analysts and Database Administrators. * Assist the administrative areas of the College through analysis, design and deployment of solutions that streamline and automate services to the students, faculty and staff of the College. * As of September 2022, Workday replaced systems such as Concur, Cornerstone, and SciQuest.   ***Technology Support***   * New division, as a result of unit reorganization that began in 2020. * Created to leverage customer service processes and expectations in a consistent, trackable manner across all departments. Has brought streamlined communication, improved performance and accountability, as well as broadened the technology support provided to the college, as a whole.   + Campus Technology Services provide on-site support to the College’s computer labs and classrooms, media services support at all campuses and faculty and staff computers.   + The eLearning Centers (eLC) primary purpose is to provide faculty, staff, and students the resources to pioneer innovative, learning-focused best practices in using a digital environment. In addition, the eLC is responsible for ensuring quality course design through a system of internal review.   + Employee Technical Services (also known as ‘help desk’) is the first point of IT contact for all faculty and staff. Help Desk also is responsible for interfacing with the contracted 24/7 Student Technical Support Services. In addition to improving the current Technology Support Services, a focus of Technology Support in collaboration with Strategic Initiatives is to build the infrastructure needed to support the introduction of the iCollege Virtual Campus in Fall 2021.   + Web Services provides direct support for the College’s public web presence, Canvas and the College’s portal, CougarWeb, as well as general support for all other web-based services and solutions at the College.   ***Security/ Networking***   * Provide on-site support to the College’s faculty and staff insuring secure, robust and stable network, telecom and internet services to the College community. * Operating Systems provides system administration support, including off-site backups, redundant systems for the College’s core administrative and instructional computer systems including Banner the majority of their peripheral systems. * The Information Security department provides a critical function in not only providing security tools like OneLogin and cybersecurity training, but also assuring that Collin College meets the state requirements to conduct and report information security assessments. In addition to reacting to active threats, this department is regularly conducting penetration tests to evaluate the security of our IT infrastructure, and checking for any high-risk vulnerabilities. In addition to identifying vulnerabilities in the operating systems, services, application flaws, or risky end-user behavior, this also validates the efficacy of defensive mechanisms, as well as the end-user adherence to security policies.    The Department of ***Strategic Initiatives***   * Assesses novel technologies and their prospective implementation and application. * Develops innovative technologies and applications to be used by the institution's students, staff, and faculty. * Since 2016, the department has collaborated with other departments to support the deployment of software-as-a-solution-based products such as Canvas, Zoom, and the Microsoft Office 365 suite of applications. * The department has also developed and supported a student mobile application, an internally-developed chatbot, and student, faculty, and staff-facing web forms that streamline and automate various processes across the district. * Since 2018, the department has assisted with the planning and technological support of the institution's virtual campus, iCollin. |
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2. WHY DO WE DO THE THINGS WE DO? UNIT RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.

* **Provide unit-specific evidence of actions that the unit supports the** [**mission statement:**](http://www.collin.edu/aboutus/missioncorevalues.html)“*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide unit-specific evidence that supports how the unit supports the college strategic plan (2020-2025 Strategic Plan)**: <http://www.collin.edu/aboutus/strategic_goals.html>

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the unit relates to the Mission and Strategic Plan?*
* *Analyze the evidence you provide. What does it show about the unit?*

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| Information Technology supports the student and community-centered focus of Collin College by providing safe 24/7 access to online and digital systems for learning, collaboration, financial aid, registration, grades and student technology support. IT services and support has grown with the college.   |  |  |  | | --- | --- | --- | |  | **2015/2016** | **2020/ 2021** | | Personal Computers (desktops, laptops) supported | 6700 | 10,950 | | Computer labs, classroom, conference room, and conference center technology supported | 162 | 875  *All* classrooms and conference rooms now have technology connected. | | Employee Technical Support Help Desk | Averaged 1803 contacts via phone and email each month | Average 6756 contacts via phone and email each month  *In addition* to 30 hours per week of Online Office Hours and the option for employees to enter a ticket online through <https://ets.collin.edu/support/home> | | Learning Management System | While all credit courses had a Blackboard course shell available, only the fully online courses were required to utilize Blackboard.  Spring and fall terms: An average of 19,400 student accesses per month. | *All* credit courses are now required and it is optional for continuing education courses to have an online presence through Canvas.  **Wintermester & Spring 2020**  31,115 students accessed Canvas  4500 active Canvas courses  **Maymester and Summer 2020**  16,209 students accessed Canvas  1559 active Canvas courses  **Fall 2020**  34,413 students accessed Canvas  5013 active Canvas courses | | Student Technical Support | 8000 student contacts *per year* | 8459 student contacts ytd *January – March 2021* | | Video Conferencing | Zoom contract initiated, used primarily with the eLearning Center interactions with staff and faculty. | Zoom adopted institution-wide with 42,000 Zoom meetings conducted in 2020. |   **COLLIN COLLEGE STRATEGIC GOALS 2020-2025**   * Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals. * *Unit-specific evidence:* The eLC staff began expanding in 2020 in preparation for the new iCollin Virtual Campus. As a result of that expansion and the online processes already in place, the college was able to pivot successfully to 100% remote learning in Spring 2019 as a result of COVID. The timeframe for all fully online courses to be reviewed but also have an approved course template, was fast-tracked due to COVID. Faculty professional development for teaching online is reviewed and updated on an annual basis with input from survey data, faculty, and college leadership. * Develop and implement strategies to become a national exemplar in program and student outcomes. * *Unit-specific evidence:* IT uses a continuous improvement process in terms of developing and implementing strategies that support and enhance program and student outcomes. Blackboard Ally accessibility tracker and tools within Canvas and Accessibi accessibility tracker and tools for web pages, Canvas Learning Management System (LMS), Canvas Studio that allows faculty and students to create and share secure, accessibly videos within the online class environment, Microsoft Office adoption for staff, faculty, and students to provide unified communication, Online office hours/ Teamviewer/ a Virtual Desktop Infrastructure(VDI) to continue to support all even when working remotely, a coordinated information security plan that includes multi-factor authentication and training, the integration of Zoom Video Conferencing into the learning management system as well as to enhance the communication tools available through Microsoft Office Teams. * Develop and implement a comprehensive staffing and succession model. * *Unit-specific evidence:* Reorganization of the IT division to leverage skillsets, cross-train, and establish documented processes. * Develop a coordinated and systematic approach to engage external stakeholders. * *Unit-specific evidence:* Now that faculty, staff, and students use the same email client, Outlook, it has allowed the college as a whole to leverage the use of the Microsoft Office suite of products including Teams. These tools, along with Zoom, were not necessarily widely adopted until the move to home as a result of COVID. Not only was the IT division able to provide a coordinated and systematic connection for internal as well as external stakeholders during work from home orders, the lessons learned on new efficiencies and processes are being integrated as the new level of expectation.   **COLLIN COLLEGE MASTER PLAN PRIORITIES**   * Streamline the college’s administrative data systems to improve business processes and accommodate growth * *Unit-specific responsibility:* Lead the implementation of Workday including the identification of process improvement and targeted workflow efficiency improvements. * Strategically expand existing instruction and service delivery modalities to maximize access to college programs. * *Unit-specific responsibility:* The eLearning and Strategic Initiatives staff work collaboratively with academics and institutional research to ensure that the quality of teaching and learning online within all appropriate modalities are leveraged across academic subjects. This is done through course design and review, media creation, and app development, along with ongoing professional development for faculty and staff. * Assess current and proposed college facilities and extracurricular programs to identify and prioritize opportunities for improved recruitment, engagement, and success.   + *Unit-specific responsibility:* Campus Technology, utilizing CARES funding, has embarked on an upgrade of four Conference Centers, the three Board of Trustee meeting locations at CHEC, and ten conference rooms across the district. This project will make each of these spaces stream capable and up to a set standard. In addition, fourteen classrooms were also upgraded to be fully live-streaming capable. Classroom functionality added to these full-podium classrooms: student microphones in ceiling, instructor lapel microphone, and wide lens ceiling mounted camera with three framing presets. These upgrades allow for quality engagement both in-person, hybrid, as well as fully online. |

**3. WHY DO WE DO THE THINGS WE DO?**

**A. Make a case with evidence to show that the primary functions/services of the unit are necessary as they are, or they should be modified, or eliminated.**

*Suggested/possible points to consider:*

* *What is the purpose and reason for the service?*
* *How has the function evolved during the 5-year cycle? How have the reasons for the service changed over time?*
* *What would happen if the unit no longer provided these services and/or the services were outsourced?*
* *What unit services require the most resources including staff time? Which services add the biggest value to the college? Discuss any discrepancies between the services named in these two questions.*
* *Is there a clear line of communication with other units involved in or supporting each of these services?*
* *Does the unit or the college have alternate ways of providing any of these services?*
* *Are the services offered/conducted as efficiently as possible?*

**B. Benchmarking: Review two or three comparable colleges for the way they accomplish these services. Discuss what was learned and what new ideas for service improvement were gained.**

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| It was noted in the Information Technology 2015-2016 Service Unit Review: “IT is so much the fabric of the university that its presence is often not fully recognized.” (March 2015). *Technology in Higher Education: Defining the Strategic Leader.* Research report: Educause and Jisc.    While IT services and support are often thought of as unseen yet integral aspect of all daily operations at the college, COVID and the resulting shifts in the way we work and learn has hastened a change that has been happening for the last 6 years: Technology is no longer just a utility. “It is not just a lifeline that got us through a tricky situation. It is a vital asset, a differentiating value and a path to achieving institutional goals and stability. Not just in the future but now, technology must increasingly be understood as an integral, strategic part of any successful college or university.”O'Brien, J. (2020, May 5). *More Than a Lifeline.* Inside Higher Education.    The IT departments have a common goal to not only keep our existing systems operating but to also add and adapt as needed. This function as been enhanced during the 5-year cycle with a conscious application of agile workflows:   * Online Office Hours   + The online office hours that were implemented in March 2020 remain as the preferred choice of faculty and staff to meet with an Instructional Designer or Instructional Technologist.   + Help Desk online office hours are now provided on a regular basis when there is a new rollout like Workday or extraordinary event like the February 2021 “snowapocalypse”. * HelpDesk’s IT Service Management ticketing system, Fresh Service, has been integrated into all aspects of the IT unit, resulting in decreased wait times and increased customer satisfaction. * The expansion of a VDI (Virtual Desktop Infrastructure) program was pressed into place when the college got the “bug out” orders on March 12, 2020. It is now a service and a way to work that has been adopted permanently across the institution.   + CARES funds have been used to supply laptops to employees across the district. While the immediate need was during all college remote work, more and more employees are transitioning to a laptop with docking station and external monitors as their assigned work device rather than juggling use between a desktop and a laptop. * Silos within IT as well with other departments continue to be broken down in the spirit of collaboration and streamlined communication and documentation.   + The emergency help that Technology Specialists and eLearning Assistants provided to the Help Desk department at the start of COVID has transitioned into an established process of cross-department training and back up support.   + The Instructional Technologists and Campus Technology Managers work collaboratively to assure that campus events like live-streams, synchronous online meetings using conference rooms, and hybrid learning in the classrooms not only have the tools needed but the support to scope and design quality digital elements of daily learning and work. * Unit-Wide Succession Planning has improved the clarity of communication between departments, responsibility, as well as providing new avenues of career development for IT staff. As the hiring market has become tighter and tighter and, public institutions are not always able to compete with private industry for IT staff. With the guidance of Human Resources, the IT Immersion Program allows us to cultivate future leaders by developing high-potential candidates by giving them in-depth experiences within the various different IT tracks.   + Jake Walker, hired in 2019, was moved from Technology Specialist to Associate IT Analyst as part of an immersion experience. As of October 2021, Jake was promoted to IT Analyst in the Information Security department.   + In another immersion track, Emery McArtor moved from Technology Specialist to Associate Project Manager of Telecommunications in January 2022.   This alternative to providing high quality services by “growing your own” will continue to be leveraged across the IT unit. For instance, cross-training of the Technology Support Departments has provided opportunities for eLearning Assistants to be promoted to Help Desk Technicians.   * The lines of communication between IT and other departments continues to grow and strengthen. The lessons learned from implementing the business functions of Workday in September 2021 has put the institution in a stronger position to move successfully forward in transitioning student services business functions to utilize more efficient and updated processes. One area that is evolving is the leveraging of shared governance in deciding IT priorities. The Instructional Technology Committee has not convened since Spring 2020. The plan is to have these types of advisory committees back up and running in the next year.     The majority of IT staff provide direct benefit to the students by supporting campus and virtual technology, quality course design and integration of effective technology in teaching and learning, faculty and staff support or indirectly by assisting faculty with technology, student registration or other student systems such as CougarWeb, First Day Access or uAchieve. Our daily focus is provided by the President “Students First – No Excuses”.    **Benchmarking**: Appropriate peer institutions have been identified but we’re not yet using data to identify opportunities. This is a weakness that will be resolved as part of our Continuous Improvement Plan (CIP).  Pima Community College, San Jacinto Community College and Central New Mexico Community College were selected as peer institutions based on their multi-campus structure and size.   * A cursory review of their IT organizational structure was performed. All three colleges have the blended support model for lab/media/desktop. * San Jacinto does not provide 24/7 student support, Pima does have 24/7 student support and Central NM has 24/7 student support for online learners only and on-site have limited hours. * All three peer institutions utilize a portal for registration, payment, financial, and employment access and only Central New Mexico has implemented single sign on for most of its services. * From this initial review, IT has learned that the blended support model on campuses works at other institutions; most institutions provide similar services through similar support models. The campus blended support model should improve service to our communities and provide a venue to expand services to other campuses without additional staff. |
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**4. HOW DO WE IMPACT STUDENT OUTCOMES?**

Make a case with evidence to show effects of the unit on student outcomes.

*Suggested/possible points to consider:*

* *How does the unit influence the student experience?*
* *How does the unit influence the student environment and/or safety?*
* *In what way does the unit influence student enrollment, retention, persistence, and/or completion?*
* *What services are provided for a diverse student population?*
* *Analyze the evidence you provide. What does it show about the unit?*

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| The first experience a student has with Collin is usually technology-based by completing the online application and then completing the registration holds, such as orientation, vaccine requirements, testing, and providing transcript information.  Then it’s using an online registration and advising tools, all before setting foot in a classroom, whether that be on campus or in a virtual classroom.    “Real change often takes place in deep crises, and this moment holds the possibility that we won’t return to the status quo when things return to “normal”. While this crisis has deeply disruptive implications, including for education, it does not have predetermined outcomes. It will be the nature of our collective and systemic responses to these disruptions that will determine how we are affected by them.” (The impact of COVID-19 on education - Insights from Education at a Glance 2020)    **DIGITAL TRANSFORMATION:** While the IT unit is always in a process of continuous improvement, the many lessons learned during the last two years will continue to bear fruit for years to come.  First, how did we do perform moving courses to an online format, how did we ensure the rigorousness as it relates to onsite instruction, and how were assessments completed?  Some of these questions were already in progress, such as the Quality Matters program and the use of HonorLock, but we need to still evaluate and work with the iCollin team to share our successes and failures.    **ANALYTICS**: Additional reports were generated to show last activity of students in Canvas so that the Academic advisors and others could reach out to students and determine whether there were issues that could be resolved.  Phase two the of the Workday implementation will directly affect student registration and streamline the application process. Technology is ever evolving and Technology Services continuously evaluates current and new technology.  Technology at its best is only works when it’s available and used effectively.  Technology Services continues to work with all areas of the district to provide the best technology, training and support to aid in the realization of each department’s strategic goals.  **CYBERSECURITY**: Providing a safe online experience is a top priority. All accounts are monitored through Office365. The Information Security team has alerts set up to know when someone fails a login too many times, or when they login with an IP in a foreign country or if they move from one place to another that is physically impossible in the given amount of time. While this type of monitoring is retroactive, the use of a multifactor authentication tool, OneLogin, is proactive in that it requires multiple factors to match up to a login.  COLLABORATON: IT staff work hand-in-hand with Student Enrollment Services on a daily basis to assure a safe, positive, and productive experience for students. While great strides have been made in the last 5 years with adopting Canvas, Office 365 Outlook, and OneLogin to name a few, this is the area of greatest opportunity for the next five years. Leveraging Workday as the college’s integrated enterprise management tool for Human Resources, Purchasing, Payroll, Accounts Payable and next with Student Enrollment Services is key. |

Section II. *Are We Doing Things Right?*

**5. How effectively do we communicate, and how do we know?**

**A. Make a case that the printed literature and electronic communication are current, provide an accurate representation, and support the college’s recruitment, retention and completion plans.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the program ensure that students are informed/aware of unit literature? Is unit literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

**B. Provide unit website URLs. If no website is available, describe plans for creation of website or explain the absence.**

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| * The IT unit solicits student feedback through a variety of methods.   + The Department of Strategic Initiatives (DoSI)   + Technology Support User Experience: Both our contracted student technical support and in-house Tier 2 technical support use ticketing system that automatically solicits student feedback. This feedback is used in individual circumstances of staff training and coaching as well as data points in determining possible process improvements. * Students are informed/ aware of unit literature through   + Welcome letter to new students   + Resource Fairs   + Searchable on Collin.edu   + CougarWeb. Specifically, the Home, Student, and MyCourses tabs.   + Canvas with Global Announcements, Student Technical Support and eLearning links provided in course templates, and information embedded in Concourse Syllabi.   + The use of AppSpace (digitial signage on campuses)   + Printed signs and bookmarks in open student computer labs, libraries, welcome desks. |

**C. In the Unit Literature Review Table, below, document that the elements of information listed on the website or other formats (services available, points of contact, current calendars, handouts, costs and additional fees, hours of availability) were verified for currency, accuracy, relevance, and are readily available to target audiences. Please fill out the table only for this prompt (C.), no analysis is necessary here.**

**Unit Literature Review Table**

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| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |

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| FreshService |  | <https://ets.collin.edu/helpdesk/tickets> | 10/2021 | * Current * Accurate * Relevant * Available | Help Desk is admin but the responsibility of use is shared by all IT departments. |
| (IT Service Mgmt) | |
| Information | | <http://inside.collin.edu/it> | 01/20/2021 | * Current | Due to recent |
| Technology Web | |  |  | * Accurate | reorganization and |
| Site | |  |  | * Relevant * Available | redistribution of  resources, this site is |
|  | |  |  |  | scheduled to be reviewed |
|  | |  |  |  | and updated 2021/2022 |
| Help Desk Web page | | [www.collin.edu/aboutus/helpdesk.html](http://www.collin.edu/aboutus/helpdesk.html) | 12/2021 | * Current * Accurate * Relevant * Available | Due to recent reorganization and redistribution of  resources, this site is |
|  | |  |  |  | scheduled to be reviewed |
|  | |  |  |  | and updated 2021/2022 |
| CougarAlert Emergency System | | | | <http://www.collin.edu/cougaralert.html> | 01/17/2021 | * Current * Accurate * Relevant * Available | Now that Collin has an Emergency Mgmt department, they are  tasked with reviewing this |
|  | | | |  |  |  | system. |
| About Us | | | | [http://www.collin.edu/aboutus/contact](http://www.collin.edu/aboutus/contact_us.html) | 01/20/2021 | * Current * Accurate * Relevant * Available | This page is reviewed |
|  | | | | [\_us.html](http://www.collin.edu/aboutus/contact_us.html) |  | collaboratively each |
| Listing of contact information for all | | | |  |  | semester by |
| information for all departments of the | | | |  |  | WebServices/ PR for |
| college (links, emails, phone numbers) | | | |  |  | accuracy. |
|  | | | |  |  |  |
| OmniUpdate Footer  Information containing who updated each particular webpage along with date/time. | | | | Located the bottom of every page on collin.edu |  | * Current * Accurate * Relevant * Available | Webservices |
| Podium Instructions | | | Printed contact/technical support instructions posted on every classroom podium | 01/20/2021 | * Current * Accurate * Relevant * Available | These printed resources are reviewed each semester for accuracy by Campus Technology. |
| Technology Support Online Office Hours via Zoom | | | [https://zoom.us/j/98507877734?pwd= V1FQdWpuR2JqOVNDZVAvUHQxUGRtZ](https://zoom.us/j/98507877734?pwd=V1FQdWpuR2JqOVNDZVAvUHQxUGRtZz09)  [z09](https://zoom.us/j/98507877734?pwd=V1FQdWpuR2JqOVNDZVAvUHQxUGRtZz09) | 01/20/2022 | * Current * Accurate * Relevant * Available | eLearning Centers |
| eLearning Centers | | | <http://inside.collin.edu/elc> | 1/2022 | * Current * Accurate * Relevant * Available | eLearning Centers |
| (faculty page) | | |  |  |  |
| (Includes printable checklists, videos, | | |  |  |  |
| Professional development and resources) | | |  |  |  |
| eLearning Center (student page) | | | [http://www.collin.edu/academics/ecolli](http://www.collin.edu/academics/ecollin/index.html) [n/index.html](http://www.collin.edu/academics/ecollin/index.html) | 1/2022 | * Current * Accurate * Relevant * Available | eLearning Centers |
| (Includes information for prospective | | |  |  |  |  |
| and current students) | | |  |  |  |  |
| prospective and | | |  |  |  |  |
| current students) | | |  |  |  |  |
| eLearning  Centers  YouTube Channel  (Videos are cross referenced on the Canvas courses) | | | [https://www.youtube.com/channel/UC](https://www.youtube.com/channel/UCXdGgZY-TdtW8lyyJOPk4XA) [XdGgZY-TdtW8lyyJOPk4XA](https://www.youtube.com/channel/UCXdGgZY-TdtW8lyyJOPk4XA) | 01/20/2022 | * Current * Accurate * Relevant * Available | Manager, eLearning Projects and Production is in the development stage of updating all online resources. |
| Faculty Starting Line Canvas Course | | | [https://collin.instructure.com/courses/](https://collin.instructure.com/courses/827903) [827903](https://collin.instructure.com/courses/827903) | 01/20/2021 | * Current * Accurate * Relevant * Available | eLearning Centers. Course is the designer and editor of this resource.  Information is updated as reported by staff. |
| Staff Starting Line  Canvas Course | | | [https://collin.instructure.com/courses/](https://collin.instructure.com/courses/834599) [834599](https://collin.instructure.com/courses/834599) | 01/20/2021 | * Current * Accurate * Relevant * Available | eLearning Centers. Course is the designer and editor of this resource.  Information is updated as reported by staff. |
| Student Introduction to Canvas Course | | | [https://collin.instructure.com/courses/](https://collin.instructure.com/courses/506067) [506067](https://collin.instructure.com/courses/506067) | 02/01/2022 | * Current * Accurate * Relevant * Available | eLearning Centers. Course is checked and updated for accuracy on an annual basis. |
| Student Technical Support | | | Printed materials:   1. Bookmarks w campus open lab locations, Student Technical Support (STS) 24/7 contact information, and online resources. 2. Laminated signs located in all student open computer labs and library computer areas. STS 24/7 contact information and online resources. | 1/10/2022 | * Current * Accurate * Relevant * Available | eLearning Centers and Campus Technology |
| eLC Door Signs  Contact/ appointment information. | | | Printed materials posted on the door of every eLC lab on each campus | 01/20/2022 | * Current * Accurate * Relevant * Available | eLearning Centers |

**6. What partnerships and partner resources are established by the unit, and how are they valuable?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the service unit outcomes. If a formal agreement is involved, indicate its duration.**

**Partnership Resources Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any | Briefly explain the Partnership’s Value to Service Unit |
| [Texas Connection Consortium](https://www.texas-connection.org/) | Consortium | Consortium contract, ongoing | State reporting and shared functionality. Lower software licensing fees. Enables consortium members to meet their state reporting needs with minimal cost and effort. |
| [Texas Quality Matters Consortium](https://www.texasqualitymatters.org/) | Consortium | Annual contract | Reduced institutional dues, discounted prices on Quality Matters services and materials, state network of QM institutions. |
| [LEARN](https://www.tx-learn.org/) | Consortium | Annual contract | LEARN is an efficient and effective enabler of research, education, healthcare, and public service communities in Texas using technology and shared services.  Provides cost-effective access to high-speed state-wide data networks and backup recovery services. |
| University of North Texas College of Information | Ann Blackman serves as a College of Information Leadership Board member. Advisory board, appointed by Dean of UNT College of Information. | Minimum three years | Creating a pipeline of Learning Technologies, Information Science, and Data Science students to work part-time and intern with Collin College Information Services. Currently, two Instructional Designers hold UNT MS in Learning Technology degrees. |

**7. What professional development opportunities add value to our service unit?**

**Provide a List of professional development activities employees have participated in since your last program review.**

[**Employee Resources Table (CLICK HERE**](file:///C:\Users\BRVosloo\Downloads\Employee%20Resources%20Table%20CLICK%20HERE)**)** Link provided to viewable online document due to size

**8. Are facilities, equipment, and funding sufficient to support your service unit? If not, please explain.**

**[Only respond to this prompt if you are requesting additional resources, otherwise proceed to prompt 9.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to unit facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the unit or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Suggested/possible points to consider:*

* *The useful life of structures and equipment,*
* *Special structural requirements, and*
* *Anticipated technology changes impacting equipment sooner than usual.*
* *If you plan to include new or renovated facilities or replacement of equipment in your unit improvement plan, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.*

|  |
| --- |
| While the majority of facilities and equipment is sufficient to support the IT Service Unit, there are anticipated technology changes as well as the viability of some of the assigned space on campuses.  **USING OFFICES TO CONNECT:** Work life becomes ever-more hybrid, working together online from different campuses and remote, when necessary. While IT staff have been able to for years to work “anywhere”, it’s become more apparent the value of “water cooler conversations” that build the social cohesion that creates a stronger corporate culture. In the past, IT staff have been placed on campus in individual spaces across the building. In the last year, there’s been a purposeful assessment of staff offices across the district and how to optimize the on-campus working environment.   * At the Courtyard Center, the HelpDesk staff and Campus Technology staff are all now located on the second floor in adjoining work spaces. This has not only allowed the staff to get to know each other better, it’s also created opportunities for cross-training and support. * At the Plano Campus, with the largest Campus Technology staff in the district, now not only office in the same hallway but also adjacent to the student open computer labs. In addition, now that the iCollin Virtual Campus is up and running, both the Plano and iCollin eLearning staff are working in close proximity in the library. The opportunities to collaborate as well as informal access to supervisors have been proven to speeds up professional development, resolves problems quickly, and ultimately benefits the college. * With the creation of the Technology Support division but no available space at CHEC, a Technology Support Division Office has been established at the Frisco Campus. Located in Heritage Hall, this space accommodates the Dean, Technology Support, the WebServices department, as well as the Campus Technology Manager. Other Technology Support campus staff, Campus Technology Technicians and the eLearning staff, are all in close proximity. This allows for collaboration on resolving complex issues that, for instance, involve Campus Technology and eLearning staff. * One area that has been a problem in working on campus, is to effectively provide expanded online, real-time service. Even before COVID, the eLearning Centers found that there was always a larger response to online training, both synchronous and asynchronous, than group on-campus training. In addition, due to popular demand, the eLC’s online office hours are here to stay. While faculty, staff, and students still have the option to visit an eLC in person, the majority of individuals continue to find consulting with an eLearning staff online not only convenient but actually more effective: Working on your own computer with a video consultation eliminates the need to remember what to do when you back to your own computer: With online office hours, you’re already there! As a result, the eLearning and WebServices staff have continued to have the option to work remote up to two days per week when they are assigned to manage online office hours and online training. This evolution in work assignments allows the staff to not only be present on campus, but to also give their full attention when working online.   **PROVIDING QUALITY MEDIA SOLUTIONS**   * The current upgrade of Conference Centers and selected CHEC conference rooms is eliminating the differing levels of quality and service that was able to be provided across the district. * Conference rooms and classrooms across the district are being updated as funds are made available. * While the sound isolation enclosures (Whisper Rooms) that were installed in the eLC’s in 2017 were an enhancement, the space limitation (1 person, max) as well recent ADA issues required new ideas. Fortunately, the Wylie eLC was built with an assigned recording space in it and the other 3 eLC’s (Frisco, McKinney, and Plano), have now all secured a designated office to be retrofitted to a recording space. These updated spaces are not only larger, but also include additional tools such as a green screen and document camera.     **OPPORTUNITIES**   * McKinney Campus: Outside of CHEC, has the largest number of IT staff offices. The Campus Technology staff and staging area (for receiving shipments of computers, unboxing, setting up, etc) is divided into two areas, creating inefficiencies. Even though they are on the same campus, there is little opportunity for networking, system admin, and technology specialists to collaborate since offices and work areas are spread throughout the campus rather than grouped together. * Plano Campus: While the newly renovated office and staging space is very useful, there are some challenges on this campus in terms of IDF closets all meeting ADA compliance and have poor cooling which reduces expected lifespan (IDF = Intermediate Distribution Frame – serves as a distribution point for IT and telecommunications cabling). |

**Facilities Resources Table –** [**https://collincollege620-my.sharepoint.com/:x:/g/personal/ablackman\_collin\_edu/Eai2st0Kv6NLgilWfTaoL2QBwG4LADsZ17dGKnBh1WoSIg?e=qgKh4X**](https://collincollege620-my.sharepoint.com/:x:/g/personal/ablackman_collin_edu/Eai2st0Kv6NLgilWfTaoL2QBwG4LADsZ17dGKnBh1WoSIg?e=qgKh4X)

NOTE: The IT Facilities Resources Table for 2022 is a work in progress

### **Equipment/Technology Table ($5,000 or more) \*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, justify needed equipment or budget change |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. |
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### **Financial Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
| College budget for Student Technology Fees | Yes | No | 1. COVID fast-tracked the college-wide adoption of an online proctor solution. It is currently being covered with CARES funds. 2. With ALL students registering online and accessing at least some portion of ALL classes online, the Student Technical Support contracted service continues to see aggressive growth in use of this service. | Moving forward, with the increased demand for online courses and especially with the iCollin Virtual Campus coming on board, IT is recommending that a Technology Fee for support of online learning be implemented.  [College fee comparison of online proctor services as well as Distance Ed and Technology Fees](https://collincollege620-my.sharepoint.com/:x:/g/personal/pdarlingfacio_collin_edu/EcuRcFRO7wVGma55t4neglABWuCmRuMifIjsmMuGXXOrKw?e=ltYRff).  (Completed by eLC February 2021) |
| College budget for annual refresh of Dell desktop computers | Yes | No | The budget allotted for this annual purchase has not kept pace with the growth of computers being used. New construction is putting in more computer labs rather than traditional classrooms. In addition, with a wider adoption of laptops as an assigned work computer, we do not currently include laptops as part of a planned refresh program. | 1. The ratio for estimating the cost of Dell desktop refreshes is being updated and submitted as supplemental. 2. Currently, laptops are purchased by individual departments, not IT. The cost of purchase and replacement will need to be factored into departmental budgets. |

\*\*If tables do not contain enough rows the information may be included at the end of this document as an appendix.

Section III. Continuous Improvement Plan (CIP)

**9. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the unit evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your unit over the past 4 years (your last review can be found on the Program Review Portal):**

1. **Student Outcomes**
2. **Overall improvements to your unit**

|  |
| --- |
| As a result of the 2016 CIP, and in order to increase timeliness and efficiency with tickets, Technology Services implemented FreshService in February 2020. Fresh is an IT HelpDesk management software that allows you to be in direct contact with your customers (faculty, staff, and students) in a timely basis with automated workflows. Fresh also has greater insights into usage and automated workflows that will greatly enhance customer satisfaction, thus increasing support satisfaction. Fresh was rolled out with Employee Technical Support, beta tested by Campus Technology and eLearning Center staff, and then adopted by Software Support, Security, Networking and Telecommunications, and Web Services. The intent is to expand the use of Fresh in other areas of the college, integrating with Workday as it comes on board. In addition to FreshService, the Technology Services area went through a reorganization allowing those with expertise in direct faculty, staff, student support to better manage and guide the Employee Technical Support department. As a result, the number of IT tickets being worked has increased, the time to successful completion improved, and client satisfaction on the upswing.    Advanced communication was implemented in 2015 with the launch of Office 365/ Outlook for faculty and staff. Five years later, college staff, faculty, and now also students, depend on Microsoft tools such as Teams, Forms, OneDrive, Find Time, and Meeting Scheduler as part of a productive work day. Following an in-depth review of academic software needs with faculty and research by the eLC staff, enhancements and new tools were purchased to support faculty to student communication.    During 2020 these tools became a foundation to the college’s response to COVID-19 and allowed classes and business to continue remotely. Canvas replaced Blackboard in 2016, Zoom was added in 2017, and Canvas Studio in 2020. Honorlock and other enhancements were also added to support online learning and provide online students the same rigor as face-to-face students.    In 2019, Security, Networking and Telecommunications launched CBORD for access control to secure areas of the college and a replacement of master keys to campuses.  CBORD also replaced the ID card system allowing for greater use of the faculty, staff and student ID’s in the future. In addition, in 2020 Security, Networking and Telecommunications launched OneLogin, an identity and access management (IAM) solution. While both of these initiatives are valuable additions to keeping the institution secure both online and on campus, the rollout of both projects emphasized the importance of a division-wide focus and sense of accountability in terms of properly scoping project communication and deliverables. |

**\*Please attach previous CIP Tables in the appendix**

**Summary of the 2015 eLearning CIP**

The 2015 CIP of establishing consistent baseline experience for students enrolled in online course offerings across the district is gradually being met.  Due to the emergency of the COVID-19 pandemic, Collin leadership began requiring all faculty teaching online to complete the Quality Matters Applying the Quality Matters Rubric (APPQMR) workshop in addition to the internal “Teaching with Canvas at Collin College” faculty orientation.  The eLearning Center had already positioned itself as being the in-house provider of the workshop by having two Instructional Designers certified to facilitate the workshop, both asynchronously online and synchronously via Zoom. Quality Matters leverages national research and up to date Instructional Design best practices to provide peer review criteria that ensure effective course design.  Faculty attending the QM APPQMR workshops are instructed on the importance of the concept of alignment and how every component of a course must align with designated course and module level objectives to ensure student success.  Collin’s Online Advisory Board has also adopted a version of the Quality Matters rubric for its own peer review process.  This two-fold process would establish a baseline consistency across online courses.   
The 2015 CiP of maintaining consistency of customer supports for student, staff, and faculty is currently being overhauled by rolling the eLC into the FreshService heat ticket system, along with all of Technology Services.  With its custom knowledge base and reply templates, a lot of the guesswork of responding to customer support will be mitigated.  All staff that interface with customers will be trained in FreshService as well as will all eLC leadership will be verifying accuracy and timeliness on a daily basis.  Further, staff will be assigned to continuously refine and refresh the platform knowledge base with updated information.

**CIP eLearning 2015-2016– Addendum G**

**10. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year of Program Review, the unit should use the observations and data generated by this process along with data from other relevant assessment activities to develop the unit’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the unit accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the personnel intend to take to capitalize on the strengths, mitigate the weaknesses, and improve student success. Provide the rationale for the expected outcomes chosen for the CIP.**

|  |
| --- |
| Without question, the strength of IT is the staff. No matter how technical a matter is, how many different online tools are available, it always comes down to the human quality. Retooling staff though training and professional development to be prepared for new initiatives is a process of continuous improvement. There is a constant need to keep current with new technology trends through both structured professional development as well as life-long learners.    The major weakness of IT is the lack of consistent application of project management principles. While developing an IT project management department has begun, we have not leveraged this advantage yet division-wide. As the college has grown, the IT department has grown in size and complexity. Applying systems management theory to the division, connecting the units of the IT division to each other as well as stakeholders will leverage collaboration and optimum functionality |

**11. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify unit priorities for the next two years, and focus on these priorities to formulate your CIP. This may include short-term administrative, technological, assessment, resource or professional development outcomes as needed.

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Workday Implementation  Phase 1: Rollout of HCM/ Finance/ Payroll  Phase 2: Planning and architecture of Student Module | Phase 1: Workday HCM/ Finance/ Payroll are all live by 9/1/2021  Phase 2: Planning begins no later than 9/1/2021 | Full adoption by 2023/ 2024 |
| Increase client satisfaction with Information Technology through the division-wide implementation of FreshService  Catalog, Projects, and Change Management. | Customer satisfaction surveys embedded within Fresh system.  Service metrics tracked and reported to IT Department Heads. | 80 % customer approval rating  Increase the response time from when a ticket is opened to closed and resolved.  Increase the use of the knowledge base and automated response. Reduce the number of overdue tickets. Reduce the number of student help desk transfers by expanding student online resources. |
| Efficiencies and effectiveness improved thought integration of Project Management principles throughout the division. | 1. Training provided on PM best practices 2. Productivity dashboards implemented, allowing for cross-departmental assignments and tracking | Department processes documented and monitored with continuous improvement.  Reduced project planning time  Demonstrate clear lines of accountability |
| Increase in student satisfaction in the student mobile application | Google Play and Apple App Store Ratings and Reviews;  User Focus Testing Feedback | ≥ 4.0 / 5.0 review in the respective mobile application stores. |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. You may add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome** -Result expected in this unit (from column A on Table 1 above--e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services).

**B. Measure** -Instrument(s)/process(es) used to measure results (e.g. surveys, test results, focus groups, etc.).

**C. Target** -Degree of success expected (e.g. 80% approval rating, 10-day faster request turn-around time, etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and unit success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make unit improvements.

**Table 2. CIP Outcomes 1 & 2**

|  |  |
| --- | --- |
| 1. **Outcome #1**   Workday Implementation  Phase 1: Rollout of HCM/ Finance/ Payroll  Phase 2: Planning and architecture of Student Module | |
| 1. **Measure (Outcome #1)**   Phase 1: Workday HCM/ Finance/ Payroll are all live by 9/1/2021  Phase 2: Planning begins no later than 9/1/2021 | 1. **Target (Outcome #1)**   Full adoption by 2023/ 2024 |
| 1. **Action Plan (Outcome #1)**   Continue Workday Project Plan, headed up by David Stephens | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |  |
| --- | --- |
| 1. **Outcome #2** Increase client satisfaction with Information Technology through the division-wide implementation of FreshService | |
| 1. **Measure (Outcome #2)**   Customer satisfaction surveys embedded within Fresh system.  Service metrics tracked and reported to IT Department Heads. | 1. **Target (Outcome #2)**   80 % customer approval rating  Increase the response time from when a ticket is opened to closed and resolved.  Increase the use of the knowledge base and automated response.  Reduce the number of overdue tickets.  Reduce the number of student help desk transfers by expanding student online resources. |
| 1. **Action Plan (Outcome #2)**   Hire Help Desk Manager by June 1, 2021. 2. Roll-out Fresh training to all IT staff 3. Introduce monthly “users group” to track and celebrate effective use. | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**

* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**