CLPCCD Program Review   February 26, 2024

Department	Position/Ask	Description	Ranked
PRMG	Budget for Director of Marketing & Communications	Chabot and LPC included	1
ITS	Sr Programmer Analyst I (system administrator)/Cyber Security Position	Cyber security position will need new JD	2
HR	Human Resources Manager	Supporting Director of Labor/Employee Relations and Human Resources	3
ESSS	Planning Analyst	changed to no ask for now	4
Business Svcs	No ask	-	not ranked
Facilities	Emergency Management & Workplace Safety Manager	reestablish position / no new funding	not ranked

DISTRICT PROGRAM REVIEW

DEPARTMENTAL PROGRAM REVIEW REPORT

Department: Business Services   **Administrator: Jonah R. Nicholas**

Instructions: "Form A" is required to be completed for all departments for the Departmental Program Review Report. Please respond to Questions 1A through 6 below. Provide an attachment if needed for additional narrative for any of the questions. This Form A will be completed for the three-year cycle from 2022-2023 through 2024-2025. All other forms B through J for annual budget requests will be completed only for the first year 2022-23 and then submitted annually for each fiscal year.

1A. Provide a brief summary of your department's operations and any significant changes since the last Program Review. Highlight the major duties and responsibilities of your staff in servicing the district and the colleges, along with the number and types of staff in your office. State how your department supports other administrative and academic units. Attach your department's current organization chart.

Business Services is the centralized unit within District Office that provides the following services to all areas of the district:

- accounting (including accounts payable and accounts receivable)
- payroll
- purchasing
- contracts
- risk management
- budget
- warehouse

1B. For the 2022-23 Program Review, summarize and address any suggested improvements

Not applicable.

1C. Address any issues or recommendations for your area coming out of an accreditation review. For the 2022-2023 Program Review, provide any assessment of your department activities from the last accreditation cycle, including progress on any self- evaluation improvement plans.

None noted. In fact, the District was given a commendation on the implementation of a Total Cost of Ownership Model from the commission.

2. Discuss generally the way in which the department serves and contributes to achievement of the District Mission and Vision, including academic excellence and student success (directly and/or indirectly);

Business Services indirectly supports student success by processing student financial aid payments in a timely manner. This is accomplished in coordination with the college financial aid offices and according to the financial aid disbursement schedules. In addition, the District regularly provides administrative support to the colleges which allows them to focus on student success as opposed to operational issues.

3. Identify key internal and external environmental factors and expectations, including those from funders and regulators, which impact the department's operations;

- • Large increase in grants and categorical programs, both in volume and in overall dollars.
- • Issuance of $612 million of the $950 million authorized by Measure A, including $452 million in the past 3 years.
- • Clean compliance record with audits for several years running.

4A. Determine departmental strengths, effectiveness and the satisfaction of its primary users and staff;

Strengths:

- • Business Services staff have longevity with the district.
- • Business Services has recruited individuals with professional certifications and experience, which enhance the already existing knowledge base. Daniela Ballif joined the district in 2021 as the Director of Business Services. Daniela has extensive community college and audit experience. She will be assessing the accounting treatment of transactions and internal controls of the department. Rosalie Roque joined the district in June 2018 as District Budget Officer. Rosalie also has significant community college experience and has since been promoted to a higher-level management position. In general, Business Services has a healthy relationship with the campuses**.**

Areas for Improvement:

- • Business Services needs to work with the colleges to improve the efficiency and turnaround time related to purchase orders and checks to vendors and employees. Not a major issue but sometimes has caused consternation.
- • The development of a new Budget document for Tentative and Adoption Budgets that enhances clarity and transparency is an area of change that will occur.

5A. Set and evaluate the department's goals and objectives, which should align with the operational responsibilities of the department as well as the District Strategic Plan and Board of Trustees Priorities, and the colleges' Educational Master Plans. The goals should be limited in number, and should focus on major areas of emphasis. The objectives will describe some steps that will lead the department toward achieving the goal.

All goals are based on the District-Wide Strategic Plan developed in February 2021.

GOAL A: EDUCATIONAL EXCELLENCE

Continue to contribute to the academic environment at the colleges by providing centralized business services to enable the colleges to focus on teaching and learning.

GOAL B: COMMUNITY PARTNERSHIPS

Meet with college personnel and economic development to enhance partnerships at the local and national level. Just recently the District entered into a partnership with Alameda County Fire and worked out a billing system to meet their needs.

Attend events in support of community/college partnerships. Develop relationships with district businesses and community leaders.

GOAL C: SUSTAINED PRIORITIZED RESOURCES

Invest in strategic partnerships and resource development to sustain prioritized goals.

Provide an inclusive people-oriented culture aimed at creating a productive learning environment for students and a supportive working environment for all personnel.

GOAL D: INSTITUTIONAL EFFECTIVENESS

Assess the potential of each district facility to generate revenue by identifying and evaluating possible revenue sources, such as leasing facilities to outside groups, parking revenues, advertising, naming rights, etc.

Ensure the District is adequately covered with necessary property and liability insurance. Recently the District saved over $60,000 annually by switching athletic insurance carriers.

GOAL E: CALL TO ACTION TO ADDRESS ANTI-BLACKNESS, RACISM, AND BARRIERS TO EQUITY

Support consistency in procedures and processes across the district.

Explore ways to advance dialogue and collaboration between the colleges and between the colleges and the district.

Support employee development.

Work collaboratively with the colleges to develop and retain employees who are engaged in and committed to student success

Provide opportunities to support employee professional development.

Create an environment for current employees to work at their best. Promote a team environment.

FORM B

DISTRICT PROGRAM REVIEW

BUDGET HISTORY, CURRENT SUMMARY, AND PROPOSED AUGMENTATION

Department: Business Services   **Administrator: Jonah R. Nicholas**

FORM B: Budget History, Current Summary, and Proposed Augmentation

Instructions: *This analysis describes your history of budget requests from the previous two years and the impacts of funds received and needs that were not met. It also describes the proposed internal budget shifts that will not change the total budget allocation for your department.*

1.

Category	Prior Year Actuals	Current Year Budget	Augmentation Request for FY 2024-25
Classified (2000s)	1,660,885	1,872,843	0
Supplies (4000s)	19,477	9,500	0
Other Operating (5000s)	263,910	167,384	0
Capital (6000s)	0	41,177	0
Other	0	0	0
TOTAL	1,944,272	2,097,094	0

2. How was your investment of the budget monies you did receive help you reach your goals, achieve objectives, and meet service area outcomes (note that SAOs not included in 2023-24)? In this section, assess if the anticipated positive impacts you have projected have been realized.

Business Services has not requested additional resources and has still been able to achieve its service area outcomes. In fact, Business Services has reduced its FTEs by a net of 1.4 since 2021 with no discernible decrease in operations. The Assistant Director of Business Services position was not filled nor was a recent retirement from Accounts Payable. Further a 0.4 FTE Office Assistant was also not filled. An additional warehouse position at LPC was added to provide additional coverage and service at that campus. The aforementioned unfilled positions have been removed from position control and Business Services does not anticipate asking for additional FTE.

3. What were the budget augmentations (resources) previously requested that were not received? What has been the impact of not receiving some of your requested funding as it relates to achieving department goals and meeting service area outcomes?

Not applicable. Business Services has seen no impact from not receiving requested funds. Inasmuch as non-personnel expenses have exceeded budget those items were one-time in nature, unavoidable, and covered through salary savings from unfilled or vacant positions.

4. Describe any shifts within your budget that are significant. Discuss any correlations or connection between the budget shifts for your current budget and resource augmentation requests.

No significant shifts within the budget have taken place and Business Services anticipates being able to live within its current allocation. Further, if needed there are other sources of funds that could be used for expenditures outside of the unrestricted general fund.

Overall, Business Services is requesting no new positions or resources during this program review. Therefore the Form C within program review is not being completed.

Public Relations, Marketing, and Government Relations

The office of Public Relations, Marketing and Government Relations (PRMG) coordinates the Chabot-Las Positas Community College District's (CLPCDD) marketing strategy, internal and external communications functions, public relations, and the district's relationships with federal, state, and local policy makers and stakeholders.

The PRMG team elevates the CLPCCD brand, generating increased investment and support, and attracting students, faculty and staff to CLPCCD. PRMG works with campus and district partners to develop promotional content and amplify our success stories with the goal of heightening our brand and reputation within our service area and beyond. We provide resources to help our colleges and administrative units do the same. Our team coordinates with writers, graphic designers, videographers, and photographers to elevate the voices that strengthen the identity and impact of the CLPCCD through macro and micro campaigns.

In coordinating communications, PRMG works in the following areas: media relations, strategic student communications, crisis communications and executive communications. In the government relations capacity, PRMG coordinates the district's advocacy strategy with the chancellor and maintains a strong relationship with elected officials at the local, state, and federal level.

FORM A
DISTRICT PROGRAM REVIEW
DEPARTMENTAL PROGRAM REVIEW REPORT

DEPARTMENT:—————————————**ADMINISTRATOR:** ———————————————

Instructions: _"Form A" is required to be completed for all departments for the Departmental Program Review Report. Please respond to Questions 1A through 6 below. Provide an attachment if needed for additional narrative for any of the questions. This Form A will be completed for the three-year cycle. All other forms B through J for annual budget requests will be completed_ _only_ _for the first year and then submitted annually for each fiscal year._

1A. Provide a brief summary of your department's operations and any significant changes since the last Program Review. Highlight the major duties and responsibilities of your staff in servicing the district and the colleges, along with the number and types of staff in your office. State how your department supports other administrative and academic units. Attach your department's current organization chart.

1B. Summarize and address any suggested improvements based on the recommendations proposed in the School Services report presented to the Board of Trustees on April 15, 2014. The School Services presentation can be found at the following URL:
http://www.clpccd.org/board/documents/ChabotPresentationFinal.pdf .

1C. Address any issues or recommendations for your area coming out of an accreditation review. Provide any assessment of your department activities from the last accreditation cycle in October 2015, including progress on any self- evaluation improvement plans.

2. Discuss generally the way in which the department serves and contributes to achievement of the District Mission and Vision, including academic excellence and student success (directly and/or indirectly);

3. Identify key internal and external environmental factors and expectations, including those from funders and regulators, which impact the department's operations;

4A. Determine departmental strengths, effectiveness and the satisfaction of its primary users and staff;

4B. Identify areas for improvement, and any areas of change or growth;

5A. Set and evaluate the department's goals and objectives, which should align with the operational responsibilities of the department as well as the District Strategic Plan and Board of Trustees Priorities, and the colleges' Educational Master Plans. The goals should be limited in number, and should focus on major areas of emphasis. The objectives will describe some steps that will lead the department toward achieving the goal.

5B. Discuss two or three projects/activities that you are planning to undertake that promote innovation and productivity, and overall service improvements. Briefly outline the steps you are going to take to get there, and how these projects take into account best practices associated with improved quality.

6. **Service Area Outcomes (SAOs) will be required for the Department Program Reviews <u>after</u> the initial cycle, which will be in year 2 of the cycle.** Set and evaluate the results for service area outcomes. SAOs are outcomes/performance expectations, indicators of where the department wants to be in specific aspects of operation; they address the department's expected results for those goals and objectives which are directly relevant to institutional effectiveness and academic quality/student success. In other words, the SAOs will come out of some of the goals and objectives noted in 5A above; you won't have them for all goals and objectives.

Provide a description for up to four SAOs for your department and the key performance indicators (KPI).   (Refer to the District-wide IPBM Committees' charters for sample KPIs). Indicate how you will measure the   efficiency of your operations, and then based on what feedback, what improvements are needed.

FORM D
DISTRICT PROGRAM REVIEW
SUPPLIES AUGMENTATION REQUEST

DEPARTMENT: _____ **ADMINISTRATOR:** _____

Form D: Supplies Requests [Acct. Category 4000]

Instructions: *In the area below, please list additional/augmented funding requests for categories 4000. Do NOT include conferences and travel, which are submitted on Form E.   Justify your request and explain in detail the need for any requested funds beyond those you received this year.*

<u>NOTE:</u> **Only use this form to add new requests to augment the current department budget.**

Request and Rationale:

How does your request align with the information provided in your Departmental Program Review?

Spreadsheet: To be considered, requests must be added to the "**RESOURCE REQUEST SPREADSHEET**". Add your requests to your spreadsheet under the 4000 tab and check the box below once they've been added.

☐

SUPPLIES tab (4000) completed in Program Review "**RESOURCE REQUEST SPREADSHEET**"
(please check box to left)

<div align="center">

FORM E
DISTRICT PROGRAM REVIEW
CONTRACT SERVICES/CONFERENCE & TRAVEL
AUGMENTATION REQUEST

</div>

DEPARTMENT: _____ **ADMINISTRATOR:** _____

Form E: **Contract Services, Conference & Travel Augmentation Requests**
            [Acct. Category 5000]

Instructions: *Use this form to request augmented funding for contracts & services and conference attendance. List or describe proposed contracts and services. For conferences/training programs, include available specific information on the name of the conference and location. Your rationale should discuss connection to the District Strategic Plan goal.*

NOTE: **Do not include existing Contract Services, Conference & Travel within your department budget on this form. Only use this form to add new requests to augment the current department budget.**

Listing/description and rationale for Contracts and Services:

Listing and rationale for Conferences and Travel:

How do these requests support the results and future directions in your departmental program review?

Spreadsheet: To be considered, requests must be added to the "**RESOURCE REQUEST SPREADSHEET**". Add your requests to your spreadsheet under the 5000 tab and check the box below once they've been added.

☐   **CONTRACT SERVICES/TRAVEL** tab (5000) completed in Program Review "**RESOURCE REQUEST SPREADSHEET**" *(please check box to left)*

FORM F
DISTRICT PROGRAM REVIEW
TECHNOLOGY REQUEST

DEPARTMENT: **ADMINISTRATOR:**

Form F: Technology Requests [Acct. Category 6000]

Instructions: Please list computer and technology hardware and software requests including instructional technology and infrastructure, as relevant.

IN ADDITION TO THE TECHNOLOGY PURCHASE COSTS FOR THE HARDWARE AND SOFTWARE, INCLUDE ANNUAL MAINTENANCE COSTS AS A SEPARATE LINE ITEM TO PROVIDE THE "TOTAL COST OF OWNERSHIP" (TCO).

NOTE: Do not include existing Technology within your department budget on this form. Only use this form to add new requests to augment the current department technology, infrastructure, and budget.

Summary of request and rationale. Explain how this request correlates with the findings of your departmental program review:

Spreadsheet: To be considered, requests must be added to the "**RESOURCE REQUEST SPREADSHEET"**. Add your requests to your spreadsheet under the 6000 tab and check the box below once they've been added.

☐   **TECHNOLOGY** tab (6000) completed in Program Review "**RESOURCE REQUEST SPREADSHEET"**
       (please check box to left)

PRMG Budget: Director of Marketing and Communications (Chabot)
Enrollment and Retention Categorical Funds

Fund	Org	Account	Program	Account Description	Amount	One-Time or Ongoing	Notes
331896	10300	4320	678000	PROGRAM/OPERATING SUPPLIES	2,000.00	Ongoing	Audio/visual and subscription (ie: video music rights)
331896	10300	4301	678000	OFFICE SUPPLIES	2,500.00	Ongoing	
331896	10300	5220	678000	CONFERENCE EXPENSE	1,000.00	Ongoing	CCPRO
331896	10300	5260	678000	TRAVEL/CONFERENCE	1,800.00	Ongoing	CCPRO
331896	10300	5810	678000	PUBLIC INFORM MATERIAL PRODUCTION	9,500.00	Ongoing	promotional materials (including swag and printed
331896	10300	5813	678000	PUBLIC INFORM ADVERTISING	12,000.00	Ongoing	Microcampaigns and sponsorship ads
331896	10300	5110	678000	PROFESSIONAL SERVICES	14,000.00	Ongoing	Design fees, photography & videography
331896	10300	6404	678000		4,000.00	One-Time	Equipment (ie. Camera, tri-pod, phone)
				Total	**46,800.00**		

PRMG Budget: Director of Marketing and Communications (LPC)
Enrollment and Retention Categorical Funds

Fund	Org	Account	Program	Account Description	Amount	One-Time or Ongoing	Notes
331896	10300	4320	678000	PROGRAM/OPERATING SUPPLIES	2,000.00	One-Time	Audio/visual and subscription (ie: video music rights)
331896	10300	4301	678000	OFFICE SUPPLIES	2,500.00	Ongoing	
331896	10300	5220	678000	CONFERENCE EXPENSE	1,000.00	Ongoing	CCPRO
331896	10300	5260	678000	TRAVEL/CONFERENCE	1,800.00	Ongoing	CCPRO
331896	10300	5810	678000	PUBLIC INFORM MATERIAL PRODUCTION	9,500.00	Ongoing	promotional materials (including swag and printed informational materials)
331896	10300	5813	678000	PUBLIC INFORM ADVERTISING	12,000.00	Ongoing	Microcampaigns and sponsorship ads
331896	10300	5110	678000	PROFESSIONAL SERVICES	14,000.00	Ongoing	Design fees, photography & videography
331896	10300	6404	678000		4,000.00	One-Time	Equipment (ie. Camera, tri-pod, phone)
				Total	**46,800.00**		

PRMG GOALS

CLPCCD Board Priorities
- Develop a system of student support that provides access and equity of outcomes for all students
- Develop a system of effective communication
- Create a culture of collaboration among staff and the community
- Continue developing systems that support student achievement
- Provide effective management of District fiscal resources

Districtwide Strategic Directions:
- *Educational Excellence*: Increase CLPCCD's reputation as an educational leader known for offering an outstanding student experience; excellence in teaching and learning; affordable, inclusive, and culturally relevant programs and pathways leading to academic achievement; and preparing students to compete and succeed in a sustainable global environment.
- *Community Partnerships*: Build strategic collaborations with community partners to meet the current and emerging workforce development needs of local residents, businesses, labor, and industry; deepen partnerships with cities and communities to advance climate justice; connect students to essential resources that support their education (food, housing, health services, technology, work-based internships); align educational pathways with in-demand skills; strengthen transfer pathways through effective intersegmental practices; increase the number of diverse skilled and degreed adults in the region.
- Sustained Prioritized Resources: Invest in strategic partnerships and resource development to sustain prioritized goals, such as: providing tailored support services to increase enrollment and success among populations historically underrepresented in higher education; recruiting, hiring, and supporting diverse staff that reflect the demographics of the students served; implement robust and dependable technology resources; sustain effective professional development; develop and maintain facilities and climate-sustainable campuses to meet the needs of students, faculty, and staff; provide communication resources for faculty and staff to elevate student voices and present student and alumni success; provide an inclusive people-oriented culture aimed at creating a productive learning environment for students and a supportive working environment for all personnel.
- Institutional Effectiveness: Create and refine equitable systems and strategies to achieve greater outreach to key groups of prospective students and community stakeholders; make meaningful connections between academic programs, local economic needs and opportunities, and complex social and environmental problems; improve access and success at all stages of a student's educational journey, from application and enrollment to poverty assistance to educational pathway selection, and two-year and four-year degree completion.
- Call to Action to Address Anti-Blackness, Racism, and Barriers to Equity: Address anti-black racism and other forms of racism and discrimination across all institutional policies, practices, programs, and services; create a welcoming, inclusive, and safe campus community to benefit all; recruit and retain a diverse staff that reflects student demographics; ensure each student and employee receives the support, guidance, and education or training needed to achieve their goals and thrive in the District environment.

PRMG Priorities (According to strategic plan)
- Increase CLPCCD brand presence (Ed. Excellence)
- Build/strengthen community partnerships (Community Partnerships)
- Support colleges w/ marketing and communication infrastructure to support student enrollment/retention (Sustained Prioritized Resources)
- Identify and refine effective outreach strategies (Institutional Effectiveness)
- Develop approaches to elevate student voices and feature success stories and leverage staff as ambassadors. (Sustained Prioritized Resources)

PRMG GOALS

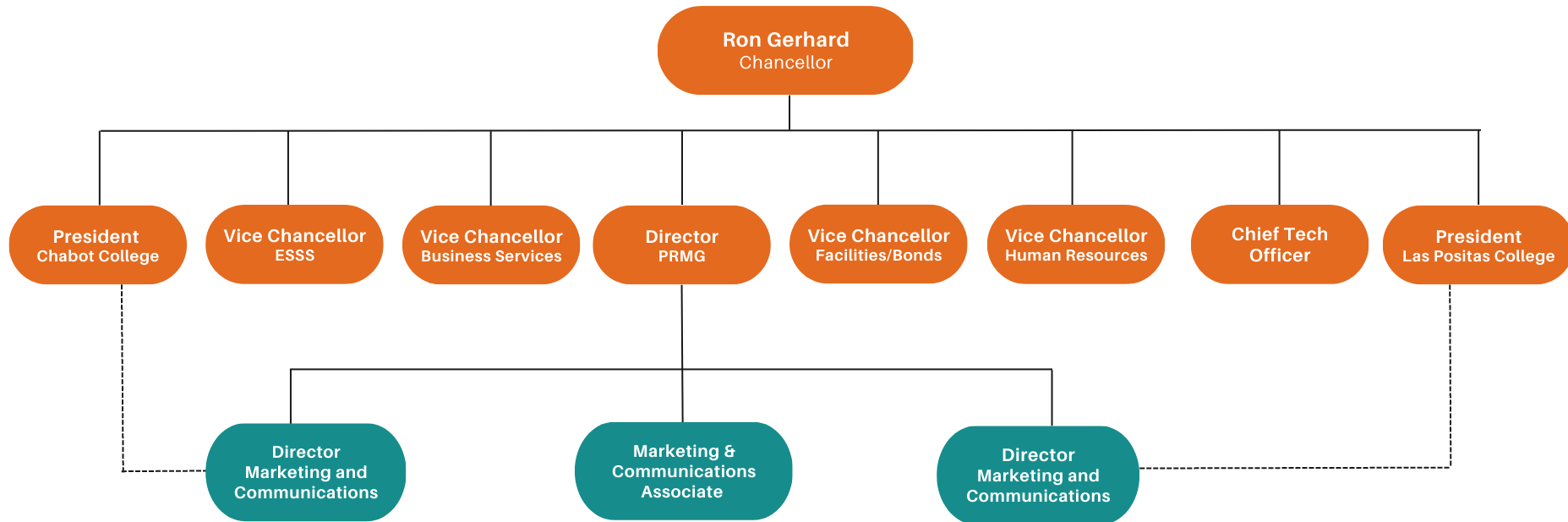| CLPCCD Board Priority	PRMG Goal	Strategy	Metrics
Develop a system of student support that provides access and equity of outcomes for all students.	Support colleges w/ marketing and communication infrastructure to support student enrollment/retention	1) Complete annual research to inform marketing plan; distribute/present to colleagues 2) Develop, distribute and gain support for 2022-2023 district/college marketing plan 3) Implement summer, fall, spring brand awareness campaigns 4) Develop micro campaigns to promote programs, courses, and services. What is our capacity? Ability to expand? How to prioritize? 5) Provide end-of-campaign reports for all major campaigns 6) Add PRMG staff support at colleges	1) Match marketing plan with data resulting from the research 2) Data-driven presentations provided to SLT and college leadership teams 3) Campaign Metrics: Phone Calls to College from Campaigns; Direct email marketing metrics; Google analytics review of landing pages, social media ads, engagement data, and application trends during peak advertising periods. 4) Campaign Metrics: Social media post data, social media ad data, email open and click rates, event attendance figures, website analytics, (if applicable direct correlation to desired action). 5) Customized reports that include clear goals, strategies, how strategies were measured, benchmarks, and major findings. 6) Hire, train, supervise director of marketing/communications positions at each college.

		7) Co-lead review of enrollment process to identify barriers (Kennedy & Co.)	7) Lead committee to review process, communicate findings, & implement changes
Create a culture of collaboration among staff and the community	Increase CLPCCD Brand Presence	1) Distribute press releases to local media	1) Share 3-5 press releases/media advisories per month, re-share stories that are covered by the media, be responsive to reporters.
		2) Publish annual report to update the community on achievements of colleges and district departments.	2) Timely publication of hard copy report and online version posted to newsroom. Copies distributed to key partners.
Create a culture of collaboration among staff and the community	Build /Strengthen Community Partnerships	1) Sponsor/staff local events with chambers of commerce, cities, county, school districts, or non-profits and partner with colleges to send representatives to sponsored events	1) Attend five or more events annually with District, college, and EDCE leaders. (Currently, most events are in the Tri-Valley where relationships are already strong and will be maintained through established events)
		2) Strengthen relationships with partners in the Chabot service area	2) Give presentation or attend events in Union City, Castro Valley, Hayward, San Leandro, and San Lorenzo
Create a culture of collaboration among staff and the community	Identify and refine effective outreach strategies	1) Survey high school counselors from feeder schools	1) Analyze data reports and meet with campus leadership and outreach teams to review the findings.
		2) Act on main recommendations	2) Provide college outreach teams with more materials that can be shared with school counselors and support outreach teams with materials that will help them have more of a presence on high school campuses.
Continue developing	Develop approaches to elevate student voices	1) Complete brand guidelines for the colleges to allow staff to be better	1) Complete the PDF versions with designer and make guidelines available to staff

PRMG GOALS

systems that support student achievement	and feature success stories and leverage staff as ambassadors.	ambassadors 2) Make marketing/communications resources available online 3) Seek and disseminate student success stories that help current and prospective students apply to colleges, remain enrolled, and feel represented.	2) Publish flyer templates, slide presentation templates, logo files on PRMG website 3) Graduation profiles, student stories in district publications, press releases throughout the year that highlight student success stories, inviting students to be ambassadors for the colleges at community events. 4) Use students' stories at districtwide events to uplift impact on community and elevate morale
Continue developing systems that support student achievement	Build a gov't relations advocacy strategy for the CLPCCD	1) Continue to lead campaign to advocate for SCFF change in allocation model 2) Identify legislation or topics that impact the mission of the district or the students it serves and manage ongoing advocacy around them. 3) Manage scope of work for advocacy firm	1) Regular coalition meetings, meetings with key elected officials, tracking of related legislation, work with League as needed, preparation of communications that provide updates to the coalition work. 2) Attendance of virtual assembly and senate hearings, updates of important developments, meetings with key elected officials. 3) Outlining of district's priorities, requested updates on relevant legislation, preparation of materials for meetings with key elected officials (AB 1705, student housing, etc.)

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PRMG Organizational Chart

Ron Gerhard
Chancellor

- **President** Chabot College
- **Vice Chancellor** ESSS
- **Vice Chancellor** Business Services
- **Director** PRMG
- **Vice Chancellor** Facilities/Bonds
- **Vice Chancellor** Human Resources
- **Chief Tech Officer**
- **President** Las Positas College

- **Director Marketing and Communications**
- **Marketing & Communications Associate**
- **Director Marketing and Communications**

Information Technology Services
Program Review 2023-2024

About ITS

District Information Technology Services (ITS) is responsible for the centralized information systems and services that provide technology solutions for the College and District. The primary services provided by District ITS include the following: Enterprise System hardware/software support, applications programming and analysis for administrative systems, network infrastructure for Wide Area Network (WAN) and Local Area Network (LAN), server support for district-wide applications, desktop support, support for the district website, cyber security, centralized Help Desk services, user training, and technology initiatives supporting the previous Measure B facilities projects and the new Measure A Bond projects.

Staffing

The current District ITS staff consists of 22 full-time equivalent positions as shown in the organization chart below:
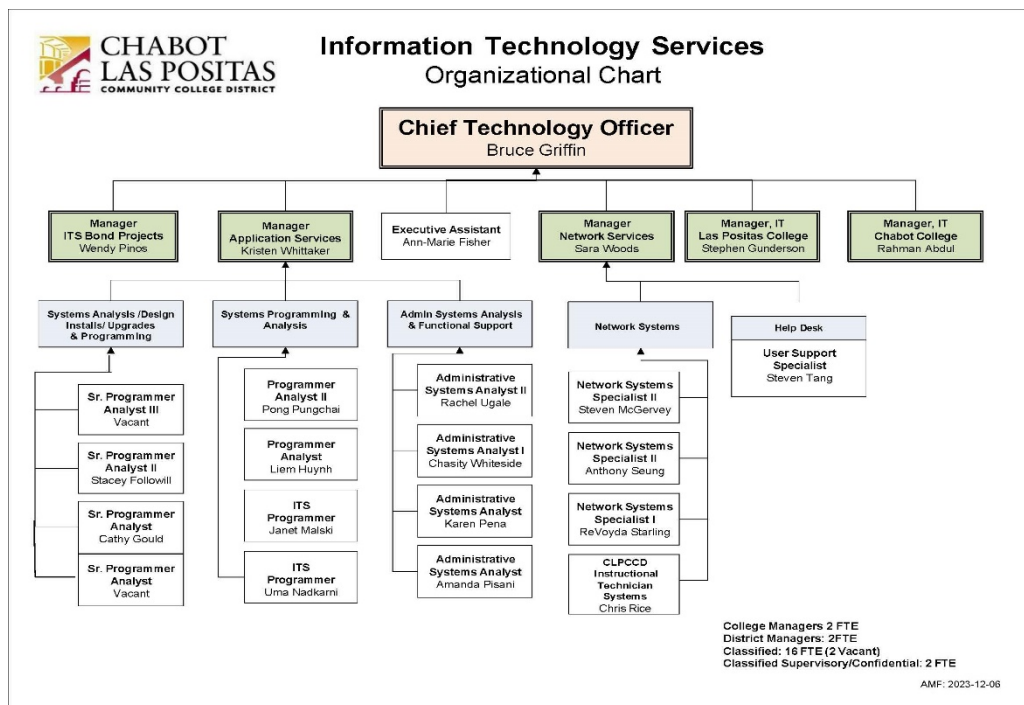
EDUCAUSE, a non-profit association focusing on advancing higher education through technology and innovation, provides research on staff levels by higher education segment. Part of Educause's research focuses on staffing and spending level by higher education segment. Among 2-year institutions, "central" IT FTE ranged from 4.4 to 6.9 central IT staff per 1000 faculty, staff and student combined FTE. CLPCCD's combined fac/staff/student FTE is approximately 15,000. This equates to a low-end benchmark (4.4) of 66 IT staff.

In contrast, even including technology staff at the colleges often counted as central staff in these reports (webmasters, DE, college technicians) there are 43 district-wide FTE creating a district-wide shortfall of 23 FTE. (https://www.educause.edu/research-and-publications/research/analytics-services/it-spending-and-staffing-interactive-almanac)

Staffing remains a critical point because as the technology requirements for Banner, Measure A and cyber security continue to increase significantly, the ITS staff size cannot efficiently accommodate the growing demands for projects. In addition, as the colleges increase their automation requirements many requests cannot be addressed simultaneously with the same ITS staff already servicing numerous projects and routine system maintenance. For the various systems and sub-systems, ITS maintains, there is a .5 FTE to 1.0 FTE dedicated to each support area with no dedicated cyber security personnel. Critical needs include:

- Support for the Ellucian CRM suite with an additional system administrator and functional analyst.
- Support for a front-line cyber-security analyst to triage and resolve potential security incidents proactively.
- Support for administrative cyber-security work from an IT Security Manager.

It should be noted that these needs only address District ITS. College needs are listed in their respective program reviews.

The Applications Staff deal with Enterprise Systems, both hardware/software, Oracle databases, and application systems for Banner and the third-party software products that interface with Banner. For each of the Banner or third-party areas of responsibility to support the colleges/district such as Student, Financial Aid, Finance, and Human Resources/Payroll, there is at most 1.0 FTE to support these technical areas. The exception is the CRM Recruit and Advise implementations which lack dedicated support altogether. Each of these areas is unique in the knowledge base required in both the functional and technical aspects.

For the Network area, the ITS staff supports the network infrastructure, desktops/laptops, general servers, Help Desk, and Web. Each of the staff in the Network area has discrete responsibilities based on their skill level and their duties are only minimally interchangeable. This diversity of skills combined with the small staff size means there is no backup to any position which causes issues should someone take extended leave.

The various technology system categories that District ITS supports for both new installations and ongoing upgrades are as follows:

1. Banner Student, Counseling, Special Programs
2. Banner Financial Aid
3. Banner Finance, Purchasing, Accounts Receivables
4. Banner Human Resources/Payroll
5. Banner Degree Works
6. 25 Live Room Scheduling
7. Ellucian CRM Recruit
8. Ellucian CRM Advise
9. Banner Document Management

10. OmniUpdate Web Content Management System
11. Portals for Ellucian Experience
12. Single Sign On for Library databases
13. Banner & Third Party System Hardware, Software, Servers, Operating Systems, Oracle Database, System Installs & Upgrades, Special Projects
14. Banner State Reporting and Custom Application Systems
15. Banner Batch Processing, Reporting, Forms, Mailers, Bulk Email Reports, Smarthphones
16. Help Desk for Staff and Students on MyPortal, Training, Custom Web Applications
17. Web support for District Internet & Intranet
18. Network Servers/Email/Desktops
19. Measure A Bond Projects
20. Canvas Course Management Systems with Banner interface
21. Student Learning Outcomes (SLOs) for Elumens at LPC and Curricunet at Chabot
22. State's Open CCCApply Student Application System and BOGW, eTranscript for electronic transcripts
23. SARS Systems – SARS-Trak for positive attendance, SARS-Grid for Counseling, eAdvising for Counseling, eSARS for Web, SARS Anywhere for texting
24. Argos Ad-hoc Reporting
25. Student Credit Card Payments and payment plans and parking permits.
26. Campus Logic for automated FAFSA application tracking.
27. Microsoft MS365 Collaboration System
28. Cyber Security Tools

District ITS completes modifications and replacements to our Enterprise Banner System, servers and networks as needed to meet the new regulatory requirements from the State and the Federal government. Changes to the Banner System are constantly needed to address these regulatory changes, especially in the Financial Aid area where federal and state mandated changes require implementation at least four times a year with many of these changes being major upgrades. The Banner Student area is also impacted frequently by the state regulations for new initiatives and programs such as AB705, Guided Pathways and the Student-Centered Funding Formula. With the conclusion of the Kennedy and Co. enrollment management analysis in 2023, ITS expects to see an influx of modifications and additions to our systems, processes, and communications.

Planning
In 2022 ITS led the District-Wide Technology planning process and the development of three distinct but connected plans for the colleges and district. The plans all share five initiatives that categorize projects across the greater organization. These initiatives are:

- Initiative #1: Maintain a Current Technical Environment – Ensure that students, faculty, and staff have access to sufficient and properly configured computing resources, effective online resources, and a highly available and secure network in support of, diversity, equity, inclusion, accessibility, teaching, student support and administrative services.
- Initiative #2: Improve the Student Experience – Provide students with easily accessible tools that enable them to effectively use online student services such as advising appointments, course registration, and tracking degree progress to promote diversity, equity, inclusion and accessibility.

- Initiative #3: Advance Teaching and Learning – Use technology to enable the District to continually enhance a diverse, equitable, inclusive and accessible student learning environment by supporting faculty in their efforts to integrate innovative pedagogical methods to address a wide array of learning styles.
- Initiative #4: Improve Operational Efficiency – On a continuous basis, evaluate and improve technology planning and decision-making processes, enhance training for faculty and staff, and use technology that supports diversity, equity, inclusion and accessibility to reduce the reliance on paper and automate manual tasks.
- Initiative #5: Continually Enhance Data Security – Evaluate the College's security posture on a continuous basis, work to mitigate vulnerabilities and reduce security risks, and promote security awareness among students, faculty, and staff through ongoing training that minimizes potential harm in our diverse, equitable, inclusive and accessible community.

Each plan provides a crosswalk of the organization's strategic goals and objects with the initiatives. Individual projects should be able to be classified in one (or more) of the initiatives to ensure alignment with the college or district's strategic goals and objectives.

The plans were approved unanimously by the Board of Trustees in November of 2022 and were recognized by the state-wide Chief Information Systems Officer Association (CISOA) for excellence in planning.

The full plan can be found at:
http://districtazure.clpccd.org/tech/planning.php .

Major Projects in the Current Year
ITS has identified and is working to complete four major projects in this program review cycle. Each is described below.

Ellucian CRM Advise
Ellucian CRM Advise is a customer relationship management (CRM) solution designed specifically for higher education institutions. The software aims to help institutions improve student success by providing a holistic view of each student's academic progress, engagement, and overall experience.

It is designed to support student success by providing a comprehensive view of each student's academic journey and enabling institutions to intervene when needed. The software helps institutions improve retention rates, increase graduation rates, and ultimately support student success.

The product offers a range of tools and features to support student success. One of the key features is a customizable student success dashboard that allows advisors and staff to track student progress and identify potential issues in real-time. The system also provides tools for creating and managing student success plans, scheduling appointments, and tracking student communications.

It integrates with other Ellucian products such as Banner, and DegreeWorks, as well as with third-party systems to provide a complete view of student data. This integration allows for streamlined communication between departments and a more unified approach to student success.

Ellucian CRM Advise also includes robust reporting and analytics capabilities, enabling institutions to measure and track student success outcomes over time. The software provides data-driven insights that can help institutions identify areas for improvement and make data-informed decisions.

Ellucian CRM Recruit

Ellucian CRM Recruit is a customer relationship management (CRM) solution designed for higher education institutions to manage their enrollment and recruitment processes. The software streamlines the recruitment process, allowing institutions to manage communication with prospective students, track application progress, and make data-informed decisions to improve enrollment rates.

Ellucian CRM Recruit offers a range of features to support recruitment efforts, including personalized communication, marketing automation, and event management. The system allows institutions to create targeted recruitment campaigns that are tailored to specific groups of students, such as high-achieving students or transfer students.

The CRM solution integrates with other Ellucian products as well as with third-party systems to provide a complete view of prospective student data. This integration allows for streamlined communication between departments and a more unified approach to recruitment.

Ellucian Experience / My Portal

Ellucian Experience or MyPortal locally, is a cloud-based solution (portal) that is designed to enhance the overall student experience for higher education institutions. It provides a single platform for students to access a range of resources and services, such as course materials, campus events, and academic support. The software is designed to be mobile-friendly, allowing students to access the platform from their mobile devices and stay connected to campus life.

One of the key features of MyPortal is the personalized dashboard that is provided to each student. This dashboard allows students to track their academic progress, class schedule, and campus involvement in one place. The software also includes tools for managing campus events, creating student groups, and facilitating communication between students and faculty.

Ellucian Experience also provides institutions with reporting and analytics capabilities, which enable them to measure and track student engagement and success outcomes. This data-driven approach can help institutions to identify areas for improvement and make informed decisions to support student success.

Ellucian Experience is a comprehensive solution that helps institutions create a more supportive and engaging campus environment for their students. By providing a connected platform that supports student success, engagement, and retention, the software can help institutions to increase student satisfaction and ultimately, student success.

Managed Detection and Response

Managed Detection and Response (MDR) is a cybersecurity service that provides continuous monitoring of an organization's digital environment for threats and cyberattacks. MDR combines advanced threat detection tools with human expertise to quickly identify, investigate, and respond to security incidents.

MDR services typically involve a team of cybersecurity experts who monitor an organization's network and endpoints in real-time. They use advanced threat intelligence, machine learning algorithms, and

other tools to identify anomalous activity and potential threats. If an incident is detected, the team investigates the incident and provides guidance on how to respond and mitigate the threat.

The goal of MDR is to provide proactive and continuous monitoring of an organization's security posture, helping to prevent security incidents from occurring and minimizing the impact of any incidents that do occur. By providing 24/7 monitoring and response capabilities, MDR services can help organizations stay ahead of potential threats and respond quickly and effectively to security incidents.

MDR services can be tailored to an organization's specific needs and can include a range of cybersecurity services, such as vulnerability assessments, penetration testing, and incident response planning. The services can also be provided on-premises or through a managed service provider (MSP), depending on an organization's resources and requirements.

Overall, MDR is a critical component of a comprehensive cybersecurity strategy, providing continuous monitoring and response capabilities that help organizations protect against the ever-evolving threat landscape in a staff-limited environment. Providing the 24/7/365 coverage MDR offers CLPCCD would require five additional staff FTE.

Future Projects
ITS is planning the following projects beyond the current year:

Network Upgrade
Network upgrades are necessary to keep up with the growing demand for data and to support the latest technologies. As more devices and applications are connected to the network, the demand for bandwidth and speed increases. Network upgrades are needed to provide the necessary capacity and speed to support these demands.

Upgrades can also improve network security by providing the latest security protocols and technologies to protect against cyber threats. As cyber threats become more sophisticated, network upgrades are necessary to provide the necessary protection against them.

In addition, network upgrades can improve network reliability and reduce downtime. Older networks are more prone to failures and downtime, which can have a significant impact on business operations. Upgrades can provide the latest hardware and software technologies to improve network reliability and minimize downtime.

Upgrades can also improve network performance, such as reducing latency and increasing throughput. This can be especially important for applications that require real-time communication or high-speed data transfers (Zoom).

Merge Two DegreeWorks Instances Into a Single Instance
Ellucian DegreeWorks is a comprehensive academic planning and degree audit solution that helps higher education institutions improve student success and graduation rates. One of the benefits of using Ellucian DegreeWorks is that it provides a centralized, consistent view of student progress and academic requirements. CLPCCD currently uses separate instances for Chabot and Las Positas. Advantages of a single instance include:

- Improved Student Success: A single instance of DegreeWorks can help the District improve student success rates by providing a clear, comprehensive view of degree requirements and progress in systems like CRM Advise and MyPortal that cannot accommodate multiple instances. This can help students make informed decisions about their academic path and stay on track to graduation.

- Consistency: A single instance of DegreeWorks ensures that all students and advisors are working with the same data and information, reducing the risk of errors and discrepancies. This can help to streamline advising and ensure that students are meeting all academic requirements.

- Efficiency: With a single instance of DegreeWorks, CLPCCD can streamline workflows and reduce the need for managing multiple servers. This can save time and resources for staff, allowing them to focus on other critical tasks.

- Improved Data Analysis: A single instance of DegreeWorks can more easily provide CLPCCD with a wealth of data and analytics enhancing the analysis of student progress, graduation rates, and other key metrics. This can help identify trends and areas for improvement, as well as inform decision-making and strategic planning.

Migrate Banner to the Cloud
Hosting Ellucian Banner in the cloud offers numerous benefits, including:

- Scalability: Cloud-based hosting allows institutions to scale their infrastructure quickly and easily, without the need for expensive hardware upgrades. This means institutions can handle sudden increases in demand, such as during registration periods, without sacrificing performance or availability.

- Potential Cost Savings: Cloud-based hosting eliminates the need for institutions to purchase and maintain their own hardware and software infrastructure. This can result in significant cost savings, as institutions only pay for the resources they use and can avoid costly hardware and software upgrades. Similarly, value-added services like Disaster Recovery capability represent high costs in an on-premises environment.

- Increased Security: Cloud-based hosting providers often offer robust security features and practices that may be difficult for institutions to replicate on their own. This can include features such as multi-factor authentication, encryption, and continuous monitoring, all of which can help to keep institutional data and systems secure.

- Improved Availability: Cloud-based hosting providers typically offer high levels of uptime and availability, often with service level agreements (SLAs) that guarantee uptime percentages. This can help to ensure that Ellucian Banner is always available to students, faculty, and staff, even during periods of high demand or in the event of an HVAC system outage the latter of which is an issue at the LPC data center facility.

- Simplified IT Management: Cloud-based hosting can reduce the burden on institutional IT staff, who no longer need to worry about hardware and software maintenance, updates, and

upgrades. This can allow IT staff to focus on more strategic tasks, such as developing new applications or improving data analytics.

Upgrade Network Firewalls
Network firewalls play a crucial role in protecting an institution's network from cyber-attacks and unauthorized access. As technology evolves and cyber threats become increasingly sophisticated, it is essential to upgrade network firewalls to ensure the continued security of an organization's network. Here are a few justifications for upgrading network firewalls:

Improved security features: newer firewall technologies offer advanced security features that are not available in older firewall versions. Upgrading to a more robust firewall solution can help to detect and block a wider range of cyber threats, including viruses, malware, and phishing attacks.

Enhanced performance: Upgrading network firewalls can help to improve the overall performance of an organization's network. Newer firewall solutions are designed to handle more traffic and offer faster processing speeds, which can reduce latency and downtime.

Scalability: As institutions grow and expand, their network security needs change. Upgrading network firewalls can provide greater scalability, allowing organizations to add more users, devices, and applications to our network without compromising security.

Upgrading network firewalls is essential to maintain the security and integrity of an institution's network. By providing advanced security features, improved performance, compliance with regulations, scalability, and cost-effectiveness, upgrading network firewalls can help organizations stay ahead of emerging cyber threats and protect their sensitive data.

District Office, Information Technology Services

Chief Technology Officer (CTO), Bruce Griffin

Information Technology Services
Organizational Chart
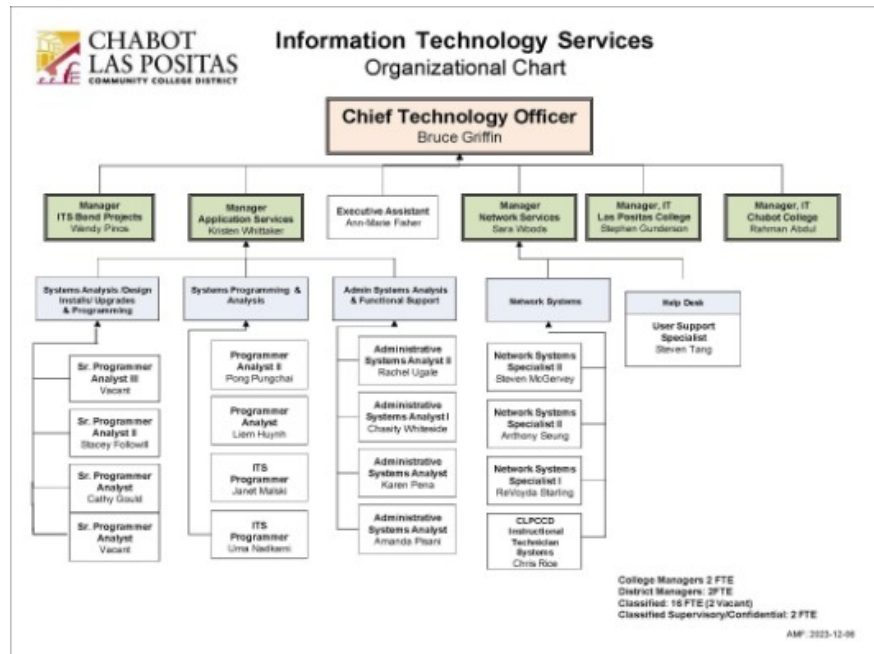
Information Technology Services
College Level Organizational Chart

Chief Technology Officer

CC Manager
College Technology Services

LPC Manager
College Technology Services

Computer / Network Support

Instructional Systems Audio Visual Support

Instructional Systems Audio Visual Support

Telecommunications

Computer / Network Support

Computer Network Specialist II

Computer Network Specialist II

Computer Network Specialist II — Vacant

Computer Network Specialist I

Instructional Systems Specialist

Instructional Systems Technician

Instructional Systems Specialist

Instructional Systems Technician

Instructional Systems Technician — Vacant

Telecommunications Coordinator

Computer Network Specialist II

Computer Network Specialist II

Computer Network Specialist II

Computer Network Specialist II

College Managers 2 FTE
Chabot Classified: 6 FTE (1 Vacant)
Las Positas Classified: 5 FTE (1 Vacant)

CHABOT LAS POSITAS
COMMUNITY COLLEGE DISTRICT

CCW: 2021-05-24

Areas of Responsibility

- **District**
  - Banner (ERP)
  - Email
  - Data Networks
  - District Office Telecom
  - District Office/EDCE Desktop Support
  - EDCE Instructional Technology
  - District Office Website

- **College IT**
  - Desktop Support
  - Instructional Technology
  - Telecom
  - Local Server Support

- **College**
  - Websites
  - Distance Ed

Information Technology Services Budget
(General and Bond Funds)

2022-2023 DO-ITS General Fund Allocation

Account Description (Code)	Allocation
TOTAL SALARIES (2XXX)	3,256,726.28
TOTAL BENEFITS (3XXX)	1,798,379.83
TOTAL SUPPLIES (4XXX)	10,000.00
TOTAL OTHER OPERATING (5XXX)	535,515.00
TOTAL CAPITAL OUTLAY (6XXX)	51,000.00
Total	**$ 5,669,621.11**

DO-ITS Bond/Measure A 5 -Year Allocation

Site-Description (Fund Code)	Allocation
DO - Information Technology & Tech Upgrades (561010	$14.3M
CC - Classroom, Lab Equipment (561011)	$20.3M
LPC - Classroom, Lab Equipment (561012)	$16.2M
Total	**$50.8M**

Note: Numbers do not include future Chancellor's Office Security Allocations

Current ITS Projects

Project	Description	Completion Date
Advise/Recruit	Allows for better management of prospective & current students	Fall 2022
DegreeWorks Merger	Will allow for SEP integration with other systems	Spring 2023
EBCAN	Facilitates transfer between CSUEB and Colleges	Ongoing
OKTA SSO	Allow for seamless integration of multiple resources	Fall 2022
Ellucian Experience Portal	Allows access to multiple resourcs in one place	Fall 2022/Spring 2023
Class-Web Upgrade	Move to a more modern, web responsive interface	Spring 2023
IBM OS Upgrade	Upgrade Operating System to enable more functionality	Spring 2023
Oracle Upgrade	Upgrade DB to maintain compliance	Spring 2023
Ad Astra	Implement product to inform class scheduling	Fall 2022
District-wide Tech Plans	Create Technology Plans for District and Colleges	Nov 2022
Server Upgrades (security)	Apply upgrades and patches to latest releases	Ongoing
O365 Multi Factor Authentication	Improve security using a password/code system	Spring 2023
VPN MFA	Improve security using a password/code system	Complete
Ethos	Implement a single point of integration for key systems	Complete
Security Ops Center as a Service	Contract a firm to monitor for IT security incidents	Fall 2022
Chabot Phone Upgrade	Upgrade and replace desk phones across the campus	Spring 2023

ITS Projects, Cont'd

Project	Description	Completion Date
Chabot Phone Upgrade	Upgrade and replace desk phones across the campus	Spring 2023
Chabot DAS	Improve cell reception inside Chabot College facilities	Ongoing
Cisco Refresh	Upgrade network equipment throughout the District	Fall 2023/Spring 2024
Adobe Sign	Facilitate electronic signatures	Ongoing
Counselor Enrollment Mgmt Report	Inform Counselor productivity and operations	Spring 2024
MS365 Training	Provide training opportunities for new Microsoft tools	Ongoing
IT Security Awareness Training	Raise the level IT security knowlege for compliance	Ongoing
Load Balancer Cutover	Implement a more advanced web application front -end	Complete
Re-bench the TCO Model	Re-examine the Total Cost of Ownership model	Complete
ERP Cloud Migration	Migrate Banner (ERP) into the cloud	Spring 2024
Teaching College Implementation	Comply with CCCCO distance ed course access requirements	February 2025

Strengths

- **Institutional Knowledge**
  - **Business Processes**
  - **Banner (ERP) Programming**
- **Very Dedicated Staff**
- **Bond Funding for Replacement and Upgrades**
- **Bond Project Management**
- **IT Security Plan as a Road Map**

Weaknesses

- **Potential Retirements**
- **Lack of a "Bench" in Key Areas**
- **Aging Systems Requiring Replacement or Upgrades**
- **Facilities/Utility Stability**
- **Security Infrastructure Compared to Corporates**

Opportunities

- **Retirements Allowing for Better Staff Alignment**
- **Targeted Cloud-based Systems**
- **State-funded Initiatives/Discounts**
- **Benefits of System Modernization**
- **State IT Security Resources**

Threats

- **Cyber-Security Threats**
- **Uncertain State Funding**
- **Increasing System Complexity**
- **Vendor Reliance for Cloud Services**
- **Smoke/Air Quality**

CHABOT
LAS POSITAS
COMMUNITY
COLLEGE
DISTRICT

DISTRICT PROGRAM REVIEW
DEPARTMENTAL PROGRAM REVIEW REPORT

DEPARTMENT: Educational Services and Student Success (ESSS)

ADMINISTRATOR: Dr. Theresa Fleischer Rowland, Vice Chancellor

1A. Provide a brief summary of your department's operations and any significant changes since the last Program Review. Highlight the major duties and responsibilities of your staff in servicing the district and the colleges, along with the number and types of staff in your office. State how your department supports other administrative and academic units. Attach your department's current organization chart.

Overview
The Educational Services and Student Success (ESSS) Department at CLPCCD leads and guides **instructional, learning support, and student services** related matters at the direction of the Chancellor and in coordination with the College Presidents. Included among the Vice Chancellor of ESSS (VCESSS) major duties are leadership in **grant development**, **educational and strategic planning**, **research**, **accreditation**, **community and contract education programs**, international programs, **enrollment management**, **workforce and economic development** and **educational technology**. At this time there is no international program oversight at the district.

ESSS leads multi-stakeholder processes to support campus-based strategies for student success; leads district-wide work to meet educational code, policy compliance, and new legislative mandates; accreditation standards and reporting; strategies and systems to increase FTES and productivity; transfer university relationships and innovations; policy and procedure updates; establish the academic calendar; Economic Development and Contract Education (EDCE) oversight including growth in apprenticeship; workforce agreements and economic impact studies; and driving resources and prioritizations with both colleges to deliver on Master Plan goals.

Growth and Expanded Functions The ESSS district support center meets these functional expectations and has grown over the past four years in areas of:
- grant development
- educational and strategic planning guided by six primary evidence-based research projects with nationally recognized research groups
  - 2020 EBCAN Analysis with EAB Consultants
  - 2021 Through the Gate CLPCCD transfer study with RP Group
  - 2022-23 Equity-Driven Enrollment Assessment with Kennedy & Company
  - 2023 Alternative Academic Calendar surveys and student focus groups with KNow Research
  - 2024 Economic Impact Study with Lightcast
  - 2024 Comprehensive Local Needs Workforce Assessment with WestEd
- enrollment management (more detail provided on next page)
- apprenticeship programs (more detail provided on next page)

<u>Enrollment Management and related educational technology in 2023</u>
- co-led the Kennedy & Co Equity-Driven Enrollment Assessment report with findings to manage district-wide approach to metrics and student-centric systems decisions;
- created the Director of Educational Support Services to strategically grow enrollment through use of data analytics and educational technology focused on student retention, first-time students, and welcome back students;
- launched CRM Advise in collaboration with ITS and PRMG, a long-awaited organizational tool to support and measure student access and achievement;
- engaged user groups as frontline functional users, developed agreement with both college Counseling Departments to define metrics for Student Educational Plan reports;
- furthered the district investment in Ad Astra tools: predict, align, monitor and began process of orienting Academic Services schedulers and VPs to schedule-builder.
- developed resources to launch in-depth dual enrollment capacity building across Chabot College and LPC with an identified technology platform, staffing Admissions and Records, mapping a universal workflow, and identifying unified school district partners and campus staff across academic and student services.
- navigated a one-time 2023-24 FTEF allocation to the colleges as student enrollment demand grew in Fall 2023 and the district realized 12% enrollment increases in credit year over year and nearly 89% over both colleges in noncredit. The optimism continues as we look forward to Spring 2024;
- hired David Reed in July 2023.

<u>Apprenticeship Program Growth from 2019-2023</u>

- Hired a dedicated Apprenticeship Director (using EDCE funds, no general funds support the position) in 2019
- Approved registered apprenticeship programs grew from 11 to 20
- Apprentices (headcount) served increased from 2,406 to 2,676
- New apprenticeship programs will produce greater numbers of apprentices attending the colleges as they get established, increasing headcount in 2024-25
- The greatest area of revenue growth has been from state and national apprenticeship grants from $1,188,502 to $3,698,905 - more than doubling the amount of revenue
- Apprenticeship is an opportune area of enrollment growth once CLPCCD moves off hold harmless, though the necessary program management costs will need to be funded
- Secure Local Educational Agency (LEA) role due to our reputation as a high performing district
- Recognized nationally for apprenticeship management
- Invited to apply, and funded for a state demonstration grant, one of 13 districts.
- See Diagram 1 that charts the apprenticeship program growth

TOTAL APPRENTICESHIP PROGRAMS
Chabot | Las Positas

FY 2019-20: 11
FY 2020-21: 13
FY 2021-22: 16, 3
FY 2022-23: 18, 2

CLPCCD ENROLLED APPRENTICES
Chabot | Las Positas

FY 2019-20: 2,406.00
FY 2020-21: 2,194.00, 19
FY 2021-22: 2,170.00, 16
FY 2022-23: 2,658.00, 18

CLPCCD TOTAL FUNDS RECEIVED
RSI Funds | Grants

$1,188,502
$1,152,359
$1,130,437, $85,268
$2,207,247, $1,491,658

Diagram 1: CLPCCD Apprenticeship programs, apprentices, and revenue

CLPCCD's Educational Services Staff
ESSS is staffed sparingly compared with peer community college districts. Getting the right balance and mix of responsibilities for ESSS, fulfilling college requests, and meeting the requirements set forward by the state, Chancellor, and the Board with staffing is a timely conversation. Consistency in the VCESSS role has enabled more growth and ingenuity, though staffing support is not where it needs to be. The ESSS years prior to 2019 were uneven and limiting for capacity building but now there is an opportunity to invest and build in the infrastructure that unites, resources, and elevates CLPCCD. For a full reference of the history of ESSS, please see Appendix A.

Direct reports to VC Rowland include: Executive Assistant Sanchez, Executive Director Dozier, Director Reed, and grant-funded Bay Area K-16 Collaborative Executive Director Cervantes (starting January 2024). See Diagram 2 for the organizational chart.
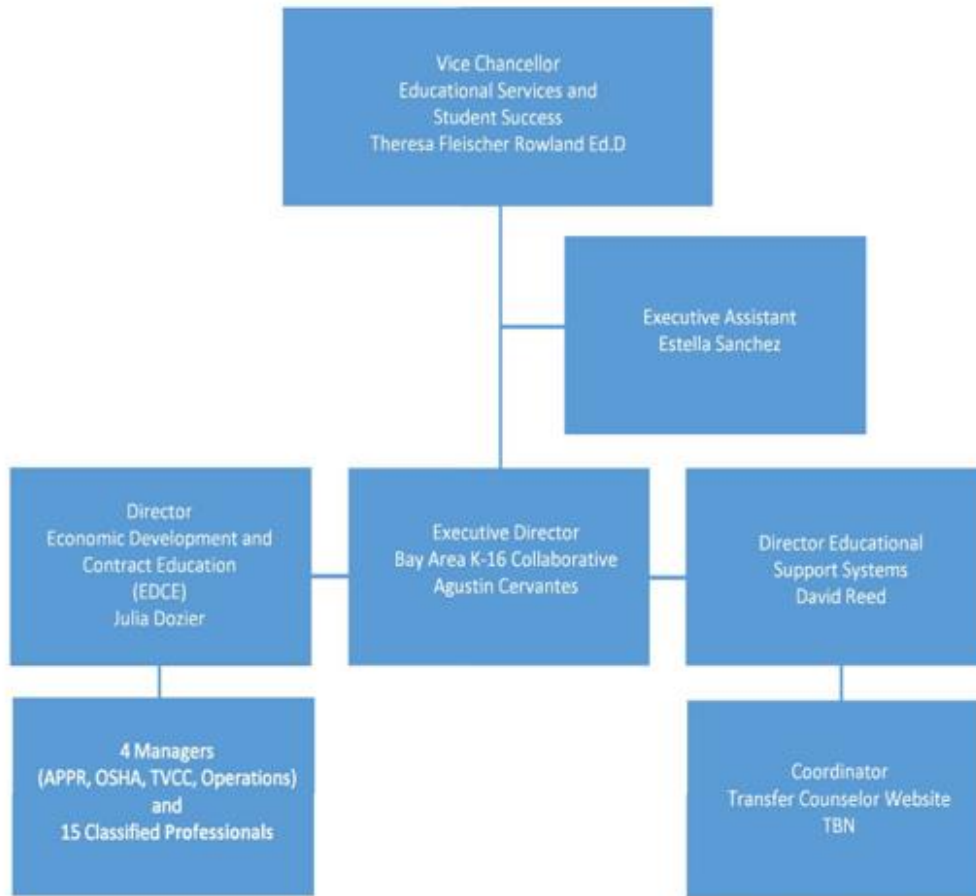
Diagram 2: ESSS Organizational Chart 2023-24

The span and breadth of mandates for a multi-college district continue to center ESSS in a leadership role to guide priorities established by Chancellor Gerhard and the Board of Trustees. This work is done through multi-college committees, work groups, board policy and administrative procedure updates, technical assistance, subject matter expertise, contributing and informing college committees, developing resources, and developing external partnerships and agreements.

The VCESSS leads the following committees.
FA contractual committees
1.   District Enrollment Management Committee and related Work Groups
2.   Academic Calendar Committee
3.   Alternative Academic Calendar Committee
Integrated Planning and Budget Modeling Committee
4.   Educational Support Services (ESS) Committee (suspended in Oct 2021)
District-wide Committees
5.   District-wide Comprehensive Planning Guidance & Coordinating Committee
6.   District-wide Accreditation Coordinating Committee

External Partnerships and Resource Development Committees
7. EBCAN Steering Committee
8. Bay Area K-16 Collaborative Co-PI Council
9. Bay Area K-16 Steering Committee
10. Bay Area K-16 CEO Roundtable

ESSS strengthens district approaches to increase student success and reduce equity barriers, working with Presidents and Vice Presidents to support college objectives as well as unify collaborative direction and strategy adoption. One example of this is the district-led capacity-building at the campuses to serve transfer students earlier and with more clarity.

Grant Development Growth since 2019
ESSS has led grant development significantly since 2019, increasing the district portfolio from $0 to over $21,500,000 to include new intersegmental models and apprenticeship which was discussed in an earlier section.

Through three major transfer initiatives at the local, regional, and state levels led out of ESSS. CLPCCD places high priority on transfer which reflects the state and Vision 2030 goals. Funds brought to the District through the VCESSS' concerted efforts have supported increased programs and services at Chabot and Las Positas Colleges, developed capacity at the campuses to serve students, addressed college and district mission critical priorities with external resources, and increased the district's visibility.

ESSS currently leads the following transfer portfolio of local, regional, and state work:

- [East Bay College Agile Network (EBCAN)](#) Since 2019 - CSUEB, CLPCCD, Chabot College, Las Positas College have formed an innovative partnership focused on system changes
    - $1,000,000 Federal Earmark, approved by the CLPCCD Board on August 15, 2023.
    - Previous funding for EBCAN since 2020 was secured from Koret Foundation, ECMC Foundation, Lumina Foundation and the College Futures Foundation.
- [Bay Area K-16 Collaborative](#) California funded Planning Grant 2022-23; Five-county Implementation Grant building equity-centered pathways to baccalaureate and careers.
    - $18,130,000 November 3, 2023 – June 30, 2026 approved by the CLPCCD Board on December 12, 2023.
    - Planning Grant: $250,000 November 3, 2022 – November 3, 2023 approved by the CLPCCD Board on December 13, 2022.
    - Community College districts are leads for six of the thirteen total K-16 awards – others are three UCs, two CSUs, and two County Offices of Education.
- [Transfer Counselor Website (TCW)](#) Starting in 2023 - CLPCCD manages the CCCCO statewide site to optimize transfer counselor support and information; an updated 2.0 TCW will be announced in 2024.
    - $1,125,000 July 1, 2023 – June 30, 2028 approved by the CLPCCD Board on June 20, 2023.
    - Positioning district counselors and our college Transfer Centers for greater impact and on "the cutting edge" through insider intelligence and influence.
- $1,092,011 total indirect funds brought to the district over these three grants

Increased Visibility
Grant funds brought in by ESSS support an increased level of visibility for CLPCCD across higher education, business and industry, government, and the community. As a result, the District benefits from increased confidence and trust of major stakeholders, expanding opportunities for students, partnerships, and relevancy in the region and state.

Starting in 2024, the Bay Area K-16 Collaborative grant will fund an Executive Director and the TCW grant will fund a full-time coordinator to support Director Reed in managing this grant (Director Reed funded by district one-time enrollment restoration).

The opportunities for the VCESSS and other VCs at the district (Business Services, Facilities, Human Resources) and District-wide Directors (ITS, PRMG) to collaborate in areas of integrated planning and innovation continue. Examples of this work include: District Enrollment Management Committee, Planning and Budget Committee, Alternative Academic Calendar Committee, Faculty Association negotiations, Student Housing, Sabbatical Process and Approvals, future grant work in Sustainability and Transfer to support students, our colleges, and infrastructure for success.

Tracking and reporting on District metrics
Providing district planning capacity for harvesting, analyzing, reporting, and tracking key information would: provide an additional data delivery nexus between the district and campus constituents; create efficiencies for the district and colleges in sharing timely and relevant data reports; allow for specific strategies to coalesce as institutional priorities across the district; facilitate greater collaboration between colleges around critical student metrics of success.is an area of challenge.

Currently the VCESSS works with the college Institutional Research offices which are stretched to participate and meet district-wide reporting needs. A planning position would greatly increase the district in accounting for numerous district plans, track activities, assess and survey key stakeholders, and generate information and results that show plans are tracked and realized. Creating this district-wide position would realize savings, allow for leadership discussions on cross-college collaboration to support an increasing percent of students at both campuses, and provide support and even relief to departments who are currently stretched to complete reporting.
- District-wide Strategic Plan
- Educational Master Plans
- Work Experience Education Plan
- Comprehensive Local Needs Assessment Plan
- District Facilities Plans
- District Technology Plans
- Equal Employment Opportunity Plan
- Emergency Preparedness Plan
- EOPS Plan
- Student Equity Plans
- Success and Support Program Plans
- Transfer Center Plans

1B. **For the 2017-2018 Program Review, summarize and address any suggested improvements based on the recommendations proposed in the School Services report presented to the Board of Trustees on April 15, 2014. The School Services presentation can be found at the following URL:**
**http://www.clpccd.org/board/documents/ChabotPresentationFinal.pdf** **.**

N/A

1C. Address any issues or recommendations for your area coming out of an accreditation review. Provide any assessment of your department activities from the last accreditation cycle, including progress on any self- evaluation improvement plans.

The district's colleges were last visited in the Fall 2022 and reaccredited in January 2023. The VCESSS ss District Accreditation Liaison Officer (ALO) led the district-wide coordination and interactions with the visiting team and ACCJC Vice President Kevin Botenbal. ESSS executed this responsibility with strong integration with college ALOs, Presidents, and the District Executive Team. The district process was stated to be the smoothest in recent years with no recommendations and a district commendation on Standard III for Total Cost of Ownership.

The next accreditation cycle follows in seven years. The VCESSS established a planning cycle chart for ease of reference, working with the college IR managers Rajinder Samra and Brian Goo to create the following to guide district-wide planning cycles and establish agreements with the Board at its Spring 2022 Retreat to align internal timelines for the EMPs, the District-wide Strategic Plan, and related plans.
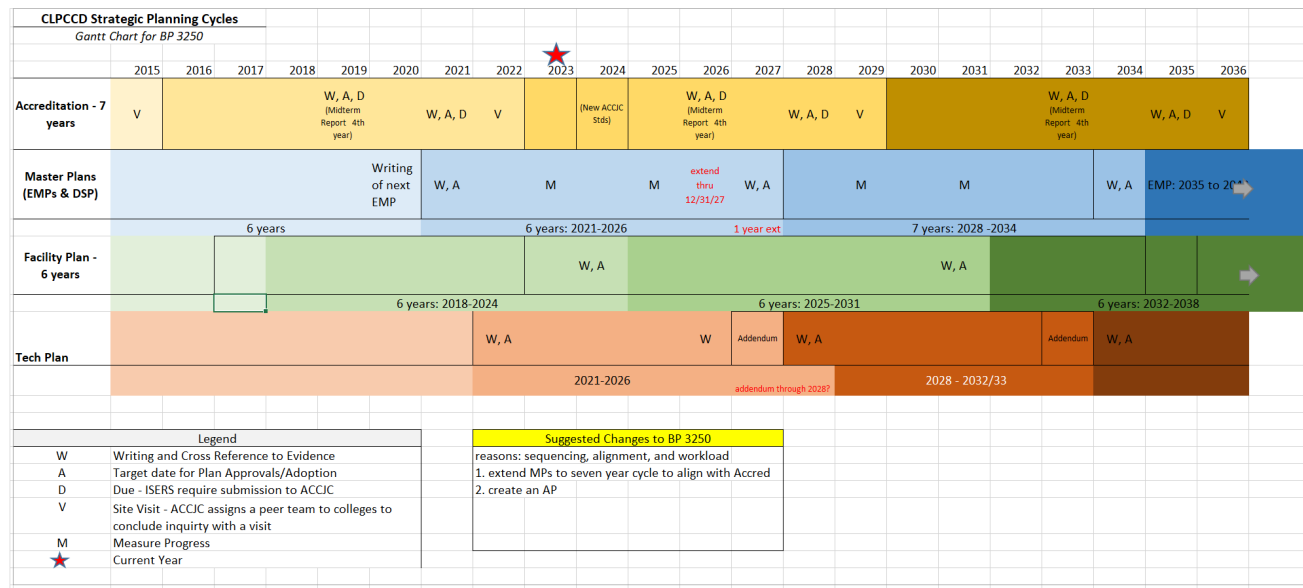
Diagram 3: CLPCCD Strategic Planning Cycles (refer to Appendix B for a large format)

2. Discuss generally the way in which the department serves and contributes to achievement of the District Mission and Vision, including academic excellence and student success (directly and/or indirectly).

The District mission emphasizes the education provided at CLPCCD is (I) innovative educational opportunity and support services to (II) prepare students to succeed in a diverse global society by challenging them to think critically, to engage socially, and to (III) acquire workplace knowledge and educational skills.

ESSS works across college and district administrators, faculty, and staff through strategic approaches to align resources, efforts, committee work, produced materials, and interactions support the District mission. Concretely, these efforts support the 2021-2026 District-wide Strategic Plan which reflects the Colleges' Educational Master Plans, a process led by VC Rowland in 2019 - 2020 in compliance with BP 3250. At the Spring 2023 Board Retreat, the Board approved a one-year extension for the existing DSP and EMPs to December 31, 2027 based on this analysis. AP 3250 reflects this change made in March 2023.

The VCESSS ensures Academic Services and Student Services conversations are robust, efforts align to Board Priorities, and expectations of equity and inclusion are met while innovations are explored within a financially sustainable infrastructure.

ESSS serves the District in key ways. Below are examples pertaining to the mission:

I. Offer innovative educational opportunity and support services
• Serve on Chancellor's Senior Leadership Team; District Executive Staff; Chancellor's Cabinet, IPBM Planning and Budget Committee; represent 4.0 and 7.0 items on Board of Trustees agendas; support the Chancellor's Council;
• Lead the District-wide Strategic Planning; Coordinate with the College Presidents on the Educational Master Plans; Serve as District Accreditation Liaison Officer; Analyze data and led district-wide discussions during pandemic to inform local educational continuity policy;
• Oversee EDCE to bring revenue and recognition to the District in order to increase financial stability and relationship with the CCCCO;
• Lead district-wide grants to support District mission focused on innovative educational
   opportunity and support services.

II. Prepare students to succeed in a diverse global society
• Lead District Enrollment Management Committee (DEMC); Lead IPBM Educational Support Services (ESS) Committee (on hiatus for past two years, since October 2021 with rebranding plan developed and pending to clarify charge and comparative responsibilities between ESS, PBC, regarding Planning and Equity focused work);
  o Reinforce knowledge and application of effective practice to support student success metrics, and continuously improve institutional effectiveness.
  o Work with DEMC and in concert with CEMCs to achieve FTES and Productivity targets to maintain a fiscally sound district;
• Coordinate with ACCJC on team visits, stay current on and educate on standards and related requirements. Coordinate between colleges on reports and attaining BOT approval;
• Lead required district Comprehensive Local Needs Assessment (CLNA) to research emerging and in demand industries and skills sets to inform program mix and preparing students to succeed in family- sustaining careers in the high cost Bay Area.

III. [Prepare students] to acquire workplace knowledge and educational skills.
• Lead workforce initiatives, such as the required Comprehensive Labor Needs Assessment, the Year to Career (Y2C) Guide to feature, promote, and inspire career pathways in credit and noncredit certificates leading to degrees;
• Further districtwide partnerships to increase external revenue which will support student success, degree obtainment, higher rates of transfer especially for historically

underrepresented students.
• Focus on increased Apprenticeship agreements and labor relationships leading to enrollment growth;
• Lead Economic Impact study gathering and analyzing data resulting in published return on investment for students and community;
• Secure continuous Alameda County Sheriff's Office agreements to ensure FTES and continued employer partnership to shape and influence public safety in the region.

3. Identify key internal and external environmental factors and expectations, including those from funders and regulators, which impact the department's operations;

The Chancellor has set expectations for a more unified district approach which calls for increased alignment across the Colleges, especially in Academic Services and Student Services, and will be guided by the Senior Leadership Team working together.

One driver is the CCCCO expectations that colleges plan integration to improve student metrics with state administered categorical funds. While colleges have operated with cultures of autonomy and individualized approaches to serving students, the state system and funding streams call for greater agreement, alignment, within district, region, and even across the state.

The District-wide Strategic Plan to guide 2021-2026/7 serves as direction to define who we are as a district and ensure a district culture, a first dedicated effort in the history of CLPCCD led by the Chancellor, VCESSS, and two College Presidents, congruent with the Board's priorities. Measuring progress on these goals and directions is a challenge with existing ESSS staffing and related discussions in PBC led by the VCBS suggest an appetite for district-wide IPBM committee work on planning.

CLPCCD is moving beyond the conventional FTES enrollment management strategies to multi-year planning focused on SCFF funding metrics. ESSS supports this work with advancing work on prioritized metrics (FTES continues with added tracking to measure Student Educational Plan completions, Financial Aid participation, and college application numbers).

Director David Reed fills a needed position identified by the Senior Leadership Team using one-time district funds. There is continued importance for the Director of Education Support Systems role as the district builds out further functional user technology and supports student success.

The district's Economic Development and Contract Education (EDCE) department, led by Executive Director Julia Dozier, reports to the VCESSS and continues to serve as the district support for community and contract education programs, workforce, and economic development. EDCE is a self-supporting department, ensuring external revenue covers all staff, facility, and related expenses. When possible, EDCE contributes to the district Other Post-Employment benefits (OPEB) account. The pandemic years and delays in recovering revenue through first floor office rental of 7600 Dublin Boulevard are an area of watch. EDCE's reserve account and new grants and programs are helping with a positive year-end balance. Since 2020 EDCE leases the third floor at 5860 Owens Drive in Pleasanton and is responsible for expenses.

The CLPCCD operates in a highly regulated system of public higher education, requiring reporting, certifications, and coordination at an increasing rate. While many reports focus primarily on college-level operations, certifications often are required from the district on behalf of both Colleges. Synchronizing sharing and gathering of information is time intensive and can be better met with an additional direct report to the VCESSS.

4A. Determine departmental strengths, effectiveness and the satisfaction of its primary users and staff;

The following Strengths Weaknesses Opportunities and Threats were compiled considering the role of ESSS at the District. The items listed below are both areas of focus and opportunity to develop during times of budget surplus and constraints.
Strengths
- For every $1 a student invests, $6.40 in ROI;
- Regaining enrollment, 12% in credit year over year;
- District is recognized regional and state leader in transfer work;
- EDCE known fiscal agent and apprenticeship reputation;
- Big grant wins, including prestigious awards through congress and state;
- Partnerships with local Universities, Unified School Districts, Adult Education;
- Strong CCCCO relations.

Weaknesses
- Budget impact of SCFF if targets are not reached;
- Adapting infrastructures to new demands;
- Ability to produce district-wide reports, metrics, and outputs to meet reporting requirements.

Opportunities
- Dual Enrollment growth through technology platform adoption;
- Invested in practices to increase outcome metrics (SCFF projects);
- Build on EDCE relationship to Colleges to meet mission and add value to community;
- Leverage outside resources and philanthropy;
- EBCAN and Bay Area K-16 Collaborative to assess and develop model intersegmental partnerships;
- Credit for Prior Learning opportunity to offer value-added service, outreach opportunity, and draw general apportionment.
- Targeted outreach to working, unemployed, and underemployed adults to keep skills current.
- Require and support skill development across CLPCCD employees.
- Comprehensive Planning, allowing for deep district-wide collaboration on future direction;
- Think through district level capacity related to 508 compliance for instruction and student services – possible area of collaboration with ITS.
- Work with regional employers to elevate CLPCCD programs and create synergistic outcomes.
- Apprenticeships as enrollment growth

Threats
- If the district moves RSI to FTES, figuring out a way to support the employers and EDCE's necessary infrastructure (e.g., two positions, funding for faculty development).

- High rate of automated jobs leaving vulnerable populations without jobs;
- High cost of living that threatens the health and social justice of our community;
- Student housing and food scarcity;
- Inability of staff to grow skills and adapt with the times.

4B. Identify areas for improvement, and any areas of change or growth;

As mentioned earlier in this document, the ESSS district support center is assigned and pro-actively addresses the span and breadth of mandates for a multi-college district to guide priorities established by Chancellor Gerhard and the Board of Trustees.

Chancellor Gerhard and VC Rowland acknowledge and aspire to work through some of the complications of the role while building on incredible opportunity to advance district-wide goals, leverage innovations of a two-college district, and connect the Board's goals to the state's Vision 2030, Funding Formula, and recovery from the COVID-19 pandemic disruptions.

ESSS has been able to generate $21.5M in grant resources since 2019 with most of the funding supporting Chabot and Las Positas Colleges. This has been done without a full-time position to support resource development. The 2016-17 Program Review stated this would be difficult to achieve and now with this success, it will be difficult to optimize on the next level opportunities opening to the district without a position to focus on the garnered interest of philanthropy and conduct the pre-award work. With CLPCCD now managing significant regional and state partnerships, the VCESSS is limited either in time to compete for new awards, or time to support the new and high-value relationships that contribute to post-award success. This position would serve other district support centers such as the need in Facilities to write grants and seek funding for climate sustainability. Currently that effort needs to contract with grant writing consultants.

- Position Request 1: Grant Development/Writer classified position to serve district-wide areas of priority, See Form B and C.
- Position Request 2: Planning position to support district-wide planning and organizational effectiveness – support the institutional plans listed in Appendix B and additional required metrics supporting the colleges and integrating efforts across logic models. Job functions will include updating district program review templates to integrate well with the District-wide Strategic Plan. PRT Team findings fulfilling a CLPCCD IEPI request may be informative to this effort. See Form B and C.

5A. Set and evaluate the department's goals and objectives, which should align with the operational responsibilities of the department as well as the District Strategic Plan and Board of Trustees Priorities, and the colleges' Educational Master Plans. The goals should be limited in number, and should focus on major areas of emphasis. The objectives will describe some steps that will lead the department toward achieving the goal.

Refer to response provided earlier for item 2.

5B. **Discuss two or three projects/activities that you are planning to undertake that promote innovation and productivity, and overall service improvements. Briefly outline the steps you are going to take to get there, and how these projects take into account best practices associated with improved quality.**

1. Move beyond the conventional FTES enrollment management strategies to multi-year planning focused on SCFF funding metrics. ESSS supports this work with advancing work on prioritized metrics (FTES continues with added tracking to measure Student Educational Plan completions, Financial Aid participation, and college application numbers). Utilizing David Reed and working with the Chancellor led Holistic EM Task Force, integrating efforts with ITS and PRMG

2. Leverage large scale grants to meet priorities of colleges, including dual enrollment.

3. Focus on external partnerships to raise further resources for needed areas of capacity building to serve students and integrate systems in the operational use of academic and student services.

6. **Service Area Outcomes (SAOs) will be required for the Department Program Reviews after the initial 2017-2018 cycle, which will be in year 2 of the cycle 2018-2019. Set and evaluate the results for service area outcomes. SAOs are outcomes/performance expectations, indicators of where the department wants to be in specific aspects of operation; they address the department's expected results for those goals and objectives which are directly relevant to institutional effectiveness and academic quality/student success. In other words, the SAOs will come out of some of the goals and objectives noted in 5A above; you won't have them for all goals and objectives.**

Provide a description for up to four SAOs for your department and the key performance indicators (KPI). (Refer to the District-wide IPBM Committees' charters for sample KPIs). Indicate how you will measure the efficiency of your operations, and then based on what feedback, what improvements are needed.

The following are representative of direct ESSS outcomes:
• Deliver academic and student service policy and practice alignment between the Colleges;
• Develop operational agreements and local policy on issues related to CCCCO guidance, Department of Education guidance, and Bargaining Unit agreements that pertain to educational and student services;
• Lead and determine Academic Calendar;
• Oversee constituency review of more than one hundred and twenty-four (124) Chapter 4 and 5 Board Policies and Administrative Procedures, recommend to the Chancellor;
• Work with ITS on Argos and data improvements, including student trends, and creating reports accessible to Argos users.
• Lead district-wide conversations to develop improved approaches to enrollment management;
• Sustain regular dialogue with DEMC and senior leaders on the importance of productivity as

a consideration in college and district fiscal health and accomplishment of mission;
• Integrate quality indicators with strategic plans; develop measures and accountability strategies for major district programs and services, coordinating outcomes;
• Facilitate across Colleges the submission of district reports, determine split of categorical funds;
• Interpret and ensure compliance with federal and state statutes and regulations, Board policies, and directives of the Chancellor as related to educational services and student services; recommend changes in organizational and operating policies and procedures that affect District educational and student services; review legislation affecting student support and academic affairs and advise the Chancellor and Board of Trustees; direct and oversee continuous review and audit of District policies and procedures related to functional area of responsibility;
• Provide clarification, information, assistance to college administrators on issues on request, such as following up on contracts, payments, categorical reporting, technology concerns, public relations/marketing, timely submission of CCCCO and ACCJC forms;
• Organize reports to the BoT, provide advice to presenters on content and organization (Accreditation, AB705, Master Plans, Student Housing feasibility, EDCE);
• Model steady leadership, provide uniting and collaborative affect without controversy, mentor and build professional network to benefit district relationships.

Appendix A

ESSS History

Over time, VCESSS vacancies and combined assignments contributed to a range of effectiveness and ability to fulfill the support center's purpose. During the 2012 - 2019 period, there was a high turnover of CLPCCD Chancellors, and turnover in VCESSS became the norm. Through this period, the ESSS staff comprised of the Vice Chancellor, an executive assistant, and the EDCE Executive Director.

Estella Sanchez was hired in 2006 as a Senior Administrative Assistant to the Director of Facilities. In 2008, she was reclassified as the Executive Assistant to the Vice Chancellor of Facilities. In September 2012, the Vice Chancellor of Facilities expanded to Educational Services, Planning, and Facilities. In June 2014, Facilities was separated from Educational Services and Estella remained with the newly created VCESSS.

In 2019, Chancellor Gerhard (interim at the time before becoming permanent) ensured the VCESSS role was integrated and stabilized in definition and

10-year VCESSS History
• June 2019 - present *Dr. Theresa Fleischer Rowland*
• January – May 2019 *Vacant*
• May 2016 - December 2018 *Ms. Krista Johns*
• January 2015 - December 2015 *Dr. Celia Esposito-Noy*
• July 2014 - January 2015 *Vacant*
• September 2012 - June 2014 *Jeff Kingston, Vice Chancellor of Facilities and Educational Services*

assignment. As a result, collaborative district-wide efforts are being realized with the College Presidents including through college President transitions (President Roanna Bennie to Dr. Dyrell Foster and President Susan Sperling to Dr. Jamal Cooks).

2023-24 Direct reports to VC Rowland include: Executive Assistant Sanchez, Executive Director Dozier, Director Reed, and grant-funded Bay Area K-16 Collaborative Executive Director Cervantes. Please see the Educational Services and Student Success organization chart on page 4.

Appendix B

CLPCCD Strategic Planning Cycles
Gantt Chart for BP 3250

The chart spans years 2015–2036 with the following rows:

Accreditation - 7 years
- 2015: V
- 2016–2019: W, A, D (Midterm Report 4th year)
- 2021: W, A, D
- 2022: V
- 2023–2024: (New ACCJC Stds)
- 2025–2026: W, A, D (Midterm Report 4th year)
- 2028: W, A, D
- 2029: V
- 2032–2033: W, A, D (Midterm Report 4th year)
- 2035: W, A, D
- 2036: V
- EMP: 2035 to 2?

Master Plans (EMPs & DSP)
- 2020: Writing of next EMP
- 2021: W, A
- 6 years
- 2023–2025: M
- extend thru 12/31/27 — 1 year ext
- 2027: W, A
- 2029: M
- 7 years: 2028–2034
- 2031: M
- 2034: W, A
- 6 years: 2021-2026

Facility Plan - 6 years
- 2022: W, A
- 6 years: 2018-2024
- 2024: W, A
- 6 years: 2025-2031
- 2030: W, A
- 6 years: 2032-2038

Tech Plan
- 2021–2026
- 2026: W
- Addendum (2027)
- 2028: W, A
- addendum through 2028?
- 2028 - 2032/33
- Addendum (2033)
- 2034: W, A

Suggested Changes to BP 3250
reasons: sequencing, alignment, and workload
1. extend MPs to seven year cycle to align with Accred
2. create an AP

Legend
- W Writing and Cross Reference to Evidence
- A Target date for Plan Approvals/Adoption
- D Due - ISERS require submission to ACCJC
- V Site Visit - ACCJC assigns a peer team to colleges to conclude inquiry with a visit
- M Measure Progress
- ★ Current Year

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FORM B
2023-24 DISTRICT PROGRAM REVIEW
BUDGET HISTORY, CURRENT SUMMARY AND PROPOSED AUGMENTATION

Department: Educational Services and Student Success (ESSS)
Administrator: VC Theresa Fleischer Rowland, Ed.D.

<u>Form B:</u> Budget History, Current Summary, and Proposed Augmentation
Instructions: This analysis describes your history of budget requests from the previous two years and the impacts of funds received and needs that were not met. It also describes the proposed internal budget shifts that will not change the total budget allocation for your department.

1.

Category	Prior Year Budget Actuals	Current Year Budget 2023-24	Augmentation Requested for 2024-25 (as on Forms C-J)
Classified Professional/Administrator Staffing (# of positions) (2000)	pending	pending	$266,000
Supplies & Services (4000)			
Contract Services/Conference & Travel (5000)			
Technology (6000)			
Equipment (6000)			
Other			
TOTAL			$266,000

2. **How has your investment of the budget monies you <u>did</u> receive help you reach your goals, achieve objectives, and meet service area outcomes (note that SAOs not included in 2017-2018). When you requested the funding, you provided a rationale. In this section, assess if the anticipated positive impacts you projected have, in fact, been realized.**

   One-time district funds supported the addition of Director of Educational Support Systems in July 2023, early results are showing increased capacity to launch Ad Astra and CRM Advise, increase functional user analysis in work practices, and momentum toward data dashboards, and ongoing collaboration involving data, verification, analysis, improvements, and reports.

   *NOTE: NOT INCLUDED ABOVE AS YET: Supplies would be increased by $1000 for each new employee. Conference and Travel would be increased by $2,000 for each new manager and by $1,000 for each new support staff member. Each new employee would need technology, equipment, workspace would be planned at EDCE's Owens Drive location.

3. **What were the budget augmentations (resources) you requested previously that were not received? What has been the impact of <u>not</u> receiving some of your requested funding, as toward reaching goals, achieving objectives and meeting SAOs?**

In 2016-17 VC Johns requested five positions. No positions were funded. The first augmentation to ESSS through district grant funds was realized in July 2023, as noted in item 2.

4. **Describe any shifts within your budget that are significant. Discuss any correlation or connection between the budget shifts for your current budget and budget (resource) augmentation requests, if any.**

None for 2019-2023. The previous 2016-17 ESSS Program Review expected to have indirect costs from CCCCO categorical allocations including Equity and Strong Workforce Program allocated to ESSS for partially funding positions. Currently, ESSS receives no portion of CCCCO categorical funds with the exception of the aforementioned one-time district funds to support enrollment and thus, establish the new Director Ed Support Systems.

Department: Educational Services and Student Success (ESSS)
Administrator: VC Theresa Fleischer Rowland, Ed.D.

<u>Form C</u>: Classified Professional/Administrator Request(s) [Acct. Category 2000]

Purpose: To provide an explanation and justification for new and replacement positions for full-time and part-time regular (permanent) classified professional positions (new, augmented and replacement positions) and administrator positions.
Remember, student assistants are not to replace Classified Professional staff

Instructions: Please complete a separate Classified Professional/Administrator Staffing Request form for each position requested and attach form(s) as an appendix to your Program Review. **For Form C, do not include resignations or retirements if you plan to rehire to the same position and only include these positions if you will reassign the position.**

Spreadsheet: **To be considered, requests must be added to the "RESOURCE REQUEST SPREADSHEET" AND a separate Classified Professional/Administrator Staffing Request form must be completed for each position requested.**

You can find the template for the Classified Professional/Administrator Staffing Request form on the District Program Review webpage. Please save the fillable PDF form, fill it out, then save again and check the box below once you've done so.

Total number of positions requested *(please fill in number of positions requested):* 2

☐ Separate Classified Professional/Administrator Staffing Request form completed and attached to Program Review for each position requested *(please check box to left)*

[i] Summary list of positions requested, in priority order. Details should be completed in the Program Review **"RESOURCE REQUEST SPREADSHEET"** *{please check box to left}*

FORM Cl LIST - Summary Staffing Requests - Classified Professionals/ Administrators

Fiscal Year: 24-25 (FY 25)

Administrator: TF Rowland   Department : ESSS

Account Code: 10400

Position	Description	Department	Salary (Annual)	Employee Class	Benefits (Calculated @.4FTE)	Total Costs	Priority Number	Priority Ranking
District Grant Developer/Writer	Existing classified job classification, range 47 ($86,000 - 108,000)	ESSS	$ 95,000		$ 38,000	$ 133,000	1	
Planning Supervisor/ Analyst	Needs job description, estimated range 47 ($86,000 - 108,000) if classified	ESSS	$ 95,000		$ 38,000	$ 133,000	2	
		TOTALS	$ 190,000		$ 76,000	$ 266,000		

Links:
Classified Position List
Executive Position List
Management Position List
Confidentia l and Sup ervisory Position List
Student Salary Schedul e effective 1/1/2017

Instructions:

Complete all Fields.

Please make requests for additional resources you are not already receiving and speak with your Administrator if you have questions.

Priority 1: Are *critical requests required to sustain a District function* or to meet college or District needs for mandated requirements of local,
state or federal regulations or those regulations of an accrediting body for a program.

Priority 2: Are *needed requests that will enhance a District function* but are not so critical as to jeopardize the continuation of the function if not received.

Priority 3: Are requests that are *enhancements, non-critical resource requests* that would be nice to have and would bring additional benefit to the function.

Please fill out one form for each classified staff position that you are requesting for your department. This form is to be submitted as an appendix in your program review each fiscal year and a copy should be forwarded to the District Prioritization Committee (DPC). For positions requested outside the program review cycle (e.g., retirements, resignations, grant/categorical funded positions), this form should be submitted to the DPC and will be used for information/tracking purposes.

DEPARTMENT: <u>ESSS</u>

EMPLOYEE CLASS: <u>Classified</u>
(CLASSIFIEDPROFESSIONAUADMINISTRATOR/STUDENTASSISSTANT)

Position Title Requested **District Grant Developer/Writer**

Request Number (i.e., #of times position requested, but not granted, in past five program reviews):<u> 2 </u>

Please indicate if this is a request for/to:

YES- New position *(Must attach proposed job description; see DPC for assistance.)*

40 hours per week   **12** months per year

☐ Fill a currently vacant position *(Must attach District job description; see DPC for assistance.)*
hours per week   months per year

☐ Increase of an existing position *(Must attach District job description; see DPC for assistance.)*

from: ☐ **9,** ☐ **10,** ☐ **11 month**   to: ☐ 10, ☐ 11, ☐ 12month
from: %   to: %

☐ Budget Item for Overtime: Estimate $ <u>0</u>

☐ **Funding Source note: $133,000 funded by district funds 100% Year 1, with 75/25 Year 2, 50/50 Year 3**

Estimate Increase/ Proposed Annual Salary Cost: 133,000 3 (assume step 1 for vacant position)	Funding Source: Gene ral **100**% Categorical % Grant % Grant name:"PL--------

Not Cost of position will include salary
Benefit Costs will be calculated on Summary Spreadsheet

Justification: Why is this position necessary?
This position will enhance the ability of ESSS to more fully support and guide resources for district-wide functions, support college capacity to deliver educational services, increase educational technology and learning support, meet workforce development needs, support district grant development and pre-award work including those needed with facilities and sustainability initiatives, deepen transfer initiatives resulting in more equitable outcomes, and increase enrollment metrics through student success.

What District functions does *this position support? How does the request relate specifically to your Program Review, the District Strategic Plan, Colleges Education Master Plan, Board Priorities and/or Accreditation Recommendations?*
This position supports instructional and student services at the colleges, Facilities, EDCE, and ESSS as each of these areas contribute toward achievement of the mission. The position would continue to support and capture philanthropic and grant-making interest in furthering EBCAN and the Bay Area K-16 Collaborative funded through FY26.

Where will the individual work? To whom will the person report? Are there any special equipment/facilities needs to be considered?

The individual will work at the District Office or EDCE, reporting to the VCESSS. This individual will need an office, equipment, and a supply and training budget.

What is the consequence of not funding this position?

The VCESS is currently performing all functions identified for ESSS, with the assistance of the Executive Assistant. However, this limits the ability of the department to fully serve the colleges and district in the assigned areas. ESSS has been able to generate $21.5M in grant resources since 2019 with most of the funding supporting Chabot and Las Positas Colleges. This has been done without a full-time position to support resource development. The 2016-17 Program Review stated this would be difficult to achieve and now with this success, it will be difficult to optimize on the next level opportunities opening to the district without a position to focus on the garnered interest of philanthropy and conduct the pre-award work. With CLPCCD now managing significant regional and state partnerships, the VCESSS is limited either in time to compete for new awards, or time to support the new and high-value relationships that contribute to post-award success. This position would serve other district support centers such as the need in Facilities to write grants and seek funding for climate sustainability. Currently that effort needs to contract with grant writing consultants.

What alternative approaches have been considered in meeting the District operational demands of this request?

The VCESSS has begun work in the assigned areas, but has not been able to be as fully immersed in all aspects as needed to continue to elevate the visibility of CLPCCD and further student equity outcomes in degree obtainment.

How will the District (students, staff, and community) be positively impacted by filling this position?

The addition of a District Grant Developer/Writer will allow for development of greater district-wide collaboration and leadership in the areas of transfer, dual enrollment, intersegmental partnerships, responding to funding opportunities, workforce development, technology adoption, enrollment management, and facilities/sustainability. The position would provide greater ability to focus on external partnerships to raise resources for needed areas of capacity building to serve students and integrate systems in the operational use of academic and student services.

What other personnel currently provide support to this District function?

The VCESSS currently has these responsibilities within the assignment and requires support to optimize opportunities for CLPCCD.

Requested by: **Theresa F Rowland**

Date: 12/20/23

Department Manager: Date:_

_____   __

FORM C
DISTRICT OFFICE/M&O
CLASSIFIED PROFESSIONAL/ADMINISTRATOR
Staffing Request

Please fill out one form for each classified staff position that you are requesting for your department. This form is to be submitted as an appendix in your program review each fiscal year and a copy should be forwarded to the District Prioritization Committee (DPC). For positions requested out side the program review cycle (e.g., retirements, resignations, grant/categorical funded positions), this form should be submitted to the DPC and will be used for information/tracking purposes.

DEPARTMENT: ESSS   **EMPLOYEE CLASS:** Classified

(CLASSIFIEDPROFESSIONAUADMINISTRATOR/STUDENTASSISSTANT)

Position Title Requested Planning Supervisor/Analyst

Request Number (i.e., #of times position requested, but not granted, in past five program reviews): 1 _____ _

Please indicate if this is a request for/to:

YES - New position *(Must attach proposed Job description; see DPC for assistance.)*

40 hours per week   **12** months per year

☐ Fill a currently vacant position *(Must attach District Job description; see DPC for assistance.)*

hours per week   **months per year**

☐ Increase of an existing position *(Must attach District Job description; see OPC for assistance.)*

from: ☐ **9,** ☐ **10,** ☐ **11 month**   to: D **10,** D **11,** ☐ **12month**

from: %   to: %

☐ Budget Item for Overtime: Estimate $_____

Estimate Increase/ Proposed Annual Salary Cost: $133,000
(assume step 1 for vacant position) $ __ , _____

Funding Source:
§ General **100**%
Categorical **0**%
Grant   %
Grant name:"P~~~~~~~ -,1

Not Cost of position will include salary
Benefit Costs will be calculated on Summary Spreadsheet

Estimated Annual Salary: $133,000 funded by district funds 100%

Justification:
Why is this position necessary?

Planning position to support district-wide planning and organizational effectiveness – support the institutional plans listed in Appendix B and additional required metrics supporting the colleges and integrating efforts across logic models. Job functions will include updating district program review templates to integrate well with the District-wide Strategic Plan.

What District functions does this position support? How does the request relate specifically to your Program Review, the District Strategic Plan, Colleges Education Master Plan, Board Priorities and/or Accreditation Recommendations?
This position supports instructional and student services at the colleges, the Chancellor reporting to the Board, district compliance, and the District Support Centers of ESSS, BS, HR, Facilities, ITS, and PRMG as each of these areas contribute toward achievement of the mission.

Where will the individual work? To whom will the person report? Are there any special equipment/facilities needs to be considered?
The individual will work at the District Office, reporting to the VCESSS. This individual will need an office, equipment, and a supply and training budget.

What is the consequence of ***not funding this position?***
The Vice Chancellor is charged with supporting this work-- resulting in inefficiencies caused by time constraints and insufficient support.

What alternative approaches have been considered in meeting the District operational demands of this request?
The VCESSS has developed some limited research resources for administrators and for DEMC, has worked with the college level researchers (their charge is different and important; however, the districtwide perspective and research objectives are not addressed at the college level), and with ITS programmers.
The Director of Ed Support Systems and the EA to the VCESSS could be asked to support more of this work. However, the current workload would make this unrealistic.

How will the District (students, staff, and community) be positively impacted by filling this position?

Addition of district planning capacity for harvesting, analyzing, reporting, and tracking key information would: provide an additional data delivery nexus between the district and campus constituents; create efficiencies for the district and colleges in sharing timely and relevant data reports; allow for specific strategies to coalesce as institutional priorities across the district; facilitate greater collaboration between colleges around critical student metrics of success.

What other personnel currently provide support to this District function?

Currently the VCESSS works with the college Institutional Research offices which are stretched to participate and meet district-wide reporting needs. A planning position would greatly increase the district in accounting for numerous district plans, track activities, assess and survey key stakeholders, and generate information and results that show plans are tracked and realized. Creating this district-wide position would realize savings, allow for leadership discussions on cross-college collaboration to support an increasing percent of students at both campuses, and provide support and even relief to departments who are currently stretched to complete reporting.

Requested by: **Theresa F Rowland**

Date: 12/20/23

Department Manager: Date:_

_____   __

_____   __

Date: December 15, 2023

Program Review for Facilities, Bond Program and Operations (FBO) for fiscal year 24/25:

Program review was last completed for FBO in March 2023 as a part of the overall District services program review. Sustainability remains a hot topic for both colleges and at the State Chancellors Level including the approval of the BP/AP 3580 Sustainability which is aligned with the Board of Governors Climate Action and Sustainability Framework. The Measure A bond program continues to make progress with the implementation of the program on the campus which is driving growth of the campuses based upon pre-pandemic planning assumptions. Operations continues to be ongoing with the expansion of the campus and transition to the total cost of ownership model under the new budget allocation model. Maintenance and Operations is covered under a separate review, Emergency Management will be address in this document.

Facilities and Planning Department
The District facilities and planning department is currently staffed with the Vice Chancellor, Executive Assistant and the Facilities and Construction Specialist. These positions meet the needs of the required submittals to the State Chancellor's Office and other property management duties that occur across the district. To better connect the reporting to the State with the bond program improvements on the campus the Facilities and Construction Specialist position has been asked to work on each campus and at the district office at least one day each week. Office accommodations have been made at each location and will likely continue under the current operating model. No changes are anticipated to this area.

Measure A Bond Program
The Measure A management team is currently led by the Vice Chancellor with supporting district staff managers at each campus which include: Ann Kroll at Las Positas College and Michael Garr at Chabot College. These managers are supported by outside consultants who provide an extension of staff and serve as program and construction managers selected for projects based upon the campus and project needs. As such the number of consultant staff working at any one time may vary based upon active projects. The allocation of bond funds to each college allows for the expenditure of funds to be different at each college, as has been the historical norm within the district. This has allowed Las Positas College to move forward with projects on campus where they have available land for development in accordance with the Facility Master Plan while Chabot College which is much more restricted in available space for projects will take a longer period of time to expend all funds due to site constraints. Based upon the completion of three projects at Las Positas College and nearing completion of the fourth project the available land for growth has been utilized and projects will focus on the interior of campus. Staffing position changes are not anticipated in the near future, however, individual staff members may change based upon retirements or staff transitions. If a position is opened due to retirement or separation, the position would be refilled unless the allocated funds for the College are significantly expended. At some point the bond funded Project Planner Manager positions will not be needed based upon full expenditure of funds within the district. Additional staff positions supported by the bond measure include Accounting/Accounts Payable Staff, IT Project Management and IT Executive Assistant and finally the Purchasing Department staff are funded by Measure A which includes a Buyer and Purchasing Specialist. As Measure A funds are expended the staffing position funding will need to be reevaluated in other departments to determine the need for this additional staffing dedicated to the bond measure.

Operations

Maintenance and Operations program review is addressed in a separate standalone document and will not be addressed here as previously stated. **Emergency Management and Workplace Safety** is an area of the district that will be addressed. In 2016, the District reestablished the Manager position as an internal resource to the district. James Yoke served in this role up until March of 2020 when the Vice Chancellor made the decision to not renew his contract. This decision was made based upon identified personality and effectiveness issues raised by each of the colleges at the time of contract renewal. Between 2020 and 2023, the Vice Chancellor has been filling the role as Manager with additional support from contracted vendors to address ongoing issues and the global pandemic practices within the District. Continuation of the practice to use outside consultants to meet the needs of the district and college for workplace safety and emergency management does not appear to be sustainable for the long term benefits of the colleges. Several requests for services from Las Positas College, Chabot College and EDCE have been unable to be met with the current vendor resources. Overall management of the Emergency Management and Workplace Safety will remain within the office of the Vice Chancellor FBO. It is recommended that the position of Emergency and Workplace Safety Manager be reestablished with the recruitment and hiring based upon the currently open position. Funding for the position has been carried forward in position control.

BP/AP 3580 – Sustainability

Implementation of the BP and AP 3850 Sustainability will add demands to the facilities and operations of the district. To perform the work at an acceptable level, we will require additional staffing. Las Positas and Chabot College have a individuals outside the facilities structure that has worked for several years on integrating sustainability into the instructional curriculum and into on-campus events, activities and operations with the end goal of engaging a comprehensive campus wide initiative regarding sustainability and climate justice. To support past efforts in this area, the district hosted two Climate Core Fellows paid for by California Energy Commission Grants and PG&E for one year. Following on that work, the District and Chabot College have contracted for services for one year with an individual who serves as a Climate Action Coordinator for the campus and district initiatives. Las Positas College has engaged a part time individual to support this effort on a professional services contract. In this area, the success of the program is based upon ongoing interaction and engagement with on campus students and the local community to keep such a program running. Through consultation with others within the district, this work has happened in the past but was solely student led and was dropped once the engaged student population either transferred or graduated from the campus programs. To make long term changes to the district use of greenhouse gas producing processes and to complete a transition to a green economy, this will require leadership and staffing to continue to move these processes forward. If the district as a whole is committed to this work then it is recommended that staffing be added to do this work specifically, including the securing of available grants and other funding sources to sustain the program. Other community college models of these programs are linked to energy savings and/or grant funding and are staffed by a District Director and Coordinators located at each college site (three positions). These positions are responsible to the College and District for continuation of the program and on campus integration of the BP/AP. To this end Chabot staff have put together two draft job descriptions for consideration that are being vetted by the Human Resources outside consultant. Additionally, the positions can be supported by grant funded student interns, which can provide valuable skills to students integrated with classroom learning activities. Over the previous two years, the program has employed over 12 student interns in moving forward the Climate Action plan outlined in the AP for Chabot College. This work should be discussed and prioritized by District and College leadership for ongoing funding.

Chabot-Las Positas Community College District

7600 Dublin Blvd. 3rd Floor, Dublin CA 94568

Date: December 10, 2023

Program Review for Maintenance & Operations following implementation of TCO and campus growth due to Measure A Projects for fiscal year 24/25:

Program review was last completed for the M&O Department in March 2023 with the implementation of the TCO and updated BAM having an impact on the funding of the department and the work of Measure A impacting the need for staffing. The implementation of the TCO in the BAM has provide funding based upon gross square footage of buildings which will be adjusted by State COLA amounts each fiscal year.

As a response to Accreditation Standards in 2016 the Board of Trustees adopted the American Physical Plant Association (APPA) standards for custodial staffing, grounds staffing and maintenance staffing via Board Policy 3253 – Total Cost of Ownership. This standard was set at APPA Level 3 defined as Casual Inattention – "*Floors are swept or vacuumed clean, but upon close observation there can be stains. A build-up of dirt and/or floor finish in corners and along walls can be seen. There are dull spots and/or matted carpet in walking lanes. There are streaks or splashes on base molding. All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges, and fingerprints. Lamps all work and fixtures are clean. Trash containers and pencil sharpeners hold only daily waste, are clean and odor free.*"

Following the March 2023 Program Review and implementation of the 2023/24 FY Budget Allocation Model adoption and implementation the following positions were added in response to the campus growth and funding allocation: Las Positas College Custodial department added four custodial positions, Las Positas College Grounds added one ground position, and the Maintenance Department allocated one Sr Maintenance Supervisor (Maintenance Manager Position) but has held on filling the position until the new M&O Director was able to evaluate the department and determine highest need within Maintenance. Campus growth for the 2024/25 Fiscal Year is anticipated to be flat or slightly down without significant impact to the overall staffing levels of the colleges or the department. Funding for M&O under the budget allocation model will be adjusted by State COLA which is not anticipated to have an effect on the overall budget for the department (1% to 1.2 %).

Custodial staffing changes over the past 12 months have been focused on balancing the number of staff on each of three shifts and increasing the staffing levels during the instructional day period so that staff are visible and able to support college activities and events on campus. As of December 2023, the current custodial staffing matrix is balanced across both college sites and across all three shifts. Supervisors and/or Lead Custodians are in place on all shifts and custodial services are being provided across both campuses equitably based upon campus size.

The following vacancies existing within the department as of December 2023: Maintenance HVAC Technician; Maintenance Sr. Maintenance Supervisor (Maintenance Manager).

Square footage changes made to each campus include the following:

	Chabot College		Las Positas College	
Base year FY17/18	726,060 gsf	726,060 gsf	459,142 gsf	459,142 gsf
FY18/19		726,060 gsf	add Building 1000 at 41,041 gsf	500,183 gsf
FY 19/20		726,060 gsf		500,183 gsf

FY				
FY 20/21		726,060 gsf	remove Bldg 2100 at 11,535 gsf & Bldg 2200 at 7,946 gsf, add Temp Faculty Village at 12,915 gsf	493,617 gsf
FY 21/22	Add Bldg 3200 (Bio) at 19,863 gsf	745,923 gsf		493,617 gsf
FY22/23	Bldg 600 under construction	745,923 gsf	remove 100 Modular at 5,760 gsf , add Horticulture at 7,700 gsf & add Academic Support & Office at 78,666 gsf and PSC/AMT at 66008 gsf & Bldg 2000 Expansion at 4,645 gsf	644,876 gsf
FY 23/24	Add Bldg 600 at 68,700 gsf and demo BLDG 2100 at 19,084 gsf. Close portions of Bldg 100 at 39,001 gsf (second floor & mezzanine)	756,538 gsf	add Viticulture at 9,588 gsf & remove Bldg 600 at 6,272 gsf & Bldg 800 at 16,536 gsf & Temp Faculty Village at 12,915 gsf:	618,741 gsf
FY 24/25	Remove Bldg 3000 for reconstruction at 14,307 gsf.	742,231 gsf	Remove remaining portions of Bldg 800 serving Hort & Int Design at 11,564 gsf	607,177 gsf
FY 25/26	Remove Bldg 3600 at 11,520 gsf, Add Bldg 3000 following reconstruction at 32,362	763,073 gsf	STEAM Bldg under construction 88,500 gsf	607,177 gsf

Campus grounds areas are not anticipated to grow in developed area over the next year. If growth does occur in the overall campus footprint, at either college it is anticipated that the growth would occur via property acquisition or development of the area at Las Positas College between the PSC/AMT project area and the Viticulture Area. The existing FMP indicates athletics growth in this area and recent discussions with Campus Athletics Staff indicate that in the near-term a cross country running trail may be developed with this being the starting area for cross country meets to be held on campus. Chabot College growth would be in the undeveloped area known as The Grove, is intended to be developed by the relocation of the Butler Building to this area and is shown as a growth of the campus in the FY 24/25. The current model for grounds staffing is based upon common maintenance requirements for all types of improved campus areas. The model could be further refined to reflect the APPA standards for maintenance of turf grasses, artificial turf fields, decorative planter and parking areas with integral bio-swale components. This should be evaluated in the next facilities master planning document for recommendation of the staffing levels based upon more specific requirements.

	Chabot College		**Las Positas College**	
FY 17/18		93.3 Acres		76.17 acres
FY 18/19		93.3 Acres		76.17 acres
FY 19/20		93.3 Acres		76.16 acres
FY 20/21		93.3 Acres		76.16 acres
FY 21/22		93.3 Acres		76.16 acres
FY22/23		93.3 Acres	Add Horticulture at 1.99 acres & PSC/AMT at 5.79 acres	83.94 acres
FY23/24		93.3 Acres	Add Viticulture at 0.73 acres	84.67 acres
FY 24/25	The Grove Improvements at 0.7 acres	94 Acres		84.67 acres

American Physical Plant Association (APPA) Standards: based upon international standards established by APPA staffing for Custodial, Grounds and Maintenance staff is based upon total area maintained by each discipline. For Custodial and Maintenance staffing levels are based upon gross square footage (gsf) of building space. For Grounds the staffing level is based upon area of specific types or areas maintained (parking lots, ornamental planting beds, lawn/turf, sports fields, native planting beds), for simplicity the staffing for Grounds is being considered on an overall campus acreage based upon historical staffing. (History note on Grounds: all grounds staff were originally assigned to Chabot College, when the Valley Campus (LPC) opened in 1974 up until sometime just after 2000 the staff were assigned on a rotating basis to the LPC site at two staff per week. At the time nine staff members were assigned to the grounds department at Chabot with two being off-site each week. Following reorganization a lead grounds worker was established for each site and staff were assigned based upon campus location. Today staffing remains at nine individuals (two supervisors, two leads, and six grounds 1 or grounds 2 workers).

Historically district custodial staffing has been based upon cleaning 32,500 gsf of space which under the FY 22/23 accounts for the start of year 1,233,780 gsf. Additional square footage added via the Measure A program increases the overall gross square footage during the fiscal year to 1,390,617 or growth of 156,837 gross square feet. To maintain the current APPA level of cleaning of 32,500 gsf per staff member the custodial staffing should growth in the FY23/24 to 1,423,511 gsf identifies a need for growth of an **additional 1 staff member**.

District maintenance staff has been based upon supporting 94,900 gsf per staff member. Based upon the growth in FY23/24 identifies a need for growth of an **additional 0.35** staff.

Physical Plant Funding: Historically the State of California has provided funding for Physical Plant and Instructional Support Equipment in varying amounts. Some years the dollars distributed as one time money to the colleges have been in the several hundred thousands and in other years no dollars were distributed via this funding. Based upon district practice the state allocation has been split 50% to Physical Plant and 50% in to Instruction Support, the latter is then broken down further to each college. The following chart summarizes the allocations of Physical Plant (PP) dollars over the past eight years. When the dollar amounts are at or around $1 million the expenditures of funds has been handled by the Maintenance Supervisor and Director of M&O for identified projects within the 5 year scheduled maintenance plan.

FY 14/15 PP allocation	$1,075,877
FY 15/16 PP allocation	$1,102,923
FY 16/17 PP allocation	$1,288,445
FY 17/18 PP allocation	$ 478,359
FY 18/19 PP allocation	$ 220,203
FY 19/20 PP allocation	$ 93,804.50
FY 20/21 PP allocation	$ 0
FY 21/22 PP allocation	$3,908933
FY 22/23 PP allocation	~~$6,007,698~~ revised $2,475,397
FY 23/24 PP allocation	$40,964

Variations in funding along with the impact of the Measure A on requests for staff to review plans and specifications for in process design and construction projects has increased demands on staff time. As noted in the 2016/17 Program Review staffing for a project manager position is desired due to the loss of the Maintenance Manager position. 2016/17 proposed a split of the staffing position between Measure A and General Fund. The impact overall on the budget will be noted later in the report.

Department Recommendations

Budget based upon TCO

With the adoption of the 2023/24 it is anticipated the Maintenance and Operations Department will move to funding based upon the Total Cost of Ownership model (or costs per square footage of buildings). In the 2022/23 fiscal year the adopted budget was $7.50 per square foot for facilities that existed as of June 2022. Adjustments to the $/sf model under the Budget Allocation Model will be made based upon statewide cost of living adjustments (COLA), this number should not be confused with the Collective Bargaining Agreement negotiated annual salary adjustments. It is anticipated that the 23/24 Statewide COLA will be 8.13% which will increase the funding from the 2022/23 level to $8.11/square foot. Funding for the FY24/25 would increase by statewide COLA which is anticipated to be 1.2% making the budget costs per square foot $8.20 plus or minus. As noted above the increases in on-campus square footage based upon projects completed or scheduled to be completed in FY24/25 will increase the square footage maintained by the department to 1,349,408 sf a decrease of 25,871 sf.

Fiscal Year	Total Building Area	Adopted Budget $/sf	Adopted Budget
FY 21/22	1,239,540 gsf	$7.47	$9,254.398.00
FY 22/23	1,246,233 gsf	$7.50	$9,346,754.00
FY23/24 Projected	1,414,280 gsf	$8.11	$11,469,810.00
FY24/25	1,349,408 gsf	$8.20 (1.2% COLA)	$11,065,145.00

Staffing Recommendations based upon TCO

Due to decreases in the gross square footage of buildings to be maintained at each campus location and the future growth of space based upon the implementation of the Measure A projects and the 2018 Facilities Master Plan the following is staffing level for the past several years and project staffing for FY 24/25.

Custodial Staffing (APPA Level 3.5 = 32,500 gsf/staff)

Fiscal Year	Total Building Area	Calculated Staffing	Actual Staffing Positions
FY 21/22	1,239,540 gsf	38.1 custodial staff	38 custodial staff
FY 22/23	1,246,233 gsf	38.3 custodial staff	38 custodial staff
FY 23/24	1,414,280 gsf	43.5 custodial staff	+5.5 positions
FY 24/25	1,349,408 gsf	41.5 custodial staff	-2 position

Maintenance Staffing (APPA Level 3.1 = 94,900 gsf/staff)

Fiscal Year	Total Building Area	Calculated Staffing	Actual Staffing
FY 21/22	1,239,540 gsf	13.0 maintenance staff	13 Maintenance Staff
FY 22/23	1,246,233 gsf	13.1 maintenance staff	13 Maintenance Staff
FY 23/24	1,414,280 gsf	14.9 maintenance staff	+ 2 positions
FY 24/25	1,349,408 gsf	14.2 maintenance staff	- 0.7 positions

Grounds Staffing (APPA Level 3.4 = 13 acres/staff)

Fiscal Year	Total Campus Area	Calculated Staffing	Actual Staffing
FY 21/22	169.46 acres	13.0 grounds staff	11 Grounds Staff
FY 22/23	177.24 acres	13.6 grounds staff	11 Grounds Staff
FY 23/24	177.24 acres	13.6 grounds staff	+2 positions
FY 24/25	178.67 acres	13.7 grounds staff	+0 positions

Staffing breakdown by fiscal year

Fiscal Year	Custodial	Maintenance	Grounds
FY 21/22	38	13	11

FY 22/23	38	13	11
FY 23/24	43	15	13
FY 24/25	43	15	13

Staff Funding based upon TCO

Based upon the allocation of funding based upon per square footage basis, all positions would be funded based upon overall department funding and positions identified will come out of the overall Maintenance and Operations budget, therefore it could be considered to be self-funded because no additional general funds would be provided to the department above those identified in the TCO model. Adjustments in staffing based upon a one year dip in on campus gross square footage will be accomplished from open unfilled positions remaining open, staff retirements, and vacancies due to workmen's compensations leaves based upon past claims history.

Fiscal Year	Total M&O Positions	Position Control Salary Budget for M&O (value is for salary only)	Ratio of staffing to overall budget
FY 21/22	62	$4,754,672	53.2%
FY 22/23	62	$4,762,583	59.0%
FY 23/24	71	$6,474,014	56.4%
FY 24/25	71	$6,653348	54.2%

Fiscal Year	Total M&O Positions	Position Control Benefits Budget for M&O (value is for benefits only)	Ratio of staffing to overall budget
FY 21/22	62	$3,081,596	33.3%
FY 22/23	62	$3,137,787	33.7%
FY 23/24	71	$3,608,455	31.4%
FY 24/25	71	$3,864,654	32.1%

Staffing Recommendations

Beyond the FY24/25 staffing adjustments will likely be small and could be impacted by the colleges taking off-line existing older facilities and not allowing faculty and staff to use the facility which limits the M&O funding needed for each of those facilities. Examples of this include Chabot College opening the new Library Learning Connection (Bldg 600) and closing off the second floor and mezzanine to use which would result in a decrease in square footage as noted above of 39,001 gsf. If this space is reoccupied by existing campus programs then the reduction would not be realized and staffing and funding would be increased by 1.2 custodial staff and $319,808

Fiscal Year 24/25

Maintenance hire one (1) Maintenance Technician or a Maintenance Manager to fill the open position from the prior fiscal year

HUMAN RESOURCES
PROGRAM REVIEW 2023-2024

The Office of Human Resources

The Office of Human Resources (HR) is responsible for the development and implementation of an effective and efficient HR program that is responsive, fair, consistent, and proactive. The Office of Human Resources supports the two Colleges and the District Office by:

a. planning and providing HR support services for changes in all areas impacting personnel and working conditions;
b. overseeing and facilitating the consistent application of HR-related up-to-date policies and procedures, as well as many federal and state mandates which are constantly affecting HR deliverables to the Colleges and the District Office;
c. overseeing, managing, and providing service for the day-to-day employment needs of the Colleges and District Office;
d. facilitating the recruitment and selection process that is equitable, fair, and timely;
e. negotiating and administering labor contracts in a timely manner, while strengthening labor/management relations;
f. developing, implementing, and monitoring the District's Equal Employment Opportunity Program and Plan, and promoting a work environment free from discrimination;
g. developing and administering the classification and compensation system;
h. administering employee and retiree benefits as well as promoting wellness;
i. facilitating training programs and legal requirements for employees; and
j. developing comprehensive and integrated human resources communication activities.

The Office of Human Resources collaborates closely with all areas throughout the District and is committed to providing excellent customer service, fulfilling the needs of the campuses, and increasing the lines of communication.

The Office of Human Resources is comprised of a vice chancellor who oversees two directors and has one direct support staff.

- The Director of Employee and Labor Relations oversees complaints, EEO, benefits, leaves, and workers compensation. The Director has two staff members to service all benefit-eligible employees and retirees.
- The Director of Human Resources oversees recruitment and selection (including executive searches), classification and compensation, HRIS development and enhancements, and all personnel actions with four staff members providing service to Chabot College, Las Positas College, as well as District Services.

Staffing *(See attached current Human Resources organization chart)*

According to The Bureau of National Affairs, Inc.'s HR Department Benchmarks and Analysis 2015-2016 report regarding the standard ratio of human resources staff to the workforce served:

> *After reaching all-time highs in 2013 and 2014, human resources staffing relative to the workforce tumbled a bit in 2015. This year's median ratio of human resources staff to total*

employee headcount is 1.1 full-time equivalent staff members for every 100 employees served by the department… The HR staff ratio declines if the size of the workforce increases, unless there is an equivalent or greater proportional increase in HR staff.

In 2017, a report was issued with an increase in the ratio of full-time equivalent staff members:

The HR Department Benchmarks and Analysis 2017 report issued by Bloomberg and the Bureau of National Affairs indicates that the median HR staff ratio remains at a record high of 1.4 HR employees for every 100 workers served by the department.

In addition, and according to Forbes Advisor, Key HR Statistics and Trends in 2023 (https://www.forbes.com/advisor/business/hr-statistics-trends/) There should be 1.4 HR staff for every 100 employees.

The ratio of CLPCCD Human Resources staff to total employees (which includes hourly employment) is significantly less than the national standard. Based on payroll data as of October 31, 2023, CLPCCD had 1,675 employees. The CLPCCD HR staff to employee ratio is nearly 1:168.

An assessment of data entry for personnel actions spanning the past eleven fiscal years demonstrates the increase in volume of annual processing that is required of the Human Resources staff. Of particular note is the increase in processing required in 2019-2020 and 2020-2021 due to the implementation of the COVID-19 vaccine mandate:

FY	TOTAL COUNT
2013 TO 2014	**4,859**
2014 TO 2015	**5,243**
2015 TO 2016	**7,166**
2016 TO 2017	**8,374**
2017 TO 2018	**7,081**
2018 TO 2019	**8,885**
2019 TO 2020	**11,748**
2020 TO 2021	**12,630**
2021 TO 2022	**9,082**
2022 TO 2023	**9,247**
2023 TO 2024 *As of Nov 30, 2023	**6,083**

RECRUITMENT AND SELECTION DATA – 15-Year Trend
*Recruitments were impacted due to COVID-19 pandemic. Note that HR workload increased during this time period due to impacts of the pandemic, including negotiations and the agreement and implementation of multiple MOUs, and implementing the vaccine mandate and employee accommodations

FY	Chabot	Las Positas	District	TOTAL COUNT
2009 TO 2010	20	14	11	**45**
2010 TO 2011	28	9	8	**45**
2011 TO 2012	17	7	8	**32**
2012 TO 2013	4	8	4	**16**
2013 TO 2014	25	15	9	**49**
2014 TO 2015	29	20	9	**58**
2015 TO 2016	51	31	34	**116**
2016 TO 2017	50	47	32	**129**
2017 TO 2018	41	34	38	**113**
2018 TO 2019	56	41	23	**120**
2019 TO 2020	35	31	19	**85**
2020 TO 2021*	20	14	7	**41**
2021 TO 2022	50	35	20	**105**
2022 TO 2023	52	34	20	**106**
2023 TO 2024 *As of Nov 14, 2023	23	20	11	**54**
OVERALL TOTAL	**501**	**360**	**253**	**1,114**

The Office of Human Resources continues to establish and refine priorities and align responsibilities throughout the office. Key processes continue to be reviewed as well as revised and a staffing plan is addressed below. For the past five years, budget constraints have delayed the implementation of critical staffing needs and have left vacancies, to date, unfilled.

In order to more effectively serve the increasing needs of the two Colleges and the District Office, implement and maintain requirements from the State Chancellor's Office surrounding EEO data, and meet other legal requirements, the following staffing additions are minimal, yet essential. The position below has been identified by the Office of Human Resources and college leadership as a priority for their service requirements:

Employment for 2024-25:

1. **Addition of a Human Resources Manager (A)**: A Human Resources Manager is a strategic and valuable approach optimizing resource allocation and in supporting both the Director of Labor and Employee Relations and the Director of Human Resources. The Human Resources Manager will be able to support the two directors and the department by streamlining HR processes, enhancing district-wide collaboration, and contributing to the implementation of policies and procedures with a broader strategy and capacity. In this organizational plan, the Human Resources Manager will work directly with statistical report creation, gathering, and analysis at the micro-level (i.e. gathering of data as required in the CLPCCD EEO Plan, monitoring of demographics through each phase of each recruitment, compilation of CLPCCD employee demographic reports, etc.). With the addition of a Human Resources Manager, both Directors will be able to relieve elements of their current workload in order to focus on other priority needs (i.e. labor relations, contract negotiations, district-wide compliance with Federal and State laws, district-wide training, etc.). The addition of a Human Resources Manager will also add relief to the additional workload currently placed upon the two HR Analysts as the District moves forward implementing the new components in the EEO Plan as well as other on-going legal requirements and changes.

2. **Possible future change in benefits staffing (B):** Given the provisions of AB 190, and the CLPCCD entering into a MOU with the faculty association on the expansion of part-time health care, https://www.clpccd.org/hr/files/docs/collective_bargaining_agreements/faculty/fa_mous/ExpansionofPartTimeHealthCareProgramMOU_12.12.2023.pdf we believe an ask for additional staffing is premature and as such, not requesting changes in staffing at this time, but am monitoring any future needs based on valid changes due to workload.

The Office of Human Resources plans to undertake the following projects/activities that promote innovation, productivity, and service to the two Colleges and the District Office:

*   Adapting to changes and serving as a leader to reshape the district – working with the unions developing MOUs, colleges, and serving on multiple task force;
*   Expanding the use of automation as it pertains to our hiring process and implement and maintain components of the District EEO Plan, including compliance with data compilation and reporting;
*   Creation and continued review and updating of desktop manuals to continue services due to employee attrition or with the upgrade of technology; and provide online related resources.

Ensure that formal communication structures are in place through all levels of the organization, and that those communications reach all employees that may be affected.

The Office of Human Resources regularly meets with district and college administrators, faculty and staff to foster open communication. HR and Payroll training sessions have been conducted at each campus and more training sessions will be developed to properly understand and process personnel hiring, rehiring, and separating paperwork. Trainings will also be provided district-wide to maintain compliance and institutional understanding of the District EEO Plan. HR provides oversight of the CLPCCD EEO Plan, and as such, will be implementing multiple components of the 2023 Plan which include data gathering/analysis and specific pre-hiring, hiring, and post-hiring EEO strategies.

Implement a training plan for the Banner system. Establish a training program for all Human Resources staff and management.

The Office of Human Resources will continue the automation of Banner as it relates to improving, expediting and tracking personnel processes for the District and the Colleges we serve. This includes the implementation of non-credit, Faculty Load and Compensation (FLAC), web time entry and leave reporting, and meeting the requirements for CalSTRS/CalPERS reporting. HR has developed desk manuals and checklists, and implemented enhanced ePAF functions. The HR staff continues to participate in Ellucian trainings, webinars, and conferences to stay current with system functionality and prepare for system-wide changes, including the use of MyPortal and the upcoming Banner Self-Service 9.

Institute a rigorous evaluation process for all staff in District Office.

The Office of Human Resources plays an integral role in the evaluation process for management and staff. Assistance comes with the monitoring of evaluation due dates for probationary and annual evaluations, reminders to administrators of timelines and evaluations procedures and forms. Training sessions will also be developed and conducted on completing the evaluations for classified professionals, including when a Performance Improvement Plan (PIP) is required.

Serving and Contributing to the District Mission and Vision

The Office of Human Resources is committed to services that attract, sustain and inspire excellence in people to support student success. We encourage and support a diverse environment where employees feel valued and recognized for their contributions. We recognize the importance of being a people-oriented Human Resources Team that is responsive to the changing needs of the institution and the community.

Human Resources provides leadership in shaping an equitable and inclusive culture that drives diversity, excellence, and innovation by supporting talent, engagement, and the employee work experience. Our vision is to become a recognized leader in human resources and organizational development.

Our goal is to deliver proactive and professional human resource services to the District and community while promoting respect and excellence as well as encouraging leadership development of all employees. Our goal is to maintain a positive attitude, sense of perspective, and good humor while serving the District.

The Office of Human Resources (HR) provides leadership and support for personnel-related actions for the Chabot-Las Positas Community College District. Working closely with Chabot College in Hayward and Las Positas College in Livermore, HR plays a critical role in all personnel-related decisions and activities in the District. The office is responsible for the implementation of District Board of Trustees' HR-related policies and procedures. In addition, the Office provides leadership and support in the following areas:

- providing high-quality professional service;
- engaging in proactive employee relations processes;
- facilitating the recruitment and selection of employees;

- developing, interpreting, and applying HR-related Board policies and procedures;
- overseeing and facilitating the application of HR and HR-related Board policies and procedures at the Colleges and the District Office;
- administering benefit programs, and employee health and welfare programs;
- negotiating with Collective Bargaining units and administering labor contracts;
- developing and administering the classification and compensation system;
- developing and implementing employee development programs;
- directing emergency preparedness and ensuring workplace safety;
- maintaining official personnel files.

Internal and External Environmental Factors and Expectations

The Office of Human Resources must stay up-to-date and remain in compliance with all applicable state and federal laws and regulations. This may be challenging from an organizational standpoint with staffing given additional laws, regulations, internal needs and changes HR is to support.

The Office of Human Resources has to respond to all complaints and charges, irrespective of current priorities, as well as day-to-day functions. This can serve as a challenge given HR cannot control the intake of such matters or imposed timelines.

The Office of Human Resources is impacted when personnel actions are not properly and timely handled. We continue to partner with ITS to review this area.

The Office of Human Resources is impacted by new funding models (categorical and grant monies) which impact personnel needs of the two Colleges and the District Office.

Departmental Strengths, Effectiveness and the Satisfaction of its Primary Users and Staff

While volume is an issue and HR staffing needs to be addressed, Human Resources staff are extremely hardworking and dedicated individuals working to support the needs of the two Colleges and the District Office. Strengths, effectiveness, and satisfaction of those served will need further assessment. HR has also sought outside assistance to further build on the teams' effectiveness and communications.

Areas for Improvement, Change or Growth

The Office of Human Resources will focus on the following areas for improvement, change, and growth:

- Partner with ITS to improve and automate processes and procedures with the goal of user-friendly, effective, and efficient systems;
- Utilization of technology and web-based systems to enhance and streamline services, improve processing, accuracy, and oversight;
- Strengthen internal auditing processes;
- Expand training modules; and
- Communication of Human Resources roles and responsibilities to the two Colleges and District Office.

Goals and Objectives

The Office of Human Resources has identified the following goals and objectives, which mirror the Board Priorities for 2022-2025 as noted below:

1. Continue to support a culture that fosters diversity, equity, inclusion, accessibility and belonging
2. Expand opportunities that support workforce development
3. Advance and support plans that meet the basic needs of all students
4. Provide effective management and equitable allocation of District fiscal resources
5. Support strategies to attract and retain students
6. Maintain a focus on student academic vision for success and excellence

a. Goal: Structure and staff the Office of Human Resources to provide the professional expertise required to ensure integrated and proactive human resource services and support for the District and its external customers. (Meets Board Priorities 1-6)

   Objectives: Increase staff positions over the next three years with the addition of a Human Resources Manager. The addition of this position will allow for the improvement and development of department efficiencies, implementation and maintenance of EEO Plan data requirements, and needed support to both Colleges and the District Office.

b. Goal: Improve processes and procedures with the goal of making human resource operations transparent, user-friendly, effective, and efficient. (Meets Board Priorities 1-6)

   Objective: Ongoing evaluation, updates, and improvements to processes and procedures. Utilize technology and web-based systems to improve processing, accuracy, and oversight. Development and ongoing updates to desk manuals. Enhance and develop training opportunities on processes and procedures.

c. Goal: Provide timely, relevant, and reliable human resource information and ensure that this information is easily and widely accessible. Solicit and utilize information from internal and external customers to help improve the human resource unit, guide future actions, and address current issues. (Meets Board Priorities 1-6)

   Objective: Continue to update and develop a comprehensive and easy-to-use Human Resources webpage. Work with ITS to enhance data reporting and efficient use of Banner HR modules. Make greater use of technology to meet best practices and provide information and services to employees and the public.

d. Goal: Facilitate the development of organizational capacity. Establish professional development, leadership, and skills training programs. (Meets Board Priorities 1-6)
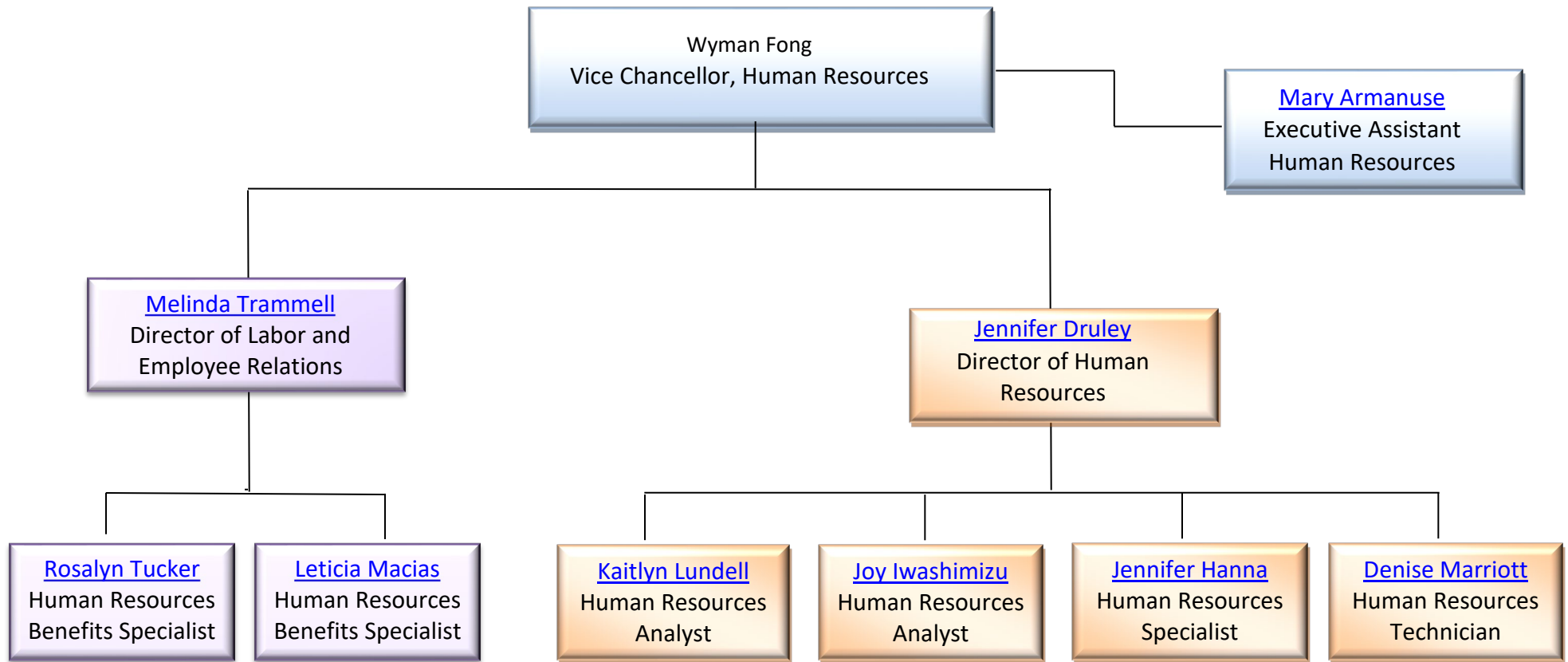
   Objective: Develop regularly scheduled new employee orientations for all administrators, faculty and staff. Develop and deliver skill-based trainings and mandatory trainings for employees.

e. Goal: Foster the development of trained and competent human resources staff that is committed to high-quality and effective customer service. (Meets Board Priorities 1-6)

   Objective: Human Resources staff to participate in professional development to stay in compliance with State and Federal law and regulation requirements as well as to enhance the knowledge and skillsets of each staff member.

Office of Human Resources
As of FY 21-22
(10 FTE)

Wyman Fong
Vice Chancellor, Human Resources

Mary Armanuse
Executive Assistant
Human Resources

Melinda Trammell
Director of Labor and
Employee Relations

Jennifer Druley
Director of Human
Resources

Rosalyn Tucker
Human Resources
Benefits Specialist

Leticia Macias
Human Resources
Benefits Specialist

Kaitlyn Lundell
Human Resources
Analyst

Joy Iwashimizu
Human Resources
Analyst

Jennifer Hanna
Human Resources
Specialist

Denise Marriott
Human Resources
Technician

Reduction of two (2) management positions