DISTRICT PROGRAM REVIEW 2025

DEPARTMENTAL PROGRAM REVIEW REPORT

Name: Jonah Nicholas

1. **Department:** Business Services

2. **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. Include a link to 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

3. **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. One of the main goals within Business Services is to let the instructors and other front-line employees have maximum contact with students; we do this through a model of continuous improvement and an overall high-level of understanding and commitment to our work.

4. **State how your department has supported the Board priorities.**

   Business Services actively works to promote and support a culture that creates a positive atmosphere for students and employees. We do this through high-level customer service and genuinely looking to improve the operations. This, in turn, allows for the college personnel and leadership to maintain its focus on student achievement and academic success.

Expansion of workforce development is also something Business Services assists with. All grants and fiscal resources dedicated to workforce development are monitored and checked on for compliance. Further, when external funding opportunities arise for workforce development the staff at Business Services assists with budget proposals and estimating the funds needed within each major category. These same principles and strategies apply when it comes to the basic needs of our students; Business Services works alongside the colleges to ensure the resources are adequately budgeted. This allows for better allocation of time and energy at the colleges to focus on these efforts.

Business Services monitors the overall resources of the District and has strong representation on shared governance and contractual committees that have input into how these resources are allocated. Further, as we enter into negotiations with the unions, the costing out of proposals and providing accurate information will be critical to the District's long-term fiscal health.

Through our open and transparent activities, the overall financial health and internal resource allocation model is well-understood. This builds trust amongst constituency groups.

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

We are monitoring, like everyone else, the impact of the changes at the federal level. To date there has been no disruption to operations but that is subject to change at any moment. In addition, the state economy and tax receipts continues to be an area of concern as it has a cascading effect across the community college system.

6. **Identify areas for improvement, and any areas of change or growth.**

It would be beneficial, in my opinion, for Business Services to more actively work with the college presidents and VPs on their financial operations, particularly as it relates to the cost of the instructional schedule. The practice of simply reducing a budget to make it balance lacks transparency and provides a false sense of comfort when the actual expenses will undoubtedly be higher.

7. **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.**

Business Services will continue to support the transition to a compressed calendar, including looking for ways to provide one-time resources to the colleges as the shift occurs. Also, with intersessions now becoming a factor we will look for resources to

fund that endeavor as well. Already some movement towards doing that is taking place. Finally, union negotiations needs to focus more on total compensation as opposed to salary-only. Standing up a benefits committee is a step towards that end.

Supplies Augmentation Request [Acct. Category 4000]

Please list additional/augmented funding requests for categories 4000. Do NOT include conferences and travel, which are submitted in the next section. Justify your request and explain in detail the need for any requested funds beyond those you received this year.

NOTE: Only use this form to add new requests to augment the current department budget.

8. **Supplies Request and Rationale:**

   No additional requests.

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

   N/A

Contract Services, Conference & Travel Augmentation Requests [Acct. Category 5000]

Use this section 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.

10. **Listing/Description and Rationale for Contracts and Services:**

    No additional requests.

11. **Listing and Rationale for Conferences and Travel:**

    No additional requests.

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

    N/A

Technology Requests [Acct. Category 6000]

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.

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

    Business Services is not looking for additional resources or FTE.

DISTRICT PROGRAM REVIEW DEPARTMENTAL PROGRAM REVIEW REPORT

1.   DEPARTMENT: Educational Services and Student Success (ESSS)
ADMINISTRATOR: Dr. Theresa Fleischer Rowland, Vice Chancellor

2. 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. Include a link to your department's current organization chart.

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.

The Vice Chancellor of ESSS (VCESSS) oversees a wide range of responsibilities, including leadership in grant development, educational and strategic planning, research, accreditation, community and contract education 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 strategies for student success; oversees district-wide efforts to ensure compliance with educational codes, policies, and new legislative mandates; and coordinates district accreditation roles and reporting. ESSS also develops strategies and systems to increase enrollment and productivity; strengthens university relationships and innovations; updates policies and procedures; negotiates the academic calendar; and conducts economic impact studies and other reporting related to academic and student services. Additional responsibilities include driving resource allocation and prioritization with both colleges to achieve Master Plan goals; providing oversight for district-wide intersegmental grants with partner institutions; and overseeing the district Economic Development and Contract Education (EDCE) enterprise unit, including apprenticeship programs and workforce development and community impact programs.

Compared to peer community college districts, ESSS is more sparsely staffed. Fulfilling college requests and meeting requirements set by the state, Chancellor, and Board necessitates ongoing prioritization and cross-functional collaboration. Continuity in the VCESSS role over the past six years has supported growth and innovation, although staffing capacity remains a challenge. Prior to 2019, ESSS operations were inconsistent and lacked sufficient infrastructure for capacity building. Today, there is potential to invest in structures that unify, resource, and elevate CLPCCD priorities. It is important to understand the full history of ESSS at CLPCCD, which can be found here.

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. In addition to the Vice Chancellor and Executive Assistant, there are a total of seven managers and 16 classified staff. The ESSS organizational chart is available here.

3.   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 (DSP) which reflects the Colleges' Educational Master Plans (EMPs), a process led by the VCESSS 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 to inform policy mandates and data-informed innovative practice centered on student success;
•	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 the District Enrollment Management Committee (DEMC); also served as lead for the IPBM Educational Support Services (ESS) Committee, which has been on hiatus since October 2021. A rebranding plan has been developed and is pending implementation to clarify the committee's charge and delineate responsibilities in relation to the Planning and Budget Committee (PBC), particularly around 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;
   o	Direct coordination in ways that support enrollment growth and target achievement set for the colleges;
•	Coordinate with ACCJC on team visits, stay current on standards and related requirements; provide education on these topics as needed. Coordinate between colleges on reports and attaining BOT approval;

Drive innovative research to identify and implement best practices that expand access and foster student achievement in an evolving global context.

III.   [Prepare students] to acquire workplace knowledge and educational skills.

•   Lead workforce initiatives and reports, such as the required Comprehensive Labor Needs Assessment, to develop robust academic and career pathways in credit and noncredit certificates leading to degrees;

•   Further district-wide partnerships to increase external revenue in support of student success, degree obtainment, transfer rates, and improved outcomes especially for historically underrepresented students.

•   Focus on increased Apprenticeship agreements and labor relationships leading to enrollment growth;

•   Lead the Economic Impact study, including data collection and analysis, resulting in published report on the return on investment for students and community;

•   Secure successive Alameda County Sheriff's Office agreements to ensure FTES and continued employer partnership to shape and influence public safety in the region.

4.   State how your department has supported the Board priorities.

ESSS supports the six 2022-25 Board Priorities.

Continue to support a culture that fosters diversity, equity, inclusion, accessibility, and belonging. ESSS examples:

•   Deliver inclusive anti-racist academic and student service policy and practice alignment between the Colleges; overseeing complex constituency review of more than one hundred and twenty-four (124) Chapter 4 and 5 Board Policies and Administrative Procedures, forming recommendations to the Chancellor ensuring BPs and APs support the culture of diversity, equity, inclusion, accessibility, and belonging;

•   Lead district-wide conversations to develop improved services and program approaches to enrollment management that support student success disaggregated by equity populations;

•   Sustain regular dialogue and contribute tools and expertise to student equity planning; support accountability strategies to address disproportional impact;

•   Model leadership that leads with accountability to all actions that foster diversity, equity, inclusion, accessibility, and belonging.

Expand opportunities that support workforce development. ESSS examples:

•   approved registered apprenticeship programs grew from 11 to 21

•   apprentices (headcount) served increased from 2,406 to 5,324

•   new apprenticeship programs will produce greater numbers of apprentices attending the colleges as they get established, increasing headcount in 2025-26

•   in 2023-24, ESSS realized state and national apprenticeship grant increases to benefit both colleges and EDCE. Revenue increased from $1,188,502 to $3,698,905 - more than double.

•   The district's Apprenticeship Program Growth chart can be found at this link.

•   grant fund investment strategy in Behavioral Health pathways and infrastructure to support in-demand area and engage statewide interests as well as major regional health employers; this is an area with great potential and ESSS is positioning the district to be in a position of recognized leadership and prepare students for key careers aligned to fully developed K-16 pathways.

Advance and support plans that meet the basic needs of all students. ESSS examples:

- educational and strategic planning informed by six primary evidence-based research projects:
  - 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
- guide 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 negotiate the Academic Calendar;
- coordinate with VC Facilities on student housing planning, student surveys, and college planning.

<u>Provide effective management and equitable allocation of district fiscal resources.</u>
<u>Support strategies to attract and retain students.</u> ESSS examples:

- 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;
- facilitate across Colleges the submission of district reports, determine split of categorical funds;
- develop and secure new grants and distribute increased grant revenue to the colleges and district operations
- funds secured supported college priorities through expanded programs and services, increasing capacity on both campuses to serve students;
- continue to generate apprenticeship revenue to support faculty reassigned time and classified positions at both colleges
- secured transfer equity focused grants over $21,500,000 to include new distinct partnerships and elevate CLPCCD's visibility as a strong commited leader in the area of transfer, alignment with state priorities and Vision 2030 goals.
- leverage the following large scale grants to meet priorities of colleges, including dual enrollment:
  - [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 the 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.
    - $479,000 January 2025 approved by the CLPCCD Board.
    - $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

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.

Maintain a focus on student academic vision for success and excellence. ESSS examples:

- 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.
- moved 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).
- 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 one Board Retreat each year; in addition, oversee reports to the Board of Trustees, provide advice to presenters on content and organization (Accreditation, AB705, District Partnerships and resulting grants, Master Plans, Student Housing feasibility, EDCE);
- work with stakeholders to identify key metrics and reporting needs to guide improvements in district output to inform planning and decision-making, including recent work with the Counseling Data Dashboard, Standardized Attendance Accounting, and Common Course Numbering.
- 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;
- liaison with CCCCO on Vision 2030 data sets for the district and leading the foundation for successful participation at the CCCCO regional workshop taking place on April 16-17, 2025.

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

The span and breadth of mandates for a multi-college district continue to center ESSS in a leadership role to guide priorities established by the Chancellor 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.

Accreditation Role
The district's colleges were last visited in the Fall 2022 and reaccredited in January 2023. The VCESSS serves as the District Accreditation Liaison Officer (ALO) leading 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.

In 2025, the colleges are preparing the required Midterm Reports focused on progress and updates on outcomes and institutional planning in alignment to the new ACCJC 2024 standards. The VCESSS and the VPAS' from both Chabot and Las Positas Colleges attended an April 2025 event hosted by the ACCJC and focused on the new standards, storytelling and transparency.

In 2022, the VCESSS shared a district-wide Strategic Planning Cycles chart, working with the college IR managers Rajinder Samra and Brian Goo to guide planning cycles and establish an agreement with the Board at its Spring 2022 Retreat to align internal timelines for the EMPs, the District- wide Strategic Plan, and related plans. The most recent Cycles chart can be found here.

The VCESSS leads the following committees.

FA contractual committees
1. District Enrollment Management Committee and related Work Groups
2. Academic Calendar Committee
Integrated Planning and Budget Modeling Committee
3. Educational Support Services (ESS) Committee (suspended in Oct 2021)
District-wide Committees
4. District-wide Comprehensive Planning Guidance & Coordinating Committee
5. District-wide Accreditation Coordinating Committee
External Partnerships and Resource Development Committees
6. EBCAN Steering Committee
7. Bay Area K-16 Collaborative Co-PI Council

One-time district funds enabled the addition of the Director of Educational Support Systems in July 2023. This role has expanded the district's capacity to integrate tools like Ad Astra and CRM Advise into operational practice focused on student success, and momentum toward data dashboards. The position has strengthened the district's capacity to sustain collaborations that involve data, verification, analysis, continuous improvements, and reporting.

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 has moved 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 K-16 Executive Director, Dr. Agustin Cervantes, is an additional asset to the district leading infrastructure growth for dual enrollment through K-16 grant funded positions at Chabot and Las Positas Colleges, as well as piloting software to scale our high school student enrollments.

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.

ESSS strengths, effectiveness and opportunities
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, they gain $8.10 in lifetime earnings;
- enrollment growth, realized 12% in credit year over year in 2023-24; and 8% in credit year over year in 2024-25;
- CLPCCD is recognized regional and state leader in transfer work;
- EDCE is a 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;
- partnerships with local and regional employers;
- prong CCCCO relations.

Weaknesses
- budget impact of SCFF if targets are not reached;
- adapting infrastructures to new demands;
- current limitations in data systems and staffing prevent ESSS from consistently delivering timely, actionable reports to support institutional decision-making and accountability.

Opportunities
- dual enrollment growth through technology platform adoption;
- invested in practices to increase outcome metrics (SCFF projects);
- build on EDCE relationship with colleges to meet mission and add value to community;
- leverage outside resources and philanthropy;
- further EBCAN and Bay Area K-16 Collaborative to assess outcomes 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.
- Comprehensive Planning, allowing for deep district-wide collaboration on future direction;
- deepen work with regional employers to elevate CLPCCD programs and create synergistic outcomes.

Threats
- As the district moves RSI to FTES, figuring out a way to support the employers and EDCE's overhead and developmental costs;
- Current ESSS infrastructure lacks the capacity needed to fully support data-informed planning across the district – especially in areas such as data collection, analysis, reporting, and tracking. As a result, ESSS is limited in its ability to function as a centralized hub for timely and relevant data sharing between the district and colleges. Without strengthening the ESSS infrastructure, efforts to streamline reporting, align institutional strategies, and promote collaboration around key student success metrics will remain constrained.

6. Identify areas for improvement, and any areas of change or growth.

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 the Chancellor and Board of Trustees. The Chancellor and VCESSS work 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.

As noted in Question 6, the current ESSS infrastructure does not have the capacity to fully support data-informed district-wide planning. While the VCESSS collaborates with the college Institutional Research offices, these teams are already operating at capacity and face challenges meeting district-level reporting needs. Establishing a dedicated planning position would significantly enhance our ability to manage multiple district plans, monitor activities, gather data, and lead with data-driven insights that demonstrate progress and impact. This role would also create cost efficiencies, facilitate leadership dialogue on cross-college collaboration, and provide much-needed support to achieve the objectives assigned to ESSS by the Chancellor.

Previous VCESSS have requested the same which included engagement of a statewide IEPI Team led

by the CCCCD Chancellor at the time, Dr. Helen Benjamin. [Report is posted here for reference](#).

7. 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.

Continuous Improvement Project 1: Strengthening Enrollment Management through Tools and Collaboration; The following strategic initiatives are underway, with full implementation or measurable progress expected by June 30, 2027:
- advance a districtwide, student-centered approach to enrollment metrics and decision-making.
- enhance data tools by expanding dashboards, refining key metrics, and improving visualizations to support enrollment growth, student success, and productivity.
- align FTES targets more closely with the Budget Allocation Model (BAM) to strengthen fiscal planning.
- deepen collaborative planning with CEMC and DEMC to align both colleges around shared districtwide goals and outcomes.
- measure course scheduling improvements to support increased productivity using Ad Astra.
- foster a culture of shared accountability for enrollment outcomes across the district.
- guide implementation of CRM Advise Phases 2 and 3 in collaboration with ITS and PRMG, with a focus on student access and achievement.
- expand functional use of the Counseling Data Dashboard by engaging frontline users and transitioning to a dynamic dashboard platform to enable deeper analysis.
- build dual enrollment capacity at both colleges by leveraging Bay Area K-16 grant funds; launch the identified technology platform pilot, fund key college positions to maximize scale-up efforts, map workflows, and measure growth in the headcount of high school special admit students.

Continuous Improvement Project 2: Apprenticeship Growth; The following strategic goals are in progress, with full implementation or completion anticipated by June 30, 2027:
- position apprenticeship as a key area for post–Hold Harmless enrollment growth, while identifying sustainable funding models to support necessary program management costs.
- attract new and existing programs as a Local Educational Agency (LEA) with a reputation as a high performing district and national recognition to increase reported RSI and thus push over some apprenticeship to FTES reporting.
- enhance data collection and analysis systems to ensure targets are met and program growth is in development with fiscal modeling tools to guide resources and decision-making
- align apprenticeship expansion efforts with districtwide workforce development strategies to maximize participation in statewide initiatives and leverage new funding opportunities.

Future Improvement: Strengthening Capacity for District-wide Tracking and Reporting

As the district continues to expand its planning and accountability efforts, the need for a more robust infrastructure to support data tracking and reporting has become increasingly clear. Looking ahead, building capacity in this area will be essential to meet internal and external reporting demands, support integrated planning, and ensure alignment with institutional goals.

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Investing in dedicated district-level planning capacity would enable the harvesting, analysis, and reporting of key metrics in a more coordinated and efficient manner. This role would serve as a central data delivery hub—connecting district and college constituents with timely, relevant information. At one point the district under the leadership of VCESSS Krista Johns engaged an IEPI group to study such a direction. The [IEPI report](#) recommended the district increase capacity to streamline the sharing of reports, reduce redundancy across departments, and facilitate alignment of strategic priorities across the colleges. This added capacity would empower the district to more effectively track progress across multiple institutional plans and initiatives, including:

- District-wide Strategic Plan
- Educational Master Plans
- Work Experience Education Plan
- Comprehensive Local Needs Assessment Plan
- District Facilities and Technology Plans
- Equal Employment Opportunity and Emergency Preparedness Plans
- EOPS, Student Equity, Success & Support Program Plans
- Transfer Center Plans

Increased planning support would also promote deeper cross-functional collaboration among the Vice Chancellors and District Directors (e.g., ITS, PRMG, Business Services, Facilities, HR), strengthening the district's ability to innovate and respond to emerging priorities. These collaborations are already taking shape through efforts such as the District Enrollment Management Committee, Planning and Budget Committee, Academic Calendar Committee, and work on sustainability, student housing, and sabbatical processes.

Establishing a dedicated position focused on district planning and reporting would not only improve responsiveness and coordination, but also relieve overextended departments, generate cost efficiencies, and support a growing population of students across both colleges with smarter, data-informed strategies.

ESSS History, 2012-2025

<u>ESSS History</u>
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 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).

2024-25 Direct reports to VC Rowland include: Executive Assistant Sanchez, Executive Director Dozier, Director Reed, grant-funded Bay Area K-16 Collaborative Executive Director Cervantes. Please see the Educational Services and Student Success organization chart at this link.

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

DISTRICT PROGRAM REVIEW 2025

DEPARTMENTAL PROGRAM REVIEW REPORT

Name: Owen Letcher

1. **Department:** Facilities, Bond Program and Operations

2. **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. Include a link to your department's current organization chart.**

   Facilites, manages the reporting of district land and buildings to the California Community College Chancellors Office, and coordinates all state funded facilities requests and reporting. Additionally facilities serves as the property manager for 7600 Dublin Blvd, Murray Ranch mitigation land and establishes district standard documents along with the Facilities Master Plans.

   Bond Program, implements the college facilities master planning proposed construction projects from the conceptual design through project closeout. Working with College leadership the bond program staff establishes project priorities, executes contracts and manages the payment process to ensure vendors are contracted and paid in accordance with public contract code.

   Operations, provides staffing and services to maintain all buildings including custodial services, regular, periodic and deferred maintenance repairs to all campus buildings, grounds, parking areas, and sports fields.

3. **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).**

   Each department indirectly supports the District Mission and Vision including academic excellence and student success by providing facilities for student instruction that are adapted and maintained to remain free of distractions to student learning, support on-going learning activities, and meet faculty pedagogy in an ever changing environment.

4. **State how your department has supported the Board priorities.**

   Facilites and Bond Program support the diversity, equity, inclusion, accessibility and belonging by ensuring facilities are safe and provide the necessary facilities for diverse student populations to meet and learn safely. Operations provides support to

all campus student clubs, affinity groups and on campus activities by providing set-up, tear down and clean-up for all events on both campuses.

Facilities and Bond Program provide support for workforce development by providing facilities to meet the needs of workforce training, including the coordination and installation of new workforce training tools and equipment such as Fire Apparatus, Machine Tool Technology, Music Recording Equipment and other specialty equipment for instructional programs.

Operations and Facilities have supported student basic needs by providing delivery and service needs of the on-campus basic needs centers. Facilities has worked with both campuses to facilitate the establishment and growth of the Basic Needs centers, including facility modifications, furniture and equipment installation and storage of supplies and equipment.

All departments manage individual and project budgets to remain within established budgets and fiscal constraints. Facilities reports to the Board of Trustees via published reports the budget status and documents the transfer of bond program funds via a Bond List Revision process.

Attractive facilities, grounds and buildings attract and retain students. Design matters to today's students and new students gathering spaces implemented with new construction or renovation projects have created space for students that have exceeded expectations of the user groups and attract and retain students to the campuses.

Facilities indirectly supports academic vision for success and excellence.

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

   Internal user groups who have the perception that their program was promised something and have not been provided the necessary support by executed project in one impact. Compliance with spending requirements and bond law requirements from external community members is critical. Maintaining operational facilities and cleanliness standards for facilities from internal and external groups can always be a challenge, especially with an aging custodial staff and extended leaves due to illness or injury.

6. **Identify areas for improvement, and any areas of change or growth.**

   Bond Program projects moving into other areas of the campus are areas for growth by engaging other campus user groups and learning more about program offerings for the new divisions that will be engaged in projects.

7. **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.**

   Operationally we anticipate implementing the waste reduction initiative by instituting a three bin waste stream in the coming year. Additionally Climate Core Interns will be implemented (pending funding approval) into the waste and energy reduction projects with the M&O division.

   Bond projects will continue or begin new projects focused on delivering high quality educational environments that mee the whole student experience and needs of the campus (STAM project at LPC and the College Center project at Chabot).

   Facilities will continue to work with the State Chancellors Office on funding of Student Housing and our M&O project at Chabot, along with the statewide climate action planning efforts and impacts to the campus communities.

Supplies Augmentation Request [Acct. Category 4000]

Please list additional/augmented funding requests for categories 4000. Do NOT include conferences and travel, which are submitted in the next section. Justify your request and explain in detail the need for any requested funds beyond those you received this year.

NOTE: Only use this form to add new requests to augment the current department budget.

8. **Supplies Request and Rationale:**

   Supplies for the M&O department including advanced cleaning equipment to achieve greater productivity of staff members executing the cleaning and disinfection of the campus facilities. Transition to electrical powered equipment and move away from fuel oil powered equipment to support climate initiatives.

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

   Aligns with climate goals and the increase in productivity of staff members to decrease the time to clean areas and provide additional support to student activities and events that are scheduled on campus.

Contract Services, Conference & Travel Augmentation Requests [Acct. Category 5000]

Use this section 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.

10. **Listing/Description and Rationale for Contracts and Services:**

    Continued funding of contract services for emergency management and workplace safety in lieu of internal staffing. External consultants can be brought in on an as needed basis for lower cost than a fully loaded staff position with additional costs associated with implementation that cannot be accomplished by the single individual position.

11. **Listing and Rationale for Conferences and Travel:**

    Community College Facilities Coalition Conference in November for multiple staff members provides direct interaction with CCCCO staff and learning opportunities over 3 days that cannot be achieved with onsite. (facilities, bond and operations staff)

    CCFC Facilities Leadership Institute training contains 6 modules taught over 2 years by various community college leaders across the state and includes leadership, legal, planning, funding, design and construction and facilities operations between May 2025 and September 2026. 1 or 2 staff members.

    Project Management Professional Certification for one staff member per year via attendance at 4 day training session and 1 day of testing, typically held within the western US with focus on project delivery and managing construction projects for successful outcomes (project planner/managers)

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

    Above listed services and conferences support the implementation of service excellence and project delivery that exceeds the expectation of campus programs and facilities delivered by multiple divisions across the department.

Technology Requests [Acct. Category 6000]

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.

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

Rave Mobile Alert and Rave App Armour implementation and deployment will require staff time from ITS, College, PRMG, and Facilities to implement and roll out. While the programs are free the implementation is anticipated to take approximately $200,000 in staffing time and consultants to implement all aspects of the program. Additionally due to reporting lags the implementation of BMET software which will download nightly from Banner and produce daily and weekly bond spending reports will increase in need as the program winds down and funding is limited. Anticipated staffing and software expense on an annual basis is $250,000. Summary impact $450,000.

DISTRICT PROGRAM REVIEW 2025

DEPARTMENTAL PROGRAM REVIEW REPORT

Name: Jennifer Druley

1. **Department:** Office of Human Resources

2. **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. Include a link to your department's current organization chart.**

    The Office of Human Resources 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 District Services 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 District Services;
    c. overseeing, managing, and providing service for the day-to-day employment needs of the Colleges and District Services;
    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 contains seven classified professionals.

    • 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.

HrOrgChart - https://clpccdorg-my.sharepoint.com/:b:/g/personal/jdruley_clpccd_org/EWH0bwv7849ImI5bnQRk-ekBMgMvUvYDUS-Ntja5p6oCSg?e=OkWAAo

According to Bloomberg and the Bureau of National Affair's 2018 HR Department Benchmarks and Analysis report, the median ratio of human resources staff to total employee headcount reached an all-time high of 1.5 full-time equivalent (FTE) HR employees for every 100 workers served by the HR department. This increase reflects a growing recognition of HR's strategic role in organizations and can help organizations evaluate whether their HR staffing aligns with industry standards and organizational needs.

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 April 30, 2025, CLPCCD had 1,854 employees. The CLPCCD HR staff to employee ratio is nearly 1:185.

An assessment of data entry for personnel actions and recruitments over the past ten fiscal years is available.

The Office of Human Resources continues to establish, refine and strategically assess priorities to align responsibilities throughout the office. Key processes continue to be reviewed as well as revised as necessary in order to more effectively serve the increasing needs of the two Colleges and District Services.

3. **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 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 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, HR provides leadership and support in the following areas:

• providing high-quality professional services;
• 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 District Services;
• 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.

4. **State how your department has supported the Board priorities.**

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 the services of the Office of Human Resources to provide the professional expertise required to ensure integrated and proactive human resource services and enhance HR visibility and support for the district and its external customers. (Meets Board Priorities 1-6)

Strategy: Increase HR Administrative Team monthly presence at the two colleges and attend district and college-specific events and programs to support our students and employees. Provide and sponsor training opportunities for employees.

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)

Strategy: Ongoing evaluation, updates, and improvements to processes and procedures. Utilize technology and web-based systems to improve processing, accuracy, and oversight. Development of 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)

Strategy: Continue to update and develop a comprehensive and easy-to-use Human Resources webpage. Partner 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)

Strategy: Develop regularly scheduled new employee orientations for all administrators, faculty and classified professionals. Develop and deliver skill-based trainings and mandatory trainings for employees.

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

Strategy: Provide opportunities for the Human Resources team 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 team member.

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

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 the two colleges and 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 District Services.

6. **Identify areas for improvement, and any areas of change or growth.**

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

   • Successfully negotiate successor contracts with labor partners, implement new or revised contract language, and provide training for administrators to ensure correct understanding and application;
   • Partner with ITS to improve and automate processes and procedures with the goal of user-friendly, effective, and efficient systems to improve processing, accuracy, and oversight;
   • Strengthen internal auditing processes;
   • Successful implementation of the effectiveness and metrics review within Component 13 of the CLPCCD EEO Plan;
   • Expand training modules and professional development opportunities; and
   • Communication of Human Resources roles and responsibilities to the two Colleges and District Services.

7. **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. Implementation of Equal Employment Opportunity (EEO) Plan Goals

   Objective: To advance diversity, equity, inclusion, and accessibility throughout the district to enhance innovation, staff engagement, and student success, which are key priorities within the CLPCCD EEO Plan and guided by regulations, policies, and procedures.

Planned Activities and Steps:
• Review and Maintain Compliance with EEO Plan: Continuous review of EEO Plan, specifically component 13 to ensure efforts are being made to meet the pre-hiring, hiring, and post-hiring strategies.
• Diverse Hiring Initiatives: Establish procedures and criteria that support diverse hiring panels, applicant outreach strategies, and accountability checkpoints to minimize bias in hiring processes.
• District-Wide Training: Continue to deliver trainings for hiring committees and managers on unbiased and equitable recruitment practices and eliminating implicit bias.
• EEO Advisory Committee: Continued engagement with the EEO Advisory Committee to monitor implementation and recommend improvements on an ongoing basis.
• Regular Monitoring and Reporting: Track and report EEO-related metrics including an annual report to the Board of Trustees and to the State Chancellor's Office.

This area of focus aligns with best practices as it supports statewide goals promoting a culturally responsive workplace aligning CLPCCD with the California Community Colleges' DEIA framework and ultimately supporting student equity and success efforts.

2. Rollout of Banner Self-Service Employee Module

Objective: Partnering with ITS, empower employees to utilize the new self-service module by giving them direct, on-demand access to their employment information, including payroll, benefits, leave balances, and personal data, through a user-friendly self-service portal. The self-service portal will also serve as the interface to submit electronic personnel actions forms (ePAFs) and FLAC (faculty Load and Compensation) related items.

Planned Activities and Steps:
• Needs Assessment and Coordination: HR will collaborate with ITS and Payroll to assess system capabilities and configure the module based on HR and Payroll functionalities, district needs, and feedback received from employees, accounting for system capabilities.
• User Testing and Review: Conduct thorough testing, ensuring the system is intuitive and compliant with college and district standards and processes. Assess feedback and working with ITS, update the system as allowable.
• Training and Communication: Conduct end-user training sessions and update and provide user guides to support a smooth transition.

This area of focus aligns with best practices as an enhanced system and end-user training will lead to the reduction of manual processing and errors, promote employee engagement through transparency and easy access to personal data, and enhances HR and Payroll service delivery.

Supplies Augmentation Request [Acct. Category 4000]

Please list additional/augmented funding requests for categories 4000. Do NOT include conferences and travel, which are submitted in the next section. Justify your request and explain in detail the need for any requested funds beyond those you received this year.

NOTE: Only use this form to add new requests to augment the current department budget.

8. **Supplies Request and Rationale:**

   N/A

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

   N/A

Contract Services, Conference & Travel Augmentation Requests [Acct. Category 5000]

Use this section 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.

10. **Listing/Description and Rationale for Contracts and Services:**

    N/A

11. **Listing and Rationale for Conferences and Travel:**

    N/A

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

Technology Requests [Acct. Category 6000]

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.

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

    N/A

DISTRICT PROGRAM REVIEW 2025

DEPARTMENTAL PROGRAM REVIEW REPORT

Name: Bruce Griffin

1. **Department:** Information Technology Services

2. **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. Include a link to your department's current organization chart.**

District Information Technology Services (ITS) is responsible for the centralized information systems and services that provide technology solutions for the colleges and district. The current District ITS staff consists of 22 full-time equivalent positions as shown in the organization chart linked below. The biggest change in the last period has been the retirement of the Database Administrator (DBA) and an internal replacement of the position that, in turn, created a vacancy. The search to fill that vacancy, at a lower classification was unsuccessful.

Additionally, ITS migrated its Banner infrastructure to the Oracle Cloud Infrastructure. This was a significant project that greatly increased the systems' reliability and resilience, but has required staff to learn the new environment as it was put into production.

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, management of college technology services and technology initiatives supporting the Measure A Bond projects.

Systems that support the administrative and academic units include:

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. ModernCampus Web Content Management System
11. Portals for Ellucian Experience (MyPortal)
12. Oracle Cloud Infrastructure
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
29. BoardDocs

Org Chart: https://clpccdorg-my.sharepoint.com/:b:/g/personal/bgriffin_clpccd_org/EZTG5xRM5OhCqbHplAJWZ-gBfFtMV0dxq0Mwon6VNR03_A?e=v9rp8l

3. **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).**

ITS contributes to all aspects of the District Mission and Vision through the services it provides. ITS supports collaboration tools like email, OneDrive and the phone systems that make it possible for staff to work together to achieve these goals. Likewise, ITS supports Banner and its associated systems that both facilitate the transactions needed to meet the Mission and Vision as well as provide the data needed to track and make informed decisions.

4. State how your department has supported the Board priorities.

Board Priorities

Continue to support a culture that fosters diversity, equity, inclusion, accessibility and belonging.

- ITS provides support for the Banner system which enables Human Resources in the effort to advance this priority.
- The ITS department also models diversity through its staffing.

Advance and support plans that meet the basic needs of all students

- ITS provides support for CLASS-Web, MyPortal and Zonemail that serve as the interface for students to receive financial aid and conduct business with the colleges and district. MyPortal is web-responsive which facilitates use by students who only have access to a cell phone.

Provide effective management and equitable allocation of District resources.

- ITS supports Banner Finance that is the singular accounting system within the District.

Support strategies to attract and retain students.

- ITS supports both CRM Advise and CRM Recruit which focus or will focus on retaining and attracting students respectively.

Maintain a focus on student academic vision for success and excellence.

- ITS supports the link between Banner Student and the Canvas learning management system. This link enables online learning for students and faculty.
- ITS coordinates academic software purchases on behalf of the colleges.
- ITS maintains the Banner system that records student enrollments, grades and financial aid to move students through their journeys.

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

Key environmental factors include:

- Vendors' moves toward SaaS solutions in nearly every aspect of technology that increase their leverage over us as customers. - Increased Cyber Security requirements pose a threat from both cybercriminals as well as regulators if the organization is found in non-compliance.
- The increase in and need to combat Enrollment Fraud has risen as a top priority both within ITS and across the district.
- The need to provide "non-IT" support for basic operations in some departments. - A seasoned workforce that may see several retirements over the coming years poses the threat of "brain drain" within the department.
- It will be necessary to move major software expenditures out of one-time money to sustain the current administrative software systems.

6. Identify areas for improvement, and any areas of change or growth.

Areas for improvement within ITS include:

- Improve staffing levels to be more responsive to user requests, projects and security-related needs
- Improve support for growing cyber security needs as required by State and Federal agencies
- Improve communication regarding changes and issues impacting users

7. 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.

Key projects within ITS include:

- The rollout of SSB 9 and consolidation of services under "My Portal". This is a key project to modernize the student experience and enhance system security. The key steps are to go through the existing CLASS-Web system and migrate functionality page by page. Once fully in place students, faculty and staff will have access to a state-of-the-art self-service portal utilizing single sign-on to seamlessly move between applications and programs.
- Implementation of CRM Recruit in the SaaS environment with PRMG. Work to fully implement this application moves on two fronts: Establishing the configuration needed

to support student journeys from initial inquiry to applications and migrating on-premises data and set ups to the Ellucian SaaS environment. The project allows for the automation and improved tracking of prospective students to support more efficient enrollment efforts.

- Migration from VMWare to MS HyperV. CLPCCD has used VMWare to virtualize its server environment for many years. Within the last year, Broadcom has purchased VMWare and dramatically increased the price (>$100,000). In response, CLPCCD is moving to a product delivered by Microsoft called HyperV. While VMWare was once significantly better than HyperV, the margin has closed significantly. To accomplish the move, ITS is migrating services from the old system to the environment or eliminating obsolete services entirely. This will avoid the cost increase while maintaining technical currency

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Supplies Augmentation Request [Acct. Category 4000]

Please list additional/augmented funding requests for categories 4000. Do NOT include conferences and travel, which are submitted in the next section. Justify your request and explain in detail the need for any requested funds beyond those you received this year.

NOTE: Only use this form to add new requests to augment the current department budget.

8. **Supplies Request and Rationale:**

   ITS has no requests to augment supplies for the department.

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

   ITS has no requests to augment supplies for the department.

Contract Services, Conference & Travel Augmentation Requests [Acct. Category 5000]

Use this section 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.

10. **Listing/Description and Rationale for Contracts and Services:**

ITS would benefit from an augmentation to Contract Services with an additional $20,000 to supplement efforts with Cyber Security and additional work with the CRM Advise and Recruit products

11. **Listing and Rationale for Conferences and Travel:**

In the past, ITS conference attendance was limited to two conferences, CISOA and Ellucian Live. ITS moved the Banner environment to the Oracle Cloud Infrastructure (OCI) in spring of 2024. ITS would benefit from additional funding for Conferences and Travel to attend the Oracle World Conference scheduled for October 2025 in order to learn new skills and preview enhancements to the service. The estimated cost of attendance for Oracle World is $4000 for two employees.

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

These requests will support the departmental program review by augmenting staff skills in the areas of security and system analysis (CRM applications) as well as providing staff with a much-needed professional development opportunity.

Technology Requests [Acct. Category 6000]

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.

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

ITS is by its nature wedded to technology and purchases on behalf of the District. There are currently no needs for additional equipment <$1000 or software purchases within ITS. However, the District would benefit from replacing the aging A/V control system in the Board Room. This request should not exceed $10,000.

DISTRICT PROGRAM REVIEW 2025

DEPARTMENTAL PROGRAM REVIEW REPORT

Name: Dionicia Ramos

1. **Department:** Public Relations, Marketing, and Government Relations

2. **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. Include a link to your department's current organization chart.**

   SUMMARY OF PRMG OPERATIONS AND MAJOR STAFF DUTIES / RESPONSIBILITIES
   -Support and increase student enrollment, retention, outreach and recruitment from the inquiry phase through completion. We do this via strategic communications and through cyclical advertising campaigns (print and digital)
   -Manage the college/district brand to build awareness and elevate our institution's reputation. This includes managing the visual brand identity and messaging for consistency across the district
   -Public Relations: Maintain a positive public image for the district/colleges through media relations, community engagement, social media management, content creation, and crisis management.
   -Government Relations: Advocate for funding and for policies that remove barriers for students to access higher education and the programs that support the needs of our diverse student body. We do this by supporting/opposing legislation; building strong relationships with elected officials at the local, state, and federal level; and informing our representatives about the impact of our district across our service area.

   SUPPORT FOR ADMINISTRATIVE AND ACADEMIC UNITS
   We support other administrative and academic units through: executive communications (chancellor, presidents and board of trustees); internal communications; press releases and media engagement; program and event marketing; event support; student communications; targeted marketing campaigns; brand management; social media marketing; market research; photography; graphic design; community relations; and government relations.

   SIGNIFICANT CHANGES SINCE THE LAST PROGRAM REVIEW
   Since the last program review, several districtwide projects requiring our support have either newly emerged or have advanced to a new phase. They include:
   -The implementation of winter intercession for fall 2025 (marketing/budget implications)

-The transition to Phase II of Advise requiring more communications support
-The re-start of Phase I of Recruit requiring more planning and collaboration with Student Services
-The implementation of statewide initiatives like the Common Course Numbering Project
-Federal Actions: Fast-moving federal actions have required additional advocacy and communications to students and staff

Our PRMG Department includes:
-Dionicia Ramos, Dir. of PRMG
-Chip Woerner, Dir. of Marketing and Communications (based at Las Positas College)
-Adelina Elo, Dir. of Marketing and Communications (based at Chabot College)
-Bryn Lux, Marketing and Communications Associate

See Org chart: https://clpccdorg-my.sharepoint.com/:b:/g/personal/dramos_clpccd_org/EbJyUJhMkcZBow_UQkTvQToBWn0gvZr9ckCSBYTA7L8_Kw?e=TXeqQK

3. **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).**

PRMG plans, organizes, directs, and evaluates a variety of activities in order to develop and maintain a strong public image for the District and advance the mission-based goals and objectives at the local, state, and national levels. We seek to support academic excellence and student success in teh following ways:

1. Garnering more investment in the colleges
2. Increasing the number of students that inquire, apply, register, and complete
3. Honoring the diversity of our staff and student body through proper representation in our communications and visual identity
2. Building/strengthening community partnerships to help build pathways for students to reach their educational and career goals
3. Support the CLPCCD colleges with marketing and communication infrastructure to promote the college and district offerings, therefore making it easier for students to access information that will help them through their educational journey.

4. **State how your department has supported the Board priorities.**

PRMG is aligned with the CLPCCD Board Priorities, the chancellor's priorities, and the districtwide strategic plan.

1. Support a culture that fosters DEIAB (Board Priority): PRMG develops approaches to elevate diverse student voices, feature success stories, and leverage ambassadors in our marketing and communication efforts. We also support

event/programs that celebrate DEIAB as a retention strategy.

2. Expand opportunities that support workforce development (Board Priority): PRMG strengthens community partnerships by maintaining relationships with the business community and workforce development intermediaries. We also advocate for funding that supports greater access to workforce development.

3. Advance and support plans that meet the basic needs of all students (Board Priority): PRMG educates elected officials and legislative staff about the needs of the district and we help the district become a resource to them as they draft legislation with a focus on advocating for student needs.

4. Provide effective management and equitable allocation of district fiscal resources (Board Priority): PRMG has developed a budget that reflects the need to meet SCFF revenue metrics and keep spending within budget limitations.

5. Support strategies to attract and retain students, faculty, classified professionals, and administrators (Board Priority): PRMG supports this board priority by supporting the colleges w/ marketing and communication infrastructure to support student enrollment/retention and by increasing CLPCCD's brand presence, which helps with recruitment of students, influencers, and employees.

6. Maintain a focus on student academic vision for success and excellence (Board Priority): PRMG identifies and refines effective outreach strategies through our CRM work with Advise, in supporting the Bay Area K-16 Collaborative and EBCAN efforts, and by partnering with college department to support their engagement and retention strategies.

For more details, view the following: https://clpccdorg-my.sharepoint.com/:w:/g/personal/dramos_clpccd_org/ESHIubvMLR9Kg4Cllw-1Ae0BBeBELiIpt5jlHMiQnXZvwQ

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

(External) The target audience we aim to reach is broad and includes prospective students, influencers, community organizations, industry partners, and current students. Catering to such a broad audience requires that we constantly monitor and update our marketing and advertising strategy to ensure that we are reaching our audience and that our message is connecting. Students' decisions to apply, register, and persist is so dependent on a variety of external factors that are outside of our control, and the department is constantly re-imagining our strategy to adjust to those factors. (Internal): We are responsive to the colleges, who have changing needs and requests for more support than our office can provide given capacity and funding. Additionally, each college and leadership team has their own sets of unique college

priorities that impact the work of the director of marketing and communications and requires that they walk a careful balance between serving the needs of the college while addressing the districtwide priorities that our office supports.

6. **Identify areas for improvement, and any areas of change or growth.**

   PRMG will continue to develop processes that will enhance our tactical service delivery for colleges. Examples include but not limited to: Colleges requesting more assistance with collateral development, press releases, photography, graphic design, promotional materials, signage and social media support. We are working to develop self-service templates and tools that allow us to provide a minimal level of support to a larger to meet the growing demand for assistance.

7. **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) In-reach (internal): In leading the implementation project for Recruit (CRM) PRMG is continuing to create new data sets, develop more strategic communications, and establish best practices for interacting with our students with the end goal of enrolling more students and improving their student experience. Through the creation of event registration tools and request for information forms, we'll be able to capture data at the initial point of inquiry for prospective students. This does not currently exist. With this information, we'll be able to provided targeted and effective communication to move students through to application and eventually registration. Creating these new data sets will allow the appropriate college teams to track conversion rates and set targets. By establishing some initial districtwide communication plans, we'll be able to guide other CRM users regarding brand voice and communications best practices. With the work done to date in Advise, we're able to schedule student communications for optimal engagement and raise awareness among staff about best practices for communicating with students as a large organization.

   2) New advertisement strategies: Soon our district will be promoting four different class sessions to students. This will require us to be innovative in our approach given the limited time and resources our department is faced with. Rather than four very different annual campaigns (summer, fall, winter, spring) we will look to build an annual campaign that requires minor adjustments for each term. This will help with our consistency in messaging and brand awareness. We are also undergoing a review of our internal processes for working with our advertising and design vendors to ensure that we can adjust to shorter campaign planning schedules.

Supplies Augmentation Request [Acct. Category 4000]

Please list additional/augmented funding requests for categories 4000. Do NOT include conferences and travel, which are submitted in the next section. Justify your request and explain in detail the need for any requested funds beyond those you received this year.

NOTE: Only use this form to add new requests to augment the current department budget.

8. **Supplies Request and Rationale:**

During the last program review, PRMG requested discretionary funds for the two new directors serving at each college. That additional funding has been vital to help the director manage the volume of work/requests as it has allowed them to purchase new equipment to make their work easier, and providing funding to support professional services such as design and branding. At this point, no additional supplies funding requests are being made for the upcoming year, but we are monitoring how the addition of a winter intersession could impact the marketing budget as it relates to additional costs for including winter intersession into the class schedule printing/mailing or the need to buy advertising for a fourth term versus the three we've been charged with advertising.

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

N/A

Contract Services, Conference & Travel Augmentation Requests [Acct. Category 5000]

Use this section 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.

10. **Listing/Description and Rationale for Contracts and Services:**

At this point we are in a trial phase to understand how our process changes for marketing campaigns might free up some of our budget to allow for the increased costs expected with winter intersession. What this means specifically is:

1. For summer, we currently spend approximately $60,000 to pay for advertising, pay our advertising firm to make those placements, and pay our creative firm to design the assets for summer. We are using this shorter, smaller term as a model for what it could cost us to advertise for a new term, but we're looking to take a more annual approach to campaign planning that might result in design savings. That is still being explored.

2. We pay for the design, print, mailing and postage for two class schedules per year. With winter intersession, we expect that those class offerings would be included in the spring schedule and not as a separate mailing. This may result in just a slight increase in printing and postage costs due to additional pages.

11. **Listing and Rationale for Conferences and Travel:**

The increase in discretionary funds from last year helped our team be able to attend the Community College Public Relations Conference this year and that's an important opportunity for our team. Moving forward, having additional funds for professional development opportunities would be valuable. These include:

For our directors: ACCCA Admin 101 and the Asilomar Women's Leadership Seminar are on the wish list. Both provide greater insight into all aspects of community college, a system they are both new to.

For the marketing and communications associate, there is a desire to continue learning in the design space, so attendance at the annual Adobe conference is a desire.

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

These request support the areas we are looking to grow to be more responsive to the colleges, to support student success, and to continue to align with board priorities. They would allow us to deepen our knowledge, meet SCFF priorities, and expand our capacity.

Technology Requests [Acct. Category 6000]

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.

13. **Summary of request and rationale. Explain how this request correlates with the findings of your departmental program review:**
    N/A