Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: Human Resources and Training
  3. Review Type: President's Office
  4. Program/Departments: Human Resources (67300)
  5. Authority Code: 14-Vice President, Human Resources and Training
  6. External Regulations: Yes □ No __

- Describe:
  The Human Resources program is governed by the Education Code, Government Code, the State Chancellor’s office, Federal and State Employment laws, the Public Employees Retirement System (PERS); State Teachers Retirement System (STRS); Equal Employment Opportunity regulations (EEO); Fair Labor Standards Act; Title 5 regulations; ADA;

- Provide a brief narrative that describes the services provided.

The Human Resources and Training (HRT) department is staffed by an Associate Vice President (AVP) of Human Resources and Training; three (3) Senior Human Resources Specialists and one (1) Office Assistant. The department supports all basic and complex human resources services for 323 permanent employees and 420 temporary employees. The HRT ensures that the district employs the right balance of staff in terms of skills and experience, and that training and development opportunities are available to employees to enhance their performance and achieve the core objectives of the district.

A primary objective of Ohlone College is to create an outstanding learning environment that advances the development, growth, and success of each student. One of the ways in which this is achieved is by ensuring that the college hires and retains highly qualified employees who are supportive and capable of achieving this objective. An important focus of the HRT department is to ensure that all hiring processes are inclusive and rigorous and critical retention strategies are employed.

The HRT department provides a supportive structure to facilitate recruitment and hiring processes, health and welfare
benefits programs, classification and compensation plans, illness and injury prevention programs, training assessment and program development, professional development programs, employee relations and promotional opportunities for both permanent and temporary employees.

Specifically the Human Resources and Training department (HRT) is in place to develop, implement, and document policies and procedures to effectively manage academic and classified personnel. The department ensures compliance with state, federal, education and government codes, Title 5 regulations, collective bargaining agreements, as well as board policies and procedures. The department oversees professional development programs, staff diversity, Title 9 and 504 compliance, workers compensation and health and welfare benefits.

8. **Describe how the program specifically serves students, faculty, staff, or other.**

The department serves students, faculty and staff by providing the following activities and processes:

**Recruitment and Selection:** The general duties and responsibilities of the department is to plan and coordinate the recruitment and selection processes of all district employees; develop recruitment guidelines and processes to ensure equal opportunity and diversity goals are met, while attracting and retaining a high quality workforce.

**Management of employee health and welfare benefit programs:** The department is responsible for the contracting and administration of employee health, welfare and retirement benefit programs to include medical, dental, vision, life, employee assistance program (EAP), disability plans for eligible personnel including retirees. The department must regularly evaluate and make recommendations for plan modifications to ensure cost effectiveness and quality as well as educate employees about benefit trends and get input in managing costs for benefit offerings with input from the joint benefits committee.

**Classification and compensation plan:** A major area of focus for the HRT is the development and maintenance of a comprehensive classification plan for positions within the district. The department conducts studies related to
compensation, benefits and classification of positions and ensures that all job descriptions are compliant with state and federal laws.

**Employee Performance Management:** An important function is the management of employee performance standards. The department provides coaching and annual training for managers in an effort to assist in the completion of annual employee evaluations.

When performance issues are identified, the department assists managers in developing performance improvement plans (PIPS) with achievable improvement goals. The departments’ main goal is to strike a harmonious alignment between individual and organizational objectives for accomplishment of excellence in performance.

**Workplace investigation of complaints** The HRT department is responsible for the prompt investigation of all workplace complaints. The AVP of HRT is one of a team of district employees responsible for the swift resolution of employee and student complaints.

**Personnel files management:** The HRT has custodial responsibility for all personnel records and files. The HR staff develops appropriate record storage and retention systems in order to assure adequate documentation related to employee selection, promotion and separation.

**Professional Development and Training:** A separate Program Review for this component of HRT is covered in a separate review.

**Employee Relations:** The department ensures compliance with collective bargaining agreements that are in place as a result of the meet and confer process. The AVP’s role is to build and maintain effective relationships with unit members to ensure that issues are resolved at the lowest level avoiding unnecessary escalation to grievances.

Specific service to students: The HRT program serves students by offering internships and employment opportunities. Students can be employed to work in various departments through the federal work-study program or general work programs designed for their academic success. Students hired by the college interact with the HRT department on various levels: inquiry for vacancies, completion of hiring documents,
training on district policies and procedures etc. The HRT department is also the place where students who work for the district receive treatment for workplace injuries. The HRT department also hires students to work in the HR department. Students assist the department with filing, answering phone calls and taking notes. Some specialized programs such as Extended Opportunities and Services (EOPS) has placed students to work in the department who are interested in the field of Human Resources. These students come with specific training needs that are then supported through related tasks.

The HRT staff is often asked to conduct trainings for students enrolled in Personal Development (PD) classes. Classes led by the HRT staff include: Preparing for Job Interviews; Interviewing Skills; and Work-Life Balance.

The AVP of HR serves as the complaint officers for matters involving students and staff members. Students can file complaints through the HR office and receive support as needed.

9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?

The HRT department’s greatest strengths lay primarily in the competent technical staff that supports all service delivery. There are three (3) full time senior human resources specialists; one (1) confidential assistant (currently vacant); and one (1) office assistant who are either well established in the field of Human Resources or are actively developing the skills and abilities required. Two (2) of the current employees possess masters degrees and one (1) has an undergraduate degree. In total the HR team has 32 years of service with the district. HRT staff attends on-going trainings to keep current in the field of Human Resources. The HR field is constantly changing due to the impact of new laws, regulations and court decisions.

The team is cross-trained and can support each of the functional area as needed. The AVP receives high level support in key areas such as: recruitment processes, processing of personnel actions, and development of complex reports, workers compensation management, new employee orientations, employee benefits administration, workplace investigations, and other critical administrative duties. This level of support enables the AVP to focus on more global and strategic
initiatives such as; staff planning, labor relations and strategies, problem solving, creation and implementation of new processes, and overall improvement of service delivery and the incorporation of technology to increase efficiencies. Currently, the department lacks in the area of incorporating available technology to the greatest extent possible.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.

The HRT affects all areas of the college. The department is responsible for all aspects of recruitment and selection processes. Each step in the hiring process is governed by state and federal laws and mandates. The State Chancellors’ Office requires that the district follow an approved Equal Employment Opportunity Plan (EEO) in all of its hiring processes. In addition, the hiring processes are further mandated by the regulations in Title V.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The HRT department impacts the community in a variety of ways. One very visible impact is in employment and volunteer opportunities. Community members are interested in working and/or volunteering for the district. On an average, applicant pools are made up of 62% local area residents or from the district’s service area. When a vacancy exists at the district, the community is informed through various modes of advertisements. Local community organizations post current employment vacancies to its members and refer candidates to the district. Providing employment opportunities to qualified community members contributes to the economic vitality of the region.

The surrounding community is made up of a diverse population and therefore impacts the department’s ability to attract and hire diverse employees who are reflective of the student body and communities the district serves.

The HRT also hires local consultants to teach workshops on campus in a variety of areas such as retirement planning,
financial management, team-building, conflict resolution. Local credit unions and banks are invited to come on site to provide services to employees.

• College Mission
  1. Mission Statement
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

  2. Vision Statement
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

  3. Core Values, Goals & Objectives:
     College Core Values
     • We provide life-long learning opportunities for students, college personnel and the community.
     • We promote diversity and inclusiveness.
     • We maintain high standards in our constant pursuit of excellence.
     • We value trust, respect and integrity.
     • We promote team work and open communication.

     College Goals/Objectives
     3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.
        1. By 2011, establish an IT training program for staff and full and part time faculty, enabling them to be more self-directed and capable in IT applications/maintenance.
        2. By 2011, establish an application/selection process for a cohort of interested faculty and staff for training opportunities in leadership development.
        3. By 2012, establish a process whereby all classified staff may access professional development identified in the professional development plan.
        4. By 2015, develop a customer service training program for all front-line departments (Student Services, Administrative Services, and Human Resources)

    4. Briefly describe how the program supports the college mission,
The Human Resources Department supports and contributes the college’s mission, vision and values by ensuring that the district hires and retains highly qualified employees who are well prepared to serve students attending the college. The department oversees the professional development program and is responsible for planning and facilitating a variety of teaching and learning opportunities for all staff. The allocation of funds for professional development is a priority for the district. For the past 3 fiscal years the budget for professional development averaged $25K. Each staff member can apply for funds up to $400 per year to attend off-site conferences and trainings.

The department is responsible for complying with the State’s Equal Employment Opportunity program that ensures that the district has fair and consistent recruitment and hiring practices.

The HRT team engages openly and welcomes input from its internal and external customers. To encourage cross-functional discussions, the HRT team meets regularly with departments such as Information Technology (IT); Payroll; and Business Services to discuss process improvement across departments.

5. Briefly describe how the program supports selected college goals.

College goal 3: Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

The HRT department plans and oversees the Professional Development budget for the district that funds most professional development opportunities for district personnel. Training needs are identified through a district-wide survey of faculty and staff. Professional development funds are available to faculty and staff through an application process. Each full-time staff member can apply for $400 annually for conferences and other trainings. Part-time faculty can get funding up to $250.00.

6. Briefly describe how the program supports selected college objectives.
A lunch-time Leadership discussion group has been meeting since November 2010. This is a small group of administrators and classified staff. The members of this group is very interested in working on researching and developing a formal Leadership Development Program.

The HR department has been exploring district-wide training options for customer-service for employees. The AVP of HR is currently working with the Contract Education department to explore options that are cost effective as well as appropriate for community college staff.

A team of district employees spent approximately four months testing an E-Learning product that the district is considering for continuous IT/Desktop training for all employees. The district subsequently purchased the following licenses for the E-Learn portal for all employees: 30 - Business; 300 Desktop; and 15 IT Professional licenses.

**SkillSoft/Business (30 Licenses)**

This suite of courses is specifically for employees interested in enhancing their job skills. Examples of courses are: Improving Customer Service, Developing Excellent Communication skills, Project Management skill building; Leadership Development etc. The audience for these courses would be managers and other staff interested in developing their skills.

**SkillSoft/Desktop (300 Licenses)**

All employees have access to the Desktop trainings as it offers a wide variety of computer courses such as: Adobe, Microsoft Office products and Apple/Mac software programs. The intent of this suite of courses is to enable all end users to learn beginning to advanced techniques in navigating and using computer software. The courses are self-directed and could be accessed from anywhere. Learning could be done as needed to solve a particular problem or the employee can determine if he/she wants to learn a new software program. Managers can also assign coursework to their employees as part of a professional development plan.
SkillSoft IT (15 Licenses)

This set of courses is particularly geared for the district’s IT staff. The list of courses provide continuous development of IT professionals.

The HR department has been slowly unveiling the E-Learn portal to various employee groups. To date the following employee groups has been provided hands-on demonstration and given their user IDs and passwords: classified staff on Classified Professional Development Day; Adjunct Faculty in August 2012, Academic Deans in May 2012. The other employee groups: full time faculty and managers will be trained prior to the end of spring 2013. The strategy of a slow roll-out was deliberate. The hope was that employees would become proficient and encourage others to use the portal. So far this strategy has worked but in a recent License Consumption Report dated October 31, 2012 (see below) the number of users indicate that more work needs to be done to encourage usage.

There is still a lot of work to be done to introduce employees to this learning portal. As the report indicates the licenses that are specifically for IT staff has not been used, while the SkillSoft Business consumption is almost half. More marketing needs to be done to encourage employees to use the Desktop suite of courses.

Student Learning Impacts

1. Student Learning Impact -
   a. Enter assessment results for "Student Learning Impacts" and analyze student success.

The HR department is responsible for all recruitment and hiring processes. The district’s recruitment and hiring procedures have been standardized to ensure that the district complies with the Chancellor's Office Equal Employment Opportunity plan (EEO). In the past fiscal year the HR department conducted 14 open competitive recruitment processes and received approximately 1,000 applications. This is an indicator that job openings are well advertised and reaches a vast number of applicants.

The district’s employees are well qualified for their positions.
Academic staff must meet the State Chancellor’s Minimum Qualifications or equivalent in order to teach. All of the district’s instructors meet minimum qualifications or has qualified for equivalency. Approximately 38% of the district’s full-time faculty members hold doctoral degrees and approximately 33% hold more than one masters degrees. More than 60% of classified staff has earned college degrees ranging from Associates to Masters degrees.

The College has a strong commitment to continuous learning and professional development of all its employees. Many professional growth opportunities are available during Learning College Week (LCW) at the start of each semester. In addition, the district provides funds for employees to attend conferences, workshops, and courses.

Additionally, academic employees are eligible for sabbatical leave after 6 years of employment. Classified employees are eligible to take Professional Development leave at 50% pay to pursue a college degree or pursue a particular certification(s).

b. Future Action

2. Student Learning Impact -

Recruit and retain highly qualified employees to support a robust teaching and learning environment for students

   a. Enter assessment results for "Student Learning Impacts" and analyze student success.

b. Future Action

• Program Achievement

  1. List area-specific outcomes.

    Recruitment and retention of highly qualified employees to support teaching and learning.

    Effective performance management systems that accomplishes annual performance evaluations for all employees. Additionally, provide support and guidance to manager during the discipline process.
Provide opportunities for promotional advancement within and outside of the organization

2. Identify internal and/or external benchmarks and regulations.

Recruitment and retention is measured by the turnover rate or attrition rate of staffing as well as the number of satisfactory employee performance evaluations conducted.

The district’s turnover rate during stable economic times is approximately 5%. Over the past three fiscal years, the district has implemented several deliberate incentives to reduce staff in order to manage through severe state budget cuts. Prior to 2008, the district’s turnover rate at 5% was significantly below surrounding districts. Additionally, the district’s salary scales reflect the Board of Trustees’ commitment to compensate and retain top level human resource talent.

Classified employees are evaluated annually and each performance evaluation is given an overall rating of: needs improvement, meets expectations or exceeds expectations. For fiscal year 2010-11, approximately 84% of employees, met or exceeded work performance. Employees receiving an overall rating of “needs improvement” are placed on a Performance Improvement Plan (PIP). Employees unable to meet the district’s performance standards are subsequently disciplined and or terminated.

The district provides opportunities for employees to advance within the district and or leave the district for advancement. In fiscal year 2011-12, twenty-one employees were promoted and/or reclassified to higher job classifications, and three employees left the district for career growth opportunities.

3. Enter assessment results for area-specific outcomes and analyze trends.
4. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.
5. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program
can best use these resources.

6. Describe any additional notable program achievements (optional).

7. Additional Program Table Data

8. Future Action
   Current level of focus maintained. Describe.

• Program Analysis
   After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize findings. Use these data and trends to prioritize, revise, or develop new PIOs
   1. Describe program achievements and successes.

   **Recruitments:** The HR Department conducted several simultaneous successful recruitment processes during spring 2012: 7 full-time faculty, 6 administrators, and 6 classified positions.

   **Injury and Illness Prevention Program:** The district’s employee safety and workplace injury committee was revitalized and refocused. In addition, an official Injury and Illness Prevention plan was approved and adopted. The implementation of the IIPP brings the college into compliance with CalOsha regulations.

   **Management Team Training matrix completed:** In fiscal 2011-12, HR developed a Management Training matrix for managers. The focus of the training was developing practical day-to-day skills for managers. The duration of the training was October 2011 – May 2012. Some of the sessions were mandatory and others were optional. Examples of trainings offered:

   • Fair Employment and Housing Act (FEHA) – Accommodations and the disabled employee;
   • Introduction to the Fair Labor Standards Act (FLSA);
   • Hiring the EEO Way – required training for hiring committee members
   • Workplace Violence and Bullying, Prevention, Recognition and Resolution;
   • “GO TO” meeting training and demonstration;
   • Program Improvement Objective (PIO) – How to write and effective PIO;
   • Terminating the Employment Relationship for Managers;
Managing the Marginal Employee;
Preparing effective Performance Evaluations and Performance Improvement Plan (PIP);
Keeping Employees Safe: Injury and Illness Prevention

E-Learn portal: In January 2012, the HR department launched a new web based learning portal for all employees called E-LEARN. The implementation has been deliberately slow to ensure that users are fully trained and comfortable with the software. The portal can be accessed from work or home. The following licenses are available for employees to use:

**Business:** This suite of courses is specifically for employees interested in enhancing their job skills. Examples of courses are: Improving Customer Service, Developing Excellent Communication skills, Project Management skill building; Leadership Development etc. The audience for these courses would be managers and other staff interested in developing their skills.

**Desktop:** All employees have access to the Desktop trainings as it offers a wide variety of computer courses such as: Adobe, Microsoft Office products and Apple/Mac software programs. The intent of this suite of courses is to enable all end users to learn beginning to advanced techniques in navigating and using computer software. The courses are self-directed and could be accessed from anywhere. Learning could be done as needed to solve a particular problem or the employee can determine if he/she wants to learn a new software program. Managers can also assign coursework to their employees as part of a professional development plan.

**Information Technology:** This set of courses is particularly geared for the district’s IT staff. The courses provide continuous development of IT professionals.

The HR department has been slowly unveiling the E-Learn portal to various employee groups. To date the following employee groups has been provided hands-on demonstration and given their user IDs and passwords: classified staff on Classified Professional Development Day; Adjunct Faculty in August 2012, Academic Deans in May 2012. The other employee groups: full time faculty and managers will be trained prior to the end of spring 2013. The strategy of a slow
roll-out was deliberate. The hope was that employees would become proficient and encourage others to use the portal.

**Employee Performance Evaluations process:** The HR department rolled out a new process for annual employee evaluations that was well received by managers. Previously, employees were evaluated based on their original hire or promotion date. Under this system the completion rate for performance evaluations was under 50%. The new system changed the annual evaluations to a set “period” annually. Now the employee evaluation period is from April 1 to June 30 each year. Since migrating to the new system, completion rate has increased to 85% the first year and 98% the second year.

Other program achievements:

Reached agreements on all three bargaining unit contracts. SEIU and CSEA closed until June 30, 2014.

- Benefits committee formed to review current welfare benefit offerings and implement more cost-effective benefit programs.
- Improve knowledge, skills and abilities of Human Resources staff members
- Develop a process for Interactive Discussions and ensure that employees have an opportunity to discuss reasonable accommodations
- Develop and implement a robust new employee orientation – Orientation the Sequel
- Increased training opportunities for individual departments
- Set up funds in the HR budget to oversee the hiring of temporary employees
- Streamlined benefits billing and eliminated late fees to vendors.

2. *According to the evidence, what are the areas needing improvement?*

Several areas in the HR department needs improvement, however, the most urgent area that could be improved is the manual process to process applications during recruitments. On an average the department receives and processes approximately 110 applications per recruitment. The staff time taken to process each application packet is daunting. Each application is received and acknowledged and then
logged in a spreadsheet, complete with demographic information (address, phone and email). As the applicant moves through the review period, each applicant is notified of his/her status by email. An applicant can receive 3-4 different communications depending on their status.

Ohlone College is one of very few colleges without the ability for applicants to upload their application packets. Most colleges have successfully implemented an Applicant Tracking System (ATS) that has reduced the manual processing of application. An ATS will greatly reduce the overall use of paper by HRS and the hiring departments and screening committees. An ATS automatically notifies candidates that their application materials were received as well as inform them of their status from the beginning to the end of the recruitment process. In addition, an ATS will significantly reduce time for screening committee members. To summarize, the implementation of an ATS would: (a) automate and streamline the hiring process; (b) improve candidate communication; (c) efficiently manage position descriptions; (d) develop compliant and defensible audit trails to defend hiring decisions; and (e) reporting capabilities and metrics.

• Program Improvement Objectives:
  1. Objective:
     a. Action Plan
        Year 1:

Review vendors with applicant tracking modules that are compatible with Datatel

Partner with IT to review finalists

Install software

Conduct pilot to test system

Train HR staff
Train Managers

Year 2:
Not applicable

2. PIO Assessment
   a. Future Action

• Outside Review Results 02/13/2012
  1. List each team members name and title.
     Not applicable
  2. Discuss key feedback provided by team and how it was incorporated into the report.
     Not applicable

• Attached Files