All Fields Report

A. Program Overview

Program	Human Resources
Does this program have a CTE component?	Yes
Academic Year	2017/2018
Review Period	6 Year
Service Areas	

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

Academic Recruitment & Human Resources Operations

 The Office of Human Resources (Human Resources) is responsible for all academic recruitment. Human Resources provides assistance and is responsible for all employee processing. Santa Monica Community College District ("The District" or "The College" or "SMC") employees include: full-time faculty, adjunct faculty, full-time and part-time classified staff, academic administrators, confidentials, classified managers, temporary, non-merit, and student employees. Human Resources is also responsible for the employee evaluation process, records management, appropriate placement of employees on the salary schedules, the review of minimum qualifications and/or equivalency, retirement enrollment and processing, employee information/data entry, maintenance of the employee data in ISIS (SMC database), and HRS (Human Resources System – the system that pays) databases and the CalSTRS SEW (Secure Employer Web Site) retirement system.

Benefits

 Employee benefits oversees the educational components, as well as the administration of benefits programs for all eligible District employees, retirees, and their dependents, administers 403b, 457 plans and section 125 plans, maintain billing and invoice reconciliation, manages early retiree reimbursements, processes voluntary deductions, and COBRA.

Compliance

Human Resources is responsible for all compliance activities under federal and state laws and regulations covering employment and unlawful discrimination. Compliance includes training of staff regarding Title 5 (unlawful discrimination), Title IX (sexually related complaints), workplace bullying, mandatory training of staff and students, investigations of complaints (this includes but is not limited to complaints regarding Title 5, Title IX and bullying), and employee discipline matters as they relate to Title 5, Title IX and bullying.

Employee & Labor Relations

The overall responsibility of the Employee & Labor Relations unit of the Human Resources office is multifaceted. The unit

supports the District in maintaining compliance with employment and labor laws and regulations related to leaves. The unit supports the District in maximizing its human capital by fostering constructive working relationships, and promotes training and professional development for all employee groups. The unit is charged with improving employee performance through assisting managers with performance management processes and providing guidance and assistance through contract interpretation, leaves management, and performance intervention processes.

The work of the Employee and Labor Relations Unit supports the ability of the District to carry out its core mission, values & institutional learning outcomes (ILO). This is because employees - consisting of District managers, faculty, classified staff, and other employee groups- is essential to the District's ability to carry out its mission. To continue its effectiveness as an institution of higher education, the District has to be an effective employer, responsible for maintaining compliance with employment and labor laws to help foster and build constructive working environments.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

Goal 1

The Office of Human Resources will promote a climate of collaboration, diversity, equity, and inclusivity among all college constituents.

Goal 2

The Office of Human Resources shall demonstrate a people-centered approach to supporting all stakeholders of the Santa Monica Community College District (SMC) that is proactive and responsive to the needs and culture of SMC.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

Human Resources provides support to all campus operations. Human Resources provides a wide range of services needed to support employees, the employment life-cycle, and that contribute to institutional learning outcomes, supporting goals, and strategic Initiatives.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

1**. EEO Processes Improvement Funding**

Funding to support EEO activities comes, in part, from the California Community Colleges Chancellor's Office. An annual grant is awarded to the District, and aligns with the fiscal year - July 1 through June 30. During the 2017-2018 fiscal year, $50,000 was awarded to SMCCD for EEO activities. The funding supports activities by the District to support EEO training of staff, the printing of brochures and posters to educate students and staff regarding faculty hiring best practices, Title 5 and Title IX development, and it is used for advertising for specific positions within environments that serve diverse audiences. The level of funding is not consistent from year to year, and is tied to available and the EEO activities of the District and the California Community College Chancellor's Office.

2**. Institutional Effectiveness Partnership Initiative Leadership Funding**

The California Community Colleges' Chancellor's Office, through its **IEPI- Institutional Effectiveness Partnership**

Initiative, awarded the District a one-time $50,000 grant to develop a leadership program. This program's goal was to enhance leadership skills of leaders within the institution. With the funding, the Office of Human Resources developed the SMC Leadership Academy ("Academy"). Constituents from every employee group were invited and were represented in the Academy including – academic administrators, classified managers, classified support staff, confidential support staff, campus police, full-time and part-time faculty.

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

B. Saved Information For Populations Served

Area/Discipline Information Pertains To

Human Resources

1. Describe who your area serves (students, staff, etc.) – both directly and indirectly. If pertinent, indicate variables such as ethnicity, race, gender, age of your client base.

The efforts of all Human Resources units and the support of the populaiton served has a foundation tied to student success.

Compliance

The compliance area supports the staff directly, as well as students needing assistance with Title IX, Title 5 and bullying complaints. This area supports the District as a whole by maintaining compliance with federal and state laws and regulations regarding equal employment opportunity, unlawful discrimination against protected statuses, and sexually related complaints. Compliance also covers leaves of absences and employees needing Americans with Disabilities (ADA) assistance. Human Resources continuously works with staff and faculty on leaves, accommodations, and paid and unpaid time off processes for all employee groups. Human Resources provides to employees an understanding of the ADA and leave provisions in the contracts and any applicable State and federal laws. Additionally, Human Resources work one-on-one with supervisors on questions regarding the approval of time off work, the accommodations process and understanding and interpreting the language of the contracts related to leaves. Human Resources analysts have conducted one-on-one and group trainings with new supervisors on the District's leave of absence and accommodations process. Group trainings focused on leaves were also held and available to all employee groups.

Employee & Labor Relations

This area supports all staff, with emphasis on the collective bargaining units: Faculty Association, Classified School Employees Association, the Police Officers' Association and the Management Association.

Recruitment, Operations & Benefits

Human Resources serves the staff of the District directly, and through its efforts, serves the student population.

Human Resources recruits for faculty and academic administrators. (The Personnel Commission recruits separately for all classified staff-managers and support staff). The goal of recruitment is to recruit for and hire the best possible staff. For both faculty and non-academic recruitment, online application systems are used to ensure that, regardless of location,

candidates are able to submit an application.

The Human Resources Operations area support District staff in all employee groups. Human Resources Operations is responsible for the data input to the ISIS and HRS systems, the onboarding of new staff, and engages in customer service on a daily basis to assist staff who have questions pertaining to their employment.

The Benefits team serves all District personnel- Medical, dental, vision, life insurance, and retirements, and other voluntary benefits are supported by the Benefits Team.

2. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

There were no changes to the population served.

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

C. Saved Information For Program Evaluation

Area/Discipline Information Pertains To

Human Resources

1. List your administrative unit UOs.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

The last 6-year program review from 2011-2012 completed by Human Resources did not identify a section for Unit Outcomes (UO). What was identified was a "wish list" and for purposes of the program evaluation section for the current

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2017-18 6-year program review, we will be reflecting on the items on the wish list. The following are the outcomes identified on the wish list:

1. Continue improved communication with all SMC stakeholders, including but not limited to, administration, management, faculty, classified, bargaining units, academic senate, students, and the general public.
2. In accordance with SMC's Educational Master Plan objectives, develop a realistic and comprehensive District Staffing Plan.
3. Ensure that training continues to be a priority and that professional development goals are effectively facilitated.
4. Work towards ongoing improvement of employee relations issues.
5. Continue to work with Campus Counsel to ensure legal compliance and reduction of legal expenses, as appropriate.

2. Describe when and how the program assesses these UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

District-wide and individualized surveying and evaluations are used to assess services provided to the College community. Surveying is attempted on an annual basis and evaluations are provided at all trainings or workshops conducted by Human Resources. There is also an effort to gain qualitative feedback from employee groups, including the unions and academic senate through regularly scheduled meetings and consultations. The management staff in Human Resources all have an open-door policy to discuss critical areas of concern and improvement with the leadership representatives of each constituency. There are also multiple visits to the various offices of the College to provide guidance and assistance.

3. What other evaluation measures does your administrative unit use to inform planning? (For example, completion of program goals, program activity, content review, opinions of clients, etc.) Note your target goals and whether your unit is meeting them.

Planning, development and organizational change is the result of self-assessment and organizational feedback. Human Resources depend on an annual summary to reflect on accomplishments and needed improvements. Human Resources also takes information identified in evaluations and surveys to identify and facilitate needed changes and to build departmental improvement plans. An example is the updating of the Unlawful Discrimination, Title IX and Bullying forms; the changes made to the forms were a result of a procedures review and user feedback. Additionally, changes to trainings and workshops offered to the College community through Human Resources is a reflection of feedback given from the attendees of those events, as well as a needs assessment.

D1. Objectives	
As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.	

D1. Objectives	
Objective: Implementation and review of electronic time keeping system. Status: Completed Comments: Internal (MyTime) system was developed. External (LACOE- Best Project) system is currently under review and development, and encompasses a time-keeping system.	
Objective: Process Manuals for HR Office Operations and Academic Recruitment Status: Completed Comments: On-going process	
Objective: Updating Policies and Procedures relating to Human Resources Administrative Regulations. Status: In Progress Comments: Working with the League to complete updates.	
Objective: Develop student oriented workshop series focused on unlawful discrimination. Status: Completed Comments: On-going	
Objective: Reasonable Accommodation Process. Status: Completed	

Comments: On-going Sought an outside consultant to provide training on obtaining necessary documentation and information related to FEHA/ADA. The role of the Human Resources Analyst is to identify restrictions to make sure that sound decisions are made in the accommodation process, finding a good balance related to the rights of the employees and the needs of the District to ensure that employees are accommodated fully at work.	
Objective: Preparation for Accreditation Institutional Self Evaluation Report and Visit in Fall 2016. Status: Completed Comments:	
Objective: The SMC Diversity Report shall incorporate analytical tools to facilitate more effective diversity recruitment and succession planning. Status: Completed Comments: The Diversity Report is updated every two years.	
Objective: Develop programs which support diversity-focused recruitment of faculty to better reflect the SMC student population. Status: In Progress Comments: Internship program, mentor program and a faculty open house potential candidates will be developed.	
Objective: Increase partnerships and programs that encourage interactions with people from diverse backgrounds by 10%. Status: In Progress Comments:	

None	
Objective: Opportunities to improve institutional knowledge, compliance and relationships will be facilitated through the offering of at least one micro-training opportunity and/or one "Town Hall" meeting scheduled on the main campus and at least one of the satellite campuses during each semester. Status: In Progress Comments: None	
Objective: Implement a policy to decrease the response time to all inquiries and questions from the College community to the office of Human Resources. Status: In Progress Comments: Human Resources operations staff has adopted a procedure of responding to inquiries, emails and request within 24 hours of receipt. Efficient work hours' scheduling has been implemented for operations staff to ensure availability and to enhance customer service.	

D1. Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

Academic Recruitment and Hiring

Human Resources staff has processed more than 1,170 new classified, confidential, management and faculty members since the last program review. Human Resources is responsible for the processing of all temporary, and non-merit employees, including building assignments for **pay** purposes for SMC student workers. Processes were streamlined related to timely receipt of new hire certification, extensions of assignments, student documentation, notice to new/rehired faculty and their department chairs. Human Resources continues to work collaboratively with Financial Aid to ensure that student paperwork is complete and processed timely for pay purposes. Human Resources also coordinates volunteer employment processing.

Improved outreach enabled successful recruitment processes which have attracted more qualified and diverse pools of applicants –faculty and administrative. More recently, the California Community College Chancellor's Office charged all districts with improving faculty diversity which now also includes equity in faculty hiring. In an effort to improve representation and enhance diversity, Human Resources has also participated in all but one of the annual California Community Job Fairs held in Los Angeles since the last program review, and has attended several conferences and workshops geared towards diversity and equity in hiring. Human Resources has also financially supported the attendance

of faculty members to register and do outreach at conferences such as the American Association of Hispanics in Higher Education.

During the last three years, the advertising budget was increased, therefore providing Human Resources with the financial means to advertise in 95% of all sources recommended by the hiring departments.

The Equal Employment Opportunity (EEO) Hiring Training manual is in updated annually. The new hire orientation presentation includes sections on diversity and inclusion, sexual harassment, and sexual assualt and misconduct. There is also a SMC EEO search committee training that includes information on diversity and equity in hiring and identifying and setting aside biases.

Affordable Care Act (ACA)

Under the ACA, the District is required to provide full-time employees, eligible for and enrolled in employer-sponsored health coverage, an information statement-form 1095C. This form contains health insurance information offered to the District's full-time employees. The 2015 tax year was the first year that the District was required to provide the 1095-C statement to our employees and to report this information to the IRS. The District partnered with a third-party vendor, Navigate HCR, to compile and produce the statements, as well as submit the data electronically to the IRS by the deadline date. The District will continue to provide this statement annually as mandated by the Federal government.

Benefits

Over the last several years, the benefits team has implemented major improvements to the District's health benefits vendors, processes and procedures. This has resulted in elevated customer service, significant District savings, and a more streamlined benefits office.

Workshops and Increased Presence on the Main Campus

In addition to the annual benefits resource fair and the open enrollment portal on the SMC website, the benefits team also hosted voluntary benefits workshops to provide our employees with the opportunity to learn more about their supplemental plan options through Pacific Educators, TDS Group, Kinecta Credit Union and SchoolsFirst Federal Credit Union.

The Benefits staff hosted and scheduled annual CalPERS and CalSTRS retirement planning workshops on campus and during the last several years at the FACCC (Faculty Association California Community College) Benefits and Retirement Conference.

Improvements to Processes and Procedures

In 2011, the benefits team made adjustments to our practices for adjunct faculty benefits to account for the fact that many part-time faculty members do not teach in the winter and thus the District did not have a practice in place for collecting premiums for purchased benefits. All adjunct faculty premiums were converted over to be collected eight times per year in the HRS system, instead of ten times, to ensure that the District is collecting premium payments in full.

The benefits team worked with Keygent between 2010 and 2013 to audit our health benefits records and spearhead a clean-up project. After our contract with Keygent ended in 2013, the Benefits unit created internal auditing and reconciliation

processes, saving the District thousands of dollars and ensuring continued accuracy in benefits records and accounting.

In 2014, the benefits team began utilizing Google documents to track all benefits enrollments, terminations, mid-year changes, and retirements so that all benefits staff have access to view and edit records in real-time, as well as easily generate merge documents/correspondence. We also created a "benefits folder" in the shared T-Drive so that all benefits staff can view and save benefits-related documents in one place.

The benefits team made changes to the employee parking deduction and health benefits tables in the HRS payroll system so that parking payroll deductions and health deductions are taken on a pre-tax basis by default.

The benefits team worked with Information Management to design a record keeping system through ISIS to track retirees based on benefits eligibility and the relevant bargaining unit agreement provisions they retired under. 2014-15 was the first year in which the new system was used to process early retiree reimbursement payments and track retiree health benefits records in the database.

Between 2013 and 2015, the benefits team created an 80-page comprehensive Benefits Procedure Manual outlining all department processes and procedures to utilize in training new staff members, as well as ensure consistency and accuracy in times of department turnover.

Health Provider Changes and Plan Improvements

In conjunction with the College-Wide Benefits Committee, the benefits team researched and implemented several improvements to the District's health benefits plans, which are listed below:

- Established a formal relationship with SchoolsFirst Federal Credit Union to allow employees to participate in their Summer Saver program via payroll deduction.
- Improved the District's Delta Dental plan offerings by changing the Delta Premier plan to the Delta Dental PPO plan with a higher annual maximum benefit and 100% coverage for basic and preventative care. Employees enrolled in the HMO plan were given the opportunity to change to the PPO plan during a special election period.
- Assisted in the implementation of the voluntary long term care insurance offering through the vendor, TransAmerica, by compiling necessary employee census and report data. The benefits team also executed the system changes to add TransAmerica as a vendor in the HRS system for payroll deduction purposes and communicated with the TransAmerica billing department to establish the invoicing and billing structure of the plan.
- Changed the District's 403b and 457b administrator from TDS Group to SchoolsFirst FCU effective 07/01/2016. The change resulted in improved customer service and financial advising resources for District employees, in addition to cost savings, as no portion of the administration fees is passed onto employees via payroll deduction. Employee participation in the plan has increased by 15% since the change.
- Changed voluntary benefits and flexible spending account administration from American Fidelity to Colonial Life & Ameriflex after several years or customer service issues with American Fidelity. This has resulted in a better working relationship for the benefits department and more options for employees. We added pre-tax Section 125 transit account as an option alongside dependent care and health FSA. Under the new administration, employees also have faster access to receive payment for claims for dependent care. Employee participation in the Section 125 FSA plan has increased by 40% since the change.

Retiree Benefits Administration

The benefits team created additional communication to retiring employees to better inform them of their benefits into retirement and began meeting one-on-one with retiring employees.

 In 2011-2012 benefits team also improved the early retiree reimbursement process by reconciling payment amounts via the CalPERS monthly billing and our excel tracking sheet, thereby ending the previous outdated and inaccurate method of requiring retirees to send in copies of their monthly CalPERS and CalSTRS pension checks.

 Open Enrollment

The benefits team began sending out annual open enrollment newsletters via U.S. mail to all employees to ensure all staff are informed through multiple methods of communication (e-mail, regular mail, the annual health fair) and can make coverage changes accordingly.

Compliance

Human Resources expanded its educational and training program to include issues relating to Title IX compliance as well as continuing with Title 5 related issues. Board Polices and Administrative Regulations addressing Title IX were introduced, and Human Resources accordingly updated internal protocols (such as for filing complaints), revised and introduced new educational material, revised its website and introduced targeted training programs for faculty, staff and students.

Educational Initiatives for students included the introduction of the Beyond Sex Too Box Series. Presentations occur in Spring and Fall semesters and workshops changed each semester to take into account student evaluations and current issues. The presentation used a "flash mob approach" in the Cayton Center to draw students' attention. Initially workshops focused on Title IX, but have expanded due to its success to include Title 5 issues as well. Human Resources also introduced a "train the trainer" classroom educational program. Selected employees and students who volunteered were trained to be classroom facilitators. Up to two trainers were assigned upon request. Initially this training was offered to Counseling 20 and 11, and was expanded in Fall 2017 to include other departments such as English and Social Science. Human Resources also worked closely with Student Affairs to introduce online training related to Title IX. Educational initiatives ensuring the District is in compliance with Title IX and Title 5 for faculty and staff included targeted management and departmental presentations, as well as providing workshops during Flex and Professional Development days.

Human Resources will continue to expand, revise and update professional development and awareness opportunities to ensure continued compliance for all stakeholders of SMC through its comprehensive educational and training program. Human Resources also engaged in training to staff related to the Clery Act.

Compliance Policies and Procedures Updates

Human Resources updated internal policies and procedures on unlawful discrimination and sexual misconduct, and enhanced policies and procedures for EEO, in consultation with the District Planning Human Resources sub-committee. An updated EEO plan was approved by the Board of Trustees and submitted to the California Community Colleges Chancellor's office in a timely manner to meet our required obligations. A website on Diversity, Inclusivity and Equity was also created.

Electronic Time-Keeping System

Fiscal Services, Information Technology, and Human Resources personnel were directly involved in the implementation of the myTime system designed to meet new federal and state regulatory and audit requirements. Both the Affordable Care Act (ACA) and AB 1522 (pertaining to employee sick time) included specific data collection and reporting mandates that required a system to accurately report temporary employee and student employee days/hours worked and to generate time off for illness. Human Resources was instrumental in providing and interpreting the contractual provisions, Merit Rules, Administrative Regulations and Board Policies pertaining to ill-time and worked with the task force to establish reports.

Faculty Evaluations

The faculty/District collective bargaining agreement requires that Human Resources conduct an orientation that focuses on the evaluation process. The orientation material has been upgraded to include checklists designed to assist committee members and/or sole evaluators in the part-time faculty evaluation process. The checklist assist with adhering to the deadlines and evaluation file completion as mandated by the agreement. Human Resources has offered 12 or more orientations (at the beginning of every Fall semester) to all faculty, especially those serving on a probationary faculty evaluation panel, or full-time faculty members being evaluated. The completion rate of faculty probationary evaluations has been 100% for the last two consecutive years.

Human Resources Operations

Standard operating procedures (written and electronic formats) have been created or updated for auditing and cross-training purposes to ensure improved efficiency in the Human Resources Office. A comprehensive manual now exists outlining all Human Resources operational related processes and procedures. Additional information and updates have also been made to the online on-boarding process.

The Human Resources staff regularly reviewed and updated processes and reconciled systems issues, including the applicant tracking system. Human Resources also worked with Management Information Systems (MIS) to improve the faculty evaluation tracking mechanism and reporting capabilities in ISIS.

Quarterly classified new hire orientations have been offered and well-attended. Supervisors and managers have made an effort to be extremely supportive and flexible, allowing their newly hired staff to attend the half-day sessions. Orientations have included record numbers of Facilities and Operations staff in attendance, which is an improvement from past enrollment numbers for this employee group.

Training and Professional Development

Human Resources continued to highlight leadership techniques for SMC classified and academic managers to improve labor and employee relations through professional development and highlighting best practices. Leadership and management professional development are encouraged to build both individual and institutional knowledge. The Academic Senate Professional Development Committee, with support from Human Resources staff, facilitates two days a year of training and workshops for faculty, once in the Fall and once in the Spring semesters (Classified employees are also invited to participate).

In collaboration with Community Education, Human Resources was able to develop a training series on various topics to

our classified staff. The series was geared towards improving employee skill sets, and health and wellbeing.

In the 2016-17 fiscal year, the classified staff participated in the first annual classified Health Expo and first classified all-staff Professional Development day. The classified Professional Development breakout sessions included topics such as Sustainability and the Bike Breeze Experience, Workplace Bullying/Unlawful Discrimination, Best Practices in Communication, Gender Equity, Team Building, Campus Cyber Security, Classified Upward Mobility, Managing Disruptive Behaviors, and Navigating through our SMC Departmental Process.

Human Resources, in collaboration with the Statewide Association of Community Colleges (SWACC), made available live and web-based trainings to be accessed by all SMC employees.

Human Resources provided individual training sessions for management personnel with topics such as classified Performance Evaluations and Contract Interpretation. Online modules were designed to enhance the knowledge base and supervisory skills of all employees. Topics included:

Conflict Management: Staff to Staff;

Customer Services Overview;

Discrimination Awareness in the Workplace;

Diversity Awareness: Staff to Staff;

Workplace Bullying: Awareness and Prevention;

Workplace Violence;

Title IX and Gender Equity in Athletics;

Title IX and Sexual Misconduct; and

Mandated Reporter: Child Abuse and Neglect.

Human Resources staff was also given opportunities to participate in training and development opportunities, including professional conferences. The conference and workshops following were made available to members of the Human Resources staff:

ACCCA Leadership Conference

American Association of Hispanics in Higher Education Conference

ACHRO/EEO Conference (Association of Chief Human Resources Officers/Equal Employment Officer)

Annual Community College Registry Job Fair

Asian Pacific American in Higher Education Conference

Cultural Competence Summit

Employment Round Table of Southern California

Equal Employment Opportunity and Equity in Faculty Hiring Training

Inclusion Summit

National Conference on Minority Faculty/Staff Recruitment and Retention

NCORE

Southern California Community Colleges District Employment Relations Consortium

UCLA Preventive Collective Conference

SWACC Annual Conference

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

Ten recommendations related to program strengthening were presented in the 6-year review of 2011-12. Since the last 6-year review, the Office of Human Resources has worked consistently to address the recommendations. Human Resources uses the annual reflection summary, program review and satisfaction surveys to facilitate program assessment and improvement.

1. Develop a comprehensive assessment plan that encompasses both the full operation and individual units with identified benchmarks. For those areas primarily delivering a service or training ensure that the assessment modes go beyond a satisfaction survey.

Each Human Resources unit is responsible for engaging in qualitative dialog with their constituents to gain a better understanding of program performance and/or individualized services.

2. Work with appropriate planning bodies to develop a District Staffing Plan.

Staffing plans have been addressed both formally and informally in conjunction with the Personnel Commission (for classified positions), through classified vacancy lists and faculty hiring prioritization process.

3. Identify further improvements to be made to tracking policies for employment leaves.

Employment leaves and absence management is a key part of employment and labor relations. Human Resources was able to hire a leaves and benefits analyst to manage, assess, facilitate and track employee leaves of absences. Through this function came the creation of a leaves management database and resources and forms were updated to make processes more efficient. The leaves and benefits analyst also provides interpretation of relevant collective bargaining agreements and statutes interpretation.

4. Develop a comprehensive list of employment and labor-related policies and regulations to be developed or updated.

Policies and procedures updates are an on-going process. Human Resources has identified and updated Administrative Regulations related to Sexual Misconduct and Drug and Alcohol testing for transportation employees using the participatory governance process. Currently, the District is working with the League to update all Board of Trustees' policies to be reflective of current standards. Human Resources is responsible for policies related to human capital processes.

5. Identify and develop appropriate training for Human Resources staff to improve understanding and update knowledge and changes in the many complex rules, agreements, policies and regulations affecting Human Resources operations.

Human Resources Operations Staff Training

Since the last Program Review, Human Resources instituted "Brown Bag" discussions that also serve as training opportunities for staff. Topics include:

- Onboarding
- Teaching Loads/Faculty Assignments in ISIS
- An Overview to SMC Health and Retiree Benefits
- Complaint filing Process
- How to use the Google Drive
- Unlawful Discrimination and Harassment
- Faculty Evaluation Process
- Budget and Invoice Processing
- Leaves
- Faculty Contract Overview
- CSEA Contract Overview
- Title IX
- Discipline and Due Process

Human Resources staff members were also directed to participate in several online training sessions offered through Keenan SafeColleges. All staff members have successfully completed these sessions:

Discrimination: Avoiding Discriminatory Practices

- Managing Difficult Behaviors
- Sexual Harassment: policy and prevention
- Conflict Management: Staff to Staff
- Customer Service Overview
- Discrimination Awareness in the Workplace
- Workplace Bullying
- Workplace Violence
- Campus SaVE Act for Employees-Sexual Violence Awareness
- Mandated Reporter: Child Abuse and Neglect

- Title IX

LCW Consortium and Employment Round Table of Southern California trainings are also offered to staff.

In addition, every year, Human Resources staff members alternate attending the ACHRO (Association of Chief Human Resources Officers) Fall Training Institute Program. The training provides attendees with quality presentations on current Human Resources issues, as well as opportunities to build networks among other Human Resources professionals. Staff members attended workshops specifically geared to their daily responsibilities, as well as workshops that focus on employment law, compliance topics and practical Human Resources applications for Human Resources/Benefits Specialists and Technicians.

Staff have also attended several LACOE sessions that focus on the many aspects of utilizing the LACOE HRS (Human Resources System) on more than one occasion:

Introduction to HRS

PERS Retirement coding

STRS Retirement Coding

District Benefits and SFS Table Maintenance

Tables – District Maintenance

Employee Data Base Maintenance

In preparation of a new and improved system to handle personnel and financial services for the District, Human Resources staff have also been, and will continue to be involved in the Business Enhancement System Transformation (BEST) Project. The employees in the Human Resources Office have been contributors to the implementation of a new LACOE system that will be used for various operational functions such as position control, time and labor, leave management, payroll, etc. Human Resources has provided input for report requirements, specific customization, review of forms usage and has assisted with the overall process workflow design. This system is expected to replace the current LACOE HRS system.

6. Develop a database for tracking complaints and investigations.

Complaints of bullying, unlawful discrimination and harassment, sexual assault/misconduct, and employee misconduct are the responsibility of Human Resources. A database is kept on a secured shared drive, only accessed by designated Human Resources professionals. The database includes case files with correspondences, reports and case notes. There are also spreadsheets to track the activities.

7. Investigate options for creating an on-line system to facilitate employment processing once a hire has been made.

For several years now, departments have been utilizing the ISIS employment request system to request positions for temporary, non-merit, classified staff and management positions.

The process to request to fill faculty and administrative positions is not an electronic process as of this date. Human Resources has implemented an on-line processing component that enables all staff, including newly hired faculty and administrators to complete several key employment documents online prior to their processing appointment. This decreases the amount of time that a new hire will spend during this process. In addition Human Resources updated its tracking log for faculty positions so that anyone in the office can provide department chairs or new hires with a status update. Human Resources management implemented a 24 hour notice to the new hire and the department chair that authorization to hire paperwork has been received in the Human Resources office. This process was actually implemented for all newly hired employees, including temporary and non-merit employees.

Human Resources utilizes Keenan SafeColleges online database for required trainings for new employees. Human Resources will look for more efficient web-based options for employees after employment to provide efficient services; however, funding for such services may be an impediment.

8. Develop an exit interview process.

The District has an updated exit interview process, checklist and questionnaire as of Summer 2015. The process is outlined in the Human Resources Procedure Manual and includes a key and equipment return process. The exit interview process is only applicable to voluntary resignations and retirements.

 The process consists of 6 sections:

- Who is Eligible for an Exit Interview?
- Notification of Resignation/Retirement
- Initiation of Resignation/Retirement
- Preparation for the Exit Interview
- The Exit Interview
- Post Exit Interview

 9. Develop an integrated Professional Development plan that addresses the institutional culture, and incorporates college initiatives and planning processes.

Human Resources is responsible for identifying professional development opportunities to our stakeholders. Professional development opportunities are identified through surveying and representational discussions with our academic and classified professional development committees. The professional development needs identified are mostly facilitated on institutional professional development days, which are conducted once a semester. There is also attention given to the needs of our managers. Training needs are determined by identifying complex areas of execution for our managers. In the 2015-16 academic year, Human Resources introduced the Management 101 series. The workshop topics included performance management, discipline and due process, and leaves of absences. A new Management 101 series launched in Fall of 2017, with newly added topics like payroll and conflict resolution. Human Resources also secured a $50,000 grant for leadership development. With the grant, Human Resources was able to develop a series of workshops to promote

leadership development.

10. Develop a master training plan for the District.

Plans for training are done on small scales annually due to the changing needs of the environment.

Recommendations for Institutional Support

There were also two recommendations for institutional support.

1. Review the College's relationship with LACOE and determine options for addressing problems with the system, the true cost to the District in terms of staff time, opportunities for errors and inconsistencies, and opportunities for improving efficiency.

The College's relationship with LACOE is always challenging, but improvements to the system are forthcoming. As noted in the Lookback section of this review, a new and improved system to handle personnel and financial services for the District, is on the horizon. Human Resources staff have been, and will continue to be involved in the Business Enhancement System Transformation (BEST) Project. The employees in the Human Resources Office have been contributors to the implementation of this new LACOE system that will be used for various operational functions such as position control, time and labor, leave management, payroll, etc. To date, Human Resources has provided input for report requirements, specific customization, review of forms usage and has assisted with the overall process workflow design. In addition, Human Resources and Benefits staff attended several weeks of workshops that were offered to give feedback and additional specification from to project representatives. This system is expected to replace the current LACOE HRS system (the system that pays) and the Human Resources components are scheduled to go live in January 2019. Errors are expected to decrease due to improved program design and interconnectedness, and the entry process is expected to take less staff time.

2. Support efforts by Human Resources and Payroll to align record keeping and differences in interpretation of leave policies.

Alignment has been improved through intentional and strategic communication between the departments. Human Resources has taken the lead in providing interpretation of contract language and statutes to payroll. There is also regular interactions between the departments to address anomalies and challenges that arise related to leaves of absences. The planned move by LACOE with the BEST Project will make processes more efficient and improve interconnectedness and accuracy.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

Compliance

Additional activities were initiated due to state requirements, compliance, and implementation following Title IX Taskforce recommendations.

These included:

- Review of role and function of Title IX Resource Advisory Group. Revised focus to be on community agencies and

inclusion of other Community Colleges in Region 7, group membership updated accordingly.

- Playing an instrumental role in developing memorandums of understanding with external Title IX resources: Sojourn, Peace Over Violence, and Center for Pacific Asian Families;
- Review and revision of Title IX website to address SMC accessibility standards and update of information to ensure continued compliance with SB 1375 that states: "This bill would require, on or before July 1, 2017, all public schools, private schools that receive federal funds and are subject to the requirements of Title IX, school districts, county offices of education, and charter schools to post in a prominent and conspicuous location on their internet websites specified information relating to Title IX;"
- Invitation to join various organizations as Title IX representative such as SWACC Statewide Association of Community Colleges;
- Education and training on investigating complaints to Human Resources staff and other SMC individuals and/or groups involved with Title IX;
- Ensuring that multiple Title IX deputies were identified and trained to provide information on Title IX for the campus community, to serve as resources and to do confidential intake for Title IX complaints, ensuring compliance with amendments to Title IX requirements;
- Continuing to foster strong, inclusive, collaborative partnerships with Academic Affairs and Student Affairs/Judicial Affairs;
- Generating and publicizing a wealth of resources for survivors of sexual assault/misconduct; and implementing in-depth, advanced-level training on unlawful discrimination, sexual harassment, sexual misconduct and the investigations of complaints.

Human Resources is and has been a leader in the prevention and awareness of unlawful discrimination, sexual misconduct and sexual harassment. Professional development, awareness to students, faculty and staff, and timely responses to unlawful discrimination, sexual harassment and sexual misconduct is a top priority objective. It is very important that the Office continues to focus on effective protective measures to help ensure the safety of our students, faculty and staff.

Human Resources incorporated unlawful discrimination and sexual harassment components into our new employee orientations for all employee groups. The staff in the Office felt that in order for this message of safety to resonate within the employee groups, it needed to start from the beginning of the employment life-cycle for employees new to SMC. In addition, training sessions were conducted for Department Chairs, Management Association members and Academic Departments to spread the message and consequences of unlawful discrimination, sexual harassment and sexual misconduct. Human Resources was able to provide employee groups with tools on prevention and awareness. With a combined effort, we provided live trainings to a total of **158** employees.

New Employee Orientation staff members: **30 attendees**

Management Association members: **38 attendees**

Department Chair members: **28 attendees**

Departments: ESL (**26 attendees**)

           Psychology (**14 attendees**)

          Letters & Sciences (**22 attendees**)

Human Resouces plans to continue to reach out to the entire SMC community with the "discriminaiton free" environment message.

Equal Employment Opportunity Multiple Measures

Human Resources has fully implemented the Multiple Measures certification for the allocation of EEO funding. The Multiple Measures Certification is the process for engaging in and complying with processes that promote EEO measures in the community colleges. The matrix was implemented by the California Community College State Chancellor's Office in 2015 as the model for fund allocation. There are nine multiple methods, including changes to policies and procedures that support EEO and providing EEO focused professional development. SMC has met and continues to meet eight of the nine multiple methods.

Human Resources, through the participatory governance process, updated the EEO Plan with significant changes that were suggested by the State Chancellor's Office and found as best practices in other plans throughout the State of California.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

EEO Multiple Method Allocation Funds- The funding will be used to support activities such as EEO training of staff, the printing of brochures and posters to educate students and staff regarding faculty hiring best practices, Title 5 and Title IX development, and it will be used for advertising for specific positions within environments that serve diverse audiences.

IEPI Leadership Development Funding- The funding is being spent on professional development for internal leaders at SMC. The majority of the funds were allocated to a 7-sessions leadership academy with a cohort of 50 participants. Due to fiscal restraints, the benefits of receiving the extra funding gave us the opportunity to provide leadership development to current and future leaders at SMC.

D2. Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

Human Resources conducted a survey in spring 2017 to solicit feedback on the services provided to the population served. The purpose of the survey was to gather information to be used to make improvements. Participation in the survey was completely voluntary, and the responses were confidential. The survey was conducted online and was offered in hard copy form to visitors of the office.

Human Resources also develops customized surveys for trainings conducted by our office. There is an active effort to solicit qualitative feedback from the population served.

As a result of the survey feedback, the following changes have been made:

Compliance

There was an introduction of specific training related to Title 5 and Title IX. As a result, there is an increased awareness in the areas of unlawful discrimination and sexual assault/misconduct prevention in the College environment. The number of complaints received and investigated by Human Resources from January to June 2017 increased substantially as a result of the awareness. Continued training will be essential to raise awareness of and to communicate changes to Title 5 and Title IX compliance requirements. The development of training material and/or workshops focused on Title 5 and Title IX will be continuously updated to reflect changes in state and/or federal legal requirements and current issues identified and additional concerns as they arise.

Employee and Labor Relations

Human Resources has also developed a Management 101 series to support our managers and administrators with the leadership and development of the employees of the District. The series includes the mandated AB 1825 sexual harassment policy and prevention training. Other workshops that are a part of the series are the following:

-How to handle sexual harassment concerns.

-Review sexual harassment in the workplace

-What to do when confronted with sexual harassment as an individual

-Remedies for victims

-Federal Law/State Law/SMC Board Policy and Administrative Regulations

-Real Life Examples of what can go wrong and what can go RIGHT

Human Resources is also working on the development of micro-trainings to provide helpful in-services on highly sought after areas of service.

D2. Objectives (Moving Forward)

Objective #1
Objective:

Updating Policies and Procedures relating to Human Resources Administrative Regulations.

Area/ Discipline/ Function Responsible: Human Resources

Assessment Data and Other Observations:
UO Assessment Data

External Factors:
Program Review Committee Commendation
Program Review Committee Recommendation
Program Review Recommendation for Institutional Support
Other Factors
User feedback and program outcomes.

Timeline and activities to accomplish the objective: 1-year or as needed

Describe how objective will be assessed/measured: The objective will be measured through compliance with statute, user feedback and effectiveness.

Comments: None

Objective #2
Objective:

Develop programs which support diversity-focused recruitment of faculty to better reflect the SMC student population.

Area/ Discipline/ Function Responsible: Human Resources

Assessment Data and Other Observations:
UO Assessment Data

External Factors:
Program Review Committee Commendation
Program Review Committee Recommendation
Program Review Recommendation for Institutional Support
Other Factors
User feedback and program outcomes.

Timeline and activities to accomplish the objective: 2-years

Describe how objective will be assessed/measured: Surveying and program outcomes

Unit Outcome #1:
Identify diverse applicant pool sources for anticipated faculty job postings.

Unit Outcome #2:
Develop and implement an open house recruitment event.

Unit Outcome #3:
Develop a framework for an internship program.

Comments: Internship program, mentor program and a faculty open house will be developed.

Objective #3
Objective:

Increase partnerships and programs that encourage interactions with people from diverse backgrounds by 10%.

Area/ Discipline/ Function Responsible: Human Resources

Assessment Data and Other Observations:
UO Assessment Data

External Factors:
Other Factors
User feedback and program outcomes.

Timeline and activities to accomplish the objective: 1-year

Describe how objective will be assessed/measured: Objective will be measured by the a comparison of current partnerships to new ones established over the next year.

Unit Outcome #1:
Identify diverse, community-based partnerships.

Unit Outcome #2:
Invite diverse, community-based partners to participate in HR trainings.

Comments: The 2017-2018 Institutional Objectives for the District included this objective: Collaborate with all gender, equity and social justice work-groups to establish a centralized resource center and community space for students and staff who are in need of services pertaining to identity, discrimination, inclusion, gender and social justice issues. This space is to open Fall 2018. Therefore the increase of partnerships will contribute to supporting Institutional Objective like this one.

Objective #4
Objective:

Opportunities to improve institutional knowledge, compliance and relationships will be facilitated through the offering of at

least one micro-training opportunity and/or one "Town Hall" meeting scheduled on the main campus and at least one of the satellite campuses during each semester.

Area/ Discipline/ Function Responsible: Human Resources

Assessment Data and Other Observations:
UO Assessment Data

External Factors:
Program Review Committee Commendation
Program Review Committee Recommendation
Program Review Recommendation for Institutional Support
Other Factors
User feedback and program outcomes.

Timeline and activities to accomplish the objective: 3-years

Describe how objective will be assessed/measured: Training evaluations and qualitative feedback

Unit Outcome #1:
Develop and implement a revised Management 101 micro-training series for managers and supervisors.

Unit Outcome #2:
Provide an open forum style meeting for SMC staff and employees to discuss Human
Resources related issues.

Comments: None

Objective #5
Objective:
Implement a policy to decrease the response time to all inquiries and questions from the College community to the office of Human Resources.

Area/ Discipline/ Function Responsible: Human Resources

Assessment Data and Other Observations:
UO Assessment Data

External Factors:
Program Review Committee Commendation
Program Review Committee Recommendation
Program Review Recommendation for Institutional Support
Other Factors
User feedback and program outcomes.

Timeline and activities to accomplish the objective: As soon as possible

Describe how objective will be assessed/measured: Training and development of Human Resources staff. Tracking logs will be used. Systematic on-going review of processes will be implemented.

Unit Outcome #1:
Human Resources staff will respond to inquiries and questions within two (2) business days.

Comments: Human Resources operations staff has adopted a procedure of responding to inquiries, emails and request within 24 hours of receipt. Efficient work hours' scheduling has been implemented for operations staff to ensure availability and to enhance customer service.

F. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Human Resources developed and facilitated training programs for students and employees.

A primary focus has been working in conjunction with the SMC Crisis Prevention Team (CPT), a student focused assistance program for students in crisis. The CPT includes administrators, classified, managers, and the campus counsel. Human Resources is part of the CPT. CPT also does outreach to faculty and at campus wide events such as Flex/Professional Development Day and Opening Day.

Participates at SMC events such as the Health Fair Day, Flex Day, Professional Development Day, and VIP Day.

Staff participates in various committees: Professional Development Committee, the Classified Professional Development Committee, District-wide Benefits Committee, DPAC, DPAC-HR, Personnel Policies, Sabbaticals, myTime, Classified Evaluation, Crisis Prevention Team, CSEW Hospitality Committee, Title IX Task Force, Title IX Resource Advisory Group, Accreditation Team, Title IX Deputies, Gen-C, Hiring Committees, etc.

Human Resources conducts performance evaluation process training for all employees.

Management 101 is a training program developed by the Human Resources Compliance Unit for management personnel; training subjects include performance evaluations, progressive intervention, unlawful discrimination, and leaves.

Benefits staff members conduct benefits eligibility workshops, often times at the request of the SMC Faculty Association. Human Resources staff regularly participate in the Faculty Association California Community Colleges (FACCC) Benefits and Retirement Conference on the main campus.

CalPERS and CalSTRS retirement planning workshops take place at least once every semester. Representatives from these agencies, as well as other benefits (including voluntary) vendors are invited to campus to inform employees about their services and products.

Classified Orientations are offered quarterly. The New Faculty Orientation is a one day, all day event that occurs during Fall flex week. Members of the college community present on a variety of topics and/or discuss their departmental function.

Human Resources facilitated training programs for students and employees.

Human Resources continues to utilize community organization such as the Santa Monica Rape Treatment Center to co-present at workshops. Human Resources expanded the involvement of community agencies such as Peace Over Violence, Sojourn, Bienestar to co-present at workshops. A representative from Human Resources was invited to participate in a consortium with Peace Over Violence and other local educational institutions for support and resource sharing.

Human Resources engaged in a partnership with Region 8 community colleges for Title IX training and resource sharing. Human Resources also started a partnership with Southern California Title IX Coordinators from community colleges, private and 4 year institutions for Title IX training and resource sharing.

Training and education is provided to various groups within the College such as the Management Association, department chairs, classified staff, faculty departments, and students on identified areas of concern.

Training and education is also provided at college-wide events such as Flex Day, Professional Development Day, and Opening Day. Human Resources also participates at student events such as VIP Day, and the Health Fair, as well as identified special days such as Denim Day, Domestic Violence Awareness Month and Sexual Assault Awareness Month.

Human Resources leads and participates in campus-wide campaigns and events when specific issues arise as identified from complaints received and/or issues recognized through the CPT. For example, Voices of Hope, a play that addressed an understanding of the various types of Sexual Violence, was a collaborative effort among this office, Santa Monica Campus Police Department (SMCPD), Academic Affairs and the Theater department following a series of complaints received by this office.

Human Resources also developed and facilitated the Leadership Academy for internal SMC employees representative of all employee groups.

A representative from Human Resources attends Board of Trustees and Personnel Commission meetings.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Partnerships were formed to ensure intervention and follow up support services for students, as necessary (eg: Santa Monica Rape Treatment Center and Sojourn).

Partnerships were formed to ensure campus was educated about Title 5 and Title IX issues (eg. Santa Monica Rape Treatment Center).

Under Title IX and part of the recommendations from the Title IX Task Force, the Title IX Resource Advisory Group was formed. Members of this group represent faculty, classified, confidential, students and community organizations (such as the RTC and Santa Monica PD).

Board member on the South Bay Human Relations Council (HRC).

Board member on the Employment Round Table of Southern California.

Supervisory Committee Chair for California Credit Union.

Board member on the Lamda Kappa Mu Sorority, Inc., a business and professional women's organization.

ACHRO/EEO (Association of Chief Human Resources Officers/Equal Employment Opportunity)

ACCCA (Association of California Community Colleges Administrators)

SWACC (State Wide Association of Community Colleges)-Risk Management & Human Resources Committees

Southern California Title IX Association

ATIXA- Title IX COnsultative group

Southern 30 (Southern California Human Resources Community College Network)

SCCCD ERC (Southern California Community College District)

Member of Peace Over Violence Campus Collective

3. Discuss the relationship among program staff and unit engagement with other units or areas of the college.

The inherent nature of Human Resources is to develop relations, support employees, and other stakeholders of the SMC community, including students. Human Resources has the unique task of engaging all functions of units and areas of the College to contribute to the wellbeing of its stakeholders. The interactions happen through work groups, consultations, employee and labor relations, compliance, onboarding, professional development, trainings, conflict resolution, and process improvement. Human Resources is also an integral part of all human capital employment lifecycles.

G1. Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Human Resources Operations and Recruitment

Human Resources staff is responsible for all academic recruitment and processes. Sufficient staffing within the department and system upgrades are critical to ensure that the District applicant pools are qualified and diverse. Additionally, a commitment to fund advertising and outreach is imperative to successful recruitment results. Diverse academic personnel contributes to overall student success and better reflects the diverse nature of the student population.

In addition, the application tracking system, PeopleAdmin, must be upgraded. Currently, the district is utilizing an outdated system that impacts the efficiency of the review of the online application materials (specifically the required letters of recommendation), and the accuracy of the system generated EEO/diversity reports.

Compliance

With the numerous changes to State and Federal laws, providing guidance and best practices, it became incumbent upon the

College to engage in proactive change processes to stay in compliance with laws and to maintain an inclusive and safe educational environment for the college. Human Resources made significant changes to better protect our students, faculty and staff members against unlawful discrimination, sexual harassment and sexual assault/misconduct. This is ongoing.

Response to, and addressing complaints, will require ongoing additional resources, institutional support, and training.

Employee and Labor Relations.

Human Resources plans to continue to build relationships of service and support with our faculty, staff and management. We also look for innovative ways to develop training opportunities that are relevant and that enhances knowledge, skills and abilities. Contributing to student success continues to be a driving motivator.

Human Resources is also responsible for responding to multiple public requests for information. Each response necessitates, research, in-depth data analysis and response preparation by departmental staff. The lack of capital and human resources impedes this process.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

1. Update human resources and payroll systems;

2. Upgrade academic recruitment processing system;

3. Additional case management systems for Human Resources staff;

4. Upgrade copiers, printers, scanners, etc.

5. Upgrade computers so that all department computers work on the same version;

6. Upgrade Human Resources Conference room with conference capability;

7. Continue to fund electronic scanning capability so as to address paper file storage management;

8. Physical office space reorganization or expansion;

9. Laptop computers for analysts and management staff;

9. Identify a private office space on the main campus for Human Resources meetings and work.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Human Resources is in desperate need of additional staffing to support the growing needs of our constituents and the multiple changes on federal and state laws. There is also a need to bring our current human resources specialist to a salary that is comparable to the industry. Currently, we expect high turn-over in the human resources specialist classification due to the extremely low compensation.

Additional positions needed to establish successful outcomes and to meet the standards of accreditation in Human Resources are the following:

Human Resources Specialist (2)

Professional Development Coordinator (1)

Administrative Analyst- RFI, Diversity and EEO Focus (1)

Administrative Assistant (1)

Risk Manager/ADA Coordinator (1)

Retirement Coordinator (1)

G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

The goal for the past 10.5 years has been to work towards and to ensure that Human Resources provided outstanding, proactive service and support to the District. This goal has been accomplished and Human Resources staff and management team members perform their work cooperatively and collaboratively. Human Resources functions and operations have a positive reputation within and outside of the District.

What is needed in the future is for people resources (HR) to be better incorporated in SMC's strategic planning and operations. This must move from "implied engagement" to a reality. The participatory governance component of this community college culture and law to an extent has recognized this. There are territorial roadblocks and guidelines (politics, laws, collective bargaining agreements, etc.) which at times inadvertently inhibit moving in a direction that ensures the ongoing fiscal health of the District. This is recognized. Pertaining to human resources, SMC identified an institutional objective this year to include Human Resources planning in all elements of employee planning. This means constructive changes are anticipated. There are ways to implement constructive change. One of these ways is to gradually shift from traditional silo area management to a more inclusive culture shift.

Culture shift starts with all of the employees (faculty and staff) realizing that we are at this District to support the success of our students. Personal and special interests will always be present and a part of this District.

Ongoing Needs

Area Expertise/Compliance

Human Resources must ensure that there is specialized staff available to conduct the investigations of complaints. The process has legal implications with strict time limitations and there is significant potential liability when there is inefficiency in this area.

Employee and Labor Relations

Human Resources works to help build positive relationships between management, faculty, staff and management to ensure that there is a fair and consistent interpretation of the rules, guidelines, policies and procedures.

Academic Recruitment

Human Resources works strategically to engage in academic talent acquisition that ensures effective outreach of qualified, diverse applicant pools. Enhanced recruitment efforts including creative program/activities and faculty involvement are necessary to increase the diversity in our applicant pools, more specifically, the part-time faculty pools.

Professional Development/Training

Program planning will need to continue to focus on expanding the knowledge of all employees with the ultimate goal of getting them the tools needed to enhance the overall commitment to student success. Human Resources seeks to ensure that growth opportunities are provided to District employees for professional and personal enhancement. Knowledge is power and leads to engagement and participation towards established goals. There was a Professional Development Coordinator position that has remained vacant. This position provided excellent coordination and tracking of this service for faculty, staff and management.

Risk Management

Human Resources must become more engaged in the claims administration component of Workers Compensation. So much of this is proactive human engagement with employees that have been injured on the job. There is increased liability when this component is not addressed.

Coordination of Services

Improved coordination of services will allow for less glitches and errors with faculty and staff management.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

1. Update human resources and payroll systems;

2. Upgrade academic recruitment processing system;

3. Additional case management systems for Human Resources staff;

4. Upgrade copiers, printers, scanners, etc.

5. Upgrade computers so that all department computers work on the same version;

6. Upgrade Human Resources Conference room with smart conference capability;

7. Continue to fund electronic scanning capability so as to address paper file storage management;

8. Physical office space reorganization or expansion;
9. Laptop computers for analysts and management staff;
10. Identify a private office space on the main campus for Human Resources meetings and work.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Human Resources is in desperate need of additional staffing to support the growing needs of our constituents and the multiple changes on federal and state laws. There is also a need to bring our current human resources specialist to a salary that is comparable to the industry. Currently, we expect high turn-over in the human resources specialist classification due to the extremely low compensation.

Additional positions needed to establish successful outcomes and to meet the standards of accreditation in Human Resources are the following:

Human Resources Specialist (2)

Professional Development Coordinator (1)

Administrative Analyst- RFI, Diversity and EEO Focus (1)

Administrative Assistant (1)

Risk Manager/ADA Coordinator (1)

Retirement Coordinator (1)

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Human Resources faces increased and ongoing demands for its support services with a reduced budget.

Increased discrimination, harassment and bullying complaints due to education and outreach efforts

Increased obligations and services in Human Resources helps to better facilitate district compliance with local, state and federal regulations.

Results of these efforts include better understanding of the law and individual's rights, broader campus education of applicable laws and rights, and increased numbers of complaints received, reviewed and investigated.

To address the employee and student education component in Title IX requirements, a thorough comprehensive education and workshop program was developed. Therefore, planning is in place to introduce an online training program.

To address the challenge and need to diversify faculty and staff, recruitment planning, a sufficient outreach budget, faculty participation, and creative programming will be necessary for implementation purposes.

Working with the benefits committee to maintain and/or improve District health care costs.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

1. Continue to grow and expand training and outreach addressing discrimination and harassment issues.

2. Focus on reaching a larger group of stakeholders through online training.

3. Become more visual and resourceful to the SMC community.

4. Build competencies and engage in cross training within Human Resources.

5. Add staff to improve processes and services from Human Resources to the SMC community.

6. Find funding to develop systems for hiring and case management that are effective and efficient.

6. Please use this field to share any information the program feels is not covered under any other questions.

Develop programs to ensure more diverse and qualified applicant pools. A District-wide commitment is needed to provide more training for faculty to achieve representation and equity minded competence in the faculty hiring process. There needs to be cross-functional collaboration throughout the District as well as more resources and support offered to the distinct groups.

Since the last 6-year review, the assistant director of human resources was upgraded to director and the employee benefits technician was upgraded to employee benefits coordinator. Also, a compliance administrator/Title IX coordinator and human resources analyst- employee and labor relations were added. The changes were a result of increased demands of the services provided by Human Resources.

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

- The following is Human Resources feedback on our Program review experience:
  - The Program Review SMC team members were very helpful and accommodating.
  - The Curricunet template format is problematic.
  - Curricunet is complicated to use.
  - Curricunet technology is antiquated.
  - Reports in Curricunet are hard to find.
  - The navigation through the Curricunet and the different sections is complicated and not user friendly.
  - The relation between looking back and moving forward creates great redundancy.
  - Spell check is not an accurate tool in the system.
  - The process of program review is not conducive to administrative units.
  - There is no clear section in the system to identify outcomes.
  - The Curricunet objective sections under looking back and moving forward is confusing as it populates one section with the objectives from the other and does the same when objectives are deleted.