Comprehensive Program Review Self-Study Report

HUMAN RESOURCES/RISK MANAGEMENT/PAYROLL

School Year: 2013-14

Part 1 - Division or Area Overview

1.1   Briefly describe how the division or area contributes to the district mission.

- The mission of the Antelope Valley College Office of Human Resources/Employee Relations, Payroll, and Risk Management is providing quality services for a diverse population of employees and students.

1.2   Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.

<u>X</u> Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

<u>X</u> Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

__ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

<u>X</u> Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

<u>X</u> Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.

<u>X</u> Identify career opportunities that contribute to the economic well-being of the community.

1.3   Name of person leading this review
- Mark A. Bryant

1.4   Names of all participants in this review
- Terry Cleveland, Director, Risk Management; Judy Caban, Senior Administrative Assistant; Tina Wilson, Payroll Tech.; Michelle Schulten, Human Resources and Employee Relations Tech.; Ninette Serrao, Human Reources and Employee Relations Tech.

Part 2 - Data Analysis and Use

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Research and Effectiveness (DIERP).

STUDENT DEMOGRAPHIC INFORMATION

Year	Gender	Amer.Indian	Asian	Af.American	Pac.Islander	White	Mex./Cent./So. Amer.	Other/Unknown
2007-2008	Female	246	665	2513	66	4401	3572	11932
	Male	134	459	1337	57	3083	2174	7746
2008-2009	Female	279	731	2772	87	4532	3806	12589
	Male	154	485	1650	67	3240	2485	8481
2009-2010	Female	271	594	2449	75	3722	3138	11585
	Male	146	411	1408	55	2653	2074	8134
2010-2011	Female	278	590	2274	84	3562	2938	10599
	Male	173	413	1431	68	2442	1895	7525
2011-2012	Female	256	430	1714	63	2678	2194	7155
	Male	128	325	978	50	1845	1304	4696
2012-2013	Female	196	347	1258	50	1996	1718	5154
	Male	95	222	674	37	1316	994	3200

DISTRICT HEAD COUNT INFORMATION

Year	Summer	Fall	Intersession	Spring	Annual
2007-2008	6097	13271	3587	13377	20435
2008-2009	7024	14545	4275	14401	21780
2009-2010	7386	15254	925	12204	20205
2010-2011	3712	13796	1834	13674	18430
2011-2012	1818	13494	179	13265	17276
2012-2013	1480	13118	1828	13224	17005

PART-TIME/FULL-TIME FACULTY RATION INFORMATION

PT/FT Faculty Ratio		
Year	Fall	Spring
2007-2008	0.96	0.97
2008-2009	1.01	1.02
2009-2010	1.06	0.86
2010-2011	1.11	1.15
2011-2012	1.07	1.06
2012-2013	1.07	1.11

2.1   Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.*

- FALL 2012 Response – Since the peak of AVC's headcount in 2008-09 there has been a 26.1% decrease in annual enrollment. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Though resources and headcount have diminished, the workload of Human Resources has increased due to external and internal demand for information requests, detailed reports, meetings and presentations, in regards to the campuses change in benefit providers.

  Additionally, the workload of Risk Management has increased as the Director has taken on the registrar duties for adjunct and full-time faculty online safety and health classes for Faculty Professional Development credit through Keenan Safe Colleges, assumed the lead role for emergency drill preparations, implementations, exercises, and education for every employee and student at all 3 District locations, and conducts numerous health and safety training seminars for AVC staff. These additional activities have increased the Director's workload by approximately an additional 50%.

- FALL 2013 Update – The economic situation in California has significantly stabilized with the passage of recent propositions. With a partial return of funding, specifically a 1.57 COLA, and an increase in student enrollment over the same time period as last year, the college was able to offer a more robust summer session, and the student enrollment increase has held for the Fall semester. [insert actual percent increase in student enrollment] The increased enrollment will translate into a need for additional faculty and staff as students return to the community college.
  Additionally, Antelope Valley College has consistently decreased its claims from accidents and injuries since 2007 which has resulted in commensurate decreases in Workers' Compensation insurance rates. In 2006-2007, the College paid almost $400,000 in claims for a total of 35 claims. In fiscal year 2012-2013, the College paid $74,726 for a total of 21 claims.

2.2   Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).

Human Resources

EMPLOYEE INFORMATION AS RELATED TO HUMAN RESOURCES STAFFING

Tax Year	# Employees *(Based on W2's Issued)*	Percentage of Growth	# HR Technicians	# of HR Clerical Assistants	# AVC Employees Served per HR Technician/Clerical Asst.	# Payroll Technicians	# AVC Employees Served per Payroll Technician
2009	1838	-1.76%	3	2	613 / 919	3	613
2010	1709	-7.02%	3	2	569.7/854.5	3	569.7
2011	1626	-4.86%	3	2	542/813	3	542
2012	1554	-4.43%	3	2	518/777	3	518
2013	1565	.71%	3	2	521.7/782.5	3	521.7

NEW EMPLOYEE INFORMATION

Employee Type	# Recruitments		# Applicants		# Employees Hired	
	7/1/09-2/28/10	7/1/12-6/30/13	7/1/09-2/28/10	7/1/12-6/30/13	7/1/09-2/28/10	7/1/12-6/30/13
Classified	15	39	580	1321	7	35
Confidential/Management/Supervisory	2	5	20	86	2	2
Educational Administrators	1	8	28	138	1	4
Faculty – Full-Time, Tenure Track & Temp. 1-Year	3	11	11	173	3	5
Faculty – Part-Time, Adjunct	18	37	118	264	42	39
Short-Term, Non-Continuing, Non-Academic	8	26	506	434	133	171
TOTALS - ALL EMPLOYEE TYPES	**47**	**126**	**1263**	**2416**	**188**	**256**

PAYROLL CHECKS PROCESSED PER FISCAL YEAR BY EMPLOYEE TYPE

Employee Type	2009-10	2010-11	2011-12	2012-13
Classified	4704	4704	4640	4736
Confidential/Management/Supervisory	731	772	767	798
Educational Administrators	263	264	243	209
Faculty – Full-Time, Tenure Track & Temp. 1-Year	2132	2020	2000	1906
Faculty – Part-Time, Adjunct/Overload	6021	5939	5562	5218
Short-Term, Non-Continuing, Non-Academic	903	651	627	631
Student Workers	3801	3661	2751	3008

Risk Management

Training sessions – 36 per year; Average 17 recipients per session. Recipients are predominantly from the Maintenance, Grounds, and Custodial areas with some individuals who are Instructional Assistants from the Technical Education Department and Laboratory Technicians from the Science and Photographic Laboratories.

For the past 3.5 years, the attendance has gradually increased.

Walkthrough Inspections – 6 inspections per semester per District location (i.e. 2 at Main Campus, 2 at Palmdale Center, 2 at Fox Field Site) with each inspection covering ¼ of each facility inspected.

For the past 2 years, the target has been met for the Main Campus resulting in one complete "wall-to-wall" inspection of the entire campus each year and the target has been exceeded for the Palmdale Center and Fox Field Site which have actually received 4 complete inspections each within both years due to their smaller sizes in comparison to the Main Campus.

2.3   **NOT APPLICABLE:** Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.

2.4   **NOT APPLICABLE:** Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success

(students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.*

2.5   **NOT APPLICABLE:** Analyze and summarize trends in student progression through basic skills courses, if applicable.

2.6   **NOT APPLICABLE:** List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.

2.7   **NOT APPLICABLE:** Using the data provided by web link**,** please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

2.8   **NOT APPLICABLE:** Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years.   Comment on how the projections affect your planning.

Part 3 – Outcome Analysis and Use

3.1   **NOT APPLICABLE**: Analyze changes in **student learning outcome** (SLO) and **program learning outcome** (PLO) assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.*

3.2   Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.*

- FALL 2012 Response – Though there has been a broad range of discussion and reporting in support of the action plan item, due to budgetary limitations there has been no movement in purchasing the items.
- FALL 2013 Response – In a review of the 2011 and 2012 annual update documents, and the 2010 comprehensive review, there does not appear to be a systematic practice of data review regarding resource allocation.

Part 4 - Stakeholder Assessment

4.1   Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

- *The most recent survey data is from August, 2009. That survey and data will be reviewed for possible re-issuance during the 2014-15 school year.*

Part 5 - Goals and Objectives

5.1   Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.*

GOALS AND OBJECTIVES IDENTIFIED IN 2010 COMPREHENSIVE PROGRAM REVIEW

- **Short-term**
  - Implementation of department efficiencies and transition toward a self-service culture among employees for HR-related information and transactions through the use of technology EMSG 7
  - Development and tracking of meaningful metrics and benchmarks both internal to the department (turnover rate, days to fill vacant positions, cost per fill, employee diversity, etc.) and external (employee engagement surveys) to provide and objective measure of departmental performance and improvement EMSG 3, 4
  - Development and implementation of a comprehensive employee training program to include: new employee orientation, required compliance training, effective supervision training, diversity appreciation training, and leadership training. EMSG 3, 9
  - Documentation of departmental procedures through project calendaring, internal manuals and as appropriate, Administrative Procedures, EMSG 3
    - Development of a culture of dialogue between Human Resources and the College Community through consistent and effective communication via newsletters, training, and open meetings
    - Development of a comprehensive and coherent web presence for the department to include all functional areas of the service (payroll, recruitment, classification, compensation, benefits, training, and safety). EMSG 7
    - Completion of a skills inventory of current staff and develop a generalist ability among HR staff to allow interchangeable coverage of vital departmental functions
    - Create a staffing master plan to provide appropriate staffing to account for growth in enrollment and support new and existing facilities. EMSG 8

    - **Long-term**
      - Development of a scalable staffing model for college services that more fluidly adapts to changing budget realities and anticipated college growth

- **Payroll:**
  - Changes within the department

- **Risk Management:**

    Short-term (3-5 years) – Three of the short term goals for the Office of Risk Management are: 1) Relocate the Office of the Director of Risk Management and secure a workspace for a secretary. 2) Secure a full-time secretarial position. 3) Purchase 2 computers, 2 monitors, and 2 keyboards to replace the aging equipment now in use by the Director and Temporary Hourly Clerical Assistant III.

    This relocation of the Office of Risk Management would keep its Director close to the Office of Human Resources where the extensive Workers' Compensation files are maintained and with which the Director of Risk Management needs close and frequent contact and facilitate efficient communications between the Director and the Vice-President of Human Resources & Employee Relations to whom the Director reports. Securing a Full-time Clerical Assistant III position to report to the Director serves to directly support the Risk Management function and the current office space is too limited to allow for optimal operation of the office. Purchase of computer equipment will further increase efficiency of the personnel staffing the Office.

    There are discussions in progress regarding the moves of 3 offices, of which the move described above is one, which would open up the 2-office configuration previously mentioned. These discussions could be seen as progress toward the first goal. A Temporary Hourly Clerical Assistant III has been hired to report to the Director for a period of 6 months at 20 hours per week and this could be seen as progress toward the second goal. Purchase of the computer equipment would accomplish the third goal.

    Long-term (10 years) – No direct progress has been made toward the long-term goals. However, by virtue of the short-term goals acting as building blocks toward the long-term goals and there being progress on two of the short-term goals, one could say that the District is moving closer to the long-term goals.

GOALS AND OBJECTIVES IDENTIFIED IN 2012 PROGRAM REVIEW UPDATE

- To recruit and retain a diverse, highly skilled, productive, healthy and efficient workforce
- Fair and lawful treatment of all employees
- Highly effective supervisors, leaders and managers
- Operational excellence in the delivery of all Human Resources services and functions
- Alignment of HR and District policies and processes with the institution's needs and goals
- To protect the District's assets and resources by minimizing the internal and external exposures and associated risks.

Addressing of identified goals and objectives did not take place over the past five years as implied by the nature of the most recent goals and objectives as compared with those identified in 2010.

This appears to be the result of changes in leadership in the department over the past two years. To rectify this issue, the department will undertake a more comprehensive review, specifically to identify workable goals and objectives based on data.

5.2   **NOT APPLICABLE:** List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.*

5.3   List discipline/area goals and objectives **directly related to advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

The Human Resources Department will be working to develop goals and objectives to specifically support District Strategic Goal # 1:

The college as a community will provide students with an environment which supports learning and facilitates student success.

Current (up to three years) Guided by District Strategic Goal #1

Goal A: To establish a master staffing plan process, especially as it pertains to prioritization of positions.

Objectives: 1. Interact with each department/division/area to confirm current staffing accuracy, specifically as it relates to the appropriate organization chart
2. Verify current vacancies, how long the position has been vacant, and the on-going need for the position
3. Identify in each department/division/area current staffing needs and priorities
4. Develop and implement a process for large scale input concerning staffing priorities.
5. Use this information to further refine a three to five year staffing plan for the College.

Goal B: To implement a support structure necessary for the District to be fully compliant with the requirements of the Affordable Health Care Act

Objectives: 1. Perform a workforce analysis to determine current employment practice as it pertains to eligibility of employees for benefits through the ACA.
2. Identify an employee tracking system to help in complying with the ACA
3. Monitor the work necessary for implementation to determine future personnel needs to track employees.

Goal C: To align the disparate information systems throughout the District

Objective: 1. Implement a system that fully integrates the various information systems that the college currently utilizes for tracking employees, payroll, Business, and students.
2. Train employees in the use of the integrated system
3. Work toward internalizing these operations versus operating through the Los Angeles County Office of Education.

Goal D: To protect the District's assets and resources by minimizing the internal and external exposures and associated risks.

Objective: 1. Continue to provide direction and assistance to all departments to facilitate the review and revision of their accident prevention plan effectiveness and the overall disaster preparedness of the Institution.
2. Coordinate and/or provide training and development activities to enable supervisors and employees to improve their skills and abilities in carrying out their present roles and ensure safe and effective work and health habits.

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.*

6.1   List needed human resources. List titles in priority order. <u>Identify which discipline/area goal(s) guides this need</u>.

- **Human resources/Payroll Analyst (Goal B)** – The recently enacted Patient Protection and Affordable Care Act (ACA) and the ensuring Health Care and Education Reconciliation Act of 2010, will create many new compliance requirements. Employers will have to rigorously track their employees' hours, relying on solid databases to document those hours. The data will be critical to prove what the District may or may not owe in Shared Responsibility penalties based on IRS data calculations. Initially, an overall workforce analysis will be required (in progress) and the monthly tracking of all non-regular employees and an annual workforce and analysis will also be required. Also, between 9/2012 and 7/13 the payroll and human resources technicians have performed research and analysis of payroll and HRIS data, and created reports/excel spreadsheets

for request for information from various departments, managers, administrators, classified/faculty union representatives, etc. relating to negotiations, budgeting, state/federal reporting, legal matters, classification studies, working out of classification, overload assignments, salaries and benefits for reassigned instructors, public records requests, etc.. These requests for information are mostly above and beyond the scope of daily routine duties. The amount of tracked time equates to an average of 40 hours per HR/Payroll Technician in a 10 month period.

- Full-time Clerical Assistant III (Goal D) – Clerical support is needed for the Director of Risk Management, particularly as that position works to oversee the current, and on-going training of employees in the District. The lack of dedicated full-time clerical assistance for the Director keeps him occupied with clerical tasks when his time could be better spent performing other activities. This position has been overextended further than in the past as previously described.

6.2   List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

- Goal B: Probable web based vendor that will provide the service necessary to create and maintain data bases for the accurate tracking of employee hours. Specific to the requirements of the Affordable Health Care Act.
- Goal C: Probable web based vendor that will provide the service necessary to fully integrate the various information systems currently utilized on the campus. Specifically as it pertains to payroll and Human Resources issues.
- Goals B and C: Possible upgrades to current computer hardware in the Human Resources Department.
- Goal D: Purchase of computer equipment will further increase efficiency of the personnel staffing the Office of Risk Management.

6.3   List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

- Relocate the Office of the Director of Risk Management and secure a workspace for the Full-time Clerical Assistant III (Goal D) – The current office space is too limited to allow for optimal operation of the office.

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

- Goals B and C: The priority for professional development would depend on which program would be implemented first. They are both important and would each require extensive training.

- Goal D: There is a need for increased funding for professional development so that attendance at seminars and conferences can continue in order to stay abreast of current trends and developments in risk and safety strategies.