

**SERVICE UNIT NAME:** Human Resources

**ACADEMIC YEAR:** 2013-2014

## SERVICE UNIT PROGRAM REVIEW

*Questions regarding forms, calendars & due dates should be addressed to the Kathleen Fenton (ext. 3737) or Gordon Lin (ext. 3713) in the Institutional Effectiveness Office.*

### I. PROGRAM STATUS

Describe how the program supports the college [mission and core values](#).

Human Resources' mission is to provide quality benefits and services to attract, develop, motivate and retain a diverse workforce of excellent employees in support of the mission and core values of Collin College.

This service unit program review will focus on how the three main sub-units of the human resources department work together to accomplish this mission. The three main sub-units of the human resources department are:

- 1.) Employment & Benefits
- 2.) Compensation & HR Systems
- 3.) Professional Development & Compliance

The Employment & Benefits sub-unit of the human resources department supports the college mission and core values by ensuring established employment procedures are followed in order to maintain a high-performing workforce, while complying with applicable policies and employment laws. This unit also coordinates the administration of health and welfare benefits for eligible employees and establishes procedures and guidelines to ensure all staff and faculty members adhere to Collin College's core values and perform their job functions in accordance with the college's standards of excellence. The Employment & Benefits unit strives to attract and retain employees who are committed to the college's mission and who have a passion for learning, service and involvement, creativity and innovation, academic excellence and dignity and respect.

The Compensation & HR Systems sub-unit of the human resources department also attracts and retains a workforce to support the overall college mission and core values by maintaining competitive and equitable compensation structures. In addition to compensation functions, this unit maintains several information systems which are used to post job vacancies and store and report on all applicant and employee data in accordance with record retention policies, procedures and regulations. This unit oversees HR data integrity and record retention, develops system improvements,

assists with and tests system upgrades and maintains information security of all data. The HR Systems unit strives to develop creative and innovative technology solutions to promote departmental and organizational effectiveness.

The Professional Development & Compliance sub-unit of the human resources department supports the college mission and core values by providing district-wide professional development opportunities and programs, primarily for staff and administrators, and coordinating special events involving college employees as well as outside community organizations. This unit also manages the district's performance appraisal process for staff and ensures district-wide compliance with state and college-required training for all employees. Further, the unit has responsibility for ensuring that established complaint/grievance policies and procedures are followed for community members, employees, and students with complaints and/or concerns. The professional development unit strives to offer programs and services that focus on compliance, learning, developing skills and challenging the intellect.

All of these Human Resources sub-units work closely together in support of the college's strategic plan, including encouraging and supporting employee participation in community leadership programs and adherence to the college's Core Values, as well as managing programs to improve the work life environment for college employees, which hopefully leads to an improved experience for Collin College students. In order to attract and retain a qualified and high-performing workforce to support the College's academic programs and student services, Human Resources participates in peer salary surveys and reviews comparable data to ensure externally competitive pay as well as internal equity within the compensation program. Human Resources also engages in focused recruitment advertising to reach diverse communities of professionals who may be qualified and interested as candidates for open positions with the college. The Human Resources team also collaborates and coordinates benefits fairs at fall All College Day meetings, when facilities are available, so employees understand their benefits as part of the college's employee retention efforts.

- A. Program Literature: List all program literature (course schedules, student handbooks, flyers, brochures, catalog entries, etc.) and provide last date updated. All program literature must be reviewed and updated no earlier than three months prior to the program review due date.

**Table I-B: Program Literature**

| Title                       | Type  | Last Updated |
|-----------------------------|---|--------------|
| <a href="#">HR Homepage</a> | HR website home page, which provides links to important human resources information, policies, procedures and guidelines. | Jan 2014     |

| <b>Employment &amp; Benefits</b>  |  |          |
|---|--|----------|
| <a href="#">Employment Homepage</a>                                     | Web page that provides links to recruitment and selection procedures, guidelines and related forms for hiring full-time and part-time staff, faculty and administrators.   | Jan 2014 |
| <a href="#">Performance Management &amp; Employee Relation Homepage</a> | Web page that provides links to performance management and employee relations procedures including annual performance appraisals, employee recognition and employee coaching and discipline.                           | Jan 2014 |
| <a href="#">Benefits Homepage</a>                                       | Provides links, information and forms for medical, dental, retirement, disability and life insurance, leave benefits, workers compensation and other benefits that are available to eligible Collin College employees. | Jan 2014 |
| <b>Compensation &amp; HR Systems</b>                                    |  |          |
| <a href="#">Compensation Homepage</a>                                   | Web page that provides links and information about positions at Collin College, salary ranges, faculty load, TRS guidelines and other information related to compensation at Collin College.                           | Jan 2014 |
| <a href="#">CougarHR</a>  | Online applicant tracking system (ATS) which is used to post job vacancies, manage applicants and produce reports and metrics related to job requisitions and applicants.  | Jan 2014 |
| <a href="#">Job Descriptions</a>  | Online database of all position descriptions including job qualifications and required skills, job duties, responsibilities and salary range for each position.  | Jan 2014 |
| <a href="#">ARGOS</a>   | System used to generate reports of employee demographic and job data from Banner, the college's main human resources information system (HRIS).  | Jan 2014 |

|   |   |          |
|---|---|----------|
| <a href="#">Web Extender</a>                      | Document management system used to store employee records and personnel file documents.   | Jan 2014 |
| <a href="#">Banner</a>                            | Banner is the main human resources information system (HRIS) which is used to enter and maintain employee demographic information, job and salary history.  | Jan 2014 |
| <a href="#">HR Forms</a>                          | Web page which provides links to frequently used benefits, compensation, employment, performance management, professional development and other general HR forms.   | Jan 2014 |
| <b>Professional Development &amp; Compliance</b>  |   |          |
| <a href="#">Complaints</a>                        | Web page that provides links to relevant Board policies, procedures and online complaint submission forms for student, employee and community member complaints, which are tracked and maintained in a complaint database system.                 | Jan 2014 |
| <a href="#">Professional Development Homepage</a> | Web page which provides information and links regarding job-related training, schedules of professional development course offerings, tuition reimbursement procedures and information about attending work-related continuing education courses. | Jan 2014 |
| <a href="#">EEO Training</a>                      | Web page provides information about state-required training.  | Jan 2014 |
| <a href="#">FERPA Brochure, Information</a>       | Web page with links to FERPA brochure, directory information, and FERPA exceptions. FERPA Training is also available through Professional Development.  | Jan 2014 |
| <a href="#">Online Training</a>                   | Web page with information and links to training for supervisors, emergency preparedness, campus security, and general soft skills training, all provided online.  | Jan 2014 |

|   |  |          |
|---|--|----------|
| <a href="#">Tuition Reimbursement Program</a> | Web page citing information about the college's Tuition Reimbursement program, including eligibility and restrictions; form for requesting approval to participate in the program. | Jan 2014 |
| <a href="#">CE Registration Form</a>          | Document used to register internally for Continuing Education courses.   | Jan 2014 |

B. Identify the unit's primary function(s).

The primary functions of each of the three main sub-units of the human resources department are as follows:

Employment & Benefits:

- Ensure established procedures and guidelines for recruitment and selection of staff and faculty are followed. This allows the college to attract and retain a qualified, diverse and high-performing workforce to accomplish its mission and strategic plan, while maintaining compliance with all applicable employment laws.
- Establish and facilitate performance management and employee relations policies and procedures including coaching and disciplinary action. These procedures are designed to involve all staff and faculty in improving organizational effectiveness to accomplish the college's mission and strategic plan and adhere to Collin College's core values.
- Provide health and welfare benefits for eligible full-time staff and faculty including: group medical, dental and life insurance, leave benefits, employee discounts, flexible spending accounts, employee assistance programs, workers' compensation and retirement plans. This allows the college to attract and retain highly qualified employees to support the college's mission and strategic plan.
- Communicate accurate and detailed benefit information to eligible employees about all aspects of each plan at the time of hire, during annual open enrollment, at benefits fairs and throughout the year in employee communications.

Compensation & HR Systems:

- Maintain a position classification structure with appropriate pay ranges for all positions within the college.
- Collect internal and external job information, evaluate new jobs and reclassification requests for the appropriate classification and recommend salary range assignments based on job qualifications, required skills, job duties and responsibilities and market value.
- Maintain compliance with the Fair Labor Standards Act (FLSA), as well as other applicable state and federal laws and regulations regarding compensation and employee records.
- Establish new hire and job change salary calculation procedures by which the college offers competitive salaries to

individuals based on the position's salary range and the selected candidate's level of experience and education. These salary calculation procedures are designed to ensure consistent and objective methods for determining compensation and to maintain internal pay equity.

- Maintain human resources data including employee demographic, job and salary history information, applicant data, recruitment and selection documentation and job descriptions.
- Pull reports from the various human resources information systems to complete salary surveys, metrics and benchmarking and state and federal reports including CBM008 and IPEDS.
- Develop and/or participate in system improvements, upgrades and conversions and maintain information security to prevent unauthorized access and use of data.
- Develop and maintain content of HR website pages, ensuring information is up to date and that content serves as a helpful resource for internal and external users on current human resources policies and procedures.

#### Professional Development & Compliance:

- Provide district-wide professional development opportunities and programs and coordinate special events, such as All College Day, as well as programs involving college employees as well as outside community organizations.
- Ensure compliance with state and college-required training for all employees.
- Establish complaint/grievance policies and procedures for community members, employees, and students.
- Ensure that all employees are knowledgeable in the areas of preventing harassment and discrimination, as well as understand FERPA requirements in protecting student records.
- Provide training for supervisors and leaders in areas such as performance management, leaves and benefits, employment processes, and campus safety.
- Prepare and manage the college district's Affirmative Action Plan.
- Manage the annual staff performance appraisal process and employee service awards program.
- Offer various online and classroom training options to enhance employees' knowledge and skills in topics such as computer software programs, time & stress management, customer service skills, communication skills, and active listening skills.
- Research resources to meet the unique individual or departmental learning needs of employees; coordinate enrollment for Continuing Education courses; communicate across the district various learning opportunities; and educate employees regarding processes, eligibility and costs for professional development.
- Provide oversight for all complaints received by any person (including students, faculty, staff, or third party).
- Be available to meet with students who believe sexual harassment or assault has occurred.
- Upon receiving notice of potential acts of sexual harassment or assault, either personally investigate the incident, or oversee the investigation.
- Review all complaints received to identify and address any patterns or systemic problems.

Research how three peer colleges handle this unit's functions. Identify the colleges and describe the similarities, the differences and any practices that might be advantageous to Collin College.

Employment & Benefits: Compared to San Jacinto College, Tarrant County Community College, Austin Community College

Similarities to peers:

- Employee benefits at public community colleges in Texas are administered by Employees Retirement System of Texas (ERS). Therefore, basic group benefit plans are very similar at all peer community colleges that were reviewed.
- Collin College is an equal opportunity employer and seeks applications from all qualified candidates regardless of race, color, sex, religion, age, national origin, disability or veteran status. All of our peer institutions have similar EEO statements posted on their HR employment websites relating to their commitment to equal employment opportunity and diversity in the workforce.
- Like Collin College, all of the peer institutions researched require applicants to apply online for positions online in order to be considered.
- Tarrant County College's published guidelines for recruiting, screening and hiring staff were generally the same as Collin College's. Tarrant County's hiring managers screen and interview candidates and make a hiring recommendation through the human resources office, which is routed through the appropriate approval path.
- The peer colleges reviewed also use search committees/selection committees for full-time faculty positions and ongoing recruitment for "pools" of qualified part-time associate faculty.

Differences from peers:

- Tarrant County College combines its benefits and compensation functions into one sub-unit that manages health benefits, workers' compensation, retirement, leaves and compensation classification.
- Collin College uses search committees for full-time faculty and administrator positions similar to most peer schools. However, Austin Community College indicates they use search committees for staff positions as well.
- Although the ERS group benefit plans are similar, benefit differences at peer colleges are found in local policy such as sick leave, vacation and holidays. Significant differences were found between Collin College and Austin College, Tarrant County College and South Texas College. Collin allows 16 holidays per year, accrual of up to 528 sick hours and annual accrual of vacation hours from 96 up to 168 hours per academic year. In comparison, Austin College allows accrual of up to 1200 sick hours, 120 to 160 vacation hours and 19 holidays. Tarrant County College provides maximum sick accrual of 720 hours, vacation ranging from 80 hours to 160 hours per year and 24 holidays. South Texas College provides maximum sick accrual

of 720 hours, 144 vacation hours per year and 23 holidays.

#### Compensation & HR Systems: Compared to San Jacinto College, Tarrant County College and Austin Community College

##### Similarities to peers:

- Tarrant County, San Jacinto and Austin Community College's full-time staff compensation plans includes job families with minimums, midpoints and maximums, similar to Collin College's current compensation plan. They did not all have different job families like Collin College, but their general pay grade structures were similar.
- The peer colleges also conduct periodic market surveys to ensure similar pay structures for similar positions in order to be competitive.

##### Differences from peers:

- While Collin College compensates full-time faculty for graduate hours above a master's degree, San Jacinto has slightly different compensation milestones for additional graduate hours.
- At Collin College, there is no faculty ranking system. Collin College provides additional compensation credit for education and experience levels. Tarrant County has a similar education and experience structure for faculty compensation; however, they have faculty ranks associated with each educational level. Their ranks are: instructor (master's), assistant professor (master's + 24), associate professor (master's + 48), and professor (doctorate).
- Tarrant County College also has a different compensation structure for adjunct faculty and extra-service assignments. They have various contact hour rates based on education level. They also allow for equivalencies in lieu of education for each level. For example, even if an associate faculty member only had a master's degree, with experience, that faculty member could move through the various pay levels.
- Austin Community College also implemented an adjunct compensation plan and ranking system with various levels based on education or experience. In addition to the levels, they also have various adjunct rates for arts and science, workforce and health science disciplines. Different adjunct rate levels may be advantageous to consider for attracting and retaining adjuncts with higher levels of education and experience; however, it would be a significant challenge to administer and maintain accuracy of in Banner and when entering assignments into faculty load.
- San Jacinto College states that its compensation program recognizes teaching excellence and years of service to the college, while Collin College's faculty program currently bases its compensation on education and experience, as well as annual general pay increases, when approved by the board, for all employees who meet performance expectations in their position.
- The most notable difference from our peers in the HR systems area is that each college uses different talent management and HRIS systems.



## Professional Development & Compliance: Comparison to Lone Star College, Tarrant County College, and San Jacinto College

### Similarities to peers:

- Lone Star College provides a variety of professional development opportunities to its faculty and staff, using similar resources such as internal workshops, conferences, and quick references guides, as Collin College provides. In addition, Lone Star offers programs to support current and emerging leaders.
- Tarrant County College also offers resources for professional development and continuous learning opportunities for all its employees, including training through its Professional Development Center and coordination of training offered by other departments in the district or through external vendors.
- The HR department of San Jacinto College, like Collin College, focuses primarily on staff development, although some development activities focus across the district, including both staff and faculty.

### Differences from peers:

- Lone Star College offers an Adjunct Certification Program to provide professional development opportunities focused specifically on adjunct faculty. This program is designed to develop and enhance their teaching effectiveness. Collin College invites all adjunct faculty to the professional development activities designed for full-time faculty; in addition, Collin College holds one Saturday faculty development activity each March to enable adjunct faculty unable to attend weekday activities the chance to participate in professional development.
- Tarrant County College differs from Collin College in that it offers a Tuition Waiver Program that allows full-time budgeted employees who have completed 12 continuous months of service to enroll tuition-free in a maximum of eight semester hours during any single term, so long as all classes are outside the employee's normal working hours. At Collin College, a Tuition Reimbursement Program is offered to all full-time employees who have completed 90 days of employment, with reimbursement paid at the current rate of a maximum of \$400 each year.
- San Jacinto College organizes its professional development activities by focusing on leadership development, team development, and organizational development. They use assessment tools of various types, including 360-degree feedback, as well as a mentoring program and specific development plans for their current and emerging leaders, with a competency-based focus. The team development efforts focus on interpersonal skills and teambuilding exercises.

## II. INSTITUTIONAL DATA

A. Gather any relevant, available information for the unit. Possibilities include:

1. Student Satisfaction Surveys
  - a) IE Student Satisfaction Survey 2010 and 2012
  - b) Noel-Levitz Student Satisfaction Surveys
  - c) IE Faculty/Staff Satisfaction Surveys
2. IPEDS Data
3. Unit-level Data, if available
  - a) Audit Reports
  - b) Periodic Unit Reports for supervisory chain
  - c) Point-of-Service Unit Surveys
  - d) Number of delivered service units by function
  - e) Cycle or response time for service or product delivery completion
  - f) Number and types of complaints
  - g) Time to resolution of complaints by type

### III. PROGRAM RESOURCES SINCE LAST PROGRAM REVIEW

A. Partnerships Resources: List all university/business and industry partnerships and describe them.

**Table IV-A: Partnership Resources.**

| University/Business & Industry | Partnership Type | Special Requirements |
|--------------------------------|------------------|----------------------|
| Not applicable                 |                  |                      |
|                                |                  |                      |
|                                |                  |                      |

B. Employee Resources: List program employees (full- and part-time), their role, credentials, and professional development activity during the last four years.

**Table IV B: Employee Resources**

| Employee Name | Role in Program                       | Credentials   | Professional Development since last Program Review                                       |
|---------------|---------------------------------------|---|--|
| Kim Davison   | VP, HR & Organizational Effectiveness | M.S. Labor and Industrial Relations<br>B.S. Secondary Education (Economics and Business)<br>30+ years of related experience | College Business Management Institute<br>(40 hours per year for three years, 2011-2013). |

|                 |  |   |  |
|-----------------|--|---|--|
| Norma Allen     | Associate VP, HR & Organizational Development                | <p>J.D. Law</p> <p>M.B.A. Business Administration</p> <p>B.S. Business Administration</p> <p>Senior Professional in Human Resources (SPHR) Certification</p> <p>Member of State Bar of Texas</p> <p>18+ years of related experience</p> | <p>ACE Graduate, Collin College</p> <p>SPHR recertification credits, annually</p> <p>CUPA HR Conference</p> <p>CUPA HR Western Region Board Member 2013-2014</p> <p>University of North Texas Law Conference, annually</p>   |
| Rachael Lipsett | Assistant Director, HR/Employment & Benefits                 | <p>B.S. Human Resources Management</p> <p>12 years of related experience</p>  | <p>PHR recertification credits, annually</p> <p>HR Boot Camp – CUPA HR</p>   |
| Sheri Eadie     | Assistant Director, HR/Professional Development & Compliance | <p>M.Ed. Higher Education</p> <p>B.A. English</p> <p>18+ years of related experience</p>  | <p>CUPA HR Conference</p> <p>CUPA HR Western Region Program Reviews</p> <p>EEO, FERPA, supervisor skills training in online courses via external vendors</p> <p>6-8 webinars each year, e.g., FMLA updates, Clery Act requirements</p> <p>Monthly newsletters from various HR, Employment, Employment Law, and Training organizations and Monthly <u>Training &amp; Development</u> magazine</p> |

|                 |  |   |   |
|-----------------|--|---|---|
| Kari Kimbrough  | Assistant Director,<br>HR/Compensation &<br>HR Systems | B.A. Organizational<br>Behavior<br>A.A. Liberal Arts and<br>Sciences<br>Professional in<br>Human Resources<br>(PHR) Certification<br>10+ years of related<br>experience | Graduate coursework<br>PHR recertification credits, annually<br>CUPA HR Conference<br>TACCHRP Conference<br>CUPA HR Skillsoft Program Modules |
| Ana Branstetter | Manager, HRIS  | B.B.A. Computer<br>Information Systems<br>B.B.A. Finance<br>B.B.A. Marketing<br>10+ years of related<br>experience  | HR Boot Camp – CUPA HR 2013<br>Ellucian Banner Summit Conference<br>TACCHRP Conference  |
| Sandy Davis     | Manager, HR/Benefits                                   | B.S. Business<br>Administration<br>20+ years of related<br>experience   |   |
| Tonya Jacobson  | Manager,<br>HR/Compliance                              | B.B.A. Business<br>10+ years of HR<br>experience  | HR Boot Camp – CUPA HR 2013<br>Title IX Training  |

|                     |               |  |  |
|---------------------|---------------|--|--|
| Aniesha McClinton   | HR Generalist | B.A. Organizational Communication<br>HR Management Certificate<br>10+ years of related experience                        | Graduate coursework<br>FMLA Master Class for Texas Employers<br>AIRS Recruitment Training  |
| TBD - Open Position | HR Generalist |  |  |
| TBD - Open Position | HR Generalist |  |  |
| Vicki York          | HR Specialist | 20+ years of related experience  |  |
| Sarah Henderson     | HR Specialist | A.A. Fine Arts Certificate - HR Business Management<br>10+ years of related experience                                   | HR Boot Camp – CUPA HR, 2013<br>Southern Association of Student Employment (SASE) Conference   |
| Maria Jones         | HR Specialist | B.S. Marketing<br>Six Sigma Green Belt Certification<br>Notary Public: State of Texas<br>10+ years of related experience | HR Boot Camp – CUPA HR, 2013<br>Records Mgmt, Sexual Harassment, Ethics & Compliance, Privacy Awareness, Code of Conduct, Diversity, Policy & Procedure<br>CUPA HR Skillsoft Program Modules |

|                |                     |  |                              |
|----------------|---------------------|--|------------------------------|
| Monica Barron  | Executive Assistant | B.S. General Studies<br>(Business & English)<br>20+ years of related<br>experience | HR Boot Camp – CUPA HR, 2013 |
| Cherie Hill    | HR Coordinator      | A.A.S. Office Support<br>20+ years of related<br>experience                        |                              |
| Jonene Kemp    | HR Specialist       | 20+ years of related<br>experience   |                              |
| Mae Francis    | HR Specialist       | A.A.S. Office Support<br>20+ years of related<br>experience                        |                              |
| Betsy Hamilton | PT - HR Specialist  | B.A. Economics<br>20+ years of related<br>experience                               |                              |
| Annette Powell | PT – Secretary I    | 20+ years of related<br>experience   |                              |

- C. Facilities Resources: List/describe any resources acquired in the last five years, including grants, facilities and equipment.

**Table IV-C: Facilities Resources**

| Room/Office Location and Designation | Size         | Type  | Special Characteristics (i.e. permanent like ventilator hood) | Meets current needs: Y or N | Will meet needs for next five years: Y or N | Describe additional needs for any N" answer in columns 5 or 6.   |
|--------------------------------------|--------------|---|---|-----------------------------|---|--|
| Room 339 (HR Suite)                  | 4500 Sq. Ft. | Main Admin office with private offices and cubicles | Kitchen with sink, refrigerator, microwave, conference room   | Y                           | N   | As the student population grows and the college facilities expand, more faculty and staff will be added to continue our academic excellence and student success. Additional HR staff will be added in the next five years, and the current facilities will not accommodate additional staff. |
| Room 404                             | 500 Sq. Ft.  | VP Office   |   | Y                           | Y   |  |
|                                      |              |   |   |                             |   |  |
|                                      |              |   |   |                             |   |  |



C. Equipment and Supplies: List all equipment valued at \$5,000 or more each

**Table IV-D: Equipment and Supplies**

| Current Equipment Item or Budget Amount | Meets current needs: Y or N | Will meet needs for next five years: Y or N | For any no in columns 2 or 3, justify needed equipment or budget change |
|---|-----------------------------|---|---|
| None valued at \$5,000 or more          |                             |   |   |

D. Financial Resources: List all financial resources in the table below.

**Table IV-E: Financial Resources**

| Source of Funds (i.e. college budget, grant, etc.) | Meets current needs: Y or N | Will meet needs for next five years: Y or N | For any no in columns 2 or 3, explain why  | For any no in columns 2 or 3, identify expected source of additional funds |
|--|-----------------------------|---|--|--|
| College budget                                     | Y                           | N   | The expected growth in students, staff and faculty will result in the need for additional HR staff to meet the HR-related needs of the college's community of faculty, staff and administrators in Compensation, Systems/Reporting, Records, Benefits, Recruitment, Compliance, Professional Development and Employee Relations. | General budget   |

#### IV. PROGRAM PLANNING

- A. Attach the unit's two most recent Continuous Improvement Plans (CIPs).

Attachments: CIP\_Professional\_Development and CIP\_HRIS

- B. Describe any additional continuous improvement activity not captured in the Continuous Improvement Plans.

Not applicable or The human resources department has recently undergone a reorganization due to the retirement of two long-term employees. The goal of the unit's reorganization is to improve organizational procedures and effectiveness and promote collaboration, cross-training and succession planning to accomplish the department's and college's mission. The departmental reorganization is structured around the three main sub-units of Employment & Benefits, Compensation & HR Systems and Professional Development & Compliance, as described in this program review. Additionally, the human resources department has added a new part-time HR Specialist position to ensure consistent and accurate tracking of registration and completion of employee training and associated records. The addition of this position has helped the college maintain compliance with state required training and documentation.

The human resources department continually seeks ways to improve processes and promote organizational effectiveness. One way in which the human resources department has accomplished this goal is through the development of several new technology solutions including:

- A new complaint database to receive and track all online complaint submissions from employees, students and community members. This database helps the college respond promptly to concerns, track complaint data and maintain compliance with Title IX requirements.
- A new faculty credential inventory (FCI) database that contains information about the qualifications for all faculty members at Collin College including the courses they teach, as well as their education, experience and professional development credentials. The FCI database assists department chairs and deans in making course assignments and helps ensure the college is in compliance with the college's and SACSCOC faculty credential guidelines.
- A new employee performance management system that serves as a user-friendly database for supervisors of all full-time staff to document employee goals, accomplishments and performance ratings and comments This was developed interally, at a great financial savings to the district, over the cost of the externally provided system that was not meeting the college's needs.
- A new job description database to maintain all job descriptions and salary ranges within the college. This database

provides a self-service solution for employees and supervisors to review job descriptions. It also allows peer schools with access Collin College's job descriptions and salary information for their benchmarking needs.

- A new online student work assignment supervisor submission form that eliminates unnecessary paper forms and streamlines work assignments to be annual assignment set-ups, rather than having to process a new work assignment every single semester.

- An HR Action Item Manager (AIM) system that tracks tasks and action items by person, deadline and status of each item. This system helps identify current action items and ensures that important deadlines are met. The system also allows supervisors to formally assign new action items to their employees and check periodically to review the status of the action items and see the time spent on each item.

Based on feedback from the new hire surveys and the lack of orientation information for new part-time employees, the human resources department developed and implemented Online New Employee Orientation modules specific to each new employee type. Links to the online orientation modules were added to the employment offer letters. The online orientation modules provide general information about the college including its history, accreditation, campuses and leadership; policies and procedures; benefits; and other helpful information such as what to do in the event of an emergency and how to access CougarWeb. Also, in response to new hire survey suggestions, the online orientation allows the employee to complete much of the pre-employment paperwork ahead of time, instead of having to review and complete it all in-person upon hire. New full-time employees expressed that they wanted a chance to review the benefit offerings more thoroughly and discuss with their spouses prior to having to make all of their benefit enrollment elections on their first day of employment. While additional information has been provided in the online orientation modules, this is still an area that the human resources department is seeking to continuously improve and streamline. The Employment & Benefits sub-unit will review current procedures and consider ways to automate the enrollment process, while still providing new employees with thorough information they need to make their initial benefit elections.

C. What data, situation or observation prompted the continuous improvement activity described in #2?

The retirement of two long-term full-time employees and subsequent vacancies prompted the need and provided an opportunity to reorganize the sub-unit structure of the department.

New hire and exit survey feedback prompted the implementation of online orientation modules which provided a consistent way to deliver important information to all new employees.

SACSCOC faculty credential requirements prompted the development and implementation of the FCI database. The database serves as a user-friendly faculty roster so academic leaders and SACSCOC reviewers have the ability to review

in one central location a list of all faculty as well as the courses they teach, and their education, experience and professional development credentials.

Employee post-training feedback indicated much greater satisfaction with internal instructors than with external instructors. In addition, the unit wanted to increase the post-training information from Level 1 to Level 2 of the Kirkpatrick model.

D. Use the Institutional and Unit Data and Resources to respond to the following questions.

1. Strengths: What strengths can this unit build on in the near future?

Human Resources' knowledgeable and skilled staff is one of the department's key strengths, with 72% of the staff holding baccalaureate degrees or higher and averaging 16+ years of related experience. Through the recent reorganization, the department was able to capitalize on the skills and abilities of several of the HR team members to help build capacity and benchstrength within the work group. These changes will help the department better support the college's mission and achieve the goals outlined in the strategic plan, as well as serve as a valued resource to hiring managers and leaders across the district.

Another strength is the Human Resources department's commitment to using technology to help improve workflow throughout the department. As noted earlier in this report, a number of improvements have been made in this area and others are in the development stage. Collin's HR department also capitalizes on the strong reputation of the college, along with its efforts to maintain a competitive compensation structure to recruit and retain talented employees to meet the workforce needs of the district.

The professional development unit is also well-regarded among employees and has solid staff communication with employees; in addition, most college leaders and many supervisors support the use of the unit to help build employee skills, knowledge and competencies. The compliance unit has established procedures for receiving, tracking and promptly responding to complaints from employees, students and community members. This strength helps the college promptly address all issues of concern and comply with Title IX regulations.

2. Weaknesses: What unit weaknesses must be addressed in the near future?

A significant challenge the human resources department recently faced is the retirement of two long-term employees in the areas of benefits, HRIS and records. This has been addressed through a recent departmental reorganization. The new structure is intended to promote departmental and organizational effectiveness. However, because the department currently has two full-time vacancies and certain existing employees will be taking on new

responsibilities, there will be period of time where the department will have some extraordinary challenges to perform at full capacity resulting from increased workloads due to vacancies, coupled with learning gaps until staff are fully trained in their new responsibilities.

Although the new technology solutions that have been developed and implemented will streamline and automate procedures, there are some limitations due to a need for training and competency-building in the use of the new systems/tools. The department will need to address the training needs of all system users in order to be able to maximize the use of these systems to their full potential. The newly developed databases will also require ongoing updates and maintenance by trained and knowledgeable system administrators and users will need ongoing training to stay knowledgeable regarding system upgrades and technological advances.

Another weakness that was identified was the need for stronger focus on compliance and related procedures, especially in relation to Title IX. This weakness was addressed through the recent reorganization and the addition of a position focused primarily on compliance duties. While this addition has resulted in the development of and improved compliance with procedures and guidelines, the compliance staff must undergo additional and ongoing training in order to fully understand and carry out the unit's duties. This unit will need to be especially aware of new laws and regulation changes that may impact the college's compliance-related procedures and responsibilities.

Because the human resources department staff have been focused on multiple activities, some functions have had had less time and resources to devote to addressing sub-unit needs. The recent reorganization of the human resources department will help the unit to be more effective in the future. However, the learning curve of replacement staff will take time to address. The unit also needs more technological skills and resources to provide the most efficient and effective means of improving and streamlining procedures and to deliver training to a widespread, diverse employee base. More programs and procedure automation have been demanded from employees; however, the time and resources needed to develop and implement new programs has been limited.

3. What are the perceived consequences if the weakness(es) is(are) not addressed?  
These weaknesses will have significant consequences if they are not addressed. The most immediate weakness that must be addressed is the learning curve of new employees and the need to fill two vacant positions in order to have a unit that is able to function at full capacity. If the weakness concerning the lack of technological skills and resources is not addressed, employees both within the human resources department and college-wide needing improvement in knowledge and skills may not receive attention, possibly resulting in poor service to students and staff. In turn,

leadership support for the unit may decrease.

4. Threats and Opportunities: Describe any forecasted trends or changes in the following areas and the ways in which the committee thinks they may impact the way this unit functions five to ten years from now:
- legal
  - political
  - demographic
  - educational
  - technological
  - economic
  - environmental
  - social
  - cultural

The Teachers Retirement System (TRS) of Texas, which administers the college's TRS retirement plan, continues to make changes to its rules and regulations, including its definition of full-time employment. As TRS eligibility rules change, the college has been forced to implement new internal employment guidelines to prevent part-time positions from becoming eligible for TRS retirement benefits. These new TRS guidelines have made it necessary for the college to hire additional part-time employees to make up for the reduced hours. This has especially affected associate faculty assignments and will continue to be a challenge as the rules and requirements change.

In addition to TRS rule changes, the federal Affordable Care Act (ACA) may have an impact on staffing and benefits. As we learn more about the ACA's impact on our employment and benefits practices, additional changes may be necessary to comply with new regulations.

Another threat to not only the human resources unit, but the college as a whole, is the fact that a significant number of long-term employees are nearing retirement. Therefore, the college must seize the opportunity to implement proactive succession planning initiatives and knowledge transfer plans to adequately identify and train potential successors to fill these anticipated vacancies. The unit also faces the threat of finding well qualified candidates for key hard-to-fill positions, especially in the health sciences disciplines. Lack of qualified candidates may reduce the college's ability to meet program demands in certain areas.

The unit also faces economic threats as it must continue to increase salary rates in order to remain competitive and attract and retain qualified employees, particularly in difficult-to-fill positions such as nursing faculty and information technology professionals. As the economy improves and job opportunities become more plentiful, some employees may leave to pursue higher-paying job opportunities if the college is unable to maintain competitive salaries. The unit is also faced with constantly-changing technology, as well as the need to maintain some older technology in order to retain historical records. The unit's staff will need ongoing training in order to maintain current knowledge of this

rapidly changing technology. This unit will also need continued support from the college's IT department in order to adequately utilize the functionality of its systems to meet the department's and college's needs.

E. Summarize expectations and general plans for the next five years.

Over the next five years, continued growth of the college is anticipated. Therefore, new buildings are already in the planning and construction stages, allowing us to accommodate more students and new programs. As a result, additional faculty and staff will be necessary to support these students. This growth will also increase the need for human resources staff to handle increased demand on the unit's functions. The Professional Development and Compliance sub-unit expects to offer additional classroom and online training and develop new programs to help accomplish the college's mission and strategic plans and to ensure compliance with federal, state and local laws. Current technological solutions do not allow us to track results and comprehension from the training; therefore, the sub-unit must create new development programs and convert existing programs to more sophisticated learning management systems.

F. Attach the next Continuous Improvement Plan that will be implemented the academic year following this Program Review. Due to the recent reorganization of the human resources department, significant shifts have been made to the sub-units and goals that were addressed in the initial Continuous Improvement Plans. Therefore, once the unit's reorganization has been completed, the department is fully staffed and the units' priorities are identified, new Continuous Improvement Plans will be developed as appropriate.

Use the available data and any Program Review Committee conclusions to justify/support the new action plan. This will be developed after the reorganization is complete as described above.

G. Under ideal circumstances, how might this unit move the college forward in terms of effectiveness, efficiency or customer satisfaction?

Improvement in employees' skills and knowledge should result in enhanced student and employee satisfaction in human interactions. The unit can assist with this enhancement in multiple ways such as additional training and professional development opportunities, communication and process and technological improvements. Also, the more Human Resources can improve and streamline processes and thus reduce the administrative burden on supervisors and employees, the more effective and efficient employees can become to perform their essential job functions.

**V. PROGRAM REVIEW REPORT PATHWAY:**

Completed Program Review Reports will be evaluated by the appropriate deans and Program Review Steering Committees. Following approval by the Steering Committee, Program Review Reports will be evaluated by the Leadership Team who will approve the reports for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development.