Verification Team Report

Program/Unit  Human Resources  
Date 11/24/2008

A. Identification of Program, Program Evaluation & Planning Team members, and Verification Team Members

The PEP report was written by Laura Ecklin, Human Resources Dean, with input from the staff of Human Resources.

The verification team included Hector Brambila, Janet Stickmon, and Greg Miraglia.

The verification team reviewed the PEP report and met with Laura Ecklin to discuss the contents on Monday, November 24, 2008.

B. Status of Curriculum Revision

Not Applicable

C. Statement of Completion

The PEP report was complete and signed by all required levels in the organization.

D. Strengths of the Program

The strength of the Human Resources Department is the experience and expertise of the 5 staff members. They are able to process a very high volume of work as evidenced by the high number of recruitments, selection process, and hires accomplished each year (an average of 44).

Over the last five years, the department has functioned well despite a change in leadership and a change in support staff. They also adapted to the development and increased workload related to Datatel.

Over the last two years, the department has created new and expanded training programs for the college organization including classes on sexual harassment, hiring committee procedures, and new employee orientations.

The department is hiring a new benefits manager that will help ease the workload of existing human resources and payroll staff.

E. Areas for Program Improvement

The department has requested additional funding to support the recruitment diverse candidates for future employment. The new funding should go toward recruitment strategies that are different from those used to date.

Laura stated that the department would benefit from an online application process to expedite the review of faculty/staff applications.
F. Summary of Verification Team Recommendations

1. Invest additional recruitment funding in having college representatives attend professional conferences related to different identity groups.
2. Explore creating online courses in Blackboard to satisfy mandated training requirements for campus personnel.
Program Evaluation Summary

Program:  Human Resources

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)
- Implemented Datatel HR/Payroll and related products, including assignment contracts, MIS, reporting services, implemented Release 18
- Developed and implemented new Hiring Committee Training, including an online component
- Post all jobs on website; applications are now available in fill-in PDF format on the web
- In process of hiring a Benefits Technician
- Revised vesting requirements
- Implemented new vision and dental plans, with district-paid basic plans and enhanced plans for all employees
- Began advertising contract with Job Elephant to increase number of job applicants
- Hired 132 employees in past three years
- Implemented New Employee Orientation in coordination with Teaching and Learning Center
- Offer trainings in the Prevention of Harassment, Discrimination, and Retaliation in the Workplace as required by law
- Offered Employee Assistance Program and other workshops
- Updated/revised faculty and classified collective bargaining agreements
- Coordinated Interest-Based Problem Solving Trainings, 2005, 2007 and 2008
- Implemented COLA’s each year
- Completed MIS submissions accurately and timely, even with conversion to Datatel
- Revised/developed seven administrative/confidential board policies, including evaluation
- Transitioned smoothly from retired OHR dean to interim dean to new dean who left after two years, and another new dean.

Strengths (unique characteristics, special capacities)
- Friendly, helpful, thorough, conscientious, and knowledgeable staff
- Meet deadlines
- Reply to requests in a timely fashion
- Maintain confidentiality
- Work well as a team, both within the office and with other departments (Payroll, Scheduling)
- Excellent computer skills
- Dedicated to providing quality service
- Very few complaints about service
- High level of integrity

Challenges (concerns, difficulties, areas for improvement)
- Very little “down time” makes it difficult to attend trainings and workshops for professional development and/or program enhancements, including Datatel development and development of web products
- Space: need additional and more confidential space for all employees, as well as storage space, especially given file retention requirements for Human Resources.
Briefly describe the process used to complete the PEP

Dean of Human Resources took lead role in writing PEP. Staff contributed to the report, particularly related to data elements, staff development needs, accomplishments and challenges.
1. Mission

The Office of Human Resources (OHR) believes that the institution is at its best when its employees are at their best. To that end, the Office of Human Resources supports the college’s values by providing comprehensive benefit programs and services that meet the diverse needs of the employees within the college community.

2. Accreditation and External Reviews

A. Review the Accreditation Planning Summary (available on the PEP website “Documents”) and results of previous program evaluations. Discuss the status of the recommendations of the review teams that are relevant to the office/unit and how the unit has responded.

Planning Agenda Items from 2003 Self-Study

Planning Item 1: The college will develop a new employee orientation program during the 2003-04 academic year. The Office of Instruction, the Office of Human Resources, and the Staff Development Committee will participate in this effort.

Status: The OHR worked collaboratively with the Teaching and Learning Center to develop a new employee orientation program. The program was offered in August of 2006 and August of 2007. This will be an annual program. The program oriented employees to services offered on campus, as well as the different employee organizations. Employees also participated in activities, including a work style inventory and a conflict resolution inventory.

Planning Item 2: The Faculty and Staff Diversity Committee will develop new EEO hiring policies consistent with Board Policy D1130.

Status: The OHR developed an Equal Employment Opportunity Plan in conformance with Title 5. The plan was endorsed by all constituent groups and approved by the Board of Trustees in December 2007. The plan will be submitted to the Chancellor’s Office once availability data is provided from the Chancellor’s Office. The college has met all deadlines with regard to this plan and has already initiated the new training program described in the plan.

Planning Item 3: The Office of Human Resources will distribute a hiring practices handbook and will train all staff involved in lawful and professional hiring practices.

Status: The OHR developed a new training program related to lawful and professional hiring practices. The compliance component of the training may be completed online. This is supplemented by a three-hour training that includes: the value of a diverse workforce, the principles of cultural competence, and bias awareness. The Office of Human Resources is in the process of developing a handbook.
Planning Item 4: The Office of Human Resources will introduce new employment testing strategies and methodologies to enhance the validity and reliability of selecting faculty who meet stated college hiring criteria and standards.

Status: The college hired a new Dean of Human Resources in April 2006. New employment testing and methodologies have not been a priority, particularly since there is difficulty in assessing whether or not instruments are culturally-biased. Instead, the Dean of Human Resources has worked closely with hiring committees and their chairs to develop supplemental application questions and interview questions that can appropriately assess candidates' abilities to perform the essential functions of the respective positions. Work products have also been part of the hiring process, including teaching demonstrations for faculty and document production for a number of classified positions.

Planning Item 5: The Academic Senate and district will continue their commitment to hire full-time faculty and will explore options for creating hiring pools for adjunct faculty in order to attract and retain highly qualified adjunct faculty to improve instruction for students.

Status: The college has continued to increase its number of full-time faculty. For the 2005-2006 academic year, the college had 108 regular and contract faculty; for the 2008-2009 academic year, the college has 112 regular and contract faculty. The Office of Human Resources will work with the Academic Senate and the Instruction Council to explore options for creating hiring pools for adjunct faculty.

Planning Item 6: The Office of the President and Office of Human Resources will carefully examine the administrative organization structure and evaluate vacant positions to ensure that the college is being managed effectively.

Status: In Fall 2005, the college hired an independent contractor to assess the organization of the instructional area. One issue he examined was a dean structure vs. a division chair structure. The college has a hybrid structure, which includes both deans and faculty-elected division chairs. He found that those areas with deans were satisfied with the organization; those with division chairs were also satisfied with their structure. So, he recommended the continuance of this hybrid structure, with suggestions related to communication and adequate secretarial support for the divisions. Currently, all divisions are supported by secretarial staff; the FTE of the secretarial staff is based on the size and activities of each division.

As part of his study, the independent contractor suggested the hiring of a Dean for the Physical Education/Athletics Department because of the nature of the work; this was supported by the faculty. In January 2007, a new Dean was hired for this area. Feedback being received from the staff and faculty in that division is quite favorable. This is an example of how the college assessed an administrative organizational issue and took action. The President's Cabinet continues to examine this area, particularly when vacancies occur and when changes present themselves due to bond projects.

Planning Item 7: The college will provide adequate and consistent staffing in all areas to ensure that services are accessible to all who depend on information and learning resources.

Status: The President’s Cabinet regularly reviews and prioritizes vacancies. The Cabinet also responds to requests for new and/or additional staffing from program managers. In response to the staffing requests from the 2005, 2006, and 2007 PEP Reports, 16 new
or replacement positions were hired as “regular” employees, in addition to replacements resulting from other separations and program priorities.

Planning Item 8: Napa Valley College will evaluate staffing needs in all areas of the campus, including the need for additional full-time faculty and instructional assistants or computer technician personnel who directly support instructional programs. Using this information, a human resources plan will be developed for providing adequate human resources to support the facilities and equipment built with bond funds.

Status: The Vice President of Instruction is examining this staffing issue, with input from Information Technology and Human Resources. It should be noted that the college has reached an all-time high with regard to full-time faculty, with 108 full-time faculty employed in 2007-2008, and 112 full-time faculty in 2008-2009. Instructional Assistant and related positions that have been filled on a temporary basis due to employee separations in the areas of Broadcast Television Engineering Technology, Digital Design and Graphics Technology, and Chemistry are being filled on a regular basis for the 2008-2009 academic year. With the opening of the new Life Sciences building, an additional custodian was hired in May 2008. The President’s Cabinet will continue to examine staffing needs as new buildings come on line as a result of the bond.

Planning Item 9: The college will address staffing needs in Admissions and Records.

Status: The Office of Admissions and Records underwent a reorganization in 2005, which resulted in the reclassification of several positions. One position that was being filled on a temporary basis was filled with a regular employee during the 2007-2008 academic year. One additional position will be filled on a regular basis in fall 2008, at which time this office will be fully staffed.

Planning Item 10: The college will review and address staffing ratios in the Police Department.

Status: The college Police Department is currently staffed as follow: Chief of Police, Sergeant, two Police Officers. The college has allocated additional funding for a part-time hourly Police Officer for twenty hours per week. Since the college is expanding as a result of new buildings and programs and increased enrollments, the President’s Cabinet recognizes the need for additional regular staffing in this area because safety and security of students and staff is a priority. Due to 50% Law issues, the college must carefully evaluate the addition of new positions, but clearly, additional Police Officers are a priority.

Planning Item 11: As the Bond Implementation Plan is implemented, the college will add staff in the facilities department and business office to properly manage bond funds and projects and to comply with citizens’ oversight requirements.

Status: An additional Accountant II was added to the staffing in the Business Office in April 2006. An Accountant II (.65 FTE) was hired for the Campus Planning and Construction Office in November 2007 to specifically work on budget matters related to bond funds. An additional Construction Project Coordinator was hired Spring 2008 since additional bond projects were coming on line.

Planning Item 12: The college will evaluate workload issues of the maintenance staff and make every effort to improve staffing levels to meet cleaning and repair standards.
Status: Three vacant custodian positions were filled and an additional custodian was hired in May 2008 to address needs related to additional buildings resulting from bond improvements. The administration will continue to assess the needs in the facilities department as a result of bond projects and enrollment growth.

Planning Item 13: The college will evaluate the need for additional support staff to provide adequate maintenance of computers and equipment.

Planning Item 14: The college will evaluate all equipment purchases and acquisitions from any funding sources to ensure that staffing is sufficient to maintain and support equipment. No equipment should be acquired without considering the staffing implications.

Status: Staffing needs are an ongoing discussion at the President’s Cabinet. As new programs or equipment come online, the college leadership recognizes that staff needs must be taken into account. In the area of technology, if regular hires cannot be made due to budget constraints, the college allocates additional funds for contract work, as necessary. Further, the Cabinet has authorized some additional discretionary funds to the Office of Instruction to provide for more hours for part-time, temporary classified employees in areas that are in a growth mode. The Dean of Human Resources will be working with managers to examine staffing patterns and assess staffing needs in order to operate in a more efficient and cost-effective manner.

Planning Item 15: The Professional Development Committee of the Academic Senate, in consultation with the Office of Instruction and the Office of Human Resources will develop a new evaluation process for both regular/contract and non-tenured faculty.

Status: The non-tenured (contract) evaluation process was revised and negotiated in 2006. The process continues to be used and is administered by the Academic Senate. A pilot process for tenured (regular) evaluation was developed and negotiated in 2003. The Office of Instruction and the Academic Senate have been working on revisions to the process, which is primarily a coaching model. The district and faculty have formed an ad hoc group to examine concerns related to the process. In particular, there are concerns with regard to the flow of information from the evaluation process to the Office of Instruction. The goal of the ad hoc committee is to revise the process so that it meets the interests of both groups. It is the intent of the ad hoc committee to have the process revised and approved for the spring 2009 term.

Planning Item 16: The Administrative Senate and the Office of Human Resources will develop a revised performance evaluation system and schedule of evaluations for all administrative/confidential employees. A new system will be developed during the 2003-04 academic year. It will be implemented during the 2004-05 academic year.

Status: Despite efforts by the previous Dean of Human Resources, a new system for performance evaluation was not developed in 2003-2004. The current Dean of Human Resources began in the position in April 2006. In the fall of 2006, the Dean started working with leaders of the Administrative Senate to examine a system that was useful and not overly cumbersome. The previous system took a great deal of time on the part of the supervising administrator and was not administered on a regular basis.

As a result of reviewing other college’s practices, as well as the recommendations from the State Administrative Senate with regard to administrative evaluation, a new process has been developed. This change in process is a time-consuming effort because it requires approval by the constituent group, review by other constituent groups, and
board approval. The Administrative Senate has approved the new policy and guidelines, as well as other related board policies. These changes will be presented to the other constituent groups as information items, prior to being forwarded to the Board of Trustees early in the fall 2008 semester.

The proposed guidelines were utilized as a pilot by the Vice President of Student Services in the Spring 2008. While collating the information collected was time-consuming for the Vice President, the process is holistic in nature, taking into account feedback from college and community members, information from a self-assessment, and a supervisor evaluation in order to identify strengths and areas for growth. This process appears to have resulted in meaningful evaluations. The Dean of HR and the Administrative Senate leadership continue to examine evaluation tools that will elicit appropriate information from college staff and community members in relation to administrative performance. A tool for confidential employees is still under discussion.

**Planning Item 17:** The college will move toward a permanent solution for the coordination of staff development and a program that fully meet the needs of all faculty, classified staff, and administrative/confidential staff.

**Status:** Under the Title III grant, the Teaching and Learning Center was developed and offers on-going trainings; however, there is still no fully developed staff development program on campus. This is an area that needs attention from OHR, working collaboratively with other groups.

**Planning Item 18:** The Office of the President, Human Resources, and Institutional Research will survey employees to evaluate such issues as support of the teaching and learning environment and the effectiveness and efficiency of the administration.

**Status:** The Teaching and Learning Center has surveyed employees to evaluate areas of interest in relation to teaching and learning. No surveys have been done to date to gather ongoing information from staff related to issues of teaching and learning and the effectiveness and efficiency of administration. Certainly, information gathered from the performance evaluation of administrators is one way to obtain this type of feedback, so having a system that is administered on a regular basis will assist the college in improving the effectiveness of administrative functions.

**Planning Item 19:** The Office of Human Resources will review and revise employee handbooks during the 2003-04 academic year for consistency and currency to improve information available to employees.

**Status:** The Office of Instruction produces handbooks for full-time and part-time faculty every two years. OHR provides relevant information to the Office of Instruction for inclusion in these handbooks. The Classified Unit has not had an employee handbook for many years, and this topic is under discussion with the Association of Classified Professionals. There has never been a handbook for administrators, so this topic will be brought up with the Administrative Senate to assess the usefulness of such a handbook.

**Planning Item 20:** The Office of Human Resources will review and revise the college’s personnel record-keeping policies, as warranted during the revision of the human resources policies.

**Status:** Legal Counsel has indicated that personnel records must never be destroyed. Personnel files for employees who have separated from the college require a great deal of storage space. Since the college has purchased a new digital imaging product...
OHR hopes to scan documents and files to alleviate some physical storage issues. The Datatel system also has some “workflow” functionality that should assist OHR with the processing of required documents. OHR plans to examine the workflow function of Datatel during the 2008-2009 academic year. With regard to board policies, the OHR is currently working with the President’s Office to review and update HR board policies.

Planning Item 21: The college will review the need for support for the webmaster and typesetting graphic arts support in the community relations office. This will enable the community relations office and the webmaster to better serve the campus community.

Status: The Dean of Human Resources is currently working with the Director of Information Technology to develop a job description for a webmaster. The current webmaster has been working for the college on a contract basis. In 2006, the Graphic Designer, the Printing Services Technician, and the Printing Services Specialist positions were reviewed and reclassified to address the technological changes of these positions. The college also hired a full-time, regular secretary for the Community Relations Office in the Spring of 2008, so staffing in this area has been addressed by the institution.

Planning Item 22: OHR will examine options to provide additional support for the Office of Institutional Research.

Status: The Office of Institutional Research requested a Research Analyst (1.0 FTE) in its 2007 PEP. To date, no recommendation for hire has been made. The Office of Research, Planning and Development (RPD) has begun to include the partial cost of a Research Analyst into grant applications to assist with funding this much-needed work. The district will continue to analyze how to support the Office of RPD.

Team Recommendations from 2003 Accreditation

Recommendation #4. The team recommends that the college take steps to insure that adequate professionally trained staff is available to support information and learning resources, especially in the library.

Status: The library is currently staffed by one full-time librarian (faculty) and three, full-time Learning Resource Assistants. The library also has funds for a part-time, hourly librarian, as well as some funds for student help (approximately 32 hours per week). The Dean of Learning Resources and Instructional Technology is currently vacant. The former dean of this area was hired as the Dean of the Upper Valley Campus in 2002. Due to budgetary issues, this position has remained vacant for six years; however, the Dean of the Upper Valley Campus is providing supervision and oversight in this area, until such time as the Dean of Learning Resources and Instructional Technology is filled on a regular basis. The Vice President of Instruction is currently examining a re-organization in the area of learning resources and instructional technology, so the college expects to fill an administrative position in this area by fall 2009.

The administrative information technology area is currently fully-staffed, with a Director of IT, a Network Administrator, 2 Programmer Analysts, 3 Computer Support Technicians, and one IT Support Specialist. The college’s Webmaster is a contract employee; however, the Dean of Human Resources is working with the Director of Information Technology to develop a job description for a classified position. Additional staffing in this area is also being assessed. The college has also formed an ad hoc committee comprised of administrators to examine staffing needs in both the
administrative and instructional areas of information technology. The college recognizes the need for these two areas to work collaboratively to best support students, instruction, and the institution.

Recommendation #5. The team recommends that the college implement its new faculty evaluation process and revise or create an effective administrative evaluation process within a reasonable time. (Academic Senate, Human Resources)

Status: The pilot faculty evaluation process adopted by the Academic Senate and negotiated at the table in 2003 has been used since that time, with some minor changes in the forms being used. As noted in Planning Item 15, the district and faculty have formed an ad hoc committee to revise/finalize the faculty evaluation process. In response to the new accreditation standards, this committee will ensure that the faculty evaluation process includes “effectiveness in producing student learning outcomes” as a component of the process.

As noted in Planning Item 16, a new process for the evaluation of administrative/confidential personnel is nearly finalized. It was piloted by the Vice President of Student Services in the spring of 2008. The revised policy will go to the Board of Trustees for approval early in the fall semester of 2008. Once the policy is finalized, a schedule of evaluations will be developed and adhered to.

B. Indicate the sources of information used in Question 2.A.

X Accreditation Self-Study Planning Agenda
X Accreditation Final Report
_____ Previous program evaluation recommendations/objectives

C. Review the recommendations from any other licensing, evaluation, or accreditation bodies. Discuss the recommendations of the review teams relevant to the unit and how the unit responded.

All recommendations from the accrediting agency have been addressed in Part A of this document. Human resources is not licensed, evaluated, or accredited by any outside body.

D. If this office/unit is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard. This information will be used in the next Accreditation Self Study.

Accreditation Standard III: Resources

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

   a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions
accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Response: Qualifications for all personnel are clearly stated in job announcements. For faculty and administrative positions, the educational requirements identified in the “Minimum Qualifications for Faculty and Administrators in California Community Colleges” are stated in the job announcements. The supervisory requirement for academic administrators is stated in administrative job openings in accordance with Ed Code Section 87002. As required by Title 5, Section 53022, all administrative and faculty announcements include the following as a minimum qualification: “Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.”

Faculty announcements also include desirable qualifications related to applicants' ability to teach to a diverse student population, using a variety of teaching modalities. Techniques for supporting students both inside and outside of the classroom are frequently identified as desirable qualifications in job announcements, along with the ability to integrate technology into the instructional process. Each job announcement for faculty also addresses faculty's obligation to participate in division activities and appropriate college committees, including regular faculty meetings of the department and division. Finally, applicants who have earned degrees from institutions outside of the United States must provide official evaluations of the foreign degrees at the time of application. This is stated in the “application procedure” portion of the job announcement.

Faculty play a significant role in the selection of new faculty members. The selection committee composition for faculty members is as follows:

Committee Chair: Vice President, Instruction (or, when apt, Vice President, Student Services) or designee. Appointment made by the Vice President.

Division Chair/Dean: Chair or dean of the hiring division or, when the division chair or dean serves as committee chair, designee. Appointment made by the Vice President. If the division is administered by a dean, who is thus designated management, the Academic Senate shall appoint an additional faculty representative.

Academic Senate Representatives: At least four tenured or, if necessary, tenure-track faculty, two in or as close to the discipline as possible and one from outside the division, recommended by the hiring division to the Academic Senate. Appointment made by the Academic Senate after review by the Dean, Human Resources.

Classified Representative: One full-time classified employee, whenever possible, working in a job related as closely as possible to the faculty subject area, appointed by the Classified Association after review by the Dean, Human Resources.
**Student/Community Representative:** One student representative, whenever possible pursuing a course of study related as closely as possible to the faculty subject area, appointed by the Student Government after review by the Dean, Human Resources; or one community representative with expertise in an area as close to the discipline as possible, appointed by the committee chair after review by the Dean, Human Resources.

**Equal Employment Opportunity Representative:** To support, facilitate, and monitor the process, the Dean, Human Resources shall appoint to each selection committee from a list of trained volunteers a nonvoting Equal Employment Opportunity Representative.

The committee may be augmented, so long as faculty comprise the majority of members; possible additional members may include program coordinators or deans.

A second interview with the President and the Vice-President of the area includes a member from the selection committee. The selection committee delegates a member from the committee to participate in the second interview; typically, the committee selects either the faculty-elected division chair or the discipline-specific faculty member who has served on the committee.

Qualifications for classified positions are clearly stated on job announcements. Specifically, the knowledge and skills identified in the official job descriptions are listed on all job announcements. Additionally, all job announcements speak to the college’s commitment to diversity and identify the college’s values as follows:

“We are a community of people excited about learning, and the college promotes and supports a spirit of teamwork. Attracting, nurturing, and celebrating diversity in staff and students is a college priority. We work with a diverse population of students from all socio-economic, cultural, and educational backgrounds. This diversity is the real treasure of the educational experience at Napa Valley College. We value, model and encourage student success, honesty and integrity, creativity, adaptability, respect for all people, appreciation of diversity, and openness to ideas and opinions. We believe these values support the variety of learning abilities and life experiences present in the community college culture.”

**b.** The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Response:** The institution has processes for evaluating all personnel at stated intervals. Classified personnel are evaluated within the first six months of employment. A satisfactory evaluation is required in order for the employee to gain “regular” status at the end of the six-month probationary period. Police Officers, who are part of the classified unit, serve one-year probationary
periods, which is consistent with peace officer standards. Classified employees are evaluated annually in order to advance on the salary schedule. Once employees reach the highest step on the salary schedule, they are evaluated every three years. The Office of Human Resources maintains a schedule of all classified employee evaluations and monitors the process. The tool that is used for these evaluations speaks to the employees abilities to perform the assigned duties. It also allows for input related to professional development.

The institution also has a process for evaluating administrative/confidential personnel. Administrative personnel are to be evaluated twice during the first 24 months of employment, and every three years thereafter. Confidential employees serve a probationary period of one year; they are evaluated prior to the end of the first year of employment and every three years thereafter. The Office of Human Resources maintains a schedule of all administrative/confidential evaluations and monitors the process.

The purpose of this evaluation process is to: 1) promote and support appropriate leadership and management skills; 2) improve the overall operation of the organization; and 3) assist the administrative/confidential employee in the development of professional abilities. The evaluation process is intended to provide timely feedback to administrators/confidential employees regarding their work performance in order to meet program/area goals.

The faculty evaluation process is administered by the Academic Senate, in coordination with the Office of Instruction. Contract faculty are evaluated each year until tenure is conferred; tenured faculty are evaluated once every three years. As noted previously in this document, an ad hoc committee is working on revisions to the faculty evaluation process. Currently, the process includes a self evaluation, student evaluations, and observations by peers. The four components on which faculty are evaluated include: teaches/counsels effectively; works responsibly in the program/college/community; develops professionally; and, supports students.

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Response: The ad hoc committee working on changes to the faculty evaluation process will ensure that this component is added to the evaluation process for regular and contract faculty.

Since evaluation is a collective bargaining item, revising evaluation documents for classified staff will require negotiations with the Napa Valley College Association of Classified Professionals (NVC-ACP), the bargaining unit for classified employees. Further, revising the evaluation process for administrative/confidential employees will require agreement between the district and the Administrative Senate. The first step in any revisions to the latter two processes will involve determining which employees are “directly responsible for student progress toward achieving stated student learning outcomes.”

It should be noted that each instructional and student service program is required to complete a Student Learning Outcome (SLO) Matrix as part of PEP. SLO’s for the program and the courses must be completed, along with
information as to how SLO’s will be assessed. This is one method by which programs, and the faculty and staff within them, are being evaluated in terms of meeting SLO’s.

d. The institution upholds a written code of professional ethics for all of its personnel.

Response: The district has identified an ad hoc committee to develop a written code of professional ethics for all employees. Currently, the only employee group with a code of ethics is the faculty. The district anticipates that this code of ethics will be developed and adopted by the end of the 2008-2009 academic year.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Response: The district’s full-time faculty obligation for fall 2007 was 97.7, and the district actually exceeded this obligation since the district had 108 full-time faculty in its employ at the start of the fall semester 2007. The district has 112 full-time faculty for the 2008-2009 academic year.

The district has 38 full-time administrators, 7 confidential employees, 166 regular classified employees, and 5 professional employees. The district continues to assess staffing needs and staffing patterns to ensure that services are provided to support the institution’s mission and purpose, including providing funding for temporary staff during peak periods.

On a regular basis (at least monthly), the President’s Cabinet reviews vacancies and prioritizes positions to be filled. In the past three years, the following were hired:

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Additionally, the district responds to program needs by addressing staffing requests that come from the Program Evaluation and Planning (PEP) process. Over the past three PEP cycles, 16 new or replacement positions were filled in response to PEP requests. Staffing needs are also assessed as part of the planning and budget process. Each budget center submits planning and budget documents on an annual basis. Staffing needs are articulated by each budget center manager in this process.

Along with PEP staffing requests, the requests for staffing that emerge from the planning and budget process are taken into consideration by the President’s Cabinet when prioritizing positions to be filled, whether they are vacancies or new positions. On an annual basis, the President’s Cabinet performs a comprehensive review of staffing patterns and staffing needs, based on requests from PEP and
planning and budget processes. When assessing priorities, the district takes into account the college’s mission, particularly how students and community can be best served. First priority for filling positions is based on critical need to operate a program or service; second priority for filling new or vacant positions is based on program or service enhancement.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

   a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

   Response: The college recently developed an Equal Employment Opportunity Plan (EEO Plan) in accordance with Title 5. The Board adopted the plan in December 2007. Based on direction from the Chancellor’s Office, the plan is not considered finalized until the state provides institutions with “availability data” for inclusion in the plan. The college adheres to all federal and state laws and district procedures related to fair employment practices.

   All employees who wish to serve on a hiring committee must participate in two phases of a hiring committee training. The first phase is an online component that speaks to the legal aspects of hiring. The second phase is a three-hour training that focuses on the value of a diverse workforce, the principles of cultural competence, and bias awareness. The Office of Human Resources is in the process of developing a handbook for all members of hiring committees. Hiring committee chairpersons and EEO representatives receive additional training to ensure a fair and inclusive process.

   The Office of Human Resources is in the process of developing a hiring practices handbook. Currently, hiring procedures are followed based on administrative guidelines from former Board Policy D1130.

   b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

   Response: All personnel records are secure and confidential. All employees may review their personnel records in accordance with law. Only individuals authorized by employees may review personnel files, unless otherwise noted in collective bargaining agreements or Board Policy. The Office of Human Resources is secure in that it may not be accessed by employees other than the OHR staff.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

   a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

   The Diversity Task Force Plan and recommendations approved in 2001 demonstrate the college’s commitment to programs, practices, and services that support its diverse personnel and students. The 2007 Progress Report related to the Diversity Plan highlights all of the efforts the college has made to
address diversity and inclusivity. Recently, the college retained an outside consultant to assess the college’s progress in this area and to make recommendations for next steps. To that end, the college will be forming a new committee to assess the initiatives that have already been completed and institutionalized, prioritize the remaining items, develop an implementation and evaluation plan, and assign responsibilities.

b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Response: All applicant pools are assessed with relation to diversity, including ethnicity, gender, and disability. Reports are produced on an annual basis that document the ethnic diversity of the faculty and staff at Napa Valley College. The OHR continues to review its recruitment strategies to increase the number of applicants from diverse backgrounds. As the EEO Plan is fully implemented, the college expects to see even greater diversity in applicant pools and in actual hires. (See attached chart for diversity hires for past six years.)

c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Response: The college’s values speaks to respect for others and appreciation of diversity. Board Policy D1130 supports diversity in hiring and the workplace. Processes are in place to address student and employee complaints of harassment and discrimination. As noted above, the OHR provides training in the prevention of harassment, discrimination, and retaliation in the workplace in accordance with legal mandates.

The Office of Human Resources distributes the following policies and administrative regulations annually so that employees are aware of practices in support of this standard:

- Board Policy D1130, Equal Employment and Educational Opportunities and Unlawful Discrimination
- Administrative Regulations to Board Policy D1130, Section 4: Prohibition of Sexual Harassment
- Board Policy D1135, Access for Persons with Disabilities
- Board Policy D1420, Establishment of a Drug-Free Workplace
- Board Policy D3410, Policy Prohibiting Smoking in Non-Smoking Areas
- Board Policy D3720, Computer Use
- Administrative Regulations to Board Policy D3720, Computer and Network Use

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

a. The institution plans professional development activities to meet the needs of its personnel.

Response: The college provides a number of professional development activities to its employees through various venues: Instructional Excellence days; the Teaching and Learning Center; the Staff Development Committee; the Office of Human Resources, and the Employee Assistance Program (EAP).
The OHR coordinates EAP workshops for all employee groups. The OHR also coordinates hiring committee trainings, as well as mandatory training in the prevention of harassment, discrimination, and retaliation in the workplace. The OHR is also working with Keenan and Associates, the college’s insurance administrator, to offer workshops in wellness and injury prevention.

The collective bargaining agreement for the classified staff includes staff development opportunities, including three hours per week of release time for employees to take classes or to participate in other staff development activities, including cross-training. There are also provisions in the contract for employees to adjust their schedules to take college classes. Board policies allow for professional growth opportunities for administrative/confidential staff.

Professional development activities for faculty are coordinated by the Office of Instruction in coordination with the Academic Senate.

b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Response: Evaluations are conducted for all trainings and workshops that are sponsored by the college. The results are used to improve training programs, as well as to identify other training needs of faculty, staff, and administrators. Additionally, all employee evaluations include a component related to staff/professional development needs. For classified and administrative staff, the supervisors of these employees make every effort to provide training and development activities identified through the evaluation process. With regard to faculty evaluations, needs of the faculty are forwarded to the Office of Instruction which oversees the Teaching and Learning Center, where the majority of faculty training occurs.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Human Resources is integrated with institutional planning in that it participates in the college’s established planning and budget process by submitting related documents on an annual basis. The OHR also participated in the PEP process, which is another way in which human resources is integrated with institutional planning. Since the Dean of Human Resources sits on the President’s Cabinet, staffing needs are considered on a regular basis and are a crucial element in discussions of program growth and development, as well as capital projects, all of which are discussed at this level.

E. Reflect on your responses in Section 2. Accreditation and External Reviews. If improvements or changes are needed, write objectives on Schedule A.

Areas that are in need of continued attention are: Faculty Evaluation Process; Faculty and Staff Development; and Hiring Processes, including development of a hiring practices handbook. See Schedule A.
3. Services

A. What specific services does the office/unit offer?

The Office of Human Resources (OHR) is responsible for all employment issues, including: recruiting and hiring, equal opportunity employment, new employee orientation, evaluation, classification, personnel records, employment contracts, compensation, benefits, labor relations, administration and interpretation of collective bargaining agreements, and interpretation and application of legal mandates related to employment. The Dean of Human Resources is the responsible district officer for receiving all complaints of unlawful discrimination and for providing training in the prevention of sexual harassment and other forms of unlawful discrimination. The Dean also ensures that reasonable accommodations are provided to employees with documented disabilities.

With relation to the hiring process, human resources personnel coordinate the hiring process for all faculty, administrative, classified, and professional positions, including advertising, preparing files for review by hiring committees, coordinating hiring committees, checking references, making employment offers, and processing all salary and benefit paperwork for all new employees. The Office of Human Resources provides Equal Opportunity Employment (EEO) training to all faculty and staff who wish to serve on hiring committees. The OHR also maintains statistical information on staff and faculty for state and local reporting purposes.

Human Resources staff provide individual orientations to all new employees, explaining benefits, personnel policies, rules and regulations. Other orientation activities for new employees are offered by the OHR in coordination with the Teaching and Learning Center. OHR also coordinates workshops offered by the college’s Employee Assistance Program (EAP). The Office of Human Resources monitors the evaluation process for administrative and classified employees to ensure appropriate salary advancement and satisfactory performance. The OHR also ensures appropriate step, salary advancement and status for all contract/regular faculty. The Dean of Human Resources is responsible for appropriate classification of faculty, administrative, and classified positions.

In addition to maintaining all personnel records, the Office of Human Resources issues notice of assignments and pay slips for hourly academic assignments and processes requests for independent contracts. The staff also process all pay documents in the automated personnel records system for over 800 full and part-time employees, in coordination with the Payroll Department.

The Office of Human Resources coordinates all non-mandated benefits programs for employees and retirees. The OHR implements health and welfare benefit programs in accordance with district policy and agreement language. The staff review contracts and correspondence from benefit vendors and seek resolution to benefit eligibility issues that arise between users and vendors.

The Office of Human Resources monitors and ensures the administration of collective bargaining agreements, with the Dean of Human Resources serving as the chief negotiator with the faculty and classified unions. The Office of Human Resources works collaboratively with the President and the Vice President of Business and Finance on compensation and working conditions for the administrative/confidential employee group through the “Mutual Gains” process.
The Dean of Human Resources represents the district in labor grievances, mediations, arbitrations, disciplinary proceedings, and reduction-in-force activities. The Dean also consults with legal counsel on personnel-related legal matters. The Office of Human Resources provides technical advice and consultation to administrators and supervisors on issues related to personnel management, staff development, employer/employee relations, load calculation, compensation, leave, job classification, contract interpretation, and application of laws and regulations related to employment.

B. How does the office/unit ensure that these services are meeting the needs of students and/or other clients? How do you evaluate how well the services are meeting the needs of students/clients?

The clients of the Office of Human Resources are primarily employees and prospective employees. The OHR has not conducted regular evaluations to determine how well the services are meeting the needs of employees. However, the OHR does respond quickly to requests for information and has examined changes in procedures based on input from faculty and staff. Further, because of ongoing negotiations sessions with the different employee groups, along with interest-based problem-solving, the OHR feels confident that it is meeting the needs of employees we engage in open dialog related to employment issues.

As for potential employees, we regularly receive compliments from applicants who thank the OHR for sending letters in a timely fashion, even letters stating that they were not hired for a particular position. Apparently, most employers do not send follow-up letters to applicants. Those individuals who are hired report that they were treated professionally and courteously by the staff in the OHR.

C. How does this office/unit support student learning in NVC instructional programs?

The OHR supports student learning through the hiring process. Great efforts are taken to coordinate hiring committees and to work closely with committee chairs to ensure that applicants for faculty positions have the instructions and materials needed for their interview process, which generally include a teaching demonstration. The coordination for hiring committees also involves scheduling meetings for multiple people, arranging for rooms, preparing documents, etc. All of this is done in a timely, accurate, and professional manner.

D. What future trends are likely to impact the office/unit?

The Office of Human Resources continues to utilize new technology in human resources practices. The OHR has efficiently implemented the Datatel system and continues to examine ways to improve workflow. The OHR anticipates utilizing digital imaging for file storage, and possibly for the application process in the future. With technology comes the need for updated computers and additional training for staff. The college will be hiring a Benefits Technician to assist in the processing of benefits for all staff. This has space implications for an already-crowded office. The college needs to continue to examine space issues for administrative services on campus.

E. Are services being offered on-line? If yes, describe.

All jobs are posted on the college’s website. The employment application is also available in a PDF format on the website. Agreements and other HR documents are available on the HR website. Finally, the Compliance Training and Quiz related to hiring committee compliance issues resides on the HR website. The OHR anticipates
expanding online services, particularly when Datatel Workflow and the Hershey Imaging System are fully implemented.

F. Reflect on your responses to Section 3. Services. If improvements or changes are needed, write objectives on Schedule A.

In addition to areas identified in 2E, the department intends to continue to implement and enhance Datatel and online products to improve workflow and service to employees. See Schedule A.

4. Community Outreach

A. What recruitment/community outreach activities has the office engaged in or initiated?

The OHR continues to advertise vacancies in local, state, and national publications. Pursuant to the new EEO Plan, local agencies will receive copies of the plan on a regular basis.

B. What has the office/unit done to establish relationships with secondary schools and/or four-year institutions?

Not applicable.

C. What has the office/unit done to establish relationships with businesses and community organizations?

The Dean of Human Resources has been accepted into the Napa Valley Human Resources Network (NVHRN). This group meets monthly for training and discussion on HR issues.

D. Reflect on your responses in Section 4. Community Outreach. If improvements or changes are needed, write objectives Schedule A.
Administrative Services Program Evaluation
Part 2

Office/Unit: Human Resources
Date: October 16, 2008

5. Enrollment Trends and Client Satisfaction

A. Review available data and describe recent trends.

1. Have there been significant fluctuations in the level of service over the past five years? If so, explain.

The Office of Human Resources was operating with temporary staff for approximately seven years. Effective May 1, 2008, the office has been staffed with four regular employees which has led to greater efficiency. Additionally, the OHR will benefit from an additional position of Benefits Technician; this position will work both with HR and payroll to more efficiently process and monitor employee benefits and leave.

2. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

With the current recession, the unemployment rate in California is higher than it has been in 9 years. As a result, the OHR is seeing a growing number of applications for all vacancies. This creates a greater workload on the staff. In order to best address this without placing a fiscal burden on the district, the OHR will stagger recruitments to mitigate workload concerns.

3. Are there internal factors that have affected the program? What are the plans to address these factors?

Clearly the challenges with the State budget over the past few years have been a challenge, coupled with the 50% Law issue. This has affected HR primarily related to how positions are prioritized to be filled. The OHR continues to work with the President’s Cabinet to fill vacant positions, taking into account critical need for the position vs. program expansion and/or development.

Additionally, the Dean of Human Resources has only been in the position for slightly over two years and the department was not been fully staffed until May of 2008. Rather than make major changes to the functioning of the department, the Dean has learned the various aspects and procedures of the OHR. Now, with a full complement of staff, the Dean will be able to do more development in the area. This includes attention to staff development, Datatel enhancements, and continued improvements to the hiring process.

Space continues to be an issue for the OHR. While space is being provided for the new Benefits Technician, three OHR staff still share a very small area. This does not allow for confidential discussions with employees and applicants. Further, the noise level can impede the staff’s ability to concentrate on technical work. Appropriate space needs to be explored for the OHR and other administrative services.
B. How does the office/unit impact student enrollment and retention?

There is no direct impact.

C. Review the hours of operation and the results of satisfaction surveys. Discuss whether the office/unit hours are scheduled appropriately to meet needs.

No surveys were conducted, but the department has not received any complaints about hours of operation.

D. Discuss the results of the satisfaction survey identifying areas for improvement and continued success.

No surveys were conducted; however, the staff in the department regularly assess processes to improve efficiency and delivery of service.

E. Review client/staff ratios and financial data and describe recent trends.

Staffing appears to be at the appropriate level at this time. However, in order to further develop human resources practices, additional staff will be needed. For example, if staff development becomes the charge of the OHR, staff will be needed for coordination and evaluation.

F. Reflect on your responses to Section 4 Enrollment Trends and Satisfaction. If improvements or changes are needed, write objectives on Schedule A.

6. Student Success and Equity

A. Describe programs, practices, and services that support and enhance student and/or employee understanding and appreciation of diversity.

As previously discussed, the OHR regularly monitors the number of diverse individuals who apply for and are offered employment at Napa Valley College. The new hiring committee training is intended to increase the number of diversity hires through greater awareness of bias, cultural differences, and the value of a diverse workforce. Since the Dean of Human Resources sits on the Diversity Task Force, this is another way that the OHR can support the college’s diversity efforts. Finally, trainings in the prevention of harassment, discrimination, and retaliation in the workplace should support and enhance employee understanding of diversity issues.

B. What methods are used by staff to address the needs of a diverse student population?

Working with faculty, staff, and managers in the hiring process helps address the needs of a diverse student population, particularly related to the types of interview questions that are developed to ensure that staff and faculty being hired support the college’s values, have an appreciation for diversity, and can work with students of diverse backgrounds.

C. How does this office/unit support student services within the college?

The OHR supports student services by sponsoring trainings through the EAP and other trainings noted in “A” above.
D. What has the office/unit done to formalize links with instructional programs?

The OHR has worked with the Office of Instruction and the TLC in offering the New Employee Orientations for the past three years. The OHR works closely with the Office of Instruction related to faculty load and pay, as well as reassignments and other extra pay assignments. The OHR will be collaborating with the Office of Instruction with relation to a comprehensive staff development program. Finally, the OHR works with the Office of Instruction on the hiring of faculty.

E. Reflect on your responses to Section 5, Student Success and Equity. If improvements or changes are needed, write objectives on Schedule A.

7. Current Budget

A. What is the source of revenue that supports this office/unit (state categorical, grants, district, other)? Identify the amount and percentage of funding from each source.

The activities and services of the OHR are district-funded. The district does report “mandated costs” related to collective bargaining to the state. When partial reimbursement is received, these funds are returned to the general fund.

B. Since the last review, what percentage increase or decrease has occurred in the budget?

The budget information from the last review is not available. For 2008-2009, the operating budget is 88 percent of the prior year’s actual expenditures. It should be noted that the 2008-2009 budget allocation reflects an increase of $24,528 compared to the 2007-2008 budget allocation. The reason for this increase is primarily related to the number and extent of job advertising.

C. What progress has been made by the office/unit to obtain funds or donations to enhance the budget?

The OHR is not aware of outside funds that are available for human resources practices.

8. Planning and Budget Requests

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that you included on Schedule A. Schedule A will be used as the office/unit plan and Schedules B-F will be used to justify requests for additional resources.

A. Office/Unit Plan. Reflect on your responses to all of the questions above. If improvements or changes are needed, write objectives on Schedule A. Add other objectives that will further the mission of your office/unit. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B, Request for Permanent Faculty and Staff form as needed.

C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C Request for Operating Budget Augmentation form as needed.
D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D Program Specific Equipment Request form as needed.

E. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E Technology Request form as needed.

F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F Facilities Improvement/Renovation Request as needed.

G. Professional Development. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the Schedule G Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development.

   Note: Budget requests for Travel and Conference should be addressed on Schedule C. Operating Budget.

H. Learning Resources/Media Materials. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete Schedule H Learning Resources/Media Materials Request form as needed.
## ADMINISTRATIVE SERVICES
### PROGRAM/DISCIPLINE PLAN

### UNIT NAME  HUMAN RESOURCES

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The specific activities you will implement to accomplish the objectives (e.g. implement a new course).</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Any additional resources you will need to accomplish the objectives. Please be realistic.</td>
<td></td>
</tr>
<tr>
<td>#3 2 and 3</td>
<td></td>
<td>1. Finalize and implement EEO Plan.</td>
<td>1.</td>
<td>1. Once Chancellor’s Office provides availability data, complete the plan and implement the areas that have not yet been addressed.</td>
<td>1. $1000 per year to cover costs of hiring committee trainings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Continue to improve hiring practices.</td>
<td>2.</td>
<td>2. Work with Office of Instruction and Academic Senate to examine different methods of hiring faculty. Continue to improve upon hiring committee and EEO trainings. Finalize hiring practices handbook.</td>
<td>2. Printing costs for handbook and related materials ($500)</td>
</tr>
<tr>
<td>#3 2,3 and 4</td>
<td></td>
<td>3. Expand the number of diversity applicants for all positions.</td>
<td>3.</td>
<td>3. Review recruitment practices and expand publications in which the college advertises to increase diversity applicants. Recruit from graduate schools with high numbers of diverse students. Attend job fairs.</td>
<td>3. $15,000</td>
</tr>
<tr>
<td>#4 3</td>
<td></td>
<td>4. Continue implementation and enhancement of Datatel and other technology products.</td>
<td>4.</td>
<td>4. Implement workflow to improve functioning and delivery of services. Investigate use of digital imaging system and provide training.</td>
<td>4. $22,000</td>
</tr>
<tr>
<td>#2</td>
<td>2 and 3</td>
<td>5. Complete revision of faculty evaluation process.</td>
<td>5. #1</td>
<td>5. Continue to work with ad hoc committee to revise regular and contract faculty evaluation processes.</td>
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<tr>
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<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td>2 and 3</td>
<td>6. Develop comprehensive staff development program.</td>
<td>6.</td>
<td>6. Work with Office of Instruction and other appropriate groups to develop a comprehensive and integrated Staff Development Program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6. If staffing is needed to implement this program, funds will need to be allocated.</td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td>5</td>
<td>7. Provide additional space for HR staff.</td>
<td>7.</td>
<td>7. Work with Cabinet and facilities to identify improved and expanded space for HR staff.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7. To be determined</td>
<td></td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**

2. Accreditation & External Reviews  
3. Services  
4. Community Outreach  
5. Student Success & Equity  
6. Enrollment Trends & Client Satisfaction

Internet address: [www.napavalley.edu/apps/comm.asp?S1=262](http://www.napavalley.edu/apps/comm.asp?S1=262)
**REQUEST FOR NEW PERMANENT FACULTY AND STAFF**

**PROGRAM/UNIT NAME:** HUMAN RESOURCES

*Accreditation reference:* Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. **List in priority order.** Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*N=New, R=Replacement

Submitted By: ___________________________ Approved By: ___________________________

Budget Center Manager President/Vice President

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
REQUEST FOR OPERATING BUDGET AUGMENTATION  
PROGRAM/UNIT NAME  
HUMAN RESOURCES

Budget Center: 2201 Activity __________________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget

This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. **List in priority order.**

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>$15,000.00</td>
<td>Expand Diversity Hires</td>
</tr>
<tr>
<td>Printing</td>
<td>$ 500.00</td>
<td>Improve Hiring Procedures</td>
</tr>
<tr>
<td>Other Operating Costs</td>
<td>$1,000.00</td>
<td>Improve Hiring Procedures</td>
</tr>
<tr>
<td>(Hiring Committee Trainings)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Hardware,</td>
<td>$22,000.00</td>
<td>Improve efficiency and Workflow</td>
</tr>
<tr>
<td>Software and consulting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: ________________________________________  
Approved By: ________________________________________

Budget Center Manager  
President/Vice President

August 2008  29
**PROGRAM SPECIFIC EQUIPMENT REQUEST**  
**PROGRAM/UNIT NAME** HUMAN RESOURCES

*Accreditation rationale:* Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer/Scanning Station and software</td>
<td>$10,000</td>
<td>Improve Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Workflow</td>
<td></td>
</tr>
</tbody>
</table>

Submitted By:  
Approved By:  

__________________________  
Budget Center Manager  
__________________________  
President/Vice President

Internet address: [www.napavalley.edu/apps/comm.asp?S1=262](http://www.napavalley.edu/apps/comm.asp?S1=262)
Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

A. Consulting services for implementing new Datatel applications and digital imaging training. $10,000.00
B. Upgrade one staff computer per year, to efficiently run Datatel programs. $ 2,000.00 per year

Cost estimates will be provided for priority projects only.

Submitted By: ________________________ Approved By: ________________________
Budget Center Manager President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
Facilities Improvement/Renovations Request
Program/Unit Name: Human Resources

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
• How the project supports the mission and objectives of your program
• Project description
• Location of the proposed project
• Health and safety impacts of the project
• On-going maintenance that will be necessary

Space needs must be addressed. Three staff share a small area. There is no confidentiality in this area. Noise levels also affect efficiency and productivity. There is also a lack of sufficient storage space.

Cost estimates will be provided for priority projects only.

Submitted By: ___________________________  Approved By: ___________________________
Budget Center Manager  President/Vice President

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PROFESSIONAL DEVELOPMENT NEEDS

PROGRAM/UNIT NAME    HUMAN RESOURCES

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   Cross training within office
   Digital Imaging
   Datatel Workflow
   Advanced computer training

2. What pedagogical training needs have been identified in your program review?

   N/A.

3. What types of technology does your program use? What technology training needs have you identified?

   The Datatel HR/Payroll system is used daily. We would like to expand on the use of the workflow process and online application process.

   We also would like to use document imaging for workflow and document storage.

4. What are the leading publications specific to your discipline and/or program?

   N/A

Submitted By:                                Approved By:

Budget Center Manager                         President/Vice President

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