

Chabot-Las Positas Community College District

ORGANIZATIONAL REVIEW OF DISTRICT OFFICE AND MAINTENANCE AND OPERATIONS DEPARTMENT

MARCH 7, 2014

Prepared By:

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VICE PRESIDENT

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Executive Summary

The Chabot-Las Positas Community College District (District) requested that School Services of California, Inc., (SSC) conduct an organizational review of the District Office and Maintenance, and Operations department. The objective of the review was to evaluate the effectiveness and efficiency of the current organization structure and to provide a basis for management decisions and actions. Our goal is to provide a current evaluation of the District Office and Maintenance and Operations department and staffing, provide recommendations to improve communication and operational efficiencies, and inform the future staffing plans of the District.

We conducted onsite interviews and numerous electronic and paper surveys with staff Districtwide to determine the effectiveness of the existing organizational structure and its impact on the culture and mission of the District. We also reviewed documents provided by the District and conducted a staffing survey among a group of comparative districts. The comparative districts are those districts in the state that are closest to the District in size.

Based upon our review and analysis, we have developed various recommendations that are included in this report.

The following is a brief summary of key points discussed in more detail in the body of this report.

Overall Observations

The organizational structure and culture play a pivotal role in a district's ability to achieve established goals. The collective attitudes, values, and behaviors of individuals and groups within any organization, and the traditions and norms they share, determine its culture. A strong organization is one where organizational values and expectations are aligned with those of individuals and groups resulting in high productivity, operational efficiency, and personal and organizational satisfaction. The organizational culture of a district is in part reflected in its leadership and communication structures and the values and norms within the leadership team. Leaders are responsible for shaping and nurturing a culture that supports the ongoing growth and development of the organization and its employees.

The organizational structure also plays a key role in an agency's ability to function effectively. A well-designed organization clearly specifies decision-making authority, information flow, and the roles and responsibilities of employees. To attract and retain quality people, there needs to be a clear career path and progression ladder to enhance the knowledge base and personal development for employees.

The District Office organizational structure has significantly changed over the past few years. The existing organizational structure does not necessarily reflect the changing District Office priorities or current functional needs. In addition to changes in the organizational structure, the individuals in the department's top-level management positions have recently changed with a new Chancellor and some shifting in Vice Chancellor positions over the past few years. There has been a fair amount of turnover in many of the administrator and management-level positions in the District over recent years. Additionally, a number of positions in the District Office have been eliminated or are vacant and have required that existing staff temporarily fill the duties of the vacant positions.

COMMUNICATIONS

District Office staff repeatedly raised concerns regarding a lack of communication throughout all levels of the organization. Regular staff meetings are not held, and this does not provide for a holistic form of communication from which management can disseminate information to the various levels of the organization. District Office Staff are working hard and it is difficult to pull them away for meetings; however, not having regular meetings typically results in a lack of communication and coordination. This typically, and it is evidenced from the interviews held in the District, results in lower employee morale and increased resistance to change when the changes are not introduced and discussed ahead of time in these venues.

The District recently completed a move to the newer District Office location and some staff state that the physical layout of the new building can cause staff to feel disconnected from other departments within the organization and from vital information regarding the direction and goals of the organization. The cohesiveness of purpose necessary to motivate a team to collaboratively meet their goals seems to be lacking, a situation that has been highlighted since the move.

Below the top management level there is also a need for regular cross-departmental communications. Staff members in District departments could benefit significantly from regularly scheduled meetings to discuss procedures and issues affecting the areas where they interface. In the following sections of the report, unique communication issues, if applicable, will be addressed by department.

CHANCELLOR'S OFFICE

The Chancellor's Office is the public face of the District, acting as the gateway between the community and colleges. Most public inquiries are directed to the Chancellor's Office and require a level of discretion by staff to direct or manage the inquiries. Additionally, support for the District's Governing Board is provided from this office. The communication channel from the Chancellor's Office should provide clear messages of District activities, procedural changes,

new initiatives, staffing changes, etc., to the colleges and staff. The Chancellor's Office should model the desired conduct and customer service standards for the entire District.

One important way for an organization to improve efficiency and outcomes is to invest in a structured staff development program that is based on organizational goals and is directed toward the needs of individual departments and staff members in order to meet those goals. Such opportunities can result in improved skills, knowledge, and abilities related to the functions that an organization needs to perform. There is a need within the Chancellor's Office to utilize technology in order to communicate with the District Office and college staff, and additional training and integration of website and other technology functions would be beneficial. Additionally the Chancellor's Office manages and performs public relations functions for the District. Previously the District employed a District Executive Director of Public Relations and Governmental Affairs, but this position was eliminated. The Public Relations department also included a Public Information Assistant (who transferred to the Chancellor's Office and is now the Administrative Assistant II) and two college-based Director of Marketing and Communications positions. These two positions were also eliminated.

There is a need for the colleges and District to have a public information and marketing function, in order to engage the community in the college and District activities and to attract and recruit students. Many districts staff each college with a Director of Marketing and Public Relations position to address specific public relations and marketing issues at each campus, and a districtwide Director position.

BUSINESS SERVICES – FINANCIAL SERVICES

The Business Services division is led by the Vice Chancellor, Business Services, with a Director of Business Services responsible for operational activities. The areas of focus for this review include Accounting, Budget, Purchasing, and Risk Management Services. Our analysis is categorized below by each department in Business Services.

A well-functioning Business Services division is critical to ensuring appropriate supervision over the District's assets. This involves establishing and maintaining proper controls and proper training and supervision of staff.

Typically in a college district, payroll staff members report to the Business Services division in order to ensure appropriate supervision and backup of the payroll functions. However, in the District, the payroll staff members report to the Human Resources division. This change was implemented to improve communications and functions between Payroll and Human Resources.

Although the reporting of payroll has been approved by the District's external auditors, several interviewees expressed concerns in the following areas:

- ✦ Reporting errors related to payroll, California Public Employees' Retirement System, California State Teachers' Retirement System, and Social Security
- ✦ Lack of payroll expertise in the Human Resources Department to resolve issues
- ✦ Inadequate backup for the payroll function within the Human Resources Department

The Accounting Department has a vacancy in one of its two Accountant I positions and in the Assistant Director. The positions would share the responsibilities for preparing the CCSF-311 reports, managing the fixed assets, and auditing the financial reports of the colleges. These responsibilities have been absorbed by the Director of Business Services, which has resulted in the Director functioning as a working manager with very little time to devote to higher level tasks within the department. For example, the Director needs to be able to dedicate time to meeting with ITS Department to explore the Banner system's capabilities for grant management, and to the District becoming fiscally independent.

The function of managing the District's enrollment resides with the faculty and deans at the colleges. Since enrollment drives a large portion of the District's revenue, the function of enrollment is traditionally managed by the Accounting Department. The Vice Chancellor of Business Services reviews the enrollment prepared by the faculty and deans for reasonableness. In order to ensure that the function of enrollment management is uniformly monitored and projected, the District's Business Services staff should invest additional time and effort into supporting and directing enrollment management at the colleges. Checks and balances should be in place to ensure that the projected enrollment is realistic and attainable, as this data informs staffing decisions to increase or decrease staff based upon projected FTEs.

According to the District's organization chart, no positions report to the District Budget Officer. Most of the District's processes and procedures involved in developing the budget appear to be assigned to the District Budget Officer. Furthermore, the fact that there are no other lower-level staff involved in the budget process may make the college vulnerable if for any reason the District Budget Officer were to suddenly be unable or unavailable to perform the duties.

The District's departments and colleges are responsible for preparing their budgets using projection information provided by the District's Budget department. The information provided by the Budget department has been described as complex and filled with detailed calculations. The Business Office's format and delivery change every year and lack minimal standardization.

Both colleges rely heavily on budget information received from the District Office, which in many cases is provided verbally. This has caused misunderstandings at the campuses as it relates to the budgets in the past.

BUSINESS SERVICES – MAINTENANCE AND OPERATIONS

Currently, the Maintenance and Operations (M&O) department is led by the Director of M&O who reports to the Vice Chancellor Business Services. The organizational chart is comprised of seven supervisory positions directly reporting to the Director overseeing all maintenance, grounds, and custodial operations. Interviews with staff indicate that the reporting lines are not always clear within the department. In addition, many employees believe that their immediate superiors lack authority to make decisions, as all decisions must go through senior management. The organizational structure in M&O has not significantly changed since the Las Positas College campus was created. As a result, many of the manager or supervisor positions have split supervisory duties at each campus, which are almost 30 miles apart. More than one position provides direction to staff and there is confusion about the chain of command, especially when a supervisor or manager is not on site on a daily basis. Additionally, the college administration at both campuses expressed concern that they lack any ability to request or direct work at their respective campuses. The lean management staffing at each campus means the college administration does not always have a point of contact at the site, and must address concerns to the Director of M&O, creating an incentive for working around the organizational structure.

There is a perception that the M&O department lacks effective leadership at all levels. This perception was supported by information gathered from employees during our interviews. For example, staff noted the lack of regularly scheduled meetings which provide an opportunity to meet as a department. Additionally, staff members frequently expressed concern about the level of supervisory skills exhibited by their supervisors.

Moreover, the custodial staff is very lean and has suffered from a loss in positions from attrition and other vacancies that were not filled. Custodial staff also report that their equipment and supplies are often damaged, not efficient, and not replaced when broken. It was reported that as the number of custodial staff members have decreased over time, the demands have increased with additional classrooms and limited equipment. Custodial staff also expressed concern that they must provide security services in the absence of formal security at many campuses.

The Grounds department staff faces many of the same challenges as the Custodial department regarding reduced staffing and supervisors having split responsibility between the two colleges. The Grounds Supervisor reports directly to the Director of M&O and is responsible for supervising the grounds staff at both Chabot and Las Positas Colleges. Due to the physical

distance between the colleges, supervision for the Grounds staff is not provided at each site on a consistent basis.

As similarly reported in the Custodial and Grounds departments, many staff and the supervisors in the Maintenance department provide support to both campuses, causing inefficiencies and communication challenges. The Maintenance department is led by one Maintenance Manager with the support of two Maintenance Supervisor positions. However, the Maintenance Supervisor position at Las Positas College is vacant, so the Manager has provided supervisory support at this campus, causing the Manager to perform supervisory duties. This prevents the Maintenance Manager from fully functioning as the Manager, and does not provide all of the support that would be provided if the vacant Supervisor position was filled. Additionally, the increased workload at Las Positas College results in the Manager having less time to devote to overseeing operations at Chabot College.

The department has a number of positions that are split between campuses: the Maintenance Electrician, the Maintenance Mechanic, the Maintenance Technician (Painter), and the Maintenance Hardware Specialist. These singular positions must split their time between both campuses and if emergencies arise at the other campus, determine how to prioritize the resolution. This practice does not support the Maintenance department to deliver timely and efficient services to the colleges if staff must juggle leaving a campus to address an emergency, which could be a safety issue, or prevent other staff from being able to complete their work.

EDUCATIONAL SERVICES AND FACILITIES

Several years ago, the District elected to delegate the oversight responsibilities for the Educational Services department to the Vice Chancellor Facilities. Many interviewees felt that, due to the striking differences between the two departments, the combination for effective leadership is not a good fit and is not effectively serving the District. Specifically, the District's facilities and educational services are deprived of the individual leadership required for the departments to be effective. Those interviewed expressed that the two functions, Educational Services and Facilities, are not homogeneous and would be a challenge for a single individual to manage.

Many of the functions of the Facilities department are fiscal in nature and support this department reporting to the Business Services division to provide for more substantial fiscal oversight. Additionally, the Facilities department and Maintenance and Operations departments must work closely together and many of the functions are intertwined. Staff interviewed expressed confusion as to whether specific issues that come up are to be directed to the Facilities department or the Maintenance and Operations department, and when questioned, staff do not

receive concrete answers about the functional divisions. Currently, it does not seem as though the segregation of these two departments is best serving the needs of the District.

HUMAN RESOURCES

Staff members in the Human Resources division carry out their current functions with little direction. Each position has its unique set of duties and required knowledge. Desk manuals and cross-training have taken a back seat to the day-to-day operations. Given the unique set of duties for each position, staff members find it difficult to cover critical duties when one of them is absent.

Additionally, the Human Resources division has gone through a significant reorganization in structure and staffing from 2009 to current. Previously, the division employed 15.00 FTEs, including the following management staff: Director of Human Resources; Manager Employee Benefits/Workers' Compensation; Manager, Employment Diversity and Employee Relations; Manager, Emergency Preparedness and Workplace Safety; Human Resources Supervisor; and Payroll Supervisor. The restructuring eliminated four management positions: one director, one manager, and two supervisors. The duties of the eliminated positions were reallocated and absorbed by the remaining staff.

Lack of technology integration and technology staff support was a common theme heard not just within the Human Resources division, but Districtwide. Issues with the Banner system data fields and capacity have created limitations in the functionality that the Human Resources Manager and staff must deal with. Because all of the data fields aren't utilized, some reporting and actions must be manually entered and tracked in Microsoft Excel. Additionally, because of limitations of the time technology staff can dedicate to the department, Human Resources division staff are not fully trained on all the potential functionality of the Banner system, nor is all of the functionality operational. This causes a significant amount of manual work for the Human Resources Manager and staff.

Typically in a college district, payroll staff members report to the Business Services or Financial Services department in order to ensure appropriate supervision and backup of the payroll functions, along with segregation of duties. This allows for the proper controls over accounting transactions, management authorization of transactions, internal audits, financial reporting, checks and balances, and proper training and supervision of staff. In the current organizational structure, the Payroll staff report to the Human Resources division. The structure was modified a number of years ago in the attempt to reconcile some issues between Human Resources and Payroll functions. On the surface, this arrangement appears to be functioning for the District, and no audit findings have been issued, but we have concerns about this structure. The Payroll Manager does not have any supervisory support for the unique functions in the payroll areas of

responsibility, and there are concerns that certain segregation of duties related to human resources and payroll are not always retained.

Further complicating the human resources functions, each college has some autonomy regarding personnel actions. There have been reported issues of college staff and some department staff not following protocol or including Human Resources in the hiring process. This has created issues where new hires have started work without clearance finalized from the Human Resources division. At each college, personnel forms are supposed to be signed off by the Vice President of Administrative Services, but this is not occurring every time. Additionally, Human Resources staff is not always involved as departments initiate the recruitment and hiring process for employees. Human Resources staff members are not always on the interview panels, which can open up the District to liability if the proper protocols are not followed, and training for college and other department staff around hiring requirements is not consistently provided.

INFORMATION TECHNOLOGY SERVICES (ITS)

The ITS division is charged with implementing new educational and administrative technology, maintaining the existing technology infrastructure, implementing modernization of technology, and providing technical support to users. The Chief Technology Officer (CTO) position leads the division and reports to the Chancellor.

Based upon review of workload and the interview process, it is apparent that the ITS division is in need of an Applications Manager position. Many feel that the ITS Department is made up of competent and capable people who can manage their assigned tasks and areas of responsibility. However, the ITS division has a long list of projects that are in progress and many more that are on deck and waiting to get started. Some expressed frustration that the ITS division's priorities are not clear. This is likely due to the ITS division lacking an individual who is monitoring workloads; ensuring projects are on task; and meeting the deadlines, such as the proposed Applications Manager position.

The budget constraints have resulted in minimal opportunities for training and staff development for the ITS staff. Some department staff stated that much of the knowledge about the District's hardware and software is self-taught from reading the documentation and the code. Others shared that they have pursued staff development on their own and share the materials with their colleagues when the information is relevant. A large portion of the ITS staff does attend the annual conference held by the providers of the Banner system.

Major Recommendations

CHANCELLOR'S OFFICE

- ✦ **Ensure that formal communication structures are in place through all levels of the organization, and that those communications reach all employees that may be affected.** Structures should explicitly address all formal communication to key District stakeholders—from the Board and Chancellor, through the Vice Chancellor leadership team, to all employees, so that all layers of the organization have the opportunity to receive the information they need, as well as provide input and feedback on items when appropriate. Departments and functional areas within departments should hold regularly scheduled meetings to discuss current and upcoming events. Changes in circumstance, whether related to a reorganization of administrative duties and responsibilities or the necessity to make significant budget reductions, will need to be assessed to ensure they continue to provide opportunities for stakeholder participation. While it may be challenging for staff members to commit the time necessary to ensure that effective communications can occur, it is an investment in the efficiency and effectiveness of the District. As a part of this, the District should continue to communicate on an ongoing basis the vision and goals of the Board and Chancellor so that all affected employees can focus their efforts toward that end.

- ✦ **Reestablish the marketing and public information functions for the District by filling the Director of Public Information and Marketing positions at the colleges and filling the vacant Executive Assistant to the Chancellor/Coordinator of Board Operations position.** We recommend as a first step that the District consider reestablishing a director-level position at each campus who would report to the college President. Second, at the District Office, in order to manage public information inquiries and to engage a full-time staff member to support the Board, we recommend filling the vacant Executive Assistant to the Chancellor/Coordinator of Board Operations position and establishing support for these two functions as primary responsibilities. As a function of the public information duties, this position would take direction from the Chancellor and work with the college Directors in order to provide a determined level of public information services to the community and to the District as a whole. At some point in the future, based upon evaluation of the recommended staffing augmentations, and as financial resources allow, the District may want to consider adding a Public Information Officer or Director of Public Information and Marketing position to the Chancellor's Office staff to support a higher level of direction and duties in this area.

BUSINESS SERVICES – FINANCIAL SERVICES

- ✦ **Shift the Payroll department from the Human Resources division to the Business Services division, under the supervision of the Director of Business Services.** In order to ensure that internal controls related to Payroll reporting are maintained, shifting the Payroll department to the Business Services division will allow for a clear segregation of the Payroll and reporting functions from the Human Resources functions. This shift will also provide the Payroll Manager the expertise and support from the Director of Business Services related to financial reporting and payroll. The Payroll department and Human Resources will need to engage in a continued dialogue to correct any past errors or reporting deficiencies and work to create a more seamless relationship between the creation and management of position control and the payroll function. This recommendation is discussed further in the Business Services section of this report.
- ✦ **Restore Assistant Director of Business Services position.** The restoration of this position would help relieve the Director of the lower-level tasks it has taken on due to the vacancy in the Accountant position. In addition, the Assistant Director could provide much needed support to the colleges' presidents and their respective business office staff at the two colleges including, but not limited to, the following:
 - Work with the District Budget Officer to provide support to the business office at the colleges
 - Establish effective process and procedures for the college campuses
 - Initiate meetings with the ITS Department to minimize the manual processes in the business areas at the colleges and replace them with automation

BUSINESS SERVICES – MAINTENANCE AND OPERATIONS

- ✦ **Establish a well-defined organizational structure for the M&O department with clear chains of command and adequate staff.** It is important that a clear organizational structure be established and that employees are familiarized with the structure and their individual chain of command. It is also critical that supervisory responsibilities are clear so that all supervisors and their subordinates understand the levels of authority. Employees should only have one direct supervisor, and authority and responsibility should come from top management down through the organizational structure.
- ✦ **Institute a rigorous evaluation process.** Due to concerns throughout the M&O department about absenteeism and employee performance, it is critical that a standardized process be

established that provides a structure for employee evaluations. The evaluation process should occur on an annual basis with intermediate reviews if corrective action was identified during the annual review. Evaluations should be conducted by the supervisor responsible for the employee's work assignments.

- ✦ **Establish Custodial and Operations Manager positions at each college to oversee the custodial and grounds operations.** By first expanding the duties of the current Custodial Manager position to also oversee the Grounds department, and then filling the new Custodial and Operations Manager position at each college, the custodial and grounds staff will have a clear onsite supervisor who will be at that site on a daily basis and a clear chain of command. The Custodial and Operations Manager positions would continue to report to the Director of M&O. This position should direct the work of all custodial and grounds staff, working with the Custodial Supervisors to direct the night shift and swing shift custodial staff and Grounds Supervisor positions. The Managers should lead a regular evaluation process for custodial staff, establish and require cleaning standards and protocols, and be active in the development and monitoring of the custodial and grounds budgets.
- ✦ **Develop and implement custodial staffing formulas.** We recommend that the M&O department custodial management allocate custodians to sites based on a standardized formula, such as the CASBO Custodial Staffing formula. However, it is important that the methodology for allocating custodians be monitored regularly to ensure that the staffing formula is appropriately meeting service needs. The M&O department should maintain the spreadsheet on a more frequent basis to ensure that the current staffing ratios are appropriate. Since the formula does not take into consideration any specialized cleaning for extraordinary needs, there should be a provision for authorizing augmentations in special circumstances. Any such requests should go from the site administrator to the Custodial Manager. The custodial staffing formula should fairly evaluate the workload of evening/swing shift and day custodians.
- ✦ **Develop and implement a staffing formula for the Grounds department to ensure adequate staffing.** We recommend that Grounds department staff be allocated to the colleges based on a standardized formula which accounts for the number of work orders requested (if applicable), number of sites, type of sites and infrastructure (athletic fields, etc.), acreage, and safety of employees. However, it is important that the methodology for allocating staff be monitored regularly to ensure that the staffing formula is appropriately meeting service needs. Currently, the department is stretched thin and additional staff is critically required at each college. The proposed Custodial and Operations Manager position should maintain the spreadsheet on a frequent basis to ensure that the current staffing ratios are appropriate. Since a formula does not take into consideration any specialized services for extraordinary needs, there should be a provision for authorizing augmentations in special

circumstances. Any such requests should go from the site administrator to the Custodial and Operations Maintenance Manager.

- ✦ **Establish and fill a Maintenance Supervisor position at each college.** Because Maintenance staff members work shifts during the day, supervision at each campus can be accomplished with a full-time Maintenance Supervisor. The Maintenance Supervisors would report to the Maintenance Manager and free up the Manager to perform higher-level managerial duties required. These positions should direct the work of all Maintenance staff, and working with the Manager should lead a regular evaluation process for staff.
- ✦ **Develop and implement staffing formulas for the Maintenance departments.** We recommend that all Maintenance department staff also be allocated based on a standardized formula which accounts for the number of work orders requested, number of sites, age and condition of facilities, type of facilities, square footage of buildings, and safety of employees. As stated in the previous recommendations related to staffing formulas, it is important that the methodology for allocating staff be monitored regularly to ensure that the staffing formula is appropriately meeting service needs, especially as new construction or modernization occurs resulting from bond projects. The Maintenance Manager position should maintain the spreadsheet on a frequent basis to ensure that the current staffing ratios are appropriate. Since a formula does not take into consideration any specialized services for extraordinary needs, there should be a provision for authorizing augmentations in special circumstances. Any such requests should go from the site administrator to the Maintenance Manager.

EDUCATIONAL SERVICES AND FACILITIES

- ✦ **Consider reorganizing the Facilities department to the oversight of the Business Services division and creating an Executive Director of Facilities, Maintenance, and Operations position.** The Facilities department is responsible for a variety of activities that are fiscal in nature, and therefore should be appropriately managed and overseen by the Business Services division. Additionally, this restructuring will allow continuity and coordination of service between Maintenance and Operations and Facilities functions. This reorganization will eliminate the need for the Vice Chancellor of Facilities position. The Executive Director of Facilities, Maintenance, and Operations position would report to the Vice Chancellor Business Services, leading the Facilities, Maintenance, and Operations departments. The existing Director of Maintenance and Operations position would report to the Executive Director.
- ✦ **Restructure the Educational Services department with an Associate Vice Chancellor of Educational Services position.** In order to reflect the segregation of the Educational

Services and Facilities division into two departments, we recommend staffing the Educational Services department with an Associate Vice Chancellor position, reflecting the new level of responsibility for Educational Services only. This change would eliminate the Vice Chancellor of Educational Services position. The Associate Vice Chancellor position would report directly to the Chancellor and oversee the core educational mission of the District and provide specialized support to the college Vice Presidents of Academic Instruction.

HUMAN RESOURCES

- ✦ **Reinstate the Director of Human Resources position.** It is recommended that this position assume the duties related to employee health and welfare benefits, risk management, and emergency preparedness, and will also provide day-to-day support and oversight to the Human Resources Manager and Technicians. This will allow the Manager position to focus on the duties related to oversight of the Human Resources functions and accuracy and provide training to Human Resources staff and colleges. We recommend that, when recruiting for the Director of Human Resources, the job announcement require a combination of education and experience that would equate to at least five years of supervisory-level experience in Human Resources operations, with formal training in human resources practices. It is critical that this position provide expertise and technical assistance for the day-to-day operations of the department, as our recommendations that follow will require significant attention to the department's internal operations.
- ✦ **Establish a training program for all Human Resources Technicians and management.** A training program to ensure staff is appropriately trained in current employment law and requirements and that employees are given continuing professional development opportunities to ensure sound practices and compliance.
- ✦ **Consider adding a Human Resources Analyst position.** We believe that a well-functioning Human Resources division plays the most critical role in ensuring that the District is able to attract, hire, and retain the highest-qualified employees. With the increased attention to this role and to assist the division in implementing the recommendations of this report, the District should consider augmenting the staff in the Human Resources division accordingly. This position would report to the Human Resources Manager and assume some higher level Human Resources technical duties, including research into employment issues and support in the recruitment and hiring process.

INFORMATION TECHNOLOGY SERVICES (ITS)

- ✦ **Implement a training plan for the Banner system.** The District should develop a training plan for ongoing Banner system support that provides standards of training to include who is to be trained, how often, and on what subjects. The plan should also specify who is to provide the training and how the training is to be documented. Training should be completed before new users are granted access to any of the District's technology. Once the initial training sessions are in place, refresher courses to keep employees current on their training should be developed and implemented. Also, an analysis of training costs and related resources needs to be performed and factored into the ITS division's budget development process.
- ✦ **Provide opportunities for technical training of ITS division staff.** There are many staff development opportunities available in the area of technology services. We recommend that the ITS division prepare a training plan that includes the CTO and staff, as appropriate, so that the staff is kept abreast of any changes in technology and can avail themselves of best practices in the technological industry.
- ✦ **Create and fill an Applications Manager position.** Creation of this position would help ensure appropriate supervision of the ITS division, consolidate the various tasks and projects with one staff member, and provide the coordinated oversight that appears to be lacking. In addition, the Applications Manager could step in and serve as a backup to the CTO and other managers if they are out of the office or temporarily unavailable.
- ✦ **Augment ITS staff with two Administrative Systems Analyst positions.** The District should augment the ITS staff with two additional Administrative Systems Analysts. The Administrative Systems Analysts would support each of the college's business offices in the area of technology. The Administrative Systems Analysts would ensure each college's business office is operating efficiently and effectively in systems such as Banner, email, and any third-party software products. Also, the Administrative Systems Analysts would be responsible for training the staff and other end users at the colleges on the software utilized by the colleges.

Study Overview

Purpose






The Chabot-Las Positas Community College District (District) requested that School Services of California, Inc., (SSC) conduct an Organizational Review of the District Office and Maintenance and Operations department. The review is designed to examine the existing structures and processes in the District Office and Maintenance and Operations department in order to make recommendations to improve effectiveness and efficiency in meeting the needs of the other departments and the District's instructional program.

Upon completion of this review and evaluation, we offer findings and recommendations, where appropriate, for organizational changes to improve communication and operational efficiencies that we believe will ensure the District is positioned for continued success.

Our findings are intended to provide a basis for management decisions and actions. Our goal is to provide a current evaluation of District Office and Maintenance and Operations functions and processes in order to provide recommendations to inform the future organizational plans of the District.

Scope and Methodology

The objective of the review was to assess the existing organizational structures, functions, workload, and staffing within the following functional areas:

-  Chancellor's Office
-  Business Services
-  Educational Services/Facilities Planning
-  Human Resources
-  Information Technology Services (ITS)

This included a review of organizational structures, essential functions of positions within the division, and their capacity to handle workload peaks and address priorities given existing staffing levels.

The District provided SSC with various documents to provide background information, such as: audit reports, job descriptions, detailed organizational charts, staffing information, and sample forms used. SSC then conducted onsite interviews with over 100 staff members—District Office administrators, staff from all District Office divisions and departments, and college staff and administrators—to determine essential duties, how services are performed, and to identify any strengths or weaknesses that exist in the structure or processes. Additionally, an online survey was used to solicit feedback on District Office operations. This survey was provided to District Office and campus staff.

The review was designed to answer the following key questions:

- # How might the organizational structure be improved to meet anticipated budgetary and workload demands?
- # Are the current positions the best to carry out required tasks effectively?
- # Are there inefficiencies—duplicative or ineffective processes?
- # How might duties be combined for effectiveness and efficiency?
- # Is the workload equally distributed among the existing staff?
- # Are there services that should be provided but are not because of the existing organizational structure?
- # How might reorganization of the District's management positions or changes in procedures affect services to the colleges, students, and employees?
- # Are there systems in place to support the required service delivery demands?
- # Are services being provided in a timely manner?

The resulting report includes, for each functional area reviewed, a discussion of the standards and SSC's analysis, along with major findings and recommendations relative to the objectives of this review.

In addition, our report includes the results of a survey of these community college districts (CCDs) with similar characteristics to the District:

- ✚ Grossmont-Cuyamaca CCD
- ✚ San Bernardino Valley CCD
- ✚ San Jose-Evergreen CCD
- ✚ West Valley-Mission CCD

These districts were chosen for comparative purposes, as they are all CCDs and of the closest size to the District in terms full-time equivalent (FTE) students. Based upon the results of our survey, this report provides an analysis of the comparative levels of staffing in each functional area under review.

District Office and Maintenance and Operations Department Organizational Review

The organizational structure and culture play a pivotal role in a district's ability to achieve established goals. The collective attitudes, values, and behaviors of individuals and groups within any organization, and the traditions and norms they share, determine its culture. A strong organization is one where organizational values and expectations are aligned with those of individuals and groups resulting in high productivity, operational efficiency, and personal and organizational satisfaction. The organizational culture of a district is in part reflected in its leadership and communication structures and the values and norms within the leadership team. Leaders are responsible for shaping and nurturing a culture that supports the ongoing growth and development of the organization and its employees.

The organizational structure also plays a key role in an agency's ability to function effectively. A well-designed organization clearly specifies decision-making authority, information flow, and the roles and responsibilities of employees. To attract and retain quality people, there needs to be a clear career path and progression ladder to enhance the knowledge base and personal development for employees.

As Figure 1 illustrates, the ability of the District to provide services that meet the needs of students in the most cost-effective manner is dependent upon its ability to build a strong culture where organizational values and expectations are shared, and there is a commitment to investing in employees and operational effectiveness.

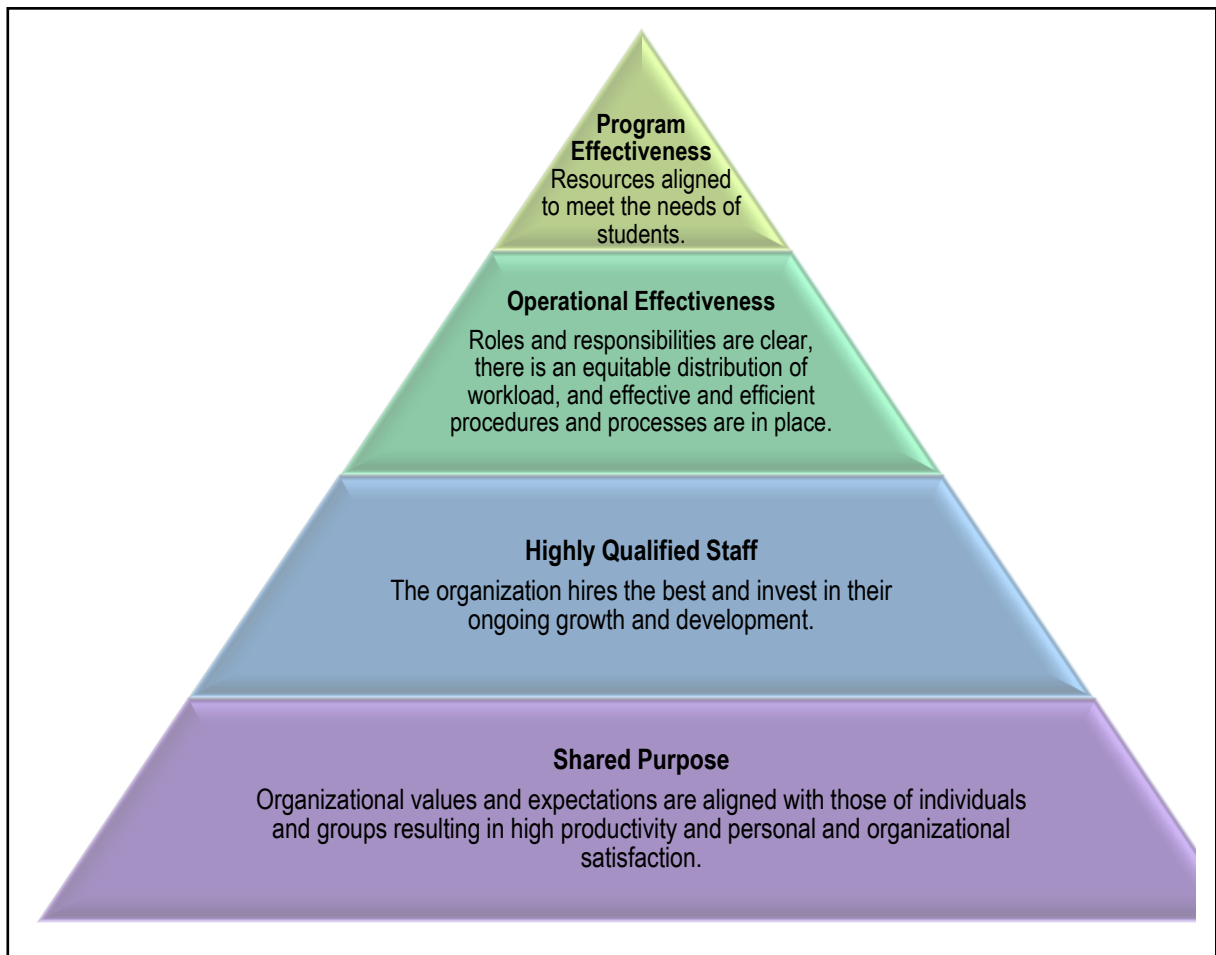


Figure 1: Organizational Culture and Program Effectiveness

The Chabot-Las Positas Community College District was founded in 1961 and serves the San Francisco East Bay Area, particularly southern Alameda County, through its two colleges: Chabot College in Hayward and Las Positas College in Livermore. The colleges specialize in university transfer, technical training, continuing education, workforce development, contract education with local businesses, and cultural enrichment. The district serves over 24,000 students and employs almost 2,000 administrators, faculty, and classified staff.

Members of a seven-member Board of Trustees set policy for the District. They are elected from trustee areas by the registered voters of nine communities: Livermore, Dublin, Pleasanton, Sunol, Castro Valley, San Lorenzo, San Leandro, Hayward, and Union City.

The District Office organizational structure has significantly changed over the past few years. The existing organizational structure does not necessarily reflect the changing District Office

priorities or current functional needs. In addition to changes in the organizational structure, the individuals in the department's top-level management positions have recently changed with a new Chancellor and some shifting in Vice Chancellor positions over the past few years. There has been a fair amount of turnover in many of the administrator and management-level positions in the District over recent years. Additionally, a number of positions in the District Office have been eliminated or are vacant and have required that existing staff temporarily fill the duties of the vacant positions.

Communications

The key to any organization's success is its ability to communicate effectively at and through all levels of the organization. There are typically formal lines of communication that follow the organization chart. Further, the stronger the formal communication system, the more that informal communications—such as break room conversations—can be aligned with the formal messages. Strong communications help to ensure that the interests of staff members at all levels are closely aligned with that of the organization. As such, the organization is well positioned to leverage these shared interests for continuous improvement.

District Office staff repeatedly raised concerns regarding a lack of communication throughout all levels of the organization. Regular staff meetings are not held, and this does not provide for a holistic form of communication from which management can disseminate information to the various levels of the organization. District Office Staff are working hard and it is difficult to pull them away for meetings; however, not having regular meetings typically results in a lack of communication and coordination. This typically, and it is evidenced from the interviews held in the District, results in lower employee morale and increased resistance to change when the changes are not introduced and discussed ahead of time in these venues.

The District recently completed a move to the newer District Office location and some staff state that the physical layout of the new building can cause staff to feel disconnected from other departments within the organization and from vital information regarding the direction and goals of the organization. The cohesiveness of purpose necessary to motivate a team to collaboratively meet their goals seems to be lacking, a situation that has been highlighted since the move.

The District has standing meetings that provide the District's Vice Chancellor leadership team with regular opportunities to communicate. Within the District Office departments, lower-level staff meetings may occur with significant events, but this is sporadic in nature. Some functional areas hold regular staff meetings, but most do so rarely. Staff members acknowledge that leadership team members are extremely busy, but across these departments we found most interviewees believing that the formal communications occurring at the top levels of the organization are not reaching them. They cited learning about District events—such as the need

to make significant budget cuts or staffing reductions in years past—from sources outside the District.

Also, staff members believe that they are not receiving information about events within their own departments before they occur, and they do not have an opportunity to provide input before decisions are made. For example, District reorganizations have caught a number of staff members in the reorganized departments by surprise. There have been missteps in the past in the implementation of programs and initiatives, and better communication—with opportunities for dialogue and questions and answers—could have prevented problems. Overall, because of a lack of formal communication, staff members believe their efforts are not focused and not as productive or as effective as they could be.

Below the top management level there is also a need for regular cross-departmental communications. Staff members in District departments could benefit significantly from regularly scheduled meetings to discuss procedures and issues affecting the areas where they interface. In the following sections of the report, unique communication issues, if applicable, will be addressed by department.

Recommendations

1. **Ensure that formal communication structures are in place through all levels of the organization, and that those communications reach all employees that may be affected.** Structures should explicitly address all formal communication to key District stakeholders—from the Board and Chancellor, through the Vice Chancellor leadership team, to all employees, so that all layers of the organization have the opportunity to receive the information they need, as well as provide input and feedback on items when appropriate. Departments and functional areas within departments should hold regularly scheduled meetings to discuss current and upcoming events. Changes in circumstance, whether related to a reorganization of administrative duties and responsibilities or the necessity to make significant budget reductions, will need to be assessed to ensure they continue to provide opportunities for stakeholder participation. While it may be challenging for staff members to commit the time necessary to ensure that effective communications can occur, it is an investment in the efficiency and effectiveness of the District. As a part of this, the District should continue to communicate on an ongoing basis the vision and goals of the Board and Chancellor so that all affected employees can focus their efforts toward that end.
2. **Schedule regular staff meetings.** It is important to have both formal and informal avenues of communication. Regular meetings throughout the District Office should be a primary communication vehicle for the District to communicate amongst colleagues. The meetings should emphasize important news and information, including opportunities to gain input

from all staff members. Regular meetings are an opportune time to discuss updates to policy or District projects to ensure all staff are informed of any changes or potential issues. These meetings should continue on a regularly established schedule, with the administrators making sure to disseminate information regarding any new or changing policies or procedures. Managers in the departments should meet on a weekly or biweekly basis and all staff on at least a quarterly basis. Set the expectation that managers are to keep their staff informed in between these all-staff meetings.

3. **Implement cross-departmental communication structures for District Office departments.** As discussed above, there are functional areas within the District Office that need to have a strong working relationship. The District should identify those relationships and develop formal communication structures to ensure that the departments are functioning well together. Specific examples and recommendations will be provided in the following sections of this report.
4. **Enhance reciprocal communications and collaborative decision making whenever possible.** Allowing adequate time for reciprocity will ensure stakeholders feel supported as well as valued. Reciprocal communication structures can slow down decision making but increase ownership and accountability. When circumstances require immediate action, efforts to involve stakeholders often fail as insufficient time is provided for this kind of reciprocal communication. Evaluating what decisions should, or can be made, collaboratively, versus what decisions must be made by top management and then communicated to others is essential. Ensuring that employees understand the difference is key to maintaining relationships and improving effective communications.

Chancellor's Office

The Chancellor's Office is the public face of the District, acting as the gateway between the community and colleges. Most public inquiries are directed to the Chancellor's Office and require a level of discretion by staff to direct or manage the inquiries. Additionally, support for the District's Governing Board is provided from this office. The communication channel from the Chancellor's Office should provide clear messages of District activities, procedural changes, new initiatives, staffing changes, etc., to the colleges and staff. The Chancellor's Office should model the desired conduct and customer service standards for the entire District.

The Chancellor's Office currently includes the following staff supporting the Chancellor:

Figure 2: Chancellor's Office Staffing	
Position	FTE
Executive Coordinator	1.00
Administrative Assistant II	1.00
Receptionist/Mailroom Clerk	1.00
Executive Assistant to the Chancellor/Coordinator of Board Operations	1.00 (Vacant)
Total FTEs	4.00
Vacant FTE	1.00
Filled FTEs	3.00

The Executive Coordinator provides direct support to the Chancellor, and also deals with many of the community inquiries. The Administrative Assistant II also provides support to the Chancellor and works with the Executive Coordinator. The Receptionist/Mailroom Clerk answers the District's main telephone lines and also supports the Executive Coordinator and Administrative Assistant II as necessary. Additionally, a retired employee who previously held the full-time Executive Assistant to the Chancellor/Coordinator of Board Operations position, was hired to work part time for the Chancellor's Office to support the Board of Trustees because full-time staff do not have the time to perform this function, and have also not been fully trained on the duties.

One important way for an organization to improve efficiency and outcomes is to invest in a structured staff development program that is based on organizational goals and is directed toward the needs of individual departments and staff members in order to meet those goals. Such opportunities can result in improved skills, knowledge, and abilities related to the functions that an organization needs to perform. There is a need within the Chancellor's Office to utilize technology in order to communicate with the District Office and college staff, and additional training and integration of website and other technology functions would be beneficial. Additionally the Chancellor's Office manages and performs public relations functions for the District. Previously the District employed a District Executive Director of Public Relations and Governmental Affairs, but this position was eliminated. The Public Relations department also included a Public Information Assistant (who transferred to the Chancellor's Office and is now the Administrative Assistant II) and two college-based Director of Marketing and Communications positions. These two positions were also eliminated.

There is a need for the colleges and District to have a public information and marketing function, in order to engage the community in the college and District activities and to attract and recruit students. Many districts staff each college with a Director of Marketing and Public Relations position to address specific public relations and marketing issues at each campus, and a districtwide Director position.

Recommendations

5. **Provide ongoing consistent communication within the District Office and with other departments and campuses.** The District leadership should be more proactive in communicating internally and externally about new policies, recurring issues, ways to streamline practices, ideas for improving services, etc. Input can be actively solicited from other departments and campuses, which the District leadership can consider in adjusting its operations to provide better service and greater efficiency. The key to this will be to maintain strong communications within the departments and campuses through regular staff meetings that foster discussions about what can be done to help move the District departments forward, and then providing training to other departments and campus staff, if necessary, on policies (i.e., a new work order system).
6. **Develop initiatives and use all communication channels to develop a customer service-focused culture that filters through all layers of the District.** Expectations for customer service and behavior should be specified and used in all levels of the District's departments for staff training and evaluations. Part of the District's initiatives should include establishing a lasting culture of service, responsibility, and accountability. Staff meetings should include a standing item to reinforce the customer service-focused culture. Standards such as answering telephone calls within a certain number of rings; adhering to specific turnaround times for responding to emails, telephone calls, and other queries and requests; and other appropriate behaviors should be established as appropriate for the District Office. Policies that establish appropriate accountability and responsibilities should be reviewed, updated as necessary, and communicated to the staff members involved. All staff should receive training on standards of behavior and ethics, and then should be held accountable for all areas of their performance. A sample list of customer service protocols is provided in Appendix B.
7. **Reestablish the marketing and public information functions for the District by filling the Director of Public Information and Marketing positions at the colleges and filling the vacant Executive Assistant to the Chancellor/Coordinator of Board Operations position.** We recommend as a first step that the District consider reestablishing a director-level position at each campus who would report to the college President. Second, at the District Office, in order to manage public information inquiries and to engage a full-time staff member to support the Board, we recommend filling the vacant Executive Assistant to the Chancellor/Coordinator of Board Operations position and establishing support for these two functions as primary responsibilities. As a function of the public information duties, this position would take direction from the Chancellor and work with the college Directors in order to provide a determined level of public information services to the community and to the District as a whole. At some point in the future, based upon evaluation of the

recommended staffing augmentations, and as financial resources allow, the District may want to consider adding a Public Information Officer or Director of Public Information and Marketing position to the Chancellor's Office staff to support a higher level of direction and duties in this area.

Business Services Division—Financial Services

BUSINESS SERVICES

The Business Services division is led by the Vice Chancellor, Business Services, with a Director of Business Services responsible for operational activities. The areas of focus for this review include Accounting, Budget, Purchasing, and Risk Management Services. Our analysis is categorized below by each department in Business Services.

A well-functioning Business Services division is critical to ensuring appropriate supervision over the District's assets. This involves establishing and maintaining proper controls and proper training and supervision of staff.

The standard above is even more critical as the District proceeds with building the foundation to be fiscally independent from the county office of education—the warrants for payroll and vendors are generated, authorized, and distributed by the District without the involvement of the county office of education. Conversely, most college districts in California are fiscally dependent on their county office of education—the county office is part of the control structure. Being fiscally independent requires that the District maintain additional internal controls as compared with most college districts, which requires more staff time and procedures.

Typically in a college district, payroll staff members report to the Business Services division in order to ensure appropriate supervision and backup of the payroll functions. However, in the District, the payroll staff members report to the Human Resources division. This change was implemented to improve communications and functions between Payroll and Human Resources.

Although the reporting of payroll has been approved by the District's external auditors, several interviewees expressed concerns in the following areas:

- ✚ Reporting errors related to payroll, California Public Employees' Retirement System, California State Teachers' Retirement System, and Social Security
- ✚ Lack of payroll expertise in the Human Resources Department to resolve issues
- ✚ Inadequate backup for the payroll function within the Human Resources Department

The Vice Chancellor of Business Services holds a division meeting with the staff on a monthly basis. The meeting is scheduled after the Board meeting and is used as a medium to share information as well as discuss higher level issues that impact the Business Services division. Although workload can make it difficult to keep formal communication structures in place, it is critical that the commitment to regular meetings of all staff members in the Business Services division is kept so that everyone is informed of events that may impact their responsibilities.

Recommendations

8. **Shift the Payroll department from the Human Resources division to the Business Services division, under the supervision of the Director of Business Services.** In order to ensure that internal controls related to Payroll reporting are maintained, shifting the Payroll department to the Business Services division will allow for a clear segregation of the Payroll and reporting functions from the Human Resources functions. This shift will also provide the Payroll Manager the expertise and support from the Director of Business Services related to financial reporting and payroll. The Payroll department and Human Resources will need to engage in a continued dialogue to correct any past errors or reporting deficiencies and work to create a more seamless relationship between the creation and management of position control and the payroll function. This recommendation is discussed further in the Business Services section of this report.
9. **Formalize backup assignments for Payroll functions and complete backup training.** The training of backup personnel needs to be a top priority, as many functions of the Business Services division require timely action in order to mitigate risk, avoid overpaying employees, minimize reporting errors, and meet statutory deadlines. While Business Services staff have some backup training in place, the recommended reorganization of the Payroll department to the Business Services division will require that backup assignments for Payroll functions are determined and training is provided. When a staff member is out, another staff member needs to know enough about that job to be able to carry out the essential duties and functions during the absence. As the backup training program is established for Payroll, the existing backup protocols should be reviewed to ensure that each Business Services staff member is assigned at least one or more backup people, and that a training plan exists to ensure that staff members are appropriately trained to cover each other's desks. This training can occur on the natural as the functions need to be performed real-time—as an employee goes on an extended illness leave, as payroll is run, as reports are prepared, etc.
10. **Hold regularly scheduled staff meetings.** Given the day-to-day workload, it is often difficult to make time for meetings, but meetings are very critical to ensuring that a department or work unit is working cohesively. We recommend that each work unit in the Business Services department schedule and hold weekly staff meetings to discuss current

activities, upcoming activities, training opportunities, progress on department initiatives, issues or roadblocks, and specific employee situations that everyone needs to be aware of. Each staff member needs to know their role in support of each of the items discussed; these staff meetings should be opportunities for staff members to ask questions and provide input wherever possible.

ACCOUNTING SERVICES

A well-functioning Accounting Services department is critical to ensuring appropriate supervision over the District’s assets. This involves establishing and maintaining proper controls over accounting transactions, including appropriate segregation of duties, management authorization of transactions, internal audits, financial reporting, and checks and balances.

The Accounting department is responsible for accounts payable, accounts receivable, general ledger, and cash management. Figure 3 displays the positions and the respective FTEs which support the accounting services of the District:

Figure 3: Accounting Department Staffing	
Position	FTE
Director Business Services	1.00
Assistant Director	1.00 (1.00 vacant)
District Budget Officer	1.00
Administrative Assistant II	1.00
Accounting Supervisor	1.00
Accountant I	2.00 (1.00 vacant)
Accountant II	1.00
Accounting Specialist	1.00
Accounting Assistant	3.00
Total FTEs	12.00
Vacant FTEs	2.00
Filled FTEs	10.00

The Accounting Department has a vacancy in one of its two Accountant I positions and in the Assistant Director. The positions would share the responsibilities for preparing the CCSF-311 reports, managing the fixed assets, and auditing the financial reports of the colleges. These responsibilities have been absorbed by the Director of Business Services, which has resulted in

the Director functioning as a working manager with very little time to devote to higher level tasks within the department. For example, the Director needs to be able to dedicate time to meeting with ITS Department to explore the Banner system's capabilities for grant management, and to the District becoming fiscally independent.

The Accounting Assistants have the responsibility of paying vendors on behalf of the District's Measure B bond program. The District uses the three-way match system through the Banner Financial System. Although the process is automated, the Accounting Assistants spend a significant amount of time researching critical information (e.g., purchase order number, contact name) needed to complete the purchases initiated by the colleges because the process does not require the critical information be completed before submission. A combined lack of training from the District's Business Office on the process and the importance of complete submissions, and the workload of the college business office staff have created a situation where the colleges are not aware of the implications of submitting incomplete information and a lack accountability is likely to allow this practice to continue.

Another challenge faced by the Accounting Department is the management of the District's use of documents known as direct pays. Direct pays enable the District to pay vendors expeditiously because they are processed outside the normal accounts payable process. Unfortunately, direct pays are presented to the Accounting Assistants for processing without a budget account code.

Many interviewees acknowledge the value of the monthly meetings led by the Vice Chancellor of Business. The meetings accomplish their goal of providing high-level information to staff as it relates to the District's finances and operations. However, many feel that in addition to these meetings led by the Vice Chancellor, meetings are needed to discuss department issues in more detail.

The function of managing the District's enrollment resides with the faculty and deans at the colleges. Since enrollment drives a large portion of the District's revenue, the function of enrollment is traditionally managed by the Accounting Department. The Vice Chancellor of Business Services reviews the enrollment prepared by the faculty and deans for reasonableness. In order to ensure that the function of enrollment management is uniformly monitored and projected, the District's Business Services staff should invest additional time and effort into supporting and directing enrollment management at the colleges. Checks and balances should be in place to ensure that the projected enrollment is realistic and attainable, as this data informs staffing decisions to increase or decrease staff based upon projected FTEs.

Recommendations

11. **Work with the ITS division to improve purchasing documents.** The Business Services staff should work with the ITS division to modify documents so that the contact information is a required field. Most importantly, the document will not move through the District's process if the field does not contain the name and telephone number of the responsible staff member.
12. **Ensure that Direct Pay documents are encumbered in the respective budget.** The Business Services staff should work with the IT Department to ensure that Direct Pay documents encumber in the District's financial system. This should eliminate Direct Pays arriving in Accounting Department without a budget account code, which leads to research by the Accounting Specialists. Also, the encumbrance of the Direct Pays will contribute to the District's ability to accurately project its expenditures and minimize the swings in the numbers of the budget.
13. **Train department and college staff on purchasing forms.** The Business Services division should provide inservices to department and college staff on the purchasing requisitions, purchase orders, and direct pays. The Business Services staff should design the training to focus in on the most common errors and deficiencies. In addition, the Business Services division should provide the departments and colleges with tools in the form of "cheat sheets" and templates that will enable them to complete the documents correctly. Ultimately, the more the Business Services division prepares the users, the more efficient and effective the Business Services division can be in meeting their goal to ensure the District's vendors are paid timely and accurately.
14. **Modify deficient purchasing documents in the Business Services division.** We recommend that the Business Services division discontinue the practice of returning the deficient purchasing documents to the departments and colleges. In our opinion, most of the issues/reasons can be rectified with a telephone call or an email to the department head or college president. For those that cannot (i.e. missing signature), the District should agree on an alternative method of obtaining the required signature through email or fax. Business Services division staff must ensure the agreed-upon documentation, which supports their change, is attached to the purchasing requisition, purchase order, or direct pay. Over time, the inservices provided by the Business Services division to the departments and colleges should lessen the need for the alternative method.
15. **Restore Assistant Director of Business Services position.** The restoration of this position would help relieve the Director of the lower-level tasks it has taken on due to the vacancy in the Accountant position. In addition, the Assistant Director could provide much needed

support to the colleges' presidents and their respective business office staff at the two colleges including, but not limited to, the following:

- ✚ Work with the District Budget Officer to provide support to the business office at the colleges
- ✚ Establish effective process and procedures for the college campuses
- ✚ Initiate meetings with the ITS Department to minimize the manual processes in the business areas at the colleges and replace them with automation

BUDGET SERVICES

Cost controls over salaries and benefits are essential for ongoing fiscal stability, as these expenditures make up the majority of a college district's budget. A position control system is the manner in which these expenditures are driven and controlled, where position numbers as authorized by the Board are maintained in Budget Services, employees are hired into authorized positions by Human Resources, and employees in authorized positions are paid through appropriate payroll procedures. This structure establishes the appropriate segregation of duties between departments and ensures the checks and balances necessary to control the salary and benefits budget.

The District Budget Officer is responsible for performing duties critical to developing and managing the budget, such as developing the budget for all revenues, verifying the salaries and benefits, and preparing federal and/or state-required reports. This position is also responsible for reviewing budget transfers, adjustments, grants, and their required reporting.

According to the District's organization chart, no positions report to the District Budget Officer. Most of the District's processes and procedures involved in developing the budget appear to be assigned to the District Budget Officer. Furthermore, the fact that there are no other lower-level staff involved in the budget process may make the college vulnerable if for any reason the District Budget Officer were to suddenly be unable or unavailable to perform the duties.

The District's departments and colleges are responsible for preparing their budgets using projection information provided by the District's Budget department. The information provided by the Budget department has been described as complex and filled with detailed calculations. The Business Office's format and delivery change every year and lack minimal standardization.

Both colleges rely heavily on budget information received from the District Office, which in many cases is provided verbally. This has caused misunderstandings at the campuses as it relates to the budgets in the past.

BUSINESS OFFICES AT CHABOT COLLEGE AND LAS POSITAS COLLEGE

The District's Business Office is relied upon to be the overall budget coordinator for each of the college campuses, providing training, assistance, and oversight to the college business departments, including expertise in the use of the financial system. Interviewees acknowledged that the level of service in this area is limited by the number of available and appropriately trained personnel in the District's Business Office, and by the inefficient nature of some of the current processes. The predominance of the college business office staff time is required to be spent on processing transactions, such as manually typing checks, preparing personnel action forms (PAFs), and collecting and reconciling cash from parking permit machines. All of these responsibilities do not allow for higher levels of technical and analytical services to the rest of the campus.

Also, neither college provides sufficient backup for the functions of budget assistance, use of facilities, receipt of cash, and other activities to serve customers when they arrive at the college business offices during business hours. There are times during which customers are unable to get the assistance they need at the time, requiring them to return at another time or requiring other staff members to get back to the customers later. This is a direct result of an inadequate level of staffing and the fact that some positions in the college's business office are more isolated and are not trained to provide adequate backup to other functions.

In a report conducted by SSC in 2007, we identified the colleges' workload challenges in the business office and recommended various recommendations including adding a bursar position to perform the colleges' cash handling procedures. Also, we recommended that the District restructure the college's business offices and provide adequate and appropriate staffing levels. Based on our interviews, the college has not yet implemented these recommendations.

Recommendations

16. **Provide documentation related to budget processes.** It is important that the District's Business Office provides budget assumptions, parameters, and updates in written form so that there is documentation to support budget decisions and changes, and to minimize misinterpretations of budget information. These important issues should not be communicated verbally to college Business Office staff.
17. **Augment the staff at each college campus with a bursar.** Consider the implementation of a bursar function on each campus that would report to the Vice President of Business Services. Particularly in the area of student fee collections, this would help to ensure a more appropriate level of internal controls, further segregating the cash collection from the student registration process and providing for direct supervision by trained Business Office personnel. Recognizing that the current configuration of campus facilities may be a

complicating factor, whether this bursar function physically takes place in the Business Office or the Admissions Office is not as important as having the cash collection functions formally reporting directly to the Business Office instead of Admissions.

RISK MANAGEMENT—PROPERTY/LIABILITY

The management of the property and liability program is important to mitigate the District's risks. The Risk Management department should maintain an adequate insurance program to protect the District against losses which may occur due to normal and usual hazards which a public college faces and against specific and unusual hazards which may occur in the various operations of the District. The District should purchase or self-insure all needed liability protection to the extent permitted or otherwise not restricted by law. The District recognizes its obligation to provide a safe and healthy environment at college facilities for students, staff, and community members. Risk Management should identify and address potential risks to health and the environment, and should ensure that environmental resources are used in a responsible manner.

The Vice Chancellor of Business Services is responsible for the District's Risk Management of Property and Liability including handling the District's property and liability insurance programs, as well as environmental health and safety programs.

The Vice Chancellor is supported by the Business Operations Coordinator. The Business Operations Coordinator is responsible for managing the records of liability claims against the District as well as documentation for the Risk Management Program.

The District is self-insured for retiree medical benefits and administers the claims using a third-party service. This means that the District does not require additional staff members in Business Services and Human Resources to handle claims management but instead pays fees to an outside provider.

There are no recommendations in the area of the Risk Management—Property/Liability.

PURCHASING AND WAREHOUSE SERVICES

The Purchasing and Warehouse Services department is led by the Manager, Purchasing and Warehouse Services, who splits time between this position and the Contract Manager position for the Measure B Bond program. The Purchasing and Warehouse Services staff members are detailed in Figure 4 and comprise six positions equating to 5.0 FTEs.

Figure 4: Purchasing and Warehouse Services Department Staffing	
Position	FTE
Manager Purchasing and Warehouse (Also 0.5 FTE Contract Manager—Measure B)	0.50
Buyer	1.00
Purchasing Services Specialist (0.5 FTE Measure B Bond)	0.50
Lead Warehouse Worker—Chabot	1.00
Lead Warehouse Worker—Las Positas	1.00
Warehouse Worker—Chabot	1.00
Total FTEs	5.00
Vacant FTE	0.00
Filled FTEs	5.00

One of the current challenges is the split responsibility of the Purchasing and Warehouse department and the Measure B Bond for the Manager, Purchasing and Warehouse and Purchasing Services Specialist positions. In 2011, SSC conducted a Purchasing and Warehouse Services Organizational Review. A number of recommendations were provided related to modifying staffing to better support the Warehousing functions at the colleges. Many of the recommendations have been implemented and more efficient and supported operations are now provided. We recommend that the District continue to work towards the recommendations provided in the report. There are no additional recommendations for the Purchasing and Warehouse department at this time.

Business Services Division—Maintenance and Operations

MAINTENANCE AND OPERATIONS

Currently, the Maintenance and Operations (M&O) department is led by the Director of M&O who reports to the Vice Chancellor Business Services. The organizational chart is comprised of seven supervisory positions directly reporting to the Director overseeing all maintenance, grounds, and custodial operations. Interviews with staff indicate that the reporting lines are not always clear within the department. In addition, many employees believe that their immediate superiors lack authority to make decisions, as all decisions must go through senior management. The organizational structure in M&O has not significantly changed since the Las Positas College campus was created. As a result, many of the manager or supervisor positions have split supervisory duties at each campus, which are almost 30 miles apart. More than one position provides direction to staff and there is confusion about the chain of command, especially when a supervisor or manager is not on site on a daily basis. Additionally, the college administration at both campuses expressed concern that they lack any ability to request or direct work at their respective campuses. The lean management staffing at each campus means the college

administration does not always have a point of contact at the site, and must address concerns to the Director of M&O, creating an incentive for working around the organizational structure.

The M&O department is responsible for the maintenance, custodial, and grounds functions of the District. The main responsibilities include ensuring that all campuses and offices are safe, functional, and clean. The biggest hurdle to meeting these responsibilities is the staff—their severely reduced numbers, split duties between the colleges, and the skill level of the individual in a given position. Due to the economic downturn over the last five years, the M&O department is understaffed. As positions became vacant due to attrition, they were not filled in an effort to reduce costs and not institute departmentwide layoffs. Even though the positions are vacant, however, the workload has not been reduced and the functions of the M&O department still need to be completed. This need has manifested itself in a variety of ways—supervisors are conducting work themselves instead of overseeing the work of their staff, individuals not qualified for positions are filling them temporarily, and the frequency of services are being reduced. Additionally, the department struggles to find substitutes for custodial, maintenance, and grounds staff when regular staff absences require temporary replacements. Staff report that authorization for engaging substitutes was suspended due to budget reductions. This has undoubtedly affected the quality and depth of the substitute pool and the department's ability to maintain operations in spite of staff absences.

There is a perception that the M&O department lacks effective leadership at all levels. This perception was supported by information gathered from employees during our interviews. For example, staff noted the lack of regularly scheduled meetings which provide an opportunity to meet as a department. Additionally, staff members frequently expressed concern about the level of supervisory skills exhibited by their supervisors.

Figure 5 details the central office M&O staff and identifies positions that are split between campuses. Recommendations related to changes to the M&O organizational structure will be addressed in the following sections.

Figure 5: Maintenance and Operations Central Office Staffing	
Title of Position	FTE
Director of Maintenance and Operations	1.00
Administrative Assistant II—Chabot	1.00
Administrative Assistant II—Las Positas	1.00
Custodial Manager—split between Chabot and Las Positas	1.00
Custodial Supervisor—Chabot (swing shift)	1.00
Custodial Supervisor—Las Positas (night shift)	2.00
Maintenance Manager—split between Chabot and Las Positas	1.00
Maintenance Supervisor—Chabot	1.00
Maintenance Supervisor—Las Positas	1.00 (vacant)
Grounds Supervisor—split between Chabot and Las Positas	1.00
Total FTEs	11.00
Vacant FTE	1.00
Filled FTEs	10.00

In addition to organizational structure concerns, M&O department staff repeatedly raised concerns regarding a lack of communication throughout all levels of the organization. Regular staff meetings are not held. Currently, there is no forum in which management can disseminate information to the various levels of the organization. Staff members in the M&O department find it difficult to dedicate time to meetings; however, not having regular meetings typically results in a lack of communication and coordination. This typically, and it is evidenced from the interviews held in the District, results in lower employee morale and increased resistance to change when the changes are not introduced and discussed ahead of time in these venues.

There appears to be a lack of communication among M&O department staff and between M&O and other departments. M&O department staff feel disconnected from the organization and from vital information regarding the direction and goals of the organization. The cohesiveness of purpose necessary to motivate a team to collaboratively meet their goals is lacking and diminished further by projects occurring outside the M&O department that directly influence their work, i.e., bond projects managed by the Facilities department. The M&O department does not have a functioning planned cycle for equipment and vehicle replacement. Due to the financial constraints placed on the District over the last five years, limited replacement of equipment or vehicles has occurred. Some staff also mentioned that they are utilizing personal

tools brought from home to complete their work because District-provided tools are not always replaced when broken or lost, or specialized tools are not always available.

It is important for districts to institute preventative maintenance programs in order to mitigate the failure of vehicles and equipment and minimize the impact such failures have on not only M&O, but also on the instructional components of the District. Preventative maintenance is the proactive servicing of vehicles, equipment, and facilities to keep them in a satisfactory operating condition. The intent is preservation through replacement of worn components at specific intervals before failure.

Many supervisors expressed concern that the efforts required to keep up with the day-to-day workload makes it extremely difficult to find time to plan ahead and address more strategic needs, let alone complete employee evaluations and attend staff development activities, which is of key importance. Highly trained and qualified people are essential to the success of any operation. Staff development is recognition that people need continuous education to maintain and improve competence. The M&O department does not have a formal training plan for staff. We found that the staff development opportunities made available to staff in these departments were sporadic. We found no evidence that a formal process is in place to provide for these opportunities, nor is there a method used to track which employees attend trainings and the frequency of such trainings.

During the interview process, we received reports that a timely response to submitted work orders did not always occur due to staff shortages. Additionally, a number of staff reported that they would directly contact a member of the M&O department for assistance rather than submitting a work order through the formal process. Additionally, it seems based upon the feedback from interviewees that a standardized process by which work orders are managed within the M&O department, including some accountability measures and time tracking, should be added.

Recommendations

- 18. Establish a well-defined organizational structure for the M&O department with clear chains of command and adequate staff.** It is important that a clear organizational structure be established and that employees are familiarized with the structure and their individual chain of command. It is also critical that supervisory responsibilities are clear so that all supervisors and their subordinates understand the levels of authority. Employees should only have one direct supervisor, and authority and responsibility should come from top management down through the organizational structure.

19. **Institute a rigorous evaluation process.** Due to concerns throughout the M&O department about absenteeism and employee performance, it is critical that a standardized process be established that provides a structure for employee evaluations. The evaluation process should occur on an annual basis with intermediate reviews if corrective action was identified during the annual review. Evaluations should be conducted by the supervisor responsible for the employee's work assignments.
20. **Update any job descriptions that are out of date and ensure that job descriptions are updated on a regular basis.** The M&O department should work with the Human Resources division to ensure that job descriptions are updated and reflect the required duties of each M&O department position as well as allow for cross-training and adjustment of employee assignments due to changing demand and workload.
21. **Establish a list of substitutes that is of sufficient depth to meet the needs of the M&O department for any given day.** This would start with the Human Resources division working with M&O department administrators to identify those positions for which a substitute will be needed when an employee is absent. There may be some positions that would not require a substitute on the first day, but would if the employee is out several days or more. The Human Resources division needs to make a concerted effort to attract enough substitutes to support the M&O department to ensure that the requirement for safe and clean sites are met every day, barring very unusual circumstances.
22. **Provide ongoing consistent communication within the M&O department and with other departments and the colleges.** The M&O department leadership should be more proactive in communicating internally and externally about new policies, recurring issues, ways to streamline practices, ideas for improving services, etc. Input can be actively solicited from other departments and the colleges, which the M&O department can consider in adjusting its operations to provide better service and greater efficiency. The key to this will be to maintain strong communications within the M&O department through regular staff meetings that foster discussions about what can be done to help move the M&O department forward, and then providing training to other departments and college staff, if necessary, on policies (i.e., a new work order system).
23. **Develop initiatives for a customer service-focused culture.** Expectations for customer service and behavior should be specified and used in all levels of the department for staff training and evaluations. Part of the M&O department's initiatives should include establishing a lasting culture of service, responsibility, and accountability. Supervisor interactions should reinforce the customer service-focused culture. In the M&O office, standards such as answering telephone calls within a certain number of rings, adhering to specific turnaround times for responding to emails, telephone calls, and other queries and

requests, and other appropriate behaviors should be established as appropriate for the M&O department. If M&O staff are unable to respond to a request or work order in a timely manner, the affected staff member should receive a positive communication or explanation from the M&O staff. Policies that establish appropriate accountability and responsibilities should be reviewed, updated as necessary, and communicated to the M&O staff members involved. All staff should receive training on standards of behavior and ethics, and then should be held accountable for all areas of their performance.

24. **Enforce a consistent work order process which specifies the submittal, tracking, assignment, and completion process to ensure that work orders are properly submitted into the system and can be tracked to evaluate the efficiency and workload of the M&O department.** It must be made clear to all District personnel that they must submit a formal work order request rather than independently contacting M&O staff. This will ensure that the number of submitted and open work orders can be tracked through the management system, to allow staff to monitor the workload of the department and staff. This practice will also ensure that requests for work are tracked and completed in a reasonable amount of time.

CUSTODIAL AND GROUNDS SERVICES

Responsibility for custodial services was originally organized to be provided in a decentralized manner, directed by the Custodial Managers at each site; however, the District employs only one Custodial Manager. Therefore, because the Custodial Manager is split between both colleges, the end result is that oversight is being provided in a more centralized manner without constant site supervision. There are concerns regarding the quality of the services (from both colleges, the District Office, and the M&O department), the need for more centralized staffing management and training programs, inability to determine or monitor status of work orders, and supervision concerns.

Currently, the custodians report directly to the Custodial Supervisors who, in conjunction with the Custodial Manager, are responsible for work assignments, time keeping, and contributing to the performance evaluations. However, the M&O department central office is still responsible for providing substitute custodians when needed. The Custodial Manager is charged with developing and overseeing custodial training and safety programs. Due to lean staffing levels that require the supervisors to function as working custodians to fill in where needed, and the divided time spent at both colleges by the Custodial Manager, this has resulted in a system where there is no centralized oversight to ensure consistent work assignments, training, coverage, or cleaning standards. It has further created a reporting structure that is somewhat ambiguous and varies at each college and depends on the day of the week. This uncertainty breeds inefficiencies, inequality, and is counterproductive to the long-term maintenance and operations of the facilities.

A consistent level of cleaning and maintenance is not occurring on all sites across the District. Additionally, staff report that the minimum standard of cleaning is not met due to staffing reductions and a lack of efficient equipment. The night crews seem to be especially challenged by providing services with limited staffing levels, regularly compounded by frequent absences of custodial staff. These two factors put increasing stress on the custodial night crews, who report that additional duties are assigned without concern for the impact on their regularly scheduled cleaning and assignments. The end result creates a long-term concern for the maintenance and the useful life of facilities.

An overarching concern expressed by staff members was supervision and evaluation of custodial personnel. It did not appear that evaluations were consistently done. Staff also cited concerns about the lack of supervision and accountability for the evening custodians at sites. Depending on the needs of the custodial staff, the Custodial Supervisors may not always be on site during the evening or swing shift. With the restoration of vacant or eliminated positions, the District should ensure that the Custodial Supervisors are available to provide night supervision of custodial staff on a regular basis. In addition, there is the perception among custodial staff that the workload is not fairly distributed between the day and evening/swing shifts.

Moreover, the custodial staff is very lean and has suffered from a loss in positions from attrition and other vacancies that were not filled. Custodial staff also report that their equipment and supplies are often damaged, not efficient, and not replaced when broken. It was reported that as the number of custodial staff members have decreased over time, the demands have increased with additional classrooms and limited equipment. Custodial staff also expressed concern that they must provide security services in the absence of formal security at many campuses.

Staffing sites for custodial services can be a complicated task. There are many factors that go into determining the number of custodians each site should have. Examples of some of the major variables include:

- ✚ Age and condition of facility
- ✚ Square footage
- ✚ Number of classrooms
- ✚ Number of faculty
- ✚ Number of students
- ✚ Number of restrooms
- ✚ Cleaning time standards
- ✚ Non-cleaning duties

Past surveys have shown that the methods used by colleges to determine custodial staffing levels can vary significantly. Some districts have very complex formulas that take into consideration everything all the way down to the time it takes to clean a pencil sharpener. Most districts, however, have more simplistic formulas that allocate custodians to sites.

Many districts have success utilizing the California Association of School Business Officials (CASBO) staffing formula for its instructional sites; and the methodology behind the formula appears to be sound. The formula identifies a set number of minutes for each duty required by each room or area to be cleaned. There is a set minimum based on the CASBO formula that is used as a benchmark, and the actual number of minutes to complete the task is identified. The information is used for tracking each of the sites cleaned. This information is analyzed to determine staffing annually. An overall analysis for all sites is monitored by identifying the minimum minutes versus actual minutes as a means of determining staffing through a chart. The above CASBO formula takes into consideration all of a campus' characteristics, including: restrooms, gyms, outside areas, offices, classrooms, special program needs, etc. The formula does not take into consideration any specialized cleaning for extraordinary needs.

The M&O department is not currently utilizing a custodial staffing formula to ensure that sufficient staff are deployed to effectively clean and maintain facilities. We recommend that the department implement a staffing formula to consistently staff the colleges based upon number of students, classrooms, and square footage. The CASBO Custodial Staffing formula is one example of this: $(\text{number of faculty}/13) + (\text{number of students}/325) + (\text{number of rooms}/13) + (\text{square footage}/18,000) / 4 = \text{number of custodians}$. This formula is likely to recommend a level of staffing much higher than that currently provided. In this instance, we recommend that the custodial staffing level increase gradually over time to a full staffing complement, starting with incremental increases to custodial positions as financial resources become available. The M&O department management might also consider incorporating additional time or staff to allow site administrators flexibility for special projects needed on a day-to-day basis. Additionally, as custodial equipment is repaired and replaced, and the District's bond projects are completed, time and staff allocations may change, requiring a revision to the staffing formula.

The Grounds department staff faces many of the same challenges as the Custodial department regarding reduced staffing and supervisors having split responsibility between the two colleges. The Grounds Supervisor reports directly to the Director of M&O and is responsible for supervising the grounds staff at both Chabot and Las Positas Colleges. Due to the physical distance between the colleges, supervision for the Grounds staff is not provided at each site on a consistent basis.

The new buildings at Las Positas College in recent years and changes to the landscaping are more labor intensive and have created more work for the Grounds staff. Smaller planter areas with ground cover and bark are difficult for the crews to maintain efficiently and require additional time and detail work as compared to grass areas which can be mowed and trimmed. Because of this and the lean staffing levels of late, some areas of the grounds that were recently renovated have not been maintained properly. Grounds staff also report that due to the limitations of the Custodial staff, the Grounds staff find themselves doing more outside cleaning

including removing garbage from walkways on a daily basis. It was reported that it seems that students are lacking general cleanliness standards and the amount of garbage and debris left behind at the end of the instructional day has increased.

The Grounds department's regular staff is very lean and deals with a constant problem of staff members being out on sick or extended leave, causing additional strain for the department. The Grounds Mechanic position is split between the two colleges, requiring him to travel back and forth for emergencies. If he is unable to address an issue with broken grounds equipment at one site because he was working at the other college, it can significantly set back the work of the Grounds staff if no replacement or alternative equipment is available.

In order to coordinate efforts of the Custodial and Grounds departments, and to provide adequate supervision, it is recommended that the two departments both report to a newly expanded position of Custodial and Operations Manager. This organizational change should occur at both sites, and will require that a Custodial and Operations Manager position is filled for each college.

Recommendations

25. **Establish Custodial and Operations Manager positions at each college to oversee the custodial and grounds operations.** By first expanding the duties of the current Custodial Manager position to also oversee the Grounds department, and then filling the new Custodial and Operations Manager position at each college, the custodial and grounds staff will have a clear onsite supervisor who will be at that site on a daily basis and a clear chain of command. The Custodial and Operations Manager positions would continue to report to the Director of M&O. This position should direct the work of all custodial and grounds staff, working with the Custodial Supervisors to direct the night shift and swing shift custodial staff and Grounds Supervisor positions. The Managers should lead a regular evaluation process for custodial staff, establish and require cleaning standards and protocols, and be active in the development and monitoring of the custodial and grounds budgets.
26. **Develop and implement custodial staffing formulas.** We recommend that the M&O department custodial management allocate custodians to sites based on a standardized formula, such as the CASBO Custodial Staffing formula. However, it is important that the methodology for allocating custodians be monitored regularly to ensure that the staffing formula is appropriately meeting service needs. The M&O department should maintain the spreadsheet on a more frequent basis to ensure that the current staffing ratios are appropriate. Since the formula does not take into consideration any specialized cleaning for extraordinary needs, there should be a provision for authorizing augmentations in special circumstances. Any such requests should go from the site administrator to the Custodial Manager. The

custodial staffing formula should fairly evaluate the workload of evening/swing shift and day custodians.

27. **Evaluate custodial equipment requirements and budget for the purchases over a reasonable life cycle.** The identification and immediate replacement of the equipment that has exceeded its useful life and hinders employees in being able to complete their duties, is critical. A schedule should then be developed for the incremental replacement of the remaining equipment. The schedule should also project for the eventual replacement of the new equipment as it reaches the end of its useful life. This schedule should be updated at regular intervals to ensure continued operation of all custodial equipment.
28. **Create a Custodial Handbook which establishes quality standards for custodial services, and clearly delineates day and evening/swing shift responsibilities.** The handbook includes detailed cleaning information and sample custodial schedules. We recommend that cleaning standards be established and that adequate staffing be provided based on the agreed-upon standards. The M&O department and site administrators should work collaboratively to hold custodial staff accountable to these standards. This should help to ensure that, between the two shifts, the custodians are providing an appropriate level of cleaning services for the colleges.
29. **Fill the Grounds Supervisor position at each college.** The District should establish and fill a Grounds Supervisor position at each college in order to ensure that Grounds staff are provided the appropriate support and training at each site on a daily basis. It is not reasonable to have one Supervisor oversee the Grounds staff for both colleges.
30. **Establish a Grounds Mechanic position at each college.** The District should establish and fill a Grounds Mechanic position at each college. This position would continue to report to the Grounds Supervisor and the new Custodial and Operations Manager position. This staffing augmentation would allow each site to have the proper support and maintenance of the grounds equipment. Regular preventative maintenance will help to extend the life of the equipment and help to ensure that the Grounds staff are able to perform their daily work with functioning equipment and have support to address emergencies if they occur.
31. **Develop and implement a staffing formula for the Grounds department to ensure adequate staffing.** We recommend that Grounds department staff be allocated to the colleges based on a standardized formula which accounts for the number of work orders requested (if applicable), number of sites, type of sites and infrastructure (athletic fields, etc), acreage, and safety of employees. However, it is important that the methodology for allocating staff be monitored regularly to ensure that the staffing formula is appropriately

meeting service needs. Currently, the department is stretched thin and additional staff is critically required at each college. The proposed Custodial and Operations Manager position should maintain the spreadsheet on a frequent basis to ensure that the current staffing ratios are appropriate. Since a formula does not take into consideration any specialized services for extraordinary needs, there should be a provision for authorizing augmentations in special circumstances. Any such requests should go from the site administrator to the Custodial and Operations Maintenance Manager.

MAINTENANCE SERVICES

The Maintenance department provides services to the District in the area of general maintenance support, including: painting, mechanical, and structural repair; and specialized functions such as heating, ventilation, and air conditioning (HVAC) maintenance; electrician services; and locksmith services. As similarly reported in the Custodial and Grounds departments, many staff and the supervisors in the Maintenance department provide support to both campuses, causing inefficiencies and communication challenges. The Maintenance department is led by one Maintenance Manager with the support of two Maintenance Supervisor positions. However, the Maintenance Supervisor position at Las Positas College is vacant, so the Manager has provided supervisory support at this campus, causing the Manager to perform supervisory duties. This prevents the Maintenance Manager from fully functioning as the Manager, and does not provide all of the support that would be provided if the vacant Supervisor position was filled. Additionally, the increased workload at Las Positas College results in the Manager having less time to devote to overseeing operations at Chabot College.

The department has a number of positions that are split between campuses: the Maintenance Electrician, the Maintenance Mechanic, the Maintenance Technician (Painter), and the Maintenance Hardware Specialist. These singular positions must split their time between both campuses and if emergencies arise at the other campus, determine how to prioritize the resolution. This practice does not support the Maintenance department to deliver timely and efficient services to the colleges if staff must juggle leaving a campus to address an emergency, which could be a safety issue, or prevent other staff from being able to complete their work. As part of the recommended practice to develop a staffing formula for the Maintenance department, to remedy the challenges for staff that are currently supporting both campuses, critical positions, such as the Maintenance Electrician, should be identified and evaluated. Because electrical issues could be a safety issue, the District should look to ensure that a Maintenance Electrician position is added to the department to ensure dedicated coverage at each site.

Recommendations

32. **Establish and fill a Maintenance Supervisor position at each college.** Because Maintenance staff members work shifts during the day, supervision at each campus can be accomplished with a full-time Maintenance Supervisor. The Maintenance Supervisors would report to the Maintenance Manager and free up the Manager to perform higher-level managerial duties required. These positions should direct the work of all Maintenance staff, and working with the Manager should lead a regular evaluation process for staff.
33. **Develop and implement staffing formulas for the Maintenance departments.** We recommend that all Maintenance department staff also be allocated based on a standardized formula which accounts for the number of work orders requested, number of sites, age and condition of facilities, type of facilities, square footage of buildings, and safety of employees. As stated in the previous recommendations related to staffing formulas, it is important that the methodology for allocating staff be monitored regularly to ensure that the staffing formula is appropriately meeting service needs, especially as new construction or modernization occurs resulting from bond projects. The Maintenance Manager position should maintain the spreadsheet on a frequent basis to ensure that the current staffing ratios are appropriate. Since a formula does not take into consideration any specialized services for extraordinary needs, there should be a provision for authorizing augmentations in special circumstances. Any such requests should go from the site administrator to the Maintenance Manager.
34. **Develop a comprehensive inventory of the condition of facilities and grounds.** A comprehensive inventory of the facilities is critical to the maintenance of the District's facilities. Without an accurate list of the current age and condition of the facilities, it is difficult to accurately determine staffing and budgetary needs. The inventory should begin on the macro level and document the use, square footage, number of stories, year built, etc., for each building as well as the type of open space (e.g., grass fields, play equipment, hard courts, etc.) at each facility. The inventory should then proceed to the micro level and document, room-by-room, the types of furniture, fixtures, and equipment, its age and condition, counts either by item, linear, or square footage, etc. The inventory should also look at whole building systems (e.g., HVAC and low voltage).
35. **A preventative maintenance program should be created to properly maintain the facilities.** The establishment of a preventative maintenance program is important to not only assist with the upkeep of the facilities, but it will also assist with the development of staffing schedules and budgets. Failure of any given building system will cause unnecessary delays for the end user and add unexpected expenses to the M&O department's budget. A preventative maintenance program is especially beneficial in order to maximize the useful

life of new facilities, which are currently being installed throughout the District through the modernization program. The regularly scheduled maintenance of these systems will ensure they function for their estimated useful life.

36. **Evaluate equipment and vehicle replacement requirements and budget for the purchases over a reasonable life cycle, while addressing the most urgent replacement needs immediately.** The identification and immediate replacement of the equipment and vehicles that have exceeded their useful life is critical. A schedule should then be developed for the incremental replacement of the remaining vehicles and equipment. The schedule should also project for the eventual replacement of the new equipment as it reaches the end of its useful life. This schedule should be updated at regular intervals to ensure continued operation of all vehicles and equipment.

Educational Services, Planning, and Facilities Division

EDUCATIONAL SERVICES DEPARTMENT

The Educational Services department is charged with providing direction and support to the colleges, faculty, college educational administrators, and college presidents for the District’s educational program. The department is led by the Vice Chancellor Educational Services, Planning, and Facilities. Much of the District’s educational program is not centralized and direction is provided by faculty, college educational administrators, college presidents, and the District’s Curriculum Counsel, which is chaired by the Vice Chancellor.

The Educational Services department (excluding Contract Education) includes three positions, including the Vice Chancellor. Figure 6 displays the current staffing and respective FTEs.

Figure 6: Educational Services Department Staffing	
Position	FTE
Vice Chancellor Educational Services, Planning, and Facilities (also supports Facilities Department)	1.00
Executive Assistant (also supports Facilities Department)	1.00
District Dean Educational Planning	1.00 (vacant)
Total FTEs	3.00
Vacant FTE	1.00
Filled FTEs	2.00

The Educational Services department also provides some support for District and college

enrollment management; however, at the time of our fieldwork, much of the enrollment projection and management duties rested with the individual colleges. The Vice Chancellor sits on the District Enrollment Management Committee.

The District’s organizational structure for a centralized District Office educational services model is slightly unusual. In most community college districts, the educational program is directed from each college within the District, often led by a chief educational services administrator, such as a Vice President Educational Services position.

Economic Development and Contract Education Department

The Economic Development and Contract Education department works with small businesses to large corporations to provide cost-effective learning solutions and develop programs to enhance relevant skills. The department offers courses related to topics, including: customer service, technology/software, emergency preparedness, and safety and health. The trainings can be held at the client’s place of business, the college campuses, or online. Also, the department serves as a local educational agency for apprenticeship programs.

The Executive Director of Economic Development oversees the Economic Development and Contract Education department, which reports to the Vice Chancellor of Educational Services, Planning, and Facilities.

The department includes four employees, for a total of 4.00 filled FTEs in the department. The current staffing level is down two positions—Occupational Safety and Health Administration (OSHA) Training Center and Apprenticeship Programs Manager and an Administrative Assistant II. Figure 7 displays the current staffing and respective FTEs.

Figure 7: Economic Development and Contract Education Department Staffing	
Position	FTE
Executive Director	1.00
Assistant Director	1.00
OSHA Training Center and Apprenticeship Programs Manager	1.00 (1.00 vacant)
Communications Specialist	1.00
Administrative Assistant II	2.00 (1.00 vacant)
Total FTEs	6.00
Vacant FTEs	2.00
Filled FTEs	4.00

All interviewees possessed a good understanding of their job duties. However, some felt the job descriptions did not reflect what they were actually performing currently. The vacancies of the Manager and Administrative Assistant II have resulted in staff assuming additional responsibilities, including answering telephone calls from students, entering information in to Quick Books, and scheduling OSHA trainings. At the time of the fieldwork, interviews were underway to fill the vacant position of OSHA Training Center and Apprenticeship Programs Manager.

The Contract Education staff track the financial activity of the program in Quick Books as well as in the Banner system. Staff justified the need for two sets of records because the backlog in accounting and the inability to pay vendors on a timely basis. Staff believes the Banner system is capable of meeting the needs of their program. The second set of records provides a way to double check the information entered into Banner by the Accounting department.

Also, we noted that the relationship between Contract Education and the two colleges are not coordinated. Chabot College and Las Positas College are not always responsive when receiving a request from the Contract Education department for facilities or classroom space. The Contract Education staff guarantees the colleges a portion of the revenue received from the client. The staff stated the specific amounts of the college's share could not be determined because they are the results of negotiations with the Contract Education staff and the client. There is no formal percentage or set revenue amount that the college will receive for lending its facilities to the Contract Education department.

FACILITIES DEPARTMENT

The Facilities department is responsible for identifying and managing student housing needs, modernization, modular classroom installation, and new construction. This responsibility includes coordination with state and local agencies, Maintenance and Operations, and outside contractors for goods and services.

The Facilities department updates and implements the college district's Facilities Master Plan, which includes: a determination of the need for new facilities, campus additions, and modernizations; development of a financial plan to support the needed facilities; and development of a schedule for design and construction of facility modifications based upon the financial plan. The department is responsible for Measure B's funding for the construction of new capital improvement projects, and the modernization of existing facilities.

The Facilities department is led by the Vice Chancellor Educational Services, Planning, and Facilities with a Director of Facilities and Bond Program responsible for operational activities.

The makeup of the Facilities department includes 11 positions, for a total of 10.00 FTEs in the department (3.00 FTEs are currently vacant). Figure 8 displays the current staffing and respective FTEs.

Figure 8: Facilities Department Staffing	
Position	FTE
Vice Chancellor (also supports Educational Services)	1.00
Director Facilities Bond Program	1.00
Accountant II—Measure B	1.00
Accounting Assistant—Measure B	1.00
Facilities and Construction Specialist	1.00
Buyer—Capital Projects	1.00 (1.00 vacant)
Purchasing Manager	0.50
Purchasing Services Specialist—Measure B	0.50
College Project Manager	2.00 (2.00 vacant)
Executive Assistant (also supports Educational Services)	1.00
Total FTEs	10.00
Vacant FTEs	3.00
Filled FTEs	7.00

OVERSIGHT OF EDUCATIONAL SERVICES AND FACILITIES

Several years ago, the District elected to delegate the oversight responsibilities for the Educational Services department to the Vice Chancellor Facilities. Many interviewees felt that, due to the striking differences between the two departments, the combination for effective leadership is not a good fit and is not effectively serving the District. Specifically, the District’s facilities and educational services are deprived of the individual leadership required for the departments to be effective. Those interviewed expressed that the two functions, Educational Services and Facilities, are not homogeneous and would be a challenge for a single individual to manage.

The functions of the Facilities department described above are fiscal in nature and support this department reporting to the Business Services division to provide for more substantial fiscal oversight. Additionally, the Facilities department and Maintenance and Operations departments must work closely together and many of the functions are intertwined. Staff interviewed

expressed confusion as to whether specific issues that come up are to be directed to the Facilities department or the Maintenance and Operations department, and when questioned, staff do not receive concrete answers about the functional divisions. Currently, it does not seem as though the segregation of these two departments is best serving the needs of the District. Moreover, the organization charts of the four community college districts in the comparative group display their Facilities departments reporting to the Business Services division and do not employ a Vice Chancellor level position to oversee facilities functions. Because of these considerations, reorganizing the Facilities department to report to the Business Services division would establish continuity and coordination of service between Maintenance and Operations and Facilities functions and ensure appropriate fiscal oversight related to the bond measures. With this restructure, an Executive Director of Facilities, Maintenance, and Operations position would be appropriate to oversee all Facilities, Maintenance, and Operations department operations under the Business Services division. This position would report to the Vice Chancellor of Business Services. The District should also evaluate the existing management structure of the Facilities department to determine if a separate Bond Program department is still needed dependent on the District's Bond Program activity.

The District should evaluate its Educational Services needs. Currently, each college has a Vice President of Academic Services position, and it is common in many districts for this position to be responsible for the Educational Program of the college. The District should continue to use a centralized Educational Services model providing support from the District Office in order to guide the core educational mission of the District and work with the college instructional administration, and it is recommended that this function be supported by an Associate Vice Chancellor position to reflect the level of responsibility.

Recommendations

- 37. Consider reorganizing the Facilities department to the oversight of the Business Services division and creating an Executive Director of Facilities, Maintenance, and Operations position.** The Facilities department is responsible for a variety of activities that are fiscal in nature, and therefore should be appropriately managed and overseen by the Business Services division. Additionally, this restructuring will allow continuity and coordination of service between Maintenance and Operations and Facilities functions. This reorganization will eliminate the need for the Vice Chancellor of Facilities position. The Executive Director of Facilities, Maintenance, and Operations position would report to the Vice Chancellor Business Services, leading the Facilities, Maintenance, and Operations departments. The existing Director of Maintenance and Operations position would report to the Executive Director.

38. **Restructure the Educational Services department with an Associate Vice Chancellor of Educational Services position.** In order to reflect the segregation of the Educational Services and Facilities division into two departments, we recommend staffing the Educational Services department with an Associate Vice Chancellor position, reflecting the new level of responsibility for Educational Services only. This change would eliminate the Vice Chancellor of Educational Services position. The Associate Vice Chancellor position would report directly to the Chancellor and oversee the core educational mission of the District and provide specialized support to the college Vice Presidents of Academic Instruction.
39. **Direct the Economic Development and Contract Education department to report to the Associate Vice Chancellor of Educational Services.** Based on our analysis and recommendation for the Educational Services and Facilities Planning division, this department will require a new reporting structure. As a result, it is recommended that the department report directly to the Associate Vice Chancellor. The Associate Vice Chancellor can provide the department with the necessary support to ensure the college campus administrations work collaboratively in the area of the department's requests for facilities and classroom space.
40. **Coordinate Meetings with the Economic Development and Contract Education department and College Leadership.** The Economic Development and Contract Education department staff and the colleges' leadership should meet at the beginning of the instructional year to discuss the program's plans, endeavors, and possible requests for facilities and classroom space. The meetings should result in the colleges understanding the benefits of the department including a possible source of revenue, exposure of its facilities to potential students, and utilization of temporarily idle facilities and classrooms space.
41. **Adopt Fee Amounts of Percentages.** The District should adopt Board Policies and Administrative Regulations prescribing the amounts or percentages it will assess the Economic Development and Contract Education department for its facilities and classroom use. The amount or percentage should be derived in collaboration with the Business Office to ensure the rate covers all applicable direct costs such as supplies, utilities, custodial services, and other costs necessitated by the client's use of the college's facilities.

Human Resources Division

The Human Resources division should be adequately structured and staffed to support the educational agency in all of its needs with regard to the management of personnel. This includes:

- ✚ A comprehensive classification and pay system

- ✦ Clear policies and procedures for the recruitment, selection, and evaluation of employees to ensure competency, accountability, and productivity
- ✦ A system of providing ongoing training to enhance employee and supervisor development and to ensure appropriate implementation of policies and procedures
- ✦ Standardized policies and practices for compliance with federal and state regulations and local collective bargaining agreements
- ✦ A structure and format for collective bargaining that values relationships with collective bargaining units while ensuring preservation of educational agency management rights and financial stability
- ✦ Communication systems, employee recognition programs, quality of life programs, and other activities to enhance employee relations, productivity, and wellness

ORGANIZATIONAL STRUCTURE

The Human Resources division is responsible for the legal requirements associated with Human Resources management and for staff recruitment. Staff must work in concert with appropriate administrators and supervisors in evaluation of personnel, maintenance of personnel records, and personnel procedures. Staff must also be appropriately trained and operate within the framework of District policies adopted by the Board of Trustees; the State Chancellor's Office; the California Education Code; and all other applicable state and federal laws.

The Human Resources division is responsible for the activities involving all of the District and college staff. The Human Resources division is led by the Vice Chancellor of Human Resources with support from a Director and two Manager positions. There are six staff positions and one clerical/administrative support position for a total of 11.00 FTEs in the division. Figure 9 shows detailed staffing organized by functional area.

Figure 9: Human Resources Division Staffing	
Position	FTE
Vice Chancellor Human Resources	1.00
Executive Assistant	1.00
Director Employee and Labor Relations	1.00
Human Resources Technician II—Benefits and Workers' Compensation	2.00
Human Resources Manager	1.00
Human Resources Technician I	1.00
Human Resources Technician II	1.00
Payroll Manager	1.00
Payroll Technician	2.00
Total FTEs	11.00
Vacant FTE	0.00
Filled FTEs	11.00

It should be noted that, in an unconventional staffing model, the District’s Payroll department is under the Human Resources division. Most districts separate the payroll department from the Human Resources division, so this difference inflates the District’s Human Resources division staff by 3.00 FTEs—the Payroll Manager and two Payroll Technicians. The staff dedicated to Human Resources functions is comprised of 8.00 FTEs. Based upon the comparative data, this is level of staffing is quite lean.

Staff members in the Human Resources division carry out their current functions with little direction. Each position has its unique set of duties and required knowledge. Desk manuals and cross-training have taken a back seat to the day-to-day operations. Given the unique set of duties for each position, staff members find it difficult to cover critical duties when one of them is absent.

Additionally, the Human Resources division has gone through a significant reorganization in structure and staffing from 2009 to current. Previously, the division employed 15.00 FTEs, including the following management staff: Director of Human Resources; Manager Employee Benefits/Workers’ Compensation; Manager, Employment Diversity and Employee Relations; Manager, Emergency Preparedness and Workplace Safety; Human Resources Supervisor; and Payroll Supervisor. The restructuring eliminated four management positions: one director, one manager, and two supervisors. The duties of the eliminated positions were reallocated and absorbed by the remaining staff.

The previous Director of Human Resources was promoted to the Vice Chancellor position while retaining the duties of the Director position, and also absorbing additional functions such as risk management, emergency preparedness, employment, staff development, and diversity (responsibilities of eliminated management positions). The Vice Chancellor is the chief negotiator for the District and also handles most employee disciplinary actions. The role of the Vice Chancellor is to provide overall leadership to plan, develop, implement, and coordinate the Human Resources services and organizational development programs of the District, but the Vice Chancellor's current staff does not provide management positions to delegate these responsibilities to, resulting in the Vice Chancellor performing functions that should be addressed at a Director or Manager level. This does not provide the Vice Chancellor with the opportunity to address Human Resources issues at a strategic level, and has put a strain on the Vice Chancellor's time to train and support existing management staff in the division. It was obvious during the interviews that the Vice Chancellor is pulled in too many directions and is not available for regular staff meetings or communications with division staff. The unavailability of the Vice Chancellor is impacting existing Human Resources staff and division functions. Interviewees both inside and outside the Human Resources division expressed concern about adequate supervision and direction for staff in the division. One of the critical elements of Human Resources is compliance with federal and state statutes and regulations pertaining to employment law, and with such limited staff and only so many hours in the day, the number of responsibilities assigned to the Vice Chancellor jeopardizes the District's compliance with the multitude of laws and regulations.

One significant area of concern is the District's risk management program. The management of the Workers' Compensation program is important to the employees involved as well as to the District. Employees need to be assured that they receive the benefits to which they are entitled, and that they are either transitioned back into the work force as soon as appropriate or their condition is determined to be permanent and they are returned to work either with or without reasonable accommodations. It is in the District's interest to bring injured employees back to work as soon as appropriate and to carefully manage each case—this is an area of considerable financial risk. The lack of adequate case management can lead to the granting of unnecessary paid leaves and/or fraudulent claims, the consequences of which can affect morale as well as the fiscal well-being of the District. Managing a risk management program for a District of this size is a considerable responsibility, and with the growing list of responsibilities assumed by the Vice Chancellor, this is an area we strongly recommend be reassigned to another staff member as soon as possible to ensure adequate time and support can be provided to the program. A confidential executive assistant is supposed to support the Vice Chancellor position, but the Vice Chancellor has directed the assistant to other assignments in an effort to better support the Human Resources division.

The current Director of Employee and Labor Relations position was created to absorb duties related to employee benefits, Workers' Compensation, labor relations, and other functions from the eliminated Manager, Employee Benefits/Workers Compensation and Manager Employment Diversity and Employee Relations positions. The Director assists the Vice Chancellor with disciplinary actions and coordinates and conducts investigations of employee and other complaints and manages the resolution process. In addition to supporting the District's employee and labor relations functions, the Director also directly oversees the District's health and welfare benefits programs including the Workers' compensation program. The District, along with all employers, is challenged with implementing the federal healthcare reform policies, creating additional work for the Director for the near term. The Affordable Care Act (ACA) requires that, starting January 1, 2015, all applicable large employees (of which the District is one) offer a medical plan of at least minimum value that is affordable to all employees working on average at least 30 hours per week or the District could be assessed penalties. These provisions are referred to as the "employer shared responsibility" provisions. They are very detailed and complex and will require the District to classify employees appropriately under the regulations and to track hours for employees that are classified as part time, temporary, or substitute. The District's automated system records hours worked in order to generate paychecks; however, the District has a number of nontraditional employees whose hours are not easily tracked in the system. Beyond this, the District has not developed a plan or a risk assessment related to its compliance with this phase of the ACA.

Two Human Resources Technicians II report to the Director. These positions support operations related to employee benefits and Workers' Compensation.

The previous Human Resources Supervisor was promoted to Manager, Human Resources and retained most of the supervisor duties while also absorbing the eliminated Payroll Supervisor duties related to the Human Resources functions. One Human Resources Technician I and one Human Resources Technician II report to the Manager.

The Payroll Manager position did not change with the reorganization. The Manager oversees and directs all activities related to the processing and administration of the District's employee payroll. Two Payroll Technicians report to the Manager.

HUMAN RESOURCES OPERATIONS

Some individual staff members in the Human Resources division maintain their own calendars of due dates and significant activities, but for most of the division this is not the case, and there is no standard annual calendar of activities for the division. An annual calendar of activities is a critical tool in managing a human resources division, as this is a tool that can be used to communicate with staff in the division on current priorities, whose involvement is required, and

where backup assistance may be needed. If the calendar is discussed on a regular basis at staff meetings, it can disseminate information to everyone in the division on the critical functions of each job and provide opportunities for learning and providing backup functions.

The Human Resources division does not have documented procedures for all of its critical functions. Some staff members have started to document procedures, but this effort has been subordinate to the daily functions of the division. A lack of desk manuals containing these procedures makes it difficult to provide cross-training to employees, to provide employees with the opportunity for advancement, and to allow employees to take vacations without having to make up the workload before and/or after their vacations. And services to other departments and the colleges suffer as a result. In some cases, there can be an adverse impact on the District's finances if the proper reporting procedures were not followed.

We found that, while the division has dedicated staff members, some are not classically trained and they are lacking some of the appropriate training and ongoing professional development to perform their functions. Because the laws and regulations are constantly changing for human resources functions, it is crucial that the division staff are provided ongoing training to learn about these changes to ensure the District is in compliance. Over the past few years, professional development has not been offered to staff because of budget restrictions. The cost savings of eliminating staff development are not worth the potential penalties of not being in compliance with changing labor laws.

The District's position control system should be a joint effort that is primarily overseen by the Business Services and Human Resources departments, but requires the training and cooperation of all managers of the District in following appropriate procedures. Position control is the method by which the District manages the lion's share of its budget—the salaries and benefits provided to staff throughout the District. The District is using multiple databases for position control purposes and automation in the Banner system is not fully utilized, and as a result, there are inconsistencies of the data, staff members are not able to work as efficiently and effectively as they otherwise could, and some controls are lacking. Additionally, position control is not updated regularly, and based upon our review of documentation provided, it is missing active employees. We recommend that the District move to a fully integrated database for position control.

Through our interviews with staff members, we learned that evaluations of staff in the District have not been done on a regular basis or have not been done at all. The Human Resources Manager sends out lists to college and department managers indicating the staff members for which they need to prepare evaluations that year, and a significant number of the evaluations are not done—even after Human Resources issues reminders. This is especially problematic as classified probationary employees can pass probation without having a single evaluation. The

evaluation process is manually tracked, so it is very time consuming for Human Resources staff to issue notices and perform follow-up functions.

Lack of technology integration and technology staff support was a common theme heard not just within the Human Resources division, but Districtwide. Issues with the Banner system data fields and capacity have created limitations in the functionality that the Human Resources Manager and staff must deal with. Because all of the data fields aren't utilized, some reporting and actions must be manually entered and tracked in Microsoft Excel. Additionally, because of limitations of the time technology staff can dedicate to the department, Human Resources division staff are not fully trained on all the potential functionality of the Banner system, nor is all of the functionality operational. This causes a significant amount of manual work for the Human Resources Manager and staff. Adding the multiple categories of employees—regular faculty, adjunct faculty, classified, temporary, substitute, and professional expert—the Human Resources Manager and staff are constantly playing catch up with recording and reporting data. The Human Resources division keeps separate databases, spreadsheets, or manual processes even though there are technology options available (but not functional):

- ✚ Some manual files to track employee history
- ✚ Manual notices for employee performance evaluations
- ✚ Spreadsheets track longevity thresholds and employee seniority
- ✚ Board reports

These processes require entry of the same data into duplicate databases and additional administrative time to maintain.

Because of the workload, it was reported that no review process is in place for data entry into Banner or other tracking systems, resulting in a high rate of errors. Often, these errors are not caught until a larger report is run and checked, or when errors are identified by the Payroll department. Because of all of these compounding issues, the Human Resources Manager is not able to pull away from the routine or standard technical work, and is functioning as a Technician/Manager. This unfortunately prevents the Human Resources Manager from being able to provide the oversight and direction necessary to the staff, resulting in confusion over staff responsibilities and workload.

Typically in a college district, payroll staff members report to the Business Services or Financial Services department in order to ensure appropriate supervision and backup of the payroll functions, along with segregation of duties. This allows for the proper controls over accounting transactions, management authorization of transactions, internal audits, financial reporting,

checks and balances, and proper training and supervision of staff. In the current organizational structure, the Payroll staff report to the Human Resources division. The structure was modified a number of years ago in the attempt to reconcile some issues between Human Resources and Payroll functions. On the surface, this arrangement appears to be functioning for the District, and no audit findings have been issued, but we have concerns about this structure. The Payroll Manager does not have any supervisory support for the unique functions in the payroll areas of responsibility, and there are concerns that certain segregation of duties related to human resources and payroll are not always retained. We make recommendations related to this issue earlier in the report.

More training is needed for backup personnel, but division staff members have found it difficult to prioritize given their workload and the lack of staff in the division. Each department within the division should work to develop sufficient training for backup personnel. Interviewees noted that the communication between employees in the division needs to improve so that everyone is aware of significant events and employee issues that may impact multiple staff members in the division.

We noted that many of the job descriptions provided for review are updated, but may not include all major duties and functions of a position. The District should consider a rotational schedule for auditing and updating job descriptions. The functions performed within a particular job classification can change on the natural over time—as the District’s size changes, as technology changes, as positions are eliminated or added, and for many other reasons. It is important that job descriptions keep pace with the actual work being performed—not only for compliance with statutes but also for placing an employee with the appropriate skills in a job classification and holding each employee accountable for performing the functions within the job description.

At the time of the fieldwork, there was no standard forum for the Human Resources division to provide managers with training on contract management, effective supervision and evaluation, and personnel policies and procedures. Some of the cross-cutting issues that we are seeing in the District—the lack of performance evaluations, not using technology, issues with employee leaves, etc.—could be resolved in large part by providing annual training and ongoing resources and support to managers and supervisors. The Human Resources division needs to be provided with the authority, staffing, and opportunity to take the lead in implementing the necessary reforms.

We could not find a standard process for providing an initial orientation for new employees. This should not only include covering the new hire packet and the health benefits program, but also other information about what it means to be an employee of the District, such as:

- ✚ Retirement systems

- ✦ Different types of leave and accruals
- ✦ Tax sheltered annuities/deferred compensation
- ✦ Reporting time worked and absences
- ✦ Establishment of access to technology: emails, voicemail, computer equipment, etc.

Further complicating the human resources functions, each college has some autonomy regarding personnel actions. There have been reported issues of college staff and some department staff not following protocol or including Human Resources in the hiring process. This has created issues where new hires have started work without clearance finalized from the Human Resources division. At each college, personnel forms are supposed to be signed off by the Vice President of Administrative Services, but this is not occurring every time. Additionally, Human Resources staff is not always involved as departments initiate the recruitment and hiring process for employees. Human Resources staff members are not always on the interview panels, which can open up the District to liability if the proper protocols are not followed, and training for college and other department staff around hiring requirements is not consistently provided.

Recommendations

42. **Clarify roles and responsibilities of Human Resources division staff.** As circumstances in the District change, the organizational structure responds by either contracting or expanding positions and reorganizing operations accordingly. To ensure operational efficiency, it is essential that any change in roles and responsibilities are clarified and that function charts are updated as a matter of practice. This information needs to be communicated throughout the organization to clarify which person a team member should go to for a given function and to hold leadership team members appropriately accountable for the performance of their duties. This is especially critical in the Human Resources division given the fact that the division has undergone a significant change in staffing over the past five years and many duties were absorbed by the remaining staff, which may not be the typical position for the responsibility.
43. **Reinstate the Director of Human Resources position.** It is recommended that this position assume the duties related to employee health and welfare benefits, risk management, and emergency preparedness, and will also provide day-to-day support and oversight to the Human Resources Manager and Technicians. This will allow the Manager position to focus on the duties related to oversight of the Human Resources functions and accuracy and provide training to Human Resources staff and colleges. We recommend that, when recruiting for the Director of Human Resources, the job announcement require a combination of education and experience that would equate to at least five years of supervisory-level experience in Human Resources operations, with formal training in human resources

practices. It is critical that this position provide expertise and technical assistance for the day-to-day operations of the department, as our recommendations that follow will require significant attention to the department's internal operations.

44. **Establish a training program for all Human Resources Technicians and management.** A training program to ensure staff is appropriately trained in current employment law and requirements and that employees are given continuing professional development opportunities to ensure sound practices and compliance.
45. **Direct the Human Resources Manager to delegate duties to the Human Resources Technicians.** This action should free up the Human Resources Manager to provide support to the colleges and departments on position control, recruitment, and hiring practices. The Human Resources Manager can also ensure that the Banner and other Human Resources systems are accurately maintained.
46. **Consider adding a Human Resources Analyst position.** We believe that a well-functioning Human Resources division plays the most critical role in ensuring that the District is able to attract, hire, and retain the highest-qualified employees. With the increased attention to this role and to assist the division in implementing the recommendations of this report, the District should consider augmenting the staff in the Human Resources division accordingly. This position would report to the Human Resources Manager and assume some higher level Human Resources technical duties, including research into employment issues and support in the recruitment and hiring process.
47. **Establish a standardized recruitment and hiring process.** Once a department or college determines the need to fill or create a position and checks to ensure budget allocation, Board approval should be implemented. Personnel requisition forms should flow to the Human Resources office before final hire to ensure qualifications and background checks are completed before employees are hired. Las Positas College has a college-based administrative assistant position whose primary responsibility is to act as liaison to the District Office. This position should work to ensure that the appropriate process is followed, including submission of personnel action forms with the appropriate signatures. It is recommended that a similar position be added to Chabot College to provide support to streamline human resources functions. We recommend that the main functions of Human Resources are continued to be centralized at the District Office to establish clear policies and procedures for the recruitment, selection, and evaluation of employees to ensure competency, accountability, and productivity of all District staff.
48. **Create a campus liaison position at Chabot College to provide support for personnel and business activities.** Creating a college administrative assistant position at Chabot

College to mirror the existing position at Las Positas College should help to provide continuity in following protocol for Human Resources at the college, and will provide an additional layer of support for the college.

49. **Hold regularly scheduled staff meetings.** Given the day-to-day workload, it is often difficult to make time for meetings for the Human Resources staff, but meetings are very critical to ensuring that the division is working cohesively. We recommend that the Human Resources division schedule and hold weekly staff meetings to discuss current and upcoming activities, training opportunities if applicable, progress on division and department initiatives, issues or roadblocks—this will be especially important with the transition of the Payroll department to the Business Services division, and specific employee situations that everyone needs to be aware of. Each staff member needs to know their role in support of each of the items discussed; these staff meetings should be opportunities for staff members to ask questions and provide input wherever possible.
50. **Provide ongoing consistent communication with other District Office divisions and departments and the colleges.** The Human Resources division needs to be more proactive in communicating internally and externally about new policies, recurring issues, recruitment and hiring practices, personnel timelines, ideas for improving services, etc.—input can be actively solicited from other departments and the colleges, which the division can consider in adjusting its operations to provide better service and more efficiency. Key to this will be to maintain strong communications within the Human Resources division through regular staff meetings that foster discussions about what the department can do to help move the District forward, and then providing regular training to other divisions, departments, and college staff as necessary.
51. **Establish an annual calendar of Human Resources division activities.** An annual calendar of activities in the Human Resources division should reflect, for each month, the significant activities that need to take place and the statutory or contractual deadlines that may apply. There will be strands that are consistent across the months—for example, the collective bargaining strand would include any regularly scheduled meetings with union leadership, deadlines for sunshining proposals for reopeners or successor agreements, and information or reports that need to be provided to union leadership. The staffing strand would consist of developing staffing needs based on enrollment and changes in the instructional program, determining whether layoffs are needed and then implementing the layoff process, updating staffing needs as retirements and resignations are known, and then recruiting and hiring the right number and appropriately credential qualified staff members so that they are in place for the start of instruction. The annual calendar should be a standing agenda item for department staff meetings and should be used as a tool for communications and developing teamwork and cross-training for staff in the department.

52. **Develop desk procedures for each position in the division.** Given how critical Human Resources division functions are to the effective operation of the entire District, each person in the division should have updated written step-by-step procedures for accomplishing the responsibilities of his/her position. It is difficult to dedicate the time to this effort, but one way to tackle it is to determine which functions are most critical to be done correctly—minimum qualifications monitoring and the layoff process, for example—and making those functions a priority for getting documented. Each staff member could be assigned the responsibility for documenting one process each month—or at time intervals that work for the division—and over time the procedures will be completed. Whenever a staff member is being trained on a process, it is a good time to either document the procedure if it is not already done or to review the procedure and update it if necessary. Then the procedures need to be stored in a location that is accessible by anyone else in the division that may need to back up that process.
53. **Establish backup assignments and complete backup training.** The training of backup personnel should be a top priority, as many functions of the Human Resources division require timely action in order to mitigate risk, avoid overpaying employees, and meet statutory deadlines. When a Human Resources staff member is out, another staff member needs to know enough about that job to be able to carry out the essential duties and functions during the absence. Each Human Resources staff member should be assigned at least one or more backup people, and a training plan should be developed to ensure that staff members are appropriately trained to cover each other's desks. The training could occur on the natural as the functions need to be performed real-time—as an employee goes on an extended illness leave, as a new collective bargaining settlement is ratified, as layoffs are prepared for and implemented, etc.
54. **Prepare a timely, appropriate orientation for new employees to the District, including substitutes.** As part of the Human Resources annual calendar, the District should set up regularly scheduled orientation times for new employees. The frequency would depend on the District's hiring patterns, but should be at least monthly or as hiring levels necessitate. There should be information included from Human Resources, Payroll, Benefits, Technology, and Risk Management at the orientation meetings. The District should put together a presentation (using presentation software such as Microsoft PowerPoint) that includes all of the salient information so that each department can present its section; the presentation should remain relatively static, with annual or more frequent updates as the information changes. The entire orientation should take less than two hours. Then the District can consider using online sources for employees to complete the mandatory training that is pertinent to their unique job, separately from the group orientation.

55. **Prepare handbooks for supervisors and employees.** The Human Resources division should prepare and update on a regular basis handbooks for supervisors and employees that outline the policies, procedures, and forms that govern District personnel operations. Each supervisor should have a handbook that contains policies and procedures that they are expected to follow and to ensure that their employees are following as well. They will also need copies of each collective bargaining contract that applies to the employees that they are supervising. These resources can provide a tool for the ongoing training that is discussed below. Employees should each receive a handbook of policies, procedures, and forms and the collective bargaining agreement that apply to their position—typically, there is a separate handbook for certificated bargaining unit members, classified bargaining unit members, confidential employees, substitutes, and temporary employees. These handbooks could be made available on the District’s website for direct access by employees as needed, which would also make them easy for the Human Resources division to keep updated.
56. **Provide ongoing training opportunities for supervisors and managers across the District on Human Resources procedures and bargaining unit contract management.** The District should provide regularly scheduled opportunities for the Human Resources division to reinforce personnel procedures and to provide specific focus on any cross-cutting issues that are occurring. Given the critical needs across the District for assistance with personnel policies and procedures, the District should provide regularly scheduled opportunities for the Human Resources division to reinforce personnel procedures and to provide specific focus on any cross-cutting issues that are occurring. Critical needs right now would be in the area of employee evaluations, managing employee leaves, ensuring that employees are held accountable for performing the work in their job descriptions, addressing issues at the lowest possible level, and the grievance process and forms when issues get to that point in the process. Because Human Resources division staff spend a considerable amount of time researching employment-related issues, empowering supervisors with contract management knowledge will likely lift some of the burden of inquiries from the Human Resources division.
57. **Continue to require that all personnel requisitions be reviewed and authorized by the appropriate administrator before going to the Human Resources division for action.** This will ensure that there is a meeting of the minds from all concerned before a personnel requisition is processed by Human Resources, and it should improve internal controls over the most significant portion of the District’s budget: employee salaries and benefits.
58. **Enforce timelines and deadlines with all District Office departments and colleges.** This should start with training provided to all responsible parties on the deadlines that should be met, the paperwork that is needed, and the process to be followed. Follow up with any

department or site that is not meeting the deadlines should be done by Human Resources management in order to ensure accountability.

59. **Develop a system of accountability that ensures employee performance evaluations are completed appropriately and on time.** Given that the process for notifying supervisors of upcoming evaluations and deadlines is a manual process, the first step would be to determine whether this is an enhancement available through the Banner system. The Human Resources division needs to ensure that all supervisors and managers have received the training and tools they need to complete the evaluations appropriately, and they need to be held accountable as they are evaluated. Then, within Human Resources there should be someone assigned to send out the evaluation notices and forms and then follow-up to ensure that the evaluations are appropriately completed by the deadlines. If there are still evaluations that are not completed, then the follow-up needs to come from progressively higher levels within the organization.
60. **Prepare for the Employer Shared Responsibility Provisions of the ACA.** The District should compare its health benefits program to the requirements of this phase of the ACA and determine its potential risk of penalties. This would involve examining collective bargaining agreements, benefit plans, and contribution levels. In addition, the District should determine its measurement period and begin collecting and measuring employee hours worked to ensure that qualified employees are offered the benefits plan.

Information Technology Services Division

Technology resources are critical in ensuring that students are learning the skills they need, that management information is timely and accurate, and that staff members are working efficiently and effectively. Educational agencies should include technology in strategic plans and shorter term goal setting as the annual budget is developed. Transaction processing systems should be in place to ensure efficiency, management information systems should be robust and timely in order to provide pertinent information for decision making, and procedures should be built around technology systems in order to ensure their appropriate use and the validity of data. Users should have pathways for requesting assistance and additional features with a clear priority scheme used to implement new technology.

The ITS division is charged with implementing new educational and administrative technology, maintaining the existing technology infrastructure, implementing modernization of technology, and providing technical support to users. The Chief Technology Officer (CTO) position leads the division and reports to the Chancellor.

In the Technology division there are 16.00 FTEs in the division comprised of 14 classified positions, 1 confidential supervisory position, and 2 administrators. The current staffing level reflects a reduction of seven positions from a full complement of staffing in 2009. Six of these lost positions are from retirements, and one position was eliminated due to the completion of bond projects. Figure 10 displays the current staffing and FTEs.

Figure 10: ITS Division Staffing	
Title of Position	FTE
Chief Technology Officer	1.00
Manager, Network & Systems	1.00
Senior Programmer Analyst III	1.00
Senior Programmer Analyst II	3.00
Senior Programmer Analyst I	1.00
Programmer Analyst II	2.00
Administrative System Analyst II	3.00
Administrative System Analyst I	1.00
Network Systems Specialist II	1.00
Network Systems Specialist I	1.00
Computer Operations Supervisor	1.00
User Support Specialist/Webmaster	1.00
Total FTEs	17.00
Vacant FTE	0.00
Filled FTEs	17.00

The ITS Department supports the enterprise systems, Banner modules, third-party systems, custom applications, networks, desktops, and bond projects.

The District uses the Banner system for its human resources and financial system functions. The system is very robust in its support of a number of the District’s functions which includes enrollment, finance, purchasing, human resources, payroll, position control, and financial aid; however, all of the functionality is not currently utilized.

All interviewees possessed a good understanding of their job duties and felt the job descriptions were reasonably accurate. Also, it appeared that several staff members in the division have not consistently received an employee evaluation. Many acknowledged the unfortunate budget constraints of the District and their negative impact on the ITS division. Still, staff voiced a

belief in the division's goal to work with all District and college staff to eliminate manual processes for improved productivity. All staff seemed to enjoy their roles, whether it was working behind the scenes or directly with the end users.

Based upon review of workload and the interview process, it is apparent that the ITS division is in need of an Applications Manager position. Many feel that the ITS Department is made up of competent and capable people who can manage their assigned tasks and areas of responsibility. However, the ITS division has a long list of projects that are in progress and many more that are on deck and waiting to get started. Some expressed frustration that the ITS division's priorities are not clear. This is likely due to the ITS division lacking an individual who is monitoring workloads; ensuring projects are on task; and meeting the deadlines, such as the proposed Applications Manager position.

Generally, the ITS division's effort to improve productivity by eliminating manual processes is embraced by the colleges; however, there is a current exception to this. The ITS division is in the process of implementing a system described as the Degree Audit System, which will perform an audit of a student's status or progress toward an associate degree at each of the colleges. Unfortunately, the system is not utilized because staff cannot get the assistance or cooperation from the college staff needed for the system's set-up.

TRAINING AND STAFF DEVELOPMENT

The budget constraints have resulted in minimal opportunities for training and staff development for the ITS staff. Some department staff stated that much of the knowledge about the District's hardware and software is self-taught from reading the documentation and the code. Others shared that they have pursued staff development on their own and share the materials with their colleagues when the information is relevant. A large portion of the ITS staff does attend the annual conference held by the providers of the Banner system.

Recommendations

- 61. Implement a training plan for the Banner system.** The District should develop a training plan for ongoing Banner system support that provides standards of training to include who is to be trained, how often, and on what subjects. The plan should also specify who is to provide the training and how the training is to be documented. Training should be completed before new users are granted access to any of the District's technology. Once the initial training sessions are in place, refresher courses to keep employees current on their training should be developed and implemented. Also, an analysis of training costs and related resources needs to be performed and factored into the ITS division's budget development process.

62. **Provide opportunities for technical training of ITS division staff.** There are many staff development opportunities available in the area of technology services. We recommend that the ITS division prepare a training plan that includes the CTO and staff, as appropriate, so that the staff is kept abreast of any changes in technology and can avail themselves of best practices in the technological industry.
63. **Ensure annual evaluations are completed.** It is critical that a standardized process be established that provides a structure for employee evaluations. The evaluation process should occur on an annual basis with intermediate reviews if corrective action was identified during the annual review. Evaluations should be conducted by the supervisor responsible for the employee's work assignments.

MEETINGS AND COMMUNICATION

Meetings are held once (sometimes twice) a month in the ITS division. The CTO leads these meetings, and some staff members felt the meetings were valuable and provided an avenue for the CTO to inform staff of high-level issues impacting the ITS division. Others described the monthly meetings as long and unproductive. Furthermore, some interviewees felt the meetings are not designed to enable staff to discuss and offer input on ITS division issues, challenges, and concerns.

Below the management level there is also a need for regular cross-departmental communications. For example, ITS and Business are two functional areas that need to work well together to ensure that technology supporting the District's financial systems is functioning as intended. Staff members in these departments could benefit significantly from regularly scheduled meetings to discuss Banner's grant modules and the logistics associated with becoming fiscally independent.

Recommendations

64. **Implement cross-departmental communication structures for ITS and Business Services.** As discussed above, there are functional areas within ITS and Business Services that need to have a strong working relationship. The District should identify those relationships and develop formal communication structures to ensure that the departments are functioning well together.
65. **Continue with the regularly scheduled staff meetings.** Given the day-to-day workload, it is often difficult to make time for meetings, but meetings are so very critical to ensuring that a department or work unit is working cohesively. We recommend that each work unit in the ITS division continue to schedule and hold weekly staff meetings to discuss current activities, upcoming activities, training opportunities, progress on department initiatives, and

issues or roadblocks that everyone needs to be aware of. Each staff member needs to know their role in support of each of the items discussed; these staff meetings should be opportunities for staff members to ask questions and provide input wherever possible. Meetings with these qualities are important while the ITS division has a vacancy in the Applications Manager position.

66. **Create and fill an Applications Manager position.** Creation of this position would help ensure appropriate supervision of the ITS division, consolidate the various tasks and projects with one staff member, and provide the coordinated oversight that appears to be lacking. In addition, the Applications Manager could step in and serve as a backup to the CTO and other managers if they are out of the office or temporarily unavailable.
67. **Augment ITS staff with two Administrative Systems Analyst positions.** The District should augment the ITS staff with two additional Administrative Systems Analysts. The Administrative Systems Analysts would support each of the college's business offices in the area of technology. The Administrative Systems Analysts would ensure each college's business office is operating efficiently and effectively in systems such as Banner, email, and any third-party software products. Also, the Administrative Systems Analysts would be responsible for training the staff and other end users at the colleges on the software utilized by the colleges.
68. **Promote the Degree Audit System with the college leadership.** The ITS division should continue to share with the colleges' leadership the added benefits of the Degree Audit System and request the colleges' assistance needed to complete the system's implementation. The small investment of the college staff's time will return in the form of an automated process that requires little human intervention and expedites a historically slow process for the requesting student.

Comparative Staffing—Community College Districts

This section of the report includes the results of our survey of the comparative districts. The districts were selected based upon similar FTEs and demographics. This data was collected by a survey of the comparison districts, and the data is as complete and accurate as the districts were able to provide. The primary sources for all districts were position control reports and district organizational charts. The table is sectioned to show the administrative, clerical support, and department staffing within the District Office and Maintenance and Operations department. It is important to note that the following tables contain the most similar comparisons, and that some positions in other districts may report to different divisions/departments; this has been noted where appropriate. The staffing is grouped into departments, reflective of the District's current organizational structure for comparison purposes. The comparative districts are:





-  Grossmont-Cuyamaca CCD
-  San Bernardino CCD
-  San Jose-Evergreen CCD
-  West Valley-Mission CCD

Figure 11 compares the Chancellor’s Office staffing. With 5.0 FTEs, the District has the highest staffing level as compared with the other districts; however, the District currently has one vacant position. The District, Grossmont-Cuyamaca CCD, and West Valley-Mission CCD all have four filled positions and are organized similarly to the District with a Chancellor, Executive Assistant, Assistant to the Board, and one other clerical position. The District also has a Receptionist/Mailroom Clerk position that the other districts did not report having in the Chancellor’s Office.

Figure 11: Chancellor’s Office					
	Chabot-Las Positas CCD	Grossmont-Cuyamaca CCD	San Bernardino Valley CCD	San Jose-Evergreen CCD	West Valley-Mission CCD
Administrator Title	Chancellor 1.0 FTE	Chancellor 1.0 FTE	Chancellor 1.0 FTE	Chancellor 1.0 FTE	Chancellor 1.0 FTE
Clerical Staff	Executive Coordinator 1.0 FTE Executive Assistant to Chancellor/Coordinator (1.0 Vacant) 1.0 FTE Administrative Assistant II 1.0 FTE Receptionist/Mailroom Clerk 1.0 FTE	Chancellor/Governing Board Office Supervisor 1.0 FTE Chancellor/Governing Board Office Assistant 1.0 FTE Secretary 1.0 FTE	Executive Administrative Assistant 1.0 FTE	Executive Administrative Assistant to the Chancellor 1.0 FTE	Special Assistant to the Chancellor 1.0 FTE Executive Assistant to the Board 1.0 FTE Executive Assistant to the Chancellor 1.0 FTE
Department Staff	No similar position	No similar position	No similar position	Executive Director Governmental and External Affairs 0.5 FTE	No similar position
Total Dept. FTE(s)	5.0 FTEs (1.0 Vacant)	4.0 FTEs	2.0 FTEs	2.5 FTEs	4.0 FTEs

Figure 12 compares staff for each district’s Communication, Marketing, and Public Relations functions. All of the comparative districts have at least one position that acts as the Information/Communications Officer for the districts, with the exception of the District. Two of the comparative districts have positions that serve a marketing function—critical for districts to attract students with the goal of increasing enrollment.

Figure 12: Communication, Marketing, and Public Relations Functions					
	Chabot-Las Positas CCD	Grossmont-Cuyamaca CCD	San Bernardino Valley CCD	San Jose-Evergreen CCD	West Valley-Mission CCD
Administrator Title	No similar position	Associate Vice Chancellor Advancement and Communication 1.0 FTE	District Director of Marketing and Public Relations 1.0 FTE	Director Diversity and Communication Relations 1.0 FTE	No similar position
Clerical Staff	No similar position	Administrative Secretary 1.0 FTE	No similar position	No similar position	Marketing Public Relations Position 1.0 FTE
Department Staff	No similar position	Communication and Public Information Director 1.0 FTE Public Information Assistant 1.0 FTE	No similar position	No similar position	No similar position
Total Dept. FTE(s)	0.0 FTE	4.0 FTEs	1.0 FTE	1.0 FTE	1.0 FTE

Figure 13 shows the staffing in the Business Services division, including the Financial Services department. The chart is divided between administrator, clerical staff, department staff, and Purchasing and Warehouse staff. The staffing ranges from a high of 37.48 FTEs (Grossmont-Cuyamaca CCD) to 19.0 FTEs (in the District). When taking vacant positions into account, the range reflects a high of 29.0 FTEs in Grossmont-Cuyamaca CCD to the low of 17.0 FTEs in the District.

The majority of staff in the District’s Business Services division are Accountants or Accounting Assistants (8.0 FTEs with 1.0 vacant). The comparative districts also employ several accounting positions, but also include a variety of other positions, e.g., payroll positions (which the District employs in the Human Resources division) and additional management support in the form of supervisor and manager positions.

The District’s Warehouse staffing has a similar staffing when compared to the other districts. Grossmont-Cuyamaca CCD has the most robust staffing at 14.0 FTEs; however, four of the positions are vacant.

Figure 13: Business Services Division—Financial Services Department

	Chabot-Las Positas CCD	Grossmont-Cuyamaca CCD	San Bernardino Valley CCD	San Jose-Evergreen CCD	West Valley-Mission CCD
Administrator Title	Vice Chancellor 1.0 FTE	Vice Chancellor 1.0 FTE Associate Vice Chancellor, District Business 1.0 FTE	Vice Chancellor 1.0 FTE	Vice Chancellor, Administrative Services 1.0 FTE	Vice Chancellor, Administrative Services 1.0 FTE
Clerical Staff	Administrative Assistant II 1.0 FTE	Administrative Assistant 1.0 FTE Administrative Assistant IV 1.0 FTE Accounting Clerical Assistant 1.0 FTE Payroll Clerical Assistant 1.0 FTE Administrative Procedures Specialist (0.48 Vacant) 0.48 FTE	Administrative Assistant II 1.0 FTE	Executive Secretary 1.0 FTE	Senior Executive Assistant 1.0 FTE Senior Administrative Assistant 1.0 FTE
Department Staff	Director, Business Services 1.0 FTE Assistant Director of Business Services (1.0 Vacant) 1.0 FTE Business Operations Coordinator 1.0 FTE District Budget Officer 1.0 FTE Accounting Assistant 2.0 FTEs Accounting Assistant – Bond 1.0 FTE Accounting Supervisor 1.0 FTE Accounting Specialist 1.0 FTE	Senior Director, Fiscal Services 1.0 FTE Internal Auditor (1.0 Vacant) 1.0 FTE Financial Analyst (1.0 Vacant) 2.0 FTEs Special Projects Account Analyst 1.0 FTE Payroll Supervisor 1.0 FTE Payroll Technician (1.0 Vacant) 4.0 FTEs District Account Technician 4.0 FTEs	Director, Internal Audits 1.0 FTE Director, Fiscal Services 1.0 FTE Environmental Health and Safety Administration 1.0 FTE A/P Account Clerk II 3.0 FTEs Accountant – Student Loans 1.0 FTE Accountant – Reconciliation 1.0 FTE Environmental, Health, and Safety 1.0 FTE Senior Accountant 1.0 FTE	Director, Fiscal Services 1.0 FTE Assistant Director, Fiscal Services 1.0 FTE Controller (1.0 Vacant) 1.0 FTE Payroll Coordinator (1.0 Vacant) 2.0 FTEs Staff Accountant 4.9 FTEs Senior Account Clerk 3.0 FTEs Account Clerk 0.438 FTE	Director, Fiscal Services 1.0 FTE Director, General Services 1.0 FTE Budget Manager 1.0 FTE Accounting Manager (1.0 Vacant) 1.0 FTE Payroll Supervisor 1.0 FTE Payroll Technician 2.0 FTEs Principal Accountant 1.0 FTE Financial Technician II 2.0 FTEs

Figure 13: Business Services Division—Financial Services Department

	Chabot-Las Positas CCD	Grossmont-Cuyamaca CCD	San Bernardino Valley CCD	San Jose-Evergreen CCD	West Valley-Mission CCD
	Accountant I (1.0 Vacant) 2.0 FTEs Accountant II - Bond 1.0 FTE	Account Clerk, Senior (1.0 Vacant) 3.0 FTEs	Accounting Manager 1.0 FTE Payroll Supervisor (1.0 Vacant) 1.0 FTE Senior Payroll Accountant 1.0 FTE Payroll Accountant Classified (1.0 Vacant) 1.0 FTE Account Clerk II Payroll 1.0 FTE		Financial Assistant – Bond 1.0 FTE Financial Assistant – A/P 1.8 FTE Part-time Faculty and Classified Hourly 0.5 FTE Grants overview special reconciliation, budget support 1.0 FTE Principal Financial Analyst (1.0 Vacant) 1.0 FTE
Total Dept. FTE(s)	14.0 FTEs (2.0 Vacant)	23.48 FTEs (4.48 Vacant)	17.0 FTEs (2.0 Vacant)	15.338 FTEs (2.0 Vacant)	18.3 FTEs (2.0 Vacant)
Warehouse/ Purchasing	Manager, Purchasing & Warehouse Services 0.5 FTE Buyer 1.0 FTE Purchasing Services Specialist 0.5 FTE Lead Warehouse Worker (at colleges) 2.0 FTEs Warehouse Worker 1.0 FTE	Senior Director, Purchasing, Contracts, and Ancillary Services 1.0 FTE Warehouse Supervisor 1.0 FTE Contracts Specialist 1.0 FTE Senior Buyer (1.0 Vacant) 2.0 FTEs Buyer, Intermediate (1.0 Vacant) 2.0 FTEs Purchasing Assistant 1.0 FTE Inventory Control Technician (1.0 Vacant) 1.0 FTE Warehouse Operator (1.0 Vacant) 1.0 FTE	Business Manager 1.0 FTE Contract Project Analyst 1.0 FTE Purchasing Agent (1.0 Vacant) 1.0 FTE Purchasing Technician 1.0 FTE Warehouse Technician 1.0 FTE	Purchasing Agent 2.8 FTEs Warehouse Coordinator 1.0 FTE Warehouse Specialist 1.0 FTE	Warehouse Services Supervisor 1.0 FTE Buyer 1.0 FTE Purchasing Agent 1.0 FTE Purchasing Clerk 1.0 FTE Warehouse Services Clerk 3.0 FTEs

Figure 13: Business Services Division—Financial Services Department					
	Chabot-Las Positas CCD	Grossmont- Cuyamaca CCD	San Bernardino Valley CCD	San Jose- Evergreen CCD	West Valley- Mission CCD
		Warehouse Assistant, Int. 1.0 FTE Warehouse Assistant 3.0 FTEs			
Total Dept. FTE(s)	5.0 FTEs	14.0 FTEs (4.0 Vacant)	5.0 FTEs (1.0 Vacant)	4.8 FTEs	7.0 FTEs
Total Business Services — Financial and Warehouse and Purchasing FTEs	19.0 FTEs (2.0 Vacant)	37.48 FTEs (8.48 Vacant)	22.0 FTEs (3.0 Vacant)	20.138 FTEs (2.0 Vacant)	25.3 FTEs (2.0 Vacant)

Figure 14 provides the Business Services division’s Maintenance and Operations department staffing. In the Maintenance and Operations area, it is important to consider the number of sites serviced by staff. In this case, all of the comparative districts have two instructional sites. This chart is organized by administrators, clerical, department, custodial, maintenance, and grounds staffing. The comparative districts utilize different staffing structures to provide support to their Maintenance and Operations departments. Some districts, such as the District, San Jose-Evergreen CCD, and West Valley-Mission CCD use a more centralized approach with a director or management level position that is located at the District Office. Grossmont-Cuyamaca CCD and San Bernardino Valley CCD use a more decentralized approach with site-based director and coordinator positions. Regardless of the organizational model used, it is critical that Maintenance and Operations staff are supported with training, supervision, and evaluation.

The first section of the chart provides the administrator, clerical, and department staff. The staffing ranges from 2.0 FTEs in San Jose-Evergreen CCD to 7.0 FTEs in Grossmont-Cuyamaca CCD and West Valley-Mission CCD. The District’s department staffing (3.0 FTEs) is leaner than three of the four districts. The three districts with richer staff report more department staff such as, facilities managers, clerks, and coordinators.

The second section of the chart shows the custodial support. All of the districts have similar FTEs, ranging from almost 41 FTEs in Grossmont-Cuyamaca CCD to 30.5 FTEs in West Valley-Mission CCD. Comparatively, the District is about average in the custodial staffing area. It should be noted that the comparative data should not determine custodial staffing levels in the District. Most districts across the state have significantly reduced Maintenance and Operations staffing, which is likely reflected in this staffing survey. The District should follow the recommendations within this report to establish thoughtful staffing formulas for all Maintenance and Operations staff.

The third section of this chart represents maintenance staffing. Position make-up is, again, very similar between the districts. Ranging from 10.0 FTEs (West Valley-Mission CCD) to 18.25 FTEs (Grossmont-Cuyamaca CCD), the District reports an average staffing level of 13.0 FTEs, with 1.0 FTE vacancy. The districts that have richer staffing have more specialized positions such as workers to manage the Athletic department and facility maintenance.

The last section of this table shows grounds staffing, which ranges from 8.0 FTEs in San Jose-Evergreen CCD to 11.0 FTEs in Grossmont-Cuyamaca CCD. It is important to note, however, that Grossmont-Cuyamaca CCD has 2.0 FTE vacancies in this department, making the actual staffing 9.0. The District reports 9.0 FTEs made up primarily of Grounds Workers I and II positions.

Overall, the Maintenance and Operations department staffing ranges from a low of 53.0 FTEs in San Jose-Evergreen CCD to a high of 78.225 FTEs in Grossmont-Cuyamaca CCD (primarily made up of maintenance staff). The District reports 63.0 FTEs overall for Maintenance and Operations department staffing.

Figure 14: Business Services Division—Maintenance and Operations Department

	Chabot-Las Positas CCD	Grossmont- Cuyamaca CCD	San Bernardino Valley CCD	San Jose- Evergreen CCD	West Valley-Mission CCD
Administrator Title	Director, Maintenance and Operations 1.0 FTE	Senior Director Facilities Planning, Development, and Maintenance 1.0 FTE Site Director, Campus Facilities, Operations, and Maintenance 2.0 FTEs (Positions are at college campuses)	(All positions are at college campuses) Director, Facilities, Maintenance and Operations 1.0 FTE Interim Maintenance and Operations Coordinator 1.0 FTE	Maintenance Supervisor (1.0 Vacant) 1.0 FTE	Executive Director, Facilities, Construction, and Maintenance 1.0 FTE
Clerical Staff	Administrative Assistant I 1.0 FTE Administrative Assistant II 1.0 FTE	Administrative Assistant III (1.0 Vacant) 2.0 FTEs	No similar position	Senior Administrative Assistant 1.0 FTE	Senior Administrative Assistant 1.0 FTE
Department Staff	No similar position	Facilities Clerk 1.0 FTE Campus Operations Assistant 1.0 FTE	Facilities Project Manager 1.0 FTE Aquatic Center Pool Attendant 0.8750 FTE	No similar position	Director Facilities Construction and Bond 1.0 FTE Facilities Project Coordinator 2.0 FTEs Manager – College Facilities 2.0 FTEs
Total	3.0 FTEs	7.0 FTEs (1.0 Vacant)	3.875 FTEs	2.0 FTEs (1.0 Vacant)	7.0 FTEs
Total Sites	2	2	2	2	2
Custodial Staff	Custodial Manager 1.0 FTE Custodian Supervisor 2.0 FTEs Lead Custodian 4.0 FTEs Custodian I 23.0 FTEs Custodian II 8.0 FTEs	Custodial Supervisor 3.0 FTEs Custodian, Senior 4.0 FTEs Custodians (6.475 Vacant) 34.975 FTEs	Custodial Supervisor 2.0 FTEs Lead Custodian 5.0 FTEs Custodian I 26.375 FTEs Custodian/Courier 2.0 FTEs Lead Storekeeper II (1.0 Vacant) 1.0 FTE	Custodial Supervisor 2.0 FTEs Custodian I 22.0 FTEs Custodian II 8.0 FTEs	Custodial Manager 1.0 FTE Custodial Supervisor 3.0 FTEs Custodian 25.5 FTEs Campus Center/ Recycle Center 1.0 FTE
Total FTEs	38.0 FTEs	41.975 FTEs (6.475 Vacant)	36.375 FTEs (1.0 Vacant)	32.0 FTEs	30.5 FTEs
Total Sites	2	2	2	2	2

Figure 14: Business Services Division—Maintenance and Operations Department

	Chabot-Las Positas CCD	Grossmont- Cuyamaca CCD	San Bernardino Valley CCD	San Jose- Evergreen CCD	West Valley-Mission CCD
Maintenance Staff	Maintenance Manager 1.0 FTE	Grounds and Maintenance Supervisor (1.0 Vacant) 1.0 FTE	Maintenance and Grounds Supervisor (1.0 Vacant) 1.0 FTE	Carpenter 1.0 FTE	Facilities Equip/Auto Mechanic 1.0 FTE
	Maintenance Supervisor 2.0 FTEs	Maintenance Supervisor 1.0 FTE	HVAC/R Technician (1.0 Vacant) 3.0 FTEs	Electrician 1.0 FTE	Heat/Air Condition Technician 2.0 FTEs
	Maintenance Worker 2.0 FTEs	General Maintenance Worker 3.0 FTEs	Maintenance Technician 6.0 FTEs	HVAC/Plumber 2.0 FTEs	Locksmith/ Hardware Technician 1.0 FTE
	Maintenance Mechanic 1.0 FTE	General Maintenance Worker, Senior (3.0 Vacant) 7.0 FTEs	Maintenance and Operations Coordinator 1.0 FTE	Facilities Maintenance Worker (1.0 Vacant) 4.0 FTEs	Maintenance Specialist 2.0 FTEs
	Maintenance Technician – Painter 1.0 FTE	General Maintenance Worker, Sr. HVAC (1.0 Vacant) 3.0 FTEs	Maintenance and Operations Coordinator 1.0 FTE	Equipment and Vehicle Mechanic 1.0 FTE	Maintenance Electrician 1.0 FTE
	HVAC Maintenance Engineer (1.0 Vacant) 3.0 FTEs	Athletic Field Maintenance Worker, Senior 1.0 FTE	Maintenance Worker 1.0 FTE	Painter 1.0 FTE	Maintenance Mechanic 2.0 FTEs
	Hardware Maintenance Specialist 1.0 FTE	Athletic Maintenance Lead 1.0 FTE	Tool Room Specialist 1.85 FTEs	Locksmith 1.0 FTE	Plumber 1.0 FTE
	Electrician 1.0 FTE	Athletic Field Maintenance Worker 1.0 FTE			
	Lead Maintenance Worker 1.0 FTE	Athletic Field Maintenance Assistant (0.25 Vacant) 0.25 FTE			
Total FTEs	13.0 FTEs (1.0 Vacant)	18.25 FTEs (5.25 Vacant)	13.85 FTEs (2.0 Vacant)	11.0 FTEs (1.0 Vacant)	10.0 FTEs
Total Sites	2	2	2	2	2

Figure 14: Business Services Division—Maintenance and Operations Department					
	Chabot-Las Positas CCD	Grossmont- Cuyamaca CCD	San Bernardino Valley CCD	San Jose- Evergreen CCD	West Valley-Mission CCD
Grounds Staff	Grounds Supervisor 1.0 FTE	Grounds Supervisor (1.0 Vacant) 2.0 FTEs	Grounds Caretaker (1.0 Vacant) 9.0 FTEs	Grounds Supervisor 1.0 FTE	Groundskeeper 6.0 FTEs
	Grounds Worker I 3.0 FTEs	Grounds Maintenance Worker, Senior (1.0 Vacant) 5.0 FTEs	Lead Grounds Caretaker 1.0 FTE	Groundskeeper II 6.0 FTEs	Groundskeeper/ Equip Mechanic 1.0 FTE
	Grounds Worker II 2.0 FTEs	Grounds Maintenance Worker, Lead 1.0 FTE		Groundskeeper/ Arborist 1.0 FTE	Irrigation Technician 1.0 FTE
	Grounds Mechanic 1.0 FTE	Grounds Maintenance Worker 3.0 FTEs			Irrigation/ Ornamental Turf App Specialist 1.0 FTE
	Lead Grounds Worker 2.0 FTEs				
Total FTEs	9.0 FTEs	11.0 FTEs (2.0 Vacant)	10.0 FTEs (1.0 Vacant)	8.0 FTEs	9.0 FTEs
Total Sites	2	2	2	2	2
Total Dept. FTE(s)	63.0 FTEs (1.0 Vacant)	78.225 FTEs (14.725 Vacant)	64.1 FTEs (4.0 Vacant)	53.0 FTEs (2.0 Vacant)	56.5 FTEs

Figure 15 provides comparative staffing for the Educational Services departments. The District currently has a combined division encompassing the two functional areas of Educational Services and Facilities. We have chosen to separate the functional areas into two charts because none of the comparative districts have a combined division, making comparisons challenging.

The District’s staffing for Educational Services includes a part-time allocation of the Vice Chancellor’s role (to reflect the split with Facilities, acknowledging that it is not always a 50-50 division of work and time), a part-time Administrative Assistant, and the Economic Development and Contract Education department. Most of the other districts do not have a high-level position, such as a Vice Chancellor, to oversee a centralized educational program. Most community college districts defer the planning and implementation of educational program to the colleges themselves. At the college level, these functions are supported by an educational administrator position, such as a Vice President of Educational Services or Academic Affairs. All of the comparative districts report staffing such positions at the colleges.

Figure 15: Educational Services Department					
	Chabot-Las Positas CCD	Grossmont CCD	San Bernardino Valley CCD	San Jose-Evergreen CCD	West Valley CCD
Administrator Title	Vice Chancellor Facilities 0.5 FTE (Shared with Facilities)	Senior Dean, Research, Planning, and Instructional Effectiveness 1.0 FTE	No similar position	Executive Director Research and Instructional Effectiveness 1.0 FTE	No similar position
Clerical Staff	Executive Assistant 0.5 FTE (Shared with Facilities) Administrative Assistant II – Contract Education (1.0 Vacant) 2.0 FTEs	Administrative Assistant I 1.0 FTE	No similar position	No similar position	No similar position
Department Staff	Executive Director of Economic Development and Contract Education 1.0 FTE Assistant Director Contract Education 1.0 FTE OSHA Training Center and Apprenticeship Programs Manager (1.0 Vacant) 1.0 FTE Communications Specialist 1.0 FTE	Instructional Research Planner 1.0 FTE Research Analyst 1.0 FTE Research Assistant 1.0 FTE	No similar position	District Curriculum Coordinator 1.0 FTE Research Analyst 1.0 FTE Research Assistant 1.0 FTE	No similar position
Total Dept. FTE(s)	7.0 FTEs (2.0 Vacant)	5.0 FTEs	N/A	4.0 FTEs	N/A

Figure 16 provides the Facilities department staffing. Similar to the Educational Services area, none of the comparative districts employ a Vice Chancellor position to oversee the Facilities functions of the District. In almost all of the comparative districts, facilities operations are managed under the Business Services division, often in coordination with Maintenance and Operations functions.

Figure 16: Facilities Planning Department					
	Chabot-Las Positas CCD	Grossmont CCD	San Bernardino Valley CCD	San Jose-Evergreen CCD	West Valley CCD
Administrator Title	Vice Chancellor Facilities 0.5 FTE (Shared with Educational Services)	No similar position	No similar position	No similar position	No similar position
Clerical Staff	Executive Assistant 0.5 FTE (Shared with Educational Services)	No similar position	No similar position	No similar position	No similar position
Department Staff	Project Planner-Manager, Facilities 1.0 FTE Accountant II Capital Projects 1.0 FTE Accounting Assistant 1.0 FTE Facilities and Construction Specialist 1.0 FTE	Facilities Specialist (1.0 Vacant) 1.0 FTE Facilities Clerk (On campus) 1.0 FTE	Energy Education Administrator 1.0 FTE Lead Custodian 1.0 FTE Custodian/Courier 1.0 FTE	Facilities Planner 1.0 FTE	No similar position
Total Dept. FTE(s)	5.0 FTEs	2.0 FTEs (1.0 Vacant)	3.0 FTEs	1.0 FTE	N/A

Figure 17 displays the comparative districts’ Human Resources division staffing. The FTEs range from 7.0 FTEs in San Bernardino Valley CCD to 13.0 FTEs in Grossmont-Cuyamaca CCD. Three of the District’s FTEs are Payroll positions, which is not a typical staffing inclusion for Human Resources. Almost all districts structure the Payroll staff in Business Services. When the 3.0 FTEs of Payroll staff are removed from the Districts staffing, the District has the second leanest staffing at 8.0 FTEs in the Human Resources staff comparison. In addition to Human Resources Technicians and Managers, many of the other districts employ positions like Analysts and Recruiters, which provide for a more robust division.

Figure 17: Human Resources Division					
	Chabot-Las Positas CCD	Grossmont-Cuyamaca CCD	San Bernardino Valley CCD	San Jose-Evergreen CCD	West Valley-Mission CCD
Administrator Title	Vice Chancellor 1.0 FTE	Vice Chancellor 1.0 FTE Associate Vice Chancellor 1.0 FTE	Vice Chancellor 1.0 FTE (Consultant is providing services)	Vice Chancellor, Human Resources 1.0 FTE	Associate Vice Chancellor of Human Resources and Advancement 1.0 FTE
Clerical Staff	Executive Assistant 1.0 FTE	Administrative Assistant (1.0 Vacant) 2.0 FTEs Administrative Secretary, Senior 1.0 FTE	Administrative Assistant II 1.0 FTE Clerical Assistant II 1.0 FTE	No similar position	No similar position
Department Staff	Human Resources Manager 1.0 FTE Director, Employee and Labor Relations 1.0 FTE Human Resources Technician I 1.0 FTE Human Resources Technician II 1.0 FTE Human Resources Technician II – Benefits & Workers' Compensation 2.0 FTEs Payroll Manager 1.0 FTE Payroll Technician 2.0 FTEs	Supervisor, Human Resources (1.0 Vacant) 1.0 FTE Human Resources Analyst 1.0 FTE Senior Recruiter 2.0 FTEs Human Resources and Labor Relations Specialist 1.0 FTE Human Resources Assistant 1.0 FTE Professional Development Specialist (1.0 Vacant) 1.0 FTE Benefits Technician 1.0 FTE	Human Resources Generalist 2.0 FTEs Human Resources Analyst 1.0 FTE Human Resources Technician 1.0 FTE	Human Resource Specialist Budget and Legal Compliance 1.0 FTE Human Resources Director 1.0 FTE Human Resources Specialist Faculty 1.0 FTE Benefits Analyst 1.0 FTE Human Resources Specialist Classified 1.0 FTE Employment Services Coordinator 1.0 FTE Human Resources Technician I Personnel Services 1.0 FTE Human Resources Assistant Data Entry, TB, and VOE 1.0 FTE	Director, Human Resources (1.0 Vacant) 1.0 FTE Human Resources Specialist 6.0 FTEs Manager, Faculty Affairs 1.0 FTE Dean, Advancement 1.0 FTE Research Technician 1.0 FTE
Total Dept. FTE(s)	11.0 FTEs	13.0 FTEs (3.0 Vacant)	7.0 FTEs	9.0 FTEs	11.0 FTEs (1.0 Vacant)

Figure 18 provides the Technology Services division staffing. Staffing is similar throughout the comparison ranging from 18.0 FTEs in the District to 23.0 FTEs in San Jose-Evergreen CCD, Grossmont-Cuyamaca CCD, and West Valley-Mission CCD. The positions across the districts

are alike: network specialists, analysts, and user support/help desk. Every district, with the exception of the District, has clerical staff in this division.

Figure 18: Technology Services Division					
	Chabot-Las Positas CCD	Grossmont-Cuyamaca CCD	San Bernardino Valley CCD	San Jose-Evergreen CCD	West Valley-Mission CCD
Administrator Title	Chief Technology Officer 1.0 FTE	Senior Director, Information Systems 1.0 FTE	Associate Vice Chancellor Technology and Educational Support Service 1.0 FTE	Technical Services Supervisor 1.0 FTE Network Technology Manager 1.0 FTE	Director, Information Systems 1.0 FTE
Clerical Staff		Administrative Assistant I (1.0 Vacant) 1.0 FTE Clerical Assistant (1.0 Vacant) 1.0 FTE	Secretary II 1.0 FTE Administrative Assistant I 1.0 FTE Clerical Assistant 0.55 FTE	Senior Administrative Assistant 1.0 FTE	Senior Administrative Assistant 1.0 FTE
Department Staff	Manager, Network Systems and Services 1.0 FTE Computer Operations Supervisor 1.0 FTE User Support Specialist/ Webmaster 1.0 FTE Network Systems Specialist I 1.0 FTE Network Systems Specialist II 1.0 FTE Admin Systems Analyst II 3.0 FTEs Admin Systems Analyst I 1.0 FTE Programmer Analyst II 2.0 FTEs Senior Programmer Analyst I 1.0 FTE	Programmer Analyst, Senior 5.0 FTEs Programmer Analyst (1.0 Vacant) 1.0 FTE Instructional Design Technology Specialist 1.0 FTE Technical Services Supervisor (1.0 Vacant) 1.0 FTE Network/ Telecommunications Specialist (1.0 Vacant) 2.0 FTEs Database/ Web Administrator 2.0 FTEs Network Specialist I 2.0 FTEs Network Specialist II 2.0 FTEs	Director, Technology Services 1.0 FTE Director, Alternative Text Production 1.0 FTE Director of Administrative APP 1.0 FTE Senior Programmer Analyst 2.0 FTEs Web Developer 2.0 FTEs Senior Technology Support Specialist 1.0 FTE Project Director, Edustream 1.0 FTE Braille Program Manager 1.0 FTE User Liaison 2.0 FTEs	Network Engineer 1.0 FTE Senior Systems Administrators 2.0 FTE District Graphic Designer 1.0 FTE District Mail Services Technician 1.0 FTE Network Technician 1.0 FTE Reprographics Technician 2.0 FTEs Telecom Systems Technician 1.0 FTE Senior Help Desk Operator 1.0 FTE Reprographics Assistant 1.0 FTE Help Desk Operator 1.0 FTE	Senior Apps and DB Admin, IT (1.0 Vacant) 2.0 FTEs Senior Systems Analyst, IT 3.0 FTEs Network/Comm Specialist, IT (1.0 Vacant) 2.0 FTEs Programmer Analyst, IT 2.0 FTEs Server System Administrator (Windows/NT) 1.0 FTE Senior Desktop Support Technician, IT 5.0 FTEs Telephone Systems Administrator, IT 1.0 FTE Unix Server Administrator, IT 1.0 FTE

Figure 18: Technology Services Division

	Chabot-Las Positas CCD	Grossmont-Cuyamaca CCD	San Bernardino Valley CCD	San Jose-Evergreen CCD	West Valley-Mission CCD
	Senior Programmer Analyst II 3.0 FTEs	Network/Computer Equipment Technician 3.0 FTEs	Telecommunications Specialist 2.0 FTEs	Reprographics Production Coordinator 1.0 FTE	Help Desk/Computer Operations Specialist, IT 1.0 FTE
	Senior Programmer Analyst III 1.0 FTE	Computer Services Supervisor 1.0 FTE	Data Analyst 1.0 FTE	Applications Manager 1.0 FTE	Manager, Systems and Network Operations 1.0 FTE
			Senior Technology Support Specialist 2.0 FTE	Lead Applications Analyst 1.0 FTE	Applications and Development/Support Manager 1.0 FTE
			Systems Analyst 1.0 FTE	Senior Applications Analyst 3.0 FTEs	Manager, Micro-Computer Support 1.0 FTE
			Instructional Technology Specialist 1.0 FTE	Database Administrator 1.0 FTE	
Total Dept. FTE(s)	17.0 FTEs	23.0 FTEs (5.0 Vacant)	22.55 FTEs	23.0 FTEs	23.0 FTEs (2.0 Vacant)

Summary and Conclusions

We realize that this report contains numerous recommendations. Some of the recommendations require lengthy planning and implementation time, while others may require the allocation of funds to implement, and still others affect incumbents currently in some of the positions. We encourage the District to consider all of the recommendations and develop a priority list for getting to the organizational structure and addressing other recommendations in this report, with an implementation target date and the funding source identified where appropriate. We recommend that over the next several years, the District transition to the recommended changes.

In order to implement as many of the recommendations as soon as possible, the District should develop an accountability chart that identifies the employees responsible for planning, scheduling, and organizing the implementation activities. A reporting system with established dates for providing updates to the Chancellor and appropriate leadership position should be designed and the assignments made with accountability for success required of the designated employees.

Thank you for giving us the opportunity to assist you in this important study. We are available to assist in clarifying any of our recommendations. We hope that our work will help the District accomplish its goal to strategically and efficiently organize the District Office and Maintenance and Operations Department.

Summary of Recommendations

District Office Communication

- 1. Ensure that formal communication structures are in place through all levels of the organization, and that those communications reach all employees that may be affected.** Structures should explicitly address all formal communication to key District stakeholders—from the Board and Chancellor, through the Vice Chancellor leadership team, to all employees, so that all layers of the organization have the opportunity to receive the information they need, as well as provide input and feedback on items when appropriate. Departments and functional areas within departments should hold regularly scheduled meetings to discuss current and upcoming events. Changes in circumstance, whether related to a reorganization of administrative duties and responsibilities or the necessity to make significant budget reductions, will need to be assessed to ensure they continue to provide opportunities for stakeholder participation. While it may be challenging for staff members to commit the time necessary to ensure that effective communications can occur, it is an investment in the efficiency and effectiveness of the District. As a part of this, the District should continue to communicate on an ongoing basis the vision and goals of the Board and Chancellor so that all affected employees can focus their efforts toward that end.
- 2. Schedule regular staff meetings.** It is important to have both formal and informal avenues of communication. Regular meetings throughout the District Office should be a primary communication vehicle for the District to communicate amongst colleagues. The meetings should emphasize important news and information, including opportunities to gain input from all staff members. Regular meetings are an opportune time to discuss updates to policy or District projects to ensure all staff are informed of any changes or potential issues. These meetings should continue on a regularly established schedule, with the administrators making sure to disseminate information regarding any new or changing policies or procedures. Managers in the departments should meet on a weekly or biweekly basis and all staff on at least a quarterly basis. Set the expectation that managers are to keep their staff informed in between these all-staff meetings.
- 3. Implement cross-departmental communication structures for District Office departments.** As discussed above, there are functional areas within the District Office that need to have a strong working relationship. The District should identify those relationships and develop formal communication structures to ensure that the departments are functioning well together. Specific examples and recommendations will be provided in the following sections of this report.

- 4. Enhance reciprocal communications and collaborative decision making whenever possible.** Allowing adequate time for reciprocity will ensure stakeholders feel supported as well as valued. Reciprocal communication structures can slow down decision making but increase ownership and accountability. When circumstances require immediate action, efforts to involve stakeholders often fail as insufficient time is provided for this kind of reciprocal communication. Evaluating what decisions should, or can be made, collaboratively, versus what decisions must be made by top management and then communicated to others is essential. Ensuring that employees understand the difference is key to maintaining relationships and improving effective communications.

Chancellor's Office

- 5. Provide ongoing consistent communication within the District Office and with other departments and campuses.** The District leadership should be more proactive in communicating internally and externally about new policies, recurring issues, ways to streamline practices, ideas for improving services, etc. Input can be actively solicited from other departments and campuses, which the District leadership can consider in adjusting its operations to provide better service and greater efficiency. The key to this will be to maintain strong communications within the departments and campuses through regular staff meetings that foster discussions about what can be done to help move the District departments forward, and then providing training to other departments and campus staff, if necessary, on policies (i.e., a new work order system).
- 6. Develop initiatives and use all communication channels to develop a customer service-focused culture that filters through all layers of the District.** Expectations for customer service and behavior should be specified and used in all levels of the District's departments for staff training and evaluations. Part of the District's initiatives should include establishing a lasting culture of service, responsibility, and accountability. Staff meetings should include a standing item to reinforce the customer service-focused culture. Standards such as answering telephone calls within a certain number of rings; adhering to specific turnaround times for responding to emails, telephone calls, and other queries and requests; and other appropriate behaviors should be established as appropriate for the District Office. Policies that establish appropriate accountability and responsibilities should be reviewed, updated as necessary, and communicated to the staff members involved. All staff should receive training on standards of behavior and ethics, and then should be held accountable for all areas of their performance. A sample list of customer service protocols is provided in Appendix B.
- 7. Reestablish the marketing and public information functions for the District by filling the Director of Public Information and Marketing positions at the colleges and filling**

the vacant Executive Assistant to the Chancellor/Coordinator of Board Operations position. We recommend as a first step that the District consider reestablishing a director-level position at each campus who would report to the college President. Second, at the District Office, in order to manage public information inquiries and to engage a full-time staff member to support the Board, we recommend filling the vacant Executive Assistant to the Chancellor/Coordinator of Board Operations position and establishing support for these two functions as primary responsibilities. As a function of the public information duties, this position would take direction from the Chancellor and work with the college Directors in order to provide a determined level of public information services to the community and to the District as a whole. At some point in the future, based upon evaluation of the recommended staffing augmentations, and as financial resources allow, the District may want to consider adding a Public Information Officer or Director of Public Information and Marketing position to the Chancellor's Office staff to support a higher level of direction and duties in this area.

Business Services Division – Financial Services Department

8. **Shift the Payroll department from the Human Resources division to the Business Services division, under the supervision of the Director of Business Services.** In order to ensure that internal controls related to Payroll reporting are maintained, shifting the Payroll department to the Business Services division will allow for a clear segregation of the Payroll and reporting functions from the Human Resources functions. This shift will also provide the Payroll Manager the expertise and support from the Director of Business Services related to financial reporting and payroll. The Payroll department and Human Resources will need to engage in a continued dialogue to correct any past errors or reporting deficiencies and work to create a more seamless relationship between the creation and management of position control and the payroll function. This recommendation is discussed further in the Business Services section of this report.
9. **Formalize backup assignments for Payroll functions and complete backup training.** The training of backup personnel needs to be a top priority, as many functions of the Business Services division require timely action in order to mitigate risk, avoid overpaying employees, minimize reporting errors, and meet statutory deadlines. While Business Services staff have some backup training in place, the recommended reorganization of the Payroll department to the Business Services division will require that backup assignments for Payroll functions are determined and training is provided. When a staff member is out, another staff member needs to know enough about that job to be able to carry out the essential duties and functions during the absence. As the backup training program is established for Payroll, the existing backup protocols should be reviewed to ensure that each Business Services staff member is

assigned at least one or more backup people, and that a training plan exists to ensure that staff members are appropriately trained to cover each other's desks. This training can occur on the natural as the functions need to be performed real-time—as an employee goes on an extended illness leave, as payroll is run, as reports are prepared, etc.

10. **Hold regularly scheduled staff meetings.** Given the day-to-day workload, it is often difficult to make time for meetings, but meetings are very critical to ensuring that a department or work unit is working cohesively. We recommend that each work unit in the Business Services department schedule and hold weekly staff meetings to discuss current activities, upcoming activities, training opportunities, progress on department initiatives, issues or roadblocks, and specific employee situations that everyone needs to be aware of. Each staff member needs to know their role in support of each of the items discussed; these staff meetings should be opportunities for staff members to ask questions and provide input wherever possible.

ACCOUNTING SERVICES

11. **Work with the ITS division to improve purchasing documents.** The Business Services staff should work with the ITS division to modify documents so that the contact information is a required field. Most importantly, the document will not move through the District's process if the field does not contain the name and telephone number of the responsible staff member.
12. **Ensure that Direct Pay documents are encumbered in the respective budget.** The Business Services staff should work with the IT Department to ensure that Direct Pay documents encumber in the District's financial system. This should eliminate Direct Pays arriving in Accounting Department without a budget account code, which leads to research by the Accounting Specialists. Also, the encumbrance of the Direct Pays will contribute to the District's ability to accurately project its expenditures and minimize the swings in the numbers of the budget.
13. **Train department and college staff on purchasing forms.** The Business Services division should provide inservices to department and college staff on the purchasing requisitions, purchase orders, and direct pays. The Business Services staff should design the training to focus in on the most common errors and deficiencies. In addition, the Business Services division should provide the departments and colleges with tools in the form of "cheat sheets" and templates that will enable them to complete the documents correctly. Ultimately, the more the Business Services division prepares the users, the more efficient and effective the Business Services division can be in meeting their goal to ensure the District's vendors are paid timely and accurately.

14. **Modify deficient purchasing documents in the Business Services division.** We recommend that the Business Services division discontinue the practice of returning the deficient purchasing documents to the departments and colleges. In our opinion, most of the issues/reasons can be rectified with a telephone call or an email to the department head or college president. For those that cannot (i.e. missing signature), the District should agree on an alternative method of obtaining the required signature through email or fax. Business Services division staff must ensure the agreed-upon documentation, which supports their change, is attached to the purchasing requisition, purchase order, or direct pay. Over time, the inservices provided by the Business Services division to the departments and colleges should lessen the need for the alternative method.
15. **Restore Assistant Director of Business Services position.** The restoration of this position would help relieve the Director of the lower-level tasks it has taken on due to the vacancy in the Accountant position. In addition, the Assistant Director could provide much needed support to the colleges' presidents and their respective business office staff at the two colleges including, but not limited to, the following:
- ✚ Work with the District Budget Officer to provide support to the business office at the colleges
 - ✚ Establish effective process and procedures for the college campuses
 - ✚ Initiate meetings with the ITS Department to minimize the manual processes in the business areas at the colleges and replace them with automation

BUDGET SERVICES

16. **Provide documentation related to budget processes.** It is important that the District's Business Office provides budget assumptions, parameters, and updates in written form so that there is documentation to support budget decisions and changes, and to minimize misinterpretations of budget information. These important issues should not be communicated verbally to college Business Office staff.
17. **Augment the staff at each college campus with a bursar.** Consider the implementation of a bursar function on each campus that would report to the Vice President of Business Services. Particularly in the area of student fee collections, this would help to ensure a more appropriate level of internal controls, further segregating the cash collection from the student registration process and providing for direct supervision by trained Business Office personnel. Recognizing that the current configuration of campus facilities may be a complicating factor, whether this bursar function physically takes place in the Business

Office or the Admissions Office is not as important as having the cash collection functions formally reporting directly to the Business Office instead of Admissions.

Business Services Division – Maintenance and Operations Department

18. **Establish a well-defined organizational structure for the M&O department with clear chains of command and adequate staff.** It is important that a clear organizational structure be established and that employees are familiarized with the structure and their individual chain of command. It is also critical that supervisory responsibilities are clear so that all supervisors and their subordinates understand the levels of authority. Employees should only have one direct supervisor, and authority and responsibility should come from top management down through the organizational structure.
19. **Institute a rigorous evaluation process.** Due to concerns throughout the M&O department about absenteeism and employee performance, it is critical that a standardized process be established that provides a structure for employee evaluations. The evaluation process should occur on an annual basis with intermediate reviews if corrective action was identified during the annual review. Evaluations should be conducted by the supervisor responsible for the employee's work assignments.
20. **Update any job descriptions that are out of date and ensure that job descriptions are updated on a regular basis.** The M&O department should work with the Human Resources division to ensure that job descriptions are updated and reflect the required duties of each M&O department position as well as allow for cross-training and adjustment of employee assignments due to changing demand and workload.
21. **Establish a list of substitutes that is of sufficient depth to meet the needs of the M&O department for any given day.** This would start with the Human Resources division working with M&O department administrators to identify those positions for which a substitute will be needed when an employee is absent. There may be some positions that would not require a substitute on the first day, but would if the employee is out several days or more. The Human Resources division needs to make a concerted effort to attract enough substitutes to support the M&O department to ensure that the requirement for safe and clean sites are met every day, barring very unusual circumstances.
22. **Provide ongoing consistent communication within the M&O department and with other departments and the colleges.** The M&O department leadership should be more proactive in communicating internally and externally about new policies, recurring issues, ways to streamline practices, ideas for improving services, etc. Input can be actively solicited from

other departments and the colleges, which the M&O department can consider in adjusting its operations to provide better service and greater efficiency. The key to this will be to maintain strong communications within the M&O department through regular staff meetings that foster discussions about what can be done to help move the M&O department forward, and then providing training to other departments and college staff, if necessary, on policies (i.e., a new work order system).

23. **Develop initiatives for a customer service-focused culture.** Expectations for customer service and behavior should be specified and used in all levels of the department for staff training and evaluations. Part of the M&O department's initiatives should include establishing a lasting culture of service, responsibility, and accountability. Supervisor interactions should reinforce the customer service-focused culture. In the M&O office, standards such as answering telephone calls within a certain number of rings, adhering to specific turnaround times for responding to emails, telephone calls, and other queries and requests, and other appropriate behaviors should be established as appropriate for the M&O department. If M&O staff are unable to respond to a request or work order in a timely manner, the affected staff member should receive a positive communication or explanation from the M&O staff. Policies that establish appropriate accountability and responsibilities should be reviewed, updated as necessary, and communicated to the M&O staff members involved. All staff should receive training on standards of behavior and ethics, and then should be held accountable for all areas of their performance.
24. **Enforce a consistent work order process which specifies the submittal, tracking, assignment, and completion process to ensure that work orders are properly submitted into the system and can be tracked to evaluate the efficiency and workload of the M&O department.** It must be made clear to all District personnel that they must submit a formal work order request rather than independently contacting M&O staff. This will ensure that the number of submitted and open work orders can be tracked through the management system, to allow staff to monitor the workload of the department and staff. This practice will also ensure that requests for work are tracked and completed in a reasonable amount of time.

CUSTODIAL AND GROUNDS SERVICES

25. **Establish Custodial and Operations Manager positions at each college to oversee the custodial and grounds operations.** By first expanding the duties of the current Custodial Manager position to also oversee the Grounds department, and then filling the new Custodial and Operations Manager position at each college, the custodial and grounds staff will have a clear onsite supervisor who will be at that site on a daily basis and a clear chain of command. The Custodial and Operations Manager positions would continue to report to the Director of M&O. This position should direct the work of all custodial and grounds staff, working with

the Custodial Supervisors to direct the night shift and swing shift custodial staff and Grounds Supervisor positions. The Managers should lead a regular evaluation process for custodial staff, establish and require cleaning standards and protocols, and be active in the development and monitoring of the custodial and grounds budgets.

26. **Develop and implement custodial staffing formulas.** We recommend that the M&O department custodial management allocate custodians to sites based on a standardized formula, such as the CASBO Custodial Staffing formula. However, it is important that the methodology for allocating custodians be monitored regularly to ensure that the staffing formula is appropriately meeting service needs. The M&O department should maintain the spreadsheet on a more frequent basis to ensure that the current staffing ratios are appropriate. Since the formula does not take into consideration any specialized cleaning for extraordinary needs, there should be a provision for authorizing augmentations in special circumstances. Any such requests should go from the site administrator to the Custodial Manager. The custodial staffing formula should fairly evaluate the workload of evening/swing shift and day custodians.
27. **Evaluate custodial equipment requirements and budget for the purchases over a reasonable life cycle.** The identification and immediate replacement of the equipment that has exceeded its useful life and hinders employees in being able to complete their duties, is critical. A schedule should then be developed for the incremental replacement of the remaining equipment. The schedule should also project for the eventual replacement of the new equipment as it reaches the end of its useful life. This schedule should be updated at regular intervals to ensure continued operation of all custodial equipment.
28. **Create a Custodial Handbook which establishes quality standards for custodial services, and clearly delineates day and evening/swing shift responsibilities.** The handbook includes detailed cleaning information and sample custodial schedules. We recommend that cleaning standards be established and that adequate staffing be provided based on the agreed-upon standards. The M&O department and site administrators should work collaboratively to hold custodial staff accountable to these standards. This should help to ensure that, between the two shifts, the custodians are providing an appropriate level of cleaning services for the colleges.
29. **Fill the Grounds Supervisor position at each college.** The District should establish and fill a Grounds Supervisor position at each college in order to ensure that Grounds staff are provided the appropriate support and training at each site on a daily basis. It is not reasonable to have one Supervisor oversee the Grounds staff for both colleges.

30. **Establish a Grounds Mechanic position at each college.** The District should establish and fill a Grounds Mechanic position at each college. This position would continue to report to the Grounds Supervisor and the new Custodial and Operations Manager position. This staffing augmentation would allow each site to have the proper support and maintenance of the grounds equipment. Regular preventative maintenance will help to extend the life of the equipment and help to ensure that the Grounds staff are able to perform their daily work with functioning equipment and have support to address emergencies if they occur.
31. **Develop and implement a staffing formula for the Grounds department to ensure adequate staffing.** We recommend that Grounds department staff be allocated to the colleges based on a standardized formula which accounts for the number of work orders requested (if applicable), number of sites, type of sites and infrastructure (athletic fields, etc), acreage, and safety of employees. However, it is important that the methodology for allocating staff be monitored regularly to ensure that the staffing formula is appropriately meeting service needs. Currently, the department is stretched thin and additional staff is critically required at each college. The proposed Custodial and Operations Manager position should maintain the spreadsheet on a frequent basis to ensure that the current staffing ratios are appropriate. Since a formula does not take into consideration any specialized services for extraordinary needs, there should be a provision for authorizing augmentations in special circumstances. Any such requests should go from the site administrator to the Custodial and Operations Maintenance Manager.

MAINTENANCE SERVICES

32. **Establish and fill a Maintenance Supervisor position at each college.** Because Maintenance staff members work shifts during the day, supervision at each campus can be accomplished with a full-time Maintenance Supervisor. The Maintenance Supervisors would report to the Maintenance Manager and free up the Manager to perform higher-level managerial duties required. These positions should direct the work of all Maintenance staff, and working with the Manager should lead a regular evaluation process for staff.
33. **Develop and implement staffing formulas for the Maintenance departments.** We recommend that all Maintenance department staff also be allocated based on a standardized formula which accounts for the number of work orders requested, number of sites, age and condition of facilities, type of facilities, square footage of buildings, and safety of employees. As stated in the previous recommendations related to staffing formulas, it is important that the methodology for allocating staff be monitored regularly to ensure that the staffing formula is appropriately meeting service needs, especially as new construction or modernization occurs resulting from bond projects. The Maintenance Manager position

should maintain the spreadsheet on a frequent basis to ensure that the current staffing ratios are appropriate. Since a formula does not take into consideration any specialized services for extraordinary needs, there should be a provision for authorizing augmentations in special circumstances. Any such requests should go from the site administrator to the Maintenance Manager.

34. **Develop a comprehensive inventory of the condition of facilities and grounds.** A comprehensive inventory of the facilities is critical to the maintenance of the District's facilities. Without an accurate list of the current age and condition of the facilities, it is difficult to accurately determine staffing and budgetary needs. The inventory should begin on the macro level and document the use, square footage, number of stories, year built, etc., for each building as well as the type of open space (e.g., grass fields, play equipment, hard courts, etc.) at each facility. The inventory should then proceed to the micro level and document, room-by-room, the types of furniture, fixtures, and equipment, its age and condition, counts either by item, linear, or square footage, etc. The inventory should also look at whole building systems (e.g., HVAC and low voltage).
35. **A preventative maintenance program should be created to properly maintain the facilities.** The establishment of a preventative maintenance program is important to not only assist with the upkeep of the facilities, but it will also assist with the development of staffing schedules and budgets. Failure of any given building system will cause unnecessary delays for the end user and add unexpected expenses to the M&O department's budget. A preventative maintenance program is especially beneficial in order to maximize the useful life of new facilities, which are currently being installed throughout the District through the modernization program. The regularly scheduled maintenance of these systems will ensure they function for their estimated useful life.
36. **Evaluate equipment and vehicle replacement requirements and budget for the purchases over a reasonable life cycle, while addressing the most urgent replacement needs immediately.** The identification and immediate replacement of the equipment and vehicles that have exceeded their useful life is critical. A schedule should then be developed for the incremental replacement of the remaining vehicles and equipment. The schedule should also project for the eventual replacement of the new equipment as it reaches the end of its useful life. This schedule should be updated at regular intervals to ensure continued operation of all vehicles and equipment.

Educational Services, Planning, and Facilities Division

37. **Consider reorganizing the Facilities department to the oversight of the Business Services division and creating an Executive Director of Facilities, Maintenance, and**

Operations position. The Facilities department is responsible for a variety of activities that are fiscal in nature, and therefore should be appropriately managed and overseen by the Business Services division. Additionally, this restructuring will allow continuity and coordination of service between Maintenance and Operations and Facilities functions. This reorganization will eliminate the need for the Vice Chancellor of Facilities position. The Executive Director of Facilities, Maintenance, and Operations position would report to the Vice Chancellor Business Services, leading the Facilities, Maintenance, and Operations departments. The existing Director of Maintenance and Operations position would report to the Executive Director.

38. **Restructure the Educational Services department with an Associate Vice Chancellor of Educational Services position.** In order to reflect the segregation of the Educational Services and Facilities division into two departments, we recommend staffing the Educational Services department with an Associate Vice Chancellor position, reflecting the new level of responsibility for Educational Services only. This change would eliminate the Vice Chancellor of Educational Services position. The Associate Vice Chancellor position would report directly to the Chancellor and oversee the core educational mission of the District and provide specialized support to the college Vice Presidents of Academic Instruction.
39. **Direct the Economic Development and Contract Education department to report to the Associate Vice Chancellor of Educational Services.** Based on our analysis and recommendation for the Educational Services and Facilities Planning division, this department will require a new reporting structure. As a result, it is recommended that the department report directly to the Associate Vice Chancellor. The Associate Vice Chancellor can provide the department with the necessary support to ensure the college campus administrations work collaboratively in the area of the department's requests for facilities and classroom space.
40. **Coordinate Meetings with the Economic Development and Contract Education department and College Leadership.** The Economic Development and Contract Education department staff and the colleges' leadership should meet at the beginning of the instructional year to discuss the program's plans, endeavors, and possible requests for facilities and classroom space. The meetings should result in the colleges understanding the benefits of the department including a possible source of revenue, exposure of its facilities to potential students, and utilization of temporarily idle facilities and classrooms space.
41. **Adopt Fee Amounts of Percentages.** The District should adopt Board Policies and Administrative Regulations prescribing the amounts or percentages it will assess the Economic Development and Contract Education department for its facilities and classroom

use. The amount or percentage should be derived in collaboration with the Business Office to ensure the rate covers all applicable direct costs such as supplies, utilities, custodial services, and other costs necessitated by the client's use of the college's facilities.

Human Resources Division

42. **Clarify roles and responsibilities of Human Resources division staff.** As circumstances in the District change, the organizational structure responds by either contracting or expanding positions and reorganizing operations accordingly. To ensure operational efficiency, it is essential that any change in roles and responsibilities are clarified and that function charts are updated as a matter of practice. This information needs to be communicated throughout the organization to clarify which person a team member should go to for a given function and to hold leadership team members appropriately accountable for the performance of their duties. This is especially critical in the Human Resources division given the fact that the division has undergone a significant change in staffing over the past five years and many duties were absorbed by the remaining staff, which may not be the typical position for the responsibility.
43. **Reinstate the Director of Human Resources position.** It is recommended that this position assume the duties related to employee health and welfare benefits, risk management, and emergency preparedness, and will also provide day-to-day support and oversight to the Human Resources Manager and Technicians. This will allow the Manager position to focus on the duties related to oversight of the Human Resources functions and accuracy and provide training to Human Resources staff and colleges. We recommend that, when recruiting for the Director of Human Resources, the job announcement require a combination of education and experience that would equate to at least five years of supervisory-level experience in Human Resources operations, with formal training in human resources practices. It is critical that this position provide expertise and technical assistance for the day-to-day operations of the department, as our recommendations that follow will require significant attention to the department's internal operations.
44. **Establish a training program for all Human Resources Technicians and management.** A training program to ensure staff is appropriately trained in current employment law and requirements and that employees are given continuing professional development opportunities to ensure sound practices and compliance.
45. **Direct the Human Resources Manager to delegate duties to the Human Resources Technicians.** This action should free up the Human Resources Manager to provide support to the colleges and departments on position control, recruitment, and hiring practices. The Human Resources Manager can also ensure that the Banner and other Human Resources systems are accurately maintained.

46. **Consider adding a Human Resources Analyst position.** We believe that a well-functioning Human Resources division plays the most critical role in ensuring that the District is able to attract, hire, and retain the highest-qualified employees. With the increased attention to this role and to assist the division in implementing the recommendations of this report, the District should consider augmenting the staff in the Human Resources division accordingly. This position would report to the Human Resources Manager and assume some higher level Human Resources technical duties, including research into employment issues and support in the recruitment and hiring process.
47. **Establish a standardized recruitment and hiring process.** Once a department or college determines the need to fill or create a position and checks to ensure budget allocation, Board approval should be implemented. Personnel requisition forms should flow to the Human Resources office before final hire to ensure qualifications and background checks are completed before employees are hired. Las Positas College has a college-based administrative assistant position whose primary responsibility is to act as liaison to the District Office. This position should work to ensure that the appropriate process is followed, including submission of personnel action forms with the appropriate signatures. It is recommended that a similar position be added to Chabot College to provide support to streamline human resources functions. We recommend that the main functions of Human Resources are continued to be centralized at the District Office to establish clear policies and procedures for the recruitment, selection, and evaluation of employees to ensure competency, accountability, and productivity of all District staff.
48. **Create a campus liaison position at Chabot College to provide support for personnel and business activities.** Creating a college administrative assistant position at Chabot College to mirror the existing position at Las Positas College should help to provide continuity in following protocol for Human Resources at the college, and will provide an additional layer of support for the college.
49. **Hold regularly scheduled staff meetings.** Given the day-to-day workload, it is often difficult to make time for meetings for the Human Resources staff, but meetings are very critical to ensuring that the division is working cohesively. We recommend that the Human Resources division schedule and hold weekly staff meetings to discuss current and upcoming activities, training opportunities if applicable, progress on division and department initiatives, issues or roadblocks—this will be especially important with the transition of the Payroll department to the Business Services division, and specific employee situations that everyone needs to be aware of. Each staff member needs to know their role in support of each of the items discussed; these staff meetings should be opportunities for staff members to ask questions and provide input wherever possible.

50. **Provide ongoing consistent communication with other District Office divisions and departments and the colleges.** The Human Resources division needs to be more proactive in communicating internally and externally about new policies, recurring issues, recruitment and hiring practices, personnel timelines, ideas for improving services, etc.—input can be actively solicited from other departments and the colleges, which the division can consider in adjusting its operations to provide better service and more efficiency. Key to this will be to maintain strong communications within the Human Resources division through regular staff meetings that foster discussions about what the department can do to help move the District forward, and then providing regular training to other divisions, departments, and college staff as necessary.
51. **Establish an annual calendar of Human Resources division activities.** An annual calendar of activities in the Human Resources division should reflect, for each month, the significant activities that need to take place and the statutory or contractual deadlines that may apply. There will be strands that are consistent across the months—for example, the collective bargaining strand would include any regularly scheduled meetings with union leadership, deadlines for sunshining proposals for reopeners or successor agreements, and information or reports that need to be provided to union leadership. The staffing strand would consist of developing staffing needs based on enrollment and changes in the instructional program, determining whether layoffs are needed and then implementing the layoff process, updating staffing needs as retirements and resignations are known, and then recruiting and hiring the right number and appropriately credential qualified staff members so that they are in place for the start of instruction. The annual calendar should be a standing agenda item for department staff meetings and should be used as a tool for communications and developing teamwork and cross-training for staff in the department.
52. **Develop desk procedures for each position in the division.** Given how critical Human Resources division functions are to the effective operation of the entire District, each person in the division should have updated written step-by-step procedures for accomplishing the responsibilities of his/her position. It is difficult to dedicate the time to this effort, but one way to tackle it is to determine which functions are most critical to be done correctly—minimum qualifications monitoring and the layoff process, for example—and making those functions a priority for getting documented. Each staff member could be assigned the responsibility for documenting one process each month—or at time intervals that work for the division—and over time the procedures will be completed. Whenever a staff member is being trained on a process, it is a good time to either document the procedure if it is not already done or to review the procedure and update it if necessary. Then the procedures need to be stored in a location that is accessible by anyone else in the division that may need to back up that process.

53. **Establish backup assignments and complete backup training.** The training of backup personnel should be a top priority, as many functions of the Human Resources division require timely action in order to mitigate risk, avoid overpaying employees, and meet statutory deadlines. When a Human Resources staff member is out, another staff member needs to know enough about that job to be able to carry out the essential duties and functions during the absence. Each Human Resources staff member should be assigned at least one or more backup people, and a training plan should be developed to ensure that staff members are appropriately trained to cover each other's desks. The training could occur on the natural as the functions need to be performed real-time—as an employee goes on an extended illness leave, as a new collective bargaining settlement is ratified, as layoffs are prepared for and implemented, etc.
54. **Prepare a timely, appropriate orientation for new employees to the District, including substitutes.** As part of the Human Resources annual calendar, the District should set up regularly scheduled orientation times for new employees. The frequency would depend on the District's hiring patterns, but should be at least monthly or as hiring levels necessitate. There should be information included from Human Resources, Payroll, Benefits, Technology, and Risk Management at the orientation meetings. The District should put together a presentation (using presentation software such as Microsoft PowerPoint) that includes all of the salient information so that each department can present its section; the presentation should remain relatively static, with annual or more frequent updates as the information changes. The entire orientation should take less than two hours. Then the District can consider using online sources for employees to complete the mandatory training that is pertinent to their unique job, separately from the group orientation.
55. **Prepare handbooks for supervisors and employees.** The Human Resources division should prepare and update on a regular basis handbooks for supervisors and employees that outline the policies, procedures, and forms that govern District personnel operations. Each supervisor should have a handbook that contains policies and procedures that they are expected to follow and to ensure that their employees are following as well. They will also need copies of each collective bargaining contract that applies to the employees that they are supervising. These resources can provide a tool for the ongoing training that is discussed below. Employees should each receive a handbook of policies, procedures, and forms and the collective bargaining agreement that apply to their position—typically, there is a separate handbook for certificated bargaining unit members, classified bargaining unit members, confidential employees, substitutes, and temporary employees. These handbooks could be made available on the District's website for direct access by employees as needed, which would also make them easy for the Human Resources division to keep updated.

- 56. Provide ongoing training opportunities for supervisors and managers across the District on Human Resources procedures and bargaining unit contract management.** The District should provide regularly scheduled opportunities for the Human Resources division to reinforce personnel procedures and to provide specific focus on any cross-cutting issues that are occurring. Given the critical needs across the District for assistance with personnel policies and procedures, the District should provide regularly scheduled opportunities for the Human Resources division to reinforce personnel procedures and to provide specific focus on any cross-cutting issues that are occurring. Critical needs right now would be in the area of employee evaluations, managing employee leaves, ensuring that employees are held accountable for performing the work in their job descriptions, addressing issues at the lowest possible level, and the grievance process and forms when issues get to that point in the process. Because Human Resources division staff spend a considerable amount of time researching employment-related issues, empowering supervisors with contract management knowledge will likely lift some of the burden of inquiries from the Human Resources division.
- 57. Continue to require that all personnel requisitions be reviewed and authorized by the appropriate administrator before going to the Human Resources division for action.** This will ensure that there is a meeting of the minds from all concerned before a personnel requisition is processed by Human Resources, and it should improve internal controls over the most significant portion of the District's budget: employee salaries and benefits.
- 58. Enforce timelines and deadlines with all District Office departments and colleges.** This should start with training provided to all responsible parties on the deadlines that should be met, the paperwork that is needed, and the process to be followed. Follow up with any department or site that is not meeting the deadlines should be done by Human Resources management in order to ensure accountability.
- 59. Develop a system of accountability that ensures employee performance evaluations are completed appropriately and on time.** Given that the process for notifying supervisors of upcoming evaluations and deadlines is a manual process, the first step would be to determine whether this is an enhancement available through the Banner system. The Human Resources division needs to ensure that all supervisors and managers have received the training and tools they need to complete the evaluations appropriately, and they need to be held accountable as they are evaluated. Then, within Human Resources there should be someone assigned to send out the evaluation notices and forms and then follow-up to ensure that the evaluations are appropriately completed by the deadlines. If there are still evaluations that are not completed, then the follow-up needs to come from progressively higher levels within the organization.

60. **Prepare for the Employer Shared Responsibility Provisions of the ACA.** The District should compare its health benefits program to the requirements of this phase of the ACA and determine its potential risk of penalties. This would involve examining collective bargaining agreements, benefit plans, and contribution levels. In addition, the District should determine its measurement period and begin collecting and measuring employee hours worked to ensure that qualified employees are offered the benefits plan.

Information Technology Services Division

61. **Implement a training plan for the Banner system.** The District should develop a training plan for ongoing Banner system support that provides standards of training to include who is to be trained, how often, and on what subjects. The plan should also specify who is to provide the training and how the training is to be documented. Training should be completed before new users are granted access to any of the District's technology. Once the initial training sessions are in place, refresher courses to keep employees current on their training should be developed and implemented. Also, an analysis of training costs and related resources needs to be performed and factored into the ITS division's budget development process.
62. **Provide opportunities for technical training of ITS division staff.** There are many staff development opportunities available in the area of technology services. We recommend that the ITS division prepare a training plan that includes the CTO and staff, as appropriate, so that the staff is kept abreast of any changes in technology and can avail themselves of best practices in the technological industry.
63. **Ensure annual evaluations are completed.** It is critical that a standardized process be established that provides a structure for employee evaluations. The evaluation process should occur on an annual basis with intermediate reviews if corrective action was identified during the annual review. Evaluations should be conducted by the supervisor responsible for the employee's work assignments.
64. **Implement cross-departmental communication structures for ITS and Business Services.** As discussed above, there are functional areas within ITS and Business Services that need to have a strong working relationship. The District should identify those relationships and develop formal communication structures to ensure that the departments are functioning well together.
65. **Continue with the regularly scheduled staff meetings.** Given the day-to-day workload, it is often difficult to make time for meetings, but meetings are so very critical to ensuring that a department or work unit is working cohesively. We recommend that each work unit in the

ITS division continue to schedule and hold weekly staff meetings to discuss current activities, upcoming activities, training opportunities, progress on department initiatives, and issues or roadblocks that everyone needs to be aware of. Each staff member needs to know their role in support of each of the items discussed; these staff meetings should be opportunities for staff members to ask questions and provide input wherever possible. Meetings with these qualities are important while the ITS division has a vacancy in the Applications Manager position.

66. **Create and fill an Applications Manager position.** Creation of this position would help ensure appropriate supervision of the ITS division, consolidate the various tasks and projects with one staff member, and provide the coordinated oversight that appears to be lacking. In addition, the Applications Manager could step in and serve as a backup to the CTO and other managers if they are out of the office or temporarily unavailable.
67. **Augment ITS staff with two Administrative Systems Analyst positions.** The District should augment the ITS staff with two additional Administrative Systems Analysts. The Administrative Systems Analysts would support each of the college's business offices in the area of technology. The Administrative Systems Analysts would ensure each college's business office is operating efficiently and effectively in systems such as Banner, email, and any third-party software products. Also, the Administrative Systems Analysts would be responsible for training the staff and other end users at the colleges on the software utilized by the colleges.
68. **Promote the Degree Audit System with the college leadership.** The ITS division should continue to share with the colleges' leadership the added benefits of the Degree Audit System and request the colleges' assistance needed to complete the system's implementation. The small investment of the college staff's time will return in the form of an automated process that requires little human intervention and expedites a historically slow process for the requesting student.

Appendix A—Sample Human Resources Annual Calendar

Month	Governance	CBA Tasks and Timelines	HR Leadership	HR Operations
July	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel recommendations (accept resignations, retirements, new hires) 		<ul style="list-style-type: none"> <input type="checkbox"/> Distribute administrative work year calendar for the upcoming year <input type="checkbox"/> Records Management – identification of Class 1 – Permanent records to be archived/stored; identification and disposal of Class 3 records 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for fiscal year roll <input type="checkbox"/> Send intent to return notices to substitutes
August	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel recommendations (new hires and substitutes) 		<ul style="list-style-type: none"> <input type="checkbox"/> Review new employee handbooks (certificated, classified, and substitute employees) and make necessary revisions <input type="checkbox"/> Review and revise new employee orientation presentation <input type="checkbox"/> Schedule new employee orientations (certificated, classified, management, and nonmanagement) <input type="checkbox"/> Certificated and classified recruitment and hiring 	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel requisitions for new hires, voluntary and involuntary transfers
Sept	<ul style="list-style-type: none"> <input type="checkbox"/> Provide Governing Board with staffing update <input type="checkbox"/> Personnel recommendations (new hires, subs) <input type="checkbox"/> Report announcing the granting of permanency status to certificated employees <input type="checkbox"/> Annual report to Board regarding the disposal of personnel records classified as Class 3 – disposable 	<ul style="list-style-type: none"> <input type="checkbox"/> Generate evaluation lists and timeline for certificated and classified staff and send to supervisors with all templates/forms 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor enrollment and finalize staffing by college <input type="checkbox"/> Schedule and/or conduct annual contract management, grievance processing, investigation, evaluation, and FRISK training 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare and distribute NOE/Pay Notices <input type="checkbox"/> Review and revise List of Employees on Leave and List of Temp Assignments <input type="checkbox"/> New hire contracts <input type="checkbox"/> New hire orientations

Month	Governance	CBA Tasks and Timelines	HR Leadership	HR Operations
Oct	<ul style="list-style-type: none"> <input type="checkbox"/> Prior-year Staff Attendance and Absence Trends report <input type="checkbox"/> Personnel recommendations 			<ul style="list-style-type: none"> <input type="checkbox"/> Update department operations and procedures manuals
Nov	<ul style="list-style-type: none"> <input type="checkbox"/> Policy Maintenance Updates <input type="checkbox"/> Personnel recommendations 		<ul style="list-style-type: none"> <input type="checkbox"/> Counsel with managers regarding probationary certificated employee evaluations <input type="checkbox"/> Identify comparable districts, obtain copies of certificated and classified contracts, and conduct analysis <input type="checkbox"/> Involve administrators in identifying priorities for certificated and classified contract negotiations 	<ul style="list-style-type: none"> <input type="checkbox"/> Assess utilization of technology and equipment and replace/upgrade as needed <input type="checkbox"/> Collect applicant tracking data for the prior year
Dec	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel recommendations 		<ul style="list-style-type: none"> <input type="checkbox"/> Consult with managers regarding remediation plans for instructors needing improvement <input type="checkbox"/> Begin work on enrollment and staffing projections and anticipated changes to the instructional program that could impact staffing <input type="checkbox"/> Review and revise staffing formulas 	<ul style="list-style-type: none"> <input type="checkbox"/> Update Desk Manuals
Jan	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel recommendations 		<ul style="list-style-type: none"> <input type="checkbox"/> Identify certificated management and nonmanagement staff to serve on the Recruitment Team <input type="checkbox"/> Review/revise Faculty Recruitment Plan, Marketing Plan, and Budget <input type="checkbox"/> Create and verify seniority list for certificated and classified personnel <input type="checkbox"/> Identify hiring/layoff needs based on staffing formulas, enrollment projections, changes to the instructional program, and budgetary constraints <input type="checkbox"/> Use comparability data and input from administrators to draft classified and certificated contract reopeners 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare certificated and classified seniority lists as needed

Month	Governance	CBA Tasks and Timelines	HR Leadership	HR Operations
Feb	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare Board resolution/action item for March 15 reassignment, transfer, release of administrators <input type="checkbox"/> Prepare Board resolution/action item for March 15 service of letters of possible layoff/reassignment of certificated employees <input type="checkbox"/> Personnel recommendations 	<ul style="list-style-type: none"> <input type="checkbox"/> Sunshine Contract Reopeners 	<ul style="list-style-type: none"> <input type="checkbox"/> Train members of the District's Teacher Recruitment Team <input type="checkbox"/> Solicit feedback from administrators regarding proposed draft contract reopeners 	<ul style="list-style-type: none"> <input type="checkbox"/> Finalize and post seniority list for certificated and classified personnel <input type="checkbox"/> Prepare layoff/reassignment letters <input type="checkbox"/> Schedule/register for Recruitment Fairs and Events
March	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare classified layoff Board resolutions (elimination of categorical programs and for lack of work, lack of funds) <input type="checkbox"/> Policy Maintenance Updates <input type="checkbox"/> Personnel recommendations 	<p>Certificated</p> <ul style="list-style-type: none"> <input type="checkbox"/> By March 1 – Leave requests, intent to return from leave or continue leave due for subsequent school year <p>Classified</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sunshine Contract Reopeners 	<ul style="list-style-type: none"> <input type="checkbox"/> By March 15 - issue layoff/reassignment notices to administrators <input type="checkbox"/> By March 15 - issue certificated nonmanagement layoff/reassignment notices <input type="checkbox"/> Review and revise selection and hiring protocols 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare annual spreadsheet for resignations, retirements, employees returning from leave of absence, job shares, intent to return <input type="checkbox"/> Prepare priority hiring pool spreadsheet <input type="checkbox"/> Prepare spreadsheet for contingent offers of employment and new hire data <input type="checkbox"/> Conduct TB Test Audit
April	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel recommendations 	<p>Classified</p> <ul style="list-style-type: none"> <input type="checkbox"/> By April 1 – Complete all classified evaluations due in the current year 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin advertising certificated vacancies and managing reassignments and voluntary transfers 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for fiscal year roll
May	<ul style="list-style-type: none"> <input type="checkbox"/> Resolution to affirm certificated layoffs 		<ul style="list-style-type: none"> <input type="checkbox"/> By May 15 - Issue final certificated layoff notices <input type="checkbox"/> Memorandum to administrators regarding calendars for next instructional year 	
June			<ul style="list-style-type: none"> <input type="checkbox"/> Collect data on completed certificated and classified evaluations - provide to Superintendent <input type="checkbox"/> June 30 - Final written notice given to managers who will be reassigned 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare personnel requisitions for certificated and classified positions with 6/30 end dates identified in January as continuing positions <input type="checkbox"/> Generate personnel requisitions for new hires <input type="checkbox"/> Generate personnel requisitions for voluntary and involuntary transfers <input type="checkbox"/> Generate personnel requisitions for Certificated Job Share Agreements

Appendix B—Sample List of Protocols

Example of Customer Service Standards

Face-to-Face Standards

- Greet with a smile
- Promptly acknowledge individuals as they enter your work area
- Project a positive, respectful attitude
- Project positive body language and use eye contact
- Listen first, then acknowledge customer requirements
- Provide an accurate response
- If you don't know, say you are unsure and advise you will ask someone who does
- If you are responsible for the commitment, adhere to it
- Respect confidentiality and be discreet where appropriate
- Ensure the customer is kept informed of the progress of their request
- If an unscheduled inquiry is prolonged, suggest an appointment be made or provide a timeframe by which you will respond to them
- Each department must ensure that staff is on hand with expertise to either deal with customer inquiries of any type or to refer the matter to the correct person
- Thank customers where appropriate

Telephone Standards

- All phone calls will be answered within two rings by the individual staff member and within four rings by any available staff member
- Have a smile in your voice
- Greeting should include department/college and name
- All outgoing voicemail messages should include a greeting, the department/college, name, and how to connect with someone else for urgent matters
- Incoming voicemail messages will be returned the same day if possible—if not, then within 24 hours
- If you can't answer the question, forward the caller to someone who can
- If the person asked for is unavailable, say they are unavailable and refrain from elaborating
- If someone is on hold, keep them informed at suitable intervals
- When you transfer a call, transfer the caller identification and subject matter/question

Email Standards

- All email messages will be responded to within 24 hours
- Emails include your full name, title, phone number, department, district name (or college name), and mailing address
- All email messages will use appropriate business style with correct grammar and spelling
- If you can't answer the question, forward the email to someone who can, and let the customer know that you are doing so
- Confidential information should not be transmitted by email

Overall

- Keep customers informed of the progress of matters that are not resolved quickly
- Keep website information updated on at least a weekly basis
- Provide confidential information only to colleagues that need the information to perform their duties
- Provide accurate information to colleagues and customers
- Speak courteously and respectfully to each other
- Respect others' time by being prompt with responses and when fulfilling commitments for meetings or appointments
- Ensure that your colleagues know where you are at all times during work hours
- Encourage a culture of customer and student focus