

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2024-2025

Originator : Lucy Alvarez

Division: Office of The President

Department: Human Resources

II - CO-CONTRIBUTORS

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III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Human Resources Department at Gavilan College plays a critical role in advancing the College's mission by ensuring equitable access, comprehensive support, and a welcoming, inclusive environment for all employees who serve our diverse student population. Through inclusive recruitment practices, employee onboarding, professional development, labor relations, and compliance oversight, Human Resources supports the institutional infrastructure necessary for student success.

Human Resources contributes to equitable access by implementing fair, transparent, and legally compliant hiring and employment practices that reduce barriers and promote diversity, equity, inclusion, accessibility, and anti-racism (DEIAA). Our recruitment strategies, classification and compensation efforts, and EEO initiatives help attract and retain a workforce that reflects the communities we serve and is equipped to meet the needs of students from diverse backgrounds.

Comprehensive support is provided through employee onboarding, benefits administration, performance management, and continuous professional learning opportunities. By supporting employee growth, wellness, and accountability, Human Resources helps ensure that faculty and staff are prepared to deliver high-quality instruction and services that promote academic achievement, transfer readiness, and career advancement for students.

Human Resources also fosters a welcoming and inclusive campus environment by supporting respectful workplace practices, facilitating training on Title IX, EEO, and workplace conduct, and partnering with campus stakeholders to promote a culture of trust, collaboration, and shared responsibility. Through these efforts, the Human Resources Department strengthens institutional effectiveness and directly contributes to Gavilan College's mission of preparing students for lifelong learning and meaningful community participation.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

From the 2021-2022 Comprehensive Program Review

Goal #1: Offer at least 7 professional learning and development opportunities to our employees with a focus on diversity, equity, and inclusion principles.

Progress/Accomplishments: Over the program review cycle, the department has remained committed to fostering a culture of continuous learning by offering a broad range of professional learning and development opportunities for employees. These offerings were intentionally designed to support employee growth, strengthen institutional effectiveness, and advance diversity, equity, and inclusion principles across the organization. Collectively, these efforts reflect the department's ongoing dedication to providing accessible, meaningful, and equity-centered professional development that supports both individual development and the College's mission. These opportunities include the following:

Fiscal Year	Professional Learning Opportunities
2022-2023	• 10/7/2022 – New Manager Orientation (management training presented by LCW) • 12/9/2022 – Prevention and Control of Absenteeism and Abuse of Leave (management training presented by LCW) • 1/20/2023 – Discipline, Up to and Including Termination (management training presented by LCW) • 3/3/2023 – DEIA (management training presented by LCW) • 4/21/2023 – Workplace Bullying (management training presented by LCW)
2023-2024	• 10/6/2023 – Public Records Act, Privacy and Emails (management training presented by LCW) • 12/8/2023 – Hiring the Best While Developing

	Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees (all employee training presented by LCW) • 1/12/2024 – Going Outside the Classified Service: Short-Term Employees, Substitutes and Professional Experts (management training presented by LCW) • 3/8/2024 – What’s Next? Title 5 Changes, DEIA Principles, and Performance Evaluations (management training presented by LCW) • 4/26/2024 – Emerging Legal Issues Related to AI (management training presented by LCW) • 5/10/2024 – Navigating the Crossroads of Discipline and Disability Accommodation (management training presented by LCW)
2024-2025	• 11/4/2024 – The First Amendment & Navigating the Global, Political, and Social Climate on Campus (management training presented by LCW) • 11/08/2024 – Managing the Marginal Employee (management training presented by LCW) • 1/16/2025 – Leadership Council Retreat – Management Basics Training presented by LCW • 1/17/2025 – The Art of Writing the Performance Evaluation (management training presented by LCW) • 1/24/2025 – Professional Development Day in Hollister (mandatory PD day for all employees) • 2/14/2025 – Essentials of Labor Relations (management training presented by LCW) • 2/26/2025 – Immigration Enforcement Webinar for CCDS (all employee training offered through LCW) • 3/14/2025 – A Guide to Implementing Classified Employee Discipline (management training presented by LCW) • 5/2/2025 – Going Outside the Classified Service: Short-Term Employees, Substitutes and Professional Experts (management training presented by LCW) • 6/23/2025 – Management Retreat and training and SWOT and SOAR analysis

Goal #2: Implement efficiencies in the departments everyday work including electronic personnel action forms (EPAF), banner document management (BDM), updates to website, improving internal controls and creating process and procedures manual.

Progress/Accomplishments: Over the past three years, the Human Resources Department has made significant progress toward modernizing and streamlining daily operations. Banner Document Management (BDM) was successfully implemented to improve electronic record storage, accessibility, and compliance. While full implementation has not yet been reached, the department is currently using BDM for storage of I-9 and performance evaluation personnel documents. Adobe Sign was launched for Personnel Action submissions, reducing paper-based processing, strengthening routing controls, and increasing transparency and accountability in approvals. The HR website has been enhanced to improve communication and employee self-service access, including the addition of a dedicated benefits page to centralize important information: <https://www.gavilan.edu/jobs/benefits/Benefits.php>. The department is currently partnering with a consultant to implement workflow automation through Smartsheet, which will further improve tracking, coordination, internal controls, and cross-functional effectiveness. The first set of projects we are looking to automate through Smartsheet are Personnel Action Form submittals and Stipend Payment Submittals. Additionally, the department has engaged in process mapping and documentation efforts to support the development of standardized procedures and a comprehensive processes and procedures manual. While full EPAF implementation remains a longer-term objective, substantial progress has been made toward digitization, workflow automation, and operational efficiency.

Goal #3: Increase the number of wellness and benefit related events to at least 10 per year.

Progress/Accomplishments: Significant progress has been made in expanding both the scope and impact of employee wellness programming over the past three years. Most notably, the annual employee wellness event evolved from a single day offering into a comprehensive, week-long Wellness Week, substantially increasing access, visibility, and participation across the District. The expanded Wellness Week model incorporated a broader range of physical, mental, social, and financial wellness activities, vendor engagement, screenings, workshops, and team-building opportunities. Participation data and feedback from recent events reflect meaningful engagement and positive employee response. This shift represents a more sustainable and mission-aligned approach to employee well-being. Moving forward, the department will continue refining outreach strategies, increasing targeted engagement, and evaluating participation trends to maximize effectiveness while maintaining fiscal and operational feasibility. For the current year 2026, the department is planning a one-day Wellness event in April but also wellness events once monthly throughout the year in order to incorporate a culture of wellness into our campus community. A list of the wellness events and workshops offered are included below:

2024 Wellness Event

- Ceramics Class by Gavilan Instructor
- Therapy Rabbit “Alex the Great”
- Somatic 10-minute massages

- Chiropractor offering 5-minute adjustments
- Painting class for 50 participants
- Hand massages offered by Gavilan Cosmetology students
- Yoga taught by Gavilan instructor
- Mediation course by Gavilan instructor
- Campus Hike organized by Gavilan instructor
- Biometric Screenings
- Health Resource Vendors
- Employee Assistance Plan sessions: Supporting Employees Mental Health, Manage Priorities, Maximize Your Day, Using EAP, Eating on the Go and on a Budget, Health and Wellbeing in the Workplace.

2025 Wellness Events

- Annual Biometric Wellness Screening
- Health Resource Vendors
- Hand massages offered by Gavilan Cosmetology students
- Mediation course by Gavilan instructor
- Nutritional Workshop by Gavilan employee
- Salsa class taught by Gavilan instructor
- Scavenger hunt
- Field day with outdoor games
- Weight Training
- Trivia Event
- Soy Candle Workshop
- Chiclet Mosaic Workshop
- Ceramics Class by Gavilan Instructor
- Campus Hike organized by Gavilan instructor
- Blue Lotus Meditation Seminar

3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

Over the past three years, the nature and scope of services provided by the Human Resources Department have evolved in response to changing institutional, regulatory, and workforce needs. While the department continues to provide core services such as recruitment, onboarding, benefits administration, labor relations, and employee relations support, the volume, complexity, and immediacy of these services have increased. There has been a notable rise in recruitment activity, compliance requirements, and documentation standards, particularly related to equity-focused hiring practices, regulatory updates, and collective bargaining obligations. The department has also experienced increased involvement in employee relations matters, workplace investigations, and interactive processes, reflecting broader workforce trends and heightened awareness of workplace rights and responsibilities. Additionally, there has been greater demand for transparency, timely communication, and employee wellness support. Employees increasingly seek guidance on leave entitlements, benefits navigation, telework arrangements, and workplace concerns. The department's role has therefore expanded beyond transactional processing to include more consultative and advisory support for managers and employees. While the core functions of Human Resources remain consistent, the level of complexity, compliance oversight, and proactive engagement required to effectively serve the District has grown over the past three years.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?
N/A
2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.
N/A
3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

N/A

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

N/A

5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)

The Human Resources Department primarily serves students in their capacity as student employees. On average, the department supports approximately 117 student employees per year through the onboarding, hiring, employment eligibility, payroll setup, and compliance processes required for student employment. While Human Resources does not directly track academic performance outcomes, the students served by our area demonstrate strong employment-related outcomes when compared to students who do not utilize HR services. Student employees who engage with Human Resources gain early exposure to professional workplace expectations, employment policies, time management, and accountability standards. Through the onboarding and support process, these students develop transferable skills such as communication, professionalism, adherence to deadlines, and understanding of workplace responsibilities. Supervisors frequently report that student employees supported through HR processes are well-prepared to enter the workforce, demonstrate increased confidence in navigating employment requirements, and show improved readiness for future employment opportunities. These experiences contribute positively to students' overall professional development and workforce preparedness, even though direct academic performance comparisons are not available.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

Over the past three years, the Human Resources Department has supported student success and retention by ensuring consistent, timely, and compliant employment processes for approximately 117 student employees annually. By providing structured onboarding, clear communication of workplace expectations, and reliable employment support, HR helps reduce barriers that can interfere with students' ability to maintain their on-campus employment. Student employment plays a critical role in student retention by offering flexible, on-campus work opportunities that align with academic schedules and reduce the need for off-campus employment. HR's role in efficiently processing hires, maintaining accurate records, and supporting supervisors contributes to stable employment experiences that allow students to focus on their coursework while gaining valuable professional experience. Through exposure to professional standards, accountability, and time management, student employees develop transferable skills that support both academic persistence and long-term workforce

readiness. Over time, these employment experiences foster a stronger sense of connection to the institution, increased engagement with campus resources, and improved confidence navigating professional environments.

Collectively, HR's support of student employment strengthens students' ability to remain enrolled, balance work and academic responsibilities, and persist toward their educational goals, thereby contributing to improved student success and retention outcomes.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

Several trends have emerged that impact student success and retention, particularly for student employees. Over the past several years, there has been an increased reliance on student employment to support operational needs across the campus, along with growing expectations for timely hiring, onboarding, and compliance processes. Unfortunately, most recently the District has experienced a decline in funding, particularly grant and categorical funding, which has impacted student worker positions. Navigating the demand for student worker support while balancing fiscal constraints will become more challenging. As a District we will need to develop funding priorities that address student employment as a District priority for budget allocation. Another emerging trend is the need for greater consistency in supervision, onboarding, and training of student employees across departments. Variations in hiring timelines, expectations, and support structures can contribute to delays, confusion, or disengagement for students navigating their first employment experience.

To support student success and retention, Human Resources would benefit from initiatives focused on streamlining and standardizing student employment processes.

Although the HR department has worked with student leaders and student worker supervisors to develop a student worker handbook, many departments are currently implementing their own version of student worker "work agreements" which include conflicting information. HR will need to partner with leaders to implement improvements to the student worker experience. These include improved recruitment and onboarding timelines, clearer role expectations, and enhanced training resources for supervisors of student employees. Additional initiatives may include the development of student employee orientation materials, standardized supervisor guidance, and tools that promote effective communication, time management, and workplace professionalism. These initiatives would strengthen the student employment experience, reduce administrative barriers, and promote consistency, engagement, and retention among student employees while supporting the College's broader student success goals.

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate

outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

The Human Resources Department has used equity data to strengthen recruitment and employment practices in alignment with the District's Equal Employment Opportunity (EEO) Plan. To address disproportionate representation in applicant pools and hiring outcomes, HR has implemented structured outreach strategies targeting diverse candidate pipelines, strengthened screening tools to reduce bias, standardized equity language in job postings, and required mandatory EEO training for all hiring committee members. These efforts directly support the EEO Plan's goals of expanding access and increasing representation across all classifications. Implementation of a new applicant tracking system has increased overall application volume, and longitudinal data reflects improvement in the diversity of applicant pools. Data submitted with the 2025 EEO Annual Certification to the Chancellor's Office showed increases in applicants identifying as African American (31%), Pacific Islander (2.8%), and Native American (1%). While applicant pool diversity has improved, disparities remain in later stages of selection, particularly in specialized, educational administrator, and executive-level recruitments. Contributing factors may include regional workforce limitations, high-demand competition for diverse talent, and varying levels of familiarity with equitable hiring practices. Moving forward, HR will continue refining recruitment strategies, expanding EEO-focused training, and strengthening data analysis to promote equitable hiring outcomes.

2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?
N/A
3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *"Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District's Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism."*
What is your area doing to support district efforts in creating an inclusive college

environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

The department advances the District's 2023 EEO Plan by embedding equity, inclusion, and accountability into recruitment, employee development, and personnel practices. HR ensures that hiring processes are fair, transparent, and designed to attract and retain a diverse workforce reflective of the communities we serve. Over the past three years, HR has strengthened equitable hiring practices by expanding outreach to diversify applicant pools, implementing mandatory EEO training for all screening and interview committee members, and standardizing evaluation tools to mitigate bias. Data submitted through the District's EEO Annual Certification process shows measurable increases in diverse applicant representation across several demographic groups. The implementation of a new applicant tracking system has also increased overall applicant volume, broadening access and opportunity. HR partners with the EEO Advisory Committee, Professional Development faculty and classified leaders, and campus leadership to support diversity-centered training, wellness programming, and culturally responsive practices. HR has organized conflict resolution and mediation training for all management to help support an equitable and inclusive work environment. Team and community building opportunities have been institutionalized by the HR department such as the annual End of Academic Year celebration and the New Employee Welcome Celebration. In addition, HR has spearheaded the establishment of Employee Affinity Groups. There are currently four groups in operation: Latine Association, Women Supporting Women, LGBTQ+, and Asian and Pacific Islander. Equity language has been integrated into job announcements, onboarding materials, and evaluation processes to reinforce shared responsibility for fostering an inclusive environment. Through ongoing analysis of recruitment data, HR has identified areas of disproportional impact in later stages of selection and is implementing additional training and process refinements to address these gaps.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

The HR Department plans to continue advancing both student and employee equity by strengthening equitable hiring practices, expanding inclusive recruitment strategies, and promoting culturally responsive workplace standards. For employee equity, HR will refine outreach efforts to broaden diverse applicant pools, particularly in hard-to-fill and leadership positions. This includes targeted recruitment advertising, expanded partnerships with professional affinity organizations, and continuous review of minimum qualifications and

screening criteria to reduce unintended barriers. To address EEO outcomes in employee hires, HR will enhance data monitoring at each stage of the recruitment process to identify points of disproportional impact. Additional training for screening and interview committees will focus on mitigating bias in candidate evaluation and improving consistency in scoring and selection decisions. The department will also continue aligning recruitment procedures with the District's EEO Plan and strengthen accountability measures through improved documentation and review processes. In support of student equity, HR will partner with hiring managers to develop student employment pathways that provide meaningful, skill-building opportunities for historically underserved students. By ensuring equitable access to student employment positions, promoting supervisor training, and improving onboarding support, HR contributes to retention, workforce readiness, and institutional connection. Collectively, these efforts aim to reduce structural barriers, increase representation across classifications, and create equitable access to employment opportunities that reflect and support the diverse communities served by the District.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? NO
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? NO
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? NO
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? NO
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

To my knowledge, the HR department has not created any SAO's. I looked at our previously submitted program review and it does not have SAO's listed as I think I may have assumed this was an instructional requirement only. Given that I know understand the need for departments to structure Service Area Outcomes, our department has developed the following:

- SAO 1 – Equitable and Inclusive Hiring Practices
 - The Human Resources Department will implement equitable recruitment and screening practices that expand diverse applicant pools and support fair, unbiased candidate evaluation in alignment with the District's EEO plan. We will measure this SAO by carefully reviewing applicant pool diversity data, completion rates of mandatory EEO training and analyzing selection stage equity indicators throughout the recruitment process.
- SAO 2 – Accurate and Compliant Personnel Processing
 - The Human Resources Department will ensure personnel actions, onboarding documentation, and employment records are processed accurately and in compliance with federal, state, and Chancellor's Office requirements. We will measure this SAO by tracking the error rate and compliance reporting outcomes.

- SAO 3 – Professional Development and Workplace Climate Support
 - The Human Resources Department will promote a professional, inclusive work environment by offering training and wellness initiatives that support employee engagement, retention, and cultural responsiveness. We will measure this SAO through participation rates in professional development and wellness activities and in feedback data related to these events.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?
 In reviewing SAO 3 data, the 2025 Climate Survey indicated a notable number of employees reported experiencing discrimination and/or microaggressions. In response, the Human Resources Department is implementing a multi-step improvement plan. Beginning Spring 2026, we will conduct facilitated focus groups led by neutral third-party consultants to better understand root causes and identify areas requiring intervention. Findings will inform targeted action steps. Additionally, HR will coordinate and centralize employee training related to equity, respectful workplace practices, and reporting procedures to ensure consistent access and messaging. By Fall 2026, departments will receive structured guidance on required and recommended trainings. We have also reinforced communication regarding reporting channels and non-retaliation protections to encourage timely resolution of concerns. Success will be measured through multiple indicators: participation rates in training programs, increased utilization and awareness of reporting mechanisms, qualitative feedback from focus groups, and improved workplace climate indicators in the next Climate Survey cycle. Interim pulse surveys may also be used to assess progress prior to the next full climate study. Through these actions, HR aims to strengthen workplace culture, reduce incidents of perceived discrimination, and promote a more inclusive and supportive environment
2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

The Human Resources Department's Service Area Outcomes (SAOs) directly support Gavilan College's Institutional Learning Outcomes by fostering an institutional environment that enables student success, equity, ethical engagement, and effective communication. Collectively, our SAOs help ensure the College upholds and models the conditions necessary for students to achieve the ILOs.

SAO #1 – Equitable and Inclusive Hiring Practices aligns with *ILO B: Communicate Effectively* and *ILO C: Practice Social Responsibility* by creating a workforce that represents diverse perspectives and experiences. By expanding applicant pools, reducing bias, and modeling equitable practices, HR contributes to a campus culture where students encounter and learn from diverse voices, broadening their ability to think critically about social structures and communication norms. Communicating effectively, ethically and listening to understand are key requirements in interview processes.

SAO #2 – Accurate and Compliant Personnel Processing supports *ILO C: Practice Social Responsibility* By ensuring compliance and accuracy in personnel actions, HR reinforces ethical standards institution-wide, modeling accountability and integrity that students encounter indirectly through institutional practices.

SAO #3 – Professional Development and Workplace Climate Support promotes *ILO C: Practice Social Responsibility* and *ILO A: Think Critically and Creatively* by investing in cultural competency, equity training, and inclusive workplace practices that strengthen our ability to support all students. This SAO also promotes *ILO D: Cultivate Well-Being* by creating a campus community that promotes personal and professional well being, developing job readiness through professional development opportunities and promoting the pursuit of career goals.

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

The department is currently meeting SAO 1 (Equitable and Inclusive Hiring Practices) and SAO 2 (Accurate and Compliant Personnel Processing), although opportunities for continued improvement remain. For SAO 1, applicant pool data reflects improved diversity; however, disparities persist in later stages of selection. To further reduce barriers for underrepresented applicants, we are exploring enhancements such as redaction of personally identifying information during initial screening and strengthening structured interview protocols to mitigate bias. For SAO 2, audit reviews and internal tracking indicate personnel transactions are processed accurately and in compliance with applicable regulations. To improve efficiency and reduce processing delays, we are implementing electronic workflow automation, which will enhance tracking, accountability, and internal controls. SAO 3 (Professional Development and Workplace Climate Support) is not yet fully

met. While we partner with faculty and classified leadership to offer professional learning opportunities, results from the 2025 Climate Study indicate a significant number of employees reported experiencing discrimination and/or microaggressions. This pattern highlights the need for stronger, more consistent training and accountability measures. Our improvement plan includes facilitated focus groups to identify root causes, expansion of mandatory equity and respectful workplace training, clearer communication of reporting procedures, and periodic pulse surveys to monitor progress. Success will be measured through training participation rates, increased awareness of reporting channels, and improved climate survey indicators in the next assessment cycle.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

No as we are not an instructional program.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

N/A

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

N/A

IX - PROGRAM AND RESOURCE ANALYSIS

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Click Add Item to enter information for each year

Select Year 1: 2023-2024

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 6

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 2: 2024-2025

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 6

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2025-2026

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 7

Number of Part Time Manager, Confidential or Administrator: 0

2. How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee? (200 words or less)

While no significant staffing increases are anticipated beyond normal turnover, current workload trends indicate that additional personnel support for Human Resources will be necessary to sustain operational effectiveness. Since 2020, the demand on HR services such as recruitment volume, employee relations matters, compliance oversight, investigations, leave management, and equity-focused hiring requirements, has increased substantially without proportional staffing growth. Although a supervisor position was approved and filled in Fall 2025, overall workload pressures remain significant. National benchmarking data from the Society for Human Resource Management (SHRM) indicates that the average HR-to-employee ratio across industries is approximately 1 HR professional for every 100–150 employees, with public-sector and higher education institutions often trending toward the lower end due to regulatory complexity. Community colleges frequently experience even greater demands due to collective bargaining environments, Chancellor’s Office reporting, EEO compliance, and decentralized hiring structures. Based on these benchmarks, current staffing levels suggest the department is operating beyond sustainable capacity. With an estimated total workforce of approximately 800 employees (including dual enrollment, JPA, ISA, temporary, and student employees) the HR department is operating beyond optimal capacity, resulting in increased workload strain and reduced flexibility to address emerging institutional needs. While our employee-to-HR staffing ratio may align generally with SHRM benchmarks, traditional workforce metrics do not fully capture the operational complexity of Human Resources in a California Community College setting. In addition to standard personnel functions, the department manages significant regulatory and compliance responsibilities, including part-time faculty benefits eligibility tracking, Affordable Care Act reporting, and extensive state-mandated documentation requirements. Further, at our District, Human Resources takes a highly centralized and active role in the recruitment process. HR manages the full organizational life cycle of each recruitment, including applicant communications, notifications, screening logistics, preparation of committee materials, interview coordination, room reservations, reference

checks, compliance documentation, and onboarding processes. Hiring managers primarily facilitate screening meetings and panel interviews, while HR ensures procedural integrity, equitable process implementation, and regulatory compliance at every stage. This high-touch recruitment model enhances consistency, equity, and legal compliance; however, it significantly increases administrative workload beyond what standard staffing ratios typically assume. As recruitment volume continues to grow, the current staffing structure places sustained pressure on departmental capacity. Over the past nine months, two employees resigned citing workload challenges, signaling potential retention risk and organizational strain. Continued understaffing may impact recruitment timelines, compliance oversight, employee support responsiveness, and climate improvement efforts. To mitigate institutional risk and support long-term stability, a comprehensive workload analysis and staffing review is recommended within the next planning cycle. Strategic investment in HR capacity will strengthen compliance, reduce turnover risk, and ensure sustainable support for student success and institutional effectiveness.

3. Additional Comments: None

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. **For annual college budget request appropriations, reference your previous three-year plan and annual updates. Do this for the last three years.**

Select Year 1: 2023-2024

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* 150

Total Allocation (Irrespective of Funding Source): \$1,492,133

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$1,343,949

Select Year 2: 2024-2025

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* 150

Total Allocation (Irrespective of Funding Source): \$1,964,658

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$1,616,380

Select Year 3: 2025-2026

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* 150

Total Allocation (Irrespective of Funding Source): \$1,725,030

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$937,879

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

The HR Department has utilized its allocated resources effectively and responsibly, consistently operating under budget while maintaining service levels and advancing operational improvements. Through careful fiscal management, the department has prioritized investments in technology, compliance tools, and process enhancements that increase efficiency without expanding expenditures. Resources have been strategically directed toward recruitment modernization, document management systems, workflow automation, and professional development initiatives. These investments have improved hiring timelines, strengthened equitable recruitment practices, enhanced record accuracy, and increased transparency for employees. By ensuring positions are filled in a timely and compliant manner, HR supports continuity of instruction and student services, which directly impacts student success and completion. Additionally, responsible budget management has allowed the department to expand employee wellness and training initiatives without requiring additional funding, contributing to improved workplace climate and employee retention. Stable, well-supported employees are better positioned to provide high-quality services to students. Overall, the department's efficient use of financial and technological resources has strengthened institutional effectiveness while supporting the College's mission to promote student achievement and completion.

3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

The Human Resources Department's program costs are aligned with the approved budget and have consistently been managed conservatively. Over the past three years, expenditures have remained below allocated levels due to careful monitoring of discretionary spending, strategic prioritization of operational needs, and intentional use of technology to improve efficiency. There have been no significant spending inconsistencies or unexpected cost overruns. Spending trends reflect a shift toward technology investments that streamline processes and strengthen internal controls, including electronic document management, digital signature platforms, and workflow automation tools. These targeted investments have reduced paper-based processing and improved operational effectiveness without increasing overall expenditures.

While costs are currently aligned with budget allocations, workload demands have increased significantly without corresponding staffing growth. As compliance

requirements, recruitment volume, and employee relations matters continue to rise, maintaining current service levels may require reassessment of personnel resources and operational spending adjustments.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**

The HR department partners with multiple campus areas to support student success initiatives, including Guided Pathways, Professional Development, and grant-funded programs. HR collaborates with academic leadership and student services to ensure timely recruitment and onboarding of faculty, counselors, and student support staff aligned with Guided Pathways priorities. By streamlining hiring processes and supporting equity-focused recruitment practices, HR helps ensure students have access to consistent instructional and support resources. HR also partners with grant-funded initiatives by facilitating position development, compliance oversight, and onboarding processes to ensure new roles are filled efficiently and in accordance with regulatory requirements. Over the next three years, HR will continue supporting Guided Pathways implementation through workforce planning, succession planning, and recruitment strategies designed to strengthen student-facing roles. The department will also collaborate on professional development initiatives that enhance culturally responsive practices and support equitable student outcomes. Through strategic partnerships and coordinated planning, Human Resources contributes to institutional stability, staffing continuity, and the equitable delivery of services that promote student success and completion.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**

Over the past several years, the Human Resources Department has experienced both opportunity and strain. Shifts in student demographics, continued Guided Pathways implementation, and evolving equity expectations require intentional workforce planning to ensure we are recruiting and retaining employees who reflect

and support our diverse student population. At the same time, external labor market competition, particularly for specialized, faculty, and leadership roles, has made recruitment more complex and time-intensive. Increased regulatory requirements, EEO compliance obligations, and heightened attention to workplace climate concerns have expanded the scope and depth of HR's work. While these developments represent progress in institutional accountability, they also place sustained pressure on departmental capacity. Over the next three years, I plan to focus on strengthening strategic workforce planning aligned with enrollment trends and program growth, enhancing recruitment pipelines for hard-to-fill positions, and deepening equity-focused hiring practices. We will also continue modernizing workflows to improve efficiency and internal controls. However, sustaining these efforts will require careful evaluation of staffing capacity to ensure we can meet institutional expectations without compromising service quality or compliance. Our goal is to remain proactive rather than reactive, positioning HR as a strategic partner in supporting student success and institutional excellence.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**

The remote environment has highlighted several efficiencies and service improvements that the Human Resources Department intends to maintain moving forward. While in-person interaction remains essential for certain functions, the expansion of remote capabilities has improved accessibility, flexibility, and responsiveness for employees. The use of electronic workflows, digital signatures, virtual meetings, and remote onboarding has significantly streamlined administrative processes. These tools have reduced paper-based delays, increased transparency in routing and approvals, and allowed employees to complete required documentation more efficiently. Remote interview options have also expanded applicant pools by reducing travel barriers and accommodating diverse candidate needs. Additionally, virtual training platforms have increased participation in professional development and compliance workshops. Offering both in-person and remote options has improved access for part-time faculty, evening staff, and employees across multiple locations. This hybrid model has proven effective in broadening engagement while maintaining consistency in messaging and content delivery. From a service perspective, remote communication tools have improved response times and allowed HR to provide consultations and support more flexibly. Employees increasingly expect timely digital access to information, forms, and guidance, and maintaining a strong online presence such as including updated website resources remains essential. Moving forward, the department plans to sustain a balanced hybrid approach that leverages technology to enhance efficiency while preserving in-person engagement where relationship-building and complex conversations are best served face-to-face. These practices support operational effectiveness, employee satisfaction, and ultimately contribute to institutional stability and student success.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**

Several issues have emerged or intensified over the past few years that are unlikely to

resolve without intentional intervention. First, workload volume and complexity within Human Resources have increased significantly due to expanded compliance requirements, heightened expectations around equitable hiring practices, and increased employee relations matters. Without additional staffing capacity or structural adjustments, sustained workload pressure may impact service responsiveness, recruitment timelines, and overall effectiveness. Second, workplace climate concerns, including reports of discrimination, microaggressions, and communication breakdowns, require continued attention. While awareness has increased, meaningful cultural change requires consistent training, accountability, and leadership modeling. Absent ongoing investment, these concerns may persist and affect employee morale, retention, and institutional trust. Third, recruitment challenges in specialized, faculty, and leadership roles continue due to regional labor market competition and salary constraints. This may affect time-to-fill metrics and succession planning if not proactively addressed through expanded outreach and workforce planning. Finally, employee expectations regarding flexibility, communication transparency, and digital accessibility have permanently shifted. Maintaining outdated processes could create frustration and inefficiencies. Over the next three years, these issues will require deliberate action, including strategic staffing analysis, strengthened equity and climate initiatives, recruitment pipeline development, and continued modernization of HR processes to ensure sustainability and institutional effectiveness.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by

December 31, 2026, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit):** Decrease the percentage of employees reporting experiences of discrimination or microaggressions in the next Climate Survey by 10 percentage points from the 2025 baseline by Spring 2028.
- Alignment to Strategic Goal **Goal 2: Equity, Access, and Inclusion - With equity at the forefront, build inclusive spaces and curriculum that honor, support, and respect diverse student populations.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): SAO 3 – Professional Development and Workplace Climate Support The Human Resources Department will promote a professional, inclusive work environment by offering training and wellness initiatives that support employee engagement, retention, and cultural responsiveness. We will measure this SAO through participation rates in professional development and wellness activities and in feedback data related to these events.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This goal directly aligns with Gavilan College’s mission to provide equitable access and comprehensive support within a welcoming and inclusive environment. A respectful and inclusive workplace is foundational to delivering high-quality instruction and student services. When employees feel safe, valued, and supported, they are better positioned to engage students effectively and contribute to student success. This goal also aligns with the District’s Strategic Plan priorities related to equity, institutional effectiveness, and organizational health. Addressing workplace climate concerns strengthens employee retention, promotes cultural responsiveness, and supports the development of a diverse workforce reflective of the communities served. By implementing facilitated dialogue, expanding respectful workplace training, and reinforcing reporting processes, Human Resources advances institutional accountability and fosters an environment grounded in dignity, professionalism, and inclusion. Improving workplace climate is not solely an employee issue; it is a student success strategy. A healthy organizational culture enhances collaboration, stability, and service delivery across departments, ultimately supporting equitable student outcomes and institutional resilience.
- Proposed Activity to Achieve Goal: Implementation of facilitated focus groups, expanded respectful workplace training, and enhanced reporting communication.
- Responsible Party (One Sentence limit): Human Resources Leadership: Vice President and Supervisor.
- Timeline to Completion: Semester/Year: Spring 2028
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): By reviewing the results of the next Campus Climate survey in comparison to the 2025 Campus Climate Survey.
- **Goal (One Sentence Limit):** Increase employee participation in equity-focused and professional development training offerings by 25% over the 2024-2025 baseline by June 30, 2027.
- Alignment to Strategic Goal **Goal 4: Community Engagement and Partnerships -**

To increase community engagement and enrollment through strategic outreach, effective marketing campaigns, and collaborative partnerships.

- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): SAO 3 – Professional Development and Workplace Climate Support The Human Resources Department will promote a professional, inclusive work environment by offering training and wellness initiatives that support employee engagement, retention, and cultural responsiveness. We will measure this SAO through participation rates in professional development and wellness activities and in feedback data related to these events
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This goal directly supports Gavilan College’s mission to provide equitable access and comprehensive support within a welcoming and inclusive environment. Investing in employee development strengthens the College’s ability to guide students of diverse backgrounds toward academic achievement, career advancement, and meaningful community participation. This goal aligns with Strategic Plan priorities related to equity, employee engagement, institutional effectiveness, and student success. By expanding access to culturally responsive training and professional growth opportunities, the College enhances employees’ capacity to serve students effectively, address diverse learning and support needs, and create inclusive classroom and service environments. Increased participation in professional development also promotes accountability, collaboration, and shared responsibility for advancing equity-centered practices across campus. A well-trained, engaged workforce is essential to student retention and completion. When employees are equipped with current knowledge, inclusive practices, and professional skills, the quality and consistency of services improve. Ultimately, this goal supports organizational resilience, strengthens institutional culture, and reinforces the District’s commitment to equity, professionalism, and continuous improvement.
- Proposed Activity to Achieve Goal: Expanded hybrid training options, centralized communication and supervisory accountability measures. Partnering with CSEA to offer regular professional development opportunities to membership. Enhancing partnership with faculty professional learning liaison and the faculty professional learning committee to offer regular training series to faculty.
- Responsible Party (One Sentence limit): Human Resources Leadership: Vice President and Supervisor.
- Timeline to Completion: Semester/Year: June 30, 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Compare employee participation from baseline 24-25 to future years, collect and analyze employee survey feedback and analyze improvement in professional skills.
- **Goal (One Sentence Limit):** Pilot an application review redaction process (removal of personally identifying information during initial screening) for at least 50% of classified recruitments by Spring 2027, and evaluate its impact on applicant advancement patterns compared to baseline data.
- Alignment to Strategic Goal **Goal 5: Institutional Effectiveness - To systematically leverage technology across all campuses to continuously improve processes, enhance data-analysis capability, and facilitate data-informed decision-making,**

leading to increased operational efficiency.

- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):
SAO 1 – Equitable and Inclusive Hiring Practices The Human Resources Department will implement equitable recruitment and screening practices that expand diverse applicant pools and support fair, unbiased candidate evaluation in alignment with the District’s EEO plan. We will measure this SAO by carefully reviewing applicant pool diversity data, completion rates of mandatory EEO training and analyzing selection stage equity indicators throughout the recruitment process.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This goal directly advances the District’s mission to provide equitable access and foster an inclusive, welcoming environment. By reducing the potential influence of implicit bias during candidate review, this initiative strengthens fairness and objectivity in hiring decisions, ensuring that applicants are evaluated primarily on qualifications and experience. This goal aligns with the Strategic Plan’s emphasis on equity, diversity, and institutional effectiveness. Implementing bias mitigation strategies supports the District’s commitment to closing equity gaps not only for students, but also within employment practices. A more equitable hiring process contributes to a workforce that reflects the diversity of the community served, which in turn enhances culturally responsive instruction and student support services. Additionally, this goal reinforces the principles outlined in the District’s EEO Plan by proactively identifying and removing structural barriers within recruitment processes. By evaluating measurable outcomes from the redaction pilot and adjusting practices accordingly, Human Resources demonstrates a data-informed, continuous improvement approach that strengthens institutional accountability and promotes long-term organizational resilience. Ultimately, advancing equitable hiring practices supports the creation of a diverse and inclusive college environment that benefits both employees and students.
- Proposed Activity to Achieve Goal: Redact personal identifying information in recruitment processes to compare impact on increasing candidate pool diversity.
- Responsible Party (One Sentence limit): Human Resources Recruitment Technician and HR Leadership
- Timeline to Completion: Semester/Year: June 30, 2028
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): We will evaluate by comparing the diversity in a candidate pool during interview processes to those that did not have personal identifying information redacted.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): Human Resources Technician
2. Request amount: \$172,876 (highest range with burdens and benefits)
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) Pilot an application review redaction process (removal of personally identifying information during initial

screening) for at least 50% of classified recruitments by Spring 2027, and evaluate its impact on applicant advancement patterns compared to baseline data.

5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request: Urgent

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☒
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. Request Name (short title): Human Resources Analyst
8. Request amount: \$190,891 (highest range with burdens and benefits)
9. Type of Request: Personnel
10. Alignment to Goal(s) in section XIII (*enter goal from above*) Decrease the percentage of employees reporting experiences of discrimination or microaggressions in the next Climate Survey by 10 percentage points from the 2025 baseline by Spring 2028.
AND Increase employee participation in equity-focused and professional development training offerings by 25% over the 2024-2025 baseline by June 30, 2027.
11. Is this a one-time or ongoing expense? Ongoing

12. Category of Request: Important

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☒
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

13. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership

14. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

To successfully achieve our stated equity and climate goals, the Human Resources

Department is requesting the addition of one HR Technician and one HR Analyst position. The HR Technician is necessary to build operational capacity within our highly centralized recruitment model, where HR manages the full lifecycle of recruitments, including applicant communications, screening logistics, interview coordination, compliance documentation, and reference checks. This position directly supports the goal to pilot an application redaction process for at least 50% of classified recruitments by Spring 2027. Implementing redaction and tracking advancement patterns requires substantial administrative oversight and data monitoring that cannot be absorbed within current staffing levels. The HR Analyst position is essential to lead climate response and professional development efforts aligned with our goals to decrease reported experiences of discrimination or microaggressions by 10 percentage points by Spring 2028 and increase participation in equity-focused training by 25% by June 30, 2027. Currently, no HR staff member is dedicated to professional development or climate strategy coordination. The Analyst would partner with the Faculty Professional Learning Liaison to centralize training, monitor participation data, analyze workforce equity metrics, and implement structured climate improvement initiatives. These positions are not expansionary but are necessary to stabilize operations, strengthen equitable hiring practices, improve workplace climate outcomes, and ensure alignment with the District's mission and Strategic Plan priorities. In terms of funding, HR has a unique opportunity to phase the impact to the general fund over a 2 year period using rollover Equal Employment Opportunity funds that current equal over \$300,000. Using these funds to support the HR Technician position can help reduce the overall impact to the general fund. While this is a one-time solution, it would allow HR to build the impact of this position into our budget over a 2-3 year period.

XV - ADDITIONAL QUESTIONS

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development? Yes, the Human Resources Department supports and coordinates professional development opportunities for faculty and classified professionals in collaboration with campus partners. The department plays a key role in facilitating, promoting, and ensuring compliance with required and recommended training initiatives. HR provides and/or coordinates mandatory trainings related to Equal Employment Opportunity (EEO), harassment prevention, discrimination, respectful workplace practices, and legal compliance. These trainings are designed to promote a safe, inclusive, and culturally

responsive work environment. In addition, HR partners with the Faculty Professional Learning Liaison, classified leadership, and campus committees to support equity-focused workshops, wellness initiatives, and professional growth opportunities. The department also provides guidance to supervisors and managers on performance management, employee relations, and leadership practices that support professional development and retention. Through onboarding processes, HR helps orient new employees to institutional expectations, available training resources, and pathways for continued growth. Moving forward, the department intends to strengthen its coordination role in professional development by centralizing tracking of participation data, expanding access to hybrid learning options, and aligning offerings more intentionally with climate survey findings and Strategic Plan priorities. These efforts contribute to a more engaged, informed, and culturally responsive workforce.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. The Human Resources Department has experienced sustained increases in workload volume and complexity since 2020 without proportional staffing growth. The District serves approximately 900 employees, including faculty, classified professionals, administrators, part-time faculty, temporary employees, and student workers. While national benchmarks from the Society for Human Resource Management (SHRM) suggest an average HR-to-employee ratio of approximately 1:100–150, these benchmarks do not account for the heightened regulatory and compliance requirements unique to California Community Colleges, including collective bargaining support, EEO reporting, part-time faculty benefits tracking, and extensive recruitment oversight. At our District, HR manages the full organizational lifecycle of recruitments, including applicant communications, screening logistics, interview coordination, compliance documentation, and onboarding. In addition, the 2025 Climate Survey identified workplace climate concerns that require structured intervention, expanded training coordination, and data monitoring. Over the past nine months, two HR staff members resigned citing workload strain, indicating sustainability concerns. Additional HR staffing would directly support the College mission by ensuring timely recruitment and retention of qualified, equity-minded faculty and classified professionals who serve our diverse student population. Strengthening recruitment capacity, climate response efforts, and professional development coordination enhances institutional stability, improves employee engagement, and ultimately supports student success and completion by ensuring consistent, high-quality instruction and services.
3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? The Human Resources Department plays a central role in

supporting the District's efforts to attract and retain faculty and classified professionals who reflect and understand the diverse communities we serve. Through implementation of the District's Equal Employment Opportunity (EEO) Plan, HR has strengthened equitable hiring practices by expanding recruitment outreach to diverse candidate networks, standardizing equity-focused language in job announcements, and requiring mandatory EEO and bias-awareness training for all screening and interview committee members. These practices are designed to reduce barriers, mitigate implicit bias, and ensure fair and consistent candidate evaluation. HR also partners with hiring managers and academic leadership to review minimum qualifications and recruitment strategies to broaden applicant pools while maintaining quality standards. The implementation of structured screening tools and enhanced data tracking allows the department to monitor representation throughout each stage of the hiring process and identify areas of disproportional impact. Retention efforts include support for professional development opportunities, wellness programming, and workplace climate initiatives that promote belonging and cultural responsiveness such as the development of employee affinity groups. In addition, after the District's successful cluster hire initiative, the HR department in collaboration with the EEO committee carefully reviewed unintended impacts and realized that the supplemental questionnaire could pose an irrational barrier for underrepresented applicants. Since then, we have adjusted our approach by maintaining our dedication to hiring faculty who reflect district values by incorporating the language and prompt from the cluster hire in the cover letter prompt. This removes one additional step in the process while still maintaining our commitment to attracting and retaining professionals who are understanding of and sensitive to our students' diverse backgrounds. Collectively, these efforts aim to recruit, develop, and retain a workforce that is culturally responsive, equity-minded, and reflective of the District's student population, thereby strengthening instructional quality, student support services, and overall institutional effectiveness.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? One significant accomplishment during this review period was the successful implementation of the 2022–2023 Cluster Hire initiative. Gavilan College was among the first community college districts to launch a cluster hire specifically focused on recruiting faculty with demonstrated experience serving and supporting the Latinx community and other historically underrepresented and underserved populations in higher education. This initiative reflected a bold and values-driven commitment to equity and student success. As a result of this effort, faculty diversity increased by 17%, strengthening representation and enhancing culturally responsive instruction across the institution. This milestone aligns directly with the District's mission and EEO Plan goals and represents a meaningful investment in long-term student outcomes. In addition to this initiative, the

department implemented several major operational improvements. These include the adoption of a new applicant tracking system to increase recruitment efficiency and applicant pool visibility, the implementation of an electronic performance evaluation process to improve accountability and documentation, and automation of Personnel Action form submissions through Adobe Sign to enhance internal controls and processing efficiency. Recruitment processes were further strengthened through the implementation of structured screening and interview rubrics, and the department is currently developing updated hiring guidelines to promote consistency, fairness, and compliance across all recruitments. Collectively, these accomplishments reflect sustained progress toward modernizing operations, advancing equity-focused hiring practices, and strengthening institutional effectiveness.

5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. The reminders were helpful and the presentations were as well. A few things that I would like the committee to consider include offering peer reviewers along the way that can help provide feedback as areas are writing our portions. Years ago there were also coaches that would meet individually with those conducting a comprehensive review to provide coaching support throughout the process. I liked being able to type this in a document but see the benefits in an automated process (although curriculum is clunky!). I think it would be helpful if we had a structured survey that is sent out annually for all areas so we can collect feedback as to how we are serving the community and what areas we should focus on as we write our program reviews. Thank you to the committee for all the hard work!

XVI - EXECUTIVE SUMMARY

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Over the past three years, the Human Resources Department has experienced sustained growth in workload volume, regulatory complexity, recruitment activity, and institutional expectations related to equity and workplace climate. While the department has successfully modernized workflows, strengthened equitable hiring practices, and improved compliance processes, the scope and intensity of services have expanded without proportional staffing growth. Recent data highlights both progress and critical areas for improvement. The 2025 Climate Survey revealed a concerning percentage of employees reporting experiences of discrimination or

microaggressions, signaling the need for intentional culture-building efforts. Additionally, although applicant pool diversity has improved, disparities persist in later stages of selection, reinforcing the importance of continued bias mitigation. To address these trends, the department's next three-year plan focuses on three strategic priorities. First, decrease reported experiences of discrimination or microaggressions by 10 percentage points by Spring 2028 through facilitated dialogue, expanded training, and strengthened reporting processes. Second, increase participation in equity-focused and professional development training by 25% by June 30, 2027 to promote a more culturally responsive and engaged workforce. Third, pilot an application redaction process for at least 50% of classified recruitments by Spring 2027 and evaluate its impact on candidate advancement patterns. These goals represent a proactive, data-informed response to institutional needs. However, successful implementation will require sustained operational capacity and strategic staffing support to ensure measurable, lasting progress aligned with the District's mission and Strategic Plan.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.