ADMINISTRATIVE SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

This Comprehensive Program Planning and Review document is only to be completed by programs in the following areas scheduled for the year, according to the institutional comprehensive planning cycle (i.e. every five years):

1) **The President's Cluster including Human Resources, Institutional Advancement and the District Centers; and**
2) **The Administrative Services Cluster including Bookstore, Computer Services, Fiscal Services, General Services, Maintenance and Operations, Facilities, and Public Safety.**

Program: Human Resources **Planning Year:** 2015-16 **Last Year CPPR Completed:** 2011-12

Unit: Human Resources **Cluster:** President

NARRATIVE: ADMINISTRATIVE SERVICES CPPR

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

Mission Statement

To provide timely, consistent and accurate information regarding all aspects of Human Resources, Benefits, and Payroll to support students, faculty, staff, and external entities in accordance with the Mission of Cuesta College. We accomplish this by working as a team using effective communication, transparency and professionalism, utilizing resources and technologies to provide quality results.

B. Brief history of the program

Since 2011, Human Resources and Benefits were a singular department, but in the last four years, the District has combined Payroll into the department. Over the last seven years, there have been 5 directors, only three of who were permanent. During this period of transition, the Executive Director of Human Resources has reported directly to the President, then to the Vice President of Administrative Services, and back again to the President. This lengthy period of multiple transitions has formed some positive and less positive practices and circumstances for Human Resources, Payroll, and Benefits. This history presents many challenges but also some extraordinary benefits as it reveals the resiliency of the department as a whole and the resulting contributions to Cuesta College.

The Human Resources department is responsible for all aspects of Human Resources for the District's employees, including recruitment, employment processing, employee files and data, reporting, labor relations (including joint

labor management meetings and grievances), compliance with state and federal laws (including EEO, ADA, FMLA, Title IX), worker's compensation, and unemployment.

The Benefits office is responsible for providing medical and other insurance plan information to all District employees as well as potential employees. The benefits office is also responsible for all employee retirement compliance with STRS and PERS, organizing the annual Wellness Fair, and coordinating open enrollments throughout the year.

The Payroll office is responsible for all mid-month and end-of-month payrolls including ensuring accurate tax payments are submitted for federal and state.

C. Current status of service including changes and improvements since last program review

In the past, there has been turnover in all positions in Human Resources, including the Executive Director. The year 2014 has brought in two new leaders within the department. With the hiring of the Supervisor for HR/Benefits/Payroll and most currently the Executive Director the leadership of the department is secured through 2017 due, in part, to the Executive Director's contract. The turnover in recent years has created a learning curve as staff have promoted from within to higher level positions.
The Human Resources office has worked diligently to be a resource to the academic and student support services as they work on behalf of the students. Its role is to ensure that recruitments are successful in attracting the most qualified faculty and staff to work on campus. Another function is to service the faculty and staff with information and recommendations on the questions that they have regarding their personal benefits and salaries and to work with the unions to provide them with information that they need as they work on behalf of the workforce.

Human Resources provides information and support to the President, Board of Trustees and Cabinet level members on all personnel-related issues and encourages the resolution of personnel issues at the lowest possible level. Human Resources support administrators with training to maintain compliance with all current legislation. Timely and effective evaluations contribute to keeping a quality workforce to keep student success at an optimal level. Human Resource supports this function through monitoring and follow-up.

Verifying that all of the processes and paperwork are complete so that all employees are paid in a timely manner is another priority. It is in the best interest of students, staff and faculty when salary concerns are kept at a minimum. The Human Resources office provides information and responds to inquiries regarding campus policies and procedures. When policies and procedures are followed, it supports an optimal learning environment for students. The Human Resources office has worked diligently to streamline

processes and create internal forms and procedures more accessible to faculty and staff. For example, forms, collective bargaining agreements, and other resources are available on the Human Resource website, so they are easily accessible to others on and off campus. Another example of streamlining process is utilizing options in the current software system, including web-based timesheets for student and hourly employees. This will include beginning to utilize the Faculty Load and Compensation (FLAC) process.

The Worker's Comp process has been cleaned up and the communication and claim process has been improved upon.

The revised descriptions with current and active job duties have assisted in the workflow which has also initiated updating procedure manuals for each office. The workstation changes and ergonomic reviews within the department have assisted with better customer service and provided a safety element to HR staff.

Cuesta has made many Institutional changes this school year.

- The STRS rate increased and new legislation was instituted that affected any employees on the STRS retirement plan.
- Worxtime, a software through American Fidelity Assurance (AFA) was purchased and is currently being utilized to track hours of all employees for the requirement attached to the Affordable Health Care Act.
- HR has decided to move the Retiree Billing and COBRA to AFA as the third party administrator. That workload has been transferred effective March 1, 2015.
- A process for follow through when a present or past employee passes away has been created. Many departments need to be involved thus the need for a streamlined notification system.

The "double fringe" process has been stopped. The rates were adjusted to reflect the correct monthly amount which positively affects employees not being hit with double fringe and double deductions for the months of May and August.

Human Resources will be taking on a very large task during Spring Break. This will be a cleanup of everyone's personnel files and matching up all information in Banner. The utilization of certain Banner screens that are not being used will also be started. Everyone has already been given access to these screens.

D. Reference to relevant statutory authority/program regulation and related compliance issues

- Titles V, VII, and IX
- Affordable Care Act
- Equal Employment Opportunity
- Education Code
- Labor Law
- Federal Labor Standards Act
- Americans w/Disabilities Act
- STRS/PERS
- Collective Bargaining

E. Description of primary relationships, internal and external to the District

Collective bargaining is essential in maintaining a collaborative working relationship between employees and management. Through productive negotiations and labor-management meetings, Cuesta College and Union representatives are able to craft agreements that are favorable to both the District and employees, creating an environment of cooperation toward a common goal. Dignity and respect both play an essential role in the collective nature of bargaining.

The outcomes of collective bargaining meet the personal, academic, and professional needs of our college and surrounding community. By working toward a common goal of meeting the needs of our represented employees, students benefit from their interactions with positive, productive, and accessible faculty and staff.

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

Application & Recruitment

The Human Resources department supports the mission of Cuesta College by recruiting excellent faculty and staff and orienting them to the Cuesta environment. Improving the application and recruitment process enables Cuesta to broaden the pools of applicants with a broad range of skills and backgrounds, supporting the goal of diversity and employing qualified individuals dedicated to the mission and values of the

organization. Attracting quality candidates brings a higher degree of competence, professionalism, dignity and creativity to the campus, helping to meet the academic needs of our community.

The Human Resources department also processes student employees to encourage the development of essential job skills and work experience, as a supplement to their academic learning. These student workers learn to collaborate with staff and faculty on campus, as well as to provide peer assistance to their fellow students, further enhancing campus-wide capacity, respect, dignity, and a common goal of serving the students.

Training

The Human Resources department supports the vision of Cuesta College by providing training and professional development opportunities for our excellent faculty and staff, in order to promote their abilities to enhance student success. Ongoing training is essential in maintaining an effective and professional workforce. Through training and professional development, Cuesta can introduce new and efficient methods of operation and continue to emphasize the importance of meeting the needs of the community and goals of the organization. Effective training will motivate employees to continue working to maintain the core values established for Cuesta College and will produce a workforce dedicated to high-quality education and student success. The Human Resources department supports training and assistance to faculty and staff in the areas of diversity by creating a culture of respect at Cuesta, in partnership with the Cultural Diversity and Student Equity Committee. The department also provides EEO training, harassment training and will be providing training for ADA, Bullying, and appropriate training to meet the compliance requirements with the Campus Save Act.

Equal Employment Opportunity (EEO) Plan

The EEO Plan aids in developing and maintaining a diverse workforce. A diverse workforce brings varied experiences and backgrounds from which the campus gains a variety of perspectives and skills. Recognizing and utilizing the varied skills of a diverse workforce brings new ideas to the organization and helps in attending to the varied needs of a student body.

An effective EEO Plan upholds the integrity of our college by addressing the effectiveness of the major Human Resources functions of recruitment, selection/hiring, and training. Human Resources, along with the Cultural Diversity Student Equity (CDSE) Committee, are currently updating the EEO Plan to be in effect for another three (3) years.

Collective Bargaining

Collective bargaining is essential in maintaining a collaborative working relationship between employees and management. Through productive negotiations and labor-management meetings, Cuesta College and Union representatives are able to craft agreements that are favorable to both the District and employees, creating an

environment of cooperation toward a common goal. Dignity and respect both play an essential role in the collective nature of bargaining.

The outcomes of collective bargaining meet the personal, academic, and professional needs of our college and surrounding community. By working toward a common goal of meeting the needs of our represented employees, students benefit from their interactions with positive, productive, and accessible faculty and staff.

Benefits

The Benefits office works diligently to provide medical and other insurance plans that meet the needs of our faculty, staff, and employees' families. By providing resources and benefits information to employees, the benefits office is able to promote wellness and morale among employees. This, in turn, benefits the college by maintaining excellent productivity and reduced absenteeism campus-wide. Faculty and staff are readily accessible to students and better able to meet their needs on a regular basis.

Payroll

The Payroll office works attentively to make sure all payroll and tax payments are completed on a timely basis. Both Payroll Technicians work to provide assistance and answers to all faculty, staff and student workers. By promoting an open door policy for asking any questions they are able to initially dissuade any problems.

B. Identify how your program addresses or helps the District to achieve its Institutional Goals and Objectives, and/or operational planning initiatives. Please refer back to the Planning Documents section of this document.

Institutional Goal 1. Human Resources recruits faculty and staff and orient them to the high standards of excellence held at Cuesta College.

Institutional Goal 2. Human Resources, Benefits, and Payroll provide reports and projections that are used in various District plans.

General: The Human Resources department supports the mission and values of Cuesta College by encourage success and excellence among faculty and staff through its policies, procedures, and interactions. Human Resources is easily accessible to those on and off campus and services faculty, staff, managers, administrators, Board of Trustees, the public and students.

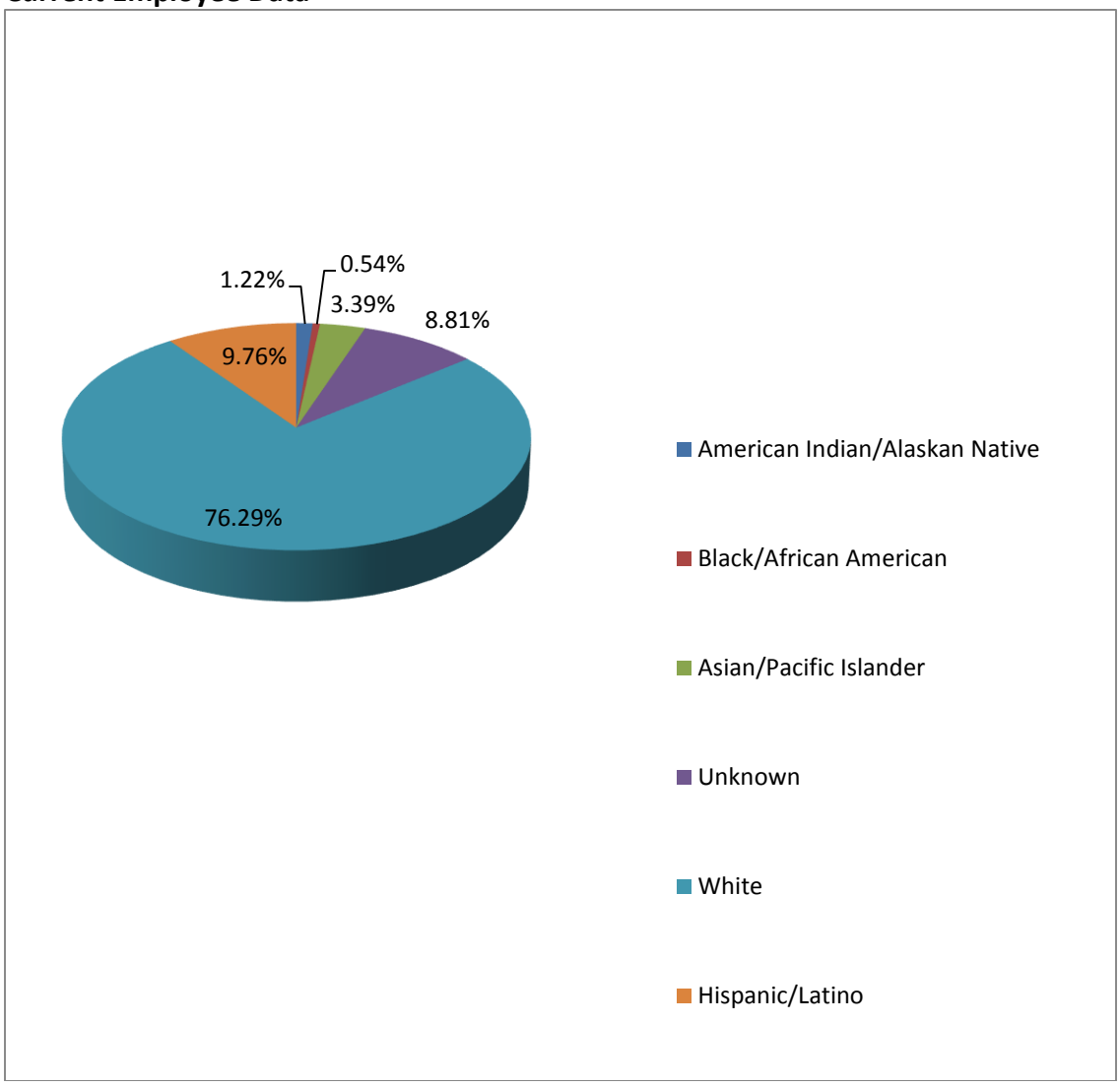
III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

This should be an update on the data analysis from the last CPPR

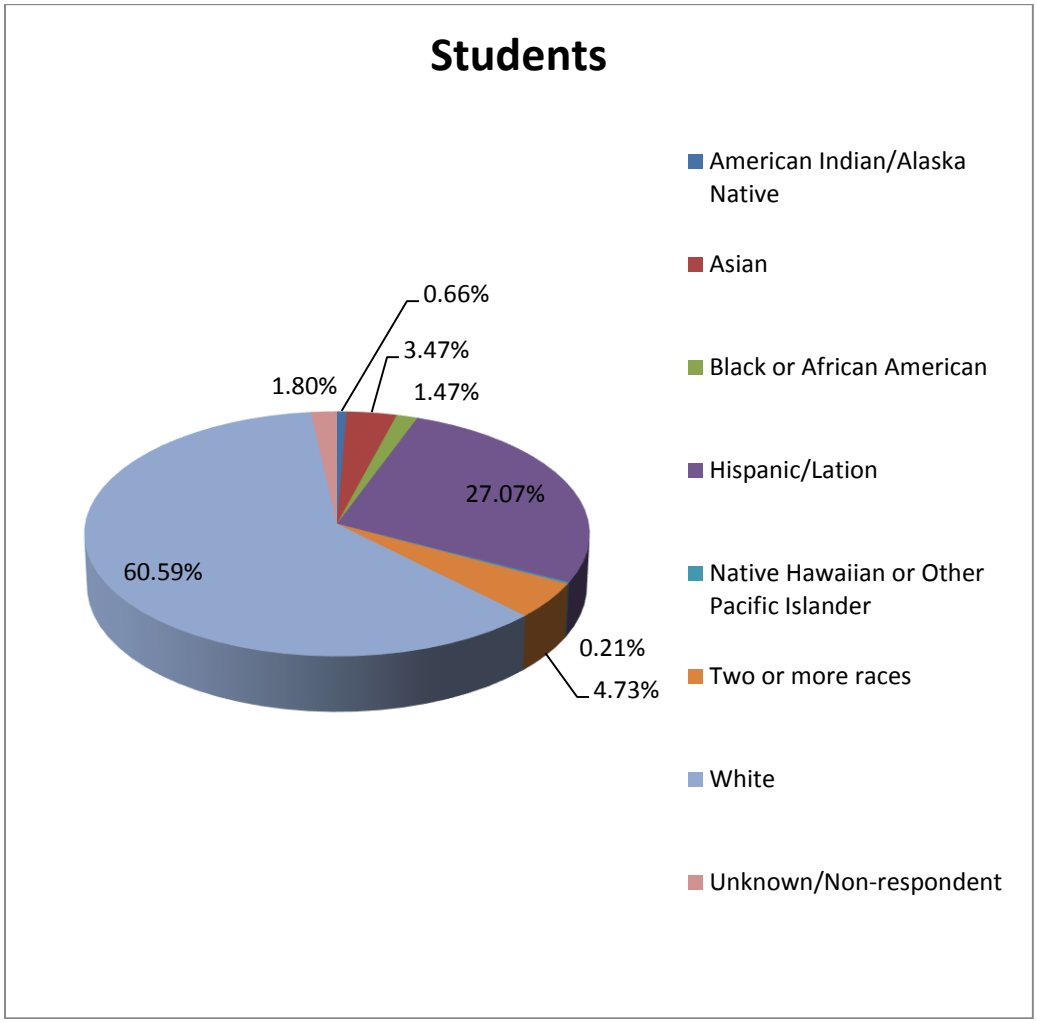
Program data is available on the SLOCCCD Institutional Research and Assessment website. Your program may need information about institutional enrollment trends, which can be found here.

A. Data Summary – Relevant Comments and Analysis
- May include program data that demonstrates the level and kind of effort or volume produced in the previous year.
- May include other pertinent information.

Current Employee Data



Current Student Data



Workforce Analysis 2013

	Total	Male	Female	American Indian/ Alaskan Native	Black/African American	Asian/Pacific Islander	Hispanic/ Latino	White	Other/ Unknown Race/Sex
Exec/Admin	26	14	12	0	0	0	5	18	3
Professional/Non-faculty	7	2	5	0	0	0	0	7	0
Secretarial/Clerical	111	12	99	0	1	5	17	84	4
Technical and Paraprofessional	81	33	48	1	0	1	12	62	5
Skilled Craft	14	14	0	0	0	0	0	12	2
Service and Maintenance	39	35	4	2	1	2	9	20	3
Faculty--Full-Time	143	64	79	2	0	3	14	118	6
Faculty--Part-Time	304	122	182	1	1	10	1	254	23
Persons with Disabilities	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Workforce Analysis 2012

	Total	Male	Female	American Indian/ Alaskan Native	Black/African American	Asian/Pacific Islander	Hispanic/ Latino	White	Other/ Unknown Race/Sex
Exec/Admin	26	14	12	0	0	0	4	19	3
Professional/Non-faculty	8	2	6	0	0	0	0	7	0
Secretarial/Clerical	110	13	97	0	1	5	11	88	3
Technical and Paraprofessional	77	32	45	1	0	1	11	61	5
Skilled Craft	16	16	0	0	0	0	0	13	3
Service and Maintenance	41	37	4	2	1	2	11	21	3
Faculty--Full-Time	141	63	78	3	0	3	13	119	5
Faculty--Part-Time	342	135	207	1	3	7	1	290	25
Persons with Disabilities	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Applicant Data 2011-2012

Job Category	Total Applicants	Male/ Female	Hispanic/ Latino	Asian/ Pacific Islander	Black/ African American	Filipino	Native American	White	Other	2 or more races	Declined to State
Exec/Admin	98	50/44	19	5	1	1	2	57			13
FT Faculty	402	272/88	18	38	11	1	3	230			101
PT Faculty	415	160/225	50	20	8	3	7	252			75
Classified (Non-Faculty)	735	146/540	150	22	13	6	5	414			55

Applicant Data 2012-2013

Job Category	Total Applicants	Male/ Female	Hispanic/ Latino	Asian/ Pacific Islander	Black/ African American	Filipino	Native American	White	Other	2 or more races	Declined to State
Exec/Admin	119	50/59	21	4	6	0	2	61	0	4	10
FT Faculty	98	43/46	11	9	3	1	4	49	0	1	2
PT Faculty	242	99/118	27	8	2	2	2	157	1	6	8
Classified	641	134/468	106	17	7	5	6	332	0	14	26

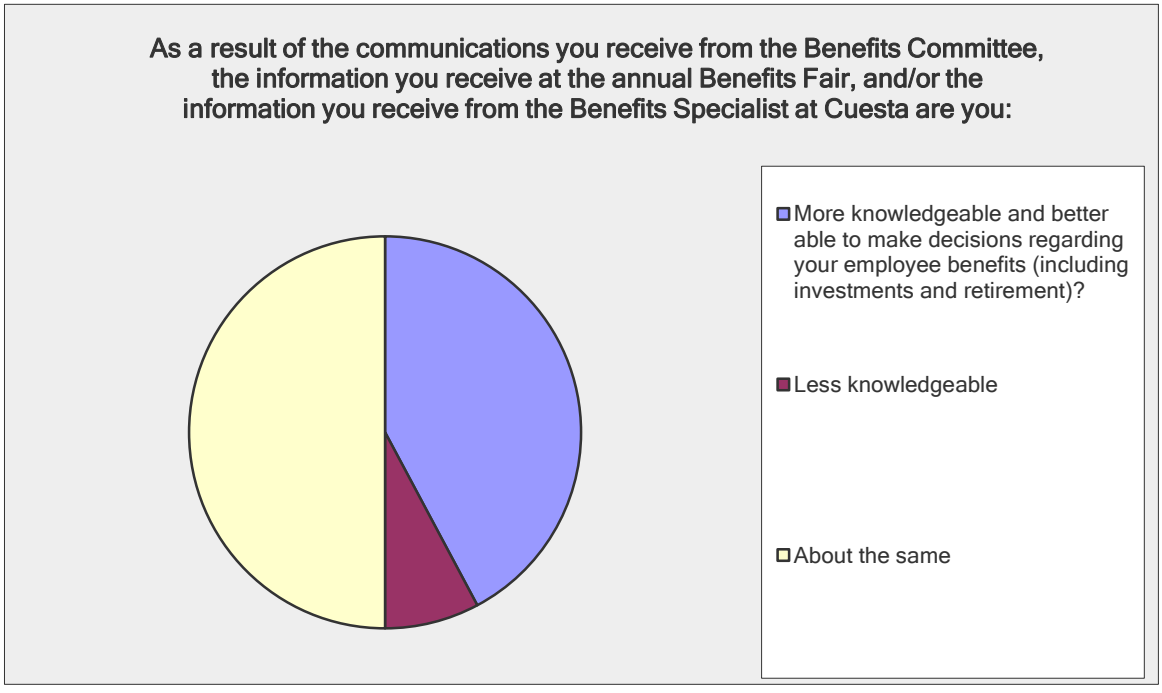
Applicant Data 2013-2014

Job Category	Total Applicants	Male/ Female	Hispanic/ Latino	Asian/ Pacific Islander	Black/ African American	Filipino	Native American	White	Other	2 or more races	Declined to State
Exec/Admin	146	59/74	25	6	8	1	0	70	1	4	31
FT Faculty	738	347/334	146	57	19	3	7	233	2	17	124
PT Faculty	336	138/179	34	17	8	1	0	227	0	7	42
Classified (Non-Faculty)	619	160/433	150	19	4	5	15	326	2	13	85

Benefits Survey

As a result of the communications you receive from the Benefits Committee, the information you receive at the annual Benefits Fair, and/or the information you receive from the Benefits Specialist at Cuesta are you:

Answer Options	Response Percent	Response Count
More knowledgeable and better able to make decisions regarding your employee benefits (including investments and retirement)?	42.2%	86
Less knowledgeable	7.8%	16
About the same	50.0%	102
	answered question	204
	skipped question	0



Job Satisfaction Survey – 2013
Participation

	Number of Employees	Number of Responses	Response Rate
Full-Time Faculty	143 (167)	60 (72)	42.0% (43.71%)
Part-time Faculty	343 (418)	36 (61)	10.5% (14.5%)
Classified Staff	245 (229)	66 (99)	26.9% (43%)
Management	34 (40)	19 (28)	55.9% (70%)
Unidentified		10 (6)	
Total	765 (854)	191 (235)	25.0% (31%)

Critical Factors for Continuing Career with Cuesta by Employee Type - 2013

	Classified Staff	Regular Faculty	Part-Time Faculty	Management
Appropriate Compensation	**68.8% (73.7%)**	**77.6% (75.4%)**	**63.9% (72.4%)**	**66.7% (80.8%)**
Employee Benefits	**71.9% (80.0%)**	**65.5% (75.4%)**	**38.9% (43.1%)**	**50.0% (53.8%)**

B. Give interpretations of Data and Identify Areas for Change to Facilitate Program Quality and Growth

Workforce Analysis

The gender distribution is relatively consistent with previous years, however in 2015 we saw an increase in males (41.73% in 2015, 40.8% in 2013) and a slight decrease in females (58.27% in 2015, 59.1% in 2013)

The two biggest increases were in the Asian/Pacific Islander which increased to 3.39% in 2015 vs. 2.8% in 2013 and Hispanic which was 9.76% in 2015 vs. 8% in 2013.

Another significant change was in the unreported category which was 6.3% reported in 2013 and 8.81% in 2015. A decrease was reported for those identifying as White with 79.3% in 2013 and 76.29% in 2015.
Our current employee data is consistent with our current student demographics.

Applicant Analysis

Applicant data is currently manually tracked per reports received on each job opening. The data appears to be consistent with the overall workforce demographics, however, with staff turnover and inconsistent tracking the legitimacy of this data is concerning.

The total number of applicants reached its peak in 2013/14 with 1839 total applicants. In 2012/13 we saw only a total of 1100 applicants. This decline may

be explained by the hiring freezes due to budget cuts.

Male applicants increased to 38% in 2013/14 from 30% in 2012/13 and female applicants decreased from 63% in 2012/13 to 55% in 2013/14.

There were increases in all ethnicity categories from 2012/13 to 2013/14 except in the Filipino and White categories. Filipino applicants dropped to 0.5% in 2013/14 from 0.72% in 2012/13 and white applicants dropped from 54.45% in 2012/13 to 46.5% in 2013/14. The Declined to State category more than doubled from 4.18% in 2012/13 to 15.3% in 2013/14. The increase in this category could also explain the increase/decrease in other categories.

Benefits Survey

The benefits survey from March 2014 had 204 participants. Fifty percent of participants stated that their knowledge about benefits remained the same, however, 42.2% reported that they are more knowledgeable and better equipped to make decisions regarding their benefits.

Job Satisfaction Survey – 2013

The overall participation of the job satisfaction survey in 2013 was low with only 25% of employees completing the survey.

Compensation and benefits are the primary purposes for deciding whether employees stay with Cuesta College for the duration of their career or choose to go elsewhere.

In the Work Environment questions the satisfaction rates were well over 50% with the following results:

- 59.2% of respondents agree there are opportunities for them to expand their skills at Cuesta.
- 76.5% of respondents indicated their interactions with their immediate supervisor are positive to very positive.
- 64.4% of respondents agree that their supervisor encourages and supports their professional growth and development.

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE

A. Summarize assessment results for program outcomes.

Human Resources Administrative Outcomes (ASO's) are currently being re-evaluated and revised. The original ASO's have proven to be ineffective for evaluation as they are both dated and unmeasurable. The offices are reviewing the ASO's, how evaluation, reflection, and data can be used to properly analyze the services provided to the District.

B. Describe improvement efforts that have resulted from ASO assessment.

The ASO's will be revised to be assessed annually. In 2016-17 there should be results to report.

Nonetheless, staff have determined areas that could be improved and have made efforts for change to be implemented:

- The completion of implementation and using FLAC (Faculty Load and Compensation)
- The research and adoption of Recruitment Software (possibly NeoGov)
- The finalizing of an Employee Assistance Plan (EAP) vendor search – we evaluated a need for an assistance program and are currently soliciting bids to move forward.

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

Trainings are being researched to assist our office to run smoothly along with assisting employees to know their functions in the following processes:

Worker's Comp
Leaves
Recruitment/EEO

D. Recommend changes and updates to program funding based on assessment of program outcomes.

- For elements that require funding, complete the Unit Plan Worksheets.

The purchasing of software and vendors will be detailed in the Resource Plan.

<u>Personnel Requests:</u>

The past several years have involved several legislation changes including; Affordable Care Act, State Teacher's Retirement System, Assembly Bill 1522 Sick Leave Law. These changes have resulted in additional monitoring, reporting and workload for Human Resources, Payroll, and Benefits. The department has recognized a need to for the following positions; a 0.5 FTE Benefits Technician and a 0.5 FTE Human Resources Technician.

<u>Supplies Requests:</u>

The need for a classification study has recently been identified in working through negotiations with the Cuesta College Classified United Employees (CCCUE). Education Code references "classes" and "classifications" when referring to seniority and layoff procedures. The District does not have a current study to properly identify job classes/classifications.

The Human Resources department is divided between a Technician, Analysts, and Specialists. Each group has different job duties. Descriptive signage would be

helpful to employees, staff, students, and the public with knowing whom they need to speak with.
These needs are not identified as immediate but rather long-term requests throughout the span of this unit plan.

Equipment Request:

One of the responsibilities of Human Resources is to assist people with their job applications, which is a paperless process. Having a computer at the front desk would enable the HR staff to assist individuals with their application productively. This computer could also be used to assist short-term temporary and student workers with their web-time entry timesheets.

Supplies/Technology Requests:

ACCJC made a recommendation during the October 2014 visit that EEO information be readily available and accurate. By transferring to NeoGov, an applicant tracking system, HR will have access to o demand and current applicant data. In addition, broadening our recruitment efforts to include social media venues, we will be able to reach a larger demographic.
Banner has the functionality to implement BDMS which is an electronic file system. HR would like to implement this function in order to have electronic personnel files. This would eliminate the "space" problem we currently have with our files, and also promote access for HR, Payroll, and Benefits to necessary forms without having to keep multiple files.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

A. Regulatory changes
B. Internal and external organizational changes

- The need for a succession plan as more employees are considering retirement.
- Update Board policies/Administrative procedures
- Implement a handbook for HR, Benefits, and Payroll to plan for possible staff changes.

C. Student demographic changes

- Have easier up-to-date EEO plan and applicant/recruitment information to comply with ACCJC-Standards for accreditation and best practices.

D. Community economic changes – workforce demands

- High cost of living for this area vs. lower market pay. High benefit costs.

E. Role of technology for information, service delivery and data retrieval

- Need to implement applicant tracking/online application vendor NEOGOV.
- Banner needs to be update and utilized for the best use.

F. Distance Education impact on services
G. Providing service to multiple off-campus sites

- Human Resources, Benefits, and Payroll staff are located on the SLO campus. With NCC growing a challenge is how do meet the HR and Benefit needs at that site.

H. Anticipated staffing changes/retirements

- In the next five years we do anticipate one, possible two, retirements outside of the "typical" turnover seen in Human Resources, Benefits, and Payroll.

VI. PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

A. Description of forecasted program development and objectives, based on information collected in I-IV

This work is ongoing and is taking shape as program assessment and service outcome development and assessment.

B. Plans for improvement

- <u>Improve Data collection and application software:</u> There is a need to change our recruitment software because our current software is not meeting the department's legal needs. We are looking into NeoGov and possibly others and will obtain quotes in hopes to implement July 1, 2015.
- <u>Data Cleanup:</u> Seniority dates and other information in Banner are inaccurate. Human Resources will be taking on a very large task during Spring Break 2015. This will be a cleanup of everyone's personnel file and matching up all information in Banner. The utilization of certain Banner screens that are not being used will also be started. All staff has already been given access to these screens.

C. Support for Institutional Goals and Objectives

We will continue with the approached described in IIB above.

D. Student and program outcomes evaluation

Not applicable currently.

E. Recommendations from external agencies

ACCJC made a recommendation that EEO information be readily available and accurate. By transferring to NeoGov we will have the required EEO information on applicants. In addition, adding an employee demographic to the HR website on the cuesta.edu site. By verifying Banner information we can begin tracking military status as well as deceased status which has not previously been done.

F. New service coordination and collaboration – internal and external programs
G. Anticipated job description revisions based on program changes
H. Staff training/professional development needs

VII. OVERALL BUDGET IMPLICATIONS

Will be reflected in District planning and budget process
Elements:

A. Personnel
B. Equipment/furniture (other than technology)
C. Technology
D. Facilities

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

MANAGER'S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

Program: Human Resources **Planning Year:** 2015-16 **Last Year CPPR Completed:** 2011-12

Unit: HR **Cluster:** President

A. CPPR Pre-Meeting

It is strongly recommended that the Vice President and/or Dean meet with Division Chair/Director/designee and the program faculty and/or staff involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR document and expectations of what should be considered and focused on when developing the CPPR.

If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

Thursday, October 30tha meeting was held with Melissa Richerson, Executive Director of Human Resources & Labor Relations with Todd Frederick and Shannon Hill to explain the concept of CCPR and how the process and planning is done.

B. Narrative Analysis of CPPR Sections

Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

- **General Information and Program Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Services/Administrative Services):**

- **Curriculum Review (Required for Instruction and may be Applicable to Student Services):**

- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis, Assessment and Improvements (Required for Student Services/Administrative Services):**

- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Services/Administrative Services):**

- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**

- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**

- **Overall Budget Implications (Required for Student Services/Administrative Services):**

- **End Notes/Additional Comments (Required for Instruction/Student Services/Administrative Services):**

C. Commendations/Considerations

Please provide a list of commendations and considerations based on the CPPR.

Commendations:

Comments in this area summarize how the program has demonstrated its effectiveness.

Considerations:

Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

D. Applicable Signatures:

Vice President/Dean	**Date**
Division Chair/Director/Designee	**Date**
Other (when applicable)	**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.