

Rogue Community College

Prioritization Report 2022



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Letter from President Kemper-Pelle

This report contains the final recommendations of Rogue Community College's Program and Services Prioritization. I am awe-struck by the time, energy, and thought that each program and service area has dedicated to this process. The level of engagement and the quality of the work produced is commendable.

Although the pandemic triggered our steepest decline in enrollments within one academic year, our enrollment numbers had been gradually decreasing since 2012 when we were at peak enrollment. In the fall of 2021, our senior leadership team agreed on a prioritization process for programs and services to position ourselves to thrive regardless of fiscal and enrollment uncertainties. The guiding tenets for this process include:

- Prioritize student success
- Respect shared governance
- Communicate transparently
- Create long-term financial sustainability
- Reaffirm institutional mission
- Build on RCC's strengths
- Maintain a focus on institutional excellence
- Make data-informed decisions
- Make equity-minded decisions
- Strategically align with our community's needs

The ultimate goal of the prioritization process is to achieve a strategic balance by bridging our financial realities, accreditation requirements, quality enhancement, and productivity at the program and institutional levels. The four key questions that have driven this process are;

- Given our current financial situation, what do we value, and what do we choose to stop doing?
- What things must we do to keep our institution vital in the future that we do not do now?
- Where will we focus our resources in the future?
- How can we ensure the change we seek will be fully implemented and endure?

The recommendations for program suspension, reorganizations, reductions in staffing, and other changes were difficult. All programs and services currently offered at RCC are valuable and contribute to students' learning and overall success. However, if we desire to achieve a strategic balance, we must focus and direct resources to the programs and services that position us to thrive. While this process was implemented to address fiscal and enrollment uncertainties, it can also be used to ensure that we are making strategic investments in RCC mission fulfillment in the future.

Thank you again to our college employees who invested remarkable time and thought into this process, making meaningful connections between our budget and strategic plan while establishing programs and services priorities.

Cathy Kemper-Pelle

What is Prioritization and Why are we doing it?

Rogue Community College (RCC) has engaged in a college-wide prioritization of all areas of the college. Prioritization is a full review of all programs and services in which a College invests resources. It is an approach hundreds of colleges and universities have undertaken nationwide to refocus their resource allocations and gain efficiencies. The impetus for engaging in this process is driven by several factors that affect all higher education institutions and factors unique to RCC. These significant challenges include;

- questions about the value of traditional higher education;
- increased competition, including non-traditional players entering the market;
- pressure to do more with less;
- pressure to keep college affordable; and
- need to strengthen reputation;
- labor market demands;
- continual enrollment declines, exacerbated by COVID-19; and
- the short-term efforts to reduce expenses to “get through another budget year” are no longer effective.

In addition to addressing these challenges, prioritization can:

- improve the connection between resource allocation and strategic/operational priorities;
- enhance our focus on areas of potential growth and expansion;
- operationalize our strategic plan allowing us to focus our efforts on achieving our mission; and
- ensure the sustainable development of academic programs and administrative services at RCC from now into the future.

The Prioritization Process

Prioritizing Academic Programs and Services by Robert E. Dickeson served as our model and guide for the prioritization of both academic and non-academic programs and services.

Our first major step was to determine what constitutes a program. Dickeson emphasizes in his book that all resources should be allocated to programs and that they should be discrete enough to permit real analysis.

The second step was to determine the appropriate criteria for a full and fair evaluation. The non-academic programs elected to utilize 15 analysis questions, including the 13 suggested questions for administrative units identified by Dickeson. Two primary considerations for our programs included identifying mandated services and technology needs. The criteria and recommended questions provide a lens through which we can examine aspects of our work such as internal and external demands, mandates and their costs, the importance of program and service outputs to the college, cost-effectiveness, and areas of opportunity for growth or change. Academic programs started with draft question prompts from Dickeson’s book and worked within the division to modify the questions and criteria to align with programming and services assessments that departments felt were important to include.

All employees within the college were invited and encouraged to participate in this process within their assigned area.

Our third step was to determine what data we needed and how we would collect, rate, and analyze it to identify and inform divisional priorities and make decisions accordingly. The institutional research (IR) department played a major role in this step, creating dashboards and reports that have proven helpful in daily operations.

Next, all programs were rated and ranked within the divisions. These evaluations were based upon data analysis, and written reports from each program. Finally, the divisional reports were analyzed by the Senior Leadership Team who considered the impact of each division's recommendations on the college as a whole. Each decision is tied to a wildly important goal from the RCC strategic plan, as that drives our work.

Communication and Transparency

RCC recognized that to be successful, this process must engage all campus stakeholders, be transparent, and result in the implementation of decisions that are consistent with our current and future strategic vision and overarching mission. Senior leadership demonstrated support and commitment to this important process by providing multiple avenues for faculty and staff to keep informed and provide input into the process. Budget Advisory Team Forums were held bi-monthly, providing updates on the prioritization process, as well as providing an opportunity for participants to engage as a group on this topic. A website was developed to convey information about prioritization and to collect feedback from faculty and staff.

Timeline

Some institutions spend up to 18 months completing a comprehensive prioritization process. RCC completed the process in 6 months.

- By December 3rd—Programs/services defined, draft criteria, and data needs.
- By January 19th—Rating system and ranking, final criteria, and categories defined
- By February 11th—Academic affairs program review completed
- By March 4th—Student affairs program review completed
- By March 31st—All other divisions' program reviews completed
- April 19th—Draft final report presented to Board of Education
- May 17th—Proposed budget presented to the Budget Committee

Strategic Plan

Mission

Rogue Community College enhances the quality of life in our communities by providing accessible, exemplary educational opportunities for student success and economic development.

Vision

Rogue Community College will be an inclusive and dynamic college that inspires, strengthens, and transforms.

Core Values

Integrity drives us as an institution and individuals to demonstrate clear communication, transparency, ethics, and accountability

Collaboration promotes a communicative, agile, responsive culture that fosters vibrant, productive partnerships to benefit our students and strengthen our communities.

Diversity, Equity and Inclusion create an accessible, welcoming, respectful and safe environment which engages all individuals, beliefs, and ideas fairly.

Sustainability guides us to be responsible and thoughtful stewards of our human, economic, environmental, and cultural resources

Courage frees the institution and individuals to creatively pursue best practices supporting student success.

Wildly Important Goals: Core Themes

WIG1: Equitable Access creates a welcoming and inclusive environment for all.

WIG 2: Student Success helps all students progress on their learning pathway.

WIG 3: Building Community strengthens and expands internal and external collaborative partnerships.

WIG 4: Institutional Excellence builds a campus culture of continuous improvement

Concluding Decisions

Wildly Important Goal 1: Equitable Access

Student Affairs

1. Combining Veterans Services with the Advising Department will offer consistent supervision of staff and support systems to students currently served and managed separately. This restructure will support our ATD holistic case management model across student populations. Veterans have specific advising needs related to funding and enrollment levels, much the same as other students who must meet specific funder requirements (Scholarships, Federal Aid, Oregon Promise, STEP, and Vocational Rehabilitation). Academic Case Managers must attend to these requirements as well as ensure all students are aware of college resources, have external supports in place, and know about our payment and grade requirements as students work to meet the academic requirements of their degree. Consistent movement through our intake processes including college ready information, major/pathway choices, orientation, and registration support will be in place. To clarify, Veterans services will retain resources on campus that currently exist.

Wildly Important Goal 2: Student Success

Student Affairs

1. A holistic student supports approach is the intentional planning and integration of mission critical student academic and personal supports.
<https://www.achievingthedream.org/resources/initiatives/holistic-student-supports>
 - a. Increasingly colleges are being asked, even expected, to not only provide academic and student-based services, but to also provide for students' most basic needs – like housing

and utilities, childcare, food, transportation, healthcare, and safety. In RCC's 2019 HOPE Survey, we learned that students experience overlapping basic needs insecurity. Reorganization the resources of STEP, ICAP, Resource Coordinator, the Options Liaison, and Ossie's Cupboard into a centrally managed group models holistic student supports because all of these positions work to connect students to resources that address basic needs. Putting them under one unified "banner" simplifies how students can be referred to one department on campus to help them gain access to their immediate basic needs – and also to project and plan for meeting longer term basic needs.

- b. Reorganization of work related to Title IX and student conduct, and the support systems around these processes offers the opportunity to create an accountable, understandable and supportive system for students to negotiate these systems. The consistent close care and concern for individuals engaged in these processes is critical for student retention during an often highly stressful and confusing time.

Operations & Finance

1. In the summer of 2020 Rogue Central was reorganized, shifting the responsibility for answering all student inquiries related to a student's financial account and cashiering to the business office. The business office has added one temporary position and partnered with the library to accept in person payments to support the new responsibilities. We recommend increasing and improving the on-line self-service options for students related to their student ledger account. In addition, the business office will continue to evaluate the need for additional staff as students return to campus.

Wildly Important Goal 3: Building Community

Student Affairs

1. The reduction of career services on campus is in recognition that the work done by this area is duplicative to other work happening on campus and in our community. Students may be able to find support on campus and online in the following ways.
 - a. BA 109 Ready, Set, Work: Techniques for Landing a Job prepares students for employment by focusing on resume, cover letter, and application preparation; interview presentation; job search techniques; work ethic and professional image; interpersonal relationships; and business etiquette in the workplace. Students are expected to have completed most of their coursework toward a certificate or degree program before taking this class. All students, both in-class and online, must complete an in-person interview to pass the class.
 - b. Career exploration services are available through our Counseling Department, and major decisions are supported through CG 100. The services of WorkSource Oregon can also be accessed by students. Serving both Jackson and Josephine counties this agency offers a local jobs list page as well as job search tools including using social media, negotiating salary, networking as well as traditional resume and interviewing skills. <https://worksourcerogue.org/job-seekers/job-search/>. We hope to increase our partnership with WorkSource Rogue Valley and have them be visible on campus and a viable referral for students looking for employment support.

- c. Students can access a variety of free, web-based self- assessment, career interest, job search and employment support

Wildly Important Goal 4: Institutional Excellence

Academic Affairs

1. Program Growth and Improvement Plans

Departments identified through the annual program review process as needing improvement or enhanced support to meet institutional priorities will be placed on program improvement plans. These programs will complete a full program review the following year and report on specific identified areas for growth or improvement. While in program growth and improvement status, departments will continue with full program reviews until improvement goals are met and then they will move into a five-year cycle again. Deans and/or directors will work closely with departments to establish goals that must be met as well as the resources required to support those goals

a. Program Growth and Improvement Plan Timeline

- i. Spring – Identified for growth or improvement
- ii. Summer – Discussions with dean, resource needs identified
- iii. Fall – Final goals submitted at start of year, ongoing meetings with dean during the term
- iv. Winter – Ongoing meetings with dean, program review drafted
- v. Spring – Final program review

2. Program Suspension

Programs may be identified for suspension for a number of reasons. Community Colleges may suspend an Associate of Applied Science degree, Associate of Applied Science Option degree, and a certificate of completion program due to a variety of factors that include, but are not limited to: low student enrollment, lack of financial resources, inability to recruit qualified instructors, and changes in employment opportunities or workforce needs (CCWD).

a. Programs identified for permanent suspension (Spring 2022):

- ii. Due to changes in employment opportunities and workforce needs combined with a lack of financial resources, the following programs will be suspended:
 - 1. AAS Criminal Justice
 - 2. AS Criminal Justice

These criminal justice programs do not align with sector strategy priorities and there are no identified employment paths that require this specific training.

- ii. Due to low enrollment, the following certificate programs will be suspended:
 - 1. Renewable Energy Certificate
 - 2. Embedded Systems Certificate

b. Programs identified for suspension with plans to return with modifications (Spring 2022):

- i. Due to changes in workforce needs and low student enrollment, the following programs will be suspended with a corresponding plan to be developed to return to the advisory committee to rework program offerings to better align with industry needs.
 - 1. AAS Mechatronics and child programs

2. Mechatronics Specialist (C)
3. PLC Programming (C)
4. Maintenance Tech (CPC)
5. Production Technician (CPC)
6. Fluid Power Specialist (CPC)
7. Power Transmission (CPC)

c. Personnel Reductions

- i. Central Supply Technician (Allied Health/Nursing) - vacant
- ii. Data Management Specialist (ABS) - vacant
- iii. Automotive Technician - Reduction of hours
- iv. Assistant to the VP of Academic Affairs/Coordinator IE (Academic Affairs Admin) - vacant
- v. Adjunct Faculty Budget Reduction
- vi. FT Faculty (Criminal Justice)
- vii. FT Faculty (Diesel) - vacant
- viii. FT Faculty (Manufacturing) - vacant
- ix. FT Faculty (Nursing) - vacant

d. Reduction in Materials and Supplies

- i. Automotive \$30,000
- ii. Library \$50,000
- iii. Science \$10,000

Student Affairs

1. The reduction of staff in Financial Aid advising is a result of investing in and onboarding new technology to administer Federal Financial Aid and other funding received by students. PowerFaid and Campus Logic (also used by the Foundation for scholarships) are in place and we have seen efficiencies due to these supports. In addition, we have been able to update and improve our workflow in financial aid, and have begun using the support of a chatbot to answer basic student questions.

Operations & Finance

1. **Computer purchase process change** We propose centralizing college-wide computer selection and purchasing within the IT department. This would reduce not only the workloads of IT staff, but that of almost every department within the College. The IT department will develop a list of appropriate systems (CPU, monitors, mice, keyboards, cameras, headsets, etc.) based on the need of the position or lab. IT will then schedule bulk purchases 1-3 times a year, developing a schedule to optimize their efficiency and effectiveness. Departments will benefit from obtaining new computers once every five years that are appropriate for their positions without additional steps.
 - a. The elimination of individual computer purchases will further reduce workloads throughout the College. In addition, all expenses for computer system purchases will be centralized into district accounts. This will reduce the number of budget adjustments, purchase orders, purchase order approvals, and payments needed throughout the year.
 - b. The IT department will investigate the cost of moving to a leasing program to reduce expenses further.

2. **Software purchase process change** IT will develop new software policies and procedures addressing the below concerns. Software deployments will be part of the department's annual calendar and budget process.
 - a. Adherence to RCC Purchasing Policy
 - b. Software maintains essential security features
 - c. Software is not duplicated elsewhere
 - d. Software is compatible with RCC IT infrastructure
 - e. Software meets RCC accessibility policies and procedures
 - f. Software projects and their continued maintenance align with IT's workload
3. The O&F division has identified multiple positions with duplicated job duties within different departments/divisions. To address this duplication the following recommendations are suggested.
 - a. **Electrical Work** Facilities Management Planning and Construction (FMPC) will be responsible for all campus electrical work that must comply with National Electric Code and Uniform Building Code.
 - b. **Buildings** FMPC will be responsible for all new and modification work to college-owned buildings, including electrical wiring, mounting items to the building structure, physical locks, door hardware, and anything considered part of the building or utility infrastructure.
 - c. **Locks and Staff Credentials**
 - i. Risk Management will create the electronic lock schedule for all buildings and issue key card credentials and building access to staff.
 - ii. FMPC will be responsible for replacing or repairing the physical lock mechanisms, power supplies, field controller, and associated system wiring.
 - iii. IT will be responsible for maintaining lock system connectivity to the college IT network, software updates, and licenses.
 - iv. Risk Management will be responsible for selecting a lock system hardware and software with input from FMPC and IT.
 - d. **IT Account Creation**
 - i. Human Resources will create staff user accounts on the college network utilizing Okta's life cycle automation management (account creation).
 - ii. IT will be responsible for
 1. IT will be responsible for maintaining Okta's life cycle automation management.
 2. IT will be responsible for maintaining Okta's life cycle automation management within the college IT network, software updates, and licenses.
 3. IT will be responsible for selecting an Account Automation system with input from HR.
 - e. **Cameras**
 - i. Risk Management will
 1. determine the camera locations and troubleshoot system problems with FMPC.
 2. be responsible for reviewing camera footage.

- 3. be responsible for selecting a camera system with input from FMPC and IT.
 - ii. FMPC will be responsible for mounting and replacing the cameras as requested by Risk Management.
 - iii. IT will be responsible for maintaining camera system connectivity to the college IT network, software updates and licenses.
- f. **Mass Notification**
 - i. FMPC will be responsible for
 - 1. installation and servicing of the building mass notification system and integration with the building fire alarm system
 - 2. new installations that are part of building modification requests and for replacing or repairing system equipment
 - 3. selecting building notification systems with input from Risk Management and IT
 - ii. IT will be responsible for maintaining notification connectivity to the college IT network, software updates and licenses
- g. **Facilities Coverage**
 - i. FMPC will no longer offer in-person coverage seven days a week
 - ii. Security will field after normal business hour calls. FMPC will have someone on call in case the need arises
- h. **Direct budget impacts** The following changes in positions are affected due to the reorganizations above:
 - i. The Telephone Systems Administration budget and all low-voltage electrical duties will shift to FMPC from IT. IT will reassign the telephone support duties within IT.
 - ii. The network administrator budget and job duties related to locks, cameras, and staff credentials will be transferred to Risk Management from IT. IT will reassign the other responsibilities of this position within IT.
- i. **Ancillary Services for Student Success** Two years ago, RCC moved to a third-party online bookstore. A college representative with expertise in college bookstore operations is still needed. This position is the liaison with the vendor, verifying the vendor complies with our contract and solving student issues. This position is also responsible for supporting the ongoing need to re-evaluate bookstore options as the textbook market continues to be disrupted. The College has invested in an online marketplace and vending machines for student supplies. These investments have created new job duties and increased workload. The workload will continue to grow as we grow our online marketplace and students return to campus, accessing the vending machines.
 - i. The Assistant to the Vice President of Operations and Finance position will be eliminated. Essential duties will be shifted to the Ancillary Services position and to the VP of Operations and Finance.
- j. **Data Analysts** Several continuing grants include data analyst positions. These positions are not supervised by the Director of IR, nor do they collaborate with IR on information reported. This situation creates a duplication of services, decreases data integrity, and heightens security risks. Recommendation: We recommend an evaluation of current

positions to determine how we can centralize IR functions, flowing all data through IR. All future grants with significant reporting requirements should include funding for an IR position.

- i. The IR department staffing level of 2.475 FTE is sufficient for the current workload of the department. IR staffing will be increased based upon the data needs of new or existing grant duties that are assigned to IR. The funding for the increase in staff FTE is grant funding or grant overhead.

4. **Artificial Intelligence – Chatbots** Chatbots are an industry standard for automating customer service. It is available 24/7 and can be tailored by functional area. The use of chatbots college-wide will save staff time, inform students and the community in real-time, and enhance institutional communication and messaging in a customizable way. The College will invest in a conversational chat interface to support students whether they are attending in-person, online, or hybrid courses and at any time of the day or night. Chatbots will have the ability to answer repetitive questions without the need for live interaction from staff. Each department will have the opportunity to manage their FAQs, so the information is always up-to-date, providing the student with accurate and tailored responses.

- a. An investment of \$10,000 for a temporary part-time staff member to implement the AI Chat Bots will be made. The savings is from a reduction of the adjunct faculty computer lab budget that has not been fully utilized for at least three years due to declining enrollment and lab hour changes.

5. **Proactive Management** Due to the inherent nature of many of our functional areas, the O&F division operates in a reactive mode instead of a proactive mode. There are programs that would be better served with greater control over their schedule and better planning around the workflow. This would assist in improved efficiencies in staffing, thereby reducing extraneous costs. The following areas will spend the next 12 months transitioning from a reactive role to a proactive and strategic role.

- a. Facilities Management Planning and Construction
 - i. A full-time Facilities administrative assistant position will be reduced to 47.5% and funded with the revenue received from the auxiliary services fund (cell tower lease).
- b. Information Technology

6. **Contracts and Procurement** The College's current purchasing practices allow employees to purchase items from any vendor creating unnecessary work. Contract and Procurement will develop processes to provide a list of preferred vendors for purchases to reduce the workload related to adding new vendors, maintaining an extensive vendor list, and issuing 1099's.

7. **Energy Management** RCC is dedicated to sustainable campus practices and has adopted sustainability as one of the College's five core values. The College is also a long-standing partner with Energy Trust of Oregon through the Strategic Energy Management (SEM) program. SEM participation aims to make ongoing, low-cost changes to save energy. This process only works if the College can designate personnel to fulfill specific positions, as described in the Roles and Responsibilities of the program. The College is presently expanding efforts towards sustainability in the classroom and building design, a district-wide building automation control system for energy management, renewable energy technology, and water conservation. Expanded efforts also include the development of a college climate action plan that is in

accordance with the College president's climate commitment. As part of the College's commitment to the success of existing and expanded sustainability efforts and responsibilities of the SEM partnership with Energy Trust of Oregon, the FMPC will request a full-time energy management coordinator/technician position.

- a. The FMPC will request entrepreneurial funding for three years for a full-time energy management coordinator/technician position. After three years, this position will be evaluated and potentially moved into the general fund. Goals of this position impacting the budget include off setting utility rate increases and applying for energy tax grants/rebates.
8. **Enterprise Resource Planning System (ERP)** The selection and implementation of the ERP will require multiple departments within the college to refocus their attention from ordinary duties to implementation of the ERP. The college will need to postpone or stop completing less critical tasks during implementation. Due to the widespread impact of an enterprise system on the day-to-day work of all employees college-wide, it is necessary to ensure there are appropriate and relevant staff resources to ensure a successful ERP implementation.
- a. Additional appropriations for temporary staff to backfill and for overtime or adding extra days to a contract will be needed.

People, Culture, & Safety

1. The broad goals for prioritization decisions included streamlining administrative operations within the division, reducing duplication of effort, maintaining or improving service delivery, ensuring that we are effectively using the technology we have, considering future technology needs related to the services we provide, and reducing costs.
 - a. **Addition of 1 Classified position in Risk Management** This is a transfer of 1 existing Classified FTE/position from IT in the Operations & Finance Division to the Risk Management Department to support the reorganization of responsibilities related to electronic locks, campus security cameras, and related systems. This transferred Classified position also allows us to eliminate the vacant Security & Investigations Coordinator position in Risk Management that has been held in the budget, which is a savings in personnel costs.
 - b. **Centralized Fleet Management** The implementation of centralized fleet management, which included a subscription software program, has enabled us to track all vehicle maintenance and thus reduce vehicle downtime and repair costs, be notified in advance when maintenance is due, have access to GPS tracking of college vehicles for safety and security reasons, and authorize use on a scheduled basis.
 - c. **Criminal Background Check Vendor Change** This change will support improved service and experience for applicants for employment and applicable volunteers, as well as increased administrative efficiency for Human Resources. We were able to negotiate reduced rates with the new vendor so there is no increase to the budget.
 - d. **Position Authorization Process** Position authorization forms, while important for recordkeeping and authorization purposes, have contributed to actual and perceived bottlenecks in employee recruitment processes. With the information gathered during prioritization, we are moving from pdf forms to DocuSign PowerForms for position authorizations, including the standard/regular positions and temporary staff agreements.

- This will streamline the process and eliminate lag time spent pulling information from multiple sources and routing for approvals.
- e. **Payroll Processing District Account Reduction** This recommendation includes reducing the district account allocation for payroll processing by \$50,000 based on actual and anticipated expenses.
 - f. **NEOED Perform Implementation** Moving from manual, paper-based employee evaluations to the Perform module of NEOED was underway prior to prioritization, in support of accreditation and efficiency. As a result of what we learned during the prioritization process, we will be making process changes and exploring other ways in which we can best use this system/functionality.
 - g. **Utilization of Microsoft SharePoint, Forms, and Teams** We have increased our effectiveness and efficiency, as well as reduced costs, by better utilizing the Microsoft technology we have access to. Two specific examples include: (1) our decision to cancel the Office of Equity, Diversity, and Inclusion’s SurveyMonkey subscription (\$1,000 per year) and replace with Microsoft Forms, and (2) moving Position Analysis Questionnaires (PAQs) and job descriptions from the HR Network Drive to SharePoint where employees and managers are able to have ongoing, direct access.
 - h. **Utilization of DocuSign** We are implementing DocuSign for all annual employee contracts as well as other notices and forms. This will result in postage, printing, and staff time savings in addition to improving efficiency.
 - i. **Workforce Planning Data** To better support the employee-related data needs of the institution and leadership, we have identified changes needed such as current fields in our HRIS (ADP) for data collection and implemented revisions to the exit survey. The People, Culture, and Safety leadership team is working with the Institutional Research Department to implement our own Power BI workspace, which will eventually lead to reports being made available for others to use. This will result in improved service delivery.
 - j. **Elimination of module in HRIS (ADP)** The current onboarding module of ADP was implemented in 2020 with anticipated service and experience improvements for new employee onboarding. At an annual cost of just over \$12,000, we have decided to eliminate this module from our package to reduce costs and will be utilizing other existing technology to maintain and improve service in this area.

Governance

1. The President’s Office evaluated priorities within Operations, Governance, and the Foundation to identify efficiencies and redundancies that could result in cost reductions that would not negatively impact the delivery of services that support the overall administrative functions of the College.
 - a. **Assistant Director of the Foundation** We have reviewed job descriptions within the Foundation and found significant overlap in responsibilities between the executive director and assistant director positions. In collaboration with Foundation staff, we have revised the executive director job description to include assistant director responsibilities and eliminated the assistant director position which is full-time exempt.