

Stark State College
Human Resources Non-academic Assessment Report

Program/Department Name: Human Resources
Individual Completing Report: Cathy Torgler, Human Resources Generalist
Date: 5/31/15

Departmental Self-Assessment Procedure and Action Plan

Purpose:

To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:

All programs and departments must complete the self-assessment process. Programs which do not demonstrate how the program/department meets each of the self-assessment criteria must submit an assessment plan documenting the proposed action steps and timelines along with the self-assessment form. A follow-up self-assessment report on the implementation of the assessment plan will be due the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a biennial basis.

Directions:

Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures. Do not attempt to create goals, identify measures, and implement the assessment plan in the same term!

Assessment Criteria

1. Goals

Does the Department have specific student learning or academic/ student service goals which reflect the discipline or service area professional standards?

Yes No

2. Outcome Measures

Are direct and indirect outcome measures identified for each goal?

Yes No

3. Research

Is research systematically conducted to evaluate success or failure in achieving outcomes?

Yes No

4. Findings

Are research results analyzed and interpreted and findings determined?

Yes No

5. Review Process

Are findings are discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes No

6. Proposed Actions

Are recommendations acted upon?

Yes No

7. Improvements

Have actions result in documented improvements in student learning or academic/ student services?

Yes No

Assessment Measures Inventory

**Type of performance benchmark
(check all that apply)**

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	SSC (Internal)	State-level (OACC, OBR, etc)	National (Professional Org., accrediting group, etc.)
Goal 1, HR Employees Performance Evaluations	No	No			
Goal 1, Support Effectiveness Survey	Yes	Yes	X		
Goal 1, Great Colleges survey	No	Yes			X
Goal 1, Exit Interviews	NA	NA			
Goal 2, Case Studies	NA	NA			
Goal 2, Support Effectiveness Survey	Yes	Yes	X		
Goal 2, Services Feedback survey	Yes	No			
Goal 2, Great Colleges survey	No	Yes			X
Goal 2, Employee focus groups	NA	NA			
Goal 3, # of searches and days to filled	Yes	No			
Goal 3, New Hire Process Focus groups	NA	NA			
Goal 3, Benefits Fair Evaluation	No	No			
Goal 3, Evaluations – follow up New Hire Orientation	Yes	No			

Student Service Goals

Goal 1: To approach all customer interactions with a service-minded attitude that includes respect, open and honest communication, professionalism, and fair and equitable treatment while valuing diversity.

Goal 2: To advocate and champion a campus climate that fosters balance between individual and institutional welfare.

Goal 3: To provide timely and accurate information in response to customer needs while ensuring compliance with applicable laws and guidelines relating to employment and the workplace.

Summary Narrative

The department of Human Resources has a scope of responsibilities and tasks that are consistent with effective human resource functions. These responsibilities include compensation and benefits administration, employee relations, talent acquisition, worker's compensation, performance assessment and more. The HR mission and vision are aligned with Stark State College's mission and vision. The staff members function as a united team and readily facilitate cross-functional collaboration. Within the department weekly team meetings are held to discuss workflow and processes, to communicate important information at both the departmental and college level, and to problem solve any issues or concerns.

In 2013, following the results of the Great College's Survey, assessment instruments were developed to collect both direct and indirect data from predominantly our primary customer, the employee of Stark State College. These tools included surveys, metrics, event evaluations, employee performance evaluations, and focus groups.

Review of the outcomes from each of these assessments provided valuable qualitative data in the form of survey comments and focus group discussions as well as quantitative data through metrics measurements and survey results. Strengths emerged indicating the employees believe the individuals in human resources are competent, professional and dedicated. Employees also appreciate the new service model that was implemented in human resources in September of 2013. The service model changed to human resource generalists becoming the comprehensive HR representative assigned to divisions within the College. Employees now feel they know who in human resources they need to communicate with for all their HR related questions. Another strength that emerged was the continual above average ratings from evaluations of our new hire orientation program. Both the qualitative and quantitative responses were continually above average over the span of multiple years.

Opportunities for improvement also emerged from the assessments. Results reveal there are two specific areas that were consistently a strong concern for employees. These two areas are the hiring process at Stark State College and the area of timely communication with employees when they make requests for information from the Human Resources Department.

With regard to the concern for timely communication with employees, many functions within HR lack time-measurable standards. Because the employee comments from surveys indicate a perception that HR does not always respond in a timely manner, it will be useful to establish reasonable and measurable standards for more standardized requests. The HR team will need to assess where the greatest number of standard requests are coming from and for what topics. It could be useful to then set elapsed time measures and monitor performance to those standards. Human Resources will be examining the timeliness of their practices with intention toward improving their timely responses to employees as well as establishing reasonable and measurable standards.

The impact of a reduced staff member will be reviewed to see how this also affects the entire workload being accomplished timely.

With regard to the concern for improvement in the hiring process, HR understands what it takes to recruit, develop and retain effective educators. However, the employee perception is that the tools and internal process used to do so is broken. Employees have expressed frustration with the time it takes from application to hire. In the spring of 2014, Human Resources facilitated two separate focus groups that worked to understand the hiring process and then make recommendations to college leadership for change. Both groups reviewed the hiring process for all but adjunct faculty and student workers. One group looked at the hiring process in general from the perspective of a screening committee member. The other group looked at the focus group from the perspective of a hiring supervisor. The two groups completed their recommendations in the fall of 2015. Both groups have provided valuable insight and recommendation that is still being consumed.

Overall, the assessments conducted provided valuable data that will be used toward Human Resources continuing to proactively take the opportunity to improve itself for best practices. Human Resources will continue its focus on policies and practices related to the employer-employee relationship and its impact on engagement, participation, job roles, and responsibilities and determine the extent to which these are up-to-date and of the appropriate quality. Additional assessment or benchmarking tools should include national HR professionals and can be gained through organizations such as SHRM, the Society for Human Resources Management, to which all professional human resources employees at Stark State College are members of.

HR is central to efforts for transformation in open-access education. Solid human resources expertise and skills are needed to develop and change social and cultural infrastructure. To achieve the goals set by college administration, Stark State College supervisors will need an array of skills and processes to engage employees in strategic directions and workflow processes. The department of Human Resources will continue as an efficient transactional agent as well as an effective transformational agent.

Assessment Results Report

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic/ student service or learning goals of the department/ unit on an annual basis. As a historical record of assessment activities, the report provides for and supports the systematic assessment of academic support outcomes.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed. Mark the term of assessment with an X (for example, if a survey is conducted in the fall term, mark fall for that measure). Provide a brief summary of key findings, either as bulleted points or in short paragraph form. Provide a brief summary on the review committee/ process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review). Provide a brief summary of any proposed actions for the next term/ academic year. Please note that not all findings result in actions. Provide a brief summary of any improvements from the previous year (this does not apply to new measures the first year). Finally, Goals and/ or Outcome Measures can be added (or deleted) as needed by copying and pasting.

Goal 1: To approach all customer interactions with a service-minded attitude that includes respect, open and honest communication, professionalism, and fair and equitable treatment while valuing diversity.

Outcome Measure 1: HR Employees' Performance Evaluations

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual X

Findings: Human Resource Employee Performance Evaluations are completed on an annual basis. The employee prepares an initial self-assessment while the Director of Human Resources completes a draft assessment of the employee. For the performance evaluations beginning with the year of 2013 and forward, the Human Resources Department incorporated their established Goals 1, 2, and 3 as outlined above as an assessment factor to which all performance and accomplishments are to be measured against.

The assessment period for the performance evaluations completed was March 1, 2013 through March 31, 2014. During this assessment period, the Human Resources Department restructured with change in their business intended to improve institutional quality. The staff changed job responsibilities as well as job titles to align and develop more direct working relationships with assigned divisional leadership. The professional level staff became human resources generalists with the responsibility of comprehensively servicing assigned divisions across the College. Human Resources began with three human resources generalists in this capacity on September 1, 2013.

A review of the evaluations reveal the knowledge, skills and leadership abilities are present in the human resource generalists to be utilized in a stronger capacity in their new role of more directly supporting the leadership of each assigned division. The expectations include working closely with the hiring managers within assigned divisions to ensure recruiting, developing, and retaining effective educators.

Review Committee/ Process: The Employee Performance Evaluation will continue to be completed on an annual basis with the identified departmental goals as an assessment factor to which all performance and accomplishments will be measured against.

Proposed actions for next term/academic year: Individual contributors will continue to identify those specific areas within human resources management where additional depth and breadth is to be gained and ensure opportunities are taken to do so.

Improvements: Going forward, the human resources generalists will continue to develop greater depth and breadth of knowledge in all areas of human resources that fall within the scope of their role. Due to one generalist exiting employment with the College and the position not being replaced, the remaining staff have expanded their assigned service responsibilities to ensure the entire College community has direct access to a human resources generalist.

Outcome Measure 2: Support Effectiveness Survey

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings: The Support Effectiveness Survey is conducted by the College every two years. The initial survey for comparison was completed in the spring of 2013. The second survey for comparison was completed in the spring of 2015.

- Human Resources improved their service to customers as is evidenced by the increase in numerical ratings between 2013 and 2015.
- 41% of the respondents shared very positive feedback about their communication and personal interaction with representatives from the human resources team.
- 45% of the comments focused attention on the importance of improving the hiring process at the College as well as the opportunity for HR representatives to improve their response times to customers with a new operating model.
- Only 14% of the comments stated mixed feelings about the department as a whole or had no interaction with HR.
- The greatest areas improved upon by HR were providing accurate and helpful information and showing courtesy and respect.

	Score	Score
Human Resources	2013	2015
Meets personally with you	2.94	3.09
Speaks by phone with you	2.91	3.13
Provides help when needed	2.83	3.06
Exhibits solid understanding of issues	2.53	2.84
Provides accurate, helpful information	2.61	2.92
Shows courtesy and respect	2.94	3.29
Demonstrates appropriate level of confidentiality	3.05	3.29
Responds in a timely manner	2.56	2.73

Review Committee/ Process: Results of the surveys were reviewed by all members of HR collectively in a team meeting.

Proposed actions for next term/academic year: HR will continue to focus on improving the response time to employees. This presents a challenge with the loss of one staff member that will not be replaced at this time. HR will also continue to work with leadership to implement changes that positively impact the hiring process.

Improvements: The increase in ratings is reflective of the commitment the HR team had to their first goal of approaching all customer interactions with a service-minded attitude that includes respect, open and honest communication, professionalism, and fair and equitable treatment while valuing diversity.

Outcome Measure 3: Great Colleges Survey

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings: The Great Colleges survey was initially administered in 2012. These survey results were used as a baseline when initiating the Human Resources assessment process. The survey was again administered during the spring semester of 2015. Those results were not compiled at the writing of this report.

The Modern Think Higher Education Insight Survey is a part of The Great Colleges Survey that captures information detailing institutional demographics, policies and practices. This survey measures the extent to which employees are involved and engaged in the organization and ultimately, the quality of the workplace experience.

Review Committee/ Process: The initial results of the Great Colleges survey were shared with all Human Resources staff and became valuable information used to develop goals for the department.

Proposed actions for next term/academic year: Current survey results were not compiled at the writing of this report.

Improvements:

Outcome Measure 4: Exit interviews

Terms of Assessment: Summer X Fall X Spring X Annual X

Findings: Stark State College considers its employees to be among its most valuable resources. As such, the college is committed to identifying and implementing strategies that will allow for the retention of a highly competent workforce. The use of Exit Interviews as a tool for gathering information regarding the individual and collective experiences of employees leaving the organization is critical in the development and implementation of a variety of human capital related strategies.

In order to facilitate the collection of information, Human Resources developed an exit interview form and corresponding process to be used by all college departments. Exit interviews are used as an attitudinal method of measuring employee satisfaction during their employment duration with Stark State College.

Exit Interviews Table of Results										
		Work Satisfaction			Work Relationships			Professional Development		
		Personal Importance	Performance of Stark State	Variance	Personal Importance	Performance of Stark State	Variance	Personal Importance	Performance of Stark State	Variance
<u>2013 - 2014 No. of participants</u>										
31										
<u>Range in Years of Service with SSC</u>	2013 - 2014	4.45	3.68	0.66	4.15	3.92	0.20	4.29	3.31	0.85
1 - 36 years	2014-2015	4.47	3.84	0.62	4.13	3.72	0.41	4.10	3.34	0.76
		Work Life			Leadership / Culture			EE Value Proposition		
		Personal Importance	Performance of Stark State	Variance	Personal Importance	Performance of Stark State	Variance	Personal Importance	Performance of Stark State	Variance
<u>2014 - 2015 No. of participants</u>										
19										
<u>Range in Years of Service with SSC</u>	2013 - 2014	4.18	3.48	0.61	4.43	3.71	0.63	4.24	3.52	0.63
1 - 37 years	2014-2015	4.17	3.35	0.81	4.14	3.68	0.52	4.02	3.34	0.73

Between 2013-2014 and 2014-2015, three of the six categories of employee feedback showed a decrease in the variance between the importance to the employee and how well the College performed in that area. The three categories of Work Relationships, Work Life, and Employee Value Proposition showed an increase in variance between the importance to the employee and how well the employee believed Stark State College performed in these categories. Individual comments were sparse and identified no specific emerging themes in these three categories.

Review Committee/ Process: Exit interviews are reviewed by the Human Resources Department, the Vice President of Business and Finance, and by the President of Stark State College with the intended purpose of identifying emerging themes or issues to be addressed to improve employer - employee relationships within a department or within the College community as a whole.

Proposed actions for next term/academic year: Human Resources will continue to request an exit interview with each regular full-time and part-time staff employee that is either resigning or retiring from service with Stark State College to continue to gain information about employee work satisfaction. Results will continue to be reviewed and shared with the College president.

Improvements: The Exit Interview tool will first be reviewed and modified for improvements that will more specifically identify the areas of greatest concern by separating employees. HR will then work with leadership to develop the means for making impactful change that will improve the employer-employee working relationship.

Goal 2: To advocate and champion a campus climate that fosters balance between individual and institutional welfare.

Outcome Measure 1: Case Study – Stark State Annual Recognition Program

Terms of Assessment: Summer X Fall Spring X Annual

Findings: Case Study of the College Annual Recognition Program – In 2013, the Human Resources Department received some feedback from employees regarding how service milestones were calculated when an employee’s status changes from part-time to full-time or from full-time to part-time. The Human Resources Department then reached out to the Faculty and Staff Associations to gain feedback regarding the recognition event and specifically regarding the change in an employee’s status.

A subcommittee was formed and charged with reviewing the recognition program/dinner including reducing expenditures by \$5,000. During 2013, employees were surveyed on two occasions regarding the recognition program. One survey was conducted by the Faculty Association and the other was conducted by the College. From the survey results, 82.4% of employees indicated the recognition program was an area they supported reducing the cost to achieve financial savings to the College.

Another survey was conducted by the Faculty Association and results indicated that employees would prefer to be recognized by receiving a gift card for service milestones. The committee’s research revealed this option would save the College approximately \$2,000, well short of the \$5,000 goal and the gift cards would be considered taxable income according to IRS regulations. The committee did not deem this to be a viable solution for cost savings and the suggestion was not implemented. The committee also researched another option of including a gift selection by working with Tharpe, our partner on service recognition. The committee identified two options that allowed them to meet their financial goal savings of \$5,000.

The committee made recommendations that were accepted and implemented. They included changing the time of the program and the location to on site at the College instead of off-site at a local establishment. The event included appetizers instead of a meal, thus lowering the cost to participants. The committee provided all

employees with the same service certificate while allowing full-time employees the opportunity to make a gift selection upon reaching each service milestone.

Review Committee/ Process: Research indicates that the majority of employees want to be recognized. This committee believed the changes they implemented would achieve the objective of recognizing and rewarding employees for their service milestones and accomplishments while reducing the overall cost of the program. The program was held April 25, 2014. The feedback received on the program was mixed with positive and negative comments.

Proposed actions for next term/academic year: Human Resources will form a committee to review the additional feedback and consider ways to improve the program while ensuring the event meets the budgetary guidelines established.

Improvements: Though changes were made to improve the recognition event based on two surveys, resulting feedback shows that additional improvements should be considered. Human Resources will continue to garner volunteers to work on a committee each year with the goal of continuing improvement to our employee recognition event.

Outcome Measure 2: Human Resources Employee Satisfaction Survey

Terms of Assessment: Summer _____ Fall X Spring _____ Annual _____

Findings:

After implementing the revised HR service model, which moved to human resources generalists providing comprehensive human resources management to assigned divisions, the HR team wanted to capture the perceptions of those they serviced most closely. An employee satisfaction survey was developed to be sent to internal and external customers by any HR team member after engaging in a working encounter, whether positive, negative, or challenging with any individual. The customers were employees, job applicants, vendors, community stakeholders, consultants, etc. The intent was to gain insight into the perceived performance of the members of the HR team members individually and as a team.

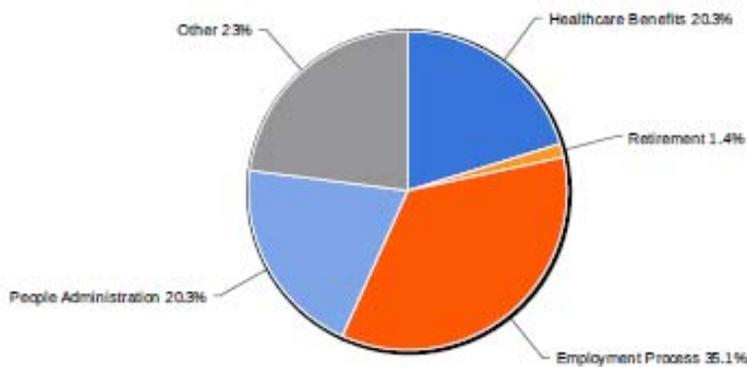


Online Surveys, Data Collection and Integration
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Summary Report - Auto Run

Survey: Human Resource Employee Satisfaction 2013-14

1. What was the reason for your most recent visit?



1. What was the reason for your most recent visit?

Value	Count	Percent %	Statistics	
Healthcare Benefits	15	20.3%	Total Responses	74
Retirement	1	1.4%		
Employment Process	26	35.1%		
People Administration	15	20.3%		
First Point of Contact	0	0.0%		
Other	17	23.0%		

2. Please grade the Human Resources Department on the following components: A = Excellent, B = Good, C = Average, D = Below Average, F = Well Below Average

	A	B	C	D	F	Responses
Exhibit solid understanding of issues	64.9% 48	18.9% 14	4.1% 3	10.8% 8	1.4% 1	74
Provide accurate, helpful information?	65.3% 49	20.0% 15	6.7% 5	6.7% 5	1.3% 1	75
Shows courtesy and respect	82.7% 62	12.0% 9	4.0% 3	0.0% 0	1.3% 1	75
Demonstrates appropriate level of confidentiality	81.3% 61	17.3% 13	1.3% 1	0.0% 0	0.0% 0	75
Responds in timely manner	62.7% 47	17.3% 13	6.7% 5	6.7% 5	6.7% 5	75

Review Committee/ Process: Results were reviewed by every member of the human resources team collectively and individually.

Proposed actions for next term/academic year: This mechanism for assessment is both qualitative and quantitative in nature as it also incorporates the opportunity for specific comments by customers. This survey is intended to receive a more immediate response from a customer with regard to how HR members handle interactions and solve challenges for the customer while the experience is very fresh to the customer.

The manner in which the survey is dispensed may need to be modified. It is difficult for the HR employee to remember immediately after each customer encounter to send an email with a link to the survey. Further review will be used to determine the best way to deliver the survey going forward.

Improvements:

Outcome Measure 3: Great Colleges survey

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings: The Great Colleges survey was initially administered in 2012. These survey results were used as a baseline when initiating the Human Resources assessment process. The survey was administered during the spring semester of 2015. Those results were not compiled at the writing of this report.

Review Committee/ Process: The initial results of the Great Colleges survey were shared with all Human Resources staff and became valuable information that was used to develop goals for the department.

Proposed actions for next term/academic year: Current survey results were not compiled at the writing of this report.

Improvements:

Outcome Measure 4: Employee Focus Groups

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings: Between 2012 and 2013 our college president engaged in multiple one-on-one conversations with employees from both the faculty and the staff realms of the college. During these conversations as well as in various meetings with groups of employees, she received comments regarding the hiring process at Stark State College and in particular, the length of time for positions to be filled. Upon receiving such feedback, the president requested that Human Resources facilitate a focus group to review the hiring process and identify actionable revisions.

Human Resources engaged volunteers from both the faculty and the staff employees to participate in two separate hiring process focus groups. The first group was charged with reviewing the overall hiring process. The second focus group was comprised of supervisors who were charged with reviewing the hiring process from a supervisor's point of view. Both groups met weekly during the spring semester of 2014. Both groups engaged in reviewing the College's practices as well as best practices within higher education and private industry. The groups excluded the hiring process for adjunct faculty and focused on the hiring process for all other positions collectively.

Though the two groups functioned separately, consistent concerns emerged from each group and include the following:

- Overall communication needs improved from how strategic staffing works to approve a position being hired to communication with candidates.
- The functioning of the applicant tracking system (PeopleAdmin) needs improved for both the applicants and internal screening committee members.
- Review the need for second interviews. Are they really needed for all positions?
- Composition of screening committees – Who should be on the screening committee?
- Ensure a newly hired employee's login credentials to important systems is in place before his or her start date.
- Incorporate succession planning and competencies into the process.
- Remove committee members' personal agendas
- Establish specific and consistent protocol for how internal promotions should be determined and what tools should be a part of the assessment of internal candidates.

Review Committee/ Process: The list of recommendations made by the focus group has been reviewed by the Director of Human Resources and the Human Resources Generalist. The results have been put in summary form for Executive Council members to review.

Proposed actions for next term/academic year: The hiring process has been a subject of concern by employees reflected in surveys, exit interviews, through focus groups, one-on-one conversations and in open forums with the college president. This is an area that the Human Resources Department continues to focus on by benchmarking best practices with peer institutes and private industry. Human Resources will continue to work to improve the process by focusing on more effective communication with screening committee members and candidates. The applicant tracking system is in continual review and more time is being spent with the PeopleAdmin administrators to focus on much needed technical upgrades.

The topic of second interviews is now reviewed with each position supervisor. Human Resources will continue to focus on reducing the number of days it takes to fill a position. Human Resources will also work with college leadership to look at incorporating succession planning into the hiring process.

Improvements: For the assessment period, Human Resources has reduced the average time it takes to fill a position two weeks. Additionally, Human Resources completed a case study that researched various companies

performing background screenings on candidates to ensure the tools used by Stark State College are as efficient as possible. The results identified our current service provider to be one of the companies with best practices. We were able to work with our current provider to upgrade the services we receive with the expectation that we will consistently reduce the number of days it takes to have the background screenings completed.

Goal 3: To provide timely and accurate information in response to customer needs while ensuring compliance with applicable laws and guidelines relating to employment and the workplace.

Outcome Measure 1: # of searches and days to filled

Terms of Assessment: Summer X Fall X Spring X Annual

Findings:

HR Metrics														
July 2013 - June 2014														
	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	YTD	Average
Headcount														
Overall Total Headcount	908	710	1179	1181	1160	1160	1152	1141	1148	1140	703	1209	*	1066
Exits														
Voluntary	6	8	2	5	2	3	7	2	4	4	11	1	55	*
Retirement	3	1	0	0	0	0	0	0	0	0	1	0	5	*
Involuntary	0	1	0	0	0	0	0	0	0	0	1	0	2	*
Total Exits	15	10	2	5	2	4	7	2	5	4	13	1	70	*
Turnover Rate	1.90%	1.61%	0.19%	0.48%	0.20%	0.39%	0.69%	0.20%	0.50%	0.40%	2.11%	0.09%	7%	*
Voluntary Turnover Rate	0.76%	1.29%	0.19%	0.48%	0.20%	0.29%	0.69%	0.20%	0.40%	0.40%	1.78%	0.09%	6%	*
Staffing														
Time to Fill (Average)	58	111.00	205.00	93.00	100.00	108.00	99	69	147	108	104	117	*	110
Cost Per Hire (Average)	459	150	624	67	44	1,197	869	385	975	445	899	703	*	568

HR Metrics														
July 2014 - June 2015														
	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	YTD	Average
Headcount														
Overall Total Headcount	775	734	1134	1039	1024	1019	723	980	909	0	0	0	*	695
Exits														
Voluntary	7	5	2	1	2	8	3	1	2					*
Retirement	2	1	1	0	0	3	1	0	0					*
Involuntary	1	0	0	0	0	0	0	0	1					*
Total Exits	10	6	3	2	2	11	4	1	3				42	*
Turnover Rate	1.43%	0.93%	0.29%	0.21%	0.22%	1.17%	0.62%	0.11%	0.36%	#DIV/0!	#DIV/0!	#DIV/0!	4.1%	*
Voluntary Turnover Rate	1.00%	0.77%	0.19%	0.11%	0.22%	0.85%	0.47%	0.11%	0.24%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	*
Staffing														
Time to Fill (Average)	135	125.00	61.00	88.00	43.00	178.00	84	85	88				*	99
Cost Per Hire (Average)	\$1,235	\$797	\$66	\$0	\$287	\$0	\$335	\$348	\$327				*	\$377

Review Committee/ Process: Results are reviewed monthly by the human resources director and generalists.

Proposed actions for next term/academic year: We will continue documenting our direct measurements within human resources.

Improvements:

Outcome Measure 2: Benefits Fair Evaluation

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual X

Findings:

October 2nd, 2013	Number of Attendees	Overall Value Add of Annual Benefits Fair- (OVAOABF)	Quality of Venders Present- (QOVP)	Time Frame of Benefits Fair- (TFOBF)	Massage Therapy Offerings- (MTO)	Availability of Flu Shots - (AOFs)
4 point scale	56	3.5	3.5	3.5	3.6	3.8

Review Committee/ Process: Survey results by attendees were reviewed by the Director of Human Resources and the human resources generalists.

Proposed actions for next term/academic year: Continue with clear communication to employees in regard to benefit options whether through the use of a benefit fair or other modes of delivery.

Improvements:

Outcome Measure 3: Employee Evaluations – follow up New Hire Orientation

Terms of Assessment: Summer X Fall X Spring X Annual _____

Findings: Attendees of the New Hire Orientation are asked to evaluate the effectiveness and usefulness of the training they receive as new employees entering the College. The New Hire Orientation has consistently received very positive ratings from new employees. Following the table of summarized ratings are written comments received with the ratings.

New Hire Orientation				
Average Total by respondents (In percentage) out of 116				Average Response on a Scale of 1-5 with 5 being the most favorable
Survey Results	Strongly Agree	Agree	Disagree	
Presenter Communication Skills	63.6	17.2	0	4.8
Training Materials	71.5	9.3	0	4.7
Environment	74.2	7.3	0	4.9
Questions	56.3	7.9	0	4.9

- Was good, liked the mix up of presentation styles
- I learned a lot from this new employee orientation. I thought I already knew a lot about the college from teaching as an adjunct."
- I thought training was done wonderfully. I did not see anything that needed improved."
- Longer time for the scavenger hunt! :) The timing after lunch was awesome!
- Content was good and relevant
- Great Presentation. It was very informative and a great use of a Friday afternoon. Lunch was great. Breaks were appropriately planned. Binders looked great.
- I am glad to have attended this orientation. I found answers and gained understanding that was very needed and appreciated.
- Was great to meet fellow ""Newbies""

Review Committee/ Process: Though we consistently receive overall very positive comments regarding our new hire orientation program, we also review the presentations quarterly to ensure our information is the most up-to-date. Additionally, we search for new technologies or modalities for presenting information to keep the new employee engaged and learning.

Proposed actions for next term/academic year: We are working to identify which portions of the new hire orientation can be put in a format for the new employee to independently receive electronically. This will shorten the time the employee is receiving a ‘dump’ of information at one time.

Improvements: NA

Assessment Report Review Rubric

Purpose:

A rubric is a guide that differentiates between levels of development in outcomes assessment. The rubric is designed to clearly show departments/ units how the assessment report will be evaluated and where further action may be needed.

Directions:

Mark the response to each item. If any item is not completed in its entirety the appropriate response is No. An Assessment Report review committee will use the same rubric to evaluate your assessment report.

Are the goals for the department/ service area measureable?

Yes No

Comments:

Is a mix of quantitative and qualitative measures used to assess outcomes for each goal?

Yes No

Comments:

Was research conducted and findings determined for each goal?

Yes No

Comments:

Is there a review process in place for the department/ service area?

Yes No

Comments:

Are action steps outlined where applicable?

Yes No

Comments:

Was the self-assessment and action plan completed?

Yes No

Comments:

Was the assessment measures inventory completed?

Yes No

Comments:

Key Assessment Terms

Competencies/Goals are clear, meaningful statements of purpose or aspirations for the academic program or support service. Programs and services typically have several goals.

Outcome Measures are direct or indirect measures of student learning or of support services. Direct measures provide evidence of actual learning, e.g. paper, exam, artistic performance. Indirect measures provide evidence about characteristics associated with learning, e.g., student perception surveys, focus group interviews, alumni surveys. See below for detailed examples.

Research is the systematic collection and evaluation of outcomes data.

Findings are the results of research.

Review Process is the method(s) by which findings are discussed and reviewed by faculty, staff, and administrators.

Proposed Actions are the result of the review process and are based on findings.

Improvements are positive changes in student learning or support services as noted through the assessment process. It takes at least two iterations of the research and review process to document systematic improvement.

Examples of *Direct Measures of Student Learning/Services*

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the “value added” to the students’ learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)
- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates’ skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.

Examples of Indirect Measures of Student Learning/Services

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student
- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program
- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness
- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students'* perception of their own learning
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni's* perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members'* perception of student learning as supported by the programs and services provided to students
- **Quantitative data**, such as enrollment numbers
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**

[Adapted from Maki, P.L. (2004). *Assessing for learning: building a sustainable commitment across the institution*. Sterling, VA: AAHE; and Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company, Inc.]