



# Co-curricular Assessment Report

Program/Department Name: Human Resources  
Year of CAR Completion: 2018  
CAR Cycle: 2015-16, 2016-17, 2017-18

## Co-curricular Assessment Report

### **Organization of Program Review Materials:**

- ◆ Component I: Response to Previous Co-curricular Assessment Report
- ◆ Component II: Review of Assessment Data
- ◆ Component III: Criteria for Co-curricular Assessment Report
- ◆ Component IV: Recommendations and Executive Summary
- ◆ Appendix A: Co-curricular Program/Department Summary Work Plan

NOTE: Please spell out any acronym the first time it is used.

NOTE: Whenever possible, link answers to supplemental documentation that you are providing.

## Component I

### Response to Previous Co-curricular Assessment Report

**Based on your previous CAR review, identify strengths, areas of improvement, opportunities, threats, and progress to date. (Please enter NA in these areas if this is your first CAR.) **\*\*If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.****

Program/Department: Human Resources

#### Strengths:

- Years of service and experience of current HR staff
- Hiring Process well established
- Increased Training and professional development of HR staff for staying current with regard to best practices and legal compliance

#### Areas of improvement:

- Timeliness for completing Employee Relations
- Timeliness for returning communication
- Time to fill open jobs
- Keeping up with metrics data entry
- Reliability of internal reports
- HR File errors

#### Opportunities:

- Looking to put New Hire Orientation online
- Increase online training and orientation opportunities
- Continue to operate more strategically and less tactically
- Build greater rapport with new deans (Dean of Student Success filled in Fall of 2015, Dean of Business filled in Summer 2017, Dean of Health filled in Spring 2017)
- Implement scanning functions for efficiency of HR filing process

#### Threats:

- Not operating with a full staff (HR Assistant not hired until 7/2015 and HR Generalist not hired until 5/2017).
- Increase in employee relations and litigation
- Inefficiencies and system breakdowns of Applicant Tracking System
- Reactionary to immediate requests of others
- Budgetary constraints

Progress to Date:

The progress is being reported as of May of 2018.

With regard to the strengths of the Human Resources Department, the staff continues to pursue professional development through individual memberships to SHRM (Society for Human Resource Management). SHRM is the world's largest HR (Human Resources) professional society and represents members in more than 165 countries. SHRM is considered the leading provider of resources serving the needs of HR professionals and advancing the practice of human resource management.

With regard to areas of improvement, a review of the employee relations cases spanning the timeframe from 2015 through 2017 show that in 2015-2016 there were five employee relations cases that involved a needed investigation by Human Resources responding to formal complaints filed by employees and/or students against employees. Of those cases, one case took one month to complete, one case took two months to complete, one case took three and one-half months to complete, one case took five months to complete and one case took seven months to complete.

In 2016 – 2017 there were three cases to investigate. Two cases took five months each to investigate and one case took seven months to bring to closure. For the time period of 2016 to 2017, our timeframe to close formal complaints increased.

During 2017 – 2018, there were also three cases to investigate. One of those cases took five months to bring to closure due to the employee being investigated was not able to respond to the complaints while on FML (Family Medical Leave) status, which lasted three months. The other two cases each took two months to bring to closure. Human Resources made their improvements to bringing cases to closure during the 2017 – 2018 year and have worked diligently to meet the goal of bringing closure to employee relations cases within a three month timeframe.

When reviewing the results of the 2017 Support Effectiveness Survey in comparison to the results from 2013 and 2015, Human Resources improved in their Grade Point Average per Item by Department and improved their letter grades in two areas.

During 2016, in response to recognizing that HR staff members were finding errors in the personnel files, the HR department did an extensive audit of every employee's file to ensure every document was in its correct file and in appropriate order. If any employee's transcripts were missing, the employees were contacted to obtain those. The files were then randomly inspected by the HR Generalists and Director to ensure errors were eliminated.

In August of 2016 the Human Resource Department implemented the capability of scanning documents to help in the filing process and eliminate the overcrowding of file cabinets with paper documents.

With regard to needing to improve the timeframe to fill open positions, in 2015 – 2016, the average time to fill a position was only measured for six months. The average time to fill was 72

days. In 2016 – 2017, the average time to fill was 102 days. Thus far in 2017 – 2018 the average time to fill is 88 days. Without having a full year of measurement for 2015 to 2016, it is difficult to reason that the 72 days would have sustained through the last six months of the year given that we were not at full staff until May of 2017. The greatest improvements to reducing the average number of days it takes HR to fill an open position has been seen in the year 2017 – 2018 with the average at 88 days. The goal for HR is to fill open positions within 90 days.

## **Component II**

### **Review of Previous Assessment Data**

***\*\*If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

#### **1. What changes have been recommended that have had a positive effect on your program's outcomes? (Please be specific.)**

From the previous assessment data, multiple recommendations were made to help improve the functioning of Human Resources. Recommendations are listed below.

- For HR to continue to focus on response times for handling employee's concerns.
- For HR to set realistic response times to standardized tasks such as follow-up to emails from employees, time to fill open positions, and processing through employee relations cases.
- For HR to continue with employee Exit Interviews and for those results to be shared with the President.
- For HR to review/change the way service milestones are calculated when an employee's status changes from part-time to full-time or from full-time to part-time.
- For HR to consider ways to improve the employee recognition program while ensuring the event meets the budgetary guidelines established.
- For HR to work to improve the hiring process by focusing on more effective communication with screening committee members and candidates.
- For HR to work to reduce the number of days it takes to complete a candidate's background screening.
- For HR to make the information presented in the New Hire Orientation more timely to newly hired employees.

#### **2. What changes to your program/department were made based on findings from the previous CAR?**

From the previous assessment data, multiple changes were implemented to improve the functioning of Human Resources. Those changes are listed below.

- HR established timeline goals for completing specified tasks. The goal for filling open positions is 90 days. The goal for completing employee relations cases is 60 days. Additionally, the College has implemented Service Standards that identify response to calls and emails that have also been embraced by Human Resources staff members.
- HR modified the Exit Interview Form to make it clearer for the employee, and the responses are still shared with the President.
- HR changed the way the service milestones are calculated for employees with a status change based on the feedback received from focus groups.
- HR moved the recognition event in house but doing so did not receive positive feedback from the employees. Rather, the majority of employees did not like the event in house as well. In 2018, the employee recognition event was moved to a new venue externally and the event received a majority of positive feedback from employees.
- HR has implemented using the Lominger Competencies with each screening committee to assist the committee members with a better understanding of what skill sets are needed for a candidate to be successful in the position. This helps committee members better assess the candidates' credentials as well as gives them a tool for writing effective interview questions and keeps all members focused on finding the best candidate for an open position. HR has also worked diligently to ensure communication with committee members is improved with regard to established dates, supervisory expectations on the committee and increased communication with candidates regarding their interviews, expectations for timeframes to fill open positions and status of open positions.
- HR implemented a change to the background screening process that now requires the candidate to be responsible for completing the requested information from our vendor, TruScreen to get their background check started. HR can monitor the dates the candidate submitted their information for any delays they may cause to the completion of the background check. HR also checks on the completion of background checks on a more regular basis, usually within three business days of the applicant submitting their required information.
- HR streamlined the New Hire Orientation by having a bulk of the information put into an online format to be accessed by newly hired employees immediately.

## **Component III**

### **Criteria for Co-curricular Assessment Report**

#### **Criterion 1.0 Mission, Values and Goals**

**Mission:** The Human Resources Department is committed to advancing the mission of Stark State College by working strategically with the College community in identifying and responding to its diverse and changing needs. The HR Department serves the College by focusing efforts on its most valuable asset, people. We will provide leadership and guidance in the development, implementation, and equitable administration of policies and procedures, thus fostering a positive work environment. We are committed to being customer focused in everything we do and to service people with trust, collaboration, professionalism, timeliness, respect and a service-minded attitude.

**Vision:** The Human Resources team will serve as a trusted partner, fostering employee engagement in a high performing, diverse institution.

**Goals:**

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.

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

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.

\*Goals should align with current SSC Strategic Plan.

**\*Note if any changes have been made to the mission, values, and/or goals since the last CAR.**

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**Criterion 2.0 Baseline Data**

**1.) What baseline data has your Program/Department collected during this CAR term?**

Human Resources has continued to collect much of the same data as for the previous CAR term and includes the following:

HR Metrics for Time to Fill Open Positions, Promotions, Cost per Hire, Public Records Requests, Number of Open Positions Monthly, Number of Faculty, Number of Staff, Number of Retirements, Number of Voluntary Exits, Number of Involuntary Exits, Turnover Rate, Number of Grievances, Active Worker's Compensation Claims, Number of Instructional Fees Applications Processed by Semester, Employee Relations Cases.

New Hire Orientation Evaluations from every new hire orientation

Benefits Fair Evaluations

Survey Results from Great Colleges Survey

Survey Results from the Support Effectiveness Survey

Case Study – Movement from Full Employee Facing New Hire Orientation to Partial Online New Hire Orientation.

## 2.) How is that data used to evaluate the Program/Department?

The data obtained is reviewed to assess the improvement of the service Human Resources is able to give to its primary customer, the employees of Stark State College. The data is used to evaluate if Human Resources is making progress in areas where goals have been set or if there are areas that need greater attention for overall improvement by Human Resources.

The data is also used to show trends that may be developing in the work culture and need greater research by Human Resources as well as opportunities to move into more strategic operation for the benefit of the College as a whole.

### Criterion 2.0 Program/ Departmental Assessment Procedure and Action Plan

<b>Program/Department Name: Human Resources</b>
<b>Individual Completing Report: Cathy Torgler</b>
<b>Individual(s) Reviewing Report: Melissa Glanz</b>
<b>Date: 5/31/2018</b>

### Program/ Departmental 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.

Assessment Criteria

#### **Goals:**

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

Yes  No

#### **Outcome Measures:**

Are direct and indirect outcome measures identified for each goal?

Yes  No

#### **Research:**

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

Yes  No

#### **Findings:**

Are research results analyzed and interpreted and findings determined?

Yes  No

**Review Process:**

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

Yes  No

**Proposed Actions:**

Are recommendations acted upon?

Yes  No

**Improvements:**

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

Yes  No

**Assessment Measures Inventory**

**\*The matrix should contain all goals as they pertain to the CAR.**

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

### **Criterion 3.0: 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 Program/Department on an annual basis. As an 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.

Provide a brief summary of baseline data collected by the Program/Department and how that data has been used during the current CAR cycle.

Provide a brief summary of *key findings*, either as bulleted points or in short paragraph form.

Provide a brief summary on the review committee/review 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/CAR cycle. Please note that not all findings result in actions.

Provide a brief summary of any improvements from the previous CAR cycle (this does not apply to new measures the first year).

**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: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Annual  X

#### **Findings:**

The evaluations of the Human Resources Staff 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. The assessment period for each annual evaluation is from March 1 through March 31 of the following year. For the 2017-2018 assessment period the Director of HR required the HR staff members to additionally include three smart goals to be accomplished by each of them during the next evaluation year.

A review of the evaluations reveal the knowledge, skills and leadership abilities are present in the human resource generalists to be utilized in their roles as they directly support the leadership of each assigned division. The evaluations show a strength of strong planning skills in each of

the HR generalists as well as a strong knowledge of the College. Another strength identified amongst all HR staff members is their interpersonal skills, enabling them to establish trust, rapport and collaboration with the employees of the College.

**Review Committee/Review Process:**

The Human Resources Department incorporated their established Goals 1, 2, and 3 as defined in this document as an assessment factor to which all performance and accomplishments are to be measured against.

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. Additionally, beginning in 2018, Human Resource Generalists are required to submit three smart goals with their evaluation that they will strive to accomplish within the next year.

**Improvements:**

The HR generalists have all been given the directive to work diligently to continue to reduce the resolution time for employee relations cases, in particular those that come from formal complaints being filed or Title IX complaints.

Outcome Measure 2: Effectiveness survey (All College)

Terms of Assessment: Fall \_\_\_\_\_ Spring X Annual \_\_\_\_\_

**Findings:**

The Support Effectiveness Survey results show that HR has continued to improve in customer service to the employees. The 2017 results show that in every category HR increased their grade point average. There were two categories that HR increased their grade point average enough to see a slight bump in their grade. Those areas are Meets Personally with you and Responds in a timely manner. The area with the greatest increase in grade point average is titled, Demonstrates Appropriate Level of Confidentiality. The next greatest increase was equally shared by two areas of improvement, one titled, Exhibits Solid Understanding of Issues and one titled, Provides Accurate, Helpful Information. These improvements all signify the department's commitment to Goal 1.

**Support Effectiveness Survey Results from 2017**

**Table 3. Grade Point Average per Item by Department**

		Meets personally with you	Speaks by phone with you	Provides help when needed	Exhibits solid understanding of issues	Provides accurate, helpful information	Shows courtesy and respect	Demonstrates appropriate level of confidentiality	Responds in timely manner
<b>Human Resources</b>	2013	2.94	2.91	2.83	2.53	2.61	2.94	3.05	2.56
	2015	3.09	3.13	3.06	2.84	2.92	3.29	3.29	2.73
	2017	3.25	3.20	3.19	3.03	3.11	3.45	3.49	2.84

**Table 4. Grade per Item by Department**

		Meets personally with you	Speaks by phone with you	Provides help when needed	Exhibits solid understanding of issues	Provides accurate, helpful information	Shows courtesy and respect	Demonstrates appropriate level of confidentiality	Responds in timely manner
<b>Human Resources</b>	2013	B	B	B	B-	B-	B	B	B-
	2015	B	B	B	B	B	B+	B+	B-
	2017	B+	B	B	B	B	B+	B+	B

**Review Committee/Review Process:**

Results of the 2017 surveys were reviewed by all members of HR collectively during a team meeting and discussed with encouragement to continue improvements and strive for raising our grades to A.

**Improvements:**

HR staff continue in their commitment to improving the response time given to employees. An additional HR Generalist was hired in May of 2017, which helps to better manage the workload of the HR Generalists, giving better customer service to all.

Outcome Measure 3: Great Colleges survey

Terms of Assessment: Fall \_\_\_\_\_ Spring X Annual \_\_\_\_\_

**Findings:**

The Employee Comments Report that is presented from the Modern Think Higher Education Insight Survey provided insight into some common themes identified by employees from all levels within the College. Those statements that emerged from the question of what would make the institution a better place to work and were directly related to Human Resources include:

- To implement better performance evaluations
- To have an HR function that provides leadership and helps promote change for the next three to five years
- To have HR be more proactive and less reactive to Administration

- To have updated position descriptions that accurately reflect the changing needs of the institution
- To increase wellness benefits and expand on the recognition of employees outside of the annual dinner.
- To have a VP of HR that reports to the Board to help enhance diversity, fair employee practices concerning hiring, advancement, salary, and benefits

**Review Committee/Review Process:**

The Human Resources team members reviewed the report individually and during a staff meeting.

**Improvements:**

A wellness committee was established in 2016 made up of both faculty and staff members and works to research and recommend additional supplemental benefits for employees.

The HR Generalists will be working within their divisions to assist in updating the position descriptions before moving to a new applicant tracking system.

Human Resources has been working diligently on a new Talent Management Program with a framework that incorporates the following components.

- Core/Leadership Competencies (establishing expectations for leadership behavior at every level of the organization)
- Assessments for Selecting and Developing Talent (deploying tools for objectively measuring employees’ current performance and future potential)
- Performance Management (helping managers provide feedback and coaching to drive employee success)
- Career Management (providing resources to ensure each employee can reach their full potential)

Outcome Measure 4: Exit interviews

Terms of Assessment: Fall   X   Spring   X   Annual   X  

**Findings:**

The use of the 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. The Exit Interview Form was modified in 2017 to provide the employee a more understandable means of providing feedback on their employment with the College. The exit interviews are used to identify employee satisfaction during their employment durations with Stark State College.

In comparing the data from 2015 through 2016 we had 23 people separate from their employment with Stark State College of which 15 were resignations, 5 retirements, and 3

positions ended. During the span from 2016 through 2017, we had 21 people separate from their employment with Stark State College of which 16 were resignations, 4 retirements, and 1 position ended. During the span of 2017 through the date of this writing in 2018, we had 7 people separate from their employment with Stark State College of which all were resignations.

Additionally, we find that during the year 2016 to 2017 the variances were significantly higher compared to the prior and the following year for each category. The variance represents the difference between what was important to the employee and how the employee perceived the College met their expectations. We see for 2017 to 2018 the lowest variances for the three year span showing that overall employee experiences have improved. Individual comments showed no consistent themes were expressed by participants to explain the higher variances for 2016 – 2017. However, two of the 21 comments identified the reason for the employees leaving was due to having too heavy of a workload at Stark State College.

Exit Interviews Table of Results		Average scores of all participants								
		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
2015 - 2016 No. of participants = 25	2015-2016	4.14	3.58	0.56	4.25	3.59	0.66	4.07	3.46	0.61
2016-2017 No. of participants = 21	2016-2017	4.41	3.30	1.11	4.36	3.38	1.03	4.44	3.14	1.30
2017-2018 No. of participants = 7	2017-2018	4.36	4.07	0.29	4.50	3.91	0.59	4.52	4.09	0.43
		Average scores of all participants								
		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
2015 - 2016 No. of participants = 25	2015-2016	4.32	3.62	0.70	4.17	3.70	0.47	4.16	3.44	0.72
2016-2017 No. of participants = 21	2016-2017	4.46	3.16	1.37	4.31	3.41	0.90	4.24	3.28	0.96
2017-2018 No. of participants = 7	2017-2018	4.57	4.05	0.52	4.69	4.40	0.29	4.33	3.52	0.81

**Review Committee/Review Process:**

Every exit interview is reviewed by the HR Generalist representing the employee exiting, the Vice President of Business and Finance, and by the President of Stark State College. These are reviewed with the intended purpose of identifying emerging themes or issues to be address to improve employer-employee relationships within a department or within the College community as a whole.

**Improvements:**

Because the majority of the exit interviews reflect great employee satisfaction with no themes emerging, improvements have been focused on working with specific leadership in areas where specific concern is identified. Additionally we see from the data that the employees that exited during 2017 and 2018 had much greater satisfaction with their employment at Stark State College. The Exit Interview will continue to be a tool for identifying any specific or general concerns for employees.

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

Outcome Measure 1: Case studies

Terms of Assessment: Fall \_\_\_\_\_ Spring X Annual \_\_\_\_\_

**Findings:**

A case study was done assessing the value gained from moving the New Hire Orientation to a predominantly online modality with a small component of face-to-face interaction with the newly hired employee.

The study was conducted due to HR recognizing through conducting the New Hire Orientation (NHO) face-to-face that some employees were not getting much needed information until 90 days or more beyond their hire date. The New Hire Orientation was scheduled with new employees in groups because individuals from across the College Campus attended as presenters of information from their respective departments. The NHO utilized a significant amount of labor hours by several presenters. Therefore, if the number of new hires to be oriented fell below four people, the orientation was rescheduled at a time when additional new hires would be able to attend.

Summary of New Hire Orientation Evaluations Results									
<i>Ratings are averages of all respondents and are on a scale of 1 to 5 with 5 being the highest or most positive rating. This summary does not include all the positive comments as it is used to focus on additional improvements to be made.</i>									
		Presenter Communication Skills	Training Materials	Environment	How Thoroughly Questions Were Answered	Overall Training		Improvements Needed	Additional Information Needed
In-class Orientation only	Oct-15	4.80	4.60	4.80	4.90	4.60		Avoid duplication of information that was covered in faculty's departmental orientation.	List of employee discounts available and to have an overview of printed information like the degrees offered at Stark State College.
	Feb-16	5.00	5.00	4.80	5.00	5.00		Divide into two shorter sessions; to have the orientation sooner after employment started.	
<i>Ratings are averages of all respondents and are on a scale of 1 to 5 with 5 being the highest or most positive rating.</i>									
		Relevance of Topics	Clear and Understandable Content	Logging in to the Online Portion	Navigating through the Screens	Flexibility with Work Schedule	Length of Presentation	Improvements Needed	Additional Information Needed
New Format - Online portion and in-class portion	Jan-17	4.50	4.20	4.50	4.70	4.30	3.60	Felt a little too long; couldn't hear the online FERPA presentation.	More information needed for individual departments.
	Jul-17	4.70	4.80	4.80	4.70	4.80	4.70	Divide into two shorter sessions; to have the orientation sooner after employment started; more information for the part-time employee.	Evacuation procedures for my specific department.
	Sep-17	4.90	5.00	4.30	4.60	4.90	4.70	Encountered problems with screen enlarged and clicking to the next page; had some initial problems with the log in.	FERPA explained further;
	Feb-18	4.80	4.80	5.00	4.70	5.00	4.80	No improvements needed.	No Additional Information Needed

**Review Committee/Review Process:**

The HR staff members brainstormed to using technology to create an online component of the NHO that could be shared with a new employee immediately upon hire.

**Improvements:**

HR worked with e-StarkState to create an online modality for portions of the NHO. There is still an in-class component that includes a scavenger hunt across the College campus so new employees learn their physical surroundings. Additionally the in-class portion allows new employees to get acquainted with other new employees. There are also ice-breaker activities included as well as motivating Ted Talks. Human Resources continues to receive overall very positive feedback from the New Hire Orientation. After each in-class orientation, HR staff members review the evaluations and brainstorm additional ways to make improvements.

Outcome Measure 2: Effectiveness survey (All College)

Terms of Assessment: Fall \_\_\_\_\_ Spring X Annual \_\_\_\_\_

**Findings:**

The Support Effectiveness Survey results show that HR has continued to improve in customer service to the employees. The 2017 results show that in every category HR increased their grade point average. There were two categories that HR increased their grade point average enough to see a slight bump in their grade. Those areas are Meets Personally with you and Responds in a timely manner. The area with the greatest increase in grade point average is titled, Demonstrates Appropriate Level of Confidentiality. The next greatest increase was equally shared by two areas of improvement, one titled, Exhibits Solid Understanding of Issues and one titled, Provides Accurate, Helpful Information.

As with Goal 1, these improvements also signify the department’s commitment to Goal 2, *to advocate and champion a campus climate that fosters balance between individual and institutional welfare*. HR continues to strive to ensure individuals are treated with great respect while ensuring institutional policies and practices are carried out.

Support Effectiveness Survey Results from 2017									
Table 3. Grade Point Average per Item by Department									
		Meets personally with you	Speaks by phone with you	Provides help when needed	Exhibits solid understanding of issues	Provides accurate, helpful information	Shows courtesy and respect	Demonstrates appropriate level of confidentiality	Responds in timely manner
Human Resources	2013	2.94	2.91	2.83	2.53	2.61	2.94	3.05	2.56
	2015	3.09	3.13	3.06	2.84	2.92	3.29	3.29	2.73
	2017	3.25	3.20	3.19	3.03	3.11	3.45	3.49	2.84
Table 4. Grade per Item by Department									
		Meets personally with you	Speaks by phone with you	Provides help when needed	Exhibits solid understanding of issues	Provides accurate, helpful information	Shows courtesy and respect	Demonstrates appropriate level of confidentiality	Responds in timely manner
Human Resources	2013	B	B	B	B-	B-	B	B	B-
	2015	B	B	B	B	B	B+	B+	B-
	2017	B+	B	B	B	B	B+	B+	B

**Review Committee/Review Process:**

Results of the 2017 surveys were reviewed by all members of HR collectively during a team meeting and discussed with encouragement to continue improvements and strive for raising our grades to A.

**Improvements:**

HR continues in their commitment to treating all individuals with respect while ensuring the College’s policies and practices are adhered to as well as compliance to all laws impacting the workplace. An additional HR Generalist was hired in May of 2017, which helps to better manage the workload of the HR Generalists to better serve the college and its employees.

Outcome Measure 3: Services feedback survey (subset of employees ea. term)

Terms of Assessment: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Annual \_\_\_\_\_

**Findings:**

The survey sent out by HR Generalists each time they worked with an employee was discontinued in 2015. The survey was responded to minimally by employees and became ineffective for obtaining reliable data about service provided.

**Review Committee/Review Process:**

The HR team reviewed the very limited response rates being received and as a team agreed to discontinue sending the survey.

**Improvements:**

N/A

Outcome Measure 4: Great Colleges survey

Terms of Assessment: Fall \_\_\_\_\_ Spring X \_\_\_\_\_ Annual \_\_\_\_\_

The Employee Comments Report that is presented from the Modern Think Higher Education Insight Survey provided insight into some common themes identified by employees from all levels within the College. Those statements that emerged from the question of what would make the institution a better place to work and were directly related to Human Resources include:

- To implement better performance evaluations
- To have an HR function that provides leadership and helps promote change for the next three to five years
- To have HR be more proactive and less reactive to Administration
- To have updated position descriptions that accurately reflect the changing needs of the institution

- To increase wellness benefits and expand on the recognition of employees outside of the annual dinner.
- To have a VP of HR that reports to the Board to help enhance diversity, fair employee practices concerning hiring, advancement, salary, and benefits

**Review Committee/Review Process:**

The Human Resources team reviewed the report individually and during a staff meeting.

**Improvements:**

A wellness committee was established in 2016 made up of both faculty and staff members and works to research and recommend additional supplemental benefits for employees.

The HR Generalists will be working within their divisions to assist in updating the position descriptions before moving to a new applicant tracking system.

Human Resources has been working diligently on a new Talent Management Program with a framework that incorporates the following components.

- Core/Leadership Competencies (establishing expectations for leadership behavior at every level of the organization)
- Assessments for Selecting and Developing Talent (deploying tools for objectively measuring employees’ current performance and future potential)
- Performance Management (helping managers provide feedback and coaching to drive employee success)
- Career Management (providing resources to ensure each employee can reach their full potential)

Outcome Measure 5: Employee Focus Groups

Terms of Assessment: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Annual \_\_\_\_\_

**Findings:**

The employee focus groups regarding the new hire process were not conducted during the 2015 – 2018 assessment time period and a new Talent Management Framework was started in 2017 that is still in development but will incorporate improvement to the tools available to hiring committee members.

**Review Committee/Review Process:**

N/A

**Improvements:**

N/A

**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: Fall   X   Spring   X   Annual   X  

**Findings:**

In 2015 – 2016, the average time to fill a position was only measured for six months. The average time to fill was 101 days for 32 positions. In 2016 – 2017, the average time to fill was 102 days for 57 positions. HR was without the HR Assistant until July of 2015 and without one full-time Generalist until May of 2017. Thus far in 2017 – 2018 the average time to fill is 91 days.

The greatest improvements to reducing the average number of days it takes HR to fill an open position has been seen in the year 2017 – 2018 with the average at 91 days for 27 positions. The goal for HR is to fill open positions within 90 days. In May of 2017 an additional HR Generalist was hired and that put HR back to full staff. The additional support greatly assists with filling the number of open positions and the overall workload of the Generalists is shared more evenly.

**Review Committee/Review Process:**

The metrics for open positions and time to fill are updated at least every quarter with results being shared with the Vice President of Business and Finance. Metrics are regularly reviewed by the HR staff during HR staff meetings.

**Improvements:**

While HR is nearly on target to reach the goal of filling open positions within 90 days, we still need to work to ensure the committees stay committed to their timelines. HR works around multiple committee members’ calendars to get interviews scheduled timely. Additionally, it creates additional time added to the time to fill when working to get second interviews scheduled on the Vice Presidents’ calendars. Any delays in scheduling or where positions are postponed or delayed due to budgetary constraints are identified as exceptions when reviewing the time to fill open positions.

Outcome Measure 2: New Hire Process Focus groups (from hiring person)

Terms of Assessment: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Annual \_\_\_\_\_

**Findings:**

The employee focus groups regarding the new hire process were not conducted during the 2015 – 2018 assessment time period and a new Talent Management Framework was started in 2017 that is still in development but will incorporate improvement to the tools available to hiring committee members.

**Review Committee/Review Process:**

N/A

**Improvements:**

N/A

### Outcome Measure 3: Benefits Fair Evaluation

Terms of Assessment: Fall   X   Spring \_\_\_\_\_ Annual \_\_\_\_\_

#### Findings:

The Benefits Fair is normally held every other year. The last benefits fair was conducted in the fall of 2015. Due to there being few updates to the benefits, a fair was not conducted during 2017, but will be during the fall of 2018. The flu shots were still made available on campus.

In 2015 there were 99 employees that attended the benefits fair with 12% completing an evaluation. Of those that completed the evaluation, 100% appreciated the flu shots being held on campus. Overall the ratings for the benefits fair were positive with more than half the responding employees giving the benefits fair a grade of A.

## Stark State College Employee Benefit Fair Returned Evaluations Summary

99 employees attended, 12 (12%) completed an evaluation.

#### Ratings

	F = Poor	D = Fair	C = Satisfactory	B = Good	A = Excellent
<b>Overall Value Add of Annual Benefit Fair</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42%	58%
<b>Quality of Vendors Present</b>	<input type="checkbox"/>	<input type="checkbox"/>	17%	25%	50%
<b>Time Frame of Benefit Fair</b>	<input type="checkbox"/>	<input type="checkbox"/>	8%	34%	58%
<b>Quality of Wellness Vendors</b>	<input type="checkbox"/>	<input type="checkbox"/>	8%	25%	58%
<b>Availability of Flu Shots</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100%

#### Additional Comments / How Can We Improve?

I love that you combined the flu clinic with the Benefits Fair.  
Maybe include some health clubs, the YMCA, martial arts, etc. at the Benefits Fair  
Very thankful to have the opportunity at work to get the flu vaccine. Thanks!  
I can't think of anything else I'd want. I love having the flu shots available.  
Maybe offer the fair more than one day to work with class schedules.  
Thank you!!! This makes getting the flu shot so easy.  
Love the convenience of getting the flu shot! Thank you.  
Glad to see Zumba classes on campus, weight watchers (possibly at work meetings), Be Well Solutions.

#### Review Committee/Review Process:

The evaluation was reviewed by the HR staff members during a staff meeting.

#### Improvements:

The next benefits fair will be conducted during the fall of 2018. The flu shots will definitely be included as this seems to be of great value to the employees. Additionally, HR will work to

obtain additional vendors that represent a wellness aspect for the employee in addition to the insurance vendors.

Outcome Measure 4: Evaluations – follow up New Hire Orientation

Terms of Assessment: Fall   X   Spring   X   Annual       

**Findings:**

Please see the case study above referencing the New Hire Orientation.

**Review Committee/Review Process:**

The NHO evaluations are reviewed after each in-class orientation to identify additional improvements to be made.

**Improvements:**

To date, only additional FERPA understanding has been reflected in comments as a greater need by new employees for training with a legal compliance component. HR staff members have reviewed the FERPA portion of the presentation to ensure it gives the employee all the information they need to be in basic compliance. HR Generalists have asked the Provost’s office to ensure FERPA training is also included in their faculty orientation.

**Criterion 4.0 Program/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Program/Department.**

Yes	No	DNA		
X			4.1	Employee (full-time and part-time) credentials meet the program, college, state, and national accreditation requirements.
X			4.2	Annual Employee Performance Evaluations are on record in Human Resources.
X			4.3	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other scholarly works.
X			4.4	Employees are involved in the development of program/department initiatives that support the College Mission.

3. Additional Comments: (Please explain any “No” selections.)

All HR Generalists and the Director have a minimum of a bachelor’s degree or higher. Those with a bachelor’s degree must also hold an HR certification that requires obtaining additional training and education to be recertified every three years. The certification of PHR or SPHR is nationally and internationally recognized within the field of Human Resources.

Reflective Narrative Questions:

1. Describe how Performance Evaluations are being used to enhance the Program/Department.

Performance evaluations are used to enhance the department by the fact that all performance standards are focused around the departmental goals established for Human Resources and its relationship to the College as a whole. Individuals are assessed on how their individual performance works toward the accomplishing of those goals.

2. Describe how professional development benefits the program.

Professional development is crucial for the HR professional. Legal compliance is regularly changing and the professional development helps the individual stay abreast of the newest legal regulations and ramifications, particularly in the areas of employment directly affecting the employees. Examples include FLSA (Fair Labor Standards Act), FMLA (Family Medical Leave Act), ACA (Affordable Care Act), ADA (Americans with Disabilities Act), and laws concerning employment termination.

Professional development is also crucial for the HR professional to continue to understand the trends impacting the workforce. It is essential for HR members to understand the best practices surrounding talent acquisition, employee compensation and benefits, training needs and employee engagement in the workplace.

3. Describe how employees are involved in the development of program/department initiatives that support the College Mission.

The HR professional is involved in developing programs and initiatives that impact the aspects of acquiring the talent needed in faculty to deliver high quality teaching in the classroom. Each member of Human Resources contributes as part of the HR team in the development of the initiatives that work to better the employee’s functioning and thus support the student. Additionally, each member of Human Resources participates with other on-campus entities including focus groups, President’s Cabinet standing committee (HR) and other focused committees.

Two examples of current Human Resources initiatives that support the College Mission include the work being done to brand the College as a best place to work and incorporating the required Title IX training through an online format to better educate the entire campus for awareness and protection for students, employees, and visitors.

**Criterion 5.0 Program/Department is responsive to changes in current technology and adequate resources.**

Yes	No	DNA		
X			5.1	Program/Department changes are consistent with technological and scientific advances, and Program/Department content incorporates new developments in the field.
X			5.2	Employees work with supervisors to ensure adequate and current resources available for the Program/Department.
X			5.3	Employees work with information technology staff to ensure availability of appropriate software and hardware components.

Additional Comments: (Please explain any “No” selections.)

Reflective Narrative Questions:

1. Explain the changing conditions within the field.

One of the key changes in the field of Human Resources has been consumerization and digital functioning. Companies strive to give the employee the best experience while incorporating social media to do so. The employee experience need to be human centered but use the latest technology to make it personalized and hopefully memorable. The digital functioning has created new ways to recruit top talent with the use of social media. The applicant tracking systems on the market are continually adding new features to keep up to date with other technological advances.

2. How are these changing conditions addressed within the Program/Department?

As the College will be transitioning to Banner 9, this will provide the HR Department with more opportunity to utilize the master database system mechanisms for everyday functioning and eliminate several stand-alone excel spreadsheets currently being relied upon.

HR continues to review the trends and look for ways to incorporate best practices at Stark State College. For example, HR incorporated using the College’s social media accounts to advertise open positions. Additionally, HR pursued the development of the online new hire orientation component to give the new employee the ability to gain the bulk of the training through a self-paced, digital format.

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.

The Director of HR is a member of the Banner Steering Committee and actively participates in their regular meetings. She then updates the HR staff with gained insight, recommendations and opportunities for the greater use of Banner for Human Resources.

HR staff members rely on ARGOS reports to be accurate. When an HR staff member runs a report and identifies an error, it is immediately processed with the IT staff to ensure data is reliable. Additionally, when HR looks to implement a stand-alone technical product, it takes great collaboration with the IT staff to ensure it works and works in collaboration with systems already in place.

Finally, HR staff will also ask the IT staff for their review of a new product to ensure it will be compatible with existing technology.

## **Component IV**

### **Recommendations and Executive Summary**

**Based on the results of this current CAR**, list your strengths, areas of improvement, opportunities, threats, and recommendations.

Program/Department: Human Resources

Strengths:

- Additional HR Generalist added
- Hiring Process is well understood by campus community
- Increased Training and professional development of HR staff for staying up-to-date and compliant
- New Hire Orientation now has online component – efficiency gained for new employee as well as for HR staff
- Wellness committee created
- Years of service and experience of HR staff with Stark State Policies and Procedures

Areas of improvement:

- Hiring Process
- Timeliness for completing Employee Relations, specifically Title IX
- Time to fill open jobs
- Systems modifications needed (Applicant Tracking System, Contract production from spreadsheet, etc.)
- Better mechanisms/systems for metrics
- Better mechanism for completing yearly contract production
- Multiple job descriptions need updated
- Updating the Exit Interview Process
- Updating the Performance Improvement Plan Process

#### Opportunities:

- Increase online training and orientation opportunities
- Talent Management Framework
- Succession Planning
- Performance Management
- Branding the College
- Continue to operate more strategic and less tactical
- Moving to more use of technology and reducing paper storage

#### Threats:

- More difficulty finding qualified candidates
- More compliance issues and the increase in time devoted to them
- Increase in employee relations and litigation
- Inadequate systems to pull reliable data for statistical purposes and analysis
- Reactionary to immediate requests of others
- Budgetary constraints

**Priority Recommendations:** *(For each area listed below, please number all recommendations as they will be prioritized on the [Summary Work Plan - Appendix A](#). Sufficient support for the recommendations must be included, either by reference to responses in the components or specific Criterion or by additional information included with this program review.)*

Priority 1: Finalize and continue implementation of the Talent Management Framework (TMF) (see attachments A & B). This is a first priority as it provides consistent, visible guidance for hiring, developing, managing and advancing talented faculty and staff; clarifies expectations for employee growth and development; and ensures the College's future success. The College needs talented employees and committed leadership to achieve "student access with success" and other strategic goals. This framework is intended to create a culture to drive high performance, demonstrated through student success and other strategic goals and measures. This Talent Management Framework is comprehensive enough to significantly impact forward thinking change at Stark State College with the engagement of all employees.

Priority 2: Purchase and implementation of systems needed to ensure success of the Talent Management Framework. This will include implementation of an updated applicant tracking and performance management system. Current systems are not in place to support the various components of the TMF, including a comprehensive performance management system.

Priority 3: Based on the review of the Performance Evaluations of the HR Generalists, it is a common goal to drive to completing a realistic but assertive timeframe for the completion of employee relations cases stemming from formal complaints. Mechanisms in the form of timetables and comprehensive investigation guides should be researched and implemented as a means to ensure cases are completed within 60 business days.

**Additional Information.** On occasion, some programs may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such

things as program self-study reports, case study reports, survey statistics, focus group data, etc. All supporting documentation must be dated within this CAR period. Please list below the additional documents that you will be adding to this CAR in support of your recommendations.