Unit Assessment Report
Submit to the Institutional Research and Assessment Office by August 1st

The goal of this unit assessment is to inform institutional effectiveness. Institutional effectiveness assessment is conducted to determine the extent to which the college is achieving its mission. The unit supports this by identifying expected outcomes, assessing the extent to which it achieves these outcomes, and providing evidence of improvement based on analysis of the results.

Academic/Fiscal Year: 17/18

Person submitting report: Brenda Stocklin Smith

Unit name: Human Resources

Unit mission: To sustain a college community, comprised of the most creative and social beings in a productive enterprise, all working together to recruit, retain and graduate our students.

Areas included in the unit: Human Resources – Brenda Stocklin Smith

Outcomes	Outcome Target	Institutional Link
What do you want to accomplish? Please list <u>at least two</u> outcomes your unit will be assessing in the next few years to determine improvement in operational processes or procedures. Sometimes outcomes are listed as tasks. Outcomes are specific and measureable and can be strategic or operational.	What level of achievement do you want obtain for each outcome? The outcome target should be aggressive but attainable.	How does the outcome assist the college in achieving its mission? If outcomes support other identified institutional priorities, attach supporting institutional documentation
Outcome 1: Improve participation in employees benefits online portal for employees and to increase their perception of online enrollment.	Effective July 2017 HR is managing 100% of BC/BS insurance transaction for new employees via online portal. Target will be that HR will do 100% of changes online during open enrollment with training sessions to follow after the first of the year for employees to manage their own changes.	Managing benefits online expedites the enrollment process for the employee and the dependents; therefore they receive their insurances cards faster. HR is able to submit a change of address, name change, etc., therefore providing better customer service.
Outcome 2: Determine if Title IX programming is seen as valuable and try to improve employee's perception.	90% of the employee professional development programming has occurred	College employees are given opportunities to increase their knowledge, skills and abilities which are applied to their jobs daily.
Additional Outcomes (optional):		

Performance Indicators

What will you <u>do</u> to achieve your outcomes? Identify the performance indicators you will be using to assess achievement of your outcomes. Select your most important indicators. Use should have <u>at least two</u> performance indicators for each outcome.

Outcome 1: Utilize Blues Enroll, Human Resources shared services site, Benefits Direct / Flex Made Easy Web Portal to track employee benefits for all benefits transactions and reporting.	Outcome 2: Continue to develop a professional development calendar for each academic year. Partner with college departments to present fall and spring workshops.	Additional Outcomes (optional):
Assessment Measures		
How and when will you measure your success? Identify at least two ways of measuring each outcome. At least one measure for each outcome should be a direct measure. Direct measures are quantifiable.		
Outcome 1 Direct method: Run monthly reports and confirmation statements when necessary. Other methods: Provide individualized employees training on benefits technology.	Outcome 2 Direct method: Met the outcome target goals. 90% of employees' professional development programing has occurred. Other methods: Supervisors identify professional development opportunities and staff attends those opportunities.	Additional assessment (optional): Direct method: Other methods:
Assessment Results		
Outcome 1 Improve participation in employees benefits online portal for employees and to increase their perception of online enrollment. Results: Increased employee participation in on-line benefits enrollment utilizing technology occurred. HR has now utilized Blues Enroll for all employee health and dental benefits enrollment since July 1, 2017. 2017 Annual Open Enrollment employees had the choice to utilize an on-line enrollment platform for all supplemental insurances. Employee training on the web portal for supplemental insurances was provided at staff 2017 fall workshop (agenda attached), during open enrollment (PowerPoint attached) and via email to college employees from HR. Of the 109 benefits eligible	Outcome 2 Determine if Title IX programming is seen as valuable and try to improve employee's perception. Results: Based on a post-training survey (attached) to 137 training participants and 45 responding (33% response rate), 44 respondents felt the training was relevant to their roles on campus, thus considered value. Forty-one (41) respondents felt they learned something from the training; thus employee's perceptions were impacted by the training. The respondent comments provided very valuable feedback towards employee value and perception. Most of the respondent comments also included feedback for 2018/2019 training sessions.	Outcome 3

employees, fifteen (13%) utilized the online web portal as their enrollment choice during annual open enrollment.		

How does the unit plan to use the results to improve student learning and/or unit effectiveness?

HR becomes more effective when the services its offers is shared with its customer, the employee. Less face-to-face time as employees utilize technology more allows HR to focus on more strategic efforts and less on employee transactions. Employees become more educated on the benefits choices they make and more aware of the benefits they enrolled in. HR also moves away from everything "paper" to a more electronic approach, particularly during annual insurance open enrollment. HR has moved to a passive-only open enrollment – only employees with changes need to participate – and the next step was to integrate more technology in the process. That has occurred since July 2017 with HR fully utilizing web portal benefits administration and some employees, when offered, make the online choice. The results indicate that employees are willing to utilize web portal enrollment platform and also that training can be easily provided on the usage of web portal.

The participant survey sent post-Title IX training provided valuable results, particularly the respondent comments, in order to improve and upgrade 2018/2019 training.

Please describe in detail the action plan, including when, these actions will be implemented?

Now through Nov 5, 2018– HR is transitioning to a web portal for all supplemental benefits.

Nov 5 and 6, 2018 - 2018 Annual Open Enrollment – HR will transition to two completely on line web portals for all insurances – Blues Enroll for health and dental and Maestro for all supplemental insurances. There is a employee self enroll option. This initial year HR (2018) will again offer a passive enrollment and will enroll all changes via web portals. Employees will have a one page document to submit. This year employees will become familiar with the Maestro technology through meeting face to face with Maestro team. The goal for 2019 open enrollment will be a movement to employee self service.

August 3, 2018 – First of several fall 2018 workshops on Title IX that will include revisions based on several of the comments – specifically #3, #5, #7, #27 and #36 -from the 2017 post-training survey.

Beginning August 3, 2018 – Post Title IX training survey to training participants will begin.

Are any of the unit outcomes changing for next year?   Yes   **No X**

(If you answer yes, the IRA office will send you a new prepopulated template to adjust for the 2018-2019 reporting year).

Assessment committee feedback:

Unit Assessment Timeline	
August 1	Assessment plan due for current fiscal year.
September 1	Assessment committee provides feedback
September 14	Any clarification or changes need to the plan are resubmitted to the assessment committee
Academic Year	Implement the assessment plan.
August 1	Final report from the previous fiscal year is due and upcoming assessment plan for the current fiscal year.

Assessment Glossary

Direct measure: data—evaluates actual performance, is quantifiable. Examples: number of reported crimes on campus, number of outstanding tuition payments, service will be provided within two days of request, retention data, time, cost, productivity

Indirect measure: evaluates perceived performance, is qualitative, based on feelings or perceptions. Examples: surveys, focus groups, perceived efficiencies

Institutional effectiveness: Assessment to determine the extent to which a college or university is achieving its mission. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

Performance indicator: A means of objectively quantifying results of products, projects, services, or programs.

Strategic outcome: Implementation of initiatives intended to contribute to a strategic goal. There is an impact on goal performance to do that implementation.

Operational outcome: Addresses regular operational or procedural tasks. Generally provide service or product. Direct and indirect effects on stakeholders.

Plan for Next Academic/Fiscal Year:
Date: July 28
Person submitting report: Your name
Unit name: Facilities Management
Unit mission: To provide an attractive, clean, and safe environment to learn and work in
Areas included in the unit: facilities management

Outcomes	Outcome Target	Institutional Link
What do you want to accomplish? Please list at least two outcomes your unit will be assessing in the upcoming year to determine improvement in operational processes or procedures. Sometimes outcomes are listed as tasks. Outcomes are specific and measureable and can be strategic or operational.	**What level of achievement do you want obtain for each outcome?** The outcome target should be aggressive but attainable.	**How does the outcome assist the college in achieving its mission?** If outcomes support other identified institutional priorities, attach supporting institutional documentation
Outcome 1: Provide a safe, orderly, clean, and visually appealing exterior environment (grounds)	Zero negligence reports due to grounds related issues	Provides a conducive environment to learn and work safely.
Outcome 2: Protect and maintain buildings and building systems and equipment through preventive and corrective maintenance programs.	15% of work orders will be preventive, 10% or less change in volume of total work orders	Same as Outcome 1
Additional Outcome(s) (optional): Outcome 3: Reduce maintenance costs while maximizing efficient operations.	5% or less increase in cost per square foot compared to last year.	Same as Outcome 1

Performance Indicators		
What will you do to achieve your outcomes? Identify the performance indicators you will be using to assess achievement of your outcomes. Select your most important indicators. Use should have at least two performance indicators for each outcome.		
Outcome 1-Examine academic and athletic scheduling to determine best times to mow, trim, collect trash, etc. with minimal impact to college functioning. Conduct periodic inspections. Prioritize grounds keeping needs and address most pressing needs and non-budget impacting needs first.	**Outcome 2**-Send periodic campus messages asking to identify any preventative issues, prioritize preventative issues, complete those most likely to interfere with college building functioning.	**Additional Outcomes**-Outcome 3-monitor budget requests and deny anything but essential work as fiscal year comes to a close, monitor contractual and commodity spending, review processes, procedures, or changes that result in estimated cost savings or efficient operations.

Assessment Measures	
How will you measure your success? Identify at least two ways of measuring each outcome. At least one measure for each outcome should be a direct measure. Direct measures are quantifiable.	

Outcome 1	Outcome 2	Additional assessment methods:
Direct method: Track and record number of negligence grounds-related reports at the end of each fiscal year to determine total number of reports. Other methods: Track number of complaints each fiscal year related to daily tasks such as mowing, trimming, emptying trash, etc. to determine disruption to institutional functioning.	Direct method: Compare ratio of completed corrective vs. preventive work orders each fiscal year to the previous year. Other methods: Track each fiscal year, the number of mechanical or electrical failures that result in building or system interruptions	Outcome 3: Direct: Each fiscal year, calculate cost per square foot compared to last year. Indirect: Record each fiscal year changes in processes, procedures to determine estimated cost savings or more efficient operations.

Assessment Committee feedback: