

HACC Assessment Record

Department/Campus: Human Resources

Unit/Lead: Professional Development

Assessment Start Date:	January 2012	
Goal: <i>(Campus, Department or unit)</i>	HR Goal: To offer professional development opportunities such that employees are well-prepared and encouraged to grow as they meet the challenges and demands of their positions and the larger institution they serve.	
Objective: <i>(Measurable)</i>	1. Unit Goal: Provide consistent and timely training and professional development opportunities to all college employees from their date of hire throughout their HACC career. <ul style="list-style-type: none"> a. Deliver a vibrant and enriching new employee orientation. 	
Alignment to Strategic Plan: HR-to-Strategic Plan Matrix	Goal II: Organizational Excellence <ul style="list-style-type: none"> • Objective 11: Increase access to and support for professional development and training. 	
Sources of Evidence to be used: <i>(Measures that would point to achievement of goal/objective. Examples: databases, focus group feedback, surveys. See p. 10 of Guide.)</i>	<ul style="list-style-type: none"> • College wide survey • Focus group meetings • Individual conversations with department heads and workgroups • Secret Shopper • Document Review • Meetings with representatives of: <ul style="list-style-type: none"> ○ Administrative Professional Organization (APO) ○ Classified Employees Organization (CEO) ○ HR Directors ○ Campus representatives 	
Type of Assessment : <ul style="list-style-type: none"> • Information– Gathering <i>(needs assessments, inventories, establishing baselines)</i> • Performance–Evaluating <i>(How well are we doing? Have we improved?)</i> 	Information-Gathering <ul style="list-style-type: none"> • What is needed for new employee orientation? • What was provided in the past? • What do new employees need to know? • What do new employees want to know? 	
IF ASSESSMENT IS PERFORMANCE-EVALUATING:		
*Benchmarks and Performance Targets are critical when evaluating performance. They may or may not be as critical when gathering information, although a rubric may	Benchmarks or Standards (See pp. 11 – 13 of Guide)	Performance Target (See pp. 13 – 17 of Guide)
	NA	NA

<p>be developed to organize categories under consideration.</p>		
<p>Findings: <i>(What did we learn from this assessment? What did the evidence say?)</i></p>	<ul style="list-style-type: none"> • Inconsistency in trainings/orientations across campuses. • Inconsistent scheduling of employee orientation. • There was poor communication about training/orientation. • Orientation needs were not being met. • New employees are not encouraged / required to attend by supervisors. • New employees were not provided with what they needed as they started on the job. I.e. rights and access to systems, approvals. • Lack of consensus about what should be in orientation. • Some long-term employees need training on certain systems that are part of orientation. 	
<p>Decision-Making: <i>(What changes of practice are indicated? What budget priorities are established? What accomplishments should be celebrated and showcased?)</i></p>	<ul style="list-style-type: none"> • Consistent monthly orientation schedule has been set up, using Voice Plus. • Registration process for orientation established. • HR directors are well informed about schedule. • Additional presenters have been brought in. • New employee handbook is being developed. • New model for full-day orientation model readied by July 1 with a targeted implementation September 2013. 	
<p>Assessment Closing Date:</p>	<p>May 2013</p>	
<p>Notes:</p>	<p>Supporting documentation:</p> <ul style="list-style-type: none"> • Diversity%20addition.pdf • EMPLOYEE%20ORIENTATION%20TEMPLATE%20DRAFT.pdf • NEO%20survey1.pdf • New Employee Orientation Sessions for Staff.pdf • old NEO schedule-05142013110543.pdf • Current Orientation Model 	