

The Higher Learning Commission Action Project Directory

Columbus State Community College

| Project Details | | | |
|-----------------|--|-----------------|------------|
| Title | Improve Effectiveness of Employee Recruitment and Hiring Process | Status | COMPLETED |
| Category | 4-Valuing People | Updated | 09-12-2008 |
| Timeline | | Reviewed | 09-28-2008 |
| | Planned Project Kickoff 06-01-2007 | Created | 11-24-2009 |
| | Actual Completion | Version | 1 |

1: Project Goal

A: This project seeks to appraise the role of full-time and adjunct faculty, full-time and part-time staff, and grant-funded positions and to evaluate resource-related issues. At the same time it will initiate a serious appraisal of how faculty and employees are utilized, what alternative models and best practices are available, and how relevant practices and ratios of full-time to part-time faculty/staff compare to those of peer institutions. A study of the resource allocation process is a critical component of the project.

2: Reasons For Project

A: Our campus conducted a Constellation Survey in the autumn of 2006 which 862 employees completed. The top two major processes identified as areas that CSCC employees believe are most important include helping students learn and valuing people. Regarding areas CSCC employees believe are a high priority but not currently done well (the gaps), the effective allocation of resources ranked in the top 10 responses as did measuring the performance of administrative support processes. Following the survey, our campus held a Conversation Day, where employees created 122 suggested plans for action. The vote indicated that 7 of the top 11 ideas for action were related to looking at the ratios of full-time to part-time faculty and staff and improving them to positively impact student learning, advising, retention and educational goal attainment.

3: Organizational Areas Affected

A: This project will ultimately impact the entire campus community: staff, faculty, administrators, and students.

4: Key Organizational Process(es)

A: This project will ultimately impact the entire campus community: staff, faculty, administrators, and students.

5: Project Time Frame Rationale

A: The project will require a year of study with a mid term report on the initial data gathering for the first identified "chunks" of the project expected by the Autumn Quarter In-Service Day.

6: Project Success Monitoring

A: The AQIP steering committee will monitor progress on a monthly basis and make recommendations as necessary. Checklists will be developed to be checked as each piece of data is gathered and made available through the campus AQIP website to the campus community. The AQIP steering committee will publish the monthly progress reports on the campus AQIP website.

7: Project Outcome Measures

A: Have established CSCC benchmarks where appropriate. Have completed all items on checklist for data gathering. Have determined how resource allocation informs the next chunks of the projects. Have appraised the roles of full-time and adjunct faculty. Have appraised the roles of full-time and part-time staff. Have appraised the roles of grant-funded positions. Have identified best practices

of peer institutions. Have identified alternative models of peer institutions. Have identified comparative ratios of full-time to part-time faculty, staff and grant funded positions.

8: Other Information

A: Regular reporting of project's progress on CSCCAQIP web site.

Project Update

1: Project Accomplishments and Status

A: This action project was broken into smaller pieces (chunks) that could more readily be completed based on the entire process map. In the first chunk, common definitions of faculty, staff, administrators, were researched, agreed upon, and accepted by the college. Another outcome was the increased understanding by the team of data gathering processes and their relationship to reporting procedures. The second chunk of the project was large, so sub-teams were created to: determine how data that was used to determine ratios was collected and reported; collect information about similarities and differences in the number of full-time and adjunct faculty and full-time and part-time staff within the various divisions and departments of the college; collect information about similarities and differences in the number of full-time and adjunct faculty and full-time and part-time staff within the various divisions and departments of the college and, in particular, how new positions are allocated and what effect growth areas such as Delaware campus and distance learning will have on the process. Resources used to complete these chunks of the process include the Vice President of Business and Administrative Services, the Vice President of Human Resources, the College President, representatives from Knowledge, Resources, and Planning, and various Deans and Directors. Much of the work was completed as a result of two presentations offered by the college administrators that answered many of the teams' questions. These presentations or 'conversations' are a best practice we will continue to use for future action team projects. The project moved slower than expected because the support infrastructure was being developed. In the next phase, two teams will improve the position posting process and the position approval process.

2: Institution Involvement

A: In conjunction with the AQIP Steering Committee and CSCC administrators, including the College President, Vice-Presidents and Deans, two group conversations were held in an effort to provide the team with as much background information as possible to respond to the questions for which the team was seeking data. One conversation focused on an explanation of the numbers presented by the Program Coordinator for the Knowledge, Resources and Planning Department and the other was a budget discussion that also included CSCC administrators including the College President, Vice-Presidents and Deans. Also, the facilitators held meetings with all of the work groups in an effort to share the data collected and come to agreement as to whether the data collected was valuable and responded directly to the questions posed by this chunk of the project. It was the responsibility of the facilitators to keep all of the work groups motivated, but it was also the responsibility of the team leaders to keep the team members in their own work groups motivated as well. By breaking down the overall team into the work groups, the work could be accomplished with greater efficiency. The final report was presented to the Steering Committee for feedback at a presentation forum organized to review the project outcomes.

3: Next Steps

A: The team will begin working on the process of recruitment and hiring and identifying the gaps in the process. Specific measures of time taken between job posting and job hire and the documentation of the workflow to create new positions within different departments and divisions will be important work in the next phase. Other important information that will be documented includes timelines, offices involved, and approvals required.

4: Resulting Effective Practices

A: In seeking to appraise the role of full-time and adjunct faculty, full-time and part-time staff, and grant-funded positions and to evaluate resource-related issues, there has been great value in identifying the definitions and components and specifics of the data that will be used as a knowledge base that can be used to effectively approach the next chunk of the project. Once definitions are determined,

the team can then initiate a serious appraisal of how faculty and employees are utilized, what alternative models and best practices are available, and how relevant practices and ratios of full-time to part-time faculty/staff compare to those of peer institutions. A study of the resource allocation process is a critical component of the project and will also be considered as the project moves forward. Another effective practice discovered during this project is that time is saved when subject matter experts present directly to the entire team in order to further define, discuss and clarify any issues discovered as the project moves forward. All of these components of the project can have serious importance for other colleges seeking study of similar processes.

5: Project Challenges

A: One of the challenges that this project has faced, and will face as it proceeds, is the sheer number of factors affecting the process. As indicated in the process map, the team must develop responses, through a variety of data collection methods, in an effort to streamline a fair and equitable recruitment and hiring practice for all employees of Columbus State. This project does not lend itself to the "quick fix" and has numerous and complicated layers. In order to simplify a complicated and large process, two teams have been formed to address two separate pieces of the hiring process. Although the breakdown of the process into smaller pieces will speed up the improvements of each respective piece, care will be taken to make sure that recommendations for change of the separate pieces of the process will align with each other.

6: AQIP Involvement

A:

Update Review

1: Project Accomplishments and Status

A: The college described accomplishments from the first part of its action project, which was broken into two parts. Two presentations appeared to have been the most helpful to this phase of work. The project is defining terms, similarities and differences about its personnel. There is an opportunity for this action project to define whether job descriptions match what faculty and staff are actually doing. The college provided evidence of best practices through the presentations or 'conversations' that were set up with the teams. These presentations will be used for future action projects as most of the work was accomplished through this type of meeting. The college used its Vice Presidents of Human Resources and Business, as well as the College President and representatives of Knowledge Resources, Planning and other Deans and Directors. Though progress was slower due to support structure being developed, the project appears to be progressing within the AQIP principle #4, valuing people, and AQIP principle #8, planning continuous improvement.

2: Institution Involvement

A: The college clearly involved many groups, including the College President, Vice-Presidents and Deans and Directors, the AQIP Steering Committee, and CSCC administrators, in many meetings. Teams were formed and data was collected by each group and shared with all groups, and appears that this type of data collection and sharing will continue throughout the rest of the project. The team leaders and facilitators made it their responsibility to keep teams motivated to complete their tasks. If this information sharing continues, it will greatly assist the project toward on-time completion of its action project.

3: Next Steps

A: The college defined the next steps of the action project. There is an opportunity to include a team to identify the process of job posting such as where postings are disseminated and how. The college also has an opportunity to consider a job satisfaction survey to determine if this factors into the full-time, part-time faculty/staff and adjunct faculty dilemma. The teams will consider measures of time taken between job posting and job hire and the work flow which creates new positions, as well as time lines, offices involved and approvals required.

4: Resulting Effective Practices

A: The action project's identified best practices as the definitions, components, and specifics of data, and how this will help to determine what is happening at this college as well as other institutions. A study of the resource allocation process is critical to the project and will be considered as the project progresses. The action project listed another best practice as having the subject matter experts present directly to all the teams; it saved time in the action project process. These best practices can be utilized by other institutions.

5: Project Challenges

A: The college action project describes many many factors affecting the process and that two teams were formed to address two separate pieces of the hiring process: the process of recruitment and hiring, and the gaps in the process. The action project has the opportunity to create smaller teams to break out the many other factors which affect this process, in order to give proper time and consideration to all factors affecting this process. These many factors consequentially slow the process unless addressed by smaller groups in a timely manner. The action project does intend to ensure recommendations for change align with each other. The action project is aware of the challenges and has prepared to meet those challenges.

6: AQIP Involvement

A: The action project, though starting out slow, is following its plan. The action project identified factors affecting progression and identified plans to address those factors. No help is needed from AQIP. The institution is making reasonable progress toward completion of the project and development of an institution-wide continuous quality improvement culture.