University Human Resources
Assessment Report, 2012

**Expected Outcome 1: Maximize effectiveness of recruitment venues**

University Human Resources will monitor selected recruitment venues on an annual basis to determine if advertising dollars are being allocated to those sources that are the most effective in generating applicants for University posted vacancies.

**Assessment Method: Analysis of applicant surveys**

Auburn University utilizes an on-line employment process whereby all applicants are required to complete and submit electronic applications for employment. As a part of that application process, applicants are required to report where they first heard about the position for which they are applying by responding to a survey question included in the on-line application form. At the conclusion of each search, a recruitment report is generated via the electronic employment system and used to determine which venues have been the most productive. The data collected in these reports are then consolidated in an annual report, the results of which are used to identify less effective recruitment sources and make modifications as needed to the recruitment strategy for the upcoming year.

**Findings for 2012:** The 2012 annual survey results were compiled at the end of FY 2012. Data reflect that the great majority (6,319 or 60.4%) of applicants learn about job opportunities through the University’s website for non-faculty employment, [www.auemployment.com](http://www.auemployment.com) There were 2,101 responses (20.1%) indicating that websites other than AU’s were the source of information about jobs. The third highest response (1,500 or 14.3%) reflected that “other” sources were used. Remaining responses were as follows: Answer to newspaper ad – 223 or 2.1%; E-mail from AU Human Resources – 66 or 0.6%; Listserv – 48 or 0.5%; Professional Journal Ad – 57 or 0.5%; State Employment Service – 110 or 1.1%; and Walk in – 37 or 0.4%. The survey categories of “other” and “other web sites” request that applicants specifically identify the actual source where they learned of the job opportunity, and these sources are reviewed to identify weak recruitment sources. One of the additional findings based on more detailed analysis of information provided was that a source identified for the 2012 recruitment strategy to target veterans, [www.vetjobs.com](http://www.vetjobs.com), had generated very little recruitment activity.

**How findings were used for improvement:** A centralized approach to recruitment advertising has been adopted to take advantage of cost savings realized by utilizing an outside advertising consultant to assist in negotiating prices with vendors and formatting ads to best advantage. These cost savings are then passed along to the hiring units, which reimburse Human Resources for advertising fees depending on the scope of the search. Human Resources developed a three-tiered model of advertising sources for local, regional and national searches with a corresponding fee structure. Since survey results indicated little recruitment activity was generated by VetJobs.com, the $7,000 being spent on an annual basis for this source was reallocated to another source, Indeed.com, which scrubs other sites for postings and reaches military personnel.
**Expected Outcome 2: Deliver effective training programs**

University Human Resources will ensure that courses and other training programs offered through Human Resource Development are effective in meeting the needs of its employees and the University.

**Assessment Method: Conduct participant surveys**

The Human Resource Development unit within University Human Resources offers a total of 213 different courses for employees in a wide variety of subjects in broad areas such as general professional development (including leadership, supervision, and legal compliance); University office administration/office management; University administrative systems; information technology; and personal growth. Participants are emailed an electronic questionnaire at the conclusion of every course and, using a 5 point scale, are asked to rate the courses on the following dimensions: Satisfaction; Usefulness; and Effectiveness. Additionally, participants are asked to rate the following dimensions that attempt to gain a better understanding of how the participants may actually change their behavior as a result of participation in the classes: Informational Change; Behavioral Change; Attitudinal Change; and Motivational Change. The form can be submitted electronically or printed out and sent through campus mail. The survey results are compiled using SPSS software to obtain statistics by class per term. The results are also compiled in an overall academic year report, and course statistics are monitored for trends. Course ratings of 3 and above are considered acceptable.

**Findings for 2012:** During calendar year 2012 there were 2,296 participants in HRD classes offered. There were 484 evaluations completed, for a return rate of approximately 21%. Mean overall ratings for evaluations returned were as follows: Satisfaction – 4.51; Usefulness – 4.47; Effectiveness – 4.65; Informational Change – 3.56; Behavioral Change – 3.33; Attitudinal Change – 3.29; Motivational Change – 3.42. These ratings indicate, that on the whole, the courses being offered through our HRD program are meeting acceptable standards and expected outcomes. However, each course in the HRD program is also measured individually and adjustments are made depending on ratings. (Individual statistics are available.)

**How findings were used for improvement:** If there is a consistent trend in low evaluations for a particular course, we have a conversation with the instructor about the course evaluations and make suggestions for improvement. We have had an instance where, due to consistently low evaluations even after discussions, we have replaced an instructor. Information is also used to restructure or eliminate courses if needed.
Expected Outcome 3: Improve the quality of supervision on campus and reduce legal exposure for the University

University Human Resources is committed to improving the quality of supervision of the University’s employees and minimizing legal exposure in the employment arena, creating a work environment conducive to high productivity and engagement. Of critical importance is ensuring that supervisors understand their roles as agents of Auburn University, particularly with regard to the risks inherent in employment actions that have the potential to expose supervisors and the University legally. To meet these objectives, the Human Resource Development unit (HRD) within University Human Resources offers training programs covering supervisors’ responsibilities relative to compliance with employment law and other topics in general supervision, leadership, and ethical behavior.

Assessment Method: Monitor participation rates by supervisor type and solicit employee feedback. The HRD unit monitors the rate of participation in training programs by supervisor type—faculty or non-faculty (administrative/professional or University staff) and solicits feedback from employees as to why employees may not be participating in classes offered.

Findings for 2012: Auburn University currently has 870 supervisors; 357 (41%) faculty, and 513 (59%) non-faculty. For the three academic terms in 2012, we offered three iterations each for the 12 courses in the Legal Series for Supervisors program. The total number of participants for the year was 251, with 22% of these participants faculty (the majority were non-tenure-track faculty from Alabama Cooperative Extension System) and 78% non-faculty. The overall participation rate of supervisors for 2012 was 28.85%. While this number only reflects participation during 2012, it still indicates a low participation rate given the number of supervisors eligible to attend and the need to maintain up-to-date knowledge of compliance responsibilities. Feedback from participants indicated that delivery methods may need to be examined. (NOTE: these findings may also overlap with survey information on program quality and participant satisfaction with classes.)

How findings were used for improvement: The low participation rates in supervisory training programs and feedback from participants suggest that, among other factors, delivery methods may need to be examined to determine ways to increase participation. One objective identified is to make classes more accessible and convenient for participants by using a blended learning approach whereby portions of the material are delivered on-line. HR is currently in the process of converting the Legal Series for Supervisors to an on-line format with follow up traditional classroom training to apply the knowledge delivered on-line through case studies, role play, etc... We have also been working with the Provost and Executive VP to obtain support for mandatory supervisory training in high risk employment subjects.