

AQIP Category 4: Valuing People

4C1/4C2 Key factors impacting distinctive ways CCC organizes its work environment, work activities and job classification including part-time employees to focus on student learning.

Central Community College distinctly organizes its work environment and activities because of its unique geography (See Section O-1). First, the college has made great progress in unifying the functions of three campuses and 80 learning centers separated by a large geographical area. Designated Deans and College Vice Presidents have area-wide responsibility for “clusters” like academic education, business and information technology, trades and industry, health, student services, and extended learning services. Centralized administration services like grants, human resources, purchasing, accounts payable and MIS assist in unifying processes among many locations.

Central Community College’s unique geography has also influenced organization of learning formats. To provide students throughout the 25 county region access to learning opportunities, the College has implemented a number of delivery modes, for example lectures, individualized packets, on-line courses, and video-based courses.

On a regular basis, on-campus faculty assist learning center managers and work closely with students to assure quality off-site instruction through the use of individualized learning packets. Digital technology and WEBCT have also provided means for place-bound students to access quality education.

Geographically and functionally, the Grand Island campus staff, faculty, and administration work closely with the Kearney and Lexington learning centers which cover the western part of CCC’s service area. The Hastings campus staff, faculty, and administration work closely with the Holdrege learning center which covers the southwest part of the service area. Furthermore, each campus has specific counties they serve through Extended Learning Services.

Beginning in 1997, the college restructured administrative functions to encompass more than a specific campus, program, or task to better serve the learning needs of students living in the 25 county targeted service area (See Figure 5C1-2).

Central Community College has three major job classifications: administration, faculty, and staff (See Table O5-1). The college then further classifies jobs within those groups. Table 4C1-1 illustrates the system, which evolved from collaboration with a consultant, used to classify hourly and salaried staff and administration.

Updated July, 2004

GRADE		Salary/Wage New Min		Salary/Wage New Max
1		12,537.00		17,999.00
		6.03		8.65
2		13,620.00		20,430.00
		6.55		9.83
3		15,561.00		23,344.00
		7.48		11.22
4		17,951.00		26,927.00
		8.63		12.95
5		20,714.00		31,070.00
		9.96		14.94
6		23,895.00		35,841.00

		11.49		17.24
6IT		25,354.00		38,115.00
		12.19		18.33
7		27,838.00		41,756.00
		13.39		20.08
7IT		29,720.00		44,578.00
		14.29		21.44
8		32,178.00		48,267.00
		15.47		23.21
8IT		34,433.00		51,650.00
		16.56		24.84
9		37,541.00		56,311.00
		18.05		27.08
9IT		40,269.00		60,404.00
		19.36		29.04
10		43,382.00		65,074.00
		20.86		31.29
11		50,129.00		75,193.00
		24.10		36.15
11IT		54,026.00		81,039.00
		25.98		38.96
12		57,394.00		86,091.00
		27.59		41.39
13		65,713.00		98,569.00
		31.59		47.39
14		75,927.00		113,891.00
		36.50		54.76
15		86,556.00		129,836.00
		41.62		62.42
16		100,021.00		149,304.00
		48.09		71.78

Table 4C1-1

Faculty have only two classifications, full-time and part-time. The college does not define or publish a classification guide for part-time or full-time faculty.

Based on headcount, it appears that Central Community College relies heavily upon its 139 adjunct faculty who teach 27% of the credit hours. Compared to the 82 peer institutions participating in the National Community College Benchmark Project-2004, CCC ranked below the 10th percentile in credit hours and class sections taught by adjuncts.

Issues the College needs to address with adjunct faculty include:

- Updating the Adjunct Faculty Handbook
- Reviewing the current adjunct faculty pay schedule compared to adjunct pay schedules at other public institutions
- Establishing adjunct faculty workload guidelines
- Studying adequacy of paid prep time that currently equates to that of full-time faculty

Students, funded through the federal work-study program or college funds, provide an additional resource of flexible part-time employees throughout the College.

4C3 Demographic trends CCC analyzes to determine future workforce needs.

Central Community College analyzes several demographic trends in planning for the future. Foremost among these trends is an aging workforce. With almost 50% of its employees 50 years old or older, the college faces a rapidly approaching hiring crisis. Even worse is the aging population of the College's service area which will further reduce CCC's hiring pool and potential student pool (See Table 4C3-1).

Demographic Age Projection of CCC's Service Area (2002-2010)					
Age	2002	2010	Change in Age Base	% Change	% of Population
20 to 24 years	20,265	22,717	2,452	12%	6.77%
30 to 34 years	17,019	17,350	330	2%	5.69%
40 to 44 years	22,731	19,593	-3,138	-14%	7.6%
50 to 54 years	19,435	22,782	3,347	17%	6.5%
60 to 64 years	12,203	16,560	4,357	36%	4.9%

Table 4C3-1 Demographic Projection

Compounding the situation even more is the lack of a major metropolitan center in the service area.

As already noted in the Overview, page 1, the college faces a second significant demographic trend—increasing cultural diversity. To meet this marked cultural change, the college will need to hire bilingual instructors, to offer classes for English Language Learners, to provide opportunities for faculty to learn culturally sensitive teaching strategies, and to increase sensitivity to and awareness of diverse cultures; the college must also make a concerted effort to assure an ethnically diverse workforce.

4C4 Key faculty, staff, and administrative training initiatives

In the past three years, the college has implemented the following ongoing key training initiatives:

KEY TRAINING INITIATIVES	Faculty (F), Staff (S), Administration (A)	% or Number Completed
Academic Quality Improvement Program	F, S, A	95.2%
Continuous Quality Improvement	F, S, A	95.2%
Communication Training	F, S, A	83.0%
Instructional Design System (World-Wide Instruction Design System)	F, S, A	90.0%
Safety Training	F, S, A	100.0%
Leadership Tomorrow (Volunteers)	F, S, A	NA
AQIP Team Champions	A	5
Chair Academy or Equivalent	A	73.0%

Table 4C4-1

In addition to these key training initiatives, CCC has also dedicated a portion of its operational budget to professional development as well. These dedicated funds support both individual and staff development opportunities such as off-site training, conferences, advanced college course work, and educational sabbaticals.

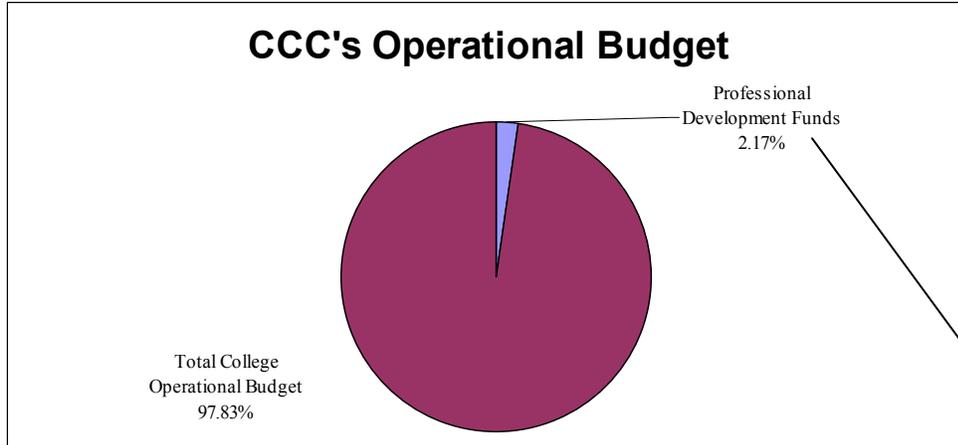


Table 4C4-2

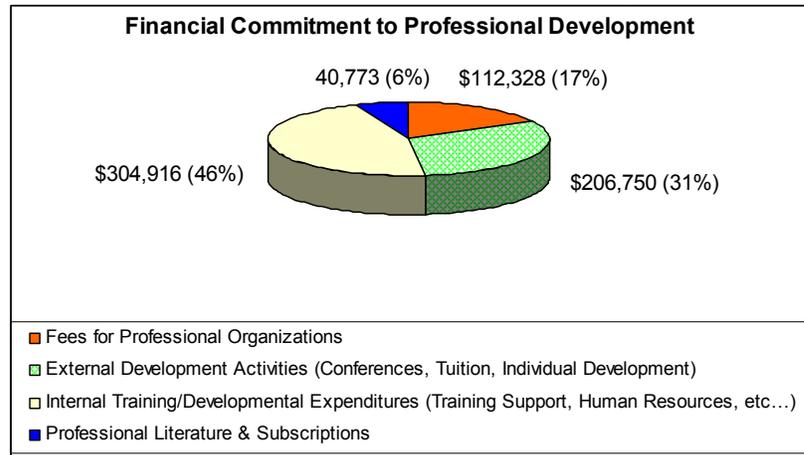


Table 4C4-3

In 2003-04, the college expended \$123,000 for travel expenses and allotted \$55,000 for course work at other institutions. Further supplementing these dollars are professional development funds from Perkins Grants and the CCC Foundation. The college offers all full-time faculty, staff, and administration free tuition for CCC courses. Part-time faculty may, with supervisor approval, receive tuition waivers too.

Central Community College's Quality Council has also initiated a two tiered Professional Development Plan. Using constituency groups to identify basic skills common to all CCC employees, the Council implemented Tier One skills as identified on Table 4C4-4.

Common Core Competencies	
Competency 1	Delivering Exceptional Customer Service
Competency 2	Using Technology to improve Job performance
Competency 3	Communicating effectively
Competency 4	College Policies, Programs, & Processes
Competency 5	New Employee Orientation (required) or Making The Central Connection
Competency 6	Staying Safe at Work, in the Classroom

Table 4C4-4

The Council is now in the process of developing a skill list more specific to particular employees which will comprise Tier Two.

4P1 Identifying and ensuring required credentials, skills, and values required for faculty, staff, and administrators

Central Community College standard operating procedure identifies specific credentials, skills, and values required for faculty, staff and administrators. Central Community College supervisors and Human Resources personnel review the position job description for currency and classification prior to posting the position. Supervisors develop job descriptions based upon the skills and qualifications needed as identified through accrediting bodies and specific work assignments. Several examples of ways CCC defines and ensures potential employees possess the required credentials are:

- The College requires selected faculty to hold practice licenses through State of Nebraska Licensing Boards and to meet educational credential requirements established by national accrediting professional organizations (RN, LPN, BSN, MSN, RDH, etc...).
- The six Nebraska Community College Chief Instructional Officers have developed minimal guidelines for certain faculty positions.
- Articulated agreements with four-year colleges define credentials needed for college level course transfer.
- Human Resources and supervisors verify characteristics through letters of recommendation, transcripts, interviews, and reference checks.
- Supervisors and or screening committees may require skill documentation, skill assessment, or performance demonstrations.

4P2 CCC's recruiting, hiring, orienting, and retaining processes

Central Community College's process for recruiting and hiring new employees undoubtedly resembles that of many other two year community colleges:

- advertise the opening
- respond to inquiries
- review application information
- schedule interview with committee comprised of designated personnel who may include administration, faculty, and staff

Based on an in-house designed rating sheet, the interview committee reaches consensus and recommends a candidate for the advertised position. Full-time faculty and Dean level candidates or above require an administrative recommendation and Board of Governors' approval. The College President approves full-time staff positions based on interview recommendations. Each College Vice President approves part-time hires on their respective campus.

To acquaint new, full-time hires with the college, CCC conducts new employee orientations which cover the following: benefits, purchasing, MIS, Tech Prep, and safety. The College President also welcomes these individuals and gives them an overview of CCC's history, cultural, objectives, and the College Foundations.

While awareness of such topics and information is clearly useful, few full-time employees receive any job specific mentoring or training.

Clearly if 49.4% of CCC's employees have been with the institution 10 or more years, the college maintains a strong rate of retention which fosters knowledge, consistency, and stability. Keenly aware of the number of employees retiring in the next 2-10 years, the college recognizes the inevitable personnel changes fast approaching. Therefore, the College is currently reviewing not only demographic trends but other factors influencing the college and its personnel needs.

4P3 CCC's work processes and activities that contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning and skill sharing and as well as ethical practices

Besides an improved phone and email system and a redesigned website, the College in order to foster these seven qualities has structured the school year as follows:

- Annual All College In-Service – 1 day
- Common Meeting Time throughout all three campuses – bi-weekly
- Faculty negotiated contract – 10 non-teaching contract days

The following three figures illustrate how this structured time contributes to the seven qualities:

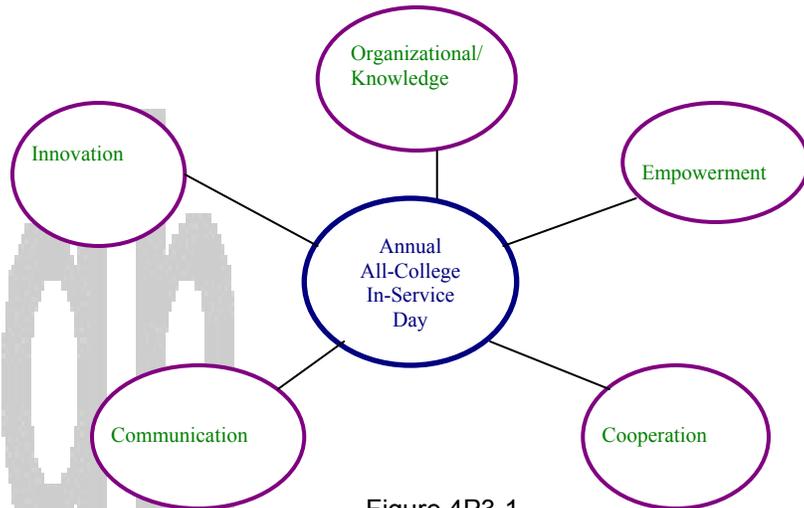


Figure 4P3-1

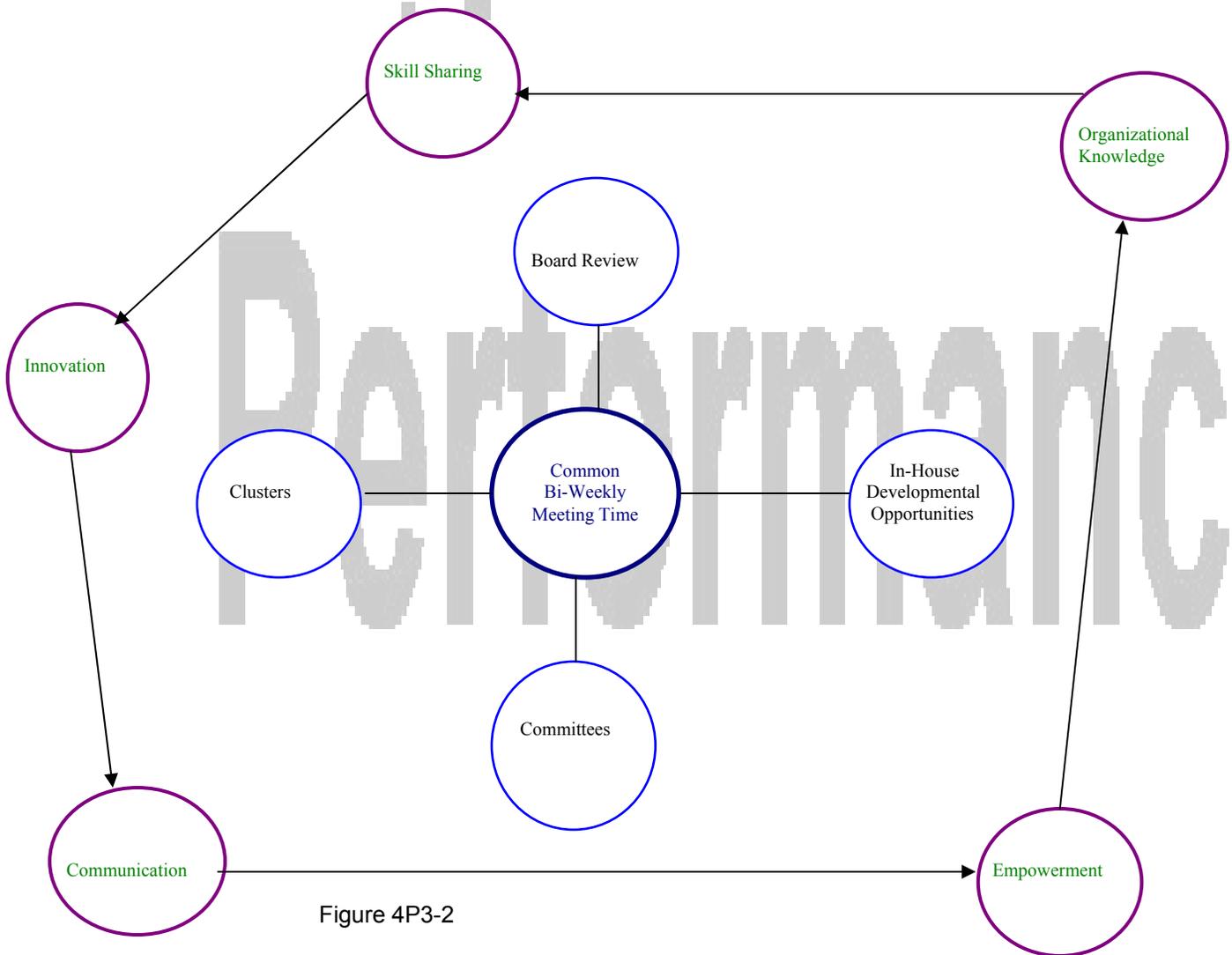


Figure 4P3-2

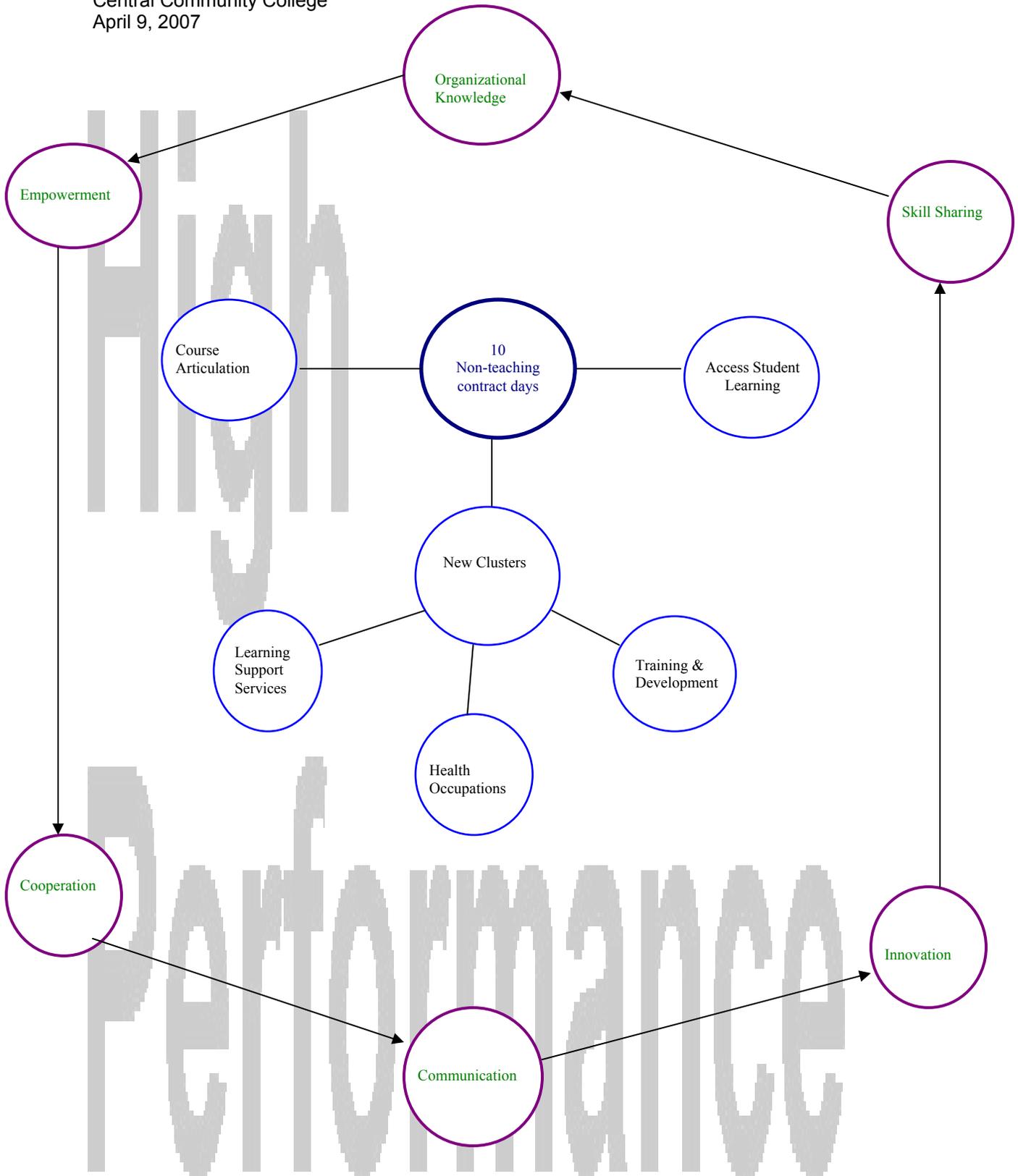


Figure 4P3-3

Central Community College addresses ethical practices through development and publication of policies and procedures that define ethical behavior for its employees. To foster employee awareness, the college informs all employees through orientations, emails, the web site, and a periodically updated and revised policy and procedure manual. The college also trains and monitors those employees responsible for specific procedures including, but not limited to:

- payroll
- travel reimbursements
- purchasing
- technology use
- use of force
- supervisor training
- sexual harassment
- emergency response
- copyright issues

While the college strives to ensure ethical practices through such policies and procedures, some confusion still exists among campuses. Because some policies appear cumbersome, inefficient, and unclear, campuses may interpret and administer them differently. The College's reorganization into inter-campus administrative responsibilities has brought greater consistency in addressing and interpreting policy and procedure issues.

4P4 Training and developing faculty, staff, and administrators

For employees to contribute fully and effectively throughout their careers with CCC, the College reinforces their training and development through three primary tools. First, annual evaluations for all full-time faculty, staff, and administrators, provide an opportunity to document and discuss current trends, technology and job skills relevant to their area of responsibility. In addition, annually each employee sets innovative, personal growth, professional development and problem-solving goals. Supervisors and the College's Human Resources Department then review these goals to assist employees in continuing their training and development.

Second, the College encourages and assists employees in pursuing continued education as well as sponsoring in-house training. (See section 4C4)

Finally, the College encourages professional advancement within the organization by offering an interview to all qualified internal candidates. As noted previously, this policy is also open to varied interpretations.

4P5 Determining training needs

Central Community College identifies training needs from the following key internal and external stakeholders (Table 4P5-1):

Internal Stakeholders	External Stakeholders
Continuous Quality Improvement Council	Service Area Businesses and Industries
Supervisors	Service Area Community members
Employees	Service Area Agencies
Employee Annual Evaluations	Vendors

Table 4P5-1

These stakeholders express training needs through such formal methods as periodic surveys and needs assessment of student learning. In addition, the college also identifies training needs by remaining responsive to informal expressions such as impromptu phone calls from anyone in the service area, casual conversation that transpires at local community meetings, or public published announcements of community and business trends.

Team training aligns with plans addressed in Category 8 and keeps the focus on helping students learn.

4P6 Personnel evaluation system

While CCC currently has a 25 year old personnel evaluation system that has a five point rating criteria addressing community involvement, goals and objectives, and development, the College recognizes that this evaluation is ineffective. Therefore, the College has formed three committees—one for each campus—comprised of faculty, staff, and administration to review the current process with the goal of improving it. As employees have become more familiar and comfortable with the AQIP process, they are addressing evaluation issues from a variety of perspectives including a 360 degree evaluation model.

4P7 Recognition, reward, and compensation systems

Central Community College has designed a “service award” program which recognizes all full-time employees. Each campus recognizes its employees who have served a minimum of five years. Thereafter, the campuses recognize employees at each additional five year anniversary. At the Annual All College In-Service, the college recognizes employees who have served 25 years or longer.

Individual campuses or departments may recognize employees, but no formal process is in place. For instance, the Columbus Campus recognizes a “Campus Person of the Year” and a “Faculty Person of the Year.”

Central Community College has no formal reward process in place.

In addition to basic salaries as outlined in Table 4C1-1, CCC compensates employees by offering a benefit package that includes:

- tax-sheltered cafeteria plan
- multi-level health plan
- dental insurance
- retirement plan—with college matching funds up to 7.5%
- sick leave
- professional leave
- three paid personal days (faculty only)
- additional staff vacation days based on longevity

4P8 Key issues related to the motivation of faculty, staff, and administrators

The College determines key issues related to motivation of faculty, staff, and administrators through various surveys, primarily the Issues Questionnaire, and through formal and informal meetings.

The College then shares the results from these sources with all personnel. Ultimately, the CQI Council pursues a prioritized list of key issues.

Inherent in the success of their process is the presumption of trust and attentive listening on the part of all involved.

4P9 Employee satisfaction, health and safety, and well-being

The College provides for the health, safety, and well-being of its employees through the following:

- Safety Training
- Safety Committees—each campus and College-wide
- Wellness benefit
- First Aid-Training, voluntary
- Automatic External Defibrillator Training, voluntary
- Gym/Weight Rooms—Columbus/Hastings only

- Reduced YMCA rates—Grand Island
- Regular evaluations of property and facilities:
 - lighting
 - snow and ice removal
 - sidewalk repair
 - fire equipment
 - first aid supplies
- Pre-OSHA Audits
- Regular safety inspections

Furthermore, any College employee can express health, safety, or well-being needs through the Educational Services Committee, thru the College President’s forum, or individually to the appropriate party.

At this time, CCC uses two measures to evaluate employee satisfaction regarding health, safety, and well-being issues: the Gap analysis on the annual Issues Questionnaire and years of service of full-time employees. Employees with 10 or more years of service account for 49.4% of all employees. The college plans to conduct a comparative analysis employee satisfaction survey in the spring of 2006.

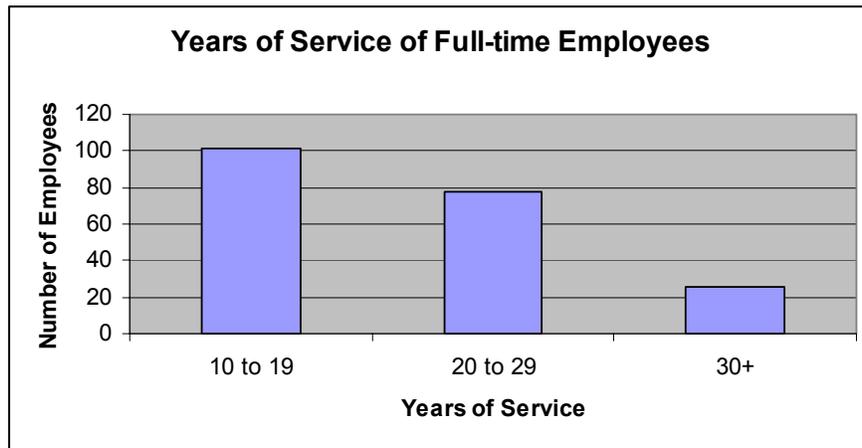


Table 4P9-1

4P10 Collection and analysis of results

Central Community College regularly collects and analysis results only from the annual Issues Questionnaire. Since the College has collected data from the Issues Questionnaire for three years, the College now has baseline data and trends.

The College also has an on-line suggestion box where employees and students identify concerns or ask questions. However, there exists no formal, published collection or analysis of this data.

4R1 CCC’s results in valuing people

Central Community College has only two statistical results that measure how it values people.

First, the fact that 49.4% of all employees have been with the College at least 10 years attests to a satisfied workforce.

Second, a low annual turnover rate of 7% over the three years further reinforces worker satisfaction.

4R2 Improved processes associated with valuing people

CCC is still studying ways to define and measure valuing people. The college is also looking for models and comparative data.

Recognizing this fact, the College has newly implemented the SPARKS process (See Category 8) and is beginning a review of the personnel evaluation forms.

4R3 Evidence of effectiveness of your faculty, staff, and administrators in achieving goals

CCC tracks a variety of key performance measures that document productivity and effectiveness of College personnel and students on achieving institutional goals. Faculty and administrators, from each degree program, complete assessment of student learning processes that report measures of the important goal of helping students learn. Workshops and short-term training participants complete student evaluations to help the instructor improve their presentation and teaching methods. The employee's supervisor conducts the employee's annual evaluation, reviews progress towards goals, and files the documentation with Human Resources. The Postsecondary Commission sets program evaluation cycles and requires program evaluation reports. Annually CCC documents program key performance indicators (KPIs) including graduate placement, first-year projected wages, course completion rates, FTES generated per full-time equivalent faculty, and number of program degrees, diplomas, and certificates awarded (See Table 1R4-2). The career and technical programs meet annually with their employer advisory boards, and academic educators meet regularly with transfer institution faculty to evaluate the success of our transfer students and to discuss possible curriculum changes. High employment or continuing education rates indicate graduates are employable. Advisory board member satisfaction indicates program graduates are meeting employer expectations.

4R4 Comparison Results

CCC tracks KPI trends for internal purposes. The College will share results with interested peer institutions who are willing to share their data. Central Community College has limited access to benchmark data from other higher education institutions on valuing people. However in some instances we do have documentation. For example, the Human Resources Department has documented that full-time employee benefits are competitive with other Nebraska Community Colleges. Also, results of a 2004 Community College Survey of Student Engagement report that students ranked CCC higher in mean scores in the areas illustrated on Table 4R4-1.

Activity	Mean CCC	Mean All Schools
Relationship with administrative personnel and offices	5.48	4.88
Relationship with other students	5.68	5.43
Help in coping with non-academic responsibilities	2.04	1.85
Satisfaction with academic advising	2.38	2.19
Satisfaction with transfer credit assistance	2.24	2.04

Table 4R4-1

411 Improving current processes and systems

Although Central Community College has yet to develop a system for tracking processes for promoting and documenting the valuing of people, CCC improves current processes and systems by analyzing feedback received from faculty, staff, and student surveys, open forums, committee meetings and team meetings. The College President has an open forum on each of the campuses and with the administrative office staff to get feedback on concerns or suggestions for improvement. The Communications Action Project Team create an on-line suggestion box for employees and students to voice concerns or make suggestions for improving processes and systems at the College. When stakeholders identify issues the responsible faculty member, administrator, team, or committee will take action to improve the process and report results.

412 Targets for improvement and communication of results

Targets for improvement are identified by groups of all employees and posted electronically and through print media. Annual Issues Questionnaire results are distributed and show areas for improvement. Employees and appropriate teams work to lessen the gap between ideal and perceived reality. The Quality Council is developing a two tier professional growth system, holds meeting with groups of employees, and sends out regular newsletters. The College President and campus leadership send regular electronic or hard copy newsletters, updates, and minutes of meetings. The Human Resources Department personnel regularly remind employees of staff development fund opportunities. Supervisors circulate professional development and seminar opportunities. The College sponsors new employee orientations, hosts an annual all-College in-service, provides focused discipline cluster training, and all-campus in-services. Results of surveys are available for review by all employees and students through electronic public folders or the office of College Effectiveness and Institutional Research.

Targeted areas to improve upon the valuing of people include:

- developing a system to define, measure, and improve processes for valuing people
- adding cultural sensitivity training
- increasing ethnically diverse workforce
- expanding mentoring/training for new employees
- continued awareness of ethical practices
- revising the evaluation system
- considering a formal reward process
- publishing suggestion box data and analysis
- reporting data findings and analysis to critical stakeholders