VALUING PEOPLE CATEGORY FOUR

INTRODUCTION:
After reviewing the last systems appraisal feedback, Central Community College conducted its five-year strategic planning process. During this process the college determined several opportunities for improvement existed.

The improvement process is focused on two Quality Improvement Campaigns: 1. to provide staff and faculty professional development opportunities recognizing their diverse learning styles and using various modes of delivery. This campaign was broken into two action projects: a. identify and provide training needs that are aligned with college goals and plan for professional development opportunities; b. use benchmarks to compare and analyze results and trends between college departments and divisions/other organizations. 2. Systemize the process for assessing employee satisfaction. This campaign has one assigned action project with the purpose of establishing benchmarks for employee satisfaction and compare internally and with other higher education institutions.

The results of the first campaign included the formation of the action team and evaluation of existing training processes. A list of training/training processes were identified and implemented. At the time of the release of this portfolio the training revisions have been in place since the Fall of 2011. The second action project started in the Fall of 2013 just prior to the finalization of this version of the portfolio. The College Professional Development Director has been assigned the leadership role on this project and collection of internal and external benchmarks has begun.

In a step to better document how CCC strategically recruits and retains qualified employees, the College has adopted two new processes. The first process is the New Faculty Institute. This allows an opportunity to both orient new faculty and to track training they receive once they arrive at the College. The second is the new "On-boarding for new employees". These two processes have become of significant value as the college has experienced a reasonably high number of retirements in the 2012-13 academic year. This new training, in conjunction with the employment of a Hiring Manager (new recruiting position), has benefited

the college by both better orienting new employees and documenting training received.

The Hiring Manager responsibilities include organizing each hiring event, providing guidance to hiring teams/leadership, aid in refining/updating job descriptions, placement of ads, organizing the interview days', communication to candidates about the College policies and benefits, and maintaining consistency throughout the hiring event.

CCC has evaluated its recognition and reward process and made one change since the last portfolio. This change was to include recognition of years of service for part-time employees. This recognition is conducted at the All-College In-Service held each fall.

PROCESSES (P)

4P1-How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

Central Community College's 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 to help determine classification and pay range prior to posting the position. Supervisors develop job descriptions based on the skills and qualifications needed as identified through accrediting bodies and specific work assignments. Several ways CCC defines and ensures potential employees possess the required credentials:

- 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 guidelines for definitions for faculty positions.
- The College has developed an internal policy on the credentials needed for instructors to teach college-level transfer courses.
- Human Resources and supervisors verify credentials through letters of recommendation, transcripts, interviews, and reference checks.

4P2 How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

CCC's hiring process contains multiple steps to ensure appropriate credentials, skills and values of its employees. Supervisors and/or hiring committees may require skill documentation, skill assessment, or performance demonstrations for potential employees. Any identified requirements are validated for all employees during the candidate process by the hiring manager. Validated copies of credentials/qualifications are placed in the employee's record if they are hired. In addition the college provides employees the opportunity and support needed to obtain additional credentials once the job postings for each position has the appropriate level of required credentials, the College has a Position Review Committee (PRC). The role of the PRC is to review and approve credentials/skills needed in each position. The PRC is made up of a cross-functional team with representation from most major functions/departments. The College also uses cross functional interview teams. These teams include people from varied divisions and individuals with subject matter expertise in related fields as the position being hired. Lastly, the interview process focuses on questions regarding not only the candidates skills but also their alignment of values. Relating to this process, CCC tracks two factors in the Benchmarking KPI Scorecard. These include employee satisfaction with professional development opportunities and career advancement Figure 4P2-1.

Excerpt from Benchmarking KPI Scorecard	
Professional Development Opportunities	**2012 3.55**
	2011 3.46
	2010 3.45
Career Advancement	**2012 3.23**
	2011 3. 17
	2010 3.19
> 4 = green, 3.6 -3.99 = yellow, < 3.5 = red	

Figure 4P2-1

Core Component 3C

The institution has the faculty and staff needed for effective, high-quality programs and student services. *(Addressed in 4P2 and 4P10)*

☐ The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning *(Addressed in 4P2)*
☐ All instructors are appropriately credentialed, including those in dual credit, contractual, and consortia programs. *(Addressed in 4P2)* Pending update with College Scorecard and HR Report
☐ Instructors are evaluated regularly in accordance with established institutional policies and procedures. *(Addressed in 4P10)*
☐ The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. *(Addressed in 4P10)*
☐ Instructors are accessible for student inquiry. *(Addressed in 4P10)*
☐ Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. *(Addressed in 4P10)*

4P3- How do you recruit, hire, and retain employees?

The College has been fortunate to have an abundance of applicants for positions due to strategic advertising such as our website postings, local media and Higher Ed Jobs, etc., which has increased the diversity of our applicants. The College seeks additional media outlets for anticipated difficult positions to fill. Additionally, the college started using an online application portal that has increased the market exposure. The College also strives to develop and promote from within, based on employee skillsets.

Our new applicant portal includes a weighted criteria feature that helps identify top candidates. Interview committees represent a diverse group of departments and employees, and these committees interview the top candidates. The interview committee reaches consensus and recommends a candidate for the advertised position. Full-time faculty and Dean level or above candidates 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 his or her respective campus. Once an employee is hired, the college offers multiple benefits to employees including

highly competitive compensation, health benefits, professional development funds, ongoing training, and family friendly policies (see results listed in 4P4).

The College's historically strong retention rate of its employees is constantly monitored to ensure it remains high. One indicator of this low turnover rate is 55% of employees have served longer than 10 years. Another indicator showing the College is performing well is the Employee Engagement Surveys. Results collected since 2009 indicate that averages of 80% of employees are satisfied with the tasks, duties, and responsibilities of their job, and has increase to 82% since 2011. 89% said they are "proud to be an employee of CCC." The college has a 75% satisfaction rate with benefits and 51% of the employees feel they are fairly compensated for their work; the 2011 survey showed an increase to 55%. In late 2011, the college conducted a national salary survey and did an overall adjustment of all pay grades, which will assist in retaining our outstanding faculty and staff.

4P4 How do you orient all employees to your organization's history, mission, and values?

To acquaint new, full-time hires with the college, CCC conducts new employee orientations within one month of hiring, to include the following: benefits, Purchasing, Information Technology Services, Tech Prep, Payroll, Accounts Payable, and safety. The College President also welcomes these individuals and gives them an overview of CCC history, culture, objectives, and the College Foundation. Based on job descriptions, orientation training sessions are tailored to the specific positions to ensure they receive the resources needed in their new position. Additionally, all new faculty attend a three-day institute addressing teaching and learning topics. New full-time employees receive job-specific training from their direct supervisor.

4P5 How do you plan for changes in personnel?

The College recognizes the inevitable personnel changes fast approaching with upcoming retirements. Therefore, the College is currently reviewing not only demographic trends but other factors influencing the college and its personnel needs. In response to these factors, all full-time positions that become vacant are reviewed by the College Cabinet for their relevance to the college mission. This allows for some prioritization of positions and for reallocation of human resources

to meet future needs. Also, the College annually commits funds for faculty and staff development used for training and additional coursework/degrees with the intention of "growing our own." Our current employee evaluation system includes a section for training suggestions. These are reviewed annually. These actions assist in mitigating the challenges caused by the increasingly high number of pending retirements.

4P6 How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

The College has integrated several key processes to focus on productivity, satisfaction, communications, and cooperation. Several of these processes include:

- The Communications Quality Improvement Team
- The current quality improvement campaigns
- Refinement of the Employee Satisfaction Survey
- Increased use of external satisfaction surveys
- The participation of employees on standing teams and committees
- Web Ex meetings to augment face-to-face meetings when travel is not possible
- Conducting Cabinet meetings over the IP system so all employees may attend
- Annual budgetary training by groups

Central Community College has a variety of activities that contribute to organizational productivity. The annual All-College In-Service brings all full-time employees together to work on common needs and receive college-wide training. Campus based in-services bring employees of the campus together to collaborate on campus specific needs. All campuses strive to host activities at a common meeting time for maximum productivity. The faculty-negotiated contract provides 19 non-teaching contract days, allowing for faculty specific training, development and collaboration. When planning these activities, CCC receives heavy input from all internal stakeholders.

The College has a variety of tools to ensure employee satisfaction. The implementation of the Faculty/Staff Development Committee will provide recommendations for employee development, evaluate training effectiveness, and anticipate future needs. This college-wide committee is a

Core Component 2A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff. *(Addressed in 4P7)*

Core Component 2E

The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. *(Addressed in 4P7)*

☐The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. *(Addressed in 4P7)*
☐Students are offered guidance in the ethical use of information resources. *(Not addressed in 4P7)*
☐The institution has and enforces policies on academic honesty and integrity. *(Addressed in 4P7)*

broad representation of employees from all departments.

The College identified communication from the administration to the employees as opportunity for improvement. In 2009, overall employee satisfaction with communication was 34%. In 2010, the administration implemented the monthly Key Decisions summary. This highlights the major decisions and rationale for those decisions by administration. The increase in communication resulted in employee satisfaction of administration communication, improving to 57%.

4P7 How do you ensure the ethical practices of all of your employees?
Central Community College addresses employee practices through development and publication of policies and procedures that define standards of behavior including ethical practices 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
- FERPA guidelines/HIPAA compliance

The College continues to work to improve uniform implementation across all campuses and divisions. One example is how the College organized midlevel and senior leadership positions to include cross-functional responsibility/cross-campus responsibility to decrease campus-based variation experienced in the past. Also, this process decreases the chances of different outcomes caused by differences in interpreting new or existing policies and procedures. Students are also offered guidance in the ethical use of information resources via the stated policies in the College Catalog at: http://catalog.cccneb.edu/ and the Student Handbook outlines all policies on academic honesty and integrity at: http://www.cccneb.edu/images/IR/systemsportfolio/student_handbook.pdf .

4P8 How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services.
Central Community College identifies training needs from several key internal and external stakeholders. These stakeholders express training needs through such formal methods as annual surveys and needs assessment of student learning (see category one).

Advisory committees get input from external stakeholders to determine what training might be needed for faculty through program advisory committees and job surveys. Input from internships and cooperative education also provide insight on what external stakeholders need. The College also offers "Back to Industry" opportunities for faculty. This is dedicated time for the faculty to work in their related field to keep up-to-date with emerging trends.

Internal stakeholders provide input for training needs through annual goals and evaluations, through the Faculty/Staff Development Committee, and the results of the Survey of Communication Improvement and Professional Development (SCIPD). Recent implementation of new college software and hardware has increased the need for training. Those needs were identified by the Professional Development Coordinator and Training Coordinator.

4P9 How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

For CCC employees to contribute fully and effectively throughout their careers, the College reinforces their training and development through three primary tools: 1. Annual evaluations for all full-time faculty, staff, and administrators provide an opportunity to document and discuss current trends, technology, objectives and job skills relevant to their area of responsibility. 2. Each employee sets goals annually and is asked to self-identify training opportunities. These goals are reviewed by the supervisor and employee at the next yearly evaluation to note progress made. Supervisors and the College's Human Resources Department also review these training suggestions to assist employees in continuing their individual training and development. 3. The College encourages and assists employees in pursuing continued education as well as sponsoring in-house training and providing professional development funds. The College recently moved the Professional Development Coordinator to a full-time status to assist in coordinating training activities and functions. Additionally, the College encourages employee advancement from within the organization by offering an interview to all qualified internal candidates for any internal opening. Additionally, all employees are required to complete annual training activities including workplace harassment and safety classes. The major change to all employee training is the integration of an automated tracking system that uses the employees registration as the means to record training completed. This process recently used to conduct (Moodle) training is retained and evaluated at college, campus, and program level.

4P10 How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

The current evaluation includes factors dealing with initiative, customer service skills, job knowledge/skills, quality of work, personal goals, and quality improvement goals. The evaluation includes an employee self-evaluation, and a one-on-one evaluation with the direct supervisor. The evaluation provides an opportunity for the employee to ask for guidance on specific processes and provides the supervisor the opportunity to give input on goals and improvement objectives. All full-time employees are evaluated annually and data from customer/student feedback is reviewed when available.

Additionally, faculty evaluations include:
- Self-evaluation
- Classroom observation by supervisor
- Student evaluations
- Review current year goals and establish new goals

The personnel evaluation systems encourage continuous improvement by establishing yearly goals, re-evaluating those goals, and identifying training needs. Changes made to the evaluation system have resulted in an increase in employee satisfaction from 51% in 2009 to 72% in 2010 and 2011. All goals are required to relate back to the College mission.

Faculty members have an evaluation system that aligns with the mission of the college and is constructed to address expectations for new full-time faculty, faculty and adjunct faculty. New full-time faculty are evaluated once each year and all will attend the New Faculty Institute. The evaluation cycle includes observations by the assigned associate dean, student feedback from all classes (student survey of instruction), and review of accomplishments.

To ensure student access (the availability for student inquiry) faculty and adjunct faculty must conduct regular office hours (virtually or on-ground) that are posted on office doors, on syllabi, and/or in the learning management systems; specifically, faculty evaluations place an importance upon regular faculty office hours and the availability for student inquiry.

To ensure appropriate level of knowledge, supervisors, in coordination with the employee and HR, are responsible for creating individualized employee job-specific training and professional development or educational plans. For example, staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained and supported in their professional development.

The ultimate goal of every evaluation is to provide meaningful and relevant feedback so that all employees are clear on their roles and responsibilities to job duties and outcomes, the college's mission and vision and continuous quality improvement.

> *4P11 How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?*

Central Community College has designed a service award program that recognizes all full-time employees. The College recognizes its employees who have served a minimum of five years. Thereafter, the College recognizes employees at each additional five-year anniversary. At the annual All-College In-Service, the college recognizes employees who have served 25 years or more with the College. Every year, one faculty member college-wide is nominated for the Nebraska Community College Association (NCAA) Faculty of the Year award.

In addition to basic salaries, CCC compensates employees by offering a benefit package that includes:

- Health plan
- Dental insurance
- Tax-sheltered cafeteria plan
- Life insurance
- Long-term disability
- Retirement plan, with college matching funds up to 8.5%
- Sick leave
- Professional leave
- Three paid personal days (faculty only)
- Vacation days (staff only)
- Additional staff vacation days based on longevity
- Family leave (three days per fiscal year)
- Death leave

This benefit package enhances the total compensation package, which allows the college to attract and retain quality employees, which is key to effectively carrying out the College's mission in both instructional and non-instructional areas.

> *4P12 How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?*

The College determines key issues related to motivation of faculty, staff, and administrators through various surveys, such as the Employee Satisfaction Survey and the Community College Faculty Survey of Student Engagement (CCFSSE). Additional input is solicited through formal and informal meetings, such as Educational Services meetings, the open forum with the College President and other College Cabinet members hosted on each campus, and through the college-wide suggestion box. The College then shares the results from these sources with all personnel via the college web pages and other electronic medium, such as the Key Decisions. Ultimately, the leadership teams of the College in conjunction with the Continuous Quality Improvement Team (CQIT) review the findings of the perception surveys/studies and then define potential improvement opportunities. Once an opportunity for improvement is identified, the CQIT and leadership of the College prioritize these opportunities and develop action projects to address the deficiencies. The results of the action projects are then reported to the internal stakeholders.

> *4P13 How do you provide for and evaluate employee satisfaction, health and safety, and well-being?*

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

- Annual Safety training
- Safety Committees — each campus and College-wide
- Annual Workplace Harassment Training
- Comprehensive Wellness Program
- College Wellness Coordinator – campus wellness committees
- First Aid training, voluntary
- Automatic External Defibrillator training, voluntary
- Campus fitness rooms
- Regular evaluations of property and facilities:

- o lighting
- o snow and ice removal
- o sidewalk repair
- o fire equipment
- o first aid supplies
- Pre-OSHA audits
- Regular safety inspections
- College Safety Office/Officer

Furthermore, any College employee is encouraged to express health, safety, or well-being needs through the Educational Services Committee, through the open forum with the College President, or individually to the appropriate party.

At this time, CCC uses two primary measures to assist the College to understand employee satisfaction regarding health, safety, and well-being issues (the results from the Employee Satisfaction Survey and years of service of full-time employees). The findings of these measures aid in defining potential areas of excellence and areas with opportunity for improvement. As stated in 4P5, employees with 10 or more years of service account for 55% of all employees. 82% of college employees are satisfied with the tasks, duties, and responsibilities of their job, as stated in 4P3-4. The College recognized this as a positive indication of overall satisfaction of full-time employees.

RESULTS (R)

4R1 What measures of valuing people do you collect and analyze regularly?

Central Community College has integrated performance measures regarding valuing people into many parts of its planning processes and in support of day-to-day operations. The college regularly collects and analyzes results from the Employee Satisfaction Survey and multiple student perception surveys. Since the College has collected results from the original Employee Satisfaction Survey over multiple years, it has a well-established baseline that allows for evaluation of any changes in perception trends. In an alternate process to collect perception data, the College maintains an online suggestion box. The suggestions are collected from staff, faculty, and students and evaluated by the Continuous Quality Improvement Team, comprised of broad representation of faculty and staff college-wide. The Team then forwards the suggestion to the appropriate department for action or response.

Reports and survey results are available to all college employees through the use of SharePoint.

The College also collects non-perception data regarding valuing people. As stated in other parts of Category 4 and in Category 1, the college regularly monitors employee and student retention. Also, factors such as training initiatives and expenditures, student success, and academic awards received are regularly monitored and used to guide annual and strategic planning processes.

Three examples of measures used by CCC to understand how it currently values people include the employee engagement survey (Figure 4R2-1), completion of training initiatives and professional development budget expenditures. The new version of the Employee Satisfaction Survey replaced several older versions that did not adequately focus on the engagement aspect of the employee's experience.

In addition to key training initiatives, CCC has dedicated a portion of its operational budget to professional development. The third measure evaluates commitment of these budgeted funds (see Figure 4R1-1). These dedicated funds support both individual and staff development opportunities such as off-site training, conferences, advanced college course work, and educational sabbaticals.

Financial Commitment to Professional Development

40,773 (6%) $112,328 (17%)
$304,916 (46%) $206,750 (31%)

- ■ Fees for Professional Organizations
- ▨ External Development Activities (Conferences, Tuition, Individual Development)
- ☐ Internal Training/Developmental Expenditures (Training Support, Human Resources, etc...)
- ■ Professional Literature & Subscriptions
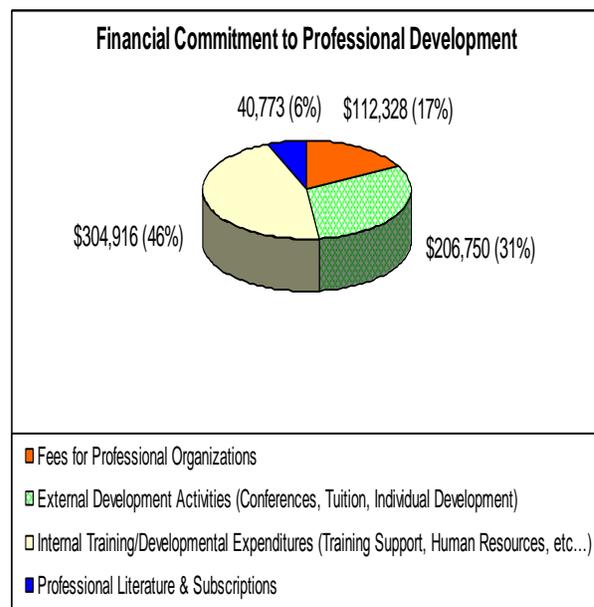
Figure 4R1-1

CCC Employee Engagement Survey (2010-2012)				
Question	2009	2010	2011	2012
Direct supervisor shows genuine interest in the well-being of faculty, administration, and staff	83.6	84.1	83.6	81.8
Direct supervisor provides the support I need to complete my work duties	78.3	78.6	75.5	78.2
Direct supervisor provides recognition or praise when I do good work	75.9	80.5	77.5	75.4
I have a trusting relationship with my direct supervisor	78.5	81.1	79.3	77.4
I am satisfied with the review process my direct supervisor uses for evaluating my job performance	51	72.5	72.7	72.5
I find my job mentally stimulating	87.2	90.5	90.4	88.9
My job makes good use of my abilities and skills	82.8	84.2	84.5	86.7
I am satisfied with the tasks, duties, and responsibilities assigned to my job	80.4	81	81.6	79.7
I have the tools and resources I need to complete my job responsibilities	72	73.6	71.8	71.2
I am satisfied with employee benefits	76.4	74.1	73.6	77.4
The current policies and practices of CCC promote flexibility in managing my personal and family life	73.2	65.7	65.3	63.5
I receive fair and equitable treatment at work	68.5	76.5	73.9	76.6
I am proud to be an employee of CCC	89.7	89.1	88.5	87.8

Figure 4R2-1

In cooperation with our faculty union, the college sabbatical policy was re-written and has resulted in a 400% increase in awarded sabbaticals over the last two years.

Additional funds from Perkins Grants and the CCC Foundation are also available. The college offers all full-time faculty, staff, and administration free tuition (minus a small student services fee) for CCC courses. Although not a direct expenditure, the use of this benefit is evaluated as part of this measure. With supervisor approval, part-time faculty and staff may also receive tuition waivers for CCC classes and participate in our development program.

> *4R2 What are your performance results in valuing people?*

Besides the data provided in Figure 4R1-1, CCC believes longevity of employment is a valid measure of valuing people. Currently, 55% of CCC's employees have been with the College at least 10 years. A second indicator is the low annual turnover rate of 7% (over the past three years).

Additionally, the Continuous Quality Improvement Team redesigned the College Employee Satisfaction Survey. The questions in the new version of the survey have provided data that is easier to interpret and lend to improved projects that support valuing people. One particular action item was to improve communication college-wide,

as referenced in 4P6 & 7. Based on the survey results from 2009 to 2012, we attribute our low turnover rate to overall employee satisfaction (Figure 4R2-1).

Additionally CCC's performance in the 2013 CCSSE survey (see Figure 4R2-2 on next page) shows results on par or above state and national performance. Lastly, Figure 4R2-3 (next page) shows an excerpt from the CCC Benchmarking Scorecard relating to employee satisfaction.

> *4R3 What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?*

Central Community College tracks a variety of key performance measures that document productivity and effectiveness of College personnel in supporting the achievement of institutional goals. To ensure productivity and effectiveness of faculty and staff, all supervisors conduct a yearly employee evaluation, review progress toward goals, and file the documentation with Human Resources. Faculty and administrators from each degree program complete assessment of student learning processes that report measures of the important goal of helping students learn. CCC annually documents program key performance indicators (KPIs) in all instructional programs and has piloted an identification and measurement process of KPIs in a non-instructional area with

1 = Not at all, 2 = So mewhat, 3 = Very (NA responses not included in means	CCC Sample Size	CCC Mean	Nebraska Colleges Sample Size	Nebraska Colleges Mean	All Colleges Sample Size	All Colleges Mean
Community College Survey of Student Engagement						
2013 Means Summary Report - Central Community College						
How satisfied you are with the services?						
Academic advising/planning	615	2.37	2,959	2.27	371,084	2.24
Placement assistance	319	1.89	1,540	1.94	165,889	1.82
Financial aid advising	675	2.46	3,425	2.47	418,316	2.48
Transfer credit assistance	394	2.18	1,809	2.17	214,451	2.08
Services for people with disabilities	210	2.00	943	2.13	113,490	2.06

Figure 4R2-2

the intention of extending it to other areas. The career and technical programs meet annually with their employer advisory boards, and academic educators meet regularly with transfer institution faculty to evaluate success of our transfer students and to discuss possible curriculum changes. High employment or continuing education rates indicate graduates are employable (see interactive report tool at: http://www.cccneb.edu/images/IR/IE/ger.swf). Advisory board member satisfaction indicates program graduates are meeting employer expectations.

One such measure is the performance for Support for Learners as defined by results of the past five CCSSE surveys (see Figure 4R3 -1). CCC believes students benefit from services assisting them with academic and career planning, skill development, and other areas that may affect learning and retention. The figure below shows CCC continues to provide that critical support (Benchmark scores are standardized to have
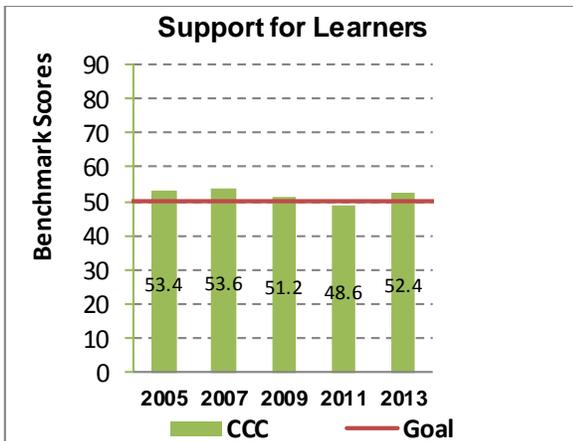

Support for Learners

Year	CCC
2005	53.4
2007	53.6
2009	51.2
2011	48.6
2013	52.4

Figure 4R3-1

Employee Satisfaction From CCC Benchmarking KPI Scorecard

Data Source	Three-Year Trend	Goal
Employee Engagement Survey	**Mean**	**Mean of 4**
College Cabinet Communications	**2012 3.42**	> 4 = green
	2011 3.48	3.6 -3.99 = yellow
	2010 3.43	< 3.5 = red
Campus Cabinet Communication	**2012 3.71**	> 4 = green
	2011 3.83	3.6 -3.99 = yellow
	2010 3.54	< 3.5 = red
Work Environment	**2012 3.71**	> 4 = green
	2011 3.68	3.6 -3.99 = yellow
	2010 3.63	< 3.5 = red
Professional Development Opportunities	**2012 3.55**	> 4 = green
	2011 3.46	3.6 -3.99 = yellow
	2010 3.45	< 3.5 = red
Career Advancement	**2012 3.23**	> 4 = green
	2011 3.17	3.6 -3.99 = yellow
	2010 3.19	< 3.5 = red
Proud to be a CCC Employee	**2012 4.25**	> 4 = green
	2011 4.26	3.6 -3.99 = yellow
	2010 4.27	< 3.5 = red
Note: Arows show up or down trends		

Figure 4R2-3

a mean of 50 and a standard deviation of 25 across all respondents.)

Another factor tracked to evaluate the effectiveness of CCC employees includes the distribution of workload among Faculty. With the recent upswing in enrollment (2011-12) ensuring optimal performance of all divisions has been an expanding priority (Figure 4R3-2).
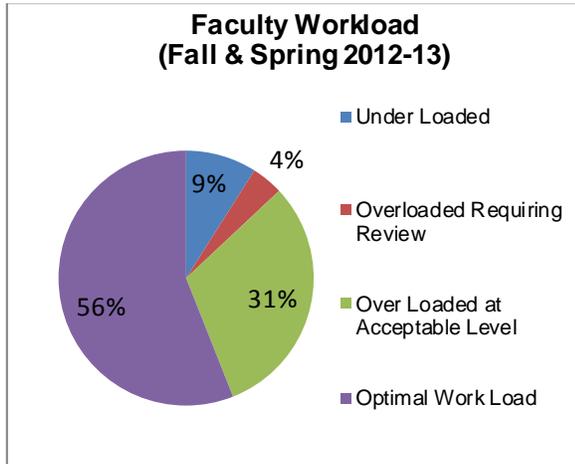
**Faculty Workload
(Fall & Spring 2012-13)**

- Under Loaded 9%
- Overloaded Requiring Review 4%
- Over Loaded at Acceptable Level 31%
- Optimal Work Load 56%

Figure 4R3-2

4R4 How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

In addition to the CCSSE performance in figures 3R2-1, 3R6-1&2, 4R2-1 the College Human Resources department regularly shares data between the members of the NCCA. The College also compares results against other population groups within the college. An example of this is the use of the Community College Faculty Survey of Student Engagement (CCFSSE). The CCFSSE is a companion survey to the CCSSE and is for faculty members only. Faculty members are asked about their perceptions regarding students' educational experiences, their teaching practices and the ways they utilize their professional time – in and outside of the classroom. By comparing these results, the College can better understand variations in perception between these two groups and develop processes to decrease any gaps that exist.

Figure 4R4-1 shows selected results from the 2011 CCFSSE with areas showing gaps in the different evaluations.

One of the more recent measurement tools added to the colleges toolbox is the Higher Education

Partnership Satisfaction Survey hosted by Eastern Arizona College. CCC and the 11 other AQIP institutions participating in the study.

STUDENT RELATIONSHIPS WITH FACULTY
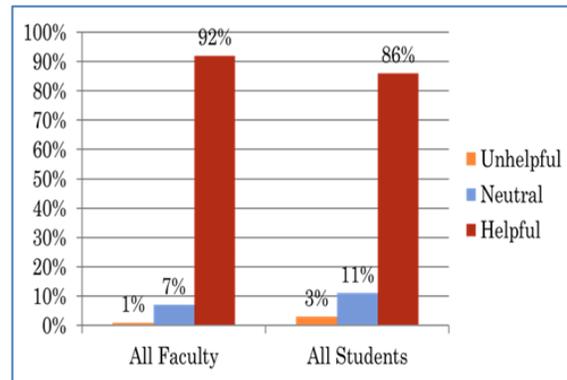RESPONSES ON 7 PT SCALE: 1-3=UNHELPFUL, 4=NEUTRAL, 5-7=HELPFUL

Figure 4R4-1

This study, surveyed external organizations to determine a benchmark for factors for the value and satisfaction with these existing relationships. The mean data generated from this survey was used to determine Central Community College's rank in comparison to the other institutes who participated. In all 13 statements assessed, CCC ranked above the 50th percentile, 7 of which ranked above the 75th percentile and 2 above the 85th (Figure 4R4-2 on next page).

IMPROVMENT (I)

4I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

Central Community College has implemented several processes over the past few years. Some of these activities include:

- Implementation of improvements from the College communication improvement team
- Increased representation of employees on teams and committees
- Expanded the role of the Continuous Quality Improvement Team by improving transparency
- New health and dental insurance
- New comprehensive wellness program
- Implementation of new sabbatical policy
- New Human Resources job application portal
- Expanded role of Professional Development Coordinator
- Better registration and tracking of professional development
- New sustainability coordinator

- Recognition of part-time employees

2013 Higher Education Partnership Satisfaction Survey Report (Benchmark Comparisons)	
Question	**2013**
A relationship of mutual trust exists between CCC and our organization.	78
Our organization plans to continue the relationship with CCC for the foreseeable future.	67
This relationship meets the established needs and expectations of our organization.	78
Our organization feels comfortable contacting CCC with questions or concerns.	78
Our organization's opinions and recommendations are respected by CCC.	78
CCC gives our organization adequate lead time when requesting information or reports.	78
When requesting information from CCC, our organization receives it in a timely manner and information is accurate.	78
The purposes of the partnership are well defined.	89
The responsibilities of each party are well defined.	89
Our organization receives a return on our investment of time and money into this partnership.	56
Overall, our organization is satisfied with the relationship between CCC and our organization.	78
Our organization is likely to recommend that others form partnerships with CCC.	67
Students receive a high quality education at CCC.	67

Figure 4R4-2

> *4I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?*

CCC has put in place multiple teams/committees that serve as the primary groups responsible for improving issues relating to valuing people. Groups, such as the CQIT, assist the stakeholders responsible for a process in defining potential areas for improvement and any potential goals/objectives. All continuous quality improvement teams/groups use the continuous quality improvement model as a basis of their effort. Once performance targets are developed and agreed upon, they are shared with all interested individuals electronically or through print media. An example of this is how the annual Issues Questionnaire/Employee Satisfaction Survey results have been and will continue to be distributed to all stakeholder groups. Based on the results of past surveys, College leadership,

employees, action project teams, and the CQIT have committed to continue working to improve the performance of employee satisfaction for the

foreseeable future. The CQIT members are uniquely qualified to address these actions as they are assigned a constituency from which they originate. Each member is expected to communicate with her or his constituency in an effort to keep employees informed on quality improvement actions of the college and to gain feedback/input on the direction quality improvement that should take in the College.

In addition, the College President and other college leadership send regular electronic or hard copy newsletters/updates, and minutes of meetings to ensure consistent communication of significant findings or any large scale improvement targets. One of these processes include College President and Executive Vice Presidents open forum visits to each campus every semester. The purpose of these visits is to provide employees with an opportunity to directly interact with the senior leadership and share their views and ask questions and voice personal concerns. The President also holds small group meetings on each campus to provide similar opportunities but in a less formal setting. Results of surveys and improvement goals are available for review by all employees and students through the College Web pages, SharePoint folders, or through the office of College Effectiveness and Institutional Research. Targeted areas for future improvement include:

- Enhancing the systems for defining /measuring processes related to valuing people
- Adding cultural sensitivity training
- Increasing diversity in the workforce
- Expanding mentoring/training for new employees
- Continued awareness of ethical practices
- Reporting data findings and analysis to critical stakeholders
- New interactive safety training

The College provides a work environment that respects and values its employees. The College's participation in AQIP has provided the opportunity for expanded dialogues amongst faculty and staff. Through this process, priorities have been identified, improvements have been made, and we are able to track results. The AQIP culture of quality improvement helps CCC improve and set targets for valuing people.