

AQIP Category Four: Valuing People

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Completed Final DRAFT (older formatted questions) at Focus Group - April 29, 2008

Reviewed and placed into new format of questions: Janice Kinsinger – March 6, 2009

Added revisions from **Current AQIP Category Four Team Members** (Patrick Parsons added in place of Bruce Budde): March 26, 2009

Khristina Clevenger added Summer, 2009.

Khristina, Patrice and Janice revised/updated November 3, 2009.

AQIP Category Four: Valuing People **Processes (P)**

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

Credentialing for faculty and staff are dictated by the requirements of the positions, accreditation organizations, the agencies who are providing grant funding and state and/or federal regulating bodies. Illinois Central College retains this information on the job descriptions it maintains for all its positions. Job descriptions serve as a basis for determining the requirements for an individual to perform that job. The job descriptions contain a list of the most important and critical tasks as well as the education, skills, knowledge and abilities required to perform the job successfully.

Benchmarking is used to check and verify job descriptions. In the creation of a new job, job descriptions for similar positions from area community colleges are compared to assure comparable tasks, education, skills, knowledge and abilities are included in the job requirements.

At the time of a vacancy or creation of a new position, the tasks are reviewed by the hiring manager and Human Resources to determine the necessary competencies for an individual to perform the functions of the job. Included in this list of tasks and job expectations, the job description outlines the demonstration of the College's Core Values as a requirement for successfully performing the position. In addition, in the development of job descriptions such information as accreditation or licensing criteria, service needs, industry area standards, Blueprint Strategic goals, suggested minimum qualifications of professional organizations, are reviewed. Each position is also evaluated to determine if there are special requirements, ie. working weekends, working overtime, being on call, or working in other than an office environment.

4P2 How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require? (4P1)

When a vacancy occurs, the hiring manager and human resources consider the full range of competencies for a position including technical skills, abilities, knowledge, values and attitudes, as well as soft skills and the credential/licensure requirements for the job. Changes in these competencies are revised in the job description, as necessary. These requirements are included in the advertisements/recruitment activities for the position. Interview questions are developed by the manager with the assistance of Human Resources that delve into the applicant's knowledge, skills and abilities as well as assure a cultural match to ICC's Core Values.

A rating scale is used to assure that each candidate that passes the screening process is rated by the interview team equally for the determination of the candidates to be interviewed. The interview team is required to consist of a diverse selection of employees from both in and outside the hiring department. The teams must contain male and female members, members over and under the age of 40, and ethnic diversity. Members of this team must have completed a diverse hiring training class in order to be eligible to participate on the team. After initial screening, applicants who have been identified as candidates to be moved further through the interview process are scheduled for further evaluation. This evaluation includes skills testing (keyboarding speed, software knowledge), verification of credentials, prior employment and/or training, reference checks, and a criminal background check. The interview team utilizes a structured interview approach to include results oriented interview questions which are submitted and approved for use by Human Resources. Upon completion of the interviews, the interview team provides recommendations to the hiring manager who forwards the final recommendation to Human Resources for completion of final hiring paperwork, to make the job offer, and to complete a drug test.

4P3 How do you recruit, hire, and retain employees? (4P2)

The college advertises for job openings by word of mouth, local, regional, national advertisement in newspaper and trade publications, posting the position on the college Website, general and job specific internet job boards, with professional organizations and list serves specific to the position. The college's many advisory committees, business/industry partnerships and relationships with affinity groups also provide a forum for recruitment of new personnel.

The selection and hiring process is earlier described in 4P2.

The employment process begins prior to the new employee's first day of work with the employee's completion of all hiring documentation coordinated through

the Human Resources Department to assure the new employee will have computer access, phones and tools ready for use upon their arrival. The new employee is also scheduled for the New Personnel Orientation described in 4P4.

In addition to the New Personnel Orientation, the new employee is provided a departmental specific orientation. The employee is introduced to other department team members, job requirements, department requirements, the College's Blueprint Strategic goals, and training on the College's mission, vision and core values. Several departments assign a mentor to new personnel; i.e. all new full-time and adjunct faculty are assigned a mentor. Upon completion of 90 days of employment, the new employee is surveyed to assure this departmental orientation has taken place. The survey also gathers information regarding the employee's use of information and materials supplied in the New Personnel Orientation.

Retention of employees is enhanced through providing all employees the opportunity to grow within their position, department and into other positions throughout the college via continued learning. The Teaching and Learning Center provides one-on-one and group learning opportunities throughout the year, all developed and scheduled by the Director of Organizational Learning in conjunction with the Organizational Learning Committee and following the Blueprint for the Future. Established learning opportunities are offered throughout the year and during these regularly scheduled times:

- Celebration of Learning occurs twice per year, August and January
 - All College Opening General Session
 - Includes New Faculty Orientation
 - All Academic Meeting
 - Teaching, Assessment and Evaluation Breakout Sessions
 - Effective Use of Technology Breakout Sessions
 - College Initiative Trainings and Sessions
 - Academic Department Meetings
 - All Faculty Dinner
- The Celebration of Service occurs one to two times per year
 - Building Leaders
 - Service
- New Personnel Orientation is provided monthly. Refer to 4P4.
- Each semester informal "Conversations with the Executive Cabinet" are offered on the three (3) main campuses of the college
 - Latest updates on the college
 - Open question and answer session

Continued learning opportunities are also supported with tuition waivers for classes taken at Illinois Central College as well as tuition reimbursement for classes taken at other institutions. The college encourages cross-training amongst positions and occupation-specific training. In addition to the established learning schedule, the Teaching and Learning Center offers one-on-

one, impromptu help based on individual needs, and scheduled sessions for additional learning.

Job performance is formally reviewed annually and follow-up occurs throughout the year in many departments. This exercise provides employees and their managers an opportunity to discuss the employee's professional goals and to establish a development plan to help the employee achieve those goals. As a result of these conversations, employees may request additional training or developmental opportunities to strengthen or grow new skills.

The College performs the PACE survey to monitor employee engagement and satisfaction as explained in 4P12. The survey is conducted and results are reviewed to encourage and maintain a high level of engagement and satisfaction. Strategic goals for the college are identified annually based on the results of these surveys. As an example, in our annual PACE survey, our employees have indicated there is a positive effect on their relationship with the supervisor because professional development is available to them: a significant gain was realized from 2008 to 2009 (#46 PACE question).

Employees are provided opportunities for career advancement/enhancement through the posting of all job vacancies. Employees are also encouraged to participate on any of a broad range of cross-functional teams which include college committees, Six Sigma teams and Blueprint Teams. This involvement offers opportunities for employees to increase knowledge about the overall college and to provide the employee the opportunity to provide input which could positively impact a process in the employee's department or the overall college community.

Praise, recognition and reward which directly impacts employee satisfaction and retention are discussed further in 4P11.

4P4 How do you orient all employees to your organization's history, mission, and values? (4P2)

At the New Personnel Orientation new employees are welcomed by the College President and other members of the Executive Cabinet. During this orientation, new employees are provided with information which includes the history of the community college movement, history of Illinois Central College and facts about the college's current make-up of employees and students. Time is spent introducing the new employees to ICC's Blue Book which contains the college's mission, vision, Core Values, diversity pledge, and the CougarCare principles of service. The new employees are introduced to the Teaching and Learning Center where they are provided a review of a New Personnel Resources binder and an overview of the technology and systems used for working at the college. Employees are surveyed after their attendance in this orientation to measure the effectiveness and use of the information and materials provided to them.

Once on board, all employees are encouraged to attend in-depth True Blue Attitude training on the College's mission, vision, diversity pledge, Core Values and CougarCare principles and other learning opportunities provided by the Teaching and Learning Center.

4P5 How do you plan for changes in personnel? (P2)

The College relies on a core group of full-time faculty and staff augmented by adjunct faculty, part-time and temporary employees. This approach provides the College the ability to rapidly respond to changing workforce capacity and capability needs. As a result, workforce reductions are minimized by this staffing pattern.

The College utilizes cross-training so that multiple employees have the knowledge to carry out a variety of functions. An example is the formal program in our maintenance area where employees identify specific tasks that they need to learn in order to have a full range of knowledge and skills. During periods of necessary workforce reductions such programs as attrition, re-assignment, and job restructuring have been utilized. Some departments require all employees to learn all the department functions so there is no loss of productivity in times of vacation, illness, or personnel changes (ie Human Resources, Student Accounting).

Annually, in conjunction with the budgeting process, staffing requirements are reviewed to determine appropriate levels to carry out the strategic plans of the college. Departments also review staffing requirements based on anticipated (retirements) as well as unexpected external conditions, such as a drastic shift in the economy or the need to quickly train specific types of occupations. As an example, due to the economic downturn in the Peoria area this year, enrollment at Illinois Central College increased. This required a marked increase in the number of foundational classes offered and in the resulting increase in number of required qualified faculty to teach the classes.

In order to prepare for an unexpected departure of personnel, some departments have documented knowledge management and the business processes in their area. Departments are encouraged to provide cross-training and be aware of potential position openings and/or planned retirements.

Exit interviews are held by the Executive Director of Human Resources. The results of these exit interviews are compiled to identify trends on reasons employees leave the college and help to determine changes that should be incorporated to assure longer retention of employees.

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

Using the results from the Student Satisfaction Inventory, the PACE Survey, financial and organizational audits, the Executive Cabinet annually develops its strategic goals for the next fiscal year. These institutional goals are shared via the Blueprint for the Future to the Strategic Forum (managers group). After filtering through the Cabinet and Strategic Forum, the strategic priorities guide the development of the division, departmental and program plans. Faculty and staff at all levels are engaged in the development of these plans and corresponding metrics to ensure diverse ideas, cultures, and thinking are considered. Once departmental and program plans are developed, individual performance review plans are then created to establish specific and measurable goals directly correlated with the strategic objectives. *(Need to blend 1st and 2nd paragraphs more)*

In 2001, ICC adopted the Blueprint for the Future, ICC's strategic plan which is updated annually. The Blueprint for the Future expresses in measurable terms what the College must achieve in order to succeed. It focuses the organization on the critical goals, action plans and timelines to achieve them. The plan covers a three-year rolling cycle to allow time for development, implementation of actions and monitoring of the results. The plan is reviewed each year taking into consideration emerging trends and the plan is revised, as needed. The Blueprint for the Future is deployed through the Strategic Forum, the managers group, to form division plans, department plans, program plans, and individual performance review plans aligning all levels of the College with the institutional strategy.

To achieve these goals, the College also utilizes a broad range of cross-functional teams which include college committees, teams formed around Six Sigma projects, and Blueprint (Strategic Plan) Teams which offer opportunities for employees to participate in the improvement of their work processes. The College posts meetings (with agendas) and the minutes from meetings to encourage participation and interest. For example, Six Sigma teams use a "gate review", an open forum that provides an opportunity for the College community to review, discuss, and offer feedback at various stages of the improvement process.

4P7 How do you ensure the ethical practices of all of your employees? (4P3)

Ethics training occurs through the discussions of the College Core Values and through supervision and modeling by our managers and supervisors. The college's Strategic Forum which is composed of its department managers and supervisors, meets monthly and opens most meetings with a discussion of a Core Value or initiative. The college's personnel performance review utilizes the college's Core Values to identify and evaluate key areas of job performance.

This annual review helps to model and document ethical practices and addresses discrepancies. Any unethical or questionable practice would be addressed at the appropriate time and close to the infraction; a plan for remediation would be developed and progress or lack thereof would be documented. In addition, to further support appropriate ethical behavior, a training module for ethics is being developed by statewide community college professionals and should be deployed at the college in 2010. The Human Resource Department now tracks compliance with the performance review process to assure all employees' performance is reviewed with them at least annually.

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? (4P5)

Workforce training and development needs are determined beginning with the strategic planning process where strategic priorities are developed based on the mission, vision and core values, core competencies, strategic challenges and advantages, and student/stakeholder needs. Division, department, program plans and individual performance review plans for long- and short-term needs are aligned with the strategic initiatives developed through this process. Training and development plans and activities for the workforce and senior leaders/managers emerge from this process to achieve the desired results. The Teaching and Learning Center is the core of all training and development for the entire workforce. The Associate Dean for Instructional Innovation and Learning Resources and the Director of Organizational Learning work with the Organizational Learning Committee, comprised of faculty, administrators and classified staff, to identify learning opportunities for the College that are aligned with the strategic priorities in the Blueprint for the Future. The program plans for Instructional Innovation and Learning Resources are developed based on input from this collaboration with the Organizational Learning Committee as well as through listening throughout the year to the needs of employees as they attend learning opportunities in the Teaching and Learning Center.

Key professional development and training needs and requirements are also identified by the Blueprint strategies, AQIP, Six Sigma and special teams as process improvements are identified. These needs are communicated to the Associate Dean for Instructional Innovation and Learning Resources for planning and implementation. For example, an AQIP Team recognized the need to train all employees on the service standards. A curriculum and learning activities were developed by the Director of Organizational Learning using best practices as identified through in-depth research and were deployed through the Strategic Forum managers and offered by the Teaching and Learning Center. Other methods for determining the organization's training needs are:

- Assessment of TLC and other learning sessions offered
- Assessment need surveys

- 360 evaluation results shared
- PACE climate surveys
- Employee and manager suggestions offered
- Exit interviews

Once the training and/or development needs are identified, the Teaching and Learning Center generally is given the responsibility for developing the curriculum, as well as guiding the deployment and creating on-going learning opportunities. The formats for these learning opportunities include: facilitated groups, on-line and self-guided classes, general workshops, seminars, and discussions.

For example, the College annually hosts two *Celebrations of Learning* and one or two *Celebrations of Service* programs designed to offer and strengthen ongoing learning opportunities for the workforce. At the conclusion of each event, surveys are used to assess the value of the learning opportunities presented. Also, open ended questions provide each employee attending the opportunity to identify training needs. The Associate Dean for Instructional Innovation and Learning Resources and the Director of Organizational Learning are responsible for collecting, analyzing, and developing learning strategies from these results in addition to the more formal surveys and methods previously discussed. Professional development opportunities range from introductory to advanced levels of training offered in a variety of categories including assessment and evaluation, Blackboard, copyright and fair use, embracing diversity, service, media and emerging technologies, grants and awards, communication strategies, instructional design methods, use of instructional resources and/or software, and teaching strategies.

Training and development opportunities extend beyond the TLC to the various divisions and departments. Specialized training for a specific function may be designed to target a specific employee group; an example offered to staff at the division level includes the “Learn-a-Skill” program managed by Custodial, Maintenance, and Skilled Trades. This program offers internal apprenticeships that focus on cross-training between departments. Staff members who express a desire to learn new skills that may allow them to advance within their department or to other positions within the College have access to this training opportunity. Another example is the safety training provided by the Risk Management Department.

The need for additional training for leaders is developed by the President and the Cabinet through the strategic planning process and is aligned with the mission, vision, and Core Values of the College. The Strategic Forum is used to engage College leadership in discussions and/or training opportunities on a monthly basis. The two-day Managers’ Retreat in late fall is used to develop specific skills that have been identified as key for all managers to possess. As an example, during the Fall 2008 Managers’ Retreat, managers and Cabinet

members worked in teams to create a core training program for all new managers. This new training program was deployed in the spring of 2009. The retreat in 2006 focused on Six Sigma while the 2007 retreat developed skills in customer service.

Tuition waivers are offered to all employees (full-time and part-time) for ICC classes taken. A tuition reimbursement program provides reimbursement for external college classes for full-time faculty and staff. The tuition reimbursement program was recently enhanced to include adjunct faculty as well.

Coaching, mentoring, assigning work for developmental purposes and cross-training are all techniques utilized in developing the workforce. In addition, the College also supports the use of prepackaged courses, workshops, offsite training, webinars, conferences, and memberships in professional associations to enhance skills, provide professional development and improve service.

Specific programs have been developed for full-time and adjunct faculty, which link training and development to compensation to incent employees to participate and engage in activities that can enhance their teaching and students' learning. Participation in these programs are tracked and documented by the faculty with the assistance of TLC transcripts and reported to the Deans/Associate Deans, who in turn provide documentation for compensation to Human Resources.

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? (4P4)

Development and training is offered in the Teaching and Learning Center through Organizational Learning for all faculty and staff. Professional development is voluntary but encouraged by managers and reinforced through learning goals developed in program plans and individual performance reviews.

- Trainings and sessions offered are aligned with our strategic goals in the Blueprint for the Future
- Supervisors model behaviors encouraged
- The recently published *ICC Blue Book* (contents outlined in 4P4) was formally introduced to the college community in the Summer and Fall, 2009. The CougarCARE Principles are the formally published service standards for all college personnel to follow.
- Full-time faculty can accrue units through professional development and service to the college that impact movement in salary and rank; this process is offered through the full-time faculty contract.
- Adjunct faculty may increase their base salary/ECH by participating in professional development and service to the college.
- Departments are provided limited funds to provide for specific department in-services and fund professional development travel.

- International travel opportunities are offered to selected faculty and staff through various applications and opportunities.

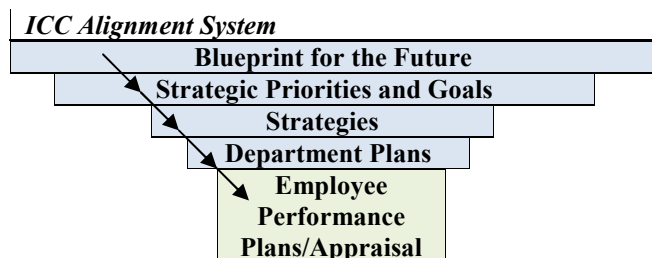
Further identification of development and career advancement opportunities for staff should be formally addressed by the college.

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? (4P6)

The performance review instrument used for employees other than faculty, measures an employee’s performance against the College’s Core Values and Strategic Initiatives. Beginning in 2007, the Core Values became a standard part of the first section of the performance review instrument. Each core value has criteria against which each employee rates him or herself and is rated by their supervisor as part of the performance appraisal process. The employee’s performance in each Core Value is rated against a four tier rating scale (Unsatisfactory; Needs Improvement; Satisfactory; and Outstanding).

In addition to the Core Values, the performance review instrument includes progress measurement on the prior year’s goals as well as the setting of the next year’s goals in alignment with the strategic priorities of the College. Self-evaluation is incorporated into these performance reviews and used as a catalyst to create opportunities for managers and employees to collaborate and develop individual performance improvement and training plans. ICC brings about alignment and focus from a College-wide perspective down to the individual employee through a number of steps as depicted in the figure below.

The strategic priorities and the goals of the College are communicated to all employees and managers work with their staff to incorporate these strategies into the program plans. Working through the performance appraisal system, managers and their staff develop individual performance plans that support the department’s strategies, and that hold the greatest promise of meeting or exceeding the college’s Strategic Priorities. The Performance Review instrument also provides the non-faculty employee an opportunity to identify career aspirations and allows the employee and manager to determine the necessary training or experience plans to help the employee grow towards those aspirations.



The Associate Deans for non-tenured and first year full-time faculty complete three classroom observations in the first academic year. Two of these

observations must occur prior to the submission of the faculty member's annual self-evaluation. The Associate Dean must provide feedback on the faculty member's performance prior to the second observation. In the second and third year of the non-tenured and new faculty member's employment, two classroom observations are performed annually. If the Associate Dean determines more frequent observations are necessary, they may be conducted; but must be completed by the 14th week of the semester or at the request of the faculty member. Student assessments of the faculty member are collected and reviewed with the faculty member in each subsequent semester of teaching prior to tenure. For tenured faculty, classroom observations are completed once every three years and must be completed by the 14th week of the semester. In addition to classroom observations, the faculty members complete a self-evaluation. A written evaluation reviewing the faculty member's depth of subject knowledge, instruction improvement, and concern for the students are provided annually by the Dean/Associate Dean.

New adjunct faculty are observed in the classroom for the first three semesters of teaching by a Teaching Chair, Lead Instructor or Dean/Associate Dean; after three satisfactory observations occur then observations occur every three years. An annual self-assessment is to be completed by the adjunct faculty and at least annually, a student assessment of classroom instruction is completed.

For the full-time faculty, through interest based bargaining for the contract beginning in 2002, a joint administration-faculty Unit Definition Committee was established. Its purpose was to develop the standards by which full-time faculty can accrue units towards compensation and rank through professional development and college service. This committee is made up of an equal number of administrative and faculty representatives and reports results to College administration and the Faculty Forum leadership. The achievement of units results in rank and/or salary increases. This incents the faculty to engage in professional development and service opportunities to improve their teaching and enhance student learning. This committee is advisory in nature and works within the parameters as outlined in the full-time faculty contract.

The Adjunct Faculty Advisory Committee consists of approximately 16 members including College administrators, teaching chairs, full-time faculty and adjunct faculty members. The purpose of the committee is to provide a communication mechanism for issues concerning the adjunct faculty group of College employees. This committee was involved in the development of the orientation/enculturation checklist for new adjunct faculty and the Blueprint for Success for current adjunct faculty. These programs include performance measures and professional development opportunities to complete that enhance faculty engagement and teaching. Both the Unit Definition Committee work and the Adjunct Faculty Advisory Committee work link enhancing skills and performance to compensation.

4P11 How do you design your employee recognition, reward, and compensation and benefit systems to align with your objectives for both instructional and non-instructional programs and services? (4P7)

The college holds an annual Employee Recognition Event each Spring to recognize and reward faculty and staff for:

- Years of Service Beginning at 15 years
- Retirement
- Excellence in Teaching through Annual Student Nominated Faculty Awards
 - Two Student nominated faculty awards
 - Gallion - Full-time faculty award
 - Teaching Excellence - Adjunct faculty award
 - Faculty Who Make a Difference
 - Generally the next highest eight (8) faculty nominated by students
- Endowed Teaching Chair Award
 - Tenure-track faculty Instructional Project selected by a faculty peer and administrative committee awarded annually
- Staff Who Make A Difference Awards have been temporarily discontinued to review the selection criteria and process
- Diversity Awards
 - A deserving faculty and staff member will be awarded for the first time in 2010

Beginning in 2008, the college instituted “Wow the Prez” e-mail notifications to the College President to recognize individuals, teams, and departments for outstanding, over and above, actions or accomplishments. The President and Executive Cabinet share various selections at Strategic Forum meetings and other college gatherings. E-news, the all-college newsletter found on the ICC website, informs the college community of faculty and staff accomplishments throughout the year in the “Going and Doing” section, generally posted by the individual college personnel. In addition, all college e-mails inform the college community of community, state and national awards, such as:

- 40 Leaders Under 40 Area Award winners from the college
- Community Leadership Awards (YWCA, Business, etc.)

Six Sigma recognizes accomplishments annually for:

- College personnel completing Yellow Belt Training
- College personnel completing Green Belt certification
- Six Sigma Teams entering the control phase of completion

The monthly Board of Trustees Meetings recognize college accomplishments by means of announcements by Executive Cabinet members, the monthly Board Newsletter and/or by invitations of college personnel and students to a Board Meeting for an introduction and celebration of the award.

The All Academic Meeting held each August, highlights and recognizes accomplishments, travels and awards of faculty for the past year. Several venues are used and may vary from year to year, such as:

- Announcements and applause
- Exhibits and presentations
- Rolling scroll of PowerPoint during meeting and/or dinner

College publications recognize many accomplishments through:

- E-news
- Harbinger, the student newspaper
- Department newsletters (English)
- Summit, annual publication of student work

At the department level, various recognitions occur unique to each department. Examples of recognition may include:

- Birthday celebrations
- Periodic social gatherings
- Get well acknowledgements
- Bereavement condolences
- Family additions
- Personal and/or educational celebrations
- Monthly spotlight awards highlighting staff for service
- Retirement celebrations
- Newsletters

Other areas of recognition yet to be implemented are:

- Recognition of degree and certificate accomplishment
- Recognition of other leadership and community awards
- Transfer to other departments or internal job change
- A more public announcement of sabbaticals for faculty

The formal alignment of additional recognition and reward is currently under study for all college personnel.

The participation in professional development and active service within the college is encouraged by the Unit Definition process for full-time faculty, the Orientation/Enculturation Checklist for new adjunct faculty and the Blueprint for Success pilot program for current adjunct faculty which provide for financial incentives for the faculty members for professional development and college service.

The College reviews and adjusts its benefit offerings for all employees annually. It benchmarks the benefits it offers against local businesses, other colleges and makes adjustments annually during the budget process.

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?

Beginning in FY2006, the College began using the Personal Assessment of the College Environment (PACE) survey to measure workforce climate. The PACE survey is used to obtain the perceptions of personnel concerning the climate. This instrument is annually administered online to all members of the workforce. A written invitation notice on behalf of the President is sent to all employees with valid email accounts one week prior to the opening of the survey inviting them to participate. The email contains the survey link and instructions. Hard copy instructions are provided to specific departments with limited computer access. Cabinet members communicate directly with division managers the importance of the survey results. Managers in turn communicate the importance of the survey to their direct reports. An article describing the survey and FAQs are published in eNews, an online employee newsletter. Follow-up emails are sent frequently during the response period to continually encourage participation. In November, 2008, the survey was administered to 1,234 employees with a 66.0% return rate.

Respondents are asked to use a five-point Likert rating scale from a low of "1" to a high of "5." The mean score of all items are obtained and compared. Lower scored items are considered to be high priority issues. All items are ranked in order of priority. Upon completion of the survey respondents are given an opportunity to provide comments about the most favorable and least favorable aspects of the College.

The results of the survey are divided into the four systems of management style defined by Likert and adapted by Baker and the NILIE team: Collaborative, Consultative, Competitive and Coercive. Scores in the Consultative and Collaborative ranges (which is the range ICC falls into) are indicative of an institution that has a relatively high level of perceived productivity and satisfaction. The same methods and measures are used for each workforce group and segment. The data collected is disaggregated by each workgroup. This allows the College to assess the level of satisfaction for each workgroup, make comparisons among groups, and tailor improvement plans as needed.

In addition, the number of employee complaints, grievances, and formal investigations and charges, employee comments on performance reviews, and feedback in exit interviews are reviewed to monitor the level of employee satisfaction. By monitoring these specific areas and general trends, workforce related issues can be resolved and employee satisfaction and engagement can be enriched.

An External Environmental Scanning Report and Internal Assessment is conducted annually pulling together all feedback and data from these surveys to

provide input for the updating and developing of the next fiscal year's Blueprint for the Future.

4P13 How do you provide for and evaluate employee satisfaction, health and safety, and well being? (4P9)

ICC provides a full range of comprehensive benefits to maintain and enhance the mental and physical well-being of its employees. These include health insurance programs, wellness and fitness programs, job safety and security programs as well as intervention services through an employee assistance program (EAP). A comprehensive risk and benefits management SWOT analysis is conducted annually and the findings are reviewed and submitted by the Vice President for Administration and Finance.

Services provided include tort liability, workers compensation, unemployment compensation, benefits, safety and compliance, health services and wellness. Services purchased from outside providers such as workers compensation, property/casualty and health/life are tested in the market to assure that the best coverage for the cost is obtained.

Material safety data sheets are made available at all work sites; training on a wide variety of safety work-related issues is provided on-line and accessible for all employees. Safety training includes such areas as Hazard Communication, Bloodborne Pathogens, Excavation Safety, Fall Protection, Lock Out Tag, and Confined Space Entry. Ergonomic analysis of employees' work stations throughout the College is also conducted by the Risk Safety Manager upon request.

Workforce safety and security are managed by the Campus Safety and Security Department. In 2008, the College implemented a major change of the security force to a combined sworn police and security force. This was brought about after a review of potential safety issues relative to campus violence and shootings. This provides an additional level of safety and protection for students and the Illinois Central College community. During August 2008, three current employees who had previously served as retired as police officers were appointed as sworn police officers for Illinois Central College. Since that time, a selection process has been developed and implemented; two new police officers have been hired and were sent to Police Officer Training in September, 2009. The Campus Police officers must meet the same criteria as police officers in any police department for the state of Illinois.

The department produces and annually updates the Emergency Response Guide and Crisis Communication Plan which is disseminated to all staff. As a result of this annual review and analysis of the external environment, the 2008 version of the Emergency Response Guide included additional information and guidance for Active Shooter incidents.

The Safety and Security staff is trained as First Responders for medical emergencies. This training is provided by the American Heart Association with recertification occurring every two years. The training includes the proper use of the ten AED units located in strategic locations on all three campuses. In addition to this training, all officers receive "Use of Force" training on the lawful and proper use of the asp and pepper spray. Armed officers are sworn police officers that meet range qualifications and meet the Illinois Law Enforcement Training Standard.

Two officers have been trained and certified in Rape Aggression Defense. Dissemination of this training for students and staff was initiated in the fall of 2008. All safety and security supervisors receive training in the Campus Crime Reporting required by the Clery Act, which tracks and reports crime in 21 areas.

Performance measures and improvement goals are determined during the annual program evaluation process. Departmental goals are established by analyzing data from the Clery Report and the Student Satisfaction Inventory (SSI). As an example, in 2008 the **Campus Safety and Security Department** created a survey to collect customer satisfaction in years opposite of the SSI to provide information which will allow the department to be more responsive to customer needs. **Is this correct?**

Health and welfare benefits are differentiated between full- and part-time employees. The College does not currently offer health and welfare benefits to its part-time staff; but part-time staff do receive tuition waivers and paid time off.

AQIP Category Four: Valuing People **Results (R)**

4R1 What measures of valuing people do you collect and analyze regularly? (4P1)

The PACE Climate Survey is conducted and analyzed annually. The Student Satisfaction Inventory (SSI) is conducted and analyzed every other year and provides related data that can be used. Refer to 3R1 through 3R5. The college also is a member of the National Community College Benchmark Project (NCCBP) which measures and compares

- Retirements and Departures
- Grievances and Harassment Actions
- Development and Training Expenditures per FTE

4R2 What are your performance results in valuing people? (4R1)

The PACE Climate Survey continues to improve each year. PACE uses a scale of 1 to 5 for statements with the Coercive Style scored 1–2, the Competitive Style scored 2-3, the Consultative Style averaging 3-4 and the Collaborative Style mean of 4-5. From 2007 to 2008, the college progressed from:

- 3.65 to 3.77 in Supervisory Relationships
- 3.33 to 3.53 in Institutional Structure
- 3.60 to 3.74 in Teamwork
- 3.88 to 4.02 in Student Focus
- 3.50 to 3.61 in Customized Items (Intra and inter-unit communication; reporting of concerns and related items)
- 3.60 to 3.75 for an Overall Climate (Consultative Style)

With the National Community College Benchmark Project (NCCPB), the college scored with:

- Retirements Rate of 2.22 % ranked at the 60%
- Departures Rate of 3.33 % ranked at the 24%
- Grievances Rate of 0% ranked at the 47%
- Harassment Rate of 0% ranked at the 58%
- Development Expenditures per FTE Employee of \$73 ranked at 15%

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

The College has been able to meet and exceed its annual strategic goals of outreach, student success, value and service which require the participation of staff, faculty and administrators in order for them to be attained.

The college is continuing to progress towards a more collaborative culture according to the PACE data. The college continues to improve on overall student success and retention, continues making increased progress with the five CCSSE benchmarks and has improved in many areas in the SSI. Productivity and effectiveness are difficult for the college to measure.

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

- National Community College Benchmark Project (NCCBP) results were discussed in 4R2 above.
- The college has a Teaching and Learning Center for faculty and staff, not realized by most of the 48 colleges within the Illinois community college system that offers professional development opportunities.
- ICC Health Benefits are comparable to the local Caterpillar and healthcare agencies.

AQIP Category Four: Valuing People Improvement (I)

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

Recent improvements at the college in valuing people include the following.

- The college instituted Organizational Learning by naming a Director of Organizational Learning in February, 2007.
- The college's Teaching and Learning Center established in 2001 opened its resources and services to all college personnel in 2007.
- A new performance evaluation instrument was developed and first utilized in 2007 that includes the Core Values.
- Beginning in 2008, the Human Resources Department has been restructured and appropriate college personnel hired to redevelop and strengthen the department.
- New College Personnel Orientation has been redesigned and instituted in January, 2009.
- A Service Curriculum was first deployed and offered to all staff in the Fall of 2008 and again in the Spring of 2009.
- A professional development incentive program for adjunct faculty was deployed in August, 2008 as a pilot program.
- An African-American Male Discussion Group has been meeting and working to improve success for African-American Male Students and Staff since May of 2008, as a result of Diversity Circle recommendations from the spring of 2008.

Improvements to be completed in the near future include:

- Deploy Ethics Modules in 2010 to all employees
- Add professional development needs to the Program Plan template for FY2010
- Review performance reviews and compile the list of training and development needs to provide to the Teaching and Learning Center for planning
- Develop a recruitment and selection website to be implemented in 2010

The college follows the Blueprint for the Future strategic plan and priorities set to guide its direction and focus. The PACE climate is our college valuing measure and is conducted annually.

412 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?

Using the results from the Student Satisfaction Inventory, the annual PACE Climate Survey, and the annual External Environmental Scanning Report and Internal Assessment, the Executive Cabinet and Administration annually develops its strategic goals for the next fiscal year. These institutional goals are shared via the Blueprint for the Future to the Strategic Forum for development of

department and program plans. These Program Plans in turn, impact the individual employee through the Performance Review process and development of individual learning goals.