

## 4.0 Valuing People

### Context for Analysis (C)

**4C1** The work environment and activities of the college are designed to strengthen our focus on student learning and development. The “Servant-Leadership” philosophy discussed in the Institutional Profile is a guiding principle for both the college leadership and all employees. Part of this philosophy is to develop work systems that are inclusive, integrated, and highly participatory. The Strategic Planning Process reviews work environment as it relates to helping the college achieve its mission and goals, as does the budget planning process. Fig. 4.1 shows the structure of the work environment and how it links to student learning and development.

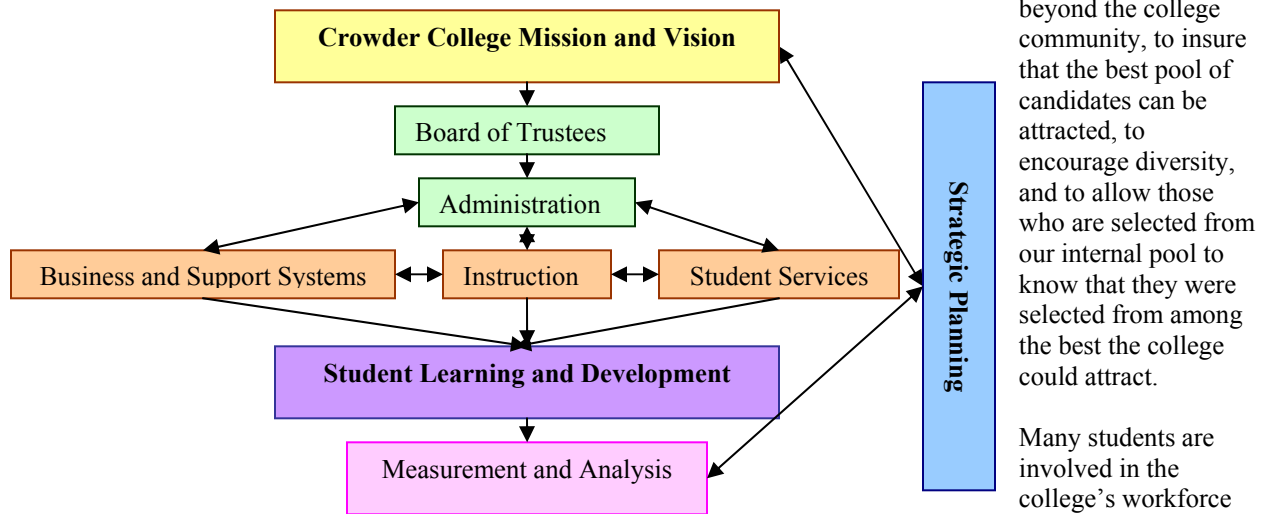


Fig. 4.1

The organizational structure is designed to be as “flat” as possible, allowing more initiative and empowerment at lower levels. Project Teams work on college-wide issues, including facilities and work environment issues, under the college’s shared governance philosophy. Faculty members have academic freedom in their classrooms, while a system of institutional syllabi ensures that students receive equivalent education from any given course.

Flexible scheduling allows time for professional development activities, which are offered two Friday afternoons per month. There is constant focus on customer service and improvement in service processes, with workshops that reinforce this focus included frequently in the schedule.

All employees have accounts on the Crowder Computer network and can share files, work on team projects, and access policies and other information via the network. Employee associations (Faculty, Professional, and Classified Staff) serve as forums for taking issues through the appropriate channels. Each of these associations is represented on ISAAC, the college’s Institutional Steering and Assessment Council, which meets monthly and serves as the college’s continuous quality assurance council.

Job classifications are based on knowledge, skills, and abilities needed for positions, and periodic re-classification studies have been conducted by outside consultants to ensure that classifications remain fair, appropriate, and equitable. All positions are opened

beyond the college community, to insure that the best pool of candidates can be attracted, to encourage diversity, and to allow those who are selected from our internal pool to know that they were selected from among the best the college could attract.

Many students are involved in the college’s workforce through the work-study program, and others who do not

qualify for work-study are hired as regular student workers. Supervisors serve as mentors, trainers, and role models for these students.

The evaluation process is an important link to organizing work at CC, with the Strategic Plan being the basis for assessment measures used for personal and departmental evaluations. These evaluations show the progress made toward achieving goals under the SP, what can be done to help employees achieve the goals, and how they relate to college outcomes.

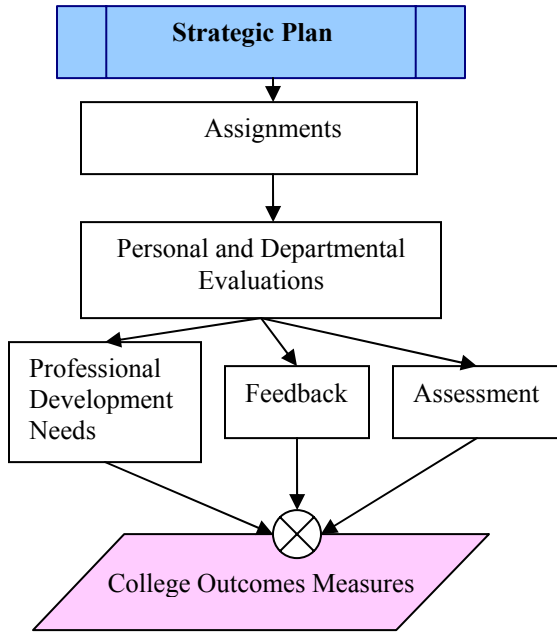


Fig. 4.2

**4C2 Key institutional and geographic factors.** To insure that institutional and geographic factors are taken into account in addressing work environment and job classification, comparisons are done annually with data from other colleges, particularly Missouri community colleges; the Coordinating Board for Higher Education (CBHE); and other employers in the area. The most recent salary comparison shows that while CC has lower salaries when compared to more urban and industrialized areas, its salaries are comparable to those at like institutions, and quality of life issues and benefits are favorable when compared to larger, metropolitan areas. Regional demographic data are gathered and analyzed annually to ensure we are meeting the needs of our service region.

**Part-time employees.** As of fall 2004, CC has 185 full-time employees. This is a lean number when compared to other institutions of like size, so part-time employees are an integral part of the college's work force. The largest contingent of part-time employees are students, either through the Work-Study Program or as what is termed "Regular" student help (paid by college funds). Use of the college student work-study program is actively encouraged as a form of part-time assistance, as 75% of the funding for these positions is paid by federal funds. These students are used in office, farm, custodial/maintenance, and various other positions, both on-campus and at our off-campus sites.

Adjunct faculty makes up the second-largest contingent of part-time employees, with 150 in the

fall 2004 semester. They are used to supplement full-time faculty and provide more options for classes to meet students' program needs. Adjuncts serve a number of valuable purposes in that in addition to stretching financial resources, they introduce different ideas into the academic mix, provide instruction from those who are actively engaged in the work world, and provide an additional connection with other organizations within the college service region.

The college also uses part-time employees for Classified Staff positions, especially in clerical support. Flexible hours in these positions allow work to be accomplished as needed, particularly at busy times of the year.

**4C3** To remain abreast of developments in workforce needs, the college regularly analyzes data on age and years of service of college personnel, educational levels of staff and the regional workforce, ethnicity trends in the region with comparisons to college data, and other population and workforce demographics.

CC is located in an area of the country that is fairly homogeneous in race/ethnicity make-up and its staff reflects that. Of the 185 full-time employees, only fourteen are not in the white/non-Hispanic category. Of these, three are African-American, four are Hispanic, two are Asian, and five are American Indians. This mirrors the region in ethnicity, and the recent increase in Hispanic staff is in direct correlation to the increasing Hispanic population in the area and the programs Crowder has added to serve the migrant (mostly Hispanic) population.

Likewise, the age of CC employees closely parallels that of the community, with the majority falling into the 30-50 age group, and baby boomers getting ready to retire. The average age currently is 45. This data, along with the years of service data shown below, helps the college monitor the number of employees who may be nearing retirement, identify succession planning candidates, and plan training methods that will appeal to the appropriate generations in the workforce. This data is shown below.

TABLE 4.1: EMPLOYEE DEMOGRAPHICS				
AGE	<30	31-50	51-60	>60
Administration	0	9	3	1
Professional Staff	12	24	17	4
Classified Staff	4	30	12	5
Faculty	4	40	16	4
<b>TOTAL</b>	<b>20</b>	<b>103</b>	<b>48</b>	<b>14</b>

**TABLE 4.1: EMPLOYEE DEMOGRAPHICS**

SERVICE YRS.	<5	5-10	11-20	>21
Administration	4	5	3	1
Professional Staff	34	15	7	1
Classified Staff	24	16	7	4
Faculty	25	22	12	5
<b>TOTAL</b>	<b>87</b>	<b>58</b>	<b>29</b>	<b>11</b>

The college tracks educational levels of staff, as shown in the table below. Being an educational institution, the levels of education of our staff are higher than that of the businesses in the community. In particular, you will note that the majority of our Classified Staff have Associate degrees or more. This reflects two trends: that many of them take advantage of our tuition-free classes for employees, and that we often hire former work-study students that we have trained and mentored. All teachers in transfer programs are required to have master's degrees, while vocational teachers are just required to have certification. However, most of them have degrees and/or are working toward higher degrees.

**TABLE 4.2: EDUCATIONAL LEVELS OF EMPLOYEES**

Level	Administration	Professional Staff	Classified Staff	Faculty
H.S.			23	
Cert.		1		2
AA		4	24	11
BA	1	27	6	9
MA	6	23		30
MA + 30		1		5
PhD	6	1		7

The college also carefully reviews trends in student data in the K-12 systems in the area to anticipate numbers coming out of the area high schools during a given year, particularly A+ program numbers, since these numbers can greatly influence enrollment. Economic data helps the college anticipate up- and down-turns in the economy, which are inversely related to changes in the number of non-traditional students who can be expected to enroll. These factors are used to anticipate short and long term adjustments in personnel needs, such as additions to the admissions, financial aid, and other support staff, as well as procuring additional adjunct faculty.

**4C4** Staff development is a priority for the college, with a systematic process for identifying needs and offering topical subjects. A Professional Development Committee plans a schedule of activities every semester, based upon institutional priorities and feedback from employee evaluations. Every other Friday afternoon is committed to training, with no classes scheduled during this time. An incentive system encourages all employees to participate, and the college maintains over 97% involvement. Technology training is a particular focus, as well as regular sessions on compliance issues such as FERPA (Family Educational Rights and Privacy Act), EEOC guidelines, etc. On-line training sessions are offered continuously and a Teaching Technology Lab offers regular training sessions in equipment and software use.

Orientation for new employees is continuously refined and improved, and includes an afternoon session, assignment of a mentor, and review of college culture and policies. An orientation for adjunct faculty is conducted each semester as well.

For multi-cultural training, opportunities are extended through exchange programs with England, Mexico, France, Australia and Denmark. These opportunities are open to all segments of employees, and a poll of staff gives them opportunity to express interest. The table below shows some of the types of training initiatives, who they target, and the purpose of each.

**TABLE 4.3: KEY TRAINING INITIATIVES**

TYPE	TARGET	PURPOSE
Orientation	New Employees	Intro to Crowder culture, policies & procedures
Technology	All employees	Keep technology skills updated
Enrollment/Advisement	Faculty/Ad min/Prof.	Student success and retention
Legal Compliance	All	Legal and ethical work environment
Multi-Cultural	All	To have a staff that is culturally literate

## Processes (P)

**4P1** Our hiring processes make certain people we employ possess these requisite characteristics through a thorough recruiting and screening process, which is charted below.

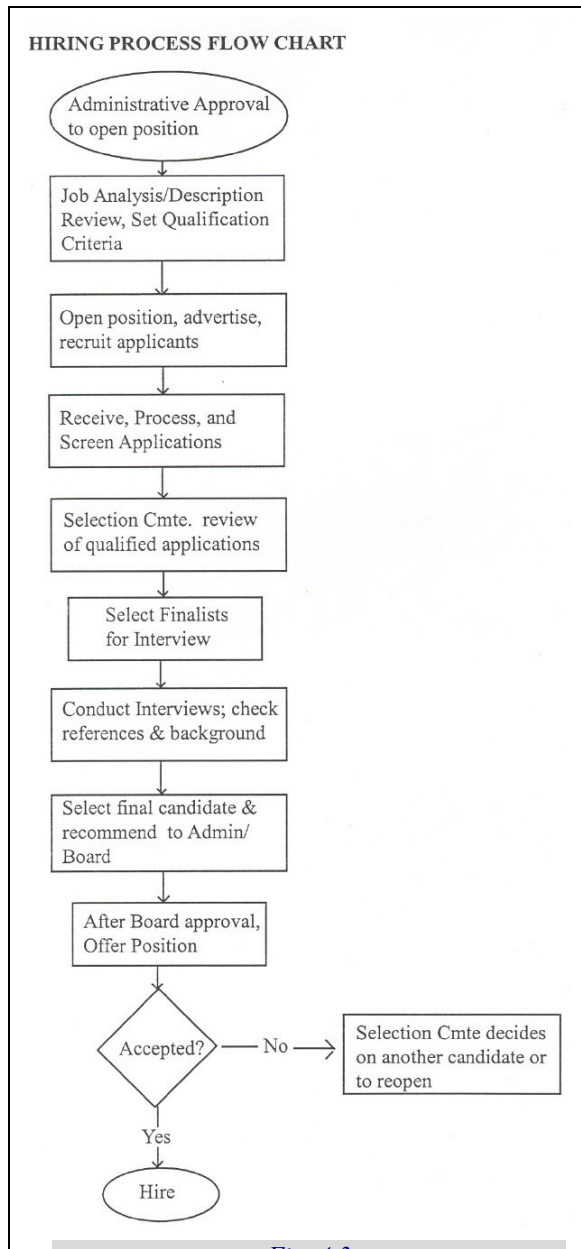


Fig. 4.3

The specific credentials, skills, and values required for faculty, staff and administrators are identified through an integrated process including examination of job analyses/descriptions; knowledge, skills, and abilities needed for the positions; requirements imposed by accreditation standards or outside agencies; and goals and values of the college.

When positions are opened, a job analysis leads to a revised job description which includes the basic functions of the job; minimum qualifications; knowledge, skills and abilities needed for the position; and the job environment. A classification system for support staff determines the skill level

needed, and a periodic classification review examines each classified position and determines if it is appropriately classified and compensated.

For all job classifications, there is a focus on consistency of the assignment with mission, vision and values statements of the college. Faculty and professional hiring decisions are based upon credentials as they relate to the specific area of expertise needed and described in a detailed job description, with major consideration given to how appropriately the job candidate reflects the values of the institution and demonstrates the initiative and creativity that are core institutional values.

Applications are carefully screened, initially by the Director of Human Resources (HR), and then by a selection committee, whose members are chosen specifically for the position, to ensure qualifications and above criteria are met. Finalists are given information on college mission and philosophy and informed they will be asked to give feedback on them during interviews. HR thoroughly checks references and background information to confirm application data. Faculty candidates are asked to provide a brief classroom demonstration to allow the committee to evaluate teaching ability and style. A broad-based committee process, that ensuring diverse input makes the selection.

CC adheres to state and regional standards for instructors, including degrees and earned credit hours in specified disciplines, work-related requirements for vocational teachers, and certification requirements.

**4P2 Recruit.** The HR Office handles recruitment, via classified ads, the college’s web site, regional university placement offices, Missouri Works (the state’s computer database for job searches), and/or special publications and web sites as appropriate to the position. Internal applications and referrals from employees are encouraged. The table below shows the sources utilized by the applicants who were hired for the last two years.

TABLE 4.4: SOURCES FOR SUCCESSFUL JOB APPLICANTS		
	02-03	03-04
Crowder Web Site	13	3
Word of Mouth/Internal Referral	6	8
Joplin Globe Newspaper	5	1
Neosho Daily Newspaper	4	2
Unknown	4	2
Total	32	16

CC is an Equal Opportunity Employer and as such, all job announcements include that statement. In 2002-03, each opened position had an average of 21 applicants.

**Hire.** Hiring is a joint effort of HR, selection committees, and administrators. Written guidelines are in place to ensure consistency in processes and compliance with Equal Opportunity laws. To complete the hiring process, original transcripts and/or other verifications are required to validate education and experience.

**Retain.** CC recognizes that retention of employees is an important and necessary strategy to provide stability and continuity to ensure a strong future. To this end, CC utilizes the following approaches and methods for retention.

- Orientation – to make certain new employees are introduced to the culture, procedures and policies of the college
- Mentoring – to provide assistance and support to new employees
- College atmosphere of shared governance and Servant-Leadership philosophy – to empower and motivate
- Addressing professional development needs – to make sure employees have the skills and knowledge needed to be successful in their jobs
- The “Crowder Family” atmosphere – to make employees feel they belong to the family and are cared for
- Benefits and services – to provide what employees need in the way of time off, insurance, tax benefits, etc.
- A commitment to keep salaries as competitive as possible within budget constraints – to ensure employees feel valued and are appropriately compensated

Employee retention has never been a problem area for CC, but, nonetheless, an area where quality improvement is continuously reviewed. Turnover data is tracked and evaluated, and compared to benchmarks set in comparison to other colleges. In the past two years, HR has developed a comprehensive orientation for new employees. Full-time employees are provided with a complete benefits package including health and life insurance; retirement; generous vacation, holiday and sick leave; and a wide variety of other options including educational loans, tuition waivers, flex plans, etc. The administration has an ongoing committee searching for new and reduced cost to employees for insurance and benefits. The professional development

opportunities are numerous, varied, and well attended. The servant leadership philosophy and the shared governance principles are indeed, the overriding reason that employees stay at CC. Employees feel valued and cared for, as demonstrated by the Institutional Climate Survey results.

Faculty have an opportunity to request a semester sabbatical leave to work on an advanced degree, serve as an intern, or gain other valuable professional experience leading to career advancement.

**Orient.** Each new employee is oriented to the college through: 1) a one-on-one orientation with HR concerning payroll, benefits, etc; 2) an orientation/resource manual to review and keep as a reference; and 3) a new employee orientation with the President and other key staff to address mission, vision, values, AQIP, etc.; and 4) a mentor from his/her department to work with while adapting to the college environment. After 60 days, a new employee is asked to complete an evaluation on his or her orientation, to provide feedback on ways to improve the process.

**Employee changes.** The college plans for changes in personnel through long range strategic planning, anticipating vacancies and new employment needs as far in advance as possible. Mentoring of potential succession candidates is a constant part of professional development activities. The shared governance system keeps employees abreast of what is developing within the institution, across the state, and within the community college movement. The administration also supports faculty and staff who have demonstrated key strengths by sending them to major state and national conferences to further their knowledge in areas important to the college and the needs of its customers. Further education is always encouraged, through staff development, tuition waivers, and an educational loan program.

Again, as shown in § 4C3, employee demographics are monitored to gauge which employees may be nearing retirement due to age and/or years of service. The data shows that there are four senior administrators in that category, out of 13. The majority of professional and classified staff is both younger in age and lower in years of service. Faculty data show that the majority are in the under 50 age range and under 10 years of service category, but there is a fairly sizable group that are over 50 (20) and longer years of service (17). The mentoring process helps prepare younger faculty to continue the

culture of quality teaching and for leadership roles such as Division Chair.

Senior leadership turnover in the next five years is one of the areas of challenge for CC. A new president has just been hired, and several of the senior leaders will be retirement age within the next decade. When senior leadership is lost, succession is accomplished through comprehensive long range strategic planning. Mid-level managers are encouraged to progress toward a terminal degree via educational loans and salary schedule progression. Professional development activities are geared toward skills needed for career advancement. Potential succession candidates are mentored, and the shared governance activities provide a forum for leadership advancement.

The Board holds periodic work sessions to update the President's job description, discuss the process to be used in the event of a change in CEO, and review processes for board turnover and replacement. Although Board positions are elected, it has been the practice of the Board to identify and cultivate new candidates from each of the electing districts, so that as one member chooses to leave the Board, others are in place to run who share the institutional vision and values.

**4P3** The table below shows the linkages between processes and activities and their contribution to college goals.

TABLE 4.5: WORK PROCESSES, ACTIVITIES, AND CONTRIBUTIONS		
	Processes	Activities
Communication	-Information Dissemination	-Computer network accounts -President's newsletter -Weekly newsletter -HR Emails & Displays -Minutes of Board and Admin -ISAAC Mtgs. -Departmental Mtgs.
Cooperation	-Strategic Planning	-ISAAC -Departmental Meetings/Plans
High Performance	-AQIP -MQA -Evaluations	-Awards -Assessment -Prof. Dev.

TABLE 4.5: WORK PROCESSES, ACTIVITIES, AND CONTRIBUTIONS		
	Processes	Activities
Innovation	-Strategic Planning -Curriculum Development	-Grant Writing -New programs and projects
Empowerment	-Departmental Control -Action Teams	-Set up work hours -Recommendations to Admin -Personnel selection by Committee
Organizational Learning	-Orientation -Staff Development	-Manual -HR session -President's session -All staff days
Skill Sharing	-Staff Development	-All staff days -Staff Development Activities -OJT Cross Training

**Work processes and activities.** A number of processes are in place and are regularly evaluated which contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing. All employees have accounts on the CC Computer network and can share files, work on team projects, and access policies and other information. A weekly e-newsletter goes to every employee, including those at off-campus locations. The President distributes a monthly e-newsletter to all employees, focusing on college and state policy and programmatic issues.

Regular communications are sent via e-mail from the HR office on new/departing employees, employee awards and recognitions, staff development activities, new policies and/or clarification of policies, etc. The minutes of all AC and Board meetings are sent to every employee as e-mail messages, keeping all informed of key policy and procedural issues that come up in these meetings. A display board outside the HR office is used to recognize awards, accomplishments, or departmental news.

Critical information is shared at All Staff Days with all employees, and Board-sponsored forums review mission, vision and values and are open to all employees. The AC is a diverse group that brings concerns in from their various departments and disseminates information back. Project Teams and standing committees work on college-wide issues, and monthly Unit and Staff meetings are held within departments.

Individual departments control work hours and related environmental issues, rather than centralized control. Senior leadership encourages innovation and welcomes new ideas and special projects. These special projects allow research and experimentation in a broad spectrum of areas, such as alternative energy.

**Ethical Practices.** Although it is virtually impossible to ensure that all employees behave ethically, the institution works to assure ethical behavior and decision making by clearly stating in both the college mission and “timeless values” statements adopted by the Board that ethical practices will be supported, and unethical practices will not be tolerated. Policies on ethical behavior have been adopted, with a statement of affirmation submitted annually to the State Department of Higher education. Staff development sessions are held periodically on copyright policies, equal opportunity guidelines, servant-leadership, ethical decision making and other ethics-related issues.

As institutional decisions are made, the Administrative team consciously addresses the question, “What is the right thing to do?” The CC’s 7-Step Planning Processes(7-SPP) begins with a review of Mission and Values, both of which stress the importance of ethics in all decisions and actions.

**4P4** Employee success has been established as one of the five main goals and KOs focus on professional development, performance evaluation, and communication. Professional Development sessions are offered throughout the year based on institutional and personal objectives, with sessions keyed to top organizational priorities, and opportunities to participate on Project Teams for shared governance issues are offered to all employees.

Educational loans, tuition waivers, and incentives for attendance at professional development activities are available for all who wish to take advantage of them to update skills or work toward further educational attainment. And, as stated earlier, new employees are given an orientation and assigned a mentor. Through the Faculty Teaching Lab and the Learning Resources Center, current publications/ literature/research are made available.

**4P5** The annual training schedule has been coordinated in such a way that each activity can be tied back to a planning objective. The professional development team polls employees for training interests, and performance evaluations are conducted annually and include by requirement a section that

reviews employee goals, training needs and interests. Professional development offerings are then directed toward areas of needed growth and development, and then correlated directly with established Key Outcomes and goals, and assigned a code, which relates to that objective on the strategic plan.

The AQIP Process requires the college to focus on continuous improvement in three specific areas over a three year period, and these three are made a special focus for professional development workshops. As strategic planning is done, and evaluated, the ISAAC team considers whether or not training is covering elements of the plan to the degree necessary.

**4P6** The personnel evaluation system was one of the three AQIP areas of focus (vital few) and has shown remarkable development. The evaluation system is based on college mission, goals and Key Organizational Measures (KOM) with the focus of each evaluation being on personal and institutional improvement. Where possible, benchmarks are established for KOMs based upon performance information from cohort institutions, state or national norms, etc. and individual performance is evaluated relative to these objectives.

After the annual performance objectives, based upon the strategic plan, are presented to and approved by the Board of Trustees, the assessment measures and assignment of responsibility allow the college to disperse responsibilities for these assignments to those in the appropriate positions. This then feeds into the evaluation process, with the HR Department researching, advising and monitoring the process.

Personal and departmental evaluations are conducted using annual establishment of improvement goals and assessment of results. Evaluations of all personnel are analyzed by HR to determine staff development needs. Evaluation results are shared and discussed with employees, and they have opportunity for input during the evaluation process.

**4P7** Table 4.6 shows some of the ways recognition, reward, and compensation systems are designed to align with objectives in criteria one and two.

**TABLE 4.6: RECOGNITION AND REWARD SYSTEM**

CRITERION OBJECTIVES (VALUES)	RECOGNITION/REWARD
Caring	“CAC” Award*
Pursuit of Learning	Chamber/Governor/Staff Development Awards Educational Loans Tuition waivers
Fostering Creativity and Innovation	OSAs Extra compensation for added assignments
Ethical Behavior	CAC Award
Collaboration	OSAs
Serving Others	OSA, CAC

\*Caught In the Act of Caring

Recognition among peers is given through e-mails on awards/honors, weekly e-newsletter, news releases as appropriate, and the HR display board. Professional development is open to all employees with incentives offered for attendance utilizing end-of-the-year drawings for gifts, based upon participation. Annual Employee of the Year awards are presented for all employee classifications and Outstanding Service Awards (OSA) are given monthly. “Caught in the Act of Caring” (CAC) awards are given on an informal basis for recognition among peers.

Employees are supported through benefits and services that are evaluated annually for equity and comparability. Salaries are given priority in the budget process, with a relatively “open budget” approach to reviewing what can reasonably be done with increases each year. Budget priorities are discussed openly and input from all employee groups is solicited. Salary schedules give incentive for advancement for further education and longevity.

The benefit package includes: retirement; health and life insurance; a flex/cafeteria plan which offers additional insurance coverage and medical/childcare reimbursements on a tax-free basis; a wellness program; and a generous sick leave, holiday, and vacation schedule. A full tuition waiver allows employees and their immediate families to take CC classes at no cost. The Educational Loan Program provides financial assistance to employees pursuing further education.

**4P8** Key factors that affect faculty and staff well-being, satisfaction, and motivation are determined through:

- Institutional Climate Survey with gap analysis

- Input at Administrative Council (AC) meetings
- Personnel evaluations
- Exit interviews
- Communications from the staff associations
- Open door policy
- Employee evaluations of administrators
- Grievance review and analysis
- Suggestion box items

All the tracking data can be segmented by individual, group, location, etc. The responses on climate surveys and the president’s evaluation are also segmented by employee classification.

The biennial institutional climate survey asks faculty and staff to rate the institutional climate on how it currently is, and how it should be. The “gap” is evaluated to determine those areas where greatest disparity exists, and special focus is then placed on those areas of concern. Many of the items on the survey relate to employee motivational factors, such as recognition and rewards, empowerment, training and feedback. Several of the results are in §4R.

On a less formal basis, staff concerns are shared in AC meetings, monthly employee association meetings, personnel evaluations and exit interviews. The employee organizations serve as forums for discussion and representatives take issues to the appropriate channel. ISAAC and AC serve as feedback opportunities for these concerns. The college also has a very open policy about “stopping in and visiting” with whomever an employee would like to see, though an effort is always made to direct concerns to the appropriate administrator or supervisor.

Each employee is also extended an annual opportunity to evaluate the college president and this vehicle serves as an outlet for concerns of a general nature. These are then shared with the Board of Trustees. Other administrators are also evaluated by those they supervise. CC provides a grievance process and a suggestion box, through which concerns can be processed and resolved.

**Analyzing.** The analysis process includes reviewing the above issues and determining whether they are relevant to motivation, and if so, are they within an acceptable range, or should an improvement strategy be implemented. Factors that are considered include: the number of employees affected; how the issue impacts the college and its customers; relevancy to CC mission and goals; costs involved; and other germane issues.

**Selecting a course of action.** Using the results of the analysis, senior leaders and supervisors select the key issues and develop action plans for improvement. Results of the Climate Survey mentioned above are shared with administrators, the Board, and employees, and identified weaknesses become the basis for generating new objectives. There is an investigation of any grievance filed and issues involved are resolved as needed, with follow-up passed along to complainant. Suggestion Box ideas are formally shared with the AC each month and all are discussed, and if warranted, action is taken. Follow-up is always provided to those making suggestions.

**4P9** Employee satisfaction is monitored formally through the Institutional Climate Survey and the President’s evaluation. These formal methods provide opportunity for input and feedback from all staff. The other less formal avenues are listed in §4P8. CC has an active wellness program and an excellent safety record. Table 4.7 shows the main items the college provides, and how they are evaluated.

TABLE 4.7: EMPLOYEE SATISFACTION, HEALTH, SAFETY, AND WELL-BEING		
	Provide	Evaluate
Satisfaction	-Benefits package -Salary -Shared Governance -Staff Development	<ul style="list-style-type: none"> <li>• Institutional climate survey</li> <li>• President’s evaluation</li> <li>• Suggestions</li> <li>• Salary Comparisons</li> <li>• HR laws</li> </ul>
Health & Safety	-Wellness program -Health screenings -YMCA Discount -Sick Leave -Safety Training -Staff Dev. -Compliance with safety laws/regs -Safety Committee	<ul style="list-style-type: none"> <li>• Customer service forms</li> <li>• Grievance policy</li> <li>• Exit interviews</li> <li>• Staff Dev. Participation</li> <li>• Retention</li> <li>• Absenteeism</li> <li>• Worker’s Comp claims</li> <li>• Participation in Wellness</li> <li>• Safety Committee Reports &amp; Recommendations</li> </ul>
Well-Being	-Wellness Program -Wellness Newsletter	

In addition, wellness benefits, including discounts for the YMCA and an annual health screening, are offered to all employees. A monthly wellness newsletter goes to all employees. The college has maintained a very generous approach to sick leave for seriously ill employees.

An annual facilities and safety walk-through evaluates the physical plant status. Capital improvements are made as needed to comply with health, safety, and/or ergonomic regulations and principles. Workshops on workplace safety are part of the annual professional development schedule and include topics such as Crisis Communications, Safety, Ergonomics, and CPR training. Appropriate safety training is given on an as-needed basis, such as hazardous chemical for custodians and equipment for grounds staff.

**4P10** To evaluate its effectiveness at Valuing People, the college regularly collects and analyzes the following data measures.

TABLE 4.8: VALUING PEOPLE MEASURES	
Measures	Analyzed
Salary comparisons	Yearly
Employee turnover/retention	Yearly
Employee absenteeism	Yearly
Grievance data	Yearly
Evaluation results	Yearly
Staff Development attendance	Semester
Benefits review/costs	Yearly
Biennial satisfaction survey results	Biennially
President’s Evaluation results	Yearly
Personnel Evaluations	Yearly

This feedback comes to the AC each year and is used as the basis for adjusting goals and objectives for the coming year to enhance employee satisfaction and sense of well being. As the following data demonstrate, the college has been successful at anticipating and making needed adjustments.

### Results ( R )

**4R1 Salary comparisons.** Each spring the HR Director obtains information from other colleges, area industries, and national surveys to compare with CC salaries. Results for 2003-04 are shown in Table 4.9, comparing CC’s salaries with institutions of like size and scope.

TABLE 4.9: SALARY COMPARISONS 2003-04			
Level	Crowder	Average	CC% of Avg.
<b>CLASSIFIED STAFF (per hour rate)</b>			
Range 1	\$6.60	\$6.34	104.1%
Range 2	\$7.75	\$7.85	98.7%
Range 3	\$8.32	\$8.28	100.5%
Range 4	\$8.89	\$9.46	94.0%
Range 5	\$9.46	\$9.53	99.3%
Range 6	\$9.98	\$10.81	92.3%
<b>FACULTY (based on 9 months)</b>			
BS/0	\$27,164	\$27,026	100.5%
BS/6	\$30,440	\$30,614	99.4%
MS/0	\$28,478	\$29,057	98.0%
MS/6	\$31,755	\$32,513	97.7%
DOC/0	\$31,108	\$33,109	94.0%
DOC/6	\$34,384	\$36,277	94.8%
MS/10	\$33,938	\$34,450	98.5%
MS/20	\$39,399	\$39,711	99.2%
CUPA Avg.	\$35,309	\$49,172	71.8%
<b>PROFESSIONAL (based on 12 months)</b>			
Base (BS)	\$31,794	\$28,059	113.3%

**Employee Turnover/Retention.** As stated in an earlier section, the college's turn-over rates are below average, but are monitored annually. Results are shown below. Any outside the normal range are analyzed; e.g., the peak shown in administrative turnover in 2000-01 was due to retirements of several senior administrators. The overall turnover rate in both 2002-03 and 2003-04 was 10.3%, while the benchmark the college uses is under 12.5%.

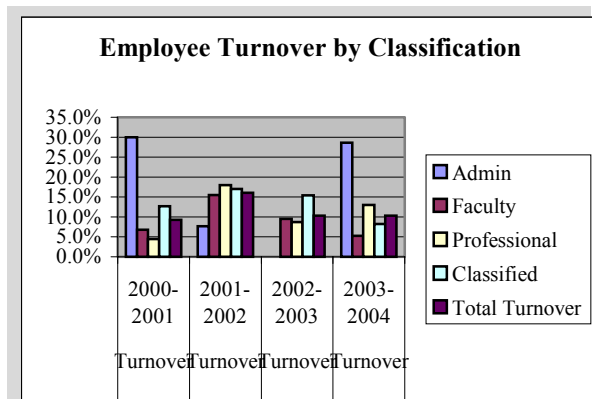


Fig. 4.4

**Employee Absenteeism.** As with retention, absenteeism has not been a problem area for CC but is monitored. CC has a generous sick leave policy and employees may accumulate up to 90 days of paid leave for use in serious illnesses.

TABLE 4.10: SICK LEAVE DAYS TAKEN	
Avg. # of days per Employee 01-02	2.9
Avg. # of days per Employee 02-03	3.8
Avg. # of days per Employee 03-04	3.9

**Grievance Data.** CC has very few grievances filed, and they are usually informal rather than formal complaints. The most current results are as follows.

TABLE 4.11: NUMBER OF GRIEVANCES	
2001-02	1
2002-03	2
2003-04	2

**Evaluations.** All employees are evaluated annually and the information gained is used for professional development planning, career counseling, and personal and institutional improvement. The most recent year for which results are available (2003-04) showed that 99% of full-time employees had evaluations at least once during the year.

**Staff Development.** Staff development participation is tracked by semester and has been a focus for improvement. Incentives have improved participation to the point that nearly all employees participate in at least one or two sessions per semester.

TABLE 4.12: STAFF DEVELOPMENT PARTICIPATION RESULTS	
Fall 2001	57.0%
Spring 2002	97.0%
Fall 2002	91.8%
Spring 2003	94.1%
Fall 2003	99.5%
Spring 2004	96.6%

**Campus Quality Survey Results.** See §5R.

**President's Evaluation Results.** See §5R.

**4R2** Our processes are monitored and evaluated continuously, and results assessed.

TABLE 4.13: VALUING PEOPLE PROCESSES' RESULTS	
Process	Result(s)
Recruitment	All 32 positions opened 2002-03 were filled with qualified applicants, and the average # of applicants per position was 21. In 03-04 there were 16 positions filled, with an average of 18 applicants per position.
Orientation	All full-time employees received an orientation session and a 60-day follow-up survey of effectiveness showed positive results
Training	Staff participation in training initiatives is now at 99%
Recognition	Formal awards numbered 46 in 2002-03, 74 in 2003-04, and informal recognition is an ongoing process
Evaluation	All full-time employees receive evaluations with results used for quality improvement and personal/professional development

Two general survey categories on the Campus Quality Survey (2002) related to this criterion-- Employee Training and Recognition and Empowerment and Teamwork. Faculty and staff evaluated these categories on a 5 point scale and demonstrated CC's rankings in these personnel categories, as compared to all other colleges and other two-year colleges who used the survey.

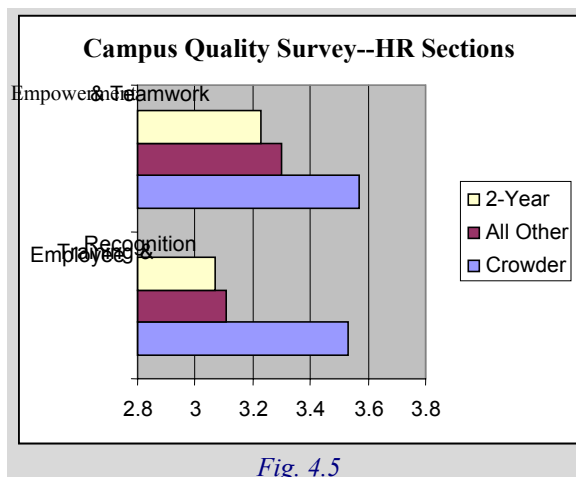


Fig. 4.5

The Gap disparity between perceptions of “how things are,” and “how they should be” as it relates to these two categories was as follows and also shows success in valuing people at the college:

TABLE 4.13: CAMPUS QUALITY SURVEY VALUING PEOPLE			
	Crowder	Others	2-Year
Employee Training & Recognition	0.95	1.40	1.43
Empowerment & Teamwork	0.88	1.19	1.24

TABLE 4.14: CROWDER CAMPUS QUALITY SURVEY VALUING PEOPLE GAP DATA			
<i>The five questions that showed the lowest performance gap related to Valuing People.</i>			
	Actual	Desired	GAP
I have attended staff development activities this year.	4.24	4.44	0.02
Professional development is available to employees.	4.23	4.54	0.31
I have had an evaluation this year.	4.08	4.47	0.39
The institution uses teams to solve problems.	3.76	4.29	0.53
The Mission, purpose and values of the institution are understood by employees.	3.88	4.48	0.60
<b>The questions with the largest performance gap.</b>			
Written procedures define responsibility for each operation and service.	2.83	4.41	1.59
Established standards and procedures define job expectations.	3.11	4.47	1.36
Job responsibilities are communicated clearly.	3.26	4.52	1.26
Processes for selecting, orienting, and recognizing employees are planned.	3.26	4.51	1.25
Employees are rewarded for outstanding service	3.28	4.49	1.21

**4R3** There is considerable evidence that indicates the productivity and effectiveness of our faculty, staff, and administrators is helping achieve college goals.

- Student enrollment has grown by 52% in the last three years.
- Student satisfaction surveys and CAAP test results show satisfaction and performance above the national averages, as shown in the section on “Helping Students Learn.
- Staff development attendance exceeds 99% annually.
- Community surveys show that the community ranks college goals as meeting expectations.

- Job placement data and employer feedback demonstrate high placement and high employer satisfaction.
- Employee satisfaction surveys show satisfaction well above national norms, as demonstrated in this section.
- Transfer and articulation of students shows student success at transferring institutions that equals or exceeds that of native students.

TABLE 4.15: PRODUCTIVITY AND EFFECTIVENESS	
College Goals	Evidence
Valuing People	Employee satisfaction surveys show satisfaction well above national norms, as demonstrated in this section.

**4R4** In those areas in which we are able to obtain results comparable with the results of other higher education institutions and organizations outside of the education community, Crowder compares very favorably. Comparisons between Crowder employee perceptions concerning Leadership, Teamwork and Empowerment with the perceptions of all other higher education and other 2-year colleges are provided above under 4R2.

Of the items showing the lowest gaps among all 2-year college respondents on this standardized measure of campus quality, four related to this category. Below are CC's responses compared to other community colleges that utilize the instrument.

TABLE 4.15: CROWDER AND OTHER 2-YR. COLLEGES' RESPONSES TO CAMPUS QUALITY SURVEY WITH THE LOWEST GAP RATINGS			
	Actual	Desired	GAP
<i>I participated in staff development activities this year</i>			
Others			
CC	<b>4.24</b>	<b>4.44</b>	<b>0.02</b>
<i>I know what is expected of me.</i>			
Others	3.95	4.58	0.64
CC	<b>3.84</b>	<b>4.60</b>	<b>0.76</b>
<i>Faculty and staff take pride in their work.</i>			
Others	3.74	4.51	0.78
CC	<b>3.92</b>	<b>4.61</b>	<b>0.69</b>
<i>The Mission, purpose and values of the institution are understood by employees.</i>			
Others	3.74	4.51	0.78
CC	<b>3.88</b>	<b>4.48</b>	<b>0.63</b>
<i>My department meets as a team to develop and coordinate work.</i>			
Others	3.63	4.53	0.90
CC	<b>3.60</b>	<b>4.46</b>	<b>0.86</b>

Seven of the ten question areas showing the *greatest* gap among 2-year respondents nation-wide also related to this criterion.

TABLE 4.16: CROWDER AND OTHER 2-YR. COLLEGES' RESPONSES TO CAMPUS QUALITY SURVEY WITH THE HIGHEST GAP RATINGS			
	Actual	Desired	GAP
<i>Employees are rewarded for outstanding service</i>			
Others	2.66	4.54	1.89
CC	<b>3.28</b>	<b>4.49</b>	<b>1.21</b>
<i>Processes for selecting, orienting, and recognizing employees are planned.</i>			
Others	2.82	4.49	1.67
CC	<b>3.26</b>	<b>4.51</b>	<b>1.25</b>
<i>Employees are empowered to resolve student problems quickly.</i>			
Others	2.90	4.44	1.54
CC	<b>3.30</b>	<b>4.35</b>	<b>1.05</b>
<i>Administrators recognize employees when they do a good job.</i>			
Others	3.03	4.56	1.53
CC	<b>3.58</b>	<b>4.55</b>	<b>0.97</b>
<i>There is a spirit of teamwork and cooperation on this campus.</i>			
Others	3.10	4.57	1.46
CC	<b>3.40</b>	<b>4.56</b>	<b>1.16</b>
<i>Employee suggestions are used to improve our institution.</i>			
Others	3.03	4.47	1.44
CC	<b>3.66</b>	<b>4.41</b>	<b>0.75</b>
<i>Written procedures define responsibility for each operation and service.</i>			
Others	3.01	4.43	1.42
CC	<b>2.83</b>	<b>4.41</b>	<b>1.59</b>

### Improvement (I)

**4I1** Our efforts to improve our current processes and systems for valuing people include our strategic planning and AQIP processes for continuous improvement. The college also uses external evaluations when possible, such as applying for the Missouri Quality Award and having a team on-site to evaluate us. We followed up with a feedback meeting with the evaluators to determine how we can improve our processes. See §5R for those results.

**4I2** Needed improvement (in these employee categories) is recognized when the gap between actual evaluations of college performance on the satisfaction instrument exceeds desired tolerances, or when other feedback mechanisms discussed above indicate a shortcoming in valuing people. When that occurs, the benchmark for that objective is reviewed

for appropriateness, based on other comparative data. If the institution does not have good comparative data, improvements in the HR database are sought to allow easier extraction of information, tracking, etc. The college then institutes the 7-SPP and works its way through this process to establish appropriate remedial action, new performance outcomes, and action strategies that will achieve these results.

Through the strategic planning process, three or four “vital few” improvement areas (Action Projects) are selected each year based on performance variances. Objectives related to these “vital few” are established, with assignments for completion, completion dates, and desired outcomes. These objectives are presented to the Board for approval.

Broad institutional input is solicited in initially determining “vital few” (Action Projects). At the present time, two of the three Action Projects relate to Valuing People and focus specifically on:

1. Developing and ensuring a standard, systematic Employee Orientation;
2. Developing and ensuring standardized employee evaluations.
3. Improving participation in professional development.
4. Tying professional development activities back to the strategic plan.

Each month the ISAAC team meets and criterion leaders report on criteria, with assessment and feedback from the whole team. Human Resources and Administration share information on priorities and progress each month using e-mail communications and information available on shared networks. Each month, a goal leader shares a Quality Improvement item with the Board, ensuring that all seven goal areas are covered each year. Once a year, the Board receives a summative report, providing them with the opportunity for input on improving processes.

All Staff Days review planning and goal progress and the AC communicates to other levels on a monthly basis. Monthly faculty and staff meetings pass information to employee sub-groups. Staff development sessions are geared toward sharing specific information. The CC Dashboard includes these two action projects in its display, and all employees can monitor progress on an on-going basis through the Dashboard. This dashboard display is also available to the general public through the college website.

The student and community newspapers, Student Senate, and college promotional materials convey information on performance to students, and student members are part of ISAAC I. It would be difficult to design a more comprehensive and complete communication network for employees, and all at CC who wish to know the status of any Key Organizational Measure have access to that data.