

**AQIP Category Four
Valuing People****Context for Analysis (C)****4C1 Organization of work environment, activities and jobs**

Terra Community College embarked on its quality journey in 1994 with the selection of a new president, Charlotte Lee. She began the process by providing Total Quality Management (TQM) training for all employees and by starting to streamline the organizational structure. Over the past twelve years, the College has evolved through a variety of organizational models to the current governance structure. The organizational chart includes five levels: the Board of Trustees, the President, the Vice-Presidents, the Deans and Directors, and the rest of the College employees working for and with the Deans and Directors (faculty, staff and administration). Councils and teams are employed to provide input from faculty and staff across the College in the decision-making process.

The College joined and became an active member of the Continuous Quality Improvement Network (CQIN), an organization that promotes CQI among colleges nationwide. During her tenure here, Dr. Lee served as the president of the organization and Terra hosted the annual meeting. Our adventure into the world of CQI led to our inclusion as one of the first six colleges pursuing accreditation through AQIP. Much of the CQI work that Dr. Lee started and nurtured continues to this day, despite her departure from the College.

Three cross-functional councils, the Administrative Council, the Council for Academic and Student Affairs (CASA) and the Enrollment Management Council (EMC), discuss current issues, review policies and procedures, charter teams for in-depth study, and recommend changes and new initiatives. The Administrative Council, representing all factions of the College, serves as a vehicle for receiving and evaluating input as well as the primary quality steering body. The meetings of the councils are open to everyone and input from all stakeholders is encouraged.

4C2 Key institutional and geographic factors and part-time employees

Because of phenomenal early growth, for many years Terra Community College was spread out at various sites throughout the community. In January 1996 the College was finally consolidated on one campus. The single campus has helped to bring the College community closer together and make student scheduling easier. The rural setting and well-kept buildings and grounds provide an inviting environment for employees, students and the community at large. In addition to the appearance of the College, the friendly, student-centered atmosphere attracts students not only for our traditional credit courses but also for our community service programs, such as KidsCollege and ElderCollege.

The friendly environment is also the main attraction for our part-time workforce. In fall 2003, the ratio of full-time faculty to adjunct faculty was approximately one to one, with 649 credit hours being taught by full-time faculty, 87 credit hours by full-time employees, and 773 credit hours by adjunct faculty. In fall 2004, the ratio of full-time faculty to adjunct faculty had slipped

considerably with 642 credit hours being taught by full-time faculty, 58 credit hours by full-time employees, and 920 credit hours by adjunct faculty. As of fall quarter 2005, the ratio of credit hours taught by full time and part time faculty had closed somewhat, with 710 credit hours taught by full time faculty, 70 credit hours taught by full time staff, and 910 credit hours taught by adjunct faculty. In the fall of 2006, the College moved to semesters. The number of semester hours is as follows: 688 credit hours taught by full-time faculty, 967 by adjunct faculty, and 35 taught by full-time staff, keeping the percentage of credit hours taught by full-time faculty and staff relatively the same as in fall 2005.

The College's financial situation makes us ever more dependent upon part-time faculty. Many of the adjuncts, who also work at other colleges, report enjoying the atmosphere at Terra much more than at other institutions where they are employed. The College also recognizes that the training and development needs for adjuncts, and all part-time employees mirror the needs of full-time faculty and staff. The College endeavors to include part-time employees in all activities when practical; the fall reception for adjunct faculty is one such example.

Part-time student workers also enhance our workforce. Students are employed in most offices and departments in the College. Student employee pay is higher than minimum wage and is graduated so those jobs requiring more skills and knowledge (e.g. CNC lab assistant) are paid at a higher level. Work Study eligible students are encouraged to apply for jobs, but students are hired on merit, especially for more skilled or safety-related jobs. Part-time student workers not only help the College but also help themselves financially and in acquiring on the job experience and skills.

4C3 Workforce needs

The College acknowledges a continuing need to recruit a more racially diverse faculty and staff. According to the 2000 census, our service district is 92% White, 4% Hispanic and 3% Black. The College's workforce demographics are represented in Table 4.1. A number of retirements are slated for the end of this year, giving us the chance to continue our efforts to diversify.

Category	2003	2004	2005	2006
White	95.9%	94.21%	94.5%	95.0%
Hispanic	2.9%	2.73%	2.2%	1.8%
Black	1.0%	2.57%	2.5%	2.1%
Asian/Other	.2%	.49%	.33%	1.1%
Female	53%	53%	52.1%	53.5%
Male	47%	47%	47.9%	46.5%
Age 40+	82%	82%	84%	82%
Age 55+	26%	27.33%	34%	31.4%
Average Age	47%	48.28%	50	44.9

Another key element for our future workforce is the use of technology. Nearly all faculty use technology, at least to some degree. More and more of our classes are web-enhanced and a good number are offered via the Internet or compressed video. Most staff, as well, use technology in

their day-to-day work. To address current and future technology needs, the College's administrative software and supporting infrastructure have been replaced, with its former DOS-based systems being replaced with the unified CAMS system. Student and faculty portals were fully implemented by the start of classes in August of 2006. Degree audit is planned to be up and functional by spring 2007.

In the fall of 2004, the College completed work on two, high technology, content delivery classrooms. These rooms have become very popular with faculty; in fact, the demand to be scheduled into those rooms is so high that the College is considering further expansion in the area. The College offers semi-annual training for faculty wanting to use these classrooms. While some of our most veteran employees are also some of our most technically competent, there are others who are more traditionally oriented. Our aging workforce will provide an opportunity for the College to also become more technically competent, as younger, more technologically-oriented faculty and staff replace those who have chosen not to use technology to their advantage.

4C4 Key training initiatives

As an institution of higher learning, Terra values professional development, training and continuing education. The College provides employees with various means to accomplish all three of the aforementioned forms of self-improvement.

Tuition reimbursement (pro-rated depending on the university cost) is available to all full-time employees and in some cases to part-time employees if the learning fills a critical need at the College. There are two bachelor's completion programs offered on site and a third on-line degree completion option. A number of employees have taken advantage of the tuition reimbursement to further their educations. See 4R1.

Full-time faculty can use college course work and other forms of continuing education as part of a Professional Growth Incentive (PGI) plan. A PGI is a long-term (usually three-year) plan for self-improvement that also has financial incentives. Staff receives a flat one-time award for completing an associate, bachelors, masters, or doctorate. Another activity for both full and part-time faculty is the Summer and Winter Institutes, on-campus learning workshops primarily dealing with technology.

Each year there are a number of professional development activities scheduled for faculty and staff. One critical focus for training continues to be the implementation of our new administrative computing system (CAMS). During the first week that faculty were back in August of 2006, multiple sessions on how to use the academic advising tools, the faculty portal, and the course management system within CAMS, were presented. During this week, training was also offered on SMARTTHINKING (on-line tutoring), on Disability Diagnoses, and the use of Graphing Calculators. Throughout the year other ongoing professional development opportunities are offered by the Kern Center.

As mentioned previously, all employees were provided with 40 hours of TQM training in the mid 1990's. Since then, update training has been offered, such as a two-day seminar, *Organizational Design for Quality Mid-Management*, in October 2002 for all first line supervisors. Training for mid-level managers has been scheduled for January of 2007. Also

mentioned previously, the New Employee Orientation program gives each new employee a chance to meet with representatives of all parts of the College. As a result of these training sessions, the current administration believes that a “quality culture” now exists throughout the College.

Processes (P)

4P1 Identifying credentials, skills and values and ensuring hiring processes account for these requirements

For faculty positions, demands for credentials are consistent with those across higher education. Necessary credentials are defined by the discipline in which new faculty will teach. Verification of new faculty credentials is pursued through transcript and diploma review, and licensure or special certification review. Human Resources requires official transcripts. Entry-level faculty rank is determined by criteria defined in the *Faculty Contract*.

A search committee determines the “fit” between the institution and a potential new faculty member based on a review of job application materials, an interview, and teaching demonstrations. Credentials for administrative and staff positions are defined by the position and parallel those of sister institutions across the state and nation. As with faculty, a search committee determines the “fit” between the institution and potential new administration and/or staff during the interview phase.

4P2 Recruiting, hiring, retaining, orienting, and planning for employee changes

All recruiting and hiring is fully EEOC compliant. Faculty and staff positions typically are published locally, in and immediately adjacent to our service area. This geographical region includes several large universities, thus ensuring a quality, faculty candidate pool. In instances of upper level administrative positions or highly specialized faculty positions, the College publishes positions nationally in *The Chronicle of Higher Education*. All positions are posted on the College’s website and at state employment offices. Search committees conduct hiring interviews for upper level administrative and faculty positions. Supervisors conduct individual interviews for other staff positions.

Students are hired through a process that begins with departmental identification of need submitted to the Financial Aid Office, direct mailed to all students, and/or published in all campus publications. The Financial Aid office determines individual eligibility for funding. The department head or supervisor makes the hiring decision, conducts orientation and submits application form to Human Resources. Human Resources handles documentation and records of student employees.

Each new full-time and part-time regular (non-student) employee of the College enjoys participation in the College’s orientation program. As part of an AQIP Action Project, a New Employee Orientation process was developed and implemented in the fall of 2002. A separate orientation is held for full-time and adjunct faculty. Full-time faculty receive their orientation to the College and the division in which they teach, beginning in the interview process and continuing throughout the first year of service, by direct conversation with the division dean and through faculty union meetings. Adjunct faculty orientation takes place primarily in the

beginning of the academic year through college-wide adjunct faculty orientation meetings, division level orientation meetings, and department/program level meetings, all of which occur in the week before the academic year begins. Adjunct faculty coming to the College after an academic year has begun receive their orientation through a process similar to the annual orientation, but excluding the college-wide meeting.

4P3 Ensuring work process and activity contributions, as well as ethical practices

Through campus wide meetings, quality-training opportunities available to all College employees, DACUMs, and SAAA carried on within every academic department, the College has created an awareness and practice of work as process. All employees have the opportunity to participate in the life of the institution by serving on teams and councils whose work directly affects and may set policy for the campus community.

Faculty, staff and student handbooks establish baselines of good ethical practice across all segments of the campus population. During the orientation process, new employees receive the appropriate handbook and discuss its contents with members of the campus community during orientation days. The handbooks are reviewed annually, with revisions distributed to all employees via email attachments and/or the College Intranet.

The former student handbook, which outlined baselines of good ethical practice and College policies, has this year been incorporated into the College catalog so that all information can be found in a single source. Faculty and staff receive handbooks that include College practices and standards for these employees. During the orientation process, new employees receive the College catalog and the appropriate handbook and discuss their contents with members of the campus community during orientation days. College policies are currently being reviewed through a process beginning with open forums and ending in Board approval, with revisions distributed to all employees via email attachments and/or public electronic folders for comment and input prior to publication. Instructional and student affairs policies are reviewed by CASA prior to Board approval.

4P4 Training and developing employees and reinforcing training

Employees are strongly encouraged to increase their skill level in order to continue to provide quality improvement, services, and outcomes. Organizational and faculty/staff learning is promoted through an aggressive professional development program including: Professional Growth Incentives (PGI) for faculty to continue their education; tuition reimbursement for staff to continue their education beyond Terra; tuition waivers for staff taking Terra coursework; support of professional development travel for both faculty and staff insofar as financial resources are available; and internal training and development. The College also reimburses employees seeking certification such as A+ for Microsoft Office products.

It is just as critical for faculty in technical fields to remain current in terms of subject area knowledge and for all faculty to remain current in teaching and learning theory and technique. The faculty promotion guidelines require educational criteria for those faculty members seeking advancement. The PGI process, as well as support for travel, enables faculty to pursue professional development opportunities. In addition, one of the College's first AQIP Action Projects resulted in a comprehensive professional development system for improving faculty learning and teaching by providing

- State-of-the-art teaching and learning theory and techniques such as adult learning theory, CQI techniques which can be adapted to the learning process, testing and measuring of student learning, assessment of teaching effectiveness and the theory, tools and techniques required to provide successful distance learning instruction; and
- State-of-the-art technical, in-field and/or academic discipline knowledge.

This system makes use of a variety of tools and processes, such as mentoring, conferences and workshops, externships, professional development days, faculty evaluation, and PGIs.

It is just as critical for staff to stay current with skills and knowledge related to their job performance whether that is technical skill or knowledge of state and federal regulations. The College cannot move forward with action plans nor provide services and instruction with an ill-prepared work force. The former step grade compensation program for staff, which emphasized and encouraged employees to obtain training for job skill improvement, has been replaced with the Employee Degree Completion policy. Supervisors work with staff to encourage and support appropriate degree seeking efforts.

4P5 Determining training needs

Training needs are determined in a variety of ways, including through annual performance evaluations, compensation programs, periodic surveys, and hiring practices. Employees, including both staff members and their supervisors, identify qualifications, training and development needs. For faculty, training needs are often identified through the annual self-evaluation process. These needs often reflect advisory board input. In addition, faculty and staff are surveyed periodically regarding their training and education needs.

All processes directed toward identifying, developing and supporting training needs are done so in the context of the College's quality-culture. See 4P6 for how evaluations for faculty and staff align with *Helping Students Learn* and *Accomplishing Other Distinctive Objectives*.

4P6 Designing and using personnel evaluation system

As part of the strategic planning process, one initiative that was addressed in 2005-2006 was the creation of a new evaluation model for staff. A cross-functional team developed a model over the course of several months. The model was shared at an open forum and at the Administrative Council. Input from the staff was incorporated in the final draft.

Staff, both exempt and non-exempt, is evaluated in a number of areas, such as job knowledge, commitment to customers, and communications. The ratings of "*below expectations*," "*meets expectations*" and "*exceeds expectations*" are supported by comments, both written and verbal, in an evaluation meeting. Areas for growth and development, professional development plans, and career development plans are documented in this evaluation instrument. The instrument will continue to be reviewed and improved upon.

Staff and administration evaluations align primarily with AQIP Category 2, *Accomplishing Other Distinctive Objectives*. The campus community has already identified its own unique goals related to this category. Staff identify as personal goals individual activities that relate to the goal(s), and movement towards these individual goals are reflected in the annual self-evaluations. For example, the College identified the need for lateral service in several key areas of the College. Staff who identified specific lateral service training as a goal were assessed in

the following year regarding how much movement towards accomplishing that training had taken place.

Faculty generate annual self-evaluations, which are submitted to the dean of their division. The self-assessment includes the faculty member's philosophy of teaching, progress toward meeting goals established in the previous evaluation, and new goals for the upcoming year(s). Faculty members then meet with the dean to review the evaluation, discussing goals related to the program and professional development, and student satisfaction, including a review of classroom evaluations, both by students and the dean.

Faculty evaluations align primarily with AQIP Category 1, *Helping Students Learn*. For example, analysis of Assessment of Student Learning data can reveal opportunities for improvement within a given department; the department can then determine the training needs necessary to meet departmental student learning outcome goals; faculty can identify in their self-evaluations the training or curriculum reform in which they wished to participate. The subsequent year's self-evaluation can include movement towards achieving those goals.

Employees have opportunities to provide input regarding the evaluation process. Administration and Terra Faculty Association (TFA) representatives meet once each academic quarter to resolve issues that may arise between the TFA and the administration. An employee satisfaction survey is taken every two years. Focus groups and open forums comprised of faculty, staff and administrators are used on a regular basis to gain feedback and to assess improvements.

4P7 Designing recognition, reward, and compensation systems and supporting employees through benefits and services

Through feedback obtained by surveys and focus groups, the College identified the need for a recognition, reward and compensation process. The Employee Development and Quality Improvement Council (EDQIC) charged a team to develop a system for recognition and celebration as part of the College's AQIP Action Plan for *Valuing People*. The process is in place and includes the Circle of Excellence award, for one employee each from faculty, adjunct faculty, administration, professional staff, and support staff; and years of service recognition, in five-year increments. The college presents these awards each year at an all-campus luncheon scheduled at the end of each academic year.

The Board of Trustees also recognizes "Successes at Terra" at the beginning of each board meeting. Faculty and Staff are given certificates signed by the board chair and representing exemplary service.

Another way that both faculty and staff are recognized is in the College's e-newsletter in the "Above and Beyond" section. Any employee may be nominated for the recognition for his/her extraordinary service to others on campus.

The campus community identified the need for a reward and recognition process; therefore, the development of this process, as well as its implementation, aligns precisely with AQIP Category 2, *Accomplishing Other Distinctive Objectives*. Annual recognition of outstanding faculty awards align closely with AQIP Category 1, *Helping Students Learn*, as these awards are exclusively directed toward achievement and excellence in enhancing student learning.

A variety of traditional benefits are available to faculty and staff, including health, dental, and life insurance. Day care facilities are available for employees' children so that employees may be closer to their children while at work. In addition, tuition and fees are waived for the employee's immediate family for courses taken at Terra. The fitness center, wellness program, and employee assistance program also provide support for faculty and staff.

Faculty is encouraged to participate in the Professional Growth Incentive (PGI) process that leads to both career-related growth as well as compensation increases. The PGI, an individualized plan of work that benefits both the faculty member and the institution, is approved in advance by an academic dean. The request for approval of a PGI identifies the training or course work, completion dates, and outcomes. Tuition is reimbursed, and once the PGI has been completed, the faculty member receives an increase in base salary.

Staff participates in the previously mentioned Employee Degree Completion program. The College provides partial educational assistance for courses that are part of a degree, licensing, or certification program that relates to the employee's current job duties or a foreseeable-future position with the College.

Employee policies are distributed throughout the College to all staff employees and are communicated to employees when there is a specific need for an employee to require time off, assistance, or counseling. Faculty policies are contained in the TFA/College Agreement.

In 2005, the College hired a consultant to review its staff compensation rates and to make recommendations. In response to this effort, the College has implemented a staff salary grade scale. This project fulfilled one of the key initiatives in Terra's strategic end of College Vitality.

4P8 Determining, analyzing, and selecting a course of action on key issues related to motivation

Motivation, morale, and similar issues are addressed based on feedback from faculty and staff. The Administrative Council uses organizational performance review findings to improve its own and the system's effectiveness on a regular basis. For example, two of the College's first Action Projects were in response to the 2002 Campus Quality Survey results. Based on these results, the one project was designed to develop or improve systems for professional development, new employee orientation, recognition and awards, and communication. A second project was designed to implement a system for lateral service and awareness between departments and individuals.

In 2004, the college convened open forums with the staff to discuss the Campus Quality Survey results. As a result of these conversations, methods of communication between student affairs and academic affairs were improved (i.e. academic deans met regularly with student affairs staff.). Also, monthly updates with the deans have been scheduled for the entire campus. The e-newsletter also now provides campus-wide communication on a regular basis.

The Faculty/Administration Committee is a vehicle designed to address faculty issues promptly to issues as well as formal complaints in the form of grievances.

4P9 Providing for and evaluating employee satisfaction, health and safety, and well being

Employee satisfaction is evaluated through use of the staff satisfaction survey. The survey results indicate gaps between the staff's perception of the College's performance on any given item and the importance attached to that item by the staff. Significant gaps are addressed via the work of councils and teams. As described in 4P8, AQIP Action Projects were designed to deal with areas where gaps were identified. The effectiveness of the processes is assessed through use of subsequent staff satisfaction surveys.

The College provides for all employees' health, safety and well being by offering a fitness center, free of charge, for all employees and their families. Health screening and early detection services are made by health care organizations and are available free of charge for all employees. The College also offers gender specific wellness programs, such as screenings for prostate cancer and bone density, to all employees free of charge. An employee assistance program is available, free of charge, for all full time employees and their immediate family members for counseling and help with personal issues. Health insurance programs are described under staff benefits, and faculty health insurance programs are defined within the TFA/College contract.

The College's Security Department addresses campus safety issues and has published a security and safety handbook, which is distributed to all employees.

4P10 Measuring effectiveness of valuing people and analyzing results

The College measures the effectiveness of its valuing people processes in a number of different yet convergent ways, including through the staff satisfaction survey, focus group participation, and all-college meetings (Table 4.2). Information is published throughout the traditional and electronic campus publications.

Key Measures for Valuing People**Table 4.2**

Satisfaction
<ul style="list-style-type: none"> • Bi-annual Campus Quality Survey • All-campus meetings and focus groups
Turnover (tracked annually for all employees, segmented by employee type, position, etc.)
Training and development
<ul style="list-style-type: none"> • Number of training hours delivered to employees • Satisfaction with training measured through evaluation of training sessions and responses to Campus Quality Survey on training-related questions
Employee Educational Advancement
<ul style="list-style-type: none"> • Advancement toward degrees • Courses taken for credit
Health and Well-being
<ul style="list-style-type: none"> • Work absences due to illness and accident • Insurance claims • Levels of participation in Wellness Program

Results (R)**4R1 Results in valuing people**

Faculty and staff have numerous opportunities for professional development from training offered on campus to financial support for courses taken at Terra and area colleges and universities. Table 4.3 summarizes the number of faculty and staff benefiting from fee waivers and tuition reimbursement over the past three years. In 2004, there were slight to significant increases over 2003 in the number of participants in the first four categories, with the drop in the fifth category going from one to zero. In 2005, there were slight to significant drops in all categories as a result of people completing their degree programs. The numbers in 2006 are consistent with prior years.

In Fiscal Year (FY) 2004, seventeen (17) employees completed credit courses at Terra under the tuition fee waiver program. In addition, eight (8) staff employees pursued undergraduate degrees and twelve (12) faculty sought certification, advanced degrees or other areas of professional development. As of 2004, twelve employees had completed baccalaureate degrees through these programs, eight were working toward their degrees, and were working on their Master's degrees. One employee had completed an M.A.; one employee had completed a Ph.D.; and another was working on a doctorate degree. In 2005, two more people completed their baccalaureate degrees, with six still engaged in their degree programs; one more person completed an M.A., with three people still engaged in their Master's programs; and the person working on the doctoral degree was still engaged with the degree program. In 2006, two individuals completed Associate degrees, one completed a Bachelor's and another completed a Master's.

Support for Continuing Education**Table 4.3**

Program / Benefit	Number of employees participating			
	2003	2004	2005	2006
Employees or dependents completing courses at Terra under fee waiver	2003: 37 (462 cr. hrs.)	2004: 45 (631 cr. hrs)	2005: 43 (664 cr. hrs.)	2006: 43 (603 cr. hrs.)
Full-time employees taking undergraduate classes with tuition reimbursement	7	8	4	5
Full-time employees taking graduate classes with tuition reimbursement	4	6	4	6
Full-time faculty taking graduate classes or other professional development as part of Professional Growth Incentive program	4	12	1	4
Adjunct faculty member taking graduate courses with tuition reimbursement	1	0	0	0

The results from the Campus Quality Survey (Table 4.4) related to Employee Training and Recognition indicate a drop in several categories from 2004, but ratings in many categories are higher than in 2002. Since 2001, the College has lost over \$1 million in its \$12.5+ million budget due to state budget cuts and declining enrollments. The College's funding for training has consequently been reduced and may have affected employee morale.

2006 Campus Quality Survey

Table 4.4

Categories and Specific Items	Terra Average Score			
	2006	2004	2002	2000
Employee Training and Recognition	2.876	2.934	2.728	2.832
Process for selecting, orienting, training, empowering and recognizing employees are carefully planned	2.563	2.718	2.308	2.461
Recruitment and orientation of new employees	2.54	2.772	2.578	
Professional development activities are available to assist employees in improving their job performance	3.07	3.114	3.548	3.255
I am encouraged to actively participate in activities conducive to my personal and professional growth and development.	3.44	3.641	3.646	3.516
My supervisor helps me improve my job performance	3.471	3.42	3.608	3.426
Personnel and human resources services	3.23	3.5	2.609	
Changes in college policies and procedures are made available to me.	3.452	4.127	3.263	3.411
Administrators recognize faculty and staff when they do a good job	2.965	3.062	2.733	2.755
Administrators share information regularly with faculty and staff	3.149	3.388	2.825	2.892
Employees are rewarded for outstanding job performance	2.244	2.247	2.107	2.176
Employees are encouraged to provide suggestions on ways to improve the work flow	2.92	3.111	2.838	2.97
Quality improvement tools and methods are used regularly to solve problems	2.729	2.924	2.544	2.802
There is a spirit of teamwork and cooperation in this organization	2.453	2.95	2.068	2.608
Terra's wages and benefits are competitive with those offered in the local market.	2.702	2.923	2.939	2.862

4R2 Results in processes

The College has taken a hard look at the processes involved with valuing people and implemented both new and enhanced processes in the areas of new employee orientation, training, recognition, lateral service and communication. Table 4.5 summarizes the Campus Quality Survey results related to these areas.

4R3 Evidence of employee productivity and effectiveness toward your goals

The Student Satisfaction Survey is one measure of how effective the College is in meeting goals related to three of our Strategic Ends: *Access and Opportunity*, *Lifelong Learning*, and *Student Success*. In terms of *Instructional Effectiveness*, *Registration Effectiveness*, *Concern for the Individual*, *Student Centeredness*, *Academic Services*, *Campus Climate*, *Safety and Security*,

Service Excellence, Admissions and Financial Aid, Campus Support Services, and Responsiveness to Diverse Populations, Terra students rated the College higher than the community college average (3R2).

The Campus Quality Survey categories that relate to this issue indicate that the College should seek to improve in these areas. College administrators hope that the current initiatives (Table 4.5) and other changes at the College will result in continued positive results.

All personnel evaluations include setting of personal goals that link to our Strategic Ends Policies. Individual supervisors track their employees' progress towards and completion of these goals.

Processes Related to Valuing People**Table 4.5**

Process	Result(s)
Orientation	A new employee orientation was implemented in fall 2002. The orientation is conducted in one and two-hour sessions over the course of several weeks so that the new employee gets to meet and converse with representatives of all departments within the College. Four employees had gone through the program as of 2003. Eight additional employees went through the orientation in 2004. In 2005, twelve participated.
Training	The Summer Institute, developed as part of an AQIP Action Project to address technology-training needs of full- and part-faculty, was expanded in 2005 to include a winter session. CPR training open to all employees has been offered since 2003 and will continue to be offered on a regular basis.
Recognition	The Thumbs Up award has been replaced with the Above and Beyond recognition in the e-newsletter. The Circle of Excellence annual award, for one employee each from faculty, adjunct faculty, administration, professional staff, has also been implemented. The College also provides service awards for employees at 5, 10, 15, 20, 25, and 30 years of employment.
Lateral Service	A system of lateral service, based on the Ritz Carlton model, has been developed as part of an AQIP Action Project. Since 2003, all employees in the Cashiers, Records and Financial Aid Offices have been cross-trained in each others' areas to meet peak demand at specific points in the academic year. Further information on the Lateral Services Training program can be found at (http://www.terra.edu/academics/aqip/homepage.asp)
Communication	Since 2003, the College has enhanced communication processes through semi-annual all campus meetings hosted by the President, monthly all campus meetings hosted by the Deans, open forums as appropriate, frequent editions of the e-newsletter and training offered to all employees.

4R4 Results comparison

The bi-annual Campus Quality Survey compares the College's results to national norms. In the 2002 survey, Terra's performance gaps were greater than the national norms in the three categories most closely related to valuing people: Employee Training and Recognition, Quality and Productivity Results, and Empowerment and Teamwork (Table 4.6). The 2004 survey showed that the College experienced improvement in closing these gaps. In 2006, the gaps correspond more closely with those in 2002. The College attributes the results, in part, to declining student enrollment and to declining state support. A focus group has been convened to determine actions that may improve these ratings.

Performance Gaps Related to Valuing People**Table 4.6**

Category	2002 Nat'l Average Gap	2002 Terra Gap	2004 Nat'l Average Gap	2004 Terra Gap	2006 Nat'l Average Gap	2006 Terra Gap
Employee Training & Recognition	1.44	1.65	1.383	1.395	1.35	1.58
Quality & Productivity Results	1.20	1.55	1.142	1.133	1.11	1.39
Empowerment & Teamwork	1.25	1.52	1.20	1.120	1.17	1.38

Improvement (I)**4I1 Improvement of current processes and systems**

The former Employee Development and Quality Improvement Council (EDQIC) had been organized to address opportunities for improvement in the areas of valuing people and quality improvement. Through feedback obtained in focus groups, the current administration found that EDQIC had designed and implemented important processes but that it had become unwieldy and largely ineffective. In an effort to address this situation, EDQIC has been disbanded, while many of its initiatives and processes have been assigned to more appropriate and accountable parts of the College.

Some of the initiatives that came from EDQIC and still exist are the New Employee Orientation program, Professional Development program, and cross-training for Lateral Services. All employees in the Cashiers, Records and Financial Aid Offices have been cross-trained in each others' areas to meet peak demands during specific parts of the academic year. New or modified initiatives include semi-annual all campus meetings hosted by the President, monthly all campus meetings hosted by the Deans, the Call to Help system, and the Above and Beyond recognition. Furthermore, the College hopes that our reorganized governance structure and current President will enable administration to better address *Valuing People* as an AQIP category.

4I2 Targets, improvement priorities, and communications

Our targets for improvement as described in our AQIP Project *Valuing People* are to improve employee satisfaction in communication, recognition/celebration, orientation, and training/development (Table 4.7). All four of these areas have and will continue to be priorities for the College. While the College continues to review the performance gaps on our Campus Quality Survey, it is still important to report on the progress we have made towards meeting the goals relating to each of the four items listed above. These goals were established in 2002. Table 4.7 states these goals as established in 2002, and Table 4.8 shows the current progress made toward meeting them. The College will continue to enhance its efforts in each area.

2002 Targets Related to Valuing People**Table 4.7**

Category	Target
Recognition/Celebration	50% of eligible employees participating in recognition and celebration activities.
Orientation	90% of new employees participating in orientation process. New employee satisfaction with orientation program will be rated at "average or above" on the Orientation Evaluation Form.
Training/Development	Employee satisfaction with on-going training and development programming will be rated at "average or above" on training evaluation forms.

2006 Results Related to Valuing People**Table 4.8**

Category	Target
Recognition/Celebration	55% of all eligible employees participated in recognition and celebration activities. 81% of all full time employees participated.
Orientation	100% of new full-time employees participated in the New Employee Orientation Program. Employee satisfaction with the program has been favorable. Feedback is collected via an assessment form completed by each new employee.
Training/Development	Fifteen people participated in the 2004 Summer Institute training programs. Without exception, their satisfaction with the programming ranged from "agree" to "strongly agree" on the evaluation forms. Twenty-seven participated in 2005.

Information about priorities and results are disseminated to all stakeholders in multiple forms. Electronic forms of communication are used most often because a survey conducted by the Communications Team found that mode of communication was most widely used by employees. All full and part-time employees and students have e-mail accounts available to them. Minutes from team meetings and all-important documents are posted in electronic public folders. Various written communications are distributed weekly or bi-weekly, including academic division weekly updates, student and employee newsletters. All-campus meetings serve to update all employees and to offer an opportunity for questions and discussion to occur.