

AQIP Systems Portfolio

Category Three - Valuing Employees



Category Three Overview

At Midstate, the processes related to valuing employees are led by the Human Resource (HR) Department. The College has improved upon the processes involved in valuing employees greatly since the last portfolio. The College has transitioned from a reacting process maturity level for processes and results to a systematic process maturity level across both areas. Institutional goals are generally understood and effective practices are implemented. Improvement is being fostered across institutional units.

Now that our process maturity is solidly systematic, with continuous improvement, the College's maturity for both processes and results is set to elevate to the aligned maturity level by the time the systems portfolio is due to be updated again. The College has made improvements with the staff in key HR Department functions. In order to be more effective for the College, the HR Department has shifted from a once primarily administrative function to one of strategy and inclusion. The administrative approach involved primarily data-related functions, such as payroll, benefit enrollment, and database entry, with little-to-no involvement with strategic initiatives. While these administrative tasks are still being completed, the strategic approach allows a true human resource strategic partner relationship which can now drive processes and results within HR.

As the new strategic approach has been implemented, processes regarding the HR Department have been refined and, in some cases, created. Forms that can be applied, tracked, recorded, and analyzed have been put into place to create an effective working atmosphere where employees understand the College views their contributions as valuable while also feeling appreciated. An Assigned Mentor Plan as well as a Continued Education Plan have been implemented and provide opportunities for professional growth.

In order to ensure the College is only hiring qualified staff and faculty that are appropriately credentialed, solid processes for recruiting, hiring, and orienting new employees are implemented and are being maintained. With these new processes, faculty and staff are now tested against a rigorous credentialing system that ensures only those who possess the required qualifications, skills, and values are incorporated into the College.

The College recognized the need for a more clearly defined performance progress process and has developed a plan that provides opportunities to ensure perceptions of job expectations align between employees and management. This plan involves providing performance progress reports to all faculty, staff, and administrators on an annual basis as well as providing feedback for newly hired employees at 60 and 90 days from hire date. This performance progress report ties into the College's Code of Ethics and relates to the employees' key functions, generalized performance, and goals for the next year. The processes that accompany the performance progress reports are explained in detail in 3P2.

Subcategory One: Hiring

3P1: Processes

Recruiting employees:

The recruiting process begins once a need is communicated to HR, who then continues the process by discussing the request with finance, other top administrators, and the President. (3.C.1) Once the President approves the position opening, HR communicates approval to the department head who then

provides a job description and credentials required. (3.C.2) The job opening is then announced internally, as appropriate, in order to provide upward and lateral opportunities from within the organization. Position announcements are also provided through the College's website and external means such as indeed.com, peoriahelpwanted.com, career fairs, academic professional resources, and word of mouth. Whenever possible, the College prefers to promote from within the organization and encourages employee referrals.

All applicant inquiries are submitted to HR and include the following: résumé and cover letter, standard employment application, and unofficial transcripts (for faculty consideration). HR compares the credentials of the applicant to the position requirement and preliminarily sorts all applicants according to qualifications. (3.C.2) The top candidates are then discussed with the department head(s) and other top administrators. Once the top candidates are chosen, HR contacts each applicant to discuss interest in the position and availability for an interview.

Special recruitment considerations:

The Board of Directors confirms and approves the selection of the College President. (3.C.2) Individuals with specific credentials and/or experience are sought for key administrative positions and, after careful consideration and review, approved by the President.

The family atmosphere and inclusive leadership policies of the College provide key administrators with the knowledge and empowerment to maintain and continue the ongoing operations of Midstate College should the need for transition occur. In addition, key administrators attend and participate in all Midstate College Board of Directors meetings providing input on major decisions and are therefore knowledgeable of factors affecting important Board decisions. The culture of the College, including many opportunities for employees to grow and develop through educational benefit plans, cross training, service on committees, and mentoring provided by long-term employees, assures the continuation of quality leadership into the foreseeable future. (3.C.2, 3.C.6)

As stated further in 3P2, all-employee strategic planning in-services are held, in part, to enlist and encourage feedback from across the College. The departmental information and feedback completed by staff and faculty such as SWOT analysis, strategic planning groups, review of the Student Opinion Survey, and development of goals to be completed in the next year, provides a solid foundation for the voices of students, staff, and faculty to be heard by the College. This information also feeds into projections, such as the need for a new department or additional personnel. Based on college and departmental growth and needs, administration pursues appropriate adjustments in personnel, and, if necessary, the recruiting process ensues. (3.C.1)

Hiring employees:

The hiring process begins by conducting interviews with top candidates. The interview process typically includes the President, Dean of Academics (for faculty), HR, and the department head. A face-to-face interview with a few key personnel or a panel interview is conducted with the applicants in order to garner additional perspective into their credentials, abilities, and commitment to student learning and success. (3.C.6) Interviews include a variety of behavioral- and ethics-based questions as well as standard interview questions. Midstate strives to hire qualified applicants with the same values and caring attitude that the College shows toward its students. (3.C.6)

For faculty, if after the initial interview the candidate is being strongly considered, the second phase of the interview process begins. The applicant is required to review the teaching and learning philosophy of the College and is then asked to develop and present his or her personal teaching and learning philosophy.

A teaching style presentation is also requested to gain insight into instructional abilities such as: course material creation, lecture presentation, accuracy, neatness, professionalism, grammar and articulation, ability to connect with an audience, and technology usage. (3.C.2, 3.C.6) HR provides applicants with all the necessary materials to complete their teaching style presentation and personalized teaching and learning philosophy. A second round of interviews in which the faculty candidate presents all completed materials is then scheduled and completed.

In conjunction with the second phase of the interview process, a faculty qualification rubric is completed by HR in order to ensure the College's hiring processes result in faculty that possess the required qualifications, skills, and values. (3.C.6) Staff and administration have a separate qualification rubric that is completed. We determine hiring qualifications either by accreditation requirements, specific job position requirements, or specific needs of the department. (3.C.2, 3.C.6) All faculty positions require at least one degree or certification level above the level at which they are teaching, as well as eighteen or more credit hours in the discipline and/or additional factor considerations. (3.C.2, 3.C.6) Additional factor considerations include: three or more years of experience in real-world situations directly related to the subfield, certifications/licensure proving expertise regarding subfield, recognition of teaching excellence and/or three or more years of satisfactory teaching experience, and education and training outside the specified credit hours or completed course work with appropriate course qualifications.

The HR department maintains and reviews job descriptions in order to determine the credential requirements and skill levels for each position within the organization. (3.C.2, 3.C.6) The Code of Ethics, as stated in the College Catalog, outlines the values held important by administration. In combination with the previously mentioned processes, references, past employment, and background checks are also verified in order to determine experience, work ethic, character, and credentials. (3.C.2, 3.C.6)

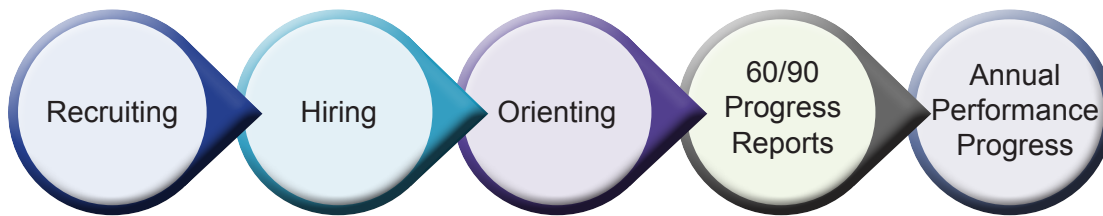
Orienting employees:

Once the President approves the top candidate, an employment offer is made by HR. Upon acceptance of the employment offer, the new hire and HR schedule a time to meet in order to begin the College's orientation process.

The orientation process begins by creation of an employee file with HR to initially include all pre-hire paperwork and the employee life-cycle form. The orientation process includes the new hire's completion of all federal and state government forms as well as forms created by the College such as the employment contract and insurance information, when applicable. The applicant is also asked to review the College's Mission Statement, Vision, Institutional Objectives, Misrepresentation Policy, and Code of Ethics. Additionally, the Personnel Handbook, along with other resources, such as the Student Handbook, the College Catalog, the Consumer Information and Campus Security Handbook, and the AQIP Systems Portfolio are made available to the new hire. The new employee is also shown common employment amenities such as the mailroom and the breakroom. (3.C.2, 3.C.6)

Appointments between the new hire and the eLearning Coordinator as well as the Director of Library Services are created in order to ensure the new hire has full understanding of the College's resource opportunities, when applicable. The new hire's department head is given the 60- and 90-day follow-up dates in order to schedule a meeting time to review performance progress. (3.C.3, 3.C.6) The process of orienting an employee is completed by scheduling the annual performance progress report. See Figure 3P1.1 for an overview of the hiring process. The HR Department communicates with the department head to schedule the hours pertaining to the first day of work and then relays this information to the new hire. In an effort to communicate our culture for valuing people, the new hire's working space is prepared and designed to ensure they feel welcomed and appreciated.

Figure 3P1.1: Midstate College Hiring Process



Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values:

New employees meet with their department head and are given additional information regarding job performance expectations. (3.C.3) New faculty members meet with the department head to review teaching support materials, attendance policies, syllabus information, gradebook and grade resources, and assessment processes. Within the teaching support materials, faculty members are provided with textbooks as well as complementary materials and resources to include items such as PowerPoint presentations, test banks, and supplemental information. (3.C.2, 3.C.6) The attendance policies and syllabi information are covered to ensure full understanding of attendance recording, processing, and handling as well as proper templates and directions for syllabi creation. Instructions for gradebooks and grading are explained and templates are given as well as grade submission expectations. The College's assessment process is fully covered to include institutional and programmatic assessment processes, the student evaluation process, and the self-assessment process. (3.C.3)

Administration and/or department heads train new employees to ensure a full grasp of job expectations as well as a solid understanding of the Code of Ethics. (3.C.2, 3.C.6) HR and top administration complete a formalized checklist as well as the qualification rubric to hire all staff, administrators, and faculty. (3.C.2, 3.C.6) Non-academic department heads train all new staff employees in their individual departments. (3.C.2, 3.C.6)

An Assigned Mentor Plan is initiated for faculty that show true potential and commitment to quality instruction but require an experienced instructor to act as a mentor in order to improve upon key teaching style skills. The Assigned Mentor Plan is completed in conjunction with the training conducted by administration and/or the department head. The Assigned Mentor Plan can be completed prior to teaching or during teaching as deemed appropriate by the Dean of Academics. The faculty member works with the assigned mentor to identify three main goals in which to focus upon for improvement as well as a timeline for constant review and progress. The faculty member is released from the Assigned Mentor Plan when sufficient progress has been made concerning the initial specific goals that were set when the plan began. (3.C.6) Faculty members can be placed in consecutive Assigned Mentor Plans until progress is satisfactory. With the approval of the Dean of Academics, the Assigned Mentor Plan can be utilized for current faculty members or faculty candidates. (3.C.3)

The Assigned Mentor Plan can also be initiated for staff and is recommended for staff that show true potential and commitment but require improvement on key skills. The process for the Assigned Mentor Plan for staff is the same as described above. (3.C.3, 3.C.6)

A Continued Education Plan is recommended for faculty that currently meet minimum credential expectations and should therefore continue education to solidify credential requirements and become eligible to instruct a wider range of courses. (3.C.2, 3.C.6) This plan includes information regarding degrees currently being pursued as well as the accompanying anticipated completion dates. Class names

intended to be completed within the current academic year are listed, and updated transcripts are provided to HR annually. Within the Continued Education Plan, if it is determined that tuition benefits supplied by the College will be utilized, faculty complete a tuition benefit request form prior to HR submitting the Continued Education Plan for approval. (3.C.2, 3.C.6)

The Continued Education Plan can also be initiated for staff and is recommended for those staff that currently meet minimum credential expectations and should therefore continue education to solidify credential requirements. (3.C.3) The process for the Continued Education Plan for staff is the same as described above.

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs:

The College developed qualification rubrics, as mentioned previously, which ensure the College is meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs. (3.C, 3.C.1, 3.C.2, 3.C.3) These rigorous qualification rubrics are completed by HR and cross-checked by the Dean of Academics during the hiring process.

Midstate College maintains a consortium agreement with Heartland Community College for the Realtime Reporting program. Heartland Community College maintains regional accreditation through the Higher Learning Commission (HLC) and is mandated to follow the same credentialing requirements as Midstate College. Consortium students take General Education courses at Heartland Community College and major courses at Midstate, and, as a result, no alternate faculty credentialing is required for Heartland Community College's faculty. (3.C, 3.C.1, 3.C.2)

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities:

To ensure that we have a sufficient number of faculty, the College uses the HLC's Non-Financial Indicator formula for the ratio of faculty to programs. (3.C, 3.C.1) This formula is used as a foundation, and the Institutional Effectiveness Committee reviews this rate quarterly to ensure Midstate is compliant.

Full-time faculty's primary focus is teaching. Additionally, they are required to attend academic and assessment meetings, in-services, and trainings. The College encourages faculty to participate in varied committee work as their schedules permit.

Ensuring the acquisition of sufficient numbers of staff to provide student support services:

Midstate College ensures the acquisition of sufficient numbers of staff to provide student support services by assigning every major department with a department head and every sub department with at least one coordinator. (3.C.1, 3.C.6) Every student support service department has a department head, namely: tutoring (Student Success), Academic Advising (program directors and academic advisors), Financial Aid Advising (financial assistance officers), and Co-curricular Activities (student affairs). (3.C.6)

Departmental information and feedback gathered at in-services feed into projections, such as the need for a new department or additional personnel. (3.C.1, 3.C.6) Administration and pertinent department heads (and others as warranted) discuss the needs of the College and act accordingly, which includes initiating the recruitment process when appropriate. Based on College and departmental growth, administration pursues appropriate adjustments in personnel, and, if necessary, the recruiting process ensues. (3.C.1)

3R1: Results

Midstate College uses the Noel-Levitz College Employee Satisfaction Survey (Employee Satisfaction Survey) and the HLC’s Non-Financial Indicator Formula to measure effectiveness in regards to ensuring the College has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities. The Employee Satisfaction Survey is completed every five years, and HLC’s Non-Financial Indicator Formula is reviewed quarterly.

The Employee Satisfaction Survey through Noel-Levitz is completed on a five-year cycle and allows for comparable institutional benchmarking. At this time we do not have additional comparison data because the Employee Satisfaction Survey was first completed in 2012 and is scheduled to be completed again in 2017. However, the College had positive differentials when the comparison group calculations were conducted. Improvements upon the areas related to hiring are expected within the next survey. The survey results encompass the HR orientation process as well as onboarding by department heads. [See Figure 3R1.1]

Figure 3R1.1: Employee Satisfaction Survey Results Related to Hiring Processes

Campus Culture and Policies	Midstate College	Comparison Group	Differential
	SAT Mean	SAT Mean	
This institution consistently follows clear processes for selecting new employees	3.63	3.20	+0.43
This institution consistently follows clear processes for orienting and training new employees	3.53	3.07	+0.46

Ratings regarding understanding employee satisfaction are on a 5.0 scale.

The Employee Satisfaction Survey shows satisfaction in the areas of meeting student needs and making sufficient staff resources available. Again, we do not have additional comparison data; however, each of these areas was significantly higher than the baseline comparison group. [See Figure 3R1.2] These results are expected to further excel when the next survey is completed in 2017.

Figure 3R1.2: Employee Satisfaction Survey Results Related to Meeting Needs

Campus Culture and Policies	Midstate College	Comparison Group	Differential
	SAT Mean	SAT Mean	
This institution does a good job of meeting the needs of students	4.26	3.48	+0.78
This institution makes sufficient staff resources available to achieve important objectives	3.95	2.94	+1.01

Ratings regarding understanding employee satisfaction are on a 5.0 scale.

3I1: Improvements

Multiple processes have been established to drive college improvement as it pertains to valuing employees. Rigorous qualification rubrics have been implemented to ensure the College is hiring properly qualified and credentialed faculty, staff, and administrators. New faculty are completing a lengthy screening process that assesses multiple facets of instructional abilities.

A Continued Education Plan has been implemented and encourages current faculty and staff to pursue professional development to enhance credentials or to remain current in chosen subfields. An Assigned Mentor Plan has been implemented and is creating a positive work atmosphere where new employees feel valued and are given the opportunity to learn from experienced personnel and provide the assigned mentor empowerment and trust. (3.C.3, 3.C.6)

Annual, 60-, and 90-day new hire performance progress reports have been implemented to create a culture of transparency in regards to work performance expectations. These reports have shaped an environment where goal setting is the norm and each and every employee at the College understands the set objectives for the year. We recognize the potential to gain valuable feedback regarding onboarding processes and, in turn, measure this feedback in the form of onboarding surveys completed as a piece of the 90-day performance progress report for new employees.

Standardized methods regarding recruiting, hiring, and orienting employees are in place. These methods improve processes concerning newly hired employees. Additionally, this data tracking allows the College to provide directives for items such as applicant sourcing and new hire onboarding satisfaction.

Subcategory Two: Evaluation and Recognition

3P2: Processes

Designing performance evaluation systems for all employees:

The Employee Performance Progress Report is the College's performance evaluation system, and it is designed to gauge the level at which administration, faculty, and staff are reaching their professional goals while maintaining superior job performance. (3.C.3) The progress report includes identification of the ten key objectives and duties as well as appraisal of general performance aspects to include: attendance/dependability, punctuality, appearance, attitude, productivity, work quality, judgment, creativity, teamwork, skills, and any other additional factors affecting performance the department head deems appropriate to a particular position. (3.C.3) The system is designed to give employees opportunities to set goals for themselves and their departments. The progress reports are linked to the College's Code of Ethics. The department head completes the performance progress reports, which are then reviewed by top administration. (3.C.4)

Upon hiring, HR communicates the 60- and 90-day follow-up dates for the employee to the department head. On these dates, the department head is to complete the Employee Performance Progress Report and discuss areas of strengths and weaknesses with the newly hired employee. The newly hired employee will also complete a progress report and discuss it with the department head to ensure job performance perceptions are properly aligned. The performance progress report is then completed annually on the employee's date of hire. (3.C.4, 3.C.6) Top administration reviews all performance progress reports before they are filed in the employee's personnel file.

The Employee Performance Progress Report is also an opportunity for the employee and the department head to develop goals for the upcoming year. (3.C.3) Goals are created to implement changes related to areas that need improvement, departmental strategic planning objectives, employees' objectives, or other goals as deemed appropriate by the employee, department head, and top administration. (3.C.4)

Students anonymously evaluate faculty through course evaluations completed at the end of each term. Additionally, Program Directors, the deans, and/or the President will on occasion visit classrooms to evaluate instructors. Faculty are asked to provide self-assessments on the courses they teach if a course evaluation is negative and/or at the request of the Dean of Academics or Program Director. These self-assessments include open-ended questions that provide the opportunity for thoughtful consideration regarding feedback and communication. (3.C.3, 3.C.4) Feedback on each of these methods is immediate so that, if necessary, changes can be made. (3.C.3) Faculty, administration, and staff are encouraged to strive for improvement and growth as quality improvement applies not only to the processes we put into place but also to the employees that perform these functions. (3.C.3)

Soliciting input from and communicating expectations to faculty, staff, and administrators:

Midstate College's open-door policy provides occasions for discussion, problem solving, collaborative decision making, and maintaining open lines of communication to all faculty, staff, and administrators. (3.C.4, 3.C.6) Job descriptions are established in order to meet standards and objectives to fulfill the goals of each position. These descriptions also align expectations of faculty, staff, and administration. (3.C.4)

Administration reviews completed performance progress reports and provides feedback, including the assignment of mentors, encouragement, resources, and reinforcement to facilitate improvement and encourage faculty to be proactive and engaged. (3.C.3, 3.C.6) Strategic planning sessions, administrative meetings, and in-services provide opportunities for faculty and staff input and feedback. Key issues are presented, discussed, and implemented using the tenets of the inverted pyramid. Faculty and staff realize they are stakeholders through this process. The communication survey is administered to all faculty and staff of Midstate College. (3.C.3, 3.C.6)

In order to communicate expectations surrounding campus involvement, events, meetings, and training sessions, information is relayed from administration using email, announcements in the employee newsletter, and announcements during in-services and administrative meetings. Additionally, at in-services, the President addresses all faculty and staff to discuss past, present, and future goals and developments. (3.C.3, 3.C.6)

Communication throughout the campus is provided through various avenues designed to accommodate all employees such as email, bulletin boards, and employee newsletters. All departments have a voice in administrative meetings. The atmosphere of the College is such that it encourages employees across the campus to interact as a team. Whenever assistance is needed, our culture supports helping fellow co-workers. The ability to work independently but with full team support is a strong asset to the College and the employees.

Aligning the evaluation system for both instructional and non-instructional programs and services, and utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators:

The process to align the evaluation system for both instructional and non-instructional programs and services includes many aspects discussed previously. These aspects include faculty self-assessments, student course evaluations, and performance progress reports.

Administration and staff members currently use the Employee Performance Progress Report as an assessment tool. Members of the administration team are evaluated by the President using the Employee

Performance Progress Report, while members of staff are evaluated by their department head. The employee completes a self-evaluation using this same report. (3.C.3) Once completed, the administration member meets with the President and the staff member meets with the department head to compare and discuss the progress reports. During this annual evaluation, goals are created and timelines are set for the next year. (3.C.3, 3.C.4)

Faculty also use the Employee Performance Progress Report; in addition, the student evaluations that are completed at the end of each term by students are taken into consideration. (3.C.4) The process is similar in that faculty complete a self-evaluation using the performance progress report and then meet with their Department Director to compare and discuss the evaluations. (3.C.3) The results of the student evaluations are taken into account as the department head completes the performance progress report for faculty. (3.C.4) These results and evaluations are then discussed and goals for the next year are set. Faculty may be entered into the Assigned Mentor Plan as deemed necessary by the department head. (3.C.4)

Establishing employee recognition, compensation, and benefit systems to promote retention and high performance:

We recognize the importance of both employee recognition (reinforcing behaviors) and employee rewards (rewarding results). In an effort to motivate employees, the College addresses the following four areas: compensation, benefits, recognition, and appreciation.

Performance and compensation are linked to the goals set by the College for each program and service (instructional and non-instructional) as well as the final outcome (performance levels) achieved by each individual as stated during annual performance progress reports. (3.C.4, 3.C.6)

The compensation package is evaluated annually and includes the following: medical insurance, dental insurance, life insurance, tuition reimbursement, personal/sick days, a variety of paid holidays, vacation days (increasing at 10 and 20 years of service), pay increases for higher degrees obtained, continuing education training, and encouragement of participation in seminars, workshops, conferences, and additional training, as well as flexibility in hours and scheduling. (3.C.1) We also offer the Midstate College 401(k) Retirement Savings Plan. We make a safe harbor matching contribution of 100 percent of employee 401(k) contributions that do not exceed 4 percent of employee compensation.

Recognition is also an integral part of the rewards system. This is accomplished in a number of ways to include acknowledgment of persons before their peers for specific accomplishments achieved, actions taken, and attitudes exemplified through behavior. Plaques, gift cards, and anniversary certificates are among the tangible rewards offered. In addition, department heads and administration personally congratulate employees who do a good job, and many write personal notes praising good performance which are included in the employee's personnel file. (3.C.4, 3.C.6)

We appreciate our employees and take pride in providing the tools and resources they need to do their job. In this spirit, attention is given to providing a pleasant work culture and state-of-the-art equipment. The College provides an adequate and pleasant physical work space conducive to positive morale and production. (3.C.1) We afford each employee opportunities for career advancement through incentives such as additional training, classes, or degree options in order to develop and advance skill levels. Moreover, the College encourages a healthy balance between work and personal life through flexible work schedules and ample time off. (3.C.1)

Promoting employee satisfaction and engagement:

To promote employee satisfaction and engagement, special project teams are used to gain input from personnel in order to focus on a specific task at hand. Team leadership is also encouraged within the departments during departmental meetings. Faculty and staff are encouraged and expected to take an active role in meetings, to share ideas, and to assist in designing strategies. Management is empowered to make decisions in their departments and bring innovative ideas to administration. (3.C.4)

HR, along with department heads and other administrators, takes responsibility for the promotion of employee satisfaction and engagement. In order to achieve optimal productivity and effectiveness levels, the following opportunities for employees are provided:

- Professional development: support for conferences, professional memberships, and/or continued education;
- Employee socialization: annual holiday party and numerous celebrations throughout the year that include potlucks, themed parties, and cook-outs;
- Benefit and support programs: health promotion program, extracurricular activities, participation in community projects and fundraisers, and healthy options in the café;
- Employee recognition: birthday and work anniversary notifications, welcome emails to all new hires, and campus-wide recognition written in the employee newsletter.

3R2: Results

Midstate uses the Employee Satisfaction Survey and internal data collected by HR as tools to track employee rewards and recognition, employee satisfaction, and employee engagement. The College also retains all completed performance progress reports.

Midstate understands the importance of ensuring our performance progress report measures are not only being completed but are also linked to the College’s Code of Ethics. HR has increased communications in order to improve the rate at which performance progress reports are being completed. Communications have also been increased to stress the importance of direct line-of-sight for employees from the College’s Code of Ethics to the performance measures listed on the performance progress report. [See Figure 3R2.1]

Figure 3R2.1: Midstate College’s Code of Ethics Related to Performance Measures Found within the Performance Progress Report

Code of Ethics Linked to Performance Measures	Integrity	Innovation	Continuous Improvement	Customer Focus	Diversity
Attendance/Dependability	✓			✓	
Punctuality	✓			✓	
Appearance			✓		✓
Attitude	✓			✓	✓
Productivity	✓		✓	✓	
Work Quality	✓		✓	✓	
Judgment	✓	✓	✓	✓	
Creativity		✓	✓		✓
Teamwork	✓	✓	✓		✓
Skills	✓	✓	✓	✓	

We strive to offer benefits that not only provide the best value but are also useful and easily attainable. Data shows employees feel as though they are being paid fairly and the benefits offered are valuable. As a result, many of our employees are taking advantage of the benefits offered. [See Figure 3R2.2, 3R2.3]

Figure 3R2.2: Employee Satisfaction Results Related to Benefits

Work Environment	Midstate College	Comparison Group	Differential
	SAT Mean	SAT Mean	
I am paid fairly for the work I do	3.36	2.98	+0.38
The employee benefits available to me are valuable	4.13	3.81	+0.32
I have adequate opportunities for advancement	3.35	3.03	+0.32

Ratings regarding understanding employee satisfaction are on a 5.0 scale.

Figure 3R2.3: Midstate College’s Current Levels of Employee Benefit Participation

Employee Benefit Offered	Percentage of Eligible Employees Actively Participating
Dental	63%
Vision	51%
Medical	66%
401(k)	94%

Based on participation as of 08/01/2016.

Midstate College recognizes and expresses appreciation for the long-term service of our employees. Our longevity numbers are updated and reviewed with each systems portfolio completion. [See Figure 3R2.4] Employees receive a certificate of appreciation for every five years of service. The College is consistently higher than the comparison group in regards to meeting the needs of faculty, staff, and administrators, which most likely directly relates to our impressive longevity numbers. [See Figure 3R2.5]

Figure 3R2.4: Midstate College’s Longevity Number Comparison

Personnel Classification	As of 2/2011	As of 8/2016	Differential
Full-Time Administration	19	20	+1
Full-Time Faculty	10	14	+4
Full-Time Staff	6	8	+2
Part-Time Faculty	4	5	+1
Part-Time Staff	3	9	+6

Average of Years for Active Employees.

Figure 3R2.5: Employee Satisfaction Survey Results Related to Meeting Needs

Campus Culture and Policies	Midstate College	Comparison Group	Differential
	SAT Mean	SAT Mean	
This institution does a good job meeting the needs of its faculty	3.88	3.28	+0.60
This institution does a good job meeting the needs of staff	3.94	3.06	+0.88
This institution does a good job meeting the needs of administrators	4.10	3.58	+0.52

Campus Culture and Policies	Midstate College	Comparison Group	
	SAT Mean	SAT Mean	Differential
This institution has written procedures that clearly define who is responsible for each operation and service	3.58	3.01	+0.57

Ratings regarding understanding employee satisfaction are on a 5.0 scale.

According to the Employee Satisfaction Survey, faculty, staff, and administrators take pride in their work. [See Figure 3R2.6] Along those same lines, it is noted within the survey that the College consistently follows clear processes for recognizing employee achievements. [See Figure 3R2.7]

Figure 3R2.6: Employee Satisfaction Survey Results Related to Pride and Cooperation

Campus Culture and Policies	Midstate College	Comparison Group	
	SAT Mean	SAT Mean	Differential
Faculty take pride in their work	4.21	3.78	+0.43
Staff take pride in their work	4.21	3.74	+0.47
Administrators take pride in their work	4.19	3.68	+0.51

Ratings regarding understanding employee satisfaction are on a 5.0 scale.

Figure 3R2.7: Employee Satisfaction Survey Results Related to Recognition

Campus Culture and Policies	Midstate College	Comparison Group	
	SAT Mean	SAT Mean	Differential
This institution consistently follows clear processes for recognizing employee achievements	3.29	3.07	+0.22

Ratings regarding understanding employee satisfaction are on a 5.0 scale.

3I2: Improvements

Improvements to the performance evaluation system for Midstate include the creation of an updated, standardized report as well as solid processes put into place by HR. Newly hired employees will continue to be assessed at 60 and 90 days and will then go on to receive annual performance progress reports throughout their career. All progress reports are set to be reviewed by the President, and the main focus for HR during this process is to remain consistent, fair, and effective. By doing so, we will be able to collect and trend data to help drive further process improvement and development.

In addition to updates made to the performance progress report, HR has created a database that tracks employee longevity, individual performance progress report completion rates, and status. Not only does this provide an improvement in regards to time management, the use of a database creates an atmosphere of efficient and consistent communication between HR and other administrators and department heads.

Subcategory Three: Development

3P3: Processes

Providing and supporting regular professional development for all employees:

Training needs are determined through the strategic planning process, organizational planning, and institutional and program accreditation requirements. The College's evaluation process facilitates the opportunity to discuss the goals of the employee and the College and to assess the need for any additional training in order to meet those goals. Solution-focused training, surveys, in-service training, individual program advisory board meetings, and course evaluations are used to assist in determining training needs. (3.C.4, 5.A.4)

The determination of training needs provides a continuous focus on industry standards and quality improvement, such as training on new software updates and other technological advances. Academic program strength is due to current, updated training as well as a clear understanding of the College's Vision. Our organizational planning is kept current in order to plan for the future. College in-services are held in that regard. (3.C.4, 5.A.4)

Program Directors plan, monitor, and manage the budget and training needs for their academic departments, and department heads oversee the same aspects for their departments. Budgets for training needs are completed on an annual basis with the flexibility to consider additional requests on a case-by-case basis. (3.C.4, 5.A.4) The College provides release time for employees attending an approved training. In addition, faculty and staff are encouraged to seek out various professional development opportunities to enhance their collective and individual skills and abilities. (3.C.4, 5.A.4) The College also supports completion of advanced degrees and continuing education to address current and anticipated needs, to include mandated requirements. (3.C.4, 5.A.4)

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes:

Training needs are determined through the strategic planning process, organizational planning, and institutional and program accreditation requirements. The College's evaluation process facilitates the opportunity to discuss the goals of the employees and the College and to assess the need for any additional training in order to meet those goals. (3.C.4) Solution-focused training surveys, in-service training, individual program advisory board meetings, and course evaluations are used to assist in determining training needs.

Another aspect of professional development is the faculty rank initiative. This initiative promotes lifelong learning and leadership as faculty continuously strive to embrace the qualities of good and effective teaching outlined in our faculty authored Philosophy of Teaching and Learning. (3.C.4) This initiative creates an avenue through which faculty can achieve goals in the areas of teaching and instruction, professional development, scholarly activity and creative endeavors, institutional involvement, and community service. This initiative fosters recognition of faculty for their commitment to lifelong learning and educational leadership. (3.C.4) The Academic Senate serves as an evaluating body for activities related to our Philosophy of Teaching and Learning, Academic Ranking Chart, and Rubric for Evaluation. Based on the Senate's recommendations, honorary titles are awarded to faculty reflecting rank classification. This initiative is intended to encourage faculty participation above and beyond required work. (3.C.4)

Supporting student support staff members to increase their skills and knowledge in their areas of expertise:

We encourage all of our administration, staff, and faculty to obtain higher academic degrees and offers tuition reimbursement to assist personnel in obtaining these goals. (3.C.6) Employees are encouraged to attend seminars, conferences, and workshops that will enhance their career paths and to obtain certifications and continuing education units in order to keep their skills current. The College also provides in-house training to keep staff and faculty up-to-date on the latest technologies to enhance job performance. (3.C.6)

Aligning employee professional development activities with institutional objectives:

A streamlined process has been developed to assist the employee and the College in scheduling, planning, and processing payment procedures for an employee to attend off-campus seminars, conferences, and workshops. To ensure employee development activities are aligned with Institutional Objectives, the following process occurs:

1. A request for professional development is submitted during the budget or a need is discovered via in-house feedback.
2. The Dean of Academics or department head analyzes budget restrictions, considers the amount of time spent away from campus, and reviews the request to ensure the request of employee development aligns with institutional objectives.
3. If the professional development is approved by the Dean of Academics or department head, the approved request is then taken to HR for processing. If the request is denied, the employee receives communication.
4. HR arranges the professional development and collects feedback. The feedback is then used for future decisions surrounding that particular form of professional development.

The College also offers training on pertinent issues at each faculty meeting. (3.C.6) Moreover, these same training opportunities are available for review and reinforcement through extensive notes taken at each training. The Dean of Academics researches and investigates such areas: new teaching methodology, enhanced learning, opportunities and strategies, methods for increasing strategic department enhancement and growth. Opportunities are then explored to initiate short- and long-term personal and professional growth. (3.C.6)

3R3: Results

Midstate College uses multiple surveys, as well as feedback from employees, in order to understand if they feel supported in their professional development. Employees completed a professional development survey in 2016. We will continue this survey annually to track professional development of employees.

Midstate College uses the faculty rank initiative to encourage employee professional development. [See Figure 3R3.1] Results are currently in process for 2016. Paperwork associated with faculty rank is kept in the employee's personnel file and is taken into account during the employee's annual performance progress report. This initiative is also used for employee recognition purposes, but the main objective of the faculty rank initiative is to support professional growth, nurture goal development, and increase faculty's specialized subfield awareness while also encouraging community interaction

Figure 3R3.1: Midstate College's Faculty Rank Initiative Official Rank New Assignments by Year

Faculty Rank	2013	2014	2015
Instructor	2	1	0
Senior Instructor	1	2	0
Assistant Professor	2	1	0
Associate Professor	3	1	2
Professor	0	0	2

Providing opportunities for professional development is an important aspect of academia, and the College takes professional development seriously as it directly relates to academic success and rigor. During the years 2012-2016, 38 percent of employees either pursued or completed advanced educational goals. Also, Midstate currently finances at least one professional membership for 46 percent of employees.

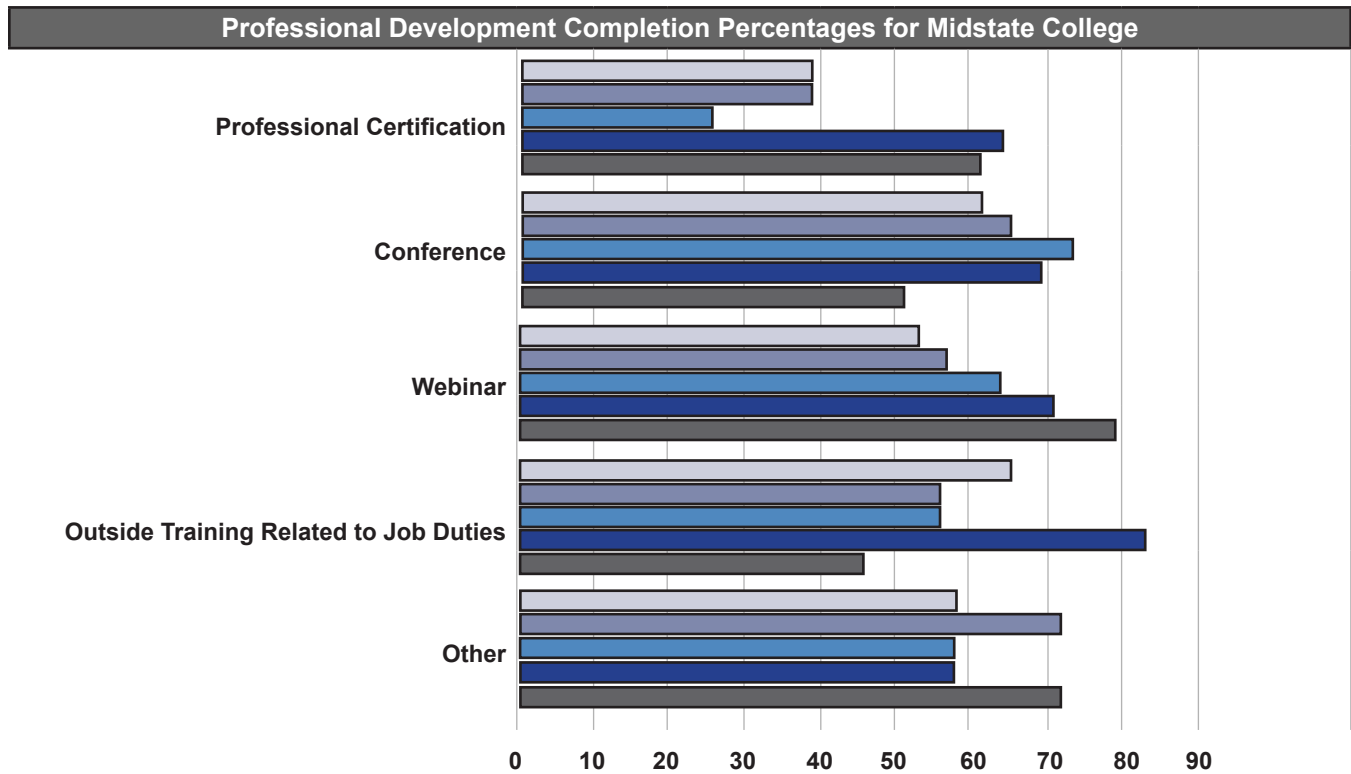
The Employee Satisfaction Survey shows employees currently feel as though they are being supported by supervisors while also being provided with adequate opportunities to improve skills and obtain professional development. [See Figure 3R3.2] According to the data collected from an employee survey regarding professional development, at least 50 percent of full-time employees have completed a webinar, attended a conference, or had some other form of professional development related to job duties annually from 2012-2016. [See Figure 3R3.3]

Figure 3R3.2: Employee Satisfaction Survey Results Related to Professional Development

Work Environment	Midstate College	Comparison Group	Differential
	SAT Mean	SAT Mean	
My supervisor helps me improve my job performance	4.10	3.67	+0.43
I have adequate opportunities for training to improve my skills	3.90	3.33	+0.57
I have adequate opportunities for professional development	3.89	3.29	+0.60
The work I do is appreciated by my supervisor	4.26	3.86	+0.40
The work I do is valuable to the institution	4.30	3.93	+0.37

Ratings regarding understanding employee satisfaction are on a 5.0 scale.

Figure 3R3.3: Professional Development Completion Percentages for Midstate College 2012-2016



	Other	Outside Training Related to Job Duties	Webinar	Conference	Professional Certification
2012	57	64	52	60	38
2013	71	55	56	64	38
2014	57	55	63	72	25
2015	57	82	70	68	63
2016	71	45	78	50	60

3I3: Improvements

Upcoming improvements regarding professional development include the tracking of tuition benefit requests and professional development inquiries and the addition of numerous on-campus training opportunities that will be offered to all faculty, staff, and administrators. Data collection in these areas will help attribute cost analysis as well as return on investment in order for the College to make informed decisions on which development areas are excelling and which are lacking.

The new and improved approach to HR has also improved faculty and staff development by conducting research into how to best offer training to maximize faculty and staff morale and efficiency. Periodic interpersonal skill-set training, to include ethics and integrity, is scheduled to be offered beginning in 2017 and will continue on an annual cycle to help solidify critical concepts necessary for personal and professional success on an individual level. Open lines of communication between administration, faculty, and staff foster an atmosphere where employees know and understand the importance of professional development.