

AQIP Category four, VALUING PEOPLE, explores your organization's commitment to the development of your faculty, staff, and administrators.

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

HOW-

HR checks

Managers set standards

Review of applicants by HR

Jim C. different in CE events-teachers, vendors, resources, evidence of skills, credentials, know area,

Committee makes recommendations

Manager final approval-sometimes additional interviews

EVIDENCE, DOCUMENTS ETC. -

HR checklist

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

HOW-

Advertising

Web

Word of mouth

Contacts

Professional organizations

Sometimes know who will be a good fit

Conferences

User groups

Affirmative Action

Standard practice of institution

Regular hires

Contractors

Opportunities for growth

Student employee

Culture of college

Good place to work

Mott reputation in community

EVIDENCE, DOCUMENTS ETC. -

Affirmative action policy

Hiring policies

Procedures and policies

AQIP Category four, VALUING PEOPLE, explores your organization's commitment to the development of your faculty, staff, and administrators.

[4P8] How do you determine training needs? How do you align employee training with short-and long range organizational plans, and how does it strengthen your instructional and non-instructional programs and

HOW-

Department goals
Institutional needs-specific to role(s) positions
Technology changes
Response to institutional needs
Employee marathon
By doing internally
More responsive to institutional needs
Employee confidence and satisfaction
Customer satisfaction
Compliance "systems" approach

EVIDENCE, DOCUMENTS ETC. -

Cost/ROI
Timely response to immediate needs

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

HOW-

Provide 'tools' for employee success as needed/available
PD as part of culture-encourage people to take advantage
Need to send people/bring back and share train colleagues
Internal training available
This is area that MCC is working on-PD AQIP task force

EVIDENCE, DOCUMENTS ETC. -

AQIP website

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AQIP Category four, VALUING PEOPLE, explores your organization's commitment to the development of your faculty, staff, and administrators.

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

HOW-

We can do a lot better, need more respect from supervisors according to what is expected

EVIDENCE, DOCUMENTS ETC. -

Materials available have been used by everyone or known to everyone

[4P13] How do you provide for and evaluate employee satisfaction, health and safety, and wellbeing?

HOW-

Create a team working approach
Resolve safety issues as they arrive

EVIDENCE, DOCUMENTS ETC. -

Surveys

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AQIP Category four, VALUING PEOPLE, explores your organization's commitment to the development of your faculty, staff, and administrators.

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

WHAT-

Not aware of any (not college wide) lacking!
Have meetings to discuss issues as groups
Measure morale?
Motivation?

EVIDENCE, DOCUMENTS ETC. -

Minutes, take action-not as a college in whole, mostly done within departments

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

WHAT/How-

We argue this is a weakness
There are pockets of departments doing this
Managers do show this by saying "thank you" to their employees but not done on a college level
There is a lack of valuing people

EVIDENCE, DOCUMENTS ETC. -

Welcome back, Golden apple- but attendance has dropped needs work

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[4I2] How do your culture and infrastructure help you select specific processes to improve and to set targets for

HOW-

AQIP measures institutional needs and tackles them one by one

Depends on who's in charge, limited shared vision from the top

EVIDENCE, DOCUMENTS ETC. -

AQIP taskforce reports

Not much else

AQIP Category Five, LEADING AND COMMUNICATING addresses how your leadership and communication processes structures, and networks guide your organization in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

[5P5] How do you make decisions in your organization? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

HOW-

EC is ultimate decision maker

Cross-functional teams at grass roots level

EVIDENCE, DOCUMENTS ETC. -

Hiring process is team based

AQIP teams

Misc. task forces and committees

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AQIP Category Five, LEADING AND COMMUNICATING addresses how your leadership and communication processes structures, and networks guide your organization in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

[5P6] How do you use data, information, and your own performance results in your decision-making processes?

HOW-

Budget driven-plan within your limitations

Continuing Improvement-review results make changes based on the results

Compliance issues

EVIDENCE, DOCUMENTS ETC. -

Budget worksheets

[5P7] How does communication occur between and among the levels and units of your organization?

HOW-

Top down

Bottom up

Cross departmental

Colleagues

Institutional

You sometimes need to know who to talk to

Lack of communications

EVIDENCE, DOCUMENTS ETC. -

None

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AQIP Category Five, LEADING AND COMMUNICATING addresses how your leadership and communication processes structures, and networks guide your organization in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

[5P8] How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

HOW-

Strategic Plan

Not very well

Use budget to show our priorities should show how we value people, students, we share a lot of info on the budget

Focus on dollars and not on people- seen both ways w/in our group

Decision making process needs to be transparent

EVIDENCE, DOCUMENTS ETC. -

Plan

Budgets etc.

[5P9] How are leaders' abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?

HOW-

Leadership training

Ability to join committees

EVIDENCE, DOCUMENTS ETC. -

None

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