

G-3 Report on Board End: Faculty and Staff Focus

Background: This report addresses the board core end, *Faculty and Staff Focus*. HCC aligns its operations with the three Educational Excellence criteria for this category.

Measures were selected by the board in 2003. The administration now presents the dashboard as a vehicle to summarize the information. Green ■ – signals that HCC is operating above the benchmark, yellow ■ – performance is at the benchmark, and red ■ – the operating level is still below the benchmark. Detail pages follow the dashboard. Any updates are indicated in blue.

At its May 22, 2002, meeting, the trustees approved all the current benchmarks for the required Maryland Higher Education Commission (MHEC) indicators. Later in 2006 the board will have to opportunity to set new benchmarks.

Once viewed by the board, this report will be posted on the college's website so that members of the college community can become familiar with the measures that are part of the board core end (Key Performance Indicator) system. The website address is:

<http://www.howardcc.edu/hcc/plan&eval/BoardEnds/boardends.htm>

The administration and relevant staff review the details of all the reports that contribute to these measures. Plans for improvement are developed and included in appropriate core work and/or strategic planning for the next integrated strategic planning and budget development cycles.

Purpose: Report on the progress of the institution.

Timeline: Annual

Recommendation:

This item is for information only and requires no board action.





Category 5- Faculty and Staff Focus

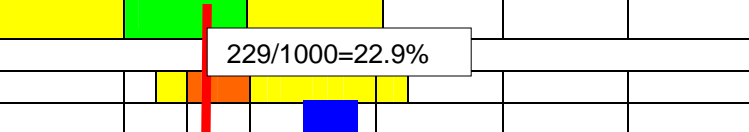
This category examines the college's efforts to build and maintain a work environment and faculty and staff support climate, conducive to performance excellence and to personal and organizational growth.

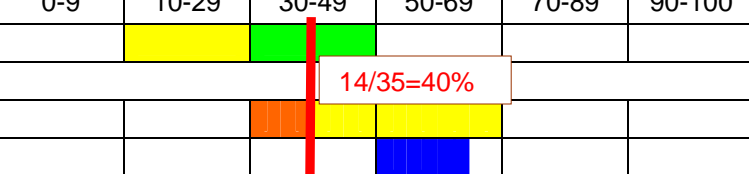
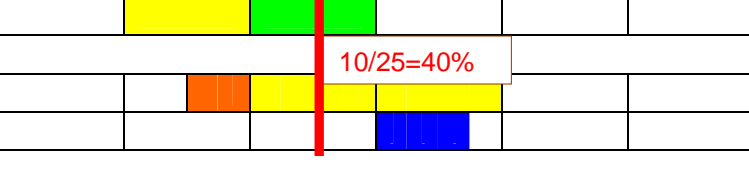
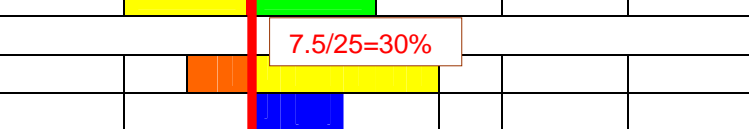
Source	Item	Current	Benchmark
External Quality Feedback	Work Systems How do your organization's work and jobs enable faculty and staff and the organization to achieve high performance? How do compensation, career progression, and related workforce practices enable faculty and staff and the organization to achieve high performance?	50-65%	45%
	Faculty and Staff Learning and Motivation How do HCC's faculty and staff education, training, and career development support the achievement of the college's overall objectives and contribute to high performance? How do the organization's education, training, and career development build faculty and staff knowledge, skills, and capabilities?	50-65%	45%
	Faculty and Staff Well-Being and Satisfaction How does the college maintain a work environment and faculty and staff support climate that contributes to the well-being, satisfaction, and motivation of all faculty and staff?	30-45%	45%
MHEC	Percent minorities of full-time faculty	20.0%	23.0%
	Percent minorities of full-time administrative/professional staff	22.9%	23.0%
QUEST (Employee Survey)	Overall Job Satisfaction	4.23	3.50
	Campus Climate:		
	Have a safe workplace.	4.26	3.50
	Satisfied with opportunities for job-related training.	4.19	3.50
	Satisfied with the job security of my present position.	3.89	3.50
	Satisfied with rewards for contributing to improved quality.	3.71	3.50
Satisfied with the salary I receive.	3.41	3.50	

External Measures

The college prepared and submitted applications to various Baldrige based quality awards competitions; the results are indicated below.

Maryland State Quality Award		CQIN Pacesetter		Baldrige	
	Range of total applicant scores		HCC's Score - 2002 Specific score is issued		Oct 2005 -HCC's score Score given as an interval, e.g. Total: 376-475
	2002 - Score interval in which HCC was rated				
	2003- Score interval in which HCC was rated				

		Scoring Ranges					
		0-9	10-29	30-49	50-69	70-89	90-100
Baldrige Criteria 1000 points	Overall Score						

			0-9	10-29	30-49	50-69	70-89	90-100
			5: Faculty and Staff Focus (85 points)	5.1 35 points				
5.2 25 points								
5.3 25 points								

Action:

The college receives a detailed feedback report delineating strengths and weaknesses in the category. A team reviews those reports, collects information on the process improvements that occur in the intervening months, and submits a new application. On May 24, 2005, the college submitted an application to the Malcolm Baldrige Award competition. HCC received its feedback report in late October 2005 and the original team met on December 5th to discuss next steps. [A new team has formed to submit the application for the Maryland Performance Excellence Award.](#)

Benchmark:

When the benchmark was originally set, institutions receiving an overall score of 450 and above received at least site visits. Therefore, the administration recommended a Category benchmark aligned with that: **The college will receive a rating for Category #5 of 45 percent on the Maryland Performance Excellence Award by 2007 or Baldrige by 2009.**

Next are two measures **mandated by the Maryland Higher Education Commission (MHEC)**. Note Peer Colleges: College of Southern Maryland, Harford Community College, Frederick Community College.

<i>Minorities include African Americans, Asian Americans, Hispanics and Native Americans; minorities do not include foreign or other.</i>						
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Benchmark Fall 2005
Percent minorities of full-time faculty	21.6%	18.3%	18.8%	20.5%	20.0% n=23/115	23.0%
<i>Peer AVG: Statewide</i>		12.6%	10.0%	10.7%		
<i>AVG:</i>		13.3%	14.0%	14.5%		

<i>Minorities include African Americans, Asian Americans, Hispanics and Native Americans; minorities do not include foreign or other.</i>						
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Benchmark Fall 2005
Percent minorities of full-time administrative/professional staff	23.2%	24.5%	24.7%	22.0%	22.9% n=39/170	23.0%
<i>Peer AVG: Statewide</i>		13.9%	12.3%	11.1%		
<i>AVG:</i>		17.4%	18.8%	18.9%		

Internal Measures

Employee Satisfaction is an original board of trustees' indicator.

HCC's most valuable resource is its employees; therefore, the college will take steps to assure a productive, competent, up-to-date, and competitively compensated workforce. Several measures will demonstrate this commitment.

- Compensation. The college will monitor information about market rates every year and will propose salary scale changes to the board every two or three years. A major study will take place at other intervals.
- Currently, employed staff will annually be given the systematic opportunity to rate their job satisfaction, college climate, and the various college services. **Benchmark: All employee groups will evaluate their job satisfaction and college climate at the 3.5 (out of 5) or above level.**

Compensation

The salary schedule was reviewed in fall 2004 and is scheduled to be reviewed again in the fall of 2006. The overall FY07 salary considerations were discussed during the January 25, 2006, board of trustees meeting as part of the budget proposal approval process. Additionally, HCC plans to do a more comprehensive salary study in the summer of 2006.

Employee Satisfaction Survey Results

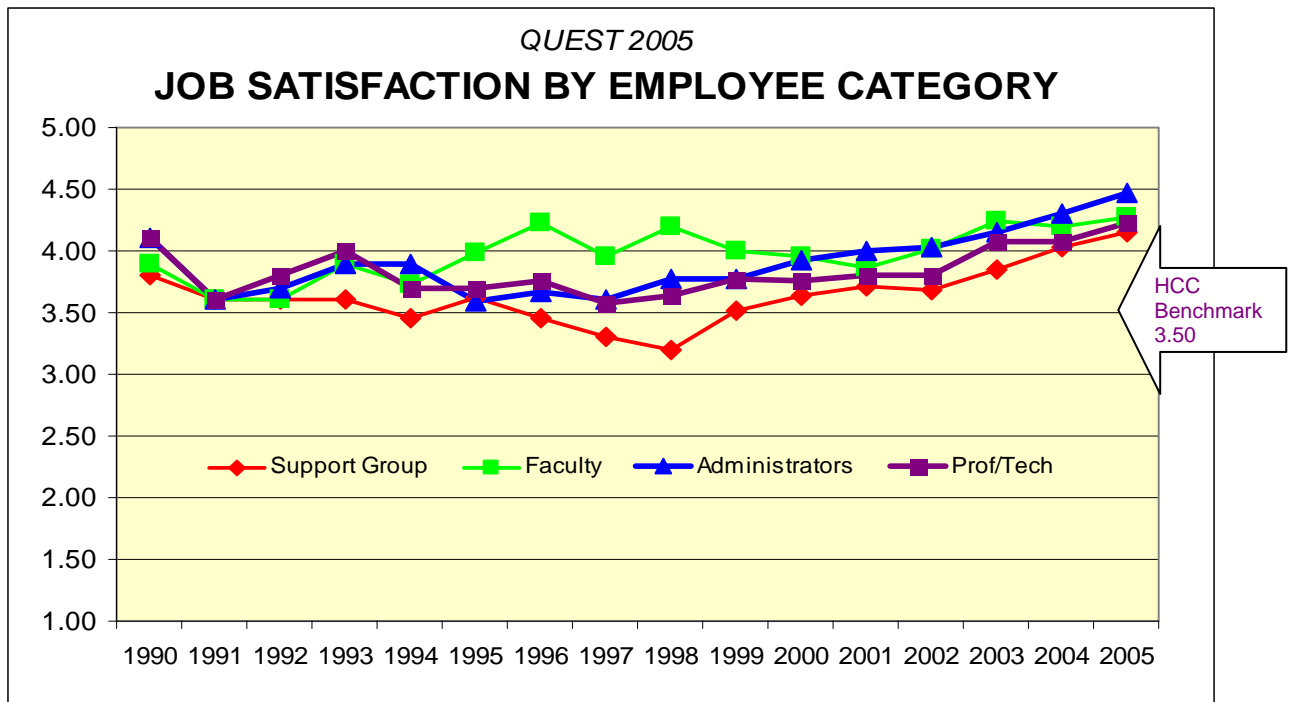
The QUEST (QUality Evaluation of Service Trends) Survey ratings shown below are on a five-point agreement scale, with 5 being the highest and 1 the lowest. **This year's overall job satisfaction rating is the highest it has ever been at 4.23.**

Job Satisfaction

BY YEARS AT HCC

	2002	2003	2004	2005
	QUEST	QUEST	QUEST	QUEST
1 to 5 Years	3.81	4.06	4.12	4.27
6 to 10 Years	4.00	4.00	4.00	4.01
11 to 15 Years	3.71	4.20	4.06	4.26
16 to 20 Years	3.82	4.04	4.17	4.44
21 to 25 Years	3.93	4.20	4.20	4.33
Over 25 years (added in 2003)	na	4.20	4.42	4.40
OVERALL RATING ON JOB SATISFACTION	3.85	4.06	4.11	4.23

This next indicator is also a Dragon's Vital Sign.



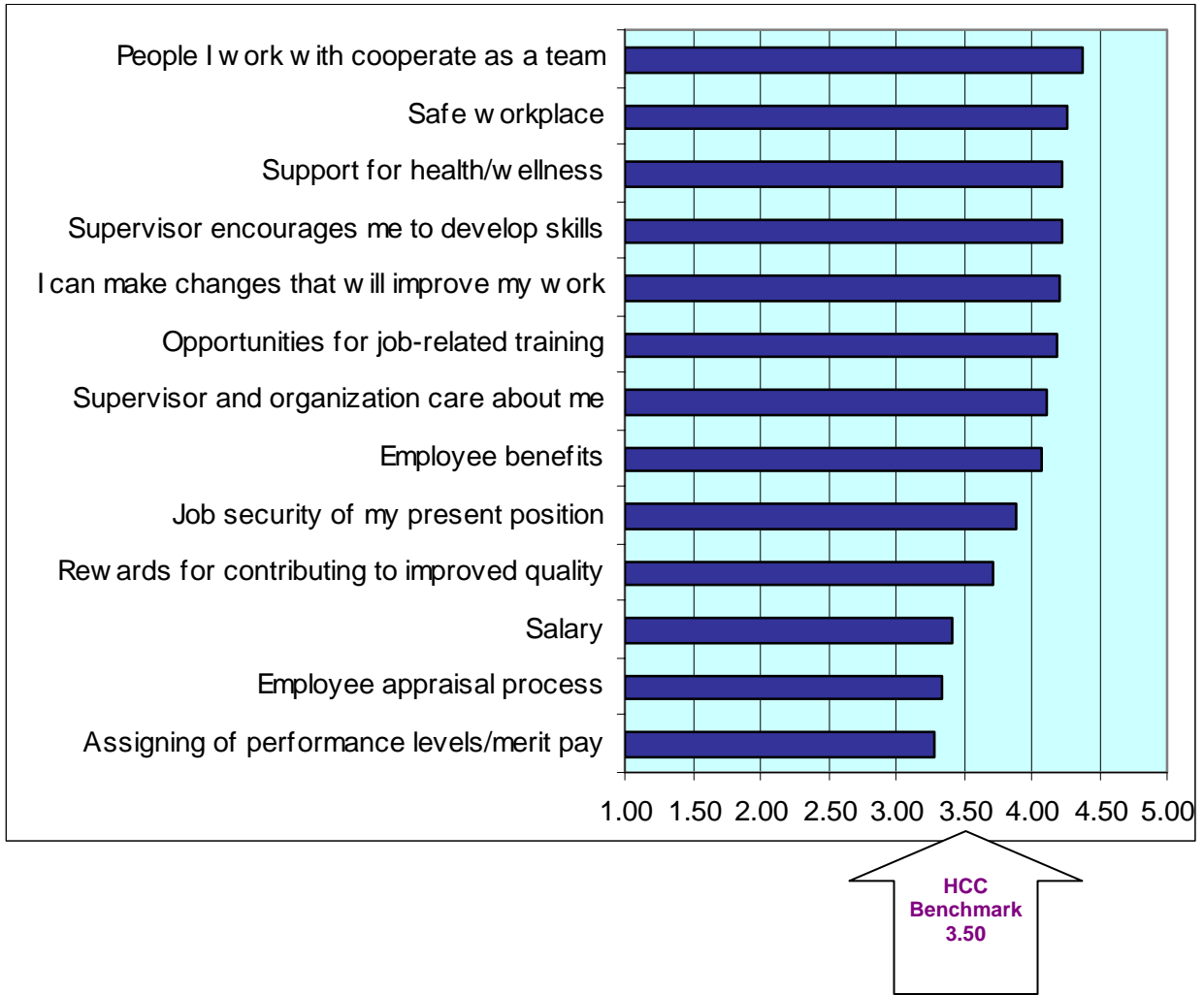
Description of the Indicator: The QUEST Survey is administered every year to all budgeted HCC employees in the fall semester. Ratings are given on a five-point satisfaction scale, ranging from "Strongly Agree" (5) to "Strongly Disagree" (1). The ratings on this chart show the mean rating on job satisfaction for each employee group. Since the QUEST survey began, employees in the professional/technical and administrative groups have been categorized in different ways – at some times combined as one group and other times broken out differently. On this chart an attempt has been made to show the groups separately. The current categories have been used since 2000.

Benchmark: The overall rating for employee satisfaction will be 3.50 for all groups.

Performance Outcome: For 2005, the benchmark is met for all groups.

Data Source: Data is from HCC's annual QUEST Survey administered and analyzed by the PROD Office.

Since 2003 the QUEST (Quality Evaluation of Service Trends) Survey has been arranged by the Baldrige Educational Excellence categories. Ratings shown below for all the items in Category 5- Faculty and Staff Focus are on a five-point agreement scale, with 5 being the highest and 1 the lowest.

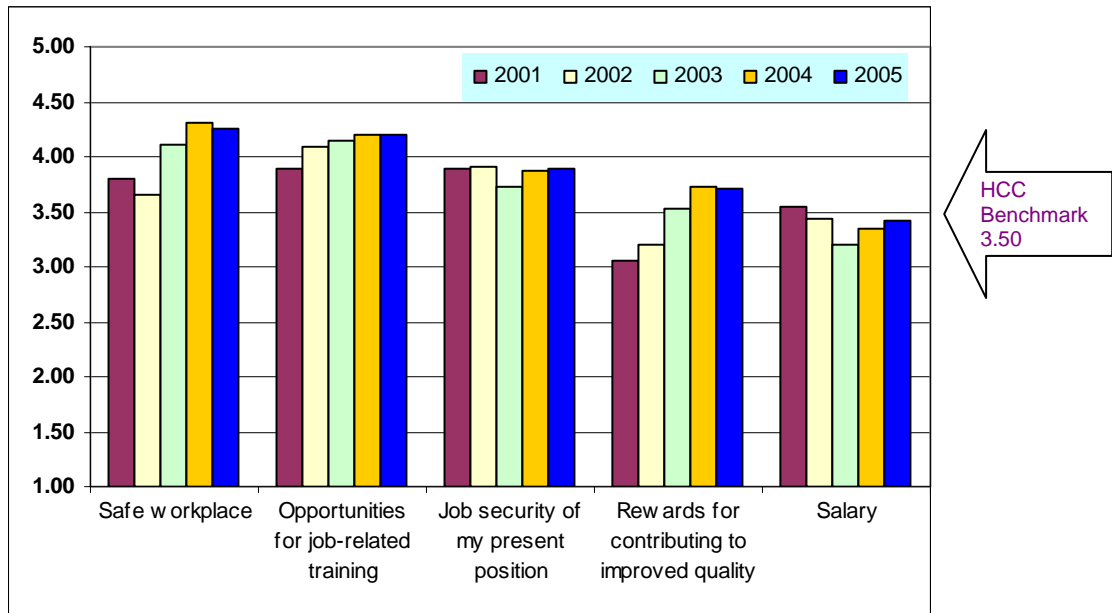


There has been some interesting movement of the ratings over time.

QUEST 2005: CATEGORY FIVE						
RATINGS ON EMPLOYEE FOCUS ITEMS OVER TIME						
Survey Items <i>(ranked by '04-'05 difference)</i>	2001	2002	2003	2004	2005	Difference 2004-05
I am satisfied with the employee benefits I receive.	na	4.15	3.90	3.96	4.07	0.11
I am satisfied with the definition and assigning of performance levels/merit pay.	2.81	2.92	2.94	3.17	3.28	0.11
My supervisor and my organization care about me.	na	na	4.00	4.02	4.11	0.09
I am satisfied with HCC's support for health/wellness.	3.91	4.00	4.07	4.16	4.23	0.07
I am satisfied with the salary I receive.	3.55	3.44	3.20	3.35	3.41	0.06
The people I work with cooperate and work as a team*.	3.80	3.82	4.30	4.33	4.38	0.05
I am satisfied with the employee appraisal process.	2.86	3.03	3.08	3.29	3.34	0.05
I am satisfied with the job security of my present position.	3.89	3.91	3.72	3.88	3.89	0.01
I am satisfied with my rewards for contributing to improved quality.	3.05	3.20	3.52	3.72	3.71	-0.01
I am satisfied with the opportunities for job-related training.	3.90	4.09	4.15	4.20	4.19	-0.01
My supervisor encourages me to develop my job skills.	na	na	4.19	4.26	4.23	-0.03
I have a safe workplace.**	3.80	3.66	4.11	4.31	4.26	-0.05
I can make changes that will improve my work.	na	na	4.15	4.29	4.21	-0.08
<p>Note: a five-point scale ranging from High (5) to Low (1) on "Satisfaction" was used in all other years, beginning in 2003 the scale ranged from Strongly Agree (5) to Strongly Disagree (1).</p> <p>On surveys prior to 2003 these items were stated as:</p> <p>* "Cooperation among coworkers"</p> <p>** "Personal safety on campus"</p>						

And the next trend chart displays the subset of Category 5 items selected to represent “Campus Climate”. HCC has met the 3.50 benchmark except in the *Salary* item.

Campus Climate Trends



The entire college community has access to an executive summary of the QUEST survey results. <http://www.howardcc.edu/hcc/plan&eval/QUEST/Quest2005.pdf>

There are also many tables presenting different ways to look at the data for potential action; including a table listing the **ratings of all campus services**. <http://www.howardcc.edu/hcc/plan&eval/QUEST/QUEST2005Tables.pdf>

The internal measures for *Professional and Staff Development* will next be presented to the board as part of the **HCC Annual Workforce Snapshot** - see the next Board Agenda Item H-4.