

Category #4:  
Valuing People

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**4C1 Organization of work environment, activities, and jobs**

The Board of Trustees sets policies and procedures in the College of DuPage’s traditionally structured organization whose Cabinet officers include the President and four vice presidents.

As an umbrella group, the Leadership Council actively sets the course for College activities and is comprised of the leaders of every constituency group (Figure 4.1), including the Cabinet, and two leaders from the Administrative Council, College of DuPage Faculty Association, Classified Personnel Association, College of DuPage Adjuncts Association, and Student Leadership Council. The role of the Leadership Council is described more fully in Section 5C1, Leading and Communicating.

Figure 4.1 Constituency Leadership

Administrative Council	There are 50 administrative positions, consisting of deans, associate deans, and directors of the academic and non-academic departments.
College of DuPage Faculty Association (CODFA)	The Full-Time (FT) Faculty approx 320 in number are represented by CODFA, and leadership organization, Faculty Senate; CODFA is affiliated with the IEA/NEA.
Classified Personnel Association (CPA)	Over 900 FT and PT classified staff provides the support services at the College, from entry level to professional level positions.
College of DuPage Adjuncts Association (CODAA)	PT Faculty are represented by College of DuPage Adjuncts Association; they are affiliated with the IEA/NEA.
Student Leadership Council (SLC)	A group of elected representatives who serve as the student voice to administration

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

Located in an affluent suburb of a major metropolitan city, the College draws from a large pool of highly educated, well-qualified candidates to fill most job openings. PT staffers are used in every department and division in the College. In fact, they outnumber their full-time counterparts nearly 4:1 among faculty; among classified staff the ratio is 1 PT: 1.5 FT. Using part-time employees is a long-time practice that allows the College to deliver its vast array of programs and services in a cost-efficient manner. Many PT staff members prefer a less demanding work schedule as a lifestyle choice, while other PT faculty work full-time jobs in their respective fields and teach evenings and weekends. However, the reliance on PT staff has raised some concerns

regarding equitable treatment, comparable benefits, poor communication and disconnection from the College community. Students are a vibrant and important part of COD’s workforce numbering approx 350 and employed in over 50 departments throughout the College.

**4C3 Workforce needs**

The College is aware that when the economy is poor, enrollment and FTE’s increase significantly. As a result, more PT faculty and support staff are needed to accommodate the additional students. As part of the planning process, each area/department is forecasting changes in their programs over the next 1-5 years, adding or subtracting staff as needed. In addition, Human Resources tracks the number of pending retirements, allowing some turnover to be anticipated. During the hiring process, cultural diversity of the candidate pool is targeted at 18%. This figure may rise again as the cultural diversity of the College’s student population and the surrounding communities increases, as measured by Affirmative Action audits and census data.

**4C4 Key training initiatives**

The New Employee Orientation Program is a mandatory, College-wide training program designed to give new full-time faculty, administrators and supervisory or exempt classified employees the information they need to quickly acclimate to the COD environment and culture. On the recommendation of a cross-constituency CI team, a mandatory 12 module supervisory training program was initiated in 2005. This program was designed to ensure that all COD supervisors are familiar with COD supervisory procedures and practices. In order to address emergent needs associated with new technologies or process, such as training on Blackboard and Datatel, other training initiatives are delivered on an as-needed basis. The Teaching and Learning Center (TLC) provides training programs for all of the College’s full and part-time employees in a variety of delivery modes. The list is available at <http://www.cod.edu/dept/tlc/classes-workshops.htm>. In addition to TLC classes, employees are encouraged to participate in outside training opportunities as appropriate.

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

Board policy covers the hiring process, and Human Resources (HR) provides specific hiring guidelines

and job descriptions for all positions. Academic positions are credentialed in the traditional manner, through applications, transcripts, resumes, reference checks and calls to previous employers. A team of departmental faculty members and their dean and/or associate dean usually determines the specific skills required for an academic position. Faculty candidates typically are asked to share a demonstration of their teaching. The team then acts as the screening committee, with the dean making the final hiring recommendation. A similar team may be assembled for hiring a professional level classified position. The area dean or director may make the final hiring decision. For most classified support positions, the supervisor fills the position and no committee format is used. PT Faculty are hired by the program coordinator or associate dean. Administrative positions are dependent on the search committee process, often involving multiple interviews for the finalists with a variety of College staffers. Cabinet level candidates appear at several open forums to answer questions from members of each constituency group. The College's core values covered by Board policy are considered during the hiring process. The same situation exists for institutional "fit" into the College of DuPage culture and community. The College relies on the search committees to address these issues during candidate interviews.

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

Recruiting efforts are directed in part by the nature of the job to be filled. While all open positions are listed on the COD web site, academic positions are advertised in the *Chronicle for Higher Education*, the *Chicago Tribune*, and beyond. Administrative assistant and custodial positions are rarely advertised beyond the posting on the web site. College of DuPage is considered a quality employer in the area and as such, the web site is widely read. Internal candidates and informal networking provide additional candidates for open positions. The College has had a Career Ladder Assessment Program in place for several years. It is designed to help prepare classified employees for different positions within the College. HR ensures that all hiring processes follow federal, state, and local guidelines including EEOC (Equal Employment Opportunity Commission) and AA (Affirmative Action). Those hired in a supervisory position must take the in-house courses. Student workers are matched with job requests submitted to HR after their eligibility is verified. Interviews and selection take place at the department level. COD enjoys a very low

turnover rate that can be attributed to compensation, benefits, favorable working conditions, and for many staff, job stability. The TLC administers the mandatory formal orientation for many employees as well as the mandatory supervisor orientation courses for all supervisors (described in 4C4). Less formal orientation occurs during the Fall All-College Workshop and the College in-service days. PT faculty receive orientation in their workshop activities prior to the start of fall semester. Additionally, HR produces and maintains Guidebooks and Information Guides which are available online at [http://www.cod.edu/gen\\_info/hum\\_res/guidebook.htm](http://www.cod.edu/gen_info/hum_res/guidebook.htm) to all FT and PT faculty, classified staff, administrators, supervisors, and supervisors of student employees. Some departments offer new employees a liaison or mentoring program. Early notification of intended retirements or resignations trigger the plan to prepare for personnel changes.

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

Communication is fostered by a variety of high tech and low tech methods including e-mail, Web Board, public folders, broadcast voice mails, departmental meetings, committee meetings, all staff mailings, off-site retreats, in-service workshops, cross constituency meetings and open forums.

Cooperation, high performance, innovation, empowerment, organizational learning and skill-sharing happen on a daily basis in many departments and work groups, and are specifically addressed as part of the CI process. However, results from the Great Workplace Team and Personal Assessment of the College Environment (PACE) surveys indicate that these are areas of concern for many employees.

Ethical behavior is addressed in a variety of ways such as Board Policies 4069 (Ethics Policy), 4074 (Sexual Harassment) and by means of established policies for compliance with FERPA (Family Rights and Educational Privacy Act). Ethical issues are generally handled at the departmental level. The Board expects College employees to assume the Code of Shared Ethical Values as outlined in Section 1C5. In 2006-2007, all College employees took an online state of Illinois mandated ethics test. Although no longer mandated by the state, an online ethics test is under works by the College.

**4P4 Training and developing employees and reinforcing training**

The mission of the Teaching and Learning Center (TLC) is to enable each employee at the College of DuPage to achieve excellence. The TLC develops, implements, and maintains an array of quality programs and services. To support that mission, the TLC offers employees a variety of training programs: instructor-led classroom programs, one-on-one training, and computer based training. Topics include technology, wellness, safety, supervision, teaching and learning, diversity, ethics, special topics, and general interest. All staff members are encouraged to take advantage of the training programs, which include both credit and non-credit courses. Credit courses offered by the College of DuPage are also available to COD employees; tuition is waived for such courses. Outside providers are used to meet any unique training needs. Student workers receive on-the-job training. Specific departmental training needs in areas such as safety and technology are arranged through the TLC. Departmental or area supervisors include training goals during the employee’s annual review.

Training for administrators, FT faculty and FT classified staff is reinforced through the development of an approved plan as described in Figure 4.2 below.

Figure 4.2 Employee Development

<b>Education Development Program</b>	FT classified personnel can prepare a Professional Development Plan with their supervisor. This job-relevant training plan ensures a pay increase upon successful completion of the courses outlined in the plan.
<b>Personal Education Plan</b>	FT faculty can design a Personal Education Plan with their area administrator. In so doing, FT faculty can earn credit towards step-level advancement and fulfill professional development obligations as outlined in their contract.
<b>Professional Development Plan</b>	Administrators can participate in the Education Development Program to advance their knowledge and increase their pay.

**4P5 Determining training needs**

The TLC continuously monitors and assesses training needs. At the conclusion of each TLC program, participants are sent an electronic assessment survey. Survey responses in both 2006 and 2007 indicate that 88% of participants rated their class experience as above average or excellent.

All classified staff participates in an annual performance feedback review with their supervisors. During that review, training needs are discussed and training goals are established. Training needs are

primarily determined at the departmental level by the department supervisor or administrator. Frequently a new technology or initiatives will necessitate training. The TLC is charged with working with supervisors to develop and implement the needed training.

**4P6 Designing and using personnel evaluation system**

Human Resources designs and distributes evaluation forms to each employee’s supervisor on an annual basis. These include the Classified Annual Feedback form for part-time and full-time staffers, the Supervisory Job Performance Rating form (employees who supervise a large number of people can choose which three or four subordinates receive the evaluation form), the Student Evaluation Form, and the Administrative Evaluation form. To encourage timely evaluations, supervisors who do not complete and return evaluation forms receive a strongly worded e-mail from HR copied to their vice president. Completed forms are placed in the employee’s HR file. For classified employees who are supervisors, the College has added two questions to their evaluation form, in order to help address supervisory skill sets. Full-time faculty are evaluated according to their respective sections in the Faculty Agreement. Part-time faculty are evaluated several times during the first year of their employment and then periodically for the rest of their career. The evaluation system aligns itself with the objectives in Category 1 and 2, as each has the focus on teaching and learning.

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

Compensation packages and benefits are determined by contracts or agreements negotiated between the College and representatives of the CODFA IEA/NEA, CODAA IEA/NEA, and the Classified Personnel Association. Benefits vary according to the employee’s status, part-time v. full-time and faculty, administration or classified status. Any changes to compensation or benefits must then be re-negotiated. Prior to the start of negotiations, both the Faculty Association and the Classified Personnel Association survey their members to determine the group’s priorities for benefits and compensation.

Recognition is available to any staff member in a variety of award programs (Figure 4.3), most of which carry a monetary reward.

Figure 4.3 Employee Recognition

<b>Spirit of Service Award</b>	The Spirit of Service award recognizes any employee for outstanding service by an individual. A colleague or a student can nominate staff for this award.
<b>Outstanding Service Award</b>	Classified staff members can receive the Outstanding Service Award when a peer or supervisor submits a lengthy nomination on their behalf.
<b>Outstanding Student Employee Performance Award</b>	Student workers may be nominated for the Outstanding Student Employee Performance Award.
<b>Outstanding Faculty Awards</b>	Outstanding Faculty Awards are awarded to both a FT and PT faculty members from each sub-division. Peers and/or students can nominate full-time faculty for the Outstanding Faculty Member of the Year award.

Recognition, reward and compensation systems are linked to providing service to the College community and ultimately to helping students learn. For example, after a Quality Improvement Project team (See Section 3I1) has completed its charge, the chair of the Quality Improvement Council (the College President) sends a letter to all team members thanking them for their service, recognizing their efforts, and indicating that their charge is completed. Employees are also supported through a variety of wellness initiatives offered by the College's Balanced Lifestyles Wellness Program.

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

The College employs multiple institutional mechanisms for identifying, analyzing and responding to issues of motivation for all College employees. Open forums at constituent member meetings and public sessions at the Board of Trustees provide forums for a variety of issues. A variety of surveys have been administered to determine employee satisfaction with and opinions about the College climate, including the PACE and Great Workplace Team surveys. Results of the surveys are reviewed by the Cabinet.

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

The PACE survey is conducted every 3-4 years in an effort to assess the College climate for all College employees. It evaluates employee satisfaction based

on a number of climate factors. The Public Safety Department and the Hazardous Material Management Coordinator addresses health and safety issues, as does a Faculty Senate Epidemiology Committee, charged with promoting safe work environments inside buildings used by the College. Inherent within this charge are the following: identification of problems that compromise health and safety in the work environment; investigation of suspected causes of injury and/or illness; promotion of solutions to suspected concerns; and endorsement of procedures and/or policies that attempt to prevent injuries and/or illnesses, including efforts of other College committees and/or groups having shared interests. Furthermore, the College assures compliance with a variety of federal, state and local occupational safety mandates, such as the annual IEMA (Illinois Emergency Management Association) radon safety inspection for the Nuclear Medicine Technology Program.

Employee health, safety, and well-being is also provided for in the *Emergency Response Plan*, updated annually, which covers a broad range of emergencies, among them bomb threats, hostage crisis, shooting, weapon on campus, crisis communications, emergency phone numbers, and so forth. The full plan is available to all employees in the College's Public Folders. The *Faculty and Staff Emergency Response Handbook* is posted in every room of each College building; the handbook provides a quick reference in cases of emergency. In addition to this handbook, there are detailed evacuation plans and shelter diagrams in every room. The *Pandemic Flu Preparedness Plan* was the result of a joint effort of the Pandemic Flu Planning Committee, a cross-constituent group consisting of administrators, faculty, classified staff and students. The plan can be downloaded from the College's Avian Flu webpage: <http://www.cod.edu/pandemic/birdflu.htm>

A streaming video on Emergency Response is located at the COD Public Safety Police web site at [http://www.cod.edu/public\\_safety/ers.htm](http://www.cod.edu/public_safety/ers.htm), along with clips of sounds from the audible alarm systems, to hear what the actual fire alarm and take-shelter alarms sound like. Tornado and fire evacuation drills are held yearly. The Public Safety Police publish an *Annual Report of Crime Statistics*, along with a *Daily Crime Blotter* which advises the college community about campus crime and crime related problems.

The Balanced Lifestyles Wellness Program covers six dimensions of wellness: social and cultural; financial and career; family and home; spiritual and

ethical; physical and health; and mental and educational. Each employee has the following tools and programs available: the *Healthwise Handbook*, a Health Power Profile (health risk assessment), departmental team-building programs, wellness classes, activity programs, annual health events, and personal consultations/lifestyle coaching. The Wellness Program also sponsors a Wellness Incentive Program where benefited employees can earn a reduction in insurance premiums or a paid-leave day in exchange for completion of certain wellness activities. Information regarding this program can be found at: [www.cod.edu/wellness/](http://www.cod.edu/wellness/). The Balanced Lifestyles Wellness Program monitors its program needs and outcomes through the use of surveys and assessment reports. Outcomes data is gathered through program evaluations, employee need surveys, the annual Health Power Profile Aggregate Report, and a Modified Claims Data Report.

**4P10 Measuring effectiveness of valuing people and analyzing results**

The PACE survey has been conducted at College of DuPage three times since 1994, most recently in October 2006. The purpose of the survey was to obtain perceptions of personnel concerning the College climate, and to promote more open and constructive communication among faculty, staff and administrators. The climate factors measured include:

- Formal Influence
- Communication
- Collaboration
- Organizational Structure
- Work Design/Technology
- Student Focus
- Customized Factors which included the planning process, quality improvement processes, and core values

The Great Workplace Team is an annual survey that looks at nine factors for an idea workplace: Physical Environment, Practices, Value and Meaning, Benefits and Pay, Collaboration, Innovation, Communication, Core Values, and Attitude and Enjoyment. The survey allows for written comments that bring an added dimension to the numerical results of the traditionally formatted survey tool.

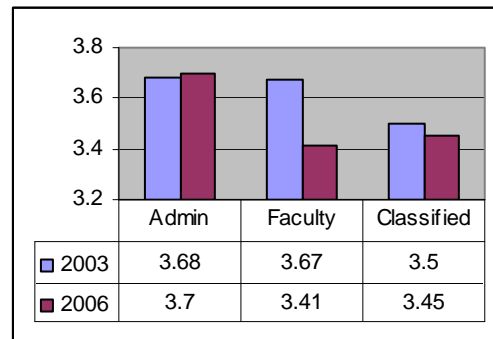
In Fall 2007, a combined employee needs survey was sent out to both participant and non-participants in the Wellness Program. The survey covered program satisfaction, non-participant self-care, wellness program influence on overall health and well-being, future program interest, supervisor support,

*Healthwise Handbook* usage, and learning preferences.

**4R1 Results for valuing people**

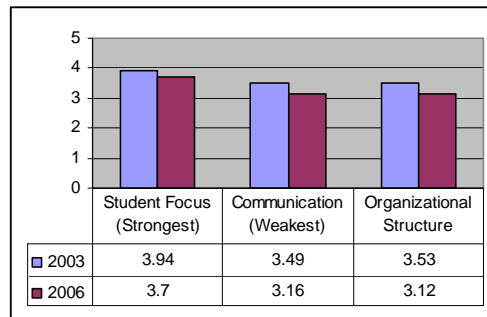
The overall results from the 2006 PACE survey indicate a healthy campus yielding a mean score of 3.42. This represents a drop from a mean score of 3.67 in 2003. Perceptions of climate by employee group (Figure 4.4) show an increase for administrators and a decrease for faculty and classified staff.

Figure 4.4 PACE: Perceptions of Climate



In Figure 4.5, employees identified the *Student Focus* category as COD’s strongest climate domain in 2003 and 2006, whereas the *Communication* category received the lowest mean score in 2003 and *Organizational Structure* received the lowest mean score in 2006.

Figure 4.5 Strongest and Weakest Areas

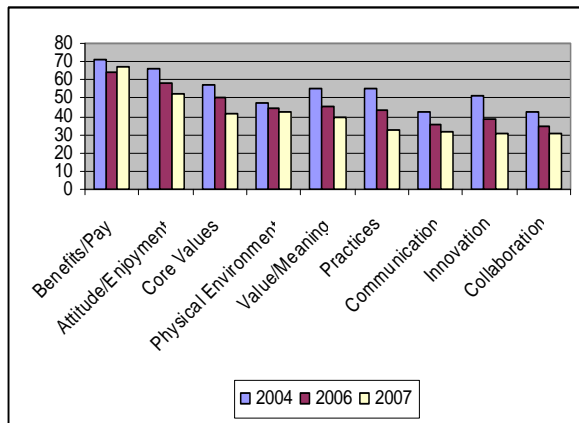


In PACE 2003 the item “Extent to which employee work is guided by clearly defined administrative processes” was rated as a top area for improvement with a mean score of 3.02. In PACE 2006 the mean score improved to 4.06. Results for PACE Surveys can be found on the College’s intranet site.

In the Great Workplace 2007 survey, 64% of those responding said they were either “very much so” or “for the most part” satisfied overall with their

employment at the college. This is a decrease from the previous two surveys; overall satisfaction in 2006 was 67% and 75% in 2004; in 2003 overall satisfaction was 63%. (The question was not asked on the 2002 survey). The survey examines nine factors important for an ideal workplace. This year, drops occurred in all but one of these nine categories compared to the 2006 survey. The only category that rose was *benefits and pay*. The largest drops were seen in the *practices, core values, and innovation* categories. The year 2004 represented the high point in scores for all but two of the categories (*physical environment and innovation*). The 2007 survey represents the low point in scores in all but the *benefits and pay* category, as seen in Figure 4.6.

Figure 4.6 How Well COD Has Met Expectations



The 2007 Wellness Survey revealed that:

- 40% of benefited employees participated in wellness programming, as compared to 30% in 2003;
- 79% report consider the leadership (deans and supervisors) in their area to be supportive of their efforts, which is down from 90% in 2003;
- 78% of survey participants find the wellness classes valuable and are interested in taking additional classes in women’s health, financial wellness, meditation, and chair massage.

**4R2 Results for processes associated with valuing people**

The process of surveying COD employees resulted in a 34% participation rate for the 2006 PACE survey, down from 35.5% participation for 2003. Respondents identified their constituency group and results were compared for FT and PT members of the same group. For all questions, PT faculty reported a higher level of satisfaction than FT faculty in 2006. Part-time classified were notably more satisfied than

FT classified staff members in all sections of the survey in both 2003 and 2006.

The 2007 Wellness Program survey included 78% from the East Campus, 18% from the West Campus and 4% from off-campus sites. Survey respondents broke down as follows: 5% administrators, 20% FT faculty, 0% PT faculty and 70% FT/PT classified. Additionally, 40% of the benefited employees participated in the Wellness Incentive Program.

**4R3 Results for employee productivity and effectiveness toward goal achievement**

TLC assessments indicate that total enrollment in workshops and classes has increased 66% since Fall 2000 and increased 10% from 2006 to 2007 (Figure 4.7). Figure 4.8 reveals enrollment by employee group in reaching the total yearly enrollments.

Figure 4.7 Total Enrollments

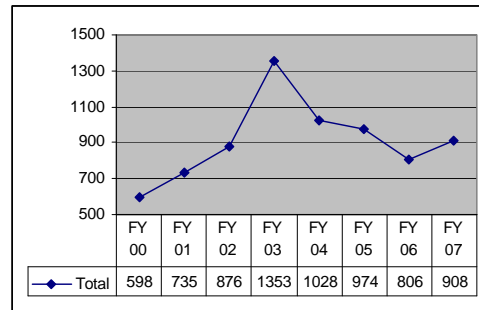
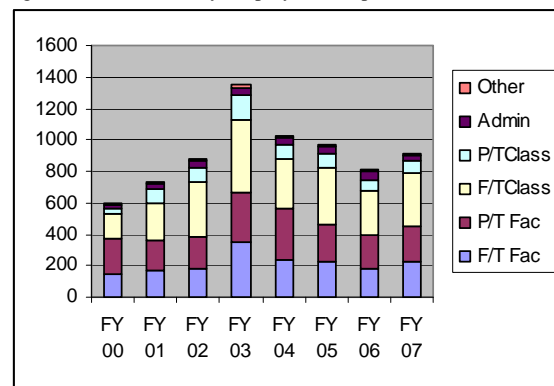
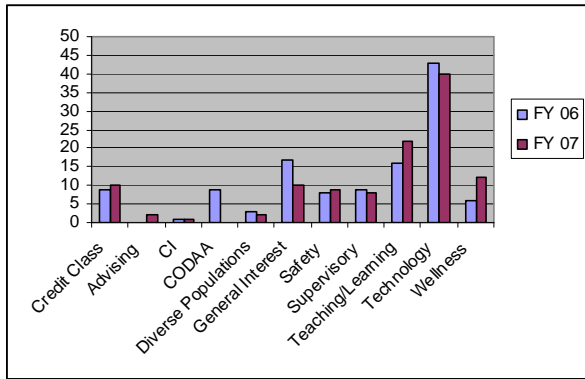


Figure 4.8 Enrollment by Employee Group



In 2007 the TCL offered 9 credit classes, and 112 workshops in 11 categories (Figure 4.9) to meet the College’s identified training needs. Topics included Current Issues in Adult Education, Domestic Violence Awareness, Hot Topics in Nutrition, American Red Cross Adult CPR/AED Certification, Podcasting 10, and Using “Wikis” in the Classroom.

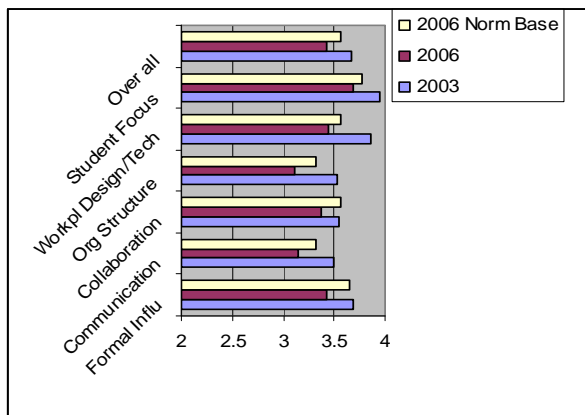
Figure 4.9 Enrollment by Category



**4R4 Results comparisons**

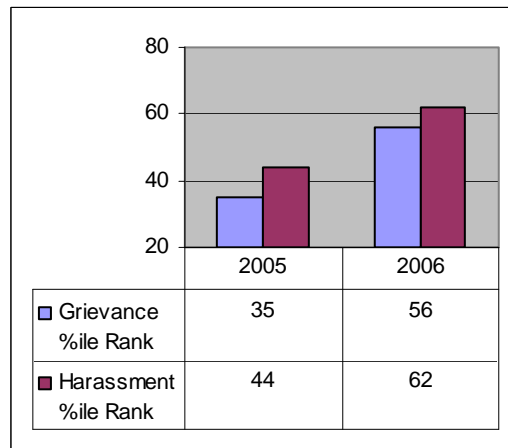
More than 90 institutions of higher learning have participated in climate studies by National Initiative for Leadership and Institutional Effectiveness (NILIE). Compared with the NILIE PACE Norm Base from all the climate studies conducted at two- and four-year institutions which have used the NILIE PACE standardized survey, College of DuPage was below the NILIE PACE Norm Base for each of the six climate factors (Figure 4.10). In previous surveys, the College's scores generally fell above the norm base.

Figure 4.10 COD Climate Scores Compared with NILIE PACE Norm Base



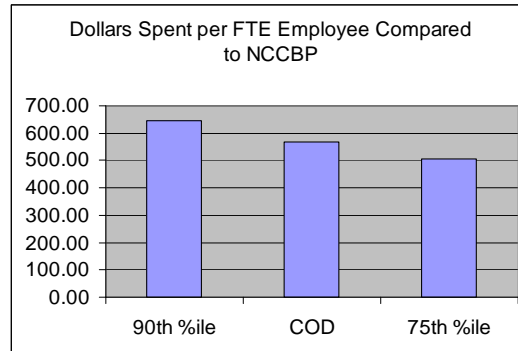
College of DuPage participates in the National Community College Benchmarking Project (NCCBP). The NCCBP Aggregate Data Reports shows the performance indicators for the College of DuPage "Valuing Colleagues" as having increased from 2005 to 2006. One of the measures is the aggregate number of grievance actions and claims of harassment in a given year. From 2005 to 2006, COD moved from the bottom 50<sup>th</sup> percentile, to the top 50<sup>th</sup> percentile, as shown in Figure 4.11.

Figure 4.11 Grievance & Harassment NCCBP Percentile Rankings



College of DuPage spent \$569 per full-time equivalent employee (FTE) for employee professional development and training, which puts COD in the top 20% of all schools reporting in the NCCBP. (Figure 4.12)

Figure 4.12 Dollars Spent per FTE Employee NCCBP Rankings



**4I1 Improvement of current processes and systems**

QIP 4: (AQIP Action Project 4) "Valuing People Through Enhanced Communication" completed its work in Spring 2007. As part of their recommendations, the Quality Improvement Council (QIC) approved the formation of a Communication Advisory Committee with members representing classified staff, full- and part-time faculty, and administration. The committee will use the Problem Solving and Decision Making Template (Section 4I2) in order to: identify and assess existing internal institutional communication processes; identify gaps and overlaps in internal, institutional communication processes; define KPIs for institutional communication; and report regularly to QIC.

#### **412 Targets, improvement priorities, communications**

In Fall 2007, the Wellness Advisory Program evaluated the next steps from the survey. These include promoting the areas identified by employees as to how they are interested in receiving information or assistance about healthcare and identifying the “hot topics” of employee health and well-being that employees are interested in learning more about.

As a result of the PACE 2006 findings, the top ten areas for improvement were identified as:

- Extent to which college decision-makers analyze all relevant data before making decisions.
- Extent to which individuals are satisfied with the effectiveness of the College planning process (Also identified in PACE 2003).
- Extent to which employees influence the direction of the institution (Also identified in PACE 2003).
- Extent to which the College involves employees in planning for the future.
- Extent to which efforts to improve quality are paying off at the College.
- Extent to which information is shared within the institution (Also identified in PACE 2003).
- Extent to which a spirit of cooperation exists at the institution.
- Extent to which the College uses quality improvement tools and methods to solve problems.
- Extent to which decisions are made at the appropriate level (Also identified in PACE 2003).
- Extent to which information about the planning process is communicated (Also identified in PACE 2003).

One of the Great Workplace Team’s recommendations accepted by the Leadership Council in May 2004 was to continue the administration of a brief organization climate survey to assess trends in the workplace climate at COD. As a result, the Office of Research and Planning administered the survey in 2004, 2006 and 2007. The survey provides a “snapshot” of the current climate and helps the College identify climate issues and opportunities for improvement. Based upon comments from 2007 open-ended survey questions along with the other survey questions, opportunities for improvement exist in many areas of workplace climate but especially in improving communications and leadership practices. Comments from employees show that opportunities for improvement exist in

many areas of workplace climate but especially in improving communications and leadership practices. Employees are overwhelmed with the number of channels used to communicate. Employees want more communication from top leadership with transparency as to how decisions are reached. Numerous comments stated concerns with micromanagement of the college from the Board of Trustees. Employees are worried that the college is losing its student-centered focus; recent cuts to student services are of concern. Some employees feel the use of a “business model” is not the best way to serve students. Employees are frustrated about the slow pace of accomplishing Facilities Master Plan projects and voice concerns about ethical and efficient use of funds devoted to building projects. Employees are saddened at the loss of trees on campus; they are tiring of parking difficulties and incomplete landscaping. Employees want more opportunities for team building as well as socialization in order to promote togetherness and a sense of community. The Cabinet will set targets for results in each of the areas listed above.

In order to ensure that a problem is correctly identified, the stakeholder voices are heard and valued, and those affected by the decision know about it, the QIC has endorsed the Decision Making Template (DMT) which is summarized in Figure 4.13. An expanded version is posted on the College’s intranet. Based on a continuous quality improvement model, the DMT values people by seeking their input as stakeholders. Area administrators are encouraged to use the model in order to help them ask the right questions as they reach decisions that impact a wide range of areas of constituents.

Figure 4.13 Decision Making Template

Step	Activity
1	<p><b>Define the issue and identify THE problem. Determine the merits of solving the problem.</b>                      What process needs improvement? Provide specifics.                      Why address this issue now?                      • What data source(s) are triggering a need for change?                      Benchmark the current situation.                      • What improvement is sought? Know your goal.                      • What measure(s) that will indicate improvement?                      • What are the <i>parameters and boundaries for improvement suggestions</i>?                      • Describe the stability of the problem: trends, groups impacted, processes impacted.</p>
2	<p><b>Determine who should be involved in determining the Root Causes and solutions (Step 3).</b>                      • <i>Identify the stakeholders</i>;* represent all levels.                      • <i>Identify internal and external experts and their role.</i>                      • <i>Identify representative stakeholders and their role.</i>                      • <i>Determine working group membership.</i>                      Link to the institutional quality improvement process, if appropriate.</p>
3	<p><b>Identify the causes and the solutions.</b>                      • Ask the “Five Whys”                      • Include supporting data for each answer.                      • Include “Therefore” following each answer.                      • List all causes.                      List all solutions</p>
4	<p><b>Develop a communication strategy to inform and, if appropriate, involve the college community in the discussion.</b>                      • Consider a variety of media to reach the college community, such as <i>open forums (electronic*</i> and face-to-face) or through existing college committee structures                      • Share all information to date (See step 1 above).                      • Explain and make available data that are prompting decision.                      • Explain how representative stakeholders were selected.                      • Brainstorm solutions with larger college community (if needed and time permits).                      • Share information on next steps and timeline.                      Provide visual and open tracking of the problem-solving process.</p>
5	<p><b>5 Develop an action plan for the improvement: PLAN</b>                      • Meet with the working group of administration and representative stakeholders.                      • Review brainstorming session summary (if applicable.)                      • Identify and make available additional data                      • Make recommendations                      • Establish timeline for implementation and measures of improvement                      • Determine who approves and reviews assessment measure.                      • Include short-term (1 week) and longer-term (systemic) actions                      • Identify small tasks as action steps                      • Assess after a few action steps are implemented.</p>
6	<p><b>Identified which decision maker makes decision: DO</b>                      (Enact Action Plan)</p>
7	<p><b>Report the improvement plan to the college community</b>                      • Describe the decision, implementation schedule and</p>

	<p>assessment plan.                      • If possible, the report should acknowledge input received, factors leading to the final decision, and recognition of the value of the participation of the college community.</p>
8	<p><b>Verify goal achievement: CHECK</b>                      • Collect data to confirm goal achievement                      Compare to baseline data from Root Causes list (from Step 3)</p>
9	<p><b>Adjust and determine next steps: ACT</b>                      • See the change first hand; go out and see if the change is working.                      Identify next steps and adjustments, if any.</p>
10	<p><b>Reflect and learn.</b>                      Identify loose ends, resolutions, and person responsible.</p>
11	<p><b>Report out.</b>                      • Based on the implementation timeline, follow up with a report indicating the results of the changes made.                      • Consider 6-month and 12-month updates on assessment of improvement.</p>

The Cabinet, along with the Leadership Council, is responsible for communicating the process, progress and results to all constituency groups and stakeholders. See also Section 3I2.