

## Item Evaluation

### Item 5.1 Workforce Environment

#### Key Factor References

Item	KF Cat.	Key Factor
1	P.1a(6)	<b>Workforce Profile</b> Tenured/tenure-track faculty (250); Adjunct/non-tenure-track faculty, FT & PT (200); management (60); professional support (250); support (400); temp. (50). [KM]
2	P.1a(7)	<b>Workforce Engagement Drivers</b> Open communication (supervisor relationships); high-performance work (valued as team member); focus on continuous improvement/innovation (training/resource availability/relevance); engaged/empowered workforce (satisfied with sense of contribution to mission); diverse ideas, cultures, thinking (satisfied with sense mission and college future); inclusion/equity. [KM]
3	P.1a(1)	<b>Educational Program and Service Offerings</b> 50 associate; 25 certificate/workforce training badge; workforce development/continuing educationpersonal development, badges/skill-building courses. All associate programs require internship, apprenticeship, or other applied experience [KM]
4	P.1a(4)	<b>Mission, Vision, Values</b> MissionEmpowering students to be successful in the workforce and their communities; VisionWill be the best in the nation in providing students with accessibility, affordability, career-readiness, social responsibility. ValuesStudents First; Community-Engaged; Collaboration; Partnership Excellence. [KM]
5	P.1a(5)	<b>Core Competencies</b> CC1: Provide exceptional student support services; CC2: Partner with local community to achieve excellence/graduate job readiness; CC3: Maintain expert, up-to-date workforce. [KM]
6	P.1a(8)	<b>Assets and Locations</b> 125 acres: 25 major academic/admin. buildings; 238 labs; 12 research labs. Dining, athletic facilities, art galleries, theaters, rehearsal/studio space. 3X more labs than classrooms. [KM]

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#### Strengths

Item	KF Ref.	++	Strength	Rationale	Item Ref.	~Key Theme
1	P.1a(4)		CCNW systematically assesses workforce capability and capacity needs through the annual Capability Review Process, which is part of the SPP and undergoes annual reviews. Achieving appropriate workforce capability and capacity supports the applicants Students First value.	Keeping Students First value is vital to the applicants mission of Empowering Students to be successful in the workforce and their communities. Additionally, the SPP integration with many organizational components is an emerging key theme. All examiners noted a strength for a(1). Overall	5.1a (1)	
2	P.1a(5), P.1a(6), P.1a(7)		Changes to addressing workforce capacity and capability needs are systematically determined through the SPP and are reviewed twice a year for degree instruction and quarterly for workforce development. Changes in capacity are addressed through the Center for Faculty Development, the Emergency Innovation Response Team, and the three-year systematic change management strategy. Improvements over the last three years include established outplacement, revised training opportunities, and more just-in-time hiring. These improved processes may help CCNW strengthen its core competency of an expert, up-to-date workforce.	Ex1, Ex2, Ex3, Ex4, Ex7 all have a + for a(3). One examiner included a(3) as an OFI based on how the applicant uses teams as part of its ability to manage changing capacity. I did not include this as the Criteria do not include questions specific to teams. Overall	5.1a (3)	
3	P.1a(1), P.1a(4), P.1a(5), P.1a(6), P.1a(7)		CCNW systematically addresses work accomplishment through a defined structure focused on aligning the organization to achieve goals/action plans with a focus on continuous improvement. Committees and teams promote collaboration and continuous improvement across the organization. Unit-level teams focus on achieving SPP goals and establish action plans for the coming year. Cross-functional teams work on issues affecting the larger organization, and ad hoc teams address specific issues. Departments are aligned by function. Both faculty and staff members participate on teams and committees.	Three examiners identified this as a strength, and three identified that this process does not address the applicants core competencies, so see corresponding OFI.  Overall	5.1a (4)	
<b>Note</b>			a(1): Two examiners had OFIs around segmentation. One examiner expressed concern over lack of systematic process to assess skills, competencies, certifications, and staffing levels needed to ensure qualifications of incoming full- and part-time staff. The other examiner expressed concern over lack of description for addressing all segments of the workforce, such as all faculty, but also management, professional support, temporary, and how full-time versus part-time decisions are made.			

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#### OFIs

Item	KF Ref.	++-	OFIs	Rationale	Item Ref.	~Key Theme
1	P.1a(1), P.1a(5), P.1a(6)		A systematic process is not evident for improving the effectiveness of the applicants diversity-related processes for recruiting, hiring, and onboarding new workforce members. Specifically, it is unclear how processes such as using community agencies, diversity websites, behavioral interviewing, and the Works System ensure that its workforce represents the ideas, cultures, and thinking of its student community. Such an evaluation process may help the applicant succeed in an environment of increased competition for students.	The applicant lists several processes aimed toward improving the diversity of the applicant pool, such as using community agencies, diversity websites, behavioral interviewing, and the Works System. But there is a lack of a description as to HOW these processes actually help the applicant represent their student population in the processes to recruit, hire and onboard their workforce. (HS, KM, TP) Overall	5.1a (2)	
2	P.1a(6)	y	It is not clear how CCNW considers its various workforce segments in managing workplace capability and capacity, workplace environment, and benefits/policies. For example, for workplace health, security, and accessibility processes, it is unclear how the applicant takes into account potential differences between professional staff vs. faculty members, full-time vs. part-time employees, or employees in labs vs. those in other locations. Considering workforce segments in these approaches may strengthen the applicants core competency of maintaining an expert, up-to-date workforce.	There were 3 OFIs for b(2) around benefits and segmentation of benefits for a diverse and segmented workforce. Based on other areas to address also having a concern over the lack of segmentation, I opted to address segmentation across the item. At one point I changed the focus to be on deployment but after consideration, I opted to focus on actual segmentation as CCNW will benefit from segmentation of the stated processes.Basic	5.1a, 5.1b	
3	P.1a(1), P.1a(5)		CCNW's team-based structure to accomplish work does not appear to capitalize on the colleges three core competencies, reinforce resilience and a student focus, or manage the workforce to exceed performance expectations. Systematically addressing these components of its work accomplishment approach may help the applicant meet or exceed its stated performance expectations.	3 examiners identified the lack of addressing the core competencies and reinforcing student focus.Overall	5.1a (4)	

#### Note

# Item Evaluation

Scorebook Navigator™  
Software/Service

2021 CCNW Case Study\_Training  
Education 2021-2022  
TN-Center for Performance Excellence  
Examiner KM

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### Feedback-Ready Comments

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Item	Type	Comment	Item Ref.	-Key Theme
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### Item 5.1 Overall & Final Score

Overall Score	Final Score
50-65%	60