

## 3.3 - Development

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Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

### **3P3: PROCESSES**

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

### **3R3: RESULTS**

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### **3I3: IMPROVEMENT**

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### **3P3a. Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)**

LCCC uses several processes for providing and supporting regular professional development for all employees, who represent the College's greatest resources through their diverse talents and

strengths. Tuition waivers and reimbursement form one such process. Employees may take an unlimited number of classes at LCCC at a reduced cost of \$10 per credit hour. Through a reciprocal agreement with the University of Wyoming, employees also receive tuition waivers for coursework. College procedure allows tuition reimbursement for relevant coursework completed at other institutions. Any benefitted employee can participate in these programs and gain knowledge and skills to contribute fully and effectively to the College (3.C.4, 5.A.4).

LCCC also provides professional development and training programs for all employees. These opportunities include the annual administrative assistant's professional development conference, the Certified Public Manager (CPM) program, and in-service sessions at the start of each semester (5.A.4). Additionally, the Center for Excellence in Teaching (CET) provides a rigorous, purposeful development program for new faculty as well as ongoing faculty development opportunities on a wide variety of topics, including emerging technologies, pedagogy, and instructional best practices. The CET develops and delivers in-service training to reach all faculty, including adjuncts, and staff at the start of each semester (3.C.4).

The College also supports regular professional development through funding processes. Many departments have funds specifically allocated to professional development. Additionally, the President's Cabinet manages a pool of professional development funds to supplement departmental funds; any employee may apply for funding from this pool (see 3P3d below) (3.C.4, 5.A.4).

### **3P3b. Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)**

To ensure that instructors are current in instructional content in their disciplines and pedagogical processes, LCCC offers faculty professional development opportunities through the CET. Opportunities include funding to attend professional conferences, symposiums, and presentations and campus-coordinated pedagogy workshops related; online resources (including current research, new tools, and trends) are available to all faculty through the LMS. Faculty are encouraged to share knowledge and skills gained from conferences and symposiums through campus presentations, which the CET facilitates (3.C.4).

### **3P3c. Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)**

LCCC supports student services support staff members to increase their knowledge and skills in their areas of expertise through processes similar to those described above. Student Services departments provide regular training and support through a variety of avenues, such as weekly department meetings, one-on-one mentoring, training to improve effectiveness of technology support systems, inter-departmental meetings, and encouraging and funding participation in local, regional, and national professional development. Student services staff frequently participate in annual meetings of professional associations such as NASPA – Student Affairs Administrators in Higher Education, Association of College and University Housing Officers, Association on Higher Education and Disability, American Association of College Counseling, National Association for Behavior Intervention Threat Assessment, ATIXA Title IX Investigator

and Coordinator Training, and Rocky Mountain Association of Collegiate Registrations and Admissions Officers, among others (3.C.6).

### **3P3d. Aligning employee professional development activities with institutional objectives**

LCCC has decentralized and centralized processes for funding professional development, both of which require rationale aligning requests with institutional objectives. In the decentralized process, the College aligns employee professional development activities with institutional objectives through the annual budgeting process. When participating in this process, many units include department-specific professional development funds in their requests. All budget requests must include a rationale demonstrating support of the College's mission and alignment with institutional priorities.

LCCC uses a centralized professional development fund process, managed by the President's Cabinet, to supplement departmental budgets and to allow the College to take advantage of opportunities that arise between budgeting cycles. Any employee may apply for professional development funds; applicants must demonstrate how they will advance the College's strategic goals. The process begins with the employee completing [the application](#), which is reviewed by the employee's supervisor. The supervisor then forwards it to the President's Cabinet for consideration. If the request meets strategic objectives and funding is available, the request is approved.

### **3P3e. Tracking outcomes/measures utilizing appropriate tools**

LCCC tracks employee satisfaction with professional development through the [Employee Experience Survey](#) (pg. 4). The survey was developed in-house in spring 2018 to provide more useful and actionable information to support the College's efforts to make LCCC a regional employer of choice. Prior to academic year 2017-2018, the College used the Ruffalo Noel-Levitz College Employee Satisfaction Survey (CESS) to assess various aspects of employee satisfaction, including the availability of professional development. Although this tool has provided a consistent framework for assessment, as well as national benchmarking, LCCC desired something that would more purposefully focus on understanding, alignment, and efficacy in building the College's culture. This led to the design and implementation of the current LCCC Employee Experience Survey.

Both surveys include items that directly pertain to professional development for LCCC employees. More specifically, the survey employee satisfaction items on the adequacy and availability of professional development opportunities.

### **3R3a. Summary results of measures (include tables and figures when possible)**

[Figure 3R3a-1](#) presents the results on the new LCCC Employee Experience Survey items that pertain directly to employee development. These data have been converted to a five-point scale to allow for comparison with the historical results on relevant CESS items, presented in [Figure 3R3a-2](#).

### **3R3b. Comparison of results with internal targets and external benchmarks**

Internally, LCCC established the goal of at least 80% of employees responding favorably to items on the new LCCC Employee Experience Survey. Initial results met this goal on four of the eight items related to professional development processes. Because this is an internally developed instrument, external benchmarks are not available.

[Figure 3R3b-1](#) presents historical benchmark data on CESS items pertaining to professional development. Internal improvement targets are simply to increase satisfaction each year until LCCC surpasses the national benchmarks.

### **3R3c. Interpretation of results and insights gained**

The results above show that LCCC has made sustained progress in areas pertaining to employee satisfaction with training and professional development. Unfortunately, LCCC still falls quite short of national benchmarks in both areas. Training results are not surprising as an HR development position has only recently been established. In addition, 2016 budget reductions and tight budgets since then have led to reduced professional development opportunities, compared with previous years when more funding resources were available.

### **3I3. Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?**

To improve development processes, LCCC has employed an HR Development (HRD) Specialist who designs, develops, and delivers training to LCCC employees to improve the overall professionalism and skill-sets of employees. The HRD Specialist also provides professional consultation to leaders and employees concerning employee development needs and opportunities, and designs a variety of assessments to better align employees' efforts with institutional priorities.

As mentioned above, the College developed and implemented the annual Employee Experience Survey to improve collection of stakeholder feedback on employee development processes and needs. Additionally, formative assessments for the effectiveness of professional development systems were developed and employee feedback about specific training and development endeavors is formally collected at these events.