

## Category Three: Valuing Employees

### Introduction

LCCC is an institution formed, developed, and grown through the dedication of individuals. The independence of the west, a staunch work ethic, and even a healthy dose of stubbornness, have provided the essence necessary to watch an idea of a community college blossom into the largest community college in Wyoming. This evolution and growth from a small downtown campus in the early 70's into a complex organization has not come without its challenges for the employees of LCCC. Reflected in a variety of assessments, the College has grappled with employee and leadership dynamics for many years, ultimately escalating through the most tumultuous of times of the recent past.

As described in Category 6, the Board of Trustees took a bold step in charting the future for the institution when it made difficult decisions pertaining to institutional leadership and to seek authentic assessment of the health of the College. They engaged the services of an organization called the College Brain Trust (CBT) to evaluate the organizational design, human resource structure, and core human resource processes to provide insight and recommendations for where the College must address its weaknesses. The vast majority of their findings and recommendations centered on improvement or development of key human resource processes, policies, and procedures.

Implementation of strategies to address those recommendations began in early 2012. Since that time, the Institution has made sweeping changes to how it addresses its human resource functions, providing clarity, consistency, and commitment to how it manages its human resources. Today, the College deploys ten core human resource (HR) processes. These processes include: (1) recruitment, (2) selection, (3) orientation, (4) induction, (5) mentoring, (6) learning, (7) evaluation, (8) transition, (9) recognition, and (10) advancement with an overall emphasis upon employees' talents, strengths, and interests. The College is systematic in its efforts to better align these mission-critical processes in order to advance its vision, strategic and operational priorities, and, most of all, achieve its mission.

This is not to imply that the College is free of challenges in this area. Quite the contrary, these processes in some instances run counter to traditional institutional practices and even culture, and in other instances are far from being perfectly designed or implemented. Given these two realizations, compounded with new leadership and significant change, the College's employees have been exposed to significant stressor. Yet through all of this, they remain dedicated to the Institution, focused on the success of LCCC's students, and vital members of the campus and broader community.

### Hiring

3P1 Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

#### ***Recruiting, hiring, and orienting employees***

LCCC has clearly defined its process for recruiting and hiring employees through its HR policies and procedures, primarily administrative [Procedure 6.1.2P](#). The process begins with the hiring manager completing a position description that includes a summary of key responsibilities, essential duties/responsibilities, required and preferred licenses/certifications, minimum education/experience qualifications, knowledge, skills, abilities and a description of physical activities involved. HR staff review the position description to ensure it is complete and articulates the role the position plays in contributing to the success of this College. The completed position description forms the basis of the job announcement.

The College utilizes various sources, in addition to its own website, for recruiting and advertising. Frequently used sources include Indeed.com, higheredjobs.com, the Wyoming Department of Workforce Services, LinkedIn and local, state, and regional newspaper ads, as well as industry-specific resources connected to the position being recruited. The degree to which recruitment advertising is conducted outside of the region is determined by the position being filled.

The screening phase of the hiring process begins with applicants submitting an online application as well as supporting materials. Applications that meet the minimum standards outlined in the job announcement are then reviewed by screening committee members who use position-specific rubrics to evaluate applicants. Screening committees are cross-functional and members are selected to provide a broad lens on every position and every applicant. To be eligible to serve on screening committees, employees go through a comprehensive screening committee training and are certified upon successful completion. After the screening committee review, initial and final, on-campus interviews are conducted to ensure consistency in the interview process. For higher profile positions, on-campus and open interviews allow all interested campus community members to help in the vetting of finalists.

LCCC's process for orienting new employees is becoming systematic. In December 2012, a new HR specialist was hired to design and implement the New Employee Orientation (NEO) process for all new employees. Typically within the first few week of employment at LCCC, new employees participate in orientation sessions. At these sessions, employees learn about the College's mission, vision, values; the strategic plan; key policies and procedures; performance evaluation practices; how to access information on LCCC's intranet portal; and compliance requirements.

In addition to the onboarding provided by HR, all new full-time faculty are further oriented to the College and unique aspects of the Academy through participation in the New Faculty Learning (NFL) program provided by the Center for Teaching & Learning (CTL). The NFL is described in more detail below.

### ***Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values (3.C.6)***

As stated above, the hiring process begins with a completed position description. Each position description includes a summary of key responsibilities and job requirements, essential duties/responsibilities, performance expectations, minimum education/experience qualifications, required and preferred licenses/certifications/registrations, and descriptions of physical activities involved. All positions share a common job goal: "To advance the College's mission, vision, principles/values, and strategic initiatives through continuous improvement decisions."

Screening committees work with the hiring manager (who typically chairs the committee) to develop a criterion rubric through which members evaluate the extent to which applicants' specific credentials, knowledge, skills, abilities, and values align with those qualifications required for the position. These rubrics are used in the screening of application materials and for interviews. This ensures an objective approach to identifying those candidates who best possess the requisites abilities to perform well in the position for which they have applied. Additionally, reference checks and criminal background checks ensure that candidates possess the required qualification, skills, and values (3.C.6).

### ***Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (3.C.1, 3.C.2)***

LCCC strives to have faculty who provide effective, high-quality instruction that fosters student success and aligns with LCCC's goal to increase the number of students earning high-value credentials. To accomplish this goal, LCCC has policies and procedures in place to ensure proper credentialing of faculty (specifically, [Board Policy 2.7](#) and [Administrative Procedure 2.7P](#) on minimum faculty qualifications) (3.C.1). New full-time and adjunct faculty members must provide official transcripts that demonstrate their highest degree earned. Occasionally, a full-time faculty member may be hired because of past

experience without meeting the requisite degree requirements; in this case, the faculty member must complete an educational improvement plan to rectify any educational deficiencies and/or have justification for this exception on file according to College procedure.

High school faculty teaching concurrent enrollment (CE) courses are evaluated and treated as adjunct faculty for the College, and they must meet LCCC's requirements for minimum faculty qualifications as outlined in [Administrative Procedure 2.7P \(3.C.2\)](#). In addition, LCCC provides new CE instructors with discipline-specific training that includes pedagogy, course philosophy, assessment criteria, and administrative responsibilities. Annual discipline-specific professional development activities and regular, ongoing collegial interactions ensure that CE instructors stay current within the discipline.

***Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)***

To ensure that the College has sufficient numbers of classroom faculty, academic deans regularly review enrollment reports to determine the demand for specific courses and hire adjunct faculty as needed to meet identified needs. LCCC maintains a large pool of qualified adjunct faculty, who have access to training and resources in order to ensure that they are prepared to teach, should the need arise. In addition, the College regularly conducts comparative analyses on its faculty numbers with its peer institutions for benchmarking and assurance purposes. Finally, when new programs and courses are developed, the initiators may identify a need for a new full-time faculty position. In this case, the recruiting and hiring process described above is used to meet the identified need (3.C.1).

LCCC uses school chairs to ensure that many non-classroom faculty responsibilities are met. School chairs are released from some of their teaching obligation; these classroom responsibilities are fulfilled by other faculty. Other non-classroom responsibilities are met through faculty service on committees, such as Academic Standards. Faculty generally serve on committees for a limited time. When a term expires, another faculty member fills that role. This concept of service to the College enables LCCC to meet the essential non-classroom needs without having to hire additional faculty (3.C.1).

***Ensuring the acquisition of sufficient numbers of staff to provide student support services***

When a staffing vacancy occurs, the hiring manager submits a Request to Fill Vacancy, accompanied by an updated position description, to the President's Cabinet for overall consideration of resource usage. The form includes documentation of the ongoing need for the position. In some cases, if the need has changed, the supervisor will request the resources be reallocated or positions reconfigured through the request to fill vacancy process. President's Cabinet will either approve or disapprove the request, based on institutional need and the availability of resources. Upon approval, the recruiting and hiring process, as described above, begins.

If a need for a new position has been identified, the hiring manager submits a new position request form documenting the need and showing how the new position will support college priorities. New position requests are prioritized through an HR priority process (described more in Category 4) as part of the annual budget development process. When a new position is approved, the hiring manager then follows the request to fill vacancy and the recruiting and hiring processes described above.

3R1 What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

***Outcomes/measures tracked and tools utilized***

LCCC's recruitment and hiring processes have just been revised and outcomes and measures are in the process of being articulated. Some of the measures currently tracked to determine recruitment and hiring are effective include candidate quality (percent meeting minimum qualifications and meeting preferred qualification), cost per hire, time to fill vacancies, source effectiveness (ROI on advertising), etc. For the

orientation practices, several outcomes are tracked to determine if new employees can apply the information presented. Tools used to measure attainment of these outcomes include pre- and post-tests as well as participant questionnaires completed at the end of the NEO program and three months following their hire date.

**Summary results of measures (include tables and figures when possible)**

Figure 3R1-1 presents data about applicants for job searches in 2013 and 2014.

<b>Figure 3R1-1: Applicant Pool Tracking: Minimum Qualifications</b>		
	<b>2013</b>	<b>2014</b>
Total Applicants	4629	4012
Applicants w/Minimum Qualifications	4193	3664
Applicants not Qualified	436	348
% Qualified	90.6%	91.3%
% Not Qualified	9.4%	8.7%

Figure 3R1-1

Selected results from the participant questionnaires are presented in Figures 3R1-2 and 3R21-3 below.

<b>Figure 3R1-2: End-of-Orientation Questionnaire Results, 2014</b>				
	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
What overall rating would you give this program?	86%	19%	0%	0%
	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Not at all</b>
To what degree will the information learned in the program help you as a new employee?	73%	26%	1%	0%

Figure 3R1-2

<b>Figure 3R1-3: Three-month Follow-up Questionnaire Results, 2014</b>					
	<b>Not At All Confident</b>	<b>Not Very Confident</b>	<b>Neutral</b>	<b>Confident</b>	<b>Very Confident</b>
I am confident in my ability to locate the LCCC policies and procedures relevant to my day-to-day work.	0%	0%	9%	31%	60%
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
I understand what is required of me in my position description.	0%	0%	0%	31%	69%
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
I understand how my position supports the mission of the college.	0%	0%	0%	20%	80%

Figure 3R1-3

**Comparison of results with internal targets and external benchmarks**

Internal targets have not yet been established for these measures. Because LCCC is using internally developed instruments, external benchmark data are not available.

**Interpretation of results and insights gained**

Based on the results presented above, new employees are generally satisfied with the orientation program and find the information presented useful. More importantly, new employees are able to apply the information received after three months of employment. This indicates that the orientation program is achieving the desired results.

311 Based on 3R1, what improvements have been implemented or will be implemented in the next one to three years?

Several improvements have recently been implemented in this area. These include:

- Complete redesign of the recruitment and hiring process.
- Implemented screening committee training to ensure that LCCC operates in a non-discriminatory, confidential, and fair recruiting and hiring environment. Beginning in January 2015, employees must complete the training to serve on a screening committee.
- Developed and implemented screening committee tools, used throughout the screening process, to ensure consistency in that process.
- Significantly revised HR Board Policies and Administrative Procedures to consistently define processes and practices.
- Implemented the NEO program for all full-time employees.
- Revised NEO materials based on participant feedback.

Planned improvements for the next one to three years include the expansion of the NEO program to include part-time employees and the identification and implementation of outcomes and tools to measure the effectiveness of the recruitment and hiring process.

### Evaluation and Recognition

3P2 Evaluation and Recognition focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the Institution. This includes, but is not limited to, descriptions of key processes for:

#### ***Designing performance evaluation systems for all employees***

The College has an institution-wide system of evaluation for its employees. [Administrative Policy 4150](#), Evaluation of Employees, establishes the methodology for evaluating employees at all levels. Per the language of the policy, each benefited employee is required to be evaluated annually by the employee's supervisor. This formal evaluation process also includes review and approval by appropriate administrators. The evaluation is based upon the employee's work performance and completion of assignments for the previous calendar year. The evaluation form and associated documentation become a part of the employee's official employment record.

#### ***Soliciting input from and communicating expectations to faculty, staff, and administrators***

As a major part of the alignment with the College's Strategic Plan, communication plays an important role in all interactions with employees, both individually and in groups. At the institutional level, the College is committed to shared governance (see Category 4 for more detail) and purposefully has established venues for collaborative information sharing and communication. The College Council serves as a primary example. The Council is a body which represents all elements of the College community. Major changes in the direction of the College and its mission are aired out in this venue, and feedback is solicited from the campus community.

Likewise, the President, Vice President of Academic Affairs, Vice President of Student Services, and many other executives all offer "town hall" style gatherings, individually or together, to provide a venue for employee and student question and answer sessions. These provide a major conduit for the dissemination of information and airing of community concerns regarding changes emanating from the administration. One popular venue is "Breakfast with the President," part of the orientation process. This informal meeting allows new employees to meet the President and start a dialog early in their careers at the College.

At the individual level, two-way communication regarding position- and employee-specific expectations is incorporated into the annual evaluation process. Employees are provided the opportunity for self-evaluation, and both the supervisor and employee engage collaboratively in goals setting, based on the shared perspective on employee performance. New supervisor training being developed at the College emphasizes continual dialog and interaction between supervisor and employee throughout the year, not just during the annual evaluation.

### ***Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services***

The College recognizes that the evaluation of employees must have its roots in the institutional objectives grounded within the mission, vision, strategic and operational goals. The College has a planned improvement currently in progress to redesign the Performance Management policy, procedure and process. Within that process, and loosely integrated in the existing one, is the expectation that employees work towards the fulfillment of the core responsibilities of the position, as well as annual goals that would contribute directly to the Institution's strategic and operational objectives. The College's procedure and revision process involves consultative feedback from across the campus. Feedback from employees is incorporated in policy revision prior to seeking the endorsement of the College Council, the President's Cabinet, and the Board of Trustees. This inclusive process assures that the personnel evaluation process aligns with the institutional objectives for both instructional and non-instructional programs and services.

### ***Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators (3.C.3)***

Mentioned above, the College's policy on employee evaluation requires that the employee's supervisor evaluates each benefited employee annually. This includes its faculty (3.C.3). Specific to faculty, LCCC has an established process of faculty classroom observations that take place each fall. The dean of the faculty member's respective school observes the instructional methods of the faculty. Following the observation, deans meet with faculty to review their observation and discuss issues. This allows the faculty member to provide clarification to any questions/concerns the dean may have. At the conclusion of each semester, deans review student evaluations and follow up with the respective faculty member to have a conversation any concerns from those evaluations. Finally, faculty are required to establish annual performance goals. These goals are submitted to the dean who annually reviews the goals and progress towards achieving them. Attained goals are replaced by new targets as part of the annual goals conversation (3.C.3).

### ***Establishing employee recognition, compensation, and benefit systems to promote retention and high performance***

Employees at LCCC fall within four broad classifications: administrators, professional, faculty, and classified staff. The current compensation model for administrators and professional staff uses market-based pay ranges for the type of position, and employees are placed within that range based on experience, educational attainment, and ability to positively contribute to the College. Compensation for faculty is determined using a step and grade scale where grades are determined by candidate specific experience and steps are determined by longevity and educational advancements. Classified staff are compensated based on a similar grade and step model, however grades in this instance pertain to the job specific responsibilities and expectations, whereas steps reflect longevity and educational advancements. The current compensation model does not specifically reflect compensation based on performance, although it does include elements for longevity (retention) when funding is available for increases. In recent years, increases have been mostly associated with cost of living adjustments.

Market-based compensation analyses are conducted for new hire searches, especially those that are in high demand positions. These studies inform the hiring process, particularly at the point of offering the

position to a prospective candidate. Currently, these studies are reactive in nature, but the college is moving to a more systematic approach, as detailed in 3R2, below.

LCCC offers a competitive benefits package consisting of health and dental insurance of the employee and the employee's family, a retirement plan, life insurance, disability insurance, an optional vision plan, and a wellness plan. Analysis of the local market indicates that this package is a useful tool in recruiting at the College as it provides a powerful incentive in hiring and employee retention.

The selection of benefits by new employees is an integral part of orientation and onboarding. Each new benefit-eligible employee learns about his/her options on the first day of employment as part of the NEO process. During this time, each new, benefit-eligible employee is given the opportunity to learn about, ask questions about, and make decisions pertaining to his/her benefits.

Current benefit-eligible employees are afforded opportunities to review and modify their existing benefits during open enrollment each October/November. A Benefit Fair is held each October, at which employees can meet with representatives of the insurance and benefit plans offered through the state of Wyoming and the College. Opportunities are made available throughout the year by both Wyoming Retirement System and TIAA-CREF (both retirement vehicles available to benefit-eligible employees at LCCC) for education and/or consultation regarding retirement accounts.

The College holds a variety of employee recognition events and activities to celebrate employee achievement. These include Recognition of Excellence luncheon that occurs each fall and offers opportunities for peer nominated awards for demonstrated achievements or contributions to the College. In addition, the College hosts an annual employee awards banquet each spring at which employees are recognized for their years of service with a token of appreciation, such as a plaque, as well as a dinner gathering. These rewards are offered in bands of five-year increments. Finally, the College has a Faculty recognition programs such as the newly implemented Faculty of the Month program and annual Teaching Excellence Awards.

### ***Promoting employee satisfaction and engagement***

LCCC strives to create a collegial, safe environment for all of its employees. The College accomplishes this by providing all employees with the tools they need to perform their job duties while maximizing customer satisfaction, in this case the student body. Its commitment to shared governance, and active engagement through formal and informal mechanisms ensures employees have numerous opportunities for engagement in the operations and setting the direction of the institution. The College offers numerous training opportunities for all employees with generous salary adjustments for increased skills and knowledge. Opportunities exist for both lateral and upward movement within the structure of the organization.

**3R2 What are the results for determining if evaluation processes assess employees' contributions to the Institution?**

### ***Outcomes/measures tracked and tools utilized***

Mentioned previously, the College grounds its work within position descriptions, which describe the role and responsibilities each position uniquely plays in contributing to the successful attainment of the mission. These position descriptions guide the employee recruitment process to ensure individuals with the requisite ability to meet those responsibilities are hired and retained. The process for determining if employees are effectively contributing to the Institution is the employee evaluation process (soon to be titled Performance Management) and the tool utilized to determine this is the evaluation tool itself. The College's current employee evaluation form includes the evaluation of the performance of the employee in successfully meeting the major duties within the position description, employee's job-related goals and objectives, which are tied to strategic and operational goals of the Institution.

LCCC has been making excellent strides in redesigning its foundation HR processes. However, it recognizes that the establishment and tracking of outcomes and measures to determine if the evaluation process assesses employees' contributions has yet to be accomplished. The College has plans to track measures such as employee evaluation ratings (e.g., unsatisfactory, satisfactory, exemplary), the number of performance issues and employees on performance improvement plans, merit pay or compensation allocated for exemplary performance, etc.

***Summary results of measures (include tables and figures when possible)***

No data are available at this time.

***Comparison of results with internal targets and external benchmarks***

At this point the College does not have internal targets or external benchmarks. It is currently building capacity in establishing metrics, gathering baseline data, and moving toward target establishment.

***Interpretation of results and insights gained***

The College recognizes it has significant work to become more strategic in the assessment of its performance management processes. This is one area where the College is actively seeking assistance from professional organizations and other institutions to aid in this work.

3I2 Based on 3R2, what improvements have been implemented or will be implemented in the next one to three years?

The existing policy on employee evaluation (Performance Management) will be revised during the 2014-15 academic year. The new policy and procedure will incorporate an updated approach to performance management as well as improved approaches to identifying and supporting professional development opportunities for employees of the institution. It will continue to be a collaborative process.

Reappointment and Promotion policy and procedure are currently being developed for faculty. A preliminary draft is currently under consideration by the LCCC Faculty Senate. Once adopted, the Reappointment and Promotion will reward and retain the most valued instructors, while promoting and sustaining excellence in the instructional disciplines.

Significant improvements have also been made in the process of providing benefit information to employees. The process is now integrated with the onboarding process.

The College does not exist in a vacuum; it is acutely aware that its very generous benefits package makes the College more attractive during recruiting. Effective January 1, 2015, the College will initiate the provision of short-term disability insurance to all benefit-eligible employees, and will offer an Employee Assistance Program to all employees. Also, the College is examining the creation of a Benefits College to train supervisors in all aspects of benefits.

Finally, the College is in the midst of significant reform of its HR information system and the establishment of improved measures for monitoring performance of its HR processes, as well as systems and tools to collect, warehouse, and analyze these data in more proactive ways. To assist this, the College recently created and filled an HR Assistant Director position charged with strengthening these processes.

**Development**

3P3 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 within the Institution. This includes, but is not limited to, descriptions of key processes for:

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

LCCC's greatest resource is the unique and diverse talents and strengths of its employees. Consistent with its enduring emphasis on lifelong learning, LCCC employees engage in a broad spectrum of learning opportunities throughout their LCCC career. The processes used for continually training, educating, and supporting employees to remain effective in their role include both internal and external professional development programs. For example, nearly all units on campus have department-specific training programs and requirements. The College also offers generous professional development budgets for employees of all classifications to participate in continuous and ongoing training.

One strong example of this is the Center for Teaching & Learning (CTL). Established in 2013, the CTL was formed to provide a rigorous, purposeful development program for new faculty at the College as well as ongoing professional development for faculty. The hallmark program of the CTL is the New Faculty Learning (NFL) program, which is a four-year, progressive development program to ensure the College is meeting its goal of developing world-class community college faculty. The CTL also offers ongoing professional development opportunities led by faculty and staff who develop and present workshops on a wide variety of topics to include emerging technologies, pedagogy, and best practices in instruction. The CTL also develops and delivers in-service training to reach all faculty, including adjunct, at the start of the fall and spring semesters (3.C.4).

The College supports personal and professional development of its staff at all levels. One support for this approach comes from the educational waiver. Any employee who takes classes at LCCC may take an unlimited number of credits per semester at a significantly reduced cost (\$10 per credit hour). Through a reciprocal agreement with the University of Wyoming, LCCC employees also receive tuition waivers for coursework taken at UW. These popular programs allow everyone from senior faculty to custodial staff to take part in the educational culture of the College (3.C.4, 5.A.4).

LCCC provides numerous other professional development and training programs for all of its employee groups. For example, there is an annual professional development for administrative assistants titled the AAPD Conference. This has been in existence for 22 years at the College. As described in Category 4, the College has adopted and adapted the Certified Public Manager (CPM) program as its internal leadership development training. Last, through the College's Staff Senate, LCCC offers numerous in-house professional development opportunities for classified and professional staff throughout the year, but primarily during the in-service sessions at the start of each semester (5.A.4).

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

LCCC offers faculty professional development opportunities, through a process coordinated through the CTL. In addition to the NFL and other examples mentioned above, opportunities include funding to attend professional conferences, symposiums, and presentations; campus coordinated workshops related to pedagogy to assist faculty with their pedagogical processes; and online resources through a course in the LMS that offers information about current research, new tools and trends for faculty. The CTL also provides opportunities for faculty to dispense the knowledge gleaned from conferences and symposiums by helping arrange the logistical components of a campus presentation (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)***

The Student Services department provides regular training and support through a variety of avenues for its diverse group of employees. In addition to orientation, weekly department meetings, one-on-one meetings, training with staff members, and inter-departmental meetings, each employee is encouraged to attend local, regional, and national conferences for professional development (3.C.6).

Some of the regional and national trainings frequently attended include, but are not limited to, NASPA – Student Affairs Administrators in Higher Education, ACUHO – Housing Officers Association, AHEAD – Association on Higher Education and Disability, AACC – American Association of College Counseling, NaBITA – National Association for Behavior Intervention Threat Assessment, ATIXA Title IX Investigator and Coordinator Training; Rocky Mountain Association of Collegiate Registrations and Admissions Officers (RMACRAO) and Rocky Mountain Users Group (RMUG).

### ***Aligning employee professional development activities with institutional objectives***

The President has made professional development a priority through his executive council, the President’s Cabinet. All staff of LCCC have the opportunity to take advantage of professional development funds, including a centralized pool of funding that is applied for and allocated by the President’s Cabinet. Professional development requests at this level must demonstrate how they will advance the College’s strategic goals. The normal process for use of these funds is to make a request through the employee’s supervisor, who forwards it to the President’s Cabinet for review. If the request meets strategic objectives and there is funding available, the request is approved. In addition, the President offers a once per year Innovation Fund opportunity (described more in Categories 4 and 6). The goal of this annual program is to provide employees with the opportunity to present innovative requests, often in groups, to the executive leadership in order to fund new programs at the College. A recent example is the creation of a Center for Teaching & Learning, which grew out of the Innovation Fund.

3R3 What are the results for determining if employees are assisted and supported in their professional development?

### ***Outcomes/measures tracked and tools utilized***

LCCC tracks employee satisfaction with professional development opportunities through the Campus Climate Survey. Additional outcomes and measures used by the College to assess professional development include usage (amount of professional development time used); funding for professional development; improved employee knowledge, skills and abilities; changes in employee attitudes; internal training participation; and achievement of learning outcomes for those offerings.

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

Figure 3R3-1 shows relevant results from LCCC’s campus climate survey, used as a summative measure to determine employee satisfaction with their opportunities for professional development.

<b>Figure 3R3-1: Fall 2013 Campus Climate Survey</b>		
<b>“I am satisfied with my professional development opportunities.”</b>		
	<b>N</b>	<b>%</b>
Strongly Agree	40	15.7%
Agree	121	47.6%
Disagree	59	23.2%
Strongly Disagree	34	13.4%

Figure 3R3-1

### ***Comparison of results with internal targets and external benchmarks***

Informally, LCCC has the expectation that at least 80% of employees will agree or strongly agree with items on the Climate Survey. The fall 2013 results were significantly below this target. Because an internally developed instrument, no external benchmarks are available.

### ***Interpretation of results and insights gained***

The result above shows that LCCC has significant work to do in this area.

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

The hiring of a specialist dedicated to professional development within HR has been the most significant change within the last two years. This individual will continue to formulate and execute training to develop employees, both within the HR process and as a part of other programs (such as the CPM program), to improve the overall professionalism and skillsets of the staff of the College.

Long term, HR envisions the development of self-leadership based on Ken Blanchard's SLII model, Situational Leadership training for supervisors. This effort will be explored for the next eighteen to twenty-four months, depending on baseline data results from current NEO activities.

To more effectively measure the effectiveness of LCCC's employee development efforts, the College is implementing the Noel-Levitz College Employee Satisfaction Survey in Fall 2014. This instrument has items that address employer development needs and will provide external benchmark data. Additionally, formative assessments for the effectiveness of professional development systems will be developed.