Laramie County Community College Organizational Assessment

November, 2011

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Photo by Ray Giles

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Special thanks also go to Betsy Krahenbuhl and Vicki Boering for their continuous support of the project. Their work to provide documents, schedule meetings, secure meeting facilities, and attend to the needs of the team made our work possible.

Vice President Marlene Tignor and her team along with Ann Murray were instrumental in preparing the faculty load and minimum qualifications reports. Special thanks also go to Peggie Kresl-Hotz and her Human Resources team for providing update organizational charts and human resources documents.

The CBT team found everyone at LCCC to be helpful and open to sharing opinions and concerns about LCCC. The CBT team found LCCC's people to be committed to the College and to improving it as a place to work and as an institution dedicated to its students.

Last, the CBT team thanks the Board for the confidence it expressed in CBT. The CBT team offers this project report with every hope that it will help LCCC to address current challenges and to move forward toward a brighter future.

George R. Boggs, Project Leader
Robert Jensen, Strategic Advisor
Jean Malone, Consultant
Diane Troyer, Consultant
Mike Brandy, Consultant
Julie Slark, Consultant

Executive Summary

This report of the 2011 organizational assessment of Laramie County Community College (LCCC) provides a detailed review with observations and recommendations on staffing, organizational structure, job descriptions, job titles, hiring policies and procedures, employee reclassification procedures, employee evaluation policies and procedures, training and development needs for employees and trustees, and college climate. In addition, the report provides information about the system that has been developed for regular reports to the Board on faculty load and minimum qualifications. The first faculty load report is included in the appendices of this organizational assessment report. The minimum qualifications report is provided as a confidential report to the Board under separate cover.

The CBT consultants, although significantly experienced in community college analysis and leadership, also relied upon a review of benchmark data and a review of relevant policies from other colleges that could assist LCCC. In addition, the CBT team surveyed trustees and employees; interviewed many employees, trustees, and community members; attended College meetings, held open forums, and received email messages and telephone calls from faculty and staff to gather the data needed to provide the observations and recommendations in this report.

Because staffing ratios and organizational charts must fit the culture of any college, CBT provides recommendations that include options for LCCC leaders and trustees to consider. Advantages and disadvantages of the options are provided. However, options reflect the goals that the LCCC Board established for the project: to enhance organizational effectiveness; improve use of resources; provide flexibility to manage changing environments; improve accountability for student success; enhance communications and collaboration; and enhance employee effectiveness, accountability, and training.

LCCC has many dedicated employees. The CBT team was impressed, for example, that the administrators in Student Services were up-to-date on the latest research in enrollment management and student retention. The Workforce Development Division has developed a strong and entrepreneurial program with excellent outreach to community businesses. Recommendations for change need to be sensitive to the many positive features of LCCC. Also, recommendations do not take into consideration the human element of moving people into and out of positions. LCCC will need to decide whether particular recommendations in this report

are to be implemented or rejected and, if implemented, what effect they will have on LCCC's people.

The report documents employee concerns about consistency in following policies and procedures, seemingly arbitrary decisions, and lack of trust. Concerns about job titles, for example, seem to be more about how frequently job titles change, and that they change without following any obvious procedure, than they are about too many job titles, although the number of titles can be consolidated at LCCC. The responses to the electronic surveys, found in the appendices of this report, are quite revealing. Recommendations in the area of Human Resources that are provided in this report should go a long way toward addressing these concerns and regaining trust.

Complete recommendations of the CBT team can be found in each section of this report. They are grounded in detailed observations in each case. In view of the number of organizational or personnel changes in the recent past and the impact of those changes on campus climate CBT recommends that further organizational changes be delayed until a thorough review by the new president. A listing of the major recommendations is provided below.

Major Recommendations

1. CBT recommends revising the organizational placement of the Albany County campus to better reflect the current enrollment, projected growth, range of services, opportunity for expansion on the University of Wyoming campus, and strategic vision for serving that region.

2. CBT recommends combining institutional research (IR) and information technology (IT), and because of the district-wide nature of these services and the need for a strong planning function that crosses all departments, that this function report directly to the President.

3. CBT recommends a reduction of instructional divisions to align with benchmark colleges of similar size.

4. CBT recommends that credit programs in workforce development report to the Vice President of Instruction.

5. CBT recommends that student service programs currently under an instructional dean be moved under Student Services.

6. CBT recommends that the Board review the legal expenses of the College, including the contract counsel retained by the Board, in house counsel, and the other specialist counsel, to determine appropriate level of utilization and cost effectiveness.

7. CBT recommends that a documentation and accountability system be put in place within Human Resources to assure that job descriptions are all on file and current. That system should include a requirement for regular review of job descriptions (no less than 3 years), and each job description should carry the date of the last formal review, revision, and approval. This system should utilize a comprehensive IT computer module for the Human Resources Department that will provide the database of employee records to:

   a) provide an efficient system of position control;

   b) provide an audit system to assure all job descriptions are current and in place; and

   c) verify that the job description is integrated into the hiring, evaluation, and professional growth systems and procedures.

8. CBT recommends the review of hiring procedures, employment documents, and job descriptions to assure that positions are properly classified in the appropriate employee category.

9. CBT recommends that the College ensure that job title changes/revisions are a part of a cohesive approval system of position control, job descriptions, and hiring procedures.

10. CBT recommends the adoption of Board policies on hiring, equal employment opportunity, nepotism, and employee evaluation.

11. CBT recommends the creation of detailed hiring procedures that provide clear definitions of employee groups, address specific recruitment and hiring steps for all categories of employees.

12. CBT recommends the creation of a process for a once-a-year employee reclassification review with a short application period; a clear definition of the consequences of a break in service; a process for promotion; and a process for title change that includes the final approval of the Director of Human Resources.

13. CBT recommends that the responsibilities for the entire evaluation process, including record keeping, maintenance of confidentiality, and process for accessing records be centralized, assigned to the Human Resources office, and clearly outlined in the procedures.

14. CBT recommends clear expectations for supervisors to place annual evaluation as a high priority and that supervisors are held accountable for assuring full compliance.

15. CBT recommends the development of an employee recognition program and a process to provide for employee recognition for outstanding performance based on annual evaluations.

16. CBT recommends the use of evaluation feedback as the basis for the development of staff and professional development programs that will meet employee needs and assist them in accomplishing the mission of the College.

17. CBT recommends that the College consider revising the timelines for the employee evaluation performance system to better align with employment action timelines.

18. CBT recommends that the College design its professional growth program on an analysis of employee needs and aimed at supporting student success.

19. CBT recommends that the professional growth program include training in effective communication and collegial decision-making in support of the College's goal to improve a climate of trust.

Project Overview

Charge. Laramie County Community College (LCCC) contracted with the College Brain Trust (CBT) on June 9, 2011, to conduct an organizational assessment and to provide recommendations for improvement. CBT was asked to conduct a full and in-depth audit of LCCC's functional structure, including its organizational chart, span of management, job titles and descriptions for administrators and professional staff, staffing ratios across areas of the College, hiring policies and procedures (including processes for promotion and employee reclassification), and evaluation procedures for administrative staff. In addition, the LCCC Board asked CBT to work with College administrators to develop systematic Board reports on faculty assignments and qualifications. Subsequent to the June 1 Board meeting, attended by George Boggs and Robert Jensen, LCCC finalized the consulting agreement with CBT. The CBT team selected included George Boggs as the Project Leader, Robert Jensen as the Strategic Advisor, Jean Malone, Diane Troyer, Mike Brandy, and Julie Slark.

Background. Information provided to CBT revealed a perception that there are too many administrators for a college the size of LCCC and not enough full-time faculty. The immediate past President of the College reportedly promoted some employees into administrative positions without following any defined procedure. CBT was told that there is no clear definition for assigning positions to the administrative or professional staff categories of employees resulting in multiple levels of directors and managers. College climate surveys revealed a low level of trust.

Current Organizational Structure. The College organizational chart, provided as separate documents (Appendices PO 1-6), shows four line vice presidents reporting to the College President: Administration and Finance, Workforce and Community Development, Student Services, and Instruction. Also reporting to the President are Human Resources, Legal Services, Grant Facilitation, Public Relations, and the LCCC Foundation. Deans, directors, coordinators, and managers report to vice presidents, varying somewhat by area. The administrator of the Albany County campus is a dean, reporting to the Vice President for Instruction. Some directors are classified as administrators, while some are professional staff members, and there is no clear distinction in responsibility. During the period of the organizational assessment, the Student Services division was reorganized so that the directors report to deans who report to the Vice President. Athletics and Physical Education report to different administrators, sometimes creating problems with use of common facilities and losing the ability to maximize

the use of personnel who can enhance instructional programs, intramurals, and recreational offerings to the community.

Methodology

College and Center Visits. Robert Jensen and George Boggs visited the Cheyenne campus of LCCC on June 1, 2011, and met with Interim President Miles LaRowe for nearly two hours prior to the scheduled Board meeting. President LaRowe briefed the CBT representatives on LCCC needs and led a walking tour of the Cheyenne campus.

During the June 1 Board meeting, trustees discussed their desires for the process and outcome of the organizational assessment, including the timeline; recommendations for a system to provide periodic human resources reports to the Board on faculty employed by the College, showing course assignments, degrees and qualifications, and number of hours taught; a review of the College hiring policy with recommended changes; update of job descriptions for all administrators and professional staff; a review of specified job titles; a review of the evaluation process for administrators and professional staff, making recommendations for change if necessary; and a review of the span of management and organizational structure to see if they are appropriate.

On July 21 and 22, CBT consultants George Boggs, Robert Jensen, Jean Malone, and Mike Brandy conducted the Phase I site visit, including meetings on both the Cheyenne campus and Albany County campus. Members of the CBT visiting team met with Interim President Miles LaRowe; Board Chair Brenda Lyttle; Board members Greg Thomas, Carol Merrell, William Dubois, and Kevin Kilty (in groups of one or two); the LCCC vice presidents; representatives of the faculty leadership; student services administrators; representatives of the professional staff; representatives of the Educational Services staff; the LCCC instructional deans; the College Council; the Director of Human Resources; the group of employees who report directly to a vice president; and the Director of the Physical Plant. Team member Mike Brandy visited the Albany County campus, meeting with the dean, coordinators, and representatives of the faculty and staff. Specific meetings were scheduled with appropriate groups to discuss the development of a reporting system for the Board as well as hiring, evaluation, job titles, and job descriptions.

CBT team members George Boggs, Robert Jensen, Jean Malone, and Diane Troyer visited LCCC again on September 7 and 8, 2011, for the Phase II visit to conduct open forums and interviews at the Cheyenne campus and the Albany County campus. On Friday, September 9, team member Julie Slark and CBT Vice President Ray Giles joined the rest of the team for an all-day team meeting in the Board Room at the Cheyenne campus of LCCC.   During the Phase II visit, CBT team members also spoke with Board members Ed Mosher and John Kaiser, Interim President Miles LaRowe, Vice President Marlene Tignor, General Counsel Tony Reyes, Vice President Carol Hoglund, Athletic Director Jason Ficca, and Foundation Board President Jody Levin and member Ron Rabou.   CBT team members also met with the ITS staff, the Workforce Development leadership team (Vice President Stan Torvik, Dean Maryellen Tast, and Dean Doug Cook), the Human Resources leadership team (Director Peggie Kresl-Hotz, Dorothy Moen, and Alex Matthews), and the Student Services leadership team (Interim Vice President Grant Wilson, Dean Jenny Hargett, and Dean Jenny Rigg). Members of the CBT team also met with Vice President Marlene Tignor, Manager of Institutional Research Ann Murray, and Chief Technology Officer Chad Marley regarding the development of the system for faculty assignment and qualification reports to the Board.

The CBT team met together for an hour and a half each on September 7 and 8 and for eight hours on Friday, September 9, to assess its progress on the project components, including the revision of the selected job descriptions, the Board reports, the job title review, staffing ratios, hiring procedures, evaluation procedures, organizational structure, communications, training and development needs, and college climate and trust.

LCCC Documents Reviewed

- the 2011-2012 College budget,
- the Fall 2009 Climate Survey Report,
- the January 2010 Leading and Communicating Action Team Survey Report,
- the Spring 2010 Leading and Communicating Action Team Survey Report,
- the Fall 2010 Noel-Levitz College Employee Satisfaction Survey,
- the College's AQIP (Academic Quality Improvement Program of the Higher Learning Commission) portfolio,
- the College's strategic plan,
- a list of all College job titles,
- College evaluation procedures for administrators and supervisors along with forms used,

- College hiring policy and procedure along with forms used, draft faculty qualifications (full- and part-time),
- sample administrative job announcements,
- **2**000 NCHEMS (National Center for Higher Education Management Systems) Report,
- College organizational charts including recent changes in Student Services organization,
- the College Council's roles and operations guidelines,
- minutes from the Board open forums, and
- a list of positions added or employees promoted by the former President.

The CBT team initiated contact with Paulien & Associates and reviewed the work done on the campuswide space needs analysis. In addition, the CBT team gathered job descriptions from Human Resources and College departments.

Electronic Surveys. CBT administered two electronic surveys, one for all LCCC faculty and staff (Appendix M 1) and one for Board members (Appendix M 2). The purposes of the surveys were to:

- collect faculty, staff, and Board member opinions and information about their experiences at the College related to project topics, including a) employee hiring processes, b) employee evaluation processes, c) job descriptions and titles, d) staffing ratios, e) information reporting, and f) college climate and organizational structure;

- ensure that all faculty, staff, and Board members had the opportunity to contribute their opinions and participate in the organizational assessment project;

- provide basic information about faculty, staff, and Board member opinions so that the ultimate project recommendations are also informed by the College culture; and

- assess a baseline of assumptions and opinions in order to identify issues that need to be addressed and the extent of agreement about those issues.

Interim President Miles LaRowe sent appropriate cover letters to encourage responses to the web-based surveys on July 1, 2011, with a request to respond by July 15. The faculty and staff survey web link remained open until August 15, 2011, but an initial report was prepared to inform the July 21 and 22 site visits. A final survey report was prepared for the September 7 and 8 Phase II site visits. All Board members responded to the Board survey. Faculty and staff survey responses were strong, with an overall 40% response rate (faculty, 49%; Educational Services staff, 23%; administrators, 72%; and professional staff, 53%).

A copy of the Board survey report was provided to Interim President Miles LaRowe.   The faculty and staff survey reports have been posted on the LCCC website.   A survey report is included in Appendix M 3.

Open Forums. On September 7 and 8, 2011, CBT team members conducted four open forums at the Cheyenne campus and one open forum at the Albany County campus to review the results of the faculty and staff survey and to provide ample opportunity for anyone who wanted to offer additional information to the consultant team. Approximately 90 people attended the open forums. The LCCC President's Office also sent out the email address of CBT team chair George Boggs in case anyone wanted to provide additional input regarding the organizational audit. Dr. Boggs received six email messages from LCCC employees.

Benchmark Colleges. President LaRowe identified the project benchmark colleges: Casper College in Wyoming, Mohave College in Arizona, and the College of Southern Idaho. In addition to these benchmark colleges, CBT added four California community colleges of similar size (College of the Redwoods, Gavilan College, Hartnell College, and Napa Valley College) for some segments of the project as an expansion to the benchmark colleges. The benchmark colleges were used to compare staffing ratios, organizational structures, and numbers of job titles. The CBT team also provided examples of model policies and procedures from other colleges that are referenced in the text of this report and shown in the appendices. In addition to the knowledge gained from benchmark and other colleges, the CBT team brings many years of professional experience dealing with community college staffing and organizational issues to the LCCC project.

Over-arching Principles and Observations

Guiding Principles of the CBT Team. Foremost among the principles that guided the CBT team was the understanding that LCCC is a unique institution with a proud history. Recommendations that CBT provides to LCCC in this report are not "cookie-cutter" solutions. They are provided only after a great deal of listening, deliberation, and significant evaluation of the challenges and opportunities faced by an institution in transition. LCCC has been through a difficult period but can emerge even stronger in its commitment to building a culture of trust, of collaboration, and of transparency in serving its communities and focusing on the success of its students.

As noted previously, the CBT team utilized a range of sources as it completed its charge, including employee surveys, employee interviews and forums, national best practice in community colleges, and the organizational development experience by members of the team. As the recommendations were developed for this report, CBT articulated the standards, or principles, that served to guide the results of both the review of assigned areas as well as the recommendations produced.

As community colleges seek to respond to the changing needs of students and their communities, the need for transformative change is great. That change process is one that is most effective when built upon a foundation of open communication and trust. With that goal in mind, the recommendations in this report will be most effective in an environment wherein:

- college planning and decision-making are integrated, built upon academic and administrative program reviews, and driven by a vision that is centered on student success, and wherein each employee understands how his or her job directly impacts student success;
- resources (staffing, budget, technology, facilities) are allocated based on a well-articulated Educational Master Plan that considers student and community needs, enrollment trends, and documented student success;
- employee roles, performance expectations, accountability and authority are clearly delineated and consistent;
- there exists a climate of trust, open communication and sense of equity and fair treatment at all levels of the organization; and
- College decisions are transparent and evidence based.

Staffing and Organizational Structure

Overview of Organizational Structure and Staffing Guidelines and Principles

Introduction. As a component of the charge from the Board of Trustees, the CBT team developed a process for conducting a comprehensive review of the institution's organizational structure. The Board identified a number of goals that the College seeks to support through an effective organizational structure. These goals are stated below and were the basis of the CBT review and subsequent recommendations regarding organizational structure.

- Enhance organizational effectiveness;
- Improve the use of resources;
- Provide flexibility to manage changing environments;
- Improve accountability for student success;
- Enhance communications and collaboration; and
- Enhance employee effectiveness, accountability, and training.

Principles of Effective Organizational Structure. Building on these sound and appropriate goals, CBT identified additional principles for effective organizational structure and development that served as the lens for the subsequent review. Effective organizational structure:

- is driven by a clear statement of mission, values, and vision for achieving student success;
- is supported by a student-centered resource allocation model that assures that staffing and organizational decisions follow students and their needs;
- is aligned with College functions as reflected in a holistic one-stop view of how students are served;
- is focused on function and flow of effective processes for students, not College positions or employees;
- is designed to be both flexible and responsive;
- articulates clear roles and accountability for employees based on students' needs; and
- strategically reduces duplication or uncoordinated effort.

Observations. Community colleges are diverse organizations and there is no single "right" solution for organizational structure. Multiple options should be considered to assure an organization that meets the vision and mission of the institution. CBT applied a range of resources in the review of the LCCC organizational structure. These included College documents

such as job descriptions and organizational charts, history of organizational changes, electronic survey of employees, interviews with groups and individuals, open forums, a review of benchmark institutions, and the direct application of organizational development experience by team members. The results of this information-gathering were applied to the project and reviewed in the context of the goals and principles as outlined above. The observations summarized below are the findings based on current and recent practice within the organization and will serve as the foundation for the organizational structure options being recommended in this report.

1. LCCC employees are dedicated to its mission and committed to student success. They are positive about the work that they do individually and the impact of the College on the community.
2. Previous reviews, including those conducted for AQIP, resulted in concerns related to trust and culture. Employees consistently expressed a desire for changes that would support a transparent and data-driven culture.
3. Strategic organizational decisions would be enhanced by the direction of an Educational Master Plan. LCCC currently lacks an Educational Master Plan, and such a plan would aid the College in decisions related to organizational structure in College areas that provide instruction or direct service to students. While many employees expressed strong support for student needs, CBT did not identify a clearly articulated vision for student success for the College.
4. The Albany County campus has grown rapidly, and its placement in the organization may not reflect the rapid increase in students served, its strategic placement in the organization, or responsive student service links to the main campus. Its placement in the organization is particularly important in view of the expansion of facilities in Laramie on the campus of the University.
5. LCCC would benefit from a well-articulated enrollment management plan that links the entire student enrollment process (recruitment, admissions, enrollment, assessment, retention and completion) with student supports to maximize student retention and success.
6. CBT did not identify a clear link between data on enrollment and student needs as the basis for budget or organizational decisions.
7. Trust and support for organizational decisions would be enhanced by the development of a culture of evidence and the application of data on student success.   For example, some past decisions appear to have been based on the experience and capabilities of individual employees rather than an analysis of the functions and student flow.
8. While several ad hoc efforts are in place, there is not a clearly assigned responsibility or college-wide plan for staff and professional development.
9. Like past decisions, some past organizational changes appear to have been based

on individual personnel capabilities or experience rather than an analysis of the function and flow of student processes.

10. In some areas (Human Resources and Student Services, in particular), manual functions or the lack of technology-enhanced systems result in unnecessary or inefficient operations. The full application of existing Datatel capacity, as well as utilizing emerging technology solutions, will give the College the ability to streamline processes and increase the effectiveness of the organization for both students and employees.

Staffing Issues

CBT used a five-part methodology to conduct its analysis of the staffing issues, organizational structure, and organizational effectiveness at LCCC. This methodology included:

A. on-site interviews with key constituent groups on July 21-22 and September 7-8; (A listing of all individuals (Appendix SOS 1) and groups (Appendix SOS 2) that the CBT team met with are included in the appendices.)

B. an electronic survey of staff on 44 different questions (plus written comments) during July-September; (The survey results can be viewed on the College website or in Appendix M 3.)

C. four open forums at the Cheyenne campus and one open forum at the Albany County campus. (One of the Cheyenne campus open forums was videotaped and should be available from LCCC.)

D. an analysis of staffing ratios and number of job titles reported for LCCC and seven benchmark colleges through the IPEDS (Integrated Postsecondary Education Data System) National Data Base; and

E. a detailed analysis of organizational charts at five benchmark colleges.

Electronic Survey. There were a few specific responses in the electronic survey that reveal concern about staffing and organizational structure. The relevant questions are highlighted below with a brief analysis of the responses.

Question 25: "There are too many, about right, or too few administrators in the following areas: (Instruction, Student Services, Workforce and Contract Education, Human Resources, Administration and Finance, Legal Counsel)." The most significant response in this series of answers was that 57% of the responders believe that there are too many administrators in the Student Services area. This held true even when broken down by individual groups of faculty, Educational Services staff, and professional staff. While a majority of the administrators responding to this question (9) feel there are about the right number, there are six administrators who think there are too many.

Question 26: "**The number of full-time teaching faculty is adequate.**" Sixty percent of the respondents to this question feel that there are not enough full-time faculty on staff, although the faculty feel much more strongly than other categories of employees.

Question 31: "**I have access to the information and information access tools that I need to be successful in my job.**" Most staff felt that they do have access to necessary information and information access tools to be successful in their job. During the on-site interviews and the open forums, several comments were made about the need for more training in the Datatel system to understand and utilize its full potential.

Question 32: "**The College has processes and resources in place to support data-informed decision making.**" While 39% agreed with this statement, there are a sizable number of employees who disagreed (26%).

Question 33: "**I receive timely information about College issues that concern me.**" Forty-nine percent of the respondents agreed with the statement, but a significant number (26%) disagreed. In the on-site interviews and the open forums, faculty and staff expressed frustration about Eagle's Eye (LCCC's communications network). Most employees acknowledge that Eagle's Eye is getting better, but feel there are still improvements to be made to make it truly useful and user friendly.

Question 35: "**The College organizational structure is clear and appropriate.**" In this response, only 24% of the respondents agreed, while 52% disagreed with the statement.

Question 39: "**The College has broad-based involvement in its planning processes.**" The responses to this question are evenly split, with 33% agreeing and 33% disagreeing. There was additional feedback on this topic during the on-site meetings and in the open forums. There is frustration caused by the length of time it takes to formulate, review, approve, and implement relatively minor changes in procedure or policy.

Another facet of the CBT analysis is a comparison of staffing ratios as reported in the IPEDS report to the National Data Base. This kind of comparison looks at specific indicators across colleges in different states. Organizational charts in five benchmark colleges were also studied to determine reporting relationships and managerial staffing levels.

Every college in the United States is required to report a number of different statistics to the IPEDS national database. All of this information is housed at the National Center for Educational Statistics, US Department of Education (http://nces.ed.gov/ipeds/datacenter/Data.aspx). For the purposes of comparing benchmark districts in several different states, we focused on the

number of employees and the number of students reported for each benchmark college. Since the benchmark colleges varied in their size from 1,985 to 3,356 FTE, the CBT team created a metric to reflect the number of employees per 100 students in order to equalize the size differences. A table reflecting these data is included in Appendix SOS 3. A few cautions are in order:

- The revenue available per student profoundly influences the number of employees in any college. In our benchmark colleges, the Total General Fund revenue per student varied from a high of $12,185 per student at Laramie to a low of $5,413 at Mohave (AZ). Clearly, these revenue differences influence the level of staffing.
- The categorization of employees into the various IPEDS reporting boxes is intended to be consistent across all colleges, but individual college interpretation can influence these categorizations. While this may account for some differences among the categories, the total count of employees should be accurate.
- The current College data reported to NCES may not be published for a year or two because of the reporting cycles. Therefore, there may be more recent changes to staffing levels than are reflected in these numbers. The most recent comparative data accessible in this national database is 2008-2009.

Given these cautions, we reviewed the following data:
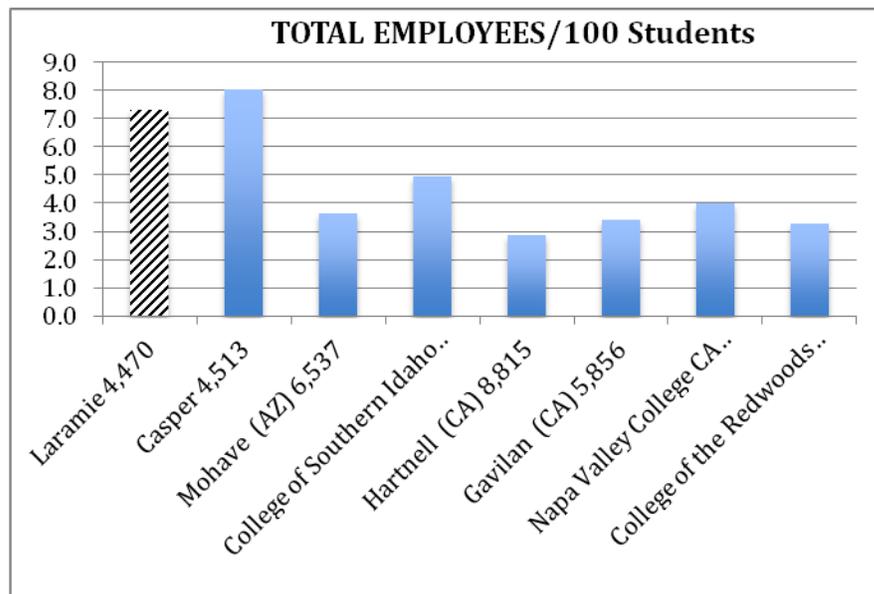
Table 1, Total Employees Per 100 Students

In terms of total employees per 100 students, LCCC ranks very high, second from the highest level, compared to the benchmark districts. Breaking out the subcategories of the "total employees" reveals more useful information.

FULL-TIME FACULTY/100 Students
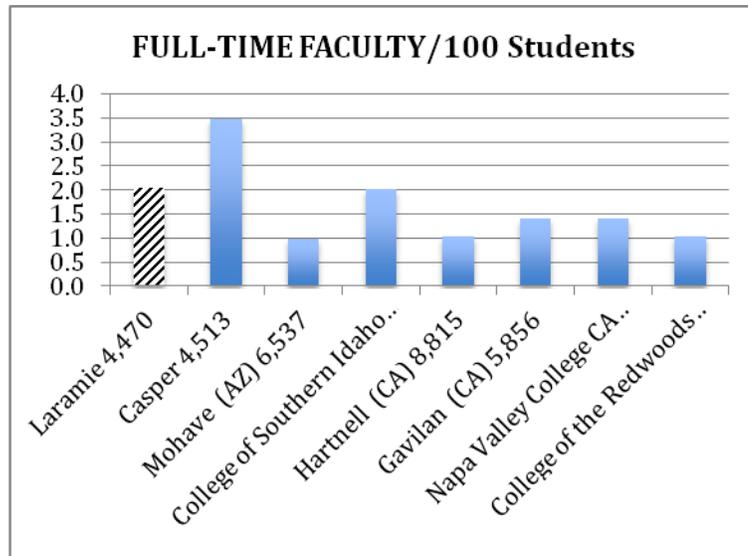
Table 2, Full-time Faculty Per 100 Students

In this chart, LCCC's number of full-time faculty per 100 students is relatively high in comparison; however, additional cautions are necessary here. The number of full time faculty at a given institution can be significantly influenced by the teaching load (class size) when comparing it by the number of faculty per 100 students. If an institution has a low class size, more full-time faculty will be required for the same number of students.   Additionally, in some states, there are specific laws influencing the number of full-time faculty. With that in mind, the most direct comparison for LCCC, is Casper College since that college is similar in size, in the same state, and under the same funding mechanism.   Casper reports 66 more full-time faculty than LCCC.

Another look at the staffing patterns from the IPEDS data is to simply compare the number of reported full-time faculty to the total number of employees (as a percentage). That comparison produces the following results:

	Full-time Faculty Percentage
Casper College	43%
College of Southern Idaho	41%
Laramie County Community College	28%
Mohave Community College, Arizona	27%
College of the Redwoods	31%
Gavilan College	41%
Hartnell College	37%
Napa Valley College	35%

Table 3, Full time faculty as a % of total employees

In the comparison of full-time faculty, expressed in percentage of total employees, LCCC is relatively low.

Full-Time Administrators/100 Students
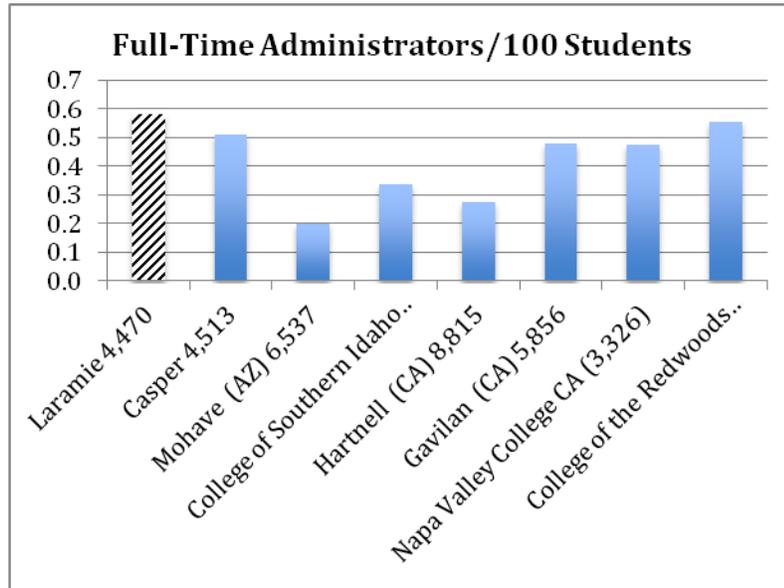
Table 4, Full-time Administrators Per 100 Students

LCCC ranks high in the number of Administrators per 100 students compared to the benchmark colleges. Note that the number of categorically funded programs a district maintains can affect this ratio. However, this is not a significant factor for LCCC.

SUPPORT SERVICES EMPLOYEES/100 Students
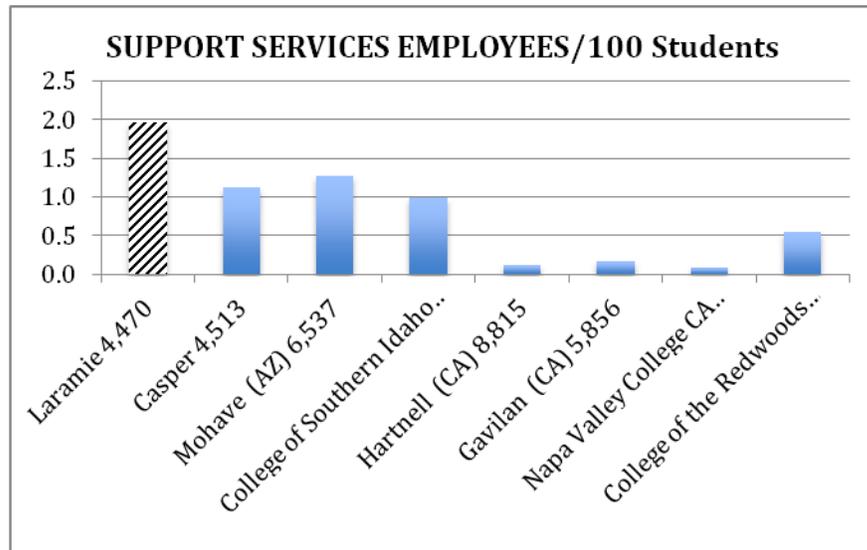
Table 5 Support Services Employees Per 100 Students

The results of the Student Services comparison vary widely. The data may be directly related to budget reductions for the California community colleges.   Whether these colleges are included or excluded, LCCC ranks highest in the number of support services employees per 100 students.

ALL NON-PROFESSIONAL EMPLOYEES /100 Students
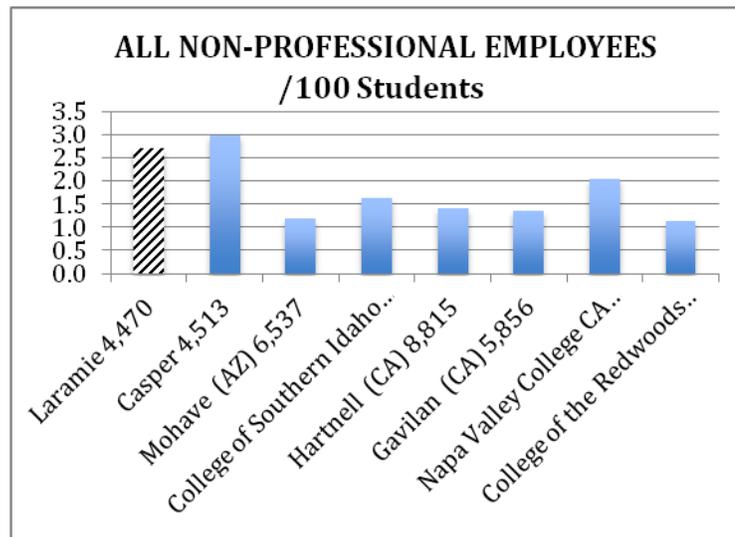
Table 6, All Non-Professional Employees Per 100 Students

In the non-professional employee category, LCCC ranks second highest in the number per 100 students. (This category generally includes clerical, secretarial, technical, para-professional, skilled craft, service, and maintenance.)

Reviewing the data element comparisons as a whole, LCCC ranks fairly high in the total number of employees per 100 students. LCCC ranks lower in the number of full-time faculty than Casper College, the community college in the same state.

There may be many good reasons for hiring more full-time faculty. Among those reasons is the difficulty in hiring adjuncts in specific disciplines and the imbalance of full-time to part-time ratio of faculty in particular disciplines. As with any change to the organization hiring patterns, increases in one category need to be balanced by decreases in other staffing levels or decreases in other operating expenses. Alternately, the College can alter hiring ratios during a growth mode and allocate more growth dollars to a specific area targeted for change.

Organizational Charts

Benchmarking. Organizational charts for LCCC and five benchmark colleges (including Hartnell and Gavilan from California) were reviewed to compare reporting structures, alignment of functions, and the levels and the number of managerial positions. The organizational charts were accessed directly from the websites of the benchmark colleges. The CBT Team finds that the depth of organizational charts displayed on college websites varies from a one-page chart at Casper to a 64-page chart at LCCC that shows all positions in the College, including part-time and student worker positions. In an attempt to provide a basis of comparison among these six districts, CBT prepared an interpretation of the organization charts in similar formats to allow a more standardized review of reporting relationships and direct reports. While not verified directly with the colleges, this methodology was useful in making general observations. It should be noted that not included are those positions in Maintenance/Operations or Plant Services below that of the Director. The positions have been excluded due to the impending separate comprehensive review of staffing levels in those departments.   The organization charts prepared by CBT for the benchmark districts are included in Appendices SOS 4-8.

 The following chart shows the total number of managerial employees, derived from posted organizational charts.

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Total

	Laramie 4,470	Casper 4,513	Mohave (AZ) 6,537	College of Southern Idaho 8,363	Hartnell (CA) 8,815	Gavilan (CA) 5,856
Total	65	27	36	36	33	33
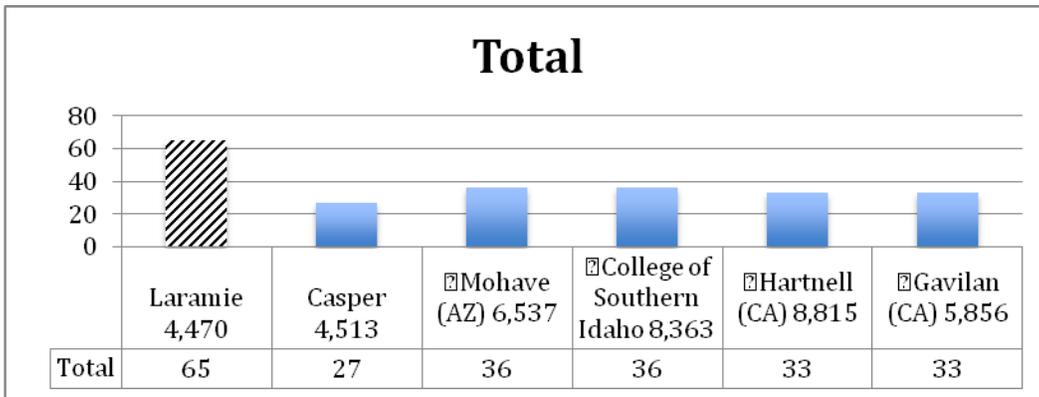
Table 7, Total Number of Managerial Employees

Based on this comparison, LCCC has an organizational structure that includes a significantly higher number of manager or administrator positions than do the benchmarked colleges, including those of similar size and demographics. This comparison clearly indicates that LCCC has opportunities to streamline its managerial structure.

Departmental Functional Alignment. CBT focused on ten areas to determine functional alignment in each of the comparison colleges. These areas were chosen as the result of on-site interviews, open forums, and the comments in the electronic survey.

1. Off Site Centers. CBT reviewed benchmark colleges to determine where the responsibility for management of off-site centers is placed. It is clear that center placement varies widely. Mohave Community College has a unique structure with four centers reporting to the President. At Gavilan College, there are two "instructional sites" with Directors who report to the Vice President of Student Services. Neither of the two sites at Gavilan are the size or scope of LCCC's Albany County campus. The other colleges do not have off-site center management.

2. Technology: Benchmarked colleges differ on the placement of technology within the organization. At Mohave Community College, Gavilan College, and Casper College, the technology function reports directly to President. The College of Southern Idaho and Hartnell College place this function under the Vice President of Administration or the Executive Vice President.

3. Institutional Research: At Gavilan, Mohave, College of Southern Idaho, and Casper, this function reports to the President. At Hartnell, it reports to the Executive Vice President.

4. Human Resources: This function reports directly to the President at College of Southern Idaho, but through the Vice President of Administration at Gavilan, Mohave, Hartnell, and Casper.

5. Workforce development: At Gavilan, this function reports to the Chief Instructional Officer, at Mohave to the Dean of Instruction at Hartnell to the Vice President for Advancement/PIO/Marketing, at College of Southern Idaho to the President, and at Casper to the Vice President for Academic Affairs.

6. Athletics: This function reports directly to the President at Gavilan and at College of Southern Idaho. At Casper it reports to the Vice President for Student Services and, at Hartnell, to the Executive Vice President.

 7. Child Care: At Gavilan, this function reports to the Vice President for Academic Affairs and, at Mohave, to the Campus Deans. At the College of Southern Idaho and at Casper, this function reports to the Vice President for Student Services.

8. Disability Services: This function reports to the Vice President for Student Services at Gavilan, Mohave, College of Southern Idaho, Casper, and Hartnell.

9. Student Success Center: This function is harder to compare because of the differences in title. Tutoring and student success functions, in most cases, fall in the Student Services arena. At LCCC, the coordinator for this function reports to the Dean of Business and the Vice President of Instruction.

10. In-House Counsel Department. None of the benchmark districts has legal counsel on staff.

Recommendations. CBT makes the following recommendations, based upon analysis of responses to survey questions, interviews, a review of benchmark colleges, and on-site observations.

1. **Center Administration/Albany County campus:** CBT recommends revising the organizational placement of the Albany County campus to better reflect the current enrollment, projected growth, range of services, opportunity for expansion on the University of Wyoming campus, and strategic vision for serving that region. In view of the distance, the Albany County campus should have the authority to offer all services, and not require students to travel to the main campus to complete registration or to access other

services. With the percentage of overall enrollment coming from this site, the Albany County campus is operating at the level of a branch campus but is not placed organizationally to function fully in that capacity.

CBT reviewed the advantages and challenges of the current placement and level of the Albany County campus Dean. The current structure allows for direct communication and coordination with instructional programs under the direction of the Vice President of Instruction. The challenges identified included the lack of authority in the delivery of responsive services to students and community members, resources not being allocated based on a student enrollment model, no direct responsibility for facilities staff, and little coordination with the planning and delivery of workforce programs. In addition, with the potential for the additional facility on the University campus, there is an opportunity to develop Albany as a strategic component of the College's growth and development. The Albany County campus is functioning as a branch campus and slated for continued growth and expansion. CBT recommends the following changes for Albany County campus management:

a. Retitle the Dean position as Provost. The Provost would be responsible for Albany campus as well as the Warren AFB and East Laramie Centers.

b. Include the Provost as a Cabinet-level position reporting to the President.

c. Assign resources to the Albany County campus and Education Centers on the basis of students served, as part of a comprehensive Resource Allocation Model for the College. Analyze the staffing necessary to function fully including dedicated student services, instructional support, learning resources, student activities, maintenance, and security.

d. Assess Albany County campus student services to streamline services for students and provide all necessary services on-site (e.g., students should not travel to Cheyenne for transcripts).

e. Assign clear responsibility for Workforce programs for the Albany campus to respond fully to the Laramie community's economic development needs.

f. Conduct a strategic review of the Albany campus' growth, organizational structure, programming, and support services prior to the expansion on the University campus.

g. Currently, the Dean at Albany has over 100 direct reports, as all full-time faculty, adjunct faculty, professional staff, and Educational Services staff report directly to the Dean; there are no other administrators assigned to that site. Throughout the analysis that follows, there are a number of recommendations for position consolidation and elimination that could provide the necessary FTE staff to create one or two second-level positions at Albany in the instructional or student services area.

2. **Institutional Research and Technology:** LCCC can strengthen the strategic application of technology and implement a stronger focus on a culture of evidence and the application of data for planning and decision-making.

    a. CBT recommends combining institutional research (IR) and information technology (IT), and because of the district-wide nature of these services and the need for a strong planning function that crosses all departments, that this function report directly to the President. This approach would strengthen the integration of technology into instruction, align research data collections with the design of technology systems necessary to provide data and lead to a more integrated and data-driven use of technology.   CBT recommends this title be Associate Vice President of Institutional Effectiveness, Planning, and Technology.

    The function of Institutional Research is critical in moving the College forward with a strong culture of evidence and decisions based on student success data. Aligning IR with the IT systems that support it and placing this position at the cabinet level assure that information is provided to the President and senior leaders to enable decisions based on close examination of data on student progression and success.

    b. CBT recommends the development of a college-wide strategic Technology Plan to ensure that a mechanism for assessing administrative, instructional, and student services needs across the College are addressed. That plan will also include the timetable for technology renewal and standards for technology purchases that assure that the College can support technology purchased by individual divisions or departments. CBT also recommends that the College is clear about who has the authority to approve technology purchases (hardware and software) in accordance with the Strategic Technology Plan. This structure would support the development of strategic technology decisions that are coordinated across the College. This recommended structure would serve both

administrative (including student services and research) as well as instructional needs.

    c. CBT recommends consolidating instructional design into one department. Because most courses apply some form of instructional technology, one option is to assign instructional design as a part of the technology support function. IT has the capacity and interest in providing faculty with the skills and knowledge necessary to utilize fully the technology in place and to maximize the College investment in state-of-the-art instructional methods. To accomplish this goal, the College must establish a formal process to plan and implement both training and on-going mentoring in the appropriate and effective applications of technology. This would be an alternative to the recommendation under Instruction (below) that assigns instructional design to the Library and Learning Resources area.

3. **Grants and Contracts:** CBT recommends that this function be assigned to a new Executive Dean, Community and Economic Development. Grants and contracts can remain strong functions even if the position is not a direct report to the President. In many colleges, this function is fully or significantly supported by indirect costs from grants or at least cost-justified on the number of new grants the position brings to the College. The Workforce area is currently serving as an effective incubator of new programs and responsive instructional options for a wide range of employers and agencies.

4. **Human Resources:** CBT recommends that this function report to the Vice President for Administration (re-titled Vice President, Support Services). While in one of the benchmark colleges this function reports directly to the President, in all other benchmark colleges the function reports to a Vice President for Administration or Support Services. This reporting relationship is often influenced by the style of the college President and/or the skill set of the Vice President for Support Services or Administration.

5. **Academic Structure:** The Academic Structure should consolidate all credit programs under the Vice President of Instruction and consider realigning divisions to eliminate at least one and possibly two instructional dean positions. Full implementation of a realignment of programs assigned to deans and divisions would require extensive review of programs, faculty, enrollment, laboratories, accreditation, and other factors.

There are several options to consider in realigning and streamlining the Academic Structure.

a. Move the Dean of Career and Technical Ed (and all credit workforce programs) to the Vice President of Instruction (VPI). CBT recommends this change to align all of credit programs under the VPI to improve coordination and integration of credit programs. Non-credit, contract and corporate education would remain in the workforce area, which would be reconfigured.

b. Eliminate the Dean of Business and merge those functions into the Dean of Career and Technical Education, creating the Dean of Career and Business Programs. This follows the additional recommendation under Student Services to move the student services-related functions under the Dean of Business to Student Services.

c. Integrate recreational programs, collegiate athletics, and intramurals under Student Life, with the appropriate support from student fees. Assign Physical Education to an instructional division with close coordination and communication with Student Life athletic functions.   This change would allow the Athletic Director to coordinate the intramural programs, which are a strong component of student life at LCCC. This structure creates a dual reporting relationship with the Athletic Director reporting to the Vice President of Instruction for coordination of academic physical education curriculum and to the Vice President for Student Services for athletics, intramural, and recreation classes.

d. Reorganize the Instructional Divisions to reduce the number of Deans/Divisions. This recommendation would place LCCC in better alignment with the number of instructional deans/divisions of other colleges the same size and scope. With the transfer of the Dean of Career and Technical Education to the Vice President of Instruction area, there would be six instructional deans. A reduction would create an opportunity for realignment of instructional areas and consolidation from six deans to a maximum of five deans, but ideally four. Suggested realignment would include:

  i. assigning Emergency Management Services to the Dean of Health Sciences and Wellness; and
  ii. consolidating Instructional and Student Support (including Instructional Development and Distance Learning) with a Director of Learning Resources position that reports to the Vice President of Instruction. CBT suggests revising an existing job description to lead this instructional support area, such as the Director of Library. As an alternative to the

suggestion under the combination of IR and IT, instructional design could be consolidated under the Instructional Development function reporting to the Director of Learning Resources.

   e. The Coordinator of Justice Studies is currently categorized as Professional staff. LCCC should consider making this a faculty position with release time for coordination functions.

6. **Workforce Development:** The Workforce Development area is well-poised to serve in an incubation and entrepreneurial role for new program development and quick response to changing community needs. This area is particularly well-positioned to serve the community with the addition of gas and oil extraction in the region.

   a. Assign the credit workforce offerings and supervising Dean currently in the Workforce area as a direct report to the Vice President of Instruction. This places all credit programs under the instructional vice president.

   b. Retitle the Vice President of Workforce Development as Executive Dean of Workforce and Economic Development. Maintain the economic development, new program incubation, corporate training, and other responsive functions under a newly structured department focusing on quick response. Retain this position on the President's cabinet. The title of Executive Dean is recommended since this position would reporting directly to the President and be a cabinet-level position.

   c. Clarify workforce development role for the Albany campus with joint planning responsibility and full collaboration with the Albany campus administrator. Determine the role of the workforce developmental division at other sites and how that will be coordinated with the operations at the main campus. The goal is to reduce the isolation of planning and implementation of offerings.

   d. Assure clear alignment with career counseling and advising services in the Workforce division and Student Services. Since both areas currently provide career advising, CBT recommends that these services be consolidated and duplication eliminated to create a career-counseling center that serves all students in the College.

7. **Implications of recommendations #1-6 on the President's Cabinet and Administrative Reports to the President are illustrated in the following diagram (for larger version of this chart, see page 130):**
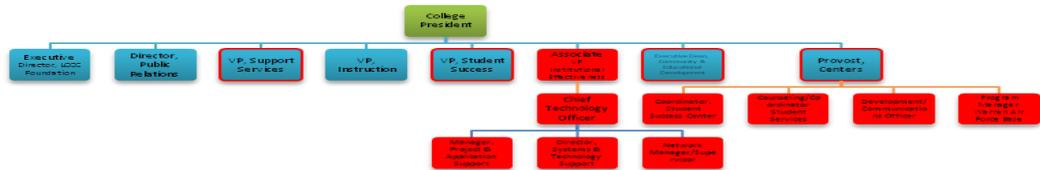
8. Student Services staffing and organizational structure:

Overview: The team examined how the current structure and staffing patterns align with the College goal of student success. In particular, CBT examined the number of managers, assigned responsibilities, the span of control, and the reporting relationships to determine if changes could be made to improve the effectiveness and efficiency of service delivery to students.

CBT has developed three options for student services organizational structure that are outlined below. In addition to the organizational options, CBT recommends several position changes that would streamline operations, reduce the number of managerial employees, and align functions directly with student needs. It is recommended that any changes made in student services be aligned directly to the College's goals for student retention, progression, and completion and supported by a clear vision of enrollment management throughout the student experience.

It should be noted that Student Services has undergone significant organizational and staffing changes and has experienced a long period of constant change. The current administrative team of the vice president (who is an interim) and two deans has not had sufficient time to implement the staff training and processes to maximize the effectiveness of the current structure. CBT found that the administrative team is capable, aware of national research and trends, and dedicated to the creation of a student services division that is an effective system of enrollment management supporting LCCC student

success and retention. This is a mitigating factor that should be taken into account as the options presented by CBT are considered.

Current structure: (As of July 2011) The current organization reflects recent changes to appoint a Vice President and two Deans (Dean of Enrollment Services and Dean of Campus Living and Learning). In this model, the Vice President has three reports, and the deans have various levels of staff reporting to them. The full current organizational structure is found in the appendix but is summarized in the chart below. It is from this structure that CBT examined organizational options and the recommendations that follow.
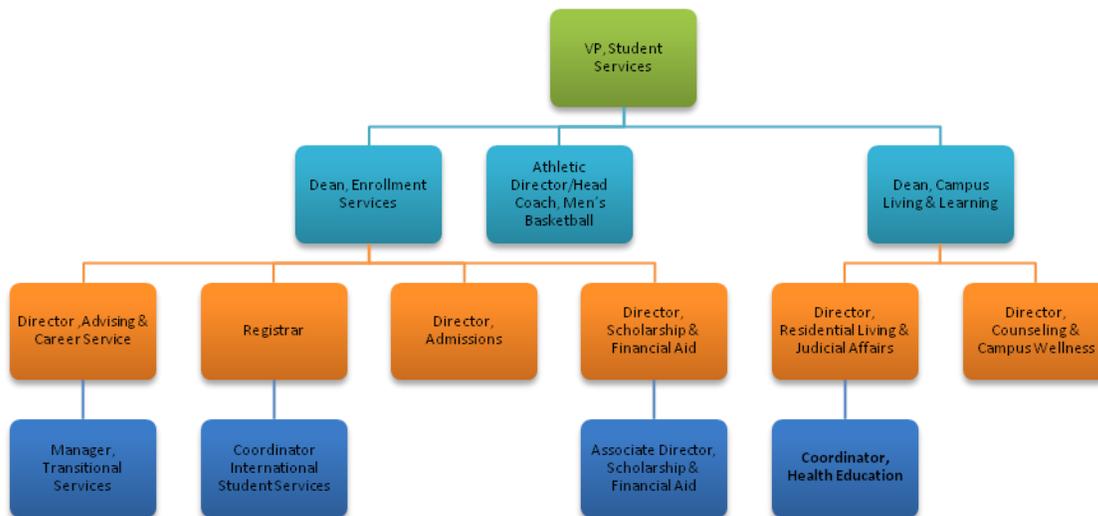
(For larger version of this chart, see page 131.)

Student Services Option I: Enrollment Management & Retention Focus

Option I maintains the current administrative structure with a vice president and two deans but with significant realignment of functions and expectations for enrollment management and student retention, progression, and completion. The Vice President would be charged with fully implementing a holistic streamlining of the enrollment process from recruitment, orientation, admissions, assessment, financial aid, advising, academic counseling, enrollment, and re-enrollment. That student flow will be followed and linked to a clear set of practices, policies, and services that track student progress, flag

early problems via an early alert system, and provide student support services based on the needs of students. The Vice President would be charged with establishing clear goals for the improvement of retention and credit progressing for new students. The tracking system to measure the effectiveness of the Student Services System would be designed in collaboration with Institutional Research and supported by IT systems. This option would streamline functions under each dean, eliminate or consolidate director positions, and eliminate redundant functions while strengthening services for students and redesigning the student experience. In this model, the entry of students at LCCC is directly linked to student success and retention. Research continues to support greater attention to the first-term retention and first-year credit success as critical to completion of student goals.

Advantages and Rationale. This option provides for the development of a clear and accountable system for student success that begins with the front door and first student experience, continues through a clear process for enrollment management, and is linked and supported by a well-articulated retention system that addresses both student engagement on campus as well as the support services necessary to address student success.

Vice President of Student Success (Title change)–Three administrative reports. The VP is responsible for designing, implementing and tracking a student experience that streamlines and closely integrates all student services functions with the intent of the full implementation of a student experience that links and tracks all aspects of the enrollment process with clear policies, practices and procedures to assure that at-risk students participate in the services that will improve their success.

- **Dean, Enrollment Management** (Title Change) (Three administrative reports) Under the overall enrollment and student success plan development led by the Vice President, the Dean of Enrollment Management is charged with implementing an enrollment process that integrates and tracks completion of each step, including admission, orientation, advising, and registration. These functions are closely aligned with the student support services that impact first-term and continued retention and progression. Research shows that establishing clear and required processes during student enrollment, including orientation and immediate enrollment into developmental education if

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the student falls below college level, leads to increased student success. The position of International Students and Diversity Programs is eliminated, and the functions related to diversity and multi-cultural programming assigned to the Director of Student Activities under the Dean of Retention and Student Life.

- o **Director, Advising & Career Services** (includes student assessment). As noted in the Workforce Development area, there appears to be unnecessary duplication in the area of career counseling; consideration should be given to placing all career counseling in Student Services to improve effectiveness and consolidate resources. This position supervises the Manager, Transitional Services, which is recommended for a classification change from Professional to Educational Services level.
- o **Director, Admissions and Records**: This position reflects the combination of Registrar and Director of Admissions and Welcome Center. The position of Coordinator, International Student Services is recommended for deletion. CBT recommends assigning Diversity and Multi-Cultural programming to the Dean of Retention and Student Life as described below.
- o **Director, Scholarship and Financial Aid**: While the Director position is maintained, CBT recommends eliminating the position of Assistant Director of Financial Aid.

- **Athletic Director (AD)** /Head Coach, Men's Basketball: Because of NJCAA and other regulatory compliance requirements, it is recommended that the AD report directly to the Vice President. The AD will also report to the appropriate academic dean for planning and implementing the credit physical education offerings offered in the academic program.

- **Dean, Retention & Student Life** (Title Change) (Four administrative reports) - The Dean of Retention and Student Life title change reflects the new responsibilities of this position, integrating all retention services with student life, including student activities, residence halls, wellness, counseling, and disability. The retention services include the

- Tutoring Center, SAGE TRiO, and related programs currently assigned to the Dean of Business. These services should be integrated into the full

enrollment management system and its effectiveness tracked through student retention and progression data. The Dean of Retention and Student Life should also be charged with the development and oversight of an early warning system that ties directly to tutoring services. The success of student engagement and impact of student life and student activities should be tracked via the regular administration of an instrument such as the Community College Survey of Student Engagement (CCSSE), which uses data on the behaviors of students to assess awareness and student satisfaction with college services & processes.

- o **Director, Student Engagement and Residential Living.**   This position will supervise residence halls and student activities, including diversity programming.   This position is responsible for student activities and organizations as well as diversity and multi-cultural programming. Functions related to international students would be administered by the Student Activities and Diversity Coordinator reporting to the Director.
- o **Director, Wellness & Disability Services**: Disability services will be assigned to the Wellness and Counseling function. In light of scarce resources, the College should review the scope of mental health services provided by counselors and other in-house staff and consider outsourcing some mental health services to professionals or agencies in the local community. An example would be services such as biofeedback and stress management.
- o **Director, Student Success Services** (SAGE TRiO, Tutoring) These functions would be a reassignment from the Dean of Business to place student retention services and tutoring into the Student Services area of the College.
- o **Manager, Children's Discovery Center**: Child care services are currently designated as an auxiliary enterprise. The Center serves young children whose parents are students at LCCC. In addition to a rich day care program, this center is also used as a lab for some of the instructional programs within the College. CBT recommends that this function be moved from the Director of Purchasing (reporting to the Vice President for Administration) into the Student Services area. While it does function as an auxiliary enterprise, the nature of the program serving young children and their parents seems better aligned in

the student and retention services area. CBT would recommend that this center report to the Dean, Retention and Student Life.

The following chart depicts the recommended changes in Option I for Student Services. (For a larger version of this chart, see page 132.)
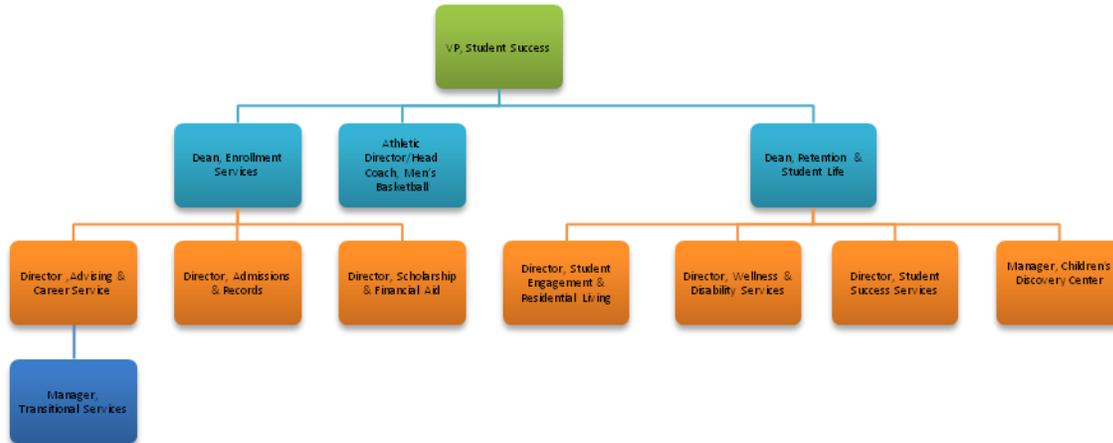
Student Services Option II: Functional Integration of Student Services and Instruction

 Option II provides for the elimination of the Vice President for Student Services and assigns responsibility for student services, enrollment management, student life, and retention support to the Vice President of Instruction. This would significantly change the scope and title of the instructional Vice President to Vice President of Instruction and Student Success. It would also necessitate the streamlining of the current instructional division alignment to reduce the number of divisions and direct reports to the Vice President. This model, which is not uncommon in colleges the size of LCCC, integrates all components of student success under one leadership umbrella.

Advantages and disadvantages: The primary advantage of this organizational option is the close alignment between student services and instruction to assure a holistic student experience that is designed for retention, progression, and completion. There are a number of aspects of student services and student life that directly impact student retention and success, including academic advising, assessment and placement, tutoring, special services, and student activities. As

tracked by the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE), student engagement and early involvement in campus life and support services have a direct impact on student retention and progression to goal.

The primary disadvantages are: 1) the lack of dedicated leadership to direct oversight of student services as a unit, and 2) the potential for an unwieldy number of reports for the Vice President. CBT has additional recommendations (e.g., the assignment of Workforce Programs to the Vice President of Instruction) that would further add to the workload of this position. This model would require a reorganization of the instructional divisions to mitigate this workload.

Impact on Presidential Reports: In Option II, the presidential reports are streamlined and would include:

- Vice President, Instruction & Student Success

- Vice President, Support Services (Administration)

- Provost centers/campuses

- Executive Dean of Community and Economic Development

- Associate Vice President, Institutional Effectiveness, planning, and technology

Vice President of Instruction and Student Services (alternative title of Vice President of Instruction and Student Success). Option II would yield ten administrative reports for the Vice President and result in a substantial span of responsibility. This option would require sufficient support staff (not professional or managerial) for the Vice President to handle operational matters and track reports and assist with follow-up issues.

- **Dean Enrollment Management**: As described in Option I
- **Dean of Retention and Student Life:** As described in Option I
- **Four or Five academic deans** (including Workforce Credit Programs)
- **Director Learning Resources (Library & Instructional Support)**

- **Athletic Director**: The placement of the AD under the Vice President provides for the "split" responsibility recommended in Option I (with athletic issues reporting to Vice President but with academic programs or courses related to physical education reporting to an Academic Dean). (For larger version of this chart, see page 133.)
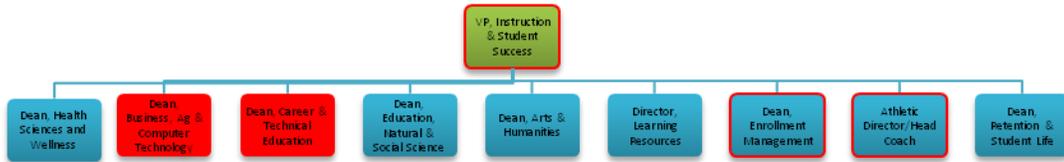
Student Services Option III: Flat Organization with directors reporting directly to the Vice President

Option III would require the elimination of the Dean of Enrollment Services and the Dean of Living and Learning and result in the absorption of all duties in these areas by the Vice President of Student Services. All director level positions in the student services or student life/retention areas would report directly to the Vice President in this model. This option would require the Vice President to supervise directly all aspects of student admissions, enrollment, financial aid, advising, assessment, student activities, special services, residence halls, tutoring, and related student success functions.

Advantages and Disadvantages: The advantage of this model is the elimination of two administrative (dean) positions and the direct oversight of student services, retention, and student engagement by the Vice President. The disadvantage of this structure is the move toward direct supervision and away from intentional and higher level leadership by the Vice President for comprehensive enrollment management and retention planning and implementation. Many of the functions in student services, including financial aid, are heavily influenced by federal regulations and require direct oversight for compliance. The day-to-day functions within student services may not allow the strategic planning and college-wide communications necessary for a more holistic and college-wide leadership approach. This model leaves little time or emphasis on strategic improvement of enrollment management, because the Vice President has a challenging number and range of responsibilities.

Currently, the deans provide the continuous staff training in student services areas that have high turnover in the number of student workers and entry-level positions. That function would be difficult for the Vice President to accomplish without the support of the deans.

CBT has reservations in recommending this option, as it does not align well with the goal of the College to place more strategic emphasis on student success. While Option II above provides for a number of direct reports to the Vice President of Instruction and Student Success, those reports are all of dean level or similar positions and not the day-to-day operations of directors. Option III eliminates the Student Services dean positions, while both Option I and Option II retain the positions and provide mechanisms to maximize their impact toward a holistic view of student success that provides a much stronger emphasis on a student experience that links enrollment, engagement, retention, progression, and graduation.

The Chart below illustrates the reporting structure for Option III. Some additional recommendations for position assignments and titles for this option include:

- Vice President of Student Services could be retitled Vice President of Enrollment Management to reflect the emphasis on integrated enrollment functions. The Vice President would have seven administrative reports.
- As in Option I & II the position of Director of Admissions and Records combines the Registrar and Director of Admissions.
- As in Option I & II, the position of Director of Scholarship and Financial Aid is retained but the position of Assistant Director of Scholarship and Financial Aid is eliminated.
- As in Option I & II, the TRiO, tutoring, and other and Student Support Services that currently report to the Dean of Business move to Student Services. This adds to the direct reports for the Vice President.

(For a larger version of this chart, see page 134.)
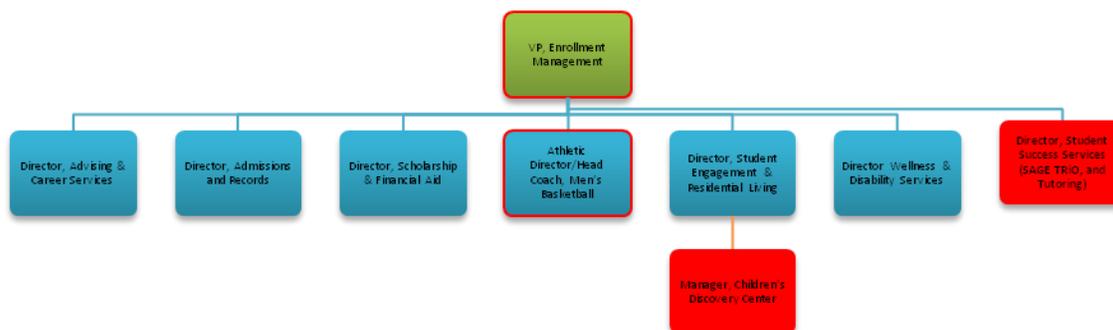
Summary of Student Services Staffing Recommendations

CBT recommends the realignment of some roles or positions to create a more streamlined staffing pattern, one that reflects the number of managers and levels for similar-sized institutions.   The following recommendations for consideration in the implementation of realignment of positions define clear functions and eliminate duplication and multiple levels of supervision. Regardless of the adoption of Option I, II, or III, streamlining and reduction of administrator or manager positions should be considered in terms of the overall administrative realignment of LCCC.

- Eliminate the international and diversity services coordinator and assign responsibility for diversity and multicultural student programming to the Dean of Student Living.
- Combine the Registrar and Director of Admissions into one position: Director of Admissions and Records.
- Combine the Director of Counseling and Campus Wellness and Health Coordinator positions into one Student Wellness position.
- Classify the Manager of Transitional Services position as Educational Services (currently classified as Professional), reporting to Financial Aid. This position that could also be considered for elimination once the College determines its priorities in staffing.

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- Eliminate the Assistant Director of Financial Aid and Scholarships position. Because there is no student services administration at the Albany campus, one option is to reassign this position to that site.
- Assign student support services currently supervised by the Dean of Business (disability, student success, TRiO, Assessment & Testing) to Student Services to allow closer alignment with retention and student support.

Legal Counsel

- None of the benchmark colleges has in-house legal counsel on staff.
- In the experience of the CBT team members, it is unusual to pay for legal counsel to attend all Board meetings in a district the size of LCCC. Legal counsel often attends executive sessions with the Board when litigation or potential litigation is discussed, but most districts do not have legal counsel attend the full Board meetings.
- It is the opinion of some staff members and/or Board members that legal counsel retained by the Board represents the Board only and not the College. Contract legal counsel is a professional contractual relationship with the College as a legal entity. There is no distinction between the Board hiring counsel or the College hiring counsel. In the experience of the CBT team, the only time the Board might retain separate counsel is when there are legal issues between the Board and the President of the College. Having two legal counsels at the Board meetings most certainly causes some confusion within the district and does not seem like a prudent use of legal counsel time and dollars.
- It is most common that legal counsel consists of a general counsel retained on an hourly basis, supplemented by specialty counsel when litigation is anticipated or occurring. These areas are usually in personnel, purchasing/bidding, construction, and insurance claims. Most colleges adopted the contract counsel model because in-house legal counsel may not possess the background to handle issues in a variety of areas and it then becomes necessary to contract out specialty legal advice. In addition, it is unusual to use counsel for routine administrative review of procedures or policies unless there has been a recent change in law, when the subject is sensitive and extremely complex, or the law ambiguous.
- CBT recommends that the Board review the legal expenses of the College, including the contract counsel retained by the Board, in house counsel, and the other specialist counsel, to determine appropriate level of utilization and cost effectiveness.

Human Resources Review and Recommendations

Overview and Integration of Human Resources Components

Introduction. The review of a number of human resources practices was a significant component of the Organizational Assessment project at LCCC. The following closely linked issues were studied and should be a part of a comprehensive integrated human resources program:

- Job Descriptions
- Job Titles
- Hiring Procedures
- Evaluation Procedures
- Training and Development Needs

This section of the report reviews each of these critical human resources functions. While each of these components is discussed separately and in detail, the observations and recommendations by the CBT team reflect the understanding that they should be closely linked with an intentional "common thread" which:

- identifies the needed functions, skills, knowledge and abilities of the job;
- includes them in the job description;
- includes them in the job announcement;
- assures hiring actions are based on those criteria;
- determines that the job actually includes those functions and requires those skills, knowledge and abilities;
- evaluates employee performance based on those same criteria;
- provides needed staff development programs based on those same criteria;
- recognizes performance excellence based on the same criteria; and
- provides retention, disciplinary action or termination based on those same criteria.

This common thread represents a logical progression through a human resources cycle that should be supported by a systematic and integrated system of position maintenance and control. Creating a new position begins with identifying the job functions and including them in a job description. A title is then assigned to the position. The criteria listed on the job

description including job functions, skills, knowledge, and abilities) are used to develop the job announcement.

The criteria listed in the job description are then used to evaluate the candidates who interview for the job. And the same criteria are used in the evaluation of the employee to measure the degree to which he or she is meeting or exceeding performance expectations. An improvement plan may be developed for the employee that may require attending training and development programs. An annual analysis of employee evaluations is a good source of information to build an effective campus-wide professional growth program. Lastly, it is the employee's measure of performance based on the same criteria that lead the College to decide to retain, discipline, or release the employee. To assure that each of these components are applied in a human resources system, policies, practices and procedures of each component should be integrated and cross-referenced.

Human Resources Cycle

This report also presents staff perceptions of how these functions are currently operating at LCCC. These staff perceptions were gathered through electronic survey responses and individual and group interviews during site visits in July and September 2011. In addition, best practices are offered for LCCC's consideration in updating, standardizing, and consistently

applying human resources procedures. Observations and evidence-based recommendations are also included in each of the human resources-related narrative sections.

LCCC can effect a transformational change by integrating these five human resources-related topics into detailed procedures that can then be implemented fairly and consistently. Making the new procedures available to both staff and the community will also serve to develop trust in the administration and in the office of Human Resources. Employees described an extremely cumbersome, lengthy, and unnecessary system of gathering input from all staff regarding new or changed policies and procedures. CBT recommends a more streamlined but still representative and transparent system for policy or procedure development that will increase efficiency, assure responsive change, and provide mechanisms for meaningful engagement.

CBT framed this assessment in part on how effective human resources practices support and enhance student success. Taken together, these five components will assist the College in putting in place well-qualified, innovative, and effective instructors, staff, and administrators who can contribute to the retention and success of its students. The review and recommendations that follow are intended to provide guidance for the development of a human resources system that aligns employee hiring, evaluation, and training toward that goal.

Job Descriptions

CBT was asked to review the job descriptions for specific categories of employees, standardize them, and include them with the final assessment report.   The CBT review of job descriptions included current design (format and relevant information); the consistency of format; the consistency of job descriptions for similar jobs and responsibilities; the system for accurate record keeping, including timely revisions and hiring changes; and the identification of missing job descriptions. The team also reviewed the use of job descriptions in the development of job postings and as the basis for hiring decisions and employee evaluation.

 The team reviewed available job descriptions within LCCC as well as job descriptions at selected institutions, including Palomar College, California; Bellevue College, Washington; El Paso Community College, Texas; Lone Star College System, Texas; Cerritos College, California; Kern Community College District, California; West Valley Community College District, California; Citrus College, California; Long Beach Community College, California; Hartnell College, California; Los Rios Community College District, California; Yuba College, California; Merced Community College, California; Rancho Santiago Community College, California; and San Diego Community College District, California.

As described under the Methodology section of this report, CBT sought input from all employee groups. The charge to the team did not include a review of faculty job descriptions, and this report focuses on the review of administrators and professional staff job descriptions as requested by the Board of Trustees. The CBT team understands that LCCC is separately drafting a job description for faculty positions.

Responses from Electronic Survey. While most (58%) report that their job description is current and reflective of their responsibilities, nearly 28% either do not know or disagree. Higher numbers (71%) of respondents agree or strongly agree that they are working within the parameters of their job description. When asked whether their job descriptions are available for review from Human Resources or online, there is no consensus, but the most frequent answer is, "I don't know." Responses were split on whether the employee is evaluated using the same job description criteria that were listed in the job announcement at the time of hire, with 42% agreeing or strongly agreeing and 37% either disagreeing or strongly disagreeing. Forums held on Sept. 7 and 8, 2011, provided employees with the opportunity to provide reactions to the survey and to ask questions.

Responses from On-Site Interviews. In a meeting of 21 employees across all position types, slightly more than half of those attending indicated that they had not been given a copy of their job description at the time of hire. Most felt that their job duties had changed since they were hired. When asked whether they have had a discussion with their supervisor concerning the currency of their job description, slightly more responded that they had not discussed it than those who had.

When asked about the existence of a job description for each position, the group was equally split, with one-third thinking the job descriptions are in place, one-third feeling they are not, and one-third do not know. There is no single source cited as the place for employees to obtain a copy of their job descriptions. Most respondents have a good idea of the purpose of a job description, and the majority believes that their job descriptions, if they have one, are a fair representation of the jobs they do. About a third of the respondents think the job duties in their job descriptions are consistent with others with the same job title, but another third do not know, some respondents disagree, and about one quarter of the respondents did not answer. The nature of these responses was consistent with other employee feedback during the team visit.

CBT also learned that the job descriptions are not consistently synchronized with the hiring process. Employees indicated that job descriptions are often updated only when a position is vacant but not necessarily with a consistent process for review and approval. The team did note some variations by location. Employees at the Albany County campus felt that job descriptions were up-to-date, while this response was not as positive and consistent for employees at the Cheyenne campus. The CBT team found not all job descriptions are available in the Human Resources Department, but many were found to be on file in other College departments.

Guidelines for an Effective Job Description System. Job descriptions play a critical role as a foundation of the employment system. Without current, accurate, and well-developed job descriptions, the hiring system cannot assure that employees are selected based on accurate job expectations. The communication of job expectations via the job description is the building block that drives the development of the job announcement, is the basis for the selection criteria during the hiring process, and serves as the standard for job performance in the employee evaluation system. There are a number of components of an effective job description system:

- job descriptions are developed from a carefully conducted position analysis often called a desk audit;
- job descriptions follow a consistent format that collects and communicates the essential requirements of each job;
- a position control system separates the job description from the employment action;
- job descriptions are used as the basis for the hiring process including the development of job announcements and the criteria for the review of candidates, interviews and hiring decisions;

- a system exists to assure that accurate and up-to-date job descriptions for every position are on file in the Human Resources Department;
- employees have access to these documents via paper or online access;
- the system assures regular review, revision, and documentation of changes to job descriptions;
- job descriptions are communicated to all employees upon hire, regularly reviewed by the employee and supervisor; and
- job descriptions are utilized as the criteria for employee evaluation.

The first step in the development of an accurate job description is a careful analysis of the actual job requirements for the position. Many colleges use a position questionnaire to guide the construction of job descriptions. A good sample of such a questionnaire is the *Classification Review Documentation*, Yosemite Community College District, Modesto, California (Appendix HR 1). By using a formal instrument to determine the expectations and requirements of a given job, the supervisor can identify the functions and responsibilities; the frequency of those functions; the percentage of time spent on each function; required and/or preferred education and experience; desired skills, abilities, and knowledge; working conditions; and physical requirements. A position questionnaire also allows for review of these requirements by those responsible for the effectiveness of that employment unit. Consistency and alignment with other positions within the College can also be verified at the same time. This position analysis, or desk audit, is particularly important in the development of job descriptions for new or substantially changed positions.

Job descriptions should be developed or updated using a standard template that collects and clearly communicates the essential requirements of each job. Job descriptions should include the title, basic functions, the reporting relationship, minimum or required education and experience, preferred or recommended education and experience, physical and mental demands, knowledge, skills and abilities required as a part of the job, and a description of the duties to be performed. The job description should also include the documentation indicating its currency as reflected in the dates of approval, review, and revision.   In addition, generic job descriptions should be created for like positions, such as dean, coordinator, and specialist.

The distinction between required and preferred education and/or experience is an important one, as it may be the basis for screening qualified candidates for interview and hiring. Including both required and preferred levels of education and experience provides more flexibility in screening when there are many more applicants than can be interviewed. On the

other hand, adding preferred education and/or experience allows the College the flexibility to review applicants who meet required but not preferred qualifications.

It is also important to separate the job description from the employee occupying the position. A job description is a generic document that relates to the job and not to any specific employee. It is the documentation of the expectations and requirements for a particular job. The job description is most often linked to an employee through a position control system that tracks and documents if and when a position is created, occupied, or vacant.

As discussed at length in the section in this report on hiring, accurate and current job descriptions should be the basis for the development of job announcements for open positions, the development of candidate review and interview questions, and the basis for hiring decisions. The minimum required and preferred qualifications should be clearly communicated in job announcements, and decisions should be based on the documented criteria. Each new employee should be provided a copy of the job description upon employment.

For job descriptions to be used as the basis for an effective employment system from hiring to evaluation to termination/retirement/resignation, the College must maintain an accurate compilation of job description records. A position control system identifies each position in the College, and the Human Resources Department should document that a current and approved job description is on file for each job within the inventory system. That system can be maintained manually but would be enhanced with automation and its integration into Datatel or another computer platform system available to the College. Gaps in the documentation should be assessed and corrected and regular audits performed. At many colleges, current job descriptions are posted on college websites to provide additional transparency and aid employees to understand the job expectations of the college.

Finally, as discussed in the section of this report on Employee Performance Evaluation, the current job description should be used as the basis for employee performance review, distributed in the evaluation packet to both supervisors and employees prior to the annual review.

Status of LCCC Job Descriptions. With the above guidelines for an effective job description system in mind, the team conducted a review of the job descriptions and their documentation within LCCC. Guiding this review were the following questions:

- Is a current and accurate job description in place for each administrative and professional position?

- Does a record keeping and oversight process exist to assure that descriptions are on file?
- Are job descriptions reviewed and revised on a systematic basis?
- Are employees informed of, and do they have access to, their job descriptions?
- Does the template or format of the job descriptions communicate the requirements effectively?
- Are job descriptions utilized as the basis for job announcements, hiring decisions, employee evaluation, and training and development planning?

The first step of the review was to determine if current job descriptions were in place for all specified positions in the employee categories of administrator and professional staff. When the CBT team requested copies of the job descriptions on file in the Human Resources Department, it was clear from the documents received that there were job descriptions missing. They either did not exist or they were not on file in the Human Resources Department.

After further inquiry with various employees across the College many of the missing job descriptions not housed in Human Resources files surfaced. Upon review of all available job descriptions, the team was unable to locate job descriptions for approximately 25% of the 97 positions. For these missing job descriptions, the team drafted proposed job descriptions referring to exemplary job descriptions from other community colleges. The proposed job descriptions were reviewed and approved at LCCC by a vice president or the President. One sample of a completed job description, *Vice President of Workforce and Community Development*, can be found in Appendix HR 2, and the list of job descriptions standardized by CBT are also found in Appendix HR 3. The completed new job descriptions for the 97 positions accompany this report on a CD.

Some job descriptions on file were dated as last reviewed in 1995, while a number of job descriptions had been more recently reviewed and approved (2010 and 2011). During interviews, most employees reported that their jobs had significantly changed since their hiring date. However, a system does not appear to be in place within Human Resources to assure that all job descriptions are on file and current. An oversight system would assure that, henceforth, job descriptions are a well-documented part of the employment system with one in place for each position. While this system could be maintained manually, CBT recommends that the job descriptions oversight system be automated via Datatel or another technology-supported system. Once that tracking system is in place, it should be used to maintain currency. This includes a process and timelines for regular review and procedures providing clear expectations and accountability for supervisors to fulfill their roles in maintaining currency.

In terms of format, it was found that, while the basic components of an effective job description are in place, there are two issues that needed to be addressed. First, the College format included the incumbent employee name and hiring date as a part of the job description. CBT recommends that the job description be separated from any hiring document and reflect the requirement for the job, not the person occupying the job. A separate position control system should document the employee action or status, including whether there is an incumbent employee or if the position is currently vacant. The second issue is assuring that all job descriptions follow the same format, capture all essential information, and effectively document requirements and expectations. During the course of CBT's work with the College, a format for job descriptions was developed. If it is used consistently, this format will aid in capturing and communicating the essential components of each job description.

Employee feedback indicated that many employees did not receive their job description upon hire and do not know where to locate a copy or if one is even available. As noted above in the recommendation to systematize records within Human Resources, an important component of the system should be the communication of job descriptions during hiring, posting them either on the website or intranet, or via other employee notification.

Finally, the team determined that the application of current and accurate job descriptions as the basis for job announcements and hiring, as well as performance evaluation, appears to be inconsistent. Without the assurance that current and accurate job descriptions exist and have been communicated to employees, their consistent application as a component of the employment process, including job announcements, hiring criteria, and employee evaluation, cannot be implemented.

Observations. During the course of the organizational review, the CBT team found several gaps between current and best practice:

1. There were a number of job descriptions that were either not on file in the Human Resources office or did not exist.

2. Many job descriptions were not current or had not been updated to reflect current needs of the College.

3. No system of oversight or maintenance of a master file of job descriptions was in place.

4. These gaps made it difficult for the College to assure that hiring and evaluation decisions are based on current and well-documented expectations.

Recommendations. CBT makes the following recommendations with regard to job descriptions:

1. CBT recommends the creation of a standardized set of accurate job descriptions for all classifications that includes input from the current supervisor and employee, with review and approval by the supervising top administrator (vice president or President) and the Director of Human Resources.

2. CBT recommends the development of generic job descriptions for like positions, e.g., one job description each for all deans, coordinators, and specialists.

3. CBT recommends that a compensation study should not begin until all job descriptions are current and a system is in place to assure access and currency.

4. CBT recommends that job descriptions reflect the key information for the job to be performed but be kept separate from the position control system. CBT recommends that job descriptions be stated in terms of job requirements and not include the incumbent employee name or hiring information.

5. CBT recommends that job descriptions follow a uniform format with requirements consistent across same and similar jobs. Job descriptions can be streamlined to focus on the duties for the specific job by summarizing duties that are common to all employees such as the knowledge of college policies.

6. CBT recommends that job descriptions for newly created positions be developed using a Position Requirement Questionnaire to capture the accurate requirements of the job.

7. CBT recommends that a documentation and accountability system be put in place within Human Resources to assure that job descriptions are all on file and current. That system should include a requirement for regular review of job descriptions (no less than 3 years), and each job description should carry the date of the last formal review, revision, and approval. This system should utilize a comprehensive IT computer module for the Human Resources Department that will provide the database of employee records to:
    a. provide an efficient system of position control;
    b. provide an audit system to assure all job descriptions are current and in place; and
    c. verify that the job description is integrated into the hiring, evaluation, and professional growth systems and procedures.

Job Titles

Introduction. CBT was charged with reviewing the number of job titles at LCCC and comparing them to the numbers at similar-sized community colleges. The team reviewed pertinent documents from the benchmark colleges and from the California colleges of similar size to provide comparison information.

In addition, the CBT team sought input from administrators, faculty, professional staff, and educational support services staff regarding the number of job titles. Input was also gathered through an online survey and from on-site interviews with staff. The CBT team sought staff opinion as to whether or not the number of unique job titles at the College was appropriate. The team also considered job titles in context of its review and analysis of job descriptions, organizational structure, and job categories as defined in current College documents.

Responses from Electronic Survey. Most respondents agree that their job title reflects the authority and responsibility of their position (65%, combined "strongly agree" and "agree") and that their position is appropriately classified within the employee groups. On the other hand, many respondents (48%) indicate that there are "too many" job titles for the size of institution. The open-ended comments revealed that:

- there is concern about faculty titles and whether there should be a ranking, such as from instructor, to associate professor, to professor;
- some think that the institution is top-heavy with too many administrators;
- there is a perception that job titles change too frequently and without any transparent process; and
- there is concern about the new dean positions that have been created, a concern which is reflected within the comments related to job titles as well as to other survey topics.

Responses from On-Site Interviews. The interviews supported the results of the online survey. Additional information was obtained through a series of written surveys that were completed during the interviews by a cross-section of 21 employees. Discussions from other group meetings validated the data gathered through these surveys.

- Most of the respondents do not know if there is a list of the College's job titles or think a list is not available.

- About a third of the employees interviewed think there is a clear process for adding a new position and giving it a title; a third think there is no clear process; and a third do not know if there is a clear process.
- Comments from the 21 respondents claim there are problems with the College's set of job titles because (1) there are too many, (2) they are inconsistent, and (3) there is confusion over the titles of director, manager, and coordinator.
- Half of the respondents did not know if LCCC's job titles are about the same as those in other Wyoming colleges.

Number of Job Titles. Below is a showing how many job titles currently exist in each of the Integrated Postsecondary Education Data System (IPEDS) categories at LCCC.

Laramie County Community College	
Administrator	7
Professional	28
Educational Services Staff	38
Total Number of Titles	73

Table 8, Number of Unique Job Titles, Laramie CCC

Faculty job titles are not included in this comparison because most colleges have just a few distinct faculty titles, e.g., instructor, counselor, and librarian. (For a complete list of LCCC job titles, see Appendix HR 4.)

LCCC has several job titles that are essentially the same but also indicate a department. For the purposes of this study, these job titles have been counted as one job title, not only at LCCC but at all of the other comparison colleges. Four examples (not a complete list) of these groups of titles are:

- Vice President of Administration and Finance
- Vice President of Student Services
- Vice President of Instruction
- Administrative Assistant, Albany County campus
- Administrative Assistant, Arts and Humanities

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- Administrative Assistant, Business, Ag and Computer Technology
- Coordinator, Eastern Laramie County
- Coordinator, Energy Management Program
- Coordinator, Health Education
- Program Manager, Adult Career and Education System
- Program Manager, Facilities and Events
- Program Manager, Partnership Diploma Program

At the comparison colleges, series job titles are used. Those job titles are counted separately, e.g., Director I, Director II, Director III. The CBT team did not note any series job titles at LCCC.

Three benchmark colleges, as chosen by LCCC, are included as comparison colleges:

- Casper College, Casper, Wyoming
- College of Southern Idaho, Twin Falls, Idaho
- Mohave Valley Community College, Kingman, Arizona

To broaden the comparison, four California community colleges were also used:

- Gavilan College, Gilroy
- College of the Redwoods, Eureka
- Hartnell College, Salinas
- Napa Valley College, Napa

Enrollment data for all of the colleges studied was taken from the IPEDS national data center for 2009-2010

College	2009-10 Enrollment
Casper College	4,513
Gavilan Community College	5,856
Hartnell Community College	8,815
Laramie County Community College	**4,470**
Napa Valley Community College	7,780
Redwoods Community College	8,680
College of Southern Idaho	8,363
Mohave Valley Community College	6,537

Table 9, Comparison Institutions – 2009-10 Enrollments

The following table provides job title information for each employee category in each of the three benchmark institutions chosen by LCCC. It is important to note that the following comparisons are about number of job titles and not the number of full-time employees.

Institution	Total # of Job Titles	Total # of Job Titles, Executive/ADM	Total # of Job Titles, Professional /Supervisory	Total # of Job Titles, Educational Services Staff/Class	Total # of Full-Time Employees (From IPEDS 2009-10)
Casper College	116	7	35	74	362
Southern Idaho	93	8	37	48	416
Laramie	73	7	28	38	326
Mohave	73	6	51	16	238

Table 10, Job Titles by Employee Category, WY, ID, AZ Colleges

The following table provides job title information in each employee category for each of the four California colleges.

Institution	Total # of Job Titles	Total # of Job Titles, Executive/ADM	Total # of Job Titles, Professional/ Supervisory	Total # of Job Titles, Educational Services Staff/Class	Total # of Full-Time Employees (From IPEDS 2009-10)
Redwoods	122	2	37	83	283
Gavilan	63	5	6	52	200
Hartnell	106	2	28	76	252
Laramie	**73**	**7**	**28**	**38**	**326**
Napa Valley	95	2	17	76	312

Table 11, Job Titles by Employee Category, CA Colleges

Because the comparison colleges' 2009-10 enrollments vary, a fairer comparison can be made when one looks at how many job titles per 100 students exist at each institution. The following graph shows the total number of job titles per hundred students and how LCCC compares to all of the colleges in the comparison group. LCCC's number of job titles per hundred students falls at about the third highest in the group.

Total Job Titles per 100 Students
■ Total Job Titles per 100 Students

Napa Valley College	1.09
Mohave Community College	1.62
Laramie County Community College	1.62
Hartnell College	1.22
Gavilan College	0.73
College of the Redwoods	1.41
College of Southern Idaho	2.06
Casper College	2.57
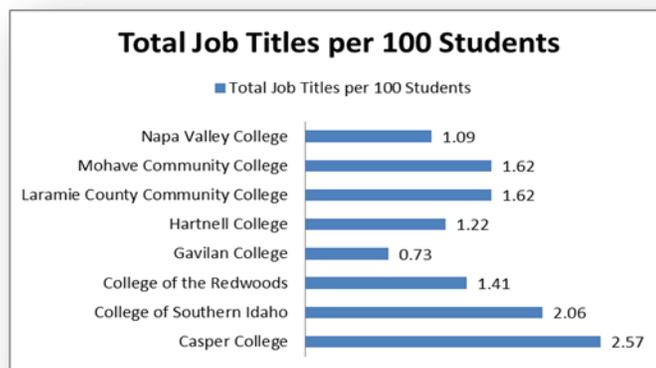
The following table shows how many job titles per hundred students are in each of the employee categories in the benchmark institutions. LCCC exceeds the mean in number of job titles per hundred students in the categories of Executive/Administrative and ESS Staff/Classified.   When comparing the mean overall number of job titles (just over two job titles per 100 students), LCCC's total is lower than the mean.

Comparable Colleges chosen by Laramie	# of Exec/ADM Job Titles/100 students	# of Prof/Supervisory Job Titles/100 students	# of ESS/Class Job Titles/100 students	# of Total Job Titles/100 students
Casper College	0.16	0.78	1.64	2.57
Southern Idaho	0.10	0.44	0.57	2.06
Laramie	**0.16**	**0.63**	**0.85**	**1.62**
Mohave	0.09	0.78	0.24	1.62
Mean (except LCCC)	**0.11**	**0.67**	**0.82**	**2.08**

Table 12, Job Titles per 100 Students by Employee Category, WY, ID, AZ Colleges

Comparing LCCC's number of job titles to the California colleges group is more striking. The following table shows that LCCC's number of job titles per 100 students is the highest in two of the three employee categories. In this group of college comparisons, LCCC most significantly exceeds the mean in the employee categories of Executive/Administrator and Professional/Supervisory.

California Comparable Colleges	# of Exec/ADM Job Titles/100 students	# of Prof/Supervisory Job Titles/100 students	# of ESS/Class Job Titles/100 students	# of Total Job Titles/100 students
Redwoods	0.02	0.43	0.96	1.41
Gavilan	0.09	0.10	0.89	0.73
Hartnell	0.02	0.32	0.86	1.22
Laramie	**0.16**	**0.63**	**0.85**	**1.62**
Napa Valley	0.03	0.22	0.98	1.09
Mean (except LCCC)	**0.04**	**0.27**	**0.92**	**1.11**

Table 13, Job Titles per 100 Students by Employee Category, CA Colleges

In conclusion, LCCC's number of job titles is generally higher than the mean in all but one of the employee categories in the colleges from California. The number of LCCC job titles compares more closely to the Wyoming, Arizona, and Idaho benchmark colleges than to comparably sized colleges in California.

The following graphs compare the total number of job titles per 100 students in the three categories of Executive/Administrative, Professional/Supervisory, and Educational Services/Classified Staff in all colleges in the comparison group. The comparison shows LCCC's number of job titles to be relatively high in the two categories of Executive/Administrative and Professional/Supervisory.

Exec/Admin Job Titles

■ Exec/Admin Job Titles per 100 Students

College	Value
Napa Valley College	0.03
Mohave Community College	0.09
Laramie County Community College	0.16
Hartnell College	0.02
Gavilan College	0.09
College of the Redwoods	0.02
College of Southern Idaho	0.10
Casper College	0.16

Prof/Sup Job Titles

■ Prof/Sup Job Titles per 100 Students

College	Value
Napa Valley College	0.22
Mohave Community College	0.78
Laramie County Community College	0.63
Hartnell College	0.32
Gavilan College	0.10
College of the Redwoods	0.43
College of Southern Idaho	0.44
Casper College	0.78

ESS Staff/Class Job Titles

■ ESS Staff/Class Job Titles per 100 Students

College	Value
Napa Valley College	0.98
Mohave Community College	0.24
Laramie County Community College	0.85
Hartnell College	0.86
Gavilan College	0.89
College of the Redwoods	0.96
College of Southern Idaho	0.57
Casper College	1.64

A list of documents used to gather the above information can be found in Appendix HR 5.

Guidelines for Selecting Appropriate Titles. The fewer job titles that exist at LCCC, the fewer the difficulties that will be encountered during a compensation study. In addition, creating equal compensation levels for the same job titles will move the College toward greater equity and will have a positive impact on the institution's climate and morale. Employee morale carries over to the support of students and their learning.

After reviewing the comparative data on job titles, the results of the online survey, and interviews with staff, the CBT team believes the institution can benefit from streamlining the number of job titles. While the title comparison information only somewhat supports the belief that LCCC may have slightly more job titles in some categories than comparative institutions, an effort to condense job titles could result in fewer discrete titles and a more consistent system of assigning them.

Using an appropriate title that reflects the duties of the position and indicates its level of authority and responsibility has been stated as an important goal by LCCC. With a set of simple guidelines, the task can be accomplished, and the result can make organizing the institution's employee titles logical, clear, and equitable.

- Maintain a system of position control.
- Populate all College records with consistent titles.
- Avoid combination titles.
- Strive for fewer job titles.
- Use series job titles where possible when reflecting a difference in responsibility and pay grade.
- Avoid using the same titles across the different employee groups; e.g., Director (administrator) and Director (professional staff).
- Avoid, when possible, single one-of-a-kind titles.
- Use titles that reflect the level of authority in the institution.
- Use titles that are familiar among constituents.
- Pay the same compensation to incumbents with the same job title and seniority.
- Apply a consistent title for positions doing the same work occurring in multiple departments or locations.
- Establish a standard process for approving job titles that follows the same pathway as the process for approving job descriptions.

Position Control. A well-maintained system of position control would allow LCCC to track every authorized position, whether it is occupied, vacant, or eliminated. The record separates the job from the employee. Each position at the College should have its own identification number and a current and validated job description. That ID number is used not only on the

College Job Titles document, but also on job announcements, on job descriptions, in the College's campus-wide computer system, and in the budget. All numbered jobs are authorized whether or not they are filled. A newly created job should go through a process of authorization before it is numbered and added to the position control record. By adding a new job to the position control system, the College approves the new position, confirms budget resources for the position, and recognizes the development of a job description and an approved job title from which the job announcement is developed.

Most comprehensive and integrated IT computer platforms include a human resources module that creates a system of position control. The College will find that database most useful when making human resources decisions related to budget, adding positions, compensation changes, or layoffs. The College would also benefit from having available regular statistical reports regarding existing positions.

The CBT team was informed that the LCCC Human Resources Department currently has the Datatel human resources component that could provide a system of position control and important reporting capabilities; however, the data that populates that system needs to be cleaned up and maintained.

Populate all records with consistent titles. LCCC's *College Job Titles* is an important document and can be used for a number of reports. The entire list can be found in Appendix HR 4. The document currently is in an Excel format that allows for sorting by any number of elements. If one were to sort this list by job title alphabetically, some similar jobs would not group together because of the way the title is written. For example, if the list were sorted alphabetically by job title, the following job titles (not a complete list) appear as one group:

- Instructor, Accounting/Business
- Instructor, Adult Career and Education System
- Instructor, Agriculture

Sorting the list by job title and producing this group of like employees (instructor), would not include the following titles (not a complete list) which belong in this group:

- Lead Electrical Instructor, IST
- Lead Instructor, ABE/GED, Adult Career and Education System
- Program Director/Instructor, Diagnostic Medical Sonography

There are several examples of these inconsistencies on the College's document *College Job Titles* (Appendix HR 4). The document will be much more useful to the College when the inconsistencies in job titles are corrected.

A review of the job titles listing shows a number of combination titles, single use titles, and titles where the term indicating level of responsibility (i.e., manager, director, and coordinator) appears in a place other than at the beginning of the title.

The first step in organizing the College's job titles starts with rearranging the current titles to list first the term indicating the level of responsibility. It is after this step has been accomplished that the College can analyze the pay structure that goes with each title by considering a comprehensive compensation study. The goal is to link compensation levels to positions with the same title. If one position warrants a higher level of pay because of more complex responsibilities, a job series can be developed to accommodate those differences, e.g., Director I, Director II, Director III.

The same list of job titles is rearranged so that the term describing the level of responsibility is listed first and sorted alphabetically.   Following is a partial listing. The entire list can be found in Appendix HR 6.

- Administrative Assistant, Albany County campus
- Administrative Assistant, Arts and Humanities
- Administrative Assistant, Business, Ag and Computer Technology

Avoid combination titles. There are a number of combination job titles that exist at LCCC. The following are examples:

- Coordinator/Instructor, Patient Simulation Center/Nursing Lab
- Program Director/Instructor, Diagnostic Medical Sonography
- Counselor/Coordinator, Student Services, Albany County campus
- Athletic Director/Head Basketball Coach

The employees in these positions are instructors first. The College may provide release time to coordinate an academic program or pay the instructor a stipend for performing those duties. LCCC also has custodians and managers with specific responsibilities.

- Custodian/Shampooer
- Setup Assistant/Custodian/Pool Operator

However, the major responsibility should be listed first, and series titles can be used if responsibility levels differ. The College can also add to the job titles list a column that describes the assignment in addition to the column that indicates to which department the job is assigned. Rearranging the College's current job titles as recommended provides a clearer picture of where work needs to be done with regard to job title reform, equity in compensation, and creating job titles appropriate to employee categories.

Strive for fewer job titles. The fewer job titles that exist at the College, the more manageable the organizational structure becomes. In addition, if LCCC were ever to face lay-offs, the College would have much more flexibility when larger numbers of employees share the same job title, making their interchangeability greater. Organizational charts are cleaner and easier to understand. Standard job titles for similar work also produce a sense of fairness for employees, reduce the appearance of favoritism, and may positively impact institutional climate and employee morale.

Use series job titles where possible and avoid using the same titles across different employee groups. While the College has a number of titles that appear to be the same, the positions are compensated at different pay grades and even appear in different employee categories. Examples on the *College Job Titles* list follow (not a complete list). The notations in parenthesis indicate the employee category and salary range.

- Manager, Ag/Equine Facilities (ESS 30)
- Manager, Building Services (ESS 28)
- Manager, Campus Printing (ESS 18)
- Manager, Children's Discovery Center (PROF I)

The use of the title Manager may be most appropriate in the employee category of Educational Services – Professional but not so appropriate for the employee category of Educational Services - Staff. The College should consider incorporating series titles. Positions with the same titles should be expected to have the same level of responsibility and the same level of compensation.

Maintaining the current level of compensation and creating a series of job titles (not a complete list) might look like this:

Educational Services - Professional
- Manager I, Children's Discovery Center
- Manager I, Technical/Creative
- Manager II, Institutional Research

Educational Services - Staff
- Supervisor I, Campus Printing
- Supervisor II, Building Services
- Supervisor III, Ag/Equine Facilities

In addition, LCCC does not have well-defined criteria for determining which positions are administrative, professional, or Educational Services.   Complicating these definitions is the current assignment of professional as a category within Educational Services. Clearer criteria might look like this:

Administrator

- recommends policy;
- establishes and administers college-wide procedures related to administrative area;
- oversees academic and/or non-academic mid-level administrators and/or professional staff;
- maintains budget; makes budget decisions for administrative area;
- makes personnel decisions regarding hiring, discipline, and/or termination; and
- evaluates direct reports.

Professional

- administers procedures for unit;
- recommends procedures for unit;
- supervises one or more employees;
- evaluates direct reports;
- recommends action in the following areas for unit:
    - personnel (hiring, discipline, and/or termination)
    - budget requests
    - IT needs; and
- determines space, furniture, equipment needs.

Exceptions (Positions that have college-wide responsibility and are fairly highly paid should be classified as professional)

- General Counsel;
- Budget Coordinator; and
- Human Resources Compliance Officer/Compensation Analyst.

Faculty

- teaching faculty; and
- non-teaching faculty
  - Counselor
  - Librarian.

NOTE: Consider classifying the following positions as faculty if they meet the College's minimum qualifications and teach courses for credit or counsel students:

- Coordinator, Justice Studies
- Counselor/Advisor, Albany County campus
- Counselor/Coordinator, Student Services, Albany County campus
- Counselor
- Head Coach, Horse Show
- Head Coach, Men's Soccer
- Head Coach, Women's Soccer
- Head Coach, Rodeo
- Head Coach, Men's Volleyball
- Lead Instructor, ABE-GED
- Lead Instructor, ESOL-ABE-GED
- Lead Instructor, Career Skills

Educational Services Staff (non-exempt)

- clerical, secretarial, technical, para-professional, skilled craft, service and maintenance;
- no supervision responsibilities;
- no evaluation responsibilities; and
- no titles in this group that are used in Professional group.

When reviewing the IPEDS data submitted by LCCC, there appear to be a number of errors in the assignment of employee category. In addition, there are Educational Services Staff who supervise employees and Professional staff who do not. CBT recommends reclassifying a number of current Professional positions to Educational Services Staff based upon the criteria listed above in this section.

Use titles that reflect the level of authority in the institution. As mentioned in the above section, there are appropriate titles for use in the different employee groups. Once the title structure is approved, the categories of employees should be described consistently in hiring procedures. The current hiring procedures documents are confusing as to why the same title is used in two different employee categories. Employees at LCCC, for example, refer to the big

"D's" and the little "d's" when discussing the position of director. The little "d's" are currently in the professional group with the big "D's" appearing in the administrator group. There appear to be other instances of the same kind of inconsistency.

The following can be used as a guideline for choosing titles that reflect the position's level of authority and responsibility.

Administrator

- President
- Vice President
- Assistant Vice President
- Dean
- Director
- Officer

Professional Staff

- Manager I, II, or III
- Program Manager I, II, or III
- Supervisor I, II, or III

Educational Services Staff

- Coordinator I, II, III, or IV

Use titles that are familiar among constituent institutions. Commonly used job titles among the College's constituent institutions allow the community to better understand a job announcement and what kind of job is being advertised. In addition, if the College wants to compare its salaries to the salaries of similar-sized colleges, matching the jobs becomes easier when the job titles are commonly used within the industry.

One example is the title of Technical/Creative Manager. The job description for this position indicates that the job is actually a writer for the Public Relations Department. The title Writer, Public Relations, may more easily be compared to other colleges when a compensation study is conducted.

Pay the same compensation levels to the incumbents with the same job title. If two positions have the same job title, both should be paid at the same salary range. If the job responsibilities are greater for one of the positions, for example, and a higher level of compensation is

warranted, the job title should be changed. A change can be accomplished by creating a job title series instead of maintaining the same titles for the two positions, e.g., Coordinator I, II, or III. Care should be taken to insure that consistency be maintained across departments and college locations.

Observations.   The number of job titles per 100 students at Laramie County Community College is slightly higher in some employee categories than those found in the seven comparison colleges. It is important to note that this comparison of number of job titles is a separate issue from the number of employees in a category.

CBT recommends that the College's job titles be reorganized in an effort to:

- rearrange current titles so that groups of similar jobs appear together when titles are sorted by placing the term that indicates the level of responsibility first in the title, e.g., Specialist, Accounting and Coordinator, Accounting;
- clarify which positions belong in which employee category;
- create job titles which reflect the position's level of authority and responsibility;
- create one or more series of job titles ;
- clarify the organizational structure of the College;

- create more consistency when doing salary comparisons within the college and with other institutions; and
- maintain a higher level of consistency in record keeping and in job titles across the main campus and outlying centers.

The College does not appear to have an efficient system of position control or an integrated database from which to produce regular or special reports to assist the administration in making critical budget decisions with regard to human resources expenditures. It is critical that the position control link among Human Resources, the Budget Coordinator and Payroll be 100% accurate.

Implementation of job title reform should be accomplished in a coordinated manner, including a position control process; a system for assuring consistency and currency in job descriptions; and integration of titles, positions, and classifications into an updated set of detailed hiring procedures. The reform of job titles can be accomplished during the conduct of a comprehensive classification and compensation study.

Recommendations. CBT makes the following recommendations with regard to job titles:

1. CBT recommends the review of hiring procedures, employment documents, and job descriptions to assure that positions are properly classified in the appropriate employee category.
2. CBT recommends that the following positions be categorized as Educational Services Staff (non-exempt) and taken out of the Educational Services Staff – Professional category, based on the criteria suggested in this section:

Academic Advisor

Admissions Representative

Advisor, SAGE TRiO Project

Athletic Trainer

Coordinator, Health Education

Coordinator, International Student Services

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Coordinator, Science Lab

Creative Coordinator

Development and Communications Officer, Albany County campus

Graphic Designer/Photographer

Instructional Designer, Center for Learning Technologies

Manager, Transitional Services

Outreach Coordinator, GEAR UP*

Program Assistant/Interpreter

Senior Graphic Designer

Specialist, E-Recruiting

Specialist, Human Resources (FT Employee & Benefit Administration Focus)

Specialist, Human Resources (Hiring & PT/Adjunct Employee Focus)

Specialist, Human Resources (HRIS & Records Management Focus)

Specialist, Promotions and Video Production

Specialist, Student Activities & Programs

Specialist, Student Involvement and Leadership

Specialist, Technical Skill Training

Specialist, Web Content

Web Designer

3. CBT recommends that the College review its categorization of the following positions as to whether or not they should be faculty positions:

>   Coordinator, Justice Studies
>
>   Counselor/Advisor, Albany County campus
>
>   Counselor/Coordinator, Student Services, Albany County campus
>
>   Counselor
>
>   Head Coach, Horse Show
>
>   Head Coach, Men's Soccer
>
>   Head Coach, Women's Soccer
>
>   Head Coach, Rodeo
>
>   Head Coach, Men's Volleyball
>
>   Lead Instructor, ABE-GED
>
>   Lead Instructor, ESOL-ABE-GED
>
>   Lead Instructor, Career Skills

4. CBT recommends that the College assure that job title changes/revisions are a part of a cohesive approval system of position control, job descriptions, and hiring procedures.

5. CBT recommends that the College consider conducting a title reform in conjunction with its classification and compensation study for all employee groups.

6. CBT recommends a review of the list of College job titles using the following guidelines for change:

- Reorganize current titles placing the term used for the responsibility level first in the title (Coordinator, Manager, Director, etc.).
- Populate all records with consistent titles.
- Avoid combination titles.

- Strive for fewer job titles.
- Use series job titles where possible when reflecting a difference in responsibility and pay grade.
- Avoid using the same titles across the different employee groups; i.e. Director (administrator) and director (professional staff).
- Avoid, when possible, single one-of-a-kind titles.
- Use titles that reflect the level of authority in the institution.
- Use titles that are familiar among constituents.
- Pay the same compensation level to the incumbents with the same job title.
- Use consistent titles for work done in multiple departments or locations.

Hiring and Reclassification Policies and Procedures

Introduction. CBT was charged with reviewing the College's hiring policies and procedures and to make recommendations. As described under the Methodology section, CBT sought employee input in a variety of ways. The team also reviewed several documents currently used and supplied by the College. A list of those documents is included in the appendix.

Responses from Electronic Survey. Most survey respondents, from those newly hired and those hired in the far past, evenly across all four employee categories, indicate that the hiring procedures used for their own hiring was fair and efficient. However, over 50% of respondents do not believe that there is a clear and consistent process for reclassification of positions or that the College follows a clear process for internal promotions.   The average scores for these two issues were among the most problematic for all questions in the survey. Those within the Educational Services and Professional staff categories provided the lowest response ratings of all employee categories. Several respondents referred to a recent set of internal promotions that has heightened sensitivities of many and contributed to a sense of disagreement that, "the College strictly follows College hiring procedures." A few commented that these procedures are improving, however.

There is a general lack of awareness about whether an equity or compliance officer representative's was a part of the hiring process. Of the 74 respondents who indicated that they have served on an employee selection committee, 47 indicate that a compliance representative has never been present during the process. Human Resources Department staff report that the College has not yet implemented the inclusion of a compliance representative in the hiring process, and no compliance representative is present during the selection process.

There are two good examples of diversity policies that have been included in the appendix at the end of this report: Policy 4100 *Cultural Diversity/Equal Opportunity,* Foothill-DeAnza

Community College District, Los Altos Hills, CA (Appendix HR 7), and Policy 7100 *Commitment to Diversity,* Cerritos Community College, Cerritos, CA (Appendix HR 8).

Responses from On-Site Interviews. Staff interviews during CBT's campus visits support the survey results regarding the hiring procedures at LCCC.

- Many LCCC staff have not read the College's hiring procedures, nor do they know where to get a copy.
- Most of the staff who were interviewed and have served on a hiring panel say they were given instructions about the hiring procedures, were given (or the panel created) a set of standardized questions, reviewed the criteria from the job announcement and job description, were provided with a form to collect their notes regarding candidates' responses, and selected a chair by consensus unless the chair was the hiring supervisor.
- Far too many staff believe that the College's hiring procedures are not strictly followed.
- Recurring concerns surfaced frequently such as inconsistency, untimeliness, cumbersome process, and arbitrary decisions made by the former President.
- Most staff understand that information gained during a hiring process is confidential and protected; however, there are still many staff who do not believe the information is consistently kept confidential.
- All staff interviewed acknowledge that the hiring procedures are out of date.
- Many comments were made praising the Human Resources Department and the work they do regarding hiring new staff.
- Employees reported that discussion about diversity is not now linked with the hiring process.

Current Hiring Procedures. LCCC Policy 4100 *Recruitment, Hiring, and Types of Appointments, 1989* (Appendix HR 9)*,* covers recruitment and hiring topics for a variety of employee categories. The document has not been updated since January 1989 and is not clear about steps in hiring, as evidenced from the results of the online survey and interviews with staff. The document is subject to individual interpretation and does not provide the structure that ensures consistency in hiring practices. CBT did not identify a Board policy to guide the hiring process.

Because the College's current hiring procedures document is used for hiring every category of employee, differences in how the procedures might apply to each group are not clear. A hiring procedure tailored to each employee category would provide more specific steps that recognize differences and outline clear guidelines for consistency within categories. The lack of specificity in the hiring procedures as to questions to ask, rating sheets, composition of the hiring

committee, and how many candidates to send forward has caused confusion and frustration on the part of staff at all levels.

The current procedures include definitions in the body of the document; however, the definitions would be much more useful if found at the beginning and were more specific. Definitions can be added, for example, for terms such as: benefited, full-time, part-time, permanent, temporary, limited temporary, contracted, non-exempt, exempt, professional, administrator, interim, acting, reduction in force, termination for cause, and break in service. As mentioned in the job description section, the current employee categories should be revised and clarified.

Adopting a broad Board policy with accompanying specific procedures will help to protect the College from discrimination liability risk in the hiring procedure, as long as those procedures satisfy the intent of disability, equal employment, and civil rights state and/or national laws and are consistently followed with every candidate's being treated equally. Specific and widely distributed procedures not only inform applicants but also provide needed information to staff who participate in the hiring process or want to be considered as applicants.

Board Policy. A hiring policy adopted by the Board of Trustees would provide employees and the public with information about one of the ways the Board intends to support its stated mission. There are a number of excellent examples of policy statements from other educational institutions. The College needs to craft its own policy statement based on its culture and history, but can rely on some of the ideas presented by example policies. Examples of Board policies on hiring are provided from *Rancho Santiago Community College District, BP4102 Recruitment, Selection, Appointment and Transfer of Employees* (Appendix HR 10*)* and *Citrus Community College, Glendora, California: Board Policy P-4107 Hiring Full-time Faculty* (Appendix HR 11).

Recruitment and Selection Procedures. The College can create and adopt its own procedural recruitment and selection document based on elements in the following outline. As noted below, different processes might be used for different categories of employee.

The goal of developing clear and concise hiring procedures is to allow for total transparency, consistency, and enforcement of the process, which will demonstrate that all selection processes are fair and objective and that the College is free from implications of discrimination.

Identifying Positions to be Filled. A method to account for all authorized positions is the starting point for any hiring process. A strong position control system is the foundation for identifying positions to be filled and should be in place prior to the start of the hiring process. A

carefully maintained record of numbered positions should be retained by the Human Resources Department but be accessible to all departments for reference. This process is intended to enable reporting on the status of all positions, filled or unfilled, at any point in time.

The numbered positions should be fully integrated with the budget process, payroll, and the instructional class assignment process. A comprehensive, integrated IT platform, such as Datatel, can offer this kind of position control program. Such a database can also be useful to produce query reports on demand. Reports providing information about the College's human resources can be used to build a profile of College positions and to make informed decisions about personnel allocation, savings generated due to unfilled positions, staffing ratio issues, and the use of job titles, to name a few.

The following examples of specific elements might be included in the position control database and, once populated, can produce information not only about vacancies, but also about savings generated while positions are not filled. This type of record tracks the history of the position rather than the history of an employee.

- Position ID Number (corresponds to the budget)
- Job Title
- Percentage of time authorized (full- or part-time)
- Department assigned
- Starting annual or monthly salary or salary range
- Date of hire and name of incumbent
- Date vacated
- Reason for vacancy

After the *Request to Fill Vacancy* form is received, a review of this database can verify that the request is for an authorized position, and a decision can be made whether or not to fill it. The requesting manager should review the current job description for the position and provide updated revisions to the Human Resources Department. The Human Resources Department will authorize any change to the approved job description, consistent with College procedures. If the revision to the job description affects the salary range for the position, Administrative Services should sign off on the revision as well so the budget can accurately reflect the change. Once the new job description is approved, the job announcement will include an accurate description of the essential functions of the job, education and experience requirements, and the required knowledge, skills, and abilities. The hiring process can then begin.

A separate process for new positions should be integrated into the College's annual departmental program review and moved through the College's planning process. The hiring of

new employees is a significant resource allocation and should not be handled independently or outside of the planning process.

The College needs to be clear as to the process used to decide which faculty positions can be filled, depending upon the course demands by students, enrollment variances, or budget constraints. A vacancy due to the retirement of a faculty member in one department may be transferred to and filled in another department where the need may be greater. Committee recommendation to the President is a commonly accepted process and one that LCCC currently employs.

The criteria used for the decisions regarding faculty hirings are critical in the process. The College Council forwards its recommendations to the President. The recommendations for which faculty positions are filled may be in the form of a priority list. The President should inform the Committee of any changes in the priority order, giving the rationale for them. The budget determines how many on the priority list (from the top down) can be filled. In addition, the College should ensure that the faculty and staff needs of the Albany County campus and other outlying service centers as well as the needs in transfer programs, vocational programs, and support areas are treated fairly.

The College should consider refining its criteria for faculty positions to include:

- student demand for new or existing programs;
- industry demand for new or existing vocational programs;
- data analysis of student success and retention from program review reports;
- goals of the College's educational master plan;
- projected enrollment trends for 3-5 years;
- number of adjuncts vs. full-time faculty teaching in the discipline;
- difficulty in finding qualified adjuncts in the discipline;
- full-time faculty overload in the discipline; and
- full-time faculty resignations or retirements.

One good example of a criteria form used by a community college (Citrus College, Glendora, CA) is included in this report as *2010-2011 Faculty Hiring Request* form (Appendix HR 12). Developing a similar form might be useful to LCCC. In addition, included in the appendix is a sample math program review report from DeAnza College in Cupertino, CA, *Annual Program Review Update* form (Appendix HR 13) showing the criteria for determining full-time faculty need. Also included in the appendix is a *Request for Faculty FTE* (Appendix HR 14) form developed by Foothill College (Los Altos Hills, CA), which proposes to consider the criteria of its educational master plan and program review goals.

Once a priority list of specific disciplines is complete and submitted to the President, the decision can be made about how many full-time faculty positions can be financially supported by the College. The Board of Trustees can then ratify the decision for hiring a specific number of faculty. As a policy-making body, the Board should delegate the decisions regarding which faculty positions to fill to the President after due consideration is given to recommendations from the internal governance system.

The Job Announcement and Recruitment Plan. Once the decision to hire is made, the job announcement should be developed based on an accurate and up-to-date job description including essential job functions, knowledge, skills, and abilities as well as the required and preferred education and experience. The job announcement should be drafted by the Human Resources Department and reviewed by the hiring department manager or administrator. The College may also require approval by the top administrator (vice president or President) supervising the department.

Every job announcement should include standard components:

- Position ID Number
- Job Title
- Brief Description of the Institution
- Brief Description of the position
- Assigned Department
- Full-time or Part-time
- Essential Functions
- Knowledge, skills, and abilities required
- Education required
- Education preferred
- Experience required
- Experience preferred
- Starting Salary
- Benefits
- Travel expenses for interviews that will be paid by the College
- Testing that will be required at the time of the interview, e.g., teaching demonstration, keyboarding test
- Starting Date
- Application procedure
- An Equal Opportunity Employer statement
- A statement about accommodating disabilities

A review of LCCC sample job announcements for administrative positions indicates that most of the above components are included, with the exception of whether or not travel expenses are paid by the College and a statement about accommodating applicants with disabilities.

LCCC is currently developing a document to standardize the minimum qualifications required for hiring faculty. The draft document, *Faculty Credentials – June 2011* (Appendix HR 15)*,* will be the foundation for clarifying the required minimum qualifications for all faculty positions. The hiring process should use this document as the foundation for composing faculty job announcements. In addition, the College has drafted a faculty job description document, *Faculty Draft – June 2011* (Appendix HR 16)*,* which will also assist in composing the faculty job announcement.

The education and experience, both required and preferred, for other administrators and professionals are not as clear. Many of the 97 administrative and professional positions reviewed by CBT did not have job descriptions, and the requirements for those positions were unknown. A full set of current job descriptions for all of the administrators and professionals is

essential for many reasons, including serving as the basis for creating an accurate job announcement. The College should finish the process and develop current job descriptions for the remaining LCCC positions as soon as possible.

As the job announcement is completed, the College should determine the closing date, usually a joint decision by the hiring manager and the Human Resources Department. The closing date and time should be strictly adhered to for the purpose of treating all applicants equally and to avoid discrimination or favoritism charges. The College has been posting job announcements without a firm closing date, using "open until filled." While this is often appropriate for hard-to-fill positions, it is not appropriate to use on every job posting. If "open until filled" is used, it is wise to list a "first screening" date and perhaps even a second and third screening date. The importance of those dates is to let the public know that the job may be filled after the first screening date and the committee will not be screening any additional applications after that point.

A number of variables need to be considered before deciding the closing date. A shorter period of recruitment may be required if the job announcement is to fill an Educational Services staff position. The position will most likely be advertised locally, as applicants in the close geographical area will apply. The College should establish a standard time frame for the recruitment period in order to maintain consistency in the process. Typically, the higher the salary of the position, the longer the recruitment period and the broader the effort will be. An example of standard time frames for the recruitment period might be to leave a job announcement open when recruiting to fill an Educational Services staff position for three weeks; five weeks for an opening for a professional position, and 90 days for recruiting at the administrative level.

Applicants are more likely to relocate for a higher-paying position. A recruiting plan should also include consideration of targeting areas where under-represented applicants might be found, for the purpose of increasing the College's diversity in every employee category.   The current demographic profile of LCCC's employees is severely lacking in ethnic minorities, according to the LCCC document *Workforce Analysis Summary, April 1, 2011*.

The College should strongly consider discontinuing the practice of advertising any position internally only or reassigning a current employee to the vacancy unless that employee holds the same position at the College (then considered a transfer). Any current employee should be encouraged to apply and, after competing with all candidates (both inside and out), may well be the best candidate for the position. Hiring from within often gives the perception of favoritism,

especially if hiring practices are not clear or applied inconsistently. This scenario can lead to distrust among staff, a sentiment which was evident in the results of the electronic survey and on-site interviews.

On a related note, care should be taken to follow the College's nepotism policy. CBT has included three examples of nepotism policies in the appendices of this report; Policy 7310 *Nepotism*, Grossmont-Cuyamaca Community College District, El Cajon, CA (Appendix HR 17); Policy 7310 *Nepotism,* Cerritos Community College, Cerritos, CA (Appendix HR 18) and Policy 7107 *Nepotism*, Citrus Community College, Glendora, CA (Appendix HR 19).

A robust recruiting plan should be developed as a standard for all positions. For example, recruitment efforts for administrative level positions could include the activities listed below. For staff positions, the recruitment plan would be more locally focused.

- Mail job announcements
- Advertise in local newspapers
- Advertise in national newspapers
- Post the job announcement on the College's website
- Advertise in national association publications
- Advertise on related association websites
- Post the job announcement on job-hunting-related websites
- Seek recommendations from respected administrators
- Target advertisements to areas or universities with a significant ethnic minority population

The Selection or Search Committee. The composition of a selection or search committee will depend upon the position being filled. The process for forming a committee should be outlined in the hiring procedures document. The committee members' role in the hiring process should be clear. The College may form a small selection committee of perhaps three people to screen, interview, and recommend the hiring of an Educational Services staff member. Like the recruitment plan, the selection committee may become more complex for positions at the higher salary ranges. College employees on a selection committee for an Educational Services staff opening should include the manager or administrator who oversees the department where the vacancy occurs, the immediate supervisor, and an Educational Services employee with related technical skills. A Human Resources Department-trained compliance representative should be present to monitor the hiring process.

Faculty selection or search committees usually include a vice president, the dean who oversees the area, a number of faculty from the department, faculty from other departments, and a Human Resources Department-trained compliance representative. Committees to recommend candidates for vocational-technical positions frequently include representatives from business and industry. The College might consider involving adjunct faculty in the process to hire full-time faculty and vice versa. The formation of a selection committee should be standardized. The process for forming a faculty selection committee should be consistently used on each of its faculty hiring processes. Making this clear in a hiring procedures document avoids future conflict about the topic. LCCC hiring managers and departments currently decide who and how many employees serve on a hiring committee. The committee members now can number anywhere from three to fifteen or twenty—clearly much too large a committee.

The members of a selection committee should be contract LCCC administrators, professionals, both full- and part-time faculty, or long-term Educational Services staff. Serving on a selection committee is excellent staff development experience and will raise the confidence of the general employee population in the equity of the process. Appointments to a selection committee should also be consistent and follow the guidelines of a hiring procedures document. In addition, employees selected for a hiring committee should recuse themselves when they discover that one of the applicants is a friend or relative.

It is important that selection committee members be trained in the hiring process, the expectations of their participation, and equal opportunity employment and affirmative action laws and regulations. A statement of confidentiality should be signed by each member and filed with the position files. Once the committee has been formed, the hiring procedures should include instructions on who is to chair the committee. The chair of the selection committee can the immediate supervisor in the department or be selected by a committee member vote.

In the case of hiring a faculty member or an administrator, it is wise to arrange for a final interview with the President, since the Board of Trustees has given the President the authority to hire. The selection committee in both instances (faculty and administrative hires) might send the top three finalists, unranked, to the President for interview and the final decision. The final decision, however, should be made only after a thorough background and reference check has been done on the finalist.

Currently only three candidates are usually invited for interview because LCCC pays for travel expenses; inviting more would increase the costs. It is also understood that candidates may be invited because they live locally. This process is a concern and can lead to charges of

discrimination. Criteria for whom to invite to an interview should never be based on geography. Perhaps LCCC should revisit its policy of paying travel expenses for an initial interview or standardize a practice of using technology to conduct the early interviews of several candidates. LCCC can consider paying travel expenses for three finalists to interview with the President.

Paper Screening. A pre-paper screening by Human Resources is done for the purpose of selecting only those applicants who meet the required minimum qualifications and whose application package is complete. Only those applications are forwarded to the committee for further screening.

Once paper screening has been scheduled for the selection committee, a checklist of things to look for in an application can be provided to each member so that each application is treated equally. If the selection committee decides to screen out all applicants who do not meet the preferred qualifications, each committee member will be looking for the same thing. The screening should take place in a dedicated space where documents are secure and not left available for others to see. Further, a compliance representative should monitor this process so that the conversation in the screening room does not overstep discriminatory boundaries and applicants are not unfairly screened out based on non-job-related criteria.   All application packages should be returned to the Human Resources Department and not taken from the screening room. Many colleges have moved to a secure online application process with secure online screening by committee members.

The hiring procedures document should provide instructions about how the selection committee can come to a fair consensus about which applicants will be forwarded to the interview stage. The committee should establish the rating system for screening prior to starting the screening process. In addition, standards for evaluating an applicant's cover letter, a required enclosed essay, or how the application was completed should be specifically described in the hiring procedures. If the application package includes a confidential form in which the applicant provides information about gender and/or ethnicity, those forms should not accompany the applications but should be kept in the position file in the Human Resources Department.

Once the paper screening has been completed, the College should have in place a method for the compliance officer to determine whether or not under-represented applicants have been adversely impacted by the screening. If so, the compliance officer of the College should determine if action should be taken to correct the impact. The hiring procedures document should be clear about this authority.

While the screening committee is still together, time should be set aside to develop the interview questions. The hiring procedures document should include instructions about which kind of questions are appropriate and that all of the questions should be asked of all of the candidates being interviewed. No extra questions should be introduced during an interview. The goal is to treat all interviewees the same. Follow-up questions relating to an already approved question may be allowed. The questions should be reviewed by the College's compliance officer to verify that no inappropriate questions are included. In addition to the interview questions, the interviewee may be required to do a teaching demonstration (if faculty), compose an essay about a specific topic in their discipline (if faculty), pass a keyboarding speed test (if an Educational Services staff position), or demonstrate proper lifting technique (if an Educational Services staff position). Standardized tools should be used to evaluate each kind of additional testing requirement. All of these requirements should be specifically listed in the job announcement so that applicants know what is expected of them. Currently, testing of applicants for positions other than faculty is conducted by the supervising manager and not conducted through a testing department where tests are standardized for all applicants. Nor is the testing monitored by the Human Resources Department. LCCC should re-evaluate this process.

Equivalency Procedures. The *June 2011 Faculty Credentials* draft document indicates, under "Establishing Alternate Justification of Qualifications," that the College will standardize a process to evaluate and approve or deny equivalencies to the required faculty minimum qualifications. Approval of the equivalent to a minimum qualification should be rare and determined by an extremely rigorous, consistent, and standardized process. Experts in their field of discipline should be involved in the evaluation, but the final determination should be made by a small committee made up of both faculty and administrators, and careful records should be kept and filed with the employee's application. Typically, an equivalency process is not required for hiring Educational Services staff. Equivalency procedures should be carefully developed, standardized, and adopted by the College.

Interviews. Prior to the beginning of the interviews, the College's compliance officer should review the process with the selection committee, covering:

- interview questions;
- the responsibilities of the chair of the committee, e.g., introducing the candidate, tallying up the ranking numbers, collecting the paperwork;
- affirmative action goals of the College;

- evaluating on bona fide job-related criteria rather than on discriminatory criteria, i.e., ethnicity, accent, gender, appearance;
- who on the committee brings in candidates and introduces them;
- what paperwork and notes are required;
- that each committee members' notes must stay with the files;
- who asks which questions;
- allowable follow-up questions;
- evaluating a required teaching demonstration;
- evaluating demonstrations required of a counselor or librarian;
- post-interview testing for Educational Services staff positions;
- post-interview discussion or discussion after all interviews have been completed;
- a rating system to evaluate each candidate's individual answers;
- the schedule of interviews and how much time is allowed each interview; and
- concerns that may have arisen up to this point in the process.

None of the committee members should discuss previously gained knowledge about applicants, e.g., how good they are as teachers or whether they are respected. That kind of information is only appropriate during the background check phase of the hiring process. Revealing personal information during the interviews about one candidate is not fair to the other candidates whose personal information may be unknown at that point. If the committee members want to make that kind of information available, they can talk privately with the person who conducts the background check.

An interview process for upper-level administrators may be more detailed and require the finalists to appear before a college-wide open forum where questions are posed by staff in the audience. On the other hand, the interview process for hiring Educational Services staff may be less complex, with the final hiring recommendation resting with the selection committee but relying heavily upon or deferring to the preference of the immediate supervisor, so long as there is no indication of discrimination or favoritism.

Hiring adjunct faculty typically requires a faster and simpler process, as adjuncts are frequently hired at the last minute. The hiring procedures document should be very specific about the process for hiring adjunct faculty, whether they teach on the main campus or at an educational center. This process should require the same screening, diversity, and background check efforts. A teaching demonstration requirement is highly desirable whenever possible. In addition, it is always good practice to include a full-time faculty member from the same discipline to sit in on the interview of an adjunct faculty candidate.

While the LCCC Board of Trustees has granted hiring authority to the President, guidelines from the hiring procedures should require decisions by the President to be fair, consistent, and unbiased. The current procedures are unclear as to how the President comes to his or her final decision. The CBT team reviewed LCCC's *Hiring Recommendation to President* form*;* however, staff indicate that the President's decision about whom to hire may or may not agree with the recommendation of the hiring committee. If three final candidates are sent for interview with the President, it should be understood by the committee that the President may choose any one of the three. If the President does not choose any one of the three finalists, the committee may be asked to forward additional finalists or be instructed to re-open the position.

Committee Recommendation. The hiring procedures document should carefully describe the method for sorting out the finalists for the position. The current process, which calls for the selection committee to recommend one candidate, can easily result in negative feelings if the President does not accept the committee's recommendation. The College's current recruitment and hiring procedures indicate that the President makes a hiring decision based on information provided about the candidate, the interview, and the background check. Currently, the President interviews the finalist, according to the hiring procedures document. The College may want to consider adopting a process in which three unranked finalists for faculty and administrative positions are forwarded to the President for a final interview and decision. The College should also clearly reflect the role of the committee in its title (e.g., hiring committee, selection committee, or screening committee).

Confidentiality and Integrity of the Hiring Process. The need for confidentiality is paramount for both the Committee and the President. The primary purposes for confidentiality are to decrease the College's discrimination liability risk, to avoid having candidates hear information informally rather than officially, and to avoid breach of confidentiality suits for disclosure of private information about candidates. Severe consequences should be levied against any employees who violate the confidentiality of the selection process, such as letters of reprimand in their personnel files, prohibiting them from serving on any future selection committees, or more severe disciplinary action. These consequences should be detailed in the hiring procedures document. Committee members should be cautioned not to speak with individual candidates to reveal how committee members voted, what the candidate's weaknesses are, or whom the committee thought was superior. Inside information becomes evidence for discrimination complaints or lawsuits.

Evaluation of the Hiring Process. Before the members of the selection committee disband, an evaluation form should be completed. Valuable staff input on the process can be gathered,

and problems to be avoided in future processes can be identified. In addition, the members of the selection committee can evaluate the representatives of the Human Resources Department and how they executed the hiring process. An evaluation of the strengths and weaknesses can assist the College in continually improving the hiring process.

Background Checks. For the protection of the College, a careful background check on the employee selected for the position should be undertaken. The hiring procedures document should be clear about who conducts the background check. Many colleges hire an outside firm to conduct a thorough background check. This method may be too costly to use on every hire; however, an outside investigator may be used when hiring higher-level employees. Alternatively, the Director of Human Resources may be able to conduct the background check on all final candidates. The information obtained through a background check may be too sensitive to be done by anyone other than the Chief Human Resources officer or an outside investigator. The information gathered is very confidential information and should be treated as such.

A background check may include:

- verification of degrees;
- verification of experience;
- verification of licensure;
- verification of certificates;
- recommendations from former employers;
- recommendations from former students;
- recommendations from submitted references;
- driving record check;
- criminal record check; and
- fingerprinting

The background check may be more extensive for upper-level administrative positions than for lower-level staff positions. The hiring procedures document should be clear about what kinds of checks may be done. It is a good idea to include with the application form a waiver signed by the applicant that allows the College to conduct these checks. In addition to the background check results, a pre-employment physical may be required prior to the employee's starting to work. If a medical condition is discovered that may affect the employee's ability to perform the essential functions of the job, an accommodation conversation needs to take place with the Chief Human Resources Officer.

CBT understands that fingerprinting is not conducted for every newly hired employee, with the exception of those employees working with the children in the Children's Discovery Center. Fingerprinting has become extremely important in the hiring of employees in an educational institution and can alert the College to certain felonies that should be avoided, e.g., sexual misconduct or the sale of drugs. Because fingerprinting all employees may be costly, the College may consider charging the new employee for the cost.

The Job Offer. The verbal job offer is legally binding and should be made carefully and by the Director of Human Resources, followed up with a letter or email to preserve a written record for the purpose of avoiding misunderstanding. At the time of the job offer, a number of topics should be thoroughly discussed:

- terms and conditions of employment;
- pre-employment physical;
- fingerprinting;

- acquisition of official transcripts;
- starting salary;
- starting date;
- employee health benefits;
- office assignment;
- department and/or discipline assignment;
- designation of the supervisor;
- orientation programs;
- mentor programs; and
- date when the offer is no longer on the table.

It should be made clear that the College will move on to the second candidate on a specific date if it does not hear from the first candidate.

Reclassification. Concerns about reclassification of current employees emerged during the project, first from the results of the electronic survey and secondly from personal interviews during the on-site visits. LCCC employees are not convinced that standardized, equitable, or appropriate reclassifications are being conducted. Employees need to know that the reclassification process is applied consistently and equally. LCCC can make a significant impact on the morale of staff by developing a detailed reclassification process that is clear, standardized, organized, and accessible to all employees.

The College does have a form that initiates a reclassification review (*Position Duties/Responsibilities Change*) dated September 15, 2010. However, the form is confusing and cumbersome. A good reclassification process limits the window for applications to once each year for a period of no more than three weeks. Once the applications are reviewed and a decision is made about its dispensation, the reclassification opportunity does not occur again until the same time the following year.

Approvals of reclassifications are based on strict criteria that should be carefully outlined in the reclassification process. A desk audit should be conducted to determine whether the job is functioning correctly and whether the position is correctly classified. Reclassifications are never based on "additional work," which is a staffing issue, or that the employee is now required to use a new tool (computer, computer application program, FAX machine) to complete the same work, but rather on an analysis of bona fide responsibilities that clearly rise above the level of title and/or salary grade currently held by the employee. This kind of analysis requires a trained human resources professional.   Employees often do not understand what constitutes the need for a reclassification. It should also be understood that the decision about a reclassification does not always have to be approval, even if the employee is working outside of his or her job description. The decision may be that the employee needs to discontinue those higher-level duties and remain working within the current job description.

Observations.   Staff perceptions about inconsistent, ill-defined, and arbitrary hiring and employee reclassification procedures are causing considerable concern.

1. The College's current hiring procedures document has not been updated since January of 1989.

2. While the hiring procedures are out-of-date, there is a hiring process followed by the Human Resources Department, though not consistently. Human Resources representatives indicate that new guidelines are currently being written.

3. Far too many staff members believe that hiring procedures followed by the Human Resources Department have not been consistent.

4. There do not appear to be any detailed written procedures for the reclassification process.

5. The role of the Human Resources compliance representative is unclear. There has never been a compliance representative in the Human Resources Department, although the

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position was in its organizational structure. As of July 1, 2011, that position was eliminated, and the duties have been assumed by the Director of Human Resources. The Human Resources Department, however, has proposed a future reorganization of the department. A compliance officer position is included again in the reorganization plans.

6. Currently, there is no discussion of diversity or affirmative action goals before, during, or after the hiring process. The Human Resources Department has recently written an affirmative action plan but indicates that full implementation of the plan is not possible with its limited resources and time. A proposed reorganization the Human Resources Department is currently under review. The addition of staff should address some of these issues.

7. The hiring procedures currently in place allow for the College to advertise a position internally only or to reassign a current employee to the vacancy. Approximately six positions in the past two years have been advertised on-campus only, according to staff in the Human Resources Department. Staff also indicate that LCCC is attempting to move away from that procedure.

8. Whether or not the College consistently provides accommodations for disabled applicants is not evident; however, staff members in the Human Resources Department indicate that they do provide accommodations for disabled applicants when asked.

9. Definitions are vague for many of the terms used in the College's current hiring document.

10. The definition of a break in service is unclear.

11. Current hiring procedures refer to the date April 26, 1986.

12.   Employee categories are confusing and cumbersome.

13.   The selection committee process calling for one forwarded candidate may cause confusion in roles and result in a lack of trust when the committee's recommendation is not followed.

14. The hiring procedures are unclear as to whether both full- and part-time faculty sign contracts. Staff in the Human Resources Department indicate that currently only full-time faculty sign contracts. LCCC is working on a requirement for adjunct faculty to sign contracts as well.

15. Hiring practices for part-time faculty are unclear.

16. Lack of consistency and transparency in the hiring process has engendered distrust among employees.

Recommendations. While CBT was not charged with writing new hiring and recruitment procedures for the College, the following recommendations are the result of the team's observations, review of documents, results of staff and Board member surveys, and results of on-campus interviews with key employees. These recommendations are offered to assist the College in creating its own document taking into consideration the current culture and history of the institution.

1. CBT recommends the creation of a Board policy addressing the College's philosophy on recruitment and hiring.

2. CBT recommends the creation of accompanying detailed hiring procedures that provide clear definitions of employee groups, address specific recruitment and hiring steps for all categories of employees, and consider each of the sections outlined in this report.

3. CBT recommends the creation of a process for a once-a-year employee reclassification review with a short application period; a clear definition of the consequences of a break in service; a process for promotion; and a process for title change that includes the final approval of the Director of Human Resources.

4. CBT recommends the creation of a Board policy on equal employment opportunity/affirmative action/diversity.

5. CBT recommends the creation of a Board policy on nepotism.

6. CBT recommends that the College consider discontinuing the practice of advertising internally only for any vacant position.

7. CBT recommends that the College consider discontinuing the practice of assigning current employees to a vacant position outside normal hiring procedures unless the reassignment is a lateral transfer.

8. CBT recommends that the College discontinue arbitrarily granting promotions outside its normal hiring procedures.

9. CBT recommends clarifying the role of, and the number of recommended candidates provided by, the screening or selection committee.

The Evaluation Process

Introduction. CBT was charged with reviewing the College's evaluation policies and procedures and making recommendations on the evaluation system for administrative and Educational Services staff (exempt, non-exempt and non-teaching Professional). It is the understanding of CBT that the College is currently in the process of reviewing and revising the faculty evaluation process and, as a result, this report does not address faculty evaluation specifically. It will be noted, however, that many of the elements of an effective performance evaluation system would be components of an effective faculty evaluation system, and, as LCCC develops its faculty evaluation system, the processes and elements should be coordinated and consistently administered.

Responses from Electronic Survey. The results of the survey show that the majority of employees have read the College's evaluation procedures (63% agree or strongly agree). There is less consensus on whether employees are evaluated using the criteria listed in the job description. This response may relate to the findings outlined in the Job Description and Hiring Procedures sections of this report.

In terms of the application of evaluation, most employees responded that they are evaluated every year (74%) but 18% responded that they are rarely, irregularly, or never evaluated. Of the employees who have had an evaluation that contained an improvement plan, 14% report that progress was measured in follow-up, and 15% indicated no follow-up or measurement of progress. Of the supervisors who conduct evaluations, the majority responded that they do not know if they have received training on how to conduct them, and 24% either disagreed or strongly disagreed that they have received training. In terms of the implementation of the process within expected timelines, the majority who responded to the survey indicate that they do not know if they received the evaluation forms and instructions in a timely manner, and 16% responded negatively.

Responses from On-Site Interviews. With some slight variation, the feedback during the on-site visit is consistent with the online survey results. About half of those interviewed indicated they have been evaluated annually, but most have not been given a copy of the procedure. There was, however, feedback on a number of positive practices. Most reported that their supervisor discussed their evaluation, their goals, and their professional development

accomplishments or needs as a part of the evaluation process. Most also reported that their supervisor asks for their feedback. These responses support the conclusion that supervisors are communicating effectively and engaging employees during the evaluation process. The respondents view the process as confidential, feel that their supervisor is fair when evaluating them, and report that they have excellent communication with their supervisor.

While most of the attendees feel the procedure is adequate, about one quarter of those interviewed rate the procedure as not adequate at all. Most attendees reported that they have never been asked to provide input on their supervisor's evaluation, that there is no employee recognition system for Educational Services staff, and that supervisors do not receive training on how to conduct effective evaluations. There also were mixed responses on whether there are consequences for an evaluation that documents unsatisfactory performance and whether there is a follow-up process in those cases. Because the College uses an evaluation form that is narrative in nature, it is difficult for the Human Resources staff to determine whether or not the evaluation is satisfactory or unsatisfactory; therefore, unsatisfactory evaluations may not be followed up with some kind of remedial or disciplinary action.

Current Employee Performance Evaluation Procedures. Employee evaluation is an important tool to assure that employees understand the expectations of their job and are performing at expected levels. It is a powerful mechanism for developing the full potential of employees, providing them with a mechanism for upward mobility and growth, and recognizing outstanding performance. It is also a necessary tool for taking corrective action when performance is not adequate. A review of the College's evaluation procedures (Personnel Policy 4150 *Employee Evaluation, 1989)* indicates that the procedure now in use was developed in January 1989, is general in nature, and covers multiple employee groups. The LCCC evaluation form is not dated and, while also general in nature, provides space for sign-offs for the evaluation. As will be discussed later, the form does not provide detailed guidance on the information to be collected as a part of the employee performance evaluation. These documents may have been updated more recently, but the forms do not indicate the dates of any revisions. The CBT team was unable to identify the existence of a Board policy on evaluation that could be used to develop procedures for employee performance evaluation and the personnel actions that may result. There is evidence from interviews and survey information that regular evaluation of all employees has not been a consistent practice across the institution.

There are generally four components to an effective employee performance evaluation system: a Board Policy, specific procedures with processes and expectations outlined for each employee group, evaluation tools and forms, and the use of evaluation data to drive planning for staff development and training.

The adoption of a broad Board policy with accompanying specific procedures and tools will provide employees and supervisors in all categories with clarity about the purpose of evaluation, standards for performance, the mechanism for evaluation, communication of feedback, and the role and process for evaluation in personnel actions. The Board policy is important in providing supervisors and the President with the authority to base personnel actions on documented evaluations of employee performance. The specific procedures should provide the clear framework for employee development, recognition, and disciplinary action. The procedures should also delineate the process to assure that the evaluations occur on a timely and consistent basis. Frequent review and revision will keep the procedures, approved by the President, vital and up-to-date. The evaluation tool that accompanies the evaluation procedures provides a road map for employees to ensure the process is followed, complete, and well-documented. All three components are crucial to an effective system of employee performance evaluation.

As discussed in the Human Resources section overview, employee performance evaluation needs to be thoughtfully connected to functions of the job found in an up-to-date job description. Evaluation on specific measures, recognition of a job well done, and disciplinary action (up to and including termination) are based on the same criteria. Employees need to know on what criteria they are being evaluated, and the instruments used to document performance need to be consistent with that criteria. The criteria will be clear if they are described at the point of hire and consistently applied.

Board Policy. An organizing system for Board policies and consistent administrative procedures can take many forms. There are a number of good examples of well-developed, clear, and concise Board policies that guide the development of procedures. The creation of a Board policy on evaluation at LCCC would assist employees by providing the overall expectation for regular evaluation and providing the authority to act on those evaluations. It would be particularly clear to employees if the Board policy were cited in the College procedures document that spells out the evaluation system and its implementation.

An example of a Board Policy on evaluation is from El Paso Community College Board Policy 3.22.01 (Appendix HR 20). It provides a clear statement of the purpose of evaluation and the

Board expectations for its use. The policy template provides for the documentation of the revision history. A good Board policy can be structured to provide clear direction to the President on the purpose of evaluation, the expectations that procedures will be developed and followed, and the assignment of responsibility for implementing the evaluation system.

Elements of a Good Employee Performance Evaluation Procedure. While the Board Policy provides the expectations of the Governing Board and empowers action, the procedures should provide clear direction to employees and their supervisors concerning the actions and processes to be followed and the tools or forms to be used to document implementation. As noted in the introduction, this report does not specifically address or make recommendations for faculty evaluation, since that is currently under revision by the College and was not included in the charge to CBT. However, these components are recommended as a part of all employee evaluation systems and would be sound principles to include in the faculty evaluation revision currently under way. There are additional issues concerning faculty evaluation that will be noted in the report, as well. The following are critical components of an effective system for employee performance evaluation:

   A. Statement of Purpose
   B. Clear Timelines
   C. Criteria for Performance Measurement
   D. Components of the Process
   E. Clear Statements of Responsibility
   F.   Providing Effective Performance Feedback
   G.   Performance Improvement Plan and Process for Disciplinary Action or Termination
   H.   Recognition of Excellent Performance
   I. Application and Alignment with Professional Development
   J. Documentation and Record Keeping
   K. Verification and Oversight
   L. Clear Tools and Forms

While there is and should be institutional variation in the design of performance evaluation procedures, these components will be found in most effective systems..

   A.   <u>Statement of Purpose</u>: The foundation of an effective evaluation procedure is a clear statement of purpose that is used to guide the entire process. Purposes of performance evaluation at a college might be to:
      • improve performance;

- measure the level of performance;
- foster excellence;
- determine effectiveness in the position;
- determine contributions to the institution;
- communicate the expectations of the institution;
- increase alignment between individual and college goals;
- provide a basis for employee recognition;
- provide due process prior to any negative employment action; and
- provide managers with input from those they supervise.

The LCCC *Employee Evaluation Procedure* provides a general paragraph that states that the primary purpose of the evaluation is to "foster open and productive communication between employees and supervisors to assure that resources of the College are to be properly utilized in serving students and the community." It also includes the following purposes:

- Encourage individual employee growth and development
- Support decisions involving termination, transfer, promotion and pay
- Provide a workable context for effective human resource planning
- Recognize employee efforts and service to the College
- Encourage career development
- Identify areas of employee weakness
- Attempt to make corrections through positive efforts

While the stated primary purpose is "communication," it appears that the intent of the procedure may be more clearly aligned with performance improvement and personnel decisions. It may be helpful for the statement of purpose be clearer and more concise. One example of a direct and effective purpose statement is contained in the Long Beach Community College *Manager Performance Evaluation* (Appendix HR 21). Note the clarity in communicating the purpose of the evaluation.

Long Beach Community College Manager Evaluation Procedure
Purpose*:*
- Recognize excellence.
- Provide rationale for decisions on retention, non-retention or reassignment.
- Identify areas of performance needing improvement.
- Identify areas for general management development training.

B. Timelines: The timelines for each step of the process should be clear and in line with the renewal or contract deadlines for each employee group. Timelines need to take into account probationary periods, contract renewal, and exempt employees. Important considerations in determining timelines for the evaluation process include the following:

- How often are evaluations done?
- Does the procedure document the calendar dates for the period of the evaluation?
- Is there a probationary period for new employees?
  - When is the first evaluation during a probationary period?
  - Does it differ by employee category?
  - Are evaluations more frequent during the probationary period?
- Who is responsible for initiating the process and sending the forms to assure timelines are met?
- What is the deadline for completing evaluations?
  - For Educational Services Exempt?
  - For Educational Services Non-exempt?
  - For Professional?
  - For Administrators?
- Does the timeline allow for the process to be completed in a timely manner to coordinate with employment decision deadlines?

The LCCC Employee Evaluation Procedure indicates that the evaluation is to cover the previous calendar year, and it may be helpful to state that in actual dates (e.g. from Jan 1 to Dec. 31 of the previous year). The procedure calls for the personnel office to send the forms to employees in early January, and the review is to be done from that date to the 3rd week in February, with the faculty and Educational Services staff forms submitted to the dean by the first of March and administrative evaluations completed by the dean and submitted to the President by that date. There are two issues to be noted with the current timelines: Are they adequate to implement an effective and collaborative process for evaluation, and are they well-coordinated with the College's employment decision deadlines, such as non-renewal or contract continuation.

First, by initiating the process in early January with the completion prior to March 1, the College should review all of the steps necessary for an effective evaluation (training for evaluators, self-evaluation, goal-setting and other

components) to determine if the timelines provide for scheduling and implementing each part of the process. If evaluation is to include thoughtful interaction with employees and supervisors, sufficient time should be built in to allow for both preparation and feedback.

While the administrative evaluations are to be submitted to the President by the first of March, the hiring procedures indicate that the contract renewal date for administrators is February 28. This timeline in the evaluation procedure does not allow for the evaluation to coordinate with that decision-making process. On or before the first of March is also the deadline for evaluations of Educational Services staff recommendations for corrective or disciplinary action to be submitted to the President for review and disposition. While there may be internal expectations for evaluations requiring action to be submitted well before the deadline of March first, those expectations are not stated in the procedure, and current timelines do not account for the time necessary for administrative, presidential, and legal review of employment or disciplinary decisions.

Other issues to be considered in an overall timeline are the inclusion of timelines for specific components that may be added or expected as a part of the process. The current procedures do not address timelines for 360-evaluations for administrators or specific timelines for the completion of employee self-evaluation or goal-setting as a part of the process. A 360-evaluation provides feedback from subordinates, peers, and the supervisor and also includes a self-assessment. It may also include feedback from external sources such as customers and suppliers or other interested stakeholders. If these components are expectations of the College, timelines should be built into the procedure to ensure they can be completed.

C. Criteria for Performance Measurement: As noted above, the evaluation procedure should be carefully aligned with job descriptions. What principles ensure measurement based on appropriate criteria?

- Are the criteria measured on the evaluation form the same criteria in the current job description?
- Are the criteria measured a reflection of what the employee actually does on the job?
- Does the measurement include progress toward employee annual goals?

The LCCC Employee Evaluation Procedure does not clearly address the criteria on which the performance of employees is to be measured. The only mention of the criteria is a general statement that "the evaluation is based on the employee's work performance

and completion of assignments for the previous calendar year." This does not provide adequate guidance for either employees or supervisors to fairly evaluate performance. As discussed in the Job Description section, evaluations based on current and accurate job descriptions will provide the basis for a fair assessment of employee performance.

D. <u>Components of the Process</u>: The performance evaluation procedures should clearly outline all of the steps involved to complete the evaluation and the responsible parties for each step. What are the components of an effective employee performance evaluation procedure?

- Who completes feedback during the evaluation?
    - o Is the procedure clear that the immediate supervisor completes the evaluation?
    - o Does the employee complete a self-evaluation?
    - o Are peer evaluations a part of the process?
    - o Are employees asked to provide input on their supervisor's evaluation?
- Do administrators or managers undergo to do a 360-evaluation periodically? If so, are there clear timelines and processes to encourage supervisee feedback?
- Are there clear requirements for evaluation for different categories of employees; e.g., exempt, non-exempt, professional and administrator?
- Does the administrator evaluation include the development of annual goals and a process to evaluate performance based on successful achievement of agreed upon goals?
- Is a review of the employee's professional and personal goals a part of the evaluation?
- Is the discussion of employee development and growth a part of the process?
- Is the employee job description used as the basis for the evaluation?
- Does the supervisor meet with the employee to discuss the evaluation and performance?

- Are there clear sign-off directions?
  - Is there a statement to indicate that the signature of the employee means the employee has received the evaluation and has discussed it with the supervisor but that it does not necessarily mean the employee agrees with the evaluation?
  - Are additional reviews and sign-off levels clear in the procedure and on the evaluation form? Is it clear which positions require vice-president or President review and sign-off? Does the procedure allow for the employee to provide a written response to the evaluation?
- Is the employee permitted to include written comments about the evaluation before it is placed in the personnel file?
- Does the procedure include the process for appeal of recommendations for termination, disciplinary action, or non-renewal? Does the procedure align with the process and the timelines for appeal?
- Are the steps for termination or disciplinary action outlined in the procedure or referred to in a companion procedure?
- Does the procedure contain or refer to a program of employee recognition based on outstanding performance?
- Do all administrator and professional staff job descriptions include the requirement to conduct evaluations; and are those staff evaluated themselves on completing these duties and meeting deadlines?
- Is there a process outlined for the Board to evaluate the President?

The LCCC *Employee Evaluation Procedure* indicates that the supervisor conducts an evaluation including the completion of the evaluation form, interviewing the employee, and having the employee sign the form. The procedure does not mention a self-evaluation, the development or review of annual goals, 360-evaluations, an improvement plan for measurements found to be below satisfactory, or the development of the employee's growth plan or professional goals for the coming year. The sign-off authority is part of the form but could be stated more clearly because the current procedure applies to all employee groups. The College will be able to outline clear sign-off expectations as well as secondary sign-off with procedures that are tailored to similar employee groups, e.g., administrator or Educational Services exempt.

If LCCC wishes to implement a 360-degree evaluation procedure, some considerations are outlined below.

- The evaluation will alternate between informal and comprehensive 360-degree feedback evaluation on a three-year cycle with the comprehensive 360-degree feedback evaluation being conducted every three years.
- In addition to the performance review form, all administrative/exempt employees will be evaluated using a 360-degree evaluation tool.
- The 360-degree evaluation will be conducted no later than August 30 during the first two years in a new position and every third year thereafter.
- The Performance and Development Forms will be used during the 360-degree evaluation cycle.
- The 360-degree evaluation will solicit input from the employee's direct reports and selected peers and colleagues that are appropriate for each position.
- Human Resources will administer the surveys at the request of the administrator/supervisor.

E.   Clear Statements of Responsibility: An effective employee performance evaluation procedure clearly outlines the responsibilities for both the employee and supervisor. In addition, it articulates the responsibility of the Human Resources Department for monitoring, overseeing, and verifying the completion of the process.

- Are the requirements of the supervisor clear in assuring the process is initiated, timelines met, and meetings scheduled?
- Does the procedure articulate the supervisor's role in communicating the purpose of the evaluation and its role in employee growth and development?
- Is the expectation for supervisor's preparation for the employee evaluation review meeting clear?
- Is the employee responsibility clear for articulating goals, self-evaluation, and other components of the process?
- Are second-level review and sign-off expectations clear?
- Does the process provide the Human Resources staff with clear direction for its responsibility in initiating the process, providing clear direction for completion of the components of the process, providing current forms and tools, or initiating disciplinary action?

An example of how a procedure document can effectively delineate the process and roles clear communication of roles is provided from a Long Beach

Community College *Manager Performance Evaluation, Procedural Information* (Appendix HR 21). Note that each step of the process is outlined with roles of both the manager and the supervisor clear and well-explained.

(Excerpt from) Long Beach Community College Manager Evaluation Procedure

1. Manager (Evaluatee) Notification

   - Supervisor schedules initial performance evaluation meeting.
   - Manager receives an Employee Performance Evaluation Packet to utilize as a basis for developing next year's manager objectives. The packet contains: the Performance Evaluation Procedures, the Performance Evaluation Forms, the College's Education Master Plan goals, the Board of Trustees' goals, and the Superintendent-President's goals.

2. Initial Performance Evaluation Meeting

   - Supervisor reviews the performance evaluation process, which includes an overview of the goals of the College's Educational Master Plan, the Board of Trustees, the Superintendent-President, and the supervisor.
   - Manager is charged with developing objectives (for upcoming year) that are aligned with the aforementioned goals.
   - Supervisor and manager collaboratively discuss developing the manager's objectives.
   - Supervisor directs the manager to prepare and return a draft of his/her objectives to the supervisor within two weeks of the initial performance evaluation meeting.

3. Supervisor Preparations for Final Meeting

   - Supervisor receives manager's first draft of his/her objectives (within two weeks of initial meeting).
   - Supervisor reviews and, if necessary, revises manager's objectives.
   - Supervisor completes the three-part performance evaluation form, which includes both the evaluation of the previous year's objectives and the proposed objectives for the upcoming year.
   - Supervisor schedules the final performance evaluation meeting.

4. Final Performance Evaluation Meeting

- Supervisor and manager establish the manager's final objectives.
- Supervisor discusses the manager's performance evaluation.
- Manager is provided with an opportunity to respond and comment in writing.
- Supervisor and Manager sign off on the document.

In reviewing the LCCC Employee Evaluation Procedure, the directions are general and do not outline specific responsibilities for the parties involved. Having more clearly delineated roles along the process will assist the supervisors and employees in preparing for and implementing evaluation that accomplishes the goals of performance improvement and recognition of accomplishments. While sign-off expectations are found in both the LCCC procedure and the Evaluation Form, they are slightly different and could be aligned to indicate the flow of second-and third -line review and approval, depending on employee group.

F. Providing Effective Performance Feedback: Because the primary purposes of employee performance evaluation are to improve performance and contribute to success in fulfilling the mission of the college, an essential component of an effective evaluation procedure is the clear communication of expectations for employee growth and development. The supervisor should provide fair and honest feedback on areas for which the employee can improve performance or foster new learning. The process should allow for preparation for the employee discussion by the supervisor and the employee. The completion of a self-assessment is often a helpful tool in preparing for a discussion concerning performance. An important tool to support effective feedback is the training of supervisors in how to evaluate employees and, in particular, how to provide feedback on performance that will assist employee growth and development. Providing honest feedback on performance is often a challenge for supervisors but is necessary to assure that the evaluation provides meaningful feedback that allows employee development and connects that development to the mission of the college. The following are guiding elements to assure an effective performance plan component in the evaluation process:
- Is employee performance based on the current and accurate job description and recommendations for performance improvement related to specifics in the job description?

- Do employees develop annual performance and professional development goals?
- Do all employees have recommendations for employee growth?
- Does the evaluation form itself have a place to clearly indicate whether the evaluation of the employee's performance is excellent, satisfactory, or unsatisfactory?

G. <u>Performance Improvement Plans and Process for Disciplinary Action or Termination</u>: In the case of performance that requires correction for successful employment continuation, the procedure should include specific directions and guidelines for the development of a specific improvement plan beyond the feedback found in the evaluation form, including the date and process for follow-up.

Employees at LCCC have varying views on whether performance plans are currently measured with follow-up by the supervisor. The improvement plan should be based on the documented job description and should clearly outline the performance that must be improved, the expected actions by employee, the timelines and format for follow-up, and the potential consequences if the improvement plan is not successful. All of the components of the improvement plan should be documented and included in a sign-off process by both the employee and the supervisor and, if appropriate, a second-line administrator review.

While not the primary purpose, the employee performance evaluation system should also provide the feedback, documentation, and due process mechanisms in the event that unsatisfactory performance cannot be corrected and negative employment action must be taken, e.g., letter of reprimand, unpaid suspension leave, demotion, or termination. In a well-developed process, employees are well aware of deficits that have not been corrected as well as the potential consequences that may occur from that lack of progress. Following are some issues to consider regarding performance improvement and disciplinary action:

If employee performance is deemed unsatisfactory in one or more areas, is a Performance Improvement Plan developed to remediate performance deficits?

- Has the Improvement Plan been implemented and reviewed based on agreed-upon timelines?
- Are follow-up evaluations noted if required?
- If employees have unresolved performance problems, are the steps and timelines for remediation and/or termination clear? Have this process and its results been documented?
- Is the disciplinary action or termination appeal process clear and referred to in the evaluation documents?
- Is there a clear line of administrative review for performance gaps requiring personnel action?

In reviewing LCCC Evaluation Procedure for clarity on performance and employment actions, CBT finds that the procedure does not outline the process for disposition of corrective action or termination recommendations. It indicates the expectation for supervisors recommending corrective action to review the evaluation with the Director of Human Resources to determine the appropriate course of action and for evaluations requiring action to be submitted to the President for review and disposition, but the timelines and process for that review and decision-making are not specified.   The procedure does not provide clear guidance to the supervisor or employee on the process to be followed, the process for secondary review, or approval.   The procedure should be modified to ensure the appropriate level of review by those other than the supervisor, including the specific role of the President and the Director of Human Resources. The process for termination should be clearly outlined in College policy and procedures. If those are a part of the personnel procedures, direct reference to them should be made as a part of the evaluation procedure. Several of the evaluation instruments provided in section L (below) provide examples of forms that document improvement expectations and follow-up or other personnel action.

H. <u>Recognition of Excellent Performance</u>: The employee evaluation system can be an excellent means for collecting, documenting, and recognizing outstanding performance. The use of the evaluation system to reward and recognize excellence reinforces the stated goal of the procedure and lessens the fear or distrust of an evaluation process used primarily for negative employment decisions. The LCCC Employee Evaluation Procedure states that one of its purposes is to "recognize employee's efforts and service to the College." The current procedure does not indicate how this is coordinated through, or as a result of, the evaluation process.

In a development-based system, employees view the evaluation as an opportunity both to plan for growth and to be recognized for excellent work.   Some guiding questions related to recognition for outstanding performance are:

- Does the College have an employee recognition program?
- Does the evaluation form provide for positive feedback to employees on their strengths and areas of excellence?
- How is outstanding performance recognized? College-wide? By department?
- Are the criteria clear for recognition as an outstanding employee?
- Is there recognition for excellent attendance? For suggesting new ideas? For implementing efficiencies or savings?
- What is the supervisor role in recommending employees for recognition?

I. <u>Analysis of Evaluation for Planning Staff and Professional Development</u>: With the goal of performance improvement at the heart of an effective employee evaluation system, the data obtained from employees and supervisors is a valuable resource that can inform and drive the development of staff and professional development within the College. In a well-developed system, employees identify those areas in which they need additional training or growth, and supervisors have the opportunity to identify gaps in skills, currency and knowledge. The careful analysis of this information should lead to targeted improvement of employee growth and development across the institution. This would be particularly important considering some of the feedback from earlier climate surveys, such as the Fall 2009 *AQIP Climate Study*. That report is primarily positive regarding employees feeling that their supervisor supports and provides opportunity for professional development. A full discussion of Training and Development as a part of a human resources system follows in the next section. Focusing the professional development planning on employee needs (taken from individual evaluations) will assist the College in expending resources to documented areas of need. Some issues to consider include:

- Is the employee evaluation data collected and aggregated for planning of professional development?
- Is the identification of professional development needs a part of the employee feedback on the evaluation form?
- Do supervisors discuss and act on employee growth and development needs as a part of the evaluation process?
- Do supervisors use the evaluation form results to approve or encourage participation in professional growth activities?

- Do employees identify their personal and professional goals for growth as a part of the evaluation?
- Are those responsible for planning college-wide professional development informed of the data from employee evaluation as they plan for priority areas for training?

J. <u>Documentation and Record Keeping</u>: Because of the importance of the integrity of the employee evaluation system, being clear on documentation and maintenance of records is an important part of an effective system. To ensure the appropriate documentation is in place, the following issues should be considered:

- Are signatures dated on evaluation documents?
- Are the documents date-stamped upon receipt in the Human Resources office?
- Is confidentiality maintained at all levels? Is copying and printing of evaluation documents secure and confidential? Are Human Resources files of personnel documents secure?
- Does the College have procedures determining who has access to employee personnel records including evaluations? Can any supervisor in the employee's chain of command access the file?
- Is access to a file documented each time it is reviewed?
- Are records maintained in accordance with legal requirements?

The LCCC Employee Evaluation Procedure indicates that the signed and dated forms will be submitted to the Human Resources office but does not provide guidance on access nor maintenance of those records.

K. <u>Verification Process and Oversight</u>: As discussed above under responsibilities, the system for assuring the implementation of the procedures within the timelines should be clearly delineated. To include this guidance in the procedure document, the following issues should be reviewed:

- By position, who is responsible for tracking the evaluation system?
- Is the system automated or could it be included in an automated calendar?
- Can regular reports be produced providing the status of evaluation submission?
- Is there a process for a reminder prior to the deadline?

- Are the supervisors trained or oriented to the expectations and timelines to ensure that they complete the process within the timelines?
- Is there a process for the Human Resources Department to notify the vice-president and/or President if a supervisor does not complete the evaluations or does not meet deadlines?

The LCCC Employee Evaluation Procedure does not delineate specific responsibilities for verification and follow-up to ensure timelines are met. This is an important consideration in revision of the procedure, as the number of employees who report they are not evaluated on a regular basis or have never been evaluated by their supervisor is quite high. There should be clear responsibility assigned and administrators or supervisors should be held accountable for completion of employee evaluations in their areas. This process can be significantly streamlined with technology support for tracking and follow-up of evaluations. The College's Datatel system should be explored to determine how the record keeping and oversight of evaluation could be systematized.

L. <u>Clear Tools and Forms</u>: The tools and forms used to guide the evaluation process are the roadmap used by both the employee and the supervisor to complete an effective evaluation. The forms guide the development of all aspects of the evaluation. While there are many excellent tools used by colleges that could be used as a guide, the form used should reflect the purpose, criteria, and standards for evaluation developed by each institution. It should also guide the supervisor and employee in documenting goals, feedback, actions taken, actions recommended, dates of meetings, dates of review, and employee verification of the evaluation. Clear forms remove inaccuracy and inconsistency and assure that the employee receives feedback that will support personal and professional growth, areas of strength, areas to be improved, and specific actions expected of the supervisor. Examples of forms to be used as models are found in the appendix. Some of the issues to be considered in the development of a clear set of forms and tools are:

- Does the evaluation system include a packet of forms to guide the process, including goal-setting instructions and results, self-evaluation, employer feedback on strengths and development, and other components?
- Can the forms be developed for online use to include completion and transmittal to all appropriate parties as well as archiving electronically?

- Do the forms guide the employee and supervisor through all of the components of the evaluation process?
- Do the forms allow for the evaluator to include additional pages for more lengthy narrative?
- Do the forms clearly call for the documentation of evaluation period, dates of employee meetings, dates of review, and dates for secondary review?
- Are there forms to document an employee improvement plan?
- Does the form refer to other documents that may be relevant, such as due process for termination or appeal of a corrective action recommendation?
- Are there clear forms relevant to each employer group, e.g., Administrator, Exempt, Non-Exempt, and Professional?
- Does the packet used for administrator evaluation include the completion of annual department goals and an assessment of their completion?
- Is there a form for new or probationary employee review or an indication on the form to capture type of evaluation?
- Does the form include a place for the supervisor to mark whether the evaluation of the employee is excellent, satisfactory, or unsatisfactory?

The LCCC evaluation form is general and does not distinguish between employee types. While the form asks for evaluation of performance and job-related objectives for the next year, it does not serve as a guide through performance improvement process. The form does not easily lead supervisors in the documentation of excellence, areas for improvement, or documentation of employee corrective action, if necessary. The College's current evaluation form is narrative in nature and there is no consistent training for supervisors on how to apply the form to their specific circumstance.

While each college needs to design an evaluation packet that clearly outlines its own expectations, the appendix of this report includes a number of examples of evaluation procedure documents and forms that illustrate some of the components or standards discussed in this report. One example of how the evaluation form can serve as the road map or guide for the implementation of the procedure is the El Paso Community College *Non-Faculty Part-Time Employee Annual Evaluation* form (Appendix HR 22). Note that the performance rating is clearly defined and the self-evaluation component is a part of the form. This assures that a self-evaluation is completed as a part of the process of the evaluation. The form also calls for a documented rating of performance, including outstanding, commendable, competent, needs improvement, or significantly below standards and provides for a recommendation on employment continuation. This

example allows the supervisor to recognize outstanding performance or to document performance improvement expectations.

A second example is the Lone Star College System *Administrative/Professional Performance Profile* (Appendix HR 23) that includes a rating of performance, self-evaluation, personal and professional and overall goals as a part of the review. That document provides an example of how the evaluation forms and process can be tailored to the expectations of different employee groups. That in-depth evaluation, including goal review, varies from the example from El Paso Community College cited above that is geared to the assessment of part-time staff performance. The Lone Star College System *New Employee Performance Review (Administrative/Professional)* (Appendix HR 24) form provides an example of a short instrument to be used for new staff for the quick review at the 30-day, 90-day, and 6-month periods of new employment. Again, it is an example of tailoring the form to communicate clear expectations and to document the results to the employee. In this case, the College bases continuation of employment on these initial reviews for new employees and does not wait until a full year has passed before providing documented feedback to employees.

An example of how a form guides the evaluation process is the Long Beach Community College *Classified Confidential Employee Evaluation Form* (Appendix HR 25). That form provides for the documentation of follow-up evaluation for evaluations recommending action, including ratings of each performance criteria, overall performance rating, and recommendations for employment action or improvement required.

Finally, as noted in the introduction, CBT was not asked to evaluate or provide recommendations for faculty evaluation because the process to revise the faculty evaluation process is underway at the College. However, in looking at the areas discussed in this report that reflect an effective employee evaluation in particular, the procedure and forms should identify the components of the evaluation, including whether and how student feedback is included in the evaluation process. The cycles for evaluation may also differ for faculty to fit the academic cycle, tenure, or contractual policies and other factors. There may also be a separate process or form for feedback of on-line instructional activity. A very comprehensive example of a faculty evaluation procedure and all of the forms that support and document the procedure is the El Paso Community College Procedures 3.22.01.13 *Full-Time Faculty Evaluation* (Appendix HR 26). This extensive procedure is accompanied by a full component of tailored instruments to gather input from students (including on-line students). It also includes opportunities for input from students on non-teaching faculty. While extensive, this

packet of materials provides clear direction and assures that the methods and documentation requirements are well communicated.

Observations.   The CBT team believes that LCCC can benefit from a comprehensive review of its performance appraisal system.

1. There is no indication that College's employee evaluation procedures document has been updated since January of 1989.

2. CBT did not identify a Board policy providing direction for the development of evaluation procedures, the purpose for evaluation, and the authority to act based on evaluation documentation.

3. Based on employee feedback, the employee evaluation procedure has not been regularly and consistently administered to ensure that all employees participate in an annual evaluation with documented feedback on their performance.

4. The current procedures document provides only general direction of purpose and actions but is not specific to employee groups or new employees.

5. The current process does not clearly outline the expectations and components of the evaluation, and the form does not serve to guide the supervisor and employee through a thorough performance-development process.

6. Many colleges find that a separate procedure for each major employee group is helpful in designing a process and forms that guide the implementation of evaluation.

7. The timeline in the current procedure is not well aligned with personnel decision deadlines. The College should find a timeline that would allow adequate time for the process to be complete prior to contract or employment-decision deadlines in February.

8. The criteria for evaluation are not directly linked to current and accurate job descriptions.

9. Currently, LCCC does not include a formal process for self-evaluation. Self-evaluation can be a helpful tool to determine employee perceptions about their performance as well as their

strengths, frustrations, and career goals. It is often a helpful starting point for honest and helpful feedback on performance.

10. Feedback from colleagues and supervisees can be a helpful professional development tool as a part of an evaluation system. These two types of evaluation could be considered in the revision of the College's evaluation system:

    a. Peer review for Educational Services Staff to assess teamwork and interaction
    b. Periodic 360-evaluations for administrators as a mechanism to provide those being supervised with the opportunity to provide feedback on the effectiveness of their supervisor

11. There is not a separate process or form for probationary or new employees or to indicate the timelines for their evaluation. It is good practice to establish clear guidelines for new employee evaluation, often 90 days for Educational Services non-exempt employees and six months for contracted and administrative staff.

Recommendations. The CBT team was not charged with the revision of performance evaluation procedures and forms for the College. Instead, this discussion and the following recommendations are included to assist the College in creating its own documents, taking into consideration the current culture and history of the institution. The following recommendations are the result of the CBT team's observations referring to well-developed systems at other colleges, the review of College documents, the results of staff and Board member surveys, and the results of on-campus interviews with key employees.

1. CBT recommends that the College adopt a Board policy providing the expectations and purpose for annual evaluation and the authority for personnel decisions based on evaluation documentation.

2. CBT recommends that evaluation goals be tied directly to college-wide goals and student success.

3. CBT recommends that the responsibilities for the entire evaluation process, including record keeping, maintenance of confidentiality, and process for accessing records be centralized, assigned to the Human Resources office, and clearly outlined in the procedures.

4. CBT recommends clear expectations for supervisors to place annual evaluation as a high priority and that supervisors are held accountable for assuring full compliance.

5. CBT recommends that the full implementation of annual evaluation be monitored through a verification system. While it can be done manually, the process for verifying that evaluations have been completed would be improved by an automated system through Datatel which can track and report late or missing evaluations. Employee performance evaluation is essential in assuring that employees understand how their performance relates to the College's ability to fulfill its mission. The lack of attention to annual evaluation may communicate to employees that their performance is not important to the institution and has an impact on employee morale.

6. CBT recommends that the College revise the current employee evaluation procedure to ensure it reflects all components of an effective evaluation system: clear purpose, timelines, responsibilities, training, criteria based on accurate job descriptions, documentation requirements, performance improvement, recognition of excellent performance, disciplinary action, and oversight.

7. CBT recommends the development of employee performance evaluation forms that guide employees and supervisors in an effective process that provides the information necessary for employee growth and development. The forms should serve as a roadmap through the process, requesting appropriate information (such as self- or peer-evaluation) and should provide for separate forms for each employee group. While this could be accomplished in a single procedure and form, it is recommended that the College consider developing a series of linked procedures and forms that address the expectations for administrator, Educational Services staff, Professional staff, and faculty.

8. CBT recommends the development of procedures and forms for documenting performance improvement plans and resulting action in the case of performance that does not meet expectations. The process, responsibility, sign-off requirements, timelines for corrective action, contract non-renewal, or termination should be clear. The availability of an appeal process should be referenced or included in the evaluation procedures.

9. CBT recommends the development of an employee recognition program and a process to provide for employee recognition for outstanding performance based on annual evaluations.

10. CBT recommends the use of evaluation feedback as the basis for the development of staff and professional development programs that will meet employee needs and assist them in accomplishing the mission of the College.

11. CBT recommends that the evaluation procedures and forms be closely aligned and cross-referenced with the other components of the employment system, including the development and documentation of job specifications, current and accurate job descriptions, appropriate job title assignment, job announcements based on the job description, and hiring based on that set of expectations.

12. CBT recommends that the College consider revising the timelines for the employee evaluation performance system to better align with employment action timelines. By beginning the process in January and completing it on or before March 1, the current timeline does not allow for appropriate review, legal review, or due process in the case of employment decisions based on evaluation documents. The College could maintain the calendar year evaluation term but move the start date to November or consider changing the evaluation term to the academic year and beginning the process early in the fall.

Training and Development Needs

Introduction. While the review of LCCC's professional development program was not included as a part of the original charge for CBT, LCCC's ability to support student success is dependent upon identifying training gaps and planning effective professional growth for all employees. In addition, an investment in training and development of staff will support the College's goal of building trust and improving communication within the institution and will create an awareness of how employees contribute to the achievement of the College's goals.

Responses from Electronic Survey. Two areas were identified in the electronic survey as training gaps: a lack of training for supervisors in effective evaluation and a general lack of training about hiring and diversity/affirmative action.

Responses from On-Site Interviews. On-site feedback indicated an interest by professional staff in training on "how to be a good supervisor." CBT learned that regular discussions about diversity do not take place on campus, most particularly surrounding the hiring process. Affirmative action/diversity training may make a difference in the hiring decisions made at the College. The training has the possibility of changing the employee demographics at the institution which are currently significantly high in white, non-Hispanic staff according to the College "Workforce Analysis Summary" dated April 1, 2011.

It is also clear that IT training—specifically Datatel training—is critical for both the Financial Aid Department and the Human Resources Department. The team could not identify any clear department or expectation for a college-wide, need-based professional development program.

Current Training and Development Programs. College staff reported that the College offers a Leadership Academy, but the goals and contents of the program are not clear. In addition, LCCC has a "Recognition of Excellence" program where employees are nominated for special recognition. The President selects the employee to be recognized, and a luncheon is arranged for the employee with the President and Cabinet. CBT also identified some department-based training, e.g., in the student services area.

Best Practices in Training and Development Programs. Professional growth programs for permanent employees of an institution are put in place to provide incentives to enhance and update performance through the acquisition of new or improved skills, knowledge, and abilities. An investment in the College's employees also sends the message that the institution values the contributions staff make to support the academic and vocational goals of its students. As mentioned in the Evaluation section, a well-developed employee performance evaluation system will provide valuable information on the needs of employees for growth and development.

Many higher education institutions have developed formal training and development programs that are evaluated each year for effectiveness. An annual analysis of training gaps and needs surfacing through employee evaluations is a good start for identifying the kinds of training needed for the subsequent year. The earlier-mentioned "common thread" that runs throughout these human resources topics is also critical to the training and development arena. The criteria listed in the job description (job functions and skills, knowledge, and abilities) are the same criteria in the job announcement, the same criteria for hiring, the same criteria that specifically applies on the job, the same criteria for evaluating the employee (and perhaps including an improvement plan), the same criteria for deciding what training and development the employee needs, and the same criteria for making a decision to retain or terminate the employee. Clear expectations for a successful college-wide program of training and development should be developed and assigned to appropriate administrators.

Employers should make an effort to train and develop their employees rather than settle for merely satisfactory or mediocre staff who do not promote excellence either in their work or in their contribution to the vision of what the College's primary goal should be: student success.

A formalized professional growth program for non-teaching staff should be clearly organized and accessible to all eligible employees. A good example of a comprehensive professional growth program is from the Santa Barbara City College, *What is the Professional Growth Incentive Plan?* (Appendix HR 27). Eligible employees should be able to apply and submit proper

forms to progress through a program that is appropriate for their enrichment. A series of documentations might include the process below.   The careful organization of a professional growth program can guide the employee through what documentation is needed and when.

1. Declaration of Intent
2. Request for Approval (or change) to Participate
3. Request for Approval (or change) of Professional Growth Plan
4. Request for Approval to Take a Course During Work Time (non-release time)
5. Request for Release Time for Job-Related Course
6. Request for Approval to Take Specific Course, Workshop or Seminar
7. Certification of Attendance
8. Report of Course, Workshop, or Seminar
9. Notice of Completion

While documentation is important, as important is a master system for tracking and monitoring the progress of every employee who is participating in the College's professional growth program. The tracking of employees' progress through the program is typically done in the office of Human Resources. In addition to the enhancement of an employee's skills, knowledge, and abilities, the College can consider if a reward program that recognizes the accomplishments of individual employees might be an appropriate accompaniment.

An inaugural professional growth program for LCCC might include the following. These examples are based on the responses from staff throughout CBT's assessment.

Workshop, Seminar, Course	Appropriate for Employee Category
"What is affirmative action/diversity?"	All employees and Board of Trustees
"Discrimination (including Sexual Harassment Awareness)"	All employees and Board of Trustees
"How to Conduct an Objective Employee Evaluation"	All administrators and professional staff who supervise others
LCCC's Hiring Procedures	All administrators and professional and non-teaching staff serving on hiring committees
"How to be an Effective Supervisor"	All administrators and professional staff who

	supervise others
"How Datatel Can Make Your Job Easier"	Specifically tailored to individual departments
"Building Accurate and Appropriate Organizational Charts"	Human Resources staff
"Writing Accurate Job Descriptions"	All administrators and professional staff who supervise others
"The Perfect Tracking System for Evaluations"	Human Resources staff
Orientation for New Board Members	New Board members
"Using Data to Make Better Decisions"	All administrators, professional staff, President and Board of Trustees
Governance Training	Board of Trustees and President
"Effective Evaluation of Board Performance and Practices"	Board of Trustees and President
"Evaluating Your New CEO"	Board of Trustees and President
"Ethics for Boards of Trustees"	Board of Trustees and President
"Ethics in an Educational Institution"	All staff
Conflict Resolution	All staff
Effective Communication	All staff
Building Trust	All staff
"Looking for the Positive"	All staff

In addition to the training needs obvious to CBT, the professional growth program should also include training and development which serve to improve the weaker abilities of staff evidenced through employee evaluations. Samples of these kinds of workshops, courses, or seminars may look like the following and are appropriate for any employee needing support in specific areas.

1. Basic keyboarding
2. Proper lifting
3. Good customer relations
4. Balancing work and home
5. Producing effective reports
6. Excel training
7. PowerPoint training
8. Absenteeism in the work place
9. Job-related Internet training
10. How to apply for a job
11. Professionalism on the job

LCCC can also consider developing a professional growth program for faculty that might include the following topics:

1. Effective use of the smart board
2. Multi-media in the classroom
3. Teaching techniques that work
4. Creating an excellent course outline
5. Testing and measuring student achievement
6. Conducting efficient meetings
7. Soliciting relative questions from students
8. A matrix of annually required paperwork
9. Orientation for the new faculty member

Observations. LCCC can significantly improve its faculty and staff programs for development.

1. LCCC does not have a robust professional development program for its employees, nor has it assigned clear responsibility, standards, and expectations for a college-wide development program.

2. The current employee program is limited to a Leadership Academy, a small Employee Recognition program, and department-based training.

3. Based on staff responses from both the electronic survey and on-site interviews, training gaps are present in some critical areas, such as:

    a. Conducting objective evaluations

b. Affirmative action/diversity
c. New Board member orientation
d. Evaluating Board practices and performance
e. Datatel
f. Good supervision
g. Discrimination, including sexual harassment awareness

Recommendations. CBT makes the following recommendations regarding staff and professional development:

1. CBT recommends that the College develop a formal professional growth program that encompasses a variety of offerings based on the findings of this assessment and based on an analysis of employee evaluations. The responsibility for this program should be clearly assigned and expectations clear for annual goals.

2. CBT recommends that the College design its professional growth program on an analysis of employee needs and aimed at supporting student success.

3. CBT recommends that the professional growth program include training in effective communication and collegial decision-making in support of the College's goal to improve a climate of trust.

4. CBT recommends that the College develop a comprehensive computerized system to track and monitor the progress of employees through the professional growth program.

5. CBT recommends that the College consider developing an employee reward program to accompany its professional growth program.

Faculty Load Report

Assignment

The Board of Trustees asked the CBT consultants to prepare recommendations and direction on how staff shall develop a system to report each semester to the Board of Trustees current data on full- and part-time faculty (i.e., course assignments, degrees and qualifications, and hours taught.)

Methodology

Two meetings were held between the CBT consultants and LCCC staff in July and September to outline the data needs for the report and how the data elements can be generated.

CBT consultants in the meetings were:

Mike Brandy

Jean Malone

Diane Troyer (attended the second meeting)

LCCC staff in the meetings included:

Ann Murray, Manager Institutional Research

Marlene Tignor, VP Instruction

Chad Marley, Chief Technology Officer

Peggie Kresl-Hotz, Assistant VP, Human Resources (attended the first meeting)

Edie Miller, Project & Application Support Manager, ITS (attended the first meeting)

After considerable discussion about its components, CBT and LCCC administrators determined that the faculty load report will be compiled and presented to the Governing Board one month after the end of each semester in order to adjust for final assignments... The report will include the following information:

- Course description
- Section name
- Location
- Faculty last name
- Faculty first name
- Faculty status (full time/adjunct)
- Faculty load (This data element has to pulled manually by Instruction)
- Notes (to include "stacked classes/release time) (This data element has to be pulled manually by Instruction)

The report will not include "add to pay" assignments.

This report will be more easily produced after all the elements of the instructional and human resource databases are integrated. Normally the Human Resources Department produces reports of this nature. At LCCC, there are challenges to be overcome with the integration of these data elements, since the Faculty Load data element is not yet a part of the Datatel system. Consequently, while most of the information can come from the course database, the faculty load has to be manually assigned and reviewed by the Instruction Office.

A representative report, titled *Spring 2011 Sections and Faculty Loads by Course Prefix*, produced by the College is included Appendix FL 1.

Photo by Ray Giles

Minimum Qualifications Report

CBT consultants, working with LCCC staff, determined that it was best to produce an exception report based on the accreditation standards for minimum faculty qualifications. The College minimum qualification standards for faculty could be higher than the accreditation standards and may change as they are reviewed each year. The Vice President of Instruction informed the CBT team that most faculty meet minimum accreditation standards, but there are about four full-time and twenty-two adjunct faculty members who do not. The CBT team worked with LCCC administrators to develop the following reporting system:

1. An annual report listing faculty members who do not meet minimum qualifications for accreditation standard will be prepared manually by the Instruction Office and submitted to the Board in Executive Session along with a plan of action for those faculty members to meet the minimum qualifications.

2. A procedure will be developed in which the Vice President of Instruction certifies that all new full-time and adjunct faculty members meet the minimum accreditation qualifications at the time the employment recommendation is forwarded to the College President.

The Board of Trustees report, called the *Faculty Qualification Exception Report,* has been prepared by the Instruction Office for the spring 2011 semester. Since this report details specific information obtained from the personnel files of the faculty, it has been transmitted to the President, along with this project report, under separate cover for consideration by the Board in Executive Session.

College Climate

Colleges operate at their best when there is a culture of trust and open communication. Faculty, staff, administrators, and trustees are continuously dealing with contentious issues that have an effect on employees and on students and their success. Many of these issues are complex, and opinions about addressing them differ. In colleges that have a climate of trust, one in which the college's people feel free to express their opinions, the planning and decision-making processes are inclusive and transparent, decision processes are understood, and communication channels are open. Improving college climate will enable LCCC to deal most effectively and efficiently with the complexities inherent in the operation of a higher education institution.

Issues regarding the climate at LCCC have come up repeatedly in surveys and in interviews with employees. In the CBT electronic surveys, both trustees and employees rated college climate as the issue of most concern to them. Comparing results of the CBT survey with the 2009 AQIP survey reveals that climate is not improving at LCCC. If anything, it is getting worse. Some employees who were interviewed told the CBT representatives that they operated in a "climate of fear," which they indicated was caused by concerns about potential vindictive behavior on the part of colleagues, administrators, and trustees.

Streamlining the College internal governance system should also contribute to building a climate of trust. The current system of allowing all employees to comment on proposed changes in policies or procedures is too cumbersome. Providing opportunities for all segments of the LCCC family to be represented on governance committees and informing every one of decisions is a more common system for participatory governance on college campuses.

Improving the climate of a college and building trust will take time. Employees will wait to see if governance and communication systems can be relied upon and whether actions of colleagues, policy-makers, and administrators consistently match what is said.

CBT believes that the recommendations included in this report could go a long way toward improving the climate at LCCC. In particular, it is important for LCCC to adopt a clear and stable organizational structure; to align staffing ratios with institutional mission; to be sure employees are classified correctly, have accurate job titles, and up-to-date job descriptions; to be sure employee performance is evaluated regularly; and to provide faculty and staff with needed professional development and training.

The CBT team heard employee concerns about lack of consistency in following policies and procedures, seemingly arbitrary decisions, poor communication, and fear of retaliation. It is important for LCCC to address these concerns. Policies and procedures should be followed consistently. Decisions should be based upon evidence, employees and students should have opportunities to provide appropriate input, and decisions and their rationale should be appropriately communicated.

The CBT team found the trustees, administrators, faculty, and staff at LCCC to be capable and caring. When the College and its people begin to address the issues raised in this report, climate can begin to improve, and the institution can give full attention to students and their learning.

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College Brain Trust

College President

- Executive Director, LDCC Foundation
- Director, Public Relations
- VP, Support Services
- VP, Instruction
- VP, Student Success
- Associate VP, Institutional Effectiveness
  - Chief Technology Officer
    - Manager, Project & Application Support
    - Director, Systems & Technology Support
    - Network Manager/Supervisor
- Executive Dean, Community & Educational Development
- Provost, Centers
  - Coordinator, Student Success Center
  - Counseling/Coordinator Student Services
  - Development/Communications Officer
  - Program Manager, Warren Air Force Base

College Brain Trust

VP, Student Services

- Dean, Enrollment Services
- Athletic Director/Head Coach, Men's Basketball
- Dean, Campus Living & Learning

Dean, Enrollment Services
- Director, Advising & Career Service
  - Manager, Transitional Services
- Registrar
  - Coordinator International Student Services
- Director, Admissions
- Director, Scholarship & Financial Aid
  - Associate Director, Scholarship & Financial Aid

Dean, Campus Living & Learning
- Director, Residential Living & Judicial Affairs
  - Coordinator, Health Education
- Director, Counseling & Campus Wellness

College Brain Trust

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                          VP, Student Success
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        +------------------+--------------------+----------------------------+
        |                  |                                                 |
  Dean, Enrollment    Athletic                                        Dean, Retention &
     Services        Director/Head                                      Student Life
                     Coach, Men's
                     Basketball
        |                                                                    |
  +-----+--------+-------------+                    +----------+----------+----------+-----------+
  |              |             |                    |          |          |          |
Director,    Director,    Director,          Director,     Director,    Director,   Manager, Children's
Advising &   Admissions   Scholarship        Student       Wellness &   Student     Discovery Center
Career       & Records    & Financial Aid    Engagement &  Disability   Success
Service                                      Residential   Services     Services
  |                                          Living
Manager,
Transitional Services
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VP, Instruction & Student Success

- Dean, Health Sciences and Wellness
- Dean, Business, Ag & Computer Technology
- Dean, Career & Technical Education
- Dean, Education, Natural & Social Science
- Dean, Arts & Humanities
- Director, Learning Resources
- Dean, Enrollment Management
- Athletic Director/Head Coach
- Dean, Retention & Student Life

Organizational chart:

- **VP, Enrollment Management**
  - Director, Advising & Career Services
  - Director, Admissions and Records
  - Director, Scholarship & Financial Aid
  - Athletic Director/Head Coach, Men's Basketball
  - Director, Student Engagement & Residential Living
    - Manager, Children's Discovery Center
  - Director Wellness & Disability Services
  - Director, Student Success Services (SAGE TRiO, and Tutoring)