

Category Four: Valuing People

Processes

4P1

The process for identifying minimum and preferred qualifications for full-time employees is outlined in the College's formal operating procedures. According to Procedure 4100 (Recruitment, Hiring and Types of Appointment), the dean and the administrator over the position recommend the minimum qualifications to the President and the director of human resources who make the final decision. The determination of preferred qualifications used in advertising vacant positions is made through the joint efforts of the dean, administrator over the position, and screening committee in consultation with the director of human resources. Additionally, HLC guidelines and industry specific standards, as well as requirements of the University of Wyoming (our primary transfer institution) are incorporated in this process as appropriate. Finally, HR recommends that administrators and supervisors consider the College's official [Values Statement](#) as a framework for identifying desired employee values.

It should be noted that the processes and procedures described above address full-time employees only. The recently completed Performance Management Action Project recommended that adjuncts and non-benefitted part-time staff be included in the performance management system as it is implemented. Additionally, the action project recommended the creation of competency-based job descriptions for all employees based on a template and process created by the HR office. Furthermore, the action project recommended that these job descriptions be developed in fall 2010 in anticipation of a compensation study budgeted for 2010-2011.

4P2

Procedure 4100 describes the essential elements of the hiring process. These include: 1) how and where ads are placed; 2) the role screening committee members play; 3) application materials review; 4) required telephone and in-person interviews; 5) reference checks/calls to previous employers; 6) a requirement to provide official college transcripts for all degrees listed on the resume; and 7) employment eligibility checks. It is common practice to include behavioral questions to address values and ethics in interviews and require candidates to present their qualifications through teaching demonstrations or skills tests, as applicable.

Notably, LCCC increases the likelihood that new employees have the required credentials, skills and values by emphasizing the role of the screening committee. Employment applications are initially screened by the HR office to identify individuals who meet the minimum qualifications required for the position. The pool of candidates that meet the minimum qualifications are then reviewed by the screening committee whose role is to identify finalists based on credentials but not make the final hiring decision. Although consensus is the goal, upper level administrators (dean or vice president) make hiring recommendations to the President who makes the final hiring decision.

4P3

The hiring supervisor works with HR to create an advertisement that includes both minimum and preferred qualifications. (See 4P1 above) The position is then posted online and advertised on a local, regional, or national basis, as appropriate.

Applications are processed through the HR office, which forwards the completed applications meeting minimum requirements to the hiring supervisor/screening committee. The hiring supervisor/screening committee ranks the applications based on the preferred qualifications. They also establish interview questions (including as appropriate skill demonstrations) and reference check questions to be used. The hiring manager/selection committee then interviews and checks references for the top candidates and forwards a recommendation to the appropriate vice president and the President, who may also conduct interviews to verify candidates' credentials, skills, and values. The President has final hiring authority.

College-wide inducements for employee retention include benefits and longevity recognition (including salary increases as budgets allow), sabbatical leave, and employee recognition events. Other non-monetary rewards include training, in-service, professional development, and educational benefits. (See Procedure 4400 Classification and Compensation, Procedure 4760 Educational Benefits, Procedure 6552 Cross-Training Program, and Procedure 6555 PLUS (Professional Development Leave for Upgrading Salaries). Also, a Leadership Academy was initiated in 2008 to facilitate development of leadership skills in current and potential administrators and managers; any employee who wishes to advance to leadership positions may participate. In addition, there are processes for specific employee groups.

- New faculty members participate in a mentoring program during their first three years of employment.
- Full-time faculty members are eligible for continuing contract after three years of service.
- The student services area conducts regular in-services and team building activities.
- Annual professional development opportunities for administrative assistants (the "secretarial retreat") and educational services staff (sponsored by the Educational Services Staff Council).
- Faculty and administrators have travel and professional development funds.

4P4

While there exist College-wide processes to inform new employees about job functions and basic operational procedures (payroll, FERPA, campus printing, etc.), LCCC's history, mission, values, and Strategic Plan are minimally addressed. The Performance Management Action Project recommended that the orientation process be significantly revised, including the development of effectiveness measures. An action project has been initiated to do this.

4P5

To plan for changes in personnel, the HR Office monitors retirement eligibility of all employees to identify potential vacancies. As soon as an employee identifies his/her intention to resign or retire, the appropriate vice president reviews the anticipated vacancy with the work area and determines whether to fill the vacancy, modify or create a new position, or leave the position unfilled. These recommendations are then forwarded to President's Cabinet for approval.

4P6

LCCC does not currently systematically design work processes and activities. With the implementation of the [Strategic Plan](#), departments are developing operational plans, linked to the strategic goals and to the budget, which will contribute to organizational productivity (see Category 8). Regarding employee satisfaction, the College-initiated annual climate and focus surveys in 2009-2010 (see Category 3).

4P7

While LCCC does not have an institutional code of ethics, Procedure 4130 identifies behaviors that will result in possible cause for disciplinary action. Employee contracts and status forms include a statement that employees will abide by College policies and procedures, as well as the values statement. There are no mechanisms to formally monitor employees' ethical practices.

Traditionally, new employees have been briefed on ethical practices during new employee orientation, which includes sexual harassment training and a review of FERPA guidelines. As a result of the Performance Management Action Project mentioned above, the Orientation Action Team is developing a more comprehensive orientation process.

4P8

Training needs are determined at the departmental unit/group level and are generally based upon short-term goals. Annual evaluations and student feedback help identify some training needs. As appropriate, individual professional current license or certification and program accreditation standards also determine training needs. While individual activities are intended to help the overall movement toward effective organizational-wide efforts, there are no specific metrics showing effectiveness or an identified, overarching process tracking. The College recently finished the first phase of its Performance Management Action Project, which includes recommendations for a process for determining appropriate training needs.

4P9

There are a variety of activities in which employees may participate. The College reinforces professional development and training by providing opportunities and funding for conference participation and in-house workshops. Most in-house training is optional, but mandatory in-service sessions are done once per semester.

While a specific overarching system for monitoring such activities, or the employees who participate, has not been implemented, the Professional Development Action Team survey found that sixty-nine percent (69%) of the supervisors interviewed required employees to report or share how the activities helped in their professional development and position at the College.

4P10

Position descriptions and personnel evaluations help to align practices with leadership decisions. However, existing practices for the personnel evaluation system have been identified as being inconsistently applied throughout the College. The recently completed Performance Management System Action Project has made recommendations addressing these issues.

4P11

The College provides several mechanisms for employee recognition. These include

- President's Cabinet's Recognition of Excellence luncheon in the fall and spring semesters to honor employees who go above and beyond the call of duty.
- Annual Faculty Excellence Award presented at commencement to an outstanding full-time faculty member from each division.
- Annual Employee Recognition Reception at which employees are recognized for their length of service, held at the end of each academic year.
- Adjunct Instructor of the Year to recognize outstanding service by an adjunct from each division.

As appropriate, outstanding employees are nominated for state, regional, and national awards (for example, Wyoming Association of Community College Trustees, Wyoming Distance Education Consortium, and National Institute for Staff and Organizational Development). Employee accomplishments are regularly publicized both internally and externally. Regular press releases to the media highlight College activities and successes to the general public.

LCCC recognizes an opportunity to develop a process to ensure that employee recognition, reward, compensation, and benefit systems align with institutional objectives for both instructional and non-instructional programs and services and to measure their effectiveness.

4P12

Through the Vital Focus survey (spring 2007) and related conversations, it was identified that the College did not have a formal system to address this question. In response to this finding, LCCC initiated the Climate Survey/Focus Survey process (described in 3P4) during the academic year 2009-2010. Quality Council analysis of these results led to the initiation of several action projects. The anticipated annual administration of these surveys will create trend data necessary for evaluating the effectiveness of the action teams' efforts and maintaining a process of continuous improvement.

4P13

To promote employee satisfaction, the College provides competitive salaries within the region, strong benefits, professional development support, and, to varying degrees, opportunities for advancement. LCCC has initiated a climate survey/focus survey process to assess employee satisfaction with these efforts.

To provide for employee and student safety and well-being, the College has a Safety and Security department with 12 officers (four full-time and eight part-time) who have been hired to maintain security on campus. All stakeholders can view the campus [crime statistics](#). The College has an Emergency/Crisis Response Plan, which includes a text messaging system to alert students and LCCC employees of a variety of situations that may arise on campus as well as the placement of emergency phones in every classroom. Furthermore, the College has established the Campus Assessment, Response and Evaluation (CARE) Team, which collects and assesses concerns about persons of interest from the campus community, develops and implements strategies to address those concerns, and monitors the effect of those strategies. In addition, the College offers counseling services to students and employees, and a wellness program for employees.

Results

4R1

Prior to initiating AQIP, LCCC did not regularly or systematically collect or analyze data relevant to this area. As mentioned above, the College has initiated the climate survey/focus survey process to collect this information annually.

In addition, informal efforts such as open forums have been initiated. These forums, held on the fourth Tuesday of each month, provide opportunities for all staff and faculty to raise concerns or issues. The President has been meeting with each division/department on campus to improve communication and holds informal luncheons with employees. LCCC recognizes that an opportunity exists to develop systematic measures of effectiveness for these activities.

4R2

Because the College has just initiated a formal process to measure valuing people, no performance results are available at this time.

4R3

The College recently adopted a new Strategic Plan. During the spring 2010 semester, each department/division developed operational plans linked to this strategic plan and to the budget. Annual reports on the status of the activities in these operational plans will provide evidence to answer this item beginning in 2011.

Annual personnel evaluations include a review of individuals' progress on the previous year's goals and identification of performance goals for the next year. However, existing practices for the personnel evaluation system have been identified as being inconsistently applied throughout the College. The recently completed Performance Management System Action Project has made recommendations addressing these issues.

Indirect evidence is provided through measures such as

- graduates' success on the national tests required for licensure or certification, as appropriate,
- continuing accreditation by the HLC and program-specific accrediting agencies, and
- an unqualified financial audit each year.

4R4

Currently, the College does not have a formal process of comparing the performance of its processes for Valuing People to other education organizations or organizations outside of higher education. On an informal basis, LCCC communicates with the six other community colleges in Wyoming about similar concerns.

Improvements

4I1

One of LCCC's first action projects was analyzing the existing process of professional development as it related to job performance. The action team created an inventory of existing policies, procedures, practices and resource allocations both formal and informal. They conducted an analysis of the findings to identify opportunities for improvement, and barriers and inconsistencies in the professional development process. From this team's findings, the Performance Management Action Project was developed. This team created a framework and an action plan for a performance management system that includes the LCCC philosophy and definition for performance management. The implementation of this system will lead to more systematic and comprehensive processes and performance results for this category. The current phase of this implementation is the New Employee Orientation Action Project, initiated in May 2010.

Examples of specific program improvements are found in the area of safety and well being. In order to enhance the work of the CARE Team, the College has initiated the purchase of a software tool (Maxiant) to assist in managing safety risks across campus. Workforce & Community Development piloted a wellness challenge for its area in 2010 which included several workshops on health and wellness. Once this pilot program is evaluated, results and best practices will be shared college-wide.

4I2

The Quality Council (QC) was formed after LCCC was accepted into AQIP. It is a cross-functional team consisting of President's Cabinet, the deans, a member of the LCCC Education Association, a member of the Educational Services Staff Council, three long-term members (including the grants coordinator and the institutional research manager), six rotating members, and two members of the Board of Trustees. This group meets regularly and is charged with organizing and overseeing LCCC's program for continuous quality improvement (CQI), its ongoing accreditation through participation in the AQIP, and institutional effectiveness, which are guided by the College's Strategic Plan. In this capacity, the QC has initiated several action projects (see above) designed to improve and set targets for improvement in Valuing People.