

Category Three: Valuing Employees

Introduction

LCCC is an institution formed, developed, and grown through the dedication of individuals. The independence of the west, a staunch work ethic, and even a healthy dose of stubbornness, have provided the essence necessary to watch an idea of a community college blossom into the largest community college in Wyoming. This evolution and growth from a small downtown campus in the early 70's into a complex orga

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

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

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

To ensure that the College has sufficient numbers of classroom faculty, academic deans regularly review enrollment reports to determine the demand for specific courses and hire adjunct faculty as needed to meet identified needs. LCCC maintains a large pool of qualified adjunct faculty, who have access to training and resources in order to ensure that 6.9(de)-5(e)-13.specder toc tpsar toomssrouroa6(t)7(o)2roh2(s)-2

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

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

Figure 3R11 presents data about applicants for searches in 2013 and 2014.

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

Figure 3R11

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

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

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

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

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

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

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

Promoting employee satisfaction and engagement

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

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

Outcomes/measures tracked and tools utilized

Mentioned previously, the College grounds its work within position descriptions, which describe the ro6(i)-4.6(t)

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

Summary results of measures (include tables and figures when possible)
No data are available at this time.

Comparison of results with internal targets and external benchmarks

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

Interpretation of results and insights gained

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

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

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

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

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

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

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

Development

3P3 Development focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the Institution. This includes, but is not limited to, descriptions of key processes for:

Providing and supporting regular professional development for all employees

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

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

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

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

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

Aligning employee professional development activities with institutional objectives

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

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

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

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

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