

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

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

3I2: IMPROVEMENT

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

Responses

3P2a. Designing performance evaluation systems for all employees

LCCC's current evaluation system was established in 1989. Per the College's [Strategic Plan](#) (pg. 12), LCCC is currently developing a new performance management process. Doing so requires aligning employee job performance with meaningful, role-focused competency models that foster shared understanding and establish clear expectations across LCCC, providing employees with more consistent performance feedback, enabling better coaching on the part of supervisors, and allowing for better institutional tracking and reporting of employee performance.

LCCC's process for designing the performance management system includes four primary phases:

1. **Initial planning** includes obtaining executive direction on the purpose and requirements of the new system, soliciting subject matter input on performance management content and process development (e.g., internal experts, State of Wyoming HR Division), and establishing a committee of key employee stakeholder group representatives.
2. **Content/process development** includes conducting research on effective behavior-based performance management models; identifying appropriate performance management models based on research, institutional needs, and employee competency requirements; developing corresponding performance management system processes; identifying an appropriate online performance management platform; refining the performance process and evaluation model to include specific behavioral content; confirming performance process, content, evaluation, and system requirements (with committee input); obtaining executive approval for implementation; and revising performance management system policy and procedure (to include consultative feedback process).
3. **System development/configuration** includes establishing a system implementation timeline with milestones, configuring initial administration platform and data tracking mechanism(s), identifying appropriate system access channel (e.g., employee intranet), configuring user access and structure, importing performance content in alignment with system configuration, and testing systems' usability and acceptance.
4. **Training & Implementation** includes developing a project communication plan, performance management system support materials for administrators, and performance management system training and materials for users; initiating the project communication plan; training employees and managers; implementing the performance management system; evaluating the system, incorporating end-user feedback; and making improvements to the system as necessary.

3P2b. Soliciting input from and communicating expectations to faculty, staff and administrators

The College's two primary processes for communicating expectations to faculty, staff and administrators and soliciting their input are the new employee onboarding process and the annual employee evaluation process. During the onboarding process, supervisors review position descriptions with new employees and clearly communicate their expectations. At the same time, new employees may provide input, ask questions, and offer suggestions.

The second process is the annual employee evaluation/performance management process. A primary objective of the process is to foster open, productive communication between employees

and supervisors. This two-way communication ensures position- and employee-specific expectations are clearly communicated.

The evaluation process includes a series of structured, interactive steps. At the beginning of the evaluation cycle, the supervisor and employee meet to discuss performance expectations and goals. Both bring ideas to the meeting, which results in agreed-upon annual performance goals, aligned with the division and the College's strategic goals, and plans to accomplish those goals. The two reconvene at the mid-year review to discuss progress, any changes that have transpired, new projects that have arisen, etc. The cycle ends with the supervisor and employee meeting again to formally finalize the evaluation. At each step, goals and expectations are documented using an evaluation form that is submitted to HR and added to the employee's personnel file upon completion of the annual cycle.

3P2c. Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

Performance management provides employees a solid understanding of success in their respective roles and how that contributes to the attainment of LCCC's mission, Strategic Plan, and other institutional objectives (e.g., instructional or operational). The process the College uses to ensure this alignment is through detailed position descriptions and the establishment of annual performance goals integrated into the overall employee evaluation process.

Position descriptions at the College delineate the employee's core responsibilities and essential functions, including performance expectations with respect to LCCC's Mission, Vision, and Core and Aspirational Values. These are foundational to the successful accomplishment of long-term institutional goals and help frame strategies as outlined in LCCC's [Strategic Plan](#). In performance discussions with their direct reports, LCCC managers tie individual employee performance goals to the bigger picture and to help employees understand how their specific job performance contributes to overarching, institutional objectives. In these discussions, all LCCC employees are made aware of their responsibility for behaving in strict alignment with its Core and Aspirational Values and for advocating for the College's Mission on a consistent basis.

3P2d. Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

LCCC's process for utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators is delineated in [Employee Evaluation Procedure 4150](#). HR staff communicate with supervisors throughout the year to ensure consistent performance management. They distribute necessary forms and provide supervisor resources for completing the annual evaluation as well as a semi-annual progress review. HR collects completed evaluation forms and monitors progress and compliance through the number of completed evaluations received.

Specific to faculty, LCCC has an established process of classroom observations. Every semester, Deans observe the instructional methods of the faculty, then meet with them to review their observations and discuss any issues; the faculty member may respond to any questions or

concerns. Deans also review student course evaluations each semester and discuss any concerns with faculty. Furthermore, faculty are required to establish annual performance goals, which deans review semi-annually for progress. Attained goals are replaced by new targets as part of the annual goal-setting conversation (3.C.3). Absent the classroom observations, the evaluation process is the same for all other categories of employees and is described in greater detail in section 3P2b above.

3P2e. Establishing employee recognition, compensation and benefit systems to promote retention and high performance

The College establishes employee recognition, compensation and benefit systems to promote retention and high performance through internal collaboration and external consultation. In alignment with Board of Trustee's policy, aided by external expertise, LCCC has developed a system that is externally competitive, internally equitable, readily updated, easily understood, and fiscally responsible. Through 20 information sessions, HR solicited employee expectations for a compensation system and communicated goals, progress, and aspects of the system. Employee input was also collected utilizing an online assessment, completed by full-time employees and their supervisors, which detailed job functions, education and experience requirements, and necessary knowledge, skills and abilities for all full-time positions. An external consultant evaluated each position's classification and compensation based on these assessments.

The study revealed that employees wanted a system that recognized performance as well as longevity, competed with market compensation, and provided opportunity for educational advancements. It also revealed in many areas that the College had fallen behind market and industry standards for compensation based on the old system that did not consider market influence beyond initial hiring, adversely impacting LCCC's ability to recruit and retain employees.

This work resulted in innovative system where positions are now assigned to one of six broad classifications and a job-specific market range within that classification. This creates an adaptable system that greatly improves the College's ability to respond to changing market influences, process cost of living adjustments, as well as respond to turnover, industry changes, and College needs. When fully operational, the new system will also provide employees the ability to advance across their band through longevity increments, educational advancements, and performance results.

LCCC is currently executing a multi-year phased implementation of this new system and is improving tracking, data, and metrics reporting that will be essential for the full and efficient operation of the system. [Figure 3P2e-1](#) illustrates the College's plan for future employee progression/advancement through assigned bands.

The College hosts an annual Employee Recognition Reception to honor employees who reach longevity milestones along with special awards for Faculty of the Year, Adjunct Faculty of the Year, Classified Staff of the Year, and Professional Staff of the Year. LCCC also honors retirees at this reception, highlighting their careers and presenting them with farewell gifts. Other

departments use this forum to present Disability Services Above and Beyond Awards and CARE Team awards for individuals who have gone out of their way to care for students.

In addition to State of Wyoming benefits, LCCC offers some supplemental benefits, including short-term disability (100% employer paid), additional life and long-term disability (75% employer paid) and an Employee Assistance Program (EAP) (100% employer paid). Also, the College contributes 15.65% of an employee's gross earnings to retirement. The College includes targeted benefits training in new employee orientation sessions and in basic supervisor's training. This helps inform employees and supervisors about all aspects of benefits.

3P2f. Promoting employee satisfaction and engagement

LCCC believes the three key drivers to sustained employee engagement are clear direction, sense of belonging, and license to succeed. The College's commitment to shared governance, employee development, and performance management supports and nurtures these three key employee engagement areas, providing employees clear direction and recognition of their contributions which make them feel valued and engaged. They also offer employees input into their personal growth and development, as well as into the Institution's most significant work, enabling them to feel a genuine license to succeed and tendency toward more passion and engagement. Such passionate and engaged employees are more likely to model the LCCC Mission and behave according to its Core Values.

LCCC's processes to promote employee satisfaction and engagement are also grounded in its commitment to create a collegial, professional, and safe environment for its employees. Its shared governance systems offer numerous opportunities for employees to actively engage in operations and setting the direction of the Institution. The College also promotes employee satisfaction by providing all employees with tools needed to successfully perform their duties, as well as training and development opportunities, with salary adjustments for those attaining educational milestones. These employee development initiatives are delivered individually and in groups, and can be tailored to specific settings or needs. Opportunities also exist for both lateral and upward movement within the organizational structure.

3P2g. Tracking outcomes/measures utilizing appropriate tools

The primary process LCCC uses to assess employee satisfaction, engagement, communication of expectations, performance management, etc., is the LCCC Employee Experience Survey (prior to academic year 2017-2018, the College used the Ruffalo Noel-Levitz College Employee Satisfaction Survey). This survey is administered annually to all employees of the College. The survey itself includes numerous items that directly pertain to employee engagement and satisfaction. More specifically, the survey assesses areas such as how satisfied employees are with the communication of job responsibilities, how supervisors help employees improve, how employees' input is used to improve the College, and overall employee satisfaction.

In addition to employee surveys, the College's KPI system includes a [Campus Climate](#) (pg. 2) performance indicator that incorporates measures pertaining to employee satisfaction, employee grievances and complaints, and employee retirement and departure rates.

3R2a. Summary results of measures (include tables and figures when possible)

[Table 3R2-1](#) presents the results on the new LCCC Employee Experience Survey items that pertain directly to employee engagement and satisfaction. These data have been converted to a five-point scale to allow for comparison with the historical results on relevant CESS items, presented in [Table 3R2-2](#).

3R2b. Comparison of results with internal targets and external benchmarks

[Table 3R2-3](#) presents the benchmark data on items pertaining to employee engagement and satisfaction used by LCCC from a comparison group of institutions. Internally, the improvement targets are simply to see improvements on an annual basis until at which time we surpass the national benchmarks. From there, internal targets for the new Employee Experience Survey will be established; initial data will be used to develop targets in the following years.

3R2c. Interpretation of results and insights gained

LCCC is making sustained progress in all areas pertaining to employee satisfaction, engagement, guidance, and development. Throughout this portfolio, similar results are presented that demonstrate the year-over-year improvement in the results on the employee satisfaction/experience surveys on a variety of items. Employee satisfaction, engagement, and recognition follow these trends as well, in some areas producing significant improvements in just the time since our last Systems Portfolio.

Despite this progress, LCCC still falls short of national benchmarks in many of these areas. However, the national benchmarks have remained relatively flat or declined in some cases. Thus, if LCCC continues its progress, it is on the path to be a pacesetter for these areas in the future.

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

The College recognizes it has significant work in developing and assessing its performance management processes. The College is actively seeking assistance from professional organizations and other institutions to aid in this work. LCCC has reached out to the other six Wyoming community colleges to learn about their performance management process. The seven Wyoming community college HR directors meet monthly to discuss performance management, employee development, and related issues.

Described above (3P2b), LCCC has recently launched a process to design a new performance management process. The existing process, while functional, is outdated and not aligned with the cultural or strategic focus of the College.

As part of the new system's design, LCCC recently partnered with the State of Wyoming to implement an online platform for performance evaluations and associated correspondence. This leading-edge technology allows for efficient and easy system access and enables accurate performance evaluations based on real-time information and feedback. Participants can readily

track performance, and supervisors can generate useful feedback reports as needed. Performance content is based on a robust competency model that encompasses all employee classification levels and major job functions. This platform standardizes performance measurement for employee groups, thus strengthening the evaluation system.

Also described above (3P2e), the College is in the final stages of implementing a significantly revised compensation and classification system to improve retention as well as recruitment.

Finally, the College is significantly reforming its HR information system (HRIS) and establishing improved measures for monitoring performance along with systems and tools to more effectively collect, warehouse, and analyze these data. LCCC recently hired a HRIS Specialist charged with strengthening these processes, resulting in improved communication with employees. An example of this improved communication is the monthly HR Newsletter, which provides pertinent information about HR-related initiatives.