

Employee Performance Management Procedure	Procedure Number	6.7P
	Effective Date	11/10/2021

1.0 PURPOSE

The purpose of this procedure is to document the College’s process for evaluating the job performance of all full-time LCCC employees. Each benefitted employee is to be formally evaluated on an annual basis, at the completion of each fiscal year by the employee’s supervisor using LCCC’s online performance management system. The evaluation is based upon the employee’s overall job performance and goal accomplishments for that year’s performance evaluation cycle. This formal evaluation and associated documentation then become part of the employee’s official employment record.

Employees benefit from LCCC’s performance evaluation process in two primary ways. First, employees have on-going access to all performance objectives and expectations and can track their progress throughout the performance cycle. Second, employees are able to provide direct input to their supervisor as the cycle progresses and the performance objectives are achieved. This is helpful when it comes to discussing performance progress and possible indicators of success.

2.0 REVISION HISTORY

Adopted on: 1/3/89
Revised on: 3/16/2021, 11/10/21

3.0 PERSONS AFFECTED

All full-time, benefitted LCCC employees are covered by this procedure.

4.0 DEFINITIONS

- A. Behavioral Job Performance** – Reflects interpersonal and work culture-based employee behaviors. Behavioral job performance pertains to **How** an employee gets things done.
- B. Classification (Employee)** – LCCC’s employee classification system establishes how work is organized and how to best utilize our people to meet institutional needs, perform core duties, and deliver expected services. The accurate classification of positions helps accurately capture, recognize, and reward the work performed by our people. Performance evaluation forms that appear as templates and have been developed for each employee classification in the LCCC system.
- C. Continuous Coaching** – The process by which a supervisor provides frequent and specific feedback to an employee regarding their job performance including agreed upon performance expectations. The assessment of an employee’s performance is an ongoing process and continuous coaching is an invaluable tool supervisors can use to directly contribute to employee success.

- D. Core Values** – Inherent to the cultural fabric of our campus, LCCC’s Core Values are articulated in the Strategic Plan. These Core Values serve as the foundation for standards and expectations of employee behavior and govern what is deemed most important when it comes to the way we treat others in our work environment.
- E. Evaluation Phase III** – This is the final stage of the performance evaluation cycle. This is the time (and only time) when actual performance ratings are assigned (by category) and subsequently discussed. The most formal part of the evaluation process, the output from Phase III becomes a permanent part of an employee’s record. This phase closes out the evaluation process for that year’s performance evaluation cycle.
- F. Functional Job Performance** - Relates to the core responsibilities or essential functions of an employee’s role. Functional job performance is **What** an employee is asked to do and is reflected in their position description.
- G. Goal** –Goals are the first section completed during the Planning Phase I. Goals should always include a specific timeframe with clear indicators of success and resource requirements identified at the beginning of the performance evaluation cycle.
- H. Mid-year Progress Check Phase II** - During this phase, the supervisor and employee meet to check progress with respect to the goals and expectations that were established during the planning phase described above. Adjustments to goals or objectives are made if necessary. In addition, functional and behavioral expectations are specifically discussed in terms of the employee’s current performance status
- I. Objective** – An objective is the means for achieving a goal. Objectives make up the plan agreed upon by a supervisor and direct report. Good objectives are specific, measurable, achievable, relevant, and time-based.
- J. Objective-based Job Performance** – Objective-based job performance relates to **What** an employee is asked to do by **When** and generally changes from rating period to rating period based on current departmental needs. This performance area is determined at the department level with specific expectations determined at the start of the employee evaluation cycle.
- K. Performance Evaluation Cycle** – The performance evaluation cycle at LCCC runs on the fiscal year, July 1 through June 30. This is the time to talk about where an employee may need improvement and where an employee may be excelling.
- L. Performance Improvement Plan (PIP)** – A written plan between the supervisor and employee outlining areas of unacceptable performance and detailing actions necessary to bring the performance to an acceptable level. The plan identifies milestones and requires regular updates for monitoring progress. A PIP is not disciplinary but a failure to successfully complete it could become disciplinary.
- M. Performance Management** – An ongoing, collaborative communication process between an employee and his/her direct supervisor. A good performance management system establishes clear parameters around expectations and job success.
- N. Planning Phase I** – The supervisor and employee establish objectives and expectations for their rating cycle. A discussion covering the coming year’s goals/objectives (along with corresponding indicators of success), functional performance expectations, and behavioral performance expectations is held. This phase sets the stage for the coming performance cycle.

- O. Protected Leave** – Leave that may consist of FMLA, ADA, Workers Compensation. Military leave, jury duty, or other leave protected by state or federal law.
- P. Rating Scale** – A performance rating scale allows a rater to provide a qualitative (semantic) indicator reflecting an employee’s level of job performance success.
- Q. Supervisor Review** – A performance evaluation completed by the first-line supervisor of an employee.
- R. Second-level Review** – A review of a performance evaluation by the supervisor of the first-line supervisor who initially completed the evaluation.
- S. Third-level Review** – A review of a completed performance evaluation by Human Resources.

5.0 PROCEDURES

The performance evaluation cycle at LCCC falls within the fiscal year, July 1 through June 30. This applies to all employees aside from Categories A and B faculty whose evaluation cycle runs from August 15 to May 15.

Every full-time benefitted employee will receive an annual evaluation that reflects the duration of their performance period (i.e., 12-month, 11-month, 10-month, or 9-month). The supervisor and employee will establish performance objectives and goals within the first 30 days of the rating cycle or the employee start date, whichever is later. The supervisor must observe employee performance for at least 60 calendar days in order to provide an evaluation. If the employee is in a position for less than the performance period, the annual evaluation will reflect the reason for the unrated time, such as: new hire, transfer, promotion, demotion, RIF, reassignment or other action.

There are three main phases to the online performance evaluation process. These are the Planning (Phase I), Mid-year Progress Check (Phase II), and Formal Evaluation (Phase III).

- A. Phase I: PLANNING and Establishing Expectations** – The supervisor and employee establish objectives and expectations. They discuss the coming year’s goals/objectives (along with corresponding indicators of success), functional performance expectations, and behavioral performance expectations. This phase sets the stage for the coming performance cycle. Supervisors should review and update the position description (PD) with employees during the planning phase. Goals and objectives should be aligned with the PD and be functionally and behaviorally based.
- B. Phase II: Mid-Year PROGRESS CHECK** – During this phase, the supervisor and employee meet to check progress with respect to the goals and expectations established during the planning phase described above. Adjustments to goals or objectives are made if necessary. In addition, functional and behavioral expectations are specifically discussed and documented in terms of the employee’s current performance status. This is the time to talk about where an employee may need improvement and where an employee may be excelling.

C. Phase III: FORMAL EVALUATION – This is the final stage of the performance evaluation cycle. This is the time (and only time) when actual performance ratings are assigned (by category) and subsequently discussed. The most formal part of the evaluation process, the output from Phase III becomes a permanent part of an employee’s record. This phase closes out the evaluation process for that year’s performance evaluation cycle.

Performance Ratings – The five (5) tiered performance evaluation rating scale associates a numerical indicator with an employee’s level of performance

- **Poor** = Employee consistently fails to make expected contributions in this area. Needs immediate improvement.
- **Below Expectations** = Employee is inconsistent in terms of job performance and expected contributions in this area. Needs Improvement.
- **Meets Expectations** = Employee performs effectively and consistently in this performance area.
- **Exceeds Expectations** = Employee makes significant contributions and demonstrates an extraordinary level of competency in this performance area.
- **Outstanding** = Employee consistently makes exceptional contributions and performs at a superior level of competency in this area. Consistently goes “above and beyond” what is required or expected.

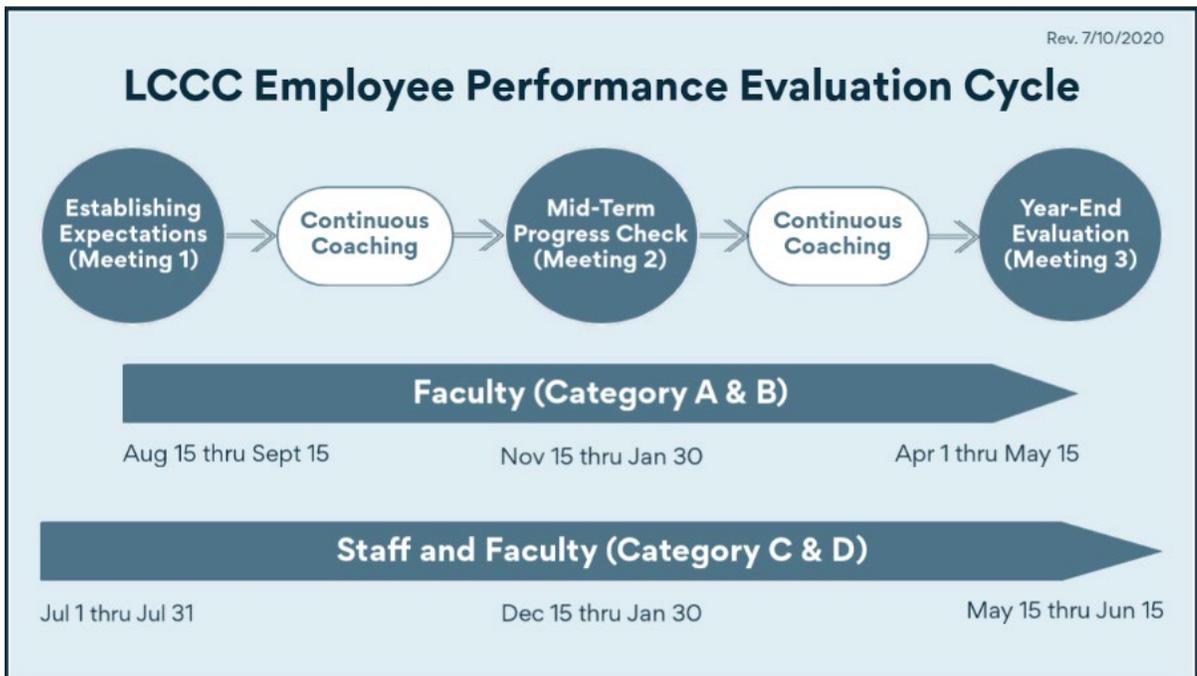
Any rating of “Poor” or “Outstanding” **must** be substantiated with detailed comments. The supervisor may attach additional documentation as necessary. There is no appeal process for a performance evaluation. If an employee wants, they submit a written response to their supervisor’s evaluation to Human Resources. The employee’s written response then becomes part of the employee’s permanent personnel file. Additionally, if the overall rating may result in “Poor” or “Below Expectations”, the employee may request a meeting with the Supervisor (author of the evaluation) and the Second-Level Reviewer, to discuss the differences. This meeting should occur before final signatures and determines if the rating stands or if it should be updated.

D. Performance Improvement Plan (PIP) - An employee who receives an overall rating of “Below Expectations” or “Poor” must be provided with a Performance Improvement Plan (PIP) by their supervisor. This written plan should be formally incorporated into the next phase of the performance evaluation cycle. A PIP can be implemented at any time during the rating cycle when an employee’s performance falls below acceptable standards in any of the domains. The intent of a PIP is to help an employee improve in specifically identified performance areas so that they can ultimately be more successful in their role. A PIP is not disciplinary nor intended to address employee conduct, as such are not appealable. However, a failure to successfully complete it could become disciplinary.

Supervisor uses the PIP template on the HR SharePoint site to create a written planning document for the employee who receives an overall rating of “Below expectations” or Poor” or if any area drops below an acceptable level of performance during the rating cycle. The plan must identify specific performance dimension areas in need of immediate improvement. The supervisor formally incorporates the PIP into the current performance management phase.

The supervisor meets regularly with the employee to discuss and document specific PIP progress and offer coaching or resources where needed. These meetings should occur at least monthly. The supervisor also provides copies of the updated PIP form to HR. If circumstances prevent completion of the PIP by the end of the rating cycle, the supervisor should carry the incomplete tasks on a new PIP into the next rating cycle. Employees who do not successfully complete the Performance Improvement Plan may be terminated in accordance with Procedure 6.10P for unacceptable performance and failure to improve.

- E. CONTINUOUS COACHING** - It is important to intentionally set aside time to provide feedback to employees about their job performance. Employees want to know how their performance is viewed, what they are doing well, and what they need to improve. As often as necessary based on employee performance, a supervisor must use the College’s feedback tools to provide both constructive and celebratory feedback to direct reports. The feedback should be documented in writing as either a memorandum or in myPATH. While there are three formal phases to the evaluation cycle, the assessment of an employee’s performance is an ongoing process and continuous coaching is an invaluable tool supervisors can use to contribute directly to employee success.



6.0 Employees on Protected Leave

Supervisors will complete an evaluation on employees on protected leave. This provides continuity and avoids penalizing an employee in a protected leave status by allowing the completed form to be saved to the employee’s performance profile and the content to be linked to other related system processes as appropriate. If the employee is on intermittent leave, or on protected leave for only part of the process, they should complete the process as they normally would unless HR is otherwise notified by the supervisor that it cannot be done. The employee will receive a minimum of “Meets Expectations” rating for this rating period. The rating could be higher based on performance. If an employee is on protected leave for the entire rating period, a “Not Rated” rating is recorded for the evaluation cycle.

7.0 When an employee is unable to sign off on their final evaluation for any reason other than protected leave, the following steps should occur, the supervisor should complete the form as they would for any direct report. The supervisor should be sure to add *“Employee unavailable to acknowledge receipt”* to their overall comments at the end of the form and then submit it to HR. The supervisor should notify HR and provide the rationale. HR will finalize the evaluation steps and record the evaluation.

8.0 Change Requests: Supervisors will submit a change request form for out-of-cycle processes such as transfers, departures, promotions, demotions, etc. The previous supervisor completes the Performance Evaluation Change Request Form as part of the Separation Checklist and submits it to Human Resources. The form is found on the HR SharePoint site. Previous supervisor and new supervisor hold performance evaluation handoff meeting (prior to new role start date). New supervisor and employee review position description (first week). Performance expectations associated with the employee’s new role should be discussed and any related employee questions addressed. The employee should be provided with a copy of his or her position description.

9.0 New Employee Performance Evaluation Process. Within the first week of starting employments at LCCC, every new employee should attend the online system orientation session with HR. Employee creates online profile within system. Supervisor and new employee review their position description within the first week. Supervisor and new employee establish performance goals within 30 days of their start date.

REQUIRED APPROVALS	NAME/SIGNATURE	DATE
Originator(s) Name(s)	Tammy J. Maas, Executive Director of Human Resources	3/16/21
Approval by President's Cabinet		3/16/21
Ratified by College Council	Marie Yearling, College Council Co-Chair	4/23/21
Approval by President (Signature)		4/23/21