

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 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

LCCC's current

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 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 (C.3). Absent the classroom observations, the evaluation process is the same for all other categories of employees and is described in 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

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 supervising. This helps inform employees and supervisors about all aspects of benefits.

3P2f. Promoting employee satisfaction and engagement

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

Table 3R21

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.