

PERFORMANCE PLAN - INDIVIDUAL GOALS (percentages indicate weight toward performance rating)		
1	CUSTOMER SERVICE	Weight: 20%
<p>Represent the Center professionally at all times to serve as the “face” of the Center in order for our colleagues, clients, and students feel welcomed and attended to so that the Center is viewed positively by our stakeholders.</p> <ul style="list-style-type: none"> Return all phone calls/respond to all messages within 4 business hours Check mail daily at 10a and 2p; distribute to appropriate staff members within one hour of receipt Ensure rooms and parking are reserved and that visitors have information needed (in terms of direction, parking, etc.) to make visit to the center positive Achieve positive feedback of 95% or greater on room reservation/set up process from customer service tickets related to room reservation process Maintain professional front office area, cleaning area and removing trash when needed <p>Exceeding expectations may include significant unsolicited feedback from customers on positive customer service.</p>		
2	STANDARD OPERATING PROCEDURE DOCUMENTATION	Weight: 15%
<p>Create SOPs for duties related to admissions and event planning in order to provide consistency, efficiency, and quality in our administration of these events so that we help to put a “best foot forward” in engaging and attracting top students to the Center.</p> <ul style="list-style-type: none"> Meet with stakeholders involved in admissions process for MA program, determine roles in the process, and identify stress points in the efficient operation of the events (due June 30) Establish a short follow-up survey for students to gain feedback on the events for future planning (due July 31); Student ratings of the events should average no less than a 4.0 on a 5-point scale over the course of the year (showing satisfaction with the process and feeling engaged and positively toward the department); The average rating should either maintain or improve over the course of the first year Develop concise and clear template emails/itineraries for students interviewing for admission, including checklists for critical points in student recruitment process and a list of vendors / key contact information used for recruitment events (due Aug 31) Develop flowchart that provides an overview of the admissions process and who in the Center participates at various points in the process (due Aug 31) Implement new procedures by September 1 so that survey data can be collected with each event through the fall and spring semesters <p>Exceeding expectations may include determining additional processes needing documentation, taking initiative to develop helpful resources and tools, or making useful recommendations to streamline student recruitment process.</p>		
3	CREATE FACILITIES TRACKING SYSTEM	Weight: 10%
<p>As part of your responsibilities to assist with the administration of facilities requests, design a ticketing and tracking system for all facilities requests in order to triage and resolve facilities requests more efficiently and effectively so that our presenters, participants, and colleagues can productively work in a pleasant and conducive environment.</p> <ul style="list-style-type: none"> Work with IT group to create facilities email request system to track work orders Log requests in database within one hour of receipt Triage requests and respond at least 85% of the time within 2 hours of receipt Tracking system should be operational by March 31 <p>Exceeding expectations may include starting phase two of tracking system before end of cycle, which includes working with IT to establish tracking metrics to share with Business Manager in order to better assess facility needs.</p>		
4	PEOPLESOFT TRAINING AND PROFICIENCY	Weight: 5%
<p>Achieve proficiency in new PeopleSoft Finance System by end of performance cycle in order to process actions accurately so that our transactions are compliant with University policy.</p> <ul style="list-style-type: none"> Attend required trainings necessary to obtain system access Attain 80% accuracy/approval of actions from central finance within 24 hours of submission without actions being returned due to user error or being incomplete Create FAQs related to system access/processing of transactions <p>Exceeding expectations may include obtaining mastery of system and providing assistance to other users in the department on finance/admin functions as needed.</p>		

ANNUAL APPRAISAL	Example: SLOANE – MEETING Expectations
<ul style="list-style-type: none"> • Rate each Individual and Institutional Goal. <ul style="list-style-type: none"> ▪ 1 = Not Meeting Expectations ▪ 2 = Meeting Expectations ▪ 3 = Exceeding Expectations • Multiply the Weight by the Rating to get the Score for each goal. Use two decimal places. (Example: 10% x 2 = 0.20) 	<ul style="list-style-type: none"> • Add all of the Scores together to assign a Final Overall Rating. <ul style="list-style-type: none"> ▪ 1.00 to 1.69 = Not Meeting Expectations ▪ 1.70 to 2.69 = Meeting Expectations ▪ 2.70 to 3.00 = Exceeding Expectations • Provide comments and signatures on the next page.

#	INSTITUTIONAL GOALS	Weight	x	Rating	=	Score
1	Expertise	10%	X	2	=	0.20
2	Accountability	15%	X	3	=	0.45
3	Customer-Oriented	15%	X	2	=	0.30
4	Team-Oriented	5%	X	2	=	0.10
5	Compliance & Integrity	5%	X	2	=	0.10
6	Supervision <i>(if applicable)</i>	-	X	-	=	-
Subtotal						1.15

#	INDIVIDUAL GOALS	Weight	x	Rating	=	Score
1	Customer Service	20%	X	2	=	0.40
2	Standard Operating Procedure Documentation	15%	X	3	=	0.45
3	Create Facilities Tracking System	10%	X	3	=	0.30
4	PeopleSoft Training and Proficiency	5%	X	2	=	0.10
5	-	-	X	-	=	-
Subtotal						1.25

FINAL OVERALL RATING	TOTAL SCORE	=	2.40
Has the employee received a disciplinary action during this performance cycle <u>and/or</u> received any rating of 1 (Not Meeting Expectations) on this appraisal? If <u>YES</u> , then the final overall rating <u>cannot</u> equal Exceeding Expectations, regardless of the total score.		YES	
		NO	X
NOT MEETING EXPECTATIONS		MEETING EXPECTATIONS	X
		EXCEEDING EXPECTATIONS	

(See comments on next page)

ANNUAL APPRAISAL

Example: SLOANE – MEETING Expectations

SUPERVISOR COMMENTS ON EMPLOYEE’S PERFORMANCE

Sloane’s greatest successes this year have been in overseeing and managing the two primary projects outlined in his performance plan: Individual Goal 2 - working on standard operating procedures for the office; and Individual Goal 3 - creating a facilities tracking system.

Sloane has demonstrated an outstanding ability to manage projects, coordinate with stakeholders, and achieve deliverables on/ahead of schedule. He has already moved on to phase 2 of the tracking system ahead of schedule, has completed the SOPs outlined, and has made recommendations for (and begun creating) additional SOPs that will be beneficial for our office. The guidance documents he created for the admissions events were incredibly well-designed, and I received many comments from students and parents on how helpful, concise, and clear they were. I have shared them with several colleagues in the College who are planning to adapt them for their use. This is an impressive contribution for someone so new to the team, and speaks to Sloane’s strengths. Others in the organization have taken note of his project management skills and have begun asking his for advice on their own projects, and Sloane has been very willing to assist his colleagues. This is the type of teamwork and collaboration we strive for in our Center.

Sloane is consistently presents a pleasant attitude and is professional and helpful to all clients and co-workers. He represents the Center in a positive light. His background in project management has assisted him in excelling at his project work. Sloane continues to develop proficiency in the general office tasks and, like the rest of campus, he is working to understand our new financial system and has attended all required trainings. The system is at times counterintuitive, which I think has been challenging for Sloane to adapt to, but I also see him actively working out the kinks in his communications with me and the help desk.

Sloane has developed strong working relationships with our IT contacts through his project work. He struggles sometimes understanding the nuances of the university environment and the challenges associated with interacting with and adapting to faculty, staff, student, and parent populations. We have discussed some stressful conversations with upset customers, and Sloane has struggled to know how to address these situations in the moment from the customer-relations side (he is proficient with most of the technical aspects in these interactions).

I encourage Sloane to take time in the coming year to find opportunities to connect with others on a more personal level to better anticipate customer needs and behaviors in the moment. He is meeting all other expectations in these areas, and I am confident once he develops a better grasp of the culture of our center and its players and gets a few more communication strategies under his belt, he will function more confidently and successfully in these duties. I am pleased that, as a new employee, he has stepped up to serve on the Center’s social committee, as this may help him learn more about the people and personalities at the Center.

I also encourage Sloane to continue to speak up with his ideas – his unique background helps him see things from a new and different perspective for our team. This new energy and these creative ideas can only benefit the work of our Center.

ANNUAL APPRAISAL	Example: SHANNON – NOT MEETING Expectations
<ul style="list-style-type: none"> • Rate each Individual and Institutional Goal. <ul style="list-style-type: none"> ▪ 1 = Not Meeting Expectations ▪ 2 = Meeting Expectations ▪ 3 = Exceeding Expectations • Multiply the Weight by the Rating to get the Score for each goal. Use two decimal places. (Example: 10% x 2 = 0.20) 	<ul style="list-style-type: none"> • Add all of the Scores together to assign a Final Overall Rating. <ul style="list-style-type: none"> ▪ 1.00 to 1.69 = Not Meeting Expectations ▪ 1.70 to 2.69 = Meeting Expectations ▪ 2.70 to 3.00 = Exceeding Expectations • Provide comments and signatures on the next page.

#	INSTITUTIONAL GOALS	Weight	x	Rating	=	Score
1	Expertise	10%	X	2	=	0.20
2	Accountability	15%	X	1	=	0.15
3	Customer-Oriented	15%	X	1	=	0.15
4	Team-Oriented	5%	X	2	=	0.10
5	Compliance & Integrity	5%	X	2	=	0.10
6	Supervision <i>(if applicable)</i>	-	X	-	=	-
Subtotal						0.70

#	INDIVIDUAL GOALS	Weight	x	Rating	=	Score
1	Customer Service	20%	X	1	=	0.20
2	Standard Operating Procedure Documentation	15%	X	2	=	0.30
3	Create Facilities Tracking System	10%	X	1	=	0.10
4	PeopleSoft Training and Proficiency	5%	X	2	=	0.10
5	-	-	X	-	=	-
Subtotal						0.70

FINAL OVERALL RATING	TOTAL SCORE	=	1.40
Has the employee received a disciplinary action during this performance cycle <u>and/or</u> received any rating of 1 (Not Meeting Expectations) on this appraisal? If YES , then the final overall rating <u>cannot</u> equal Exceeding Expectations, regardless of the total score.		YES	X
		NO	
NOT MEETING EXPECTATIONS	X	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS

(See comments on next page)

ANNUAL APPRAISAL	Example: SHANNON – NOT MEETING Expectations
SUPERVISOR COMMENTS ON EMPLOYEE’S PERFORMANCE	
<p>It has been a challenging first year for Shannon since she began June 5, and she has struggled to complete many of her assigned duties in the manner outlined in her performance plan.</p> <p>Shannon has struggled significantly in terms of her time management skills. She has failed to meet established deadlines such as completing the Facilities Tracking System by March 31 (Goal 3) meeting established deadlines to check mail daily on a set schedule, which has impacted the overall efficiency of the office. We have talked about the need for Shannon to be more mindful of the time and her schedule and have begun mapping out a schedule for her work day to accommodate her getting everything required done for the office.</p> <p>While she has made good progress on developing the SOP documentation (Goal 2) and met most of the deadlines for that goal, it has been at the expense of other work getting completed in the office. That project was a significant portion of her first few months on the job, and her focus on that work may have contributed to not establishing a regular workflow for her other duties.</p> <p>We have had numerous discussions regarding her interactions with colleagues and clients (Institutional Goals 3 and 4). Co-workers and clients have stated that Shannon often seems sullen and/or disengaged. Feedback from customer service tickets response averaged 76% for the year (below the expected 85% on the performance plan), and aggregate data indicates that Shannon has been inefficient in her response time and is perceived as unprofessional when following up with customers (there were frequent comments from a variety of customers that described the interactions as “abrupt” and that she looks “unhappy” at the front desk). This is true from my own observation, and Shannon and I have discussed this on several occasions throughout the year. Within our 2-person “team,” Shannon has been more responsive and more positive with me, but that needs to carry forward to our internal and external clients as well.</p> <p>As the face of the office, Shannon is expected to always greet visitors and callers with a friendly demeanor. This is not happening with regularity and must be improved. Shannon has shared that when she is ‘stressed out’ or trying to concentrate, she has a hard time keeping her customer and team orientation going at the same time, so finds it difficult to “shift gears” in the moment. We have discussed training possibilities to help address this.</p> <p>I need to see improvement in Shannon’s professionalism and prioritization. Too much time is being spent on one project at a time, which causes other projects to fall behind. We are a dynamic, growing Center, and Shannon needs to sustain the necessary multi-tasking skills to meet expectations for this position. I would like for her to attend “Developing Organizational Skills” training this year. And I also want her to continue to work with me on outlining a daily/weekly schedule to follow to ensure all tasks are getting done in the time prescribed.</p> <p>Shannon’s probationary period ends June 4.</p>	

ANNUAL APPRAISAL	<i>Example: SYDNEY – EXCEEDING Expectations</i>
<ul style="list-style-type: none"> • Rate each Individual and Institutional Goal. <ul style="list-style-type: none"> ▪ 1 = Not Meeting Expectations ▪ 2 = Meeting Expectations ▪ 3 = Exceeding Expectations • Multiply the Weight by the Rating to get the Score for each goal. Use two decimal places. (Example: 10% x 2 = 0.20) 	<ul style="list-style-type: none"> • Add all of the Scores together to assign a Final Overall Rating. <ul style="list-style-type: none"> ▪ 1.00 to 1.69 = Not Meeting Expectations ▪ 1.70 to 2.69 = Meeting Expectations ▪ 2.70 to 3.00 = Exceeding Expectations • Provide comments and signatures on the next page.

#	INSTITUTIONAL GOALS	Weight	x	Rating	=	Score
1	Expertise	10%	X	3	=	0.30
2	Accountability	15%	X	3	=	0.45
3	Customer-Oriented	15%	X	3	=	0.45
4	Team-Oriented	5%	X	3	=	0.15
5	Compliance & Integrity	5%	X	2	=	0.10
6	Supervision (<i>if applicable</i>)	-	X	-	=	-
Subtotal						1.45

#	INDIVIDUAL GOALS	Weight	x	Rating	=	Score
1	Customer Service	20%	X	3	=	0.60
2	Standard Operating Procedure Documentation	15%	X	3	=	0.45
3	Create Facilities Tracking System	10%	X	3	=	0.30
4	PeopleSoft Training and Proficiency	5%	X	2	=	0.10
5	-	-	X	-	=	-
Subtotal						1.45

FINAL OVERALL RATING	TOTAL SCORE	=	2.90
Has the employee received a disciplinary action during this performance cycle <u>and/or</u> received any rating of 1 (Not Meeting Expectations) on this appraisal? If YES , then the final overall rating <u>cannot</u> equal Exceeding Expectations, regardless of the total score.	YES		
	NO		X
NOT MEETING EXPECTATIONS		MEETING EXPECTATIONS	
		EXCEEDING EXPECTATIONS	X

(See comments on next page)

ANNUAL APPRAISAL*Example: SYDNEY – EXCEEDING Expectations***SUPERVISOR COMMENTS ON EMPLOYEE’S PERFORMANCE**

Sydney has had an excellent first year since starting with the Center June 5. She has presented herself as a model employee and has exceeded most of the expectations outlined in her performance plan. I have received unsolicited positive feedback almost weekly about her positive attitude, professionalism, and helpfulness. I have observed her treat the full range of her clients with the same care and attention, whether they are a prospective student or a ranking faculty member. Her customer service feedback data related to room reservations/set up was 100% positive for the year. Clients noted her willingness to troubleshoot and negotiate when there were room conflicts that needed to be resolved (Ind. Goal 1).

Sydney took the lead on two big projects for our office this year: the standard operating procedure guidelines (Ind. Goal 2) and the creation of the facilities tracking system (Ind. Goal 3). She completed the SOP project on time and was able to identify and eliminate several redundant and conflicting activities from the old process, which resulted in a significant reduction in the complexity of our processes (to the immense satisfaction of our admissions group). I was impressed that she was able to make these changes without alienating any colleagues or casting blame. It is sometimes challenging for a new employee to get long-standing employees to change how they are doing things, but Sydney’s collegial and respectful “we’re in this together” approach generated buy-in and goodwill rather than resistance.

Sydney lights up when working with the students and their parents, and I received many comments from parents about her helpfulness and clarity; one called her “an absolute gem.” Even though her role is primarily administrative and supportive for our admissions events, she has become an integral part of the program’s success.

Sydney’s work on the Facilities Tracking System is already a huge success, and its implementation has streamlined many processes in our work with that group. She far exceeded expectations in implementing phase one (two months ahead of schedule), is almost through with phase two (which originally was planned for completion by October), and is already working with our student services group to recommend how a similar process may work for tracking their applications. I appreciate her ability to pull information together and find innovative solutions to long-standing issues.

As the rollout of the PeopleSoft system has been a challenge for all of our campus, Sydney has shared in that struggle. Despite frustrations with the system, she has maintained a positive attitude and is continuing to learn what is expected of her in using the system (Goal 4).

We are so fortunate to have her on our team representing the Center!