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| **Classified Staff and Service Professional**  **Performance Appraisal – SUPERVISOR’S ASSESSMENT** | |
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| **EMPLOYEE INFORMATION**   |  |  |  |  | | --- | --- | --- | --- | | Employee Name: Talbert Tso | NAU ID (not SSN): 1824480 | | | | Title: Application Systems Analyst | Department: ITS EIS Application Development Team | | | Supervisor: Vivek Bongu | Period Rated From:07/01/2016 | To:06/30/2017 | | |
| |  | | --- | | **Check one:** | | Annual assessment | | Probationary assessment (CLS only) | | Other | |  |
| **I: JOB FUNCTIONS AND STANDARDS** | |
| Describe the job functions / duties for this position for the appraisal period. For each function, describe the expectation or standard of performance. Indicate any changes since the last appraisal. **(Complete/update at beginning of appraisal period.)** | |
| **1) Function:** Support the design, development, programming, testing, implementation, and user support of ITS EIS Application Development Team applications by programming and developing web interfaces that adhere to standards and styles set within the programming group.  **Standard:** Provide effective program and process solutions throughout all phases of the development process. Demonstrate knowledge of best practices and processes involving testing, customer acceptance, and migration to support the ITS EIS Application Development Team’s multi-tier development environment.  **2) Function:** Communicate with Business Analyst on academic, finance, and administrative roles to determine requirements and provide other support as needed.  **Standard:** Demonstrate excellent documentation, communication, and time management practices.  **3) Function:** Develop and master appropriate technologies to design, program and manage web-based applications and processes for maintenance of public Web sites, administrative intranet systems, and content management systems (CMS) to support prospecting communication, registration management, expense tracking, reporting and other projects.  **Standard:** Demonstrate ability to maintain web services and reports using HTML, ASP.NET, C#, and other Microsoft programming platforms and programming methodologies. Demonstrate knowledge of structured query language and the ability to develop solutions using relational database design, and object oriented design methodologies.  **4) Function:** Address problems, troubleshoot errors, and research solutions in a prompt manner and notify affected employees of the problem and resolution.  **Standard:** Demonstrate the ability to troubleshoot errors and researching problems. Successfully determine solutions, and coordinate implementation of solutions with other team activities and customer schedules.  **5) Function:** Provide technical expertise to programming team as needed by individual members as well as coordinate the team moving forward to new global architecture with new development paradigms, platforms and frameworks to keep in synch with the industry.  **Standard:** Demonstrate leadership and the ability to clearly define the best way forward. | |
| **FUNCTIONS AND STANDARDS SUMMARY (complete at end of appraisal period)**   |  | | --- | | **Unsatisfactory Performance:** *Did not meet job requirements. Significant improvement needed.*  **Needs Improvement:** *Sometimes met job requirements but improvement needed in certain areas.*  **Good Performance** *Consistently met and occasionally exceeded job requirements.*  **Very Good Performance** *Consistently met and frequently exceeded job requirements.*  **Exceptional Performance:** *Consistently exceeded job requirements.* | | |
| Describe any particular areas of the job functions where employee has excelled, could further develop, and/or needs improvement. | |
| From July 2016 to January 2017, Damien Coy was Talbert’s supervisor. Then after Northern Arizona University (NAU) Information Technology Services (ITS) “centralization” I became Talbert’s supervisor.  Prior to “centralization” it was announced that Extended Campuses (EC) Technical Team would be dissolved and its members and supported services would be transferred to NAU ITS. Talbert was told that there would be no new development projects. As such, Talbert had no new development tasks to write about for the months July 2016 to January 2017. However, he managed to stay active with EC tasks in a maintenance role for those months.  During this appraisal period, Damien was able to utilize Talbert’s greatest strength in front end development and placed him on projects that took advantage of this skill. In addition, he took on maintenance task that involved more front end development. | |
| **II: GOALS**  Goals can be projects to make progress on or complete, job functions or behaviors to be improved, and/or skills and practices that could be further developed. All goals should be consistent with department and university goals. | |
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| **GOAL DESCRIPTIONS** | |
| **Employee and supervisor should establish goals at the beginning of the appraisal period.** For each goal listed, include expected outcomes for the appraisal period and indicate measures, timelines, and resources. | |
| 1. Improve ITS EIS Application Development Team’s operational efficiency by developing high quality, robust software applications. 2. Speed information delivery with integrated systems and a single database platform. 3. Reduce cost and maintenance cycles by utilizing industry standard hardware and software components. 4. Continued ability staying productive in the use of current development software, languages and techniques used within the ITS EIS Application Development Team Web and Database environments.     Success will be measured by the ability to champion robust, innovative and dynamic technology solutions to ITS EIS Application Development Team initiatives that help provide expanded options to students, faculty and staff. All of the team support and resources in addition to further resources, if needed, are available to accomplish this task. | |
| **PROGRESS REPORT (Optional)** | |
| If helpful, use this section to track progress, updates, and changes as many times as needed throughout the appraisal period. | |
| Goal 1:   1. July 2016 – January 2017: While there was no new major development projects for this period, Talbert was able to help improve EC efficiency through updating user interfaces for EC websites. These sites included, EC, Yuma, Yavapai, and Personalized Learning. In addition, he has worked on Ektron components/widgets that are utilized in Landing Pages and other Ektron based websites for NAU. The range of maintenance tasks he was assigned during this time was from simple front end display changes to fixing scaffolding and HTML base code to ensure the look and design of our sites. 2. September 2016 – October 2016: During these period he was a part of the initial team that went to create Jackspath. At the time it was called Blueprint and he was tasked of creating the initial scaffolding of the webpages. Another member of the team then took over to create additional front end development assets. Later, after the completion of Jackspath, he was informed that the scaffolding he created was well used and a good foundation for the site. 3. February 2017 – June 2018: Worked on a brand new project called Internship. Requested by Social Work, this application digitize a 100% paper processing system to an online application. Social Work Admins working with third party agencies would offer NAU Students internships as a part of credited hours. The Project Leaders and Designers met with the clients to work out how the students would apply, how agencies would submit a program, and how admins would assign applied students to those programs. The Internship project team, which he is part of, worked to divide up the project into sections for each developer to take on.   Goal 2:   1. July 2016 – January 2017: Enlightenment Portal was a project started and completed last fiscal year. This application is a type of reporting services that assist Kevin Hayes, Blanche Johnson, and other employees at NAU. During this assessment period there was not a month that went by that he did not have a maintenance task for Enlightenment Portal. These task ranged from editing and adding controls to the front end, to ensuring the end users experience is seamless by solving issues with SQL data retrieval efficiency. 2. July 2016 – January 2017: In addition to maintaining the usability of Enlightenment Portal, Talbert also learned a bit more about the Model View Controller (MVC) framework. MVC is a newer framework that works best in conjunction with server side markup languages (i.e.; Razor, Angular) to provide a unique type of user experience with transition-less like behavior. Because of his passion for front end development he mainly worked on the front end side to MVC for this project. 3. February 2017 – June 2017: The Internship project utilizes MVC and Razor in the new Visual Studio 2015 Integrated Development Environment (IDE). For this project, Talbert expressed that his skills in MVC had been lacking. However, with the help of fellow teammates, he was able learn a good portion of MVC and the paradigm it comes with. With this new skill set he was able to navigate MVC projects with ease and develop new applications much more efficiently.   Goal 3:   1. July 2016 – January 2017: Throughout this period, EC had implemented and used a task tracking application called Task Management Environment (TME); this was an in-house created application created specifically for this use. Talbert would use the application to receive new tasks to work on and log his hours of work. Project managers were in charge of evaluating a new project and breaking up the components of the project to be assigned as tasks for developers. Every now and then the Project Managers would team up with Developers to create these tasks. To supplement the use of TME, Project Managers would schedule weekly or every other week meetings to discuss progression on the project or announce changes to project that came down from stakeholders and clients. 2. February 2017 – June 2017: To facilitate old EC members and NAU ITS, teams would use a web application called Trello. This web application could track tasks onto “cards” and developers would mark (or be marked) them to claim that they would work on that task. A card then could be moved freely between different states to signify its development progression. For this assessment period, the project leader for Internship would hold meetings either weekly or every other work day. During this time, the developers would explain what they would need to do in order to complete a portion of the project. These became cards created by the developer to be worked on by that developer.   Goal 4:   1. October 2016 – November 2016: During this time Blanche Johnson had Talbert look into an issue with Enlightenment Portal. Once a button is clicked, the page would generate a comma separated value (CSV) text file report. Unfortunately, Blanche was seeing an issue where the report would time out and return nothing. Talbert was able to determine that the function was attempting to compute several rows of data but was hitting a threshold that would cause the site to soft crash. Talbert debugged the issue to the point where he knew the threshold count. He was then able to determine that an underline issue with optimizing the data retrieval was in part due to font-end controls. He used his extensive front-end knowledge to effectively reduce the data retrieval process. This, in combination, with server side controls saw an increase in the report generation. Else, he, placed in some controls to notify the user the report was too big and would need to use an alternative reporting services to retrieve their report. 2. January 2018: For our EC Tuition page we are pulling in the tuition rates automatically from the main NAU Tuition page. Damien originally came up with some optimization code for our uses. Talbert was asked to step in and complete the initialization of the optimization code. With the new optimized code implemented there would be less need for our team to manually update the tuition rates page by hand. | |
| **GOALS SUMMARY (complete at end of appraisal period)** | |
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| **Unsatisfactory Performance:** *Did not meet most of the expected outcomes of this appraisal period.*  **Needs Improvement:** *Met some but not all of the expected outcomes for this appraisal period.*  **Good Performance** *Met the expected outcomes for this appraisal period.*  **Very Good Performance** *Frequently exceeded the expected outcomes for this appraisal period.*  **Exceptional Performance:** *Consistently exceeded the expected outcomes for this appraisal period.* | |
| Explain reason for rating. | |
| For this appraisal period Talbert felt challenged in the beginning by not having new projects to work on. However, he felt that he overcame this challenge by constantly asking Project Managers and others if they had any task they needed him to work on. He managed to stay busy with maintenance tasks. In addition, he felt a great pressure to learn the deep intricacies of MVC in a short amount of time. He felt that he has learned a great deal and have become proficient with MVC. | |
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| **III: BEHAVIORS FOR SUCCESS** | |
| **For each of the behavior groups below, use the following guide for rating each section:**  **Unsatisfactory Performance:** *Failed to meet expectations for most/all behaviors. Significant*  *Improvement needed.*  **Needs Improvement:** *Sometimes met expectations for some behaviors but improvement needed in*  *One or more behaviors.*  **Good Performance:** *Consistently met and occasionally exceeded expectations for most/all behaviors.*  **Very Good Performance** *Consistently met and frequently exceeded expectations for most/all behaviors.*  **Exceptional Performance:** *Consistently exceeded expectations for most/all behaviors. Role modeled for*  *Others.* | |
| **Commitment to service**   * Offers assistance, support and feedback to students, employees, and customers. * Shows initiative, anticipates needs and takes appropriate action to meet needs. * Projects a positive, consistent image that reflects institutional values. * Shows an appropriate sense of urgency in completing work and addressing the needs of others. * Promotes a student-centered approach to all work as it directly or indirectly impacts students. | |
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| **Unsatisfactory  Needs Improvement**  **Good  Very Good  Exceptional** | |
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| **Commitment to forming and maintaining working relationships**   * Is tactful, honest, and respectful in communications. * Shows respect for individual differences (lifestyle, behavior, abilities, attitudes, values, and views). * Demonstrates behaviors that embrace diversity. * Is approachable and accessible; promotes cooperation. * Deals maturely, discreetly, and directly with conflict. | |
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| **Unsatisfactory  Needs Improvement  Good  Very Good  Exceptional** | |
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| **Commitment to the mission of the university and work unit**   * Ensures own actions are consistent with the university’s mission and work unit’s mission. * Assists others in solving problems and achieving common goals. * Makes appropriate use of resources in problem solving. * Supports student success and excellence in their educational experience; promotes educational access for all. | |
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| **Unsatisfactory  Needs Improvement  Good  Very Good  Exceptional** | |
| **Positive approach to change and improvements**   * Demonstrates receptiveness to new ideas and approaches. * Is flexible in methods of work completion. * Shows a willingness to try new methods; takes advantage of learning opportunities. * Offers constructive solutions for making effective changes. | |
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| **Unsatisfactory  Needs Improvement  Good  Very Good  Exceptional** | |
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| **Personal accountability for own work, words, and actions**   * Operates with honesty and integrity. * Completes work in a timely manner. * Asks supervisor to clarify expectations when necessary. * Exercises confidentiality in all aspects of work. * Admits mistakes and attempts to learn from them. * Seeks opportunities for professional growth. * Solves problems by identifying issues and initiating solutions. * Follows through on commitments. * Carries out internal control activities. | |
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| **Unsatisfactory  Needs Improvement  Good  Very Good  Exceptional** | |
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| ***Complete this section only for those employees who supervise other employees (regular, graduate, student or temporary employees):*** | |
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| **Fosters a respectful, effective, and trusting work environment**   * Manages employee performance throughout the year and provides frequent feedback. * Empowers others to make decisions and suggest changes. * Addresses conflict and brings to a constructive conclusion. * Accepts responsibility for mistakes and takes corrective action. * Invites and accepts constructive feedback. * Uses resources efficiently. * Leads in a way that promotes a positive work environment. * Ensures internal control activities are established and clearly communicates expectations about compliance. | |
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| **Unsatisfactory  Needs Improvement  Good  Very Good  Exceptional** | |
| **BEHAVIORS SUMMARY (complete at end of appraisal period)**  Describe any particular areas of the behaviors for success where employee has excelled, could further develop, and/or needs significant improvement. | |
| Talbert consistently met expectations for all behaviors and frequently exceeded expectations for his commitment to forming and maintaining working relationships. His assistance to Kevin Hayes and Blanche Johnson on the Enlightenment Portal was just one example of how he went above and beyond to be accessible and approachable in cooperation with stakeholders to support the maintenance demands of the Enlightenment Portal. | |
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| **IV: ADDITIONAL PERFORMANCE INFORMATION** | |
| List accomplishments and contributions not already discussed in previous sections. May update throughout appraisal period. | |
| September 2016, May 2017: Talbert was entrusted to be involved in the hiring process for student workers. This includes interviews, assessments, and notifications. | |
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| List training and development opportunities participated in during this appraisal period, including the approximate amount of time spent on each item. May update throughout appraisal period. | |
| 30 hours – Talbert prepared and presented an introduction of the basics of CSS to the student worker apprentices.  1.5 hours – Attended Presentation by Duke Ayers on Angular 2  1 hour – Reviewed with student worker apprentices their understanding and learning of Bootstrap pills, dropdowns, tooltips, and popovers. In addition, we also reviewed JavaScript scripts.  8 hours – PeopleMap workshop with Steve Burrell | |

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| **OVERALL EMPLOYEE PERFORMANCE** | | |
| Considering information from all sections of the appraisal, the employee self-assessment, and (if applicable) peer or customer input, select the best description of the employee’s performance during this appraisal period. | | |
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| **Unsatisfactory:** Performance failed to meet job requirements, goals and/or expectations for behavior. Immediate and continued improvement is necessary.  **Needs Improvement:** Performance was sometimes acceptable but did not consistently meet job requirements, goals and/or expectations for behavior. Performance improvement needed in one or more areas.  **Good performance:** Performance was dependable and met, and occasionally exceeded, job requirements, goals and expectations for behavior. May still be learning portions of the job, but responds to direction and feedback to enhance performance.  **Very good performance:** Performance consistently met, and frequently exceeded, job requirements, goals and expectations for behavior. Regularly contributed above expected levels for position.  **Outstanding performance:** Performance consistently exceeded job requirements, goals and expectations for behavior. Contributed significantly beyond the expected levels for this position. | | |
| **FINAL OVERALL COMMENTS**  Any final summary comments not already provided elsewhere. | | |
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| **ATTENTION SUPERVISORS:** | | |
| Once the current appraisal is completed, new and continuing goals/expected outcomes, and the most updated list of job functions and standards should be discussed with the employee and entered into a new appraisal form for the next appraisal period. | | |
| |  |  | | --- | --- | | Vivek Bongu App Sys Analyst Prog Lead | Marc Lord, Director | | Supervisor Name and Title | Dean/Director/Department Head Name and Title | | Signature Date | Signature Date | | | |
| **It is recommended that the Dean/Director/Department head review this appraisal before providing it to the employee.** | | |
| Employee comments (optional): | | |
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| I wish to attach additional information.  I do not wish to attach additional information. | | |
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| I understand that my signature indicates that I have seen and discussed this evaluation with my supervisor and received a copy. | | |
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| Employee Signature Date ­­\_\_  **If employees disagree with part or all, of the performance appraisal**, they have the right to ask for a specific change from the supervisor. The supervisor has the right to make the change **or** let the appraisal stand as is. If no change occurs, employees have the right to request a review through the chain of command. Please refer to the **Right of Review policy (#5.02)** in the NAU Personnel Policy Manual. **Note:** there is a 15 day deadline to request this review. | | |