

Peer Success Coach Evaluation Process

Overview

In order to provide Peer Success Coaches with meaningful and relevant feedback oriented towards professional growth and personal development, SSR provides it's PSC staff with 2 bi-annual performance reviews. All reviews are based on expectations outlined in the Job Description posted to EPM, and are conducted by a collaborative effort including the Student Success Coaches and Program Director for Success Takes Practice, with the PSC's direct supervisor taking the primary role. Any PSC who wishes to appeal the results of a review are free to do so by notifying their supervisor and the Program Director in writing, then following the provided process.

Upon hiring, each PSC will meet with their supervisor to discuss the evaluation process and have any questions answered, as well to ensure that all PSCs understand all metrics upon which they will be evaluated.

Review Process

Each Peer Success Coach will be subject to two reviews per year. In accordance with [Texas Tech University Operating Policy 70.14](#), these reviews will be conducted primarily by their Student Success Coach. One of these reviews will be a 6 month, informal review to provide feedback, direction, and allow for professional guidance and development. The other, the formal review, will be conducted in August of each year to prepare for the upcoming fiscal year, which starts in September. The SSC will use the EPM Job Description to score the PSC on various work responsibilities and their to-date performance. Once the SSC completes the evaluation, the SSC will meet with the other supervisory members of the team to discuss the score and get input. All final decisions about evaluations and wages are approved by the Program Director for Success Takes Practice. Once the evaluation process has been approved, a meeting will be scheduled with the PSC to review their scores and address their "Performance Improvement Plan".

Professional coaches are expected to maintain a running record of the job performance of all PSCs on a monthly basis to facilitate the giving of meaningful feedback related to professional development.

The *Review Process* consists of the following steps:

1. **Evaluation** (Completed by the SSC and SSR Supervisory Staff)
2. **Review** (A meeting between the SSC and PSC to discuss *Tier* placement)
 - a. A possible *Appeal* (A formal process initiated by the PSC)
3. **The *Performance Improvement Plan* and *Position Description Meeting*** (A follow up meeting, or a part of the Review meeting between the PSC and SSC to discuss future plans and formally accept the new PSC tier)

Rationale for Pay and Evaluation Benchmarks

Student Success and Retention believes in the personal and professional development of its staff members. The objective of the pay scale and the evaluation metrics is to encourage performance among its PSC employees and to reward those who remain with the department over time. The rate at which a PSC will be paid is directly determined by their evaluation score, ensuring that all pay is fair and equitable. Each PSC is eligible for a maximum raise of \$1 each fiscal year, beginning with a base pay of \$12.00 / hr. The maximum pay for the Peer Success Coach position is \$15.00 / hr.



The Evaluation

The "Evaluation is based on the following specific job duties as well as the TTU global competencies for all employees. **PSCs are required to sign their evaluations at the time of the Evaluation review meeting. This does not imply or mean agreement (see appeal process below), but only indicates that the PSC received their scores and met to discuss with their supervisor.** You can find a list of the job duties, their weight in scoring, and a brief explanation here.

Job Duties (80% of total evaluation score):

- Collaboration and Influence: The extent to which the PSC engages in behaviors that reflect and support the culture of SSR in compliance with the Mission Statement (10% of evaluation score).
- Development and Recognition: The extent to which a PSC works within the team system to cross-train and support other PSCs, while celebrating and recognizing other PSC achievements and successes (10% of evaluation score).
- Change Leadership: The leadership qualities a PSC demonstrates in times of change, and the attitude that a PSC adopts during these times of change (10% of evaluation score).
- Inclusiveness: The mindfulness of diversity a PSC has, and the efforts a PSC makes to make all stakeholders, staff, and others feel welcome and as though they belong (10% of evaluation score).
- Goal-Oriented: The tendency of the PSC to meet personal, departmental, and supervisory goals set for the PSC (10% of evaluation score).
- Productivity: The efficiency a PSC demonstrates in completing tasks, departmental duties, and actively seeks to remain busy and productive (50% of evaluation score).

Global Competencies (20% of total evaluation score):

- Quality of Customer Service / Relationship with Others / Communication: Respectful, cooperative, and effective in getting along with a diverse group of employees and customers. Expresses ideas / information in a complete, clear, concise, organized, and timely manner. Actively listens to others and is open to suggestions.
- Compliance / Staff Development: Complies with all university and departmental rules, laws, policies and procedures; attends all required training or certification programs with the specified time frames.
- Planning and Organizing Work / Quality of Work / Initiative / Adaptability: Effective and efficient utilization of time and resources. Anticipates and responds to the needs of the department.
- Dependability / Accountability: Degree to which the employee can be relied upon and complete tasks in a timely manner.

The levels of performance are:

1. Consistently Below Expectations: Employee performance was consistently below expectations. This employee required constant supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of how they were not met the vast majority of the time.
2. Frequently Below Expectations: Employee performance did not meet expectations on multiple occasions. This employee required extra supervision to produce quality work. The supervisor can articulate what their expectations were and provide examples of those expectations frequently not being met.
3. Below Expectations: Employee performance occasionally did not meet expectations. The employee's performance is close to level 4. The supervisor can articulate what their expectations were and provide a few examples of when they were not met.
4. Strong Performer: Employee met all expectations. Most employees perform at this level most of the time.
5. Above Expectations: Employee has exceeded expectations several times during the year. The supervisor can articulate what their expectations were and a few examples of how they were exceeded.



6. Frequently Above Expectations: Employee frequently exceeded expectations. The supervisor can articulate what their expectations were and examples of those expectations frequently being exceeded.
7. Consistently Above Expectations: Employee performance was so significantly above expectations that it has positively affected the entire university, division, or department. The supervisor can articulate what their expectations were and specific examples of those expectations being far surpassed.

Performance Improvement Plans

The "Performance Improvement Plan" is provided to the PSC in an effort to direct future growth and development to maximize their potential. *PIPs* are created by the SSC of the PSC, with the particular needs of the PSC in mind. Some sections of the *PIP* allow for input from the PSC, and the SSC will work with the student to input these fields during their performance review. During the *PIP* meeting, the PSC will have the opportunity to work with their SSC to discuss their performance for the year. Concrete examples of specific behaviors related to performance will be provided to the PSC. The PSC and their supervisory SSC will meet to discuss the PSC's *PIP* after the PSC's *Tier Evaluation* is complete and The *PIP* is composed of 4 sections.

Expectations

The *Expectations* section will include information outlining the responsibilities of the tier that the PSC has been placed into via the *Tier Evaluation Form*. This area will also contain any specific expectations that a SSC feels are needed to address directly with the student. These expectations represent the **minimum** level of performance that are expected of the PSC for the next evaluation term.

Areas for Improvement

The *Areas for Improvement* section will detail the *Tier Evaluation* areas where the PSC scored lowest for that evaluation period. The SSC will explain the reason behind the scores and provide concrete examples of PSC performance in that area. This sections of the *PIP* also represents the areas of the *Tier Evaluation* that **must** be improved upon in order to avoid future corrective action from supervisory staff.

Action Plan

The *Action Plan* section is the first area of the *PIP* that the student has direct input on. The SSC will have developed several aspects of the plan beforehand, representing the wishes of the department and the SSC. At this point of the evaluation process, the SSC will allow the PSC to provide their own input regarding personal goals for their next evaluation term. The PSC and SSC will work together to specifically outline the steps to be taken by the PSC in order to achieve the outcomes required. This *plan* will be effective for the duration of the entire evaluation term.

Required Result

The *Required Result* section of the *PIP* will contain the required outcomes set by the SSC of the PSc for the next evaluation period. This may include higher scores on certain areas of the *Tier Evaluation*, and it may include other outcomes that the coach sees necessary to include. This section may also be opened to the PSC for input depending on the coach and the situation. If the PSC is given the chance to provide content for this section, they will discuss the specifics with the SSC before including them. These results will be a large factor in evaluating future performance during the next evaluation period.

Appeal Process

If a PSC wishes to contest the *Evaluation* score that they have been given, they are free to do so. The *Appeal* process will work as follows:

1. The PSC will notify the Program Director and their SSC within 10 days of the Evaluation via email stating their intention to appeal their evaluation results. The student will submit their rationale in this notification email.
2. The Program Director will schedule a meeting within 10 days of receipt with the PSC and the Coach to discuss the situation.
3. The outcome of the meeting will determine adjustments to the evaluation scores.

Position Descriptions

Student Success and Retention provides all of its staff with position descriptions to clarify expectations and job duties. All PSCs are expected to be up-to-date in their understanding of their position descriptions.