

**Comparative Analysis of
Ratings Using the
'Old' and 'New'
Commissioned Officers'
Effectiveness Report
(COER)**

Special Thanks

- Participants: officers and raters
- RADM Denise Canton, JD, PhD, RN, OCCFM
- CAPT Plasencia, MD, MSPH, OCCFM
- Mitchell Klein, PhD, MS, Emory University, Rollins School of Public Health
- CAPT Mark S. Eberhardt, PhD, NCHS
- CAPT Kate Brett, PhD, MA, NCHS
- CAPT Eugene Freund, Jr., MD, MSPH, OCCO
- CDR Ibrahim Kamara, D.HSc, MS, MPH, ASPR
- Kirk Greenway, MA, MPH, IHS

Purpose

Comparative Evaluation Analysis

- Compare the new revised scale with the current scale
- Determine the usability of the revised version
- Identify appropriate intervention - training and education to circumvent difficulties

Department of Health and Human Services
Public Health Service
COMMISSIONED OFFICERS' EFFECTIVENESS REPORT
(download instructions at <http://dcp.psc.gov/coerinstructions.pdf>)

PHS Serial Number

SECTION I – RATED OFFICER INFORMATION

Officer's Name _____ Present Position/Billet Title _____

OPDIV: _____

Rated Officer must describe duties, accomplishments, and goals on an attached page (only one page permitted - additional pages will be discarded).

SECTION II – COMPLETED BY SUPERVISOR - scale: E is highest/A is lowest rating (attach single page for all comments-additional pages discarded)

<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	1. QUANTITY OF WORK	
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	2. QUALITY OF WORK	
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	3. PUNCTUALITY OF WORK	
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	4. INITIATIVE, CREATIVITY, AND JUDGEMENT	
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	5. PLANNING AND ORGANIZING	
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	6. ABILITY TO ANALYZE PROBLEMS	
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	7. SUPERVISORY SKILLS
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E		8. ABILITY TO WORK WITH OTHERS
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E		9. ABILITY TO EXPRESS SELF VERBALLY AND IN WRITING
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E		10. PROFESSIONAL SKILLS IN PRESENT ACTIVITY
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E		11. RESPONSIVENESS TO SUPERVISION
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	12. RESPONSE TO CRISES
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	13. GROWTH IN SKILLS DURING RATING PERIOD
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E		14. COMMITMENT TO PROGRAM GOALS
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	15. MANAGERIAL RESPONSIBILITY
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E		16. WEARING OF THE PHS UNIFORM
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	17. EQUAL OPPORTUNITY
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E		18. OVERALL JOB PERFORMANCE

Supervisor's Name & Grade (please print) _____ Supervisor's Signature/Date _____ Supervisor's Phone Number _____ How long have you supervised this officer? _____

Date of Report: / / / / / Period Covered by Report _____ through _____ Type of COER Transfer (officer or supervisor) Other _____

SECTION III – SIGNATURE OF OFFICER AND REVIEWING OFFICIAL

1. TO BE FILLED OUT BY OFFICER BEING RATED: Rated Officer Signature/Date: _____

A. I concur with this evaluation.

B. I disagree with this evaluation, comments are attached. I have read this evaluation and had an opportunity to discuss it and have retained a copy.

2. TO BE FILLED OUT BY REVIEWING OFFICIAL: COMMENTS: _____

A. I concur with this evaluation.

B. Although this evaluation is reasonable, this rater is a somewhat *more* demanding rater than most.

C. Although this evaluation is reasonable, this rater is a somewhat *less* demanding rater than most.

D. I disagree with this evaluation in the following ways: _____

IF ANY REVIEWING OFFICIAL DOES NOT CONCUR FULLY, IT IS HIS/HER RESPONSIBILITY TO PROVIDE THE RATED OFFICER WITH A COPY REFLECTING THE NON-CONCURRING COMMENTS.

Reviewing Official Name/Title (please print): _____ Reviewing Official Signature/Date: _____

COER Liaison Signature _____

53827

PHS-839(3, rev 4/02)

Old Instrument

COER Scale

- Old

- 18 questions, A-E/F
- 1 page
- Guidance, MC 373

- New, revised

- 8 elements, 1-7
- 2 pages
- Guidance, 2, 4, 6

New Revised Instrument

Department of Health and Human Services Commissioned Corps of the U.S. Public Health Service	Officer's SERNO
Commissioned Officers' Effectiveness Report	

SECTION 3: PERFORMANCE EVALUATION: To Be Completed by the Rater. *Optional if period of supervision is less than 6 months.*

RATER INSTRUCTIONS: Rate the officer in relation to the needs of the position as follows: 1 = Marginal range; 2 to 3 = Adequate range; 4 to 5 = Effective range; 6 to 7 = Exceptional range. Fill in only one circle per element. To assist you, guidance for adequate, effective and exceptional performance is presented. Number ratings without narrative guidance are to be used when an Officer is performing either above or below the level specified by numbered comments, as judged by the Rater. Comments are required. Describe the action(s) upon which you based your rating. Be specific so that there is a clear connection between the Officer's actions and your rating. Use the space provided at the end to comment.

1. Leadership - Demonstrates and communicates vision and sense of purpose; nurtures an environment conducive to accomplishing the organization's mission.

①	②	③	④	⑤	⑥	⑦
- Demonstrates behavior that maintains the status quo, often seeking direction in accomplishing the team's goals. - Has minimal influence on others.			- Demonstrates behavior that facilitates collaboration, fairness, and inclusiveness. - Influences others through actions, accomplishments, and team work.			- Consistently demonstrates behavior that contributes to the organization's success by fostering effective relationships, inspiring the trust of others, and nurturing group effectiveness and cohesion. - Influences others by exhibiting vision, innovation, resilience, inclusiveness, and by teaching and coaching others.

2. Initiative and Growth - Recognizes and acts on programmatic and personal developmental needs, resulting in advancement of programmatic goals and growth in professional skills.

①	②	③	④	⑤	⑥	⑦
-Needs assistance in identifying opportunities to improve work performance. - Work performance improves with regular supervisory input and detailed instructions about assignments. - Needs guidance to understand how personal decisions and actions contribute to mistakes or impedes success of individual and group projects.			- Recognizes opportunities for growth and seeks experiences to improve work performance. - Willingly incorporates new approaches and responsibilities to advance program goals. Requires minimal supervision and seeks guidance with solutions only for unexpected barriers. - Accepts responsibility for personal decisions or mistakes and learns from errors.			- Independently seeks out and completes challenging opportunities that broaden expertise, maximize job performance, and enhance value to the program. - Anticipates program needs including potential barriers. Proactively and decisively implements innovative solutions to improve work processes with impact beyond scope of assigned responsibilities. - Actively identifies personal role in a problem and contributes to the solution, enhancing the successful outcome of individual and group projects.

3. Communication Skills - Conveys clear and succinct written and verbal messages that are appropriate to the audience. Listens to and understands information from others.

①	②	③	④	⑤	⑥	⑦
- Needs assistance in expressing main thoughts clearly, both orally and in writing, and clarifying the meaning and intent of others' communication. - Uses correct spelling, grammar, and punctuation to create simple documents.			- Tailors communication (verbal and written) to the level and experience of the audience, ensuring that messages are organized, useful and accurate. - Utilizes strong listening skills to formulate direct, responsive answers to questions.			- Organizes and expresses complex ideas, both orally and in writing, to successfully inform and influence individual and managerial decisions that advance the organization's mission. - Is a confident and effective speaker, asks open-ended questions, and recognizes and accommodates a vast diversity of ideas and traditions.

4. Interpersonal Skills - Facilitates relationships in a manner that motivates others to maximize their abilities, skills, and knowledge to affect the desired outcomes.

①	②	③	④	⑤	⑥	⑦
- Prefers work activities that can be completed independently and does not require sustained interaction with individuals of differing viewpoints or opinions. - Minimally contributes to the resolution of conflicts or disagreements.			- Participates in group activities, demonstrates respect for others, and receives and offers constructive feedback, which contributes to the achievement of organizational goals. - Contributes to the resolution of conflicts.			- Promotes collaboration by demonstrating respect, friendliness, appreciation, humor, empathy, and a positive attitude. Serves as a mentor to others. - Is cognizant of the needs of others and works to ensure equal treatment of all within the work environment. Serves as mediator in resolving conflicts.

Department of Health and Human Services Commissioned Corps of the U.S. Public Health Service	Officer's SERNO
Commissioned Officers' Effectiveness Report	

5. Planning and Organization - Balances workload to ensure timely completion of projects, accommodating multiple and changing priorities.

①	②	③	④	⑤	⑥	⑦
- In collaboration with supervisor, sets and acts on priorities for work activities which usually results in meeting predetermined deadlines. - Seeks assistance in managing multiple work assignments and in identifying priority assignments.			- Determines individual work priorities based on organizational needs and acts on those priorities with minimal supervisory guidance; completes assignments on time. - Sets realistic deadlines, based on sound criteria; keeps supervisor and others informed of progress of activities. - Met written performance goals for last year as agreed upon with supervisor.			- Optimizes time and resources efficiently, and anticipates unexpected situations in order to attain the highest quality work. - Clearly and independently recognizes how the work of the individual relates to work of others within and outside the organization; understands the purpose of the work; and establishes realistic priorities and deadlines. - Develops project or work plans that set clear, well-defined desired outcomes and establishes methods of measuring progress, resulting in the advancement of the organization's mission.

6. Professional Competencies - Demonstrates knowledge, skills, and abilities to function successfully in the position.

①	②	③	④	⑤	⑥	⑦
- Basic knowledge of subject matter required for assigned duties; demonstrates average ability to learn and apply specialized knowledge. - Seeks assistance in understanding issues, concepts, and situations which affect job performance. - Needs supervisory assistance to ensure quality work products.			- Demonstrates in-depth knowledge of subjects required by assigned duties; is viewed as a competent and credible authority on specialty or operational issues. - Clear understanding of issues, concepts and situations and applies lessons learned to improve individual productivity. - Quality of work is commensurate with Officer's rank.			- Exhibits great depth and breadth of knowledge of multiple subjects; is viewed by others within and outside immediate office as a subject matter expert. - Excellent grasp of complex issues, concepts and situations, and applies lessons learned to improve individual and organizational productivity. - Consistently produces work of exceptional quality.

7. Analysis, Judgment and Decision-Making - Identifies and considers information in order to reach sound conclusions and take appropriate actions.

①	②	③	④	⑤	⑥	⑦
- Needs guidance in analyzing facts, alternatives, and impact before making decisions. - Majority of judgments are relevant and correct.			- Employs sound judgment, logical reasoning, and uses resources wisely; makes timely and accurate decisions. - Opinions sought by others.			- Keen analytical insight and understanding of key issues and relevant information to make appropriate decisions; is sought after to resolve complex problems. - Consistent, superior judgment inspires the confidence of others.

8. Overall Effectiveness - Synthesis of Officer's performance, and impact on program in current position.

①	②	③	④	⑤	⑥	⑦
- An adequately performing Officer with some potential to accept increased responsibilities and for professional growth			- A very competent Officer making significant contributions that enhance the assigned position, respected by peers; good potential for continued growth and development.			- A distinguished Officer, recognized for expertise with impact extending beyond assigned position; serves as a role model for others in the program.

Instructions:

- Please Review the Officer's Comments prior to scoring the officer.
- Complete Section 3: Performance Evaluation. Rate the officer in relation to the needs of the position as follows: 1 = Marginal range, 2 to 3 = Adequate range, 4 to 5 = Effective range, 6 to 7 = Exceptional range. Fill in only one circle per element. To assist you, guidance for adequate, effective and exceptional performance is presented. Numbered ratings without narrative guidance are to be used when the officer is performing either above or below the level specified by the numbered comments. For example, a score of 5 is appropriate when an officer performs above the level 4 descriptions but not as high as all level 6 descriptions. Rater's Comments are required unless period of supervision is less than 6 months. Describe the action(s) upon which you based your ratings. Be specific so that there is a clear connection between the officer's actions and your rating. Use the space provided at the end of the section to comment.
- Once the evaluation is in complete, please return it to CAPT Christine Benally as an attachment to christine.benally@bhhs.gov, or fax to 240-453-6109.

Target Population

- Random selection, 2% of the Corps
- Obtain Officer consent
 - introduction
 - consent from
- Rater emailed packet
 - introduction
 - memo
 - new form
 - officer attachment 1

Statistical Methods

Hypergeometric distribution - Non Parametric
Independent

Dichotomous variables

- 2x2
- Fishers Exact Test
- McNemar T-test

Point by Point

- Wilcoxon

Sample Response

Response

- 121 selected
 - 45%, 54 consents,
 - 50 completed with New COER, 93%
 - 47 compared, 94%
 - 36%, 44 nonrespondents
 - 19%, 23 nonparticipants

Demographic

Representation

- Sex
- Rank, temporary
- Racial
- Professional category
- Years of service
- Organization
- Isolated Hardship

Demographic

Demographic dichotomous

- clinical-nonclinical
- senior-junior
- minority-not

Representation

- Number and proportions
- Proportions of Es and 7s
- Scatter plot graphs

Demographics

Table 1. Demographic Profile by Number and Percent, N=50.

Category	n	%
Clinical	36	72
Years of Service, ≥ 10 yr	31	62
Rank, senior	28	56
Officer Rater	27	54
Sex, male	20	40
Promotion	18	36
Minority	17	34

Proportions Table

Table 2. Percent of Officers with an 'E' Score by the Old 2009 COER 18 Questions.

1. 70	2. 80	3. 80
4. 72	5. 80	6. 80
7. 48	8. 84	9. 76
10. 80	11. 80	12. 60
13. 80	14. 81	15. 54
16. 86	17. 58	18. 78

Questions with F option.

Question 12 is Response and Question 13 is Skills Growth.

Questions 7, 15, and 17 are supervisory related

Were excluded from comparison

Proportions Table

Table 3. Percent of Officers with '7' Score by the New COER 8 Elements.

1. 28	2. 34
3. 26	4. 36
5. 28	6. 26
7. 26	8. 26

Consideration for Comparison

- Excluded elements with F option
- A-E recoded to 1-5
- Pair new elements with old question
- No pairs for Leadership and Interpersonal
- Overall question 8 and element 18 excluded from averages

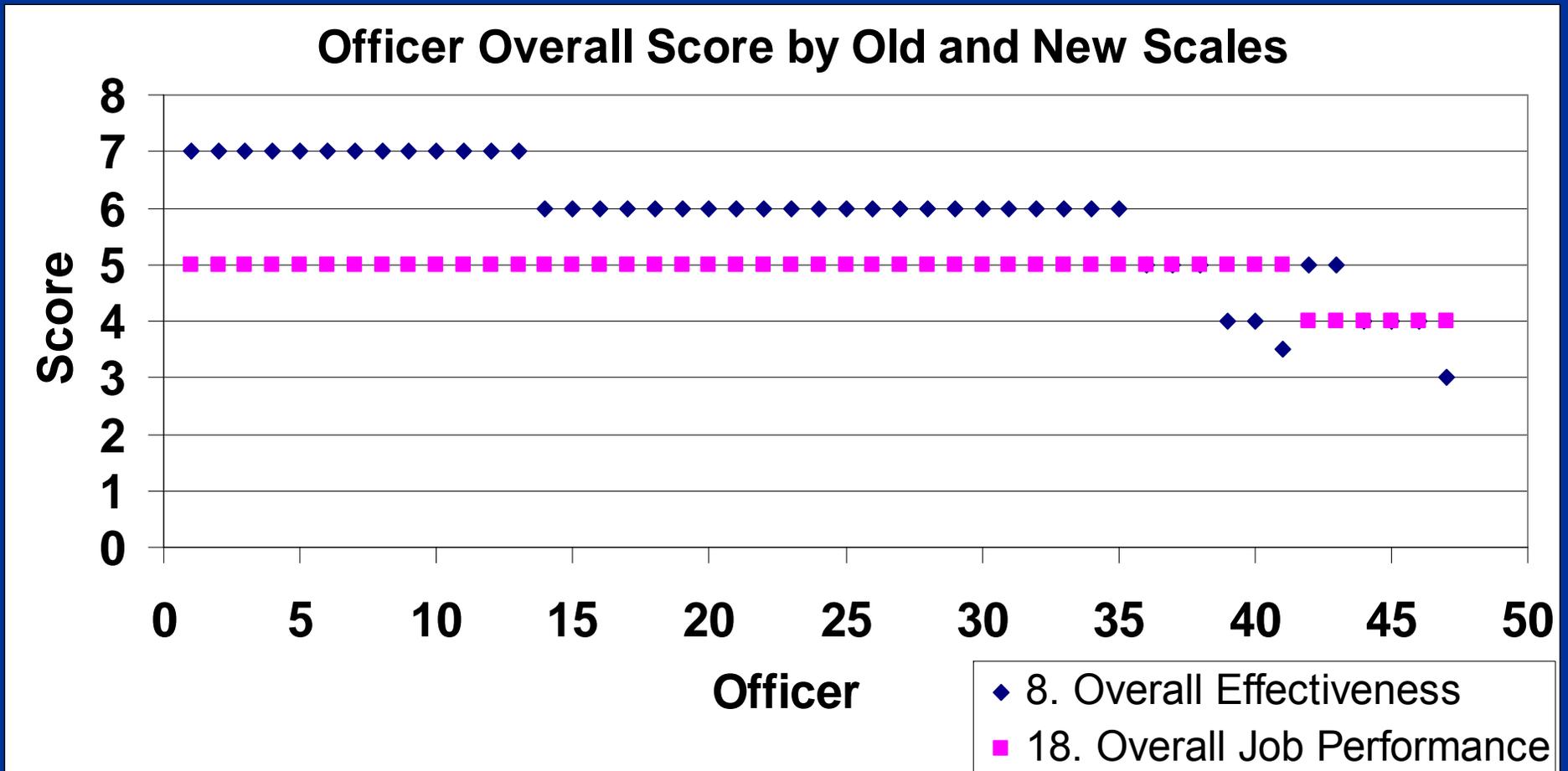
Old and New COER Scores

Table 4. Description of the Pairs for Comparison of the Scores Using the Old and New COER Scales.

Criteria	Old	New
N	47	50
Pair	Question	Element
All Es of 13 questions All 7s of 8 elements	31, 66%	7, 14%

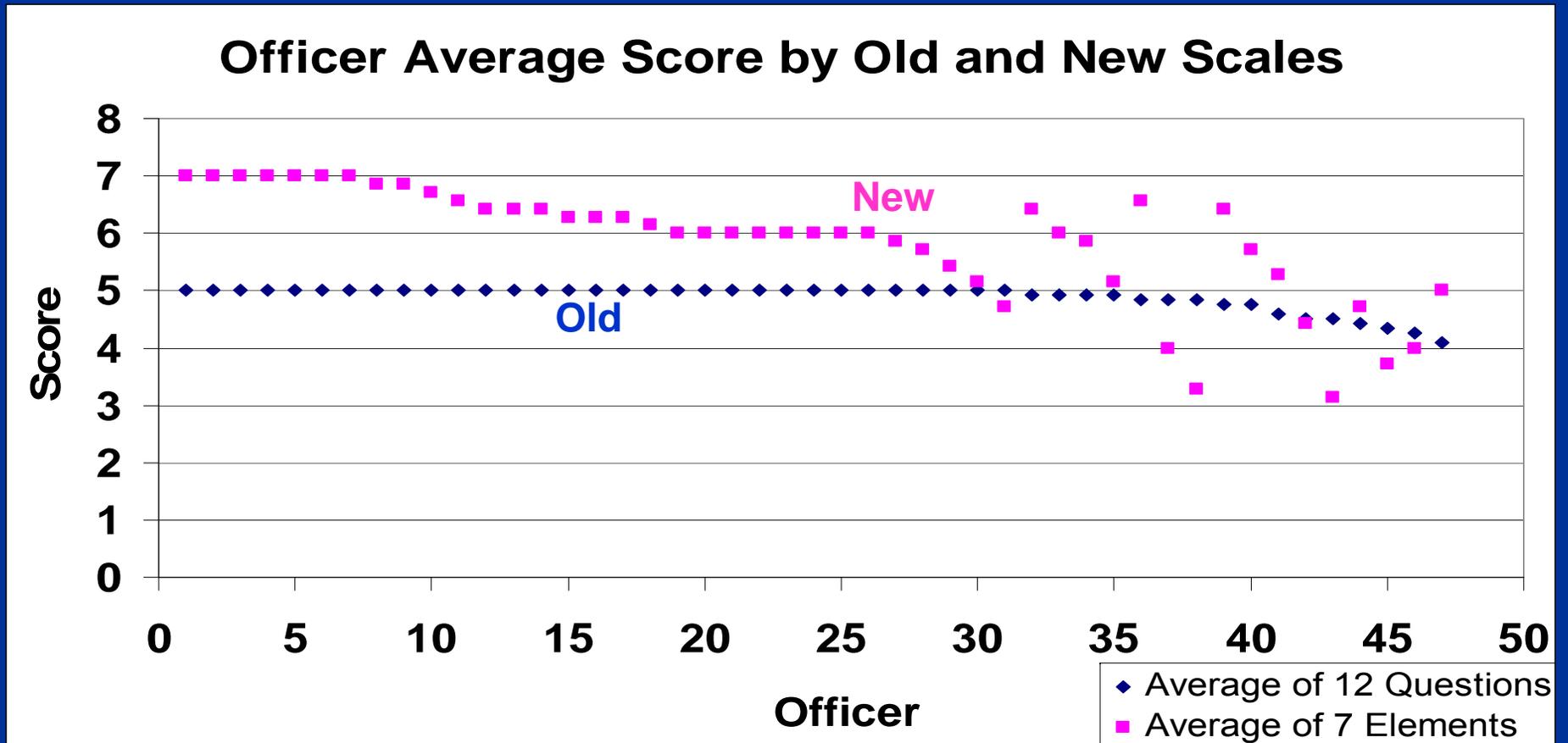
The questions with F option were excluded from pairing.

Overall Question and Element Scores Using the Old and New Scales



Old COER - all Es, 41. New COER - all 7s, 13
N=47

Average Scores of Officers Using the Old and New Scales



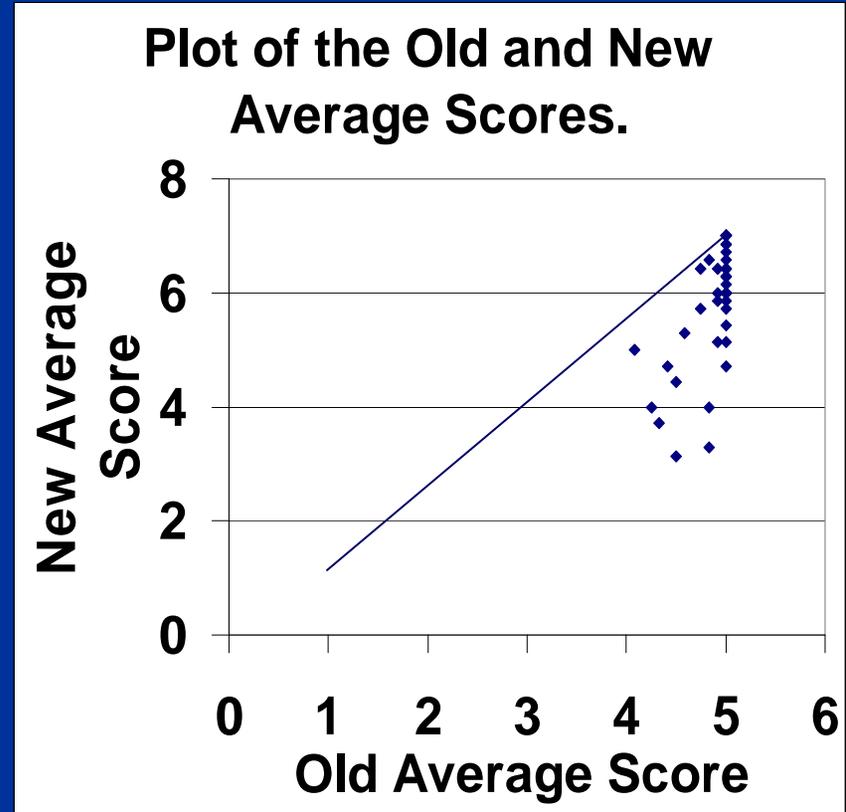
The average of the old scale excludes questions with F option and Overall Performance.

N=47

Scatter Plots of Scores Using the Old and New Scales



Overall Question 18 and Element 8



Average

Average of the Questions do not include those with F option and Overall Performance.

N=47

Statistics – Relationship Between Two Categorical Variables

Table 5. Results from Statistical Test for Significance.

Variables	p-value	OR, CI
Clinical, Female⁺	<0.001	11, 2.1-71.1
Junior, Officer Rater*	0.02	4.1, 1.1-16.7

McNemar, 2x2

Fishers Exact, OR, CI

Small sample size, n<5

Statistics – Non Parametric Independent

Table 6. Paired Variables Compared and p-values.

Old - New No. Question/Element	p-value
4 - 1. Initiative-Growth	0.51
9 - 3. Communication	0.46
5 - 5. Planning	0.88
10 - 6. Professional	0.77
6 - 7. Analysis	0.29
18 - 8. Overall	0.79
Average of 12 questions & 7 elements	0.52

Wilcoxon analyzes Non Parametric Independent data.

2. Leadership and 4. Interpersonal were not paired.

Test Parameters

McNemar's and Fishers

- Robust measure a dichotomous variables
- Small sample

Wilcoxon

- Robust measure for point to point comparisons
- No assumptions about distribution needed
- $p=0.5$ is a coin toss

Results

- The new ratings are different from the old
- Topics maybe the same but scores are different for each factor and individual
- Scores distributed scatter in random pattern and higher variability
- The old and new instruments do not measure the same thing

Limitations

- Pre-Selection
- Sample size, 50 and 47
- Nonparticipant, 19% (invalid if >20%)
 - No COER or Narrative 2009 COER
 - CAD <1 year
- Nonreponse, drop out rate 55%
 - Cannot predict, same rater reliability is not there
 - More random distribution
 - Disagree with scores
- Narrative 2010 comments, word count

Recommendations

Training and Education

- Leadership support
- Accountability - Officer, Rater, Reviewer
- Change in Culture
- Score on hard work, competency and need

Dissemination

- Publication - Web, newsletter, listserv, bulletins
- Presentation - COF, leadership