

# Central Oregon Community College



**Ad Hoc Report**  
**September 13, 2021**

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## Introduction

In April 2020, Central Oregon Community College's Evaluation of Institutional Effectiveness site visit broke new ground, being one of the first virtual site visits ever attempted by NWCCU and also being one of the first evaluations based on the new standards that had been adopted in August 2019. Being an early adopter of the new accreditation standards meant that the site visit included both *the Standard 2 – Policies, Regulations, and Finances Review* and the *Standard 1 - Evaluation of Institutional Effectiveness*. These standards are now reviewed separately but were combined for COCC in 2020.

As a result of the April 2020 virtual site visit, Central Oregon Community College's accreditation was reaffirmed. COCC received three commendations and four recommendations. Two of the recommendations are addressed in this Ad Hoc report:

Recommendation 3: Regularly and systematically evaluate administrators based on clearly communicated criteria (2020 Standard 2.F.4).

Recommendation 4: Publicize the institution's loan default rate on its website (2020 Standard 2.G.5).

# Recommendation Responses

## Recommendation 3

The Evaluation Team recommends that the institution regularly and systematically evaluate administrators based on clearly communicated criteria. (2020 Standard 2.F.4)

### Excerpt from the Evaluation Report:

COCC has an established performance evaluation system that is well-described starting on page 105 of the self-evaluation report and within several appendices that lay out process and include forms. Evaluation is regular and systematic for faculty and staff. However, the Evaluation Team finds that regular and consistent evaluation of employees based on clearly communicated criteria at the administrator level, particularly in the instructional and fiscal areas are not routine. COCC has brought attention to this on page 105 of the self-evaluation report noting that for administrators, the process could be more systematic and routine.

**Concern:** *The regular and consistent evaluation of administration level employees, particularly in instructional and fiscal areas, based on clearly communicated criteria is not occurring in a routine and consistent manner.*

### Response

In Fall 2020, President Chesley initiated a work group to address and improve administrator evaluations to not only address the accreditation recommendation, but to enhance leadership and administration performance across the college. The evaluation process for Classified Staff had been overhauled in 2019, a process that provided a framework for the upgrades to the Administrator review process.

### Work group charge:

The work group's charge was to make recommendations to the President regarding the current administrator evaluation process, to make immediate changes to the annual evaluation process, and to develop a more regular peer review process. The group considered the following general elements as part of the administrator evaluation process:

- An evaluation of the professional knowledge and abilities needed to be successful.
- An evaluation of the most important job skills needed to be successful; and
- Feedback from co-workers / other stakeholders.

### Work group composition

The work group consisted of the following individuals:

- Laura Boehme – Chief Information and Human Resources Officer – Chair
- Kara Rutherford – Assistant Director Admissions and Records
- Lori Benefiel – Director Auxiliary Services

- Nancy Jumper – Program Manager, Continuing Education,
- Ken Betschart – Director Small Business Development Center,
- Jaime Rougeux – Disability Services Coordinator
- Annemarie Hamlin – Instructional Dean

### Work group process:

The work group initially met to review the current process and identify shortcomings and problems to be addressed. After analyzing the existing process internally, the work group spent four months soliciting input from other administrators and their supervisors through a series of meetings and surveys. The administrators and supervisors were asked about their experiences with the current administrator evaluation system, process shortcomings, and any proposed changes. Subsequently, the work group completely revised the evaluation documents and criteria to make the forms more straightforward, the criteria more clear, and with focus on the important elements of job performance rather than extensive listings of activities. The new forms also link the evaluation process to the college's mission and strategic plan, helping all employees connect their work to the students served, even if the position is not directly student facing. The seven evaluation criteria for reflection and comment are:

1. Describe progress on goals from last annual evaluation, including accomplishments and any challenges you have had while pursuing your goals.
2. Describe achievements/areas of excellence/contributions to internal and external departments (include 1-3 examples).
3. Describe service to the college, community or other projects you would like to include as accomplishments outside your job description (include 1-3 examples).
4. Describe how you have incorporated the [Principles of Community](#) into your job and job functions (include 1-3 examples).
5. What challenges or concerns have you experienced in your position throughout the past year? What support do you need from your supervisor or other college resources to address these?
6. Are there follow-up items from your last annual evaluation that need additional discussion or support? This can include any feedback from your supervisor from last year's evaluation, any challenges or concerns noted from you or your supervisor, or additional achievements to be highlighted.
7. Describe 1-3 goals for this upcoming year, including support needed to accomplish them. Include how you and your supervisor will be able to measure these goals and how it will be known if you are to accomplish them. How do your professional goals align with your department's AUR/ADR, the College Strategic Plan, and/or the College Mission?

After creating new forms and documents, members of the work group, with support from staff in the Human Resources Department, trained staff and successfully implemented the annual performance evaluation form, which was beta tested for the 2020 Administrator Review cycle. Feedback about the new system has been overwhelmingly positive with people appreciating

the more structured format, the focus on important elements, and the greater sense of relevance to their job.

Now that the annual review process has been overhauled, the work group is addressing incorporation of a more regular and routine peer review process. This is still in progress and is anticipated to be utilized for the 2021 Administrator Review cycle.

#### Work group results:

The final outcome of the work thus far, has included revising the existing administrator evaluation process to be more systematic, and creating entirely new forms with clearly defined expectations that better assess administrator performance and connect to the college's mission, strategic plan, and principles of community.

#### Revised Forms:

- Administrator Annual Evaluation Form (Appendix A)
- Administrator Supervisor Evaluation Guide (Appendix B)
- In progress – Peer Review Form and Process (Appendix C)

## Recommendation 4

The Evaluation Team recommends that the institution publicize the institution's loan default rate on its website. (2.G.5)

### Excerpt from the Evaluation Report:

COCC complies with all federal student loan disclosure requirements. The website describes complete information on financial aid including application deadline, application procedures, types of financial aid available, financial aid eligibility, appeals procedures, and disbursement. Students receive information explaining their federal loans and borrower responsibilities before considering a loan, during the loan process and after accepting a loan. This information is prominently available on the Financial Aid website, and provided by the lender at loan inception and by the college via email during the week of disbursement.

The institution does not publicize the institution's loan default rate on its website. The evaluation team searched the COCC website using various verbiage and was unable to find the default rate published. The self-evaluation report noted, and through interviews it was shared, that the Official Cohort Default rates are available via a link from the Consumer Information page on the COCC website. This link takes the reader to the Federal Student Aid webpage on the Federal Department of Education's website. Once on this federal website a consumer needs to enter college identifying information (for example name, zip code, state, etc.) to search for the official rates.

**Concern:** *The institution does not publicize the institution's loan default rate on its website.*

### Response

At the time of the April 2020 accreditation visit, Central Oregon Community College published its student loan default rate on its website by referring students to the [Department of Education's Cohort Default Rate Guide](#). This website was used as it provides detailed information on student loan default rates and allowed students to compare institutions. However, the 2020 accreditation visit team recommended that COCC more overtly publish its rates. Therefore, prior to the end of the 2020 visit, the College added COCC-specific default rates on its [student loan default rate](#) website (Figure 1) and ensured that the information is easily located using the college website's Search function (Figure 2). Students and other interested parties may access this information by using the search feature on the COCC homepage or by going to cocc.edu, hovering over "Services," clicking on "Student Life", clicking on "Student Policies," and "Student Right to Know" and selecting "Cohort Default Rates" under the Financial Aid section.

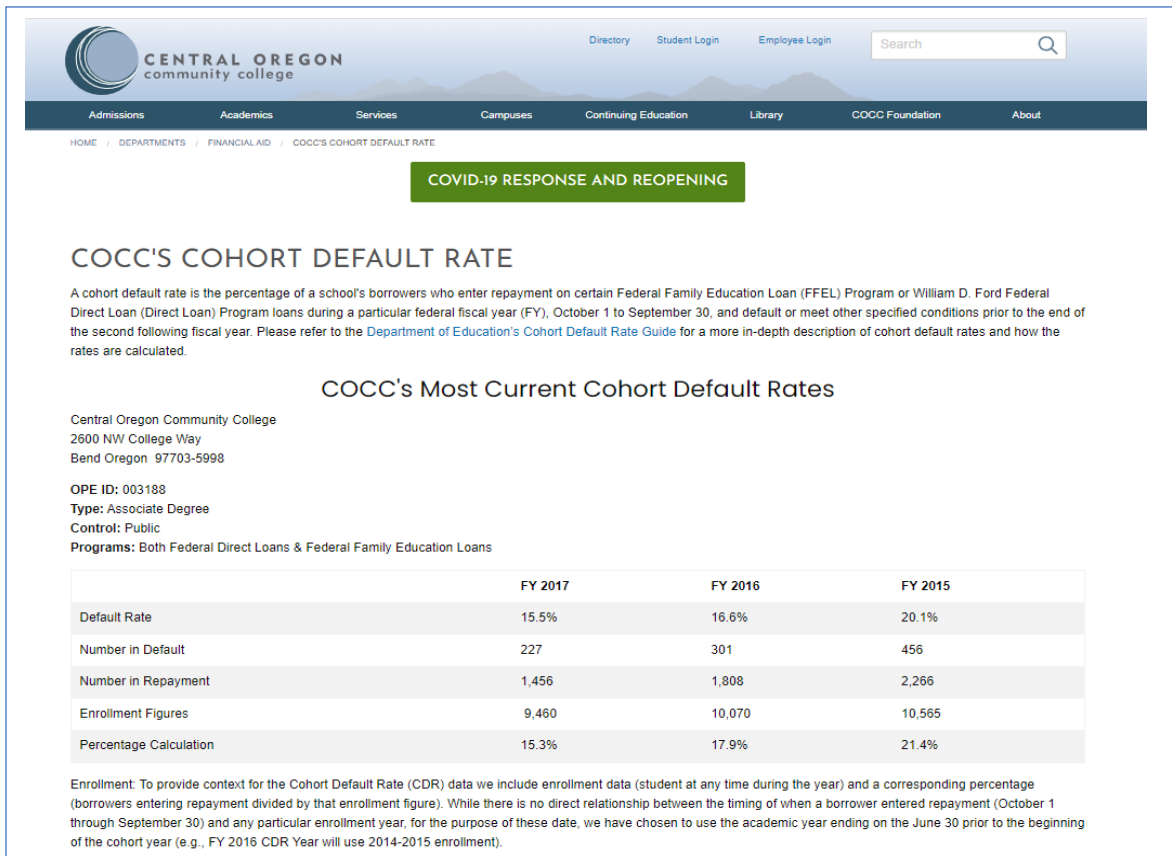


Figure 1 – Screenshot of webpage showing COCC’s cohort default rate.

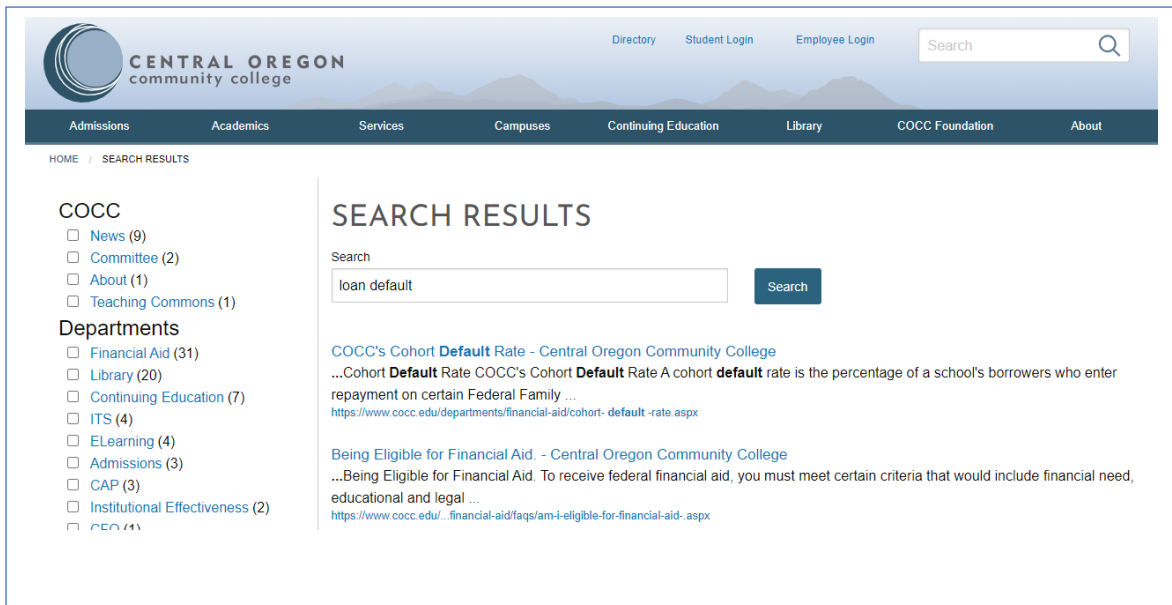


Figure 2 – Screenshot showing Search results for “loan default”

## Concluding Statement

As a result of the April 2020 virtual site visit, Central Oregon Community College received four recommendations. The following two recommendations have been completely addressed.

Recommendation 3: Regularly and systematically evaluate administrators based on clearly communicated criteria (2020 Standard 2.F.4).

Recommendation 4: Publicize the institution's loan default rate on its website (2020 Standard 2.G.5).

Descriptions of the actions taken are included this Ad Hoc report. The remaining two recommendations will be addressed in COCC's mid-cycle report due in Spring 2023.

## Appendix A

### New administrator evaluation form

#### CENTRAL OREGON COMMUNITY COLLEGE ANNUAL ADMINISTRATOR EVALUATION

**PURPOSE:** The administrator evaluation creates an ongoing systematic process for evaluating work performance and professional growth while providing an official cumulative record of each administrator's performance. Salary increases for administrative staff are tied to satisfactory evaluations.

**INSTRUCTIONS:** Complete the following steps, using the evaluation report template provided.

1. Administrator completes questions on the evaluation form based on their experience in their position for the specified year.
2. Supervisor and administrator review the completed evaluation report together.
3. Supervisor writes comments on administrator's evaluation report.
4. Administrator has the option of adding comments in response to the supervisor's comments.
5. Supervisor sends final signed evaluation document to Human Resources by May 31, 2021 each year for inclusion in COCC employee file and provides a copy of this final document to administrator.

#### ANNUAL EVALUATION REPORT:

Administrator Name: _____ Annual Evaluation Period: _____
Position: _____
Supervisor: _____

**The following section to be completed by administrator to provide to supervisor for comments.**

Before completing this section:

1. Review job description with supervisor, including the primary job responsibilities, and knowledge, skills, and abilities. Any edits or updates to the job description should be sent to HR.
2. Review department AUR/ADR, College Strategic Plan and/or COCC Mission with supervisor.

Administrator Responses	Supervisor Comments
1. Describe progress on goals from last annual evaluation, including accomplishments and any challenges you have had while pursuing your goals.	
2. Describe achievements/areas of excellence/contributions to internal and external departments (include 1-3 examples).	
3. Describe service to the college, community or other projects you would like to include as accomplishments outside your job description (include 1-3 examples).	
4. Describe how you have incorporated the <a href="#">Principles of Community</a> into your job and job functions (include 1-3 examples).	
5. What challenges or concerns have you experienced in your position throughout the past year? What support do you need from your supervisor or other college resources to address these?	
6. Are there follow-up items from your last annual evaluation that need additional discussion or support? This can include any feedback from your supervisor from last year's evaluation, any challenges or concerns noted from you or your supervisor, or additional achievements to be highlighted.	

<p>7. Describe 1-3 goals for this upcoming year, including support needed to accomplish them. Include how you and your supervisor will be able to measure these goals and how it will be known if you are to accomplish them. How do your professional goals align with your department's AUR/ADR, the College Strategic Plan, and/or the College Mission?</p>	
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Administrator Comments (in response to supervisor comments – Optional)

**To be completed by Supervisor:**

Performance is Satisfactory                       Performance is Unsatisfactory (Improvement Plan Attached)

Signatures to be completed prior to filing in HR:

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Administrator Date

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Supervisor Date

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SLT Member Date

## Appendix B

### COCC's Administrator Supervisor Evaluation Guide

#### ADMINISTRATOR EVALUATION GUIDE

The following resources and forms have been developed in order to assist employees and supervisors in the process of mutually assessing job performance in support of ongoing quality improvement and individual growth. The intent is to develop tools that fit within the Central Oregon Community College work culture, are interactive, and promote communications both during the process of evaluation and during continuing discussions of work in the department.

**These processes are intended to help provide a focus and vehicle for development of individuals, processes and organizational units.**

- The **Administrator Evaluation Form** provides a template for Administrators and their supervisors to collaboratively identify and discuss goals, achievements, service, and support needed. Supervisors evaluate the Administrators work quality and contributions to the college based on demonstrated performance and observable and/or verified quality of work and productivity.
- The **Employee Annual Performance Self-Evaluation** form has also been developed for optional use in the evaluation process and provides a vehicle for employees to discuss specific aspects of their work performance over the past evaluation period. It is highly recommended that you have the employee complete the self-evaluation BEFORE the evaluation meeting.
- The **Communicating and Documenting Performance Standards to Employees** document provides guidance for communicating employee performance, quality of work and areas of improvement on the performance evaluation form.

The performance **evaluation period** is generally based on the CALENDAR YEAR, but if a fiscal year review is more applicable for a particular department, that is fine. Just note on the evaluation form the period covered by the review.

#### INTRODUCTION: WHY EVALUATE PERFORMANCE?

At COCC, we believe that our employees are our most important resource. Our ability to educate students and to serve our district wide community is directly related to the quality of our workforce and its contributions. Recognizing this, the College is committed to working in partnership with employees toward achieving excellence in their individual roles. Review of work performance and previous year goals as well as setting new goals on a regular and planned basis is an important tool in that process. To be effective, this review must be fair, consistent, and uphold the [College mission, vision, and values](#) (click to visit webpage).

The purpose of the evaluation is to evaluate and discuss the employee's performance and to jointly identify any training or professional development goals. The review should be comprehensive, as it will cover up to a full-year period. Remember, the evaluation meeting is not a time for "surprises". Issues with performance or behavior that have occurred during the previous year should have already been discussed with the employee.

## CONDUCTING THE PERFORMANCE EVALUATION

The following suggestions can help to make this process successful for both the Supervisor and the employee whose performance is being appraised:

### PRE-PLANNING FOR PRODUCTIVE PERFORMANCE EVALUATIONS FOR SUPERVISORS

1. **Explain how the employee will be evaluated.** Review both the [Administrator Evaluation Form](#) and the [Communicating Employee Performance Standards](#) document with your employee.
2. **Provide the (optional) Employee Annual Performance Self-Evaluation form:** Using this form is at the employee's option; however, such documents can be helpful to guide the employee's reflection on their performance throughout the year and to provide input to the supervisor. It can be useful to identify training and development needs or goals that the employee may think are relevant. Do not debate or question the employee's self-assessment. You will have the opportunity to identify areas of agreement as well as any problems or areas of concern during your evaluation of the employee's performance.
3. **Draft an outline of your evaluation.** Gather performance input from others, as appropriate, review the Employee Self Evaluation Form, and consult your notes and examples of issues, both positive and critical, that you have accumulated over the past year<sup>1</sup>. Using all these materials, draft your evaluation outline and goals.

<sup>1</sup> There is a tendency for evaluations to reflect the few months just prior to the evaluation rather than the annual period covered by the evaluation. Making notes throughout the year will provide you with ample information to write a complete, representative review.

4. **Review your evaluation with your supervisor (Director/SLT member).** Prior to completing the performance evaluation with the employee, review what you plan to present to the employee with your supervisor to assure concurrence and to gain additional input.

### CONDUCTING THE PERFORMANCE EVALUATION SESSION

1. **Set the time and place for the review session.** Give both yourself and the employee enough time to prepare the evaluation forms. Also, set aside enough time at the evaluation meeting for discussion. Reserve a private location in which to meet. The evaluation meeting is important and warrants your full attention and time.
2. **Present your evaluation.** Begin with good news. Cite specific examples of positive productive performance as well as areas needing improvement.
3. **If necessary, jointly identify problems and any obstacles to achieving expected employee performance.**
  - What are the problem areas?
  - What tasks seem to be the most difficult?
  - Where does performance slip?
  - What is getting in the way?
4. **If necessary, jointly create a plan for improving performance.**
  - How can the obstacle be overcome?

- What does the employee need to do differently?
  - How can you help them in that process?
  - What are the employee's goals for growth?
  - How can these be worked on?
  - What are the planned intervals for reassessment?
5. **Review previous year goals and jointly create goals for next year.** Look back at the goals set for last year and determine if they were met (the progress of these goals should be checked throughout the year). If not met, determine if they are still relevant and should carry forward. Both the supervisor and the employee should discuss and mutually set goals with a clear understanding that they be realistic and achievable. The goals can be related to enhanced performance, including increased job knowledge and skills or professional development or other areas. Make sure to identify steps/resources needed to achieve goals.
  6. **Agree to the evaluation and commit to a plan of action.** Ideally, both the employee and the supervisor can come to agreement about the evaluation and determine the next steps. Any unsatisfactory areas of performance should be documented in the evaluation and, if significant, HR contacted to initiate a performance improvement plan.
  7. **End on a positive note.** Summarize the evaluation and the next steps. Obtain the necessary signatures and forward to the Office of Human Resources.

#### AFTER THE EVALUATION

1. How did it go? Is there anything you would want to change the next time you do a review?
2. Plan scheduled performance checkups with the employee periodically to assess performance improvements and progress toward goals. Make adjustments as needed.
3. If there were any areas of unsatisfactory performance, check in with the employee. If improvement is not occurring/getting worse, contact Human Resources to work on a performance improvement plan.

#### TIPS TO COMPLETING THE ADMINISTRATOR EVALUATION FORM

##### ADMINISTRATOR RESPONSES

Employee being evaluated - use the position description and specific work activities to provide responses regarding your own goal progress, achievements/contributions, college service, the Principles of Community, and challenges/concerns. Provide narrative comments and give specific examples to support your own evaluation comments. Where possible, relate your performance to the College mission, the COCC Strategic Plan, and the Principles of Community. If the position description needs updating, mark it up and send to HR.

##### SUPERVISOR COMMENTS

Supervisor completing evaluation – use the position description and specific work activities to provide feedback regarding the employee's goal progress, achievements/contributions, college service, the Principles of Community, and challenges/concerns. Provide narrative comments and give specific examples to support your supervisor evaluation. Where possible, relate employee performance to the College mission, the COCC Strategic Plan, and the Principles of Community. Utilize the *“Communicating Performance Standards to Employees”* guide for help in

crafting feedback in the evaluation form. If the position description needs updating, mark it up and send to HR.

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## GOAL SETTING

This section should be completed with the employee during the evaluation meeting. Refer to Step 5 in the 'Conducting the Performance Evaluation Session' section of this document.

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### EXAMPLE OF A PERFORMANCE RELATED GOAL

The **goal** established is to have an operational knowledge of Microsoft Excel.

The **steps/resources needed** are taking classes and/or trainings offered on campus or in the community.

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### EXAMPLE OF A BEHAVIORAL RELATED GOAL

The **goal** for the coming year is that the employee's behavior towards customers and co-workers be appropriate, courteous and professional.

The **steps/resources needed** include the EAP, critical feedback, supervisory counseling and training in areas such as customer service.

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## ADMINISTRATOR COMMENTS

The employee has the option of completing the comment section and you should encourage them to provide comments about the evaluation.

## Appendix C

### COCC's Administrative Peer Review Process

#### **Step 1: Select Peer Review Team**

The peer review team consists of three people, one of which is the supervisor. The other two should be administrators with supervisory responsibilities and individual you are comfortable getting feedback from. I generally advise to pick one administrator who knows the reviewee's job well and a second as someone who is a "bit on the fringe" of knowing the position well, but being part of your review team may make them a strong ally. The supervisor contacts the peer team members to see if they are interested.

#### **Step 2: Draft Plan for Review**

The supervisor and employee draft a plan for the review. This includes a comprehensive list of people from throughout the College with whom the employee works, including those who may have had a negative interaction. The list can also include off-campus individuals and students if appropriate to the position (but note that we typically do not get a lot of feedback from these groups).

The plan should also identify how you want to collect feedback (survey, interviews, focus groups, other) and the questions to ask. Questions should emphasize the knowledge, skills and abilities required for the position. A list of sample questions is attached.

#### **Step 3: Peer Team Initial Meeting**

The review team meets with the employee to finalize the draft plan. The review team can add people and suggest modifications to the questions. The group should also decide which peer team member is going to lead which of the activities and the timeline for doing so.

#### **Step 4: Peer Team Debrief**

The peer team meets, without the employee, to review feedback and identify key themes. Note that while feedback is confidential, the team can consider using quotes from the feedback to illustrate a theme. However, the quote should be chosen only if the person sharing it can remain anonymous. Peer team members should also identify which talking points they wish to be the lead during the meeting with the employee.

### **Step 5: Supervisor Develops Talking Points**

Using feedback from step 3, the supervisor develops talking points to share with the employee and identifies which peer team member will be the lead for which topics. The supervisor shares the document with the peer team members only. Note that this document will also serve as the outline for the official written summary.

### **Step 6: Share Feedback with Employee**

The peer team meets with the employee to share key themes from the review process.

### **Step 7: Supervisor and Employee Finalize Review**

Using the talking points, the supervisor will draft the official written review summary. This should include:

- Name of employee
- Review period/year
- Peer team members
- Overview of process (names of those were contacted for feedback and how information was gathered)
- Summary of key themes
- Future year(s) goals
- Employee written comments, and
- Signatures for employee, supervisor, and the appropriate senior leadership team member.

### **Step 8: Submit Final Review, with Signatures, to HR**