

President (CEO) Annual Evaluation

President



Purpose

As outlined in Shawnee Community College Board Policy B2003, [Monitoring President Effectiveness](#), the Board conducts a formal annual assessment of the President's performance each October. At its discretion, the Board may also conduct a mid-cycle review, with written notice provided 30 days in advance. This collaborative evaluation process, developed between the Board and the President, ensures alignment with the broader organizational and social context in which the President operates.

This evaluation framework is based on the 2018 *American Association of Community Colleges Competencies for Community College Leaders*, which include: Organizational Strategy; Institutional Finance, Research, Funding, and Resource Management; Communication; Collaboration & Partnership; Community College Advocacy; and, Professionalism.

Guided by continuous improvement principles, this assessment supports the President by identifying areas to address, processes to refine, goals to achieve, and talents to develop. It is based on the Board's review of performance, informed by monitoring reports and data from the preceding fiscal year. The evaluation also considers the President's responsibility to achieve current Strategic Outcomes while positioning the College for future success.

Performance criteria are grounded in jointly established goals, expectations, and metrics aligned with the Board's Strategic Outcomes. This process not only measures leadership effectiveness but also highlights strategic possibilities for the College. By reviewing past accomplishments and setting future goals, the Board ensures a clear, collaborative, and forward-focused path for institutional success.

Process

To complete this evaluation, the Board will:

1. **Appoint an Ad Hoc President Evaluation Committee** to oversee the process.
2. **Review the evaluation instrument** to ensure criteria are current and expectations are clear.
3. **Gather data** from monitoring reports, audits, strategic plan results and other reports as necessary.
4. **Encourage individual trustees** to complete the evaluation instrument, providing comments and feedback.
5. **Consolidate trustee input** into a unified Board evaluation document.
6. **Conduct an evaluation meeting** between the Board Chair and the President to review results and establish future goals.
7. **Finalize the evaluation** and publish the President's goals on the College's website.

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Rubric

The following rubric provides a clear and constructive framework to evaluate each competency and behavior outlined in this instrument:

Performance Ratings:

5 - Mastery

Performance is clearly and consistently outstanding. Demonstrates a very high degree of proficiency. Consistently exceeds standards of normally expected performance.

4 - Expert

Very Effective Performance is at a very high level. Demonstrates high degree of proficiency. Frequently exceeds standards of normally expected performance.

3 - Proficient

Fully Effective Performance is satisfactory and consistently at a level expected of the President.

2 - Developing

Current Performance is marginally acceptable. Meets performance requirements periodically or only in certain areas. Specific areas for future performance improvement are indicated.

1 - Emerging

Current Performance is poor, clearly below the level of acceptance. Improvement is mandatory.

This rubric is designed to foster growth, recognize achievements, and identify areas for development, ensuring a balanced and forward-focused evaluation process.

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Organizational Culture: An effective community college leader embraces the mission, vision, and values of the community college, and acknowledges the significance of the institution’s past while charting a path for its future.

Competency: Mission, vision, and values of the community college.	
Behavior:	Be the spokesperson for community college values locally, at the state level, and nationally.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Competency: Culture of the institution and external community	
Behavior:	Find meaningful ways to highlight the institution’s history and past achievements while engaging internal and external stakeholders in appropriate discussions around the future of the institution.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Board Assessment – Organizational Culture Summary	
Average Rating:	Maximum Score: 10
Trustee Comments:	
Action:	
Growth:	
Resources Needed	

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Governance, Institutional Policy, and Legislation: An effective leader is knowledgeable about the institution’s governance framework and the policies which guide its operation.

Competency: Organizational structure of the community college.	
Behavior:	Periodically review the institution’s organizational structure, identify opportunities to gain efficiency, and ensure that resources are appropriately allocated to support the various institutional functions, most notably instruction.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Competency: Governance structure.	
Behavior:	Embrace the institution’s shared governance structure. Encourage meaningful and practicable participation by faculty and staff in shared governance activities.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Competency: College policies and procedures.	
Behavior:	Engage appropriate internal stakeholders in periodic review of institutional policies and procedures. Be willing to advance changes to policies to make them relevant in supporting current operations and federal guidelines (as applicable), and eliminate policies that are no longer relevant.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Competency: Board Relations.	
Behavior:	Have a focus on ongoing professional development for the board. Continue to seek ways that allow Trustees to add value to the governance and policy processes, while allowing you to lead the institution.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Board Assessment – Governance, Institutional Policy, & Legislation Summary	
Average Rating:	Maximum Score: 20
Trustee Comments:	
Action:	
Growth:	
Resources Needed	

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Student Success: An effective leader supports student success across the institution, and embraces opportunities to improve access, retention, and success.

Competency: Student success.	
Behavior:	Have an in-depth understanding of what is happening in the college classroom. Continue to have open, honest engagement with faculty as a means to support student success.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Competency: Consistency between college's operation & a student-focused agenda.	
Behavior:	Keep the student success agenda at the forefront of decisions regarding college operations. Be willing to make changes to programs and services that are incongruent with the success agenda or place barriers in the pathway of students.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Competency: Program/performance review/improvement.	
Behavior:	Support data-driven strategies to improve and update instructional programs, class scheduling and teaching methods so as to advance student access, retention and success.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Board Assessment - Student Success Summary	
Average Rating:	Maximum Score: 15
Trustee Comments:	
Action:	
Growth:	
Resources Needed	

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Institutional Leadership: An effective leader understands the importance of interpersonal relationships, personal philosophy, and management skills to creating a student-centered institution.

Competency: Be an influencer.

Behavior: Embrace the role of influencer in internal and external communities. Be willing to speak publicly about matters that have greatest impact for students.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Support team building.

Behavior: Engage with staff through team building activities as a way to strengthen professional relationships.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Performance management.

Behavior: Understand and align performance with the Board's expectations.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Performance management.

Behavior: Clearly communicate expectations regarding performance management processes with members of your team.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Lead by example/Transparency

Behavior: Exhibit integrity and ethics in leadership and decision-making. Does not take actions that would embarrass the board, the institution, or his self. Is open, honest, and forthright. Does not harbor a hidden agenda. Is clear about his motivation.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Problem-solving techniques/Conflict Management

Behavior: When approaching a problem, seeks to learn what attributed to the problem, uses all resources available to develop alternate solutions, chooses and implements a solution and evaluates its effectiveness. Is willing to resolve conflicts between direct reports and between the college and the external community.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Advocate for professional development across the institution.

Behavior: Find ways to invest in and advocate for professional development for people at all levels within the institution, including yourself.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

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Competency: Customer service.	
Behavior:	Keep SCC's customers in the forefront of your agenda. Be willing to speak with all institutional stakeholders, and get their thoughts. Assist in expediting a solution to a problem when appropriate.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Board Assessment - Institutional Leadership Summary			
Average Rating:		Maximum Score:	40
Trustee Comments:			
Action:			
Growth:			
Resources Needed			

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Institutional Infrastructure: An effective community college leader is fluent in the management of the foundational aspects of the institution, including establishment of a strategic plan, financial and facilities management, accreditation, and technology master planning.

Competency: Strategic and operational planning.

Behavior:	Provide leadership in the development and/or revision of the college's strategic plan. Clearly articulate your goals for key performance elements linked to college effectiveness (student success, employee engagement and infrastructure effectiveness).
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Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Prioritization and allocation of resources/Budgeting.

Behavior:	Keep the overall goals of the college at the forefront of all discussions related to the allocation of resources. Have extensive knowledge of the institution's budget, including the funding sources that comprise it. Review the overall budget monthly, and hold routine meetings with the chief financial officer to discuss any concerns that you might have. Is prepared to address any projected deficit(s) with the board or CEO in a timely manner.
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Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Accreditation.

Behavior:	Have strong knowledge of ICCB recognition and HCL accreditation processes, procedures and standards. Clearly delegate authority for meeting reporting standards and expectations.
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Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Facilities master planning and management.

Behavior:	Understand the college's facilities master plan and any state requirements for new construction and renovation. Understand the process and be familiar with the schedule for facility maintenance and upkeep.
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Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Technology master planning

Behavior:	Actively engage in the college's technology master planning process to ensure that current and future needs in the classroom and other institutional priority areas are addressed.
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Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

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Board Assessment - Institutional Infrastructure Summary		
Average Rating:		Maximum Score: 25
Trustee Comments:		
Action:		
Growth:		
Resources Needed		

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Information and Analytics: An effective community college leader understands how to use data in ways that give a holistic representation of the institution’s performance, and is open to the fact data might reveal unexpected or previously unknown trends or issues.

Competency: Qualitative and quantitative data.	
Behavior:	Embrace the use of different types of data to inform you as you work to improve student success. Be willing to try new approaches that have demonstrated promising results.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Competency: Data analytics.	
Behavior:	Rely on sound processes for data analysis to make better informed decisions related to the college’s operational efficiency and applicability of programs and services to students.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Competency: Data usage.	
Behavior:	Strengthen your use of internal and external data in decision-making. Routinely request status reports/dashboards on the institution’s plans, and convene groups to discuss strategies for improvement when performance is lacking.
<input type="checkbox"/> Emerging (1) <input type="checkbox"/> Developing (2) <input type="checkbox"/> Proficient (3) <input type="checkbox"/> Expert (4) <input type="checkbox"/> Mastery (5)	

Board Assessment - Information & Analytics Summary			
Average Rating:	14.4	Maximum Score:	15
Trustee Comments:			
Action:			
Growth:			
Resources Needed			

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Fundraising and Relationship Cultivation: An effective community college leader cultivates relationships across sectors which support the institution and advance the community college agenda.

Competency: Fundraising.

Behavior: Build relationships that support the college's entrepreneurial efforts. Seek new opportunities to support the college's future directions.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Media Relationships/Public Relations.

Behavior: Do not lose sight of the importance of media relationships to the college. Take opportunities to advance the good work that the college is doing in settings when appropriate.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Stakeholder Mobilization.

Behavior: Take opportunities to welcome constituents to the college to celebrate accomplishments and recognize their contributions to the institution. Be willing to be vulnerable in expressing your need for their support, recognizing that all support is needed to advance the mission of the institution.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Workforce/Community Partnerships.

Behavior: Seek to build relationships with the industries and government agencies in the community. Focus on supporting their efforts to build a skilled workforce. Be willing to provide responsive programming for businesses being recruited to the region.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Legislative Relations.

Behavior: Strengthen your relationships with state and congressional leaders. Be proactive by ensuring that their staffs are kept up-to-date on the impact that specific legislation could have on the institution. Likewise, be available to speak to the merits of good legislation and how it would support student success.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

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Board Assessment - Fundraising & Relationship Cultivation Summary

Average Rating:	22.4	Maximum Score:	25
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Trustee Comments:

Action:

Growth:

Resources Needed

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Communications: An effective community college leader demonstrates strong communication skills, leads and fully embraces the role of community college spokesperson.

Competency: Presentation, speaking, and writing skills.

Behavior: Always exude confidence in presenting, speaking, and writing about the college. Take opportunities to sharpen your skills, and periodically make presentations at state and national meetings to ensure that your skills remain sharp.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Active listening.

Behavior: Practice active listening in all dialogues. Many issues are complex, and it is important to unpack them before weighing in with a solution, especially when all of the facts may not have been presented.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Crisis Communications.

Behavior: Seek ways to create a safe campus environment. Be prepared to address crises in accordance with the college's plans. Ensure that all units within the college understand their roles in responding to a crisis.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Global and cultural competence/Strategies for multi-generational Engagement.

Behavior: Be an advocate for global and cultural competence so that individuals can be well-rounded to compete in the global economy. Keep abreast of the changing characteristics of the generations of individuals that work for and attend the college. Seek ways to engage with them that reflect what you know about their learning and communication styles.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Board Assessment - Communications Summary

Average Rating:	18.4	Maximum Score:	20
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Trustee Comments:

Action:

Growth:

Resources Needed

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Collaboration: An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships which nurture diversity, promote the success of the college community, and sustain the community college mission.

Competency: Interconnectivity and interdependence.

Behavior: Stress the importance of the various roles within the community college. Ensure that faculty is engaged in discussions to identify solutions that have a direct impact on classroom instruction. Develop a high-functioning team by empowering leaders from across the organization to work hand-in-hand to address emerging trends and issues that the institution is facing.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Work with Board Chair.

Behavior: Following each annual evaluation, engage with your Board Chair to establish priorities for the coming year. Ensure that you are clear about the expectations that the Board has for you. Engage in periodic reviews of your progress with Board Chair so that you may adjust your approach as needed.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Institutional Team Building.

Behavior: Seek opportunities to strengthen trust and comradery between members of your team. Periodically reassess the needs of the organization and deploy leaders with appropriate strengths to address them.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Collective Bargaining.

Behavior: Keep to the schedules to review collective bargaining agreements impacting the college. Where possible, establish good working relationships with the designees of the organizations at the collective bargaining table. Always represent the best interest of the college in the negotiations.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

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Board Assessment - Collaboration Summary			
Average Rating:	18.4	Maximum Score:	20
Trustee Comments:			
Action:			
Growth:			
Resources Needed			

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Personal Traits and Abilities: An effective leader possesses certain personal traits and adopts a focus on honing abilities which promote the community college agenda.

Competency: Authenticity.

Behavior: Always be true to yourself, but recognize that the positive aspects of your authentic self must be harnessed to continue to advance the priorities of the institution.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Emotional intelligence.

Behavior: Always maintain control of your emotions. Be level-headed even when situations escalate. Keep your overall goals in the forefront of discussions or situations that can cause tempers to flare.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Courage/Embrace change.

Behavior: Approach difficult situations armed with data and research that support your position. Have the courage to implement, or empower others, to implement changes advancing organizational improvement; support those individuals doing the work. Utilize data, human resources, and other important research to inform you of the potential success of new initiatives.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Ethical standards.

Behavior: Lead with the highest moral code in interactions with people and in decision-making. Follow policies and obey laws in decision-making.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Time management and planning.

Behavior: Find balance in your life, ensuring that your priorities shift as needed. Carve out adequate time to plan for the rollout of major initiatives.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

Competency: Forward-looking philosophy.

Behavior: Celebrate accomplishments, but always keep your focus on the future trends and issues that may impact community colleges so that you can plan appropriately.

Emerging (1) Developing (2) Proficient (3) Expert (4) Mastery (5)

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Board Assessment - Personal Traits & Abilities Summary			
Average Rating:	26.8	Maximum Score:	30
Trustee Comments:			
Action:			
Growth:			
Resources Needed			

Goals:

1. .

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President's Follow-Up Comments

I certify that I have completed the performance evaluation and I have made it available and discussed it with _____ on _____. I have included goals, which we mutually prepared and reviewed.

Board Chair's Signature _____ Date _____

I acknowledge that this evaluation was conducted to assess my performance during the specified period and to outline future goals. I understand that my signature does not indicate agreement with the evaluation results and that I am entitled to review a signed copy. I also recognize that the evaluation record will be maintained in accordance with the current records retention schedule.

President's Signature _____ Date _____