President (CEO) Annual Evaluation
President
(Evaluation Period)

Purpose

As outlined in Board Policy B2003 – Monitoring President Effectiveness and supported by Operating Standard B2003.00 – President Evaluation, 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 at least 30 days in advance.

This collaborative evaluation process is designed to strengthen accountability, ensure alignment with the College's policy-governance framework, and promote a shared understanding of how presidential leadership advances institutional progress toward the Board's **Strategic Outcomes** while maintaining compliance with **Executive Limitations**.

The evaluation instrument is organized into three interrelated sections that reflect the Board's governance model:
1. Strategic Outcomes – Measures institutional progress and trend performance using evidence from annual monitoring reports and key institutional results.
2. Executive Limitations – Confirms presidential compliance with the Board's established limitations, based on evidence reviewed throughout the year.
3. Leadership Traits & Abilities – Assesses leadership behaviors and competencies as defined by the *AACC Competencies for Community College Leaders (Experienced President profile)* and contextualized through the College's *SCCES Key Performance Areas and Measures.*

Together, these sections provide a comprehensive view of presidential effectiveness—linking outcomes, accountability, and leadership behaviors within a single evaluative framework.

Guided by continuous improvement principles, the evaluation supports the President in identifying areas to strengthen, processes to refine, goals to achieve, and talents to develop. It is informed by evidence already presented to the Board through **Monitoring Reports**, **audits**, **accreditation reviews**, and other institutional data from the preceding fiscal year.

Performance criteria are grounded in jointly established goals, expectations, and metrics aligned with Board-defined outcomes. The process not only measures leadership effectiveness but also highlights future strategic possibilities—ensuring a **clear, collaborative, and forward-focused pathway** for institutional achievement.

Process Overview

The evaluation process follows the procedures defined in Operating Standard B2003.00 – **President Evaluation**, which govern committee formation, instrument review, evidence collection, Trustee input, consolidation, and goal setting.

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Rubric – Strategic Outcomes

The following rubric provides a clear and constructive framework for evaluating institutional progress toward the Board's Strategic Outcomes. It emphasizes measurable improvement over time rather than short-term results, encouraging evaluation of both progress and stability across key indicators. Trustees should base their ratings on evidence drawn from annual monitoring reports, audits, accreditation reviews, and other verified data presented during the evaluation period.

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Performance Ratings:

5 – Sustained Improvement
Evidence demonstrates consistent and measurable improvement across multiple key performance indicators and outcome areas. Results show positive year-over-year trends that reflect institutional stability, adaptability, and meaningful impact on students and stakeholders. Performance substantially exceeds baseline expectations and indicates effective long-term strategies are in place.

4 – Meaningful Progress
Evidence reflects clear and measurable improvement in several key areas. Positive trends are visible and sustained across most metrics, demonstrating effective planning and execution. Performance reflects strong institutional momentum and indicates the College is moving decisively in the desired direction.

3 – Steady Progress
Performance meets expectations, showing stability and modest improvement in core measures. Results are generally positive, though some areas may fluctuate or require further attention. The evidence demonstrates the College is maintaining forward momentum with opportunities for targeted enhancement.

2 – Limited Progress
Some activity and incremental improvement are evident, but overall progress is inconsistent or insufficient to demonstrate meaningful advancement. Several indicators show little movement, suggesting the need for stronger alignment or follow-through. Additional focus and accountability are necessary to achieve sustainable improvement.

1 – Significant Decline
Key performance indicators or outcomes show unexplained/unplanned regression or notable decline relative to prior years. Evidence indicates significant challenges in maintaining expected standards or advancing institutional goals. Immediate corrective action and renewed strategic focus are required to restore positive direction and stability.

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Section 1 – Strategic Outcomes

A. Transfer Programming

Policy: B1003
Evidence Source: Transfer Programming Annual

Targeted SCCES KPM's/KPI's:
1. Course Success in Transfer-Designated Courses.
2. Transfer Readiness.
3. Transfer Rates to 4-Year Institutions.
4. Equity Gaps in Transfer Outcomes.

Key Results:
- 65% of degree completers met or exceeded transfer-readiness benchmarks.
- Transfer rates increased 7% from previous year.
- Course success in transfer courses averaged 84%.
- Equity gaps narrowed in both course success and transfer rates.

☐ Decline (1)   ☐ Limited (2)   ☐ Steady (3)   ☐ Meaningful (4)   ☐ Sustained (5)

B. Professional Programming

Policy: B1004
Evidence Source: Professional Programming Annual

Targeted SCCES KPM's/KPI's:
1. Credential Attainment Rates.
2. Employment Placement in Field of Study.
3. Employer Satisfaction.
4. Licensure/Certification Pass Rates.

Key Results:
- 78% of AAS completers earned at least one industry credential.
- 67% of tracked graduates secured employment in a related field within 6 months.
- Employer feedback rated program alignment at 4.2/5 average.
- PN program licensure pass rate reached 93% (above state average).

☐ Decline (1)   ☐ Limited (2)   ☐ Steady (3)   ☐ Meaningful (4)   ☐ Sustained (5)

C. Continuing Education Programming

Policy: B1005
Evidence Source: Continuing Education Programming Annual

Targeted SCCES KPM's/KPI's:
1. Annual Participation Trends.
2. Course Evaluation Scores.
3. Community Satisfaction.
4. Cost Recovery and Revenue Contribution.

Key Results:
- Served over 1,200 community participants across three (3) counties.
- 92% of continuing education participants rated courses as "satisfactory" or better.
- Increased CE offerings in digital literacy and eldercare training.

☐ Decline (1)   ☐ Limited (2)   ☐ Steady (3)   ☐ Meaningful (4)   ☐ Sustained (5)

D. Workforce Training

Policy: B1006

Evidence Source: Workforce Training Programming Annual

Targeted SCCES KPM's/KPI's:
1. Employer Engagement
2. Customized Training Enrollment
3. Program Repeat Business Rate
4. Return on Investment (ROI) Estimates

Key Results:

- Engaged 57 employers in workforce contracts.
- 92% satisfaction among participating businesses.
- 30% of employers repeated workforce training within the year.
- Major HCCTP expansion included CDL training for justice-involved learners.

☐ Decline (1)   ☐ Limited (2)   ☐ Steady (3)   ☐ Meaningful (4)   ☐ Sustained (5)

E. Community Education Programming

Policy: B1007

Evidence Source: Community Education Programming Annual

Targeted SCCES KPM's/KPI's:
1. Program Participation (youth & adult)
2. Geographic Penetration (by zip/county)
3. Satisfaction Ratings
4. Alignment with Community Needs

Key Results:

- Over 1,500 served across five (5) counties in FY25.
- 94% satisfaction in Youth Camps and Community Wellness offerings.
- Summer programming expanded in three (3) underrepresented districts.

☐ Decline (1)   ☐ Limited (2)   ☐ Steady (3)   ☐ Meaningful (4)   ☐ Sustained (5)

F. College Readiness Programming

Policy: B1008

Evidence Source: College Readiness Programming Annual

Targeted SCCES KPM's/KPI's:
1. Enrollment in developmental/bridge/remedial education courses
2. Progression from remedial to college-level courses (gateway completion within 1st yr.
3. Success rates in developmental courses (course completion with C or better)
4. Persistence/retention of underprepared students after completing CR interventions
5. Equity gaps in developmental course outcomes and gateway progression

Key Results:

- 68% students who began in DE English completed a college-level English course within one (1) year.
- Math gateway progression improved by 9% following execution of co-requisite support.
- Overall course success rates in DE averaged 76%, up from 71% the prior year.
- Persistence among DE students increased to 70%, with notable gains among 1st-Gen.

☐ Decline (1)   ☐ Limited (2)   ☐ Steady (3)   ☐ Meaningful (4)   ☐ Sustained (5)

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G. Adult Education Programming

Policy: B1009
Evidence Source: Adult Education Programming Annual
Targeted SCCES KPM's/KPI's:
1. Measurable Skill Gain (MSG)
2. Transition to Postsecondary or Employment
3. Attendance & Retention
4. English Language Learner (ELL) Progress

Key Results:
- 54% of exiting learners earned HSE or transitioned to postsecondary.
- Adult Ed program exceeded ICCB retention benchmarks.
- Expanded partnerships with regional adult literacy providers.

☐ Decline (1) ☐ Limited (2) ☐ Steady (3) ☐ Meaningful (4) ☐ Sustained (5)

H. Student Services

Policy: B1010
Evidence Source: Student Services Annual
Targeted SCCES KPM's/KPI's:
1. Enrollment Yield Rates
2. Student Retention and Persistence
3. Financial Aid Access

Key Results:
- Over 90% of surveyed students expressed satisfaction with advising.
- 3% increase in fall-to-fall persistence.
- Streamlined intake and financial aid processes improved first-time enrollment.

☐ Decline (1) ☐ Limited (2) ☐ Steady (3) ☐ Meaningful (4) ☐ Sustained (5)

I. Accreditation & Certification

Policy: B1011
Evidence Source: Accreditation & Certification Annual
Targeted SCCES KPM's/KPI's:
1. Accreditation Status (HLC and Programmatic).
2. Regulatory Compliance & Timely Reporting.
3. Stakeholder Engagement in Self-Studies.
4. Continuous Improvement & Institutional Learning.

Key Results:
- HLC reaffirmation achieved with no interim monitoring.
- ICCB Program Review completed with no findings.
- 100% of applicable programs maintained licensure or accreditation.
- Positive stakeholder feedback from CTE program evaluations.

☐ Decline (1) ☐ Limited (2) ☐ Steady (3) ☐ Meaningful (4) ☐ Sustained (5)

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J. Diversity, Equity, Inclusion, & Belonging

Policy: B1012
Evidence Source: Diversity, Equity, Inclusion, & Belonging Annual

Targeted SCCES KPM's/KPI's:
1. Awareness & Training Completion
2. Representation across Student and Employee Groups
3. Reduction of Outcome Gaps by Socioeconomic Status
4. Climate Indicators

Key Results:
- 85% of employees completed DEIB training in FY25.
- Continued increase in underrepresented student enrollment and success.
- Course success equity gaps among first-year students improved by six (6) percentage points, reflecting progress toward closing outcome disparities.

☐ Decline (1)   ☐ Limited (2)   ☐ Steady (3)   ☐ Meaningful (4)   ☐ Sustained (5)

Strategic Outcome Summary

Outcome	Avg. Rating	Max Score
A. Transfer Programming		5
B. Professional Programming		5
C. Continuing Education Programming		5
D. Workforce Training		5
E. Community Education Programming		5
F. College Readiness Programming		5
G. Adult Education Programming		5
H. Student Services		5
I. Accreditation & Certification		5
J. Diversity, Equity, Inclusion, & Belonging		5
Total		**50**

Overall Rating: _____   (Total Avg. Rating/50)

Section 2 – Executive Limitations

Instructions: The Board affirms whether the President complied with each EL policy during the review period. **Evaluation is limited to compliance with Board-defined ELs, not management style or individual decisions. Trustees should base their judgments primarily on evidence presented through monitoring reports (e.g., HR, Finance, Facilities, IT) and other official Board communications reviewed during the fiscal year**. For each EL, mark "*Yes*" if compliant. If a "*No*" is selected, it should reflect a non-compliance previously identified during the presentation of a monitoring report in the review period.

Policy	Evidence	Yes	No
B3000 General Executive Limitations	All Monitoring Reports	☐	☐
B3001 Employee Relationships	HR Monitoring Report	☐	☐
B3002 Student Relationships	Student Services Monitoring Climate Survey	☐	☐
B3003 Organizational Culture	HR Monitoring Report & Climate Survey	☐	☐
B3004 Employment, Compensation, & Benefits	HR Monitoring Report & Compensation Study	☐	☐
B3005 Budgeting / Forecasting	FY25 Budget, GFOA Budget, & Forecast Model	☐	☐
B3006 Financial Condition	Audit Report, GFOA Budget, Moody's Report	☐	☐
B3007 Asset Protection	Facilities & IT Semi-Annual Reports	☐	☐
B3008 Investments	Business, Finance, & Investment Quarterly Reports	☐	☐
B3009 Financial Planning	FY25 Budget, GFOA Budget, & Forecast Model	☐	☐
B3010 Communication & Counsel to the Board	President's Reports	☐	☐
B3011 Partnerships, Grants, Contracts	President's Reports & All Monitoring Reports	☐	☐
B3012 Strategic Planning	Strategic Plan	☐	☐
B3013 Sustained Presidential Leadership	Succession Plan (Board Chair Review)	☐	☐

If a "*No*" was identified, briefly describe the condition(s) not met and, if appropriate, suggest clarifying policy language for the Board's consideration in the space below.

Section 3 – Leadership Traits & Abilities

In addition to evaluating progress on Strategic Outcomes and compliance with Executive Limitations, the Board also considers the leadership traits and abilities demonstrated by the President. This section is grounded in the AACC Competencies for Community College Leaders (Experienced President profile) and contextualized through relevant SCCES Key Performance Areas (KPAs) and Key Performance Measures (KPMs).

The purpose of this section is to assess how the President's leadership approach – including strategic foresight, culture-building, communication, collaboration, advocacy, and professionalism – strengthens the College's capacity to achieve Board-defined outcomes and sustain institutional effectiveness. Trustees should base their ratings on evidence drawn from Monitoring Reports, President's Reports contained in Board Books, Board–President interactions, institutional achievements, and the President's broader community and professional engagement during the evaluation period.

Effective presidential leadership extends beyond compliance and outcomes; it encompasses the ability to cultivate conditions under which the institution can thrive. Accordingly, this section is designed to foster growth, recognize achievements, and identify areas for continued development within the context of the Board–President partnership. It supports a balanced, forward-focused evaluation process that reinforces the President's capacity to achieve Strategic Outcomes, maintain compliance with Executive Limitations, and lead the College in alignment with its mission, vision, and values.

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The following rubric provides a consistent framework for evaluating each competency and behavioral indicator in this section. Trustees are encouraged to use comments to clarify the rationale behind their ratings and identify areas of strength or development.

Performance Ratings:

5 – Mastery
Performance is clearly and consistently outstanding. Demonstrates a very high degree of proficiency in meeting or exceeding Board Strategic Outcomes and Executive Limitations. Consistently exceeds standards of normally expected performance and models innovation, adaptability, and transformative leadership.

4 – Expert
Very effective performance at a consistently high level. Demonstrates a high degree of proficiency and frequently exceeds expectations. Evidence shows sustained achievement and positive institutional impact.

3 – Proficient
Fully effective performance, consistently meeting expectations. Demonstrates competence and reliability in achieving Board expectations. Results align with Strategic Outcomes and Executive Limitation compliance; opportunities for enhancement may exist.

2 – Developing
Marginally acceptable performance. Meets expectations periodically or in some areas but with notable inconsistencies. Improvement is needed to fully meet Board expectations; targeted development actions are warranted.

1 – Emerging
Performance is clearly below acceptable standards. Evidence shows Board expectations are not met in key areas. Immediate and sustained improvement is required.

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A. Organizational Strategy

Definition: Leads the College with vision, strategic foresight, and evidence-informed decision-making to achieve the Board's Strategic Outcomes while adhering to Executive Limitations.

SCCES KPA's/KPM's:
- **Integrated Planning** – Strategic Alignment (ensures institutional planning is tied to Board outcomes and priorities).
- **Decision Support** – Data-Informed Practices & Actions (uses reliable data to guide planning and assess performance).
- **Fiscal Stewardship** – Strategic Budget & Risk-Informed Planning (aligns budgets with strategy while balancing risk and sustainability).
- **Institutional Resilience** – Organizational Agility (adapts effectively to emerging challenges and opportunities.

AACC Indicators:
- Analyzes environmental trends and aligns strategy accordingly.
- Balances innovation with risk management in decision-making.
- Uses data to inform planning and assess institutional performance.
- Mobilizes resources to achieve strategic objectives.
- Engages stakeholders in long-term institutional visioning.

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

B. Institutional Leadership

Definition: Fosters a culture of excellence, innovation, and accountability that advances the Board's Strategic Outcomes while adhering to Executive Limitations.

SCCES KPA's/KPM's:
- **Leadership & Supervision** – Institutional Direction (clarifies and communicates mission, vision, and expectations).
- **Workplace Climate** – Communication Transparency & Integrity (builds trust through openness and consistency).
- **Workplace Climate** – Culture of Accountability (models ethical, equitable, and responsible leadership).
- **Professional Growth** – Structured Peer Development (encourages innovation through staff and faculty development).

AACC Indicators:
- Inspires shared commitment to mission and vision.
- Builds trust across diverse stakeholder groups.
- Encourages innovation and calculated risk-taking.
- Champions equity, diversity, and inclusion.
- Ensures transparent and ethical decision-making.

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

C. Communication

Definition: Engages in open, clear, and consistent communication that builds trust and fosters collaboration internally and externally.

SCCES KPA's/KPM's:
- **Strategic Communication** – Message Clarity & Consistency (ensures messages are understandable, aligned with standards, and free of contradictions).
- **Strategic Communication** – Message Credibility & Confidence (builds trust by ensuring communications are accurate, transparent, and delivered with integrity).
- **Contribution & Voice** – Communication channels for Employee input (seeks and values employee perspectives).
- **Workplace Climate** – Workplace Trust & Expression (creates conditions for honest, respectful dialogue).

AACC Indicators:
- Listens actively and responds to stakeholder concerns.
- Communicates institutional priorities and rationale for decisions.
- Represents the College effectively to media, legislators, and the public.
- Utilizes multiple channels for engagement and transparency.
- Models respectful and inclusive dialogue.

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

D. Collaboration

Definition: Builds and maintains partnerships that expand opportunities for students, strengthen community connections, and enhance institutional capacity.

SCCES KPA's/KPM's:
- **Organizational Support** – Partnerships & Alliances (develops and sustains collaborative relationships with external partners).
- **Contribution & Voice** – Influence & Responsiveness (ensures employee and stakeholder input meaningfully informs decisions).
- **Workplace Climate** – Workplace Trust & Expression (creates conditions for collaborative dialogue and shared problem-solving).

AACC Indicators:
- Develops mutually beneficial community and industry partnerships.
- Engages in regional, state, and national initiatives.
- Leverages partnerships to secure resources and opportunities.
- Promotes interdisciplinary collaboration within the College.
- Strengthens articulation and transfer pathways.

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

E. Community College Advocacy

Definition: Champions the role and value of community colleges at local, state, and national levels, influencing policy and resource allocation to advance the College's mission.

SCCES KPA's/KPM's:
- **Strategic Communication** – Strategic Message Impact (demonstrates that stakeholders understand and support the College's advocacy efforts).
- **Strategic Communication** – Message Credibility & Confidence (ensures advocacy communications are trusted and consistent with institutional values).
- **Organizational Support** – Partnerships & Alliances (expands advocacy impact through collaborative alliances).
- **Contribution & Voice** – Influence & Responsiveness (demonstrates responsiveness in engaging with external decision-makers).

AACC Indicators:
- Advocates for policies that benefit students and the community.
- Engages legislators and policymakers effectively.
- Positions the College as a leader in regional workforce and economic development.
- Promotes the community college mission in public forums.
- Actively participates in professional organizations.

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

F. Professionalism

Definition: Demonstrates ethical leadership, continuous self-development, and a commitment to the highest standards of the profession.

SCCES KPA's/KPM's:
- **Workplace Climate** – Culture of Accountability (demonstrates integrity and responsibility in leadership).
- **Professional Growth** – Structured Peer Development (pursues ongoing learning and supports employee development).
- **Employee Retention** – Sustained Workforce Capacity (invests in building a stable and committed workforce).

AACC Indicators:
- Models ethical behavior and integrity in decision-making.
- Pursues ongoing professional learning and development.
- Maintains a healthy work-life balance.
- Supports professional growth for all employees.
- Adheres to national standards for executive conduct.

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

Leadership Traits & Abilities Summary

Criteria	Avg. Rating	Max Score
Organizational Strategy		5
Institutional Leadership		5
Communication		5
Collaboration		5
Community College Advocacy		5
Professionalism		5
Total		**30**

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Board Follow-Up Comments

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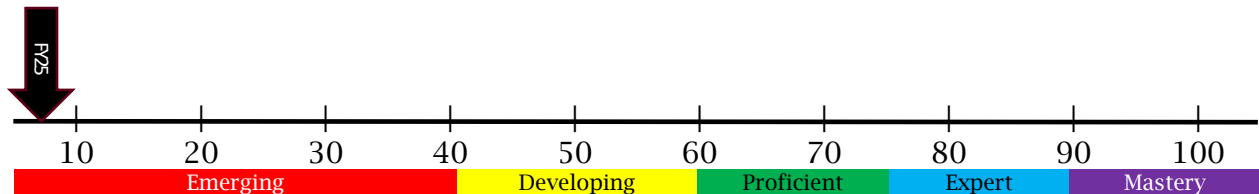| Overall Rating		
Strategic Outcome Total	_____	(Max Score is 50)
Leadership Traits & Abilities Total	_____	(Max Score is 30)
Subtotal	_____	

Did the President comply with all Executive Limitations?   ☐ Yes   ☐ No

List # of EL "No" responses   _____

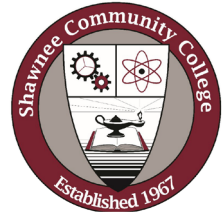**Total Score**   _____ (Subtract #EL "No" responses from Subtotal)

Key	Rating	Visual
72-80	Mastery (5)	★★★★★
64-71	Expert (4)	★★★★☆
56-63	Proficient (3)	★★★☆☆
48-55	Developing (2)	★★☆☆☆
Below 48	Emerging (1)	★☆☆☆☆

FY25

10   20   30   40   50   60   70   80   90   100

Emerging   Developing   Proficient   Expert   Mastery

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<u>**Goals:**</u>
  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 _____