

COLORADO COMMUNITY COLLEGE SYSTEM
SYSTEM PRESIDENT'S PROCEDURE

EVALUATION OF STATE SYSTEM COMMUNITY COLLEGE PRESIDENTS

SP 3-15

Effective: 02/09/89
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Reference:
Board Policy on Conditions of Employment for College Presidents, BP 3-15.

APPROVED BY:

S/ Dorothy Horrell, System President

Application:

This procedure applies to presidents of state system community colleges.

ANNUAL REVIEW

The System president shall review the college president's performance each year. This review may include, but is not limited to, evaluation of the president's progress towards achieving goals and adjustment of said goals if appropriate.

END OF TERM/PERIODIC EVALUATION

The System president shall evaluate the college president's performance during the last year of the contract term based on the following criteria:

1. Educational leadership including but not limited to:
 - Maintains college/System educational standards
 - Promotes/supports professional development opportunities for faculty and staff
 - Promotes a learner/learning-centered approach and focus
 - Provides leadership to ensure appropriate level of program and service evaluation
 - Monitors enrollment patterns and makes necessary adjustments
 - Demonstrates ability to relate effectively with faculty and other instructional personnel
 - Collaborates in shaping educational policy

- Assures responsiveness of programs in meeting labor market and community needs
 - Strengthens relationships with K-12 districts and 4-year colleges and universities
2. Administrative management including but not limited to:
 - Effectively delegates authority and responsibility.
 - Promotes professional growth of all staff
 - Develops leadership skills of senior staff
 - Promotes effective employee relations approach to human resource management
 - Exhibits ability to select and retain an effective administrative team
 - Demonstrates evidence of sound fiscal management and resource allocation
 - Develops and implements funding priorities and strategies
 - Develops and implements an effective diversity plan
 - Provides leadership in obtaining external resources for the college
 3. Community/K-12/4-year college relationships including but not limited to:
 - Works effectively with external constituencies including community leaders, K-12 school districts and college/university administrators, government officials and other community organizations
 - Assures college involvement in appropriate civic and community initiatives and organizations
 4. Business relationships/partnerships including but not limited to:
 - Works effectively with business leaders
 - Develops alliances/partnerships with business and industry to assure responsiveness to workforce development needs
 5. Utilization of college advisory council including but not limited to:
 - Effectively involves the college advisory council members in shaping the college's role within the community as outlined in Board Policy BP 2-25
 6. Leadership skills including but not limited to:
 - Articulates vision/goals of the college
 - Sets clear priorities and strategies to enable the college to achieve its vision/goals
 - Represents the college in a positive manner to its various publics
 - Identifies and resolves problems before they escalate into a crisis
 7. Achievement/support of System goals/initiatives including but not limited to:
 - Demonstrates support of System goals
 - Contributes to the achievement of those goals/initiatives

8. Achievement of college goals and objectives including but not limited to:
 - Sets relevant and measurable goals
 - Achieves those goals through the effective management of all college resources

The System president may gather additional information which will also be considered in the final evaluation rating of the college president, including but not limited to:

1. A self-assessment by the college president briefly summarizing his/her accomplishments for each of the eight criteria listed in the previous section and identifying areas of strength and areas needing improvement.
2. A statement of goals and objectives. The goals must be consistent with and in support of System/Board initiatives.
3. The distribution of a confidential assessment of performance form to the following:
 - A sample of the college workforce
 - Selected community leaders
 - Selected business and education CEO's
 - Student representatives
 - College advisory council members