TOOL #5

RUBRIC FOR EVALUATING CANDIDATES

	Unaligned (Score 1 of 4)	Minimally Aligned (Score 2 of 4)	Mostly Aligned (Score 3 of 4)	Completely Aligned (Score 4 of 4)
COMMITTED TO STUDENT ACCESS AND SUCCESS				
• What specifically has the candidate done to demonstrate dedication to improving student access and success? • What most motivates this candidate to want to lead the community college? • How important are student access and success as compared to other motivators, such as salary and status, which come with the position? *Consider the emphasis the candidate places on different accomplishments, as well as the degree of specificity he/she uses to describe student access and success challenges and accomplishments.*	Improving student access and success is not a top priority for the candidate.	Improving student access and success is among the candidate's top stated goals, but the candidate's record of achievement suggests other, more important priorities.	Improving student access and success is among the candidate's top three goals, and the candidate has demonstrated as much success in achieving that goal as others.	The candidate is passionate about and committed to student access and success above all else, and has a record of consistently taking specific actions that reflect a student access and success orientation.
TAKES STRATEGIC RISKS				
• How willing is the candidate to take significant risks (especially relative to the prevailing culture) to improve student outcomes? • Does the candidate present as risk-averse, risk-tolerant, or risk-taking? • When the candidate has taken risks, what steps did he/she take to assure that the risk would yield the desired outcomes? • Is this a resilient person who learns from past mistakes to improve?	Candidate is risk-averse, almost always choosing not to "rock the boat".	Candidate understands the need for prudent risk-taking, and can offer a few examples of having done so to benefit relatively few students.	Candidate not only understands the need to take risks, but can point to significant examples of doing so to advance the access and/or success of significant numbers of students.	Candidate has taken strategic risks in multiple cases that ran counter to common practice, were strategically designed to accomplish goals, and were successful in improving student access and success at broad scale.

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BUILDS STRONG TEAMS				
• Has the candidate built a team of leaders that shares his/her philosophies and extends his/her reach across the institution and community? • Does the candidate have a history of collaboratively working with faculty and staff (including the faculty senate and union leadership) to improve student learning and completion? • How has the candidate collaborated—and, beyond that, created a culture of collaboration—to ensure broad agreement about reforms? • To what extent does the candidate take most of the credit, versus sharing credit, for success? Who gets the blame when something goes wrong?	Candidate has little strategic vision for building a senior staff or engaging faculty and staff as partners in achieving student access and success goals.	Candidate demonstrates open-mindedness toward other leaders, faculty, and staff, but has a record of generally working with "true believers," rather than helping to shape and collaborate with leadership, faculty and staff broadly.	Candidate has the ability to understand the concerns of other leaders, faculty, and staff and work with them to create and execute plans in ways that improve student access and success.	Candidate has exceptional ability to build a senior team and to work with faculty and staff to create an institution-wide culture of involvement and collaboration that, in turn, regularly results in significant improvements in student access and success.
ESTABLISHES URGENCY FOR IMPROVEMENT				
• What in the candidate's experience suggests an understanding of the need to create urgency for executing strategic plans and the capacity to build a shared sense of purpose across the college or the community? • Does the candidate embrace the need to disrupt the status quo by acknowledging serious shortcomings in student access and success, without laying blame? • Does the candidate have a history that suggests a willingness to consistently rally people around a major goal for improvement?	Candidate has very limited or no understanding of the need to build and sustain urgency in order to lead institution-wide or community-wide reform.	Candidate understands the need to build urgency, and can demonstrate limited accomplishments in doing so within an institution or across a community to facilitate modest change.	Candidate understands the need for urgency, and has effectively done so on more than one occasion to inspire and achieve significant change at the institution and/or community level.	Candidate understands the need to build and maintain urgency and has consistently demonstrated the ability to lead efforts that quickly led to significant improvements in student access and success.

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PLANS LASTING INTERNAL CHANGE				
• Does the candidate have the ability to develop a successful strategy for change likely to result in college-wide improvements in student access and success? • What plans has the candidate helped lead or develop that have resulted in scaled, sustainable improvements in student outcomes? • What does the candidate perceive are the key steps to effecting culture change within a complex organization? What has the candidate learned about how to lead large-scale change initiatives? *Look for evidence that the candidate understands the dual need for focused, clear, actionable plans and broad buy-in for change. Primary contexts within which candidates might pursue such goals are strategic planning and reaccreditation efforts.*	There is very limited or no evidence that the candidate's efforts to lead strategic planning resulted in significant improvements in student access and success.	Candidate has engaged in strategic planning aimed at improving student access and success, but can provide few concrete examples of those plans resulting in improved student outcomes.	Candidate has engaged in strategic planning that has, at times, resulted in significant improvements in student access and/or success.	Candidate has a history of strategic planning that has in multiple instances resulted in large-scale reform leading to significant improvements in student access and success.
RESULTS-ORIENTED				
• Does the candidate have a history of ensuring that solid evidence/data on student outcomes as well as program and institutional effectiveness are collected and acted upon? • What measures would the candidate use to evaluate student access and success? • Look for specific examples of how he/she has evaluated the success of major initiatives and has used information to inform changes in course, especially when evaluations suggested ineffective, unsustainable, or non-scalable programs.	Candidate demonstrates little facility with using data and evidence and little interest in rigorous assessment of program/institutional effectiveness.	Candidate demonstrates some facility with using data and evidence, has some history using data to assess program or institutional effectiveness, and has used assessments to inform modest change.	Candidate is drawn to using evidence and has on multiple occasions intentionally changed large-scale efforts as a result of strong evaluation practices.	Candidate has a mature and advanced understanding of evidence and evaluation and knows how to use data and evidence to drive continuous improvement in major initiatives.

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COMMUNICATES EFFECTIVELY				
• Can the candidate boil down complex issues to convey their importance to stakeholder groups with divergent perspectives and interests? • Can the candidate provide significant examples of having successfully communicated the importance of a change agenda to secure support from diverse stakeholder groups? • Does the candidate's communication ability include a willingness and ability to listen?	Candidate did not demonstrate effective strategic communication abilities.	Candidate demonstrates reasonably strong communication skills but cannot provide many good examples of strategically communicating to achieve goals.	Candidate has strong communication and listening skills and can demonstrate some evidence of using those skills to advance strategic interests.	Candidate is a very strong communicator and can demonstrate consistent ability to communicate effectively with multiple stakeholder groups to advance strategic interests.
FINANCIAL AND OPERATIONAL ABILITY				
• What are the candidate's strengths and weaknesses in ensuring the fiscal stability of an institution? In leading organizations (or units) that effectively implemented programs and processes? • Consider whether the candidate has faced complex implementation challenges and can articulate steps he/she took that led to success—and which ones led to failure—in the face of such challenges. • What has the candidate's record been for ensuring the sufficiency of resources for operations?	Candidate is not able to articulate examples of having led successful implementation of change efforts.	Candidate can point to limited success in implementation of change efforts, but cannot effectively identify why or how they worked.	Candidate is committed to, can intentionally guide, and has examples of successful large-scale change implementation efforts.	Candidate has an advanced capability to implement change initiatives, and provides multiple examples of having done so.

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ENTREPRENEURIAL FUNDRAISER				
• Does the candidate have a strong track record/capacity to secure public funds for his/her institution? • Does the candidate reveal a strong entrepreneurial capacity to raise or generate funds and other resources from private entities (e.g., corporations, foundations, and individuals)? • Does the candidate align their fundraising and resource development with student access and success goals? *Look for concrete examples of specific and successful fundraising efforts. Also look for those that resulted in improved access and success for large numbers of students.*	Candidate is not able to provide examples of successful fundraising efforts.	Candidate is a reasonably good fundraiser but rarely (if ever) raises funds with student access and success in mind.	Candidate is a good fundraiser and at times targets fundraising at student access and success goals to impact large numbers of students.	Candidate is an entrepreneurial fundraiser and has used that ability to make large, demonstrable impacts on investments in student access and success.
DEVELOPS EFFECTIVE EXTERNAL PARTNERSHIPS				
• Does the candidate define student success in reference to goals like success in employment or transfer/attaining a bachelor's degree, or solely according to what happens while students are on campus? • What specific experience does the candidate have in building successful initiatives with organizations essential to students' fulfilling their goals (i.e., K-12 schools, employers, community-based organizations, four-year colleges)? • Does the candidate have a vision for building partnerships with outside entities likely to result in scaled and sustainable opportunity for many more students to succeed? What is that vision, and how has he/she taken steps to make that vision a reality? *Determine the candidate's capacity to build new partnership structures that engage the community college in ways designed to improve access and success for large numbers of students.*	Candidate's vision is campus-centric, such that he/she does not believe the college is responsible for student readiness or for outcomes after graduation and lacks a vision that includes working with external stakeholders on student access and success.	Candidate is willing to engage in partnerships with outside entities to improve student success, but expectations of and investments in those partnerships have been limited.	Candidate has a vision and some concrete experiences that reveal a capacity to build new structures and partnerships to improve student success.	Candidate possesses the vision and track record needed to create and sustain new structures and partnerships with multiple entities that enable dramatically higher numbers of students to achieve their educational goals.

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