

TOOL #1

PROTOCOL TO ALIGN STUDENT ACCESS AND SUCCESS PRIORITIES TO HIRING CRITERIA

1. WHAT ARE THE COLLEGE'S STRATEGIC GOALS RELATED TO STUDENT ACCESS AND SUCCESS?

- Regardless of how much work the college has done to define such goals prior to the moment of presidential turnover, it is important that the board set aside time to review its student access and success goals to ensure that all parties engaged in the search process share core expectations that guide their consideration of the question: "How do we find a president who will help us achieve our strategic goals, especially as they relate to student access and success?"
- What are our student access and success goals over the short term? Over the next five to 10 years?

2. HOW WELL IS THE COLLEGE ACHIEVING STUDENT ACCESS AND SUCCESS?¹

- What are the college's current rates of student access and success?
- What are the past trends in these indicators—are they going up, down, or staying the same?
- How do the rates for your college compare to those among peer institutions? How do recent trends in those rates compare?

3. WHAT KINDS OF CHANGES WITHIN AND OUTSIDE THE INSTITUTION WILL THE NEW PRESIDENT NEED TO ACCOMPLISH TO ACHIEVE THE STUDENT ACCESS AND SUCCESS GOALS?

- What is currently preventing the institution from achieving its student access and success goals?
- Which three institutional attributes do we most want the new president to preserve? Which three do we most want to change?

4. WHAT ARE THE FIVE-TO-TEN MOST IMPORTANT QUALITIES WE MUST IDENTIFY IN OUR NEXT PRESIDENT TO ACHIEVE OUR STUDENT SUCCESS GOALS?

- You may wish to start by considering the ten qualities of exceptional community college presidents outlined above. How would you tailor this list to the student success goals for your college?
- What qualities must the ideal candidate exhibit to overcome challenges and build the internal culture and external partnerships needed to attain student access and success goals?
- What qualities must the new president have to form and strengthen relationships with internal actors, including faculty and staff? With external actors, from legislators to corporate executives to community members?

¹ Often, college leaders can be relied on to gather such data from a college or system institutional research office. If not, consider whether the college has engaged with organizations like Achieving the Dream, the National Center for Inquiry and Improvement, or ACCT's Governance Institute for Student Success, from which student success reports can be gathered. In addition, the Aspen Institute College Excellence Program can provide nationally comparable, publicly available data on student outcomes for community colleges (email AspenCCPrize@aspeninstitute.org). In 2014, Aspen published a guide for using Aspen Prize for Community College Excellence metrics to improve student success on any campus. You may download the Aspen metrics guide via our website www.aspeninstitute.org/cep.

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5. WHERE ARE WE MOST LIKELY TO FIND A LEADER WHO WILL DEMONSTRATE THESE QUALITIES?

- From among those currently serving in leadership within the institution? From another higher education institution?
- If from within higher education, will they be found in traditional presidential-pipeline positions (e.g., provosts and academic vice presidents) or less-traditional feeders (e.g., student services, enrollment, finance)?
- If from outside higher education, how seriously are we willing to consider these candidates? If so, from where?

