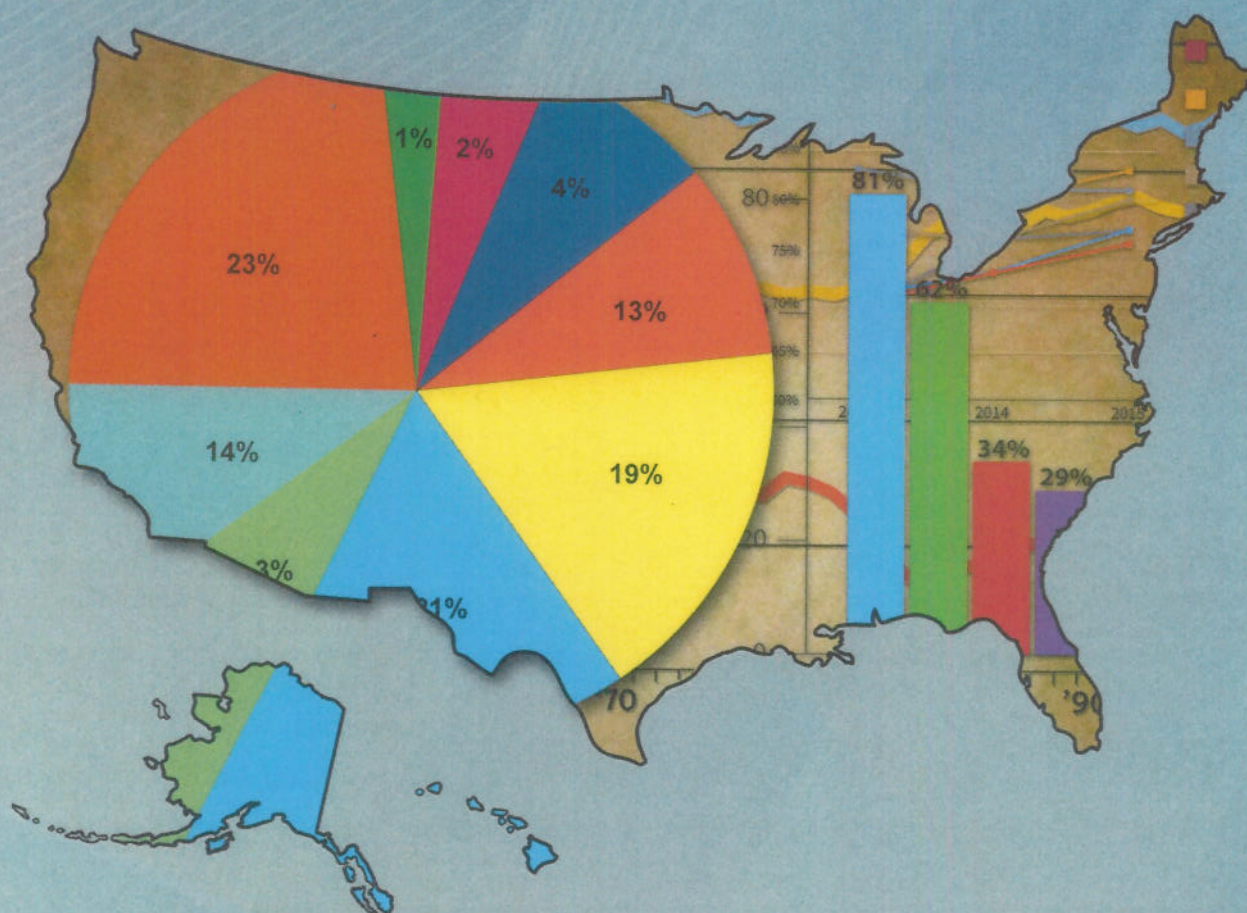




GOVERNANCE INSTITUTE FOR STUDENT SUCCESS

Fostering College Completion through Effective Governance



Bring Data-Informed Governance to your State!

ACCT
ASSOCIATION OF
COMMUNITY COLLEGE TRUSTEES

THE UNIVERSITY OF
TEXAS
— AT AUSTIN —

What is the Governance Institute for Student Success (GISS)?

The GISS provides community college presidents and governing boards with leadership training and resources to promote effective and data-informed governance practices and policies that support student achievement, equity and completion. It does this by:

Strengthening board relations and roles – Trustees reflect on current board effectiveness and their roles and responsibilities in student success.

Facilitating data-Informed decision-making – Boards learn to use student success data as a measure of accountability.

Fostering collaboration and planning – Trustees discuss policies related to student success and move toward a shared vision for improving student outcomes.

The GISS was established as a partnership of the Association of Community College Trustees (ACCT) and the Student Success Initiatives (SSI) at the University of Texas at Austin with support from the Bill and Melinda Gates Foundation.

**The GISS strengthens community college boards
in ways that help improve student outcomes.**

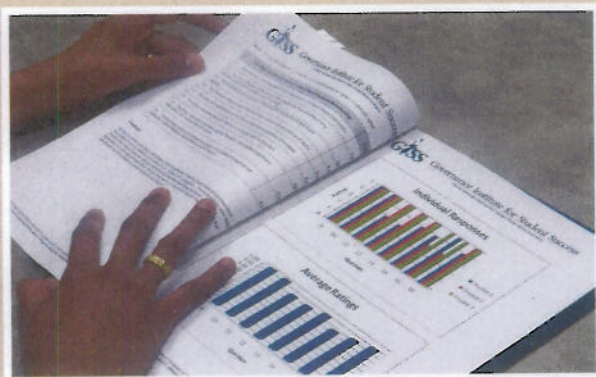
The Context

A recent National Student Clearinghouse report indicates that only **39.1%** of students that enrolled in a community college in 2008 received a credential from a two- or four-year college within 6 years.

According to a recent publication by the American Association of Community Colleges (AACC), **68%** of community college students take at least one remedial course, and many drop out before completing the course.

Increasing the number of Americans with a college degree or credential is a national priority requiring leadership from community colleges. Boards of trustees and presidents play a critical role in this agenda given the policies they approve and the standards they establish. The national Governance Institute for Student Success (GISS) helps boards fulfill their governance role as it relates to student success.

**Data-informed governance is a key ingredient
to student success.**



The Process

Assessment

Assess Preparedness

Prior to intensive training, trustees and presidents complete a board self-assessment which reveals each board's strengths, weaknesses and preparedness to advance a student success agenda.

Intensive Training

Evidence-to-Action Plans

Over 1-2 days, board members and presidents from throughout the state participate in thoughtful dialogue and hands-on training to acquire tools for evidence-based governance. Trustees review results of their self-assessments, increase understanding of their leadership roles, and examine student success data for their colleges. This information is then used to develop action plans.

Ongoing Engagement

Access to Resources

Momentum gained during initial training is sustained through:

- Advanced GISS institutes
- Symposia and conference workshops
- Training and retreats
- Online resources and virtual support

Who should attend?

Teams of at least three board trustees and the CEO of each community college in a participating state should attend GISS training. This level of participation facilitates changes to board practices. The larger number of governing boards that participate in a state also increases the resulting synergies and statewide impact on student success.

Over 800 trustees, representing over 120 governing boards and 150 community colleges in 9 states, have participated in the GISS.

The Benefits

- Promotes data-informed decision making
- Improves collaboration between boards and presidents, and among colleges
- Allows for board self-reflection and action
- Strengthens governance practices to support student completion
- Informs boards about existing strategies to improve student success

Over 1,000 trustees have completed the student success-related board self-assessment.

The Results

After participating in GLSS, trustees and presidents have reported the following institutional changes/actions:

- Increased data use, evidence-based decision making and institutional accountability
- Incorporation of a student success data review in board meeting agendas
- Review/revision of the college mission statement
- Formation of student success board sub-committees
- Development of action plans to strengthen the board and promote student success
- Realignment of resources
- Appointments of institutional research staff
- Carrying out more effective board meetings
- An increased sense of purpose among board members

The Experience

"It was very apparent to us that we needed to go back and review our strategic plan. We also need to elevate the discussion about the focus on student success." Lynne Klemke, Trustee, Western Nebraska Community College, NE

"... It started a series of conversations that continue to this day. At each of our board meetings we are adjusting our strategies and making budget decisions with student success in mind." Dr. David Harrison, President, Columbus State Community College, OH

"... Our board members have changed totally. We are given a lot more data, and more reports are being given by different faculty members on student success. Lynne Sprague, Trustee, Zane State College, OH

Boards and presidents have collaborated with state association leaders and other colleges to assure statewide impact.