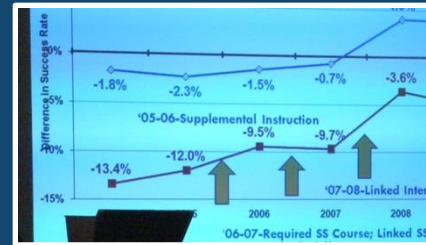




# Governance Institute for Student Success



Illinois Community College Trustee Association  
Annual Convention  
Springfield, IL  
June 6, 2014



GOVERNANCE INSTITUTE FOR  
STUDENT SUCCESS

# BUILDING A STRONG GOVERNANCE FOUNDATION FOR STUDENT SUCCESS

*Narcisa A. Polonio, Ed.D. & Byron McClenney, Ed.D.*

# Student Success in Community Colleges: *Why now?*



*“The American Dream is at risk. Community colleges can help reclaim it. But stepping up to the challenge will require dramatic redesign of these institutions, their missions, and most critically, student’s educational experiences.”*

(Reclaiming the American Dream. A report from the 21<sup>st</sup>- Century Commission on the Future of Community Colleges)

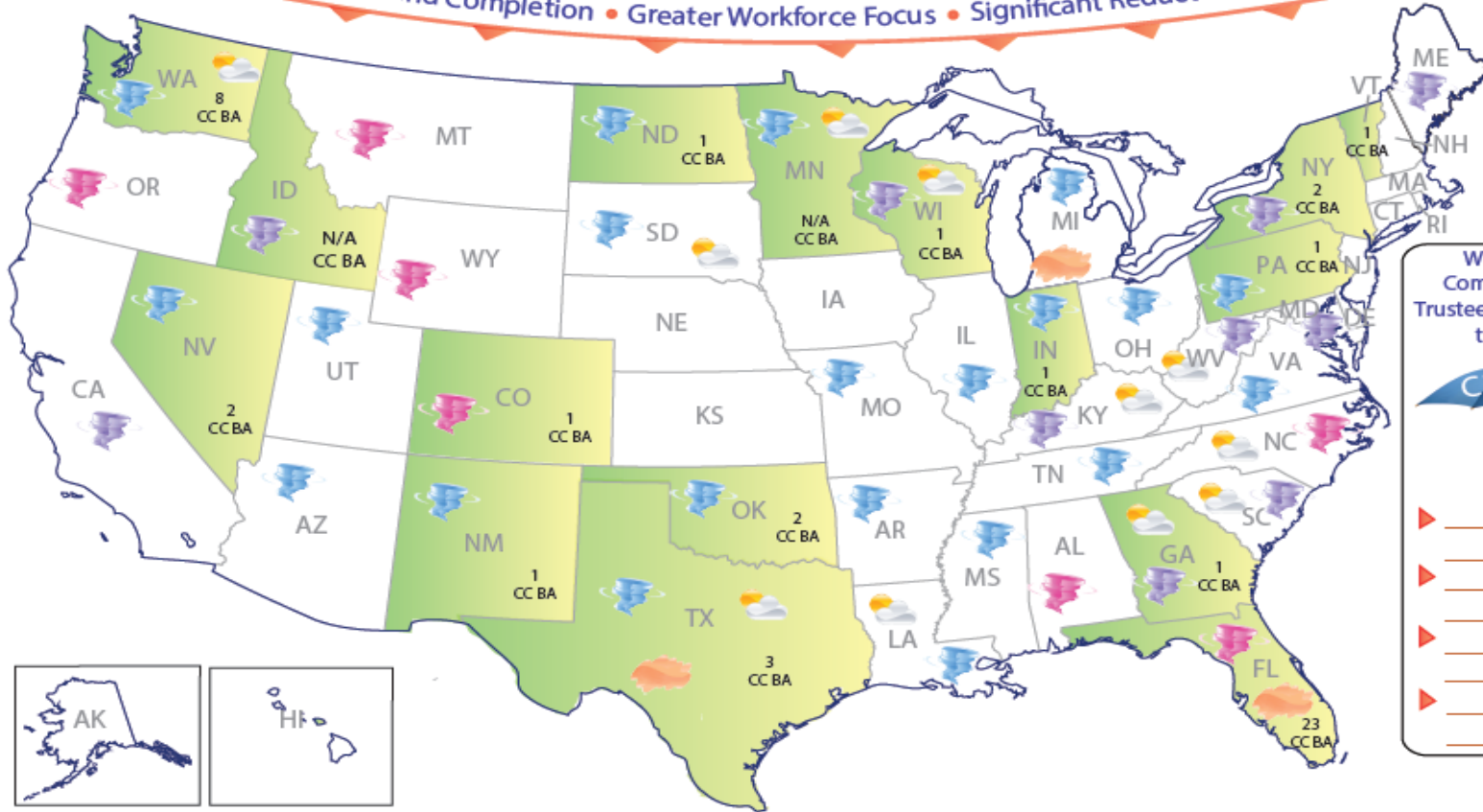
# National Landscape

- US global ranking - **16<sup>th</sup> in the world** in college degree completion among 25 to 34-year-olds
- Changing workforce needs
- Calls for affordability, access, success *and* completion
- Decrease in federal support



# THE NATIONAL FORECAST: FORCES AT WORK

Student Success and Completion • Greater Workforce Focus • Significant Reductions in Public Funding



What Do Illinois Community College Trustees Need to Weather the Storms of

CHANGE?

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**KEY:**

- Community Colleges Confering Baccalaureate Degrees<sup>1</sup>
- Performance Based Funding by State<sup>2</sup>
- Transitioning to Performance Based Funding<sup>2</sup>
- Formal Discussions of Performance Based Funding<sup>2</sup>
- Technical College Systems or Technical Colleges<sup>3</sup>
- Dropping "Community" from College Names

Sources:  
 1. "Baccalaureate Confering Locations (2012)," Community College Baccalaureate Association. Accessed October 17, 2013, <http://www.aacbd.org/wp-content/uploads/2012/10/Confering-Institutions-2012-November.pdf>.  
 2. Friedel, J., D'Amico, M. & Katsinas, S. (2013). "Performance-Based Funding: The National Landscape," Education Policy Center: The University of Alabama. Accessed October 17, 2013, [http://www.usaepolicy.usa.edu/uploads/2/1/3/2/1326282/pbf\\_9-17\\_web.pdf](http://www.usaepolicy.usa.edu/uploads/2/1/3/2/1326282/pbf_9-17_web.pdf).  
 3. "U.S. Community Colleges by state", The University of Texas at Austin. Last modified June 28, 2013, <http://www.utexas.edu/world/comcol/state/>.

# Student Landscape

- Community college students face more barriers than their 4-year college and university counterparts
  - College readiness
  - Financial
  - Academic guidance
  
- Only 46% of students who enter community college with the goal of earning a degree or certificate actually achieve the goal
  
- <http://www.cccse.org> \*

# State Landscape

- A Tale of Two States
  - ▣ ***One Illinois***, well-off, well-educated, economically dynamic, with a seemingly bright future
  
  - ▣ ***The other Illinois***, struggles to make ends meet, lags in educational attainment, and is economically stagnant

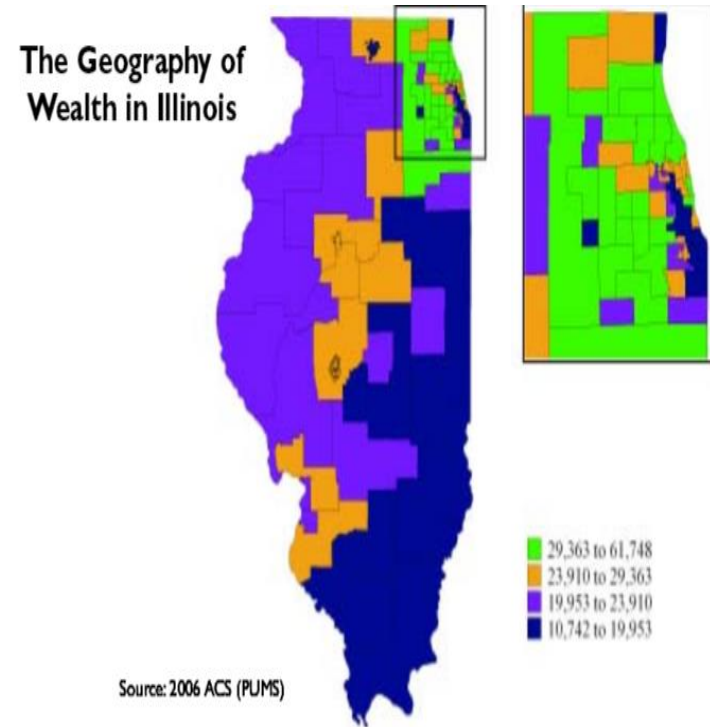


Figure 2. Personal income per capita, 2006 (Public Use Microdata Areas). While Illinois is considered a wealthy state, there are vast regional disparities.

# State Landscape

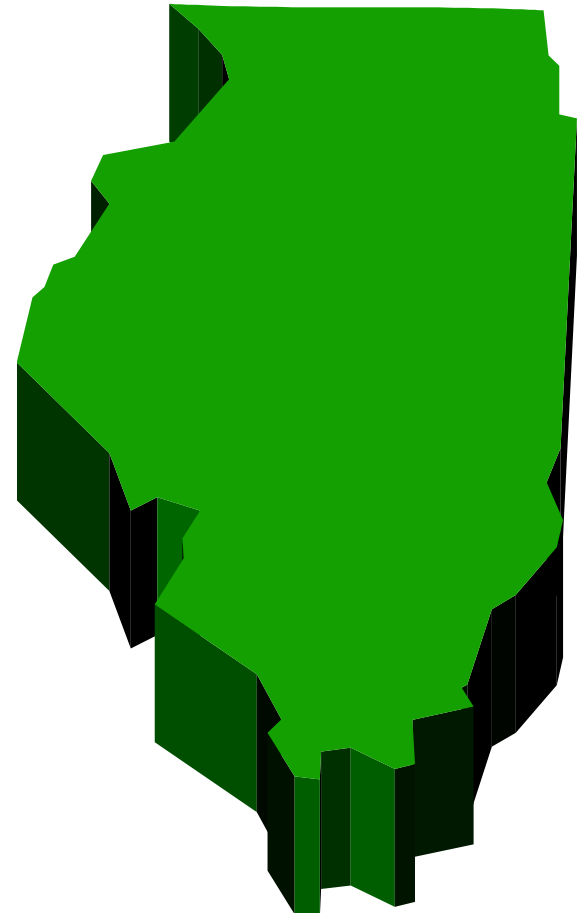
## □ **Issues and Challenges**

- Declines in the percentage of high school freshmen enrolling in college within four years
- Decline in percentage of high school graduates immediately enrolling in college
- Rising tuition
- Changing demographics and low college enrollment among underrepresented populations
- Decline in higher education performance

## □ **IL Public Agenda for College and Career Success \*\***

- Goal 1: Increase Educational Attainment
- Goal 2: Ensure College Affordability
- Goal 3: Address Workforce Needs
- Goal 4: Enhance Economic Growth

*Sources: (\*) Institute for Research on Higher Education, 2011; (\*\*) Illinois Board of Higher Education, 2009*







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WORKING EFFECTIVELY TO ACHIEVE STUDENT  
SUCCESS

***Narcisa A. Polonio, Ed.D.***

# Why is trustees involvement important to student success?

- Board of trustees represent the community
- Trustee's primary interest to serve the community and students
- Represent the public interest and public trust of the community
- Stewards of the mission
- Fiduciary responsibility: financial and academic quality
- Policy Making

# Having the Courage to Change What Should Be Changed

- There are problems people can tackle together that they could not solve alone.
- How culture can condition us is an important part of developing wisdom.
- It is easier to stop things from happening than making it happen.

## A PATHWAY TO POLICY FROM THE STUDENT'S PERSPECTIVE

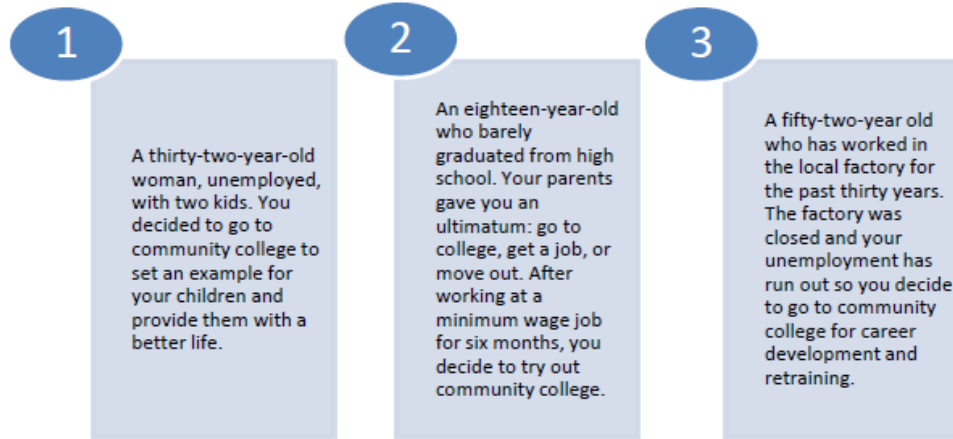
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### WALKING IN THEIR SHOES

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You are (choose one):



### CROSSING THE ROAD

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Imagine that you are standing across the street from your institution, hesitating while you consider the huge step you are about to take. As you stare across the street, nervous, yet eager to begin this new journey:



### CREATING A PATHWAY

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What is the relationship between what you see and the policy priorities of the Board?

# Pathway to Policy From the Student's Perspective



# Demographic Context:

## *National Community College Governance*

### Community College Governance Structures

**36**

States have local governing or advisory boards

**11**

States have state-wide governing boards

### Community College Governing Board Selection

**31**

States have governor- appointed boards

**14**

States have publicly elected boards

**5**

Within these states some colleges have appointed trustees and some colleges have elected trustees

# Demographic Context:

## *Illinois Governing Board Composition*

# of Local Boards	Elected or Appointed	Size of Local Board	Student Trustee
38	Elected	8 members	Yes
City Colleges of Chicago Board	Appointed by Mayor of Chicago	8	Yes

*Illinois Community College Board (ICCB) is a state coordinating board consisting of 11 members appointed by the governor and confirmed by the senate and one student member selected by the ICCB Student Advisory Committee.*

# Working Effectively as a Governance Team: *Key Indicators*

## Commitment

Devote  
time &  
attention

Being  
productive  
&  
consistent

## Leadership

Lead by  
example

Shape &  
make  
policies

## Partnership

Work with  
president  
& senior  
mgt.

Create the  
right  
chemistry

## Understand legal responsibility

Know  
essential  
information  
to protect  
college &  
themselves

## Support strategic planning

Encourage  
planning

Involve all  
key  
constituencies

## Board development

Pursue  
improvement  
& training

## Student Success

Promote a  
culture of  
evidence

Review  
data on  
student  
retention &  
completion



# Trustees and Student Success



- Demographic Context
- Value Trustees Bring
- Key Characteristics of Effective Boards
- Board Self-Assessment



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REFLECTING ON THE BOARD  
SELF-ASSESSMENT

***Narcisa A. Polonio, Ed.D.***

# Board Self-Assessment (BSA)

- **8 key indicators:**
  - Effective Leadership
  - The Right Chemistry
  - Leading by Example
  - Big Picture Focus: Institutional Climate
  - Student Success Indicators of Institutional Effectiveness
  - Institutional Readiness for Student Success
  - Trustee Preparation
  - Trustee Satisfaction

# Board Self-Assessment

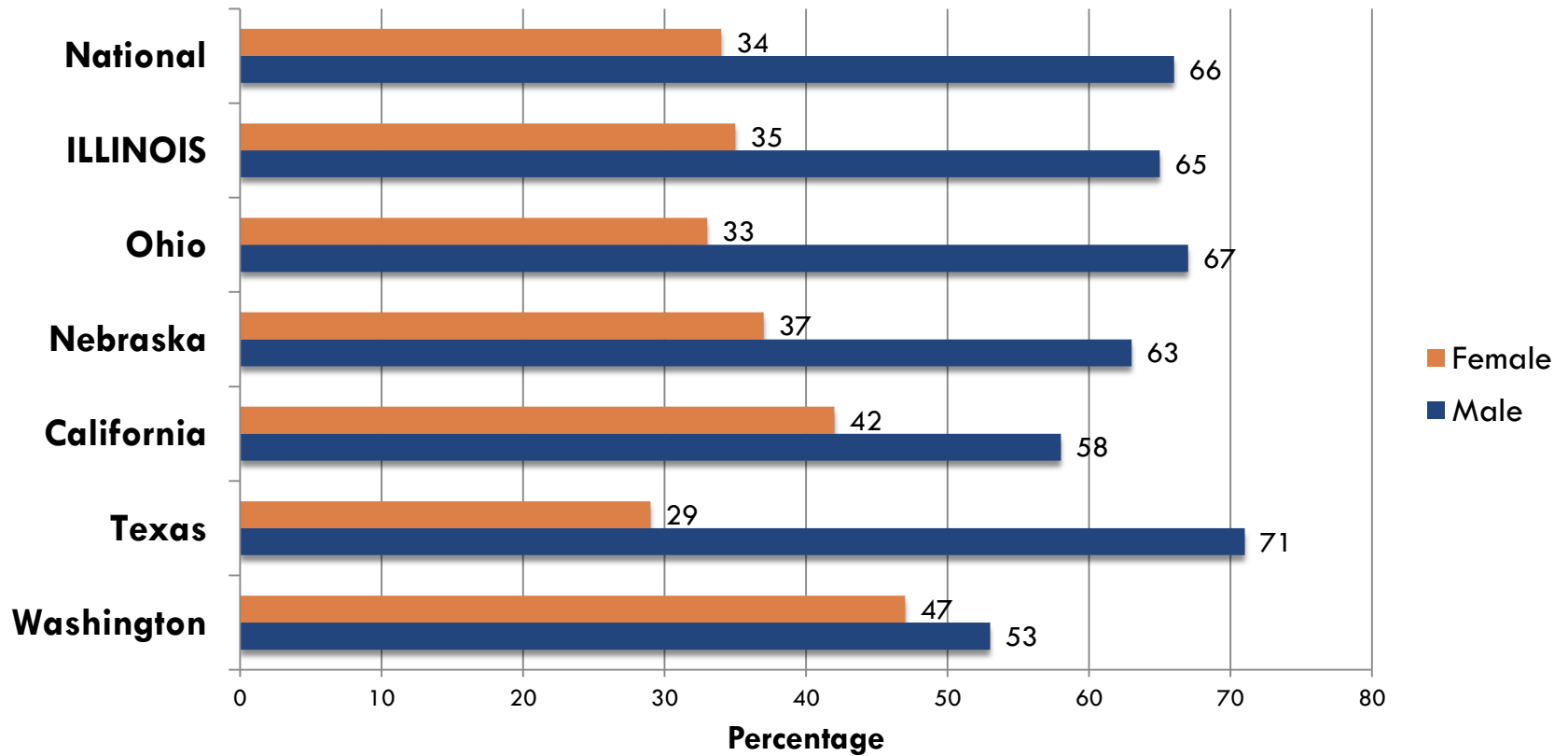
- **Key points to consider:**
  - Points of consensus
  - Points of divergence
  - Areas for further discussion
  - Areas for attention by the full board
  - Red Flags

# Board Self-Assessment

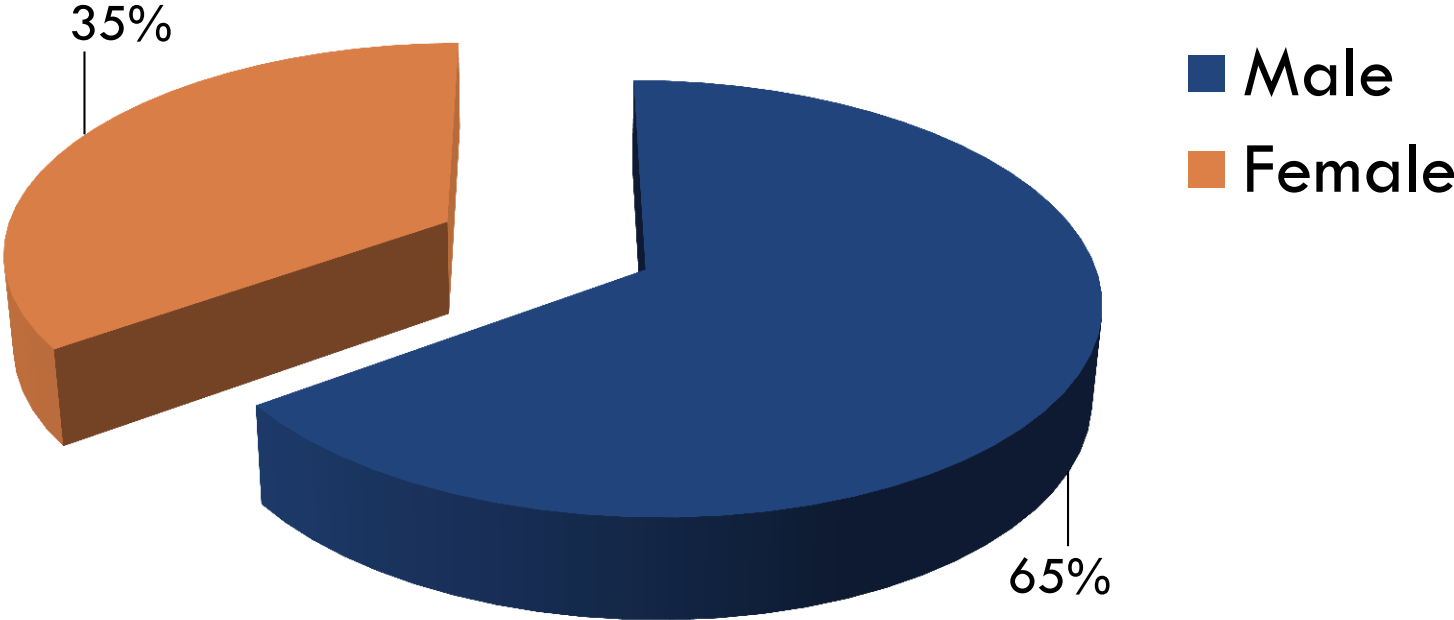
## **Key Benefits:**

- Continuous improvement
- Strengthen communication
- Set an example for the institution
- Value opinions
- Strengthen board-president (chancellor) expectations and relationships
- Accountability
- Transparency
- Common sense!

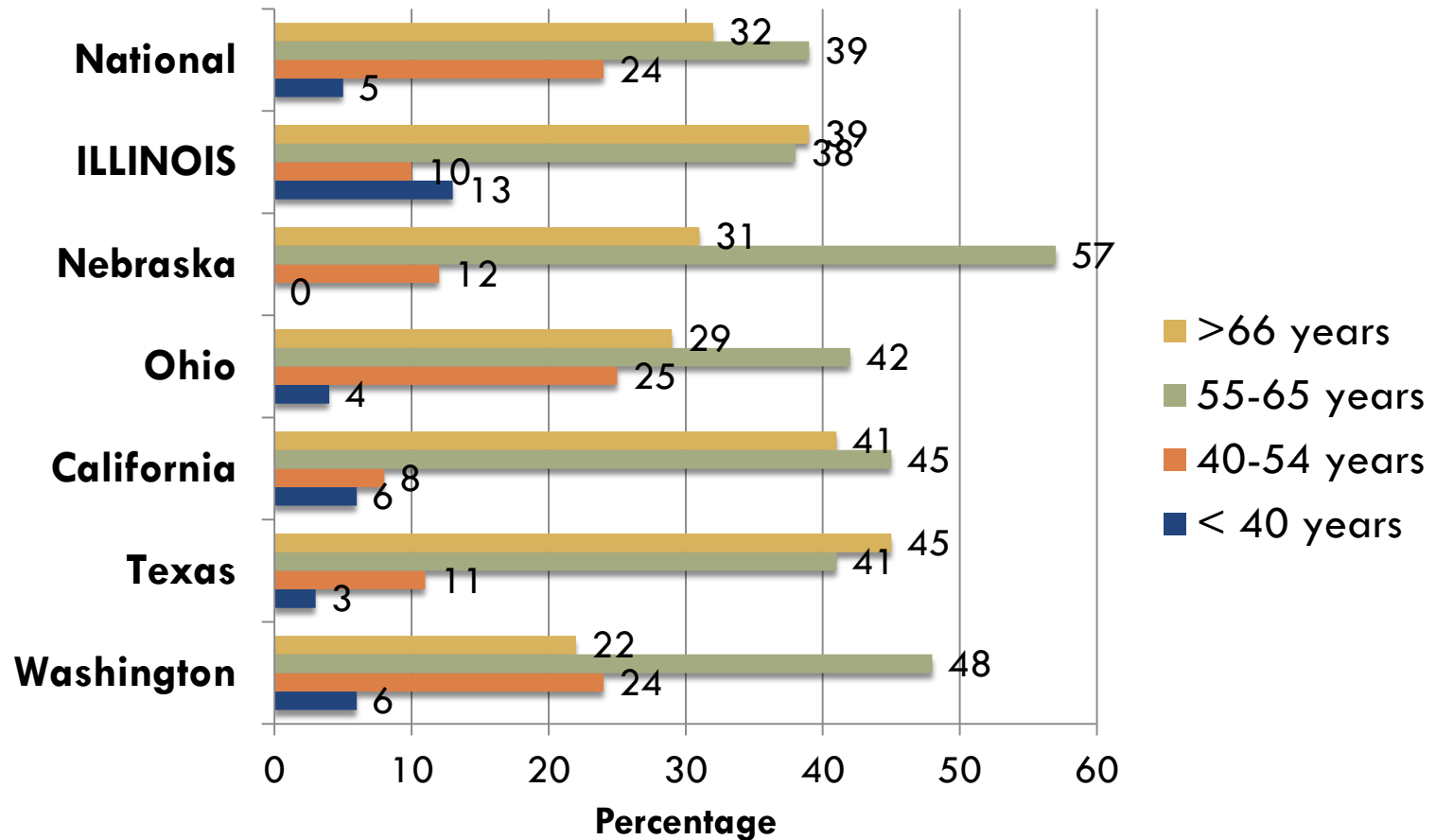
# Gender – GISS (All Trustees Completing BSA)



# Gender – IL Trustees Completing BSA

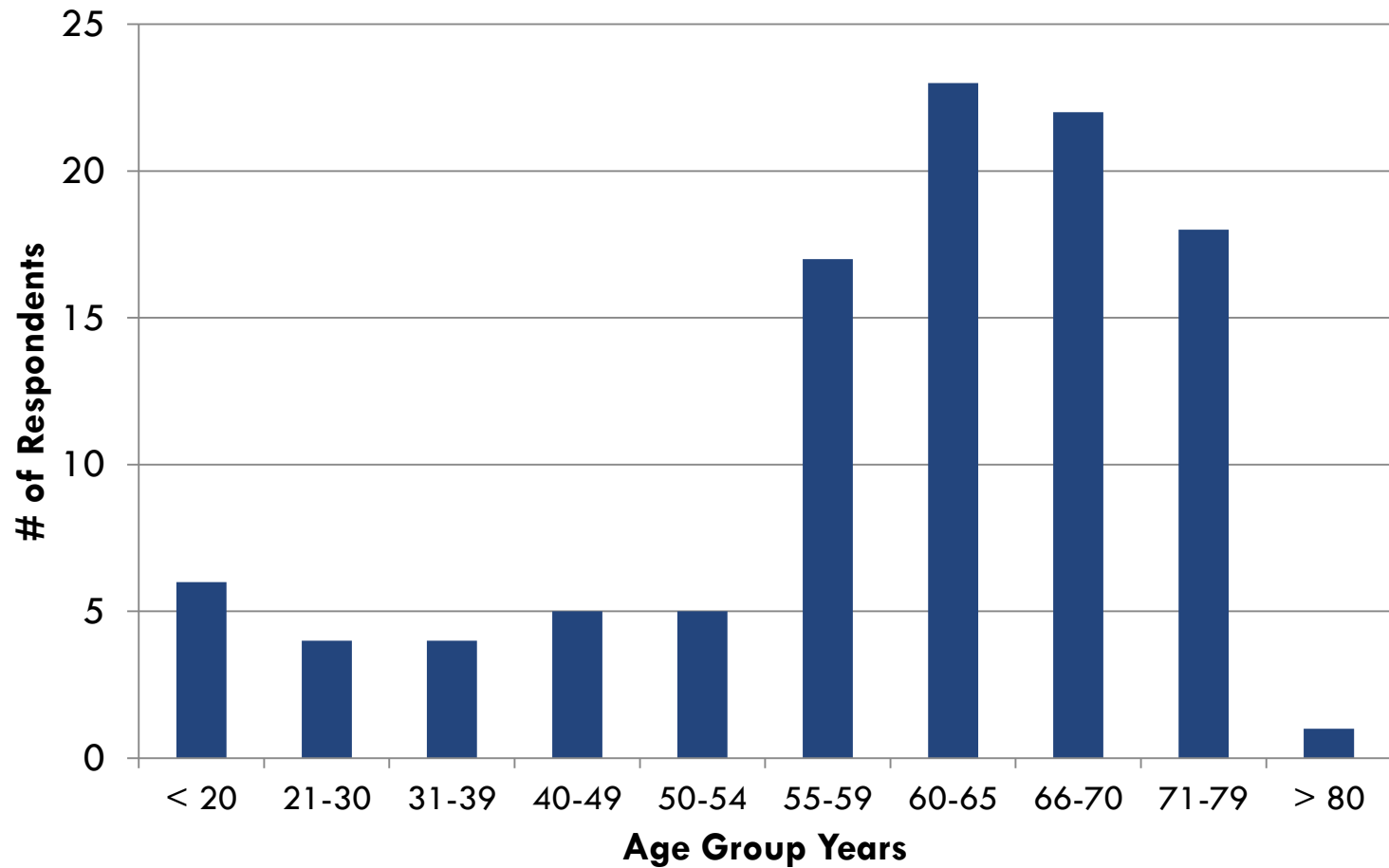


# Age – GISS (All)

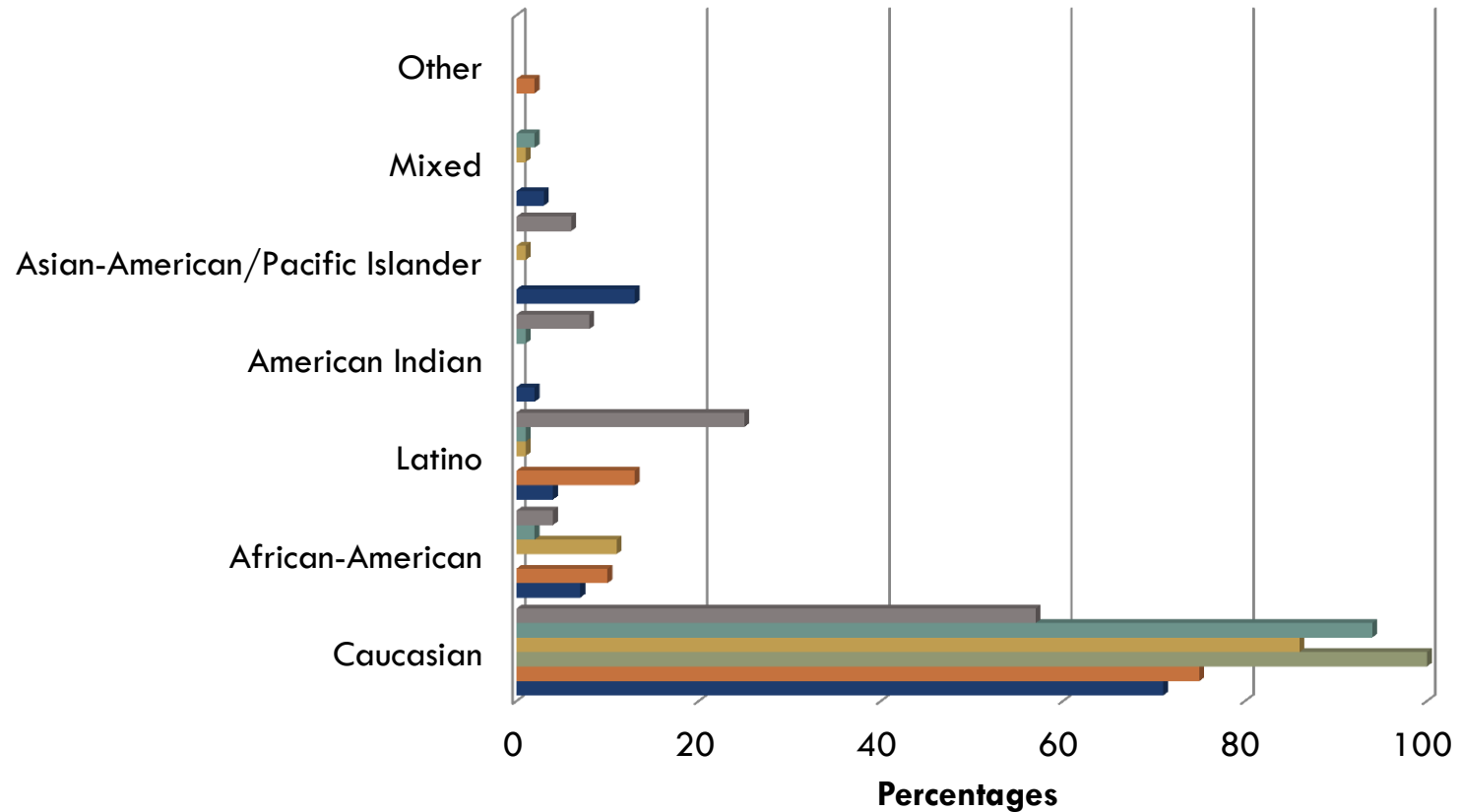




# Age -IL

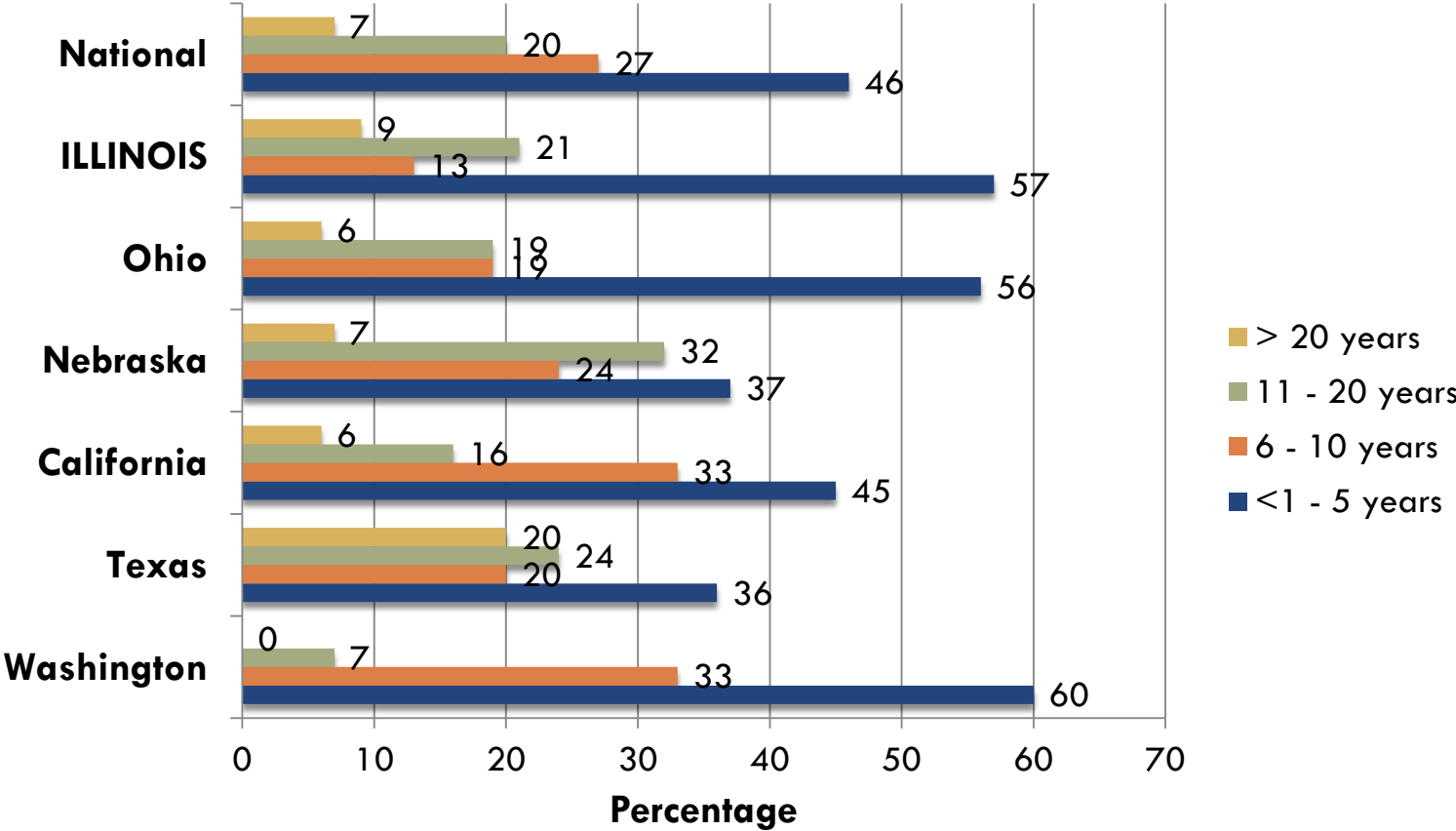


# Race/Ethnicity – GISS (All)

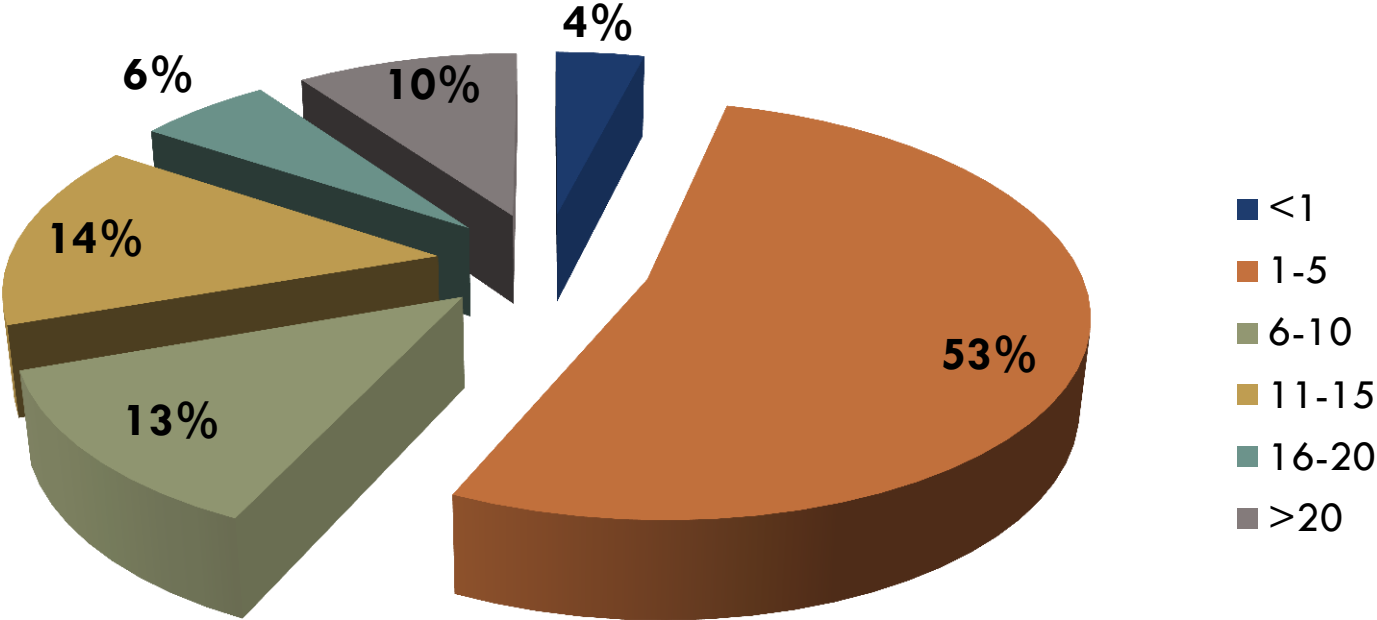


■ California ■ ILLINOIS ■ Ohio ■ Nebraska ■ Texas ■ Washington

# Board Service Years– *GISS (All)*

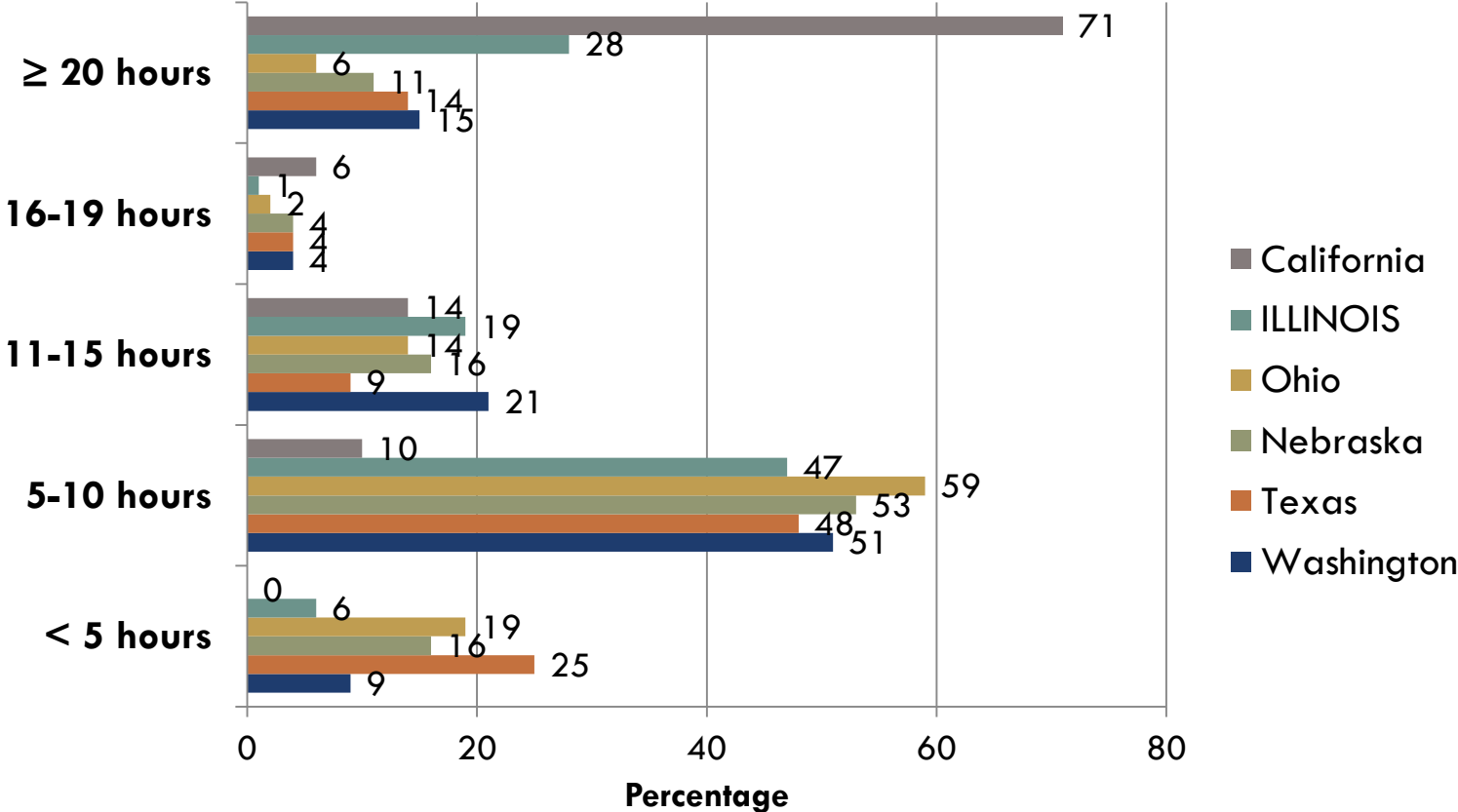


# Board Service Years –/L

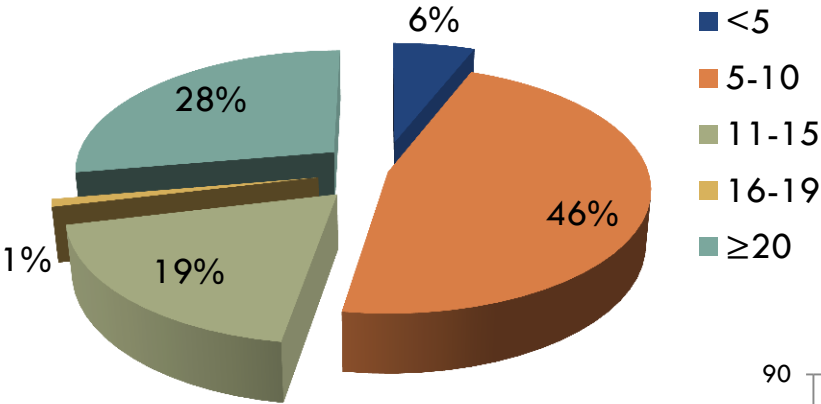


Mean=7.8

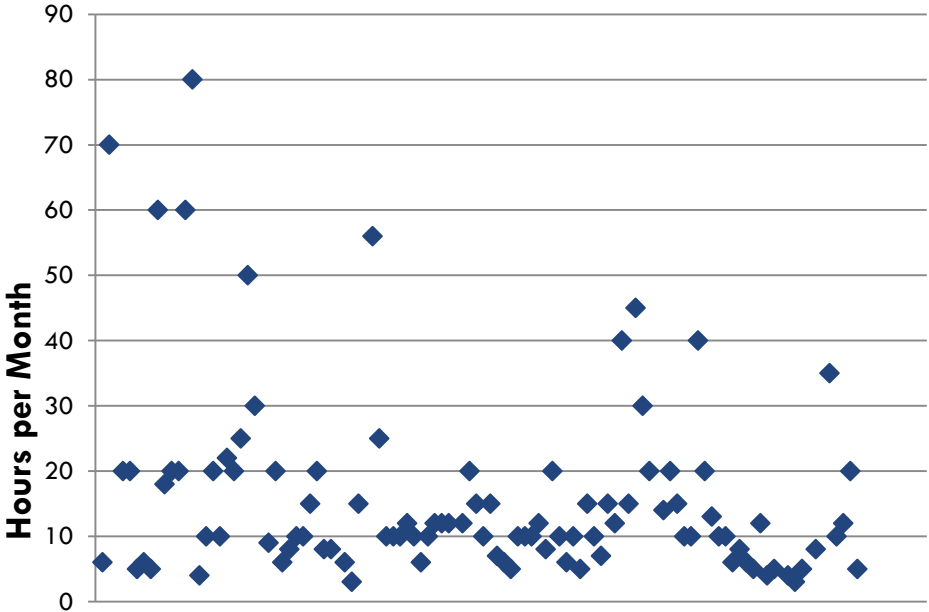
# Board Hours Per Month – GISS (All)



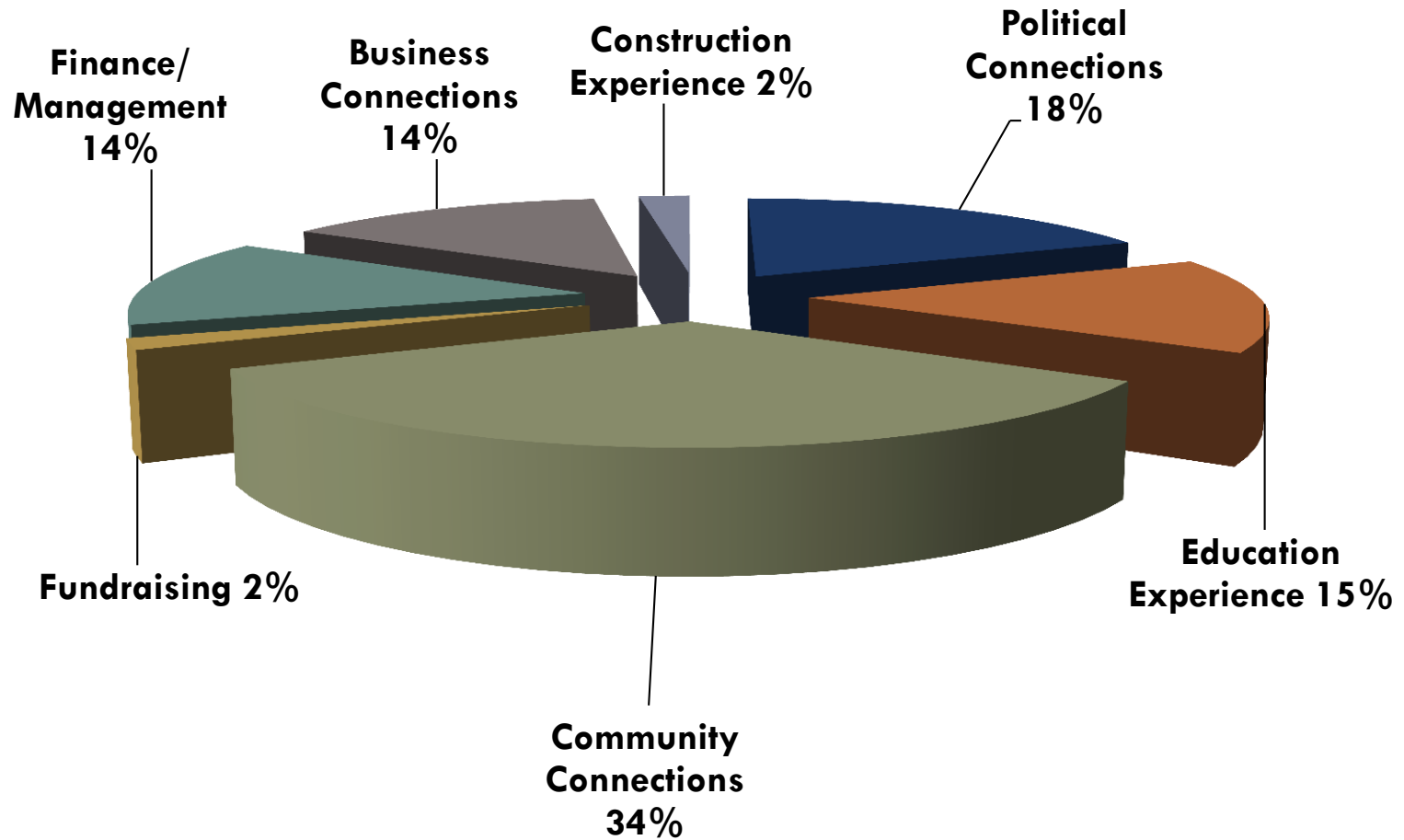
# Board Hours Per Month –/L



Mean=16.0



# Primary Areas of Expertise – IL





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**BREAK**

**10:40 – 10:50 AM**



**WHAT ARE WE  
LEARNING ABOUT  
TRANSFORMING  
COMMUNITY COLLEGES**

**BYRON MCCLENNEY**

# TOP TEN REASONS FOR PROGRESS IN INSTITUTIONAL TRANSFORMATION

- 1.** Leaders, including board members and faculty, are engaged in, and pay continuous attention to, progress on the student success agenda.
- 2.** A culture of evidence and inquiry is pervasive in the institution (including cohort tracking of disaggregated data) with strong support from Institutional Research.
- 3.** There is broad and continuous faculty/staff/student/community engagement and collaboration in support of a student success agenda.

# TOP TEN REASONS FOR PROGRESS IN INSTITUTIONAL TRANSFORMATION

- 4.** Planning and budgeting (including reallocation of resources) are aligned with the vision, priorities, and strategies of a student success agenda.
- 5.** A sense of urgency drives a shared vision and communications around a student success agenda with internal and external stakeholders.
- 6.** A sustained focus on student success is practiced by the institution and demonstrably influences the development of policies, procedures, and practices.

# TOP TEN REASONS FOR PROGRESS IN INSTITUTIONAL TRANSFORMATION

- 7.** Professional development efforts (inclusive of board members, CEO, leadership throughout the institution, full-time and adjunct faculty, and staff) are aligned with the priorities and strategies of a student success agenda.
- 8.** A systemic student success agenda is integrated with other significant initiatives such as accreditation, strategic planning, and Title V.
- 9.** Student success interventions are informed by and adapted from demonstrably effective practices.
- 10.** An equity agenda is integrated in the efforts to improve learning and college completion outcomes.

# OVERVIEW OF THE VALUE OF DATA

BYRON MCCLENNEY  
CYNTHIA FERRELL

# WHAT IS STUDENT\* SUCCESS

- Semester Course Completion (“C” or higher)
- Completion of Developmental (Remedial) Sequence
- Completion of Gateway Course (and/or 12 hours)
- Persistence Term-to-Term and Year-to-Year
- Earn Certificates and Degrees
- Successful Student Transfer (After minimum of 15-30 credit hours)

\*Disaggregated Data (Race, Ethnicity, Age, Gender, etc.)

**TEAM TIME:  
STUDENT SUCCESS DATA AND  
POSSIBLE IMPLICATIONS**

**2:30 PM –  
3:15 PM**

# **MOVING THE NEEDLE AND GOING THE DISTANCE**

**BYRON MCCLENNEY**



# TRUSTEE AND CEO LEADERSHIP

**Ask clear, tough, appropriate questions.**

**For example:**

- 1. What is the denominator for this student success indicator?**
- 2. What do the data show about attainment gaps across groups of students?**
- 3. How is the college evaluating the impact of this program/service/strategy on student success?**
- 4. You have said this strategy is working, which is great. How do you know?**

# TRUSTEE AND CEO LEADERSHIP

5. How is that program/service/strategy affecting student success? What is the **evidence**? **How many** students are involved?
6. If the strategy is working, what are the plans for **scaling up** to serve significantly larger numbers of students in the target populations (e.g., basic skills students, entering students, etc.)?
7. If it's not working, is it time to **stop doing it**?
8. What is the **return on our investment in success**?

# TRUSTEE AND CEO LEADERSHIP

9. How will this proposed grant-funded program advance the college's student success agenda?
10. How is our work on accreditation/state initiatives/technology upgrades/facility renovation connected to student success?

**FOSTERING  
CONDITIONS:  
POLICIES, LESSONS,  
AND COMMITMENTS**

**NARCISA POLONIO  
BYRON MCCLENNEY**

**4:00 PM –  
4:30 PM**