It Takes a Village to Move the Needle: Impact of the Governance Institute for Student Success (GISS)
Presenters

- **Andrea Henderson, JD**, Executive Director, Oregon Community College Association
- **Lloyd Hammonds, JD**, Vice Chair, Arizona Association of District Governing Boards & Trustee, Coconino Community College, AZ
- **Lee Lambert, JD**, Chancellor, Pima Community College
- **Erin Taylor**, Executive Director, Wyoming Association of Community College Trustees
- **Walter Wragge**, Trustee, Northern Wyoming Community College and President of the Wyoming Association of Community College Trustees
- **Norma Goldstein**, Ph.D., Facilitator and Director of GISS & Special Projects for ACCT
What is GISS?

**TOPICS**
- Healthy Board functioning
- Roles & responsibilities of Boards and CEOs
- Scaling up promising practices for student success
- Data-informed governance and decision making
- Policy Action Agenda aligned with strategic plans
- Customized regional topics

**RESULTS**
- Improved collaboration among:
  - Board members
  - Boards and presidents/CEOs
  - Among the state’s colleges.
- Board self-reflection and action
- Board focus on student success
- Strengthened governance practices and policies to support student completion
- More effective Board meetings
So what questions do we want to address in this GISS session?

- How does Student Success become the driving force for progress within a college and within a state?
- What role do state Trustee Associations have in bringing data-informed governance to their state?
- What is the impact of GISS for students, trustees and college leaders?
Erin Taylor, Executive Director, Wyoming Association of Community College Trustees

Advocating for Wyoming’s Community Colleges
Wyoming GISS – Casper, WY in Spring 2016
Walter Wragge, President of the WACCT and Trustee, Northern Wyoming Community College District

From a Trustee & Association President
Our Scorecard comprises seven essential high level measures of institutional health that also help track progress on our Strategic Goals. The goal of the Scorecard is to give a snapshot at a point in time. These high-level measures are produced by combining important data used in department and institution decision-making.

Our strategic goals are to:

1. Increase the rate of earned graduation awards to 1,000 per year by 2020
2. Improve student success by ensuring academic relevance for students, accelerating the pathway through developmental studies and improving student retention and completion
3. Support community success by partnering with community leadership organizations to help grow the economy of our region and providing breadth and depth in cultural and intellectual opportunities for our communities
4. Improve the work climate for all employees by building leadership capacity and effectiveness at all organization levels and achieving a high level of shared ownership and responsibility
**NWCCD Scorecard**

**Student Learning**

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**Student learning** is measured by the Enrollee Course Success rate, calculated as the percentage of students enrolled in credit-bearing, college-level courses who earn a grade of A, B, C or S. We serve a wide variety of individuals, from those ambitiously pursuing academic achievement and higher learning to those taking a single course to improve a work-related skill or for personal enrichment, and this measure captures the effort of all these categories.
Certificates & Degrees Awarded

**Student Success** is defined as earning a degree or certificate; students may earn multiple awards in the same year. This measure is calculated annually and includes all awards from Summer, Fall, and Spring Semesters. Our goal is to reach 1,000 awards by 2020.
Private Fundraising and Grants

Composite Financial Indicator

Development Contribution to the District

Overall Financial Health of the District

Community Engagement

Employee Work Climate

We biennially assess our work climate by surveying our employees.

We asked key community stakeholders to help us measure our
GISS engages trustees & leaders.
Casper College President Dr. Darren Devine, explains plans for his Board’s student success agenda.

Wyoming’s Board members discuss their student success data.
Andrea Henderson, JD, Executive Director, Oregon Community College Association
Board members work together to determine what is on the road to Student Success.
Lloyd Hammonds, JD,
Vice Chair, Arizona Association of District Governing Boards & Trustee, Coconino Community College, AZ

From a Trustee, Chair, and past Association President
Arizona GISS 2.0 - 2016 in Tempe, AZ
Maricopa Community Colleges trustees and administrators (foreground) examine district data on student cohorts as Arizona Western College board members and CEO (background) analyze theirs.
It Takes a Village to Move the Needle:

Impact of the Governance Institute for Student Success

Lee D. Lambert, J.D., Chancellor, Pima Community College
Wednesday, Sept. 27, 2017
GISS-AZ Governance Conferences

Integrated effort: presidents, trustees, faculty, research
- Rural and urban
- One-campus and multi-college districts

Strengthening of policy, governance
- Boards’ goals tie into strategic plans, leadership goals

Accurate assessment of performance
- Linking student success data, trends to inform policy

Engagement
- Access to data, training, resources, best practices
To foster student success, the College shall provide a coordinated, integrated, interactive, and comprehensive system of academic and student support services. This system shall include developmental education options and acceleration choices and shall reflect the ideal that student success, measured by the degree to which students meet their stated personal goals, is critical to the mission of the College and to institutional effectiveness. In addition, the student success system will emphasize the following:

1. Access to learning, through course offerings at times and locations and through methods that meet the needs of the community;
2. Academic advising to assist students with achieving individual goals through the utilization of the full range of institutional resources; and
3. Career/workforce development, which includes foundational preparation for a career and/or workforce training and certification.
Student Success Framework

- Guided Pathways
- Maps for transfer programs
- Contextualized Developmental Education
- Curriculum alignment with high schools
- Research on loss/momentum points
PCC is developing

- Guided Pathways for degree and certificate programs
- Multiple measures for placement
- Accelerated developmental education
- Incorporating industry standards into occupational programs
- Expansion of dual enrollment opportunities
- Block scheduling
- Centers of Excellence
Planning emphasizes student success

- **2017-2021 Strategic Plan**
  - Achieve60 Pima County

- **Education and Facilities Master Plans**
  - Links budget to planning

- **Diversity, Equity and Inclusion Plan**
  - Goal: Eliminate Latino achievement gap

- **Strategic Enrollment Management Plan**
  - Emphasizes retention, persistence and completion as well as growing enrollment
Any questions?
Bring GISS to Your State!

Visit the GISS website:
http://www.governance-institute.org/

Contact Ngoldstein@acct.org or 202-775-6488.