

GROUP BREAKOUT #1

INSTRUCTIONS AND GUIDING QUESTIONS

Board Basics for Student Success

Description

The Board of Trustees Institute has a long history of supporting the role of the board in colleges' student success agenda. The Texas Pathways model calls for decisive and strategic board action to enable a system-wide approach to student success based on intentionally designed educational experiences that guide each student from the selection of their high school program to postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

During this first group breakout, delegates and resident faculty convene to review board policy recommendations from the American Association of Community Colleges and begin making the case for the actions that the board will take that will set the climate and expectation for an effective comprehensive pathways-related student success strategy.

Instructions

Delegates and resident faculty:

1. Make self-introductions.
2. Reflect on messages of the preceding plenary concerning the role of the board and the institutional reform efforts of colleges implementing guided pathways across Texas.
3. Discuss the Association of Community College Trustees' statements concerning the roles and responsibilities of boards.
4. Discuss the American Association of Community Colleges' recommendations, addressing the guiding questions below.
5. Reflect on the two documents' messages about Texas students' educational experiences within your institution's current efforts to improve student success.
6. Identify board and institutional strengths and anticipate possible actions the board might take to improve student success, taking notes on the Commitment to Action Form.

Guiding Questions

1. From ACCT's statements (p. 3 of this document) and AACC's questions (pp. 4-5), which roles and responsibilities stand out as describing your board's character and actions? Which are topics that would benefit from further discussions?
2. What does the board know about the transformational work required for the college to implement and scale guided pathways for all students? How does the board publicly endorse the institution's commitment to institutional change in support of improving student success?

BOTI Momentum Building

At the conclusion of this first group breakout, record your group's takeaway messages from the discussion. Your recorded comments will help inform your conversations leading toward a commitment to action that will enable your CEO and set the climate and expectation for institutional change guided by a comprehensive student success strategy.



Governing Board Roles & Responsibilities

The following are excerpts of BOTI related statements from the Association of Community College Trustees. To find this and other ACCT board basics click [here](#).

The Board's Responsibilities

Effective boards form a cohesive group able to articulate and represent the public interest, establish a climate for learning and monitor the effectiveness of the institution. Boards of trustees do not do the work of their institutions; they establish standards for that work through the policies they create and approve.

Specific responsibilities are to:

- Act as a unit.
- Represent the community and serve the public good.
- Be visionary; think strategically.
- Establish policies to support the mission of the institution.
- Employ, evaluate and support the college president.
- Create a culture of evidence that monitors institutional performance.

The Board's Role in Fulfilling Fiduciary and Financial Responsibilities

Adopting fiscal policies that require prudent use of funds, boards set policy standards that ensure high expectations and fair treatment of students.

Ensure sound budgetary and fiscal management of the college, such as:

- Review and adopt a sound budget.
- Ask questions that make sure the budget is reflective of the college's strategic plan/mission.
- Periodically Monitor Fiscal Progress
- Hire external auditor and review the findings of the audit
- Be aware of your financial metrics
- Follow the law

The Board's Role in Assuring Student Success

Effective governance with an emphasis on student success is a priority for our nation's community colleges. Assuring student access, equity, success, and completion, primary components of institutional accountability, is the most important public policy work that college trustees can undertake to fulfill their governance and fiduciary responsibilities.



Policy Meets Pathways: Governing Board Roles and Policy Change

WHAT POLICY?

Does the governing board...

1. Establish explicit, public goal statements regarding college completion and equity in outcomes across student groups?
2. Ensure that the strategic plan centers on student completion and equity?
3. Officially endorse the institution's work to develop and implement guided pathways at scale—for all students?
4. Explicitly support institutional partnerships with K-12, transfer institutions, and regional employers to ensure alignment of pathways across sectors?
5. Support institutional policy mandating evidence-based experiences for all students, potentially including...
 - Multiple measures assessment
 - College orientation
 - Prohibiting late registration
 - Student success course in students' first semester
 - Accelerated academic skill building
 - Early advising and career exploration for all students
6. Understand the implications of large-scale institution change for:
 - Resource reallocation?
 - Strategic finance?
 - Potential changes in staffing, job descriptions, organizational structure?
 - Professional development needs?
 - Technology purchasing decisions?
 - Facilities design and use?

Is the governing board prepared to...

1. Allow necessary time for large-scale change to produce results?
2. Approve resources to support planning and design time?
3. Persist through inevitable rough spots?
4. Review student progress/completion data at regular intervals?
5. Get the back of the CEO?

POLICY AND EQUITY

Has the governing board...

1. Held regular, candid conversations about equity gaps that may be revealed in data about student progress and completion?
2. Mandated focus on and monitoring of equity, inclusion, and diversity in program design and review?
3. Asked for and reviewed data depicting degree of diversity among faculty, high-level administrators, instructional leaders?
4. Supported discussions focused on policy that may inadvertently perpetuate inequitable outcomes?