

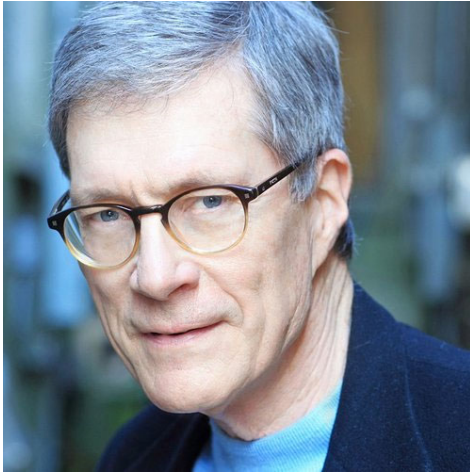
The Governing Board Equity in Student Success Project

AGB ASSOCIATION OF
GOVERNING BOARDS
OF UNIVERSITIES AND COLLEGES



Kentucky: A National Model for Engaging Trustees in
the Student Success and Equity Movement

John N. Gardner, Victoria A. McGillin, Monica Flippin Wynn
September 14, 2021



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Chair & Chief Executive
Officer, Gardner Institute



Victoria McGillin,
Associate Vice President,
Gardner Institute



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Senior Assistant Vice
President, Gardner Institute

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AGENDA

- The Ascendium Project
- Defining Success
- The Student Success Movement
- Governing Board Structures for Equity in Student Success
- Project Benefits
 - The Governing Board Equity in Student Success Academy
 - The Retention Performance Management Process
- Our Hopes
- Our Questions
- Your Questions

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Governing Board
Equity in
Student Success
Academy



Retention
Performance
Management -
Governing Board
Focus

Success

- ① _____
- ② _____
- ③ _____

- What one or two words or phrase would you use to define “Success” in your professional role?

- - Type those words/that phrase in the Chat section

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Gardner Institute

Succ

- ① _____
- ② _____
- ③ _____

What one or two words or phrase would you use to define “Student Success”?

- Type those words/that phrase in the Chat section

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How we

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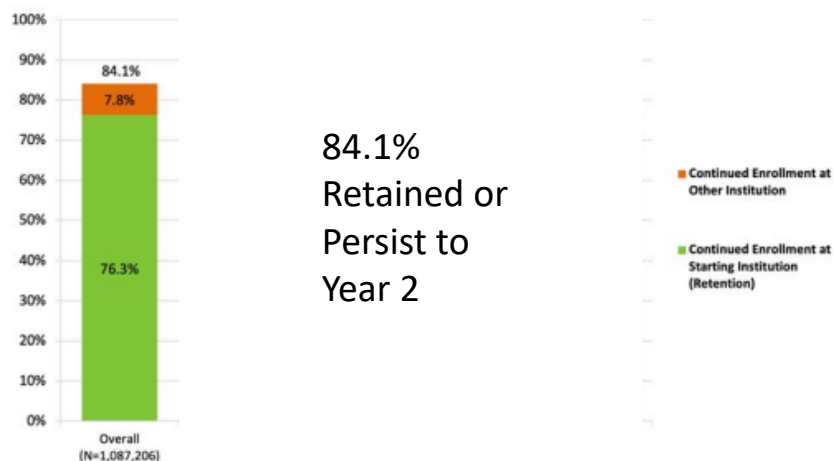
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- Retention rates
- Persistence rates
- Graduation rates
- Employment rates
- Starting salaries
- % that go on to graduate / professional school
- Student satisfaction and engagement
- Successful transfer rates

- Values acquired
- Leadership skills acquired
- Enhancement of self esteem
- Levels of civic engagement
- Satisfaction with vocational choices
- Acquisition of family/parenting skills
- Increasing life span/personal health and wellness.

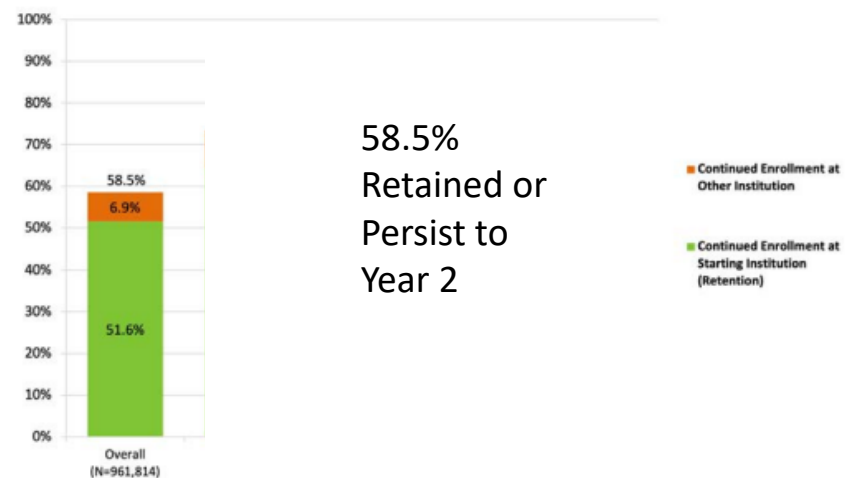
Figure 5. Persistence and Retention Rates by Race/Ethnicity: Public Four-Year Institutions



84.1%
Retained or
Persist to
Year 2

Note: Race and ethnicity data was reported for 83 percent of the fall 2019 cohort students in this sector. Data tables and methodological notes are available in the [Appendix](#).

Figure 7. Persistence and Retention Rates by Race/Ethnicity: Public Two-Year Institutions



58.5%
Retained or
Persist to
Year 2

Note: Race and ethnicity data was reported for 85 percent of the fall 2019 cohort students in this sector. Data tables and methodological notes are available in the [Appendix](#).

The National Student Success Picture

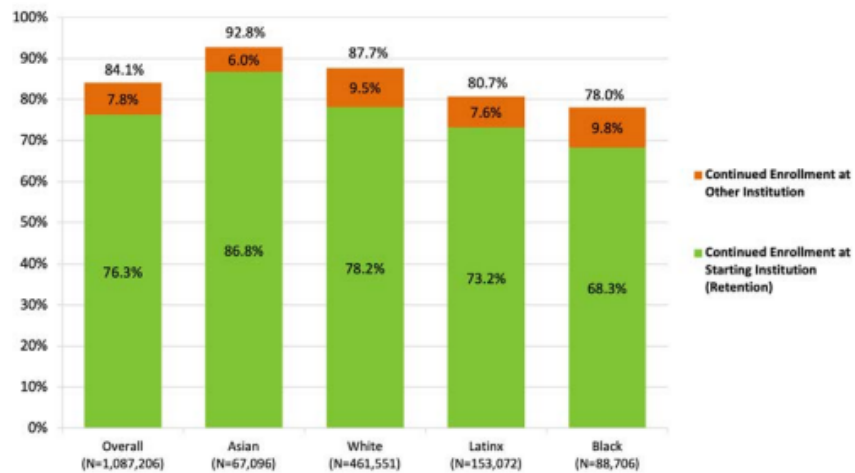
<https://nscresearchcenter.org/wp-content/uploads/PersistenceRetention2021.pdf>

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92.8% -----> 78%

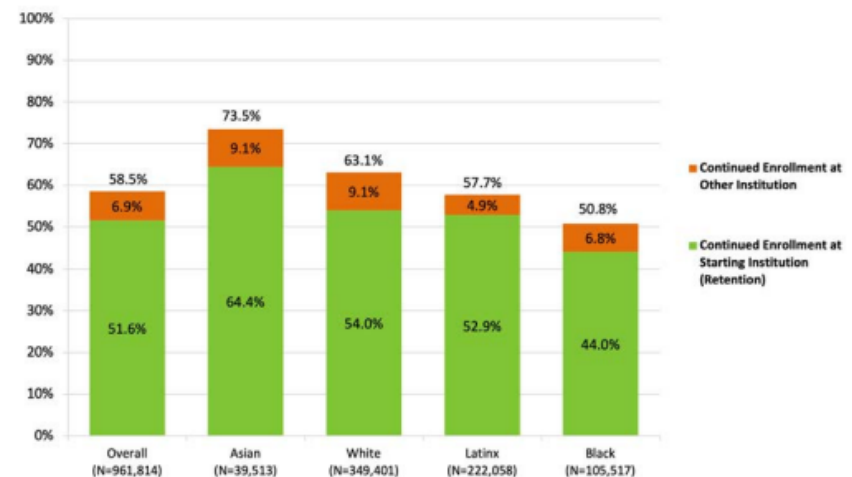
73.5% -----> 50.8%

Figure 5. Persistence and Retention Rates by Race/Ethnicity: Public Four-Year Institutions



Note: Race and ethnicity data was reported for 83 percent of the fall 2019 cohort students in this sector. Data tables and methodological notes are available in the [Appendix](#).

Figure 7. Persistence and Retention Rates by Race/Ethnicity: Public Two-Year Institutions



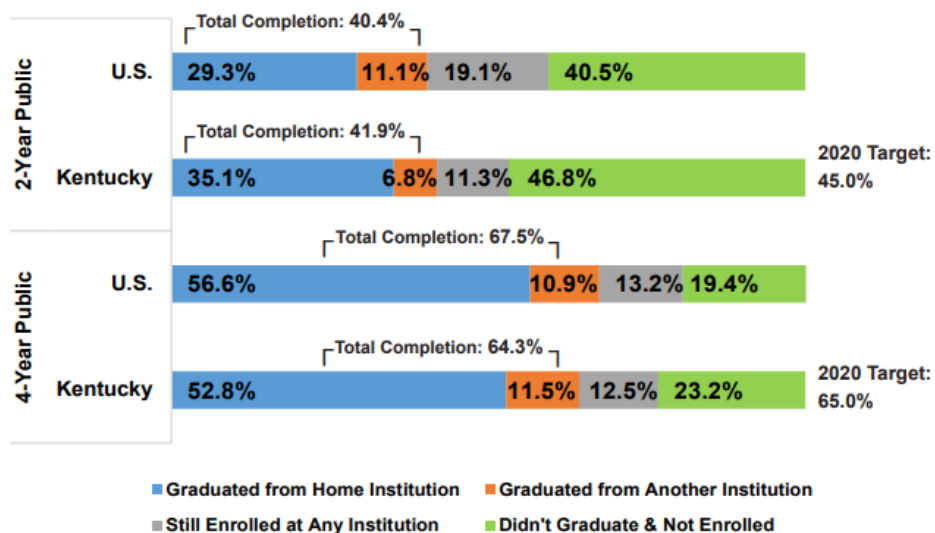
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The National Student Success Picture

<https://nscresearchcenter.org/wp-content/uploads/PersistenceRetention2021.pdf>

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2020 Completion Rate for Students Enrolling in 2014



6 years after matriculating at a 4-year public institution, **23.2 % of Kentucky students** have left higher ed without a degree

6 years after matriculating at a 2-year public institution, **46.8 % of Kentucky students** have left higher ed without a degree

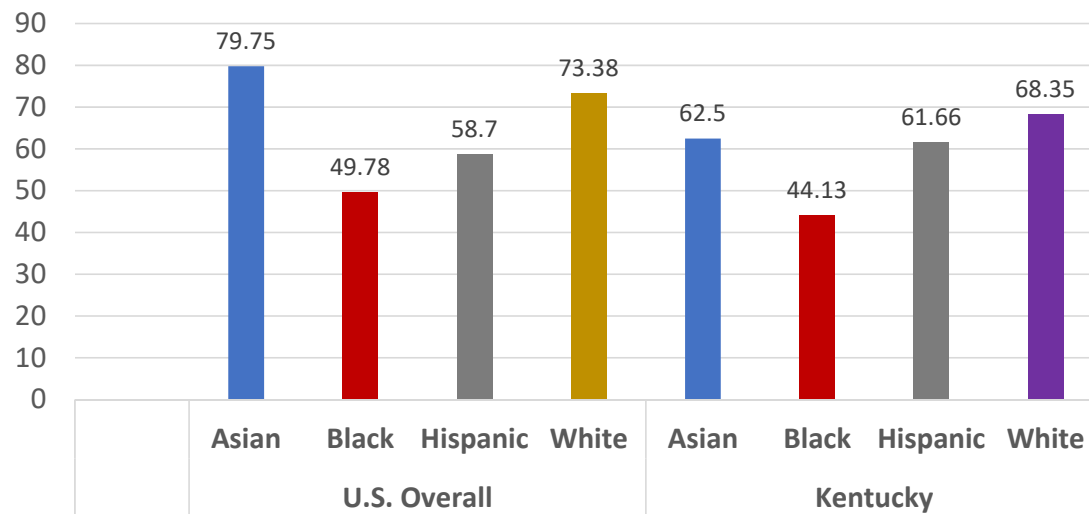
The Commonwealth of Kentucky Student Success Picture

<http://cpe.ky.gov/data/reports/2021progressreport.pdf>

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6-Year Completion Rate, US vs. Kentucky Only Students
Enrolled in 4-Year Kentucky Public Institutions



6 years after matriculating at a 4-year institutions in Kentucky, **36% of Black/African American students**, **28% of Asian students** and **22.5% of Hispanic students** have left higher education without a degree

- Compared to **19.6% of white students**

The Commonwealth of Kentucky Student Success Picture

[Completing College - National Student Clearinghouse Research Center \(nscresearchcenter.org\)](http://nscresearchcenter.org)

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The Governing Board Equity
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Governing
Board Equity
in Student
Success
Academy

Workshops
Webinars
Toolkits/Resources
Peer Comparisons Metrics/Analytics
Dedicated Academy course site
National Convening

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Retention Performance Management Process: How Does it Work?

Retention Performance Management (RPM) is a process that engages an team of faculty, staff and students in an evidence-based review of the institution and the creation and subsequent implementation of a strategic plan for equitable student success

- targeted to a specific population or cohort, such as first-year students, student athletes, first-year males, etc.

Analyze & Plan (To Build the Plan)

- Analytics Data (Historic)
- SIPS Survey
- Action Planning Process, Templates & Support
- Visit / Planning Retreat
- Advisory Support / Process & Ongoing Guidance



Act & Monitor (To Implement the Plan)

- Plan Implementation Support & Templates
- Analytics Data Updated
- Readminister SIPS Survey
- Optional Visit
- Ongoing Advisory Support & Process Guidance

Retention Performance Management

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Our Hopes for Trustees

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AfricaRice

Our Questions for Trustees

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