



BOARD OF TRUSTEES RETREAT

October 30, 2019

**EAST CENTRAL COLLEGE
BOARD OF TRUSTEES RETREAT AGENDA**

**October 30, 2019
5:00 p.m. ECTC114**

		Action¹	Discussion	Information
1.	CALL TO ORDER	Simple Majority		
2.	RECOGNITION OF GUESTS			X
3.	ACCT TRUSTEE GOVERNANCE LEADERSHIP INSTITUTE		X	
4.	ATHLETICS		X	
5.	FREE DUAL CREDIT FOR HIGH SCHOOL STUDENTS QUALIFIED FOR FREE/REDUCED LUNCH PROGRAM		X	
6.	<i>CHRONICLE OF HIGHER EDUCATION</i> EMPLOYEE SATISFACTION SURVEY		X	
7.	EXECUTIVE SESSION – REVISED STATUTES OF MISSOURI 2004, SECTION 610.021(2) REAL ESTATE		X	
8.	ADJOURNMENT	Simple Majority		

**EAST CENTRAL COLLEGE
BOARD OF TRUSTEES MEETING
October 30, 2019**

AGENDA ITEM 1: CALL TO ORDER

The regular meeting of the Board of Trustees will be called to order by Board President Ann Hartley.

10/30/2019

Section 1, Page 1

East Central College

1964 Prairie Dell Road, Union, Missouri 63084
(636) 584-6501
FAX (636) 583-6602

**EAST CENTRAL COLLEGE
BOARD OF TRUSTEES MEETING
October 30, 2019**

AGENDA ITEM 2: RECOGNITION OF GUESTS

Guests will be recognized by Vice President Joel Doepker.

10/30/2019

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East Central College

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**EAST CENTRAL COLLEGE
BOARD OF TRUSTEES MEETING
October 30, 2019**

AGENDA ITEM 3: ACCT TRUSTEE GOVERNANCE LEADERSHIP INSTITUTE

Board Secretary Cookie Hays and President Jon Bauer will share information presented at the August 2019 ACCT Trustee Governance Leadership Institute they attended.

10/30/2019

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East Central College

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THE BOARD OF TRUSTEES AS AN ASSET FOR THE COLLEGE

Trustees are most effective when they focus on their relationship with their communities, their policy-making role, and their responsibility to monitor institutional performance.

Community college boards of trustees are responsible for ensuring that their colleges are integral parts of their communities and serve their ever-changing needs. Boards are accountable to the community for the performance and welfare of the institutions they govern.

Effective boards consist of individuals who come together to form a cohesive group with the commitment to represent the public interest, support teaching and learning, and monitor the effectiveness of the institution. Boards of trustees do not do the work of their institutions; they establish standards for the work through the policies they set. Their specific responsibilities are to:

Act as a Unit

The board is a corporate body. It governs as a unit, with one voice. This principle means that individual trustees have authority only when they are acting as a board. They have no power to act on their own or to direct college employees or operations.

In order for boards to be cohesive and well-functioning units, trustees must work together as a team toward common goals. Boards should have structures and rules for operating that ensure they conduct their business effectively and efficiently, board agendas are clear and informative, and board meetings are run in an appropriate manner.

The power of governance is expressed through one voice. As individuals, trustees make no commitments on behalf of the board to constituents, nor do they criticize or work against board decisions.

To be effective boards must:

- Integrate multiple perspectives into board decision-making
- Establish and abide by rules for conducting board business
- Speak with one voice, and support the decision of the board once it is made
- Recognize that power rests with the board, not individual trustees.

Represent the Common Good

Boards of trustees exist to represent the general public. They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of their region.

Therefore, board members learn as much as they can about the communities they serve. They gain this knowledge by studying demographic, economic and social trends, by being aware of



issues facing the community, and by talking with other community leaders and members of other boards. They use what they learn to make decisions that respond to community interests, needs and values.

Boards discuss multiple viewpoints and issues in public, and have strategies to include the public in the policy-making process.

Effective trustees and boards:

- Know community needs and trends
- Link with the community
- Seek out and consider multiple perspectives when making policy decisions
- Debate and discuss issues in public
- Serve the public good.

Set the Policy Direction

Governing boards establish policies that provide direction and guidance to the president and staff of the college. A major board responsibility is to define and uphold a vision and mission that clearly reflect student and community expectations. This responsibility challenges boards to think strategically, concentrate on the "big picture," and focus on the future learning needs of their communities.

It requires that boards consult widely with community groups as well as the administration, faculty, staff, and students of the college. Trustees engage in exciting, creative, thoughtful discussions as they explore the future and envision what they want their communities to be. They:

- Are proactive, visionary and future-oriented
- Learn about and communicate with many different groups
- Focus on community needs and trends
- Establish the vision, mission and broad institutional goals as policy.

Employ, Evaluate and Support the Chief Executive Officer

Successful governance depends on a good relationship between the board and the chief executive officer (CEO). The chancellor or president is the single most influential person in creating an outstanding institution. Therefore selecting, evaluating and supporting the CEO are among the board's most important responsibilities.

The CEO and board function best as a partnership. The CEO implements board policies, while the board depends on the CEO for guidance and educational leadership. This occasional paradoxical relationship works best when there are clear, mutually agreed-on expectations and role descriptions. The partnership thrives on open communication, confidence, trust, and support.

To be effective, trustees and boards must:

- Select and retain the best CEO possible
- Define clear parameters and expectations for performance
- Conduct periodic evaluations; provide honest and constructive feedback
- Act ethically in the relationship with the CEO
- Support the CEO; create an environment for success.

Define Policy Standards for College Operations

Successful boards of trustees adopt policies that set standards for quality, ethics and prudence in college operations. Once policy standards are established, boards delegate significant authority to the CEO, allowing the CEO and staff the flexibility they need to exercise professional judgment. The policies:

- Define expectations for high quality educational programs
- Define expectations for student achievement and fair treatment of students
- Require wise and prudent use of funds and management of assets
- Set parameters to attract and retain high quality personnel and ensure fair treatment of employees.

Create a Positive Climate

Boards set the tone for the entire system or institution. Through their behavior and policies, successful boards establish a climate in which learning is valued, professional growth is enhanced, and the most important goals are student success and adding value to the community. Alternatively, boards fail their institutions when they act in such a way that they create a stifling, negative, or dysfunctional atmosphere.

Boards of trustees create a positive climate when they look to the future, act with integrity, support risk-taking, and challenge the CEO and college staff to strive for excellence.

Effective boards and trustees:

- Model a commitment to learning for students
- Focus on outcomes
- Support professional growth
- Seek consultation in developing policy
- Are ethical and act with integrity.

Monitor Performance

Boards are responsible for holding colleges accountable for serving current and future community learning needs. The board adopts the college direction and broad goals as policy, and then monitors the progress made towards those goals. For instance, if a board adopts a policy goal that the college programs will result in skilled employees for area business, then the board should ask for periodic reports on how that goal is being met.

Boards also monitor adherence to their policies for programs, personnel, and fiscal and asset



management. They receive periodic reports from staff and review reports by and for external agencies, such as accreditation, audit, and state and federal accountability reports. All monitoring processes culminate in the evaluation of the CEO as the institutional leader.

A board's ability to monitor its institution is enhanced when it defines the criteria and standards to be used well in advance of when reports are required, so that the CEO and staff are clear about what is expected.

Effective boards and trustees:

- Monitor progress toward goals
- Monitor adherence to operational policies
- Use pre-established criteria for monitoring
- Focus on student success, completion, and ensuring access and inclusion
- Schedule a timetable for reports.

Support and Advocate for the College

Trustees are essential links with their communities. They govern on behalf of the public and ensure that the college meets the needs of external constituents. They are also advocates and protectors of the college. They promote the college in the community and seek support for the college from local, state, and national policymakers. They support the college foundation in seeking community contributions.

Competent boards protect the college from undue pressure on the institution from political and special interests. They support the professional freedom of administrators and faculty to create quality learning environments that incorporate many different perspectives. They protect the ability of the college to fulfill its mission and promise to their communities.

Effective trustees and boards:

- Promote the College in the community
- Foster partnerships with other entities in the community
- Advocate the needs of the College with government officials
- Support the foundation and fundraising efforts
- Protect the College from inappropriate influence.

Lead as a Thoughtful, Educated Team

Good trusteeship requires the ability to function as part of a team, and a team functions best when all members are encouraged to contribute their unique strengths and are committed to working together.

Effective boards are thoughtful and educated. Trustees on those boards listen well, ask good questions, analyze options, think critically, and clarify their most important values and priorities. They explore issues thoroughly and make policy decisions based on thorough deliberation and comprehensive understanding.

The best boards are future oriented. They recognize that today's world requires flexible institutions and personnel who are willing to adapt and grow in response to the changing needs of society. Trustees who act with vision, with intelligence, with curiosity and with enthusiasm create a board that is an agent for positive change.

Effective boards and trustees:

- Engage in ongoing learning about board roles and responsibilities
- Are curious and inclusive
- Are positive and optimistic
- Support and respect each other
- Challenge the institution.



Trusteeship in Community Colleges: A Guide for Effective Governance

By Cindra J. Smith

Published by Association of Community College Trustees, 2000

To order copies contact ACCT at 202.775.4667 or www.acct.org

Key Indicators of an Effective Board

Common Traits and Actions of Effective Boards include:

- **Commitment**—Devote significant time and attention.
- **Leadership**—Effectively participate in shaping and making policy decisions.
- **Partnership**—Work closely with and support the president and senior management.
- **Legal responsibility**—Know the essential information that board members need to know to protect the College and themselves from personal liability.
- **Oversight responsibility**—Hold the College accountable.
- **Support for strategic planning**—Encourage planning and involvement by all key constituencies.
- **Board development**—Aggressively pursue improvement and training.
- **Student Success**—Promote a culture of evidence, and regularly review data on student retention and completion.

Essential Characteristics of an Effective Board

- **Communication** – Board ↔ Trustee to Trustee ↔ President
 - Sharing information with all trustees
 - No surprise rule
- **Role and responsibility**
 - Fiduciary
 - Governance
 - Coordination
- **Accountability and self-examination**
 - Procedures in place for evaluation
 - a) Board Self-Assessment
 - b) Presidential Evaluation
- **Professional development**
 - Encourage participation in training
 - National
 - State
- **Policies on conduct**
 - Guidelines in place to set limits and expectations
 - a) Code of Ethics
 - b) Code of Commitment
 - c) Code of Conduct
- **Process**
 - Bylaws and procedures manual
 - Periodic Review

GUIDE TO TRUSTEE ROLES AND RESPONSIBILITIES

Collectively trustees form a board of trustees. As stewards of the institution boards of trustees advance the mission of the college through policy.

Individual trustees have specific responsibilities to contribute to the effective function of the board of trustees as a whole. Trustees know their roles, their communities, and represent public interest; they are visionary, thoughtful leaders. They understand the college's culture and programs and support the college's pursuit of its mission. Trustees act with integrity and respect, and use their influence appropriately. They avoid situations where there are actual or perceived conflicts of interest. Wise trustees work together as a team to guide their college to excellence.

Board Member Job Description

All members of the Board should regularly attend board meetings and make a serious commitment to actively participate in the deliberations of the Board. All Board members have a responsibility to stay informed about matters coming before the Board, preparing themselves well for meetings, and reviewing and commenting on minutes and reports.

Board members should be willing to volunteer for and accept assignments made to them by the Board Chair and should complete those assignments on time. If the Board is organized into committees, the members should be willing to serve on a committee and to stay informed about the committee matters.

Members should strive to know all members of the Board and build a working relationship with them that leads to a collegial working environment. Members should participate actively in the evaluation of the Board, Board retreats, and they are increasingly being asked to participate in fundraising and in college events.

The Roles of Trustees	
Governance	Responsibilities
• Leadership	• Statutory
• Oversight	• Fiduciary
• Challenge	• Coordinating
• Directs	• Motivating
• Supports	
• Protects	
• Advocates	

Roles and Responsibilities

Adapted from Smith, C. J. (2000). *Trusteeship in Community Colleges: A Guide for Effective Governance*. Washington, DC. Association of Community College Trustees.

Work as a Member of the Board Team

Trustees are contributing members of a team of people that govern the institution. Effective governance requires trustees contribute their perspective and skills, share common goals, establish clear roles, communicate honestly and with civility, and respect each other.

Thoughtful trustees consider many sources of information when making decisions. They discuss and debate different points of view, and then come to consensus or a majority vote. Once decisions are made all trustees support the decision of the board.

Make Being a Trustee a Priority

The responsibility of trusteeship requires studying board and college materials to understand issues and topics relevant to work of the college as well as participating in conferences and workshops. As a leader of the college, trustees also attend community and college events and meet with local, state and national leaders on behalf of the college. Being a trustee is a commitment of time and energy – a significant gift of service to one's community.

Understand their College and Role

Understanding the college culture and values requires learning about the college's history, offerings, goals, accomplishments, and the challenges confronting the institution. Being knowledgeable about education involves understanding the policy implications of a wide variety of issues. Both novice and experienced trustees benefit from understanding the essential characteristics of effective governance and staying abreast of contemporary state and national issues confronting higher education.

Know the Community and Represent Its Interests

Trustees are active in their community and well-versed in community needs and interests. They understand their responsibility to represent the many perspectives in their communities.

Trustees continuously link relevant community happenings to the college.

Are Visionary and Thoughtful

Effective trustees look to the future of the college. They ask who the student of the future will and should be and how today's decisions will affect tomorrow's students. They explore what they want their communities to look like far down the road. They encourage the board to support innovation and risk-taking by the college leadership and staff.

Support the Mission

Trustees believe in and support the mission of their community colleges. They understand the unique role their colleges play. They support their institutions by focusing on results and student learning. Trustees also show their support by attending college events and commending college achievements. They are advocates of the colleges. They support fundraising efforts and contribute to the foundation to the best of their ability.

Use Influence Effectively

Trustees seek to serve on the board because they want to make a difference. They want to influence what happens at the college for the benefit of the community. Since trustees have no individual authority to make things happen, they learn to depend on personal influence and persuasion to gain support for what they want. Successful trustees find appropriate ways to share ideas and affect board decisions.

Act with Integrity and Respect

Self-discipline is inherent in being a good trustee. Trustees should resist reacting quickly to situations and proposals, and instead take the time to work as a team to assess the ramifications of decision and determine the most appropriate course of action. As individuals, trustees help their boards be effective by reminding themselves and others of their ethical responsibilities to the board and district.

Avoid Conflicts of Interest

Effective trustees are scrupulous about avoiding even the appearance that conflicts of interest exist. They know that even the appearance of acting to benefit themselves or those who are close to them will harm their credibility and trustworthiness, which in turns harm the college.



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STANDARDS OF GOOD PRACTICE

In support of effective community college governance, the board* believes:

- That it derives its authority from the community, and that it must always act as an advocate on behalf of the entire community;
- That it must clearly define and articulate its role;
- That it is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with its CEO;
- That it always strives to differentiate between external and internal processes in the exercise of its authority;
- That its trustee members should engage in a regular and ongoing process of in-service training and continuous improvement;
- That its trustee members come to each meeting prepared and ready to debate issues fully and openly;
- That its trustee members vote their conscience and support the decision or policy made;
- That its behavior, and that of its members, exemplify ethical behavior and conduct that is above reproach;
- That it endeavors to remain always accountable to the community;
- That it honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.

2019 GLI: Dealing with Conflict

Introduction

Conflict occurs when individuals or groups are not obtaining what they need or want and are seeking their own self-interest. Sometimes the individual is not aware of the need and unconsciously starts to act out. Other times, the individual is very aware of what he or she wants and actively works at achieving the goal.



ABOUT CONFLICT:

- *Conflict is inevitable.*
- *Conflict develops because we are dealing with people's lives, jobs, children, pride, self-concept, ego and sense of mission or purpose.*
- *Early indicators of conflict can be recognized.*
- *There are strategies for resolution that are available and DO work.*
- *Although inevitable, conflict can be minimized, diverted and/or resolved.*

Beginnings of conflict:

- Poor communication
- Seeking power
- Dissatisfaction with management style
- Weak leadership
- Lack of openness
- Change in leadership

Conflict indicators:

- *Body language*
- *Disagreements, regardless of issue*
- *Withholding bad news*
- *Surprises*
- *Strong public statements*
- *Airing disagreements through media*

Conflict indicators continued:

- *Conflicts in value system*
- *Desire for power*
- *Increasing lack of respect*
- *Open disagreement*
- *Lack of candor on budget problems or other sensitive issues*
- *Lack of clear goals*
- *No discussion of progress, failure relative to goals, failure to evaluate fairly, thoroughly if at all.*

Conflict is destructive when it:

- Takes attention away from other important activities
- Undermines morale
- Polarizes people and groups, reducing cooperation
- Increases or sharpens differences
- Leads to irresponsible and harmful behavior, such as fighting or name-calling.

Conflict is constructive when it:

- Results in clarification of important problems and issues
- Results in solutions to problems
- Involves people in resolving issues important to them
- Causes authentic communication
- Helps release emotion, anxiety, and stress
- Builds cooperation among people through learning more about each other
- Helps individuals develop understanding and skills.

Techniques for avoiding and/or resolving board-CEO conflict:

- Meet conflict head on.
- Set goals.
- Plan for and communicate frequently.
- Be honest about concerns.
- Agree to disagree – understand healthy disagreement builds better decisions.
- Get individual ego out of management style.
- Let your team create – people will support what they help create.
- Discuss differences in values openly.
- Continually stress the importance of following policy.
- Communicate honestly – avoid playing “gotcha” type games.
- Provide more data and information than is needed.
- Develop a sound management system.

Causes of Board-CEO conflict:

How does a board cause conflict with a president or chancellor?

- Trying to be administrators
- Overstepping authority
- Making promises as board members individually
- Involving themselves in labor relations or budgetary minutia
- Not doing their “homework” and failing to prepare for meetings
- Not following procedures for handling complaints
- Not keeping executive session information confidential
- Failing to act on sensitive issues
- Failing to be open and honest with the CEO
- Making decisions based on preconceived notions
- Not supporting the CEO – lack of loyalty
- Springing surprises at meeting
- Having hidden agendas

How does a CEO cause conflict with a board?

- Not treating board members alike
- Not informing the board members of public concerns
- Not providing adequate financial data or adequate information
- Using poor public management practices
- Making public statements before informing the board
- Failing to be open and honest with the board
- Not providing alternatives in an objective manner
- Not supporting the board – lack of loyalty
- Springing surprises at meetings
- Having hidden agendas

Elements of strong board-CEO partnerships:

- Full disclosure
- Frequent two-way communication
- Careful planning
- Informal interaction
- Periodic evaluation
- Mutual support

Courageous decision controversies:

The controversies usually involve:

- Changes in the way “we’ve always done things”
- Notions of fundamental values
- Determined, articulated advocates for every side
- Inability to compromise
- Rampant rumors
- Threats of retaliation at the polls at the next bond, levy or school
- Board election

Resolving Conflict

- Conflict with self
- Needs or wants are not being met
- Values are being tested
- Perceptions are being questioned
- Assumptions are being made
- Knowledge is minimal
- Expectations are too high/too low
- Personality, race, or gender differences are present

Reaching Consensus through Collaboration

Groups often collaborate closely in order to reach consensus or agreement. The ability to use collaboration requires the recognition of and respect for everyone’s ideas, opinions, and suggestions. Consensus requires that each participant must agree on the point being discussed before it becomes a part of the decision. Not every point will meet with everyone’s complete approval. Unanimity is not the goal. The goal is to have individuals accept a point of view based on logic. When individuals can understand and accept the logic of a differing point of view, one must assume consensus has been reached.

Follow these guidelines for reaching consensus:

- Avoid arguing over individual ranking or position. Present a position as logically as possible.
- Avoid “win-lose” statements. Discard the notion that someone must win.
- Avoid changing of minds only in order to avoid conflict and to achieve harmony.
- Avoid majority voting, averaging, bargaining, or coin flipping. These do not lead to consensus. Treat differences of opinion as indicative of incomplete sharing of relevant information, and keep asking questions.
- Keep the attitude that holding different views is both natural and healthy to a group.
- View initial agreement as suspect. Explore the reason underlying the apparent agreement and make sure that members have willingly agreed.

Why Micromanagement Occurs & What to Do About It

BY CINDRA SMITH

New Board Members

New board members are eager to contribute their knowledge and ideas. Their enthusiasm in asking questions and making suggestions may appear to or actually be attempts to direct staff and do the work of the CEO. A good orientation to the board role and the need to work as a member of the board team help direct new energy into appropriate policy channels.

Delegating Up

Administrators, faculty leaders and others invite micromanagement when they ask for board approval of college procedures or decisions that should be handled within the local decision-making processes of the college. Boards avoid this trap by holding the CEO accountable for decisions and appropriate participation in local decision-making, and refusing to accept "upward delegation" from any college constituency.

Dysfunction

When boards are divided or dysfunctional or when the relationship between the board and CEO is rocky, boards send mixed messages to the staff. Administrators, faculty and staff work around or in spite of the board; some staff members seek direction from different board factions and may play board members off against each other and the CEO. Micromanaging can be avoided by strengthening the sense of team on the board and the board/CEO relationship, and clarifying that the board expects strong leadership from the CEO for the institution.

Catering to Individual Trustees

There is a fine line between listening to and considering individual board member ideas and perspectives, and allowing them to overly influence board and administrative decisions. It is possible to cater too much to individual trustees in efforts to be respectful, politic, and accommodating. While civility is always important, individual trustee perspectives are one of many contributors to the functioning of the institution. Board chairs and CEOs both should emphasize that individual trustees' opinions are simply

opinions—the only legitimate direction to the CEO comes from the board as a whole.

Leadership Voids

When CEOs don't provide strong leadership, or there is a transition in the CEO position, boards may be more likely to be involved in day-to-day decision-making. Competent leadership and clear delineation of responsibilities during times of transition will clarify board roles. Boards that become more involved during a transition can "let go" and provide support when they are assured that the new CEO is taking charge.

Change and Problems

Change, whether good or bad, causes uncertainty, and uncertainty creates an environment for micromanagement. Fiscal changes, community pressures, political shifts, enrollment increases or decreases, changes in leadership, and other significant events all contribute. If trustees perceive there are ongoing problems, they will be more likely to scrutinize day-to-day operations. Preventing such micromanagement requires being aware of the dynamics involved in change, maintaining broad perspectives, and openly exploring problems and possible solutions.

Personal Agendas

Trustees with personal agendas or single interests may attempt to direct administrative decisions to benefit themselves or others. Boards establish a framework for preventing this type of micromanagement by adopting and upholding a board code of ethics.

Statutory Obligations

California has many laws and regulations requiring board approval and actions. Trustees may use these obligations to justify or require trustee involvement in typically administrative tasks, such as those involved in personnel and purchasing. Thoughtful boards delegate administrative authority to the CEO, use consent agendas to perform their statutory duties, and ensure their time is spent in governing, not managing, the institution.



The Board's Role in Accreditation

ACCT Governance Leadership Institute

Thursday, August 8, 2019 ~ 3:15 – 4:15

Richard Winn, Ed.D., President
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges



Why Accreditation Matters

- **Quality Assurance:** Verifying an effective learning experience and institutional stability to multiple stakeholders
 - Students and their families
 - Employers
 - Other higher education institutions for students' further study
 - Taxpayers and society as a whole
- **Quality Improvement:** Embedded processes for continuous reflection and improvement
 - Data-supported systems for self-analysis, targeted improvement, achievement
 - Ongoing curricular alignment with changing employer and societal needs



Why Accreditation Matters - 2

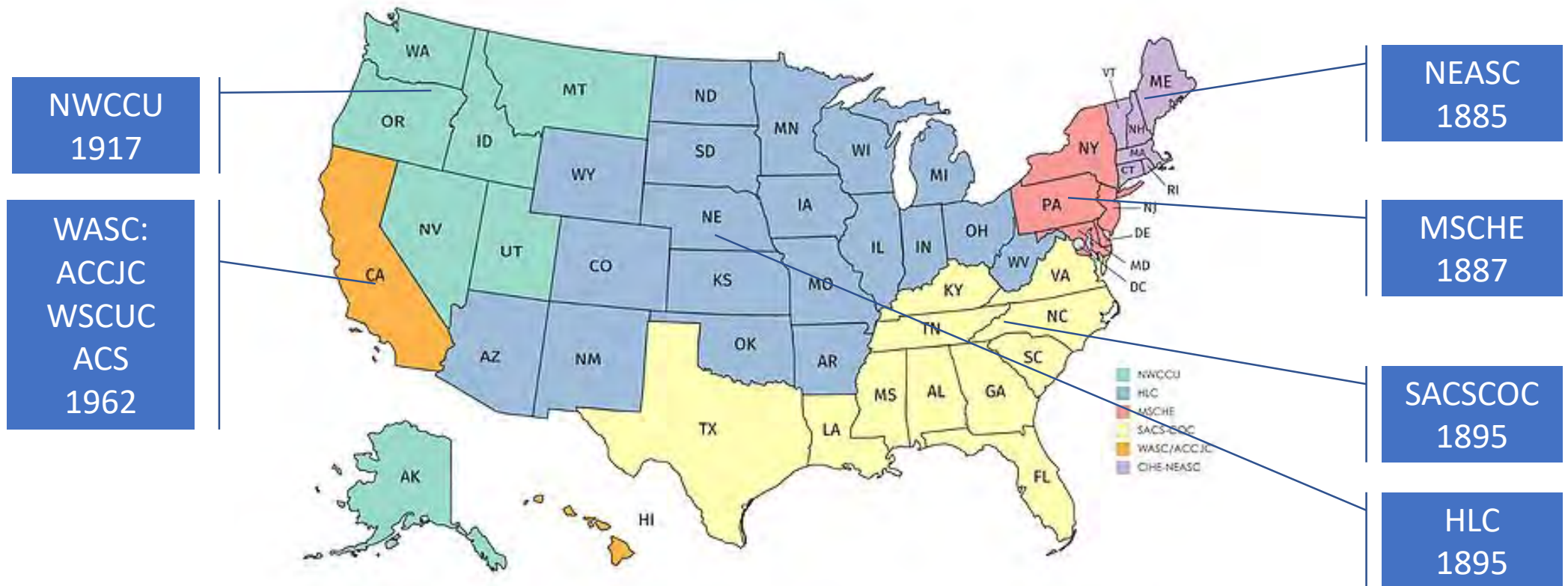
- **Access to Financial Aid:** Higher Education Act (HEA, 1965) looks to accreditors to verify trusted institutions
 - Federal Title IV aid (Pell, Perkins, other forms of student aid \$170B+ / year)
 - State-level aid
 - Institutional research grants, both governmental and private
- **Institutional Reputation:** A broadly beneficial endorsement of status
 - Recruiting students
 - Recruiting, retaining faculty, staff, administrators
 - Institutional accreditation: Criteria for programmatic accreditation
 - Philanthropy



Types of Accreditation

1. **Regional:** Accredite entire institutions within a defined geographical region
2. **National:** Accredite similar types of institutions (career, faith-based, for-profit, online) from any location in the nation
3. **Programmatic:** Accredite specific academic programs aligned with various professions (law, medicine, nursing, business, arts, etc.)
60+ recognized agencies

NOTE: Your institutions hold regional accreditation and may also hold several programmatic accreditations.



In 1885, there was no concept of a community college. By 1962, it was a defined and recognized sector. At that time, the Western Association of Schools and Colleges (WASC) defined agencies for three sectors: Senior Colleges & Universities (WSCUC); Community Colleges (ACCJC); and K-12 schools (ACS).

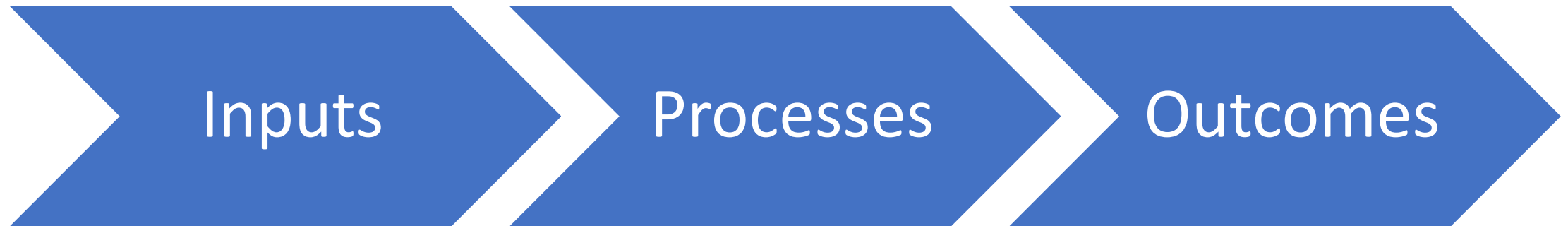


An overview of America's Community Colleges

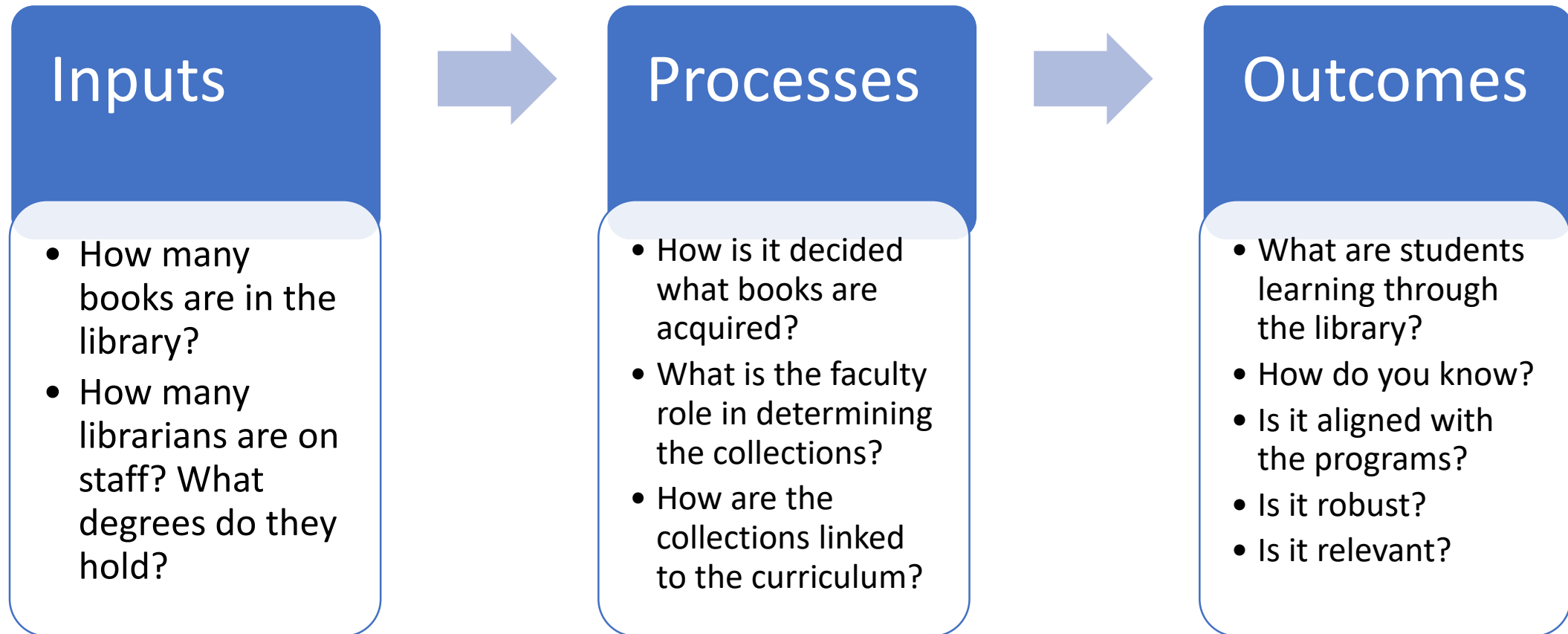
- There are 944 public community or technical colleges in the US
- These are served by more than 7,000 citizen trustees
 - 36 states have local governing or advisory boards
 - 11 states have a state-wide governing or coordinating board; 7 of these also govern beyond their community colleges
 - In 6 states, a university board governs some or all of the community or technical colleges
 - 32 states have a combination of state and local governance
 - With more than 113 community colleges in 72 districts, California's colleges are governed by locally elected boards, ranging in size from 5 to 9 members



Accreditors have refined their focus . . .



An analogy: “Will that be on the test?”



Regarding those outcomes. . .

Outcomes

- What are students learning through the library?
 - How do you know?
 - Is it aligned with the programs?
 - Is it robust?
 - Is it relevant?
- Faculty are transitioning from “This is what I want to say” to “How do I know you have learned?” This is a paradigm shift for some academics.
 - Large implications here for faculty development plans and resources to create a robust assessment infrastructure for the institution.
 - Accreditors often have been the change-agent to encourage these developments, sometimes against resistance.



Range of Accreditor Decisions for Your School

1. *Reaffirm* accreditation for __ years
2. Reaffirm for shorter period, with follow-up report or visit
3. Issue a sanction for various levels of non-compliance, often in this order of severity:
 - a) **Warning** (with two year limit to establish compliance)
 - b) **Probation** (expression of serious concern about non-compliance and institutional capacity to address it)
 - c) **Show Cause** (accreditation will be withdrawn on a date certain unless institution can *show cause* why this should not happen)
4. Withdraw accreditation



Why institutional accreditors care about governance:

- Accreditors are required to assure:
 - Institutional **mission** (adoption, adherence, fulfillment)
 - Institutional **effectiveness** (student learning and achievement)
 - Institutional **stability** (fiscal strength, long-term viability)
 - Institutional **integrity** (accurate portrayal and delivery of services)
 - Institutional **operations** (leadership, planning, employee culture)
 - Institutional **improvement** (data-supported planning, resource allocation)
- These are fundamental board-level concerns
- The message “You are accredited” goes ultimately to the board
- Accreditation arose from the academy (NOT descended from the government) to codify/foster good practice. It’s not an alien intrusion.

Key Board Responsibilities	NEASC	MSCHE	SACSCOC	HLC	NWCCU	WSCUC	ACCJC
Review, approve mission; ensure adherence to and advancement of mission	X	X	X	X			X
Clear decision-making processes; described and published	X	X			X		
Appoint, review the CEO	X	X	X		X	X	X
Empower, support the CEO to implement policy, oversee operations	X	X			X		X
Engage in multi-year planning	X						
Conduct regular education, self-evaluation, improvement of board	X	X			X	X	X
Ensure adequate resources; fiscal stability	X	X	X	X		X	X
Ensure participation of appropriate constituencies	X			X	X		
Serve/reflect the public interest		X					X
Be independent from external or board minority influences; Primary loyalty to institution		X	X	X		X	X
Refrain from engaging in operations; clear delegation of authorities to CEO, staff, faculty		X	X	X			
Oversee policy and bylaw development	X	X		X	X	X	X
Ensure quality of teaching, learning, academic programs		X					
Set and comply with Conflict of Interest policies, code of ethics	X	X	X		X		X
Minimum number of Board members (5)			X		X		
CEO is not Board Chair			X				
Establish process for dismissing (or disciplining) board members for violations of codes			X				X
Define shared roles if within a system or district			X		X		X
Ensure that decisions reflect institutional priorities				X			
Ensure institution meets its legal, fiduciary obligations				X		X	X
Provide that faculty, staff, administration, students involved in setting academic standards				X			
Ensure compliance with accreditation standards, policies, eligibility requirements					X		X
Consider impact of collective bargaining, legislation, external mandates					X		
Act as "committee of the whole;" no single voices representing the board					X		X
Seek membership with diverse qualifications to meet needs						X	
Bylaws must specify roles and responsibilities of the board							X
Review key indicators of student success; support plans for quality improvement							X

NOTES:

- Regional agencies vary in the level of detail they use to enumerate good practice in board governance.
- Agencies also publish guides and policies and provide training to clarify board roles and responsibilities.


This table is available as a handout.



Seven Board Roles to Ensure Educational Quality

1. Develop board capacity for ensuring educational quality.
2. Ensure that policies and practices promote educational quality.
3. Ensure that learning is assessed, data are used, and improvements tracked.
4. Approve and monitor necessary financial resources.
5. Develop an understanding of academic programs.
6. Focus on the total educational experience.
7. Understand accreditation.

Association of Governing Boards, *Overseeing Educational Quality*. 2014



Depending on the nature of the institution, board members are either elected in a local election, appointed by an oversight body, or recruited and vetted by the existing board through a board development committee. Elected trustees have secured their position by garnering the support of a constituency that is often defined by a geographical region, by interested organizations, or both. Trustees, once elected, must ensure their allegiance is to the college and not to any constituent person or organization. **Trustees do not *represent* specific constituencies in the sense of taking board actions in favor of their interests. Elected trustees are expected to bring to board deliberations a broad understanding of the college's role in serving their entire region and its multiple stakeholders. There must be no implied obligation for a trustee to serve the interests of a specific constituency over the interests of the broad mission of the college.** – ACCJC *Guide to Accreditation for Governing Boards*, p. 7



Common areas of Board concern by accreditors:

- Balancing the budget, especially during an economic downturn
 - Catering to an agenda of a sector of the electoral base
 - “Kicking the can down the road” to a later era, to a subsequent board
- Intruding into daily operations
 - Assuming students and faculty are “my constituency” to be heard directly
 - Not trusting the CEO to manage, or empowering her to do so
- Neglecting integrated planning
 - Not linking budget to student achievement initiatives and strategic goals
 - Failure to obtain and use appropriate data
 - Using a top-down, non-inclusive approach; little or no “buy-in” on campus



Areas of Board Concern – 2:

- High rates of executive turn-over, with loss of continuity, history
 - Failure to create a supportive, collaborative relationship with the CEO
 - Not holding a CEO accountable for meeting accreditation standards
 - CEO evaluations: Too little, too late; punitive versus formative
- Internal Board conflicts: factions, media leaks, COI breaches
 - Inability to come together quickly to take urgent, well-considered actions
 - Loss of governance credibility among internal and external stakeholders
- Neglecting student success
 - Lack of an embedded CQI process around student achievement
 - Failure to track key trends and indicators, using data to target initiatives



Areas of Board Concern – 3

- Ignoring prior recommendations by accreditors
 - The federal two-year rule: “two years to comply or terminate”
 - It’s unwise to appear indifferent to your accreditor
- For colleges in a system or district . . .
 - Lack of clear delineation of roles, responsibilities between system and college
 - Accreditors don’t accredit systems; yet system actions can hurt their colleges



Framing the conversation:

- Imagine that your college receives a sanction (Warning; Probation; Show Cause) from its accrediting agency . . .
 - As a trustee, would you have some awareness that this was coming?
 - Would you seek to blame someone for this outcome? Who?
- Do you know when your college is scheduled for its next comprehensive accreditation review?
- As a trustee, what are you expected to know, or insisting on knowing, as your college comes up for its next review?
- If an accreditation team were to commend some key aspect of your institution's operations or outcomes, what might that be?

STANDARDS OF GOOD PRACTICE

Be **prepared** for each meeting and to **debate** issues fully and openly

Vote with your **conscience** and support the decision or policy made

Exemplify **ethical** behavior and conduct that is above reproach

Endeavor to remain always **accountable** to the community

Honestly debates the issues affecting the community and speaks with **one voice** once a decision or policy is made

STANDARDS OF GOOD PRACTICE

Derives **authority** from the community and acts as an **advocate** on behalf of the entire community

Clearly defines and articulates the **role** of the Board

Responsible for creating and maintaining a spirit of true **cooperation** and a mutually supportive relationship with the President

Strives to differentiate between **external and internal** processes in the exercise of its authority

Engages in regular and ongoing process of in-service **training** and continuous **improvement**

Does Your Board Have a Succession Plan in Place?

PART OF A BOARD'S FIDUCIARY responsibility is to protect the investment that the local community makes in its community college. We all know how unsettling a transition in leadership can be to an institution and how easy it becomes for things to fall between the cracks.

According to a 2001 report by the American Association of Community Colleges, over 70 percent of current community college presidents and chancellors are expected to retire within 10 years. We are four years into this period of impending retirements and the implications for community colleges are far-reaching. Boards need to understand what their role is in succession planning and in ensuring a smooth transition in board leadership.

As America ages, so does our institutional leadership. Most of us find it difficult to discuss the topic of wills or living wills with our loved ones. Imagine how difficult it can be for a board to confront the "What If?"

What If?

It is the responsibility of the board to ask this question and to have a plan or protocol in place. Often the assumption is that the by-laws provide guidance and in many cases, they do provide for the normal routine of transition. But it never hurts to conduct an audit of procedures and guidelines to answer the "What If?" questions.

Regardless of whether it is dealing with a new president or a president contemplating retirement, a wise board has some form of a contingency plan in place. It is prudent for the board to consider the following scenarios:

- What happens if the president is recruited to another position?
- What happens if the president or chair becomes ill and is unable to carry out his/her duties for the short or long term?
- What happens if the president is in an accident and/or incapacitated?
- What happens if the CEO dies?
- What happens if the chair of the board leaves without giving much notice?

Planned and Unplanned

It may be appropriate for the board to conduct an analysis to determine the potential for transition in leadership by collecting information and making a determination on the probability of the following:

Planned transition

- Potential for transition due to retirement.
- Potential for transition due to advancement to other position.
- Potential for transition due to key leaders moving on to other interests.

Unplanned

- Unexpected change in leadership due to events beyond anyone's control.
- Internal pressures and demands for changes in leadership.

What are the questions that the board should be asking? And what is the right balance between protecting the college, preparing for the future and not giving out the wrong signals?

Preparing a checklist for the board to review and to determine readiness may be an effective way to go about this process. Keep in mind the process should reflect

Checklist of Key Questions

- ☐ Are procedures and guidelines in place for an unplanned transition in leadership due to resignation, illness, etc.? What are we missing?
- ☐ Are bylaws and board procedures up to date and do they provide guidance?
- ☐ Is there a contingency plan in place or enough guidance available through past history or procedures?
- ☐ Does the contract with the president provide guidance?
- ☐ Is there a need to conduct an audit to determine preparedness for transition?
- ☐ Are all necessary documents available, up to date and relevant?
- ☐ Are systems, procedures and guidelines in place to prepare the board and keep the institution functioning during transition?
- ☐ Do procedures and guidelines anticipate future needs?
- ☐ Does the board invest the time in becoming informed, educated and effective?
- ☐ Are up-to-date bylaws and board procedures readily available for all trustees?
- ☐ Does the board have legal counsel and an auditing firm available to provide information?
- ☐ Is the training of new trustees a priority?
- ☐ Is there preparation of trustees to assume leadership roles within the board?
- ☐ Is the board actively supporting the preparation of the next generation of community college leaders? At the presidential/chancellor level?
- ☐ Is there a plan or are steps being taken to retain good leaders?
- ☐ Is there support of leadership development for senior administrators?
- ☐ Is there support to provide opportunity for leadership development at all levels of the institution?



of the board to use
"white" and
to have a plan or
protocol in place.

...

the values and culture of the institution and should focus on the retention of good leaders and promote stability.

Transition Planning

Effective transition planning should include following:

- Determining what is important, what you value, and what cultural values you reflect.
- Identifying the values that bring cohesion and progress to the college.
- Providing clear guidance on how the board should prepare for unexpected transition in leadership for the president and the board, including protocol for informing the college, the public and key stakeholders.
- Providing general information and past practices related to how to prepare to conduct a presidential search.

Getting Started

Here are suggestions for getting started:

Timeline. Set a timeframe — two to four months — for reviewing existing documents and procedures; involve the president in setting expectations and

dedicating resources; and have appropriate confidential, frank and honest discussions with the president.

Trustee education. Make sure all of the board is informed and understands why this is important, conduct study sessions and have open discussions, make sure that there is no misunderstanding about the relationship with the current administration. The goal should be to protect the college, not evaluate performance or make judgments about current leadership.

Design approach. Determine what approach the board would like to take to conduct an audit and determine level of readiness.

Board retreat/preparation of plan. Participate in a retreat to obtain input, review findings, brainstorm and prepare a plan.

Institutional stability. The goal is to protect the interests of students, faculty, staff and the community by ensuring stability in leadership at all levels.

If you desire further information on planning an effective succession plan or strategy, please contact Board Leadership Services. We are available to facilitate a retreat or assist with the process of preparing for the future. Remember, the legacy of the board provides higher education opportunities for the citizens of the community. Keep the students in mind!



- Your Leadership Problems
- Your CEO Search
- Your Board Retreat
- Your Board's Recognition
- Your Impact on Capitol Hill

www.acct.org



Am I a High Performing Board Member or President?

Answer the following questions as an individual.

Role and Focus	Yes	No	Don't know
<i>Do I have a clear focus on Board tasks?</i>			
<i>Do I as a Board member support a strong, broad strategic vision for the College and its students centered on Student Success?</i>			
<i>Do I respond to executive strategy and contribute to rigorous Board debate?</i>			
<i>Does my Board monitor implementation of the strategy?</i>			
<i>Do we oversee the quality of leadership and management, ensuring that individuals are developed?</i>			
<i>Does my Board have an effective succession plans in place?</i>			
<i>Do I add value to the college's mission?</i>			
<i>Do I personally safeguard the institution's values and reputation?</i>			

Adapted from Meynell & Sedel (2012). "What Makes for a High-Performing Board." In *Touch with the Board, Leadership for a Changing World*, Russell Reynolds Associates. Retrieved from www.russellreynolds.com/sites/default/files/in-touch-what-makes-for-a-high-performing-board.pdf

Qualities of Exceptional Board Members	Yes	No	Don't know
<i>Do I have a deep commitment to student success?</i>			
<i>Do I demonstrate a willingness to let the college administration take significant risks to advance student success?</i>			
<i>Do I help build a sense of urgency, support strong plans, collaborate and evaluate major college projects?</i>			
<i>Have I helped our vision with external partnerships?</i>			
<i>Do I personally contribute to an environment for two-way communication and connectivity in our public board meetings in ways that offer open possibilities for action?</i>			
<i>Does every board member have a voice without a domineering presence limiting constructive conversation and debate?</i>			
<i>Am I a good listener?</i>			
<i>Do we raise and allocate resources in ways that align with student success?</i>			
<i>Do I demonstrate the ability to create lasting change with the college?</i>			
<i>Do I actively participate in professional development opportunities?</i>			

Totals			
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Adapted from Aspen Institute and ATD the Dream. (2013). *Opportunity and Crisis: Aligning the Community College Presidency with Student Success*. Retrieved from: <https://www.aspeninstitute.org/publications/crisis-opportunity-aligning-community-college-presidency-student-success/>

What does your score tell you? 18 items totally

YES: 18-15: Exceptional **14-11:** Effective, Responsive but it might help to have honest discussion with board members and discuss areas for growth

Below 10: My Board and I may seriously need a retreat or more training to discuss how we operate.

More than 4 Don't Know: Request more training and support to get up to speed on being an effective trustee and board. Spend some time reflecting on key characteristics where you can improve.

The Policy Role of the Board & Reflecting on the Future of Community College Governance



J. Noah Brown, President and CEO, ACCT

History of Community Colleges

- Who are we?

- Number of colleges
- Number of students
- State Systems
- Local Colleges
- Mission

- What do we do?

- Purpose
- Population/community
- Programs

History of Community Colleges

- Who are we?

- Number of community colleges 1,462
- 1,047 public 415 private
- Number of community college students - over 13 million
- State Systems - 25 states
- Local Colleges with Governing &/or Advisory Local Boards 36 states
- Mission - Workforce preparation, Academic & Remedial
- Elected/Appointed – 32 states appoint 13 states elect

- What do we do?

- Purpose
- Population/community
- Programs

Challenges Facing Our Economy

- U.S. needs to raise degree attainment for 25-to-34-year-olds from 39% to 60% – currently stand at just under 48%. We may not reach 60 % goal until 2041. (ETS)
- America remains stuck in 13th place globally for degree attainment. (OECD)
- Many of the 6.8 million Americans looking for work do not possess the skills required to do the 6.0 million unfilled jobs. (BLS)
- Over the next decade, we will need 3.4 million workers as Baby Boomers retire — 20% are likely to remain unfilled due to a shortage of workers with the required skills. (BLS)

Challenges Facing Our Economy – cont'd

- The equity gap in higher education persists and is not narrowing.
- On average, white and Asian students earn a college-level credential at a rate about 20 percentage points higher than do Hispanic and African American students. (National Student Clearinghouse)
- 35 million Americans have some college but no credential. (Mark Milliron, Civitas Learning)
- College enrollment will rise by 14% through 2022 — about one-third the pace of the past decade. (NCES)
- Number of high school graduates to decline by 2022. (NCES)

Employment and Earnings Matter

- If the recent elections taught us anything, it is that we must redouble aligning what we do to real jobs and prospects for increased earnings and economic mobility.
- Millions of working people feel disconnected from our economy and social and political institutions – they no longer believe that that they and their children will be better off than previous generations.
- Median weekly earnings for associate degree-holders is \$836; bachelor's degree-holders \$1,173. (BLS)
- Unemployment rate for bachelor's degree-holders is 2.5%; associate's degree-holder 3.4% – no degree is 4%.

CC's are Mission Focused When . . .

- We promote educational access and address the equity gap.
- Boosting completion and degree attainment are “job one.”
- Strong connections to workforce needs and reducing skills shortages result.
- Increased global competitiveness and economic sufficiency are paramount design considerations.
- Affordable and demonstrable ROI for students and taxpayers is realized.

Mission Creep when . . .

- Degrees are not workforce/career relevant.
- No demonstrable shortage in local labor market or with employers.
- Duplication of effort, programs or services with neighboring institutions.
- Lack of quality or applicability to professional advancement or occupational mobility.
- Credentials are viewed as simply as a “cash cow” or strategy for supplanting lost revenue streams.

Degree Relevance is Important

- New focus on access to affordable degrees, and increasingly, to a technical and/or applied baccalaureate degree being demanded by industry aligns with the new political focus to empower the middle class.
-
- Strongest predictor of student perceptions of quality and value. (Strada Education Network)
- Caution needed — scale degree programs to real labor market needs and not flood the market or increase duplicity and increased cost that diminishes perceived value and quality.
- Tie to the institution's curricular strength, labor market and community reputation.
- Relevance and completion are completely intertwined and inseparable. (Strada Education Network)

**EAST CENTRAL COLLEGE
BOARD OF TRUSTEES MEETING
October 30, 2019**

AGENDA ITEM 4: ATHLETICS

Vice President Heath Martin and Athletic Director Jay Mehrhoff will present information regarding the potential benefits of expending athletic offerings.

10/30/2019

Section 4, Page 1

East Central College

1964 Prairie Dell Road, Union, Missouri 63084
(636) 584-6501
FAX (636) 583-6602

ATHLETIC DEPARTMENT EXPANSION PROPOSAL



BOARD OF TRUSTEES RETREAT
OCTOBER 30, 2019

PROGRAM PHILOSOPHY

- ❖ Perform at high levels the the classroom
- ❖ Represent the college with distinction and pride
- ❖ Field teams that win more games than they lose
- ❖ Generate revenue



PRIMARY REASONS FOR EXPANSION



Enrollment Growth

**Student Success &
Retention**

CURRENT OFFERINGS



Women's Volleyball

15 Student Athletes



Men's Soccer

25 Student Athletes



Women's Softball

15 Student Athletes



PROPOSED OFFERINGS



Women's Volleyball
16 Athletes



Men's Soccer
25 Athletes



Women's Softball
18 Athletes



Men's Baseball
35 Athletes



Women's Soccer
25 Athletes



FALL 2019 ENROLLMENT

	With Athletics	Without Athletics
Headcount	2,649 (0.8%)	2,594 (-1.3%)
Credit Hours	25,148 (-3.5%)	24,323 (-6.7%)

	Without Athletic Expansion	With Athletic Expansion
Headcount	2,649 (0.8%)	2,709 (3.0%)
Credit Hours	25,148 (-3.5%)	26,048 (0.0%)



ADDITION TRENDS OF SPORTS IN MISSOURI JUNIOR COLLEGES

Institution	Sport Offerings 2015-16	Athletes	Sport Additions 2018-19 and Future Plans	Sport Offerings 2019-Future	Projected New Number of Athletes Per institution	Percent Change	Enroll. 2015-16 IPEDS FTE	EADA Report Gross Total Expenditures 2015-16
Cottey (NAIA, Not counted)	3-Women's Basketball, Volleyball, Softball	N/A	Moved to four year college and went NAIA and added cross country and golf	5	N/A	N/A	N/A	Not Filed
Crowder	4-Men's Baseball, Men's Soccer, Women's Basketball, Women's Softball	101	Adding women's soccer in 2020	5	120	+16%	2,350	\$1,045,689
East Central	3-Men's Soccer, Women's Volleyball	51	Exploring to add women's soccer and men's baseball in 2020	5	120	+58%	1,467	\$ 291,780
Jefferson	5- Men's Baseball, Men's Soccer, Women's Basketball, Women's Volleyball, Women's Softball	99	Added women's soccer in 2018-19 and will be possibly adding men's and women's golf	9	150	+35%	2,265	\$1,706,945
Metropolitan Comm. College Kansas City	2- Men's Women's Soccer 3- Baseball, Women's Cross Country, Volleyball 4- Men's and Women's Soccer, Baseball Softball 2- Men's and Women's Basketball	223	Consolidated into one athletic department- Dropped 2 sports(men's and women's soccer and will add 2 sports to balance offerings (Men's cross country and women's golf)	11	200	-11%	6,500	\$1,347,498 1 report for MCC
Mineral Area	5- Men's and Women's Basketball, Softball, Baseball, Volleyball	107	Adding men's and women's cross country track and field in 2019-2020- Added Men's and Women's Golf	9	140	+34%	2,546	\$1,691,070
MSU-West Plains	2- Men's Basketball and Women's Volleyball	28	No new sports additions planned	2	28	0%	949	\$1,000,408
Moberly	2- Men's and Women's Basketball	30	No new sport additions planned	2	30	0%	2,256	\$ 788,087
North Central	4- Men's and Women's Basketball, Baseball, Softball	60	Added women's cross country for 2019, Added men's and women's golf	8	90	+33%	820	\$ 556,205
State Fair*	2- Men's and Women's Basketball	28	Added men's & women's soccer, softball and baseball- Adding Men's and women's Cross country and men's and women's golf	10	180	+85%	2,326	\$ 850,000
St. Charles	4- Men's and Women's Soccer, Baseball, softball	91	Adding men's and women's cross country track and field in 2019-2020	8	155	+32%	3,358	\$ 535,273
St. Louis	7- Men's and Women's Soccer, men's and Women's Basketball, Baseball, Softball, Volleyball	128	No new sport additions planned	7	128	0%	7,391	\$792,250
Three Rivers	4- Men's and Women's Basketball, Baseball and Softball	82	No new sport additions planned	4	82	0%	2,127	\$1,748,036
Avg. Totals	4.8 Teams per Institution	85		6.23 Teams	118.5	+29 %	2,862	\$ 951,010

*State Fair EADA reports do not include addition of 4 sports in 2016-17.



ACADEMIC SUCCESS AND RETENTION



2010- 2019
MCCAC highest
GPA for an
athletic
department for
nine straight
years.

**STUDENT ATHLETES TEND TO GRADUATE
AND TRANSFER TO 4-YEAR COLLEGE
AND UNIVERSITIES AT A HIGHER RATE
THAN OTHER STUDENTS**



STUDENT ATHLETE SUCCESS RATE AS COMPARED TO OVERALL STUDENT POPULATION

Student Athlete Course Success Rate Fall 2018 Semester **86.4%**
Overall Student Course Success Rate Fall 2018 Semester **76.4%**

Student Athlete Course Success Rate Spring 2019 Semester **85.8%**
Overall Student Course Success Rate Spring 2019 Semester **78.2%**

Student Athlete GPA Fall 2018 **3.11**
Overall Student GPA Fall 2018 **2.81**

Student Athlete GPA Spring 2019 **3.06**
Overall Student GPA Spring 2019 **2.93**

*Data Provided by ECC Office of Institutional Research



A+ SCHOLARSHIP

THE BEST WAY TO ATTRACT A+ STUDENTS
IS THROUGH AN OFFERED MAJOR AND
ACTIVITY INTEREST SUCH AS A SPORT.

2019-2020 A+ Students

28 student athletes out of 52 (53%)
were A+ students.



PROFORMA NOTES

❖ Revenue

Tuition and Fees per Athlete:

Formula: 119 student athletes X 30 credit hours x \$129 per credit hour

Student Activity Fee:

Formula: 45,705 credit hours X \$5.53

❖ Expenses

Predominantly using part-time staffing model

Discounting tuition by 53%

Utilizing transportation services

❖ General Observations

Revenue generating program

Revenue growth will fluctuate based on college enrollment



ATHLETIC DEPARTMENT EXPANSION TIMELINE



East Central College

Athletic Expansion

Estimated Statement of Activities (Pro Forma)

Income		Athletic Expansion Budget
	Tuition and Fees	\$460,530.00
	Activity Fees	\$252,932.00
Total Income		<hr/> \$713,462.00
Expenses		
	Head Coach Salary	\$71,500.00
	Assistant Coach Salary	\$15,500.00
	Athletic Director Salary	\$7,000.00
	Athletic Support	\$14,459.00
	Full Time Benefitis	\$16,144.11
	PT Benefits	\$5,237.00
	Contractual Services (Officials)	\$24,100.00
	Contract Individual (Athletic Trainer)	\$17,500.00
	Travel Out of District	\$35,250.00
	Recruiting	\$5,000.00
	Bus Expense	\$73,000.00
	Supplies (Uniform, equipment)	\$45,500.00
	Printing	\$750.00
	Insurance	\$17,500.00
	Scholarships	\$248,600.00
	Publications & Dues	\$5,750.00
	Conferences	\$6,000.00
Total Expenses		<hr/> \$608,790.11
Net Gain or (Loss)		<hr/> <hr/> \$104,671.89

East Central College

Athletic Expansion

Estimated Statement of Activities (Pro Forma)

Income

Volleyball

Tuition and Fees	\$61,920.00
Activity Fees	\$44,516.00

Total Income

\$106,436.00

Expenses

Head Coach Salary	\$10,600.00
Assistant Coach Salary	\$3,000.00
PT Benefits	\$1,040.00
Contractual Services (Officials)	\$5,600.00
Contract Individual (Athletic Trainer)	\$3,500.00
Travel Out of District	\$7,000.00
Recruiting	\$1,000.00
Bus Expense	\$16,000.00
Supplies (Uniform, equipment)	\$8,000.00
Printing	\$150.00
Insurance	\$3,500.00
Scholarships	\$40,200.00
Publications & Dues	\$250.00
Conferences	\$1,000.00

Total Expenses

\$100,840.00

Net Gain or (Loss)

\$5,596.00

East Central College

Athletics Expansion

Estimated Statement of Activities (Pro Forma)

Income Men's Soccer

Tuition and Fees	\$96,750.00
Activity Fees	\$44,516.00
Total Income	\$141,266.00

Expenses

Head Coach Salary	\$20,000.00
Assistant Coach Salary	\$3,000.00
FT Benefits	\$8,072.00
PT Benefits	\$230.00
Contractual Services (Officials)	\$4,500.00
Contract Individual (Athletic Trainer)	\$3,500.00
Travel Out of District	\$6,000.00
Recruiting	\$1,000.00
Bus Expense	\$13,000.00
Supplies (Uniform, equipment)	\$8,000.00
Printing	\$150.00
Insurance	\$3,500.00
Scholarships	\$64,000.00
Publications & Dues	\$250.00
Conferences	\$1,000.00
Total Expenses	\$136,202.00
Net Gain or (Loss)	\$5,064.00

East Central College
Atheltic Expansion
Estimated Statement of Activities (Pro Forma)

Income Softball

Tuition and Fees	\$69,660.00
Activity Fees	\$44,516.00

Total Income	<u>\$114,176.00</u>
---------------------	---------------------

Expenses

Head Coach Salary	\$10,900.00
Assistant Coach Salary	\$3,500.00
PT Benfirts	\$1,101.00
Contractual Services (Officals)	\$5,000.00
Contract Individual (Athletic Trainer)	\$3,500.00
Travel Out of District	\$7,000.00
Recruting	\$1,000.00
Bus Expense	\$15,000.00
Supplies (Uniform, equipment)	\$8,000.00
Printing	\$150.00
Insurance	\$3,500.00
Scholarships	\$40,200.00
Publications & Dues	\$250.00
Conferences	\$1,000.00

Total Expenses	<u>\$100,101.00</u>
-----------------------	---------------------

Loss (Gain)	<u><u>\$14,075.00</u></u>
--------------------	---------------------------

East Central College

Athletic Expansion

Estimated Statement of Activities (Pro Forma)

Income Baseball

Tuition and Fees	\$135,450.00
Activity Fees	\$44,516.00

Total Income	\$179,966.00
---------------------	---------------------

Expenses

Head Coach Salary	\$10,000.00
Assistant Coach Salary	\$3,000.00
PT Benefits	\$995.00
Contractual Services (Officials)	\$4,500.00
Contract Individual (Athletic Trainer)	\$3,500.00
Travel Out of District	\$8,000.00
Recruiting	\$1,000.00
Bus Expense	\$16,000.00
Supplies (Uniform, equipment)	\$10,000.00
Printing	\$150.00
Insurance	\$3,500.00
Scholarships	\$64,000.00
Publications & Dues	\$250.00
Conferences	\$1,000.00

Total Expenses	\$125,895.00
-----------------------	---------------------

Net Gain of (Loss)	\$54,071.00
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East Central College

Athletic Expansion

Estimated Statement of Activities (Pro Forma)

Income Women's Soccer

Tuition and Fees	\$96,750.00	
Activity Fees	\$44,516.00	
Total Income		\$141,266.00

Expenses

Head Coach Salary	\$20,000.00	
Assistant Coach Salary	\$3,000.00	
FT Benefits	\$8,072.11	
PT Benefits	\$230.00	
Contractual Services (Officials)	\$4,500.00	
Contract Individual (Athletic Trainer)	\$3,500.00	
Travel Out of District	\$6,000.00	
Recruiting	\$1,000.00	
Bus Expense	\$13,000.00	
Supplies (Uniform, equipment)	\$8,000.00	
Printing	\$150.00	
Insurance	\$3,500.00	
Scholarships	\$40,200.00	
Publications & Dues	\$250.00	
Conferences	\$1,000.00	
Total Expenses		\$112,402.11
Net Gain or (Loss)		\$28,863.89

East Central College

Athletic Expansion

Estimated Statement of Activities (Pro Forma)

Income Athletic Administration

Tuition and Fees	\$0.00
Activity Fees	\$30,352.00
Total Income	\$30,352.00

Expenses

Athletic Director	\$7,000.00
Athletic Secretary	\$14,459.00
PT Benefits	\$1,641.00
Travel Out of District	\$1,250.00
Supplies (Uniform, equipment)	\$3,500.00
Publications & Dues	\$4,500.00
Conferences	\$1,000.00
Total Expenses	\$33,350.00
Net Gain or (Loss)	(\$2,998.00)

East Central College

Athletic Expansion

Estimated Statement of Activities (Pro Forma)

Baseball Field Upgrades

Expenses

Fence	\$25,000
Backstop	\$8,000
Painting	\$3,000
Irrigation	\$12,000
Scoreboard	\$17,000
Regrading of Field	\$12,000
Hydoseeding	\$2,000

Total Expenses	<hr/>	\$79,000.00
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**EAST CENTRAL COLLEGE
BOARD OF TRUSTEES MEETING
October 30, 2019**

**AGENDA ITEM 5: FREE DUAL CREDIT FOR HIGH SCHOOL STUDENTS
QUALIFIED FOR FREE/REDUCED LUNCH PROGRAM**

Vice President Heath Martin will provide information on an initiative undertaken by other Missouri community colleges to increase dual credit enrollment by providing free dual credit courses for students who qualify for the state's free/reduced lunch program.

10/30/2019

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East Central College

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October 24, 2019

TO: Board of Trustees

FROM: Jon Bauer, President

RE: Free Dual Credit for High School Students Qualified for Free/Reduced Lunch Program

Over the past few months, we have seen a trend developing regarding dual credit for needy high school students. A growing practice is for colleges to provide free dual credit for those students who qualify for the federal Free and Reduced Lunch Program.

At the retreat, Vice President Heath Martin and Director of Early College Megan Strubberg will present information about how this initiative could impact students in our area.

There are at least three considerations when thinking about this issue:

1. Are students being excluded from the opportunities afforded by dual credit instruction because of its associated cost? What is consistent with our strategic plan when it comes to serving these students?
2. Is it feasible for East Central College to follow this trend, particularly on the basis of cost?
3. What is our risk of losing dual credit enrollment if we do not offer a similar program and other providers do?

Missouri State University has announced plans to offer this program at selected areas around the state. St. Louis Community College and State Fair Community College have announced plans to begin doing the same, and several other community colleges are examining the feasibility of doing so. As we consider such a program, it is important for the board to (a) be informed about this trend in Missouri, and (b) provide strategic input as we formulate a recommendation.

No action is requested at the retreat, but the discussion will be invaluable as we consider our dual credit program.

**EAST CENTRAL COLLEGE
BOARD OF TRUSTEES MEETING
October 30, 2019**

**AGENDA ITEM 6: *CHRONICLE OF HIGHER EDUCATION* EMPLOYEE
SATISFACTION SURVEY**

Information will be shared regarding results of the 2019 employee satisfaction survey along with actions taken to address the challenges identified by the survey over the last two years.

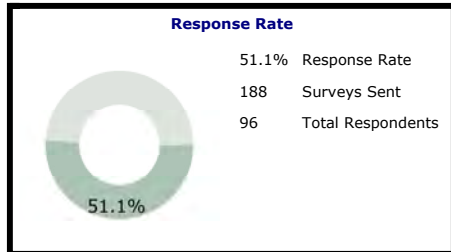
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East Central College

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East Central College
2019 Great Colleges to Work For Survey
Topline Survey Results - Extracted Data Set



	Poor 0% - 44%	Warrants Attention 45% - 54%	Fair to Mediocre 55% - 64%	Good 65% - 74%	Very Good to Excellent 75% - 100%
	2019	2018	2019 Honor Roll < 3,000	2019 Carnegie Assoc	
Job Satisfaction/Support	67%	58%	90%	79%	
Teaching Environment	44%	28%	84%	68%	
Professional Development	58%	48%	87%	76%	
Compensation, Benefits & Work/Life Balance	57%	53%	84%	71%	
Facilities	65%	64%	88%	77%	
Policies, Resources & Efficiency	42%	37%	81%	67%	
Shared Governance	55%	16%	84%	66%	
Pride	60%	50%	93%	82%	
Senior Leadership	36%	14%	84%	66%	
Faculty, Administration & Staff Relations	39%	15%	84%	66%	
Communication	46%	31%	79%	63%	
Collaboration	45%	39%	83%	69%	
Fairness	49%	36%	82%	66%	
Respect & Appreciation	47%	41%	85%	68%	
Survey Average	49%	36%	85%	70%	

*Results in the first two columns of the table reflect your institution's average percent positive for each survey dimension, that is, the percentage of your faculty and staff that responded "Strongly Agree" or "Agree" to the statements comprising each dimension.

**EAST CENTRAL COLLEGE
BOARD OF TRUSTEES MEETING
October 30, 2019**

**AGENDA ITEM 7: EXECUTIVE SESSION – REVISED STATUTES OF MISSOURI
2004, SECTION 610.021 (2) REAL ESTATE**

Recommendation: To **enter** into executive session per RSMo 2004, Section 610.021 (2)
Real Estate

10/30/2019

Section 7, Page 1

East Central College

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**EAST CENTRAL COLLEGE
BOARD OF TRUSTEES MEETING
October 30, 2019**

AGENDA ITEM 8: ADJOURNMENT

Recommendation: To **adjourn** the October 30, 2019 Board of Trustees retreat.

10/30/2019

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East Central College

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