Annual Reflection for Achieving the Dream – Macomb Community College
Due June 1, 2016

Current Student Success Vision

Macomb Community College, through its work on the Community College Research Center (CCRC) Intake Project, identified the need to strengthen its academic advising and counseling sessions with students based on student and faculty focus groups and interviews. Work with the University of Michigan expanded on the needs identified of undecided students, who require more guidance in determining what direction to go in their academic career (UM-CCC Project). The CCRC Intake Project also identified the need to provide more systematic information about the college's programs and an entire work team was devoted to updating the college catalog to provide clear course sequencing, career opportunities, and transfer information for all of the college's academic programs. Since 2012, Macomb has been moving toward clearer pathways for students through the revision of the college catalog.

Separate but parallel is the long-standing need to have better institutional data about what a student's academic goal truly is. After identifying a goal during initial intake to the college, Macomb students are not required to update their academic record until they apply for graduation – if the degree they are applying for is not the program of study on their academic record, it is updated to reflect the degree they are being awarded. This is problematic on a number of levels, from reporting to providing ample guidance to our students. Thus, executive leadership determined in March 2014 to focus on improving the institutional program data found on a students' record as well as the exploration of "meta-majors" for undecided students. A compounding factor was the apparent disconnect found in the college's CCSSE results between student and faculty perception as it relates to academic goal setting.

An initial meeting of the Program of Study Work Team was held in May 2014 with the group meeting regularly by September 2014. Coincidentally, the Michigan Center for Student Success announced at its Student Success Summit in September 2014 that it would be providing consulting services to colleges interested in establishing Guided Pathways for its students through clearly defined program plans for all academic programs. Macomb's participation in this Guided Pathways Initiative combines the work of the CCRC Intake Project, the UM-CCC Project and the internal Program of Study Work Team, as well as aligning with the internal program review instituted by Macomb's provost in 2012 and the overall assessment of degree requirements required by accreditation.

The goals of the Guided Pathways Initiative are as follows:

- Clearly specified further education and employment goals for every program
- A full-program curriculum map with a default semester-by-semester sequence (full and part time)of courses to complete the program
- Areas of interest or "meta-majors" to help entering students choose a program of study
- Identification of critical courses and other milestones students are expected to attain in order to increase the likelihood of completion
- Program learning outcomes aligned with the requirements for success in further education and employment, with necessary assessment strategies in place
- Policies for intentional advising at intake to assist students in selecting a program that is right for them

- Policies to provide timely feedback to students when they meet benchmarks or get "off track" in their selected program

Systemic change priorities that help institution achieve this vision

1. *Creation and implementation of user-friendly, interactive, online catalog*: As an extension of the catalog redesign aspect of the CCRC project, Macomb made a commitment to discontinue producing a traditional hard-copy/PDF catalog and move to a user-friendly, interactive, online catalog. This required the purchase of Acalog, which enabled us to provide clearer, consistent and timely program path information for students. Implementing an electronic catalog (Acalog) was a necessity in to order to implement features such as part-time and full-time sequences by program, etc. Adding these to a traditional print catalog would have been impossible due to the resulting length.

2. *Student verification of academic program*: An important part of helping students succeed at Macomb is making sure that they stay on their program path. If they deviate from that path, interventions made sooner rather than later will help to minimize time to completing a credential. To that end, we are instituting a program verification "check-in" for students prior to registration. We are currently working on adapting an IT solution developed by colleagues at St. Clair County Community College.

3. *Focused interdepartmental undecided student exploration*: As an extension of work with the University of Michigan, Macomb is working to further align undecided student exploration between counseling and career services. Information sessions are being created and provided for undecided students, to assist in their understanding of the ten "areas of interest" included in our guided pathways.

4. *Assessment and alignment of counseling and academic advising services*: In the future, Macomb plans to undertake a full assessment of counseling and academic advising services. The goals are to determine how best to assist the various categories of students (undecided, decided, transfer, academically underprepared, academic probation, etc.), as well as how best to work with those students who are not staying on their program path. This project, still in its infancy, will begin with strategic planning with faculty to create the best environment for this work in the future.

Key metrics used to measure progress on achieving the vision

1. Data from Institutional Research regarding "time to completion": Current data reveal a wide range of completion times, from less than seven days to more than 20 years. This is due to inaccurate program data on student records. As the program verification solution mentioned above is implemented, the more accurate program data is expected to be helpful in verifying that students are following the program declared on their records.

2. Data from students' assessment and evaluation of online catalog will be used to determine if the newly designed catalog is successful in providing the intended user-friendly, student-centered experience.

3. Data on the 17 strategic metrics included in the College's "dashboard" will be used to track progress relating to the College's goals of increasing the attainment of credentials, increasing transfers, stabilizing enrollment, increasing the pace of student progress, and increasing readiness.

Progress Update

Strategy and Planning

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

Progress

Macomb's planning philosophy is forward-looking and responsive to its changing environment. The *College Planning Process* document, approved by the Board of Trustees in March of 2016, is the result of more than a year of college and community-wide engagement and outlines the way in which the College fulfills its mission. It articulates shared institutional priorities, establishes the overall direction for the College and provides a framework for annual operational planning across the organization, including the allocation of resources. Information collected throughout the process provides a foundation to explore the institution's future direction and serves as the basis for identifying our institutional priorities, strategic goals and objectives.

From July of 2014 through December of 2015, the following activities were conducted:

- Board of Trustees supports planning process and provides input (July 2014)
- Review of Guiding Principles (September–December 2014)
- Environmental scanning to identify trends, events and changes that could potentially impact the College's operating environment (November 2014–January 2015)
- College community participates in environmental scanning workshop (February 2015)
- Report developed capturing workshop content (April 2015)
- Macomb Opinion Survey administered to approximately 400 community members, designed to understand their perceptions (February 2015)
- Planning Survey administered to Board of Trustee members, community leaders, administrators and staff to gather information to inform the planning process (October 2015)
- Student input gathered in numerous ways through surveys and focus groups associated with a variety of College initiatives to ensure our priorities adequately reflect the needs of Macomb students (September 2014–December 2015)

In March 2016, the Board also approved the College's Institutional Priorities which will guide our planning activities over the next several years. They are Student Success, Efficiency and Effectiveness, and Community Engagement.

Challenges

Effectively using the large amount of data that is currently collected to assess performance, inform continuous improvement initiatives and drive decisions is a challenge. Macomb is participating in the VFA which will be helpful for future comparisons of some higher level data, but lower level operational data is required to drive change. College leadership is currently developing a dashboard/scorecard that will lead to more effective use of data. The current thinking is to have an external dashboard that

addresses higher level performance such as completion and persistence, but we will need an internal dashboard to effectively share lower level data required to more closely monitor intervention results.

Another challenge is keeping a handle on all the moving parts that make up student success at Macomb. Creating the Student Success Council has gone a long way towards helping us do this more successfully. Nevertheless, since it is a new organization, we are still developing our necessary processes and procedures.

A final challenge has been attempting to bring interventions and strategies to scale, once they have been evaluated as having a positive impact on student success. The broadest reaching intervention at present is our CSSK 1200 College Success Skills course which is mandatory for all students entering Macomb with developmental placements in English, math, and reading. Implementing this mandate required the combined efforts of individuals from many departments across the college. We definitely learned lessons that will serve us well as we scale up other interventions and strategies.

Leadership and Vision

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

Progress

As mentioned elsewhere, from July of 2014 to December of 2015,individuals from across the College and community engaged in an intentional information gathering and planning process, which resulted in the *College Planning Process* document. The document was approved by the Board of Trustees in March of 2016. It articulates shared institutional priorities, establishes the overall direction for the College and provides a framework for annual operational planning across the organization, including the allocation of resources. At the same time, the Board also approved the College's *Institutional Priorities*, which are *Student Success*, Efficiency and Effectiveness, and Community Engagement. On the College website, there is a section about the meaning of and commitment to student success.

The focus of Faculty Development Day, held before the start of fall and winter semester, and Institutional Development Day, held each spring, is student success. These events are planned by cross-functional teams, so that various perspectives on and approaches to promoting student success are represented. Addresses by the President and the Provost at these gatherings focus on student success.

Intentional decisions by College leaders have ensured that "success" is front and center around the College. Rather than a traditional Dean of Students, Macomb has a Dean of Student Success. The Student Options for Success (SOS) program connects students with a variety of community and public benefit organizations to help them with living expenses while pursuing higher education. Students' academic success is a priority, but many still struggle with basic expenses such as food, rent, utilities, childcare, and healthcare while in school. The SOS program helps students find resources to support their attainment of educational success by providing tools for ongoing financial stability and long-term self-sufficiency. Student Success Seminars at Macomb offer students an opportunity to learn strategies that will enhance their ability to succeed in college. A regular program of free seminars is offered each semester. These initiatives keep our commitment to student success front and center in students' minds.

Challenges
The breadth and scope of programming and initiatives makes it difficult to ensure staff are aware of all that is happening at Macomb around student success. Communication is a challenge for most organizations and Macomb is no different. The Student Success Council has attempted to mitigate this by creating a Communications Work Team focused on ensuring faculty and staff are aware of the variety of initiatives taking place on campus. Attempting to avoid duplication of efforts or gaining efficiencies of scale rather than disparate initiatives or programming around the college's campuses can be a difficult task. For example, Service Learning in the Learning Unit is sometimes tangential to the community service efforts in Student Life & Leadership, and book and movie discussions sponsored by Student Life & Leadership might be similar to Library events.

Equity

The commitment, capabilities, and experiences of an institution to equitably serve low-income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.

Progress
To ensure it can meet the educational needs of its diversifying student body, Macomb Community College contracted with Dr. Paul Hernandez to assess students' perspectives on diversity. During the fall 2015 semester, Dr. Hernandez conducted 11 focus groups and 14 interviews. The goal was to gather information on whether or not students felt "comfortable" while attending Macomb Community College, with "comfortable" defined as feeling safe and welcome on campus.

Each focus group represented a category chosen based on Macomb's retention data, including white/non-Hispanic, African American/non-Hispanic, and Hispanic/Latino. To reflect the growing immigrant population in Macomb County, an additional category was drawn from the English for Academic Purposes (EAPP) classes and the non-credit ESL courses.

Each focus group session lasted 1.5 hours. Groups included five to 13 students, with a total of 106 students participating. Students were compensated $50 for participating. Interested students were compensated an additional $25 for participating in an hour-long, follow-up, one-on-one interview.
All focus groups and interviews were audio recorded and subsequently transcribed for analysis.
Six major themes emerged: effective and ineffective professors, effective and ineffective counselors, seeing diversity, and experiencing discrimination.

The data showed that students want to feel connected and a sense of belonging at Macomb. This is the key to their not only feeling comfortable, but also finding success at the college. The study revealed that there are clearly professors and counselors who understand and value making a connection with students and strive to make their teaching and advising relevant to students' lives and worldviews. In so doing, they increase student comfort, motivation and success. The data also demonstrated that simply increasing the number of racially and ethnically diverse students is not sufficient to impact student comfort positively. Students need to experience meaningful interaction, connection and relevancy to feel comfortable at Macomb.

Challenges
This diversity study makes it clear that, in order to impact student comfort and success, teaching practices, counseling approaches, and college policies must be rooted in an attempt to create connection and relevancy with students on a personal level (including an understanding and acceptance

of their cultural specificity) as well as to create meaningful interaction among diverse students. It is more of a challenge to bring about the former than the latter. One would hope that any member of a community college faculty, staff, or administration would be intrinsically motivated to accept each student as an individual, attempt to understand her/his entire context, including culture, and strive to connect in a relevant way with each one. Nevertheless, student comments in focus groups and interviews revealed that this is not always the case. It will be important for the College to emphasize this value and expectation going forward.

It will be easier to effect the more concrete change of providing opportunities for meaningful interaction among diverse students. Perhaps Student Life & Leadership could schedule discussions around topics of interest to students of varying backgrounds, such as balancing independence with commitment to family. It is also important to communicate more effectively with students to build awareness of ongoing activities on campus that promote diversity. In the focus groups, many students expressed an interest in "getting involved" and were surprised to learn of the variety of campus activities.

Data and Technology

The institution's capabilities to collect, access, analyze, and use data to inform decisions, and to utilize and leverage technology to support student success.

Progress

In recent years, the college *has enlarged the Institutional Research (IR) office by two full-time professionals* to better enable the office to keep up with the increasing demand for useful information about its students and their success. Particularly for a two-year college, the current IR staff members have relatively high capabilities, with strong education research and social science skills, enabling useful analyses of a large pool of student data.

The College has *invested in new data analysis and presentation tools*, namely data mining software and data visualization tools. These tools are highly useful in a large college, with a data-rich environment in which to analyze student progress and outcomes.

Faculty and administrators have high demand for student-related data to support decision-making regarding both academic programs and student services. There is a greater understanding across the institution that the collection, analysis and use of student data can improve college programs and services, thereby improving the college's effectiveness.

The College *maintains over 2,800 computers for student use* and has approximately *400 mediated classrooms*. The Communications and Information Technology (CIT) department operates a *service desk* to support students, staff and faculty with college-issued technology, including computer systems and mediated stations that contribute to the educational environment.

The *Center for Teaching and Learning (CTL)* provides support to faculty and students who are participating in web-enhanced, hybrid and online courses. The CTL supports Macomb's Learning Management System (LMS), Canvas. The CTL provides comprehensive support to faculty with building online courses/sections and utilizing the system. The CTL has also designed an Introduction to Online Learning module that students must take prior to enrolling for an online course that helps ensure that they are positioned for success. In the Fall 2015 semester we had 18,436 web-enhanced, 560 hybrid, and 7,780 online students (duplicated headcount). The CTL is working towards providing a one-stop shop within Canvas for questions and resources to further support faculty and students who use the

system. We have also begun to implement Quality Matters (QM) to provide a peer-to-peer model for quality course development and training for new online faculty.

Through Macomb's comprehensive *libraries,* more than 45,000 titles from online research databases that provide access to full-text magazine, journal, newspaper and reference articles are readily available. The library also offers virtual "Ask a Librarian" services through which students can receive reference assistance through email or chat.

The College is using technology to *reach out to students* in meaningful ways. For example, a brief email communication was sent just before the last week of winter semester classes to over 18,400 students currently enrolled or previously enrolled in the past four semesters encouraging them to prepare for fall 2016 classes. In addition to information about fall registration, the email included a link to a two-minute video created by admissions, graphics, and marketing: Count on Us to Support You. This email will be followed up with postcards sent in the first two weeks of June with the same theme of the video encouraging students to visit with a counselor or academic advisor to review their program plan in order to achieve their academic goal(s) and maximize their financial aid, make use of the college's Learning Center for tutoring resources, and to visit Career Services to explore career options. While new applicants are always important, it is vital to reach out to current students who make up the vast majority of our enrollment, typically around 75% of students each fall semester.

Challenges

The State of Michigan's *decentralized higher education system* renders data sharing across institutional levels difficult. There is currently no standardized source of data regarding student performance, although the State is making progress working in that direction. Community colleges cannot receive data from high schools about incoming students' coursework completed and preparedness for college-level curriculum unless the student prompts the sending of a transcript. Universities cannot receive data from community colleges about transfer students' readiness for various courses and programs without a student formally sending a transcript. And no institution can receive workforce data (employment and wages) from the State about their former students and graduates unless that information comes directly from the former student/graduate. This greatly hampers the institution's ability to understand and learn from their students' and graduates' transfer success and workforce outcomes. It also impedes our ability to evaluate and improve our programs based on student success.

Each year we experience *growth in the demand for data from governing bodies and other external organizations* seeking student performance information. In most cases, each organization has unique data requests that place additional demands on college analysts' time – time that is then taken away from useful, targeted research. Most of the work performed in the IR office is done to satisfy mandatory governmental reporting and accreditation support, leaving little time for true research or communication about research findings to the college community. Achieving the Dream's recent decision to utilize National Clearinghouse data helps reduce the proliferation of data reporting.

The technology *service desk is open* and available to provide assistance and troubleshooting support Monday through Thursday from 7:30 AM - 10:00 PM, Fridays from 7:30 AM - 5:30 PM and Saturdays from 8:00 AM – 12:00 PM. This schedule ensures that support is available to faculty and students during class times. Nevertheless, as online course offerings continue to grow, it will be important to provide support later at night and on weekends, as distance learning students do their work at all times of the day and on all days of the week.

Engagement and Communication

The process of enabling key external stakeholders, such as K-12, universities, employers and community-based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

Progress

Early College of Macomb (ECM) is a public, tuition-free, three-year early college program serving students throughout Macomb County. It represents an extraordinary partnership among the participating Macomb County school districts, the Macomb Intermediate School District (MISD) and Macomb Community College (MCC). ECM students attend high school classes in their home schools, as well as college classes on MCC's campus, and engage in an exciting college preparatory, career-focused curriculum taught by both high school and college instructors. Since the program was established in 2010, the number of participants has grown from 49 to over 200 entering each year. Many complete the program with an associate's degree, while others choose to transfer credits earned in the first two years to a four-year institution right after high school graduation. In the fall of 2015, there were over 600 ECM students in the program.

In 2015, the Kresge Foundation granted funding to Macomb for a project on transfer student success. The College will work with the Community College Research Center (CCRC) and 14 key four-year transfer institutions within the state of Michigan to obtain data on Macomb transfer students from key transfer destinations and conduct analyses on transfer students' characteristics, enrollment patterns, and outcomes. They will review the results, discuss potential collaborative approaches to enhance transfer student success, and begin a planning process to implement those approaches. Finally, Macomb will produce and disseminate a final report to assist similar colleges in working through this process at their own institutions.

At Macomb's University Center (UC), one of the first community college-driven initiatives in the nation to provide access to bachelor's degree completion and master's degree programs, twelve "partner" institutions offer students an opportunity to complete a bachelor's degree or master's degree in over 75 programs. Annually, more than 4,500 students are enrolled at the UC, pursuing bachelor, master's and doctoral degrees in fields from business, computer science, and elementary education to engineering, health services, and counseling. Currently, 200 students in Michigan State University's College of Osteopathic Medicine take classes at the UC, which is the nation's only medical school on a community college campus.

In September 2014, Macomb's Innovation Fund was established with a $1 million commitment by JPMorgan Chase, matched by $1 million from Macomb Community College's Strategic Fund. It is designed to stimulate economic development and job growth, providing valuable capital to entrepreneurs at a pivotal time in business development between "family and friends" funding and the ability to attract mainstream financial investor funding. To date $800,000 has been awarded to 13 companies. The Innovation Fund is part of Macomb's *Center for Innovation and Entrepreneurship* (CIE), a one-stop resource for both students and community members for entrepreneurship education and training, mentorship for startups and existing small business, and access to capital. More than $9,000 was awarded April 24, 2015 at the finals of CIE's first-ever student pitch competition.

Internally, Macomb's Student Success Council engages administrators, faculty, staff, and students from across the institution in work teams dedicated to a number of student success initiatives. Projects completed and launched during the past year include an online "Macomb A to Z" resource directory

for students, employees, and the community and the use of a non-cognitive assessment to guide placement in English and math courses for students on the "readiness bubble."

Challenges
Engagement by definition is individuals working together. Bringing people together in time and space becomes more challenging as more groups are added to the mix. It takes creativity and open-mindedness to surmount the challenges. For example, when the College was first organizing the Student Success Council, we decided to meet twice per semester, on Friday morning when the fewest classes are held, and on particular Fridays that were not already reserved for meetings of other campus organizations and committees. The application distributed to all members of the College community included information about meeting dates and times, and asked applicants about their availability. Another approach is reflected in the transfer study. As each report in the project is released, webinars will be held to enable participating institutions to have as many individuals as they would like hear the results.

Additionally, successful engagement depends on strong relationships. Macomb Community College is fortunate to have dedicated partners among K-12 institutions, four-year colleges and universities, employers, and community-based organizations. Without their engagement with the College, initiatives such as the ones described above would not be possible.

Teaching and Learning
The variety of educational programs, learning experiences, instructional approaches, and academic and non-academic supports strategies designed to facilitate student learning and success.

Progress
New students are welcomed to Macomb and introduced to the college through a streamlined Easy Start 1-2-3 process. After completing the new student orientation, they meet with an Academic Advisor to review the Easy Start process and discuss the importance of the placement test. The placement test is used to identify courses for which students are adequately prepared, from developmental to college level. After taking the placement test, new students return to Counseling & Academic Advising to discuss their educational goals and go over their placement test results. Course recommendations are made at this meeting. If a student places into developmental English, mathematics and reading, that student must take a College Success course, CSSK-1200, during their first term.

The 2015-2016 academic year involved *work by a cross-functional team of faculty and administrators to review alternative placement test options*, as the COMPASS test will be discontinued effective November 30, 2016. They elected to use ACCUPLACER for course placement beginning in winter of 2017. Evaluation plans are in place to ensure that ACCUPLACER and selected cut scores are effective in placing students in courses for which they are prepared.

Once placed into courses and enrolled at the College, Macomb provides learning support services to promote their success. In addition to faculty office hours, Macomb offers Student Success Seminars on topics such time-management, note-taking and study-skills and tutoring services in general education and career disciplines. *A welcome addition has been The Reading and Writing Studios*, which opened their doors to students in July 2015. With locations at both South and Center Campuses, "The Studios" offer appointments on-campus and online for one-on-one and group sessions, as well as workshops and class visits upon request. Between July 1, 2015 and May 13, 2016, 4798 sessions were held with 1307 different students.

Challenges
In addition to securing financial resources, those backing the development of any new program such as the Reading and Writing Studios at a complex institution like Macomb have many variables to consider. With the goal of helping as many students as possible to be successful, there are questions regarding *when* to offer services. Fortunately, data regarding the use of tutoring services over the past few years could provide some guidance and insights. *Location* is always a concern on campuses that do not have many open spaces; locations were created inside both libraries. Finally, *getting the word out* to students is always a challenge. Faculty have been asked to encourage their students to use the Studios. Some faculty invite Studio staff to their classes to explain the services. The Studios have an informative web page that presents instructional videos on scheduling appointments and attending online appointments, as well as the schedule and contact information.

Policies and Practices
The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

Progress
Macomb has *a practice of making decisions informed by data*. For example, the Achieving the Dream Core Team chose to develop a new college success skills course, based on research that indicates that students who take such a course persist at higher rates than those who do not. CSSK 1200 College Success Skills was approved by the College's Curriculum Committee in 2010-2011. Data regarding the relationship between success in this course and persistence were collected and analyzed. We observed that students who took the course did persist at a greater rate from fall to winter. In addition, there appeared to be an interaction between number of developmental placements and impact on persistence, with the greatest impact observed for students with three developmental placements. In particular, 67% of these students who took CSSK 1200 persisted, while only 54% of those who did not take the course persisted. Based on these data, the provost was certain that students who place into three developmental courses should be required to enroll in CSSK 1200 during their first semester at Macomb. A new policy was born: Students who place into developmental math, English, and reading are required to take CSSK 1200 in their first semester at Macomb.

To implement the new policy, the College followed its *practice of developing and deploying cross-functional work teams to address complex issues*. The provost appointed the work team members, knowing that policy implementation would require quite a few adjustments to current policies and procedures. Members of many departments on both the student services side and the academic side worked together for several months to bring about the successful implementation of the new CSSK policy. It was noted that these few sentences of new policy added to the College Catalog required hours of coordination and attention to detail, including creating and scheduling new sections of the course, securing individuals to teach them, and developing and delivering instructor training. Issues addressed by the CSSK implementation team include:

- Writing of the Policy Statement
- Decision on faculty qualifications to teach course
    - Master's Degree
    - 12 hours of training/in-service on how to teach the course
- Letter of Agreement with the Macomb Community College Faculty Organization that allows all full-time faculty to teach this course following completion of the training/in-service
- Email solicitation sent out to all full-time faculty and staff

- Information Session for full-time faculty interested in teaching CSSK 1200
- Faculty Training Program developed
- Request to IT department for computer programming to identify students affected by the new policy
- Additional CSSK sections scheduled for Fall 2013 with plans for daily monitoring during registration to ensure an available set for all students who were required to take the course

This cross-functional team was vital to the successful implementation of the new CSSK policy. Working together, they were able to identify every part of the College that would be affected by the policy, anticipate necessary changes in procedures, and suggest resolutions before problems arose.

And finally, the continuation of the CSSK policy will be based on data-driven decisions. Although our pre-mandate data suggested a positive impact on persistence from term to term, continued application of the policy must be supported by regular evaluation.

Challenges

Our practice of making decisions informed by data faces the challenge of resources. Collecting, analyzing, and interpreting the data requires personnel with the expertise and time to devote to the projects, as well as appropriate software tools.

Our practice of depending on cross-functional teams to work on complex issues such as the implementation of the new college success course policy is challenged by the need for coordination. It may be relatively easy to schedule a meeting of members of one department, but finding a time in which individuals from different campuses, departments, and areas can meet together is a significant challenge. While coordinating meetings with stakeholders from around the college is challenging, it is important to do so in order to arrive at better collaborative decisions and gain broader acceptance by the college community. It is vital to identify the right coordinator to move the work forward.

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