



# College 2018 Annual Reporting and Reflection

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## ICAT Utilization

The ICAT is designed to help colleges determine their level of capacity in seven key dimensions: Leadership & Vision; Data & Technology; Equity; Teaching & Learning; Engagement & Communication; Strategy & Planning; and, Policies & Practices. These are the essential capacities that enable colleges to create a student-focused culture that promotes student success.

Macomb Community College was pleased to participate in the ICAT in spring 2017 at the cusp of a presidential transition, from Dr. James Jacobs to Dr. James Sawyer. Macomb participated in the ICAT to assess faculty and staff views on the College's strengths and areas requiring improvement. The results of this assessment were, and continue to be, used as a foundation to develop strategic and continuous improvement plans.

After participating in the ICAT, the College shared the results with faculty and staff and hosted World Café conversations, facilitated by our Achieving the Dream coaches, and attended by 44 faculty, staff and administrators, to delve deeper into the findings. The results of the ICAT and the World Café conversations have been used to prioritize areas requiring attention and to develop strategies to drive improvement.

For example, through the ICAT and subsequent World Café conversations, the College discovered that there was room for improvement in the policies and practices used to support student progression and momentum towards completion, specifically around the issue of retention strategies. This led to a conversation about the College's Academic Alert system which was identified as a tool that supports retention. The Academic Alert system is available to faculty, allowing them to send a variety of letters to students to draw attention to an area of concern and/or give praise for growth and performance. During the World Café conversation, questions about faculty awareness and usage of this tool were raised. This ultimately led the college to evaluate the current use of the Academic Alert system.

The College conducted an online survey of all active Fall 2017 adjunct and full-time faculty members. Of the 923 faculty members, 414 responded (45%). The results of the survey showed that the majority of faculty who were aware of the system used it, and almost all faculty members who used the Alert System perceived the



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sample letters to be at least moderately useful. The college also learned that there was a large group of faculty, predominantly adjunct faculty, who were unaware of the system. As a result, the College began to actively promote the Academic Alert system through an information campaign using email, orientation, and development days, to inform faculty of the tool.

The College had also been looking at ways to further enhance the effectiveness of the Academic Alert system in retaining students by personally reaching out to recipients of the letters. After three semesters of random outreach showed a favorable outcome to those receiving such outreach vs. those who did not (Winter 2016, Fall 2016, Winter 2017), beginning with Fall 2017, all first time students receiving an Academic Alert letter received a phone call to provide information on resources to support students while there is time to course correct during the semester. The calls have shown a positive impact on persistence, successful completion of courses, and increased GPA for students.

### Student Success Vision

Macomb's student success mission is to assist students in achieving their educational goal, whatever that may be.

Our vision is to provide students with a rewarding experience characterized by:

- Valuable educational opportunities and resources that help students build the skills necessary to advance to the next level of education or employment.
  - Achieved through the full implementation of Guided Pathways, Macomb has established clear pathways and course sequencing for both part-time and full-time students as well as areas of interest established for undecided students. The next phase involves the identification of clear intervention touchpoints during the course of the semester to ensure students are on track to complete successfully. This includes:
    - identifying course sequencing for undecided students, transfer pathways, and building greater awareness of support services available to students for assistance throughout their decision-making process;
    - Identifying a technology tool to assist in this endeavor and developing a long-term plan to integrate student interventions throughout their journey at Macomb through collaboration between all areas, departments, and divisions at the institution.
- A supportive community of faculty, staff, and administrators who understand students' diverse needs and are willing to go above and beyond the call of duty to help them succeed.
  - Ongoing professional development building on the concept of "real talk" developed by Dr. Paul Hernandez<sup>1</sup> in our pedagogical approaches, using "universal themes" to connect with students at the person level in both student services transactions and classroom interactions.

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<sup>1</sup> Based on the book by sociologist Dr. Paul Hernandez, *The Pedagogy of Real Talk: Engaging, Teaching, and Connecting With Students at Risk*, encourages the use of universal themes to connect with students, meaning everyone, regardless of background, race, ethnicity, have experienced anger, happiness, sadness, anxiety, etc. and through the technique of "real talk" provides the opportunity for educators and support staff to share their experience in feeling those universal themes to create a sense of empathy and understanding when working with students.



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- A broad selection of high-quality, affordable course offerings that enable students to achieve their full potential.
  - Ongoing assessment and evaluation of degrees, programs and courses through an established review process

## Student Success Goals for the 2018-2019 Academic Year:

1.0 Student Progress Indicators (2 year outcomes)							
Indicator of Success	Prior Year 2015-16	Current Year 2016-17	Benchmark	Trend	Benchmark Comparison*	Performance Target**	Target Comparison
1.1 Percent of students who were retained from fall term (term one) to their next academic term or completed a formal award	76.3%	70.9%	70.4%	↓	↑	76.6%	↓
1.2 Percent of entering cohort who persist to following fall	49.8%	54.1%	NA	↑	NA	50.1%	↑
1.3 Percent of semester credit hours attempted in the first fall term by the cohort that were successfully completed	68.2%	60.7%	70.3%	↓	↓	68.5%	↓
1.4 Percent of semester credit hours attempted during the first two academic years by the cohort that were successfully	71.3%	66.2%	72.7%	↓	↓	71.6%	↓
1.5 Percent of students who successfully reached semester credit hour thresholds by the end of the second academic year	38.8%	38.6%	32.5%	→	↑	39.1%	↓

2.0 Student Completion Indicators (6 year outcomes)							
Indicator of Success	Prior Year 2015-16	Current Year 2016-17	Benchmark	Trend	Benchmark Comparison*	Performance Target**	Target Comparison
2.1 Percent completing an Associate Degree	18.1%	17.4%	15.0%	↓	↑	18.4%	↓
2.2 Percent completing a certificate	0.9%	0.7%	3.9%	→	↓	1.2%	↓

3.0 Student Transfer Progress Indicators (6 year outcomes)							
Indicator of Success	Prior Year 2015-16	Current Year 2016-17	Benchmark	Trend	Benchmark Comparison*	Performance Target**	Target Comparison
3.1 Percent completing an Associate Degree (then transfer)	7.6%	7.9%	8.0%	↑	↓	7.9%	→
3.2 Percent completing a certificate (then transfer)	0.2%	0.1%	1.1%	→	↓	0.5%	↓
3.3 Percent completing no awards (then transfer)	30.7%	31.2%	31.1%	↑	→	31.0%	→

## Systemic Change Priorities that will Help Macomb Achieve its Student Success Goals:

### Guided Pathways 2.0

Macomb began implementing the principles of Guided Pathways long before joining the statewide initiative in 2014. Working with the Community College Research Center (CCRC) since 2010, Macomb has accomplished quite a bit, but the work continues in earnest. Academically, the college is working to:

- Conduct a review to ensure program goals align with pathways
- Clarify alignment between goals and course requirements (curriculum mapping)
- Identify clear paths for students
- Identify touch points to initiate interventions as appropriate



From a student services perspective, Macomb recognizes that students have different needs and is working to:

- Use technology to automate and assist
- Improve use of data to support and assess the work
- Identify when a student is in danger of falling off path

**General Education Task Force:**

A taskforce has been convened, chaired by Provost William Tammone, to review the college’s Common Degree Outcomes (CDOs). Macomb’s CDOs define the knowledge, skills, and attitudes the College expects of all graduates. Macomb’s Common Degree Outcomes were established in the 1990s and last revised in 2005. This task force, comprised mainly of faculty, including Curriculum Committee members and members of the CDO Assessment Team, among other faculty.

**Placement and Developmental Education Task Force:**

After their site visit, Macomb’s Achieving the Dream coaches noted a number of things related to Macomb’s current placement processes. Specifically, the need to perform an analysis to ensure the appropriate cut scores was evident. It was also suggested that Macomb simultaneously consider other types of developmental course options such as co-requisite models, contextualized courses and the use of boot camps. To address these opportunities, a Placement and Developmental Task Force is being formed and charged with the following:

- Establishing a Research Agenda
  - What evidence does the College need to collect to make decisions?
- Evaluating placement test options
  - ACCUPLACER, ALEKS, etc.
- Evaluating placement criteria
  - Multiple measures (high school courses, GPA, etc.)
- Considering placement criteria for other courses in addition to Math and English
  - All general education courses?
  - Certain CTE courses?
- Considering new approaches to remediation
  - Required Co-requisite, Supplemental Instruction, or Reading and Writing Studio?

**Progress Towards Improving Outcomes Through These Priorities:**

**Guided Pathways 2.0 Progress:**

Macomb committed to participating as a “Mentor Circle” college as part of the Michigan Guided Pathways Initiative. Mentor circle colleges focus on implementing Guided Pathways and Advising Redesign practices at scale in a cohort based institute model with support from Achieving the Dream and other national providers as well as on-demand support from MCSS. Macomb’s Guided Pathways Team attended two Guided Pathways Institutes, in November 2017 and April, 2018 and has begun to work in earnest to identify key touchpoints



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during the course of the semester to keep students on track during the semester as well. The group is also considering a variety of technology tools available to assist in this effort in an efficient and effective way. The college's IT Governance Council will be considering next steps as it relates to technology review processes.

### **General Education Task Force Progress:**

Members of the General Education Task Force participated in professional development to prepare for their review during Winter 2018. This included attending the American Association of College and University General Education Workshop and the Higher Learning Commission's Assessing General Education Workshop. The following goals and timelines summarize the planned work of the task force:

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|--|-------------|
| • Develop and Adopt a Purpose/Mission/Philosophy Statement           | August 2018 |
| • Develop Goals/Intended Learning Outcomes                           | August 2019 |
| • Identify "Program" Content (General Education course requirements) | August 2020 |

### **Placement and Developmental Education Task Force Progress:**

Macomb uses ACCUPLACER and will be transitioning to using ACCUPLACER Next Generation in for students beginning at Macomb in Winter 2019. New cuts scores were established for reading and mathematics courses and an evaluation plan is in place, in conjunction with the Placement and Developmental Education Task Force, to review the precision of the agreed upon cut scores in optimizing student course placement.

### **Challenges in Obtaining Goals:**

- Faculty Engagement - The transformational work that is Guided Pathways requires engagement of key stakeholders across the institution, particularly with the faculty who interact with students daily. Finding the time to engage in the work while operating a comprehensive community college is a challenging balance to find.
- Aligning goals to HLC criteria
- Reallocating resources and identifying targeted interventions that are personalized and to scale is a challenge with the competing priorities of limited revenue, aging infrastructure, and external pressures out of the college's control (e.g. limitation in property tax revenue, state appropriations, and increases in healthcare and retirement obligations)
- Change the delivery of developmental education to support student development

### **ATD Assistance In the Coming Year:**

Achieving the Dream has been a rich resource for the College as we work towards continuously improving the student experience and success. In the coming year, Achieving the Dream can support the College by supporting networking and offering professional development opportunities. The Peer Network has been an invaluable resource, as has Achieving the Dream assistance with making connections with other Colleges who are doing similar work. The national conference is also an asset where new ideas are shared and an amazing synergy is generated.