Collaborative Decision Making and Shared Responsibility

Messy, Time Consuming, yet Impactful

Dr. Timothy Dorsey, Dean, Student Affairs
Heidi Nicholas, College-Wide Director, Enrollment Management
Cuyahoga Community College (Tri-C)
Cuyahoga Community College (Tri-C)

• Serve 55,000+ students annually
• 500,000+ residents attend Tri-C programs
• Nationally ranked in degrees awarded in nursing and health careers
• 85% of graduates continue to live/work in Northeast Ohio
• Lowest tuition in Ohio
What makes cross-functional teams *messy*?

- Lack of Accountability
- Differences in “agenda”
- Not utilizing strengths of individuals
- Lack of goal
- Silos
- Leadership that is not collaborative
According to cited in the Harvard Business Review, 75% of cross-functional teams are dysfunctional.

WHY????

1. Lack of communication
2. Lack of alignment
3. Lack of trust
4. Cannot measure impact
How did we make it work?

Historical Context 2012-2016

• New College President
• Creation of President’s Council
• Campus Student Success Teams, with Student Success Specialists
• Culture shifts from evidence to inquiry
• Conversation shifts to “completion”
Historical Context 2012-2016

- College president issues challenge to increase graduation rate by 3%.
- Three month timeframe to track, monitor, and manage students to reach the goal.
Historical Context 2012-2016

• Quickly developed:
  • Centralized, Case Management approach led by Enrollment Management and Evidence/Inquiry
  • IPEDs points of contact
  • Identified students with high potential to earn a degree or certificate by end of summer semester.
Goal achievement leads to systematic collaborative approach to student success.
What we learned?

- Need a collaborative/team approach
- Need for a person to centralize data input and output
- Need for shared commitment
- Need for a purposeful, deliberate plan with timeline
- Need for leadership to be committed to this approach
What makes cross-functional teams successful?

- Leveraging of existing employees
- Untapped resources
- Connection to students
- Less duplication of work
- Strategic approach
- Identifying roles
The Team

What is the most important factor of successful cross functional team?

Identifying the roles of each team member.
Team Roles

Role of the “Preparer”

• Collects data
• Feeds the information to the team
Team Roles

Role of the “Tracker”

- Monitors progress
- Updates information
- Shares information (Excel/Cloud Software)
Team Roles

Role of the “Enforcer”

- **Make** everyone feel accountable
- Keeps everyone on task and sets deadlines
- Meetings are not informational, but task oriented

MARCHING ORDERS!!!!
Team Roles

Role of the “Worker Bees”

- All other team members
- Assign task
- Utilizing strengths of individuals
- Need to hold this group accountable
- Set deadlines
### IPEDS Student DegreeWorks Audit

**Student Name:** Sariya Khanfar  
**Degree/Certificate:** AAB Vis Comm/Graphic Design  
**Catalog Year:** 2015  
**Anticipated Graduation Date:** Certificate?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course/Credit Hours Needed</th>
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</thead>
<tbody>
<tr>
<td>60 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>20 Credit in Residence (Tri-C)</td>
<td></td>
</tr>
<tr>
<td>12 Advanced Level Credits</td>
<td>Needs 2</td>
</tr>
<tr>
<td>Minimum 2.0 GPA</td>
<td>2</td>
</tr>
<tr>
<td>Communication-General Ed.</td>
<td>Needs 3 or Language</td>
</tr>
<tr>
<td>Mathematics-General Ed.</td>
<td></td>
</tr>
<tr>
<td>Natural &amp; Physical Science</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Behavioral Science</td>
<td>In process</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>In process</td>
</tr>
<tr>
<td>Major Coursework</td>
<td>VCD 2701, 2991, VCOG 2331, 2631, + 6 add'l or</td>
</tr>
</tbody>
</table>

**Date of Audit:**

**Auditor:**
Completion Manager

- Aligned efforts
- Led cross-functional teams
- Created working tools
- Created a meeting culture of accountability
Grad Rates for EZeszotek

IPEDS Graduation Rate, by Race/Ethnicity

<table>
<thead>
<tr>
<th>Number of Terms Enrolled</th>
<th>BlackStudents</th>
<th>WhiteStudents</th>
<th>HispanicStudents</th>
<th>AllStudents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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<table>
<thead>
<tr>
<th>Cohort Grouping</th>
<th># In Cohort</th>
<th># of Graduates</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>702</td>
<td>72</td>
<td>10.3</td>
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<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th># In Cohort</th>
<th># of Graduates</th>
<th>Graduation Rate</th>
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</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Island/Indian Subn</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black (Non-Hispanic)</td>
<td>49</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Caucasian (White Non-Hispanic)</td>
<td>492</td>
<td>57</td>
<td>11.6</td>
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<tr>
<td>Hispanic</td>
<td>82</td>
<td>4</td>
<td>4.9</td>
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<tr>
<td>More than one Race</td>
<td>23</td>
<td>3</td>
<td>13</td>
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<tr>
<td>No Response</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Specified</td>
<td>7</td>
<td>2</td>
<td>28.6</td>
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<tr>
<td>Other</td>
<td>20</td>
<td>5</td>
<td>17.9</td>
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<thead>
<tr>
<th>Pell Eligible</th>
<th># In Cohort</th>
<th># Graduating</th>
<th>Graduation Rate</th>
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<tbody>
<tr>
<td>Not Pell Eligible</td>
<td>323</td>
<td>46</td>
<td>14.2</td>
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<tr>
<td>Pell Eligible</td>
<td>379</td>
<td>26</td>
<td>6.9</td>
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Learn from us.....

• If case managing, it takes time to prepare for each meeting.
• In person meetings work best for accountability purposes
• Narrow scope of the work made it simple
• Having a goal and end was beneficial
• Celebrate successes!
Messy, but Impactful!!!!

IPEDS GRADUATION RATE BY COHORT

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
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<tbody>
<tr>
<td>2016</td>
<td>18.80%</td>
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<tr>
<td>2015</td>
<td>18.96%</td>
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<tr>
<td>2014</td>
<td>15.20%</td>
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<tr>
<td>2013</td>
<td>12.80%</td>
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<tr>
<td>2012</td>
<td>9.30%</td>
</tr>
<tr>
<td>2011</td>
<td>5.20%</td>
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<tr>
<td>2010</td>
<td>4.50%</td>
</tr>
<tr>
<td>2009</td>
<td>3.60%</td>
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Current Applications of Cross-Functional Teams at Tri-C

- Recruitment Tactical
- Campus Retention Teams
- Case Management
  - Black American Council/Hispanic Council
  - Cleveland Metropolitan School District students
  - Developmental math students
Questions?

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