

Next Practices Episode 13: Improving Community College Enrollment & Completion with Dr. Marisa Vernon White

Katy Oliveira-Lambert ([00:07](#)):

Welcome to Next Practices Data-Informed Strategies to Shape the Future of Higher Ed. In each episode, you'll hear from transformational higher ed leaders on how they're tackling today's most pressing challenges to make a difference for their students and institutions. I'm your host, Katy Oliveira.

Marisa Vernon White ([00:28](#)):

New things are popping up and you're looking at more real time data or predictive data, and that begs a lot of bigger research questions, which essentially has turned a very talented team into, you know, action researchers and asking questions and trying to figure out where all of the puzzle pieces fit together and what they can do about it. So I would say that's probably one of the biggest differences. And then in turn, you know, it does show up in our student success data. We have been able to significantly decrease the number of credit hours that students are graduating with because our students are being more efficient, people are paying attention. So over the last, you know, decade or so, we've really been able to keep students on track and kind of find some of those places where we could continue to make it a better student experience and also a more efficient one too.

Katy Oliveira-Lambert ([01:19](#)):

Welcome to Next Practices. Today on the show, I'm talking with Dr. Marisa Vernon White, Vice President of Enrollment Management and Student Services at Lorain County Community College. We discuss Lorain County Community College's youth of data-informed collaboration and case management to better understand the needs of their students and also to understand the needs of their broader community. We've also talked about how they've established data-informed practice, not only across their leadership teams, but at all levels of the institution, including departments and even individual advisors. And we talk about the idea that you need one platform that does everything is a myth, but what's important is to strategically connect all of your systems, like your student success analytics, case management systems, and student-centered scheduling to reduce administrative tasks and make more room for student success. And we discuss how using student success analytics has allowed them to deliver proactive and personalized support at scale that is dramatically shaping and changing student outcomes.

([02:26](#)):

But before we dive into our conversation, take a minute to subscribe to the show to stay up to date on the latest creative and data-informed approaches to student success. Marisa, welcome to Next Practices. Thank you for taking time out of your busy schedule to share your experiences and your wisdom with us today.

Marisa Vernon White ([02:49](#)):

Thank you, Katy. I'm happy to be here.

Katy Oliveira-Lambert ([02:51](#)):

So to get started, just so people can get to know you better, I'd like to take a moment for you to tell us who you are and your background in higher ed.

Marisa Vernon White ([03:01](#)):

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Sure. So I'm Dr. Marisa Vernon White. I am currently serving as the Vice President for Enrollment Management and Student Services at Lorain County Community College. We are located about 30 miles west of Cleveland in Ohio. We serve a wonderful community here that has a lot of diversity in it, suburban, rural, urban populations, and I'm not new to higher ed or community college work. I've also worked at, um, two other community colleges here in Ohio as well as Kent State Stark, which is an open, um, access regional campus of Kent State University. So, um, my role here at LCCC and, and really in other places that I have been, has always been really focused on like student affairs advising, student services, enrollment management, and the intersection of all of those things with other people on campus, faculty services and people who work all across the campus and really making ideal environments for students to thrive.

[\(03:57\)](#):

So at LCCC, our mission is really focused on community. So our mission talks about providing opportunities for individuals to succeed through high quality education, and that's really what we're all about. We are the community's college and really seek to create an environment where students feel like they can walk in the door, connect with people. There's not as many barriers or challenges as they may think, and that we're really being responsive to some of the things that, that are going on in their lives. So it's a, it's a great, great place to be and our students are phenomenal in our community. It is definitely an amazing place to serve too.

Katy Oliveira-Lambert [\(04:33\)](#):

I love that so much. You're not a community college, but you are the community's college and I think sometimes we get off that center and I think that's just such a good, simple way to orient in this conversation.

Marisa Vernon White [\(04:47\)](#):

Yeah, absolutely. And I mean that's where our focus comes from is what the community needs. Keeping our fingers on the pulse of, of what's happening from a workforce perspective, from a family perspective in our neighborhoods, um, the students that we serve. So I know that that's part of what we'll talk about today is student success and, and how we, how we make sure that we're individualizing and also being really responsive in an agile environment.

[\(05:14\)](#):

Yeah, and that's a great segue to the the next question, which is of course, talking through what strategic priorities and challenges that you're seeing that's ledger institution to take a data informed approach to student success. We'll center our conversation often there's a, there's a variety of of approaches to student success and student success of course, as you as alluded to is at the center of this conversation. But I think that there are some challenges that we're facing and also strategic priorities that have a shift maybe from more traditional perspectives or more traditional approaches. And so I'm curious for LCCC, what are you seeing that has put this as a priority for your institution?

[\(05:56\)](#):

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I think it really goes back to us being a student centered community college. We have always strived to do that and even more so as we realize how critical education is for our community and for the people who we're serving as our students. I think the biggest piece of being a student ready college is, is first and foremost you have to actually know who your students are and you have to have the right level of information to be able to identify where there's opportunities to strengthen the student experience. I think you can spend a lot of time kind of spinning your wheels if you don't have a good understanding of where exactly you should be focusing. Where are there pockets of opportunity? Where's the students who are falling through the cracks? And you know, all of us are strapped for resources. All of us want to do highly individualized student work.

[\(06:45\)](#):

And so sometimes that means having a very rich data culture so that you can actually zero in on those areas and then use your creative and human brain power to figure out how to find solutions to that and how to work across the system to really be responsive and to make sure that students can access and move through a lot quicker. I would say that that's probably the biggest focus for us as a student ready college as a student-centered college, is that we wanna make sure that every student feels as though their experience here is highly individualized, which is kind of a given with community colleges anyway. Most students are coming in with really diverse life experiences. They're also coming in with really diverse goals and why they're in college. So everything does need to be highly individualized. It's hard to create, um, you know, perfect systems that are one size fits all or perfect services that are one size fits all.

[\(07:38\)](#):

Um, so really what what we're focused on in terms of strategic priorities is making sure that every student has an individualized experience where we're taking all of that into account and then supporting them to get to whatever that endgame might be or whatever it is that they share with us. I would also say that it doesn't stop there. Um, it's not just getting them to the endgame, but it's also encouraging students and finding opportunities for them that maybe they haven't considered for themselves. So sometimes students come in with goals and we say, that is an amazing first goal and also did you know that that then opens up the door for this and this and this? And so we're always looking for those ways to really maximize and, um, you know, push students because they're so talented and you know, we have so many needs for talent and people doing different things in our community.

[\(08:25\)](#):

So from a data perspective, I also think that as an institution we have gotten very sophisticated in our use of data. So we're always looking for not just the lagging indicator of something like completion or graduation, but also where are all of those lead indicators along the way. Like where are the milestones where we can tell that a student is on track so that we're not waiting until the end to realize that, oh my goodness, there was a big gap. Right. And students didn't make it till the finish line. So that's been really helpful for us to really lean into data because it does create efficiencies. It helps us prioritize the things that we need to be addressing and it helps us to be really responsive too.

Katy Oliveira-Lambert [\(09:07\)](#):

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Yeah, I love that the students don't always even know what's possible. They're limited by their life experience and what they've been exposed to and, and so they have, I love that reframe of that. This is a great first goal and also did you know that there's all of these opportunities and using data to really understand your particular students and their particular needs in this moment in time? Because we know too that that's always an ever evolving. And so that you can tailor your student experience and also the services that you have to support students to the needs of the students in your particular community. Going back to that idea that you're the community's college,

[\(09:46\)](#):

Right? And that's always changing what those needs might be or what internal or external factors might be playing into certain things that students are experiencing. So

[\(09:55\)](#):

Yeah, sure. Well that being said, it means you've always are evaluating the information that you have at hand to better understand the needs of your students and the experiences of your students and umm Sure. Comparing that to what you're providing, how are, are you and your team thinking about organizing around student success at your institution?

Marisa Vernon White [\(10:19\)](#):

That's certainly been a journey here and now we really have some wonderful systematic approaches, I would say, to specifically looking at things like persistence and enrollment and student success from that advising lens. That's largely my personal background and, and I really feel like advising and kind of taking the data and the information that we know about our students and then bringing it to more of a relationship and a navigational guide is really, really critical for student success. I would say that we use data in a couple of different ways and we've organized ourselves in ways where we are largely, you know, using information to generate dialogue, to keep people looking at where are there opportunities where students are falling short and we need to correct something about our own system or our own outreach or barriers the students might be encountering. And then really generating the use of data and saying, okay, so where do we need to look a little bit deeper?

[\(11:14\)](#):

Where might we need to ask for the qualitative information? We do a lot of coupling of looking externally at trends in higher education or trends in our community, looking at the data that's coming out of our systems from maybe more of a predictive or a quantitative perspective and our metrics. And then also kind of the third leg of that stool I would say is things like the student surveys and the conversations and the forums and things like that. So all of that gives us a really good picture in many of our coordinating bodies here on campus where we can have that conversation, have similar language, I'll be looking at the same information, the same data, and then bringing that down to the strategy level as well as the one-on-one level. I think probably the best example in terms of using the enrollment and the persistence data specifically from the Civitas platforms is the, our Enrollment Planning council is one where this is a pretty commonplace data set that we're sharing there, right?

[\(12:12\)](#):

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So especially in our enrollment periods, which we're in one right now, students can register for summer and fall, we're using the persistence information that comes out of that out of the system to have conversations about what are some of the factors among the students who are expected to persist at a high rate and what are some of the factors that the students who are expected to persist at lower rates might be demonstrating, which then leads us into conversations about how does this relate to what we have seen in student surveys? What are the advisors hearing and where can we move the needle? So over the next, you know, two weeks or four weeks or you know, whatever that that runway looks like, where can we have the impact? And then because the advising teams and those that are working directly with students are able to kind of see that data at, at a high level, but then also it's translating down into their caseload management, they're able to take some of the things that we talk about in those larger student success meetings and really tailor, you know, what their outreach is going to look like and where they're gonna be spending a lot of their time over the next couple days to really move the needle on reaching the students that we know we need to, to reach because they're falling through the cracks because there's a challenge or a barrier or, because sometimes we may notice that there's a population of students that has, you know, a high prevalence of like financial need or something like that, um, through outstanding balances or students that haven't been logging into the LMS to access their courses.

(13:45):

And so that really then shapes the action. So I would say that that's been a formula for us that has worked really well is to use data insights to engage in conversation, to identify where the gaps are, and then to empower those who actually work directly with the students to use that information and then to shape whatever their outreach might look like accordingly. So that tends to be a really good recipe that we, that we use here often when it comes to getting everybody kind of narrowly focused on, you know, this is what we need to be doing right now and these are the groups of students that we really need to focus on.

Katy Oliveira-Lambert (14:17):

It's great because it's almost like nesting dolls, right? Like you can look at the, the, the macro trend level view where it's just, you know, numbers and then you can get a little bit more refined and you can kind of see how that's impacting certain caseloads or pockets of students. And then you can actually see the human being in front of you in your chair that you have to deliver support to. And we can contextualize it with this information, but can bring it down to the personal level and provide holistic support at scale, which I know can be really challenging. I think it's one of those things we all hope we can do, but capacity and visibility and, and student responsiveness and myriad of challenges can make that hard.

Marisa Vernon White (15:01):

Right, right. Yeah, I like the visual of the nesting dolls that I may need to use that at some point. That's, that's such a great explainer about what we do. It really is. And I would say for us it's the, the macro view is even as big as trends in higher education. What are students looking for? What's going on with adult learners? What does the economy look like? Then we kind of bring that down into, you know, this is our localized community, so what's going on in our community? Has there been an economic shift? Is there a new employer? Are we seeing demographic changes and then bringing it to this is our enrollment, looking at all of that. And then the action piece is really that student who's in front of you or that caseload that you're responsible for. So that's such a good visual. I might need to steal that <laugh>.

Katy Oliveira-Lambert (15:46):

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Go for it. It's yours. <laugh>. Well, with that nesting doll strategy in mind, when you gonna get down to those more personalized levels of student impact, what kind of approaches and strategies and initiatives are you finding are really making a big difference for your students as far as moving that needle?

Marisa Vernon White ([16:06](#)):

Yeah, I would say that at a student level, we have really invested in the relationship because we know that that's what works. As much as there's wonderful technology out there and we can push out messages in a lot of different formats and modalities that work across diverse populations, at the end of the day, really having a human who is the navigational guide to the college when something goes wrong or you just need to bounce an idea off, or you wanna celebrate as a student, that you hit a major milestone. That's been such an important ingredient for our student success journey, has been that advising, that faculty interaction that this is my go-to person in financial aid or you know, just having these individual people who are watching out for students and really focused on that. And I think that really centering the work on that and using data as a way to be more efficient with our time, find the challenges may be a little bit quicker.

([17:02](#)):

Being able to pivot or rework a system or a policy or a process so that it is kind of freeing up and boosting, you know, the student's ability to, to persist and to complete that combination has been incredibly important. I also think too that, you know, for individuals who work with students day in and day out and really do want to individualize things, we have to allow them to um, kind of have their own style with it too. I mean, we have advisors who their outreach messaging to their students are very funny. They're very eye-catching. Uh, you know, everybody has their own style, but when you give people kind of the common language and the targets of like, this is where we're gonna focus right now, or here's where we're falling a little bit short, or here's the population of students that we're really worried about right now, and then empower everybody with that same information, they can kind of custom tailor the way in which they interact with their students and how they're going to get them to that next goal.

([18:02](#)):

You know, registering for next semester or applying to graduate. I would also say that we're very focused on making sure that the student experience is strong so that there's not a lot of redundancy. There's things that you may hear time and time again as a student, but those are very intentionally selected versus, you know, there's things that are more in time and if we have one team who is communicating with students about one topic, then we might have the other team not necessarily reach out to that same group. So a lot of our conversations through things like enrollment Planning council and other student success teams that we have here on campus are really about identifying where we wanna focus our time, identifying the strategies to do so, and then empowering the teams to do it so that from the student experience side, it's not a lot of repeated messaging and there's a continuity to that they're hearing from maybe one point person or they have an ongoing relationship with their advisor who can really become that person that is helping them navigate everything.

([19:03](#)):

So I think those are some of the things that have been really impactful for us. A second piece of that is really knowing our student population. That's been so important because it allows us to kind of

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proactively think about, okay, well if we have over 80% of our students are working while they're attending here, that starts to shift the times of day that we communicate with them, that tends to shift, you know, how we have conversations with them about how they're gonna balance credit hours or even the modality that they might be more suited for, you know, picking up additional classes or finding flexibility in certain ways. So that really brings it down to kind of that student to student level too, is having the big macro picture and then understanding how that impacts an individual who's sitting in front of you.

Katy Oliveira-Lambert ([19:48](#)):

Yeah. And that story that we have on our website, <inaudible> learning.com, around the work that you're doing during the pandemic, this story was before I was a part of collecting stories, but that your advisors are so tuned into their students that they often know that students are struggling even before they get faculty early alerts, that they're many steps ahead, sometimes of, of those early alerts, which just really speaks to the visibility and personal relationship and that student experience that you're cultivating on your campus.

Marisa Vernon White ([20:21](#)):

Yeah, I completely agree that that happens, um, more often than people may think actually, that the advisor's like, oh, I already, I knew that I already picked that one up because I saw, you know, that the student hadn't logged into Canvas in a week or something like that. So they bumped up and became a, you know, a flag student or a high priority student for that week. So yeah, they really do know the students very well. And I would say that even on the flip side, we often hear from students, I just heard a student the other day say that when she filled out and submitted her application to get into the nursing program, um, the first person that she wanted to celebrate with was her advisor because it was a student who had been going part-time and you know, was kind of ticking off the, the preadmission requirements. And then when she finally hit that milestone and hit submit for consideration, you know, to join the clinical component, that was the first person she wanted to celebrate with. So I think it really does matter investing in their relationships and finding those efficiencies so that the advisors can focus on things like that.

Katy Oliveira-Lambert ([21:25](#)):

I'm so thrilled for that advisor, cuz I know that that's like why people get into this, right? But those are the moments <laugh>

Marisa Vernon White ([21:32](#)):

Yeah. That, that thank you email that you get can, can definitely keep your spirits lifted for quite some time.

Katy Oliveira-Lambert ([21:37](#)):

Yeah, for sure.

([21:41](#)):

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[\(22:18\)](#):

Well, We've talked a little bit about how your team is using data and analytics to inform your work. I'd like to know too, I know that sometimes just like infrastructure tools, systems, there's a lot of options out there. There's a lot of people in different phases of building that out and that that can be, um, a place where people, where it can be kinda fuzzy and sticky. What kinds of tools, infrastructure systems do you find important or would you recommend that you're using to support this kind of work?

Marisa Vernon White [\(22:50\)](#):

Yeah, I think a lot of us who work as higher ed administrators, especially in student affairs work, are always looking for that system that's gonna have everything in it, right? Um, so that you, you can just log into one thing and everything that you need is there. And I think that's a bit of a myth, but you can get close, um, by thinking strategically about how technology all works together. I think one of the pieces that is so important not to lose sight of is the student experience though. If you have too many systems and the advisor is needing to log into a lot of different systems to see, you know, this information or to put their notes here, or to see one data piece or data element about a student that takes away from the student who's sitting across from you or who, who might be in the Zoom room with you.

[\(23:39\)](#):

You know, now that we're doing so much virtual advising because you're so focused on the technology and trying to find the information and that continuity across systems really helps to elevate the student experience and do what you want it to do, which is actually spending time with the person in front of you or the student that you're trying to help. So I think that having systems that allow professionals to see the data and the reports and the predictive analytics, but then also that actually support the action component is so important. So, you know, an advisor being able to, to narrow that down into their caseload is really important. I also note too that scheduling software has been a bit of a game changer for us. We've had it in place for some time, but that is also allowing our advisors and our student services professionals to spend more time with students.

[\(24:32\)](#):

It's shifted from what is your schedule going to look like and more about tell me about your life. Tell me about what your support system looks like or what else you're gonna be doing in the week. And then students can kind of use those technologies to be a little bit more focused in how they put together their schedule. So even systems like that, that are really integrated and work together and give different facets of the student experience but don't take away from the student experience, I think is kind of the, the sweet spot when it comes to looking for data systems and platforms and things like that. So that balance of technology and human,

Katy Oliveira-Lambert [\(25:08\)](#):

Yeah, something that is supporting the work of the humans and, and allowing humans to do their highest and best work and to spend the majority of their time serving their students rather than the majority of their time tracking down information or entering information or pulling up information. I've been there, I'll age myself looking through information <laugh> folder <laugh> before these systems existed. But I think so that you can have your time to have the conversation of like, how are things going

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for you this semester? How are your classes? How are, um, how are you managing and balancing your work in school or, or whatever things that that beautiful relationship your advisors have built. Sometimes you can provide the support when the student comes in for, for their registration appointment. And so if you can shrink down the building, the schedule component, then you have a whole lot more time to, to do that transformational component of the developmental component of like, how can we help you to succeed here.

Marisa Vernon White (26:04):

Yeah. I'm aging myself a little bit with that too, like going back and thinking about that because when I was an advisor, which was about 20 years ago at this point, but I used to love doing like graduation audits or even trying to put together like course schedules. It, it felt like a puzzle, but when you did it too much, it was like, oh my gosh, this is not why I went into this work. Right? You used to have to set aside a lot of time in your day to be able to do, you know, graduation audits by hand, looking at the student record on the screen and then having the paper checklist and like going through and all the core subs and everything. I think technology we've evolved and it's, it's good for us to move away from practices like that because that's not necessarily always the human side that we know today's students actually really need. And quite frankly, our students 20 years ago needed it too. We just, we weren't able to do it. We didn't have the technology to create some of those efficiencies.

Katy Oliveira-Lambert (26:56):

Yeah. It reduces that freaking out on registration because the classes you need are closed. Yeah. <laugh> and you can't find a schedule that works for your really narrow set of parameters because you're living life and working and going to school and you need flexibility and you can't see all the, the options and variables very quickly. And so you fill up a line and a lobby of an advising office and it's just like I've, you know, one after the other helping folks get something that works. You eliminate that component, you bring down the stress level for students and advisors and then they get what they need and the support. Yeah.

Marisa Vernon White (27:30):

Yeah, absolutely.

Katy Oliveira-Lambert (27:32):

Well I think I, I just projected what you might be seeing from just my own lived experience and advising, but you know, what differences are you seeing on your campus since taking this approach? And I know we always are thinking like, oh, have it, has it improved our retention? Has it improved our graduation? Those big metrics and those metrics matter, but I know changes in day-to-day workflow opportunities to collaborate and improved collaboration or making progress towards your institutional goals are also really important milestones from this work. So I'm curious, what differences have you seen on, on your, at your institution through doing work this way?

Marisa Vernon White (28:10):

Yeah, I think it does go back to using data for action. It's, it's action research that's, that's really what we're doing day in and day out is what is going on and then what can we do about it to continue to be a student-centered institution that really genuinely cares about student completion and you know, their overall success. I think that a lot of this work has helped to create number one, data literacy because we're having more conversations about what we're seeing in data in more large group places or even day-to-day on a functional level. We're talking more about data, which means that people can quickly

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look at things like dashboards and reports and things like that and quickly move to action. They're able to absorb that information, get the major takeaway and then understand how it impacts their role. I think also it's given us the use and integration of data has created a difference in the way that we work with students because it does create a common dialogue.

[\(29:03\)](#):

My coworker who we co-lead that enrollment planning council together and I think five to seven years ago we would've been thrilled if people were actually talking about things like persistence and knew what that definition actually meant and how to do something about it and what it means and what our targets are from an enrollment management perspective. And now that's just commonplace. I mean everybody sort of knows what we mean by the yield of our students or by the persistence rate. Those are all things that now people are conversant about, which has really helped to put everybody on the same playing field to understand how all the systems work together and how every touchpoint is actually supporting student success. I would also say too that, you know, I mentioned a little bit ago about empowering people with data. I think that's been a, a difference that I've seen too is when people know where to focus and where to focus their time and they can kind of see okay, this really needs my attention right now because this is a population of students or this is a policy that is kind of emerging as a barrier.

[\(30:07\)](#):

They feel very empowered to look at that through the lens of student experience or reform and that helps an institution keep being transformational, right? Because new things are popping up and you're looking at more real time data or predictive data. And that begs a lot of bigger research questions, which essentially has turned a very talented team into, you know, action researchers and asking questions and trying to figure out where all of the puzzle pieces fit together and what they can do about it. So I would say that's probably one of the biggest differences. And then in turn, you know, it does show up in our student success data. We have been able to significantly decrease the number of credit hours that students are graduating with because our students are being more efficient, people are paying attention. So over the last, you know, decade or so, we've really been able to keep students on track and kind of find some of those places where we could continue to make it a better student experience and also a more efficient one too. Course completions, graduation, all of those things continue to be real spotlights for us. And the difference in what is driving that, I do think that some of it is people having information to be able to find the problems and then feeling really empowered to, to do something about them too.

Katy Oliveira-Lambert [\(31:21\)](#):

I love that you call them action researchers. I'm gonna steal that <laugh>, we'll make a trade nesting dolls for action researchers. Yeah,

Marisa Vernon White [\(31:29\)](#):

I think sometimes people don't realize that that's really what they're doing and a lot of times, yeah, you know, the social sciences or education, those of us, we don't always think of ourselves as researchers. I do because I went through a doctoral program and you can't take that hat off once you've done it <laugh>. But I think there's a lot of people in student affairs work who are basically action researchers. They're trying to figure out what do I glean from this data? What do I glean from this information and what am I gonna do about it? So it's really empowering for them to be able to do that.

Katy Oliveira-Lambert [\(31:58\)](#):

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Yeah. Well in our last few minutes I wanna be mindful of your time. Is there anything that we missed that you'd like to share or any takeaways or parting words that you'd like to, to share with our audience?

Marisa Vernon White ([32:09](#)):

I think I would just bring it back to, I know we're talking a lot about data and analytics and it's just been such an important component of our student success work at Lorain. And the other side of that really is the student stories, the conversations, the qualitative side. I think that those two things can strike a wonderful balance and you know, data and the quantitative side, the predictive side, the analytics, the metrics, the KPIs, all of those things that, um, are driving higher education and the way that we're looking at outcomes, they're really also can be viewed as kind of like hints of where to look further for the student story. So both of those things, working in tandem is, is another really wonderful recipe I think for student success. If you're seeing that students are not as likely to persist because they have this certain factor, it shouldn't stop there. That should beg more questions like, okay, so which students are demonstrating that factor in persistence and why might that be? And maybe we should talk to some students and figure that out. Or maybe we should consult some of our survey data and look to see if there, if that's popping up somewhere. And really just putting together all of these pieces. So you know, I think that's the holistic picture that really helps you understand your student population and continue to drive towards being more of a student ready college.

Katy Oliveira-Lambert ([33:28](#)):

Well that is a great place to end. Thank you so much Marisa, for coming on Next Practices. I really appreciate it.

Marisa Vernon White ([33:34](#)):

It has been awesome. My favorite thing to talk about higher ed, advising, student success and data

Katy Oliveira-Lambert ([33:41](#)):

<laugh>, that's my favorite thing to talk about too. So thank you so much for coming on <laugh>.

Marisa Vernon White ([33:46](#)):

Of course.

Katy Oliveira-Lambert ([33:49](#)):

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