



Implementation Toolkit

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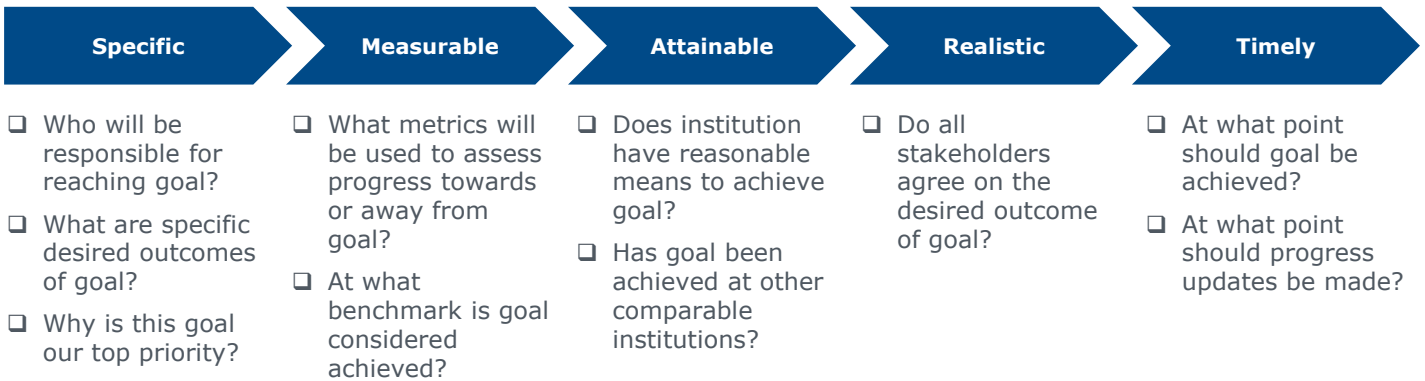
S.M.A.R.T. Goals Rubric

Purpose of the Tool

Community college strategic plans include a number of top goals and priorities that senior leaders wish to achieve. However, these goals often lack clear definitions, implementation steps, and success metrics. EAB recommends that community college leaders consider the S.M.A.R.T. goal framework¹ when outlining campus-wide goals. S.M.A.R.T. goals are defined as specific, measurable, attainable, realistic, and timely. Use this framework to ensure that goals can be acted upon in a strategic manner.

The S.M.A.R.T. Goal Framework

Consider the following questions when defining campus-wide goals.



Instructions

Use the table below to outline each element of a strategic goal during the goal setting process.

Goal	Specific	Measurable	Attainable	Realistic	Timely
<p><i>Sample:</i></p> <p>Increase course-level retention</p>	<p><i>Sample:</i></p> <p>Academic division responsible for increasing goal</p> <p>Focus on course withdrawal rates as first element of improving retention</p> <p>The board selected this goal as top priority</p>	<p><i>Sample:</i></p> <p>Assess progress towards goal by analyzing course withdrawal data</p> <p>Aim for 8% decrease in course withdrawal rates</p>	<p><i>Sample:</i></p> <p>Budget has been allocated by the board to achieve this goal</p> <p>Two other community colleges of similar size in our state have achieved similar goals in the last two years</p>	<p><i>Sample:</i></p> <p>Build faculty and departmental buy-in during upcoming departmental meetings</p>	<p><i>Sample:</i></p> <p>Achieve goal by 2020</p> <p>Evaluate progress toward goal during faculty and departmental review and in cabinet meetings, annually</p>

1) The definition of a S.M.A.R.T. goal was originally coined by George T. Doran in 1981. Doran defined "A" as "assignable," but later users have adapted it to mean "achievable/attainable."

Source: Doran, G. T., "There's a S.M.A.R.T. Way to Write Management's Goals and Objectives," *Management Review*, Vol. 70, Issue 11, 1981; EAB interviews and analysis.

Sample Administrative Scorecards

Purpose of the Tool

Goals outlined in community college strategic plans are rarely connected to individual stakeholder’s roles and responsibilities. Consequently, stakeholders often question who is responsible for achieving each goal. The University of West Georgia utilizes scorecards to cascade the metrics tied to specific goals to administrators at each level of the institution. The sample scorecards below illustrate how this practice ensures that all stakeholders participate in achieving strategic goals.

President’s Scorecard

Provost’s Scorecard			
Imperative	Measure	Tool	Scale
Student Success	Degree Attainment	Degrees Conferred	5 = 2,400; 75%; 44%
	Retention	Retention Rate	4 = 2,350, 74%; 43%
	Graduation	6-Year Grad Rate	3 = 2,300, 73%; 42%
			2 = 2,250, 73%; 42%
			1 = 2,150, 72%; 41%



Vice President of Enrollment Management’s Scorecard			
Imperative	Measure	Tool	Scale
Student Success	First Year Retention	Retention Rate	5=77%; 61%
	2-3 rd year Progression	30 Successful Credit Hours, 60 Successful Credit Hours	4=76%; 60%
			3=75%; 59%
			2=74%; 58%
			1=73%; 57%
Operational Success	Total Enrollment	Headcount	5 = above 12,700
			4 = 12,600-12,700
			3 = 12,450-12,600
			2 = 12,200-12,450
			1 = below 12,200



Unit Director’s Scorecard (e.g., Director of Advising)			
Imperative	Measure	Tool	Scale
Student Success	First-Year Retention	Number of Freshman Degree Plans Advising Meetings for Sophomores	Evaluation metrics and grading scale to be determined
	2 nd -3 rd Year Progression		
Operational Success	Satisfaction	Advisor and Advisee Satisfaction Rates	Evaluation metrics and grading scale to be determined

Source: EAB interviews and analysis.

Cascaded S.M.A.R.T. Goals Worksheet

Purpose of the Tool

To ensure college-wide participation in strategic goals, senior leaders should delegate responsibilities related to each goal to various individuals and define metrics that assess their progress toward goal attainment. Utilize the following worksheet to outline S.M.A.R.T. goals and assign them to critical stakeholders on your campus.

Step 1:

Refer to S.M.A.R.T. Goals Rubric when filling out the following table for one campus-wide strategic goal.

Goal	Specific	Measurable	Attainable	Realistic	Timely

Step 2:

Brainstorm unique stakeholders (e.g., provost, dean, associate dean, department chair, faculty member, etc.) responsible for achievement of the previously stated S.M.A.R.T. goal in box below.

Cascaded S.M.A.R.T. Goals Worksheet (cont.)

Step 3:

Arrange stakeholders brainstormed in Step 2 into hierarchical order in table below. Fill out the corresponding cells based on sample scorecards provided in Sample Administrator Scorecard.

Compile cascaded goal tables for all strategic goals and disseminate to all campus stakeholders. Provide opportunities for each stakeholder to reflect and raise questions and concerns with college leaders.

Stakeholder	Measure	Tool	Scale

Source: EAB interviews and analysis.

Course Data Interpretation Worksheet

Purpose of the Tool

Most academic administrators at community colleges only sporadically review course success data without a systematic approach to interpret it. As a result, they risk missing consistent signs of underperformance in certain courses, faculty, or departments. Spokane Falls Community College's president utilizes the following questions to guide academic administrators through a comprehensive review of all course success data. Academic administrators should consider using the following worksheet to evaluate their own departmental or divisional course success outcomes.

- 1 Are the **same faculty** showing up in the data several times? Who isn't showing up?

- 2 Are the **same courses** showing up in the data several times? Which course isn't?

- 3 Is a course showing up in the data for one or two faculty who teach it **but not for all** faculty who teach it?

- 4 Are courses more successful for some **modalities** (e.g., distance, hybrid, online) than others?

Course Data Interpretation Worksheet (cont.)

5 Is a **new faculty member or adjunct** teaching the course?

6 Is the course an entry-level course where **failure means that students cannot continue** at a suitable rate of progression to finish the program or degree?

7 Is the course **not required** for a program or degree and therefore not necessary for completion? Should it not be assigned?

8 What **other observations** or concerns do you have?

Course Success Intervention Checklist

Purpose of the Tool

Community college faculty often resist administrators' efforts to review course success data because they fear disciplinary action and lack awareness on how to improve success rates. Spokane Falls Community College's president provided academic administrators an opportunity to not only assess disparities in course success rates but also to brainstorm potential approaches to improving performance in low-success courses. Collaborate with academic administrators to expand the following list of recommended responses to course success concerns.

Potential Intervention Steps:

- Assist with andragogy and curriculum
- Examine the sequence and scope of the course
- Spread best practices from other faculty
- Hire embedded class tutors or arrange for supplemental instruction
- Mandate study sessions and strategies (e.g., note taking, test taking, low-stakes student self-assessment)
- Assign the course to a faculty member with a consistent pattern of higher student success
- Terminate an adjunct with a consistent pattern of lack of student success
- Use these data in tenure process to allow for improvement
- Remove non-required course or one that has alternatives
- Sit with the department chair and/or faculty to identify a success strategy for each course
- _____
- _____
- _____
- _____

Source: EAB interviews and analysis.

Faculty-Friendly Early Alert Checklist

Purpose of the Tool

Most community colleges invest in early alert systems to increase student success, but administrators are often disappointed by the lack of faculty participation. Faculty report that early alert systems are particularly difficult to use, which prevents their frequent submission of student risk flags. Our research identified numerous ways in which colleges can redesign elements of their early alert submission platform and process to ease faculty use. Refer to the following checklist to evaluate the usability of your institutions' current early alert model.

1 Simplify Faculty Submission Process

Minimize reporting burden on faculty by ensuring that alert submission is simple and user friendly.

- Give faculty option to suggest specific response to students of concern, but also allow all alerts to be sent to single office
- Focus compliance efforts at highest-impact populations (e.g., top 10 enrolled courses, developmental courses)
- Implement single system for logging academic, attendance, and behavioral alerts

2 Encourage Formative Assessment Before Drop Date

Building in additional opportunities for informal assessment (e.g., graded homework assignments, and class participation, rather than sole reliance on midterm performance) can provide earlier information on student risk.

- Use informal assessment grades as early performance indicators for advisors
- Allow students to assess performance early to prevent unnecessary repeats and late withdrawals
- Define a range of time within which faculty may set own assessment date

3 Permit and Encourage Assistants to Submit Alerts

Reduce the reporting burden on faculty by allowing non-faculty academic personnel to provide key insight into student risk.

- Enable teaching assistants, tutors, mentors, and other non-faculty that have frequent contact with students to submit alerts
- Include early alert submission in assistant job descriptions to normalize compliance
- Train assistants on early alert submission

4 Assuage Concerns about Student Privacy and Relationships

Ensure that submission process and follow-up steps protect student privacy and provide faculty transparency.

- Protect student privacy by allowing faculty, advisors, residential assistants (RAs), and support staff to submit alerts, but limit full access
- Inform faculty of student receipt of alert, as well as progress and resolution of cases
- Allow faculty to decide whether and how to become involved in resolution of student issues

5 Emphasize Next Steps, Not Alert Status

Make a concerted effort to focus messaging to students on next steps rather than alarming "alert status" to lessen faculty concerns about student perception of alerts.

- Ensure messaging does not focus on student risk status to avoid students viewing alerts as punitive
- Focus alert messaging on resources available to students
- Include suggested actions for students to improve their grades in alert messaging

Source: EAB interviews and analysis.

Early Reporting Calendar

Purpose of the Tool

Most community college administrators expect faculty to submit early alert flags about their students, but they provide faculty with little guidance and direction. Consequently, faculty often submit early alerts far into the semester, when intervention is too late. In the practice profiled on pages 38–39 of *Getting to the Next Phase in Student Success*, Santa Fe College prompts faculty teaching high-risk courses (e.g., developmental courses and gateway courses) to submit early alerts sooner than the rest of campus. When implementing this practice, consider using the following reporting calendar from Santa Fe College as a guideline.

Calendar of Critical Dates and Academic Progress Reporting Campaigns			
Events	Spring 2016 (full term)	Spring A 2016 (7 week semester)	Spring B 2016 (7 week semester)
Classes Begin	January 5	January 5	March 8
Last Day to Add	January 7	January 7	March 9
Progress Reporting Campaign 1			
All Students in Navigating the College Experience (NCE) & Developmental Education Sections	January 19–January 27	January 12–January 19	March 15–March 22
Other Tracked Cohorts	January 25–February 3	January 19–January 27	March 22–March 30
Progress Reporting Campaign 2¹			
All Students in NCE & Developmental Education Sections	February 15–February 23	N/A	N/A
Other Tracked Cohorts	February 22–March 11	N/A	N/A
Drop with "W"	March 23	February 5	April 7
Midterm Roster	March 24–April 22	February 6–February 19	April 8–April 22
Classes End	April 22	February 19	April 22
Final Exams	April 25–April 28	February 22–February 23	April 25–April 28
Grade Posting	April 23–May 2	February 20–February 25	April 23–May 2
Exams Due by 10 p.m.	May 2	February 25	May 2

1) All full-term classes have two early reporting email campaigns.

Early Reporting Campaign Email Sample

Purpose of the Tool

Community college faculty often underutilize early alert systems because they must balance many other responsibilities. Santa Fe College reminds faculty to submit early alerts through email messages that explain the necessary steps. Use their sample email below as a guideline when crafting your own messaging campaigns to faculty. Refer to the callout boxes for essential elements of a successful email.

From: Academic Administrator
To: Faculty
Subject: Early Academic Progress Feedback Requested

Please click the secure link below to identify any students who may be off track academically or in your course(s). The feedback you provide will be saved as part of students' records and available to all advisors to assist students.
Please complete this reporting by February 3rd.

Advisors appreciate progress feedback about all requested students, but you may mark just those students who are at risk and then conclude reporting (indicating that unmarked students are not currently at risk) by **clicking the "I'm all done" button** at the bottom of the reporting screen.

Even if students have not yet completed substantial work on which to base a grade estimate at this point in the semester, **you may be able to report that a particular student is off track academically by noting certain behaviors such as:**

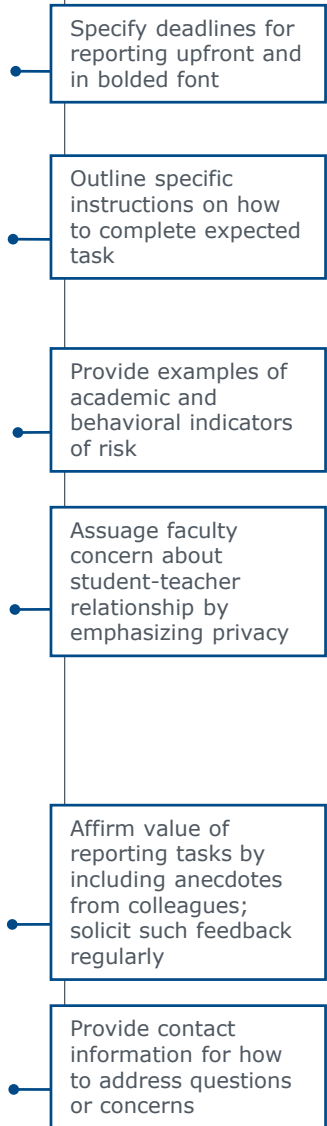
- Lack of attendance
- Lack of preparedness
- Failure to submit assignments

If you identify a student as at risk, this student as well as all advisors connected to this student will be notified by email, and the student will be prompted to contact you and to meet with an advisor to develop a plan for academic improvement. *Students receiving an "at risk" alert will NOT be able to view grades or comments a professor enters in the progress report.*

Your colleagues greatly appreciate the time you put into completing these progress reports. One student services specialist recently reported:

"Progress reports with detailed information are a valuable tool in assisting students. I use them as an opportunity to discuss the resources available at EABCC to help students succeed academically. In addition, I use them to identify personal issues that could interfere with their education, and I refer them to the counseling center. Finally, responding to reports is simply an opportunity to reach out and get to know the student so they feel connected to the school. If they feel connected, they are more likely to stay and complete their education."

Above all, your feedback about students' academic performance is crucial to help students navigate college, and your participation is appreciated. FERPA expressly allows for sharing of students' educational records with staff who have a legitimate educational interest in providing a service that benefits students. Questions or comments should be directed to janedoe@eabcc.edu.



Source: EAB interviews and analysis.

Volunteer Call-to-Action Email Sample

Purpose of the Tool

Committees and task forces often repeatedly call on the same individuals for participation. To ensure diversity among task forces and committees, EAB recommends sending emails that advertise such opportunities campus-wide. These emails should highlight specific roles and skills that the committee needs, and they should adhere to the following criteria. Use this sample call-to-action email, used with permission from Southwestern Community College, as a reference when creating your own.

From: Executive Vice President
To: Faculty, Staff
Subject: Team members needed: Student Focus Group Committee

The Student Focus Group Committee is our newest addition to our retention action teams. This group will use the CCSSE Focus Group Toolkit to gain insight in to student experiences at the connection, entry, progression, and completion points. These insights will be helpful in providing additional focus and direction for our retention efforts. **Participation in this group will count towards your service to the college.**

Please let me know if you are interested in filling one of the key roles on the team:

1 Reporters (2-3 people needed). Reporters will make notes during the focus groups and create a report summarizing the feedback.

Characteristics of a reporter include:

- Excellent note taker
- Skilled, objective listener
- Fast writer or typist (permitted to use laptop during focus groups)
- Ability to pull main points from what they hear
- Ability to identify good quotes
- Ability to develop written report summarizing feedback from focus group
- Available from noon-1:30 on at least one of the following dates:

Tuesday, October 7; Monday, November 10; Thursday, December 11

2 Analysts (2-3 people needed). Analysts will review and interpret the focus group reports along with other team members (coordinator, facilitator, reporters) to identify themes, trends, and other insights that may better inform our college retention efforts.

Characteristics of an analyst include:

- Interest and commitment to hearing student opinions
- Ability to identify themes and draw inferences from qualitative data

Please let me know if you can join me on this team by **responding to this email** with the specific role you are interested in. **This opportunity will close on August 25.**

Thank you,
 John Doe

Include information about compensation or reward for participation upfront

Outline key characteristics of the specific roles needed

Include specific instructions on how to participate

Specify deadline for volunteering

Source: EAB interviews and analysis.

Initiative Proposal Worksheet Template

Purpose of the Tool

Community college committees, initiatives, and task forces are often created as *ad hoc* responses to issues deemed urgent. The scattershot nature of task force creation results in suboptimal allocation of resources, time, and energy. Intentional design and careful planning are necessary to optimize task force productivity. When administrators at Grand Rapids Community College propose and determine whether to implement new initiatives, they use a comprehensive worksheet to outline its key elements. Consider using the following worksheet as a guide.

Project Name: _____

Team Leader: _____

1 Current Team Members:

2 Describe the **purpose** of this project, including a description of the associated activities. (100 words or fewer)

3 Describe the **goals** of this project (100 words or fewer)

Initiative Proposal Worksheet Template (cont.)

4 What **measurable criteria** will be used to determine this project's success?

5 Please provide the **results of your lead measure** to date (either tables or charts).

6 What **Indicators of Success**¹ will this project most likely impact? Please indicate whether the project will directly or indirectly impact the measure.

7 What **personnel resources** will be required to deliver the project successfully?

1) GRCC's Indicators of Success are clearly delineated in the strategic plan. All projects must identify the Indicator of Success they intend to impact.

Initiative Proposal Worksheet Template (cont.)

8 What **additional resources** will be required to develop and/or sustain the project?

Category	Cost	Explanation (one time or recurring?)	Which budget will cover these costs?
Supplies			
Food			
Training			
Printing			

9 Will the project require any **additional budget dollars** for the XXXX-XXXX academic year that have not already been secured?

- Yes No

If yes, please describe briefly:

10 When will your team meet? Please provide **team meeting dates** for the next 12 months.

Note: We highly recommend that your team meets, at minimum, one time per month. You are encouraged to find ways to communicate within your team between scheduled meetings, perhaps weekly.

Initiative Proposal Worksheet Template (cont.)

11 Please provide a 12-month **work plan** for this project: (alter months based on project starting date)

Month	Activity	Person Responsible
July		
August		
September		
November		
December		
January		
February		
March		
April		
May		
June		

Source: EAB interviews and analysis.

Initiative Sunsetting Worksheet Template

Purpose of the Tool

Community college committees and projects are often phased out in an unsystematic way, resulting in inefficiencies and lack of communication about the motivation for sunsetting. Grand Rapids Community College created a worksheet that the leader of each initiative must complete when attempting to sunset the project. Senior leaders complete and review this worksheet to ensure that a record is made of the accomplishments of the project. This process also allows time for reflection on whether the project has achieved its goals. Consider using this template as a guide when creating sunsetting worksheets for your institution.

Project Name: _____

Team Leader: _____

Date Closed: _____

1 What is the **primary reason** for closing this project?

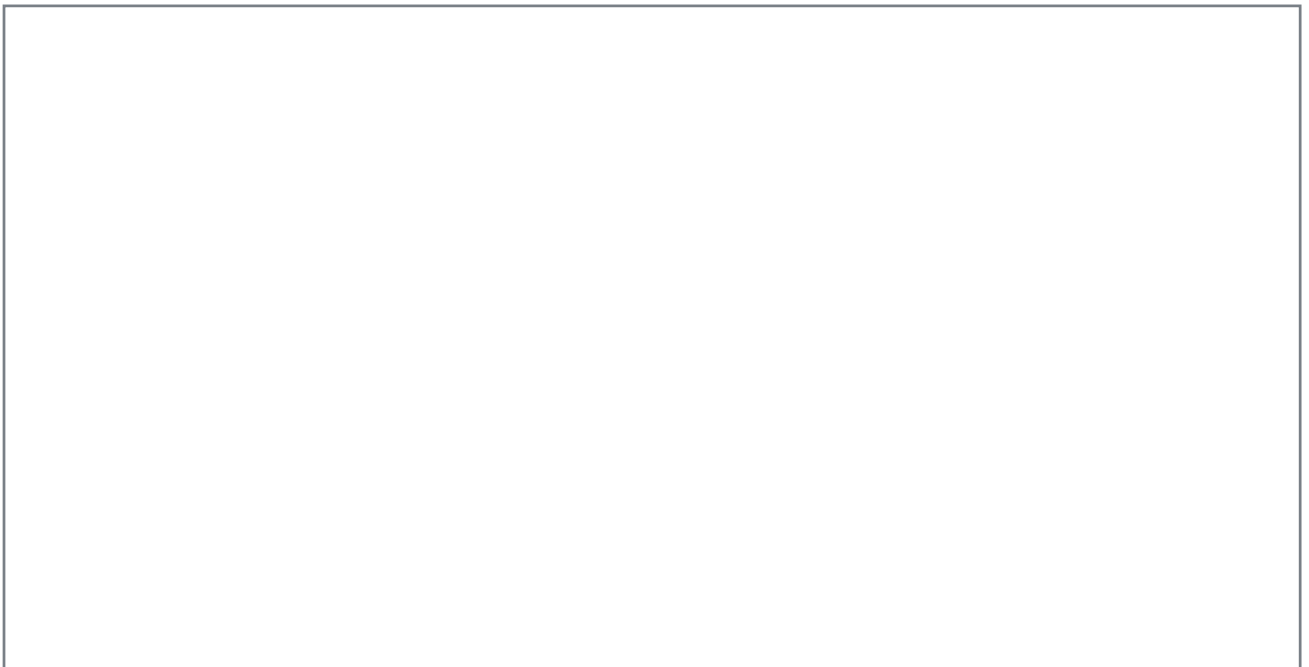
2 What aspects of this project would you categorize as **successful**? (Attach data as needed)

Initiative Sunsetting Worksheet Template (cont.)

3 What aspects of this project would you categorize as **less than successful**?



4 Please include any **supporting data** below:



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The best
practices are
the ones that
work for **you.**SM



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