



Getting to the Next Phase in **Student Success**

Partnering with Faculty to Achieve Sustainable
Campus-Wide Change

Community College
Executive Forum





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Supporting Members in Best Practice Implementation

Resources Available Within Your Membership

This publication is only the beginning of our work to help members improve student success. Recognizing that ideas seldom speak for themselves, our ambition is to work actively with members of the Community College Executive Forum to decide which practices are most relevant for your organization, to accelerate consensus among key constituencies, and to save implementation time.

Implementation Road Maps and Tools



Throughout the publication, this symbol will alert you to any corresponding tools and templates available in the Toolkit at the back of this book. These tools are also available on our website at eab.com.

Recorded and Private-Label Webconference Sessions



Our website will include hour-long webconferences walking through the practices highlighted in this publication. Forum experts are also available to conduct private webconferences with your team.

Unlimited Expert Troubleshooting



Members may contact the consultants who worked on any report to discuss the research, troubleshoot obstacles to implementation, or run deep on unique issues. Our staff conducts hundreds of telephone consultations every year.

Facilitated Onsite Presentations



Our experts regularly visit campuses to lead half-day to day-long sessions focused on highlighting key insights for senior leaders or helping internal project teams select the most relevant practices and determine next steps.



All Community College Executive Forum resources are available to members in unlimited quantity.

To order additional copies of this book, or to learn about our other services, please visit us at eab.com or contact your dedicated advisor.

Beyond the Community College Executive Forum

Additional Resources and Services for Community College Leaders

Community College Executive Forum members have access to the research, webconferences, toolkits, and publications from all of EAB's best practice memberships. These programs provide strategic guidance for leaders at four-year institutions within functional areas such as academic affairs, business affairs, continuing and online education, student affairs, advancement, enrollment management, information technology, and facilities. EAB has also launched the Student Success Collaborative—Navigate, a technology platform designed to streamline student onboarding and set students on a path to success.



Research and Insights

Academic Affairs Forum

Strategy advice for provosts and deans on elevating performance in teaching, research, and academic governance

Advancement Forum

Breakthrough-practice research and data analytics to help maximize philanthropic giving and support institutional goals

Business Affairs Forum

Research and support for chief business officers in improving administrative efficiency and lowering costs

COE Forum

Breakthrough-practice research and market intelligence to help universities grow continuing, professional, and online programs

Enrollment Management Forum

Best practice research and analytics to support enrollment managers as their scope of responsibilities expand

Facilities Forum

Best practices and executive networking to elevate space forecasting, utilization, and service quality

IT Forum

Research and advice for CIOs on leveraging information and technology to further the higher education mission

Student Affairs Forum

Research for student affairs executives on improving student engagement and perfecting the student experience

University Systems Forum

Research for system leaders to understand the challenges faced by systems and institution-level best practices

Community College Executive Forum

Strategic advice for chief executives and their senior leadership teams to improve student success outcomes, win future enrollments, and build financially sustainable college enterprises



Performance Technologies

Higher Education Spend Compass

Business intelligence and price benchmarking to help colleges reduce costs of purchased goods and services

Student Success Collaborative—Campus

An academic advising platform and predictive analytics for four-year schools to identify and intervene with at-risk students

Academic Performance Solutions

Data analytics service to help academic leaders identify opportunities to improve resource allocation and efficiency

Student Success Collaborative—Navigate

A student onboarding and academic planning platform for community colleges to enhance student persistence and on-time graduation

Executive Summary

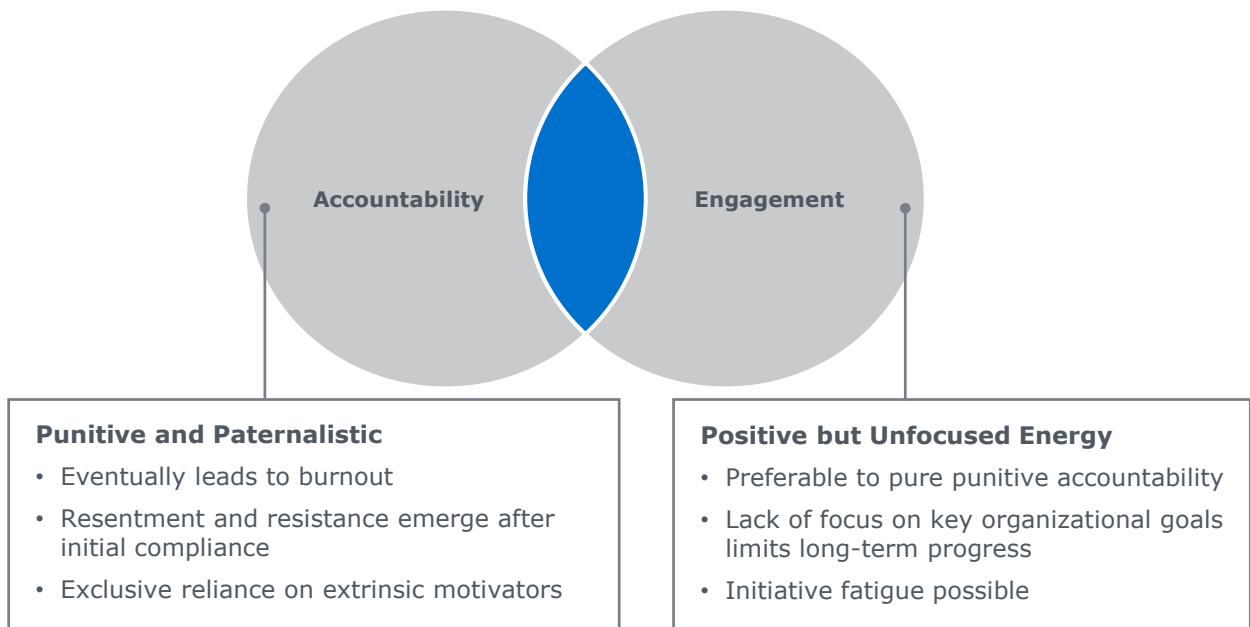
Next-Level Student Success Gains Require Engaging the Academic Core

Since the launch of the Completion Agenda in the late 2000s, community colleges have implemented countless pilots and initiatives aimed at improving student engagement, retention, and graduation. This first phase of institutional change focused almost exclusively on student services reform, reaching a meaningful but modest percentage of the student body. College leaders recognize that next-level gains in student outcomes require a reimagining of the academic curriculum, programs of study, and teaching and learning. These activities require participation and support from academic affairs—both individual faculty instructors as well as the faculty as a whole.

Balance Accountability and Engagement by Directing Faculty Energy to Specific Activities and Responsibilities That Will Improve Student Success

To achieve this goal, community college leaders must translate their strategic student success goals to specific actions and responsibilities for frontline faculty who interact with students on a daily basis. Second, individual faculty must proactively flag signs of student risk when they notice academic or personal distress. Finally, leaders must ensure that collective action bodies like committees and task forces have clear goals, accountability frameworks, and results-driven approaches to their projects. Each of these challenges requires striking a balance between accountability and engagement, illustrated below, so that faculty direct their student-focused energy toward the institution's strategic goals.

Connecting Two Key Elements of Faculty Change Management



Making Strategic Goals Meaningful for Departments and Faculty

Broad Strategic Goals Lack Specificity Necessary to Motivate Faculty Action. Lagging indicators of student success such as graduation rates often leave faculty wondering how they could have changed their pedagogy or interactions with students to improve engagement and completion. At many institutions, faculty lack data and information about their own students' performance to inform any changes they may consider. The first section of this study will provide practices to filter institutional student success goals to specific faculty actions and duties that will improve student success.

- Cascaded Strategic Goals (page 25)
- President-Mandated Departmental Data Investigation (page 29)
- Student Success-Focused Performance Evaluation (page 31)

Executive Summary (cont.)

Increasing Individual Faculty Participation in Mitigating Student Risk

Little-Used and Cumbersome Risk-Flagging Systems Too Often Deter Faculty from Identifying Students in Distress. Only 37% of full-time faculty and 28% of part-time faculty currently report submitting early alerts. Institutions may never achieve full participation in early alert or early warning systems, but they can direct their limited time and resources to increasing utilization within courses critical to student progress. Intervening in courses such as high-enrollment English and Math courses can capture many of the students who may stall early in their academic careers.

- Critical Course Compliance Campaign (page 38)

Just-in-Time Alerts for Faculty Direct Their Limited Time to Most Pressing Student Needs.

Faculty are often unaware of what indicators of distress they should monitor beyond student grades which can be lagging indicators for a struggling students. Other instructors believe they lack the time and energy to monitor each student, especially if that instructor teaches across multiple campuses as an adjunct. This section of the study explores practices that target critical high-failure courses for early alert participation, help faculty identify the most important students to assist, and engage faculty as the last line of defense against student withdrawal.

- Discussion-Based Risk Tagging (page 40)
- Faculty Tutorial Referral (page 42)
- Real-Time Withdrawal Alerts (page 43)

Elevating Committee and Task Force Effectiveness

Committees and Task Forces Stall Due to Lack of Clear Goals, Accountability, and Project Management Guidelines. Community colleges have launched numerous student success initiatives over the past decade, often guided by a task force or committee. However, these groups often fail to accomplish their goals or scale impact beyond a small portion of the student body. Some groups lack member engagement or clarity of task. Others struggle to recruit participants beyond a small handful of overcommitted faculty and staff. This section will provide practices to elevate the effectiveness of collective decision-making bodies:

- Role-Based Student Success Committee (page 47)
- Interest-Based Calls to Action (page 49)

Project Management Falters as Too Many Initiatives Lack Clear Guidelines and Goals. Many colleges struggle to maintain focus on their most important projects because they launch too many projects simultaneously and/or fail to incorporate lessons from successful projects into the life of the college. The groups responsible for these projects never move beyond pilot phases and often wonder whether or not their ultimate recommendations will receive senior-level support.

- Strategic Initiative Accountability Process (page 50)

Committee Leaders Often Lack Time, Authority and Accountability to Maintain Group Momentum. Committees and task forces falter when their leaders cannot devote adequate time and attention to the initiative. Many committee chairs are torn between their regular duties and their important campus-wide service responsibilities. In such instances, regular duties frequently take precedence.

- Tiered Initiative Leadership Accountability Framework (page 52)

This study also has an implementation toolkit starting on page 55 to help members adopt the practices within the study. This toolkit features 11 resources developed by EAB or adapted from existing research contact materials with their permission.

Understanding Your Current Practice

The following questions are designed to help you evaluate your current activities. Use them to determine which of the strategies presented are most relevant and needed at your institution.

I. Making Strategic Goals Meaningful for Departments and Faculty	Yes	No
Does your institution ensure that individuals within each level of the organizational hierarchy understand how they can help execute on strategic goals? <i>If you answered "No" to this question, please refer to pages 25 and 26.</i>		
Do academic leaders and faculty regularly review and analyze course- and section-level student outcomes data? <i>If you answered "No" to this question, please refer to pages 28 and 29.</i>		
Are you currently trying to engage faculty and academic leaders in streamlining academic pathways as part of the "Guided Pathways" movement? <i>If you answered "Yes" to this question, please refer to pages 28 and 29..</i>		
Do your faculty and academic leaders regularly analyze course- and section-level student success data when attempting to reform courses or teaching strategies? <i>If you answered "No" to this question, please refer to pages 28 and 29.</i>		
Does your institution consider student grades and outcomes in faculty performance evaluations? <i>If you answered "No" to this question, please refer to page 30.</i>		

II. Increasing Faculty Participation in Mitigating Student Risk	Yes	No
Have you recently implemented or are you considering implementing an early alert system such as GradesFirst, Starfish, or any other platform? <i>If you answered "Yes" to this question, please refer to page 37.</i>		
Are early alert utilization rates among faculty lower than desired? <i>If you answered "No" to this question, please refer to pages 38 and 39.</i>		
Are your student support, academic advising, and/or counseling staff adequately resourced to manage incoming early alerts from faculty? <i>If you answered "No" to this question, please refer to pages 38 and 39.</i>		
Do your faculty question the value of submitting early alerts regularly? <i>If you answered "Yes" to this question, please refer to page 39.</i>		
Is your LMS programmed to flag signs of academic distress in discussion posts and questions for the instructor? <i>If you answered "No" to this question, please refer to pages 40 and 41.</i>		
Do faculty receive prompts if they have not responded to flagged student questions in the LMS within 24 hours? <i>If you answered "No" to this question, please refer to pages 40 and 41.</i>		
Are adjunct faculty responses to student questions included as part of their performance evaluations? <i>If you answered "No" to this question, please refer to page 41.</i>		

Understanding Your Current Practice (cont.)

II. Increasing Faculty Participation in Mitigating Student Risk (cont.)	Yes	No
Have your faculty created online tutorials on topics such as time management, writing skills, and reading comprehension? <i>If you answered "No" to this question, please refer to page 42.</i>		
Can faculty assign students to the tutorials described in the previous question as an assignment within the LMS? <i>If you answered "No" to this question, please refer to page 42.</i>		
Do advisers monitor which students receive multiple online tutorial assignments and follow up with those individuals for additional support? <i>If you answered "No" to this question, please refer to page 42.</i>		
Do your faculty know when a student attempts to withdraw from his or her course before the student officially withdraws? <i>If you answered "No" to this question, please refer to page 43.</i>		
Are student withdrawals processed immediately upon request in person or online? <i>If you answered "Yes" to this question, please refer to page 43.</i>		
Do faculty members receive prompts to intervene with students who have attempted to withdraw from their course(s) after a student has submitted their request? <i>If you answered "No" to this question, please refer to page 43.</i>		

III. Elevating Committee and Task Force Effectiveness	Yes	No
Do you have a central student success committee with faculty and staff representatives from across campus? <i>If you answered "Yes" to this question, please refer to page 47.</i>		
Does your central student success committee have sub-teams with clearly delineated tasks? <i>If you answered "No" to this question, please refer to page 47.</i>		
Do the sub-teams mentioned above recruit members based on their interests, skills, and expertise? <i>If you answered "No" to this question, please refer to page 47.</i>		
When recruiting for student success initiative task forces, does a senior academic leader send the call to action to the campus community? <i>If you answered "No" to this question, please refer to page 49.</i>		
Do invitations to participate on student success project task forces clearly explain the interests, skills, and areas of expertise required to serve on the task force? <i>If you answered "No" to this question, please refer to page 49.</i>		

Understanding Your Current Practice (cont.)

III. Elevating Committee and Task Force Effectiveness (cont.)	Yes	No
Does your institution require that all campus-wide projects align with strategic performance indicators that are reported to senior leaders and the governing board? <i>If you answered "No" to this question, please refer to page 50.</i>		
Does your institution limit the number of campus-wide or strategic initiatives underway at any given time? <i>If you answered "No" to this question, please refer to page 50.</i>		
Do you require the task force leader to regularly submit both written and in-person reports? <i>If you answered "No" to this question, please refer to page 50.</i>		
Does your institution have a formal process to close projects that have completed their work? <i>If you answered "No" to this question, please refer to page 50.</i>		
During project closure, does a senior-level committee such as Dean's Council have a formal responsibility to integrate the project's recommendations or work into the regular responsibilities of an individual or a department? <i>If you answered "No" to this question, please refer to page 50.</i>		
Do leaders of campus-wide or strategic committees often feel pressure to deprioritize their committee work in favor of their regular duties? <i>If you answered "Yes" to this question, please refer to page 52.</i>		
Are leaders of campus-wide or strategic committees evaluated based on their performance as a committee leader? <i>If you answered "No" to this question, please refer to page 52.</i>		
Does your institution incorporate oversight of committee leaders into the performance evaluations of the committee leader's supervisor and every supervisor above that individual, continuing up to the president and governing board? <i>If you answered "No" to this question, please refer to page 52.</i>		



Getting to the Next Phase in Student Success

INTRODUCTION

Turning to Us in Times of Change and Need

Community Colleges on the Presidential Agenda Since Their Founding

Throughout the history of community colleges, presidents and other senior political leaders have called on community colleges to meet some of the nation's most pressing challenges. During the 1960s, President Lyndon B. Johnson asked community colleges to help expand access to higher education and to spread economic opportunity to more Americans.

President Johnson's CC Addresses Continue to Resonate



"You are becoming a part of the **revolution in American education**, a revolution of quality as well as quantity. More Americans are receiving more education today than ever before in our history...Columbia [State Community College]...will be **a school for all people...**"

- Lyndon B Johnson, President

Just as Relevant Today

- **Economic opportunity:** Emphasizing the value of expanding college-going rates
- **Access and success:** Trying to create a more skilled and educated population

In the 21st century, policymakers such as President Obama continue to praise community colleges as engines of opportunity and workforce development. The President and members of both major political parties look to community colleges to both expand access to higher education while also ensuring that students succeed once they enroll. As more jobs require higher education in the coming decades, the pressure on community colleges to meet these challenges will only grow.

President Obama Puts CCs at the Top of His Agenda



"For millions of Americans, community colleges are **essential** pathways to the middle class...We want young people to graduate with **real-world training...**and we want older workers to get retrained so they can compete..."

- Barack Obama, President

Addressing Familiar Themes

- **Access and success:** Announcing America's College Promise
- **Economic opportunity:** Promoting new workforce investment funds
- **Job training:** Debuting national apprenticeship programming

Source: Obama, B. "Remarks by the President on America's College Promise," The White House Office of the Press Secretary; Lyndon B. Johnson: "Remarks in Columbia, Tenn., at the Dedication of Columbia State Community College," March 15, 1967. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=28136>.; EAB interviews and analysis.

At the Center of Key Moments in History

Community Colleges Meet National Demands Since Inception

In 1947, the Truman Commission laid out the challenge of educating the millions of soldiers returning from World War II with their new GI Bill Benefits. In fact, the Truman Commission coined the term community college. Recognizing the need for a vast network of local, accessible institutions of higher learning, the Truman Commission understood the critical role community colleges could play in creating a more educated public.



1947: Educating a Post-War Society

Truman Commission recommends creation of network of public community colleges after passage of the G.I. Bill



1972: Expanding Access and Opportunity

Higher Education Act changes make cost of college widely affordable for all students through the Pell Grant and other aid programs



2007: Supporting Students Through the Downturn

The Great Recession generates massive enrollment from displaced workers seeking new skills and opportunities

“The name used does not matter, though community college seems to describe these schools best: the important thing is that the services they perform be recognized and vastly extended...Community colleges probably will have to carry a large part of the responsibility for expanding opportunities in higher education.”

Truman Commission Report

This dual emphasis on expanding access and growing economic opportunity has remained central to community colleges' missions throughout the past half-century. Most recently, community colleges served as the first line of defense for displaced workers during the Great Recession. Rapid enrollment growth tested community college capacity as workers sought new skills that would help them reenter the labor force.

Source: Trainer, S., "How Community Colleges Changed the Whole Idea of Education in America," *Time*, October 20, 2015; "Significant Events," American Association of Community Colleges, <http://www.aacc.nche.edu/AboutCC/history/Pages/significantevents.aspx>; The President's Commission: Higher Education for Democracy 1947, <http://courses.education.illinois.edu/eol474/sp98/truman.html>; "The History of Open Admissions and Remedial Education at the City University of New York," <http://www.nyc.gov/html/records/rwg/cuny/pdf/history.pdf>; EAB interviews and analysis.

Under Growing Pressure and in the Spotlight

Leaders Embrace the Challenge, but It's Harder Than Ever

Community college leaders have always embraced the work of expanding access and opportunity for diverse populations. However, several trends have made the traditional work of community colleges more difficult in recent years.

Increasingly Risky Demographics

▶ First-Generation

36%

First in their families to attend college

▶ Low-Income

72%

Apply for financial aid to cover college expenses

▶ Employed

74%

Work at least part-time while taking college classes

Employers Demanding Job-Ready Graduates

"Unfortunately, American companies don't seem to do training anymore...we know that apprenticeship programs have largely disappeared, along with management-training programs. The amount of training that the average new hire gets in the first year or so could be measured in hours and counted on the fingers of one hand."

*Peter Cappelli
The Wall Street Journal*

Mounting External Pressure

↓ **9.2%**

Decrease in state funding per student, 2007-2012

The New York Times

The Promise and Failure of Community Colleges

Community colleges are both engines of opportunity but also struggling institutions with questionable outcomes

THE WALL STREET JOURNAL

Obama's Dead-End Community College Plan

Free community college plans don't recognize that many companies want students to have more than an AA

Demographic pressures have brought higher risk populations to community colleges. First-generation and low-income students have grown as proportions of the community college population, and these groups often work at least part-time to make ends meet. At the same time, employers demand more from colleges by asking that graduates be ready for the job on day one instead of accepting on-the-job training as part of their responsibility. Finally, public scrutiny of community colleges has intensified as states cut funding. These three pressures have led to a flurry of reforms to increase student success and ensure financial sustainability for the future.

Source: "Matter of Degrees: Promising Practices for Community College Student Success," CCSSE, 2012; "Community College Fast Facts," AACC, 2015; Trends in College Pricing 2014; Snyder, M., "Driving Better Outcomes: Typology and Principles to Inform Outcomes-Based Funding Models," HCM Strategists, 2015; Cappelli, P., "Why Companies Aren't Getting the Employees They Need," *The Wall Street Journal*, October 24, 2011; EAB interviews and analysis.

Searching for the Missing Ingredient

Similar Practices Adopted Across Institutions Leads to Vastly Different Results

As part of this reform effort, community colleges have adopted countless well-researched practices in the past several years. Whether investing in new support staff, implementing new technology, or altering student-facing policies, institutions have expended tremendous effort and resources to improve student outcomes.

Despite Significant New Investments...



Additional support staff



Data and Reporting



Redesigned Onboarding

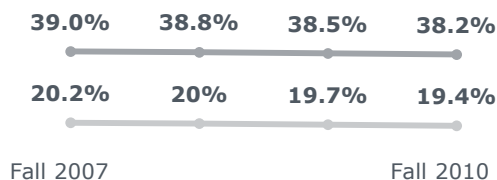


Course Redesign



Scheduling Innovation

...Little Measurable Progress on Standard Outcomes Metrics...



...And Wide Variety of Results among Different Institutions



Frustration and Minimal Improvement



Sustainable Uptick in Student Outcomes

Unfortunately, these investments have only allowed the field to tread water in terms of student outcomes. The national three-year credential attainment rate has actually declined from the 2007 to the 2010 cohort of entering students.

Behind these national trends, individual colleges have had vastly different experiences. Some have attempted many of the field's most promising practices only to feel frustrated at their lack of results. Others have implemented similar initiatives, but these institutions have found their success rates rising dramatically.

Source: American Association of Community Colleges, "Community College Completion: Progress toward goal of 50% increase," May 2015; "Noncompletion Success in California," *Inside Higher Ed*, March 4, 2016; EAB interviews and analysis.

Despite Effort and Reform, Scale Remains Elusive

Initial Programs Focus on Student Services and Rely Heavily on Innovators

Foundations, government agencies, and private corporations have provided billions in grants to support pilot initiatives in areas such as orientation, developmental education advising, learning communities, and success coaching, among many others.

Most Interventions in Student Services



No Shortage of Reforms

- New orientation programs
- Innovative advising models
- Cohort programs for special student populations
- Intensive coaching for underperforming students

~75%

Of first-cohort Achieving the Dream reforms focused on student services or instructional support

10%

Percentage of target student population reached by half of Achieving the Dream first-cohort reforms

Faculty Reforms Fail to Reach Scale



Proven Innovations in the Classroom and Curriculum

- Collaborative Learning Pedagogy
- Guided Pathways
- "Fifteen-to-Finish" Campaigns
- Predictive Academic Analytics
- Multi-Term Registration



Administrator-driven reforms



Majority of faculty don't know their role



New technologies and services implemented



Initiative design not faculty-friendly



Pilots launch from project-based teams



Task force structure and process inhibits scaling

Unfortunately, many of those pilot programs have focused exclusively on reforming student services. A majority of the first cohort of Achieving the Dream reforms reached approximately 10% of their target student populations, not nearly enough to meaningfully impact overall retention and graduation rates.

When institutions implement academic reforms, leaders acknowledge that they typically reach only those faculty who are predisposed to innovation. Many others do not understand their roles in the reform, or the governance structures in place stall attempts to bring the innovation to scale.

Source: Bailey, T., Jaggars, S., Jenkins, D., *Redesigning America's Community Colleges*, Cambridge, MA: Harvard University Press, 2015; EAB interviews and analysis.

Desired Changes Unclear at the Front Line

Even Well-Meaning Faculty Unsure of Their Role in the Completion Agenda

Three challenges often reduce the effectiveness of proposed student success initiatives. First, despite senior-level support for student success-focused reforms, many faculty and others on campus may not have the same understanding of the urgency to change strategies. Leaders on some campuses express concerns that the “Right to Fail” mentality still exists across their campus, preventing any real progress on student success reforms.

Underestimating the Challenge

“I completely underestimated where we were as an organization. I figured that long-term professionals in higher education would understand basic things about student success. We had to go back to the fundamentals to get faculty and staff on board with some of the reforms we wanted to make.”

*Vice President for Student Success,
Large Community College
Mid-Atlantic United States*

Showing Impact at Every Level

“It was a long process to change the culture from ‘Right to Fail.’ And I wanted to change the culture to ‘Did I do everything I possibly could for the student?’ This is my role as President to individually show to each employee what our culture is and how they fit into it.”

*President, Mid-Size Community College
Northeast United States*

Consequences of Not Cascading High-Level Goals to Frontline Faculty



Confusion among faculty about what they should specifically do differently to impact success



Uncertainty about how to measure progress



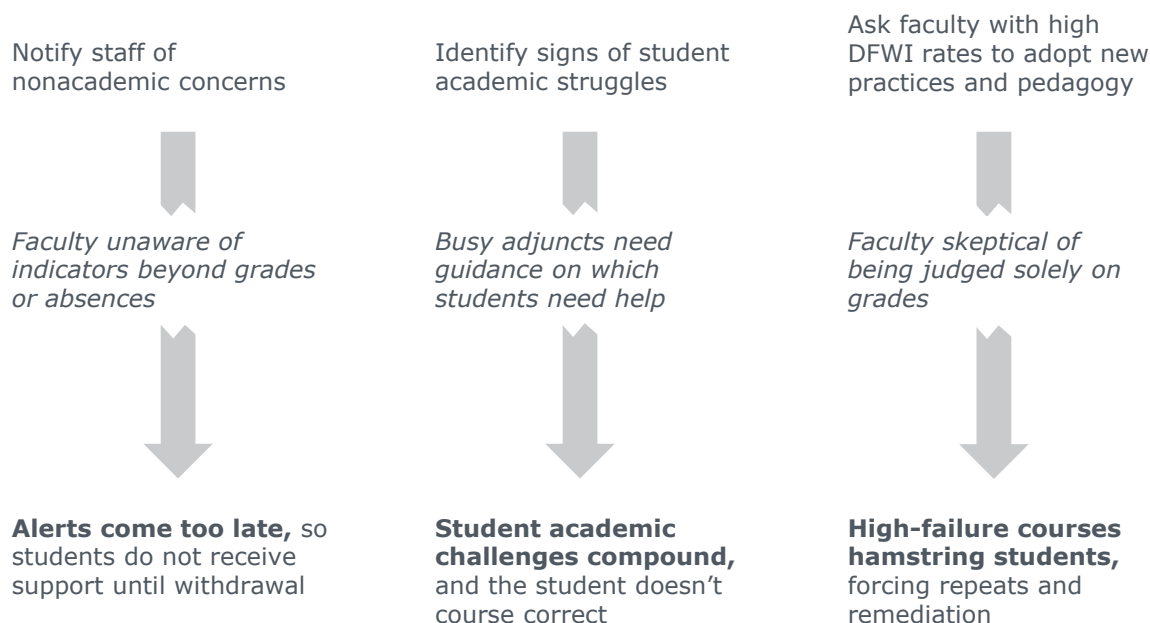
Lack of timely information about when and how to intervene

These concerns revealed several barriers to bringing student success reforms to frontline faculty. First, many instructors do not understand specifically what they should change in their current practice. They are experienced in their fields, and without clear evidence or motivation to change, they will continue to teach and work as they always have. Second, many don’t know how they can measure progress of a change or how they will be evaluated for their work under a new initiative. Finally, they often lack timely information about when and how to intervene to help at-risk students, only learning of the student’s struggles once they have failed an assignment or withdrawn from the course.

Barriers to Faculty-Driven Intervention

Lack of Awareness, Limited Bandwidth, and Evaluation Concerns

The second major challenge to partnering with faculty involves barriers to their individual intervention with students in their own classes. According to the Community College Survey of Student Engagement (CCSSE), more than three-quarters of community colleges have adopted an early alert system. Despite this widespread adoption, too few faculty participate in flagging student risk.



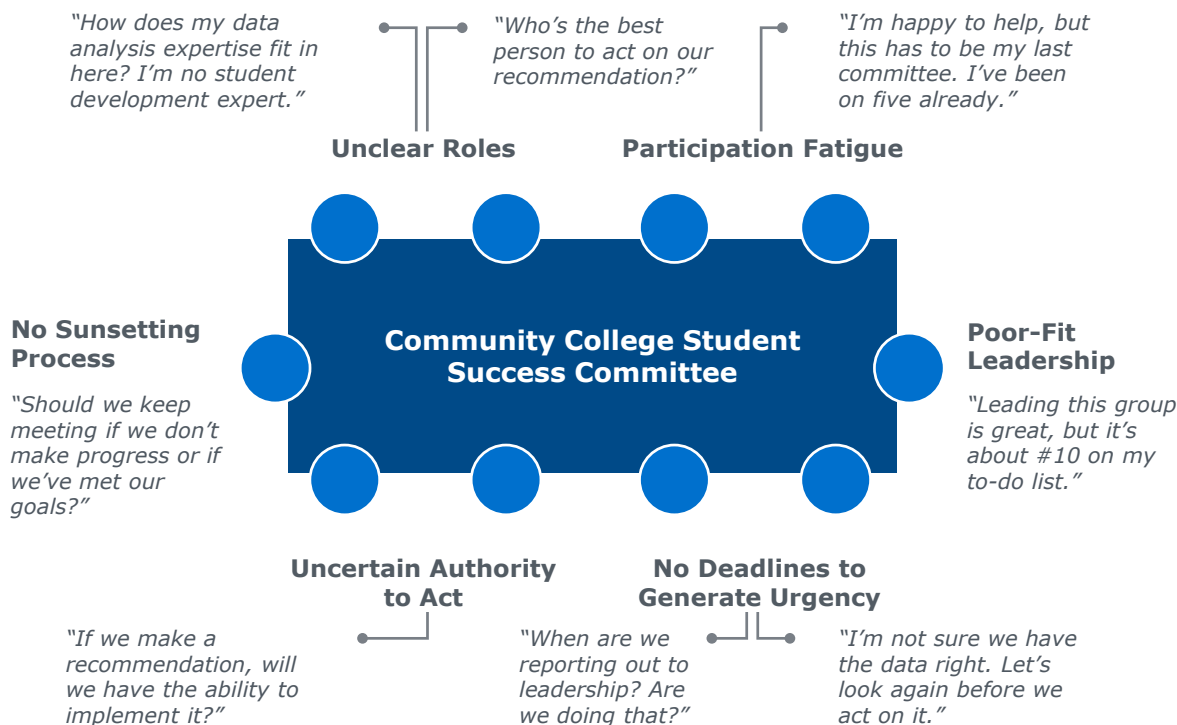
Many instructors only report grades and absences, not realizing that behaviors, moods, and class participation might also signal distress or struggles. Therefore, the alerts come after a student has already gone off track.

As community colleges increasingly rely on adjunct instructors, they may risk having workforces that are too busy with other jobs or going from campus to campus to actually submit timely alerts. Finally, faculty resistance to evaluation based on student performance often fail to reform high failure rate courses that derail many students on their path to completion.

Collective Action Mechanisms Fail to Meet Goals

Current Approach Lacks Urgency and Results-Based Orientation

Student success governance processes are the third challenge leaders face in making progress on student success goals. Faculty serve as critical partners in these governance bodies, but the structure, membership, and practices of the groups often prevent members from bringing student success reforms to scale.



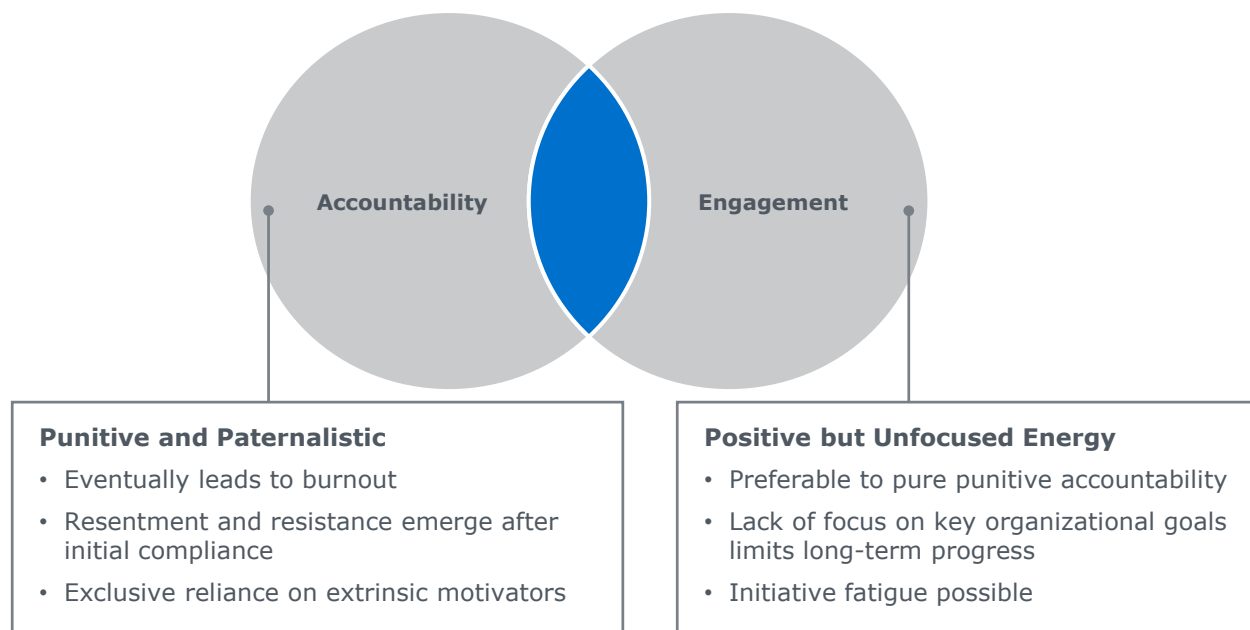
Central student success committees have helped community colleges overcome the challenges of fragmented decision making that occurred when individual departments or divisions made decisions about their own students. However, bringing such diverse stakeholders together often leaves members uncertain of their roles or authority on the committee. Leaders of the group, and the most active members, are often already busy faculty and staff who cannot devote adequate time and attention to the work. Too often, the recommendations from these committees sit on a shelf due to uncertainty regarding who has the authority to actually implement the recommendation. Without effective collective decision making bodies, community colleges cannot create sustainable change.

Finding the Accountability-Engagement Balance

The Primary Change Management Challenge for College Leaders

The three preceding change management challenges reveal that community colleges need to strike a new balance between accountability and engagement. In this case, accountability refers to top-down, punitive measures that an organization may take against employees that do not comply with certain changes. Engagement, on the other hand, refers to positive energy around broad organizational goals. The overlap between these two elements of change management offers a new path forward to partner with faculty to achieve sustainable campus-wide change.

Connecting Two Key Elements of Faculty Change Management



A change management strategy focused exclusively on accountability will most likely lead to gains, but those improvements will dissipate as faculty and staff burnout and begin to resent senior leaders. According to behavioral economics research, relying on harsh accountability for compliance is poorly suited to complex tasks like teaching and improving student success. Alternatively, relying on undirected engagement will create a positive environment that cannot improve on key metrics.

Instead, leaders must take positive energy and engagement and direct it toward key institutional goals. On campuses focused on the overlap between engagement and accountability, staff and faculty have internal motivation to direct their talents and energies toward student success.



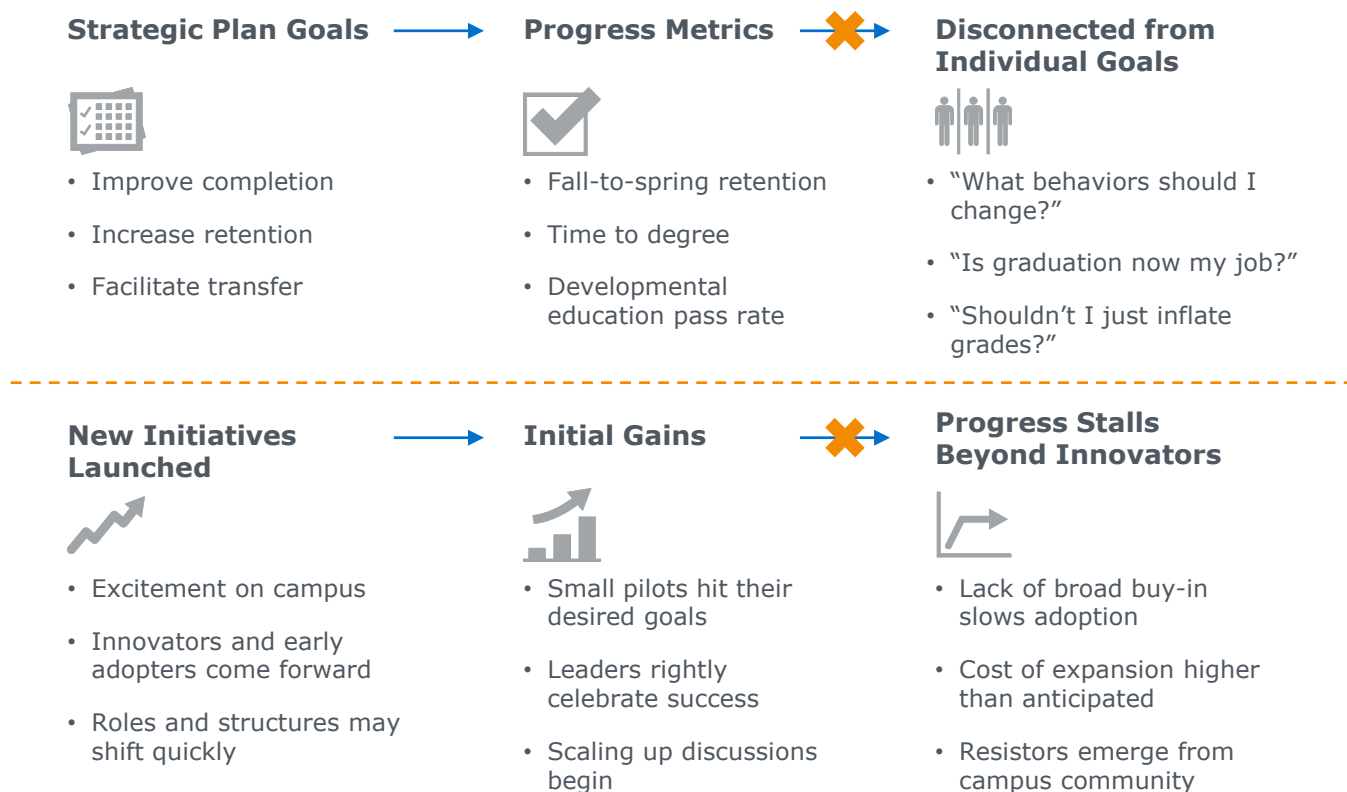
Making Strategic Goals Meaningful for Departments and Faculty

SECTION

1

Two Common Problems with Change Management

Two current approaches to goal setting on many campuses can create a disconnect between the strategic priorities of the campus and the individuals on the front line. First, strategic plans often set admirable goals to improve completion, increase retention, and facilitate transfer, among many others. Some strategic planning teams set clear progress metrics and baselines against which they measure college performance. Unfortunately, nearly all institutions skip a critical step: connecting the lofty goals to individuals at all levels of the organization.



Similarly, new initiatives or pilots launch with ambitious student success goals and significant excitement on campus. These programs yield promising initial gains as grant funding arrives and early adopters implement new strategies. A plateau effect then occurs as the college realizes it cannot expand the pilot beyond a small group of students and early adopter faculty. Costs and internal resistance often prevent leaders from bringing successful pilot initiative to scale.

Cascade Goals to Create Multilevel Urgency

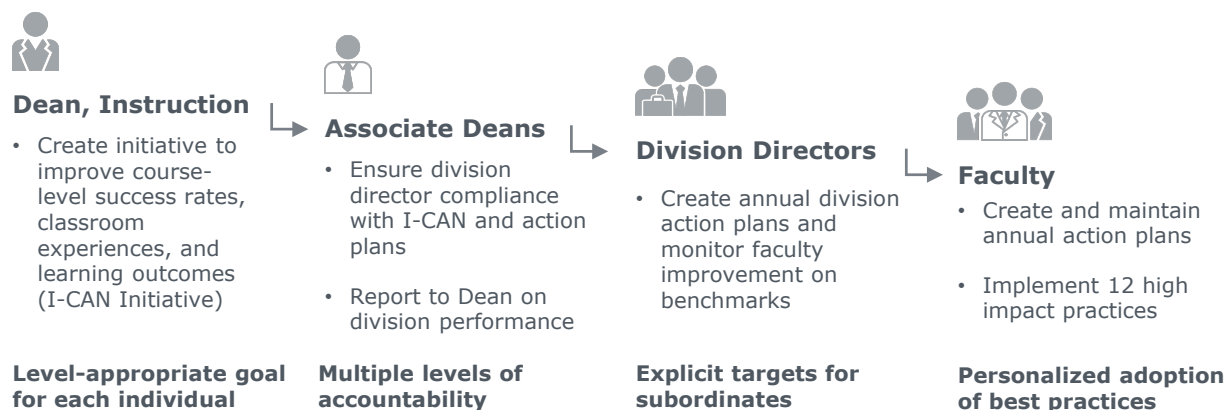
Wallace Community College Builds Top to Bottom Accountability

Even enthusiastic faculty might fail to see how they need to change their work when college leaders launch new initiatives. When Wallace Community College identified a course completion crisis on its campus, faculty and administrative leaders launched the Improvement-Constant and Never Ending (I-CAN) initiative to encourage adoption of best practices in pedagogy. As part of the initiative, each level of the academic affairs division must create action plans focused on how they will encourage their direct reports to implement the best practices.



Strategic Plan

Initiative 1: Achieve increased excellence in student success in educational programs



67%

Increase in AA/AS degree completion rates since 2011

25%

Increase in success rates for top enrollment courses after one year of implementation

16%

Increase in Fall-to-Fall retention rates

I-CAN identified 12 pedagogical practices that faculty members should adopt, including replacing purely lecture courses with active learning, adopting lecture capture technology, and sending alerts about at-risk students earlier, among others. Each faculty member must write an annual action plan explaining how he or she plans to incorporate the best practices. Each division director monitors and supports their faculty members, and they must create an action plan for their division's adoption of the I-CAN techniques. All levels of the academic affairs enterprise must create action plans for the areas under their supervision. Infusing accountability for creating the plan while giving flexibility for how individuals adopt the practices helps faculty feel motivated and supported to improve their teaching while directing this energy to improving student success.

Source: Pierce, D., "Four Lessons from a College's Completion Efforts," AACC 21st Century Center, March 2016; institutional website; EAB interviews and analysis.

Six Characteristics of Effective Indicators

Advice for Crafting Multilevel Goals

Crafting personalized goals related to institutional goals can motivate faculty and focus their positive energy. However, taking the time to cascade strategic goals to all relevant parts of the college takes significant time and effort from senior leaders.

Characteristics of Best-in-Class Goals



Specific

Goals throughout the organization must identify discrete changes or accomplishments an individual could achieve

Measurable

For individual or high-level goals, the institution should be able to determine a benchmark and agree on how to define progress

Achievable

Goals at all levels of the organization should be realistically achievable in a given timeframe considering past performance

Relevant

Individuals should feel that the goal applies to their role and matches with their own values

Timebound

Individuals and institutions need to feel urgency to reach goals in a specific timeframe

Public

Opaque indicators of success fail to remind faculty and staff that individual effort contributes to institutional success

Tie all goals back to the institution’s strategic priorities

To maximize the effectiveness of goal setting, individuals should work with their supervisors (e.g., department chairs, division directors, deans, etc.) to craft SMART goals—specific, measurable, achievable, relevant, and timebound. Additionally, as stewards of public resources, progress made on strategic goals and leading indicators should be publicly reported for internal and external audiences.

Leverage Major Events to Craft Goals

Use Opportunities for Broad Campus Engagement to Facilitate Goal Setting

Even the most effective leaders may struggle to create urgency for strategic initiatives at all levels of the organization without a unifying event or initiative. Typically, major events such as board mandates, strategic planning exercises, milestone anniversary celebrations, and reaccreditation can provide useful opportunities to engage broad swaths of campus stakeholders around strategic goals.



Using a Board Mandate to Create a Comprehensive Set of Indicators

- Board approves 28 original Indicators of Success under six high-level “ENDS” starting in 2000
- Strategic Leadership Team and Board reduce ENDS to three (Student Success, Workforce Development, and Transfer)
- GRCC reevaluates metrics annually and proposes updates to the Board
- Metrics range from completion rate to learning outcomes



Goals determined with input from all levels of campus personnel



Public dashboard with clear progress indicator encourages accountability



Building Cascaded Metrics within a Quality Enhancement Plan

- Three key issues identified for 2013 Quality Enhancement Plan
 - Problems with persistence in gatekeeper courses
 - Achievement challenges
 - Student support challenges
- Gatekeeper course solution tracked four outcomes with several leading indicators and progress metrics for each outcome



Specific goals for each problem targeted in quality enhancement plan



Thorough breakdown of goals and desired outcomes

Grand Rapids Community College received a mandate from its board to create a performance dashboard in 2000. Instead of adopting just a small set of board-level metrics, leadership at Grand Rapids engaged the campus community in identifying multilevel goals as granular as improvement on student learning outcomes and as broad as improvement in three-year graduation rates.

Santa Fe College (FL) used its reaccreditation to identify its high DFW courses for reform. After selecting approximately 50 gatekeeper and developmental courses for additional advising and attention, reaccreditation leaders created four levels of goals for the initiative so that faculty and academic leadership knew their role and targets for the initiative.

Stagnating Even with Specific Goals and Data

Leaders Struggle to Avoid Becoming Data-Rich but Information-Poor

To pinpoint reasons for student attrition and create potential remedies, community colleges have become more focused on data analysis and reporting beyond simple measures of graduation and retention rates. Initiatives such as the Voluntary Framework of Accountability and the National Community College Benchmarking Project seek to provide common data definitions and reports across the nation. State-mandated dashboards add to the complex amount of information leaders must absorb as they make decisions.

Data Dashboards and Information Reporting Abound...



Common Dashboard Metrics

- Three-year graduation rate
- Completion of 30 credits
- Fall-to-spring retention
- Demographic data
- Pell-eligibility in the study body
- ...Many more

...But Unguided Reporting Maintains Status Quo



Which data points are the most important?



Am I supposed to report back about any of these data points?



What can I do to help the individual faculty members struggling in their courses?



What happens if these data points don't improve?



How do I create urgency for my faculty members to improve?

Unfortunately, the recent wave of data initiatives and reports has left many college leaders and their teams overwhelmed. With so much information, many leaders wonder which data points are most critical for decision making. Furthermore, the data by themselves do not direct many campus constituents to change behavior or adopt new practices. At their worst the data initiatives seem more like a burden than a benefit to resource-constrained institutions attempting to manage the day-to-day challenges of educating thousands of students.

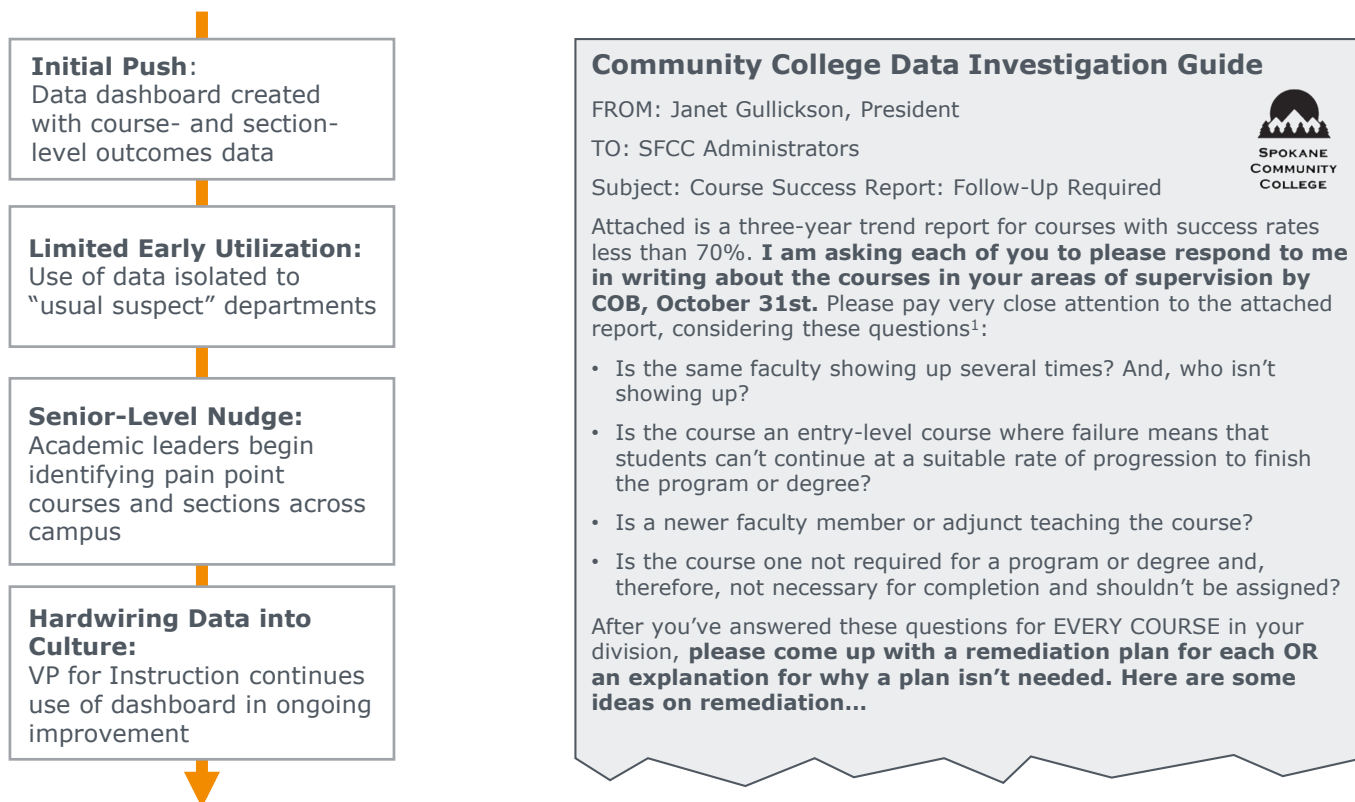
Source: "Developing Measures of Community College Effectiveness," Voluntary Framework of Accountability, 2012; "Management Information Systems Data Mart," California Community Colleges, 2016; "Benchmarks for Community Colleges," National Community College Benchmark Project, 2016; EAB interviews and analysis.

Kickstarting the Use of Course-Level Data

Spokane Falls CC Prompts Data Analysis, Follows Up with Plans

Though senior leaders may carefully review and consider student success data when making decisions, many of these leaders express disappointment that frontline faculty do not use course- and section-level data to improve student success rates.

Spokane Falls Community College (SFCC) uses course-level data to guide faculty development and student success efforts by pairing investigative questions with suggestions for improvement. When SFCC first created its course-level data dashboard, few academic leaders and faculty members used the information to improve high-DFW courses or make curricular changes.



The college President, Janet Gullickson, sent a version of the email above to all academic leaders on campus with a spreadsheet of all courses and sections with success rates below 70%. Instead of simply asking these administrators to look at the data and make changes, the email provides guiding questions for data analysis. Additionally, it provides suggestions for getting additional resources that can assist the faculty member and improve course outcomes. The combination of analytical guidance with a commitment to providing support demonstrated the importance of the initiative to senior leaders while also giving academic leaders the flexibility to craft their own improvement plan.

1) Question list shortened for space

Overcoming Institutional Inertia

Presidential Prompt Must Include Clear Guidance and Next Steps

Engaging faculty and academic leaders with course- or section-level data will not automatically lead to change and may even lead to resistance from faculty who feel threatened or accused. Spokane Falls Community College struck the right balance between asking critical questions about the data and outcomes while also clearly promoting improvement resources over negative consequences.

Keys to Successful Data Interpretation Guides



Pose clear questions about what to look for in the data



Relate individual course questions to larger curricular concerns



Provide guidance on how to work with the faculty member to improve



Include a clear call to action and next steps for reviewers



A Bolt of Lightning

"Sending out this email was a transformational bolt of lightning for our campus. People needed to know that we were paying attention to student success data. Once they realized that, they started to make huge changes...Only the President can send this kind of email. It has to come from a 'bad cop' and that has to be the President."

*Janet Gullickson, President
Spokane Falls Community College*

1 Identifying an Outlier Course

Science course stood out with its less than 60% success rate

2 Instructor Seeks Support for Her Students

The instructor requested professional development and tutoring center support

3 Success Rates Climb as Dedicated Tutors Join the Class

The success rate has risen each year as students access in-class specialized supplemental instruction

To elicit the most productive response and improvement plans, leaders engaging faculty and academic leaders with course- and section-level data should:

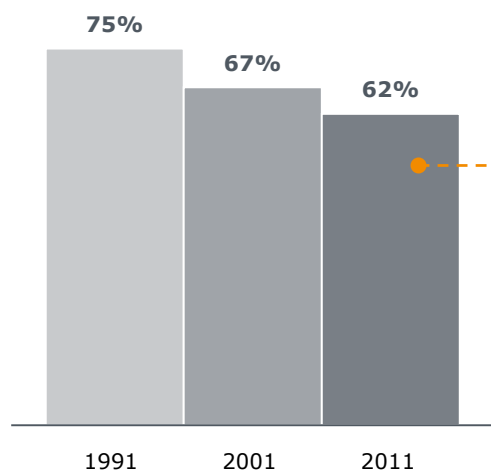
- Direct users to the most important aspects of the data for analysis
- Place the individual course or section in context of larger student pathways
- Offer specific suggestions and resources for faculty development
- Include a clear next step and deadline for taking action

Filtering Accountability to the Individual Level

Student Outcomes Meaningfully Impact Trident Tech Faculty Evaluations

No matter how effective the call to make data-driven improvements in pedagogy or curricula, some faculty and academic leaders may still resist change. To overcome that resistance and bring urgency for student success to the individual faculty member level, some colleges have begun incorporating student outcomes into faculty performance evaluations. Though still a rare and highly controversial approach, this strategy has emerged as colleges feel growing pressure to improve course completion, retention, and graduation rates.

Trident Technical College Course Success Rate, 1991-2011



Trident Technical College's Outcome-Focused Performance Management System

- 1 Decline Leads to Inclusion of Outcomes in Faculty Evaluations**
Faculty must prove their commitment to improving student outcomes by reaching at least a 73% passage rate or using one of 15 other benchmarks
 - 2 Failure to Meet Expectations Leads to Improvement Plan and Inability to Teach Overloads**
Faculty who do not meet expectations must complete an Instructor Reflection Form, lose the ability to teach overloads, and may be ineligible for a raise if available
- ★ **Near-universal adoption of benchmarks leads to success rates climbing toward 75%, along with transition to compressed semesters**

Trident Technical College, after years of declining course success rates, has recently made 10% of faculty performance evaluations dependent on student outcomes. Faculty members must meet one of 16 outcome benchmarks, such as reaching a 73% course success rate, chosen from a set of national benchmarks, or making improvements against internal departmental benchmarks. These benchmarks combat concerns that faculty members can simply inflate student grades or reduce academic rigor to reach the 73% pass rate. Since implementation in 2014, only 14 faculty members have failed the student outcome portion of the evaluation, and no faculty member has failed that portion more than once.

Top Insights from the Section

Making Strategic Goals Meaningful for Departments and Faculty

Cascade College Goals to All Levels of the Institution

Align strategic priorities with role-based goals and metrics that show all individuals on campus what they need to do to support the college vision

Spur Action by Helping Leaders Interpret Data

Provide guidance on interpreting and using data to change practices when sharing dashboards or other reports



Include Student Outcomes in Faculty Evaluation

Provide faculty with data about their course outcomes, and incorporate student outcomes into performance evaluations and improvement plans

Create Role-Specific Data Dashboards

Share relevant data with leaders at all levels of the organization without diluting their focus through extraneous detail, poor layout, and lack of benchmarks



Increasing Individual Faculty Participation in Mitigating Student Risk

SECTION

2

Faculty on the Front Line of Student Success

Faculty-Student Interactions Aid Risk Identification and Engagement

Decades of research on student success have demonstrated the connection between faculty relationships and strong student performance. In fact, research by Umbach and Wawrzynski in "Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement" indicates that faculty-student relationships are the most important predictor of student persistence.

Average first semester
student hours spent...



1

...In an advising office



225

...In a classroom¹

Contributing to Persistence

"In accordance with Chickering and Gamson, several researchers documented the strong association of both formal and informal faculty-student contact to enhanced student learning. **These interactions influenced the degree to which students became engaged with faculty and were frequently the best predictors of student persistence** (Braxton, Sullivan, & Johnson, 1997; Hurtado & Carter, 1997; Pascarella & Terenzini; Stage & Hossler, 2000)."

Paul Umbach and Matthew Wawrzynski

"Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement"



Unfortunately, too few students have these relationships and interactions despite the many hours spent in class with faculty members. In addition, several barriers exist that prevent faculty from interacting with students at critical times, such as when a student is in distress or when he or she has begun to struggle with their coursework.

1) Based on assumed course load of 15 credit hours over a 15-week semester

Source: Umbach, P. D., Wawrzynski, M. R., "Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement," *Research in Higher Education* (2005); EAB interviews and analysis.

Key Responsibilities Well Known

Abundant Research on Faculty Best Practices

To build the most positive student relationships possible, institutions need faculty to adopt practices and behaviors that will increase the quantity and quality of their interactions with students and leverage their unique abilities to prevent attrition. First, the National Survey of Student Engagement data have shown that more active learning environments lead to greater student engagement and success. The Community College Research Center as well as college leaders recommend that early alert and online advising systems can nudge students to stay on track, especially in critical developmental or gatekeeper courses.

Pillars of In-Class Student Success-Focused Responsibilities

Adopt Student-Centered Pedagogy

"Faculty members who take risks with their teaching...and making teaching and learning a collaborative activity are more likely to foster student success."

Jillian Kinzie
National Survey of
Student Engagement



Flag Signs of Student Risk

"E-advising systems that provide students with direct and automatic feedback on their progress may also help students stay on track through their program of study."

Thomas Bailey
Community College
Research Center



Report Early for Higher Risk Courses

"We need to focus our energy first on the students enrolled in our highest risk courses. If we don't closely support them as they progress through those developmental or gateway courses, they may not make it to the higher level ones."

Provost
Community College



Intervene Before Drop Out

"Faculty spend the most time with students...often times they're the last person to interact with a student before she decides to drop out. It's critical that we help faculty intervene in these moments."

President
Community College



Faculty can also serve as the first line of defense before withdrawal or dropout. They spend more time with students than any other group on campus, and they often have insight into reasons for dropout or ways to ensure that a student continues to make progress toward a degree. Giving these individuals the right information at the right time can help them prevent negative student outcomes.

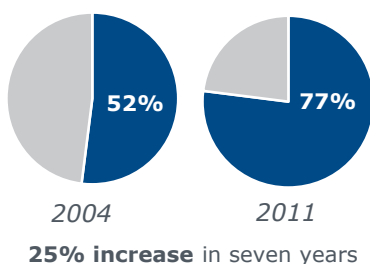
Source: Kinzie, J., "Promoting Student Success: What Faculty Members Can Do," Indiana University Center for Postsecondary Research, 2005; Mechur-Karp, M., "Tech Alone Won't Cut It," *Inside Higher Ed*, <https://www.insidehighered.com/views/2014/01/13/essay-looks-how-early-warning-systems-can-better-boost-retention>; Bailey, T., et al., *Redesigning America's Community Colleges*, Cambridge, MA: Harvard University Press; EAB interviews and analysis.

Why Don't Faculty Flag Student Risk?

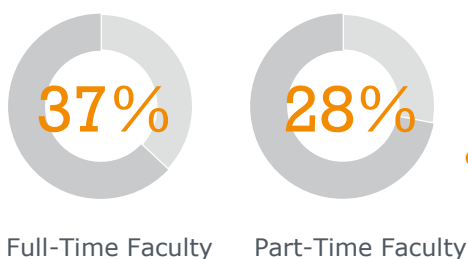
Intervention Rare Despite Evidence of Impact

Despite the proven impact and widespread adoption of early alert technology, few faculty members actually use these tools. The Community College Survey of Student Engagement indicates that more than three-quarters of community colleges had adopted an early alert tool by 2011, the most recent data available. However, only 37% of full-time and 28% of part-time faculty report submitting alerts. Approximately half of all faculty report referring students to advising, an alarmingly low number given the emphasis on improving academic advising in recent years.

Community Colleges Increasing Investment in Early Alert Tools



Current Faculty Utilization Underwhelming¹



Why Aren't Faculty Flagging Student Risk and Intervening?

- A+** Perception that the system only flags grades
- ?** Unsure of what behavioral risk indicators to flag
- ⌚** Faculty, especially adjuncts, too busy to identify students with greatest need
- 👤** Concern that alert will harm faculty-student relationship

Four primary barriers prevent many faculty from participating in early alert programs. Many assume that the system only focuses on grades, so behavioral risks go unreported. Even those faculty that would like to notify someone about student behaviors may not because they do not know which ones are appropriate to submit through the system. Busy faculty members, especially adjuncts traveling between campuses, may intend to submit alerts but simply have too many other demands on their time. Finally, many faculty members report concerns that they will damage their relationships with students as students will feel that the faculty member has violated confidentiality.

Source: Habley, W., et al., "What Works in Student Retention? Two-Year Public Colleges," ACT, 2004, 2010; "A Matter of Degrees: Promising Practices for Community College Student Success," Center for Community College Student Engagement: 2012 https://www.ccsse.org/docs/Matter_of_Degrees_2.pdf; "A Matter of Degrees: Promising Practices for Community College Student Success: A First Look" Center for Community College Student Engagement: 2011 https://www.ccsse.org/docs/Matter_of_Degrees.pdf; EAB interviews and analysis.

1) n = approx. 172,900 faculty

Allay Initial Concerns by Streamlining System

Early Alert Processes Should Be Simple, Strategic, and Sensitive

Building a successful early alert program requires following the four steps seen below. Faculty need a single place to refer any and all concerns to a single place. With limited time and staff capacity, institutions should focus on those courses with the highest risk student and those courses with the highest DFWI rates. Finally, many colleges fail to train all of their faculty on how to use the system, neglecting their adjuncts and part-time instructors. Every faculty member must know how and when to use the system to support students.

Making It Simple



Single Referral

Faculty given option to suggest specific response, but able to send all alerts to single office

Target High-Risk Courses and Students

Focus compliance efforts at highest-impact populations

All-Inclusive

Single system for logging academic, attendance, and behavioral alerts

Includes All Faculty Classifications

Train adjunct and part-time faculty to ensure coverage of all courses

Addressing Faculty Concerns



Student Privacy

Faculty, advisors, and support staff able to submit alerts, but full access limited

Positive Messaging

Students encouraged to take clear action steps, rather than simply alerted of risk

Follow-Up

Faculty informed of alert receipt, as well as progress and resolution of cases

Flexible Faculty Role

Faculty able to decide whether and how to get involved with student issues

College leaders need to address the concerns of faculty seen above. Only designated staff should have full access to the alert and tracking system to protect student confidentiality. Many faculty members worry that early alert messages to students will become a self-fulfilling prophecy in which students learn that they have had an alert submitted and therefore lose confidence. Messaging to students should include clear, encouraging messages with specific action steps. To make sure that faculty members feel included in the process, early alert staff should keep the instructor informed about when their alert has been processed and resolved. Finally, some faculty members may want to help with the resolution, so they should have clear, appropriate channels to engage with student issues.

Encourage Early Reporting in High-Risk Courses

Administrative Time Best Spent on Small but Critical Population

Every community college has limited staff time and capacity to encourage and respond to early alerts. Therefore, institutions should focus their time and attention on the courses and faculty that have the greatest impact on students. These courses are often developmental or gatekeeper courses with high enrollment. If students fail these courses, their chances of making progress toward a degree decrease significantly.



Santa Fe Prioritizes Early Alert Usage in Critical Courses

- 1 Designate** faculty teaching highest-risk courses such as gateway or developmental courses
 - ~50 faculty designated per year
 - Department chairs select best-fit faculty
- 2 Campaign** to ensure all faculty understand signs of student risk to flag (e.g., frequent absences, late or missing assignments)
 - Present at campus-wide professional development sessions
 - Discuss questions or concerns at department meetings
 - Include resources and information in reminder emails
- 3 Nudge** designated faculty via early reporting campaign to report one week before rest of faculty

3.6%

Increase in fall-to-fall retention rates for students in designated courses

5.8%

Increase in fall-to-fall retention rate for students taking a designated class for the second time



As part of their most recent Quality Enhancement Plan, Santa Fe College department chairs designate approximately 50 faculty members per year as Navigating the College Experience (NCE) faculty. Though all faculty members receive training and communication about early alert, these faculty must especially understand the importance of the system.

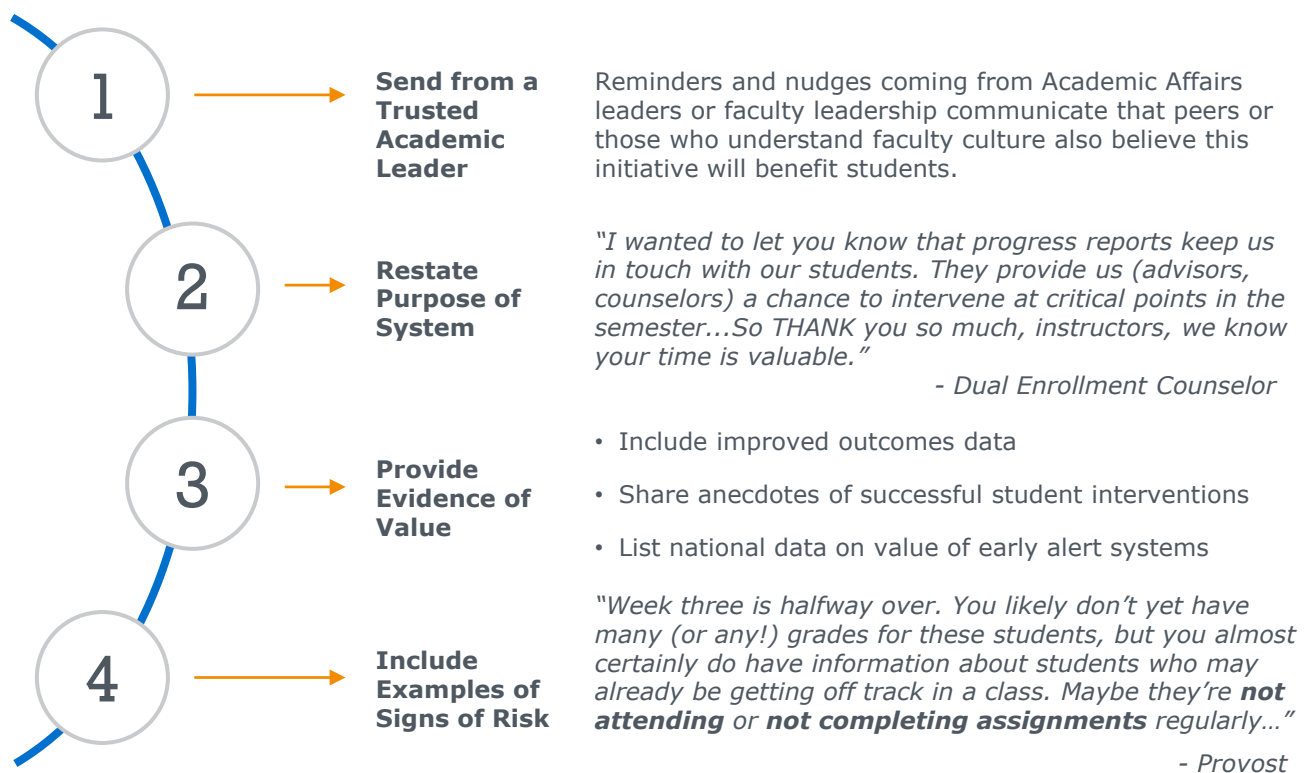
NCE faculty members receive the first reminders to submit early alerts. Instead of the standard reminders at weeks four and eight, these individuals receive reminders at weeks three and seven. Not only do these additional reminders encourage utilization, they also encourage reporting about more than just grades. By week three, many faculty members may not have given any large assessments of student performance. Therefore, the faculty members must submit alerts about behavior, participation, or other signs of distress.

Source: Aspen Institute, Santa Fe College
<http://www.aspeninstitute.org/policy-work/college-excellence/aspen-prize-community-college-excellence/2015-aspen-prize/santa-fe>; EAB interviews and analysis.

Crafting Faculty Early Alert Reporting Nudges

Evidence, Trust, and Repetition Build Buy-In and Compliance

Simply sending an additional, generic reminder to faculty members would not increase compliance or interest in the system. Instead, Santa Fe College incorporated several communication best practices into their reminders to increase support for early alert. First, the nudges come from trusted academic leaders like the provost and other senior faculty members. Faculty inherently trust these individuals and are more likely to respond positively to their communication. Second, the emails regularly remind faculty of the early alert system's purpose to support students.



Third, the emails contain outcomes data, anecdotes about successful interventions, and even national data on the effectiveness of early alert. The anecdotes personalize the impact of early alert, increasing the effectiveness of the reminder. All of this information convinces busy faculty that submitting these reports is a good use of their time.

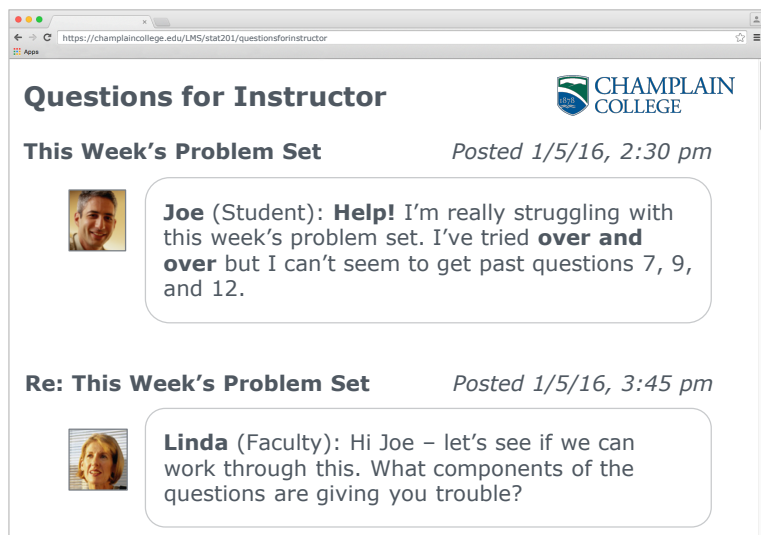
Finally, the emails include specific examples of risk that students might display. Especially for newer faculty, this guidance helps them think beyond student grades or academic performance so that student success staff have more holistic insight into each student's situation.

Rapid Response Beyond Early Alert Systems

Tagging Expressions of Concern Guides Faculty to Students Most in Need

Most faculty members want to address signs of academic and personal concern among their students. Unfortunately, many adjunct faculty members, especially those teaching courses at multiple campuses, often have little time to sort through questions from students on a regular basis. This challenge is especially pressing for those instructors who teach hundreds of students, whether in-person or online.

Students Post Questions on Course Discussion Board



Multiple Checks Ensure Timely Faculty Response

Faculty respond to students in the "Questions for Instructor" section of course discussion board



LMS automatically searches for key phrases posted by struggling students, such as **"help"** and **"over and over"**



Quality assurance staff member checks search results for questions unanswered after 24 hours and alerts faculty member as necessary

Champlain College supports online instructors with identifying students most in need of academic intervention by highlighting "risk phrases" in students' online discussion board posts. The institution developed a list of frequently used key words and phrases that signal academic risk, (e.g., help!, tried over and over, frustrated, don't understand). An automatic script identifies all instances of the words in posts, and instructors are provided a prioritized list of students to proactively contact.

Central support staff monitor the LMS to determine if faculty members have ignored student questions for more than 24 hours. If so, they send reminders to the faculty member to follow up.

Rewarding Individual Faculty Performance

Performance Rubrics Tie Faculty Engagement to Merit Bonuses

To ensure that these reminders are not ignored, Champlain College includes instructor responsiveness and quality of those responses in their performance evaluations. Instructors are eligible for a performance bonus of up to \$500 for fulfilling recommended student success interventions—including responding to posts identified through the discussion board risk tagging.



Individual Course Bonus Determined By Instructor Success in Six Categories

45 Quantitative and Qualitative Metrics Within...

1. Student satisfaction	4. Consistent and meaningful engagement
2. Initiative	5. High responsiveness to students
3. Deep concern for student success	6. Administrative responsiveness

\$30,000

Annual Bonus Budget

\$500 for 45 Points

\$250 for 43-44 Points

- Quality assurance coordinator and dean assign points
- LMS data, student evaluation inform scores

Positive Effects Beyond Individual Financial Gain



Public Accountability: Emails sent to faculty identify number of instructors receiving each bonus



Professional Development: Common weaknesses and instructor audits inform both group and individual training



Student Success: Faculty with highest scores demonstrate lowest student attrition rates

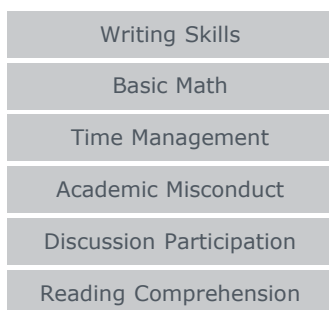
Monitoring compliance with the risk tags and question responses has yielded several benefits for Champlain. By identifying where faculty members struggle in responding to students or in other aspects of their performance evaluation, Champlain can tailor group and individual trainings. Additionally, the institution can identify leading faculty with the lowest student attrition rates.

Making Realistic Demands on Faculty

Monitoring Tutorial Referrals Among SUNY-ESC's Distance Students

SUNY Empire State College, an institution with a strong majority of online students, has also built academic support directly into the LMS. Empire State faculty developed a series of web-based, self-paced tutorials on academic topics. A faculty member can refer a student to tutorials based on graded assignments, classroom observation, or office hour conversations. Self-paced tutorials address common academic readiness and developmental topics, including writing skills and basic math, time management, and reading comprehension, as well as active participation in discussion and issues of academic misconduct.

Faculty Refer Students to Self-Paced Tutorials

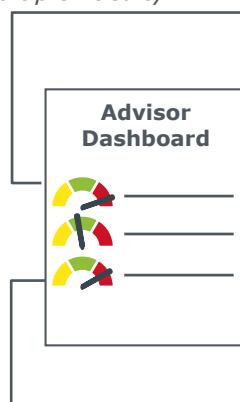


- 1 Instructor notices problem; discusses with student and enrolls in tutorial
- 2 Tutorial automatically appears in student's LMS
- 3 Instructor and advisor can track progress

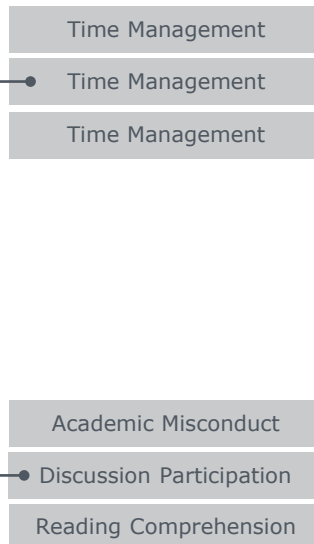


Multiple Referrals Trigger Advisor Intervention

Same Tutorial Identified by Multiple Faculty



Multiple Tutorials in Single Course



Instructors enroll a student in the appropriate tutorial, at which point a notification appears in the student view of the LMS. The instructor and any advisor, if there is a second person supporting the student, can see all the tutorials that have been sent to the student.

Two conditions trigger additional intervention. If the same tutorial (e.g., time management) has been flagged by multiple instructors, then an advisor intervenes. Or, if a single faculty member refers a student to multiple tutorials on different topics, then an advisor intervenes. In the cases of both Discussion Post Risk Tags and Faculty Tutorial Referrals, instructors are given a way to spend scarce time with students who are most in need and most at risk while simultaneously improving communication and coordination with professional advising staff.

Just-in-Time Nudges to Intervene

New Mexico Junior College Alerts Faculty of Withdrawal Attempts

Even if faculty members want to intervene to prevent student withdrawals or failures, they may not have the information to do so. At New Mexico Junior College, the Faculty Senate wanted to help reduce withdrawals after reviewing course-level data. These faculty leaders determined that they did not have timely information about students attempting to withdraw. They only learned after the student had fully withdrawn from their course, and by that time, it was too late for the faculty member to intervene.

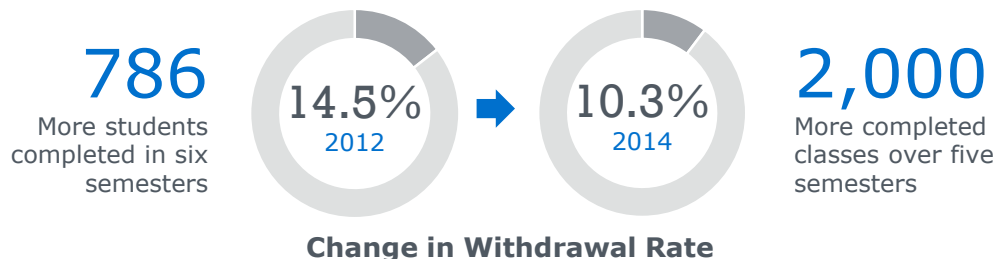
Faculty Driven Effort to Increase Course-Level Success

- Faculty Senate concerned by high DFWI rates
- Realized lack of insight into reasons for withdrawal
- Asked administration to provide alerts when students attempt to withdraw
- Designed withdrawal “Cooling-Off Period” interventions



Withdrawal “Cooling Off Period” Allows for Faculty Intervention

- 1 Student withdrawal takes 48 hours to process
- 2 Faculty immediately notified of student withdrawal request
- 3 Faculty intervene and connect students with resources and improvement plans
- 4 Most students who choose not to withdraw successfully complete courses



To get just-in-time information about withdrawals, the Faculty Senate and the administration worked together to redesign the withdrawal process. When a student attempts to withdrawal through the student portal, faculty members receive an automatic alert. They then have 48 hours to contact the student, identify the reason for the withdrawal, and attempt to remedy the problem.

This approach to preventing withdrawals reduced the withdrawal rate by over 4% in two years at New Mexico Junior College. It engages faculty members by giving them timely information and leveraging their unique relationships with students to encourage progress to completion.

Top Insights from This Section

Increasing Individual Faculty Participation in Mitigating Student Risk

Address Faculty Concerns in Early Alert Design

Create a single referral destination for all alerts, and help faculty understand the resolution process so that they feel the student is benefiting and not feeling discouraged

Maximize Early Warning in High Risk Courses

Select courses with high DFWI rates and significant negative impacts for student failure to send evidence-based early reminders about early alerts



Direct Faculty to the Highest-Need Students

To save busy faculty members valuable time, monitor student signs of risk in academic work and give faculty mechanisms to assist those students first

Emphasize the Nonacademic Role of Early Warning

Remind faculty regularly that they should alert student services professionals if students present concerning behavior beyond low performance on academic assignments



Elevating Committee and Task Force Effectiveness

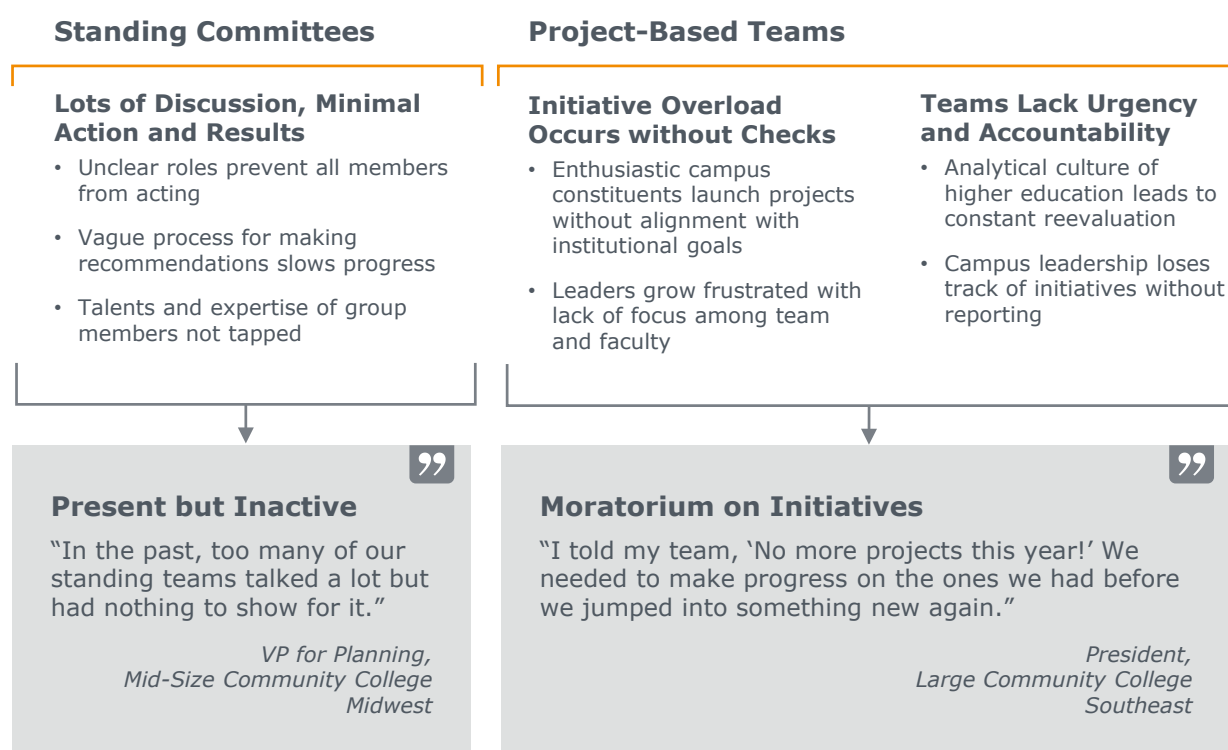
SECTION

3

Flaws Within Traditional Decision-Making Bodies

Familiar Approach Lacks Urgency and Defined Process

Once institutions have recruited volunteers to serve on collective decision making bodies, they must structure those activities to ensure progress and timely completion. Unfortunately, many standing committees (e.g., student success committees, academic policy committees, etc.) stall during long discussions and fail to make helpful recommendations or implementation plans.



Project-based teams that emerge to launch new initiatives suffer from two common problems. First, many institutions have too many of these teams or the teams themselves attempt to launch too many new initiatives. Community college leaders can only manage so much change, and initiative fatigue sets in if new initiatives start before previous efforts have a solid foundation.

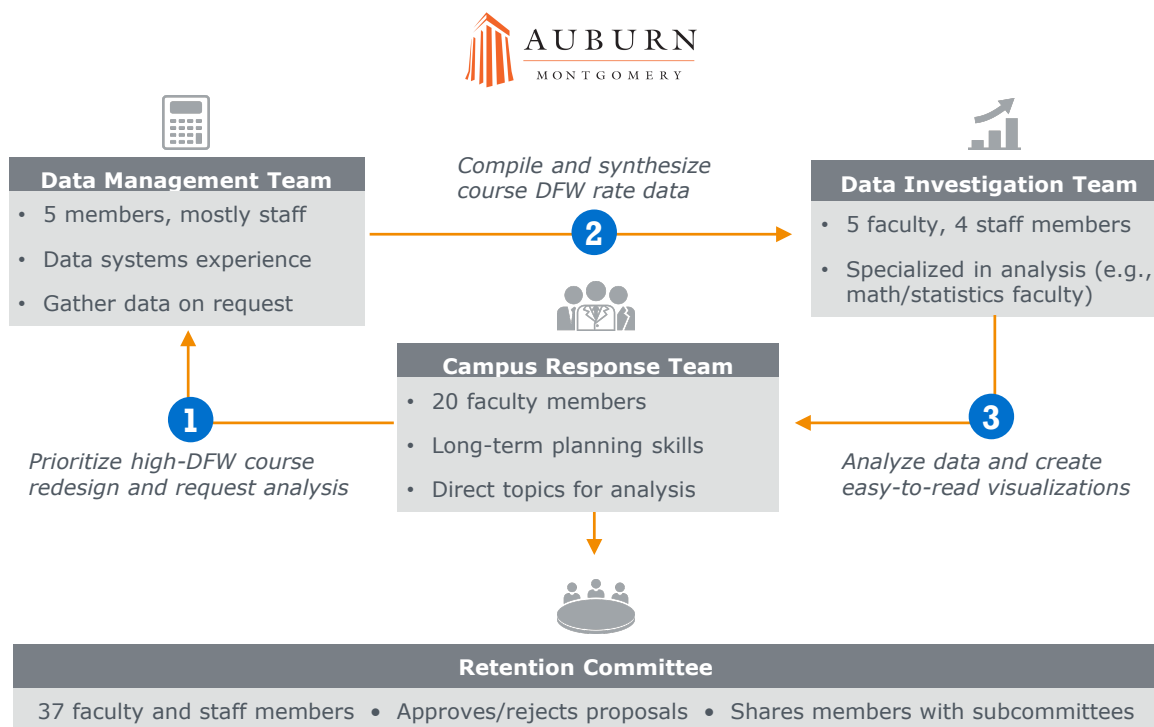
Second, project-based teams can also suffer from a lack of urgency and accountability. Similar to the standing committees, they may spend more time analyzing and debating and less time crafting concrete plans and recommendations.

Matching Talent and Task

Strategically Deployed Faculty Members Accelerate Campus Consensus

Creating a high-functioning central student success committee or taskforce can drive faster and more impactful change across campus than leaving decisions to individual units. But too often, these groups devolve into forums for debate, rather than action.

Auburn University at Montgomery has implemented a creative solution to this problem by distributing the work of their 37-member retention committee among task-based teams—a “Campus Response” team focused on setting the agenda and making substantive recommendations, a “Data Management” team focused on gathering and cleaning relevant data for analysis, and a “Data Investigation” team focused on interpreting that data.

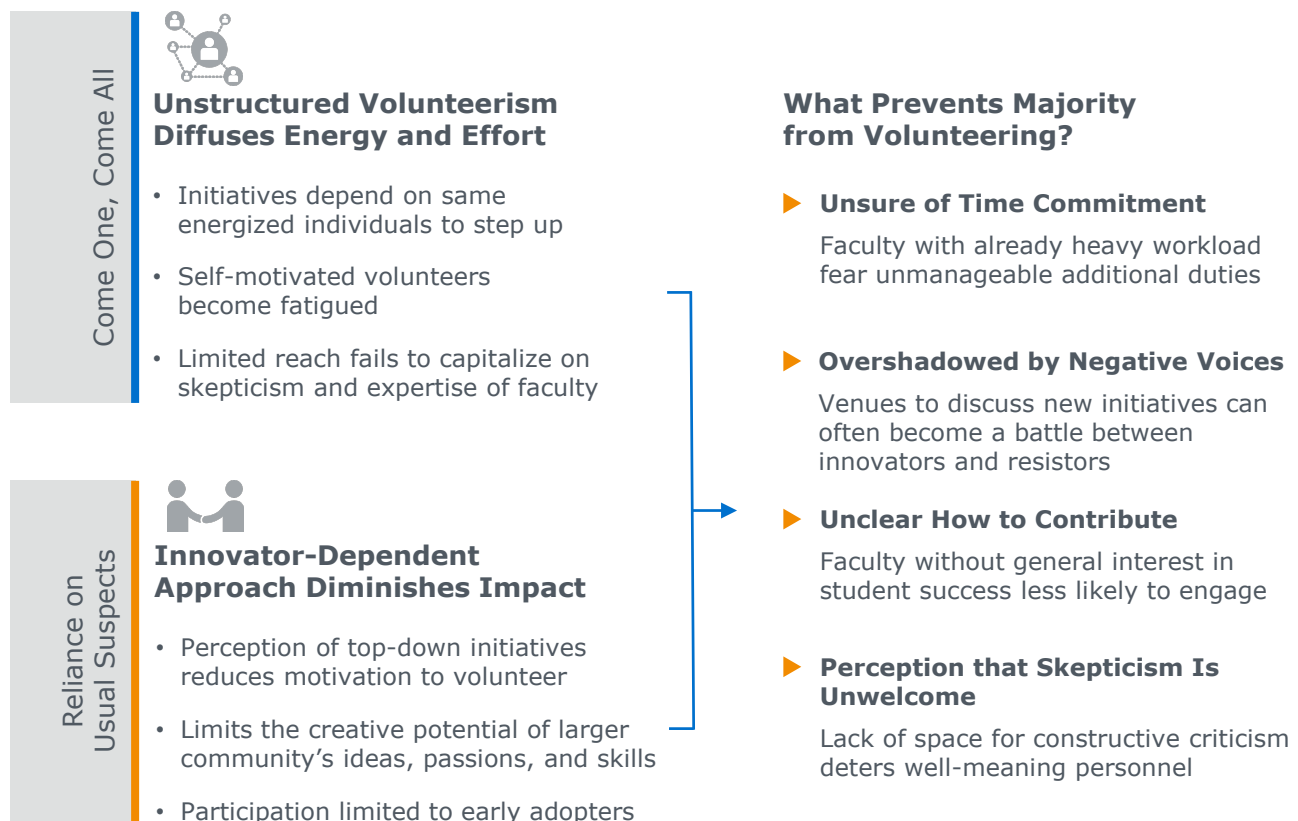


By placing faculty who are both interested in and qualified for their assigned tasks on these teams, this committee has been able to make significant progress in generating data-driven solutions to the campus's biggest curricular bottlenecks, from high-failure “gatekeeper” courses to achievement gaps between traditional and non-traditional students. Most importantly, it places faculty in direct ownership over the investigation of these barriers and over their resolution.

Stuck with Just the Usual Suspects

Collective Decision Making Typically Relies on a Small Subset of Campus Leaders

Two approaches to campus-wide engagement leave many institutions reliant on the same handful of dedicated faculty and staff for every initiative. First, many institutions take a “come one, come all” approach that invites as many individuals as possible to join initiatives. Instead, only the self-motivated “usual suspects” volunteer, ignoring the majority of faculty and staff who could bring valuable expertise and even skepticism to new initiatives.



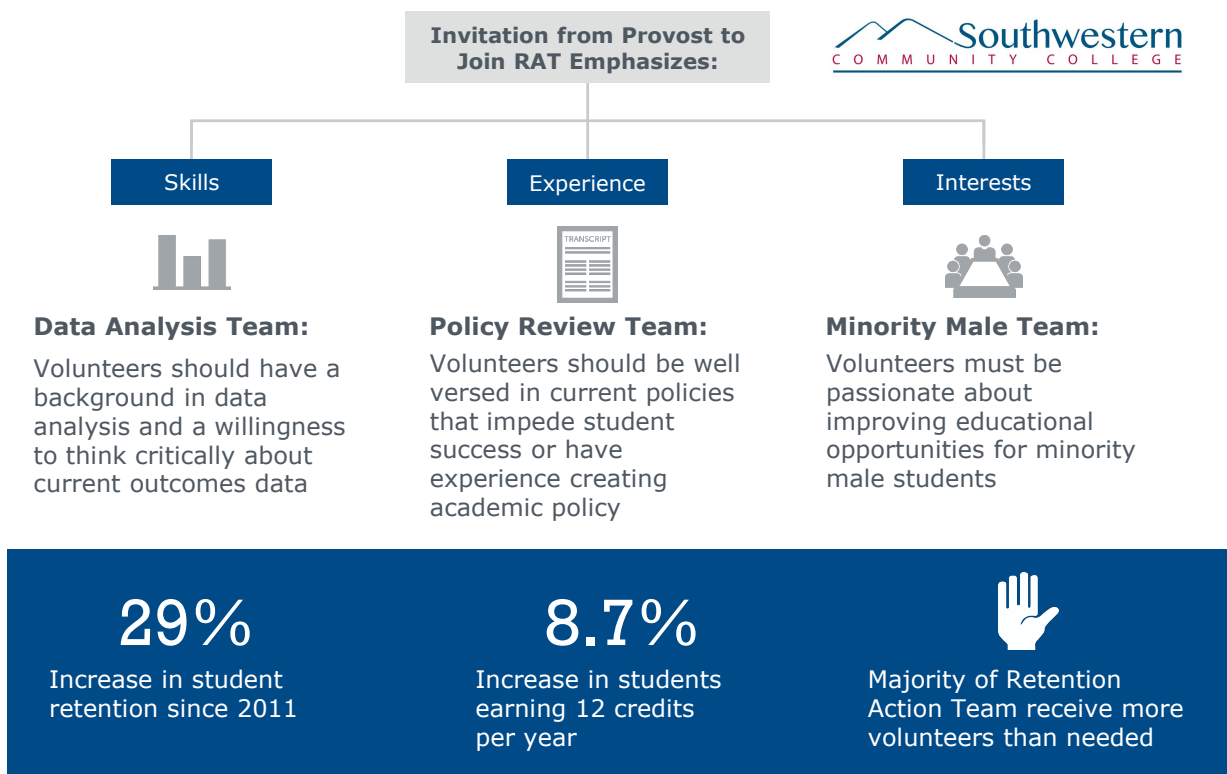
Second, many leaders have expressed frustration with past change management efforts and now rely exclusively on “the usual suspects” for any initiative. They have given up on engaging new individuals or skeptics on their campus.

Both of these approaches lead to narrow engagement. Many of those faculty who choose not to participate have good reasons for opting out. Many have too many commitments or have attempted previously only to be shouted down by negative voices. Finally, skeptical but supportive faculty are not certain how to contribute or if their questions are welcome in this era of student success reform.

Frame Invitations Around Interest and Expertise

Southwestern CC Retention Action Teams Broaden Campus Engagement

Southwestern Community College wanted to improve the quality of engagement with its student success initiative teams. Instead of relying primarily on its central student success committee, Southwestern Community College used that group as the vetting and approval body for new student success projects. Any faculty or staff member can submit a proposal for a new student success project. If approved, the Provost sends an email to the campus community asking for volunteers by listing out specific skills, experiences, and interests needed to make the project successful.



Like Auburn-Montgomery's interest- and task-based engagement strategy, Southwestern Community College's approach allows faculty to opt-in to projects they find most compelling. Too few faculty members will engage with vague calls to engage with student success as a generic topic, but many will answer the call to support projects where they feel uniquely suited to contribute.

Southwestern Community College has created a comprehensive branding and messaging campaign around its Retention Action Teams (RATs). Posters and flyers cover the campus to show the variety of initiatives undertaken as well as encourage additional participation on upcoming RATs.

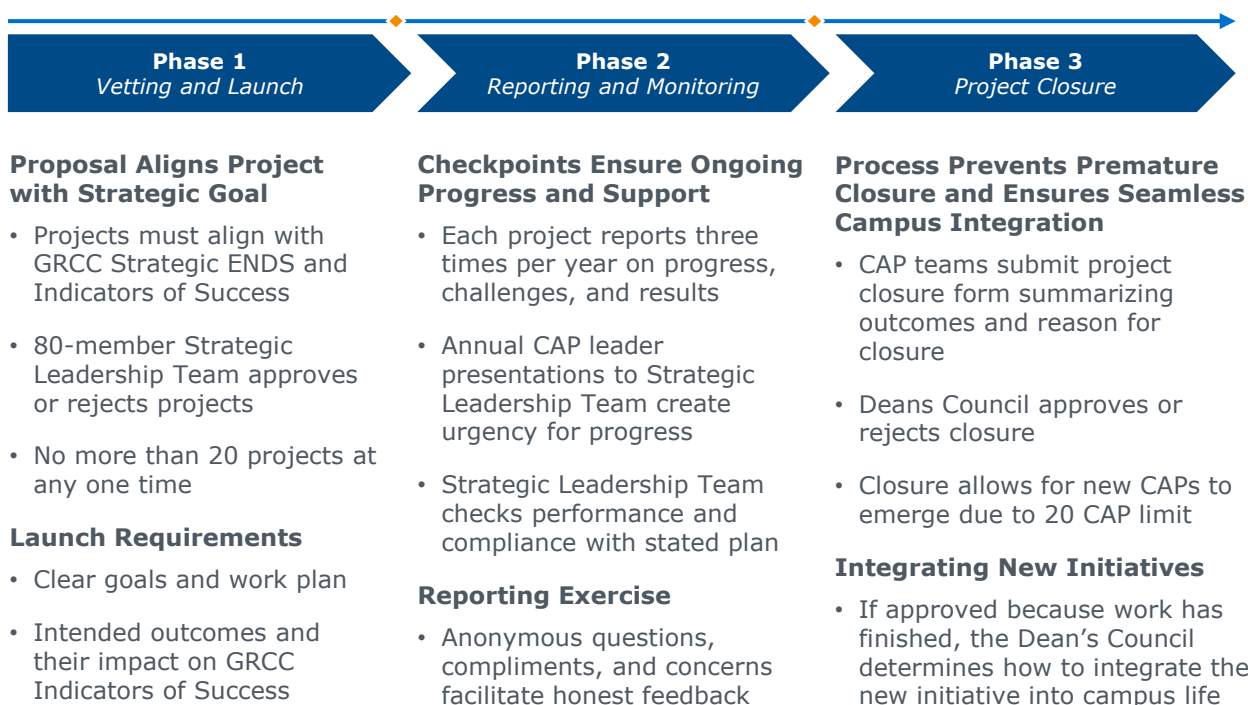
Vet, Encourage, Monitor, Integrate

GRCC Avoids Initiative Fatigue with Strict Project Management

One challenge that institutions may face as they invite more individuals to lead or participate in student success initiatives is initiative fatigue. Every institution has limited capacity to create and launch projects, but too few have clear processes for vetting, monitoring, and integrating those projects into the regular work of the campus.

Grand Rapids Community College overcomes this challenge with its College Action Projects approval, monitoring, and project closure, process.

College Action Project (CAP) Creation and Closure Process



Any faculty or staff member that wants to launch a new strategic initiative must receive approval from the Strategic Leadership Team, an 80-member representative body. These projects must demonstrate how they will impact GRCC's Indicators of Success, their multilevel strategic KPIs. If the project is approved, the Strategic Leadership Team creates a College Action Project team that must report four times per year on its progress and challenges.

Finally, GRCC ensures that projects integrate into campus life by giving project closure authority to Deans Council. This body has the authority to make projects part of an administrator's regular job description. Instead of writing a report about the project and leaving it on a shelf, College Action Project teams know that a senior-level committee at the institution will carry out their recommendations.

GRCC CAPs Successful Project Adoption

Sunsetting Illustrates Institutionalization of College Action Projects

When Deans Council at GRCC approves a College Action Project's closure, the Council ensures that it becomes part of campus life. The examples below highlight a small sample of how GRCC has taken some of its most successful College Action Projects and incorporated them into job descriptions, existing policies, or office responsibilities.

Sample of Successful CAPs Closed Since 2014



Articulation

*Improving
Transfer to
Four-Year College*

200%

Increase in articulation agreements since 2010



Now under direction of Transfer and Articulation Coordinator



College Prep

*Map Curriculum
Between High School
and College*

23

Programs of study assessed and aligned



Integrated into academic planning and review process



Success Program

*Developmental
Intervention
Program*

75.5%

Success of students enrolled in 2013 CSP



Fully institutionalized, CAP team released from duties



Partnerships

*Expand and Improve
Quality of High School
Partnerships*

14

New K-12 partnerships since 2013



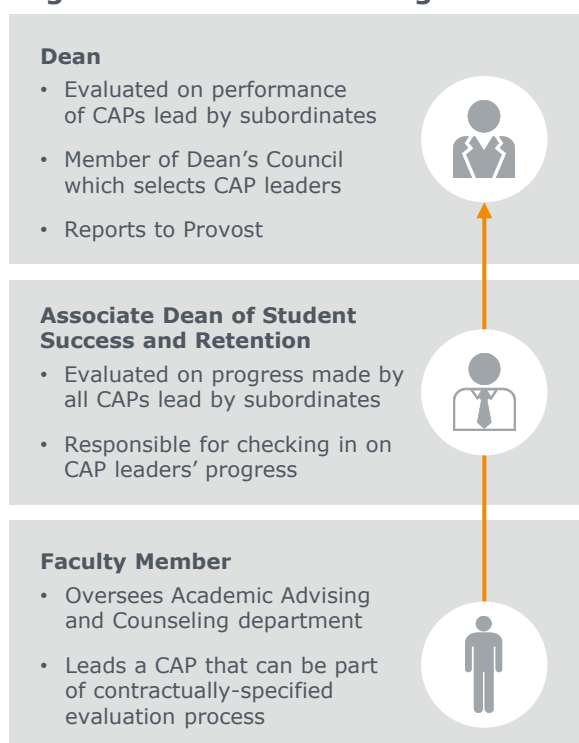
Institutionalized as part of Academic Outreach Office

Multilayered Project Leader Accountability

GRCC Maintains Project Management Momentum with Tiered Supervision

Even the most thorough project accountability framework can crumble if project leaders do not maintain focus on their projects. Many leaders, including those at GRCC, indicate that initiatives stall or fail because their leaders have too many other tasks and responsibilities.

Accountability at All Levels of the Organization Promotes Progress



Embedded Accountability

"What happened was that you would half-heartedly do it [the committee work], and when you were questioned on it, you'd say, 'Well, I was doing my other job.' But the fact is that you were asked to play a pivotal role in the strategic plan. We need you to actually play that role. So now we've built this system where the accountability is more built in."

*Donna Kragt
Dean of Institutional Research, GRCC*

GRCC solved this problem by incorporating College Action Project leadership into performance evaluations for nonunionized staff and as an optional item for unionized faculty to submit as part of their annual evaluation. Oversight of College Action Project leaders becomes part of the performance evaluation for the leaders' supervisors. This chain of accountability runs all the way up to the President of the institution because the Board of Trustees reviews all of the College Action Projects, as well.

With accountability for College Action Projects infused throughout the entire organization, GRCC ensures ongoing progress and support for their most important strategic efforts.

Top Insights from This Section

Elevating Committee and Task Force Effectiveness

Recruit Task Force Members Based on Interest, Expertise

Engage faculty with specific requests around their interests, skills, and expertise to move beyond the usual suspects

Intentionally Select Task Force Leaders

Senior leadership bodies should select task force leaders to identify candidates with capacity and to build accountability for the initiatives



Create Multilevel Accountability for Task Force Leadership

To avoid confusion over how the committees will operate, assign each individual a specific role based on their expertise and interest

Assign Clear Roles for Committee Members

To avoid confusion over how the committees will operate, assign each individual a specific role based on their expertise and interest



Implementation Toolkit

- Tool 1: S.M.A.R.T. Goals Rubric
- Tool 2: Sample Administrative Scorecard
- Tool 3: Cascaded S.M.A.R.T. Goals Worksheet
- Tool 4: Course Data Interpretation Worksheet
- Tool 5: Course Success Intervention Checklist
- Tool 6: Faculty-Friendly Early Alert Checklist
- Tool 7: Early Reporting Calendar
- Tool 8: Early Reporting Campaign Email Sample
- Tool 9: Volunteer Call-to-Action Email Template
- Tool 10: Initiative Proposal Worksheet Template
- Tool 11: Initiative Sunsetting Worksheet Template

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.

Specific	Measurable	Attainable	Realistic	Timely
☐ Who will be responsible for reaching goal? ☐ What are specific desired outcomes of goal? ☐ Why is this goal our top priority?	☐ What metrics will be used to assess progress towards or away from goal? ☐ At what benchmark is goal considered achieved?	☐ Does institution have reasonable means to achieve goal? ☐ Has goal been achieved at other comparable institutions?	☐ Do all stakeholders agree on the desired outcome of goal?	☐ At what point should goal be achieved? ☐ At what point should progress updates be made?

Instructions

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

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

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%
Operational Success	Total Enrollment	Headcount	3=75%; 59%
			2=74%; 58%
			1=73%; 57%
			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	Evaluation metrics and grading scale to be determined
	2 nd -3 rd Year Progression	Advising Meetings for Sophomores	
Operational Success	Satisfaction	Advisor and Advisee Satisfaction Rates	Evaluation metrics and grading scale to be determined

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

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 2 ¹			
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.

Specify deadlines for reporting upfront and in bolded font

Outline specific instructions on how to complete expected task

Provide examples of academic and behavioral indicators of risk

Assuage faculty concern about student-teacher relationship by emphasizing privacy

Affirm value of reporting tasks by including anecdotes from colleagues; solicit such feedback regularly

Provide contact information for how to address questions or concerns

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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