

Creating a Communication and Intervention Calendar

Section 1: Assessing Your Current Status

#	Focus Area	Score		
1	As an institution, we don't have any concerns about siloed communication, either because it does not exist or because we have done substantial work to address its occurrence.	<input type="checkbox"/> (0) Disagree	<input type="checkbox"/> (3) Somewhat Agree	<input type="checkbox"/> (5) Strongly Agree
2	Executive leaders at my institution understand how important the act of coordinating communications and interventions is, and thus they dedicate energy and resources to improving our status, knowing we can always improve.	<input type="checkbox"/> (0) Disagree	<input type="checkbox"/> (3) Somewhat Agree	<input type="checkbox"/> (5) Strongly Agree
3	We have a known, visible, and dedicated team (or person) on our campus who works to reduce silos and coordinate support for students <i>across</i> , not just within, primary student support offices.	<input type="checkbox"/> (0) Disagree	<input type="checkbox"/> (3) Somewhat Agree	<input type="checkbox"/> (5) Strongly Agree
4	Primary student support offices <i>regularly</i> work with a centralized team (or person) to convey their student support priorities and do so with the full student experience in mind.	<input type="checkbox"/> (0) Disagree	<input type="checkbox"/> (3) Somewhat Agree	<input type="checkbox"/> (5) Strongly Agree
5	Whatever the duration may be, we have a defined time frame with which our calendar is coordinated, and everyone is working together to advance student outcomes.	<input type="checkbox"/> (0) Disagree	<input type="checkbox"/> (3) Somewhat Agree	<input type="checkbox"/> (5) Strongly Agree
6	Our plan's goals and metrics are oriented around top-line student success priorities, which are established and well known by institutional leadership.	<input type="checkbox"/> (0) Disagree	<input type="checkbox"/> (3) Somewhat Agree	<input type="checkbox"/> (5) Strongly Agree
7	Our plan effectively scales student success practitioner time and expertise, opting for broad communications or group engagement over 1:1 interactions, where appropriate.	<input type="checkbox"/> (0) Disagree	<input type="checkbox"/> (3) Somewhat Agree	<input type="checkbox"/> (5) Strongly Agree
TOTAL				

1

Score: 0-9
Beginner

Getting started is the hardest but most rewarding part. Consider where you want to go with this work and what will be the most productive first step.

2

Score: 10-20
Novice

You have some pieces of the puzzle in place! How can you take what exists and grow from there?

3

Score: 21-30
Experienced

Not a bad spot to be! Where do you see any deficits in your strategy, and how can you intentionally correct those to improve overall?

4

Score: 31+
Expert!

Teach us your ways! How do you routinely measure and assure your work is having the impact you want, and how are you sharing that across campus?

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Section 2: Defining Your Overall Goal and Stakeholders

Consideration	Your Answer
For which student population do you want to refine your standard level of communication and intervention?	
What outcome metric(s) do you want to inflect most? In other words, what do you want to achieve?	

Care Unit	Already Coordinated	Include Early	Include Later	Notes
Academic Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student Finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Academic Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Peer Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Success Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
International	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TRIO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Faculty Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 3: Starting Your Process on Campus

Consideration	Your Answer
What is the ideal timeline to follow to launch your calendar?	
What senior leaders on your campus should be involved in making this an institutional priority?	
Choose the Care Unit from Section 2 you perceive to need the most convincing – consider “what’s in it for them”?	

