Highlights from Winter 2012:

- 353 unique faculty used the system
- 3,987 unique students were flagged
- 1,443 flags were for AFP classes (15%)
- 3,246 flags were traditional freshman classes (34%)
- 4,689 flags were AFP/freshman classes (49%)
- Last login time to clear from 0-92 days
- Performance time to clear from 0-73
- Attendance time to clear from 0-75
- Behavior time to clear from 0-28

Introduction:

The Early Alert system is an electronic system whereby faculty can make counselors/advisors aware that they have a concern regarding a student’s ability to be successful in class. This project was implemented in fall 2010 with a little over 4,000 flags being raised. In fall 2011 we more than doubled that number, with just over 9,500 flags being raised. Flags can be raised by any faculty member who has a concern regarding a student’s behavior, attendance or performance in class. An automatic flag is raised on students in online classes who haven’t logged in within seven consecutive days. Once a flag is raised, either the student’s counselor/advisor (if they are assigned one) or the retention specialist follow up with the student to help them identify resources to get back on a track of success.

Purpose:

The purpose of this project is to increase the implementation and utilization of the Starfish Early Alert electronic tool for all courses and programs by both faculty and advisors. Through the early identification of students presenting at-risk behaviors and subsequent intervention by the Counseling & Career Center and Academic Support Center, we will see an increase in student success. Activities would include communication to faculty and programs about this program, counseling interventions, early intervention with students, data collection, analysis of data, connection with resources, and followup as necessary.

Results:

- We gathered information about those departments who are not utilizing the system so that we can approach them regarding the benefits of the system. We have significantly increased the utilization of the program and the numbers of flags raised.
- We made the landing page more intuitive so faculty know where to go to use the system, and have provided more information without making the page appear cluttered. We have developed a simple “how to” guide with screen shots on how to use the system.
- We began to gather and analyze specific data from F10, W11, S11 and F11. What do the numbers mean and what should we be doing based on the numbers? We have worked with IRP to get additional data as it relates to student success in the course, student’s GPA and retention.
- We administered one faculty and two student surveys to gather information about the system from their perspectives and have been making changes based on this.
- We made faculty more aware of the system, what it is and how it is meant to be utilized, at the adjunct orientation (Lakeshore) and at Faculty Learning Day.
- We have built a way to migrate the flag data into PeopleSoft for the advisors.
- We have updated automated emails to improve the language and clarity of the message to students. We have re-surveyed the students to see if the changes were well received.
Challenges:

• **Connecting systems** (PS, AT, EA): Right now the PeopleSoft, Advisor Trac and Early Alert systems do not talk to each other, so we have to find a way to have the information bridge the systems. If we proceed with the “attendance” feature, we have to find a way for the Early Alert system to work with the Blackboard grade book.

• **Correlating flags to success:** We need to find a way to take the flags from the Early Alert system and merge them with the PeopleSoft system so we can see if students were successful, passed the class or withdrew from the class in which they received a flag. We also need to be able to identify if the flagged students were retained and for how long. Once the data is gathered, we will need resources to help analyze the data to determine what more we can be doing to help impact student success.

• **Educating Faculty:** We still receive flags late; e.g., the week of finals and after the student is to a point in a class where an intervention would prove beneficial. We need to encourage and educate around the “early” aspect as well as get faculty to input notes in the system to help those following up on the raised flags.

• **Resources:** We need to follow up on flags more quickly, as the number of flags raised is increasing. We need to identify resources to assist in following up on those flags to work with students.

• **Semester transition process** is a cumbersome process due to the way in which the system was originally set up. We will need to wipe that and completely re-set to make the system more functional through the term transition process.

Goals:

• TO INCREASE faculty, counselor & advisor utilization of the tool

• TO MONITOR and track student contacts and the subsequent impact of any intervention received

• TO PROVIDE instruction in the tool, how and when to use it and how it can impact student success

• TO TRACK the number of flags, when they came in, time to intervention, what intervention was provided, the outcome and what referrals were made

• TO IDENTIFY additional supports needed for students to be successful as determined by early alert flags

### Use of Early Alert Flags since Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>Total Use</th>
<th>Flags Raised</th>
<th>Flags Cleared</th>
<th>% Cleared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td></td>
<td>4247</td>
<td>4092</td>
<td>96%</td>
</tr>
<tr>
<td>Winter 2011</td>
<td></td>
<td>8471</td>
<td>7232</td>
<td>85%</td>
</tr>
<tr>
<td>Summer 2011</td>
<td></td>
<td>2154</td>
<td>1413</td>
<td>66%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td></td>
<td>9536</td>
<td>6360</td>
<td>67%</td>
</tr>
<tr>
<td>Winter 2012</td>
<td></td>
<td>7588</td>
<td>3217</td>
<td>42%</td>
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<table>
<thead>
<tr>
<th>Department Use</th>
<th># Flags Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>1314</td>
</tr>
<tr>
<td>EN</td>
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<td>CO</td>
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<td>GE</td>
<td>249</td>
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</table>
Next Steps:

1. Clean Up the Landing Page: Add the wording about the new flags for fall
2. Additional Flags/ Clarity
   • Be sure flags have clear titles
   • Develop a timeline/calendar in terms of when flags are turned off during the semester for attendance & performance and last login
   • Finish adding flags to performance and attendance that identify that the faculty member: a) has addressed the issue but just wants it documented, b) wants just the email sent, no phone follow up, or c) wants the email and phone followup
3. Educate Faculty
   • Develop a handout regarding flags and post it on the website
   • Establish faculty expectations and educate them (early is best, talk to the student before raising flag, etc.)
   • Continue to offer to present at department meetings
   • Have a presence in the Technology Learning Day next year
   • Develop an FAQ page to help address expectations, misperceptions and assumptions
   • Develop a start of the semester communication about new features, expectations and timelines for the EA system for that semester
4. Fall 2012 Startup: Set up surveys for the semester: What surveys do we want for fall, when, and in which classes? Do we want to vary the faculty instructions that go out with the surveys?
5. Update E-mails: Review and update the e-mail that goes to faculty with the EA survey
6. Data: Now that we have some data, what does it tell us? How do we share the data? With whom?
7. Intentional Contacts
   • What are our priorities in terms of who we contact?
   • How can we make the most impact with the staff we have?
   • Should we start calling the last logins who have flags from multiple classes?
   • Should we require an appointment with a counselor after ___ flags?
   • Should we assign a counselor or advisor for students with multiple flags?
8. Explore the “attendance” feature: Should we implement or not and when?
9. Communication
   • How do we enhance communication with faculty?
   • How do we set up emails to keep faculty apprised of what’s happening with EA?
   • Should we be talking at orientation or in CLS 100 about the system so it can be understood by students as a resource versus a punitive tool?
   • On the automated emails we need to better communicate the connection between our expectations and the expectations of future employers
   • Provide better communication with faculty regarding how many attempts we made and what they can expect from our followup on flags raised
10. Find ways to work with non-credit classes
11. Notes: Where do advisors keep them (Early Alert, Advisor Trac or both)?
12. What more can be done with the system to impact student success?
13. Determine if there is a way to “clear” a flag based on unable to reach a student after one phone call and one email. Can flag status be active, resolved and attempts made?

Timeline:

Fall 2010: Launched Early Alert product
Winter 2011: Hired part-time contingency employee/retention specialist to follow up on flags
September 2011: CAP team established and began regular meetings
October 2011: Changed landing page per faculty advice
December 2011: Revised student automatic emails
January 2012: Presented at Faculty Learning Day
January 2012: Presented to SLT, received feedback
February 2012: Surveyed faculty and students regarding the system and for feedback on changes
March 2012: Went to departments to talk about the program
March 2012: Requested and received additional funding for iData for data integration
April 2012: Developed means to import flags into PeopleSoft as negative service indicators
May 2012: Surveyed students regarding changes to system
May 2012: First meeting about implementation of iData integration