Comprehensive Advising Monitoring System (CAMS)

Requirements Discussion

8/12/2011
Prepared by: Grant Thornton
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CAMS Requirements Analysis

Overview

The state of Texas has mandated that all community colleges must demonstrate progress for improving student completion of developmental education courses. In addition to complying with state regulations, Alamo Colleges would like to take a proactive approach to advising and helping students to be successful.

This document outlines the requirements, observations, and subsequent recommendations, from Grant Thornton’s ongoing analysis of, and assistance with, the definition of requirements for Alamo Colleges Comprehensive Advising Monitoring System (CAMS). During this analysis Grant Thornton:

- Held meetings with Alamo Colleges personnel to understand the requirements for CAMS. Discussions were divided into four categories.
  - Pre-Assessment – Included information provided to prospective students before they apply to Alamo Colleges. This discussion also included requirements and touch points leading up to assessment testing.
  - Post-Assessment – Included procedures and tools used to provide information, orient students to Alamo Colleges and assist them in the registration process.
  - First and Continuing Semesters – First Semester included procedures and tools used to guide new students through their first semester. Continuing Semesters included procedures and tools designed to alert students who are experiencing difficulty in a course and to empower students.
  - Ongoing Touch Points – Included procedures and tools to monitor student progress and provide feedback and guidance to students throughout their academic career.
- Discussed scope and timing.
- Prioritized requirements for CAMS.
Requirements Matrix Overview

The Requirements Matrix provides a high-level tabular summary and action plan for the requirements, observations and recommendations outlined herein. The purpose of the matrix is to provide management with a useful guide for the implementation of any or all of the requirements and recommendations in this document.

Requirement Priorities (P)

Each requirement has been assigned a priority in the column titled “P”. The table below describes each priority.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Priority</th>
<th>Description</th>
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<tbody>
<tr>
<td>H</td>
<td>High</td>
<td>Requirements with a high priority address a critical impact on business processes. Implementation of these requirements will remedy a gap in knowledge, functionality, controls, etc…</td>
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<tr>
<td>M</td>
<td>Medium</td>
<td>Requirements with a medium priority address a meaningful inefficiency in business processes. Implementation of these requirements will remedy unnecessary redundancies, manual efforts, etc…</td>
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<tr>
<td>L</td>
<td>Low</td>
<td>Requirements with a low priority address enhancements which can be made to make business processes more efficient. They do not necessarily relate to current business processes. Implementation of these requirements will increase overall efficiency.</td>
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Requirement Type (T)

Each requirement has been assigned a type in the column titled “T”. The table below describes each priority.

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<tr>
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<tbody>
<tr>
<td>F</td>
<td>Functionality</td>
<td>This is a requirement for system functionality.</td>
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<tr>
<td>R</td>
<td>Reporting</td>
<td>This is a reporting requirement.</td>
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Pre-Assessment includes information provided to prospective students before they apply to Alamo Colleges. Also included are requirements and touch points leading up to assessment testing. The pre-assessment discussion highlighted several important points:

- The Alamo Colleges website has great potential to offer prospective students helpful information and encouragement through the use of videos, surveys and testimonials.
  - Alamo Colleges has defined teams to explore options for enhancing existing web pages.
- It would be helpful to collect information from prospective students using the Banner Recruitment Module.
- A communication plan is needed to manage contact with prospective students, point out deadlines and provide useful information and tips.
- It would be ideal to have a Prospect Portal, similar to the current student portal.

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| 1 | L | F    | Provide an interactive set of web pages that allow prospective students to understand the academic options available to them, set realistic expectations and provide encouragement. | Some initial design work is already underway. Actual design can be performed in phases, rolling out new features as they develop.  
  - Elaborate on the diversity of options and students at Alamo Colleges.  
  - Spotlight students from all walks of life using their experience at Alamo Colleges  
  - Allow prospective students to navigate based on answers to survey questions.  
  - Explain programs offered at Alamo Colleges  
  - Include testimonials from a wide variety of students.  
  - Explain what makes Alamo Colleges different  
  - Include overview videos (Why College?)  
  - Include options in English and Spanish.  
  - Provide an option for a live chat. |
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| 2 | L | F | Track prospective students as they navigate through the information and videos featured on the website. Communicate with prospective students in a thoughtful and timely manner. | Banner baseline includes a Recruiting module that has not yet been implemented at Alamo Colleges. This module includes features to allow the assignment of Banner IDs to prospective students before they apply for admission. It also includes a Communication Plan. Implement Banner’s Recruiting module. This will allow prospective students to express their interest in Alamo Colleges and be assigned a Banner ID. Communication plans can also be created in Banner. This will allow Alamo Colleges to:  
  - Inform the prospective students of their Banner ID  
  - Send email communications and reminders based on the academic calendar and upcoming deadlines (deadline for admissions applications, financial aid deadlines).  
  - Personalize email communications based on data collected in Banner (major, high school). |
| 3 | H | F | Provide web pages with details and videos explaining the admissions process and requirements at Alamo Colleges. | Some initial design work has been done. This may become a stepping stone on the web pages described in Requirement #1.  
  - The template described in the first requirement (an interactive set of web pages for prospective students) includes an option titled “How Do I Get There?”. Develop this stepping stone web page to include:  
    - An overview of application process, outlining requirements and highlighting important actions.  
    - Videos presented in English and Spanish walking a prospective student or parent through the process.  
    - A timeline based on the current admissions cycle.  
    - A link to the academic calendar.  
  - Send targeted emails to prospective students based on the admissions cycle and data found in Banner (reminder to apply if no application exists, reminder to apply for financial aid).  
    - Email communications and reminders based on the academic calendar and upcoming deadlines (deadline for admissions applications, financial aid deadlines). |
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| 4 | L | F    | Provide web pages with details and videos explaining the cost of college and offering assistance in the financial planning process. | Some initial design work has been done. This may become a stepping stone on the web pages described in Requirement #1.  
- The template described in the first requirement (an interactive set of web pages for prospective students) includes an option titled “How Will I Pay or College?”.  
  - Develop this stepping stone web page to include:  
    - A tuition calculator.  
    - Student testimonials in English and Spanish explaining their life circumstances and how they were able to afford college.  
    - A timeline based on the current admissions and financial aid cycle.  
    - A link to additional websites (FAFSA, College Board)  
    - Cost of text books  
- Send targeted communications (emails, paper, phones, etc.) to prospective students and applicants based on the admissions cycle and data found in Banner (reminder to fill out their FAFSA form and send it to Alamo Colleges). Include links as appropriate.  
- ACES email is generated within 24 hours of application (Students need to understand the requirement to utilize ACES to access Alamo email (possibly send a post card to students).)  
- Need to determine how they communicate with a student (non-traditional, snail mail, traditional – email, etc.)  
- How will messages be communicated – district message? District developed, institution modified and distributed? |
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| 5 | H | F | Provide web pages with details and videos explaining the assessment process. | The template described in the first requirement (an interactive set of web pages for prospective students) includes an option titled “How Will I Be Assessed?”. Develop this stepping stone web page to include:  
- An explanation of the assessment test – why it is important, what to expect, what programs require / do not require the test, what circumstances exempt a student from taking the test (SAT / ACT test scores).  
- A timeline based on the current admissions cycle  
- A user friendly matrix explaining assessment scores  
- Videos explaining the assessment process  
- Links for test preparation tips and tools (tutoring, practice tests)  

Boot camp is currently required at St Phillip's. Expand this requirement to all colleges.  
- Develop on-line option, presenting the student with a completion code at the end.  

Work with high schools  
- Highlight the information available to students on the website  
- Encourage high schools to administer pre-tests  
- Target high school juniors and early seniors, dual credit students.  

Send targeted communications to prospective students with links to additional information  
- Applicants with no test scores or low test scores  
- Helping students to understand what is required or what they may be exempt from (e.g. took a class in high school that may satisfy a requirement)  
- Make students aware that the need to provide SAT/ACT scores  
- Communication to prospects that they need to take meningitis vaccination before attending school |
Post-Assessment

Post-Assessment includes procedures and tools used to provide information, orient students to Alamo Colleges and assist them in the registration process.

The post-assessment discussion highlighted several important points:

- Currently new students have registration holds on their record. Students must make an appointment for a group advising session. Advisors expire the registration hold once a student attends an advising session.
- Time and staffing constraints are a challenge for advisors.
  - Approximately 20 – 40 students attend a group advising session. Time allotted for sessions vary between 1 and 2.5 hours. It is a challenge for advisors to address a wide variety issues or offer personal attention to students in the time allotted.
- Students leave the advising session with a degree plan. The plan is further developed in the SDEV course.
- Advising procedures and tools vary among the five colleges
  - NVC uses HOLA, a homegrown software application, to assist in the advising process. This application is currently not integrated with Banner.
  - SAC assigns students to learning communities for their first semester.
  - SAC is investigating the GradesFirst advising software.
- Advisors are challenged by the lack of data. Advising is difficult without the full picture.
  - Academic standing needs to be current.
  - Advising of students transferring into Alamo Colleges is particularly difficult if transfer coursework is not available in Banner.
  - Some data collected in the ApplyTexas application is not pushed into Banner.
    - Parents education level
    - Reason for attending / goals
    - Family income
- Job status
- Additional data collected on the application that could be helpful to advisors.
  - Only aggregate THEA scores are loaded into Banner, sub scores are not available.
- Advising requirements vary by college. Requirements are not always enforced.

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| 1 | H | F    | Load THEA aggregate scores and all sub scores into Banner. | Define codes for any scores currently not stored in Banner on STVTESC. This form also requires the definition of a valid score range.  
Alamo Colleges currently has a process defined to load aggregate THEA scores into Banner. Modify this process to include the THEA sub scores. |
| 2 | H | F    | Transfer work needs to be entered into Banner in a timely manner. | Review current procedures for receiving and entering transfer work into Banner. Refine procedures with the goal of having transfer data available in the Banner system in a timely manner.  
  - Some progress has been made in this area. CSI has processed a large backlog of paper transcripts.  
  - Alamo Colleges has implemented EDI transcript processing.  
  - A process needs to be defined to streamline transfer articulation. Individual decisions are made regarding specific courses. A district wide evaluation process is needed. Course equivalents need to be reviewed and entered into transfer articulation. |
| 3 | M | F    | Academic standing is current in the Banner system and accurate based on the current catalog. Develop a process to calculate academic standing in a timely manner and maintain the data. | CSI is currently working on this. The process is being reconfigured for a fall release. Implement a process for calculating and maintaining academic standing in a timely manner.  
  - Validate academic standing rules in Banner.  
  - Calculate academic standing for recent terms.  
  - Include the calculation of academic standing in end of term processing procedures.  
  - Develop a procedure for maintaining academic standing once it has been calculated. |
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| 4 | H | F    | Load all data collected in the ApplyTexas application into Banner. | Only a portion of the data is currently loaded into Banner. Modify the existing process to load all data elements found in the ApplyTexas application into Banner.  
  ▪ Available data is limited by The Texas Connection Consortium (TCC). TCC sends a file to Alamo Colleges. Data included in this file is controlled by TCC.  
  ▪ Define data included in the TCC application file and not migrated to Banner. Identify the appropriate place for data to be stored in Banner.  
    o Establish codes for data where appropriate.  
    o Family income and parent education level are now being loaded (as of the last two weeks)  
    o Educational Goal (requirement from IT) and Job status is not yet being loaded  
    o Users need to understand what information is available in Banner and how to access the data. |
| 5 | M | R    | Develop a “student profile” to be used as an advising tool. The profile will eliminate the need for faculty and advisors to view multiple Banner forms as they advise students. | This could be a paper report or an option in the self-service system. Banner baseline does not currently offer such a report. Develop a student profile report to be used as a tool by advisors.  
  ▪ Report should present a complete academic picture of the student and include:  
    o Demographic information (name, telephone number, email)  
    o High school data  
    o Test scores  
    o Application / Student data (major, goal, first generation…)  
    o Academic Standing and gpa information  
    o Financial aid summary  
  ▪ Define warning flags. Include a count of the number of flags and detail in the report. Flags include:  
    o Low or borderline test scores  
    o Non-traditional student (adult learner)  
    o First generation college student  
    o Parents’ education level  
    o Low gpa  
    o High school data (location, rank)  
    o Other |
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| 6 | M | F   | Advisors currently use the Banner forms to access student data. Allow advisors the option to review student data using the Banner Self-Service for Faculty and Advisors | Allow advisors the option of using Self-Service for Faculty and Advisors to view student data.  
- Code all advisors as such on Banner form SIAINST.  
- Configure Banner forms GTVSDAX and SOAFACS to allow advisors access to the appropriate options in self-service.  
- Activate self-service options for advisors that are not currently activated. |
| 7 | H | F   | Develop a clear set of tools and requirements that can be used for advising by all colleges. For every student who tests into DE, require student to take 1 hour class | Requirements need to be enforced in order to be effective. Some custom solutions are used by individual colleges. These solutions are not integrated with Banner. Define a clear set of requirements and advising tools to be used by all colleges.  
- Develop a new student orientation (PAC, SAC do this today)  
- Enforce compliance across colleges  
- Select or build software solutions to be used by all colleges.  
  - Evaluate existing software used by the colleges.  
  - Define requirements for all colleges  
  - Evaluate available options  
    - Enhance an existing software system  
    - Build a new solution  
    - Combination of both |
| 8 | L | F   | Allow students to search for courses in registration based on eligibility (test scores, developmental education…) | Banner allows searching by course attribute. It does not currently have the capability to allow searching based on eligibility. Identify desired search criteria. If this criterion lends itself to a course attribute then assign this attribute to the appropriate course and activate the ability to search for courses by attribute. Significant modifications to Banner baseline would be required to implement such flexible search options. |
| 9 | M | F   | Provide students with information allowing them to interpret THEA test scores. | Develop a high level, user friendly matrix explaining the meaning of the THEA scores. Some initial design work has been done.  
- Have copies of the matrix available on paper to distribute to students when they complete the THEA test.  
- Have the matrix available for students to view on the Student Information web page. |
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| 10 | L | F    | Provide students with a visual academic calendar | Alamo Colleges has a Community Events calendar at [http://www.alamo.edu/district/calendars/community.htm](http://www.alamo.edu/district/calendars/community.htm). This requirement can be met by adding key academic calendar events to the calendar and placing a link to the calendar on the Student Information web page.  
  - Enable ACES calendaring to allow students to manage their personal calendars. |
| 11 | L | F    | Provide students with a place to get information. | Enhance the Student Information and Financial Aid web pages to provide information in an interesting and user friendly manner. Examples include:  
  - Provide a registration tutorial that includes screenshots and walks a student through registration.  
  - Provide links to time management tools.  
    - A video on time management for the college student  
    - A calculator to help students estimate time required based on course load and real life obligations (hours worked, children, etc).  
  - Provide a tuition calculator to estimate costs.  
  - Provide a list of support areas by college.  
    - Identify the area (student activities, career services, athletic facilities)  
    - Provide a brief description and a link to the appropriate web page  
    - Provide contact information  
  - Provide a tutorial or video introducing students to Degree Works  
  - Provide a video explaining the financial aid process and links where students can find additional information.  
  - Provide a glossary of terms (THEA, Good Standing, Probation, etc).  
  - Provide electronic student manuals (code of conduct, etc) for each college  
  - Utilize targeted announcements and messaging to keep students informed – registration, financial aid deadlines. |
First and Continuing Semesters

First Semester includes procedures and tools used to guide new students through their first semester. Continuing Semesters includes procedures and tools designed to alert students who are experiencing difficulty in a course and empower students.

The discussion of First and Continuing Semesters highlighted several important points:

- The SDEV course is required for FTIC students or any transfer student with less than 15 transfer credits. Students complete their degree plan in this course. Some students attempt to avoid this requirement by dropping the course after classes have started. Some students who fail the SDEV course do not register to take it again the following semester.
  - Approximately 30 – 40% of FTIC students are missed.
  - Enforcement is not consistent across colleges.
  - Transfer work is not entered in a timely manner, making assessment of transfer students difficult.

- Texas momentum points included in this discussion:
  - Successful completion of first college level math course.
  - Successful completion of first college level English course.
  - Successful completion of developmental education in math.
  - Successful completion of developmental education in English.

- The group discussed the issue of notifying students when courses are dropped. Currently students may be dropped for non-payment. They can also be dropped for lack of attendance. No notification is sent to the student. This was not noted as a specific requirement. It was noted as an issue which warrants additional discussion. Should a student get an email notification every time a course is dropped?
  - When would this rule apply (after census, after classes start)?
  - Would there be exceptions?
  - A student’s financial aid could be affected by the drop.
Alamo Colleges would like to provide faculty with an automated way to record warnings and provide feedback to students in a proactive manner.

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| 1 | H | F    | Re-activate the registration hold on students who do not successfully complete their SDEV course. | IT is currently working on a process to activate a registration hold on students who have not successfully completed the SDEV course. The logic of the request should be compared to the logic presented by the group. Any discrepancies will need to be discussed and resolved. The timing and frequency of running this process needs to be defined.  
  - During the semester - Process should be run before Alamo Colleges opens registration for the next semester. Run the process periodically during the semester to activate a registration hold on any student meeting all of the following criteria:
    - FTIC or transferred in with less than 15 credits
    - Not currently enrolled in an SDEV course
    - Student does not have an SDEV course in institution history with a passing grade (grade >= C).  
  - Transfer work must be entered into Banner in order for this process to work properly.  
  - **Clarification needed** – Does the criteria for activating the hold change once a student completes their first semester? |
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| 2 | M | F / R | Provide feedback to students once they complete their first Developmental Education (DE) course. | The logic used to identify a developmental education student is currently somewhat complex. The highest test score must be identified for the first date the student started attending Alamo Colleges. The student is considered to be in the developmental education program if that score is below a cutoff score and the student is not a Continuing Education student and the student is not in a predefined set of certificate programs and the student is not in an ABE program. This broad definition introduces the possibility of error in defining an exact population.  
   - The identification and tracking of this population could be greatly simplified by the creation of a student attribute. This attribute would be assigned to students who are required to take the developmental education courses. This attribute will allow for the selection of these students using very clear and concise logic.  
   - Provide positive feedback to students who successfully complete their first DE course. Develop a process to send an email after grade processing to DE students who  
     - Have institution history for the term  
     - Meet the above definition of a DE student.  
     - Have a successful grade (>= C) in a course included in a predefined list of qualifying courses.  
   - Create a report for advisors listing students who do not successfully complete their first DE course. Advisors will remove students from any next sequence courses, notify the students and inform them that they need to see an advisor. Criteria for the report is the same as the criteria for successful completion, except the grade criteria is a grade < C.  
     - Utilize the Banner baseline report SFRRGAM frequently to identify students who did not meet the prerequisite requirements for the upcoming semester (failed or withdrew from prereq). Drop students from courses as appropriate. |
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| 3 | H    | Successful completion of a student’s first college level math or English course is a Texas momentum point. Criteria has been defined to track this momentum point. | Develop a report to identify students who successfully complete their first college level math course or who successfully complete their first college level English course. Include total counts to be used for state reporting. The report will be run for a term code after final grades have been processed. Criteria is defined as:  
  - A student has institution history for the term.  
  - The student has obtained a passing grade in a college level course. A passing grade is a grade >= C  
    - Math – a list of courses will be provided  
    - English – a list of courses will be provided  
  - The student does not have a passing grade in a college level course in this subject area for a prior term.  
  - **Outstanding Issues** (not yet defined by the state)  
    - Will admit term be used as part of the criteria?  
    - Does transfer history need to be reviewed as well? |
| 4 | H    | Successful completion of a Developmental Education series is a Texas momentum point. Criteria has been defined to track this momentum point. | Develop a report to identify students who successfully complete the DE sequence in either math or English. The report will be run for a term code after final grades have been processed and will include total counts for state reporting. Criteria is defined as:  
  - A student has institution history for the term.  
  - The student meets the definition of a DE student.  
  - The student has obtained a passing grade for the term in the highest level course in the math or English sequence or the student has an adequate test score for math or English.  
    - A predefined list of courses considered highest level for math or English will be provided.  
    - Test codes and cutoff scores will be provided.  
    - A passing grade is a grade >= C  
    - **Clarification needed** – Are additional parameters needed for the test score condition to avoid counting this student in future terms? Possibly the date of the test score falls into a particular date range. |
| 5 | H    | Send an email to students who have a midterm grade <= C. | The functionality allowing faculty to enter midterm grades is included in Banner baseline. Midterm grade functionality does not include sending automatic email messages based on grade. Develop a process to send an email to students with a midterm grade <= C.  
  - The email message should include some basic course information and the midterm grade.  
  - Email to include FinAid info that if they continue their financial aid may be at risk |
### # P Type Description Observations / Recommendations

| 6 | H | F / R | Develop an Early Alert system allowing faculty to record warnings when a student is experiencing academic difficulty in their class. | Baseline Banner does not include Early Alert functionality. A solution was developed by district IT that is not integrated with Banner. |

**Detailed Observations and Recommendations**

6. Develop an Early Alert System allowing faculty to record warnings when a student is experiencing academic difficulty in their class.

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**Priority:**

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**Observation**

Alamo Colleges recognizes the need to provide faculty with software to alert students and advisors when faculty recognize a problem in their class that could result in the student performing poorly or failing their class. Baseline Banner does not include Early Alert functionality. SPC, NLC and PAC use a homegrown system that allows faculty to generate emails for early alert. This solution was developed by district IT and is not currently integrated with Banner.

Detailed requirements for an integrated Early Alert system are outlined below. Based on the requirements, the possibility of enhancing the existing software will be weighed against the possibility of building a new Early Alert system.

**Requirements for an Early Alert System**

**Functionality for Faculty**
• Provide faculty with a class roster, similar to the existing class roster functionality included in Self-Service for Faculty and Advisors.

• Allow faculty to create an Early Alert for any student on the roster. The alert functionality should include:
  o A defined set of alerts that can be checked by the faculty member (time management, low attendance, frequently late, missing assignments, test scores)
  o An optional checkbox to send an email to the student.
    ▪ Allow faculty to select from a group of email templates
    ▪ Provide a text box where faculty can enter additional text / comments
    ▪ Allow all Alamo faculty to view

Functionality for all Alamo employees (who have interest in student success)

• Develop an Early Alert report for advisors that is run on a weekly basis. The report will include any students registered for the current term who have early alerts for any of their classes. The report will be either sorted by the college of the student or run separately for each college. The report should include
  o Student demographic and relevant academic data (name, Banner ID, email address, major, GPA, academic standing…)
  o High level financial aid information (receiving aid, on probation)
  o A list of early alerts recorded for the student

• Develop an option (possibly in Self-Service for Faculty and Advisory) to select a student and view an Early Alert page. The page should include
  o Student name and relevant academic data
  o A list of early alerts recorded for the student
  o An email option that will allow the advisor to compose and send an email to the student.

Functionality for Financial Aid
It may be helpful for financial aid to have access to the Early Alert report developed for advisors. Financial aid places students on fin aid suspension when they have a GPA <= 2.0. This could be an additional tool to help them monitor student progress.

**Recommendation**

Review the existing Early Alert system. Evaluate the options available and determine the most productive course of action. Options include

- Enhancing the existing Early Alert System to integrate with Banner and provide the required functionality.
- Develop a new Early Alert system that integrates with Banner.
- The final solution could be a combination of enhancements and new development.
Ongoing Touch Points

Ongoing Touch Points include procedures and tools to monitor student progress and provide feedback and guidance to students throughout their academic career.

The ongoing touch points discussion highlighted several important points:

- The importance of providing support and feedback to all students, particularly when they are struggling with their coursework.
- Students should be encouraged as they get closer to their educational goal.
- Texas momentum points included in this discussion:
  - Successful completion of 15 semester hours
  - Successful completion of 30 semester hours
  - Earned Certificate of Less Than 1 Year (Workforce)
  - Earned Associate Degree
  - Transfer to a 4-year
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<tbody>
<tr>
<td>1</td>
<td>H</td>
<td>F</td>
<td>Reach out to a DE student obtaining a grade showing unsatisfactory performance for a course in an effort to support the student and provide assistance and encouragement to get the student back on track.</td>
<td>The logic used to identify a developmental education student is currently somewhat complex. The highest test score must be identified for the first date the student started attending Alamo Colleges. The student is considered to be in the developmental education program if that score is below a cutoff score and the student is not a Continuing Education student and the student is not in a predefined set of certificate programs and the student is not in an ABE program. This broad definition introduces the possibility of error in defining an exact population.</td>
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<td>- The identification and tracking of this population could be greatly simplified by the creation of a student attribute. This attribute would be assigned to students who are required to take the developmental education courses. This attribute will allow for the selection of these students using very clear and concise logic.</td>
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<td>Analyze grades from prior terms to determine the number of students who may be effected by actions taken as a result of an unsatisfactory grade. The activation of registration holds could overwhelm advising centers if the number is not manageable. If it appears to be manageable, develop a process to be run after grades are rolled for a term. The process will activate a registration hold for any DE student (based on the previously defined formula) showing unsatisfactory performance in a course for that term and send them an email message. The email message should provide basic course information, inform them of the hold and encourage them to meet with an advisor. Criteria is defined as:</td>
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<td>- A DE student (based on the previously defined formula) has institution history for the term</td>
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<td>- The student has a failing grade for the term. Unsatisfactory performance is defined as:</td>
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<td>o A grade &lt;= D, a grade of W or IP in a DE class</td>
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<td>o A grade if F, W or I in a non-DE class</td>
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| 2 | L    | Provide encouragement to DE students taking a highest level DE course in math or English. | Stress the importance of registering for the college level course in their subject. Develop a process that can be run prior to registration. The process should identify any DE student who is currently registered for the highest level DE course in math or English and send them an email message. The email message should provide positive feedback and let them know how important it is to keep progressing in their DE subject area. Criteria is defined as:  
  - A DE student (based on the previously defined formula) is registered for the highest level DE course in math or English for the current term.  
    - The highest level course is identified by a predetermined list of courses. |
| 3 | M    | Provide positive feedback to DE students who earn a gpa >= 2.0 after two semesters. | Develop a process to be run after grades are rolled for a term. The process should send an email to any DE student (based on the previously defined formula) who has completed two terms with a gpa >= 2.0. The email message should provide positive feedback and encourage the students to continue on with their academic program. Criteria is defined as:  
  - A DE student (based on the previously defined formula) has institution history for the term  
  - The student has institution history for one prior term  
  - The student has an overall gpa >= 2.0 |
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| 4 | H | F / R | Reach out to any student who receives an unsatisfactory grade in their first college level course in math or English in an effort to support the student and provide assistance and encouragement to get them back on track. | This is not a momentum point. It does provide support to accomplish the momentum point of a student passing their first college level course in math or English. Analyze grades from prior semesters to determine the potential impact of activating registration holds for unsatisfactory performance. Develop a report to identify students who fail their first college level math course or who fail their first college level English course. The report will be run for a term code after final grades have been processed. Criteria is defined as:  
- A student has institution history for the term.  
- The student has obtained a failing grade in a college level course. A failing grade is a grade $\leq C$, a grade of W or a grade of I.  
  - Math – a list of courses will be provided  
  - English – a list of courses will be provided  
- The student does not have a passing grade in a college level course in this subject area for any term code prior to this term.  
- **Outstanding Issues** (not yet defined by the state)  
  - Will admit term be used as part of the criteria?  
  - Does transfer work need to be reviewed as well?  
The report should  
- Print the student name, basic academic information and information on the failed course.  
- Reactivate the student’s registration hold if analysis shows this to be manageable for the advising centers.  
Send an email to the student informing them of the hold and why it as activated and encouraging them to see an advisor. |
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| 5 | M | F / R | Contact students with unsatisfactory academic standing.                     | Academic standing is currently not being calculated in a timely manner. This needs to be rectified in order for this requirement to be productive. CSI is in the process of developing procedures to notify students who have an unsatisfactory academic standing. Some suggestions provided by the discussion group include: Develop a report to identify students who have unsatisfactory academic standing after the end of term academic standing process has been run. Criteria is defined as:  
  - A student has institution history for the term.  
  - The student has an academic standing of probation, suspension, 2nd suspension or 3rd suspension. The report should  
    - Print the student name, basic academic information and current academic standing.  
    - Reactivate the student’s registration hold  
    - Send an email to the student informing them of their current academic standing and encouraging them to see an advisor.  
    - Intervention process needs to be defined (probation, etc). |
| 6 | H | R    | Alamo Colleges receives a momentum point when a student earns 15 credits and when they earn 30 credits. This information must be reported to the state of Texas. | Develop a report to be run after grades have processed to list students who have earned 15 credits and students who have earned 30 credits. Include a total count. Criteria is defined as:  
  - A student has institution history for the term.  
  - The student has met the momentum point criteria  
    - Total credits earned in SHRLGPA >= 15 and Total credits earned in SHRLGPA – Total credits earned for the term < 15 OR  
    - Total credits earned in SHRLGPA >= 30 and Total credits earned in SHRLGPA – Total credits earned for the term < 30  
**Outstanding Issue:** The exact rules for this momentum point have not yet been defined by the state of Texas. Additional criteria may be required once the state requirements are official. |
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| 7 | M | F / R | Alamo Colleges receives a momentum point when a student earns a certificate or associates degree or when a student transfers to a 4-year university. Provide encouragement to a student once the meet 50% of the degree plan requirements. | Develop a process to be run after grades are rolled for a term. The process should send an email to any student who has met 50% of their degree plan requirements. The email message should provide positive feedback and encourage the students to continue on with their academic program. Criteria is defined as:  
- A student has institution history for the term  
- The student has completed five component areas in their degree plan. **Clarification needed:** Is this the criteria for all programs or does criteria vary among programs? |