



ALAMO
COLLEGES
DISTRICT

To: PVC

From: Executive Faculty Council

Re: Recommendations as proposed by Early Alert Ad-Hoc Committee

Date: March 24, 2017

In November, PVC submitted a charge to the Executive Faculty Council (EFC) to review and evaluate the current processes surrounding Early Alert; the PVC charge asked that EFC recommend a plan for improving the existing Early Alert processes (including faculty and advisor actions following the alert) to have the greatest impact on helping at-risk students. The plan was to include students attending face-to-face, online, and dual credit classes.

The EFC, in consultation with the Early Alert Ad Hoc Committee, proposes these final recommendations to the PVC (please see the attached documents for more details):

- Maintain timing of required Early Alerts (twice a semester).
- Enhance communication tools through Grades First software to incorporate on-demand alerts as well as a new two-tiered approach that will facilitate and document the work of faculty, advisors, and support services.
- Initiate Faculty Development around student “at-risk” behaviors, the role of Early Alerts and Grades First software, and the two-tiered approach.
- Create an Early Alert Process Development Team for implementation as well as a sub-team for continued research and quality evaluation.

Executive Faculty Council

Approved Recommendation as Proposed by the Ad Hoc

Name of Ad Hoc: Early Alert Approval Date: March 24, 2017

<p>PVC Charge and Work Proposal: Review and evaluate the current processes surrounding Early Alert, and recommend:</p> <p>A plan for improving the existing Early Alert processes (including faculty and advisor actions following the alert) to have the greatest impact on helping at-risk students. The plan should include students attending face-to-face, online, and dual credit classes.</p> <p>At a minimum, questions to consider include:</p>	
Question	Recommendation
<p>Should the 3-week and mid-term alert timeframe for notices be initiated earlier or expanded to include on demand (whenever the faculty wants to submit an alert)?</p>	<p>The Early Alert process (faculty submitting twice a semester for all students) should remain as is. If at any other time during the semester a faculty member has a concern about a student’s progress in class, an on – demand alert can be sent in The GradesFirst platform in ACES.</p>
<p>When is a student “at-risk” for not succeeding? This is not necessarily that the student is failing but may not be thriving (i.e. attending class, completing assignments).</p>	<p>A new list of student behaviors that can aid faculty in identifying if a student is at-risk has been created. The committee recommends that this list replace the current drop-down menu of reasons appearing in GradesFirst when identifying a student is at-risk. Faculty will address all Level 1 alerts. Furthermore, the committee recommends that when a faculty selects a Level 2 alert – Student Should Meet with Advisor, a level 2 trigger will alert the advisor for further student intervention. Likewise, a level 2 advising trigger will occur when a student gets an Early Alert in more than one course in the same semester.</p>
<p>What is the expectation of faculty engagement with the student following the Early Alert?</p>	<p>The committee recommends that faculty engage in the following ways:</p> <ol style="list-style-type: none"> 1. Address behaviors with students (when there is no grade) to improve student performance. 2. Offer academic and student support services to improve student performance. 3. When a request for academic advising, tutoring services, or counselor is requested (and only in these cases), faculty should document the reason for the referral.
<p>What resources and training should be available for faculty?</p>	<p>The committee recommends the following be made available to faculty:</p> <ol style="list-style-type: none"> 1. A robust faculty development plan about Early Alert must be created and made available to faculty via various methods such as face-to-face and online. These sessions should be personalized and customized to account for the differences in teaching loads (part-time adjunct teaching loads, face-to-face versus online teaching loads). 2. Participation in faculty development sessions about Early Alert will aid in developing: <ol style="list-style-type: none"> a. An understanding of what is expected of them and their students b. An understanding of how to best utilize GradesFirst c. An understanding of the college resources for them and their students to include who to send students to, places where students can receive support, and technology that is available to support students. d. A forum to discuss questions or concerns with supervisor

	<ul style="list-style-type: none"> e. A well-written overview of Early Alert to include on course syllabi f. An understanding of how to provide a solid overview of Early Alerts on the first day of class g. The practice of asking students to link ACES email to personal/Canvas emails to improve communication
<p>Are faculty aware of other support resources across the college?</p>	<p>The committee recommends faculty development should include information about support resources.</p>
<p>How should the Early Alert process engage the assigned advisor?</p>	<p>The committee recommends that the following be changed with regard to the role of advisors:</p> <ol style="list-style-type: none"> 1. GradesFirst needs to be reconfigured to allow faculty to determine when a Level 1 intervention is complete and a Level 2 intervention is not needed and similarly when a Level 2 (advisor) intervention is needed. 2. Advisors should only engage in Level 2 Alerts. 3. GradesFirst needs to be further developed to allow faculty, student, advisor, counselor, and tutor interaction and communication. 4. A method for 2-3-4-way communication should be developed. 5. The roles and expectations of advisors should be clarified, such as what constitutes advising versus classroom management issues, the need for a SOBI, etc. <p>NOTE: Additionally, the Early Alert improvement taskforce that is focused on the advisor role should address this question in detail.</p>
<p>How will we know if the Early Alert processes are successful?</p>	<p>Early Alert interventions will occur in a complex environment with multiple factors impacting student success. We need a robust evaluation method to move from <i>promising practice</i> to <i>proven evidence-based practice</i>. Therefore, it is important that we make every effort to identify and utilize reliable methodology to evaluate the Early Alert process.</p> <p>In order to understand as much as we can about our Early Alert interventions, the Ad Hoc team recommends the following approach:</p> <p>The Early Alert process development team should contain a sub team tasked with focusing on the development and implementation of a robust and systematic evaluation of the Early Alert Intervention process. This sub team should contain at least one individual that is well-versed on evaluative research design. Additional members should have some training and/or expertise with the following (including but not limited to): statistical training and experience in moderating, mediating, and interactive effects, factor analysis, and path models, mixed methods research, focus group methods, and survey methods. It should be noted that the evaluation process necessarily follow the Early Alert process development. That is, the Early Alert Process has to be clearly articulated for an effective evaluation plan to be developed.</p> <p>The individual with evaluation research method experience, should, in the commission of his/her role, actively train the other members of the team on how to develop an evaluation system so that our overall institutional knowledge of evaluation methods increases and future projects of this type include valuable research-based assessment. Additionally, this recommendation will incorporate practical professional development into this model from the inception as well as contribute to institutional sustainability.</p>

	<p>The members of this evaluation sub team should commit to a 2-3 year term of data collection and analysis where they review the developed Early Alert process, the current available literature on the topic, and develop a robust evaluation plan. The evaluation plan should allow for a mixed method approach, include formative and summative evaluation. The plan and results of the evaluation should be provided to the Early Alert process team as a whole and to key stakeholders. Through the evaluation process of Early Alert, findings and recommendations will be shared. This will support the process of improvement. We highly recommend that early data results not be released beyond the process development team and sub team until their validity has been established.</p>
<p>Additional Ad Hoc recommendations:</p>	<p>The committee recommends the following additional items:</p> <ol style="list-style-type: none"> 1. Representatives from the Ad Hoc team and EFC should be on the process improvement implementation team to support the change process. 2. Faculty need comprehensive access to GradesFirst. 3. In addition to email reminders, pop up reminders in ACES for faculty regarding uncompleted Early Alerts should be created. 4. A more robust notification system for students should include text and email. 5. The reason for an at-risk notice should be available for students to see. 6. The Early Alert email notice sent to a student should have read “open” receipt. 7. An explanation of the Early Alert Messages should be included in New Student Orientation. 8. Transparency with regard to Early Alert data should be created.
<p>Design Principles</p>	<p>Change Management</p> <ol style="list-style-type: none"> 1. Prosci Change Management guiding principles should be included in the planning and implementing of Early Alert process improvements. <p>Project Facilitation</p> <ol style="list-style-type: none"> 2. Michael Willoughby, District Project Facilitator, currently assigned to the GradesFirst Re-Engagement project has volunteered to assist with the technical implementation of the Early Alert Ad Hoc recommendations.

Name of Project: Early Alert

Date: December 2016 – March 2017

Tracking Number:

Step 1: Problem / Issue - Restate the issue as you addressed it

The PVC gave the following work plan to the EFC in October 2016. An Ad Hoc team was identified and began their work in December 2016. March 2017 was the date the team was given to provide recommendations to the EFC.

1. Background

Early Alert engages students early in a course to identify when / why they may be at risk for not succeeding, and in starting a conversation between faculty, advisors, and the student with the goal of creating a plan for improvement. Many faculty participate in the 3- and 8-week process. The intent is for the Early Alert process to be easy to use, to be effective in facilitating communication between faculty, students, and advisors, and to have a positive effect on retention and student success in a class. It is time for the Early Alert process to be reevaluated to support continuous improvement. The PVC requests the EFC begin with a review of the Early Alert Process and then address the other “ready the first class day” strategies listed below.

A key factor in a student’s success in each class, and in completing a program, is the relationship between the student and faculty. Several initiatives have been identified to assist faculty in engaging with students, including those encompassing students being ready the first class day and strategies for increasing success in classes. Initiatives surrounding “ready the first class day” include “Welcome Home,” Smart Start drops, Instructional Materials access and cost, syllabus access and clarity, and establishing expectations the first class session. Initiatives surrounding increasing success in classes include faculty engagement of students, faculty mentoring in collaboration with assigned advisors, faculty professional development, clarification of how an individual course supports a student’s overall program goals, and the Early Alert process.

2. Charge and Work Products

Review and evaluate the current processes surrounding Early Alert, and recommend a plan for improving the existing Early Alert processes (including faculty and advisor actions following the alert) to have the greatest impact on helping at risk students. At a minimum, questions to consider include:

Should the 3-week and mid-term alert timeframe for notices be initiated earlier or expanded? It has been suggested that the Alert process be available “on demand” (whenever the faculty wants to notify a student).

- When is a student “at risk” for not succeeding? This is not necessarily that the student is failing but may not be thriving (i.e. attending class, completing assignments).
- What is the expectation of faculty engagement with the student following the Early Alert?
- What resources and training should be available for faculty?
- Are faculty aware of other support resources across the college?
- How should the Early Alert process engage the assigned advisor?
- How will we know if the Early Alert processes are successful?

The plan should include students attending face-to-face, online, and dual credit classes.

3. Known Constraints, Criteria, or Design Principles

Plan should incorporate use of current software: GradesFirst, Alamo Talent (for training opportunities), etc.

Step 2: Proposed Solutions - Recommendations / plan / proposal

See attached document: Early Alert Ad Hoc Team Recommendations (Final)

Step 3: Evidence - Recommendations are based on the following key research / evidence. You may attach data or analysis. Include people with whom you consulted and contact information (if outside Alamo)

EDUCATION ADVISORY BOARD (EAB) REVIEW OF RESEARCH BRIEFS

Defining the Faculty Role in Student Success
Academic and Early Alert System
Implementing Early Alert Systems

CONSULTED

Colleen Bullock, Research Associate for the Center for Community College Student Engagement UT Austin Program in Higher Education Leadership: Provided us the following Community College Survey of Student Engagement (CCSSE) articles about Early Alert initiatives at Community Colleges:

CCSSE Vol 2, Issue 5 Maui Community College, HI
CCSSE Vol 5, Issue 7 Sinclair Community College, OH
CCSSE Vol 9, Issue 2 St. Petersburg College, FL
CCSSE A Matter of Degrees 2012: Promising Practices for Community College Student Success pg. 20-12
CCSSE A Matter of Degrees 2013: High Impact Practices for Community College Student Engagement pg.32-33
CCSSE A Matter of Degrees 2014: Practices to Pathways pg.17
CCSSE Contingent Commitments: Bringing Part-Time Faculty into Focus pg. 13

Colleen recommends that the implementation team contact Dr. Tonjua Williams, Sr. Vice President of Student Services at St. Petersburg College, FL for additional insights and guidance. +727-501-3305 twms15@gmail.com

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Step 4: Goals / Expected Outcomes - We expect that the outcome of our recommendation will be.

Shared understanding of Early Alert strategies, goals, and desired outcomes

More engaged faculty, advisors, tutors, counselors and students

Grassroots faculty development

Culture of positive data environment (safe use of data); Empower faculty to use data to improve their own classes and student success outcomes; Data used as a tool to encourage continuous improvement and not as a weapon to reprimand). Data collection that includes scientific research (make a bold move from correlation towards causation).

Step 5: Evaluation Plan - If applicable

Early Alert interventions will occur in a complex environment with multiple factors impacting student success. We need a robust evaluation method to move from *promising practice* to *proven evidence-based practice*. Therefore, it is important that we make every effort to identify and utilize reliable methodology to evaluate the Early Alert process.

- i. In order to understand as much as we can about our Early Alert interventions, the Ad Hoc team recommends the following approach:

The Early Alert process development team should contain a sub team tasked with focusing on the development and implementation of a robust and systematic evaluation of the Early Alert Intervention process. This sub team should contain at least one individual that is well-versed on evaluative research design. Additional members should have some training and/or expertise with the following (including but not limited to): statistical training and experience in moderating, mediating, and interactive effects, factor analysis, and path models, mixed methods research, focus group methods, and survey methods. The Early Alert Process has to be clearly articulated for an effective evaluation plan to be developed.

The individual with evaluation research method experience, should, in the commission of his/her role, actively train the other members of the team on how to develop an evaluation system so that our overall institutional knowledge of evaluation methods increases and future projects of this type include valuable research-based assessment. Additionally, this recommendation will incorporate practical professional development into this model from the inception as well as contribute to institutional sustainability.

The members of this evaluation sub team should commit to a 2-3 year term of data collection and analysis where they review the developed Early Alert process, the current available literature on the topic, and develop a robust evaluation plan. The evaluation plan should allow for a mixed method approach, include formative and summative evaluation. The plan and results of the evaluation should be provided to the Early Alert process team as a whole and to key stakeholders. Through the evaluation process of Early Alert, findings and recommendations will be shared. This will support the process of improvement. We highly recommend that early data results not be released beyond the process development team and sub team until their validity has been established.

Note: We did not want to lose the team's efforts to identify possible data artifacts. These will be important ideas as the evaluation process is mapped out. They represent an awareness of current data availability and begin to speak to the complexity of the evaluation of the Early Alert process.

1. Institutional Data (baseline data - tons of variables): Review at the end of each fall compared to previous falls (begin with fall 2014 as baseline) for each college and District-wide. By themselves, these data do not provide a valuable correlation between Early Alert interventions and student success. Proposing correlations with data that have not been proven to be relevant undermines the future communication of the true benefits that may occur with the Early Alert system.

- Course completion rates (in term retention)
- Productive Grade Rates
- Number of high risk courses
- Fall to fall FTIC persistence rates
- Fall to fall all students' persistence rates
- FTIC Zero college credit metric
- 3-year and 4-year PT and FT graduation/completion rates

2. Institutional Data specific to Early Alert: Review at the end of each fall compared to previous years (begin with fall 2014 as baseline) for College and District-wide. Be careful with these data. Many do not relate to interventions, but rather relate to the pushing of the *submit* button.

- Full time faculty Early Alert participation rates
- Part time faculty Early Alert participation rates
- Percentage of students identified as at risk who received a
- C or better
- D or F

- Percent of grades of W
- Percentage of students not identified as at risk who received a C or better
- D or F
- Percent of grades of W
- Percentage of students that faculty referred to level 2 (advising, tutoring, counseling, etc.)
- Percent of students provided level 2 support

3. Other Possible Data Collection: Review at the end of each fall compared to previous years (begin with fall 2014 as baseline) for College and District-wide

- Identify CCSSE and Noel-Levitz items which correlate to early alert
- Request to add items to each college's graduation survey regarding early alert
- Develop faculty survey to determine faculty understanding of, clarity of, and usefulness of early alert process
- Identify ways to compare on demand results to non-on demand
- Collect early alert comparative data against medium sized colleges for PAC, SPC, and NLC and large-sized colleges for NVC and SAC
- Collect early alert comparative data against aspirational colleges such as Valencia and other ASPEN recognized colleges
- Conduct focus group of student perceptions of early alert

Recommendation for sub team: Lisa Zottarelli has volunteered to lead the sub team. We should ask the EFC to identify individuals from the other colleges to work on the sub team including 1-2 individuals that are familiar with evaluative research design, at least 2 IR people and 1-2 from the process team that are very familiar with the process across the five colleges. A good writer should be utilized for report writing.

Step 6: Resources - To succeed, we recommend

Utilization of Change Management, Project Facilitation, Faculty Development, and Robust Evaluation in the implementation of the recommendations.

Early Alert and EFC representatives should be on the implementation team to provide guidance and support.

Step 7: Learning / Insights - During this process, we learned / gained the following insight that may inform implementation or future teams:

A plan for how the Ad Hoc team should provide updates to the EFC needs to be developed or clarified.

Review the documents that the Ad Hoc teams need to complete to determine if items can be cut/reduced.

The work of the Ad Hoc team should be supported by refraining from making conclusions about the work being done prior to the team presenting final recommendations.

Feedback to Ad Hoc team members should be in the spirit of support and guidance as to whether or not the team is staying focused on the charge.

Feedback to the Ad Hoc team should not be given to influence the team's recommendations.

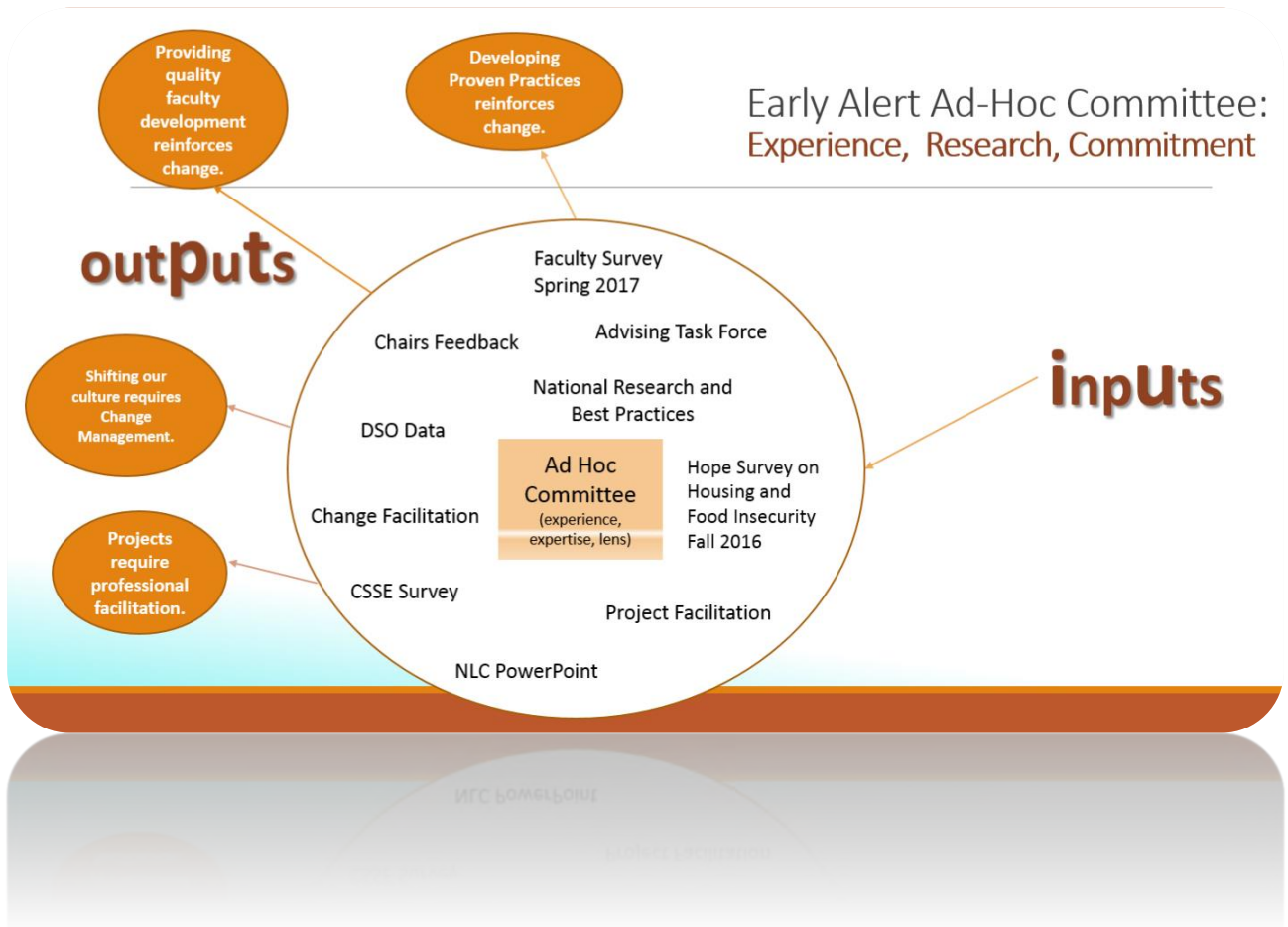
The Ad Hoc team Sponsor, Chair, and Fellow should make sure the team has a shared understanding of how external communications will be conducted while the work is still ongoing and prior to final recommendations are made.

EARLY ALERT

Implementation of Recommendations Design Principles

- **Project Facilitation**
- **Change Management**
- **Comprehensive Faculty Development**
- **Robust Evaluation Plan & Method to move from Promising Practice to Proven Evidence-Based Practice**

Overarching Tenet: "Do No Harm"



Possible Barriers to Retaining the Alamo College District Student

- Financial barriers/poverty rate
- Need to work full time
- Food/housing Insecurity
- Academically underprepared
- Emotionally underprepared
- FTIC/FGIC
- Family issues
- Not sure of major
- Lack a sense of belonging

Ad-Hoc Work

Using all Inputs

Subject Mater Experts + faculty survey + advisor input + best practices + data

- What are the times in the semester that seem appropriate to administer the Early Alert campaign?
- What are the at-risk behaviors?
- What are the recommended faculty interventions?
- What are the college resources available to faculty to recommend to students?
- How will we know if we are successful?

PVC Charge and Work Proposal for Early Alert Phase II Process Improvements

Review and evaluate the current processes surrounding Early Alert, and recommend:

A plan for **improving the existing Early Alert processes** (including faculty and advisor actions following the alert) to have the greatest impact on helping at risk students. The plan should include students attending face-to-face, online, and dual credit classes.

At a minimum, questions to consider include:

1. Should the 3-week and mid-term alert timeframe for notices be initiated earlier or expanded to include on demand (whenever the faculty wants to submit an alert).
 - a. **Early Alert Ad Hoc Recommendation**
 - i. 2017-2018 Cycle
The early alert process (faculty submitting twice a semester for all students) should remain as is. If at any other time during the semester a faculty member has a concern about a student's progress in class an on –demand alert can be sent in The Grades First platform in ACES.
 1. The first time in the semester that faculty complete alerts is based primarily on student behavior. Faculty should also use grades, if they are available.
 - a. 16 Week Term: Complete alerts anytime between Week 2 and end of Week 3
The minimum requirement that one alert has been made for each student by the end of the Week 3.
 - b. 8 Week Term: Complete alerts anytime between Week 2 and end of Week 3
 - c. The minimum requirement that one alert has been made for each student by the end of the Week 3.
 2. The second time in the semester that faculty complete alerts is based primarily on grades.
 - a. 16 Week Term: Complete alerts anytime between Week 4 and the end of Week 8
Similarly, this means faculty will have the ability to submit an early alert at any time during this window with the minimum requirement that one alert has been made for each student by the end of the Week 8.
8 Week Term: Complete Alerts Anytime between the beginning of Week 5 – End of Week 6
Similarly, this means faculty will have the ability to submit an early alert at any time during this window with the minimum requirement that one alert has been made for each student by the end of the Week 6.
 - b. **Improvements Needed to Support Recommendations**
 - i. Provide faculty development on Early Alert to include Change Management Protocol such as the following:
 1. Use the Prosci Change Management Model to include ADKAR (Awareness, Desire, Knowledge, Ability, and Reinforcement)
 - a. Awareness – The committee recommends that faculty be given information regarding: Why early alert is a process at the Alamo Colleges and why has the process been evaluated and changed? Why did the changes occur now? What happens if faculty do not complete early alerts? What do faculty gain from completing early alerts?
 - b. Desire – Faculty have a strong desire for their students to be successful. An approach to early alert should be developed that will help them fulfill this desire.
 - c. Knowledge – Faculty should be provided knowledge building sessions.
 - d. Ability – Faculty should be provided GradesFirst faculty development sessions and further resource development.

- e. Reinforce – Faculty should be provided ongoing support and provided data that illustrates the outcomes of Early Alert. Faculty should be continually requested to give the input for improvements.
2. When is a student “at risk” for not succeeding? This is not necessarily that the student is failing but may not be thriving (i.e. attending class, completing assignments).

a. **Early Alert Ad Hoc Recommendation**

The committee has established a new list of student behaviors that can aid faculty in identifying if a student is at-risk. The committee recommends that this list replace the current drop-down menu of reasons currently appearing in Grade First when identifying a student is at-risk. Faculty will address all Level 1 alerts. Furthermore, the committee recommends that when a faculty selects a Level 2 alert – Student Should Meet with Advisor, a level 2 trigger will alert the advisor for further student intervention. Likewise, a level 2 advising trigger will occur when a student gets an early alert in more than one course in the same semester. Below is the new list of student behaviors:

- i. Level 2 Alert - Student Should Meet with Advisor
- ii. Attendance - Not attending class
- iii. Attendance - Excessive tardiness
- iv. Attendance - Unprepared for class
- v. Attendance - Non-class participation
- vi. Attendance - Leaving class early
- vii. Assignments - Failing grades
- viii. Assignments - Not turned in
- ix. Assignments – Turned in incomplete
- x. Assignments - Rushed to complete
- xi. Assignments - Directions not followed
- xii. Tutoring - Writing
- xiii. Tutoring - Reading comprehension
- xiv. Tutoring - Study skills
- xv. Tutoring - Note-taking skills
- xvi. Tutoring - Mathematics
- xvii. Tutoring - Natural Sciences
- xviii. Tutoring - Test-taking Strategies
- xix. Unprepared to learn - Lacking instructional materials
- xx. Unprepared to learn - Lacking time management skills
- xxi. Unprepared to learn - Distracted by technology
- xxii. Unprepared to learn - Not responding to email
- xxiii. Online student - Student has not logged into course
- xxiv. Online student - Student must login more frequently
- xxv. Online student - Student not online course proficient
- xxvi. Online student - Student not viewing course pages
- xxvii. Behavior - Sleep deprived
- xxviii. Behavior - General personal issues
- xxix. Behavior - Counselor assistance
- xxx. Behavior - Lack classroom decorum or etiquette
- xxxi. Behavior - Relationship trouble
- xxxii. Behavior - Conflict with employment
- xxxiii. Behavior - Abusive to faculty/students
- xxxiv. Behavior - Housing assistance
- xxxv. Behavior - Food assistance
- xxxvi. Behavior - Transportation assistance
- xxxvii. Other - Job assistance
- xxxviii. Other - Scholarship assistance

- xxxix. Other - Financial aid assistance
- xl. Other - Transfer assistance

b. Improvements Needed to Support Recommendations

- i. Level 1 Early Alert
 - 1. As stated above, when faculty identify students as at-risk, the committee recognizes the faculty's further discussion with the student as an intervention, and it is the committee's view that no further action is needed (such as an advisor intervention).
 - ii. Level 2 Early Alert
 - 1. If a faculty, selects Level 2 Alert - Student Should Meet with Advisor for advisor intervention, then level 2 early alert functions initiate: the intervention of the student's academic advisor. This determination should be made by faculty.
 - 2. The other way an early alert level 2 would initiate is when a student gets a Level 1 Alert in more than one course in the same term.
 - iii. The committee also recommends the development a better shared understanding about
 - 1. Classroom Management
 - 2. SOBI
 - 3. Advising
3. What is the expectation of faculty engagement with the student following the Early Alert?
- a. **Early Alert Ad Hoc Recommendation**
- The committee recommends that faculty engage in the following ways:
- i. Address behaviors with students (when there is no grade) to improve student performance.
 - ii. Offer academic and student support services to improve student performance.
 - iii. When a request for academic advising, tutoring services, or counselor is requested (and only in these cases), faculty should document the reason for the referral and what they have done to improve student performance in GradesFirst.
4. What resources and training should be available for faculty?
- a. **Early Alert Ad Hoc Recommendation**
- The committee recommends the following be made available to faculty:
- i. A robust faculty development plan about Early Alert must be created and available to faculty via various methods such as face-to-face and online. . These sessions should be personalized and customized to account for the differences in teaching loads (part-time adjunct teaching loads, face-to-face versus online teaching loads).
 - ii. Participation in faculty development sessions about Early Alert will aid in developing
 - 1. An understanding of what is expected of them and their students
 - 2. An understanding of how to best utilize GradesFirst
 - 3. An understanding of the college resources for them and their students to include who to send students to, places where students can receive support, and technology that is available to support students.
 - 4. A forum to discuss questions or concerns with supervisor
 - 5. A well-written overview of Early Alert to include on course syllabi
 - 6. An understanding of a solid overview of Early Alerts on the first day of class
 - 7. The practice of asking students to link ACES email to personal/Canvas emails to improve communication
5. Are faculty aware of other support resources across the college?

a. **Early Alert Ad Hoc Recommendation**

- i. In the committee's view, faculty development should include information about support resources.

6. How should the Early Alert process engage the assigned advisor?

- i. Faculty can engage advisors by selecting a Level 2 alert in Grades First. The Early Alert improvement taskforce that is focused on the advisor role should address this question in detail.

b. **Early Alert Ad Hoc Recommendation**

The committee recommends that the following be changed with regard to the role of advisors:

- i. GradesFirst needs to be reconfigured to allow faculty to determine when a Level 1 intervention is complete and a Level 2 intervention is not needed and similarly when a Level 2 (advisor) intervention is needed.
- ii. Advisors should only engage in Level 2 Alerts.
- iii. GradesFirst needs to be further developed to allow faculty, student, advisor, counselor, and tutor interaction and communication.
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- v. The roles and expectations of advisors should be clarified, such as what constitutes advising versus classroom management issues, the need for a SOBI, etc.

7. How will we know if the Early Alert processes are successful?

Early Alert interventions will occur in a complex environment with multiple factors impacting student success. We need a robust evaluation method to move from *promising practice* to *proven evidence-based practice*. Therefore, it is important that we make every effort to identify and utilize reliable methodology to evaluate the Early Alert process.

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process of Early Alert, findings and recommendations will be shared. This will support the process of improvement. We highly recommend that early data results not be released beyond the process development team and sub team until their validity has been established.

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 - Number of high risk courses
 - Fall to fall FTIC persistence rates
 - Fall to fall all students' persistence rates
 - FTIC Zero college credit metric
 - 3-year and 4-year PT and FT graduation/completion rates

2. Institutional Data specific to Early Alert: Review at the end of each fall compared to previous years (begin with fall 2014 as baseline) for College and District-wide. Be careful with these data. Many do not relate to interventions, but rather relate to the pushing of the *submit* button.
 - Full time faculty Early Alert participation rates
 - Part time faculty Early Alert participation rates
 - Percentage of students identified as at risk who received a C or better
 - D or F
 - Percent of grades of W
 - Percentage of students not identified as at risk who received a C or better
 - D or F
 - Percent of grades of W
 - Percentage of students that faculty referred to level 2 (advising, tutoring, counseling, etc.)
 - Percent of students provided level 2 support

3. Other Possible Data Collection: Review at the end of each fall compared to previous years (begin with fall 2014 as baseline) for College and District-wide
 - Identify CCSSE and Noel-Levitz items which correlate to early alert
 - Request to add items to each college's graduation survey regarding early alert
 - Develop faculty survey to determine faculty understanding of, clarity of, and usefulness of early alert process
 - Identify ways to compare on demand results to non-on demand
 - Collect early alert comparative data against medium sized colleges for PAC, SPC, and NLC and large-sized colleges for NVC and SAC

- Collect early alert comparative data against aspirational colleges such as Valencia and other ASPEN recognized colleges
- Conduct focus group of student perceptions of early alert

- ii. Recommendation for sub team: Lisa Zottarelli has volunteered to lead the sub team. We should ask the EFC to identify individuals from the other colleges to work on the sub team including 1-2 individuals that are familiar with evaluative research design, at least 2 IR people and 1-2 from the process team that are very familiar with the process across the five colleges. There does not need to be an administrator on this sub team. Will need a good writer for reports.

8. Additional Ad Hoc recommendations based on team discussions and findings

The committee recommends the following additional items:

- a. Representatives from the Ad Hoc team and EFC should be on the process improvement implementation team to support the change process.
- b. Faculty need comprehensive access to GradesFirst.
- c. In addition to email reminders, pop up reminders in ACES for faculty regarding uncompleted early alerts should be created.
- d. A more robust notification system for students should include text and email.
- e. The reason for an at-risk notice should be available for students to see.
- f. The Early Alert email notice sent to a student should have read “open” receipt.
- g. An explanation of the Early Alert Messages should be included in New Student Orientation.
- h. Transparency with regard to Early Alert data should be created.

9. Known Constraints

- a. 50% of our faculty are part-time.
- b. Initial roll-out of Early Alert has caused some faculty to be disengaged.
- c. There is a lack of shared understanding about Early Alert – some confusion.
- d. Majority of our students are part-time, academically underprepared, of a race or ethnicity-minority, socioeconomically disadvantaged, and first-generation, which suggests that frequent messages about the possibility of failing could damage their student identity development rather than enhance it.

10. Criteria

- a. GradesFirst will be used as our Early Alert platform.
- b. All faculty will engage in Level 1 Early Alerts.
- c. All advisors will engage in Level 2 Early Alerts.
- d. More work in the future should take place toward involving further tutoring and counseling strategies for intervention and communication in GradesFirst/Early Alert.
- e. Understanding of roles and responsibilities of faculty, advisors, tutors, counselors, and students should be shared.
- f. The approach to evaluation and assessment of Early Alert outcomes should be pre-determined so required measures can be identified. data requirements (include baseline)

11. Design Principles

- a. Change Management
 - i. Change is necessary to move Early Alert practices and results to a higher level

Prosci Change Management guiding principles should be included in the planning and implementing of Early Alert process improvements.

Recommendations:

1. Communication with faculty: Timing is key. Stress that this is not a major change; it is simply an enhancement to support student success. The conversation should begin with the information that addresses: Why? Why now? What happens if we don't? It should also include WIIFM: What's in it for me and our students?
 - a. Sponsor communication will be key. The high-level sponsors (administrators) at each institution should convey the big picture message and the importance to the institution. The immediate supervisors within the departments should convey a personal message and focus on the good for the student and program.
 - b. A faculty survey to evaluate where we are within the ADKAR model once the team has a solid model that they want to push out should include a directed person-to-person conversation between the Chairs and their faculty with a note-taker to capture the faculty voice.
 - c. The questions of the survey should target the different elements of ADKAR to evaluate where we are as an institution.
 - d. Consistent messaging in this phase will be crucial: Use defined terminology such as Early Intervention, Early Alert, maybe Late Encourager or another term for any optional notifications after midterm. Help them recognize that students come to us with varying skills and abilities. Discuss what at-risk behaviors look like. Show statistics that hint at a correlation between student notification and intervention due to high risk behaviors and ultimate outcomes. Stress that this system might help faculty with improving outcomes in high risk courses.
 - e. Student perceptions and input: The committee should develop a student survey format (survey, focus group, etc.) to evaluate what the students hear when the at-risk message goes out in order to gain a better understanding of the reception of the message.

This will be a prime opportunity to ask for student feedback on what causes them to not act/react in response to the messages or find out what type of message would cause them to respond.

- f. Faculty development: Roll-out of faculty development should include communication on the importance of the different facets of the Grades First program.

Again, focus on the key CM concepts – Why?, Why now?, What happens if I don't?, and What's in it for me? Create training that helps them understand the capabilities of Grades First and how it can help them.

Consistent feedback loops will be important to assure that their needs are heard and development programs change and adapt to accommodate the faculty recommendations. Administer surveys after each training to solicit feedback.

- g. Support and reinforcement: After roll-out and a first trial of the new system, ask for faculty feedback on how it can be more helpful to them. Stress that it is a tool to help faculty help their students.
- h. Important: We need to share with faculty what behaviors signal a need for intervention, they need to see the message that goes out to students, explain what the levels of intervention are as well as the channels of response, publicize the

support and resources available for faculty, and highlight possible options for student resources.

- i. Results and improvements: Continue to maintain feedback loops to improve processes. Assure high level sponsors at each college celebrate the true and documented successes of the new Early Alert system. Assure sustainability by identifying where this process lives and who will assure that the continuous improvement plan is executed.

12. Project Facilitation

- a. Michael Willoughby, District Project Facilitator, currently assigned to the GradesFirst Re-Engagement project has volunteered to assist with the technical implementation of the Early Alert Ad Hoc recommendations.

13. Relevant Strategic Objectives

- a. Student Success
- b. Performance Excellence

14. Sponsor of Work

- a. EFC
- b. VPSS

15. Internal Stakeholders or Constituents

- a. Students
- b. Faculty
- c. Advisors
- d. Tutors
- e. Academic and Student Success
- f. GradesFirst SMEs

16. Preliminary Recommended List of Team Members (for implementation). Some members should be chosen from the Ad Hoc and EFC teams.

- a. Faculty
- b. Advising
- c. IR
- d. Tutoring
- e. DSO