

Early Alert Committee Meeting Friday August 24, 2012

In Attendance: W. Rhyne, D. Macy, M. Moore, S. Parfitt, H. Algernon, M. LeMaster, K. Corkhill, L. Alvarez

Unable to Attend: K. Campbell, J. Babcock, S. Johnson, M. Sallee, C. Enslin, L. Gledhill

Early Alert is a college intervention system designed for faculty to use to alert college staff of any difficulty or special needs that a student may be having. Early Alerts are filtered through the First Year Experience Office and passed along to the appropriate area's Early Alert representative. An Early Alert committee comprised of Academic Success, Enrollment Management, Financial Aid, First Year Experience, and college professors then meet to determine best practices for the Early Alert program. All trained Early Alert representatives track their interactions with students and communicate their results back to faculty members and FYE staff in a timely manner.

Goals: To provide outreach to identified struggling students, to increase retention and persistence, to improve communication about campus supports and resources, to increase usages of campus supports and increase student engagement .

Action Plan: Early Alert will come into the FYE office and be filtered through by class, concern/issue, and student type (SSS, Dual Enrollment, FYE, SLS 1515, Housing, etc.). Then Early Alerts will be distributed to the assigned Early Alert representative.

Drew noted that he has already received a thanks for sending out reminders about the Early Alert program to the professors he works with.

Responsibility Divisions:

The Early Alert program will still be housed in the FYE office; however, we want to cut out the middle man and instead of trying to get students to come in and see an FYE specialist to talk about the resources to utilize for help. The particular support the student needs is also acting as the student's contact person. For example, if a student is struggling in a developmental math class, a staff member who works in the developmental math lab will be the person to reach out to the student.

Early Alert Divisions		
Class Type	Responsible Party	Location
Students in any SLS 1515 class	Peer Architects	Q-127
Developmental Math	Math Lab	H-218
Developmental English and Reading	English/Reading Lab	H - 200
Students in any EAP classes	English/Reading Lab	H - 200
Any Writing Intensive Class	Writing Center	Q-225
Any College Level Math Class	Math Center	Q-223
Any Speech Class	OCC	O-206
Dual Enrollment Students	Director Dual Enrollment	U – 214G
Any students in the SSS Program	SSS Specialist	S-258
All other classes	FYE Specialist	Q-127

The Proposed Process:

The FYE office will sort through all early alerts and send the appropriate area's representative the alert. All Early Alert representatives will go through training on Sept. 7th from 11:00am – 12:30pm. During training, Early Alert representatives will be given a communication log to complete and track their communication with the student. At the

end of each term the Early Alert representative will email their communication log back to the FYE office and the FYE office will then track and share semester results.

Monica asked when an early alert would be warranted. Whitney discussed the wide variety of issues that arise and are worked through during the early alert process: everything from time management skills to a student not knowing that their financial aid came in and they are still enrolled in classes. There can be a wide range of issues that arise.

Dr. LeMaster responded about her communication with students prior to sending and in addition to sending an early alert. She emails the student if they have sporadic attendance, she checks in with them prior to the midterm, and then even after the midterm she will let them know they still have a chance. Dr. LeMaster said it really helps when the students know that faculty and staff are looking out for them.

Mr. Macy noted that some professors do not even send withdrawal notifications to students and he also mentioned that developmental faculty are traditionally more supportive, this led to a discussion about the fact that the level of faculty support varies depending on the semester and class size.

Early Alert Process
Step 1 - Reach out to student via phone & email, try to set up a time to meet one-on-one with student
Step 2 - Ask student about class progress and struggles, help student overcome their struggles, inform students about additional resources, connect the student to those additional resources (academic coaching, counseling, workshops, etc.)
Step 3 - Follow up with Professor via email
Step 4 - Continue to follow up with student to check on student's progress, make sure they know you are here for them, and remind them of the additional resources
Step 5 - Track communication and interactions with the student
Step 6 - Email communication log back to the FYE office at the end of term.

Mr. Macy mentioned that Edison Online students may be a group that may need additional support or are not aware of the resources available to them and that bringing Kim Turano into the committee would be a good idea.

There was discussion about adjunct professors and how many of them may feel overwhelmed and do not know about the resources. Whitney talked about how she got the opportunity to speak at the new adjunct orientation and talk briefly about the Early Alert program in addition to many other college supports and services. There was discussion about providing support and possibly a workshop to strengthen adjunct support. There was also discussion about Peer Architects and their training. Whitney highlighted that the Peer Architects all received 18 hours of training prior to working. Mr. Macy inquired about having a standardized student assistant training across the campus, and he also talked about increasing student interaction and providing a time for faculty to interact with students, perhaps a student-faculty lunch.

Monica said all the fulltime IA's will attend training. Everyone agreed that Friday Sept. 7th 11:00am – 12:30am worked as a time for early alert training. Monica asked about the nature of the feedback to the professors and the group decided brief and to the point would be best.

Semester Usage data:

Summer 2012	26
Spring 2012	124
Fall 2011	187

Topics for future discussions: Advertising of the EA program to faculty, timing to allow open early alerts.