

## Early Alert Overview

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.

| Early Alert Process  |
|--|
| Step 1 - Email the professor and cc <a href="mailto:earlyalert@edison.edu">earlyalert@edison.edu</a> stating that you are going to make connecting with the student a top priority   |
| Step 2 - Reach out to student via phone & email, try to set up a time to meet one-on-one with student, continue until successful or you have completely exhausted all ideas  |
| Step 3 - 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 be sure to cc <a href="mailto:earlyalert@edison.edu">earlyalert@edison.edu</a>   |
| Step 4 - Continue to follow up with the student to check on their 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   |

# Welcome to Early Alert Representative Training



**FIRST YEAR EXPERIENCE**

**WHITNEY RHYNE  
HELEN ALGERNON**

# Today's Objectives



- Learn about the Early Alert Program
- Review Campus Resources
- Develop and practice strategies for reaching out to students
- Introduce the Early Alert communication log and go over best practices



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# Campus Resources



| KEY                               |    |
|-----------------------------------|----|
| Walker Hall.....                  | A  |
| Nursing Building.....             | AA |
| Gresham Hall.....                 | B  |
| Gresham Annex.....                | C  |
| White Hall.....                   | D  |
| Physical Plant - Central.....     | DD |
| Facilities Annex.....             | E  |
| Shipping and Receiving.....       | F  |
| Information Technology.....       | G  |
| Leonhardt Hall.....               | H  |
| Robinson Hall.....                | I  |
| Rush Library.....                 | J  |
| Hendry Hall.....                  | K  |
| Humanities Hall.....              | L  |
| BB Mann Performing Arts Hall..... | M  |
| Royal Palm Hall.....              | N  |
| Sabal Hall.....                   | O  |
| Areca Hall.....                   | P  |
| Howard Hall.....                  | Q  |
| Physical Plant - West.....        | R  |
| Taeni Student Services Hall.....  | S  |
| Collegiate High School.....       | T  |
| Classroom Building.....           | U  |
| Lockmiller Child Dev. Centet..... | V  |



### K Building

Tech Center

### J Building

Library (2<sup>nd</sup> Floor)

### D Building

Public Safety

### M Building

Barbra B. Mann

### S Building

- Admissions
- Registration
- Financial Aid
- Advising
- Adaptive Services
- Student Life
- Cashier
- Cafeteria
- Book Store

### Q Building

- First Year Experience
- Math Center
- Peer Tutoring
- Writing Center
- Career Services
- Counseling Services
- Veterans Affairs

### H Building

College Prep Labs

### O Building

Oral Communication Center



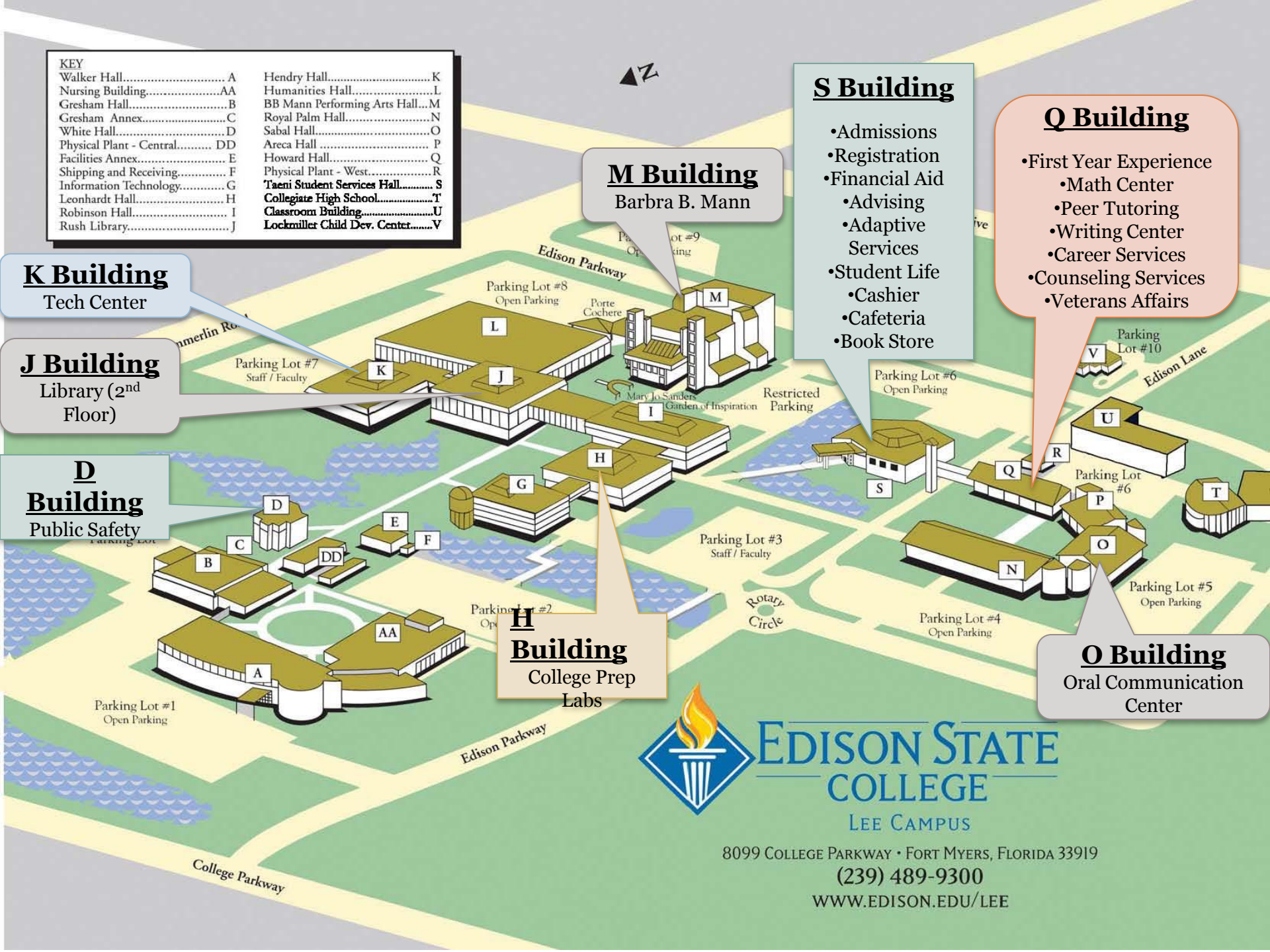
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LEE CAMPUS

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- **Action Plan:** Early Alert are referred to the FYE office and then are filtered by class, concern/issue, and student type (SSS, Dual Enrollment, SLS 1515, Housing). Then Early Alerts will be distributed to the assigned Early Alert Representative.



## Early Alert Divisions

| Student / Class Type              | Responsible Party                    | Location   |
|-----------------------------------|--------------------------------------|------------|
| Students in any SLS 1515 class    | FYE Specialist / 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      |
| Edison Online / Elearning         | Elearning Student Support Specialist | Z Building |
| All other classes                 | FYE Specialist                       | Q-127      |

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# Early Alert Scenarios



In groups review your Early Alert

1. Brainstorm about what type of information you might want to gather before contacting the student
2. Think through how this communication will unfold and prepare to present the situation to the group

# Communication Log



| ID #     | First Name | Last Name | Early Alerted Class | Early Alerted Professor                                  | Student's Phone #                | Student's Email  | Contact Log   |
|----------|------------|-----------|---------------------|--|----------------------------------|--|---|
| 00011223 | Zach       | Morris    | ENC 1101            | <a href="mailto:asmith@edison.edu">asmith@edison.edu</a> | (239) 123-4567<br>(239) 543-2333 | <a href="mailto:zmorris4@edison.edu">zmorris4@edison.edu</a><br><a href="mailto:zmorris@yahoo.com">zmorris@yahoo.com</a> | Emailed student on 8/28 at 10:00am  |
|          |            |           |                     |  |                                  |  | Called student on 8/28 at 10:10am   |
|          |            |           |                     |  |                                  |  | Met with student on 8/29 dicussed the importance of coming to class prepared and made an appointment to go over Zach's next writing assigment |
|          |            |           |                     |  |                                  |  | Met with Zach on 9/3 to go over writing assignment, told Zach about upcoming writing center workshop  |

# Best Practices



## Review Handout



***Thank You***

## Early Alert Best Practices

### 1. Time is of the essence

Make contact with the students referred to Early Alert in a timely manner as moments matter! The sooner a student is contacted after being alerted the better chance of him/her being connected with campus resources and services that can make the difference.

### 2. Repetition matters

Intense or intrusive intervention is often times needed. Make continued significant attempts to reach the student. Review the student's class schedule so that you call them at a time when they should be available and not in class. Send emails to the student's personal and Edison email accounts.

### 3. Document everything

Document all your communication efforts with the student even when simply sending an email or leaving a voicemail and provide a brief overview of what was discussed and the plan of action going forward. This will help us tremendously with our end of the term reporting. Be sure to cc [earlyalert@edison.edu](mailto:earlyalert@edison.edu) on all written communication with the student so that we know you are actively reaching out to the student.

### 4. Feedback

Communication is crucial to the success of Early Alert. For faculty to use and have faith in the Early Alert system they must be kept in the loop. Once you receive any Early Alert, send the faculty member and copying [earlyalert@edison.edu](mailto:earlyalert@edison.edu) an email stating you have received their Early Alert and that you will make communicating with this student a top priority. After connecting with this student, email the professor again giving a brief overview of your interaction.

### 5. Communication

Share your experiences with us, what worked well for you with the Early Alert students you reached out to and what didn't. Let the FYE office know if you are going out of town for a conference or vacation so that we can make other plans for the Early Alert referrals you would normally receive during that timeframe. We will reach out to you towards the end of the semester with a survey to find out more about your experience as an Early Alert representative.