

Early Alert Committee Meeting  
 Friday January 11, 2013  
 In S-262D with video conferencing

|                   |         |                  |         |
|-------------------|---------|------------------|---------|
| Whitney Rhyne     | Present | Kristin Corkhill | Absent  |
| Cal Majure        | Absent  | Laura Alvarez    | Present |
| Candace Rosene    | Absent  | Linda Freeman    | Present |
| Catherine Vache   | Present | Lynn Gledhill    | Absent  |
| Cindy Enslin      | Absent  | Melanie LeMaster | Present |
| Erika Keith       | Absent  | Monica Moore     | Absent  |
| Frances O. Thomas | Present | Nicole Fisher    | Present |
| Helen Algernon    | Present | Rita Rubin       | Absent  |
| Karen Miller      | Present | Sarah Corcoran   | Present |
| Kim Turano        | Absent  | Shannon Parfitt  | Absent  |

**Fall 2012 Data**

Whitney started the meeting by reviewing the Fall 2012 data. 178 early alerts were received on Lee campus and they were submitted by 40 different professors from various subject areas. A little over 10% of students who were early alerted passed the early alerted class with a “C” or better. About 30% of the early alerted students dropped the class they were early alerted in and about 55% of students received a “D” or “F” in the class in which they were early alerted for.

| Letter Grade | Number of Students | % of Total |
|--------------|--------------------|------------|
| A            | 2                  | 1.12%      |
| B            | 5                  | 2.81%      |
| C            | 11                 | 6.18%      |
| D            | 8                  | 4.49%      |
| Dropped      | 2                  | 1.12%      |
| F            | 91                 | 51.12%     |
| NA           | 4                  | 2.25%      |
| W            | 55                 | 30.90%     |
| <b>Total</b> | <b>178</b>         |            |

78% of students who did not succeed in the class they were early alerted in also did not sign up for it again for the spring semester. 8.5% of students who did not succeed in their early alerted class did re-enroll in that course for the spring semester. The FYE office will gather additional data to find out how many of the students who do not succeed in their early alerted class and who chose not re-enroll in that

course actually need the course as a requirement for graduation or if it's a prerequisite for other courses.

| Number of Students Re-Enrolled in EA course | Number of Students Not Enrolled in EA course | Number of Students that Passed EA course |
|---|--|--|
| 15  | 139  | 18                                       |
| 8.43%                                       | 78.09%                                       | 10.11%                                   |

40.45% of the students who were early alerted did enroll again for the spring semester. The group thought it would be interesting to compare the Early Alert results to the overall persistence percentage for Edison.

| Number of Students Enrolled for Spring | Number of Students not Enrolled for Spring |
|--|--|
| 72                                     | 102  |
| 40.45%                                 | 57.30%                                     |

**Information to track / analysis in greater detail this semester:**

Whitney talked about gathering additional information to show the effect of Early Alert outreach and stated the importance of the communication log that early alert representative keep. She mentioned the goal of documenting and dating every outbound communication and the necessity of tracking each connection made with the student even something as small as a replied to email. Another interesting data point to measure would be to compare the timing of Early Alert submissions in relationship to student success. Karen Miller talked about actively reaching out to the professors in order to make faculty aware of the Early Alert Program and to serve as a reminder of the service. Professor Vache mentioned including a list of required information professors need in order to submit an Early Alert in this communication so that faculty will be fully prepared when making a submission.

**Syllabus Statement**

The group talked about the syllabus statement below. Whitney noted that in her research she came across many examples of schools using a syllabus statement. One noted benefit to this addition is that students are aware of the program and may even anticipate the outreach from an early alert representative. The group was asked to look over the statement (see below) and provide feedback.

*The Early Alert Program is designed to promote student success. If I notice that you are experiencing difficulties early in the semester (low test scores, poor attendance, difficulty with course content), I will submit a notification through the Early Alert Program. This warning indicates concerns about your progress in the class which needs to be addressed immediately. If you are contacted by an Early Alert*

*Representative, please respond to the individual and also visit me during my office hours so we can talk about strategies for how you can be successful in this class.*

### **Early Alert Webpage**

The group reviewed the attached 4 page document of content created for the webpage. The group noted two areas that still need to be developed: Off Campus Resources and Faculty Testimonials. Linda noted that she liked the fact that the site encourages students to talk to their professor. The group talked about how often times students may not know they can talk to their professors.

### **EA Submission Form**

The group talked about the early alert submission form. Laura noted an experience she had helping a faculty member use the submission form and would like to see the form be linked to Canvas. Laura Highlighted that Canvas may be able to link student information making it easier for faculty to submit early alerts. The group talked about adding “behavior in the classroom” as part of the submission form and noted a few examples from the fall term. The group also noted the issue of suspect drug use and if that should be reported through an early alert or reported to another campus resource.

### **Emailing Campaign to Faculty**

The group talked about the importance of communicating with faculty and suggested Whitney talk at department meetings and that she launch an emailing campaign throughout the semester. The group noted the importance of informing the faculty and that they will receive multiple emails relating to the Early Alert Program throughout the semester. The group discussed the best day of the week to send the emails and the best time within the semester to send the emails. The group decided the email campaign should consist of 3 emails.

1. An introductory email to explain the Early Alert Program, show a sample submission form so faculty know what to expect when they go to fill out the early alert submission form, and the dates of the next emails they will receive from Early Alert Program.
2. A second email sent one week after the drop date to encouraging faculty to early alert students who have attendance or tardiness issues.
3. A third email sent right after spring break but with enough time to help students make a good decision before the withdrawal date.

### **Communication Log for Early Alert Representatives**

The group talked about adding a column for outbound communication and student connections to the early alert communication log to provide more detailed data tracking.

### **Needed Information**

Whitney asked about getting new student list from SSS and Housing for the spring semester. Laura said the SSS list is the same as the fall semester and Nicole will provide a new list of housing students to

Whitney. Nicole asked Whitney to attend a RA staff meeting to talk to the RA's about what they can do to support the early alert process.