

WORK PROPOSAL for Early Alert: Phase II – Process Improvement

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: Grades First

4. Relevant Strategic Objectives

Student Success
Performance Excellence

5. Sponsor of the Work

PVC

6. Internal Stakeholders or Constituents

Students, faculty, and advisors. Academic Success and Student Success developed the process in Grades First.

7. Preliminary Recommended List of Team Members

Representatives of Chairs and Advisors. Representatives of Academic and Student Success at District as resources.

8. Deadline for Work Product

End of January 2017 for any changes in Fall 2017