2012-2013 Annual Update

Strategy - Early Alert	
Intended outcomes	**Status/Progress**
Conduct year two of the Early Alert pilot program.	**Completed.** Conducted year two of the Early Alert pilot.
Increase the percentage of students who re-enroll from one semester to the next (persistence rate).	**Completed.** FY2013 fall to spring persistence of pilot students was 6.7% higher than the college average (82.9% vs. 76.2%).
Increase the percentage of students earning grades of "C" or higher (completer success rate).	**Completed.** Pilot students had a 70.7% completer success rate for all courses in fall 2012, exceeding both the control group rate of 50.0% and the goal rate of 60.0%. • Pilot students had an 83.2% developmental writing completer success rate, exceeding both the control group rate of 28.6% and the goal rate of 64.0%. • Pilot students had an 87.0% developmental reading completer success rate, exceeding both the control group rate of 64.3% and the goal rate of 73.0%. • Pilot students had a 62.6% developmental math completer success rate, exceeding both the control group rate of 44.8% and the goal rate of 55.0%.
Increase "at-risk" students' contact with counselors.	**Completed.** 74.3% (182/245) of students who were flagged with academic performance concerns met with a counselor during the fall semester, exceeding the goal of 70.0%. In spring 2013, 41.7% of flagged students (90/216) met with a counselor. Success in almost all areas measured was higher for students who met with a counselor versus those who did not.
Faculty will respond to Early Alert surveys.	**Completed.** Faculty response rate was 66.8% (201/301) in fall and 68.5% (211/308) in spring, exceeding the goal of 65.0%.
Complete a needs analysis from students in the pilot who see a counselor.	**Completed.** Faculty and counselors were given the opportunity to refer students to academic support centers using the Starfish software. Goals to increase faculty referrals were not met; therefore additional data on specific student needs was not compiled. It is believed that counselors and faculty referred students to academic support services; however, they did not record those referrals in the Starfish software.
Examine overall process and flow of this intervention to have information to make improvements.	**Completed.** An online survey was conducted in fall to elicit responses from academic support providers, counselors, faculty, Student Development office staff and students. All surveyed reported that the pilot goals were understood, the software is easy to use and training materials are helpful. Comments were evaluated and spring semester adjustments were made, including changing the timing of the second survey. Students also participated in two focus groups. Responses confirm the continued challenge in effectively communicating the benefit of the program to students, as well as the importance of meeting with a counselor.

Strategy - Early Alert (continued)	
Intended outcomes	Status/Progress
Monitor the progress of FY2012 pilot and control groups through the developmental sequence and to the initial gatekeeper courses.	**Completed.** FY2012 results: • Pilot group fall to spring persistence was 81.4% (272/334); fall to fall persistence was 69.2% (231/334). Control group fall to spring persistence was 77.6% (208/268); fall to fall persistence was 64.9% (174/268). • 53.3% (72/135) of developmental writing pilot group students had enrolled in English 101 by the end of fall 2012, compared to 50.9% (55/108) of developmental writing control group students. • 46.1% (82/178) of developmental reading pilot group students had enrolled in English 101 by the end of fall 2012, compared to 46.6% (69/148) of developmental reading control group students. • 25.3% (74/292) of developmental math students had enrolled in gatekeeper math by the end of fall 2012, compared to 16.6% (39/235) of developmental math control group students.
Reduce the percentage of students going into the "Caution/Warning" probationary status.	**Completed.** Preliminary reports suggest that there was no significant positive or negative effect on the percentage of students going into the "Caution/Warning" status.

Overall accomplishments

- Successfully completed year two of the pilot. Enhancements for FY2013 included:
  - Pilot group size increased from 335 to 389 and included all R.E.A.C.H. Summer Bridge students. The pilot group size represented 73.3% (389/531) of the full target population.
  - Pre-assigned all pilot students to a counselor to facilitate student/counselor relationships earlier in the semester.
  - Monitored pilot students for an entire academic year in order to better understand how the Early Alert process affects students over time.
  - Reduced the number of surveys from three to two per semester to simplify processing for faculty without sacrificing the quality of communications.
  - Used the "Kudos" feature in Starfish, to provide "kudos" or positive/encouraging messages to students, in addition to raising flags of concern.
- Overall, participation rates and student success rates remained strong and were consistent with the results of the FY2012 pilot. The results from year two of the pilot validate the success of the Early Alert initiative.
- The Champion Team approved the team's request to institutionalize this strategy at the May Champion Team meeting. Early Alert will be implemented for additional students on a gradual basis.

Strategy impact on goal achievement

Early Alert supports the goal "Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all" by increasing persistence and course success rates for new students enrolled in two or more developmental courses or a sequence of developmental courses.