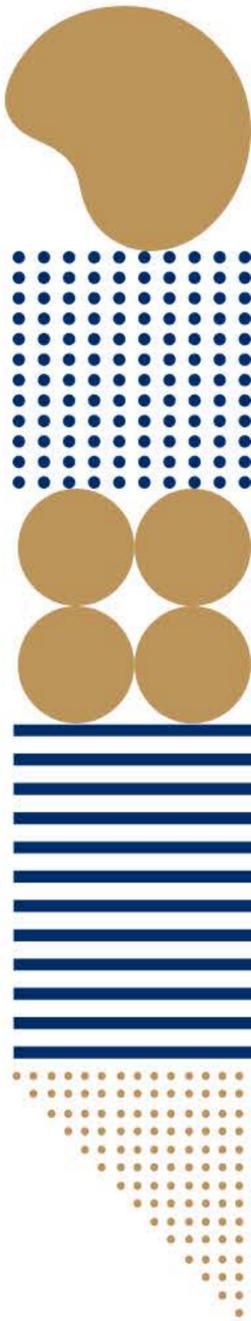


# Early Alerts & Success Coaches

Using data to get students the right tools to learn



**"...as students' early struggles if left unaddressed will tend to erode their self-efficacy and further undermine performance."**

**-Dr. Vincent Tinto, "Through the Eyes of Students"**

20

21

Develop clear academic and career pathways with personalized support to increase enrollment and promote student success

# Strategic Plan

## Goal

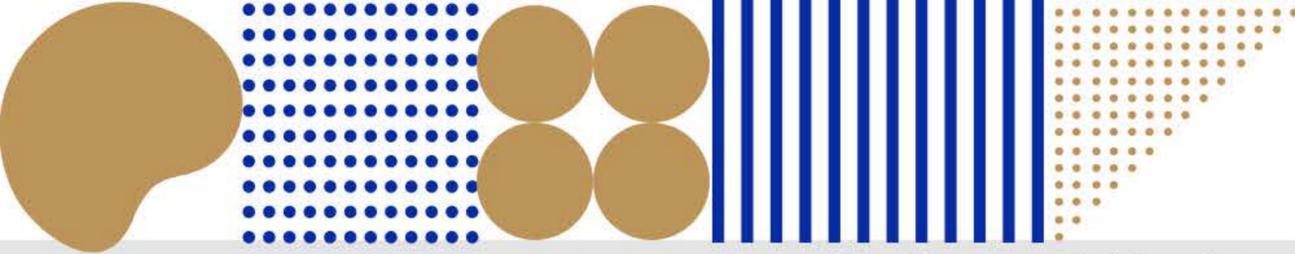
*of the Early Alert and Success Coach Program*

Promote a culture of persistence, success, and completion by offering individualized support before and when a student needs it,

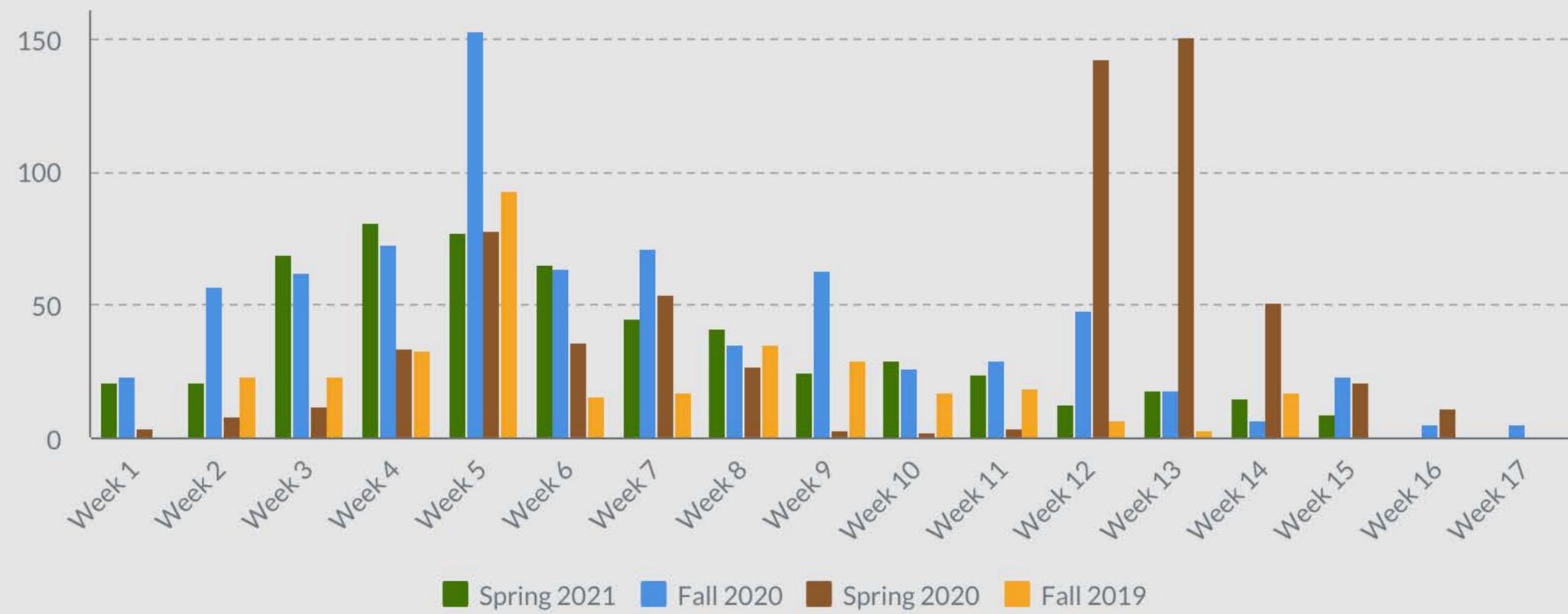
by

- Faculty initiating Alerts: early - requested at 3rd and 5th weeks and as needed
- Success Coach making a connection: Multiple times and multiple means
- Success Coach and student identifying barriers: Through conversations with student, faculty, and advisors
- Student receiving timely information on resources: Including assistance with making appropriate appointments with tutor, Success Coach, advisor, etc
- Faculty, Success Coaches and Advisors maintaining communication: Using Aviso to inform others of impediments and successes in course completion and persistence.





## Pattern of Alerts



# Faculty Initiated Alerts

Make alerts early

### Successes

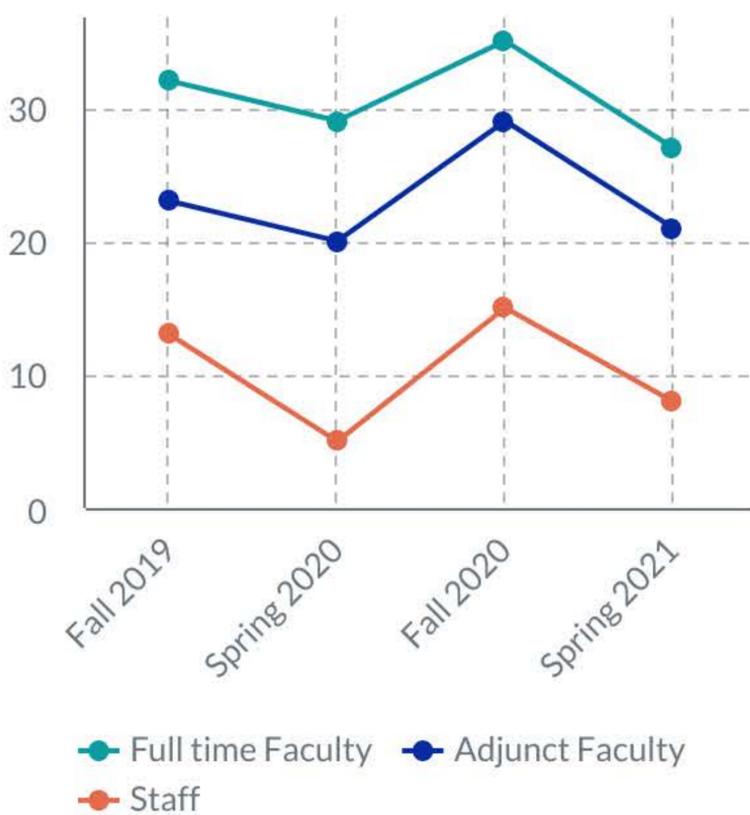
Faculty are submitting alerts earlier in the semester.

### Opportunities

More consistent usage.

### Notes in regards to Spring 2020

The college went remote in response to the Covid-19 pandemic. The college had an extended spring break from March 22 - April 5. Classes and services were remote for the remainder of the semester.



# Success Coach making a connection and sending timely information



## Appointments for students with academic referrals Fall 2020



Tutoring (14.77%) Success Coach (4.31%)  
Unknown (80.92%)

### **Successes**

60% of students who had an academic referral and met with a tutor in Fall 2020 are currently attending classes. 64% of students who met with a coach are currently enrolled.

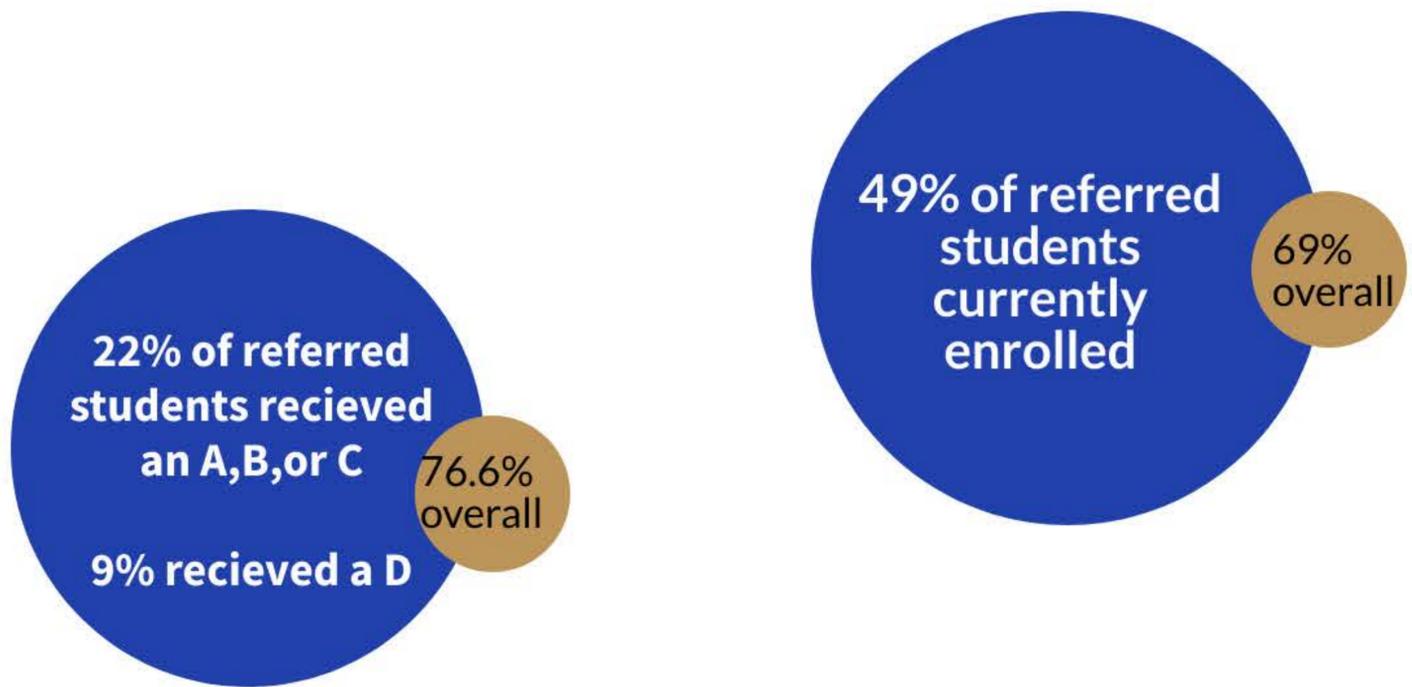
3664 messages sent by Success Coaches through Aviso were opened by students in Fall 2020.

### **Opportunities**

Improve process for encouraging and tracking tutoring and college success appointments.

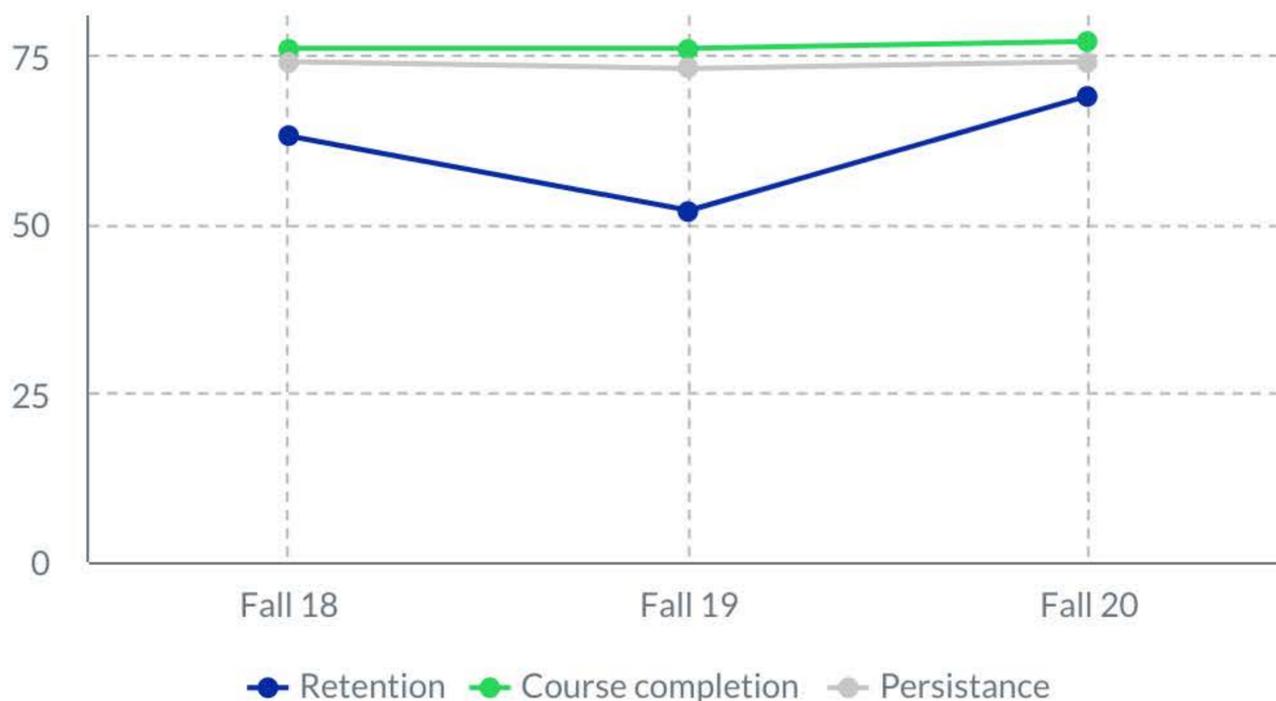
Create targeted communication plan to improve connection and timely information.

# Overall success rates of students who received a staff initiated alert in Fall 2020



25

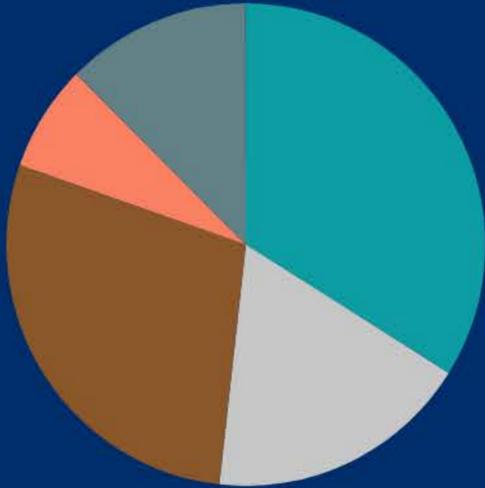
Students who have received an alert since Spring 2020 have graduated



*Rates calculated in Aviso*

# Student Survey

Referred students said they met with



- Advisor (33.93%)
- Instructor (28.57%)
- No one (12.5%)
- Success Coach (17.86%)
- Tutor (7.14%)



**68 Student responded to Fall 2020 Survey:**



4.16 out of 5  
positive rating  
of interaction

**How students would like communication about academic concerns:**



45% school  
email



30% text



14%  
personal  
email



10% phone call

# Faculty Responses to Survey

## Desired outcomes

- Turn in work on time.
- It depends on the situation, but the way that the early alert is set up now works well for me.
- Student changes behavior, initiates an improvement plan.
- I'd like the student to receive helpful guidance to alter whatever caused the alert in the first place. Unfortunately, this usually resides with the student and we can't force them to accept help.
- A direct email describing the follow up and what was discussed with the student... I think facilitating action plans with the instructor who sets the alert would also be helpful. Also, if a student gets an academic alert from another instructor, it might be helpful to know if they are in your class? I often found that when I had gone in to make an alert, someone else had usually recently made a similar alert...
- My hope was that the student would respond and be able to persist in my course.
- That students be contacted by Aviso about the problem and then advised to contact the instructor.
- One of the problems I have with students is that they are not communicative.
- Most problems could be averted by simply communicating with the instructor.
- I would like to see the students meet with the appropriate person and for the faculty to be kept in the loop with process (if the appropriate person isn't the faculty)

## What is most beneficial about the early alert process.

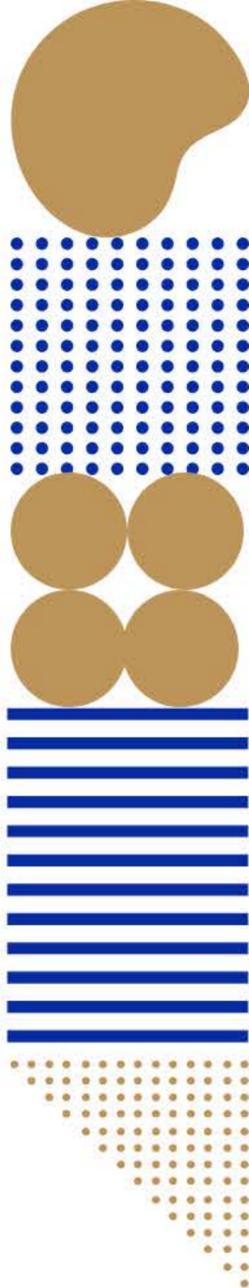
- Nothing
- Neutral party reach out
- Students know of support system
- Students develop a personal connection
- Team on board to help a student.
- Get students on track early
- Holds students accountable
- Get a bigger picture of student's performance
- The students are not 'in the dark' about the consequences of their actions
- The conversations that potentially can occur with students



# Moving Forward 2021/2022

## Looking Ahead.

- Improved process and training document for success coaches
- Summer 2021-begin using new closing alert outreach options
- Improve communication plan for timely tips and check-ins, coordinated with Student Development
- Create intervention flow chart
- Involve faculty mentors as part of the students success team



## Faculty Initiated Alert Through Aviso

### Advising Referral:

Student needs to make changes to schedule, plan future courses, change program

Assigned to: Advisor

### Career Services Referral:

Student doesn't have a career plan, thinking about changing career path, or needs to find a new job

Assigned to: Career Services Advisor

### Academic Concern:

Student would benefit from tutoring, study skills help, or a nudge to communicate with instructor, etc.

Assigned to: Success Coach

### Counseling Referral:

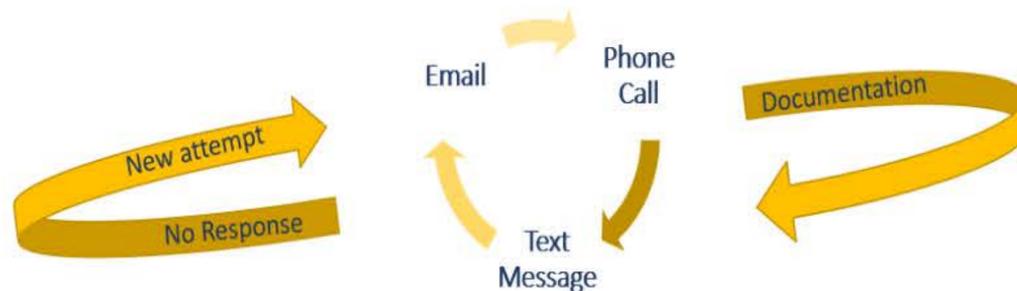
Student needs to talk to someone about stress and/or personal issues

Assigned to: ECC Counselor

### Access Services Referral:

Student refers to learning or physical disabilities

Assigned to: ECC Counselor



### Student Responds

- Document each attempt in comments underneath alert
- Email/Text communication saved as note (academic concern or advising)
- Set new task for 2<sup>nd</sup> and 3<sup>rd</sup> attempts, 1-2 days after current attempt (optional)
- Each attempt by different means

- Document conversation including what the student will do differently in comments
- Schedule a task to follow up with student and faculty

### No Response (after 3 attempts)

Check with Faculty, then close with appropriate outreach:

#### Outreach Closures

- Responded, no change
- Responded, changed behavior
- Responded, dropped course

#### Other Outreach Closures

- Duplicated Alert
- Confidential follow up through BIT

#### Outreach Closures

- Did not respond, no change
- Did not respond, changed behavior
- Did not respond, dropped course