



AQIP Action Project CHARTER Commitment Declaration

Institution: Black Hawk College

Planned Project Kick off Date 03/01/2010

Target Project completion date 12/31/2010

Actual Project completion date

A. What is your short identifier (10 words or fewer) for this challenge (or opportunity or problem) that you would like to address with an Action Project? Student Early Alert System - Workflow Enhancement

B. Describe the Action Project's goal in 100 words or fewer

In the design of the BHC *Early Alert* system, faculty are a key to retention of at-risk students by assisting with the early detection of, and intervention with, students who are experiencing difficulties that affect academic performance. The BHC *Early Alert* system will establish an efficient, and user-friendly systematic referral process for instructional and support staff and effective student intervention protocols that result in student academic success.

C. Identify the single AQIP Category that the Action Project will most affect or impact.

Helping Students Learn

D. Describe briefly your institutions reasons for taking on this Action Project now

The Early Alert Program is a system of early warning and proactive intervention for students who are struggling academically and are high risk for failure. The *Early Alert* system, utilizing Workflow software, will identify at-risk students in order to appropriately provide intervention services aimed at overcoming difficulties before they overwhelm a student and result in the termination of the students' quest for educational advancement. The system will be automated to provide faster responses to faculty concerns and student needs.

The development of Early Alert systems have long been advocated by experts in the field including Noel-Levitz (1997), Tinto (1993) and Hammer (2003). There are now selected examples of "best practice" early warning systems in higher education. BHC has explored Early Alert programs such as those at Richland College, Houston Community College, Community College of Allegheny County, Sinclair Community College, and Hillsborough Community College. Data is becoming available from these best practice sites that supports the value of early warning systems in improving the success of at-risk students. In his book on under prepared community college students McCabe concluded, "Early identification of students in academic distress is a college wide necessity" (McCabe 2003). The research of experts and the experience of leading colleges have informed and served as a foundation for



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the development of the Early Alert program at BHC. In a study of 239 institutions Cuyahoga Community College found that among the key elements in model retention programs was the availability of interventions and “showing students that the college is concerned about them.” (Johnson and McFadden, 2000).

In the 2007 and again in the 2009 Noel-Levitz’s survey of student satisfaction, BHC students were dissatisfied with the lack of communication and feedback between the students and faculty regarding how well they were performing in class. Students further indicate that the feedback they did receive was not conducted in a timely basis. This coupled with student feedback that students did not believe the College had concerns for them as individual has lead to the redesign of several student support services and the design of new services such as the Early Alert Program.

E. List the organization areas- institutional departments, programs, divisions, or units most affected by or involved in this Action Project

Student Services, Advising, Student Success Center, Counseling, Faculty, Information Technology and Planning and Institutional Effectiveness

F. Name and describe briefly the key organizational process (es) that you expect this Action Project to change or improve.

Key organizational processes include those of and Early Alert Systems that identifies at-risk students, intervention protocols to support student academic progress, communication among faculty, student support services and students and the Workflow process mapping and automation technology implemented to support student success and communication.

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion)

The project has five phases to be completed by the December 2012.

1. Creating a workflow process map detailing how referrals will be made and forwarded to student support staff (Spring 2010)
2. Development of standards of intervention practices (Fall 2010)
 - a. These practices will include: prompt communication with the student, developing with the student a Plan for Success, and monitoring implementation of that plan.
3. Develop a feedback procedure whereby faculty making a referral will receive timely information regarding the actions taken to assist the student and will receive information reporting on the outcome of those efforts. (Fall 2010)
4. Workflow software Implementation
 - a. Conversion of homegrown system to Workflow automation (September 2010)
 - b. Improvements that support the system. (Fall 2010)



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5. Evaluation and identification of necessary System improvement. (Fall 2010)

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing.

The Title III Project Implementation Crew is responsible for the development and implementation of this project. This team meets monthly and will receive updates on the development of the project. The Project Implementation Crew team reports to the President's Cabinet the progress of all Title III and AQIP Action Teams.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals.

Outcome Measures include:

- the percentage of students identified through the Early Alert System who successfully complete the course in which they were referred
- the percentage of faculty referrals made within the first six weeks of the term versus the later part of the term
- the percentage of students who once identified develop and apply a "Plan for Success"
- the report from faculty and staff that the Workflow software
 - automated the process in an easy-to-use graphical interface for modeling and reviewing the Early Alert workflow process
 - improved communication and feedback to both the student and the faculty

J. Other information (e.g. publicity, sponsor or champion, external partners, etc)

This project is funded through Title III grant resources

K. Project Leader and contact person (First name, Middle Initial, Last name, Title, Email, Telephone)

Dr. Richard Vallandingham, Vice President for Student Services and Dean of Students

VallandinghamD@bhc.edu

309-796-5047

AQIP

Annual Update & Feedback

Title: Student Early Alert System-Workflow Enhancement	Status REVIEWED
Category 1-Helping Students Learn	Updated 09-13-2011
Timeline:	Reviewed 10-06-2011
Planned Project Kickoff	03-01-2010
Created	05-13-2010
Target Completion	12-31-2010
Last Modified	10-06-2011

Project Accomplishments and Status

BLACK HAWK COLLEGE: Workflow was put into place in January, 2011. Faculty generated 261 Early Alert warnings for students during the Spring 2011 term. The Workflow process automatically assigned the alerts to the appropriate group (East Campus, Trio, Perkins or Counseling) based on predetermined criteria. The process pulls a set of known student data and forwards it along with the faculty data (course, reason for referral etc.) to the appropriate staff/counselor desktop. The goal of the program is to decrease the average response time to connect with the student, provide appropriate interventions increasing the number of students who successfully complete the course. Average response time did not meet the expected goal to be initiated within 24 hours of the alert except for weekends and holidays. Strategies are to be developed to improve this response time.

An additional goal is to connect student with resources to support their achievement of a grade of 2.0 or better in the referring course. The overall grade point average (excluding W/X) was 1.39. Students who accepted assistance 1.31, declined assistance 1.62 and those students for whom no contact was made- 1.29. This further support the need to improve response time as well as review of the interventions provided.

AQIP RESPONSE: This is an important Action Project that emphasizes the importance of early detection of student issues relative to their attempt and successful completion of the degree program. The College should be noted and commended on the tremendous step in attempting to construct a process, and a workflow application that deals specifically with students who are struggling (for whatever reasons they may have) and providing needed assistance.

The BHC Early Alert System was a conceptualized and implemented system that was designed by the College based on the school's research regarding data that was consistent with their belief that detection of student issues early enough can provide proactive intervention strategies. These strategies are designed for retention efforts and assist faculty who are struggling to help students by providing an additional layer of assistance through academic counseling and other departmental efforts. The school determined that there would be 5 phases to be completed by December 2012. Some of the areas that have been accomplished have been in the construction and initiation of the application that resulted in the pilot phase taking place and a beta where faculty generated 261 early alert warnings for students during the Spring 2011 term. In addition,

connecting students with resources was another goal that provided an opportunity to look at those areas that students may need additional resources, and this goal yielded some "unintentional effects" that can definitely provide the College with areas for improvement in the system. Such results become some of the best opportunities for improved systems. As part of category 1-Helping Students Learn, which identifies that the shared purpose in higher education should focus on institutional analysis where teaching-learning process is a primary focus within a formal instructional context additionally addressing how the institution contributes to helping students learn and their overall development. This particular project connects to the subsection of this category that addresses "Processes-section 1P9"-regarding how the school determines student and faculty needs relative to learning support. The school may also want to consider the connection to AQIP Category 3-"Understanding students and other stakeholder needs" where an early alert system addresses many of the areas and subsections under that category.

Institution Involvement

BLACK HAWK COLLEGE: Stakeholders were involved in the Workflow process starting with the initial planning process through actual implementation. Faculty were trained on how to use the technology to initiate an alert for students. Staff was trained on how to interpret the data coming to them on their desktops regarding the early alert student. Once the process was underway, meetings were held with the various stakeholders to improve the process and offer suggestions for both improvement and follow-up projects. Additional stakeholder training and problem solving is needed to meet the goals of the program. More "buy in" from all groups is also required to improve the system. Additional meetings and training will be held during early fall 2011 including brainstorming meetings to generate new ideas and strategies for the program. **AQIP RESPONSE:** It is apparent that the College had a specific set of dedicated individuals involved in the project from Student Services, Advising, Counseling, Faculty, Information Technology and Planning and Institutional Effectiveness. These are all appropriately designated entities that deal directly with student success and closely drive the student experience at the College. The College matched the correct people to the action project and judged it accordingly based on nature and scope. Each entity (department) received appropriate training which provided a sense of "preparedness and direction" in attempting a pilot roll-out, where all parties were adequately informed and prepared.

The school has identified, based on these results, that there are definitely opportunities with additional stakeholder training and problem solving that will help remediate any issues that were evidenced during the pilot phase of the project. For "buy-in" to occur from all groups there must be a sense of worthiness and benefit in the use of a system like this. ***It is recommended that a benefits statement be constructed with input from other external constituents; not only traditional institutions but progressive non-traditional institutions who have similar systems and can convey their own success and advice, building relationships along the way.***

Next Steps

BLACK HAWK COLLEGE: Based on the findings of the first semesters project the student support services staff and counselors are developing a corrective action plan specifically focusing on short-comings identified in analysis. Begin work on phase two of the project, moving beyond the original electronic Workflow process and into the second process to help stakeholders develop intervention plans appropriate for students. The data to date suggests more follow up is needed on the plans developed with the students.

AQIP RESPONSE: The College has identified some key areas they will work on inside of phase 2 of 5 where designated areas are to be completed by Dec 2012. It would be helpful to see some of the other areas the College set as goals during the first phase such as whether there was a standards protocol developed and how the feedback loop with faculty evolved or resulted. If this was part of the pilot phase it is helpful to clearly see those areas inside of this action project report. The College is acknowledged for completing the largest aspect of the project which was the inception and launch of the system. The school may want to look to allocating a person to oversee issues from IT to functionality where "stalls" may occur in the project milestones.

With the major aspect of the project underway, it is an opportunity to now look for enhancements and "debugging" that often occurs with first iterations, as well as potential add-ins where passive data and descriptive data can be captured in parallel. Some thoughts regarding opportunities could be inside the system itself where "previous actions taken" and a series of checkboxes such as "I have attempted to address the issue with the student by:" could be added if not already, which provides counselors with as much prior information as possible, week that it is occurring in, student skills lacking checklist, and directions on when to and when not to submit a report could be potential additions to the school's process if they have not been added yet. Future iterations may also address statistics that reveal how departments are submitting early alerts, percentage of faculty per department, etc.

The project has some very robust processes already such as faculty feedback relative to the submittal, which is an excellent way to show faculty that the issue has been touched by an academic counselor or other staff member. ***It is recommended that the committee assigned stay abreast of the 4 additional steps/goals that should be moved through to final target completion dates.***

Resulting Effective Practices

BLACK HAWK COLLEGE: Early Alert has given all faculty, including adjunct and evening faculty, with an easy way to identify and refer students they feel "at risk" in their classes. The Early Alert project has enabled staff from counseling, Trio, Perkins, and East Campus to more effectively communicate with students that have been referred for assistance in their particular area. Information on the student's academic course taking history and accomplishments along with contact information is provided to the appropriate staff desktop. Rules established by the stakeholders determine the routing of a student to personnel in the Perkins Program, Trio Program, East Campus Counselors or Quad City Counselors. Immediate follow-up and

monitoring has improved but is still short of project goals. Faculty are receiving quicker feedback on the assistance offered to their students.

AQIP RESPONSE: The school is fully aware of the benefits of the system and has iterated areas that have resulted in affective best practices and also noted that faculty now have a more efficient way to assist students who have broader issues or more specialized issues that can be moved to the appropriate departments. The College feels that other departments are benefiting from a more enhanced and robust communication system and it has improved their relationship and rapport-building with students. The school identified processes that also help move the issues along more efficiently where information on the students' course history and accomplishments alongside of contact information are provided to the necessary staff for easier contact. There is also a predetermined routing system alongside results-information that faculty are receiving more expeditious feedback on their early alert requests that are sent.

It is important to also note those areas that the College has found as opportunities and their readiness to make those areas transparent for additional coaching opportunities, such as the lag time for goals that have been set at a 24 hour response time and have not produced the desired results. This may be an area that should be looked at for perhaps more realistic time-frames such as 48 hrs, which may overcome weekend lack of response and can often create delays since they are not business hours.

Project Challenges

BLACK HAWK COLLEGE: The technology process still needs to be improved in some areas, (e.g., how to deal with students receiving multiple alerts so they are not contacted multiple times). Also, phase two needs to be developed and implemented with more detail on the plans that students have agreed upon and a process for tracking services received. Additional reports need to be added to the Workflow process to provide information to the Director of Educational Services to make sure appropriate response times are being met.

AQIP RESPONSE: As with any application or software constructed it is definitely understood that there will be some amount of the "debugging" and that future iterations will consistently get better and improved upon and more efficient processes implemented as a result. It is agreed that phase 2 should provide a more "detailed" level of information in the areas designated by the school's analysis of their current status with the Early Alert System.

It is important to look at those opportunities that lay ahead for the College and this particular system in a realistic manner, anticipating potential barriers that may impede success and project completion by the designated December 2012 target date. *It is recommended, that given the College's retrospective look at their first year inside of this particular plan and noted results based on inspection and analysis of the instrument, that perhaps an extended target date be addressed. This may provide an opportunity to enhance areas that need attention as a result of debugging and "unintended" consequences as a realistic part of any kind of new process and software implementation.*

AQIP Action Project

A. Project Title: Student Early Alert System - Workflow Enhancement

Initiated: 03/01/2010

Updated 05/01/2010

Target Completion Date: 12/31/2010

Final Report DUE 08/05/2011

B. Describe the Action Project's goal in 100 words or fewer

In the design of the BHC *Early Alert* system, faculty are a key to retention of at-risk students by assisting with the early detection of, and intervention with, students who are experiencing difficulties that affect academic performance. The BHC *Early Alert* system will establish an efficient, and user-friendly systematic referral process for instructional and support staff and effective student intervention protocols that result in student academic success.

C. Identify the single AQIP Category that the Action Project will most affect or impact.

Helping Students Learn

D. Describe briefly your institutions reasons for taking on this Action Project now

The Early Alert Program is a system of early warning and proactive intervention for students who are struggling academically and are high risk for failure. The *Early Alert* system, utilizing Workflow software, will allow faculty and staff to identify and easily report at-risk students in order to appropriately engage intervention services aimed at overcoming difficulties before they overwhelm a student and result in the termination of the students' quest for educational advancement. The system will be automated to provide faster responses to faculty concerns and student needs.

The development of Early Alert systems have long been advocated by experts in the field including Noel-Levitz (1997), Tinto (1993) and Hammer (2003). There are now selected examples of "best practice" early warning systems in higher education. BHC has explored Early Alert programs such as those at Richland College, Houston Community College, Community College of Allegheny County, Sinclair Community College, and Hillsborough Community College. Data is becoming available from the best practice sites that support the value of early warning systems in improving the success of at-risk students. In his book on under prepared community college students McCabe concluded, "Early identification of students in academic distress is a college wide necessity" (McCabe 2003). The research of experts and the experience of leading colleges have informed and served as a foundation for the development of the Early Alert program at BHC. In a study of 239 institutions Cuyahoga Community College found that among the key elements in model retention programs was the availability of interventions and "showing students that the college is concerned about them." (Johnson and McFadden, 2000).

In the 2007 and again in the 2009 Noel-Levitz's survey of student satisfaction, BHC students were dissatisfied with the lack of communication and feedback between the students and faculty

regarding how well they were performing in class. Students further indicate that the feedback they did receive was not conducted in a timely basis. This coupled with student feedback that students did not believe the College had concerns for them as individual has lead to the redesign of several student support services and the implementation of new services such as the Early Alert Program.

E. List the organization areas- institutional departments, programs, divisions, or units most affected by or involved in this Action Project

Student Services, Advising, Student Success Center, Counseling, Faculty, Information Technology, and Planning and Institutional Effectiveness

F. Name and describe briefly the key organizational process (es) that you expect this Action Project to change or improve.

Key organizational processes include use of an Early Alert Systems technology system that allows faculty and staff to identify at-risk students, development of intervention protocols to support student academic progress, establishment of communication channels among faculty, student support services and students, and utilization of Workflow process mapping and automation technology to support student success and communication.

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion)

The project has five phases to be completed by the December 2012.

1. Create a workflow process map detailing how referrals will be made and forwarded to student support staff (Spring 2010)
2. Develop of standards of intervention practices (Fall 2010)
 - a. These practices will include prompt communication with the student, development of a Plan for Success, and engagement of students with that plan.
3. Develop a feedback procedure whereby faculty making a referral will receive timely information regarding the actions taken to assist the student and will receive information reporting on the outcome of those efforts. (Fall 2010)
4. Workflow software Implementation
 - a. Conversion of homegrown system to Workflow automation (September 2010)
 - b. Improvements that support the system. (Fall 2010)
5. Evaluate and identify necessary System improvement. (Fall 2010)

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing.

The Title III Project Implementation Crew is responsible for the development and implementation of this project. This team meets monthly and receives updates on the development of the project. The Project Implementation Crew team reports to the President's Cabinet the progress of all Title

III and AQIP Action Teams.

I. Describe the overall “outcome” measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals.

Outcome Measures include:

- the percentage of students identified through the Early Alert System who successfully complete the course in which they were referred
- the percentage of faculty referrals made within the first six weeks of the term versus the later part of the term
- the percentage of students who, once identified, develop and apply a “Plan for Success”
- the report from faculty and staff that the Workflow software
 - automated the process in an easy-to-use graphical interface for modeling and reviewing the Early Alert workflow process
 - improved communication and feedback to both the student and the faculty

J. Other information (e.g. publicity, sponsor or champion, external partners, etc)

This project is funded through Title III grant resources

K. Project Leader and contact person (First name, Middle Initial, Last name, Title, Email, Telephone)

Dr. Richard Vallandingham, Vice President for Student Services and Dean of Students

vallandinghamd@bhc.edu

309-796-5047

AQIP UPDATE - 5/11/2010

Describe the past year's accomplishments and the status of this Action Project:

The Early Alert Program aims to identify and engage at-risk students early in the semester in order to provide the resources and services to support them in their academic quest. A cross departmental team tasked with learning how to utilize Banner Workflow to automate and improve the Early Alert process has been meeting regularly.

The Early Alert project was first piloted in Fall of 2008. Through the evaluation of the Pilot the outcomes for this AQIP project were formed. The evaluation found that although the project had been successful, the process was cumbersome and needed automated feedback loops for referrals, improved coordination and standardization between campuses, and a method by which the College could utilize the student information collected to better serve the needs of students.

Progress to Date:

- Entered into agreement with SunGard for training and implementation of the Banner Workflow
- Design Team and Technical Teams were identified, trained and met to develop /program the workflow rules, tasks, documents and information to be pulled from Banner Student Module on each Early Alert candidate
- Completed IT Technical Team installation of Workflow , Workflow Server Administration & Technical Training
- Completed Workflow Process Modeling Training
- Completed SQL for Workflow Training
- Completed Workflow Process Analysis Training

Describe how the institution involved people in work on this Action Project:

The Early Alert Team divided into two teams that have met throughout the year. The Design Team included personnel from Student Services, Planning and Institutional Effectiveness, Banner Student Module Coordinators, TRIO Program, Perkins Program, East Campus Student Services and IT staff. The Vice President of Student Services and Dean of Students served as the key President’s Cabinet Champion. The Director of Educational Services served in the role of Early Alert Coordinator and solicited feedback from Faculty during the annual evaluation of the existing Early Alert Program. Faculty input into the process was facilitated by the Director of Educational Services. Presentations regarding the Early Alert Project were presented at the Fall and Spring Faculty Assembly Days for faculty and during the faculty divisional meetings prior to the semester.

The second team consisted primarily of technical staff ensuring that the programming and data interfaces work with the Colleges enterprise systems and that the design of the workflow process met the requirements of the student support services Early Alert Project.

Describe your planned next steps for this Action Project:

Now that the rules and expectations have been clearly defined for the automation of the documents, the Design Team is analyzing information gathered about the effectiveness of the alert and intervention processes, and validating processes with other key stakeholders such as the Financial Aid Office, Student Service Counselors, Perkins staff and student services staff of the East Campus. From this analysis, recommendations will be made to improve the intervention and response strategies.

Describe any "effective practice(s)" that resulted from your work on this Action Project:

The strategy to first work with a core group of key stakeholders to map the existing process, identify the future state of the process and drill down into one content area (TRIO support services) using the Workflow software and then expanding to the other stakeholders (Perkins, Financial Aid, Counseling & Advising) worked very well. The additional key stakeholders were very receptive as they “walked the wall” and could visually see the process and how the system automated the steps and at the same time provided flexibility to modify communications to students as appropriate.

What challenges, if any, are you still facing in regards to this Action Project?

Effective use of available staff to insure rapid response and intervention has been a challenge. Additionally, there continues to be a need to develop more effective responses for the wide range of student concerns encountered. With the automation of tasks normally conducted by the Director of Education Services to route students appropriately in place, additional attention to intervention strategies to address student concerns will be possible.

AQIP UPDATE – FY2011-07-18

Skip this section if you are recommending this Project be closed and proceed to the Final Report Section

Describe the past year's accomplishments and the status of this Action Project:

Workflow was put into place in January 2011. Training was held for all of the staff responsible for using Workflow to show them how to respond to the automated system. During the spring semester faculty generated 261 Early Alert warnings for students. The Workflow process automatically assigned the alerts to the appropriate group (East Campus, Trio, Perkins or Counseling). The process automated staff responses to students but also pointed out issues in the system. The average response time did not meet the goal of the program. Our goal is to have a response within 24 hours of the alert except for weekends and holidays. The following chart shows the average response time in days.

East	Perkins	Trio	Counselors	
44	3	8	200	Number of Alerts
3.75	2.33	1.88	6.725	Average Days to Respond First Time
3	1	2	5	Median Number of Days

Trio and Perkins response times are almost meeting the deadline. East Campus met goals except for a staff vacation that interrupted the flow of responses. The QC counselors did not meet the appropriate response times and this will need to be changed. Strategies are to be developed to address this concern.

Another area of concern is the success rate for students who accept help. The following chart shows the grades for three groups of students identified in the Early Alert process (accepted help, declined help, never contacted), as well as the overall grades for students in the class for which they received an alert.

Grades

Overall Grades (Excluding W and X) is 1.39

Accepted	1.31
Declined	1.62
No Contact	1.29

We fell short of the goal of 2.0 for course grades for the Early Alert. This indicates that we need to improve our response time as well as what assistance is offered to the student. Additional training of faculty may be beneficial to encourage the use of the alert system before the situation becomes hopeless for the student. All of these options will be explored during the fall semester of 2011.

Students that declined help or were never contacted withdrew from their courses at a much higher level than those that accepted help. This may indicate that the students that were contacted and

requested assistance were more willing to try to continue in the class even though they were not as successful as their classmates, once again leading to the idea of changing the responses by the staff.

The following chart shows the drop rate for students in the three response groups.

Accepted – 39 or 37.5%

Declined – 39 or 45.35%

No Contact – 18 or 60.0%

The goal was to keep withdrawals under 37%. The accepted group almost met this goal. The other groups would tend to be higher so more work is needed in this area.

Describe how the institution involved people in work on this Action Project:

Stakeholders were involved in the Workflow process starting with the initial planning process through actual implementation. Faculty were trained on how to initiate an alert for students. Once the process was underway, meetings were held with the various stakeholders to improve the process and offer suggestions for both improvement and follow-up projects. Additional stakeholder training and problem solving is needed to meet the goals of the program. More “buy in” from all groups is also required to improve the system. Additional meetings and training will be held during early fall 2011 including brainstorming meetings to generate new ideas and strategies for the program.

Describe your planned next steps for this Action Project:

Continue to improve the process with stakeholders. Specifically focus on shortcomings identified in analysis. Implement suggestions offered by the stakeholders. Begin work on phase two of the project, moving beyond the original Workflow process and into a second process to help stakeholders develop action plans for the students. The data to date suggests more follow up is needed on the plans developed with the students. The system needs to track if they developed a plan and if they implemented that plan.

Describe any "effective practice(s)" that resulted from your work on this Action Project:

Early Alert has given all faculty, including adjunct and evening faculty, with an easy way to identify and refer students they feel “at risk” in their classes. The Early Alert project has enabled staff from counseling, Trio, Perkins, and East Campus to more effectively communicate with students that have been referred for assistance in their particular area. Immediate follow-up and monitoring has improved but is still short of project goals. Faculty are receiving quicker feedback on the assistance offered to their students.

What challenges, if any, are you still facing in regards to this Action Project?

There is a need to encourage use of the Early Alert system as early as possible in the semester. Response times (first contact) and time to intervention needs to be improved. Additional strategies for effective intervention should be explored.

The technology process still needs to be improved in some areas, (e.g., how to deal with students receiving multiple alerts). Also, phase two Workflow needs to be implemented with more detail on the plans that students have agreed upon. Additional reports need to be added to the Workflow process to provide information to the Director of Educational Services to make sure appropriate response times are being met.

Action Project Final Report

Only complete this section if you are recommending the Project be closed.

Describe the past year's accomplishments and the status of this Action Project.

Describe concrete achievements: meetings, data gathered and analyzed, plans made or implemented, changes in processes, and measured results. If you have not made much progress, explain why you think things are moving more slowly than planned.

The originally Action Project was determined to be very broad. The project successfully achieved many of its outcomes including the automation of the reporting by faculty member's students who are at risk. However, the two remaining outcomes in themselves warrant individual Action Plans to address them. These objectives are to transform the early alert system into an early intervention methodology with proactive responses that can help struggling students quickly and to broaden the role of student services personnel to work with students reported by faculty through the workflow (automated) reporting process.

What aspects of this project would you categorize as successful?

The utilization of the Banner software program Workflow was successfully implemented enabling the college to enhance its technological infrastructure to support student learning. Stakeholders were successfully engaged in identifying at-risk students, particularly faculty members. Once the early alert process was underway, meetings were held with the various stakeholders to improve the process and offer suggestions for both improvement and follow-up projects.

What aspects of this project would you categorize as less than successful?

Additional stakeholder training and problem solving is needed to meet the goals of the program. More "buy in" from all groups is also required to improve the system. Currently the early alert workflow system is faculty dependent, reactive and often fails to connect students to needed resources/interventions in a timely manner. While the software allows for the reporting of a student potentially at risk it is not impacting student retention as the alerts are often submitted too late and staff members are forced to be reactive with limited information. This has led to new directions allowing the college to move to a more proactive approach to student retention.

AQIP Project Update:

(AQIP requires that the College upload this update no later than September 13th.)

Title	Early Alert	Status	ACTIVE
Category	1-Helping Students Learn	Updated	
Timeline		Reviewed	
Planned Project Kickoff		Created	05-11-2010
Target Completion		Last Modified	05-14-2010

This update will be reviewed by AQIP with potential feedback provide to the College.

Describe the past year's accomplishments and the current status of this Action Project:

A cross departmental team tasked with learning how to utilize Banner Workflow to automate and improve the Early Alert process has been meeting regularly. The Early Alert Program aims to identify and engage at-risk students early in the semester in order to provide the resources and services to support them in their academic quest. The Early Alert project was first piloted in Fall of 2008. Through the evaluation of the Pilot the outcomes for this AQIP project were formed. The evaluation found that although the project has been successful the process is cumbersome and needs automation, feedback loops for referring making referrals, improved coordination and standardization between campuses and a method by which the College utilizes the student information already collected and stored to better serve the needs of students.

Progress to Date:

- Entered into agreement with SunGard for training and implementation of the Banner Workflow
- Design Team and Technical Teams were identified, trained and met to develop /program the workflow rules, tasks, documents and information to be pulled from Banner Student Module on each Early Alert candidate
- Completed IT Technical Team installation of Workflow , Workflow Server Administration & Technical Training
- Completed Workflow Process Modeling Training
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- Completed Workflow Process Analysis Training

Describe how the institution involved people in work on this Action Project:

The Early Alert Team divided into two teams that have met throughout the year. The Design Team included personnel from Student Services, Planning and Institutional Effectiveness, Banner Student Module Coordinators, TRIO Program, Perkins Program, East Campus Student Services and IT staff. The Vice President of Student Services and Dean of Students serves as the key President's Cabinet Champion. The Director of Educational Services serves in the role of Early Alert Coordinator and solicited feedback from Faculty during the annual evaluation of the existing Early Alert Program. Faculty input into the process is facilitated by the Director of Educational Services. Conversations and communication regarding the Early Alert Project have been communicated at the Fall and Spring Faculty Assembly Days and during the faculty meetings prior to the semester.

The second team consists primarily of technical staff ensuring that the programming and data interfaces work with the Colleges enterprise systems and that the design of the workflow process meets the requirements of the student support services Early Alert Project.

Describe your planned next steps for this Action Project:

Now that the rules and expectations have been clearly defined for the automation of the documents, information and tasks of contacting early alert candidates the Design Team is analyzing and validating its process with other key

stakeholders such as the Financial Aid Office, Student Service Counselors, Perkins staff and practices of the East Campus. Once these processes are finalized and built in Workflow the system will be tested and ready for implementation on December 1, 2010. End Users will be trained in late November with a soft launch on December 1, 2010.

Describe any "effective practice(s)" that resulted from your work on this Action Project:

The strategy to first work with a core group of key stakeholders to map the existing process, identify the future state of the process and drill down into one content area (TRIO support services) using the Workflow software and then expanding to the other stakeholders (Perkins, Financial Aid, Counseling & Advising) worked very well. The additional key stakeholders were very receptive as they "walked the wall" and could visually see the process and how the system automated the steps and at the same time provided flexibility to modify communications to students as appropriate.

What challenges, if any, are you still facing in regards to this Action Project?

Continue to develop more effective responses to a wide range of student concerns. With the automation of tasks normally conducted by the Director of Education Services to route students appropriately it is anticipated that intervention strategies addressing student concerns will be further defined and developed.