

MINUTES
Early Alert – Enrollment Management
April 24, 2009
11:00 AM – 12:00 PM
Video Conferencing Rooms

In Attendance:

Lake Worth- Bruce Beck, Dr. Ginger Pedersen, Dean Penny McIsaac, Latisha Myrick, Winifred Storms

Boca Raton- Brad Hawkins, Joyce Kevetos

Belle Glade- Gwen Royal

- I. Reviewed Early Alert Packet (for those of you who were not in attendance, I have attached the packet to this email). This packet contained the Early Alert questions sent previously in an email, examples of the Early Alert program, emails received by the instructor when the Early Alert is submitted/pending/and closed, and a copy of the “Early Alert Training” orientation that is found on the Academic roster
- II. Reviewed the four choices on Early Alert template
 - A. Academic Assistance Needed
 - B. Personal Assistance Needed
 - C. Attendance Issue
 - D. Never Attended

III Early Alert- Current Definition and Usage

- A. The Early Alert system was never designed to be behavioral or disciplinary in nature; it was designed to identify students at academic risk
- B. Faculty training essential element in correct utilization of the Early Alert; not many of the professors were aware of or participated in the Early Alert Training; Early Alert Training needs to be part of faculty orientation
- C. If the system will be moving toward a more behavioral or disciplinary in nature, then the response process would need to be established

- D. As an institution, we need to decide if this will be a catch-all alert button for anything that is of concern or academic in nature only- this is the fundamental question
- E. Some adjuncts are not aware of where they should send their student issues so they gravitate towards the Early Alert
- F. Academic portion would also need to be revised
 - a. Example from Gwen Royal- an instructor early alerted 15 students who are failing at midterm- professor didn't inform the students that they were failing- left it to the academic advisor
 - b. Dr. Pedersen mentioned a program that will be piloted this summer to issue midterm grades; discussed if a D or F should automatically trigger an Early Alert warning that will be followed up by the advisor?
 1. We could issue the midterm grade and attach different levels of text based on the midterm grade, i.e. if student has an A at midterm, or a C, or an F- custom template messages could be sent to the student or do we want a formal intervention with an actual faced to face meeting with an advisor?
 2. Another option is the professor could select specific students they feel would benefit from the intervention
 3. Dean McIsaac suggested the Early Alert could be activated first then it would close before the midterm grades are issued
- G. Dr. Pedersen commented that name Early Alert may give the wrong impression- original intent was to catch a situation early before it spirals out of control; but some faculty feel if something happens in week 8, then they can't report it because it's "early" alert
- H. The reaction from the students concerning Early Alert varies. Why is this?
 1. i.e. if the student is getting a D, why are we sending them to student services? If a student doesn't know how to factor an equation, what can the advisor do?
 - a. Advisor could refer student to SLC for tutors and online tutoring, but so could the faculty member

- b. When student receives this message, they would wonder what advisors will do for them because usually advisors are perceived as someone who helps the student choose classes, not necessarily as a resource to aid in their academic success

2. What is the essential purpose of the Early Alert as used today?

- I. Early Alert versus Counseling versus Disciplinary action- Is the Early Alert a catch-all? What problem are we trying to solve through the Early Alert system?
 - 1. Brad, Gwen, and Winnie are still receiving Early Alerts which read “Student failed” without any space for remediation or salvaging of the student’s grade
 - 2. These “late alerts” do help because sometimes the professor or student is not aware of the different policies and appeals i.e. medical withdrawal

**If we can’t define the problem then we can’t define the system for solution

- J. Do we need a truncated system- something separate and more defined?
 - 1. i.e. if you are concerned about how the student is behaving and you don’t feel safe, this email will go directly to Penny McIsaac and security,
 - 2. i.e. if you click on this button this is designated for academic intervention- to SLC tutors and academic advisor- based on whatever the professor clicks on as a reason for the early alert
 - 3. Dr. Pedersen suggested a communication system directly to student with preselected text
 - a. i.e. select a student and click “tutoring” and then the standard piece of text would be sent off to the student- then the professor could document it- professor could give student the same set of resources that an academic advisor could but this eliminated an extra step

IV. Early Alert Student Communication

- A. Professor Beck commented that Early Alert is official; he has had positive experiences with students returning to class- they may not stay- but an Early Alert does make students notice
- B. Improvements that will help with contacting students: The Panther email is not going to deactivate after 180 days- and more professors need to start using the Panther email
 - 1. Latisha stated that at FAU, only way professor can contact student is through their FAU email; syllabus sent to student through email
- C. Sometimes student is not aware that they were put on Early Alert- Gwen- 50%, Brad- majority, Winnie- 50%
 - 1. Students don't know what early alert is: if, when the professor sent the email to advisors, if they could send a copy to the student-that would be much more efficient

V. Early Alert Revision and Survey

A. We need to write an Action Plan- what are our goals/what problem are we trying to solve through early alert

1. If we can define the problem then we can design the solution; it may not be redesigning early alert

2. There needs to be a dialogue between advisors and professors- we need to define expectations and responsibilities of each party in this particular action

a. i.e. if a student doesn't stop drinking coffee during class then it is a classroom management issue, not an early alert issue

3. The original intent for the Early Alert is purely academic

4. Questions raised by the committee:

a. Should the early alert be an open-ended/catch all?

b. Should we be more specific in what constitutes an early alert or should we give the professors more resources?

c. Should we do a focus-group of faculty?

1. We could work with Jennifer Campbell to create a survey to be sent to all professors, adjuncts, and PSAV

instructors as to define what they want the Early Alert to be

a. i.e. Should it be purely academic or more comprehensive in nature?

b. How does the faculty view the Early Alert?

Submitted by:

Winifred Storms