

Early Alert Intervention at Queensborough Community College

- Why Early Alert
- How Early Alert
- Assessment of the Early Alert (Informative and Summative)

Institutional Profile

- Enrollment of 16,291 students
- Minority Serving Institution
- Hispanic Serving Institution
- Fall 2013 incoming students (143 countries, 84 languages)





ACADEMIES BOROUGHS BOROUGHS

The Queensborough Academies use a three-pronged approach:

Advisement High Impact Practices Technology

to cultivate a culture of completion and transfer.





Early Alert aims and methods

- Why?
- Support of the expanded Academy model
- Single technology with extensive functionality
- How?
- Clearer communication of student issues
- Flags to Advisers, Referrals to Learning Centers
- Documented follow-up
- Measurable outcomes for assessment of system and implementation effectiveness



Evolution of the Early Alert System at Queensborough

- Original Early Alert system IBM grant fall 2010 system piloted in spring 2011
- Scaled up through in-house developed solution Fall 2012 and Spring 2013 37% of faculty participation
- CUNY SSRGrant (Student Success Research) grant assessment of effectiveness of system (spring 2013)
- Gates Foundation grant disseminate information to faculty and staff (summer 2013).
- <u>Starfish Early Alert</u> with referrals to learning centers launched Fall 2013, 53% faculty participating.



Functionality of Early Alert System

- 1. Flags, Kudos, Referrals
- 2. Faculty complete Academic Progress Surveys
- 3. Faculty can raise individual concerns
- 4. Advisors and student support personnel review flags and referrals and take action
- 5. The process is documented and faculty are notified
- 6. The system allows for reports on all activities



Starfish Flags for the Fall 2013 Semester

Flag Name	Description
Lateness Concern	Raise this when a student is coming late to class regularly
Attendance Concern	Raise this when a student isn't attending class regularly
Unprepared for Class (Homework, Class materials)	Raise this when a student is not prepared for class such as missing homework or projects, textbooks or handouts
Poor Class Performance	Raise this when a student receives a poor grade on a quiz or test, does not participate in class and/or misses assignments
In Danger of Failing	Raise this when a student is in danger of failing a course



Starfish Kudos for the Fall 2013 Semester

Kudo Name	Description
Keep Up the Good Work	Raise this kudo for students who are performing well
Outstanding Academic Performance	Raise this kudo when a student has outstanding academic performance
Showing Improvement	Raise this kudo when a student has shown improvement



Starfish Referrals for the Fall 2013 Semester



Referral Name	Description
Academic Literacy Center	Tutoring assistance for all BE courses, and for students who wish to improve reading comprehension, and ability to write clearly
Campus Writing Center	Tutoring assistance for all English (EN) coursework, as well as any writing-related or WI assignment across the curriculum
Math Learning Center	A tutoring and self-study facility which provides assistance for all mathematics and computer science courses
Student Learning Center	The SLC offers free academic tutoring services for Art History, Biology, Business, Chemistry, Education, Foreign Languages, Geology, Health Sciences, History, Nursing, Physics and the Social Sciences



Academic Progress Surveys to faculty

Email notification sent to instructors, includes survey instructions, and a listing of the semester's course load

Dear Lucian Makalanda,

As you know, we are utilizing Starfish to help us make the process of reporting on the academic progress of our students as easy and efficient as possible. Through a Progress Survey you will have a quick way to inform us of your students' progress in class.

To access the Progress Survey for your course(s):

- 1. Login to Starfish.
- 2. A link to your Outstanding Surveys will be displayed at the top of your Starfish homepage.
- 3. Once you reach the survey grid, simply check the box next to the particular student's name for whom you would like to report progress. You will have options to add comments.
- 4. Click Submit. If you don't have any progress to report, it is important that you click Submit, so we know you reviewed the survey. You will receive a confirmation email.
- 5. Items you raise will be addressed by the appropriate individuals from our institution.

You have 5 surveys which need to be completed.

Outstanding Surveys:

- 1. Copy of Survey Test 2 STATISTICS 9/10/2013
- 2. Copy of Survey Test 2 STATISTICS 9/10/2013
- 3. Copy of Survey Test 2 ANL GEOM & CALC I 9/10/2013
- 4. Copy of Survey Test 2 ELEM ALGEBRA 9/10/2013
- 5. Copy of Survey Test 2 COLLEGE ALGEBRA 9/10/2013

View Surveys in Starfish!

Your responses will help us know which students to reach out to and offer help.



Faculty complete Academic Progress Surveys

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Faculty can raise individual concerns

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Faculty can raise individual

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Advisors and student support personnel review flags and take action

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Advisors and student support personnel review flags and take action

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Campus-wide Intervention Statistics on Participation

(Fall 2012, Spring 2013, Fall 2013, Spring 2014)

The Early Alert intervention is a campus-wide intervention reaching over a third of all students enrolled.

	Fall 2012	Fall 2012	Spring 2013	Spring 2013	Fall 2013	Fall 2013	Spring 2014	Spring 2014
	Count	%	Count	%	Count	%	Count	%
Participating faculty *	362	37%	347	37%	477	53%	392	47%
Total unique students with a tracking item**	5019	32%	5209	34%	9,168	56%	6,854	43%

*Participating faculty percentages refer to percentage of faculty teaching non-lab courses **Total unique students with tracking item percentages refer to percentage of term enrollment



Campus-wide Intervention Statistics on Participation

Starfish Early Alert Fall 2013, Spring 2014

Over 30,000 alerts were processed.

Alert		Fall 2013	Spring 2014
Total Flags	#	21,024	25,739
	%	69%	72%
Total Kudos	#	6,324	6,522
	%	21%	18%
Total Referrals	#	3,156	3,602
	%	10%	10%
Total Alerts		30,504	35,863





Starfish Early Alert Periods Fall 2013, Spring 2014

Courses where most flags were issued

<u>Heavy users:</u> Math, English, Academic Literacy (remedial Reading and Writing), Foreign Languages, Social Sciences, Business, and Speech courses.



Assessment of the Early Alert Intervention

		Informative	Summative
Questions	•	Is the system effectively directing students with needs to the right resources?	• Do interventions help student performance in the course?
	•	Does communication flow clearly between faculty, support personnel, and students?	• Do interventions increase course completion rates and reduce unofficial withdrawal rates?
	•	Does communication flow address both need and follow up actions?	• Do interventions improve long term academic success and institutional effectiveness?
ent Instruments	•	Quantitative counts of flags, referrals, tutoring sessions, etc.	• Pre- to Post course outcome analyses
	•	Qualitative analysis of comments by support personnel and faculty	• Early Alert participating versus non-participating course outcome analyses
	•	Faculty feedback through survey & focus group	• College wide trends in course pass and completion rates
Assessm	•	Advisor feedback through focus group	• Comparing success of students reached through Early Alert and similar students who were not reached
	•	Student survey	through Early Alert



Examples of Assessment and Preliminary Findings

Informative:

Connecting early alerts (flags and referrals) to actual tutoring activities

Faculty feedback through survey and focus group

Advisor feedback through focus group

Student feedback through survey

Summative:

Course level outcomes

Student level outcomes



Is the system effectively directing students with needs to the right resources?

Students who receive a referral by itself or in addition to a flag are much more likely to receive tutoring than students who were only flagged.



Examples of Faculty Feedback through Survey

Most faculty learned to use the system through trial and error.

According to responses in a faculty survey, differences in what action were taken by faculty were found by discipline.

Faculty who were using Early Alert were committed to use it in the future, particularly if they saw a benefit to the student.





N=277 The percentage of "All" refers to the average survey response.

Refer Students to Academic Tutoring Centers







Examples of Faculty Feedback through Focus Group Interview

Faculty had very positive appraisals of the system

- The system helped them communicate with disengaged students.
- The system created a "paper trail" of faculty efforts to reach students.
- "It's not babying students, its informing them."

They also noticed some changes in student behavior as a result of using the system

- Students "discovered" the Student Learning Center and other available support.
- Faculty noticed that students took Early Alert messages more seriously than one-on-one interactions or emails messages send by the professor.

Faculty had lingering misconceptions of how to use the system.

- Faculty were not sure who saw the comments they left in the system.
- There was also uncertainty regarding the effects of flagging students on their financial aid.
- Some faculty were unaware that the system could be used outside of the scheduled alert periods.

Examples of Advisor Feedback through Focus Group Interview

- Early Alert helps to follow up with at risk students.
- Flags are a conversation starter.
- Targeted outreach to students.
- Many students don't read their school email messages.
- Behavior of students is hard to change; to some extend the system identifies students who are already tuned out.
- Technical issues with a new software.
- Faculty should leave more detailed comments.

Example of Student Feedback through Survey

	Spring 2013	Fall 2013	Spring 2014
Participation	927	474	917
"I was contacted by an adviser"	46%	64%	77%

More female, full-time and Asian students participated in the survey



Student Survey – After contact (Spring 2013, Spring 2014)

- The majority students were happy to have been contacted by an advisor
- The most frequent action taken was to set an appointment for in-person meeting

	 Strongly Agree Neither Agree nor Disagr Strongly Disagree 	■ Agree ee ■ Disagree	
I was glad to speak to someone other than my professor about my situation. (N=989)	33%	38%	22% 4%5%
I appreciated that there was someone "Watching Out" for me. (N=1,001)	39%	38%	16% 4% 5%
I was grateful that somebody contacted me about my academic standing. (N=978)	35%	41%	13% 4% 7%



Student Survey – Academic standing (Spring 2013 and Spring 2014)

• The majority of students <u>felt much better or somewhat better about their</u> <u>academic standing after being contacted by an advisor</u>

N=934





Summative Assessment Outcome Measures

- Course Completion Rates
- Course Pass Rates for Developmental Courses
- Rates of C or higher for Credit Bearing Courses
- Unofficial Withdrawal Rates
- Student Semester GPA



Example of a Course Level Outcome Analysis

Developmental Reading, Writing, Math

Differences in Course Outcome over Time between Course Sections Participating in Early Alert and Course Sections Not Participating in Early Alert

Early Alert Term:	Fall '12		Spring '13		Fall '13		Spring '14			Four Terms Combined					
Outcome Measures	Part	Non Part	Diff	Part	Non Part	Diff	Part	Non Part	Diff	Part	Non Part	Diff	Part	Non Part	Diff
Percent P of all enrolled	42.2%	48.2%	-6.0%	38.6%	35.0%	3.6%	40.2%	40.1%	0.1%	39.9%	33.8%	6.1%	40.2%	39.3%	1.0%
Percent P of all completers	51.8%	57.3%	-5.5%	48.1%	45.7%	2.4%	50.4%	53.1%	-2.7%	53.6%	45.7%	7.9%	51.0%	50.4%	0.5%
Completed of enrolled	81.5%	84.1%	-2.6%	80.3%	76.5%	3.8%	79.7%	75.5%	4.2%	74.5%	74.0%	0.4%	79.0%	77.5%	1.5%
Official Withdrawal Rate	7.5%	6.5%	1.0%	7.3%	9.5%	-2.2%	12.2%	14.2%	-2.0%	12.5%	13.7%	-1.3%	9.9%	11.0%	-1.1%
Unofficial Withdrawal Rate	10.9%	9.4%	1.5%	12.5%	14.0%	-1.5%	8.2%	10.3%	-2.1%	13.1%	12.3%	0.8%	11.2%	11.5%	-0.3%



Example of a Student Level Outcome Analysis

Tracking the outcome measures by four distinct student groups

	Tutoring						
Flagged	Yes	No					
No	Student was <u>not</u> <u>flagged</u> and had tutoring	Student was <u>not</u> <u>flagged</u> and had no tutoring					
Yes	Student was <u>flagged</u> and had tutoring	Student was <u>flagged</u> and had no tutoring					



Example of a Student Level Outcome Analysis

Tracking the outcome measures by four distinct student groups

	Tutoring Effect					
Flagged	Yes	No				
No	Student was <u>not</u> <u>flagged</u> and had tutoring	Student was <u>not</u> <u>flagged</u> and had no tutoring				
Yes	Student was <u>flagged</u> and had tutoring	Student was <u>flagged</u> and had no tutoring				



<u>Tutoring Effect:</u> The percentage point difference between students who received tutoring and students who did not receive tutoring.



Tutoring Effect seen in Remedial Courses



Tutoring Effect: The percentage point difference between students who received tutoring and students who did not receive tutoring.





Does Early Alert make a difference for at risk students?

Definition of "At Risk Student"					
Freshman	Continuing Students				
Incoming first-time freshmen with a remedial need in reading, writing, & math	Continuing degree students with a cumulative GPA of < 2.0.				



At Risk Freshmen (triple remedial):

Flag & tutoringFlag but no tutoring

Fall 12, Spring 13, Fall 13 combined





In Conclusion

Informative	Summative
• Campus wide use of the system.	• Positive outcomes for at risk students.
• More referrals might increase effectiveness and allow for a more targeted student support.	• Early Alert in the form of "flags" alone is not a "treatment".
• Customization of the system ongoing.	• Long term effects to be observed.

We are still analyzing

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