

Early Alert

Research indicates that students are most likely to leave the college within the first 4 weeks of the semester. Student success and retention is best achieved by identifying the students at risk early on in the semester and to assist students in reducing risk factors such as academic, family issues, financial, etc. It is necessary to place the student in the best situation in the classroom by providing an early alert to aid the student in receiving the out of class support that is appropriate.

Student success and retention is the responsibility of everyone at the college, however, the 2 most important groups that have an effect on retention are the faculty and the advising staff.

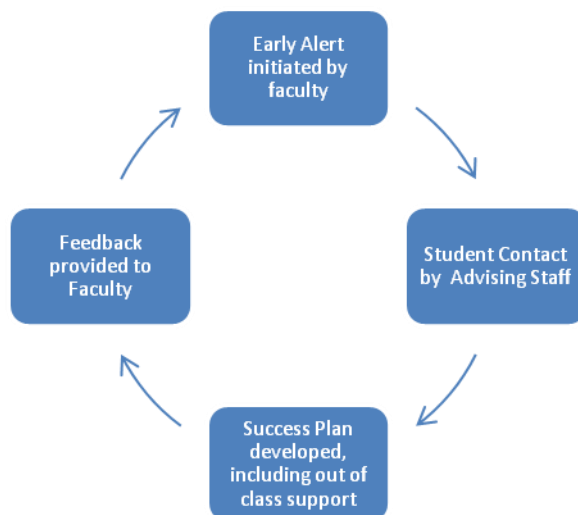
Faculty have the greatest understanding of the student in their class and have the most direct contact with the student, therefore will have the greatest impact on the student. Faculty are essential in first assisting the student in the class and then determining the at risk student early in the semester and initiating the early alert.

The role of the advising staff is to place the student in the right career path and manage in concert the student their academic plan. The advising staff are the vehicle for the student to find the best out of class support and assist in developing the success plan.

Utilizing the Student Coaching System the advising staff will be able to determine risk factors, assist in academic planning and create success plans ultimately helping the student to managing their academic career.

Early Alert Process via the Student Coaching System

The strategy that will be employed as part of the overall retention process is the Early Alert System (EAS). In collaboration with Faculty, who will identify students that present significant signs of being at risk, advisors will work closely with each student and help develop a “success plan.” The Success Plan will guide students to utilize college resources such as out of class support and student leadership initiatives.



Faculty will submit an Early Alert to a member of the advising staff by selecting the students name on their class roster and select the reason for the alert and send. The faculty have the ability to add specific information to the alert. A dialog between the faculty and advisor can ensue.

Once an alert is received by the advising staff the student is contacted an appointment is made to meet with the student. During the first meeting, the advisor will explore the following with the student:

Initial Student/Advisor Initial Meeting Guide (for staff use)

Students may need help with:

- Time management
- Study habits
- Testing
- College support
- Personal crisis
- Financial distress:
- Stress and anxiety
- Faculty relationships

After assessing the student's personal situation, the advisor then may refer them to the following resources:

- Out of Class Support
- Disability Resources
- Crisis Management
- Financial Assistance Services (FAS)
- Program Administrators/Academic Chairs
- Community Social Services

Timeline (Early Alert Student Group Roll-out Plan)

The following are the student groups who faculty will monitor and submit early alerts if necessary:

1. Fall 2012
 - a. FTIC students who test into 2 Developmental classes
 - b. Students on Probation/returning from suspension
 - c. African American Males
 - d. Athletes
 - e. SSS Students
 - f. Financial Aid – students exceeding Maximum Time Frame & SAP
2. Spring 2013
 - a. All FTIC (regardless of test scores)
3. Fall 2013
 - a. All student who transferred to the college(with previous college course work)
 - b. Readmissions (students who have terminated enrollment for at least 1 semester)
4. Spring 2014
 - a. All students