CURRENT PROJECT STATUS SUMMARY

GRCC report:

General Project Status: In-progress
Original Project Start Date: January 6th 2014
Originally Projected End Date: August 1, 2014 (Not sure why this date was selected. This project was initially planned as a 2-3 year project.)
Anticipated Completion Date If Not Completed: August, 2016

Managed by the office of Student Success and Retention GRCC has just completed its first year of Early Alert via the SARS Alert software program. The adoption of an Early Alert system was a development of work associated with the GRCC Completion Agenda and that agenda focuses on student persistence, graduation, and transfer. Through Early Alert, faculty can identify students exhibiting behaviors or patterns that may interfere with classroom success. Based on that identification, early interventions are prescribed based on information obtained via the alerts and the subsequent outreach conversation with the student. The prescriptive interventions are key in promoting classroom success, which in turn impacts institutional rates of graduation and transfer.

Reviewer's comments:

The College is making adequate progress on the Action Project as demonstrated throughout the Annual Update. The Project, originally scheduled for one year, was extended into year two, and now year three. This may have been an entry error on the original date however, the extension into year three allowing for the Project to demonstrate that student success is the responsibility of all institutional faculty and staff is appropriate. The Project is in-progress and entering its final year.

The Action Project is supportive of AQIP Categories 1 Helping Students Learn and 2 Meeting Student and Other Key Stakeholder Needs with the focus on persistence and completion.
The goal of this project is to implement a software system that allows multiple areas of the Institution to connect regarding the needs of individual students. Such areas include, but are not limited to, Counseling and Advising, Student Conduct, Academic Support & Tutorial Services, as well as every academic department across campus. It's important to note that although the project is impacting the work of individual departments that the most important goal is to positively impact the success of individual students at the College. Furthermore, the Early Alert System positively impacts the institution by providing faculty a medium to identify students who are exhibiting academic behaviors or patterns that may interfere with classroom success. Once an Early Alert notification is sent, the Office of Student Success and Retention investigates, identifies and prescribes appropriate intervention strategies that are available throughout the College. This may include personal counseling, academic success workshops, academic support/tutorial services, as well as other options deemed necessary.

A secondary aspect of this project is the capability of providing a cross campus scheduling system that is fully integrated with our Early Alert System. This is beneficial because at the point of initial outreach to a student in response to an alert, our Early Alert Coordinator can schedule meetings or appointments with any campus service or entity utilizing the scheduling software. At this time, the scheduling aspect of the software project is an approved IT Project for academic year 2015-16 so full benefits have yet to be realized from this portion of the project.

The data we will use to measure the success of this project will come from Student Outcomes: Retention (Fall-to-Fall) as well as data related to the individual course success of students of whom Early Alerts were sent. Beginning in Fall 16, initial data sets will be derived based on cohorts established via participation in College Success Center’s Fast Track Program.

Other measures will be the number of prescribed interventions that are scheduled via SARS scheduling system.

The original goal, as stated in the Project Declaration is to implement a cross campus scheduling system that is fully integrated with the Early Alert System. It appears that this original goal is now secondary to the goal of software implementation that allows for collaboration across campus. This appears to be a natural shift supported throughout the details of the Annual Update. It would help this Review, and perhaps benefit the College, if the College articulated how this shift occurred and the reasons behind the additional goal.

The College has identified some measures of success that are quantifiable however, the College may benefit from establishing targets and benchmarks so that the level of success can be determined. Identifying the data points that will be collected along with what each means, is important for the assessment and analysis of the Project.
ACCOMPLISHMENTS OVER THE PAST YEAR

GRCC report:

SARS Alert was implemented this past year and the Office of Student Success and Retention was able to successfully integrate the project campus wide. Said integration is supported by the fact that there has been use of the Early Alert system in 100% of all academic departments on campus. This widespread use is significant in because it provides opportunities for various faculty to offer input related to potential improvements that may make the program and associated processes even more impactful.

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
            2. **Early Alert Training: CSC**  
            3. **Early Alert Training: Job Training** |
            5. **Data Warehouse Early Alert Training**  
            6. **Supervisor Training** |

(1): Workshop for all supervisors on campus in conjunction with Student Employment Services to convey the importance of actively engaging with students and the utilization of Early Alert in the relative roles we play in student success.  
(2): Training of College Success Center Staff on how to use Early Alert.  
(3): Training for lead Job Training staff to facilitate the use of Early Alert for non-credit students.

(1): The SARS Conference was intended to build out the Early Alert system in a way that best supported needs of GRCC and our students.  
(2): Educated Data Warehouse team about use and purpose of Early Alert as well as data needs related to the system. Agreement made to build query that allows tracking of specific cohorts to better measure the success of outreach provided to students flagged via Early Alert.  
(3): Supervisors of student employees participated in the training to understand how they can support the Early Alert System and be otherwise involved in efforts of Student Success & Retention.
Feb | Mar | Apr 2014-2015

7. 1. Lab Coordinators Workshop
8. 2. Job Training Early Alert Workshop
9. 3. Supervisor Training

(1): Lab Coordinators workshop to outline their role, responsibility, and duties as it relates to Early Alert. As a result, TutorTrac was later connected to alerts in which “tutoring” was an intervention recommendation. (2): Remaining Job Training staff trained on the use of Early Alert for non-credit students. (3): Completed the final installment of Supervisor Training.

May | Jun | Jul 2014-2015

10. 1. Early Alert Faculty Advisory Team
11. 2. Early Alert Classroom Presentations
12. 3. Data Warehouse

(1): Early Alert Advisory Team established to better meet the needs of teaching-faculty. (2): Classroom presentations to talk with students and faculty about student success and retention and how Early Alert plays a major role in reaching personal academic goals. (3): Data Warehouse query established to enable examination of possible impact of Early Alert system on student success for individualized cohorts.

The table below indicates the number of flags received for the 2014-2015 Academic Year

<table>
<thead>
<tr>
<th>Early Alerts Flags</th>
<th>Early Alert Flags</th>
<th>Early Alert Flags</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall ‘14</td>
<td>Winter ‘15</td>
<td>Summer ‘15</td>
</tr>
<tr>
<td>976</td>
<td>925</td>
<td>77</td>
</tr>
</tbody>
</table>
The table below indicates Early Alert Flags by the month:

<table>
<thead>
<tr>
<th>Alerts by Month</th>
<th>Fall '14</th>
<th>Winter '15</th>
<th>Summer '15</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>557</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>309</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>0 (Finals week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td></td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td>478</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
<td>269</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
<td>17</td>
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<tr>
<td>July</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>August</td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Reviewer’s comments:
The College is commended on achieving participation by 100% of the Academic Departments. The accomplishments identified here are indicative of progress and attention to quality improvement, and supportive of the Principle of High Performance Organizations.
Learning-oriented. Some results are provided, demonstrating that measurement is being conducted. The College may intend for this first data set to serve as the baseline and if so, may benefit from defining what the data means, the intended direction for improvement, and appropriate targets to achieve.

INSTITUTIONAL INVOLVEMENT

GRCC report:

During the past year, all academic related areas across Campus have been involved with SARS Alert. There has been growing use of the software as indicated by the initiation of alerts by faculty across all disciplines. Although SARS Alert is currently used by various members and academic departments of the learning community, it’s the Counseling and Career Center, Disability Support Services, the Office of Student Conduct and Academic Support & Tutorial Services that have had the greatest level of involvement. These services areas are the most frequent touch points as well as points of referral for students experiencing academic challenges. As such, these areas play a major role in the overall success and retention of our students.

Reviewer’s comments:

The cross-functional involvement with the Action Project appears to be appropriate and reflective of the Principles of High Performance Organizations Broad-based Involvement and Promoting Collaboration.

EFFECTIVE PRACTICES

GRCC report:

Since full integration in Fall 2014, the greatest effect this project has had on the institution is the way it has educated and raised awareness within various academic departments of the distinct and valuable role that each of them play in student success and retention. It is the classroom where student concerns can first be identified. As a result, it is the classroom instructor that has the earliest opportunity to intervene and raise awareness to those non-classroom faculty and staff that can assist with student growth and development. Overall, the institution and various academic departments of the college now possess a greater awareness and understanding of student concerns while also being armed with a resource that can be used to assist with increasing overall and individual student success. In association, departments and service areas have learned to respond in ways that will assist potentially unsuccessful students by connecting them with the right person, resource, or service. These intentional efforts have resulted in a more collaborative approach that includes both academic and support services geared toward student success and retention.
An additional learning effect of the project is the recognition that data can now be obtained that provides almost real-time insight into the classroom performance of those for whom alerts have been sent while also allowing us to analyze alert data based on cohorts or student subgroups in order to guide our strategic thinking as we seek to increase student success throughout all subgroups. In association, we may be also able to positively impact school climate by being able to identify those alerts that are sometimes wrought with unintentional biases based on a variety of factors.

- **Reviewer’s comments:**

Best practices are intended to be replicated internally for future projects and shared with other institutions that may benefit from the same. The College has identified two practices that rose to the level of best/effective. The first, the way it has educated and raised awareness with various academic departments, is demonstrated by the commendable results of 100% participation. This practice supports AQIP Category 1 Helping Students Learn and the Principle of High Performance Organizations Promoting Collaboration, with classroom faculty informing non-classroom staff and faculty about student needs. The second best practice concerns the recognition that real-time data is available and meaningful. The College is encouraged to use the same processes that led to the best practices on other initiatives the College is undertaking, and share what it has learned with other institutions.

- **6:**

**ANTICIPATED CHALLENGES TO PROJECT SUCCESS**

- **GRCC report:**

The anticipated challenges with this project are the continuation of the College wide effort to demonstrate that student success is the responsibility of all institutional faculty and staff. There are still some who operate within silos while not realizing the impact that their respective role(s) can play in the success of an individual student. This is particularly important as we attempt to increase the number of overall teaching-faculty who consistently and effectively use Early Alert. Either of the above are essential if we are to truly institutionalize this project.

In association, it will be beneficial to the overall project if service areas that provide interventions to Early Alerts ingratiate the SARS scheduling component in order for us to better streamline the implementation of prescribed interventions. Additional challenges relate to the development of metrics that can be used to more effectively quantify the impact of the Early Alert project. This will be a project priority for the 2015-16 academic year.

- **Reviewer’s comments:**

The College has recognized challenges that are realistic as it moves forward with the Project. The College may want to consider sharing success stories of students who were positively impacted by the Early Alert system. These success stories may prove to be a factor in moving the siloed faculty to engaged faculty. It would appear that the Action
Project has laid the foundation for addressing the challenge of broader integration and use of the software through the results that have been experienced. Here too, sharing success stories might help move this forward. Metrics can be challenging and all data points need to have, or lead to meaningful and actionable information. The College may benefit from reviewing other Action Projects in the HLC Action Project Directory that have addressed these or similar concerns.

- **7:**

**PLANNED NEXT STEPS AND TIME LINE**

- **GRCC report:**

<table>
<thead>
<tr>
<th>Month 2015-2016</th>
<th>Activity</th>
<th>Who is responsible?</th>
</tr>
</thead>
</table>
| August/September      | • Early Alert Workshop: How to create flags using Early Alert  
                        • Establish Early Alert Faculty Advisory Team | Coordinator of Retention will facilitate workshops for adjunct faculty and staff as well as coordinate meeting times for Advisory Team. |
| October/November      | • With input from Advisory Team, develop plan for initiatives to increase system use and establish impact metrics.  
                        • Supervisor Training regarding use of Early Alert. | Coordinator of Retention will work in partnership with the Early Alert Faculty Advisory Team and Office of Staff Development |
<p>| December              | Software demonstrations of system use for student-employee. | Coordinator of Retention will work with student-employee on how to handle low level alerts. |
| January/February      | • Establish and gather data related to impact metrics | Coordinator of Retention with input of Advisory Team and Associate Dean of SSR. |
| March/April           | • Assess and analyze data | Coordinator of Retention with input of Advisory Team and Associate Dean of SSR. |
| May                   | • End of year review | Coordinator and Advisory Team |</p>
<table>
<thead>
<tr>
<th>June</th>
<th>• Complete summary document with recommendations based on impact metrics.</th>
<th>Coordinator of Retention</th>
</tr>
</thead>
</table>

- **Reviewer’s comments**

The next steps and timeline appear to be appropriate for the successful completion of the Action Project and include measurement and evaluation. The items that are included may help address the anticipated challenges through the demonstrations and training.

- **8:**

**ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS**

- **GRCC report:**

Indicators of Success will be directly associated with the increased academic success of students, fall-to-fall retention and overall completion or accomplishment of goals as it relates to transfer and degree completion and all future reporting periods will contain quantifiable evidence of project impact.

- **Reviewer’s comments:**

The indicators seem appropriate for the goals of the Action Project.