**College Action Project Update Form – Sept 2011**  
**Grand Rapids Community College**

**NOTE:** This project update will be provided to SLT members one week prior to SLT meeting where project is discussed.

**Update Date:** January 20, 2012  
**CAP #:** 5.1.2  
**CAP Title:** Integrate the Starfish Early Alert program into all GRCC programs and courses.  
**Champion:** Lynnae Selberg  
**Project Purpose:**
The purpose of this project is to increase the implementation and utilization of the Starfish Early Alert electronic tool for all courses and programs by both faculty and advisors. Through the early identification of students presenting at risk behaviors and subsequent intervention by the Counseling & Career Center and Academic Support Center we will see an increase in student success. Activities would include: communication to faculty and programs about the program, counseling interventions, early intervention with students, data collection, analysis of data, connection with resources and follow up as necessary.

1. **Describe recent accomplishments and the current status of activities related to this project.**
   - Increase use- we want to identify those departments and faculty not utilizing the system and educate them regarding the benefits of the system. We have significantly increased the utilization of the program and the numbers of flags raised.
   - Landing Page- we need to make the landing page more intuitive so faculty know where to go to utilize the system as well as provide additional information without making the page appear more cluttered.
   - Gather data- we want to gather specific data from F10, W11, S11 and F11 and analyze it. What do the numbers mean and what should we be doing based on the numbers.
   - Block counselors after survey- following a survey we see a significant increase in flags and no increase in staff to follow up. So we will begin blocking time for counselors/advisors to specifically address the increased number of flags.
   - Education- we wanted to make faculty more aware of the system, what it is and how it is meant to be utilized. We presented on the system at the adjunct orientation (Lakeshore) and at Faculty Learning Day.
   - Crossing Systems- we have been working with IT to identify ways to get flags in the People Soft and Advisor Trac systems which the counselor/advisors use when working with student.
   - Automated E-mails- these have been updated for winter to improve the language and clarity of the message to students.

2. **Describe the team involved in implementing this project.**
   - Melissa Polonco- Retention Specialist  
   - Sara Dorer- Associate Director of Student Conduct  
   - Fatima Nieves- Advisor for ESL students  
   - Emily Nisley- Academic Foundations Program Counselor  
   - Eric Kunnen- Dept Head of Distance Learning and Instructional Technology  
   - Mark Nordblom- IT Technician  
   - Pat Missad- advisor/ CLS 100 faculty who follows up on flags for her caseload.  
   - Elizabeth Delaney- Faculty Representative
3. To what extent have the measureable criteria established for this project been met?

<table>
<thead>
<tr>
<th>Total Use</th>
<th>Flags Raised</th>
<th>Flags Cleared</th>
<th>% Cleared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>4247</td>
<td>4092</td>
<td>96%</td>
</tr>
<tr>
<td>Winter 2011</td>
<td>8471</td>
<td>7232</td>
<td>85%</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>2154</td>
<td>1413</td>
<td>66%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>9536</td>
<td>6360</td>
<td>67%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time To Clear Flag</th>
<th>Attendance</th>
<th>Performance</th>
<th>Behavior</th>
<th>Last Log In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Days to Clear</td>
<td>13</td>
<td>15</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Use</th>
<th>MA</th>
<th>EN</th>
<th>CO</th>
<th>BA</th>
<th>PY</th>
<th>PS</th>
<th>BI</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td># Flags Fall 2011</td>
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<td>1283</td>
<td>1209</td>
<td>958</td>
<td>527</td>
<td>343</td>
<td>292</td>
<td>249</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Class Use</th>
<th>EN 101</th>
<th>PS 110</th>
<th>MA 098</th>
<th>MA 107</th>
<th>EN 097</th>
<th>CO 101</th>
<th>MA 215</th>
<th>EN 102</th>
<th>BI 101</th>
<th>MA 095</th>
<th>CO 116</th>
<th>BA 103</th>
<th>CO 152</th>
<th>GE 135</th>
<th>CLS 100</th>
</tr>
</thead>
<tbody>
<tr>
<td># Flags Fall 2011</td>
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<td>343</td>
<td>341</td>
<td>294</td>
<td>291</td>
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<td>173</td>
<td>151</td>
<td>149</td>
<td>147</td>
<td>137</td>
</tr>
</tbody>
</table>

4. Describe the planned next steps for this project.

1. Clean Up the Landing Page
   - Phase 1 (by winter): clearly identify where to raise flags
   - Phase 2: clear the screen, load a “how to” guide, flow chart (each flag and what happens)

2. Additional Flags/ Clarity
   - Be sure flags have clear titles
   - Should there be time frames for flags (start and stop times)
   - For the auto last log in- should this be 3 days early in the semester?
   - Should there be a flag for when students have 3 last log in flags from 3 separate classes
   - Should there be a flag for multiple flags in one class or multiple flags in separate classes
   - Add flags to performance and attendance that; A) identify that the faculty has addressed the issue but just wants it documented, B) the faculty wants just the e-mail sent, no phone follow up, C) the faculty wants the e-mail and phone follow up
   - Add behavioral flags

3. Educate Faculty
   - Develop a hand out regarding flags- once this is done, load it on the website
   - Establish faculty expectations & educate them: early is best, talk to the student before raising flag
   - Present at Faculty Development Day 2012

4. Update E-mails
   - Review and update the automated e-mails

5. Data
✓ Work with IR to pull grades and attach with flags - did we make an impact  
✓ What first year classes have a lot of flags  
✓ What departments have no flags  
✓ What courses have a lot of flags  
✓ Students with flags winter 2011, did they come back in the fall 2011?  
✓ Students with flags fall 2011, did they come back in winter 2012?  
✓ % of last log in flags who them log in after receiving e-mail? Which ones get a second flag?  
✓ Number of flags in developmental classes  
6. Intentional Contacts  
✓ Who are our priorities in terms of who we contact?  
✓ How can we make the most impact with the staff we have  
✓ Should we start calling the last log in’s who have flags from multiple classes?  
✓ Should we require an appt with a counselor after ___ flags?  
7. Counselor Follow Up  
✓ Should we have advisors/counselors set aside 30 minutes a day to call on flags right after the surveys (for two weeks following a survey)?  
✓ Should we assign a counselor or advisor for students with multiple flags  
8. Survey Faculty  
✓ How can we help them?  
✓ Feedback on the website  
✓ Input regarding follow up  
9. Explore the “attendance” feature  
✓ Should we implement or not and when  
10. Communication  
✓ How do we enhance communication with faculty  
✓ How do we set up e-mails to keep faculty apprised of what’s happening with EA?  
11. Link flags to “indicators” in PeopleSoft & Advisor Trac  
✓ Lynnae is working with Jody Graves regarding this  
12. What more can we do with the product to promote student success?  

5. What challenges, if any, are you facing in regards to this CAP project?  
  o Connecting systems (PS, AT, EA)- right now the People Soft, Advisor Trac and Early Alert systems do not talk to each other. So we have to find a way to have the information bridge the systems. If we proceed with the “attendance” feature, we have to find a way for the Early Alert system to work with the Blackboard grade book.  
  o Data- correlate flags to success- we need to find a way to take the flags from the Early Alert system and merge that with the People Soft system so we can see if students were successful, passed the class or withdrew from the class in which they earned a flag. We also need to be able to identify if the flagged students were retained and for how long. Once the data is gathered, resources to help analyzing the data to determine what more we can be doing to help impact student success.  
  o Educating Faculty (early, notes)- right now we still receive flags the week of finals and after the student is to a point in a class where an intervention would prove beneficial. We need to encourage and education around the “early” aspect as well as get faculty to input notes in the system to help those following up on the raised flags.  
  o Resources to follow up on flags quicker- as the number of flags raised are increasing, we need to identify resources to assist in following up on those flags to work with students.