

Early Alert System: Where Faculty Advising Meets First-Year Student Success

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Presented at Focusing on the First Year
Conference 2014

Columbus, OH
February 28th 2014

Learning Outcomes

- Apply best practice approaches to collaborations of faculty and student affairs professionals interested in student success.
- Address possible challenges you may experience in developing an early warning program.
- You will create a take-home plan for developing a early warning program that includes faculty advisors.

About Ohio State ATI

- We are the associate degree granting unit of the College of Food, Agriculture, and Environmental Sciences.
- We offer programming for students transitioning to Columbus or preparing for entry into technical careers.
- We are an open admissions campus.

ATI Student Body



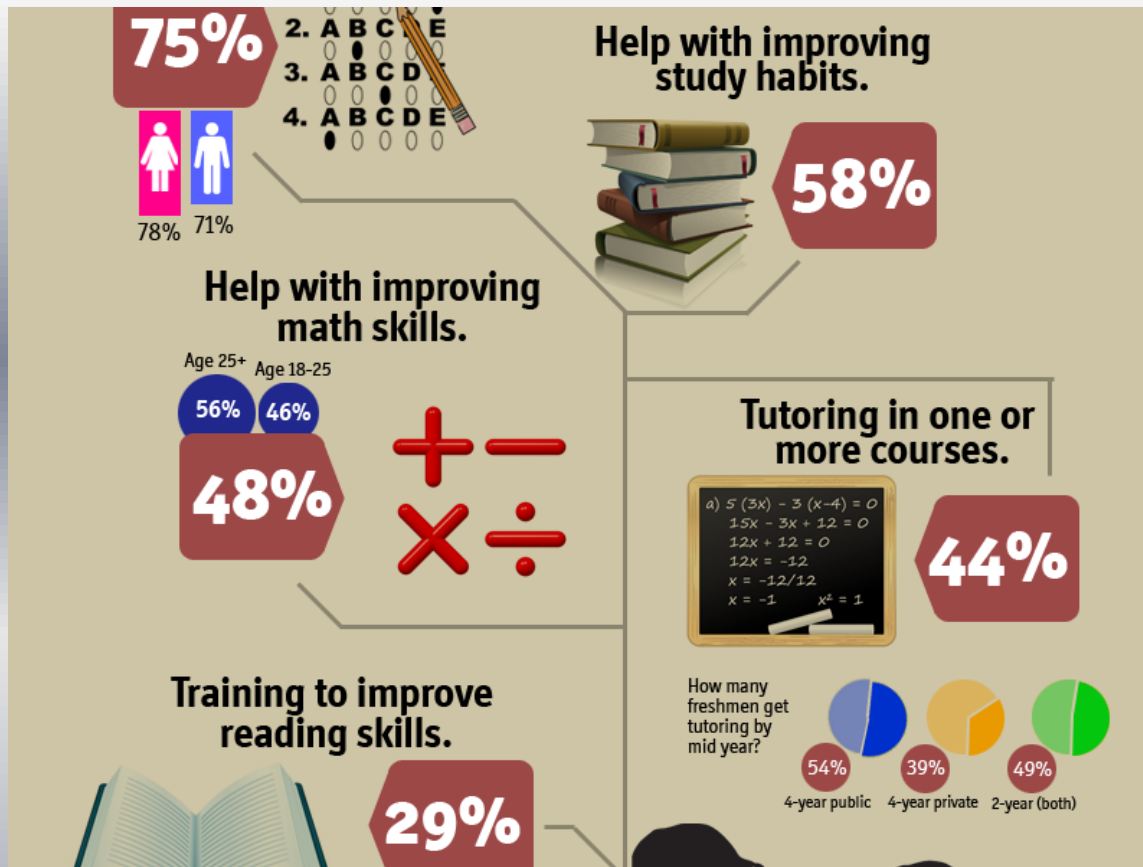
- Challenges
 - First-generation
 - Students with disabilities
 - Developmental course placement
 - Students with mental health/Counseling concerns

ATI Student Body



Strengths

- Career identity
- Sociability
- Family commitment
- Receptivity to institutional help



**What do college students need to succeed?
(Source: Noel-Levitz, 2012, College Student Inventory)**

Video Clip: First Generation Official Trailer

http://www.youtube.com/watch?feature=player_embedded&v=m9DShLc08Oc

How can we help our students to succeed?

- Mandated course placement (remedial)
- Tutoring
- Comprehensive Learning Assistance
- Academic Advising Center
- Early Warning System
- Freshman Seminar
- Summer Orientation
- Faculty Advisors



(Source: *What Works In Student Retention*, ACT, 2012)

Advantages to Involving Faculty Advisors in Early Warning System

- Program and course expertise
- Knowledge of career pathways
- Respected members of campus community
- Cost-effective
- Positive relationship b/w faculty-student interaction and student retention (King & Kerr, 2005, in Challenging and Supporting the 1st Year Student)

Early Warning Systems

- Institutional Constraints Prohibited Using Third Party Vendor
- Limited Resources for Home Grown Program
 - Financial
 - Personnel
 - Technology
 - Data Collection



STARFISH EARLY ALERT™



MAP-Works
Making Achievement Possible

Home Grown Early Warning Systems

- Strategic Plan:
 - Student Success Goals
- Retention Committee
- Culture of Care

Overcoming Challenges to Faculty Engagement in Retention Efforts

- College Commitment to Faculty Advising
 - Academic Program Coordinators
- Limited Professional Development

Cultivating Campus-wide Support

- Senior Leadership
 - Financial implications of attrition
- Outreach and Engagement
 - Faculty and Staff Presentations
- Identifying Faculty Champions
 - Early Adopters
- Recognition Program
 - Advisor Appreciation Day

Our Early Warning System

- Collaboration with Pre-enrollment Programs
- Early Alert: Web-based Referral Process
- Mid-semester Academic Update
- Faculty Advisor Feedback

Backward Design

ATI's experiences
will be explained at
each step

Step 1 – Institutional Goals

Step 2 – Specific Objectives

Step 3 – Proposed Intervention Plan (ATI's activities)

Step 4 – Data, Metrics, Benchmarks

Step 5 – Required Resources

Step 1 Institutional Goals

ATI's Goal: Improve 3-year student success rate (retention, transfer, and graduation).

OSU Regional Campus	Three Year Success Rate
ATI	66%
Lima	73%
Mansfield	75%
Marion	73%
Newark	77%

Source: OBR (2010) *Three-Year Graduation and Continued Enrollment Outcomes at Two-Year Institutions in the University System of Ohio* .

What are
your
goals?

Step 2 Objectives



- The broad goal (ex. ATI: improve student success) is specified as objectives.
- ATI's Objectives
 - **First-Year Students:** Earn grades of “C” or higher
 - **Instructors:** Identify low performing students, early in the semester
 - **Faculty Advisors:** Outreach to low performing students
 - **Student Affairs/Student Life Staff:** Assist low performing students

Step 3 Intervention Plan

Early Warning System



- Early Warning System
 - Early Alert Form (web-based): Faculty and Staff
 - Orientation Instructors: Mid-Term Grade Check
 - Faculty Advisors: Outreach to low performing students
 - Students: Utilize campus resources
 - Student Services/Student Life Staff: Assistance
- Outcomes:
 - Advisor Survey
 - Student Success Indicators

Step 4 Metrics and Benchmarks

- What do we measure?
 - Orientation Course Instructors
 - Attendance, Tests/Quizzes, Participation, Behavior
 - Overall midterm progress (Letter Grade)
- Benchmark Example: reach 100% of first-year students by week 7 on their performance

Step 4 Metrics and Benchmarks

- Are they the right metrics?
 - Are all new full-time freshman enrolled in College Orientation?
 - Is performance in College Orientation a good predictor of overall performance?
 - Should we survey other courses?

Step 5: Required Resources

- The time, personnel, money, and student support services required for this!
 - In your case...

ATI's Lessons and Successes

- 70% reply from all instructors; 95% from full time faculty members
- Mixed feedback from the advisors
- Need to give a summary info for quick action
- Reaching out to students varied from emails, to classroom announcements – need to be more systematic (automated emails?)

Summary: Backward Design

- Start with your problem statement.
- Cultivating Campus Support.
 - Who needs to be involved?
 - How will we get our message out?
 - How will we encourage faculty engagement?
- What will your early warning plan include?
- How will student success and retention be improved?

Conclusions and Implications for the Future

- Advantages to engaging faculty advisors in early warning programs
- More research is needed to understand the relationship b/w faculty engagement in early warning systems and student success
- You can build your own early warning system
- How can we collaborate within the OSU system?