Saddleback College’s Redeveloped Institutional Early Alert System and Tracking Faculty Utilization Dashboard

Judy Perez, Research Analyst
Penny Skaff, Dean of Counseling
Intended Outcomes and Agenda

- Highlight the collaborative work done between the Office of Instruction, Student Services and Research to help promote Student Success with Progress Report
- Significance of institutional adoption of an early alert system
- Importance of tracking the usage of Progress Report (Early Alert)
- Share preliminary findings
- Demonstration and comprehensive explanation of the Progress Report Utilization Tableau Dashboard
- Interactive Activity
What is Progress Report (Early Alert)

- Revamped Early Alert system
- SSSP Funding
- Progress Report provides instructors the ability to send students a notification regarding their work in the class.
- Student may receive progress reports from a different instructor and course in a term
- Allows the flexibility to send students the appropriate progress message based on their status in the class
- Open to all instructors
- Types of Feedback (grouped):
  - Positive
  - Negative
  - Neutral
Data Collection

- **Instructor Feedback (grouped):**
  - **Negative:**
    - Low Assignment Scores
    - Low Quiz Scores
    - Low Test Scores
    - Missing Assignments
    - Not Logging into Class (Online)
    - Participation
    - Tardiness
  - **Positive**
    - High Quiz Scores
    - High Test Scores
    - Improved Participation
    - You are Making Progress in Class
  - **Neutral**
    - No feedback
Data Collection- Continued

**Recommended Actions**

- Contact Instructor
- No Action required – tracking only
- Great job – High Quiz scores
- Great job– Improved participation
- Great job – High test scores
- Contact tutor at the LRC
- See a counselor

**Customized Message to Student**

![Image of customized message]

Dear [Student],

Observation: Low Assignment Scores

You have been receiving low assignment scores in my ENG 100 course. If you are struggling with the material please be sure to get the help you need. There are many resources on campus including coming to my office hours, making an appointment with me if you cannot attend office hours, asking questions before, during, or after class, going to the tutoring center in the Learning Resource Center (LRC) or the Academic Reading Center (ARC).

Thank you,

[Instructor's Name]
Pilot – Spring 2016

- Piloted at both campuses: IVC and SC
- Departments included: Math, Reading, Counseling and Child Development
- Saddleback College
  - 635 Progress Reports
  - 14 Instructors
  - 345 Students (unduplicated)
  - 34 Sections
Overview

Total Number of Progress Reports

- Spring 2016 Pilot - 154
- Fall 2016 – 2,592
- Spring 2017 – 3,567
- Summer 2017 – 580
- Fall 2017 – 4,646
- *Spring 2018 – 4,796

Increased Usage (spring 2018)

- 4,796 Progress Reports sent
- 158 Instructors
- 2,904 Students (unduplicated)
- 308 Sections
- 37 % of the instructors utilizing Progress Report are full-time
- 18% of all instructors are using Progress Report
Progress Report – Change culture

- Collect as much data as possible
- Marketing Efforts to promote Progress Report:
  - VPI
  - Consultation Counsel
  - Department Chair meetings
  - Professional Development Week

After finals and the holiday break, we look forward to the

Spring Saddleback College Professional Development Week!

Click here for the full schedule and click here for the Week at a Glance (also attached).

A full 4-day schedule awaits us in January (Tues., Jan. 9 – Fri. Jan. 12):

- You may attend presentations on Student Success, Canvas, AVID and OER (Open Educational Resources).
- The One Book, One College team will kick-off the Spring 2018 book on Tuesday with two presentations.
- A number of presentations on technology, online instruction and teaching tools are scheduled. There are presentations on Workday and retirement planning. The always-fascinating Geek Report is scheduled for Thursday.
- There are many presentations designed to refresh your skills, teach you new techniques, expand your understanding of campus programs, meet new colleagues and renew relationships with your current co-workers. Plan to attend as many sessions as you’re able!

For more information, please email Jane Herlings.

Wishing you a very successful end to the fall semester!
Plans for Future

**AB 705**
- Completing transfer-level coursework in English and mathematics within one-year frame

**CA PROMISE**
- The Saddleback Promise Program

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**AB 705 IMPLEMENTATION TIMELINE**

For Math and English

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**WHO CAN APPLY?**

- For the Saddleback Promise Program, you must meet the following eligibility requirements:
  - Be a current high school student or graduate of a California high school within the past three years.
  - Complete the first year of coursework at Saddleback College.
  - Have an ACT or SAT score, or take the ACT/SAT at Saddleback College.
  - Have a cumulative GPA of 2.5 or higher.

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Counseling and Advisement

- Progress Report is now incorporated in counseling appointments
- Counselor Review Process includes:
  - Educational Plans
  - Matriculation
  - Viewing Progress Report messages from all courses
- Monthly a report is ran to cross reference students’ appointments
  - Calling students to schedule an appointment
Instructor Survey

Sent Survey to top 20 users at Saddleback College

Results:

• Find Progress Report helpful for students
  • 60% very helpful
  • 30% helpful
  • 10% neither

• The best time to send progress reports
  • 50% 1st-3rd week
  • 50% 4th-6th week

• Recommend Progress Report to other instructors
  • 50% extremely likely
  • 50% likely

• Students are more engaged after receiving a progress report
  • 50% strongly agree
  • 40% agree
  • 10% neither agree or disagree

• 20% of respondents department chairs
Preliminary Findings

**NEGATIVE PROGRESS REPORT**

- THE NUMBER OF STUDENTS WHO RECEIVED AT LEAST ONE NEGATIVE PROGRESS REPORT PER COURSE
  - **Fall 2017 – 1,814**

- OUTCOME IN COURSE:
  - **NOT SUCCESSFUL – 58.5%**
  - **SUCCESSFUL – 31.4 %**
  - **DROPPED – 6.8%**
  - **NON CREDIT – 3.3 %**
Continued- Preliminary Findings

**POSITIVE PROGRESS REPORT**

- **THE NUMBER OF STUDENTS WHO RECEIVED AT LEAST ONE POSITIVE PROGRESS REPORT PER COURSE AND DURING FALL**
  - **Fall 2017 – 916**

- **OUTCOME IN COURSE:**
  - **SUCCESSFUL – 84.1%**
  - **UNSUCCESSFUL – 14.1%**
  - **NON CREDIT – 1.8 %**
Continued- Preliminary Findings

**Neutral Progress Report**

- The number of students who received at least one neutral progress report per course during the term
  - Fall 2017 – 83

- Outcome in course:
  - Successful – 90.4%
  - Unsuccessful – 8.4%
  - Non Credit – 1.2%
# SIS – MySite Report (Pre-Tableau)

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**Feedback:**
- Improved Participation: Outstanding - Improved participation.
- High Test Scores: Great job - High test scores.
- Improved Participation: Great job - Improved participation.
- Additional Comment/Feedback: Additional feedback and comments.
Tableau – Utilization Tracking Dashboard
Data for Tableau Dashboard

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Helpful Tips for Visualizations

Questions Answered

- Intended Audience
- Experience with users reviewing this dashboards and feedback provided
- Main Questions addressed with this Dashboard
- Data Set
- Data Visualization Recommended Practices
- Helpful Tips or Tricks used in the Dashboard
- Key Takeaways or Lessons Learned

Data Viz Recommended Practices

- Font: Trebuchet
- Caps entire dashboard
- Include an info icon- form of documentation
- Logo on the left
- Left justified
- Color legend as a label and action filter
- Tableau extract for best performance
- Avoid creating aliases (unable to edit after creating an extract)
- Make changes in the data not in Tableau
Tableau Public- SOCCCD

- Find this dashboard on Tableau Public:
  - SOCCCD Tableau Public: Progress Report
Interactive Activity

- Does your campus have an Early System? If yes, what platform are you using?
- How are you using it?
- What benefits is your campus finding from using Early Alert?
- What are you currently do with the data collected?
- Do you have any standard reports or data visualizations of Early Alert data?
Contact information:
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Judy Perez - jperez103@soccccd.edu