KEEPIN’ IT EESI:
HOW ONE COLLEGE IS USING EARLY ALERTS AND PLANNING INTERVENTIONS TO HELP STUDENTS STAY ON THE PATH

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60 MINS. WED, 10/9, BREAKOUT SESSION 1, HARBOUR A 11:30-12:30

In this session, two faculty, a counselor and classroom instructor, will share how their college developed and continues to improve their early alert system. The two faculty will provide an overview of the system, how it was developed, where it is housed, how it works (from faculty usage to student services reports and proactive interventions), and how it will be used in the future. They will also cover how they have been dealing with faculty resistance and lack of participation. Finally, presenters will also share how the early alert system supports Guided Pathways initiatives on campus, how it encourages collaboration between faculty and student services, and how ultimately, it helps the campus community keep students on the path to successful completion.
AGENDA

1. History of Early Alert at Irvine Valley College
2. Securing Faculty Participation & Addressing Resistance
3. Conquering the Great Divide
4. Where We’re Going
5. Supporting Guided Pathways
6. It Takes a Village
HISTORY OF EARLY ALERT AT IRVINE VALLEY COLLEGE

• Before the creation of EESI, IVC was using SARS Alert and was having some issues in participation and functionality.

• Limitations to SARS Alerts:
  • SARS Alert was a separate system outside of what faculty used on a daily basis.
  • System was limited to what could be customized.
  • Only allowed for negative feedback.
  • Information given to the counselors was limited and not easily assessable.
INNOVATION AND CHANGE WAS NEEDED!

• Recognizing that our current system of early alert was not working, a group consisting of faculty, administration and student services came together to create something better and EESI-ier.

• Goals - Create a system that:
  1. Utilized predictive analytics
  2. Was easily assessable by faculty
  3. Provided vital information to counselors/student services
  4. Could be used by research to identify and predict future struggles by students.
IVC TOOK THE EESI PATH

• **EESI (EXTREMELY EARLY SUPPORT INNOVATION)** WAS CREATED AS IVC’S VERSION OF “EARLY ALERT.”

• **EESI WAS DESIGNED TO PROVIDE TWO INTERVENTION POINTS:**
  • **Extremely Early (Application and Pre-enrollment)**
    • Predictive analytics
  • **During Semester**
    • Progress report system initiated by faculty
    • Help us better understand student behavior
EXTREMELY EARLY SUPPORT

- Utilizing predictive analytics, risk stratifications were created.

- Sample of indicators used:
  - High school GPA below 2.5,
  - 1st generation student,
  - Undecided on major, C
  - Completed matriculation after priority date,
  - Men of color,
  - AB540 student,
  - Promise Grant eligible.
EXTREMELY EARLY SUPPORT

- What we do with this info?
- Match messaging and interventions to need level
- Create a success pathway (i.e. additional workshops, counseling appointments, direct communication from support services) for students who are identified as needing more support.

Dear {student},

I’ve noticed you have not been able to make it to our WR 1 class lately, so I wanted to reach out and make sure you are okay. When you’re absent, the whole class misses out on the knowledge and experience you have, and you miss out on sharing your insight with others and learning from theirs. Your contributions are valuable to our class, so I hope you will be able to join us again.

If something is preventing you from coming to class, please let me know. I just might be able to help!

Rebecca Kaminsky
rkaminsky@ivc.edu

Dear {student},

I wanted to reach out to you because I’ve noticed you’ve missed some assignments in our WR 1 course. I know college courses can be overwhelming, especially when you have other responsibilities, so I wanted to check in and see if there is a way I can help you get caught up.

The best, and fastest, way for us to do this is for you to communicate with me directly, or better yet, let’s find a time we can chat in person. Please don’t hesitate to email at rkaminsky@ivc.edu, so we can find a time to chat.

Rebecca Kaminsky
rkaminsky@ivc.edu
DURING SEMESTER – PROGRESS REPORT SYSTEM

• **Progress Report** allows faculty and student services staff to contact students to offer additional support to struggling students. But that’s not all! The Progress Report System also allows:

  • Faculty to provide positive reinforcement
  • Faculty to keep track of which students have been contacted, when, in what class, and why within their MySite roster and Canvas
  • Allows students services staff and faculty to communicate about students and their individual needs throughout the semester, not just after grades have been posted
WHAT DOES IT LOOK LIKE?
**WHAT DOES IT LOOK LIKE?**

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<th>Student Name</th>
<th>Student No.</th>
<th>Past Feedback</th>
<th>Current Feedback(s)</th>
<th>Recommended Action(s)</th>
<th>Drop/Withdrawal Date</th>
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SECURING FACULTY PARTICIPATION

• System was introduced and rolled out by faculty (English professor and counselor)

• Sought consensus across campus & district

  1. Did a road show:
     • Created presentation
     • Presented at all school meetings
     • Gathered feedback

  2. Pilot:
     • Encouraged all faculty to participate in the pilot
     • Pilot group was given the opportunity for feedback on the system and desired changes

  3. Consistent emails outlining progress each semester
     • Pre-Census, Post-Census, Mid-semester reminders
....BUT, WE DID/CONTINUE TO ENCOUNTER RESISTANCE

• **Passive:**
  - Faculty used it once, didn’t like results, and just stopped using it without notifying us

• **Direct:**
  - Faculty complained about language in “nudges”
    - “Students know it wasn’t me”
  - Faculty unsure what happened on the back-end after they entered a “nudge”
    - Weren’t seeing what Student Services did with the information, so stopped using it
OUR RESPONSE

• **Update the system according to feedback**
  • **Default “Tracking Purposes Only”**
  • **Options for “nudges”**
    • Pre-written
    • Pre-written plus add a comment
    • Custom text

• **Add more information to semester communications**
  • **Why use system**
  • **How to use system**
  • **What happens with information**
RESULTS OF EFFORTS
CONQUERING THE GREAT DIVIDE
DATA
CONQUERING THE GREAT DIVIDE

• Counseling and Instruction
  • Increased understanding of how counseling can support classroom faculty
    • Lack of knowledge of types of support available to students
    • Lack of specialized training to support students in the classroom
      • DSPS Training Campus-wide and in School/Department Meetings
  • Increased communication between counseling and classroom faculty
    • Team
    • Counselor Liaisons
      • Visit schools and department meetings each semester
      • Counselor go-to who can learn needs of students within specific disciplines
    • Working on completion teams via Guided Pathways
CONQUERING THE GREAT DIVIDE

• **Increased understanding of role of student services**
  • Counselors not just there to advise about classes between semesters
  • DPSP counselors are there to help students and faculty
  • **How classified staff support students**
    • Daily roles
    • Visible friendly faces to students
  • **What support services are offered:**
    • Financial Aid
    • Veterans Center
    • Food Resource Center
    • EOPS/Care
    • Student Life
WHERE WE’RE GOING
SUPPORTING GUIDED PATHWAYS

- Extremely Early Support
  - Provides support to underserved students to allow them to enter the path with the skills needed to succeed.
SUPPORTING GUIDED PATHWAYS

Progress Report

- Provides just-in-time support for students to monitor success and keep students on track.
PROGRESS REPORT

- ALLOWS FACULTY AND COUNSELORS TO TRACK STUDENT PROGRESS THROUGHOUT THE SEMESTER TO HELP STUDENTS COMPLETE MILESTONES.
As a campus, we are more aware:

- Variety of supports needed throughout a student’s tenure at the school
- Students seek support from a variety of places
- All hands on deck
IT TAKES A VILLAGE

As a campus, we are:

- Encouraging faculty to continue to use system
- Training classified staff to help support students
- Collaborating to problem-solve
- Developing other early alert indicators
  - i.e. Canvas usage
  - Course enrollment patterns
FINAL THOUGHTS

• Go Team!
  • Everyone on campus to support students
  • Faculty, administrators, classified staff, students

• 2+ Rule
  • To be truly effective, need more than 1 kind of early alert

• Need Champions
  • Developing a system takes time and patience
  • A long-term, not a short-term, project

• Hug-A-Resistor
  • Best ideas come from skepticism
  • They should be invited to be part of the team
QUESTIONS?