
Procedure Title: Academic Early Alert
Procedure Number: 07-2017-0001
Board Policy Reference: I.B.

Accountable Administrator: Vice President Student Affairs
Position responsible for updating: Student Success Center Director
Original Date: 03/14/17
Date Approved by Cabinet: 03/14/17
Authorizing Signature: *Original signature on file*
Dated: 03/14/17
Date Posted on Web: 06-26-18
Revised:
Reviewed: 06-18

Purpose and Principles:

The Academic Early Alert Policy and Procedure supports student learning and successful completion of credit-bearing courses. It provides a standardized process which utilizes both system-generated and individually customized notifications to facilitate communication related to student engagement and performance among faculty, success coaches and students.

Academic Early Alert is aligned with BMCC's institutional theme of STUDENTS FIRST, functions in coordination with the BMCC Academic Progress (AP) Policy, and is:

- Grounded in Student Growth and Learning – The mindset of student success and increasing student readiness for college success is embedded in the system
- Responsive, Timely and On-going – Customized Academic Early Alert Notices can be initiated at any time, any number of times during the term; Notifications are also system-generated at the 1st, 4th and 7th week of the term
- Confidential and Sensitive – Student information is protected and handled in accordance with FERPA and BMCC Individual of Concern reporting
- Efficient and Effective – The system is well utilized by faculty and staff because it is easy to use and results in improved student outcomes

Personnel Roles & Definitions

In alignment with BMCC's advising model, participants in the Academic Early Alert process include:

- Faculty - Observe and monitor student engagement; track and support student progress; and submit Academic Alert Notices
- Students - Attend class; submit assignments; and demonstrate satisfactory engagement and achievement of course objectives and/or performance measures
- Success Coach - Respond to Academic Early Alert Notices by initiating outreach to students; provide direct student support and/or referral; and provide follow up with student and faculty
- College Staff and Administrators - Support student success; facilitate communication among and between faculty, success coaches and students

Technology Roles & Description

Academic Early Alert utilizes an electronic system which provides:

- Notification – Capability to send system-generated and individually customized messages between and among faculty, success coaches and students
- Tracking and Reporting – Capacity to maintain notification message records, pull pre-determined and customized data sets related to student engagement and performance, and to generate customizable reports

Procedure

Academic Early Alert referrals are initiated by faculty, are auto-generated by the college tracking system, are initiated by college staff and students may self-refer as follows:

➤ Faculty Initiated Referrals

1. Faculty attempt intervention to provide academic support to student utilizing email, phone, face-to-face meeting or other communication strategies
2. Student may be identified for referral
 - a. Referral is initiated by faculty or other college staff, by student self-referral or is auto-generated by the system
 - b. Notification of referral is sent via alert system email to student and success coach
3. Success coach receives notification of referral
 - a. Coach notes receipt of referral in tracking system and SIS
4. Success coach sends outreach message to contact student
 - a. Multiple communication strategies may be utilized
 - b. If no student response within 3 days, message is re-sent
 - c. If no student response to re-sent notices within 3 additional days, success coach notifies faculty
 - d. Each message/notification is noted in SIS system
5. Success coach meets with or communicates with student
 - a. Academic challenge is discussed to verify and identify causes
 - b. Appropriate resources and referrals are provided to student
 - c. An action plan is suggested as a strategy to bring about change
 - d. Faculty are notified of meeting and initial outcome
6. Action plan is developed
 - a. Student develops an action plan with guidance by success coach
 - b. Faculty notified that action plan is made
 - c. Action plan development is noted in SIS
7. Student engagement and/or outcomes reflects improvement, or not
 - a. Faculty monitor student performance and outcomes
 - b. If no improvement or different challenges exist, another referral may be initiated

➤ **System Auto-Generated Referrals**

The intent of system generated Notices is to prompt student action to engage in a course, reach out for support, or to drop or withdraw from a course with the least negative impact on progress toward educational goals, academic record and/or financial aid package.

Academic Early Alert Notices will auto-generate each term at:

- Week 1 – Prior to Friday drop deadline - Notice to students who have not yet logged into Canvas or who do not yet have any documented engagement in a class
- Week 4 – Mid-term Notice to students whose grade is below a C (or below passing, in a Pass/Fail course)
- Week 7 - Notice Prior to Last Date to Withdraw - To students whose grade is below a C (or below passing, in a Pass/Fail course)

System generated notifications are sent to the student, faculty and success coach. The Success Coach initiates the procedural response at step 3 (see Procedure, Faculty Initiated, p.2).

➤ **College Staff Initiated Referrals and Student Self-Referral**

Academic Early Alert Notices may be initiated by success coaches, other college staff or administrators. Students may also self-refer to this intervention process.

Notices initiated by these referrers enter the Procedure at step 3 (See Procedure, Faculty Initiated, p.2).

Oversight and Evaluation for Continuous Quality Improvement

Responsibility for the Academic Early Alert process includes oversight of maintenance and operations of the electronic system; evaluation, including reporting and analyzing outcomes, evaluating the process and identifying gaps, making process or electronic system adjustments; and providing for on-going new user training and user resource updates.

These responsibilities rest with the Student Success Center Director.