



EARLY ALERT EVERGREEN



TABLE OF CONTENTS

Early Alert Program.....	Page 2
Early Alert History.....	Page 3
Early Alert Phases.....	Pages 4-6
Early Alert Timeline.....	Page 7
Early Alert Key Players.....	Pages 8-9

EARLY ALERT PROGRAM

What is Early Alert?

The Early Alert program at Evergreen Valley College (EVC) is a collaborative initiative between faculty, staff, student services, and District ITSS. An "Early Alert" is a proactive communication initiated by faculty and sent to students. This communication serves to identify areas where students may need some improvement or benefit from additional support. Faculty can also commend students for their positive academic performance. Alerts are sent early in the semester to allow time for key players to provide necessary follow-up services and for students to access available resources to successfully complete their courses. The primary purpose of the Early Alert program is to increase academic persistence, retention, and success.

Mission Statement

Every student who attends Evergreen Valley College (EVC) is important to us, and we want to ensure that all students have the tools and support they need to be successful. The goal of EVC's Early Alert program is to support students' academic success by providing intervention and follow-up services to help students successfully complete their courses.

Vision Statement

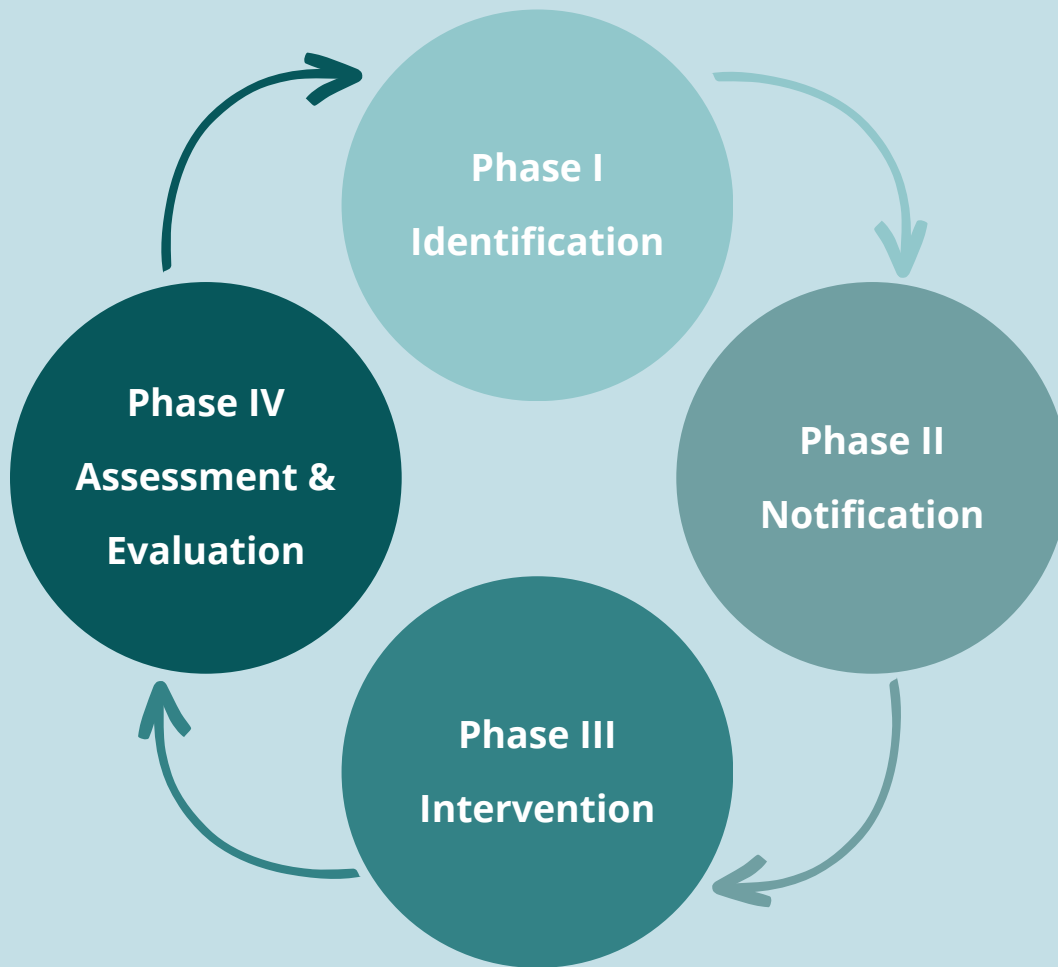
Every student feels supported and cared for.

EARLY ALERT HISTORY

The Student Success Committee (SSC) began working on creating an Early Alert system to help Evergreen Valley College students succeed in fall 2009. Working jointly with then Dean of Counseling, the SSC was able to pilot a paper-pencil version of the Early Alert program by spring 2010. Simultaneously, the SSC began working with District ITSS to custom-build a reporting mechanism in Datatel for instructors to submit alerts online.

By fall 2010, the SSC launched the Early Alert Program campus-wide. With each subsequent semester, we saw a steady increase in faculty participation along with a rise in the number of students on Early Alert. Early Alert collaborated with special programs on campus to provide timely follow-up services to their students on Early Alert. Further, the Campus Tutoring Center took an active role in the Early Alert initiative by assisting with follow-up communications and providing tutoring to the students who sought it.

EARLY ALERT PHASES



Phase I: Identification

At the heart of the Early Alert program efforts lies the active participation and engagement of our faculty. The critical act of identifying and referring students who may require additional support in their coursework within the initial weeks of the semester can be the decisive factor between academic success or setback. When faculty members submit Early Alerts, they play a pivotal role in connecting students with the essential services that address their academic requirements.

Goal: *We aim to keep the identification process simple and user-friendly for faculty.*

Phase II: Notification

Our intention is to send a notification to students that embodies care, not condemnation. Not only does the notification alert students of their professors concerns, but also connects them with services that directly address the concerns raised in their alert. Additionally, research shows that positive reinforcement has several benefits to student success. Therefore, we have created “kudos” to commend students for their positive academic performance.

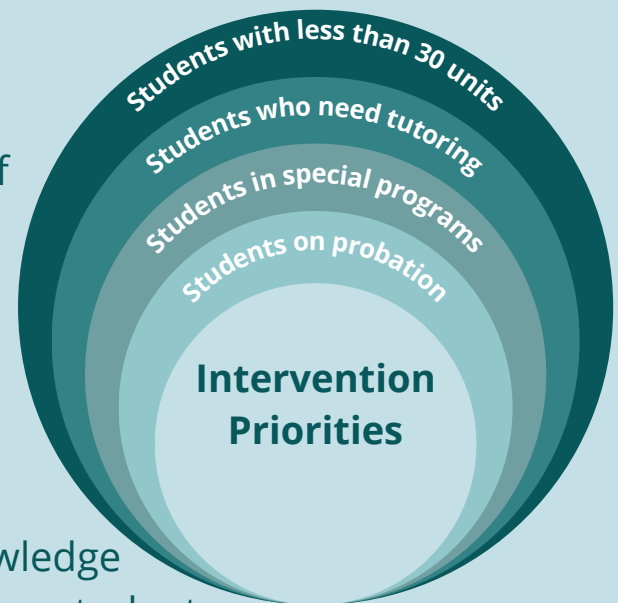
Goal: *We aim to maintain a supportive, non-punitive, and non-judgmental approach.*

Phase III: Intervention

We employ a case management strategy where we provide our special programs with a roster of their students identified on Early Alert, allowing them to carry out tailored interventions. Additionally, the Early Alert team conducts follow-up services for students who are not currently affiliated with a special program.

Further, we encourage our key players to acknowledge and recognize that an increasing proportion of our student body faces the challenge of juggling multiple, often conflicting priorities (e.g. work, family, health, and financial obligations). Understanding these diverse demands is essential to better serve and support our students in their pursuit of academic success.

Goal: *Through case management and tailored follow up services, we aim to connect students to campus wide services to support their academic success.*



Phase IV: Assessment & Evaluation

Early Alert's objective is to utilize data as a guide in our decision-making process. We harness data to meticulously strategize, enhance, and refine our Early Alert activities and intervention services. Additionally, we employ data as a critical yardstick to assess the effectiveness of our Early Alert Program.

Further, our goal is to establish a feedback loop to faculty to provide them with insights into the outcomes of their efforts.

Goal: *We aim to use assessment and evaluation, guided by data, to continuously improve Early Alert activities and intervention strategies to ensure the ongoing effectiveness of our program.*

WHAT DO WE KNOW ABOUT STUDENTS ON EARLY ALERT?

80% ARE BETWEEN THE AGES OF 18-24



**79% HAVE A CUMULATIVE
GPA BELOW 2.99**



**48% WORK 21+
HOURS/WEEK**



**64% ARE ENROLLED
PART TIME**



based on fall 2019 data

EARLY ALERT TIMELINE

Deadline: Week 6

Early Alerts may be submitted by faculty during the **6th week** of the semester. Faculty may submit “Kudos” for positive academic performance until the last day of the semester.

Week 1-5

OUTREACH

Week 6

EARLY ALERT WEEK

Week 7-16

INTERVENTION & FOLLOW UP

OUTREACH

- Early Alert team engages with faculty and markets the Early Alert Program to increase participation.
- Early Alert team sends mass communications to faculty and campus community regarding presentations, workshops, how-to's and deadlines.
- Early Alert team schedules and conducts classroom presentations, prepares resource guides and sends supplemental information to faculty.

EARLY ALERT WEEK

- Faculty submit Early Alerts during the 6th week of the semester.
- Early Alert team provides technology support and troubleshooting to faculty.
- Early Alert team requests rosters from various special programs on campus.
- Early Alert team reviews the final report and sends the special programs a list of their students on Early Alert.

INTERVENTION & FOLLOW UP

- Special programs and service areas begin follow up services.
- Early Alert team provides follow up services to unaffiliated students, prioritizing students on probation/dismissal.
- Early Alert team reviews data, runs reports, evaluates and assesses the semester to prepare for next semester.

EARLY ALERT KEY PLAYERS

Service Areas

Campus Tutoring Center

Counseling Department

First Stop Center

Special Programs

Aspire

Men's Soccer

CalWORKs

Accel Middle College

Enlace

Dual Enrollment-CCAP

EOPS

Student Life

Foster Youth

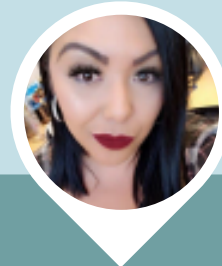
Umoja-AFFIRM

FYE

Veterans

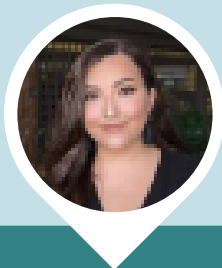
ISP

OASISS



"When EOPS receives the list of Early Alert students I forward the list to each counselor in our program. They then pull out the students they see and personally reach out to them. Our counselor will schedule an appointment with them and try to find out what difficulties they are having and how to address them. Some of the actions taken are referrals to tutoring or the wellness center, reduction of units or re-organization of their ed plans. Our counselors work in the best interest of our students to get them back on track and retain them as EVC students."

-MAYA GONZALEZ
EOPS Program Specialist



"When I receive the early alert list, I contact my students to let them know about each of their alerts. I then meet with most students to hear about what's going on in their classes and how OASISS can better support them. I advise students to communicate with their instructors regarding how they can bring their grade(s) up, attend their instructor's office hours and I refer students to tutoring as well."

I also encourage them to meet with Kathleen to assess their ed plan. This way they meet with me about resources/additional support (I can make sure that they are communicating with their instructors and tutoring services) and also meet with Kathleen to address any updates to their plan, if any."

-PAULINA LEE REZA
OASISS Program Coordinator

Faculty

Business & Workforce Development

Counseling & Student Success

Language Arts

LLRC, Dual Enrollment, Noncredit, College Wide Initiatives and Distance Education

Math, Science & Engineering

Nursing & Allied Health

Social Science, Humanities, Arts & Physical Education



"I have been participating in the Early Alert Program for several years now because it shows my students that I truly want them to be successful in their English class. English composition is not a strong suit for some students, and some students definitely struggle in the course. Recently, I'm seeing this even more since many of our developmental English classes have been eliminated, following AB 705 legislation. Our students need additional support now, and the Early Alert Program is instrumental in guiding students towards our fantastic campus resources that they might have overlooked.

I love how quickly the entire Early Alert team starts collaborating with students to help them customize plans for student success. Left alone, these students would probably end up dropping or failing the course. But, with Early Alert care and concern, students feel like EVC cares about them. Therefore, I tell students that receiving an alert does not mean that they are in trouble. Instead, an alert means that we are throwing them rescue ring buoys, so we can pull them back onboard to the class.

Thank you, Early Alert folks, for providing a critical safety net for students."

-HUMA SALEEM
Faculty Member (English)