

Early Alert Survey Report May – 2009

Office of Institutional Research & Effectiveness



1. Have you utilized the Early Alert system?		
	Response Percent	Response Count
Yes	43.6%	78
Not this semester	21.8%	39
Never	34.6%	62

2. Please select the reason why:		
	Response Percent	Response Count
Did not know it existed	20.5%	17
Have not needed its assistance	61.4%	51
Inconvenient	2.4%	2
Ineffective	13.3%	11
Prior negative experience with use	2.4%	2

Q2 COMMENTS

- my very hectic schedule
- student's responsibility to know how they are doing in a class
- Unclear on how it works
- I had heard the year before that when they were called they did not ever respond.
- Concerns about student privacy rights. Violation of confidentiality?
- No Time - so many classes with so many students
- I do not have text messaging
- I do not have a course I am teaching.
- Do not text
- I am an adjunct teaching online, rather than on campus.
- Was informed last year it was not working anymore
- signed up for it last semester, and did not know it needed to be renewed each semester
- My faculty use the system and have complained that they are never sure whether their notification has actually been acted upon due to the automated responses. As an administrator I would like to be able to tell faculty how the information is used. Is Financial Aid notified? Do they need to use it so students who are not attending do not receive financial aid? Are students contacted?
- Not sure how it worked.

3. What reasons did you implement the Early Alert system? (Check all that apply).		
	Response Percent	Response Count
Mental health counseling request for student	16.7%	12
Behavioral/ disciplinary issues	12.5%	9
Attendance issue	81.9%	59
Student never attended class	37.5%	27
Financial assistance request	0.0%	0
Tutoring request	8.3%	6
Campus resources referral	2.8%	2
Unsatisfactory grade/ academic performance	58.3%	42
Student needs to withdraw from class due to unsatisfactory academic performance/attendance	31.9%	23

Q3. Others

- Mental Health counseling is not referred via this tool
- The most common reason relates to attendance but that all ties in with discipline and performance issues. In music performance classes (ensemble, applied lessons), attendance is necessary to do the work involved.
- My Instructors use the ALERT system.
- concerns of a personal nature, safety, abuse, etc.
- ONLINE LACK OF ATTENDANCE/ATTENTION FOR TWO CONSECUTIVE SEMESTERS

4. Did you view the Early Alert Training presentation online?		
	Response Percent	Response Count
Yes	41.3%	57
No	58.7%	81

5. Is Early Alert an effective intervention tool?		
	Response Percent	Response Count
Yes	59.5%	69
No	40.5%	47

6. How could we make it more effective? I have not used it, so I won't be able to effectively answer that question.

- Students would be contacted and notified that they need to attend class or withdraw.
- Make it a catch-all referral request; heavy on referring students to resources; more of a college-wide effort to help students with personal issues that impact academics; connect with admin and other professors; extra hands for busy professors; more specific info in follow-up e-mail; automatic e-mail to student, admin, and other professors when alert initiated; call it "Student Contact Request."
- Need to Follow up with students after initial contact.
- staff stated that ALL we can do is call, no feedback until I activate several times
- Help the instructor (I'm an adjunct) to contact the student(s) who are not joining in the online courses and/or on campus courses. my.pbcc.edu mailings often result in no response.
- Must contact student much quicker, do to the short time period of the class. Class is approximately 3 weeks. Most of these students are lost if they fail.
- I usually get the automatic replies but never hear the end of it.
- I recommend that it be discontinued. Replace it with individual referral to the mental health clinic as needed. Or use the classroom disruption form as needed.
- Implement an early alert system review of its intended uses as part of the fall adjunct orientation and faculty cluster meeting.
- More personal feedback re tracking instead of a generic response back to the professor
- I'm not sure
- Communication between the person who referred the student and the person contacted.
- I don't know what else can be done. The student eventually has to work to resolve issues.
- Even though I get a response that there has been an attempt to notify the student, there is no follow up or response as to what action I should take
- It could be better if the specific concerns that didn't have to do with studies could be routed to a actionable source i e behavior=dean
- Automatically withdraw students who don't respond to Early Alert. Also, notify coaches if an athlete on any team receives an Early Alert.
- Make it a priority to contact students who have failed to attend even one class and encourage them to withdraw officially.
- greater detail to instructor regarding students' specific issues. I have one student who was contacted and the alert responded that the student was in "limbo," yet the student never came back to class and I never got further information.
- When I attempted to use it, they replied they could not find the students involved.
- I believe it is an exceptional tool and I appreciate getting a prompt response when I have submitted an alert.
- I am unsure of the effectiveness of Early Alert. I have only used it a few times and rarely if ever learned what the end result was. It has never resulted in a student contacting me or changing/improving for the better.
- give the instructor more feedback on the result
- I think if the student needs to be notified that he or she is not doing well or not attending classes regularly the student is not conscientious enough in the first place and the early alert system will not convert that person into an intellectually curious, studious member of the class.
- By getting in touch with students ASAP. Some students are not contacted, phone numbers incorrect, send e-mails if student has computer(if not done) Mandatory remediation paid for by F.A. if possible.
- I have not had an occasion to use the system do it is difficult for me to answer many of these questions
- Better follow up. most students don't take the time or feel embarrassed to follow through.
- An articulated set of options that are available to students and instructors.
- All they do is try to call/ email the student-- Most of the time they can not reach the student-- We have already tried to call/email.
- publize more
- Hire more faculty so that we can reduce class size so that faculty can address needs when needed instead of pawning the duty off on some third party who will have even more difficulty reaching the student.
- the responses are inadequate and not done in a timely manner...I have only had 2 or 3 actual results from many many alerts
- Provide some method for the instructor to monitor or follow through with any interventions attempted by college support personnel
- "The status was changed to Closed because the situation was resolved." A reason should be returned to the instructor as to the outcome.
- It seems to take a bit of time to contact the student, so greater speed would be good.

- Follow up with the student. Almost 100% of my referrals for academic issues are "closed", and the student tells me that contact was made, but nothing really comes of it.
- Follow up with faculty and students. Did not receive either.
- I should have answered the above question as I don't know. I did not get feedback when I did use it. I do my own intervention with students and direct them to SS when I see there is a big problem early in the semester. For those who just stop coming to class, (N/A this semester) I would still use Early Alert. For some of the following questions N/A would have been my choice.
- Explain the process more to students and faculty.
- Most of the time, the case was closed because the advisor could not reach the student.
- I have only used the system for attendance problems with students because I am not sure about the legality of using it for discipline problems or other problems. My understanding was that I could not use it for alerts beyond attendance without the student's permission. Needing the student's permission does interfere with the effectiveness.
- Instructors need to know what has been done, not just that the case is resolved.
- More personal
- I would like to view it to make an informed decision for the future.
- Faster follow-up with students.
- Better communication with instructors. Instead of a stock email saying the student has been contacted, tell us what the student was told.
- BY PROMPT ADVISING OF RECEIPT AND STATUS INCLUDING CLOSING.
- Quicker response to students. One said she was never contacted, though she was a chronic liar so that might not have been true.
- Method other than text messaging. Perhaps a recorded message to phones.
- I heard a presentation which appeared to address most concerns.
- More feedback regarding the results would help me. For example: did they reach the student?
- If student is actually contacted, give feedback to the instructor on what transpired.
- We get nothing but generic responses and we don't know which applies. In that regard, it is not much help to instructors.
- Uncertain because the student's contact information is not always correct. Early alert is requested after I send emails and phone calls with NO response.
- Only a few of the students actually withdrew. The rest just never came back to class. I did not hear how the "case" was resolved other than the message sent electronically (except for a few students).
- Since I haven't utilized it I don't have an opinion
- I think if a student doesn't care enough to come to class, we aren't going to scare or coax them into coming back and changing their ways. Instead I try to email them one on one and give them options (if I see they remotely care) such as withdrawing, dropping etc.
- I do not feel that sufficient follow-up occurred. I also had an adviser tell me I should not be using it for attendance issues.
- There needs to be more counseling provided once the student has been early alerted. One person cannot do all the counseling.
- Not sure. I have used it to report students who seldom attend class, but they end up dropping anyway.
- Need to receive communication directly related to my early alert instead of general reply.
- I don't think it's effective because we don't know if it's working. The automated responses to faculty are not sufficient to make them believe that there actually has been an intervention. It is not always possible to tell students it was submitted if they are not attending. Also, some faculty are unsure whether they should tell the students.
- Give more feedback regarding just what was done with the request. Failure to contact student is still a failure.
- Target a specific student group (i.e. FYIC, prep, high risk,...) instead of the whole student body
- Letters to the students don't work - they need calls, emails, follow-up checks, etc. I try to do it myself, but it's difficult!
- I was told too many "sit" in the system and do not get to the correct people in time

7. Do you inform your students that an Early Alert for them has been submitted?		
	Response Percent	Response Count
Yes	40.5%	49
No	59.5%	72
8. Has an Early Alert from you prompted student action (i.e. student returning to class, contacting you, or meeting with an academic advisor)?		
	Response Percent	Response Count
Yes	48.7%	55
No	51.3%	58
9. Have you utilized the Early Alert and found that it addressed and/or resolved a student's issue?		
	Response Percent	Response Count
Yes	38.6%	44
No	61.4%	70

10. What would you like to see as the main purposes for the Early Alert system? (Check all that apply).		
	Response Percent	Response Count
Mental health counseling request for student	53.3%	64
Behavioral/ disciplinary issues	56.7%	68
Attendance issue	75.0%	90
Student never attended class	52.5%	63
Financial assistance request	16.7%	20
Tutoring request	37.5%	45
Campus resources referral	23.3%	28
Unsatisfactory grade/ academic performance	69.2%	83
Student needs to withdraw from class due to unsatisfactory academic performance/attendance	51.7%	62

- Should have one place to send request, and then have it forwarded to best place
- Professors should be informing students all along re: State of Florida attendance requirements instead of differences in info from Prof to students.
- Students have a variety of "life problems" that affect their performance in school (attendance, communication with instructors, academic performance). Some of these have to do with managing certain life problems. Others have to do with the student's personal maturity and responsibility issues. I am not sure how much or what we can do to "change" the students in these regards.
- Notify me as to why the student no longer attends or hands in essays
- It is hard to prioritize. Each of the above are worthy purposes
- I tell each student their standing prior to last day to withdraw
- All of the above are helpful to students
- ONLINE ATTENDANCE/ATTENTION
- Classroom etiquette issues such as arguing with instructor and disrespecting instructor and fellow students
- Organization & balance of academic & work time. Making EMail current.
- It seems to me that the goal should be to get someone in touch with the student - other than the teacher - to let them know that we care about their success!
- It should not be used for academic reasons - this should be handled by the professor, not student services

11. Should the Early Alert's name be changed?		
	Response Percent	Response Count
Yes	19.8%	24
No	80.2%	97

12. Please write your suggestion here

- Help this student
- Student Contact Request
- Staff who want to do it & think valuable staff it
- It is ineffective for academic assistance if there are no individuals competent in the subject available
- M H /Academic Referral Service
- Discontinue this and leave these issues for individual referral.
- Something about referring a student for advising
- Action requested; Student referral: Advising, counseling requested
- Student Intervention Form
- Student Immediate Services
- Students services has limited effect on students, and the trend has been to hire individuals with less training so that their pay will be less--note the replacement of counselors with advisors. Also look at the training and length of service--too often students are given the wrong information by poorly trained, unprofessional individuals.
- Academic Warning System / Academic Alert System / Grade Endanger System ??
- How about SOS "Student Optimizing Services"?
- The system should also be used as a general/routine "check up" to avoid the negative perceptions. Call it "Student Outreach Program" (SOS)
- Student Success Alert
- Add a drop down menu to cover the topics previously checked and for staff to triage the notification accordingly
- Intervention
- Intervention
- Student Referral System (SRS)

13. Please submit any general comments here

- See previous. I think the main purpose should be as an extra set of hands to help catch students that fall through the cracks in class. I put Early Alert on my syllabus and tell students that if they stop attending class without withdrawing or contacting me, they can expect to be "Early Alerted" and can expect someone to contact them. Academics are not the reason students stop coming to my class--usually it's personal problems, and I need backup from folks who know what resources are available. It also helps to have a unified front showing that the college is a cohesive unit that wants to help students. Professors do not have time to do as much contacting as they would like or as some students need. And some students purposefully avoid contact with professors when things are going wrong. To help with the united effort, when I send an early alert, I would like an automatic notification to go to my boss, the student, and the student's other professors, if any. We have no way to see what other classes a student may have or to find out how a student is doing in those other classes, and sometimes this is very important information to have in order to figure out the level of difficulty a student is in. I am so glad we now have counselors, but we need many more, and we also need to be able to offer some real help with other issues our students face: finances, transportation, child care, etc.
- I found staff just doing it because they had to and did not have interest of student in mind.
- It appeared that the replies were "canned". I was never sure that the student was contacted.
- Can be useful if used early enough to prevent the student from dropping out before the drop date. An early alert shows that instructors care. Do not end the service, just encourage instructors to use it more often.
- Out of the 6-8 early alerts I sent for the fall semester only one student was able to join in; none of the others responded. The early alert system needs plenty of manpower during the first 4 weeks of a semester to get all students off to a good start, then taper off after withdrawal deadline.
- I would like feedback on whether any action has been taken. I never hear from the student or the dean
- Early alert ostensibly comes between the student and professor to correct a problem, theoretically helping the professor resolve problems. The only rationale for this intervention is the rare behavioral or mental health issue. These could be handled with a referral form to administration, or appropriate agency. But as it is, the professor still must resolve the problems and retain those students when possible. I recommend a simple referral form in lieu of this button system, which is too easy for all parties to ignore. Thank you.
- As I have always announced, syllabus and in person, the strictness of the Fla law for the attendance here;many students have replied that other Professors do not require or emphasize the students' responsibility in that area nor the policy?!
- Without knowing if there has been receipt of referral and follow-up with student, this cannot be an effective or efficient system.
- Early counseling for Prep and at risk students might help before students register.
- I would like feedback regarding my student. I have received none from the system except for the generic reply.
- Many of the students don't have their Campus email set up nor do they read it when they do. Thetelephone numbers also aren't current We need their personal email to reach them.
- I guess I need to look at the early alert video on line and start using this system.
- This year you did a great job!
- My syllabus states that students should notify me that they are going to be absent from class and that they can always come to me for extra tutoring. If they do not, I assume they have other priorities and the early alert system will not, and it has not so far, made an effective change in the students' attendance or academic work.
- Many issues to date are due to financial stress.
- The Early Alert people seem annoyed when you contact them regarding attendance issues. Last semester they said the issues were resolved with two of my students-- The students did not withdraw and now will get an "F"- So nothing was resolved and they were ineffective.
- this is an important program. Please do not remove it. Just keep improving it and getting the word out about it. students need the support
- this is a fabulous idea, but has not accomplished it's goals! I can't tell you how many "we have attempted to contact the student" responses I have gotten...generally I have also tried to contact the student without results before I hit the "early alert"...
- I find it a very useful tool since I am not on campus much and it is a way of communication concerns to administration.
- This is a very useful tool for teachers.
- Glad your working on this!
- Great concept but it needs to be confidential and nonthreatening to students.
- Early Alert is a great service that supports the work of instructors in the classroom & is very effective.

- Although I've had a couple of positive results using Early Alert, I've found that usually it is not effective. Faster intervention is needed. By the time many students are reached and respond it is already too late for them to pass the class (I'm talking weeks). Basically, the Early Alert system is no more effective than I am at reaching and attempting to intervene with students. This semester I had students show up weeks after attempted intervention. The students had already stopped coming to class, but they told me they had just been advised of my Alert and they wanted to see what they (the students) could do to pass the class. I think behavioral/disciplinary issues should be handled differently. The Dean of Students and Associate Dean should be the first line of contact.
- Great tool and prompt response
- I used the system twice; once for academic performance and another time for threatening behavior. I'm not aware of what happened afterwards or if any contact was made with either of the students, so it would be helpful to have a followup response to the instructor regarding the outcome, since the student may turn up in another course with the same instructor; that knowledge would be helpful in future interactions with the student.
- What is it?
- This is a start to an important program. It now needs to step up to handle the myriad of issues faced by students.
- If the student is attending class, students are informed of the Early Alert. The problem is that these are used because students are not attending so an alert in person is not given. Many students do not check their PBCC email so they do not know the alert has been given. No feedback is ever received so instructors often feel it is a waste of time.
- While there is an immediate acknowledgement that the early alert has been received, the report as to what action has been taken tells the instructor nothing. Should be more specific. Some questions not answered because I have no way of judging whether they apply or not.
- For me the best use is to contact students who have disappeared and cannot be reached with email or phone calls.
- The reason that I don't tell students that I submitted an early alert is that they don't come back to class. I don't send an early alert if I see the student- then I recommend tutoring or counseling or advisement.
- we all know that sometimes we cannot resolve the students problem, but at least we attempted to assist them in their academic goals.
- It is a good system and helps retain students.
- Often times I don't hear back about that student, other than an acknowledgement that the request has been received. (I realize, though, that the Early Alert staff may have no more info to give me.) If a student "drops off the face of the earth," I am always curious as to what happened. Overall, I appreciate Early Alert's efforts. Thanks!
- I don't think it is the system that is the problem; faculty need to be contacted to make sure their concerns are being addressed by someone. The automated response does not reassure them that the student is being helped.
- Absolute function and much needed. When students need direction, you are my only method. Suggest faculty have a 1st week review, a mid-semester review, prior to drop date and perhaps an end of semester review of student problem issues. Adequate performance does not happen without our guidance and direction. Thanks for improving my student performance. RR\$
- I do not feel the early alert system is of value for the majority of students who should not be in college due to lack of preparation and, if we are honest and realistic, do not really care to put forth even minimum effort. We need to get "real" about these issues. I have been in the system for 30 years and it is quite evident that the majority of the students who are doing poorly have not done their part. However, since this is an "open campus" state to anyone who wants to attend, serious students or not, suspect we will have to continue to waste resources on those who either "do not have a clue" or really do not care to put forth the effort.
- Many of my students do not use their student email and don't want to! The early alert never seemed to connect with the students I used it for.