



EAB

# Strategies for Engaging Faculty in Student Progress Feedback

Tuesday, September 28 | 1:00 – 2:00 p.m. ET

We will begin at 1:02 p.m. Eastern Time once everyone has joined

Student Success Collaborative

# Zoom Webinar Features

The image shows a Zoom Webinar interface. At the top left is the EAB logo, which consists of a blue circle containing a white building icon, followed by the text "EAB". Below the logo, the text "EAB Virtual Session" is displayed in white and teal, with "2020" underneath. The background is dark blue with a pattern of overlapping circles and lines. At the bottom, there is a dark grey control bar with several buttons: "Audio Settings" with an upward arrow, "Chat" with a speech bubble icon, "Q&A" with a speech bubble icon, and "Leave Meeting" in red text. Two callout boxes with orange borders and white text are positioned over the interface. The first callout box points to the "Chat" button and contains the text: "Use the Chat feature to send messages to all panelists or everyone". The second callout box points to the "Q&A" button and contains the text: "Use the Q&A feature to ask questions".

EAB

EAB  
Virtual Session  
2020

Use the Chat feature to send messages to all panelists or everyone

Use the Q&A feature to ask questions

Audio Settings ^

Chat

Q&A

Leave Meeting

# Join the Conversation!

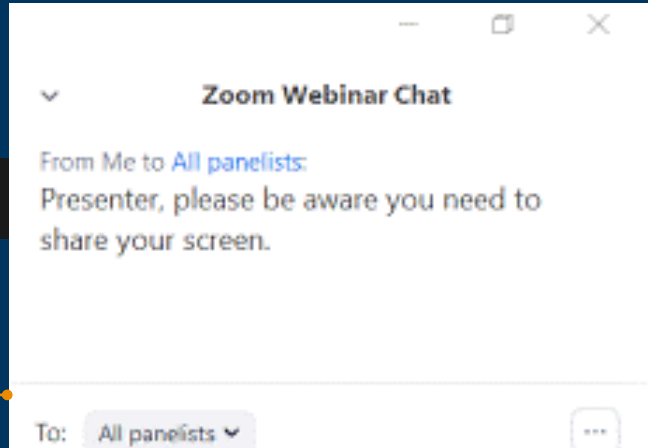
## Using Zoom Chat Features

Use the Chat feature to send messages

Audio Settings ^



Chat



Click the arrow next to "All Panelists" in the Chat window.

Select "All panelists and attendees" from the drop-down menu to share your thoughts or questions with the audience



# Meet Your EAB Presenters



**Lindsay Kubaryk**

*Senior Associate, EAB*

*Technology Partner Success*

## Connect with EAB

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@EAB



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# Tell Us About Yourself!

## **My current role can best be described as:**

- Student Success Strategy and Execution
- Navigate or Starfish Platform Administration
- Advisor or other student service provider
- Teaching faculty
- Faculty academic leadership (Dean, chair, etc.)
- IT/Technical Lead
- Other (please share in the chat)

# Quick Poll

## **When it comes to Progress Reports/Progress Surveys, I am...**

- New to them entirely
- Re-thinking our strategy
- Use them all the time and love them (so I'll share all my wisdom in the chat! 😊 )
- Other (please share in chat)



## Student Success Management System (SSMS)

A comprehensive technology that links administrators, faculty, staff, and advisors in a coordinated care network to support students from enrollment to graduation and beyond. See: Starfish and Navigate

## Coordinated Care Network

Different offices across campus who are mutually committed to meeting students' needs who work together to support students through shared processes and technology.

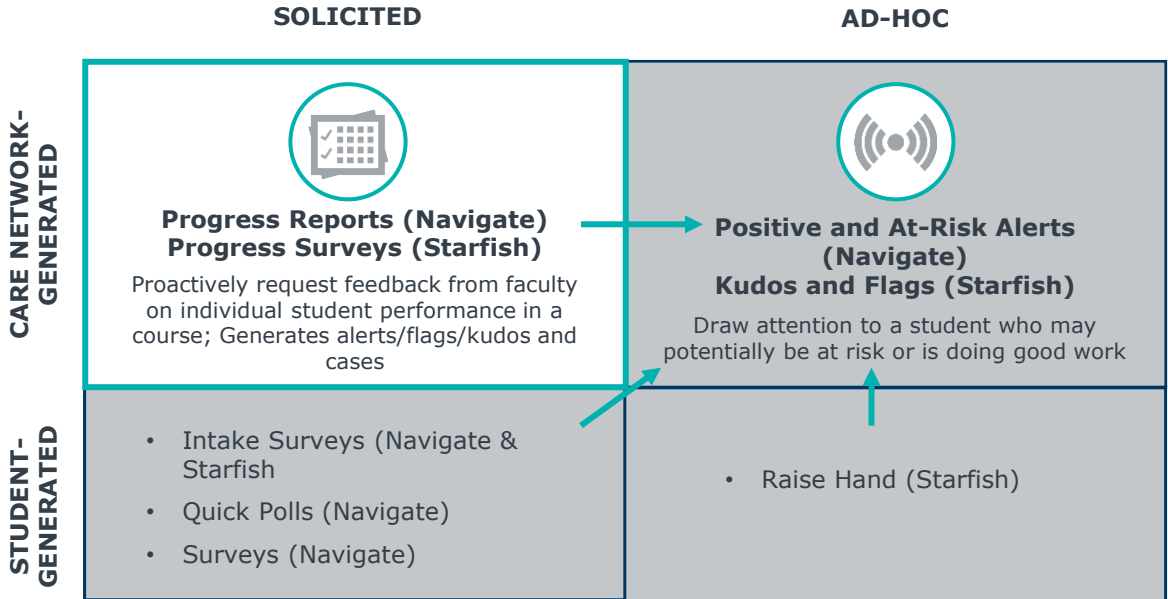
## Early Alerts

The formal process(es) or channel(s) through which proactive feedback on a student's progress or needs is shared with a student's coordinated care network and/or the student themselves with the purpose of providing an opportunity to support student success. Alerts on the student's progress can indicate academic improvement is needed, performance is on-track or outstanding, **or the student is in need of other holistic support.**

# Progress Reports/Surveys Core to Early Alerts



## Navigate and Starfish Sources of Early Alerts

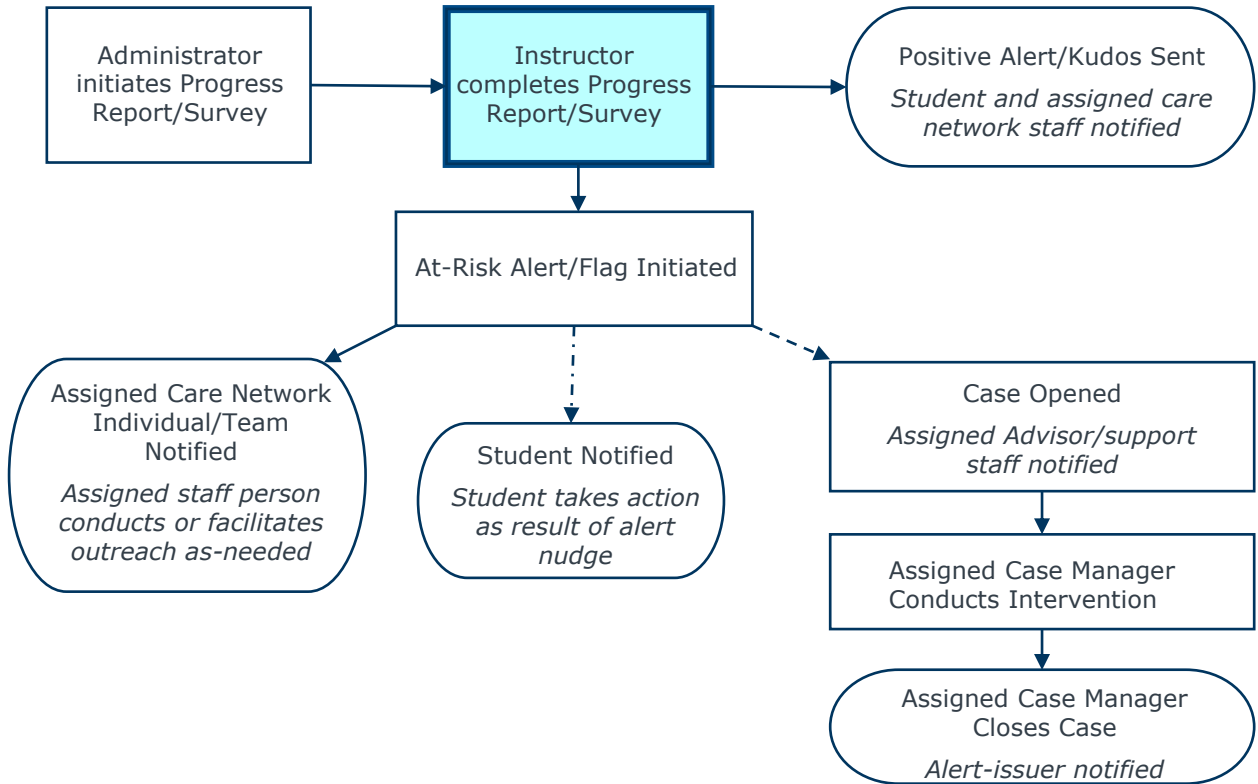




# Early Alert Underpinned by Case Management



What Happens When Instructors Submit Progress Reports/Surveys?



# Two Opportunities to Boost Faculty Engagement



1



**Make it Easy  
to Do**

2



**Communicate  
Before, During,  
and After to  
Build and  
Sustain Buy-in**



# Make it Easy to Do

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# Streamline Early-Alert Reasons

For Maximum Impact, Create Short List of Descriptive Early-Alert Reasons

## Strategic Early-Alert Reasons:

- ✓ Streamline faculty decision-making process; avoid choice indecision
- ✓ Shortens timeline from alert to outreach
- ✓ Simplify impact analysis



- ✓ **Consolidate reasons** with the same intervention pathway
- ✓ **Re-visit Alert Reasons regularly:** What should be added? What should be removed?

## Sample Early-Alert Reasons:

- 1 Attendance concerns
- 2 Academic performance
- 3 Doubt about staying at institution
- 4 Basic needs concerns
- 5 Financial concerns
- 6 Emotional well-being
- 7 Technology barriers
- 8 On track
- 9 Outstanding work

# Your Turn!



What might you change about these Alert Reasons?

Combine?

Refine??

Add???

- 1 Assignment missing
- 2 Attendance concern
- 3 Student should seek tutoring
- 4 Student should withdraw from course
- 5 Student not paying attention or sleeping
- 6 Grade concern
- 7 More than academic issue

# Determine Optimal Time to Collect Early Alerts



Select Dates That Allow You to Gather Actionable Information

## Progress Report Calendar

Targeting First- and Second-Year Courses



1

### Week 2

- Absenteeism

2

### Week 4

- Absenteeism
- Participation
- Assignments

3

### Week 8

- Absenteeism
- Participation
- Assignments
- Midterm grade of C or below

4

### Week 10

- Absenteeism
- Participation
- Assignments
- Midterm grade of C or below
- Finals concerns
- Students close to earning an A



Seek faculty feedback on early-alerts calendar



Consider staff capacity during selected times



Ensure calendar allows for actionable intervention



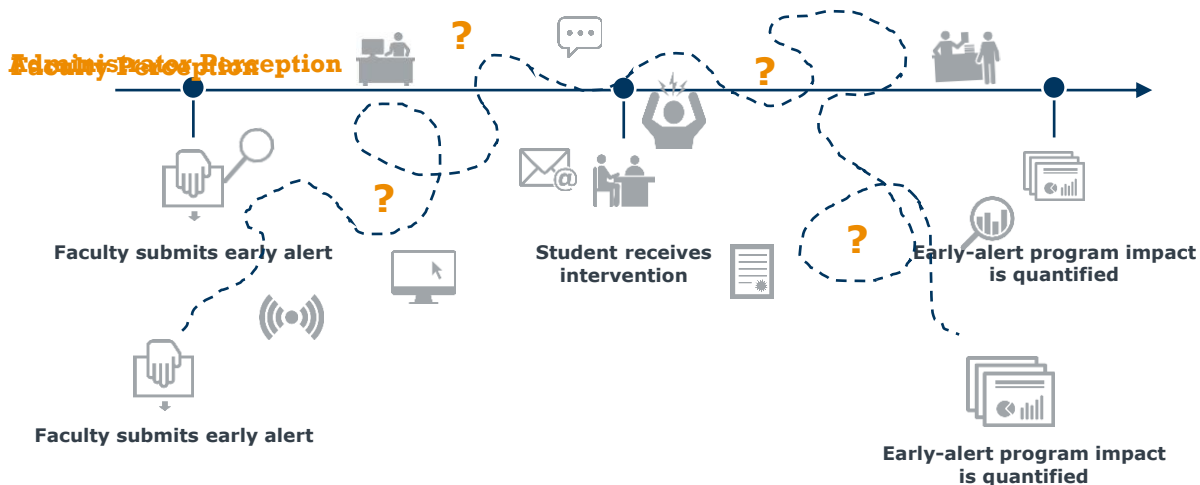
# Communicate Before, During, and After to Build and Sustain Buy-In

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# Another To-Do with Little Impact?

Instructor Perception Defaults to Shouting Into the Void

Not as Straightforward as They Seem



*How and when do I do early alerts?*

*Why does it matter?*

*Does anyone actually follow up?*

*Do students benefit?*



# Evolve from Acceptance to Buy-In



## Communicate Clearly for Ease of Participation

### Six Strategies to Build Faculty Engagement



Communicate **rationale and expectations** early and often: faculty orientation, meetings, at the start of the term



Provide faculty up to **a week** to respond



Focus communications on **impact** and not compliance



Ask chairs to **nudge** nonresponders



Provide **clear instructions and examples** in initial feedback solicitation



**Close the loop** when early alerts are resolved

# Illustrate Impact

## Focus Communications on How Early Alerts Help Student Success Efforts



### Messaging Should Come from Academic Leaders

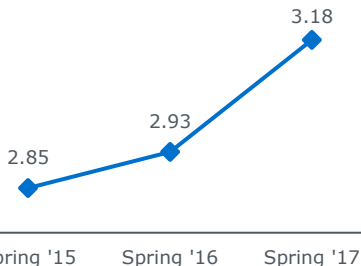
- AVP for Student Success presents information about early-alert program and its impact on student outcomes at New Faculty Orientation and Graduate Teaching Assistant orientation each year
- Department chairs and deans contact faculty who fail to submit necessary early alerts (not central support office or academic advisors)



### Messaging Should Showcase Specific Impact

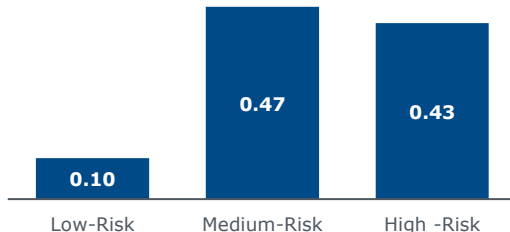
- Focus messaging on how early alerts activate Coordinated Care Network and improve grades, retention

**Improvement in Average ENG 123 Course Grade**



**Average Grade Change from Midterm to Final in ENG 123**

*Low-Risk, Medium-Risk, High-Risk Students*



# Provide Examples of Behaviors to Flag



SUBJECT: Fall 2020 – At Risk Student Survey

Student Feedback Request

Dear Professor <NAME>,

The At Risk Student Survey will again be processed through Navigate this semester. Please use the link below to view your class rosters and indicate if you consider a student to be at risk in any of your classes. **The deadline for completing the roster check is Thursday, October 1<sup>st</sup>.**

A student may be marked as “at risk” if they are exhibiting any behavior that gives you, as the faculty member, concern about their academic, physical or emotional health. **Such behaviors as regularly missing Zoom sessions, not responding to emails, looking particularly tired or unengaged in class, failing the class, not connecting with peers, or other indicators of depression are valid reasons for indicating a student is at risk. We will not indicate to those students that they have been marked at risk through this survey, nor will we disclose your name to the student.**

Please help us make sure our students have the academic and emotional support they need to be successful this semester!

Gratefully,

<NAME>

# One Step Further: Provide a Full Breakdown of Alert Rationale and Actions



Missed Class

Stress/Anxiety

Depression



Harm to self or others

Take this one step further by adding a brief summary of what happens when this alert is selected (e.g. email to student, advisor follow-up, case generated with particular office, etc.).

Navigate Alert

Dis

911/Campus Safety

1 2 3 4 5 6 7 8 9 10

Student has not shown up to class.

Student is not meeting grade expectations.

Issues with others or connecting on campus

Consistent attendance issues, financial barriers

Mental health and well-being concerns

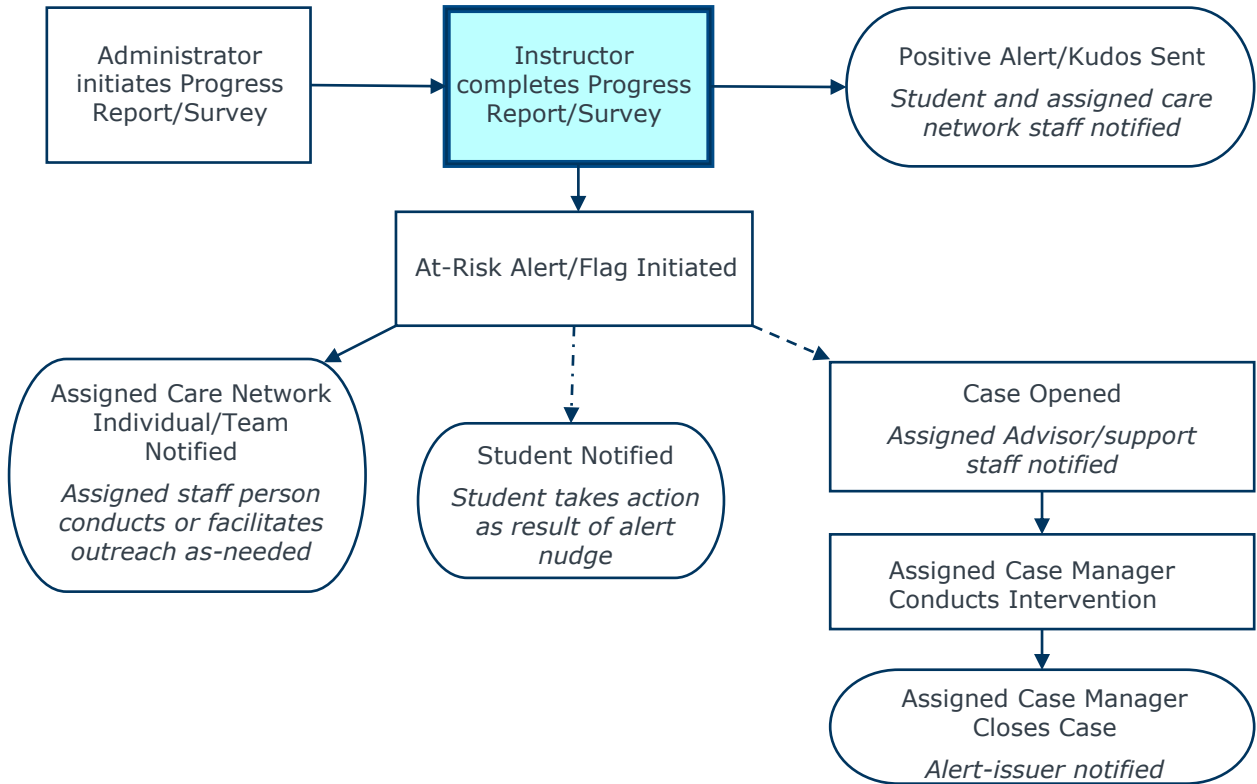
Escalations behavioral and mental health concerns

Housing, food, financial insecurity/crisis etc.

Harm to self or others.

# Early Alert Underpinned by Case Management

What Happens When Instructors Submit Progress Reports/Surveys?

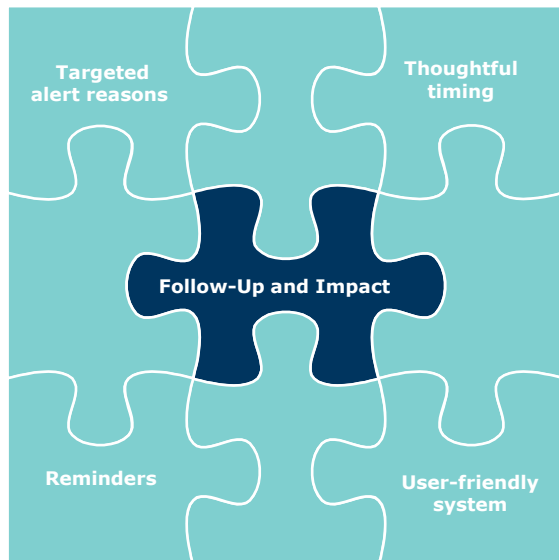


# A Perennial Duty

## All Intervention Pathways Need to 'Close the Loop'

### The Update They'd Like to Get

*Providing Feedback at the End of Intervention Is Central to Sustaining Buy-In*



“Our faculty are deeply invested in student success and they **want to know how the students they identify are supported.**”

“The number one problem with my early alerts processes is that **faculty are unhappy that we don't close the loop** with them.”

“The thing I hear most from my faculty is that they want to get **feedback on how the data they provided was used.**”

“Being kept in the loop makes faculty feel like the advisor **sees them as a partner** in helping students.”

# Building Capacity with Data: Infographics

## STARFISH

LAUNCH SEMESTER REPORT SPRING 2018



### MOST RAISED TRACKING ITEMS



● IN DANGER OF FAILING	315
● TUTORING REFERRAL	239
● ATTENDANCE CONCERN	215
● MISSING/LATE ASSIGNMENTS	129
● LOW QUIZ/TEST SCORES	34
● REFERRAL TO WRITING CENTER	46

### FACULTY SUPER USERS

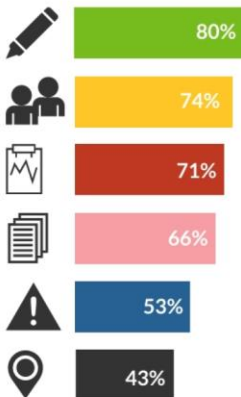


Dr. Sundari Ramabhotla  
Dr. Douglas Jahnke  
Dr. Lara Merlin  
Dr. Young Mee Oh  
Deb Henneberry

### COURSE PASS RATES



HOW LIKELY WERE STUDENTS TO PASS A COURSE ONCE A TRACKING ITEM HAD BEEN RAISED?



### Creating Effective Infographics

- ✓ Keep it simple: Only 3 data points represented
- ✓ Data points are related to each other in content, but also color scheme
- ✓ Graphics and movement draw attention

### How to Use Your Creation

- ✓ Send via email/add to newsletters
- ✓ Leverage in presentations
- ✓ Post in areas heavily trafficked by instructors
- ✓ Post on instructor resource websites for SSMS

*Created by: Rebekah Chow, Manager of Institutional Effectiveness at Vaughn College*

## Tracking and Assessing Early-Alert Programs

### A Progressive Approach to Evaluation

#### Sample metrics to measure **process**:

- Faculty participation rates
- Follow-up response rates
- Student response rates
- Total time between alert submission and end of intervention
- Number of students who utilized support services

#### Sample metrics to measure **outcomes**:

- Lower DFW rates in selected courses
- Increased retention rate for focus populations
- Improved graduation rate for focus populations
- Increase in average GPA
- Improvement from midterm to final grade
- Student satisfaction
- Faculty satisfaction

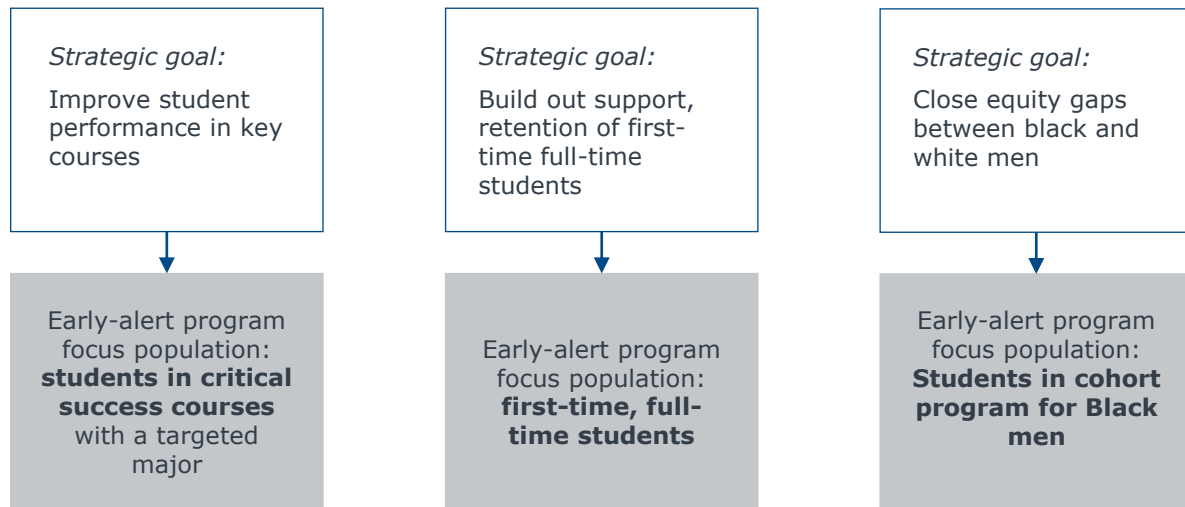


# Map Strategy to Institutional Goals



With Limited Capacity, Define an Early Alert Objection

## Sample Strategies:



# CONNECTED 21

November 3, 4 & 5

Join the largest and most transformative student success conference, convening leaders from community colleges, R-1 institutions, publics, privates, small colleges, and large universities.

Experience new research, peer case studies, innovative ideas from special guests, and much more.

Register at: [connected.eab.com](https://connected.eab.com)

# More to Learn: Early Alerts at CONNECTED21



Check out these sessions for more insight and partner examples of Early Alerts and Faculty Engagement

## Partner Profile: The University of Missouri

Wednesday, November 3 | 3:05-4:00pm ET

## Partner Profile: Engaging Faculty and Creating Culture Change at Blackhawk Technical College and Moorpark College

Friday, November 5 | 3:05-4:00pm ET

## Transformation Lab: Using Technology and Positive Reinforcement as Part of a Student-Centered Approach

Thursday, November 4 | 3:05-4:00pm ET

## Strategy Conversation: Creating a Holistic and Scaled Cross-Office Early Alerts Strategy

Friday, November 5 | 3:05-4:00pm ET

# Final Thoughts

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Please take a moment to answer this final poll question to provide your overall experience on today's session.

We have also shared a link to a short online evaluation in the **Chat** and we would appreciate if you could take 2-3 minutes to give us additional feedback on your experience today.

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