

DESIGNING EARLY ALERT SYSTEMS FOR AT-RISK STUDENTS

February 28–March 2, 2011
Atlanta, GA



ACADEMIC • IMPRESSIONS

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OVERVIEW

The earlier an academically at-risk student is identified, the better the prognosis for their success in college. Early alert systems, implemented within the first 4-8 weeks of a term, can be instrumental in beginning an intervention that can help facilitate students' success and increase retention. This event showcases three very different institutions and three different successful approaches to implementing a system that creates a safety net for students.

The program will share a framework or model for designing a system, show how practitioners have implemented these different steps in the model, and give you a chance to brainstorm and outline your future system.

Join us in Atlanta to pinpoint ways your institution can identify at-risk students and to outline strategies for how systems can be structured.

WHO SHOULD ATTEND

Those who will benefit from this conference include administrators in student affairs, academic advising, counseling services, and learning, tutoring, and student success centers, as well as other decision-makers who have experience with at-risk student populations. This conference is right for you if you are just getting started designing an early alert action plan or if you already have a plan in place but want new ideas and tools for making it more effective.

'LEARN AND WORK' EVENT

Structured as a "learn and work" event, you will leave this conference armed with an action plan that will help you identify at-risk students on your campus based on retention research, your campus profile, and your data. Through a combination of plenary and working sessions, you will learn how to use different approaches in process, technology, and implementation to develop early warning systems and prioritize next steps for your campus.

A TEAM EFFORT

Given the high level of interactivity, participation in this program will be limited to maximize the value of the learning experience. Throughout the conference, you will have many opportunities to interact with our expert faculty and your fellow attendees, putting the first steps of your campus advising strategy into motion.

AGENDA

MONDAY, FEBRUARY 28, 2011

- | | |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1:00–1:15 p.m. | Welcome and Introductions |
| 1:15–2:30 p.m. | Defining and Identifying At-Risk Students at Your Institution
<i>The conference will open with an overview of how at-risk students are defined at different institutions based on retention theory and practice. You will brainstorm how your institution is defining at-risk students and which current interventions are in place.</i> |
| 2:30–2:45 p.m. | Afternoon Break |

After this conference, you will be able to design an early-alert intervention system plan of action to improve persistence in the classroom.

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AGENDA

MONDAY, FEBRUARY 28, 2011 (CONTINUED)

2:30–3:45 p.m.

Sample Early Alert Systems: Identification

Throughout the event, three different models of early alert systems will be highlighted: a large, public university's second version of their system; a small, private college's very collaborative system; and a recent community college's focus on first-year and developmental courses. This session will walk through how different early alert systems identify their students and how they have made decisions about who to target on their campuses.

3:45–4:30 p.m.

Stakeholder Buy-In

How can I take faculty and staff who are already strained on their time and ask them to be a part of this? This is often a big question for campuses beginning a new program. This session will show how to be mindful of sharing the benefits with faculty/staff and how the system will help them be better educators.

4:30–5:15 p.m.

Working Session: Your Institution

Through a guided worksheet, you will identify data points that you should collect back on campus to begin identifying which students are at risk. You also will have discussion with like institutions on collecting data and working with partners to gain more faculty buy-in.

5:15–6:15 p.m.

Networking Reception

TUESDAY, MARCH 1, 2011

8:30–9:00 a.m.

Breakfast

9:00–10:15 a.m.

Outreach

Once you have contacted students to let them know they are academically at risk, how do you enable them to take advantage of the resources your campus has to offer? This session will showcase some of the methods of getting students involved in the intervention process and connecting them to your resources.

10:15–10:30 a.m.

Morning Break

10:30–11:30 a.m.

Sample: Outreach

Drawing on the expertise of the combined faculty, this session will walk through how different systems reach their identified students. Conference faculty will share sample student correspondence, follow-up techniques, and lessons they've learned.

11:30 a.m.–12:00 p.m.

Working Session

Now that you have several ideas about how to encourage student follow-up, this session will allow you to note some thoughts about applying this to your campus.

12:00–1:30 p.m.

Lunch

1:30–2:45 p.m.

Intervention

Your campus already has many resources to help students attain success, including advising centers, tutoring services, and supplemental instruction. On the back end of the early warning system, how are you collaborating and connecting these resources to create a viable safety net for students? This session will discuss how to connect campus resources to the early alert process and help ensure the administrators are connected with each other.

2:45–3:15 p.m.

Afternoon Break

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AGENDA

TUESDAY, MARCH 1, 2011 (CONTINUED)

3:15–4:30 p.m.

Sample: Intervention

This session will walk through how different early alert systems organize their outreach efforts. Faculty also will share some of their best practices for giving students a variety of follow-up options.

4:30–5:00 p.m.

Working Session and Day 2 Wrap-Up

Participants will discuss and take note of the ideas garnered from the Intervention portion of the model.

WEDNESDAY, MARCH 2, 2011

8:30–9:00 a.m.

Breakfast

9:00–10:00 a.m.

Student Follow-Up or Closing the Loop

Many systems do a great job of identifying students and reaching out to them but have a harder time tracking their progress and tying it back to key campus indicators such as persistence and GPA. This session will showcase some of the methods of follow-up with students involved in the intervention process and how you might think about tracking these students.

10:00–10:15 a.m.

Morning Break

10:15–10:45 a.m.

Sample: Follow-Up and Closing the Loop

Faculty will show how they are tracking identified students and collecting meaningful data over time. They will also offer their next steps in this ongoing process.

10:45–11:45 a.m.

Assessing Your Process

Participants will discuss their current assessment strategies, and faculty will share ways they are reporting this information to the rest of campus.

11:45 a.m.–12:30 p.m. **Action Plan**

Throughout the event, participants will have thought through each piece of the early alert model. This will be a final opportunity to reflect on and modify their plan. Faculty will be available to meet with institutions to offer specific advice on implementation or overcoming common challenges.

HOTEL RESERVATIONS

The conference will be held at:
Hyatt Regency Atlanta on Peachtree
265 Peachtree Street NE
Atlanta, GA 30303

To reserve your room, call 888-421-1442. Please indicate that you are with the Academic Impressions group to receive the room rate of \$165 for single or double occupancy, plus applicable tax.

A room block has been reserved for the nights of February 27– March 1, 2011. Reservations must be made by February 11, 2011. There are a limited number of rooms available at the conference rate. Please make your reservations early.

Discover the vibrant setting of this renowned Atlanta hotel near the Georgia Dome. Step right outside the doors for a fascinating look at Atlanta's rich culture and history on world-famous Peachtree Street. Stroll to historic sites, cultural attractions, world-class shopping, and fine dining. Enjoy easy access to downtown, entertainment, and business centers; a 15-minute drive to Hartsfield-Jackson Atlanta International Airport; and an indoor connection to the Peachtree Center Station of the MARTA public rail system.



INSTRUCTORS

Jennifer Jones, Clinical Assistant Professor, University of Alabama

Jennifer joined the University of Alabama as the director of academic retention in August 2005. In that role, she evaluated student retention data to create, implement, and manage appropriate support programs for first-year students struggling to acclimate to campus life, primarily managing InsideUA, a Web-based retention program designed to engage first-year students in an online community and connect them with campus resources and information. This fall, Jennifer will start teaching in the higher education administration graduate program at UA. Prior to joining the University of Alabama in 2005, Jennifer served as a consultant for Accenture, a global management consulting firm, and garnered significant work experience in residential life and university development through positions at the College of William and Mary, Hamline University, the University of Connecticut, and the University of Eastern Illinois.

Stephanie Rankin, Assistant Dean of Students and Director of Academic Advising and Center for Student Success (CSS), Elizabethtown College



Stephanie and colleagues developed and launched the CSS in 2003 as a comprehensive academic support services resource for faculty, staff, and students. Academic Advising, Career Services, Counseling Services, Disability Services, and Learning Services comprise the CSS. Stephanie is a member of the college's Enrollment Management and Retention Committees and chairs the Campus Wellness Network (CWN). The CWN's members include faculty and staff who meet on a regular basis and determine interventions for students at risk. She also teaches and advises in the college's First Year Seminar (FYS) program, specifically developing an intensive advising seminar program in conjunction with the assistant director of academic advising. She provides annual training for FYS faculty focusing on developmental advising issues and fostering advising relationships. In 2007, she was recognized as an Outstanding First-Year Student Advocate national semifinalist by the National Resource Center for The First Year Experience and Students in Transition. Stephanie coordinates the fall and spring Early Warning Program (EWP) and academic probation student support programming. Prior to joining Elizabethtown College in 2001, Stephanie was an Academic Advisor at the University of South Dakota's Academic Advising and Testing Center (1993-1999). She and colleague Lucky Huber piloted the initial Freshman Seminar Program.

Diane Smith, Director for Student Success, Grays Harbor College



Grays Harbor College (GHC) takes a multifaceted approach to student success. In collaboration with student services and instruction, programs supporting the success of all students include new student orientation, FYE, peer mentoring, online learning workshops, and the early alert program. Diane is responsible for all of those programs in addition to two programs that focus on special populations: GHC's "Prepared to Succeed" advising program is for students who place into pre-college coursework, and the "Complete and Compete" program is targeted to student-athletes at GHC. Much of this work was started when Diane served as Title III grant director from 2004-09 and has been carried forward to her current position. She is also on the Instructional Management Team, the Student

Services Management Team, the advising committee, and the wellness committee. In 2000, Diane received the GHC President's Award for Excellence as an administrator. She also started the Student Success Conference (SSC) under the Title III grant, and it is now sponsored by the GHC Learning Center.

Mikhael Star, Academic Affairs Project Lead, e-Planning at the Gateway Student Success Center, Northern Arizona University



The e-Planning Program, an IT/Academic Affairs collaboration, includes 12 interrelated projects coordinated to implement or improve students' academic online tools and services, including the expansion of the online early alert tool known as Grade Performance Status (GPS) to all NAU campuses and undergraduate courses, development of a searchable student website that centralizes student resources and support, improved academic catalog, a student portal, degree progress with critical tracking, and an interactive progression plan system. Prior to his special assignment as project lead for the e-Planning Program, Mikhael was an assistant director in the Gateway Student Success Center responsible for the divisions of Business Operations, Career Services, and Student Success Programs.

It was in this capacity that she served as project lead for the GPS development and expansion projects. Mikhael has presented on GPS at the Oracle/Alliance Higher Education User Group annual conference and co-authored an article on GPS for *EDUCAUSE Quarterly's* 2010 December edition. Mikhael also presented on the topic of assessment at the annual conferences for the National Academic Advising Association and the Rocky Mountain Association for Institutional Research.

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Attend as a team – remember, if you register as a group, every fourth registrant is free.
Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you.
Register online at www.academicimpressions.com

REGISTRATION FEES

Your registration fee includes: full access to all conference sessions and materials, access to the networking reception on Monday, breakfast and lunch on Tuesday, and breakfast on Wednesday, as well as refreshments and snacks throughout the conference.

Postmarked on or before February 11, 2011

Designing Early Alert Systems for At-Risk Students _____ \$1095 USD
(For registrations postmarked after February 11, 2011, an additional \$100 fee per registrant applies)

Check here if you have any dietary or accessibility needs. Please list any needs in the space below and we will do our best to accommodate you.

How did you hear about this event? (email from AI, colleague forwarded email, *The Chronicle*, etc.) _____

CONFERENCE REGISTRATION INFORMATION (PLEASE PRINT CLEARLY)

Name _____ Name Preferred for Badge _____

Job Title _____ Institution/Organization _____

Address _____

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Telephone _____ Fax _____ Email _____

For registration confirmations and pre-conference communication. (FOR ADDITIONAL REGISTRANTS, PLEASE COMPLETE ADDITIONAL FORMS.)

Additional Contact Name _____ Additional Contact Phone _____

Additional Contact Title _____ Additional Contact Email _____

Emergency Contact Name _____ Emergency Contact Phone _____

(In case of emergency, we will contact this person on your behalf)

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PAYMENT METHOD

We accept Visa, MC, and AmEx credit cards. To pay by check, include the check with this form or select the "invoice me" option. Fax form to 303.741.0849 or mail form along with payment to: Academic Impressions, 4643 S. Ulster St. Ste. 350, Denver, CO 80237.

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Please invoice me
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REFUND/CANCELLATION POLICY

Refunds will be issued only if cancellations are received in writing by December 3, 2010. A \$100 processing fee will be assessed. After December 3, 2010 a credit (less \$100 processing fee) will be issued. The credit will be valid for 12 months and can be used toward any future conferences, Web conferences, audio proceedings, or Web conference archives. In case this event is cancelled, Academic Impressions' liability is limited to a refund of this registration fee only.