A Faster Connection

Using Technology to Enhance Engagement Between Faculty and Students
Early Alert Using Course Signals

Mike Alstrom – Jon Meeuwenberg
Muskegon Community College

- 2 Year Degree Granting Institution
- Established 1926
- 5,067 Students
- West Michigan, by the beautiful shore of Lake Michigan
Educational Attainment – Muskegon Area

• 4 Year Degree Attainment (U.S. 2010 census)
  – National Average: 27.5%
  – Muskegon County: 16%
  – City of Muskegon: 10.5%
Student Success Efforts

• Mission
• Student Success and Completion Agenda
• Achieving The Dream
• Evidenced Based Decision Making
Early Alert System

- Year 2 in progress
- Student Success And Completion Agenda
- Early Engagements
Student Success and Completion Agenda
2012-2016

Student Success and Completion Agenda Steering Committee

Co-Chair
Dr. John Selmon

Co-Chair
Teresa Sturrus

College Readiness
1. Early testing and intervention to promote college readiness
2. Increase supplemental instruction for incoming and existing students
3. Develop a COMPASS refresher experience for incoming students
4. Plan Curriculum Summits/Data Sharing
5. Improve college culture for students

Early Engagements
1. Early Alert System
2. Graduate on Time (GOT)
3. Student Education Plans (SEP)
4. Financial Literacy Program
5. Evaluate tutoring/SI models in order to expand our services to students

Achieving the Dream/College Completion
1. Accelerated MATH 036/038 with mandatory supplemental instruction
2. Improved First Year Experience
3. Professional Development Complementing Priority Areas
4. Policies and Procedures Review

Pathways to Completion
Pre-enrollment
Successfully complete a pre-college Math or English course
Successfully complete the developmental coursework sequence
Earned 15 college-level credits
Earned 30 college-level credits
Completion of transfer curriculum
Earned a degree or certificate

Outcomes:

Short Term
1. Increased persistence rates
2. Increased participation in developmental coursework
3. Increased enrollment in gatekeeper courses

Medium Term
1. Increased percent of students who completed developmental coursework
2. Increased retention rates
3. Increased completion of gatekeeper courses

Long Term
1. Increased transfer rates
2. Increased graduation rates
3. Increased degree attainments
Early Engagements Initiatives

• Early Alert System
• Graduate On Time Initiative
• Student Education Plans
• Financial Literacy Program
• Evaluate Tutoring/SI Models
Early Intervention

• Part of an Assessment & Feedback strategy
• “Frequent, Early, Formative, and Summative”
• People + Process + Technology = Early Alert System
Technology - Learning Analytics

• Educause Top 10 issues for 2012, #6
  – Outside-in: Accountability
  – Inside-out: Desire for real-time feedback

• Horizon Report: 2012
  – Learning Analytics Time to Adoption: 2 – 3 years
  – Taking Analytics to the next level
Course Signals

- Originally developed at Purdue University
- Ellucian product
- Course Level Intervention
- Assigns students to risk group: Red, Yellow, Green
- Message from instructors to each risk group
Communication

• Core success of Signals
• How early?
• How often?
• What message?
Winter Semester 2012

- 961 Students
- 15 instructors
- 32 sections combined into 20 Blackboard courses
Measuring Signals Success

• Pass rate distribution
• Same course, instructor, instructional method
• Courses with signals compared to previous 5 years of courses without signals
<table>
<thead>
<tr>
<th>Course</th>
<th>Instruction Type</th>
<th>Initial Signal Day</th>
<th>Signal Count</th>
<th>Signal Class Size</th>
<th>No Signal Class Size</th>
<th>Pass Rate Signals</th>
<th>Pass Rate No Signals</th>
<th>Pass Variance</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Internet</td>
<td>58</td>
<td>1</td>
<td>11</td>
<td>114</td>
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<tr>
<td>2</td>
<td>Internet</td>
<td>19</td>
<td>1</td>
<td>14</td>
<td>13</td>
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<td>53.8%</td>
<td>31.9%</td>
</tr>
<tr>
<td>3</td>
<td>Lecture</td>
<td>29</td>
<td>1</td>
<td>44</td>
<td>45</td>
<td>54.5%</td>
<td>95.6%</td>
<td>-41.0%</td>
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<tr>
<td>4</td>
<td>Internet</td>
<td>19</td>
<td>2</td>
<td>14</td>
<td>17</td>
<td>64.3%</td>
<td>70.6%</td>
<td>-6.3%</td>
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<tr>
<td>5</td>
<td>Lecture</td>
<td>20</td>
<td>2</td>
<td>47</td>
<td>202</td>
<td>74.5%</td>
<td>69.3%</td>
<td>5.2%</td>
</tr>
<tr>
<td>6</td>
<td>Lecture</td>
<td>24</td>
<td>2</td>
<td>26</td>
<td>236</td>
<td>73.1%</td>
<td>65.7%</td>
<td>7.4%</td>
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<tr>
<td>7</td>
<td>Lecture</td>
<td>(19, 21, 27)</td>
<td>2</td>
<td>75</td>
<td>28</td>
<td>77.3%</td>
<td>89.3%</td>
<td>-12.0%</td>
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<tr>
<td>8</td>
<td>Hybrid</td>
<td>10</td>
<td>2</td>
<td>18</td>
<td>91</td>
<td>55.6%</td>
<td>52.7%</td>
<td>2.8%</td>
</tr>
<tr>
<td>9</td>
<td>Lecture</td>
<td>19</td>
<td>3</td>
<td>20</td>
<td>84</td>
<td>85.0%</td>
<td>86.9%</td>
<td>-1.9%</td>
</tr>
<tr>
<td>10</td>
<td>Lecture</td>
<td>19</td>
<td>3</td>
<td>20</td>
<td>305</td>
<td>30.0%</td>
<td>68.2%</td>
<td>-38.2%</td>
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<tr>
<td>11</td>
<td>Lecture</td>
<td>17</td>
<td>4</td>
<td>15</td>
<td>144</td>
<td>73.3%</td>
<td>72.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>12</td>
<td>Lecture</td>
<td>19</td>
<td>5</td>
<td>114</td>
<td>73</td>
<td>79.8%</td>
<td>69.9%</td>
<td>10.0%</td>
</tr>
<tr>
<td>13</td>
<td>Lecture</td>
<td>13</td>
<td>5</td>
<td>15</td>
<td>15</td>
<td>53.3%</td>
<td>66.7%</td>
<td>-13.3%</td>
</tr>
<tr>
<td>14</td>
<td>Internet</td>
<td>21</td>
<td>7</td>
<td>25</td>
<td>204</td>
<td>84.0%</td>
<td>78.9%</td>
<td>5.1%</td>
</tr>
<tr>
<td>15</td>
<td>Lecture</td>
<td>21</td>
<td>7</td>
<td>21</td>
<td>285</td>
<td>90.5%</td>
<td>84.2%</td>
<td>6.3%</td>
</tr>
<tr>
<td>16</td>
<td>Hybrid</td>
<td>22</td>
<td>7</td>
<td>15</td>
<td>266</td>
<td>86.7%</td>
<td>89.1%</td>
<td>-2.4%</td>
</tr>
<tr>
<td>17</td>
<td>Lecture</td>
<td>11</td>
<td>9</td>
<td>56</td>
<td>235</td>
<td>96.4%</td>
<td>85.5%</td>
<td>10.9%</td>
</tr>
<tr>
<td>18</td>
<td>Lecture</td>
<td>21</td>
<td>10</td>
<td>17</td>
<td>228</td>
<td>76.5%</td>
<td>92.1%</td>
<td>-15.6%</td>
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<tr>
<td>19</td>
<td>Lecture</td>
<td>11</td>
<td>11</td>
<td>24</td>
<td>100</td>
<td>87.5%</td>
<td>85.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>20</td>
<td>Lecture</td>
<td>11</td>
<td>11</td>
<td>28</td>
<td>360</td>
<td>82.1%</td>
<td>78.6%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>
## Course Pass Rates: 20+ Students, Signal Sent within first 3 weeks

<table>
<thead>
<tr>
<th>Course</th>
<th>Instruction Type</th>
<th>Initial Signal Day</th>
<th>Signal Count</th>
<th>Signal Class Size</th>
<th>No Signal Class Size</th>
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<th>Pass Rate No Signals</th>
<th>Pass Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 5</td>
<td>Lecture</td>
<td>20</td>
<td>2</td>
<td>47</td>
<td>202</td>
<td>74.5%</td>
<td>69.3%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Course 9</td>
<td>Lecture</td>
<td>19</td>
<td>3</td>
<td>20</td>
<td>84</td>
<td>85.0%</td>
<td>86.9%</td>
<td>-1.9%</td>
</tr>
<tr>
<td>Course 10</td>
<td>Lecture</td>
<td>19</td>
<td>3</td>
<td>20</td>
<td>305</td>
<td>30.0%</td>
<td>68.2%</td>
<td>-38.2%</td>
</tr>
<tr>
<td>Course 12</td>
<td>Lecture</td>
<td>19</td>
<td>5</td>
<td>114</td>
<td>73</td>
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</tr>
</tbody>
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# Courses Pass Rates: 20+ Students, 5+ Signals Sent

<table>
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<tr>
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<td>3.5%</td>
</tr>
</tbody>
</table>
Intervention for many

- 178 Students received at least 1 **yellow** signal and achieved B or better.
- 211 Students received at least 1 **red** signal but still passed the course.
- 144 received **red** signal and did not pass.
Winter 2012 Signals Students

• Signal effective communication: 75%
• After receiving signal, able to make changes to improve grade: 70%
• Directed to and used support services: 52%
Future Goals

• Continuing to build
  – Student Success programs require 3+ years to develop
  – Measure and communicate success
  – Focus on High Enrollment/Lower Pass rate courses

• Collaboration
  – Success in College built on Success in Classroom
  – Alerts shared with Support Staff allow timely intervention

• Integration with other systems and data
Early Intervention Roadmap

- Effort tracking roll out
- Increase full time instructor awareness & participation
- Develop Portal Integration
- Establish User Group

Winter 2013

- Advisor roll out
- Develop Dashboard
- Increase adjunct instructor awareness and participation

Fall 2013

Fall 2012

- Increase Emphasis on Gateway Courses
- Develop Effort Tracking

Summer 2013

- Portal integration roll out
- Develop Reporting Solution Integration
- Develop Advisor access
- Retention Study

Winter 2014

- Dashboard roll out
Implementation

• Adoption
• Pilot
• Full Implementation
Adoption

• Communication
  – Collect and address concerns

• Tie projects into overall strategy
  – Increased support
  – Leveraging other efforts

• Identify early adopters / champions
  – Capability
  – Influence
Pilot

• Measure Performance
  – Comparison

• Measure Perception
  – Surveys
  – Focus Groups

• Communicate Results
  – Meetings
  – Newsletters
  – Presentations
### Perceptions: Student Opinion Winter 2012

<table>
<thead>
<tr>
<th>Course Signals Student Survey For Winter 2012</th>
<th>Yes</th>
<th>No</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving a Course Signal an effective way to receive information.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>My getting a signal prompted me to communicate with Instructor.</td>
<td>51%</td>
<td>49%</td>
<td>0%</td>
</tr>
<tr>
<td>The communication with my instructor was effective for me.</td>
<td>80%</td>
<td>18%</td>
<td>3%</td>
</tr>
<tr>
<td>The message I received with my signal contained useful information for me.</td>
<td>68%</td>
<td>31%</td>
<td>1%</td>
</tr>
<tr>
<td>The message I received with my signal directed me to use support services such as the tutoring center, special services, library and other support services that are available on campus AND I did use these services.</td>
<td>52%</td>
<td>48%</td>
<td>0%</td>
</tr>
<tr>
<td>After receiving a red or yellow signal, I was able to make changes to improve my grade.</td>
<td>70%</td>
<td>28%</td>
<td>3%</td>
</tr>
<tr>
<td>I would recommend the use of Course Signals in other classes.</td>
<td>70%</td>
<td>29%</td>
<td>1%</td>
</tr>
<tr>
<td>I made changes in other courses because of Course Signals.</td>
<td>35%</td>
<td>65%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Full Implementation

• Don’t declare success too early
• Intentional approach to growth
• Strengthen initiatives through data sharing
• Long range strategy
Intentional Approach, Data Sharing

High Enrollment / Pass Rate < 80%

MCC Office of Institutional Research
Data Sharing: Related MCC \textit{CCSSE} Benchmarks*

<table>
<thead>
<tr>
<th></th>
<th>MCC</th>
<th>Other Medium Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Faculty Interaction</td>
<td>45.5%</td>
<td>50.1%</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>43.5%</td>
<td>50.1%</td>
</tr>
<tr>
<td>Active &amp; Collaborative Learning</td>
<td>47.1%</td>
<td>49.9%</td>
</tr>
</tbody>
</table>

Data Sharing from Course Signals

- System integration strengthens information opportunities
- Support for existing or future initiatives
- Example:

**Signals Generated to Students with Pell**
- 1055, 44%
- 820, 35%
- 506, 21%

**Signals Generated to Students without Pell**
- 943, 55%
- 430, 25%
- 330, 20%
Long Range Strategy

• Focus on long term outcomes
• Focus on changing culture
• Focus on system elements
  – People
  – Process
  – Technology
Overview of Lake Michigan College’s Student Success Tracker: “Pig”

Dr. Sarah Dempsey – Randall Melton

Jim Brower - Alecia Lin - John Hulsebus - Louis Thomas David Allen - Barbara Craig - Angela Marsh-Peek Lori Bingaman
HISTORY OF LMC’S STUDENT SUCCESS TRACKER

Fall 2009:
How are we going to monitor the “H1N1” Pandemic?

We can develop a “simple” web based Attendance solution…

Track Financial Aid?

Tracking Reports?

Automate our “Early Warning System”

Cancel Classes?

Substitute Teacher?

Can we record Excused Absences?

Two Weeks Later

My Class does not have a meeting time?
BASIC ASSUMPTION

Showing up for class is essential for student success!

Providing timely messages to students becomes a new reinforcement tool.

The system strengthens our current intervention strategies using real time messages and workflows.

How Do You Measure Attendance Effectively and Efficiently?
STUDENT SUCCESS MANAGER

Recruitment

Retention Management

Early Warning

LMC’s CRM System

Advising

Contact Management

Attendance System

Cognos Reporting System
REALTIME ALERTS, DATA, WORKFLOWS

Instructor

Attendance Reports

Attendance Records

Early Warning Note

We Missed You Email

Text Message

Student

Early Warning Email

Class Canceled

CRM /Banner

CRM

Student Services (Advising, Admissions) & Cohort Managers

Financial Aid

14 Day Absentee Report
LCM’S ATTENDANCE SYSTEM

Two methods to Login: Employee ID or LMC Network/Email ID

Attendance taking needs to be a Robust Process!
All Students are “checked” by default as present.
Unchecking a box marks the student absent.
### Email Messages Sent to Students

<table>
<thead>
<tr>
<th>Email 1</th>
</tr>
</thead>
</table>
| **From:** CareAndConcern  
**Sent:** Thursday, January 06, 2011 5:28 PM  
**To:** Brower, James  
**Subject:** We Missed You! LMC-CRM:0002163  |
| Dear James,  
We missed you today in your class ENG095. As you know, regular class attendance is vital to your success at LMC. If there is anything we can do to help, please let us know. We look forward to seeing you when your class next meets!  
Lake Michigan College |

<table>
<thead>
<tr>
<th>Email 2</th>
</tr>
</thead>
</table>
| **From:** CareAndConcern  
**Sent:** Thursday, January 06, 2011 5:28 PM  
**To:** Brower, James  
**Subject:** We Missed You! LMC-CRM:0002163  |
| Dear Dave,  
I’m concerned; it has been brought to my attention that you have missed three consecutive classes. Regular attendance, as well as completion of tests and assignments is critical to successful outcomes in College. If you are having difficulty in your class, it might be in your best interest to contact the Learning Assistance Center for free tutoring.  
Our goal is to help you succeed; please feel free to make an advising appointment so that we can help you stay on track. It’s important to stay in close contact with your instructors. They are concerned about your progress. |
Due to the holidays, I was having some financial troubles. I have resolved these issues for the most part and will be attending class regularly. Thank you for your concern. I could use some information about possibly filing for an early disbursment of my student loan, to cover the cost of travel from home to school until the disbursments are made.

On Thu, Jan 13, 2011 at 5:59 AM, <CareAndConcern@lakemichigancollege.edu> wrote:

Dear [Student]
We missed you today, 1/12/2011 12:00 AM, in your class PHSC101. As you know, regular class attendance is vital to your success at LMC. If there is anything we can do to help, please let us know. We look forward to seeing you when your class next meets!
If you did in fact attend class, you may have been marked absent accidentally. Please reply to this email and let us know so we can make sure you are properly marked present.
Lake Michigan College

Sorry I had no ride to school but i really want to know is it schoo
On Fri, Jan 14, 2011 at 2:40 AM, <CareAndConcern@lakemichigancollege.edu> wrote:

Dear Steve,
We missed you today, 1/12/2011 12:00 AM, in your class READ081. As you know, regular class attendance is vital to your success at LMC. If there is anything we can do to help, please let us know. We look forward to seeing you when your class next meets!
If you did in fact attend class, you may have been marked absent accidentally. Please reply to this email and let us know so we can make sure you are properly marked present.
Lake Michigan College
DAILY ATTENDANCE REPORT (TERM TO DATE VIEW)

STUDENT ATTENDANCE REPORTS*
Spring 2013

Daily Student Absentee Rates

[Graph showing daily student absentee rates with a peak on Mon, 1/21]

Overall Term Absentee Rate: 13.6%

* Excludes DIRECT CREDIT/DUAL ENROLLED courses.

Jan 24, 2013
ATTENDANCE SUMMARY FOR FALL TERM

STUDENT ATTENDANCE REPORTS*
Fall 2012

Daily Student Absentee Rates

Overall Term Absentee Rate: 18.6%

* Excludes DIRECT CREDIT/DUAL ENROLLED courses.
StUDENT ATTENDANCE REPORTS*

Fall 2012

Absentee Rates by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Students Present</th>
<th>Students Absent</th>
<th>% Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Studies</td>
<td>35,002</td>
<td>13,605</td>
<td>28.0%</td>
</tr>
<tr>
<td>Business/CIS/OIS</td>
<td>16,956</td>
<td>4,104</td>
<td>19.5%</td>
</tr>
<tr>
<td>English &amp; Communication</td>
<td>19,326</td>
<td>4,478</td>
<td>18.8%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>27,351</td>
<td>5,602</td>
<td>17.0%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>10,657</td>
<td>2,176</td>
<td>17.0%</td>
</tr>
<tr>
<td>Technologies</td>
<td>6,015</td>
<td>1,170</td>
<td>16.3%</td>
</tr>
<tr>
<td>Math, PE, &amp; Wellness</td>
<td>24,846</td>
<td>4,576</td>
<td>15.7%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>21,278</td>
<td>2,989</td>
<td>12.3%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>10,515</td>
<td>613</td>
<td>5.5%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>171,586</td>
<td>39,313</td>
<td>18.6%</td>
</tr>
</tbody>
</table>

Participation Rates by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Classes Held</th>
<th>Attendance Taken</th>
<th>% Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Studies</td>
<td>3,040</td>
<td>2,751</td>
<td>90.5%</td>
</tr>
<tr>
<td>English &amp; Communication</td>
<td>1,677</td>
<td>1,391</td>
<td>82.9%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>1,755</td>
<td>1,418</td>
<td>80.8%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2,742</td>
<td>2,167</td>
<td>79.0%</td>
</tr>
<tr>
<td>Technologies</td>
<td>835</td>
<td>612</td>
<td>73.3%</td>
</tr>
<tr>
<td>Math, PE, &amp; Wellness</td>
<td>3,070</td>
<td>2,243</td>
<td>73.1%</td>
</tr>
<tr>
<td>Business/CIS/OIS</td>
<td>2,513</td>
<td>1,486</td>
<td>59.1%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>1,215</td>
<td>553</td>
<td>53.7%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>2,197</td>
<td>1,083</td>
<td>49.3%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>19,044</td>
<td>13,804</td>
<td>72.5%</td>
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</table>

* Excludes DIRECT CREDIT/DUAL ENROLLED courses.
**STUDENT ATTENDANCE REPORTS**

**Fall 2012**

**Absentee Rates by Subject (> 12%)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Students Present</th>
<th>Students Absent</th>
<th>% Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Design (GRDN)</td>
<td>347</td>
<td>136</td>
<td>28.2%</td>
</tr>
<tr>
<td>Reading (READ)</td>
<td>9,038</td>
<td>3,335</td>
<td>27.0%</td>
</tr>
<tr>
<td>Office Information Systems (OIS)</td>
<td>973</td>
<td>298</td>
<td>23.4%</td>
</tr>
<tr>
<td>English (ENGL)</td>
<td>23,820</td>
<td>6,918</td>
<td>22.5%</td>
</tr>
<tr>
<td>Machine Tool Tech (MACH)</td>
<td>1,387</td>
<td>399</td>
<td>22.3%</td>
</tr>
<tr>
<td>Mathematics (MATH)</td>
<td>32,765</td>
<td>9,242</td>
<td>22.0%</td>
</tr>
<tr>
<td>Art (ART)</td>
<td>1,741</td>
<td>483</td>
<td>21.7%</td>
</tr>
<tr>
<td>Trade Related/Apprentice (TRIN)</td>
<td>921</td>
<td>250</td>
<td>21.3%</td>
</tr>
<tr>
<td>Computer Information Systems (CIS)</td>
<td>4,327</td>
<td>1,169</td>
<td>21.3%</td>
</tr>
<tr>
<td>College Life Studies (CLS)</td>
<td>2,388</td>
<td>596</td>
<td>20.0%</td>
</tr>
<tr>
<td>Political Science (POSC)</td>
<td>4,873</td>
<td>1,186</td>
<td>19.6%</td>
</tr>
<tr>
<td>Business Administration (BUSA)</td>
<td>8,324</td>
<td>1,990</td>
<td>19.3%</td>
</tr>
</tbody>
</table>

**Participation Rates by Subject (< 40%)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classes Held</th>
<th>Attendance Taken</th>
<th>% Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting &amp; Design Tech (DRAF)</td>
<td>30</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Music (MUSI)</td>
<td>931</td>
<td>267</td>
<td>28.7%</td>
</tr>
<tr>
<td>Paramedic (PARA)</td>
<td>85</td>
<td>30</td>
<td>35.3%</td>
</tr>
<tr>
<td>Emergency Medical Technician (EMT)</td>
<td>42</td>
<td>15</td>
<td>35.7%</td>
</tr>
<tr>
<td>Radiologic Technology (RADT)</td>
<td>229</td>
<td>83</td>
<td>36.2%</td>
</tr>
<tr>
<td>Magnetic Resonance Imaging (MRIT)</td>
<td>103</td>
<td>41</td>
<td>39.8%</td>
</tr>
</tbody>
</table>

*Excludes DIRECT CREDIT/DUAL ENROLLED courses.*
Student Absentee Rates by Term

<table>
<thead>
<tr>
<th>Term</th>
<th>Absentee Rate</th>
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</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>21.2%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>19.4%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>21.1%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>18.6%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>13.6%</td>
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</tbody>
</table>
FACULTY/ADJUNCT ADOPTION RATE

Instructor Attendance Participation Rate

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>78%</td>
<td>68%</td>
<td>68%</td>
<td>72%</td>
<td>64%</td>
<td></td>
</tr>
</tbody>
</table>
EXCUSED ABSENCE

Instructor: Michael
Location: Main instr. bldg-Napier
Present: 25

Attendance:
- Andrew, Matthew Mark
- Andrew, Danette Marie
- Andrew, Nicholas James
- Barnett, Kali Marie
- Beyer, Kyle Aaron
- Beyer, Bradley Allen
- Buehler, Emily Anne

Early Warning
Progress Report
Special Circumstances

- Excused Absence
- Tardy
- Left Early

Accept
Cancel

After pressing Accept, you must still press the Submit button on the main attendance page to permanently save the information on this form.
EARLY WARNING NOTE

We can add new Issue categories at any time!

Your comments are included in the email sent to the student.
EARLY WARNING MESSAGES

Missing Test/Quizzes
From: Doe, John
Sent: Friday, October 15, 2010 11:43 AM
To: student@hotmail.com
Cc: CRMEarlyWarningPerformance
Subject: Missing Test/Quizzes LMC-CRM:0002840

To: Lisa Smith (Student)
From: John Doe (Instructor)

Re: Missing Test/Quizzes

I am concerned that you have missed a number of quizzes and /or tests in my class. Please contact me to discuss your standing in the class at this point.

(Instructor Comments are Appended Here)

Missing Assignments
From: Doe, John
Sent: Friday, October 15, 2010 11:43 AM
To: student@hotmail.com
Cc: CRMEarlyWarningPerformance
Subject: Missing Assignments LMC-CRM:0002841

To: Erika Smith (Student)
From: John Doe (Instructor)

Re: Missing Assignments

I am concerned that you have not submitted several assignments. This work is now overdue. Please contact me to discuss your standing in the class at this point.

(Instructor Comments are Appended Here)

Low Scores
From: Doe, John
Sent: Friday, October 15, 2010 11:43 AM
To: student@yahoomail.com
Cc: CRMEarlyWarningPerformance
Subject: Low Scores LMC-CRM:0002843

To: Doug Smith (Student)
From: John Doe (Instructor)

Re: Low Scores

I am concerned about the grades you have been receiving on your recent class work and/or assessments. The college offers a variety of services to help students succeed in their classes. Please contact me to discuss how I can assist you.

(Instructor Comments are Appended Here)
PROGRESS REPORTS

Instructor: Michael
Location: Main instr. bldg-Napier
Present: 25

Attendance:
- Andrews, Matthew Mark
- Andrews, Danette Marie
- Armstrong, Nicholas James
- Barnett, Kali Marie
- Berg, Kyle Aaron
- Berry, Bradley Allen
- Bublik, Emily Anne

Projected Grade: 
OE/OE Contact: 
Attendance: 
Days Missed: 1
Class Participation: 
Completion of Assignments: 
Comments: Good, Average, Poor, None, Not Applicable

Please contact me for additional information
I will notify you of any future problems or concerns
I have spoken with student about problems or concerns

History:

https://seo Local intranet Protected Mode: Off
CONSIDERATIONS FOR MANDATORY ATTENDANCE TAKING

If You Require Mandatory Attendance Taking:

✓ Attendance system must be in place to track: No shows, Last Date of Attendance, 14 Day Rule/institutional rules
✓ Benefits
  ➢ May reduce Fin-Aid liabilities for student refunds because attendance data can trigger a financial aid eligibility “recalculation”.
  ➢ Could reduce debt and holds barriers for students who attempt to come back.

Date of determination at institutions that are required to take attendance

Institutions that are required to take attendance are expected to have a procedure in place for routinely monitoring attendance records to determine in a timely manner when a student withdraws. Except in unusual instances, the date of the institution’s determination that the student withdrew should be no later than 14 days (less if the school has a policy requiring determination in fewer than 14 days) after the student’s last date of attendance as determined by the institution from its attendance records.

If a student provides notification to the school of his or her withdrawal prior to the date that the school normally would determine that the student withdrew, the date of determination is the date of the student’s notification. The school is NOT required to administratively withdraw a student who has been absent for 14 days (or less if applicable). However, after 14 days, it is expected to have determined whether the student intends to return to classes or to withdraw. If the student is eventually determined to be a withdrawal, the end of the 14-day period begins the timeframe for completing a Return of Title IV Funds calculation. (FYI…this is 30 days)

## TRACKING 100% ABSENT FOR FINANCIAL AID

### Fall 2012 - 100% absent in 1+ course(s)

<table>
<thead>
<tr>
<th>Student</th>
<th>LMC Email</th>
<th>Preferred Personal Email</th>
<th>Cell Phone</th>
<th>Reg. Status</th>
<th>Course ID</th>
<th>CRN</th>
<th>Primary Instructor</th>
<th>Start Time</th>
<th>#Times Held</th>
<th>#Attend. Taken</th>
<th>%Attend. Taken</th>
<th>Attendance Present</th>
<th>Absent</th>
<th>%Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td></td>
<td></td>
<td></td>
<td>Registered</td>
<td>ENGL093</td>
<td>12925</td>
<td>Rinehart, Carrie L</td>
<td>18:20</td>
<td>28</td>
<td>24</td>
<td>86%</td>
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<td>100%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Registered</td>
<td>MATH090</td>
<td>10573</td>
<td>Jacques, Ernst</td>
<td>18:00</td>
<td>29</td>
<td>26</td>
<td>90%</td>
<td>1</td>
<td>25</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Registered</td>
<td>READ085</td>
<td>11464</td>
<td>Rinehart, Carrie L</td>
<td>17:10</td>
<td>28</td>
<td>27</td>
<td>96%</td>
<td>0</td>
<td>27</td>
<td>100%</td>
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<tr>
<td>Smith Totals</td>
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<td></td>
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<td>1</td>
<td>76</td>
<td>99%</td>
</tr>
<tr>
<td>Jones</td>
<td></td>
<td></td>
<td></td>
<td>Registered</td>
<td>BUSA203</td>
<td>11336</td>
<td>Augustyniak, Lisa J</td>
<td>11:30</td>
<td>42</td>
<td>34</td>
<td>81%</td>
<td>0</td>
<td>34</td>
<td>100%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Registered</td>
<td>ENGL102</td>
<td>11395</td>
<td>Sprunk, William A</td>
<td>14:30</td>
<td>29</td>
<td>16</td>
<td>55%</td>
<td>1</td>
<td>15</td>
<td>94%</td>
</tr>
<tr>
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<td>Registered</td>
<td>MATH090</td>
<td>12610</td>
<td>Shepard, Brenda S</td>
<td>08:00</td>
<td>26</td>
<td>26</td>
<td>93%</td>
<td>0</td>
<td>26</td>
<td>100%</td>
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<tr>
<td></td>
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<td>Registered</td>
<td>PSYC201</td>
<td>10177</td>
<td>Chambers, Donna J</td>
<td>16:20</td>
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<td>28</td>
<td>97%</td>
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<td>27</td>
<td>98%</td>
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<tr>
<td>Jones Total</td>
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<td>Huhan</td>
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<tr>
<td>Huhan</td>
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<td></td>
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<tr>
<td>Brower</td>
<td></td>
<td></td>
<td></td>
<td>Web Registered</td>
<td>ENGL102</td>
<td>11826</td>
<td>Borgman, Jessie C</td>
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<td>12</td>
<td>80%</td>
<td>6</td>
<td>6</td>
<td>50%</td>
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<tr>
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<td>Web Registered</td>
<td>HEAL166</td>
<td>11755</td>
<td>Cowan, Andrew J</td>
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<td>3</td>
<td>75%</td>
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<td>100%</td>
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<tr>
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<td></td>
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<td>MATH090</td>
<td>10011</td>
<td>Shepard, Brenda S</td>
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<td>25</td>
<td>89%</td>
<td>14</td>
<td>11</td>
<td>44%</td>
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<tr>
<td></td>
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<td>READ110</td>
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<td>Schodorf, Catherine M</td>
<td>09:10</td>
<td>14</td>
<td>13</td>
<td>93%</td>
<td>5</td>
<td>8</td>
<td>62%</td>
</tr>
</tbody>
</table>

| Brower Total |       |                           |           |             |           |      |                    |            |             |               |                | 25                | 28     | 53%     |

### Summer 2012
100% absent in all courses for last 14 calendar days
May 29, 2012 through Jun 11, 2012

---

<table>
<thead>
<tr>
<th>Student</th>
<th>LMC ID</th>
<th>AT Hold From Date</th>
<th>AT Hold To Date</th>
<th>FinAid Credit Hrs</th>
<th>FinAid Adjusted Hrs</th>
<th>Offered*</th>
<th>Memoed/Authorized*</th>
<th>Paid*</th>
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</thead>
<tbody>
<tr>
<td>John Doe</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>$0.00</td>
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<td>$525.00</td>
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<tr>
<td>Steve Smith</td>
<td></td>
<td></td>
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<td>6.00</td>
<td>6.00</td>
<td>$1,050.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>Sally Jones</td>
<td></td>
<td></td>
<td></td>
<td>6.00</td>
<td>0.00</td>
<td>$6,339.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>John Lin</td>
<td>13.000</td>
<td></td>
<td></td>
<td>6.00</td>
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<td>$6,339.00</td>
<td>$0.00</td>
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<tr>
<td>Peggy Jones</td>
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<td>6.00</td>
<td>6.00</td>
<td>$6,655.00</td>
<td>$694.00</td>
<td>$4,556.00</td>
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<tr>
<td>Joy Smith</td>
<td>3.000</td>
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<td>$2,775.00</td>
<td>$0.00</td>
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<td>Fred Jones</td>
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<td>7.00</td>
<td>0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>Rose Smith</td>
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<td></td>
<td>6.00</td>
<td>0.00</td>
<td>$2,775.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Lee Smith</td>
<td></td>
<td></td>
<td></td>
<td>3.00</td>
<td>0.00</td>
<td>$2,775.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Brad Smith</td>
<td></td>
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<td></td>
<td>3.00</td>
<td>0.00</td>
<td>$2,775.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
INTERVENTION STRATEGIES

- Uses Attendance Data Daily as a monitoring Tool for Promise Zone Cohort
- Uses Daily Radar Report
- Promise Zone Cohort
  - At Risk Group
  - Scholarship
  - 45 Students Fall 2012
  - Uses SAP as a baseline measure
- Data Usage
  - Early Intervention
  - Time of Day for Classes & Transportation Issues
  - Time of Semester

Louis Thomas
Lead Admission Specialist
“Start to Finish” Grant Coordinator & Life Coach
### Monitoring “At Risk Cohorts”

#### Fall 2012 Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>Subject Code</th>
<th>Name</th>
<th>Sep 4</th>
<th>Sep 5</th>
<th>Sep 6</th>
<th>Sep 7</th>
<th>Sep 8</th>
<th>Sep 10</th>
<th>Sep 11</th>
<th>Sep 12</th>
<th>Sep 13</th>
<th>Sep 14</th>
<th>Sep 15</th>
<th>Sep 17</th>
<th>Sep 18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rick</strong></td>
<td>ENG091</td>
<td>Simons, Neil</td>
<td>11060</td>
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<tr>
<td></td>
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CAN ATTENDANCE TAKING AND FOLLOW-UP MAKE A DIFFERENCE?

Cohorts

- Fall 2011 BHHS Promise Students
- Fall 2012 BHHS Promise Students

**Fall Cohort**
- Fall 2011: 40
- Fall 2012: 45

**Students Enrolled for Following Spring**
- Spring 2011: 25
- Spring 2012: 39
CAN ATTENDANCE TAKING AND FOLLOW-UP MAKE A DIFFERENCE?

**Promise Zone Cohorts**
**Fall to Fall Comparison: 2011 & 2012 Graduates**

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<th>Metric</th>
<th>2011 Graduates</th>
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<td>Percent Meeting SAP</td>
<td>32.5%</td>
<td>46.0%</td>
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<td>Attendee Percentage</td>
<td>25.6%</td>
<td>65.6%</td>
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<tr>
<td>Average Completion Rate</td>
<td>40.0%</td>
<td>66.4%</td>
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<tr>
<td>Fall to Spring Persistence</td>
<td>61.1%</td>
<td>86.6%</td>
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**Change / Improvement**
- Percent Meeting SAP: 13.5% to 46.0%
- Average Completion Rate: 25.6% to 65.6%
- Attendance Percentage: 11.3% to 77.7%
- Fall to Spring Persistence: 24.1% to 86.6%
CHALLENGES / LESSONS LEARNED

- Clarify the business rules for your institution with stakeholder input
  - Deadline for Taking Attendance: “1:00 PM Next Day Rule”
  - Excused Absences
  - Understand The Department of ED rule on mandating attendance taking
- Realize that Attendance taking is not the same for all classes
  - Internet Classes
  - Classes with no meeting times
- Manage the Adoption Curve
- Communicate How Data will be Used
- Find a Champion for Using Data to Manage a Cohort