# Student Affairs Annual and Year-End Goal Report FY2020-21

## Instructions for Submitting the Report:

* All reports should use the same template font, formatting, and headings. Do NOT change the font, spacing, alignment, bullet styles, heading styles, etc.
	+ Calibri - size 12 (approved BC)
	+ Titles configure in Word styles - #2 and #3
* Follow the formatting instructions for each section
* Please review this guide on [Accessible Electronic Content](https://ncdae.org/resources/cheatsheets/pdf/electronic-content.pdf) to ensure the formatting of your document is accessible.
* Due September 2, 2021, to avpstudentaffairs@bellevuecollege.edu, cc: your dean.

## Student Affairs Vision, Mission, and Values

Adopted 2015

### Vision

Student Affairs will be nationally recognized for its student outcomes, as full partners in an educational community that cares for and empowers every individual to advance pluralism, achieve their goals, and positively impact our world as responsible and engaged citizens.

### Mission

We provide student-driven services and support through equitable and accessible practices, engage with and advocate for all populations, respond to the unique individual needs of each student, and promote an exceptional service experience.

### Values

**Access, Equity and Respect** – We believe that each and every student deserves full and equitable participation in the creation of individualized and inclusive educational experiences that feel physically, psychologically, and culturally safe and secure.

**Diversity and Collaboration** – We cultivate communities that embrace, empower, and encourage participation from all individuals on campus and recognize the benefits that arise from varied perspectives and inclusive experiences.

**Innovation and Responsiveness** – We continuously improve our practices and procedures through evidence-based decision-making and ongoing dialogue with students and campus community members to ensure effective high-quality professional services.

## Basic Department Demographics

Please provide the following information and use the following format for this section:

1. Program Name & Program Description- Early Alert for Academic Support. This program is an early intervention program designed to identify and support students at risk of attrition in order to improve student success, retention, and persistence. Faculty observe student performance in class and submit early alerts based on the following criteria: never attending, missed classes/stopped logging into Canvas, missed assignments, and poor performance on quizzes and exams. Once an alert is submitted, an automated email is triggered for the following day specific to the alert type selected for the student. After that, additional outreach is made to the student via phone and email. Early Alerts are triaged based on severity of the alert (see Early Alert Process and Procedures document). Outreach coordination with campus partners (Running Start, CEO, International Education, Workforce Education and iBIT) takes place and progress is tracked on an excel database and noted in TargetX as well.
2. Program Overview (If appropriate, highlight growth/changes in number of personnel, services provided)- Faculty observe student performance in class and submit early alerts based on the following criteria: never attending, missed classes/stopped logging into Canvas, missed assignments, and poor performance on quizzes and exams. Once an alert is submitted, an automated email is triggered for the following day specific to the alert type selected for the student. After that, additional outreach is made to the student via phone and email. Early Alerts are triaged based on severity of the alert (see Early Alert Process and Procedures document). Outreach coordination with campus partners (Running Start, CEO, International Education, Workforce Education and iBIT) takes place and progress is tracked on an excel database and noted in TargetX as well.

The Early Alert program was a priority intervention under the Achieving the Dream framework for Bellevue College and slated for implementation Fall 2020, however the Covid-19 Pandemic necessitated its earlier implementation with a pilot program Spring 2020 with a focus on early outreach and support as students transitioned to all online instruction. The pilot Early Alert program focused on students who had not logged in to Canvas the first three days of the quarter and outreach consisted of phone calls and emails to these students. Early Alert data shows that 251 alerts were submitted during this first quarter of the program, representing 227 unique students. Over the course of the 2020-2021 Academic Year the program has grown in breadth and depth. Instructors now have the option to select from four Early Alert criteria for a student of concern (never attend, missing classes/stopped logging into Canvas, missing assignments, and poor performance on testing).

1. Program Mission Statement- Bellevue College's Early Alert for Academic Support Program, a student success initiative, proactively integrates and coordinates campus programs, support services, faculty, and staff in support of closing the equity gap.  Additionally, the Vision statement for Early Alert for Academic Support is:The Early Alert for Academic Support Program strives to connect students to integral campus resources, services, and faculty that will support, encourage and empower them and their academic success at Bellevue College and beyond. The Early Alert for Academic Support Program also works to educate students as they navigate the college environment, so they develop the relationships, resilience and confidence to seek out support in the future should the need arise.
2. Staffing Level- Number of Faculty, Staff and Student Workers: 1-The Early Alert Coordinator
3. Office Location & Website(s)- The Early Alert Coordinators office is located in U219E. The Early Alert webpages are included on the Student Affairs site: <https://www.bellevuecollege.edu/studentaffairs/early-alert-for-academic-support/>
4. Updated Org Chart (send as attachment with report when submitted)

## Mission Alignment

How does the department mission align with the [division’s](https://bellevuec.sharepoint.com/sites/studentaffairs) and [college's mission](https://www.bellevuecollege.edu/futurevision/mission/)? How has your department provided practices that are student-driven, equitable, and accessible? How do you know? Provide examples.

Annual 2020-21 Goals format Instructions: Title

1. Mission Alignment Analysis- The Early Alert program is aligned with the SA Division and College mission statements as it is centered on equity and student success. The primary focus of the Early Alert program is to proactively outreach to students who demonstrate academic difficulty, using phone and email communication, to understand the factors impacting their academic success and to connect them to resources that may support them. The Early Alert program considers it the responsibility of the college to outreach to students, learn about them and their needs, and connect them to resources rather than putting the onus on students to do this, which can be particularly challenging for students who are first in their family to go to college.

A series of communications are made with students in an attempt to support their learning. First, an automated email goes out, followed by a phone call, then a follow up email if needed. These outreach communications provide the opportunity for students to receive campus resource information in oral and written formats. The Early Alert program is available to all students enrolled at the college. The Early Alert coordinator is the primary person conducting outreach calls and emails, however additional population-specific outreach support is provided by Running Start, CEO, Workforce Education, International Education, and iBIT, thus connecting students with advisors/case managers with whom they already have an established and trusting relationship.

## Annual Goals (past)

For *each* past annual goal from 2020-21, addressing the following:

1. Progress Update- The Early Alert program did not have official/specific goals determined for the 2020-2021 academic year. As the program was new, this was to be developed throughout the course of the year with the Early Alert committee. The only real goals set for Early Alert for this academic year was the roll-out of the full Early Alert program Fall 2020 and the establishment of a baseline for faculty usage during AY 2020-21 without heavy recruitment and intervention.
	1. What progress have you made on achieving this goal? This goal was achieved. In Spring 2020 the pilot Early Alert program was launched and only focused on alerts for students who did not log into Canvas during the first three days of the quarter. Starting Fall 2020 the Early Alert criteria expanded to include the following
		1. Never attending
		2. Missed classes/stopped logging into Canvas
		3. Missing assignments
		4. Poor performance on testing
	2. What challenges did you experience in achieving your goal? (Consider impact of COVID19, remote learning and work, national and local strife)- The challenges associated with this goal was capacity to manage the quantity of alerts coming in and outreaching to students, closing out alerts, and following up with faculty in a timely manner. All students received email outreach, however following up with phone calls took more time and at one point there was a backlog of 200+ calls that needed to occur. To better manage this, the difficult decision to triage those calls based on alert type was made, thus some students did not receive the phone outreach while others did. Instructors did not receive timely follow up regarding their alerts, which had some impact on the effectiveness of the program with regard to building trust with faculty.
	3. What have been your successes in meeting the goal? This academic year has been filled with lots of trial and error, great brainstorming and collaborating, and improvement of processes. For example, the first email that goes out to students has been automated using TargetX, a triage system has been established for better identifying critical alerts, database recording/monitoring of alerts has improved, and processes for closing out alerts and sending automated responses to faculty have been streamlined and implemented. Additionally, an Early Alert Process & Procedures manual has been developed with information regarding the program as well as instructions for sending emails, making calls, logging notes, and closing alerts in TargetX. During this academic year goals for the Early Alert program have also been created so we can evaluate program effectiveness moving forward.
2. Report the data collected for the goal- Early Alert data shows that 251 alerts were submitted during this first pilot quarter of the program, representing 227 unique students. Over the course of the 2020-2021 Academic Year the program has grown in breadth and depth. The number of Early Alert submissions for AY 2020-2021 (Fall through Summer) averaged 288 per quarter. From Spring 2020 to Spring 2021 the Early Alert submissions increased by 53%.

 \* Spring 2020 was our pilot quarter. Alerts only focused on students who did not log

 into Canvas the first three days of the quarter

During the 2020-2021 Academic Year 1,455 Early Alert forms were submitted with an additional 23 Early Alerts sent via email, for a grand total of 1,478 Early Alerts. This total does include duplicate Student ID numbers (SIDs) in the instance when a student had more than one alert submitted on their behalf as well as alerts submitted in error and alerts that were cancelled after submitted. After removing duplicate SIDs, 1,080 unique student IDs remained.

1. Discuss what the data shows- The data displayed above shows that there was a substantial increase of faculty submission of early alerts from the time of the pilot launch of the Early Alert program in Spring 2020 to Spring 2021. As more faculty become familiar with the program through various communication campaigns, campus presentations, and word of mouth, we see an increased submission of forms. The data also shows that summer quarter tends to be the quietest with regard to Early Alert submissions, which is in alignment with campus activity in general for the summer quarter.
2. The Early Alert dashboard within the TargetX CRM (Customer Relations Management) tool, has a variety of dashboards that provide a snapshot into such things as Alerts by instructor, Alerts by Advisor, Alerts by alert-type, etc. One compelling dashboard displays Alerts by student ethnicity where white students are shown as the racial group with the highest number of Early Alerts submitted (727 total since the Early Alert program started in Spring 2020. Note: the graphic includes duplicates and errors). This leaves one to wonder “what does this mean?” Is there bias involved in the Early Alert submissions (or non-submissions)? Is this just a coincidence? This is an area to further explore as we continue to move forward.



Another point of concern is that from the time the form was turned on in Spring 2020 to Summer 2021, 252 individual instructors (both full-time and part-time) submitted Early Alerts. According to the [Facts at a Glance 2021](https://www.bellevuecollege.edu/wp-content/uploads/sites/114/2021/05/Facts-At-A-Glance-One-Sheet-05052021.pdf) sheet there are 897 faculty (both full-time and part-time). Therefore, generally speaking, only 28% of instructors are submitting Early Alerts. This is not a perfect analysis as a part-time instructor could be here for one class per quarter, however, this is still an alarmingly low number with regard to faculty participation in the program. This poses equity challenges not only for the students for whom it is “luck of the draw” if they enroll in a class with an instructor who participates in the Program, but it is also inequitable to instructors that some submit diligently while others do not. This is another area to further explore and work on as it relates to messaging and training of instructors on the Program.

* 1. How have you used qualitative and quantitative data to guide equity goal achievements (service levels, employment level, satisfaction, etc.)?: Quantitative data has been collected with the use of the TargetX Dashboards mentioned above. Qualitative data has been gathered informally during Early Alert outreach calls. These conversations affirm the impact of the COVID19 pandemic and resulting lockdown on students’ physical and mental health. Additionally, the move to all online instruction further exacerbated academic performance with regard to learning style misalignment with the move to all online instruction, unreliable access to technology and/or internet, and balancing the competing responsibilities of family, work, and school. Increased mental health challenges came up during conversations with students as a result of one or more of these factors. Again, several of the factors identified are not new in terms of impacting academic performance, but the ongoing pandemic further impacted students’ ability to perform well in school.

Through the course of Early Alert phone calls, compelling stories have been shared by students regarding their academic journey and the factors that impact their success. A student who was called over Summer 2021 is one not new to the Early Alert outreach. He also had an Alert for Spring 2021. During the Spring call he said he was struggling and having a hard year but had support from family and friends. Counseling and other resources were shared with the student and he was hopeful he could turn things around. He ended up failing not only the class that had the Early Alert, but all classes for the quarter. Come Summer 2021 he has received another Alert. During the outreach call he shared a lack of motivation entirely. He knew what he should do in order to change habits, he knew he wanted a bachelor’s degree. But he didn’t know how to get there, didn’t understand how higher education works, felt lost and confused like he was the only one. After a long discussion, addressing his imposter syndrome and identifying specific resources for him to connect with, a clear and specific to-do list was created for him to follow, then a follow up call would occur two weeks later to hold him accountable. During that call he shared he’d had two visits with the Counseling Center, had caught up in one class and was almost caught up in another, and was making progress.

Contrast this with a different student who began strongly at BC in Fall 2019, earning good grades and making steady progress. Grades started to slip Summer 2020, then slipped even further Fall 2020 with a failing of both of his classes, one of which was Math 151. The student repeated Math 151 in Winter and failed (this was his only class); the same was true for Spring 2021. And no Early Alerts were submitted for this student. Not one. What if they had been? Could he have received the support needed to turn things around?

1. Make recommendations for future work on that goal- The Early Alert program has been fully launched as of Fall 2020. Moving forward there will be a focus on refining processes, improving outreach with students with the use of text messaging, and addressing equity issues with regard to the completion of the Early Alert form by instructors. As there are no Early Alert CAS Standards, I used the Advising CAS standards for the following.

Annual 2020-21 Goals format Instructions:
For each 2020-21 goal, please use the following format:

1. Goal Statement/CAS Standard- Roll out the full Early Alert Program Fall 2020/Must provide relevant information, services and resources consistent with its mission and goals; Must promote the program such that the campus community can identify the individual or group coordinating [the program]; Must monitor academic progress, proactively identify academically at risk students, and connect those students with appropriate resources to facilitate student success; Must develop and implement strategies for outreach and promotion; Must promote student learning, development and personal growth to encourage self-sufficiency
2. Progress Update- Full Early Alert program implemented Fall 2020
3. Data Collected-The majority of the data collected is quantitative with regard to number of Alerts submitted. This data can be further broken down by alert type, race/ethnicity, first generation college student, academic program, and more using TargetX. Qualitative data was also collected from phone conversations with students successfully contacted. All data is recorded in TargetX (calls made, emails sent, notes) and is also stored within an Excel database used for monitoring alert outreach and closure.
4. Data Discussion- Per the request of the Board of Trustees further data needs to be collected to see how many of the students Spring 2021 were successfully contacted as well as how many students who had Early Alerts submitted Spring 2021 successfully passed the class of concern with a C or better.
5. Recommendations- Development and implementation of clear program goals for 2021-22 and beyond which will aid in program evaluation and improvements.

## Annual Goals (future)

As you plan for the next year. Address the following:

1. Describe what goals and [CAS Professional Standards](https://www.cas.edu/Files/Presentations/CAS_Basics_082015.pdf) you want to achieve and/or address. *A minimum of 3 goals should be identified for this upcoming academic year.*
2. Describe how will you achieve those goals. Indicate the measures that will be used, include qualitative and quantitative measures\*
3. Describe how will you ensure that your (outcome/measurement) demonstrate equity. Specifically, how will your goals impact and address race, culture, age, ability, veteran status, gender, linguistic ability, and religion?
4. Outline what trainings and/or learning opportunities does your team plan to participate in to expand knowledge of racial diversity, equity, and inclusion. Please list them all.
5. Describe how is your team involved in the creation of these goals? To what extent are they aware?
6. Describe what resources do you need to achieve your goals.

*\*A quantitative measure can include headcount served, services provided (workshops, trainings, programs, tests proctored, etc.). A qualitative measure can include student narrative evaluations, focus groups responses, etc.*

Goal/CAS statement format Instructions:
For each goal/CAS statement, please use the following format:

1. Goal Statement/CAS Standard:
	1. **Goal Statement-** Build an understanding of broad needs and challenges/difficulties facing students in order to inform the work of student services offices across the college.
	2. **CAS Standards-** Must have clearly stated, current, relevant and documented goals/outcomes, policies and procedures, responsibilities and performance expectations for personnel, and organizational charts demonstrating clear channels of authority; Must provide relevant information, services and resources consistent with its mission and goals; Must promote the program such that the campus community can identify the individual or group coordinating [the program].
2. Qualitative/Qualitative Measurements:
	1. **Measure-** Quarterly and/or yearly report of common themes identified through Early Alert outreach calls/emails.
	2. **Operationalized measure-** 100% of student services offices receiving an Early Alert Thematic Report each year.
3. Equity Measurement- As higher education professionals we all work hard to ensure the success of our students, but there are nuances or policies we may not be aware of OR are unaware of the impact these have on students, and the resulting impact on their success and next steps. To use the example of a veteran student again: a veteran student might be having a rough quarter and is encouraged by one department/employee to drop the class(es) they are struggling in and spend that time focusing on themselves. While the intent of this is good, the impact can have negative consequences. Veteran students receive payment from the VA Education Benefits for their classes. If they drop classes, they have to repay those funds, which could place a financial burden on them, and it could impact other benefits as well. In a case such as this it is actually more beneficial for the student to fail the class as the VA will pay for them to repeat the class later. Additionally, students have other challenges that impact their success. By speaking with students directly, we can gain a better sense of what their realities are, the impact it is having, then can work to modify or adjust our services, protocols, recommendations to more effectively meet their needs and in turn (hopefully) have a positive impact on their success.
4. Professional Development- Attend ATD-Holistic Student Supports Institute as well as other relevant trainings, workshops or conferences as they become available and as funding permits (if required).
5. Communication Plan- Work with AVP of Student Affairs to communicate out the annual thematic report on Early Alert with student services and the campus as a whole.
6. Resources Needed: AVP of SA support in communicating messaging to campus.

Goal/CAS statement format Instructions:
For each goal/CAS statement, please use the following format:

1. Goal Statement/CAS Standard:
	1. **Goal Statement-** Demonstrate Early Alert’s commitment to fostering a caring campus community with equitable and proactive outreach and guidance to students demonstrating academic difficulty.
	2. **CAS Standards-** Must monitor academic progress, proactively identify academically at-risk students, and connect those students with appropriate resources to facilitate student success; Must develop and implement strategies for outreach and promotion.
2. Qualitative/Qualitative Measurements:
	1. **Measure-** Number of faculty submitting Early Alerts.
	2. **Operationalized measure-** Increase the number of faculty participation in Early Alert submissions by 10% from approximately 28% (252 individual instructors) during the 2020-21 academic year to 38% (280 individual instructors).
3. Equity Measurement- All students should have the opportunity to receive an Early Alert if they are demonstrating academic difficulty and have the outreach that follows and resource referrals that follow. The data currently shows that the majority of Early Alerts that have been submitted since Spring 2020 are for white students. Why is that? What does this mean? And is there a racial equity issue at play? The data also shows that since the Early Alert program began in Spring 2020, only 252 of the approximately 897 faculty on campus at a given time (28%) have submitted an Early Alert. If we are interested in closing the equity gaps at Bellevue College, then everyone needs to participate. Increased marketing and educating of faculty will hopefully clarify misconceptions about the program, reinforce the importance of it, educate instructors on the various challenges today’s students are faced with, and increase the likelihood of their submission of an Early Alert form.
4. Professional Development- Attend ATD-Holistic Student Supports Institute as well as other relevant trainings, workshops or conferences as they become available and as funding permits (if required).
5. Communication Plan- Notify AVP of Academic Affairs of goal and request his support in crafting a message and communicating the goal stated above with faculty.
6. Resources Needed- Collaboration with Effectiveness & Research to gather data that faculty want and need to see to be inspired to submit alerts. Qualitative date will help tell the students story in their own words, and the quantitative data will help show impact of the Early Alert program over time. Additionally, support of Faculty Commons and the Academic Deans will be critical in gaining buy-in from more faculty.

Goal/CAS statement format Instructions:

For each goal/CAS statement, please use the following format:

1. Goal Statement/CAS Standard:
	1. **Goal Statement-** Advocate for course completion (or incompletion) as it best meets the needs of each individual student receiving an Early Alert.
	2. **CAS Standards-** Must provide relevant information, services and resources consistent with its mission and goals; Must monitor academic progress, proactively identify academically at-risk students, and connect those students with appropriate resources to facilitate student success; Must promote student learning, development and personal growth to encourage self-sufficiency.
2. Qualitative/Qualitative Measurements:
	1. **Measure-**Successful course completion; students who w/d before graded to see quarterly GPA; credit completion rate or course completion rate; retention to the following quarter.
	2. **Operationalized Measure-** % of EA form-associated classes in which a student successfully completed the course (C or better); Median quarterly GPA for students identified in the EA submission; % of quarterly earned credits of attempted credits; % retained, graduated, or transferred following quarter.
3. Equity Measurement- Not all students are the same and not all student cases should be treated equally. Some students have personal or health situations that warrant the withdrawal of a class or classes to support their overall well-being. For other populations (international students, students receiving financial aid, veteran students, workforce education students) dropping a class either violates policy or will pose a significant challenge/barrier as they move forward in their education. Listening to the student’s individual needs during email or phone communications, asking critical questions, and advising them from a holistic student support lens is critical in ensuring they have the information needed to make the best decision for their circumstance. Providing students with options and specific resources to support their experience is also key.
4. Professional Development- Attend ATD-Holistic Student Supports Institute as well as other relevant trainings, workshops or conferences as they become available and as funding permits (if required).
5. Communication Plan- Share out findings at BOT meetings and as part of the annual thematic report to student services office and the campus community as a whole.
6. Resources Needed-The assistance of ERG in gathering data that cannot be acquired through TargetX; the opportunity to present at future BOT meetings; support of the AVP of Student Affairs in sending out mass communication to the campus with the findings included in the annual thematic report.

## Annual Policy, Procedures and/or Practices (i.e., unwritten rules) Review

1. Review all policies, procedures and/or practices that fall under your department. Use hyperlinks to attach policies, procedures and/or practices documentation (websites, manuals, etc.) to report.
2. Racial Equity Reflection- Reflecting on the 2020-2021 academic year, please share which policies, procedures and/or practices that have been examined and/or changed to improve greater racial equity for various constituent groups. Please list with examples.
3. Of all your policies, select 2-3 policies, procedures and/or practices that you would like to redesign in the upcoming 2021-2022 academic year.
4. Develop an action plan with your dean on how you will redesign this policy, procedure and/or practice during the 2021-2022 academic year. Describe plan.
* Please note, we will be reviewing each policy, procedure and/or practice identified through a racial equity lens through the Fall/Winter quarter. You will receive more information on this in late Summer/Early Fall.

Annual Policy, Procedure and/or Practices format Instructions:
For this section, please use the following format:

1. Review of Policies, Procedures and/or Practices: [Early Alert Process and Procedures](https://www.bellevuecollege.edu/wp-content/uploads/sites/217/2021/07/Early-Alert-Outreach-Program-Processes-and-Procedures-Revised-2.docx) document.
2. Racial Equity Reflection- During the 2020-21 Academic Year students were outreached to based off the alert type and the triage level assigned to that particular alert type (see page 4 of the [Early Alert Process and Procedures](https://www.bellevuecollege.edu/wp-content/uploads/sites/217/2021/07/Early-Alert-Outreach-Program-Processes-and-Procedures-Revised-2.docx) document). Starting Fall 2021 priority outreach will be focused on Black/African American identified students. This information has been pulled into the daily Early Alert reports generated within TargetX so it will be easy to triage students who have identified as Black or African American on their application to BC. Throughout the Academic Year we will expand on this to also include priority Early Alert outreach to LatinX students and Native American students to ensure faster outreach and support.
3. List of Policies, Procedures and/or Practices to Review for 21-22 academic year- Early Alert does not have any official “policies” at this time. As staff continue to support the Early Alert outreach efforts their experiences will help inform if the current Process and Procedures documents needs revision. Currently this document outlines the mission and vision of the Early Alert program, alert types, triaging of alerts, outreach communications & templates, and processes for recording information in TargetX. If the Early Alert program should expand/grow, and when the implementation of a robust card reader system occurs, then that will need to be considered and added into the Process and Procedure document as appropriate.
4. Action Plan for 21-22-
	1. Hire and train Peer Educators to support Early Alert outreach calls/emails and documentation in TargetX to ensure timelier outreach, referrals, and follow up with faculty.
	2. Continue to refine the program as we go to improve the outreach process and meet our specified goals.
	3. We hope to utilize the Signal Vine texting feature to let students know they have an urgent email related to their academic success so increase the likelihood they check their BC email and connect with Early Alert and resources that can support them.
	4. Starting Fall 2021- Black and African American students with alerts will be prioritized for outreach calls. As the year progresses the plan is to also do the same for LatinX and Native students.
	5. Early Alert is partnering with MCS and the Umoja and Puente programs to modify the Early Alert automated emails using conditional formatting so that IF a Black/African American student OR a LatinX student receives and Early Alert the email they receive provides information about the alert but also highlights Umoja OR Puente as a resource to connect to and learn more about.