Early Alert is an intervention program that allows faculty to notify advisors/counselors about issues that may affect the success of a student. Faculty, counselors, and advisors form a team to assist students in difficulty find the help they need. An online communication and notification system provides a flexible forum for the team. Early Alert promotes retention and the success of students through personalized, ongoing interactions with students. The program at Sinclair is implemented in all developmental courses, first-year experience courses, English 1, and select Math courses (including online sections).

Benefits

- Supports a “team approach” in student retention
- Creates an online forum for counselors, advisors and faculty to work together
- Provides additional opportunities for meaningful interactions with students
- Easy online accessibility supports multiple campuses and online classes
- Tracks and records early alerts and provides selected updates to the faculty throughout the process
- Automatically sends notifications, updates and confirmations to campus email addresses
- Creates detailed reports at any point during the year

An Overview

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The Process

1. Instructor identifies a student or students who are having difficulty in class:
   - Never Attended
   - Excessive Absences
   - Tardiness
   - Academic Concern
   - Low Homework/Quiz Scores
   - Low Test Scores
   - Personal Concern
   - Other

2. Notification is sent by the instructor through the early alert website.

3. An email is automatically distributed to the student’s advisor or counselor.

4. Advisor/counselor contacts student and addresses the issue.

5. Advisor/counselor updates faculty on the status of the early alert via an email automatically generated by the website.
“Direct counselor contact” refers to students with early alerts who speak with a counselor on the phone or in person. “Indirect counselor contact” refers to students who have received mail, email, or messages from a counselor but did not respond.

- Students who speak with a counselor have a 13% higher retention rate than students who do not have direct contact.
- Students who have direct contact with a counselor have an average GPA .28 points higher for that quarter than students who do not have direct contact.

With increased numbers of early alert being submitted, the positive impact on GPA and retention reaches a greater number of students and results in increased student count.

- The total early cases and students increased by 74% since the 2005-2006 school year.
- As the number of participating classes increased and popularity of the program grew, the total number of cases reached the all-time high of 3253.