Program/Initiative: EARLY ALERT SYSTEM

Situation: The fall-to-fall persistence rate for first-time-in-college (FTIC) students at Collin is, on average, several percentage points lower than the target rate of 52%, and is even lower for male and traditionally underserved FTIC students. In addition, underserved FTIC students earn fewer A,B, and C grades, and more D,F, and W grades than the general FTIC population. This initiative is designed as a part of the 2025-2030 quality enhancement plan (QEP) to help students transition successfully into college life such that they can excel in their first year and beyond.

| Inputs | Outputs | | Outcomes -- Impact | | |
	Activities	*Participation*	*Short*	*Medium*	*Long*
All faculty Staff/personnel among student support services Time to research, implement, and/or purchase early alert processes or software The potential early alert software itself Funding for a potential early alert software Time to train institutional stake-holders on how to use early alert software or implement new processes	Convene early alert system (EAS) committee with both faculty and staff Research available early alert software options or new processes to be scaled across the district Acquire and install/activate software if needed Train faculty and staff on new processes and/or software functions Implement EAS for targeted student population Faculty report on student changes in behavior, academic performance, and attendance Students are contacted by multi-disciplinary alert/intervention team of responders Conclusions of early alert outreach are stored in single location/system	External audiences • Early alert software vendor(s) Internal audiences • Students receiving early alert intervention • Faculty and staff participating on EAS committee • Faculty reporting early alerts • Staff/personnel carrying out student interventions • IR or IT managing the early alert software/collecting early alert data	Intervention responders successfully reach student reported through early alerts Faculty feel confident and prepared to use the early alert system	Student acts on recommendations from intervention responders	Student passes the course in which they received the early alert, or withdraws with no academic penalty Faculty do not feel inconvenienced by early alert system Faculty and staff perceive early alerts as effective