This process has been written according to the specific objectives to be attained by The Connections Center during the Retention Alert Pilot

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Retention Alert Process

- Overview of Retention Alert (RA)
- Overview of RA Components
- Interaction of Components
- Development
- Process Requirements Defined
- Software Subsystems Defined
- Testing
- Training
- Analyzing Functionality
- Results

***This process was created using guides and references from Institutionalization of Technology in Schools Checklist, Evaluation Checklists Project, [www.wmich.edu/evalctr/checklists](http://www.wmich.edu/evalctr/checklists) as suggested within the Title V Grant, pg. e19/19
Overview of Retention Alert

• “The Retention Alert case management system enables institutions to track specific information about students, open a case about a student, and automatically send alerts of any issues so that the student can be helped immediately.

• Based on the strategies agreed upon in the Retention Alert Decision document, scenarios are developed to track and monitor students.

• Once the case is opened, either automatically or manually, a notification is sent to the appropriate, institution-defined staff member or resource who can initiate communication with the student. The case information includes symptoms of the problem, the owner of the problem (advisor, professor, etc), and a history of the communication between the student and the owner.”

-Ellucian 2013
Overview of Retention Alert Components

- **Installation of software** (access & permissions)
- **Development** (of software usage & of process usage)
- **Testing** (of software usage & of the developed)
- **Analyzing process** (maintain and review records of success, issues and deficiencies) and readjusting process
- **Actualization of Process**
- **Training** (on software usage & Process usage)
- **Calculate Results**
- **Report Results** (findings and suggestions for institutionalization)
Interaction of Components

Usage Process

Technology Process

Staff/Faculty Participation and Administrative Support
Development

• This portion documents the two-part development that happens simultaneously:
  • Software Development (Webadvisor/Ellucian)
  • Retention Process Development (working the case)

• Software & process developments affect each other’s function:
  • the software developments facilitate the capability to access, share & maintain information used in the Retention process.
  • The Retention process is developed to facilitate the flow and timeliness of case creation, follow-up & measurement of results.
The person listed as having the role of Workflow Administrator will:

- Meet with each department head to:
  - decide on the staff participation, roles and access levels
  - decide on parameters for student identification

- Conduct training and testing on use of the software

- Contact the Technical (IT) department to:
  - provide the information (listed in the prior slide) of the participants needing access to Retention Alert in Colleague and WebAdvisor.
  - specify the level of access each participant may have within Retention Alert & WebAdvisor activate the different accounts within Retention Alert

- The Technical (IT) department will respond with accessibility obtained for each staff member and inform of issues in obtaining permissions for any staff.
Development of Retention set-up

- The person listed as having the role of Workflow Administrator will meet with each department head to:
  - Decide on the steps and responsibilities of each of the participant roles
  - Decide on parameters for student identification (case types)
  - Decide on best process to move students from identification, to working the case, and the case closure.

- Conduct testing on use of the software throughout the process identified above

- Contact the Technical (IT) department
  - Report initial accessibility issues to be resolved (later issues are reported by participating staff directly to the IT department)

- The Technical (IT) department will respond with accessibility obtained for each staff member and inform of issues in obtaining permissions for any staff.
Development of Process

• **Specialization of roles**
  - Identify who will be the Workflow Administrator, Reporting, Case Worker/Manager, and Contributors

• **Development of routine & policy, practices and responsibilities**
  - Once each person has a decided role, each person knows who to go to for the different parts of the process, support, and preventative maintenance.
  - Define each step of the process from creation of the case, to referrals, to closure.

• **Standardized configurations and platforms**
  - Standardized infrastructure within WebAdvisor and Ellucian defines rules and case types to work together.
## Retention Alert Process Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities include:</th>
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</thead>
<tbody>
<tr>
<td><strong>Contributor</strong></td>
<td>- Entering data for test students&lt;br&gt;- Accessing contribution information&lt;br&gt;- Document any errors</td>
</tr>
<tr>
<td><strong>Case Worker/Manager</strong></td>
<td>- Access ‘My To Do List’&lt;br&gt;- Add notes to cases&lt;br&gt;- Reassign cases&lt;br&gt;- Close cases&lt;br&gt;- Send email from case&lt;br&gt;- Add Communication Code (if applicable)&lt;br&gt;- Document any errors</td>
</tr>
<tr>
<td><strong>Reports</strong></td>
<td>- Accessing open and close case reports&lt;br&gt;- Document any errors</td>
</tr>
<tr>
<td><strong>Workflow Administrator</strong></td>
<td>- Accessing and manipulating RA parameters and/or setup&lt;br&gt;- Document any errors</td>
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</tbody>
</table>
The person listed as having the role of Department Administrator will meet with each department head to:

- decide on the staff participation, roles and access levels
- decide on parameters for student identification
- Determine how workload shifts/changes to accommodate & promote use of new software will take place
- Follow-up with department heads to provide support & accountability throughout the semester or time of initial development period.
- strong incentives in place to ensure that all staff/faculty receive appropriate training in the use of the software/application & uses the technology
Sample Process

1. Student case is contributed (a student is identified & referred to Retention Alert by a professor or staff)

2. Student’s Case is created & received at The Connections Center (DLRC 105)

3. Within 24 hours, the Student Case is assigned to Connections Center Staff

4. Notes of meeting, referrals & resources provided to the student are entered on WebAdvisor.

5. Student attends appointment and receives in-depth advising, resources, referrals and follow-up tasks (as needed).

6. Student is contacted and an appointment is made for an in-depth Advising session with Connections Center Staff.

7. Reassign (add) case to include appropriate departments for follow-up advising.

8. Each department adds notes to case as they interact with students.

9. These steps are repeated as needed until Case meets closure criteria and is closed by Connections Center Staff.
Process Requirements Defined

- **Software** - Staff have access to Colleague software and to WebAdvisor.

- **Staff access** - Both Colleague and WebAdvisor software require that staff receive access to see and use the Retention Alert links. Access is provided by the person listed as having the role of Workflow Administrator. They will be contacted by the director of the department requesting staff access. The director will provide the Workflow Administrator with the staff’s name, last name, employee number, department and employee email address. The Workflow Administrator will add this information to the Case Worker/Manager list within the parameters of Retention Alert in Colleague.

- **Staff permissions** – Staff is provided with permissions according to the different levels of access they will need to successfully complete their function within the Retention Alert process.

- **Software rules and parameters** - These are codes and specific guides that are outlined within Colleague to define the transaction functions that will be available for case creation, access of case, and reporting.
Software Subsystems Defined

“The software is comprised of 4 different subsystems:

- **Contribute Retention Info** – this subsystem allows the faculty or staff member(s) to enter institution-defined information about a student, thereby opening a case.

- **Working the cases** – this subsystem allows the institution-defined faculty or staff member(s) to work on open cases through a “to-do” list

- **Reporting** – this subsystem allows those institution-defined faculty or staff member(s) to use the delivered reports to track the progress and count of open and closed cases

- **Administration** – this subsystem allows the institution-defined administrator to manipulate the parameters for the Retention Alert software”

- Ellucian, 2013
Testing of Software Usage

• Software testing will be divided into the following sections:

  • Database/Server
    • Parameters are defined & settings are finalized)
  • Security and Access Control
    • accessibility for participating staff to use software within their role’s access
  • Functionality
    • system responds appropriately and accuracy to specific commands, requests, and reports
  • WebAdvisor User Interface
    • System is uploading from Colleague database to provide predefined access of student record
Testing of Retention Process

• Process testing will be divided into the following sections:
  
  • Creation of cases
    • manual & batch process is functional
  
  • Accessibility
    • Each person has access to perform tasks pertaining to their role
  
  • Functionality
    • Defined process is properly functioning to identify students, record information, and close cases as defined.
Software Training

- Software training to address:
  - How to use of the software/application
  - staff’s fears and concerns, and emphasizes the application of technology to core tasks (as defined by each department’s retention process)
  - full range of technology experience, comfort, and development needs across the staff as assessed.
  - follow-up training- provide opportunity to receive additional assistance, instruction, or clarification after the initial training, particularly in one-on-one settings.
  - formal and/or informal application of the technology.

- plan for
  - New staff/faculty to receive training and access throughout the year
  - refresher and update trainings
Process Training

• staff development to address staff’s fears and concerns, and emphasizes the application of process with use of the new technology to core Retention tasks.

• Flexibility and appropriateness process- training addresses the full range of the Retention Alert experience, discuss comfort, and any development of needs as assessed.

• Follow-up training- staff/faculty have the opportunity to receive additional assistance, instruction, or clarification after the initial training, particularly in one-on-one settings.

• Plan for dealing with personnel turnover

• Plan for refresher and update training
Analyzing Functionality of Retention Process

• How does attention to how technology changes the work dynamics
  • Longer advising periods
  • Staff to student ratio – to provide adequate time for management of staff responsibility while engaging students

• Accessibility of technology
  • software and connectivity are physically located where it is convenient for staff to integrate them into the flow of daily procedures.

• Staff comfort level with basic skills
  • staff have sufficient skills to see opportunities to use the technology as a tool to reach institutional objectives
  • and be willing to use the technology with

• Collaborative time
  • staff have opportunities to collaborate with and learn from peers as they work with the technology.

• Administrative priorities
  • administrators demonstrate commitment to technology integration through the allocations given to technology in schedules and budgets, leadership through modeling technology use, and the creation of incentive systems that reward use of technology.
Calculate Results

• Results achieved
  • Totals for referred cases
  • Totals for parties involved in the process of set-up, training, testing, and attaining results
  • Totals of students retained

• Timeliness of result attainment
  • Time for development
  • Time for training
  • Time for testing
  • Time for actualization of process