



Open Pathway Quality Initiative Report

Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

Signature of Institution's President or Chancellor

Date

Dr. Jonah Rice, President

Printed/Typed Name and Title

Southeastern Illinois College

Name of Institution

Harrisburg, IL

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

Quality Initiative Reports are to be submitted by August 31 of Year 9. HLC recommends that institutions with comprehensive evaluations in the first half of Year 10 submit their report at least six months prior to their Assurance System lock date. Submit the report as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Date: July 9, 2018

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Report Categories

Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

This Quality Initiative Project focused on the design and implementation of a user-friendly, efficient and effective electronic early alert system that was supported by and merged with an intrusive advising and accountability process for students who are identified as being academically at-risk. This need was identified by faculty, student services personnel, and academic support staff through discussions in numerous venues, such as Leadership meetings and focus group meetings. While other processes were tried prior to the QIP, they did not satisfactorily address the College's retention needs. The QIP merged academics, student services and academic support services as equal partners, which required cooperation and collaboration from all three critical areas to result in service and program improvements to benefit students and improve success rates.

Through the QIP, Southeastern established a systematic and comprehensive retention system. Prior to the QIP, the College lacked a coherent process in order to address student retention, and instead relied on individual faculty to alert a single retention specialist to follow-up with a student experiencing academic difficulty. With a significant financial commitment from the College to address retention, the implementation of the Starfish Early Alert System provided an efficient technology solution that allowed faculty to raise flags for academic issues for multiple students at the same time. The increased efficiency of identifying and notifying students and retention staff of academic difficulties encouraged faculty participation in the system. The Starfish system allowed faculty to easily identify student academic issues (ex. attendance concerns, low quiz or test scores, low average in course, missing or late assignments) with one click and submit the students for intervention and follow-up with minimal effort. In addition to the faculty initiative to use the system, course surveys were emailed to each instructor at different points in the academic semester, which provided another avenue for faculty participation in the Starfish system. Those surveys were automated, and they allowed faculty to address academic issues in each course they taught in minutes.

While the technology behind the Starfish Early Alert System provided a framework for retention, the intervention processes behind the technology proved critical to the success of the QIP. As mentioned earlier, the previous efforts towards retention involved an instructor email to a singular retention specialist, which proved cumbersome when attempted with multiple students, and it subsequently discouraged faculty participation. With the faculty notifications resulting from the system, an entire intervention system was developed and implemented. When a student was flagged by an instructor, an email was automatically generated to the student indicating the academic issue or issues addressed, offering resources on campus, and encouraging the student to discuss the matter with the faculty member. Moreover, each notice was assigned to a retention specialist or an academic advisor for intentional, one-on-one follow-up with the student. These staff members would first attempt to call the student to discuss the issue. If the retention specialist or advisor were unsuccessful reaching the student via phone, the student would then be emailed and offered resources and assistance. Based on feedback from the student, the specialist or advisor would provide feedback to the instructor to share what was discussed and what efforts the student indicated he or she would take to address the issue. This feedback was conducted through the Starfish system, which allowed for the tracking of resolutions to these academic issues.

Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

The QIP had two primary purposes with associated goals. The first purpose was to implement an electronic alert system that would meet faculty and student support staff needs for reporting of students demonstrating at-risk behaviors to allow for intervention prior to dropping out. The primary goal of this purpose was to install and implement an early alert system, identify the routing of messages and staff responsibilities, and provide appropriate training. This purpose was primarily achieved through the purchase and installation of the Starfish Early Alert System. While the technology was developed externally and purchased for institutional use, the behind-the-scenes retention processes had to be developed internally in conjunction with implementation of the technology in order to holistically address retention, persistence and completion.

Prior to the initial use of the technology, new retention processes were developed through broad-based, cross-campus collaboration that involved faculty and staff from virtually all offices and departments. The implementation was scaled with a pilot group of faculty during the Spring 2015 and Summer 2015 semesters. This pilot group consisted of 14 full-time instructors who were either division chairs, members of the planning committee, or had volunteered for the pilot. The pilot indicated that our processes were appropriate, and only minor tweaks were made to the overall processes.

Beginning with the Fall 2015 semester, all full-time faculty were included in the Starfish system and process. These instructors were trained with a faculty in-service prior to the start of the semester. In addition to a general overview of the Starfish system and new retention processes, each faculty member was given hands-on experience using the system in a test environment. Similarly, a [webpage](#) was developed on the institution's website that was dedicated to providing resources for the QIP. This webpage includes a faculty guide, frequently asked questions, a flow-chart on how flags are addressed, message templates for emails to students, and intervention strategies for retention specialists and advisors.

Fall 2016 commenced the inclusion of adjunct faculty into the Starfish system and processes. Similar training and resources were provided to all adjuncts. With the inclusion of adjunct faculty, the QIP experienced a 100 percent adoption rate by faculty. While utilization and adoption of the technology were not mandated by the College's administration, the College's mandatory process for dropping students for non-attendance was migrated into the Starfish processes. This inclusion was intentional so as to encourage familiarity and participation with the Starfish system.

The second chief purpose of the QIP was to improve success rates of at-risk students by establishing a process of communication and accountability and utilizing an intrusive advising model. The Starfish system allowed faculty to easily and efficiently identify at-risk students. Intrusive advising was accomplished through the mandatory follow-up with students on the part of retention specialists and academic advisors. Due to the fact that flagged students were assigned to a retention specialist or advisor by the Executive Dean of Student Services, who provided oversight of the process, communication and follow-up were monitored on a daily basis.

Over the course of the QIP, Southeastern tracked 4,400 flags for academic issues over a two-and-a-half year period. Of those students flagged, 33.2 percent of students completed their courses with a C or better. In addition, the percentage of successful completions increased for all but one comparable semester. Additionally, 53 percent of students flagged enrolled in the next subsequent semester. Similarly, the percentage of students who withdrew from a course after being flagged was 33.2 percent

over the QIP period. These numbers provide baseline data for the continuance of the College's retention efforts to gauge ongoing effectiveness. Additionally, the College will continue to monitor federal IPEDS completion and retention data as student cohorts reach 100 and 150 percent time of enrollment at the College. The College expects IPEDS completion and retention numbers to increase as a result of the QIP.

Year	Total Flags	% C or Better	% Enrolled Next Semester	% W or WA	Graduates
2015-2016	1785	30.0	52.8	37.5	40
2016-2017	1556	35.5	55.5	30.2	66
2017-2018	1118	34.2	50.6	31.8	55

- Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

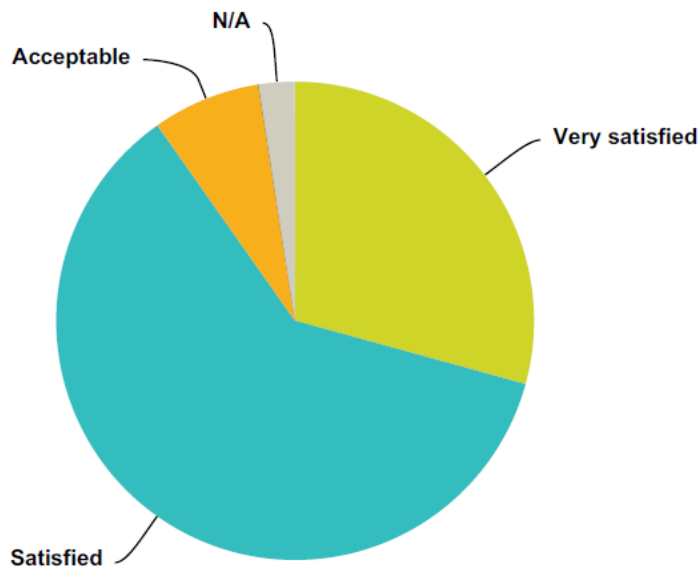
The QIP provided the College the opportunity to build a seamless, comprehensive retention strategy and system, which was lacking prior to the implementation of the QIP. While the Starfish technology was a critical component of the QIP, the retention processes built around the technology afforded Southeastern the ability to identify students who were experiencing academic difficulty in real time and intervene with advisors and retention staff. Previously, the College could track some retention efforts only after a semester concluded. With the QIP, retention efforts could be tracked and monitored during the course of semester.

Moreover, the QIP allowed the new retention effort to be effortlessly and systematically scaled to the entire student body. Through the Starfish technology, retention efforts were expanded to each academic division on campus. As a result, students and faculty experienced consistency in retention and intervention processes and efforts.

A survey of faculty and staff revealed that 90 percent were either satisfied or strongly satisfied with the ease of use of the Starfish system. Additionally, 80 percent indicated that they were satisfied or strongly satisfied with the ability of the Starfish system to identify at-risk students. From an implementation standpoint, 92 percent were either satisfied or strongly satisfied with the training they received for the Starfish system.

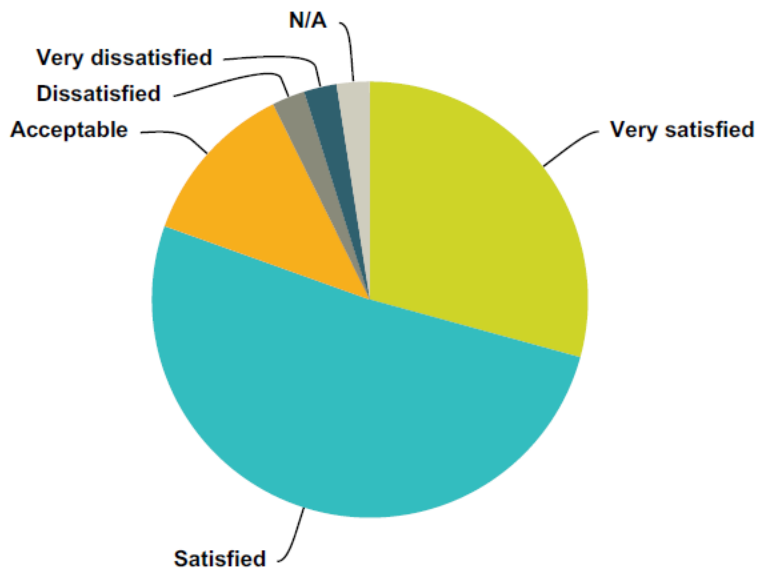
Q2 How satisfied were you with the ease of use of the Starfish system?

Answered: 41 Skipped: 0



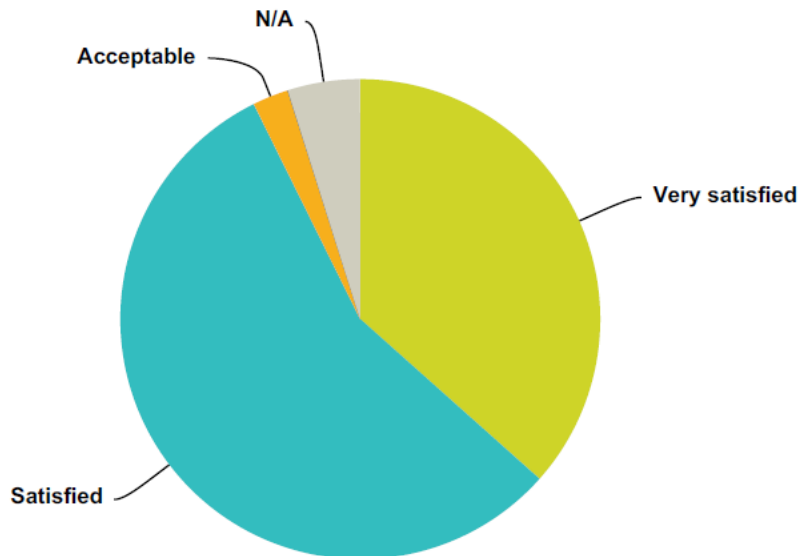
Q3 How satisfied were you with the ability of the Starfish system to identify students that could be at risk?

Answered: 41 Skipped: 0



Q7 How satisfied were you with the training you received regarding the Starfish system?

Answered: 41 Skipped: 0



4. Explain any tools, data or other information that resulted from the work of the initiative.

In addition to the retention focus of the QIP, the process of dropping students for non-attendance was migrated to the Starfish system. The previous process relied on faculty submitting an electronic form to the Enrollment Services Office for individual students who had stopped attending a course. The process was tedious and cumbersome because of the nature of individual notifications. Much like the retention system explained above, Starfish allowed faculty to bring up a particular course and submit non-attendance notifications for multiple students with one click at their convenience. Additionally, non-attendance course surveys were sent out to faculty through email as part of the Starfish system periodically throughout the semester to encourage and remind faculty to drop students who had stopped attending.

The non-attendance drop process is critical to the timeliness and accuracy of the College's financial aid processes so that the College does not mistakenly award financial aid to students who are no longer attending. Through the QIP, Southeastern was able to create a more efficient and effective process for dropping students for non-attendance, thereby reducing the risk of reporting inaccuracies through the College's reporting system. The Financial Aid Office at the College is currently assessing the impact to determine whether this process has reduced the amount of financial aid payback to the Department of Education.

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

The greatest opportunity was to design and build a retention process and system without having to undo old or established processes. Because improving retention efforts was a significant need identified by faculty and staff alike, buy-in and implementation was achieved fairly easily. Throughout the development

of the process, faculty and staff across all areas of the College participated in different planning capacities. As a result, there was very little resistance upon implementation or struggle with pre-formed attitudes about change.

The College experienced two primary challenges during the QIP process. First, the College's only Retention Specialist retired during the first year of the Starfish system's use. Due to the state budget crisis at the time, the College elected not to replace this position. However, the QIP did not experience a decrease in services with flag interventions being redistributed to four academic advisors. Prior to the Retention Specialist's retirement, this individual responded to two types of flags, while the four advisors responded to the other two types of flags. All together, these represented approximately a 50-50 split in the amount flag interventions. So despite the retirement and loss of personnel to respond to flags, flags were actually more evenly distributed among academic advisors. Additionally, the Retention Specialist reported to the Executive Dean of Academic Services while the advisors reported to the Executive Dean of Student Services. With the consolidation of interventions under the Executive Dean of Student Services, administrative efficiency increased with oversight of intervention responses monitored under a common administrative structure.

The second major challenge involved a vendor buy-out during the QIP. When Starfish was selected as the technology vendor for the QIP, Starfish was an independently owned corporation. However, Starfish was purchased by Hobsons. Fortunately, the acquisition did not impact students as the College was able to maintain the services that were initially purchased and negotiated. However, the new parent vendor introduced new pricing structures, which resulted in considerable negotiation between the College and Hobsons. Throughout the QIP, Southeastern was able to maintain the same pricing structure that was originally established, however, use of the Starfish system beyond the QIP, which the College fully intends to pursue, will most likely result in changes to the pricing structure with the software.

Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

At the outset of the QIP, Southeastern established a Steering Committee to lead the implementation of the project. This committee consisted of 10 members and included administrators, faculty, IT professionals, an academic advisor, and a retention specialist. With the broad-based membership of the committee, the goal was to provide a comprehensive representation of campus to anticipate how the implementation of the project would affect various areas of campus.

When it came time to consider various vendors for the project, the Steering Committee held open forums for the vendor presentations. As such, any interested individual on campus was allowed to attend the presentation and experience the vendor demonstration. The College considered three vendors, and so attendance at the three subsequent forums typically ranged from 10 to 20 participants.

Once Starfish was selected as the official vendor and implementation commenced, the College initiated three meetings with faculty members to develop and write notification templates, which students would receive when flagged by an instructor. Each academic division on campus had multiple faculty participants throughout the meetings, and feedback from these three meetings was consolidated into the message notifications still in use today.

Attendance Flag Message: Sent to student, includes Raiser's comments, and comes from Flag Raiser.

Template

Dear [Student First Name],

You've been flagged for an [Flag Name] in [Course Name].

[Raise Notes]

I believe that you can be more successful in your academic studies and know that attending class is the first step to accomplishing your goals. Missing class content can affect your grades and academic performance. It is not too late to change your attendance habits.

Please understand that another absence or instance of non-participation will result in a WA drop for non-attendance.

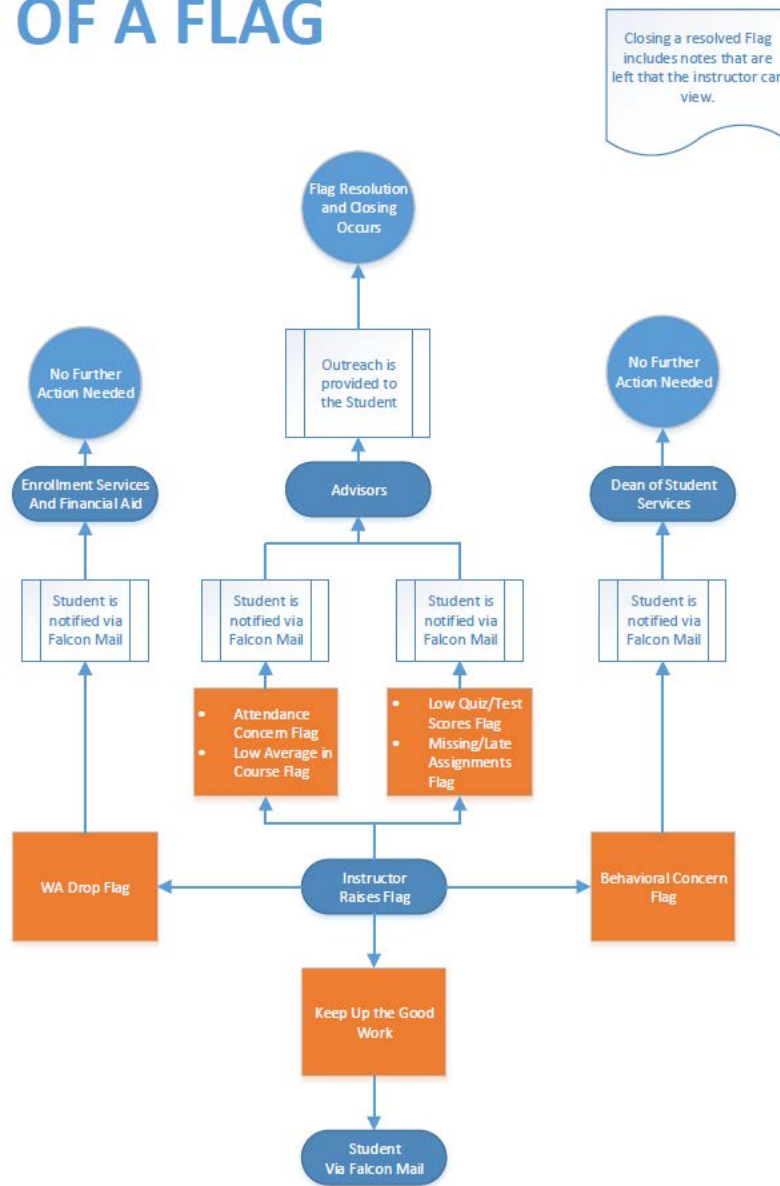
Please contact me regarding this matter.

Sincerely,

[Raiser Name]

A similar approach was taken to develop the intervention strategies utilized upon a student being flagged. A meeting was held with the academic advisors and retention specialists to design a follow-up process. From this meeting, a flowchart was created that mapped out the intervention process from the moment the initial flag being raised until it was closed and the issue resolved. Additionally, responsibilities regarding which staff members responded to certain flags were discussed and decided. Moreover, the advisors and retention specialists developed the process for the methods used to communicate with students (e.g. phone or email), what resources would be shared with students, and how feedback would be communicated back to faculty members. This information continues to be used.

LIFE OF A FLAG



Faculty were involved in the QIP throughout the entire process. Faculty representatives participated in the Steering Committee, in the vendor demonstrations, and in the process of developing message templates for students. Once the technology component was implemented, faculty became the primary users of the Starfish system. The system was used virtually every day by faculty to raise academic alerts on students or to drop students for non-attendance. This was accomplished both through individual faculty logins into the system or through performance and attendance surveys periodically throughout the semester. Because of the inclusion of the non-attendance drop process into the QIP, faculty were essentially forced to utilize the system, which enabled a 100 percent adoption rate. More importantly, however, the non-attendance process imposed a familiarity with the system, which encouraged use of Starfish for retention related issues. In a survey gauging feedback from faculty and staff, comments indicated that faculty found Starfish as a “very helpful tool” and that “the system is easy to use.” Additionally, faculty and staff liked “that all departments have immediate communication” with students regarding issues that could affect their successful course completion.

Academic advisors and the retention specialist acted as the primary responders to raised flags from instructors. Each day, these individuals were assigned flags by the Executive Dean of Student Services for the purpose of following up with flagged students. Advisors and the retention specialist would first attempt to reach a student by phone, and then leave a voicemail if students were unavailable. If these staff were unsuccessful in at least leaving a voicemail, they would then communicate via the student's school email address in order to intervene in the student's academic issue. One survey respondent noted that Starfish "helps in terms of communication with other folks on campus. Obviously, communication is critical to the success of our efforts to retain students so that they can make progress in their programs."

From the perspective of the Executive Dean of Student Services, who acted as the team leader on the QIP, the Starfish system and the associated retention processes provided the College with a retention framework that had been lacking previously. For the first time in the College's existence, faculty and staff could systematically identify and address student academic issues in a timely and efficient manner. Without the QIP, this capability would, most likely, still be lacking. Because of the success of implementation and the encouraging results from tracking final grades and enrollment status of flagged students, Starfish (or a similar system) will remain as the foundational component of the College's attempts to further expand retention efforts.

7. Describe the most important points learned by those involved in the initiative.

During the fall 2017 semester, a survey to gain feedback on the QIP was conducted. The survey was issued to all employees at the institution and received 45 responses from both faculty and staff. Survey responses pointed to several recurrent themes which provide the most important points learned by those involved in the initiative.

First, Starfish allows faculty and staff to strategically connect to students who are struggling. One respondent referred to the system as "powerful" and noted that "when a student's participation is lacking, one notice on Starfish prompts the intermediary and positive results from the students normally follows." Another response noted that the system offers a clear path to connecting to students so that they can achieve success. Other responses agreed that the early alert system improved connection between faculty and student, student and advisers, and faculty and advisers to all work together for student success. One respondent noted, "It gives me a point of connection with both the student and their academic advisor when I'm concerned about the student's performance in class."

Faculty and staff also pointed out that Starfish provides consistent monitoring and accountability. One element of the software used at Southeastern is the process of withdrawing a student for non-attendance or "WA." Through reminder emails, the system encourages instructors to update their class lists. Many responses noted the helpfulness of the reminders. One responded that the system helps them "stay on track" with reminding students of missing assignments or attendance concerns. Another appreciated the steadiness of the system and felt it was making a difference for students. "Some students need to know that instructors are keeping tabs on their attendance and progress and that advisement will follow up with them to make sure they are doing what they need to do to be successful," indicated one respondent.

Most noted on the survey feedback is the layered communication given to students by their instructors and advisors through the Starfish system. Students receive an email from an instructor, a phone call from an advisor and sometimes another follow up by a coach, a TRiO/Student Support Services staff member, or another staff member that has vested interest in a specific student's success. "Communication is the most important. The sooner that we can reach out to students, the better their chances of succeeding" noted one respondent.

While the majority of the responses praised the early alert system, some responses on the survey indicated room for improvement. It is important to consider these responses when considering lessons learned through the QIP. One respondent noted, “Just like we have certain required surveys to do in Starfish for struggling students, it may be helpful to also have required surveys to give kudos to students who are performing well.” The respondent went on to state that positive feedback to students is just as necessary as warnings that they may fail a class. Additionally, while communication was noted as a benefit to the system, some respondents expressed a desire for clearer messaging to students. “[Advisors] do contact students very quickly – that is good. Just telling them to contact the instructor doesn’t help much because instructors have usually already emailed them with suggestions about improving performance. Asking them what steps they are going to take this week to make changes would be more helpful.” Overall, the response from faculty and staff was generally positive, but included some suggestions on how to improve.

Resource Provision

8. Explain the human, financial, physical and technological resources that supported the initiative.

To support the QIP, the College created a full-time Institutional Research position with a primary purpose to support the ongoing technological implementation of the Starfish system. This position was responsible for maintaining the internal system administration of the early alert system. In addition, this individual created schedules each semester for the deployment of course surveys and ensured the data collection process. Moreover, the position facilitated any upgrades to the system, acted as the College’s primary liaison with the vendor, and conducted all training for faculty and staff. Prior to the QIP, the College did not employ a similar position, and it is doubtful that the QIP would have been as successful and efficient without the addition of this position devoted to the project. As the QIP is set to expire, the College intends to continue employment of the position to support the Starfish system and new retention processes.

From a financial standpoint, the College invested in the Starfish system for the initial operating license at an annual subscription cost of \$15,000. While this amount may seem insignificant to some colleges or universities, it was a substantial investment for Southeastern, which has an annual budget of approximately \$11 million. During the QIP, the state of Illinois endured the worst budget crisis in the state’s history, which resulted in no budget for higher education for two years. As a state supported, rural community college, Southeastern receives approximately 40 percent of its revenue from the state. This funding was lost during the budget crisis, and the College was forced to rely on its reserves in order to maintain operations. While the budget crisis resulted in reduced departmental budgets, minor lay-offs, and non-fills for open positions, the College never entertained the notion of abandoning the Starfish system in order to ease any financial troubles. Early on, the College realized the ongoing value that Starfish and the new retention processes provided, and the College committed to funding this initiative. Even with more anticipated budget issues resulting from Illinois’s fiscal crisis, Southeastern remains committed to the Starfish system even as the QIP expires.

Both the IR Specialist position and budgetary line item for the \$15,000 annual Starfish subscription fee were placed under the supervision of the Executive Dean of Student Services. With each aspect, other expenditures within the division were not decreased on an identical basis to account for these new expenditures. However, financial efficiencies were made throughout the course of the QIP to help offset the costs associated with the project. For example, two other positions in the Student Services division were frozen and not-filled when they became vacant. Additionally, line items such as travel for professional development and athletic expenditures were decreased in order to aid the College’s financial situation. As such, it was preferable to make those financial decisions instead of reducing the College’s commitment to the QIP and its new retention processes.

Technologically, the Starfish Early Alert System provided the foundation for the QIP. It completely shifted the College's efforts on retention. As a result, the College could identify and intervene with academically at-risk students in real-time and on a large scale. More than anything, it provided an efficiency to retention efforts that could not be obtained otherwise. Approximately three years prior to the QIP, the College attempted a similar early alert system that was developed in-house and was only available to a small academic division on campus. Based on this pilot, the College realized that it lacked the expertise to develop an adequate retention system. Without the prompt of an initiative such as a QIP, the College would not be able to adequately devote the technological resources in order to address its retention needs.

Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

As stated previously, the College intends to continue its retention efforts associated with the Starfish Early Alert System. As such, Southeastern is committed to the financial investment and personnel associated with the technology and retention process. There have been no designs of a replacement retention system or processes once the QIP ends. The College has no other comprehensive retention strategy in place, therefore we will continue with the work initiated through the QIP.

As IPEDS student cohorts matriculate through the institution, the College intends to track and analyze Starfish's impact on its institutional retention and completion rates. It is anticipated that the QIP will have a positive effect on those metrics moving forward. Additionally, Starfish data will become standard components within the College's Enrollment Management Plan and the institution's [Performance Dashboard](#). With these initiatives, retention data created through the QIP will be used to drive institutional decisions regarding enrollment and retention efforts. Prior to the QIP, the College lacked sufficient data to make informed, data-driven decisions.

Relating to data tracked through the Starfish system, the College anticipates a number of avenues for increased retention tracking. First, the institution assigns students to cohorts within the Starfish system based on membership/status requirements. These include disability/ADA students, TRIO Student Support Services students, Veterans, Nursing students, Dual Credit students, and Student Athletes. The College intends to analyze the success rates of students flagged in these cohorts to determine if any special intervention strategies are warranted.

Secondly, the College uses two primary methods of communication when contacting flagged students to intervene. These are phone calls and emails. Academic advisors are trained/instructed to call students and attempt a voice conversation with the student or to leave a voicemail with the student outlining the purpose of the call and offering any available resources. If an advisor is unable to reach a student by phone (wrong number, voicemail full or not set up), the advisor will then send an email to the student's school email account notifying the student of the flag and any available resources. When closing the loop and clearing a flag, advisors indicate their manner of communication with the student. Given these modes of contact, the College intends to analyze whether one mode of communication proves more effective than another.

Lastly, the College is exploring avenues to increase its tutoring services, which would aid in the opportunities for intervention of students flagged through the Starfish system. Currently, Southeastern relies on peer tutors for the vast majority of its tutoring services. With this arrangement, it can be difficult at times to secure an adequate tutor for certain subject matters. As a result, some students flagged in Starfish may not receive the most beneficial assistance needed because a peer tutor was not secured in a particular subject for that particular semester. Southeastern applied for a Title III grant in FY18. As part of the grant application, the College intended to create both a Math Lab and Writing Lab, which would have

offered critical remediation services for students. Additionally, the grant proposal also included funding for academic coaches and professional tutoring. If this grant had been secured, the intent was to fold these services into the intervention responses of the Starfish retention system. Unfortunately, the College was not awarded this grant. As a result, the College is revising its application and will submit a new Title III application for the next funding round.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

Southeastern has found the integration of the non-attendance drop process with Starfish retention system particularly useful.

In addition, the materials for the Starfish web resource page on Southeastern's website have provided user-friendly resources for faculty and staff. The website is: <http://www.sic.edu/audience/faculty-staff/employee-technology-services/starfish-retention>.

The College is willing to share both of these pieces of information.

Additional Data:

This data provides a breakdown of QIP Starfish data by each semester of an academic year. Data includes percentage of flagged students who successfully completed the course, percentage of students who enrolled in the subsequent semester, and the withdrawal and non-attendance drop rates for flagged students.

**2016-2017
Summer
2016**

Flag	Total	Successful Completion (C or Better)	% Successful Completion	Enrolled in Next Semester	% Enrolled	W or WA	% W or WA	Graduates
Attendance Concern	52	9	17.3	29	55.8	10	19.2	0
Low Average in Course	16	4	25.0	11	68.8	6	37.5	0
Low Quiz/Test Score	20	16	80.0	13	65.0	1	5.0	0
Missing/Late Assignment	28	9	32.1	16	57.1	6	21.4	2
TOTALS:	116	38	32.8	69	59.5	23	19.8	2

Fall 2016

Flag	Total	Successful Completion (C or Better)	% Successful Completion	Enrolled in Next Semester	% Enrolled	W or WA	% W or WA	Graduates
Attendance Concern	169	62	36.7	91	53.8	65	38.5	1
Low Average in Course	247	84	34.0	195	78.9	50	20.2	0
Low Quiz/Test Score	92	40	43.5	74	80.4	28	30.4	0
Missing/Late Assignment	252	89	35.3	176	69.8	86	34.1	1
TOTALS:	760	275	36.2	536	70.5	229	30.1	2

Spring 2017

Flag	Total	Successful Completion (C or Better)	% Successful Completion	Enrolled in Next Semester	% Enrolled	W or WA	% W or WA	Graduates
Attendance Concern	195	64	32.8	68	34.9	73	37.4	10
Low Average in Course	232	75	32.3	96	41.4	67	28.9	30

Low Quiz/Test Score	99	47	47.5	40	40.4	26	26.3	16
Missing/Late Assignment	154	54	35.1	54	35.1	52	33.8	6
TOTALS:	680	240	35.3	258	37.9	218	32.1	62

GRAND TOTALS:	1556	553	35.5	863	55.5	470	30.2	66
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TOTALS:

Flag	Total	Successful Completion (C or Better)	% Successful Completion	Enrolled in Next Semester	% Enrolled	W or WA	% W or WA	Graduates
Attendance Concern	416	135	32.5	188	45.2	148	35.6	11
Low Average in Course	495	163	32.9	302	61.0	123	24.8	30
Low Quiz/Test Score	211	103	48.8	127	60.2	55	26.1	16
Missing/Late Assignment	434	152	35.0	246	56.7	144	33.2	9

**2017-2018
Summer
2017**

Flag	Total	Successful Completion (C or Better)	% Successful Completion	Enrolled in Next Semester	% Enrolled	W or WA	% W or WA	Graduates
Attendance Concern	28	11	39.3	16	57.1	7	25.0	1
Low Average in Course	32	9	28.1	18	56.3	7	21.9	1
Low Quiz/Test Score	9	3	33.3	7	77.8	1	11.1	0
Missing/Late Assignment	28	11	39.3	16	57.1	6	21.4	0
TOTALS:	97	34	35.1	57	58.8	21	21.6	2

Fall 2017

Flag	Total	Successful Completion (C or Better)	% Successful Completion	Enrolled in Next Semester	% Enrolled	W or WA	% W or WA	Graduates
Attendance Concern	144	35	24.3	64	44.4	55	38.2	1
Low Average in Course	257	97	37.7	155	60.3	62	24.1	4
Low Quiz/Test Score	24	7	29.2	19	79.2	7	29.2	0
Missing/Late Assignment	132	37	28.0	76	57.6	52	39.4	2
TOTALS:	557	176	31.6	314	56.4	176	31.6	7

Spring 2018

Flag	Total	Successful Completion (C or Better)	% Successful Completion	Enrolled in Next Semester	% Enrolled	W or WA	% W or WA	Graduates
Attendance Concern	146	49	33.6	54	37.0	49	33.6	13
Low Average in Course	155	61	39.4	70	45.2	42	27.1	18

Low Quiz/Test Score	48	12	25.0	25	52.1	22	45.8	1
Missing/Late Assignment	115	50	43.5	46	40.0	46	40.0	14
TOTALS:	464	172	37.1	195	42.0	159	34.3	46

GRAND TOTALS:	1118	382	34.2	566	50.6	356	31.8	55
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Totals

Flag	Total	Successful Completion (C or Better)	% Successful Completion	Enrolled in Next Semester	% Enrolled	W or WA	% W or WA	Graduates
Attendance Concern	318	95	29.9	134	42.1	111	34.9	15
Low Average in Course	444	167	37.6	243	54.7	111	25.0	23
Low Quiz/Test Score	81	22	27.2	51	63.0	30	37.0	1
Missing/Late Assignment	275	98	35.6	138	50.2	104	37.8	16

The following data provides a breakdown of each academic performance flag by academic year.

Attendance Concern		TOTAL				
Year	FY Year	Total Flags	% C or Better	% Enrolled Next Semester	% W or WA	Graduates
2015-2016	16	304	23.4	36.5	54.3	3
2016-2017	17	416	32.5	45.2	35.6	11
2017-2018	18	318	29.9	42.1	34.9	15

Low Average in Course		TOTAL				
Year	FY Year	Total Flags	% C or Better	% Enrolled Next Semester	% W or WA	Graduates
2015-2016	16	525	24.8	61.0	34.3	7
2016-2017	17	495	32.9	61.0	24.8	30

2017-2018	18	444	37.6	54.7	25.0	23
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Low Quiz/Test Score		TOTAL				
Year	FY Year	Total Flags	% C or Better	% Enrolled Next Semester	% W or WA	Graduates
2015-2016	16	330	34.2	63.3	34.5	8
2016-2017	17	211	48.8	60.2	26.1	16
2017-2018	18	81	27.2	63.0	37.0	1

Missing/Late Assignments		TOTAL				
Year	FY Year	Total Flags	% C or Better	% Enrolled Next Semester	% W or WA	Graduates
2015-2016	16	625	35.5	48.4	33.5	22
2016-2017	17	434	35.0	56.7	33.2	9
2017-2018	18	275	35.6	50.2	37.8	16