



EAB

Student Success Collaborative™

Early Alerts & Case Management in Navigate

What's Available in Navigate

Defining Early Alerts and Available Features

Early-Alert System: *An early-alert system may be defined as "a formal, proactive, feedback system through which students and student-support agents are alerted to early manifestations of poor academic performance (e.g., low in-progress grades) or academic disengagement (high rates of absenteeism)."*

Navigate Features That Support Early Alerts



Progress Reports

Proactively request feedback from faculty on individual student performance in a course



Alerts

Advisors, faculty, and student support staff can create an alert to draw attention to a student who may potentially be at risk

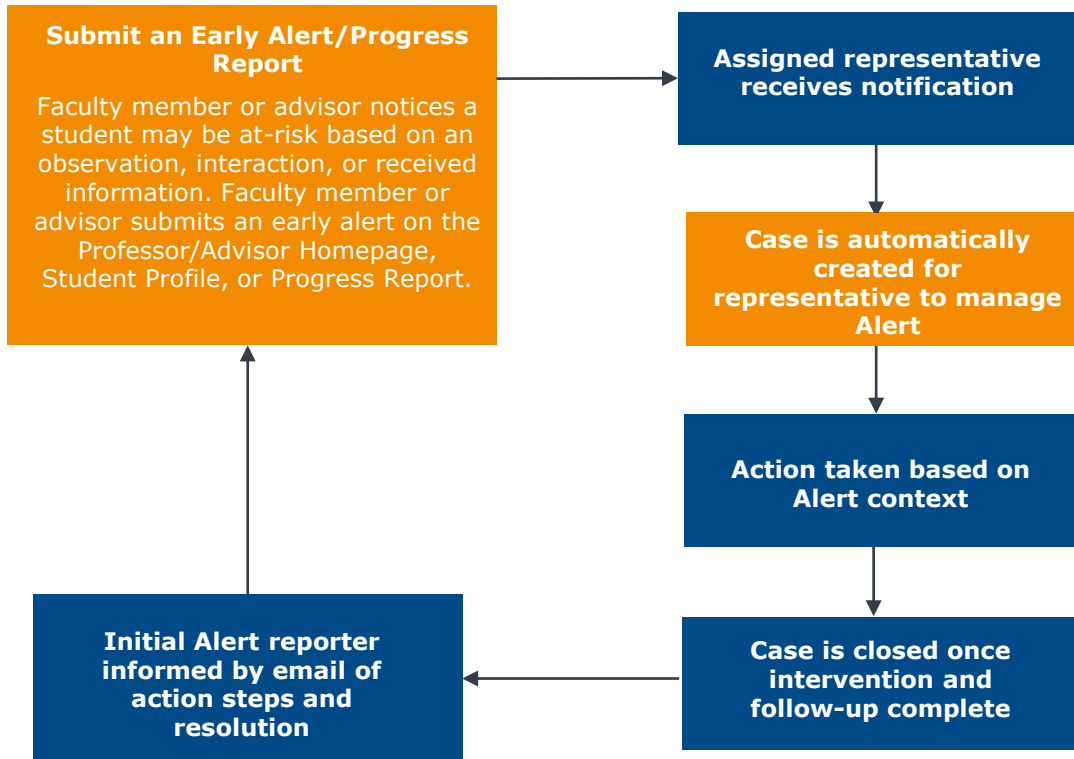


Cases

Configure specific alerts to automatically open a case. Functions as the dedicated space for collaboratively providing service to student who received alert.

Process Overview

Defining Workflow For Alerts and Cases





Consider the Big Picture

Most Successful Early-Alert Program Objectives Map to Institutional Goals

Align Your Early-Alert Program to Strategic Institution-Wide Goals



WAYNE STATE
UNIVERSITY

Strategic goal:
Close the black-white student graduation gap

Early-alert program focus population:
students in Warrior VIP program (program for students of color)



NATIONAL LOUIS
UNIVERSITY

Strategic goal:
Build out support, retention of first-time full-time students

Early-alert program focus population:
first-time, full-time students



Strategic goal:
Improve student performance in key courses

Early-alert program focus population:
students in success-marker courses with a targeted major

Formalize Early-Alert Reasons

For Maximum Impact, Create Short List of Descriptive Early-Alert Reasons

Targeted Early-Alert Reasons:

- ✓ Streamline faculty decision-making process; avoid choice indecision
- ✓ Allow staff to match student with best intervention, support staff
- ✓ Improve ability to focus efforts
- ✓ Simplify impact analysis



Early-alert reasons should be **insightful, actionable, measurable**

Sample Early-Alert Reasons:



- 1 Assignment concern
- 2 Attendance concern
- 3 Student should seek tutoring
- 4 Student should withdraw from course
- 5 Student not paying attention or sleeping
- 6 Poor grades
- 7 More than academic issue

Establish an Early-Alert Triage Process

Available Resources Inform Three Common Approaches



Central Command

- Early alerts go to applicable inbox within a student support office, and the director reassigns to staff daily
- Director monitors case-response progress daily



Individual Advisors

- Each advisor reviews or is auto-assigned early alerts (and/or cases) for students in his or her pool



Student Self-Service

- Navigate is configured so that specific alert reasons are automatically triaged (e.g., tutoring alert results in student receiving email with tutoring center hours, no case)

Benefits

- ✓ Strategically match student need to advisor or staff expertise and capacity
- ✓ Maximize early-alert follow-up due to oversight

Drawbacks

- × Building Coordinated Care Network requires time investment and commitment to collaboration

Benefits

- ✓ Provides advisors greatest visibility, control
- ✓ Reduces number of individuals involved in follow-up

Drawbacks

- × Can overburden advisors

Benefits

- ✓ Allows for larger volumes of early alerts
- ✓ Provides bandwidth to address more complex early alerts

Drawbacks

- × Less personalized
- × Can put onus on student
- × Additional time to track progress

What Are the Benefits of Turning Early Alerts into **Cases**?



Facilitate a **coordinated** response when multiple offices, steps are involved



Improve the overall **student experience** by providing timely, synchronized, and comprehensive guidance



Allow for quantitative **evaluation** of early-alert program, interventions

Which Early Alerts Should Generate Cases?

Think Critically About Capacity When Determining Case Protocols

Cases Help to Improve:



Coordination between units



Student experience



Tracking

...But They Are Not Always Necessary

Considerations for Early-Alert-Generated Cases



Do you have capacity to address all generated cases?

Only open cases that staff can address in a timely manner



Will follow-up likely involve multiple units?

Cases coordinate multiple points of contact in Navigate



Does actionable follow-up require direct contact with the student?

Do not open a case if you can directly send student relevant resources



Do you have use for reporting?

Do not open a case unless you have a specific use for data or reporting

Establish Your Intervention Pathways

Pathway Creation in Practice

Final List of Early-Alert Reasons



Determined Intervention Pathways

- | | | |
|--|---|--|
| • Student is doing well in class | → | • Notified student of making satisfactory progress in course |
| • Low scores on assignments or tests | → | • Met with student to discuss academic plan for improvement |
| • Refer to tutoring: please provide specific details in comment | → | • Recommended tutoring and provided contact information |
| • Missing in-class assignments, online discussions, or tests | → | • Reviewed class expectations with student |
| • Not prepared for class | → | • Discussed number of absences or punctuality issues |
| • Attendance or punctuality issues | → | • Met with student to discuss non-academic concern |
| • Nonacademic concerns: please provide specific details in comment | → | |



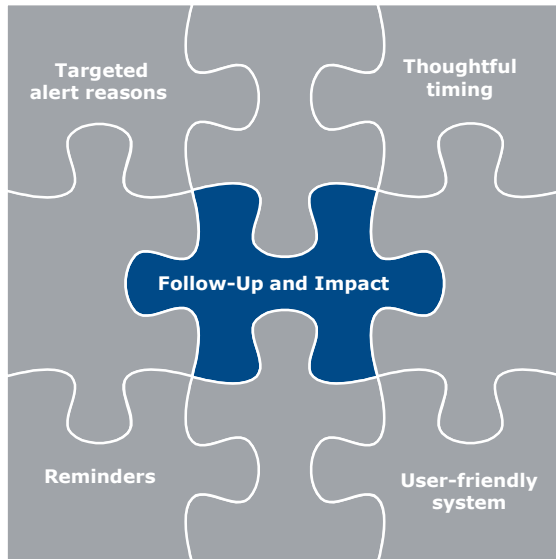
Limit scope of intervention to what is **consistently achievable**

A Perennial Duty

All Intervention Pathways Need to 'Close the Loop'

The Update They'd Like to Get

Providing Feedback at the End of Intervention Is Central to Sustaining Buy-In



“Our faculty are deeply invested in student success and they **want to know how the students they identify are supported.**”

“The number one problem with my early alerts processes is that **faculty are unhappy that we don't close the loop** with them.”

“The thing I hear most from my faculty is that they want to get **feedback on how the data they provided was used.**”

“Being kept in the loop makes faculty feel like the advisor **sees them as a partner** in helping students.”

Designing Your Institution's Early Alert Workflow



Alert Reason	Case Assigned To	Discussion or Intervention
At Risk to Fail Courses	Assigned Advisor	Schedule meeting with student to review course progress <ul style="list-style-type: none">- Facilitate connections with campus resources- Develop action plan with immediate steps for follow up- Review class expectations with student
Student needs Tutoring	Tutoring Center	Proactive outreach for in-person appointment



Washington DC | Richmond | Birmingham | Minneapolis

202-747-1000 | eab.com