Early Alerts & Case Management in Navigate
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.
Submit an Early Alert/Progress Report
Faculty member or advisor notices a student may be at-risk based on an observation, interaction, or received information. Faculty member or advisor submits an early alert on the Professor/Advisor Homepage, Student Profile, or Progress Report.

Assigned representative receives notification

Case is automatically created for representative to manage Alert

Action taken based on Alert context

Case is closed once intervention and follow-up complete

Initial Alert reporter informed by email of action steps and resolution
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*

- **UTSA**
  - **Strategic goal:** Improve student performance in key courses
  - Early-alert program focus population: *students in success-marker courses* with a targeted major

Source: EAB interviews and analysis
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

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

Early-alert reasons should be insightful, actionable, measurable

Source: EAB interviews and analysis.
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

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

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

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

**Drawbacks**
- × Can overburden advisors

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

Source: EAB interviews and analysis.
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

Source: EAB interviews and analysis.
Establish Your Intervention Pathways

Pathway Creation in Practice

**Final List of Early-Alert Reasons**

- Student is doing well in class
- Low scores on assignments or tests
- Refer to tutoring: please provide specific details in comment
- Missing in-class assignments, online discussions, or tests
- Not prepared for class
- Attendance or punctuality issues
- Nonacademic concerns: please provide specific details in comment

**Determined Intervention Pathways**

- Notified student of making satisfactory progress in course
- Met with student to discuss academic plan for improvement
- Recommended tutoring and provided contact information
- Reviewed class expectations with student
- Discussed number of absences or punctuality issues
- Met with student to discuss non-academic concern

*Limit scope of intervention to what is consistently achievable*

Source: EAB interviews and analysis.
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.""

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Source: EAB interviews and analysis
## Designing Your Institution’s Early Alert Workflow

<table>
<thead>
<tr>
<th>Alert Reason</th>
<th>Case Assigned To</th>
<th>Discussion or Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk to Fail Courses</td>
<td>Assigned Advisor</td>
<td>Schedule meeting with student to review course progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Facilitate connections with campus resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develop action plan with immediate steps for follow up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Review class expectations with student</td>
</tr>
<tr>
<td>Student needs Tutoring</td>
<td>Tutoring Center</td>
<td>Proactive outreach for in-person appointment</td>
</tr>
</tbody>
</table>