

Exploring Innovative Alerts, Referrals, and Response Pathways to Support Students

Blue Sky Discussion

Today's Presenters



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Does your institution leverage Navigate360 or Starfish?

Navigate360

0%

Starfish

0%

What is your role on the Navigate360 or Starfish team at your institution?

Application Administrator

0%

Program Owner

0%

Executive Sponsor

0%

Technical Resource

0%

Other

0%

Is your institution a public or private institution?

Public

0%

Private

0%

Describe your type of institution:

Four-Year University or College

0%

Two-Year or Community College

0%

Technical College

0%

Graduate School Partner

0%

System

0%

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Reviewing Session Objectives

2

Defining Alerts, Pathways, and Outcomes

3

Defining Components of Innovative Alerts

4

Brainstorming Innovative Alerts for Your Campus

5

Questions

Our Goals for Today's Meeting



1

Articulate the value of gathering feedback via alerts from multiple sources of information (e.g., faculty, staff, and students).

2

Identify methods for measuring outcomes of alert and intervention pathways.

3

Identify two alerts they would like to activate for an upcoming semester, including at least one student-facing alert.

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Defining Alerts, Pathways, and Outcomes

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Exploring Sources of Alerts and Referrals



Raising Alerts and Responding to Alerts Are Essential Steps in Improving Student Success

Faculty-Raised Alerts

- Center academic support as core to everything else
- Afford insights into classroom experience
- Tap into the most consistent contact with students

Staff-Raised Alerts

- Facilitate campus-wide engagement
- Afford insights into the holistic campus experience
- Tap into breadth of student's potential network

Student-Raised Alerts

- Provide self-service pathway
- Empower student to seek out support
- Support scaling of resources through commonly answered questions and concerns

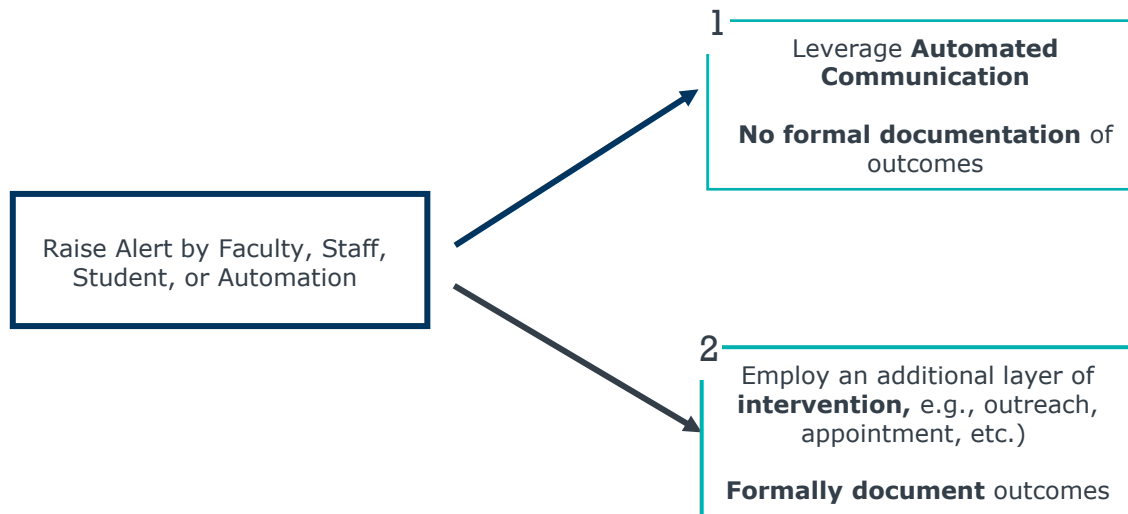
Automated Alerts

- Promote efficiencies and the power of automation
- Triangulate available information to guide actions
- Support differentiated care options
- Utilize SIS/LMS data as available

Understanding Options for Intervention Pathways



Limit the Scope of Intervention to What Is **Consistently Achievable**





Process Metrics

What are process metrics?

The measures you will look at during an intervention to assess if the process is working or going according to plan

Sample process metrics:

- # of alerts issued or cases opened
- # of student appointments scheduled
- % student response to outreach
- % faculty response



Outcome Metrics

What are outcome metrics?

The measures you look to when assessing the overall success of an intervention and if it had the impact originally envisioned

Sample outcome metrics:

- Increase in persistence or retention
- Increase in credits earned
- Increase in GPA
- Decrease in DFW rates

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Defining Components of Innovative Alerts

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Discuss at Your Table and Share Out

What constitutes an innovative alert?

Describe an innovative alert you've seen.

- The source?
- The intervention?
- The outcomes measured?

Veteran Certification Process Through Starfish To-Do Items

San Bernardino Community College District



Staff-Raised Alerts

What is the process?

Veteran staff members raise to-do items for veterans to complete their certification process

Examples of Tracking Items

- CHC Veteran Certification Step 1 – Placement Questionnaire
- CHC Veteran Certification Step 2 – CHC Orientation
- CHC Veteran Certification Step 3 – Submit DD214 Member 4
- CHC Veteran Certification Step 4 – Certificate of Eligibility
- CHC Veteran Certification Step 5 – Ed Plan
- CHC Veteran Certification Step 6 – Register for Courses
- CHC Veteran Certification Step 7 – Enrollment Certification Form



Outcome Metrics

Increased veteran certification completion by **50%**



Essential Needs Supported via Case Management

Community College of Allegheny County



Faculty/Staff-Raised Alerts

What is the process?

- Faculty/Staff issue “Essential Needs” referrals to connect students with specialized Resource Navigators.
- Resource Navigators conduct outreach to increase understanding of student needs and connect student with appropriate resources in follow-up.



Outcome Metrics

Up to 10% higher reenrollment rate for students who engage with a Resource Navigator.

The logo for the Community College of Allegheny County (CCAC), featuring the letters 'CCAC' in a stylized white font inside a white rectangular border, set against a dark red background.

CCAC

Additional Examples of Innovative Alerts



Alert Reason	Intervention	Source of Alert/Referral
Student is in need of essential resources (food, housing, etc.)	EMAIL and/or TEXT to student providing list of available resources	Faculty/Staff/ Student
Potentially Fraudulent Student	EMAIL sent to student and Financial Aid. Faculty should raise this flag only to alert Financial Aid when you believe you potentially have a fraudulent student.	Faculty/Staff
Honors Referral	EMAIL sent to student who is performing well in coursework to recommend they consider enrolling in the honors program	Faculty/Staff
I'm having trouble gaining access to my online course	EMAIL sent to student outlining troubleshooting resources for accessing Learning Management System	Student
I'm considering withdrawing from a course	EMAIL to student outlining important information for student consideration ADDITIONAL INTERVENTION to connect with student and identify possible resources/next steps with an advisor	Student
Missed Guided Pathways milestones	EMAIL to student outlining important information for student consideration ADDITIONAL INTERVENTION to connect with student and identify possible resources/next steps with an advisor	Automated
Student hasn't logged in to LMS course	EMAIL and/or TEXT to student encouraging them to log in to their course	Automated
Student has overdue assignments/low grades in LMS course	EMAIL and/or TEXT to student outlining important information for tutoring resources or faculty office hours	Automated

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Brainstorming Innovative Alerts for Your Campus

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Discuss at Your Table and Share Out

Describe your approach to special populations.

- What populations are you specifically targeting through your alerts/referrals?
- What populations are you hoping to support differently through alerts/referrals?

Describe your most commonly raised alert.

- What makes it prominent?
 - The source?
 - The intervention?
 - The outcomes measured?
- How do your alerts shift relative to the academic year?

Discuss at Your Table and Share Out

Discuss a problem you're trying to solve as a campus.

Choose one of the issues for table discussion.

Brainstorm how you could leverage alerts/referrals to support it.

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Questions

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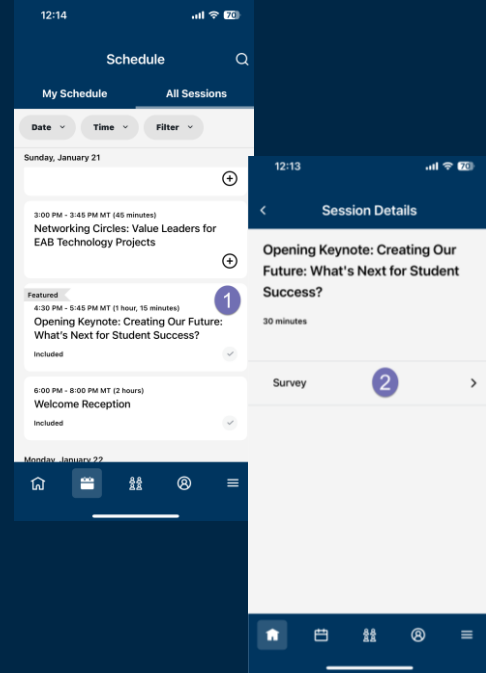
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Join us tonight for a
CONNECTED Celebration!



Join us at **5:00 p.m. in the Aurora Ballroom B-D** to celebrate with your colleagues and peers.

Bites, drinks, and fun provided





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