EAB

Building Towards Robust Intervention Pathways

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Aaron Rutledge, Strategic Leader, Student Success

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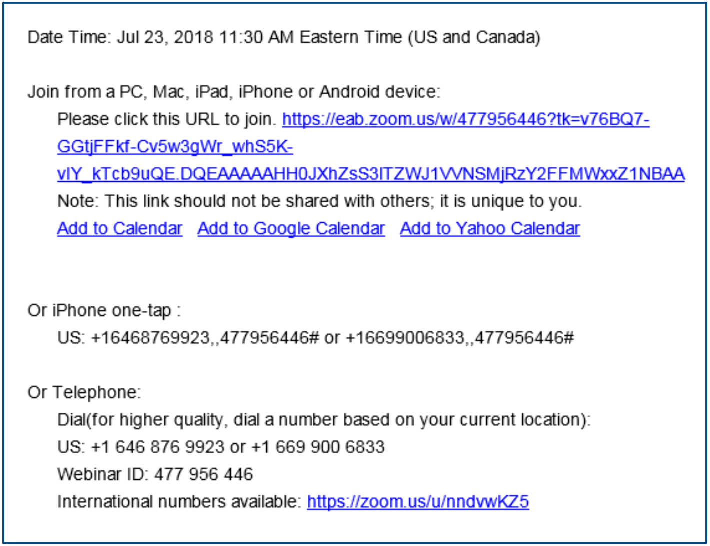

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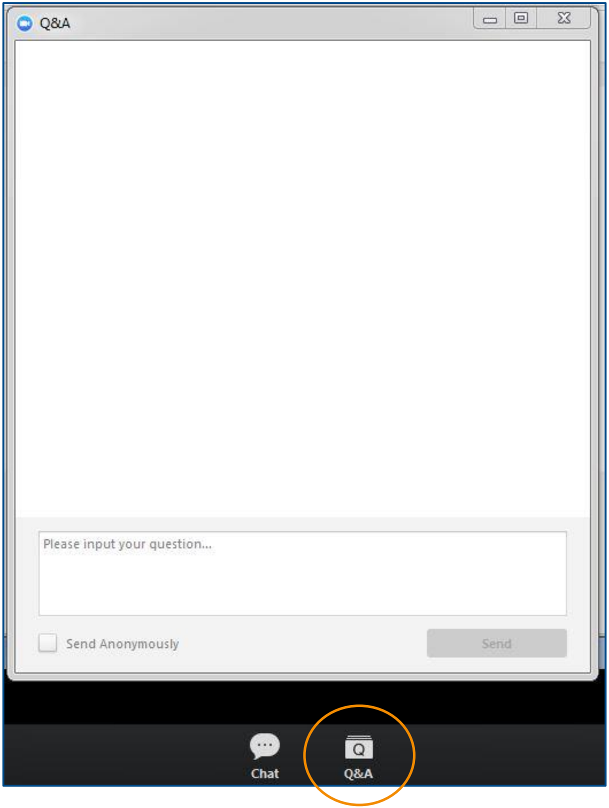
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Today’s Presenters

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4.4
6.6 5.5
7.7 6.6
7.7

What Is a Coordinated Care Network?

People

Advisors, administrators, faculty, career services, financial aid, counseling, tutoring services, residence life

Process

- Note-taking and sharing standards
- Referral and transition policies
- Coordinated support and communication processes

Technology

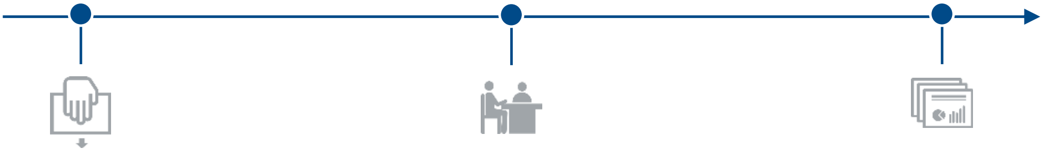
- Tracked communications
- Shared documentation of service interactions
- Case management
- Progress reports and alerts

Early-Alert Pipeline Is Twisted and Leaky

Multiple Points of Handoff Complicate Effective Early-Alert Management

Not as Straightforward as They Seem

Expectation



Faculty/staff submits early alert

Student receives intervention

Early-alert program impact is quantified

? *How, where, and when do I submit early alerts?*

Faculty & Staff

? *How do I review and triage alerts?*

Advisors & Support Staff

? *What do I do with this email from Academic Support?*

Students

? *What was the impact of our program?*

Administrators

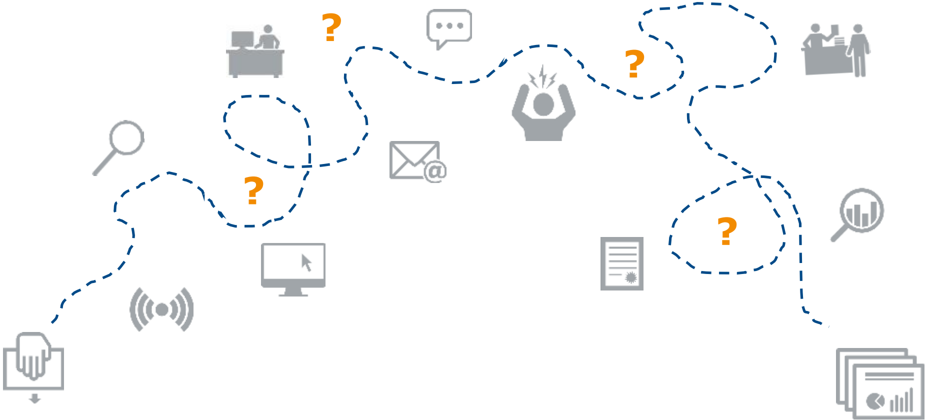
Source: EAB interviews and analysis.

Early-Alert Pipeline Is Twisted and Leaky

Multiple Points of Handoff Complicate Effective Early-Alert Management

Not as Straightforward as They Seem

Reality



Faculty/staff submits early alert

Early-alert program impact is quantified

?

How, where, and when do I submit early alerts?

Faculty & Staff

?

How do I review and triage alerts?

Advisors & Support Staff

?

What do I do with this email from Academic Support?

Students

?

What was the impact of our program?

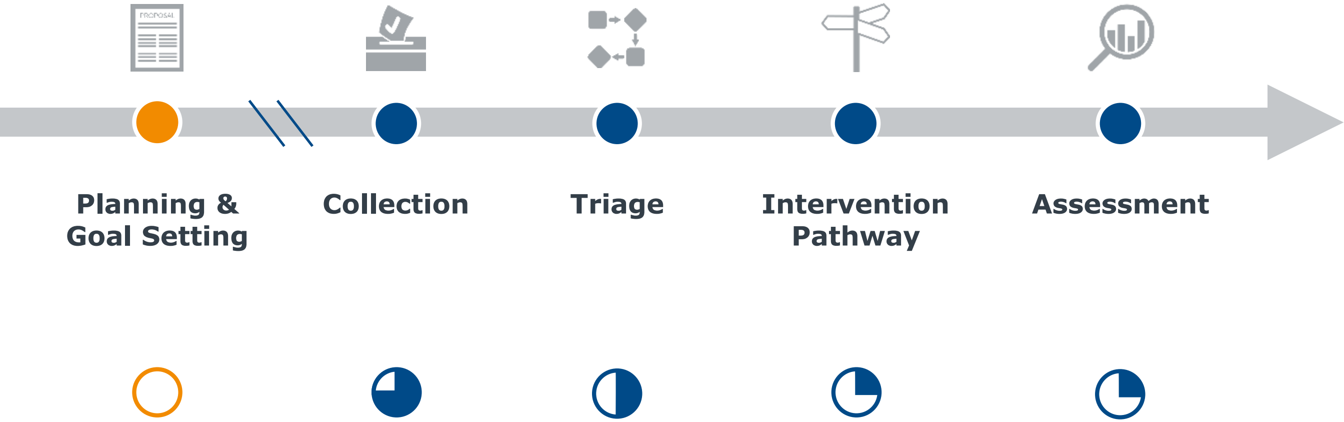
Administrators

Source: EAB interviews and analysis.

Coordinating End-to-End Early Alerts

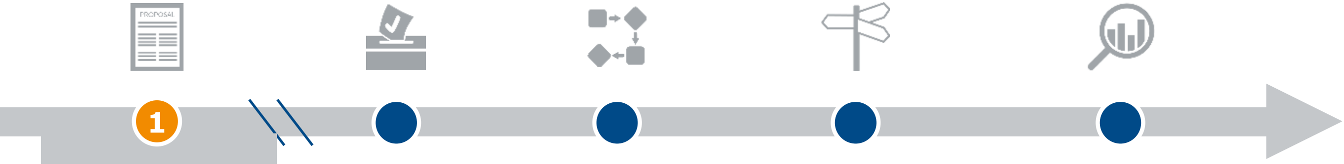
Managing Every Stage of the Early-Alert Pipeline to Improve Student Outcomes

Stages of the Optimal Early Alert-Management Pipeline and Likelihood You're Already Doing This Well



Planning & Goal Setting	**Collection**	**Triage**	**Intervention Pathway**	**Assessment**
○	◕	◑	◔	◔

Roadmap



Planning & Goal Setting

- Strategic goals
- Specific objectives
- Metrics & assessment plan
- Culture building & expectations

Collection

Triage

Intervention Pathway

Assessment

In Need of a Solid Foundation

Early-Alert Programs Require Planning to Be Effective

Key Elements
of
Successful Early-Alert Program Design

Strategic Planning

- **Determine goals and objectives**
  Goals must outline desired outcomes for target population and align to strategic institutional goals
- **Define evaluation metrics and mechanisms**
  Assessment plans and evaluation metrics should be determined at the outset
- **Optimize capacity for impact**
  Confirm staff capacity to successfully manage early alerts, as well as options to configure Navigate to support follow-up

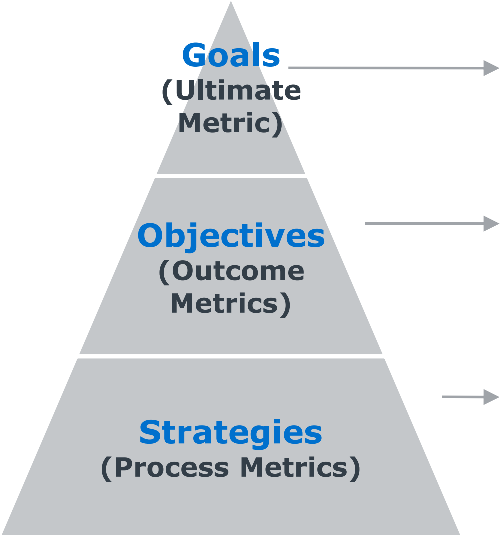
Education and Buy-In

- **Solicit feedback from variety of stakeholders, including faculty**
  Provide an opportunity for faculty and others to contribute to planning
- **Articulate expectations**
  Outline faculty and staff expectations for early-alert program
- **Communicate vision**
  Determine how you will consistently communicate the program vision and goals to garner buy-in

Source: EAB interviews and analysis.

Establish Clear Goals and Measurable Metrics

Examples for Increasing First-Year Retention


Goals
(Ultimate Metric)
Objectives
(Outcome Metrics)
Strategies
(Process Metrics)

Goal-Setting Example	***Metrics-Setting Example***
Increase first-year retention	• *Increase FT/FT retention by 3 percentage points*
Improve outcomes in first-year courses through earlier interventions	• *Decrease DFW rates for first year courses by 15%* • *Increase average course grade*
Implement an early-alerts program for all first-year students (i.e., progress reports)	• *Faculty response rate of at least 75%* • *Outreach to at least 85% of students marked at-risk*

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

Objective:

Improve academic outcomes for students in the Warrior VIP program (students of color)

NATIONAL
LOUIS
UNIVERSITY

Strategic goal:

Retain first-time, full-time students

Objective:

Provide support for first-time, full-time students who are at risk to fail their courses

UNIVERSITY OF
South Carolina

Strategic goal:

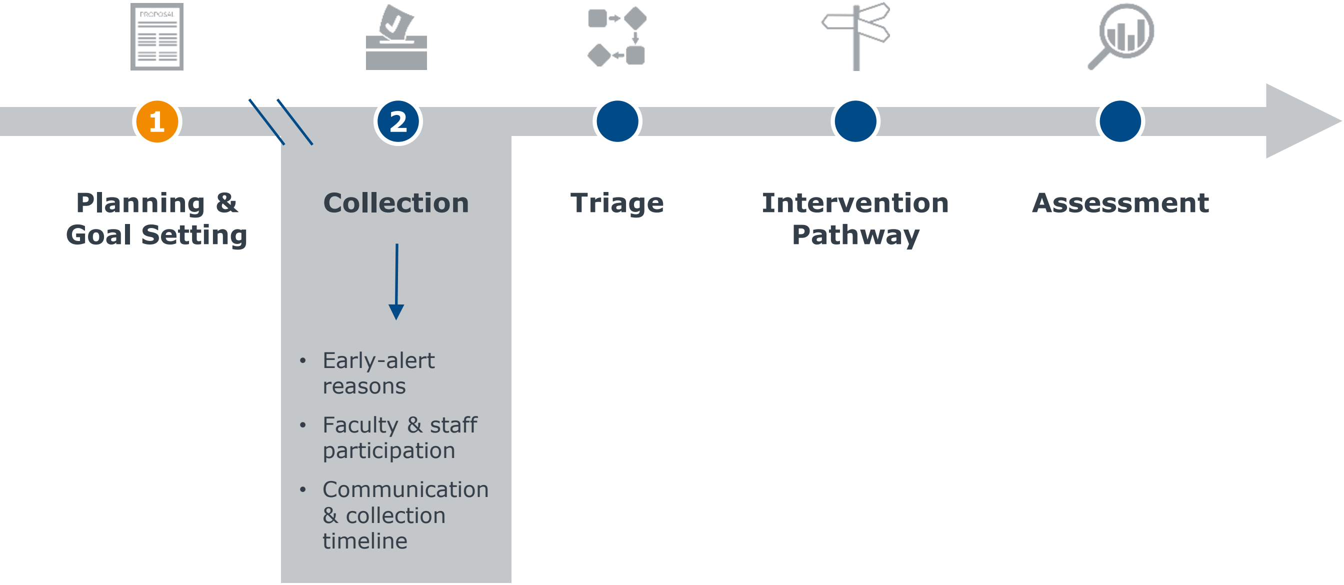
Increase four-year and six-year graduation rates

Objective:

Improve pass rates for key courses in the School of Business

Source: EAB interviews and analysis.

Roadmap



Planning & Goal Setting

Collection

- Early-alert reasons
- Faculty & staff participation
- Communication & collection timeline

Triage

Intervention Pathway

Assessment

Formalize Early-Alert Reasons

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

Targeted Early-Alert Reasons:

- ✓ Streamline faculty and staff 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:

Western Carolina University

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

Source: EAB interviews and analysis.

Evolve from Acceptance to Buy-In

Provide Clear Structure for Ease of Participation

Six Strategies to Build a Culture of Faculty Engagement

- Set **expectations** at the start of the term
- Ask for faculty input on reporting dates, send **reminders** before due dates
- Ask chairs to **nudge** nonresponders
- Focus communications on **impact** and not compliance
- Allow faculty up to **a week** to respond
- **Close the loop** when early alerts are resolved

Diverse Institutions Seeing Impressive Results

KEUKA COLLEGE
Believe in What We Can Do Together

100% faculty participation in various progress report campaigns

Pueblo Community College

94% faculty participation in progress report campaign for TRIO students

California State University Northridge

100% faculty participation in progress report campaigns for math and anthropology courses

UNIVERSITY *of* WEST FLORIDA

98% faculty participation in various progress report campaigns

Source: EAB interviews and analysis.

Illustrate Impact

Focus Communications on How Early Alerts Help Student Success Efforts

Messaging Should Come from Academic Leaders

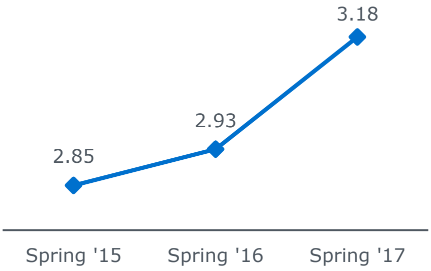
- AVP for Student Success presents information about early-alert program and its impact on student outcomes at New Faculty Orientation and Graduate Teaching Assistant orientation each year
- Department chairs and deans contact faculty who fail to submit necessary early alerts (not central support office or academic advisors)

UNIVERSITY OF NORTHERN COLORADO

Messaging Should Showcase Specific Impact

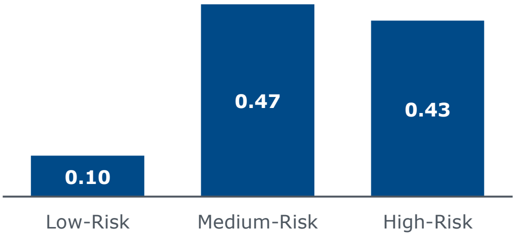
- Focus messaging on how early alerts activate Coordinated Care Network and improve grades, retention

Improvement in Average ENG 123 Course Grade



Average Grade Change from Midterm to Final in ENG 123

Low-Risk, Medium-Risk, High-Risk Students



Source: EAB interviews and analysis.

Determine Optimal Time to Collect Feedback

Select Dates That Allow You to Gather Actionable Information

Timeline for Collecting Faculty Feedback

SETON HALL UNIVERSITY
1856

Enrollment Census

Progress Reports

① **Week 2**
- Absenteeism

② **Week 4**
- Absenteeism
- Participation
- Assignments

③ **Week 8**
- Absenteeism
- Participation
- Assignments
- Midterm grade of *C* or below

④ **Week 10**
- Absenteeism
- Participation
- Assignments
- Midterm grade of *C* or below
- Finals concerns

✓ Seek faculty feedback on early-alerts calendar

✓ Consider staff capacity during selected times

✓ Ensure calendar allows for actionable intervention

Source: EAB interviews and analysis.

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Select Dates That Allow You to Gather Actionable Information

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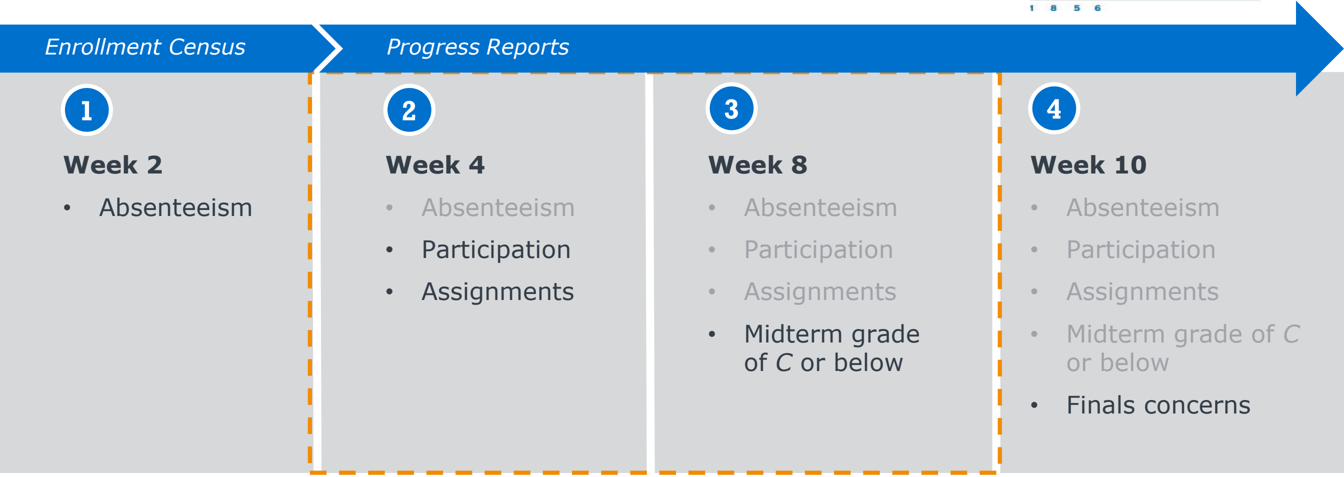

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- Participation
- Assignments
- Midterm grade of *C* or below

④ **Week 10**
- Absenteeism
- Participation
- Assignments
- Midterm grade of *C* or below
- Finals concerns

Most common time frame for schools that collect Progress Reports **twice per semester**

Source: EAB interviews and analysis.

Collection

Challenge

- Maintain Usability & Simplicity
- Increase Response Rates

Highlights of Successful Practices

Collaborate with Stakeholders

THOMAS NELSON
The Peninsula's Community College

Engage and update faculty at department meetings, academic division settings, and through faculty champions to boost participation

Reduce Complexity

WIREGRASS
GEORGIA TECHNICAL COLLEGE

Progress Report Campaigns include only a **limited number of alerts** and only two case-generating alert

Streamline Scope

UAFS

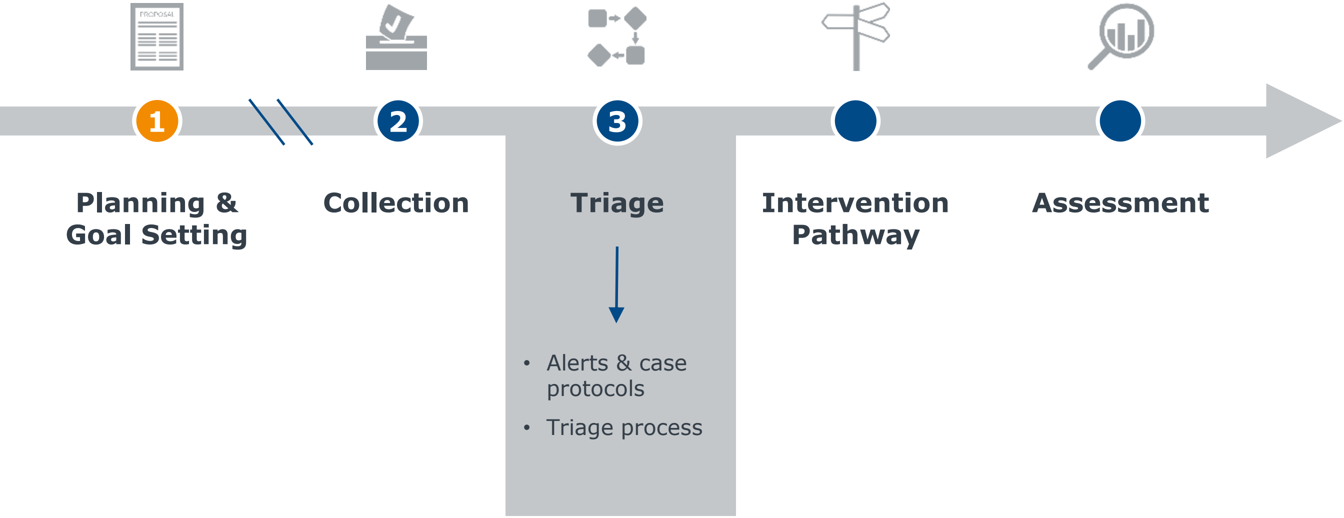
Centralize and **narrow focus of student populations** for Progress Report Campaigns

Centralize Ask

UNIVERSITY OF NORTHERN COLORADO

Single Progress Report Campaign that includes all students of interest

Roadmap



Planning & Goal Setting

Collection

Triage

- Alerts & case protocols
- Triage process

Intervention Pathway

Assessment

Which Early Alerts Should Generate Cases?

Think Critically About Capacity When Determining Case Protocols

Cases Help to Improve:

- ☑ Context-sharing between faculty and staff
- ☑ Handoffs and coordination between units
- ☑ Evaluation and process improvement

…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.

Options for Your Early-Alert Triage Playbook

Distinct Alert Reasons May Require a Different Triage Approach

Choose One Approach or Multiple to Meet the Needs of Your Campus

Central Command: Institutional/ Care Unit

- Early-alert notifications go to a specific person or the director of student support office, who reassigns cases to staff daily
- Director/designated staff member monitors case response progress

SUFFOLK UNIVERSITY BOSTON

Individual Advisor Auto-Assignments

- Each advisor reviews or is auto-assigned cases for students in their caseload

ACC ARAPAHOE COMMUNITY COLLEGE

Student Self-Service

- Navigate is configured so that specific alert reasons trigger automatic response to student
- For example: tutoring alert results in student receiving email with tutoring center hours, no case

DCC Danville Community College

Source: EAB interviews and analysis.

Choosing the Right Triage Process for Each Alert

Evaluate Each Option to Determine the Best Fit for Your Campus

Central Command: Institutional/ Care Unit

Benefits

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

Drawbacks

- × Can be time intensive to review and reassign cases
- × Building Coordinated Care Network across units requires time investment and commitment to collaboration

Individual Advisor Auto-Assignments

Benefits

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

Drawbacks

- × Can overburden advisors
- × Can create inconsistency of practice and student experience if not monitored
- × Potential lack of clear owner if multiple assigned advisors

Student Self-Service

Benefits

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

Drawbacks

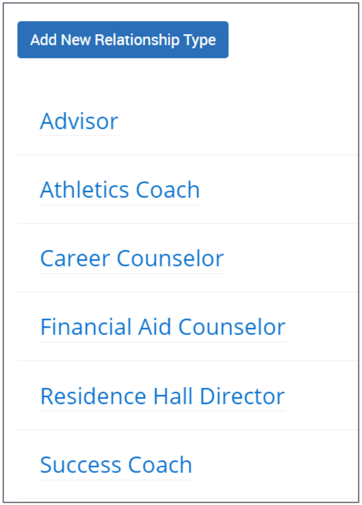
- × Less personalized
- × Can put onus on student
- × Difficulty in assessing results due to missing information

Source: EAB interviews and analysis.

Coming Soon: Custom Relationships for Students

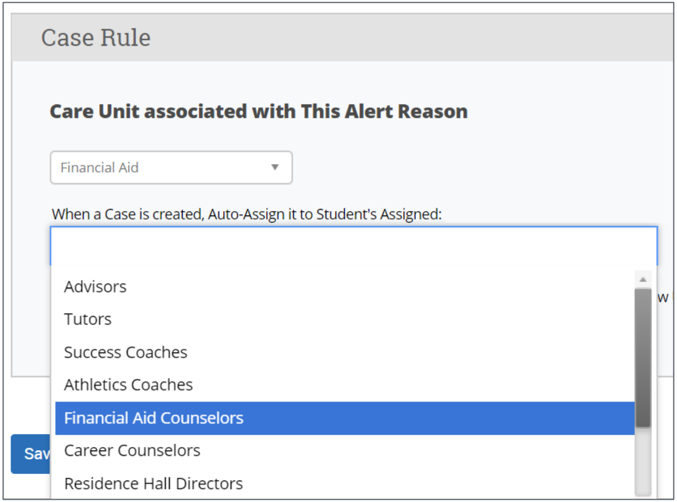
New Relationship Types Will Allow New Auto-Triage Pathways

Create New Staff-Student Relationships



- Advisor
- Athletics Coach
- Career Counselor
- Financial Aid Counselor
- Residence Hall Director
- Success Coach

Auto-Triage Cases to Relevant Assigned Staff



Case Rule

Care Unit associated with This Alert Reason

Financial Aid

When a Case is created, Auto-Assign it to Student's Assigned:

- Advisors
- Tutors
- Success Coaches
- Athletics Coaches
- Financial Aid Counselors
- Career Counselors
- Residence Hall Directors

**New functionality coming in upcoming Strategic Care release*

Triage

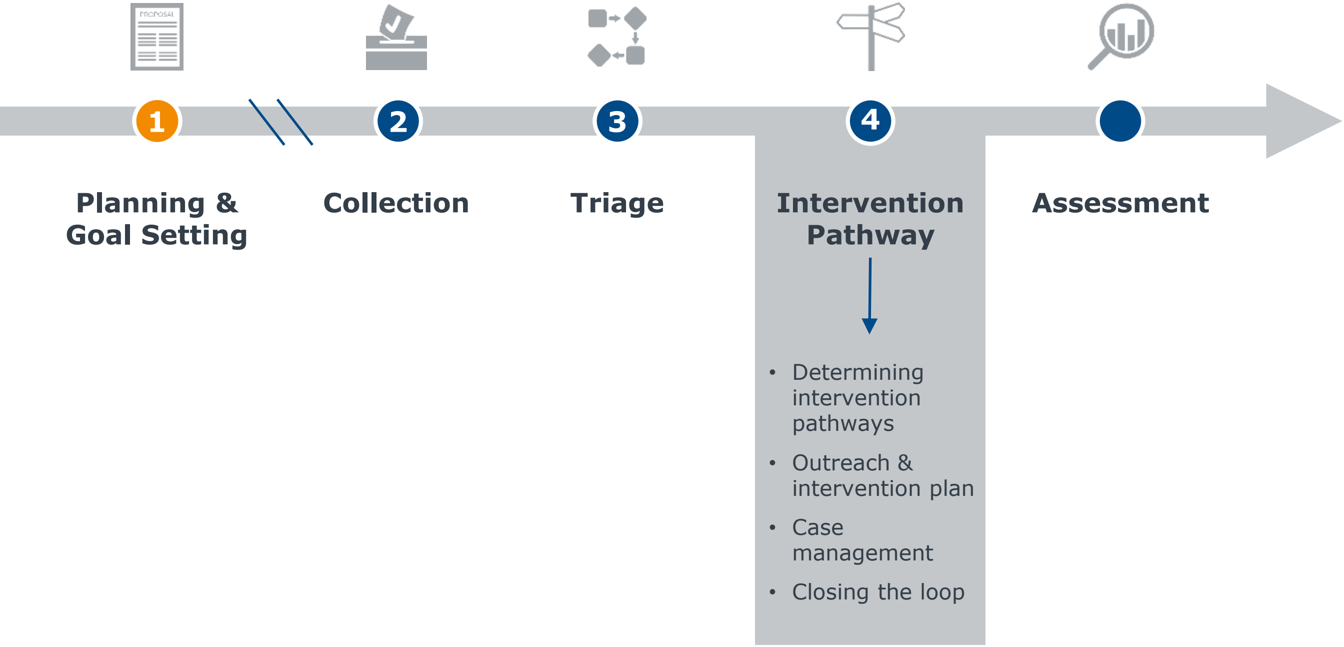
Challenge

- Distribution of Resources & Potentially Limited Self-Service
- Lack of Organization Around Processes & Expectations

Highlights of Successful Practices

Cross-Functional Support	*Leverage Self-Service and Automation*	*Case Assignment and Shared Responsibility*	*Tiered Triage*
The University of Texas at TYLER	WIREGRASS GEORGIA TECHNICAL COLLEGE	THOMAS NELSON The Peninsula's Community College	UNE UNIVERSITY OF NEW ENGLAND
Creation of college-specific, **cross-functional support teams** that review alerts and respond as needed to students in need of support	Utilizes the alerts and case management configurations to **accomplish administrative processes** and provide **automated support to students**	Early-alert team **assigns students with alerts across team** based on issue and individual capacity	Created process to **review alerts as well as identify escalation points** to better and more holistically support students

Roadmap



1 **Planning & Goal Setting**

2 **Collection**

3 **Triage**

4 **Intervention Pathway**

- Determining intervention pathways
- Outreach & intervention plan
- Case management
- Closing the loop

Assessment

Determine Right-Answer Response Early Alerts

Intervention Pathways Serve as Blueprint for Right Steps

Why Determine One Intervention Pathway for Each Early-Alert Reason?

1. To improve staff **efficiency** by streamlining the work that gets the biggest return for the smallest amount of time
2. To ensure the **consistenc**y of care delivered to students across advisors, units
3. To improve the **effectiveness** of interventions by arming staff with clear, operational steps

Response to Same Early Alert Not Consistent

Sample Advisor Response to "Assignment Concern"

Lindsey

Emails student supplemental academic resources

James

Emails student to set up appointment, meets with student, helps student prepare to speak with instructor

Tyler

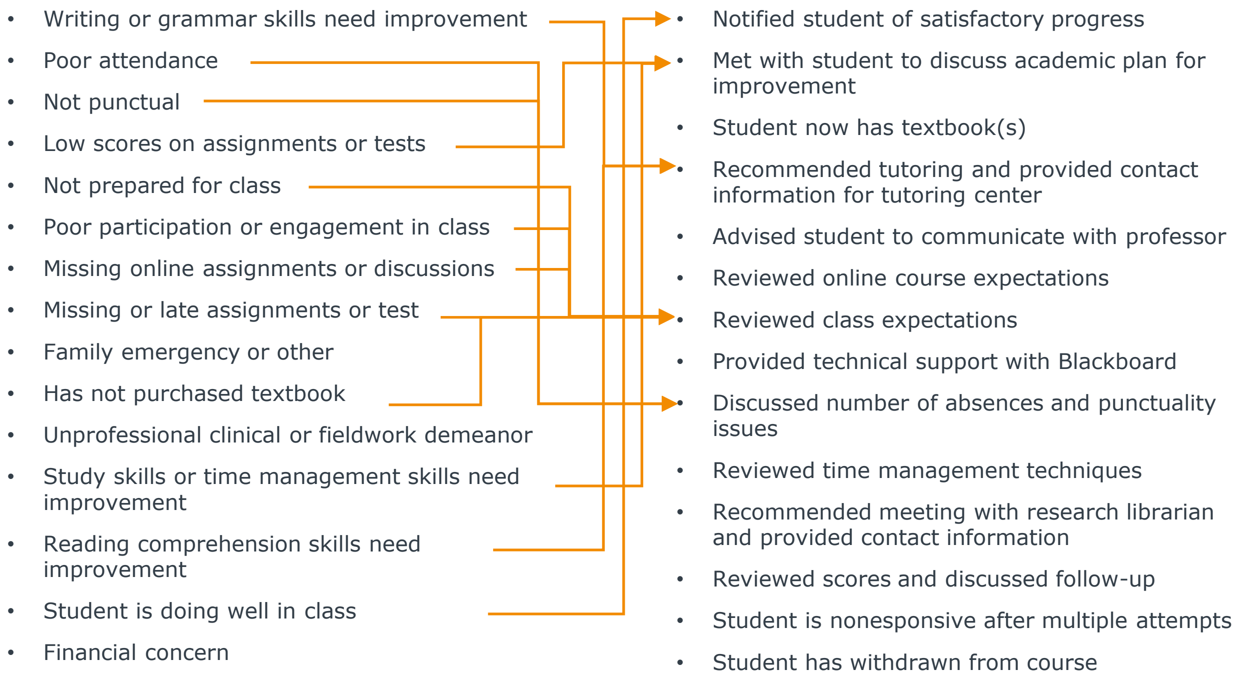
Doesn't email student, refers student to tutoring

Source: EAB interviews and analysis.

What Appropriate and Achievable Pairings Exist?

Pathway Creation in Practice

MERCY COLLEGE



Early-Alert Reasons

- Writing or grammar skills need improvement
- Poor attendance
- Not punctual
- Low scores on assignments or tests
- Not prepared for class
- Poor participation or engagement in class
- Missing online assignments or discussions
- Missing or late assignments or test
- Family emergency or other
- Has not purchased textbook
- Unprofessional clinical or fieldwork demeanor
- Study skills or time management skills need improvement
- Reading comprehension skills need improvement
- Student is doing well in class
- Financial concern

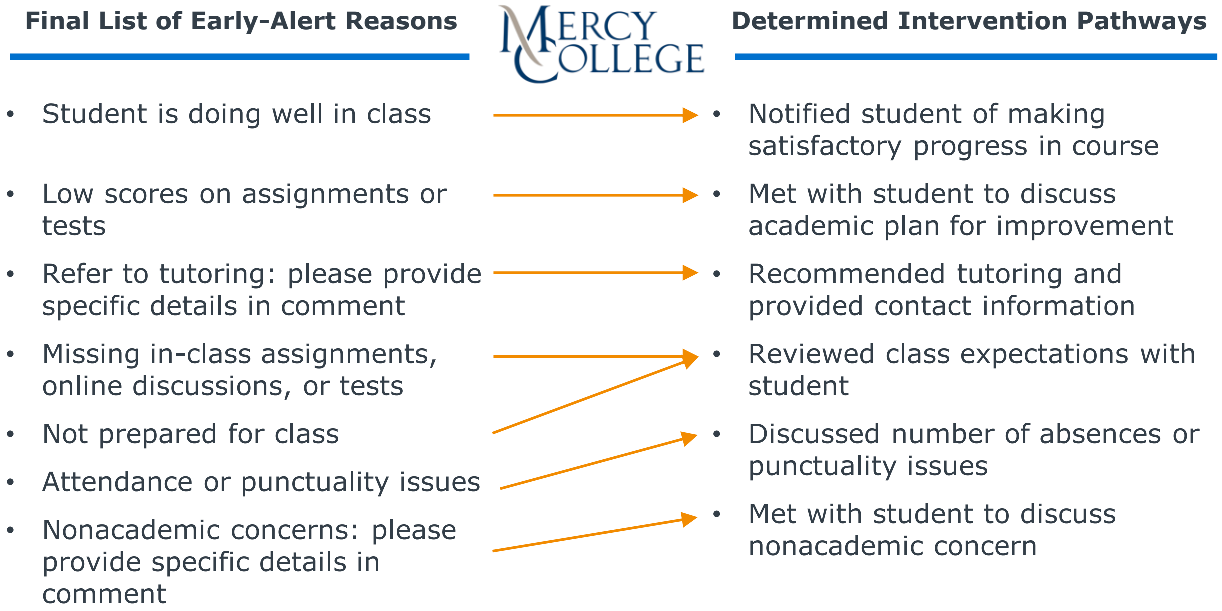
Early-Alert Interventions

- Notified student of satisfactory progress
- Met with student to discuss academic plan for improvement
- Student now has textbook(s)
- Recommended tutoring and provided contact information for tutoring center
- Advised student to communicate with professor
- Reviewed online course expectations
- Reviewed class expectations
- Provided technical support with Blackboard
- Discussed number of absences and punctuality issues
- Reviewed time management techniques
- Recommended meeting with research librarian and provided contact information
- Reviewed scores and discussed follow-up
- Student is nonesponsive after multiple attempts
- Student has withdrawn from course

Source: EAB interviews and analysis.

Establish Your Intervention Pathways

Pathway Creation in Practice



MERCY COLLEGE

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 nonacademic concern

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

Source: EAB interviews and analysis.

Determine Clear Intervention Plan and Timeline

Ask Staff to Follow Consistent Protocols to Ensure Impact

Intervention Protocols
Tarleton State University

Early-Alert Reason	Initial Response Time Frame	Case Assigned To	Discussion and Determined Intervention
In Danger of Failing	24 Hours	Director, Student Development and Mentoring	Discuss importance of making satisfactory progress in course; co-create academic plan for improvement; facilitate connection to appropriate campus resources; review class expectations; set up plan of action along with follow-up steps
Student May Drop Class	24 Hours	AVP, Strategic Student Success Initiatives	Discuss desire to drop course; explore pros and cons of dropping a course; consider/develop course recovery plan; determine impact on graduation timeline; set up plan of action Discuss financial concerns; explore financial support options as appropriate; set up plan of action along with follow-up steps
Expressed Financial Concerns/Hardships			
General - Please Explain	72 Hours		
Considering Alternative Major	48-72 Hours		
Student May Benefit from Tutoring/SI	24-48 Hours	Director, Tutoring and Learning Center	Discuss benefits of tutoring; schedule tutoring session

Source: EAB interviews and analysis.

Be Explicit About Outreach Expectations

Provide Staff with Specific Number and Type of Touch Points

Student Outreach Timeline

Faculty have two weeks to complete Progress Reports

Staff must email students **48 hours** after receiving Progress Report from faculty

Staff must call students **96 hours** after receiving Progress Report from faculty if no response

After **two weeks**, staff must send students a second email

After **four weeks**, staff close the case in Navigate

TEXAS A&M UNIVERSITY
SAN ANTONIO

Key Aspects of Effective Student Outreach

Multimodal

Staff should reach out to students via email, text, phone call, etc.

Solutions-Oriented

Communications tone and messaging are not punitive, but rather, focused on resources

Direct

Messages should include a clear CTA so that students immediately know what they need to do

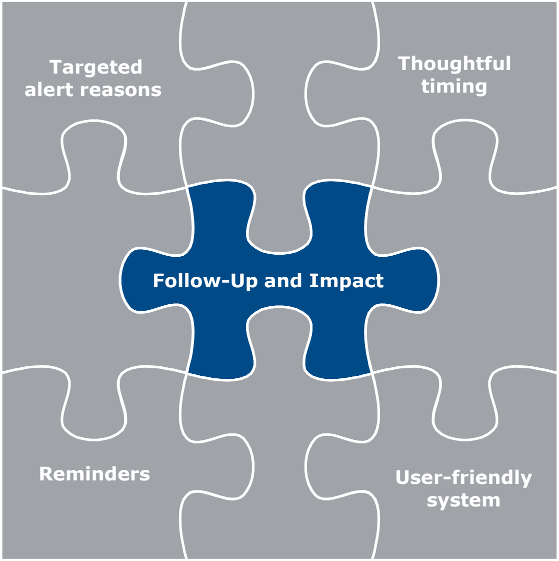
Source: EAB interviews and analysis.

The 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


Targeted alert reasons
Thoughtful timing
Follow-Up and Impact
Reminders
User-friendly system

“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.”

Source: EAB interviews and analysis.

Closing the Case Key to Closing the Loop

Unable to Communicate or Assess Outcomes Without Closing Cases

✗ **Failing to consistently close cases is a key failure of many early-alert programs**

Clear Case Outcomes Are Crucial

- Case Outcomes communicate *what* happened in follow up to the alert being issued
- Critical to assessing impact of early alerts

Define What "Closing the Case" Means

- Doesn't have to mean issue has been resolved
- Could mean:
  - ☐ Student has been communicated with
  - ☐ A referral has been completed
  - ☐ An intervention is in progress
  - ☐ An administrative action has occurred
- Clearly communicate this to faculty & staff early alerts participants

Sample Case Outcomes:

Grand View University

1. Counseled student on how to resolve issue
2. Referred to other office/service
3. Attempted to contact 3x, no response
4. Student dropped course
5. Student withdrew from university
6. Multiple progress reports/alerts *(For consolidating cases)*
7. End of Term *(For closing out old cases)*

Determine the Right Fit Documentation Strategy

Ensure Your Expectations Set Your Campus Up for Success

When Perfect Is the Enemy of Good

Requiring comprehensive notes for all cases can be time-intensive and cause a decrease in case-closed rates. If cases are not consistently closed, you cannot effectively assess the impact of your early-salert interventions.

Establish Baseline Expectations That Are Consistently Achievable

Good/Required

- **Case closed** in a timely manner with appropriate case outcome reason

Better

- **Basic description** provided of the outreach or intervention conducted
- **Case closed** in a timely manner with appropriate case outcome reason

Best

- **Detailed notation** of all outreach, interventions, and student responses by each person involved with case
- **Case closed** in a timely manner with appropriate case outcome reason

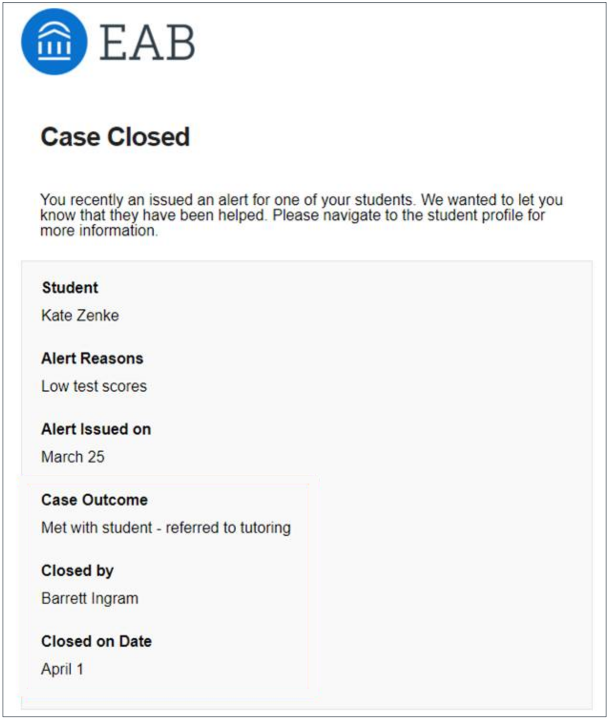
Closing the Loop in Navigate

Automated Notifications Allow Communication at Scale

Case-Closed Notification

When a case is closed, the faculty or staff member who raised the alert can receive an automated email that shows the case outcome and who closed the case

**Recently enhanced in Spring 2019*



Case Closed

You recently an issued an alert for one of your students. We wanted to let you know that they have been helped. Please navigate to the student profile for more information.

Student
Kate Zenke

Alert Reasons
Low test scores

Alert Issued on
March 25

Case Outcome
Met with student - referred to tutoring

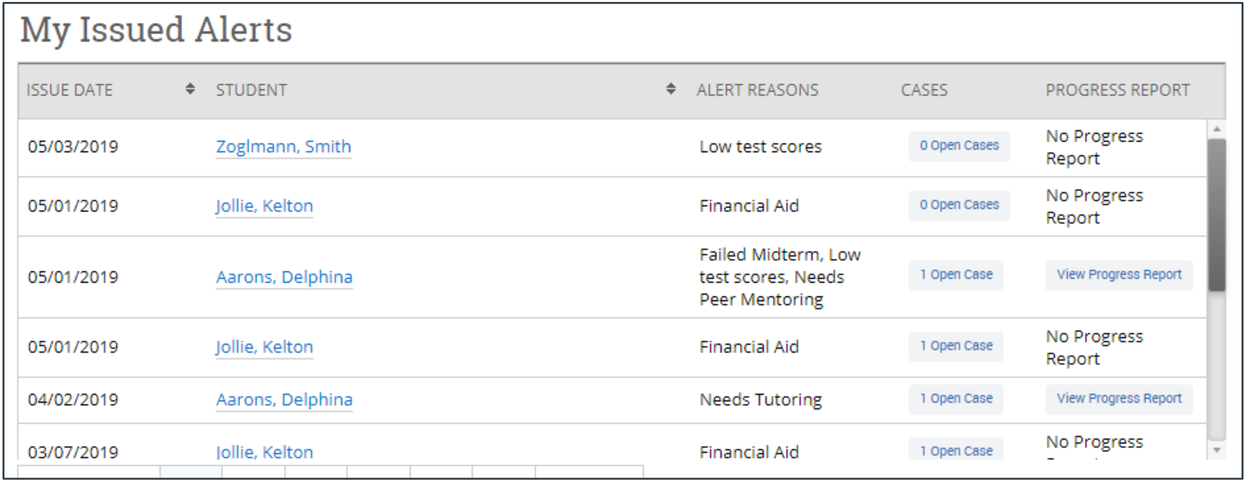
Closed by
Barrett Ingram

Closed on Date
April 1

Centralized Visibility into Alerts Issued

Faculty Can Track the Status of Cases for Alerts They Have Issued

New “My Issued Alerts” Grid on Professor Home Page



My Issued Alerts

ISSUE DATE	STUDENT	ALERT REASONS	CASES	PROGRESS REPORT
05/03/2019	Zoglmann, Smith	Low test scores	0 Open Cases	No Progress Report
05/01/2019	Jollie, Kelton	Financial Aid	0 Open Cases	No Progress Report
05/01/2019	Aarons, Delphina	Failed Midterm, Low test scores, Needs Peer Mentoring	1 Open Case	View Progress Report
05/01/2019	Jollie, Kelton	Financial Aid	1 Open Case	No Progress Report
04/02/2019	Aarons, Delphina	Needs Tutoring	1 Open Case	View Progress Report
03/07/2019	Jollie, Kelton	Financial Aid	1 Open Case	No Progress

Communicating Outcomes Across Campus

Sharing Aggregate Early Alert and Intervention Details with Stakeholders

Institution- or College-Wide Communication

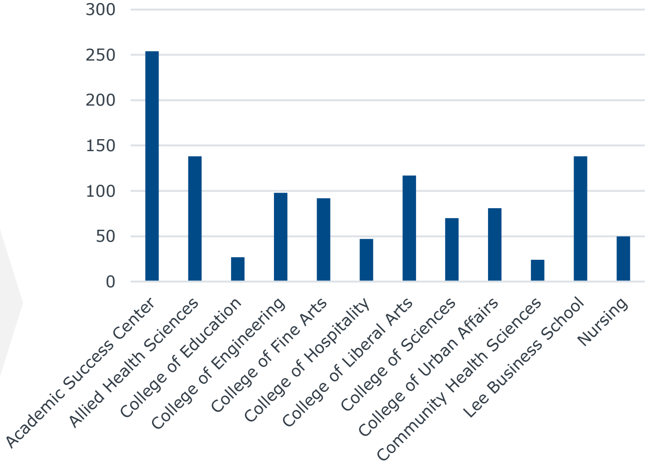
UNLV

Retention, Progression, Completion Newsletter

Spring 2018

Every semester, the head of student success sends a newsletter that details student success efforts and results, including early-alert program interventions, to all faculty and student success staff

Students with Alerts by College



Early-Alert Outcomes

38%
met in person with an academic advisor

20%
mid-semester grades of *D/F/U* that rose to a final grade of *A/B/C/S*

47%
referred to appropriate academic support

Source: EAB interviews and analysis.

Intervention Pathways

Challenge

- How to Set Support Teams Up for Success
- Staff & Resource Capacity
- Updating Records to Close the Loop

Highlights of Successful Practices

Shared Interventions

UAFS

Worked across the institution to **outline shared intervention pathways**, expected timelines, and communication strategy

Clear Expectations and Training

CAU
Clark Atlanta University

Retention specialists are provided needed **information about expected interventions**, timeline/processes, and follow-through

Establish Process Safeguards

The University of Texas at Tyler

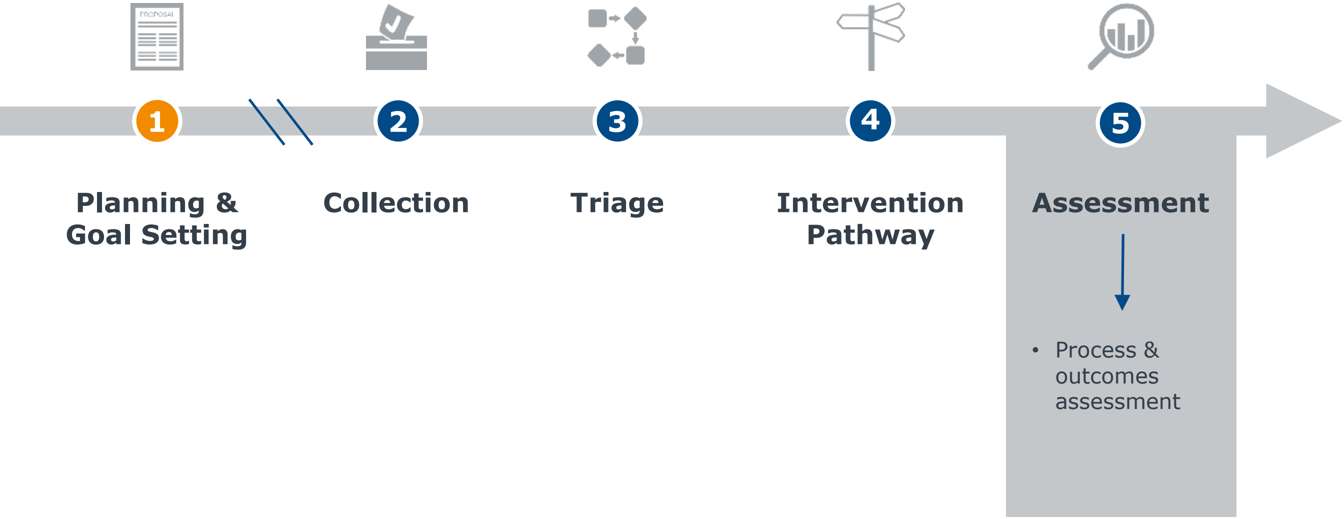
Early-alert team monitors alerts/cases to ensure **all students with alerts are supported and assigned** to a staff member

Ownership & Long-Term Accountability

UNE
University of New England

Significant participation in the process due to **shared ownership at each step** and need for connectedness across campus in order to support students

Road Map



1 **Planning & Goal Setting**

2 **Collection**

3 **Triage**

4 **Intervention Pathway**

5 **Assessment**

- Process & outcomes assessment

Putting Assessment Plans into Practice

Tracking and Assessing Early-Alert Programs

A Progressive Approach to Evaluation

Collect both process and outcomes data on early-alert program

Review data on a regular basis (e.g., every term); seek input from units involved

Establish mechanism to make early-alert program updates

Sample metrics to measure process:

- % of faculty who submit alerts
- % of students who schedule appointments
- % of cases closed with resolution
- # of tutoring appointments scheduled
- # of students referred to support offices

Sample metrics to measure outcomes:

- Change in midterm or Progress Report reported grade to final grade
- Change in average term/cumulative GPA
- Change in DFW rates in selected courses
- Enrollment in next term (comparing students with case to those without) resolution
- Change in retention rate for focus populations

Source EAB interviews and analysis.

Putting Assessment Plans into Practice

Tracking and Assessing Early-Alert Programs

A Progressive Approach to Evaluation

Collect both process and outcomes data on early-alert program

Review data on a regular basis (e.g., every term); seek input from units involved

Establish mechanism to make early-alert program updates

CLAYTON STATE UNIVERSITY

55%

Percentage of students flagged as at-risk who attended appointments

0.58

Difference in grade increase between midterm and final for flagged students who attended appointments versus those who did not

Source EAB interviews and analysis.

Revisiting the Big Picture

Quantifying the Impact of Focused Early-Alert Interventions

How Did Your Early-Alert Program Contribute to Institutional Goals?

WAYNE STATE UNIVERSITY

Strategic goal:

Close the black-white student graduation gap

5x

Participation rate of Warrior VIP students in support services, compared to general undergrads

NATIONAL LOUIS UNIVERSITY

Strategic goal:

Retain first-time, full-time students

87%

Fall to Spring retention rate of first-time, full-time students who were marked at-risk after receiving interventions

UNIVERSITY OF South Carolina

Strategic goal:

Increase four-year and six-year graduation rates

14%

Higher pass rate for students marked at-risk to fail who had attended a Student Success Center consultation

Source: EAB interviews and analysis.

A Robust Pipeline

End-to-End Early-Alert Management

1 Planning & Goal Setting

- Strategic goals
- Specific objectives
- Metrics & assessment plan
- Culture building & expectations

2 Collection

- Early-alert reasons
- Faculty & staff participation
- Communication & collection timeline

3 Triage

- Alerts & case protocols
- Triage process

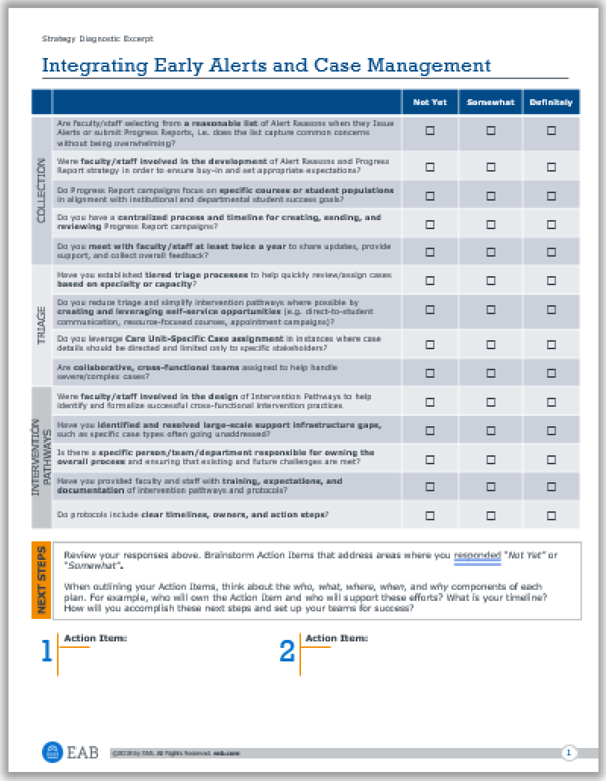
4 Intervention Pathway

- Determining intervention pathways
- Outreach & intervention plan
- Case management
- Closing the loop

5 Assessment

- Process & outcomes assessment

Starting with the Diagnostic



Strategy Diagnostic Excerpt

Integrating Early Alerts and Case Management

		Not Yet	Somewhat	Definitely
COLLECTION	Are faculty/staff selecting from a **reasonable list** of Alert Reasons when they issue Alerts or submit Progress Reports, i.e. does the list capture common concerns without being overwhelming?	☐	☐	☐
	Were **faculty/staff involved in the development** of Alert Reasons and Progress Report strategy in order to ensure buy-in and set appropriate expectations?	☐	☐	☐
	Do Progress Report campaigns focus on **specific courses or student populations** in alignment with institutional and departmental student success goals?	☐	☐	☐
	Do you have a **centralized process and timeline for creating, sending, and reviewing** Progress Report campaigns?	☐	☐	☐
	Do you **meet with faculty/staff at least twice a year** to share updates, provide support, and collect overall feedback?	☐	☐	☐
TRIAGE	Have you established **tiered triage processes** to help quickly review/assign cases **based on specialty or capacity**?	☐	☐	☐
	Do you reduce triage and simplify intervention pathways where possible by **creating and leveraging self-service opportunities** (e.g. direct-to-student communication, resource-focused courses, appointment campaigns)?	☐	☐	☐
	Do you leverage **Care Unit-Specific Case assignment** in instances where case details should be directed and limited only to specific stakeholders?	☐	☐	☐
	Are **collaborative, cross-functional teams** assigned to help handle severe/complex cases?	☐	☐	☐
INTERVENTION PATHWAYS	Were **faculty/staff involved in the design** of Intervention Pathways to help identify and formalize successful cross-functional intervention practices	☐	☐	☐
	Have you **identified and resolved large-scale support infrastructure gaps,** such as specific case types often going unaddressed?	☐	☐	☐
	Is there a **specific person/team/department responsible for owning the overall process** and ensuring that existing and future challenges are met?	☐	☐	☐
	Have you provided faculty and staff with **training, expectations, and documentation** of intervention pathways and protocols?	☐	☐	☐
	Do protocols include **clear timelines, owners, and action steps?**	☐	☐	☐

NEXT STEPS

Review your responses above. Brainstorm Action Items that address areas where you responded *"Not Yet"* or *"Somewhat"*.

When outlining your Action Items, think about the who, what, where, when, and why components of each plan. For example, who will own the Action Item and who will support these efforts? What is your timeline? How will you accomplish these next steps and set up your teams for success?

1 **Action Item:**

2 **Action Item:**

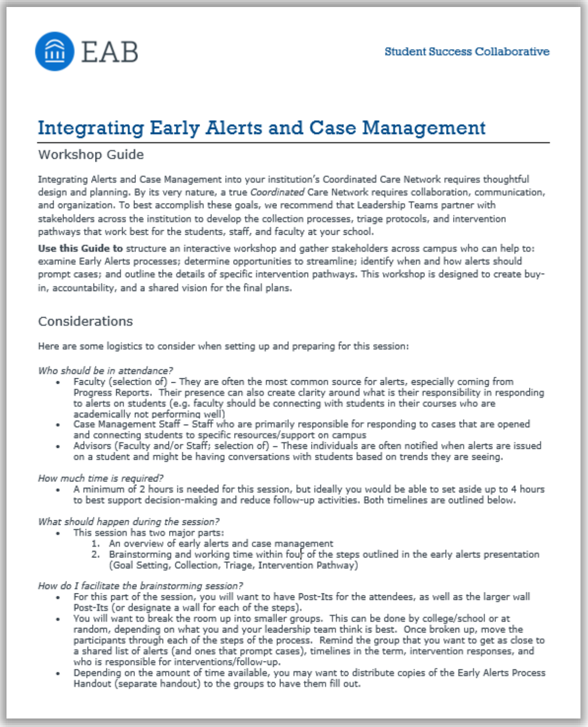
EAB

1

Highlights within Diagnostic

- *Collection*
  - Are faculty/staff involved in the development of Alert Reasons and Progress Report strategy in order to ensure buy-in and set appropriate expectations?
- *Triage*
  - Do you leverage Care Unit-Specific Case Assignment in instances where case details should be directed and limited only to specific stakeholders?
- *Intervention Pathways*
  - Do protocols included clear timelines, owners, and action steps?

Leveraging our Early Alerts Workshop Guide



EAB

Student Success Collaborative

Integrating Early Alerts and Case Management

Workshop Guide

Integrating Alerts and Case Management into your institution's Coordinated Care Network requires thoughtful design and planning. By its very nature, a true *Coordinated* Care Network requires collaboration, communication, and organization. To best accomplish these goals, we recommend that Leadership Teams partner with stakeholders across the institution to develop the collection processes, triage protocols, and intervention pathways that work best for the students, staff, and faculty at your school.

Use this Guide to structure an interactive workshop and gather stakeholders across campus who can help to: examine Early Alerts processes; determine opportunities to streamline; identify when and how alerts should prompt cases; and outline the details of specific intervention pathways. This workshop is designed to create buy-in, accountability, and a shared vision for the final plans.

Considerations

Here are some logistics to consider when setting up and preparing for this session:

Who should be in attendance?

- Faculty (selection of) – They are often the most common source for alerts, especially coming from Progress Reports. Their presence can also create clarity around what is their responsibility in responding to alerts on students (e.g. faculty should be connecting with students in their courses who are academically not performing well)
- Case Management Staff – Staff who are primarily responsible for responding to cases that are opened and connecting students to specific resources/support on campus
- Advisors (Faculty and/or Staff; selection of) – These individuals are often notified when alerts are issued on a student and might be having conversations with students based on trends they are seeing.

How much time is required?

- A minimum of 2 hours is needed for this session, but ideally you would be able to set aside up to 4 hours to best support decision-making and reduce follow-up activities. Both timelines are outlined below.

What should happen during the session?

- This session has two major parts:
    1. An overview of early alerts and case management
    2. Brainstorming and working time within four of the steps outlined in the early alerts presentation (Goal Setting, Collection, Triage, Intervention Pathway)

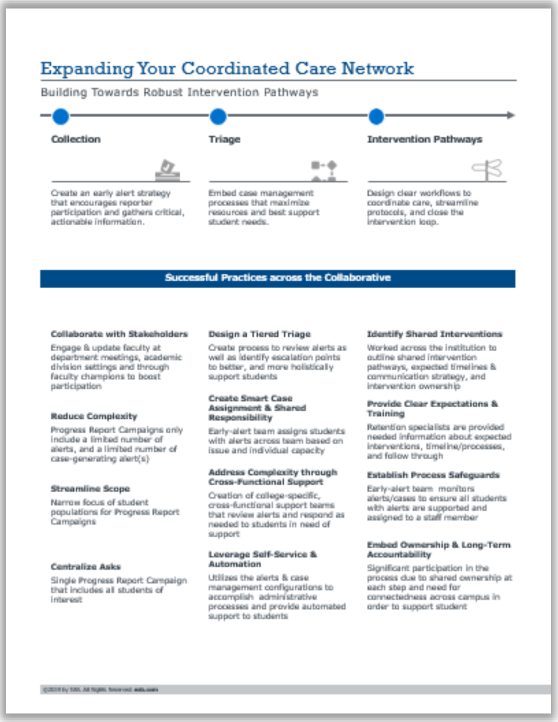
How do I facilitate the brainstorming session?

- For this part of the session, you will want to have Post-Its for the attendees, as well as the larger wall Post-Its (or designate a wall for each of the steps).
- You will want to break the room up into smaller groups. This can be done by college/school or at random, depending on what you and your leadership team think is best. Once broken up, move the participants through each of the steps of the process. Remind the group that you want to get as close to a shared list of alerts (and ones that prompt cases), timelines in the term, intervention responses, and who is responsible for interventions/follow-up.
- Depending on the amount of time available, you may want to distribute copies of the Early Alerts Process Handout (separate handout) to the groups to have them fill out.

Workshop Guide

- Leverage this workshop guide with your Strategic Leader in either a ***two-hour or four-hour format***
- This workshop encourages ***involvement from multiple stakeholders*** across campus in an effort to collaborate care for students and increase early alert buy-in
- Designed to ***solicit feedback on goals*** of your early alert processes, ***student populations to focus on, collection timelines***, and other critical aspects of any early alerts process.

Transformation Track Resources



Expanding Your Coordinated Care Network

Building Towards Robust Intervention Pathways

Collection

Create an early alert strategy that encourages reporter participation and gathers critical, actionable information.

Triage

Embed case management processes that maximize resources and best support student needs.

Intervention Pathways

Design clear workflows to coordinate care, streamline protocols, and close the intervention loop.

Successful Practices across the Collaborative

Collaborate with Stakeholders

Engage & update faculty at department meetings, academic division settings and through faculty champions to boost participation

Reduce Complexity

Progress Report Campaigns only include a limited number of alerts, and a limited number of case-generating alert(s)

Streamline Scope

Narrow focus of student populations for Progress Report Campaigns

Centralize Asks

Single Progress Report Campaign that includes all students of interest

Design a Tiered Triage

Create process to review alerts as well as identify escalation points to better, and more holistically support students

Create Smart Case Assignment & Shared Responsibility

Early-alert team assigns students with alerts across team based on issue and individual capacity

Address Complexity through Cross-Functional Support

Creation of college-specific, cross-functional support teams that review alerts and respond as needed to students in need of support

Leverage Self-Service & Automation

Utilizes the alerts & case management configurations to accomplish administrative processes and provide automated support to students

Identify Shared Interventions

Worked across the institution to outline shared intervention pathways, expected timelines & communication strategy, and intervention ownership

Provide Clear Expectations & Training

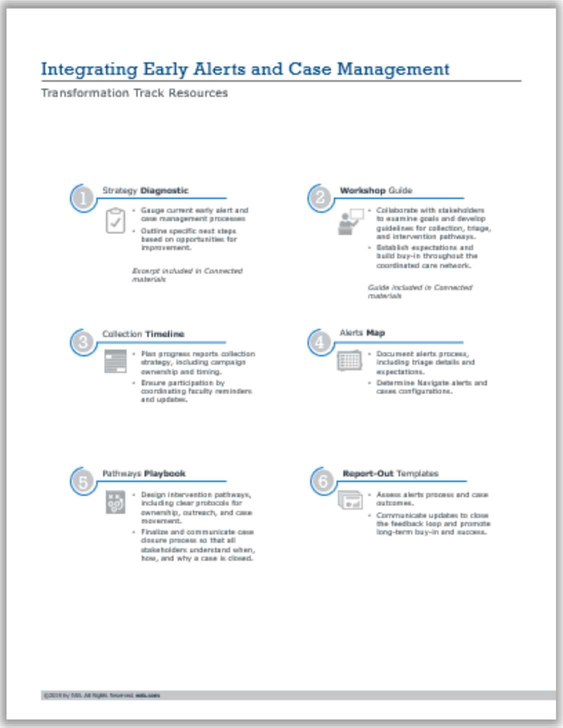
Retention specialists are provided needed information about expected interventions, timeline/processes, and follow through

Establish Process Safeguards

Early-alert team monitors alerts/cases to ensure all students with alerts are supported and assigned to a staff member

Embed Ownership & Long-Term Accountability

Significant participation in the process due to shared ownership at each step and need for connectedness across campus in order to support student



Integrating Early Alerts and Case Management

Transformation Track Resources

① Strategy **Diagnostic**

- Gauge current early alert and case management processes
- Outline specific next steps based on opportunities for improvement.

Excerpt included in Connected materials

② **Workshop** Guide

- Collaborate with stakeholders to examine goals and develop guidelines for collection, triage, and intervention pathways.
- Establish expectations and build buy-in throughout the coordinated care network.

Guide included in Connected materials

③ Collection **Timeline**

- Plan progress reports collection strategy, including campaign ownership and timing.
- Ensure participation by coordinating faculty reminders and updates.

④ Alerts **Map**

- Document alerts process, including triage details and expectations.
- Determine Navigate alerts and cases configurations.

⑤ Pathways **Playbook**

- Design intervention pathways, including clear protocols for ownership, outreach, and case movement.
- Finalize and communicate case closure process so that all stakeholders understand when, how, and why a case is closed.

⑥ **Report-Out** Templates

- Assess alerts process and case outcomes.
- Communicate updates to close the feedback loop and promote long-term buy-in and success.

Please Fill Out the Exit Survey!

- As you exit the webinar, you will be directed to an evaluation that will automatically load in your web browser.
- Please take a minute to provide your thoughts on the presentation.

THANK YOU!

Please note that the survey does not apply to webconferences viewed on demand.

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