

## How to Issue an Early Alert on Academic Progress Report?

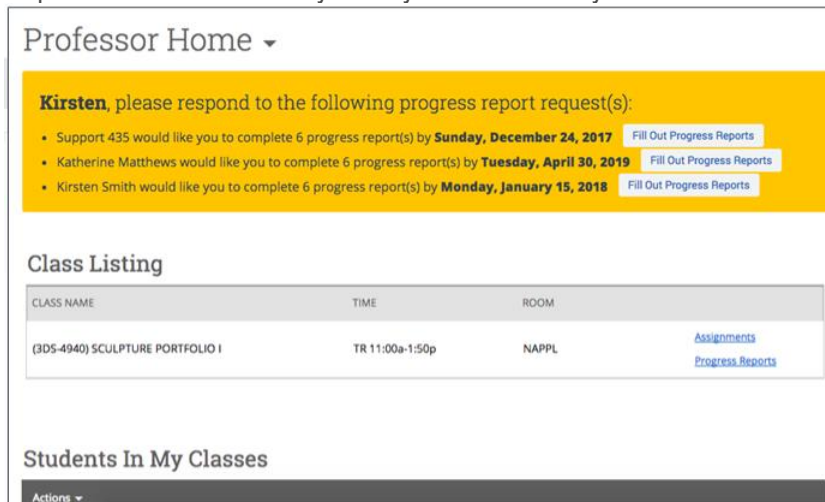
During the first 6 weeks of the term:

- ✓ Week 3 **Early Alert Academic Progress Report**-Faculty is asked to simply select "Yes" for each student that is **At-Risk to fail their course**.
- ✓ Week 6 **Pre Mid-Term Progress Report**- Faculty is asked to continue to identify students who are **At- Risk to fail their course**.
- ✓ Week 9 **Mid-Term Grading Report**-Faculty is asked to continue to identify students who are **At- Risk AND select "No"** for each student who is **Not at Risk**.

## 3 Easy Steps for Faculty to Respond to Progress Report Requests

### Step 1:

Faculty receives an email request to submit Progress Reports. The email will have a link to the Progress Report Feedback form. Or you may access it from your Professor Home page as shown below.



Professor Home ▾

**Kirsten**, please respond to the following progress report request(s):

- Support 435 would like you to complete 6 progress report(s) by **Sunday, December 24, 2017** [Fill Out Progress Reports](#)
- Katherine Matthews would like you to complete 6 progress report(s) by **Tuesday, April 30, 2019** [Fill Out Progress Reports](#)
- Kirsten Smith would like you to complete 6 progress report(s) by **Monday, January 15, 2018** [Fill Out Progress Reports](#)

**Class Listing**

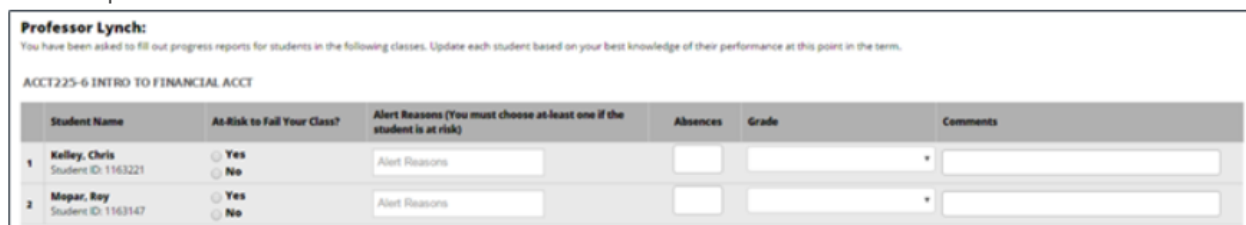
CLASS NAME	TIME	ROOM	
(3D5-4940) SCULPTURE PORTFOLIO I	TR 11:00a-1:50p	NAPPL	<a href="#">Assignments</a> <a href="#">Progress Reports</a>

**Students In My Classes**

Actions ▾

### Step 2:

An example of what the Feedback Form looks like is shown below.



**Professor Lynch:**  
 You have been asked to fill out progress reports for students in the following classes. Update each student based on your best knowledge of their performance at this point in the term.

ACCT225-6 INTRO TO FINANCIAL ACCT

Student Name	At-Risk to Fail Your Class?	Alert Reasons (You must choose at least one if the student is at risk)	Absences	Grade	Comments
1 <b>Kelley, Chris</b> Student ID: 1163221	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 <b>Mogar, Roy</b> Student ID: 1163147	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Step 3:

You will need to fill out the following fields on your students.

- **At-Risk to Fail Your Class?** - Use this field to indicate whether this student is currently at-risk to fail your class.
- **Alert Reasons**- This field is only used if the At-Risk field was selected as "Yes". If "Yes", then the faculty must select a reason.
- **Absences**- The number of absences this student has accumulated thus far.
- **Current Grade** - The grade the student has earned in this course.
- **Comments**- Enter a narrative regarding how this student is progressing in their course. As with any narrative comment, the more complete the better.

Once you have completed the fields, click the **Submit button**.



**T-Claw Navigate Alerts Raised by Faculty**

**Alerts are raised by the Faculty members to communicate a concern to the student about their academic performance in class. Alerts and their descriptions are explained below:**

ALERT	INTERVENTION WORKFLOW	TRIAGE PROCESS
<p><b>Attendance Concern</b> (INSTRUCTOR) Raise this alert when a student is not regularly attending class. Please provide specific comments.</p>	<p>Academic Advisor meets with student and provides tailored advising support to address absences.</p> <ul style="list-style-type: none"> <li>Email message sent to student with information and next steps to address the issue</li> <li>Viewable on Student Profile</li> </ul>	<ol style="list-style-type: none"> <li>Faculty member reviews course expectations for attendance</li> <li>Academic Advisor discusses the importance of attendance to be successful</li> <li>Academic Advisor discusses with the student why they have been marked At-Risk to failing course and discuss time management and study habits</li> <li>Academic Advisor places students on a watchlist after an appointment and set up follow up reminders.</li> </ol>
<p><b>Class Participation Concern</b> (INSTRUCTOR) Raise this alert when a student's participation in a course is below the class average. Please provide specific comments.</p>	<p>Connect with Advisee to seek out academic support services such as tutoring and academic skills center workshops.</p> <ul style="list-style-type: none"> <li>Email message sent to student with information and next steps to address the issue</li> <li>Viewable on Student Profile</li> </ul>	<ol style="list-style-type: none"> <li>Faculty member meets with student and adds note of interaction</li> <li>Academic Advisor to diagnose what issues the student is experiencing.</li> <li>Academic Advisor connects student with the Tutoring Support Center and Academic Skills Center</li> <li>Encourage student to make appointment and how they plan to work toward improving performance</li> </ol>
<p><b>Failed Midterm Exam</b> (INSTRUCTOR) Raise this alert when a student fails the midterm exam. Please provide specific comments.</p>	<p>Connect with Advisee to seek out academic support services such as tutoring and academic skills center workshops.</p> <ul style="list-style-type: none"> <li>Email message sent to student with information and next steps to address the issue</li> <li>Viewable on Student Profile</li> </ul>	<ol style="list-style-type: none"> <li>Academic Advisor to diagnose what issues the student is experiencing.</li> <li>Academic Advisor connects student with the Tutoring Support Center and Academic Skills Center</li> <li>Encourage student to make appointment and how they plan to work toward improving performance</li> </ol>

Campus Resources may include Tutor Support Services, Academic Skills Center, Mental Health Counseling, Financial Aid, Library or various community resources.



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ALERT	INTERVENTION WORKFLOW	TRIAGE PROCESS
<p><b>Has not purchased Textbook</b> (INSTRUCTOR) Raise this alert when a student does not have their course materials including textbook(s) and/or access code.</p>	<p>Connect students with resources to assist in learning materials.</p> <ul style="list-style-type: none"> <li>Email message sent to Student and Academic Advisor with information and next steps to address the issue</li> <li>Outreach to student for supportive follow up</li> <li>Viewable on Student Profile</li> </ul>	<ol style="list-style-type: none"> <li>Faculty speaks with students about their options and alternative resources in your class. Ex. Open Source Document, Alternative books and extended timelines for assignment.</li> <li>Academic Advisor connects student with Academic Skill core course Library</li> <li>Academic Advisor connects to fill out access code application</li> <li>Academic Advisor connects student with options if a text book is not acquired.</li> <li>Discuss preparation issues</li> <li>Check to make sure student has access to all required materials/resources/books; refer to campus resource</li> <li>Open Source</li> <li>Fellowship</li> </ol>
<p><b>Low Quiz/Test Score Concern</b> (INSTRUCTOR) Raise this alert when a student receives a low grade on a quiz, test, or an in-class activity. Please provide specific comments.</p>	<p>Meet with students to discuss any issues and provide tailored advising support with resources provided by Academic Skills Center.</p> <ul style="list-style-type: none"> <li>Email message sent to student with information and next steps to address the issue (1 email only)</li> <li>Viewable on Student Profile</li> </ul>	<ol style="list-style-type: none"> <li>Faculty member meets with student and adds note of interaction</li> <li>Faculty member discuss level of performance needed to reach passing grade</li> <li>Refer to campus resource</li> <li>Add/Update comment in alert</li> </ol>
<p><b>Missed Exams/Quizzes/Papers</b> (INSTRUCTOR) Raise this alert when a student has missing exams. Please provide specific comments.</p>	<p>Meet with students to discuss any issues and provide tailored advising support with resources provided by Academic Skills Center.</p> <ul style="list-style-type: none"> <li>Email message sent to student with information and next steps to address the issue (1 email only)</li> </ul> <p>Viewable on Student Profile</p>	<ol style="list-style-type: none"> <li>Faculty meets with student and reviews course expectations and due dates</li> <li>Faculty member adds note of interaction on student profile</li> <li>Academic Advisor discuss study strategies</li> <li>Refer to campus resource; offer to assist in scheduling appointment</li> </ol>

Campus Resources may include Tutor Support Services, Academic Skills Center, Mental Health Counseling, Financial Aid, Library or various community resources.



TEXAS SOUTHERN UNIVERSITY

ALERT	INTERVENTION WORKFLOW	TRIAGE PROCESS
<p><b>Missing/Late Assignments Concern (INSTRUCTOR)</b> Raise this alert when a student has missing or late assignments. Please provide specific comments.</p>	<p>Meet with students to discuss any issues and provide tailored advising support with resources provided by Academic Skills Center.</p> <ul style="list-style-type: none"> <li>Email message sent to student with information and next steps to address the issue (1 email only)</li> <li>Viewable on Student Profile</li> </ul>	<ol style="list-style-type: none"> <li>Faculty meets with student and reviews course expectations and due dates</li> <li>Faculty member adds note of interaction on student profile</li> <li>Academic Advisor discuss study strategies</li> <li>Refer to campus resource; offer to assist in scheduling appointment</li> </ol>
<p><b>Need Tutoring (Case Assigned) (INSTRUCTOR)</b> Raise this alert when a student is not performing well on assignments, is missing assignments, low scores, etc. <b>(additional help in a specific course)</b></p>	<p>Connect students with Tutoring resources available by sending an appointment campaign email.</p> <ul style="list-style-type: none"> <li>Email message sent to student with information and next steps to address the issue</li> <li>Outreach to student for supportive follow up</li> <li>Viewable on Student Profile</li> </ul>	<ol style="list-style-type: none"> <li>Outreach is completed by Tutor Administrator Student Academic Support Services</li> <li>Faculty member to connect the student with department resource for courses outside the CORE</li> <li>Connect with students through appointment campaign to work on the area of concern with a Peer Tutor</li> <li>Tutor Administrator updates the case with outcome and email is sent to Faculty issuing Alert.</li> </ol>
<p><b>No Show (Never Attended) (INSTRUCTOR-3<sup>rd</sup> WEEK ONLY EARLY INTERVENTION ACADEMIC PROGRESS REPORT)</b> Raise this alert when a student has never attended class.</p>	<p>Meet with student marked “NAT” for nonattendance and discuss how this may impact the amount of financial aid the student receives.</p> <ul style="list-style-type: none"> <li>Email message sent to student,</li> <li>Academic Advisor connects student with information and next steps to address the issue</li> <li>Campus Resource referral Financial Aid</li> <li>Viewable on Student Profile</li> </ul>	<ol style="list-style-type: none"> <li>Faculty issues alert if the student never attended the course</li> <li>Academic Advisor connect with the student and recommends withdrawing from the course</li> <li>Registrar is notified</li> </ol>
<p><b>Student is doing well in Class (INSTRUCTOR-9<sup>th</sup> WEEK EARLY INTERVENTION ACADEMIC PROGRESS REPORT ONLY)</b> Raise this alert when a student is performing well in class.</p>	<p>Discuss strong academic performance and potential enrollment in the honors program</p> <ul style="list-style-type: none"> <li>Email message sent to student</li> <li>Viewable on Student Profile</li> </ul>	<ol style="list-style-type: none"> <li>Identify students who qualify for a specific opportunity (i.e. scholarship, mentoring program, event, etc.)</li> <li>Refer student to campus resource</li> </ol>

Campus Resources may include Tutor Support Services, Academic Skills Center, Mental Health Counseling, Financial Aid, Library or various community resources.

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# Early Intervention

The Early Intervention process is designed to identify students who are at risk of failing undergraduate courses, including core courses early in the term. The primary goal during the first nine weeks of the term is to make contact with the student, find out what is causing the problem, and provide support needed to get back on track to pass the class. Beginning with the ninth week of the term, the goal shifts to helping the student assess whether or not it is still possible to pass the course.

Faculty is encouraged to identify students during the Mid-Term Grade Report who maybe failing as of the 9th week of the Fall Term even if an Early Alert has already been issued. This will provide another notice to the student confirming their grade and prompt a discussion with an academic advisor and the Financial Aid Office. If it is determined that the student is to far behind, staff will help the student understand the implications of taking a failing grade vs withdrawing from the course so that the student can make an informed decision prior to the withdrawal deadline.

## How to Issue an Early Alert on Academic Progress Report?

Progress Report rosters are distributed via email to all Faculty during the 3rd week of each term. The email contains a link with a class roster.

During the first 9 weeks of the term:

- ✓ Week 3 **Early Alert Academic Progress Report**-Faculty is asked to simply select **"Yes" for each student that is At- Risk to fail their course.**
- ✓ Week 6 **Pre Mid-Term Progress Report**- Faculty is asked to continue to identify students who are **At- Risk to fail their course.**
- ✓ Week 9 **Mid-Term Grading Report**-Faculty is asked to continue to identify students who are **At-Risk AND select "No" for each student who is Not at Risk.**

It is also necessary to select the appropriate reason(s) that the student is at risk (i.e. Poor Attendance, Not Turning in Assignments, Low Test Scores, etc.). At this point in the term, it is only necessary to identify those who are having problems. Faculty will receive periodic reminders and can return to the Progress Report roster at any time as new issues arise for a student in order to mark that student as at risk.

During the **9th week of the Fall Term**, Faculty is asked to continue identifying students who are At- Risk AND **select "No" for each student who is Not at Risk.** This is important as it provides a valuable affirmation that the student is not having academic issues as of the end of the Early Intervention Period.

## What Happens Once a Progress Report/Alert Is Submitted?

As soon as your click submit, the student receives an email notification with the following information:

- type of alert issued
- class that alert was issued for
- recommendations based on alert type

Each notification also directs the student to speak with the Faculty who issued the alert to discuss how they can get back on track and sends an email to the Advisor.

After the initial email, Academic Advisors, and other support staff will continue to reach out to the student for a period of up to two weeks to offer assistance.

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## Frequently Asked Questions

### **Why does the Early Intervention report start so early?**

Research and best practice shows that Week's 2-6 of each term are the best time to effectively intervene. Intervention can still be effective later in the term but in many cases, the student is too far behind to catch up.

### **What if I don't know who is at risk this early in the term?**

It is always a good idea to have some early assessment, even if such assessment is not part of the students' grade. If this is not possible, please pay attention to other warning signs such as poor attendance or missing assignments.

### **What if I identify some students as at risk early in the term but am still unsure the status of others?**

It is ok to provide partial feedback early in the term. In fact, we prefer that during the first 8 weeks you only identify students as At-Risk. **Please wait until week 9 to mark students as Not At-Risk.**

### **How often should I review students in my class and report issues?**

It is important that you report issues as quickly as possible after they arise. If a student does not attend class in the **first** week, please be sure to respond to the initial Early Intervention Academic Alert Progress Report request with a Poor Attendance alert as soon as you can. **It is a good idea to submit new alerts each week for any student who has had an issue arise within the last week.** The quicker you identify and report an issue, the quicker we can begin working to contact the student and address the problem.

### **How often should I issue an alert for the same student if things don't improve?**

It is only necessary to issue one alert for each individual issue. For instance, if a student is only attending class sporadically during the first few weeks, it is only necessary to issue one alert once you have identified the attendance problem. There is no need to submit additional alerts each time the student misses class. However, if another issue develops, such as a poor test score, then it is necessary to issue an alert for Low Test Scores even if you have already submitted an alert for Poor Attendance.

### **How do I submit an additional alert for a student whom I've already issued an alert for?**

You can login to Navigate and issue an individual or ad hoc progress report at any time during the semester.

### **Is it necessary to issue an alert if I am also reaching out to the student on my own?**

Yes! While Faculty is encouraged to provide timely feedback to their students and offer any help they can, it is also very important to report the issue through Early Intervention. We find that many students will respond to an academic advisor even if they are not responding to their Faculty(s).

### **Are mid-term grades sufficient to report student's at-risk?**

No! While mid-term grades do show a student's performance prior to the end of the semester, at times this is too late for a student to academically recover. The goal of Early Intervention is to get the student back on track before mid-term. However, if the student is still failing at mid-term, the failing mid-term grade is an important notice to the student and advisor they may need to consider next steps for success in the course.



## T-Claw Navigate Early Alert Student Email Templates

### Attendance Concern

You are receiving this email because your instructor is concerned about your attendance. Take action now to get back on track with your course. If you are having trouble attending class due to extenuating circumstances, contact your [Academic Advisor](#) to explore potential options.

**We are interested in seeing you succeed!** Texas Southern University has many resources and support services that can help you improve your academic performance and assist with personal concerns.

We look forward to working with you!

Tiger Pride,

T-Claw Navigate Student Success Team

### Class Participation Concern

You are receiving this email because your instructor is concerned about your class participation. Your success is important to your academic progress. Here are two suggestions for actions you can take right now:

1. If you are struggling to understand the course content, speak with your instructor before or after class, during office hours, or schedule an appointment.
2. If you are struggling due to circumstances or issues not related to your course, contact your Academic Advisor (contact information available through "Your Success Team" in [T-Claw Navigate](#)) to explore potential options.

**We are interested in seeing you succeed!** Texas Southern University has many resources and support services that can help you improve your academic performance and assist with personal concerns. Check out Your **Success Team** in [T-Claw Navigate](#) to get connected with your Academic Advisor and others who can help while here at TSU.

Tiger Pride,

T-Claw Navigate Student Success Team



## Failed Midterm Exam

You are receiving this email because your instructor is concerned about your failed midterm exam. Your success is important to your academic progress. Here are three suggestions for actions you can take right now:

1. If you are struggling to understand the course content, speak with your instructor before or after class, during office hours, or schedule an appointment.
2. Check out [Get Assistance](#) to see if tutoring is available for your course. You may also consider forming a study group with members of your class.
3. If you are struggling due to circumstances or issues not related to your course, contact your Academic Advisor (contact information available through “Your Success Team” in [T-Claw Navigate](#)) to explore potential options.

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Tiger Pride,  
T-Claw Navigate Student Success Team

## Has not Purchased Textbook

You are receiving this email because your instructor has indicated you have not purchased a textbook/course material. Here are a few steps to help get you on track with your course.

1. Schedule meeting a with Instructor and request an open alternative resource.
2. Complete the [Academic Skills Center Resource Application Form](#) and the Academic Skills Center will connect with you.

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We look forward to working with you!

Tiger Pride,  
T-Claw Navigate Student Success Team





## Low Quiz/Test Score Concern

You are receiving this email because your instructor is concerned about your low quiz/test scores. Your success is important to your academic progress. Here are three suggestions for actions you can take right now:

1. If you are struggling to understand the course content, speak with your instructor before or after class, during office hours, or schedule an appointment.
2. Check out [Get Assistance](#) to see if tutoring is available for your course. You may also consider forming a study group with members of your class.
3. If you are struggling due to circumstances or issues not related to your course, contact your Academic Advisor (contact information available through “Your Success Team” in [T-Claw Navigate](#)) to explore potential options.

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Tiger Pride,  
T-Claw Navigate Student Success Team

## Missed Exams/Quizzes/Paper Concern

You are receiving this email because your instructor is concerned about your missed exam/quiz. Your success is important to your academic progress. Here are three suggestions for actions you can take right now:

1. If you are struggling to understand the course content, speak with your instructor before or after class, during office hours, or schedule an appointment.
2. Check out [Get Assistance](#) to see if tutoring is available for your course. You may also consider forming a study group with members of your class.
3. If you are struggling due to circumstances or issues not related to your course, contact your Academic Advisor (contact information available through “Your Success Team” in [T-Claw Navigate](#)) to explore potential options.

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We look forward to working with you!  
Tiger Pride,  
T-Claw Navigate Student Success Team



## Missing/Late Assignments Concern

You are receiving this email because your instructor is concerned about your missing/late assignments. Your success is important to your academic progress. Here are three suggestions for actions you can take right now:

1. If you are struggling to understand the course content, speak with your instructor before or after class, during office hours, or schedule an appointment.
2. Check out [Get Assistance](#) to see if tutoring is available for your course. You may also consider forming a study group with members of your class.
3. If you are struggling due to circumstances or issues not related to your course, contact your Academic Advisor (contact information available through “Your Success Team” in [T-Claw Navigate](#)) to explore potential options.

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We look forward to working with you!

Tiger Pride,  
T-Claw Navigate Student Success Team

## Need Tutoring

You are receiving this email because your instructor is concerned about your academic progress in the course. Here are three suggestions for actions you can take right now:

1. Check out [Get Assistance](#) to see if tutoring is available for your course. If tutoring is unavailable for the course please contact the Instructor of the course for available options. You may also consider forming a study group with members of your class.
2. If you are struggling to understand the course content, speak with your instructor before or after class, during office hours, or schedule an appointment.
3. If you are struggling due to circumstances or issues not related to your course, contact your Academic Advisor (contact information available through “Your Success Team” in [T-Claw Navigate](#)) to explore potential options.

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Tiger Pride,  
T-Claw Navigate Student Success Team



## No Show (Never Attended)

You are receiving this email because your instructor has marked you as non-attendance (NAT). You registered for one or more courses that you never attended. While a “NAT” for nonattendance has no impact on your GPA, it may impact the amount of financial aid you receive. The following information outlines the next steps for never attending a course you registered to take and how it can impact your financial aid as well as steps to prevent this situation in the future.

1. Communicate with your Academic Advisor (contact information available through “Your Success Team” in [T-Claw Navigate](#)) to explore potential options.
  - If you registered for a course, then realized that it no longer fits your schedule, contact your Academic Advisor so that you can formally withdraw from the course.
  - Your Academic Advisor can provide you with more information on how your withdrawal will affect your financial aid status, work with you on creating an individualized success plan, and refer you to resources on campus.
2. Read your course syllabuses and each Instructor’s attendance policy as soon as they are made available. If you run into issues that prevent you from attending class, notify your Instructor and/or Academic Advisor as soon as possible.
3. If you have decided not to attend class because the course seems too difficult, explore campus resources before deciding not to attend.

If you believe this was sent in error, please contact your Instructor or Academic Advisor. You are receiving this message because course completion is vital for progressing towards graduation. We care about your success!

Tiger Pride!  
T-Claw Navigate Student Success Team

## Not Prepared for Class

You are receiving this email because your instructor is concerned you are not prepared for class. Here are three suggestions for actions you can take right now:

1. If you are struggling to understand the course content, speak with your instructor before or after class, during office hours, or schedule an appointment.
2. **Access your campus resources.** You are welcome to visit the Academic Skills Center in Student Academic Support Services to determine what type of support is available for your coursework or academic unit.
3. If you are struggling due to circumstances or issues not related to your course, contact your Academic Advisor (contact information available through “Your Success Team” in [T-Claw Navigate](#)) to explore potential options.

**We are interested in seeing you succeed!** Texas Southern University has many resources and support services that can help you improve your academic performance and assist with personal concerns. Check out Your **Success Team** in [T-Claw Navigate](#) to get connected with your Academic Advisor and others who can help while here at TSU.

Tiger Pride,  
T-Claw Navigate Student Success Team



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### Student is Doing Well in Class

You are receiving this email because your instructor wanted to commend you on your academic progress in the course.

Keep up the good work!

Tiger Pride,  
T-Claw Navigate Student Success Team

### Writing Skills Concern

You are receiving this email because your instructor is concerned about your writing skills and your ability to do well in the course. Your success is important to your academic progress. You are being referred to the Tiger Writing Lab which we believe will help you succeed.

1. The Tiger Writing Lab assists with: essays, papers, cover letters, research papers, and more! **Appointments** are required for assistance at the Writing Center and can be made by choosing [Get Assistance](#) on your profile in [T-Claw Navigate](#).
2. If you are struggling due to circumstances or issues not related to your course, contact your Academic Advisor (contact information available through "Your Success Team" in [T-Claw Navigate](#)) to explore potential options.

**We are interested in seeing you succeed!** Texas Southern University has many resources and support services that can help you improve your academic performance and assist with personal concerns. Check out **Your Success Team** in [T-Claw Navigate](#) to get connected with your Academic Advisor and others who can help while here at TSU.

Tiger Pride,  
T-Claw Navigate Student Success Team