



EAB

Engaging Faculty Through Effective Progress Report and Alert Workflow Design

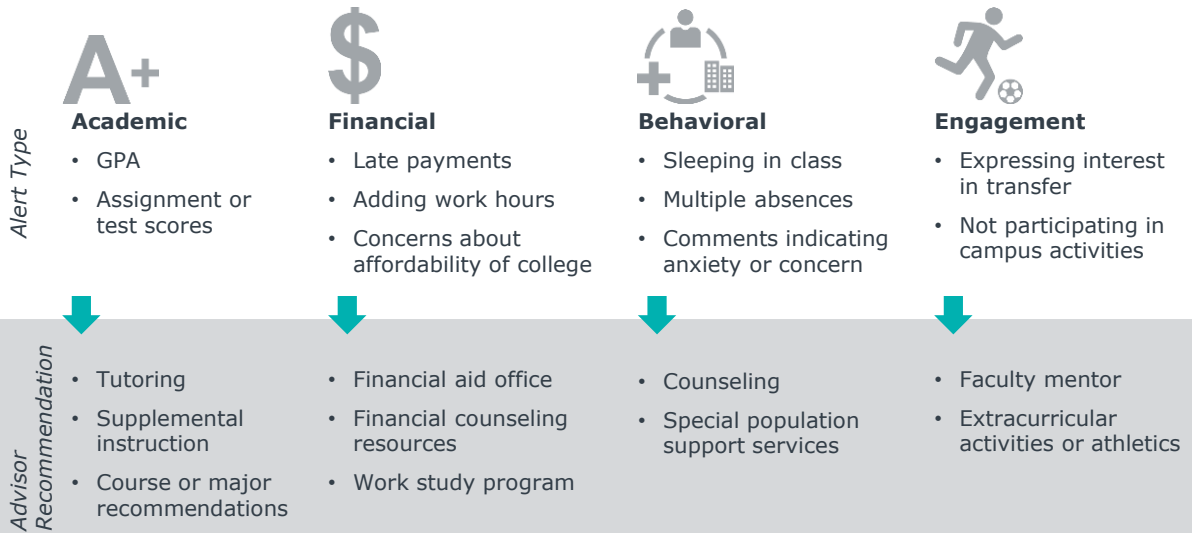
UW System Navigate Workshop Breakout Session

- 1 Understanding the Process
- 2 Where do we start? Best Practices from EAB
- 3 Goal Setting Discussion and Planning

From Alert to Action



Alert Types Allow Advisors to Match Each Student with the Best Response



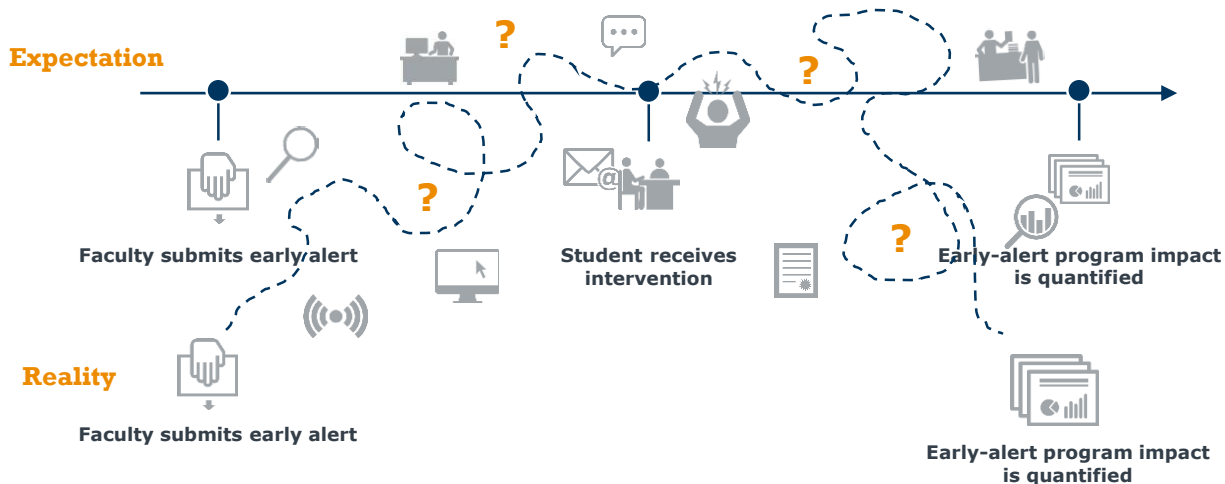
....And More

What other types of alerts are set up on your campus?

Report and Alert Pipeline Is Twisted and Leaky

Multiple Points of Handoff Complicate Effective Early-Alert Management

Not as Straightforward as They Seem



?

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

Faculty

?

How do I review and triage early alerts?

Staff

?

What do I do with this email from Academic Support?

Students

?

What was the impact of our program?

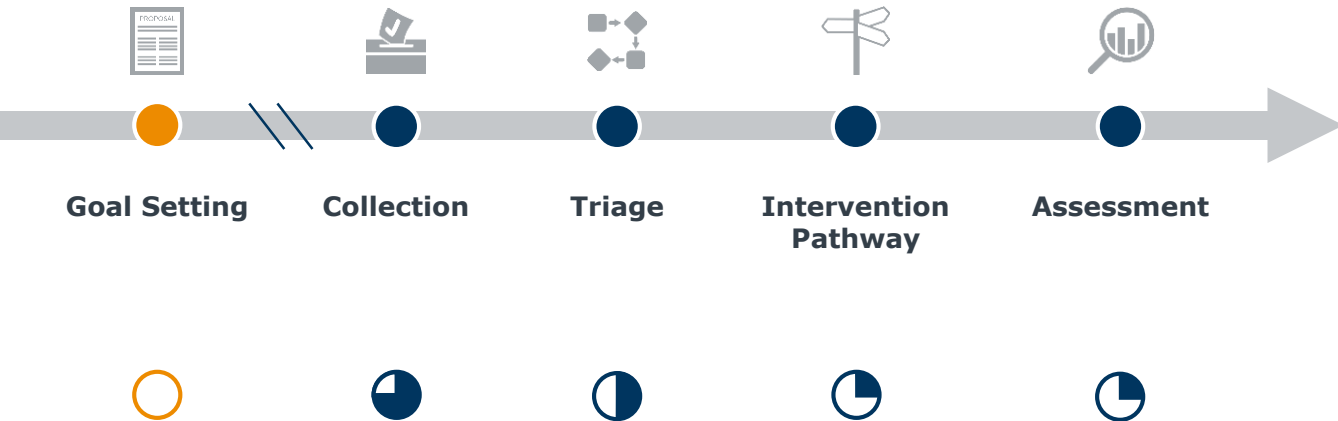
Administrators

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



- 1 Understanding the Process
- 2 Where do we start? Best Practices from EAB
- 3 Goal Setting Discussion and Planning

Streamline Early Alert Systems



Early Alert Processes Should Be Simple, Strategic, and Sensitive

Making it Simple



Single Referral

- Faculty given option to suggest specific response, but able to send all alerts to single office

Target High-Risk Courses and Students

- Focus compliance efforts at highest-impact populations

All-Inclusive

- Single system for logging academic, attendance, and behavioral alerts

Includes Assistants

- Train graduate and teaching assistants to ensure coverage of introductory course sections

Addressing Faculty Concerns



Student Privacy

- Faculty, advisors, RAs, and support staff able to submit alerts, but full access limited

Positive Messaging

- Students encouraged to take clear action steps, rather than simply alerted of risk

Follow-up

- Faculty informed of alert receipt, as well as progress and resolution of cases

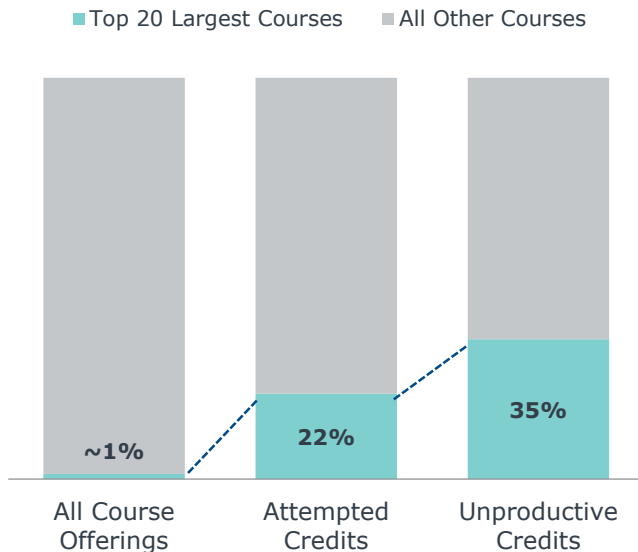
Flexible Faculty Role

- Faculty able to decide whether and how to get involved with student issues

Where Should We Start?

Focusing on a Small Set of High-DFW Courses Could Produce Big Gains

A Handful of Large Courses Generates Large Share of Unproductive Credits



Further narrow the focus using Institution Reports



Partner with faculty to redesign some courses



Offer supplemental instruction and support



Use Progress Reports to target interventions

Allow for Flexible Application

Instructor-Specific Time Window and Grade Scale Improve Adoption



Faculty asked to determine best early assessment point

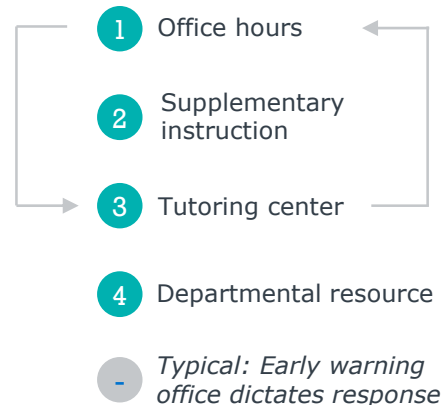


Faculty asked to report whether students are "on track" or "off track"



Typical: Single grade threshold for institution

Early Alert Notification to Student includes support proposed by Faculty



Progress Report Mega-Campaign

Four Critical Moments Targeted for Reporting Across the Semester

Progress Report Calendar

Targeting First- and Second-Year Courses



1

Week 2

- Absenteeism

55% response rate

225 at-risk cases

2

Week 4

- Absenteeism
- Participation
- Assignments

25% response rate

553 at-risk cases

3

Week 8

- Midterm grade of C or below

23% response rate

712 at-risk cases

4

Week 10

- Finals concerns
- Students close to earning an A

21% response rate

825 offered help

48 hours

Students contacted by advisors within two days of alert

1,249 faculty

participated in 2016-17 (up 35% over 2015-16)

"Collecting more data has helped us to analyze trends and provide feedback to faculty for additional collaboration."

– Monica Burnette
Director, Projects and Planning

Engaging Non-Advising Faculty

How ECSU Embedded Progress Reports into Their Campus Culture

Elizabeth City State University

- 1,535 students
- Public, historically black college
- Launched SSC platform in March 2015



"You have to embed faculty engagement into your culture by repeating your process over and over. After about three times, it becomes 'what we do.'"

*Farrah Jackson Ward, PhD
Associate Vice Chancellor for
Academic Affairs*

Chair, Math and Computer Science

Three Steps to Successfully Roll Out SSC Progress Reports



Ensure Access to Resources

ECSU created a website to house SSC training materials and set up a dedicated email address to answer faculty questions



Engage Faculty Directly

Leadership appointed an SSC liaison in every department to engage faculty through one-on-one and group trainings



Instill Accountability

Progress Report Campaigns are announced with fanfare, and dept. chairs can see lists of faculty who have not submitted

Response Rate to Progress Reports

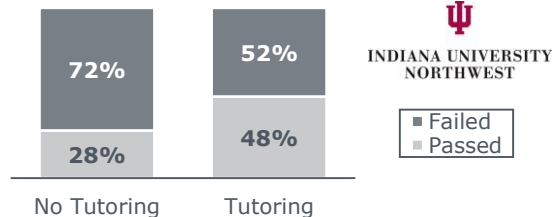
50% → 91%

Alerts Aim to Address Students' Needs, Not to Punish Bad Teaching

1 Promotion and compliance messaging should come from academic leaders

- Provost reminds faculty each term of relationship between early risk indicators and attrition
- Department chairs and deans contact faculty who fail to submit necessary alerts (not central support office or academic advisors)

2 Demonstrate increased utilization of support services and effect on grades, retention



More than Compliance at Stake

"If instructors and staff are not aware of how the systems work or why they are structured the way they are, and if the only messages they receive about it are regarding participation, a significant opportunity for campus-wide discussions about retention and student success has been missed."

"Early Alert Project Action Team: Final Report"
Western Michigan University (2014)

Five Steps to Telling Your Impact Story

Capture Impact

Showcase Your Narrative

1

Develop an Impact Story



In a Word Document, write out the:

- Background
- Challenge(s)
- Action(s)
- Solution(s)
- Result(s)

2

Prove Your Story through Data



Can you support each part of your story with:

- Testimonials
- Anecdotes
- Quantifiable Metrics

3

Sketch Your Slides



Sketch out your slides or find a layout:

- Groundwork
- Impact

4

Create a Draft in PowerPoint



Begin drafting a polished impact story or case study in PowerPoint.

5

Test Your Assumptions



On a leadership call with Strategic Leader, test out your assumptions.

- Gaps in story?
- Metrics reasonable?
- Visual impact?

Build a Rational Case

Make Sure You Cover All the Bases

Background

Questions to ask yourself:

Challenge

- What problem(s) did we hope we could solve?
- What quantifiable evidence was there of that problem?
- What relevant market dynamics/political factors were affecting the organization at the time?

Solution

- How did we solve that problem?
- What specific technologies, features, advice, or best practices were used?

Action

- Beyond technology solutions, what actions did we implement that contributed to their success?

Results

- What were the results of the case study in financial terms?
- What assumptions did you use to calculate your results?
- What other impact might you want to showcase?

- 1 Understanding the Process
- 2 Where do we start? Best Practices from EAB
- 3 **Goal Setting Discussion and Planning**

Understanding An Early Warning Framework

Guiding Questions to Consider for Revamping Strategy

Clear Priorities

1. Clarity of goals
2. Clarity of policy and protocol
3. Clarity of technological configuration

Monitoring & Warning System



- Are the right parameters being captured and monitored?
- Are alerts accurate and timely?
- Where do these alerts go and who do they go to?
- Is someone triaging and prioritizing?



Dissemination & Coordination

- Is the warning information clear and actionable for those receiving after triage?
- How do offices on campus currently coordinate to resolve or close the loop on an issue for a student?

Response Capability



- Are there structured response plans based on each risk/alert factor?
- Who owns the response to students?
- Are these owners prepared and ready to react to these alerts?



Washington DC | Richmond | Birmingham | Minneapolis | New York

202-747-1000 | eab.com