ALERTS!
From Warning Signs to Academic Success

Smitha Nair Chopra
Bethany L. Miller
The **Early Alert Referral System** is an early intervention tool that allows faculty and designated university personnel to submit information regarding academic and behavioral issues (such as missing classes, scoring poorly on tests or quizzes, engaging in disruptive or otherwise troubling behavior) that usually present obstacles to student success.

**Overview**

- Importance of Alerts
- Alert Types
- Alert Process
- Alert Participation
- Gaps and Challenges
- Goals of the new system
- Concept designs
- Project plan
- Takeaways and questions
Importance of Alerts

Early Alerts are an institution’s signal to students that academic expectations are high, a way of reinforcing the standards of individual instructors, and a means to identify and direct resources to students at-risk. To this end:

• Early Alerts should be seen as supplement to, not replacement for, communication from the faculty to the student about expectations and issues with class performance.

• Early Alerts are vital links between faculty and staff, communicating to students’ advisors or residence hall directors what they see is happening in the classroom.
Importance of Alerts

• Early Alerts enable advisors and other support staff to reinforce the instructor’s message to students. They assist advisors in recognizing that a student is at-risk and needs to change those behaviors that have placed the student in danger of failure or dropping out.

• Early Alerts allow faculty and advisors to create conversations and initiate interventions that connect students with appropriate university resources.

• Early Alerts also allow advisors to see patterns (for example, if the student is missing classes in more than one course) that an individual instructor would not be able to see if working with the student in isolation.
Alert Types

• **Academic:**
  – Missed Classes
  – Habitually Late
  – Homework Not Submitted
  – Homework Quality Poor
  – Poor Performance on Test or Quiz
  – At Risk of Failing Course
  – Planning to Leave UK

• **Behavioral:**
  – Act Which Threatens Safety (to self or others)
  – Damage to Property
  – Death or Serious Illness of a Family Member or Friend
  – Disruptive Behavior
  – Harassment
  – Health Risk
  – Medical Attention
  – Mental Health
Early Alert Referral System

CURRENT SYSTEM
Alert Process

- **Academic**: Once an academic alert is submitted, an email is instantaneously sent to the student and their academic advisor. The student is instructed to contact his advisor and/or his instructor to resolve the academic issue in question. The instructor contacts the student to discuss the issue. The academic advisor also reaches out to the student regarding the issue.

- **Behavioral**: Once a behavioral alert is submitted, an email is instantaneously sent to the Community of Concern team and a record inserted into the Student Conduct System. The team determines whether immediate action or continued monitoring of the situation is required.
Alert Participation

### ACADEMIC EARLY ALERTS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Total Alerts</td>
<td>6,476</td>
<td>4,329</td>
</tr>
<tr>
<td>Distinct Students</td>
<td>2,387</td>
<td>1,603</td>
</tr>
<tr>
<td>Distinct Submitters</td>
<td>529</td>
<td>387</td>
</tr>
</tbody>
</table>

### ACADEMIC EARLY ALERTS by Alert Type

<table>
<thead>
<tr>
<th>Alert Type</th>
<th>Fall 2014</th>
<th>Percentage</th>
<th>Spring 2015</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk Of Failing</td>
<td>1,629</td>
<td>25%</td>
<td>1,145</td>
<td>26%</td>
</tr>
<tr>
<td>Habitually Late</td>
<td>59</td>
<td>1%</td>
<td>28</td>
<td>1%</td>
</tr>
<tr>
<td>Homework Not Submitted</td>
<td>1,047</td>
<td>16%</td>
<td>722</td>
<td>17%</td>
</tr>
<tr>
<td>Homework Poor Quality</td>
<td>287</td>
<td>4%</td>
<td>205</td>
<td>5%</td>
</tr>
<tr>
<td>Missed Classes</td>
<td>1,964</td>
<td>30%</td>
<td>1,377</td>
<td>32%</td>
</tr>
<tr>
<td>Planning to Leave UK</td>
<td>10</td>
<td>0%</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Poor Performance on Test/Quiz</td>
<td>1,454</td>
<td>22%</td>
<td>849</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>26</td>
<td>0%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,476</strong></td>
<td><strong>100%</strong></td>
<td><strong>4,329</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From 2013-14 to 2014-15, the number of alerts submitted has doubled, and the number of distinct submitters has increased 50%.

In Fall 2014, 82.5% of distinct students receiving an alert were retained to spring.
### Alert Participation

**Participation by college in which the course is housed.**

Typically, 15% of alerts are submitted within the first six weeks.

<table>
<thead>
<tr>
<th>ACADEMIC EARLY ALERTS</th>
<th>Fall 2014</th>
<th></th>
<th>Spring 2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>by COURSE College</strong></td>
<td><strong>Number</strong></td>
<td><strong>Percentage</strong></td>
<td><strong>Number</strong></td>
<td><strong>Percentage</strong></td>
</tr>
<tr>
<td>Agriculture, Food, &amp; Environment</td>
<td>361</td>
<td>6%</td>
<td>231</td>
<td>5%</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>3,519</td>
<td>54%</td>
<td>1,763</td>
<td>41%</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>411</td>
<td>6%</td>
<td>772</td>
<td>18%</td>
</tr>
<tr>
<td>Communication &amp; Information</td>
<td>639</td>
<td>10%</td>
<td>450</td>
<td>10%</td>
</tr>
<tr>
<td>Design</td>
<td>27</td>
<td>0%</td>
<td>32</td>
<td>1%</td>
</tr>
<tr>
<td>Education</td>
<td>189</td>
<td>3%</td>
<td>232</td>
<td>5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>261</td>
<td>4%</td>
<td>367</td>
<td>8%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>278</td>
<td>4%</td>
<td>244</td>
<td>6%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>2</td>
<td>0%</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>Nursing (Uses Own System)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Public Health</td>
<td>46</td>
<td>1%</td>
<td>82</td>
<td>2%</td>
</tr>
<tr>
<td>Social Work</td>
<td>8</td>
<td>0%</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>Undergraduate Education</td>
<td>550</td>
<td>8%</td>
<td>90</td>
<td>2%</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>185</td>
<td>3%</td>
<td>54</td>
<td>1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>6,476</td>
<td>100%</td>
<td>4,329</td>
<td>100%</td>
</tr>
</tbody>
</table>
Gaps & Challenges
(current system)

• Faculty & Advisor Participation
• Clear Definition of Responsibility
• Consistent Outreach to Student
• Feedback
  – Faculty Loop
  – Student Loop
• Timing and Transparency
• Analysis and Reports
An Equal Opportunity University

PROPOSED NEW SYSTEM

Early Alert Referral System
Goals
(for the next generation EARS)

• “Close the loop”
• 1 Student: 1 conversation
• Ease of participation
• Clear responsibilities
• Messaging:
  – “Voice of the sender”
  – Personalized to student
• Enable reporting and data analytics
## Alert Inbox

### mUK Advising Hub

#### Alerts

<table>
<thead>
<tr>
<th>Alerts</th>
<th>Status</th>
<th>Date</th>
<th>Class</th>
<th>From</th>
<th>Alert Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>468</td>
<td>Jason Henry</td>
<td>Update</td>
<td>4/17/2015</td>
<td>MA 113</td>
<td>Dr. Smith</td>
</tr>
<tr>
<td>366</td>
<td>Abigail Dias</td>
<td>New</td>
<td>4/17/2015</td>
<td>CIS 110</td>
<td>Jill Letterbed</td>
</tr>
<tr>
<td>499</td>
<td>Jason Henry</td>
<td>Update</td>
<td>4/17/2015</td>
<td>MA 113</td>
<td>Dr. Smith</td>
</tr>
<tr>
<td>325</td>
<td>Abigail Dias</td>
<td>New</td>
<td>4/17/2015</td>
<td>CIS 110</td>
<td>Jill Letterbed</td>
</tr>
</tbody>
</table>

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**Alerts**

- 468 Jason Henry
  - Status: New
  - Date: 4/17/2015
  - Class: MA 113
  - From: Dr. Smith
  - Alert Type: Missed Classes

- 366 Abigail Dias
  - Status: New
  - Date: 4/17/2015
  - Class: CIS 110
  - From: Jill Letterbed
  - Alert Type: Planning to Leave UK

- 499 Jason Henry
  - Status: Update
  - Date: 4/17/2015
  - Class: MA 113
  - From: Dr. Smith
  - Alert Type: Missed Classes

- 325 Abigail Dias
  - Status: New
  - Date: 4/17/2015
  - Class: CIS 110
  - From: Jill Letterbed
  - Alert Type: Planning to Leave UK
### Alert History

#### Burke, Nicole Austin (naburke/10797990)

<table>
<thead>
<tr>
<th>Alert ID</th>
<th>Alert Type(s)</th>
<th>Date Submitted</th>
<th>Class</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>176</td>
<td>At Risk of Failing Course</td>
<td>8/8/2012 2:00:09 PM</td>
<td>CIS 113</td>
<td>Closed</td>
</tr>
<tr>
<td>777</td>
<td>Missed Classes</td>
<td>8/8/2012 2:05:27 PM</td>
<td>CIS 113</td>
<td>Closed</td>
</tr>
<tr>
<td>801</td>
<td>At Risk of Failing Course</td>
<td>8/9/2012 4:31:39 PM</td>
<td>MA 110</td>
<td>Closed</td>
</tr>
<tr>
<td>766</td>
<td>At Risk of Failing Course</td>
<td>8/9/2012 4:31:39 PM</td>
<td>MA 110</td>
<td>Closed</td>
</tr>
<tr>
<td>861</td>
<td>At Risk of Failing Course</td>
<td>8/9/2012 4:31:39 PM</td>
<td>MA 110</td>
<td>Closed</td>
</tr>
<tr>
<td>862</td>
<td>Missed Classes</td>
<td>8/13/2012 1:58:04 PM</td>
<td>MA 110</td>
<td>Closed</td>
</tr>
<tr>
<td>860</td>
<td>Missed Classes</td>
<td>8/17/2012 11:13:04 AM</td>
<td>MA 110</td>
<td>Open</td>
</tr>
<tr>
<td>865</td>
<td>Missed Classes</td>
<td>8/17/2012 11:16:17 AM</td>
<td>CIS 113</td>
<td>Open</td>
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<tr>
<td>1801</td>
<td>At Risk of Failing Course</td>
<td>8/9/2012 4:31:39 PM</td>
<td>MA 110</td>
<td>Closed</td>
</tr>
<tr>
<td>1802</td>
<td>Missed Classes</td>
<td>8/13/2012 1:58:04 PM</td>
<td>CIS 113</td>
<td>Closed</td>
</tr>
<tr>
<td>1778</td>
<td>At Risk of Failing Course</td>
<td>8/8/2012 2:06:09 PM</td>
<td>CIS 113</td>
<td>Closed</td>
</tr>
<tr>
<td>1777</td>
<td>Missed Classes</td>
<td>8/8/2012 2:06:27 PM</td>
<td>MA 110</td>
<td>Closed</td>
</tr>
</tbody>
</table>
Alert Details

Burke, Nicole Austin (naburke/10797990)

Total Student Academic Alerts: 3

Alert ID Number: 778  Date Submitted: 06/20/2012 2:08:09 PM
Alert Type: At Risk of Failing Course (please explain in Comments)
Status: Closed  Date Closed: 09/15/2013

Details

Please make a selection:

Course: CS  Section: 115  Email Sent to Student: YES
Comments from issuer
Grades have progressively gotten worse and student had missed several assignments and a test

Follow Up  Add Notes

Date: 06/10/2012 4:05:06 PM by hitchie
Talked to student and set up an appointment for 8/12/2012

Date: 05/02/2012 2:00:00 PM by hitchie  Updated: 06/15/2012 5:10:00 PM by hitchie
Follow Up input is not required for the listed Alert Type(s)

History

Opened: 05/01/2012 2:06:06 PM by hitchie
Shared: 05/02/2012 2:00:00 PM by hitchie
Shared with: Financial Aid (adann) by hitchie
Closed: 06/20/2012 2:08:09 PM by hitchie
**Faculty View**

### myUK CLASS ROSTER

<table>
<thead>
<tr>
<th>Alerts</th>
<th>Status</th>
<th>Submitted</th>
<th>Class</th>
<th>Alert Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>468</td>
<td>Jason Henry</td>
<td>Update 5/15/2015</td>
<td>CIS 110</td>
<td>Missed Classes</td>
</tr>
<tr>
<td>366</td>
<td>Abigail Dias</td>
<td>New 4/17/2015</td>
<td>CIS 110</td>
<td>At Risk of Failing Course</td>
</tr>
</tbody>
</table>
Student views

WHAT CAN I DO ABOUT THIS GRADE?
College. It’s tough isn’t it? Keep an eye on your GPA—trust me, it’s hard to recover from a poor GPA.

Did you know that you have 3 repeat options. [Find out more]

K-Feed

Tuesday, October 22
You got an E on your CS 101 midterm

Important Information
Refunds and Direct Deposit
Direct deposit for refunds is now MANDATORY.

Expecting Financial Aid?
If expected financial aid has not posted to your student account, direct questions to your financial aid counselor.
Find Your Counselor

Account Payments are Due on or Before Jan. 22nd
Any unpaid balance is assessed a monthly late payment fee of 1.25%.
Make a Payment

Class Schedule

K-Feed

Tuesday, October 22
1 You got an E on CS 101 midterm
   SEE MORE INFO

Tuesday, October 22
1 You got an D on MA 110 midterm
   SEE MORE INFO

Tuesday, October 22
1 You got an A on CIS 110 midterm
   SEE MORE INFO

TUITION & MEAL PLANS
- Tuition, course and program fees
- Plus Account Information
- Meal plan & Flex Dollars

SAFETY
- Report a crime or emergency
- Annual Security & Fire Report
- Daily Crime log

International Student Services

An Equal Opportunity University
Project plan

• Research and Design
  – Interviews
  – Process research
  – Concept development and review

• Development and testing
  – Software Engineering
  – Design
  – Innovation

• Roll out: Pilot (Fall 2015)
Under Consideration

• Academic record
• Who sees what?
• Delineation of responsibilities
• Timing and Calendar
• Interface with other systems
Takeaways

• Workload distribution
• Academic culture of success: step in the right direction
• Continuum of systems spanning the student lifecycle
• Data! Mmmm...delicious!
• Stay tuned for more...
Questions?

Please send any questions, comments, and/or suggestions to:

• Smitha Nair Chopra: smitha.nair@uky.edu
• Bethany L Miller: bethany.miller@uky.edu