

You're a Leadership Adopter

Your institution's overall score indicates "Leadership" adoption of early alert practices. Leadership schools are typically in the optimization stages of employing early alert programs, testing innovative tactics and adjusting their early alert systems based on what works best at their institution. There is a formal or systematic approach to early alert that is comprehensively aligned with the institution's retention or persistence plan. Most Leadership Adopter's are using technology systems to open, track and manage early alerts and interventions. Leadership Adopter's typically have high levels of intrusion, automation and opportunities for collaboration in their early alert processes.

There is likely an opportunity to further hone the sources of information that feed early alert cases based on years of historical data on what works. A comprehensive group of support agents likely meets on a regular basis to review alert and intervention strategies and practices in order to improve interventions. There are few instances of the "paper method" in the process—almost everything has been automated to increase efficiency. There is one central place for alerts to be viewed collaboratively by multiple support agents, most often online and with the ability to update concurrently; and, there is likely an early alert-specific technology system. Faculty adoption is at an all time high and growing, likely because there is a process in place where faculty and other support agents who are able to trigger alerts are receiving updates and dispositions on how their alerts are positively impacting student success. Faculty and support agents are able to qualify and quantify the outcomes of their participation in the early alert program, among which are improving academic and non-academic engagement, thus increasing participation among faculty and support agents. Students receive consistent follow up that is based on historically successful practices, not on who is conducting the intervention. There is a library of action plans for interventions and the action plans likely populate automatically based on the type of alert triggered. There is a library of engaging student support content that can be sent automatically to students as a method of intervention.

What are some next steps?

Schools in this category may wish to look at three areas for improvement:

- Intrusion
- Collaboration
- Automation

Intrusion

- Implement deeper intrusion into student's academic and non-academic life.
- Survey students before, often and after.
- Hone the success of characteristics for opening alerts: pre-college factors, demographics, acceptable grade level, missed classes, desire to transfer or not graduate from institution, late registration, health/wellness, student self-reported issues, etc.

Collaboration

- Continue to add more student support agents to the group of people who can trigger alerts, both from within the institution as well as within the community (such as health staff and family members).
- Improve the "one dashboard" approach—multiple support agents should be able to view student alerts and interventions in one place that allows for concurrent collaboration.
- Improve disposition reporting to those who triggered alerts. This contributes to increased faculty participation by providing visibility to the impact of the "extra work" faculty is contributing.

Automation

- Continue to make the early alert process as automatic and easy to follow as resources allow.
- Continue to improve copy or content in the automatic notifications that all parties (students, staff support agents, faculty) receive when alerts are triggered or updated.
- Update action plans for interventions based on successful practices and automate them for support agents to consistently replicate.
- Update pre-developed content that can be automatically sent to students in a timely, if not real-time, manner. Content that helps students self-assess makes a greater impact as students feel more a part of the assessment. Emails, text messages, portals, social networks and other dynamic/interactive media are more likely to engage students. While technology and new media moves exponentially faster each year, "keeping up" increases student engagement.
- Find more automatic ways to integrate predictive modeling and student behavior into your early alert programs and systems.
- Continue to automatically integrate impactful data, not just from SIS, LMS and registration systems, but from new or innovative institutional sources.

There are many opportunities for increased intrusion, collaboration and automation. This assessment is meant to ignite the conversation about which early alert practices would work best at your institution.

Download our early alert practices white paper to find out how schools can best implement these suggestions.

For a more personalized assessment, please contact our early alert specialists at .

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