

# Navigate Alert Configuration

Updated for Fall 2022

**Ad-hoc alerts** allow faculty at any time to raise an alert on students by logging in to Navigate. The ad-hoc alert strategy is to provide faculty a way to let students, advisors and care teams know that a student needs urgent, timely support on an issue affecting their academic performance or next-term persistence at the university. Instructions on how to raise an alert are in this document. As a reminder, alerts sent through Navigate do not serve to replace reporting concerns to the Office of the Dean of Students. Follow guidance using their [Red Folder Project](#) and [submit reports here](#). Immediate crises should be reported to University Police (715-346-3456) or local law enforcement (911).

Alert	Definition	Should Alert automatically open a case?	Who should be assigned the case?	Should student receive an email?	Should Advisor receive the alert email?	Case Action & Timeline
<b>Ad-hoc Alerts</b>						
Refer to Disability Resource Center	Student would benefit from consultation with DRC Raff for support.	Yes	DRC rep (Colleen Meis)	Yes	No	Contact student within one business day.
Refer to Diversity and College Access	Student would benefit from support from the Native American Resource Center, the Queer Resources Center, or the Multicultural Resources Center.	Yes	DCA rep (Bridget Victorey)	Yes	No	Contact student within one business day.
Refer to Tutoring-Learning Center	Student would benefit from tutoring or academic coaching (e.g. study skills, time management).	Yes	TLC Front Desk (Trisha Lamers)	Yes	No	Contact student within one business day.
Refer to help paying for college	Student raised a concern with paying for college and would benefit from outreach by Financial aid or student financial services.	Yes	Financial aid/billing rep	Yes	No	Contact student within one business day.
Refer to Advisor or other support	Student would benefit from additional outreach from student support staff.	Yes	Student Retention Coordinator (Sally Cayan)	No	No	Sally will triage support and assign cases or will reach out directly to the student.

Week 2/5/10 Alert strategy is to get feedback early in the course progress to inform first and second year students of their standing, support resources, or ability to pass the class. Early intervention is designed to help a student change course before it gets too late: strategies include (but are not limited to) getting students to respond to their instructor, changing class attendance or participation patterns, connecting with tutoring or other support resource, or dropping classes proactively.

**Week 5 early alerts are only made on first and second year students in “gateway” and high DFW classes.** Data shows that student persistence in gateway courses significantly impacts their future major and academic journey. Week 2 and 10 focus on students in 100 and 200 level eight week classes (e.g. Math 95, 107, PSL 10X)

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<b>Week 2/5/10 Alerts</b>						
Attendance Concern	Student is not regularly attending class.	No	n/a	Yes	No	None – email should outline steps. Advisor can send a “Are you OK?” email.
Poor Academic Performance	While the student is performing poorly academically, it is possible for them to earn enough points for a passing grade.	No	n/a	Yes	No	None – email should outline strategies.
Student Cannot Pass Class	Student will not be able to pass the class and needs to be advised about next steps.	No	n/a	Yes	Yes	Advisor will reach out to discuss next steps.
Off to a Great Start	Student is off to a great start in the course.	No	n/a	Yes	No	None – email will provide student with a congratulatory message.

16 Week Classes for Week 5 Survey:

- BIOL 101
- ECON 110
- GEOG 105
- MATH 95
- BIOL 110
- ENGL 101
- MATH 255
- MATH 90
- CHEM 105
- HIST 101
- MATH 111
- NRES 150
- CHEM 106
- HIST 102
- MATH 109
- PHIL 100
- DSN 101
- HIST 176
- MATH 107
- POLI 101

- PSYC 110