**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.

**Step 2:**
An example of what the Feedback Form looks like is shown below.

**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**.
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.
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.
Early Alerts

Week Timeline

**Week 2**
- Never Attended Class (NAT)
- Attendance Concern
- Has not Purchased Textbook
- Other (Please Comment)

**Week 5**
- Attendance Concern
- In Danger of Earning below “C”
- Class Participation
- Refer to Tutoring
- Study and Writing Skills
- Not Prepared for Class
- Missed Exams/Quizzes/Assignments

**Week 9**
- Attendance Concern
- Refer to Tutoring
- Failed Midterm
- In Danger of Failing Course
- Other (Please Comment)
Faculty Quick Start Guide for T-Claw Navigate

Texas Southern University is proud to utilize the T-Claw Navigate Student Success platform for faculty and advisors, a convenient way to alert and support students. Faculty can provide students with instant, positive feedback, identify students who need extra support, and seamlessly engage students with campus resources. T-Claw helps TSU students succeed!

Perform these Key Actions to Identify, Communicate, and Support your Students

For Faculty

- **Issue an Alert** - When you have a concern about a student, raise an alert to communicate your observations or wish to send encouragement.
- **Record Attendance** – Use T-Claw Navigate to track course attendance in a secure, central place.
- **Respond to Progress Report Campaigns** – Alerts and positive feedback can be raised by submitting a progress report. You will receive an email reminder when there is a new progress report to complete.

For Faculty Advisors

- **Set Up Your Availability** - Set up meeting times and designate office hours to indicate your availability by using the ‘Add Time’ option.
- **Review a Student’s Profile** – Click on your Students’ name to note their academic progress and any areas of concern recorded in their profile.
- **Mass Email a Group of Students** – To reach out to some or all of your assigned advisees, use ‘Send a Message’ from the ‘Actions’ drop-down list.
- **Respond to Progress Report Campaigns** – Record your interactions and notes from student meetings by adding a Note - both are accomplished through the ‘Actions’ menu on your Advisor home page.

How to login to T-Claw Navigate:

- Open Google Chrome or Mozilla Firefox
- Go to [www.tsu.edu](http://www.tsu.edu)
- Click on Faculty/Staff
- Click on T-Claw icon
- Type in your credentials
- Hover over the left hand “Menu” bar for options

Upcoming Trainings ([Click Here](#))
## Intervention Plan and Timeline

<table>
<thead>
<tr>
<th>Early Alert Reason</th>
<th>Initial Response Time</th>
<th>Assigned to</th>
<th>Triage Process</th>
</tr>
</thead>
</table>
| **Attendance Concern**  
(INSTRUCTOR) Raise this alert when a student is not regularly attending class. Please provide specific comments. | 24 Hours | Academic Advisor  
(Case Assigned)  
Campaign: List_Academic Alert Concern | 1. Academic Advisor discusses the importance of attendance to be successful  
2. Academic Advisor discusses with the student why they have been marked At-Risk to failing course and discuss time management and study habits.  
3. Academic Advisor places students on a watchlist after an appointment and set up follow up reminders.  
4. Advisor updates the case with outcome and email is sent to Faculty issuing Alert. |
| **Class Participation Concern**  
(INSTRUCTOR) Raise this alert when a student's participation in a course is below the class average. Please provide specific comment | 24-48 Hours | Faculty  
Academic Advisor  
Campaign: List_Academic Alert Concern | 1. Faculty member meets with student and adds note of interaction  
2. Academic Advisor to diagnose what issues the student is experiencing.  
3. Academic Advisor connects student with the Tutoring Support Center and Academic Skills Center  
4. Encourage student to make appointment and how they plan to work toward improving performance |
<table>
<thead>
<tr>
<th>Early Alert Reason</th>
<th>Initial Response Time</th>
<th>Assigned to</th>
<th>Triage Process</th>
</tr>
</thead>
</table>
| Failed Midterm Exam (INSTRUCTOR) Raise this alert when a student fails the midterm exam. Please provide specific comments. | 24-48 Hours           | Academic Advisor                                                            | 1. Academic Advisor to discuss Tutoring Support Center and Academic Skills Center with student  
2. Encourage student to make appointment and discuss how they plan to work toward improving performance |
| Has not purchased Textbook (INSTRUCTOR) Raise this alert when a student does not have their course materials including textbook(s) and/or access code. | 24 Hours              | Faculty SASS, Academic Skills Center Manager (Case Assigned)                | 1. Faculty speaks with student and adds note of interaction on available options along with alternative resources in your class. Ex. Open Source Document, Alternative books and extended timelines for assignment.  
2. Academic Advisor connects student with Academic Skill core course Library  
3. Academic Advisor connects to fill out access code application  
4. Check to make sure student has access to all required materials/resources/books; refer to campus resource  
5. Open Source  
6. Fellowship  
7. ASC Manager updates the case with outcome and email is sent to Faculty issuing Alert. |
<table>
<thead>
<tr>
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<th>Assigned to</th>
<th>Triage Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Danger of Earning Below &quot;C&quot;</td>
<td>24-48 Hours</td>
<td>Faculty, Academic Advisor</td>
<td>1. Faculty member meets with student and adds note of interaction</td>
</tr>
<tr>
<td>(INSTRUCTOR) Raises this alert when a student's course</td>
<td></td>
<td></td>
<td>2. Faculty member discuss level of performance needed to reach passing grade</td>
</tr>
<tr>
<td>performance is on track to earn below a “C” and</td>
<td></td>
<td></td>
<td>3. Academic Advisor schedules appointment with student to Refer campus resource</td>
</tr>
<tr>
<td>academic improvement needs to happen successfully</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>complete the course. (Active Week 6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Danger of Failing Course</td>
<td>24-48 Hours</td>
<td>Faculty, Academic Advisor</td>
<td>1. Faculty member discuss level of performance needed to reach passing grade</td>
</tr>
<tr>
<td>(INSTRUCTOR) Raises this alert when a student's course</td>
<td></td>
<td></td>
<td>2. Academic Advisor schedules appointment with student to Refer campus resource</td>
</tr>
<tr>
<td>performance is such that the student cannot</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>possibly pass the course and they should consider</td>
<td></td>
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<tr>
<td>options with Academic Advisor.</td>
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</tr>
<tr>
<td>Low Quiz/Test Score Concern</td>
<td>24-48 Hours</td>
<td>Faculty, Academic Advisor</td>
<td>1. Faculty member meets with student and adds note of interaction</td>
</tr>
<tr>
<td>(INSTRUCTOR) Raise this alert when a student receives</td>
<td></td>
<td></td>
<td>2. Faculty member discuss level of performance needed to reach passing grade</td>
</tr>
<tr>
<td>a low grade on a quiz, test, or an in class activity.</td>
<td></td>
<td></td>
<td>3. Refer to campus resource</td>
</tr>
<tr>
<td>Please provide specific comments.</td>
<td></td>
<td></td>
<td>4. Add/Update comment in alert</td>
</tr>
<tr>
<td>Missed Exams/Quizzes/Papers</td>
<td>24-48 Hours</td>
<td>Faculty, Academic Advisor</td>
<td>1. Faculty meets with student and reviews course expectations and due dates</td>
</tr>
<tr>
<td>(INSTRUCTOR) Raise this alert when a student has</td>
<td></td>
<td></td>
<td>2. Faculty member adds note of interaction on student profile</td>
</tr>
<tr>
<td>missing exams. Please provide specific comments.</td>
<td></td>
<td></td>
<td>3. Academic Advisor discuss study strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Refer to campus resource; offer to assist in scheduling appointment</td>
</tr>
<tr>
<td>Early Alert Reason</td>
<td>Initial Response Time</td>
<td>Assigned to</td>
<td>Triage Process</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| **Missing/Late Assignments Concern**  
(INSTRUCTOR) Raise this alert when a student has missing or late assignments. Please provide specific comments. | 24-48 Hours | Faculty  
Academic Advisor  
Campaign: List_Academic Alert Concern | 1. Faculty meets with student and reviews course expectations and due dates  
2. Faculty member adds note of interaction on student profile  
3. Academic Advisor discuss study strategies  
4. Refer to campus resource; offer to assist in scheduling appointment |
| **No Show (Never Attended-NAT)**  
(INSTRUCTOR - Active only 3rd WEEK  
EARLY INTERVENTION ACADEMIC PROGRESS REPORT) Raise this alert when a student has never attended class and completes report in Banner. | 24 Hours | Faculty  
Academic Advisor  
(Case Assigned) | 1. Faculty issues alert if Students never attended class during the first two weeks of the Fall and Spring semesters.  
2. Faculty submits report to the Office of the Registrar in Banner.  
3. Academic Advisor connects with the student and recommends withdrawing from the course |
| **Refer a Student for Tutoring**  
(INSTRUCTOR) Raise this alert when a student is not performing well on assignments, is missing assignments, low scores, etc. (additional help in a specific course) | 24-48 Hours | SASS, Tutorial Coordinator  
(Case Assigned)  
Campaign: Tutoring_Academic Alert Concern | 1. Outreach is completed by Tutor Administrator Student Academic Support Services using Appointment Campaign.  
2. Faculty member to connect the student with department resource for courses outside the CORE  
3. Connect with students through appointment campaign to work on the area of concern with a Peer Tutor  
4. Tutor Administrator closes the loop with case outcome and an automated email is sent to Faculty issuing Alert. |
<table>
<thead>
<tr>
<th>Early Alert Reason</th>
<th>Initial Response Time</th>
<th>Assigned to</th>
<th>Triage Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer Student to Improve Study Skills or Time Management (INSTRUCTOR) Raise this</td>
<td>24-48 Hours</td>
<td>SASS,, Academic Skills Center Manager (Case</td>
<td>1. Outreach is completed by Academic Coach in the Academic Skills Center using Appointment Campaign.</td>
</tr>
<tr>
<td>alert when a student is lacking time managing skills and turning in late</td>
<td></td>
<td>Assigned) Campaign: List_Academic Alert</td>
<td>2. Connect with students through appointment campaign to work on the area of concern with an Academic Coach.</td>
</tr>
<tr>
<td>assignments.</td>
<td></td>
<td>Concern</td>
<td>3. ASC Manager closes the loop with case outcome and an automated email is sent to Faculty issuing Alert.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student doing well in Class (INSTRUCTOR-9th WEEK EARLY INTERVENTION ACADEMIC</td>
<td>24-48 Hours</td>
<td>Academic Advisor</td>
<td>1. Identify students who qualify for a specific opportunity(i.e. scholarship, mentoring program, event, etc.)</td>
</tr>
<tr>
<td>PROGRESS REPORT ONLY) Raise this alert when a student is performing well in class.</td>
<td></td>
<td></td>
<td>2. Refer student to campus resource.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Writing Skills Concern (INSTRUCTOR) Raise this alert when a student writing</td>
<td>24-48 Hours</td>
<td>Tiger Writing Center Coordinator (Case Assigned)</td>
<td>1. Outreach is completed by Tiger Writing Center using Appointment Campaign.</td>
</tr>
<tr>
<td>skill is weak and need writing strategies.</td>
<td></td>
<td>Campaign: List_Academic Alert Concern</td>
<td>2. Connect with students through appointment campaign to work on the area of concern with an Academic Coach.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. TWC Coordinator closes the loop with case outcome and an automated email is sent to Faculty issuing Alert.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please add comment)</td>
<td>24 Hours</td>
<td>Academic Advisor</td>
<td>Discuss importance of making satisfactory progress in course; review class expectations.</td>
</tr>
</tbody>
</table>

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How are we Closing the Loop on Alerts with Assigned Cases?

• What does “Closing the Case” mean?

• Communicate what happened in follow up to the Alert being issued by Faculty
  ✓ Student has been communicated with
  ✓ A referral has been completed
  ✓ An intervention is in progress
  ✓ An administrative action has occurred

Close the Loop with Case Outcomes:

- Student referred to Campus Service completed
- Student contacted 3 times, no response
- Student contacted, no issue
- Support Administered
- Student counseled on how to resolve issue
- Student attended appointment
- Student Dropped Course
- End of Term (closing out old cases)
<table>
<thead>
<tr>
<th>Timing</th>
<th>Purpose of Campaign</th>
<th>Name of Campaign</th>
<th>Responsible</th>
<th>Student Action (Y/N)</th>
<th>Work List Filters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL TERM 13 Week</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Weeks before Semester Begins</td>
<td>Identify and support first time freshmen and transfer students to consider taking 15 credits</td>
<td>Registration Enrolled in Less than 15 Credits</td>
<td>Enrollment Completion Advisors/Academic Advisors</td>
<td>Yes</td>
<td>Enrollment: Currently enrolled Credits: Less than 15</td>
</tr>
<tr>
<td></td>
<td>Identify and support students who may be potential &quot;Stop Outs&quot; that could return and Graduate.</td>
<td>Registration Re Enrollment Stop Outs</td>
<td>Academic Advisors</td>
<td>Yes</td>
<td>Enrollment: Currently not enrolled Credits 90-120+</td>
</tr>
<tr>
<td>Week 1 of the Semester</td>
<td>Introductory email to identify and engage all Advisees with general advising and information about university services.</td>
<td>Introduction to Welcome New Students</td>
<td>Enrollment Completion Advisors/ Academic Advisors</td>
<td>No</td>
<td>Advising Group**</td>
</tr>
<tr>
<td>Week 2 of the Semester</td>
<td>Early Intervention Academic Progress Report roster emailed to Faculty to identify Students who are at risk to fail the foundational course and provide support.</td>
<td>Progress Report Communication Sent to Faculty</td>
<td>Student Academic Support Service</td>
<td>Yes</td>
<td>Student Classification: Freshman, Sophomore, Junior and Senior</td>
</tr>
<tr>
<td></td>
<td>Remind qualified seniors to apply for graduation and submit necessary academic paperwork</td>
<td>Apply for Graduation</td>
<td>Academic Advisor</td>
<td>Yes</td>
<td>Classification: Senior</td>
</tr>
<tr>
<td></td>
<td>Identify students close to graduating that may need additional assistance.</td>
<td>Graduation Completion Outreach</td>
<td>Academic Advisor</td>
<td>Yes</td>
<td>Project Graduation <strong>B.R.A.G. Event</strong> for students with 90+ hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Re: Project Graduation B.R.A.G. Event)</td>
<td></td>
<td></td>
<td>Classification: Senior Earned Credits: At least 120</td>
</tr>
<tr>
<td>Week 3 of the Semester</td>
<td>Connect with students identified “refer to Tutoring” at risk alert with a quick schedule link for a Tutor appointment campaign for the course.</td>
<td>Tutoring_Academic Alert Concerns</td>
<td>Tutor Administrator</td>
<td>Yes</td>
<td>Auto Case Academic Progress Report</td>
</tr>
<tr>
<td>Week of the Semester</td>
<td>Concerns</td>
<td>Contact Person</td>
<td>Marked at Risk/# of Alerts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Week 5 of the Semester</td>
<td>Early Intervention Pre-Mid Term Grade Progress Report roster emailed to Faculty to identify Students who are at risk to fail the foundational course and provide support.</td>
<td>Progress Report Communication Sent to Faculty</td>
<td>Yes</td>
<td>Student Classification: Freshman, Sophomore, Junior and Senior</td>
<td></td>
</tr>
<tr>
<td>Week 6 of the Semester Midterm Week</td>
<td>Connect with students identified “need tutoring” at risk alert with a quick schedule link for a Tutor appointment campaign for the course.</td>
<td>Tutoring_Academic Alert Concerns</td>
<td>Yes</td>
<td>Auto Case Academic Progress Report</td>
<td></td>
</tr>
<tr>
<td>Week 6 of the Semester Midterm Week</td>
<td>Connect with students marked at risk and cannot possibly pass the course to discuss withdrawing from the course.</td>
<td>Pre-Midterm Week XX Academic Alert Concerns</td>
<td>Yes</td>
<td>Academic Progress Report Roster</td>
<td></td>
</tr>
<tr>
<td>Week 9 of the Semester</td>
<td>Early Intervention Pre-Mid Term Grade Progress Report roster emailed to Faculty to identify Students who are at risk to fail the foundational course and provide support.</td>
<td>Progress Report Communication Sent to Faculty</td>
<td>Yes</td>
<td>Student Classification: Freshman, Sophomore, Junior and Senior</td>
<td></td>
</tr>
<tr>
<td>Week 10 of the Semester</td>
<td>Connect with students identified “need tutoring” at risk alert with a quick schedule link for a Tutor appointment campaign for the course.</td>
<td>Tutoring_Academic Alert Concerns</td>
<td>Yes</td>
<td>Auto Case Academic Progress Report</td>
<td></td>
</tr>
<tr>
<td>Week 10 of the Semester (Before Pre Registration)</td>
<td>Connect with students marked at risk and cannot possibly pass the course to discuss withdrawing from the course.</td>
<td>Post Midterm Week XX Academic Alert Concerns</td>
<td>Yes</td>
<td>Academic Progress Report Roster</td>
<td></td>
</tr>
<tr>
<td>Week 10 of the Semester</td>
<td>Encourage students to come in to discuss upcoming courses and academic planning for upcoming term.</td>
<td>Registration_Academic Plan</td>
<td>Yes</td>
<td>Advising Group*</td>
<td></td>
</tr>
</tbody>
</table>
## CAMPAIGN OUTREACH SCHEDULE

<table>
<thead>
<tr>
<th>Timing</th>
<th>Campaign</th>
<th>Naming Convention</th>
<th>Responsible</th>
<th>Student Action</th>
<th>Work List Filters</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Weeks before Semester Begins</td>
<td>Identify and support first time freshmen and transfer students to consider taking 15 credits.</td>
<td>Registration Enrolled in Less than 15 Credits</td>
<td>Enrollment Completion Advisors/ Academic Advisors</td>
<td>Yes</td>
<td>Enrollment: Currently enrolled Credits: Less than 15</td>
</tr>
<tr>
<td></td>
<td>Identify high performing students not currently enrolled who completed one full year. <em>(Murky Middle)</em></td>
<td>Registration Re-Enrollment Murky Middle</td>
<td>Academic Advisor</td>
<td>Yes</td>
<td>GPA: 2.0-3.0 Enrollment: Currently not enrolled</td>
</tr>
<tr>
<td></td>
<td>Identify and support students who may be potential &quot;Stop Outs&quot; that could return and Graduate.</td>
<td>Registration Re-Enrollment Stop Outs</td>
<td>Academic Advisors</td>
<td>Yes</td>
<td>Enrollment: Currently not enrolled</td>
</tr>
<tr>
<td>Week 1 of the Semester</td>
<td>Introductory email to identify and engage all Advisees with general advising and information about university services.</td>
<td>Introduction to Welcome New Students</td>
<td>Enrollment Completion Advisors/ Academic Advisors</td>
<td>No</td>
<td>(Information Only) Advising Group**</td>
</tr>
<tr>
<td>Week 3 of the Semester</td>
<td>Early Intervention Academic Progress Report roster emailed to Faculty to identify Students who are at risk to fail the foundational course and provide support.</td>
<td>Progress Report Communication Sent to Faculty</td>
<td>Student Academic Support Service</td>
<td>Yes</td>
<td>Student Classification: Freshman, Sophomore, Junior and Senior</td>
</tr>
<tr>
<td></td>
<td>Identify students close to graduating that may need additional assistance and apply for Graduation.</td>
<td>Graduation Completion Outreach <em>(Re: Project Graduation B.R.A.G. Event)</em></td>
<td>Academic Advisor</td>
<td>Yes</td>
<td>At Least 90 Credits</td>
</tr>
<tr>
<td></td>
<td>Identify Seniors with excessive credits</td>
<td>Graduation Excessive Credit Outreach</td>
<td>Academic Advisor</td>
<td>Yes</td>
<td>Classification: Senior Earned Credits: At least 120</td>
</tr>
<tr>
<td>Week 4 of the Semester</td>
<td>Connect with students identified &quot;refer to Tutoring&quot; at risk alert with a quick schedule link for a Tutor appointment campaign for the course</td>
<td>Tutoring_Academic Alert Concerns</td>
<td>Tutor Administrator</td>
<td>Yes</td>
<td>Auto Case Academic Progress Report</td>
</tr>
<tr>
<td></td>
<td>Connect with students marked at risk to come in and discuss strategies for successful term; reminder of resources available</td>
<td>List_Academic Alert Concerns</td>
<td>Enrollment Completion Advisor/ Academic Advisor</td>
<td>Yes</td>
<td>Marked At Risk /# of Alerts</td>
</tr>
<tr>
<td>Timing</td>
<td>Campaign</td>
<td>Naming Convention</td>
<td>Responsible</td>
<td>Student Action (Y/N)</td>
<td>Work List Filters</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>------------------------------------------</td>
<td>----------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>SPRING TERM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6 of the Semester</td>
<td>Early Intervention 2nd Academic Progress Report roster emailed to Faculty to identify Students who are at risk to fail the foundational course and provide support.</td>
<td>Progress Report Communication Sent to Faculty</td>
<td>Student Academic Support Service</td>
<td>Yes</td>
<td>Student Classification: Freshman, Sophomore, Junior and Senior</td>
</tr>
<tr>
<td>Week 7 of the Semester</td>
<td>Connect with students identified “refer to tutoring” at risk alert with a quick schedule link for a Tutor appointment campaign for the course.</td>
<td>Tutoring_Academic Alert Concerns</td>
<td>Tutor Administrator</td>
<td>Yes</td>
<td>Auto Case Academic Progress Report</td>
</tr>
<tr>
<td></td>
<td>Connect with students marked at risk to earn below a “C” and academic improvement needs to happen to successfully complete the course.</td>
<td>Pre_Midterm Week XX Academic Alert Concerns</td>
<td>Enrollment Completion Advisor/ Academic Advisor</td>
<td>Yes</td>
<td>Marked At Risk / # of Alerts</td>
</tr>
<tr>
<td></td>
<td>Connect with students marked at risk to come in and discuss strategies for successful term; reminder of resources available.</td>
<td>List_Academic Alert Concerns</td>
<td>Enrollment Completion Advisor/ Academic Advisor</td>
<td>Yes</td>
<td>Marked At Risk / # of Alerts</td>
</tr>
<tr>
<td>Week 10 of the Semester</td>
<td>Early Intervention Mid Term Grade Progress Report roster emailed to Faculty to identify Students who are at risk to fail the course and provide support.</td>
<td>Early Intervention Mid Term Grade Academic Alert</td>
<td>Student Academic Support Service</td>
<td>Yes</td>
<td>Student Classification: Freshman, Sophomore, Junior and Senior</td>
</tr>
<tr>
<td></td>
<td>Connect with students marked at risk and cannot possibly pass the course to discuss withdrawing from the course.</td>
<td>Post_Midterm Week XX Academic Alert Concerns</td>
<td>Enrollment Completion Advisor/ Academic Advisor</td>
<td>Yes</td>
<td>Marked At Risk / # of Alerts</td>
</tr>
<tr>
<td></td>
<td>Connect with students identified “refer to tutoring” at risk alert with a quick schedule link for a Tutor appointment campaign for the course.</td>
<td>Tutoring_Academic Alert Concerns</td>
<td>Tutor Administrator</td>
<td>Yes</td>
<td>Auto Case Academic Progress Report</td>
</tr>
<tr>
<td>Week 11 of the Semester (Before Pre-Registration)</td>
<td>Connect with students marked at risk to come in and discuss strategies for a successful term; reminder of resources available.</td>
<td>List_Academic Alert Concerns</td>
<td>Enrollment Completion Advisor/ Academic Advisor</td>
<td>Yes</td>
<td>Marked At Risk / # of Alerts</td>
</tr>
<tr>
<td></td>
<td>Encourage students to come in to discuss upcoming courses and academic planning for upcoming term.</td>
<td>Registration_Academic Plan</td>
<td>Enrollment Completion Advisor/ Academic Advisor</td>
<td>Yes</td>
<td>Advising Group*</td>
</tr>
</tbody>
</table>

Note: The table entries are placeholders and should be replaced with actual campaign outreach schedule details.
T-CLAW Navigate Tutoring_Academic Alert Concerns Template

**Campaign:** Tutoring_Academic Alert Concerns

**Advising Theme:** Tutoring-Academic Alert

**Who:** Undergraduate population for available Course Tutoring

**What:** Targeted Message Campaign

**Where:** T-Claw Navigate Student Success platform

**When:** Week 4 of the Semester

**Why:** Connect students with a Tutor Appointment schedule link identified at risk with need tutoring alert

**Responsible:** Tutor Administrator

**Naming Convention:**

*Example: Initials_Term_Unit_Campaign Purpose*

*TS_Fall2019_Tutoring_Academic Alert Concerns*

**Sample Message**

**Subject line:** {student_first_name}, Academic Alert Concern concerning your Academic Progress

Hello {student_first_name}:

Your Professor has flagged you with the alert “Refer to Tutoring” in your course. We encourage you to follow the next steps to receive academic support, now is the time to be proactive.

1. Please click the following link {schedule_link}
2. Select a time that works with your schedule
3. Click Save

You will receive an email confirming the appointment time and details.

We look forward to supporting you.

Tiger Pride!

**Impact:** This campaign allows student to improve academic performance. The messaging is designed for the student to access the quick schedule link and meet with a Tutor for immediate support.
**T-Claw Navigate Enrolled in Less than 15 Credits Template**

**Campaign:** Enrolled in Less than 15 Credits

**Advising Theme:** Registration  
**Who:** All Student Populations  
**What:** Targeted Message Campaign  
**Where:** T-Claw Navigate Student Success platform  
**When:** Week Before Fall Semester  
**Why:** Identify and support Students *(Use Student Enrollment Report)* to consider taking 15 credits their first/each semester  
**Sent by:** Enrollment Completion Advisors/Academic Advisor

**Naming Convention:**  
*Example: Initials_Term_Unit_Campaign Purpose*  
**TS_Fall2019_COE_Enrolled in Less than 15 Credits_Registration**

**Sample Message**

**Subject line:** Do you know what it takes to graduate on time? *or How many credits should I take?*

**Message:** I noticed that this Fall *(Use current Term)* you are registered for fewer than 15 credits. While this is still full-time and everyone’s situation is different, you could potentially graduate a little sooner by picking up more hours now. Also, on average, students who take 15+ credits each semester earn higher GPAs than those who take under 15.

Our office is also here to support you during registration. Please let us know what we can do to help!

*Tiger Pride!*  
*Academic Advisor*

**Impact:** This campaign allows TSU to identify and support students who may be not be enrolled in at least 15 credit hours. The messaging is designed to encourage students to enroll in 15 credit hours and assure them staff is available for support.
T-Claw Navigate Academic Alert Concerns Template

**Campaign:** List Alert_Academic Alert Concerns

**Advising Theme:** Academic Alert  
**Who:** Freshman, Sophomore, Junior and Senior  
**What:** Targeted Message Campaign  
**Where:** T-Claw Navigate Student Success platform  
**When:** Week 3-6-9 of the Semester  
**Why:** Connect students with resources based on academic alert  
**Responsible:** Academic Advisor

**Naming Convention:**  
*Example: Initials_Term_Unit_Campaign Purpose*  
**TS_Fall2019_FAC_List_Academic Alert Concerns**

**Sample Message**

**Subject line:** Schedule time to meet with me

Hello Andrew:

Your Professor is concerned about your academic progress and has issued a flag that you may be in danger of failing the course. Our institution has many resources that can aid your effort to improve academic performance and assist with personal concerns.

Please click the following link and Schedule an Appointment  
You can also copy and paste this address into your web browser.  
https://texasouthern.campus.eab.com

So that we can develop a plan of action to improve your grades. We look forward to supporting you.

Tiger Pride!  
Thank you!  
Advisor Name

**Impact:** This campaign allows student to improve academic performance. The messaging is designed for the student to access the quick schedule link and meet with an Academic Advisor for immediate support.
T-Claw Navigate Registration Academic Plan Template

Campaign: Registration Academic Plan

Advising Theme: Pre-Registration Advising
Who: Undergraduate Students
What: Targeted Message Campaign
Where: T-Claw Navigate Student Success platform
When: Week 10 of the Semester
Why: Students to plan courses to take next term
Responsible: Academic Advisor

Naming Convention:
Example: Initials_Term_Unit_Campaign Purpose
TS_Fall2019_FAC_Registration Academic Plan

Sample Message

Subject line: Plan your courses ahead of your pre-registration advising meeting!

Fall/Spring registration is coming up sooner than you think! Log into the desktop version of the Navigate Student app (http://tsu.navigate.eab.com) and click the "Planner" tab at the top of the page to access the course planning tool. Use the template list of courses to plan what you will take next term. While you are at it, why not plan for the next two or three terms? Having future terms planned is out is the best way to ensure you are on track to meet your program requirements and it will allow your advisor to give you the best guidance on what classes to take each term. You'll also be able to pick your class schedule in T-Claw Navigate when classes become available! Questions? Reach out to XXXX.

Tiger Pride!
Thank you!
Advisor Name

Impact: This campaign allows student to plan courses to take next term.
Campaign: Registration Re Enrollment “Stop Outs”

Advising Theme: Registration: Re-Enrollment
Who: Student not currently registered
What: Targeted Message Campaign
Where: T-Claw Navigate Student Success platform
When: Before each Semester
Why: Identify and support students who may be potential identify and support students who stopped out and to help them re-enroll and graduate.

Sent by: Academic Advisor

Naming Convention:
Example: Initials_Term_Unit_Campaign Purpose
TS_Fall2019_COE_Re-Enrollment Registration

Sample Message

Subject line: Is there anything I can do to help?

Message: I noticed you haven’t enrolled for the Fall yet. Is there something I can do to help?

Our office is also here to support you, so please respond and let us know what we can do to help!

Your Name

Impact: This campaign allows TSU to identify and support students who stopped out and to help them re-enroll and graduate.
T-Claw Navigate Registration Re Enrollment Murky Middle Template

Campaign: Registration Re Enrollment “Murky Middle”

Advising Theme: Registration: Re-Enrollment
Who: Student not currently registered
What: Targeted Message Campaign
Where: T-Claw Navigate Student Success platform
When: Before each Semester
Why: Identify and support students who may have encountered obstacles to help them re-enroll and graduate.

Sent by: Academic Advisor

Naming Convention:
Example: Initials_Term_Unit_Campaign Purpose
TS_Fall2019_COE_Re-Enrollment Registration

Sample Message

Subject line: Is there anything I can do to help?

Message: We noticed you have earned nearly 60 credits and we want to support you. Our general guideline is that students who are approaching 60 credits should seek advising to stay on track.

Your Name

Impact: This campaign allows TSU to identify and support students who stopped out and to help them re-enroll and graduate.
T-Claw Navigate Academic Alert Concerns Template

**Campaign:** Pre_Mid-Term Week XX Academic Alert Concerns

**Advising Theme:** Academic Alert  
**Who:** Freshman (Undergraduates)  
**What:** Targeted Message Campaign  
**Where:** T-Claw Navigate Student Success platform  
**When:** Week 6 of the Semester  
**Why:** Connect students with resources based on academic alert  
**Responsible:** Academic Advisor

**Naming Convention:**
*Example: Initials_Term_Unit_Campaign Purpose*

TS_Fall2019_FAC_Pre_Mid-Term Week XX Academic Alert Concerns

**Sample Message**

Subject line: *Are You Ready for Midterms?  
Schedule Some Time With Me This Week*

Hello Andrew:  
I know (Midterms/Finals) season to be tough! Your success is important to me. Please click the following link and *Schedule an Appointment*  
You can also copy and paste this address into your web browser.  
https://texassouthern.campus.eab.com  
So that we can develop a plan of action to improve your grades.  
We look forward to supporting you.

Tiger Pride!  
Thank you!  
Advisor Name

**Impact:** This campaign allows student to improve academic performance. The messaging is designed for the student to access the quick schedule link and meet with an Academic Advisor for immediate support.

**Advance Search**

**Data Recommendations:**

**T-CLAW NAVIGATE Filter:**  
Alert Report

**Student Information:**  
Select Alert-All and Watchlist

**Risk Level:**  
Low-Medium

**Gunning Fog**

**Readability Score:**  
8.41
T-Claw Navigate Post-Midterm Week Concerns Template

**Campaign:** Post_Mid-Term Week X Academic Alert Concerns

**Advising Theme:** Academic Alert  
**Who:** Freshman (Undergraduates)  
**What:** Targeted Message Campaign  
**Where:** T-Claw Navigate Student Success platform  
**When:** Week 9 of the Semester  
**Why:** Connect students with resources based on academic alert  
**Responsible:** Academic Advisor

**Naming Convention:**  
Example: Initials_Term_Unit_Campaign Purpose  
TS_Fall2019_FAC_Post_MidTerm_Academic Alert Concerns

**Sample Message**

Subject line: *Failed Midterm...Now What? Schedule Some Time With Me This Week*

Hello Andrew:  
Each term, we ask our faculty to provide us with information regarding how well students are performing academically in class. Your professor alerted us that there is a concern about your academic progress and you may have to consider withdrawing from the course.

We believe that you can be successful in your academic studies and are here to help. You are not in trouble; however, it is important that you take steps to address this concern and [Schedule an Appointment](https://texassouthern.campus.eab.com)  
You can also copy and paste this address into your web browser.

We look forward to supporting you.

Tiger Pride!  
Thank you!  
Advisor Name

**Impact:** This campaign allows student to improve academic performance. The messaging is designed for the student to access the quick schedule link and meet with an Academic Advisor for immediate support.
**T-Claw Navigate Welcome Advisees Template**

**Campaign: Introduction to Welcome Students**

**Advising Theme:** Welcome General Advising  
**Who:** All Students  
**What:** Targeted Message Campaign  
**Where:** T-Claw Navigate Student Success platform  
**When:** First Week of the Semester  
**Why:** Identify and engage students with general advising instructions and information about university services.  
**Responsible:** Academic Advisor

**Naming Convention:**  
*Example: Initials_Term_Unit_Campaign Purpose*  
TS_Fall2019_COE_Welcome General Advising

**Sample Message**

**Subject line:** Welcome from your Advisor!  
**Message:** Is there something I can do to help?  

My name is (AnyWho) and I am your Academic Advisor. I am looking forward to meeting you at the start of the semester, finding out a little about you, and to share important university information with you as you work towards graduation.

Your success is important, so please schedule an appointment today by clicking the link below or stop by during my office hours (List Office Hours).

I look forward to seeing you soon!

Tiger Pride!  
Academic Advisor

**Impact:** This campaign allows Advisor-Student relationship building and general advising. The messaging is designed to introduce the student to university resources and help them develop as a student.
**Campaign:** Apply for Graduation

**Advising Theme:** Apply/Petition for Graduation  
**Who:** Seniors  
**What:** Targeted Message Campaign  
**Where:** T-Claw Navigate Student Success platform  
**When:** Week 3 of Semester  
**Why:** Students should be notified to apply for graduation.  
**Sent by:** Academic Advisor

**Naming Convention:**  
*Example: Initials_Term_Unit_Campaign Purpose*  
**TS_Fall2019_COE_Apply for Graduation Registration**

**Sample Message**

```plaintext
Subject line: Make it official apply for Graduation?  
Message: Don’t forget to apply for graduation by MMDDYY if you’re planning to graduate in MM. It is a requirement for all degree candidates!  

Your Name
```

**Impact:** This campaign identifies those students who should apply/petition for graduation.