

# LUTHER COLLEGE

## ACADEMIC ALERT PROTOCOLS

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The following protocols for Academic Alerts are the recommendation of the Dean's Office and the Division of Student Success.

### 1. What is the purpose of the Academic Alert System (Advocate)?

- An Academic Alert System has been established to proactively identify “at-risk” students and intervene early. The *Advocate* system allows instructors concerned about student progress in their course to submit an Academic Alert notifying students, advisors, and academic programs (i.e., Catalyze, CIES, SASC, or TRIO) about academic concerns.
- **NEW** - As a means of positive reinforcement, the system will now allow instructors to send “KUDOS” to students who are showing improvement, making progress, or exhibiting outstanding academic performance.

### 2. Who oversees and manages the Academic Alert System?

The Associate Dean's Group, which is a subcommittee of the Student Engagement and Retention Committee, will oversee Academic Alerts.

### 3. What is the responsibility of faculty?

In accordance with Luther's institutional focus on persistence and retention of students in courses and programs, it is the expectation of the college and the responsibility of the instructor to submit an Academic Alert on any student who is not making adequate academic progress after in-class measures have been attempted by their instructor with no results.

### 4. When should faculty submit an Academic Alert?

While the Academic Alert system is a retention strategy, it is **not** a first option for classroom management, and should not be used as a replacement for best practices and due diligence by the instructor, including but not limited to, calling, emailing, Katie messaging, or meeting with the student to address concerns. Instructors should submit an Academic Alert:

- After matters have been discussed with the student and there is little or no improvement.
- As early as the first 2-3 weeks of the course (as early as 1-week during J-Term) so there is sufficient time for intervention and improvement. (Academic Alerts are most critical during the first five (5) weeks of classes and prior to midterm).
- When additional resources are needed.

### 5. What are the reasons to refer a student?

The following are examples of behaviors that may warrant an Academic Alert. Please note that these are just examples and do not provide an exhaustive list. Each Academic Alert will be reviewed individually and handled based on the specific circumstances presented.

- a. **Attendance**
- Student shows a pattern of tardiness to class.
  - Student is close to being dropped based on the course/program attendance policy.
  - Student consistently leaves class early.
  - Student is frequently late to class.
  - **NOTE:** Academic Alerts are not to be used as an attendance taking tool. When a faculty member sends an Academic Alert indicating that a student's attendance is unsatisfactory in a course, it means that he or she has determined that the student's attendance pattern is a concern and may affect student success in that course. (i.e., face-to-face class attendance requirement, online weekly class attendance participation requirement, etc.).
- b. **Low, Poor, or Lack of Engagement**
- Student attends class but does not engage.
  - Student has failed to turn in multiple assignments (i.e., homework, quizzes, projects, tests, etc.).
  - Student is not meeting course expectations as set by instructor, department, or program.
- c. **Grade Concern / Tutoring Recommended**
- Student has performed poorly on an exam.
  - Student has low/poor exam scores according to department standards.
  - Student is at the critical threshold of not passing the course.
  - **Midterm:** Student is performing poorly.

The following are examples of student behaviors that might warrant a KUDO as a means of positive reinforcement:

- d. **KUDOS**
- **Keep up the Good Work**
    - Student is encouraged to continue doing the good thing(s) he/she is doing now.
  - **Outstanding Academic Performance**
    - Student consistently performs well on assignments, exams, quizzes, etc.
  - **Showing Improvement**
    - Student has improved class attendance.
    - Student has improved class participation.
    - Student is improving academically (assignments, exams, quizzes, overall grade, etc.).
    - Student is turning in assignments after a period of inactivity.
    - Student is showing improvement after a previous Academic Alert.

**6. Can faculty submit more than one Academic Alert for a student during the same semester?**

- Yes. Academic Alerts can be initiated as many times as necessary.

**7. How do you submit an Advocate Academic Alert?**

- Please refer to the *Submitting an Academic Alert* at <https://www.luther.edu/sasc/academic-alert/>

**8. What follow-up and timeline should faculty expect after submitting an Academic Alert?**

- Immediately after an Academic Alert is submitted, a confirmation email is sent to the instructor, a notification email will be sent to the student, academic advisor, and coach (if applicable), and disseminated to the designated program or department (i.e., Catalyze, CIES, SASC, or TRIO).
- A staff member from Catalyze, CIES, SASC, or TRIO will attempt to make contact with the referred student multiple times within a five (5) day window/period.
- After the five (5) day window/period, the instructor will receive a follow-up email with notification of the outcome.