**UWGB Early Alert Project**

**Why Early Alert?**

Every year, students leave UWGB due to poor academic performance. For many of these students, early detection and intervention could help them to improve their academic performance and stay in college.

The goal of our early alert initiative is to improve retention and academic success at UWGB, by increasing our institutional capacity for early identification of, and intervention with, student academic issues.

A growing body of research has found that effective early alert systems significantly improve retention rates, academic performance, progress to degree, and even student satisfaction (c.f., Hudson, 2006; Lorenzetti, 2009; Norin, 2010). At UWGB, pilot use of early alert and systematic follow-up within the GPS program has led to retention increases averaging 13- 18% above that for non-GPS underrepresented students. Expanding our early alert capabilities to all students should lead to significant improvements in student retention, and therefore to increased enrollment in majors and tuition revenue. Early alert is also particularly important in boosting retention and success for historically underrepresented students (i.e., first generation, low income, and students of color; c.f., Wood & Harris, 2016).

**Week 5 Grade Reports and Instructor Feedback in SIS**

Starting fall 2017, UWGB will introduce early grade report and instructor feedback features in SIS.

During week 5 of the semester, instructors will submit early grades in SIS, using the same format and procedure as for final grades.

For the entire semester, instructors will be able to submit feedback in SIS on student performance in their class. This feedback will include academic behaviors of concern, poor performance, and wellness concerns. The feedback function will be embedded in your SIS class roster.

These grade reports and feedback will be disseminated to students and advisors. Advisors will be responsible for reviewing the data and communicating with any advisees who require assistance because of poor academic performance or other behaviors of concern.

**Our Asks of Instructors**

Early feedback on their academic performance may be the single most valuable thing that you can do to help students succeed in your class! Please incorporate low stakes, early feedback in all courses. Best practices suggest that students should have at least two points of graded feedback by week 5, in a 14-week semester. For assistance in developing early feedback that is manageable for your workload and provides effective feedback to students, please contact CATL (catl@uwgb.edu).

For this program to work, all instructors must complete the early grade reports, and submit feedback on students as concerns arise. Instructors, when you receive the call to enter the week 5 grades in SIS, please make it a priority to do so. And please use the feedback function in your SIS course roster when student concerns arise.