

ALERTS – Updated April 2025

What: Alerts are a way to **draw attention to a student who might be at risk** for a variety of reasons such as low grades or financial challenges. Alerts are also a way to **draw attention to a student who is doing well** in a course or who might make a great Peer Tutor or Teaching Assistant.

Where: Alerts can be issued throughout the platform, including your professor or staff homepage, a student's profile page, the Advanced Search, or through Progress Reports.

Who: Alerts provide faculty or staff with the ability to draw attention to students, or prompt a referral to another department using the platform.

While there are similarities to Banner Academic Alerts, Navigate360's Alerts provide more feedback options, better tracking, and create Cases for specific student services (Care Units) to take action. We have created feedback Alerts for the following categories.

Positive Alerts

1. Kudos (doing great, keep up the great work)
2. Candidate for Undergraduate Research
3. Candidate for Peer Tutor
4. Candidate for Teaching Assistant
5. Encouragement (doing OK, keep trying)
6. Candidate for Writing Center Peer Tutor

Concerned Alerts

1. Low Attendance
2. Low Participation/Effort
3. Low Grade(s)
4. Financial Concern (Student Financial Services)
5. Student Accessibility Services Referral
6. International Student Needs Support (OIE)

Most Alerts have a pre-written message that is emailed to the student and "signed" by the faculty member issuing the Alert. For more details on the purpose and actions for each Alert type refer to pages 4-10 of this document.

Just letting a student know you think they are doing great (Kudos Alert), or even that you recognize they are trying and making a good effort (Encouragement Alert) can go a long way and contribute to student success. Better yet you may have had enough time, interactions, and course work to see the possibility of a student becoming a Peer Tutor, getting involved with Undergraduate Research, or becoming a TA.

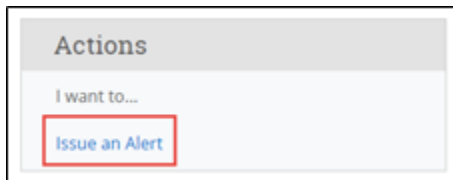
How:

You can issue an Alert for a student two different ways in Navigate360: ad hoc or through a Progress Report Campaign.

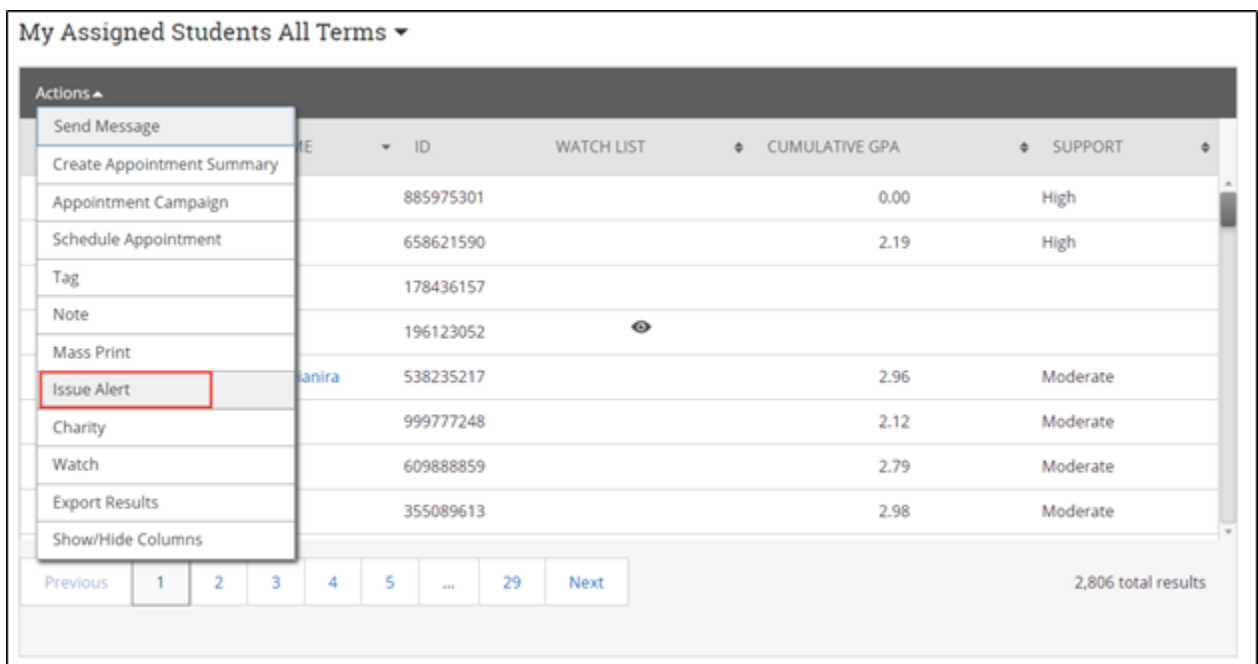
- 1) How to Issue an Alert Ad Hoc

There are 3 locations that Ad Hoc Alerts can be issued: Professor or Staff Home pages, in Advanced Search results, or from a Student Profile.

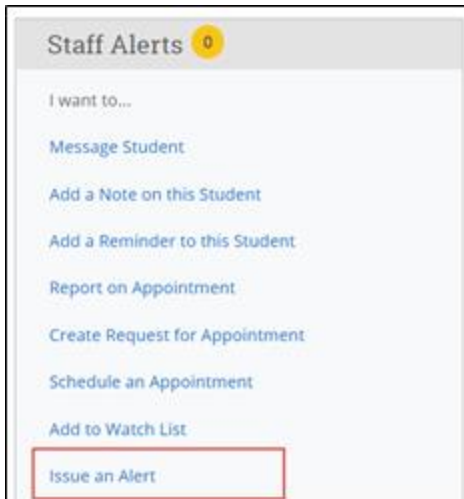
- To Issue an Alert Ad Hoc from the Professor or Staff Home pages
 - To issue an alert from **Staff Home** or **Professor Home**, select **Issue an Alert** from the **Actions** drop down menu on the left hand side. A dialog then prompts you to search for the student you want to issue the Alert for, as in the following screenshot.



- To Issue an Alert in Advanced Search results
 - To issue an Alert from a list of students, such as **Advanced Search** results or your **My Assigned Students** pane on your home page, select a student from the list. Next, select **Actions > Issue Alert**.



- To Issue an Alert from a Student Profile
 - To issue an Alert from a student profile, select **Issue an Alert** from the **Action** pane as in the following screenshot.



2) How to Issue an Alert Through a Progress Report Campaign

Faculty can also issue Alerts through Progress Reports. Progress Reports are requests for updates on student progress in a specific course. To learn more about Progress Reports, check out this [article](#). (More to come on these in Fall 2024.)

Now that you have selected Issue an Alert, the Alerts dialog box opens.

- **Student:** the student's name appears
- **Alert Reason:** Select at least one reason for issuing this Alert. When selected each Alert lists below the Additional Comments box the action that will be taken. You can select multiply Alerts, students will receive an email for each Alert. The messaging overlaps for Low Attendance, Low Participation/Effort, and Low Grade, therefore only one of these should be chosen. Refer to *Navigate360 Terminology Guide*.
- **Association with Specific Course (Optional):** Select a course from the list if the Alert is associated with a specific course the student is currently enrolled in.
- **Additional Comments (Optional):** Enter comments in this box. Staff and faculty with permission can view the Alert and its comments, students will NOT see these comments. There is no character limit to this field.

When you select an Alert Reason while issuing an ad-hoc Alert, details and actions that will take place are shown. If you select more than one Alert Reason, each reason's details will show beneath Additional Comments. This also shows if the Alert opens a Case.

ISSUE AN ALERT
×

Student Terrence Abernathy

Please select a reason for this alert

Select at least one

Is this alert associated with a specific class?
Optional

Additional Comments

Please enter a comment.

Cancel Submit

Important. Any information you enter into Navigate360 pertaining to a student becomes part of their official student record. It may be subpoenaed by the student as outlined in the Family Education Rights and Privacy Act (FERPA).

- **Alert Types:** Wide variety of feedback types for a student. Each type has different type of action that happens when issued.

Positive Alerts

- **Kudos** (doing great, keep up the great work) – an email is sent to the student from a faculty/instructor, advisors are notified
- **Candidate for Undergraduate Research** – an email is sent to the student from a faculty/instructor, advisors are notified
- **Candidate for Peer Tutor** - an email is sent to the student from a faculty/instructor, advisors are notified, a list of all student who receive this Alert is sent to the Tutoring Center at the end of the semester
- **Candidate for Teaching Assistant**– an email is sent to the student from a faculty/instructor, advisors are notified
- **Candidate for Writing Tutor** – an email is sent to the student from a faculty/instructor, advisors are notified, a list of all student who receive this Alert is sent to the Writing Center at the end of the semester
- **Encouragement** (doing OK, keep trying) – an email is sent to the student from a faculty/instructor, advisors are notified

Concerned Alerts

- **Low Attendance** (student who has not shown up for class or rarely shows up) – an email is sent to the student from a faculty/instructor and asks the student to meet if they are continuing in the course, if the course is to

be dropped they are told to meet with their Academic Advisor, advisors are notified

- **Low Participation/Effort** (student who is not meeting course expectations around participation and effort, they may be showing up for class or not, they may be doing ok grade wise) - an email is sent to the student from a faculty/instructor, advisors are notified
- **Low Grade(s)** - an email is sent to the student from a faculty/instructor, advisors are notified, and a Case is created for academic advisors to follow up with the student
- **Financial Concern** (student is struggling to make ends meet) - a Case is created for Student Financial Services (SFS) to connect with the student, no else is notified of this Alert
- **Student Accessibility Services Referral** (student who may need some type of accommodation or a student who is unaware of this resource) - a Case is created for Student Accessibility Services (SAS) to connect with the student, no else is notified of this Alert
- **International Student Support** (international student who is having some challenges or needs support) - a Case is created for the Office of International Education (OIE) to connect with the student, no else is notified of this Alert

Positive Alert Email Messages

Recommend to Become a Peer Tutor:

Subject: {\$student_first_name}, Share Your Knowledge.

Hi {\$student_first_name},

You are doing great in {\$course_name}, how about sharing that knowledge with your peers? You seem to be engaged in the course content, enjoying the curriculum, and comprehending it. Upon completion of the course if you have a grade of B+ or better I would be happy to recommend you for a Subject Area Tutor position in the Tutoring Center. The Center will train you and the position offers a lot of flexibility to work around your schedule.

I hope you will consider sharing your experiences in {\$course_name} with your peers, it would be a great contribution to our community, provide you with a paycheck, and looks good on a resume. If you want to learn more about the position, check out the [Tutoring Center Employment Opportunities](#).

Keep up the great work!

Professor{\$completer_name}

Candidate for UG Research:

Subject: {\$student_name}, How About Getting Involved in Research?

Hi {\$student_first_name},

There is a reason UVM is one of the top 100 public research institutions. That means there is a lot of research going on and a lot of opportunities for undergraduates like yourself to engage in original research that impacts your community, your academic field, and the world.

From what I have observed in class through your interest and inquiry I encourage you to check out the undergraduate research opportunities at UVM. The university has a whole office dedicated to helping students get started in research. I hope you will reach out to the Office of Fellowships, Opportunities, & Undergraduate Research, also called FOUR, and learn how to get involved in research.

Feel free to stop in during my office hours, I would be happy to talk about research I have been involved with as well as colleagues' research.

Professor {\$completer_name}

Candidate for Teaching Assistant:

Subject: {\$student_first_name}, Consider Expanding Your Knowledge in {\$course_name}

Hi {\$student_first_name},

You are doing great in {\$course_name}, and I thought you may be interested in supporting the course in the future as an Undergraduate Teaching Assistant (UTA). You seem to be engaged in the course content, enjoying the curriculum, and comprehending it. UTAs work closely with the faculty member teaching to keep the course running smoothly. There are a variety of responsibilities UTAs have depending on the course and faculty member's needs from holding review session, assisting with grading to proctoring a lab or an exam.

I hope you will consider a UTA position. If you are interested send me an email letting me know your interest and why, and I can share more details about the position. Being a Teaching Assistant looks great on a resume and is a wonderful experience for students interested in any kind of teaching position.

Keep up the great work!

Professor {\$completer_name}

Candidate for Writing Tutor:

Subject: {\$student_first_name} – Become a Writing Tutor

Hi { \$student_first_name },

Your writing in this course is strong, and it seems like you are engaged and curious about how other people learn and think. I think you would make a good peer writing tutor. You will hear from the Undergraduate Writing Center at the end of the semester, and you are welcome to read more online about [Becoming a Writing Tutor](#). They accept applications in March and make decisions before Fall registration in the Spring semester. Students who apply and are accepted into their program enroll in ENGL 2790, Tutoring Writing (OC & CL, 3 credits), in the Fall semester. Becoming a writing tutor will sharpen your analytic skills, improve your writing processes, help you develop valuable interpersonal skills, and shine on your resume. Keep up the great work!

Professor { \$completer_name }

Kudos!:

Subject: High Five { \$student_first_name }!

Hi { \$student_first_name },

Just a quick email to recognize the progress you are making in { \$course_name }. I see your efforts and want to acknowledge the great work you are doing. Keep it up!

Kudos,

Professor { \$completer_name }

Encouragement:

Subject: { \$course_name }

Hi { \$student_first_name },

A note of encouragement to continue working hard in { \$course_name }. Whether this course is fulfilling a Catamount Core Curriculum or a requirement for your major, the more you engage the more you will get out of it – and the outcomes may surprise you.

As a faculty member I am always interested in meeting with students and learning about their course experience. Feel free to stop by during my office hours for extra help to clarify some of the finer points.

There are lots of resources to support you as a UVM student, take advantage of these. Here is a [link](#) to campus resources that may be helpful.

Professor { \$completer_name }

Concerning Alert Email Messages

Low Grades(s):

Subject: How is {\$course_name} going for you?

Hi {\$student_first_name},

I am reaching out to check in with you about {\$course_name} class. I am concerned that you may be experiencing some challenges that are preventing you from doing your best in my course, specifically you have a low course grade.

As a faculty member I am always interested in meeting with students and learning about their course experience. I invite you to contact me so we can find a time to discuss your progress and participation in the class, stop by during my office hours or make an appointment by talking to me after class or emailing me.

Another great resource that may be able to help is your academic advisor, who is copied on this email. Your academic advisor can get you connected to other student support resources. You can set up an appointment with them via Navigate.

Maybe you are struggling with something. Here is a [link](#) to campus to additional campus resources that may be helpful.

Your academic success is important to me, your academic advisor, and others at UVM. We are here to support you on your educational journey, please take advantage of these services, and do it sooner rather than later. We consistently hear students say I wish I had reached out to support services sooner.

All UVM students struggle at one point or another. You can overcome this challenge as you have with other challenges you may have faced in the past. I look forward to meeting with you.

Sincerely,

Professor {\$completer_name}

Low Attendance:

Subject: {\$student_name}, we haven't seen you in {\$course_name}

Hi {\$student_first_name},

I am reaching out to check in with you about {\$course_name} class. I am concerned that you may be experiencing some challenges that are preventing you from regularly attending class.

First, I want to make sure you know you are enrolled in the course. If you wish to drop this course, please set up a meeting with your Academic Advisor as soon as possible to understand the potential impacts of that decision. You can set up an appointment with them via Navigate.

If your plan is to continue in this course know that your success is important to me. Please contact me so we can find a time to discuss your progress and participation in the class, stop by during my office hours or make an appointment by talking to me after class or emailing me.

Maybe you are struggling with something: You are not feeling well, you are feeling stressed, and/or you are struggling with motivation or something else. Here is a [link](#) to campus resources that may be helpful. Take advantage of these services, we consistently hear students say I wish I had reached out to support services sooner.

I look forward to meeting with you.

Sincerely,

Professor{\$completer_name}

Low Participation/Effort:

Subject: How is {\$course_name} going for you?

Hi {\$student_first_name},

I am reaching out to check in with you about {\$course_name} class. I am concerned that you may be experiencing some challenges that are preventing you from doing your best in my course, specifically your effort and participation is not meeting course expectations.

As a faculty member I am always interested in meeting with students and learning about their course experience. I invite you to contact me so we can find a time to discuss your progress and participation in the class, stop by during my office hours or make an appointment by talking to me after class or emailing me.

Another great resource that may be able to help is your academic advisor, who is copied on this email. Your academic advisor can get you connected to other student support resources. You can set up an appointment with them via Navigate.

Maybe you are struggling with something. Here is a [link](#) to campus to additional campus resources that may be helpful.

Your academic success is important to me, your academic advisor, and others at UVM. We are here to support you on your educational journey, please take advantage of these services, and do it sooner rather than later. We consistently hear students say I wish I had reached out to support services sooner.

I look forward to meeting with you.

Sincerely,

Professor { \$completer_name }