

Guidance for Faculty Alerts in CRM Advise

An early alert system is a formal, initiative-taking, early intervention tool that allows faculty to identify students who are presenting patterns or behaviors that may lead to academic difficulty in their courses (Atif et al., 2015). All Connecticut State Community College faculty have access to use Faculty Alerts for all their active courses through myCTState and should use the following guidance as a tool to understand when and how to use this system to support their students.

Frequently Asked Questions

1. Under what circumstances should I issue a Faculty Alert?

Our Faculty Alerts system for CRM Advise is designed for **academically related alerts**. For example, Faculty Alert types include topics such as attendance concerns, low scores on an assignment, or missing course work.

Personal or behavioral concerns such as disoriented behavior, acting out in-class, or other personal wellbeing concerns should be addressed through your campus CARE Team in coordination with your Campus Leadership team.

2. What should I do before issuing a Faculty Alert?

Faculty should attempt to address the academic concern(s) with the student before issuing a formal alert. For example, if the student is having attendance issues, the faculty member should attempt to contact the student before issuing an alert and address the concern directly with the student.

If the faculty member is unsuccessful in their efforts, a Faculty Alert can be issued, which will go directly to the students Guided Pathways Advisor for additional follow-up and support.

3. What happens after I issue a Faculty Alert?

Faculty Alerts are designed to go directly to a student's assigned Guided Pathways Advisor. It is expected that the students Guided Pathways Advisor uses multiple modalities (e.g., emails, phone calls, etc.) to reach out to the student over the course of a minimum of 5 business days to try and resolve the raised alert.

After successfully connecting with the student, and discussing the faculty members concern(s), the Guided Pathways Advisor will close the alert. As part of the alert closure procedures, the Guided Pathways advisor will document the outcome of their interactions and any associated notes.

If after 5 business days of outreach attempts using multiple modalities, the students Guided Pathways Advisor is unable to connect with the student, then the Guided Pathways Advisor may close the alert. As part of the alert closure process, Guided Pathways Advisors will note that they were unable to connect with the student as the alert closure reason and document the outreach steps that they took to try and connect with the student.

If the Guided Pathways Advisor would prefer to leave the alert open past the minimum 5 days, they are welcome to do so, however, it is strongly encouraged that they communicate back to their faculty member who raised the alert that they are still investigating the situation. Faculty are always encouraged to reach out to the Guided Pathways Advisor or Campus Advising Lead with any questions or concerns.

After a Guided Pathways Advisor closes an alert, an email will be generated back to the alert raiser (i.e., Faculty member) with the details of the closed alert. That email will include which Guided Pathways Advisor managed the alert, the outcome status of the alert (e.g., Connected with Student, Unable to Connect with Student, etc.), and any notes from the Guided Pathways Advisor pertaining to the situation.

**Please note, a Guided Pathways Advisors contact with a student may not immediately solve all related concerns or change any student behavior. The goal of this outreach is to ensure that someone has connected with the student and provided the best guidance to address the raised concern at hand. Ultimately, it's up to the student to address the concern raised in all situations.*

4. Why am I receiving a communication from a Guided Pathways Advisor who is not associated with the campus I teach at?

Faculty Alerts are assigned to a student's Guided Pathways Advisor, which is assigned based on the student's home campus location. With the merge of our (12) community college, students are increasingly taking classes across multiple campus locations. Therefore, you may have students in your section who have designated a home campus that differs from your location.

For example, a student may designate CT State Asnuntuck as their home campus location where they take the majority of their courses, but they may also be taking a class at CT State Manchester this fall semester. The CT State Manchester faculty member issuing the Faculty Alert would then receive follow-up from a CT State Asnuntuck Guided Pathways Advisor because the student is assigned to a Guided Pathways Advisor at the Asnuntuck campus.

Please understand that this is not a mistake. Guided Pathways Advisor assignments are purposefully linked to a student's home campus location.

5. When should I issue a Faculty Alert?

Faculty Alerts can be issued at any point during the semester. However, it's important to remember that certain points of the semester may be more pivotal to addressing specific academic concerns. Please see below the following guidance which may be helpful in framing your thought process during the semester for when and how to use Faculty Alerts:

Weeks 2-5: Research shows that retention and persistence predictors can emerge within the first few weeks of classes. Intentional connection within the first several weeks is important in improving the likelihood of students being successful. (Finkelstein, 2002; Freer-Weiss, 2004/2005). Additionally, Fall to Fall persistence is greatly affected by college adjustment within the first several weeks of college (David et al., 2013). **Please consider issuing a Faculty Alert during this timeframe if you notice any attendance or other academic related concerns.**

Weeks 7-9: Early alert indicators such as midterm grades can often predict student retention and persistence (Williams SR., 2006). Additionally, early strengths based advising discussions help mediate persistence and graduation barriers (Banks & Dohy, 2019). **Please consider using a Faculty Alert during this timeframe especially as more assignments and projects are being submitted and graded.**