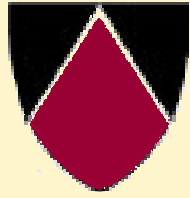




# Early Alert



Edgewood College

## Week Ten Survival Guide

How can you impact retention, student success, and address the concerns about students in the academic “danger zone?”

We are in the last six weeks of the semester and neither student success nor failure is written in stone. Students have received midterm grades and we are well beyond “Early Alert” notices...

With no more mandatory means of student feedback until final grades, what can you do when concerns about student performance arise?

## Early Alert Committee

### Learning Support Services

Laurie Laz  
663-2281

Sara Anderson  
663-3210

Elizabeth Watson  
663-2281

### Personal Counseling

Janet Billerbeck  
663-2281

### Residence Life

Louise Paskey  
663-3228

Tim Breitbach  
663-7900

### Center for Diversity

Pearl Leonard-Rock  
663-2256

### Dean of Students

Maggie Balistreri-Clarke  
663-2212

### Associate Academic Dean

Carol Cohen  
663-2200

## I have a student who just failed an exam or major paper. Now, my student is in the Academic "Danger Zone."

### What can I do?

- Talk to the student. "Ignorance is Bliss" is not a good mantra for a college student. Make sure the message of potential failure is clear. Also, be aware that a "D" is a 1.0 and may put the student in a situation of Academic Probation. It is important for the student to understand the impact of a "D" on GPA.
- Send an Academic Alert Notice **today!**
- If it is before the drop deadline (see student handbook—also the tutoring request deadline), suggest the student seek tutoring services to get one-on-one assistance.
- If it is before the drop deadline and you believe the student needs to drop the course, make sure he or she knows that is your suggestion and clarify the deadline. If the student says that this would put him or her below full time (having consequences with campus housing, financial aid, etc), send him or her to the appropriate offices and to his or her advisor. The student may be able to carry fewer than twelve credits and retain needed assistance.
- Encourage the creation of study groups among classmates. This is a very valuable learning tool. If you have questions about how to organize study groups, please contact Learning Support Services (x3210 or x2281).
- If it is after the drop deadline, tutoring services are no longer an option. Encourage the student to meet with you, if possible, and encourage the creation of study groups. Give the student a realistic picture of possible options for success (let the student know what he or she can achieve).

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## My student has accrued excessive absences. The result is missed class work, lecture notes, and/or participation points.

### What can I do?

- This student is making poor choices and may or may not realize it. Be frank with him or her today. Let the student know the quantitative impact of these choices on his or her final grade.
- Send an Academic Alert Notice **today!**
- If the student is absent to the extent that personal contact via the classroom is impossible, you may want to contact the student's advisor directly for assistance. You may also consider sending an email with a "read receipt" (see page four) to verify that the student has been informed of your concern.
- Contact the Early Alert Committee (x3210 or x2812). Someone there may have a reliable avenue of contact with the student.
- The student may be missing classes due to personal issues. Please consult the *Faculty Referral Guide for Counseling Services* and consider referral.

**My student is ignoring the classroom obligation of assigned work. It is now noticeably impacting my student's success.**

**How should this be addressed?**

- The student may not understand the cumulative impact of this inaction. Talk to him or her. You may want to consider reminding the class as a whole the significance of the last six weeks of the semester and how crucial they can be.
  - Send an Academic Alert Notice **today**.
  - The student's lack of work may be a result of personal concerns. Please consult the *Faculty Referral Guide for Counseling Services* and consider referral.
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**There have been noticeable changes in a student's behavior and I suspect that they are not rooted in academics. There may be other circumstances affecting their coursework.**

**What are the warning signs, and what can I do in my role as an instructor to be the most helpful?**

**Warning Signs:**

- Sudden decline in academic performance and/or class attendance
- Inability to concentrate, focus, difficulty with memory, or other signs of overwhelming stress
- Withdrawal or tearfulness
- Focus of individual meetings shifts from coursework to personal issues
- Outbursts of anger, frustration, despair, or other disruptive behaviors
- Inconsistent work
- Noticeable increase in anxiety

**Response and Referral:**

- Listen, express your concern, clarify the need for additional help, and assure the student that help is available. Give information about Counseling Services, including how to make an appointment. If the student is with you in your office, you may offer to let the student use your phone to call Counseling Services at 663-2281. You may also offer to walk the student to DeRicci 206 to set an appointment.
- When in doubt, refer to the *Faculty Referral Guide for Counseling Services*. You can also contact Janet Billerbeck (x2281) directly to consult about different ways to approach a specific situation.

Once you've referred a student to counseling, you can still serve as a support person to the student. In addition, you serve as an important link in connecting the student with these services on campus.

# Early Alert

Phone: 663-2281

We're on the web!

[http://edgenet.edgewood.edu/LSS/Faculty\\_Resources/early\\_alert.htm](http://edgenet.edgewood.edu/LSS/Faculty_Resources/early_alert.htm)

Early Alert is a committee on campus dedicated to helping first year students have a successful academic year. It consists of members from Learning Support Services, Center for Diversity, Personal Counseling, Residence Life, the Associate Academic Dean, and the Dean of Students. By using specific feedback mechanisms, the committee is able to identify students demonstrating detrimental behaviors and assist them earlier in the semester, when it is still possible for them to be successful.

If you have concerns about a student in one of your classes, please contact someone on the Early Alert committee.

## You are also an academic advisor. Look for natural opportunities to follow up with your advisee.

### How?

- Follow up on add/drop slips that you receive:
  - Was the course dropped a "needed one?"
  - Does dropping the class place him or her below full time status (possible consequences for financial aid, Edgewood housing, and insurance through parents)? Remember, if a student drops below twelve credits it does not mean that he or she will automatically lose financial aid or be evicted from the residence halls. It is very important that you refer him or her to the appropriate offices where they can consider each individual situation.
  - How did he or she decide to drop the course (insight into problem solving skills)?
- Academic Alert Notices: What's getting in his or her way of succeeding? Try to refer him or her to the proper on-campus offices: Learning Support Services, Health Services, Campus Ministry, Personal or Career Counseling Services.
- Give a "heads up" to upcoming dates: Drop dates, last day to request an academic peer educator, advising sessions, registration.
- When you send emails, use a "read receipt." In Outlook, you can designate that you want notification when the message is picked-up (very good for that "I never got that email" response). Here's how: before sending the message, go to "file"; "properties"; "read receipt requested"; "apply."
- When emailing, be specific in the subject line and indicate that the message is from their advisor. Your advisee may not remember your name and many emails without readily recognizable names are deleted.