

Committee Membership

If you have any questions, feel free to contact anyone on the Early Alert Committee.

Sara Anderson
Learning Support Services
663-3210

Pearl Leonard-Rock
Center for Diversity
663-2256

Maggie Balistreri-Clarke
Dean of Students
663-2212

Louise Paskey
Residence Life
663-3228

Janet Billerbeck
Personal Counselor
663-2281

Rob Ryan
Residence Life
663-7900

Carol Cohen
Associate Academic Dean
663-2200

Deb Tobin
Learning Support Services
663-2281

Laurie Laz
Learning Support Services
663-2812

Resources and Outreach

The Early Alert Committee also publishes the “I have a student who” email series, committed to promoting student success and providing instructors with valuable tools to assist them in the classroom. If you have a topic that you wish to see discussed, let the committee know today!

All of this information is available on the Early Alert website, which can be found at https://edgenet.edgewood.edu/lss/faculty_resources/early_alert.htm.

Early Alert

Your Guide to the Early Alert
Program at Edgewood College

Edgewood College

What is my role?

What is Early Alert?

Early Alert is a program on campus primarily dedicated to helping first year students have a successful academic year, but provides outreach to all students. Committee membership includes Learning Support Services staff, the director of the Center for Diversity, Personal Counseling staff, Residence Life staff, the Associate Academic Dean, and the Dean of Students.

The tools we use to identify student concerns are based on academics, but we learn much more and are able to help students find resources across the spectrum.

Early Alert: Helping Hand, not a Watchful Eye

Early Alert is an instrument of assistance, not a source of discipline. We must acknowledge that not all Edgewood students come equipped with the skills needed to be successful in college. Whether they were inadequately prepared in high school or make poor decisions in their first time away from home, we do have a number of students who would not continue in college were it not for some intervention. Our goal is to identify these students and put them on the right track—before it becomes too late. The intent of the Early Alert process is to provide a helping hand rather than a watchful eye.

Instructor Role

Feedback is extremely important—both to the Early Alert Committee and to the student. The Early Alert Committee relies on the information it receives from four week rosters and midterm grades. If either of these are not returned, we do not have an adequate portrait of a student's progress and we may overlook a student's need for immediate assistance. In addition, we cannot emphasize enough the importance of regular student feedback throughout the semester. Students who are more equipped with information regarding their academic progress are more likely to respond to concerns, and are more likely to be retained.

The Early Alert Committee is an instrument of assistance and success, not a watchful eye. The intent is always to encourage independence in Edgewood College students. However, we must also acknowledge that some students merely need more time to acclimate to college life than others. The Early Alert system is intended to eliminate the distress of discovering that a student has slipped through the cracks.

If you are having difficulties with a student, consult the "I have a student who" series, or someone on the Early Alert Committee. For membership, see the back cover of this flier. All of this information and more is available on the Early Alert website—visit https://edgenet.edgewood.edu/lss/faculty_resources/early_alert.htm.

You Met with a Student—What Happens Next?

After meeting with a student, please help us close our feedback loop. Visit http://edgenet.edgewood.edu/lss/Faculty_Resources/EA_post.htm regarding your student contact. By letting us know whether or not your outreach was successful, you aid the Early Alert Committee in focusing our efforts and identifying which students need more attention.

What is “Early Alert?”

Academic Advising

The Early Alert Committee will send you any information it collects regarding your advisees. You may already have documentation of midterm grades, academic alert notices, etc. However, some notices may come to the Early Alert Committee before they cross your desk. The Committee will always send its information, even if you have a duplicate; it is more beneficial to the student for you to receive information twice, rather than not at all.

The Early Alert Committee is one of your resources as an advisor. If you are uncertain what to do in a specific situation, contact us! We are committed to exploring all available resources to help encourage student success and retention.

Why Is the Advisor Contacted?

As an advisor, you have a relationship with the student, no matter how small it may seem. Use this opportunity to enhance your relationship with your advisee. The advisor can raise the student’s level of concern and turn it into a learning experience. It is our hope that you will seize this opportunity and direct the student toward appropriate resources. We recommend that this information be included in your complete file of the student’s academic progress. In the end, if the student doesn't speak with an advisor, the student is unable to register. Early Alert Committee members have no such incentive for students and may be ignored, so we depend on you to make these contacts.

On-Campus Resources

Edgewood College has a rich palette of services designed to help students avoid academic problems. Drop-in assistance and tutoring are available to students free of charge, as well as academic skill workshops and a variety of student development resources. For more information, stop by the Student Resource Center (DER 206) or contact Sara Anderson at 663-3210.

What Is Its Success Rate?

This sort of thing is difficult to quantify. There is a noticeable decline in the number of freshmen on academic probation. Of the students identified to be "at risk" through Early Alert feedback tools, more than 90% are in good standing by the end of the semester. More importantly, we are aware of those who are not in good standing at the end of the semester and have often made every attempt possible to alert the student to the situation. Early Alert contacts to students provide opportunities to advise students regarding their academic standings.

In addition to the academic work being done, the Committee also makes recommendations to other areas and departments on campus based on the information it receives. Communication between faculty and academic support staff has increased, seemingly as a direct result of the Early Alert Committee. We have very rich anecdotal evidence and testimonials from students who believe the intervention allowed them to stay in school and graduate. Contact anyone on the Early Alert Committee for more information.

You may be the only person to notice a student’s struggle, and your attention could mean the difference between success and failure for that student.

How does Early Alert get its information?

Week Four Rosters

The Early Alert Committee distributes class rosters at four weeks into the term in an attempt to identify students who demonstrate academic risk behaviors. At the end of the fourth week of classes, you can expect to find class rosters in your mailbox listing students credited with freshmen status. We give you the names of ALL freshmen—not only those who are currently considered "at risk." Any student has potential to do well—and also has potential to succumb to irresponsible behavior.

Instructors are asked to indicate whether students have missed more than two classes or have turned in late work. Instructors also provide input regarding feedback students received related to these behaviors. The rosters are then returned to the Early Alert Committee and the data is compiled. If concerns have been noted in two or more classes, Early Alert staff notify the advisor.

The Committee contacts a faculty or staff member (usually the academic advisor) to address the classroom or academic concerns. Generally, this contact stimulates an improvement in academic work or the preparation of a plan to address existing concerns. If not, the communication will continue. The Early Alert process makes every attempt to connect the student to appropriate resources that will encourage success.

Academic Alert Notices

An instructor can and should submit an Academic Alert Notice (AAN) whenever a student is having difficulty in a course. There are a variety of reasons an instructor may choose to submit an AAN, including attendance, poor exam performance, or late homework. The Early Alert committee has placed AANs online, for the instructor's convenience. You may access them through the Early Alert website. AANs can be submitted for any student, freshman through senior, and they assist the Early Alert Committee in viewing the "whole picture" of a student.

Midterm Grades

Midterm grades are usually distributed at the tenth week of classes. The drop date is a mere two weeks later. By reviewing midterm grades, and comparing that progress to other Early Alert data, we are able to see if the student is improving, staying the same, or is in a dangerous spot academically. By moving quickly, we are able to notify advisors of issues that we see in time for the advisor to speak with the student before the drop date. Don't underestimate the value of midterm grades as both a motivator and a tool of retention. Although midterm grades are not "early" by any means, they are another tool the committee can use to assist students or alert them to potential problems; they may be the only notice a student receives regarding academic progress.

Midterm grades can serve as a valuable academic warning. Students who were not showing indications of problems at the beginning of the semester may not be aware of their difficulties until they see midterm grades. Or, if a student drops from an "A" at the beginning of the semester to a "C" at midterms, the instructor may assume (often correctly) that the material was merely more difficult later in the course. However, if this happens in all of the student's classes, it could point to personal difficulties affecting course work. Clarifying the academic progress early enough can redirect a student to a successful path rather than endanger the student's academic future.