Faculty Guide for Submitting Alerts

What Is an Early Alert?

Early Alerts are a proactive intervention tool designed to identify and support students who may be struggling academically, personally, or logistically. By raising an alert, faculty and staff help connect students with the right campus resources, early enough to make a difference.

Alerts aren't just for students in crisis; they're also a way to encourage students who are doing well, especially when raised through progress campaigns. A timely note of recognition or concern can help students feel seen and supported.

How to Use Early Alerts Effectively

When submitting an alert for a student, we ask that you:

- Be intentional with the number of alerts selected.
    - If a student is experiencing multiple, related issues (e.g., test anxiety, study habits, Canvas trouble, and missing work), it's often more helpful to submit one targeted alert (such as "Academic Success & Tutoring Referral") and use the comments section to provide detail.
- Avoid over-alerting, which can result in duplicate outreach and overwhelm the student.
    - Each alert type routes to a specific care unit—and each unit has its own outreach process. For example, if you raise both a Tutoring and Advising alert for the same concern, the student may be contacted separately by both services for the same issue. This can lead to confusion, frustration, or even prompt the student to opt out of receiving school communications altogether.
- Use the comment field to share specific examples or context. This helps the support services staff provide personalized, efficient follow-up and minimizes the need for additional outreach.

Ad Hoc vs Progress Reports

- Ad Hoc alerts can be issued at any time from your home screen.

- o Click on "Issue an Alert" on the right side of your screen
- o Insert the name of the student
- o Choose the appropriate alert reason from the drop-down menu
- o Add additional comments and submit.
- Progress Report alerts are sent to your STLCC email at specific points in the semester.
  - o You will receive an email asking you to submit a progress report.
  - o Click the link that takes you to the student list
  - o Decide if an alert is necessary for any of the students on the list presented.
    - ▪ Select the appropriate alert reason from the drop-down menu.
    - ▪ Add additional comments
  - o You can mark students as not needing an alert as well.
  - o Submit your responses as a whole once complete.

Early Alert with Message Only

The following alert reasons can be raised on students during a progress campaign or as a timely alert. These alerts do not lead to cases but may alert students and/or staff with a message.

Note to Faculty: These alerts are best used **early in the semester** or when the concern is new, as a nudge to get the student re-engaged.

- **Early Performance Alert**
  - o Student is chronically late or has missed multiple classes without communication.
  - o Attendance pattern is affecting the student's ability to keep up with course content.
  - o Student has not turned in several assignments, including major projects or exams.
  - o Assignment gaps suggest student may be struggling with time management or other barriers.
- **Library Research Help**
  - o Student is struggling to find appropriate academic sources for a research paper or project.
  - o Student is unfamiliar with how to use the library's databases, catalog, or research tools.
  - o Student appears overwhelmed by the research process or doesn't know where to start.
- **Great Job! Keep up the Excellent Work**

- Use this alert to recognize students who are performing well academically or demonstrating strong effort.

Alert Reasons with Case Management

The following alert reasons will open cases which require the intervention of staff in the departments listed next to each of the reasons.

- **Academic Support** (*Note to Faculty:* These alerts help connect students with tutors, online support, and skill-building tools.)
  - **Lack of Participation and Engagement**
    - Student frequently appears disengaged or distracted (e.g., texting, sleeping, side conversations).
    - Student avoids participation even during required activities (e.g., group work, presentations).
  - **Struggles with time management, organization**
    - Student misses deadlines due to disorganization or procrastination.
    - Student expresses feeling overwhelmed with balancing coursework.

  - **Struggles with study strategies and/or notetaking**
    - Student reports they study "a lot" but still fail tests.
    - Student has difficulty summarizing key points or answering comprehension questions.
    - The student appears to take few or disorganized notes or relies entirely on copying slides.
  - **Struggles with Test-Taking**
    - Student received a poor grade on tests but does well on homework assignments.
    - Student reports difficulty preparing for or completing exams despite studying
  - **Academic Success & Tutoring Referral**
    - The student is receiving low test scores and struggles with homework.
    - Student expresses frustration with content or appears confused even after repeated instruction.
  - **Technology or Course Access Issue**
    - Student needs help accessing or understanding digital content (e.g., e-books, lecture recordings).
    - Student reports they don't know how to find assignments or submit work on Canvas.
    - Student misses online assignments because they didn't realize something was due.

- **Academic, Career, and Transfer Advising** (*Note to Faculty:* Refer to advising when academic performance is tied to bigger-picture planning or when a change in schedule, major, or school is likely.)
    - o **Academic Advising Follow-Up Needed**
        - Student expresses uncertainty about their current major or future goals.
        - Student asks about withdrawing or dropping but is unsure of the consequences.
        - Student indicates a plan to transfer or pursue a specific program but lacks information or steps.
        - Student struggles in prerequisite or gateway course, suggesting misalignment with pathway.

- **Access** (*Note to Faculty:* Use this when there's a *suspected or known* barrier related to disability that could be supported through accommodations.)
    - o **Access Referral**
        - Student discloses a disability but is not using accommodations.
        - Student shows signs of needing extended test time, alternative formats, or assistive tech.
        - Student appears to struggle with in-class participation, note-taking, or communication in a way that may be related to a disability.

- **Student Advocacy & Resource Center (SARC)** (*Note to Faculty:* If a student shares personal or life circumstances (excluding mental health concerns) that are creating barriers to their success, this is the appropriate referral.)
    - o **Basic Needs Referral (SARC)**
        - Student shares they are experiencing housing insecurity or homelessness.
        - Student reports food insecurity
        - Student lacks access to reliable transportation or internet.
        - Student expresses distress due to finances, caregiving responsibilities, or family needs.
        - Student reports being impacted by a personal crisis (e.g., legal, family, health-related) interfering with class participation.

Mental Health Referral:

If a student shares a mental health concern or is exhibiting signs of emotional or physical distress (e.g., anxiety, depression, hopelessness, domestic violence), please submit a **CARES Team Report**. This ensures the student receives timely and appropriate support from our counseling and behavioral health professionals.