

Faculty Guide to Issuing Early Alerts and Responding to Progress Reports

Early Alert and Progress Reports are key intervention efforts to connect students directly to crucial services such as advising, tutoring, Counseling, and co-curricular booster workshops. Faculty initiate Early Alerts, while the Office of Academic Affairs generates Progress Reports.

When an Early Alert or Progress Report is submitted

Your student will receive an automated email prompting them to contact you and their advisor. As the clearing house for all alerts and progress reports, the Collaborative Learning Center (CLC) receives the alert and directs it to the appropriate area for outreach to the student. The CLC emails your students information about tutoring services they could benefit from. The faculty will receive email confirmation that the identified student has been contacted and that follow-up action regarding the alert has been initiated.

*Instructors and program/major advisors can be made the “Owner” of a case or have cases assigned to them. They **can also reopen cases** closed by the CLC and update them with the latest information.*

When to issue an Early Alert

Beginning in week 3 of the semester and *before* the mid-term period. All faculty are strongly encouraged to assign low-stakes assignments (posting on a discussion board, short reading, or short online quiz) during weeks 3-5. This helps identify students who are struggling and could benefit from early intervention.

Early Alerts should be issued for students:

- Missing three or more consecutive class sessions
- Missing assignments (*including low-stakes assignments*)
- Falling behind in coursework
- Having difficulty engaging with college-level work
- In need of academic or personal support

Progress Reports

Progress Reports are generated at the semester's midpoint and should be used to encourage students in danger of failing your course to meet their advisor to recalibrate and develop a plan for improved outcomes.

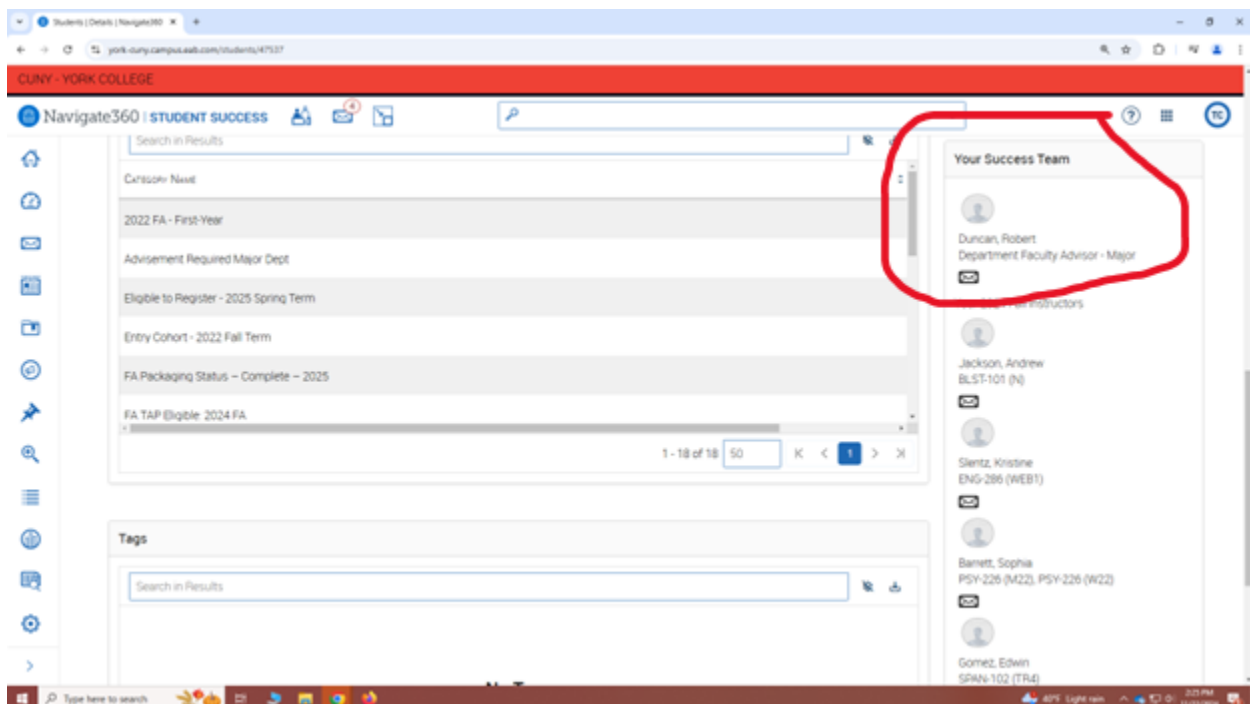
Include in the Comments section any information that may assist in providing targeted support to the student during outreach.

Faculty advisors are instrumental

You may be looped into communication with your advisees and encouraged to follow up with them to provide any guidance they may need to complete the course successfully.

Each student's success team is on the bottom right of the student's Overview page. The student's advisor appears at or near the top of the list in one of the following ways:

*Freshman Academic Advisor, Academic Recovery Specialist, or Transfer & Pre-Professional Program Advisor (Declared and undeclared students with 0-60 credits)
Department Faculty Advisor-Major
SEEK Program Counselor, ACE Program Advisor, YECA Program Advisor*



If an alert you created was returned to you

A returned alert indicates that a conversation with the student needs to take place concerning the successful completion of the course. If the student does not respond to the alert or your attempts to contact them, you can issue a *Behavioral Concern: Well-being* alert. These alerts are routed directly to the Counseling Center.

Before submitting an alert for behavioral concerns, connect with the student directly and discuss the issue with empathy. This helps foster open communication and encourages a more positive response.

Behavioral Concerns

If you are unsure whether a concern should be handled as an early alert, consider the nature of the issue. Classroom issues like missing class sessions or assignments typically fall under early alerts, while behaviors that pose a safety risk or significant disruption should be referred to the Behavioral Intervention Team [BIT](#). BIT is responsible for identifying, investigating, assessing, referring, monitoring, and acting in response to York students' behaviors that may threaten the college community. Visit the BIT [webpage](#) for a complete list of reportable behaviors that should be submitted to BIT.

The area/person the CLC routed the alert to for outreach can reopen the case and update it by stating their actions taken and the student's response.

Early Alerts and Progress Reports encourage students to take advantage of support services, which positively impact and help them feel connected to the college.

*CLC average turn-around time for responding to Early Alerts and Progress Reports is 5-7 days.