

Guidance for Faculty Alerts in CRM Advise Starting Spring 2025

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.

Early Alerts Schedule and Availability in CRM Advise		
Time in the Semester:	What early alerts are available to me as a faculty member?	What the Guided Pathways Advising department will do.
Weeks 1-7 (Fall and Spring)	<ol style="list-style-type: none"> Attendance Concerns Missed Assignments Multiple Concerns Technology Concerns 	Reach out to the student using multiple modalities (phone and email) and document outreach efforts in CRM Advise with dates and outcomes.
Weeks 8-10 (Fall and Spring)	<ol style="list-style-type: none"> Mid-Term Grade: C- or below Mid-Term Grade: Failing (student should consider withdrawing) 	Reach out to the student using multiple modalities (phone and email) and document outreach efforts in CRM Advise with dates and outcomes.
Weeks 11-15 (Fall and Spring)	<ol style="list-style-type: none"> Mid-Term Grade: Failing (student should consider withdrawing) 	Reach out to the student using multiple modalities (phone and email) and document outreach efforts in CRM Advise with dates and outcomes.

Alert Descriptions:	
Attendance Concerns:	This alert should be raised when a student has missed multiple class meetings. This is not to be used for academic engagement purposes in the beginning of the semester.
Missed Assignments	This alert should be raised when a student has missed multiple assignments in the course and their overall course grade is negatively impacted.
Multiple Concerns	This alert should be raised when there are multiple concerns about a student. For example, a student may not be attending course consistently and may be missing multiple assignments.
Technology Concerns	This alert should be raised when a student is exhibiting technology concerns (e.g., The student has shared that they do not have consistent access to a computer/laptop to complete work for the course).
Mid-Term Grade: C- or below	This alert should be raised when a student has an overall course grade of a C- or below (C- through D-) at the mid-point of the term and may need additional academic support for the remainder of the course.
Mid-Term Grade: Failing (student should consider withdrawing)	This alert should be raised when a student has an overall course grade of an F at the mid-point of the term or beyond and not on track to pass the course successfully.

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 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. Alerts should be closed after 10 days regardless of the outcome with the student with documentation in CRM advise regarding the outcome of the outreach.

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 merger of our (12) community colleges, 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. Generally, when should I issue a Faculty Alert?

Faculty Alerts are not available all semester. It's important to remember that certain points of the semester are 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 1-7: 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 7-10: 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.**

6. What should I do if I teach a Winter or Summer session?

Faculty alerts are not available during this timeframe and faculty should reach out directly to their Guided Pathways Advising Office if there are any issues during this timeframe. The general contact information for each Guided Pathways Advising Office is listed on the website here: [Guided Pathways Advising Offices Contact Information](#)