




Student Success Alert Faculty Guide

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Introduction to SSAs

What is a Student Success Alert?

Student Success Alerts (SSA) are a key component of the Frederick Community College Early Alert System, which are initiated by faculty through PeopleSoft. The SSA system is designed to identify struggling students and offer timely interventions to help them persist and complete their courses. Success Alerts also inform advisors so they can encourage students to take appropriate steps. Faculty teaching introductory and general education courses should be especially vigilant in quickly identifying struggling students by sending Success Alerts.

Why are Success Alerts important?

Student Success Alerts let students know that there must be a change in strategy in a timely manner to ensure success in a course. Success Alerts will prompt students to speak with their instructors regarding the change in strategy to make improvements based on the recommendations of faculty. In some cases, students may not be aware of the significance of their academic performance until after a Success Alert is sent.

Through timely intervention, advisors or program managers may learn of significant non-academic factors that lead to poor academic performance. Because students do not always reach out to faculty for help, the Success Alert may spark an important dialogue that could impact student success, thereby opening the door to further communication.

Copies of all alerts are also sent to students' advisors, so they can help students take the necessary steps and seek out appropriate resources to ensure their success.

In general, students feel valued and appreciated when someone takes the time to reach out to them. Sometimes, students need confirmation that the faculty



Introduction to SSAs (Cont.)

and staff care about them and are looking out for their best interests. Through faculty intervention, students may discover both academic and non-academic campus resources that can maximize their own success. When students do not feel like they are cared for, they may become isolated and feel alone. Additionally, students are more willing to share information to help faculty and staff create resources to improve student success.

Without these alerts, vital qualitative data may be missing that may play a role in student retention.

These alerts may aid faculty in recognizing barriers students face to success that can be remedied by campus resources:

- Students may not inform faculty that they are sick which results in missing assignments
- Students may have significant mental health concerns
- Students may not be submitting assignments correctly (common in online courses)
- Students cannot afford course materials
- Students are dealing with personal matters
- Students are experiencing food and housing insecurity
- Students may not have reliable technology or internet access
- Students may not have reliable transportation
- Students may not have properly “transitioned from high school work to college work
- Students often are unaware of possible grade replacement policies
- Students are trying to be full-time students, full-time employees, and full-time caregivers which leads to time management concerns
- Students may not have time to use the resources offered to them

Ideally, the alerts will lead to positive outcomes:

- Students may interact with faculty and discover how to improve their performance
- Students may learn more about the services offered by the college
- Students may learn new strategies to help them succeed in their course
- Students may be rerouted to classes more appropriate to their program or



Introduction to SSAs (Cont.)

- interests
- Students who receive alerts may receive advisement regarding course completion options

If a student is having issues outside of the classroom that are impacting their classroom performance, faculty are encouraged to assist the student in contacting their advisor

<https://www.frederick.edu/handbook.aspx?cid=resources-top-link>





Timing & Use of SSAs

When should faculty send a Student Success Alert?

Early intervention is important so that students have time to implement success strategies. It is beneficial to send alerts at different times throughout the semester.

Faculty should consider sending alerts:

- Alongside financial aid attendance reporting
- After poor performance on first major assessment or several minor assessments
- Before withdrawal deadline
- In conjunction with a poor midterm grade
- In accordance with departmental or program student success alert criteria

Faculty should also consider sending an alert as soon as they observe the following issues:

- Poor participation in online or in class activities
- Troubling academic patterns/concerning behaviors (SSAs should not be conflated with BERT interventions)
- Poor performance after the withdrawal deadline
- Course average below a C
- Course average above a C but below the threshold needed to advance in a program
- Missing multiple assignments
- When indicated through Blackboard Retention Center

Faculty can send multiple alerts as new issues arise or if the initial issue is unresolved. Please note that effective utilization of the student success alert process requires that faculty keep grades in grade center as up to date as possible.

When **NOT TO SEND** an alert:

- SSAs are not the same as the Student Behavior Incident Report form, which should be used for concerns of that nature that require immediate attention



Timing & Use of SSAs (Cont.)

- More than two alerts for the same issue are not needed
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What does a Student Success Alert allow me to highlight?

The Student Success Alert form will ask you to identify if a student has been struggling in one or more of the following areas:

- Attendance
- Class Participation
- Incomplete/Missing Assignments
- Quality of Work Submitted
- Test/Quiz Performance
- Participation in Online Activities

In addition, faculty comments that provide more specific information regarding student performance are strongly encouraged, as they help clarify next steps for students and provide advisors with a framework for successful student interventions. It is helpful to both students and advisors to understand the likelihood a student may have at being successful in the class at the time the alert is sent.

Student Support Resource Directory (Cont.)

Learning Centers and Tutoring Services

www.frederick.edu/tutoring

Library/ Learning Commons

www.frederick.edu/student-resources/gladhill-learning-commons.aspx

Multicultural Student Services

www.frederick.edu/student-resources/multicultural-students-new.aspx

Online Learning Resources

<https://www.frederick.edu/student-resources/online-learning.aspx>

Services for Students with Disabilities

www.frederick.edu/student-resources/services-for-students-with-disabilities.aspx

Student Support Resource Directory (Cont.)

Student Success / Emergency Assistance Funds

Student Success Fund application:

<https://app.perfectforms.com/PresentationServer/Form.aspx/Play/dP1lgAYI?f=dP1lgAYI>

Veteran and Military Services

www.frederick.edu/student-resources/veteran-military-services.aspx

Virtual Resources for Students

www.frederick.edu/student-resources/virtual-resources.aspx