

# **Comprehensive Early Alert Program (CEAP) Manual**

**Updated: 8/18/2020**

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## Purpose

Student success and completion impact the lives of students, the economic growth of our community, and the funding and reputation of Rhodes State College. Studies have concluded that early alert systems combined with robust student support services and follow-up increases course success rates (Jaggars & Karp, 2016). In addition, the use of early alert systems promotes a more unified and centralized method for communicating with students (Faulconer, Geissler, Majewski, & Trifilo, 2015).

An early alert program tied directly to the Rhodes State Completion Plan and Higher Learning Commission Quality Initiative takes a proactive approach to student success and completion. The purpose of CEAP includes:

1. Creating a culture of engagement for faculty and staff.
2. Promoting student engagement.
3. Enhancing current interventions to increase academic success.
4. Improving the access, sharing and utilization of data through a centralized data management system.

The **CEAP** model brings Student Affairs, Academic Affairs, and faculty together for tracking students and providing early interventions. This highly integrated program links campus stakeholders to the shared goal of student completion and success by creating a process of continuous improvement which supports ongoing problem solving and dialogue between instructional and student support personnel.

The purpose of this document is to identify the responsibilities of all constituencies within the comprehensive college community; explain the procedures; define the communications, and outline the collaboration related to the early alert program. This document and the Comprehensive Early Alert Program promote a unified vision of student support and success.

## Scope and Rationale

Engagement in the Comprehensive Early Alert Program (CEAP) is undertaken for the benefit of all Rhodes State students. It delegates responsibility to the faculty, staff, and administration of the College for identifying at-risk students and providing appropriate academic and social assistance to support the completion of academic and career goals. In this way we can better serve our community and uphold the mission the College. Rhodes State College changes lives, builds futures, and improves communities through life-long learning.

# Operational Responsibilities

Creating a culture of engagement for faculty and staff is one of the four goals of CEAP. Achieving the goal requires an environment of collaboration and accountability. To promote quality assurance and consistency the responsibilities of each operational unit and the personnel within the unit are outlined below.

## *Institutional Committees*

### **Completion Plan Steering Committee:**

- Provides institutional guidance and direction for CEAP.

**CEAP Operational Committee:** Provides operational oversight for the early alert program and technologies. The committee will:

- Serve as Advisory to the Completion Plan Steering Committee.
- Review recommendations made by stakeholders.
- Provide insight on issues related to early alert, at-risk students and intervention.
- Communicate regularly with the stakeholders and the Completion Plan Steering Committee.

## *Academic Affairs*

### **Vice President for Academic Affairs (VPAA):**

- Ensure the accountability and the cooperation of the Academy.

### **Deans:**

- Emphasize the importance of early alerts to Chairs, Coordinators and faculty.
- Provide input for institutional intervention strategies.
- Support the professional development and training needs related to CEAP.
- Follow-up individually with Chairs to address non-reporting faculty.
- Report any challenges or concerns to the Dean, Academic Services.

### **Chairs/Coordinators:**

- Promote faculty engagement with the early alert process.
- Help faculty strategize intervention(s).
- Intervene with non-reporting faculty to address barriers and ensure engagement.
- Support the professional development and training needs related to CEAP.
- Be knowledgeable about student support services and interventions.
- Report any challenges or concerns to the Division Dean.

### **Faculty (FT/PT/Adjunct):**

- Conduct early course activity to identify students' academic behaviors and risk factors.
- Submit early alerts as required and as needed based on at-risk indicators.
- Encourage students to utilize the support service resources available on campus.
- Review progress of requested interventions.
- Report any challenges or concerns to the Department Chair.

### **CCP Guidance Counselors:**

- Receive copies of early alerts for CCP students attending classes at the high school.
- Report any challenges or concerns to the Off-Site Programs Coordinator.

## *Student Affairs*

### **Vice President for Student Affairs (VPSA):**

- Ensure the accountability and the cooperation of the Student Affairs departments.

### **Dean, Student Services:**

- Collaborate with Deans, Chairs/Coordinators, and Directors to improve CEAP.
- Assign Success Coaches to course sections and early alerts.
- Ensure the quality and timeliness of the Success Coaches' outreach, documentation and follow-up.
- Develop cross-departmental relationships to enhance early alert interventions.
- Conduct on-going research into promising practices for early alert and student support.
- Assess and refine the Program in collaboration with the Operational Team and units.
- Provide quality control for the Program.
- Provide and engage in training and professional development.
- Ensure the quality and timeliness of the Academic Advisors' outreach, documentation and follow-up.
- Submit required reports to the VPAA, VPSA, AVPAA and Dean, Academic Services.

### **Director, Career Development:**

- Respond to referrals.
- Communicate with faculty, Academic Advisors, and Success Coaches regarding student progress.
- Report any challenges or concerns to the VPSA.

### **Director, Testing and Accommodative Services:**

- Respond to referrals.
- Communicate with faculty, Academic Advisors, and Success Coaches regarding student progress.
- Report any challenges or concerns to the Dean, Academic Services.

### **Coordinator, Institutional Research and Data Analyst:**

- Develop reporting schedule for data analysis, continuous improvement and student performance (i.e. course completion, persistence, retention and completion).
- Assist with the identification of performance targets and alignment with the institutional mission and key performance indicators.
- Administer student and faculty surveys to evaluate the impact of CEAP activities.
- Facilitate stakeholder focus groups about their perceptions, opinions, and attitudes towards CEAP.
- Report any challenges or concerns to the VPSA.

### **Academic Advisors:**

- Conduct outreach to students receiving early alerts.

- Collaborate with students to develop Academic Recovery Plans (ARPs).
- Communicate with faculty members regarding student progress.
- Refer students to additional services and resources.
- Follow-up to assess students' progress on Academic Recovery Plans.
- Engage in training and professional development.
- Report any challenges or concerns to the Director, Office of Advising and Counselling.

**Admissions Counselors:**

- Introduce institutional supports CEAP to prospective students.
- Report any challenges or concerns to the VPSA.

**Financial Aid Advisors:**

- Respond to referrals.
- Advise students regarding the financial impact of enrollment decisions.
- Communicate with faculty, Academic Advisors, and Success Coaches regarding student progress.
- Report any challenges to the Director, Financial Aid Office.

**Success Coaches:**

- Conduct outreach to assigned students receiving early alerts.
- Collaborate with students to develop Academic Recovery Plans (ARPs).
- Communicate with faculty members regarding student progress.
- Refer students to additional services and resources.
- Follow-up to assess students' progress on Academic Recovery Plans.
- Engage in training and professional development.
- Report any challenges or concerns to the Director, Academic Success Center.

## ***Institutional Effectiveness***

**Executive Director, Institutional Effectiveness and Planning:**

- Collaborate with the Dean of Student Services on the development of CEAP action and assessment plans.
- Conduct an analysis of the findings to determine the effectiveness of the action plan.
- Report any challenges or concerns to the President.

Each department engaged in the early alert process is invested in the success of Rhodes State students. Understanding the roles and responsibilities of their departments and how these fit into the larger CEAP initiative establishes clear expectations and encourages continuity of services.

# Early Alert Process

Based upon extensive discussion with the Completion Planning team, including testimony from faculty and other stakeholders, the early alert process was developed to ensure quality submission and assistance. The alert types were developed using research and faculty feedback to enhance the connections students have with appropriate resources and provide messages intended to promote positive behavior.

## *Early Alert Submission Procedures*

The early alert process and system were designed as a part of 2014-2016 Completion Planning. The team assigned to the early alert initiative included faculty and staff from information systems, academic advising, and academic support. The submission timelines and use of an in-house program were guided by research on early alert, promising practices and faculty feedback.

## **Required Submission Timeline**

Early Alerts are required at the following weeks:

- **16 week** classes at week 2 and week 5
- **1<sup>st</sup> 8 week** class at weeks 2 and 4
- **2<sup>nd</sup> 8 week** class at weeks 9 (2<sup>nd</sup> week of classes) and 12 (4<sup>th</sup> week of classes)
- **12 week** classes at week 2 and week 4
- **10 week** classes at week 2 and week 4
- **8 week** class at weeks 2 and 4
- **5 week** classes at week 1 and week 2

*Early alerts can be entered at any time during the semester with the exception of finals week.*

## **Required Faculty Intervention**

Faculty are the first to know when students are experiencing barriers to success or showing signs that they may need additional support. As someone who has an established relationship with the student faculty are the most effective interventionists.

Faculty must provide the first two interventions for a student and log their efforts within the early alert system using the submission process without selecting “**Intervention Requested**”. Only after two attempts to provide support to the student should an Intervention Request be submitted.

## **Submission Process**

Entering early alerts through STARS is detailed below.

1. Enter STARS and select the Faculty Services tab.
2. Click the Attendance / Early Alert Reporting link.

[Attendance / Early Alert Reporting](#)

Record Attendance and Submit Early Alerts.

3. Select the course or type in the CRN.

4. Select the date for which class attendance is being entered. If attendance has already been entered for the date, select the next available date.

Course:  
CRN, Term:  
Meeting Days:  
Meeting Dates:  
Class Date:

5. Check the box for the appropriate Early Alert Reporting category. Hovering over the  will pop-up a description of each category.

Early Alert Reporting		
<input type="checkbox"/> <b>Consistently Good</b>  <b>Academic Performance</b>	<input type="checkbox"/> <b>Acceptable</b>  <b>Academic Performance</b>	<input type="checkbox"/> <b>Difficulty</b> 

### Difficulty

Select the type of difficulty from the drop down options that will appear. Only one difficulty type may be selected in addition to the “Other” option.

Faculty must provide the first two interventions for a student and log their efforts using the submission process and selecting “**Faculty has/will provide intervention**”. Only after two attempts to provide support to the student should an Intervention Request be submitted.

Selecting “**Intervention Requested**” initiates the intervention processes by sending a copy of the email to the appropriate Advisor or Success Coach.

- Faculty has/will provide intervention**
- Unsatisfactory Academic Progress
- Missing Assignments / Quiz / Exam
- Other:
- Intervention Requested**

6. Click

**Note:** The screen may appear to freeze after pressing the submit button. Please know that this is normal. Please do not attempt to re-submit or use the back button.

## Early Alert Types and Criteria

The following lists the definition, action, and third-party recipient for each Difficulty Alert.

<b>Alert Type</b>	<b>Definition</b>	<b>Action</b>	<b>Third-Party Recipient</b>
Consistently Good Academic Performance	Student is consistently doing A or B work.	<a href="#">Great Job</a> email is sent to the student.	System Generated
Acceptable Academic Performance	Student is performing at C or above.	None	None
Unsatisfactory Academic Performance  <i>Submitting faculty: Please provide additional information in the "Other" box. Which assignment / quiz / exam has been unsatisfactory?</i>	Student has scored a C- or below on two or more assignments, quizzes, or an exam.	<a href="#">Academic Concern</a> email is sent to the student and instructor.  (concerns about alerts when these cannot be made-up; test anxiety may not correlate with missing assignments)	<b>When intervention is requested</b> Academic Advisor unless Success Coach is assigned
Missing Assignment / Quiz / Exam  <i>Submitting faculty: Please provide additional information in the "Other" box. Can the assignment / quiz / exam be made-up?</i>	Student has not turned in required assignments or completed quizzes / exams.	<a href="#">Academic Concern</a> email is sent to the student and instructor.  (concerns about alerts when these cannot be made-up; test anxiety may not correlate with missing assignments)	<b>When intervention is requested</b> Academic Advisor unless Success Coach is assigned
Other	Defined by course instructor or used to provide additional information related to selected difficulty.	<a href="#">Academic Concern</a> email is sent to the student and instructor.	<b>When intervention is requested</b> Academic Advisor unless Success Coach is assigned

The following behaviors should be submitted to the Behavioral Intervention Team via the [Conduct and Behavioral Intervention Form](#) on the Intranet:

- Extreme rudeness or insubordination to College officials, staff, faculty or administrators
- Classroom disruption
- All violations of the student code of conduct
- Drunkenness in or out of the classroom
- Threatening words or actions
- Writings that convey clear intentions to harm self or others
- Observed self-injurious behaviors, such as cutting, burning, etc.
- Online postings in Facebook, Twitter, RateMyProfessor or other Social media that are threatening
- Excessive class absenteeism
- Suicidality, including threats (I am going to kill myself), ideation (I've always thought about killing myself by jumping off a building), or actual attempts
- Acts motivated by hatred or discrimination or paranoia about being targeted
- Stalking
- Relationship violence, including sexual assault

- Hazing
- Extreme lack of responsiveness
- Accidental overdose
- Disappearances, kidnappings or missing persons
- Harassment
- Alarming references to bombs, ammunition or ordnance
- Alarming infatuation with fire or firearms

Changes made to the early alert definitions and routing in 2017 included clarifying the definitions of each alert type and adjusting the routing for the Never Attended submissions. The changes were made on the recommendation of focus groups that included faculty, Academic Advisors, Success Coaches, and administrators.

Early alert routing was updated again in 2020 with all alerts being routed to the students' Academic Advisor unless a Success Coach had been assigned. These changes were based on the reorganization of the Office of Academic Advising and Success Coaching.

## **Responding**

Academic Advisors and Success Coaches are expected to collaborate with students to complete an ARP. The ARP details the actions agreed on by the student and Advisor or Success Coach, any referrals made, and the timeline for follow-up appointments or confirmations.

This section of the manual details how early alerts are received by the Advisors and Success Coaches and the process for following-up with students and faculty.

The steps are as follows:

1. The Advisor or Success Coach receives a copy of the early alert email that has been sent to the student and submitting faculty member. Receipt of the email indicates that intervention has been requested.
2. Within 48 hours (Monday—Friday) the Advisor or Success Coach attempts to contact the student via phone and Canvas.
3. Each update in STARS will display an updated status in the submitting faculty member's attendance screen. Submitting faculty members also have access to all documentation regarding the follow-up process for their course.
4. Unless the Advisor or Success Coach has spoken directly to the student, no alert should be closed prior to the sixth business day. Students must have two full business days to respond to each outreach attempt. (e.g., If outreach is done on Monday and Wednesday—alert should not be closed until the following Monday.)

The following table displays the routing and response cycle for Difficulty Alerts where intervention is requested.

Alert Type	Routed to	Response Cycle
Unsatisfactory Academic Performance	Academic Advisor / Success Coach	<p>Advisor/Coach reaches out to student via phone and/or Canvas and documents the outreach.</p> <p>If the student is not available, the Advisor/Coach waits 2 days for the student to respond.</p> <p>Advisor/Coach reaches out to student via phone and/or Canvas and documents the outreach.</p> <p>If the student is not available, the Advisor/Coach waits 2 days for the student to respond</p> <p>If the student has not responded the Advisor/Coach notes the lack of response and closes the alert.</p>
Missing Assignment / Quiz / Exam	Academic Advisor / Success Coach	<p>Advisor/Coach reaches out to student via phone and/or Canvas and documents the outreach.</p> <p>If the student is not available, the Advisor/Coach waits 2 days for the student to respond.</p> <p>Advisor/Coach reaches out to student via phone and/or Canvas and documents the outreach.</p> <p>If the student is not available, the Advisor/Coach waits 2 days for the student to respond</p> <p>If the student has not responded the Advisor/Coach notes the lack of response and closes the alert.</p>
Other	Academic Advisor / Success Coach	<p>Advisor/Coach reaches out to student via phone and/or Canvas and documents the outreach.</p> <p>If the student is not available, the Advisor/Coach waits 2 days for the student to respond.</p> <p>Advisor/Coach reaches out to</p>

		<p>student via phone and/or Canvas and documents the outreach.</p> <p>If the student is not available, the Advisor/Coach waits 2 days for the student to respond</p> <p>If the student has not responded the Advisor/Coach notes the lack of response and closes the alert.</p>
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## Interventions

Interventions are based on student success research and available college resources. Intervention types provide only the broadest sense of what is being done to aid the student. Additional details for each intervention are to be documented by the Academic Advisor and Success Coach.

Intervention types include:

<b>Intervention Type</b>	<b>Intervention Definition</b>
Coaching	Coaching is recommended for time management, study skills, or other areas impacting a student's ability to succeed. (Does not include mental health counseling.)
Tutoring	Tutoring is recommended for a specific subject.
Contact Instructor	Instructor guidance regarding course content or expectations is needed. <i>(If additional clarification is needed about reason for the early alert the Academic Advisor or Success Coach is to contact the instructor.)</i>
Enrollment Action: Advisor / Faculty Initiated	Advice is given by an Academic Advisor to drop the course(s).
Enrollment Action: Student Initiated	Request is made by the student to the drop course(s).
Declined Intervention	Student stated their intent to not engage in the early alert process.

1. It is important to select the type of intervention being recommended in addition to the standard documentation in the Info box.
2. All details from the student's Academic Recovery Plan must be documented along with the timeline for completion.
3. Additional documentation is required after each step in the early alert process

## Documenting Early Alert Follow-up

1. Log in to STARS and select the Advising Suite tab.

Personal Information
Student Services
Financial Aid
Faculty Services
Advising Suite

2. Select the Early Alert Documentation and Follow-Up link.

[Early Alert Documentation and Follow-Up](#)

[Review the progress of Submitted Early Alerts and Enter Follow-Up.](#)

3. Enter the R# or Last and First names of the student with whom you are working.

R#:

Last Name:

First Name:

4. You will see a list of all alerts submitted for the student. Select the class and date of the alert that you are documenting.

Spring Semester 2019

Adult Health II

18-JAN-2019 - Consistently Good Academic Performance 18-JAN-2019 Instructor Name

18-JAN-2019 - Consistently Good Academic Performance 18-JAN-2019 Instructor Name

08-FEB-2019 - Intervention Complete Difficulty: - Did not pass exam #1 22-FEB-2019 Coach/Advisor Name

I met with the student and we discussed the course. She stated that she had used notecards previously to study, but she had met with other students from the course and planned to use the Kaplan resource going forward. She planned to use all of the resources on the site and has already begun studying. She does not think she will be able to schedule tutoring prior to the upcoming exam, but I did provide her with the resources to schedule in the future.

5. Select the recommended intervention(s) from the checkbox list.

**Principles of Marketing**

Status: Acceptable Academic Performance

**Interventions:**

- Coaching
- Tutoring
- Contact Instructor
- Declined Intervention
- Advised to Drop Course(s)
- Requested to Drop Course(s)

6. Select the status of your update from the list provided.

Status: Acceptable Academic Performance

Intervention Appointment Scheduled

- Coaching Missed Appointment - Attempting to Contact
- Tutoring Unable to Contact - Closed

7. Enter your documentation and select submit.

8. Interventions marked completed or closed will allow the faculty member to submit a new Early Alert.

Adult Health II

Status: Intervention Complete

**Interventions:**

- Coaching
- Tutoring
- Contact Instructor
- Declined Intervention
- Advised to Drop Course(s)
- Requested to Drop Course(s)

22-FEB-2019 Coach/Advisor Name I met with the student and we discussed the course. She stated that she had used notecards previously to study, but she had met with other students from the course and planned to use the Kaplan resource going forward. She planned to use all of the resources on the site and has already begun studying. She does not think she will be able to schedule tutoring prior to the upcoming exam, but I did provide her with the resources to schedule in the future.

12-FEB-2019 Coach/Advisor Name The student responded to my email outreach and has scheduled an appointment with me for Friday, 2/22.

11-FEB-2019 I attempted to contact the student by phone. I left a message and sent a follow-up email. Due to scheduling on the part of the coach I will not be able to follow-up with the student until Tuesday, 2/19.

## Alert Statuses

To keep faculty members apprised of the progress early alert statuses are displayed on the attendance and early alert submission screen in STARS. Alert statuses are used extensively in data analysis.

<b>Status</b>	<b>Criteria</b>	<b>Action</b>
<b>Intervention Requested</b>	Default status when an early alert requesting intervention has been submitted.	The email notification was sent to the student, submitting faculty member, and appropriate Advisor or Success Coach (see <a href="#">Routing table</a> for additional information)
<b>Intervention in Progress</b>	Early alert notification was received by the Advisor or Success Coach.	Advisor or Success Coach has begun the outreach process.
<b>Appointment Scheduled</b>	Advisor or Success Coach has reached the student and scheduled an appointment.	The Advisor or Success Coach and student will meet to discuss an Academic Recovery Plan. The date of the appointment is included in the early alert documentation. <a href="#">Appointment Early Alert</a> email sent to submitting faculty member.
<b>Missed Appointment—Attempting to Contact</b>	The student missed a scheduled appointment.	An Advisor or Success Coach is attempting to reach the student to reschedule.
<b>Intervention Unsuccessful—Closed</b>	The student has not completed the agreed upon interventions as stated in the Academic Recovery Plan.	Repeated follow-up attempts from the Advisor or Success Coach to confirm that the interventions not been completed or have not been returned. OR The student has stated that they are not completing the interventions. <a href="#">Interventions Not Completed Early Alert</a> email sent to submitting faculty member.

Status	Criteria	Action
<b>Unable to Contact—Closed</b>	Advisor or Success Coach was unable to reach the student via phone or Canvas.	Advisor or Success Coach has made 2 attempts to contact the student as outlined in the <a href="#">Routing table</a> and received no response. <a href="#">Unable to Contact</a> email is sent to submitting faculty member.
<b>Some Interventions Completed—Closed</b>	An Academic Recovery Plan was developed in collaboration with the student and some of the agreed upon interventions have been completed.	Follow-up was done to encourage the student to complete the agreed upon interventions. However, the student has completed only some the interventions and either not responded to additional outreach or stated that they will not be completing the interventions.
<b>Intervention Complete</b>	Followed-up on all agreed upon interventions has been conducted and confirmation received interventions have been completed.	The Advisor or Success Coach has communicated with the student and developed an intervention plan. The student has completed all agreed upon interventions and confirmation was received from the instructor or referred units (e.g. tutoring, career development). <a href="#">Intervention Complete</a> email sent to submitting faculty member.

## *Documentation Guide*

**Purpose of documentation:** It is extremely important for Advisors and Success Coaches to thoroughly document their interactions with students. The expectation for Advisors and Success Coaches is that every contact with a student or other stakeholder related to an early alert is recorded. The contact can occur face-to-face, via phone, or via electronic communication such as email/ Canvas. Documentation of early alert contacts with students summarizes the communication.

Advisors and Success Coaches document early alert contacts adequately to protect institutional disclosure guidelines and aid in subsequent student interactions.

Advisors and Success Coaches are to complete documentation professionally with correct grammar, punctuation, and only approved abbreviations. Documentation must be completed immediately following the contact to ensure accuracy.

**Documentation must include:**

- Form of contact (Canvas, email, phone call)
- Result of contact (phone disconnected, left message, spoke with student)
- For appointments include the details of Academic Recovery Plan (e.g. student will meet with Career Development within 2 weeks; student will visit library to see if books are available via OhioLink)
- Referrals to Financial Aid, Records, Business Office, Faculty, Chairs, Deans or other College resources.
- Follow-up timeline scheduled with the student

### Examples

Alert Status	Documentation Example
<b>Appointment Scheduled</b>	Bailey scheduled an appointment for 12/15/20XX.
<b>Missed Appointment— Attempting to Contact</b>	Sam’s Academic Recovery Plan was to meet with a math tutor twice a week for three weeks. The Academic Success Center confirmed that an appointment was made, but not kept.
<b>Intervention Unsuccessful—Closed</b>	Steve did not follow the prescribed intervention of visiting the library and Academic Success Center to access book resources. He has not responded to outreach attempts to confirm that he is completing the intervention.
<b>Unable to Contact— Closed</b>	Made a final attempt to contact Jane via phone and Canvas and she has not responded.
<b>Some Interventions Completed—Closed</b>	Addison’s Academic Recovery Plan included meeting with an Academic Advisor to discuss dropping a course and meeting with a Success Coach to develop a time management schedule. Addison met with the Academic Advisor, but has not responded to repeated contact attempts by the Success Coach.

<b>Intervention in Progress</b>	Pat is planning to drop this course. Transferred the call to academic advising. Will follow-up in two days to confirm that course has been dropped.
<b>Intervention Complete</b>	Chad will meet with a Success Coach once a week for four weeks. He has attended the initial meeting. Follow-up will be continued and documented weekly.

**Documentation Dos and Don'ts:**

<b>Include</b>	<b>Avoid</b>	<b>Acceptable Example</b>
Factual concerns	Jumping to conclusions (e.g. student is afraid of math)	Student has not taken a math class in five years and is concerned about ability to succeed. Discussed the importance of starting the math sequence as soon as possible.
Enrollment actions	Criticizing RSC personnel/offices (e.g. Professor Smith isn't fair)	Student requested to drop COM1110.
Referrals	Profiling comments (e.g. first generation, minority)	Referred to financial aid for FAFSA information
General medical / mental health concerns.	Specific diagnoses (e.g. cancer, abusive home life)	Student wanted it noted that he missed two weeks of classes as a result of hospitalization.

**Follow-up Requirements**

The following requirements have been part of the early alert process since its inception. At the request of the Success Coaches and faculty members details on the expectations were added in the spring of 2016.

**Student states:**

- *“I’ve talked to my instructor”* or *“I have caught-up on my assignments”* The Advisor or Success Coach is required to follow-up with the instructor to verify that the student has spoken with her/him and/or that all assignments are complete.

- Contact the instructor via email requesting confirmation. (Email template available in Appendix C.) Document the instructor outreach. If there is no response after two days send a second email to the instructor. Document the instructor outreach.
- If there is no response close the alert with the status of SOME INTERVENTIONS COMPLETE.

*“I have dropped the class” or “I would like to drop the class”*

- If the student states they have dropped the course the Advisor or Success Coach is responsible for verifying that the course is no longer on the student’s schedule using STARS or Banner.
- If the student requests to drop the course the Advisor or Success Coach is responsible for connecting them with the Office of Advising and following-up.
  - If the student is still registered for the course the Advisor or Success Coach must repeat the two contact follow-up to encourage the student to complete the required drop process. All course drops are updated to the status of INTERVENTION UNSUCCESSFUL.

### **Tracking Alert Progress**

Early alert documentation is available to all parties concerned with the activities of the alert. Prior to beginning the outreach process Advisors and Coaches review prior early alerts to cultivate a holistic view of the student. Submitting instructors are encouraged to review the detailed results of the early alerts they have submitted prior to submitting a new alert.

<b>Who</b>	<b>What to look for</b>	<b>Where to look</b>
Success Coaches	<ul style="list-style-type: none"> <li>▪ Previous alerts</li> <li>▪ Open alerts</li> <li>▪ Details submitted by faculty</li> <li>▪ Completed documentation</li> </ul>	Early Alert Documentation and Follow-Up Screen
Academic and Faculty Advisors	<ul style="list-style-type: none"> <li>▪ Previous alerts</li> <li>▪ Open alerts</li> <li>▪ Details submitted by faculty</li> <li>▪ Completed documentation</li> </ul>	Early Alert Documentation and Follow-Up Screen
Submitting Instructor	<ul style="list-style-type: none"> <li>▪ Detailed documentation of the response to a submitted early alert.</li> </ul>	Early Alert Documentation and Follow-Up Screen

## Correspondence

At its core the early alert system is a communication tool used to connect students to campus resources. Connecting students to resources early in the term presents an opportunity to address small issues before they become insurmountable challenges. The correspondence associated with early alert goes beyond notifications and includes building a culture of caring to promote student success.

At its core the early alert system is a communication tool used to connect students to campus resources. Connecting students to resources early in the term presents an opportunity to address small issues before they become insurmountable challenges. The correspondence associated with early alert goes beyond notifications and includes building a culture of caring to promote student success.

### *System Generated Emails*

#### *Consistently Good Academic Performance Early Alert*

Subject: Keep up the great work!

Dear [student first name],

I want to acknowledge that you are consistently showing good work in my class. The dedication to your studies is much appreciated and has not gone unnoticed. Keep up the good work!

Sincerely,

Professor [Instructor last name]

Report Date: Monday November 20, 20XX

Term: Fall Semester 20XX

CRN: 20245

Course: COM 1110 100

Title: English Composition

Primary Instructor:

Instructor Email:

#### *Unsatisfactory Academic Progress*

Subject: How to get back on track

Dear [student first name],

Your academic work needs improvement. There are many services at Rhodes State to help you get back on track. You are advised to take one or more of the following actions:

- Contact me as soon as possible to discuss what is needed to improve homework or exam grades.

- Make an appointment with a tutor in the Academic Success Center.
- Speak with your Academic Success Coach about study skills or test taking strategies.

To meet with a tutor or Academic Success Coach please contact the Academic Success Center by calling 419-995-8039 or stop by Science Building 151.

We care about your success and encourage you to seek assistance.

Professor [Instructor last name]

Report Date: Monday November 20, 20XX

Term: Fall Semester 20XX

CRN: 20245

Course: COM 1110 100

Title: English Composition

Primary Instructor:

### *Missing assignments /Quiz / Exam*

Subject: Did you miss something?

Dear [student first name],

You are missing an assignment or exam. Missing assignments and exams have a negative impact on your ability to successfully complete the course. Please take one or more of the following actions:

- Review the syllabus and/or contact to confirm which assignment(s) or exam(s) are missing and determine if the work can be completed for credit.
- Speak with your Academic Success Coach about time management or study skills. Contact the Academic Success Center at 419-995-8039 to schedule an appointment with an Academic Success Coach.

An Academic Success Coach will be reaching out to you within the next two days to provide additional assistance.

We care about your success and encourage you to seek assistance.

Professor [Instructor last name]

Report Date: Monday November 20, 20XX

Term: Fall Semester 20XX

CRN: 20245

Course: COM 1110 100

Title: English Composition

Primary Instructor:

*Unsatisfactory Attendance Online Course*

Subject: Concern with your online course

Dear [student first name],

You are currently enrolled in my online course listed below. I have submitted an early alert indicating that you have not accessed the course on a regular basis. Canvas logins are tracked as part of the Rhodes State attendance process and failing to log in to a course may impact your financial aid. To be successful in the online course please take one or more of the following actions:

- Logins via a mobile device or tablet does not register with Canvas. Contact me immediately to discuss your time online in the course.
- Login from a laptop or desktop computer. Computer lab locations and hours are available at on the Computer Labs webpage.

Your academic advisor will be reaching out to you within the next two days to provide additional assistance.

We care about your success and encourage you to seek assistance

Sincerely,

Professor [Instructor last name]

Report Date: Monday November 20, 20XX

Term: Fall Semester 20XX

CRN: 20245

Course: COM 1110 100

Title: English Composition

Primary Instructor:

*Unsatisfactory Attendance Campus Course*

Subject: You've been missed

Dear [student first name],

Your absence from class has been noticed. Attendance in classes is required to successfully complete the course. You are advised to take one or more of the following actions:

- If you need to miss a class, show up late, or leave early, please notify me ahead of time if at all possible.
- If you are unable to notify me ahead of time please contact me prior to the next class session.

Your academic advisor will be reaching out to you within the next two days to provide additional

assistance.

We care about your success and encourage you to seek assistance

Sincerely,

Professor [Instructor last name]

Report Date: Monday November 20, 20XX

Term: Fall Semester 20XX

CRN: 20245

Course: COM 1110 100

Title: English Composition

Student ID:

Student Name:

Student Email:

Student Phone:

Primary Instructor:

Instructor Email:

*Never Attended Campus Course*

Subject: URGENT: Class attendance impacts financial aid and billing

Dear [student first name],

I have submitted an early alert indicating that you have not attended the course listed below.

Attendance impacts financial aid. To avoid having your financial aid cancelled for non-attendance or being billed for a course you are not taking please complete one of the following actions:

- Contact me to discuss your absence and plans to attend class.
- Contact your Academic Advisor to drop the course.

Your academic advisor will be reaching out to you within the next two days to provide additional assistance

We care about your success and encourage you to seek assistance

Sincerely,

Professor [Instructor last name]

Report Date: Monday November 20, 20XX

Term: Fall Semester 20XX

CRN: 20245  
Course: COM 1110 100  
Title: English Composition  
Student ID:  
Student Name:  
Student Email:  
Student Phone:  
Primary Instructor:  
Instructor Email:

***Other***

Subject: Academic Concern

Dear [student first name],

It has come to my attention that you may be experiencing challenges in one or more of your classes.

Please contact the ACADEMIC SUCCESS CENTER and make an appointment to meet with a Success Coach by calling 419-995-8039 or go to Science Building 151 for scheduling. Calling within the next 2 days will help us in serving you more quickly.

We look forward to supporting you in meeting your academic goals and anticipate hearing from you very soon.

Sincerely,

Dr. Jeannette M. Passmore

Dean of Student Services

***Unable to Contact Student Early Alert***

Subject: Unable to Contact Student – Early alert follow-up

Dear [faculty first name],

On [date] an early alert notification for [student name] [R#] was received. Attempts to contact the student via phone, email, and Canvas were unsuccessful.

Therefore, this alert is being closed.

Please continue your efforts to increase student success.

Regards,

Dr. Jeannette M. Passmore

Dean of Student Services

419.995.8049

Report Date: Monday November 20, 20XX

Term: Fall Semester 20XX

CRN: 20245

Course: COM 1110 100

Title: English Composition

Student ID:

Student Name:

Student Email:

Student Phone:

***Appointment Early Alert***

Subject: Appointment Scheduled – Early alert follow-up

Dear [faculty first name],

The early alert notification for [student name] [R#] was received. The student has scheduled an appointment to discuss an Academic Recovery Plan. Additional information will be provided to you after the appointment.

Please continue your efforts to increase student success.

Report Date: Monday November 20, 20XX

Term: Fall Semester 20XX

CRN: 20245

Course: COM 1110 100

Title: English Composition

Student ID:

Student Name:

Student Email:

Student Phone:

Primary Instructor:

Instructor Email:

***Intervention Complete Early Alert***

Subject: Intervention Complete – Early alert follow-up

Dear [faculty first name],

The early alert notification for [student name] [R#] was received. The student has now completed the assigned interventions. Additional information on the interventions and the early

alert process for this student is available on the Early Alert Documentation page in STARS.

Please continue your efforts to increase student success.

Regards,

Dr. Jeannette M. Passmore

Dean of Student Services

Report Date: Monday November 20, 20XX

Term: Fall Semester 20XX

CRN: 20245

Course: COM 1110 100

Title: English Composition

Student ID:

Student Name:

Student Email:

Student Phone:

Primary Instructor:

Instructor Email:

***Interventions Not Completed Early Alert***

Subject: Interventions Incomplete – Early alert follow-up

Dear [faculty first name],

The early alert for [student name] [R#] was received. Unfortunately, the student has not completed the assigned interventions. After repeated attempts to contact the student this alert is being closed.

Additional information on the early alert process for this student is available using the Early Alert Documentation link in STARS.

Please continue your efforts to increase student success.

Regards,

Dr. Jeannette M. Passmore

Dean of Student Services

Report Date: Monday November 20, 20XX

Term: Fall Semester 20XX

CRN: 20245

Course: COM 1110 100

Title: English Composition

Student ID:

Student Name:  
Student Email:  
Student Phone:  
Primary Instructor:  
Instructor Email:

*Services Referral Template for Advisor/Academic Success Center Use*

(Not generated by STARS. Personal email sent.)

Subject: Your Assistant is Requested – Early Alert Referral

Dear [Referral Contact],

On [date] I received an Early Alert notification for [student name] [R#]. I met with the student and developed an Academic Recovery Plan. As part of the agreement the student is to meet with you by [date] to discuss [reason for referral].

Please email me by [date] with the results of this meeting or to alert me that the student has not followed through on this referral.

Thank you,

[Advisor or Coach]

[Contact Information]

# **CEAP Reporting**

## ***Report Schedule***

Twice Weekly:

- Advising Compliance Report
- Coaching Compliance Report

Weekly:

- Faculty Engagement Report
- Intervention Activity Report

End of term:

- Early Alert Final Report

## **IR Reports**

- Intervention Activity Report
- Stats Intervention Activity Report
- Early Alert Data
- Faculty Engagement Report
- Early Alert Course Success Analysis
- Early Alert Course Drop Status Analysis
- Early Alert Grade Distribution Report
- Early Alert Course Completion by Intervention Status Analysis
- CEAP Final Data Download Analysis
- Early Alert Banner Tree Reports:
  - Faculty Compliance Report
  - Advising Compliance Report
  - Coaching Compliance Report

## **Assessment and Continuous Improvement**

- SWOT Engagement Report
- Course Level Engagement Audit Report
- Program Level/Action Plan Engagement Audit Report

## **Engagement Reports**

### ***Faculty Engagement Report***

Provides a list of course sections with no reported early alerts including faculty name and type. A summary of the information and the list of non-reporting course sections are submitted to the

VPAA and VPSA on Monday from the second week through the final week of classes. The VPAA utilizes the report to monitor faculty involvement and ensure that Deans are addressing non-reporting issues and shares the reports with Deans who then work with Department Chairs and Coordinators to address non-reporting faculty.

1. The Early Alert Banner Menu is located in the Dean's Menu of Banner Tree.
2. Accessing the report menu:
  - 2.1. Log in to BannerTree
  - 2.2. Select the Dean's Menu
  - 2.3. Select the Early Alert Menu
3. Select Faculty Compliance Report
4. Enter your Banner username and Banner password
5. Enter the term you are pulling the report for (e.g. spring 2016 is 201630)
6. Enter the divisions or % to download all divisions
7. Enter the faculty type or % to download all faculty types
8. Download the facultycompliance.txt file using Banner 9 - WinSCP
9. Open Microsoft Excel
10. Open the file by using Excel's open file functions (you cannot open this file from the folder directly, it must be opened within Excel)
11. The file text is Delimited by a Semicolon
12. Open the TemplateFacultyEngagementStats
13. Create a new tab with the date of the report
14. Copy the Faculty Compliance list to the new tab
15. Sort the Faculty Compliance list by course start date and course end date
16. Remove any courses that start after the current date and any one day courses
17. In the stats tab copy the previous week's numbers into the "Prior Week" column
18. Copy the faculty name, R#, and type to the FacultyTypeList
  - 18.1. Remove duplicates
19. Confirm that the stats tab has updated with the current week's numbers
20. Save

### ***Advising Compliance Report***

Provides a list of all open alerts related to attendance issues. Downloads of this report occur at minimum twice per week. The purpose of the report is to ensure that Advisors are following the early alert processes in a timely fashion and to review the documentation provided during the processes. The VPSA utilizes the report to monitor the response and timeliness of Advisor responses and addresses issues with Advisor engagement.

1. The Early Alert Banner Menu is located in the Dean's Menu of Banner Tree.
2. Accessing the report menu:

- 2.1. Log in to BannerTree
- 2.2. Select the Dean's Menu
- 2.3. Select the Early Alert Menu
3. Select Advising Compliance Report
4. Enter your Banner username and Banner password
5. Enter the term you are pulling the report for (e.g. spring 2016 is 201630)
6. Enter the student type or % to pull all student types
7. Download the advisingcompliance.txt file using Banner 9 - WinSCP
8. Open Microsoft Excel
9. Open the file by using Excel's open file functions (you cannot open this file from the folder directly, it must be opened within Excel)
10. The file text is Delimited by a Semicolon
11. Sort and save the resulting spreadsheet as needed.
  - 11.1. For students over 30 credit hours or those enrolled in their clinical coursework for Nursing and Allied Health, faculty Advisors will need to be contacted.

### ***Coaching Compliance Report***

Provides a list of all open alerts related to academic issues. Downloads of this report occur at minimum twice per week. The purpose of the report is to ensure that Coaches are following the early alert processes in a timely fashion and to review the documentation provided during the processes. The Director of the ASC utilizes the report to monitor the response and timeliness of Coach responses and addresses issues with Coach engagement.

1. The Early Alert Banner Menu is located in the Dean's Menu of Banner Tree.
2. Accessing the report menu:
  - 2.1. Log in to BannerTree
  - 2.2. Select the Dean's Menu
  - 2.3. Select the Early Alert Menu
3. Select Coaching Compliance Report
4. Enter your Banner username and Banner password
5. Enter the term you are pulling the report for (e.g. spring 2016 is 201630)
6. Enter the student type or % to pull all student types
7. Enter the Coach R# or % to download all coaches
8. Download the coachingcompliance.txt file using Banner 9 - WinSCP
9. Open Microsoft Excel
10. Open the file by using Excel's open file functions (you cannot open this file from the folder directly, it must be opened within Excel)
11. Save with the current date

### ***Intervention Activity Report***

Provides a snapshot of the flow of Intervention alerts through the process. The VPAA and VPSA utilize the report to share the flow of alerts through the process with faculty and staff.

1. The Early Alert Banner Menu is located in the Dean's Menu of Banner Tree.
2. Accessing the report menu:
  - 2.1. Log in to BannerTree
  - 2.2. Select the Dean's Menu
  - 2.3. Select the Early Alert Menu
3. Select Early Alert Final Report
4. Enter your Banner username and Banner password
5. Enter the term you are pulling the report for (e.g. spring 2016 is 201630)
6. Download the coachingcompliance.txt file using Banner 9 - WinSCP
7. Open Microsoft Excel
8. Open the TemplateInterventionEngagementStats file.
9. Open the downloaded finalstatus file by using Excel's open file functions (you cannot open this file from the fold directly, it must be opened within Excel)
10. The file text is Delimited by a Semicolon
11. Paste the entire finalstatus spreadsheet into the TemplateInterventionEngagementStats "Submissions" tab.
12. Select the "PivotTable" tab and under the Data tab select "Refresh All". This updates the pivot table, the summary table in the Table1 tab, and the data in the Report tab.
13. Save with the current date.

### ***Early Alert Final Report***

Lists all alerts submitted for the requested term and includes student demographic data in addition to the alert data. The report is downloaded after grades have posted for the term being requested and is used by Institutional Research for data analysis.

1. The Early Alert Banner Menu is located in the Dean's Menu of Banner Tree.
2. Accessing the report menu:
  - 2.1. Log in to BannerTree
  - 2.2. Select the Dean's Menu
  - 2.3. Select the Early Alert Menu
3. Select Early Alert Final Report
4. Enter your Banner username and Banner password
5. Enter the term you are pulling the report for (e.g. spring 2016 is 201630)
6. Download the coachingcompliance.txt file using Banner 9 - WinSCP
7. Open Microsoft Excel
8. Open the file by using Excel's open file functions (you cannot open this file from the fold directly, it must be opened within Excel)

9. The file text is Delimited by a Semicolon
10. Sort and save the resulting spreadsheet as needed

# Training and Professional Development

Through professional development related to CEAP, participants would be expected to:

- **Recognize** and **explain** how early alerts, Academic Recovery Plans (ARPs) and faculty, staff and student communication increase student success and completion.
- **Describe** the early alert process.
- **Develop** early course activities to evaluate students' early academic engagement.
- **Determine, prescribe** and follow-up on appropriate student interventions.
- **Summarize** annual updates to CEAP policies, processes and procedures.

## PROFESSIONAL DEVELOPMENT/TRAINING

CEAP professional development/training workshops are offered by Academic and Student Affairs throughout the academic year. Topics are developed in collaboration with faculty and staff and are based on need, feedback from stakeholders and the institutions goals of: (1) creating a culture of engagement for faculty and staff; (2) promoting student engagement; (3) enhancing current interventions and (4) improving the access, sharing and utilization of data. Outlined below are professional development/training topics with: a brief description, the justification (i.e. need) for training, frequency/duration, potential participants/facilitators, resources (i.e. curriculum and other tools), objectives and learning outcomes.

### CEAP Updates

*Annual training on changes to the technology, processes and procedures.*

**Justification:** Continuous quality improvement leads to regular updates in all aspects of CEAP that will need to be communicated to stakeholders.

- Frequency: Fall Semesters
- Duration: 1 hour
- Participants: Deans, Academic Leadership, Directors, Coordinators and all Faculty
- Resources:
- Facilitator:
- Objectives
  1. Fulfill the roles and responsibilities of CEAP participants.
  2. Strategies for meeting the CEAP requirements.
  3. How to use the early alert technology tool for submitting and tracking alerts, documenting interactions and interventions and completing the process.
  4. Share CEAP success stories.
  5. Where to locate CEAP resources.
- Learning Outcomes
  1. **Understand** the roles and responsibilities at the administrative and operational levels.
  2. **Identify** the CEAP requirements.

3. **Demonstrate** how to submit early alerts, provide student interventions, conduct outreach and intervention processes, follow-up on intervention activities and document the progress.
4. **Recall** key CEAP contacts and where CEAP resources are located.

## **Early Course Activities**

*Provides and overview of the necessity and value of early course activities as a tool in providing student and instructor feedback.*

**Justification:** Early course assessment is an expectation of CEAP.

- Frequency: Fall Semesters
- Duration: 1.5 hours
- Participants: All Faculty
- Resources:
- Facilitator:
- Objectives
  1. Define early course activity.
  2. Provide research/data on the importance of early course activities.
  3. Introduce strategies for deploying early course activities.
  4. Demonstrate the use of early course activities engage in CEAP.
- Learning Outcomes
  1. **Understand** the institution's definition of early course activities.
  2. **Identify** the importance of early course activities.
  3. **Employ** early course activities.
  4. **Engage** in CEAP.

## **Special Topics**

- *Faculty advising*
- *Proactive classroom interventions*
- *Supporting online students*
- *Faculty interventions*
- *Student mental health*
- *Psycho-social factors in learning*
- *First-generation students*
- *Adult students*
- *Student Veterans*
- *CCP Students*
- *Student engagement*
- *Campus resources*
- *Special topics in faculty advising*

## FAQ

The Frequently Asked Questions (FAQ) section of The CEAP Users' Manual answers some of the most commonly asked questions about CEAP's processes and procedures.

### **What is the process when an Advisor or Coach is unable to contact a student?**

Early alerts requesting intervention require Advisors/Coaches to follow a two-step outreach process. The first outreach is done via phone. If the Advisor/Coach does not speak directly with the student an email is immediately sent to the student's College email address. If the student does not respond the two-step outreach process is repeated again after two days. The student is provided with two additional days to respond before the alert is closed as unable to contact. At this time the Advisors/Coaches are not utilizing text messages or social media options for contacting students. Canvas messages are used by Success Coaches embedded in course sections.

### **Where can a faculty member find the results of an early alert?**

Outreach and interventions are documented for all early alerts. Details are available on the Documentation and Follow-up screen in STARS (*see page 11*). Faculty members, Advisors, and Coaches are able to view the progress and results of all early alerts submitted for a student.

### **Should a faculty member request intervention for the student's first early alert?**

When possible, faculty members should attempt to provide support to the student before triggering a request for intervention. Faculty members have in-depth knowledge regarding what it will take to be successful in their courses and have already established relationships with students. Providing first-hand support improves communication between faculty members and students. *It is important to track the intervention through the early alert system (see page 11).*

### **What are the consequences for students who do not respond to early alerts?**

There are currently no consequences for students who choose not to participate in the early alert process.

### **How are students made aware of the early alert process?**

CEAP is presented to students in New Student Orientation, the Institutional Information section of syllabi, and in classroom presentations by Academic Success Center staff.

### **Are students required to meet one-on-one with an Advisor/Coach?**

Students are encouraged to meet regularly with an academic Advisor and to see a Success Coach as needed. However, there is not a policy for mandated advising or coaching.

### **What types of interventions do Advisors/Coaches provide?**

Advisors and Coaches work one-on-one with students to develop an Academic Recover Plan (ARP). The plan is individualized to meet the needs of the student including some of the following activities: goal setting, time management techniques, study skills development, motivational support, off-campus resources, tutoring referrals, and growth mindset development. The process does not end with the development of the ARP, Advisors and Coaches follow-up with students to discuss their progress in the agreed upon interventions.

**Is an alert required for every student during the required reporting periods?**

No, alerts are only required for students who are experiencing difficulty. If all students are performing well an instructor can opt to submit “Consistently Good Academic Progress” or “Acceptable Academic Performance” as applicable. It is not necessary to submit an alert for every student on the roster.

**Where can a faculty member add additional information for an early alert?**

During the submission process additional information about an alert can be entered in the “Other” text box (*see page 6*). For alerts that are in progress additional information can be entered in the Documentation and Follow-up screen (*see page 11*).

**Is the early alert system available outside of the required reporting weeks?**

Yes, alerts can be submitted from the first day of class through the last day of regularly scheduled classes.

**Who should faculty contact if they need more information about CEAP expectations?**

Please contact the Department Chair/Coordinator or Division Dean.

**Who should faculty contact if they need more information about a student or specific alert?**

Please contact the Director of the Academic Success Center at 419-995-8049.

# Appendices

## *Academic Recovery Plan (ARP) Process*

1. Student responds to Early Alert outreach from Advisor/Coach and:
  - a. Schedules an appointment (in-person, phone, or virtual) or
  - b. Requests to work with Advisor/Coach via email.
2. Advisor/Coach explains the Academic Recovery Plan (ARP) form to the student as a collaborative effort to create a plan of action to guide improved academic behaviors.
3. The student completes the operationally applicable sections of the ARP.
4. In consultation with their Advisor/Coach the student completes the Action Plan section of the ARP.
  - a. The minimum requirement for all Advisors/Coaches and students is completion of the “Achieving My Goals” section on page 2.
5. The Advisor/Coach scans the form and places a copy in the Student’s AdvisorTrac profile.
6. The Advisor/Coach documents all Goals, Resources, and future Appointments in the Early Alert documentation.
7. The Advisor/Coach follows-up after each completion date and/or appointment date and documents the student’s progress in the Early Alert documentation as defined in the CEAP Manual.

# ACADEMIC RECOVERY PLAN

**Student Name** \_\_\_\_\_ **Student R#** \_\_\_\_\_  
**Phone** \_\_\_\_\_ **Major** \_\_\_\_\_  
**Advisor/Coach** \_\_\_\_\_

### PURPOSE

This plan assists students who, for whatever reason, have need for additional support. As a student at Rhodes State you have the potential to be an academically successful student. Working with your Advisor and/or Coach, you will identify challenges that impact your academic success and develop active solutions to meet those challenges.

### MY CHALLENGES

What challenges are impacting your ability to achieve your goals?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### MY STRENGTHS

What strengths do you have to help you achieve your goals?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### ACHIEVING MY GOALS

To achieve my goals, I will complete the following activities:

1. \_\_\_\_\_ Target Date: \_\_\_\_\_
2. \_\_\_\_\_ Target Date: \_\_\_\_\_
3. \_\_\_\_\_ Target Date: \_\_\_\_\_

### RECOMMENDATIONS

- Meet with Director of Career Services to discuss career/major options
- Meet with Financial Aid advisor to discuss \_\_\_\_\_
- Meet with your Success Coach       Weekly       Bi-monthly       Monthly       Other \_\_\_\_\_
- Academic Advising       Weekly       Bi-monthly       Monthly       Other \_\_\_\_\_
- Tutoring       Weekly       Bi-monthly       Monthly       Other \_\_\_\_\_
- Attend every class or notify the instructor of absences.
- Check STARS, RSC email and voicemail at least once a week to stay on top of course scheduling, deadlines, and other pertinent information.

### Appointment Schedule

Resource	Location	Phone	Day/Time	Notes

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Advisor/Coach** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Signature** \_\_\_\_\_