



**Guided Pathways**  
**Faculty Coordinators Update**  
November 11th, 2021



# 1. Ensure and document student Learning

## Guided Pathways 2021-22 Work Plan Priority Action #3 (Guided Pathways Pillar #4 – Ensuring Learning)

*“Help students document their learning for employers and universities through portfolios and other means beyond transcripts. Support the broad adoption of faculty across Interest Areas of promising practices. Connect with the Transfer Center and the Career Center to help students convey to 4-year schools and employers the skills they have developed.”*

### **Action(s) proposed:**

*“By May 2022, Interest Area Faculty Leads (in conjunction with all faculty, the Transfer Center and the Career Center) will have created an inventory of what is currently being done across the college in documenting student learning beyond the transcript (toolkits, portfolios of any kind, capstone projects, presentations, and other forms of documentation). They will also have created a centralized documentation of outside-the-classroom learning experience opportunities, assignments, and possible activities which reflect student learning beyond the transcript. Interest Area Faculty Leads (in conjunction with all faculty) will have prepared a plan to help students document their learning which reflects the values of equity and anti-racism.”*



# Early Alert Myth Buster

<https://www.smccd.edu/earlyalerts/>



An **Early Alert** can be submitted based on faculty concerns with a students:

**Grade, Failure, Missing/Late Assignments, Attendance, Participation, Preparedness**

## An Early Alert IS

1. An immediate short-term intervention
2. An optional/professor initiated function
3. A proactive, purposeful request for counseling support
4. A cry for help for one or more of the students in your class
5. A connection to services and resources

## An Early Alert is NOT

1. A punishment
2. A reflection on your teaching
3. An indication of failure
4. A sign that a student is on probation or in "trouble"
5. Included on the students' record or transcript

When you submit an **Early Alert** the following happens:

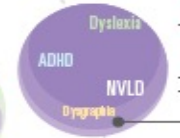


# 2. New Process for Early Alert:

# Early Alert Warning Signs & What to Do if You Encounter Them



- 1. No show to class**
  - First No-Show**
    - Try to contact the student via phone or email to let them know their absence was noticed
  - Second No-Show**
    - Contact counseling department to intervene
    - Submit an Early Alert report if not resolved
- 2. Late to class**
  - After 1st or 2nd occurrence**
    - Speak directly to the student to let them know their tardiness was noticed
  - After 3rd or 4th occurrence**
    - Schedule a meeting with the student during office hours
  - After 5th occurrence**
    - Submit an Early Alert report if not resolved
- 3. No book/materials**
  - Speak directly to the student**
    - Encourage the student to purchase a book.
    - Ask why the student does not have a book.
    - Check if student qualifies for financial aid, EOPS and/or an emergency loan
    - \*If you have a spare copy, lend it to the Library or Learning Center for student check out
    - Inquire in the Learning Center or Library about reserve books
    - Submit an Early Alert report if not resolved
- 4. Scheduling issues or conflicts**
  - Speak directly to the student about their schedule**
  - Give student the benefit of the doubt**
  - Contact counseling department to intervene
  - Submit an Early Alert report if not resolved
- 5. Non-Academic life issues**
  - Speak to student directly to let them know you are concerned**
  - If necessary, refer to Psychological Services, Disability Resource Center, or a Retention Specialist
  - If necessary, Submit a CARES Report on the website: [www.canadacollege.edu/cares/](http://www.canadacollege.edu/cares/)
  - Submit an Early Alert report if not resolved
- 6. Lack of funds (books, transportation, housing)**
  - Speak to student for more information & provide a "warm handoff" to appropriate college representative such as:
  - SparkPoint: <https://canadacollege.edu/sparkpoint/>
  - Submit an Early Alert report if not resolved
- 7. Failed first quiz/assignment**
  - Speak directly to the student**
  - Let them know they did not do well
  - Ask if student understands the material
  - Ask if additional support is needed (e.g. DAC, counseling, etc.)
  - If determined that student failed due to a lack of effort, or understanding refer the student to the Learning Center for tutoring
  - If student fails another quiz/assignment submit an Early Alert report
- 8. Sleeping in class or Inactive on CANVAS**
  - Speak directly to the student**
  - Let them know they're naps are noticed
  - Based on information derived from the conversation
  - Refer the student to the proper support program
  - Submit a CARES Report
  - If sleeping continues, submit an Early Alert report
- 9. Behavior or health issues**
  - If you or any of your students are in immediate danger**
    - Contact Public Safety immediately or 9-1-1
  - Speak directly to the student about the inappropriate behavior**
  - \*Keep in mind that ALL students must abide by the college's student conduct standards
  - Submit both an Early Alert and CARES Report on the website: [www.canadacollege.edu/cares/](http://www.canadacollege.edu/cares/)
  - If behavior continues, ask student to leave the classroom and contact Public Safety
- 10. Indicating a learning disability**
  - If you suspect that a student in your class has a learning disability**
    - Please visit the Disability Resource Center website or give them a call at the number below
    - If the student self-reports that they have a diagnosed learning disability
    - Refer student to the DAC for appropriate accommodations
    - If you are unsure what to do, contact the DAC directly at 650-305-3299
- 11. Language barriers**
  - Speak directly to the student to make sure the student understands the assignments and syllabus**
  - Consider whether or not there are changes that you can make to your syllabus and directions that might be easier to understand
  - Check-in periodically with the student to see if they might benefit from peer support
  - Check-in with the International Students program to see if they might have students that can assist
  - Refer the student to the Learning Center for academic support
- 12. Late add**
  - Speak directly to the student to find out why they are adding the class late**
  - Set reasonable expectations to allow student to catch up with missed assignments
  - Within a reasonable amount of time, follow-up with the student to ensure progress has been made (i.e. books purchased, assignments completed, etc.)
  - Refer student to the Learning Center for tutoring, if necessary
  - Submit an Early Alert report if student is not making progress and/or drop student from class
- 13. Intoxicated/Under the Influence**
  - If there is a disruptive odor with no clear behavior that indicates intoxication:**
    - Address the entire class about student code of conduct
    - Ask that the offensive odor/student to leave the class and submit a CARES Report
  - If there is disruptive behavior associated with intoxication:**
    - Contact Public Safety, ask the student to leave the classroom, and submit a CARES Report
    - Follow-up with student to encourage them to return to class without being intoxicated





## 2. New Process for Early Alert:

Early Alert process is being updated/fine-tuned and in the context of new CRM, the **Canada Early Alert Team** is taking on a campus-wide training/education initiative. More to come and we wanted to let all know that this is being rolled out across the college soon.

### **Action(s) proposed:**

Education/training coming up ; look for details in Division/Department/Flex or other meeting spaces. *Max Hartman and Margarita Baez are willing to present here in more detail, if desired.*



## 3. Career Exploration

**Career Exploration:** Expand on what we discussed in GP mtg., particularly as it relates to using existing structures like the STEM speaker series and making them a common base for other IAs.

### **Action(s) proposed:**

Look for announcements on early rollout of specific programs like this, supported by funding for the short term at least, with more 'common programs' across all IAs. Additionally, we should also expect IA-specific Canvas pages....I need to find out if this is something we are ready to talk about or if it is too early to disseminate.....



# Questions & Answers