

Faculty spend more time with students than anyone else on campus, making them critical partners in supporting students and their success. Here's some tips on how to further support your students in Spring 2022!

Teaching & Learning Considerations for Moving Temporarily Remote

Focus on the Big Picture

Take a step back and consider overall objectives and learning outcomes for the class. Ensure and adjust syllabus to focus on the essential learning and assessment needed to fulfill overall objectives.

Communicate with Students

When moving online or remote, communication needs to be MORE FREQUENT using a consistent communication channel.

Email/Canvas Announcement

Email students before the first day of class to let them know how the first day will work. A Canvas announcement is recommended on a regular and predictable schedule.

Centralized "Class Location"

Students need a one-stop shop for your course like Canvas. Students should only go to one location for both course delivery content as well as assignments.

Build Community Intentionally

In the first week, invest time to build relationships with and between students. Establish group norms for your learning community. Encourage participation early.

Flexibility & Transparency

You may need to make changes more frequently. Clearly communicate changes to course syllabus and schedule in writing to students via Canvas announcement.

Participate in Early Action!

Early Action is our early warning system here at CU Denver. Faculty can let us know which students need extra support in their classes and our team will reach out to the student about relevant resources for their success. It's important to share regular and early feedback with your students about their performance and to let them know about the Early Action process. [The Student Success website](#) has videos and links that will walk you through the Early Action process for faculty. We even provide a syllabus insert that you can give to students explaining that Early Action is intended to support their academic success.

Our biggest time-saving tip for the semester: You only need to click 'yes' for students that could benefit from outreach!

If you want to leave the form open to complete it at a later time, select "Submit unmarked students as not needing extra support (I'm all done)" at the bottom of the form.

First Week Absences

January 24 - January 31

You can let us know if students are not attending class or logging into Canvas/Zoom.

We will have a Peer Advocate Leader (PAL) reach out to the student to check in. We will let them know about Census deadline. If they intend to drop we will connect them with their academic advisor. If they plan to stay in the class we will connect them with academic support services and encourage them to attend class.

Course Progress Report

Main Course Progress Report: February 7 - March 3

1st 8-Week Course Progress Report: February 1 - February 16

2nd 8-Week Course Progress Report: March 28 - April 18

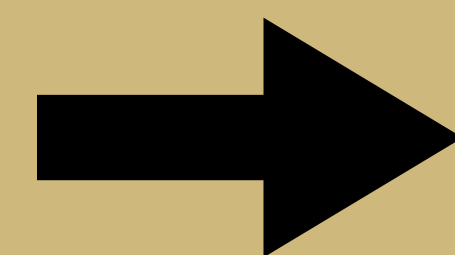
ICB Course Progress Report: February 28 - April 1

When you fill out this report you can let us know if students are missing assignments, not attending, or would benefit from tutoring or other campus resources. We will reach out to the student and connect them with right support services.

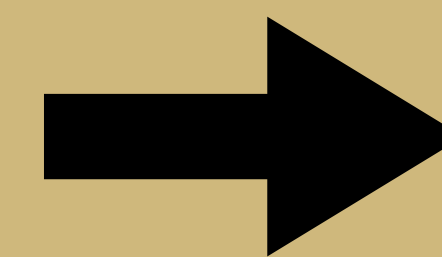
We refer students to their Advisors, the Learning Resources Center, Writing Center, Math Lab, SEHD Student Success Center and other academic support offices.

Our Triage Process

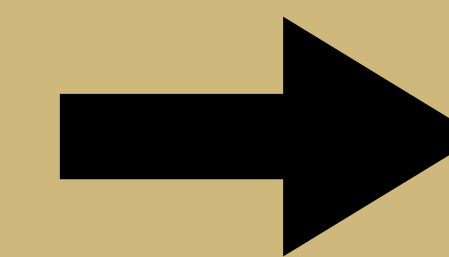
A case is created by faculty via the email sent through Navigate. It is automatically assigned to our team with the course, student name, and any comments.



The SSI Team performs initial outreach to student. We call, and hopefully they answer. We send emails and leave voicemails.



Action is taken- either we offer support, triage to another office, or close the case based on our interaction with student.



We do follow-up outreach if the student hasn't responded. We'll call and email them one more time.

Impact

Fall 2021 saw our highest level of faculty participation yet, with total participation coming in at 52.8%. Our Graduate Assistants for Early Action reached out at least once to 3,499 cases in Fall 2021. They were able to have a two-way conversation with 37.1% of referrals.

More data to come after Census Spr22!

"It really only takes me five minutes to fill out the alerts because I only mark students I have a concern about.

Quick and easy!"

-Erik Oleson, Psychology

"I have found Early Action to be invaluable in helping me support my students. The form is really easy to fill out. My TAs can help me fill out the form, saving me time. I have had students that I was very concerned about be able to get support through the Early Action program. The SSI Team can also fill you in on their outreach to your students if you ask for follow-up too!"

-Dr. Lindsey Hamilton

Center for Excellence in Teaching & Learning Director

"Early Action is crucial to help us know who to reach out to about our tutoring, supplemental instructional, and study skill workshops. We thank all the faculty partners that help us reach out to the students that need our help the most."

-LA Varela

Learning Resources Center Director