



September 3, 2014

Dear faculty colleague,

We hope the start of your semester is going well. As you have one or more classes with a significant number (40% or more) of first-time students, we want to ensure that you are aware of college resources available to support students as they transition to college academic expectations.

The first weeks of the fall semester are crucial for entering first-year students. It is during this time they learn how to be a college student, how to work independently and in groups, and encounter the academic standards that you expect them to meet. They also make new friends and begin to establish relationships with faculty and others on campus as well as in the community. This is a lot to expect from individuals who, for the most part, were high school students just a few months ago.

Most freshmen navigate this transition seamlessly. However, some are slow to take responsibility for their own learning and others are only beginning to understand and accept the academic and community standards expected of them.

Our collective responsibility is to acknowledge those making the transition well and provide appropriate challenges. We also need to reach out to students who are having difficulties so we can connect them with resources and support.

We would like to encourage you to reach out either to CSSE staff or individually to any student, but particularly first-time student, who is listed on your roster but does not attend the first or second class of the semester. Early intervention for struggling students is critical to student persistence and success. We know you share in this understanding.

As you interact with students, we hope you find the resource list below helpful.

Concerned about a student who ...	Contact
Has identified worries, conflicts, getting along, depression	Counseling Services 662.5331
Has questions about choice of major	Department chairs; Center for Student Success and Engagement (CSSE)/Advising 662.5400
Is having difficulty with writing essays and papers and with written expression in general	CSSE 662.5400; Writing Associates 662. 5309
Is having difficulty with math and science	CSSE 662.5400; STEM Associates 662.5309

Seems to be isolated socially	Student Development; Celia Norcross 662.5120
Is experiencing difficulty with the out of class reading and keeping pace with course content	CSSE 662.5400; Tutoring 662.5314
Lacks organization or ability to manage his/her time	CSSE 662.5400; Kate Heekin 662.5309; Wendy Guerra 662.5389
May need accommodation for a disability	CSSE 662.5400; Katie Sutton 662.5318
Raises concerns about safety	Public safety 662.5284
Needs assistance, none of the above situations apply, yet you are generally concerned about a student and want to bring that concern to someone's attention for appropriate intervention and/or referral	CSSE Student-at-risk notification , or 662.5400

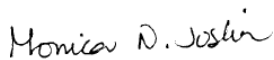
Please also refer to the Fall 2014 [Student Help Guide](#), which is a handy campus service reference.

Thank you for your investment in teaching and learning and for your interest in helping our new students to adjust and flourish at MCLA.

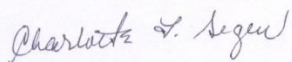
Regards,



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