EARLY ALERT

Vice President, Students

[DATE]

PRESENTATION OUTLINE

- **Rationale and Benefits**
- **The Online Learning Environment: EA Service Approach**
- **How the program works and results to date**
- **Privacy and confidentiality**
- **How to enter an Early Alert concern**

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EARLY ALERT

Earlier support for students to get back on track

- Early Alert helps students who are facing difficulties that put their academic success at risk, before these difficulties become overwhelming.
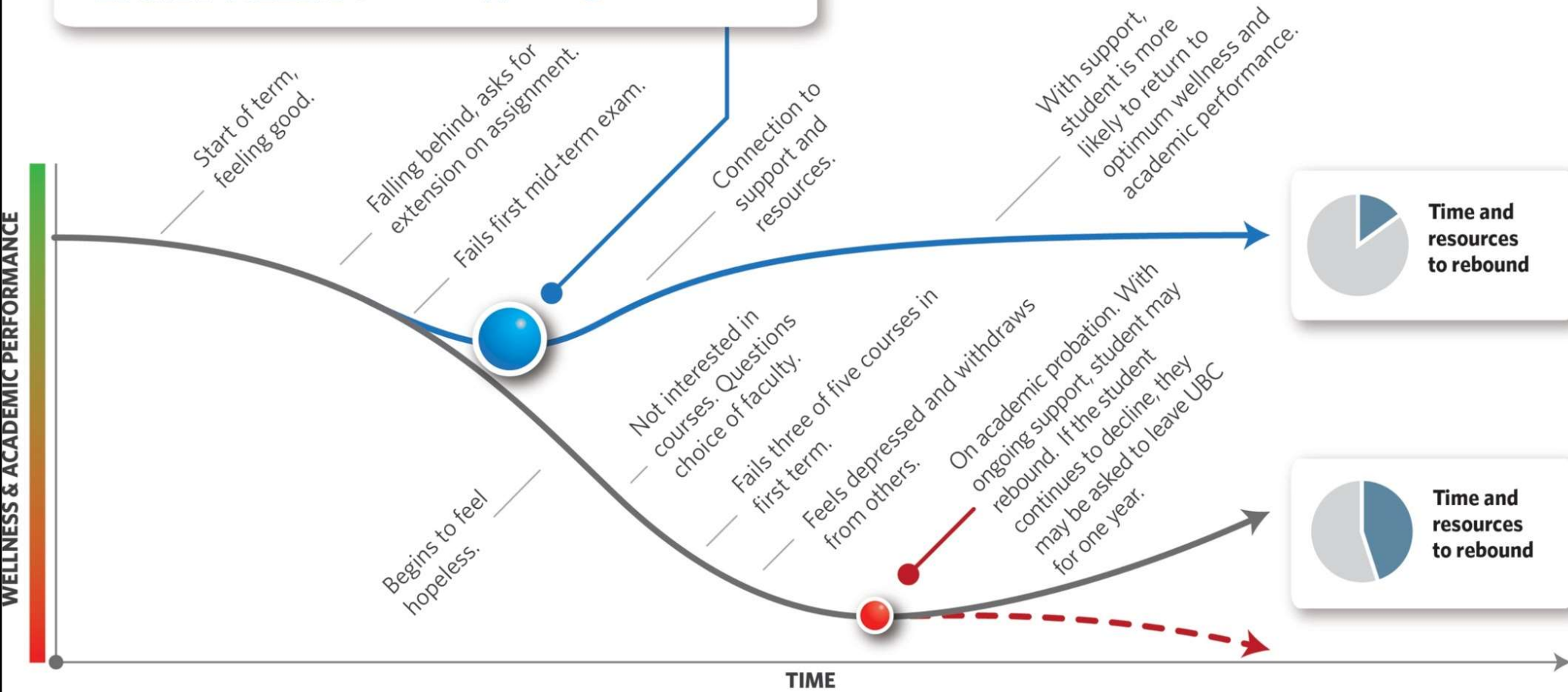
EARLY ALERT STAFF

- **Director, Student Conduct & Safety**
  - Chad Hyson
- **Managers, Student Support Services**
  - Cindy Hallate
  - Emma Smith
  - Brian Barth
  - Amy Vozel

EARLY ALERT | Earlier support to get back on track

WELLNESS & ACADEMIC PERFORMANCE

Start of term, feeling good.

Falling behind, asks for extension on assignment.

Fails first mid-term exam.

Connection to support and resources.

With support, student is more likely to return to optimum wellness and academic performance.

Not interested in courses. Questions choice of faculty.

Fails three of five courses in first term.

Feels depressed and withdraws from others.

On academic probation. With ongoing support, student may rebound. If the student continues to decline, they may be asked to leave UBC for one year.

Begins to feel hopeless.

Time and resources to rebound

Time and resources to rebound

TIME

5

Student Services - Faculty & Staff Resources

Enrolment Services   Student Engagement   Health & Wellbeing   **Systems & Tools**   📖 Directory of key contacts   👤 Assisting students in distress   🔍 Search

EARLY ALERT

How does Early Alert work?

Information for Faculty and Staff

- Faculty and staff - Frequently asked questions

- Faculty and staff downloads and resources

Training

Information for students

- Students – Frequently asked questions

Contact

Early Alert

STUDENT HEALTH SERVICE | **COUNSELLING SERVICES**

Last update: January 27, 2020

Supporting student learning and success is a priority for UBC.

Early Alert helps achieve this goal by helping faculty, staff and TA's provide better support for students who are facing difficulties that put their academic success at risk.

Faculty and staff
Submit an Early Alert concern 🔵 Login

New to Early Alert? Explore online and in-person training.

Students
Information for students concerned about other students

Give Feedback ✎

ONLINE LEARNING
EARLY ALERT SERVICE APPROACH

- **Early Alert Program Continues to Support Students**
  - 24-hour turn-around time for Early Alerts
- **New Concern Types**

  - Family dynamics including unsafe learning environment

  - Remote access, materials, workspace and connectivity

  - Financial problems, work and academic/career planning
- **Change in Concern Origins**

  - Less face-to-face, more via email and assignments

  - Less direct, more indirect evidence of a concern

8

ONLINE LEARNING STUDENT CHALLENGES

- **Challenges students may be experiencing**
    - Academics
    - Accessibility
    - General Uncertainty
    - Finances
   - Living Environments
    - Mental Health and Wellness

HELPING STUDENTS REMOTELY

- Acknowledge and normalize
- Mention help and supports at the outset of term, in syllabus
- Check-in, express compassion and empathy
- Reach out to students directly, and to support offices
- ***Consult with the Early Alert Case Managers***
- ***See final slides for a detailed list of resources***

HOW EARLY ALERT WORKS

1 • **Notice and Enter**

2 • **Assess**

3 • **Respond**

HOW EARLY ALERT WORKS

1
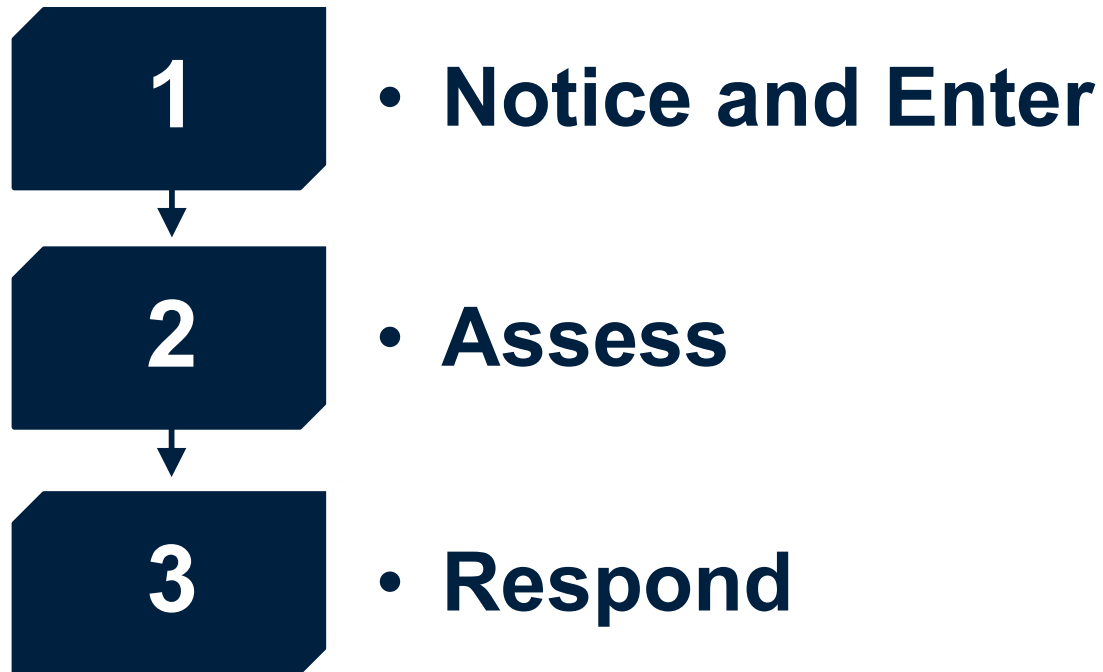
- **Notice and Enter**
  Faculty or staff notice a student is facing difficulties and identify their concerns using a secure online form.

- Faculty and staff continue to reach out where appropriate.
- Early Alert is secure and private.
- Goal is to be transparent with students and inform where possible and appropriate.

TALKING WITH STUDENTS

- **Not:**
    - *I notice you're having difficulties in this course. I'm going to have to enter an Early Alert Report on you.*
- **Instead:**
    - *I participate in the Early Alert program. This helps me support students facing difficulties that may be affecting academics.*
    - *I'm going to share your situation with a specialized advisor to ensure we provide you with the best possible support.*

RESOURCES FOR FACULTY

- **PowerPoint slides** to show in class to share that you participate in Early Alert.

- **Text for course syllabi** to encourage students to reach out for support and to let them know you participate in Early Alert.

- Visit: **www.earlyalert.ubc.ca** – Click on the "Information for faculty and staff" tab.

HOW EARLY ALERT WORKS

2

- **Assess**
  MSSS reviews concerns and identifies the most appropriate resources for students in need of support.

- Early Alert MSSS reviews and assesses all concerns.
- The assessment may result in 2 possible outcomes:
  - Reach out required or not required.
- Case Manager sends an action plan to the most appropriate advisor – typically an Academic Advisor.

15

HOW EARLY ALERT WORKS

3

- **Respond**
  Academic advisors reach out to students and offer connection with resources to help get back on track.

- Reach out = Invitation to come in and speak with an advisor.
- Focus is on supporting the student's success.
- Again, the goal is to be as transparent as possible with students.

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RESULTS AS OF 2018/2019 SESSION

1

- **Notice and Enter**
  *Faculty/staff entered **1910** concerns*

2

- **Assess:**
  ***47%** assessed for reach out*

3

- **Respond**
  ***88%** accepted offer to meet*

CONCERN TYPES 2018/2019 SESSION

- Mental Health and Wellbeing **40%**
- Academic Performance: **16%**
- Academic Attendance **16%**
- Safety (self harm) **7%**
- Physical Health **5%**
- Other **5%**
- Financial **4%**
- Conduct **4%**
- Safety (harm to/from others) **3%**

PRIVACY AND CONFIDENTIALITY

- **Least amount of information to the fewest people**
  - Necessary to support the student;
  - No information released without rationale (e.g.: alerting Campus Security in cases of threats)
  - Information provided for only as long as service provider needs it (e.g.: granting 4 week access to a file for student advisors).

Questions?

How to enter an
Early Alert concern

EARLY ALERT CONCERN FORM

- Form stays open for *50 minutes*
- **Student Name** and **Student Number**
- Concerns and Specific Concerns: select as many as relevant
- Note "harm to self or others" – *act first, EA second*.
- Details about the concern: *Descriptive, objective language*.
  Provide context and history if available.
- Level of Concern: We want *your subjective sense.*
- Student name and ID – *accuracy is very important.*
- *Documents* – Very helpful, relating to concern.
- *Submit*, NOT save.

22

WRITING BEHAVIOURAL DESCRIPTIONS 1

Do	Don't
Describe what the student tells you directly	Include your interpretation of what might be happening
The student was visibly upset (crying) and expressed worry over failing her upcoming exam.	The student is not coping very well and will likely perform poorly in her upcoming exam.
The student requested a third extension on her assignment this term and reported experiencing insomnia and anxiety.	The student is overusing extensions as a way to cope with stress.

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WRITING BEHAVIOURAL DESCRIPTIONS 2

Do	Don't
Indicate who actually observed or communicated directly with the student	Include hearsay or rumours
One of my TA's, Sierra Example, spoke with the student and they shared that their parents in Iran have lost their jobs and are no longer able to support her financially. The student expressed feeling "overwhelmed and at a complete loss"	One of the students in my class is struggling financially

WRITING BEHAVIOURAL DESCRIPTIONS 3

Do	Don't
Describe disruptive or threatening behaviour in detail	Use descriptions like "harassed" or "abused"
I observed the student raising his voice and repeatedly speaking in a loud and angry manner to his classmates in the seminar. (ie. "You're a complete idiot") As he left the room he aggressively overturned a number of desks.	The student is harassing others in the class.

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THANK YOU!

Please ensure you have signed in.

Visit www.facultystaff.students.ubc.ca to enter a concern, download resources, or find out more.

RESOURCES 1

All campus services remain operational. We encourage you to use them. With care and compassion, we can all contribute to a positive and healthy climate of learning for our students, and each other.

- https://students.ubc.ca/covid19: a compilation of access supports and resources for students. Includes university and governmental information on issues such as health and wellbeing, finances, online learning, and government programs and subsidies.
- https://keeplearning.ubc.ca/: tools for online learning that include tips, technologies, self-care, and additional supports.
- Green Folder
- Early Alert

RESOURCES 2

- The College Transition Collaborative, COVID-19 Response:
  - Communicating in Times of Uncertainty: http://collegetransitioncollaborative.org/covid-19-response-supporting-students-in-times-of-uncertainty/communication-guide/
  - Supporting Students In Times of Crisis, Guidance for Instructors: http://collegetransitioncollaborative.org/wp-content/uploads/COVID-19-Response_Supporting-students-in-times-of-crisis_Guidance-for-instructors.pdf

- Statistics Canada: Impacts of the COVID-19 pandemic on postsecondary students: https://www150.statcan.gc.ca/n1/en/daily-quotidien/200512/dq200512a-eng.pdf?st=Vvsnn2ay

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