

A person in a light-colored jacket and dark pants stands on a dark, rocky ridge, looking out over a vast landscape. In the distance, a calm lake reflects the sky, surrounded by dark, forested hills. Beyond the lake, a range of mountains with patches of snow stretches across the horizon. The sky is filled with dramatic, dark clouds, with a bright light source breaking through near the center, creating a lens flare effect.

EARLY ALERT

Student Development & Support

AUGUST 29, 2019



EARLY ALERT STAFF

- **Cindy Hallate** : Manager, Student Support Services
- **Emma Smith** : Manager, Student Support Services
- **Brian Barth** : Manager, Student Support Services



EARLY ALERT

Earlier support for students to get back on track

- Early Alert helps provide better support for students who are facing difficulties that put their academic success at risk, before these difficulties become overwhelming.

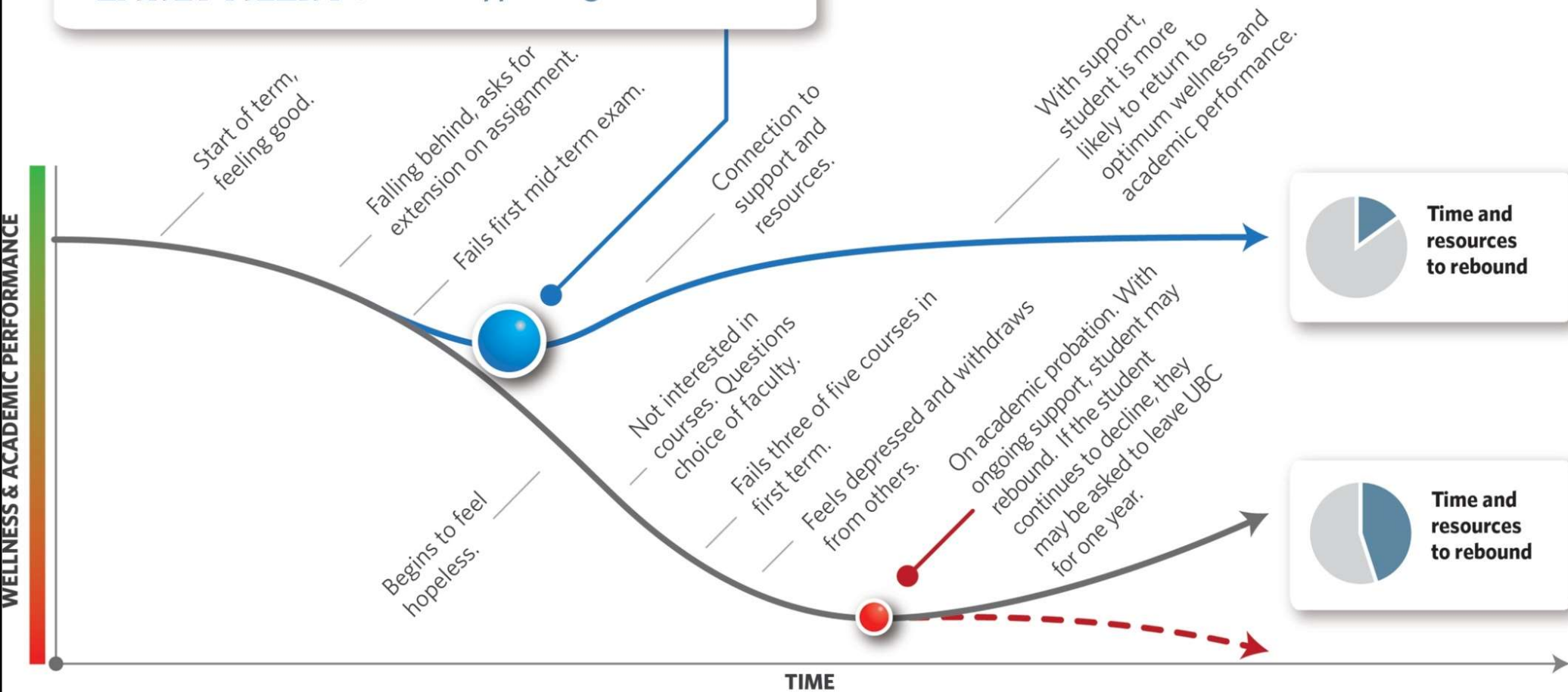


PRESENTATION OUTLINE

- **Rationale and Benefits**
- **How the program works and results to date**
- **Privacy and confidentiality**
- **How to enter an Early Alert concern**



EARLY ALERT | Earlier support to get back on track



FACULTYSTAFF.STUDENTS.UBC.CA

Student Services - Faculty & Staff Resources

[Enrolment Services](#)[Student Development & Services](#)[Systems & Tools](#)[Directory of
key contacts](#)[Assisting students
in distress](#)[Q Search](#)

Faculty & Staff

This website contains resources offered by Enrolment Services and Student Development & Services units for UBC faculty and staff.

MOST VIEWED PAGES

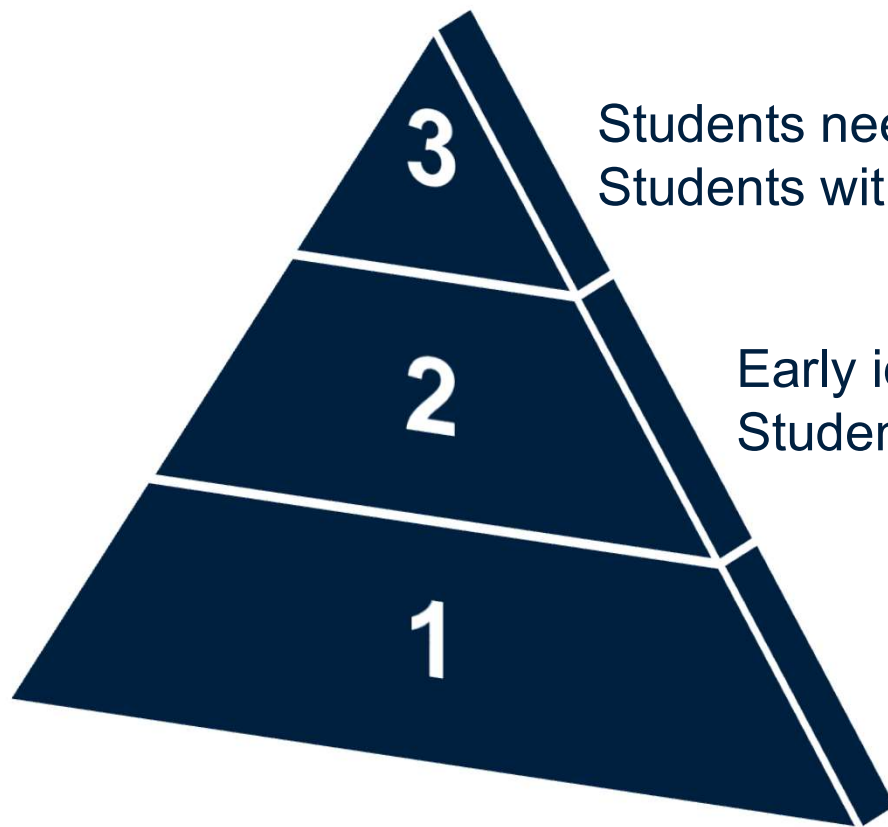
[Presidential Search Committee 2015](#)[Early Alert](#)[Student Assistants](#)[Scheduling Services](#)[2015 Faculty Pension Plan Election](#)

FEATURED TOPICS AND RESOURCES

[SEXUAL ASSAULT RESPONSE AND EDUCATION](#)[EARLY ALERT](#)[EXPERIENTIAL LEARNING](#)[STUDENT INFORMATION SYSTEMS \(SIS\) ACCESS](#)[EXAM + ACADEMIC COURSE SCHEDULING](#)[CALL FOR PRESIDENTIAL SEARCH COMMITTEE](#)[Enrolment Services](#)[Student Development & Services](#)[SENATE & CURRICULUM SERVICES](#)[STRATEGIC ABORIGINAL ENROLMENT
INITIATIVES](#)[STUDENT COMMUNICATIONS SERVICES](#)

SUPPORTING STUDENT SUCCESS

Three Levels of Intervention:



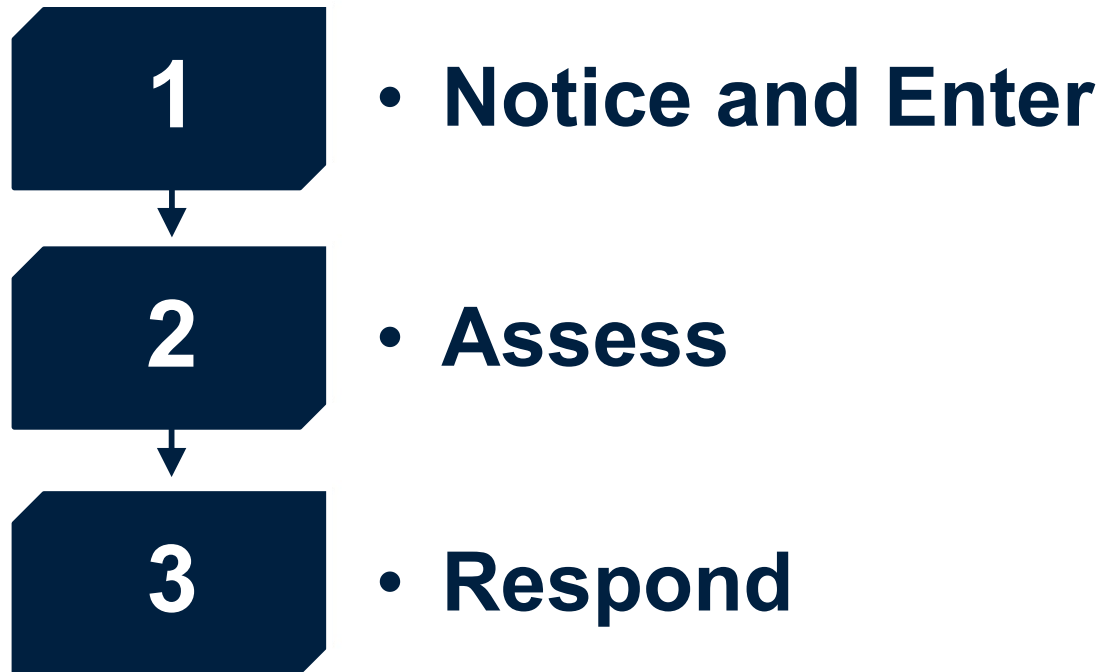
Students needing professional intervention/care.
Students with more complex and serious concerns.

Early identification of students of concern
Students wanting / needing skill development.

Policies, programs, practices
impacting the success of all students.



HOW EARLY ALERT WORKS



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** you can show in class to share that you participate in Early Alert.
- **Text for course syllabi** to encourage students to reach out for support and letting students 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.

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



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.



2018-2019 EARLY ALERT RESULTS



1

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

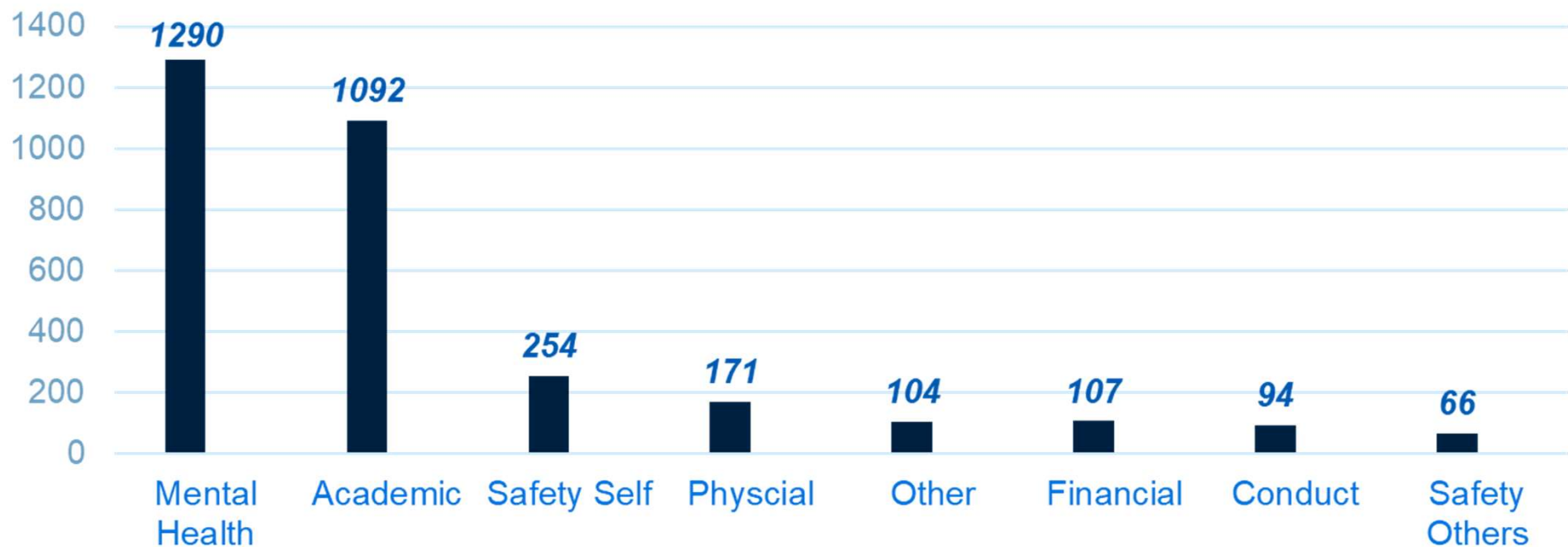
2

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

3

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

TYPES OF CONCERNS FOR 2018-2019





Questions?

How to enter an Early Alert concern



EARLY ALERT CONCERN FORM



- Form stays open for **50 minutes**
- 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.

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.



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.



THANK YOU!

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

