WHAT HAPPENS WHEN A CONCERN IS IDENTIFIED THROUGH EARLY ALERT?

Faculty and staff are encouraged to reach out and offer support when they are concerned about a student’s academic performance or wellbeing. This might include times when the quality of a student’s work suddenly decreases, when a student stops attending classes regularly, or when a student seems unusually withdrawn or distressed.

Ideally, outreach would occur in these situations with or without a program like Early Alert being in place. With Early Alert, the support that is offered is simply enhanced.

WHAT IF A STUDENT DOESN’T WANT TO BE PART OF EARLY ALERT?

With the exception of situations where someone’s safety is at risk, students have the right to accept or decline the support being offered. Students cannot “opt out” of Early Alert, but they can choose whether they would like to accept support.

WILL STUDENTS BE MADE AWARE OF EARLY ALERT?

Student awareness is an important part of the success of Early Alert. Faculty and staff are also encouraged to familiarize students with Early Alert, emphasizing:

> We care about students and their ability to succeed, and Early Alert helps build a more caring community that can more effectively support student learning, wellbeing and success. Part of having a caring community means that people look out for each other, and when they notice signs of difficulty in others, reach out and offer assistance.

HOW EASY IS IT TO IDENTIFY A CONCERN USING EARLY ALERT?

The web-based form to identify a concern about a student is user-friendly and takes very little time to complete.

HOW SHOULD I TALK TO STUDENTS ABOUT EARLY ALERT?

When reaching out, let the student know that you will be using Early Alert to support their academic and personal success.

Faculty can introduce Early Alert information in the course syllabus using this sample messaging:

Reach out and ask (or help) if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or phone during my office hours, before or after class, or by dropping into my office (location). I will do my best to support your success during the term.

This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect with students who need support and assistance for getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.

For more information about Early Alert, visit earlyalert.ubc.ca

NOTES ABOUT EARLY ALERT

Earlier support to get back on track

earlyalert.ubc.ca

SUPPORTING STUDENT LEARNING AND SUCCESS involves proactively reaching out to students who face academic, financial, or mental health difficulties.

EARLY ALERT will allow outreach to students before difficulties become overwhelming, making it easier for students to get back on track and to participate as strong members of a caring community at UBC.

An online system will provide faculty and staff with a way of identifying student concerns. This will enable the university to support students in a caring, coordinated and holistic manner.
EARLY ALERT
Earlier support to get back on track

WHY EARLY ALERT?
University is a time of excitement, growth and learning. It can also be a time of transition as students face new responsibilities and challenges. Occasionally, students may face difficulties that put their academic and personal success at risk.

When difficulties arise, UBC students deserve to have the support of a caring community to help get them back on track.

With Early Alert, academic, financial or mental health concerns can be identified sooner and in a coordinated way. By reaching out to students earlier and connecting them to the right resources and support, students can overcome difficulties before they become overwhelming.

ADVANTAGES FOR STUDENTS
- EARLY IDENTIFICATION of student concerns before difficulties become overwhelming.
- IMPROVED AND TIMELY ACCESS to a support system.
- A REDUCTION IN THE TIME AND RESOURCES REQUIRED to recover from difficulties.
- AN IMPROVED ABILITY TO GET BACK ON TRACK and achieve academic and personal success.
- INCREASED SECURITY AND PRIVACY OF STUDENT INFORMATION about student concerns is communicated with a secure system on a need-to-know basis.

ADVANTAGES FOR FACULTY AND STAFF
- IMPROVED CLARITY REGARDING THE ROLE OF FACULTY AND STAFF RELATED TO:
  - What types of student concerns should be entered into Early Alert.
  - When to reach out to a student.
  - When and where to refer students.
- MORE COMPREHENSIVE UNDERSTANDING OF STUDENT DIFFICULTIES
  - Aggregation of reports from multiple sources enables more effective response to students.
- REDUCTION IN FACULTY AND STAFF WORKLOAD
  - Connecting students to supports before they have more serious difficulties can reduce the time and resources necessary to effectively assist the student.
  - More shared, coordinated responsibility and response reduces the demand on any one staff or faculty member.

WHAT DOES EARLY ALERT WORK?

- Faculty & Staff
  - Notice concerning behaviour and identify concern using Early Alert.
- Early Alert Team/Case Managers
  - Assessment of information provided to determine action plan.
- Academic Advisors/Counsellors
  - Outreach to student and implementation of action plan.

WHAT DOES IT MEAN TO BE “ALERT”?
Being alert means:
- Being aware of our own wellbeing and the wellbeing of others.
- Taking active steps to support our wellbeing, and reaching out to others when they need assistance.
- Our community is empowered to help through resources, services and tools like Early Alert.

Through being alert, we can create a caring campus community that helps students in need of assistance and supports their learning and success.