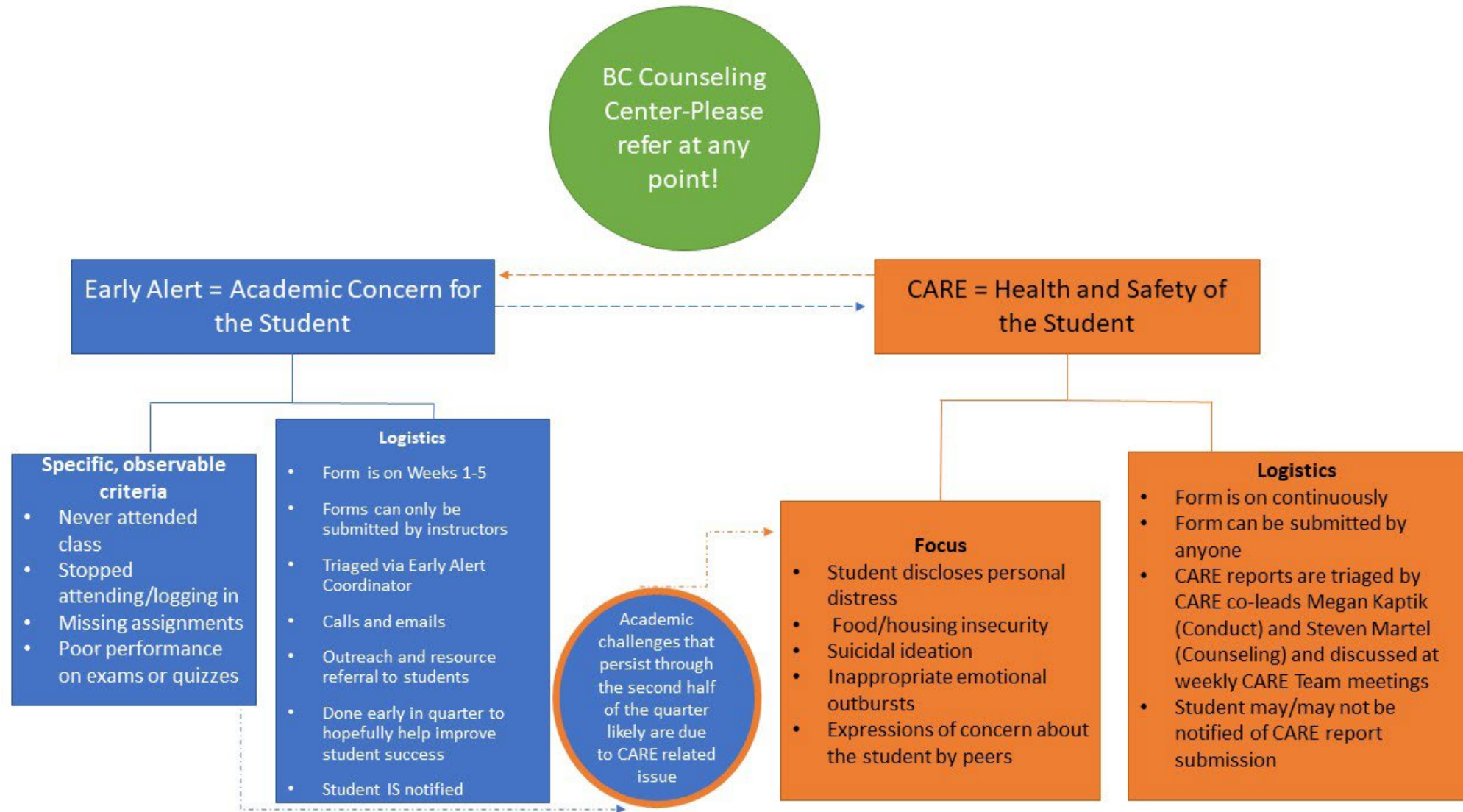




# Early Alert

Faculty Guide

# Early Alert and CARE



# Submitting An Early Alert Is As Easy As

1-2-3

1

**OBSERVE:** Observe your students. Absences, low engagement and poor performance could be signs that there are other things going on in the student's life that are impacting their ability to focus on school.

2

**CONNECT:** You are the student's main point of contact and an extremely important person in their academic life. Reach out, whether via BC email, Canvas message, or phone (if you have their number). It shows that you care and they may be more responsive to you than anyone else.

3

**SUBMIT:** Submit an Early Alert. IF you have connected with your student and see no change OR were not able to connect with your student and need additional support, submit an Early Alert and the Student Success & Retention Team will reach out.

# Streamlining the Process

You already monitor your students and their progress. Building in these steps to your daily practice could help Early Alert seem less like an added stress.

- Check your grade book in Canvas to make sure students are turning in their assignments
- Turn on the tracking feature in Canvas to see when and how frequently they log in
- Check your attendance records regularly
- IF...
  - No attendance/Canvas log-ins
  - Dwindling attendance/log-ins
  - Missing several assignments
  - Poor performance on exams/quizzes
  - Reach out to your student

**No luck? Submit an Early Alert!**

# Suggestions to Further Support Faculty



**Set Boundaries-** Be clear with your students what you can do to help them and what you cannot.



**Communicate Expectations-** what the student can expect from you and what you expect of your students.



**Build Accountability and Consequences-** Faculty and support staff can help and support students as much as possible, but can only do so much. At a point the student needs to take ownership of their grade.



- Faculty
  - Subject matter expert
  - Help and support
  - Clarify purpose of the assignment and its real-life purpose.
- Student
  - Communicate needs
  - Ask questions
  - Apply the material

# Caring Questions To Ask Your Students

- "I noticed you've missed some classes lately and when you do come to class you pretty quiet when you do come to class. Is everything okay?"
- "I noticed you have missed several assignments, do you understand the work? Do you have access to all the materials you need for the assignments? Is there something I can clarify?"
- " I care about you and I want you to succeed. What can I do to support your learning right now?"
- "Your scores on the last two quizzes were not your best work. Are you familiar with the Academic Success Center and how to get connected with a tutor?"

# Additional Ways to Help

## If

- I'm struggling with money
- I'm low on food
- I'm couch surfing/homeless
- My car broke down and I can't pay to fix it
- I feel anxious, depressed, unmotivated.

## Then

- [Benefits Hub](#), [Financial Aid](#)
- [Benefits Hub](#)
- [Benefits Hub](#)
- Benefits Hub-[SEAG Grant](#) or [HEERF](#)
- [BC Counseling](#) , [Disability Resource Center](#), **and** submit a [CARE Report](#)

# Early Alert Program...

Is a **neutral party**, invested in the best outcome based on the **individual student's needs**.

Provides **non-judgmental support** by using active listening, validation of the individual's circumstance, and referrals to appropriate campus resources.

Acts on behalf of the student as a knowledge broker of information and they use their agency to apply (or not apply) the information they have been provided.



# Early Alert Program

Does not guarantee a positive change (e.g. that a student's grades will go up or that they will withdraw in a timely way to save their GPA).

Provides students with information and options based on their circumstances and needs. They decide to engage (or not).

The student may stay in the class and fail. This could be for a variety of reasons including, but not limited to, staying enrolled due to programmatic/policy expectations, trying to "catch up", etc.

For Early  
Alert  
Questions

Melissa Martinez

Early Alert Coordinator | [Student Success & Retention Office](#)

P: 425.564.2229

E: [melissae.martinez@bellevuecollege.edu](mailto:melissae.martinez@bellevuecollege.edu)