Criteria for Submitting and Lowering Beacon Alerts
by The Center for Academic Excellence (CAE)

As faculty members, you may be the first to notice a student who is experiencing academic difficulty. At the first signs of academic risk (e.g., student missed first submission deadline, low grade on first assignment, more than one absence within the first two weeks), it’s important to communicate these early via Beacon. There are two ways faculty can report academic concerns using Beacon:

1) **Alerts**: Alerts should be used when the information is relevant to the student's outcomes.
   a) Alerts have two states:
      i) *Open*: open alerts represent information that has been identified about a student but that has not yet had an intervention documented.
      ii) *Lowered*: lowered alerts represent an alert that has been attended to and documented by a member of the Success Network in Beacon (i.e. advisor, CAE Staff, Athletic Coaches).

2) **Updates**: Updates allow success network members to create and share a note about a student’s progress. An example may be a reflection of a faculty member meeting with a student and a list of topics covered.

The CAE recommends using the following three criteria for submitting and lowering Alerts:

<table>
<thead>
<tr>
<th>Criteria for Effective Use of Beacon</th>
<th>Corresponding Beacon Alert Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Indicate course and section title</td>
<td><em>Sally is enrolled in my DSEM 100.</em></td>
</tr>
<tr>
<td>2) Clearly state issue observed and impact on student performance</td>
<td><em>Sally submitted her second reflection essay one week after the deadline. If she continues to submit work past the deadlines, she will not pass this course. Her current grade is a C-.</em></td>
</tr>
<tr>
<td>3) Indicate the response expected to lower an alert</td>
<td><em>Sally can benefit from meeting with an Academic Coach. Lower the alert if Sally attends an appointment with an Academic Coach. Link for making an appointment located in Moodle.</em></td>
</tr>
</tbody>
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Faculty Exercise
Referring to Criteria for Effective Use of Beacon, check off the criteria that’s been met.

**Example Beacon Alert 1:**

Danny, you missed your third required WTL (writing to learn) submission in DSEM. Your writing for Paper 1 would have benefitted from more support from your Writing Fellow or the Center for Academic Excellence. Please make an appointment with the CAE for writing help and/or academic coaching. Your grade in DSEM is currently a C. In order to lower this alert, you must do the following: Attend an academic coaching session and use the feedback from the academic coach; also, attend an appointment with a Writing Specialist at the University Writing Center. I will ask both the Academic Coach and the Director of the University Writing Center for verification of your attendance.

**Audience:** Professional Staff, Visible to Student  
**Category:** Academic - Missing Assignments

- Indicates Course Section
- Clearly states issue observed and impact on student performance
- Indicates the response expected to lower an alert

How would you make this alert more effective?
__________________________________________________________________________
__________________________________________________________________________

**Example Beacon Alert 2:**

Susan has attended class for the past two weeks, however, she has still not turned in any work, or come to see me regarding the missing work. At this point she is failing the course and, with having done only a small fraction of the assigned work, is ill prepared for the upcoming exam.

**Audience:** Full Network (Professionals and Peers), Visible to Student  
**Category:** Academic - Missing Assignments

- Indicates Course Section
- Clearly states issue observed and impact on student performance
- Indicates the response expected to lower an alert

How would you make this alert more effective?
__________________________________________________________________________
__________________________________________________________________________

**Example Beacon Alert 3:**
Joseph has not submitted the first essay for the course. I allowed him to submit it late with penalty. Joseph should submit the essay right away.

Audience: Professional Staff
Category: Academic - Missing Assignments

- Indicates Course Section
- Clearly states issue observed and impact on student performance
- Indicates the response expected to lower an alert

How would you make this alert more effective?

____________________________________________________________________________
____________________________________________________________________________

**Example Beacon Alert 4**

Maria is failing my class.

Audience: Professional Staff
Category: Academic - Academic Performance

- Indicates Course Section
- Clearly states issue observed and impact on student performance
- Indicates the response expected to lower an alert

How would you make this alert more effective?

____________________________________________________________________________
____________________________________________________________________________

**Example Beacon Alert 5**

Brian disclosed that he is thinking of transferring next semester. Brian has asked me for a recommendation.

- Indicates Course Section
- Clearly states issue observed and impact on student performance
- Indicates the response expected to lower an alert

Audience: Professional Staff, Visible to Student
Category: Academic - Retention

How would you make this alert more effective?

____________________________________________________________________________