

Early Alert System: Guide to Responding to Alerts



Institutional Research, Assessment and Analysis

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Coastal Carolina University (CCU) is committed to increasing student retention, persistence, and success. One of the many ways we can do this is by using Beacon, the early alert module in Anthology (formerly CampusLabs). This module is designed to quickly identify students, who may be at risk of academic difficulty or failure, and connect them with campus resources.

Concerns about a Student's Mental Health or Safety

Do not submit an early alert in Beacon for emergency situations concerning a student's mental health or safety. The resources for these situations are listed below:

- [CHANT Intervention Team \(linked\)](#): The CHANT Intervention Team (C-IT) is composed of representatives from across campus whose mission is to identify and address student behaviors that are concerning or disruptive to the campus community. The C-IT collaborates to assist students who are struggling to maintain adequate functioning due to behavioral, psychological, or medical concerns. If you are not sure if a student's behavior calls for a C-IT referral, it is advised that you go ahead and take the steps to do so. You do not have to determine the level of concern; the C-IT will do that for you. To create a C-IT referral, visit the Student Advocacy and Intervention website linked above. You can also contact them at sai@coastal.edu or 843-349-4161.
- *Student Conduct (Dean of Students Office)*: The student conduct process is aimed at investigating, responding to, and resolving instances of alleged misconduct both on campus and in the surrounding communities, in order to foster a safe academic and social environment for all students. To better understand the conduct process, or to report a conduct incident, please visit the [Student Conduct website \(Linked\)](#), or contact them at dso@coastal.edu or 843-349-4161.
- *Counseling Services*: Crisis situations include when students are experiencing psychological emergencies such as suicidal behavior, sexual assault or psychotic thoughts. Students can show up and be seen during regular office hours (M-F, 8:30am – 5pm). Services are offered after hours by contacting Public Safety at 843-349-2911 and requesting a counselor. Contact Counseling Services during regular office hours at 843-349-2305.
- *Department of Public Safety*: 843-349-2911

Protecting Student Privacy & Adhering to FERPA

The Family Education Rights and Privacy Act of 1974 (FERPA) is designed to protect the privacy of student records. CCU conforms to the law regarding conditions under which confidential records will be released. Under FERPA, CCU personnel are permitted to share information from student education records with other school officials who have legitimate educational interests. As such, reporting a student concern does not violate FERPA; *however, the means by which faculty and staff report the concern could become a FERPA violation, if not done correctly.*

Student Success Network

Several campus members may be connected to a student: professional advisor, faculty advisor, major department chair, academic coach, athletic advisor, graduate assistants, etc. Note: graduate students will have a banner on their photo in the “network” area to help staff easily identify them.

To streamline the response process from the student’s network, students in unique populations will be identified with a designation (see section below). The designation will identify which member of the success network is REQUIRED to act on an alert **unless** it is an ACED referral. Additional members of the student’s support network may also take action or share information on an alert if they feel it is in the student’s interest.

If the advisor is responsible to act on the alert but they are a faculty member who is not participating in Beacon, the Early Alert Team Coordinator will be responsible for conducting outreach.

Student Designations

Any student part of a unique population (e.g., athlete, Honors) will be identified with the use of a “designation.” Certain designations identify who is responsible to act on an alert:

- SOAR. The academic coach is responsible to act on all alerts. *This supersedes all other designations, including athletics.*
- ATHLETE. The athletic advisor is responsible to act on all alerts except for when the alert is an ACED referral or if the student is an active SOAR student.

For all other students, the professional/faculty advisor is responsible to act on alerts except for when the alert is an ACED referral.

Early Alert Team

The Early Alert Team consists of representatives from the student success network to help implement and oversee the response process.

One individual will be designated as the Early Alert Team Coordinator to monitor all alerts to ensure the process is followed across the University. Each area (college, department, etc.) will have an individual identified as a point person.

If the appropriate individual does not update the alert following the timeline below, the Early Alert Team Coordinator will email the advisor/coach the day after with the area representative cc’d. The area representative also will follow-up with the advisor/coach the same business day as the Early Alert Team Coordinator. Then, the advisor/coach has that business day to update the alert or seek assistance for outreach.

Lastly, the Early Alert Team Coordinator can complete referrals to Dean of Students without the primary advisor if:

- Language in the alert shows the need for immediate DOS intervention.
- The student is not successfully contact after 4 alerts in a semester.

Process for Professional and Athletic Advisors Responding to an Alert

Goals for Outreach

Identify barriers to student success and provide early interventions and academic resources to improve persistence and time to graduation. Information regarding interventions is in on page 12.

Procedure and Language When Conducting Outreach

Please copy and paste the exact wording when updating an early alert to allow IR to track who is reaching out and when, action taken on alerts, and which outreach is most effective. The language is on page 8 for easier copying.

Once an early alert is opened, please follow the process on the following page.

1. Advisor First Contact Attempt

Send an email to the student no later than 2 business days of the alert being opened.

Update (**but do not lower**) the alert with the following:
"FIRST CONTACT ATTEMPT: emailed student."



2. Advisor Second Contact Attempt

If the student does not respond to your email, send a text via Mongoose to the student 2 business days after the email was sent.

Update (**but do not lower**) the alert with the following:
"SECOND CONTACT ATTEMPT: texted student."



3. Advisor Third Contact Attempt

If the student does not respond to your text, call the student 2 business days after the text was sent.

If the student does not answer, update (**but do not lower**) with the following:
"THIRD CONTACT ATTEMPT: called student."

If the student answers, lower the alert with the appropriate language found on the following page.



4. End of Outreach

If student does not respond after 2 business days of the phone call, lower the alert and include the following:
"NO CONTACT. Student has not responded to multiple attempts by advisor."

Procedure and Language When Student Replies to Outreach

Student Schedules an Appointment

- Lower the alert **unless** it is an ACED referral*.
- "APPOINTMENT SCHEDULED for *date of appointment*."

Contact Made but Declines Meeting

- Lower the alert **unless** it is an ACED referral.
- "SUCCESSFUL CONTACT: *brief description*"

Referring to Another Department

- If referring to academic coaching, assign the alert to "Academic Coaching Department" and leave alert open.
- Lower the alert for all other departments.
- "REFERRED to *name of department*."

You Meet with the Student

- Update the alert. This let's the individual who created alert have more information (closing the loop).
- Also, IR can track to see rate of students keeping appointments.
- "MET WITH STUDENT: *brief description*."

Student Misses Appointment

- Update the alert. This let's the individual who created alert have more information (closing the loop).
- "NO SHOW. Student missed scheduled appointment."

*Please reach out to the coach if you have any questions/concerns about a shared alert.

Language to Use

Use this page to copy and paste the needed text easily.

Outreach:

FIRST CONTACT ATTEMPT: emailed student.

SECOND CONTACT ATTEMPT: texted student.

THIRD CONTACT ATTEMPT: called student.

NO CONTACT. Student has not responded to multiple attempts by advisor.

Contact:

APPOINTMENT SCHEDULED for *date of appointment*.

SUCCESSFUL CONTACT: *{brief description}*.

REFERRED to *{name of department}*.

MET WITH STUDENT: *{brief description}*.

NO SHOW. Student missed scheduled appointment.

Process for Academic Coaches Responding to an Alert

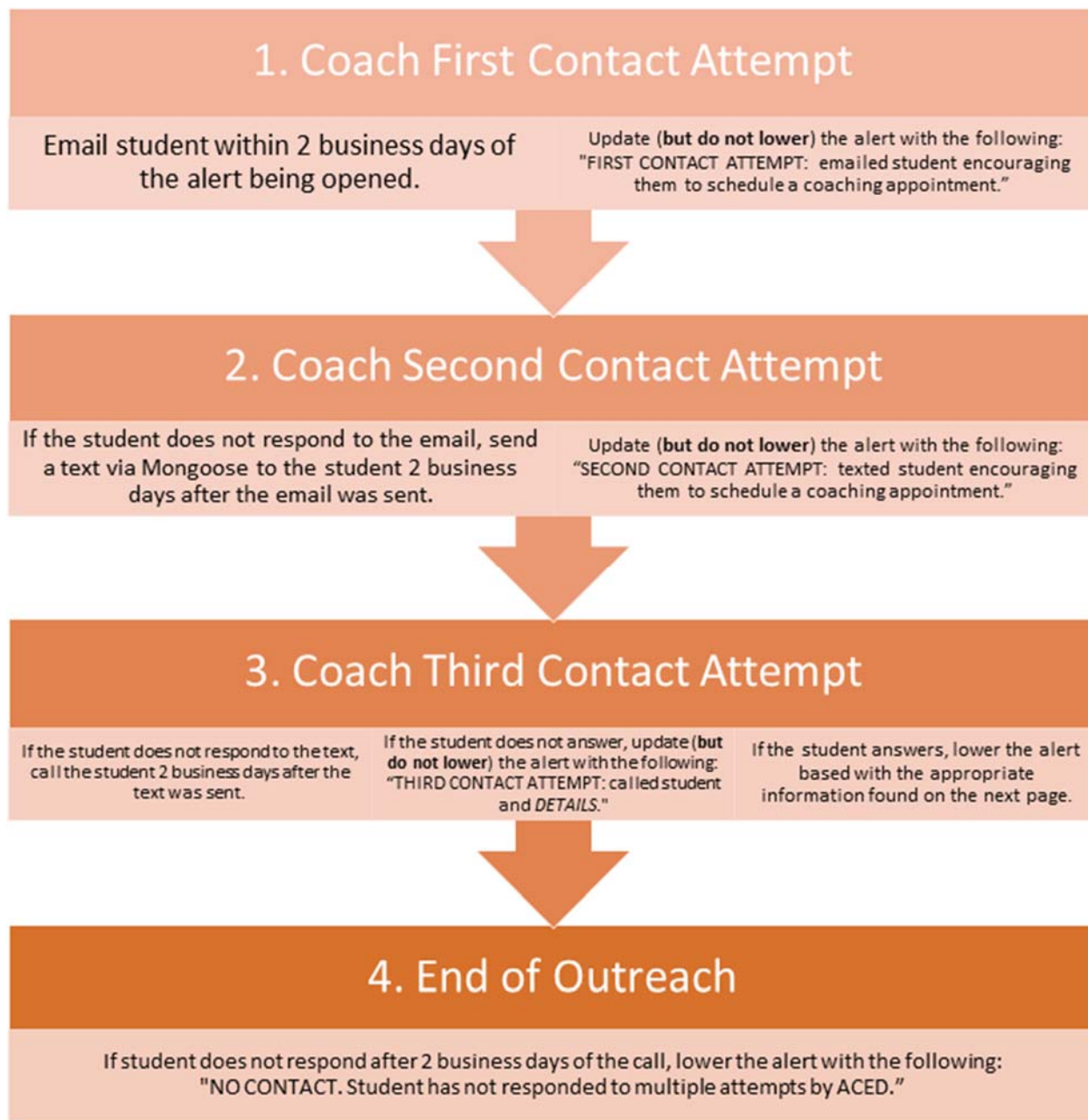
Goals for Outreach

Have student schedule a coaching appointment in order to identify barriers to student success and academic resources to improve persistence and time to graduation.

Procedure and Language When Conducting Outreach

Please copy and paste the exact wording when updating an early alert to allow IR to track who is reaching out and when, action taken on alerts, and which outreach is most effective. The language is on page 11.

Once an alert is opened, please follow these directions.



Procedure and Language When Student Replies to Outreach

Student Schedules an Appointment

- Lower the alert.
- "COACHING APPOINTMENT SCHEDULED for *date of appointment*."

Contact Made but Declines Meeting

- Lower the alert **if the alert is assigned to ACED**.
- "SUCCESSFUL CONTACT: Student not interested scheduling with ACED at this time."

Referring to Another Department

- If referring to advisor, assign the alert to the academic advisor and leave open.
- Lower the alert for all other departments.
- "REFERRED to *name of department*."

You Meet with the Student

- Update the alert. This let's the individual who created alert have more information (closing the loop).
- Also, IR can track to see rate of students keeping appointments.
- "MET WITH STUDENT: *brief description*."

Student Misses Appointment

- Update the alert. This let's the individual who created alert have more information (closing the loop).
- "NO SHOW. Student missed scheduled coaching appointment."

Language to Use

Use this page to copy and paste the needed text easily (also available on alert outreach spreadsheet template).

Outreach

FIRST CONTACT ATTEMPT: emailed student encouraging them to schedule a coaching appointment.

OR

REFERRED TO ACADEMIC ADVISOR: emailed student encouraging them to meet with their academic advisor as soon as possible regarding XXXXX.

SECOND CONTACT ATTEMPT: texted student encouraging them to schedule a coaching appointment.

THIRD CONTACT ATTEMPT: called student and left message.

OR

THIRD CONTACT ATTEMPT: called student and could not leave message.

NO CONTACT. Student has not responded to multiple attempts by ACED.

Contact

COACHING APPOINTMENT SCHEDULED for *{date of appointment}*.

SUCCESSFUL CONTACT: Student not interested scheduling with ACED at this time.

REFERRED to *{name of department}*.

MET WITH STUDENT: *{brief description}*.

NO SHOW. Student missed scheduled coaching appointment.

Recommendations for Intervention

The following chart provides suggestions for discussions to take place during a 1-1 meeting with student based on the reason for the alert. These interventions cannot be completed during a short phone call.

Reason for Alert	Recommended Intervention
Absences	<ol style="list-style-type: none"> 1. Outreach (email/text) focus on wellbeing. 2. When speaking/meeting with student, discuss issue(s) leading to absences <ol style="list-style-type: none"> a. Discussion of motivations and cost academically and financially of missing class. b. Create action plan including contact with faculty and contract to attend class c. Refer to academic coaching, if warranted
Quiz/test performance	<ol style="list-style-type: none"> 1. Outreach should mention performance discussed in alert. 2. Diagnose the issue (note-taking, studying, test stress, etc.) with the student <ol style="list-style-type: none"> a. Create a process with the student appropriate to the class and the issue. b. Discuss how student can meet with the professor to discuss the class. a. Refer to academic coaching, if warranted
Missing Assignments	<ol style="list-style-type: none"> 1. Outreach should mention missing assignments. 2. Diagnose issue (student does not know where to ID due dates, issues of time management, does not have necessary materials, etc.) <ol style="list-style-type: none"> a. Review syllabus/LMS for class in question (possibly all classes) b. Discuss Murphy's Law if something can happen it will happen. Do not try to complete things the night before it is due or the hour before it is due. c. Help with time management (centralizing due dates, breaking down assignments, etc.). d. If the issue is no book, then brainstorm with the student on how they can get the book. e. Recommend appropriate resources: Writing Center, Dean of Students for financial issues, academic coaches, etc. f. Discuss how student can meet with the professor to discuss the class.
Classroom Behavior	<ol style="list-style-type: none"> 1. Outreach should focus on scheduling an appointment to discuss classroom behavior. 2. Discuss what is/is not occurring in class and what the professor's concerns are at this time. <ol style="list-style-type: none"> a. Listen to the students' side of the issue and help them work through the issue. b. If necessary, discuss the classroom behavior chart (linked) form the Dean of Student's office. c. Refer to appropriate campus partners, as necessary.
Mental Health issues	<ol style="list-style-type: none"> 1. Outreach should focus on scheduling an appointment to discuss concerns. <ol style="list-style-type: none"> a. If the issue is alarming or you cannot get in contact with student, submit Chant Intervention form (linked) through DOS or safety check with Housing. 2. Listen to the student to determine their needs <ol style="list-style-type: none"> a. Provide resources on campus. b. Contact Counseling Services if necessary and, wherever possible, walk the student over to Counseling Services.
Self-Harm	<ol style="list-style-type: none"> 1. Immediate referral to Chant Intervention form (linked). 2. Walk/connect student to Counseling Services. 3. If you cannot reach the student, request a safety check with Housing or Public Safety.

Departments using Beacon

In addition to those already discussed, the following departments are currently using Beacon. Some departments, such as the Dean of Students, are strictly using Beacon as a resource and will not be creating notifications or accepting referrals via Beacon.

Departments	Contact
University Housing	Tag Rachael Baker
Career Services	Tag Christen Cox
Library	Tag Eric Resnis