



Progress Reports & Alerts – Academic Advising Intervention Summary Report

Academic Year 2024-2025

Intervention Intended Outcomes

The goal of this initiative is to leverage the one-on-one connection between students and their academic advisor to ensure students stay on track in their courses. Advisors reach out to their assigned students that have been referred by faculty members for class absence, academic difficulty, or other concerns.

Expected Outcomes:

- Student improves class attendance
- Student contacts instructor regarding absences and creates a plan to get back on track
- Student utilizes academic support resources as needed
- Student withdraws from class (if passing is no longer feasible and the withdrawal deadline has not passed)

Scope

This intervention targets undergraduate students referred by faculty or staff members.

Definitions

- **Progress Reports:** Formal feedback requests from faculty at scheduled times during the semester.
- **Alerts:** Standalone alerts submitted by any faculty/staff member for student concerns at any point in the semester.

Referral Reasons

- Class Absence
- Poor Grades/Assignment Concerns
- Other

Advisor Engagement

Advisors primarily address 'Class Absence' and relevant 'Other' alerts, though they may handle 'Poor Grades' alerts when appropriate (for example, near the WF deadline).

Process

When faculty submit alerts (via progress report campaigns or standalone submissions), a case is created in EAB Navigate 360 and assigned as follows:

- **Class Absence alerts:** Assigned to the student’s undergraduate academic advisor.
- **Poor Grades alerts:** Initially assigned to the Student Success Center (SSC), reassigned to academic advisors if necessary.
- **Other alerts:** Triaged by SSC and UAC case managers and assigned appropriately.

Advisors contact at-risk students via email, text, and/or phone over the course of two weeks. Cases are closed once contact is made **or** two weeks after the case open date if the student is unresponsive. This provides faculty with updated information about the student of concern and enables escalating outreach efforts.

Process Change: Use of “Student Withdrew” Close Reason

Use of the case close reason “Student Withdrew” has been discontinued. Cases where students have already withdrawn are now closed as “Administrative Close” and include comments for faculty. This promotes more accuracy in case close reasons.

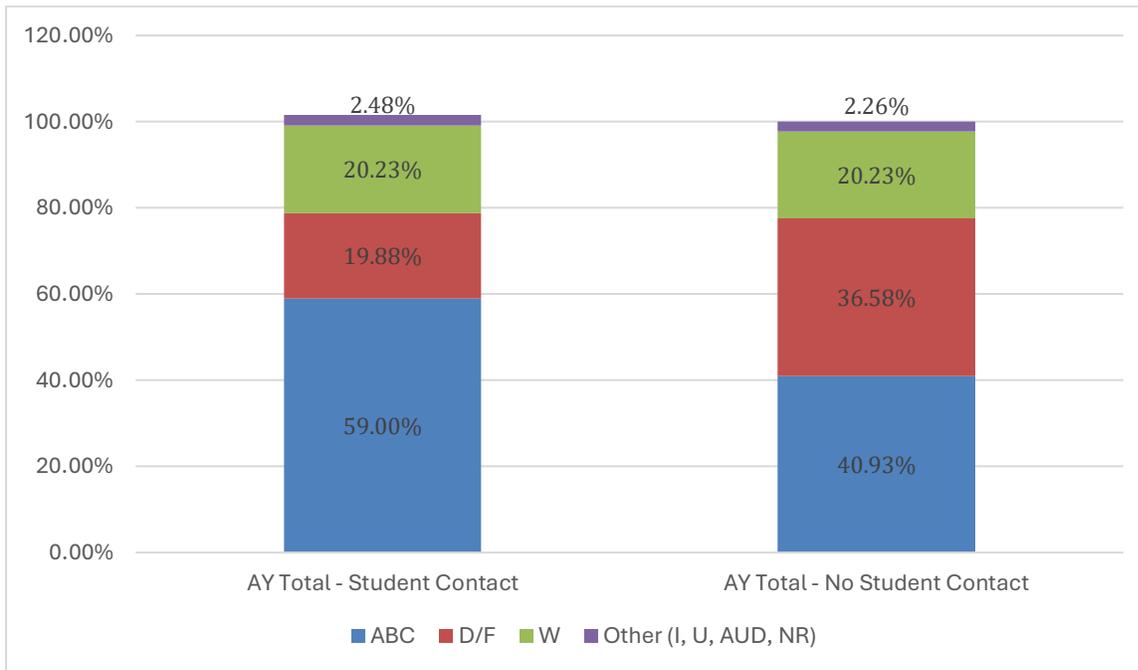
Fall 2024 & Spring 2025 Outcomes

Table 1: *Academic Year 2024-2025 Progress Report and Alerts Addressed by Advisors*

Metric	Fall 2024	Spring 2025
Alerts responded to	1,633 for 1,318 unique students	1,303 for 977 unique students
Outreach attempts	1,553 cases	1,226 cases
Successful contacts	1,014 cases (62.09% of all cases; 65.29% of cases with attempted outreach)	681 cases (52.26% of all cases; 55.55% of cases with attempted outreach)
Unsuccessful contacts	619 cases (37.91%)	622 cases (47.74%)
Passing grades (A, B, or C) earned	Successful contact: 67.75% Unsuccessful contact: 50.57%	Successful contact: 45.96% Unsuccessful contact: 31.35%
Failing grades (D or F) earned	Successful contact: 18.74% Unsuccessful contact: 33.93%	Successful contact: 21.59% Unsuccessful contact: 39.23%

Note: Successful contact indicates that the advisor reached the student and discussed the concern. Unsuccessful contact indicates either that the student was unresponsive to outreach from their advisor or that the advisor did not attempt contact (due to an error in the alert or duplication of an alert).

Figure 1: Progress Report and Alert Course Grade Outcomes by Advisor Contact with Student



Impact of Advisor Contact

Students have higher rates of academic success (indicated by passing grades) when academic advisors can make contact with them and discuss faculty concerns. This impact was consistent for both semesters and has been indicated in previous years of data.

Limitations

- Case data only tracks advisor outreach and contact for each individual case/concern—some concerns may have been addressed outside of this initiative, such as during regular advising appointments, and are therefore not tracked here.
- Multiple cases may exist for the same student due to alerts in multiple courses or repeated alerts.