Academic Progress Reports: A Guide for Faculty

Introduction
The Academic Progress Report (APR) is a powerful feedback tool that facilitates early intervention with students at risk as well as continued motivation of students who are academically on track. Faculty are asked to provide feedback via the APR form during week 6 of each term (fall and spring). Advisors use this data as a critical piece of the larger picture of a student’s academic progress toward successful degree completion. APR completion is required of all faculty teaching undergraduate courses (fall and spring) for most course types.¹ Faculty participation in this program contributes directly to student retention and completion in a meaningful way.

The following information is designed to explain the process of APR and answer any questions you may have.

Overview: What Happens?
- Faculty teaching undergraduate courses will receive an email reminder from the Assistant Provost for Academic Services, during the 5th week of fall and spring terms, with instructions regarding the APR Process.
- During the 6th Week of the semester, faculty will receive an email invitation to complete the APR process. The email(s) will include a link which takes the faculty member directly to their class lists with currently enrolled students. A faculty member may receive multiple email invitations if he/she teaches in multiple academic departments. If the faculty member teaches multiple courses in one department, all class lists should be included in a single email invitation.
- The deadline to complete the form is the end of week 6 each term (fall and spring).
- The form contains a pre-populated class lists and asks faculty to mark one of the following choices for each student enrolled:
  - Yes – this student is at-risk to fail this course (therefore not meeting basic expectations)
  - NO – this student is not currently at-risk to fail this course (therefore meeting basic expectations)
- If a student is marked at-risk to fail, faculty are required to select at least one (or more) reasons why a student is currently at-risk to fail this course:
  - Excessive absences
  - Lack of participation
  - Missed or incomplete assignments/projects
  - Other
- If a student is not marked at-risk to fail, faculty have the option to indicate that a student is Exceeding Basic Expectations.

¹ Some course types and sessions are not included in APR. For example: 5-week modular courses, independent projects and internships.
Faculty will also have the option to enter Comments regarding student progress this semester. These comments will be shared with the College Advising Center and used by Academic Advisors for student outreach and academic support.

Once the APR form is submitted, students who are identified as at-risk to fail will immediately receive a notification email regarding their progress.

The College Advising Center and Academic Advisors will provide outreach to all other students regarding the APR process and college support resources.

Consideration of Academic Progress and Basic Expectations:
To assist with this process and determining if a student is at-risk, these definitions and examples have been created.

“Student is at-risk to fail and does not meet basic expectations” examples:
- Student is exhibiting behaviors that can lead to an unacceptable grade in the course, such as:
  - Excessive absences
  - Lack of participation
- Student is utilizing poor study skills or demonstrating poor class preparation, shown as:
  - Missed or incomplete assignments/projects
  - Below “C” average on graded work
  - Poor writing skills

“Student is not at-risk and therefore meets basic expectations” examples:
- Student is attending class regularly
- Student is earning a “C” or better average on graded work
- Student turns in assignments on time

“Student is not at-risk and actually exceeds basic expectations” examples:
- Student is performing at a very high level in the course,
- Student earns high grades on assignments
- Student demonstrates excellent class participation and engagement

Suggestions for Departmental Adoption and Best Practice across the College
The APR process will be most successful when:

- **All faculty have a consistent understanding of how to use the report.** It is recommended that groups of faculty who teach the same courses engage in a meaningful discussion about academic progress as it relates to their specific course and discipline. Some courses do not have any graded work by the end of week 6. What does academic progress look like in these situations, and how can it be consistently identified across each department?

- **There is 100% usage of the form across campus.** Every faculty member teaching an undergraduate course (with few exceptions) must complete the form so that an accurate picture is gathered on each student’s progress as a whole.

- **Timely intervention is given to the students who need it.** Academic advisors and other student services professionals on campus will use academic progress information to provide appropriate and timely interventions to students.