



CU Navigate Progress Reports and Alerts Instructor Guide

What are Progress Reports and Alerts?

Progress reports and alerts are valuable tools in CU Navigate to intervene when students need additional support in their courses. Progress Reports, or early alerts, allow instructors an opportunity to provide students with feedback on their performance in courses. They are intended to encourage students to reflect on their academic performance, act, and improve their academic outcomes. They also inform advisors and other staff who can provide additional resources tailored to students' needs. Currently, progress reports are requested once a semester for all undergraduate students in graded, full-term courses; instructors are prompted to complete the reports for all their undergraduate students and to identify those who are at risk. All the information provided in the progress report is shared with students.

Why are these interventions important?

Progress reports and alerts let students know that a change in strategy is needed to ensure success in a course and help connect them to resources to provide those strategies. These interventions can prompt students to speak with their instructors about the next steps and often allow for immediate adjustments to their approach to the course and chances of success.

In addition, instructors, advisors, academic coaches, or other Clemson student support staff may learn of significant non-academic factors that lead to poor academic performance. Because students do not always reach out to instructors for help, the intervention may spark an important dialogue that could impact student success, thereby opening the door to further communication.

These alerts may aid instructors in recognizing barriers to success that students face that can be remedied by campus resources:

- Students may not inform instructors that they are sick, which results in missing assignments
- Students may have significant mental health concerns
- Students may not be submitting assignments correctly (common in online courses and Canvas submissions)



- Students cannot afford course materials
- Students are dealing with personal matters
- Students are experiencing food and housing insecurity
- Students may not have reliable technology or internet access
- Students may not have reliable transportation
- Students may not have properly transitioned from high school work to college work
- Students often are unaware of the implications of not passing a course as related to their financial aid and degree progress.
- Students are trying to be full-time students, full-time employees, and full-time caregivers, which leads to time management concerns
- Students may not have time to use the resources offered to them

Ideally, the alerts will lead to positive outcomes:

- Students may interact with instructors and discover how to improve their performance
- Students may learn more about the services offered
- Students may learn new strategies to help them succeed in their course
- Students may be rerouted to classes more appropriate to their program or interests
- Students who receive alerts may receive advisement regarding course completion options

What does a progress report allow me to highlight?

A progress report can highlight both good academic performance and areas where a student may be struggling in your course.

If you mark a student as at risk of failing your course (grade of D or F) on the progress report feedback form, you must select at least one alert reason (can select multiple):

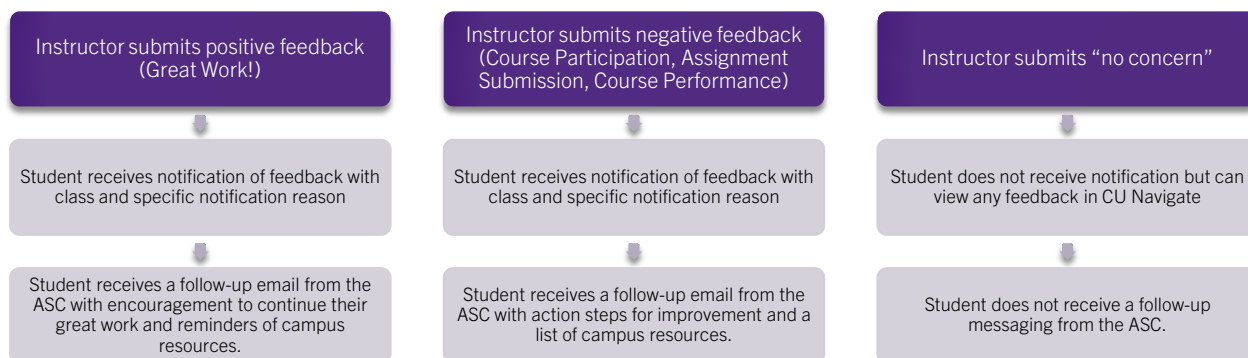
- Assignment Submission (missing assignments, late assignments)
- Course Participation (attendance, discussion, in-class activities)
- Course Performance (test score, assignment grades)

Additionally, you can use one of the notification reasons above to let a student who might not be at-risk for failing at the time of submission, that you are concerned about assignments, participation, or performance.

You can congratulate a student on their course performance by using the notification reason "Great Work!"



What happens immediately after you submit a progress report?



Academic advisors contact at-risk students via CU Navigate messaging and/or appointment campaigns to connect with them about their report and resources related to the report.

What should I include in a progress report?

In addition to selecting the reason for your concern, please provide comments related to your observations about a student's academic performance in their classes; personal details, including health information, should not be included. Please see the examples below.

Topics to include:

- If the student can still pass the class
- Whether late work will be accepted
- Current grade
- Next steps or priorities
- Specifying whether it is an attendance or participation issue



Here are appropriate comment examples	Here are inappropriate comment examples
Tiger Cub has missed several classes this semester due to personal concerns.	Tiger Cub has missed several classes this semester due to migraines.
Clemson Tiger has reported that they have personal concerns this semester that are affecting the quality of their work.	Clemson Tiger is very depressed and is not completing their work to the degree necessary for this course.
Jim has missed several classes and an exam this semester.	Jim is not prioritizing his classwork this semester and has missed several classes and an exam.

An Important Note About Comments:

- Comments are the most important part of the progress report and are visible to both the student and the personnel responding.
- Your comments should emphasize the next steps for the student. This information may help inform what types of interventions are helpful and appropriate for the student.
- Choose your language thoughtfully with the student as your audience so as to encourage the student to take action while giving them a realistic view of the situation.

Do Progress Reports and Alerts Matter?

Interventions can allow students to discuss a variety of resources with Clemson staff to assist them with non-academic concerns not related to course content. Progress reports and alerts allow other Clemson staff to intervene when students are not comfortable communicating with instructors.

Students may not be aware that a class has started. Interventions have been essential in notifying students to review their class schedules.

Interventions allow Clemson staff to address financial concerns such as purchasing course materials, paying for the course, or transportation costs.



National research confirms early intervention systems prevent many capable but struggling college students from dropping out, especially in their first year, by (re)connecting them to instructors, advisors, learning assistants, and campus resources invested in their success.

<https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Maximizing-the-Use-of-an-Early-Alert-System-through-Advisor-Outreach.aspx>

National research has identified the first year of college as a major adjustment period for students—academically, culturally, emotionally, financially, intellectually, and socially. Early intervention initiated by instructors, often the most consistent presence for students, is vital to help them successfully transition and adapt to college-level demands and expectations.

<https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/The-Art-of-Intervention-Partnering-with-Instructors-for-Early-Academic-Alert.aspx>

Frequently Asked Questions

Q: When will progress reports happen?

- Fall semester – October (full-term courses)
- Spring semester – Late February – Early March (full-term courses)
- Summer II – July (Second Summer courses)

Q: Where can I find a list of student resources?

A list of Clemson student support resources can be found here: [Resources by Student Issue | OAS | Division of Student Affairs](#). There may be resources offered by your college and other units not listed here.

Q: Who may need to view a progress report or alert?

Academic Advisors, Student Success Programs, Instructors, Financial Aid, Student Accessibility Services, College Deans and Associate Deans, Department Chairs, and other Clemson personnel

Q: What are the reasons I should submit a progress report?

Attendance, incomplete assignments and tests, lack of activity in Canvas and/or homework platform, poor academic performance, and miscellaneous concerns.

Q: What methods are used to reach students when a progress report is submitted?

Email, phone, text messaging, and appointment campaigns are used to reach students when a progress report is submitted.



Q: Do I need to include comments when submitting progress reports?

Yes, comments are essential. Comments allow the Academic Advisor or assigned staff to engage in an intervention based on specific concerns. Without the comments, students often do not know why they received the report and what the next steps are to take.

Q: I have only had one test or assignment. Should I submit a progress report?

Progress reports should reflect where the student's grade currently stands. Early notifications can help a student act before it is too late.

Q: Should I send an email to a student before a progress report is submitted?

Yes. This may be a great time to remind students about the meaning of the progress report or alert, and to warn them that progress reports and alerts are intended to support students and are not punitive in nature. Please ask students to respond to the alerts to increase opportunities for interventions.

Q: Why is it important to send a progress report for students who are struggling in their classes or not attending classes?

There are many "success stories" resulting from instructors sending a progress report. Personalized intervention, increased access to and awareness of support services, and even knowing that Clemson is invested in their success can all make a difference.