Early Alert Progress Reports: FALL 2021

Early alert progress report dates are chosen at specific times during the semester to provide timely support to students in their transitions through the university. Faculty engagement in the early alert program, through submitting a progress report, allows an opportunity for the campus to support students while interventions may still be effective.

**What to do if you do not have alerts/concerns?**

If you do not have any student concerns at the point of the progress report, CONGRATULATIONS to you and your students! Even if this is the case, please take two minutes to submit your progress report “with no alerts.”

**Possible GV Alert Reasons:**

Not all alert reasons are available for all progress report.

- GV - Attendance Concern / Low Participation
- GV - Low Grade / Poor Performance
- GV - Lab Attendance Concern / Low Participation
- GV - Lab Low Grade / Poor Performance
- GV - Q-Drop Consideration Advised
- GV - Non-academic Issues

**Need Assistance?**

If you need help submitting a progress report you can scan below for a short video tutorial, or email kmcbrien@tamug.edu

**What happens after an early alert progress report?**

After an early alert is submitted, a student will receive an automated tailored message for campus support services and resources based on their alert reason. Following the deadline for the progress report, for alerts issued, students will be invited to meet one-on-one with their academic coach or peer coach to create a personalized action plan for success. Each student is different in the reasons which led to an alert, so each appointment is customized to what they are needing at that point in the semester.

**Faculty Early Alert & Progress Report Support**

Supporting our students through early alerts would not be possible without the support of our faculty partners. If you find yourself needing extra support in submitting your progress reports, have questions about using Navigate, experience issues or just want to talk, please join us during the Faculty Early Alert Support Meetings scheduled throughout the semester.

EA #1 Meetings:
Monday, September 20
Thursday, September 25

EA #2 Meetings:
Monday, October 18
Thursday, October 21

EA #3 Meetings:
Monday, November 8
Thursday, November 11

Location and times of Faculty Support Meetings will be provided closer to events. Additional resources can be found at www.tamug.edu/cats

**Student Feedback for Quick Polls**

In addition to feedback gained from the faculty members through progress reports, student feedback will be gathered through Navigate to learn about their perspective on their success and progress through the semester.

**Progress Report #1: Week Four and First-round exams**

*Sent: September 16 • Due: September 23*

**Target information:**

Four weeks into the semester is typically when first round of exams have started. As students are learning and practicing new independence, we are focusing on making sure the student is aware of support, participation and understanding in their classes in connection to the semester “big” picture.

**Questions to Consider:**

Is the student attending class? Is the student’s engagement with course materials (homework, discussions, projects, etc.)? How is the student’s performance on early assessments (quizzes, exams, homework, etc.)?

**Meetings with students:** September 27 - October 1

**Progress Report #2: Week 8 and Mid-term Evaluations**

*Sent: October 14 • Due: October 21 • Campus Dates: Oct. 18 - Midterm Grades*

**Target information:**

Halfway through the semester, this progress report is targeting information about the student’s participation, effort, and understanding of the content. Our goal is to help the learner reflect and connect their experiences so far to build (or rebuild) successful habits.

**Questions to Consider:**

Is the student attending class? Does the student engage in class? Is the student preparing before class? Is the student progressing in the materials adequately? Have you noticed a difference/change in the student leading to concerns? Do you notice behaviors which may not be setting the student up for success? Are midterm grades accurate representations of their progress?

**Meetings with students:** October 25 - November 5

**Progress Report #3: Week 12 and Q-Drop Discussions**

*Sent: November 4 • Due: November 11 • Campus Dates: Nov. 19 • Q-drop*

**Target information:**

Almost at the end of the semester, this progress report is focusing on student performance and potential discussion for minor habit shifts or q-drop consideration.

**Questions to Consider:**

Based on the student’s current performance and effort, where do you anticipate their outcome? Should the student consider q-dropping the course? Is it realistic for the student to finish the class successfully?

**Meetings with students:** November 15 - November 19

**Submit Progress Report: 3 Steps**

1. **CHECK** your university email.
   - Follow the link to “Click to Begin Entering Student Feedback”

2. **SELECT** “yes” for each student alert.

3. **SUBMIT** unmarked students as not at-risk.

**FALL 2021: Target Courses**

- High DFWQ (F20)
- Significant FY/UI Population
- Writing Intensive Course

<table>
<thead>
<tr>
<th>FSCI</th>
<th>LIST</th>
<th>MARS</th>
<th>MART</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 107</td>
<td>ANTH 202</td>
<td>MARE 100</td>
<td>MARTH 103</td>
</tr>
<tr>
<td>CHEM 117</td>
<td>ANTH 210</td>
<td>MARE 102</td>
<td>MARTH 115</td>
</tr>
<tr>
<td>CHEM 119</td>
<td>ARTS 150</td>
<td>MARE 210</td>
<td>MARTH 208</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>COMM 203</td>
<td>MARE 215</td>
<td>MARTH 204</td>
</tr>
<tr>
<td></td>
<td>ENGL 104</td>
<td>MARE 242</td>
<td>MARTH 215</td>
</tr>
<tr>
<td></td>
<td>ENGL 210</td>
<td>MARE 405</td>
<td>MARTH 216</td>
</tr>
<tr>
<td></td>
<td>HIST 105</td>
<td>MARS 202</td>
<td>MARTH 207</td>
</tr>
<tr>
<td></td>
<td>HIST 106</td>
<td>MARS 203</td>
<td>MARS 210</td>
</tr>
<tr>
<td></td>
<td>HIST 232</td>
<td>MARS 219</td>
<td>MARS 410</td>
</tr>
<tr>
<td></td>
<td>KINE 190</td>
<td>MAST 240</td>
<td>MARS 280</td>
</tr>
<tr>
<td></td>
<td>MAST 220</td>
<td>MAST 270</td>
<td>MARS 410</td>
</tr>
<tr>
<td></td>
<td>MAST 425</td>
<td>PSYC 107</td>
<td>MART 103</td>
</tr>
<tr>
<td></td>
<td>POLS 206</td>
<td>PSOC 205</td>
<td>MART 115</td>
</tr>
<tr>
<td></td>
<td>SPMT 336</td>
<td>PSOC 206</td>
<td>MART 208</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MART 201</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MART 204</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MART 207</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MART 215</td>
</tr>
</tbody>
</table>

**FSCI:**
- CHEM 107
- CHEM 117
- CHEM 119
- CHEM 120

**LIST:**
- ANTH 202
- ANTH 210
- ARTS 150
- COMM 203
- ENGL 104
- ENGL 210
- HIST 105
- HIST 106
- HIST 232
- KINE 190
- MAST 220
- MAST 240
- MAST 270
- PSYC 107
- PSOC 205
- SPMT 336

**MARS:**
- MARE 100
- MARE 202
- MARE 210
- MARE 242
- MARE 405
- MARS 202
- MARS 280
- MARS 410
- MARS 210

**MART:**
- MARTH 103
- MARTH 115
- MARTH 208
- MARTH 201
- MARTH 215

**MARA:**
- ECON 202
- MARA 440
- MARA 205
- MARA 466
- MARA 250
- MARA 468
- MARR 101
- MARR 215
- MARR 438
- MARR 482
- MARR 215
- MARR 101
- MARR 484
- MARR 405
- MARR 210
- MARS 102
- MARS 203
- MARS 210
- MARS 280
- MARS 410
- MARS 210
- MARS 201
- MARS 204
- MARS 207
- MARS 215

**SCMT 303**