Frederick Community College

Navigate Progress Reports & Alerts Faculty Guide

Updated: January 2024

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What is Navigate?

Navigate is a FERPA-compliant platform for communication and outreach to students, including appointment scheduling and documentation. It offers a several ways to contact students, including text messaging, and allows for a comprehensive approach to offering resources, information, and support to students.

What are Progress Reports and Alerts?

Progress reports and alerts are valuable tools in Navigate to intervene when students need additional support in their courses. They also inform advisors and other staff who can provide additional resources tailored to students' needs. Progress reports can be initiated for large groups of students in the form of a campaign; faculty are prompted to complete the reports for some or all their students and to identify those who are at risk. All information on a progress report is shared with the student. Faculty can also issue an "ad hoc" progress report when they want to identify and communicate with students who might be at risk. Alerts can be issued for non-academic reasons to help connect students to a range of resources and supports. They can also be issued at any time and by other members of the campus community besides faculty members.

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 helps connect them to resources to provide those strategies. These interventions can prompt students to speak with their instructors about next steps and often allow for immediate adjustments to their approach to the course and chances of success.

In addition, faculty, advisors, SOAR Coordinators, Retention Specialists, or program managers may learn of significant non-academic factors that lead to poor academic performance. Because students do not always reach out to faculty for help, the intervention may spark an important dialogue that could impact student success, thereby opening the door to further communication.

Copies of all alerts are also sent to students' advisors and in some cases Retention Specialists or SOAR Coordinators, so they can help students take the necessary steps and seek out appropriate resources to ensure their success.

In general, students feel valued and appreciated when someone takes the time to reach out to them. Sometimes, students need confirmation that the faculty and staff care about them and are looking out for their best interests. Through faculty intervention, students may discover both academic and non-academic campus resources that can maximize their own success. When students do not feel like they are cared for, they may become isolated and feel alone. Additionally, students are more willing to share information to help faculty and staff create resources to improve student success. Without these interventions, vital qualitative data may be missing that may play a role in student retention.

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

- Students may not inform faculty 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)
- 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 possible grade replacement policies

- 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 faculty and discover how to improve their performance
- Students may learn more about the services offered by the college
- 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

If a student is having issues outside of the classroom that are impacting their classroom performance, faculty are encouraged to assist the student in contacting their advisor or other FCC office or resource to provide support. The Student Handbook provides valuable information about such resources: https://www.frederick.edu/handbook.aspx?cid=resources-top-link.

What is the difference between a progress report and an ad hoc alert in EAB Navigate?

Faculty will primarily use progress reports to identify academic concerns affecting a student's progress or performance in your specific courses. Progress reports are not just for students who are struggling or facing challenges in your course as they can also highlight good academic performance.

- Progress report campaigns are requests for updates on student performance in a specific course at key times during the semester to identify students at-risk of failing courses.
- Ad hoc progress reports can be submitted anytime outside of the designated progress report campaigns to provide an update on student performance in a specific course.

Ad hoc alerts should be used for reporting non-academic areas where a student may benefit from more resources or support (like childcare resources, food resources, housing resources, etc.). Students cannot view the comments submitted with alerts; therefore, they should not be used for academic concerns.

When will progress report campaigns happen?

The timing of progress report campaigns is based on the length of the course.

- 15-week courses: during Weeks 4 and 7
- 13-week courses: during Weeks 4 and 7
- 10-week courses: during Weeks 3 and 5
- 7.5-week courses: during Week 3
- 5-week courses: during Week 2
- 3-week courses: no specific progress report campaigns. Faculty should utilize ad hoc Progress Reports to report concerns.

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.

Timing & Use of Progress Reports and Alerts (cont.)

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):

- Low Attendance/Participation
- Incomplete/Missing Assignments
- Quality of Work Submitted
- Low Major Assessment Score (test or quiz grades)
- Remote Education Resources
- Student Athlete Concern

When a student is marked as at-risk of failing your course, the Navigate system will create an at-risk alert with the information submitted including your comments that will be sent directly to the student and academic advisor. SOAR Coordinators and Retention Specialists will use this information to conduct personalized outreach to follow up with the student.

If the student is not at-risk of failing your course but still showing academic concerns, you can still select these alert reasons (for instance, the student has a missing assignment, but it is not impacting their grade enough to put them at-risk of failing). This will allow you to notify the student with comments on how to improve their performance and allow the staff responding to the alert to prioritize the student's risk level.

You can also highlight Good Academic Performance by selecting that as an alert reason without marking the student as at-risk. Good Academic Performance should not be selected with another alert reason as it will send conflicting emails to the student.

In addition, faculty comments that provide more specific information regarding student performance are strongly encouraged, as they help clarify next steps for students and provide responders with a framework for successful student interventions. It is helpful to both students and responders to understand the likelihood a student has of being successful in the class at the time the alert is sent.

When should faculty submit a progress report outside of a campaign?

Early intervention is important so that students have time to implement success strategies. Ad hoc progress reports can be submitted any time outside of the designated progress report campaign times when the faculty member feels necessary- no need to wait for the campaign.

Faculty should consider sending progress reports:

- Alongside financial aid attendance reporting
- After poor performance on first major assessment or several minor assessments
- Before withdrawal deadline
- In conjunction with a poor midterm grade
- In accordance with departmental or program criteria

Faculty should also consider sending a progress report as soon as they observe the following issues:

- Poor participation in online or in class activities
- Troubling academic patterns/concerning behaviors (these should not be conflated with BERT interventions)
- Poor performance before the withdrawal deadline
- Course average below a C
- Course average above a C but below the threshold needed to advance in a program
- Missing multiple assignments
- When indicated through Blackboard Retention Center

Faculty can send multiple progress reports as new issues arise or if the initial issue is unresolved; however, no more than 3-4 progress reports should be submitted for the same issue. Please note that effective utilization of the progress report and alert process requires that faculty keep grades in grade center as up to date as possible.

When **NOT TO SEND** a progress report or alert:

- Progress reports and alerts are not the same as the Student Behavior Incident Report form, which should be used for concerns of that nature that require immediate attention.
- Do not factor in an assignment before the due date. Students may have a plan to complete assignments on or near the due date (even if such actions are not recommended).

When should faculty submit an ad hoc alert?

Ad hoc alerts should be used for reporting non-academic areas where a student may benefit from more resources or support (like childcare resources, food resources, housing resources, etc.). Ad hoc alerts can be submitted at any time by both faculty and staff.

Some alerts will trigger automatic emails with resources to be sent to the student, while others may open a case prompting designated staff to reach out to the student.

Please note that comments submitted with non-academic alerts are not visible to students and cannot be used for academic concerns. Progress reports should be used for academic concerns.

Alert Reasons:

- campus involvement
- childcare resources
- counseling and wellness referral
- employment resources
- financial aid resources
- food resources
- housing resources
- remote education resources
- student athlete concern
- success coaching referral (individual coaching for academic success skills)
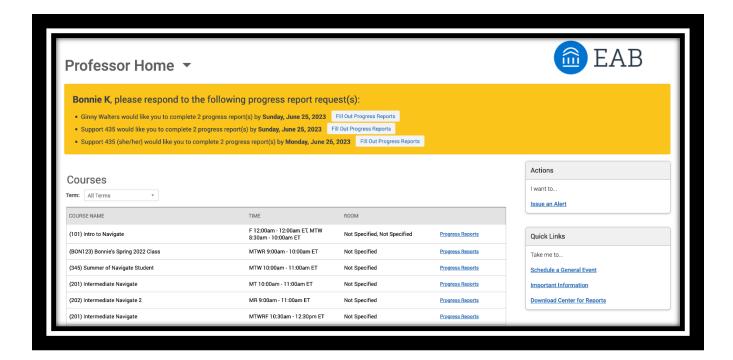
How to Submit a Progress Report

How can faculty submit a progress report?

Progress reports can be submitted through a progress report campaign during designated times or as an ad hoc progress report anytime in Navigate.
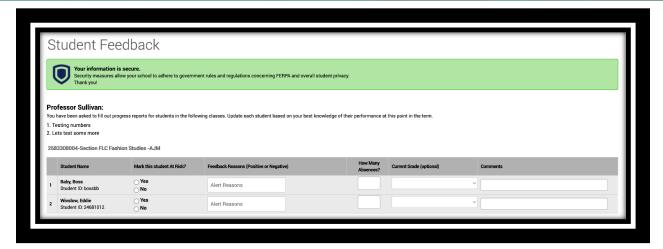
To respond to a **progress report campaign**:

1. Faculty will receive an email requesting them to submit progress reports for their courses through the **Navigate** system.
2. Faculty can click the link at the bottom of the email to go directly to the Student Feedback form.
3. Faculty can also respond to the progress report campaign by logging into **Navigate**, switching to their Professor Home screen by clicking the arrow beside Staff home and using the links found in the yellow banner.

4. In the Student Feedback form, please fill out the following information for a **student who is at-risk of failing your course (grade of D or F)**:
   - At risk of failing your course (grade of D or F)? - Use this field to indicate if this student is currently at risk of failing your class. If they are at-risk, you must select an alert reason.
   - Alert Reason(s) - Select all that apply. You don't have to select "Needs additional support to pass your class?" to select a reason.
   - Absences- optional
   - Current Grade- optional
   - Comments - Please provide information regarding the student's performance in class – the more details the better. **This information provides invaluable context for our student outreach and enables us to provide them with better targeted support to help them succeed.**
5. For students who are not at risk of failing your course, you can still provide this information if you wish to; however, you are not required to fill in these fields. You can select alert reasons or indicate Good Academic Performance along with leaving comments for the student.
6. Once you have filled out these fields, click EITHER **Submit only marked students (but I'm not done) button** if you need to return to fill out more progress reports later OR click **Submit unmarked students as not At-Risk (I'm all done) button**. This option gives you the ability to only manually mark students who are at risk and automatically mark everyone else not at risk when you click this button.
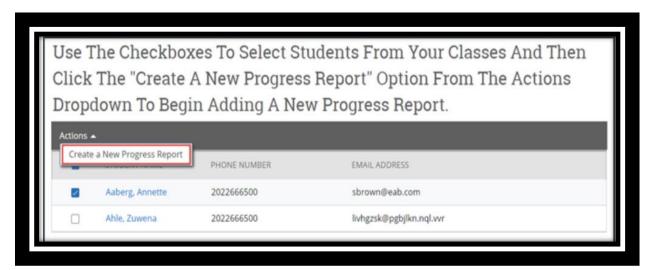
To submit an **ad hoc progress report** outside of a campaign:

- Login into **Navigate** and switch to the Professor Home screen by clicking the arrow beside Staff home. From there, click on the progress reports link for the desired course.
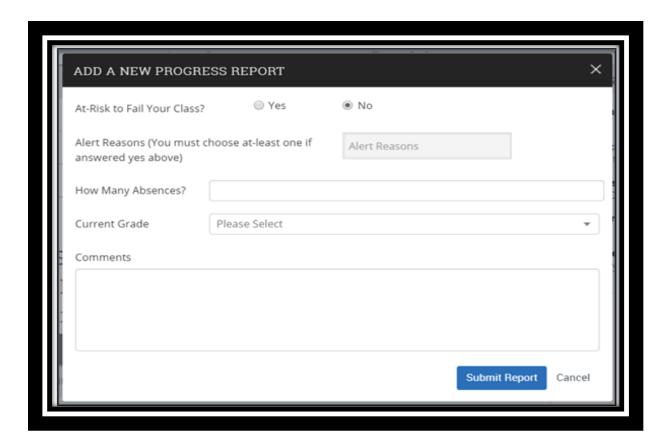

- Use the checkboxes to select the student from your course and then click the "Create a New Progress Report" Option from the Actions Dropdown menu.

- Fill out the information for the student and click submit report.
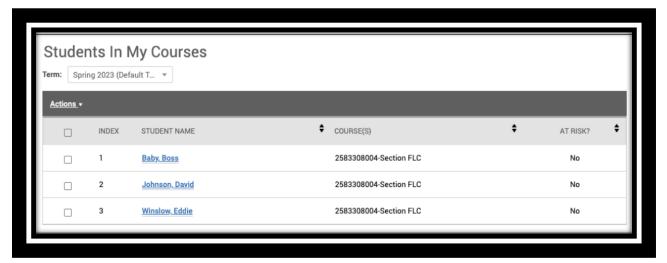
An Important Note About Comments:

1. **Comments are the most important part of the progress report and are visible to both the student and the FCC personnel responding.**
2. Your comments should emphasize next steps for the student and provide the SOAR Coordinator or Retention Specialist with a framework for successful intervention. It is extremely important that faculty provide this additional context for both the student and FCC personnel reaching out to the student. This information may help inform what types of interventions are helpful and appropriate for the particular student.
3. 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.

How to Submit an Ad Hoc Alert for Non-Academic Concerns

To submit an **ad hoc alert** for a student in your course:

1. Log in to **Navigate** and click on the tab for **Courses** from the Professor Home screen. Scroll down to the Student in My Courses menu.

2. Use the checkboxes to select the student from your course and then click the "Issue an Alert" Option from the Actions Dropdown menu.
3. Fill out all information including selecting a reason for the alert.
4. **Please note that students cannot see the comments submitted in an ad hoc alert; therefore, progress reports should be used for academic concerns.**

Effectiveness of Interventions

Do Progress Reports and Alerts Matter?

- Interventions can allow students to discuss a variety of resources with FCC personnel to assist them with non-academic concerns not related to course content.

- Progress reports and alerts allow other FCC personnel to intervene when students are not comfortable communicating with instructors.

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

- Interventions allow FCC personnel 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.[1]

- 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 faculty, often the most consistent presence for students, is vital to help them successfully transition and adapt to college-level demands and expectations.

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

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

http://www.ecsu.edu/documents/faculty-staff-conference/bestPractices-CaseExamplesinEarlyAlert.pdf

Why not bypass the college's early alert system and email struggling students directly?

- Instructors (especially adjunct faculty) may not be aware of FCC resources to help struggling students.

- Emailing struggling students may not allow FCC personnel to see patterns of student behavior which may be occurring in other courses. Instructors may be unaware of larger issues that extend deeper than an individual course.

- Students do not always regularly check their email, especially if their email is not connected to their mobile device. In some cases, students don't appropriately utilize their FCC email.

- Communication that is "time-sensitive" may impact a student academically if the student doesn't check email in a timely manner.

- Emailing students in a single class may not allow advisors (or other FCC personnel) to properly advise since email communication is not available to them.

- Interventions also alert a student's advisor, departmental SOAR Coordinator or Retention Specialist, who will then be able to engage in outreach and intervention steps with a fuller understanding of the student's performance across all classes.

- Deploying progress reports is one of the "Duties and Responsibilities" stated in full-time and adjunct faculty job descriptions: "Maintain regular communication with students, and when appropriate, use the Student Success Alert notification process."

- Progress reports and alerts are part of the evidence gathered for final grade complaints. Useful data collected each semester informs decisions about how FCC can improve student persistence, retention, and completion.

What are departmental responsibilities around Progress Reports and Alerts?

Progress reports and alerts are intended to be tools to help ensure student success. Alert policies should be structured around early interventions, not just the documentation of struggling students. While progress reports should be used in all courses, departments should, in consultation with other stakeholders (advisors, learning centers, retention specialists, student support offices, etc.), establish benchmarks, priorities, and procedures for progress reports. Departments should share the following with their AVP:

- Navigate training for faculty in department
- How to send ad hoc alerts and ad-hoc progress reports through Navigate
- How to complete progress report campaigns in Navigate
- How to utilize dashboard and queries (as appropriate) to determine frequency and efficacy of alerts and make appropriate recommendations to the department
- Language regarding progress reports and alerts included in syllabus
- Expectations around providing additional comments for the progress reports, recommended next steps, and other helpful information within the body of the progress report

Follow-up examples might include an intervention with the student to discuss the student's concerns which often include time management, employment hours, or personal matters impacting academic performance; following up with the instructor or assigned advisor; referring student to Learning Centers or Counseling and Wellness Services; or coaching student how to make an appointment with the CAPS office or Student Success Programs.

Closing the Loop: What Happens After I Send a Progress Report or Alert?

All students have an assigned advisor. Some departments have SOAR Coordinators and for other departments, Retention Specialists will conduct outreach. SOAR Coordinators are content experts that can offer more specific advice about individual courses (homework platforms, specific assignments, course design, etc.) when student success alerts are sent. Retention Specialists and SOAR Coordinators are regularly monitoring when progress reports and alerts are sent to their students.

- Advisors or Retention Specialists will reach out to students directly if they have received multiple at-risk progress reports and alerts in the same semester, whether these are multiple reports in one class or individual reports across multiple classes.
- SOAR Coordinators will reach out to both students in some subject areas and instructors to "close the loop" regarding potential interventions with students as well as possible course-related concerns.
- Advisors or Retention Specialists may also reach out to students when an alert is issued during an abbreviated semester, when students are academically at risk, or other known factors necessitate earlier interventions than those created from progress report campaigns in Navigate.
- Advisors, Retention Specialists, and SOAR Coordinators also enter advising notes to assist other departments/services at FCC to address specific student concerns.
- Students in Targeted Support Offices and Cohort Groups may be contacted by those specific offices as changes in academic status (drop, withdraw, audit) may impact financial aid and future enrollment at FCC.
- Closing the loop does not necessarily result in a change in behavior. There are many challenges faced by students that are beyond the scope of FCC personnel to address.

What are some other success strategies?

In addition to responding to progress report campaigns and sending ad hoc progress reports and alerts as appropriate, some additional strategies you may consider are listed below:

- Consider reaching out to students who are identified as at risk either before or after a class session, encouraging them to set up an appointment to talk with you.

- Announce to the class and in Blackboard announcements, in advance of sending progress reports, that you will be sending them and to look for them in their FCC email accounts. If students prefer to use other accounts, share with them the directions for forwarding their FCC email to their preferred account.

  - Remember: Navigate communications will ONLY send to an FCC email account. For directions for forwarding myFCC to personal email accounts, please visit http://www.frederick.edu/student-resources/it-services/faqs.aspx.

- Offer other Student Success Tools, reminding them about "Student Resources" and/or making referrals to Learning Centers (please see "Student Support Resource Directory" on page 22).

- Consider a referral to the Academic Coach or other academic supports in the FCC Learning Centers and Student Success Programs. Please visit http://www.frederick.edu/tutoring or https://www.frederick.edu/student-resources/student-success-programs.aspx for more information about academic coaching.

- The Blackboard Grade Center should be set up from day 1 of a course to allow students to track their overall progress, including the grade column, which calculates students' final course grades as a Running Total (value = YES).

  - Note that items hidden from students (i.e. assignments and tests) don't appear in My Grades until they become available for a student to view).

Additional Strategies for Student Success

- Track the need to send alerts for missed deadlines and overall grade/course performance by using the Retention Center in Blackboard.

    o Retention Center requires that faculty have a completed Grade Center setup with the total grade column calculated as a Running Total, and they are utilizing the due date for items like tests, quizzes, and assignments. The Retention Center uses this field to determine if an individual hasn't yet completed that item.

    o Be sure that all assignment due dates and point values are accurate and up-to-date.

These strategies can all help students better understand their own progress and offer more opportunities for communication and collaboration between faculty and students, as well as timelier and more comprehensive outreach and intervention.

Student Support Resource Directory

Adult Students & Family Virtual Resource Center

www.frederick.edu/student-resources/adult-services.aspx

Athletics

www.fccathletics.com/landing/index

Bookstore

http://bookstore.frederick.edu/home

Career and Academic Planning Services (CAPS)

https://www.frederick.edu/student-resources/career-academic-planning-services.aspx

Community Resource Directory

www.frederick.edu/student-resources/adult-services/community-resource.aspx

Counseling and Wellness Services

https://www.frederick.edu/student-resources/counseling-and-wellness.aspx

Disability Access Services

https://www.frederick.edu/student-resources/das.aspx

Emergency Assistance (Food Pantry, Child Care, Mental Health, etc.)

www.frederick.edu/student-resources/virtual-resources.aspx
*Please see "Emergency Assistance" section.

Financial Aid

https://www.frederick.edu/financial-services.aspx?cid=fa-top-link

General Assistance/ Questions

Email assist@frederick.edu or call 301-846-2469

Information Technology Services for Students

www.frederick.edu/student-resources/it-services.aspx
Request online support: http://apps.frederick.edu/cfm/myfcc/myfccassist.cfm

Internet Access (Xfinity Wi Fi) – Free Access

https://wifi.xfinity.com/

Learning Centers and Tutoring Services

www.frederick.edu/tutoring

Student Support Resource Directory (Cont.)

Library/ Learning Commons

www.frederick.edu/student-resources/gladhill-learning-commons.aspx

Office of Student Success Programs

https://www.frederick.edu/student-resources/student-success-programs.aspx

Online Learning Resources

https://www.frederick.edu/student-resources/online-learning.aspx

Student Resources

www.frederick.edu/student-resources/virtual-resources.aspx

Student Emergency Assistance Funds

Student Emergency Assistance Fund application:
https://app.perfectforms.com/PresentationServer/Form.aspx/Play/dP1IgAYI?f=dP1IgAYI

Veteran and Military Services

www.frederick.edu/student-resources/veteran-military-services.aspx

? FREQUENTLY ASKED QUESTIONS-FAQs

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

Academic advisors, SOAR Coordinators, Instructors, Financial Aid, Disability Access Services, Veteran Affairs, Associate Vice Presidents, Student Affairs, and other FCC personnel.

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

Attendance, incomplete assignments and tests, lack of online activity on Blackboard and/or homework platform, poor academic performance, and miscellaneous concerns.

Q: **When should faculty submit progress reports?**

All faculty should participate in progress report campaigns. The timing of progress report campaigns is based on the length of the course.

- 15-week courses: during Weeks 4 and 7
- 13-week courses: during Weeks 4 and 7
- 10-week courses: during Weeks 3 and 5
- 7.5-week courses: during Week 3
- 5-week courses: during Week 2
- 3-week courses: no specific progress report campaigns. Faculty should utilize ad hoc progress reports to report concerns.

Faculty can also submit ad hoc progress reports at any time outside of designated progress report campaigns when necessary.

Q: **What methods are used to reach students when a progress report or ad hoc alert is submitted?**

Email, phone, text messaging, and other FCC personnel in contact are used to reach students when a progress report is submitted. Ad hoc alerts may trigger automatic emails to the student with resources or may open a case which triggers an assigned FCC staff member to reach out to the student.

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

Yes, comments are essential. Comments allow for the academic advisors, Retention Specialists, or SOAR Coordinators to engage in an intervention based on specific concerns. Without the comments, students often do not know why they are being contacted, and FCC cannot provide appropriate outreach and support.

Q: **Should I factor in an assignment before it is due for progress reports?**

Students have complex lives and often may choose to complete assignments on the due date. Progress reports should reflect where the student's grade currently stands. Reminders about upcoming due dates can be sent to students without submitting a progress report.

Q: **Should I submit multiple progress reports for a student?**

Progress report campaigns are used to assess student performance and progress in your course at designated points in the semester. However, ad hoc progress reports should not be used for each time a student is not completing homework for the duration of the semester. Follow up on students should be handled on a case-by-case basis.

Q: **Should I send an email to a student before a progress report or ad hoc alert 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 with outreach are intended to support students and are not punitive in nature. Please ask students to respond to the alerts to increase opportunities for interventions. If you have a SOAR coordinator attached to your discipline, please share the name of the SOAR coordinator so that the student is aware of who will be communicating with them.

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 faculty sending a progress report. Personalized intervention, increased access to and awareness of support services, and even knowing that FCC is invested in their success can all make a difference.

FREQUENTLY ASKED QUESTIONS- FAQs (Cont.)

Q: **Do I need to send progress reports if I only teach Dual Enrollment classes?**

Yes. Please contact the Matthew Paushter, Director for Dual Enrollment and High School Partnerships at mpaushter@frederick.edu for questions regarding sending alerts to high school students enrolled in your classes.