TRELLIS PROGRESS

2023 Updates

TRELLIS PROGRESS OVERVIEW

Trellis Progress, which replaced other early alert efforts starting in Fall 2019, is a comments-based course feedback system designed to proactively identify student issues in the classroom and support student success. Trellis Progress allows instructors to provide point-in-time feedback, either positive or constructive, to students enrolled in their courses by sending an Early Progress Report (EPR). The EPR connects students with appropriate institutional resources for support based on the student or classroom needs. The instructor has the option to add additional feedback customized to the course or specific departmental support. The EPR is emailed to students and is visible to academic advisors to ensure timely support.

HOW DOES TRELLIS PROGRESS WORK?

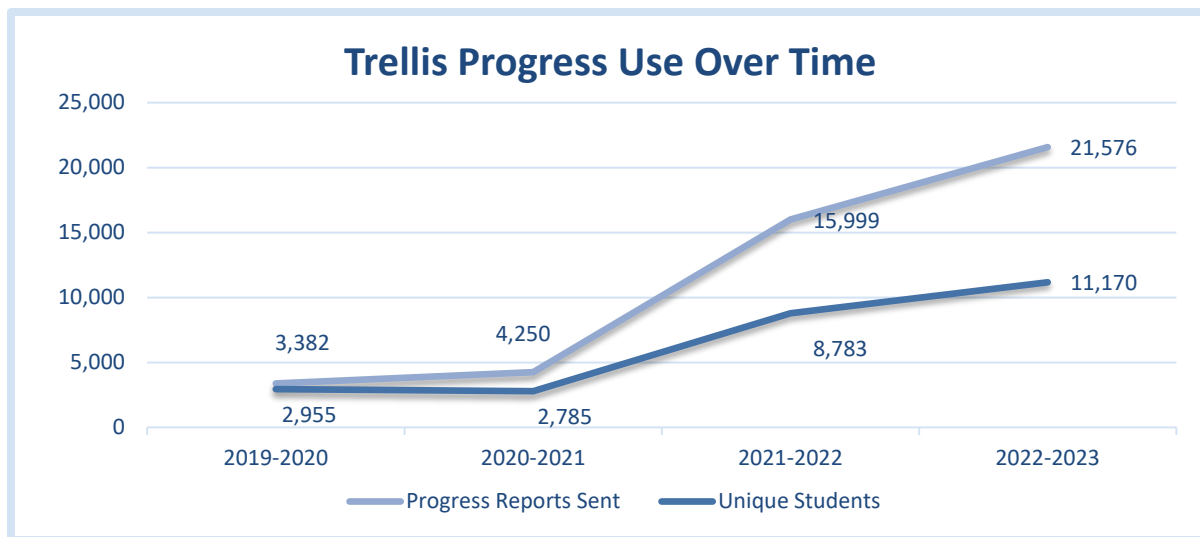| Faculty send Progress Reports through Trellis Progress	Students receive Progress Reports through university email	Academic Advisors use Progress Reports to connect with students
• Using the D2L course site gradebook, faculty can send progress reports to individual students or to groups of students. • Faculty use progress reports to encourage students to reach out, to tell them about their current grade, and suggest resources. • Faculty find value in having a record of communication and specifically, the ability to loop-in advisors to student situations.	• Data from Trellis Marketing Cloud, which sends the EPR messages, shows that the messages are reaching students. • EPRs sent during the 2021-2022 academic year have an open rate of 76%, compared to 51% open rate for general undergraduate student services emails during the same period. • EPR additional comments that come directly from the instructor have an even higher open rate of 86%.	• Progress reports are used to conduct individualized outreach suggesting a meeting or providing resources and support. • The information is utilized in advising appointments to guide discussion and suggest strategies. • EPRs inform student support by providing a holistic view of student progress across courses, helping to see issues early. • Advising teams can use EPRs to guide students through course withdrawal decisions.

Trellis Progress Use Over Time

Chart: Trellis Progress Use Over Time

Progress Reports Sent: 2019-2020: 3,382; 2020-2021: 4,250; 2021-2022: 15,999; 2022-2023: 21,576

Unique Students: 2019-2020: 2,955; 2020-2021: 2,785; 2021-2022: 8,783; 2022-2023: 11,170

What Faculty Like About Trellis Progress

Ease of use: *"The beauty that I like about Progress is without me doing a lot of work it sends a more personalized letter without me having to go and write 100 individual different letters."*

The power of customization: *"At first, I only used those automatic things {resources} that you can add… So I started to make my own little things…internship ideas, or scholarships in our college, or things that could be useful to my students."*

How Academic Advisors Feel About Trellis Progress

*"It (Progress Reports) helps us know when students may be struggling, so we can check in on them and hopefully **intervene before the end of the semester**."*

*"There are several instances where an **outreach about a progress report has revealed a larger problem** the student is facing in the semester and allowed me to provide resources and supports to target that larger problem."*

"It would be helpful if all instructors were required to use the system at least once during the midpoint of the course for the students."

Progress Reports positively impact students' perception of courses

Using Student Course Survey data, we found a positive impact on student experience in courses using Trellis Progress. When we matched courses with an instructor who used Progress to a similar course (same subject, same level) who did not, students rated courses using Progress more positively in the following ways[1]:

- They reported more encouragement to participate through activities, projects, and assignments
- They were more likely to be clear on the learning goals of the course
- They were more likely to say that they received regular feedback throughout the semester

To learn more please visit: https://studentsuccess.arizona.edu/trellis-progress

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[1] P < 0.05. Two sample t-test of proportions comparing Fall 2021 Student Course Survey (formerly TCE) responses