



**OUTREACH AND
SUPPORT PROGRAMS
COLORADO STATE UNIVERSITY**

Early Performance Feedback Initiative at CSU

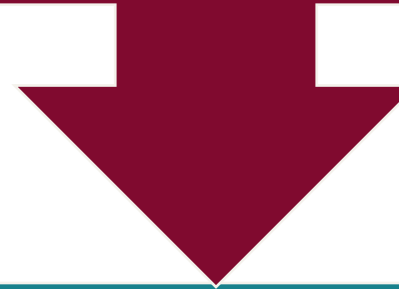
JILL PUTMAN,
ASSOCIATE DIRECTOR
FOR OUTREACH AND
SUPPORT PROGRAMS

Today's Session

- After attending today's session, participants will be able to:
 - Provide an overview of the Early Performance Feedback initiative, goals, and process
 - Discuss the U-Turn intervention
 - Identify ways to support students based on Early Performance Feedback grades

What is Early Performance Feedback (EPF)?

Students enrolled in Early Performance Feedback courses receive notification of their progress within the first five weeks of the semester. This initiative is designed to provide students with timely feedback about their course progress so they can make informed decisions and improve their academic performance.



Focus is on providing meaningful feedback (meeting expectations or not yet meeting expectations) on course progress in select courses

AUCC courses

Courses with high
D, F, W, U rates

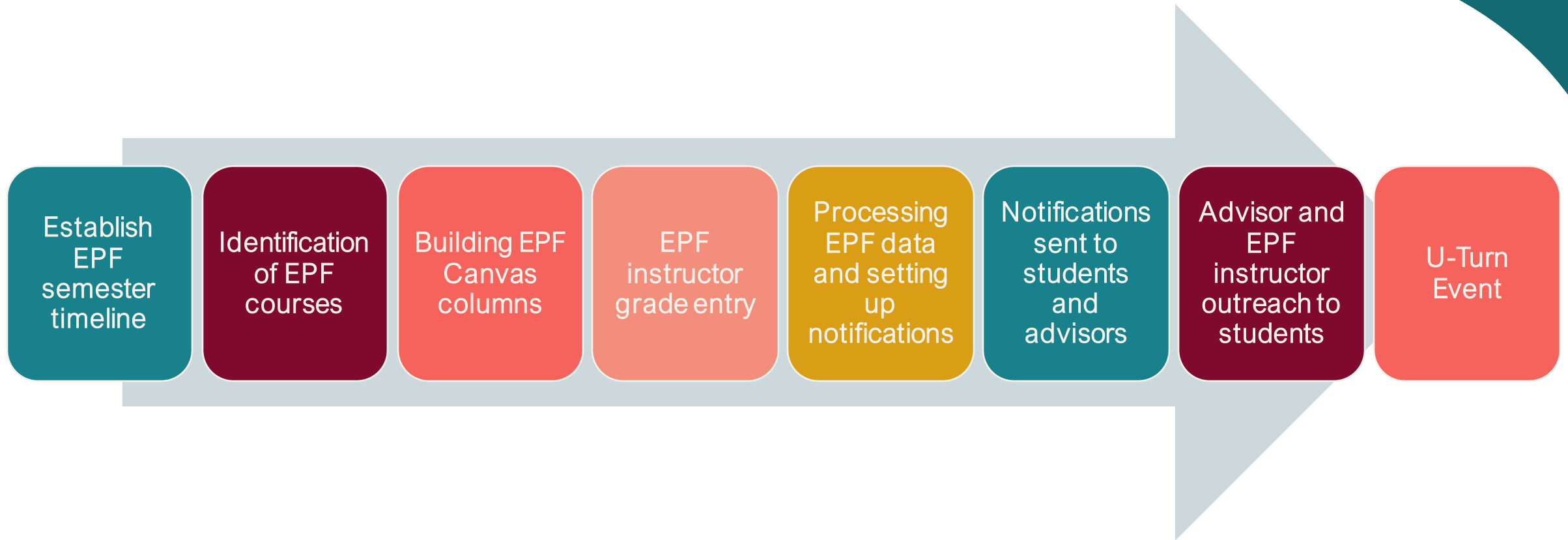
Other courses

Goals of Early Performance Feedback

The Early Performance Feedback program aims to:

- Increase the level of feedback on academic performance for first-year students in specifically identified courses.
- Powerfully communicate to students that early effort and performance matters.
- Connect students proactively to relevant academic support resources.
- Identify students early who may be encountering severe difficulties that require more intensive intervention.
- Improve student performance in courses.

Early Performance Feedback Process



Who is involved in EPF?

EPF Department Coordinators	EPF Instructors	Academic Advisors	Students
<ul style="list-style-type: none">• Liaison between department and EPF implementation team• Help with communication information dissemination/ coordination	<ul style="list-style-type: none">• Enter EPF grades in Canvas• <i>Communicate with students regarding EPF grades</i>• <i>Encourage U-Turn attendance</i>	<ul style="list-style-type: none">• Conduct outreach to students based on EPF process• Invite students to meet• Encourage U-Turn attendance	<ul style="list-style-type: none">• Review EPF notification emails• Attend U-Turn• Reach out to advisor and/or instructor to follow up

What is U-Turn?

- Intervention associated with Early Performance Feedback
- Designed to be one-stop shop for resources and assistance
- Students identified through EPF initiative
 - Open to all CSU students
- Opportunity for 1-1 conversation with Navigator (volunteers)
- Resource connection at event
- <https://tilt.colostate.edu/Learning/UTurn/>

U-Turn Overview



STUDENTS INVITED
TO ATTEND BASED
ON EPF GRADES



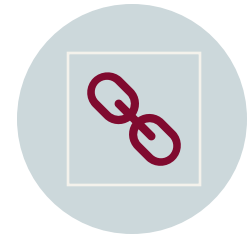
COMPLETE SELF-
ASSESSMENT



NAVIGATOR
CONVERSATION



DEVELOP ACTION
PLAN



CONNECT TO
RESOURCES

What are the outcomes associated with EPF?

- 93% of students who are meeting course expectations based on Early Performance Feedback earn a final passing grade in the course.
- After controlling for high school GPA, FTFT students who enroll in three or more EPF sections compared to one section had slightly higher odds of persisting to second fall across cohorts
- Students who received two or more NYME indicators had the lowest persistence rate at 15 PP below ME students and 7 PP below students with one NYME, on average
 - 54% of students with 2+ NYME indicators enter academic probation process at end of first fall term
- FTFT students with one or more NYME indicators who attend U-Turn are more likely to persist to their second fall

Frequently Asked Questions



Why do you ask for feedback to be reported before the start of the fifth week of classes?



Why do I have to input grades for all students in my course? Shouldn't I just identify the students who are not on track so far?



My first exam doesn't take place until the fifth week of classes. Should I opt out of EPF?



How do I get my class(es) added to the EPF initiative?



Tips for EPF Instructors

EPF Syllabus Statement



What is EPF?

State that course is
EPF participating
section



When does EPF take
place?

Within first five
weeks of semester



What should student
expect?

Grade feedback
Email notifications
Additional follow up

EPF Student Emails

Meeting expectations:

- Acknowledge student's efforts and progress in the course thus far
- Offer encouragement to continue course engagement
- Invite students to give feedback on course experience

Not yet meeting expectations:

- Acknowledge that this feedback is being sent early to allow student to make meaningful choices about their academic progress for remainder of semester
- Identify suggested next steps
- Encourage attendance at U-Turn
- Invite students to give feedback on course experience

Tips for Students

What are course specific resources (readings, websites, tutoring, etc.)?

Reference high impact study strategies

Use of office hours

Opportunities to revise and resubmit or earn extra credit

Peer behaviors/tips from past students

Department/major/college level support

Questions?



Email: stuach_early_performance_feedback@mail.colostate.edu

Website: <https://outreachandsupport.colostate.edu/earlyintervention/early-performance-feedback/>