

## Undergraduate Academic Advising Coordination “Big 5” Interventions Executive Summary One: EPRs and Referrals

As part of the [Office of the Provost’s Undergraduate Academic Advising Coordination Project](#), five working groups are being assembled to collaboratively craft standard interventions (the “Big 5” Interventions) for university-wide and college/school-level processes, using already established best practices. The outputs of this effort will be (1) determination of a standard level of service to be delivered to students and (2) resources for advisors across the institution to reference for delivery of the intervention. The “Big 5” interventions are:

1. Encouraging and acting upon early progress reporting (EPRs) and making referrals to campus resources
2. Proactive outreach and support for continuing student non-registration in upcoming terms
3. Degree audit reviews
4. First-year intake and enrollment outreach
5. Academic standing and satisfactory academic progress (SAP)

The Office of the Provost convened members of the University’s academic advising community that volunteered to participate in these working groups. In November 2024, we began to work with the first group for the first intervention, *Encouraging and acting upon early progress reporting (EPRs) and making referrals to campus resources*.

**Thank you to the group participants:** Gregory Maranowski (SOE), Jen Stapel Pietropaolo (DSAS, Psychology), Julia Rowley (DSAS, Biology), Alyssa DeMauro (OUR), Kaitlyn Washko (SSOE), Anna Hermann (SCI), Kevin Riley (CBA), David Bodnar (SHRS), and Lindsay McCord (DSAS).

**As a result of the EPR and Referrals working group, we have established guidelines for a minimum expectation of acting on and making referrals and addressing early progress reports submitted by faculty.**

Below is a summary of the output of the working group.

**Table 1: Early Progress Reporting (EPR)**

*Outlined below are expectations for EPRs between the Office of the Provost and academic units (professional staff academic advisors), which will be guidelines used to build the comprehensive resources course within Canvas (LMS).*

| Undergraduate Academic Advising Coordination Project “Big 5” Intervention One: EPR                                                                                                                                         |                                                                                                                                                                                                              |
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| Office of the Provost (OTP) Actions                                                                                                                                                                                        | Professional Staff Academic Advisor Responsibilities and Actions                                                                                                                                             |
| <b>Early in the Term</b> <ul style="list-style-type: none"> <li>OTP announces EPR dates, EPR population determined in partnership with schools/depts</li> <li>VP Lee sends out pre-communication to all Faculty</li> </ul> | <b>Early in the Term</b> <ul style="list-style-type: none"> <li>Reserve time on your calendar for running reports, conducting outreach and maintaining student lists</li> </ul>                              |
| <b>Preparation/Term Weeks 1-3</b> <ul style="list-style-type: none"> <li>Preparing to launch EPR in Pathways</li> </ul>                                                                                                    | <b>Preparation/Term Weeks 1-3</b> <ul style="list-style-type: none"> <li>Identify your list of students who may benefit from differentiated support and tiered interventions (e.g., high/multiple</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>EPRs in the past, probationary status, not meeting SAP)</p> <ul style="list-style-type: none"> <li>Announce the EPR process and timeline to your Seminar or other courses or programs</li> </ul>                                                                                                                                                                                                                        |
| <p><b>Week One of EPR/Term Week 4: Outreach and Documentation</b></p> <ul style="list-style-type: none"> <li>EPR request is sent via Pathways to all instructors of students included in the EPR population (From Student Success email <a href="mailto:studentsuccess@pitt.edu">studentsuccess@pitt.edu</a> and signed by AVP for Student Success and Advising)</li> <li>Provide training, resources, and standard communications</li> <li>Information about EPR included in Teaching Center Newsletter</li> </ul> | <p><b>Week One of EPR/ Term Week 4: Outreach and Documentation</b></p> <ul style="list-style-type: none"> <li>Run the EPR report and conduct outreach as needed (training and resources will be available)</li> <li>Note the reason for outreach as "Early Progress Outreach" and bulk note the method (email or text) directly from the report</li> </ul>                                                                 |
| <p><b>Week Two of EPR/Term Week 5: Outreach and Documentation</b></p> <ul style="list-style-type: none"> <li>EPR reminder is sent via Pathways to all instructors who have not yet completed progress reports for all of their students</li> <li>Provide training, resources, and standard communications</li> </ul>                                                                                                                                                                                                | <p><b>Week Two of EPR/Term Week 6: Outreach and Documentation</b></p> <ul style="list-style-type: none"> <li>Run the EPR report and conduct outreach as needed (training and resources will be available)</li> <li>Note the reason for outreach as "Early Progress Outreach" and bulk note the method (email or text) directly from the report</li> <li>Flag students who have received multiple "at-risk" EPRs</li> </ul> |
| <p><b>After the EPR Period Closes: Review and Prioritize</b></p> <ul style="list-style-type: none"> <li>Provide Directors with EPR reporting period summary</li> </ul>                                                                                                                                                                                                                                                                                                                                              | <p><b>After the EPR Period Closes: Review and Prioritize</b></p> <ul style="list-style-type: none"> <li>Review flagged students and conduct tiered outreach</li> <li>Set reminders for follow-ups and document progress</li> </ul>                                                                                                                                                                                         |

**Table 2: Academic Referrals**

*Outlined below are expectations of addressing referrals received and submitted by professional staff academic advisors, which will be guidelines used to build the comprehensive resources course within Canvas (LMS).*

| <b>Undergraduate Academic Advising Coordination Project "Big 5" Intervention One: Referrals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Academic referrals are critical to allow for early and holistic support for students that may be dealing with a variety of different situations. Academic advisors may make referrals to other departments or resources on campus, or they may receive academic referrals from faculty or other staff members on campus. We will cover each and the procedures to follow in either situation.</p>                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Receiving a Referral</b></p> <ul style="list-style-type: none"> <li>Advisors will receive referrals through Pathways when they are assigned to them.</li> <li>Prompt outreach (within 24-48 hours) to a student is expected depending on the situation that is outlined.</li> <li>Advisors should submit a response to referral in Pathways within 10 business days, even if a response is not received by the student. They should mark the referral to automatically send a notification to the submitter of the referral to ensure communication is received</li> </ul> | <p><b>Making a Referral</b></p> <ul style="list-style-type: none"> <li>Advisors should determine which referral is most appropriate based on the student situation.</li> <li>Follow specific instructions provided in training on how to assign referrals.</li> <li>Advisors should follow-up with a referral made within 10 business days if no response or follow-up was received.</li> </ul> |