# From Compliance Task to Student Success Catalyst

## The University of Louisville is a four-year public institution in Kentucky

### OPPORTUNITY

At Louisville, faculty engagement with progress reports was inconsistent, largely due to uncertainty about how their feedback was used. Without clear visibility into the impact of their efforts, many viewed the process as an administrative burden. As a result, response rates fluctuated, and many students did not receive feedback.

### SOLUTION

By aligning faculty-facing systems, clarifying the value of their contributions, and offering visible leadership support, Louisville turned progress reports from a compliance task into a tool for scalable student impact.

First, the University tackled a major logistical barrier by integrating midterm grading systems. Faculty could enter grades in Blackboard, which synced directly with Navigate360; thus eliminating redundant data entry and simplifying the process.

At the same time, Louisville prioritized transparency and impact. To increase accountability and reinforce impact, the team developed interactive and user-friendly dashboards that showed how faculty alerts led to advisor meetings, grade improvements, and stronger persistence. The dashboards provide deeper insights beyond faculty participation tracking and are regularly updated, including new reports added in response to faculty feedback.

Deans and department chairs regularly acknowledged high participation rates and created a culture of friendly competition, fostering buy-in without shaming low-responders. Faculty also received practical support, training, and sample language to guide constructive feedback.

### KEY RESULTS

▶ **78.5%**

Progress report participation in fall 2024, a record high, **up from 49.3% the year prior**

▶ ⬇ **6.5pp**

Decrease in course failure rates **for students flagged by faculty** and connected with an advisor

▶ ⬆ **5.5pp**

**Increase** in next-term persistence for the same group, reaching 84%

### IMPACT

By streamlining systems and showing how faculty feedback drives student success, **Louisville transformed progress reporting from a check-the-box requirement into a key part of their student support strategy**. Faculty engagement became sustainable, not just through reminders, but through visible impact and embedded support. Faculty participation in progress reports hit a record high, more students received feedback, student outcomes improved, and faculty saw the tangible impact of their engagement.