



The Course Progress Hub Flags an Individual Student

One or more risk indicators detected:

- Low course access
- Grade below threshold
- Overdue assessments



STEP ONE

Initiate

Initiate individual outreach by contacting the student directly. Email templates are available on the **Course Progress Hub microsite**. The purpose of the signal is to open a supportive conversation with the student and find a route of care together, so the initial action will be the same regardless of the specific signal.

Assess the situation through conversation to find the root cause. Determine whether the difficulty is:

- Academic / Course Specific**
Struggling with material, unclear expectations, missed content, assessment confusion.
- External / Structural**
Work schedule conflicts, financial stress, health or wellness concerns, family obligations.
- Combination of Both (which is common)**
Academic difficulty compounded by external barriers - most common scenario.



STEP TWO

Assess

Consider the following:

- Flexibility**
If equity-driven accommodations or flexibility (extension, alt format) can reduce barriers & maintain CLOs.
- Support**
Consider providing extra resources, direct to specific learning resources, or give study tips to your students.
- Variety**
Provide additional instructions verbally or with Universal Design for Learning (UDL) principles.
- Expectations**
Clarification of expectations, giving example work, or offering target action-based feedback.
- Communication**
Framing communication to convey care, respect, and belief in the student's ability to succeed.
- Resources**
Connecting the student with course or DC student supports like SALS, tutoring, learning strategies.



STEP THREE A

Support

Faculty can offer supports within their course, clarify expectations, direct students to specific learning resources, or adjust support strategies.



STEP THREE B

Refer

Faculty can direct students to:

- SALS
- ASC
- Wellness Supports
- Finance



STEP FOUR

Follow Up

Check in with the student at a subsequent point (e.g. within a week) to confirm the course specific action of care, or that they connected with the support(s) shared, and to reassess their course journey.

A single outreach without follow-up communication may be perceived that the intervention was procedural rather than genuine.

PERSISTENT OR RECURRING SIGNALS ON THIS STUDENT?

NO

YES

RESOLVED

Outcome Achieved

Continue monitoring via Course Progress Hub.



UNRESOLVED

Escalate

Consider involving program coordinator. Complex barriers may require coordinated multi-front support.



Tips

CRITICAL WINDOW

First-year, first-semester students flagged in weeks 2-4 carry the highest overall retention risk.

SIGNAL TYPE DOESN'T CHANGE STEP ONE

Whether the flag is access, grade, or overdue work - the first step is always the same: reach out.

WARM REFERRAL

Introduce the student to the service by name.

