TSU Texas Southern University
University Planning & Analytics

T-CLAW Student Success Platform

# Faculty Early Intervention Guidance

**Purpose:**
The Early Intervention process is designed to proactively identify undergraduate students at in need of additional support to successfully pass their courses especially core and gateway courses as early as possible in the term. The main objective during the **first nine weeks** is to engage the student, determine the root cause of their academic difficulty, and connect them with the appropriate support to help them stay on track to pass the course.

As the term progresses and the **ninth week** approaches, the focus shifts to helping the student evaluate whether passing the course remains realistic. If not, faculty and advisors work together to help the student weigh the consequences of earning a failing grade versus withdrawing before the official deadline.

**Mid-Term Grade Reports:**
Faculty are strongly encouraged to review Mid-Term Grade Reports to identify students who are at risk of not passing the course, even if an Early Alert has already been submitted. This additional notification reinforces awareness for the student, prompts timely discussion with an Academic Advisor and the Financial Aid Office, and ensures the student fully understands the academic and financial implications of their options.

## Issuing Alerts and Referrals

**How it Works:**
Alerts are submitted through the **T-Claw Navigate** system and serve as referrals connecting students to the Coordinated Care Network. An alert may either automatically notify the student or generate a case managed by the designated department. User permissions determine access to the alert and referral system.

**Important Reminder:** If a student appears to be in immediate danger of harming themselves or others, contact campus safety or local authorities immediately.

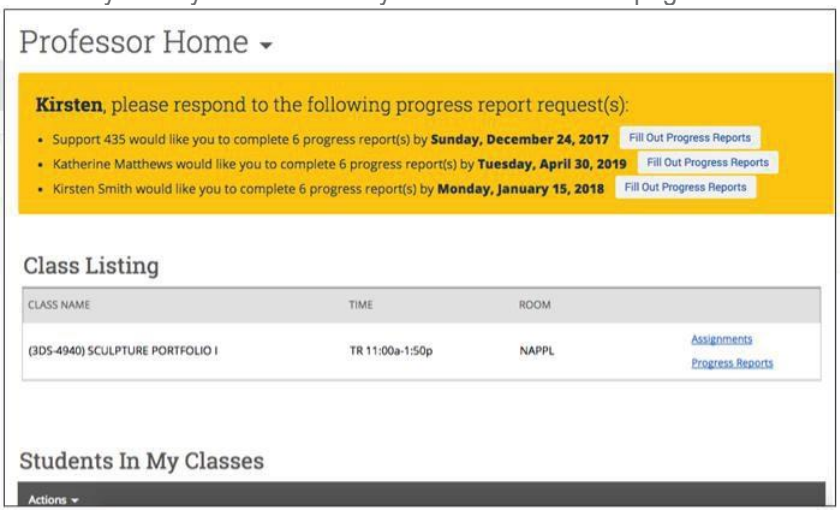
**Why Issue an Alert in T-Claw Navigate?**
- Alerts automatically nudge students that faculty have concerns about their performance
- Cases are assigned to the relevant department which minimizes the need to search for the correct departmental contact
- Help students connect to the support they need faster
- Track the result of the referral (The faculty/staff that completes the referral will be notified once the case has been closed)
- T-Claw Navigate Alerts help centralize referrals for the assigned office

Student Success Platform

## 3 Easy Steps for Faculty to Respond to Progress Report Requests

### Step 1:

Faculty receives an email request to submit Progress Reports. The email will have a link to the Progress Report Feedback form. Or you may access it from your Professor Home page as shown below.




### Step 2:

An example of what the Feedback Form looks like is shown below.




### Step 3:

You will need to fill out the following fields on your students.

- **In Need of Additional Support in Your Class?** - Use this field to indicate whether this student is currently at-risk to fail your class.
- **Alert Reasons**- This field is only used if the At-Risk field was selected as “Yes”. If “Yes”, then the faculty must select a reason.
- **Absences**- The number of absences this student has accumulated thus far.
- **Current Grade -** The grade the student has earned in this course.
- **Comments**- Enter a narrative regarding how this student is progressing in their course. As with any narrative comment, the more complete the better.

Once you have completed the fields, click the **Submit button.**

## Issue Ad-Hoc Alert/Referral

To issue an Alert using the ad hoc method which allows you to issue an alert on a student at anytime throughout the platform, including your staff or professor homepage, Advanced Search, or a student's profile page.

- To issue an alert from your staff or professor homepage, select "Issue an Alert" from the Actions menu on the top right of your screen. This dialogue box will then prompt you to search for the student you wish to issue an alert for.
  - To issue an alert from a list of students, check the box next to the student's name and select "Issue Alert" from the right-hand action menu as seen in the screenshot below.

In addition, you can issue an alert from the student's profile page. Navigate to the student's profile and select "Issue an Alert" from the right-hand side action menu as seen in the screenshot below. Selecting "Issue an Alert" will open the alerts dialogue box.

Use the Alert Grid to help you complete the **Issue an Alert** dialogue box. While completing the alert you will be asked to answer the following questions:

- **Alert Reason**: Select at least one alert reason to issue this alert. Each Alert Reason chosen will open a separate case for the student
- **Association with Specific Course**: You may choose to associate this alert with a specific course in which the student is currently enrolled. You can only select one course. This field is optional but may be helpful for referrals related to tutoring.
- **Additional Comments:** Use the alerts grid to assist in completing this section.

## Progress Report Raise Alerts

Progress Report rosters are distributed via email to all Faculty during the 3rd week of each term. The email contains a link with a class roster.

During the first 9 weeks of the term:

- ✓ Week 3 **Early Alert Academic Progress Report-**Faculty is asked to simply select **"Yes" for each student that is At- Risk to fail their course**.
- ✓ **Week 6 Pre Mid-Term Progress Report-** Faculty is asked to continue to identify students who are **At- Risk to fail their course.**
- ✓ Week 9 **Mid-Term Grading Report-**Faculty is asked to continue to identify students who are **in need of additional support ONLY. The alert system will automatically identify the students not issued an alert as "No" not needing additional support. Only mark Yes for students in need of support.**

It is also necessary to select the appropriate reason(s) the student (i.e. Poor Attendance, Not Turning in Assignments, Low Test Scores, etc.). At this point in the term, it is only necessary to identify those who need additional support.

## Progress Report Submitted

As soon as your click submit, the student receives an email notification with the following information:

- type of alert issued
- class that alert was issued for
- recommendations based on alert type

**Alert Notification:**

If a case was opened, you will receive a notification once the case associated with the alert is closed. Each **alert/referral** notification also directs the student to speak with the Faculty who issued the alert to discuss how they can get back on track and sends an email to the Advisor. Students **will** receive notifications on alerts opened, detailing the class and alert reason. Students will not receive notifications on referrals, however they may receive additional communication from the department which manages the referral.

After the initial email, Academic Advisors and other support staff will continue to reach out to the student for a period of up to

Student Success Platform

two weeks to help.

## Frequently Asked Questions

### Why does the Early Intervention report start so early?

Research and best practice shows that Week's 2-6 of each term are the best time to effectively intervene. Intervention can still be effective later in the term but in many cases, the student is to far behind to catch up.

### What if I don't know who is at risk this early in the term?

It is always a good idea to have some early assessment, even if such assessment is not part of the students' grade. If this is not possible, please pay attention to other warning signs such as poor attendance or missing assignments.

### What if I identify some students as at risk early in the term but am still unsure the status of others?

It is ok to provide partial feedback early in the term. In fact, we prefer that during the first 8 weeks you only identify students as At- Risk. **Please wait until week 9 to mark students as Not At- Risk.**

### How often should I review students in my class and report issues?

It is important that you report issues as quickly as possible after they arise. If a student does not attend class in the **first** week, please be sure to respond to the initial Early Intervention Academic Alert Progress Report request with a Poor Attendance alert as soon as you can. **It is a good idea to submit new alerts each week for any student who has had an issue arise within the last week.** The quicker you identify and report an issue, the quicker we can begin working to contact the student and address the problem.

### How often should I issue an alert for the same student if things don't improve?

It is only necessary to issue one alert for each individual issue. For instance, if a student is only attending class sporadically during the first few weeks, it is only necessary to issue one alert once you have identified the attendance problem. There is no need to submit additional alerts each time the student misses class.
However, if another issue develops, such as a poor test score, then it is necessary to issue an alert for Low Test Scores even if you have already submitted an alert for Poor Attendance.

### How do I submit an additional alert for a student whom I've already issued an alert for?

You can login to Navigate and issue an individual ad hoc alert at any time during the semester.

### Is it necessary to issue an alert if I am also reaching out to the student on my own?

Yes! While Faculty is encouraged to provide timely feedback to their students and offer any help they can, it is also very important to report the issue through Early Intervention. We find that many students will respond to an academic advisor even if they are not responding to their Faculty(s).

### Are mid-term grades sufficient to report student's at-risk?

No! While mid-term grades do show a student's performance prior to the end of the semester, at times this is too late for a student to academically recover. The goal of Early Intervention is to get the student back on track before mid-term. However, if the student is still failing at mid-term, the failing mid-term grade is an important notice to the student and advisor they may need to consider next steps for success in the course.

Student Success Platform

# Early Alerts Timeline

## Week 3



- ✓ Never Attended Class (NAT)
- ✓ Attendance Concern
- ✓ Has not Purchased Textbook
- ✓ Other (Please Comment)

## Week 6



- ✓ Attendance Concern
- ✓ In Danger of Earning below "C"
- ✓ Class Participation
- ✓ Refer to Tutoring
- ✓ Study and Writing Skills
- ✓ Not Prepared for Class
- ✓ Missed Exams/Quizzes/ Assignments

## Week 9



- ✓ Attendance Concern
- ✓ Refer to Tutoring
- ✓ Failed Midterm
- ✓ In Danger of Failing Course
- ✓ Other (Please Comment)

Student Success Platform

# Faculty Quick Start Guide for T-Claw Navigate

Texas Southern University is proud to utilize the T-Claw Navigate Student Success platform for faculty and advisors, a convenient way to alert and support students. Faculty can provide students with instant, positive feedback, identify students who need extra support, and seamlessly engage students with campus resources. T-Claw helps TSU students succeed!

## Perform these Key Actions to Identify, Communicate, and Support your Students For

### Faculty

- **Issue an Alert -** When you have a concern about a student, raise an alert to communicate your observations or wish to send encouragement.
- **Record Attendance –** Use T-Claw Navigate to track course attendance in a secure, central place.
- **Respond to Progress Report Campaigns** – Alerts and positive feedback can be raised by submitting a progress report. You will receive an email reminder when there is a new progress report to complete.

### For Faculty Advisors

- **Set Up Your Availability -** Set up meeting times and designate office hours to indicate your availability by using the 'Add Time' option.
- **Review a Student's Profile –**Click on your Students' name to note their academic progress and any areas of concern recorded in their profile.
- **Mass Email a Group of Students** – To reach out to some or all of your assigned advisees, use 'Send a Message' from the 'Actions' drop-down list.
- **Respond to Progress Report Campaigns** – Record your interactions and notes from student meetings by adding a Note - both are accomplished through the 'Actions' menu on your Advisor home page.

## How to login to T-Claw Navigate:

- Open Google Chrome or Mozilla Firefox
- Go to www.tsu.edu
- Click on Faculty/Staff
- Click on T-Claw Tile
- Type in your credentials
- Hover over the left hand "Menu" bar for options

## Upcoming Trainings (Click Here)

Student Success Platform

## Alert Grid:

Please use the Alert Grid below to learn about the alerts/referrals you can make in T-Claw Navigate. For the process column, note that:

- **Nudge** = message is sent directly to the student once the alert/referral has been submitted
- **Creates Case** = a case is opened and assigned to a professional advisor. The advisor will reach out to the student to provide resources and interventions to support the student to get back on track.

### Intervention Plan and Timeline

| Early Alert Reason | Process and Initial Response Time | Who is the Alert Managed by? | Triage Process | Intervention Workflow |
|---|---|---|---|---|
| **Attendance Concern**<br>(INSTRUCTOR) Raise this alert when a student is not regularly attending class. Please provide specific comments. | Nudge & Creates Case<br>24 Hours | Academic Advisor | 1. Academic Advisor discusses the importance of attendance to be successful<br>2. Academic Advisor discusses with the student why they have been marked In Need of Additional Assistance to pass the course and discuss time management and study habits.<br>3. Academic Advisor places students on a Student List after an appointment and set up follow-up reminders.<br>4. Advisor updates the case with outcome and email is sent to Faculty issuing Alert. | Academic Advisor meets with student and provides tailored advising support to address absences.<br>• Appointment Campaign message sent to student with information<br>• Advisor provides next steps to address the issue<br>• Closes the loop with Case<br>• Viewable on Student Profile |

| Early Alert Reason | Process and Initial Response Time | Who is the Alert Managed by? | Triage Process | Intervention Workflow |
|---|---|---|---|---|
| **Hand Raise-I Need Help with Advising (Student)** raises hand in T-Claw Navigate App for help. | Creates Case<br>24-48 Hours | Tiger Learning Community Academic Advisor | Tiger Learning Community reviews the alert the to see if additional context was provided by the student.<br>1. Identify the student's assigned advisor or success coach and assigns case to advisor.<br>2.Email the student and thank them for reaching out.<br><br>3. Prioritize outreach within **48 hours** to acknowledge the request. | **Step 1: Initial Contact**<br>Email the student and thank them for reaching out.<br>Ask clarifying questions to understand the specific advising need.<br>**Step 2: Appointment Scheduling**<br>Offer appointment within 5 business days (or sooner for urgent matters).<br>Provide options (virtual/in-person).<br>**Step 3: Documentation**<br>Log outreach and details in T-Claw Navigate.<br>Note student's stated concern(s) for team visibility.<br>**Step 4: Advising Session**<br>Develop an action plan (degree planning, course registration, referrals).<br>Provide a written summary to the student.<br>**Step 5: Follow-Up & Close Case**<br>Close alert in Navigate once addressed.<br>If ongoing needs exist, schedule follow-up and coordinate with campus partners. |

| | | | | |
|---|---|---|---|---|
| **Hand Raise-I Need Help with Course** (Student) raises hand in the T-Claw Navigate requesting assisting about a course**.** | Creates Case<br>24-48 Hours | Tiger Learning Community Academic Advisor | Tiger Learning Community reviews the alert the to see if additional context was provided by the student.<br>1. Identify the student's assigned advisor or success coach and assigns case to advisor.<br>2.Email the student and thank them for reaching out.<br>3.Prioritize outreach within **48 hours** to acknowledge the request. | **Step 1: Registration Support**<br>• Assist with add/drop, prerequisites, holds, or credit load.<br>• Collaborate with Registrar/Financial Aid if needed.<br>**Step 2: Academic Support**<br>For course performance concerns, connect student to tutoring, supplemental instruction, or faculty office hours.<br>**Step 3: Document & Follow-Up**<br>Complete Appointment Summary details and next steps in T-Claw Navigate. Follow up within a week to confirm resolution.<br>**Step 4: Close Case Alert**<br>Once issue resolved, close alert in T-Claw Navigate and note outcome. |
| **H**and Raise-Other I Need Help (Student) raises hand in the T-Claw Navigate requesting assisting for a reason not listed with free text. | Creates Case<br>24-48 Hours | Tiger Learning Community Academic Advisor | Tiger Learning Community reviews the alert the to see if additional context was provided by the student and routes the referral.<br>1. Identify the student's assigned advisor or success coach and assigns case to advisor.<br>2. Email the student and thank them for reaching out.<br>3. Prioritize outreach within **48 hours** to acknowledge the request. | **Step 1: Clarify Request**<br>Contact student and ask: *"I noticed you submitted a request for support. Can you tell me a bit more about what you need help with?"*<br>**Step 2: Route Appropriately**<br>If advising-related, schedule advising session.<br>If non-academic, refer to appropriate office (Counseling, Financial Aid, Housing, Student Life, etc.).<br>**Step 3: Provide Warm Handoff**<br>Share contact details, make introductions if necessary, and confirm the student understands the next step.<br>**Step 4: Document & Monitor** |

| | | | | |
|---|---|---|---|---|
| | | | | Log outreach and details in T-Claw Navigate Appointment Summary.<br>Note student's stated concern(s) for team visibility.<br>**Step 5: Close Case Alert**<br>Once confirmation is received that support was provided, close the alert in T-Claw Navigate. If unresolved, escalate to Success Team leader. |
| **Class Participation Concern**<br>(INSTRUCTOR) Raise this alert when a student's participation in a course is below the class average. Please provide specific comment | Nudge & Creates Case<br>24-48 Hours | Faculty and Academic Advisor | 1. Faculty member meets with student and adds note of interaction<br>2. Academic Advisor to diagnose what issues the student is experiencing. | Connect with Advisee to seek out academic support services such as tutoring and academic skills center workshops.<br>• Email message sent to student with information and next steps to address the issue<br>• Academic Advisor connects student with the Tutoring Support Center and Academic Skills Center<br>• Encourage student to make appointment and how they plan to work toward improving performance<br>• Viewable on Student Profile |
| **Failed Midterm Exam**<br>(INSTRUCTOR) Raise this alert when a student fails the midterm exam. Please provide specific comments. | Nudge & Creates Case<br>24-48 Hours | Academic Advisor | 1. Academic Advisor to discuss Tutoring Support Center and Academic Skills Center with student<br>2. Encourage student to make appointment and discuss how they plan to work toward improving performance | The Advisor will guide the student to schedule an appointment with a tutor in the relevant subject area and register for an Academic Skills session most aligned with the student's needs (e.g., note-taking strategies, test preparation).<br>• Student will be asked to articulate how they plan to utilize these resources to improve their |

| | | | | |
|---|---|---|---|---|
| | | | | performance. This may include setting clear, measurable goals (e.g., attending two tutoring sessions per week until the final exam).<br>• Advisor will set a follow-up appointment within two weeks to review the student's progress, confirm that tutoring and skills sessions are being utilized, and make any necessary adjustments to the plan.<br>• The student may also be referred to faculty office hours for additional course-specific guidance and encouraged to maintain regular communication with the instructor regarding progress. |

| | | | | |
|---|---|---|---|---|
| **Has not purchased Textbook** (INSTRUCTOR) Raise this alert when a student does not have their course materials including textbook(s) and/or access code. | Nudge & Creates Case 24-48 Hours | Academic Advisor | 1. Faculty speaks with students about their options and alternative resources in your class. Ex. Open Source Document, Alternative books and extended timelines for assignment.<br>2. Academic Advisor connects student with Academic Skill core course Library<br>3. Academic Advisor connects to fill out access code application<br>4. Academic Advisor connects student with options if a text book is not acquired.<br>5. Discuss preparation issues<br>6. Check to make sure student has access to all required materials/resources/books; refer to campus resource<br>7. Open Source<br>8. Fellowship | Connect students with resources to assist in learning materials.<br>• Send Campaign message to Student and Academic Advisor with information and next steps to address the issue<br>• Outreach to student for supportive follow up. Advisor may coordinate with Financial Aid or the Dean of Students Office for additional support options<br>• All communication and actions taken will be documented and viewable on the Student Profile.<br>• A follow-up check will be scheduled within one week to confirm the student has secured the required materials or developed an alternative plan |

| | | | | |
|---|---|---|---|---|
| **In Danger of Earning Below "C"** (INSTRUCTOR) Raises this alert when a student's course performance is on track to earn below a "C" and academic improvement needs to happen successfully complete the course. (Active Week 6) | Nudge & Creates Case 24-48 Hours | Faculty and Academic Advisor | 1. Faculty member meets with student and adds note of interaction<br>2. Faculty member discuss level of performance needed to each passing grade<br>3. Advisor schedules an advising appointment. | Advisor connects the student with:<br>• Tutoring or Academic Skills Center.<br>• Study skills workshops or coaching sessions.<br>• Counseling services if non-academic issues are contributing.<br>Advisor and student develop a clear Academic Improvement Plan with:<br>• Specific actions the student will take.<br>• Timeline for assignments, tutoring sessions, or meetings with the faculty.<br>• Scheduled follow-up appointments to monitor progress |

| | | | | |
|---|---|---|---|---|
| **In Danger of Failing Course** (INSTRUCTOR) Raises this alert when a student's course performance is such that the student cannot possibly pass the course and they should consider options with Academic Advisor. | Nudge & Creates Case 24-48 Hours | Faculty and Academic Advisor | 1. Faculty member discuss level of performance needed to reach passing grade<br>2. Faculty should schedule a one-to-one meeting (virtual or in person) with student as soon as possible<br>3. Academic Advisor schedules appointment with student to Discuss factors contributing to the risk of course failure (time management, study habits, personal challenges). | Advisor will: Reinforce the faculty's feedback and performance targets.<br>• Reinforce the faculty's feedback and performance targets.<br>• Identify specific barriers and connect the student to campus resources (tutoring, skills center, counseling).<br>• Develop a clear Academic Recovery Plan with deadlines and follow-up steps.<br>• Document all actions and progress in T-Claw Navigate. |

| | | | | |
|---|---|---|---|---|
| **Low Quiz/Test Score Concern**<br>(INSTRUCTOR) Raise this alert when a student receives a low grade on a quiz, test, or an in class activity. Please provide specific comments. | Nudge<br>24 Hours | Faculty and Academic Advisor | 1.Faculty member meets with student<br>and adds note of interaction<br>2. Faculty member discuss level of performance needed to each passing grade<br>3. Advisor schedules an advising appointment. | Advisor connects the student with:<br>• Tutoring or Academic Skills Center.<br>• Study skills workshops or coaching sessions.<br>• Counseling services if non-academic issues are contributing.<br>Advisor and student develop a clear Academic Improvement Plan with:<br>• Specific actions the student will take.<br>• Timeline for assignments, tutoring sessions, or meetings with the faculty.<br>• Scheduled follow-up appointments to monitor progress. |
| **Missed Exams/Quizzes/Papers**<br>(INSTRUCTOR) Raise this alert when a student has missing exams. Please provide specific comments. | Nudge<br>24 Hours | Faculty and Academic Advisor | 1. Faculty meets with student and reviews course expectations and due dates<br>2. Faculty member adds note of interaction on student profile<br>3. Academic Advisor discuss study strategies<br>5. Refer to campus resource; offer to assist in scheduling appointment | Academic Advisor meets with student to discuss any issues and provide tailored advising support with resources provided by Academic Skills Center.<br>• Email message sent to student with information and next steps to address the issue (1 email only)<br>• Viewable on Student Profile |

| | | | | |
|---|---|---|---|---|
| **Missing/Late Assignments Concern**<br>(INSTRUCTOR) Raise this alert when a student has missing or late assignments. Please provide specific comments. | Nudge<br>24-48 Hours | Faculty and Academic Advisor | 1. Faculty meets with student and reviews course expectations and due dates<br>2. Faculty member adds note of interaction on student profile<br>3. Academic Advisor discuss study strategies<br>4. Refer to campus resource; offer to assist In scheduling appointment | Academic Advisors meets with students to discuss any issues and provide tailored advising support with resources provided by Academic Skills Center.<br>• Email message sent to student with information and next steps to address the issue (1 email only)<br>• Viewable on Student Profile |
| **No Show (Never Attended-NAT)**<br>(INSTRUCTOR-Active only 3rd WEEK EARLY INTERVENTION ACADEMIC<br>PROGRESS REPORT) Raise this alert when a student has never attended class and completes report in Banner. | Nudge<br>24 Hours | Faculty and Academic Advisor | 1. Faculty issues alert if Students never attended class during the first two weeks of the Fall and Spring semesters.<br>2. Faculty submits report to the Office of the Registrar in Banner.<br>3. Academic Advisor connects with the student and recommends withdrawing from the course | Academic Advisors meets with student marked "NAT" for nonattendance and discuss how this may impact the amount of financial aid the student receives.<br>• Email message sent to student<br>• Academic Advisor connects student with information and next steps to address the issue<br>• Campus Resource referral Financial Aid<br>• Viewable on Student Profile |
| **Not Prepared for Class**<br>(INSTRUCTOR) Raise this alert when student exhibits lack of preparation for class performance. Please provide specific comment in Notes. | Nudge<br>24 Hours | Academic Advisor | 1. Identify students who qualify for a specific opportunity (i.e. scholarship, mentoring program, event, etc.)<br>2. Refer student to campus resource | Academic Advisor discuss strong academic performance and potential enrollment in the honors program<br>• Email message sent to student<br>• Viewable on Student Profile |

| | | | | |
|---|---|---|---|---|
| **Showing Improvement** (INSTRUCTOR-8th WEEK EARLY INTERVENTION ACADEMIC PROGRESS REPORT ONLY) Raise this alert when a student is showing improvement in class. | Nudge<br>24 Hours | Academic Advisor | 1. Faculty provides direct positive feedback to the student (via email, in class, or in person) acknowledging the improvement and encouraging the student to maintain the effort.<br><br>2. Faculty closes the original alert or submits a "Showing Improvement" alert to formally document progress and communicate to the advising team. | Reaches out to the student (email or Navigate message) to congratulate them on their progress and reinforce their continued use of effective strategies and resources.<br><br>Advisor may offer an optional check-in appointment to:<br>• Celebrate the students' progress.<br>• Revisit the Academic Recovery Plan to ensure it remains realistic and sustainable.<br>• Address any remaining barriers or stress points that could hinder continued improvement. |
| **Other (Please add comment)** | Nudge & Creates Case | Academic Advisor | Academic Advisor discuss importance of making satisfactory progress in course; review class expectations. | Academic reviews the student's file to understand the initial issue and the actions taken.<br>Meet with students to discuss any issues and provide tailored advising support<br><br>Appointment Campaign message sent to student<br>• Academic Advisor connects student with information and next steps to address the issue<br>• Refer to Campus Resource<br>• Viewable on Student Profile |

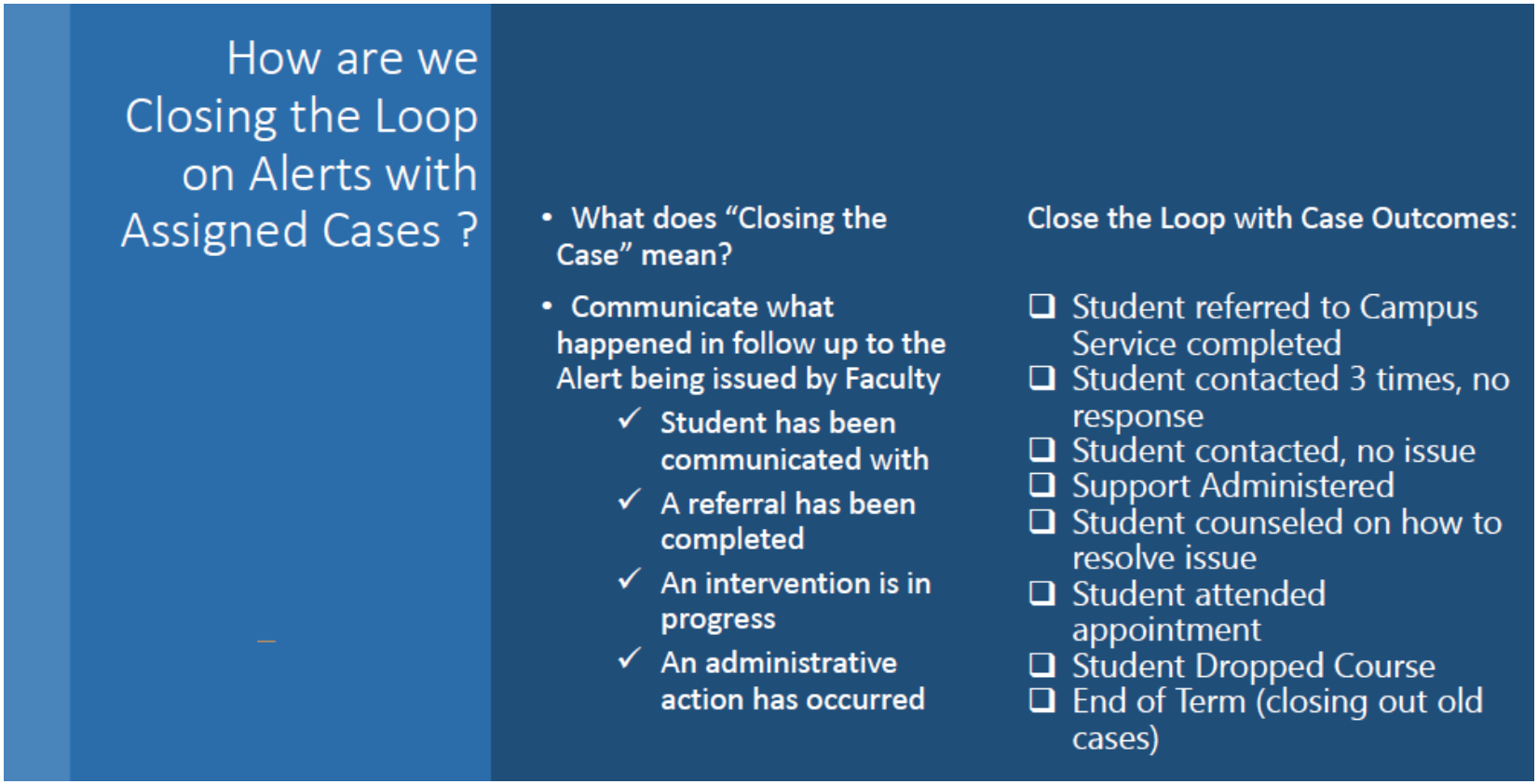
| | | | | |
|---|---|---|---|---|
| **Referral: Student for Tutoring** (INSTRUCTOR) Raise this alert when a student is not performing well on assignments, is missing assignments, low scores, etc. (additional help in a specific course) | Nudge & Creates Case 24-48 Hours | Tutorial Coordinator Academic Advisor | 1. Outreach is completed by Tutor Administrator Student Academic Support Services using Appointment Campaign.<br><br>2. Faculty member to connect the student with department resource for courses outside the CORE<br>3. Connect with students through appointment campaign to work on the area of concern with a Peer Tutor<br>4. Tutor Administrator closes the loop with case outcome and an automated email is sent to Faculty issuing Alert. | Connect students with Tutoring resources available by sending an appointment campaign email.<br><br>• Email message sent to students with information and next steps to address the issue<br>• Outreach to student for supportive follow up<br>• Viewable on Student Profile |

| | | | | |
|---|---|---|---|---|
| **Referral**: Student to Improve Study Skills or Time Management (INSTRUCTOR) Raise this alert when a student is lacking time managing skills and turning in late assignments. | Nudge<br>24 Hours | Tutorial Coordinator<br>Academic Advisor | 1. Outreach is completed by Tutor Administrator Student Academic Support Services using Appointment Campaign.<br><br>2. Faculty member to connect the student with department resource for courses outside the General CORE<br>3. Connect with students through appointment campaign to work on the area of concern with a Peer Tutor<br>4. Tutor Administrator closes the loop with case outcome and an automated email is sent to Faculty issuing Alert. | Connect students with Tutoring resources available by sending an appointment campaign email.<br>• Email message sent to student with information and next steps to address the issue<br>• Outreach to student for supportive follow up<br>• Viewable on Student Profile |
| **Referral:** Financial Aid Coordinated Care issues referral for any student who needs to complete SAP/FASFA | Nudge | Financial Aid Counselor | Launch an Appointment Campaign so students can book time with a Financial Aid Counselor to:<br>1. Get help completing their FAFSA. Understand the SAP Appeal process, requirements, and documentation.<br>2. Clarify the impact on current or future aid if deadlines are missed. | If the alert is SAP Appeal, Academic Advisors can be looped in:<br>• Discuss with the student why SAP was not met (low GPA, pace of progress, withdrawal).<br>• Help the student develop an Academic Recovery Plan to attach to the SAP Appeal, if required by policy.<br>• Ensure the student understands how to stay on track moving forward. |

Student Success Platform

**What Does It Mean to "Close the Loop"?**

"Closing the Loop" refers to the process of advisors responding to a triggered alert or raised case, intervening with appropriate support, and confirming the outcome to ensure the student is no longer at risk or in need.



TSU Texas Southern University
University Planning & Analytics

CLAW Student Success Platform

# University Communication Campaign Outreach Schedule

| Timeline | Term Outline | Purpose of Campaign | Campaign Name | Responsible Party | Student Action Required | Outcome (Student-Centered) | Advisor Action | Communication Method | Success Indicators |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| **2 Weeks Before Semester** | Identify high performing students not currently enrolled who completed one full year (Murky Middle). | Encourage re-enrollment and prevent stop-out for students with GPA 2.0–3.0 who completed at least one year. | Registration Re-Enrollment Murky Middle | Academic Advisor | Yes | Student will meet with advisor to identify barriers and agree on re-enrollment plan. | Advisor will reach out, review academic record, and document intervention plan. | Message Campaign | At least 70% of contacted students complete advising session and re-enroll. |
| | Identify and support potential stop-outs who could return and graduate. | Reconnect students who paused enrollment and encourage degree completion. | Registration Re-Enrollment Stop Outs | Academic Advisor | Yes | Student will identify barriers and create re-enrollment plan with advisor. | Advisor will schedule meeting and connect student to financial and academic resources. | Appointment and Message Campaign + Zoom Phone Call | 60% of stop-out students return within the semester or next. |
| **Weeks 1–2** | Introductory email to engage all advisees with general advising and services. | Build advisor–advisee connection and provide general university services info. | Introduction to Welcome New Students | Enrollment Completion/ Academic Advisor | No (Info Only) | Student will gain awareness of advising services and key resources. | Advisor sends welcome communication to advisees. | Send Message | 100% of new advisees receive communication; 40% engage with advising link. |

| Timeline | Term Outline | Purpose of Campaign | Campaign Name | Responsible Party | Student Action Required | Outcome (Student-Centered) | Advisor Action | Communication Method | Success Indicators |
|---|---|---|---|---|---|---|---|---|---|
| **Weeks 1–2** | Identify students close to graduating who may need application support. | Ensure eligible students apply for graduation on time. | Graduation Application Outreach | Academic Advisor | Yes | Student will submit graduation application and finalize requirements. | Advisor will guide student through Degree Works audit and confirm eligibility. | T-Claw Navigate Message Campaign | 90% of eligible students submit application before deadline. |
| **Weeks 1–2** | Campaign to all students in school/dept. | Promote proactive advising appointments. | Advising Appointments | Enrollment Completion/ Academic Advisor | Yes | Student will complete advising check-in. | Advisor conducts appointment to review academic and personal needs. | T-Claw Navigate Appointment Campaign | 90% of students attend at least one advising session. |
| **Week 3** | Early Intervention Academic Progress Report sent to faculty. | Early Intervention Academic Progress Report roster emailed to Faculty to identify Students who have not purchased text book or Attendance Concern. | Early Alert Progress Report | University Planning & Analytics c/o Provost Office | Yes | | | | 80% of flagged students contacted within 5 days. |

| Timeline | Term Outline | Purpose of Campaign | Campaign Name | Responsible Party | Student Action Required | Outcome (Student-Centered) | Advisor Action | Communication Method | Success Indicators |
|---|---|---|---|---|---|---|---|---|---|
| | | Identify students off track early for support. | Early Alert Progress Report | Enrollment Completion/ Academic Advisor | Yes | Student will respond to outreach after early off track alert | Faculty submit reports, advisor's follow-up on alerts. | T-Claw Navigate Appointment Campaign | 90% of flagged students contacted within 3-5 days. |
| **Weeks 3–4** | Identify seniors with excessive credits. | Prevent delayed graduation due to unnecessary coursework. | Graduation Excessive Credit Outreach | Academic Advisor | Yes | Student will meet with advisor to resolve degree pathway concerns. | Advisor reviews degree audit and removes barriers. | T-Claw Navigate Send Message | 95% of seniors complete graduation plan review. |
| **Weeks 3–4** | Connect with students flagged for tutoring via academic alerts. | Improve engagement and performance through tutoring support. | Tutoring Academic Alert Concerns | Tutor Administrator | Yes | Student will schedule and attend tutoring session. | Administrator provides direct scheduling link for tutoring. | T-Claw Navigate Case | 70% of referred students attend at least one tutoring session. |
| **Week 6** | Roster emailed to faculty to identify students at risk pre-midterm. | | Pre-Midterm Progress Report | University Planning &Analytics c/o Provost Office | Yes | | | | |

| Timeline | Term Outline | Purpose of Campaign | Campaign Name | Responsible Party | Student Action Required | Outcome (Student-Centered) | Advisor Action | Communication Method | Success Indicators |
|---|---|---|---|---|---|---|---|---|---|
| **Week 7** | Connect with students identified "**refer to tutoring"** at risk alert with a quick schedule link for a Tutor appointment campaign for the course. | Provide early course intervention | Pre-Midterm Progress Report | Enrollment Completion/ Academic Advisors | Yes | Student will meet with advisor and act on improvement plan. | Advisor reviews flagged cases and assigns tutoring or workshops | Send Message Campaign + T-Claw Navigate Alert | 85% of students flagged at midterm complete at least one intervention |
| | Campaign to connect with students marked at risk to earn below a "C" and academic improvement needs to happen to successfully complete the course | Provide early course intervention | Pre-Midterm Progress Report | Enrollment Completion/ Academic Advisors | Yes | Student will meet with advisor and act on improvement plan. | Advisor reviews flagged cases and assigns tutoring or workshops | Appointment + T-Claw Navigate Alert | 85% of students flagged at midterm complete at least one intervention |
| **Weeks 6–7** | Target students on academic warning/probation, first-gen, adult | Provide differentiated care and proactive support. | Differentiated Outreach | Enrollment Completion/ Academic Advisors | Yes | Student will engage in recovery plan with advisor. | Advisor will use predictive analytics and caseload strategies. | T-Claw Navigate Appointment + Zoom Phone Call | 75% of probation students persist into next term. |

| Timeline | Term Outline | Purpose of Campaign | Campaign Name | Responsible Party | Student Action Required | Outcome (Student-Centered) | Advisor Action | Communication Method | Success Indicators |
|---|---|---|---|---|---|---|---|---|---|
| | learners, GPA<2.0. | | | | | | | | |
| **Week 9** | Post Midterm Grade Progress Report roster emailed to Faculty to identify Students who are at risk to fail the course and provide support. | | Post-Midterm Academic Alert | University Planning &Analytics c/o Provost Office | Yes | | | | |
| **Week 10** | Connect with students marked at risk and cannot possibly pass the course to discuss withdrawing from the course. | Support student decisions to withdraw or recover. | Post-Midterm Academic Alert | Enrollment Completion/ Academic Advisor | | Student will discuss withdrawal vs. continuation with advisor | Advisor explains impact on GPA, aid, and future courses | T-Claw Navigate Appointment + Zoom Phone Call | 95% of students make informed enrollment decision before withdrawal deadline |
| **Weeks 12–14** | Encourage students to plan courses for next semester. | Increase registration rates for upcoming term. | Registration Academic Plan | Enrollment Completion/ Academic Advisor | Yes | Student will register for next semester. | Advisor assists with academic planning | Message Campaign + T-Claw Navigate Appointme | 85% of currently enrolled students |

| Timeline | Term Outline | Purpose of Campaign | Campaign Name | Responsible Party | Student Action Required | Outcome (Student-Centered) | Advisor Action | Communication Method | Success Indicators |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | and course selection. | nt Campaign | registered before finals. |
| **End of Term** | Campaign to all students not registered. | Encourage late registration to reduce stop-outs. | Recruit Back Efforts | Academic Advisor | Yes | Student will register before start of semester. | Advisor will call and email unregistered students. | Message Campaign + Zoom Phone Call | 70% of unregistered students contacted; 40% re-enroll. |