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Subject: ✨ RSI Newsletter #5: Monitoring Student Participation and Following Up When Engagement Drops

Welcome back to the RSI Newsletter series, CHC Faculty!

As we continue strengthening regular and substantive interaction (RSI) in our distance education courses, this week's spotlight is on **monitoring student participation and following up when engagement drops**.

One of the clearest ways instructors demonstrate regular and substantive interaction is by actively monitoring student progress and reaching out when participation declines. From an accreditation perspective, courses must include both regular monitoring and timely follow-up to support student success.

More importantly, students are far more likely to re-engage when they know their instructor notices - and cares.

One simple thing you can do right now

Before the semester begins, add a brief statement to your **Home page, Orientation module, or syllabus** explaining:

- How often you monitor participation (e.g., weekly)
- What you look at (assignments, grades, login activity, discussion participation)
- When and how students can expect you to reach out if engagement drops

Making this process transparent reassures students that support is proactive, not punitive.

Low-lift strategies that make monitoring “count” as RSI

The [ACCJC RSI Chart](#) highlights several Canvas tools and practices that make monitoring visible and supportive:

- Review weekly assignment submissions, grades, and engagement
- Use [Message Students Who](#) in the Gradebook to contact students who have not submitted work
- Check [Course Analytics](#) and the [People](#) page to identify patterns of disengagement (by clicking a student's profile image, you can see recent activity, what pages they have viewed, for how long, etc.)

- Offer specific support when reaching out (clarification on content, tutoring resources, opportunities for additional feedback)
- Use early alert systems (like [Starfish!](#)) when appropriate to connect students with broader campus resources

Even a brief, supportive message such as, “I noticed you haven’t submitted the last assignment. How can I help?” can significantly increase the likelihood that a student re-engages.

Looking ahead

Together, these practices - clear communication, meaningful feedback, discussion facilitation, instructor-initiated engagement, and proactive monitoring - create a strong, student-centered online learning environment.

Our goal has been to make RSI visible, manageable, and sustainable. When students know their instructor is actively present and attentive, persistence increases, confusion decreases, and learning improves.

Thank you for the thoughtful care you bring to your online courses and to our students’ success.

This message concludes our RSI Newsletter series based on the Region 9 ACCJC RSI Chart but keep an eye out for more resources in the coming weeks! You can find all of the previous ✨ RSI Newsletters in the [RSI Newsletter archive and resources repository](#).



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“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.” – Alexander den Heijer