Synchronous Online Session 3: How are we facilitating student success?

Facilitated by

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We invite you to...

Actively engage in this program that brings together colleagues across academic and professional disciplines, instructional contexts, and levels of pedagogical training with a **beginner's mind**

Participate in ways that challenge *and* encourage our individual and collective growth in knowledge and skills

Participating today can count towards earning a digital badge to reflect your commitment to supporting student success

Await the Open Educational Resource (OER), including a recording of today's live event

Participation Guidelines

✓ Be aware of your assumptions, expectations, and judgments.

✓ Commit to curiosity over certainty.

✓ Identify your learning edges and push them.

Overview

Session Description

We will discuss practical solutions to enable student success, while recognizing the limitations and boundaries that instructors work within. Additionally, we will explore ways that instructors can demonstrate commitment to multifaceted student success through pedagogical practices, course materials, and other aspects of course design.

Learning Outcome

By participating in this session, you will learn how to integrate resources into course design that support equitable access to learning opportunities.

Providing Access vs. Guaranteeing Success

- Faculty are tasked with managing more aspects of the teaching and learning experience than we can sometimes reasonably manage.

- We may assume that students are aware of the offices and units on campus that exist to support their success.

- Student success initiatives are effective when faculty are active partners in the process.

- University systems are meant to support students and faculty.

Taking a Holistic Approach

- Students' backgrounds and lived experiences can create inequitable access to support and practicing the skills necessary for academic success.

- Any number of situations during any given quarter can negatively impact our students.

- Knowing where to direct those students on campus for adequate support is essential to their success.

Students in the 'Grey Area'

It's easy to identify students who are failing, but how can we facilitate success for students who are struggling but not failing?

- **Economic stressors**

  Adams, Meyers & Beidas (2016); Moore et al. (2021); Peltz et al. (2021); Williams (2014)

- **Mental health concerns**

  House, Neal & Kolb (2020); Hubbard et al. (2018); Pedrelli et al. (2015)

- **Interpersonal difficulties**

  Adams & Corbett (2010); Bulo & Sanchez (2014); Huang, Lv & Wu (2016)

- **Impact of current events or current political climate**

  Garvey & Dolan (2021); Gomez & Perez-Huber (2019); Reynolds, Sneva & Beehler (2010); Solorzano, Ceja & Yosso (2000); Valdivia et al. (2021)

What does the 'Grey Area' look like?

- Not purchasing class materials

- Difficulty or hesitancy in communication with peers or instructors

- Falling asleep during class

- Socially isolated and / or distracted

- Lack of attention or engagement

What does the 'Grey Area' look like?

- Frequent tardiness

- No interest in improving class performance

- Attendance stops or becomes erratic

- Sudden or gradual disheveled appearance

- Disproportionate reaction to routine class activities / discussions / peer interaction

How do you define or conceptualize your role in facilitating "student success"?

Type your response in the chat

What is "success" and how can we facilitate it?

Academic Success

- Preparing them for the student experience/college experience
- In-class engagement
- Tutoring and peer coaches (e.g., **Academic Support & Learning Advancement** [ASLA])
- Academic advising
- **The Writing Place**
- **NUhelp**

What is "success" and how can we facilitate it?

Non-Academic Success | Leadership and career-based success

- [Career Advancement](#)

- [Center for Leadership](#)

- [Office of Fellowships](#)

- [Austin J. Waldron Student-Alumni Connections Program](#)

What is "success" and how can we facilitate it?

Non-Academic Success | Personal growth and wellness

- [Counseling & Psychological Services](#) (CAPS)

- [Health Promotion & Wellness](#)

- [TimelyCare](#)

- [Center for Awareness, Response & Education](#) (CARE)

What is "success" and how can we facilitate it?

Non-Academic Success | Community-based success

- [Multicultural Student Affairs](#) (MSA)

- [Religious & Spiritual Life](#)

- [Student Enrichment Services](#) (SES)

- [Gender & Sexuality Resource Center](#) (GSRC)

Practical Methods of Facilitating Student Success

Course Preparation and Start of Quarter

- Complete a readiness check of your Canvas site (broken links, Pope Tech Accessibility Guide, etc.)
- Ask students to use **NameCoach**
- Identify when / where / how you can be flexible in your course policies
- Build in multiple ways to demonstrate engagement (oral vs. written, group vs. individual, synchronous vs. asynchronous)
- Develop assignments that are transparent, clear, and equitable—apply the Transparency Framework of purpose / task / criteria (**TILT Higher Ed**)

Practical Methods of Facilitating Student Success

Early / Mid Quarter

- Proactively support student accommodations (**AccessibleNU**)
- Reiterate the intent and importance of 1:1 interactions with students
- Establish routine and predictability
- Share out a list of campus resources that support academic and non-academic success
- Greet students as they arrive for class
- Engage with students before class begins or in the first 5 minutes
- Allow for revisions/corrections whenever possible

Practical Methods of Facilitating Student Success

Mid / Later in the Quarter

- Utilize early warning systems such as the Midterm Reporting system to mobilize academic advising for struggling students as early as possible
- Provide substantive feedback and allow for revisions/corrections whenever possible
- Integrate "micro-affirmations" (Rowe, 2008), which are brief words and actions of encouragement that require little effort but have a big impact on students
  - *"I see you're making progress in this area"*
  - *"That was a great comment you made in class today"*

Individual Student Scenarios

GROUP A: JIN-AH (JENNY) PARK

"I've been sitting in the back of Business Stats so my professor won't call on me. Yesterday, she asked me to solve a problem on the board and I just...froze. Everyone was staring, so I made an excuse about feeling sick and left. Now I'm too embarrassed to go to my instructor's 1-1 sessions."
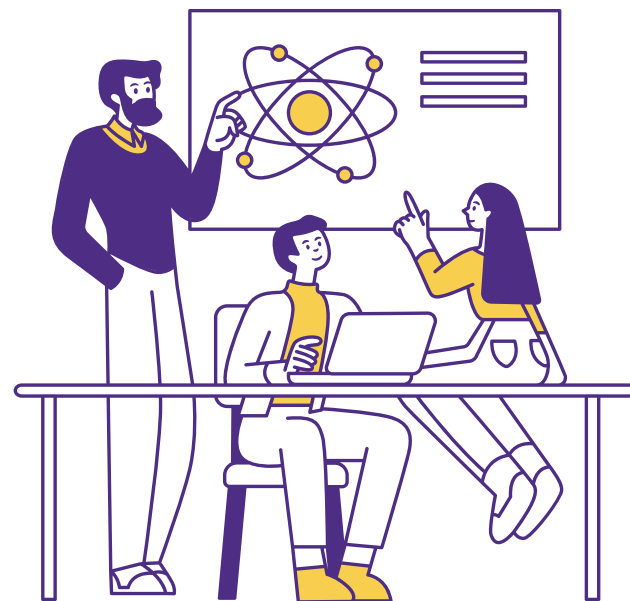
GROUP B: MARCUS SMITH

"The hardest part isn't even the coursework - it's time. At school, I feel guilty about not helping at the restaurant. When I'm working, I'm stressed about missing study group."

Whole-Class Scenarios

GROUP C: LARGE STEM COURSE

You teach a large STEM course that requires an expensive textbook. You are aware of the challenges that this will cause your students who come from low-income backgrounds, and you want to make things as equitable as possible.

GROUP D: SMALL DISCUSSION-BASED COURSE

Participation is a major aspect of your course, yet during many in-class discussions, very few students speak up. You are asking engaging questions about the assigned readings, but the energy is lacking and students seem disengaged, for reasons that are unclear.

"Student success can be seen in terms of outcomes, like persistence and increase in self-efficacy. However, these concepts can just as easily be seen as components that *facilitate* success."

—Weatherton & Schussler, *Success for All? A Call to Re-Examine How Student Success Is Defined in Higher Education*

What's next?

Learning Lab:
Creating Rubrics x AI for Student Success
Thursday, Apr. 17 @ 12-1pm (CT)

Check back for a response to your feedback or questions on the **Feedback & Insights Board**!
(Add more feedback or questions at any time)

Schedule a consultation

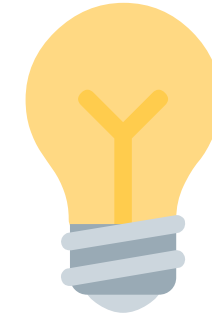**Eun Sandoval-Lee, EdS**
SSSP Consultant

https://bit.ly/ESLconsultation

WE WANT YOUR FEEDBACK!

Exit Ticket

Before you leave,
please complete the Zoom poll

What specific aspects of the session did you find most valuable?

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What else would you like to learn more about?

Q&A

Enter questions in the chat