FOUNDATIONS FOR SUCCESS IN THE CLASSROOM AND BEYOND

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Agenda

1. Affective Learning – What is it & why it is important?
2. Faculty Experiential Learning Institute
3. Affective Learning for Nursing Students
4. Evidence of Professional Development Effects and Affective Approach
5. Experiencing Affective Activities
6. Q&A
Affective Domain (Non-Cognitive)

- Feelings, Emotions, Hope
- Mindsets, Beliefs, Self-Efficacy
- Self-Image, College-Identity
- Perseverance, Self-Discipline, Delayed Gratification
- Behaviors, Habits, Mindfulness
- Social Skills
- Learning Strategies

Univ. of Chicago Consortium on Chicago School Research

Bachelor’s Degree Attainment by Age 24

![Graph showing Bachelor’s Degree Attainment by Age 24 by Family Income Quartiles.](image)


Children Living in Poverty in the U.S. (from 2010 census)

<table>
<thead>
<tr>
<th>Number of children</th>
<th>% of children in each racial/ethnic category living in poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 million Latino Children</td>
<td>35.0%</td>
</tr>
<tr>
<td>5.0 million African-American Children</td>
<td>39.1%</td>
</tr>
<tr>
<td>4.4 million White Children</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

In 2010, 37.3% of poor children were Latino, 30.5% were white and 26.6% were black, according to an analysis of data from the U.S. Census Bureau by the Pew Hispanic Center, a project of the Pew Research Center.

PBS Documentary

Importance of Affective/Non-Cognitive Approach

- Research indicates:
  - Students are more likely to succeed if they have certain affective behaviors when they begin their higher education journey
  - How students experience the first three weeks of college enrollment can significantly impact their achievement
  - That accomplishing 20 units in a student’s initial year at college can advance her/his likelihood for success in completing transfer-level English and math courses
  - Align with research on academic acceleration of basic skill students
Affective/Non-Cognitive Outcomes Qualitative Study
January 2014

RTI INTERNATIONAL / MPR ASSOCIATES

ACE Affective Research Methodology

- ACE identified research constructs that correlate to the affective precursors needed for academic performance
- Criteria used to select constructs were:
  - Correlated with student success and completion
  - Based on research grounded in theories from multiple fields
  - From published evidence in peer-reviewed journals
  - Developed into a standardized measurement instrument for each construct
Affective Domain of Emotions & Feeling

• Awareness and relationship factors that either support or prevent academic and professional success

<table>
<thead>
<tr>
<th>1. Mindsets</th>
<th>Self</th>
<th>• College Identity</th>
<th>• Academic Self-Efficacy/Hope</th>
<th>• Mindfulness-Describing</th>
<th>Am I a college student?</th>
<th>Can I make it in the academic world?</th>
<th>Will it turn out alright?</th>
<th>What professional career do I want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Social Skills</td>
<td>Others</td>
<td>• Teamwork &amp; Leadership</td>
<td>• Interacting with Others: Communication</td>
<td></td>
<td>How can I contribute to shared goals?</td>
<td>Am I a dependable teammate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Perseverance/Self-Control</td>
<td>Self</td>
<td>• Mindfulness – Focusing</td>
<td>• Mindfulness – Observing</td>
<td></td>
<td>Can I set and achieve goals?</td>
<td>Can I control myself to achieve what I want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>• Mindfulness - Accepting</td>
<td></td>
<td></td>
<td>Do I care about my classmates?</td>
<td>Am I listening effectively and speaking non-violently so others can collaborate with me?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Measuring Non-Cognitive Change in Students (3 time points)

- First Measurement
- Second Measurement
- Third Measurement
  - After Two Weeks
  - Four Months Later
CSSAS Results

Survey responses were based on a five-point scale, from “strongly disagree to strongly agree” for the non-mindfulness items and from “never or very rarely true” to “always or almost always true” for the mindfulness items.

Non-cognitive Approaches and Accelerated Curriculum Improves Academic Outcomes

- Students improved in 7 of the 8 factors at a p<.001 level of significance after the 2 week Foundation of Leadership Course (FC)
- With the exception of two factors, the change remains consistent or improved four months later (at the end of the semester)
**Affective / 21st Century Skills Study**  
**July 2018**  

**RP GROUP**  
**ROGEAIR PURNELL AND DIANE RODRIGUEZ-KIINO**

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### ACE Target Student Populations (2003 - 2014)

<table>
<thead>
<tr>
<th>Qualitative Study Participants</th>
<th>Quantitative Study Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total sample = 435</td>
<td></td>
</tr>
<tr>
<td>• 23% were identified as high-risk*</td>
<td></td>
</tr>
<tr>
<td>• Equal portions male / female</td>
<td></td>
</tr>
<tr>
<td>- Hartnell: 60% female / 40% male</td>
<td></td>
</tr>
<tr>
<td>• 56% Hispanic</td>
<td></td>
</tr>
<tr>
<td>• 21% White</td>
<td></td>
</tr>
<tr>
<td>• 4% African-American</td>
<td></td>
</tr>
<tr>
<td>• 45% under 20 years old</td>
<td></td>
</tr>
<tr>
<td>• 45% between 20 and 39</td>
<td></td>
</tr>
<tr>
<td>- Hartnell respondents were more likely to be 25 to 39</td>
<td></td>
</tr>
</tbody>
</table>

* ACE defines high-risk students as those who identify with 80% of 19 risk factors (e.g., gang involvement, child abuse, mental conditions).
Overarching Qualitative Findings

Most respondents:
- Reported that **ACE had positively influenced their work (90%) and personal lives (86%)**
- “Agreed” or “strongly agreed” that personal success skills had a positive influence on their work and personal lives (ranged from 75% to 92%)
What I learned in the program helped me...

<table>
<thead>
<tr>
<th></th>
<th>On the job</th>
<th>In relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>...to understand cycle/cycle of waste.</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>...to control my emotions to communicate positively.</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>...to listen for and understand the needs, purpose, and concerns of others.</td>
<td>31%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>61%</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>...to understand conversation meter: pretense, sincerity, accuracy, and authenticity.</td>
<td>29%</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>64%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>... to be able to see the styles of other people and adjust my communication style appropriately.</td>
<td>30%</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>61%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Influence of Personal Success Skills

- **Purpose and direction** - inspired agency, focus, and discipline in students’ lives, particularly in the area of work
- **Self-awareness and self-discipline** - pause and regain perspective in work and personal interactions
- **Collaborative Leadership Skills / communication skills** - broke down work / personal communication barrier
- **Working styles** - critical to job performance and personal relationships
- **Social justice research course** - positive influence on “how to contribute effectively to a [work] team”
Overall Outcomes

For historically-underrepresented, first generation, and “at-risk” students, ACE:

• Teaches and hones technical and affective skills for more effective management of major financial / familial-personal / social stressors
• Builds confidence in ability to be a successful student and professional
• Promotes postsecondary education as a tool for personal and economic success
• Ensures effective navigation of and success in the college / professional environment
• Increases award and transferable English and math completion, and wages (when compared to control group)
• Strengthens CTE pathways

Conclusions

• The addition of a Foundation course to a career technical program (CTE) such as nursing appears to enhance academic and wage outcomes for nursing students.
• Participation in ACE for high-risk student populations helps them attain academic and wage outcomes comparable to the general student population.
• Participation in ACE boosts potential in earnings over time for all students, but especially for males of color and underrepresented minorities.
SABBATICAL RESEARCH ON AFFECTIVE THEORY
2016

Diego Navarro, Visiting Scholar, Carnegie Foundation for the Advancement of Teaching at Stanford

What the year looked like

• Two appointments:
  – Visiting Scholar, Carnegie Foundation for the Advancement of Teaching at Stanford
  – Visiting Scholar, University of California, Santa Cruz – Oakes College

• Research on Adult Affective Learning:
  – Interviewed nine experts in the field
  – Interviewed five college programs studied
  – Developed annotated bibliography of ten articles and books
  – Identified the theories support adult affective learning
  – Documented ten curricular exercises
Person’s interviewed

- Rachel Beattie, (Carnegie Foundation)
- Kathy Booth, (WestEd)
- Anne Murray Allen (Conversant)
- Omid Fotuhi (Stanford University)
- Jeremy Jamieson (University of Rochester)
- Jason Okonofua (Stanford University)
- Todd Rogers, (Harvard’s Kennedy School)
- Mandy Savitz-Romer (Harvard Graduate School of Education)
- Nikki Schechtman & Louis Yarnall, (SRI Education)
- David Yeager (University of Texas-Austin)

Programs Studied

3CSN’s
- Growth Mindset Community of Practice
- Habits of Mind

Carnegie Foundation for Advancement of Teaching
- Productive Persistence/Community College Pathways

Others
- On Course
- WestEd’s Reading Apprenticeship
Three Groupings of Articles

1. Root cause problem
   - big-picture issues like poverty, trauma, and stress, and talk about approaches to helping students succeed in the face of these challenges.

2. Affective & Non-Cognitive Skills in Careers
   - describes some of the non-cognitive skills that students need to succeed in their careers, and how these skills can be developed before they enter the workforce

3. Impact of Student-Faculty Relationships
   - describes the importance of teacher-student relationships, with a focus on the positive impact of respectful and trusting interactions on students from marginalized backgrounds

Three Groupings of Theories

1. About Student Experience
   1. Two-Factor Theory of Emotion
   2. Emotion Regulation
   3. Biopsychosocial Model
   4. Stress Reappraisal

2. About Affective and Non-Cognitive Skills in the Workplace
   1. Self-Determination Theory
   2. Social Emotional Learning and Development
   3. Social Commitments
   4. The Legitimate Other
   5. Mindful Learning

3. About Impact of Student-Faculty Relationships
   1. Stereotype Threat
   2. Empathic Discipline
   3. Vulnerabilities
   4. Growth Mindset
Finding 1: Two Approaches to Non-Cognitive Learning

- There are two approaches to affective learning for adults with distinctly different goals and foci:
  - one approach focuses on passing classes or increasing grades; and
  - the second approach has a broader goal which is the development of leadership skills required for being an effective professional.
- Both produce the same results in terms of academic and affective outcomes.
- These two approaches are based on different theories:
  - the former based in psychological theory, the other based in sociological theory), and
- They are applied in courses in distinctly different ways:
  - the former time-slices its exercises into existing courses,
  - the other immerses the student in coherent experiences which develop leadership skills).

Finding 2: Poverty and Stress

- The experiences many of our underprepared students that come from backgrounds that include poverty or trauma, impact their psychology and the resources and supports they need to succeed.
- The human stress response system is very sensitive to environmental factors during childhood; children living with scarcity experience more toxic stress than middle class children, and show physical signs in the form of higher blood pressure and levels of certain stress hormones.
- People who experience chronic scarcity are cognitively overloaded by the volume of information needed to deal with daily tasks.
- A significant result of growing up in poverty is elevated chronic stress, and increased stress has demonstrable physiological and psychological effects on student performance.
- The impact of stress on academic performance is a rich area of research. Students may respond to a stressor as a threat (where coping skills and resources are insufficient to meet the need) or as a challenge (where individuals feel capable of responding to the stressor).
- Encouraging students to reappraise their stressors as challenges rather than threats results in verifiable improvements.
Finding 3: Faculty and Student Success

- Students coming from backgrounds of scarcity often have experiences of being powerless in the face of authority, whether in benefits offices, the criminal justice system, inflexible workplaces or the classroom.
- Many students were negatively impacted by punitive discipline during their early education and can be better served by empathic approaches that engage with students’ experiences, challenges, and motivations.
- When students have even one faculty who connects with them in a respectful and understanding way, their academic performance, disciplinary records, and self-reported investment in their education all improve.
- Faculty can support students and be understanding of their needs by avoiding fundamental attribution errors that label students as troublemakers or as disinterested in their education.
- The quality of teacher-student relationships is fundamentally important to students’ motivation and engagement with school.
- When students feel mutual respect, understanding, and trust in their learning environment they are better behaved and more able to focus on their education.

Finding 4: Belonging, Autonomy, and Growth

- Community college students may be especially vulnerable to feeling less prepared, less competent, or less connected to their educational community.
  - The alienating environment of community colleges, the lecture mode of teaching, lack of development of student to student relationships and the non-existent student dormitory life, all contribute to these feelings.
- The expert interviews and literature discussed in this report argue that the most effective educational and pre-professional training for students must meet several key needs:
  - In order to sustain motivation, students need a sense of social belonging, a degree of autonomy, and to feel competent while still being challenged.
  - Of these needs social belonging is the strongest predictor of student persistence and completion.
  - If instructors can create an environment that meets these needs, students will be better able to complete work that is not inherently fun or satisfying.
- These needs can have paradoxical effects when underprepared students are met with punitive discipline or distrust on the part of teachers.
  - When students misbehave, the response is typically more control and authority, which diminishes their feeling of autonomy.
  - When students fall behind academically, they lose the feeling of competence that sustains their motivation in the face of challenge.
  - And if their relationships with teachers are damaged or they lack opportunities to connect with peers, they have a diminished sense of relatedness and belonging.
  - Luckily, teachers can create environments conducive to connection and engagement by moving beyond the cognitive and thinking holistically about their students.
Finding 5: Evaluation and Evidence

- The degree to which affective and non-cognitive academic programs were based on evidence to support their effectiveness.
- Many programs using affective methods are based on laboratory- or field-tested theories and the results of controlled experiments in the classroom.
  - The interventions used in many of these programs have been demonstrated to work in controlled settings, but in many cases these programs do not have evidence that their implementation of these laboratory-tested theories are actually effective in practice.
- There is a general lack of follow-up evaluation of these programs’ methodologies, and limited assessment of the impacts of their interventions both at the student-level outcome and the training of faculty to reproduce the student-level outcomes.

Agenda

1. Affective Learning – What is it & why it is important?
2. Faculty Experiential Learning Institute
FELI STUDY OF FACULTY GRADUATES
2012

Rose Asera, Independent Research Consultant, formerly Senior Researcher at the Carnegie Foundation for the Advancement of Teaching

Rose Asera’s Study – What is a FELI?

• The curriculum, structure, and delivery of the FELI are a shorter version of the ACE Foundation Course.
• In five days you and your colleagues will move through content and experiences similar to those that students will have.
• This is not only so that faculty will empathize with the students or understand the content, but because they need to experience and embody the change they hope to see in their students.
• Moreover, faculty who have gone through a FELI find it personally and professionally useful.
  – “It’s not like anything I’ve done before. During the first part of the week I was resistant inside, but by the end of the week I was sold. It was so powerful. It made such a difference thinking about myself, my strengths and weaknesses, and what to work on.”
  – “In our busy lives, we don’t take the time or opportunity for introspection. We don’t take the opportunity for thought.”
  – “I understand more about who I am and what I have to give to the world.”
  – “The FELI was transforming, exhausting and enlightening. It took my communication skills and my leadership skills to the next level.”
  – “After the FELI I was more willing to take chances in the classroom, and be more vulnerable to students. It helps me connect to the students, to put myself out there, and expose myself in terms of humanity so they show more of themselves.”
Quote from a FELI faculty graduate (January 2013)

"I finally got it: ACE is about modeling to students how to open up your heart -- not only to each other, but to the growth through higher learning.

Instructors ‘go first’, serve as guides that debunk the grand narration of public education while serving as cultural brokers between the student and the college.

Teaching to the affective domain means helping to open their hearts to each other, to learning, and to the promise of self-improvement."

Primary FELI Learning Outcomes

1. Analyze existing educational structures and explore alternatives.
2. Understand and appreciate the difference between outside-in and inside-out learning.
3. Experience authentic communication and community.
4. Understand that learning happens through mistakes.
5. Value self-awareness and self-disclosure as vehicles for the transformation of education.
FELI Theme: Reconceptualizing Education

• Re-imagining involves seeing:
  – origins of public school system
  – organization structure of education
  – consequences of current educational system

• Re-imagining involves asking:
  – Is a more humane and equitable education possible?
  – What are our individual and collective roles in that process?
  – How can we re-imagine our community colleges?

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1. Affective Learning – What is it & why it is important?
2. Faculty Experiential Learning Institute
3. Affective Learning for Nursing Students
Hartnell College Nursing and Allied Health Student Population

2018 Students, Faculty, Staff

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Age</td>
<td>34</td>
<td>48</td>
<td>36</td>
</tr>
<tr>
<td>Ethnicity: %Non-white</td>
<td>78</td>
<td>33</td>
<td>100</td>
</tr>
<tr>
<td>% Sign. Family Responsibilities, Children &lt;16y</td>
<td>84</td>
<td>36</td>
<td>50</td>
</tr>
<tr>
<td>% Employed</td>
<td>68</td>
<td>20</td>
<td>50</td>
</tr>
</tbody>
</table>

2018 Students, Faculty, Staff

- Students: 34, Ethnicity: 78%, % Sign. Family Responsibilities: 84%, % Employed: 68%
- Faculty: 48, Ethnicity: 33%, % Sign. Family Responsibilities: 36%, % Employed: 20%
- Staff: 36, Ethnicity: 100%, % Sign. Family Responsibilities: 50%, % Employed: 50%
Nursing and Allied Health Values

ACE Pedagogy/CTE Programs

- Program Effects
  - Expedited Accomplishment of Outcomes r/t Communication, Group Process, Skill Acquisition
  - Aligned with Program Outcomes
    - Affective Exercises linked to CTE Curriculum
    - ACE Foundation Course Relevant to Academic Programs, Counseling Courses, Guided Pathway Models

- Possible Barriers
  - Faculty Attendance at FELI and Buy-in
  - New Instructor Oversight by Experienced Instructor
  - Approval by Curriculum Committees
  - Faculty and Administrator Champions
ACE Pedagogy/Professional Development

• Commonalities
  – Language and Terminology
  – Approach to Problem-solving/Negotiation
  – Approach to New Initiatives
  – Sensitivity to student/faculty/patient experiences

• Beneficial Shift from
  – Instructor to Facilitator
  – Lecture to Interprofessional Experiences
  – Student Role to Learner Role
  – Learner Role to Professional Role

3 & 6 Year Longitudinal Outcomes Study of Nursing Students
(Nursing Cohorts from 2009-2011)
July 2018

RP GROUP
ALYSSA NGUYEN AND TEAM
ACE Model for Nursing Students (CTE Model)

Wage Outcomes

Indicators
• Annual and median wage earnings

Data Source
• EDD wage data
  – Match rates ranged from 44% to 100%
CTE/Nursing Wage Outcomes

Post 6 Year Median Wages
ACE Nurse $84,077
Pre-ACE Nurse $44,853

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2. Faculty Experiential Learning Institute
3. Affective Learning for Nursing Students
4. Evidence of Professional Development Effects and Affective Approach
   - On Faculty
   - On Marginalized Students and Men of Color
Quantitative Analysis Study of ACE FELI Faculty graduates 2017

CRAIG HAYWARD, CO-AUTHOR OF RP GROUP STUDY ON CALIFORNIA ACCELERATION PROJECT

Description of the College-Instructor-Course sample

The data set covers an eleven-year period from the 2005-2006 academic year through the 2015-2016 academic year.

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time 1 observations</td>
<td>621</td>
<td>50%</td>
</tr>
<tr>
<td>Time 2 observations</td>
<td>621</td>
<td>50%</td>
</tr>
<tr>
<td>Comparison group observations</td>
<td>682</td>
<td>56%</td>
</tr>
<tr>
<td>FELI observations</td>
<td>550</td>
<td>44%</td>
</tr>
<tr>
<td>Math observations</td>
<td>308</td>
<td>25%</td>
</tr>
<tr>
<td>English observations</td>
<td>398</td>
<td>32%</td>
</tr>
<tr>
<td>Other course observations</td>
<td>536</td>
<td>43%</td>
</tr>
<tr>
<td>College A observations</td>
<td>144</td>
<td>12%</td>
</tr>
<tr>
<td>College B observations</td>
<td>932</td>
<td>75%</td>
</tr>
<tr>
<td>College C observations</td>
<td>166</td>
<td>13%</td>
</tr>
<tr>
<td>Total observations</td>
<td>1,242</td>
<td>100%</td>
</tr>
</tbody>
</table>

Because the pre-FELI results are always earlier in time than the post-FELI results, there is the potential that any observed effects could be attributed to changes in the environment associated with the passage of time.

• The inclusion of a control group of instructors who did not participate in the FELI allows us to account for and isolate the potential impact of effects associated with the mere passage of time, such as history and maturation.
Course success rates at time 1 and time 2 for FELI and non-FELI faculty controlling for course type

Estimated Marginal Means: Course Success Rates

"The general estimating equation did reveal significant effects for both average success rates and grade points, as well as for course type...at time 2 a significant difference was observed such that FELI-trained instructors had higher average success rates and grade points than non-FELI instructors."

Findings

- Understanding and support for the affective needs of students and providing a more welcoming and understanding environment are the types of skills and attitudes that the FELI seeks to develop in its participants.
- The logic being that increased teacher empathy will help teachers increase their effectiveness with a wider range of students, particularly those who might have been perceived as disengaged or marginal.
- By drawing out increased student engagement, these FELI-trained instructors are, in theory, able to increase student effort, perseverance, and success.
Conclusion

- The FELI training appears to accelerate the professional development of community college instructors, increasing the rate at which students are able to demonstrate learning for passing grades.
- While there is a non-significant tendency for all instructors to improve in this regard over time, a difference-in-differences analysis suggests that FELI-trained instructors are able to effectively double the natural rate of improvement, on average.
- It is likely that the increase in success rates results from engaging students who are marginally engaged and that by drawing in those marginally engaged students, faculty are able to boost the effective success rates in their courses.
- The implication of the [ACE] logic model is that the improved outcomes stem from a deeper engagement of students (and instructors) in the content of the course.

Study of ACE Faculty Training – the Initial Faculty Experiential Learning Institute
2006 & 2007

CENTER FOR JUSTICE, TOLERANCE AND EQUITY – UNIVERSITY OF CALIFORNIA, SANTA CRUZ
Research Questions – UCSC 2006

• How effective was the FELI training?
  – “…many [instructors] reported that it was a highly transformational experience for them personally and professionally.”

• What are faculty experiences with the FELI curriculum exercises?
  – “…[instructors] were highly supportive of all the FELI exercises and very strongly believed in the ACE approach to engaging high-risk college students.”

Research Question #1 – UCSC 2007

What effect does the FELI training have on faculty in their non-ACE courses in terms of teaching, rapport with students, and classroom management?

The interviews highlighted three areas of change with regard to faculty members’ approach to teaching and to their professional relationships:

1. internal changes related to self-awareness;
2. views of their students and different ways of interacting with them; and
3. changes in their interactions at the community college level.
Research Question #1 – UCSC 2007
What effect does the FELI training have on faculty in their non-ACE courses in terms of teaching, rapport with students, and classroom management?

1. Internal changes related to self-awareness;
   - Faculty viewed the personal implications of the training very seriously and many felt that developing an awareness of how one’s own strengths and weaknesses play out in their classroom was the precursor for all other levels of professional development.
   - Perhaps one of the most consistent responses was that faculty developed a greater level of self-awareness in the FELI training.
   - For them, this self-awareness clarified issues related to their teaching and even their relationships outside the classroom, including, but not limited to:
     • Why in the past they had had difficulty in some subjects or situations and excelled in others;
     • why they had connected or not connected with some of their students;
     • the reasons behind their particular approach to teaching and how they might want to make changes to their approach.

2. Views of their students and different ways of interacting with them; and
   - Many of the faculty members we interviewed commented on differences in how they interacted with students before and after the training.
   - Some expressed that the impact of this new way of interacting with students showed up in improved retention rates, meaning that they had more students finishing the course. Some also reported that one effect of their new ACE-infused approach was stronger relationships between students.

3. Changes in their interactions at the community college level.
   - Changes in communication and interaction extended to faculty’s relationships with colleagues also.
   - Although not intending to make radical changes in their colleges, many faculty members have used their FELI training in formal ways to influence their colleges on an institutional scale.
Findings – UCSC 2007

• “Although the ACE Model is intended to reach the highest risk community college students, the FELI curriculum could be useful to faculty in all their courses. In fact, the FELI curriculum might be relevant to community college faculty who never intend to teach in the ACE Program but want professional development training in how better to reach all of their students.”

Agenda

1. Affective Learning – What is it & why it is important?
2. Faculty Experiential Learning Institute
3. Affective Learning for Nursing Students
4. Evidence of Professional Development Effects and Affective Approach
   – On Faculty
   – On Marginalized Students and Men of Color
Longitudinal Quantitative Studies
2009 / 2014

COLUMBIA UNIVERSITY’S CCRC –
DAVIS JENKINS PI &
RTI INTERNATIONAL / MPR ASSOC.

Academic Evidence

<table>
<thead>
<tr>
<th>Demographics</th>
<th>ACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1,020</td>
</tr>
<tr>
<td>Underrepresented Groups</td>
<td>79.9%</td>
</tr>
<tr>
<td>Female</td>
<td>43.9%</td>
</tr>
<tr>
<td>Prior College Credits</td>
<td>2.4</td>
</tr>
<tr>
<td>Placed 2+ Levels Below College English</td>
<td>48.4%</td>
</tr>
<tr>
<td>Placed 1 Level Below College English</td>
<td>42%</td>
</tr>
<tr>
<td>Placed 2 or More Levels Below College Math (Los Medanos Only)</td>
<td>88.9%</td>
</tr>
<tr>
<td>GED or HS Dropout</td>
<td>25.9%</td>
</tr>
<tr>
<td>Mean Age</td>
<td>24.9</td>
</tr>
</tbody>
</table>

Evaluation of the Academy for College Excellence: Report on Implementation and Student Outcomes
RTI International
January 2014
Transfer-Level English Completion

2.3x More Likely to Pass Transfer Level English
1.7x More Likely to Pass Transfer Level English

Source: RTI Associates
January 2014

\[ \Delta x\% = \frac{(ACE - Control) \times 100}{Control} \]
*statistical significance <.001
two-tailed test

Transfer-Level Math Completion

4.3x More Likely to Pass Transfer-Level Math
3.3x More Likely to Pass Transfer-Level Math

Source: RTI Associates
January 2014

\[ \Delta x\% = \frac{(ACE - Control) \times 100}{Control} \]
*statistical significance <.001
two-tailed test
Transfer-Level Math & English Completion

Source: RTI Associates
January 2014

3 & 6 Year Longitudinal Outcomes Study of Marginalized Students
(8 years of Cohorts from 2003-2011)
July 2018

RP GROUP
ALYSSA NGUYEN AND TEAM
ACE Model for Underprepared Students (Non-CTE)

Needs of High-Risk Students

Does the ACE Program provide*:

• Academic and social integration in higher education
  – by teaching students to work effectively in a team

• Psychosocial supports
  – Through ACE’s affective elements

• Students with the inspiration to pursue additional education

* These elements are identified as crucial in the research of Barrio-Sotillo, et al, 2009 & Symond, et al, 2011
ACE Target Student Populations (2003 - 2014)

<table>
<thead>
<tr>
<th>Qualitative Study Participants</th>
<th>Quantitative Study Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Total sample = 2,982</td>
</tr>
<tr>
<td></td>
<td>• 26% were identified as high risk*</td>
</tr>
<tr>
<td></td>
<td>• Non-CTE Group (N = 2,746)</td>
</tr>
<tr>
<td></td>
<td>• 56% male</td>
</tr>
<tr>
<td></td>
<td>• 63% Hispanic</td>
</tr>
<tr>
<td></td>
<td>• 19% White</td>
</tr>
<tr>
<td></td>
<td>• CTE Group (N = 236)</td>
</tr>
<tr>
<td></td>
<td>• 81% female</td>
</tr>
<tr>
<td></td>
<td>• 32% Hispanic</td>
</tr>
<tr>
<td></td>
<td>• 37% White</td>
</tr>
</tbody>
</table>

* ACE defines high-risk students as those who identify with 80% of 19 risk factors (e.g., gang involvement, child abuse, mental conditions).

Academic Outcomes

ACE appears to have a positive impact for high-risk student populations – helping them achieve success at rates similar to academically and demographically matched peers.

* ACE defines high-risk students as those who identify with 80% of 19 risk factors (e.g., gang involvement, child abuse, mental conditions).
Academic Outcomes

Students who completed the core courses in the ACE Model* were at least 2X more likely than their matched peers to:

• Complete a transfer-level English course
• Complete a transfer-level math course
• Earn an award
• Earn 30 units within three years of enrolling in ACE

* Foundation, Team Self-Management, Accelerated English, Career planning, Social Justice Research, and Movement

Wage Outcomes

Indicators
• Annual and median wage earnings

Data Source
• EDD wage data
  – Match rates ranged from 44% to 100%
Non-CTE Wage Outcomes for Historically Underrepresented Students of Color

Comparison of Annual Median Wages Over Time for Historically Underrepresented Students of Color:
ACE vs. Matched Peers

Agenda

1. Affective Learning – What is it & why it is important?
2. Faculty Experiential Learning Institute
3. Affective Learning for Nursing Students
4. Evidence of Professional Development Effects and Affective Approach
5. Experiencing Affective Activities
Why Affective Works

Student Engagement & Support Redefined

Getting Students To Believe They Can Do It
"Lighting the Fire for Learning"

Academy for College Excellence
Foundation Course
2-Week Intensive Affective Orientation

On a Regular Basis
• Monitor Student Progress
• Motivate Student
• Deal with Behaviors
• Help Student Solve Life Problems

ACE Team-Self Management Course

Academic Program

+ Academic Program Variations

3 credits

2 credits

8 to 12 credits
Agenda

1. Affective Learning – What is it & why it is important?
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4. Evidence of Professional Development Effects and Affective Approach
5. Experiencing Affective Activities
6. Q&A

Review the Workshop

- What ideas and thoughts are you taking home with you?
- What surprised you?
- What do you want to learn more about?