Where the Six Success Factors and Affective Strategies Meet to Support Online Learning

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Who We Are . . .

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The Six Success Factors and Affective Strategies:
The Key to Engaging Online Students
Student Support (Re)defined’s Six Success Factors

Through a review of leading studies on effective support practices and interviews with both practitioners and researchers, and from phone surveys and focus groups with nearly 900 students across the CCCs, the RP Group identified “six success factors” that contribute to students’ achievement.
Student Support (Re)defined’s Six Success Factors

- Directed: Students have a goal and know how to achieve it.
- Focused: Students stay on track—keeping their eyes on the prize.
- Valued: Students' skills, talents, abilities, and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.
- Nurtured: Students feel somebody wants and helps them to succeed.
- Connected: Students feel like they are part of the college community.
- Engaged: Students actively participate in class and extracurricular activities.
The Six Success Factors and Affective Learning

• Affective, non-cognitive strategies and practices are the primary ways in which we help students realize the success factors.

• The next slides highlight some of the ways that we can help students experience the success factors.
Affective Strategies and Practices

1. Provide Information at the Beginning and Throughout the Semester That Is Essential to Your Students’ Success

2. Make Expectations for Your Course Explicit to Help Ensure Students Know What Is Required of Them to Succeed

3. Learn about Your Students and Help Them Learn about You and Each Other
Affective Strategies and Practices

4. Build a Sense of Community and Belonging and Demonstrate to Your Students That You Care about Their Success

5. Create an Environment That Encourages Student Learning

6. Encourage the Development of Adaptive Mindset Skills

7. Demonstrate the Relevance of Your Course to Students’ Lives and Goals
1. Provide Information at the Beginning and Throughout the Semester That Is Essential to Your Students’ Success

In your syllabus and in the beginning of the semester, set high expectations and provide encouragement that students will be able to achieve them. (*directed, focused*)

One way to do this is illustrated in the following slides that highlight an excerpt from “Start To Be Great.”
This learning experience is a partnership and a shared commitment.

I, as your instructor, make the following commitments:

I will commit to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student (see SBCC Mission Statement).

I will commit to having high expectations for all students, while doing my best to ensure that they have the tools they need to be successful.

I will commit to creating many opportunities for students to demonstrate their knowledge and provide specific, constructive feedback in a timely manner to aid the learning cycle.

I will commit to providing a variety of teaching methods and techniques to meet the needs of all learners.

I will commit to working to motivate and engage all students. My goal is that you will all leave this course with more curiosity about mathematics than you had when you started!
As the other half of the partnership, you should commit to the following three things to be successful in this course:

I will commit to having a positive approach to my learning. I know that I have control over what I do to be successful in the course and I will commit to making a true effort to do well.

I will commit to spending a minimum of 8 hours per week OUTSIDE of class, studying for this class. (I will complete a weekly study hour plan and stick to it or adjust it as necessary for me to stick to it. I will also use a planner to stay on top of coursework and deadlines.) I especially plan to “overstudy” the first three weeks of class, so I develop the habit to last me the entire semester.

I will fully participate in my learning by attending every class, participating in class, taking good notes, working with my classmates, asking questions in class, and attending tutoring hours and instructor office hours regularly.

This learning experience is a partnership and a shared commitment.
1. Provide Information at the Beginning and Throughout the Semester That Is Essential to Your Students’ Success

Share information on your syllabus that is vital for your students’ health and safety. *(valued, nurtured)*

Example:

“It can be challenging to do your best in class if you have trouble meeting your basic needs for safe shelter, sleep and nutrition. If you have trouble affording groceries or accessing sufficient food to eat every day or a safe and stable place to live, I urge you to contact XXX and/or me. We are here to help.”

Sara Goldrick-Rab, Professor of Sociology at Temple University and founder of Believe in Students
1. Provide Information at the Beginning and Throughout the Semester That Is Essential to Your Students’ Success

Have students search the college website for information about a specific resource and post information about the resource online for other students in the class. Have students review postings, select those that might be most helpful to them, and write about why they would be personally useful. (*directed, nurtured*)
2. Make Expectations for Your Course Explicit to Help Ensure Students Know What Is Required of Them to Succeed

At the beginning of the semester, give a low stakes quiz or homework assignment and provide feedback as soon as possible. This way you provide important information about expectations and what students need to do to be successful in your course. (directed)
2. Make Expectations for Your Course Explicit to Help Ensure Students Know What Is Required of Them to Succeed

As homework, have students complete a week-long grid (with days and hours) where they list their usual commitments for school, study, work, family and other responsibilities, and recreation/social activities. (*directed, focused*)
3. Learn about Your Students and Help Them Learn about You and Each Other

Survey your students to help you learn about and follow up on important information about them. (*connected, valued*)

Use students’ availability to determine online office hours and set up small groups for studying, discussion, and projects. (*connected, valued*)
3. Learn about Your Students and Help Them Learn about You and Each Other

• Do a video bio to share with students and consider sharing your own struggle story. Make video announcements so that students “see” you and feel as though you are more present in the course. *(connected, engaged)*

• Share your own stories, interests, and passions. *(connected, engaged)*
3. Learn about Your Students and Help Them Learn about You and Each Other

Assign a Discussion Board post where students introduce themselves to each other. (connected, valued)

Have at least one Discussion Board assignment where students are required to post audio or video.

Last Discussion Board question should be audio/video/written advice to future students. Ask for permission to use it.
4. Build a Sense of Community and Belonging and Demonstrate to Your Students That You Care about Their Success

Have students write about their experience and have opportunities to share their stories, which can be in written form, shared with a small group, shared with the class depending on the student’s level of comfort, or posted online (anonymously or with permission). (valued, engaged)
4. Build a Sense of Community and Belonging and Demonstrate to Your Students That You Care about Their Success

In courses where students may often not see themselves represented, give students profiles of professionals in the field who are also underrepresented. Then ask students to share in a small group how these profiles change their perspective. (connected, valued)
5. Create an Environment That Encourages Student Learning

Identify and articulate your students’ strengths and positive intentions or traits, either individually or collectively, in class, video, or written responses to students’ work. (*connected*, *valued*)

Each week, ask students to do a reflection on the previous week. (*directed*, *focused*, *connected*)
5. Create an Environment That Encourages Student Learning

Build reflection into your class to consolidate learning. For example, having students keep a journal or learning log provides an opportunity for students to do some freewriting, share their questions, and articulate their insights and areas of confusion. (*focused, engaged*)

Assign an activity on mindfulness and exercise to follow; do for a week and report on results. (*focused, engaged*)
5. Create an Environment That Encourages Student Learning

Blunt the impact of negative stereotypes by using stories of students and teachers who first struggled in college before they succeeded and show students studies that conclude that intelligence is malleable. (*connected, engaged, valued*)

Set up review sessions with a quiz due that day and allow students to work in groups during the review session using breakout rooms. Do weekly review and exam reviews. (*focused, engaged, connected*)
5. Create an Environment That Encourages Student Learning

Provide a Discussion Board question that asks students to summarize a video/article/resource about general, evidence-based study strategies and/or strategies for your discipline. *(directed, focused)*

Monitor your students’ progress. If someone is falling behind, reach out to him/her to offer support and resources. *(focused, nurtured, valued)* See following screenshot of Canvas for an example.
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6. Encourage the Development of Adaptive Mindset Skills

Share research on adaptive mindset skills as homework and ask students to assess their mindsets. (*directed, focused, valued*)

- Activate optimal states: The power of habit
- Respond, don’t react: Effective goal setting
- The powerful secret of self control: Divorce willpower and marry the situation
- Growth over grades: Love the process, not the product
6. **Encourage the Development of Adaptive Mindset Skills**

Consider ways to use tests or quizzes to show students that setbacks are an inevitable part of learning. (*directed, focused*)

Show or assign a short TED talk or other short video or a quote on a habit of mind you want to highlight. (*directed, focused*)
7. Demonstrate the Relevance of Your Course to Students’ Lives and Goals

Share the connection of your course to your students’ lives and their goals. Explain the skills and concepts that you are teaching and their relevance to your students’ lives and their future careers. (*engaged, focused*)

Choose materials that reflect the diversity of your students and their experiences. (*valued, connected, engaged*)
7. Demonstrate the Relevance of Your Course to Students’ Lives and Goals

Give students a choice of topics that connect your subject to your students’ life experiences, majors, or career goals when doing research or assigning projects or books. (*valued, connected, engaged*)

Design your course so that there is experiential learning in each class to help students relate to the course content. (*connected, engaged*)
Learn about More Strategies and Practices

⇒ Link to Guide

⇒ Link to Student Support (Re)defined
Questions?

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Thank You!