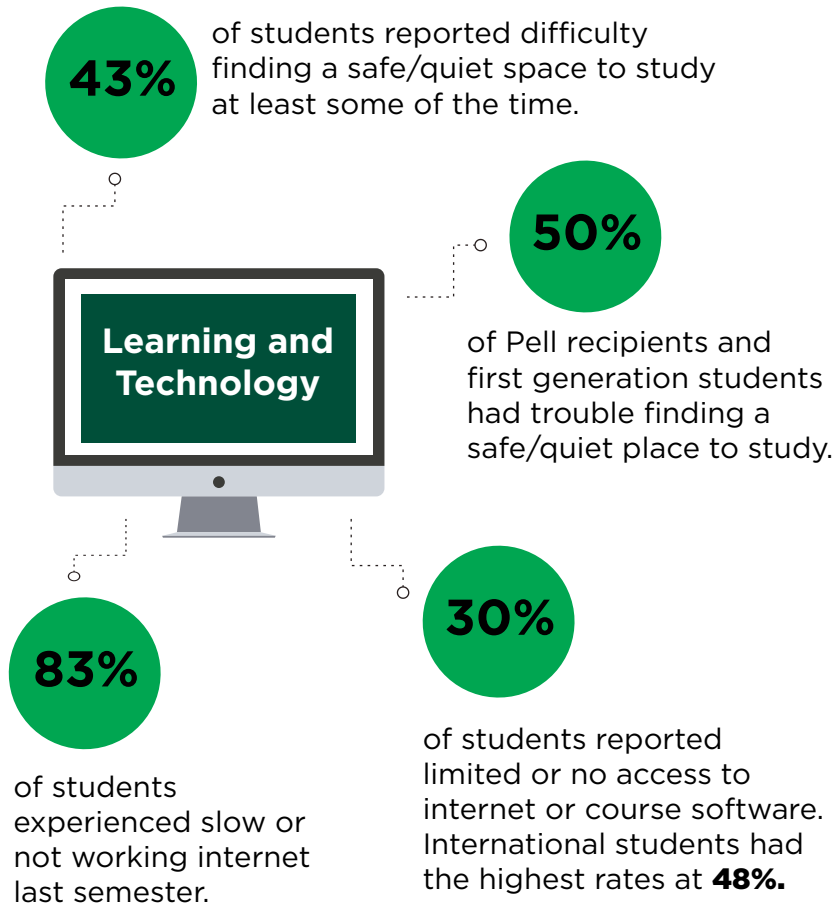


FACULTY & STUDENT SUCCESS: QUICK TIP #3

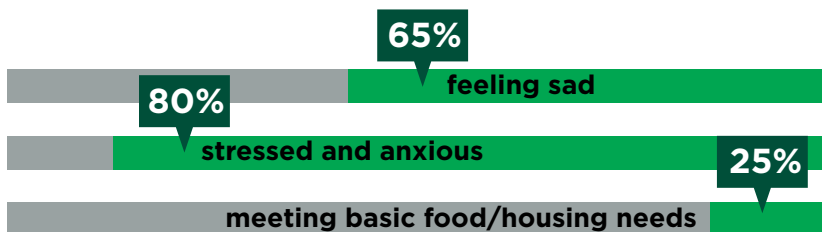
BUILD STUDENT ATTENTION WITH UNDERSTANDING

MSU Students at a Glance

More than **20%** of the undergrad population responded to our fall 2020 student experience survey, providing feedback about MSU's student success efforts: **3,101** faculty were named as significantly helping students, and **4,374** suggestions for driving student success in spring 2021 were provided by students. Findings to keep in mind:



Personal Experiences



25% of students reported difficulty paying bills, meeting basic food/housing needs; **over a third** of first generation, Pell Grant recipients, and marginalized race and ethnicity students.

52%



of students reported spending "slightly" or "significantly more" money on apps, software, or other technology.



65% of students said instructors that are organized, available, and accommodating are 'extremely important' to success.

Class Workload & Time Allocation



Over half of students reported spending 'slightly' or 'significantly' more time on coursework and communicating for courses.

33%+

of students are providing care for a loved one 'sometimes' or 'often'. Rates are much higher for international students (**48%**); first generation students (**45%**), students who receive a Pell Grant (**44%**), and students from marginalized race and ethnicity (**42%**).

Student Learning and Success Suggestions

A checklist of recommendations to instructors from students

On classes:

- ☐ Explain why you are assigning work so it is not perceived as busy work
- ☐ Reduce amount of course content if we struggle with pace of course
- ☐ Consider length of videos, assignment completion time
- ☐ Consider flexible assignment due dates, attendance, student participation
- ☐ Make sure we understand material before moving on
- ☐ Ask us for ways to make online courses more interactive, engaging
- ☐ Designate a time during, before, after class when we can ask you questions
- ☐ Consider ratio of instructor teaching and support videos; instructor and TA teaching
- ☐ Consider possibility of political, racist bias in course material
- ☐ Record and post closed caption lectures

On communication and connection:

- ☐ Ask us what the best way for you to connect with us is [text, email, D2L, other]
- ☐ Facilitate opportunities for us to meet each other (GroupMe, Gather, other)
- ☐ Invite us to contact you; ask us how we are doing
- ☐ Send encouraging and hopeful messages that remind us we belong at MSU
- ☐ Respond to our emails
- ☐ Frequently invite us to office hours
- ☐ Explain what office hours are, how to make appointment
- ☐ Provide a course suggestion box

On course materials:

- ☐ Use one, free, learning management system
- ☐ Low/no cost books, course materials; let us know which books are optional
- ☐ Organize course so it is easy to navigate; show us how to navigate course
- ☐ Provide clear course materials: syllabus, expectations, grading, due dates
- ☐ Remind us what is due until we have mastered LMS navigation

On needed resources:

- ☐ keeplearning.msu.edu
- ☐ nssc.msu.edu/clc
- ☐ caps.msu.edu
- ☐ student.msu.edu
- ☐ urca.msu.edu
- ☐ careernetwork.msu.edu
- ☐ foodbank.msu.edu

On exams and assessment:

- ☐ Offer flexible test times; additional time to take tests
- ☐ Provide exam preparation questions
- ☐ Offer assessment options beyond exams; less exams
- ☐ Provide 'change answer options' before submission
- ☐ Show us correct quiz answers
- ☐ Offer option if technology fails during exam; we can't take exam because of an extenuating circumstance
- ☐ Consider whether test security measures impact test taking/stress

On grading:

- ☐ Offer an opportunity to drop a score(s)
- ☐ Return graded assignments in reasonable amount of time
- ☐ Include grades in D2L or let us know our grades in another way

Start with small changes:

- ☐ Ask students for **mid-semester feedback**
- ☐ Share encouraging and hopeful messages often
- ☐ Review how to navigate your D2L or other course software
- ☐ Ask students for input "How should we..."
- ☐ Invite and encourage students to meet with you/ask questions
- ☐ Ask students how they are doing
- ☐ Learn about **Kognito**, an interactive tool that helps instructors notice signs of student distress, discuss concerns, and, if necessary, refer students to appropriate resources