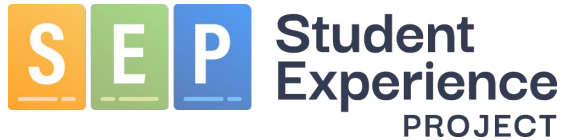


Using *Ascend* to Create Classroom Conditions that Accelerate Learning & Equity



Introductions



Quinesha Tillman
Partnership Manager
PERTS
Houston, TX

Today's Agenda

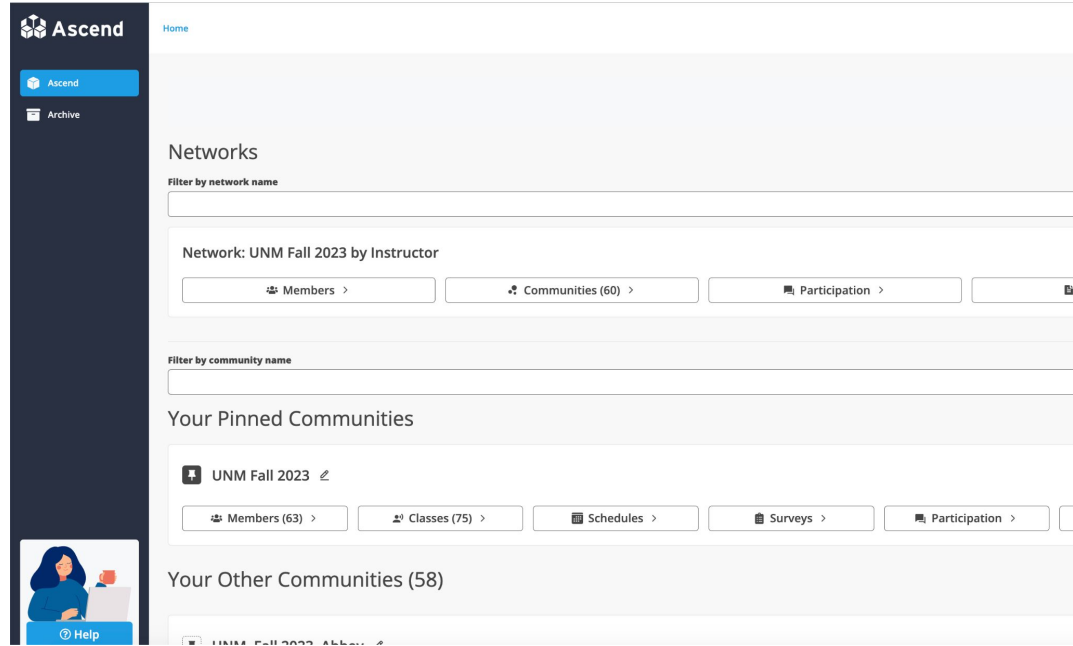
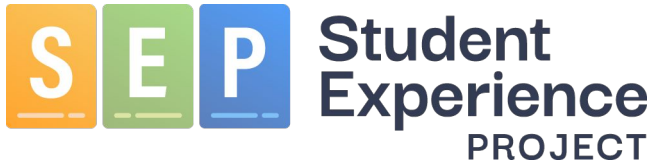
1. What, Why, How of Ascend
2. Introducing Ascend to Students
3. Getting Started
4. Q & A



What is Ascend?

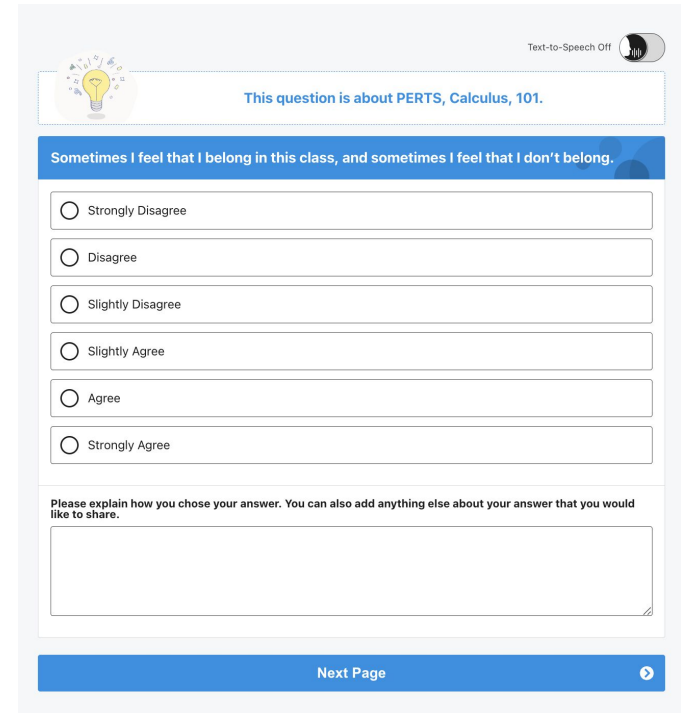
Ascend is a data-driven professional learning tool for college instructors.


Ascend helps instructors partner with students to establish conditions that accelerate learning, and promote retention & equity.




Elevate Student Voice

1. **Signing On:** A custom “Sign On Rule” reminds students about their unique identifier.
2. **Accessibility:** Students can turn on the text-to-speech option. Students can also take the survey on any web-enabled device.
3. **Class Reminder:** The name of your class is displayed at the top of the survey.
4. **Open-Ended Responses:** Students will be asked to respond to one open-ended question to elaborate on their responses.
5. **Survey Pacing:** If students are taking the survey too quickly, the survey will slow them down & ask them to read carefully.
6. **Timing:** Surveys take about 5-10 minutes to complete.
7. **No Back Button:** To protect student privacy. If they use the browser’s back button, then their initial recorded response will not appear.



Text-to-Speech Off 

 This question is about PERTS, Calculus, 101.

Sometimes I feel that I belong in this class, and sometimes I feel that I don't belong.

Strongly Disagree

Disagree


Slightly Disagree

Slightly Agree

Agree

Strongly Agree

Please explain how you chose your answer. You can also add anything else about your answer that you would like to share.

Next Page 

Four Simple Steps at Butte College

Goal: Increase our awareness of online students' experiences and how your humanized online teaching practices influence their learning conditions.



Elevate Student Voice: We will survey our students 3 times in at least one online class (more is up to you), during Spring 2024.



Review Feedback: After each survey we will meet in Zoom to share/discuss what you've learned/ what you'll change.



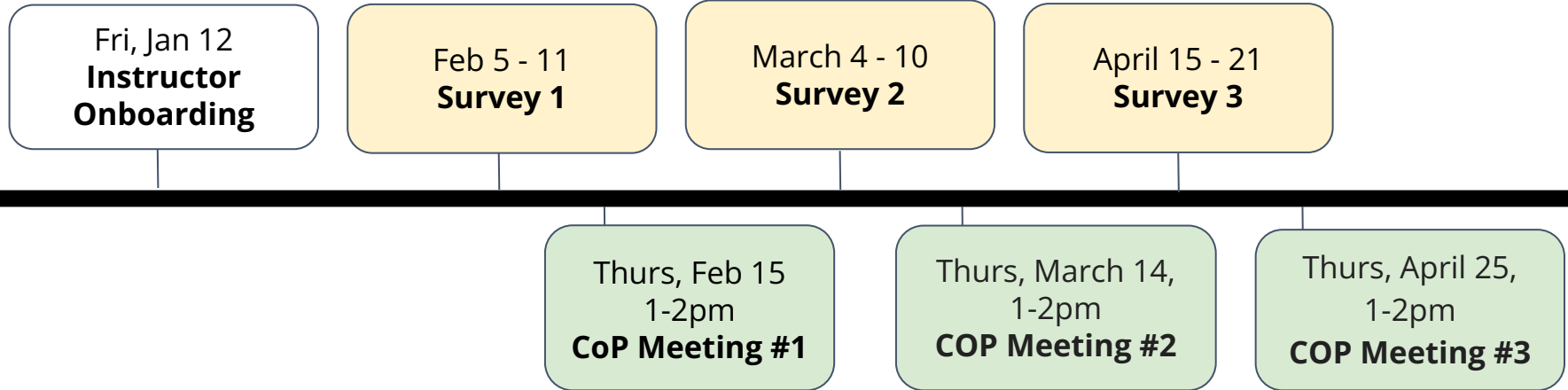
Learn & Apply New Practices: The Humanized Online Teaching Academy and the PERTS Practice Guides will provide us with ideas for practices we can try out in our courses.



Make Improvements: We will repeat the survey three times (4-5 weeks between cycles). We'll share what we've learned by sharing/discussing in small groups (breakout rooms) in CoP sessions and through a final reflection at the end of the semester.

Butte College's Implementation Timeline*

- Each survey cycle starts on a Monday and ends on a Sunday.
- CoP meets the Thursday after the survey end date.



*Late start classes may have a different timeline.

Ascend Reports

Reports are generated each Monday by 10am Pacific (PT) after weeks with new data, after at least 5 students have been surveyed in total.






Class Reports	Community Reports
<ul style="list-style-type: none">● Includes data for one class● Can only be seen by the Class Lead instructor	<ul style="list-style-type: none">● Includes data for multiple classes aggregated together● No data for a specific class is identifiable● Can be seen by all members of the Community

Report Content

Student Experience Overview

[? Tips for using this](#)

▲ Disaggregation

LEARNING CONDITION	RESPONDENTS	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
Identity Safety 424 (of 583) responded	All (424)	92% 	+3
Institutional Growth Mindset 494 (of 583) responded	All (494)	96% 	+2
Self-Efficacy 493 (of 583) responded	All (493)	76% 	-3
Social Belonging 491 (of 583) responded	All (491)	88% 	+1
Social Connectedness 490 (of 583) responded	All (490)	77% 	-1

Ascend prioritizes the class lead's privacy by ensuring that only YOU can see your class reports.

Open-Ended Responses

I am confident that I can perform effectively in this class.

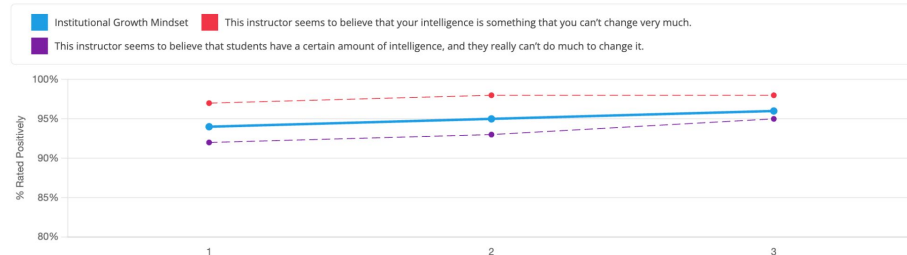
- “ *Im having constant breakdowns from teaching style and inability to complete assignments* (Survey 1)
- I feel that I am learning new things in this class and doing well in them.* (Survey 2)
- The resources are given and I have plenty of time to complete the work. As long as I do the work prior to class, I feel prepared. The professor gives questions and time to help as well.* (Survey 2)
- I can manage the workload well.* (Survey 2)
- nothing* (Survey 2)
- if i continue doing my work and studying i will perform effectively* (Survey 3)
- If you mentally prepare yourself, you can do it.* (Survey 3)

+2 points improvement in Institutional Growth Mindset since starting
Keep it up! More of your students are experiencing institutional growth mindset.

Institutional Growth Mindset by Survey

[? Tips for using this](#)

Show



Resources to Improve

HOW & WHY TO
HUMANIZE
YOUR ONLINE CLASS
#HumanizingSTEM

WHAT IS HUMANIZING?

In humanized online courses, positive instructor-student relationships are prioritized and serve "as the connective tissue between students, engagement, and rigor" (Pocansally-Bloch et al., 2020, p. 2). In any learning modality, human connection is the antidote for the emotional disruption that prevents many students from performing to their full potential and in online courses, creating that connection is even more important (Loggans & Xu, 2016).

♥ + i = 🧠

THE PRINCIPLES

THE PEDAGOGY








Humanizing intentionally cultivates a "welcomeness to engage" in an asynchronous online course through trust, mutual respect, and authentic care (Wood & Hems III, 2018) before moving on to course content. Positive instructor-student relationships are leveraged to hold students to high standards, validate their effort and ability, and support them with achieving their goals. Students are more likely to learn and apply themselves at a higher level when they know their instructor believes in them (Goy, 2000; Hammond, 2015; Lodon-Billings, 1994) and the same principles hold true in online courses (Gleazer, 2016).

HIGH OPPORTUNITY ZONES

WEEKS 0-1	STEM
Feelings of social isolation can worsen when students learn at a distance from their peers and instructor. To lower this barrier, humanized online courses incorporate kindness cues of social inclusion (Estrado et al., 2018) into the "high opportunity zone" of an online course—the week prior to the start of instruction and the first week of a class.	The culture of STEM education offers a microcosm of inequity. Black, Latinx, and Indigenous students leave STEM fields at greater rates than their White peers, and this problem is worse in STEM than other discipline clusters (Regle-Cumb et al., 2021). Traditional, deficit-based instructional paradigms have created a "weed out" culture in undergraduate STEM courses.

HumanizeOL.org

THE 8 ELEMENTS / KINDNESS CUES OF SOCIAL INCLUSION

- 
LIQUID SYLLABUS
1
- 
HUMANIZED HOMEPAGE
2
- 
GETTING TO KNOW YOU SURVEY
3
- 
WARM, WISE FEEDBACK
4
- 
SELF-AFFIRMING ICE BREAKER
5
- 
WISDOM WALL
6
- 
BUMPER VIDEO
7
- 
MICROLECTURE
8

Resources to Improve



COLLEGE TRANSITION COLLABORATIVE

Home About Anti-Racism Our Work Tools & Resources Publications Blog Join Us

SEP Practices Library: Organized By Social–Psychological Construct

Over three decades of research in a variety of disciplines demonstrates that when learning environments are designed to promote a sense of belonging and support for student learning, students are more likely to take advantage of various resources to support their success, persist through challenges, and help close outcome gaps by group membership.

The Student Experience Project is drawing on this research base in the fields of social psychology, educational psychology, and brain science, along with feedback from students, and on the ground expertise from instructors, staff and administrators to develop practical approaches that instructors can use in their courses to bolster student engagement and increase equity in academic outcomes. This collection of evidence-based, field-tested resource guides outlines steps that instructors can take in their courses to promote engagement, increase equity in students' experiences of their learning environments, and support academic success.

While these resources can be used by individual instructors, early evidence from the Student Experience Project indicates that the change ideas are most effective when used collectively by groups of instructors in a community of practice. The SEP is currently developing a series of toolkits designed to support institutions in implementing change recommendations on a large scale. The first toolkit in the series, which focuses on course preparation and the first day of class, is scheduled to be released November 2021. If you are an administrator who is interested in access to our toolkits, please sign up here for the SEP Newsletter to be notified as resources become available.

This Beta version of the library is organized by the aspect of the student experience instructors want to address.

To view these same resource organized by topic area instead, click here.

To find out more about how to use this library, read Frequently Asked Questions here.

S E P Student Experience PROJECT

Social Belonging

Interpersonal and situational cues signal to students whether they belong (or not) in a particular context. These cues differ for students, depending on their group membership (e.g., gender, race, first-generation, low-income). While most students experience some form of belonging uncertainty in college, students from groups that are underrepresented in higher education or negatively stereotyped tend to experience higher rates of belonging uncertainty than others. In this section you will find practice recommendations that promote a sense of social belonging.

Institutional

A growth mindset is the belief that abilities are malleable and can be improved with effort, feedback, and using effective strategies for learning. In contrast, a fixed mindset is the belief that abilities are

COLLEGE TRANSITION COLLABORATIVE

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Practices to Promote Social Belonging

S E P Student Experience PROJECT

Interpersonal and situational cues signal to students whether they belong (or not) in a particular context. These cues differ for students, depending on their group membership (e.g., gender, race, first-generation, low-income). While most students experience some form of belonging uncertainty in college, students from groups that are underrepresented in higher education or negatively stereotyped tend to experience higher rates of belonging uncertainty than others.

The SEP Practices Library contains practice recommendations that instructors can use in their courses to bolster student engagement and increase equity in academic outcomes. The following practice recommendations promote a sense of social belonging. To view the practices library organized by other social-psychological constructs, click here.

Overview: Effective Social Belonging Messages: A foundational overview on how to craft messages that promote social belonging, why they work, and how to use them.

Policy Review: Student-Centered Course Policies: A step-by-step guide for crafting course policies that promote equity and acknowledge and accommodate the lived experiences of diverse student populations.

Creating a Belonging Story: Guidance on developing and adapting a brief exercise to help students understand that belonging concerns in college are normal, and not a signal that they do not belong or cannot succeed.

Encouraging Connections in the Classroom: Approaches for encouraging connections between students and the instructional team, and among students.

Ensuring Classroom Identity Safety: Approaches for creating classroom learning environments where students from diverse identities feel welcome, valued, respected, and as though they are recognized as having the potential to succeed.

Addressing an Identity Threatening Incident: Guidance on a straightforward and practical approach for addressing identity-threatening incidents in a way that promotes students' identity safety and social belonging, and builds connection and trust.

Helping Students Develop Self-Efficacy in Your Courses: Approaches instructors can use to help bolster students' belief in their ability to do well in their current course.

Supporting Self-Efficacy by Integrating Self-Relevance and a Sense of Purpose into Your Course: Approaches to help students see their coursework as relevant to their own experiences and their future goals.

Supporting Financially Stressed Students: Recommendations for practices that can help support financially stressed students' learning, sense that they belong in college, and belief in their ability to succeed.



<https://perts.net/ascend/practices>



Today's Agenda

1. What, Why, How of Ascend
2. Introducing Ascend to Students
3. Getting Started
4. Q & A



Introducing Ascend to Students: Considerations

- **Accessibility:** Complete synchronously, provide clear instructions, and reassure students about their privacy
- **Explain the Purpose:** You're seeking anonymous, honest feedback to learn how you can improve their learning experiences (over time).
- **Incentives:** Consider motivating incentives for individuals or the class.
- **Show You're Listening:** Explain that you'll share what you learn and action steps you'll take in response to students' feedback.
- **Answer Questions:** This is not a standardized test or a research project. You can answer students' clarifying questions.

Today's Agenda

1. What, Why, How of Ascend
2. Preview the Survey & Reports
3. Introducing Ascend to Students
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Ascend Logistics

- **Class:** A survey group / students in a classroom
- **Participation Code:** How that Class accesses the survey; unique for each Class
- **Student Unique Identifier:** A unique identifier for each student in a Class, typically their email address
- **Roster:** List of Unique Identifiers for a Class
- **Unlocked Roster:** Students not on the Roster can still take the survey and add themselves to the Roster as they access the survey
- **Locked Roster:** Only students on the Roster can access the survey.
- **Sign On Rule:** Guidance for students on how to access the survey, e.g. enter your email address ending in @perts.net
- **Schedule:** When students will take the survey

Access the Ascend Platform

1. Visit <https://copilot.perts.net>
2. Login with the your school email address.
3. If you haven't logged in before, you'll be asked to create a password and verify your email by clicking on a link.

Ascend Platform

[+ Create Community](#)

Your Pinned Communities

 **Tillman HS**

 Members (2) >

 Classes >

 Schedules >

 Surveys >

 Participation >

 Reports >

Your Other Communities (6)

Show Other

 ***PERTS High School** 

 Members (1) >

 Classes (1) >

 Schedules >

 Surveys >

 Participation >

 Reports >

 ***PERTS High School** 

 Members (3) >

 Classes (1) >

 Schedules >

 Surveys >

 Participation >

 Reports >

 ***PERTS Math Department** 

 Members (1) >

 Classes (1) >

 Schedules >

 Surveys >

 Participation >

 Reports >

 Ascend

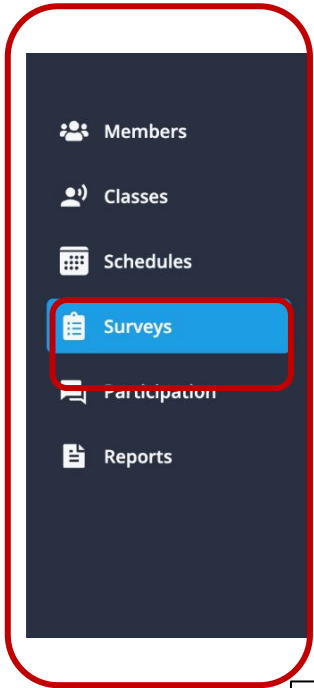
 Catalyze

 Elevate



 Help

Access Survey Instructions



Filter by class name

[Survey Instructions >](#) [Default Survey >](#)

[Edit Surveys](#) < 1 >

Test Class [6 conditions](#) [Class survey instructions >](#)

[Class Code: FFQD](#) [Student Link: perts.me/FFQD](#) [Preview survey ↗](#)

[View survey instructions and ask students to complete the survey.](#)

[How do I administer the survey to my students?](#)

What's next?
[Participation](#)

Make note of your class code and/or student link in your planning document.

Track Participation

Home > *PERTS High School > Participation > Participation By Student

Elevate

Members
Classes
Schedules ▲
Surveys
Participation
Reports

View Participation By Student

Class: Alejandra, Calculus 40, P4
Cycle: Survey 1: 8/16 - 9/11

View >


Download CSV


Roster ID	Completed	Date
student4@school.edu	✓	9/7/2023 4:35 AM
student3@school.edu	✓	7/14/2023 7:41 AM
student62@school.edu	✓	7/28/2023 1:10 AM
student52@school.edu	✓	9/5/2023 1:51 PM
student42@school.edu	started	7/31/2023 10:04 AM
student32@school.edu	started	9/7/2023 4:34 AM
student2@school.edu	started	8/30/2023 11:57 AM

Rows per page: 20

Help

Review Reports



- Members
- Classes
- Schedules 
- Surveys
- Participation
- Reports**

[Home](#) > [.*PERTS High School](#) > Reports



Filter by class name

Community: .*PERTS High School

6/6 >

Class: Alejandra, Calculus 40, P4

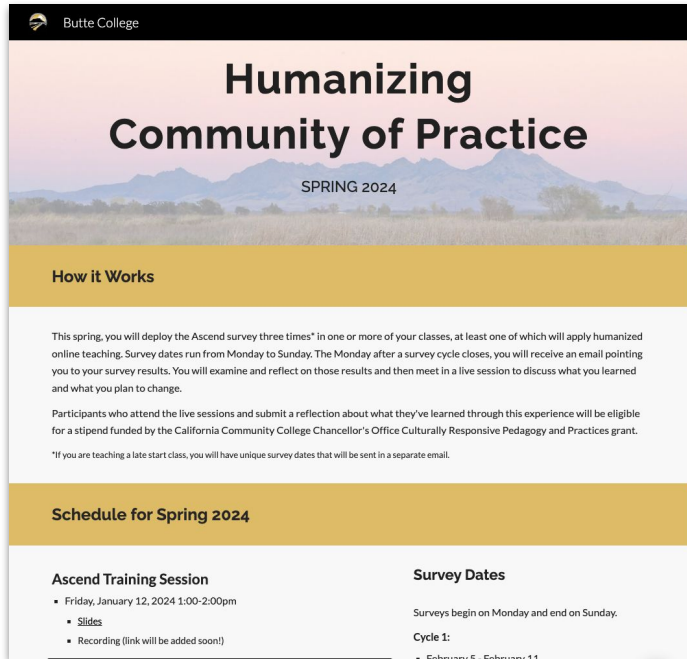
4/4 >

Class: Ashoka, Algebra, Period 1

5/23 >

Reports are generated each Monday by 10am Pacific (PT) after weeks with new data, after at least 5 students have been surveyed in total.

Bookmark our CoP Webpage!



The screenshot shows a webpage for Butte College titled "Humanizing Community of Practice" for "SPRING 2024". The page features a header with the Butte College logo and a background image of a field with mountains. Below the header is a section titled "How it Works" which contains two paragraphs of text. The first paragraph describes the survey process: "This spring, you will deploy the Ascend survey three times* in one or more of your classes, at least one of which will apply humanized online teaching. Survey dates run from Monday to Sunday. The Monday after a survey cycle closes, you will receive an email pointing you to your survey results. You will examine and reflect on those results and then meet in a live session to discuss what you learned and what you plan to change." The second paragraph states: "Participants who attend the live sessions and submit a reflection about what they've learned through this experience will be eligible for a stipend funded by the California Community College Chancellor's Office Culturally Responsive Pedagogy and Practices grant." A footnote reads: "*If you are teaching a late start class, you will have unique survey dates that will be sent in a separate email." Below this is a section titled "Schedule for Spring 2024" which is divided into two columns: "Ascend Training Session" and "Survey Dates".

Ascend Training Session

- Friday, January 12, 2024 1:00-2:00pm
 - Slides
 - Recording (link will be added soon!)

Survey Dates

Surveys begin on Monday and end on Sunday.

Cycle 1:
February 5 - February 11

- Survey schedule
- CoP Session Zoom Links
- Set Up Instructions
- and more!

Go to:
sites.google.com/view/hum-cop-sp24/

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Questions?

