**Native American and First Nations College and Career Success  
Tips for Success**  
Dr. Marsha Fralick

***Native American and First Nations College and Career Success Online*** provides the tools for increasing student success and retention. The resources that accompany provide many options for faculty to match their teaching style and the needs of their students.

1. You and your students can use Customer Care for technical assistance. Send an email to [customercare@humanesources.com](mailto:customercare@humanesources.com) or call or text 888-295-1520. If you do not get an immediate response, leave a message. Most problems are solved immediately, or at least within 24 hours.
2. Contact me if you have any questions about using the online textbook, curriculum materials, or questions about teaching the course. My goal is your success and the success of your students. You can reach me:

[marsha@marshafralick.com](mailto:marsha@marshafralick.com)

858-382-5582 (Text or call)

1. A resources page on my website has been set up for Sipi:

<https://www.collegesuccess1.com/SIPI.html>

This page contains the student learning outcomes, recommended activities, Pathways document, sample syllabus, syllabus template, online discussion questions, and grading rubric.

1. Use the resources at [www.collegesuccess1.com](http://www.collegesuccess1.com) . At this website, you can find the Instructor Manual, PowerPoint, Test Bank, Video suggestions, handouts, interactive exercises, and much more.

To login to the Instructor Manual, go to:

[www.collegesuccess1.com](http://www.collegesuccess1.com)

Click on the button for Instructor Manual/Tests

Click on the login link at the top of the page

Username: faculty

Password: A1students\*

Scroll down the page for the Native American version.

1. Remember that the first two weeks of class are critical for student success and retention. The goals for the first two weeks of class include the following. All students:
2. can log into the course management system
3. have purchased the online textbook or have the access code
4. have completed the journal entries and quiz in chapter 1.
5. understand how to complete the journal entries.

After the first week, you may find that some students have not begun working on the course. Meet with these students and ask, “How may I help you?” You will find that some students have issues with logging in, some are not in the habit of purchasing or reading their textbooks, and some have financial issues. Checking in with these students shows that you care about them and are willing to help them get started. Early intervention is the most effective strategy for student success.

1. Flip your class.

For face to face courses, expect students to read the material **before your class begins**. Focus your class on interactive exercises and discussions that bring the material alive.

1. Have high expectations.

Students rise to the level of your expectations. Rather than lowering expectations, provide additional support for students to be successful. At a minimum, students should get in the habit of reading, writing, completing assignments, and attending or participating in your course. Remember that you are preparing students for more challenging courses in the future.

1. Use a grading rubric for the journal entries and online discussions. Download copies at

<https://www.collegesuccess1.com/SIPI.html>

The journal entries are an opportunity for students to read the material and apply it to their personal lives. The journal entries should be a paragraph or list with five ideas and show that students have read the text. Remind students of the requirements before chapter 1. For students who don’t get the message, remind them again after chapter 1. Once students understand the requirements, they will likely be successful in the remaining journal entries.

In an online course, the discussions are key to interaction and student involvement. Use the Rubric for Discussion Replies at the above link. The discussion questions have clear directions about what is required.

Copy and paste the content of the rubrics onto a page in your course management system. Include this page in the module for Chapter 1.

1. Save time in grading. Use the “Grade Student Work by Chapter” under “Grade Student Work” rather than opening the chapters for each student under “Individual Results.” Using the “Grade Student Work by Chapter” pulls up a screen that shows all students who have completed the chapter and those who need to complete the chapter. You can grade the first student on the list and then simply click on “Next Student” to continue.

1. Save time on making comments on student work. Next to the comment box to students, you will see a box labeled “Grading Notes (visible to professionals only).” You can write comments in this box and copy and paste them in the student comment box. I generally write a positive comment and a needs improvement comment in this box. Here is a sample for Chapter 1:

Positive comment:  
Good ideas for motivating yourself to be successful. Keep up the good work!  
  
Needs improvement comment:  
Please review the grading rubric for the journal entries. Your answers should be a paragraph or list with 5 ideas. Your answers should show that you have read the text and given some thought about how you can apply the material to your own life.

Time allowing, I also make a brief comment about something I have read in the journal entries. Here is a sample:

Personalized comment:  
I like your ideas about maintaining a positive mindset.

I read the first chapter journal entries just to make sure everyone is on track. After the first chapter, I do a quick skim over the journal entries and give full credit for complete answers. I always comment on student work.

1. Use your course management system to follow up on students with missing assignments. Most course management systems have a feature that you can use to let students know that they missed the assignment for the week.
2. After much personal reflection on student success and how to deal with late work, I have decided to give incentives for finishing work on time. Each week I offer 10 participation points for students who have completed all their work on time. For a face to face course, they would have to attend class plus complete all the work for the week on time. Participation points cannot be made up. The points are weighted so that participation is approximately 10% of the grade which is one letter grade. Other faculty count participation as a higher percentage of the grade.

Students can make up any late work, but miss out on participation points. In this way I have had great success in having all students complete all the assignments. The assignments are related to student learning outcomes, so everyone completes the learning outcomes for the course. This approach makes sense with an online text that requires completion of one chapter before proceeding to the next. All chapters are important and I expect all students to complete them. T

This approach also works for first-time students who lack experience with college and may be facing many challenges because of the pandemic. If they fall behind at the beginning and cannot make up work, they lose hope and drop out. The material in the course helps students to understand time management and the importance of completing work on time. It should be stressed to students that they must learn to get work done on time to be successful in college, on the job, and in their personal lives.