# FACULTY GUIDE

## Using F2S to provide feedback quickly and/or for large enrollment courses

## Communication Guidelines

Please consider how you develop your messages to students. Below are some suggestions:

- Messages to students should be less formal, yet should include specific information (whether positive or constructive).
- Messages should be more frequent, especially when there are concerns about student performance or behaviors.
- Messages should be supportive in nature and demonstrate a belief in their abilities. Difficulties are normal. Develop messages that normalize these difficulties but don't negate the need for change/improvement.
- Messages should never include student's grades, but can address a grading concern.

## Examples of messages expressing concern:

- "Your raw score on the exam was lower than I like to see. I believe that you can get a higher grade if you utilize a few available resources like tutoring or SI. Don't hesitate to contact me via email or in office hours as I'm able to support you as well."
- "I've noticed you haven't been to class regularly. Please make an effort to attend every class period so you can be successful in my class."
- "Your assignments have not been done as well as I would have hoped. I understand it is difficult to know how to study for and prepare assignments in Chemistry, but I think you can do better. You are not alone. There are many resources such as the Academic Success Centers, your SI leader, and myself available to you."

See below for more great examples of how to message students in different situations.

## Tips & Tricks

**F2S Tip #1**: F2S displays Canvas Current Letter Grade values. In Canvas, set your course grading scheme under Settings to have the letter grade values display in F2S.

In Canvas, be sure that you've enabled a course grading scheme. Below is a screenshot explaining those steps. More detailed information about setting up your Canvas gradebook for easy integration with LOUIE (PeopleSoft) is here: https://nau.service-now.com/sp?id=kb_article&article=KB0018031

# Part 1: Canvas Course Settings

LOUIE will not accept a numeric value for a grade, so you must enable a grading scheme in your Canvas course shell.

1. Navigation: Log into Canvas at canvas.nau.edu. Once in, open your Course and select **Settings**.

2. Check the **Enable Course Grading Scheme** box.

| | | |
|---|---|---|
| *Summer 2023* | **Time Zone:** | Arizona (-07:00) ▾ |
| Home | **SIS ID:** | 1234-NAU00-ENG-105-SEC005-1501.NAU-PSSIS |
| Announcements 🚫 | **Subaccount:** | Department of English |
| Modules 🚫 | **Term:** | Summer 2023 |
| Chat | **Participation:** | Course ▾ |
| Grades | | Course participation is limited to **course** start and end dates. Any section dates created in the course may override course dat |
| Syllabus 🚫 | | **Start** |
| Pages 🚫 | | Jun 5, 2023 1:00am 📅 |
| People 🚫 | | Local: Jun 5, 2023 1:00am |
| Files 🚫 | | Course: Jun 5, 2023 12:00am |
| Assignments 🚫 | | **End** |
| Discussions 🚫 | | Aug 9, 2023 12:59am 📅 |
| Quizzes 🚫 | | Local: Aug 9, 2023 12:59am |
| Collaborations 🚫 | | Course: Aug 8, 2023 11:59pm |
| Rubrics 🚫 | | ☐ Restrict students from viewing course before course start date |
| Outcomes 🚫 | | ☐ Restrict students from viewing course after course end date |
| Ally Course Accessibility Report | **Default due time:** | Account default (11:59pm) ▾ |
| | | This influences the user interface for setting due dates. It does not change the time due for any existing assignments. |
| Follett Discover | **Language:** | Not set (user-configurable, defaults to English (Unit ▾ |
| Edpuzzle | | This will override any user/system language preferences. This is only recommended for foreign language courses |
| Settings | **File Storage:** | 1000 megabytes |
| | **Large Course:** | ☐ Launch SpeedGrader Filtered by Student Group |
| | **Grading Scheme:** | ☐ Enable course grading scheme |
| | **License:** | Private (Copyrighted) ▾ ⑦ |

3. Select a grading scheme (or create one) using **set grading scheme**.

| | |
|---|---|
| **Language:** | Not set (user-configurable, defaults to English (Unit ▾ |
| | This will override any user/system language preferences. This is only recommended for foreign language courses |
| **File Storage:** | 1000 megabytes |
| **Large Course:** | ☐ Launch SpeedGrader Filtered by Student Group |
| **Grading Scheme:** | ☑ Enable course grading scheme |
| | set grading scheme |
| **License:** | Private (Copyrighted) ▾ ⑦ |

4. Select your desired Grading Scheme and click **Use This Grading Scheme**

## View/Edit Grading Scheme ×

| Default 100 Scheme | Default 100 Scheme Erin Shelley Admin, Northern Arizona University | | |
|---|---|---|---|
| Erin Shelley Admin, Northern Arizona University | A | 100% to | 90% |
| | B | < 90% to | 80% |
| | C | < 80% to | 70% |
| | D | < 70% to | 60% |
| | F | < 60% to | 0% |

Use This Grading Scheme

Cancel

Below is an example of the Canvas gradebook with Letter Grading Scheme enable. The letter grades in the Total column will display for each student in F2S.

Gradebook ▾ View ▾ Actions ▾

## Student Names

Q Search Students ⌄

| Student Name | Test 1 Out of 100 | Test 2 Out of 100 | Assignments | Total |
|---|---|---|---|---|
| | 90 | – | 90% | 90% A |
| | 80 | – | 80% | 80% B |
| | 70 | – | 70% | 70% C |
| | 90 | – | 90% | 90% A |
| | 80 | – | 80% | 80% B |
| | 70 | – | 70% | 70% C |
| | 9 | – | 9% | 9% F |
| | 80 | – | 80% | 80% B |

# F2S Tip #2: Filter by grade for holistic course feedback

When you enter the F2S screen for your course, you'll notice that you can sort students by current grade, if you've completed Tip #1. Simply select the letter grade for which you'd like to provide students with "batched" feedback based on their current grade. See below for some examples and a link to the F2S Outreach Page for Faculty for more comprehensive technical instruction.

https://in.nau.edu/f2s-outreach/

Suggested language for each letter grade level:

## Students Getting A's

- I noticed how well you're doing in class so far! I appreciate your attendance, engagement, and for keeping up with assignments consistently. Great job! Let me know if you have any questions about the class. I'm happy to help!
- You're doing great in ABC 101 so far this semester! Keep it up and let me know if you have any questions!

## Students Getting B's

- You're doing well so far this semester. There's still time to get your grade up to an A before midterms! If you're looking to improve your grade, I recommend focusing on your attendance, homework completion, and reading quizzes.

- Your grade looks good so far this semester. Your current grade includes your score from the midterm, and there's still time to get this up to an A before finals. The rough draft for your research paper is the next big point-value assignment. Focus on that to help boost your grade. I'd be happy to review your draft before submission.
    - *In Person classes*- Bring a paper copy to office hours or make an appointment so we can discuss it in person.
    - *Online classes*- log in during online office hours in Collaborate Ultra to go over your draft.

## Students Getting C's
- Your current grade includes all current work submitted. There's plenty of time to boost your grade before the end of the semester. I'd recommend focusing on your attendance, homework completion, and reading quizzes. We also have a paper coming up, I'd be happy to review your draft before submission. Bring it in during my office hours and we can discuss it together.
- I noticed you might not be doing as well as you'd like to in this class. This is a great moment to review your grades so far and identify where you might focus your energy to bump this up to a B by midterms, and maybe even an A by finals. Check your scores for quizzes, attendance, and homework to see where you can make the biggest impact.
    - *In Person*- Come to office hours or make an appointment if you'd like help making a plan to improve your grade.
    - *Online:* Visit with me during online office hours if you'd like help in making a plan to improve your grade.

## Consider checking the following referrals for students getting C's:

- ✓ Academic Success Centers
- ✓ Office Hours
- ✓ Writing Commons (if applicable in your class)

## Students Getting D's & F's
- I'm concerned that you might be missing some key concepts in the course. Please get in touch so we can work together to create a plan to help improve your grade and/or discuss your options and available resources.
- I'm concerned about your grade so far in the course, and I recommend that you take a few minutes to review your scores in Canvas. This way, you can identify where you might focus your energy to improve your overall grade. Specifically, check your scores on the quizzes, attendance, and homework to see where you can make the biggest impact.
    - *In person*- Come to office hours or make an appointment if you'd like help making a plan to get back on track.
    - *Online*- Visit with me during online office hours if you'd like help making a plan to get back on track.
- I've noticed that you've missed a few key assignments, and your grade currently reflects those missing points. Please look at the extra credit options and the late work policy in the syllabus and
    - *In person*- come see me during office hours to set up a plan to improve your grade.

- o *Online*- Visit with me during online office hours to set up a plan to improve your grade

## Consider checking the following referrals for students getting D's & F's:

- ✓ Academic Advisor
- ✓ Academic Success Center
- ✓ Office Hours
- ✓ Writing Commons (if applicable)
- ✓ Classes Missed Memo (if absences are the main cause of the low grade)

## F2S Tip #3: Familiarize yourself with available resources and select the most relevant support for your students

Contact the Academic Success Centers to learn more about developing a customized support plan for your students including individual appointments with a Tutor or an Academic Peer Mentor who can help students manage their time and create a study plan. ASC also provides Group tutoring sessions, help in Math, Study Skills Workshops on important topics like test preparation, time management, test-taking strategies, test anxiety, and writing research papers. www.nau.edu/asc

## F2S Tip #4: Missed Assignment Notification

As soon as you can at or after the deadline for an assignment, look at your Canvas gradebook to identify the students who haven't yet submitted. Make note of the students who missed and send the same batch message to all of them via F2S.  If applicable, include any pathways available to students for making up those missed points, including extra credit, a late work submission policy, or alternative assignments.

- I'm concerned that you missed ASSIGNMENT XX, please review your Grades page in Canvas and check the syllabus for the late work submission policy and
  - o *In person*- come see me during office hours to discuss your options.
  - o *Online*- visit me during online office hours to discuss your options.
- ASSIGNMENT XX was due yesterday, and I'm concerned that you haven't submitted it yet. This syllabus explains your options for making up those points including extra credit and late work submissions.

## Consider checking the following referrals for students getting D's & F's:

- ✓ Academic Advisor
- ✓ Academic Success Center
- ✓ Office Hours
- ✓ Writing Commons (if applicable)
- ✓ Classes Missed Memo (if absences are the main cause of the low grade)

# F2S Tip #4: Positive Behaviors Feedback

F2S research conducted here at NAU shows us that one of the biggest impacts faculty can have on student success in their courses is by sending ***positive*** messages to students. Specifically, the positive reinforcement promotes first-semester and first-year retention. This has also been shown as beneficial to upper division students.

Example behaviors to consider reinforcing with positive F2S messages:

- Consistent attendance (A for attendance 5, 10, or 15 weeks into the semester)
- Consistent assignment submission
- Significant contributions to class conversations or group work
- Attending office hours or asking thoughtful questions in and out of class
- Frequent engagement and participation in online activities (Canvas and online textbook content)
- Positive and professional classroom behaviors or online netiquette