

Fostering Student Success Through Faculty & Institutional Research Collaborations

CIRPA 23rd Annual Conference
Hamilton, Ontario
October 26-28, 2014

**Realize. It starts
with you.**

Kate McGovern
University of Regina
Office of Resource Planning

Dr. Wallace Lockhart
University of Regina
Faculty of Business

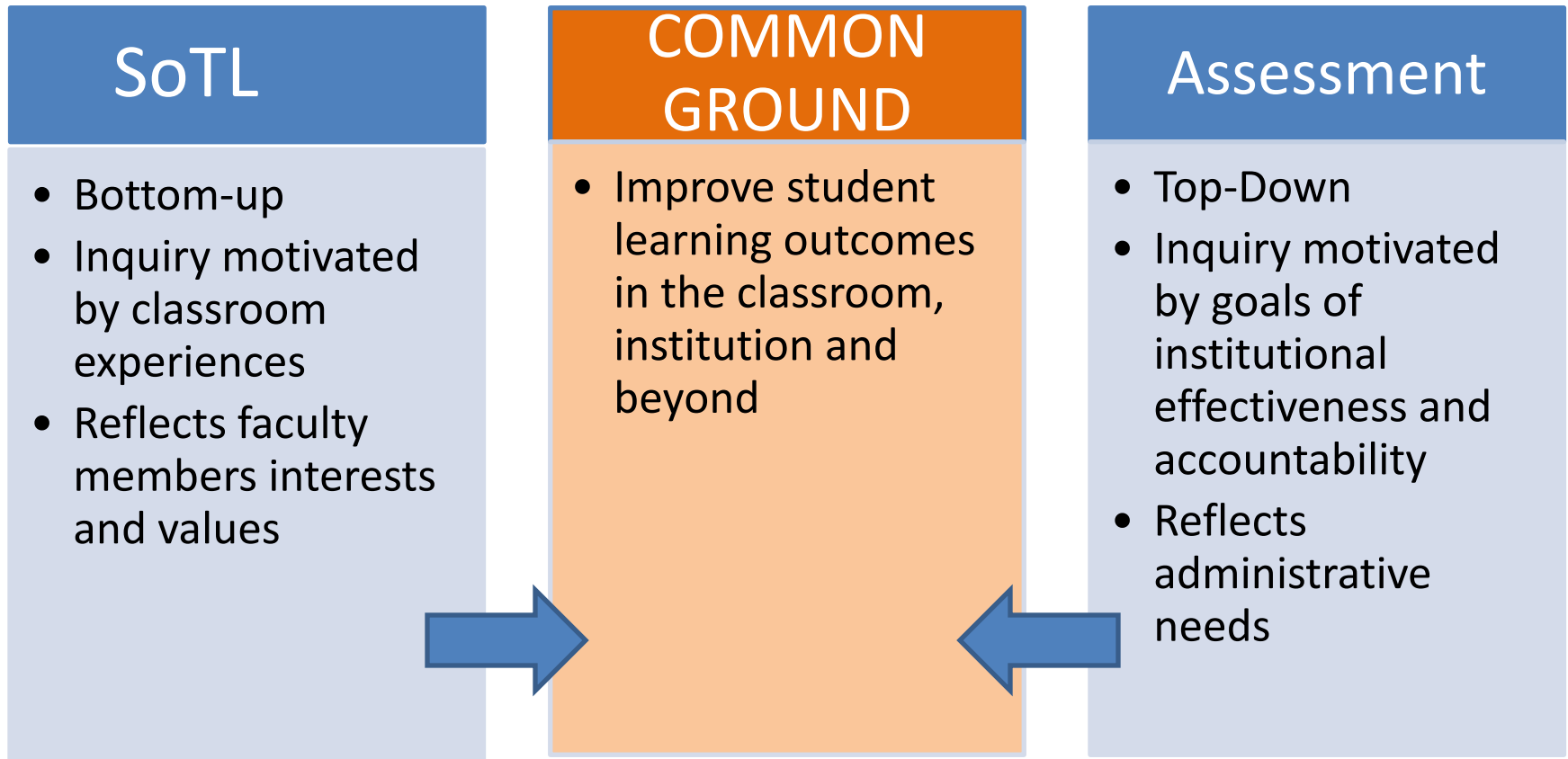
Presentation Goals

- Explore possibilities for improving students learning through the bridging of SoTL (faculty) and Assessment (IR&P) research agendas
- Share case example – Business Student First-year experience project (BSFYE)
- Open-discussion: share experiences and/or expectations of planned, ongoing, and past faculty and IR&P collaborations

What is the Scholarship of Teaching and Learning (SoTL)?

- SoTL is “an emerging movement of scholarly thought and action that draws on the reciprocal relationship between teaching and learning at the post-secondary level (Boyer, 1990; SoTL website).
- SoTL includes: “rigorous, systematic, and evidence-based study of student learning in one’s own course; the understanding and improvement of student learning and/or teaching practice as its ultimate goal; commitment to disciplinary and/or interdisciplinary peer-review and appropriate public dissemination; impact beyond a single course, program, or institution – advancing the field of teaching and learning to build collective knowledge and ongoing improvement.” (SoTL website)

Two Distinct Traditions



International Society for the Scholarship of Teaching and Learning, Oct.22-25, 2014, Quebec City, Canada - Session Topics

- KNOWING YOUR STUDENTS: AN APPROACH TO ENCOURAGE PEDAGOGICAL CREATIVITY AND CHANGE
- INVENTING COURSE DESIGN TO DEVELOP REFLECTIVE INQUIRY-DRIVEN STUDENTS DESPITE INCREASING COMPLEXITY , DIVERSITY AND CHALLENGING COHORT CHARACTERISTICS
- CHANGING THE TEACHING WAY: HOW THE RESULTS OF THE MID-TERM TEACHING FEEDBACK BY STUDENTS CAN BE CONSIDERED BY UNIVERSITY MANAGERS?
- EXPLORING THE EFFECTIVENESS OF THREE DIFFERENT COURSE DELIVERY METHODS IN ONLINE AND DISTANCE EDUCATION

Barriers to working collaboratively

- No or insufficient opportunities to interact in a way that promotes discussion of shared goals
- Disinterest, own agendas at the forefront
- Distrust; issues of power & control; misuse or non-use of information
- In some cases relationships viewed as adversarial; this deepens the divide

Why Bother

- SoTL perspective:
 - **Scholars of teaching and learning**, because of their intentional and systematic approach to analyzing, documenting, and sharing learning outcomes, have a unique role to play in this bridge-building process. In essence, they **can serve as mediators or translators of external accountability mandates, helping both university administrators and faculty members develop a richer, more complex understanding of student learning that not only promotes continuous improvement, but also makes visible to external stakeholders the learning achieved by the institution's students.** (Hutchings et al., 2013)

Case Example of a Faculty-driven Student Research Study

BUSINESS STUDENTS' FIRST YEAR EXPERIENCE PROJECT

Background

- In 2009 – 10, the Faculty of Business introduced a new elective course, Introduction to Business (BUS100)
- In 2012, BUS100 became a mandatory course for first-year Business students, and continued to be elective for all other students

Purpose

- Faculty teaching the course wanted to gain a better understanding of:
 - The range of diversity characteristics among BUS100 students
 - The impact of student diversity characteristics on students' outcomes and learning experiences
 - The impact of newly introduced “high-impact” educational practices on students' learning outcomes and experiences
 - 2nd to 4th year outcomes

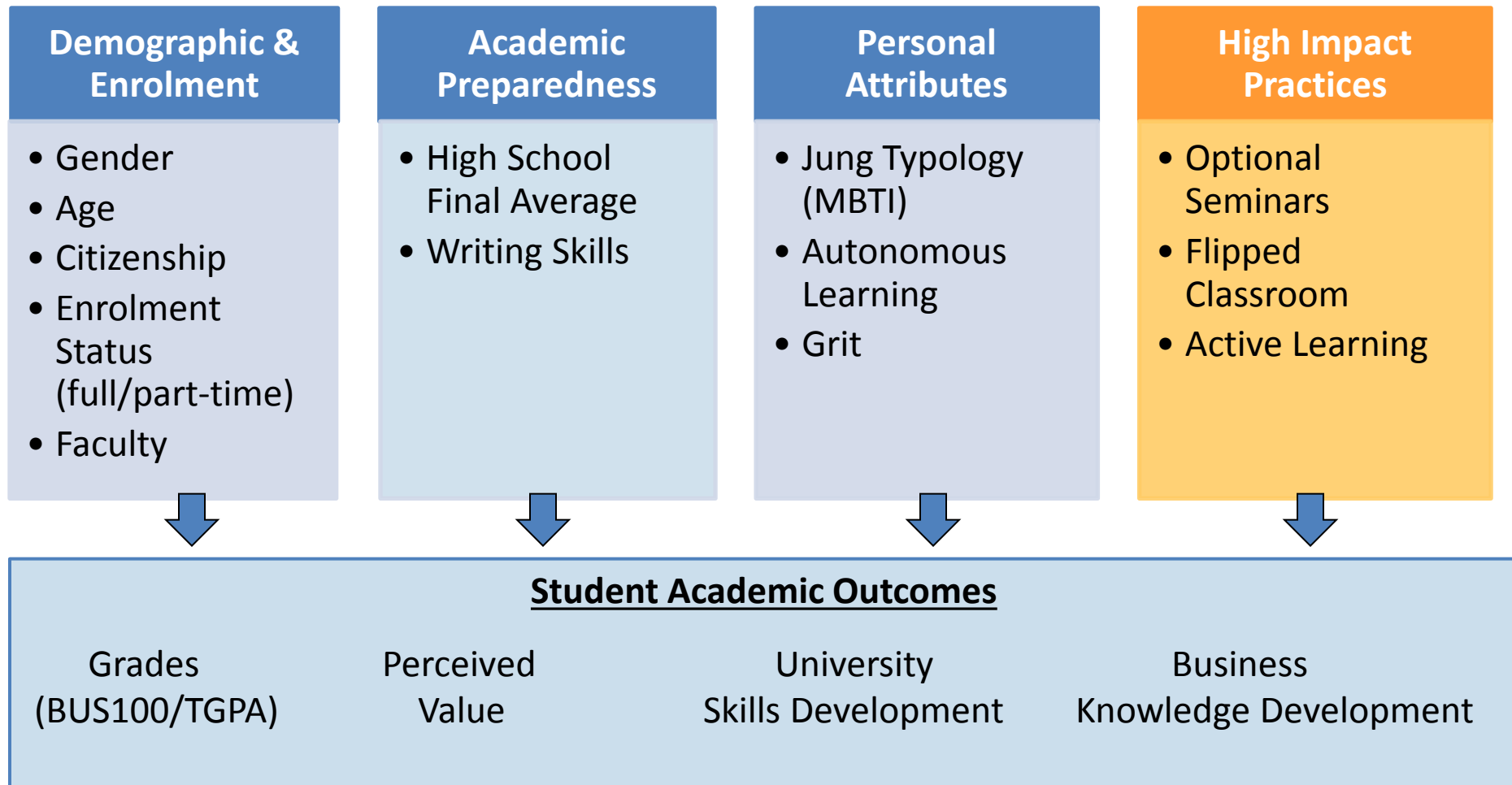
Business Students' First Year Experience (BSFYE) Project

- Three-year study
- Launched in Fall 2012
- Completed first two years of the study
- The study was aimed at all UofR students enrolled in a BUS100 course
- Data was obtained through two student surveys, two course assignments and the university's Student Information System

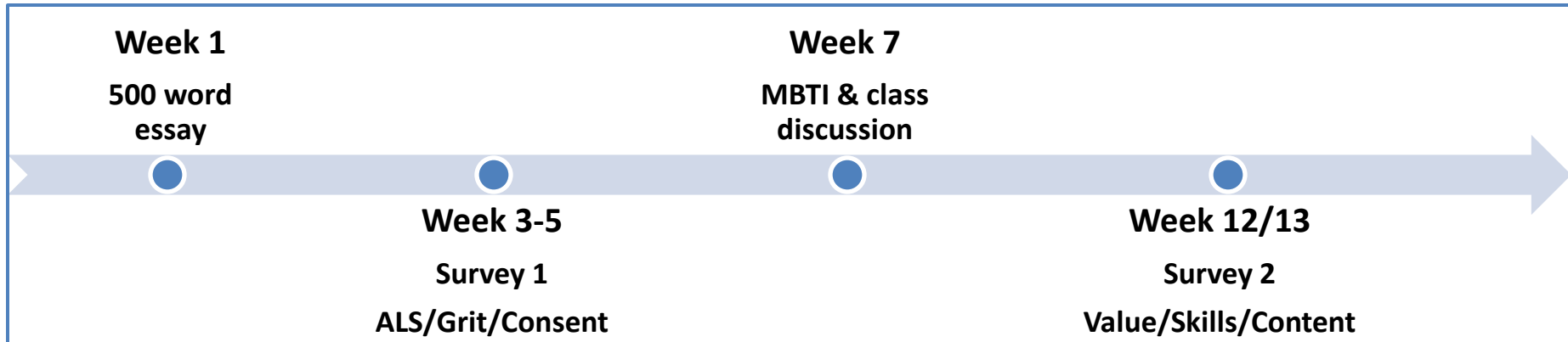
Project Team

- **Dr. Wallace Lockhart: Principle Investigator, BUS100 Instructor**
- Bruce Anderson: Centre for Management Development, BUS100 Instructor
- Brian Schumacher: Associate Dean, BUS100 Instructor
- Kate McGovern: Office of Resource Planning, Senior Analyst
- Don Balas: Graduate student, high school teacher, member of Saskatchewan Education Writing Assessment team.
- UofR Student Success Centre
- UofR Centre for Teaching and Learning

Research Design



Instruments



Writing

- Provincial High School Assessment Tool
 - Organization
 - Fluency

Autonomous Learning (ALS)

- Macaskill & Taylor UK
 - Independence of learning
 - Study habits

Grit

- Duckworth et al. USA
 - Perseverance of effort
 - Consistency of Interest

MBTI

- HumanMetrics online Jung Typology Test
 - Extrovert/Introvert
 - Sensing/Intuitive
 - Thinking/Feeling
 - Judging/Perceiving

NOTE: Permission was granted for use of these instruments

Participation

Term	BUS 100 Students	Project Participants	Survey 1*	Survey 2**	MBTI	Writing
201230	254	201	60%	67%	38%	56%
201310	247	165	52%	57%	44%	38%
201330	342	297	72%	74%	44%	55%
201410	244	211	59%	63%	41%	45%
201420	39	37	41%	74%	28%	
Total	1126	911	61%	67%	41%	47%

***ALS and Grit scales included in Survey 1**

****Measures of students' perceptions of value of various aspects of the course work and their contributions to the development of university learning skills and business knowledge included in Survey 2**

Profile by Term

		All Terms (n=686)	201230 (n=152)	201310 (n=129)	201330 (n=245)	201410 (n=144)	201420* (n=16)
Gender	Female	53%	51%	53%	54%	52%	56%
	Male	47%	49%	47%	46%	48%	44%
Age *	<20	47%	63%	27%	58%	31%	33%
	20-23	36%	32%	54%	25%	43%	20%
	>23	17%	6%	19%	16%	26%	47%
	Average Age	21	20	22	21	23	26
Citizenship *	Canadian Resident	75%	85%	78%	72%	66%	63%
	Permanent Resident	6%	5%	5%	8%	6%	6%
	International Student	19%	10%	17%	20%	28%	31%
Enrolment Status *	Full-time	89%	98%	89%	90%	83%	44%
	Part-time	11%	2%	11%	10%	17%	56%
Faculty *	Business	77%	94%	64%	87%	58%	50%
	Arts	10%	3%	18%	3%	20%	13%
	Other	13%	3%	18%	10%	22%	38%

* Denotes statistically significant difference based on first four terms; 201420 excluded due to the small sample size

Diversity Characteristics vs. Student Outcomes

	BUS100 Grade			Value	U-Skills	B-Skills
	<i>p</i>	Grp diff*	ADJR ²	<i>p</i>	<i>p</i>	<i>p</i>
GENDER	0.000	4.7%	0.038	0.037	0.803	0.791
AGE	0.256	2.5%	0.004	0.265	0.231	0.026
CITIZENSHIP	0.000	12.4%	0.173	0.003	0.005	0.356
ENROLMENT STATUS (FT-PT)	0.024	3.4%	0.006	0.404	0.501	0.935
FACULTY	0.305	5.3%	0.005	0.580	0.012	0.010
HS FINAL AVERAGE	0.000	10.0%	0.159	0.067	0.230	0.303
WRITING - ORGANIZATION	0.000	10.2%	0.098	0.323	0.163	0.105
WRITING - FLUENCY	0.000	10.2%	0.139	0.175	0.167	0.488
MBTI- EXTROVERT vs. INTROVERT	0.061	2.0%	0.005	0.587	0.543	0.157
MBTI-JUDGING vs. PERCEIVING	0.000	7.4%	0.049	0.110	0.207	0.011
ALS - INDEPENDENCE	0.312	3.7%	0.007	0.092	0.032	0.023
ALS - STUDY HABITS	0.000	10.3%	0.09	0.334	0.124	0.615
GRIT - CONSISTENCY	0.003	5.9%	0.049	0.180	0.012	0.339
GRIT - PERSEVERANCE	0.025	4.4%	0.042	0.016	0.013	0.099
SEMINARS	0.000	6.3%	0.04	0.009	0.002	0.062

Student Demographic Diversity

Key Findings

- Changing student mix
 - ↑ International, mature, part-time & non-business students
- Citizenship is the strongest predictor of BUS100 grades (17%)
- International students lag behind domestic students (12% gap)
- Female students outperform male students (5% gap)
- Few differences in student perceptions of learning

Implications

- **Institution:** recruitment initiatives, intake standards and assessment, student transition and support services
- **Instructors:** course design, instructional practices - *one size does not fit all*
- **Students:** challenges and opportunities of a cross-cultural classroom

Academic Preparedness

Key Findings

- Next to citizenship, academic preparedness variables are the strongest predictors of BUS100 grades
- High school grades account for 16% of the variation
- Writing fluency and organization, each account for 14% and 10% of the variation
- No differences in student perceptions of learning

Implications

- **Institution:** intake standards and assessment; provision of transitions and learning supports
- **Instructors:** early identification of problems and guidance in accessing supports
- **Students:** awareness of probable outcomes

Personal Learning Attributes

Key Findings

- Study Habits (ALS) – fifth highest predictor of BUS100 grades (9%); group difference of 10%
- MBTI – *Judging* students outperform *Perceiving* types (diff of 7%)
- Grit – grittier students perform better, especially based on *consistency of effort* (diff of 6%)
- Few differences in student perceptions of learning

Implications

- **Institution:** student supports aimed at improving study habits; broader understanding of these attributes
- **Instructors:** assessment and intervention (early in term); instructional design; incorporate self-assessments into pedagogy
- **Students:** increased self-awareness

High Impact (HI) Practices

Key Findings

- Higher rates of attendance in non-compulsory seminars is associated with better educational outcomes
- Traditional Practices > HI Practices in perceived value and contribution to skills and content development
- Perceived value of HI Practices is comparable across groups

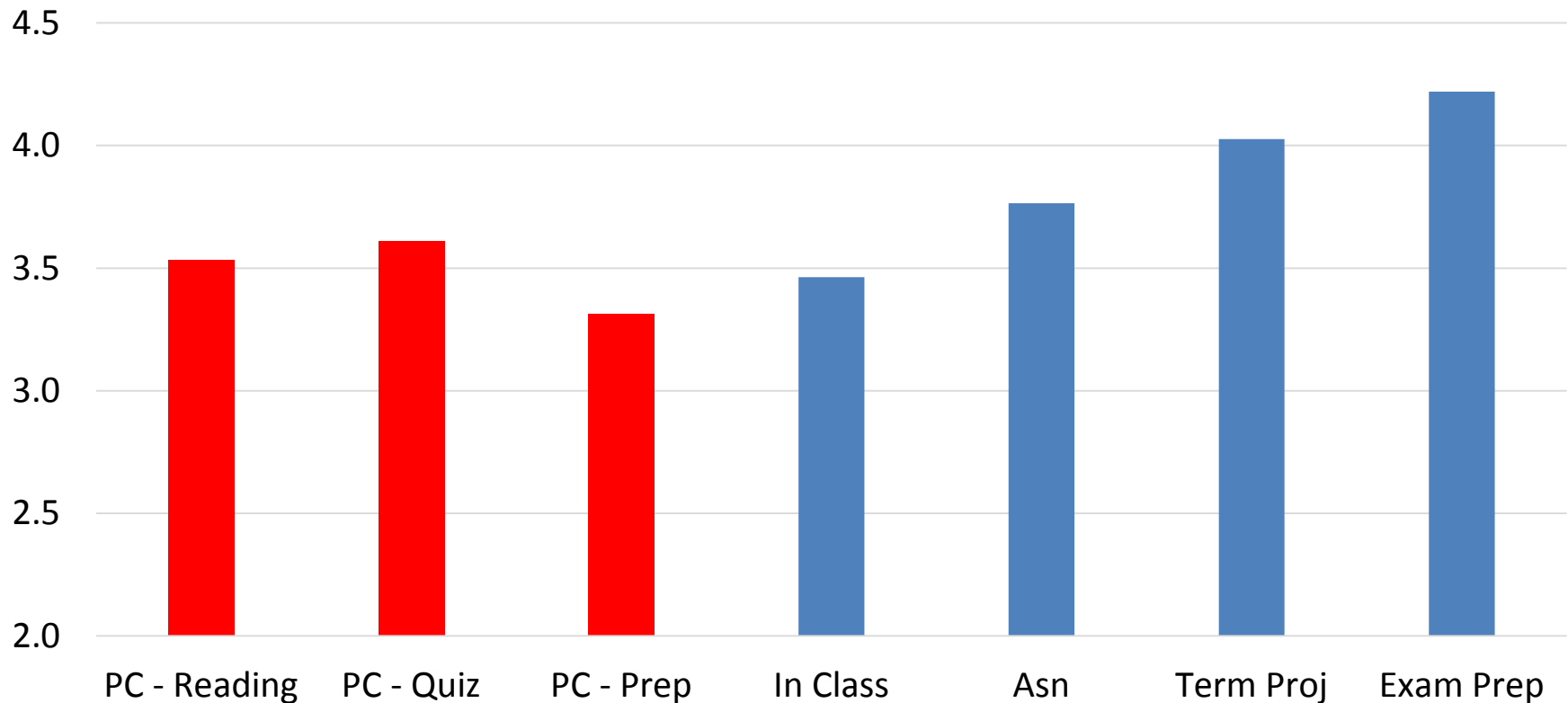
Implications

- **Institution:** support and rewards for teaching innovation
- **Instructors:** HI practices can be effective, but like any new craft it takes time to master!
- **Students:** more opportunities for deeper learning and retention

Value of Learning Experiences By Category

Student Perceived Value: By Class Experience / Activity

Flipped Class (Pre-Class, PC): We Still Have Work To Do!



Closing the Loop: From Research to Practice & Policy

- Research meets pedagogy
 - Course design now includes: MBTI, ALS, Grit
 - Greater instructor awareness of student diversity and its implications for learning
- Research informs practice and policy
 - Spreading the word
 - Influencing entrenched practices and policies

Resources / Literature

SoTL

- <http://www.stlhe.ca/sotl/what-is-sotl/>
- Hutchings, P., Borin, P., Keesing-Styles, L., Martin, L., Michael, R., Scharff, L., Simkins, S. & A. Ismail (2013). The Scholarship of Teaching and Learning in an Age of Accountability: Building Bridges. *Teaching & Learning Inquiry*, 1(2), 35–47.
- Hutchings, P., Huber, M.T., and A. Ciccone (2011). *The scholarship of teaching and learning reconsidered: institutional integration and impact*. San Francisco : Jossey-Bass.

BSFYE Project

- See full article prepared for EAIR 2014 at:
<http://eairaww.websites.xs4all.nl/forum/essen/PDF/1473.pdf>

Q&A; What's happening at other institutions

- Questions
- Open-discussion

Contacts

- **Kate McGovern**
Office of Resource Planning, University of Regina
kate.mcgovern@uregina.ca
- **Dr. Wallace Lockhart**
Paul J. Hill School of Business University of Regina
wallace.lockhart@uregina.ca