Realize. It starts with you.

March 27, 2013

Georgia Southern University
SOTL COMMONS

Student Diversity: Towards Successful Transition and Learning Outcomes

Discussion and Invitation for Collaboration

- University of Regina
- It's in Western Canada
- Same area as Moose Jaw, Moosomin, Medicine Hat and Saskatoon
- It's still winter there.

- This picture was taken on Sunday

Student Diversity: Towards Successful Transition and Learning Outcomes

Team Approach

Dr. Wallace Lockhart

Brian Schumacher

Kate McGovern

Bruce Anderson

The Motivation

- Wally — Understand differences
- Brian — Accelerate the learning
- Kate — Build bridges – admin & faculty
- Bruce — Improve experience & success

Our Team

- Dr. Wallace Lockhart: PI, Faculty member, BUS100 Instructor
- Bruce Anderson: Centre for Management Development, BUS100 Instructor
- Brian Schumacher: Associate Dean, BUS100 Instructor
- Kate McGovern: Office of Resource Planning, data coordinator
- Don Balas: Grad student, high school teacher, part of the Sask Ed writing assessment team.
- UofR Student Success Centre
- UofR Centre for Teaching and Learning

How We Came Together

- A passion for teaching & learning
- Intro to Business – pilot courses & new core class
- Across campus: shared values, focus on student success

OUR STUDENTS:
A PROFILE

Our Students:
Profile of Fall 2012 Undergraduate UR and Business 100 Students

Student Characteristic	All UR Students (n=11,272)	All BUS 100 Students (n=254)	Business 100 Classes			
			Sec 001 (n=64)	Sec 002 (n=66)	Sec 003 (n=63)	Sec 004 (n=61)
Female	62%	48%	45%	42%	46%	57%
International	8%	12%	20%	6%	16%	5%
Full-time	81%	96%	97%	95%	94%	100%
Age (Avg)	20.6	18.8	18.8	18.6	19.4	18.5
Admit GPA	81.8%	80.8%	81.2%	80.1%	81.1%	80.8%

Our Students:
Fall 2012 Undergraduate Students Admit GPA

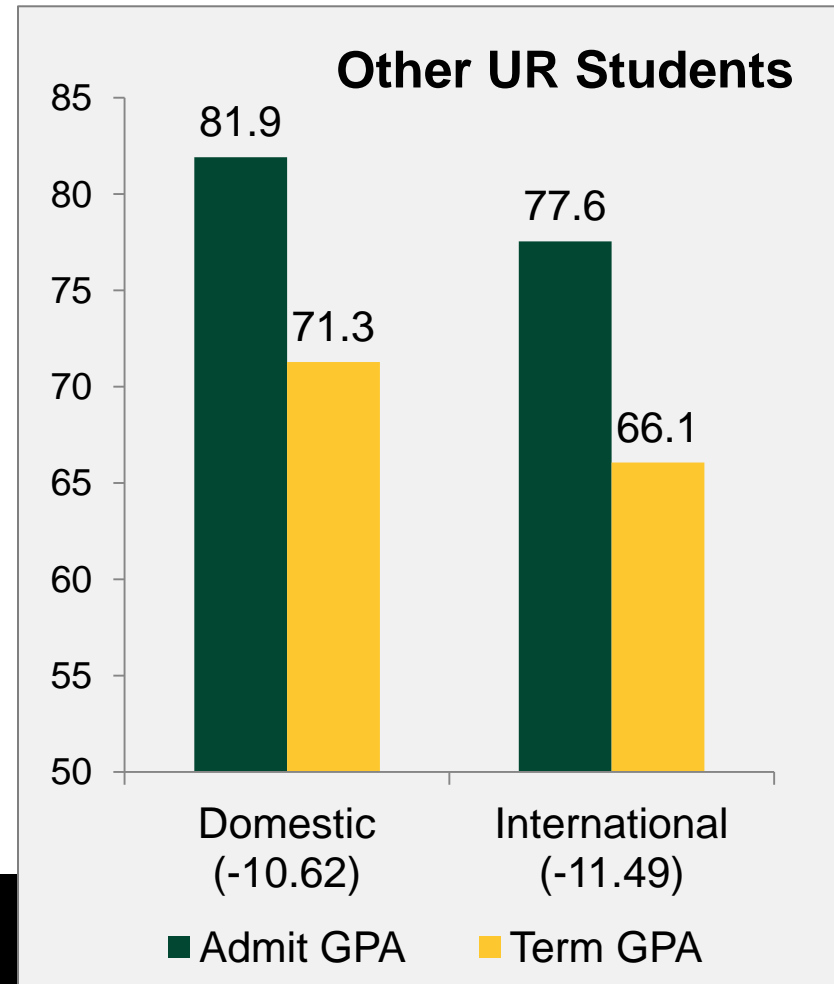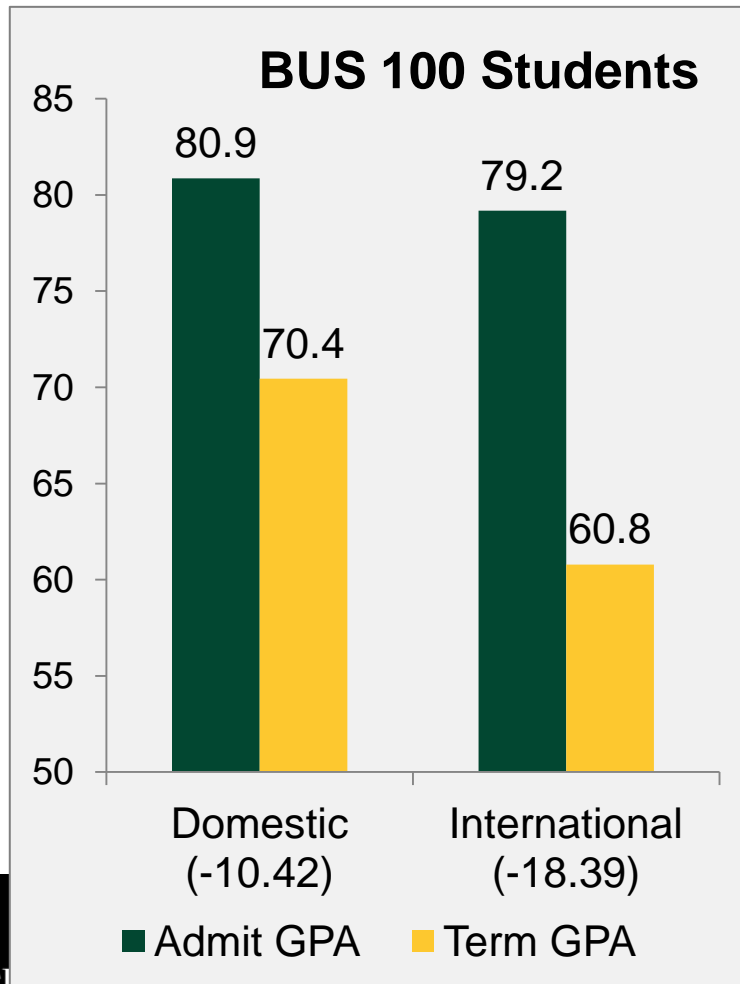| Admit GPA		Domestic	Inter-national	Female	Male
All UR Students		82.0%	77.6%	83.0%	80.1%
All BUS 100 Students		80.9%	79.2%	82.9%	78.8%
Business 100 Classes	**001**	81.0%	82.5%	83.3%	79.6%
	002	80.1%	77.5%	82.8%	78.4%
	003	81.4%	78.9%	82.4%	79.7%
	004	81.1%	65.8%	83.2%	77.5%

Our Students:
Fall 2012 Undergraduate Students
Admit GPA and 201230 Term GPA
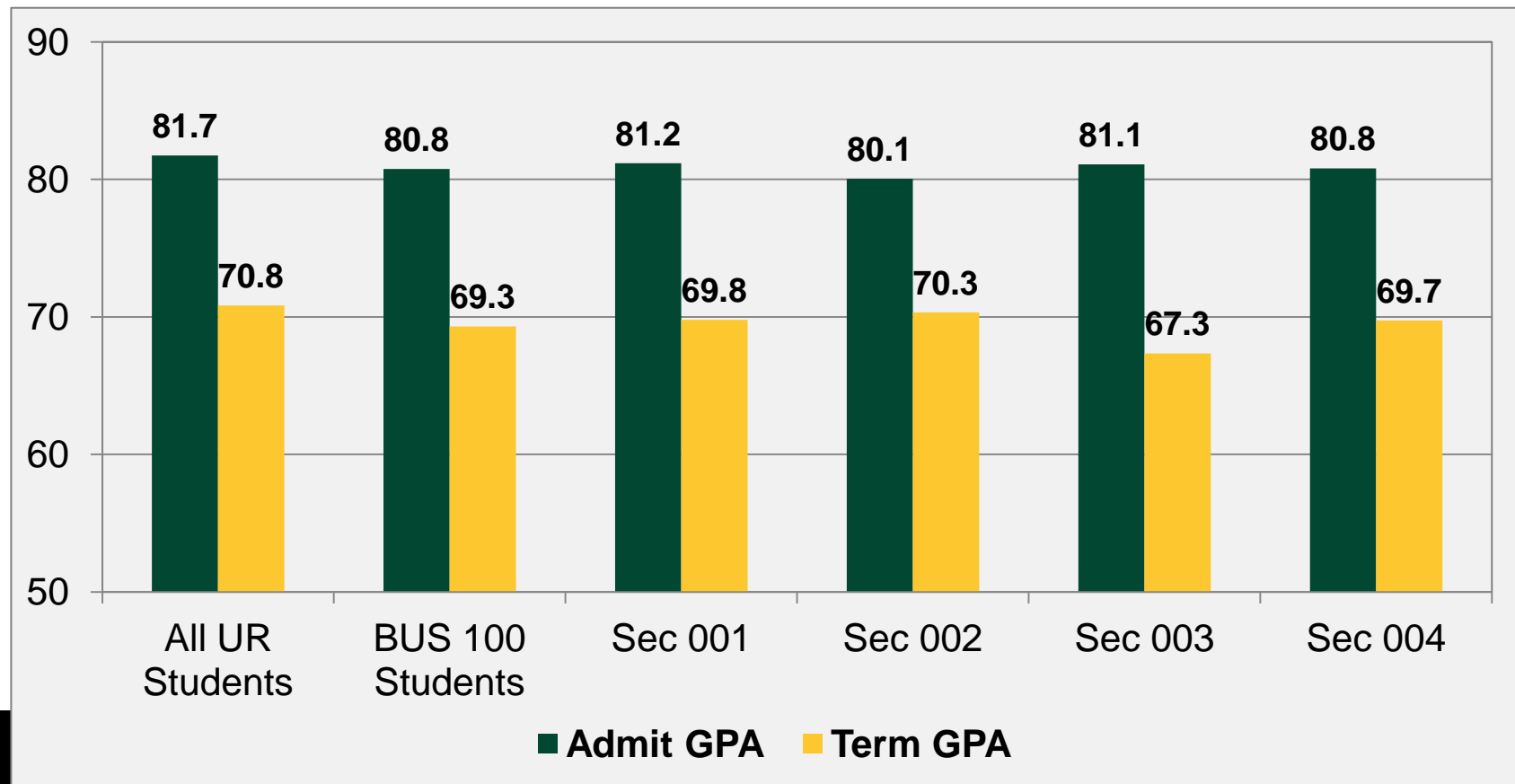
Our Students:
Fall 2012 Undergraduate Students by Gender
Admit GPA and Term GPA

University of Regina | Paul J. Hill School of Business
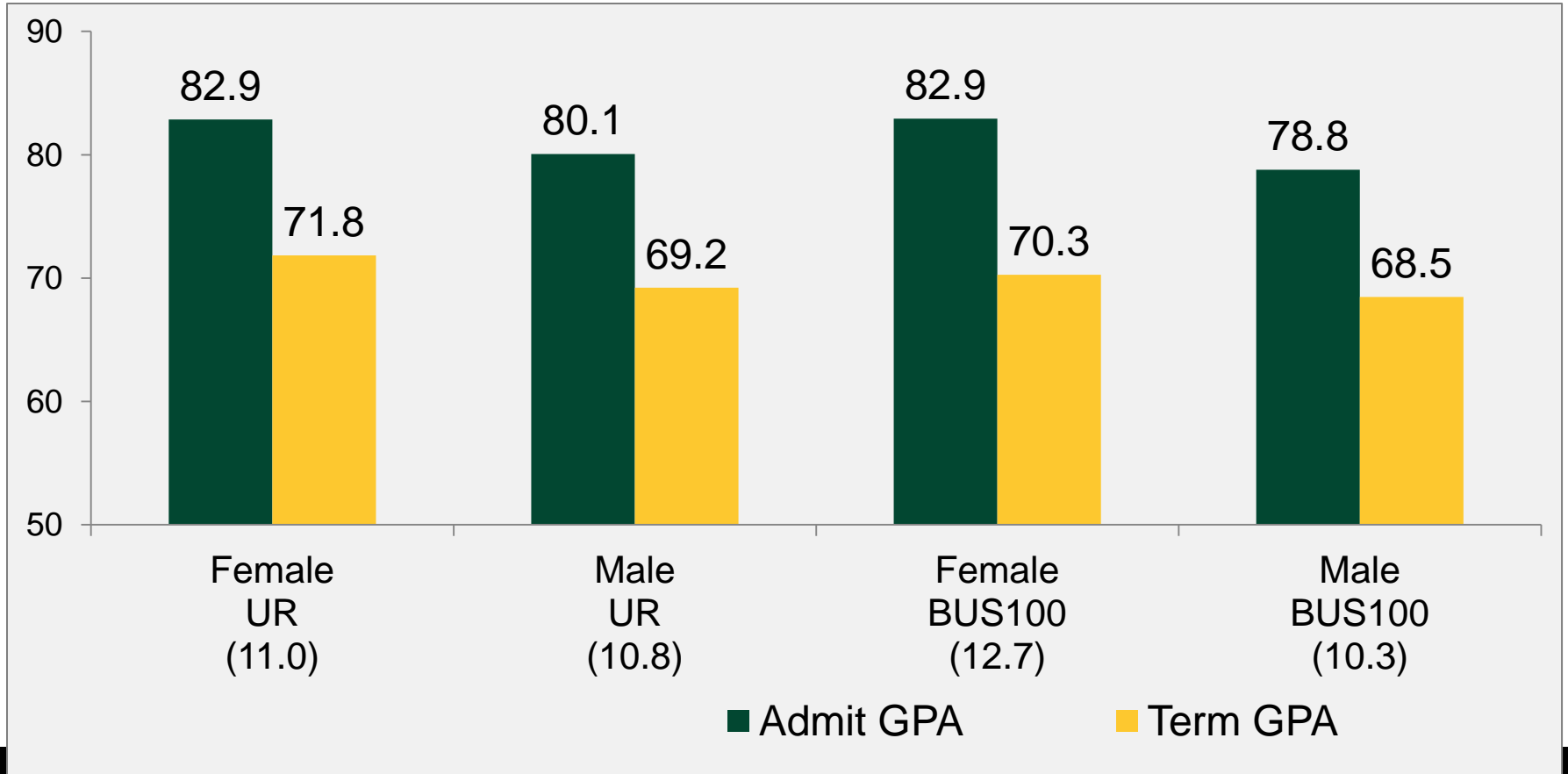
Our Students:
Fall 2012 Undergraduate Students by International Status, Admit GPA and Term GPA

BUS 100 Students

	Admit GPA	Term GPA
Domestic (-10.42)	80.9	70.4
International (-18.39)	79.2	60.8

Other UR Students

	Admit GPA	Term GPA
Domestic (-10.62)	81.9	71.3
International (-11.49)	77.6	66.1

University of Regina | Paul J. Hill School of Business

(Admit GPA-

CUSC 2010

Reasons for choosing this University[1]

Single most important reason	Business U of R	Other U.
• Wanted to live close to home	41%	18%
• Quality of academic programs	5%	19%
• University has a good reputation	-	11%
Total	**5%**	**30%**

[1]2010 Cdn. University Survey Consortium data

University of Regina

Paul J. Hill School of Business

No Time to Study

Employment & Impact on Academic Performance
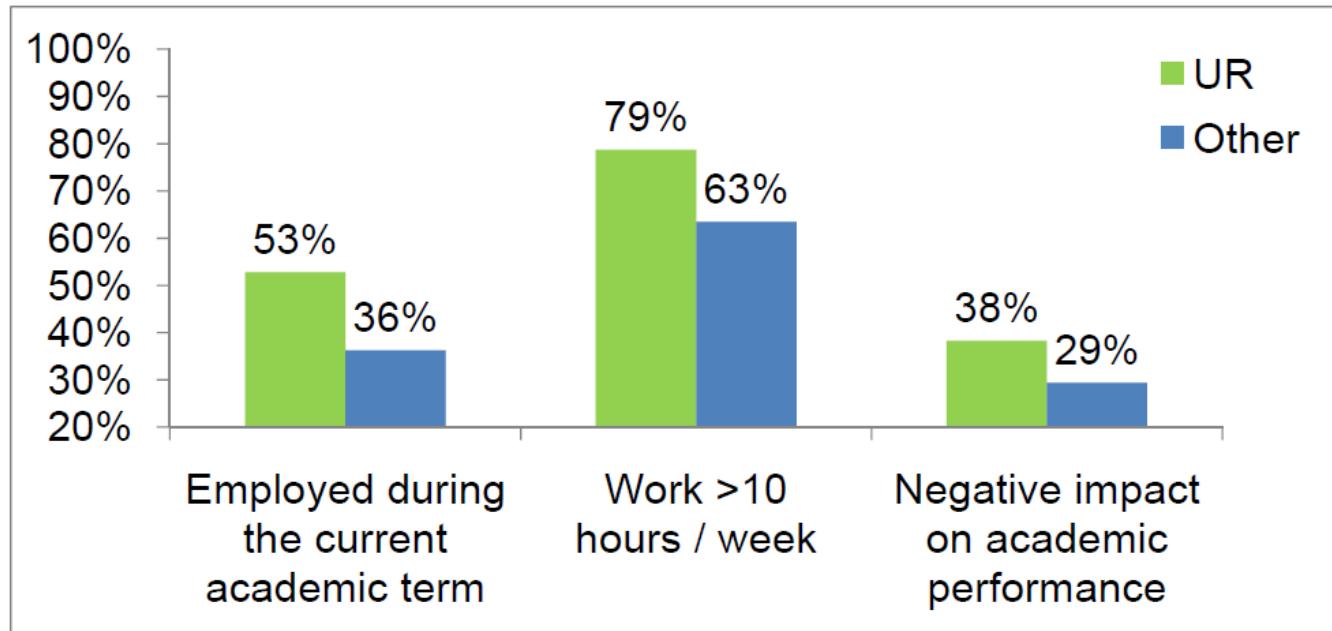
2010 Cdn. University Survey Consortium data

OUR RESEARCH PROJECT

Research Goals

- ## Student Diversity
  - Does it matter?
  - What can we do about it?

- ## Continuous Improvement
  - What to measure?
  - What levers work?
  - Support students through transition

Research Design

STUDENT PROFILE

- Gender, Age, Int'l, Urban / Rural
- Jung Typology (MBTI)
- Writing Skills
- Autonomous Learning

THE EXPERIENCE

- Student effort, extra seminars, class section

OUTCOMES

- Grades (BUS100, GPA)

- Student Perceptions
  – Value
  – University Skills
  – Content Knowledge

The Instruments

1) Consent & Student Profile

   - Data from registration / course activities

2) End of Term Survey

3) Following Term – Interviews

4) Following Term – Focus Groups

5) Grades – Now & ongoing

Term of Research Project

- All BUS100 classes for 3 years
  - *Shouldn't all SOTL projects do this?*

The Expectations

1) Understand our students

2) Outcomes will improve over time

3) Many will use the data / results
   admissions, support, faculty, competencies

4) Today's research → tomorrow's routine

Pedagogy Meets Research

- Seminar Series: University Skills
- Core skills: Writing, Reading
- Understanding self:
  - MBTI, autonomous learning, learning style

MBTI:

- Human Metrics: "Jung Typology Test"™

- 72 questions – online – instant result

- Extras: Explanations, applications

- Permission granted to use the tool in our study

Autonomous Learning

- Ann Macaskill and Elissa Taylor – UK

- Simple: 12 likert scale questions

- The Autonomous Learning Scale is now a 12-item measure with two subscales measuring:

  - Independence of Learning, *I tend to be motivated to work by assessment deadlines* (item 10), and

  - **Study habits, *I frequently find excuses for not getting down to work*** (item 2).

- Permission granted to use the tool in our study.

- *Macaskill, A., E. Taylor: "The development of a brief measure of learner autonomy in university students". Studies in Higher Education, Vol. 35, No. 3, May 2010 351-359*

Learning Styles

- BW James – University of South Dakota

- Simple tool: 16 mx questions A-B-C

- Visual – Auditory – Kinesthetic

- Permission granted to use the tool in our study

- Source: http://people.usd.edu/~bwjames/tut/learning-style/index.html   Adapted from Instructor Magazine 8-89

Writing Skills

Saskatchewan Education Assessment for Learning Program

- Grade 11 Writing Skills Assessment Tool

- Don Balas: Co-developer; grad student!

- 5 items. We use: Organization and Fluency

- Saskatchewan Education Assessment for Learning (AFL) Conceptual Framework for the Provincial Writing Assessment, Grade 11 (2010). http://www.education.gov.sk.ca/AFL/writing-2010-gr-11-table-specifications

- 5 Core writing skills: 1) Demonstration of Writing Process. 2) Quality of Writing Product. 3) Messaging and Content. 4) Organization and Coherence. 5) Language Use and Syntax

Literature:
Carol Geary Schneider

- "High Impact Practices" (Banff 11/2012)
- Hey … we do many of those things!
  - Experiential Learning
  - Intellectual skills
  - Focus on outcomes
  - Knowledge of the world

The Literature - UofR

Heather Ritenburg: Transitioning With Success (2011)

Recommendations to Transitions Committee:

1. strengthen the University of Regina's message of support during first year

2. familiarize parents to the experience of first year

3. consider if first-year university needs to be recognized as a unique year

4. consult, involve or include students in the ongoing work of the committee.

The Literature

- Mary Hoeft: "Why University Students Don't Read: What Professors Can Do To Increase Compliance"
    - *International Journal for the Scholarship of Teaching and Learning* http://academics.georgiasouthern.edu/ijsotl/v6n2.html Vol. 6, No. 2 (July 2012) ISSN 1931-4744 @ Georgia Southern University

- Sharon Clinebell & Mary Stecher: "Teaching Teams to be Teams: An Exercise Using the Miers-Briggs® Type Indicator and the Five-Factor Personality Traits
    - *Journal of Management Education 2003 27: 362*   *http://jme.sagepub.com/content/27/3/362*

- Christina Rideout & Susan Richardson: "A Teambuilding Model: Appreciating Differences Using the Myers-Briggs Type Indicator with Developmental Theory"
    - *Journal of Counselling and Development Vol 67, May 1989 529-533*

RESULTS

Participation Rates

Participation Rates		Sec 001	Sec 002	Sec 003	Sec 004	All Sections
Sample (All BUS 100)		64	66	63	61	254
Project Participants		83%	92%	62%	69%	77%
Activity / Tool	Survey 1	64%	68%	51%	56%	60%
	Survey 2	80%	86%	41%	56%	66%
	Learning Styles	83%	88%	0%	48%	55%
	Myers - Briggs	83%	47%	0%	51%	45%
	Writing	72%	91%	41%	0%	52%

STUDENT DIFFERENCES / OUTCOME DIFFERENCES					
X: SIGNIFICANT	Measured		Student Perception - Survey		
	BUS100 Grade	Fall GPA	Value	Univ Skills	Content Knowl.
Gender					
Age					
Domestic / International	X				
Urban vs Rural					
Personality: E/I					
Personality: J/P	X			X	X
Writing – Organization	X	X			
Writing – Fluency	X	X			
ALS – Independence				X	X
ALS – Study Habits	X	X		X	
HS Average Grade	X	X			
HS Prepared Me	X	X			
Class Section				X	X
Friday Seminars	X	X			
My Effort	X	X	X	X	X

STUDENT PROFILE: GENDER

Gender	Male	Female	DIF	SIG
BUS100 Final Grade	73.0	74.9	1.9	NO
Fall 2012 GPA	70.2	72.9	2.7	NO
Value (7 Items)	3.7	3.8	0.1	NO
Univ Skills (5 Items)	3.4	3.4	0.0	NO
Content Knowledge (4 Items)	3.6	3.9	0.3	NO

STUDENT PROFILE: AGE

Age by Groups	17 - 18	19	20-21	22+	DIF	SIG
BUS100 Final Grade	74.6	70.0	73.9	76.7	6.6	NO
Fall 2012 GPA	72.2	68.6	70.6	74.5	5.9	NO
Value (7 Items)	3.7	3.8	3.8	3.6	0.2	NO
Univ Skills (5 Items)	3.4	3.3	3.4	3.5	0.1	NO
Content Knowledge (4 Items)	3.8	3.7	3.8	3.7	0.1	NO

STUDENT PROFILE: NATIONALITY

Nationality	Canadia	Perm	Int'l	DIF	SIG
BUS100 Final Grade	75.1	72.7	65.4	9.7	YES
Fall 2012 GPA	72.3	70.0	66.3	6.0	NO
Value (7 Items)	3.7	3.5	3.9	0.4	NO
Univ Skills (5 Items)	3.4	3.8	3.3	0.4	NO
Content Knowledge (4 Items)	3.7	4.0	3.8	0.3	NO

STUDENT PROFILE: URBAN vs RURAL

Urban vs Rural	Urban	Rural	DIF	SIG
BUS100 Final Grade	73.8	75.3	1.5	NO
Fall 2012 GPA	71.4	71.5	0.1	NO
Value (7 Items)	3.7	3.7	0.0	NO
Univ Skills (5 Items)	3.3	3.5	0.2	NO
Content Knowledge (4 Items)	3.7	3.7	0.0	NO

STUDENT PROFILE: EXTROVERT - INTROVERT

Extrovert-Introvert	Extrover	Introvert	DIF	SIG
BUS100 Final Grade	75.4	77.6	2.1	NO
Fall 2012 GPA	71.7	76.8	5.1	NO
Value (7 Items)	3.8	3.8	0.0	NO
Univ Skills (5 Items)	3.6	3.6	0.1	NO
Content Knowledge (4 Items)	3.9	3.8	0.1	NO

STUDENT PROFILE: JUDGING vs PERCEIVING

Judging-Perceiving	Judging	Perceivin	DIF	SIG
BUS100 Final Grade	77.4	68.6	8.8	YES
Fall 2012 GPA	74.0	69.3	4.7	NO
Value (7 Items)	3.8	3.6	0.1	NO
Univ Skills (5 Items)	3.7	3.2	0.5	YES
Content Knowledge (4 Items)	4.0	3.5	0.5	YES

STUDENT PROFILE WRITING SKILLS: ORG

Writing Organization	Weakest	Med	Stronges	DIF	SIG
BUS100 Final Grade	68.8	74.0	82.9	14.0	YES
Fall 2012 GPA	68.4	71.3	78.9	10.5	YES
Value (7 Items)	3.7	3.7	3.8	0.1	NO
Univ Skills (5 Items)	3.5	3.3	3.7	0.4	NO
Content Knowledge (4 Items)	3.8	3.7	4.0	0.3	NO

STUDENT PROFILE WRITING SKILLS: FLUENCY

Writing Fluency	Weakest	Med	Stronges	DIF	SIG
BUS100 Final Grade	67.5	75.5	79.0	11.5	YES
Fall 2012 GPA	66.2	73.4	75.1	9.0	YES
Value (7 Items)	3.9	3.7	3.6	0.3	NO
Univ Skills (5 Items)	3.4	3.5	3.3	0.2	NO
Content Knowledge (4 Items)	3.7	3.8	3.8	0.1	NO

STUDENT PROFILE
ALS: INDEPENDENCE

ALS INDEPENDENCE	Lowest	Med	Highest	DIF	SIG
BUS100 Final Grade	71.7	73.6	76.2	4.5	NO
Fall 2012 GPA	71.0	71.3	72.2	1.2	NO
Value (7 Items)	3.7	3.7	3.8	0.1	NO
Univ Skills (5 Items)	3.4	3.3	3.6	0.3	YES
Content Knowledge (4 Items)	4.0	3.5	3.8	0.4	YES

STUDENT PROFILE
ALS: STUDY HABITS

ALS STUDY HABITS	Lowest	Med	Highest	DIF	SIG
BUS100 Final Grade	66.4	75.4	79.2	12.8	YES
Fall 2012 GPA	65.1	73.1	75.4	10.3	YES
Value (7 Items)	3.6	3.7	3.9	0.3	NO
Univ Skills (5 Items)	3.2	3.3	3.8	0.5	NO
Content Knowledge (4 Items)	3.8	3.6	4.0	0.4	NO

STUDENT EXPERIENCE TRANSITION

HS Prepared Me for Univ	Disagree	Neutral	Agree	DIF	SIG
BUS100 Final Grade	74.2	73.8	79.9	6.1	YES
Fall 2012 GPA	70.4	71.9	77.2	6.8	YES
Value (7 Items)	3.7	3.6	3.8	0.1	NO
Univ Skills (5 Items)	3.4	3.5	3.5	0.1	NO
Content Knowledge (4 Items)	3.7	3.7	3.9	0.2	NO

STUDENT EXPERIENCE CLASS SECTION

CLASS SECTION (CONTROL)	001	002	003	004	DIF	SIG
BUS100 Final Grade	75.3	73.7	69.4	76.9	7.5	NO
Fall 2012 GPA	71.2	72.1	69.3	73.3	4.0	NO
Value (7 Items)	3.8	3.5	3.7	3.7	0.3	NO
Univ Skills (5 Items)	3.6	3.5	2.7	3.8	1.1	YES
Content Knowledge (4 Items)	3.8	3.8	3.3	4.0	0.8	YES

STUDENT EXPERIENCE OPTIONAL SEMINARS

# SEMINARS ATTENDED	0-1	2-3	4-6	DIF	SIG
BUS100 Final Grade	69.7	72.5	78.3	8.6	YES
Fall 2012 GPA	68.1	71.5	74.7	6.6	YES
Value (7 Items)	3.6	3.6	3.7	0.1	NO
Univ Skills (5 Items)	3.3	3.5	3.6	0.4	NO
Content Knowledge (4 Items)	3.7	3.8	3.8	0.2	NO

STUDENT EXPERIENCE EFFORT

MY EFFORT (7 Items)	Lowest	Med	Highest	DIF	SIG
BUS100 Final Grade	72.2	76.4	77.5	5.3	YES
Fall 2012 GPA	70.3	73.7	73.6	3.4	YES
Value (7 Items)	3.4	3.7	3.9	0.5	YES
Univ Skills (5 Items)	3.1	3.5	3.7	0.6	YES
Content Knowledge (4 Items)	3.5	3.7	4.0	0.5	YES

Different Perspectives

University of Regina — Paul J. Hill School of Business

Do Seminars Cause Performance, or Do Performers attend Seminars?

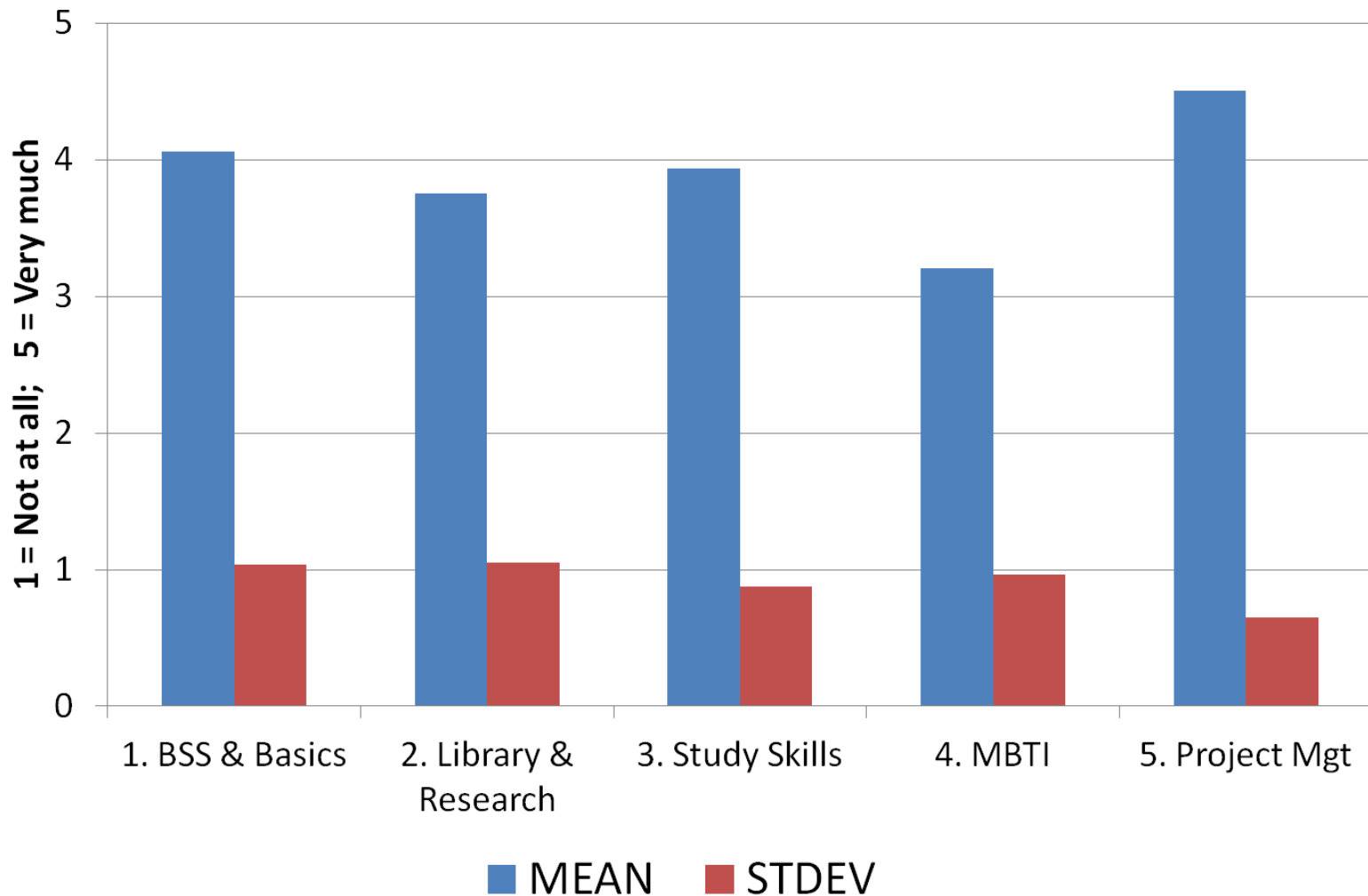| # Seminars Grouped	0-1	2-3	4-6	SIG
ALS: INDEPENDENCE	25.5	24.1	25.4	YES
ALS: STUDY HABITS	17.7	17.5	19.0	YES
Writing: Organization	3.9	3.8	4.0	NO
Writing: Fluency	4.0	3.9	4.0	NO
HS Average	81.1	81.3	85.2	YES
BUS100 Final Grade	69.7	72.5	78.3	YES
Fall 2012 GPA	68.1	71.5	74.7	YES
My Effort Aggregate	3.6	3.9	4.1	YES
Value Aggregate Score	3.6	3.6	3.7	NO

MBTI JUDGING VS PERCEIVING:

Are we failing them, or are they failing to perform?..
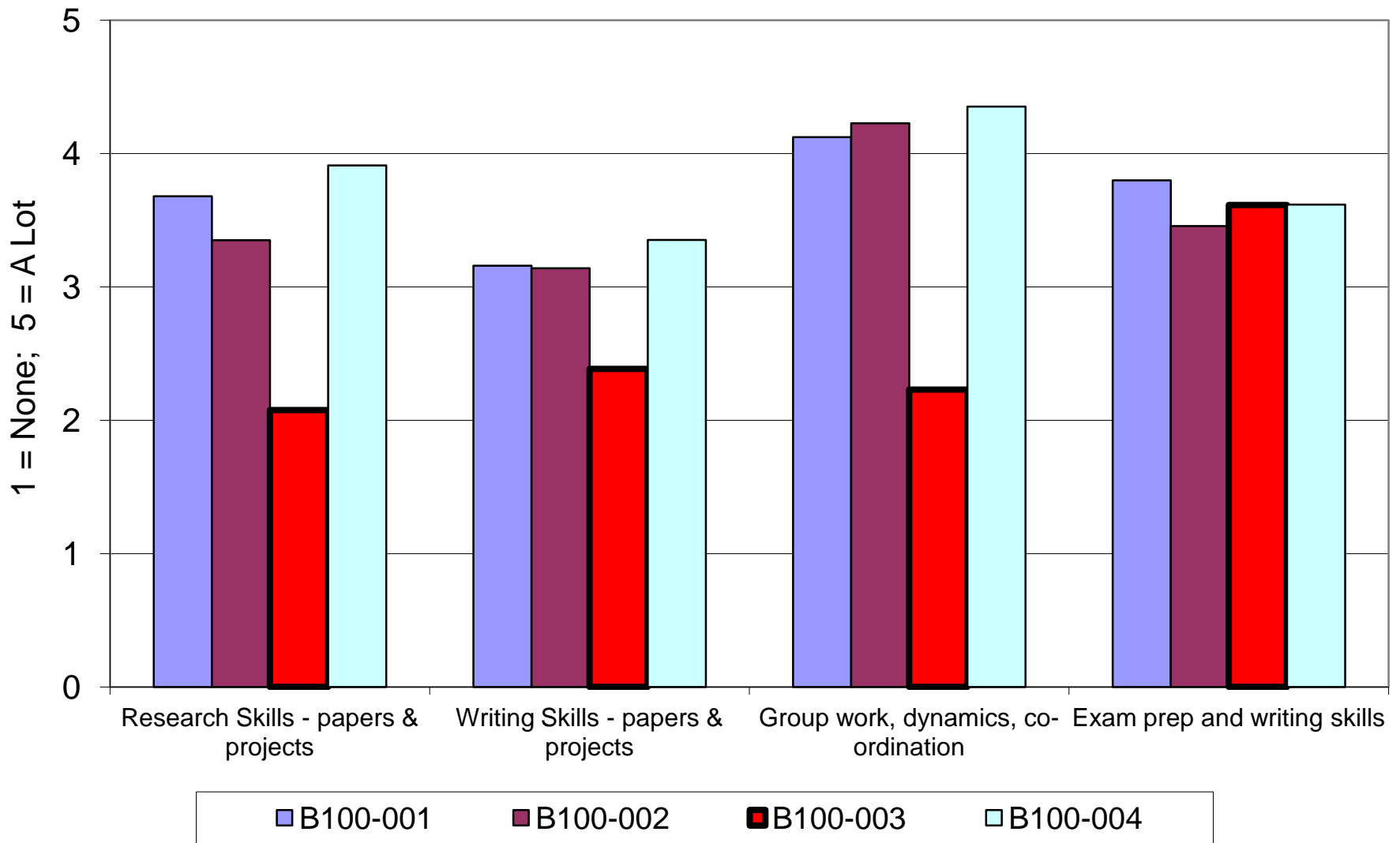OR: Are they just in a different mindset?

Judging-Perceiving	Judging	Perceiving	SIG
ALS: INDEPENDENCE	**25.5**	**23.3**	**YES**
ALS: STUDY HABITS	**19.2**	**15.3**	**YES**
Writing: Organization	**4.0**	**3.5**	**YES**
Writing: Fluency	4.1	3.6	NO
HS Average	**84.2**	**78.0**	**YES**
BUS100 Final Grade	**77.4**	**68.6**	**YES**
Fall 2012 GPA	74.0	69.3	NO
My Effort Aggregate Score	4.1	3.8	NO
Value Aggregate Score	3.8	3.6	NO

SEMINAR SERIES: Valuable To You?

Paul J. Hill School of Business

STUDENT EXPERIENCE (Class Section)
Self-Reported Skills & Knowledge Gained

Legend: B100-001, B100-002, B100-003, B100-004

Categories: Research Skills - papers & projects, Writing Skills - papers & projects, Group work, dynamics, co-ordination, Exam prep and writing skills

Y-axis: 1 = None; 5 = A Lot

STUDENT EXPERIENCE (Class Sections)
Student Perceptions of Experience

University of Regina

Paul J. Hill School of Business
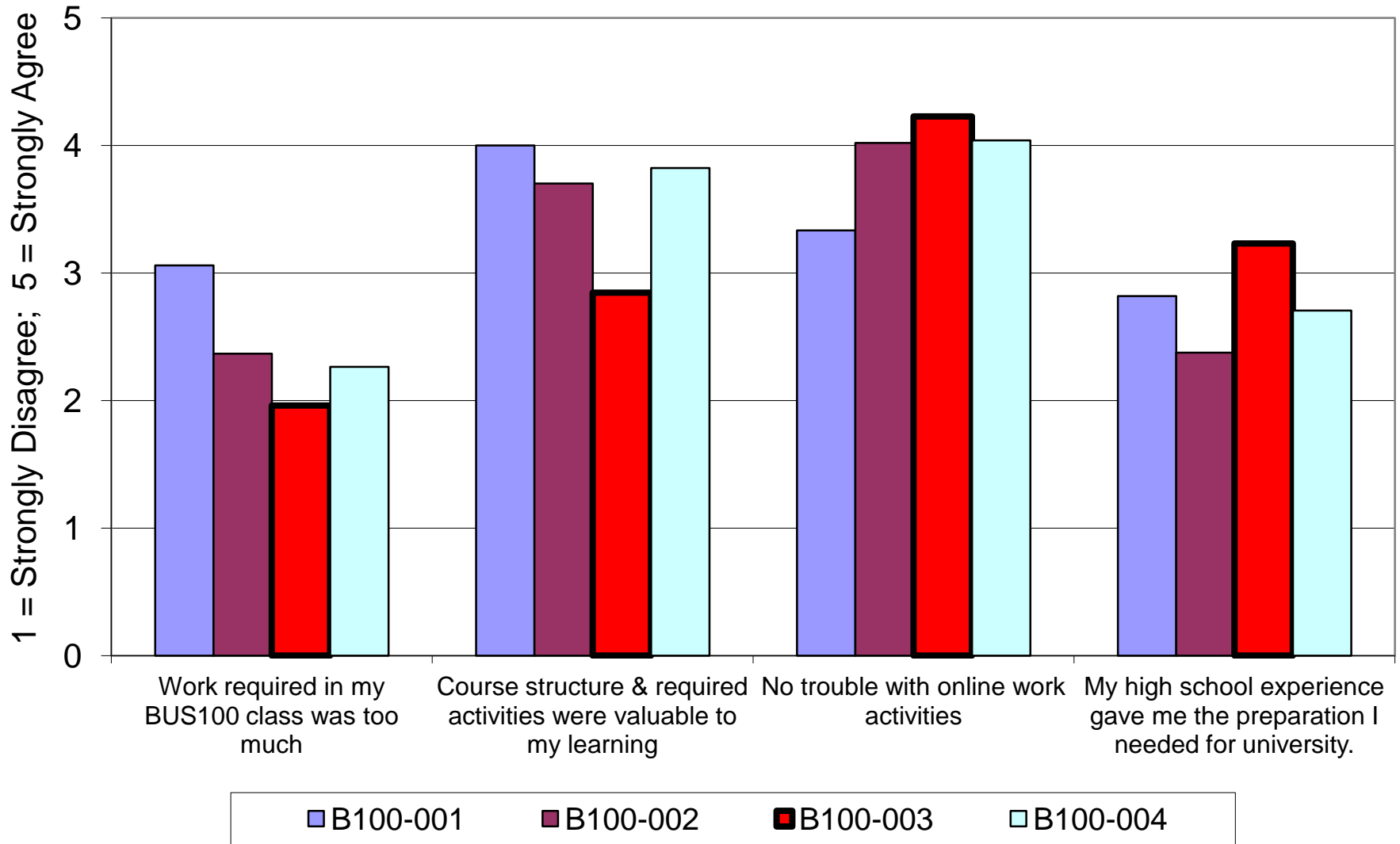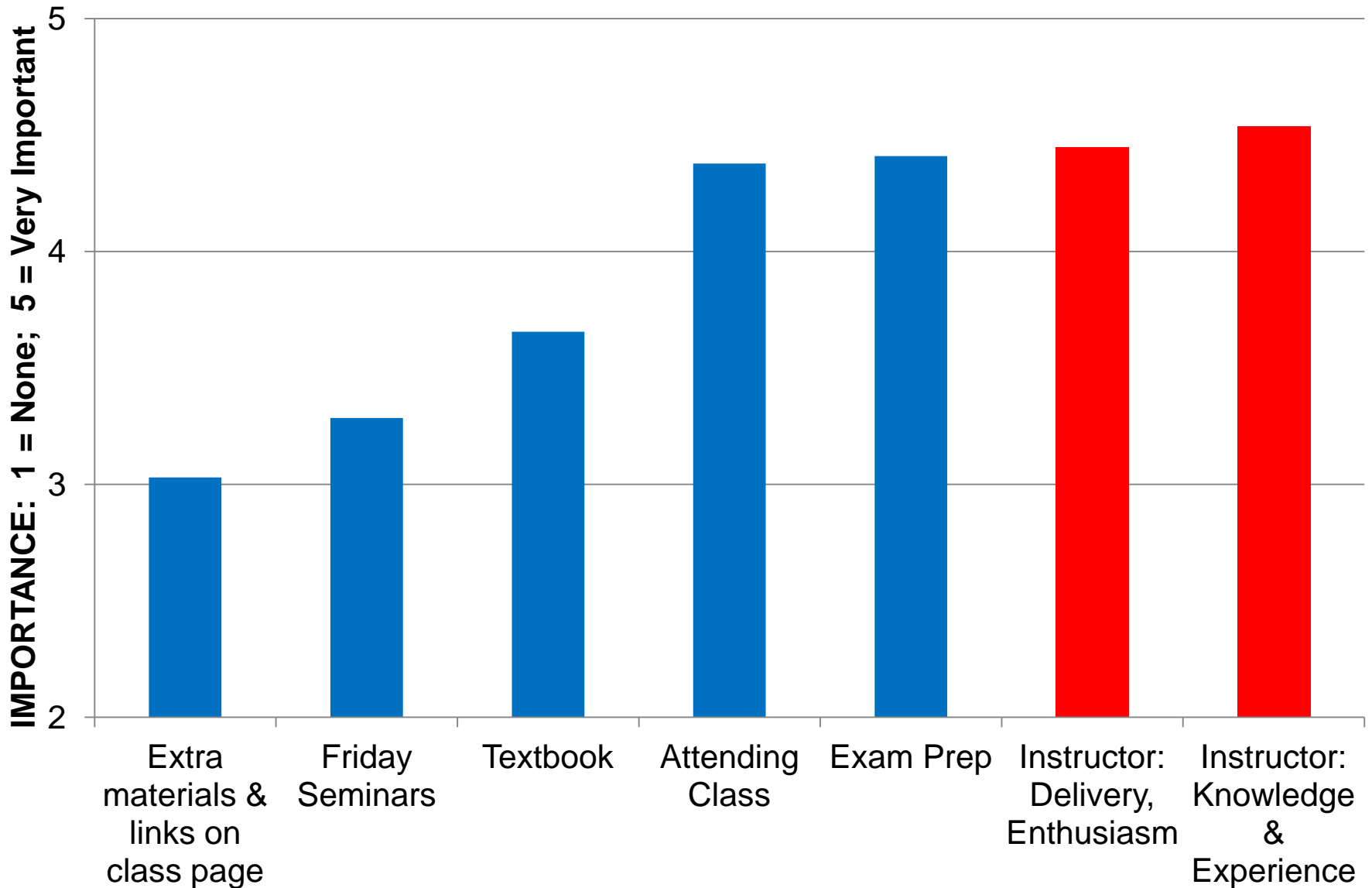
STUDENT EXPERIENCE (CLASS SECTION)
Significant Differences for University Skills and Content Knowledge
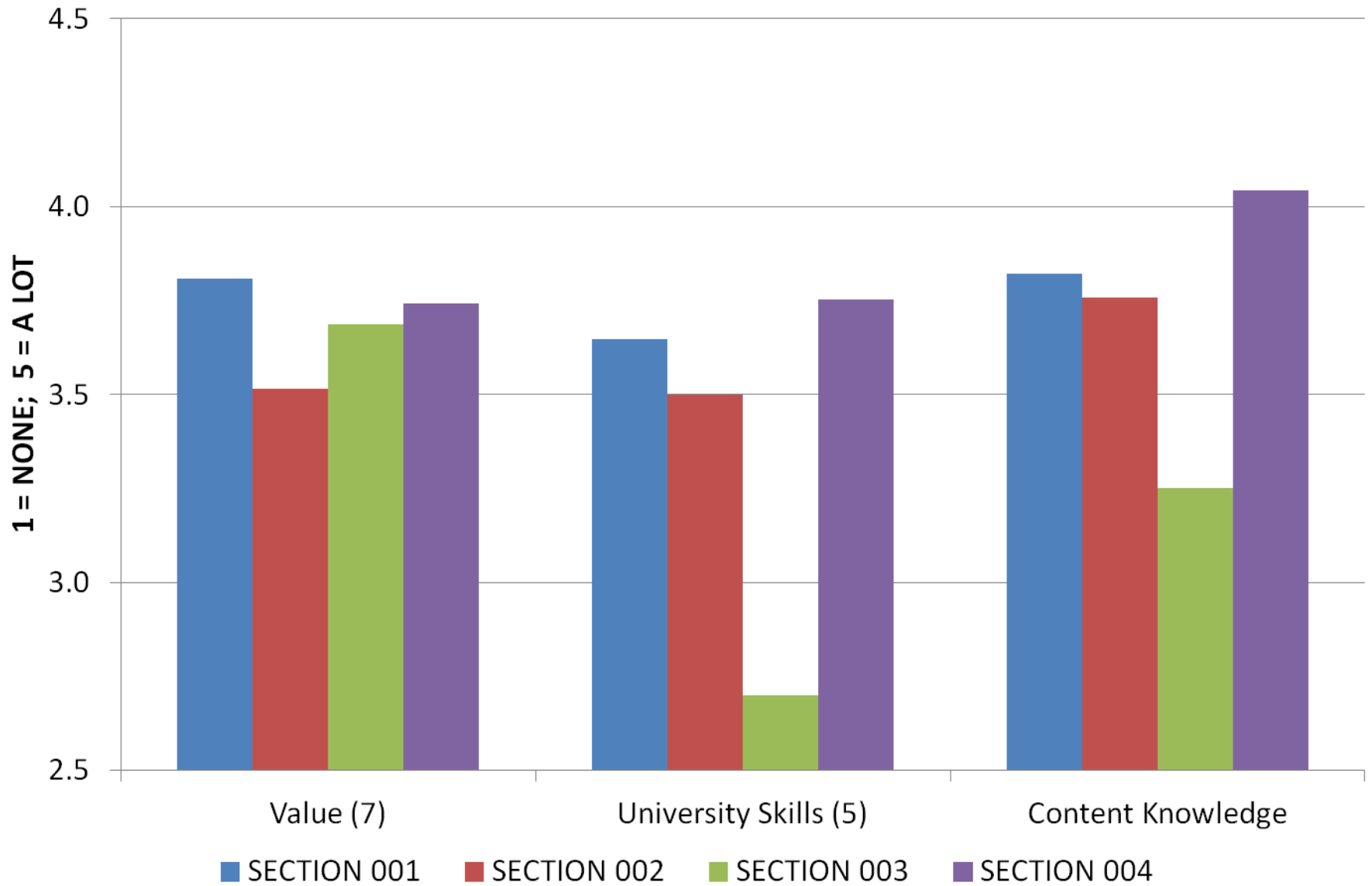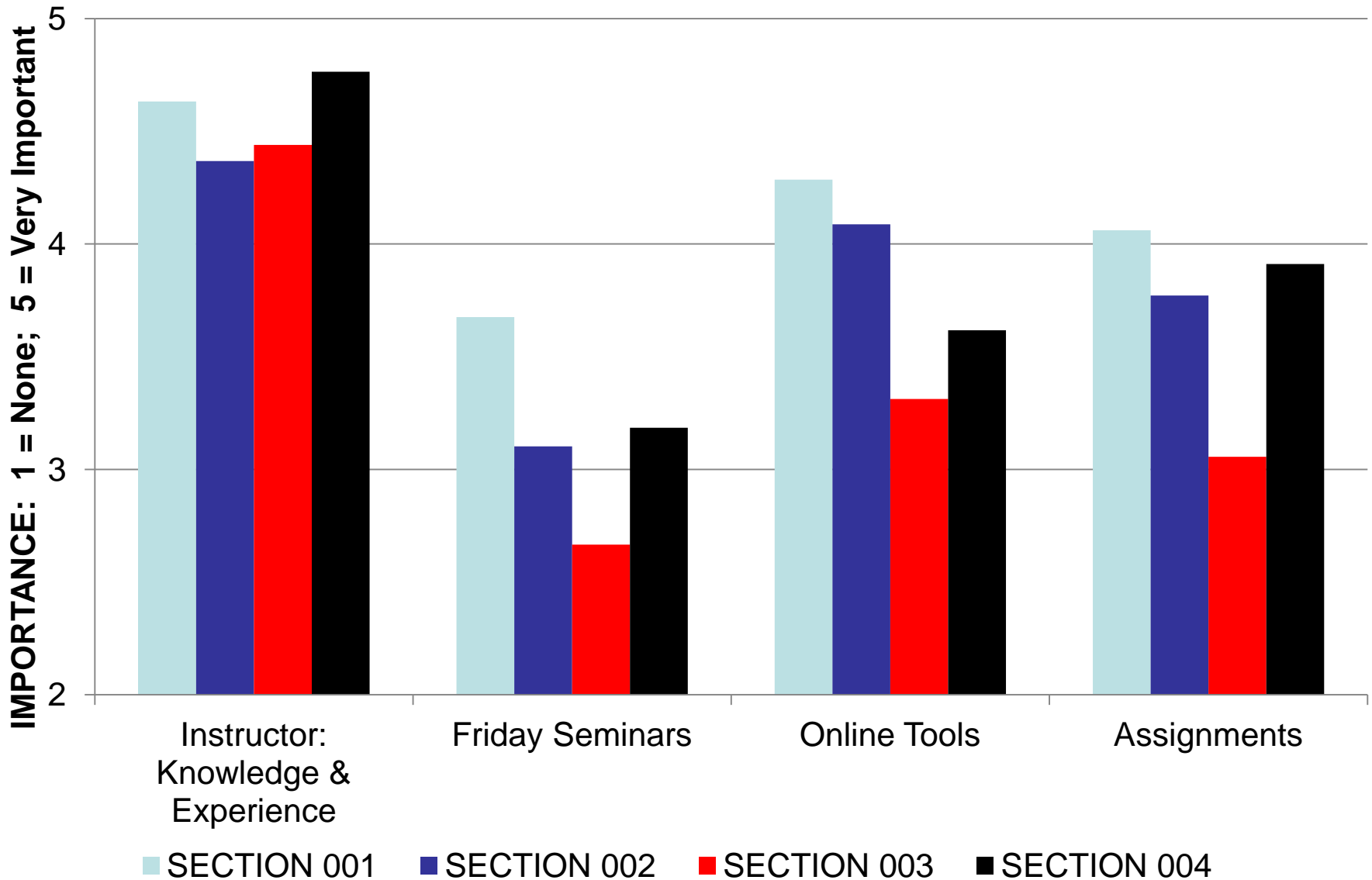
What Is Important To Your Learning Experience?

- 16 items to choose from
- Rate on 5 point scale: no importance to very important

IMPORTANCE TO YOUR LEARNING EXPERIENCE:
The Most & Least Important

Chart — IMPORTANCE: 1 = None; 5 = Very Important (y-axis from 2 to 5)

Category	Importance
Extra materials & links on class page	~3.05
Friday Seminars	~3.3
Textbook	~3.65
Attending Class	~4.4
Exam Prep	~4.45
Instructor: Delivery, Enthusiasm	~4.5
Instructor: Knowledge & Experience	~4.55

WHAT IS IMPORTANT?
It depends on their experience …

OUR LEARNING – SO FAR

- Are they different?
- What is most important to them?
- What should we do differently?
  - For all of our students
  - For those with different experiences

Are They Different?

- MEAN scores on survey
- STDEVs on survey
- GRADE & GPA

IMPLICATIONS FOR:

- STUDENTS
- **INSTRUCTORS**
- STUDENT SUPPORT SERVICES
- RECRUITER / REGISTRAR

NEXT STAGES

- Term 2 (Winter 2013) Data in May
  - Stand-alone paper on writing skills
  - Report on first year – Cdn STLHE
- Course Planning: Improvements?
- Changes to the Study
  - Reading / Comprehension
  - Response Bias
  - Expand the study: YOUR university????

THANK YOU!