Inspiring Faculty: Improving Student Outcomes through Increased Faculty-Student Engagement

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Welcome!

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• We serve 30,000 students entirely online
• We offer undergraduate, graduate, and doctoral degrees
• 2,500 faculty located all over the world
• Non-traditional, adult student
• Open access
• Non-term based structure
Audience Poll

• How are you and/or your institution leveraging student data to identify students who need additional support from their faculty?
Ashford History

• 2013-2017 - internal predictive analytics tool
• 2017 Learning Management System transition - eCollege to Canvas
• Search for third party product begins
Phase 1: Pre-Implementation

December 2017-June 2018
Civitas Inspire for Faculty (IFF)

- Evaluation of external tools
- Institutional alignment
- Faculty experience
- Heat map of engagement predicting success
- Email multiple students easily and copy their advisors
Enculturation

• Early input and support from college leadership
• Socialization with training with faculty groups - faculty governance, college meetings
• Socialization and training with staff groups – faculty support & development, student advising, and student affairs
• Pilot with key faculty members prior to launch – power users and influencers
  • Pilot results showed early positive results, specifically in lower division courses, with a 2.8% higher pass rate in courses where 1 or more nudge has been sent
    o Pilot allowed us to validate high-risk students were receiving nudges.
Resources

• Dashboard built in Power BI to aggregate and disseminate data
• Included visibility to both data and content of messages
Intervention Library

- Entire hub established in each classroom with guides, links to resources, and library of templates and student resources prior to rollout
Audience Poll

• When introducing a new tool or resource, how do you and your institution get faculty buy-in without making it feel like just another item on their to-do list?
Phase 2: Implementation
June 2018-June 2019
Implementation

• Faculty Support and Development Associates sent all faculty resources on IFF at the beginning of their course, then nudged non-users and congratulated adopters

• Close adoption tracking and reporting

• Bi-weekly live webinars were held to facilitate questions and share best practices

• College and full-time faculty support

• When surveyed their level of satisfaction with IFF, faculty noted they were:

<table>
<thead>
<tr>
<th>Extremely Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Neither Satisfied nor Dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Extremely Satisfied</th>
<th>I am not Familiar or have not used</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.64%</td>
<td>8.25%</td>
<td>10.82%</td>
<td>30.41%</td>
<td>36.08%</td>
<td>9.79%</td>
<td>194</td>
</tr>
</tbody>
</table>
Interventions Sent

- IFF went live 6/5/2018
- 725,003 outreach attempts sent through 6/9/20
- 61.5% of all courses have accessed the tool since implementation
- 53.6% of all courses have sent at least one intervention
- First Five (entry-level courses) saw significant usage
Faculty vs. Advisor Outreach
Expansion of Tutoring Services

- Expanded subject tutoring FSDA campaign went live Oct 2018
- Pushes subject tutoring link directly to instructors who teach in 158 courses with subject tutoring courses
- Faculty are encouraged to identify students who need additional support and send direct tutoring link to student through Civitas
- Targeted strategy does not rely on instructors to figure out if they have subject tutoring support for their courses or for students to self-select to click on a course tutoring link
- Usage data after 18 months shows increases for minutes, sessions, and unique users
Phase 3: Post Implementation
June 2019-current
Data Collected

• 2018 student performance data, prior to implementation
• 2019 student performance data
• All courses, all sections, all assignments
• 2019 IFF data on level of use by faculty

(Belcher and Estivill, 2020)
Results

• Some positive benefit of IFF, though not yet fully clear
• Type of faculty, coupled with level of use, shows small, significant improvement in course completion – light to medium users of IFF seem to have best results if IFF emails are targeted rather than used as a platform for mass emails
• Dependent on discipline

(Belcher and Estivill, 2020)
Overall Impact

- Cultural shift of instructional practices
- Improved areas of student success
- Increased usage of student support services - tutoring
- Improved collaboration between faculty and student support teams
- Continuous and evolving faculty development opportunities
- Ongoing technology enhancements
- Evolving data availability
COVID-19

• Identification and outreach of students with specific needs now part of our institutional culture

• Introduce special interventions based on student needs:
  - Loss of or limited technology access
  - Increases in student requests for additional time to complete course work and/or between courses
  - Student emotional and psychological impact

• Connect faculty with advisors to partner on student support
Audience Poll

• What best practices/lessons learned can you share from your own experiences with similar planned initiatives?
Next Steps

- Continue to evaluate efficacy of tools, data model, and interventions
- Evolve intervention strategies
- Continued focus on faculty development
- Improved technology and data access
- Develop even stronger partnerships with faculty and advising staff
Contact

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