

June 17, 2020

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

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*Center for Excellence in Teaching & Learning  
at Ashford University*



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# Welcome!



**Morgan Johnson**  
Associate Vice President,  
Center for Excellence in  
Teaching & Learning

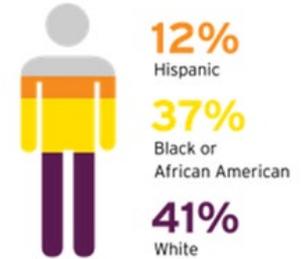
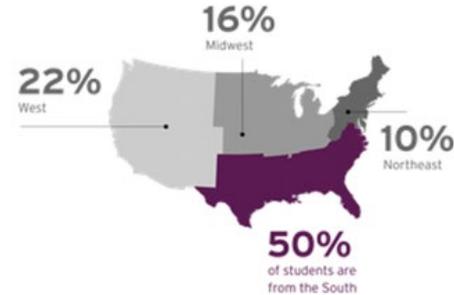


**Cole McFarren**  
Manager, Faculty Support &  
Development,  
Classroom Experience  
Center for Excellence in Teaching &  
Learning



# Ashford University

- 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



of students are over the age of 25



12,636

Undergraduates are enrolled in Forbes School of Business & Technology™



66%

of students are Pell Grant recipients



25%

OF AU STUDENTS

Are associated with the military & receive a military benefit



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## Audience Poll

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

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# Ashford History

- 2013-2017 - internal predictive analytics tool
- 2017 Learning Management System transition - eCollege to Canvas
- Search for third party product begins



A photograph of two graduates in black caps and gowns, smiling and embracing each other. The image is overlaid with a semi-transparent orange filter. The text is positioned on the left side of the image.

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# 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



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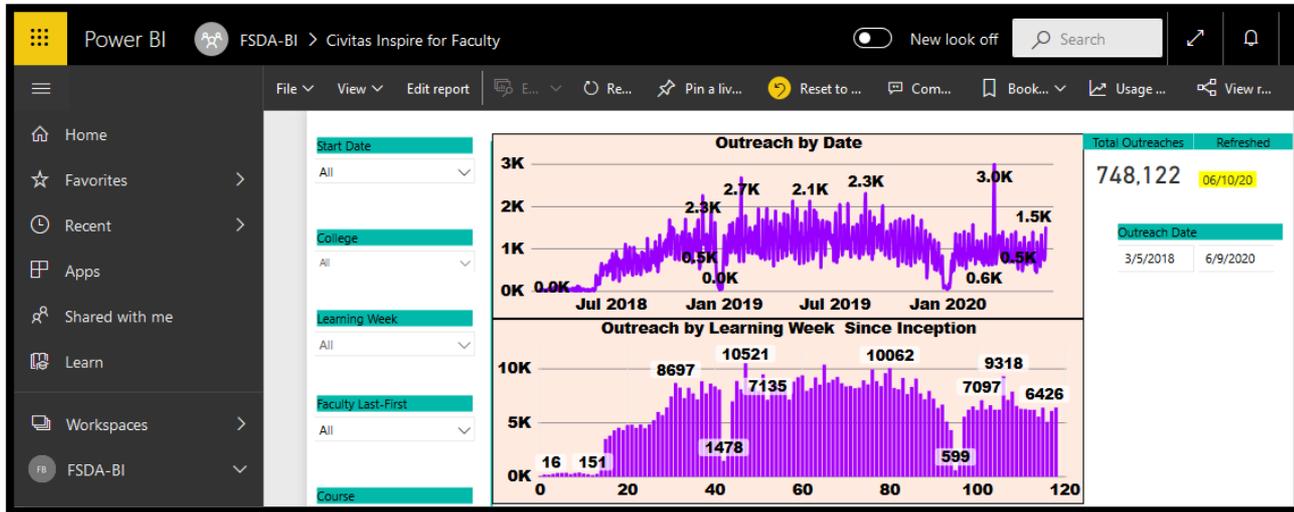
# Enculturation

- 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
  - 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

EXP105\_L20 - EXP105: Personal Dimensions of Education (L2020094)

Home

Announcements

Syllabus

Modules

Grades

Course Policies

Writing Center & Library

Course Resources

Conferences

Enrollment Assistant

Canvas LMS

all intervention library

Discussions 0/0

Quizzes 0/0

Assignments 0/0

People 0/0

Collaborations 0/0

Grades 0/0

## CIVITAS

Welcome to the Civitas module for Faculty (FF) Intervention Library! [Click here](#) to launch the library page in a new tab.

### Getting Started

- Our [Canvas module for Faculty](#) Quick Start Guide gives an overview of how to navigate Canvas LMS.
- [Getting Started with Canvas LMS](#) goes more in-depth and includes links to event more resources.
- Here are some ideas for different types of outreach you can send at different points in your course: [Example Badge Calendar](#).

### Links to Resources

Copy and paste the links below to send to students when appropriate.

- [Submit a Paper to the Ashford Writing Center for Review](#)
- [Chat with a Librarian](#)
- [Chat with a Writing Expert](#)
- [Openwood Grammarly - A Free Proofreading Tool](#)
- [Canvas LMS Peer Mentoring](#) - Canvas LMS peer mentors are high-achieving students who can teach others valuable time-saving and online learning strategies to help them succeed.
- [Ashford University Honors College](#) - The Honors College offers undergraduate students a path to enhance their degree program with an interdisciplinary, intensive curriculum.
- [Ashford Student Organizations](#) - Student organizations help Ashford students connect beyond the classroom.

### Subject-Matter Tutoring

- Before referring a student, check if your course offers subject-matter tutoring here: [Tutoring Resources \(Course\) List](#).
- If your course is on the list, feel free to use the [Subject-Matter Tutoring Templates](#) or copy and paste the link: [Subject-Matter Tutoring](#).



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## 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?

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# Phase 2: Implementation

*June 2018-June 2019*

## Implementation

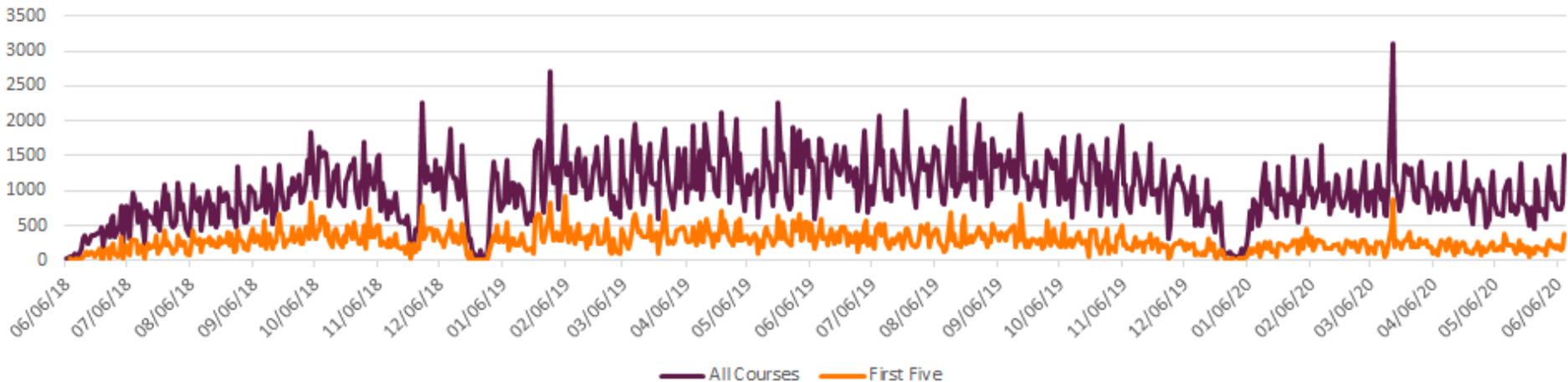
- Faculty Support and Development Associates sent all faculty resources on IFF at the beginning of their course, then nudged non-users and congratulated adopters
- Close adoption tracking and reporting
- Bi-weekly live webinars were held to facilitate questions and share best practices
- College and full-time faculty support
- When surveyed their level of satisfaction with IFF, faculty noted they were:

Extremely Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Somewhat Satisfied	Extremely Satisfied	I am not Familiar or have not used	Total Responses
4.64%	8.25%	10.82%	30.41%	36.08%	9.79%	194

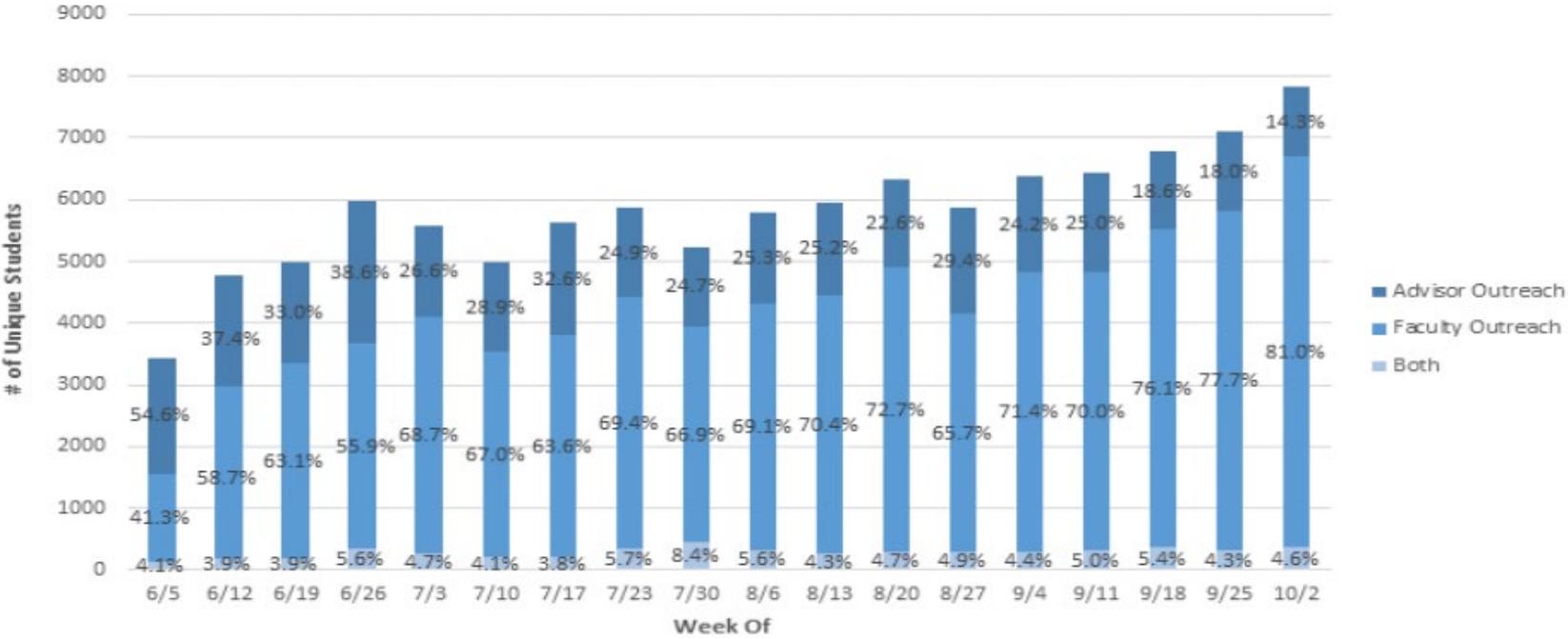
# Interventions Sent

- 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

First Five vs. All Courses - Interventions Sent



# 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



A photograph of two graduates in black caps and gowns embracing each other. The image is overlaid with a semi-transparent orange filter. The graduates are smiling and looking towards the camera.

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# Phase 3: Post Implementation

*June 2019-current*

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## 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)



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## 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)



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## 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



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# 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



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## Audience Poll

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

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## 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



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# Contact

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