

Instructor-student engagement – Tracking daily and trending the engagement performance

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| Instructor-student engagement – Tracking daily and trending the engagement performance |
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Celebrating 125 Years



Introduction to Post University

- Private Institution in Waterbury, CT
- Main Campus and Online Modalities
- 750 Main Campus Students
- 7500 Online Students at a given time/16,000 over a year
- 70 F/T Faculty (Academic Program Managers)
- 670 Associate Faculty (P/T Faculty)
- NEASC & ACBSP Accredited

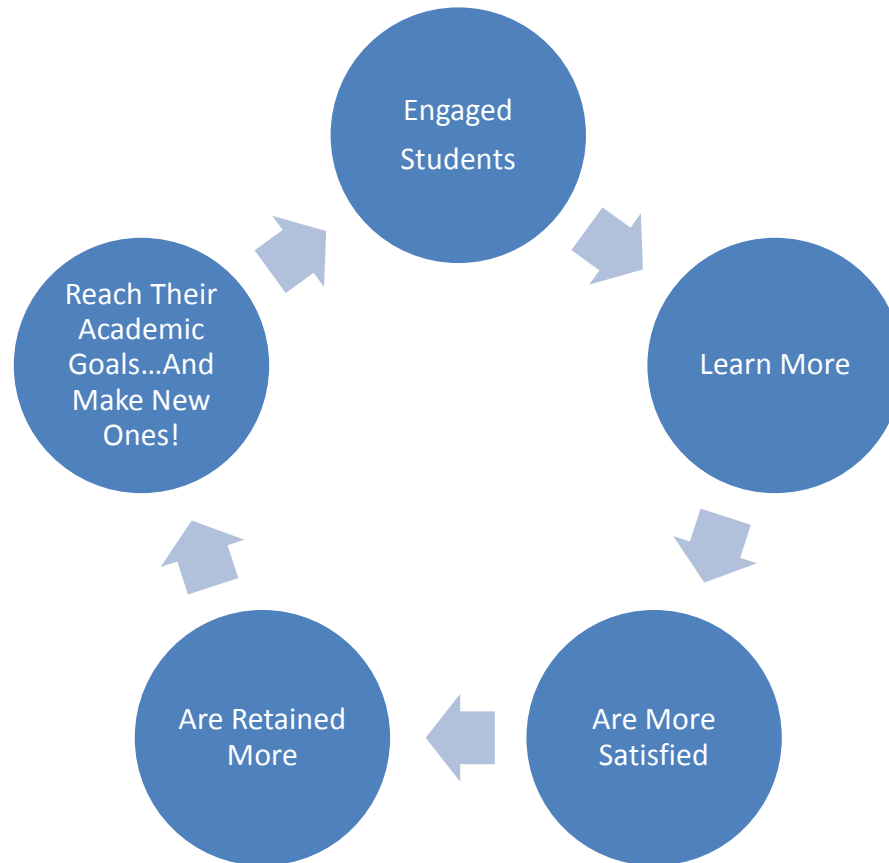


1. Attendees will learn about an approach to assess instructor-student engagement against which they may benchmark their own system.
2. Attendees will gain perspective on instructor patterns of engagement with students.

Research & Experience Tell Us That...

- Engaged Students Generally Learn More and Reach a Higher Level of Academic Achievement
 - Engaged Students are Generally Satisfied Students
 - Satisfied Students are Generally Retained Students
 - Retained Students Generally Reach Their Academic Goals (i.e., Graduation!)
-
- Hake, R. R. (1988). Interactive engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics*, 66 (1), 64-74
 - OECD (2004). Learning for Tomorrow's World – First Results from PISA 2003
 - Korobova, N. (2012). A comparative study of student engagement, satisfaction, and academic success among international and American students. Iowa State University.

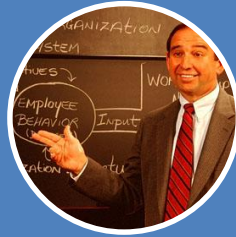
A Cycle of Engagement



Where is The Instructor in This Cycle? Linked-In!



Student



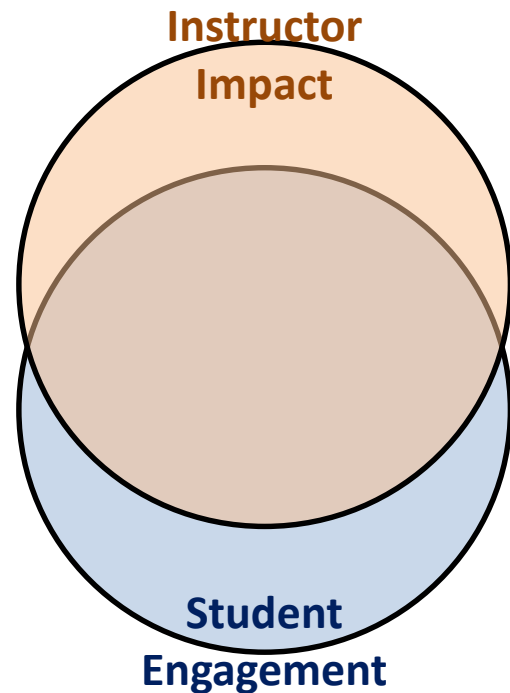
Instructor



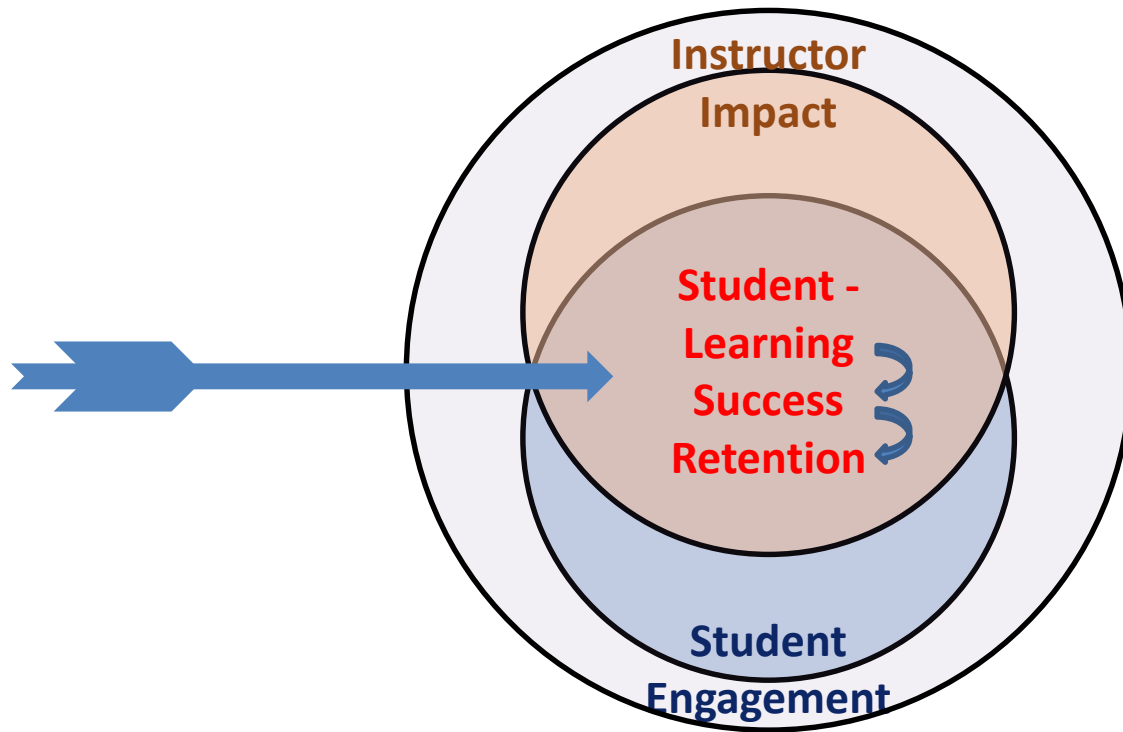
Engagement



Instructors Impact Student Engagement, Learning, Success and Retention

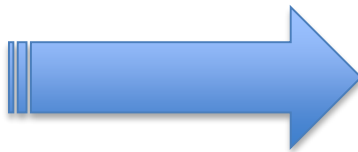
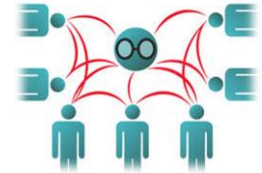


Instructors Impact Student Engagement, Learning, Success and Retention

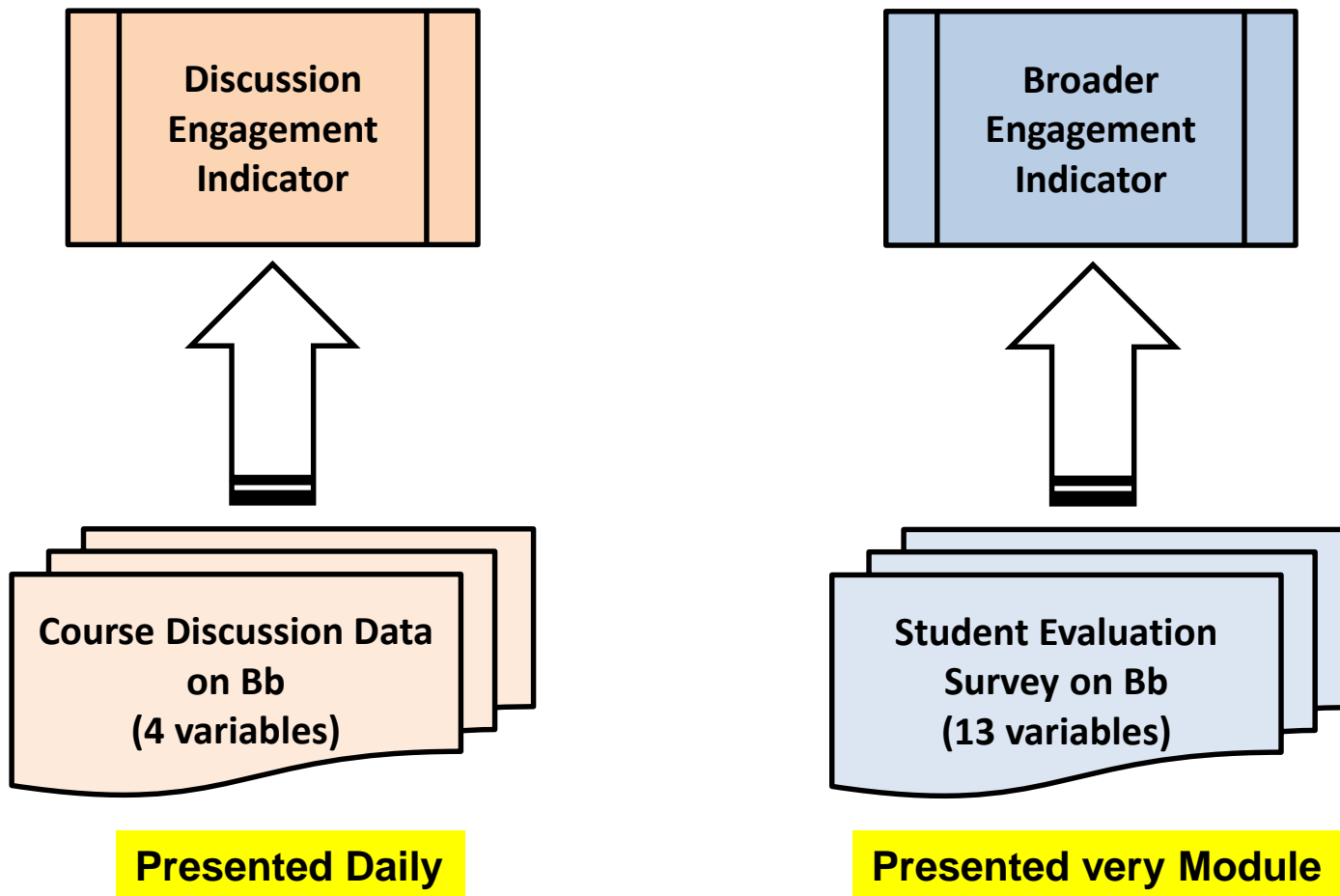


The Goals Associated with The Instructor-Student Engagement

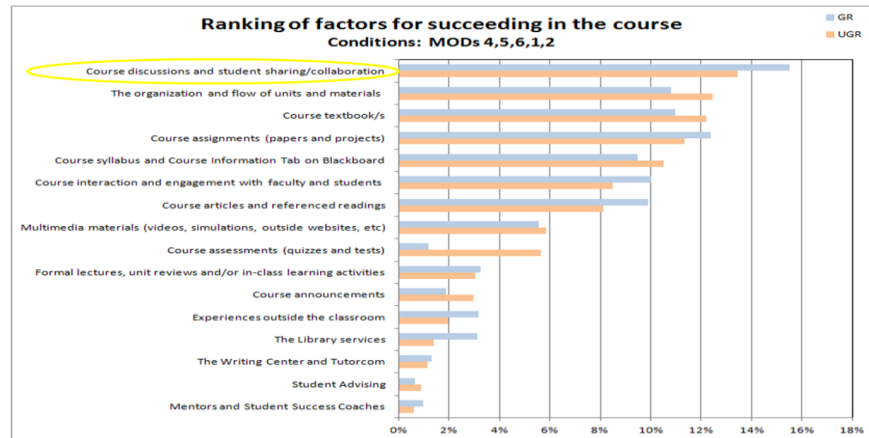
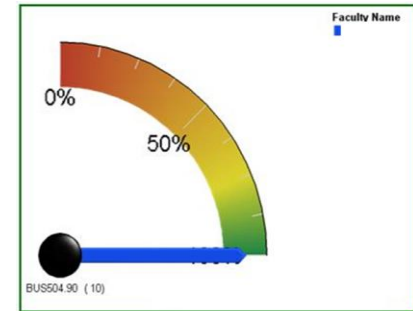
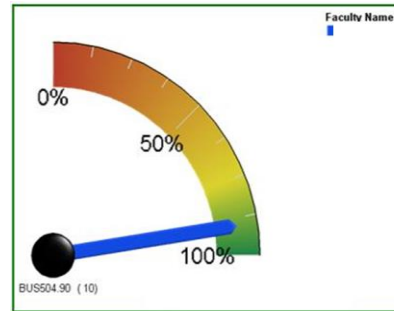
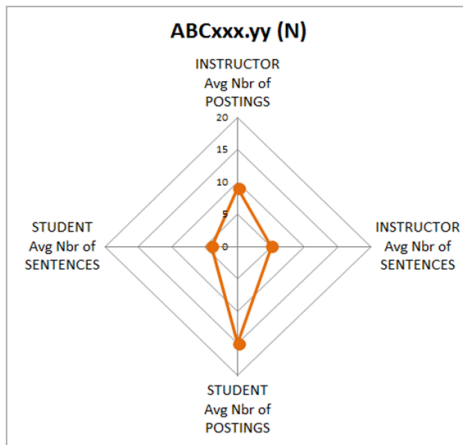
1. Focus faculty attention and efforts on instructor-student engagement
2. Provide Academic Program Managers (APMs) with a management tool to track instructor performance as reflected in their class activities and as perceived by their students
3. Effect a cultural/behavioral change among faculty by:
 - a) Identifying and improving substandard engagement practices
 - b) Identifying and sharing best engagement practices



Measuring Instructor-Student Engagement



Academic Performance Management



Real-time Engagement Key Indicator Tools

Engagement Tools

Post University Student Participation Rates as of Sunday 2014-05-25

Term: MOD51314

Week Number: 4

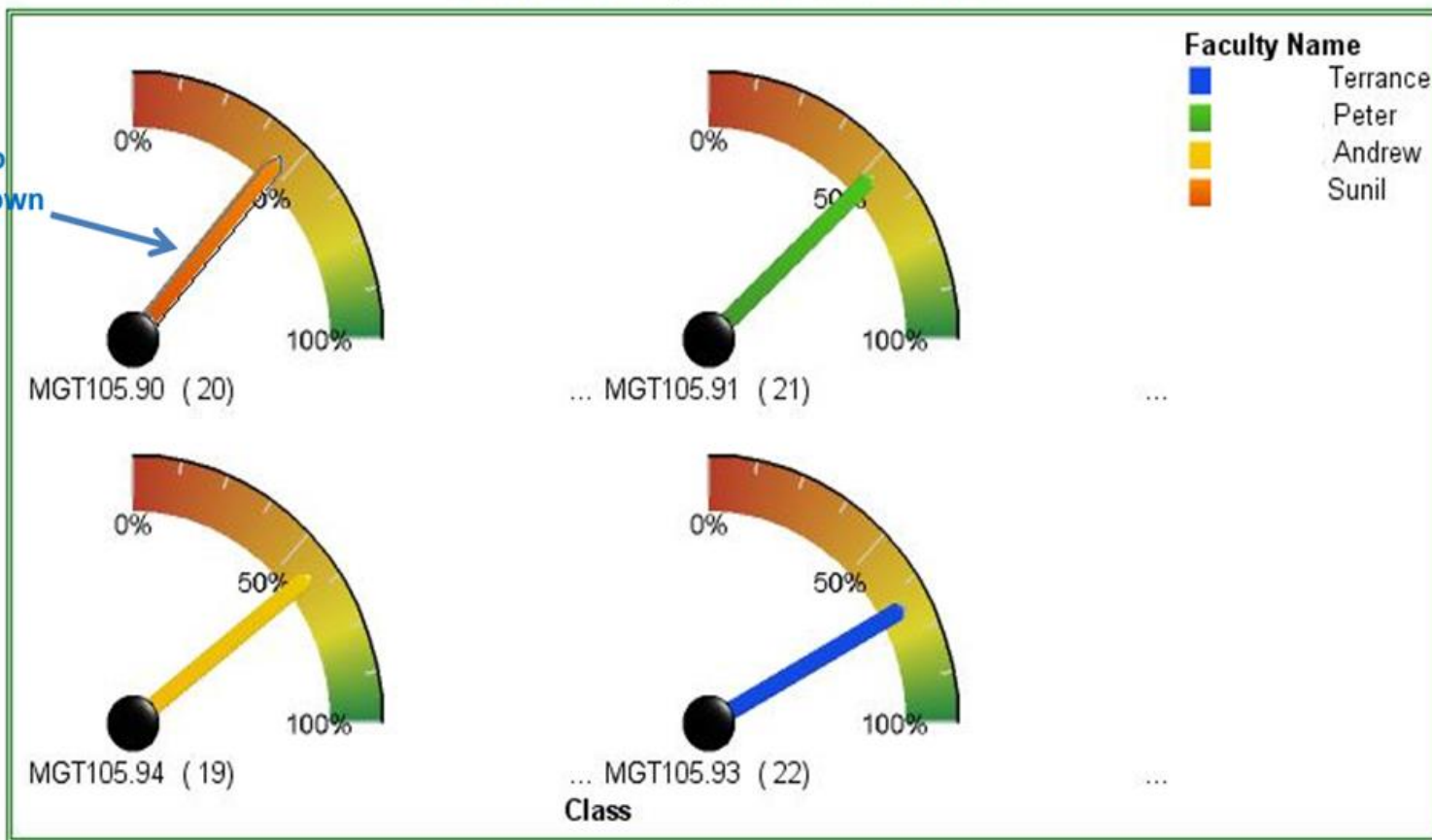
Division: Undergraduate

Track: Online

Department: Management

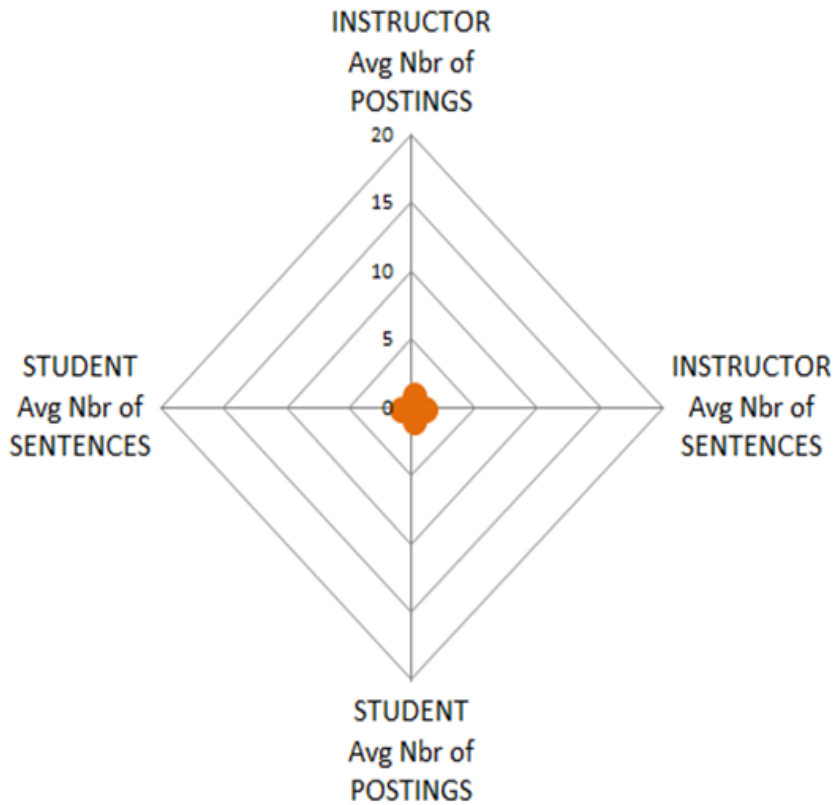
Overall Participation Rate: 56.10%

Click to
drill down

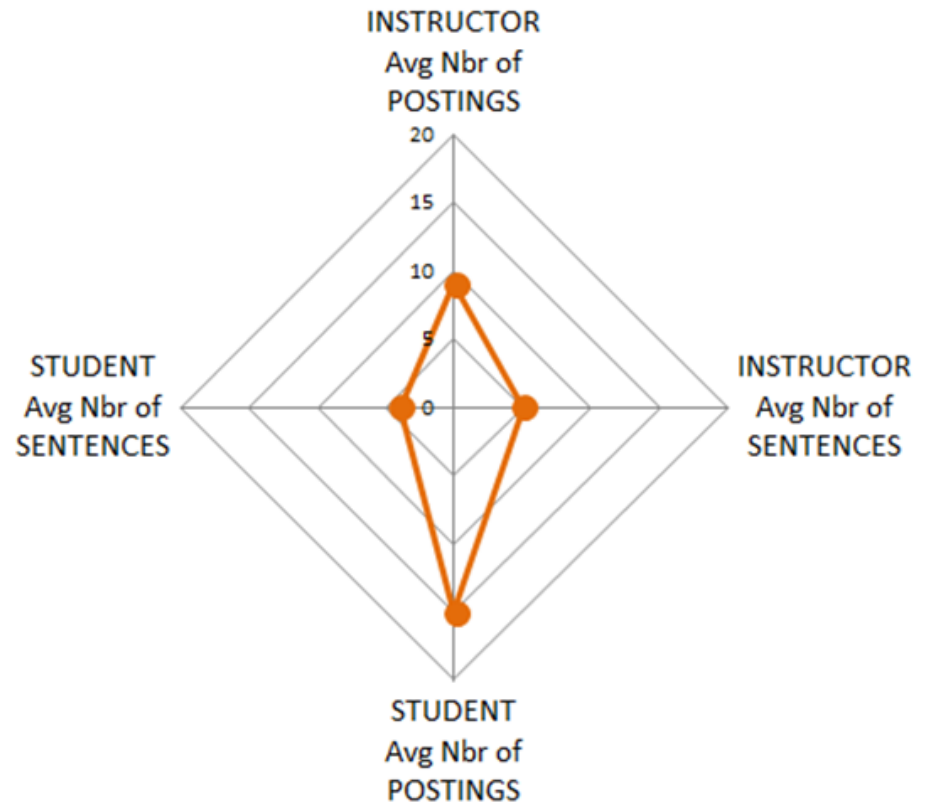


Quick Overview

ABCxxx.yy (N)



ABCxxx.yy (N)



Early Warning

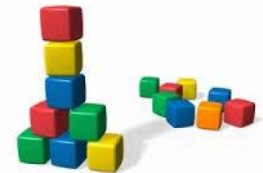
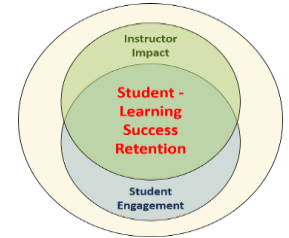
- ✓ Gauge weekly & Cumulative Performance
 - ✓ Class & Instructor
 - ✓ Instructor only



Analysis:

- Avg. number of “postings”
- Length of communications
- Student feedback

- **"Engagement" definition:** Student perception of engagement (based on student survey data), engagement impacted by instructors (vs. other factors), applicable to online students.
- **Purposes:** (1) Focus on instructor-students engagement; (2) Identify best practices to emulate; (3) Modify/improve weak engagement practices.
- **Approach:** We apply equal weights for the five engagement categories (see next slides), recognizing that there may be different program and course biases. Consequently, there is more than just one way to achieve a decent engagement score.



Engagement indicator's Categories, Variables and Weights (1)

| Engagement Category |
|---|
| Discussion forum specific |
| Teaching skills and style |
| Availability to provide feedback and support |
| Use of communication channels |
| Recommendation |



Engagement indicator's Categories, Variables and Weights (2)

| Engagement Category | Engagement Variables (from the Student Survey) |
|---|--|
| Discussion forum specific | 7: How many hours per week do you spend on Discussion on Blackboard in this course? |
| | 11.4: My professor facilitated substantive discussions on Blackboard, engaging all students. |
| | 12. Success Factors: Interaction with the professor and classmates over discussion forums. |
| Teaching skills and style | 11.5: My professor encouraged students to think critically and ask questions. |
| | 11.6: My professor created an engaging and enjoyable learning environment. |
| | 12. Success Factors: Formal lectures/notes, and/or in-class learning activities. |
| Availability to provide feedback and support | 11.7: My professor provided helpful feedback to help me improve my performance. |
| | 11.3: My professor was available for office hours and for individual conferences. |
| | 12. Success Factors: Office Hours/one-on-one/group tutoring with the professor. |
| Use of communication channels | 11.10: My professor communicated effectively with my class through announcements. |
| | 11.11: My professor communicated quickly and effectively with me via emails, as needed. |
| | 12. Success Factors: Course announcements and email communications from the professor. |
| Recommendation | 11.14: I would recommend this instructor to other students. |



Engagement indicator's Categories, Variables and Weights (3)

| Engagement Category | Engagement Variables (from the Student Survey) | Weight |
|---|--|--------|
| Discussion forum specific | 7: How many hours per week do you spend on Discussion on Blackboard in this course? | 20% |
| | 11.4: My professor facilitated substantive discussions on Blackboard, engaging all students. | |
| | 12. Success Factors: Interaction with the professor and classmates over discussion forums. | |
| Teaching skills and style | 11.5: My professor encouraged students to think critically and ask questions. | 20% |
| | 11.6: My professor created an engaging and enjoyable learning environment. | |
| | 12. Success Factors: Formal lectures/notes, and/or in-class learning activities. | |
| Availability to provide feedback and support | 11.7: My professor provided helpful feedback to help me improve my performance. | 20% |
| | 11.3: My professor was available for office hours and for individual conferences. | |
| | 12. Success Factors: Office Hours/one-on-one/group tutoring with the professor. | |
| Use of communication channels | 11.10: My professor communicated effectively with my class through announcements. | 20% |
| | 11.11: My professor communicated quickly and effectively with me via emails, as needed. | |
| | 12. Success Factors: Course announcements and email communications from the professor. | |
| Recommendation | 11.14: I would recommend this instructor to other students. | 20% |

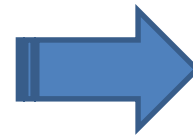
100%



Example 1: Recent Term Performance Comparison

| Course Section | Average of Discussion Forum | Average of Teaching Skills | Average of Provided Feedback | Average of Communication Channels | Average of Recommendation | Average of Engagement |
|----------------|-----------------------------|----------------------------|------------------------------|-----------------------------------|---------------------------|-----------------------|
| ENG120.34 | 53% | 73% | 61% | 71% | 75% | 67% |
| ENG120.37 | 77% | 90% | 73% | 88% | 100% | 86% |
| ENG120.44 | 50% | 55% | 58% | 60% | 70% | 59% |
| ENG120.91 | 53% | 52% | 46% | 54% | 55% | 52% |
| ENG120.94 | 64% | 80% | 74% | 81% | 98% | 79% |

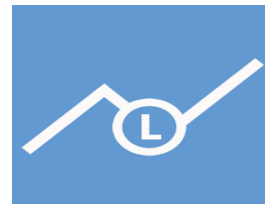
| | |
|------------------|---------------|
| Above AVG+1.5SD | Exemplary |
| Above AVG+0.75SD | Above Average |
| Above AVG-1SD | Average |
| Above AVG-2SD | Below Average |
| Below AVG-2SD | Low |



Example 2: Individual Performance Tracking Over Time

| Instructor | Year | MOD | Course | Average of Discussion Forum | Average of Teaching Skills | Average of Provided Feedback | Average of Communication Channels | Average of Recommendation | Average of Engagement |
|------------|------|------|--------|-----------------------------|----------------------------|------------------------------|-----------------------------------|---------------------------|-----------------------|
| | 2014 | MOD1 | GAM257 | 56% | 83% | 71% | 97% | 100% | 81% |
| | | | GAM401 | 60% | 83% | 83% | 75% | 100% | 80% |
| | | MOD2 | GAM247 | 30% | 25% | 38% | 34% | 58% | 37% |
| | | | GAM301 | 70% | 94% | 69% | 94% | 100% | 85% |
| | 2015 | MOD3 | GAM401 | 67% | 94% | 65% | 85% | 92% | 80% |

| | | |
|-------|------------|---------------|
| Above | AVG+1.5SD | Exemplary |
| Above | AVG+0.75SD | Above Average |
| Above | AVG-1SD | Average |
| Above | AVG-2SD | Below Average |
| Below | AVG-2SD | Low |



- **Students & Instructors working virtually**
- **“Distance Education”**
- **Discussion Forums v. Face-to Face**



- **Synchronous v. Asynchronous**

Questions:

➔ Are students engaged?



➔ Are students engaging (Instructor & Peers)?

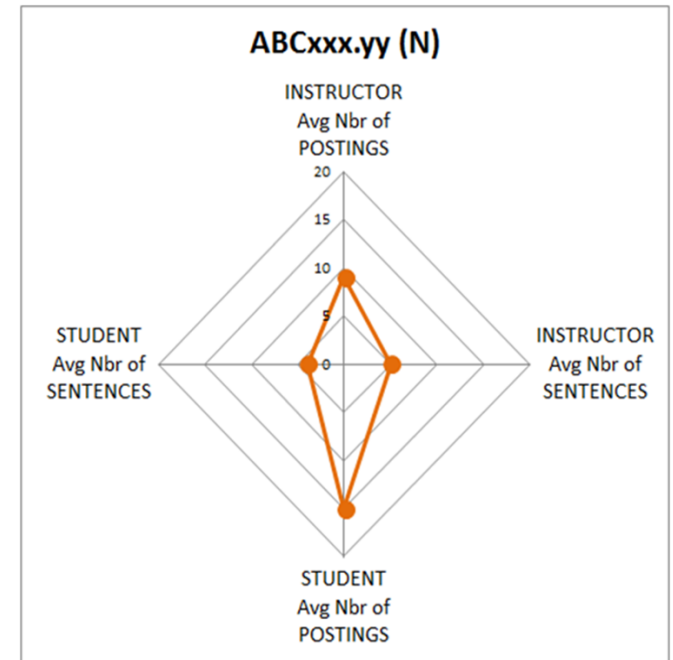
➔ Are students and instructor communicating effectively?

Emerging discussion patterns

- Frequency of postings
- Volume of postings
- Nature of discussions
- Value the “on-going discussion”

What’s working?

- University-wide
- Program-specific
- Individual courses



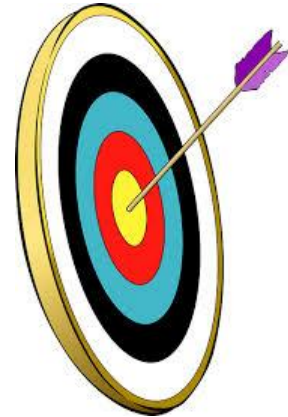
Heaviest users:

Supervising Faculty

- Managing many course sections and instructors.
- Quickly identify course sections most in need of attention.

Benefits:

- Identifying and learning most successful faculty
- Improvement in lower performers.



Changes Made:

- Individual instructor-coaching
- Co-teaching with successful instructors
- Re-educating instructors
- Redeveloping course / engagement content
- Terminations
- → *student centered!*



- Setting Engagement Expectations
- Engagement Training
 - F/T and P/T Faculty
- Tool Training
- Open Transparency of Results



Time to Engage!

How is Engagement Fostered at Your Institution?

How is Engagement Measured at Your Institution?

Should Instructor-Student Engagement be One Measure of Faculty Effectiveness?

How Transparent Should Faculty Effectiveness Be to the University Community?