Studiosity

The James Cook University trial of Studiosity

March 2017

Dr Andrea Lynch
Learning, Teaching and Student Engagement

In August 2017, *YourTutor* changed to a more inclusive name for educators, students, and administrators: *Studiosity*. Our service, people, and high standards remain exactly the same.

The James Cook University trial of YourTutor

Dr Andrea Lynch
Learning, Teaching and Student Engagement
With thanks to Dr Nick Emtage, Dr Kayla Morris, Ms Jill Thomas for statistical analyses.

JAMES COOK UNIVERSITY
AUSTRALIA

Cairns
Singapore
Townsville

Acknowledgements

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Commentary and analyses are those of the presenter and colleagues from James Cook University.

The James Cook University experience
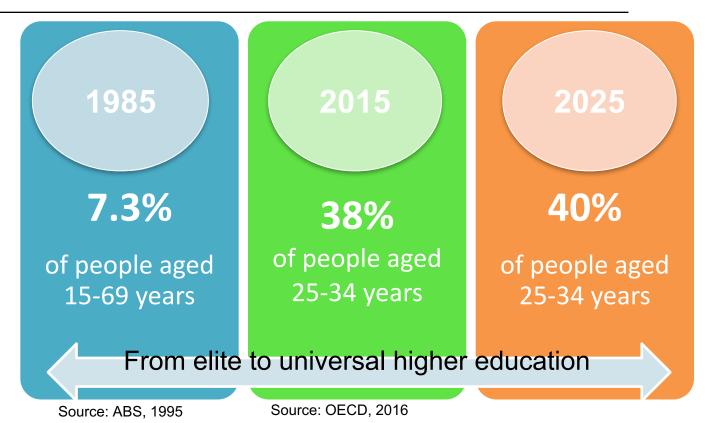
- Locating JCU

- The JCU Learning Centre approach to enhancing student success and the role of the YourTutor service

- The JCU experience

- Conclusions and considerations
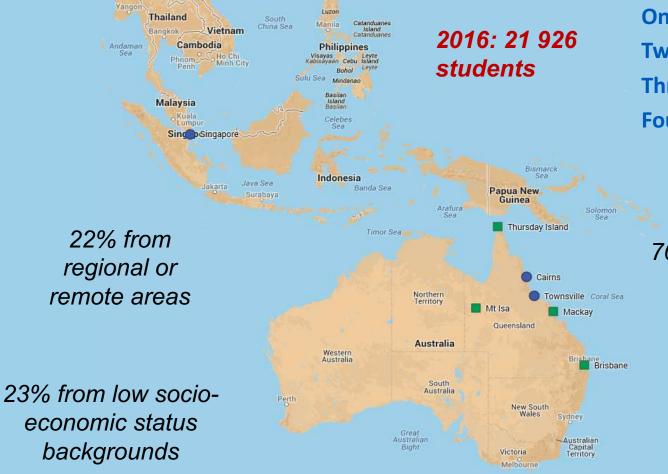
The Australian context

1985

7.3%

of people aged
15-69 years

2015

38%

of people aged
25-34 years

2025

40%

of people aged
25-34 years

From elite to universal higher education

Source: ABS, 1995

Source: OECD, 2016

Strategic Intent

"Creating a brighter future for life in the tropics world-wide through graduates and discoveries that make a difference"

Cairns campus

Singapore campus

Townsville campus

2016: 21 926 students

One University
Two Countries
Three Tropical Campuses
Four Study Centres

22% from regional or remote areas

70% first-in-family

23% from low socio-economic status backgrounds

5.3% Aboriginal and/or Torres Strait Islander

Foundations of a (re)focused approach

Tinto (2009, p. 10) observes that student success

"…does not arise by chance.

It is the result of an **intentional**, **structured**, and **proactive** set of strategies that are coherent and systematic in nature and carefully aligned to the same goal".

Retention as 'everybody's business'
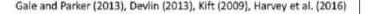

Whole of government policy settings
- Adequate student income support
- Sub-degree/pathway program places
- Place based support for areas of low participation

Student enablers
- Targeted student support services (health, counselling, student employment, scholarships, accommodation)
- Academic skill development / study skills
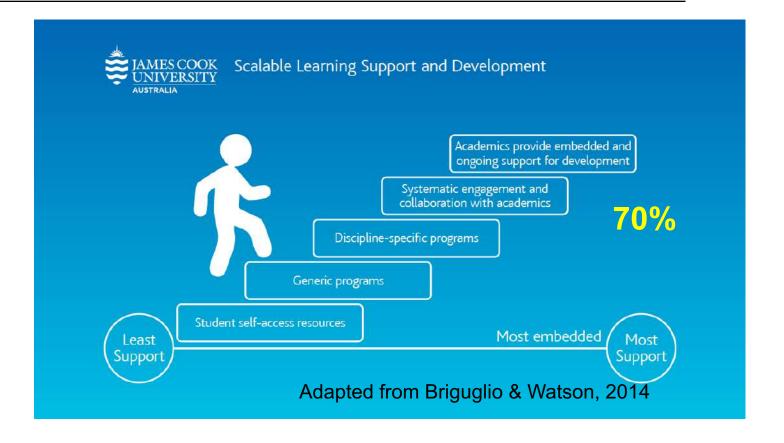- High quality curriculum, ensuring intentional curriculum design and explicit teaching

Institutional / organisational enablers
- Whole of institution discourse of high quality / high equity – reflected in priorities and infrastructure
  - Role descriptions, e.g. FYE
  - Enabling IT systems, e.g. CRM, Analytics
  - Staff workloads
- Adequate entry standards
- Professional learning for staff inc. sessional staff to respond to student cohort
- Policies and strategic planning that support student centred approaches

Gale and Parker (2013), Devlin (2013), Kift (2009), Harvey et al. (2016)

The JCU Learning Centre

Adapted from Briguglio & Watson, 2014

High impact approach to developing graduate communication skills

Distributed Expertise Model

Arkoudis et al, 2017

Generic learning support and development

Cairns Campus
Monday – Friday
10am - 3pm

Townsville Campus
Monday – Friday
10am - 4pm

Online via LMS (VLE)
Sunday - Friday
3pm - midnight

JCU's purpose for engaging YourTutor

- Equitable access to learning support in foundational concepts for internal and external students
- Timely access to learning support
- Recognition of JCU's demographic profile
  – open access pre-degree
  – undergraduate entry requirements
- Retention strategy
- Regulatory considerations
- Complement existing generic services and support high impact actions

Implementation Strategy

- YourTutor provided to first level subjects
  - Diploma of Higher Education
  - Bachelor first year: Business, Nursing, Education, Engineering
- Access via Blackboard learning management system only
- Communication focused on staff (and staff-students)
  - Academics and teaching staff
  - Student support officers
  - Student services
  - Mentors
  - PASS
- Information made available to students in orientation activities

Evaluation Strategy

- Regular monitoring of use data
  - Intervention for students 'overusing'
  - Setting of 'caps' in semester 2
  - Reports of poor, inconsistent or inappropriate feedback
- Audience engagement
- Program impact
  - student experience at JCU
  - student success
- Implementation

Data Sources

- **Your Tutor**
  - Use data
  - Transcripts
  - Satisfaction survey data
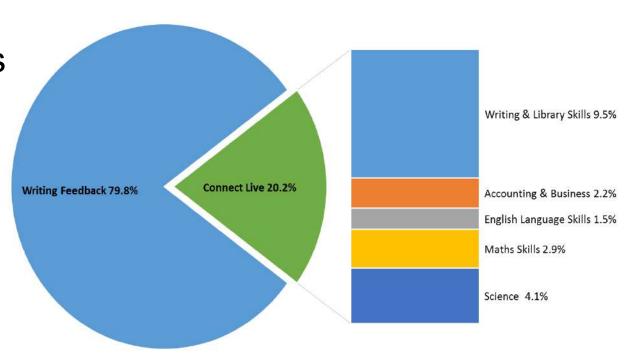- **Institutional data**
  - Student demographics
  - Grades
- **Ad hoc**
  - Student survey

Usage by first year undergraduate students
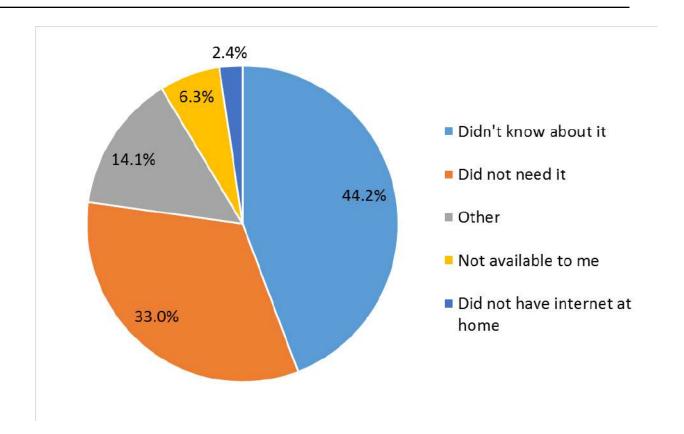
- 1384 (22.9%)
- 4529 sessions

Writing Feedback 79.8%

Connect Live 20.2%

Writing & Library Skills 9.5%

Accounting & Business 2.2%

English Language Skills 1.5%

Maths Skills 2.9%

Science 4.1%

How did students hear about YourTutor?

Source	N (%)
Academic Staff	73.6%
LearnJCU (LMS)	47.8%
Other Students	30.8%
Email	24.2%

Why not use YourTutor?

Pie chart:
- Didn't know about it — 44.2%
- Did not need it — 33.0%
- Other — 14.1%
- Not available to me — 6.3%
- Did not have internet at home — 2.4%

Who uses YourTutor?

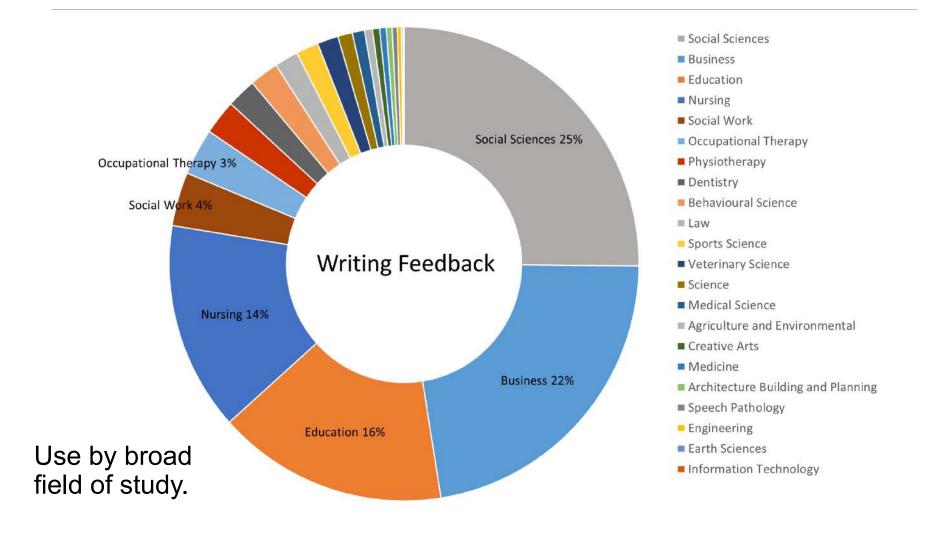| Disproportionately higher engagement:	Disproportionately lower engagement:
0-19 year old students	20-24 year old students
Females	Males
Commencing students	Aboriginal and / or Torres Strait Islander students
Cairns based students	Townsville based students
Students studying Business, Education and Social Sciences	Students studying Engineering, Information Technology, Medicine and Science
Students studying fulltime	Students studying a bachelor with honours
Students studying the Diploma of Higher Education	Students studying in internal mode.
Students studying in external mode.	

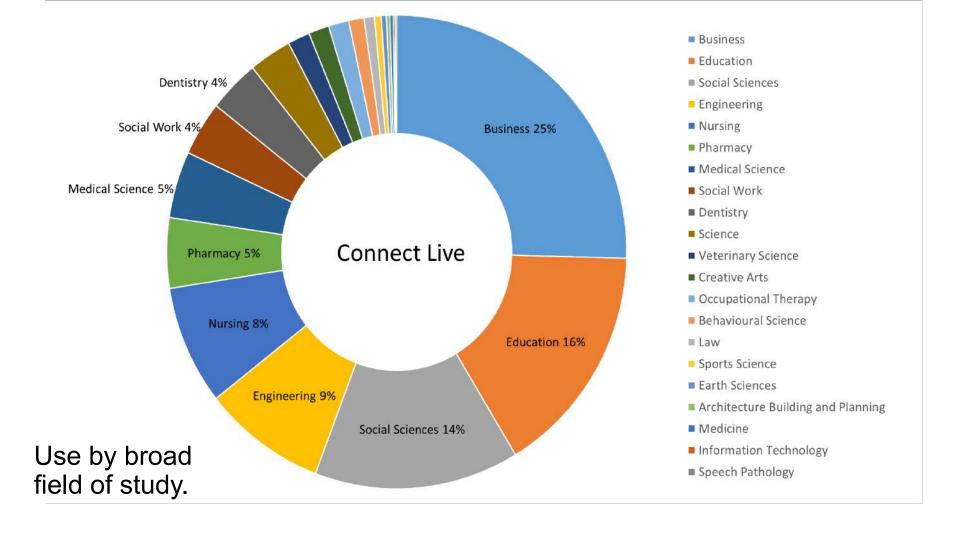# What do we know about our YourTutor users?

They are help seekers

- **72%** of those students who engaged in YourTutor participated in **at least one other** student support program at JCU
  - 30% accessing YourTutor plus one other program
  - 21% accessing YourTutor plus two other programs
  - 21% accessing YourTutor plus 3 to 9 other programs.
- 28% of those students who engaged with YourTutor did not appear to engage with any other student support program
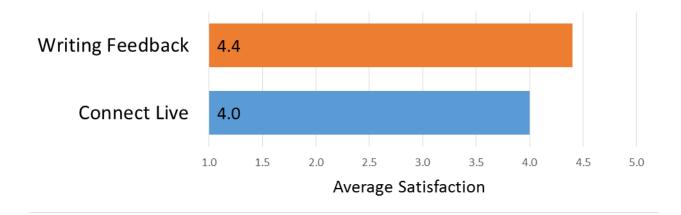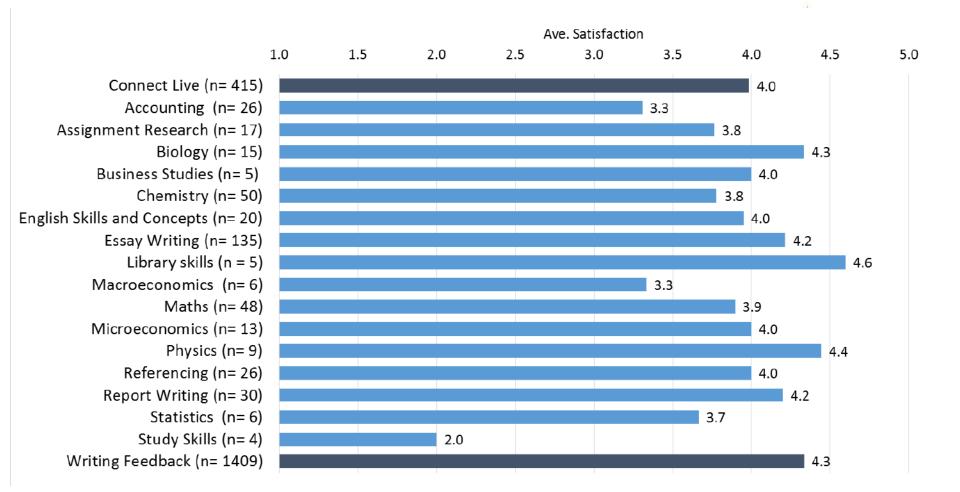
Writing Feedback

Use by broad field of study.

Social Sciences 25%
Business 22%
Education 16%
Nursing 14%
Social Work 4%
Occupational Therapy 3%

Legend:
- Social Sciences
- Business
- Education
- Nursing
- Social Work
- Occupational Therapy
- Physiotherapy
- Dentistry
- Behavioural Science
- Law
- Sports Science
- Veterinary Science
- Science
- Medical Science
- Agriculture and Environmental
- Creative Arts
- Medicine
- Architecture Building and Planning
- Speech Pathology
- Engineering
- Earth Sciences
- Information Technology

Use by broad field of study.

Satisfaction (YourTutor survey)

Ave. Satisfaction

Category	Group	Ave. Satisfaction
Indigenous Status	Indigenous (n=98)	4.3
	Non-Indigenous (n= 1726)	4.3
Disabled Status	Disabled (n= 153)	4.3
	Non-Disabled (1671)	4.3
Regionality	Metro (n= 1406)	4.3
	Regional (n= 292)	4.2
	Remote (n=41)	4.4
SES	High (n= 19)	3.8
	Low (n= 381)	4.1
	Medium (1335)	4.3
NESB	English (n= 1629)	4.3
	Non-English (n= 195)	4.1
OP Class	1 to 5 (n= 232)	4.3
	6 to 10 (n= 529)	4.2
	11 to 15 (n= 465)	4.3
	16 to 20 (n= 279)	4.3
	21 to 25 (n= 107)	4.3
	No OP (n= 212)	4.2
Study Mode	External (n= 278)	4.2
	Internal (n= 1536)	4.3
	Limited (n= 10)	4.9

Ave. Satisfaction

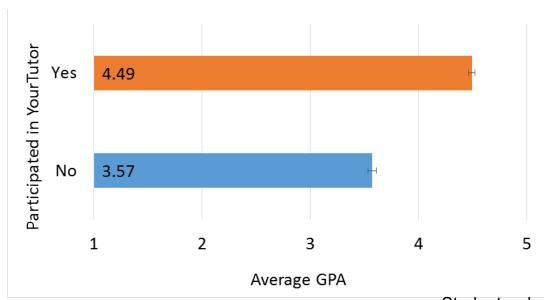| Category	Ave. Satisfaction
Connect Live (n= 415)	4.0
Accounting (n= 26)	3.3
Assignment Research (n= 17)	3.8
Biology (n= 15)	4.3
Business Studies (n= 5)	4.0
Chemistry (n= 50)	3.8
English Skills and Concepts (n= 20)	4.0
Essay Writing (n= 135)	4.2
Library skills (n = 5)	4.6
Macroeconomics (n= 6)	3.3
Maths (n= 48)	3.9
Microeconomics (n= 13)	4.0
Physics (n= 9)	4.4
Referencing (n= 26)	4.0
Report Writing (n= 30)	4.2
Statistics (n= 6)	3.7
Study Skills (n= 4)	2.0
Writing Feedback (n= 1409)	4.3

Student perceptions of impact on learning

Achievement

Students who sought assistance through YourTutor, have a higher mean GPA than those who did not. Analysis not intended to suggest causation.
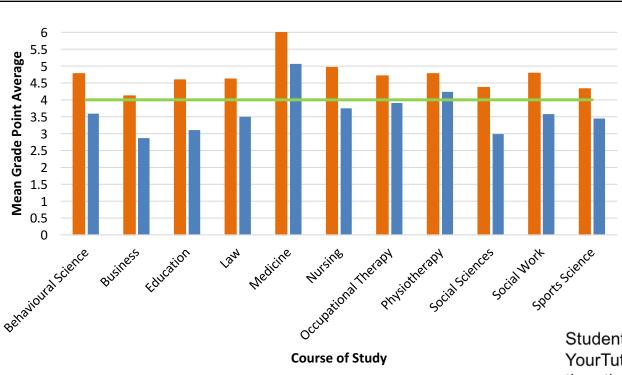
Statistically significant improvement in mean GPA regardless of:

- Gender
- Ethnicity
- OP Class
- Mode of delivery
- Course category – except Bachelor with Honours and Graduate Bachelor

GPA by course of study

Students who sought assistance through YourTutor, have a higher mean GPA than those who did not. Analysis not intended to suggest causation.

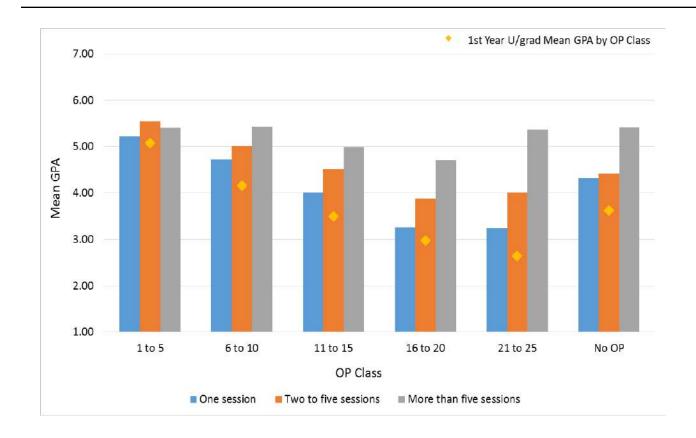# Did more tutorials mean better results?

Connect Live

Quartile (minutes)	n	GPA (M, SD)
Q1 (<13)	65	4.4 (1.7)
Q2 (13 – 26)	62	4.5 (1.7)
Q3 (27 – 58)	64	4.4 (1.5)
Q4 (>58)	63	4.4 (4.4)

Writing Feedback

Number of Submissions	n	GPA (M, SD)
One (low)	580	4.2 (1.7)
Two to five (medium)	570	4.7 (1.3)
More than five (high)	129	5.2 (.9)

Writing feedback

Compared to the Learning Advice Desk?

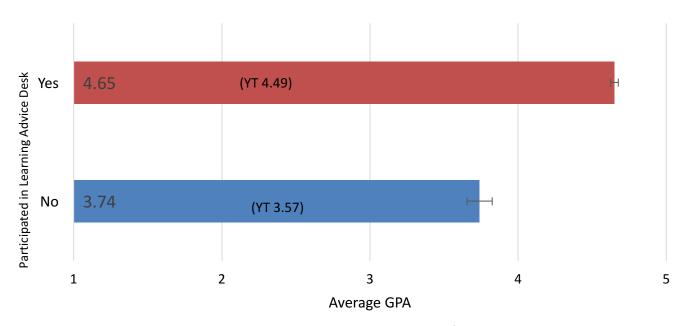| Learning Advice Desk	# students
2015	1434
2016	1483

Your Tutor
1384

~32% also used YourTutor

Learning Advice Desk: Achievement

Students who sought assistance through The Learning Advice Desk, have a higher mean GPA than those who did not. Analysis not intended to suggest causation.

Questions generated

- How do we reach the 75%?

- How do we better understand (and exploit) the motivations for help seeking?

- What are the implications for high use of writing feedback?
  - Is it a Queensland thing?
  - Confidence building?
  - Assist in supporting curriculum interventions?
  - Quality feedback from academics more likely?

- Transferability?

- Moving students from technically accurate writer to discipline expert

What is 'in it' for JCU?

- A targeted equity strategy to address retention
- Providing support at scale in peak periods
- Regulatory compliance
- Positive customer experience
  - Strong support for implementation
  - Prompt response to issues of poor quality feedback
  - Transparency of data
  - Flexibility in applying caps (on and off)

Take home messages

- **Complementary** generic support program
  - Extends the 'reach' of existing services
  - Potentially improves student success
  - Value adds to a supportive learning environment
  - Supports normalising help seeking
- Not a 'set and forget' solution
- Addresses foundational knowledge

Thank you

Questions?