How an Emphasis on SOTL Has Transformed Our Lady of the Lake College

Angus Woodward
*Our Lady of the Lake College, angus.woodward@ololcollege.edu*

Bronwyn Doyle
*Our Lady of the Lake College, bronwyn.doyle@ololcollege.edu*

Leah Geheber
*Our Lady of the Lake College, leah.geheber@ololcollege.edu*

Michael Dreznick
*Our Lady of the Lake College, michael.dreznick@ololcollege.edu*

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How an Emphasis on SoTL Has Transformed OLOLC

Angus Woodward (Writing)
Bronwyn Doyle (Nursing)
Leah Geheber (Physical Therapy Assisting)
Michael Dreznick (Psychology)
Factors of Opportunity

- Institutional rhetoric
- Size and other circumstances
- Health/clinical/professional focus
- Influential administrators
- Growth (programs and enrollment)
- College investments
- Third parties: SACS, Title III, LA Regents
- College evaluation and promotion policies
- New faculty development model
Obstacles to SOTL

* Faculty divide
* Commuter campus
* Faculty perceptions of SOTL
* Ossification of Instruction Paradigm
College Transition Seminar

* Part of OLOL College’s general education requirements
* Prepares students for the academic expectations at OLOL College
* Introduces students to the college community
* Helps develop attitudes and behaviors that contribute to lifelong learning
* This course contributes to the college’s emphasis on learning
Psychology concepts applied in the course:

* Self-efficacy
* Intrinsic motivation
* Growth mindset
* Memory (deep processing, retrieval cues, etc.)
SoTL Research

* Increase in SoTL research, especially service-learning research
* Faculty endowments
* OLOL College IRB
  * Ensures protection of human subjects
  * Helps researchers refine their methodology
* Scholarship Council
  * Tracking and facilitating research endeavors at OLOL College
Physical Therapist Assistant Program

* Opportunities for Service-Learning
  * Institutional goals
  * College/Program mission and purpose
  * Teaching-focused institution
  * College established office of Service-Learning
Rationale for PTA Program
Service-Learning Course

- “Natural fit” with College/Program mission and goals
- Service-learning proven education methodology that is grounded in scholarship (Kolb, 1984)
- Significant learning experiences (Fink, 2003)
- Experiential opportunities to develop problem solving and critical thinking skills
- Reflection to connect service with learning and contribute to college writing initiative
Results of Service-Learning Experiences at Charlie’s Place

* Benefit to students
  * Developed effective communication strategies
  * Increased self-confidence
  * Transformational learning
  * Reflective practitioners
* Benefit to community partners and clients served
* Benefit to faculty
Factors to Consider in Promoting Service-Learning

* Institutional Mission and Goals—Is it a fit?
* Define the Reward System—expectations for tenure, promotion or merit?
* Faculty Development—develop methods to attract, engage, educate, support and reward campus and community faculty.
* Community Engagement—reciprocal, strategic partnerships
* Resources—assess currently available and needed
Effect of TBL on Student Engagement in WRIT 1311

The chart shows the percentage of student agreement with TBL over time from Fall 10 to Fall 12. The categories are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The trend indicates an increase in student engagement with TBL over the years.
Writing Center Tutoring Sessions

Academic Year Totals

- 2009-10: 0
- 2010-11: 500
- 2011-12: 700
- 2012-13: 800

Totals