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

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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
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

[Bar chart showing the percentage of student engagement across different terms from Fall 2010 to Fall 2012, with categories for Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.]
Writing Center Tutoring Sessions

Academic Year Totals

- 2009-10: 100
- 2010-11: 500
- 2011-12: 700
- 2012-13: 800

Totals