



Expanding the Culture of Mobility

Value Driven Mobility

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Project Summary

- This year's joint ONCAT project had two major goals:
 1. To map the variables of institutional **values** and **practices** on an individualized **cultural spectrum of mobility**.
 2. To conduct a study designed to estimate the **effect** of applying a **best practice intervention** on an institution's **culture of mobility**.

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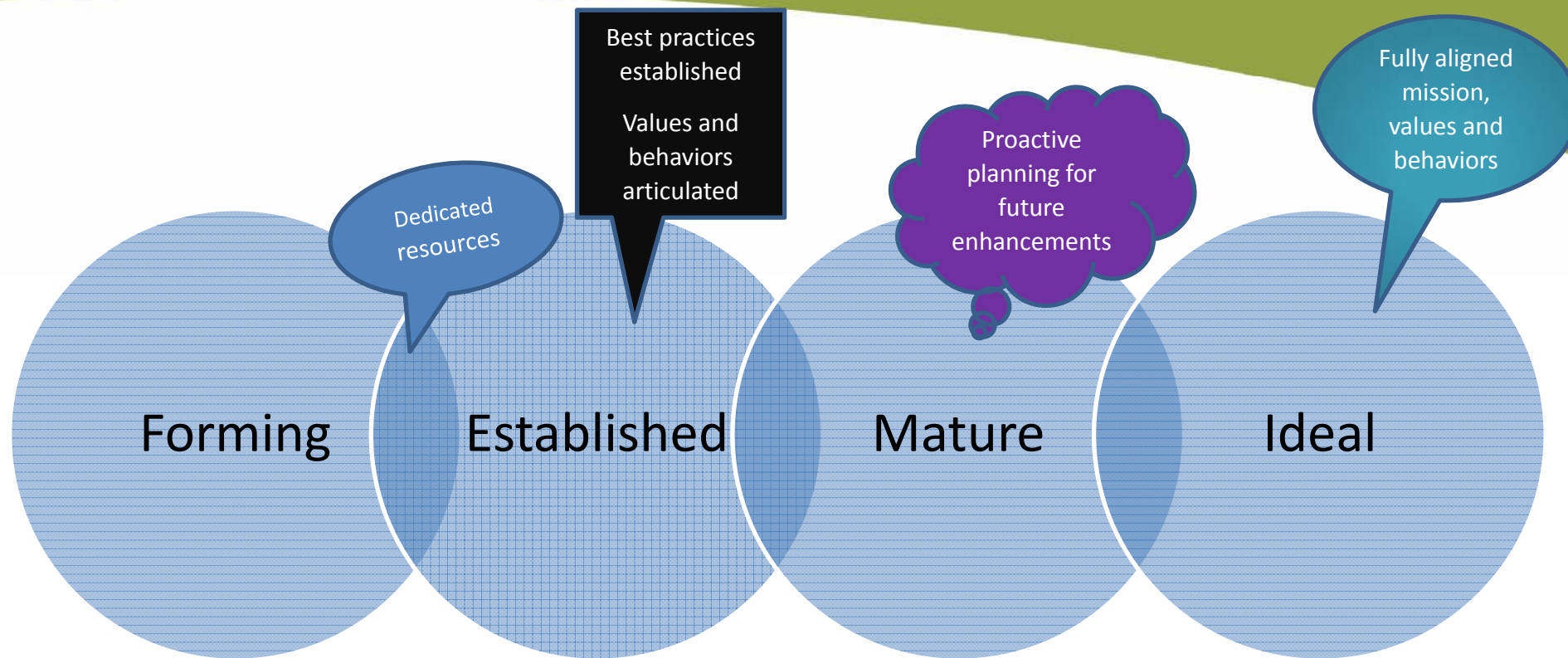
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What is a Culture of Mobility?

- “Culture defines how a set of abstract principles is translated into day-to-day behaviour” (Marasco, 2002).
- All institutions have their own distinctive culture (Harrison, 2005).
- Culture of Mobility is how each institution uses best practices behaviour to apply the abstract principle of student mobility.

Why Use a Spectrum?

- Using a spectrum to describe an institution's Culture of Mobility allows for visualization of movement.
- Captures the concept that organizational culture is fluid and dynamic and varies without specific stages or steps.
- We can describe each participating institution's progress rather than their position.



Forming:

- Value for student mobility is expressed in Mission/Vision
- Increasing awareness in specific departments
- Engagement is evident mostly at higher levels of authority
- No formal lexicon
- The need for flow of information to students is desired and expressed

Established:

- Value for student mobility is exhibited in the strategic plan
- Awareness is maintained and shared beyond specific departments
- Engagement is not equally distributed through all levels of authority
- The need for flow of information to students is expressed and demonstrated. Desire for information sharing with other institutions is expressed
- Partial lexicon

Mature:

- Value for student mobility is exhibited in the strategic and business plans
- Awareness becomes general knowledge
- Majority are engaged at all levels of authority
- Flow of information to students is demonstrated.
- Flow of information between institutions is exhibited
- Full lexicon – breadth of language desired

Ideal:

- Value for student mobility is fully aligned organization activity
- Awareness is transformative
- Equal engagement at all levels of authority
- Flow of information to students is demonstrated.
- Flow of information between institutions is exhibited
- Full lexicon completely understood by all



HOW DID WE MEASURE THE VARIABLES?

We mapped institutions on the cultural spectrum by surveying their **values and practices** that relate to student mobility

Values for Student Mobility

Questions that explored values asked about:

1. Mission/Vision support
2. Employee engagement
3. Support from higher levels of authority
4. Opinion regarding the concept of shared waitlists between institutions
5. Perceived return on investment

Practices Related to Student Mobility

Questions that explored practices asked about:

1. Internal communication methods and their effectiveness
2. Employee engagement
3. Prioritization of credit transfer activities (behaviours)
4. Lexicon: Understanding and use of terms
5. Providing information to students

HOW DID WE MEASURE THE QUANTITATIVE VARIABLES?

- We circulated a questionnaire and asked for answers based on a Likert Scale from 1 – 5
- Responses were averaged
- Parameters were established for each level of the spectrum

Who Responded?

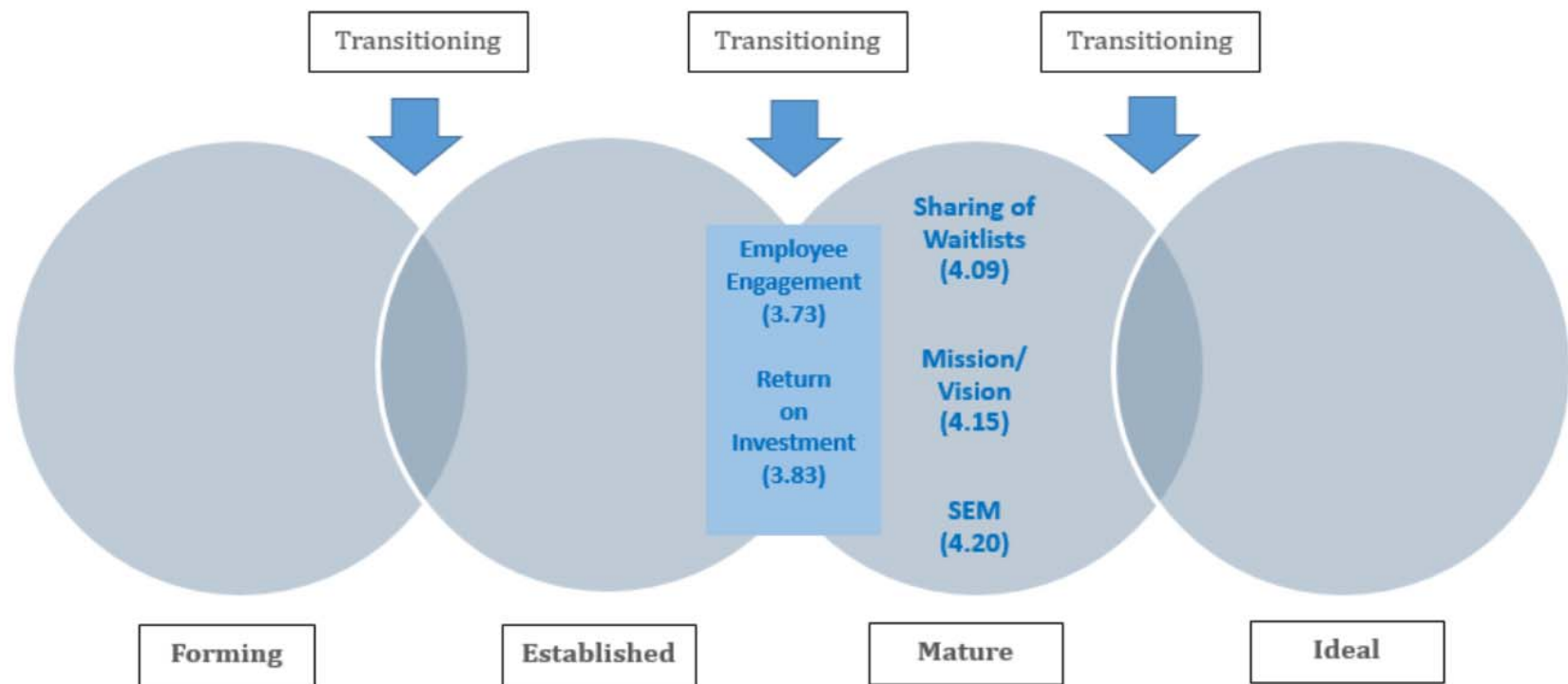
POSITION	Number of Respondents (N=114)
Dean	14
Associate Dean	2
Director	16
Chair	1
Coordinator	17
Faculty	9
Admissions	8
Recruitment	5
Other*	42
* Includes VP's, Administrative Assistants, Registrars, Counsellors, etc.	



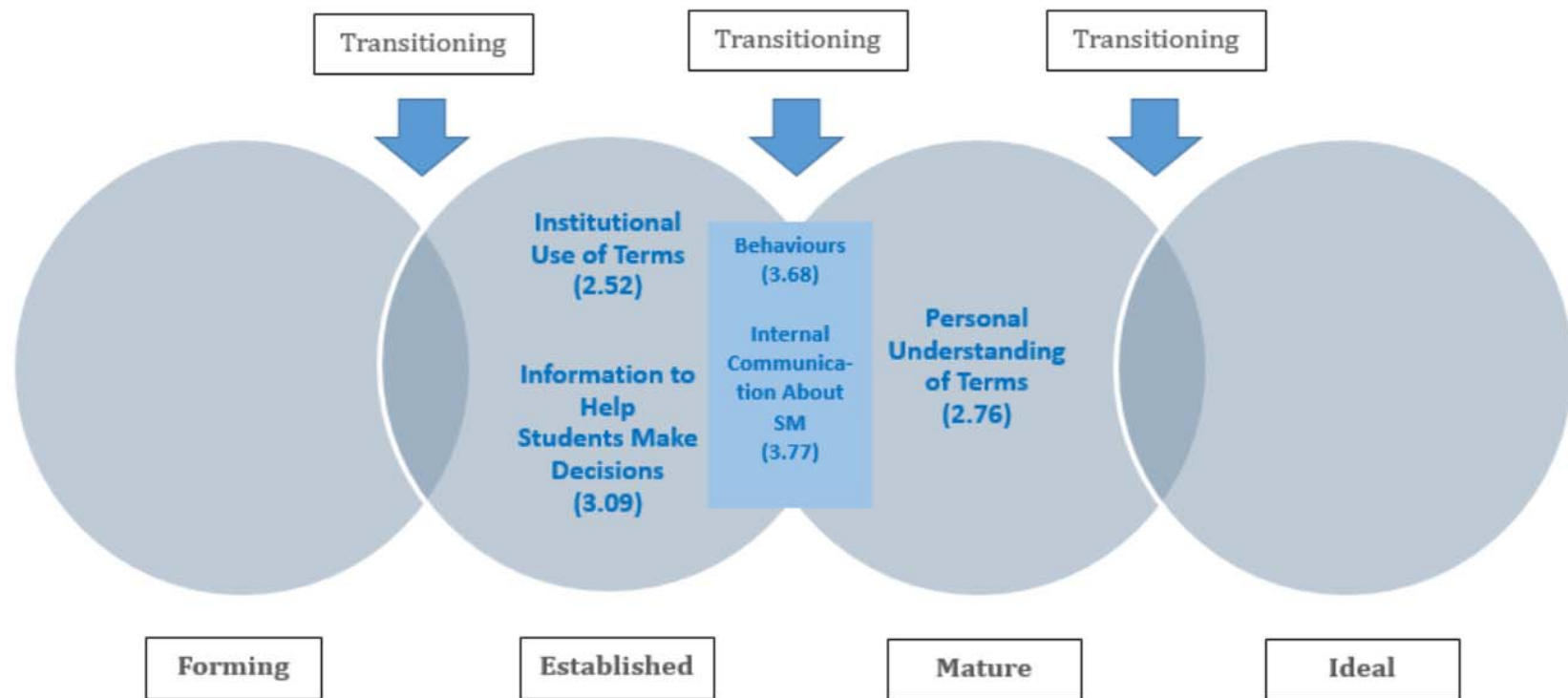
EXAMPLES OF MAPPED SPECTRUMS

**Most Institutions in the 2016 study
were transitioning from “Established”
to “Mature” for both Values and
Practices**

Mapped Values – Institution #1



Mapped Practices – Institution #1



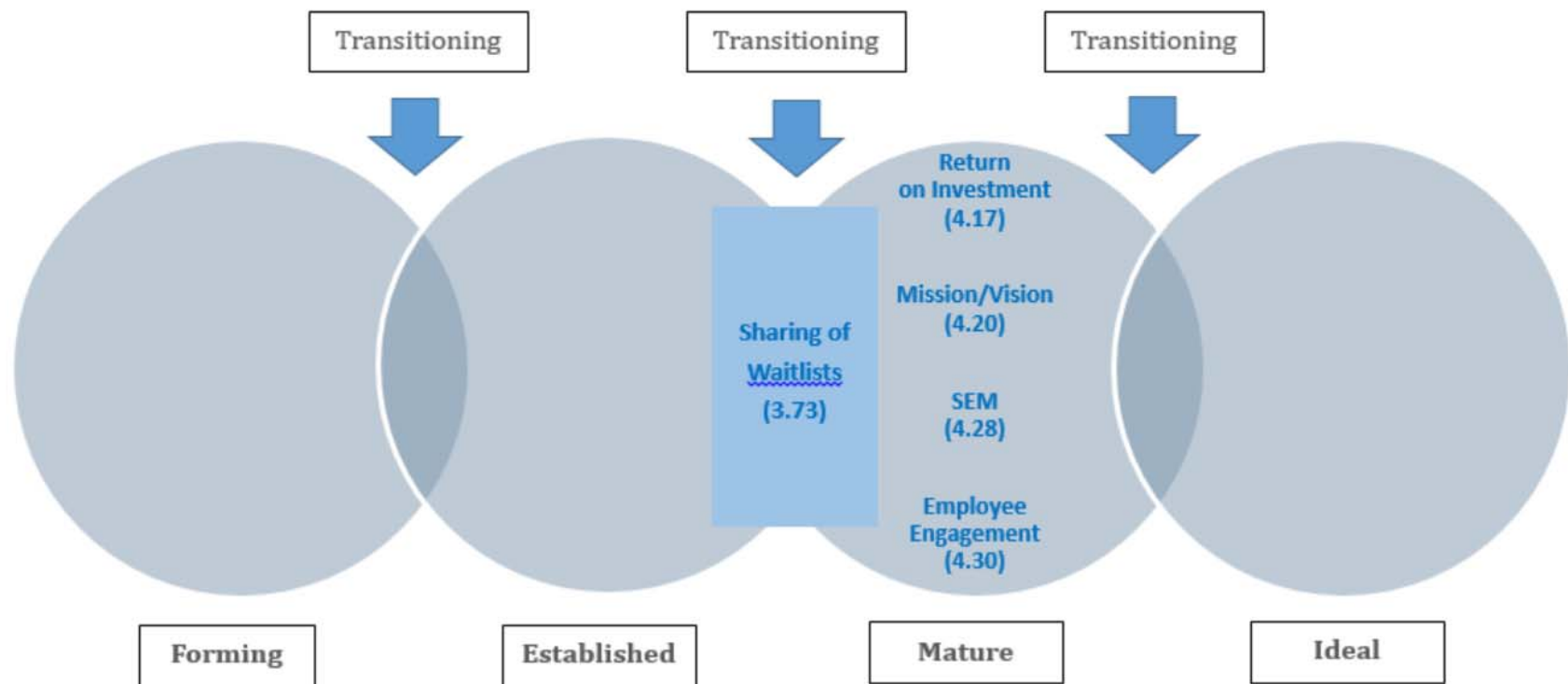


EXAMPLES OF MAPPED SPECTRUMS

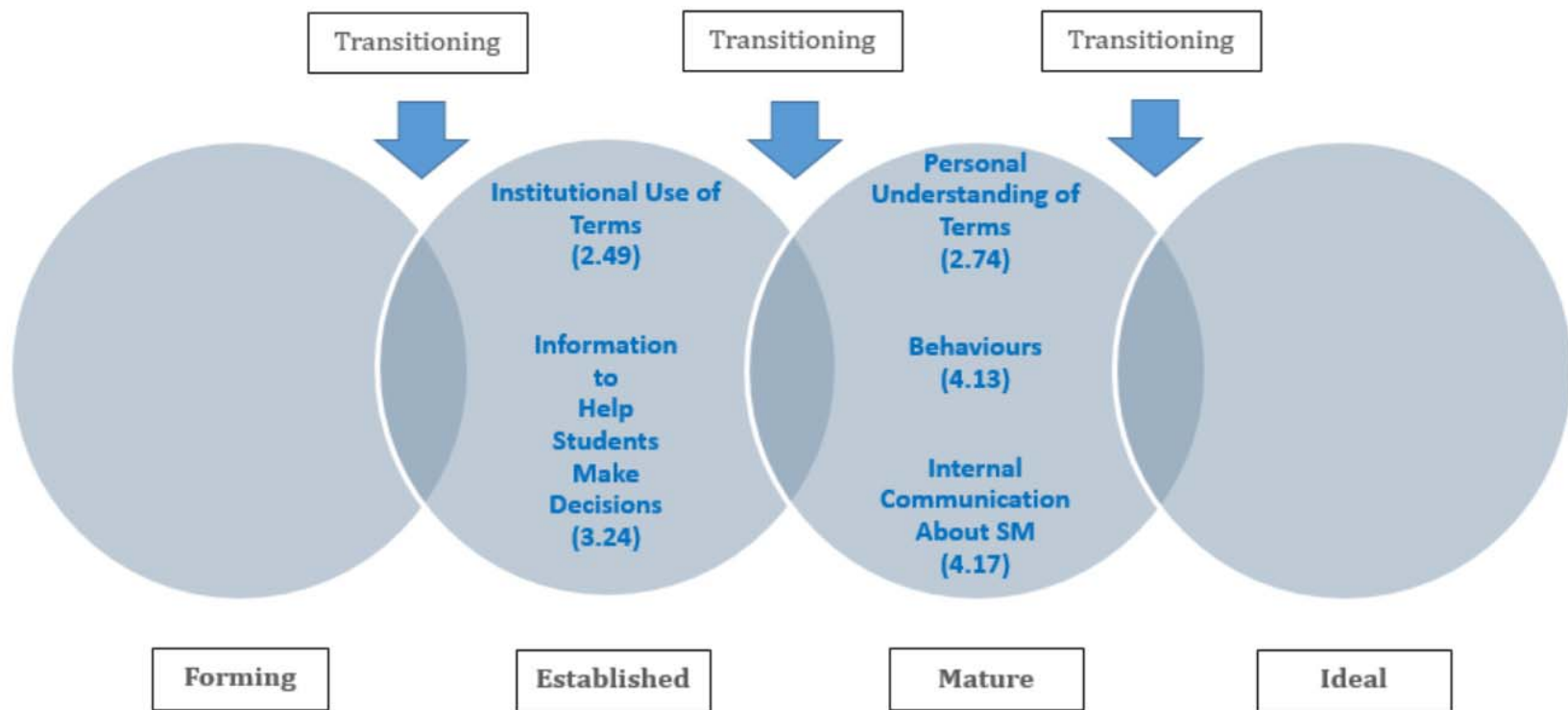
In 80% of the spectrums:

- Values mapped farther on the spectrum than Practices
- This illustrates the concept of “values as drivers” in organizational culture theory

Mapped Values – Institution #2



Mapped Practices – Institution #2





SECOND GOAL OF THIS PROJECT:

Apply a Best Practice Intervention

Measure the effect with new survey data

Mapping Best Practices

- We used the rich qualitative data gathered during the “Creating a Culture of Mobility” project (2016)
- Looked for patterns and commonalities between institutions whose quantitative data moved them into the “Mature” area of the cultural spectrum

Best Practices Categories

A. Behaviours Demonstrating Values:

- I. Employee Engagement
- II. Explore Hypothetical Sharing of Waitlists
- III. Demonstrating Impact of Investment

B. Practices Indicating Culture:

- I. Internal Communication about Student Mobility
- II. New Procedural Behaviours
- III. New Terms or Language
- IV. Providing Information to Help Students with Decisions about Student Mobility

Examples:

A. Behaviours Demonstrating Values:

I. Employee Engagement

Facilitate Faculty collaboration or promote Faculty contribution

II. Explore Hypothetical Sharing of Waitlists

Investigate and pilot (working with OCAS/OUAC) the sharing of waitlists or collaborative applications for oversubscribed programs that are common among institutions

III. Demonstrating Impact of Investment

Set up student mobility as a recruitment tool and measure the effect on enrollment

Examples:

B. Practices Indicating Culture:

- I. **Internal Communication about Student Mobility**
Support designated staff to create internal outreach/information activities for students, faculty and staff
- II. **New Procedural Behaviours**
Develop promotional material
Create a dedicated physical area for Pathways staff
- III. **New Terms or Language**
Create, share and promote a glossary of terms that would be common to all institutions (French or English)
- IV. **Providing Information to Help Students with Decisions about Student Mobility**
Create a Pathways flier/view book to distribute and include in acceptance packages



Best Practices Interventions Report:

- Many participants used the information from their mapped spectrum to analyze areas that could benefit from growth
- They then chose an intervention and tailored it to their individual needs

INTERVENTIONS



Employee Engagement Interventions:

- ✓ Offered pathways information and communication workshops for the professors, staff members, and students
- ✓ Developed pathways training modules specifically for faculty so they will be better able to understand what pathways are, how to find pathways information, and finally how best to point their students in the right direction
- ✓ Created in-house informational presentations
- ✓ Created and filled Pathways Position with the specific job of creating pathways and partnerships
- ✓ Information/educational pamphlets created and handed out to staff and faculty

New Procedural Behaviours Interventions:

- ✓ Updating internal and external website to reflect new pathway agreements with universities
- ✓ Pathways Officer was relocated to the Admissions Office with a designated physical space
- ✓ Created specialized materials for pathways promotion as a way to enhance recruitment presentations
- ✓ Improving layout of information about transfer credits and pathways on the institution's website. For example: Offering better explanation regarding how students can use their transfer credits

Providing Information to Students

Interventions:

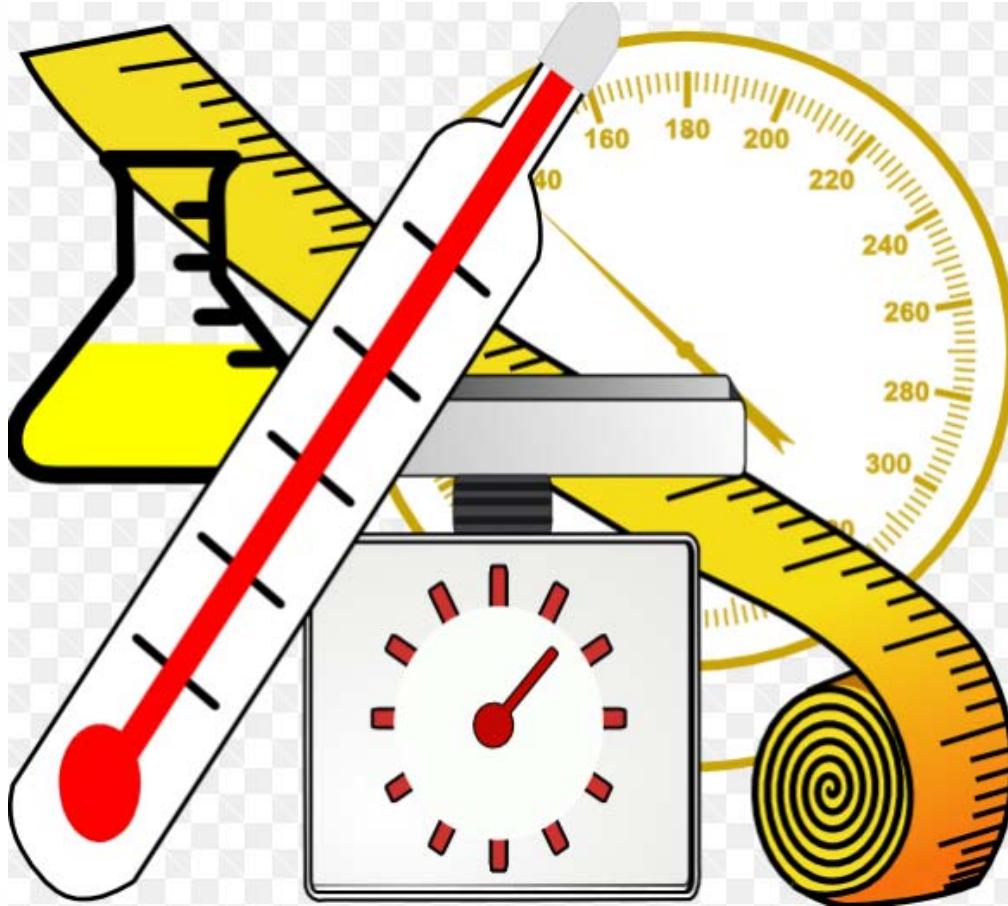
- ✓ Established designated staff as first point of contact
- ✓ Improved and Increased outreach to high schools
- ✓ Outreach and Support Officer increased in-class presentations to students at our partnered institutions
- ✓ Lunch and learn sessions for institutional partners' faculty including an informational flyer about pathways and joint admissions programs
- ✓ Lunch and learn session with institutional partner's students
- ✓ Pathways promotional messaging campaign launched on our student portal

Providing Information to Students

Interventions:

- ✓ Applied gamification and created an interactive map to illustrate pathways and employment opportunities for a specific program area
 - ✓ Enrollment changes will be tracked to measure the effect of this type of promotional approach
- ✓ This innovative approach can be used as a template for future pathways within and between institutions

Measuring the Effect



Measuring the Effect of the Interventions

- A short version of the questionnaire from the 2016 survey was created
- Items from the 2016 survey that related to spectrum mapping were retained
- Pre and post intervention questionnaires were circulated with a repeated measure design.
- We mapped a before and after Culture of Mobility Spectrum for each institution

Before and After Spectrums

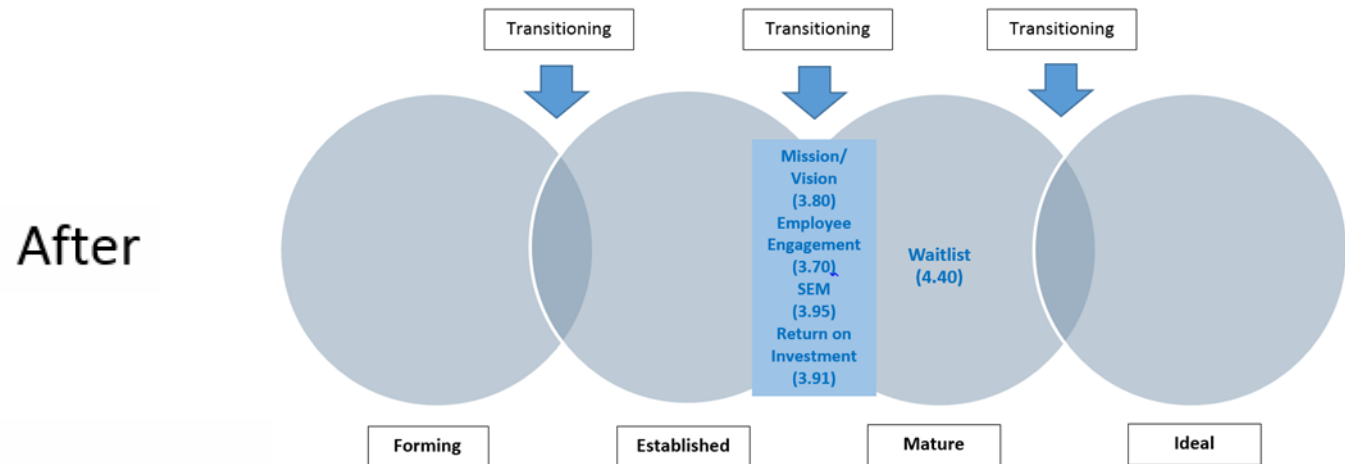
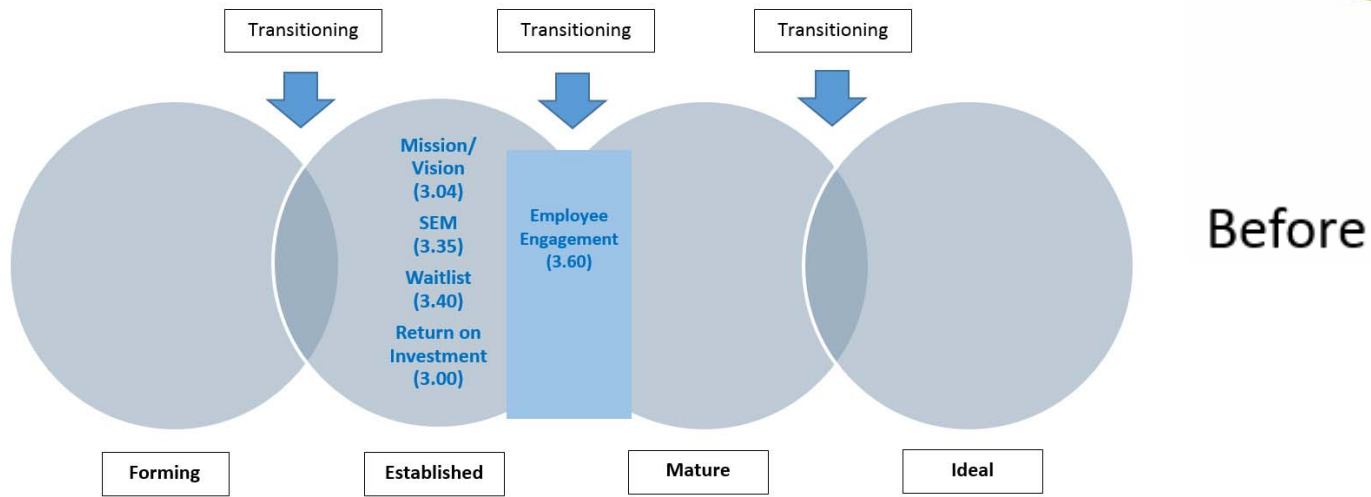
- Using the same data analysis method as the 2016
- Responses were averaged
- Parameters were established for each level of the spectrum and data was mapped
- One spectrum for values and one for practices was created for each institution
- Before and after spectrums could be compared



MEASURING THE EFFECT OF THE INTERVENTIONS

We'll look at the spectrums that demonstrated the most change and note the intervention that was applied.

Values Shifted Forward on the Spectrum

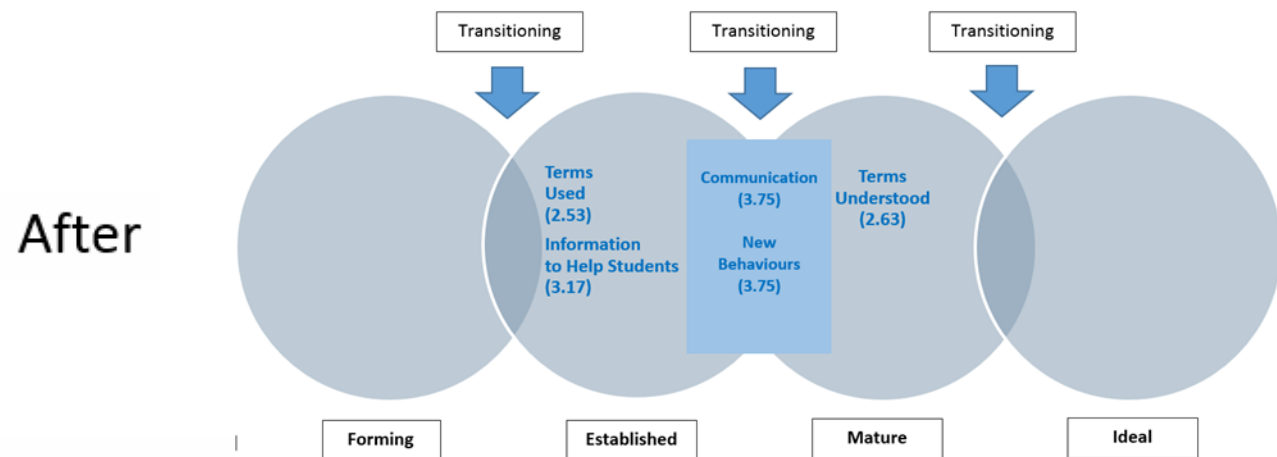
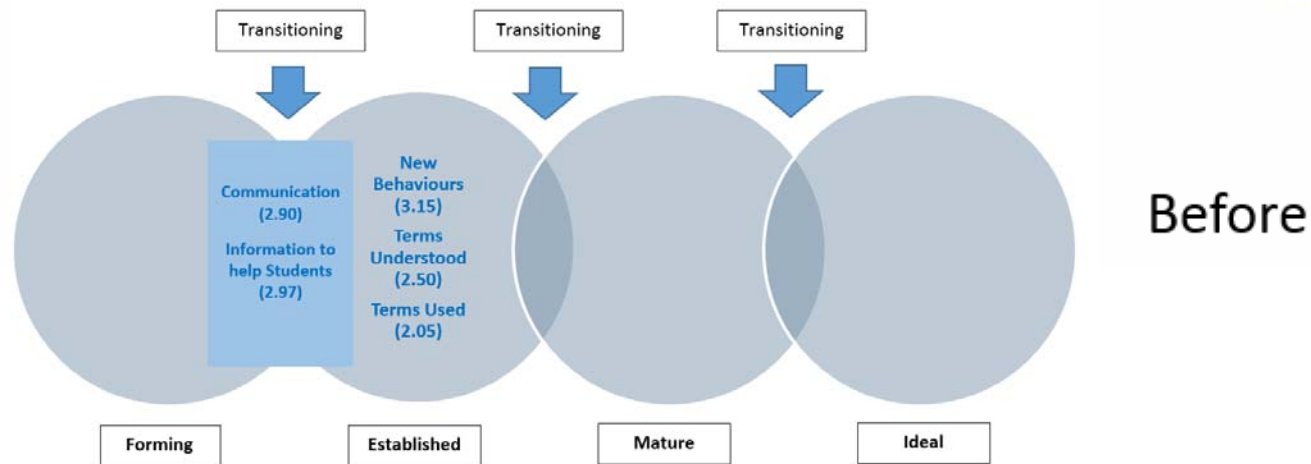




INTERVENTIONS

This institution implemented new procedural behaviours targeting the education of staff regarding student mobility. They also moved forward on the spectrum for Practices...

Practices Shifted Forward on the Spectrum

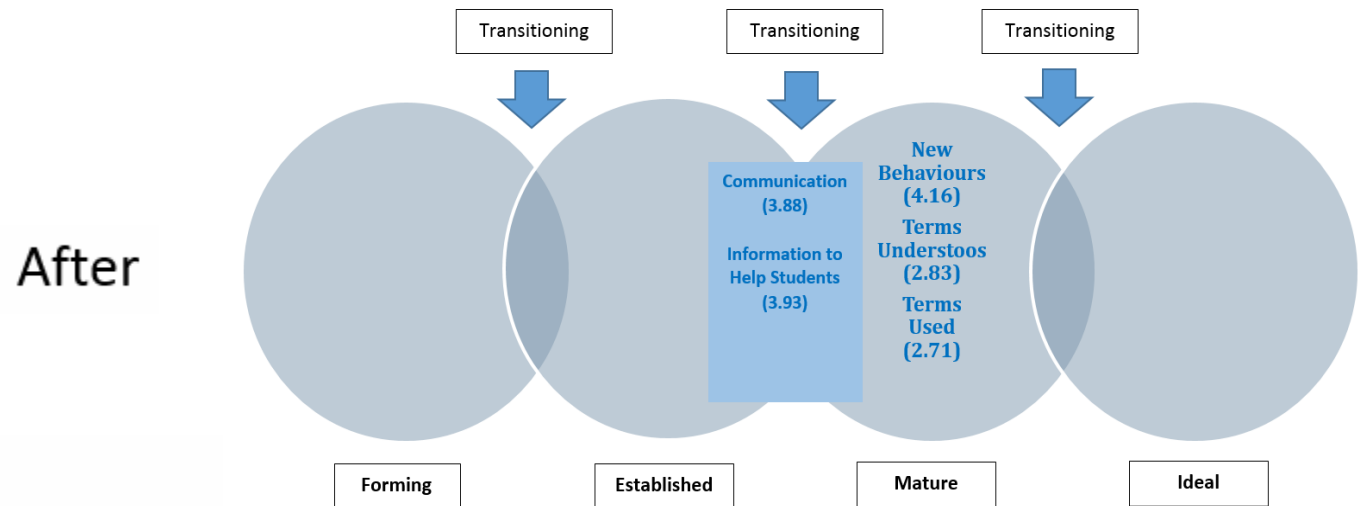
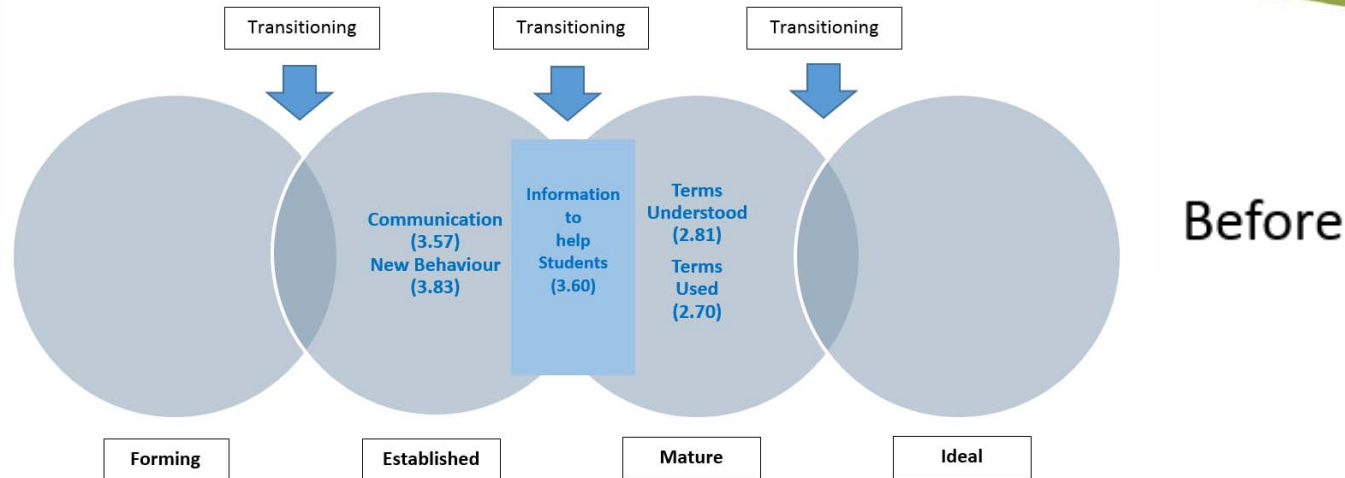




INTERVENTIONS

In the next example, the institution focused on creating new materials for recruitment of new students based on mobility options.

Practices Shifted Forward on the Spectrum

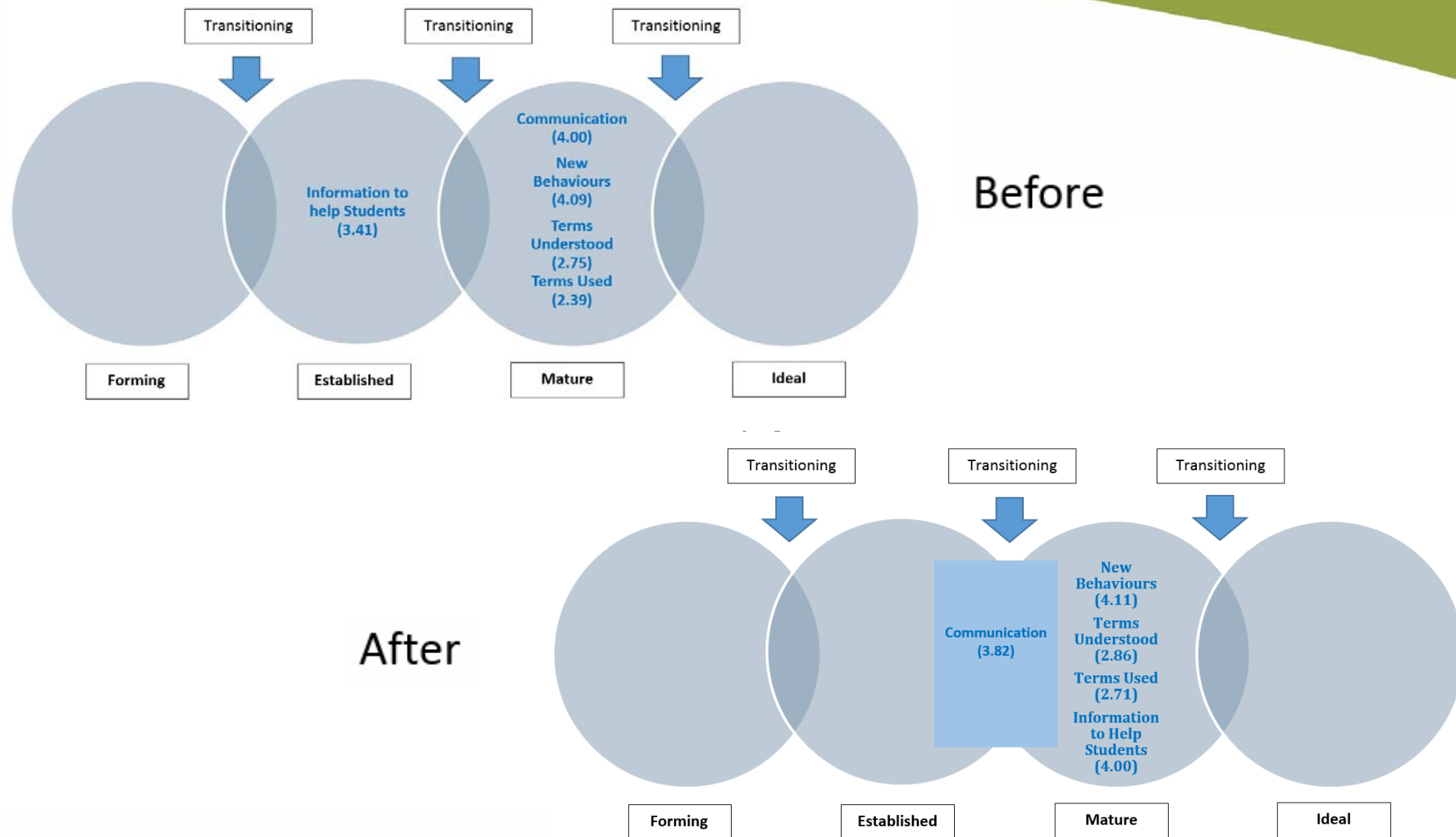




INTERVENTIONS

The final example illustrates an institution providing information to current students about their mobility opportunities.

Practices Shifted Forward on the Spectrum



After the Intervention Summary

- 25% of the participants showed forward movement on both the Values and Practices Spectrums
- 75% of the participants showed forward movement on the Practices Spectrum
- 50% of participants maintained their position on the Values Spectrum
- 25% of participants showed backwards movement on the Values Spectrum
- 25% of participants showed backwards movement on the Practices Spectrum
- 25% of participants showed backwards movement on both Values and Practices Spectrum

Conclusions

- The cultural shifts observed, whether forward or backward, were modest.
- Overall, the participating institutions for this study maintained their Culture of Mobility at the “Transitioning to Mature” phase.
- Kurt Lewin’s Change Theory (1947) may be able to explain the institutions’ gradual progress through the culture of mobility spectrum...

Conclusions

“A change towards a higher level of group performance is frequently short-lived, after a “shot in the arm”, group life soon returns to the previous level. This indicates that it does not suffice to define the objective of planned change in group performance as the reaching of a different level. Permanency of the new level, or permanency for a desired period, should be included in the objective” (Lewin, 1947, as cited by Morrison, 2014).

Lewin’s model theorizes a 3 step process of “unfreeze, change, and refreeze”.

Conclusions

- With the tenants of the Change Theory in mind, 75% of participants demonstrating modest forward movement is encouraging.
- We can speculate that the institutions have been able to “unfreeze” the old ways of managing student mobility; applied “change” and are now in the process of “refreezing” to solidify their “new normal” on the culture of mobility spectrum.

Conclusions

It is exciting to us that this project sparked creative responses to the best practices interventions that included reaching current and prospective students, sending informative messages regarding student mobility throughout institutions, and putting new pathways procedures in place.



Thank you!!!

QUESTIONS?

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- Interventions: <http://www.integra-co.com/en/Strategic-interventions>
- Measuring the Effect: www.clipartkid.com