



# Online Student Readiness Project Update

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# Need for Readiness Project

- SmarterMeasure is limited
  - Cannot customize items
  - Cannot easily expand
  - Cannot easily create buy-in
  - Cannot easily evaluate effectiveness

# Readiness Project Objectives

- Design a valid and reliable open-source online readiness assessment of which all SUNY campuses could utilize. Leveraging research interests and expertise across multiple campuses, this project will replace the current vendor solution with a homegrown readiness tool.
- Develop recommendations for campus practices and pedagogical interventions.
- Analyze the effectiveness of the procedures used to promote the assessment tool to students and the intervention strategies used by campuses.
- Develop systems for ongoing continuous improvement and maintenance of the platform

# Project Team

- **Kristyn & Michele, Open SUNY**
- **Jessica Murray, Graduate Student Assistant**
- **Dana Horne, University at Buffalo**
- Kimberly Colvin, University at Albany
- Maureen Owens, FLCC
- Martha Gold, Corning
- Molly Mott & David Scovil, Canton
- Davinder Kaur, Farmingdale
- Rachael Hagerman & Rebecca Lawson, Broome
- Greg Ketcham, Oswego
- Alex Pickett, Open SUNY
- Laura Shrader, Fredonia
- Michael Wuest, SUNY Student Assembly

# *SUNY Online Learning Success Inventory*

Designed to:

- Identify student strengths and weaknesses for online learning
- Provide feedback and recommendations to students
- Provide insight into student readiness for advisors, mentors, etc.

# Framework

- Attitudes
  - Self-Efficacy
  - Mindset
- Behaviors
  - Academic Skills
  - Self-Regulated Learning
  - Grit
- Learning Environment
  - Tech Access/Literacy
  - Time Constraints
- Learning Goals
  - Why are they enrolling?
  - What do they want to achieve?

# Learning Attitudes

- Self-efficacy in online environments - personal judgments of one's ability to organize and execute courses of action to achieve goals
  - How ready I am to plan for and adjust to an online learning environment so that I can do well?
- Mindset - beliefs about one's personal ability to improve
  - Can I make changes that will improve my intelligence?

# Learning Behaviors

- Self-regulated learning - self-directed process by which learners transform their mental abilities into academic skills
  - What strategies can I use to stay motivated and monitor my learning so that I do my best academically?
- Grit - a combination of passion and perseverance for a singularly important goal
  - How do I handle setbacks and stay motivated to achieve my goals?



# Academic Skills

- Reading and Writing – two main methods of communication that are strong predictors of achievement in online courses
  - What do I do while I'm reading to ensure that I am understanding the material?
  - How do I prepare to write and monitor my writing to ensure that I will meet my communication/academic goal?

# Learning Environment and Goals

- Home/work/school demands - time constraints resulting from academic and non-academic responsibilities
  - What responsibilities do I have outside of school that might impact the amount of time I have to dedicate to academic pursuits?
- Educational goals and expectations - degree/certificate being pursued and reasons for enrolling in online courses
  - How much of my education will come from online courses and why am I choosing to enroll in them?

# Technological Access/Literacy

- Access – availability of internet
  - Do I have consistent access to the internet for school use?
- Literacy – knowledge of software and ability to learn new platforms
  - How comfortable am I using and learning computer programs for communication and completing schoolwork?

# How will this information be used?

- Students:
  - Get an immediate feedback regarding strengths and areas for growth in online learning contexts
  - Provided with resources to improve their readiness for online learning
- Advisors/Mentors:
  - Get scores and interpretations for their students for each construct in the inventory
  - Provided with information that can tailor their guidance to individual student needs

## Direct Students to Inventory

Campus should send an email to perspective and/or incoming online students to provide link to the inventory

Emails can be sent directly through Qualtrics to automatically track individual students

## Students Complete the Inventory

Via Qualtrics

## Students/Advisors Get Results

Student receives messaging about strengths/areas for growth and links to resources to improve readiness where necessary

Email sent automatically through Qualtrics to campus advisor/mentor with scoring/interpretation

## Campus Advisor Meets w/ Students

Advisor and student review results and discuss strategies to leverage strengths and address challenges

Data/notes can be added to Starfish Early Alerts

# Recommendations for Interventions

- DAACS Self-Regulated Learning
- Lumen Learning – Waymaker Course
- Excelsior College Owlets
- iStudy for Success Online Learning Tutorials

# Project Timeline

## **Aug. – Dec. 2018:**

- create project team, review current assessments and relevant research, identify constructs

## **Jan. – Mar. 2019:**

- create/compile our inventory items

## **Current:**

- start working with Qualtrics, begin validity testing, create a plan for pilot testing

## **June – Aug. 2019:**

- begin pilot testing with basic messaging
- develop suggested protocol for campuses to follow for using the tool

## **Sep. – Dec. 2019:**

- make adjustments to questions/scoring based of pilot data, fine-tune messaging

## **Jan. 2020:**

- continue pilot with more precise messaging/scoring in place

Questions?



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