Staying Prepared:
How the focus of supporting the nontraditional student’s independent learning shifted from technology pre-pandemic to more touchpoints post-pandemic.

Diane Perilli and Carolina Kim de Salamanca, collaborators
Today’s Agenda

- Introduction
- Narrative
- The process and results
- The Touchpoints and the lessons learned
Introduction

SUNY Empire State College
Locations throughout NY State
Nontraditional learners
Unique mentoring culture

Our students
81% between 25-64 years old
> 50% have children
> 50% work full-time
About 85% work part-time
About 40% 1st Generation college students

Our modalities
Face-to-face and virtual classes
Residencies
Online courses
ICL
Independent Studies
Staying Ahead of the Pandemic

"Three years ago......"
Analysis

Failed attempts and opportunities

Common interest

Collaboration
Design

- Discovery and intention
- User-centered solution (instructor and student)
Development

Course syllabus

Student participation (compulsory vs. voluntary)

Technology tools and support
Implementation

Proactive technical support

Weekly virtual meetings
Evaluation

- Anecdotal: Attitude of Gratitude
- No major tech issue
- End-of-term Survey
Survey Results
Major Themes and the stories they told

Preparedness
Connectedness
 academic support
motivation
looking forward
Participation

"Preparedness"
Staying Ahead of an Emergency

“Fast forward three years to 2020”
Touchpoints
Lessons Learned

Focus on touchpoints

Employ a “spectrum of support” mindset (as opposed to a tiered-support model)

Utilize technology with support built-in
Thank You!

Contact Information

**Diane Perilli, CPA, MS**  
Instructor  
School of Business, Management, and Economics  
Diane.Perilli@esc.edu

**Carolina Kim de Salamanca, MA**  
Interim Assistant Director of Educational and Emerging Technologies  
Information Technology Services (ITS)  
Carolina.Kim@esc.edu