Student Selfie: Best practices in implementing a student readiness snapshot

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Outline

▶ Why focus on student readiness?
▶ The Selfie Solution
▶ 6 Best Practices
▶ Recap
See Jane Learn

Blissfully Unaware  Challenged  Overwhelmed  Bad Explosion
Challenges

- Baggage
- Self Advocating
- Technology

- New Experiences
- New Expectations
Why focus on student readiness?

▶ Responsible enrollment growth
▶ ROI
▶ Enrollment declines
▶ Self Help
The Selfie Solution

- Lack of knowing
- Selfie snapshot to increase self-awareness
- Student readiness assessment
- Student variations
Right tool for your job
Areas of Concern

1. Bean & Metzner (1985)
3. Tinto (1975)

Pre-Existing Individual Attributes

Pre-College Schooling Experience

Academic Variables & Outcome

Student Skills

Student Needs

Academic & Social Integrations

Environmental Variables

Student Characteristics

Family Background

Psychological Outcomes
Right Tool

Vendor Tools

- SmarterMeasure
- Learning and Study Strategies Inventory
- ACT WorkKeys

Creative Commons

- Stanislaus State
- Pennsylvania State
- Washington State Board for Community & Technical Colleges
Focus on Online Students #2
Fuzzy Divide, Straight Data

% Of students taking distance courses increases annually

Percentage of students taking at least one distance course

29.7%

34% Percentage of faculty report using digital courseware
#4

Tough Love
#5
Faculty are key
The SmarterMeasure Learning Readiness Indicator was added to the Freshmen Seminar course at Austin Peay State University. Data was collected from the Fall II 2016 to Spring II 2017 pilot study. A total of 354 students were exposed to the SmarterMeasure content. Of which, 183 (51.7%) completed requirements and are included below.

19 sections | 13 instructors | 354 students total | 183 completed requirements

**DEMOGRAPHICS**

- 54.1% of students were 18 to 22 years of age
- 47.5% attended face-to-face in a classroom
- 53% of students were in an accelerated section
- 52.6% of students identified as male & 44.3% identified as female

- 56.8% of students reported having never taken an online course
- Repeat Course 12%
- Condition Admit 15%
- Student Types
  - General 73%
  - 57.9% are self employed or part/fully employed while 19.7% are looking for employ

**PERCEPTIONS**

- 50.8% of students agreed or strongly agreed they planned to take online courses prior to completing SmarterMeasure
- 62.3% agreed or strongly agreed after completing SmarterMeasure

- 73.7% of students agreed or strongly agreed that SmarterMeasure helped them to identify their strengths and opportunities for improvement

- 55.7% of students agreed or strongly agreed they were confident in their readiness to take online courses prior to completing SmarterMeasure
- 67.7% agreed or strongly agreed after completing SmarterMeasure

**Top 3 Learning Styles**

- 51.4% Solitary
- 37.2% Social
- 34.4% Aural
## Year Two

### Distribution

<table>
<thead>
<tr>
<th>Section</th>
<th>N</th>
<th>High Readiness</th>
<th>Medium Readiness</th>
<th>Low Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Factors</td>
<td>2,171</td>
<td>548</td>
<td>1,271</td>
<td>352</td>
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<tr>
<td>Individual Attributes</td>
<td>2,171</td>
<td>187</td>
<td>1,464</td>
<td>520</td>
</tr>
<tr>
<td>Reading Rate &amp; Recall</td>
<td>2,171</td>
<td>1,667</td>
<td>430</td>
<td>74</td>
</tr>
<tr>
<td>Technical Competency</td>
<td>2,171</td>
<td>1,520</td>
<td>428</td>
<td>223</td>
</tr>
<tr>
<td>Technical Knowledge</td>
<td>2,171</td>
<td>431</td>
<td>1,556</td>
<td>184</td>
</tr>
</tbody>
</table>

### Graphical Distribution

Bar chart showing the distribution of readiness levels across different sections.
Year One and Two

Q5 Importance of SmarterMeasure Scales on Students' Readiness for Online Courses

Assessment Completion Rate

89.1%
Year One and Two

Q3 Students' Overall SmarterMeasure Experience

- Id Strengths
- Id Improve
- Support Resources
- Discuss Assign
- Report Future
- Confident Online
- Plan for Online

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
Recap

1. Find the right tool for your job
2. Target online & F2F students
3. Find your Goldilocks timing
4. Show some tough love
5. Include faculty
6. Data is important
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded
Must submit evals using the OLC Conferences mobile app or website

2. Rovai, A. P. (2003). In search of higher persistence rates in distance education online programs. The Internet and Higher Education, 6(1), 1-16. doi:10.1016/S1096-7516(02)00158-6
