Student Readiness
Case Study

Dr. Bharani Nagarathnam, Associate Director – Graduate Program, ETID

June 28, 2017
Chancellor’s Symposium on Quality Assurance – Institutional Readiness
Master of Industrial Distribution

- Now the **largest** DE program in TAMU Engineering by SCH
- Enrollment: **121**
- **500** Former & Current Students

**MID Awards:**
- 2016 **21st Century Best Practice Distance Learning** from USLDA
- 2016 **Outstanding Commitment to Excellence and Innovation** award from TxDLA

- Web-Based Program
- 21 Months to Complete
- Mobile Learning
  - IPad Pro, eBooks & Apps Provided
- Focused on Industrial Applications
- Global Distribution Trip
- Life-Long Networking
- One Residency Week Each August at the Texas A&M Campus
Class of 2016

TOTAL CLASS SIZE
77

AVERAGE AGE
35

AVERAGE WORK EXPERIENCE
13 YEARS

< 30 YEARS 26%
31-40 YEARS 51%
41+ YEARS 24%

< 5 YEARS 14%
6-10 YEARS 33%
11-20 YEARS 35%
20+ YEARS 18%
Class of 2016

86% Male
14% Female

73% TX Resident
27% Non TX Resident

18% Veteran & Active Duty

10% Students with a Graduate Degree
28% Texas A&M Former Student

13 Mid Cohorts Graduated
2001 MID Established
318 MID Current & Former Students
Student Readiness

Assessment Summary

General Summary

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Life Factors</td>
<td>66%</td>
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<tr>
<td>Personal Attributes</td>
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<tr>
<td>Tech Competency</td>
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<td>Tech Knowledge</td>
<td>88%</td>
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<td>Reading Recall</td>
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Learning Styles

- Visual, 6
- Verbal, 6
- Physical, 9
- Solitary, 6
- Social, 9
- Logical, 7
- Aural, 8

Your primary learning styles are Physical, and Social

Typing Accuracy

Measured at 100%

Typing Speed

Measured at 19 WPM
Student Readiness

Comparison To National Averages

Detailed Item Results

SmarterMeasure™
Learning readiness indicator
# Student Readiness

<table>
<thead>
<tr>
<th>Name</th>
<th>Date Started</th>
<th>Life Factors</th>
<th>Individual Attributes</th>
<th>Technical Competency</th>
<th>Technical Knowledge</th>
<th>Reading Recall</th>
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Assessing Student Readiness to Learn Online

Lauren Cifuentes

College Station, TX: June, 2017
Problems and Purposes

• Student expectations for online learning often don’t match reality.
• Students don’t have the skills they need to learn online.
• Students drop-out.

• Determine what types of support individual students need.
• Provide specific support to retain students.
• Increase retention rates, student success, and lifelong learning.
How Can Assessment Help Us Improve Retention?
What will the institution do with results?
• Identify vulnerabilities.
  • Self-directed learning
  • Self-efficacy
  • Digital engagement
  • Motivation
• Orient students accordingly (online readiness modules).
• Provide support through students’ courses of study.
• Provide an alert system that advisers and instructors know how to use.
Three Approaches

• Vendors
  • SmarterMeasure – 30 min. test; provides detailed feedback; links to resources. Include 25 subskills; integrates with Bb & Banner; costs per administration or system fee for license
  • Bb Predict

• OERs
  • PennState; UNC; Cal State

• Develop our own-- administer and interpret findings for free
Assessment Development – Classical Test Theory

- Identify how the test will be used
- Identify behaviors that represent online readiness
- Delineate the proportion of items that focus on each behavior
- Construct a pool of items (validated by many)
- Try out the pool on students
- Field test to establish reliability and validity
- Develop guidelines for administration, scoring, interpreting, and responding
- Integrate the tool with other electronic tools to facilitate implementation
Some References


Student Readiness Course

Diane Sudman, Instructional Designer
Center for Instructional Innovation

June 28, 2017

Chancellor’s Symposium on Quality Assurance – Institutional Readiness
Problem

• Historically low achievement in online courses by freshmen/sophomores.

• Restriction of fully online core courses to juniors/seniors.

• Means for freshmen/sophomores to ‘test out’ or restriction
Solution – Focus on Persistence

**LEARNING MODULES**

Orientation
1: About Learning Online
2: Assignments, Assessments, Feedback and Grades
3: Blackboard Overview
4: Online Communication
5: Online Collaboration
6: Are You Ready?

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**About Learning Online Lesson**

Be sure to view this interactive lesson through to the end, then answer the True/False questions. Each lesson counts for 30% of your overall grade.

**NOTE:** Please do not try to complete the lessons on a smart phone. For the best experience, use a computer or tablet. Despite my best efforts, it may not run correctly on an iPad.

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**Week 1: Introductions Discussion Forum**

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**Quiz - Learning Online**
Program Management

- Advertise to freshmen
- Students self-enroll
- Enrollment survey results sent to registrar’s office
- Instructor facilitates and grades
- Instructor reports results to registrar
- Registrar’s office updates “pre-requisite code” in Banner
Enrollment

2% of enrolled freshmen

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<th>After Drops</th>
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<td>26</td>
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<td>Fall 2015</td>
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<td>Spring 2016</td>
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<tr>
<td>Spring 2017</td>
<td>32</td>
<td>27</td>
<td>18</td>
</tr>
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Pass / Fail Results

FALL 2014: Pass, 56% / Fail, 44%

FALL 2015: Pass, 64% / Fail, 36%

FALL 2016: Pass, 51% / Fail, 49%

SPRING 2015: Pass, 62% / Fail, 38%

SPRING 2016: Pass, 49% / Fail, 51%

SPRING 2017: Pass, 67% / Fail, 33%
Measuring Success

- Pass / fail results
- Anecdotal results – anonymous final survey
- Student self-assessment and reflection
- Plan to collect efficacy data for a more formal assessment