

Student Self-Assessment: Guiding Online Learners to Become Better Prepared

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Success 2.0: Enhancing Student Learning & Retention with Technology

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Student Self-Assessment: Guiding Online Learners to Become Better Prepared

- Ways of Helping Online Students to Get Ready
- Implementation of Student Self-Assessment
- Data Analyses and Finding
- Integration of the Finding to Improve Support

How well students do? Online vs. On-Ground

Spring 2007

Grades	Online	On-Ground	Differences
A	33.8%	28.9%	4.9%
B	21.6%	24.3%	-2.8%
C	10.4%	16.5%	-6.1%
D	2.8%	4.5%	-1.7%
Failed (F, W, N)	31.5%	24.5%	7.0%

Grades: Online vs. On-Ground

- **Grade Differences in Percentage: Online vs. On-Ground**

Differences	Sp'07	Sum '07	Fall '07	Sp '08	Sum '08	Fall '08
A	4.9	-5.7	7.7	3.5	-4.6	8.7
B	-2.8	-11.2	-4.82	-1.7	5.2	-7.9
C	-6.1	2.8	-4.9	0.7	5.1	-5
D	-1.7	1.3	-2.1	-0.2	3.53	2.8
Failed (W, N, F)	7.0	13.0	6.9	6.4	9.9	9.3

- 6% - 13% more students failed in online courses than those in on-ground.
- What can we do to help?

Helping Online Students to Get Ready

Fall 2005



On-Campus orientation - first week of an online semester
Online Orientation - Blackboard Vista Tutorials
One-on-one assistance from distance learning staff
Advising – What online courses look like?
Distance Learning web site, information package

Fall 2008



Focused on the **technical aspect** of online learning.
-- Advising: What online courses look like?
-- Orientation: How to use basic tools in online learning?

- Consistent poor performance for online learners
- 6%-13% more students failed in online courses than in on-ground courses.

Fall 2008 – Introduced READI test in Advising/Registration for Spring 2009 online students.

Student Self-Assessment

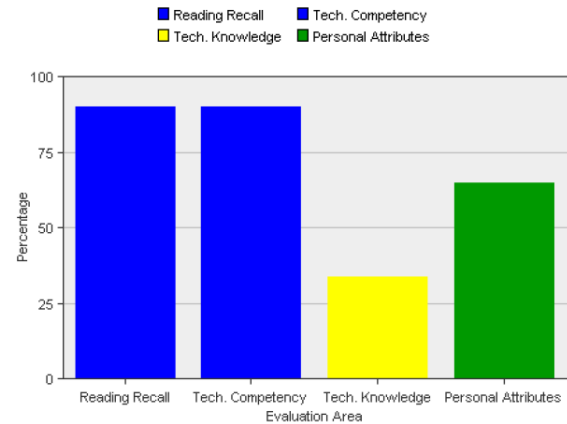


- A self-diagnostic tool that assesses students' likelihood for success in learning online: strengths and weaknesses
 - Students take the test online at their convenience.
 - 30-40 minutes to complete
 - Questions/Tasks
 - **Personal attributes:** motivation, self-discipline, and time management
 - **Learning styles:** predominant learning style
 - **Technical competency:** skills and knowledge
 - **Reading comprehension:** speed and comprehension
 - **Typing:** speed and accuracy

Report of a READI Test

- **Summary scores**

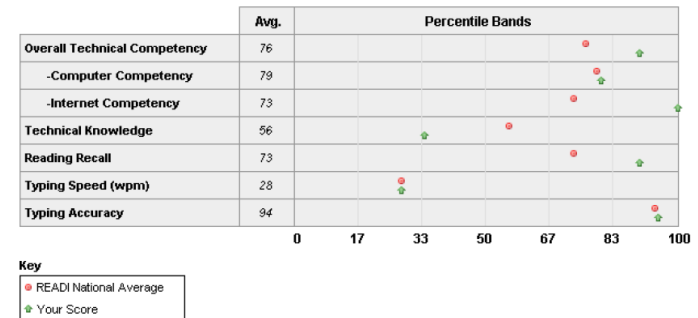
- Reading Comprehension
- Technical Competency
- Technical Knowledge
- Personal Attributes



- **Comparison to national average**

- Technical Competency
- Technical Knowledge
- Reading Competency
- Typing Speed and Accuracy

COMPARISON TO READI NATIONAL AVERAGES



- **Detailed breakdown scores with explanations**

- **Resources to provide help for improvement**

Chart: Ranges of Readiness

Section	Version	Fail	Question
 Personal Information	Standard	n/a	n/a
Personal Attributes	Higher Education	<input type="text"/> (70)	<input type="text"/> (85)
Learning Styles	Higher Education	<input type="text"/> (30)	<input type="text"/> (65)
Reading Rate & Recall	10th Grade Lev 	<input type="text"/> (30)	<input type="text"/> (65)
Technical Competency	Higher Education	<input type="text"/> (80)	<input type="text"/> (90)
Technical Knowledge	Higher Education	<input type="text"/> (50)	<input type="text"/> (75)
Typing Speed & Accuracy	Higher Education	<input type="text"/> (30)	<input type="text"/> (65)

(Smartermeasure.com, 2008)

READI Implementation - Strategies

Starting in the fall of 2008 for Spring '09 students

Provided test information to advisors and counselors.
Designed a web page linked to distance learning.
Distributed flyers on campuses.
Published an article in student newspaper.

Built into the first step of Online Orientation.
Integrated to course requirement: English, Psychology
All online course – a web link to READI web page

Distance Learning Staff

- Monitored test summary results.
- Sent to students three forms of email: Incomplete, Failed, Questionable

READI Implementation – Summary Table

Semesters	# of Students Taking READI	# of Online Students Taken READI	# of Online Students	Percentage of Online Students Taking READI
Spring '09	411	399	900	44.3%
Summer '09	326	364	584	62.3%
Fall '09	317	657	1043	63.0%
Spring '10	358	747	1139	65.6%
Total	1412	2167	3666	58.8%

Data Analyses

- Research Question
 - Whether READI scores relate to students' grades in online courses?
 - Personal Attributes, Reading Comprehension, Technology Knowledge/Skills, Learning Style, Typing Speed
- Correlation Study
 - Correlation between the READI scores and the final grades

Correlations - Spring '09 and Summer '09

Semesters	Number of Cases	Personal Attributes	Reading Comprehension	Technology Knowledge	Technology Competency	Learning Styles
Spring '09	386	Significant at 0.01				
Summer '09	342	Significant at 0.01				

Personal Attributes

- a big player in student success

motivation

self-discipline

time-management

Integration of Data Analyses to Support

Potential online students

Advising - emphasizing personal attributes

Our help focuses on technology - how to use technology, how to navigate the course, and troubleshooting, but it is **Student's Responsibility** to complete the work.

Registered Students: Success tips

Online orientation – Step 3

On-campus orientation

MxCC Distance Learning Facebook

Information package

Continuing the implementation of student self-assessment.

Correlation Study - Four Semesters

Semesters	Number of Cases	Personal Attributes	Reading Comprehension	Technology Knowledge	Technology Competency	Learning Styles
Spring '09	386	Yes = 0.00	Near = 0.07		Near = 0.07	
Summer '09	342	Yes = 0.03				Near = .007
Fall '09	619	Yes = 0.00		Yes = 0.02		
Spring '10	715	Yes = 0.01				
Overall	2062	Yes = 0.00			Yes = 0.03	

Statistically significant correlation - Personal Attributes ,Technology Competency

Personal Attributes consistently play a major role in student success.

Technology Competency affects student success.

Grade Comparison after READI

Differences	Sp '09	Sum '09	Fall '09	Sp '10
A	6.9	-2.1	12.3	5.1
B	-3.6	-4.8	-7.2	-3.0
C	-15.1	2.5	-5.3	-2.7
D	-1.4	2	-3	-0.2
Failed (F, W, N)	3.7	3.1	4.9	2.5



After READI was implemented, 3% - 5% more students failed in online courses than in on-ground courses. Fewer online students failed when READI was implemented.

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A	4.9	-5.7	7.7	3.5	-4.6	8.7
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What is Next?

Find ways to help more students succeed.

--- 3% - 5% more students failed in online courses than in on-ground courses.

- Reading comprehension affects student grade (McNulty, 2010).
- To assist poor readers who take online courses
 - Assist students with the interpretation of SmarterMeasure test results.
 - Develop a tutorial on how to interpret SmarterMeasure result.
 - Online Orientation
 - Text-based -> a human-like tutorial – screen captures, voices, interactive – self-test
 - On-Campus Orientation
 - Web Conference – accommodating the students who cannot come to the campus for orientation. They can be anywhere but log on and go through orientation with a lead instructor.
 - Course Design
 - Develop more presentations with professor's voice in online courses

Special Thanks

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References

Research>SmarterMeasure>Learning Readiness Indicator.
(2010). *Smarter Measure*. Retrieved from:
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