

Assessing Incoming Student Readiness for Online Learning

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Please find a list below of additional resources from the “*Assessing Incoming Student Readiness for Online Learning*” webcast on Friday, October 28th. If you wish to print only certain resources, you may click their respective links to jump directly to them in the packet.

Pre-Webcast Resources

1. [Terms and Definitions](#) – *Page 2* - This one-page reference guide is a “cheat sheet” to help you understand the terms and definitions we will be using during the webcast.
2. [Planning Worksheet](#) – *Pages 3-6* - This four-page worksheet serves as one of the webcast’s key takeaways. It is intended to be used as a planning resource to help you and your team do three things: 1) talk through your specific institutional context; 2) identify what you are already doing by way of incoming student assessment for your online students; and 3) pinpoint specifically what you might need to update or implement to improve your intake assessments moving forward.
3. [List of Links Provided Throughout the Webcast](#) – *Pages 7-8* - Throughout the webcast, Mark refers to a myriad of resources and examples of different kinds of assessments from across higher ed. This is a compiled list of the hyperlinks to all of these examples, organized chronologically by slide number.

DEFINITIONS

Persistence: *The continuation by a student in a course* for which she is registered and in which she is maintaining satisfactory academic progress (usually ≠ 'W' or equivalent).*

Success: *The completion of a course* and subsequent receipt of a passing or satisfactory grade, enabling continuation in future academic sessions (usually ≠ 'F' or equivalent)*
**also applies to programs*

RETENTION: ability of an institution to ensure persistence and success of its students

ATTRITION: inability of an institution to ensure persistence and success of its students
Retention = Persistence + Success

Factors: Characteristics of individual students that affect their ability to succeed and persist in online courses and programs.

Readiness: ***Combination of individual factors used to predict likelihood of success and persistence in online courses and programs.***

Assessment: Measurement of factors to determine students' readiness to succeed in online courses and programs.

Intake: The part of the student lifecycle that precedes registration for the first class.

“Assessing Incoming Student Readiness for Online Learning” Webcast Planning Worksheet

Part I: Preliminary Information

Capturing the following information may help inform your institution's planning for the assessment of student readiness to persist and succeed in fully online courses and programs.

1. Briefly describe your institution's mission.

2. Briefly describe your institution's online programming (broad program areas).

3. Who are your students? What are some of the characteristics that generally describe your student body? (*For example: older, working, part-time, etc.*)

4. Has your institution identified its key success and persistence factors as they related to its student body and online programming? If not, is there an effort underway to do so?

5. Who has responsibility for intake assessment at your institution (Admissions, Student Affairs, Departments/Programs, etc.)?

Part II: Auditing What You Are Already Doing

This portion of the worksheet is designed to help you take stock of what you are already doing in terms of intake assessment for incoming online students at your institution.

<u>Success Factors</u>	Is your institution already assessing for this factor? (Yes/No/Not Sure)	If yes, who (person/unit/dept) is responsible for administering/ updating?	If you are currently assessing for this factor, briefly describe the nature of the assessment (format, when given, interventions associated). Please note also if you think the assessment needs to be revised or updated.
Writing Proficiency			
Critical Thinking			
Information Literacy			
Technology Fluency			
Numeracy/Math Proficiency			
General Research Skills			
Other:			

Persistence Factors	Is your institution already assessing for this factor? (Yes/No/Not Sure)	If yes, who (person/unit/dept) is responsible for administering/ updating?	If you are currently assessing for this factor, briefly describe the nature of the assessment (format, when given, interventions associated). Please note also if you think the assessment needs to be revised or updated.
Acculturation to Higher Ed			
Stability			
Other:			
Competency-Based Assessment			
Prior Learning Assessment Portfolio			
Other:			

Part III: Action Steps Moving Forward

Capturing the following information may help inform your institution's planning for the assessment of student readiness to persist and succeed in fully online courses and programs.

1. Based on our discussion during the webcast, what are you currently NOT doing that you would like to start doing by way of intake assessment for readiness?
2. What are the challenges/barriers to implementing some of these assessments?

List of Links Provided Throughout Webcast: “Assessing Incoming Student Readiness for Online Learning”

Slide #14:

Overview of Accuplacer Assessments

<https://accuplacer.collegeboard.org/professionals/about-accuplacer/how-it-works>

Slide #15:

Norwich University Math Placement Test

<http://scimath.norwich.edu/mathematics/math-placement-test/>

Slide #16:

Penn State Student Self-Assessment

https://pennstate.qualtrics.com/jfe/form/SV_7QCNUPsyH9f012B

Slide #17:

Smarter Measure Learning Readiness Indicator

<http://www.smartermeasure.com/>

Slide #24:

Tutor.com Writing Resource

<https://www.oswego.edu/communications-and-marketing/social-media-users-guide>

Slide #26:

AAC&U Critical Thinking Value Rubric

<https://www.aacu.org/sites/default/files/files/VALUE/CriticalThinking.pdf>

Slide #28:

California Critical Thinking Skills Test

<http://www.insightassessment.com/Products/Products-Summary/Critical-Thinking-Skills-Tests/California-Critical-Thinking-Skills-Test-CCTST>

Slide #30:

Kent State’s “Project Sails”: Assessment of Information Literacy Skills

<https://www.projectsails.org/>

Slide #30:

AAC&U Information Literacy Value Rubric

<https://www.aacu.org/sites/default/files/files/VALUE/InformationLiteracy.pdf>

Slide #31:

University of Texas—Brownsville Information Literacy Tutorial

<http://library.utb.edu/tilt/nf/intro/internet.htm>

Slide #31:

Library Skills Course Example: University of Maryland University College

<http://www.umuc.edu/library/libresources/lib150.cfm>

Slide #31:

**Example of Embedding Information Literacy Resources into the Virtual Classroom:
Norwich University**

<http://guides.norwich.edu/basecamp>

Slide #36:

Sample College Readiness Survey

<https://hopkins-interactive.com/>

Slide #37:

County College of Morris's "College Student Success Course"

<http://www.ccm.edu/academics/divdep/liberalarts/languages/success.aspx>

Slide #47:

Lewis-Clark State College: Prior Learning Assessment Portfolio Template

<http://www.lcsc.edu/prior-learning-assessment/portfolio-template/>