

Meeting Accreditation Standards for Learner Readiness and Integrity

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**Southeastern Accreditation
Consultants**

Let's Build Something Together

 **Smarter**Services™



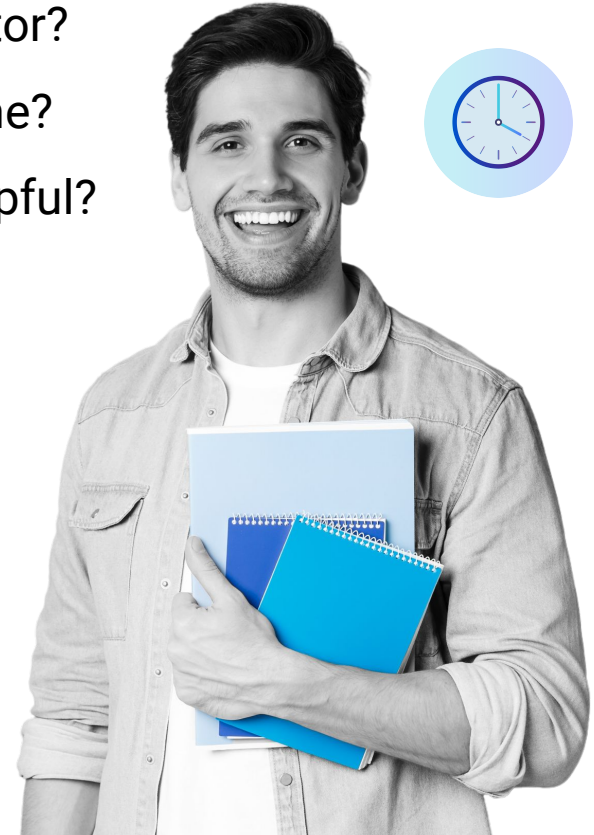
What Is Your Why?



- Why Do You Do What You Do As An Educator?
- What Attracted You To A Career in Academe?
- When Do You Feel Like You Have Been Helpful?



**Thank
You For
Being An
Educator!**



Three Truths Over Three Decades

- eLearning is a better fit for some than others - assessment provides insight.
- Most students are willing to do as little as possible to finish the course - proctoring fosters integrity.
- Like students, schools will also do as little as required - accreditation keeps them diligent.



Fulfilling Your Mission

- The desire to do a good thing is not enough to get it done.
- All students don't have sufficient preparation.
- Serving these at-risk students is challenging.
- Tools and techniques are needed to identify and support at-risk learners
- Accreditors require that we document how we identify and assist learners.



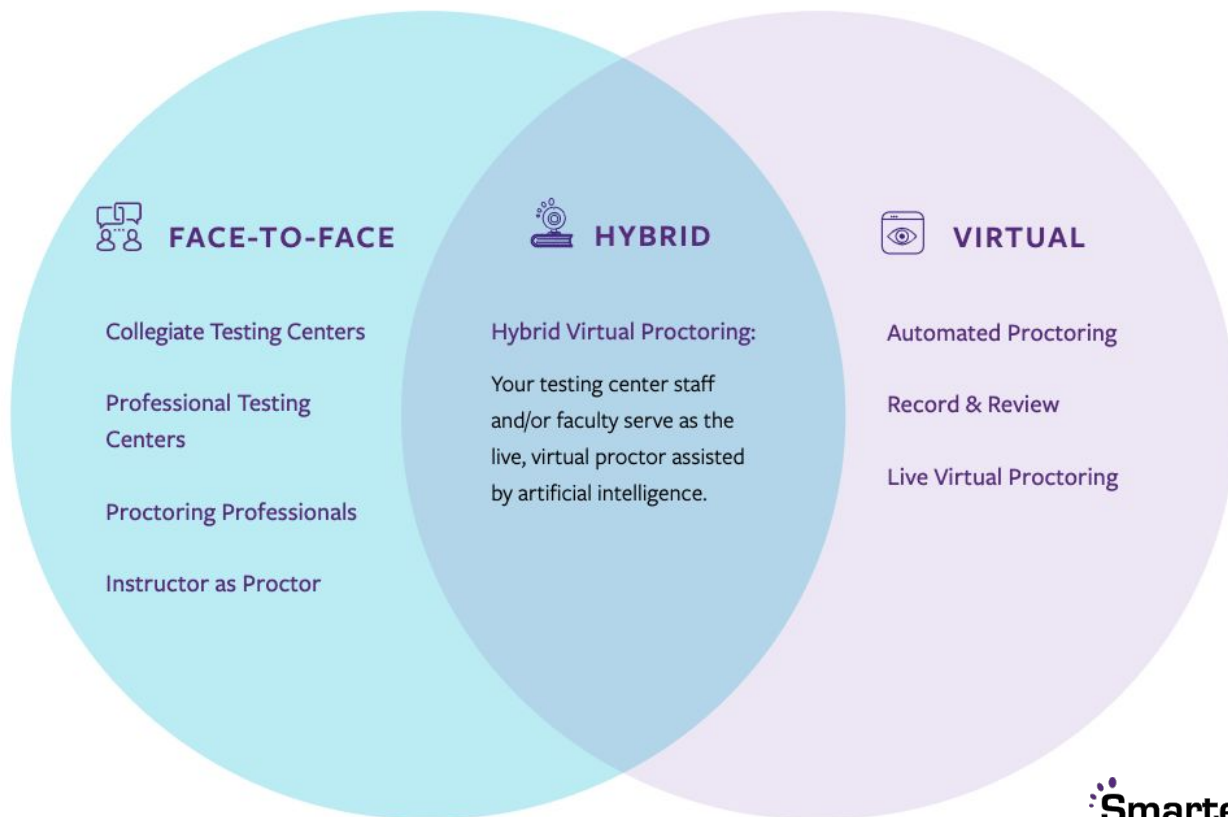
Who Completes the Work in Your Online Courses?

All accreditors require identity verification for online students.

- Is a unique username and password sufficient?
- What other solutions are there that don't require considerable time, money, or both?
- What are the consequences of insufficient identity verification?



Proctoring Is Not One Size Fits All



Provide Options to Reduce **Your Risk**, Increase **Student Satisfaction**

- Students may be **uncomfortable sharing home environment** or an environment that works is not distraction free for testing
 - Multi-generational households
 - Multiple simultaneous high-bandwidth users
 - Read more at blog.smarterservices.com
- Neuro-diverse students and students with disabilities may need **special accommodations** that can include a **new type of proctor** or special hardware or software settings
- Students may need options that **do not require a visit to campus**, so they can test without hiring a sitter, using gas, or time to drive to campus, etc.



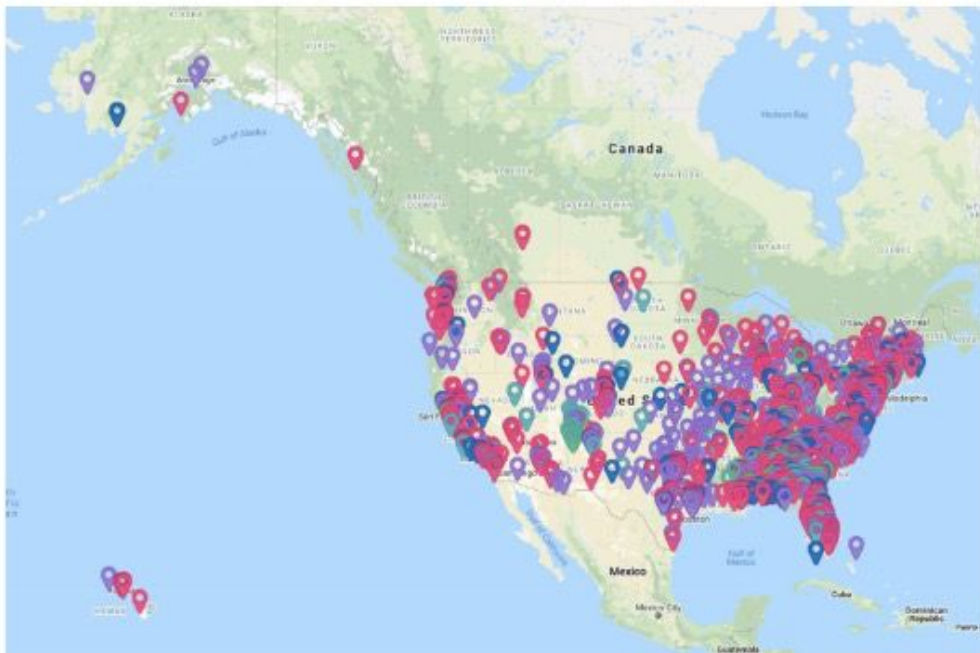
Cleveland State University **Lawsuit Update** - Room Scans And Privacy

- Student claimed a pre-exam Zoom room scan (done by a proctor from Cleveland State) **violated his Fourth Amendment rights** and judge ruled in his favor
- Problem was not that room scan was done, but **HOW it was done**, student protested room scan requirement, requirement was removed, but proctor did not know and requested it anyway, in person testing options were not available due to COVID
- Problem with inconsistent testing policies, instructors not given hard guidelines about what was required for exams
- **UPDATE** - Decision from the Judge applies **only to the student** who filed the lawsuit, not other students at Cleveland State, other students in Ohio, or any other student
- Decision is being appealed, more to come

Source: <https://thecheatsheet.substack.com/p/big-update-the-ohio-room-scan-case>

SmarterProctoring Network

511 Testing centers, 2,311 face to face proctors



Fostering Academic Integrity



Reality: Students Are Cheating

- According to the [ETS](#), in the 1940s only 20% of college students admitted to cheating, nowadays the percentage has increased to **75 - 98%**.
- Another [study](#), conducted by Dr. Donald McCabe in cooperation with the International Center for Academic Integrity, showed that **95%** of students confessed to having cheated in some form (plagiarism, cheating on a test, etc.). This survey involved 70,000 students (both graduates and undergraduates) and was conducted for 12 years (from 2002 to 2015).
- In the past it was the struggling student who was more likely to cheat just to get by. Today it is also the **above-average college bound students** who are cheating.



Reality: Students Are Cheating

- Cheating **no longer carries the stigma** that it used to. Less social disapproval coupled with increased competition for admission into universities and graduate schools has made students more willing to do whatever it takes to get the A.
- **Grades, rather than education**, have become the major focus of many students.
- Fewer college officials (**35%**) believe that cheating is a problem, in this country than do members of the public (41%).



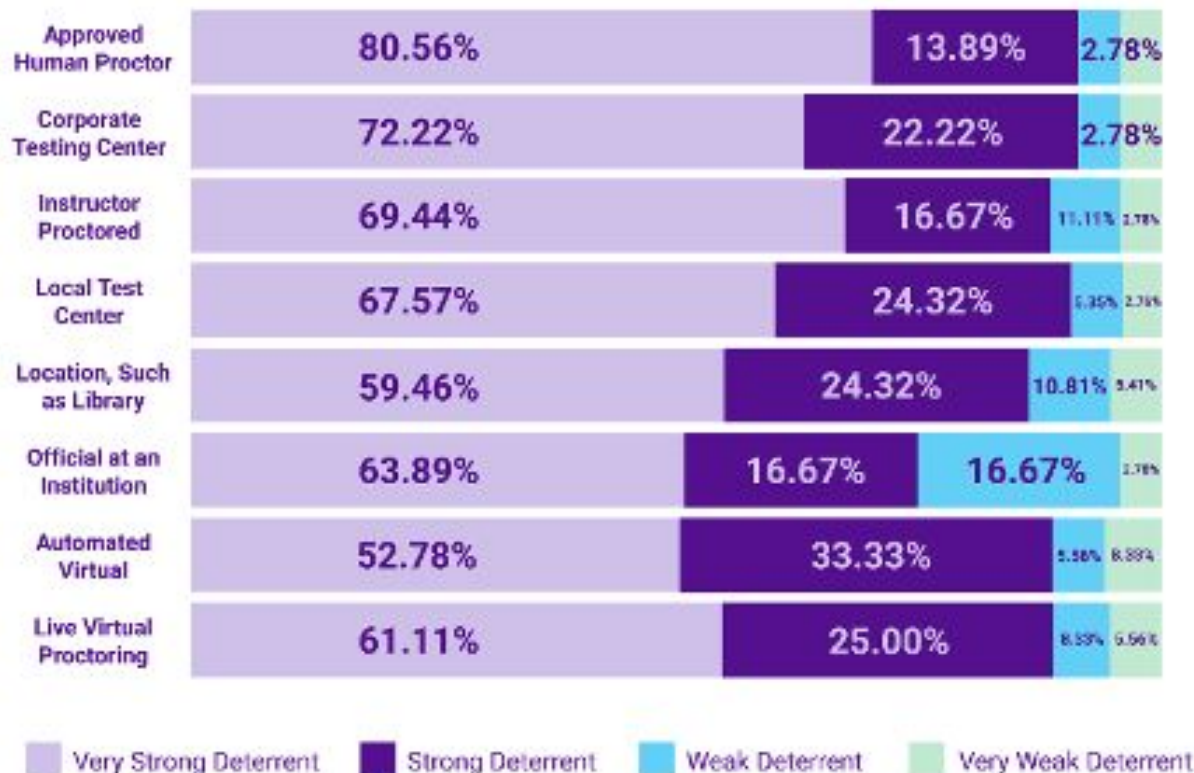
Challenge: Instructors Overwhelmed with Proctoring Tasks

- Some instructors have **no time and no desire** to view exam recordings
- Instructors don't want to **spend time scheduling** exams and helping students locate proctoring options
- Many schools have tons of **internal forms/spreadsheets/cover sheets** that take administrative time/effort
- Instructors have students with **accommodations** to consider who may need other options



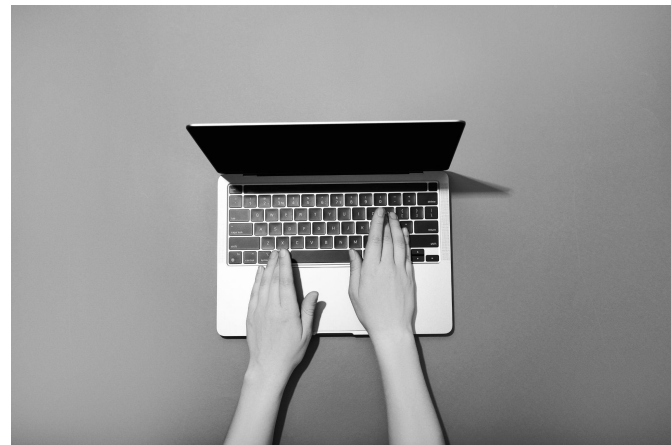
Deterrents To Cheating

Indicate Your Perceived Level of Psychological Deterrent to Cheating of These Proctoring Modalities



International Center for Academic Integrity

- National organization of persons who lead academic integrity violation investigations.
- Offers assessment services, resources, conferences, and consultations to member institutions and facilitate conversations on academic integrity topics.
- We encourage, support, and share research that predicts, describes, and responds to trends and issues relating to academic integrity standards and practices.
- <https://academicintegrity.org>



**Standards
that require
student
identity
verification
for online
learning
(HLC
example)**

Policy Title: Institutional Practices for Verification of Student Identity and Protection of Student Privacy

Number: FDCR.A.10.050

Student Identity Verification

An institution offering distance education or correspondence education, as such terms may be defined in federal regulations shall have processes through which the institution establishes that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.

In verifying the identity of students who participate in class or coursework the institution may make use of a one or more methods, at the option of the institution, which may include but need not be limited to: (1) secure login and pass code; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying the identity of students. Institutions must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity such as separate fees charged by proctoring services, etc.

Fostering Retention



The Pandemic Increased the **Relevance of Retention**



Hanover Research surveyed over 7000 educators and students about the state of student success during the pandemic

- 85 percent of students said the pandemic has had a very large effect on their ability to succeed.
- 71 percent of educators said the pandemic has affected students' academic progress.

<https://edtechmagazine.com/higher/article/2020/11/3-ways-add-value-online-instruction-and-redefine-student-success>



Impact on Retention During The Pandemic

All Higher Institutions

2019 Retention Rate: 76.1

2020 Retention Rate: 75.7

Decline = .4%

Public Two-Year Institutions

2019 Full-time Students Retention Rate: 62.7

2020 Full-time Students Retention Rate: 60.7

Decline = 2%

2019 Part-time Students Retention Rate: 44.7

2020 Part-time Students Retention Rate: 40.7

Decline = 4%



Source: [Inside Higher Ed](#), September 14, 2021

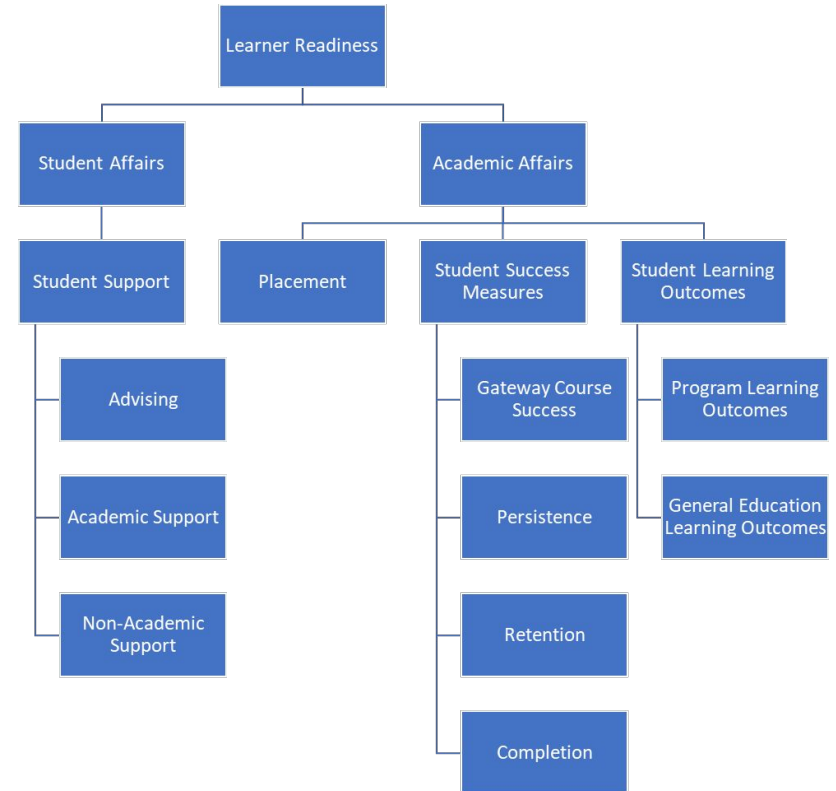


Impact on Retention Post-Pandemic

*“Seventy-five percent of students who started college in the first fall of the COVID-19 pandemic returned for their second year. This persistence rate represents a one-year increase of 1.1 percentage points but has **yet to recover to the pre-pandemic level** in this important early student success indicator.”*

Source: [National Student Clearinghouse](#), June 2022

Most students, especially those who enroll in community colleges, **don't come in prepared.**



How Can **Non-Cognitive Data** Be Used to **Improve Retention?**



Why Do Many Students Drop Out?

A study funded by the Bill and Melinda Gates Foundation ranked these reasons:

- Conflict with work schedule
- Affordability of tuition
- Lack of support from family – financial and practical support
- Lack of belief that a college degree is valuable
- Lack of discipline – too much socializing, not enough studying

BILL & MELINDA
GATES *foundation*

<https://www.publicagenda.org/wp-content/uploads/2020/05/With-Their-Whole-Lives-Ahead-of-Them.pdf>

 **SmarterServices™**

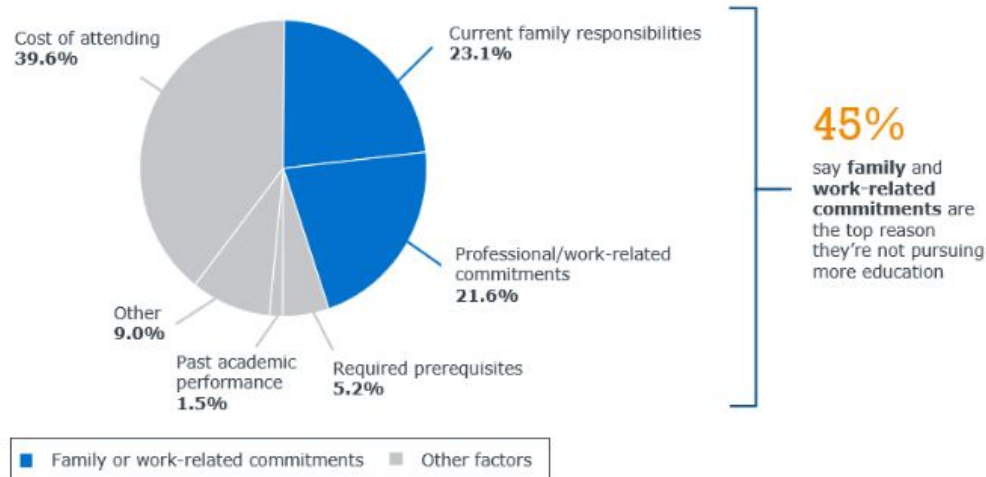


Why Do Some Students Not Enroll?



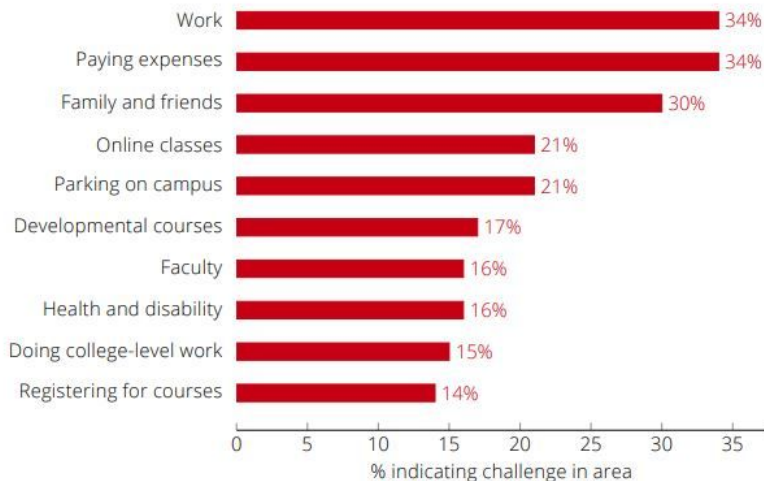
What Prevents Interested Prospects from Pursuing Their Education Further?

Participants Who Indicated an Interest in Enrolling, but Not Within the Next Two Years



The Education Advisory Board surveyed 1000 college students to identify new data points that enhance our understanding of why some adult learners choose to enroll, why some don't, and how leaders can apply these insights about shifting adult learner mindset to grow programs and meet enrollment goals.

Figure 3.1 Top ten challenges to student success

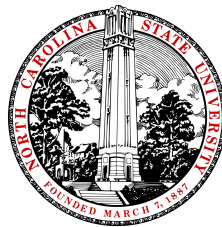


Notes

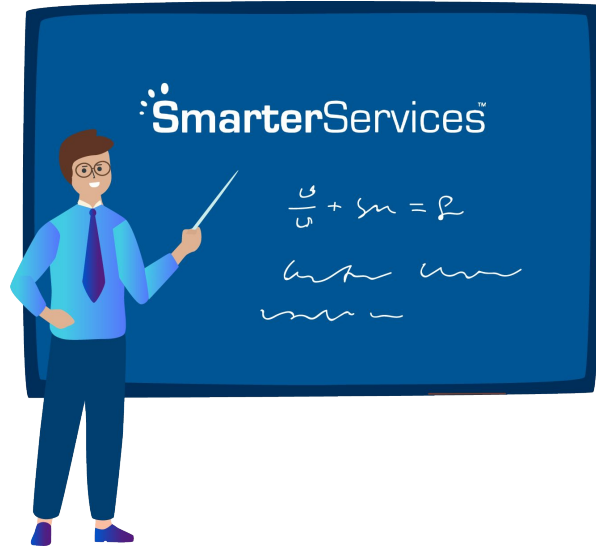
Percentages do not sum to 100%, because respondents could choose more than one option. $n = 6,079$.

Challenges While Enrolled

Researchers from North Carolina State University surveyed nearly 6,000 two-year college students from 10 community colleges in California, Michigan, Nebraska, North Carolina, South Dakota, Texas, Virginia, Wisconsin and Wyoming



What Are Non-Cognitive Skills?



A word cloud of non-cognitive skills. The words are arranged in a cluster, with 'Initiative' at the top. Other words include 'Confidence', 'Trust', 'Curiosity', 'Persistence', 'Integrity', 'Independence', 'Discipline', 'Motivation', 'Organization', 'Productivity', 'Adaptability', 'Procrastination', 'Creativity', 'Worry', 'Maturity', and 'Ethics'.



Measuring is
Important

But **Taking**
Appropriate Action
Based On the Data
Is What Will
Impact Retention



SmarterMeasure Learning Readiness Indicator

- The leading student readiness assessment based on non-cognitive indicators of success.
- Validated assessment and highly configurable assessment engine
- Currently used by hundreds of educational institutions in U.S., Canada, Caribbean, and Australia (Including CC & Tech, Universities, For-profit, & K12)
- Since 2002 taken by over 6,000,000 students. About 800 assessments per day on average.
- Strong Renewal rate



THE UNIVERSITY OF
ALABAMA

ANCORA
EDUCATION

Colorado
State
University



WALDEN
UNIVERSITY
EDUCATION FOR GOOD



Scales and Subscales

INTERNAL



Individual Attributes

Motivation, control over procrastination, willingness to ask for help, locus of control, time management, persistence, academic attributes

Learning Preferences

Based on the multiple intelligences model

EXTERNAL



Life Factors

Availability of time, support from family and employers, appropriate place for studying, health, finances

Scales and Subscales

SKILLS



Reading

On-screen reading rate and recall

Technical Competency

Skills test of digital learning skills and the degree to which technology is integrated into a person's life

LMS Competency

Familiarity of and skills with using a learning management system

Technical Knowledge

Knowledge of terms related to learning in a technology rich environment

Keyboarding

Rate and accuracy

OTHER



Cognitive

Math readiness – Fractions, factoring, decimals, equations, percentage, integers, currency, time, geometry, computation

Writing readiness – Grammar, usage, style, structure, apprehension

Additional

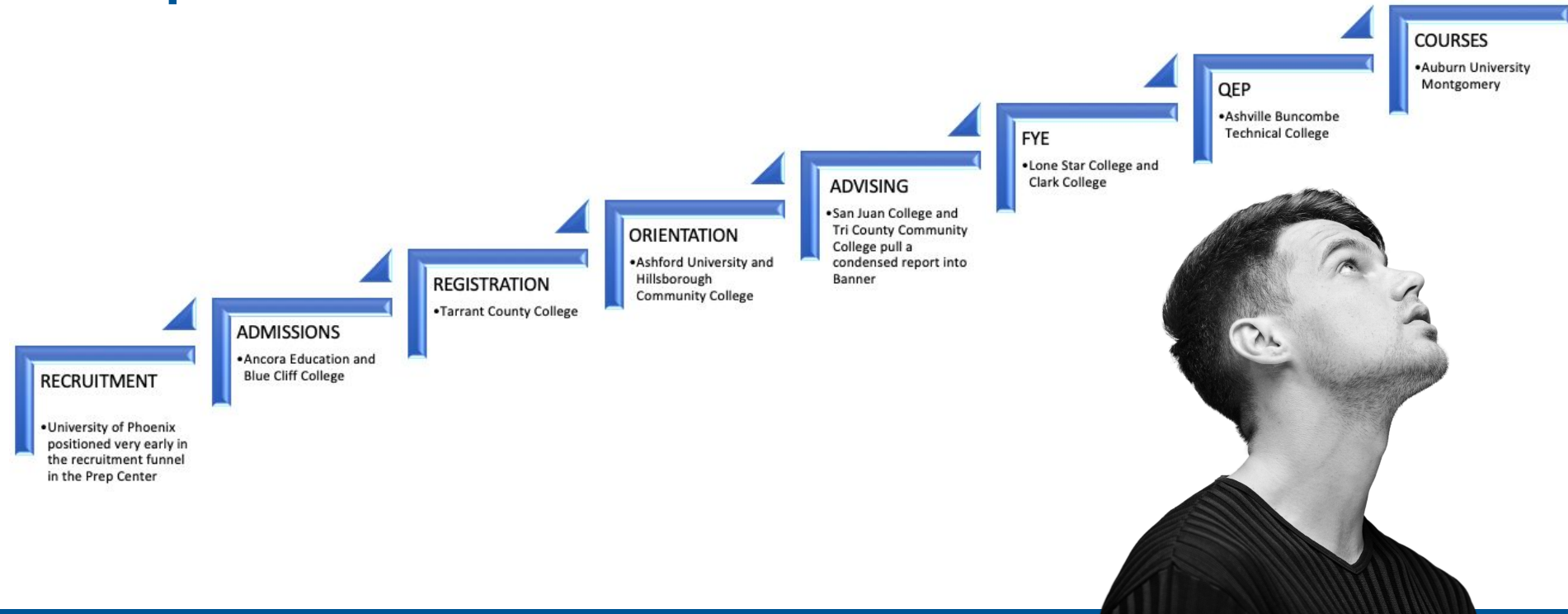
Essay questions, self-rating items, student resource inventory



Uses of the Assessment

- **Optic** – A lens through which students can view their strengths and opportunities for improvement
- **Student Service** – Guide students toward available resources for support
- **Placement** – Developmental / remedial course placement
- **Talking Points** – A collection of statements which academic advisors can use to advise their students
- **Early Alert** – A list of students who are likely to be benefitted by the instructor reaching out to them early in the course.
- **Predictive Analytic** – A set of data which can be analyzed at the individual and aggregate level to project student performance

Implementation Models





Learner Readiness, Student Success, and DEI

While DEI expectations vary, all accreditors require the inclusion of DEI at some level.

“...all are encouraged to continue to regularly engage in thoughtful discussions about diversity, to...cultivate inclusive and equitable processes...and to ..maintain respectful and supportive learning environments...”-**SACSCOC**

“The institution effectively uses delivery modes, teaching methodology...in support of equity and success for all students”-**ACCJC**

“The institution addresses its own goals for...diversity, equity, and inclusion among its students...”-**NECHE**

“The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.”-**HLC**

“Goals that focus on student learning outcomes and student achievement that consider diversity, equity, and inclusion principles.”-**MSCHE**

“The institution...promotes the success of all students and makes explicit its commitment to diversity, equity, and inclusion.”-**WASC**

“The institution articulates its commitment to student success, primarily measured through student learning and achievement, with a focus on equity and closing achievement gaps.”-**NWCCU**

Standards That Support Measuring Learner Readiness (example Middle States revised standards 7.23)

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:
 - b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes;
 - c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;

Southeastern Accreditation Consultants **at a Glance**



2020
Year Established



20+ years
Experience in
Academia



**Proven Track
Record**
With all Types of
Institutions



**Innovative
Strategies**
For Compliance
and Strategic
Planning

SOUTHEASTERN ACCREDITATION CONSULTANTS

SmarterServices **at a Glance**



2002
Year Established



1,000+
Client Institutions
Served



3,000,000+
Exams Proctored



6 Million
Students
Assessed for
Readiness with
SmarterMeasure



 **SmarterServices**[™]

Assessment Services



 **SmarterServices**TM

SmarterMeasure

First to market and industry leader in non-cognitive assessment and taken by over 6 million students



SmarterProctoring

First and only complete proctoring management system that accommodates all proctoring modalities

Are You Ready for a Conversation?

We would be glad to schedule a conversation that addresses your schools specific needs!

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