**INQUIRY QUESTIONS**

What are the knowledge, motivation, and organizational causes that are barriers to student advisors ensuring that all their students create self-regulatory plans?

What are the knowledge, motivation, and organizational solutions to these barriers?

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**Self-regulation Plans and Online Student Persistence: A Gap Analysis**

Kathryn McFarland

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**LITERATURE**

- Growing participation in online higher education
- Weaker persistence in online versus face-to-face programs
- Adults and part-time students are both at high-risk for non-completion
- Self-regulatory strategies improve student achievement

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**FINDINGS**

**Knowledge**
- Student advisors are unaware of the theories, models and structures of self-regulatory strategies
- Student advisors do not have a defined process for assessing and employing self-regulatory strategies

**Motivation**
- Student advisors attribute student success and failure to areas outside advisor

**Organization**
- Frequent change has caused resistance to initiatives
- Misalignment between student advisor goals and self-regulatory plans
- Insufficient training on concepts and implementation
- Lack of tools tailored self-regulatory plan creation and tracking

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**SOLUTIONS**

- Develop procedures, create job aids, and provide training
- Incorporate case studies and opportunities to compare and analyze solutions.
- Focus on learning goals rather than performance goals
- Build stakeholder support for changes by including them in early communication and development
- Address potential for advisor role-overload
- Solicit feedback from advisors
- Create specific, measurable goals
- Expand SRM processes

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**FUTURE RESEARCH**

- Assess causes driving the disparities in online vs. on-ground persistence
- Examine experiences of all stakeholder groups
- Study self-regulatory strategies' effectiveness for adult online learners in a controlled environment
- Assess effectiveness of Student Relationship Management systems in enrolling and supporting students in higher education

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**METHODOLOGY**

*(Clark & Estes, 2008)*

- 20 online survey items—knowledge (7), motivation (7), organization (6)
  - 15 Likert scale with 6 points
  - 5 open-ended
  - 13 participants
- Semi-structured interviews
  - 15 primary questions knowledge (5), motivation (5), organization (5)
  - 4 participants
- Data analysis
  - Frequencies (Likert)
  - Thematic analysis (open-ended survey responses and interview responses)