Conley Readiness Index

Helping you equip your students with stronger self-awareness for a successful transition into university and beyond
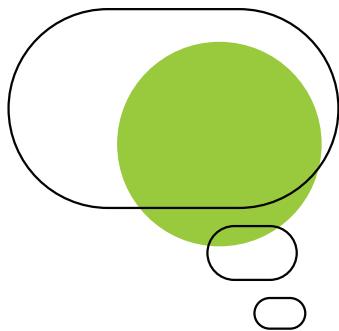
Pearson

Improving chances of student success

Research has consistently shone a spotlight over the years on how many students feel inadequately prepared for university life when they start their degree course and its impact on their confidence, engagement, and, ultimately, dropout rates.

Add the disruption of Covid to the mix, and the ongoing problems of creating a sense of belonging, reducing student stress levels and managing their expectations are further amplified.

The HEPI Student Academic Experience Survey 2019[1] reports that around **40% of students did not feel prepared when they began university**. Research also indicates that these students feel unprepared for the transition from university to the start of their careers.

Students who feel unprepared for university may also lack academic confidence or experience "imposter syndrome", leading to a feeling of not belonging. Pearson and Wonkhe[2] surveyed students during a year-long study in 2021 on belonging and inclusion. They found that 72% of students who agree they belong feel confident in their academic skills, whereas **only 34% of respondents who disagree they belong feel confident in their academic skills**.

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1 https://www.hepi.ac.uk/wp-content/uploads/2019/06/Student-Academic-Experience-Survey-2019.pdf
2 https://wonkhe.com/blogs/belonging-inclusion-and-mental-health-are-all-connected/

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Help students assess their key skills and competencies

The Conley Readiness Index (CRI) is a 30-minute online analysis tool that assesses students' strengths and weaknesses and identifies gaps between their aspirations and their skills. Built on over a decade of research in the US and tailored to UK universities, the CRI has been used by more than 100,000 students.

Students value the role of CRI in helping them identify areas in need of improvement by highlighting how they think, act, learn and transition into university. The CRI generates outputs that actively encourage students to adopt behaviours or seek resources to remediate identified skills gaps.

Educators can use individual reports generated on completion of the CRI to offer personalised feedback at scale, regardless of whether students are studying online, part-time or on campus. Data and reports can provide one-to-one guidance on appropriate interventions, resources or counselling specific to your institution's provisions. It also provides insight that enables you to adapt existing courses or your approach to university transition.

The CRI offers guidance to help students improve their chances of success, at the start of their university journey, throughout their studies and into their career.

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# Improving chances of student success

The Conley Model is based on 42 'actionable' skills and competencies that students and educators can focus on in order to improve readiness for higher education and career success.

These skills and competencies are organised into 4 broad areas called the Four Keys:

- Key **Cognitive** Strategies
- Key **Content** Knowledge
- Key **Learning** Skills & Techniques
- Key **Transition** Knowledge & Skills

Students can track their progress through the questions

There is one question for each of the skills and competencies
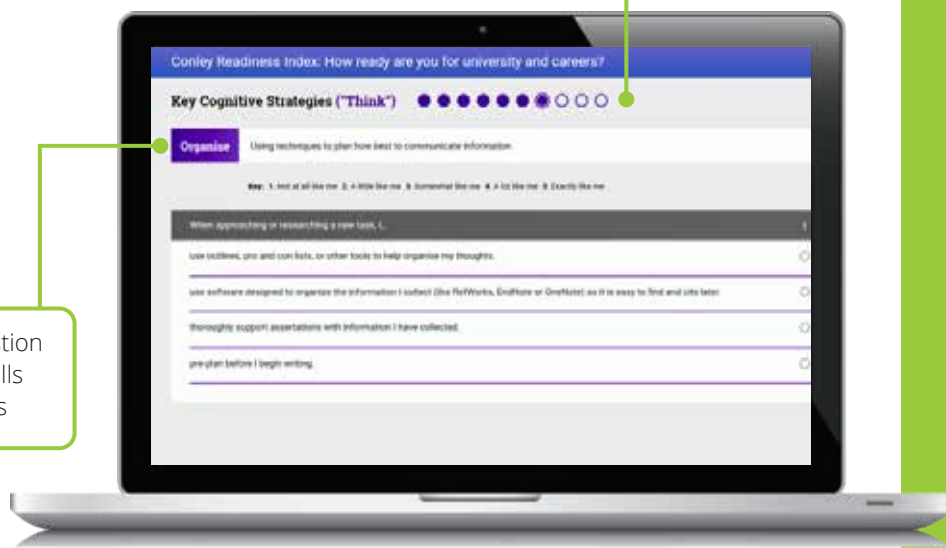
How does it work?

The CRI can be taken at any time but is best used initially as an early diagnostic within the first few months of students starting their higher education studies and then retaken later in the academic year to measure progress. Accessing and using CRI is straightforward:

1. Students access the CRI tool via a unique URL **embedded into your VLE**.
2. Students are then asked a series of questions which take around 20-30 minutes to complete.
3. A **personalised report** is provided upon completion that focuses on the skills they need to develop further, which they can then share with a tutor, academic adviser or study skills tutor.

Learn more

If you would like to learn more about the positive impact the CRI could have on your student outcomes or how other UK universities integrate this service into their support offering, please visit **go.pearson.com/moreoncri** or email **jo.corwood@pearson.com**.

We are developing online learning units around personal and professional areas of importance which will support intervention following completion of the CRI. Visit **go.pearson.com/moreonolu** for more information.