

Stanly Community College  
QEP Quarterly Report – December 2016

**Purpose:** The purpose of the Stanly Community College (SCC) QEP Quarterly Report is to inform stakeholders of the implementation and assessment progress of the EDGe, SCC's quality enhancement plan (QEP).

**Schedule:** This is the eighth of 20 quarterly reports to be produced and distributed from 2015 to 2020. Anticipated release of reports is March, June, September, and December of each year.

**Timeline:** The official launch of the EDGe was March 2015, signified by the requirement that each new SCC curriculum student complete the EDGe Experience on or before the completion of his or her mandatory Student Success (ACA) course. While course design-related interventions of the EDGe began prior to the launch, the remaining interventions, such as skill remediation, Netiquette Rule reinforcement, and technological skill reinforcement were officially implemented in Spring 2015.

Also in Spring 2015, the QEP Implementation and Assessment Team (IAT) initiated the practice of using a common census date activity for SCC curriculum courses (with the exception of course sections taught at the Albemarle Correctional Institution [ACI]). The purpose of the census date activity is to reinforce the netiquette principles that comprise the SCC Netiquette Rule. In Fall 2016, The EDGe Experience was revised, based on feedback from students, faculty, and staff.

In Summer 2015, courses at ACI also participated in a common census date activity, and in Spring 2016, the EDGe Experience was piloted with eLearning students at ACI. The ACI EDGe Experience was revised for official implementation, which launched in Fall 2016.

## EDGE Goals and Student Learning Outcomes:

The goals and student learning outcomes for the EDGE are shown in Table 1.

	<b>Goals</b>	<b>Student Learning Outcomes</b>
1	Reduce the barriers that students encounter when their technological knowledge and skill sets are not adequate to successfully navigate the eLearning environment.	Demonstrate mastery of the technological skill sets necessary to function in the eLearning environment.
2	Prepare students with the capability to follow direction, interact, and communicate effectively in the eLearning environment.	Demonstrate mastery of commonly accepted standards (netiquette) of communication in the eLearning environment.
3	Increase students' self-efficacy regarding the characteristics needed to be successful eLearners.	Apply the characteristics needed to be a successful eLearner.

*Table 1 – EDGE Goals and Student Learning Outcomes*

## Changes to Original QEP:

Since the June 2016 QEP Quarterly Report, two implementation and assessment elements have been revised. The first initiative aims to increase EE participation, while the second was implemented to improve assessment efforts. Additional details are provided in Table 2.

	<b>Change</b>	<b>Justification</b>
1	<p>As indicated in the September 2016 Quarterly report, co-Directors will monitor EDGe Experience (EE) completion by running a comparison report of New Student Orientation (NSO) completers to EE completers. This will generate a list of students who have completed NSO but not the EE. These students will be contacted regarding the need to complete the EE. A schedule for this monitoring will be developed and co-Directors will be responsible for implementation of the comparison report and follow-up emails to students.</p> <p>A change from the September 2016 report that requires noting is that the co-Directors will not conduct a manual review of student progress through the EE with follow-up contact to students who are missing one or more EE assignments.</p>	<p>The decision to discontinue manual review stems from the fact that employing both strategies is unnecessary and inefficient with regards to increasing EE completion.</p>
2	<p>Marketing Efforts to Improve EDGe Climate Survey Response Rates:</p> <ul style="list-style-type: none"> <li>• Set up station with computers and refreshments in Snyder Building to encourage student completion.</li> <li>• Increase chance of winning student drawing by offering 2 prizes instead of one.</li> <li>• Provide a prize drawing for faculty survey completers.</li> </ul>	<p>These and other related strategies will be implemented in Fall 2017.</p>
3	<p>Annual Analysis and Discussion Report</p> <ul style="list-style-type: none"> <li>• The yearly report that will include analysis and discussion of formative and summative assessment data will be completed in June of each year (rather than the originally scheduled December analysis report).</li> </ul>	<p>A summer report allows for:</p> <ul style="list-style-type: none"> <li>• Alignment with the end of the academic year/graduation</li> <li>• Better timing for co-Directors with respect to other work duties</li> <li>• A final report just three months prior to the SACSCOC 5<sup>th</sup> Year Report due date of mid-September.</li> </ul>

*Table 2 – Modifications to the Original QEP since September, 2016.*

**Goal and Student Learning Outcome Assessment:**

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between October, 2016 and early January, 2017.

	<b>Goal</b>	<b>Student Learning Outcome</b>	<b>Assessment</b>
<b>Technological Skills</b>	1. Reduce the barriers that students encounter when their technological knowledge and skill sets are not adequate to successfully navigate the eLearning environment.	1. Demonstrate mastery of the technological skill sets necessary to function in the eLearning environment.	<p>Student Tech Support and LMS Helpdesk tickets for technology skills issues. Next data collection is the first two weeks of the Spring 2017 term – Available in the March, 2017 QEP Quarterly Report.</p> <p>EDGe Experience-embedded pretest and posttest that measure student technological skills.</p> <p><u>Tech Skills Questions (out of 4)</u></p> <p>Old Shell 9/19/16 – 1/3/17            Average Pretest Score: 3.03            Average Posttest Score: 3.68            Posttest Average is 21.5% higher than Pretest Average</p> <p>New Shell 9/19/16 – 1/3/17            Average Pretest Score: 2.71            Average Posttest Score: 3.69            Posttest Average is 36.2% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See <u>Appendix A</u>.</p>

<p style="text-align: center;"><b>Communication And Netiquette Skills</b></p>	<p>2. Prepare students with the capability to follow direction, interact, and communicate effectively in the eLearning environment.</p>	<p>2. Demonstrate mastery of commonly accepted standards (netiquette) of communication in the eLearning environment.</p>	<p>Next QEP Climate Survey will be administered Fall of 2017.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills.</p> <p><u>Netiquette Skills Questions (out of 3)</u></p> <p>Old Shell 9/19/16 – 1/3/17  Average Pretest Score: 2.72  Average Posttest Score: 2.82  Posttest Average is 3.7% higher than Pretest Average</p> <p>New Shell 9/19/16 – 1/3/17  Average Pretest Score: 2.53  Average Posttest Score: 2.78  Posttest Average is 9.9% higher than Pretest Average</p>
<p style="text-align: center;"><b>Self-Efficacy</b></p>	<p>3. Increase students' self-efficacy regarding the characteristics needed to be successful eLearners.</p>	<p>3. Apply the characteristics needed to be a successful eLearner.</p>	<p>Next QEP Climate Survey will be administered Fall of 2017.</p> <p>EDGE Experience pre- and post- self-efficacy inventory. See <u>Appendices B and C</u>.</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See <u>Appendix D</u>.</p>

*Table 3 – Goal- and Student Learning Outcome-specific Assessment Data.*

## Process Tracking:

It is important to track the ancillary processes that contribute to the success of EDGe interventions. Table 4 provides information regarding the progress of these items.

<b>EDGe Process Tracking</b>															
	<b>Updates</b>														
Tech Support and LMS Helpdesk Category Revision	QEP Implementation and Assessment Team will continue to use data collected during the first 30 days of Spring and Fall terms to inform EDGe Experience revisions. Tech Support has not yet hired an additional part-time employee but continues to utilize work study students for client issues. The LMS Helpdesk has filled the full-time vacancy and applications are under review for replacement.														
Stanly Community College Online Instructor Certification Program and Other Online Instructor Training Sessions	The Online Instructor Certification Program was rescheduled to Spring 2017 (rather than Fall 2016) and will be offered beginning in March 2017.														
Course Peer Review and Redesign	The process for conducting ADA review is scheduled to begin in January of 2017 to initiate the 3-year cycle of continuous quality improvement. Additionally, an online training for Faculty has been developed and will be started January 2017 after being introduced in the beginning of the semester school meetings. All faculty are expected to complete the online training by the end of the Spring 2017 semester. A second training covering a deeper level of ADA compliance will be in development beginning in the spring to be delivered beginning in the fall of 2017.														
# of EDGe Badge Earners (EDGe Experience Completers) as of December, 2016.	2,114														
# of Students Participating in EDGe Review (Online Remediation Modules) as of December, 2016.	59														
# of EDGe Experience-ACI Badge Earners as of December, 2016.	46 (Including 20 students from ACI pilot study)														
Percentage of ACA Enrollees Completing the EDGe Experience (See Note)	Fall 2015 – 87% Spring 2016 – 82% Fall 2016 – 86%														
Academic Support Center Tutor Training	The next training for Academic Support Center student tutors will be in Spring of 2017.														
QEP Implementation and Assessment Meetings Since March, 2015	<table border="0"> <tr> <td>March 10, 2015</td> <td>February 2, 2016</td> </tr> <tr> <td>April 7, 2015</td> <td>April 5, 2016</td> </tr> <tr> <td>May 5, 2015</td> <td>May 3, 2016</td> </tr> <tr> <td>June 2, 2015</td> <td>June 7, 2016</td> </tr> <tr> <td>October 6, 2015</td> <td>July 12, 2016</td> </tr> <tr> <td>November 3, 2015</td> <td>September 6, 2016</td> </tr> <tr> <td>December 1, 2015</td> <td>October 4, 2016</td> </tr> </table>	March 10, 2015	February 2, 2016	April 7, 2015	April 5, 2016	May 5, 2015	May 3, 2016	June 2, 2015	June 7, 2016	October 6, 2015	July 12, 2016	November 3, 2015	September 6, 2016	December 1, 2015	October 4, 2016
March 10, 2015	February 2, 2016														
April 7, 2015	April 5, 2016														
May 5, 2015	May 3, 2016														
June 2, 2015	June 7, 2016														
October 6, 2015	July 12, 2016														
November 3, 2015	September 6, 2016														
December 1, 2015	October 4, 2016														

*Table 4 – Process Data.*

Note: In previous reports (March 2016, June 2016, September 2016), this item was referred to as “Percentage of New Curriculum Students Completing the EDGe Experience” and data was inaccurate. The current report has the correct item phrasing and data.

Appendix A

Course Evaluation Report – 2014 Spring to 2016 Fall

eLearning Courses	Mean Score of Response*					
	Spring 2014 Number of Course Sections (n)=473	Fall 2014 n=476	Spring 2015 n=405	Fall 2015 n=417	Spring 2016 n=62**	Fall 2016 n=414
It was clear to me how to get started in this eLearning course and the course site was easy to navigate.	4.63	4.58	4.62	4.58	4.62	4.57
This eLearning course included opportunities for me to communicate and interact with my classmates.	4.33	4.36	4.41	4.33	4.47	4.31
If given the opportunity, I would recommend this eLearning course to a friend.	4.41	4.39	4.42	4.34	4.51	4.42

\*Response choices and point value were as follows:

Strongly Agree = 5

Agree = 4

Neither Agree nor Disagree = 3

Disagree = 2

Strongly Disagree = 1

\*\*Low number of course sections evaluated using these three questions during Spring 2016 is due to course evaluation system failure.

Note: Number of student responses will be added to all subsequent quarterly reports.

Appendix B

Pre-and Post-Test Online Readiness Survey - EDGe Experience Old Shell  
(Through January 3, 2017)

Pre-Test Completers: 1789  
Post-Test Completers: 1467  
Questions: 14

Question		Responses				Pre/Post Test	Most or All of the Time Percentage
		Rarely	Sometimes	Most of the time	All of the time		
<b>1. I am able to easily access the Internet as needed for my studies.</b>	Count	5	36	451	1297	Pre-Test	97.7%
	Percent	0.3%	2.0%	25.2%	72.5%		
	Count	1	32	307	1127	Post-Test	97.8%
	Percent	0.0%	2.2%	21.0%	76.8%		
<b>2. I am comfortable communicating over the Internet.</b>	Count	20	109	546	1114	Pre-Test	92.8%
	Percent	1.1%	6.1%	30.5%	62.3%		
	Count	4	75	390	998	Post-Test	94.6%
	Percent	0.2%	5.1%	26.6%	68.0%		
<b>3. I am willing to actively communicate with my classmates and instructors electronically.</b>	Count	9	90	419	1271	Pre-Test	94.4%
	Percent	0.5%	5.0%	23.4%	71.0%		
	Count	4	48	296	1119	Post-Test	96.5%
	Percent	0.3%	3.3%	20.2%	76.3%		
<b>4. I am willing to set aside an amount of time each week to effectively engage in study.</b>	Count	6	60	422	1301	Pre-Test	96.3%
	Percent	0.3%	3.4%	23.6%	72.7%		
	Count	3	37	306	1121	Post-Test	97.3%
	Percent	0.2%	2.6%	20.9%	76.4%		



<b>5. I feel that online learning is of at least equal quality to traditional classroom learning.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	123	361	715	590	Pre-Test	73.0%
	<b>Percent</b>	6.9%	20.2%	40.0%	33.0%		
	<b>Count</b>	70	241	524	632	Post-Test	78.8%
<b>Percent</b>	4.8%	16.4%	35.7%	43.1%			
<b>6. I feel that my background and experience will be beneficial to my new learning.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	17	160	573	1039	Pre-Test	90.1%
	<b>Percent</b>	1.0%	8.9%	32.0%	58.1%		
	<b>Count</b>	6	111	408	942	Post-Test	92.0%
<b>Percent</b>	0.4%	7.6%	27.8%	64.2%			
<b>7. I am comfortable with written communication.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	14	144	584	1047	Pre-Test	91.1%
	<b>Percent</b>	0.8%	8.0%	32.6%	58.5%		
	<b>Count</b>	10	90	425	942	Post-Test	93.2%
<b>Percent</b>	0.7%	6.1%	29.0%	64.2%			
<b>8. When it comes to learning and studying, I am a self-directed person.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	26	214	774	775	Pre-Test	86.6%
	<b>Percent</b>	1.4%	12.0%	43.3%	43.3%		
	<b>Count</b>	5	108	506	848	Post-Test	92.3%
<b>Percent</b>	0.3%	7.4%	34.5%	57.8%			
<b>9. I believe looking back on what I have learned in a course will help me to remember it better.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	10	121	555	1103	Pre-Test	92.7%
	<b>Percent</b>	0.6%	6.8%	31.0%	61.7%		
	<b>Count</b>	3	58	382	1024	Post-Test	95.8%
<b>Percent</b>	0.2%	4.0%	26.0%	69.8%			

<b>10. In my studies, I am self-disciplined and find it easy to set aside reading and homework time.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	42	214	719	742	Pre-Test	85.7%
	<b>Percent</b>	2.3%	12.0%	44.2%	41.5%		
	<b>Count</b>	9	113	546	799	Post-Test	91.7%
	<b>Percent</b>	0.6%	7.7%	37.2%	54.5%		
	<hr/>						
<b>11. I am able to manage my study time effectively and easily complete assignments on time.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	11	131	719	928	Pre-Test	92.1%
	<b>Percent</b>	0.6%	7.3%	40.2%	51.9%		
	<b>Count</b>	6	70	529	862	Post-Test	94.9%
	<b>Percent</b>	0.4%	4.7%	36.1%	58.8%		
	<hr/>						
<b>12. As a student, I enjoy working by myself with minimal support or interaction.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	81	501	706	501	Pre-Test	67.5%
	<b>Percent</b>	4.5%	28.0%	39.5%	28.0%		
	<b>Count</b>	42	316	541	568	Post-Test	75.6%
	<b>Percent</b>	2.9%	21.5%	36.9%	38.7%		
	<hr/>						
<b>13. In my studies, I set goals and have a high degree of initiative.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	9	152	647	981	Pre-Test	91.0%
	<b>Percent</b>	0.5%	8.5%	36.2%	54.8%		
	<b>Count</b>	2	83	412	970	Post-Test	94.2%
	<b>Percent</b>	0.1%	5.7%	28.1%	66.1%		
	<hr/>						
<b>14. I believe I am the only one responsible for my learning.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	21	112	424	1232	Pre-Test	92.6%
	<b>Percent</b>	1.2%	6.3%	23.7%	68.9%		
	<b>Count</b>	12	54	277	1124	Post-Test	95.5%
	<b>Percent</b>	0.8%	3.7%	18.9%	76.6%		

Appendix C

Pre-and Post-Test Online Readiness Survey - EDGe Experience New Shell  
(August 14, 2016 – January 3, 2017)

Pre-Test Completers: 473  
Post-Test Completers: 395  
Questions: 14

Question		Responses				Pre/Post Test	Most or All of the Time Percentage
		Rarely	Sometimes	Most of the time	All of the time		
<b>1. I am able to easily access the Internet as needed for my studies.</b>	Count	6	13	124	330	Pre-Test	96.0%
	Percent	1.3%	2.8%	26.2%	69.8%		
	Count	2	9	93	291	Post-Test	97.2%
	Percent	0.5%	2.3%	23.5%	73.7%		
<b>2. I am comfortable communicating over the Internet.</b>	Count	6	45	146	276	Pre-Test	89.3%
	Percent	1.3%	9.5%	30.9%	58.4%		
	Count	2	30	88	275	Post-Test	91.9%
	Percent	0.5%	7.6%	22.3%	69.6%		
<b>3. I am willing to actively communicate with my classmates and instructors electronically.</b>	Count	5	24	117	327	Pre-Test	93.8%
	Percent	1.1%	5.1%	24.7%	69.1%		
	Count	1	17	88	289	Post-Test	95.5%
	Percent	0.2%	4.3%	22.3%	73.2%		
<b>4. I am willing to set aside an amount of time each week to effectively engage in study.</b>	Count	1	24	112	336	Pre-Test	94.7%
	Percent	0.2%	5.1%	23.7%	71.0%		
	Count	1	14	93	287	Post-Test	96.2%
	Percent	0.3%	3.5%	23.5%	72.7%		

<b>5. I feel that online learning is of at least equal quality to traditional classroom learning.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	35	111	170	157	Pre-Test	69.1%
	<b>Percent</b>	7.4%	23.5%	35.9%	33.2%		
	<b>Count</b>	20	69	116	190	Post-Test	77.5%
<b>Percent</b>	5.1%	17.5%	29.4%	48.1%			
<b>6. I feel that my background and experience will be beneficial to my new learning.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	8	49	170	246	Pre-Test	87.9%
	<b>Percent</b>	1.7%	10.4%	35.9%	52.0%		
	<b>Count</b>	6	33	111	245	Post-Test	90.1%
<b>Percent</b>	1.5%	8.4%	28.1%	62.0%			
<b>7. I am comfortable with written communication.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	8	41	155	269	Pre-Test	89.7%
	<b>Percent</b>	1.7%	8.7%	32.8%	56.9%		
	<b>Count</b>	1	26	106	262	Post-Test	93.1%
<b>Percent</b>	0.3%	6.6%	26.8%	66.3%			
<b>8. When it comes to learning and studying, I am a self-directed person.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	9	72	198	194	Pre-Test	82.9%
	<b>Percent</b>	1.9%	15.2%	41.9%	41.0%		
	<b>Count</b>	3	34	139	219	Post-Test	90.6%
<b>Percent</b>	0.8%	8.6%	35.2%	55.4%			
<b>9. I believe looking back on what I have learned in a course will help me to remember it better.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	5	34	163	271	Pre-Test	91.8%
	<b>Percent</b>	1.1%	7.2%	34.5%	57.3%		
	<b>Count</b>	4	16	106	269	Post-Test	94.9%
<b>Percent</b>	1.0%	4.1%	26.8%	68.1%			

<b>10. In my studies, I am self-disciplined and find it easy to set aside reading and homework time.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	15	67	203	188	Pre-Test	82.6%
	<b>Percent</b>	3.2%	14.2%	42.9%	39.7%		
	<b>Count</b>	6	39	135	215	Post-Test	88.6%
	<b>Percent</b>	1.5%	9.9%	34.2%	54.4%		
	<hr/>						
<b>11. I am able to manage my study time effectively and easily complete assignments on time.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	4	37	208	224	Pre-Test	91.4%
	<b>Percent</b>	0.8%	7.8%	44.0%	47.4%		
	<b>Count</b>	1	28	126	240	Post-Test	92.7%
	<b>Percent</b>	0.3%	7.1%	31.9%	60.8%		
	<hr/>						
<b>12. As a student, I enjoy working by myself with minimal support or interaction.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	20	137	183	133	Pre-Test	66.8%
	<b>Percent</b>	4.2%	29.0%	38.7%	28.1%		
	<b>Count</b>	11	83	134	167	Post-Test	76.2%
	<b>Percent</b>	2.8%	21.0%	33.9%	42.3%		
	<hr/>						
<b>13. In my studies, I set goals and have a high degree of initiative.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	3	48	180	242	Pre-Test	89.3%
	<b>Percent</b>	0.6%	10.1%	38.1%	51.2%		
	<b>Count</b>	1	34	114	246	Post-Test	91.2%
	<b>Percent</b>	0.3%	8.6%	28.9%	62.3%		
	<hr/>						
<b>14. I believe I am the only one responsible for my learning.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	5	41	117	310	Pre-Test	90.2%
	<b>Percent</b>	1.1%	8.7%	24.7%	65.5%		
	<b>Count</b>	2	20	81	292	Post-Test	94.4%
	<b>Percent</b>	0.5%	5.1%	20.5%	73.9%		

Appendix D

eLearning Course Success and Withdrawal Rates  
Reported by Academic Year\*

<b>Combined Rates of Online, Hybrid, &amp; Web-Assisted Curriculum Courses</b>	Withdrawal Rate	Success Rate**
2013-2014	16.7%	74.5%
2014-2015	14.2%	78.1%
2015-2016	14.6%	79.1%
2016-2017	Available Fall 2017	Available Fall 2017

\*Academic Year is defined as the Fall to Spring terms within the year specified. For example, AY 2013-2014 includes Fall 2013 and Spring 2014.

\*\*Success Rates are determined by the number of students in a course earning "C" or better compared to the total number of students enrolled in the course on or after the census date.