

Stanly Community College  
QEP Quarterly Report – September 30, 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 seventh 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 of October, 2016, periodic monitoring of EDGe Experience (EE) completion will now be carried out in the following ways:</p> <ul style="list-style-type: none"> <li>• A comparison report of New Student Orientation (NSO) completers to EE completers 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.</li> <li>• A manual review of student progress through the EE with follow-up contact to students who are missing one or more EE assignments.</li> </ul>	<p>These two strategies have been initiated to increase the new student completion rates of the EE.</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>Student response rate in 2015 was 10.0%. Setting up survey completion station may increase response rate.</p> <p>Faculty response rate in 2015 was 33.3%. Although this is considered an acceptable response rate, the Implementation and Assessment Team would like feedback from a majority of the part-time and full-time faculty.</p>
3	<p>A revised version of the EE was made available August 14, 2016.</p>	<p>Student, Tech Support, and LMS Helpdesk ticket feedback, along with changes in SCC information prompted the need for a revised EE. Changes were also created based on feedback surveys collected from faculty and Tech Support/LMS agents. Table 3 will reflect data from both the old EE shell and the new version. Assessment questions did not change from old shell to new shell.</p>

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

**Goal and Student Learning Outcome Assessment:**

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between June, 2016 and September, 2016.

	<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. Data collected 8/15/2016 – 9/26/2016. This information is now used as a formative assessment tool, in which ticket information is evaluated and, if applicable, incorporated into the EDGe Experience. Results from the Fall 2016 data collection resulted in the following change:</p> <p style="padding-left: 40px;">The EDGe Experience revision for Fall 2016 incorporates information about access to Office 365 and how to reset the SCC password.</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 6/20/16 – 9/19/16            Average Pretest Score: 2.62            Average Posttest Score: 3.70            Posttest Average is 41.2% higher than Pretest Average</p> <p>New Shell 8/14/16 – 9/19/16            Average Pretest Score: 2.84            Average Posttest Score: 3.67            Posttest Average is 29.2% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See <u>Appendix A</u>. Fall 2016 data will be available in December 2016 Report.</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>QEP Climate Survey administered September 19 – September 30, 2016. Results are in <u>Appendices B and C</u>.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills.</p> <p><u>Netiquette Skills Questions (out of 3)</u>          Old Shell 6/20/16 – 9/19/16          Average Pretest Score: 2.33          Average Posttest Score: 2.76          Posttest Average is 18.5% higher than Pretest Average</p> <p>New Shell 8/14/16 – 9/19/16          Average Pretest Score: 2.57          Average Posttest Score: 2.73          Posttest Average is 6.2% 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>EDGE Climate Survey administered September 19 – September 30, 2016. Results are in <u>Appendices B and C</u></p> <p>EDGE Experience pre- and post- self-efficacy inventory. See <u>Appendices D and E</u>.</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See <u>Appendix F</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	New system in place for issue tracking. QEP Implementation and Assessment Team will use information to inform revisions of EDGE Experience. Tech Support has been funded for an additional part-time position to supplant the need for student work study assistance. The LMS Helpdesk has had one full-time employee to resign. This position is currently vacant and applications are under review for replacement.	
Stanly Community College Online Instructor Certification Program and Other Online Instructor Training Sessions	The next Online Instructor Certification course is scheduled to be offered during the second 8 weeks of the semester. The content is being reviewed and will be submitted to the Online Advisory Board for review in the first week of October.	
Course Peer Review and Redesign	<p>The ADA and Quality Matters review process was presented to the Online Advisory Board at our first meeting in September. The eLearning Department was approved to implement the process, and we have been meeting to establish</p> <ul style="list-style-type: none"> <li>• a process for conducting reviews,</li> <li>• pacing to ensure all courses are reviewed in a 3-year cycle, and</li> <li>• quality controls to ensure that all reviews are as equitable as possible.</li> </ul> <p>The first reviews under this process are set to begin the first week of October.</p>	
# of EDGE Badge Earners (EDGE Experience Completers) as of September, 2016.	1,868	
# of Students Participating in EDGE Review (Online Remediation Modules) as of June, 2016.	51	
# of EDGE Experience-ACI Badge Earners as of September, 2016.	45 (Including 20 students from ACI pilot study)	
Percentage of New Curriculum Students Completing the EDGE Experience	Fall 2015 – 90.6% Spring 2016 – 90.6% Fall 2016 – Available December, 2016	
Academic Support Center Tutor Training	The next training for Academic Support Center student tutors will be in Spring of 2017. An August, 2016 training was not held.	
QEP Implementation and Assessment Meetings Since March, 2015	March 10, 2015 April 7, 2015 May 5, 2015 June 2, 2015 October 6, 2015 November 3, 2015 December 1, 2015	February 2, 2016 April 5, 2016 May 3, 2016 June 7, 2016 July 12, 2016 September 6, 2016

Table 4 – Process Data.

Appendix A

Course Evaluation Report – 2014 Spring to 2016 Spring

eLearning Courses	Mean Score of Response*						
	Spring 2014 n=473	Summer 2014 n=109	Fall 2014 n=476	Spring 2015 n=405	Summer 2015 n=108	Fall 2015 n=417	Spring 2016 n=62**
It was clear to me how to get started in this eLearning course and the course site was easy to navigate.	4.63	4.57	4.58	4.62	4.63	4.58	4.62
This eLearning course included opportunities for me to communicate and interact with my classmates.	4.33	4.27	4.36	4.41	4.45	4.33	4.47
If given the opportunity, I would recommend this eLearning course to a friend.	4.41	4.39	4.39	4.42	4.54	4.34	4.51

\*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.

Appendix B  
EDGE Climate Survey – Student Responses

**Q1 Which of the following statements best describes your level of knowledge about the Stanly Community College Netiquette Rule?**

Answered: 335 Skipped: 0

Answer Choices	Responses
I have never heard of the Netiquette Rule.	3.9% 13
I have heard of the Netiquette Rule, but I do not know what it is.	2.1% 7
I am somewhat familiar with the contents of the Netiquette Rule.	5.7% 19
I am fully aware of the contents of the Netiquette Rule.	88.4% 296
<b>Total</b>	<b>335</b>

**Q2 I am mindful of privacy and security matters at all times**

Answered: 324 Skipped: 11

Answer Choices	Responses
Strongly Agree	73.1% 237
Agree	24.7% 80
Disagree	0.3% 1
Strongly Disagree	1.9% 6
<b>Total</b>	<b>324</b>

**Q3 I am mindful of how my message will be received by the reader.**

Answered: 322 Skipped: 13

Answer Choices	Responses
Strongly Agree	74.8% 241
Agree	23.3% 75
Disagree	0.3% 1
Strongly Disagree	1.6% 5
<b>Total</b>	<b>322</b>



#### Q4 I am mindful of grammar, sentence structure, spelling, and language usage.

Answered: 324 Skipped: 11

Answer Choices	Responses
Strongly Agree	73.5% 238
Agree	25.3% 82
Disagree	0.0% 0
Strongly Disagree	1.2% 4
<b>Total</b>	<b>324</b>

#### Q5 I pay careful attention to the intent of the discussion board prompts and email messages to ensure I that respond appropriately.

Answered: 324 Skipped: 11

Answer Choices	Responses
Strongly Agree	72.5% 235
Agree	25.9% 84
Disagree	0.0% 0
Strongly Disagree	1.5% 5
<b>Total</b>	<b>324</b>

#### Q6 When quoting or paraphrasing from another source, I routinely give credit to the original author by citing the author's name and source of the idea.

Answered: 324 Skipped: 11

Answer Choices	Responses
Strongly Agree	72.2% 234
Agree	25.0% 81
Disagree	1.5% 5
Strongly Disagree	1.2% 4
<b>Total</b>	<b>324</b>

**Q7 I can manage pop-ups, clear my cache, and download new software when necessary.**

Answered: 320 Skipped: 15

Answer Choices	Responses
Strongly Agree	56.9% 182
Agree	36.9% 118
Disagree	4.4% 14
Strongly Disagree	0.6% 2
I do not understand the question.	1.3% 4
<b>Total</b>	<b>320</b>

**Q8 I am proficient in the use of word processing and spreadsheet software.**

Answered: 320 Skipped: 15

Answer Choices	Responses
Strongly Agree	52.5% 168
Agree	39.4% 126
Disagree	6.3% 20
Strongly Disagree	0.9% 3
I do not understand the question.	0.9% 3
<b>Total</b>	<b>320</b>

**Q9 I know how to upload assignments, use jmail (the email system within Moodle classes), and find my grades in Moodle.**

Answered: 321

Skipped: 14

Answer Choices	Responses
Strongly Agree	78.5% 252
Agree	19.3% 62
Disagree	0.9% 3
Strongly Disagree	0.9% 3
I do not understand the question.	0.3% 1
<b>Total</b>	<b>321</b>

**Q10 In how many of your Fall 2016 classes did you participate in all or part of a Netiquette census date activity (Netiquette information video followed by a quiz)?**

Answered: 304 Skipped: 31

Answer Choices	Responses	
Participated in all of my classes	94.4%	287
Participated in most (at least 1/2 but not all) of my classes	1.6%	5
Participated in some (more than zero but less than 1/2) of my classes	0.7%	2
Did not participate in this activity in any of my classes	3.3%	10
<b>Total</b>	<b>304</b>	

Appendix C  
EDGE Climate Survey – Faculty Responses

**Q1 Students are mindful of privacy and security matters at all times.**

Answered: 40 Skipped: 0

Answer Choices	Responses
Strongly Agree	5.0% 2
Agree	52.5% 21
Disagree	40.0% 16
Strongly Disagree	2.5% 1
<b>Total</b>	<b>40</b>

**Q2 Students are mindful of how their messages are received by the reader.**

Answered: 39 Skipped: 1

Answer Choices	Responses
Strongly Agree	5.1% 2
Agree	48.7% 19
Disagree	43.6% 17
Strongly Disagree	2.6% 1
<b>Total</b>	<b>39</b>

**Q3 Students are mindful of grammar, sentence structure, spelling, and language usage.**

Answered: 39 Skipped: 1

Answer Choices	Responses
Strongly Agree	2.6% 1
Agree	30.8% 12
Disagree	53.8% 21
Strongly Disagree	12.8% 5
<b>Total</b>	<b>39</b>

**Q4 Students pay careful attention to the intent of discussion board prompts and email messages, as evidenced by their appropriate responses.**

Answered: 39 Skipped: 1

Answer Choices	Responses
Strongly Agree	2.6% 1
Agree	64.1% 25
Disagree	30.8% 12
Strongly Disagree	2.6% 1
<b>Total</b>	<b>39</b>

**Q5 When quoting or paraphrasing from another source, students give credit to the original author by citing the author's name and source of the idea.**

Answered: 38 Skipped: 2

Answer Choices	Responses
Strongly Agree	0.0% 0
Agree	31.6% 12
Disagree	63.2% 24
Strongly Disagree	5.3% 2
<b>Total</b>	<b>38</b>

**Q6 Students can manage pop-ups, clear their cache, and download new software when necessary.**

Answered: 39 Skipped: 1

Answer Choices	Responses
Strongly Agree	2.6% 1
Agree	64.1% 25
Disagree	30.8% 12
Strongly Disagree	2.6% 1
<b>Total</b>	<b>39</b>

**Q7 Students are proficient in the use of word processing and spreadsheet software.**

Answered: 39 Skipped: 1

Answer Choices	Responses
Strongly Agree	2.6% 1
Agree	79.5% 31
Disagree	12.8% 5
Strongly Disagree	5.1% 2
<b>Total</b>	<b>39</b>

**Q8 Students know how to upload assignments, use jmail (the email system within Moodle), and find their grades in Moodle.**

Answered: 39 Skipped: 1

Answer Choices	Responses
Strongly Agree	7.7% 3
Agree	69.2% 27
Disagree	20.5% 8
Strongly Disagree	2.6% 1
<b>Total</b>	<b>39</b>

**Q9 In how many of your Fall 2016 class sections did you incorporate the EDGe census date assignment (Netiquette information video followed by a quiz)?**

Answered: 39 Skipped: 1

Answer Choices	Responses
Used in all of my class sections	94.9% 37
Used in most (at least 50% but less than 100%) of my class sections	0.0% 0
Used in some (more than zero but less than 50%) of my class sections	0.0% 0
Did not use in any of my class sections	5.1% 2
<b>Total</b>	<b>39</b>

Appendix D

Pre-and Post-Test Online Readiness Survey - EDGe Experience Old Shell  
(Through September 19, 2016)

Pre-Test Completers: 1756  
Post-Test Completers: 1428  
Questions: 14

Question		Responses				Pre/Post Test	Most or All of the Time Percentage
		Rarely	Sometimes	Most of the time	All of the time		
1. I am able to easily access the Internet as needed for my studies.	Count	4	35	439	1278	Pre-Test	97.8%
	Percent	0.2%	2.0%	25.0%	72.8%		
	Count	1	31	298	1098	Post-Test	97.8%
	Percent	0.0%	2.2%	20.9%	76.9%		
2. I am comfortable communicating over the Internet.	Count	18	108	536	1094	Pre-Test	92.8%
	Percent	1.0%	6.2%	30.5%	62.3%		
	Count	4	73	379	972	Post-Test	94.6%
	Percent	0.3%	5.1%	26.5%	68.1%		
3. I am willing to actively communicate with my classmates and instructors electronically.	Count	9	89	412	1246	Pre-Test	94.5%
	Percent	0.5%	5.1%	23.5%	71.0%		
	Count	4	47	290	1087	Post-Test	96.4%
	Percent	0.2%	3.3%	20.3%	76.1%		
4. I am willing to set aside an amount of time each week to effectively engage in study.	Count	9	89	412	1246	Pre-Test	94.5%
	Percent	0.5%	5.1%	23.5%	71.0%		
	Count	3	36	295	1094	Post-Test	97.3%
	Percent	0.2%	2.5%	20.7%	76.6%		

<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>	121	355	698	582	Pre-Test	72.8%
	<b>Percent</b>	6.9%	20.2%	39.7%	33.1%		
	<b>Count</b>	69	230	516	613	Post-Test	79.0%
<b>Percent</b>	4.8%	16.1%	36.1%	42.9%			
<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>	16	156	559	1025	Pre-Test	90.2%
	<b>Percent</b>	0.9%	8.9%	31.8%	58.4%		
	<b>Count</b>	6	105	393	924	Post-Test	92.2%
<b>Percent</b>	0.4%	7.4%	27.5%	64.7%			
<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>	13	143	567	1033	Pre-Test	91.1%
	<b>Percent</b>	0.7%	8.1%	32.3%	58.8%		
	<b>Count</b>	10	83	413	922	Post-Test	93.5%
<b>Percent</b>	0.7%	5.8%	28.9%	64.6%			
<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>	25	208	759	764	Pre-Test	86.7%
	<b>Percent</b>	1.4%	11.8%	43.2%	43.5%		
	<b>Count</b>	4	106	487	831	Post-Test	92.3%
<b>Percent</b>	0.2%	7.4%	34.1%	58.2%			
<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	117	548	1081	Pre-Test	92.8%
	<b>Percent</b>	0.6%	6.7%	31.2%	61.6%		
	<b>Count</b>	3	55	370	1000	Post-Test	95.9%
<b>Percent</b>	0.2%	3.9%	25.9%	70.0%			



<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>	40	210	776	730	Pre-Test	85.8%
	<b>Percent</b>	2.2%	12.0%	44.2%	41.6%		
	<b>Count</b>	9	107	531	781	Post-Test	91.9%
<b>Percent</b>	0.6%	7.5%	37.2%	54.7%			
<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	126	705	914	Pre-Test	92.2%
	<b>Percent</b>	0.6%	7.1%	40.1%	52.1%		
	<b>Count</b>	6	66	512	844	Post-Test	95.0%
<b>Percent</b>	0.4%	4.6%	35.9%	59.1%			
<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>	79	485	699	493	Pre-Test	67.9%
	<b>Percent</b>	4.5%	27.6%	39.8%	28.1%		
	<b>Count</b>	40	300	531	557	Post-Test	76.2%
<b>Percent</b>	2.8%	21.0%	37.2%	39.0%			
<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	146	635	966	Pre-Test	91.2%
	<b>Percent</b>	0.5%	8.3%	36.2%	55.0%		
	<b>Count</b>	2	79	399	948	Post-Test	94.3%
<b>Percent</b>	0.1%	5.5%	27.9%	66.4%			
<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	111	415	1209	Pre-Test	92.4%
	<b>Percent</b>	1.2%	6.3%	23.6%	68.8%		
	<b>Count</b>	11	53	274	1090	Post-Test	95.5%
<b>Percent</b>	0.7%	3.7%	19.2%	76.3%			

## Appendix E

### Pre-and Post-Test Online Readiness Survey - EDGe Experience New Shell (August 14, 2016 – September 19, 2016)

**Pre-Test Completers: 294**  
**Post-Test Completers: 247**  
**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>		5	10	85	194	Pre-Test	94.9%
		1.7%	3.4%	28.9%	66.0%		
		2	3	67	175	Post-Test	97.9%
		0.8%	1.2%	27.1%	70.8%		
<b>2. I am comfortable communicating over the Internet.</b>		5	34	92	163	Pre-Test	86.7%
		1.7%	11.6%	31.3%	55.4%		
		2	20	63	162	Post-Test	91.1%
		0.8%	8.1%	25.5%	65.6%		
<b>3. I am willing to actively communicate with my classmates and instructors electronically.</b>		5	18	77	194	Pre-Test	92.2%
		1.7%	6.1%	26.2%	66.0%		
		1	11	58	177	Post-Test	95.2%
		0.4%	4.5%	23.5%	71.7%		
<b>4. I am willing to set aside an amount of time each week to effectively engage in study.</b>		1	18	77	198	Pre-Test	93.5%
		0.3%	6.1%	26.2%	67.3%		
		1	9	62	175	Post-Test	96.0%
		0.4%	3.6%	25.1%	70.9%		

<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>	27	78	100	89	Pre-Test	64.3%
	<b>Percent</b>	9.2%	26.5%	34.0%	30.3%		
	<b>Count</b>	11	48	69	119	Post-Test	76.1%
<b>Percent</b>	4.5%	19.4%	27.9%	48.2%			
<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>	7	38	109	140	Pre-Test	84.7%
	<b>Percent</b>	2.4%	12.9%	37.1%	47.6%		
	<b>Count</b>	5	24	75	143	Post-Test	88.3%
<b>Percent</b>	2.0%	9.7%	30.4%	57.9%			
<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>	7	33	106	148	Pre-Test	86.4%
	<b>Percent</b>	2.4%	11.2%	36.1%	50.3%		
	<b>Count</b>	1	18	71	157	Post-Test	92.3%
<b>Percent</b>	0.4%	7.3%	28.7%	63.6%			
<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>	7	51	131	105	Pre-Test	80.3%
	<b>Percent</b>	2.4%	17.3%	44.6%	35.7%		
	<b>Count</b>	1	26	91	129	Post-Test	89.0%
<b>Percent</b>	0.4%	10.5%	36.8%	52.2%			
<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>	4	24	106	160	Pre-Test	90.5%
	<b>Percent</b>	1.4%	8.1%	36.1%	54.4%		
	<b>Count</b>	2	13	71	161	Post-Test	93.9%
<b>Percent</b>	0.8%	5.3%	28.7%	65.2%			

<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>	13	45	134	102	Pre-Test	80.3%
	<b>Percent</b>	4.4%	15.3%	45.6%	34.7%		
	<b>Count</b>	3	26	92	126	Post-Test	88.2%
<b>Percent</b>	1.2%	10.5%	37.2%	51.0%			
<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>	3	24	137	130	Pre-Test	90.8%
	<b>Percent</b>	1.0%	8.2%	46.6%	44.2%		
	<b>Count</b>	0	15	87	145	Post-Test	93.9%
<b>Percent</b>	0.0%	6.1%	35.2%	58.7%			
<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>	15	97	108	74	Pre-Test	61.9%
	<b>Percent</b>	5.1%	33.0%	36.7%	25.2%		
	<b>Count</b>	6	57	91	93	Post-Test	74.5%
<b>Percent</b>	2.4%	23.1%	36.8%	37.7%			
<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	30	126	135	Pre-Test	88.8%
	<b>Percent</b>	1.0%	10.2%	42.9%	45.9%		
	<b>Count</b>	1	22	77	147	Post-Test	91.2%
<b>Percent</b>	0.4%	8.9%	31.7%	59.5%			
<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	32	72	185	Pre-Test	87.4%
	<b>Percent</b>	1.7%	10.9%	24.5%	62.9%		
	<b>Count</b>	2	16	53	176	Post-Test	92.8%
<b>Percent</b>	0.8%	6.5%	21.5%	71.3%			

Appendix F

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

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

\*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.