

Stanly Community College  
 QEP Quarterly Report – December 22, 2015  
 Annual Analysis

**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). In the current report, a more detailed analysis of data is presented. This additional information will also be added to subsequent December reports.

**Schedule:** This is the fourth of 20 quarterly reports to be produced and distributed from 2015 to 2020. Anticipated release of reports is in 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 curriculum student was required to 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 March, the remaining interventions, such as skill remediation, Netiquette Rule reinforcement, and technological skill reinforcement were officially implemented in Spring 2015. As of Spring, 2015, the QEP Implementation and Assessment Team (IAT) created 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 this activity is to reinforce netiquette principles that comprise the SCC Netiquette Rule. As of Summer of 2015, courses at ACI also participated in a common census date activity. In Spring of 2016, the EDGe Experience will be piloted with eLearning students at ACI.

**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 initial publication and presentation of the EDGe, several implementation and assessment elements have been revised. These changes were necessary due to the reasons indicated in Table 2.

	<b>Change</b>	<b>Justification</b>
1	Help Desk Ticket Categories - A	October/November: A review of the Help Desk ticket category marked “Other Login Issues” was completed, and tickets were re-categorized based on the original intent of these categories. After review of the Fall 2015 student tickets, 58% originally categorized as “Other Login Issues” were determined to fit in more specific login issue categories. Given these findings, co-directors were charged with reviewing this category with each data collection and using the information to design and implement appropriate training for Help Desk ticket agents.
2	Help Desk Ticket Categories - B	November/December: Co-directors reviewed the data collection scheme established through the college’s Help Desk system. It was discovered that four of the eight categories being tracked for EDGe-related purposes, were not truly important to EDGe or EDGe Experience assessment. These categories were removed, leaving only the following problem categories related to the QEP: <ul style="list-style-type: none"> <li>• Web Browser Issue</li> <li>• Can’t Access Course Content</li> <li>• Moodle Course Missing</li> <li>• Problem Submitting Work in Moodle</li> </ul> The co-directors and the IAT agreed to track whether Help Desk requests are caused by student, faculty, or system issues. A new tracking field was added to the Help Desk ticketing system entitled “EDGe Tracking.” For this field, agents must select from the following four choices: <ul style="list-style-type: none"> <li>• Student Training Issue</li> <li>• Employee Training Issue</li> <li>• System Error</li> <li>• Other</li> </ul>
3	Help Desk Agent Training	In the original QEP, Help Desk agents were to be trained every term with respect to the importance of student ticket issue categories. The first two trainings were conducted in person, but due to scheduling issues, future trainings will be conducted online as part of a comprehensive agent training developed by the Information Technology staff.

*Table 2 – Modifications to the Original QEP since September, 2015.*

## Goal and Student Learning Outcome Assessment

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between October and December of 2015.

	<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 Help Desk tickets for technology skills issues. Next data collection period is the first 30 days of the Spring 2016 term. Collection dates: 1/7/2016 – 2/18/2016.</p> <p>EDGE Experience-embedded pretest and posttest that measure student technological skills. 10/01/15 – 12/16/15  <u>Tech Skills Questions (out of 4)</u>                      Average Pretest Score: 2.7                      Average Posttest Score: 3.7                      Posttest Average is 37% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See Appendix A.</p>
<b>Communication And Netiquette Skills</b>	2. Prepare students with the capability to follow direction, interact, and communicate effectively in the eLearning environment.	2. Demonstrate mastery of commonly accepted standards (netiquette) of communication in the eLearning environment.	<p>QEP Climate Survey administered October 19 – October 30, 2015. Results in Appendix B</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills. 10/01/15 – 12/16/15  <u>Netiquette Skills Questions (out of 3)</u>                      Average Pretest Score: 2.5                      Average Posttest Score: 2.8                      Posttest Average is 12% higher than Pretest Average</p>
<b>Self-Efficacy</b>	3. Increase students' self-efficacy regarding the characteristics needed to be successful eLearners.	3. Apply the characteristics needed to be a successful eLearner.	<p>QEP Climate Survey administered October 19 – October 30, 2015. Results in Appendix B.</p> <p>EDGE Experience pre- and post- self-efficacy inventory. 03/01/15 – 12/16/15. Appendix C.</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See Appendix D. Note that 2015-2016 data will not be available until Summer, 2016.</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>
Continued Issues with Tech Support and LMS HelpDesk Data Collection	EDGe-related problem categories have been reduced to four. Also, a new field entitled “EDGe Tracking” has been created, allowing Help Desk ticket agents to provide information about the true source of error (informs training needs). A lesson regarding Help Desk ticket categorization has been included in the online Help Desk ticket agent training – to be completed by agents at the start of each academic term.
Student Withdrawal Survey Results and Response Rates	Next Withdrawal Survey to be Completed in Spring 2016 – Target group is students who withdrew from Fall 2015 semester but did not re-enroll in Spring 2016 term.
QEP Climate Response Rates for Faculty and Student Surveys	Faculty Response Rate = $56/174 = 32\%$ Student Response Rate = $268/2687 = 10\%$
Stanly Community College Online Instructor Certification Program and Other Online Instructor Training Sessions	Online Instructor Certification began Wednesday October 21st and ran for 4 weeks. 7 Instructors (4 full-time; 3 adjuncts) completed the training.
Course Peer Review and Redesign	9 courses are currently under peer review – 18 faculty members participating. 4 courses currently under certified review by Quality Matters. 12 courses are currently being self-reviewed.
# of EDGe Badge Earners (EDGe Experience Completers) as of December 18, 2015	951
# of Students Participating in EDGe Review (Online Remediation Modules) as of December 18, 2015.	33

*Table 4 – Process Data.*

## Analysis

### Goal 1: Technological Skills

**EDGe Experience Pre- and Post-test Scores.** Since the March 2015 implementation of The EDGe Experience for new curriculum students, skills pre- and post-test scores within the course show a 37% higher average after reviewing the technological content of The EDGe Experience.

**Student Help Desk Tickets.** While it is difficult to compare spring and fall semesters, there was a decrease in overall Student Help Desk tickets the first 30 business days of the Fall 2015 semester, when compared to the first 30 business days of the Spring 2015 semester. This may suggest a decrease in encountered difficulties and thus an increase in student technological skill sets.

**Course Evaluations.** End-of-course student evaluation questions related to quality in eLearning course sections are stable on a year-to-year comparison (i.e., fall-to-fall, spring-to-spring), averaging within hundredths of a point. The average student response is from 4.27 to 4.63 on a 5-point scale, with the majority selecting “agree” (4) to “strongly agree” (5). This leaves little room for large-scale satisfaction improvement.

## **Goal 2: Communication and Netiquette Skills**

**EDGE Experience Pre- and Post-test Scores.** The communication and netiquette skills portion of the student skills pre- and post-test within The EDGe Experience shows a 12% increase in average score. While this is a positive trend, there is a three point scale regarding communication and netiquette, and thus limited room for adjustments.

**QEP Climate Survey.** Students self-reported stronger communication and netiquette skills in the Fall 2015 QEP Climate Survey compared to the Fall 2014 baseline survey. The majority of students who responded to the 2015 survey reported to be fully aware of the SCC Netiquette Rule, a much larger percentage compared to 2014 when the Netiquette Rule was first being introduced (92.16% reporting fully aware of the Netiquette Rule in 2015, as compared to 36.78% in 2014). There was also an increase in “strongly agree” responses regarding

- awareness of how messages are received by the reader (81.30% strongly agree, as compared to 74.31% in 2014),
- grammar, sentence structure, spelling, and language uses (80.00% strongly agree, as compared to 73.41% in 2014), and
- intent of discussion board prompts and email messages to ensure appropriate response (79.77% strongly agree, as compared to 69.84% in 2014).

In both 2014 and 2015, students have dramatically higher self-reports compared to faculty view of student skills. Perhaps students lack knowledge to properly compare and report their behaviors on the Climate Survey, or perhaps they are responding as compared to individuals they interact with who are outside of higher education (i.e., in person community or family members, electronic/social media interactions, etc.). Self-report response bias may also skew the survey results, as students may seek to report positive, socially desirable behavior to the College to match expectations.

Beyond reporting students lower in skills across the board, the number of faculty responses of “agree” and “strongly agree” decreased from the 2014 baseline survey to the 2015 administration. This was observed in several areas. For example, faculty reported that students are not mindful of how their messages are received by the reader. Overall, faculty expressed concerns about student knowledge of netiquette and eLearning skills. However, a larger percentage of faculty responding to the 2015 survey did agree or strongly agree that students *are* mindful of grammar, sentence structure, spelling, and language usage (37.5% in 2015, as compared to 31.17% agreeing in 2014), and that students may pay careful attention to the intent of discussion board prompts and email messages (57.41% agree or strongly agree, as compared to 56.58% agree or strongly agree in 2014).

### **Goal 3: Self-Efficacy**

**QEP Climate Survey.** As mentioned previously, students self-reported positive skills on the QEP Climate Survey, which includes elements of eLearning self-efficacy. In both the 2014 and 2015 survey administrations, students also rated their skills at higher levels than faculty rated students’ skills.

There was an increase in reported student skills regarding

- mindfulness of privacy and security matters (80.92% strongly agree, as compared to 74.31% strongly agree in 2014),
- ability to manage pop-ups, clear cache, and download new software (95.77% agree or strongly agree, as compared to 93.6% in 2014), and
- how to upload assignments, use jmail, and find grades in Moodle (95.77% agree or strongly agree, as compared to 93.60% in 2014).

While the 2015 student survey resulted in an overall a positive self-report, students were less likely to strongly agree with their abilities in the routine citation and crediting of sources (67.94% strongly agree, as compared to 69.05% strongly agree in 2014) and word processing and spreadsheet software proficiency (48.28% strongly agree, as compared to 49.80% strongly agree in 2014). These may be areas of concern for new students. Additionally, while students still responded strongly regarding skills, the question of managing pop-ups, clearing cache, and downloading new software did show a wider range of responses than most, suggesting this as an area students may find challenging.

From a faculty standpoint, students skills are lower in terms of (a) being mindful of privacy and security matters (58.93% agree or strongly agree, as compared to 71.05% agree or strongly agree in 2014), (b) routinely cite or credit the author/source (35.18% agree or strongly agree, as compared to 46.58% in 2014), and (c) proficiency in the use

of word processing and spreadsheets (65.46% agree or strongly agree, as compared to 72.04% in 2014).

However, faculty reported that students are now more likely to 1) know how to manage pop-ups, clear their cache, and download needed software (70.91% agree or strongly agree, as compared to 59.74% agree or strongly agree in 2014), and 2) upload assignments, use jmail, and find their grades in Moodle (80.00% agree or strongly agree in 2015, as compared to 78.95% agree or strongly agree in 2014).

**Self-efficacy Inventory.** Students also completed the Online Readiness Survey within *The EDGe Experience*, which reports self-efficacy. From pre-test to post-test, there is an increase in the average responses for all 14 areas in terms of responses which are “most of the time” or “all of the time.” The largest changes were in terms of “I feel that online learning is of at least equal quality to traditional classroom learning” (78.4% post-test, as compared to 71.9% pre-test), “when it comes to learning and studying, I am a self-directed person” (93.1% post-test, as compared to 86.6% pre-test), “In my studies, I am self-disciplined and find it easy to set aside reading and homework time” (90.9% post-test, as compared to 84.3% pre-test), and “As a student, I enjoy working by myself with minimal support or interaction” (78.3% post-test, as compared to a 69.2% pre-test). Each of these topics may be impacted not only from the content of *The EDGe Experience* course, but the low-stakes, hands-on experience of completing the online modules themselves.

**Withdrawal and Success Rates.** While the 2015-2016 academic year is still underway, data is available regarding eLearning (online, hybrid, and web-assisted curriculum courses) for the 2013-2014 and the 2014-2015 academic years (fall and spring semesters). Positive trends are shown withdrawal and success rates. Withdrawal rates were down 2.5% from one academic year to the next, and success rates (C or better) were up 3.6% from one academic year to the next. While Stanly Community College has a number of initiatives in place to increase retention and support student success, The EDGe initial phases and EDGe Experience pilot began in the fall of 2014, and full implementation began spring 2015, potentially impacting results. Ongoing positive trends for the new academic year are expected.

## Lessons Learned

With its official launch in March of 2015, preceded by months of planning, designing, and piloting various interventions, the EDGe has provided multiple learning experiences for Stanly Community College faculty, staff, and students. Lessons learned since the last Quarterly Report (published in September of 2015) are described below.

1. It is important to monitor all aspects of data collection – especially those that are not completed by QEP IAT members. For example, Help Desk ticket

categorization must be correctly completed, but this is a duty that is outside the realm of the two QEP co-Directors. However, it is vital that co-Directors periodically check the Help Desk system to ensure that Help Desk agents are sufficiently categorizing and logging tickets.

2. Survey response rates limit the accurate representation of student and faculty sentiment. Thirty-two percent of faculty completed the 2015 QEP Climate Survey, while only 10% of students responded. These are not necessarily low response rates, but it would be more desirable if a larger portion of students completed the survey. QEP co-Directors should implement strategies that will increase student participation.
3. It may be difficult to prove impact of the EDGe, as Stanly Community College has several student success initiatives in progress. Future data analysis should include a scrutinizing look at specific impacts of the EDGe versus other concurrent college-wide projects.



Appendix A

Course Evaluation Report – 2014 Spring to 2015 Fall

eLearning Courses	Mean Score of Response*					
	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
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
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
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

\*Response choices and point value were as follows:

Strongly Agree = 5

Agree = 4

Neither Agree nor Disagree = 3

Disagree = 2

Strongly Disagree = 1

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

Answered: 56 Skipped: 0

Answer Choices	Responses	
Strongly Agree	3.57%	2
Agree	55.36%	31
Disagree	39.29%	22
Strongly Disagree	1.79%	1
<b>Total</b>		<b>56</b>

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

Answered: 55 Skipped: 1

Answer Choices	Responses	
Strongly Agree	1.82%	1
Agree	50.91%	28
Disagree	40.00%	22
Strongly Disagree	7.27%	4
<b>Total</b>		<b>55</b>

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

Answered: 56 Skipped: 0

Answer Choices	Responses	
Strongly Agree	1.79%	1
Agree	35.71%	20
Disagree	50.00%	28
Strongly Disagree	12.50%	7
<b>Total</b>		<b>56</b>

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

Answered: 54 Skipped: 2

The QEP Climate Survey - Faculty - Fall 2015

Answer Choices	Responses	
Strongly Agree	1.85%	1
Agree	55.56%	30
Disagree	38.89%	21
Strongly Disagree	3.70%	2
<b>Total</b>		<b>54</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: 54 Skipped: 2

Answer Choices	Responses	
Strongly Agree	3.70%	2
Agree	31.48%	17
Disagree	57.41%	31
Strongly Disagree	7.41%	4
<b>Total</b>		<b>54</b>

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

Answered: 55 Skipped: 1

Answer Choices	Responses	
Strongly Agree	1.82%	1
Agree	69.09%	38
Disagree	23.64%	13
Strongly Disagree	5.45%	3
<b>Total</b>		<b>55</b>

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

Answered: 55 Skipped: 1

Answer Choices	Responses	
Strongly Agree	1.82%	1
Agree	63.64%	35
Disagree	30.91%	17

The QEP Climate Survey - Faculty - Fall 2015

Strongly Disagree	3.64%	2
<b>Total</b>		<b>55</b>

**Q8 Students know how to upload assignments, use jmail, and find their grades in Moodle.**

Answered: 55 Skipped: 1

Answer Choices	Responses	
Strongly Agree	10.91%	6
Agree	69.09%	38
Disagree	14.55%	8
Strongly Disagree	5.45%	3
<b>Total</b>		<b>55</b>

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

Answered: 268 Skipped: 0

Answer Choices	Responses
I have never heard of the Netiquette Rule.	0.75% 2
I have heard of the Netiquette Rule, but I do not know what it is.	1.12% 3
I am somewhat familiar with the contents of the Netiquette Rule.	5.97% 16
I am fully aware of the contents of the Netiquette Rule.	92.16% 247
<b>Total</b>	<b>268</b>

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

Answered: 262 Skipped: 6

Answer Choices	Responses
Strongly Agree	80.92% 212
Agree	17.56% 46
Disagree	0.00% 0
Strongly Disagree	1.53% 4
<b>Total</b>	<b>262</b>

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

Answered: 262 Skipped: 6

Answer Choices	Responses
Strongly Agree	81.30% 213
Agree	17.56% 46
Disagree	0.76% 2
Strongly Disagree	0.38% 1
<b>Total</b>	<b>262</b>

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

Answered: 260 Skipped: 8

Answer Choices	Responses
Strongly Agree	80.00% 208

The EDGe Climate Survey - Student - Fall 2015

Agree	20.00%	52
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<b>Total</b>		<b>260</b>

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

Answered: 262 Skipped: 6

Answer Choices	Responses	
Strongly Agree	79.77%	209
Agree	20.23%	53
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<b>Total</b>		<b>262</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: 262 Skipped: 6

Answer Choices	Responses	
Strongly Agree	67.94%	178
Agree	32.06%	84
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<b>Total</b>		<b>262</b>

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

Answered: 260 Skipped: 8

Answer Choices	Responses	
Strongly Agree	57.31%	149
Agree	38.46%	100
Disagree	2.69%	7

The EDGe Climate Survey - Student - Fall 2015

Strongly Disagree	0.00%	0
I do not understand the question.	1.54%	4
<b>Total</b>		<b>260</b>

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

Answered: 261 Skipped: 7

Answer Choices	Responses	
Strongly Agree	48.28%	126
Agree	46.74%	122
Disagree	4.21%	11
Strongly Disagree	0.38%	1
I do not understand the question.	0.38%	1
<b>Total</b>		<b>261</b>

**Q9 I know how to upload assignments, use jmail, and find my grades in Moodle.**

Answered: 261 Skipped: 7

Answer Choices	Responses	
Strongly Agree	81.99%	214
Agree	16.48%	43
Disagree	1.53%	4
Strongly Disagree	0.00%	0
I do not understand the question.	0.00%	0
<b>Total</b>		<b>261</b>

Appendix C

Pre-and Post-Test Online Readiness Survey (Mar 1-Dec 16, 2015)

Pre-Test Completers: 1003

Post-Test Completers: 811

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	18	254	727	Pre-Test	97.8%
	Percent	0.4%	1.8%	25.3%	72.5%		
	Count	1	15	176	619	Post-Test	98.0%
	Percent	0.1%	1.8%	21.7%	76.3%		
2. I am comfortable communicating over the Internet.	Count	9	64	303	627	Pre-Test	92.7%
	Percent	0.9%	6.4%	30.2%	62.5%		
	Count	2	40	221	548	Post-Test	94.8%
	Percent	0.2%	4.9%	27.3%	67.6%		
3. I am willing to actively communicate with my classmates and instructors electronically.	Count	7	53	231	712	Pre-Test	94.0%
	Percent	0.7%	5.3%	23.0%	71.0%		
	Count	1	27	171	612	Post-Test	96.5%
	Percent	0.1%	3.3%	21.1%	75.5%		
4. I am willing to set aside an amount of time each week to effectively engage in study.	Count	6	40	256	701	Pre-Test	95.4%
	Percent	0.6%	4.0%	25.5%	69.9%		
	Count	2	26	175	608	Post-Test	96.5%
	Percent	0.2%	3.2%	21.6%	75.0%		
5. I feel that online learning is of at least equal quality to traditional classroom learning.	Count	75	207	399	322	Pre-Test	71.9%
	Percent	7.5%	20.6%	39.8%	32.1%		
	Count	35	140	302	334	Post-Test	78.4%
	Percent	4.3%	17.3%	37.2%	41.2%		



<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>	11	94	335	563	Pre-Test	89.5%
	<b>Percent</b>	1.1%	9.4%	33.4%	56.1%		
	<b>Count</b>	3	63	234	511	Post-Test	91.9%
<b>Percent</b>	0.4%	7.8%	28.9%	63.0%			
<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>	6	96	321	580	Pre-Test	89.8%
	<b>Percent</b>	0.6%	9.6%	32.0%	57.8%		
	<b>Count</b>	4	54	239	514	Post-Test	92.8%
<b>Percent</b>	0.5%	6.7%	29.5%	63.4%			
<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>	15	119	445	424	Pre-Test	86.6%
	<b>Percent</b>	1.5%	11.9%	44.4%	42.3%		
	<b>Count</b>	1	55	294	461	Post-Test	93.1%
<b>Percent</b>	0.1%	6.8%	36.3%	56.8%			
<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>	8	81	316	598	Pre-Test	91.1%
	<b>Percent</b>	0.8%	8.1%	31.5%	59.6%		
	<b>Count</b>	3	31	221	556	Post-Test	95.8%
<b>Percent</b>	0.4%	3.8%	27.3%	68.6%			
<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>	32	125	451	395	Pre-Test	84.3%
	<b>Percent</b>	3.2%	12.5%	45.0%	39.4%		
	<b>Count</b>	6	68	309	428	Post-Test	90.9%
<b>Percent</b>	0.7%	8.4%	38.1%	52.8%			
<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>	8	81	404	510	Pre-Test	91.1%
	<b>Percent</b>	0.8%	8.1%	40.3%	50.8%		
	<b>Count</b>	4	40	300	467	Post-Test	94.6%
<b>Percent</b>	0.5%	4.9%	37.0%	57.6%			

<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>	46	263	425	269	Pre-Test	69.2%
	<b>Percent</b>	4.6%	26.2%	42.4%	26.8%		
	<b>Count</b>	23	153	322	313	Post-Test	78.3%
	<b>Percent</b>	2.8%	18.9%	39.7%	38.6%		
	<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>Count</b>	5	94	354	550	Pre-Test	90.1%	
<b>Percent</b>	0.5%	9.4%	35.3%	54.8%			
<b>Count</b>	1	55	226	529	Post-Test	93.1%	
<b>Percent</b>	0.1%	6.8%	27.9%	65.2%			
<b>14. I believe I am the only one responsible for my learning.</b>							<b>Most or All of the Time Percentage</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>Count</b>	6	65	244	688	Pre-Test	92.9%	
<b>Percent</b>	0.6%	6.5%	24.3%	68.6%			
<b>Count</b>	5	25	171	610	Post-Test	96.3%	
<b>Percent</b>	0.6%	3.1%	21.1%	75.2%			

Appendix D

eLearning Course Success and Withdrawal Rates Report

Academic Years\* 2013-2014 and 2014-2015

<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	Data Available Summer 2016	Data Available Summer 2016

\*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.