

## EPIC Quick Facts 2016-2017

**EPIC Goal:** Wake Tech will reduce online learning barriers and support student learning, persistence, and success in online courses.

### Student Preparedness

Students who have not completed at least one online course at WTCC with an A, B, or C must pass the eLearning Intro (ELI) by completing either pre- or post-module assessments. Over 20,000 students have interacted with ELI since its launch in 2015.

### Student Pass Rates for ELI v 2.0 between 10/1/16-4/9/17

| eLearning Intro Module  | Pre-test Pass Rate | Post-test Pass Rate |
|-------------------------|--------------------|---------------------|
| Expectations Management | 54%                | 97%                 |
| PC Skills               | 53%                | 98%                 |
| Mac Skills              | 56%                | 98%                 |
| Blackboard Skills       | 15%                | 97%                 |

- Module pass rates remain very high (95-99%).
- Mac and PC user percentages (95%+) continue to be very similar.
- Pre-test/Post-test pass rates indicate student ability to identify online learning barriers and strategies to overcome them. Student online learning skills increased after taking the modules.
- The eLearning Intro is not a barrier for students entering WTCC, as indicated by little-to-no change in registration.

### After taking eLearning Intro Modules

- 86% of students indicated they believed they could manage their time better upon completing ELI.
- 84% of respondents indicated that they developed better skills to communicate with their instructor.
- 85% understood the importance of hard work, perseverance, and effort.

| Student Skills in Online Courses (2017SP Survey) | Student Self-Assessment (frequently/always) | Faculty Responses (>75% of students are able to) |
|--|---|--|
| Demonstrate online learning skills               | 92%   | 66%  |
| Navigate online courses                          | 93%   | 75%  |
| Communicate with online faculty                  | 72%   | 44%  |
| Collaborate with peers                           | 76%   | 67%  |

### In surveys administered mid-semester during 2017SP:

- A majority of students and faculty said students are able to use online learning skills and navigate their online courses.
- Students and faculty members are particularly concerned about communication and collaboration.

## Online Faculty Preparedness

### Progress Report\*

| Online Teaching Certification  | Number of Faculty |
|--|-------------------|
| Curriculum faculty teaching at least one online course section   | <b>380</b>        |
| Number of faculty earning EPIC Online Teaching Certification (323 by completion of EPIC 30, and 21 by completion of Peer Review) | <b>344</b>        |
| Number of faculty being mentored in Fall 2017  | <b>35</b>         |
| Percent of Online Faculty members achieving online teaching certification  | <b>90.5%</b>      |
| Master Certified Faculty Members   | <b>10</b>         |

\*All figures listed above are as of August 21, 2017.

### From Online Faculty Opinion Surveys

- 92% of faculty indicated they gained skills needed to design and deliver courses in accordance with the EPIC eLearning Quality Standards.
- More than 95% of respondents indicated that they either had changed or will change some aspect of their teaching practices due to their online certification.
- More than 98% of faculty surveyed in Spring 2017 used discussion boards for student engagement.
- The most often used method for interacting with students is email, followed by announcements and grading feedback for both Fall 2016 and Spring 2017.
- In Fall 2016, approximately 84% of instructors were interacting with students at least twice a week; this increased to 94% in Spring 2017.

## Student Performance in Online Course Sections

### EPIC Priority Courses Success (A, B, C, P)

| Semester    | Seated Success (%) | Online Success (%) | Seated/ Online Gap (%) |
|-------------|--------------------|--------------------|------------------------|
| Spring 2013 | <b>68%</b>         | <b>61%</b>         | <b>7%</b>              |
| Spring 2014 | <b>67%</b>         | <b>61%</b>         | <b>6%</b>              |
| Spring 2015 | <b>67%</b>         | <b>58%</b>         | <b>9%</b>              |
| Spring 2016 | <b>70%</b>         | <b>63%</b>         | <b>7%</b>              |
| Spring 2017 | <b>69%</b>         | <b>65%</b>         | <b>4%</b>              |

### Success Rates:

- For the EPIC Online Priority Courses across spring semesters, the success rates have increased from 58% in 2015SP to 63% in 2016SP, and then to 65% in 2017SP. This is a 7% increase over two years.
- The gap between seated and online EPIC Priority Courses has decreased by 3 percentage points since 2016SP and has steadily declined from a gap of 9 percentage points since 2015.
- Spring 2017 is the first time since Fall 2012 that the difference between EPIC Priority Seated and Online courses has been less than 5% in either fall or spring semesters.