

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	380
Number of faculty earning EPIC Online Teaching Certification (323 by completion of EPIC 30, and 21 by completion of Peer Review)	344
Number of faculty being mentored in Fall 2017	35
Percent of Online Faculty members achieving online teaching certification	90.5%
Master Certified Faculty Members	10

*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	68%	61%	7%
Spring 2014	67%	61%	6%
Spring 2015	67%	58%	9%
Spring 2016	70%	63%	7%
Spring 2017	69%	65%	4%

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.