Co-Curricular Assessment of Student Learning Reporting Form

Contact Person: Deborah Alford	Date of Report Submission: 10/27/2016
Department: Success Programs	Semester Assessment Conducted: Fall 2015 & Spring 2016

Identify if assessment is:
      X *First time*   *Repeat/ trend analysis*

Report Title:
Blackboard and MyMathLab Technology Survey

Type of assessment: (Check all that apply.)
 _X__ *Departmental Student Learning goal*
 _ X __ *Core Competency*
Identify if this assessment was completed in collaboration with a specific:
x *co-curricular dept.*   ☐ *course*   ☐ *discipline*   ☐ *program*   ☐ *degree*   ☐ *grant*   ☐ *other*

1. Describe <u>what you wanted to know</u> about student knowledge, skills or attitudes/behaviors. (Explain why you conducted this assessment.) OR <u>if this is a repeat assessment to "close the loop"</u> – describe what was initially assessed and what changes were implemented.

> The Success Centers created two student surveys to measure students' comfort level with Blackboard and MyMathLab. The surveys gauged students' previous experience with course technologies, their knowledge of the various components of Blackboard and MyMathLab, and their ability to access and navigate these programs. Students received immediate assistance from Success Centers staff when their responses indicated they would benefit from further instruction on using course technologies.
> To supplement this assessment, a Likert item was added to the Success Centers Student Satisfaction Survey (a voluntary survey offered to students each semester through email and at Success Centers computers) to measure students' comfort level with course technology as a result of their experiences in the Success Centers. These assessments were performed in Fall 2015 and Spring 2016, during which time the survey formats were revised to ensure consistent implementation.

1a. State the department SL goal(s) or core competency linked to this assessment.

> Success Programs Goal 7: The student will be able to use college technology and course specific software programs.
> SWIC Computer Literacy Core Competency 3. Use application software specific to a discipline
> SWIC Computer Literacy Core Competency 4. Use computer technology to access, distribute, and communicate information in an online environment

1 b. Identify which students were assessed.

> The technology surveys assessed students who visited the Belleville, Granite City, Red Bud and East St. Louis Success Centers for English/Liberal Arts or Math assistance. Students were surveyed in Weeks 2, 3, 4, and 15 of the Fall 2015 semester and Weeks 1, 2, 3, and 13 of the Spring 2016 semester. The Student Satisfaction Survey was offered in Weeks 10 and 11 of Fall 2015 and Weeks 10, 11 and 12 of Spring 2016.

1c. What was the sample size of the group assessed/the number of possible students?

> Fall 2015, Weeks 2, 3, 4
>
> > Blackboard: 65 assessed / 264 possible students (25%)
> > MyMathLab: 69 assessed / 303 possible students (23%)

Fall 2015, Weeks 10-11
    Student Satisfaction Survey: 583 assessed / 602 possible students (97%)
Fall 2015, Week 15
    Blackboard: 127 assessed / 158 possible students (80%)
    MyMathLab: 63 assessed / 121 possible students (52%)
Spring 2016, Weeks 1, 2, 3:
    Blackboard: 115 assessed / 187 possible students (61%)
    MyMathLab: 89 assessed / 212 possible students (42%)
Spring 2016, Weeks 10, 11, 12
    Student Satisfaction Survey: 444 assessed / 460 possible students (97%)
Spring 2016, Week 13:
    Blackboard: 95 assessed / 173 possible students (55%)
    MyMathLab: 75 assessed / 132 possible students (57%)

2. Describe when and how the assessment was conducted/completed. (Attach the tool(s) that was used to collect performance measures.)
    Fall 2015, Weeks 2-4, Technology Survey: Paper Survey
    Fall 2015, Weeks 10-11, Student Satisfaction Survey: Class Climate Survey on computers
    Fall 2015, Week 15, Technology Follow-Up Survey: Class Climate Survey on iPads and Paper Survey
    Spring 2016, Weeks 1-3, Technology Survey: Class Climate Survey on iPads
    Spring 2016, Weeks 10-12, Student Satisfaction Survey: Class Climate Survey on computers
    Spring 2016, Week 13, Technology Follow-Up Survey: Class Climate Survey on iPads

*3. **What were the results** of this assessment?* (Organize data in a chart – no interpretation needed here.) **If this is a repeat assessment, also share the previous assessment results.**
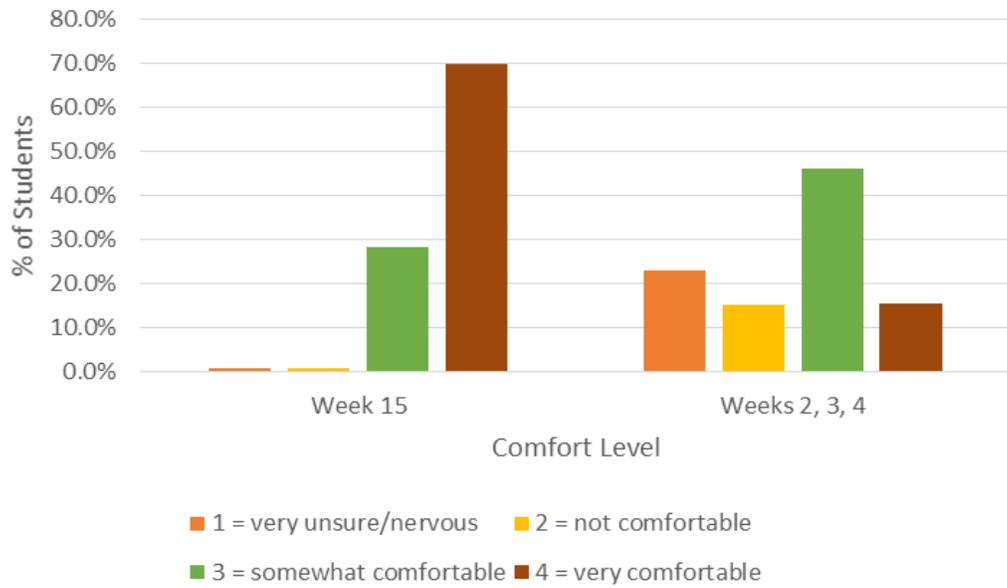
    Fall 2015 Student Comfort Level with Course Technology after Success Center Intervention

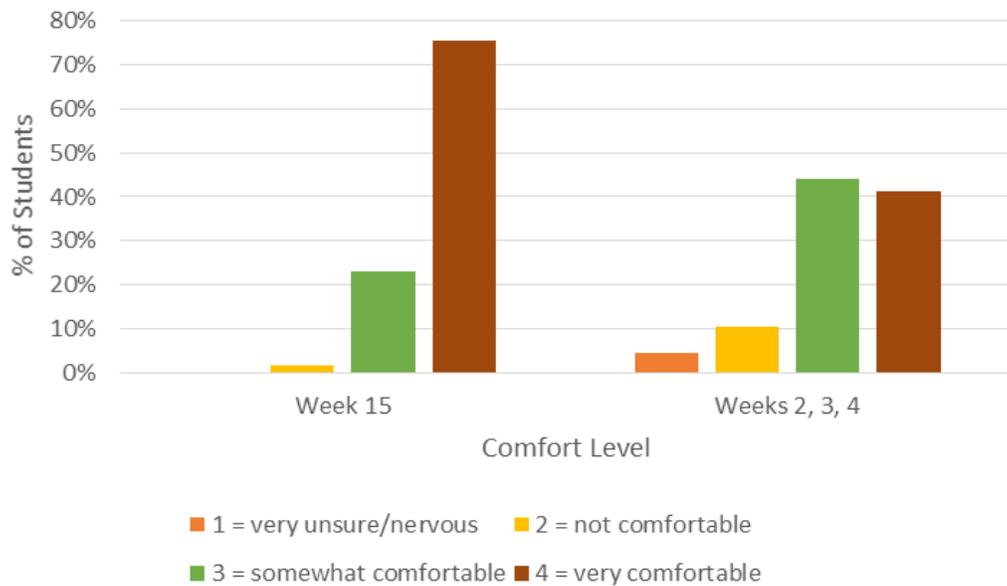| Fall 2015, Weeks 2, 3, 4 **Blackboard** 1.8 Do you feel prepared to use Blackboard for your next assignment?		
Yes		91.4%
No		8.6%
Total	58	100%

Fall 2015, Weeks 2, 3, 4 **MyMathLab** 2.8 Do you feel prepared to use the eText, videos, and study plan?		
Yes		92.9%
No		7.1%
Total	56	100%

Fall 2015, Weeks 10-11 **All Course Technology** As a result of my experiences in the Success Centers, I feel more comfortable using college and course specific technologies.			**Total SA/A**
Strongly Disagree	1	1.7%	
Disagree	2	1.9%	
Neutral	3	6.7%	
Agree	4	15.4%	89.7%
Strongly Agree	5	74.3%	
Total	583	100%	
Average		4.6	

How comfortable are you with using **Blackboard**? Fall 2015

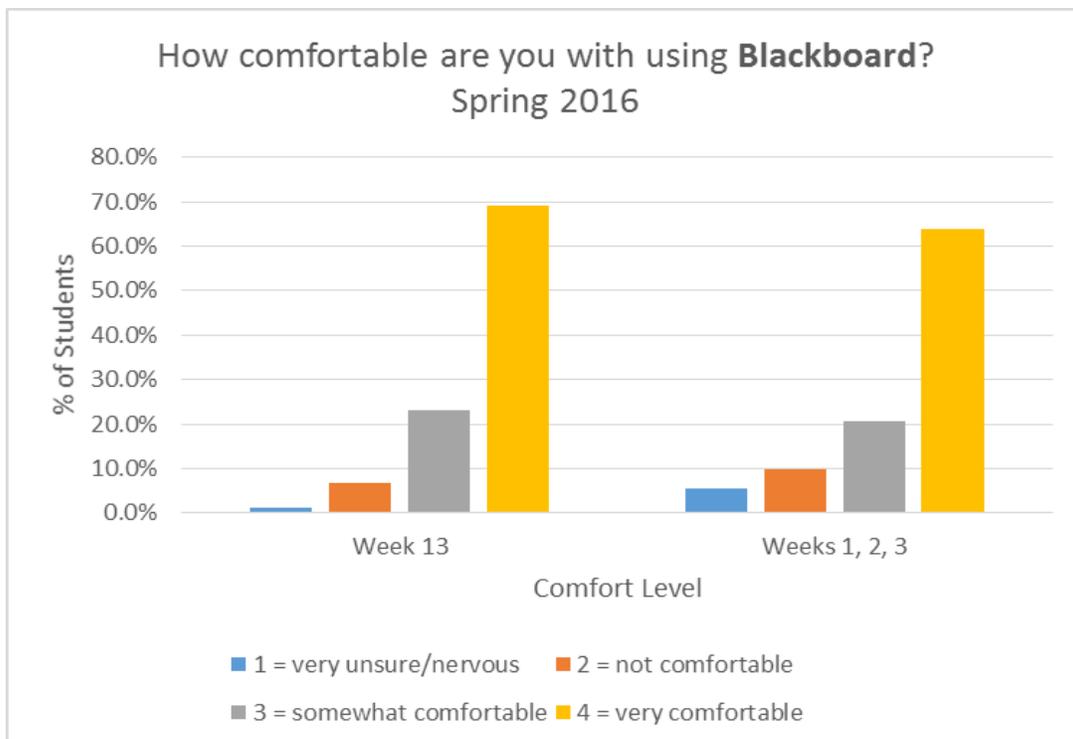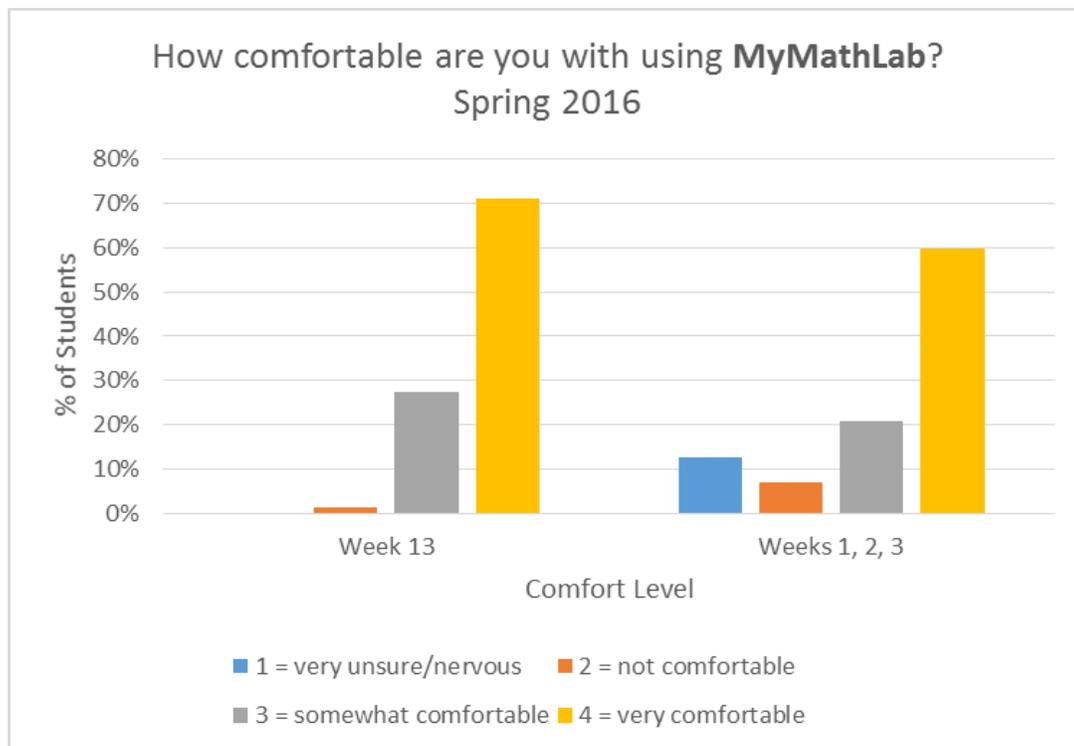How comfortable are you with using **MyMathLab**? Fall 2015

Spring 2016 Comfort Level with Course Technology after Success Center Intervention

Spring 2016, Weeks 1, 2, 3 **Blackboard** 1.8 Do you feel prepared to use Blackboard for your next assignment?		
Yes		92.7%
No		7.3%
Total	110	100%

Spring 2016, Weeks 1, 2, 3 **MyMathLab** 2.8 Do you feel prepared to use the eText, videos, and study plan?		
Yes		93.3%
No		6.7%
Total	89	100%

Spring 2016, Weeks 10-12 **All Course Technology** As a result of my experiences in the Success Centers, I feel more comfortable using college and course specific technologies.			**Total SA/A**
Strongly Disagree	1	2%	
Disagree	2	1.1%	
Neutral	3	8.3%	
Agree	4	16.9%	**88.5%**
Strongly Agree	5	71.6%	
Total	444	100%	
Average		4.6	

How comfortable are you with using **Blackboard**? Spring 2016

% of Students vs Comfort Level

Week 13 / Weeks 1, 2, 3

- 1 = very unsure/nervous
- 2 = not comfortable
- 3 = somewhat comfortable
- 4 = very comfortable

How comfortable are you with using **MyMathLab**?
Spring 2016

% of Students — Comfort Level

- 1 = very unsure/nervous
- 2 = not comfortable
- 3 = somewhat comfortable
- 4 = very comfortable

3a. What was the cutoff point (benchmark) using this tool which would indicate satisfactory performance on the goal/objective or core competency skill assessed?

The Success Centers set the following goals:

1. 80% of students surveyed would indicate that they felt prepared to use Blackboard for their next assignment.
2. 80% of students surveyed would indicate that they felt prepared to use the eText, videos, and study plan in MyMathLab.
3. 80% of students would "Strongly Agree" or "Agree" that as a result of their experiences in the Success Centers, they felt more comfortable using college and course specific technologies.
4. Student comfort level with Blackboard and MyMathLab would increase by the time of the follow-up technology surveys offered each semester.

4a. What is the <u>analysis/interpretation</u> of these results/trend results?

In the beginning weeks of both semesters, students' feeling of preparedness to use Blackboard or MyMathLab in their courses exceeded the benchmark of 80%. A possible contributing factor to this result was that Success Centers tutors and specialists demonstrated specific ways to use these course technologies to students.

Specialists and tutors showed students using Blackboard how to locate class information or assignments, post or attach an assignment, and post or respond to a blog, journal, or discussion group. The percentage of students who actually used Blackboard to post assignments or blogs did not consistently increase by the time of the follow-up surveys. This is because each Blackboard course page is set up differently by each instructor to meet the needs of each course. For that reason, not every course that uses Blackboard requires students to post assignments, blogs, journals, or discussions to Blackboard. However, every course with a Blackboard page will at least include class information for the student to access. The Success Centers staff found that the percentage of students who used Blackboard to locate course information or assignment descriptions in Week 15 of Fall 2015 and Week 13 of Spring 2016 increased from the percentage of students who knew how to locate class information in the beginning weeks of each semester.

Fall 2015, Weeks 2, 3, 4 **Blackboard**		
1.5 Know how to locate class information or assignment		
Yes		61.5%
No		38.5%
Total	65	100%

Fall 2015, Week 15 **Blackboard**		
1.3 Used to locate class information or assignment		
Yes		98.4%
No		1.6%
Total	65	100%

Spring 2016, Week 1, 2, 3 **Blackboard**		
6 Know how to locate class information or assignment		
Yes		92.8%
No		7.2%
Total	111	100%

Spring 2016, Week 13 **Blackboard**		
1.3 Used to locate class information or assignment		
Yes		95.5%
No		4.5%
Total	88	100%

For MyMathLab, students who indicated that they did not know how to access their course eText, explanatory videos, and study plans in the beginning weeks of each semester were given further instruction by specialists and tutors. The results of how students used the eText, videos, and study plans by the time of the follow-up survey vary for either semester, which can be explained by a number of possibilities. Like Blackboard, MyMathLab is utilized differently by different instructors. Some instructors do not require that students use the eText on MyMathLab and elect to use supplementary materials in the classroom. Some instructors require that students view a video before they are able to complete their homework, whereas others do not.

The percentage of students who used MyMathLab in Fall 2015 to access the eText, videos, and study plan increased by the time of the Week 15 follow-up survey compared to the percentage of students who knew how to use these functions in the beginning weeks of Fall 2015. However, in Spring 2016 a smaller number of students used these functions by Week 13 than the amount who knew how to access these functions in Weeks 1, 2 and 3. This may be because the majority of students enrolled in Math courses in Spring 2016 had persisted from the Fall 2015 semester and were already more successful, more confident in their study habits, and more discerning of their study needs than students enrolled in Fall 2015.

Fall 2015, Weeks 2, 3, 4 **MyMathLab**		
2.5 Know how to access eText		
Yes		44.8%
No		55.2%
Total	67	100%

Fall 2015, Week 15 **MyMathLab**		
2.3 Used to access eText		
Yes		54.1%
No		45.9%
Total	61	100%

Fall 2015, Weeks 2, 3, 4 **MyMathLab** 2.6 Know how to access videos		
Yes		51.5%
No		48.5%
Total	66	100%

Fall 2015, Week 15 **MyMathLab** 2.4 Used to access videos		
Yes		66.7%
No		33.3%
Total	60	100%

Fall 2015, Weeks 2, 3, 4 **MyMathLab** 2.7 Know how to access study plan		
Yes		39.1%
No		60.9%
Total	64	100%

Fall 2015, Week 15 **MyMathLab** 2.5 Used to access study plan		
Yes		55.9%
No		44.1%
Total	59	100%

Spring 2016, Weeks 1, 2, 3 **MyMathLab** 6 Know how to access eText		
Yes		60.7%
No		39.3%
Total	89	100%

Spring 2016, Week 13 **MyMathLab** 2.3 Used to access eText		
Yes		48.6%
No		51.4%
Total	74	100%

Spring 2016, Weeks 1, 2, 3 **MyMathLab** 7 Know how to access videos		
Yes		64%
No		36%
Total	89	100%

Spring 2016, Week 13 **MyMathLab** 2.4 Used to access videos		
Yes		51.4%
No		48.6%
Total	74	100%

Spring 2016, Weeks 1, 2, 3 **MyMathLab**		
8 Know how to access study plan		
Yes		58.4%
No		41.6%
Total	89	100%

Spring 2016, Week 13 **MyMathLab**		
2.5 Used to access study plan		
Yes		44.6%
No		55.4%
Total	74	100%

Regardless of how students ended up using Blackboard or MyMathLab in the semester they were surveyed, assistance from Success Centers staff prepared students to access and utilize the functions of their course technologies for current and/or future classes.

The number of students who indicated they "strongly agree" or "agree" that as a result of their experiences in the Success Centers, they felt more comfortable using college and course specific technologies also exceeded the 80% benchmark in both Fall 2015 and Spring 2016. These results affirm that Success Centers staff and services have a positive impact on students' preparedness to use technologies as part of their higher education. Nearly 9 out of every 10 students assessed felt more comfortable with these technologies after interaction with and assistance from Success Centers staff.

Finally, the goal that student comfort level with Blackboard and MyMathLab would increase by the time of the follow-up technology surveys was met in both Fall 2015 and Spring 2016. Student comfort level with these technologies increased more dramatically on the follow-up surveys in Fall 2015 than in Spring 2016, but students surveyed in Spring 2016 reported a higher initial comfort level on the technology surveys in Weeks 1, 2, and 3. A likely cause for the different outcomes in this category is that the majority of students surveyed in Spring 2016 had persisted from Fall 2015 and therefore were already familiar with their course technologies compared to students enrolled in Fall 2015. In both semesters, more than 9 out of 10 students reported that they felt "very comfortable" (4) or "somewhat comfortable" (3) with their course technology by the time of the follow-up surveys.

Fall 2015 Combined Comfort Level of "Very Comfortable" (4) and "Somewhat Comfortable" (3)

Blackboard		Combined Comfort Level of 4 & 3
Fall 2015	Week 15	98.4%
	Weeks 2, 3, 4	61.6%

MyMathLab		Combined Comfort Level of 4 & 3
Fall 2015	Week 15	98.4%
	Weeks 2, 3, 4	85.3%

Spring 2016 Combined Comfort Level of "Very Comfortable" (4) and "Somewhat Comfortable" (3)

Blackboard		Combined Comfort Level of 4 & 3
Spring 2016	Week 13	92%
	Weeks 1, 2, 3	84.7%

MyMathLab		Combined Comfort Level of 4 & 3
Spring 2016	Week 13	98.6%
	Weeks 1, 2, 3	80.5%

4b. Did the groups meet the benchmark?
Yes

4c. Were there differences in performance based on ethnicity, mode of delivery, GPA, participation in specific support activities, etc.?
N/A

5. What changes, if any, does the department plan to implement to improve student performance? (*Note: The response to this question is printed in a public document, the OA Report, posted on www.swic.edu without the above information. Please write this response for summary stand-alone statement that the public will understand – what was assessed, analysis of results, and plans for action.*)

The Success Centers created two student surveys to measure students' comfort level with Blackboard and MyMathLab. These particular technologies were chosen not only because they are widely used in numerous SWIC courses, but also because Success Centers staff had observed that many students were not fully utilizing the features available. The surveys gauged students' previous experience with course technologies, their knowledge of the various components of Blackboard and MyMathLab, and their ability to access and navigate these programs. Students received immediate assistance from Success Centers staff when their responses indicated they would benefit from further instruction on using course technologies. To supplement this assessment, a Likert item was added to the Success Centers Student Satisfaction Survey (a voluntary survey offered to students each semester through email and at Success Centers computers) to measure students' comfort level with course technology as a result of their experiences in the Success Centers. These assessments were performed in Fall 2015 and Spring 2016, during which time the survey formats were revised to ensure consistent implementation.

The assessment fulfills the Success Centers Student Learning Goal 7) the student will be able to use college technology and course specific software programs. It also connects to the following components of the SWIC Computer Literacy Core Competency: 3) Use application software specific to a discipline and 4) Use computer technology to access, distribute, and communicate information in an online environment.

The results of the technology surveys conducted in the Success Centers in Fall 2015 and Spring 2016 show that over 90% of students surveyed felt prepared to use Blackboard and MyMathLab after Success Center Intervention. The Student Satisfaction Surveys results show that nearly 9 in 10 students (89.7% in Fall 2015; 88.5% in Spring 2016) strongly agreed or agreed that their experiences in the Success Centers caused them to feel more comfortable using college and course specific technologies.

The aim of this assessment was to evaluate students' comfort level with their course technologies at different stages in the semester in order to determine at what point intervention by Success Centers staff might be most impactful. Based on experience, Success Centers staff have found that students who have not mastered course technologies early in a semester tend to struggle later in the semester.

To promote increased comfort with course technologies earlier in the semester, the Success Centers plan to implement the following changes:

1. In tutor training, facilitators will emphasize the need for tutors to ask all students visiting the Success Centers how they are using course technology and to offer assistance with accessing technology. Tutors will be encouraged to initiate contact with students at computers when they come in to the Success Centers, especially during the first half of the semester.
2. In Project Success appointments when facilitators meet one-on-one with at-risk students, they will address each student's comfort with and use of course technology, especially during the first half of the semester.
3. In class workshops in the beginning weeks of the semester, specialists will specifically mention that students may seek assistance with Blackboard, MyMathLab, and other college and course specific technologies in the Success Centers and will encourage them to return for individual assistance with these programs.

4. Success Centers staff will undergo further training on developing and administering future assessments to ensure consistent implementation across departments and locations.

Note: Attach relevant summary of data, rubric, or assessment tool.

Submitted by: Debbie Alford and Keli Tucker
Date Reviewed: 10/14/2016

Department: Success Center
Status: Accepted

For official use only.

Please submit this form electronically to: OA coordinator and Supervisor.