

# **Closing the Loop:**

## **Assessing Distributed Teaching, Learning, and Services at Tidewater Community College**

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# Overview

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- **TCC assessment ideology**
- **DTLS at TCC**
- **Why assess DTLS?**
- **The value of collaboration**
- **What are the Questions?**
- **What data will help answer the question?**
- **Developing an informative way to display the data**
- **What is the data trying to tell us?**
- **What now?**
- **Conclusion**

# TCC assessment ideology

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- The SOA office is a primary support service for effective decision making at TCC.
- Assessment is part of the foundation for accountability, one of five core institutional values of TCC.
- Assessment is aligned with the college's core values of a vital and engaging learning environment.
- The identification and analysis of programmatic and student learning outcomes are major elements in compliance with several comprehensive standards of SACS.

# What is DTLS at TCC?

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- A separate organizational unit within Academic & Student Affairs with a focus on *distance learning* and *instructional technology*
- Nearly **150 TCC faculty** involved in distance learning courses (2004-2005)
- “Distance learning” at TCC started in the mid-1980’s as PBS broadcast telecourses on local cable channel

# DTLS Services

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- Support services for faculty (e.g., Blackboard administration, multimedia support, web support)
- Faculty development and training
- Online and web-enhanced courses
- Classroom technology
- Other technologies: e.g., teleconferencing, streaming video, telecourses
- Procedures, guidelines, standards

# Why “Distributed” ?

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- Broader than just distance learning  
--- both classroom and at a distance

“Tidewater Community College will encourage and adopt a variety of thoughtfully selected methods and resources to distribute information and ideas through a student-centered, faculty-focused, technology-enhanced approach to education”

# DTLS Purpose & Goals

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*In support of the mission of Tidewater Community College, the Distributed Teaching, Learning, and Services (DTLS) unit will extend the college's commitments to open access, lifelong learning, and comprehensive services by identifying and enabling the use of instructional technologies for teaching and learning.*

# DTLS Purpose & Goals

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- *to increase student access to courses, programs, and services*
- *to support faculty in the use of technology to enhance instruction, both in the classroom and in online learning environments*
- *to improve the quality of instruction through assessment and evaluation of DTLS curricular offerings*
- *to model contemporary technology skills and behaviors in a teaching and learning environment*

# Technology enhanced teaching?

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- Instructional activities that employ technological devices and/or strategies to assist with learning (typically, information technology hardware, software applications, e-mail, audio/visual equipment, multimedia content, telecommunications, the world wide web, etc.)
- **At TCC** = online/web courses, videocourses, hybrid courses, e-mail, teleconferencing, classroom technology (audio/visual and multimedia platforms)

# Why online learning?

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- Reach different students (increased access)
- Help students with different learning styles and preferences
- Can be more effective? (*after course redesign*)
- Can make teaching & learning more interesting for faculty!
- Student demand (i.e., students are expecting faculty to use technology!)

# What's different about online, etc.?

- Different learning place(s), space(s), and time(s)
- New ways to communicate and interact with students
- Extended learning resources
- A new sense of (classroom) community
- “Unbundled” roles and responsibilities
- A different “style” of teaching?
- Technology dependence

# e.g., a web / course continuum

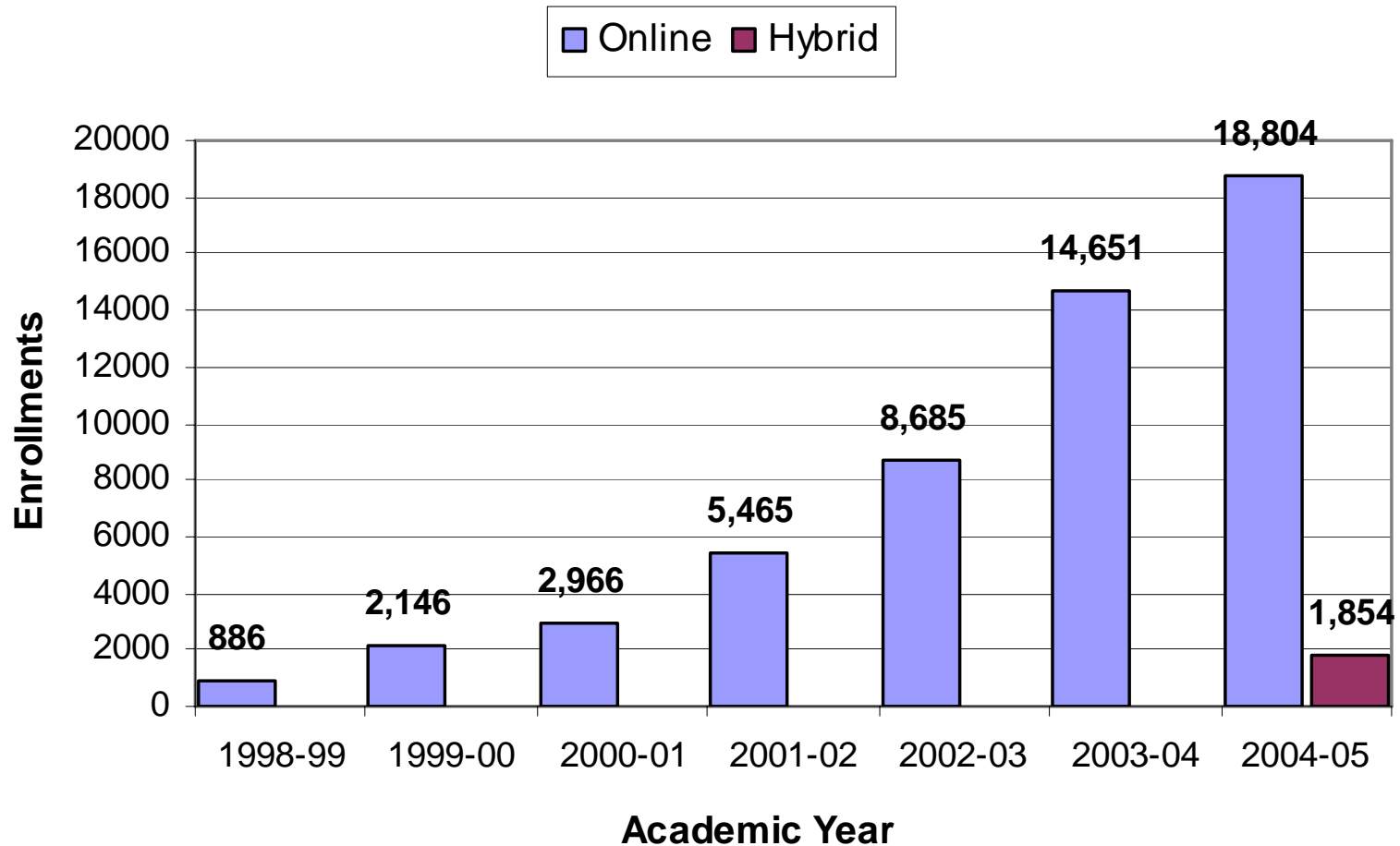
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- **Web-presence course** (*classroom primary*)
  - e.g., Syllabus & faculty contact info
- **Web-enhanced course** (*mostly classroom*)
  - e.g., +Course documents, some e-mail
- **Web-centric course** (*classroom secondary*)
  - e.g., +Course resources, other communication
- **Full web course** (*all the above – no classroom*)

Boettcher & Conrad “*faculty guide to moving teaching & learning to the web*” (1999)

# How much activity at TCC?

## TCC Online/Hybrid Student Enrollments



# Online Numbers Only

<i>Academic Year</i>	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Number of online enrollments	886	2,146	2,966	5,465	8,685	14,649	18,804
Number of online class sections	41	84	134	246	383	698	853
Annual FTE for online enrollments	82	209	315	580	930	1,557	1,956

**Unduplicated**      **Fall 2005\***      **Spring 2005**  
**online headcount:**      **= 5,488**      **= 4,872**

# Internet / web usage

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About **68%** of American adults use the internet. That translates into approximately **137 million** people. Some of the things they do:

Send e-mail = 91%

Use a search engine to find information = 84%

Search for a map or driving directions = 84%

Do internet search to answer a specific question = 80%

Research a product or service before buying it = 78%

Check the weather = 78%

Source: *Pew Internet & American Life Project Tracking surveys (March 2000 - present).*

# National data (2000-2001)

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- Over 3 million student enrollments in DL
- Almost half (48%) in 2-year institutions
- Most common instructional delivery mode = Internet (web) course (90% of colleges)
- **“Increase student access”** is the most common program goal for distance learning (69% of colleges)

Source: United States Department of Education – National Center for Education Statistics  
*Distance Education at Degree-Granting Postsecondary Institutions:  
2000–2001* (July, 2003)

# Why Assess DTLS?

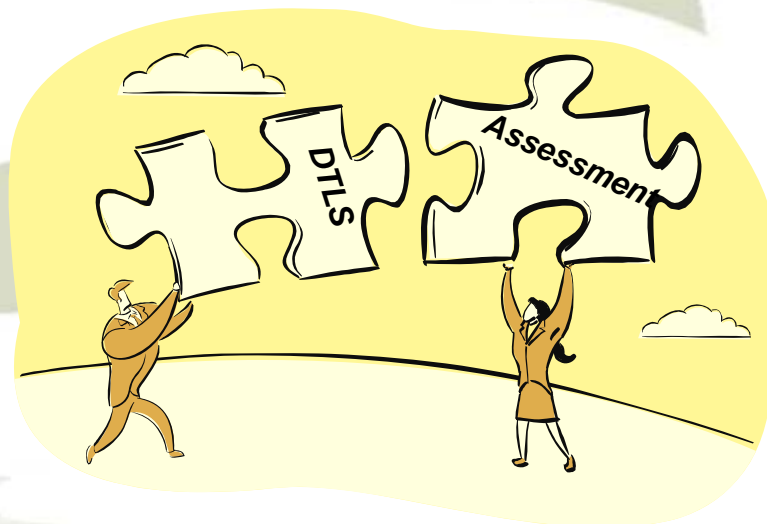
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- *“to improve the quality of instruction through assessment and evaluation of DTLS curricular offerings” (DTLS goal #3)*
- Major enrollment growth area for college
- Better use of DTLS personnel and resources
- VCCS & SCHEV reporting requirements
- Upcoming SACS accreditation review

# The Value of Collaboration

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- Data gained through assessment activities should be meaningful.
- Assessment requires attention to outcomes but also to the experiences that lead to those outcomes.
- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.





"GRANTED, WE HAVE TO DO THE RESEARCH. AND WE CAN DO SOME RESEARCH ON THE RESEARCH. BUT I DON'T THINK WE SHOULD GET INVOLVED IN RESEARCH ON RESEARCH ON RESEARCH."

# What are the Questions?

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- Would they be here otherwise?  
(i.e. Does offering distance learning courses increase access to education?)
- How does students' success in DTLS courses compare to students' success in a traditional classroom setting?
- What are the characteristics of a DTLS student at TCC?

# What Data will Help Answer the Question?

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- Unduplicated headcounts
- Courses and number of sections.
- Overall completion rates for each course by semester.
- Disaggregated completion rates by grade of 'D' and unsuccessful grades ('F', 'R', 'U', 'W', or 'I').
- Completion rates for sequenced courses.
- Retention in DTLS.
- General demographics (gender, ethnicity, curriculum).
- Online satisfaction survey of students enrolled in DTLS courses (Fall 2005).

# Displaying the Data

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- Excel workbook
- Detailed pages
- Summary pages
- Compare to traditional learning format and across semesters.



**Fall 2004**

[BACK](#)

<b>Format</b>	<b># Courses</b>	<b># Class Sections</b>	<b>Class Credit Hours Per Course</b>	<b>Unduplicated Headcount</b>	<b>FTES</b>
Hybrid	145	57	124	733	161.2
Online	39	300	455	6601	1372.33
Telecourse	7	7	21	101	20.2
Total Non-Traditional	191	364	600	7435	1553.73
Traditional	853	1538	2012	56432	12510.73
<b>TOTALS</b>	1235	2266	3212	71302	15618.19

**Spring 2005**

<b>Format</b>	<b># Courses</b>	<b># Class Sections</b>	<b>Class Credit Hours</b>	<b>Unduplicated Headcount</b>	<b>FTES</b>
Hybrid					
Online					
Telecourse					
Total Non-Traditional					
Traditional					
<b>TOTALS</b>					

**Fall 2005**

<b>Format</b>	<b># Courses</b>	<b># Class Sections</b>	<b>Class Credit Hours</b>	<b>Unduplicated Headcount</b>	<b>FTES</b>
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	Female		Male		Total	
Gender	Unduplicated Headcount	% of ALL DL Students	Unduplicated Headcount	% of ALL DL Students	Unduplicated Headcount	% of ALL DL Students
Fall 2004						
Spring 2005						
Fall 2005						
Spring 2006						
<b>Total</b>						

Curriculum	Fall 2004		Spring 2005		Fall 2005	
	Unduplicated Headcount	% of ALL DL Students	Unduplicated Headcount	% of ALL DL Students	Unduplicated Headcount	% of ALL DL Students
AAA Studio Arts-532 (formerly AA Fine Arts-529)	1	0.06%				
AA Liberal Arts- 648	49	2.71%				
AAS ASL-English Interpretation - 640	10	0.55%				
AAS Accounting - 203	34	1.88%				
AAS Administration of Justice - 400	43	2.38%				
AAS Administrative Support Tech. - 298	20	1.11%				
AAS Automotive Tech. - 909	1	0.06%				
AAS Civil Engineering - 915	4	0.22%				
AAS Comp. Aided Drafting & Design - 729	5	0.28%				
AAS Early Childhood Dev. - 636	45	2.49%				
AAS Electromechanical Controls Tech. - 7	3	0.17%				
AAS Electronics - 981	10	0.55%				
AAS Emergency Medical Services - 146	5	0.28%				
AAS Fire Science - 427	8	0.44%				
AAS Graphic Design - 514	7	0.39%				
AAS Health Information Tech. - 152	4	0.22%				
AAS Hospitality Management - 775	10	0.55%				
AAS Industrial Management - 963	30	1.66%				
AAS Information Systems Tech. - 299	86	4.76%				
AAS Interior Design - 520	3	0.17%				
AAS Legal Assisting - 260	7	0.39%				
AAS Management - 212	42	2.32%				
AAS Nursing - 156	1	0.06%				
AAS Radiography - 172	2	0.11%				

Gender
Ethnicity
**Curriculum**
DegreeType
Completion-All DL Fa04
Completion-All DL Spr05
Comple

Course	Online														
	Enrolled Students	Grades A/B/C/D/S	Completion Rate (%)	Grade D		Grade F		Grade R		Grade U		Grade W		Grade I	
				#	%	#	%	#	%	#	%	#	%	#	%
ACC211	150	84	56.0	2	1.3%	30	20.0%	.	.	.	.	36	24.0%	.	.
ACC212	96	68	70.8	8	8.3%	18	18.8%	.	.	.	.	10	10.4%	.	.
ACC221	25	16	64.0	2	8.0%	4	16.0%	.	.	.	.	5	20.0%	.	.
ACC231	23	15	65.2	3	13.0%	4	17.4%	.	.	.	.	4	17.4%	.	.
ACC261															
ADJ105	30	22	73.3	.	.	3	10.0%	.	.	.	.	5	16.7%	.	.
ADJ110	15	12	80.0	1	6.7%	1	6.7%	.	.	.	.	2	13.3%	.	.
ADJ140	28	26	92.8	1	3.6%	1	3.6%	.	.	.	.	1	3.6%	.	.
ADJ201	30	27	90.0	1	3.3%	1	3.3%	.	.	.	.	2	6.7%	.	.
ADJ211	42	36	85.7	2	4.8%	2	4.8%	.	.	.	.	4	9.5%	.	.
ADJ232	20	10	50.0	.	.	5	25.0%	.	.	.	.	5	25.0%	.	.
ADJ236	25	15	60.0	1	4.0%	4	16.0%	.	.	.	.	6	24.0%	.	.
ASL220															
AST205	48	32	66.7	1	2.1%	8	16.7%	.	.	.	.	8	16.7%	.	.
BIO100	30	19	63.3	2	6.7%	10	33.3%	.	.	.	.	1	3.3%	.	.
BIO101	84	48	57.1	9	10.7%	20	23.8%	.	.	.	.	16	19.0%	.	.
BIO102	73	45	61.6	4	5.5%	11	15.1%	.	.	.	.	17	23.3%	.	.
BIO141	40	14	35.0	4	10.0%	11	27.5%	.	.	.	.	15	37.5%	.	.
BIO142	23	14	60.9	.	.	5	21.7%	.	.	.	.	4	17.4%	.	.
BIO146	19	13	68.4	.	.	.	.	.	.	.	.	6	31.6%	.	.
BIO270	13	5	38.5	.	.	3	23.1%	.	.	.	.	5	38.5%	.	.
BUS100	126	84	66.7	7	5.6%	26	20.6%	.	.	.	.	16	12.7%	.	.
BUS165	21	13	61.9	2	9.5%	5	23.8%	.	.	.	.	3	14.3%	.	.
BUS200	52	42	80.8	1	1.9%	7	13.5%	.	.	.	.	3	5.8%	.	.
BUS201	15	10	66.7	.	.	5	33.3%	.	.	.	.	.	.	.	.
BUS205	29	25	86.2	.	.	4	13.8%	.	.	.	.	.	.	.	.
BUS220	14	7	50.0	2	14.3%	4	28.6%	.	.	.	.	3	21.4%	.	.
BUS241	46	33	71.7	3	6.5%	9	19.6%	.	.	.	.	4	8.7%	.	.
BUS242	17	17	100.0	.	.	.	.	.	.	.	.	.	.	.	.
CHD118	22	17	77.3	4	18.2%	3	13.6%	.	.	.	.	2	9.1%	.	.
CHD120	40	31	77.5	.	.	7	17.5%	.	.	.	.	2	5.0%	.	.

Fall 2004																
Other Non-Traditional																
Course	Enrolled Students	Grades A/B/C/P/S	Completion Rate (%)	Grade D		Grade F		Grade R		Grade U		Grade W		Grade I		
				#	%	#	%	#	%	#	%	#	%	#	%	
ACC211																
ACC212																
ACC221																
ACC231																
ACC261	16	13	81.3			1	6.3%					1	6.3%			
ADJ105																
ADJ110	29	22	75.9	1	3.4%	5	17.2%					2	6.9%			
ADJ140																
ADJ201																
ADJ211	29	22	75.9													
ADJ232																
ADJ236																
ASL220	13	12	92.3			1	7.7%									
AST205																
BIO100																
BIO101																
BIO102																
BIO141																
BIO142																
BIO146																
BIO270																
BUS100																
BUS165																
BUS200																
BUS201																
BUS205																
BUS220																
BUS241																
BUS242																
CHD118																
CHD120																

Fall 2004																
Traditional																
Course	Enrolled Students	Grades A/B/C/P/S	Completion Rate (%)	Grade D		Grade F		Grade I		Grade R		Grade U		Grade W		
				#	%	#	%	#	%	#	%	#	%			
ACC211	590	420	71.2													
ACC212	237	199	84													
ACC221	35	34	97.1													
ACC231	35	35	100													
ACC261																
ADJ105	90	78	86.7													
ADJ110	75	53	70.7													
ADJ140	11	11	100													
ADJ201	141	124	87.9													
ADJ211	84	64	76.2													
ADJ232																
ADJ236	58	51	87.9													
ASL220																
AST205	75	64	85.3													
BIO100	88	72	81.8													
BIO101	2091	715	34.2													
BIO102	598	232	38.8													
BIO141	1449	393	27.1													
BIO142	623	251	40.3													
BIO146																
BIO270	13															
BUS100	431	339	78.6													
BUS165	48	42	87.5													
BUS200	114	98	86													
BUS201	8	7	87.5													
BUS205	32	26	81.3													
BUS220	30	24	80													
BUS241	46	41	89.1													
BUS242	23	20	87													
CHD118	78	72	92.3													
CHD120	110	92	83.6													

<b>Overall Retention</b>		<b>Non-Traditional Students*</b>	<b>Traditional Students</b>
		N	N
<b>2004-2005</b>	Enrolled in Fall 2004		
	Returned in Spring 2005		
	Retention Rate %		
<b>2005-2006</b>	Enrolled in Fall 2005		
	Returned in Spring 2006		
	Retention Rate %		
<b>Retention within DTLS</b>		<b>Non-Traditional Students*</b>	
		N	
<b>2004-2005</b>	Enrolled in Fall 2004		
	Still Non-Traditional in Spring 2005		
	Retention Rate %		
<b>2005-2006</b>	Enrolled in Fall 2005		
	Still Non-Traditional in Spring 2006		
	Retention Rate %		

\* For retention purposes Non-Traditional is defined as any student enrolled in one or more non-traditional courses during the fall semester.

# Highlights

- Gender

Gender	Female		Male		Total	
	Unduplicated Headcount	% of ALL DL Students	Unduplicated Headcount	% of ALL DL Students	Unduplicated Headcount	% of ALL DL Students
Fall 2004	3280	69.62%	1431	30.38%	4711	100%
Spring 2005	2121	69.40%	935	30.60%	3056	100%
<b>Total</b>	<b>5401</b>	<b>69.54%</b>	<b>2366</b>	<b>30.46%</b>	<b>7767</b>	<b>100%</b>

# Highlights

- Degree Type

Degree Type	AA	AS	AAA	AAS	Certificate	Non-curricular	Total
	% of ALL DL Students	% of ALL DL Students	% of ALL DL Students	% of ALL DL Students	% of ALL DL Students	% of ALL DL Students	% of ALL DL Students
Fall 2004	3.08%	55.27%	0%	21.33%	5.20%	15.11%	100%
Spring 2005							
<b>Total</b>							

# Highlights

- Fall 2004 Completion Rates

	Non-Traditional		Traditional*		Total	
	Number	%	Number	%	Number	%
Completed	5,112	69.0%	16,368	64.3%	21,480	65.4%
Not Completed	2,295	31.0%	9,068	35.7%	11,363	34.6%
Total	7,407	100%	25,436	100%	32,843	100%

\* Only traditional courses available in a non-traditional format are included.

# What is the Data Trying to Tell Us?

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© 1998 Randy Glasbergen.



**“Don’t tell them we failed. Tell them we decided to temporarily postpone our success.”**

# What is the Data Trying to Tell Us?

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**Would they be here otherwise?**

- Waiting on data from additional semesters and survey results.
- BUT, enrollment is increasing and new courses are being added.

# What is the Data Trying to Tell Us?

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## **How does students' success in DTLS courses compare to students' success in a traditional classroom setting?**

- When looking at just courses offered in a DTLS and a Traditional setting, overall success rates do not differ significantly across settings.
- Highest completion rates in ITN 151, IND 102, BUS 242, ITP 112, ADJ 140, and HIT 260.
- Lowest completion rates in HUM 202, ITE 127, BIO 141, MTH 002, BIO 270, HUM 150, & MTH 270

# What is the Data Trying to Tell Us?

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## What are the characteristics of a DTLS student at TCC?

- Seventy percent female
- Sixty-two percent Caucasian, 29% African-American, 9% Other
- Fifty-eight percent seeking a transfer degree

# Conclusion

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- Don't go fishing for data.
- What are the fundamental questions?
- Display the data in a functional way.





**TIDEWATER COMMUNITY COLLEGE**  
From here, go anywhere.<sup>SM</sup>