



Measuring Online Student Engagement

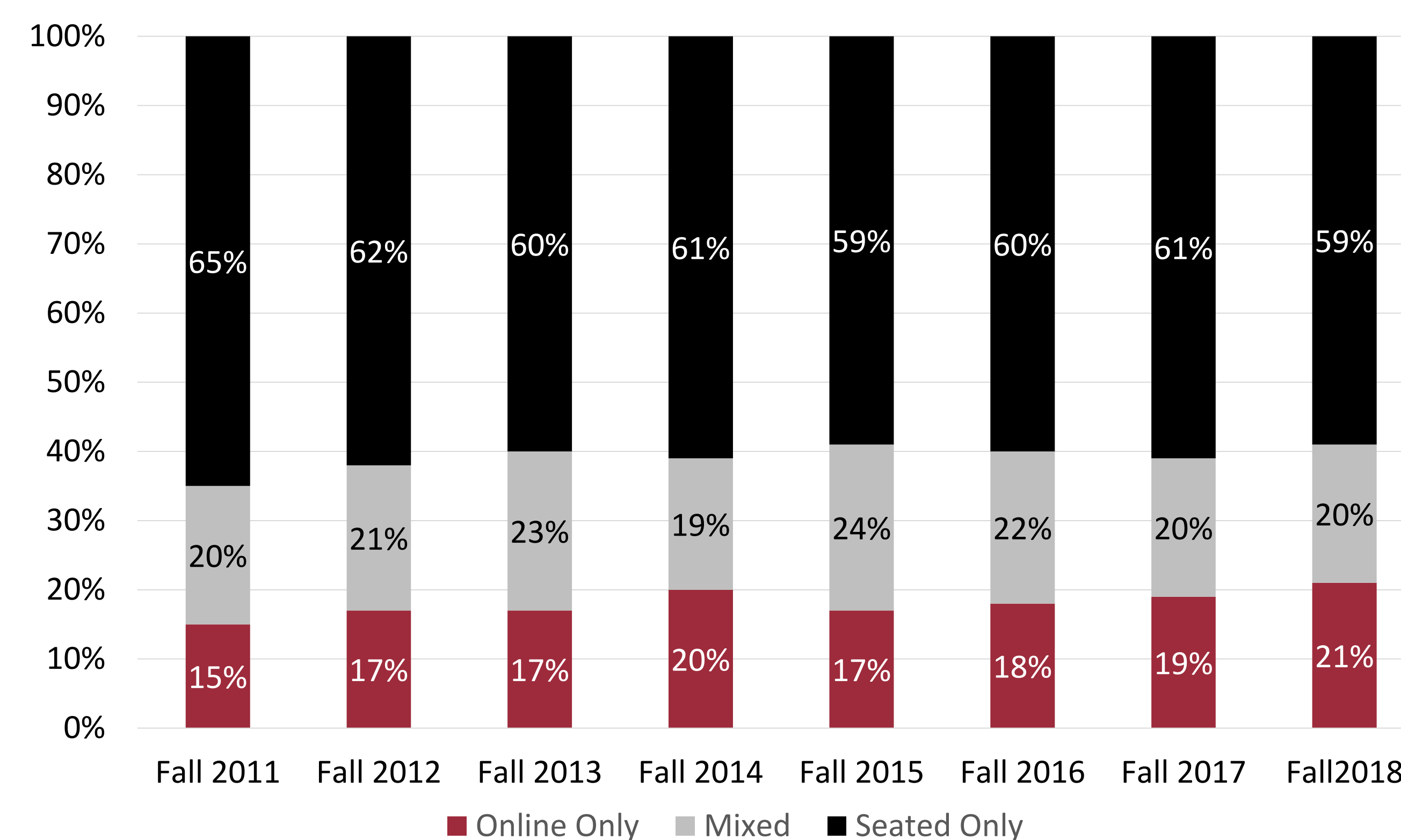
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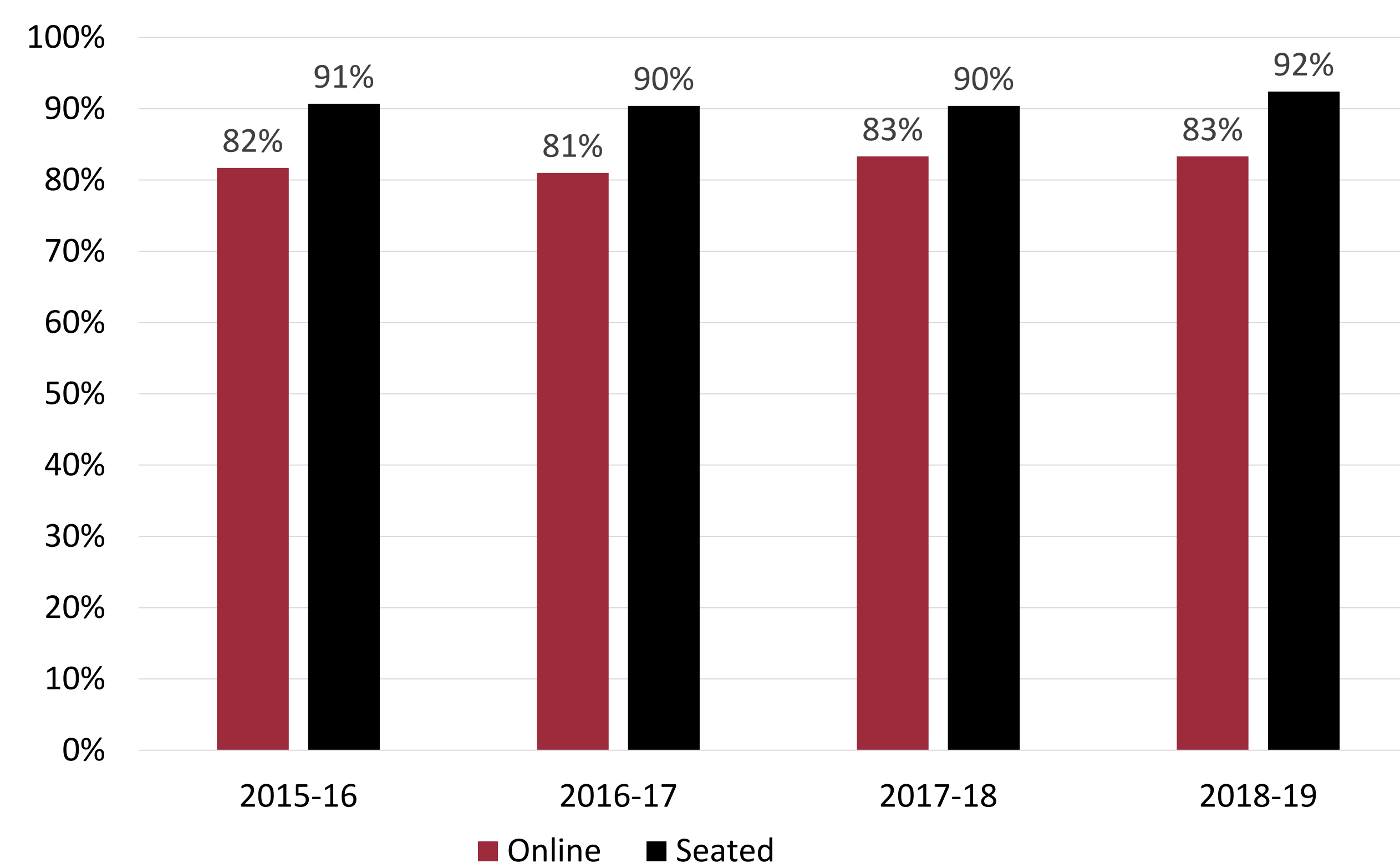
Purpose:

To evaluate and improve online course delivery and successful course completion at KVCC

Enrollment in online courses has grown from 15% to 21% between Fall 2011 and Fall 2018



Successful course completions* of online courses are significantly lower than completion of seated courses



*Successful course completion is a C or better

Data Collection:

Spring Semester 2019

Community College Survey of Student Engagement (CCSSE)

was administered to seated students.

- Population size = 1160
- CCSSE n = 542
- CCSSE student response = 46.7%

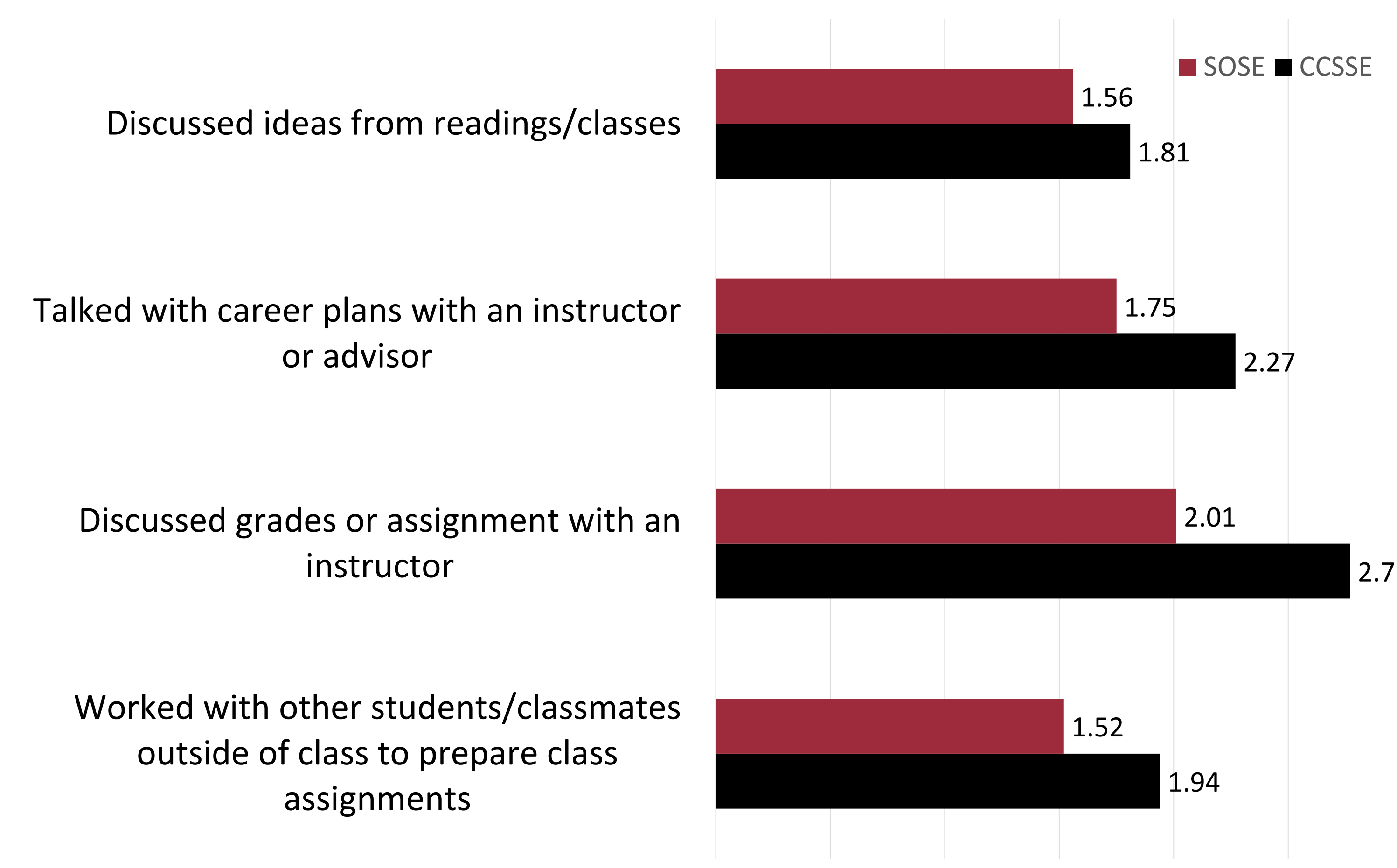
Survey of Online Student Engagement (SOSE) was administered to online only students.

- Population size = 597
- SOSE n = 93
- SOSE student response = 15.6%

Preliminary Findings:

The four questions below were found to have a significance difference between students responding to the CCSSE and student responding to the SOSE.

On a scale one (1) to four (4), 4 being the highest, students in seated classes were significantly more likely to respond higher on the scale than online students.



Next Steps:

Questions:

How do online courses create opportunities for informal interaction between faculty and students?

How can the online courses intentionally create the relationships that occur in seated classes that often are created through convenience?

How can the Learning Management System be leveraged to advise and engage online students?

The KVCC Educational Effectiveness Committee is reviewing these questions and the existing data to determine additional analyses to create actionable items. It is projected that the committee will have written action statements, including targets and strategies, by end of spring 2020.

Limitations:

The data is limited in size and scope of population.

- Sample sizes for both CCSSE and SOSE are not representative of the institutional population.
- Demographic and student performance information collected in the CCSSE is self-reported. Self-reported student identifiers collected in the CCSSE are limited therefore making the linkage of CCSSE data to the student file to determine correlation of student engagement data to successful course completion, retention and completion impossible.