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Educational Technology Service
Genesee Valley / Wayne-Finger Lakes
EDUTECH

**WAYNE-FINGER LAKES BOCES LEARNING TECHNOLOGY GRANT**
**Learning Brief: Analysis of Completion Data and Coaching Logs – Course Completion Rate**
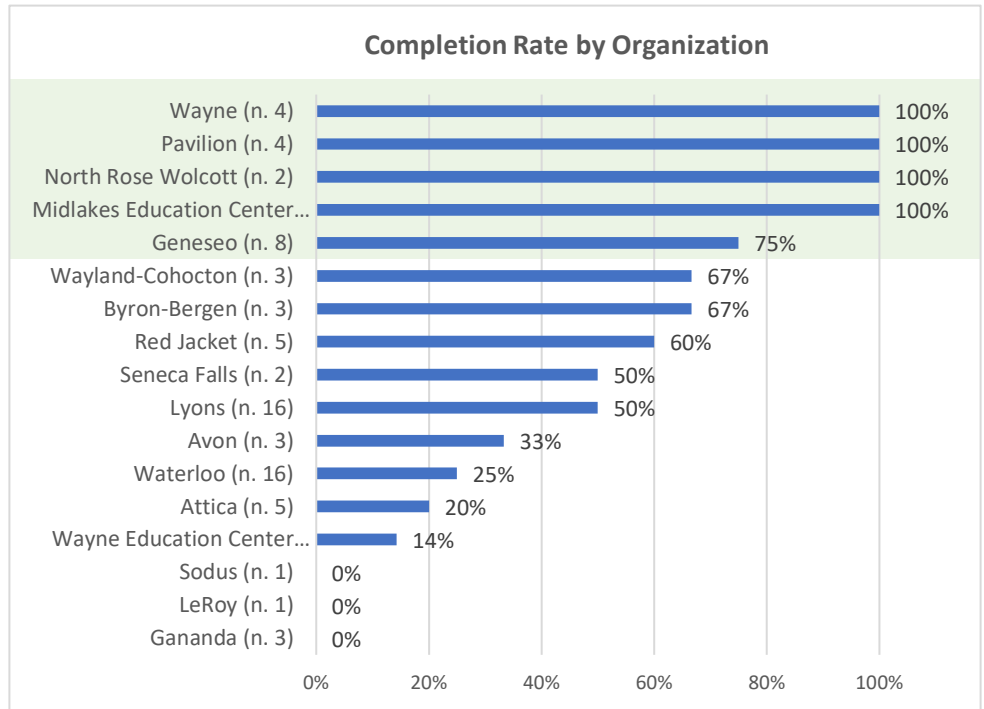October 2020

This evaluation brief intends to analyze and report findings (and questions not answered at this time) using two data sets: a) enrollment data maintained by program staff and b) coaching logs maintained by (3) program leaders. Of all 88 unique class registrations, the students completed their courses at **48.9%,** or 43/88.

## COURSE COMPLETION RATE

### By Organization

Of the 17 participating organizations,

- **(5)** organizations [**Wayne, Pavilion, North Rose Wolcott, Midlakes Education Center**, and **Geneseo**] achieved course completion rates equal to or greater than 75 percent – meeting Edutech's completion rate target.

- **(3)** organizations [**Sodus, LeRoy, and Gananda**] had no students complete courses.

- **Waterloo (12), Attica (8),** and **Wayne Education Center (6)** originated the most unsuccessful course registrants – 1-3 participants did not complete their courses.

**Completion Rate by Organization**

| Organization | Completion Rate |
| --- | --- |
| Wayne (n. 4) | 100% |
| Pavilion (n. 4) | 100% |
| North Rose Wolcott (n. 2) | 100% |
| Midlakes Education Center… | 100% |
| Geneseo (n. 8) | 75% |
| Wayland-Cohocton (n. 3) | 67% |
| Byron-Bergen (n. 3) | 67% |
| Red Jacket (n. 5) | 60% |
| Seneca Falls (n. 2) | 50% |
| Lyons (n. 16) | 50% |
| Avon (n. 3) | 33% |
| Waterloo (n. 16) | 25% |
| Attica (n. 5) | 20% |
| Wayne Education Center… | 14% |
| Sodus (n. 1) | 0% |
| LeRoy (n. 1) | 0% |
| Gananda (n. 3) | 0% |

### By Class Start Date

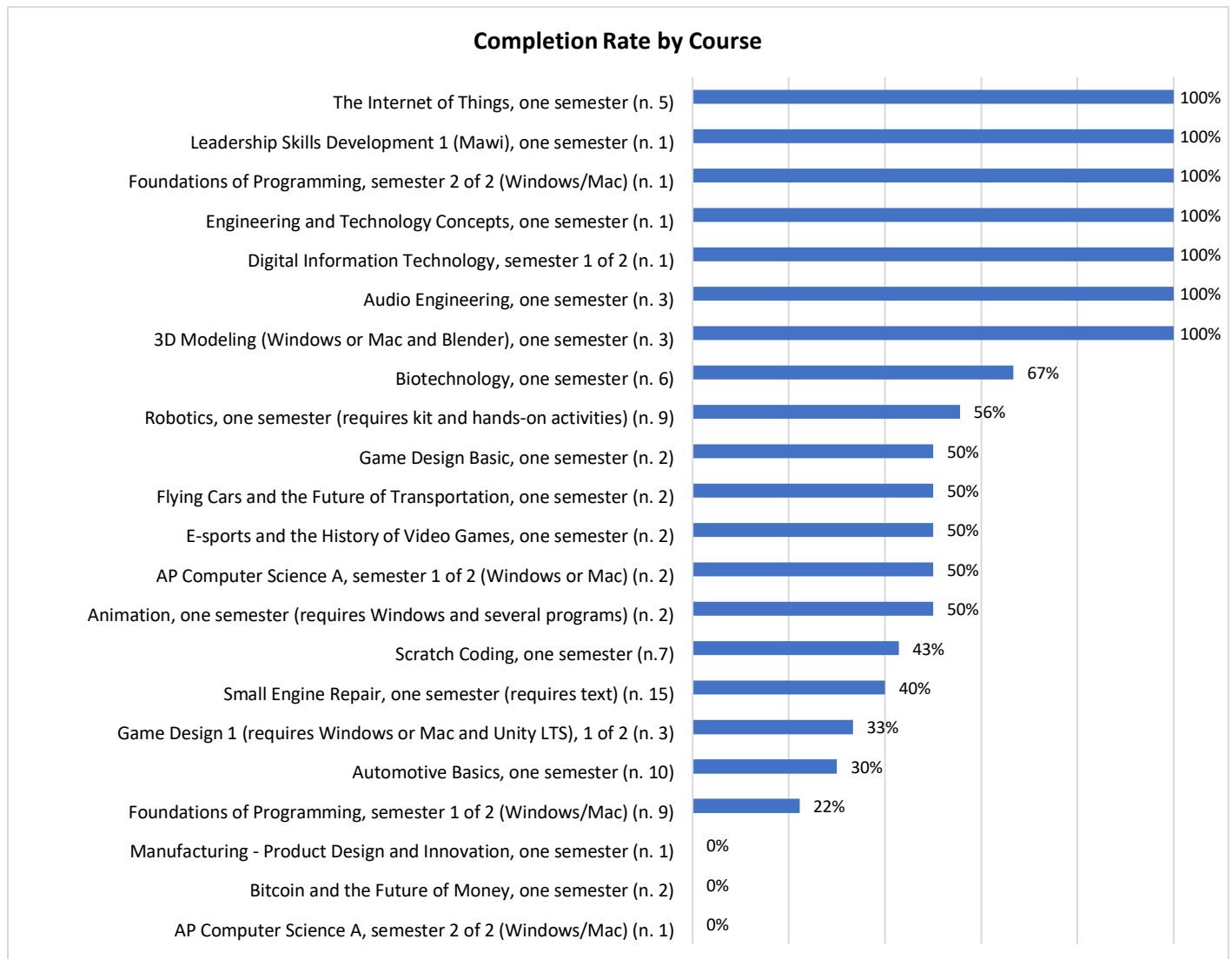When organized by the class start date, some patterns emerged.

- Notably, the drops outnumbered completions for all courses beginning from **2/10/2020 through 3/17/2020**.

- The course starting dates with the most consecutive days of 100% completion rates were **11/14/2019 through 12/20/2019.**

**Completions/Drops by Class Start Date**



Legend: COMPLETED, DROPPED
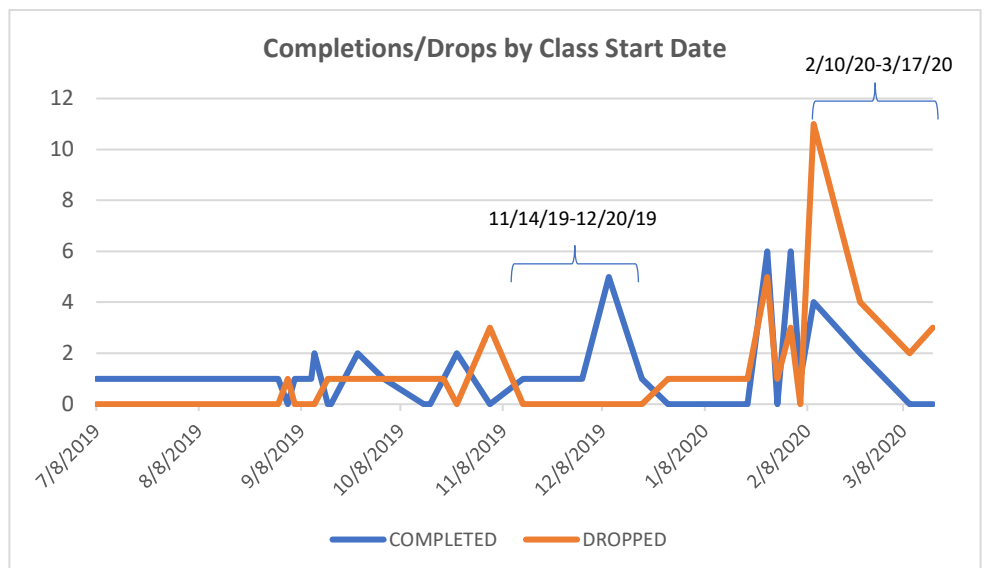
## By Course

The chart below ranks twenty-two courses offered through EduTech during the reporting period by rate of successful completion. Overall, on average, **4 participants** have enrolled per course, and the completion rate equals **56.4%**. Notably, seven courses had a 100% completion rate, and three had a 0% completion rate. Four of the seven 100% completion courses only had a single participant, and two of the three 0% completion courses only had a single participant.

The courses with greater than three students enrolled and the lowest completion rates include *Foundations of Programming semester 1 of 2* with **22.22%** of 9 students completing, *Automotive Basics* with **30%** of 10 students completing, and *Small Engine Repair* with **40%** of 15 students completing.

**Completion Rate by Course**

| Course | Completion Rate |
|---|---|
| The Internet of Things, one semester (n. 5) | 100% |
| Leadership Skills Development 1 (Mawi), one semester (n. 1) | 100% |
| Foundations of Programming, semester 2 of 2 (Windows/Mac) (n. 1) | 100% |
| Engineering and Technology Concepts, one semester (n. 1) | 100% |
| Digital Information Technology, semester 1 of 2 (n. 1) | 100% |
| Audio Engineering, one semester (n. 3) | 100% |
| 3D Modeling (Windows or Mac and Blender), one semester (n. 3) | 100% |
| Biotechnology, one semester (n. 6) | 67% |
| Robotics, one semester (requires kit and hands-on activities) (n. 9) | 56% |
| Game Design Basic, one semester (n. 2) | 50% |
| Flying Cars and the Future of Transportation, one semester (n. 2) | 50% |
| E-sports and the History of Video Games, one semester (n. 2) | 50% |
| AP Computer Science A, semester 1 of 2 (Windows or Mac) (n. 2) | 50% |
| Animation, one semester (requires Windows and several programs) (n. 2) | 50% |
| Scratch Coding, one semester (n.7) | 43% |
| Small Engine Repair, one semester (requires text) (n. 15) | 40% |
| Game Design 1 (requires Windows or Mac and Unity LTS), 1 of 2 (n. 3) | 33% |
| Automotive Basics, one semester (n. 10) | 30% |
| Foundations of Programming, semester 1 of 2 (Windows/Mac) (n. 9) | 22% |
| Manufacturing - Product Design and Innovation, one semester (n. 1) | 0% |
| Bitcoin and the Future of Money, one semester (n. 2) | 0% |
| AP Computer Science A, semester 2 of 2 (Windows/Mac) (n. 1) | 0% |

## COACHING LOGS

Coaching logs were maintained in 2019-2020 to test the efficacy of the additional function (coaching). Still, it's important to note that "coaching" only occurred with online coordinators and based on the data available only with "some" online coordinators.  From the data, it is unclear if those professionals reached out to the program leaders for support OR if there is another mechanism/logic at play.  The following chart compares the course completion rate by district and coaching (length of contact) for either the Online Learning Coach or School Counselor.

| District | n | Contact (hrs.) | Completion Rate (%) | NOTES |
|---|---|---|---|---|
| Wayne | 4 | 0 | 100 | The Counselor noted that Student Orientation was unnecessary, nor did this Counselor participate in any coaching sessions. |
| Pavilion | 4 | 2 | 100 | Received coaching from all (3) Program Leaders – 11/6 & 1/30 |
| North Rose Wolcott | 2 | 0 | 100 | |
| Midlakes Education Center | 5 | 0 | 100 | |
| Geneseo | 8 | 0 | 75 | |
| Wayland-Cohocton | 3 | 0 | 66.67 | |
| Byron-Bergen | 3 | 1 | 66.67 | |
| Red Jacket | 5 | 0.5 | 60 | Session on 9/25 was noted on two logs. |
| Seneca Falls | 2 | 0.5 | 50 | Session on 9/13 noted on two logs |
| Lyons | 16 | 3 | 50 | Sessions on 7/15, 8/27, & 11/14 were noted on two logs. |
| Avon | 3 | 0.5 | 33.33 | |
| Waterloo | 16 | 0 | 25 | |
| Attica | 5 | 0 | 20 | |
| Wayne Education Center | 7 | 1.5 | 14.29 | |
| Sodus | 1 | 0.5 | 0 | The session on 10/15 was noted on two logs. |
| Leroy | 1 | 0 | 0 | |

From the data available, it is unclear if coaching impacts students' success or districts' capacity to support online learners.  Likewise, there are some challenges in analyzing the data when sessions are noted on two logs; it is unclear how to analyze dosage.  And, participating schools did not receive/participate in coaching – some had weak outcomes while others did not.

## DISCUSSION/RECOMMENDATIONS

The only clear findings from the analysis of complete data and coaching logs are that late enrollment (February/March, for example) is much more likely to result in a negative outcome (failure to complete).

**Key next steps include:**

- **Talking with program leaders to understand – from a qualitative perspective** – what supports are in place at Wayne, Pavillion, North Rose, Midlakes, and Geneseo compared to districts with less favorable outcomes.  Likewise, were students enrolled in a timely fashion or thrown into the courses as a last-ditch effort?  What was the rationale for doing this at the time (enrolling late)?

- **What data would answer these questions, and is that data available currently?** If not, how can that information be accessed and used to inform program operations moving forward (adjust program data collection plans and evaluation protocols)?  Likewise, review the circumstances under which students were enrolled in the least-completed courses such as Foundations of Programming, Automotive Basics, or Small Engine Repair.  Is the course content difficult for students, is support inadequate, or are students ill-prepared or enrolled late?

- **Make data reflecting coaching efforts/contact with students available to the evaluation**.  The Google document used in 2019-2020 for "coaching logs" proved to be less than ideal as it was essentially an "add on" for program personnel.  However, in discussing the 2019-2020 findings, it was noted that student content is logged in another way as a natural part of the work.  If these data could be available to the evaluation team, insights may be gleaned from its analysis to shed light on best practices for program refinement and sustainability.