Virtual, Non-proctored, Mini GULL Week Spring 2021: Summary

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Purpose & Background

- **Request Details:** The University Academic Assessment Committee (UAAC) requested a summary of the pilot, virtual, non-proctored, mini GULL Week that occurred in spring 2021 to help identify any issues and allow for planning and improvement during a scaled up future GULL Week, specifically:
  - Improvements to GULL Week protocols to evaluate quality data (e.g., questions/scales incorporated into surveys/tests, etc.).
  - Future inclusion/use of cut-offs for GULL Week faculty participant lists, analyses and reporting; and
  - Comparison of a virtual, non-proctored GULL Week (administration, participation, etc.) to previous F2F, proctored, GULL Week information.
- **Logistics/Administration:**
  - Open for three weeks total; Wednesday, March 17th – Wednesday, April 7th
  - Originally opened for 2 weeks, but the faculty volunteers requested that it remain open for another week
  - UARA staff held Zoom Support Office Hours from 8am – 5pm every weekday during the GULL Week testing window for anyone that needed support
    - No students used that service
    - Will need to reconsider this option moving forward, since it is logistically burdensome with only two people available to host this – and if those two people are needed for other GULL Week related logistics (e.g., in-person support or proctoring)
  - After Hours GULL Week MyClasses course-based Support Discussion board
    - No students used that service
    - In the future, can potentially push this feature more and develop more content or FAQs for it, as needed
  - 365 students invited to participate, based on rosters of faculty/staff who volunteered their courses
    - Final, overall participation percentage: 45.8% (n = 167), specifically by test: H-CCE = 18%; ESA option 1 = 68%; ESA option 2 = 57%
    - Sarah provided faculty with weekly updates of participation per course and requests to remind their students to participate
- **Quality Data Process Explanations, Analyses, and Limitations:**
  - The Student Opinion Survey, which is a potential measure of test-taking motivation was given as a part of the Qualtrics-delivered assessments. All students that were assigned a Qualtrics survey took the SOS. The students that took the H-CCE via the ETS Online Secure Browser did not take this. Relatedly, there is also a single question embedded in the ETS HEIghten assessments which is also a potential measure of test-taking motivation (e.g., Did you try your best? (Yes/No). That was also added to the Qualtrics surveys such that for both the assessments taken via either the Qualtrics or ETS Online Secure Browser platforms were also reviewed when comparing Quality Data (QD) and Not Quality Data (NQD) for a given Quality Control type to see if there was statistically significant evidence to support motivation/a lack of motivation between the groups.
  - Since sample size for QD vs. NQD for each particular Quality Control criterion was less than 30 for all assessments, statistical analyses were not performed, although responses were summarized for review (to be compared to previous GULL Week fall 2019 Quality Data analysis percentages).

Test Participation and Results

Table 1. Test and quality-type group sample sizes & quality data analyses decision

Test (Quality Control Type)	Proctored, F2F, GULL Week Test Sample Size (Year)		Non-proctored, Virtual, Mini Spring 2021 GULL Week Test Sample	
	Not Quality Data (NQD) Sample Size (% total)	Quality Data (QD) Sample Size	Not Quality Data (NQD) Sample Size (% total)	Quality Data (QD) Sample Size
HEIghten Civic Competency & Engagement (H-CCE)	n = 2057 (Fall 2018)		n = 28	
➔ Quality Control #1: ETS "Try Your Best?"	142 (6.9%)	1907	5 (17.9%)	22
➔ Quality Control #2: Incomplete	8 (0.4%)	2049	3 (10.7%)	25
Environmental Sustainability Assessments (Opt1 + Opt2)	n/a; b/c ESA not administered previously and QC #1 not previously included in GW Qualtrics assessments		n = 149	
➔ Quality Control #1: ETS "Try Your Best?"	n/a	n/a	3 (2.0%)	139
➔ Quality Control #2: Incomplete	n/a	n/a	7 (4.7%)	142

Notes:
- Quality Control Types:
  - ETS "Try Your Best?" = the NQD student completed the test, but responded "No" to the ETS question, "Did you try your best?"
  - Incomplete = the NQD student did not complete the assessment (generally, since the ETS "Try Your Best?" question was towards the end of each assessment, this also means that these students had a blank for that response and therefore were not included in that sample)
    - Completion of one of the Environmental Sustainability Assessments (Opt1 + Opt2) includes completion of the respective Environmental Sustainability-aligned assessment(s) as well as other metrics (see Documentation for details)
- Red denotes the comparison cannot be made, because the ESA options have not been previously administered at SU
- Percent is not provided for the Quality Data (QD) sample sizes since those cannot always be compared to the total sample size; specifically,
  - the total sample available for any of the Quality Control #2 is out of the total sample size (i.e., n = 28 for H-CCE; n = 149 for ESA Opt1 + ESA Opt2);
  - however, the sample available for any of the Quality Control #1 can only be out of the total of students that had a complete test (i.e., the QD sample size from Quality Control #2; i.e., n = 25 for H-CCE; n = 142 for ESA Opt1 + ESA Opt2)
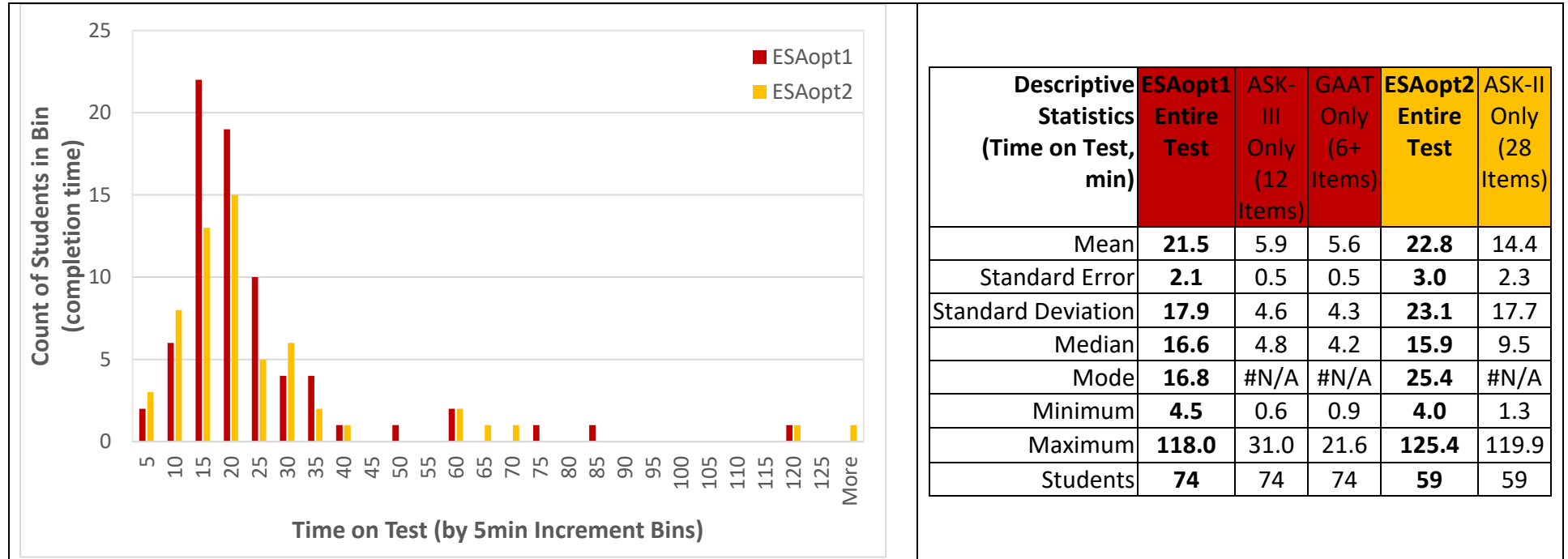
Table 2. H-CCE Score Summary

Test (➔ score)	Minimum Score Possible	Maximum Score Possible	Proctored, F2F, GULL Week Average (SD)	Non-proctored, Virtual, Mini Spring 2021 GULL Week Average (SD)
HEIghten Civic Competency & Engagement (H-CCE):				
➔ Civic Competency Scaled Score	150	180	163.1 (6.4)	158.6 (6.1)
➔ Civic Competency Percentile	0	100	48.2 (26.1)	32.1 (5.2)
➔ Civic Knowledge Scaled Subscore	1	10	4.3 (2.1)	3.1 (2.1)
➔ Civic Skills Scaled Subscore	1	10	4.6 (2.1)	3.3 (2.0)
➔ Civic Attitudes Scaled Score	90	150	119.9 (9.7)	118.2 (10.8)

Notes:
- For simplicity, only the Quality Control #1: ETS "Try Your Best?" students were included in this table

Figure 1. Environmental Sustainability Time on Test Summary

Descriptive Statistics (Time on Test, min)	ESAopt1 Entire Test	ASK-III Only (12 Items)	GAAT Only (6+ Items)	ESAopt2 Entire Test	ASK-II Only (28 Items)
Mean	**21.5**	5.9	5.6	**22.8**	14.4
Standard Error	**2.1**	0.5	0.5	**3.0**	2.3
Standard Deviation	**17.9**	4.6	4.3	**23.1**	17.7
Median	**16.6**	4.8	4.2	**15.9**	9.5
Mode	**16.8**	#N/A	#N/A	**25.4**	#N/A
Minimum	**4.5**	0.6	0.9	**4.0**	1.3
Maximum	**118.0**	31.0	21.6	**125.4**	119.9
Students	**74**	74	74	**59**	59

Notes:

- Prior to time on test analyses, removed students that did not complete the test or that had a completion time of >10,000 seconds (>166 minutes; >2 hours and 45 minutes)
- For ESAopt1 (maroon; ASK-III+GAAT+TryYourBest+SOS+CECC+CSA+Consent), the majority of students took 15-20min (41 out of 74 students; 55.4%) to complete the test
    - ASK-III has 12 items
    - GAAT has 6 mandatory items and, depending upon response on 6th item, an optional 7th item; otherwise, students do not see the 7th item
- For ESAopt2 (gold; ASK-II+ TryYourBest+SOS+CECC+CSA+Consent), the majority of students took 15-20min (28 out of 59 students; 47.5%) to complete the test
    - ASK-II has 28 items, which include all of the 12 items in the ASK-III

Table 3. Environmental Sustainability Instruments' Score Summary

Test (→ score)	Number of Questions	Maximum Score Possible	Average (SD)	Percent Correct or Meaning of Average
Environmental Sustainability Assessment, option 1 (ESAopt1; n = 77):				
→ ASK-III Score	12	12	6.47 (2.44)	53.9%
→ ASK-III, Environmental Score	5	5	2.57 (1.23)	51.4%
→ ASK-III, Social Score	3	3	2.06 (.88)	68.7%
→ ASK-III, Economic Score	4	4	1.83 (1.17)	45.8%
→ GAAT, Responsibility/Leadership Score	3 vignettes	6 (average of 3 questions)	4.15 (0.85)	Between Responsibility level 2 and Leadership level 1
→ GAAT, Recognize systemic Interconnections Score	TBD	13	TBD	TBD
→ GAAT, Appraise Appropriateness of Sustainability Measures Score	TBD	5	TBD	TBD
Environmental Sustainability Assessment, option 2 (ESAopt2; n = 62):				
→ ASK-II Score	28	28	14.76 (5.78)	52.7%
→ ASK-II, Environmental Score	12	12	5.85 (2.47)	48.8%
→ ASK-II, Social Score	8	8	4.32 (2.22)	54.0%
→ ASK-II, Economic Score	8	8	4.58 (1.90)	57.3%
→ ASK-III (from ASK-II) Score	12	12	6.00 (2.79)	50.0%
→ ASK-III (from ASK-II), Environmental Score	5	5	2.35 (1.34)	47.0%
→ ASK-III (from ASK-II), Social Score	3	3	1.77 (1.05)	59.0%
→ ASK-III (from ASK-II), Economic Score	4	4	1.87 (1.11)	46.8%

Notes:

- The ASK instruments' items align to the three sustainability domains (Environmental, Social, and Economic); therefore, each ASK instrument has an overall score as well as a score for each of the domains. Although some items are aligned to more than one domain, only those items' scores that have primary alignment to a domain are included in the respective domain scores.
- The GAAT has 6 questions, but there is not an overall GAAT score, rather there are scores by certain questions (or averages of questions' scores):
  - Questions 1 – 3 are vignettes whose responses have been encoded to reveal a level of Responsibility/Leadership the students are inclined to take, where higher scores indicate higher levels of Responsibility/Leadership (0 = Non-Awareness; 1 = Awareness level 1; 2 = Awareness level 2; 3 = Responsibility level 1; 4 = Responsibility level 2; 5 = Leadership level 1; 6 = Leadership level 2), which are averaged across the three questions' scores for an overall Responsibility/Leadership score of 0 – 6
  - Question 4 is said to have a score range of 0 – 13, where higher scores indicate higher ability to recognize systemic interconnections; unfortunately, it is unclear how to encode the student responses to correspond with that score range. Sarah Winger has contacted the authors for clarification.
  - Question 5 is said to have a score range of 0 – 5, where higher scores indicate higher ability to appraise the appropriateness of different sustainability measures; again, unfortunately, it is unclear how to encode the student responses to correspond with that score range. Sarah Winger has contacted the authors for clarification.
  - Question 6 asks students to self-report "Where did you gain the knowledge or experiences to answer the previous questions in this survey?" and therefore is not reported here, but would be useful as a way to identify interventions that students with high scores on the previous questions to inform SU improvements
    - If a student selected "Studies at Salisbury University" as a response in question 6, then they are asked to list specific courses or activities in the optional question 7
- For ESAopt2, scores are provided not only for that instrument and the scores for the particular sustainability domains, but also – since the ASK-II (28 items) includes all of the same items in the ASK-III (12 items) – scores of the ASK-III pulled from the ASK-II student responses to be able to compare with the ASK-II scores from the ESAopt1

Follow-up Student Feedback

- Qualtrics Student Feedback survey administered after the GULL Week testing window was complete from 17 participants as of 5/1/2021 (16 complete, 1 that was 67% complete):
  - **14 participated in a GULL Week assessment**
    - When asked, "Why did you participate…?", they selected the following responses:
      - 14 (5 assigned H-CCE and 9 to an ESA option), "To receive course-based incentives…"
      - 6 (2 assigned H-CCE and 4 to an ESA option), "Because I feel it is important to contribute to the SU student data collected in GULL Week so that the analyses, results, and decision-making based on the results can be more meaningful…"
      - 4 (1 assigned H-CCE and 3 to an ESA option), "Because I want to participate in campus activities"
      - 3 (2 assigned H-CCE and 1 to an ESA option), "Because I feel it is my responsibility as an SU student…"
      - 3 (1 assigned H-CCE and 2 to an ESA option), "Because with the SU student data collected in GULL Week, SU administrators, faculty, and staff can use the evidence to continuously improve the institution"
    - When asked, "Did you try your best on the test?", all 14 selected "Yes"
    - When asked, "Do you have any feedback on your access or ability to take the test?", 12 selected "No. I don't have any feedback." and when the 2 (assigned H-CCE) that selected "Yes. I have feedback" were asked for more details in follow-up questions, they selected:
      - Re: "What issues did you have when you tried to access or take the test?"
        - 2, "Actually, I did not have any issues"
      - Re: "Which of the following ways did you try to get help to be able to participate?"
        - 1, "The general GULL Week – Spring 2021 MyClasses course information and instructions (modules, assignments)"
        - 1, "I did not try to get help to be able to participate"
      - Re: "Based on your response(s) to the previous question, what can we improve or change to get you the help you need to be able to participate in a future, virtual GULL Week?"
        - 1, wrote "I would recommend setting it all up on one page in MyClasses. Have a step-by-step procedure on what to do and how to do it, and I believe more students will participate." (sic)
      - Re: "How would you prefer to get help to be able to participate in a future, virtual GULL Week?"
        - 2, "The general GULL Week - Spring 2021 MyClasses course information and instructions (modules, assignments)"
        - 2, "After hours questions or concerns moderated chat/discussion board via GULL Week - Spring 2021 MyClasses Course"
        - 1, "GULL Week Support zoom room (weekdays from 8am - 5pm)"
    - When asked, "Do you have any specific questions about GULL Week", all 14 selected "No"
    - When asked "Is there anything else you would like to let us know to help us improve a future, virtual GULL Week?", they wrote (sic):
      - 5, no: ("N/A"; "no"; "No thank you"; "No improvements recommended"; "n/a")
      - "I think what was done worked really well."
      - "It was good the way it was. It didn't take too long either."

- - - **3 did not participate in a GULL Week assessment**
      - When asked why not, they selected/wrote the following reasons:
        - 2 (one assigned H-CCE and one to an ESA option) selected "I had difficulty accessing or taking the test", of which the one that was assigned H-CCE also said that "i couldnt figure out how to work the database" (sic)
        - 1 (assigned H-CCE) selected "I am already doing well in my course(s) and didn't need the course-based incentive(s) offered"
      - When asked, "What would have helped motivate you to participate in the virtual GULL Week?" they selected the following responses:
        - 2 (one assigned H-CCE and one to an ESA option), "Longer access to GULL Week assignments, so I could have more time to participate"
        - 2 (assigned H-CCE), "Receiving an awesome, original, unique student-designed SU GULL Week t-shirt, like when we had face-to-face, proctored GULL Week sessions in the SU computer labs"
        - 1 (assigned H-CCE), "Increased support to help me access or take the test"
      - When asked, "What issues did you have when you tried to access or take the test?", they selected the following responses:
        - 2 (one assigned H-CCE and one to an ESA option), "I could not log in to the testing platform…to access the test"
        - 1 (assigned H-CCE), "My device was not compatible with the test"
        - 1 (assigned H-CCE), "I could not download the ETS secure browser on my personal device OR access it on a computer in an SU computer lab."
        - 1 (assigned H-CCE), wrote, "Didn't feel comfortable downloading ETS browser" (sic)
      - When asked, "Which of the following ways did you try to get help to be able to participate?", they selected the following responses:
        - 2 (assigned H-CCE), "I did not try to get help to be able to participate"
        - 1 (assigned to an ESA option), "The general GULL Week – Spring 2021 MyClasses course information and instructions (modules, assignments)"
      - When asked, "Do you have any specific questions about GULL Week?", both students assigned to H-CCE selected "No"
      - When asked, "Is there anything else you would like to let us know to help us improve a future, virtual GULL Week?", the students assigned to the H-CCE wrote,
        - "more instructions with the ETS" (sic)
        - "Make it in person not virtual" (sic)
- Heard from at least one faculty member that their students reported that they:
  - thought the instructions were adequate
  - thought the tests were easy to access
  - were surprised that the tests didn't take longer