

Stanly Community College
QEP Quarterly Report – June 30, 2017
Annual Analysis

Purpose: The purpose of the Stanly Community College (SCC) QEP Quarterly Report is to inform stakeholders of the implementation and assessment progress of the EDGe, SCC's quality enhancement plan (QEP). In the current report, a more detailed analysis of data is presented. This additional information will also be added to subsequent June reports.

Schedule: This is the 10th of 20 quarterly reports to be produced and distributed from 2015 to 2020. Anticipated release of reports is in March, June, September, and December of each year. In June of each year, an annual analysis of data will be presented.

Timeline: The official launch of the EDGe was March 2015, signified by the requirement that each new SCC curriculum student complete the EDGe Experience on or before the completion of his or her mandatory Student Success (ACA) course. While course design-related interventions of the EDGe began prior to the launch, the remaining interventions, such as skill remediation, Netiquette Rule reinforcement and technological skill reinforcement were officially implemented in Spring 2015.

Also in Spring 2015, the QEP Implementation and Assessment Team (IAT) initiated the practice of using a common census date activity for SCC curriculum courses (with the exception of course sections taught at the Albemarle Correctional Institution [ACI]). The purpose of the census date activity is to reinforce the netiquette principles that comprise the SCC Netiquette Rule. In Fall 2016, The EDGe Experience was revised, based on feedback from students, faculty, and staff.

In Summer 2015, courses at ACI also participated in a common census date activity, and in Spring 2016, the EDGe Experience was piloted with eLearning students at ACI. The ACI EDGe Experience was revised for official implementation, which launched in Fall 2016.

In Spring 2017, co-Directors created a process for tracking students who completed New Student Orientation (NSO), but had not accessed the EDGe Experience (EE-missing). Face-to-face and electronic delivery of NSO includes directions on how to access the EDGe Experience modules. When EE-missing students are identified, they can be contacted regarding the importance of accessing and completing the EDGe Experience.

EDGE Goals and Student Learning Outcomes

The goals and student learning outcomes for the EDGE are shown in Table 1.

	Goals	Student Learning Outcomes
1	Reduce the barriers that students encounter when their technological knowledge and skill sets are not adequate to successfully navigate the eLearning environment.	Demonstrate mastery of the technological skill sets necessary to function in the eLearning environment.
2	Prepare students with the capability to follow direction, interact, and communicate effectively in the eLearning environment.	Demonstrate mastery of commonly accepted standards (netiquette) of communication in the eLearning environment.
3	Increase students' self-efficacy regarding the characteristics needed to be successful eLearners.	Apply the characteristics needed to be a successful eLearner.

Table 1 – EDGE Goals and Student Learning Outcomes

Changes to Original QEP

Since the March 2017 QEP Quarterly Report, the QEP Implementation and Assessment Team (IAT) has revised three elements. The first item is a suggested revision to the method of reporting student Online Readiness Survey scores. The second expands the initiative to reach EDGe Experience non-completers. The third and final, a faculty request to add information to the Fall Census date activity regarding Netiquette and eLearning communication was honored. Additional details are provided in Table 2.

	Change	Justification
1	Online Readiness Survey Score Reporting	In previous QEP Quarterly Reports, the Online Readiness Survey (ORS) scores were reported as means of all student responses for the pre-test and post-test. However, this does not reflect actual changes in individual online readiness. Additionally, some students complete the pre-test, but do not complete the post-test, rendering it difficult to interpret any significant changes in pre- and post-test means. To correct this, QEP co-Directors will use Statistical Package for the Social Sciences (SPSS) software to determine whether statistically significant gains occurred for students completing both pre- and post-EDGe Experience ORS assessments.
2	Finding Additional EDGe Experience Non-completers	With only nine students identified from January to May that completed New Student Orientation, but did not start the EDGe Experience (EE), an amended process that includes finding EE starters who did not finish will be carried out to find these EE non-completers. These students will also receive the email message encouraging EE completion.
3	Fall Census Date Activity Revision	A request from SCC faculty to include information regarding student email accounts and the importance of checking them daily was approved by the IAT. Co-Directors amended the activity to include this information and relevant quiz questions. The newly revised version will be used in Fall 2017 course sections.

Table 2 – Modifications to the Original QEP since March, 2017.

Goal and Student Learning Outcome Assessment

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between March and June of 2017.

	Goal	Student Learning Outcome	Assessment
Technological Skills	1. Reduce the barriers that students encounter when their technological knowledge and skill sets are not adequate to successfully navigate the eLearning environment.	1. Demonstrate mastery of the technological skill sets necessary to function in the eLearning environment.	<p>EDGE Experience-embedded pretest and posttest that measure student technological skills. <u>Tech Skills Questions (out of 4)</u> Dates: 3/14/17 – 6/13/17 Average Pretest Score: 2.67 Average Posttest Score: 3.67 Posttest Average is 36.9% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See <u>Appendix A</u>.</p>
Communication And Netiquette Skills	2. Prepare students with the capability to follow direction, interact, and communicate effectively in the eLearning environment.	2. Demonstrate mastery of commonly accepted standards (netiquette) of communication in the eLearning environment.	<p>Next QEP Climate Survey will be administered Fall of 2017.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills. <u>Netiquette Skills Questions (out of 3)</u> Old Shell 3/14/17 – 6/13/17 Average Pretest Score: 2.37 Average Posttest Score: 2.74 Posttest Average is 15.6% higher than Pretest Average</p>
Self-Efficacy	3. Increase students' self-efficacy regarding the characteristics needed to be successful eLearners.	3. Apply the characteristics needed to be a successful eLearner.	<p>Next QEP Climate Survey will be administered Fall of 2017.</p> <p>EDGE Experience (EE) pre- and post- self-efficacy inventory. 08/14/16 – 06/13/17. A paired samples <i>t</i> test was conducted to evaluate whether gains in online readiness scores were experienced for students after EE completion. The results indicated that the mean post-test score ($M = 50.17$, $SD = 6.14$) was significantly greater than the mean pre-test score ($M = 48.44$, $SD = 5.82$), $t(765) = 12.21$, $p < .001$. SPSS Statistical analysis outputs are shown in Appendix B.</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See Appendix C. Note: 2016-2017 rates will be available in Fall 2017.</p>

Table 3 – Goal- and Student Learning Outcome-specific Assessment Data.

Process Tracking

It is important to track the ancillary processes that contribute to the success of EDGE interventions. Table 4 provides information regarding the progress of these items.

EDGE Process Tracking			
	Updates:		
Stanly Community College Online Instructor Certification Program and Other Online Instructor Training Sessions	Online Instructor Certification Program is being updated and prepared for release in the upcoming Fall semester. Any full-time and adjunct faculty not currently holding a badge of completion will be included in the next offering beginning in September, 2017.		
Course Peer Review and Redesign	Eighty-nine faculty members completed the first level of ADA compliance training this past Spring Semester. The next 4 trainings will be more targeted and offered every 8 weeks in the upcoming 2017-2018 academic year. A final certified reviewer training will be developed over the 2018 Summer semester and select high performers will be enrolled to become college certified to check courses for compliance. Stipends for compliance work will be proposed for the 2018-2019 academic year.		
# of EDGE Badge Earners (EDGE Experience Completers) as of June 13, 2017	2,547		
# of Students Participating in EDGE Review (Online Remediation Modules) as of June 13, 2017	68		
# of EDGE Experience-ACI Badge Earners as of June 13, 2017	54		
Percentage of ACA Enrollees Completing the EDGE Experience	Fall 2015 – 87% Spring 2016 – 82% Fall 2016 – 86%	Spring 2017 – 91% Summer 2017 – Available Fall 2017	
Academic Support Center Tutor Training	The Academic Support Center Coordinator trains new student tutors on a one-on-one basis as part of the Academic Support Center orientation process.		
QEP Implementation and Assessment Meetings Since March, 2015	March 10, 2015 April 7, 2015 May 5, 2015 June 2, 2015 October 6, 2015 November 3, 2015	December 1, 2015 February 2, 2016 April 5, 2016 May 3, 2016 June 7, 2016 July 12, 2016	September 6, 2016 October 4, 2016 January 17, 2017 March 7, 2017 June 6, 2017

Table 4 – Process Data.

Annual Analysis

Goal 1: Technological Skills

EDGE Experience Pre- and Post-test Scores

The graphs below show the average scores for EDGE Experience (EE) pre- and post-tests for technological skills from December 2015 to June 2017. With a new version, referred to as the “new shell” of the EE implemented in August of 2016, it is imperative that data from each shell be viewed separately. The overlap in time periods for shell usage accounts for the transition period between shells, when students may have self-enrolled in either shell. By mid-February 2017, only the new shell was available.

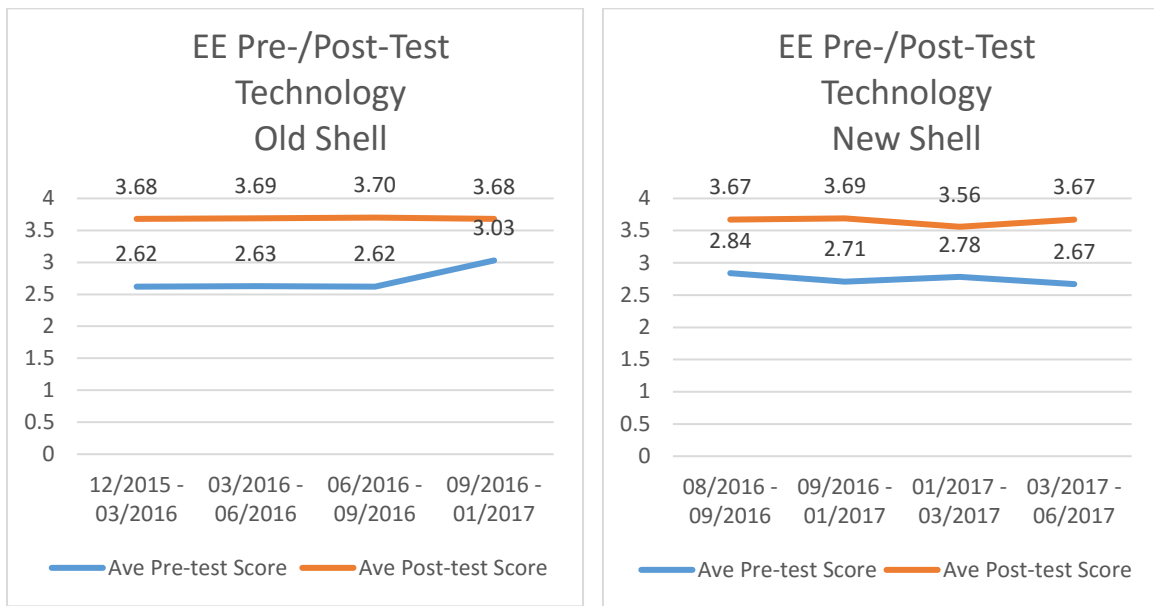


Figure 1. Average technological skill scores of pre- and post-test completers of old and new EDGE Experience shells.

Post-test scores for both shells appear to be relatively steady. While the pre-test scores for the new shell are also stable, a peak in pre-test knowledge occurs in the old shell for the September to January time frame. This could be due to a low sample size for this time period in the old shell, as many students would have enrolled in the new shell. Reporting sample size (*N* value) in future reports will be helpful to data interpretation.

It is important to note that pre- and post-test groups are not identical. Average scores are based on all students completing each assessment. Some students completing the pre-test did not take the post-test. A more accurate reflection of the effects of EE would include only students who completed both assessments. However, Figure 1 suggests that regardless of the level of technological skill prior to EE, average skills after completion approach the maximum score.

Student Help Desk Tickets

Since the last comprehensive analysis report – included with the December 2015 Quarterly Report – the QEP Implementation and Assessment Team have decided that tracking student help desk tickets did not provide reliable or useful data that would contribute to continuous improvement or summative assessment efforts. Several iterations of rules regarding the tracking of student tech support and learning management system issues were unsuccessful with respect providing beneficial information. As a result, these student tickets are no longer tracked for QEP purposes

Course Evaluations

Appendix A contains a chart of Spring and Fall term course evaluation data for items pertaining to eLearning courses. A Fall-to-Fall comparison of mean scores for three end-of-course evaluation survey items shows little change (Figure 2). However, consistently high scores on each of these questions suggests that the quality of SCC eLearning courses is exceptional and helps faculty meet QEP Goal 1 - “Reduce barriers that students encounter when their technological knowledge and skill sets are not adequate to successfully navigate the eLearning environment.” Statistical tests would help co-directors determine whether the slight variations in ratings between terms are significant. However, the number of students completing the evaluations must be ascertained in order to compute the statistic. To date, only the number of eLearning course sections have been recorded.

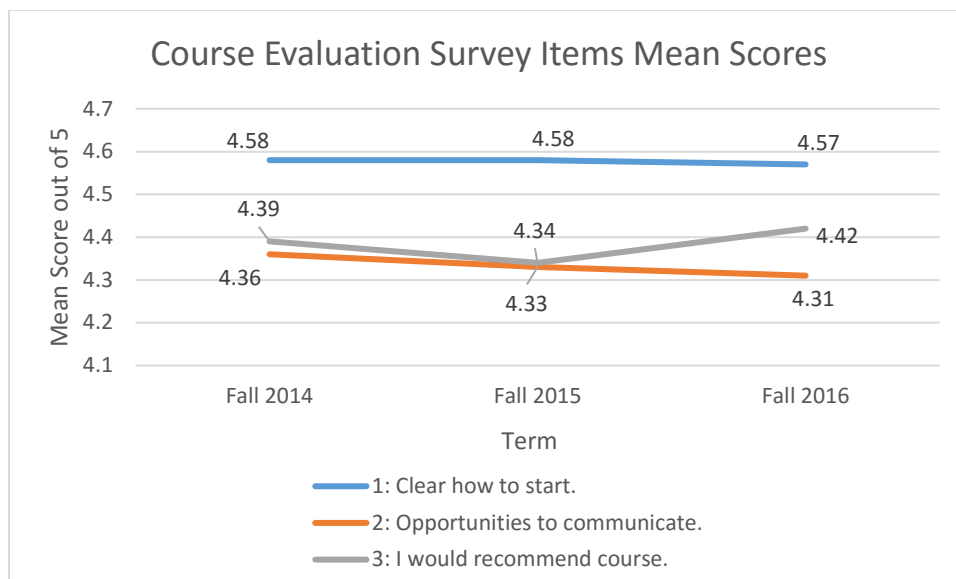


Figure 2. Mean scores for eLearning course evaluation items. Full survey item questions are 1) It was clear how to get started in this eLearning course and the course site was easy to navigate; 2) This eLearning course included

opportunities for me to communicate and interact with my classmates; and 3) If given the opportunity, I would recommend this eLearning course to a friend.

Goal 2: Communication and Netiquette Skills

EDGE Experience Pre- and Post-test Scores

The graphs below show the average scores for EDGE Experience (EE) pre- and post-tests for communication and netiquette skills from December 2015 to June 2017. With a new version, referred to as the “new shell” of the EE implemented in August of 2016, it is imperative that data from each shell be viewed separately. The overlap in time periods for shell usage accounts for the transition period between shells, when students may have self-enrolled in either shell. By mid-February 2017, only the new shell was available.

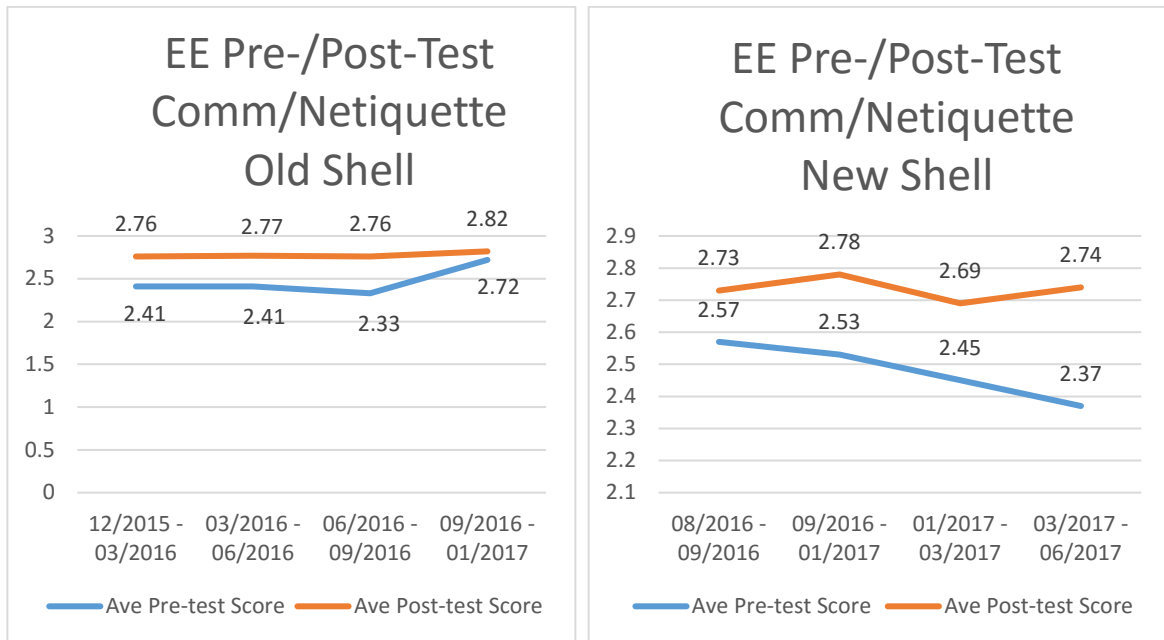


Figure 3. Average communication and netiquette skills scores of pre- and post-test completers of old and new EDGE Experience shells.

While post-test scores for both shells appear to be relatively steady, the pre-test scores suggest variations in electronic communication and netiquette knowledge and skills prior to EE completion. Pre- and post-test groups are not identical. Average scores are based on all students completing each assessment. Some students completing the pre-test did not take the post-test. A more accurate reflection of the effects of EE would include only students who completed both assessments. However, Figure 3 suggests that regardless of the level of communication and netiquette skill prior to EE, average skills after completion approach the maximum score.

QEP Climate Survey

The annual QEP Climate Surveys, also called the EDGe Climate Surveys, are disseminated during Fall terms and provide Stanly Community College students and faculty the opportunity to respond to questions regarding communication and netiquette skills. The following sections highlight the results of the student and faculty versions of the survey over a three-year period from 2014 to 2016.

Students. Responses to the communication and netiquette-related questions (per year) were scored and aggregated into one data point – Student mean score for communication and netiquette. With “Strongly Disagree” equal to a score of 1 and Strongly Agree equal to a score of 4, the minimum and maximum aggregate scores are 1 and 4, respectively. The results are shown in Figure 4.

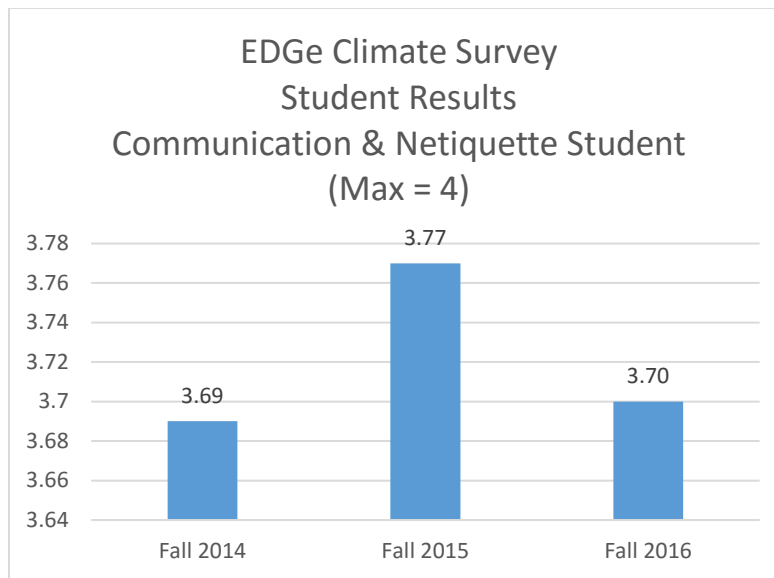


Figure 4. Student mean scores for the communication and netiquette items of the EDGe Climate Surveys for three consecutive Fall terms.

Faculty. Responses to the communication and netiquette-related questions (per year) were scored and aggregated into one data point – Faculty mean score for student communication and netiquette. With “Strongly Disagree” equal to a score of 1 and Strongly Agree equal to a score of 4, The minimum and maximum aggregate scores are 1 and 4, respectively. The results are shown in Figure 5.

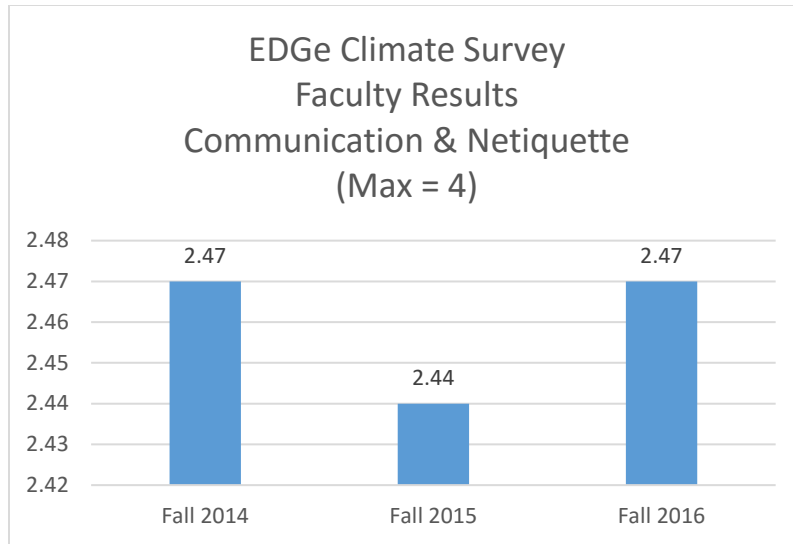


Figure 5. Faculty mean scores for the student communication and netiquette items of the EDGE Climate Survey for three consecutive Fall terms.

Goal 3: Self-Efficacy

QEP Climate Survey

The annual QEP Climate Surveys that are disseminated during Fall terms also provide Stanly Community College students and faculty the opportunity to respond to questions that reflect eLearning technological skill self-efficacy. The following sections highlight the results of the student and faculty versions of the survey over a three-year period from 2014 to 2016.

Students. Responses to the self-efficacy-related questions (per year) were scored and aggregated into one data point – Student mean score for self-efficacy. With “I do not understand the question” equal to a score of 1, “Strongly Disagree” equal to a score of 2, and Strongly Agree equal to a score of 5, the minimum and maximum aggregate scores are 1 and 5, respectively. The results are shown in Figure 6.

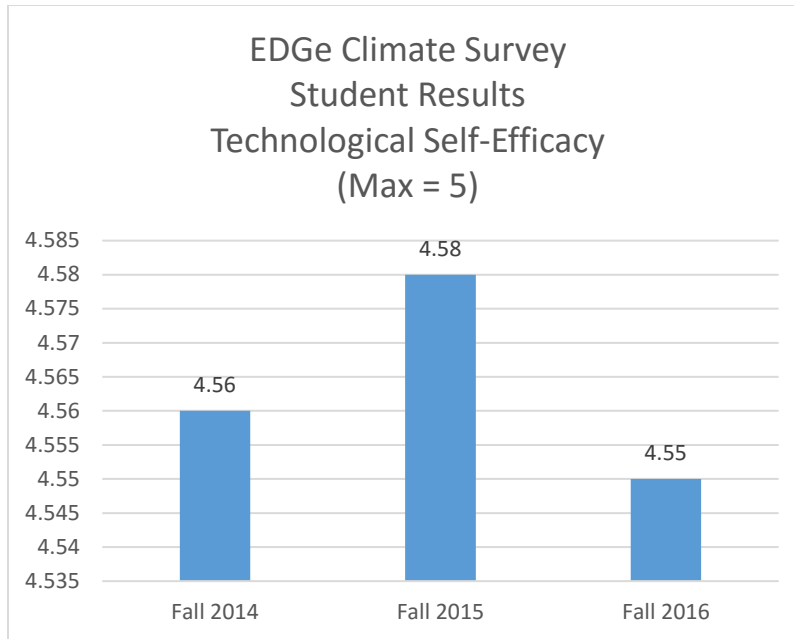


Figure 6. Student mean scores for the self-efficacy items of the EDGe Climate Survey for three consecutive Fall terms.

Faculty. Responses to the self-efficacy-related questions (per year) were scored and aggregated into one data point – Faculty mean score for student self-efficacy. With “Strongly Disagree” equal to a score of 1 and Strongly Agree equal to a score of 4, the minimum and maximum aggregate scores are 1 and 4, respectively. The results are shown in Figure 7.

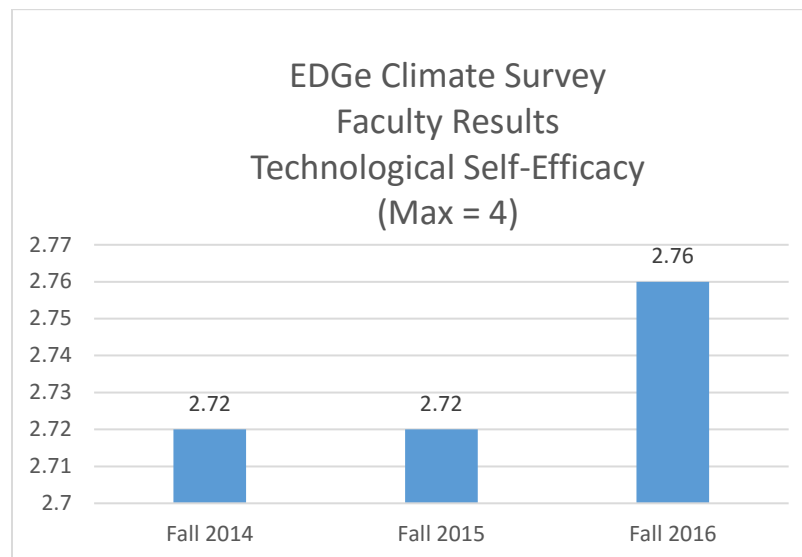


Figure 7. Faculty mean scores for the student self-efficacy items of the EDGe Climate Survey for three consecutive Fall terms.

Self-efficacy Inventory

Using only the new EE shell, implemented in mid-August 2016, results of the self-efficacy inventory pre- and post-test were analyzed to detect statistically significant differences in student online readiness before and after EE completion. A paired samples *t* test was conducted. The self-efficacy instrument score range is 14 to 56. The results indicated that the mean post-test score ($M = 50.17$, $SD = 6.14$) was significantly greater than the mean pre-test score ($M = 48.44$, $SD = 5.82$), $t(765) = 12.21$, $p < .001$.

It is reasonable to presume the EE has a positive effect on student self-efficacy and readiness for online learning. However, the magnitude of the effect is uncertain. Gains in self-efficacy could be due to EE instruction and skill practice. Test sensitization, the effect of taking an assessment two times at relatively close intervals, may also be a factor in the overall increase in student scores.

Withdrawal and Success Rates

Over the past few years, Stanly Community college has implemented initiatives to increase student success. The steady increase in eLearning course success rates and the stability of eLearning course withdrawal rates (Figure 8) suggest that EE is an important part of a family of programs necessary to help students achieve their educational goals.

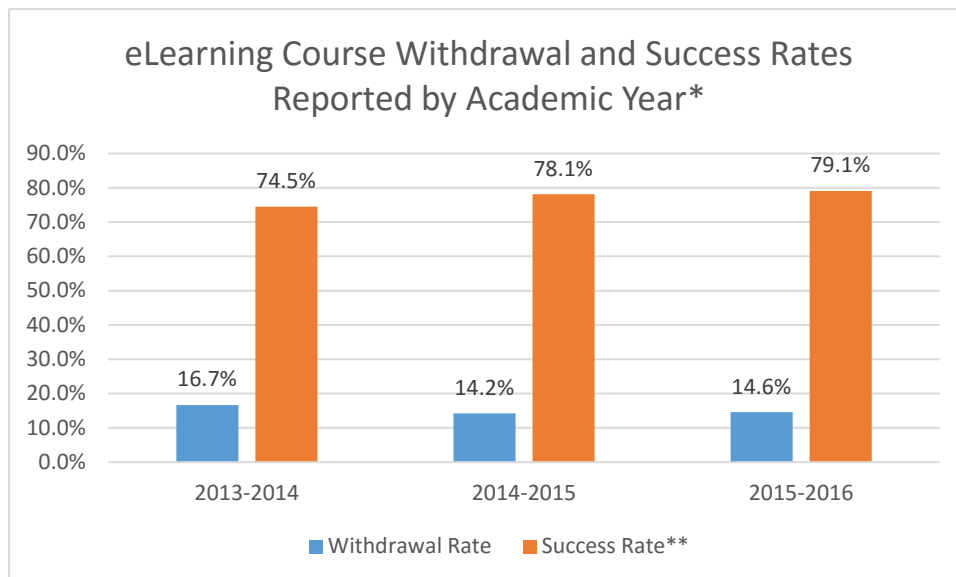


Figure 8. Withdrawal and Success Rates for eLearning courses by Academic Year. *Academic Year includes the first Fall and following Spring terms within the year specified. **Success Rates are determined by the number of students in a course earning a “C” or better compared to the total number of students enrolled in the course on or after the census date.

Appendix A

Course Evaluation Report – 2014 Spring to 2017 Spring

eLearning Courses	Mean Score of Response*						
	Spring 2014 n=473	Fall 2014 n=476	Spring 2015 n=405	Fall 2015 n=417	Spring 2016 n=62**	Fall 2016 n=414	Spring 2017 n=388
It was clear to me how to get started in this eLearning course and the course site was easy to navigate.	4.63	4.58	4.62	4.58	4.62	4.57	4.60
This eLearning course included opportunities for me to communicate and interact with my classmates.	4.33	4.36	4.41	4.33	4.47	4.31	4.37
If given the opportunity, I would recommend this eLearning course to a friend.	4.41	4.39	4.42	4.34	4.51	4.42	4.40

*Response choices and point value were as follows:

Strongly Agree = 5

Agree = 4

Neither Agree nor Disagree = 3

Disagree = 2

Strongly Disagree = 1

**Low number of course sections evaluated using these three questions during Spring 2016 is due to course evaluation system failure.

Appendix B

Pre- and Post-Test Online Readiness Survey Results

Paired Samples T-Test - Pre-/Post-test Online Readiness Scores

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post	50.17	766	6.135	.222
	Pre	48.44	766	5.817	.210

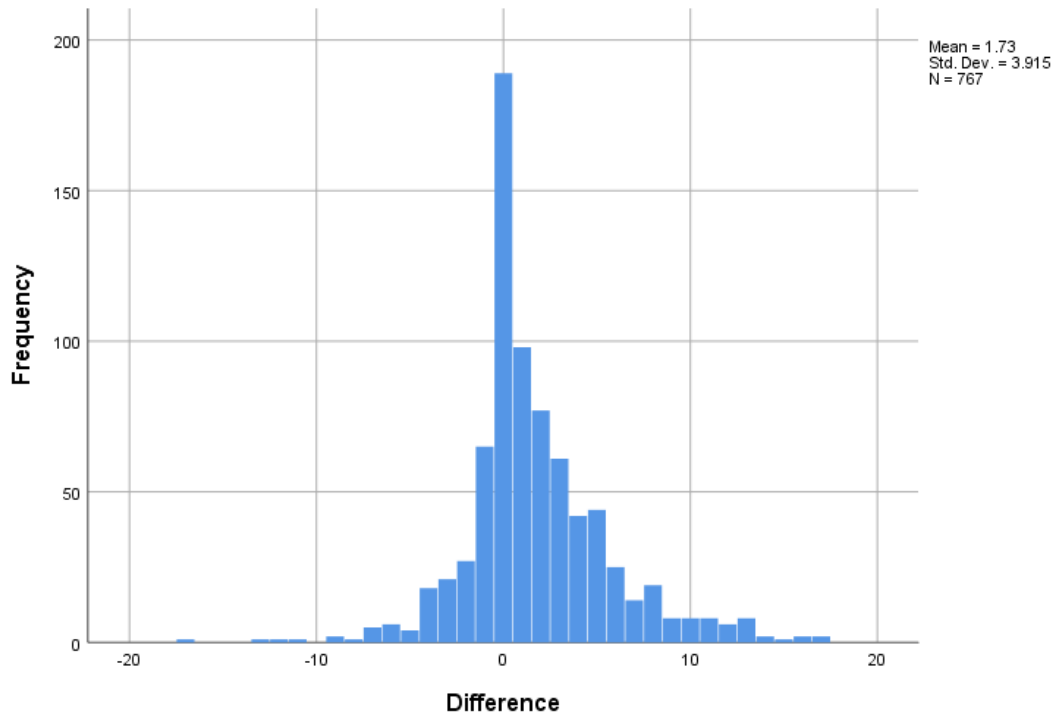
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Post & Pre	766	.786	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Post - Pre	1.728	3.917	.142	1.451	2.006	12.212	765	.000

Distribution of Differences between Pre- and Post-test Scores



Appendix C

eLearning Course Success and Withdrawal Rates
Reported by Academic Year*

Combined Rates of Online, Hybrid, & Web-Assisted Curriculum Courses	Withdrawal Rate	Success Rate**
2013-2014	16.7%	74.5%
2014-2015	14.2%	78.1%
2015-2016	14.6%	79.1%
2016-2017	Available Fall 2017	Available Fall 2017

*Academic Year is defined as the Fall to Spring terms within the year specified. For example, AY 2015-2016 includes Fall 2015 and Spring 2016.

**Success Rates are determined by the number of students in a course earning "C" or better compared to the total number of students enrolled in the course on or after the census date.