

Stanly Community College

QEP Quarterly Report – March 2017

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).

Schedule: This is the ninth of 20 quarterly reports to be produced and distributed from 2015 to 2020. Anticipated release of reports is March, June, September, and December of each year.

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 are 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 December 2016 QEP Quarterly Report, the QEP Implementation and Assessment Team (IAT) has revised three elements. The first item is an expansion of a previous change implemented to increase EE participation, the second involves removal of an ineffective data collection process, and the third change pertains to the IAT meeting schedule. Additional details are provided in Table 2.

	Change	Justification
1	In the September 2016 Quarterly report, co-Directors noted that they will monitor EDGE Experience (EE) completion by running a comparison report of New Student Orientation (NSO) completers to EE completers. This will generate a list of students who have completed NSO but not the EE. This has been changed to identify students who have completed NSO but have not accessed EE. These students would be considered “EE missing” students. An email message has been created that will be sent out to EE missing students on a monthly basis. See Appendix A . This process will begin in April 2017.	Non-completion of the EDGE Experience (EE) carries no penalty at this time. Therefore, some students are choosing to omit it from their admissions activities. An additional notification of the importance of EE completion may encourage participation from these students.
2	Tech Support and Learning Management System HelpDesk Tickets will no longer be categorized for “EDGE Tracking” purposes. Although QEP co-Directors will periodically contact HelpDesk personnel to learn of any significant issues that may be related to EDGE goals, they will no longer collect or assess data from tickets.	The data generated from this process was minimal and unreliable. The other assessment processes built into the EDGE are adequate for continuous improvement activities.
3	The Implementation and Assessment Team (IAT) will meet quarterly instead of bi-monthly.	EDGE implementation is progressing and maturing, so that the need for IAT input and involvement is needed less frequently.

Table 2 – Modifications to the Original QEP since December, 2016.

Goal and Student Learning Outcome Assessment:

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between early January 2017 and mid-March 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>Student Tech Support and LMS Helpdesk tickets for technology skills issues: This analysis is no longer completed and will not be listed in the Assessment column of this table in future reports.</p> <p>EDGE Experience-embedded pretest and posttest that measure student technological skills. <u>Tech Skills Questions (out of 4)</u> Dates: 1/3/17 – 3/13/17 Average Pretest Score: 2.78 Average Posttest Score: 3.56 Posttest Average is 28.1% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See Appendix B.</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 1/3/17 – 3/13/17 Average Pretest Score: 2.45 Average Posttest Score: 2.69 Posttest Average is 9.8% 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 pre- and post- self-efficacy inventory. See Appendix C.</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See Appendix D.</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	
Tech Support and LMS Helpdesk Category Revision	Student Tech Support and LMS Helpdesk tickets for technology skills issues: This analysis is no longer completed and will not be listed in the EDGE Process Tracking table in future reports.	
Stanly Community College Online Instructor Certification Program and Other Online Instructor Training Sessions	The Online Instructor Certification Program was rescheduled to Spring 2017 (rather than Fall 2016). Plans to begin in March 2017 have been postponed to Summer 2017.	
Course Peer Review and Redesign	The process for conducting ADA review began in January of 2017, initiating a 3-year cycle of continuous quality improvement. Additionally, an online training for Faculty was developed and implemented in January 2017. All faculty are expected to complete the online training by the end of the Spring 2017 semester. A second training covering a deeper level of ADA compliance was developed and will be delivered beginning in Fall 2017.	
# of EDGE Badge Earners (EDGE Experience Completers) as of March, 2017.	2,326	
# of Students Participating in EDGE Review (Online Remediation Modules) as of December, 2016.	66	
# of EDGE Experience-ACI Badge Earners as of December, 2016.	46 (Including 20 students from ACI pilot study)	
Percentage of ACA Enrollees Completing the EDGE Experience (See Note)	Fall 2015 – 87% Spring 2016 – 82% Fall 2016 – 86% Spring 2017 – Available June 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

Table 4 – Process Data.

Note: In previous reports (March 2016, June 2016, September 2016), this item was referred to as “Percentage of New Curriculum Students Completing the EDGE Experience” and data was inaccurate. The current report has the correct item phrasing and data.

Appendix A



Welcome to Stanly Community College!

We strongly encourage you to complete The EDGe Experience, a series of training modules to develop the technological, communication, and self-directed learning skills you will need to be successful at SCC. Even if you have experience with college courses, we believe a review of these skills as they relate to Stanly Community College will provide a strong foundation for success in your classes.

To access The EDGe Experience:

- Use a link in the last module in the online New Student Orientation, or access the training using this [link to The EDGe Experience](#).
- The first time you access The EDGe Experience course in Moodle, you will need to use the "Enroll Me" button.
- Once you have entered The EDGe Experience, you will be able to return at any time using the Navigation block on the left-hand side of Moodle.

Should you run into a problem while completing The EDGe Experience, you can contact the Academic Support Center at 704-991-0210 or tutoring@stanly.edu, or Tabitha Bailey, eLearning Student Support Coordinator, at tbailey8121@stanly.edu.

Again, welcome to Stanly Community College and we encourage you to begin your SCC classes with an EDGe!

Sincerely,
SCC Student Success

Appendix B

Course Evaluation Report – 2014 Spring to 2016 Fall

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
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	Available June 2017
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	Available June 2017
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	Available June 2017

*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.

Note: Number of student responses will be added to all subsequent quarterly reports.

Appendix C

Pre-and Post-Test Online Readiness Survey - EDGe Experience New Shell
(August 14, 2016 – March 13, 2017)

Pre-Test Completers: 729
Post-Test Completers: 613
Questions: 14

Question		Responses				Pre/Post Test	Most or All of the Time Percentage
		Rarely	Sometimes	Most of the time	All of the time		
1. I am able to easily access the Internet as needed for my studies.	Count	6	19	189	515	Pre-Test	96.5%
	Percent	0.0%	2.6%	25.9%	70.6%		
	Count	2	14	138	459	Post-Test	97.4%
	Percent	0.3%	2.3%	22.5%	74.9%		
2. I am comfortable communicating over the Internet.	Count	10	68	215	436	Pre-Test	89.3%
	Percent	1.4%	9.3%	29.5%	59.8%		
	Count	4	40	144	425	Post-Test	92.8%
	Percent	0.7%	6.5%	23.5%	69.3%		
3. I am willing to actively communicate with my classmates and instructors electronically.	Count	8	32	181	508	Pre-Test	94.5%
	Percent	1.1%	4.4%	24.8%	69.7%		
	Count	3	25	132	453	Post-Test	95.4%
	Percent	0.5%	4.1%	21.5%	73.9%		
4. I am willing to set aside an amount of time each week to effectively engage in study.	Count	1	33	173	522	Pre-Test	95.3%
	Percent	0.1%	4.5%	23.7%	71.6%		
	Count	1	20	144	448	Post-Test	96.6%
	Percent	0.2%	3.3%	23.5%	73.1%		

5. I feel that online learning is of at least equal quality to traditional classroom learning.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	43	169	263	254	Pre-Test	70.9%
	Percent	5.9%	23.2%	36.1%	34.8%		
	Count	26	102	187	298	Post-Test	79.1%
Percent	4.2%	16.6%	30.5%	48.6%			
6. I feel that my background and experience will be beneficial to my new learning.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	8	66	259	396	Pre-Test	89.8%
	Percent	1.1%	9.1%	35.5%	54.3%		
	Count	6	44	166	397	Post-Test	91.9%
Percent	1.0%	7.2%	27.1%	64.8%			
7. I am comfortable with written communication.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	13	66	228	422	Pre-Test	89.2%
	Percent	1.7%	9.1%	31.3%	57.9%		
	Count	4	34	173	402	Post-Test	93.8%
Percent	0.7%	5.5%	28.2%	65.6%			
8. When it comes to learning and studying, I am a self-directed person.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	11	102	307	309	Pre-Test	84.5%
	Percent	1.5%	14.0%	42.1%	42.4%		
	Count	5	49	222	337	Post-Test	91.2%
Percent	0.8%	8.0%	36.2%	55.0%			
9. I believe looking back on what I have learned in a course will help me to remember it better.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	5	57	233	434	Pre-Test	91.5%
	Percent	0.7%	7.8%	32.0%	59.5%		
	Count	5	26	161	421	Post-Test	95.0%
Percent	0.8%	4.2%	26.3%	68.7%			

10. In my studies, I am self-disciplined and find it easy to set aside reading and homework time.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	19	99	304	307	Pre-Test	83.8%
	Percent	2.6%	13.6%	41.7%	42.1%		
	Count	11	57	209	336	Post-Test	88.9%
	Percent	1.8%	9.3%	34.1%	54.8%		
11. I am able to manage my study time effectively and easily complete assignments on time.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	6	49	316	358	Pre-Test	92.4%
	Percent	0.8%	6.7%	43.3%	49.1%		
	Count	1	38	201	373	Post-Test	93.6%
	Percent	0.2%	6.2%	32.8%	60.8%		
12. As a student, I enjoy working by myself with minimal support or interaction.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	30	198	277	224	Pre-Test	68.7%
	Percent	4.1%	27.2%	38.0%	30.7%		
	Count	20	114	221	258	Post-Test	78.2%
	Percent	3.3%	18.6%	36.1%	42.1%		
13. In my studies, I set goals and have a high degree of initiative.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	3	65	267	394	Pre-Test	90.6%
	Percent	0.4%	8.9%	36.6%	54.0%		
	Count	2	45	181	385	Post-Test	92.3%
	Percent	0.3%	7.3%	29.5%	62.8%		
14. I believe I am the only one responsible for my learning.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	5	54	173	497	Pre-Test	91.9%
	Percent	0.7%	7.4%	23.7%	68.2%		
	Count	2	24	130	457	Post-Test	95.8%
	Percent	0.3%	3.9%	21.2%	74.6%		

Appendix D

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 2013-2014 includes Fall 2013 and Spring 2014.

**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.