

Stanly Community College  
QEP Quarterly Report – March 31, 2016

**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 fifth 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.

**Timeline:** The official launch of the EDGe was March 2015, signified by the requirement that each new curriculum student completes 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) created 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 this activity is to reinforce netiquette principles that comprise the SCC Netiquette Rule. 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.

**EDGe Goals and Student Learning Outcomes:**

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

	<b>Goals</b>	<b>Student Learning Outcomes</b>
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 2015 QEP Quarterly Report, one implementation and assessment element has been revised. The reason is provided in Table 2.

	<b>Change</b>	<b>Justification</b>
1	Addition to Issue Tracking Process (Modification of Help Desk Ticket Count)	Staff and faculty have alerted the QEP co-Directors that students often request and receive technological assistance that is not formally recorded or tracked. A new process has been added that provides a mechanism for reporting such events. An online tutorial to train employees how to record these events in the SCC Help Desk software system has been developed, so that Learning Resource Center, Academic Support Center, and like staff can document the delivery of valuable information.

*Table 2 – Modification to the Original QEP since December, 2015.*

**Goal and Student Learning Outcome Assessment:**

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between December, 2015 and March, 2016.

	<b>Goal</b>	<b>Student Learning Outcome</b>	<b>Assessment</b>
<b>Technological Skills</b>	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 Help Desk tickets for technology skills issues. Data collected first 30 days of term. Collection dates: 1/7/2016 – 2/18/2016. See <a href="#">Appendix A</a>.</p> <p>EDGE Experience-embedded pretest and posttest that measure student technological skills. 12/17/15 – 3/28/16  <u>Tech Skills Questions (out of 4)</u>            Average Pretest Score: 2.62            Average Posttest Score: 3.68            Posttest Average is 40.5% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See <a href="#">Appendix B</a>. Spring 2016 data will be available in June 2016 Report.</p>

<b>Communication And Netiquette Skills</b>	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>QEP Climate Survey to faculty and students. Next set of surveys will be administered October, 2016.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills. 12/17/15 – 3/28/16  <u>Netiquette Skills Questions (out of 3)</u>  Average Pretest Score: 2.41  Average Posttest Score: 2.76  Posttest Average is 14.5% higher than Pretest Average</p>
<b>Self-Efficacy</b>	3. Increase students' self-efficacy regarding the characteristics needed to be successful eLearners.	3. Apply the characteristics needed to be a successful eLearner.	<p>QEP Climate Survey to faculty and students. Next set of surveys will be administered October 2016.</p> <p>Administer pre- and post- self-efficacy inventory. See <u>Appendix C</u>.</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See <u>Appendix D</u>. Note that 2015-2016 data will not be available until Summer, 2016.</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.

<b>EDGE Process Tracking</b>	
	<b>Updates:</b>
Tech Support and LMS HelpDesk Category Revision	While existing Technical Support HelpDesk personnel have been trained regarding the problem and training categories of “Student” and “Employee on Behalf of Student” tickets, it is doubtful that new personnel are receiving the online training module. The Technical Support Manager has reported that excessive workload for technical support personnel has prohibited the use of the online training modules.
Stanly Community College Online Instructor Certification Program and Other Online Instructor Training Sessions	<ul style="list-style-type: none"> <li>• Certified Course Reviews are completed</li> <li>• Online Instructor Certification will be offered over the 2016 Summer Term</li> <li>• Lunch and Learn professional development sessions have been ongoing weekly since August – will conclude in May</li> </ul>
Course Peer Review and Redesign	Data from 9 Fall 2015 peer-reviewed courses are currently under analysis

# of EDGe Badge Earners (EDGe Experience Completers) as of March, 2016.	1240
# of Students Participating in EDGe Review (Online Remediation Modules) as of March, 2016.	42
# of EDGe Experience-ACI Badge Earners as of March 2016.	20
Percentage of New Curriculum Students Completing the EDGe Experience	Fall 2015 – 90.6% Spring 2016 – 90.6%
Academic Support Center Tutor Training	Five student tutors and two staff who work in the SCC Academic Support Center (formerly known as the Student Success Center) received training updates regarding the EDGe Experience and EDGe Review modules. The one-hour session, held March 22 <sup>nd</sup> , included information on how to record student technological issues that would otherwise have not been tracked (See Table 2).
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

*Table 4 – Process Data.*

**Lessons Learned:**

Now in its fourth term of implementation, the EDGe has provided multiple learning experiences for Stanly Community College faculty, staff, and students. These are described below.

1. In order to obtain useful information that adequately informs improvements in the EDGe processes and interventions, the HelpDesk ticket tracking system must be reliably executed. The QEP co-Directors must make it a priority to ensure that all Tech Support HelpDesk personnel learn and implement the proper recording procedures for categorizing student tickets.
2. The QEP Implementation and Assessment Team believes that the earlier students complete the EDGe Experience (EE), the more impactful it will be on course success. Currently, about 1/3 of College Student Success (ACA) course students complete the EDGe Experience before their ACA classes begin. The Team must brainstorm ways to encourage more students to complete EE in advance of first semester start.

Appendix A

Help Desk Student Ticket\* Report – EDGe Categories  
1/7/2016 – 2/18/2016

<b>Ticket Category</b>	<b>Count</b>	<b>Percentage of Tickets</b>	<b>Per 1,000 Curriculum Students**</b>
Moodle Course Missing	17	1%	7
Problem Submitting Work in Moodle	4	1%	2
Can't Access Course Content	0	0%	0
Web Browser	5	1%	2
All Other	322	93%	134
<b>Total Tickets</b>	<b>348</b>	<b>100.00%</b>	<b>145</b>

\*Report filtered for "Student" and "Employee on Behalf of Student" tickets.

\*\* Curriculum student headcount for 2/18/2016 = 2,401.

Help Desk Student Ticket\* Report – EDGe Training  
1/7/2016 – 2/18/2016

<b>Training Issue Categories</b>	<b>Count</b>	<b>Percentage of Tickets</b>	<b>Per 1,000 Curriculum Students**</b>
Student Training Issue	30	8%	13
Employee Training Issue	0	0%	0
System Error	54	16%	22
Other	185	53%	77
Not Categorized	79	23%	33
<b>Total Tickets</b>	<b>348</b>	<b>100.00%</b>	<b>145</b>

\*Report filtered for "Student" and "Employee on Behalf of Student" tickets.

\*\* Curriculum student headcount for 2/18/2016 = 2,401.

Appendix B

Course Evaluation Report – 2014 Spring to 2015 Fall

<b>eLearning Courses</b>	<b>Mean Score of Response*</b>					
	<b>Spring 2014</b>	<b>Summer 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Summer 2015</b>	<b>Fall 2015</b>
It was clear to me how to get started in this eLearning course and the course site was easy to navigate	4.63	4.57	4.58	4.62	4.63	4.58
This eLearning course included opportunities for me to communicate and interact with my classmates.	4.33	4.27	4.36	4.41	4.45	4.33
If given the opportunity, I would recommend this eLearning course to a friend.	4.41	4.39	4.39	4.42	4.54	4.34

\*Response choices and point value were as follows:

Strongly Agree = 5

Agree = 4

Neither Agree nor Disagree = 3

Disagree = 2

Strongly Disagree = 1

Appendix C

Pre-and Post-Test Online Readiness Survey - EDGe Experience  
(March 1, 2015 – March 29, 2016)

Pre-Test Completers: 1327  
Post-Test Completers: 1070  
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	4	25	339	959	Pre-Test	97.9%
	Percent	0.3%	1.9%	25.6%	72.3%		
	Count	1	27	230	812	Post-Test	97.4%
	Percent	0.1%	2.5%	21.5%	75.9%		
2. I am comfortable communicating over the Internet.	Count	11	85	415	816	Pre-Test	92.8%
	Percent	0.8%	6.4%	31.3%	61.5%		
	Count	2	54	291	723	Post-Test	94.8%
	Percent	0.2%	5.1%	27.2%	67.6%		
3. I am willing to actively communicate with my classmates and instructors electronically.	Count	8	69	322	928	Pre-Test	94.2%
	Percent	0.6%	5.2%	24.3%	69.9%		
	Count	2	35	227	806	Post-Test	96.5%
	Percent	0.2%	3.3%	21.2%	75.3%		
4. I am willing to set aside an amount of time each week to effectively engage in study.	Count	6	50	333	938	Pre-Test	95.8%
	Percent	0.5%	3.8%	25.1%	70.7%		
	Count	3	32	237	798	Post-Test	96.8%
	Percent	0.3%	3.0%	22.2%	74.6%		

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	98	274	535	420	
Percent	7.4%	20.7%	40.3%	31.7%		
Count	50	186	399	435	Post-Test	78.0%
Percent	4.7%	17.4%	37.3%	40.7%		

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	13	124	445	745	
Percent	1.0%	9.3%	33.5%	56.1%		
Count	4	87	309	670	Post-Test	91.5%
Percent	0.4%	8.1%	28.9%	62.6%		

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	9	122	442	154	
Percent	0.7%	9.2%	33.3%	56.8%		
Count	7	70	317	676	Post-Test	92.8%
Percent	0.7%	6.5%	29.6%	63.2%		

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	20	163	589	555	
Percent	1.5%	12.3%	44.4%	41.8%		
Count	1	82	380	607	Post-Test	92.2%
Percent	0.1%	7.7%	35.5%	56.7%		

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	9	101	424	793	
Percent	0.7%	7.6%	32.0%	59.8%		
Count	3	46	287	734	Post-Test	95.4%
Percent	0.3%	4.3%	26.8%	68.6%		



<b>10. In my studies, I am self-disciplined and find it easy to set aside reading and homework time.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	36	171	592	528	Pre-Test	84.4%
	<b>Percent</b>	2.7%	12.9%	44.6%	39.8%		
	<b>Count</b>	8	92	401	569	Post-Test	90.7%
<b>Percent</b>	0.8%	8.6%	37.5%	53.2%			
<b>11. I am able to manage my study time effectively and easily complete assignments on time.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	11	103	544	669	Pre-Test	91.4%
	<b>Percent</b>	0.8%	7.8%	41.0%	50.4%		
	<b>Count</b>	6	54	395	615	Post-Test	94.4%
<b>Percent</b>	0.6%	5.1%	36.9%	57.5%			
<b>12. As a student, I enjoy working by myself with minimal support or interaction.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	57	367	546	357	Pre-Test	68.1%
	<b>Percent</b>	4.3%	27.7%	41.2%	26.9%		
	<b>Count</b>	30	219	413	408	Post-Test	76.7%
<b>Percent</b>	2.8%	20.5%	38.6%	38.1%			
<b>13. In my studies, I set goals and have a high degree of initiative.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	7	122	482	716	Pre-Test	90.3%
	<b>Percent</b>	0.5%	9.2%	36.3%	54.0%		
	<b>Count</b>	1	70	308	691	Post-Test	93.4%
<b>Percent</b>	0.1%	6.5%	28.8%	64.6%			
<b>14. I believe I am the only one responsible for my learning.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	13	84	320	910	Pre-Test	92.7%
	<b>Percent</b>	1.0%	6.3%	24.1%	68.6%		
	<b>Count</b>	7	38	215	810	Post-Test	95.8%
<b>Percent</b>	0.7%	3.6%	20.1%	75.7%			

Appendix D

eLearning Course Success and Withdrawal Rates Report

Academic Years\* 2013-2014 and 2014-2015

<b>Combined Rates of Online, Hybrid, &amp; Web-Assisted Curriculum Courses</b>	Withdrawal Rate	Success Rate**
2013-2014	16.7%	74.5%
2014-2015	14.2%	78.1%
2015-2016	Data Available Summer 2016	

\*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.