

Stanly Community College

QEP Quarterly Report – June 30, 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 sixth 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 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) 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 the census date activity is to reinforce the 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.

	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 2016 QEP Quarterly Report, two implementation and assessment elements have been revised. In the last report, it was noted that consistency and accuracy with helpdesk Ticket categorization was a concern. The Director of Desktop Services has since modified the system of closing out tickets, an action that should improve the consistency and reliability of data. Additional details are provided in Table 2.

	Change	Justification
1	Instead of all fields and options for categorization visible for all helpdesk agent departments, only relevant questions to the department are presented in the helpdesk recording screen.	Helpdesk agents were confronted with numerous categorization options with the closing of each ticket. Available time to thoroughly close a ticket, coupled with the frustration of multiple fields and options, resulted in inconsistent documentation of helpdesk ticket issues. The new system provides a more streamlined and department-centered series of questions for agents to answer.
2	Curriculum program students are required to enroll in one of SCC's College Success (ACA) courses within their first term of enrollment. Since completion of the EDGE is not mandatory, ACA serves as the final push for students to complete the EDGE modules. The point at which ACA instructors check for and grade for participation has been moved from the fourth week of the course to the first week.	Students need exposure to the EDGE lessons and assessments as early as possible in their college experience. Moving the check for EDGE completion to the first week of ACA is expected to increase the number of students who complete the EDGE at the optimum time.

Table 2 – Modification to the Original QEP since March, 2016.

Goal and Student Learning Outcome Assessment:

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

	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 helpdesk tickets for technology skills issues. Data collected first 30 days of Spring and Fall terms. Next collection dates: 8/15/2016 – 9/26/2016.</p> <p>EDGE Experience-embedded pretest and posttest that measure student technological skills. 3/28/16 – 6/20/16 <u>Tech Skills Questions (out of 4)</u> Average Pretest Score: 2.63 Average Posttest Score: 3.69 Posttest Average is 40.3% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See Appendix A.</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>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. 3/28/16 – 6/20/16 <u>Netiquette Skills Questions (out of 3)</u> Average Pretest Score: 2.41 Average Posttest Score: 2.77 Posttest Average is 14.9% 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>QEP Climate Survey to faculty and students. Next set of surveys will be administered October 2016.</p> <p>EDGE Experience pre- and post- self-efficacy inventory. See Appendix B.</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See Appendix C.</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	The Tech Support helpdesk is requesting an additional part-time position to supplant the need for student work study assistance. Students are being offered experiential opportunities outside the college, and are therefore less readily available to assist with SCC helpdesk issues. A decision on approval of this proposal will be announced in July, 2016.	
Stanly Community College Online Instructor Certification Program and Other Online Instructor Training Sessions	SCC did not conduct a session of the Online Instructor Certification class for Spring 2016. The content is being updated in Summer 2016, will be reviewed in Fall 2016 by our Online Advisory Council, and will be offered during the Fall 2016 semester.	
Course Peer Review and Redesign	As a part of a comprehensive overhaul of the ADA review process, SCC is incorporating a quality design component to replace the Peer Review process. This is in development throughout Summer 2016 and will also be reviewed by the Online Advisory Board when in Fall 2016. The revisions will be incorporated into our process for review and continuous improvement.	
# of EDGe Badge Earners (EDGe Experience Completers) as of June, 2016.	1438	
# of Students Participating in EDGe Review (Online Remediation Modules) as of June, 2016.	46	
# of EDGe Experience-ACI Badge Earners as of June, 2016.	20	
Percentage of New Curriculum Students Completing the EDGe Experience	Fall 2015 – 90.6% Spring 2016 – 90.6% Fall 2016 – Available December, 2016	
Academic Support Center Tutor Training	The next training for Academic Support Center student tutors will be in August, 2016.	
Supplementary Feedback from Faculty and helpdesk Agents	A four-question open-ended survey was distributed electronically to all full-time and adjunct faculty, as well as helpdesk agents, to garner their feedback regarding current and potentially new EDGe Experience topics. Even though survey participation was minimal, those that responded provided valuable feedback that may be incorporated in future revisions of the modules.	
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

Table 4 – Process Data.

Lessons Learned:

Now in its fifth term of implementation, the EDGe has provided multiple learning experiences for Stanly Community College faculty, staff, and students. Most recently, ticket analysis from the SCC Tech Support and Learning Management System helpdesks has proved to be more useful as a formative assessment tool, rather than provide summative assessment information. In other words, as the data from the helpdesk record keeping system is reviewed, co-directors are able to determine areas of need for additional training rather than use the numbers to show overall improvement in student eLearning preparedness. Although the original intent for the usage of helpdesk ticket data has changed, the recording and analysis processes remain vital to continuous improvement of the EDGe Experience (EE) and other EDGe activities.

Another way that stakeholder feedback was collected this quarter was through an anonymous survey of faculty and helpdesk agents. A four-question survey asked respondents to make suggestions for improvements in EE instruction, based on their experiences with students. The questionnaire served not only as additional feedback for EE revision but also helped to check alignment of expectations and goals with respect to the EE.

Appendix A

Course Evaluation Report – 2014 Spring to 2016 Spring

eLearning Courses	Mean Score of Response*						
	Spring 2014 n=473	Summer 2014 n=109	Fall 2014 n=476	Spring 2015 n=405	Summer 2015 n=108	Fall 2015 n=417	Spring 2016 n=62**
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	4.62
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	4.47
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	4.51

*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 - EDGe Experience (March 1, 2015 – June 20, 2016)

Pre-Test Completers: 1542
Post-Test Completers: 1253
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	29	384	1125	Pre-Test	97.9%
	Percent	0.2%	1.9%	24.9%	73.0%		
	Count	1	29	264	959	Post-Test	97.6%
	Percent	0.0%	2.3%	21.1%	76.5%		
2. I am comfortable communicating over the Internet.	Count	14	93	467	968	Pre-Test	93.1%
	Percent	0.9%	6.0%	30.3%	62.8%		
	Count	4	59	336	854	Post-Test	95.0%
	Percent	0.3%	4.7%	26.8%	68.2%		
3. I am willing to actively communicate with my classmates and instructors electronically.	Count	9	79	365	1089	Pre-Test	94.3%
	Percent	0.6%	5.1%	23.7%	70.6%		
	Count	4	39	261	949	Post-Test	96.5%
	Percent	0.3%	3.1%	20.8%	75.7%		
4. I am willing to set aside an amount of time each week to effectively engage in study.	Count	6	53	377	1106	Pre-Test	96.1%
	Percent	0.4%	3.4%	24.4%	71.7%		
	Count	3	34	269	947	Post-Test	97.1%
	Percent	0.2%	2.7%	21.5%	75.6%		

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	107	311	621	503	
Percent	6.9%	20.2%	40.3%	32.6%		
Count	58	207	455	533	Post-Test	78.8%
Percent	4.6%	16.5%	36.3%	42.5%		

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	15	137	498	892	
Percent	1.0%	8.9%	32.3%	57.8%		
Count	5	95	349	804	Post-Test	92.1%
Percent	0.4%	7.6%	27.9%	64.2%		

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	10	129	509	894	
Percent	0.6%	8.4%	33.0%	58.0%		
Count	9	77	368	799	Post-Test	93.2%
Percent	0.7%	6.1%	29.4%	63.8%		

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	21	184	668	669	
Percent	1.4%	11.9%	43.3%	43.4%		
Count	2	97	428	726	Post-Test	92.1%
Percent	0.2%	7.7%	34.2%	57.9%		

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	10	110	487	935	
Percent	0.6%	7.1%	32.0%	60.6%		
Count	3	52	326	872	Post-Test	95.6%
Percent	0.2%	4.2%	26.0%	69.6%		

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	37	188	685	632	Pre-Test	85.4%
	Percent	2.4%	12.2%	44.4%	41.0%		
	Count	9	98	470	676	Post-Test	91.5%
	Percent	0.7%	7.8%	37.5%	54.0%		
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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	11	114	628	789	Pre-Test	91.4%
	Percent	0.7%	7.3%	40.7%	51.2%		
	Count	6	61	457	729	Post-Test	94.7%
	Percent	0.5%	4.9%	36.5%	58.2%		
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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	67	411	630	434	Pre-Test	69.0%
	Percent	4.3%	26.7%	40.9%	28.1%		
	Count	34	254	474	491	Post-Test	77.0%
	Percent	2.7%	20.3%	37.8%	39.2%		
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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	7	130	554	851	Pre-Test	91.1%
	Percent	0.5%	8.4%	35.9%	55.2%		
	Count	2	75	351	825	Post-Test	93.8%
	Percent	0.2%	6.0%	28.0%	65.8%		
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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	18	98	364	1062	Pre-Test	92.5%
	Percent	1.1%	6.4%	23.6%	68.9%		
	Count	10	43	247	953	Post-Test	95.8%
	Percent	0.8%	3.4%	19.7%	76.1%		

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%

*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.