

Stanly Community College
QEP Quarterly Report – September 29, 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 11th 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 included in the quarterly report.

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 Summer 2015, courses at ACI also participated in a common census date activity.

In Spring 2016, the EDGe Experience was piloted with eLearning students at ACI.

In Fall 2016, the non-ACI EDGe Experience was revised, based on feedback from students, faculty, and staff. Additionally, 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.

In Summer 2017, co-Directors used statistical methods to determine if differences between online readiness assessment pre-tests and post-tests were statistically significant. Though a permanent license for the software necessary to perform these tests has not yet been purchased, it is expected that this tool will be available to co-Directors by Summer 2018 – the next QEP quarterly report scheduled to include an annual analysis.

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 June 2017 QEP Quarterly Report, the QEP Implementation and Assessment Team (IAT) has revised one element. Additional details are provided in Table 2.

	Change	Justification
1	Analysis of Pre- and Post-Online Readiness Assessment	In the previous QEP Quarterly Report, QEP co-Directors used a temporary trial license to employ 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. Since the institution does not have a permanent license for SPSS use, statistical analyses of the data were not completed. However, average pretest and posttest scores were computed using only data from students who completed both the pre- and posttest assessments.

Table 2 – Modifications to the Original QEP since June 2017.

Goal and Student Learning Outcome Assessment

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between June and September 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: 6/13/17 – 9/21/2017 Average Pretest Score: 2.72 Average Posttest Score: 3.63 Posttest Average is 33.5% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See <u>Appendix A</u>. Note: Fall 2017 data will be available December 2017.</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 October 2017. Results will be reported in December 2017 Quarterly Report.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills. <u>Netiquette Skills Questions (out of 3)</u> Dates: 6/13/17 – 9/21/2017 Average Pretest Score: 2.52 Average Posttest Score: 2.76 Posttest Average is 9.5% 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 October 2017. Results will be reported in December 2017 Quarterly Report.</p> <p>EDGE Experience (EE) pre- and post- self-efficacy inventory of students completing both assessments. 06/13/17 – 09/21/17. Average Pretest Score: 49.15 Average Posttest Score: 50.25 Posttest Average is 2.2% higher than Pretest Average</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See <u>Appendix B</u>.</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	This fall the Online Instructor Program will be offered beginning in late October. We are looking at possibly moving the content over to a program offered through UNCG.		
Course Peer Review and Redesign	The second level of ADA Compliance training will be offered beginning late October and will cover policies and procedures regarding methods of meeting ADA compliance with video content including captioning and transcription. This will be first of multiple training to be offered this academic year.		
# of EDGE Badge Earners (EDGE Experience Completers) as of June 13, 2017	2,934		
# of Students Participating in EDGE Review (Online Remediation Modules) as of June 13, 2017	71		
# of EDGE Experience-ACI Badge Earners as of June 13, 2017	57		
Percentage of ACA Enrollees Completing the EDGE Experience	Fall 2015 – 87% Spring 2016 – 82% Fall 2016 – 86%	Spring 2017 – 91% Summer 2017 – 93%	Fall 2017 – Available December 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 September 5, 2017

Table 4 – Process Data.

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	Fall 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	4.60	Available December 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	4.37	Available December 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	4.40	Available December 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.

Appendix B

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	13.5%	80.3%

*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.