

Stanly Community College
QEP Quarterly Report – December 2018

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 16th 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 was not purchased, co-Directors were able to take advantage of a temporary trial license for the Summer 2017 annual analysis.

In October 2017, SCC faculty voted to transition from the Moodle learning management system (LMS) to Canvas. By Fall 2018, all curriculum courses were to be taught in Canvas. Portions of the EDGe Experience will need revision to instruct students on how to use the new LMS. Additionally, this new version of the EDGe Experience will need to be created in the Canvas system, as Moodle will no longer be used to deliver SCC courses.

Throughout Spring 2018, the SCC eLearning team and Information Technology staff completed and tested Canvas implementation. Additionally, SCC faculty were trained to use Canvas, permitting a portion of the Summer 2018 term courses to be delivered via the new LMS. Simultaneously, the eLearning Student Support Coordinator continued to revise the EDGe Experience in the Canvas system. This included the revision of lessons that pertain directly to the new SCC LMS so that they reflect Canvas elements and the creation of the EDGe Experience using Canvas. As of June 28, 2018, the institution's eLearning Support Coordinator completed the new Canvas version of the EDGe Experience. New students were directed to the Canvas version of the EDGe Experience beginning July 2, 2018.

Also in Spring 2018, institutional administration decided not to approve the purchase of a permanent SPSS license. Therefore, data presented in the June 2018 Annual Analysis report were not analyzed for statistical significance.

At the July 2018 QEP Implementation Team (IAT) meeting, co-Directors proposed that the EDGe Review not be created for new Canvas system. With the newly created Canvas version of the EDGe Experience (EE), all students will have access to particular topics of concern. This ability supplants the need for the EDGe Review remediation modules. The QEP IAT supported this change.

As the institution fully transitioned to Canvas in Fall 2018, tweaks to QEP components were necessary. First, the common census date activity no

longer included netiquette information, requiring netiquette reinforcement to be made available via an alternative route. Beginning in Spring 2019, an informational video in the “Course Resources” section of Canvas courses will provide netiquette information that reinforces the material presented in the EDGe Experience (EE). Second, the QEP Implementation and Assessment Team has established an EE non-completer follow-up process to encourage completion/notify students who may be unaware that they haven’t completed EE. The user-friendly Canvas notification system will be used once or twice a semester to encourage completion/notify students who may think they have completed.

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 September 2018 QEP Quarterly Report, the QEP Implementation and Assessment Team has agreed to make the following changes detailed in Table 2.

	Change	Justification
1	Established an EDGe Experience (EE) non-completer follow-up process to encourage completion/notify students who may be unaware that they have not completed EE.	Some students enroll in EE but do not complete all modules. Canvas, the new learning management system, allows the QEP co-Director to message students who have not completed the course. Students will be able to opt out of the reminder messages.
2	Beginning Spring 2019, a netiquette informational video will be placed in all curriculum Canvas class shells under “Course Resources” as the methodology for providing Netiquette Rule reinforcement – an original component of SCC’s QEP.	In the previous learning management system, Moodle, a common census date activity regarding netiquette reinforcement fulfilled this QEP component. However, the netiquette census activity was replaced by a common discussion board census activity during the Fall 2018 transition to Canvas, and a new methodology for netiquette reinforcement was necessary.

Table 2 – Modifications to the Original QEP since September 2018.

Goal and Student Learning Outcome Assessment

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between September 2018 and December 2018.

	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 ($n = 170$) <u>Tech Skills Questions (out of 4)</u> Dates: 10/01/18 – 12/12/18 Average Pretest Score: 2.81 Average Posttest Score: 3.03 Posttest Average is 7.8% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections <u>Appendix A</u> shows course evaluation results as of December 2018.</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>The Fall 2018 QEP Climate Survey was administered to students and faculty in November 2018. As with previous climate surveys, there are gaps between faculty perception of student skills and student self-report of those skills. Results pertaining to Communication and Netiquette are presented in <u>Appendix B</u>.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills ($n = 170$) <u>Netiquette Skills Questions (out of 3)</u> Dates: 10/01/18 – 12/12/18 Average Pretest Score: 2.45 Average Posttest Score: 2.53 Posttest Average is 3.3% 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>The Fall 2018 QEP Climate Survey was administered to students and faculty in November 2018. Results pertaining to self-efficacy are presented in Appendix C.</p> <p>EDGE Experience (EE) pre- and post-self-efficacy inventory of students completing both assessments from 10/01/18 – 12/12/18 (<i>n</i> = 166): Average Pretest Score: 47.5 Average Posttest Score: 48.9 Posttest Average is 2.9% higher than Pretest Average</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See Appendix D.</p>
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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	The SCC eLearning Department is currently working with faculty and eLearning personnel to develop the framework for a formalized Online Instructor Certification Program centered on the principles of Quality Matters. Three eLearning Personnel have completed the Quality Matters Online Learning Certificate. There are 6 faculty currently working through this certification in order to begin building a culture and process for all faculty to go through to improve the effectiveness of their online instruction and the design of their online courses.		
Course Peer Review and Redesign	Professional development sessions on points of emphasis for quality online courses are being developed for the spring. The content of these sessions is based on analysis of courses both anecdotally as well as from data analysis of student feedback, success and completion data, and analysis of student behavior within online courses.		
# of EDGE Badge Earners (EDGE Experience Completers) as of December 12, 2018	Total = 4,372 <ul style="list-style-type: none"> • 3,649 EE-Moodle completions • 723 EE-Canvas completions 		
# of EDGE Experience-ACI Badge Earners as of December 12, 2018	59		
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 – 95% Spring 2018 - 93% Summer 2018 – 97% Fall 2018 – 96%	
Academic Support Center Tutor Training	The Academic Support Center (ASC) Coordinator trains new student tutors as part of the ASC 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 December 5, 2017 July 11, 2018 November 20, 2018

Table 4 – Process Data.

Appendix A
Course Evaluation Report – 2014 Spring to 2018 Fall

eLearning Courses	Mean Score of Response*									
	Spring 2014 <i>n</i> =473	Fall 2014 <i>n</i> =476	Spring 2015 <i>n</i> =405	Fall 2015 <i>n</i> =417	Spring 2016 <i>n</i> =62**	Fall 2016 <i>n</i> =414	Spring 2017 <i>n</i> =388	Fall 2017 <i>n</i> =443	Spring 2018 <i>n</i> =348	Fall 2018 <i>n</i> =403
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	4.59	4.63	4.51
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	4.33	4.36	4.24
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	4.42	4.42	4.36

*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: *n* refers to the number of course sections evaluated.

Appendix B
Fall 2018 QEP Climate Survey
Communication and Netiquette Skills

Topic			Response	Comments
Netiquette Rule Knowledge	Faculty Question	N/A	N/A	A lower percentage of students (75%) reported full awareness of the SCC Netiquette Rule contents than in past survey administrations. In previous years, 88% (Fall 2016) and 92% (Fall 2015) of students indicated they were fully aware of the Netiquette Rule contents.
	Student Question	Which best describes your level of knowledge about the SCC Netiquette Rule?	Never heard – 6% Heard but not familiar – 2% Somewhat familiar – 18% Fully aware – 75%	
Privacy & Security Matters	Faculty Question	Students are mindful of privacy/security matters at all times.	Strongly Agree – 4% Agree – 43% Disagree – 50% Strongly Disagree – 4%	77% of students say they strongly agree that they are mindful of privacy and security matters at all times, but only one instructor strongly agreed. Instead, 50% of instructors disagree that students are mindful of privacy and security matters.
	Student Question	I am mindful of privacy/security matters at all times.	Strongly Agree – 77% Agree – 21% Disagree – 0% Strongly Disagree – 2%	
Reader Perception of Message	Faculty Question	Students are mindful of how their messages are received by the reader.	Strongly Agree – 7% Agree – 61% Disagree – 32% Strongly Disagree – 0%	While faculty (only 7%) were hesitant to strongly agree with student mindfulness of how messages are perceived, an overwhelming 77% of students strongly agreed with this statement.
	Student Question	I am mindful of how my message will be received by the reader.	Strongly Agree – 77% Agree – 21% Disagree – 0% Strongly Disagree – 2%	

Appendix B (Continued)
 Fall 2018 QEP Climate Survey
 Communication and Netiquette Skills

Topic			Response	Comments
Grammar, Sentence Structure, Spelling, Language Usage	Faculty Question	Students are mindful of grammar, sentence structure, spelling & language usage.	Strongly Agree – 0% Agree – 36% Disagree – 50% Strongly Disagree – 14%	Student respondents for both of these items overwhelmingly report mindfulness of proper grammar and attention to prompts. However, instructors report their students do not show significant strengths in these areas.
	Student Question	I am mindful of grammar, sentence structure, spelling & language usage.	Strongly Agree – 79% Agree – 19% Disagree – 2% Strongly Disagree – 1%	
Intent of Messages	Faculty Question	Students pay careful attention to the intent of discussion board prompts and email messages, as evidenced by their appropriate responses.	Strongly Agree – 4% Agree – 50% Disagree – 43% Strongly Disagree – 4%	
	Student Question	I pay careful attention to the intent of the discussion board prompts & email messages to ensure I respond appropriately.	Strongly Agree – 72% Agree – 27% Disagree – 1% Strongly Disagree – 1%	
Credit to Original Author	Faculty Question	When quoting/paraphrasing from another source, students give credit to original author by citing the author's name & source.	Strongly Agree – 0% Agree – 61% Disagree – 29% Strongly Disagree – 11%	74% of students strongly agree that when quoting or paraphrasing from another source they routinely give credit to the original author, while none of the instructors strongly agreed.
	Student Question	When quoting/paraphrasing from another source, I routinely give credit to original author by citing the author's name & source.	Strongly Agree – 74% Agree – 23% Disagree – 2% Strongly Disagree – 1%	

Appendix C
Fall 2018 QEP Climate Survey
Student eLearning Self-Efficacy

Topic			Response	Comments
Manage Pop-ups, Clear Cache, Download Software	Faculty Question	Students can manage pop-ups, clear cache & download new Software.	Strongly Agree – 0% Agree – 60% Disagree – 40% Strongly Disagree – 0%	Despite discouraging faculty opinion of student ability to manage pop-ups, clear cache, and download software, 89% of students either agree or strongly agree that they have these skills.
	Student Question	I can manage pop-ups, clear cache & download new software.	Strongly Agree – 54% Agree – 35% Disagree – 9% Strongly Disagree – 1% Not Understand Question – 2%	
Word Processing & Spreadsheet Proficiency	Faculty Question	Students are proficient in the use of word processing & spreadsheet software.	Strongly Agree – 0% Agree – 60% Disagree – 40% Strongly Disagree – 0%	Almost 50% of responding students said they strongly agreed they are proficient in the use of word processing and spreadsheet software, while none of the instructors strongly agreed that students are strongly proficient.
	Student Question	I am proficient in the use of word processing & spreadsheet software.	Strongly Agree – 50% Agree – 38% Disagree – 10% Strongly Disagree – 1% Not Understand Question – 2%	
Ability to Upload Assignments, Use Canvas Inbox, Find Grades	Faculty Question	Students know how to upload assignments, use Canvas Inbox & find grades in Canvas.	Strongly Agree – 7% Agree – 73% Disagree – 20% Strongly Disagree – 0%	The previous QEP Climate Survey results (Fall 2016) for this question (which referenced Moodle instead of Canvas), for faculty and students were very similar to the current survey results (Fall 2018). The new learning management system does not appear to have hindered student communication in eLearning courses.
	Student Question	I know how to upload assignments, use Canvas Inbox & find grades in Canvas.	Strongly Agree – 83% Agree – 16% Disagree – 0% Strongly Disagree – 1% Not Understand Question – 0%	

Appendix D
eLearning Course Success and Withdrawal Rates
Reported by Academic Year*

Combined Success 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%
2017-2018	13.9%	80.3%
2018-2019	Available Fall 2019	Available Fall 2019

*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.