Stanly Community College

QEP Quarterly Report – September 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 15th 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 where 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 are to be taught in Canvas. Portions of the EDGe Experience must be revised 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 includes 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 will be 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.

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

	Change	Justification
1	A Canvas version of the EDGe Review will not be created. Remediation will take place using the Edge Experience (EE) modules.	The new Canvas version of the EE is structured in a way that students can use it for remediation, when needed. Canvas EE will remain accessible to all completers and is also available to students did not enroll when first invited. Canvas EE is modularized for easy access to particular topics, and Academic Support Center (ASC) staff and tutors will be shown how to use EE as a review tool. The link to the new Canvas EE has been provided to success coaches, faculty, and ASC staff and tutors.

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

Goal and Student Learning Outcome Assessment

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between July 2018 and September 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.	EDGe Experience-embedded pretest and posttest that measure student technological skills (*n* = 576) <u>Tech Skills Questions (out of 4)</u> Dates: 6/19/18 – 9/30/18 Average Pretest Score: 2.90 Average Posttest Score: 3.08 Posttest Average is 16.2% higher than Pretest Average End-of-course student evaluation questions related to quality in eLearning course sections <u>Appendix A</u> shows course evaluation results as of May 2018. Fall 2018 data will be available in the December 2018 QEP Quarterly Report.
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.	The next administration of the QEP Climate Survey is November 2018. Results will be presented in the December 2018 QEP Quarterly Report. EDGe Experience-embedded pretest and posttest that measure student Netiquette skills (*n* = 576) <u>Netiquette Skills Questions (out of 3)</u> Dates: 6/19/18 – 9/30/18 Average Pretest Score: 2.39 Average Posttest Score: 2.63 Posttest Average is 10.0% higher than Pretest Average
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.	The next administration of the QEP Climate Survey is November 2018. Results will be presented in the December 2018 QEP Quarterly Report. EDGe Experience (EE) pre- and post-self-efficacy inventory of students completing both assessments from 6/19/18 – 9/30/18 (*n* = 547): Average Pretest Score: 48.01 Average Posttest Score: 49.40 Posttest Average is 2.9% higher than Pretest Average Withdrawal and success rates for online, hybrid, and web-assisted courses. See <u>Appendix B</u>.

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	All course redesigns for the 2017-2018 academic year were completed successfully. Redesigned courses are currently being piloted and data on success and completion metrics will be gathered at the end of the semester. A new cohort of instructors will be selected for training in Quality Matters and intensive course redesign contingent upon funding from the 2018-2019 budget. This process is also being revised to fit within a larger context of a formalized Excellence in Teaching program.		
Course Peer Review and Redesign	Course Peer Review and Redesign is being worked into a quality assurance component of a larger formalized Excellence in Teaching program. The framework for these peer reviews is the Quality Matters standards for online course design. SCC is working on the details of this process, but efforts to consult a body of online instructors is being initiated as the first step.		
# of EDGe Badge Earners (EDGe Experience Completers) as of September 30, 2018	4,228		
# of Students Participating in EDGe Review (Online Remediation Modules) as of September 30, 2018	77 – This item will not be tracked in future reports as the EDGe Review has been eliminated. See "Changes to the Original QEP" section above.		
# of EDGe Experience-ACI Badge Earners as of September 30, 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%	
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

Table 4 – Process Data.

Appendix A

Course Evaluation Report – 2014 Spring to 2018 Spring

eLearning Courses	Mean Score of Response*								
Evaluation Question	**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** *n*=443	**Spring 2018** *n*=348
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
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
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

*Response choices and point value were as follows:

Strongly Agree = 5　　　　　　　　　　　　　Disagree = 2
Agree = 4　　　　　　　　　　　　　　　　　Strongly Disagree = 1
Neither Agree nor Disagree = 3

**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

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%

*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.