

Stanly Community College
QEP Quarterly Report – December 20, 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 12th 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 September 2017 QEP Quarterly Report, the QEP Implementation and Assessment Team (IAT) has discussed the impending change to one element. Additional details are provided in Table 2.

	Impending Change	Justification
1	Portions of the EDGE will need to be heavily revised to remove instruction regarding the existing learning management system (LMS) and add information on how to use SCC's new LMS.	Stanly Community College is transitioning its LMS from Moodle to Canvas with a full implementation in Fall 2018.

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

Goal and Student Learning Outcome Assessment

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between September and December 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: 9/22/17 – 12/5/17 Average Pretest Score: 2.76 Average Posttest Score: 3.62 Posttest Average is 30.8% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See <u>Appendix A</u>.</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 QEP Climate Survey was not administered in Fall 2017. The next scheduled administration is Fall 2018.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills. <u>Netiquette Skills Questions (out of 3)</u> Dates: 9/22/17 – 12/5/17 Average Pretest Score: 2.51 Average Posttest Score: 2.70 Posttest Average is 7.6% 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 QEP Climate Survey was not administered in Fall 2017. The next scheduled administration is Fall 2018.</p> <p>EDGE Experience (EE) pre- and post- self-efficacy inventory of students completing both assessments from 9/22/17 to 12/5/17: Average Pretest Score: 49.7 Average Posttest Score: 51.3 Posttest Average is 3.2% 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	Due to an institution-wide transition to a new learning management system, online instructor training sessions have been postponed until SCC trainers are prepared to train instructors.		
Course Peer Review and Redesign	Completed course redesigns of 15 additional Curriculum courses, including 3 that were not in the original for a 2017 redesign.		
# of EDGe Badge Earners (EDGe Experience Completers) as of December 5, 2017	3,091		
# of Students Participating in EDGe Review (Online Remediation Modules) as of December 5, 2017	76		
# of EDGe Experience-ACI Badge Earners as of December 5, 2017	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%	
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 December 5, 2017

Table 4 – Process Data.

Appendix A

Course Evaluation Report – 2014 Spring to 2017 Fall

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 n=443
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
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
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

*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

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%
2017-2018	Available September 2018	Available September 2018

*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.