

Stanly Community College  
QEP Quarterly Report – June 28, 2018  
Annual Analysis

**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 14<sup>th</sup> 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 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.

## EDGE Goals and Student Learning Outcomes

The goals and student learning outcomes for the EDGE are shown in Table 1.

	<b>Goals</b>	<b>Student Learning Outcomes</b>
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 2018 QEP Quarterly Report, the QEP Implementation and Assessment Team has agreed to make the following change to the EDGe. Additional details are provided in Table 2.

	<b>Change</b>	<b>Justification</b>
1	Portions of the EDGe Experience (EE) have been heavily revised to remove instruction regarding the institution's previous learning management system (LMS) and to add information on how to use SCC's new LMS. Additionally, the EE is now a Canvas course (i.e. EE will be delivered using the Canvas LMS format).	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 March 2018.*

## Goal and Student Learning Outcome Assessment

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

	<b>Goal</b>	<b>Student Learning Outcome</b>	<b>Assessment</b>
<b>Technological Skills</b>	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 (<i>n</i> = 166)  <u>Tech Skills Questions (out of 4)</u>            Dates: 3/14/18 – 6/18/18            Average Pretest Score: 2.67            Average Posttest Score: 3.70            Posttest Average is 38.6% 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 May 2018.</p>
<b>Communication And Netiquette Skills</b>	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 next scheduled administration of the QEP Climate Survey is Fall 2018.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills (<i>n</i> = 166)  <u>Netiquette Skills Questions (out of 3)</u>            Dates: 3/14/18 – 6/18/18            Average Pretest Score: 2.52            Average Posttest Score: 2.77            Posttest Average is 9.9% higher than Pretest Average</p>
<b>Self-Efficacy</b>	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 next scheduled administration of the QEP Climate Survey is Fall 2018.</p> <p>EDGE Experience (EE) pre- and post-self-efficacy inventory of students completing both assessments from 3/14/18 to 6/18/18 (<i>n</i> = 168):            Average Pretest Score: 50.5            Average Posttest Score: 51.9            Posttest Average is 2.8% 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.

<b>EDGE Process Tracking</b>			
	<b>Updates:</b>		
Stanly Community College Online Instructor Certification Program and Other Online Instructor Training Sessions	The instructors trained earlier in the year in the framework of the Quality Matters course design are actively participating in a multi-step intensive course redesign process with the college eLearning Designer and departmental oversight that utilizes this framework.		
Course Peer Review and Redesign	These course redesigns are currently ongoing and due to be completed by the beginning of August.		
# of EDGE Badge Earners (EDGE Experience Completers) as of June 18, 2018	3,620		
# of Students Participating in EDGE Review (Online Remediation Modules) as of June 18, 2018	77		
# of EDGE Experience-ACI Badge Earners as of June 18, 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%	
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.*

## Annual Analysis

The purpose of this section is to observe and report any marked differences in assessment data from the beginning of the project to date. This information is organized by EDGE Goals and corresponding Student Learning Outcomes. The final section includes a longitudinal summary of EDGE Experience completion rates for ACA students – one of our data point of EDGE Process Tracking information.

### Goal and Student Learning Outcome 1: Technological Skills

#### EDGE Experience Pre- and Post-test Scores

The graph below shows the average scores for EDGE Experience (EE) pre- and post-tests for technological skills from August 2016 to June 2018. This figure starts with the August 2016 timeframe, because this is when the most recent version of the EE was implemented. The reader should note that beginning with the December 2017 data point, only scores from respondents completing both the pre-test and post-test were computed in the average pre-test and post-test scores.

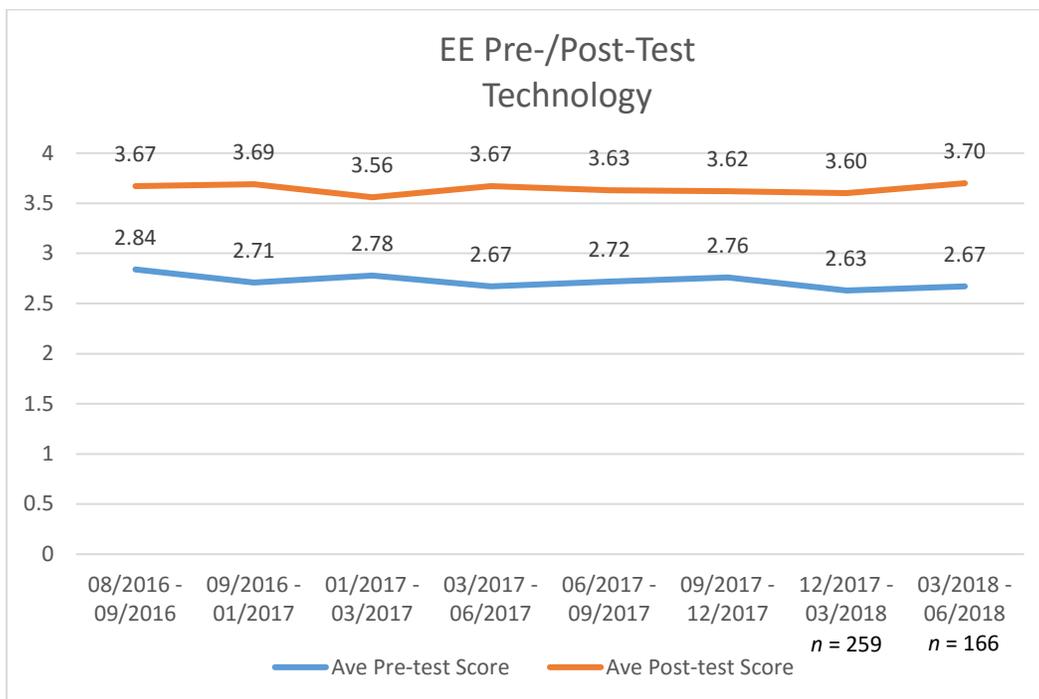


Figure 1. Average technological skill scores of pre- and post-test completers of the EDGE Experience. Data points from 12/2017 and beyond only include pre- and post-test score averages from respondents who completed both assessments.

Post-test scores for both shells appear to be relatively steady with a difference of only 0.14 and ranging between 3.56 and 3.70 over the 22-month period. Pre-test score differences throughout this period were greater than post-test score variations. Pre-test

average scores ranged from 2.63 to 2.84, a difference of 0.21. Gains in technological skill knowledge suggested by the pre- and post-test skills assessment support the notion that the EDGe Experience is positively impacting student knowledge of eLearning technology.

It is important to note that pre- and post-test groups prior to the December 2017 data point are not identical. Average scores for students before this date were based on all students completing each assessment. Some students completing the pre-test did not take the post-test. A more accurate reflection of the effects of EE would include only students who completed both assessments. Therefore, the practice of removing students who did not complete both assessments was implemented in Fall 2017. Sample size values are provided from December 2017 and beyond. Figure 1 suggests that regardless of the level of technological skill prior to EE, average scores after EE completion approach the maximum score.

### **Student Help Desk Tickets**

Since the last comprehensive analysis report – included with the December 2015 Quarterly Report – the QEP Implementation and Assessment Team has decided that tracking student help desk tickets did not provide reliable or useful data that would contribute to continuous improvement or summative assessment efforts. Several iterations of rules regarding the tracking of student technical support and learning management system issues were unsuccessful with respect to providing beneficial information. As a result, these student tickets are no longer tracked for QEP purposes.

### **Course Evaluations**

Appendix A contains a chart of Spring and Fall term course evaluation data for items pertaining to eLearning courses. A fall-to-fall comparison (from Fall 2014 to Fall 2017) of mean scores for three end-of-course evaluation survey items shows little change (Figure 2). However, consistently high scores (maximum possible score is five) on each of these questions suggests that the quality of SCC eLearning courses is exceptional and helps faculty meet QEP Goal 1 - “Reduce barriers that students encounter when their technological knowledge and skill sets are not adequate to successfully navigate the eLearning environment.”

It is also important to note that while student ratings of opportunities to communicate within eLearning courses have fallen from 4.36 at project start to 4.33 for Fall 2017, student ratings of course start clarity and likelihood to recommend the course were highest, 4.59 and 4.42, respectively, during Fall 2017.

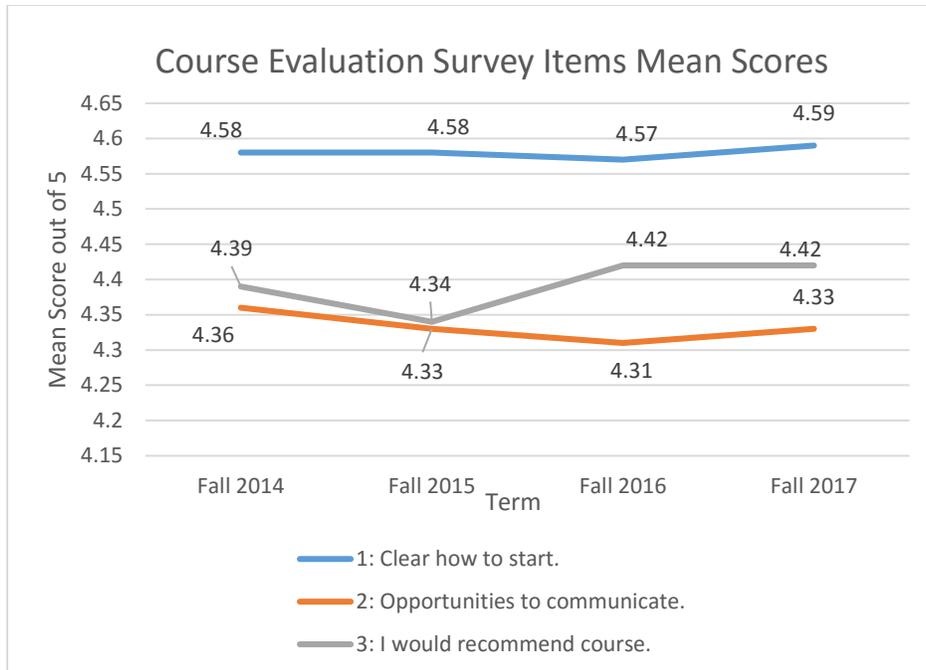


Figure 2. Mean scores for eLearning course evaluation items. Full survey item questions are 1) It was clear how to get started in this eLearning course and the course site was easy to navigate; 2) This eLearning course included opportunities for me to communicate and interact with my classmates; and 3) If given the opportunity, I would recommend this eLearning course to a friend. Response choices and point values were Strongly Agree (5 points), Agree (4 points), Neither Agree nor Disagree (3 points), Disagree (2 points), and Strongly Disagree (1 point).

## Goal 2 and Student Learning Outcome 2: Communication and Netiquette Skills

### EDGE Experience Pre- and Post-test Scores

The graph below shows the average scores for EDGE Experience (EE) pre- and post-tests for communication and netiquette skills from August 2016 to June 2018. Like the technological skills average scores in Figure 1 above, Figure 3 begins with the August 2016 timeframe. This is when the most recent version of the EE was implemented. The reader should also note that beginning with the December 2017 data point, only scores from respondents completing both the pre-test and post-test were computed in the average pre-test and post-test scores.

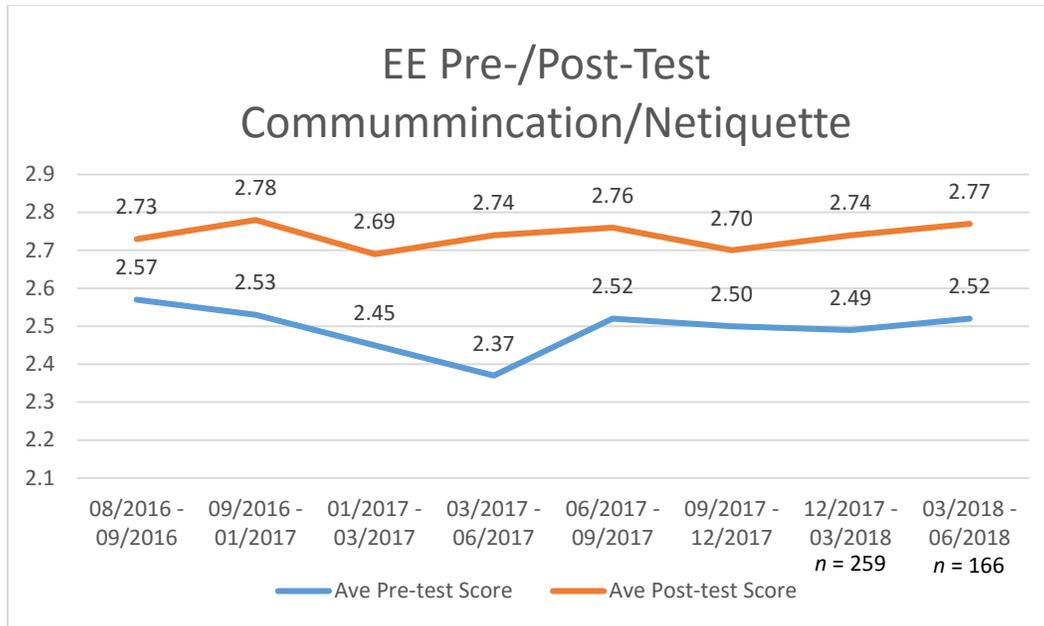


Figure 3. Average communication and netiquette skills scores of pre- and post-test completers of the EDGe Experience. Data points from 12/2017 and beyond only include pre- and post-test score averages from respondents who completed both assessments.

Pre- and post-test groups prior to the December 2017 data point are not identical. These average scores were based on all students completing each assessment. Some students completing the pre-test did not take the post-test. A more accurate reflection of the effects of EE includes only students who completed both assessments. Therefore, the practice of removing students who did not complete both assessments was implemented in Fall 2017. Sample size values are provided for December 2017 and beyond.

While post-test scores for both shells appear to be relatively steady with a difference of only 0.09 throughout the 22-month period, a variation in pre-test scores from 2.37 to 2.57 suggest a larger variation in electronic communication and netiquette knowledge and skills prior to EE completion. However, Figure 3 suggests that regardless of the level of communication and netiquette skill prior to EE, average skill level after EE completion approaches the maximum score of three. Additionally, data points since September 2017 show a steady increase in average post-test score.

### QEP Climate Survey

The annual QEP Climate Surveys, also called the EDGe Climate Surveys, are disseminated during Fall terms and provide Stanly Community College students and faculty the opportunity to respond to questions regarding communication and netiquette skills. The following sections highlight the results of the student and faculty versions of the survey over a three-year period from 2014 to 2016. The EDGe Climate Survey was

not administered in Fall 2017. However, EDGe co-Directors will survey Stanly Community College students and employees in Fall 2018.

**Students.** Responses to the communication and netiquette-related questions (per year) were scored and aggregated into one data point – Student mean score for communication and netiquette. With “Strongly Disagree” equal to a score of 1 and Strongly Agree equal to a score of 4, the minimum and maximum aggregate scores are 1 and 4, respectively. The results are shown in Figure 4.

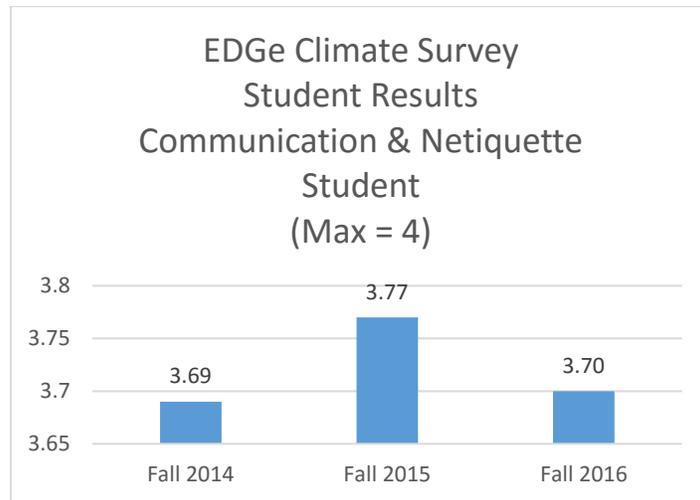


Figure 4. Student mean scores for the communication and netiquette items of the EDGe Climate Surveys for three consecutive Fall terms.

**Faculty.** Responses to the communication and netiquette-related questions (per year) were scored and aggregated into one data point – Faculty mean score for student communication and netiquette. With “Strongly Disagree” equal to a score of 1 and Strongly Agree equal to a score of 4, the minimum and maximum aggregate scores are 1 and 4, respectively. The results are shown in Figure 5.

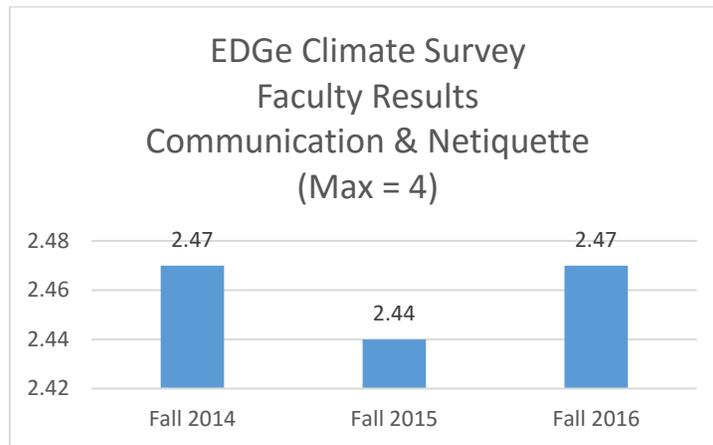


Figure 5. Faculty mean scores for the student communication and netiquette items of the EDGe Climate Survey for three consecutive Fall terms.

## Goal and Student Learning Outcome 3: Self-Efficacy

### QEP Climate Survey

The annual EDGe Climate Surveys that are disseminated during Fall terms also provide Stanly Community College students and faculty the opportunity to respond to questions that reflect eLearning technological skill self-efficacy. The following sections highlight the results of the student and faculty versions of the survey over a three-year period from 2014 to 2016.

**Students.** Responses to the self-efficacy-related questions (per year) were scored and aggregated into one data point – Student mean score for self-efficacy. With “I do not understand the question” equal to a score of 1, “Strongly Disagree” equal to a score of 2, and Strongly Agree equal to a score of 5, the minimum and maximum aggregate scores are 1 and 5, respectively. The results are shown in Figure 6.

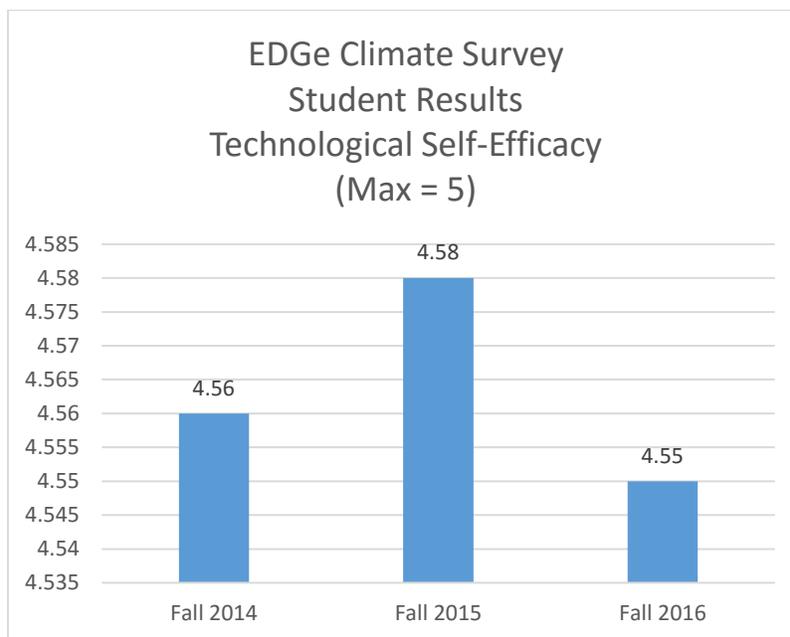


Figure 6. Student mean scores for the self-efficacy items of the EDGe Climate Survey for three consecutive Fall terms.

**Faculty.** Responses to the self-efficacy-related questions (per year) were scored and aggregated into one data point – Faculty mean score for student self-efficacy. With “Strongly Disagree” equal to a score of 1 and Strongly Agree equal to a score of 4, the minimum and maximum aggregate scores are 1 and 4, respectively. The results are shown in Figure 7.

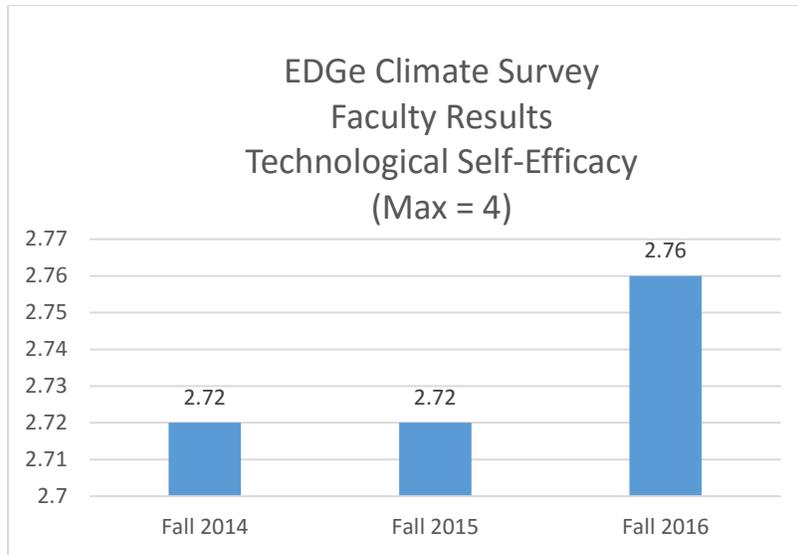


Figure 7. Faculty mean scores for the student self-efficacy items of the EDGE Climate Survey for three consecutive Fall terms.

### Self-efficacy Inventory

EDGE Experience (EE) participants complete the Revised McVay Readiness for Online Learning questionnaire, a validated instrument of eLearning self-efficacy (Hall, 2011), at two points – prior to beginning the EE modules and after all EE modules are completed. Figure 8 shows the average pre-test scores and post-test scores for all participants completing both assessments. Additionally, the figure shows the percentage increase in average score from pre- to post-test for a baseline period and four quarterly assessment periods. While the average post-test score is consistently higher than the average pre-test score, there is some fluctuation in percentage of increase from pre- to post-test average throughout the data points. Self-efficacy inventory results suggest that the EE has more effect on student self-efficacy when it is completed during late fall and early spring terms.

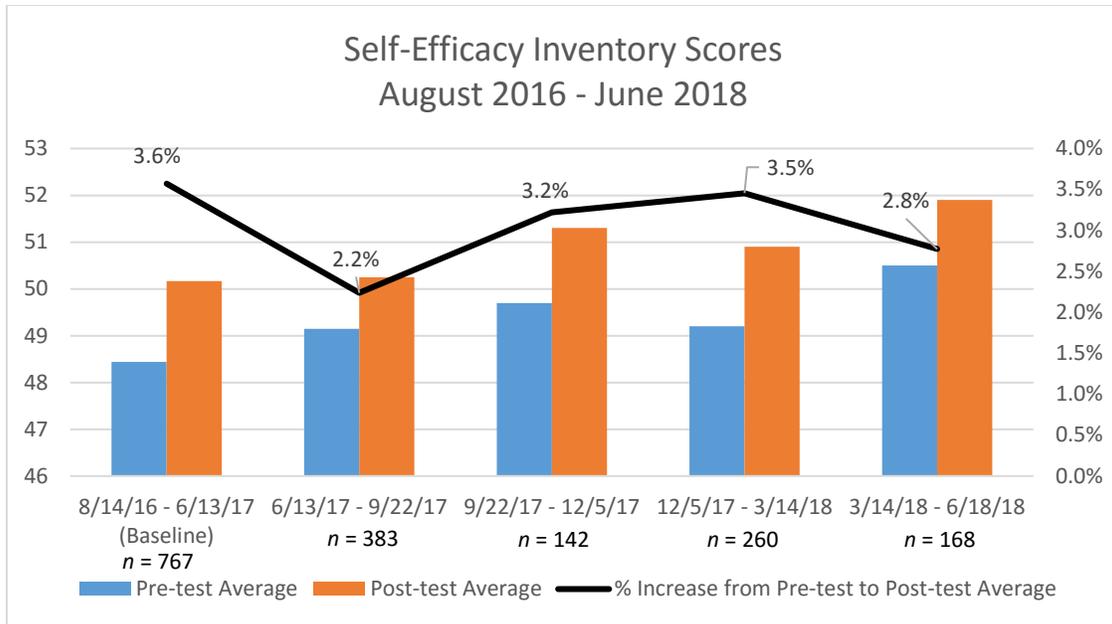


Figure 8. Self-Efficacy Inventory average scores from baseline period (8/14/16 to 6/13/17). Quarterly data points to 6/18/18 presented. Percent increase from Pre-test average to Post-test average also shown. All students included in averages completed both pre- and post-test assessments.

It is reasonable to conclude that the EE has a positive effect on student self-efficacy and readiness for online learning. However, test sensitization, the effect of taking an assessment two times at relatively close intervals, may also be a factor in the overall increase in student scores.

### Withdrawal and Success Rates

Over the past few years, Stanly Community College has implemented multiple initiatives to increase student success. The steady increase in eLearning course success rates and overall decline of eLearning course withdrawal rates (Figure 9) suggest that the EE is an important part of a family of programs that are helping students to be successful and to achieve their educational goals.

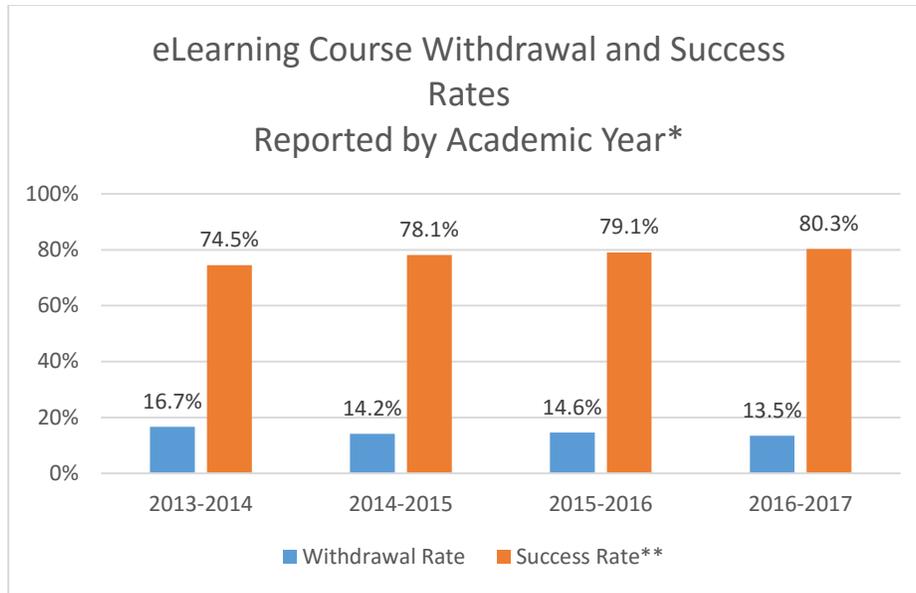


Figure 9. Withdrawal and Success Rates for eLearning courses by Academic Year. \*Academic Year includes the first fall and following spring terms within the year specified. \*\*Success Rates are determined by the number of students in a course earning a “C” or better compared to total students enrolled in the course on or after the census date.

### ACA Student Semester Completion Rates

The institution’s college success courses are ACA 111 (for career and technical education students) and ACA 122 (for college transfer students). Most curriculum students are required to take ACA within the first semester of enrollment. Within the first few weeks of each ACA section, instructors provide a link to the EDGe Experience (EE) so that students who have not completed the modules can gain access to them. The ACA instructor is then responsible for verifying student completion of the EE, which also counts as a grade within the ACA course.

Figure 10 displays the completion rates for ACA 111 and ACA 122 students per term since Fall 2015. Students in ACA 122 have consistently completed the EE in higher percentages than those in ACA 111, with the most recent rates at 95% and 92% for ACA 122 and ACA 111, respectively. A trend line also shows the combined rates for sections of both courses to steadily increase from Fall 2015 to Spring 2018.

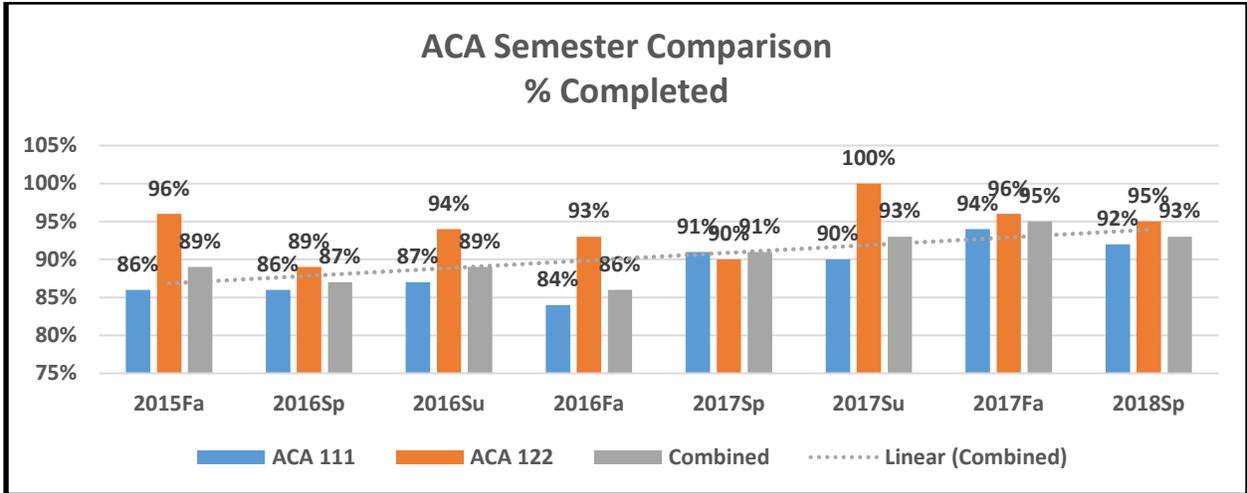


Figure 10. ACA 111, ACA 122, and combined ACA 111 and ACA 122 EDGE Experience completion rates per term.

## Reference

Hall, M. (2011). A predictive validity study of the revised McVay readiness for online learning questionnaire. *Online Journal of Distance Learning Administration*, 14(3), 1-10.

Appendix A

Course Evaluation Report – 2014 Spring to 2018 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 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

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\*

<b>Combined Success Rates of Online, Hybrid, &amp; Web-Assisted Curriculum Courses</b>	<b>Withdrawal Rate</b>	<b>Success Rate**</b>
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.