

Stanly Community College

QEP Quarterly Report – October 16, 2015

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 third 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.

Timeline: The official launch of the EDGe was March 2015, signified by the requirement that each new curriculum student completes 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 March, the remaining interventions, such as skill remediation, Netiquette Rule reinforcement, and technological skill reinforcement were officially implemented in Spring 2015. As of Spring, 2015, the QEP Implementation and Assessment Team (IAT) created 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 this activity is to reinforce netiquette principles that comprise the SCC Netiquette Rule. As of Summer of 2015, courses at ACI also participated in a common census date activity. In Spring of 2016, the EDGe Experience will be piloted with eLearning students at ACI.

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 initial publication and presentation of the EDGe, several implementation and assessment elements have been revised. These changes were necessary due to the reasons indicated in Table 2.

	Change	Justification
1	Help Desk Ticket Categories	After the Fall 2015 data collection period for Help Desk Tickets was complete, the QEP Co-Directors reviewed the results and became concerned about consistency and standardization of Help Desk technician categorization of the tickets. The category marked "Other Login Issues" was reviewed and tickets were re-categorized based on the original intent of these categories. This activity was reported to the QEP Implementation and Assessment Team at the October 6 meeting. It was decided that for quality and consistency, the co-Directors would review this category for each data collection period. In addition, the training of Help Desk technicians will be revised.
2	Reinforcement of Netiquette Rule	It was decided by the IAT to create a common census date activity for curriculum courses that would consistently reinforce the SCC Netiquette Rule. Piloted in Spring and Summer of 2015, this practice was officially adopted by the SCC Educational Services Division for the Fall 2016 term.

Table 2 – Modifications to the Original QEP since June, 2015.

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 October of 2015.

	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>Student Help Desk tickets for technology skills issues. Data collected first 30 days of term. Collection dates: 8/17/2015 – 9/28/2015. See Appendix A.</p> <p>EDGE Experience-embedded pretest and posttest that measure student technological skills. 6/25/15 – 9/29/15 <u>Tech Skills Questions (out of 4)</u> Average Pretest Score: 2.51 Average Posttest Score: 3.57 Posttest Average is 42% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See Appendix B.</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>QEP Climate Survey to faculty and students. Next set of surveys will be administered October 19 – October 30, 2015.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills. 6/25/15 – 9/29/15 <u>Netiquette Skills Questions (out of 3)</u> Average Pretest Score: 2.46 Average Posttest Score: 2.75 Posttest Average is 12% 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>QEP Climate Survey to faculty and students. Next set of surveys will be administered October 19 – October 30, 2015.</p> <p>Administer pre- and post- self-efficacy inventory. See Appendix C.</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See Appendix D. Note that 2015-2016 data will not be available until Summer, 2016.</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:
Tech Support and LMS HelpDesk Category Revision	Some Tech Support personnel are not categorizing student Help Desk tickets in a manner consistent with previous training. Co-Directors will review all tickets categorized in the “Other Login Issues” to be certain that the tickets are properly sorted.
Student Withdrawal Survey Results and Response Rates	Completed in Summer 2015 – 30% Response Rate Responses to “Why did you withdraw from your course or courses this past semester?” 26% - Personal issues 21% - Course too difficult 16% - Work schedule too much 10% - Trouble with tech/computer issues 9% - Registered for too many courses at one time 8% - Financial issues 2% - Registered for the wrong course <1% - Lack of contact with instructor 27% - Other
Stanly Community College Online Instructor Certification Program and Other Online Instructor Training Sessions	The next Online Instructor Certification is scheduled to begin on Wednesday October 21st and will run for 4 weeks. The projected class size for this section will be 10 full-time and adjunct faculty. We have conducted “Lunch and Learn” professional development sessions in our Faculty Innovation Studio on Wednesdays this semester. These sessions have targeted instructional design, delivery and technology for faculty. We plan to continue to offer these sessions for the academic year, topics are selected based on data from Peer Reviews, Student Evaluations and by demand.
Course Peer Review and Redesign	Over the course of the summer we pulled the Peer Review process to refine the tool to allow reviewers to save their work as they go, so that reviews can be conducted in multiple sessions. Some questions that have become redundant due to some elements of basic course design being built into our LMS were removed. We are currently scheduling 18 course reviews of 9 courses for the 2015 Fall term.
# of EDGe Badge Earners (EDGe Experience Completers) as of October, 2015	707
# of Students Participating in EDGe Review (Online Remediation Modules) as of June, 2015.	27

Table 4 – Process Data.

Lessons Learned:

Now in its third term (Fall, 2015) of implementation, the EDGe has provided multiple learning experiences for Stanly Community College faculty, staff, and students. These are described below.

1. When analyzing Fall 2015 HelpDesk Ticket data, it was determined that one or more of the Help Desk technicians was not properly categorizing tickets. We have learned that an additional training is needed along with a review of ticket categorizations prior to data reporting.
2. Faculty engaged in the Peer Review process reported that reviewing a course is a lengthy process, and may need to occur over multiple sessions. We were then obliged to refine the software tool, so that the reviewer's work could be saved from session to session.
3. During the pilot and initial implementation stages of the common census date activity, the IAT learned from faculty that the preferred format of assessment for this activity is a quiz. A discussion board activity was used, but posed several issues with consistent grading of the assignment and conflicted with other course introduction activities. In addition, the IAT established a cycle for when to change the activity. There will be two different census date activities per year. The Fall semester will have one activity, while each Spring and Summer term will have a different activity.

Appendix A

Help Desk Student Ticket Report* – 8/17/2015 – 9/28/2015

Ticket Category	Count	Percentage of Student Tickets	Per 1,000 Curriculum Students**
Moodle Course Missing	21	5.51%	8
Problem Submitting Work in Moodle	11	2.89%	4
Can't Access Course Content	0	0.00%	0
Instructor Setting	4	1.05%	2
Password Reset	100	26.25%	38
Issue Password Reset Page	17	4.46%	7
New Student Login	63	16.54%	24
Other Login Issues	37	9.71%	14
Web Browser	2	0.52%	1
Non-QEP	126	33.07%	48
Total Student Tickets	381	100.00%	146

*Report filtered for "Student" and "Employee on Behalf of Student" tickets.

** Curriculum student count from 9/28/2015 = 2,606.

Appendix B

Course Evaluation Report – 2014 Spring to 2015 Summer

eLearning Courses	Mean Score of Response*				
Evaluation Question	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
It was clear to me how to get started in this eLearning course and the course site was easy to navigate	4.63	4.57	4.58	4.62	4.63
This eLearning course included opportunities for me to communicate and interact with my classmates.	4.33	4.27	4.36	4.41	4.45
If given the opportunity, I would recommend this eLearning course to a friend.	4.41	4.39	4.39	4.42	4.54

*Response choices and point value were as follows:

Strongly Agree = 5

Agree = 4

Neither Agree nor Disagree = 3

Disagree = 2

Strongly Disagree = 1

Appendix C

Pre-and Post-Test Online Readiness Survey - EDGe Experience (Mar 1-Oct 1)

Pre-Test Completers: 736
Questions: 14

Post-Test Completers:
577

Question		Responses					
		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
1. I am able to easily access the Internet as needed for my studies.	Count	2	13	185	536	Pre-Test	97.9%
	Percent	0.3%	1.8%	25.1%	72.8%		
	Count	1	7	128	441	Post-Test	98.6%
	Percent	0.2%	1.2%	22.2%	76.4%		
2. I am comfortable communicating over the Internet.	Count	5	50	224	457	Pre-Test	92.5%
	Percent	0.7%	6.8%	30.4%	62.1%		
	Count	2	27	155	393	Post-Test	95.0%
	Percent	0.3%	4.7%	26.9%	68.1%		
3. I am willing to actively communicate with my classmates and instructors electronically.	Count	5	38	167	526	Pre-Test	94.2%
	Percent	0.7%	5.2%	22.7%	71.5%		
	Count	1	16	126	434	Post-Test	97.0%
	Percent	0.2%	2.8%	21.8%	75.2%		
4. I am willing to set aside an amount of time each week to effectively engage in study.	Count	1	28	180	527	Pre-Test	96.1%
	Percent	0.1%	3.8%	24.5%	71.6%		
	Count	1	21	110	445	Post-Test	96.2%
	Percent	0.2%	3.6%	19.1%	77.1%		

5. I feel that online learning is of at least equal quality to traditional classroom learning.	Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	53	150	300	233	
Percent	7.2%	20.4%	40.8%	31.7%		
Count	22	95	226	234	Post-Test	79.8%
Percent	3.8%	16.5%	39.2%	40.6%		

6. I feel that my background and experience will be beneficial to my new learning.	Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	7	63	248	418	
Percent	1.0%	8.6%	33.7%	56.8%		
Count	1	40	158	378	Post-Test	92.9%
Percent	0.2%	6.9%	27.4%	65.5%		

7. I am comfortable with written communication.	Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	6	66	241	423	
Percent	0.8%	9.0%	32.7%	57.5%		
Count	4	33	177	363	Post-Test	93.6%
Percent	0.7%	5.7%	30.7%	62.9%		

8. When it comes to learning and studying, I am a self-directed person.	Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	13	82	332	309	
Percent	1.8%	11.1%	45.1%	42.0%		
Count	1	31	209	336	Post-Test	94.4%
Percent	0.2%	5.4%	36.2%	58.2%		

9. I believe looking back on what I have learned in a course will help me to remember it better.	Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	4	56	230	446	
Percent	0.5%	7.6%	31.3%	60.6%		
Count	2	24	141	410	Post-Test	95.5%
Percent	0.3%	4.2%	24.4%	71.1%		

10. In my studies, I am self-disciplined and find it easy to set aside reading and homework time.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	18	83	340	295	Pre-Test	86.3%
	Percent	2.4%	11.3%	46.2%	40.1%		
	Count	1	42	220	314	Post-Test	92.5%
Percent	0.2%	7.3%	38.1%	54.4%			
11. I am able to manage my study time effectively and easily complete assignments on time.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	6	51	301	378	Pre-Test	93.9%
	Percent	0.8%	6.9%	40.9%	51.4%		
	Count	1	23	213	340	Post-Test	95.8%
Percent	0.2%	4.0%	36.9%	58.9%			
12. As a student, I enjoy working by myself with minimal support or interaction.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	30	196	310	200	Pre-Test	69.3%
	Percent	4.1%	26.6%	42.1%	27.2%		
	Count	17	105	234	221	Post-Test	78.9%
Percent	2.9%	18.2%	40.6%	38.3%			
13. In my studies, I set goals and have a high degree of initiative.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	2	65	261	408	Pre-Test	90.9%
	Percent	0.3%	8.8%	35.5%	55.4%		
	Count	0	33	156	388	Post-Test	94.2%
Percent	0.0%	5.7%	27.0%	67.2%			
14. I believe I am the only one responsible for my learning.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	2	47	177	510	Pre-Test	93.3%
	Percent	0.3%	6.4%	24.0%	69.3%		
	Count	3	18	118	438	Post-Test	96.4%
Percent	0.5%	3.1%	20.5%	75.9%			

Appendix D

eLearning Course Success and Withdrawal Rates Report

Academic Years* 2013-2014 and 2014-2015

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%

*Academic Year is defined as the Fall to Spring terms within the year specified. For example, AY 2013-2014 includes Fall 2013 and Spring 2014.

**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.