

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% | | |
| | <hr/> | | | | | | |
| 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% | | |
| | <hr/> | | | | | | |
| 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% | | |
| | <hr/> | | | | | | |
| 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% | | |
| | <hr/> | | | | | | |
| 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.