Stanly Community College

QEP Quarterly Report – June 27, 2019
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 17th 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 were to be taught in Canvas. Portions of the EDGe Experience will need revision 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 included 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 were 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.

As the institution fully transitioned to Canvas in Fall 2018, tweaks to QEP components were necessary. First, the common census date activity no

longer included netiquette information, requiring netiquette reinforcement to be made available via an alternative route. Beginning in Spring 2019, an informational video in the "Course Resources" section of Canvas courses will provide netiquette information that reinforces the material presented in the EDGe Experience (EE). Second, the QEP Implementation and Assessment Team has established an EE non-completer follow-up process to encourage completion/notify students who may be unaware that they haven't completed EE. The user-friendly Canvas notification system will be used once or twice a semester to encourage completion/notify students who may think they have completed.

At the March 2019 QEP Implementation and Assessment Team (IAT) meeting, tweaks and efficiencies were proposed regarding the notification of EE non-completers. Specifically, a list of non-completers who have already been notified will be compared with a new list of non-completers and only those who have never been notified with a reminder to complete the EE will be notified going forward. It was suggested this will make the process more efficient and will prevent students from receiving repetitive and redundant reminder emails. Also, it was reported that a link to the Netiquette Rule and a video of the netiquette basics are now available inside the Course Resources module in all Canvas courses as a reinforcement allowing the instructor to recommend or link directly to it. Regarding EE provided at the Albemarle Correctional Institute (ACI), the preference is to leave the information online as a supplemental resource. It has been modified to ACI's facility requirements. Finally, the Team discussed plans on how to move forward with the EE upon the conclusion of the QEP requirements. Recommendations included seeing EE highlights incorporated within individual courses. It was suggested that ACA classes are a good place for this, especially since students are strongly advised to complete ACA in their first semester. It was further discussed that EE could transition from its current stand-alone form to serving as an in-course resource for students wherein links to its core highlights are provided in the online courses' Resources area.

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 March 2019 QEP Quarterly Report, the QEP Implementation and Assessment Team has made no changes.

	Change	Justification
1	None	N/A

Table 2 – Modifications to the Original QEP since March 2019

Goal and Student Learning Outcome Assessment

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between March 2019 and June 2019.

	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 ($n = 234$). See Appendix A. Tech Skills Questions (out of 4) Dates: 03/19/2019 – 06/19/2019 Average Pre-test Score: 2.23 Average Post-test Score: 3.08 Post-test Average is 38.1% higher than Pre-test Average End-of-course student evaluation questions related to quality in eLearning course sections. See Appendix A
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 scheduled administration of the QEP Climate Survey is Fall 2019. EDGe Experience-embedded pretest and posttest that measure student Netiquette skills ($n = 234$) Netiquette Skills Questions (out of 3) Dates: 03/19/2019 – 06/19/2019 Average Pre-test Score: 1.52 Average Post-test Score: 1.82 Post-test Average is 19.7% higher than Pre-test 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 scheduled administration of the QEP Climate Survey is Fall 2019. EDGe Experience (EE) pre- and post-self-efficacy inventory of students completing both assessments from 03/18/2019 – 06/18/2019 (n = 225). <u>EE Pre- and Post-Test Self-Efficacy Inventory</u> Average Pretest Score: 50.32 Average Posttest Score: 51.70 Posttest Average is 2.7% 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	The SCC eLearning Department is continuing to work with faculty and eLearning personnel to formalize frameworks for quality course design and faculty development. Our faculty who were working on their Online Learning Certificate are completing their certifications as we near the end of the spring semester. We are finalizing our first generation of our Success through Ongoing Academic Review (SOAR) model of faculty onboarding and professional development and course quality assurance. Feedback will be used to modify and improve the platform over the summer to prepare it for wider adoption in the fall of 2019. Additionally, professional developments sessions covering the TILT framework for course design, active learning, equity and quality assessment design are being planned for the upcoming months.
Course Peer Review and Redesign	We are planning to pull together a review board for online course quality to begin in the fall 2019 semester, with pre-review being conducted by eLearning over the summer. Courses to be reviewed will be chosen by criteria that consider average success rate, student volume per academic year as well as other independent variables. Course review will rely upon frameworks being finalized dealing with course design, ADA compliance, educational taxonomy, federal education guidelines and learning theory.
# of EDGe Badge Earners (EDGe Experience Completers) as of June 18, 2019	Total = 4,941 • 3,649 EE-Moodle completions • 1,292 EE-Canvas completions
# of EDGe Experience-ACI Badge Earners as of June 18, 2019	81

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% Fall 2018 – 96% Spring 2019 – 95%	
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	2015	2016	2017	2018	2019
	Mar. 10 Apr. 7 May 5 June 2 Oct. 6 Nov. 3 Dec. 1	Feb 2 April 5 May 3 June 7 July 12 Sept. 6 Oct. 4	Jan. 17 March 7 June 6 Sept. 5 Dec. 5	July 11 Nov. 20	Mar. 19

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 September 2018 to June 2019. This figure starts with the September 2018 timeframe because this is when the most recent version of the EE was implemented.
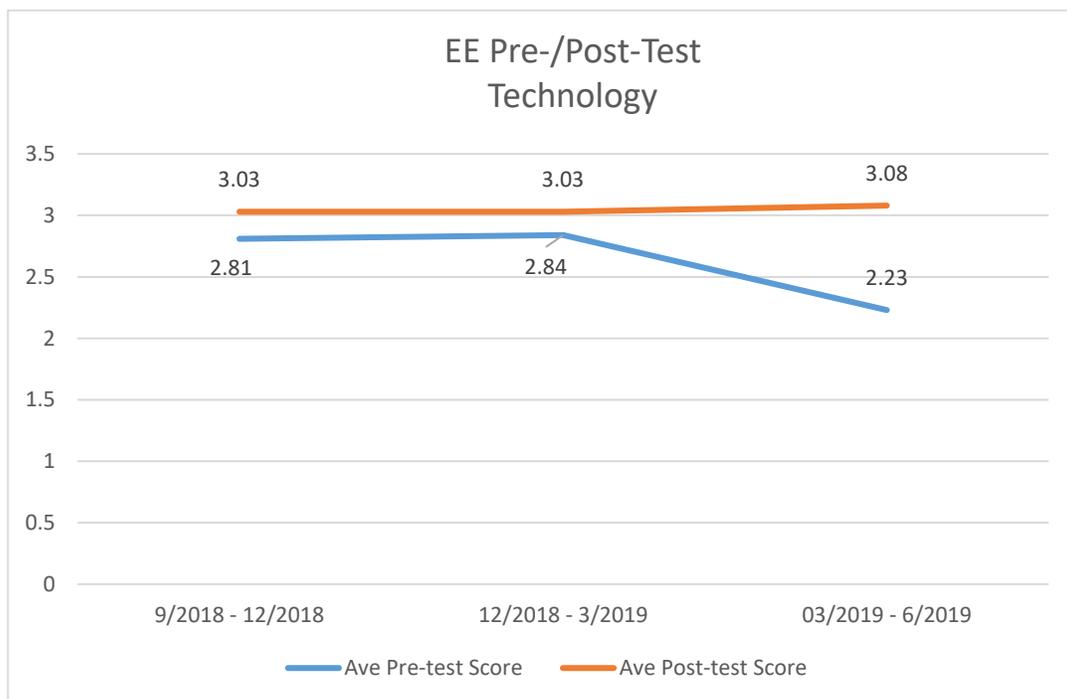

Figure 1. Average technological skill scores of pre- and post-test completers of the EDGe Experience.

Post-test scores for the latest iteration of the EE appear to be relatively steady with a difference of only 0.05 and ranging between 3.03 and 3.08 over the 9-month period. Pre-test score differences throughout this period were greater than post-test score variations. Pre-test average scores ranged from 2.81 to 2.23, a negative difference of 0.21. Gains for this time period of an average 17.5% in technological skill knowledge suggested by the pre- and post-test skills assessment support the notion that the EDGe Experience continues to positively impact student knowledge of eLearning technology.

Student Help Desk Tickets
As of the December 2015 Quarterly Report, the QEP Implementation and Assessment Team has determined 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, student help desk 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 2018) of mean scores for three end-of-course evaluation survey items remain consistent, despite a slight dip in Fall 2018 which may be attributable to the transition from Moodle to Canvas (Figure 2). It is expected that course evaluations will show improvement in Fall 2019 since both students and faculty will have had time to acclimate to Canvas.

Overall, the consistent scores (maximum possible score is five) on each of these questions suggests that the quality of SCC eLearning courses remains 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."
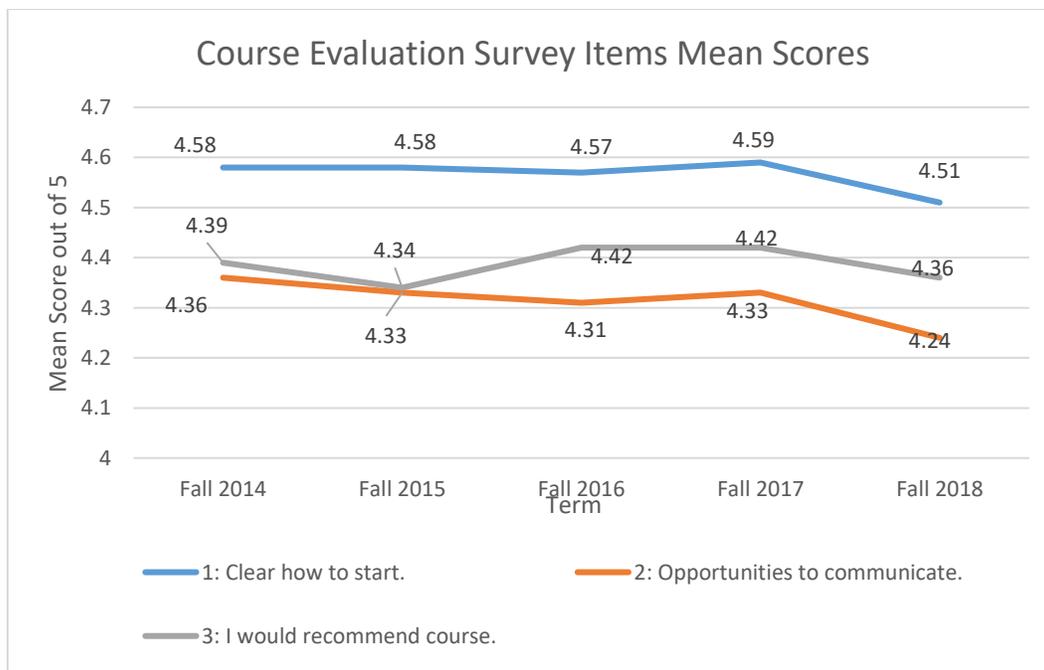

Figure 2. Mean scores for eLearning course evaluation items. Full survey item questions are 1) It was clear how to get started in this eLearning course and the course

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 September 2018 to June 2019. Similar to the technological skills average scores in Figure 1 above, Figure 3 begins with the September 2018 timeframe. This reflects the implementation of the most recent version of the EE.
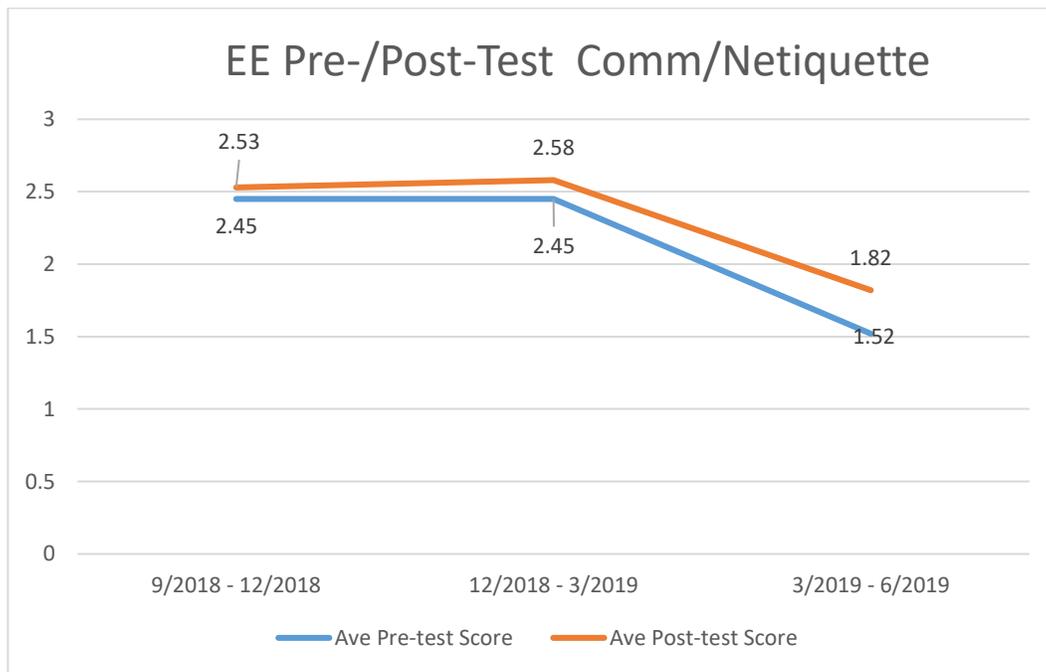

Figure 3. Average communication and netiquette skills scores of pre- and post-test completers of the EDGe Experience.

While the average scores for both the pre- and post-tests show a dip in the last cycle, the improvement between the pre- and post-tests is greater at 19.7% than it was in the previous two cycles, which had improvements of 3.3% and 5.3% respectively. These data shown in Figure 3 suggest that regardless of the level of communication and netiquette skill prior to EE, average skill level after EE completion is much improved.

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 2018, excepting Fall 2017, when the Climate Survey was not administered.

> ***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.
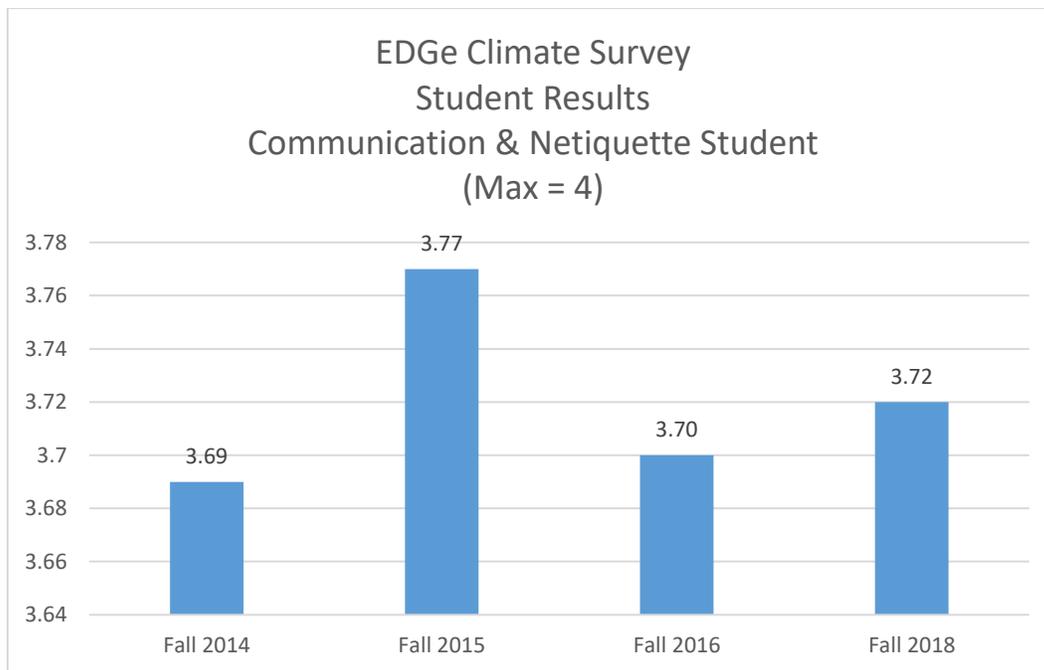

Figure 4. Student mean scores for the communication and netiquette items of the EDGe Climate Surveys for four Fall terms. *Note:* The Climate Survey was not administered in Fall of 2017.

> ***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.
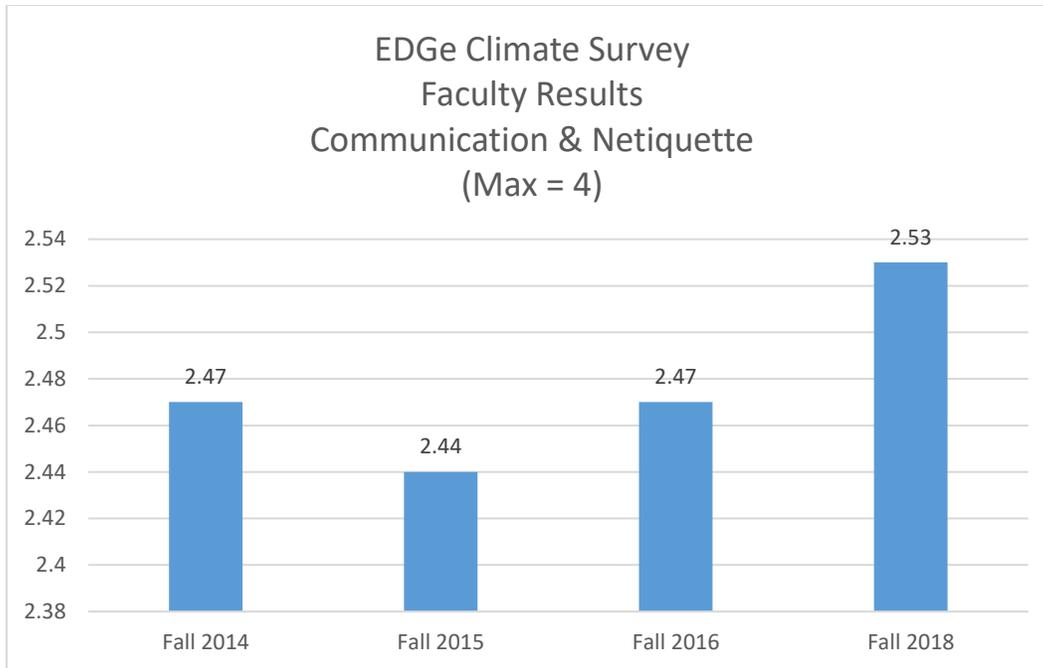
EDGe Climate Survey
Faculty Results
Communication & Netiquette
(Max = 4)

Figure 5. Faculty mean scores for the student communication and netiquette items of the EDGe Climate Survey for four Fall terms.
Note: The Climate Survey was not administered in Fall of 2017.

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 2018, excepting 2017, when the Climate Survey was not administered.

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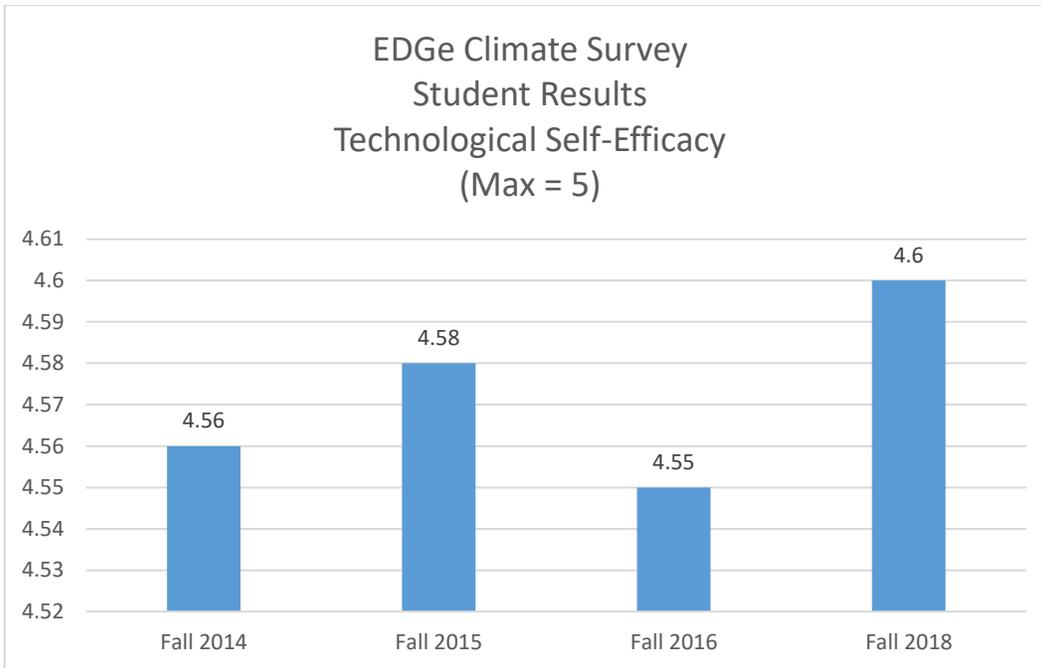
Figure 6. Student mean scores for the self-efficacy items of the EDGe Climate Survey for four Fall terms.

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.
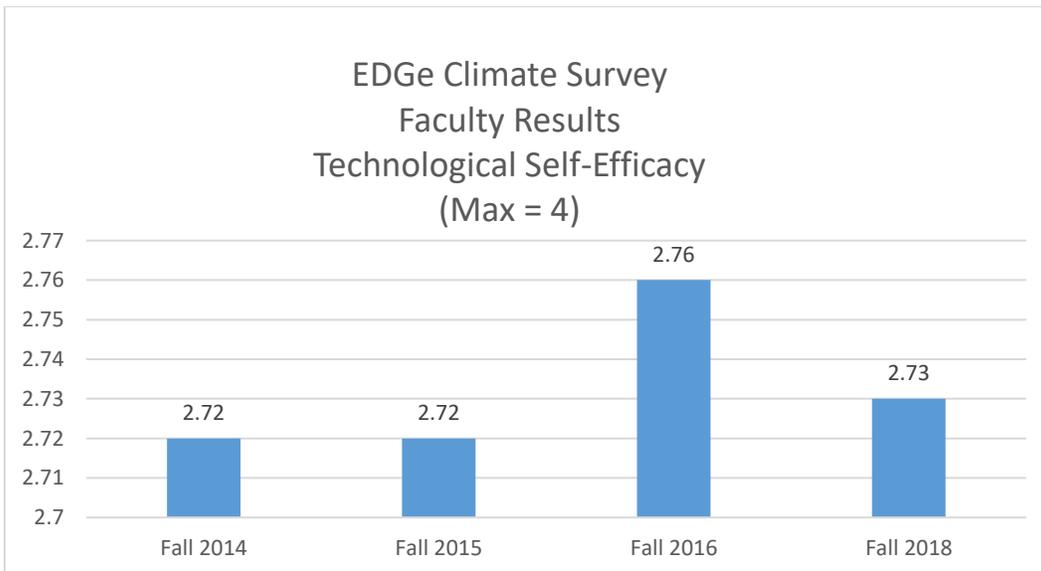

Figure 7. Faculty mean scores for the student self-efficacy items of the EDGe Climate Survey for three consecutive Fall terms.

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.
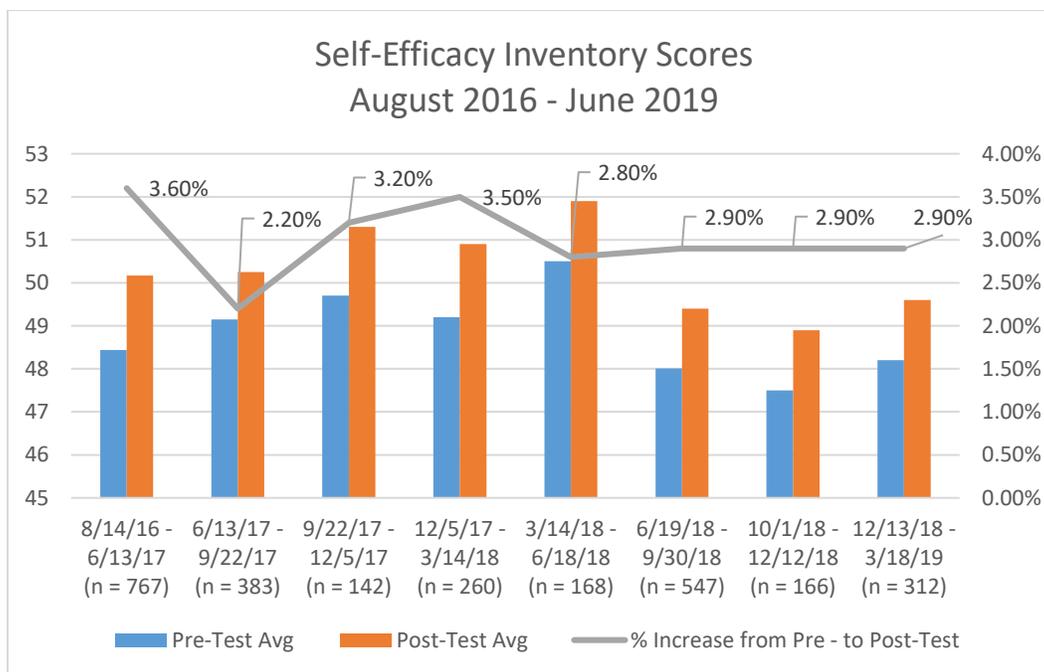

Figure 8. Self-Efficacy Inventory average scores from baseline period (8/14/16 to 6/18/19). Quarterly data points to 6/18/18 presented. Percent increase from Pre-test average to Post-test average also shown. All students included in averages completed both pre- and post-test assessments.

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.
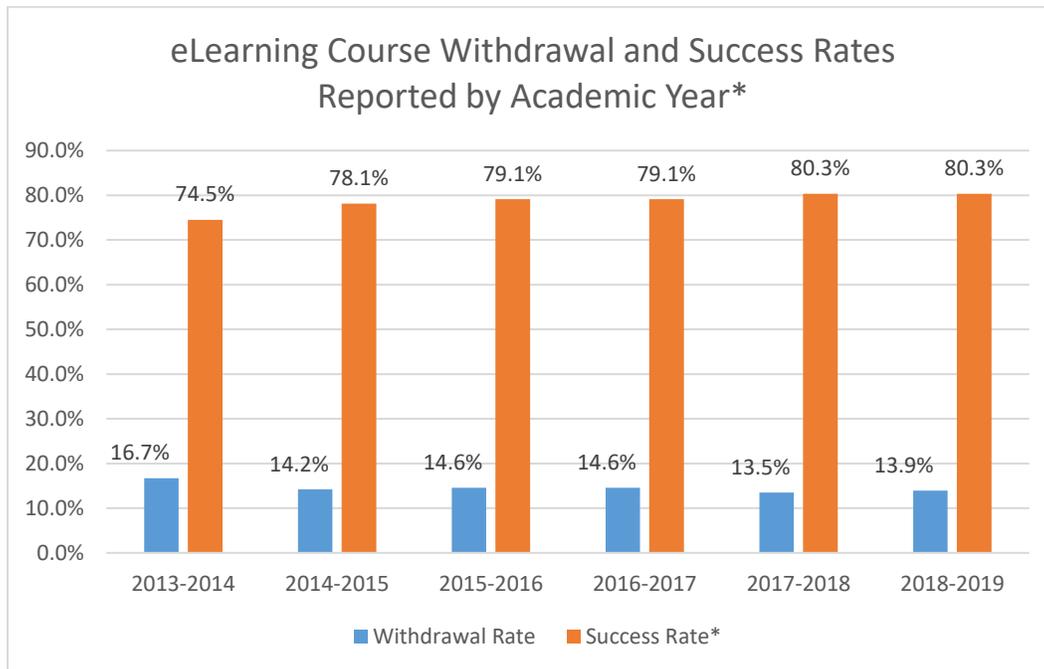

Figure 9. Withdrawal and Success Rates for eLearning courses by Academic Year. *Academic Year includes the first fall and following spring terms within the year specified. **Success Rates are determined by the number of students in a course earning a "C" or better compared to total students enrolled 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 EE 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 99% and 90% 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 2019.
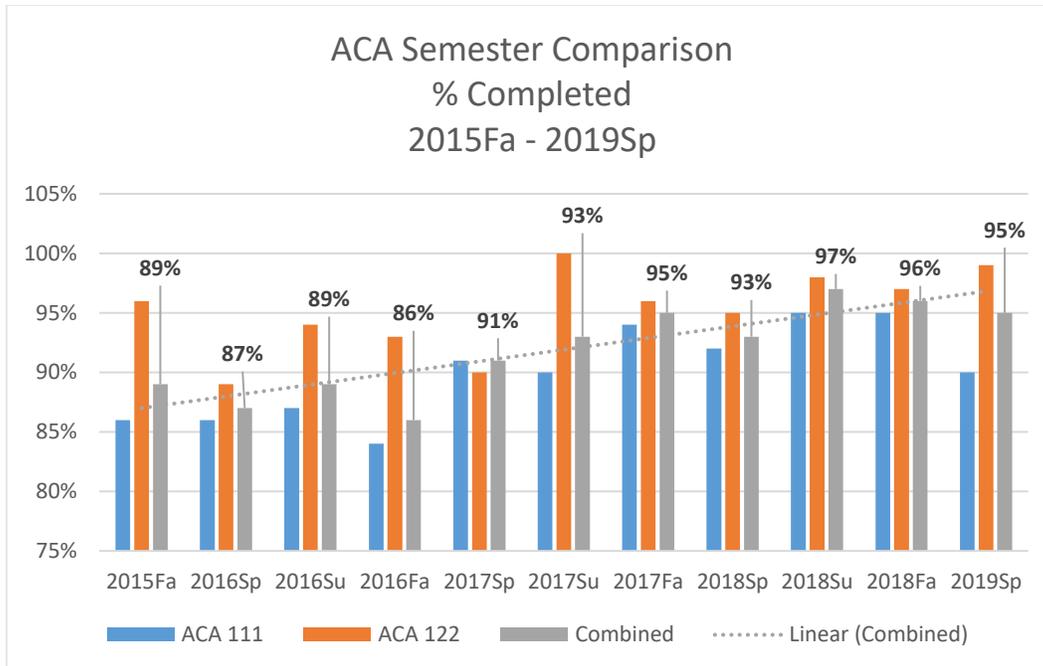
Figure 10. ACA 111, ACA 122, and combined ACA 111 and ACA 122 EDGe Experience completion rates per term.

Appendix A

Course Evaluation Report – 2014 Spring to 2019 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
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
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
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

eLearning Courses	Mean Score of Response*				
Evaluation Question	Spring 2017 *n*=388	Fall 2017 *n*=443	Spring 2018 *n*=348	Fall 2018 *n*=403	Spring 2019 *n=449*
It was clear to me how to get started in this eLearning course and the course site was easy to navigate.	4.60	4.59	4.63	4.51	4.61
This eLearning course included opportunities for me to communicate and interact with my classmates.	4.37	4.33	4.36	4.24	4.37
If given the opportunity, I would recommend this eLearning course to a friend.	4.40	4.42	4.42	4.36	4.44

*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%
2018-2019	13.0%	82.4%

*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.