

Stanly Community College
QEP Quarterly Report – March 2019

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 December 2018 QEP Quarterly Report, the QEP Implementation and Assessment Team has agreed to make the following changes detailed in Table 2.

	Change	Justification
1	For Spring 2019, a netiquette informational video has been placed in all curriculum Canvas class shells under “Course Resources” as the methodology for providing Netiquette Rule reinforcement – an original component of SCC’s QEP.	In the previous learning management system, Moodle, a common census date activity regarding netiquette reinforcement fulfilled this QEP component. However, the netiquette census activity was replaced by a common discussion board census activity during the Fall 2018 transition to Canvas, and a new methodology for netiquette reinforcement was necessary.
2	Effective January 2, 2019, Dr. Cindy Dean replaced Dr. Rita Love as QEP co-director. Tabitha Bailey, eLearning Support Coordinator, continues in her role as co-director of the QEP.	Dr. Love changed positions and roles at the College. Dr. Dean was hired as the Director of Institutional Effectiveness and, because IE is responsible for the implementation of the QEP, assumed the co-director duties.

Table 2 – Modifications to the Original QEP since December 2018

Goal and Student Learning Outcome Assessment

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected and/or analyzed between December 2018 and March 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.	<p>EDGE Experience-embedded pretest and posttest that measure student technological skills ($n = 329$). See Appendix A.</p> <p><u>Tech Skills Questions (out of 4)</u> Dates: 12/13/2018 – 3/18/2019 Average Pretest Score: 2.84 Average Posttest Score: 3.03 Posttest Average is 6.69% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections Appendix B shows course evaluation results as of December 2018.</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 next scheduled administration of the QEP Climate Survey is Fall 2019.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills ($n = 329$) <u>Netiquette Skills Questions (out of 3)</u> Dates: 12/13/2018 – 3/18/2019 Average Pretest Score: 2.45 Average Posttest Score: 2.58 Posttest Average is 5.31% 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 next scheduled administration of the QEP Climate Survey is Fall 2019.</p> <p>EDGE Experience (EE) pre- and post-self-efficacy inventory of students completing both assessments from 12/13/2018 – 3/18/2019 ($n = 312$). See Appendix C. Average Pretest Score: 48.2 Average Posttest Score: 49.6 Posttest Average is 2.9% higher than Pretest Average</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See Appendix D. Note that 2018-2019 data will not be available until summer, 2019.</p>

Table 3 – Goal- and Student Learning Outcome-specific Assessment Data.

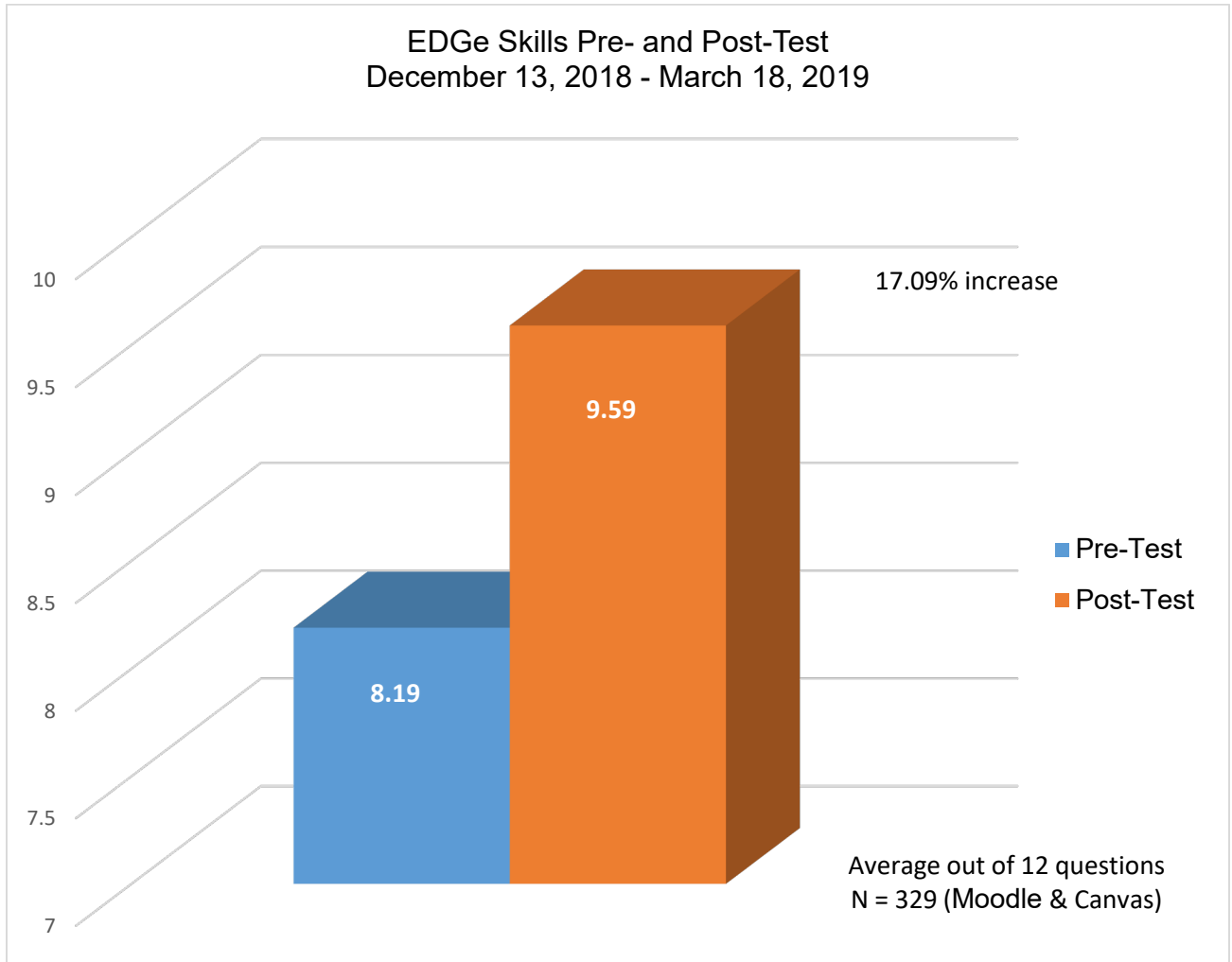
Process Tracking

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	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 March 18, 2019	Total = 4,705 <ul style="list-style-type: none"> • 3,649 EE-Moodle completions • 1,056 EE-Canvas completions 				
# of EDGe Experience-ACI Badge Earners as of March 18, 2019	74				
Percentage of ACA Enrollees Completing the EDGe Experience	Fall 2015 – 87%		Fall 2017 – 95%		
	Spring 2016 – 82%		Spring 2018 - 93%		
	Fall 2016 – 86%		Summer 2018 – 97%		
	Spring 2017 – 91%		Fall 2018 – 96%		
	Summer 2017 – 93%		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	Feb 2	Jan. 17	July 11	Mar. 19
	Apr. 7	April 5	March 7	Nov. 20	
	May 5	May 3	June 6		
	June 2	June 7	Sept. 5		
	Oct. 6	July 12	Dec. 5		
	Nov. 3	Sept. 6			
	Dec. 1	Oct. 4			

Table 4 – Process Data.

Appendix A



Appendix B

Course Evaluation Report – 2014 Spring to 2018 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	Spring 2018 n=348	Fall 2018 n=403
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	4.51
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	4.24
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	4.36

*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 C

Pre-and Post-Test Online Readiness Survey - EDGe Experience
(December 13, 2018 – March 18, 2019)

Pre-Test Completers: 312
Post-Test Completers: 312
Questions: 14

Question		Responses				Pre/Post Test	Most or All of the Time Percentage
1. I am able to easily access the Internet as needed for my studies.		Rarely	Sometimes	Most of the time	All of the time		
	Count	2	5	74	231	Pre-Test	97.8%
	Percent	0.6%	1.6%	23.7%	74%		
	Count	2	7	62	241	Post-Test	97.1%
Percent	0.6%	2.2%	19.9%	77.2%			
2. I am comfortable communicating over the Internet.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	2	22	87	201	Pre-Test	92.3%
	Percent	0.6%	7.1%	27.9%	64.4%		
	Count	4	13	78	217	Post-Test	94.6%
Percent	1.3%	4.2%	25%	69.6%			
3. I am willing to actively communicate with my classmates and instructors electronically.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	3	15	59	235	Pre-Test	94.2%
	Percent	1%	4.8%	18.9%	75.3%		
	Count	3	10	62	237	Post-Test	95.8%
Percent	1%	3.2%	19.9%	76%			
4. I am willing to set aside an amount of time each week to effectively engage in study.		Rarely	Sometimes	Most of the time	All of the time	Pre/Post Test	Most or All of the Time Percentage
	Count	1	8	61	242	Pre-Test	97.1%
	Percent	0.3%	2.6%	19.4%	77.6%		
	Count	2	7	76	227	Post-Test	97.1%
Percent	0.6%	2.2%	24.4%	72.3%			

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	16	65	117	114	Pre-Test	74%
	Percent	5.1%	20.8%	37.5%	36.5%		
	Count	15	51	97	149	Post-Test	78.8%
Percent	4.8%	16.3%	31.1%	47.8%			
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	1	27	96	188	Pre-Test	91%
	Percent	0.3%	8.7%	30.8%	60.3%		
	Count	4	24	89	195	Post-Test	91%
Percent	1.3%	7.7%	28.5%	62.5%			
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	3	28	90	191	Pre-Test	90.1%
	Percent	0.7%	9%	28.8%	61.2%		
	Count	3	12	84	213	Post-Test	96%
Percent	0.7%	3.8%	26.9%	68.3%			
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	5	52	120	135	Pre-Test	81.7%
	Percent	1.5%	16.7%	38.5%	43.3%		
	Count	4	33	107	168	Post-Test	88.1%
Percent	1.3%	10.6%	34.3%	53.8%			
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	-	24	94	194	Pre-Test	92.3%
	Percent	-%	7.7%	30.1%	62.2%		
	Count	3	14	68	227	Post-Test	94.6%
Percent	1%	4.5%	21.8%	72.8%			

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	10	38	141	120	Pre-Test	83.7%
	Percent	3.2%	12.8%	46.2%	38.5%		
	Count	4	31	115	162	Post-Test	88.9%
	Percent	1.3%	9.9%	36.9%	51.9%		
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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	5	18	137	152	Pre-Test	92.6%
	Percent	1.6%	5.8%	43.9%	48.7%		
	Count	1	12	115	184	Post-Test	95.8%
	Percent	0.3%	3.8%	36.9%	59%		
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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	10	75	131	96	Pre-Test	72.8%
	Percent	3.2%	24%	42%	30.8%		
	Count	5	56	118	133	Post-Test	80.4%
	Percent	1.6%	17.9%	37.8%	42.6%		
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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	1	24	117	170	Pre-Test	92%
	Percent	0.3%	7.7%	37.5%	54.5%		
	Count	2	16	100	194	Post-Test	94.2%
	Percent	0.6%	5.1%	32.1%	62.2%		
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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	8	21	77	206	Pre-Test	90.7%
	Percent	2.6%	6.7%	24.7%	66%		
	Count	4	17	69	222	Post-Test	93.3%
	Percent	1.3%	5.4%	22.1%	71.2%		

Appendix D

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	Available Fall 2019	Available Fall 2019

*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.