

## Stanly Community College

### QEP Quarterly Report – September & December 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 18<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 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.

At the July 2019 QEP Implementation and Assessment Team (IAT) meeting, the Team discussed the future implementation of the EDGe information and content post-QEP era. It was agreed that ACA will continue to host the EDGe information for students, but as ACA was being redesigned for the Fall 2019 semester beginning in August, work was underway to make the EDGe content more streamlined for the students. Additionally, the EDGe was removed from new student orientation (NSO) effective Fall 2019, and information has been incorporated into NSO content. The possibility of formatting EDGe content in NSO as an assignment is being explored. It was noted that since students at the

Albemarle Correctional Institute (ACI) do not have new student orientation, they still need some version of the EDGE after the QEP formally ends. It was suggested that perhaps may it would be possible to integrate the EDGE information directly into the resources section of each of the Canvas courses offered at ACI. It was also suggested that perhaps it could be reviewed by instructors who conduct an in-person introductory class.

At the November 2019 QEP Implementation and Assessment Team (IAT) meeting, the team discussed the transition of the EDGE from the stand-alone EDGE Experience version to being integrated into the instructional materials of the ACA student success courses, which most students are required to take. Students are strongly encouraged to take ACA in their first semester. ACA courses are offered in an online (predominantly) or hybrid delivery format to help students adjust to not only to college success, but also successful eLearning. The Fall 2019 redesign of ACA included the creation of a new quiz tool/lesson covering the EDGE content, summarizing the lessons that were in the EDGE Experience regarding technology, communication, and netiquette. The content was placed directly into the first module of ACA. The netiquette rule continues to be placed in the course resources section of each Canvas course as extra help and reinforcement for the students.

The Team also discussed the possibility of incorporating the EDGE content into CIS 110: Introduction to Computers in the future. It was noted that the technology-related elements in the EDGE along with the tools for student success could be incorporated into CIS 110. A possible redesign of CIS 110 may be needed in the near future. It is at that time when the potential of adding EDGE content to it will be explored further.

Because we have transitioned from the formalized QEP version of the EDGE Experience to the permanent post-QEP version, this report, which is a combination of two quarterly reports, will serve as the final quarterly report. We are currently drafting our QEP Interim Report which will be submitted in September 2020. That report will serve as our final annual report.

## 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 June 2019 QEP Quarterly Report, the QEP Implementation and Assessment Team has agreed to make the following changes detailed in Table 2.

	<b>Change</b>	<b>Justification</b>
1	The content of the EDGe Experience was transitioned from its stand-alone version and fully integrated into the main content of the ACA student success courses, which students are required to take and are strongly encouraged to do so in their first semester. The Fall 2019 redesign of ACA included the creation of a new quiz tool/lesson covering the EDGe content, summarizing the lessons that were in the EDGe Experience regarding technology, communication, and netiquette. The content was placed directly into the first module of ACA.	This transition is the culmination of the effort of integrating the EDGe into the College's broader culture of learning. As the QEP, the EDGe has been a success. Now that it is a part of ACA's primary curriculum, it is permanently woven into the fabric of the eLearning experience. Including it as part of the content in the ACA courses will ensure that students continue to receive training and guidance in how to be more effective e-learners and will allow us to continue to update the EDGe content so that it remains current with and reflective of eLearning technology and pedagogy.
2	The link to the EDGe Experience was removed from new student orientation.	Because the content of the EDGe Experience was integrated directly into ACA, there is no longer a stand-alone version to link to. ACA is a required course in most programs of study, ensuring that a majority of students will continue to benefit from the EDGe content in the early stages of their academic journey.
3	We are altering the schedule of quarterly reports. This report will serve as the final quarterly report. We will have a final comprehensive final report to be released Summer 2020.	The original reporting schedule called for 20 quarterly reports to be released in March, June, September, and December of each year with annual data analysis reported in June of each year. Because we have transitioned from the formal QEP version of the EDGe Experience to the permanent post-QEP version, this report, which is a combination of two quarterly reports, will serve as the final quarterly report. We are currently drafting our QEP Interim Report which will be submitted in September 2020. That report will serve as our final annual report.

*Table 2 – Modifications to the Original QEP since June 2019*

## Goal and Student Learning Outcome Assessment

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

	<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 (<math>n = 296</math>).</p> <p><u>Tech Skills Questions (out of 4)</u>            Dates: 06/20/2019 – 11/11/2019            Average Pre-test Score: 2.92            Average Post-test Score: 3.05            Post-test Average is 4.45% higher than Pre-test Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See <a href="#">Appendix A</a></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 Fall 2019 QEP Climate Survey was administered to students and faculty in October 2019. As with previous climate surveys, there are gaps between faculty perception of student skills and students' self-report of those skills. Results pertaining to Communication and Netiquette are presented in <a href="#">Appendix B</a>.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills (<math>n = 296</math>)</p> <p><u>Netiquette Skills Questions (out of 3)</u>            Dates: 06/20/2019 – 11/11/2019            Average Pre-test Score: 2.52            Average Post-test Score: 2.57            Post-test Average is 1.98% higher than Pre-test 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 Fall 2019 QEP Climate Survey was administered to students and faculty in October 2019. Results pertaining to self-efficacy are presented in <u>Appendix C</u>.</p> <p>EDGE Experience (EE) pre- and post-self-efficacy inventory of students completing both assessments from 12/13/2018 – 11/11/2019* (<i>n</i> = 283).</p> <p><u>EE Pre- and Post-Test Self-Efficacy Inventory</u>  Average Pretest Score: 48.00  Average Posttest Score: 49.67  Posttest Average is 3.5% higher than Pretest Average</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See <u>Appendix D</u>.</p> <p><i>* EDGE Experience ended August 31, 2019 but a few students returned to the shell after the official end to complete their modules.</i></p>
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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 SCC eLearning Department is continuing to work with faculty and eLearning personnel to formalize frameworks for quality course design and faculty development. We are working to identify faculty who will be working to earn their Online Learning Certificate through Quality Matters. We are also finalizing the initial framework for the Stanly Community College Center for Teaching and Learning. Professional development sessions covering the concept of curriculum alignment and the application of the Transparency in Learning and Teaching (TILT) framework to assessments for universal course design are being planned for the upcoming spring semester.
Course Peer Review and Redesign	We currently working on the redesign of 8 courses to move them to a new model of Universal Design centered around Quality Matters standards. These courses have been chosen by criteria that consider average success rate, student volume per academic year as well as other independent variables. Course review and redesign work is being conducted collaboratively with faculty from each content area as well as our Instructional Designer, eLearning ADA compliance, OER resources, personnel from Institutional Effectiveness and a number of tools developed by the eLearning department.
# of EDGE Badge Earners (EDGE Experience Completers) as of Nov. 11, 2019	Total = 5,247 <ul style="list-style-type: none"> <li>• 56 EE – Pilot completions</li> <li>• 1,814 EE – Moodle version 1 completions</li> <li>• 1,779 EE – Moodle version 2 completions</li> <li>• 1,598 EE – Canvas completions</li> </ul>
# of EDGE Experience-ACI Badge Earners as of June 18, 2019	Total = 82 <ul style="list-style-type: none"> <li>• 20 EE – Pilot completions</li> <li>• 39 EE – Moodle completions</li> <li>• 23 EE – Canvas completions</li> </ul>

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% Summer 2019 – 97%			
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 July 17 Nov. 13

*Table 4 – Process Data.*

Appendix A  
Course Evaluation Report – 2014 Spring to 2019 Fall

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	Fall 2019 n=419
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	4.53
This eLearning course included opportunities for me to communicate and interact with my classmates.	4.37	4.33	4.36	4.24	4.37	4.29
If given the opportunity, I would recommend this eLearning course to a friend.	4.40	4.42	4.42	4.36	4.44	4.33

\*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  
Fall 2019 Climate Survey  
Communication and Netiquette Skills

Topic			Response	Comments
Netiquette Rule Knowledge	Faculty Question	N/A	N/A	A higher percentage of students (78.5%) reported full awareness of the SCC Netiquette Rule than the Fall 2018 survey administration (75%) but this is still a lower percentage of than was reported in previous years, 88% (Fall 2016) and 92% (Fall 2015). This reveals the continued need to include the Netiquette Rule as a resource in all eLearning courses.
	Student Question	Which best describes your level of knowledge about the SCC Netiquette Rule?	Never heard – 2% Heard but not familiar – 7% Somewhat familiar – 13% Fully aware – 78%	
Privacy & Security Matters	Faculty Question	Students are mindful of privacy/security matters at all times.	Strongly Agree – 10% Agree – 48% Disagree – 41% Strongly Disagree – 0%	78% of students say they strongly agree that they are mindful of privacy and security matters at all times, but only 10% of instructors strongly agreed. The overall faculty response, though, is more positive than the previous survey, with 58% of faculty agreeing/strongly agreeing this time versus 50% disagreeing in 2018.
	Student Question	I am mindful of privacy/security matters at all times.	Strongly Agree – 78% Agree – 20% Disagree – 0% Strongly Disagree – 2%	
Reader Perception	Faculty Question	Students are mindful of how their messages are received by the reader.	Strongly Agree – 7% Agree – 41% Disagree – 52%	While faculty (only 7%) were hesitant to strongly agree with

of Message	Student Question	I am mindful of how my message will be received by the reader.	Strongly Disagree – 0% Strongly Agree – 81% Agree – 18% Disagree – 0% Strongly Disagree – 1%	student mindfulness of how messages are perceived, an overwhelming majority (81%) of students strongly agreed with this statement.
	Faculty Question			
Grammar, Sentence Structure, Spelling, Language Usage	Faculty Question	Students are mindful of grammar, sentence structure, spelling & language usage.	Strongly Agree – 0% Agree – 21% Disagree – 64% Strongly Disagree – 14%	At 71% and 73% respectively, students strongly agreed they are mindful of proper grammar and pay careful attention to the intent of messages. However, while more instructors agree students pay careful attention to the intent of messages, the majority of instructors report their students do not show significant strengths in regard to mindfulness of grammar and mechanics.
	Student Question	I am mindful of grammar, sentence structure, spelling & language usage.	Strongly Agree – 71% Agree – 28% Disagree – 0.00% Strongly Disagree – 1%	
Intent of Messages	Faculty Question	Students pay careful attention to the intent of discussion board prompts and email messages, as evidenced by their appropriate responses.	Strongly Agree – 0% Agree – 62% Disagree – 34% Strongly Disagree – 3%	
	Student Question	I pay careful attention to the intent of the discussion board prompts & email messages to ensure I respond appropriately.	Strongly Agree – 73% Agree – 26% Disagree – 0% Strongly Disagree – 1%	
Credit to Original Author	Faculty Question	When quoting/paraphrasing from another source, students give credit to original author by citing the author's name & source.	Strongly Agree – 3% Agree – 48% Disagree – 45% Strongly Disagree – 3%	While 98% of students agree/strongly agree that, when quoting or paraphrasing from another source, they routinely give credit to the original author, only 51% of the instructors agreed/strongly agreed.
	Student Question	When quoting/paraphrasing from another source, I routinely give credit to original author by citing the author's name & source.	Strongly Agree – 72% Agree – 26 % Disagree – 1% Strongly Disagree – 1%	

Appendix C  
Fall 2019 Climate Survey  
Student eLearning Self-Efficacy

Topic			Response	Comments
Manage Pop-ups, Clear Cache, Download Software	Faculty Question	Students can manage pop-ups, clear cache & download new Software.	Strongly Agree – 0% Agree – 27% Disagree – 45% Strongly Disagree – 27%	Despite the majority of faculty reporting a negative opinion in regard to students' ability to manage pop-ups, clear cache, and download software, an overwhelming majority of students either agree/strongly agree that they have these skills.
	Student Question	I can manage pop-ups, clear cache & download new software.	Strongly Agree – 44% Agree – 47% Disagree – 3% Strongly Disagree – 2% Not Understand Question – 4%	
Word Processing & Spreadsheet Proficiency	Faculty Question	Students are proficient in the use of word processing & spreadsheet software.	Strongly Agree –9% Agree – 36% Disagree – 45% Strongly Disagree – 9%	92% of responding students said they agreed/strongly agreed they are proficient in the use of word processing and spreadsheet software, while only 45% of the instructors agreed/strongly agreed that students are strongly proficient in these skills.
	Student Question	I am proficient in the use of word processing & spreadsheet software.	Strongly Agree – 42% Agree – 50% Disagree – 6% Strongly Disagree – 2% Not Understand Question – 0%	
Ability to Upload Assignments, Use Canvas Inbox, Find Grades	Faculty Question	Students know how to upload assignments, use Canvas Inbox & find grades in Canvas.	Strongly Agree – 0% Agree – 55% Disagree – 45% Strongly Disagree – 0%	While this question shows a gap between faculty and student opinions, a majority of both agree/strongly agree that students have the appropriate skills to effectively navigate within Canvas.
	Student Question	I know how to upload assignments, use Canvas Inbox & find grades in Canvas.	Strongly Agree – 79% Agree – 20% Disagree – 1% Strongly Disagree – 0% Not Understand Question – 0%	

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	13.0%	82.4%
2019-2020	Available May 2020	Available May 2020

\*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.