

# Stanly Community College

## QEP Quarterly Report – June 30, 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 second 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.

### **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 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.

	<b>Change</b>	<b>Justification</b>
1	The Netiquette Rule, originally planned to be reinforced in most Curriculum courses, has been expanded to include the modified eLearning courses offered at Albemarle Correctional Institute (ACI).	This addition was added, because the QEP Implementation and Assessment Team was made aware of eLearning courses being offered at ACI. Moodle Vera allows incarcerated students to enroll in eLearning courses without using the internet.
2	Help Desk Ticket Categories	After the QEP Implementation and Assessment Team review of the March, 2015 data, it was determined that some of the categories were not specific enough to provide desired information and opportunities for EDGe improvement. New categories were established and baseline data for the Spring 2015 Help Desk Tickets was re-categorized accordingly. See <a href="#">Appendix A</a> .

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

**Goal and Student Learning Outcome Assessment:**

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected between March and June of 2015.

	<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>Student Help Desk tickets for technology skills issues. Completed Fall and Spring Terms – next data collection period is Fall, 2015.</p> <p>EDGE Experience-embedded pretest and posttest that measure student technological skills.            Tech Skills Questions:            Average Pretest Score: 1.88            Average Posttest Score: 2.74            Posttest Average is 46% higher than Pretest Average</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See <a href="#">Appendix B</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>QEP Climate Survey to faculty and students. Next set of surveys will be administered Fall 2015.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills. Due to technical error, these data were not collected for this report period. Netiquette skills will be assessed using this pre- and post-test as of June 25, 2015.</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>QEP Climate Survey to faculty and students. Next set of surveys will be administered Fall 2015.</p> <p>Administer pre- and post- self-efficacy inventory. See <a href="#">Appendix C</a>.</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See <a href="#">Appendix D</a>.</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.

<b>EDGE Process Tracking</b>	
	<b>Updates:</b>
Tech Support and LMS HelpDesk Category Revision	Tech Support and LMS HelpDesk personnel met with QEP Co-Directors regarding the re-categorization of HelpDesk ticket categories. New categories established and visible in <a href="#">Appendix A</a> .
Student Withdrawal Survey Results and Response Rates	In process for Spring 2015 Withdrawing Students – Final Response Rate available in September, 2015 Report.
Stanly Community College Online Instructor Certification Program	Since March, 2015, 9 adjunct instructors completed the training.
Course Peer Review and Redesign	9 courses completed from March to June 2015.
SSP Coach Remediation Path Trainings	One new coach added to staff – trained May 26, 2015.
Faculty Advisor Training in EDGE-Related Early Alert	Training documents are available to all full- and part-time faculty in the SCC Faculty Communication Center, and online professional development forum.
# of EDGE Badge Earners (EDGE Experience Completers) as of June, 2015	250
# of Students Participating in EDGE Review (Online Remediation Modules) as of June, 2015.	9

*Table 4 – Process Data.*

## **Lessons Learned:**

Now in its second term (Summer, 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 Spring 2015 HelpDesk Ticket data, we learned that the categories initially established for baseline data collection were not as informative as we had hoped. It is expected that the newly established categories will better inform EDGe Experience and EDGe Review content.
2. When collecting data for the assessment of Netiquette Skills, it was found that student responses to the two relevant questions in the EDGe Experience pretest and posttest were not being recorded. This has been corrected for students completing the EDGe Experience on or after June 25, 2015.
3. The Stanly Community College Associate Dean of University Transfer, who also coordinates the school's ACA courses\*, devised a way to ensure that new students complete the EDGe Experience (EE). Although many complete EE prior to ACA course enrollment, some wait until they are in their first term of classes. ACA instructors are now encouraged to restrict access to the final modules comprising their ACA courses, until the student completes the EDGe Experience.

\* ACA Courses are one-hour credit college student success courses. Each student must complete 1 ACA course within his or her first semester.

Appendix A

Help Desk Student Ticket Report\* – 1/8/2015 – 2/20/2015

<b>Ticket Category</b>	<b>Count</b>	<b>Percentage of Student Tickets</b>	<b>Per 1,000 Curriculum Students**</b>
Moodle Course Missing	48	8.35%	19
Problem Submitting Work in Moodle	9	1.57%	4
Can't Access Course Content	0	0.00%	0
Instructor Setting	0	0.00%	0
Password Reset	36	6.26%	15
Issue Password Reset Page	13	2.26%	5
New Student Login	17	2.96%	7
Other Login Issues	14	2.43%	6
Web Browser	5	0.87%	2
Non-QEP	433	75.30%	172
<b>Total Student Tickets</b>	<b>575</b>	<b>100.00%</b>	<b>230</b>

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

\*\* Curriculum student count from 2/20/2015 = 2,523.

Appendix B

Course Evaluation Report – 2014 Spring to May 15, 2015

<b>eLearning Courses</b>	<b>Mean Score of Response*</b>			
<b>Evaluation Question</b>	<b>Spring 2014</b>	<b>Summer 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>
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
This eLearning course included opportunities for me to communicate and interact with my classmates.	4.33	4.27	4.36	4.41
If given the opportunity, I would recommend this eLearning course to a friend.	4.41	4.39	4.39	4.42

\*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 (March 1-June 17)

**Pre-Test Completers: 262**  
**Questions: 14**

**Post-Test Completers: 185**

Question	Responses				Pre/Post Test	Most or All of the Time Percentage
<b>1. I am able to easily access the Internet as needed for my studies.</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	Pre-Test	97.7%
	Count	6	59	197		
	Percent	2.3%	22.5%	75.2%	Post-Test	98.9%
	Count	2	42	141		
	Percent	1.1%	22.7%	76.2%		
<b>2. I am comfortable communicating over the Internet.</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	Pre-Test	93.2%
	Count	16	73	171		
	Percent	6.1%	27.9%	65.3%	Post-Test	96.8%
	Count	6	49	130		
	Percent	3.2%	26.5%	70.3%		
<b>3. I am willing to actively communicate with my classmates and instructors electronically.</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	Pre-Test	96.6%
	Count	7	55	198		
	Percent	2.7%	21.0%	75.6%	Post-Test	97.3%
	Count	5	43	137		
	Percent	2.7%	23.2%	74.1%		
<b>4. I am willing to set aside an amount of time each week to effectively engage in study.</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	Pre-Test	98.5%
	Count	4	59	199		
	Percent	1.5%	22.5%	76.0%	Post-Test	97.3%
	Count	4	41	139		
	Percent	2.2%	22.2%	75.1%		
<b>5. I feel that online learning is of at least equal quality to traditional classroom learning.</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	Pre-Test	75.5%
	Count	46	101	97		
	Percent	17.6%	38.5%	37.0%	Post-Test	80.5%
	Count	25	67	82		
	Percent	13.5%	36.2%	44.3%		



<b>6. I feel that my background and experience will be beneficial to my new learning.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	1	15	92	154	Pre-Test	93.9%
	<b>Percent</b>	0.4%	5.7%	35.1%	58.8%		
	<b>Count</b>	0	11	54	120	Post-Test	94.1%
	<b>Percent</b>	0.0%	5.9%	29.2%	64.9%		
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<b>7. I am comfortable with written communication.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	2	19	87	154	Pre-Test	92.0%
	<b>Percent</b>	0.8%	7.3%	33.2%	58.8%		
	<b>Count</b>	1	9	61	114	Post-Test	94.6%
	<b>Percent</b>	0.5%	4.9%	33.0%	61.6%		
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<b>8. When it comes to learning and studying, I am a self-directed person.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	3	25	115	119	Pre-Test	89.3%
	<b>Percent</b>	1.1%	9.5%	43.9%	45.4%		
	<b>Count</b>	1	7	72	105	Post-Test	95.7%
	<b>Percent</b>	0.5%	3.8%	38.9%	56.8%		
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<b>9. I believe looking back on what I have learned in a course will help me to remember it better.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	0	18	82	162	Pre-Test	93.1%
	<b>Percent</b>	0.0%	6.9%	31.3%	61.8%		
	<b>Count</b>	0	5	52	128	Post-Test	97.3%
	<b>Percent</b>	0.0%	2.7%	28.1%	69.2%		
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<b>10. In my studies, I am self-disciplined and find it easy to set aside reading and homework time.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	6	30	115	111	Pre-Test	86.3%
	<b>Percent</b>	2.3%	11.5%	43.9%	42.4%		
	<b>Count</b>	0	7	80	98	Post-Test	96.2%
	<b>Percent</b>	0.0%	3.8%	43.2%	53.0%		
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<b>11. I am able to manage my study time effectively and easily complete assignments on time.</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	<b>Most or All of the Time Percentage</b>
	<b>Count</b>	2	14	106	140	Pre-Test	93.9%
	<b>Percent</b>	0.8%	5.3%	40.5%	53.4%		
	<b>Count</b>	0	8	72	105	Post-Test	95.7%
	<b>Percent</b>	0.0%	4.3%	38.9%	56.8%		

<b>12. As a student, I enjoy working by myself with minimal support or interaction.</b>						<b>Most or All of the Time Percentage</b>
	<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	
<b>Count</b>	10	55	120	77	Pre-Test	75.2%
<b>Percent</b>	3.8%	21.0%	45.8%	29.4%		
<b>Count</b>	8	22	81	74	Post-Test	83.8%
<b>Percent</b>	4.3%	11.9%	43.8%	40.0%		

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<b>13. In my studies, I set goals and have a high degree of initiative.</b>						<b>Most or All of the Time Percentage</b>
	<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	
<b>Count</b>	1	17	95	149	Pre-Test	93.2%
<b>Percent</b>	0.4%	6.5%	36.3%	56.9%		
<b>Count</b>	0	8	58	119	Post-Test	95.7%
<b>Percent</b>	0.0%	4.3%	31.4%	64.3%		

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<b>14. I believe I am the only one responsible for my learning.</b>						<b>Most or All of the Time Percentage</b>
	<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>	<b>Pre/Post Test</b>	
<b>Count</b>	0	16	67	179	Pre-Test	93.9%
<b>Percent</b>	0.0%	6.1%	25.6%	68.3%		
<b>Count</b>	1	2	41	141	Post-Test	98.4%
<b>Percent</b>	0.5%	1.1%	22.2%	76.2%		

Appendix D

eLearning Course Success and Withdrawal Rates Report

Academic Years\* 2013-2014 and 2014-2015

<b>Combined Rates of Online, Hybrid, &amp; Web-Assisted Curriculum Courses</b>	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.