

Stanly Community College
QEP Quarterly Report – March, 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 first 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 is 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 also officially implemented in Spring 2015. Some baseline data collection was completed in Fall 2014. However, much assessment data will not be available until the end of the Spring 2015 term.

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	The plan to assess student netiquette skill using a rubric-based scoring system of sampled student discussion board posts has been replaced with the addition of EDGe Experience pre- and post-test questions that evaluate knowledge of netiquette practice.	This change was made at the suggestion and advisement of the SACSCOC On-Site Review Committee exit interview.
2	Quality Matters training was originally planned for full-time faculty. However, a Stanly Community College Online Instructor Certification Program has been developed based on Quality Matters components. This program will be available to adjunct faculty.	This change was made at the suggestion and advisement of the SACSCOC On-Site Review Committee exit interview.
3	EDGe Review, the remediation modules prepared to help students who continue to struggle with technical and/or netiquette skills, were originally intended for Student Success Center (SSC) tutor use. However, these modules have been designed so that SSC tutors and Student Success Plan (SSP) coaches (school counselors and retention specialists) can use them to work with students. Students can also access the modules for independent study and review.	This expansion of the EDGe Review usage was necessary to help students who could be helped by an SSP coach, and/or may be able to work independently without the assistance of a college staff member, and therefore would not need to be referred to the Student Success Center.
4	The organizational structure for the personnel working on different aspects of the QEP has been updated to better delineate roles and responsibilities. The revised organizational structure is available in Appendix A .	This change was made at the suggestion and advisement of the SACSCOC On-Site Review Committee exit interview.
5	Original EDGe Experience launch date was January 2015. This was rescheduled for March 2015.	This change was made due to the delay in hiring the second QEP Co-Director, whose responsibilities include revising the EDGe Experience based on feedback from the Fall 2014 EDGe Experience pilot.

Table 2 – Modifications to the Original QEP

Goal and Student Learning Outcome Assessment:

Table 3 summarizes the goal- and student learning outcome-specific assessment data collected to date.

	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. See Appendix B.</p> <p>EDGE Experience-embedded pretest and posttest that measure student technological skills. Available May 2015.</p> <p>End-of-course student evaluation questions related to quality in eLearning course sections. See Appendix C.</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. Baseline faculty and student survey results are available in Appendix D and Appendix E, respectively.</p> <p>EDGE Experience-embedded pretest and posttest that measure student Netiquette skills. Available May 2015.</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. Baseline faculty and student survey results are available in Appendix D and Appendix E, respectively.</p> <p>Administer pre- and post- self-efficacy inventory. Available May 2015.</p> <p>Withdrawal and success rates for online, hybrid, and web-assisted courses. See Appendix F.</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 Training	Training held 12/15/2014 - 6 Tech Support Staff and 3 LMS Support Staff
EDGe Climate Survey Response Rates	Fall 2014 Surveys (Faculty - 44.8%; Student - 9.1%)
Student Withdrawal Survey Results and Response Rates	Completed for Fall 2014 Withdrawing Students - 31% Response Rate
Faculty Quality Matters Trainings	2 personnel completed "QM Rubric Workshop" (April 2014), "QM Peer Reviewer Course" (May 2014), and "Face-to-Face Facilitator Certification" (August 2014); 25 FT faculty completed QM Rubric Workshop (May, 2014 - February, 2015); and 2 FT faculty completed "Peer Reviewer Course" (August 2014).
Stanly Community College Online Instructor Certification Program	As of March, 2015, 8 adjunct instructors completed the training.
Course Peer Review and Redesign	19 courses completed from Spring, 2014 to Fall, 2014; 22 courses were redesigned from Summer 2014 to Spring 2015
SSP Coach Remediation Path Trainings	Training held 2/19/2015 - 6 SSP Coaches, 5 Tutors, and 2 SSC Staff - EDGe Review and SSP Early Alert process.
Student Success Center Staff Trainings	
DB Post Reviewer	Training held 9/22/2014; Baseline reviews completed early October 2014
Faculty Advisor Training in EDGe-Related Early Alert	Training held 1/7/2015 - 98% of advisors in attendance

Table 4 – Process Data.

Lessons Learned:

Now in its first term of implementation, the EDGe has provided multiple learning experiences for Stanly Community College faculty, staff, and students. These are described below.

1. Perhaps the most revealing information came from the SACSCOC Onsite Review Committee. While the members of this team gave the EDGe high marks overall, it was repeatedly suggested that we streamline our assessment processes. Essentially, we learned that our initial plan involved more work than necessary to accomplish our goals and student learning outcomes. We have revised the assessment plan accordingly.

2. Our pilot test of the EDGe Experience in Fall of 2014 provided valuable feedback for needed revisions of the course. In addition, the newly hired QEP Co-Director was able to create a remediation tool, called the EDGe Review with respect to student and staff suggestions from the pilot test.
3. When gathering baseline data for the Student Help Desk Ticket count for Goal and Student Learning Outcome #1, we learned that our existing help desk software did not possess adequate reporting features. Fortunately, SCC was able to purchase a new software system, so that data could be efficiently collected and analyzed as planned.

Appendix A

Revised Organizational Structure – March 2015

At the request of the SACSCOC On-site Review Committee, the Stanly Community College personnel plan for creating, implementing, and assessing the QEP has been revised. This report reflects the needed revisions.

SACSCOC Leadership Team

Members of the SACSCOC Leadership Team, led by the college President, include the Executive Vice President (EVP) of Educational Services, Vice President (VP) of Administrative Services/Chief Financial Officer, VP of Organizational Growth, Development, and Effectiveness, Associate VP of the School of Transfer/SACS Liaison, and the Director of Institutional Research and Planning/QEP Co-Director. This group not only provides administrative oversight to QEP plans but also serves as key contributors to the direction of the QEP. Leadership Team members, most of whom serve in senior level administrative capacities at the institution, are instrumental in ensuring that the necessary processes and resources are in place for college-wide implementation. Figure 1 shows the organizational arrangement of this group.

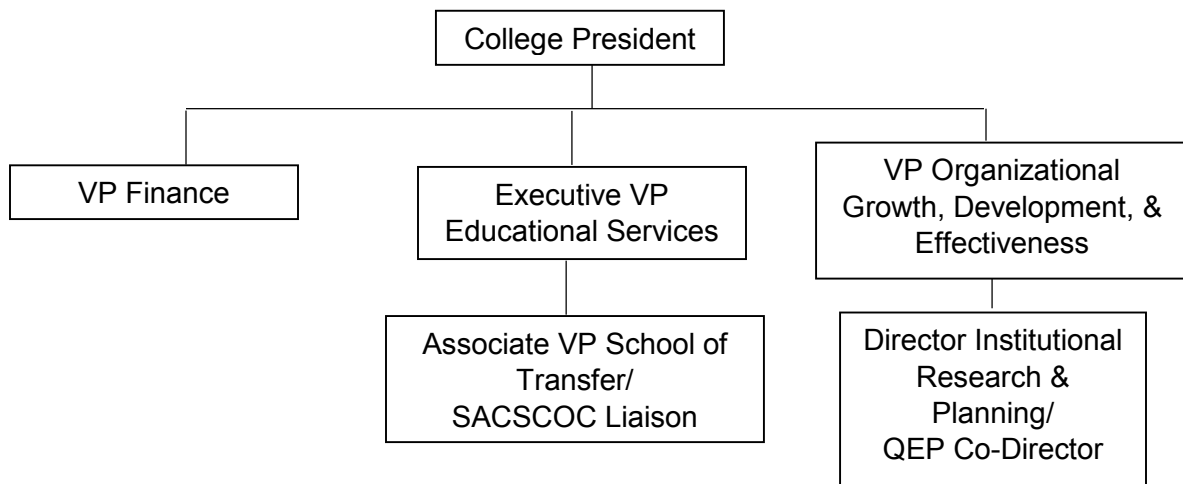


Figure 1. SACSCOC Leadership Team.

QEP Core Team

The QEP Core Team, appointed by the SACSCOC Leadership Team, is composed of

the VP of Organizational Growth, Development, and Effectiveness, eLearning Activities Coordinator, Associate Dean of University Transfer and General Education, Program Head of University Transfer, and Director of Institutional Research and Planning, who also serves as a Co-Director for the QEP. See Figure 2. This group has taken on the bulk of the responsibility for gathering and analyzing college stakeholder feedback, finalizing QEP goals and student learning outcomes, developing the format and topical information to be included in the EDGE Experience, and designing an assessment plan that includes formative and summative evaluation schemes. Along with formulating the QEP, the Core Team has also outlined a strategy for communicating the QEP to SACSCOC, the Board of Trustees, students, faculty and staff, and the community.

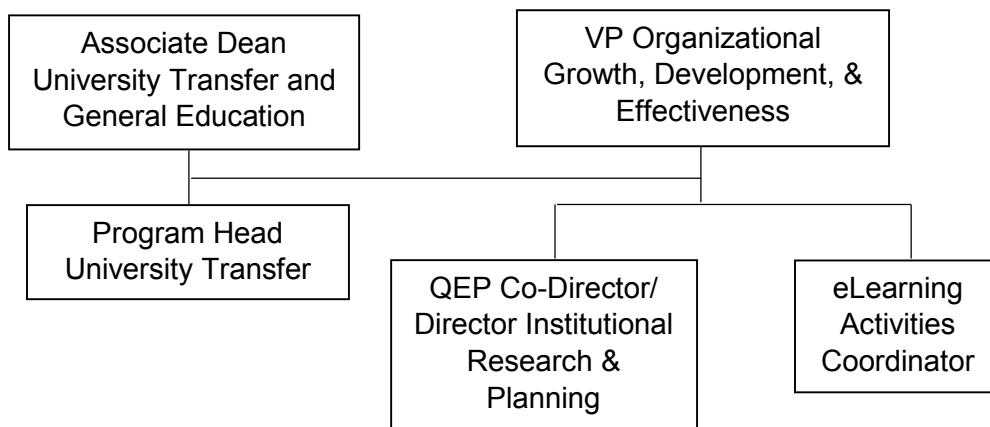


Figure 2. QEP Core Team.

EDGE Implementation and Assessment Team

In Fall 2014, the duties of the QEP Core Team will diminish, and the EDGE Implementation and Assessment Team will shoulder the day-to-day responsibilities of EDGE operation and evaluation. Members of this team are shown in Figure 3. They are the two QEP Co-Directors, the eLearning Activities Coordinator, the Associate VP of University Transfer/SACSCOC Liaison, the Associate VP of Student Services/Dean of Students, and the Associate Dean of University Transfer and General Education. Led by the two QEP Co-Directors, this team will meet monthly and focus on three primary objectives:

- 1) to ensure that all steps required for each intervention are accomplished,
- 2) to ensure that all processes necessary to complete assessment plans are in place, and
- 3) to communicate EDGe activities and assessment results to students, employees, and community stakeholders.

Quarterly reporting of EDGe assessment results on the SCC QEP webpage, and annual reporting through local media outlets and SCC Spring Convocation presentations, will serve to keep all constituents engaged in the EDGe and its progress.

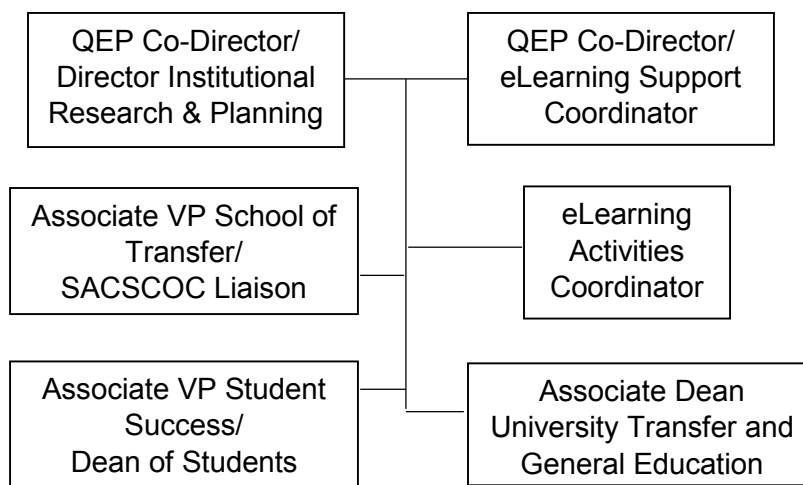


Figure 3. QEP Implementation and Assessment Team.

The Director of Institutional Research and Planning will serve as one of the two QEP Co-Directors. Her specific duties include:

- Coordinating college staff and faculty in the completion of QEP-related tasks
- Ensuring adherence to project budget
- Writing reports and making presentations related to QEP progress
- Collecting and analyzing data with regards to QEP assessment strategies
- Coordinating any necessary modifications of the Quality Enhancement Plan
- Leading the Implementation and Assessment Team

SCC's new eLearning Support Coordinator will serve as the second QEP Co-Director, and will be responsible for the student interface components of the QEP. The eLearning

Support Coordinator will carry out the following QEP related tasks when hired in October 2014:

- Primary instructional duties within the EDGe Experience
- Maintenance of records of EDGe Experience completions and assistance with data collection
- Revision of the EDGe Experience based on student, faculty, staff, and Implementation and Assessment Team Feedback
- Coordination of student services in relation to the EDGe (Early Alert, Student Success Center, Remediation Pathways, Help Desk Support)
- Interface of EDGe-related events between students, faculty, eLearning Staff, and Counselors/Coaches/Retention Specialists

College Staff and Faculty

To carry out all the steps of the QEP effectively, the expertise of personnel from various departments is necessary. SACSCOC Leadership and QEP Team members, SCC Faculty, Student Success Center Staff, Student Success Plan Coaches and Retention Specialists, Help Desk Technicians, and First Year Experience Staff, will work together to implement the QEP.

A summary of respective duties for these personnel follows:

- The First Year Experience staff will introduce new students to the EDGe Experience following the College's New Student Orientation and inform them of the logistics of the EDGe Experience completion.
- ACA Instructors will inform new students of the need to complete the EDGe Experience within the first two weeks of class. These instructors will also reinforce key components of the EDGe within the ACA curriculum.
- Faculty members will be trained in the SCC Netiquette Rule, so that they can reinforce its principles in their courses. Faculty will also be responsible for identifying students who need additional training for success in the eLearning environment. Faculty will generate referrals, as needed.
- Student Success Plan Coaches and Retention Specialists will counsel students who continue to struggle with technological skills and netiquette issues. They will also make referrals regarding technological skill remediation, as needed.
- Student Success Center staff will serve as one-on-one remediation specialists for students who need additional eLearning skills training.

- Help Desk technicians will assist students with technology support and will collect data regarding QEP-related student issues.

Organizational Structure Summary

The Stanly Community College QEP is a collaborative effort of personnel from a myriad of college departments and divisions. Broad-based involvement in the implementation and assessment of EDGe interventions is evidenced by the interdepartmental collaboration shown in Figure 2. Each contributor brings a vital and specific skill set to the project. The QEP Co-Directors and the EDGe Implementation and Assessment Team will direct the EDGe-related implementation, assessment, and continuous improvement activities of all personnel, ensuring continuity of effort throughout the college. It is important to note that students are not an afterthought in this organizational structure. SCC fully encourages and expects students and other stakeholders in our learning environment to provide useful feedback for the purposes of continuous improvement. Success of this QEP will reflect the dedicated effort of all partners – students, staff, faculty, administration, and Trustees.

Appendix B

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

Ticket Category	Count	Percentage of Student Tickets	Per 1,000 Curriculum Students**
Can't Access Course Content	15	2.6%	6
Can't Find Something in Moodle	5	0.9%	2
Login Issue	335	59%	133
Moodle Course Missing	47	8.3%	19
Non-Technical/ Non-Moodle	42	7.4%	17
Other Technical	53	9.3%	21
Problem Submitting Work in Moodle	9	1.6%	4
Web Browser	5	0.9%	2
Non-QEP	64	11.1%	25
Total Student Tix	575	100%	228

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

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

Appendix C

Course Evaluation Report – 2014 Spring to March 31, 2015

eLearning Courses	Mean Score of Response*			
Evaluation Question	Spring 2014	Summer 2014	Fall 2014	Spring 2015 (to 3/31/15)
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	4.57
This eLearning course included opportunities for me to communicate and interact with my classmates.	4.33	4.27	4.36	4.45
If given the opportunity, I would recommend this eLearning course to a friend.	4.41	4.39	4.39	4.49

*Response choices and point value were as follows:

Strongly Agree = 5

Agree = 4

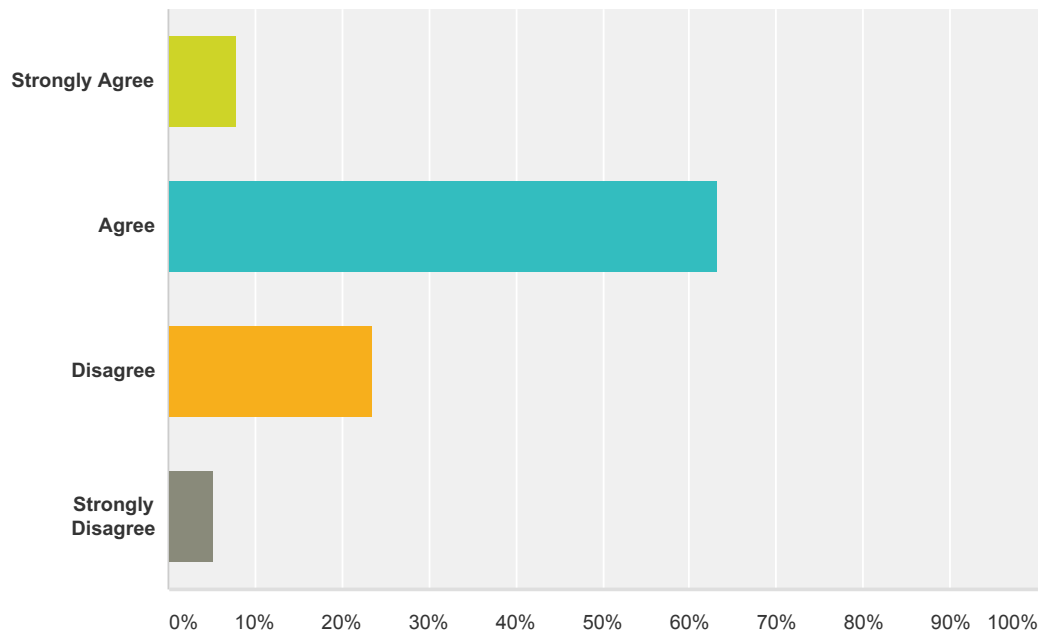
Neither Agree nor Disagree = 3

Disagree = 2

Strongly Disagree = 1

Q1 Students are mindful of privacy and security matters at all times.

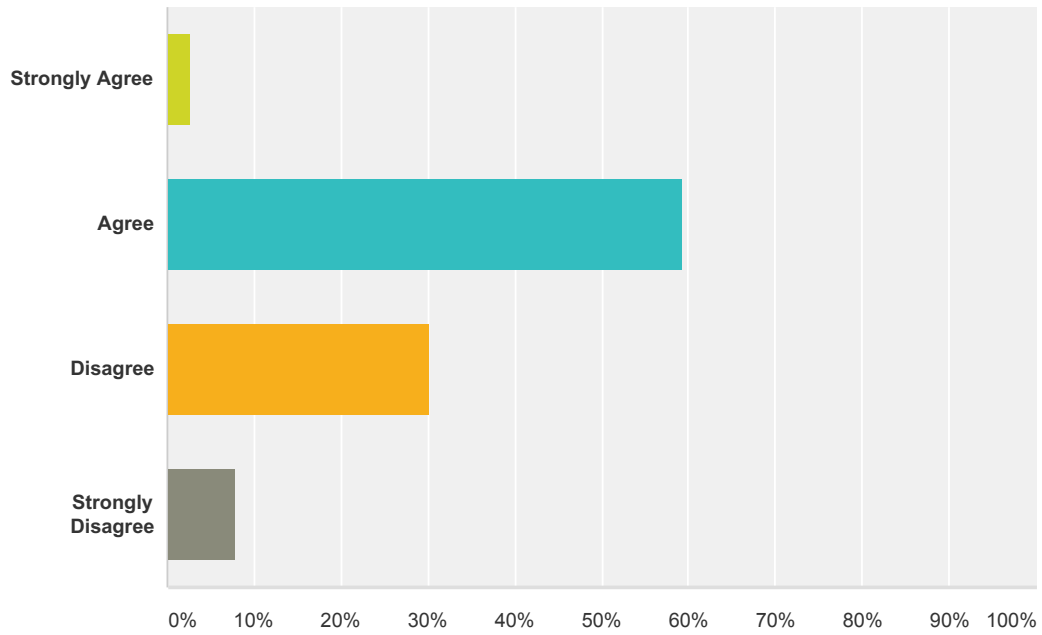
Answered: 76 Skipped: 1



Answer Choices	Responses	
Strongly Agree	7.89%	6
Agree	63.16%	48
Disagree	23.68%	18
Strongly Disagree	5.26%	4
Total		76

Q2 Students are mindful of how their messages are received by the reader.

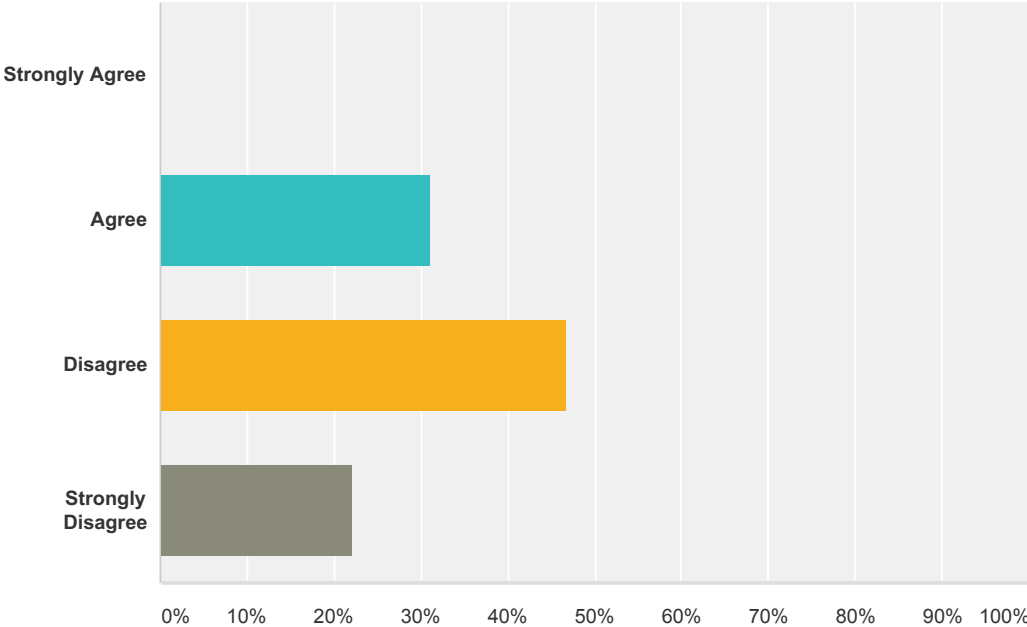
Answered: 76 Skipped: 1



Answer Choices	Responses	
Strongly Agree	2.63%	2
Agree	59.21%	45
Disagree	30.26%	23
Strongly Disagree	7.89%	6
Total		76

Q3 Students are mindful of grammar, sentence structure, spelling, and language usage.

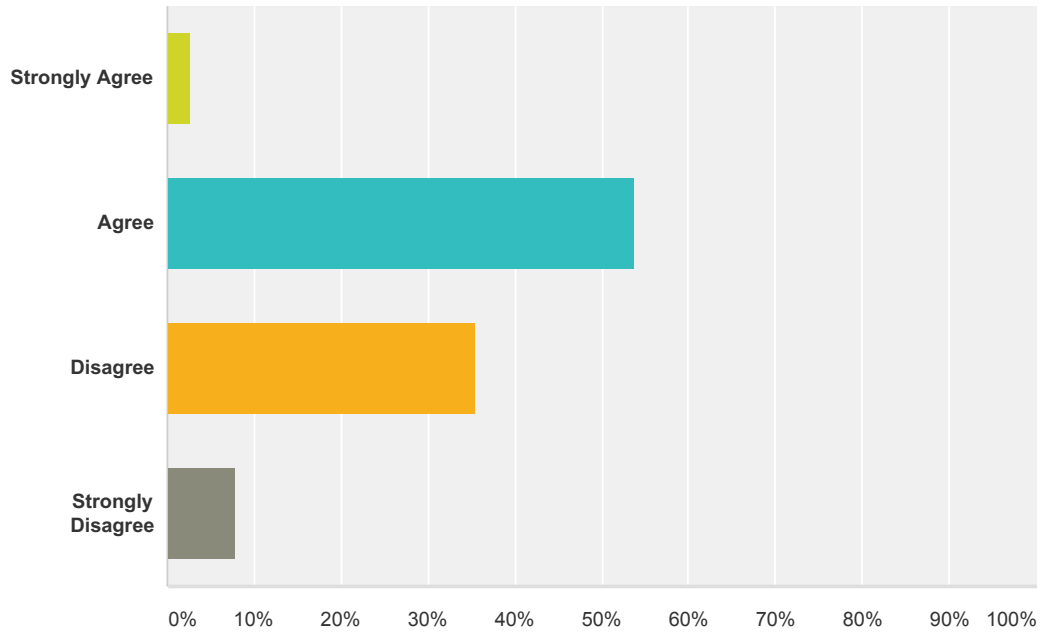
Answered: 77 Skipped: 0



Answer Choices	Responses
Strongly Agree	0.00% 0
Agree	31.17% 24
Disagree	46.75% 36
Strongly Disagree	22.08% 17
Total	77

Q4 Students pay careful attention to the intent of discussion board prompts and email messages, as evidenced by their appropriate responses.

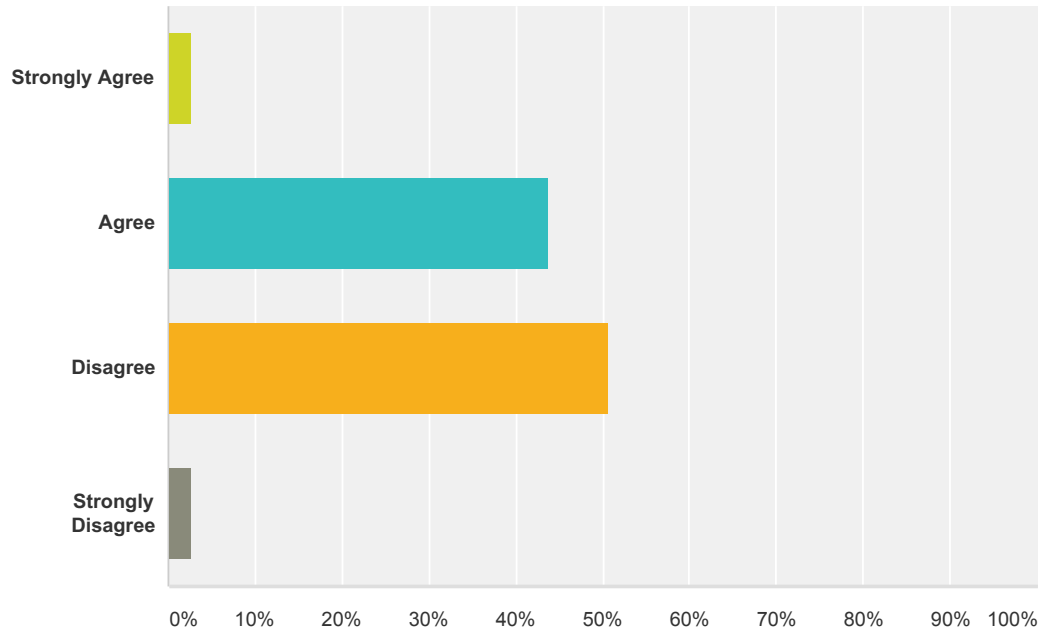
Answered: 76 Skipped: 1



Answer Choices	Responses
Strongly Agree	2.63% 2
Agree	53.95% 41
Disagree	35.53% 27
Strongly Disagree	7.89% 6
Total	76

Q5 When quoting or paraphrasing from another source, students give credit to the original author by citing the author's name and source of the idea.

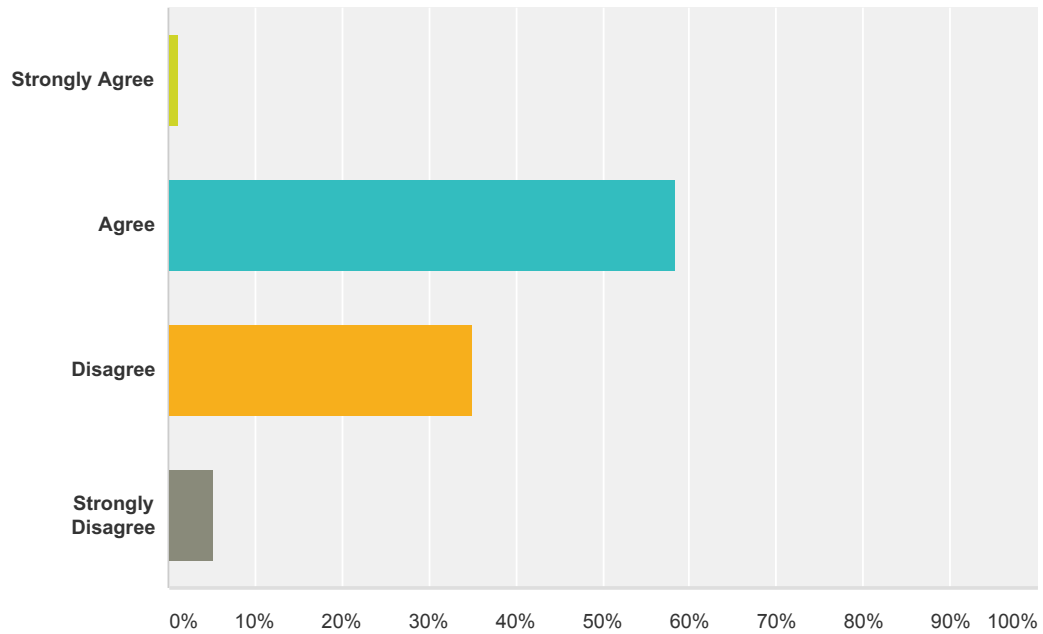
Answered: 73 Skipped: 4



Answer Choices	Responses
Strongly Agree	2.74% 2
Agree	43.84% 32
Disagree	50.68% 37
Strongly Disagree	2.74% 2
Total	73

Q6 Students can manage pop-ups, clear their cache, and download new software when necessary.

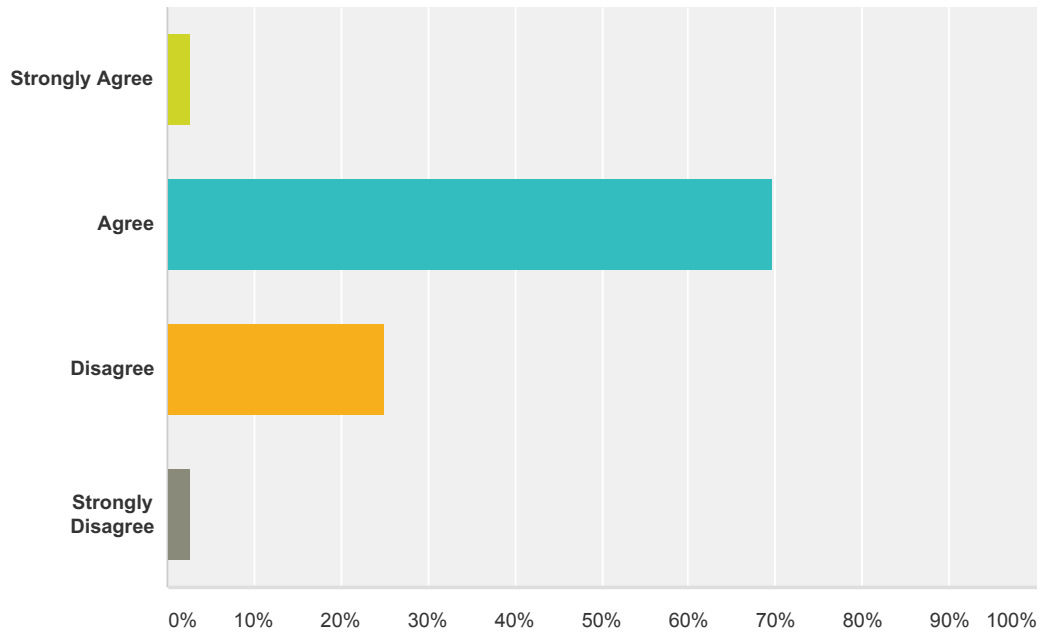
Answered: 77 Skipped: 0



Answer Choices	Responses
Strongly Agree	1.30% 1
Agree	58.44% 45
Disagree	35.06% 27
Strongly Disagree	5.19% 4
Total	77

Q7 Students are proficient in the use of word processing and spreadsheet software.

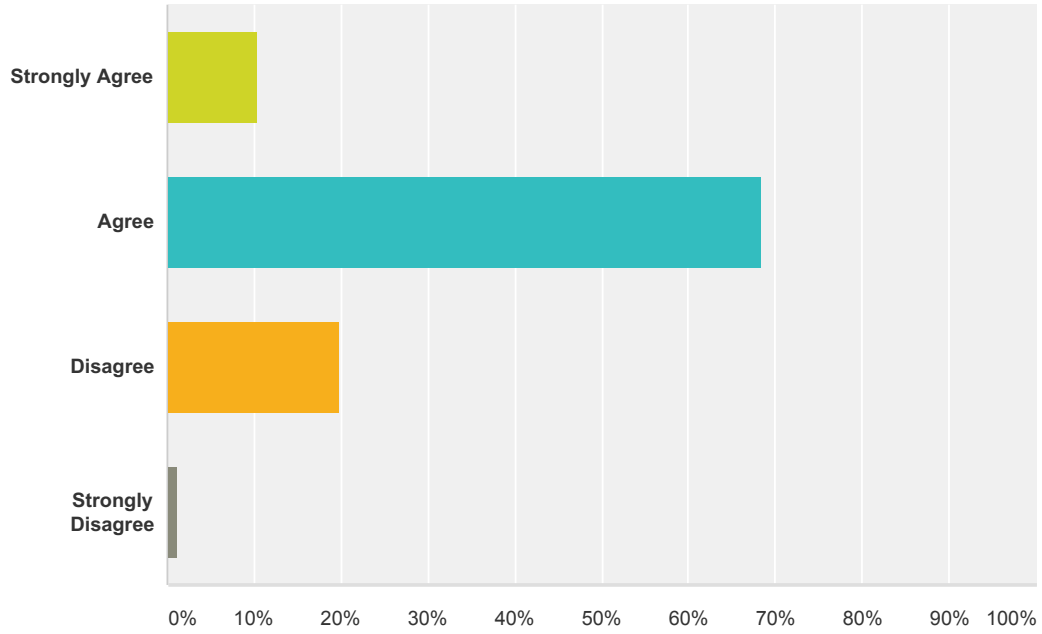
Answered: 76 Skipped: 1



Answer Choices	Responses
Strongly Agree	2.63% 2
Agree	69.74% 53
Disagree	25.00% 19
Strongly Disagree	2.63% 2
Total	76

Q8 Students know how to upload assignments, use jmail, and find their grades in Moodle.

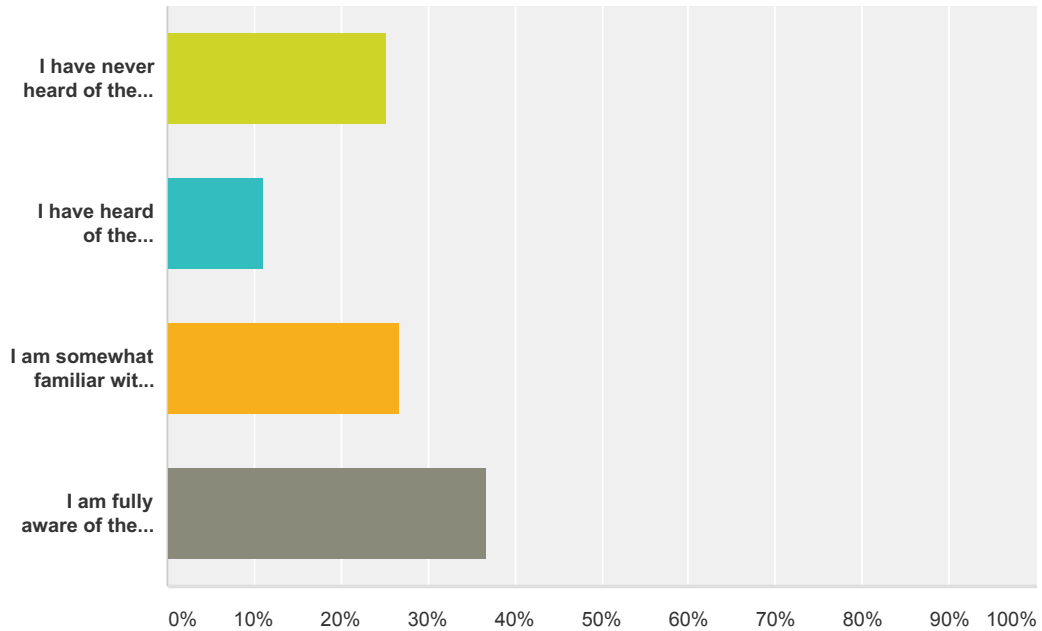
Answered: 76 Skipped: 1



Answer Choices	Responses	
Strongly Agree	10.53%	8
Agree	68.42%	52
Disagree	19.74%	15
Strongly Disagree	1.32%	1
Total		76

Q1 Which of the following statements best describes your level of knowledge about the Stanly Community College Netiquette Rule?

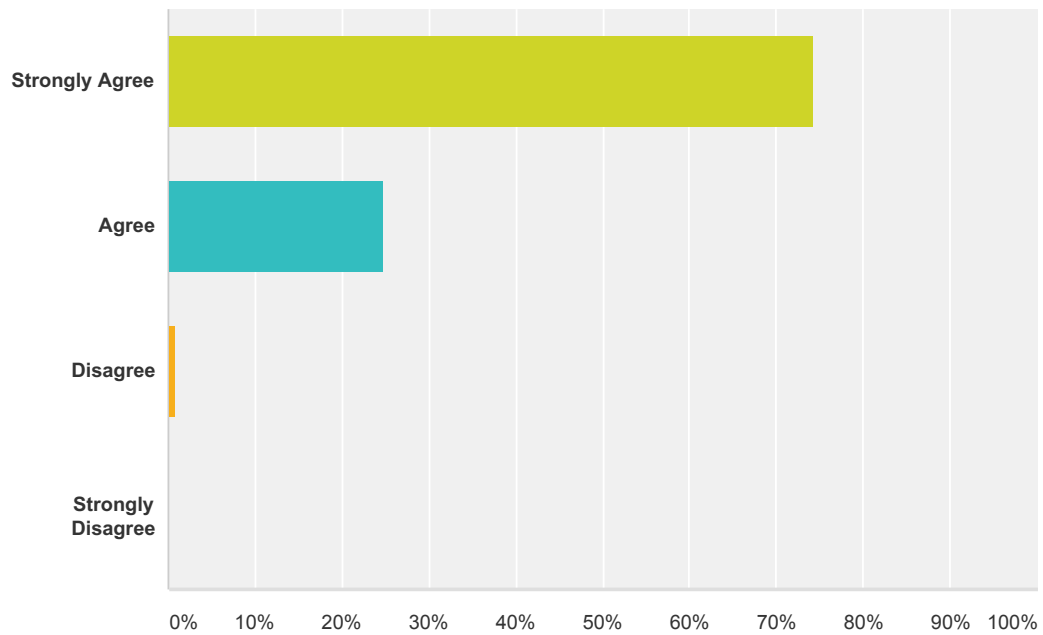
Answered: 261 Skipped: 1



Answer Choices	Responses
I have never heard of the Netiquette Rule.	25.29% 66
I have heard of the Netiquette Rule, but I do not know what it is.	11.11% 29
I am somewhat familiar with the contents of the Netiquette Rule.	26.82% 70
I am fully aware of the contents of the Netiquette Rule.	36.78% 96
Total	261

Q2 I am mindful of privacy and security matters at all times.

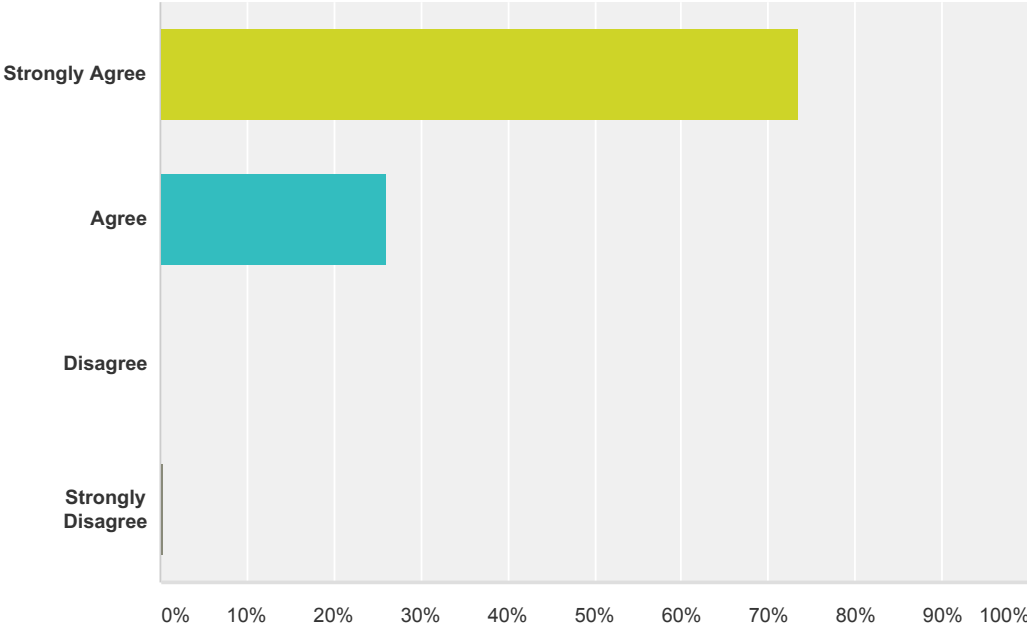
Answered: 253 Skipped: 9



Answer Choices	Responses	
Strongly Agree	74.31%	188
Agree	24.90%	63
Disagree	0.79%	2
Strongly Disagree	0.00%	0
Total		253

Q3 I am mindful of how my message will be received by the reader.

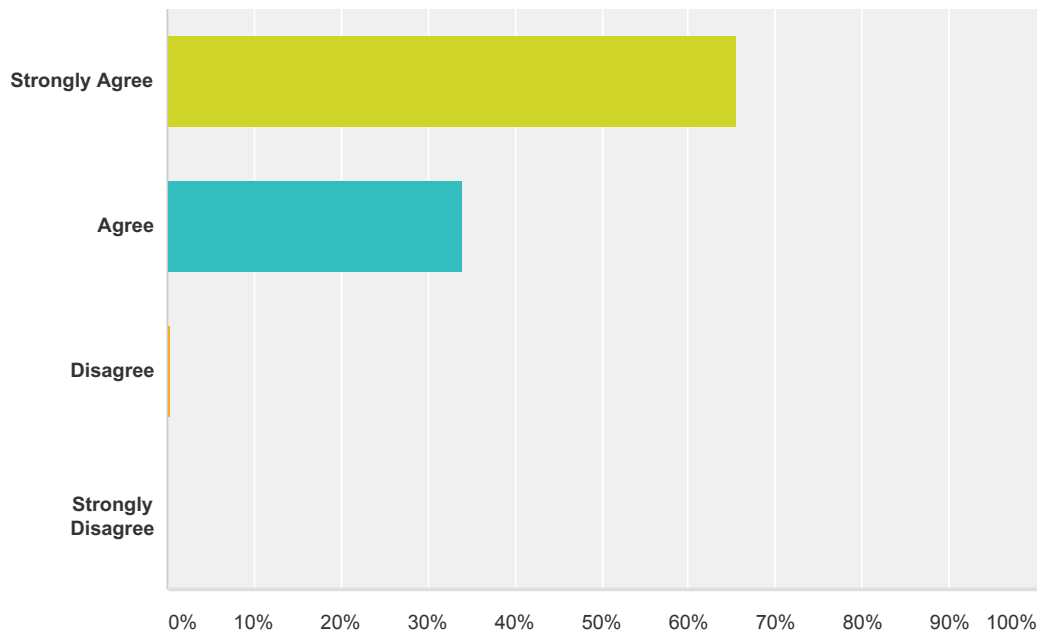
Answered: 252 Skipped: 10



Answer Choices	Responses	
Strongly Agree	73.41%	185
Agree	26.19%	66
Disagree	0.00%	0
Strongly Disagree	0.40%	1
Total		252

Q4 I am mindful of grammar, sentence structure, spelling, and language usage.

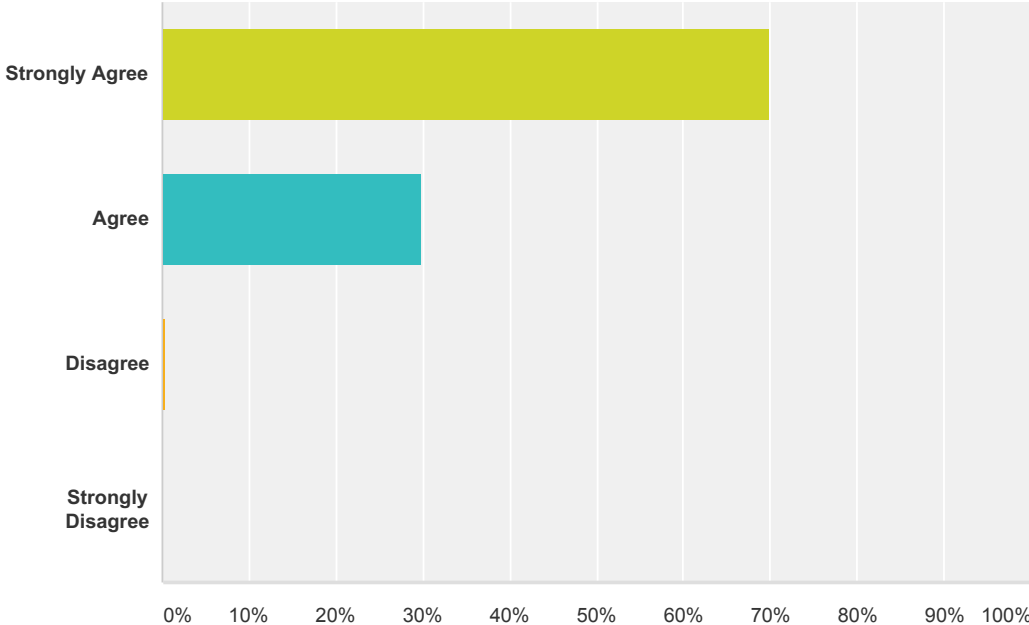
Answered: 252 Skipped: 10



Answer Choices	Responses	Count
Strongly Agree	65.48%	165
Agree	34.13%	86
Disagree	0.40%	1
Strongly Disagree	0.00%	0
Total		252

Q5 I pay careful attention to the intent of the discussion board prompts and email messages to ensure I that respond appropriately.

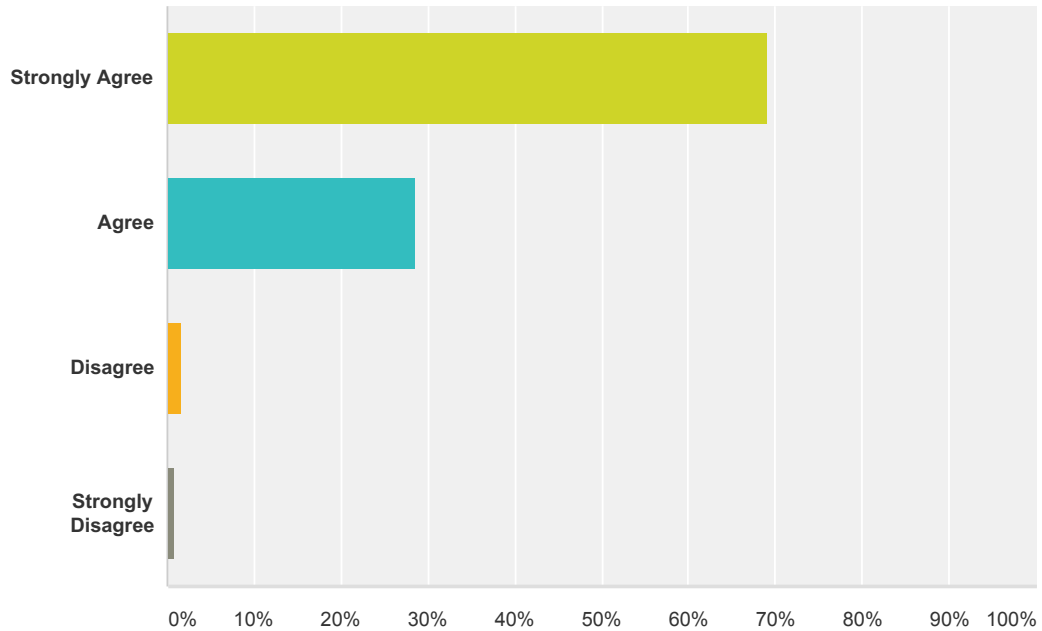
Answered: 252 Skipped: 10



Answer Choices	Responses	
Strongly Agree	69.84%	176
Agree	29.76%	75
Disagree	0.40%	1
Strongly Disagree	0.00%	0
Total		252

Q6 When quoting or paraphrasing from another source, I routinely give credit to the original author by citing the author's name and source of the idea.

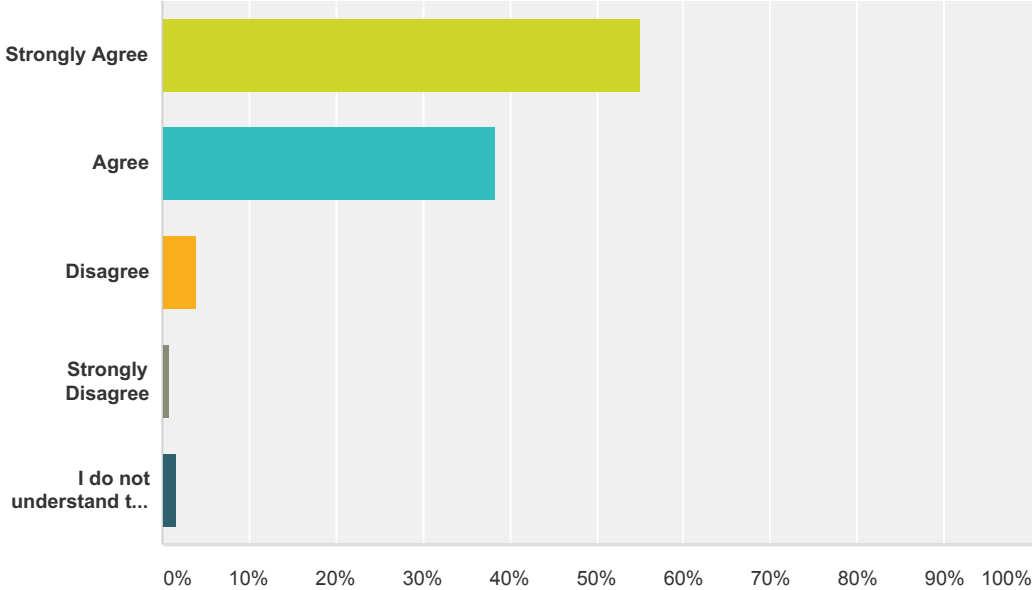
Answered: 252 Skipped: 10



Answer Choices	Responses	Count
Strongly Agree	69.05%	174
Agree	28.57%	72
Disagree	1.59%	4
Strongly Disagree	0.79%	2
Total		252

Q7 I can manage pop-ups, clear my cache, and download new software when necessary.

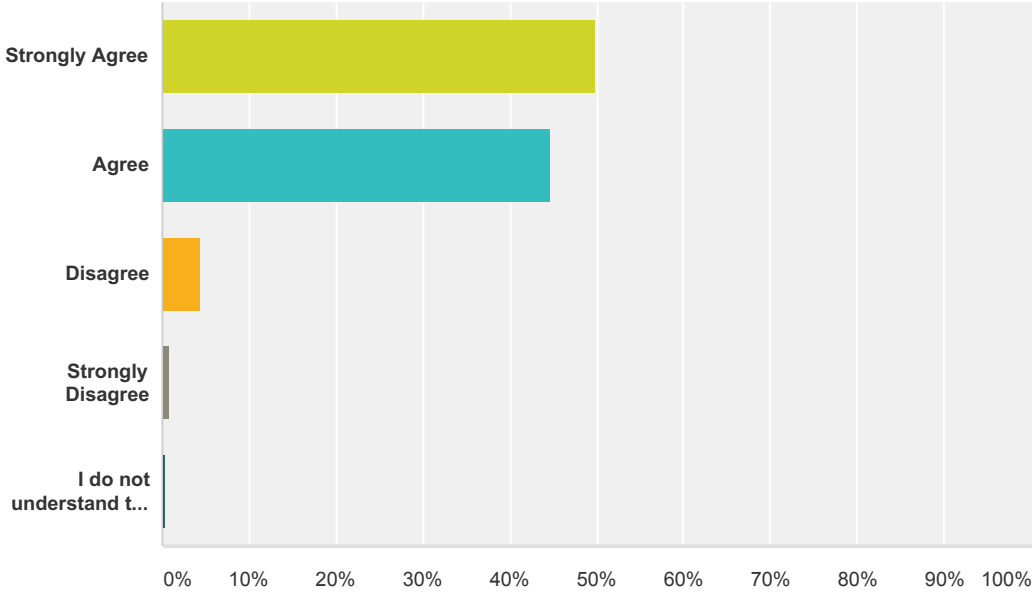
Answered: 250 Skipped: 12



Answer Choices	Responses
Strongly Agree	55.20% 138
Agree	38.40% 96
Disagree	4.00% 10
Strongly Disagree	0.80% 2
I do not understand the question.	1.60% 4
Total	250

Q8 I am proficient in the use of word processing and spreadsheet software.

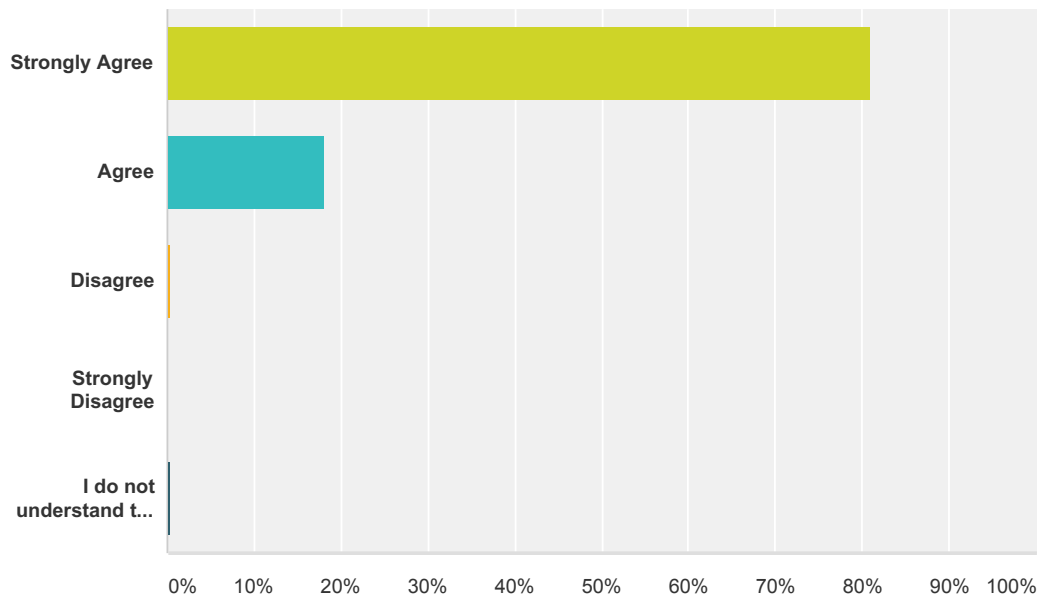
Answered: 251 Skipped: 11



Answer Choices	Responses
Strongly Agree	49.80% 125
Agree	44.62% 112
Disagree	4.38% 11
Strongly Disagree	0.80% 2
I do not understand the question.	0.40% 1
Total	251

Q9 I know how to upload assignments, use jmail, and find my grades in Moodle.

Answered: 252 Skipped: 10



Answer Choices	Responses	Count
Strongly Agree	80.95%	204
Agree	18.25%	46
Disagree	0.40%	1
Strongly Disagree	0.00%	0
I do not understand the question.	0.40%	1
Total		252

Appendix F

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	Available June 2015	Available June 2015

*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.