



## A Commitment to Improving eLearning

Stanly Community College



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# Why the EDGe?

## A. Inquiry

- Carousel Sessions
- Focus Groups
- Surveys
- Data Review



## B. Analysis

- Systematic Review of all information
- Narrowing of topic options

## C. Decision Time

- Rationale: Quantitative and Qualitative data pointed to student needs as it related to technological readiness for the digital learning environment and communication skills needed to navigate the digital age.



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# Why the EDGe?

## Aligns with College Mission

Stanly Community College offers a learning-centered environment that encourages student access and completion, fosters partnerships, enables life-long learning, and enhances the economic, social and cultural life of the community.

The College is committed to:

- Encouraging diversity and mutual respect that promotes excellence and a free exchange of ideas;
- Providing quality programs and instruction, through traditional and electronically delivered formats, to prepare students for a competitive, global marketplace and an evolving work force;
- Providing the foundation for students to successfully transfer to universities and pursue other educational goals;
- Providing a productive level of technological expertise;
- Supporting the economic growth and development of the community.



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# Goals and Learning Outcomes

A. Goals = Objectives for change as a College as a result of the QEP

As the QEP progresses, the College will...

B. Student Learning Outcomes = Objectives for student learning, growth and improvement

At the completion of the QEP interventions, the student will be able to ...



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# Goal & Learning Outcome 1

Goal		Student Learning Outcome	
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.



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# Goal & Learning Outcome 2

Goal		Student Learning Outcome	
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.



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# Goal & Learning Outcome 3

Goal		Student Learning Outcome	
3	Increase <b>students' self-efficacy</b> regarding the characteristics needed to be successful eLearners.	3	Apply the <b>characteristics needed</b> to be a successful eLearner.



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# Goals & Learning Outcomes

	Goal		Student Learning Outcome	
<b>Tech Skill</b>	<b>1</b>	Reduce the barriers that students encounter when their <b>technological knowledge and skill sets</b> are not adequate to successfully navigate the eLearning environment.	<b>1</b>	Demonstrate mastery of the <b>technological skill sets</b> necessary to function in the eLearning environment.
<b>Communication &amp; Netiquette Skill</b>	<b>2</b>	Prepare students with the capability to <b>follow direction, interact, and communicate effectively</b> in the eLearning environment.	<b>2</b>	Demonstrate mastery of commonly accepted <b>standards (netiquette) of communication</b> in the eLearning environment.
<b>Self-Efficacy</b>	<b>3</b>	Increase <b>students' self-efficacy</b> regarding the characteristics needed to be successful eLearners.	<b>3</b>	Apply the <b>characteristics needed</b> to be a successful eLearner.



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# Interventions

<p><b>1</b> Technological Skill</p>	<p><b>EDGe Experience</b> <b>ACA 111/ACA 122 Technological Skill</b> <b>Reinforcement</b> Quality Matters Training; Course Peer Review; and Moodle Standardization</p>
<p><b>2</b> Communication &amp; Netiquette Skill</p>	<p><b>EDGe Experience</b> <b>Netiquette Rule Reinforcement</b> <b>Remediation Pathway</b> for Netiquette</p>
<p><b>3</b> Self-Efficacy</p>	<p><b>EDGe Experience</b> <b>Remediation Pathway</b> for Technological Skills</p>



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# Assessment:

## Goal 1 & SLO 1

- Student HelpDesk tickets for technology skills issues
  - End-of-course student evaluation questions related to eLearning course quality
- EDGe Experience-embedded pretests and posttests that measure student technological skills

(Technological Skill)



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# Assessment: Goal 2 & SLO 2

- QEP Climate Survey to faculty and students
- Student discussion board forum posts scored against a netiquette standards rubric

**(Communication & Netiquette Skill)**



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# Assessment:

## Goal 3 & SLO 3

- Self-efficacy inventory administered before and after student completion of the EDGe Experience
- QEP Climate Survey to faculty and students
- Withdrawal and success rates for online, hybrid, and web-assisted courses

(Student Self-Efficacy)



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# Process Tracking & Assessment

- Logs of training sessions & courses reviewed
- Records of response rates for QEP Climate Surveys and end-of-course evaluations
- Responses from student withdrawal surveys
- Records of discussion board post reviewer training and inter-rater reliability exercises.



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# Institutional Capacity

## Data Informed Continuous Improvement for Student Success

- Achieving the Dream
- Completion by Design
- Title III Grant:
  - Next Generation College Education – Meeting the Students Where They Are

## Expertise

- QEP Committee memberships shifted as phases changed
- QEP Co-Directors
- Experienced eLearning faculty and staff
- Assessment and Project Management mindset



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# Institutional Capacity

## Resources

- State Funds – new and reallocated
- Institutional Funds
- Title III Grant Funds

Five Year Total - \$360,105.00

## Budget Categories

- Personnel
- Travel
- Marketing
- Professional Development
- Contractual
- Miscellaneous



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# Conclusion

“Change is the end result of all true learning.”

– Leo Buscaglia



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