



Making
CONNECTIONS



CISCO COLLEGE QEP



Year 3 Progress Report
2021-2022



QEP Overview

Cisco College's Quality Enhancement Plan (QEP), Making Connections, focuses on student success, a value at the core of the College's Mission and Vision 2023 Strategic Plan. The QEP is designed to improve the student experience in online courses by connecting students to support resources and connecting faculty to professional development. The College has identified two goals that will be fulfilled through four actions; the actions were chosen to achieve two specific student success results, as illustrated above. Read the full executive summary of Making Connections on the QEP [webpage](#).

Year 3 Report Introduction

The third year of Cisco's QEP maintained progress with original actions and the pivots made in Years 1 and 2. QEP personnel expanded the availability and quality of resources to assist students with getting started and completing their online courses. Additionally, the College's professional development program was refined and moved closer to sustainability. This report provides a status update and briefly describes connections made, adaptations, assessment data, and next steps for each action.

ACTION 1



The QEP Committee will coordinate the creation of at least 10 videos designed for online students featuring orientation and introductions to Canvas, the Canvas mobile app, online course readiness, online course design, online tutoring, and student support services available to online students.

STATUS OVERVIEW

In-Progress

QEP personnel maintained the pivot from college videos created with Doodly to self-paced, interactive resources and instructor-created videos in response to the increased demand for distance education courses.

CONNECTIONS MADE

Progress Benchmarks

- Original benchmark of five new college videos was replaced with two self-paced, interactive online resources:
 - Student Canvas Orientation in August 2021
 - New Student Orientation by Go2Knowledge in December 2021
- Additional instructor videos created with VidGrid

Assessment of Effectiveness

- Student Canvas Orientation
 - 462 students enrolled between August 2021 and May 2022
 - 352 students (76%) completed the orientation and scored 70% or higher on the knowledge check
- New Student Orientation
 - 196 students enrolled between December 2021 and May 2022
 - 91 Abilene
 - 45 Cisco
 - 11 Dual Credit
 - 49 Online Only

CONNECTIONS MADE (CONTINUED)

Assessment of Effectiveness (continued)

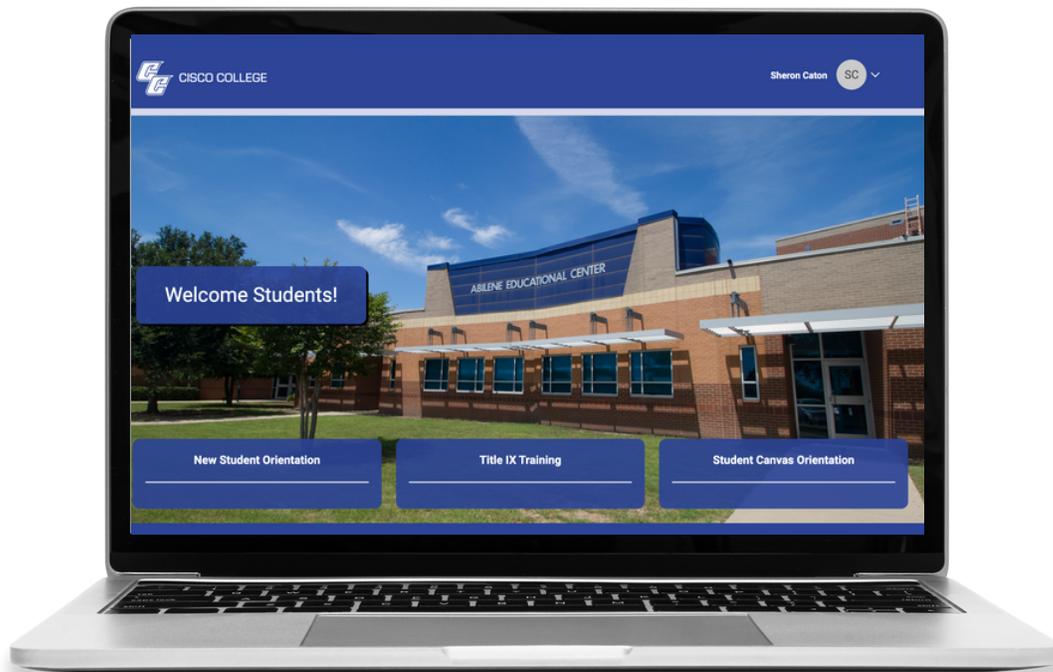
- 59 students completed the orientation
 - 54 students (92%) agreed/ strongly agreed with the survey question: “The information I received from this online orientation was valuable to me as a new student.”
- Instructor-created VidGrid videos
 - 37 Instructors created 815 videos between August 2021 and May 2022
 - 12,957 student views
 - Students provided over 450 comments in praise of videos and asked for additional ones in Fall 2021 and Spring 2022 course evaluations

ADAPTATIONS & NOTES

- Maintaining the pivots from college videos to self-paced, interactive resources and instructor-created videos offered students more extensive preparation for online learning.
 - Students enrolled in the Canvas Orientation practiced features such as navigating modules, taking quizzes, posting in discussion forums, and submitting assignments before participating in their credit courses.
 - The New Student Orientation introduced students to the college, including resources and support services.
 - The instructor-created videos welcomed students, explained course navigation, and provided getting-started steps.
 - The New Student Orientation is primarily an interactive resource but also aligns with the original components of Action 1.
 - It incorporates videos on topics such as choosing a major, paying for college, placement tests, registering for classes, tips for starting a semester, academic integrity, and campus safety.
 - The New Student Orientation includes a section on “Student Success” rather than a separate module on time management (see Years 1 and 2 Progress Report, New Steps for Action 1).
 - The new section reviews support services and offers success tips related to time management, avoiding procrastination, creating a studying plan, etc.
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NEXT STEPS

- Review the Student Canvas Orientation for information and link accuracy.
- Add an optional survey to the Student Canvas Orientation to identify opportunities for improvement.
- Research available analytics for the New Student Orientation platform and identify data to improve the orientation.
- Solicit feedback on the New Student Orientation for continued accuracy and improvements.



Screenshot of the homepage for the New Student Orientation

ACTION 2



The College will incrementally increase the number of online tutoring hours available and publicize the support service to meet defined usage and satisfaction goals, targeting students in key courses to increase success rates.

STATUS OVERVIEW

In-Progress

The College maintained its partnership with Upswing for online tutoring and consistently marketed this service across multiple platforms.

CONNECTIONS MADE

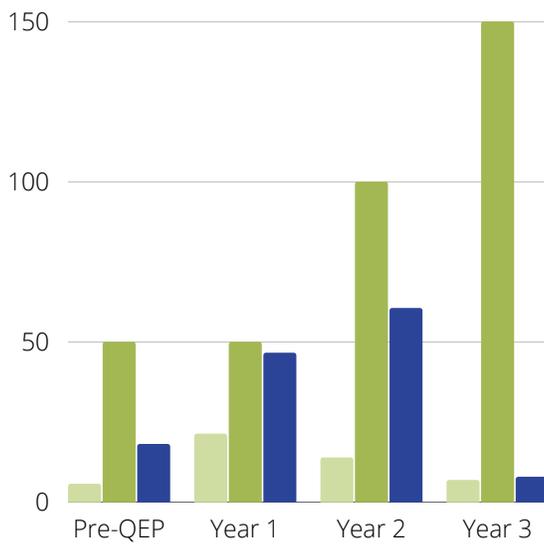
Progress Benchmarks

- Year 3 strived for 150 hours used by 100 unduplicated students
 - Results were 7 hours used by 8 unduplicated students
- Data for all student sessions was also tracked
 - Results were 8 hours used over 10 sessions

Assessment of Effectiveness

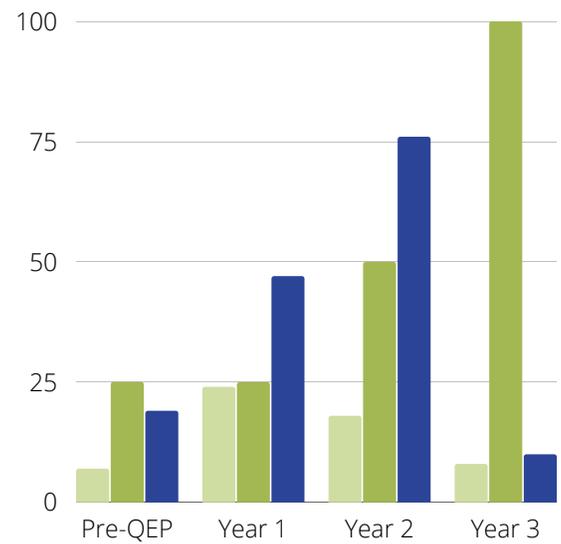
- Changes from Year 2 to Year 3
 - Unduplicated students
 - Completed tutoring sessions decreased 56%
 - Hours used decreased 50%
 - All students
 - Completed tutoring sessions decreased 87%
 - Hours used decreased 87%
- 100% of students who reviewed their tutors in Year 3 reported a high level of satisfaction
 - Average tutor rating 5/5
- 67% of online students who completed a tutoring session were successful, achieving a "C" or higher
 - Lower than the 83% success rate for all online students
- 0% of online students who completed a tutoring session withdrew
 - Lower than the 6% withdrawal rate for all online students

Hours Used*



light green = unduplicated students only
 dark green = benchmarks for unduplicated students
 blue = all students

Sessions*



*Data includes Fall and Spring semesters only

ADAPTATIONS & NOTES

- Upswing representatives could not visit the College after Spring 2020 because of COVID-19, limiting the ability to showcase Upswing to faculty and offer in-person marketing to students.
- QEP personnel maintained the same marketing strategies but expanded the frequency:
 - Upswing sent 7 Ana text messages that emphasized tutoring.
 - Upswing sent 6 emails about success and holistic support to students' Cisco Gmail accounts.
 - Cisco posted 3 Canvas Global Announcements about Upswing.
 - Cisco placed flyers on the Cisco and Abilene campuses with QR Codes that directed students to Upswing.
- The part-time position intended to provide 30% release time for the Director of Distance Education to focus on QEP remained unfilled, limiting time to collaborate with STEM Pathways and the Dual Credit office (see Years 1 and 2 Progress Report, New Steps for Action 2).

NEXT STEPS

- Request that Upswing's email messages emphasize tutoring more than the current holistic support theme.
 - Redesign the Upswing flyer to prominently feature the phrase "online tutoring."
 - Collaborate with the Vice President of Instruction, Director of Academic Support Services, Director of Institutional Effectiveness and Planning, and Upswing to identify all students enrolled in STEM courses and send targeted messages to offer success tips and promote Upswing tutoring.
 - Send Dual Credit partners information about Upswing.
 - Collaborate with the Math and Writing Centers about cross-promotion of tutoring services.
 - Host a live session in Fall 2022 to demo Upswing for faculty.
 - Create sample course announcements and referral messages for faculty to use for promoting Upswing.
 - Send email outreach to students who cancel tutoring sessions.
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ACTION 3



The College will implement a sustainable professional development program that provides online faculty access to the Online Learning Consortium, features annual speakers or presentations for all faculty, includes faculty collaboration, and makes professional development available to part-time faculty.

STATUS OVERVIEW

In-Progress

QEP personnel continued to develop a sustainable professional development program through internal initiatives and engagement of external platforms.

CONNECTIONS MADE

Progress Benchmarks

- Live & Recorded Sessions
 - Distance Education offered 4 professional development sessions in Fall 2021 and Spring 2022
 - 34 instructors attended live or watched the recording of at least 1 session
 - VidGrid hosted a training session in October 2021
 - 29 instructors attended live or watched the recording
- Internal Resources
 - Instructor Canvas Training Course
 - An additional 31 instructors completed between August 2021 and June 2022
 - Faculty Resources shell in Canvas
 - Group A workshop information added
 - Course Blueprint added
 - Additional miscellaneous information and tutorials related to VidGrid, Zoom, Canvas, and best practices added
 - Online Course Template updated

CONNECTIONS MADE (CONTINUED)

Progress Benchmarks (continued)

- External Platforms
 - OLC
 - Group A
 - 8 instructors shared what they learned in their workshops and improved their courses
 - Group B
 - 10 instructors scored their online courses and met with the QEP coordinator to select workshops
 - Go2Knowledge from Innovative Educators purchased and introduced to faculty in May 2022

Assessment of Effectiveness

- OLC Workshops - Group A
 - 89% of instructors identified and implemented best practices to improve their online courses
 - 1 instructor still needs to share
 - Survey results for OLC workshop satisfaction:
 - 63% rated 5/5; 25% rated 3/5; 13% rated 2/5

ADAPTATIONS & NOTES

- Part-time position intended to provide 30% release time for the Director of Distance Education to focus on QEP remained unfilled, limiting time for project coordination.
 - Online student and part-time faculty surveys were not disseminated, so corresponding benchmarks were not tracked.
 - Unable to schedule in-person speakers because of COVID-19, the QEP Coordinator:
 - Hosted virtual professional development opportunities.
 - Continued to update the Faculty Resources Canvas shell with self-service resources to promote quality course development.
 - Scheduled a virtual training for VidGrid in October 2021.
 - Purchased an external professional development platform, Go2Knowledge.
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ADAPTATIONS & NOTES (CONTINUED)

- Group A lost three additional participants during Year 3 because of COVID, retirement, and resignation.
- The QEP Coordinator used knowledge gained about the OLC, its workshops, and the Online Course Design Checklist to increase guidance for Group B workshop selection to potentially increase OLC workshop satisfaction.
- The Faculty Evaluation Plan was adapted to include a question about improving distance education courses (see Years 1 and 2 Progress Report, New Steps for Action 3), however, the QEP Coordinator did not have access to the full evaluation document.
 - For QEP purposes, the OLC Workshop survey for Groups A and B asks participants to describe course improvements.

NEXT STEPS

- Final Group A participant will share workshop knowledge.
 - Group B will complete workshops and begin improving courses and sharing knowledge.
 - Revise the Instructor Canvas Training Course and split it into two parts:
 - learning Canvas.
 - best practices for digital course development and teaching.
 - Create a survey to distribute after all professional development sessions to track satisfaction and learning.
 - Research and schedule a professional development session hosted by an external expert.
 - Expand internal professional development from sessions hosted by the QEP Coordinator to Communities of Practice, led by experienced faculty.
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ACTION 4



Faculty will utilize an Online Course Design Checklist and an Online Course Scorecard to assess and improve the quality of their online courses and meet defined consistency and quality standards.

STATUS OVERVIEW

In-Progress

QEP personnel remained committed to increasing faculty engagement with the Online Course Design Checklist and deepening understanding of the course standards it promotes.

CONNECTIONS MADE

Assessment of Effectiveness

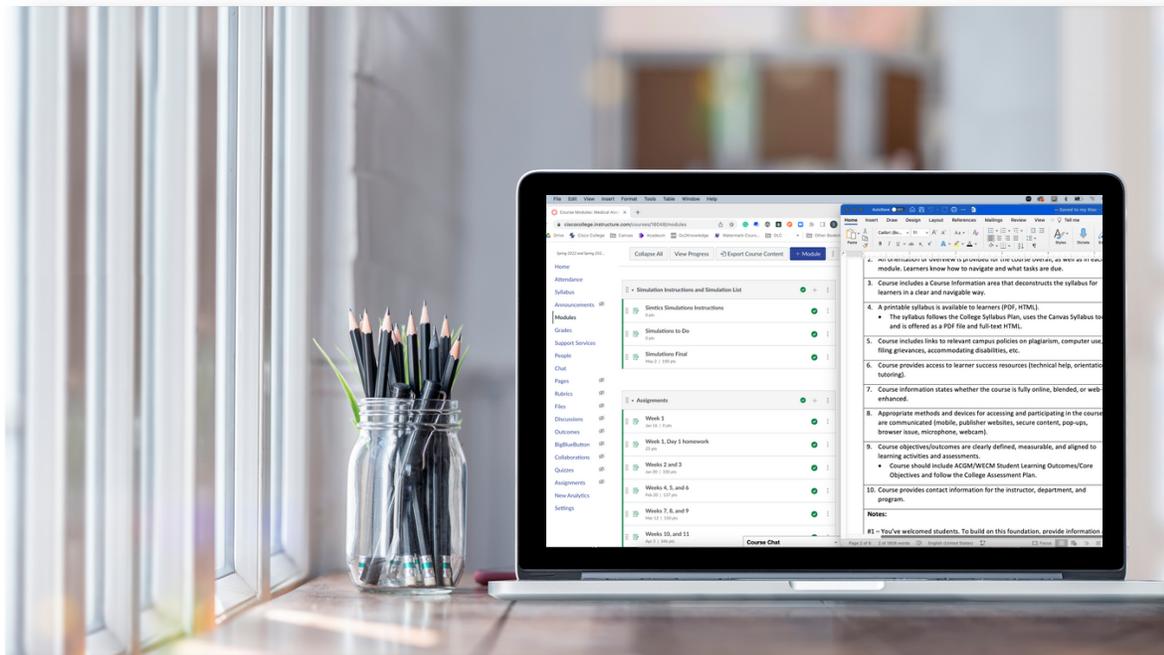
- Will be tracked in Year 4 when the QEP Coordinator reviews Group A's improved courses

ADAPTATIONS & NOTES

- The Faculty Evaluation Plan was updated to include a question about improving distance education courses concerning the Online Course Checklist.
 - "Discuss plans and at least one specific goal for next year that will improve student success in your distance education courses (off-site, remote, hybrid, and online). Faculty are encouraged to use the Online Course Checklist to create goals for their online classes."
- QEP Coordinator participated in an OLC Workshop: ID4: Course Quality Review to gain additional knowledge about the Checklist and use it for course reviews.
- The original process called for Group A to teach their improved courses twice and then complete a self-assessment with the checklist
 - COVID-19 significantly disrupted the original timeline, so the QEP Coordinator will instead review improved courses (see Next Steps below for additional information).
- After Group B completed their self-review of a course using the Checklist, the QEP Coordinator also reviewed the course and provided feedback to promote additional understanding of the Checklist criteria.

NEXT STEPS

- QEP Coordinator will score Group A's improved courses in Fall 2022 and compare them with the original scores to track the effectiveness of the Online Course Design Checklist.
 - The completed checklist will also be shared with the instructors, and they will be asked to integrate it with the 2022-2023 evaluations.
- Identify 5-10 items from the Online Course Design Checklist to focus on in 2022-2023 and begin reviewing online courses.
 - Reviews will be shared with instructors and chairs, and instructors will be asked to integrate them with 2022-2023 evaluations.



Analysis of Results

Making Connections seeks to increase the three-year average online student success rate to 85% and decrease the three-year average withdrawal rates to 5% by 2025. The impact of COVID-19 and the rapid transition to online on the student experience and resulting averages remains a concern and may be reported separately after the QEP. This report includes the data, however. The average success rate increased by 1% to 78% during Year 3. The average withdrawal rate remained consistent at 9%. The number of online sections jumped significantly in response to COVID-19 and has since risen incrementally. Fully online sections made up 45% and 46% of all courses in Fall 2020 and Fall 202 and 57% and 58% of all courses for Spring 2021 and Spring 2022, respectively. A re-allocation of College resources to support Distance Education growth, particularly with declining overall enrollment, should be considered.

Three-Year Academic Period	% Successful*	% Withdrawn
Fall 2015-Spring 2018	76%	9%
Fall 2016-Spring 2019	77%	9%
Fall 2017-Spring 2020	77%	8%
Fall 2018-Spring 2021	77%	9%
Fall 2019-Spring 2022	78%	9%
Fall 2020-Spring 2023		
Fall 2021-Spring 2024		
Target Results by 2025	85%	5%

* defined as C or higher

Semester	# of All Sections	# of Online Sections*	% of Online Sections*	# of Distance Ed Sections**	% of Distance Ed Sections**	% of Online Taught by FT Faculty
Fall 2016	789	209	26%	243	31%	61%
Fall 2017	796	225	28%	253	32%	63%
Fall 2018	835	257	31%	298	36%	64%
Fall 2019	920	370	40%	432	47%	63%
Fall 2020	941	425	45%	880	94%	69%
Fall 2021	850	395	46%	472	56%	64%
Spring 2017	771	220	29%	251	33%	62%
Spring 2018	887	309	35%	348	39%	60%
Spring 2019	864	340	39%	382	44%	68%
Spring 2020	865	813	94%	823	95%	73%
Spring 2021	851	481	57%	635	75%	78%
Spring 2022	906	505	58%	570	63%	54%

*asynchronous online only

** all distance education (online, hybrid, remote, etc.)