



Making CONNECTIONS

CISCO COLLEGE QEP

Progress Report 2019-2021:
A QEP Pivots During COVID



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](#).

Report Introduction

Cisco's QEP endured the same things the College experienced during the COVID-19 pandemic: emergency transition, scrambling, self-evaluation, re-evaluation, and above all, pivots and adaptations. While the QEP may not look quite the same, it continues to enjoy progress and promising results. A report for Year 1: 2019-2020 was not completed at the year's conclusion because QEP personnel's focus remained on identifying and implementing adaptations that would directly impact student success and faculty effectiveness during the period of heightened uncertainty created by COVID-19. This report combines Year 1 with Year 2 and provides a status update for each planned action, as well as assessment data.

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*

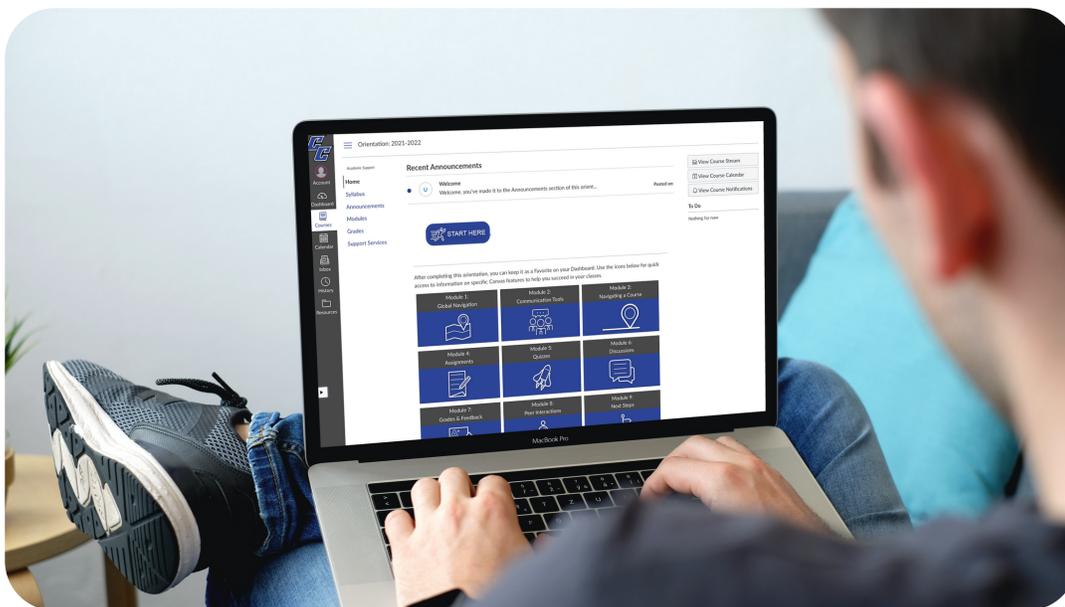
COVID-19 necessitated an emergency shift to 100% online instruction. QEP personnel pivoted this action to more effectively address the training and support needs of the College's entire faculty and student base with resources that could accomplish the same goals and cover topics originally planned for videos.

CONNECTIONS MADE

- Progress benchmarks met:
 - 3 videos completed by August 2020:
 - What is QEP?
 - College Website tour
 - New Student Orientation
- In 2020-21, 30 instructors created and uploaded approximately 1,500 VidGrid videos that were watched almost 37,000 times by students
- 2 resources completed by August 2021:
 - New Student Guide
 - Student Canvas Orientation

ADAPTATIONS

- Shifted focus from college videos for students to self-paced, interactive resources urgently needed during the transition to 100% online instruction:
 - New Student Guide became a flip-book.
 - Student Canvas Orientation was created as a Canvas course.
- Introduced professional development resources to promote consistent online course design (see Actions 3 and 4).
- Emphasized instructor-created VidGrid videos as a focus of the professional development program to maintain the original video emphasis of the QEP (see Action 3).
- Use of Doodly video animation software put on hold because of a personnel vacancy in Marketing.



NEXT STEPS

- Assess Student Canvas Orientation success rates and include them in the QEP assessment plan.
- Continue shift to interactive, self-paced resources by implementing a New Student Orientation from Go2Orientation in Year 3.
- Add a Time Management module to 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.

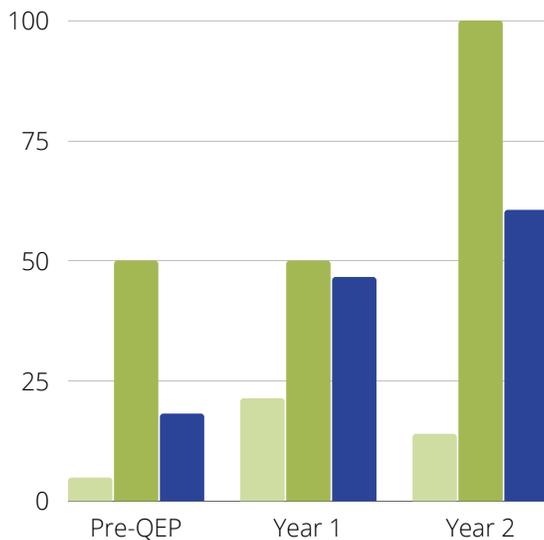
STATUS OVERVIEW*In-Progress*

Faculty, Academic Support, and the QEP Coordinator consistently publicize Upswing online tutoring. Marketing strategies include Canvas global and course announcements, Facebook posts, Ana text messages, Upswing emails, and printed flyers. Efforts are being re-evaluated and increased, and the College remains committed to providing this valuable resource for students.

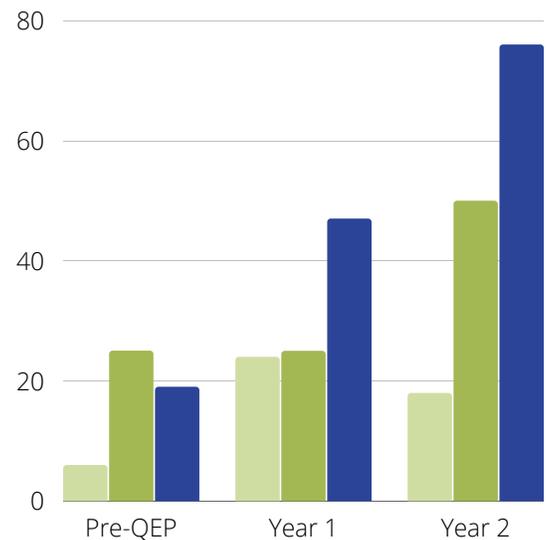
CONNECTIONS MADE

- Majority of student users were repeat users
- Total hours used increased:
 - 156% from pre-QEP to Year 1
 - 30% from Year 1 to Year 2
- Total tutoring sessions increased:
 - 147% from pre-QEP to Year 1
 - 62% from Year 1 to Year 2
- Progress benchmarks met:
 - Year 1
 - 97% of students reported a high level of satisfaction
 - Average tutor rating 4.6 / 5
 - Year 2
 - 97% of students reported a high level of satisfaction
 - Average tutor rating 4.7 / 5
- Academic Advising infographic created with information about online tutoring

Hours Used*



Sessions*



*light green=unduplicated students only; dark green=QEP benchmarks for unduplicated students; blue=all students
Yearly data includes Fall and Spring semesters only

ADAPTATIONS

- Upswing representatives could not visit the College after Spring 2020 because of COVID-19, keeping the focus on internal marketing efforts.
- QEP Coordinator and Marketing collaborated with Academic Support to expand marketing efforts; counselors began to give all new students an infographic that includes information about online tutoring.

NEXT STEPS

- QEP Coordinator will re-evaluate Upswing's ability to provide on-campus demonstrations and training for students with regard to COVID-19.
- Success and retention data for students who completed tutoring sessions are being tracked and will be compared to total success and retention rates by course in future progress reports.
- Implement new marketing strategies to increase the number of users and achieve unduplicated student benchmarks not yet met (as illustrated in graphs above):
 - flyers with QR codes to track access to the Upswing platform by campus will be dispersed by Academic Advising and posted in classrooms.
 - collaborate with Math and Science Pathways and the Dual Credit office to expand marketing in these key areas.

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*

The first professional development group - Group A - is nearing the completion of its QEP timeline. Faculty have participated in self-selected Online Learning Consortium (OLC) workshops and implemented the lessons learned into their online courses. They are preparing to share the improvements with peers. The College remains committed to providing the OLC as a training resource to all faculty.

CONNECTIONS MADE

- Hybrid/Online Course Preparation Plan implemented for the Fall 2020 fully online semester
- Professional development opportunities provided virtually on a monthly basis beginning Spring 2021
- VidGrid hosted a virtual training session in February 2020
- Professional resources developed by August 2020:
 - Faculty Resources Canvas shell significantly expanded
 - Instructor Canvas Training course redesigned and expanded
 - 115 instructors have completed
 - Canvas Course Template
 - 27 instructors have implemented in multiple courses
- Progress benchmarks met:
 - 12 faculty completed OLC workshops by August 2020

ADAPTATIONS

- The 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.
- Unable to bring in speakers because of campus closures and travel restrictions during COVID-19, the College pivoted to:
 - virtual VidGrid training in Spring 2020 by the VidGrid Director of Customer Success.
 - multiple virtual, in-house professional development sessions.
 - an expanded Faculty Resources shell with Canvas resources, internal and external professional development opportunities, written and video tutorials for instructional technologies, information about course development, graphics for course design, and more.
- Group A lost three faculty during Year 1:
 - Two from Health Sciences that needed to focus on shifting clinical/lab instruction online during COVID-19.
 - One from Art because of early retirement.
- QEP committee duties beyond OLC workshops were suspended to allow faculty to focus on adapting and delivering courses during COVID-19.
- Online student and part-time faculty surveys were not disseminated, so corresponding benchmarks were not tracked.

NEXT STEPS

- Group A will share workshop knowledge and improvements in Year 3.
 - Survey Group A regarding satisfaction with OLC workshops and QEP timeline in Year 3.
 - Group B will review their courses with the Online Course Checklist and consult with QEP Coordinator to select and begin their OLC workshops.
 - Adapt Faculty Evaluation Plan to include:
 - a question specific to online course improvement goals that are based on the Online Course Design Checklist.
 - guidance for Group A and B to include QEP professional development.
 - Disseminate student, faculty, and part-time faculty surveys in Year 3.
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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.

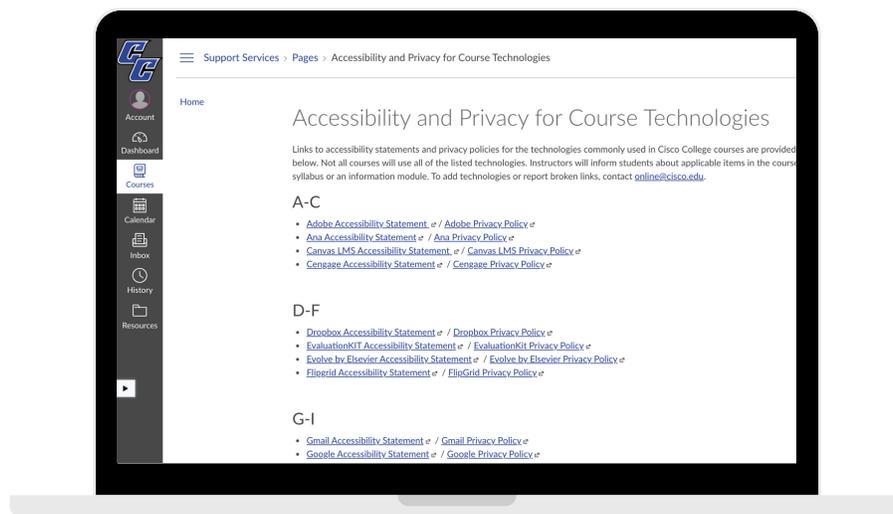
STATUS OVERVIEW

In-Progress

The Online Course Design Checklist has been introduced and improved based on initial faculty feedback. Knowledge of basic course standards and design requirements has increased throughout the college.

CONNECTIONS MADE

- Online Course Design Checklist added to Faculty Resources
- Guidance about using the Online Course Design Checklist added to:
 - [Faculty Handbook](#)
 - [Instructor Canvas Training Course](#)
 - [Canvas Course Template](#)
- [Accessibility and Privacy for Course Technologies](#) Canvas page created in Summer 2021



ADAPTATIONS

- Based on Faculty Group A's feedback, the 1-5 scoring system was removed from the Checklist and replaced with a simplified rating system: Meets Expectations, Needs Improvement, or Not Applicable.
- Scorecard and checklist merged into a single document to assist with the emergency transition to 100% online instruction.
- Accessibility and Privacy for Course Technologies Canvas page created to help faculty achieve #14 on the Checklist.

NEXT STEPS

- Assess Faculty Group A's improved online courses and Group B's pre-OLC workshop courses.
 - Continue training opportunities to increase knowledge of the Checklist among full- and part-time faculty.
 - Support chairpersons using the checklist to evaluate online courses and faculty.
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Analysis of Results

The shift to 100% online instruction during Year 1 has significantly impacted the college’s ability to track and analyze QEP results. The sharp increase in the number of online courses and students has inflated the success and withdrawal rates and makes a comparison to pre-QEP data shaky at best. However, despite shifting 100% of courses, faculty, and students to online in Spring 2020 and Fall 2020, and offering more than 70% of courses online in Spring 2021, the college’s success and withdrawal rates have held steady. While the QEP still seeks to see an increase in success and decrease in withdrawals by 2025, 2019-2020 and 2020-2021 data may be reported as a separate period within the QEP to account for the inflated numbers and lack of comparative value.

Three-Year Academic Period	% Successful	% Wthdrawn
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		
Fall 2020-Spring 2023		
Fall 2021-Spring 2024		
Target Results by 2025	85%	5%

Semester	# of Online Classes	% Taught by FT Faculty	% Taught by PT Faculty
Fall 2016	209	61%	39%
Spring 2017	220	62%	38%
Fall 2017	225	63%	37%
Spring 2018	309	60%	40%
Fall 2018	257	64%	36%
Spring 2019	340	68%	32%
Fall 2019	370	63%	37%
Spring 2020	813	73%	27%
Fall 2020	425	69%	31%
Spring 2021	481	78%	22%