Pitt Community College   Quality Enhancement Plan (QEP) Model

The college has selected as a QEP topic to improve student success rates in Internet based (IN) courses (grade "C" or better, no exclusions). The table below illustrates the various instructional methods that are administratively reported.

Table 1. Pitt Community College Student Success "C" or Better by Instructional Method

Method	2016-17	2017-18	2018-19	2019-20	2020-21*
Blended				71.58%	76.21%
Cooperative	78.01%	85.87%	82.61%		
Hybrid	67.80%	70.73%	69.96%	70.65%	71.26%
Internet	*65.61%*	*69.99%*	*69.22%*	*70.43%*	*67.16%*
Independent Study	95.65%	96.30%	100.00%		
Traditional	73.35%	74.58%	76.26%	75.67%	88.88%
Web-Enhanced	63.31%	69.85%	75.94%		
Grand Total	**69.49%**	**72.17%**	**72.22%**	**72.46%**	**68.77%**

Includes COVID Terms 2019-20 and 2020-2021

The college has participated in the Community College Survey of Student Engagement (CCSSE) for a number of years and has taken consideration of the *active learning* "domain." Student engagement with this domain has typically been near the national norm. Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. The COVID pandemic has reinforced the need to improve student learning in IN courses.

Table 2. Pitt Community College CCSSE Active Learning Means

2014 Mean	2014 Norm	2016 Mean	2016 Norm	2021 Mean	2021 Norm
45.8	50.0	49.6	50.0	38.2	50.0

Institutional research and CCSSE research show that an intentional and clear focus on improving success rates in IN courses is in the best interest of students. As part of the QEP the college is identifying, indexing, and integrating active learning concepts into Internet based (IN) instructional methods.

Conceptual Theme: A proposed conceptual theme is *active learning concepts and best practices in online course design will boost student success rates in Internet instructional courses.*

Many creative, functional, and progressive ideas have been shared by Pitt Community College students, faculty, staff, Foundation Board and the college's Board of Trustees. The model below and subsequent descriptions are proposed to capture and index the project. Three distinct blocks have been created where activity can be housed, led, and managed. Details about proposed tasks and outcomes for each block are listed below. Briefly, *Preparation* for online learning is needed by both students and faculty. One needs the other for online learning success. *Outcomes* are the findings faculty generate after analyzing the areas where they implemented Internet course improvements. These are the heart of the project as each cohort

of courses will create unique and measureable student learning outcomes for specific elements of the Internet course. *Growth* is sustaining the project for the five year reporting period and beyond. The QEP will need consistent administrative, facility, and technology supports.
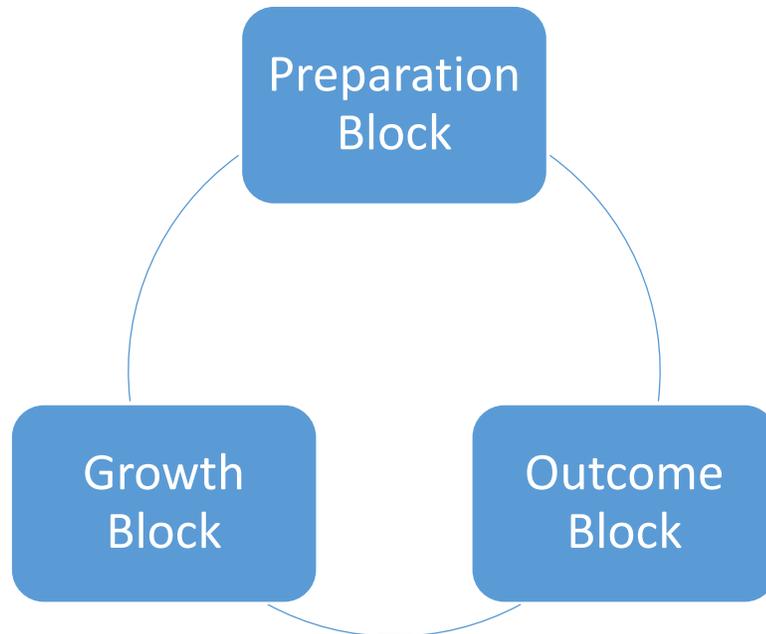

Figure 1. Pitt Community College QEP model

Preparation Block

1. Faculty Development
   - Faculty Onboarding/Basic MOODLE training within the 1st year of employment
   - Level 1 Online Instructor to include best practices, pedagogy, learning outcomes, etc. Review
   - Level 2 Online Instructor focuses on advanced course design
   - Level 3 Online Instructor which leads to PCC master certification
   - Consider master certified courses as templates for highest enrolling courses and/or gateway courses in specific programs
   - Moodle refresher – every 3 years
   - Consistent online course framework*#
   - Consistent syllabus framework*
   - Ensuring Online Excellence Review committee*
2. Student Development
   - Required MOODLE training for students. Standardized format and assessment
   - Replace current attendance quiz. Should be interactive, with questions, no failure, try again, etc.

Learning Outcomes Block

1. Set Up Recurring Systems
   - Set up recurring systems to define and select online course cohorts*
   - Set up recurring systems to help faculty learn about new technology - Moodle Refresher
   - Set up recurring systems to collect and analyze course student learning outcomes from cohort participants* (success, persistence, CCSSE)
   - Set up recurring systems to peer review, analyze, and publish results of the extent to which active learning concepts and adult learning theories into online courses improves student success (grade "C" or better, excludes high school and special credit)*
2. Student Learning Outcomes (SLOs)
   - Identify one (or more) SLO for each course in the cohort. Suggest using identified online best practices (informed from research and institutional survey) or other individual approaches to improve the identified course SLO.
   - Set up a curated literature bank (on our website) with examples of SLOs and best practices for IN and HY instruction.
   - Leverage resources such as Go2Knowledge or others through Teaching and Learning to provide information and on demand training as needed for faculty

Growth Block

1. Continuity plan for cohort selection (New courses/instructors, every 5 years, supervisor recommendation, etc.)
2. Peer and Self Review Systems - Ensuring Online Excellence Review committee
3. Web Presence – Virtual Office Hours
4. Reporting Results and Future Planning
5. Technology
6. Administration and Budget
7. Other

*recommendation from Madisonville Community College peer
template is for Moodle course structure of required information (syllabus, contact info, etc.) and NOT instructional techniques which remain the purview of the faculty