



*Making*  
**CONNECTIONS**  
CISCO COLLEGE QEP

**Year 4 Progress Report**  
**2022-2023**



## 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 4 Report Introduction

In 2022-2023, Making Connections maintained the progress achieved in previous years. QEP personnel concentrated on promoting online tutoring, enhancing online resources for faculty and students, and developing a sustainable professional development plan. Notably, an external guest speaker presented to faculty during Spring 2023 kick-off week. Like previous reports, this yearly update highlights the status of the four actions, evaluates their effectiveness, describes adaptations, and outlines the next steps to ensure alignment with the overall goals of the QEP and continued improvement.

## 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

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### *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 continued demand for distance education courses.

## CONNECTIONS MADE

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### *Progress Benchmarks*

- The original benchmark called for the creation of 7 Doodly videos before August 2022. Instead, these previously created digital tools were maintained and promoted:
  - Student Canvas Orientation in Canvas.
  - New Student Orientation by Go2Knowledge.
  - Instructor-created videos using VidGrid.

### *Assessment of Effectiveness*

- Student Canvas Orientation
  - 381 students enrolled between August 2022 and July 2023.
    - 207 students (54%) completed the orientation and scored 70% or higher on the knowledge checks.
    - Survey results to: "This orientation helped me learn more about Canvas."
      - 105 (92%) Agree / Strongly Agree
      - 9 (8%) Disagree / Strongly Disagree

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## CONNECTIONS MADE (CONTINUED)

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### *Assessment of Effectiveness (continued)*

- New Student Orientation by Go2Knowledge
  - 1,442 students enrolled between August 2022 and July 2023.
    - 402 (28%) students completed the orientation.
    - Survey results to: “The information I received from this online orientation was valuable to me as a new student.”
      - 294 (73%) Agree / Strongly Agree
      - 5 (.01%) Disagree / Strongly Disagree
      - 83 (26%) no response
- Instructor-created VidGrid videos
  - 37 instructors created 1,765 videos between August 2022 and July 2023.
    - Students viewed these videos 21,687 times.

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## ADAPTATIONS & NOTES

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- Student Canvas Orientation was revised for 2022-2023:
  - Updated broken links.
  - Edited for updates to Canvas by Instructure.
  - Introduced knowledge checks within each module instead of a single assessment at the end to reinforce learning before progressing further.
- Academic Advisors received training for the Student Orientation course and will support it going forward.

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## NEXT STEPS

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- Update the Student Canvas Orientation and New Student Orientation as needed for accuracy and in response to feedback.
  - Research and replace VidGrid with a platform that achieves TX-RAMP guidelines.
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## 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

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### *In-Progress*

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

## CONNECTIONS MADE

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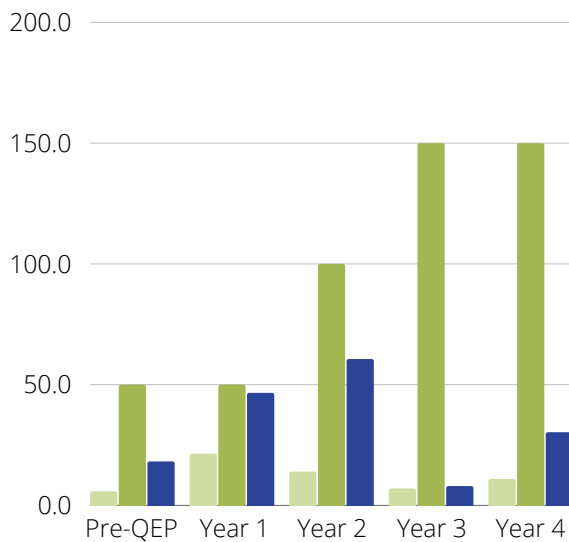
### *Progress Benchmarks*

- Year 4 strived for 150 hours used by 100 unduplicated students.
  - Results were 10.9 hours used by 14 students.
- Data for all student sessions was also tracked.
  - Results were 30.3 hours used over 37 sessions.

### *Assessment of Effectiveness*

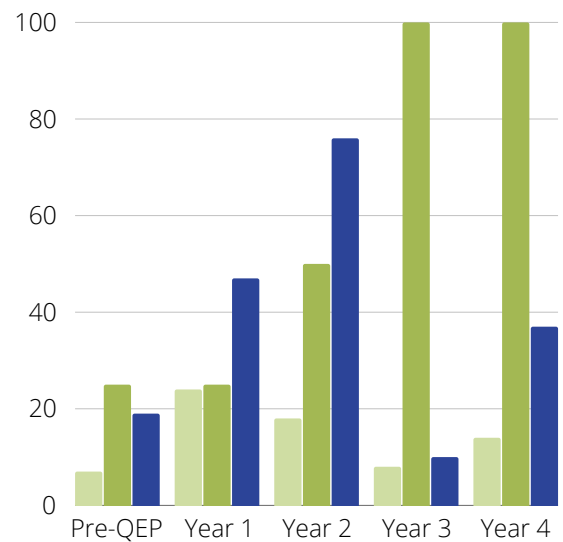
- Changes from Year 3 to Year 4
  - Unduplicated students
    - Completed tutoring sessions increased 75%.
    - Hours used increased 55.7%.
  - All sessions and students
    - Completed tutoring sessions increased 270%.
    - Hours used increased 278.8%.
- 100% of students who reviewed their tutors in Year 4 reported a high level of satisfaction.
  - Average tutor rating 5/5
- 57% of online students who completed a tutoring session were successful in their courses, achieving a "C" or higher.
  - Lower than the three-year average of 79%
- 14% of online students who completed a tutoring session withdrew from their courses.
  - Higher than the three-year average of 8%

## 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

- Marketing efforts during Fall 2022 and Spring 2023
  - Upswing sent 40 Ana messages to students.
    - 8 of the messages promoted tutoring.
    - 3 targeted messages were sent to STEM students with success tips and encouragement, which also kept Upswing/tutoring on their radar.
  - Upswing sent 3 emails about tutoring to students' Cisco Gmail accounts.
  - QEP personnel posted 2 Global Canvas announcements about Upswing.
  - QEP personnel sent 1 email about Upswing to Dual Credit partners.
  - QEP personnel sent 1 email about Upswing to Academic Advisors.
  - QEP personnel sent 1 email about Upswing to faculty and adjuncts.
  - Redesigned flyers with "online tutoring" prominently featured and QR codes were created and placed on Cisco and Abilene campuses.

## **ADAPTATIONS & NOTES (CONTINUED)**

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- QEP personnel emailed the 3 students who canceled tutoring sessions to check in and offer support.
  - 1 reply was received; the student canceled because of a sick child.
- QEP personnel hosted an Upswing training session on 10/26/2022.
  - 16 faculty and staff attended.
- QEP personnel created a page in Faculty Resources about Upswing. It includes FAQs, a training session recording, communication exemplars, and tips.
- 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 previous progress reports, New Steps for Action 2).
- Upswing has changed its communication model and will no longer send emails about tutoring after Fall 2022.

## **NEXT STEPS**

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- Continue current marketing strategies (e.g., Ana, emails, Canvas announcements, flyers) because usage slightly increased.
  - Email students with canceled tutoring sessions and offer support.
  - Collaborate with the Math and Writing Centers about cross-promotion of tutoring services.
  - Collaborate with the library about supporting Upswing.
  - Collaborate with the Director of Marketing to create a promotional video featuring Upswing power users.
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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

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### *In-Progress*

QEP personnel continued to establish the framework for a sustainable professional development program through the engagement of external platforms and internal initiatives.

## CONNECTIONS MADE

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### *Progress Benchmarks*

- Online Learning Consortium
  - Group B
    - 7 instructors completed their OLC workshops.
    - Topics include giving effective feedback, increasing interaction and engagement, podcasting, and designing and facilitating online discussions.
- Go2Knowlege
  - 5 faculty and staff completed 9 webinars.
- Internal Live & Record Sessions
  - Offered 2 professional development sessions in Fall 2022 and Spring 2023 on Regular & Substantive Interaction and Upswing online tutoring.
    - 39 faculty attended live or watched the recording of at least 1 session
  - Invited Michelle Pacansky-Brock to speak on humanizing online courses in January 2023.
    - 44 faculty attended live or watched the recording



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## CONNECTIONS MADE (CONTINUED)

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### *Progress Benchmarks (continued)*

- Internal Resources
  - Instructor Canvas Training Course
    - 24 instructors completed between August 2022 and July 2023.
  - Faculty Resources shell in Canvas
    - New resources were created about course visuals, Regular and Substantive Interaction, a Canvas “toolkit” for frequently asked questions, and support for Upswing (see Action 2, Adaptations and Notes).
  - Online Course Template
    - Updated to clarify instructions and simplify the homepage.
    - Moved to Canvas Commons for self-service.

### *Assessment of Effectiveness*

- OLC Workshops - Group B
  - Will assess in Year 4.

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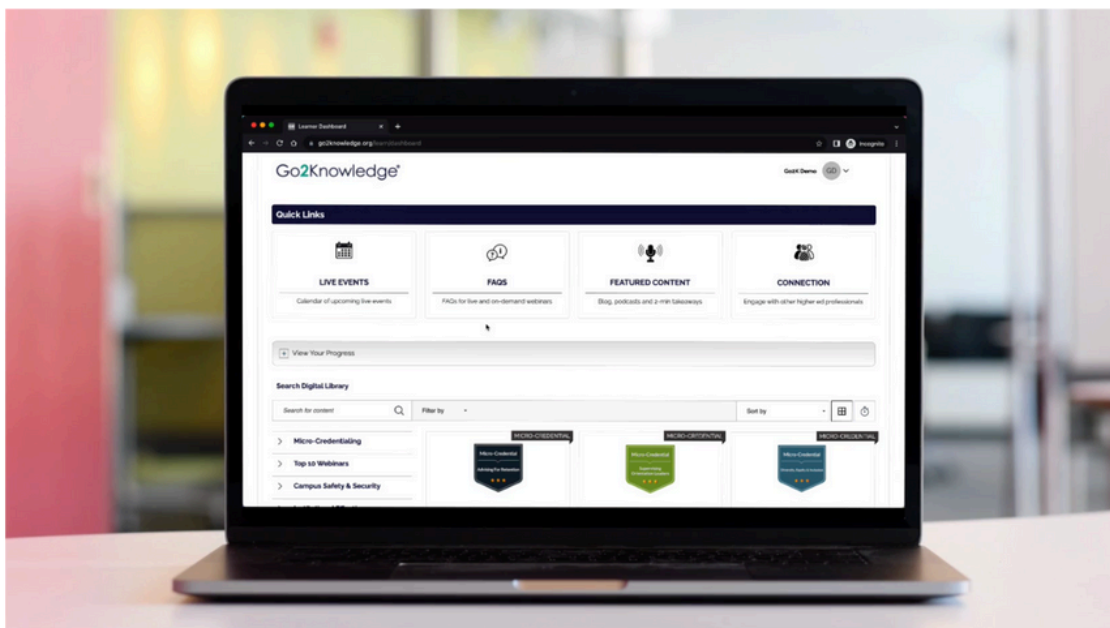
## ADAPTATIONS & NOTES

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- Group B lost 3 participants because of retirement and leaving the College.
  - 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.
    - The Canvas Training Course was not revised into two parts (see Year 3) but was reviewed and updated to ensure accuracy, replace broken links, and update video links provided by Instructure.
    - Fewer internal professional development sessions were offered to shift support to other QEP actions and Distance Education initiatives.
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## NEXT STEPS

- Group B will share knowledge learned from the workshops.
- Partner with the Distance Education Advisory Committee to expand professional development sessions.
- Create a survey to distribute after all professional development sessions to track satisfaction and learning.



## 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

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### *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

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### *Assessment of Effectiveness*

- Will be tracked at the conclusion of the QEP.

## ADAPTATIONS & NOTES

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- Follow-up assessments for Group A's courses were not completed due to timeline shifts caused by COVID-19 and labor constraints in Distance Education.
- QEP personnel also observed that some checklist criteria were unclear to faculty in Groups A and B, potentially skewing their before and after self-evaluations and in comparison to QEP Coordinator evaluations.
- QEP Coordinator was unable to access faculty evaluations to review faculty's self-reported responses regarding distance education.

## NEXT STEPS

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- Partner with 1-2 academic departments to review the checklist in depth, identifying areas of opportunity and addressing faculty questions.
- Begin revising the checklist for clarity and ease of use.
- Collaborate with the Vice President of Instruction, Dean of Instruction, and Department Chairs to integrate distance education further into the overall evaluation process and remove barriers.

# Analysis of Results

Making Connections aims to increase the three-year average online student success rate to 85% and decrease the withdrawal rate to 5% by 2025. In Year 4, the updated three-year success rate improved to 79%, and the withdrawal rate decreased to 8%. These figures reflect a positive trend. To further support this progress and accommodate growth, the QEP Director recommends reallocating College resources, including additional staffing, to meet the continued demand for Distance Education and to ensure sustainable development and continued improvement.

Three-Year Academic Period	% Successful*	% Wtihdrawn
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	79%	8%
Fall 2021-Spring 2024		
<b>Target Results by 2025</b>	<b>85%</b>	<b>5%</b>

\* 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%
Fall 2022						
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%
Spring 2023						

*\*asynchronous online only*

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

*(Data regarding the number of sections and the percentage taught by full-time faculty for Fall 2022 and Spring 2023 were unavailable at this report's creation.)*