

Quality Enhancement Plan Impact Report

Vernon College

September 2014

INITIAL GOALS AND INTENDED OUTCOMES

Initial Goals

The goal of the Vernon College Quality Enhancement Plan (QEP), named VConnected, is to increase student learning through improved engagement. Engagement will be increased by:

- Transforming curriculum and instruction,
- Training faculty and staff in engagement techniques through professional development opportunities, and
- Creating a technology-rich environment for instructional and student support services.

Intended Outcomes

The following intended outcomes are outlined in the QEP with the intention of incorporating collaboration and connectivity into every aspect of the students' collegiate experience. They fall into one of four categories: engagement methodologies, professional development, assessment, or support for the project.

Engagement Methodologies

- Offer comprehensive educational programs and student support services with a continued focus on quality improvement.
- Improve the learning environment.
- Increase engagement by addressing the College's communication process.

Professional Development

- Create base of new knowledge about the Community College Survey of Student Engagement (CCSSE) and engagement as well as new technologies.
- Provide strategies for incorporating engagement into courses and services.
- Improve teaching strategies with the overall goal of increasing the level of student engagement.

Assessment

- Address college and student accountability – culture of evidence built to support claims about student learning.

Support

- Provide financial and physical resources to support QEP implementation and continued success.
- Establish Learning Resource Centers to support and reinforce professional development.
- Provide ability to manage documents that fuel college actions.
- Address college process management – provide an environment that supports efficiency and transparency.
- Integrate the QEP into the infrastructure of the College by incorporating collaboration and connectivity into every aspect of the students' collegiate experience, including instruction and student support services. It is the goal of the project to infuse active learning strategies in all courses and student support services by 2014.

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CHANGES AND RATIONALE

When the VConnected plan was initially submitted, the cause and effect relationship between student engagement and student learning was not articulated clearly. “Engagement is good, but it is only a means to a more important end—student learning—and not an end in itself.” (Response Report, pg. 13). For this reason, the QEP was enhanced to place emphasis on: (1) identifying student learning outcomes in each course or student support service area, and (2) implementing assessment tools to determine the success of each outcome. Beginning with the 2009 Fall semester, these changes became a reality as Vernon College transitioned from piloting the project in the preparation phase to implementing the project. As implementation progressed, it was necessary to make other adjustments along the way. These enhancements have helped to strengthen the QEP:

- In addition to the Community College Survey of Student Engagement (CCSSE), a second student engagement survey, the Survey of Entering Student Engagement (SENSE), was administered at Vernon College. The SENSE was developed specifically to provide colleges with a systematic approach to understanding entering students’ earliest experiences. The data paints a clear picture of both student behaviors in the earliest weeks of college and the institutional practices that affect students during this critical time. The addition of this survey allowed Vernon College to assess entering students’ perceptions along with the perceptions of current students, who have been in college at least one semester, gathered through the CCSSE. Alternating the SENSE with the CCSSE, one each academic year, has proven to be cost efficient and assists with minimizing data overload.
- When cross referencing the existing assessment process with those processes originally outlined in the QEP, the QEP Implementation Committee recommended modifications to more thoroughly define assessment. These included the addition of steps to the end of the assessment cycle to more accurately reflect the process. The steps include Overall QEP Assessment, QEP Implementation Feasibility Review, Recommendations for Feasibility, QEP Annual Progress Report, review and approval by College Effectiveness Committee, and review by the President and Board of Trustees. The Committee also formalized the feasibility review process to recommend technology tools for the Quality Enhancement Resource Inventory (collection of hardware and software available for checkout by faculty and staff) on an annual basis. All changes were compared to the assessment cycles as initially proposed to ensure intent.
- As the QEP progressed and the College budget allocations were taken into consideration, several changes were made to the originally proposed QEP budget. First, information resources were adequately funded through the Vernon College Library and therefore were removed from the QEP budget line. Second, the addition of the SENSE survey required a cost adjustment to the budget in alternating years. Finally, existing computer labs were readily accessible for all required professional development sessions and trainings. These labs, combined with the utilization of the Vernon College Innovation Centers and the Quality Enhancement Resource Inventory, proved to be a more cost efficient and effective method of providing the necessary tools to faculty and staff. Therefore, the QEP budget line item for computer labs and computer lab proctors was not necessary and was removed. The total QEP budget including Supply, Technology, Travel, Salaries Other, and Salaries was reviewed and approved annually by the QEP Implementation Committee. All areas were sufficiently funded to accomplish the goals as outlined in the QEP.

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IMPACT ON STUDENT LEARNING AND/OR THE ENVIRONMENT SUPPORTING STUDENT LEARNING

Each initial goal identified above (p. 1) had associated outcomes that were pursued by various action strategies. The following discussion of direct impact on student learning and the environment supporting student learning is framed around the four categories of outcomes.

Engagement Methodologies

During the five years of implementation and the initial year of piloting the QEP, thirty pilot project proposals were submitted and approved to test the applicability of VConnected. Each VConnected team member researched and developed their projects in the Fall semesters and began implementing them in the Spring semesters.

Each QEP pilot participant listed the learning outcome(s) to be assessed, included a statement of need, planned the actions necessary to complete the project, requested necessary resources, and described the assessment method. Each pilot was then required to complete a mid-year progress report followed by an end-of-year report detailing project results, professional development associated with the project, assessment data and evidence, and use of results for improvement. The QEP Implementation Committee used this information to complete a feasibility review which included a rubric (originally identified assessment tool). The purpose of the feasibility review was twofold: to determine the effect the technology tool and engagement strategy had on student learning and the sustainability of the resource including technical support and training. The Committee made recommendations on both the technology tools and engagement techniques. Once recommended and approved, technology tools were made available to all faculty and staff through the Quality Enhancement Resource Inventory and engagement techniques were taught through the established professional development program.

As part of the existing college assessment process, faculty and staff review data and other relevant information to determine necessary/desired improvements to their course or student support service. Interventions that targeted student learning generally included technology tool(s) and/or engagement techniques which were made available through the QEP. These interventions were assessed through the existing assessment process of each component. A combination of assessment tools were used to determine effectiveness which included but were not limited to student evaluations of instructor/course (i.e., Student Instructional Report II (SIR II)), student satisfaction surveys (e.g., Library Services Survey), student engagement surveys (CCSSE/SENSE), instructor course audits (e.g., End of Semester Course Review, Rubric for Online Instruction), and the College Annual Action Planning Process. Results were reviewed and actions were planned for subsequent years if necessary.

To promote and communicate the goals of the QEP, established outlets were identified to provide ongoing or frequent communication. These included faculty/staff development presentations, weekly President Team meetings, monthly President's College Update, Vernon College website, QEP newsletters, pilot application promotional materials, student orientations, and new employee orientations.

Professional Development

The professional development program at Vernon College is under the direction of the Professional Development Committee which is co-chaired by the Instructional Design and Technology Coordinator and the Faculty Senate President. Members of the committee include a representation of both faculty and staff. The program is structured to provide ongoing support and instruction for existing and emerging technologies appropriate to pedagogical strategies and design as well as the instructional and student support environments. This program is a direct result of the efforts of the QEP, the Director of Quality

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Enhancement, the Instructional Design and Technology Coordinator, and the QEP Implementation Committee.

QEP initiatives led to an increased emphasis on training and support for new technologies and engagement strategies and how these could potentially increase student learning. Originally opportunities were provided through two Faculty Innovation Centers which were computer labs available to faculty to test new software programs. After the implementation of the QEP, the centers were renamed Vernon College Innovation Centers (VCIC) and referred to more than just a physical classroom space. The VCICs were expanded to ensure all faculty and staff members could comfortably experiment with instructional technology either by attending a training session, checking out a technology tool through the Quality Enhancement Resource Inventory, or accessing resources online through the learning management system. A variety of training options have been made available through the VCIC: individualized consultations, small group training sessions, and departmental training sessions. The trainings were delivered face-to-face and online to provide more flexibility around work and class schedules. A goal of the QEP was to assist faculty and staff in identifying and integrating technology tools for excellence in a learning-centered instructional environment. In order to sustain this level of training and support, the QEP Implementation Committee recommended integration to successfully transition oversight to the Professional Development Committee.

The following assessments are utilized by the Professional Development Committee when planning future professional development programming: Student Instructional Report II (SIR II) data; Vernon College Key Performance Indicators of Accountability (KPIA's) – specifically CCSSE/SENSE benchmarks, Graduation, Persistence, and Retention; CCSSE/SENSE individual results, Quality Enhancement Resource Inventory (QERI) Surveys, and Professional Development Surveys. The information is then reviewed, areas in need of improvement or reinforcement are identified, and sessions are planned targeting these areas. Sessions are also planned based on requests from faculty or student support services personnel.

A concentrated effort was made to create a base of new knowledge about the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE). Student engagement data was presented to the College community including the Board of Trustees, President, deans, and faculty and staff at all locations. The benchmark data was the primary focus of the presentations for all audiences. In addition to the benchmark data, presentations to the faculty and staff were tailored to each division or department and included specific questions that indicated a significant difference. At the direction of President Dr. Dusty Johnston, the first college-wide Data Day was conducted in the Fall 2011 semester. The purpose of this professional development session was to share the results of the CCSSE 2011 data with each component of the College. Each component was also challenged to take the information and use it to drive decision making to improve or create interventions to be included in the 2012-13 Annual Action Planning process. This initiated an annual college-wide review of student engagement data as well as other data collected by the College. The Annual Action Planning process continues to reference and use college data as a statement of need, benchmark, and/or evidence for use of results for improvement.

Additionally, CCSSE/SENSE Data Facts were routinely shared via email to all faculty and staff and presented to students on TV Monitors on the Vernon Campus and Century City Center. The results were also shared through QEP newsletters. Student feedback was gathered from the Student Government Association and Student Forum groups.

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Assessment

The Vernon College QEP targeted student learning outcomes on a project-by-project basis using established competencies from course syllabi or objectives identified by student support services. As engagement techniques were integrated into a course or project, specific student learning outcomes were tracked and assessed to determine if increased learning did occur due to improved engagement techniques. Each project was reviewed to determine the feasibility of incorporating the activity/project in additional courses or student support service areas. Descriptions and results of four pilot projects are included in Appendix A.

When looking at the success of the QEP project overall, the results are as follows. The feasibility review process, which was used to assess individual projects, determined that 28 of the 30 total piloted were recommended as a feasible technology tool and corresponding teaching/engagement strategy. Additionally, 24 of the 30 projects were able to demonstrate an impact on the achievement of student learning outcomes. The remaining 6 projects were inconclusive as to whether they had an influence on improving student learning.

The 2013 Community College Survey of Student Engagement (CCSSE) data showed tremendous improvement in all benchmarks. Active and Collaborative Learning, Student-Faculty Interaction, and Support for Learners all showed a 15% increase or greater. Many of the actions aimed at improvements in these areas were QEP pilot projects, included the use of technology tools offered through the Quality Enhancement Resource Inventory, and/or received professional development training through the Vernon College Innovation Center.

To ensure integration and assessment, the QEP was incorporated into the College's annual planning cycle as a Priority Initiative for Annual Action Plans. It is identified as a Priority Initiative and included as a statement of need, objective, and/or strategy in the annual action planning process. As a result, components of the College addressed attaining the goals of the QEP on their annual action plans. Through this method, the QEP continued the process of college-wide integration into the infrastructure of the College. Further, the Office of Quality Enhancement used individual pilot reports, the QEP Annual Progress Reports, and the End of Semester Course Reviews as additional assessment and reporting tools. National surveys continue to be primary assessments of engagement and include the Community College Survey of Student Engagement and the Survey of Entering Student Engagement.

The Quality Enhancement Plan Implementation Committee was structured to assess and evaluate the progress of the QEP and to ensure completion of each initiative. The Committee provided oversight for the implementation of the QEP as written in the February 27, 2009 Revised QEP document until completion of objectives and successful transition of oversight in July 2014 to the Professional Development and Technology Standing Committees.

Support

In addition to professional development, further QEP support was added in the creation of the Quality Enhancement Resource Inventory (QERI) and Pilot Mentor Program.

The QERI is a collection of over 50 technology tools that includes hardware and software available for checkout or downloads by faculty or staff members. The QEP Implementation Committee approved resources to be added to the QERI based on the feasibility review of each pilot project. Resources may also be added based on necessity and/or best practice. These technology tools are standardized for certain products in an effort to provide more effective and efficient training and support. Individual or group trainings on these resources are offered through the Vernon College Innovation Centers. The QERI

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process was approved and implemented by the QEP Implementation Committee. This resource allows Vernon College to continue to provide the most up-to-date technologies while being mindful of budgetary concerns, use standardization to maximize training opportunities, and continue the ability to provide technical support through existing human resources.

The Pilot Mentor Program was established to offer additional training and support for those hardware, software, or engagement methods deemed a best practice by the QEP Pilot Project Program. Each individual who volunteered for the QEP Pilot Project Program also serves as a mentor through the Pilot Mentor Program. Training faculty and staff as mentors is an efficient use of existing human resources. They are crucial to the success of this initiative. Mentors have performed the skill or used the knowledge under conditions closely resembling the job. They are skilled in delivering instruction and evaluating student learning and have the expertise to identify and understand the learning needs of students. Continued training is necessary to maintain this level of expertise and is scheduled via the Professional Development Committee.

To ensure that collaboration and connectivity could be integrated into all aspects of the students' collegiate experience, measures were taken to sustain this level of support for faculty and staff. The Director of Quality Enhancement and the QEP Implementation Committee began the transition of oversight for professional development and technology offered through the QERI to the Professional Development and Technology Standing Committees. The process was successfully piloted during the 2013-14 academic year with final review by the QEP Implementation Committee occurring in July 2014. Additionally, the institution continues to develop and enhance the use of mentors including mentor professional development. A successful professional development program for making the most of student engagement techniques, instructional strategies, and new technologies demands continued structured support. Oversight is provided by the Professional Development Committee.

In order to provide the ability to manage assessment documents that fuel college actions, various tools were made available and utilized. Support and training was provided to ensure faculty and staff could create, gather, and analyze the data, and use the information for improvement. These tools included the use of the College learning management system (Blackboard Learn), survey tools (Survey Monkey), rubrics, and other software tools.

REFLECTION

The goal of the QEP was to increase student learning through improved engagement. Engagement was to be increased by transforming curriculum and instruction, training faculty and staff in engagement techniques through professional development opportunities, and creating a technology-rich environment for instructional and student support services. As the implementation of the QEP began, it was necessary to create processes that addressed budgetary concerns, training and support, standardization, efficiency, and sustainability.

Transforming curriculum and instruction

Actions written in the QEP were aimed at transforming the curriculum and instruction of those individuals selected for pilot projects. However, the QEP Implementation Committee wanted to ensure that a process was in place for this to occur in all courses, with all instructors. In the past, instructors had annual evaluations by their supervisor but the use of data was infrequent. With the addition of the Instructional Design and Technology Coordinator (through QEP initiatives), a more thorough course review process was developed. At the end of each semester, instructors are asked to complete an End of Semester Course Review (ESCR) which includes the measurement of student learning outcomes. It includes a reflection of

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engagement strategies and/or technology used to assist in achieving these outcomes. Each instructor reviews the information from the ESCR, data from student engagement surveys (i.e., CCSSE, SENSE), and data from student instructor and course evaluations (i.e., Student Instructional Report II (SIR II)) to determine necessary improvements. From this point, instructors may take advantage of the existing resources through the QEP (e.g., Quality Enhancement Resource Inventory, Professional Development Sessions, Instructional Design Services) to transform their curriculum and instruction.

Training faculty and staff in engagement techniques through professional development opportunities

Prior to the implementation of the QEP, professional development opportunities for faculty and staff were limited to the availability of outside conferences and seminars, as the budget allowed, and did not necessarily address engagement in the classroom or student support services as it relates to the attainment of student learning outcomes. For this reason, processes were put in place to provide more of these types of trainings. Initially, the Instructional Design and Technology Coordinator would provide individual training to those piloting projects or those interested in ideas for the future. As time progressed, student engagement techniques (SETS) sessions were offered that were specifically designed to engage students in learning course-related knowledge and skills and for developing learner attitudes, values, and self-awareness. In addition to the techniques (SETS), potential assessment methods were also taught so the effect on student learning could be measured. This led to the resurgence of the Professional Development Standing Committee who established and implemented a comprehensive professional development program and continues to provide oversight. The trainings are often taught by mentors, through the Quality Enhancement Mentor Program, who have experience and expertise in the selected area.

Creating a technology-rich environment for instructional and student support services

Vernon College previously had access to certain technologies through a grant. However, once the grant concluded there was no formal process for the continued use of and support of technology. The initial QEP provided funds to purchase and test emerging educational technology tools but there was no structure to ensure standardization, efficiency, training, and support. The QEP Implementation Committee created the Quality Enhancement Resource Inventory (QERI) in an effort to standardize technology tools and make them available to all faculty and staff while being conscious of concerns such as budget, training, and support. As technology tools were determined to be feasible, through the Feasibility Review Process, they were added as a resource and made available through the QERI. The integration of the QERI has made it possible to continue to provide faculty and staff access to up to date technology tools that have been piloted, assessed, reviewed, and approved. With each technology, appropriate engagement strategies are designed and implemented into the curriculum, program, or process in order to effectively meet learning outcomes at the course and/or program levels. Training for these tools continues to be provided through the Professional Development Program including mentoring. Support for technology tools is coordinated through the Technology Committee.

Other

An added benefit of QEP initiatives is a change in the College culture with respect to data. Numerous surveys had been conducted in the past and data was available if needed. However, with no formal process for data review and utilization, limited benefits were realized. The QEP contributed significantly to the transformational process of becoming a more data informed institution through the sharing of student engagement data, educating faculty and staff on how this data could be used to identify areas of strength and those in need of improvement, and how to use this information to benchmark for goal setting and indicators of progress. With the leadership of the President, the College began reviewing data

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from other sources as well. This led to a college-wide shift in culture in which all data received more prominent attention in the decision making processes. As a result, Vernon College has enhanced its position as a data-informed institution.

The assessment of the QEP from individual projects to college-wide planning has shown an increased understanding of the process over time. Reporting methods have strengthened and an appreciation is apparent for the collection and review of data and evidence as well as the use of results for improvement. The ongoing review of data and the use of resources provided through the QEP have generated new and innovative ideas for improvement.

APPENDIX A: EXAMPLES OF QEP PILOT PROJECTS

Student Support Service

Director of Financial Aid To encourage prospective students to actively participate in financial aid presentations at area high schools, the Director of Financial Aid implemented the use of clickers. The student response system (clickers) was incorporated into the presentation with the goal of increasing the retention and understanding of the information presented. In past presentations, it was perceived that the participants understood the information as presented. The following day, however, the Financial Aid Office would receive numerous phone calls pertaining to questions regarding information that should have been retained from the previous day's presentation.

The Director of Financial Aid first used the clickers at the Region IX High School Counselor workshop. The Director stated that the clickers were very well received and that the feedback was positive. Some of the comments received were as follows: "Excellent training!", "Great use of technology and interactive presentation approach!", and "Enjoyed the quiz game with the response clicker...Kept people engaged and on track...Good idea". As a result of the success at the workshop, the Director decided to implement the presentation at all 18 financial aid workshops at various high schools for senior students and/or their parents.

Response results of the clicker participants were compared to a control group and the anticipated project results were achieved. The clicker participants scored at or above the control group on all questions with an average increase of 22 percentage points per question.

	Clicker Participant Scores	Control Group Scores	Percent Increase
Question 1	68%	54%	14%
Question 2	77%	31%	46%
Question 3	88%	62%	26%
Question 4	92%	92%	0
Question 5	96%	77%	19%
Question 6	90%	62%	28%

In addition, the project allowed for instantaneous feedback to the presenter. They immediately received results and could provide additional information or explain the material again as needed. Participants who answered incorrectly had the opportunity to see the correct answer and receive further explanation. In the past, participants approached the presenter following the presentation and asked numerous general questions that had been addressed during the workshop. After utilizing the clickers, the number of general questions after a presentation was reduced by more than half.

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Note: Student Response Systems (Clickers) are currently being utilized across the College in instruction and student support services to provide formative and summative assessments of student learning. They are available as a resource through the Quality Enhancement Resource Inventory and training continues to be provided through the Professional Development Program.

Instructional Services

English Instructor This pilot targeted the place-based education instructional strategy. The idea being that student success rates in writing courses would increase for numerous reasons including we write what we know; we are more vested in issues that may have a direct impact on us in some manner; we are more interested in material that allows for exploration of our history or roots. One face-to-face section of Composition II students were tasked with learning the basics of argument building which was demonstrated in a Position Paper assignment. Students were asked to choose topics related to their career fields that could be localized. They were asked to conduct personal interviews with relevant experts on their topics in addition to completing research via the web and Vernon College databases. Of fourteen papers submitted, ten scored 80 percent or higher on the Position Paper, equating to a 71 percent success rate; six of ten were A's while the remaining four were high B's.

- In comparison: a second Composition II course (face-to-face), eleven of fourteen scored 70 percent or higher on the Position Paper, equating to 79 percent success rate; however, interestingly, while six of the passing grades were A's, the remaining five scored in the low B, high C range.
- In comparison: In Composition II (Internet), eight of fourteen scored 70 percent or higher on the Position paper, equating to a 57 percent success rate.

The instructor learned, through interviews, that many students recognized a better connection to the material they were researching because it was local. They felt more comfortable with the topic and learned more about their intended career fields locally than they would have had they chosen national or global issues as the basis for their arguments. Further, this assignment introduced students to proper interviewing etiquette and technique. It also encouraged students to move beyond the computer and required that they find local voices and evidence to support their argument.

Finally, the instructor observed the benefits of this extensive interaction with the topics influencing their other assignments. Several students chose to address local concerns in their visual argument presentations, citing statistics from Wichita County and surrounding areas to make their arguments more relevant; this was not a requirement. In fact, they were free to choose from any topic they wished. Yet a number of them chose local issues and, without prompting, used local statistics as supporting evidence. Even in their interaction with four instructor-chosen poems for the literary argument section, they demonstrated evidence of changed thought processes. Without instructor prompting, their group work led to exploration of the authors' lives and the settings of the poems to better understand them. In short, they attempted to recognize how the authors' lives may have influenced the poems, which demonstrated on some level their retention of this concept.

Note: The application of this method of teaching and offering guided focus on assignments could be relevant to other areas of discipline. This project concluded in the Spring 2014 semester and as such the instructor will serve as a mentor in the upcoming academic year. Using project results, the instructor will offer professional development sessions to demonstrate how the strategy was effective in improving student learning in this course. This will include both direct and indirect methods of assessment.

History Instructor In previous face-to-face courses, a Vernon College history instructor taught a lesson on World War II using a footlocker which provided a hands on research experience. In order to make this

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lesson available to online students with a comparable “look and feel”, the instructor used SoftChalk to create a virtual footlocker lesson. SoftChalk is a learning solution software that allowed the instructor to incorporate the use of text, video, web links, and photos to help the students better understand the topic being taught. It also allowed the instructor to place various assessments inside the lesson and simultaneously create mobile pages so that students could view the lesson on a smartphone. For example, on one page of the virtual footlocker assignment (grease jar) the students could read about the item and its importance to World War II, they could watch embedded You Tube videos, and they could scroll through photo albums related to the item. Additionally, they could click on any of the links on the “Learn More” sidebar to the right of the screen and research the item in more depth.

Out of the sixty (60) students who participated in this phase of the project, overall assessment scores ranged from 180-200 total points. This group was given the virtual footlocker, and had the opportunity to research the items and prepare a PowerPoint or Prezi presentation on the items in the footlocker. This is in comparison to the control group who were provided and tested on the information. The control group was given the information on the items in a lecture format over the course of a week, and then tested on them after a week of lectures. Control group scores ranged from 100-150 total points.

Note: As a QEP mentor, the history instructor taught several professional development sessions during the 2013-14 academic year. Several instructors have begun using the technology to enhance their existing curriculum. The achievement of specific student learning outcomes will be analyzed and compared to previous courses to determine the effectiveness. For example the nursing department is offering additional instructional activities to students via SoftChalk technology. This is enriching the curriculum with hands on activities and providing students the opportunity to self-assess.

Student Support Service

Continuing Education The purpose of this project was to use technology to make information more accessible to students and be more effective than the existing printed materials. Videos were created to help with the explanation of programs, to assist with locating materials on the website (e.g., shot record requirements), and to solicit feedback regarding services. A camcorder and video editing software were used to produce the educational videos. Although the technology tools proved to be an effective resource, the videos did not yield expected results.

Results showed that the placement of videos on the website were not easily located by prospective or current students. Additionally, once the videos were posted it was difficult to track the number of views. Website analytics were used to track page views but did not have the capability to track the number of individuals accessing the videos. When determining a baseline, frequently asked questions and phone calls were logged. The Continuing Education Office continued to log these after project implementation; however, it was difficult to determine if any difference was due to the utilization of the video resources. The direct assessment method used in this project (questionnaire during registration) proved to be ineffective in demonstrating an improvement in student learning. When analyzing whether the number of frequently asked questions decreased as a result of the videos, results were inconclusive. For these reasons, the project was not recommended as feasible.

Note: The use of videos on the website to further prospective and current students’ understanding of various processes continue to be explored at Vernon College. With the addition of a new Website Content Management System, the analytics feature has improved tracking capabilities. Also, survey tools are being piloted to assess students after viewing each video in an effort to determine the impact of the educational resource.