



The Ripple Effect:
**Transforming Student Success
in Distance Learning,
One Student & One Instructor at a Time**

J. Sargeant Reynolds Community College
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Gary L. Rhodes, Ed.D., President
Diane F. Brasington, Accreditation Liaison

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STATEMENT BY THE PRESIDENT

J. Sargeant Reynolds Community College is pleased to submit its Quality Enhancement Plan, *The Ripple Effect: Transforming Student Success in Distance Learning, One Student & One Instructor at a Time*. This Quality Enhancement Plan (QEP) is the result of college-wide assessments and discussions that began in Fall 2006 and that brought together varied groups of administrators, faculty, staff, and students in productive and illuminating conversations.

In our search for a sustainable and transformational QEP, we examined the goals of the institution's annual Strategic Plans, reviewed key elements of institutional data, and focused upon the specific task of making a strong and positive impact upon our students' learning. Among all of the proposals that were developed, the issues that surround distance learning at the college emerged as vital for several reasons.

As this report details, our distance learning courses have seen an exponential growth in class numbers, student enrollment, and faculty involvement. Given this rapid growth and the sizeable portion of the curricula that is now delivered through distance technologies, it became clear to us that making a transformational impact upon distance learning would ultimately have a *ripple effect* across much of our institution.

This QEP engages many resources and divisions of the college. J. Sargeant Reynolds Community College is fully committed to sustaining its plan to improve student success in distance learning, to cultivate a strong program of faculty development in distance teaching, and to integrate these enrichments into the broader culture of the college.



Gary L. Rhodes, Ed.D.
President

J. Sargeant Reynolds Community College
Richmond, Virginia

EXECUTIVE SUMMARY

The Ripple Effect represents the phenomena that occur when expanding ripples of current develop from a singular point of origin. When the paradigm of *The Ripple Effect* is applied to economics, sociology, education, or any other context of human interaction, the emergence of transformative and expansive energies is witnessed: from the center of an innovative idea, or the root of a nourishing source, or the invigoration of one determined mind, the circles widen to affect change, to refresh vision, and to lead into new potentialities.

J. Sargeant Reynolds Community College (JSRCC) has selected the paradigm of *The Ripple Effect* as the representative model of its Quality Enhancement Plan (QEP). Focused upon student success in distance learning as the “singular point of origin,” *The Ripple Effect* represents the unbound and fluid movement of transformative energy that will filter into the full breadth of the college, affecting students, faculty, administrators, and academic programs. The transformations and enhancements that will be seen emerging in distance learning courses will broaden their reach into the many instructional programs and classrooms, regardless of whether the instructional delivery mode is virtual, hybrid, or face-to-face.

The Ripple Effect: Transforming Student Success in Distance Learning, One Student & One Instructor at a Time focuses upon three areas in order to significantly impact distance learning at the institution: student readiness, student orientation, and integrated student support services, and faculty training.

Student Readiness for Distance Learning

The college will implement the use of a student readiness tool to help students, advisors, and faculty assess individual students' levels of preparation for distance learning, and to guide the college in its development of student remediation modules for distance learners.

Student readiness for distance learning is a core factor of student success; JSRCC will adopt and implement the use of an evaluative instrument that will help students determine their own skills-level and adaptability to distance learning. After reviewing various products, the QEP Development Team has recommended the use of Readiness for Education at a Distance Indicator (READI™) as the primary evaluative instrument. Using the results of READI™, students and their advisors will be able to make better decisions about individual levels of preparedness for distance learning. Significantly, the results of this tool will also be evaluated and used to develop remediation modules to help students acquire the skills that they need to be ready for distance learning.

Student Orientation to and Integrated Student Support for Distance Learning

The orientation module will focus on preparing students for distance learning, will be delivered to students prior to their enrollment in distance learning courses, and will emulate the best practices of distance education. Further, orientation efforts will be supported by the development of a holistic model of student support services for distance learning.

Students who plan to enroll in distance learning classes at JSRCC will complete an online Student Orientation to Distance Learning module. This module will focus on introducing the student both to the technological skills required for effective distance learning and to the challenges of self-directed learning. Students who demonstrate

weak skills in this orientation will also be directed to remediation modules to improve their abilities. As students progress into their distance learning courses, they will be systematically provided access to and information about the student support services that exist at the college. These support elements will be integrated through a team approach built upon the understanding that instructors, student advisors, academic support services, and the Center for Distance Learning all play vital and overlapping roles in assisting students to achieve academic success

Faculty Training in Distance Learning

The college will articulate, develop, and implement a comprehensive faculty training program for faculty who are teaching or who plan to teach distance learning courses; further, through the training program, faculty who achieve the highest level of training will serve as peer mentors in distance learning.

Once implemented, the *Faculty Training in Distance Learning* program will focus on 1) increasing faculty knowledge and skills in best practices in distance education, 2) providing faculty access to information and resources in effective distance learning strategies and technologies, and 3) promoting and expanding an already-established institutional culture of ongoing faculty development. Additionally, through its intended *Ripple Effect*, the training program will also impact students and instructors in the physical classroom as, increasingly, overlapping teaching strategies are used within on-campus and online instructional spaces.

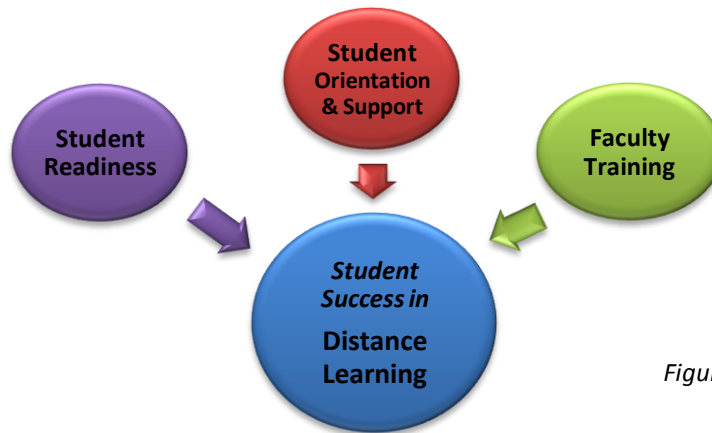


Figure 1

As Figure 1 details, this QEP’s tripartite—and highly individualized—approach to transforming the student learning experience in distance learning targets the two primary obstacles to student success: the transition of the learner into distance learning and the preparation of the instructor for this instructional context. By addressing both areas of concern simultaneously, JSRCC will effectively enhance the experiences of students *and* faculty in distance learning and witness the collateral benefits that accompany these transformations.

This QEP seeks to impact student success with the following defined and measureable positive outcomes:

- sustained student retention in distance learning courses
- enhanced student success in passing distance learning courses

- increased student and faculty satisfaction with the quality of learning and experience in distance learning courses

Through the incorporation and analysis of a variety of assessments that will be conducted throughout the five-year implementation period of the QEP, the college will also begin to define recommendations for policies that govern distance learning for both students and faculty. These assessments will also serve as the critical cornerstone for the continued attention to and improvement of student success in distance learning at JSRCC.

PART I

A. SELECTING AND DEVELOPING THE TOPIC

Selecting the Topic

In preparation for the 2010 SACS Reaffirmation of Accreditation, the Executive Cabinet directed the formation of a Quality Enhancement Plan (QEP) Selection Committee (QEPSC) in Fall 2006. Chaired by Dr. Gene LeRosen, executive vice president, this committee was given the task of designing and implementing the QEP selection process for the institution. The committee's goals were defined to 1) design an inclusive process that had broad-based involvement by key constituencies including students, faculty, staff, administration, and the College Board; 2) ensure that the topic's selection emerged from a thorough review of institutional data that identified key issues impacting student learning; and 3) ensure that the topic would have a direct impact on improving student learning.

The QEPSC brought together an array of college administrators, staff, and faculty as follows:

- Gene LeRosen, Executive Vice President (QEPSC Chair)
- Diane Brasington, Associate Vice President of Policy and Institutional Effectiveness
- Barbara Grano, Special Assistant to the President for Communications
- Erica Meredith, Dean of the School of Business
- Bill Ziegler, representative of General Education Faculty
- Joel Adler, representative of Occupational Technology Faculty
- Donna Levy, representative of the Faculty Senate
- Harriet Morrison, representative of Academic Affairs
- Meg Buchanan Foster, Division of Student Affairs
- Ivan L. Harrell, Division of Student Affairs
- Marian Macbeth, Coordinator of the Center for Distance Learning
- Abdul Miah, Director of the Library Resource Centers
- Jackie Bourque, Director of the Office of Institutional Effectiveness

The QEPSC began meeting during May 2007 (for a select chronology of the selection process, see Appendix I; agendas and minutes of all meetings are housed in the [QEPSC's SharePoint site](#), located on the college's Intranet. This first meeting focused on the need to hire a QEP selection coordinator who would be a member of the committee and work directly with Dr. LeRosen to lead it. After a college-wide solicitation of applicants, Dr. Ivan Harrell, coordinator for student affairs, was selected. The committee also developed a public website (www.reynolds.edu/QEP) to keep the campus community informed about the selection process.

During Summer 2007, the committee worked to develop the specifics of the selection process. In order to ground the selection process in the review of institutional data, an institutional Data Profile (Appendix II) was developed. The Data Profile guided the selection process by allowing the college community to review key institutional data and develop a deeper understanding of the institution. The committee then sought to involve members of the college in the QEP selection process:

- On September 25, 2007, President Gary Rhodes sent an email to the college community encouraging participation in an idea-generation process.
- From September 25 through November 9, 2007, key constituencies were encouraged to review the Data Profile and to participate in an open forum session and/or provide feedback through the QEP website, email, campus mail, or by telephone.
- Open forum sessions were held from October 7 through October 30, 2007. Eight sessions were held for faculty and staff (88 participants) and five sessions were held for students (50 participants). In the sessions, participants were encouraged to review the Data Profile and respond to the following questions:
 - What data point did you find most surprising? (faculty/staff)
 - Based on that data point, if you could design an extraordinary project to improve student learning, what would it be? (faculty/staff)
 - If the college could do something to help you be a more successful student, what would it be? (students)

The QEPSC completed a content analysis on the information that was collected from the idea-generation process in order to identify emerging themes. This analysis resulted in the identification of 24 broad themes. The top six themes were:

- Academic Support
- Adjunct Training
- Advising
- Career Advising
- Distance Learning
- Instruction

The QEPSC divided into six subcommittees, and each focused on developing specific projects aimed at improving student learning within its assigned thematic context.

On November 20, 2007, at the college's annual Fall Convocation, Dr. LeRosen and Dr. Harrell presented faculty, staff, and College Board members an update on the selection process and encouraged more participation by faculty and staff. This "call-to-action" resulted in an additional 84 faculty and staff joining the selection process, with approximately 12–16 individuals serving on each subcommittee. A number of students also participated.

From November 25 through March 7, 2008, the subcommittees met to develop projects using a predetermined project template (Appendix III). Seven proposals were submitted:

- Advising Access
- Career Advising
- E-Advising
- Engaging Classroom Practices (instruction)
- Faculty Success (adjunct training)
- Faculty Curriculum for Teaching Distance Learning
- Project DOERS: Developing Opportunities for Educational Retention and Success (academic support)

During the college-wide public comment period (April 3–April 16, 2008), the seven proposals were posted on the college's website. Key constituencies, including students, were encouraged

to review the projects and provide comments through the website. This public comment period resulted in postings by 205 college community members.

On May 22, 2008, 35 key members of the college's administration (Reynolds Leadership Council, Planning Committee, College Board, and the JSRCC Student Council) reviewed the proposals and the public comments, scored each proposal using a common rubric (Appendix IV), and then met to discuss the results. The rubric scoring identified the top four proposals, and these were forwarded to the Executive Cabinet:

- E-Advising
- Career Advising
- Faculty Curriculum for Teaching Distance learning
- Project DOERS: Developing Opportunities for Educational Retention and Success

The Executive Cabinet met in June 2008 and considered each proposal based on (a) its potential impact on student learning; (b) the ability of the institution to sustain the project; and (c) the ability of the institution to properly assess student outcomes. The cabinet selected *Faculty Curriculum for Teaching Distance Learning* as the project the institution would adopt for its QEP.

The Executive Cabinet's decision to focus on distance learning arose from the significant factors that emerged in the institutional Data Profile (Appendix II):

- 1) By the 2006–2007 academic year, the college was offering nearly double the number of distance learning classes that it had offered in 1998–1999.
- 2) Student success rates in distance learning classes faltered behind the success rates of on-campus learners: from Spring 2004 to Fall 2005, approximately 75% of grades received in on-campus 100- and 200-level sections were A, B, or C; by contrast, only 68% of distance learners in comparable sections earned similar passing grades. (“The Relationship of Different Factors to Student Success in Distance Learning Courses,” 2006)
- 3) Within a few years, the number of faculty involved in distance teaching at JSRCC had risen dramatically: in 2003–2004, 13 adjuncts and 30 full-time faculty taught distance courses; by 2006–2007, that number had risen to 41 adjuncts and 36 full-time faculty. The steep rise of adjunct instructors within distance learning classrooms made this focus for the QEP especially vital. The Executive Cabinet could only anticipate that these numbers would continue to rise during the period of developing the QEP, and Fall 2009 figures confirm the college's expectations: at present, more than 130 instructors are assigned to distance learning courses for Fall 2009, and at least 80 of those instructors are adjunct.
- 4) At present, the college has no consistent standard among its academic schools for documenting the technology skills or the competence levels of its distance learning instructors.

In the year-long effort that followed in the development of the QEP, this initial proposal concept (*Faculty Curriculum for Teaching Distance Learning*) evolved into a broader vision that

encompassed *student orientation* and *student readiness*, in addition to its starting point of *faculty training*. Throughout the process, committee members kept in mind the central concern of the proposal: to transform student success in distance learning at JSRCC.

As it evolved and developed over the course of 2008–2009, the QEP created a mechanism that allows the college to structure, assess, and create policies for effective changes in the areas in which there is significant need; additionally, its focus upon the academic success of distance learners directly impacts a sizeable and growing population of the college's students.

Developing the Topic

Following the successful QEP selection process and the completion of the first committee's efforts, work on the QEP evolved into its second stage: the development of the QEP, led by the QEP Development Team. The Development Team's composition represented a spectrum of the college's key divisions that will be both affected by and play a significant role in the development and implementation of the QEP.

The academic schools were represented by faculty members who served as representatives of their academic units; most of the faculty representatives are also leaders in the delivery of distance learning in their disciplines. Other critical agencies at the college were also represented. These agencies were identified by their necessary connections to the QEP: Center for Distance Learning, Office of Training and Development, Library Resource Centers, Technology Training, Office of Institutional Effectiveness, Office of Institutional Advancement, Division of Student Affairs, and Reynolds Leadership Council. The QEP Development Team members included the following:

- Ghazala Hashmi, QEP Development Team Coordinator and Writer, Professor of English
- Ivan Harrell, QEP Development Team Assistant Coordinator, Division of Student Affairs
- Genene LeRosen, Executive Vice President and Reynolds Leadership Council liaison
- Dirk Burruss, Professor of Information System Technology
- David Barrish, Director of School of Culinary Arts, Tourism and Hospitality
- Lorenza Dickerson, Assistant Professor of Automotive Technology
- Barbara Stewart, Professor of Biology (Fall 2008)
- Debbie Neely-Fisher, Assistant Professor of Biology (Spring 2009)
- Sherri Compton, Assistant Professor of Respiratory Therapy
- Donna Levy, Assistant Professor of English and Faculty Senate liaison
- Erica Holmes, Dean of the School of Business (Fall 2008)
- Barbara Glenn, Dean of the School of Arts, Humanities and Social Sciences (Spring 2009)
- Marian Macbeth, Coordinator of the Center for Distance Learning
- Joyce Barnes, Assistant Coordinator of the Center for Distance Learning
- CJ Bracken, Manager of Technology Training
- Harriet Morrison, Director of the Center of Teacher Education
- Jackie Bourque, Director of the Office of Institutional Effectiveness
- Maria Poindexter, Manager of Training and Development
- Kelly Plantan, Coordinator of Development Activities

- Denise Woetzel, Reference Librarian
- Diane Brasington, SACS Compliance Committee Chair

This comprehensive team worked collaboratively during the 2008–2009 academic year to define and develop the important parameters of the QEP (agendas and minutes of all meetings are housed in the [QEP Development Team's SharePoint site](#), located on the college's Intranet. The Development Team's specific determinations for the QEP will be outlined in Part II of this report.

As the QEP Development Team explored further the topic selected during the QEP selection process (*Faculty Curriculum for Teaching Distance Learning*), the results of various fact-gathering pursuits, which included two faculty focus group meetings, student surveys, faculty surveys, and reviews of the published scholarship on distance learning, made apparent the fact that true transformation of the college's distance learning courses could only be affected by the development of student learning skills as well. Specifically, both faculty and student comments, along with supportive research materials (see Review of the Literature section in this report), indicated that while a faculty well-trained in the elements of distance education could certainly transform student learning, such efforts would in general fall short of achieving their goals if the college did not simultaneously focus its institutional initiatives on the students themselves. A student body unprepared for the demands of distance learning would continue to present challenges to even the most-skilled practitioners of distance teaching. As a result, the QEP Development Team expanded the scope of the initial proposal's focus, adding the components of *Student Readiness for Distance Learning* and *Student Orientation to Distance Learning* to the already-established concentration on *Faculty Training in Distance Learning*.

B. REVIEW OF THE LITERATURE

As national statistics demonstrate (Valentine, 2002; Inman & Kerwin, 1999; Sherritt, 1996; Galusha, n.d.), the embedded issues of distance learning—faculty training, administrative and institutional support, student preparedness, and technology concerns—all serve as critical challenges to the creation and development of a strong program of distance learning. Research studies in the field attest to the fact that distance learning programs test an institution in almost all of its dimensions. More often than not, individual entities at colleges and universities labor— independent of one another—to address the important challenges of distance learning. According to the authors of “Thirty-two Trends Affecting Distance Education: An Informed Foundation for Strategic Planning” (2003), the shifting forces of higher education throughout the nation point towards the need for more direct, better managed, and effective integration of distance learning programs *within* the larger structure of an institution’s academic services for its students.

Instruction within the distance environment is hardly marginalized or tangentially important to an institution, as it once was 10–15 years ago: in reality, it has become a crucial and highly potent focal point for the expanding vision of higher education, adult education, and workforce development. As a National Center for Education Studies (NCES) report points out, “In the 2006–07 academic year, 66 percent of the 4,160 two-year and four-year Title IV degree-granting postsecondary institutions in the nation offered college-level distance education courses. The overall percentage includes 97 percent of public two-year institutions, 18 percent of private for-profit two-year institutions, 89 percent of public four-year institutions, 53 percent of private not-for-profit institutions, and 70 percent of private for-profit two-year institutions” (2008).

Administratively and pedagogically, institutions must move to address this expanding context of distance learning. Howell et al., (2003) developed a comprehensive list of “trends” that demonstrate how the distance education model has become a core element of higher education and in a variety of institutional contexts. Significantly for this college’s QEP, the trends that are most striking in their contemporary relevance are the ways in which student needs intersect with economic and social demands, propelling development of new technologies and thus presenting institutions, administrators, and faculty with greater urgency in the adequate fulfillment of quality distance learning. By extracting some critical elements outlined in “Thirty-two Trends,” we see the ways in which current developments shape and influence each other:

- The current higher education infrastructure cannot accommodate the growing college-aged population and enrollments, making more distance education programs necessary.
- The percentage of adult, female, and minority learners is increasing.
- Lifelong learning is becoming a competitive necessity.
- Instruction is becoming more learner-centered, non-linear, and self-directed.
- The distinction between distance and local education is disappearing.
- With the economy in recession, there are fewer resources for higher education and higher education initiatives, such as distance education.

- There is an increasing need for learning and teaching strategies that exploit the capabilities of technology.
- The need for faculty development, support, and training is growing.
- Some faculty members are resisting technological course delivery. (Howell et al., 2003)

A quick survey of these trends demonstrates the various ways in which one particular movement might propel the necessity of another *and*, at the same time, repel or impede the growth of yet a third, and equally important, factor. For example, while studies demonstrate that the adult female student population is growing at colleges, especially at two-year institutions' distance learning programs, such students are also likely to be not as prepared for the technological changes occurring in higher education. Thus, a significant demographic of distance learners is represented by individuals who will confront the greater challenges in navigating its technologies. Understanding such issues, and becoming more adept at helping institutions, administrators, faculty, and students manage them, is the critical next-step for colleges and universities. J. Sargeant Reynolds Community College understands such concerns intimately; as the institution's own surveys of and about students in distance learning reveal, those who are unprepared for the technological demands of distance learning and who have limited access to such technologies are often the very individuals who need entrance into higher education through distance learning.

Similarly, studies demonstrate that the emerging technologies, student demands, and institutional need for distance learning have far outpaced the faculty's abilities to adapt both content delivery and instructor skills into the distance classroom. For faculty, the issues embedded in distance teaching revolve around issues such as understanding the uses of course management systems, rapidly-evolving technologies, and the expanding demands of information literacy. Coupled with the new technologies, however, are also the requisite—and at times, more important—needs to understand the pedagogical challenges that accompany both teaching *and* learning within the virtual environment.

As Beverly Bower (2001) points out, "Faculty are accustomed to being the experts. Fear of appearing incompetent may cause faculty to resist involvement in any activity for which they have not had the proper training Faculty may feel they have not been provided with adequate training or experience to competently manage teaching distance learning courses." Thus, faculty may either resist the challenge of teaching distance classes, or they may engage in such instruction but hesitate to request the training and the support that they actually need.

In responding to these critical issues facing the faculty, the JSRCC QEP seeks to address the need to fully prepare both the college's faculty and their students for the tasks that accompany the transference and delivery of course content into distance learning. While the focus on issues of students' lack of success or retention in distance learning classes often centers exclusively on the need to prepare students, the college recognizes that faculty often confront very similar issues and concerns in terms of their own lack of adequate preparation. Interestingly, in the college's surveys, faculty identify student's inability to communicate effectively as a central

concern; and, at the same time, student surveys demonstrate that students feel that faculty are unable to communicate course content and expectations effectively.

Many researchers point to four critical elements that must necessarily be in place for distance learning to be successful in higher education:

- 1) effective institutional support (Howell et al., 2003; Western Cooperative for Educational Telecommunications, “Best Practices”)
- 2) faculty training in both technology and pedagogy (Molnar & Armenanto, 2006; Pankowski, 2004; Roach, 2002; and Scalese, 2006)
- 3) student preparedness for online learning (Bauman, 2002; Murray, 2001; Scagnoli, 2001, as cited in Gleason, 2004)
- 4) clear and consistent access to resources (Howell et al., 2003)

JSRCC is prepared to bring these four elements together, through the QEP, in meaningful conversation that merges the efforts of several institutional efforts.

In 2006, the college prepared a comprehensive report on distance learning at the institution. The report, “The Relationship of Different Factors to Student Success in Distance Learning Courses,” was built on the research question, “Is the percentage of students who succeed in distance learning courses different from the percentage of students who succeed in on-campus sections of the same courses?” When the results demonstrated a significant statistical difference, administrators and faculty both recognized the important need to direct focused efforts at reducing the gap between distance learning (DL) and on-campus student success rates. According to the report (2006),

The short answer to the research question is that yes, there is a statistically significant difference in the percentages of DL students who receive successful grades compared to students in on-campus courses. This is true for all three course groups: the 100-level, 200-level, and developmental. And for all three course groups, it is the on-campus students who have the greater likelihood of success

At the 100-level (Table 1A), 72 percent of grades received in the on-campus sections were an A, B or C. For the distance learning courses, the successful percentage was 67% – a difference of 5 percentage points. For 200-level on-campus courses (Table 1B), 77 percent of the grades were successful, while for the DL courses 70 percent were successful – a difference of 7 percentage points.

Interestingly, even though the percentage of successful grades received in DL courses is higher in the 200-level courses (70%) than in the 100-level courses (67%), the difference between the percentage of students who succeed in the DL courses compared to the on-campus courses is greater at the 200-level (7 percentage points compared to 5 for the 100-level courses) – meaning that the relationship between student success and type of course is greater for the 200-level courses.

In summary, for this research question, students in on-campus sections of courses were more likely to succeed in a course than were students in distance learning sections.

As an institution, the college recognizes that the accelerated growth of distance learning programs has frequently outstripped the preparedness levels of the institutions that deliver distance learning, and the faculty and students who participate in distance programs.

The development of this QEP is built upon established research and analysis of effective online education models. As this sector of higher education expands, so too does the collective understanding of the best teaching and learning models that sustain a challenging academic online environment. Among recent publications, a few have been consistently recognized for their effective evaluations of the field of distance learning: “Best Practices For Electronically Offered Degree and Certificate Programs,” published by the Western Cooperative for Educational Telecommunications; “Quality on the Line: Benchmarks for Success in Internet-Based Distance Education” (Phipps & Merisotis, 2000), a study that has been cited by numerous scholars (Pankowski, 2004; Wonacott, 2004; and Bennett & Bennett, 2002; NCES, 1999); and the numerous publications distributed by educational research groups such as the Institute of Higher Education Policy, the Sloan Consortium, and the Western Cooperative for Educational Telecommunications.

C. A PROFILE OF THE COLLEGE AND ITS NEED FOR THIS QEP

Although it is the youngest of the twenty-three community colleges located in Virginia, JSRCC is the state's third largest institution within the Virginia Community College System (VCCS). Founded in 1972, the college has enrolled over 275,000 students in credit courses in the past 37 years. The college currently enrolls over 18,000 full- and part-time students at its three main campuses and at other off-campus sites. Serving the varied needs of a diverse student population, JSRCC grants two-year degrees for students seeking to transfer to four-year colleges and universities; degrees, certificates and career studies certificates that help to prepare students for employment; and credit courses for students pursuing numerous academic options. The college serves a large region of Central Virginia: the City of Richmond and the counties of Goochland, Hanover, Henrico, Louisa, and Powhatan.

The college's impact on the region and the state is evident in economic factors, academic results, and workforce development trends: for example, more than 3,100 students are enrolled in JSRCC's transfer degree programs alone; and by 2010, JSRCC will have graduated more than 1,500 nurses through its nursing program, helping to meet the healthcare worker shortages in Virginia. Further, important aspects of the college's efforts in the healthcare industries are directed through distance learning; these curricular programs have state-wide impact. JSRCC has the only Dental Laboratory program in the state, and this program also offers a career studies certificate (CSC) through distance learning. The college has the only Opticianry program in the state which is also offered through distance learning; similarly, the college offers the only distance learning Respiratory Therapy program in the entire VCCS.

Through its broad institutional impact, JSRCC holds a critical position in this region's academic and economic structures, and it is poised to take on an even more critical role as the challenges of the nation's economic crisis raise the critical presence and the value of community colleges all throughout the country (Fitzpatrick, 2009).

Distance Learning Trends at JSRCC

Similar to its counterparts in both two- and four-year colleges, JSRCC has seen a steady increase in the number of students enrolling in distance learning courses over the past ten years. Distance learning enrollments showed their steepest rate of growth in a decade during the 2008–2009 academic year. The number of students enrolled in distance learning courses grew by 34% from 2007–2008 to 2008–2009. In Spring 2009, the growth was 45% over that of the previous spring. An analysis of distance learning enrollments throughout the VCCS reveals that JSRCC serves nearly 7.5% of all the community college distance learning students in the state (VCCS Distance Learning Enrollments and FTES 2007–2008).

The number of distance learning course sections also grew, at a rate of 11%, continuing the trend of higher average enrollments in each distance learning section that was offered. Additionally, more courses at the college were offered in the distance format: 223 different courses were available via distance learning during 2008–2009, an increase of 4% over 2007–2008. Tables I.C.1 and I.C.2 below detail the steep increases in distance learning enrollments and sections over the past ten years:

Table I.C.1 DISTANCE LEARNING ENROLLMENTS

	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Summer	632	751	856	984	1079	1282	1529	1979	2132	2437	3124
Fall	1056	1049	1140	1223	1584	1814	2175	2524	2817	3414	4331
Spring	857	1085	1189	1463	1680	2086	2462	2710	2802	3393	4916
TOTAL	2545	2885	3185	3670	4343	5182	6166	7203	7768	9244	12371

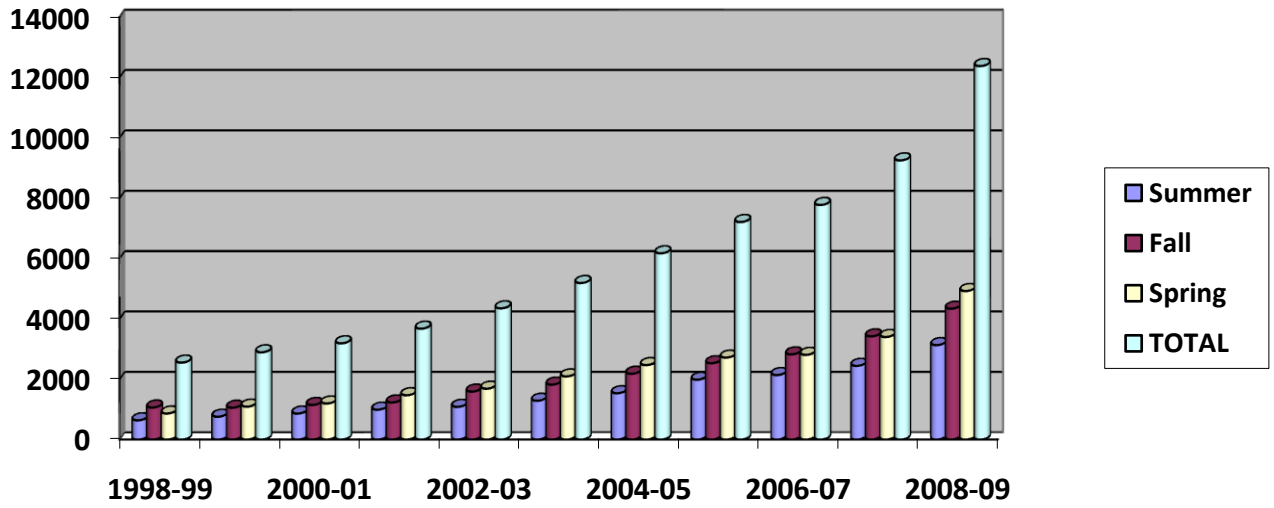
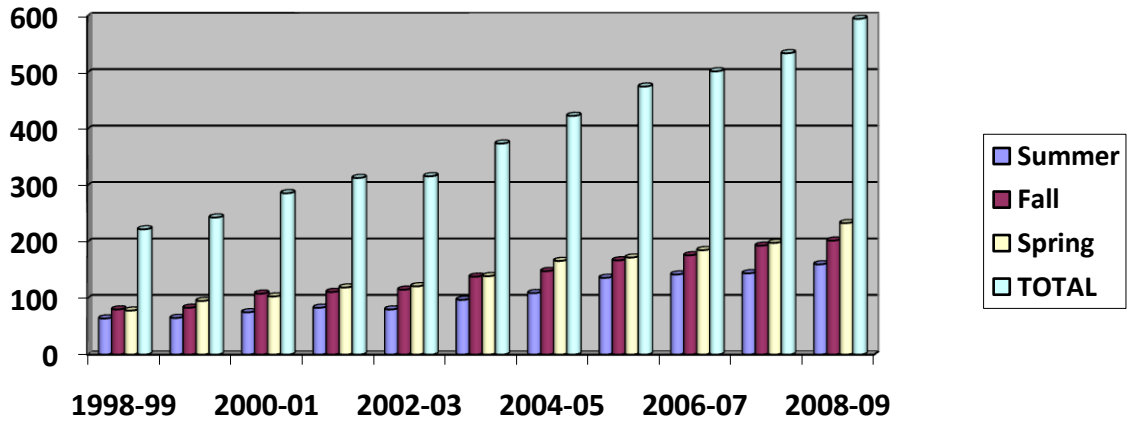


Table I.C.2 DISTANCE LEARNING COURSE SECTIONS

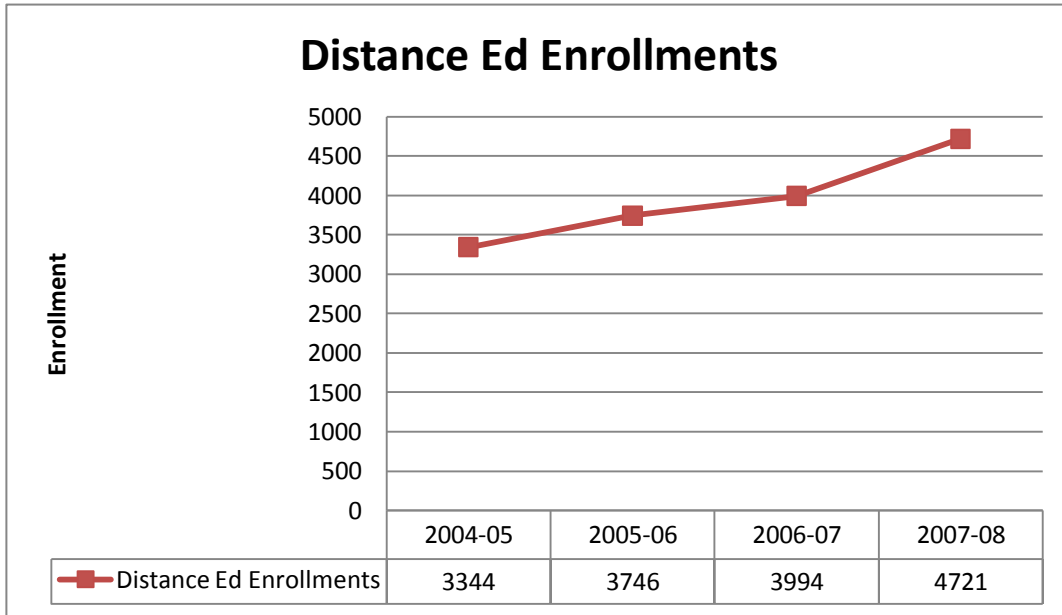
	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Summer	64	65	75	83	80	97	109	136	142	144	160
Fall	80	83	108	111	115	138	148	167	176	193	202
Spring	78	95	103	119	121	139	166	172	185	198	233
TOTAL	222	243	286	313	316	374	423	475	502	534	595



Additionally, distance learning students at JSRCC are a rapidly-expanding part of the overall student population (Table I.C.3). Distance learning is touching a higher proportion of JSRCC students, and increasingly more students are integrating both on-campus and online classes in order to meet their educational goals.

Table I.C.3 DISTANCE LEARNING AS A PROPORTION OF TOTAL ENROLLMENT

	Total Enrollments	Percent Increase	Distance Education Enrollments	Percent Increase
2004-05	17604	4.8%	3344	16.6%
2005-06	17384	-1.2%	3746	12.0%
2006-07	18059	3.9%	3994	6.6%
2007-08	18685	3.5%	4721	18.2%



As technology capabilities improve, as student access to technology increases, and as more non-traditional students seek to complete their higher education while maintaining jobs and caring for families, the need for distance learning opportunities has accelerated significantly. The college understands the expanding needs for academic programs to develop broader curricular opportunities in distance learning. To meet these demands, the college has moved diligently forward in its distance learning capabilities and will continue to devote considerable resources to developing its offerings, both on individual program and discipline levels, and on an institution-wide basis.

JSRCC’s Strategic Plan and the QEP

For the past several years, the college’s annual plans have included, among their other strategic goals and objectives, a solid emphasis on an ongoing institutional commitment to 1) student success in academic achievement; 2) quality assurance in distance learning; and 3) professional development and renewal. The QEP merges together these three strategic visions.

1) Student Success in Academic Achievement: The QEP's emphasis on student success in distance learning is in full alignment with the central goals of the college which defines its mission as follows:

JSRCC provides access to education that develops individuals for employment and career advancement, prepares students for successful transfer to colleges and universities, promotes personal enrichment and lifelong learning, and builds a skilled workforce that contributes to regional economic development.

With the concept of *access* at the forefront of the college's mission, the availability of distance learning is critical for the institution. However, the full definition of access in the academic context is not limited to merely providing students with the opportunity to pursue their college and career goals. More importantly, *true and meaningful access includes the provision of resources and services that help students to succeed in their efforts.*

2) Quality Assurance in Distance Learning: As evident in its strategic planning, the college has placed emphasis on quality assurance in distance learning, and this QEP builds from this institutional commitment. In its 2009–2010 Strategic Plan, the institution re-emphasizes this dedication to an ongoing process of assessment of its distance learning program:

College Objective 2.5: Continue the development and implementation of an institutional effectiveness plan for distance learning that recommends best methods and structures for delivering services to students and faculty, builds capacity, develops new courses/programs, improves student success rates, and enhances quality.

As part of its efforts, the Center for Distance Learning, working with the Office of Institutional Effectiveness, articulated a Quality Assurance Plan for Distance Learning Courses in 2008. By bringing together the full spectrum of resources that are needed to fully develop, implement, and monitor quality assurance, the QEP creates the structure that is needed to fulfill the strategic objectives of this college goal.

3) Professional Development and Renewal: The college values the professional development and training of its faculty and staff. The institution's emphasis upon such development demonstrates the clear understanding that a commitment to lifelong learning among faculty, administrators, and staff translates directly into the enrichment of the student experience at the college. In the previous reaffirmation process, the institution articulated the goals of establishing an ongoing and dynamic culture of professional development at the institution. Its central charge was "to develop a comprehensive model for a professional development program that will enable college constituents to broaden and deepen their knowledge, skills, and commitment to learning." With this task in mind, the college moved forward in developing a comprehensive and vital program in professional development. The strength of the college's [professional development plan](#), available on the college's Intranet can be seen in the variety of constituencies it affects and in the different opportunities it affords to so many at the institution.

Table I.C.4 documents the list of Blackboard™ and distance learning classes that faculty have attended since 2007, demonstrating an ongoing program of course delivery and course

participation at the college over the past 2 ½ years. These particular courses represent only a small part of the broader spectrum of professional development opportunities offered by the institution to its faculty. In the area of distance learning, the college has seen active engagement of faculty in a variety of workshops and programs. Nevertheless, there is still much room for significant growth in the broader participation of the college’s faculty.

Table I.C.4 DISTANCE LEARNING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Course Title	Number of Faculty Completing the Course from 2007–2009
ITEC 501-Blackboard Basics	91
ITEC 502-Blackboard Advanced	25
ITEC 503-Blackboard Content System	17
ITEC 505 - Blackboard & Blackboard 8 Grade Center	32
A Survey of Voice Tools in Blackboard	8
ITEC 300-Introduction to Podcasting	24
Blackboard 8 Changes	16
Blackboard Organizations	4
Teaching Online Project (TOP)	59
Instructional Design for Online Learning (IDOL)	18
Blackboard-Respondus and Assignment Mgr.	20
Quality Assurance for Distance Education	10
Total	360

The college faculty are interested and challenged by the emerging technologies that are needed to teach distance learning. A quick survey of the training requests received by the Office of Technology Training reveals this high level of engagement as shown in Table I.C.5:

Table I.C.5 TRAINING SURVEY RESPONSES

Course	No. of Responses	Course	No. of Responses
Blackboard Basics	25	Access Advanced	33
Blackboard Advanced	48	Excel Introduction	24
Blackboard Course System	29	Excel Intermediate	42
Blackboard Organization	13	Excel Advanced	45
ClassTop	26	FrontPage Introduction	41
Free Tools	34	FrontPage Intermediate	26
Impatica	22	FrontPage Advanced	27
PeopleSoft	10	Outlook Introduction	24
Podcasting	26	Outlook Advanced	35
Respondus	26	PowerPoint Introduction	24
SafeAssign	22	PowerPoint Intermediate	30
Secureexam	18	PowerPoint Advanced	28
Wimba	19	Word Introduction	19
Camtasia	33	Word Intermediate	36
Camtasia II	26	Word Advanced	33
Google Applications	37	PC Basics	7
Access Introduction	37	Sympodium	17
Access Intermediate	43		

Under the umbrella of the QEP, the technology training needs of faculty will be more efficient and thorough; the college will be better able to provide the resources that the faculty both need and desire. With the structure of the proposed tiered *Faculty Training in Distance Learning* program, more faculty will be guided into the completion of necessary modules. Further, faculty will be able to track their own progress and understand the learning that they achieve as they progress through the tiers.

PART II

A. THE QUALITY ENHANCEMENT PLAN OF J. SARGEANT REYNOLDS COMMUNITY COLLEGE

At the heart of this QEP is the integration of student learning with faculty training and the direct application of the knowledge that results from ongoing and comprehensive assessments. The college's commitment to this holistic approach to student success (the use of student retention, student successful course completion, and student graduation data to inform teaching) will result in more purposeful and direct actions in responding to defined student and faculty needs for resources and support. The QEP will help us to more quickly define, develop, deploy, and assess strategies to improve student success.

Although the college has always had a commitment to student success, in this time of competition for limited resources, the QEP will generate sustained support for:

- diagnosing student needs (readiness for distance learning)
- developing course materials, remediation modules, and other student support resources to help students more quickly and effectively adapt to the distance learning environment (orientation to and integrated student support for distance learning)
- training faculty to design and deliver instruction that is based on sound pedagogy and on the needs of the JSRCC students

Because the QEP raises these particular concerns to the very top of institutional priorities, the college can move more substantively and quickly toward the goal of increasing student success in distance learning. Additionally, this QEP triggers the movement of the institutional conscience and culture toward more focused and deliberative educational experiences for both students and instructors based on student success benchmarks and solid institutional research. And finally, the QEP compels a deliberate integration of efforts across various divisions of the college, pulling together with greater efficiency and effectiveness the independent efforts on several fronts.

Previous research examining student success in distance learning has identified various broad areas that can be used to improve student learning in distance learning (Figure 2). This five-year QEP will address directly and build new models for the three critical areas of student readiness, student orientation, and faculty training. Addressing these three areas allows the institution to improve active student engagement and preparation for distance learning while also developing and strengthening a comprehensive faculty training program in distance learning. The QEP also integrates together existing student support services for students engaged in distance learning, with the understanding that new services and resources, which are a part of the institution's yearly planning process for all areas of student support at the college, may be added as needs and resources become apparent.

Student Readiness for Distance Learning

Students intending to participate in distance learning should be aware of their readiness level; such awareness helps to guide students in making appropriate choices. For this QEP, *Student Readiness* is defined as having the awareness, interest, and skills necessary to succeed in the distance learning environment. Determining whether or not students are ready to engage themselves in distance learning will be an integral part of this institution's transformation of student learning and student success. The determination of "readiness" can be used by students to make an informed decision as to whether or not they should take a class that bases its instructional delivery on the distance learning model. This critical decision should occur *prior* to a student's enrollment in distance learning courses, and thus potentially decrease the number of students who enroll in such classes and only later discover that they are not prepared for this learning environment.

The determination of readiness will also give the institution the ability to identify students who may be at risk for not succeeding in distance learning course; such students will be identified as "not ready." Identified students can then be advised of face-to-face course options. At the same time, some students may be identified as "not ready" and yet still elect to take distance learning courses. For such students, the institution will have an improved ability to connect them to appropriate resources that may facilitate their likelihood for success.

Through various venues and discussions, including a number of student and faculty surveys and focus groups (see www.reynolds.edu/therippleeffect.com), the institution has identified many characteristics of a student who is ready to engage in the distance learning environment. Additionally, national research studies (Phipps & Merisotis, 2000) also identify core characteristics necessary for the successful distance learner. A student ready to participate in distance education should exhibit the following strengths:

- high internal locus of control
- effective time management skills
- high level of motivation and dedication
- good organizational skills
- ability to establish personal goals
- access to appropriate computer technology
- ability to function as a self-directed learner
- strong reading comprehension and writing skills
- awareness of personal learning style
- ability to research and use appropriate information (information literacy)

An online readiness instrument will be used to determine if a student is ready for distance education. In previous studies of student success in distance learning, readiness instruments have resulted in reports of increased student success (Dupin-Bryant, 2004; Lorenzettis, 2005; Gaide, 2004). Numerous readiness instruments have been developed and are being used by various higher education institutions, including community colleges. Some are basic instruments that ask students to reflect upon an assortment of questions in order to self-proclaim their readiness; this institution is presently using such an instrument. Other

instruments require students to move through a number of exercises in order to determine their readiness.

The QEP Development Team's Subcommittee on Student Readiness and Orientation Issues reviewed the findings for a number of pre-developed readiness instruments. The committee's primary focus was to identify an instrument that works best at this institution in accurately assessing the identified readiness characteristics as well as in accurately *predicting* student readiness. The subcommittee's findings resulted in the identification of Readiness for Education at a Distance Indicator (READI™) as the premiere instrument that is being used by several institutions. Various other two- and four-year institutions concur that READI™ effectively identifies students who hold the key characteristics necessary for success in distance learning.

To ensure that READI™ is the best instrument for this college, the institution will conduct a pilot study during the Spring 2010 semester, ensuring that its implementation in Year One of the QEP is on-track and appropriate. Students enrolled in various distance learning courses will be asked to complete the readiness instrument as the first assignment. Students will be asked to assess this instrument and provide feedback based on their own interaction with it. In addition, the readiness prediction of the instrument will then be compared to the success of each student at the end of the semester to determine how well the instrument anticipated student readiness. Through the examination of student feedback, as well as the accuracy of prediction, the college will be able to customize READI™ (an important feature offered by this software) for full implementation in Fall 2010.

Beginning in the Fall 2010 registration period, any student interested in enrolling in a distance learning course for the first time, as well as any student who has taken distance learning courses in the past and has not been successful (falling below a 2.0 GPA in distance learning classes) will be required to complete the readiness instrument. The assessment will also be available to all enrolled students, and all newly admitted students will be encouraged to complete the READI™ along with other college placement exams. The instrument will be offered free of charge and will be made available for student access online.

The completion of this instrument will equip each student and the institution with vital information needed to properly advise students as to whether or not distance learning is the best instructional environment for them. The production of such information, which is so critical for proper advising, will occur two ways. First, students will receive immediate feedback once they have completed the readiness instrument. Students with areas of concern identified by the readiness instrument will be directed to online and on-campus resources that they can use to improve their knowledge and skill sets in the challenging areas. READI™ provides built-in feedback modules for each area that it assesses. In addition to pre-developed modules, the institution will develop online modules that are specific to the college and to the support that it can offer its students. These remediation modules will be developed one by one beginning with the greatest area of concern identified by the results of the readiness instrument.

Secondly, students identified as "not ready" will be instructed to speak with an academic advisor. The advisor will also have access to the student's readiness results and will be able to use those results to properly advise each student. Depending on the areas of weakness for

each student, some students may be advised of other enrollment options, while other students may be advised of other resources to improve their knowledge, skills, and abilities to increase their likelihood for success in distance learning. In either case, no student will be restricted from enrolling in a distance learning course; instead, important resources will be made available to that student. Early intervention in such cases increases the opportunities of student success and student course completion.

It is the hope of the institution that proper identification of potential areas of difficulty that could have a negative impact of the success of a student in a distance learning course *prior* to the student’s enrollment in such a course will have a tremendous impact on improving student success in distance learning. The more each student understands about his or her own abilities within the distance learning environment, and the more the institution understands about its potential distance learners, the better the student, advisors, and faculty will be in identifying needed resources to increase the likelihood for distance learning success.

The *Student Readiness for Distance Learning* plan will be implemented over the five-year period defined by the QEP, as described in Table II.A.1:

Table II.A.1 STUDENT READINESS FOR DISTANCE LEARNING IMPLEMENTATION TIMELINE

Semester	Action	Action Leaders
Spring 2010– Summer 2010	Pilot readiness instrument (READI™) and assess its results. Customize instrument based on assessment.	Coordinator, QEP Implementation
Fall 2010– Spring 2015	Implement continuous use of READI™ and continue assessment of its ability to identify students who are “ready” or “not ready” for distance learning.	Coordinator, QEP Implementation
Fall 2010– Spring 2015	Develop remediation modules to address needs identified by READI™.	Instructional Designer
Spring 2011– Summer 2015	Deliver remediation modules to students in need of remedial skills in distance learning.	Division of Student Affairs
Beyond the QEP	Both READI™ and remediation modules will continue to be offered as one of the critical elements necessary to prepare students for distance learning.	Division of Student Affairs

Student Orientation to and Integrated Student Support for Distance Learning

Once distance learning readiness is determined for students intending to enroll in distance courses, each student must be oriented to the new learning environment. Such orientation is important because distance courses take place in an environment that, for many students, is vastly different from the face-to-face context with which so many are accustomed. This new environment can sometimes be non-congruent with a student’s individual learning style, expectations or other personal characteristics. Many times this non-congruence leads to increased course withdrawal rates and lower distance student success (Harrell, 2008).

As part of this plan, the institution will develop an orientation to the distance learning environment. This orientation will be offered both online and face-to-face and will introduce students to what they can expect when they enroll in distance learning courses. This opportunity to experience and understand both the challenges and benefits of distance learning firsthand will allow students to immerse themselves in the new learning environment in a non-graded, non-threatening way; such an experience will help them to determine if distance education is a context in which they would like to participate. Again, as with the student readiness tool, the student will be given the opportunity to make an informed decision *prior* to his or her enrollment in a distance learning course. Such an approach will hopefully prevent students from enrolling in distance learning without an informed understanding of what such courses require of them as independent learners. Student orientation has been found to be the most favored means at increasing student retention in distance learning (Bauman, 2002; Murray, 2001; Scagnoli, 2001, as cited in Gleason, 2004).

The college's online Student Orientation to Distance Learning will be structured as a not-for-credit module that will be required of any student intending to enroll in a distance learning course for the first time, and it will be available for any student who may express an interest in learning more about the distance format. The module will be developed and piloted in Year Two and Three of the QEP with full implementation in Year Three. The module will be proctored by identified distance learning staff members and will be offered throughout each semester, beginning in Fall 2012.

The online orientation module will be designed to introduce students to the distance learning experience. Students will be expected to complete assignments and module activities structured to allow them a good understanding of the actual distance learning experience. Specifically, the module will be designed to allow students the opportunity to:

- gain a clear understanding of the expectations of an online student
- use Blackboard™ features such as the grade center and discussion boards
- develop needed computer and NetEtiquette skills
- begin developing needed online research skills
- get connected to online and on-campus students support services
- identify and understand important institutional policies and procedures
- determine if they have regular access to appropriate computer equipment and resources

While the college currently offers an orientation to distance learners (CDL 001), it is not as structured or organized as this proposed orientation module will be. The new *Student Orientation to Distance Learning* will better approximate the real online environment by having a specific start and ending date; by providing students feedback about their success—or lack of success—in the module; and by asking students to re-submit weak assignments or to re-enroll if they are not successful. Further, individual student completion of the orientation will be tracked. Rates of successful and unsuccessful performance in the orientation will be assessed directly in light of student performance in subsequent distance learning courses. Such assessments will be used to modify the orientation module, but—more significantly—they will also be used to determine policy adjustments for the college: if student success in distance learning is significantly enhanced by the completion of the orientation module, the institution will be in a

position to effectively argue the need to establish “gatekeeping” measures, ensuring that students who enroll in distance learning first complete the orientation and any necessary remediation modules.

The implementation of this online orientation will allow students the opportunity to experience the distance environment prior to enrolling in their first distance learning course. When given the opportunity to make informed decisions, students tend to make better choices. The students who decide to enroll in distance learning will be better equipped with the skills and abilities needed to be successful. This heightened level of student preparedness will also allow online faculty to concentrate more on their own subject content and less on assisting students develop the skills necessary to be successful distance learners.

Student preparedness facilitates the transition of learners into the online classroom. However, many students continue to need support and individualized attention, especially in the first few weeks of a semester. For distance learners, access to information and to support resources is often made difficult because they are physically removed from the material supports that the college provides. Over the past several years, the college has worked to enhance student support in a variety of ways. The college’s academic tutoring services target tutoring for core subject areas. The institution’s library systems have developed more electronic resources for students that are accessible from remote locations; further, students can connect with research librarians electronically rather than face-to-face. The college also continues to work on its plans to develop e-advising capabilities to serve the broader needs of the expanding student body.

With significant resources already in place or in developmental stages as a part of broader college initiatives, the QEP seeks to impact distance learners by following a holistic approach for student support. This model builds upon the support services that are already provided by the college in general and develops a targeted focus upon distance learning students. Further, this model acknowledges that a team approach is vital for student support and success: instructors, student advisors, academic support services, and the Center for Distance Learning (CDL) are all critical elements. Students who need assistance will be directed toward appropriate resources such as the Academic Support Centers, remediation modules for distance learners, direct contact with the instructor, and college advisors. As a first step, the CDL has already developed a standard template for all course Blackboard sites and has housed within the template “Student Links” that include critical and ready information about resources such as the tutoring services housed in the Academic Support Center, financial aid, academic advising, and so forth.

Expanded access to information about resources is clearly one critical step in assisting distance learners to feel connected to the material support that they may need. The next critical step, however, is the necessary integration of this information and the coherent delivery of these support services. As a first step for *The Ripple Effect*, distance learning instructors will be trained to implement the Early Warning System within the Blackboard course management system. Recognizing that students make critical decisions about their academic work in the first few weeks of a semester, the Early Warning System serves to alert instructors about students who may be experiencing difficulty; as an early- and mid-semester intervention tool, the Early

Warning System allows instructors to more effectively guide students to the supports that they may need. The Early Warning System will first be piloted in select distance learning classes; it will be expanded to target all distance learning courses during the implementation period of the QEP. Eventually, the Early Warning System will be integrated with broader institutional efforts to reach all struggling students at appropriate periods during the course of a semester.

The *Student Orientation to and Integrated Student Support for Distance Learning* plan will be implemented over the five-year period defined by the QEP as shown in Table II.A.2.

Table II.A.2 STUDENT ORIENTATION TO AND INTEGRATED SUPPORT FOR DISTANCE LEARNING IMPLEMENTATION TIMELINE

Semester	Action	Action Leaders
Summer 2010	<ul style="list-style-type: none"> Assess and identify the elements of student support that need to be provided to DL student Assess the training needs of DL faculty for using the Early Warning System Prepare student support announcement for Blackboard Develop an online training module for Early Warning System 	Division of Student Affairs, Center of Distance Learning, and Instructional Designer
Fall 2010 Spring 2011 Summer 2011	<ul style="list-style-type: none"> Develop Student Orientation Train DL faculty on Early Warning System Pilot the Early Warning System Assess the results of the Early Warning System 	Center of Distance Learning, and Instructional Designer
Fall 2011 Spring 2012	<ul style="list-style-type: none"> Pilot online Student Orientation Assess results of Student Orientation Implement the Early Warning System and continue its assessment 	Center for Distance Learning and Research Analyst
Summer 2012	<ul style="list-style-type: none"> Modify online Student Orientation based on assessment results 	Center for Distance Learning and Instructional Designer
Fall 2012	<ul style="list-style-type: none"> Full implementation of Student Orientation, offering eight sections on a rolling basis throughout the semester Continue implementation and assessment of the Early Warning System through remaining years of the QEP 	Center for Distance Learning
Spring 2013 Summer 2013	<ul style="list-style-type: none"> Full implementation of Student Orientation, offering twelve sections on a rolling basis throughout the semester 	Center for Distance Learning
Fall 2013 Summer 2015	<ul style="list-style-type: none"> Full implementation of Student Orientation, offering eighteen sections, offered on a rolling basis throughout the semester. 	Center for Distance Learning
Beyond the QEP	<ul style="list-style-type: none"> The Student Orientation will continue to be offered as one of the critical elements necessary to prepare students for distance learning. 	Center for Distance Learning

Faculty Training in Distance Learning

Assessments of student readiness and a comprehensive student orientation program for distance learning are both essential components for student success in distance learning at any institution. However, woven into this element of student success is the critical need for a well-trained and knowledgeable faculty. While many educational models define expectations for faculty around the central ideals of content expertise coupled with strong pedagogical knowledge, distance learning introduces another category: proficiencies in the new and still-emerging technologies of distance teaching.

At the same time, however, much research (Molnar & Armenanto, 2006; Pankowski, 2004; Roach, 2002; and Scalese, 2006) has demonstrated that knowledge of technologies alone is not a critical criterion of effective teaching in the distance classroom. Rather, those instructors who are most effectively able to unite the best practices of pedagogy in the higher education classroom with the best adaptations of technologies for their particular content area create a dynamic and challenging learning environment for their students. Given these factors, the *Faculty Training in Distance Learning* program at JSRCC will strive to develop and educate its participating faculty primarily in the crucial pedagogical/andragogical areas necessary for effective instruction in the distance learning classroom. Simultaneously, the tiered training model acknowledges that effective online distance teaching must be accompanied with supportive training in the technologies that are critical for distance instruction and many of which enrich the experience of distance learners. As effective training tools for distance educators, the technology training component of the program will integrate effective pedagogical strategies. For instance, the Teaching Online Program (TOP) introduces instructors both to the technological components of Blackboard and to the best pedagogical practices for creating online learning communities, facilitating student engagement and active learning and aligning course design to course learning objectives. In the *Faculty Training in Distance Learning* program, the technological training is emphasized to the extent that it serves the needs of the teaching and learning environment for both instructors and students. This plan is made unique and transformative because student learning and faculty training are integrated into a holistic framework in which elements of student needs inform plans for faculty training and the effectiveness of faculty training is—in part—measured by student success.

Tiered Faculty Training Program in Distance Learning

The JSRCC's QEP proposes to create a comprehensive and structured *Faculty Training in Distance Learning* program in order to meet the needs of both students and faculty engaging in the distance learning environment. The simultaneous integration of knowledgeable and trained faculty with students who have been provided with a better orientation and assessment of their individual readiness levels will effectively articulate a more dynamic and engaging educational context for those who are involved.

A critical component, therefore, of the QEP is to provide the college's faculty with a structured and manageable training program that moves their own learning about best teaching practices through tiered instruction, offered in a variety of modules. These modules will be largely taught

through online resources that will themselves replicate the best practices in distance education and in adult learning. Not only will the modules educate individual, participating faculty in the technologies and pedagogies of distance learning, but they will also serve as *representative models* of online learning. Each faculty training module will incorporate clear learning objectives, planned module activities, and the assessment measures that will be used to assess faculty competencies in the desired module goals. By using a standard template to align learning objectives, goals, and measurable outcomes, the modules themselves replicate the desired pedagogical standards for all instructional environments. As research demonstrates, when faculty approach distance learning through the eyes of students themselves, they are better able to assess the critical challenges to learning and succeeding within a distance environment that is largely built around enhanced technological systems.

Because the college’s Center for Distance Learning has identified and emphasized the core values promoted by the Quality Matters™ (QM) Rubric, the tiered faculty training program will reinforce and emulate critical aspects of the Quality Matters™ plan for effective distance learning. The QM model is built upon faculty-centered training and peer-reviewed assessments of quality assurance in individual distance learning courses. The QM Rubric guides trained peer reviewers and distance learning instructors through the process of identifying and developing a series of core best practices in distance learning courses; the rubric emphasizes both the necessary technologies and the teaching strategies that are needed for effective distance learning.

A three-tiered faculty training program will emerge from this proposed model as shown in Table II.A.3:

Table II.A.3 THREE-TIERED FACULTY TRAINING PROGRAM

Tier	Modules	Emphasized Teaching and Learning Practices
Tier One	Modules for Teaching and Learning Practices in Distance Learning <ul style="list-style-type: none"> • Course Design for Effective Student Engagement • Course Design for Effective Learning Objectives and Interactive Learning Strategies • Course Design for Effective Integration of VCCS Core Competencies • Course Design for Early Warning System • Understanding Learning Styles, Diversity Issues, and ADA Issues • Integrating Information Literacy 	Using critical elements of the Quality Matters™ Rubric within course design concepts.
Tier One Supportive Technologies	Modules for Technology Training <ul style="list-style-type: none"> • Blackboard Basics 	Using technologies to engage online students.

Tier	Modules	Emphasized Teaching and Learning Practices
Training	<ul style="list-style-type: none"> • Microsoft Office Basics • PeopleSoft Basics • Teaching Online Project (TOP) 	
Tier Two	<p>Modules for Teaching and Learning Practices in Distance Learning</p> <ul style="list-style-type: none"> • Designing Effective Rubrics • Integrating Learning Objectives with Effective Teaching Strategies • Advanced Information Literacy • Strengthening Written Communication Skills for Faculty 	Developing effective strategies for assessing student learning within the distance learning environment.
Tier Two Supportive Technologies Training	<p>Modules for Technology Training</p> <ul style="list-style-type: none"> • Blackboard Intermediate • Microsoft Office Intermediate • Instructional Design for Online Learning (IDOL) 	Maximizing issues of instructional design to deliver content, including integration of Quality Matters™ Rubric standards into course design.
Tier Three	<p>Modules for Teaching and Learning Practices in Distance Learning</p> <ul style="list-style-type: none"> • Strengthening Best Practices in Education • Effective Peer Mentoring Strategies 	Developing faculty mentoring practices for online instruction.
Tier Three Supportive Technologies Training	<p>Modules for Technology Training</p> <ul style="list-style-type: none"> • Blackboard Advanced • Blogs, Webpage Development, Wikis, and Emerging Technologies • Citation Management Software 	Integrating enhanced technologies in the distance learning classroom.

With the tiered *Faculty Training in Distance Learning* program in place, the college will effectively integrate the efforts of the Center for Distance Learning, the Center for Technology Training, and the Office of Professional Development, under one umbrella, into a comprehensive and clearly-structured training track for those faculty who wish to teach distance learning courses. By moving progressively through tiered training, faculty will be able to complete defined modules that emphasize both technological expertise and teaching strategies, and they will then use this knowledge to improve course design.

The proposed implementation timeline for faculty training is shown in Table II.A.4 below:

Table II.A.4 FACULTY TRAINING IN DISTANCE LEARNING IMPLEMENTATION TIMELINE

Semester	Action	Action Leaders
Fall 2010 Spring 2011 Summer 2011	<ul style="list-style-type: none"> • Deliver Tier One faculty training through online modules available to full- and part-time faculty. • Begin development of Tier Two faculty training modules. 	Center for Distance Learning, Technology Training, and Instructional Designer
Fall 2011 Spring 2012 Summer 2012	<ul style="list-style-type: none"> • Deliver Tier One and Tier Two faculty training through online modules available to full- and part-time faculty. • Begin development of Tier Three Faculty training modules. 	Center for Distance Learning, Technology Training, and Instructional Designer
Fall 2012 Spring 2013 Summer 2013	<ul style="list-style-type: none"> • Deliver Tier One, Tier Two, and Tier Three faculty training through online modules available to full- and part-time faculty. • Assess and add modules as needed. 	Center for Distance Learning, Technology Training, and Instructional Designer
Fall 2013 Spring 2014 Summer 2014	<ul style="list-style-type: none"> • Deliver Tier One, Tier Two, and Tier Three faculty training through online modules available to full- and part-time faculty. • Assess and add modules as needed. 	Center for Distance Learning, Technology Training, and Instructional Designer
Fall 2013 Spring 2014 Summer 2015	<ul style="list-style-type: none"> • Deliver Tier One, Tier Two, and Tier Three faculty training through online modules available to full- and part-time faculty. • Assess and add modules as needed. 	Center for Distance Learning, Technology Training, and Instructional Designer
Beyond the QEP	<ul style="list-style-type: none"> • Continue delivery of Tiered faculty training in distance learning. 	Center for Distance Learning and Technology Training

Under the QEP and as a result of its comprehensive assessment plans, the faculty training program will help the college to move further in the direction of making critical, positive changes:

- Faculty new to distance learning will be required to complete the Tier One level of the faculty training program before they assume responsibility for a distance learning course. Faculty who have been involved in distance learning at JSRCC or at other institutions will have their courses assessed for the quality measures defined by the CDL; faculty whose courses already meet the quality measures will not be required to complete the Tier One level of the training program. All faculty involved in distance learning will be encouraged to take the Tier Two and Three training during the five-year implementation period of the QEP.
- Assessments will demonstrate that the college’s training program has a positive and direct impact on student success in distance learning, allowing more definitive policy changes at the conclusion of the five-year QEP period. Among desired policy changes will be the following: 1) instructors who have never taught distance learning courses

must complete both Tier One and Tier Two modules in order to teach distance learning classes; and 2) high levels of quality standards must be met in order for individual instructors to continue teaching distance learning classes.

- Standard templates for Blackboard course sites will be expanded. In addition to including the information that is generally needed for students, such as links to academic calendars, student policies, learning resources, student support services, and so forth, these templates will also provide core quality structures for instructors such as guidelines for the course syllabus, discussion forms, and the Blackboard gradebook.
- A structured peer mentoring program will be established so that trained faculty will become mentors and reviewers for other faculty within their disciplines.

B. IMPLEMENTING THE QEP

The implementation of the five-year QEP focuses on the simultaneous development, implementation, and ongoing assessment of the critical three elements: *Student Orientation to and Integrated Student Support for Distance Learning*. In addition to the important work of these three areas, the project leaders will also be involved in writing reports, presenting the results of the QEP, and hosting a regional conference on distance learning. It is anticipated that a continuous effort in these areas will result in the measureable improvements of student success in distance learning, in the higher quality of the college's distance learning classes, and in a college-wide transformation of the general approach to teaching and learning standards.

The implementation of the various components of the QEP will be led by several individuals and divisions at the college:

- **QEP Implementation Coordinator (faculty or staff member assigned part-time responsibilities for the project)**

The implementation coordinator holds primary responsibilities for managing and administering the program. The implementation coordinator will assemble a team representative of the various critical divisions and departments of the college; hold monthly meetings and other meetings as necessary; oversee the entire implementation process, including assessment and budgetary activities; communicate and distribute information about the project both internally and externally; write all required reports, including major annual reports; and devote three workdays each week to the tasks of the project. The implementation coordinator will report directly to the executive vice president.

- **Coordinator, Center for Distance Learning**

The coordinator of the Center for Distance Learning (CDL) holds primary responsibilities for all aspects of distance learning at the college. The coordinator establishes standards of quality measurement, assessment, and control for distance learning. The coordinator also identifies faculty training needs and recommends development of new technology training to the manager of Technology Training. Additionally, the coordinator recommends, develops, and delivers pedagogy-focused faculty training, recommends training to current and potential distance learning faculty, and assesses individual faculty readiness for online teaching. The coordinator of CDL will work closely with the QEP coordinator in the implementation and execution of the project.

- **Manager of Training and Development**

The manager of Training and Development will work with the QEP coordinator to publicize and distribute information about *Faculty Training in Distance Learning*. Working through the VCCS Knowledge Center, the manager will also establish a protocol for charting faculty progress through the training program and will help faculty to select and complete their appropriate training.

- **Technology Training Manager**

The technology training manager holds primary responsibilities for developing and delivering the key modules of the *Faculty Training in Distance Learning*. The technology training manager will also evaluate faculty surveys and assessments to determine training needs, develop necessary training workshops, including online courses, and serve as a lead instructor in such training. The technology training manager will work closely with the QEP coordinator and the coordinator of CDL in all aspects of faculty training.

- **Instructional Designer (to be hired, full-time)**

The instructional designer will work with both the coordinator of CDL and the technology training manager to develop the course modules for *Student Orientation*, *Faculty Training*, and student remediation. Additionally, the instructional designer will be responsible for creating standard course templates in Blackboard for all courses, and for assisting individual faculty with their instructional design issues. The instructional designer will serve as a consultant to instructional divisions and individual faculty regarding the use of technology to deliver curricula in the online and hybrid classroom; the development and implementation of technology-enhanced instruction; and the effective and efficient design of face-to-face, hybrid, and online courses.

- **Research Analyst (to be hired; part-time)**

The research analyst, reporting to the director of the Office of Institutional Effectiveness, will be responsible for data collection, data analysis using appropriate statistical procedures, preparation of research reports, and contributing to the QEP coordinator's reporting of assessment activities to support the QEP. The primary focus of the research analyst's work will be to assess the project's impact on students and faculty in distance learning at the college.

- **External Consultant (to be named)**

An external consultant will be invited to review and evaluate the QEP, and to advise the QEP Implementation Team as it progresses through the five years of implementation. The consultant's primary role will be to offer expertise and an external perspective on the QEP's impact on distance learning at JSRCC. The consultant will visit the college on an annual basis, receive regular reports from the QEP coordinator, and prepare and present a yearly evaluation report to the college. The consultant will serve as the primary advisor for the implementation of the plan.

- **Other Key Personnel**

Other departments and divisions will work closely with the QEP coordinator; their involvement and assistance will be integrated as needed. These departments include but are not limited to the following: deans and program heads of all schools at the

college, libraries, Division of Student Affairs, Office of Institutional Advancement, and the Office of Marketing and Public Relations

The details of the implementation plan are provided in Table II.B.1 that follows:

Table II.B.1 IMPLEMENTATION PLAN

YEAR	SEMESTER	ACTION	ACTION LEADER¹
TRANSITIONAL	Fall 2009	• Develop marketing plan	Coordinator, QEP Development Team
		• Survey available online faculty training modules from outside vendors	Coordinator, CDL
		• Identify faculty training modules in need of development	Coordinator, CDL Manager, Technology Training
		• Collect Course Checklists (see Appendix V) from all DL faculty	Coordinator, CDL
		• Identify the QEP implementation coordinator	Executive Vice President
		• Develop survey questions based on the Quality Matters™ Rubric to distribute to DL students for their reactions to the DL courses in which they are enrolled	Director, OIE Coordinator, CDL
		• Develop training plan for student advisors on the use of READI™	Asst. Coordinator, QEP Development Team

¹ The action leader represents the individual or division with the primary, but not necessarily sole, responsibility for organizing and implementing the action.

TRANSITIONAL	Spring 2010	<ul style="list-style-type: none"> • Train academic advisors on how to interpret READI™ data and how to advise students using READI™ data 	Division of Student Affairs
		<ul style="list-style-type: none"> • Pilot readiness instrument (READI™) 	Division of Student Affairs
		<ul style="list-style-type: none"> • Hire research analyst (Pay Band IV: Policy and Planning Analyst I) 	Director, OIE
		<ul style="list-style-type: none"> • Hire QEP implementation coordinator 	Executive Vice President
		<ul style="list-style-type: none"> • Implement marketing plan 	Coordinator, QEP Implementation
		<ul style="list-style-type: none"> • Develop any needed faculty training modules for implementation of Tier One training in QEP Year One 	Coordinator, CDL and Manager, Technology Training
		<ul style="list-style-type: none"> • Develop Faculty Self-Assessment Tool² 	Coordinator, CDL
		<ul style="list-style-type: none"> • Complete Course Technologies Checklist to be added to the Quality Matters™ Rubric that will be implemented in Fall 2010 	Manager, Technology Training
		<ul style="list-style-type: none"> • Develop and administer student survey incorporating Quality Matters™ checklist and student perceptions of READI™ 	Director, OIE Coordinator, CDL
		<ul style="list-style-type: none"> • Begin discussions with Division of Student Affairs to plan student support elements for students enrolled in DL classes 	Coordinator, QEP Implementation
<ul style="list-style-type: none"> • Plan READI™ training needs for Student Affairs staff 	Coordinator, QEP Implementation		
<ul style="list-style-type: none"> • Submit report on the QEP Transitional Year 	Coordinator, QEP Implementation		

² The Faculty Self-Assessment Tool will allow DL faculty to identify their competence levels in key best practices, skills and technologies for distance learning.

ONE	Spring 2011	<ul style="list-style-type: none"> • Continue use of READI™ • Continue implementation of Early Warning System • Continue development of student orientation • Continue development of remediation modules • Collect Course Checklist from all new DL courses • Develop any necessary Tier Two faculty module • Submit QEP Year One Annual Report 	<p>Division of Student Affairs</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL Manager, Technology Training</p> <p>Coordinator, QEP Implementation</p>
TWO	Summer 2011	<ul style="list-style-type: none"> • Continue use of READI™ • Continue implementation of Early Warning System • Continue development of student orientation • Continue development of remediation modules • Collect Course Checklist from all new DL courses 	<p>Division of Student Affairs</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p>
TWO	Fall 2011	<ul style="list-style-type: none"> • Continue use of READI™ • Continue implementation of Early Warning System • Pilot student orientation • Continue development of remediation modules • Continuing annual salaries: <ul style="list-style-type: none"> ○ QEP implementation coordinator ○ research analyst ○ instructional designer • Administer Faculty Self-Assessment Tool • Randomly sample DL classes that have been taught four semesters or more, using the Quality Matters™ Rubric plus a supplemental Course Technologies Rubric • Collect Course Checklist from all new DL courses • Offer Tier Two faculty training (fall, spring, and summer) and continue with Tier One training • Assess Tier Three training needs 	<p>Division of Student Affairs</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL Manager, Technology Training</p> <p>Coordinator, CDL</p>

		<p>taught four semesters or more, using the Quality Matters™ Rubric plus a supplemental Course Technologies Rubric</p> <ul style="list-style-type: none"> • Collect Course Checklist from all new DL courses • Offer Tier Three training (fall, spring, and summer) • Continue to offer Tier One and Two training 	<p>Coordinator, CDL</p> <p>Coordinator, CDL Manager, Technology Training</p> <p>Coordinator, CDL Manager, Technology Training</p>
THREE	Spring 2013	<ul style="list-style-type: none"> • Continue use of READI™ • Continue implementation of Early Warning System • Continue development of remediation modules • Continue student orientation (12 sections) • Collect Course Checklist from all new DL courses • Submit QEP Year Three Annual Report 	<p>Division of Student Affairs</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p>
FOUR	Summer 2013	<ul style="list-style-type: none"> • Continue use of READI™ • Continue implementation of Early Warning System • Continue development of remediation modules • Continue orientation (12 sections) • Continue internal and external marketing • Collect Course Checklist from all new DL courses 	<p>Division of Student Affairs</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p>

FOUR	Fall 2013	<ul style="list-style-type: none"> • Continue use of READI™ • Continue implementation of Early Warning System • Begin policy discussions on gate-keeping, faculty requirements, etc. • Begin discussions on implications/impact of the plan on the rest of the college • Continue development of remediation modules • Continue orientation (18 sections) • Continuing annual salaries: <ul style="list-style-type: none"> ○ QEP implementation coordinator ○ research analyst ○ instructional designer • Administer Faculty Self-Assessment Tool • Randomly sample DL classes that have been taught four semesters or more, using the Quality Matters™ Rubric plus a supplemental Course Technologies Rubric • Collect Course Checklist from all new DL courses • Continue to offer Tier One, Two, and Three training for any new DL faculty • Continue marketing of QEP to internal and external audiences (fall and spring) 	<p>Division of Student Affairs</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Executive Vice President</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL Manager, Technology Training</p> <p>Coordinator, QEP Implementation</p>
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FOUR	Spring 2014	<ul style="list-style-type: none"> • Continue use of READI™ • Continue implementation of Early Warning System • Continue policy and organizational discussions • Continue development of remediation modules • Continue orientation (18 sections) • Collect Course Checklist from all new DL courses • Continue to offer Tier One, Two, and Three training for any new DL Faculty • Submit QEP Year Four Annual Report 	<p>Division of Student Affairs</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL Manager, Technology Training</p> <p>Coordinator, QEP Implementation</p>
FIVE	Summer 2014	<ul style="list-style-type: none"> • Continue use of READI™ • Continue implementation of Early Warning System • Continue policy and organizational discussions • Continue development of remediation modules • Continue orientation • Collect Course Checklist from all new DL courses • Continue to offer Tier One, Two, and Three training for any new DL Faculty 	<p>Division of Student Affairs</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL Manager, Technology Training</p>

<p style="text-align: center;">FIVE</p>	<p style="text-align: center;">Fall 2014</p>	<ul style="list-style-type: none"> • Continue use of READI™ • Continue implementation of Early Warning System • Begin external conversations (implications/impact of plan on the external community) • Begin discussion on sustaining the momentum of the plan (continuation, next steps) • Continue development of remediation modules • Continue orientation • Continuing annual salaries: <ul style="list-style-type: none"> ○ QEP implementation coordinator ○ research analyst ○ instructional designer • Administer Faculty Self-Assessment Tool • Randomly sample DL classes that have been taught four semesters or more, using the Quality Matters™ Rubric plus a supplemental Course Technologies Rubric • Collect Course Checklist from all new DL courses • Continue marketing of QEP to internal and external audiences (fall and spring) 	<p>Division of Student Affairs</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p> <p>Coordinator, CDL</p> <p>Coordinator, CDL</p> <p>Coordinator, QEP Implementation</p>
	<p style="text-align: center;">FIVE</p>	<p style="text-align: center;">Spring 2015</p>	<ul style="list-style-type: none"> • Continue use of READI™ • Continue implementation of Early Warning System • Continue external conversations • Continue discussion on sustaining momentum • Continue development of remediation modules • Continue orientation • Collect Course Checklist from all new DL courses • Submit five-year QEP Impact Report

C. ASSESSING THE SUCCESS OF THE QEP

Using Assessment as a Tool for the QEP

As described in previous sections of this report, the college has used research and assessment as tools for selecting and developing the QEP, as well as planning its implementation and evaluation strategies. The college will continue to use assessment and research as tools in a formative manner to establish target performance levels for QEP objectives and to monitor the ongoing work of the QEP. Ultimately, assessment will be used to measure the impact of the QEP on student learning and the environment in which it occurs; to determine the overall success of the QEP in meeting its goals and objectives; and to make the necessary changes and improvements needed to ensure continued student success in distance learning.

Overview of the QEP Assessment Plan

The assessment plan for the five-year period of the QEP is described in detail in Table II.C.1, which lists the QEP's three goals, multiple objectives under each goal, measures for each objective with some detail regarding assessment procedures, how findings for each measure will be used, and the timeline for assessment. The goals of the QEP and their corresponding multiple measures of achievement are listed in summary form below:

- 1) Improve student success in distance learning courses through implementation of a student readiness tool, the READI™.

The impact of implementing the distance learning readiness assessment will be measured by comparing course pass rates and course withdrawal rates of students deemed ready for distance learning with those of students deemed not ready. During the pilot phase of implementation, distance learning students will be surveyed to determine their perceptions of the READI™ as an advising tool.

- 2) Improve student success in distance learning courses through the implementation of a focused student orientation program and through heightened awareness and usage of student support services.

The impact of online orientation will be measured by comparing course pass rates (A-B-C grades) and course withdrawal rates of orientation completers versus non-completers, and qualitative data collected from distance learning students and faculty via focus groups and surveys.

- 3) Improve student success in distance learning courses through implementation of a faculty training curriculum to assure quality instruction in distance learning courses.

The impact of distance learning faculty training will be measured by tracking the increasing numbers of faculty completing distance learning training; by using a faculty self-assessment tool as a pre- and post-assessment; by assessing distance learning course quality using a standardized Distance Learning Course Checklist, the Quality

Matters™ Rubric, and supplemental technology rubric; and by administering surveys to distance learning students after they have completed online orientation.

System for Monitoring the Progress of the QEP

The QEP coordinator will be responsible for monitoring the overall progress of the QEP. Working with the Office of Institutional Effectiveness (OIE) director and research analyst on staff in OIE, the QEP coordinator will ensure that assessments are completed according to the QEP Assessment Plan (see Table II.C.1). OIE and the Center for Distance Learning (CDL) are responsible for data collection, analysis, and providing results to the QEP coordinator for reporting. The QEP Implementation Team, comprised of key stakeholders with direct involvement in the project, will review assessment results throughout the project and make recommendations for further actions and improvements.

Table II.C.1 QEP ASSESSMENT PLAN

Goals and Objectives	Assessment Measures	Timeline
<p>1. Improve student success in distance learning (DL) courses through implementation of a student readiness tool, the READI™.</p>		
<p>a. The READI™ will be an effective tool for identifying student strengths and weakness in distance learning.</p>	<p>Measures: As a pilot, administer the READI™ to students in DL courses as the first assignment of the semester.</p> <ul style="list-style-type: none"> • Administer brief web-based survey to DL students in the pilot at the end of Spring 2010 to collect their impressions on the usefulness of the READI™ as an advising tool. At least 85% of student respondents will indicate satisfied or very satisfied with the usefulness of the READI™. • Administer brief web-survey to DL faculty in the pilot in Spring 2010 to collect their impressions on the usefulness of the READI™ as an advising tool. At least 85% of faculty respondents will indicate satisfied or very satisfied with the usefulness of the READI™. <p>Use of Results: Students and faculty surveys will be used to:</p> <ul style="list-style-type: none"> • confirm that READI™ is a satisfactory and effective tool for 	<p>Administer READI™ in Spring 2010; analyze data and customize instrument in Summer 2010.</p> <p>Administer the READI™ student survey in the following semesters: Spring and Summer 2010 (pilot semesters) and Fall 2010, Spring 2012, Fall 2012, Spring 2014, and Fall 2015.</p> <p>Administer Faculty Survey once a year in the spring semesters. (Faculty survey should target what they see in student success.)</p>

Goals and Objectives	Assessment Measures	Timeline
	<p>identifying student strengths and weaknesses in DL.</p> <ul style="list-style-type: none"> confirm that READI™ is a useful and effective tool for faculty and students to monitor those students identified by READI™ as needing additional resources. Make any improvements needed to the instrument itself and customize it for effective administration and delivery to students and faculty during its full implementation in Fall 2010, ensuring that students and faculty are satisfied in getting value from the READI™. 	
<p>b. The READI™ will provide results that can be used to design remediation modules focusing on topics of greatest need for distance learning students.</p>	<p>Measures: Collect, analyze, and report READI™ results by subscale each semester to identify the weakest areas of DL student readiness.</p> <p>Use of Results: Identify the specific remediation modules that are needed; identify and test the efficacy of existing remediation modules; design and develop remediation modules for weakest areas of student readiness.</p>	<p>Collect and report data each semester: Spring 2010 and Summer 2010 (pilot semesters) and through the first implementation year (Fall 2010 and Spring 2011 semesters).</p>
<p>c. The READI™ will demonstrate correlation between student strengths in distance learning and student performance in distance learning classes.</p>	<p>Measures: Collect, analyze, and report student performance in READI™ with student performance in DL classes.</p> <p>At least 75% of those students who demonstrate strength in distance learning attributes through the READI™ will succeed in their DL courses.</p> <p>Use of Results: Identify the common characteristics and attributes of successful DL students through performance indicators highlighted in READI™.</p>	<p>Collect and report data each semester, beginning Spring 2010 (pilot semester) and concluding in Spring 2015.</p>
<p>2. Improve student success in distance learning (DL) courses through the implementation of a focused student orientation and support program.</p>		

Goals and Objectives	Assessment Measures	Timeline
<p>a. In the pilot phase, faculty and students will indicate that orientation is meeting their needs for teaching and learning.</p>	<p>Measures: During the pilot phase of orientation, Fall 2011–Spring 2012, administer surveys to and conduct focus groups of students and faculty to determine the extent to which orientation is meeting expected outcomes.</p> <p>At least 85% of student respondents will indicate satisfied or very satisfied with the Orientation module.</p> <p>At least 85% of faculty respondents will indicate satisfied or very satisfied with the Orientation module.</p> <p>Use of Results: Make improvements to orientation during the pilot phase based on survey and focus group results.</p>	<p>Administer surveys and conduct focus groups in Fall 2011 and Spring 2012 during the pilot phase of orientation. In Summer 2012, modify orientation based on assessment results.</p>
<p>b. In the pilot phase, distance learning students completing orientation will be more successful in their courses than distance learning students not completing orientation.</p>	<p>Measures: Compare success rates (percent of A-B-C grades and W grades) of orientation completers versus DL students who are non-completers of orientation. (In selecting the comparison group of orientation non-completers, consideration will be given to those factors that may have an effect on student success in DL courses, such as placement test recommendations and success in developmental courses.)</p> <p>Because current baseline data indicate a 72% success rate for online learners, the target performance rate is 75% success rate for those students who have completed the orientation.</p> <p>By Year Five, the average pass rate will be 85% for online learners who have completed the orientation.</p> <p>Use of Results: Establish baseline data from which to measure success throughout the QEP.</p>	<p>Collect and report data in Fall 2011 and Spring 2012.</p>

Goals and Objectives	Assessment Measures	Timeline
<p>c. Distance learning faculty and distance learning students will indicate that orientation is meeting their needs for teaching and learning.</p>	<p>Measures: Administer ongoing DL student surveys to orientation completers each semester. Administer DL faculty surveys annually at the end of spring semester.</p> <p>At least 85% of student respondents will indicate satisfied or very satisfied with Orientation module.</p> <p>At least 85% of faculty respondents will indicate satisfied or very satisfied with Orientation module.</p> <p>Use of Results: Make improvements to orientation based on survey results.</p>	<p>Administer ongoing DL student surveys every semester beginning Fall 2012 through Summer 2015.</p> <p>Administer ongoing DL faculty surveys at the end of each spring semester beginning Spring 2013.</p>
<p>d. Distance learning students completing orientation will be more successful in their courses than distance learning students not completing orientation.</p>	<p>Measures: For all DL courses taught each semester, compare success rates (percent of A-B-C grades and W grades) of orientation completers versus DL students who are non-completers of orientation. (In selecting the comparison group of orientation non-completers, consideration will be given to those factors that may have an effect on student success in DL courses, such as placement test recommendations and success in developmental courses.)</p> <p>Because current baseline data indicate a 72% success rate for online learners, the target performance rate is 75% success rate for those students who have completed the orientation.</p> <p>By Year Five, the average pass rate will be 85% for online learners who have completed the orientation.</p> <p>Use of Results: To measure improvement as compared to baseline data and to determine college policy changes to require orientation as a prerequisite for distance learning courses.</p>	<p>Collect and report data beginning Fall 2012 and each semester thereafter through Summer 2015.</p>
<p>e. Distance learning students will be provided greater access to and information about ongoing student support elements.</p>	<p>Measures: Students in DL courses will be informed about student support elements through periodic announcements posted directly into Blackboard courses.</p> <p>Fifty percent of all DL faculty will use the Early Warning System embedded in</p>	<p>Assess and identify the elements of student support that need to be provided to DL students (Summer 2010).</p>

Goals and Objectives	Assessment Measures	Timeline
	<p>Blackboard by Spring 2011.</p> <p>Seventy-five percent of all DL faculty will use the Early Warning System embedded in Blackboard by Spring 2012.</p> <p>All (100%) DL faculty will use the Early Warning System embedded in Blackboard by Spring 2013.</p> <p>Use of Results: To assess the impact that the coordination of student support services will have upon student awareness and usage of support resources available to them.</p>	<p>Assess the training needs of DL faculty for using the Early Warning System (Summer 2010).</p> <p>Prepare student support announcements for Blackboard (Summer 2010).</p> <p>Assess the training needs of DL faculty on the Early Warning System (Summer 2010).</p> <p>Develop a self-guided online training module for the Early Warning System (Summer 2010).</p> <p>Train all existing and new DL faculty through a self-guided online module (Fall 2010).</p> <p>Assess faculty use of the Early Warning System in DL courses (Fall 2010–Spring 2015).</p>
<p>f. Distance learning students will demonstrate greater awareness of student support resources available at the college.</p>	<p>Measures: Student surveys will be used to determine student awareness and usage of key student support services.</p> <p>Baseline data for student awareness of support services will be established in Spring 2010.</p> <p>Student surveys will indicate a 10% increase above the baseline in Spring 2011.</p> <p>Student surveys will indicate a 20% increase above the baseline in Spring 2012.</p> <p>By Year Five, 100% of DL students will be</p>	<p>Survey students, within the broader student satisfaction survey, every spring semester.</p>

Goals and Objectives	Assessment Measures	Timeline
	<p>aware of the key student support services.</p> <p>Use of Results: Survey results will be used to improve dissemination of information about student support services to DL students.</p>	
<p>3. Improve student success in distance learning (DL) courses through implementation of a faculty training curriculum to assure quality teaching and learning.</p>		
<p>a. The distance learning faculty training curriculum will be based on assessment of faculty needs and on recognized best practices for distance learning quality.</p>	<p>Measures: Develop, pilot, and implement a faculty self-assessment tool to identify competence levels in key best practices, skills, and technology for DL.</p> <p>The faculty self-assessment tool will be completed by 90% of existing DL faculty in Fall 2010. The tool will completed by 100% of all existing DL faculty by Spring 2011.</p> <p>The faculty self-assessment tool will be completed by all new DL faculty in all semesters (Fall 2010–Spring 2015).</p> <p>Use of Results: Use results from completed self-assessment tools to identify faculty and courses needing improvement, to identify additional training needs to enhance the DL training curriculum, and to track faculty progress in acquiring DL competencies.</p>	<p>Spring 2010: Develop faculty self-assessment tool.</p> <p>Summer 2010: Pilot test self-assessment tool with sample of faculty and make needed revisions.</p> <p>Fall 2010: Administer self-assessment tool to all DL faculty.</p> <p>Spring 2011–Summer 2015: Administer self-assessment tool to new DL faculty.</p> <p>Annually each fall beginning Fall 2011 through Fall 2014, administer self-assessment tool as a post assessment to all faculty.</p>
<p>b. The proportion of distance learning faculty either completing Tier One and Tier Two distance learning training or demonstrating their competencies in distance learning will increase annually.</p>	<p>Measures: Prior to initiating DL faculty training, collect documentation to determine the number of DL faculty who have completed Tier One–Three of DL training or the equivalent. Use this information for baseline data from which to measure success in training the largest possible number of DL faculty. Once training is implemented, extract data from the</p>	<p>By Fall 2010, collect and review baseline data for faculty training.</p> <p>Beginning in Spring 2011, track and report DL faculty training completion rates annually through</p>

Goals and Objectives	Assessment Measures	Timeline
	<p>Knowledge Center, the database containing records of faculty and staff professional development activities, and analyze the data to determine the completion rates of DL faculty for Tiers One–Three of DL training. Assess the existing courses of established DL faculty to determine their levels of proficiency in meeting the standards of quality established by the college.</p> <p>Faculty completing the Tier One and Tier Two DL training will increase at least 10% annually from its baseline. By Spring 2015 all (100%) DL faculty will have completed Tiers One and Two training, or all (100%) DL faculty will demonstrate proficiencies in the areas of Tiers One and Two training through their formal course assessments.</p> <p>Use of Results: Use baseline data to set annual target rates for faculty completion of DL training. Use data in subsequent years to measure annual progress of DL faculty in completing Tiers One–Three of faculty training and to develop strategies for improving faculty participation as needed.</p>	<p>Summer 2015.</p>
<p>c. All distance learning courses offered by the college will meet Tier One quality standards (Quality Assurance Plan).</p>	<p>Measures: Collect and evaluate Course Checklists for all DL courses offered by the college to assess compliance with Tier One quality standards. Each semester after Fall 2009, collect and evaluate Course Checklists for new DL offerings.</p> <p>Beginning Fall 2010, all (100%) Course Checklists will be submitted to the CDL Office before the start of any DL course.</p> <p>Use of Results: Use data from Fall 2009 to establish baseline data from which to set target improvement levels for Tier One quality achievement, to identify courses needing improvement, to identify faculty needing assistance with Tier One quality standards, and to recommend training modules for DL faculty. Use checklists for new DL courses to assess training needs of new faculty and provide individual feedback for course improvement.</p>	<p>In Fall 2009, collect and analyze baseline data for all DL courses. Beginning in Spring 2010, and each semester thereafter, collect and analyze data for new DL faculty/offerings.</p>

Goals and Objectives	Assessment Measures	Timeline
<p>d. Distance learning faculty will demonstrate their competencies in meeting and applying the Quality Matters™ standards in course design and delivery.</p>	<p>Measures: Evaluate, through peer review, a random sample of DL courses that have been taught at least four semesters using the Quality Matters™ (QM) Rubric and a supplemental technology rubric. Analyze data to determine the proportion meeting each QM and DL technology standard. Compare evaluation results for trained versus untrained DL faculty. (In selecting the comparison group of untrained DL faculty, consideration will be given to those factors that may have an effect on the quality of DL courses, such as years of DL teaching experience.)</p> <p>One hundred percent (100%) of all evaluated DL courses will meet the minimal QM standards.</p> <p>Use of Results: Use results to provide feedback for course improvement to individual faculty, to inform the improvement and further development of DL training curriculum, and to measure college-wide progress in meeting QM standards.</p>	<p>QM evaluations will be conducted in Fall 2010–Fall 2014.</p>
<p>e. Students enrolled in distance learning courses taught by faculty completing at least Tier One training will be satisfied with all aspects of the distance learning course design.</p>	<p>Measures: In early Fall 2009, develop a new DL student survey, which will include questions regarding the presence/ application of QM standards in DL courses. At the end of Fall 2009, administer the DL surveys to all students enrolled in DL courses. Beginning in Fall 2011, and then annually thereafter, administer DL surveys to students who complete online orientation.</p> <p>At least 85% of surveyed students will indicate through their responses that they recognized the presence of the essential characteristics of a well-designed online course that meets the QM standards.</p> <p>Use of Results: Analyze and report results of surveys to determine if DL course quality is increasing based on students’ perceptions. Use results to establish baseline data regarding students’ perceptions of quality and to establish annual target performance levels for course compliance with QM and technology standards.</p>	<p>Early Fall 2009: Develop new DL student survey form.</p> <p>End of Fall 2009: Administer course surveys to all DL students.</p> <p>Spring 2010: Evaluate results of QM-focused questions on student course surveys.</p> <p>Fall 2011 and annually thereafter: Administer DL student survey to students completing online orientation.</p>

D. THE BUDGET

In order to adequately implement and sustain the five-year QEP, appropriate fiscal and human resources will be allocated by the college. The individuals and divisions at the college that will be critical to the implementation of this plan have been identified in the “Implementing the QEP” section of this document. Table II.D.1 below outlines the resources allocated to hire key positions (identified in the implementation section), as well as resources needed to obtain, develop, and implement all necessary components of the plan.

Table II.D.1 QEP BUDGET

Year	Semester	Item	Cost³	Description
Transitional	Spring 2010⁴	Pilot READI™ Instrument	\$0	No cost for pilot
		Research Analyst	\$7,000	Wage (\$30.05/hr) for 233 hrs
		Coordinator	\$4,800	Reassigned time (\$800/credit hour) for 6 hrs
		Support	\$2,000	Wage
		Marketing	\$3,000	Disseminate info on student readiness and faculty training
		Office Supplies	\$4,500	
		Total Transitional Year	\$21,300	
One	Summer 2010	Research Analyst	\$7,513	Wage (\$30.05/hr) for 250 hrs
		Marketing	\$1,500	Disseminate info on student readiness and faculty training
		Coordinator	\$5,028	Wage or reassigned time (\$838/credit hour) for 6 hrs
		Office Supplies	\$1,000	
	Fall 2010	READI™ Site License	\$5,000	Annual amount
		Instructional Designer	\$4,600	Wage (\$23/hr) for 200 hrs
		Research Analyst	\$15,025	Wage (\$30.05/hr) for 500 hrs
		Coordinator	\$7,542	Wage or reassigned time (\$838/credit hour) for 9 hrs
		Consultant	\$25,000	Annual Amount
		Marketing	\$2,000	Disseminate info on student readiness and faculty training
		Office Supplies	\$1,000	
	Spring 2011	Instructional Designer	\$4,600	Wage (\$23/hr) for 200 hrs
		Research Analyst	\$15,025	Wage (\$30.05/hr) for 500 hrs

³ All part-time/wage dollars include FICA. A 2.5% cost of living increase is included each year for all part-time/wage positions.

⁴ Funding for Spring 2010 was approved through the 2009-10 budget process.

Year	Semester	Item	Cost ³	Description
		Coordinator	\$7,542	Wage or reassigned time (\$838/credit hour) for 9 hrs
		Marketing	\$2,000	Disseminate info on student readiness and faculty training
		Office Supplies	\$1,000	
		Total Year One	\$105,375	
Two	Summer 2011	Instructional Designer	\$2,300	Wage (\$23/hr) for 100 hrs
		Research Analyst	\$7,513	Wage (\$30.05/hr) for 250 hrs
		Coordinator	\$5,028	Wage or reassigned time (\$838/credit hour) for 6 hrs
		Marketing	\$1,000	Disseminate info on student readiness and faculty training
		Office Supplies	\$500	
	Fall 2011	READI™ Site License	\$5,500	Annual amount
		Instructional Designer	\$4,716	Wage (\$23.58/hr) for 200 hrs
		Research Analyst	\$15,400	Wage (\$30.80/hr) for 500 hrs
		Coordinator	\$7,731	Wage or reassigned time (\$859/credit hour) for 9 hrs
		Consultant	\$25,000	Annual Amount
		Marketing	\$2,000	Disseminate info on student readiness and faculty training
		Office Supplies	\$1,000	
	Spring 2012	Instructional Designer	\$4,716	Wage (\$23.58/hr) for 200 hrs
		Research Analyst	\$15,400	Wage (\$30.80/hr) for 500 hrs
		Coordinator	\$7,731	Wage or reassigned time (\$859/credit hour) for 9 hrs
		Marketing	\$2,000	Disseminate info on student readiness and faculty training
		Office Supplies	\$1,000	
		Total Year Two	\$108,535	
Three	Summer 2012	Instructional Designer	\$2,358	Wage (\$23.58/hr) for 100 hrs
		Research Analyst	\$7,700	Wage (\$30.80/hr) for 250 hrs
		Coordinator	\$5,154	Wage or reassigned time (\$859/credit hour) for 6 hrs
		Marketing	\$1,000	Disseminate info on student readiness and faculty training
		Office Supplies	\$500	
	Fall 2012	READI™ Site License	\$6,000	Annual amount

Year	Semester	Item	Cost ³	Description
		Instructional Designer	\$4,834	Wage (\$24.17/hr) for 200 hrs
		Research Analyst	\$15,785	Wage (\$31.57/hr) for 500 hrs
		Coordinator	\$7,920	Wage or reassigned time (\$880/credit hour) for 9 hrs
		Consultant	\$25,000	Annual Amount
		Marketing	\$4,000	Disseminate info on student readiness, faculty training and student orientation
		Office Supplies	\$1,000	
		Online Orientation	\$2,400	Wage (\$300/session) for 8 sessions
	Spring 2013	Instructional Designer	\$4,834	Wage (\$24.17/hr) for 200 hrs
		Research Analyst	\$15,785	Wage (\$31.57/hr) for 500 hrs
		Coordinator	\$7,920	Wage or reassigned time (\$880/credit hour) for 9 hrs
		Marketing	\$4,000	Disseminate info on student readiness, faculty training and student orientation
		Office Supplies	\$1,000	
		Online Orientation	\$3,600	Wage (\$300/session) for 12 sessions
		Total Year Three	\$120,790	
Four	Summer 2013	Instructional Designer	\$2,417	Wage (\$24.17/hr) for 100 hrs
		Research Analyst	\$7,893	Wage (\$31.57/hr) for 250 hrs
		Coordinator	\$5,280	Wage or reassigned time (\$880/credit hour) for 6 hrs
		Marketing	\$2,000	Disseminate info on student readiness, faculty training and student orientation
		Office Supplies	\$500	
		Online Orientation	\$3,600	Wage (\$300/session) for 12 sessions
	Fall 2013	READI™ Site License	\$6,500	Annual amount
		Instructional Designer	\$4,954	Wage (\$24.77/hr) for 200 hrs
		Research Analyst	\$16,180	Wage (\$32.36/hr) for 500 hrs
		Coordinator	\$8,118	Wage or reassigned time (\$902/credit hour) for 9 hrs
		Consultant	\$25,000	Annual Amount
		Marketing	\$4,000	Disseminate info on student readiness, faculty training and student orientation
		Office Supplies	\$1,000	
		Online Orientation	\$5,400	Wage (\$300/session) for 18 sessions

Year	Semester	Item	Cost ³	Description
	Spring 2014	Instructional Designer	\$4,954	Wage (\$24.77/hr) for 200 hrs
		Research Analyst	\$16,180	Wage (\$32.36/hr) for 500 hrs
		Coordinator	\$8,118	Wage or reassigned time (\$902/credit hour) for 9 hrs
		Marketing	\$4,000	Disseminate info on student readiness, faculty training and student orientation
		Office Supplies	\$1,000	
		Online Orientation	\$5,400	Wage (\$300/session) for 18 sessions
		Total Year Four	\$132,494	
Five	Summer 2014	Instructional Designer	\$2,477	Wage (\$24.77/hr) for 100 hrs
		Research Analyst	\$8,090	Wage (\$32.36/hr) for 250 hrs
		Coordinator	\$5,412	Wage or reassigned time (\$902/credit hour) for 6 hrs
		Marketing	\$2,000	Disseminate info on student readiness, faculty training and student orientation
		Office Supplies	\$500	
		Online Orientation	\$5,400	Wage (\$300/session) for 18 sessions
	Fall 2014	READI™ Site License	\$7,000	Annual amount
		Instructional Designer	\$5,078	Wage (\$25.39/hr) for 200 hrs
		Research Analyst	\$16,585	Wage (\$33.17/hr) for 500 hrs
		Coordinator	\$8,325	Wage or reassigned time (\$925/credit hour) for 9 hrs
		Consultant	\$25,000	Annual Amount
		Marketing	\$4,000	Disseminate info on student readiness, faculty training and student orientation
		Office Supplies	\$1,000	
		Online Orientation	\$5,400	Wage (\$300/session) for 18 sessions
	Spring 2015	Instructional Designer	\$5,078	Wage (\$25.39/hr) for 200 hrs
		Research Analyst	\$16,585	Wage (\$33.17/hr) for 500 hrs
		Coordinator	\$8,325	Wage or reassigned time (\$925/credit hour) for 9 hrs
		Marketing	\$4,000	Disseminate info on student readiness, faculty training and student orientation
		Office Supplies	\$1,000	
		Online Orientation	\$5,400	Wage (\$300/session) for 18 sessions
		Total Year Five	\$136,655	

Year	Semester	Item	Cost³	Description
Continuation of Plan	Summer 2015	Instructional Designer	\$2,539	Wage (\$25.39/hr) for 100 hrs
		Research Analyst	\$8293	Wage (\$33.17/hr) for 250 hrs
		Coordinator	\$5,550	Wage or reassigned time (\$925/credit hour) for 6 hrs
		Marketing	\$2,000	Disseminate info on student readiness, faculty training and student orientation
		Office Supplies	\$500	
		Online Orientation	\$5,400	Wage (\$300/session) for 18 sessions
		Total Continuation of Plan	\$24,282	
		Total of QEP	\$649,431	

E. SUSTAINING THE QEP

The JSRCC QEP builds upon an established culture of commitment to the professional development of the college's faculty, a well-established Center for Distance Learning, a series of assessment measures focused on student learning, and a clear desire to transform student achievement at the college. With the accelerated growth of distance learning across the disciplines of the college and the need to ensure quality measures in distance classes, the college is fully dedicated to the achievement of transformative goals through this QEP.

Additionally, *the Ripple Effect* that is integral to the vision of the QEP is designed to affect faculty, students, and programs throughout the college. In training faculty how to teach distance classes effectively, the college will essentially impact faculty in their various classrooms, whether they are purely distance, hybrid, or face-to-face. In helping students and advisors identify individual students' levels of preparedness and in offering necessary remediation for areas of weakness, the college will offer distance learning students more resources for academic success. In developing an orientation module for distance learning, the college will continue to build from its ongoing activities in assisting students to become competent learners. Finally, in integrating the existing student support services into a holistic model of student support for distance learning students, the college will provide greater access to and information about the resources available. This model builds upon the support services that are already provided by the college in general and develops a targeted focus upon distance learning students. Further, this model acknowledges that a team approach is vital for student support and success: instructors, student advisors and off-site counselors, academics support services, and the Center for Distance Learning (CDL) are all critical for student success. Students who need assistance will be directed toward appropriate resources such as the Academic Support Centers, remediation modules for distance learners, direct contact with the instructor, and college advisors. The QEP's planned and detailed assessments will become a systemic element at the college, embedding the values of coordinated and thorough evaluation of student learning, faculty effectiveness, and institutional planning at various levels of the college's efforts.

Because the QEP has evolved over three years and has involved the key constituencies of the college throughout its development, the plan has the support, enthusiasm, and commitment of administrators, faculty, staff, and the students that it will directly impact. The embedded annual assessments of the plan and its effects upon both students and faculty allow the QEP Implementation Team to modify and mold the plan's implementation as needed. The dynamic nature of the implementation will guide the team in expanding or adapting the plan as ongoing assessments show areas of strength and weakness. The college's efforts over the next five years will be directed at a strong implementation of the plan, thorough assessment of its results, and dissemination of its results both internally and externally. Through these efforts, the JSRCC *Ripple Effect* will impact not only the quality of distance learning but the quality of learning itself at the college.

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Appendix I



Quality Enhancement Plan

Selection Process Chronology (Key Highlights)

Event	Date
Establishment of QEP Selection Committee by Executive Cabinet	Fall 2006
Attendance of SACS Annual Conference	December 2006
Subcommittee Meeting to develop “Compelling Statements”	8/06/07
Selection of Ivan L. Harrell II. as QEP Coordinator	8/21/07
Subcommittee Meeting to develop “Compelling Statements”/Data Profile	8/27/07
Presentation to Faculty Senate on QEP by G. LeRosen	9/19/07
Launch of QEP Website at www.reynolds.edu/QEP	9/28/07
Presentation to Academic Leadership Council and Student Affairs Leadership Team on QEP by I. Harrell	10/3/07
Open Forum Facilitator Training	10/3/07
Open Forums (Calendar)	10/9/07-10/30/07
Last day to submit suggestions for QEP topics	11/2/07
Presentation at College Convocation; call to action for participation on subgroups	11/20/07
Presentation to the College Board by Drs. LeRosen and Harrell	1/10/08
Sub-Committee Meetings	1/25/08-3/7/08
Sub-Committee QEP Templates Due	3/7/08
Open Comment Period on 7 Project Proposals; Comment Data	4/3/08-4/16/08
Presentation to faculty and staff on Faculty Professional Development Day by Drs. LeRosen and Harrell	5/7/08
Presentation about SACS Reaffirmation and strategic planning to the Foundation Board by Diane Brasington.	5/8/08
Selection Meeting (RLC, Planning Committee, Selected Board Members, QEP Committee, Student Council Leaders)	5/22/08
Executive Cabinet selected the Distance Learning Proposal as the institution’s QEP	6/08

Appendix II



J. SARGEANT REYNOLDS COMMUNITY COLLEGE

Quality Enhancement Plan

Data Profile

Category	Data
Demographics	<p>Seventy-six percent (76%) of students are part-time.</p> <p>Two percent (2%) of students are classified as English as a Second Language.</p> <p>Seventeen percent (17%) of students are receiving some type of financial aid.</p> <p>Over 1/2 of the students enrolled at are working full-time, 2/3 are working at least half-time, and over 1/2 are caring for dependents living with them.</p> <p>The racial breakdown of the student population (SP) closely mirrors the racial distribution of the college's service area (SA)</p> <ul style="list-style-type: none"> • White: 59% (SP), 63% (SA) • Black/African American: 32% (SP), 33% (SA) • Other: 9% (SP), 4% (SA) <p>The racial breakdown of the teaching faculty (TF) does not mirror the racial distribution of the college's service area (SA):</p> <ul style="list-style-type: none"> • White: 84% (TF), 63% (SA) • Black/African American: 14% (TF), 33% (SA) • Other: 2% (TF), 4% (SA) <p>Sixty percent (60%) percent of credit courses are taught by part-time faculty.</p> <p>Of the 690 faculty members, 561 are part-time.</p> <p>Twenty percent (20%) of high school graduates in the college's service area plan to attend a two-year college.</p> <p>Two of the 6 regions that Reynolds serves (City of Richmond, Henrico County) have dropout rates higher than the state average.</p> <p>Two of the 6 regions that Reynolds serves (City of Richmond, Henrico County) have higher percentages than the state average of students who indicated that they had no plans after graduating high school.</p>
Enrollment	<p>Since 1996-97, the college's fall enrollment has increased by 34%.</p> <p>In five years, the percentage of enrollment attributable to dual enrollment has doubled. Dual enrollment accounts for 16% (2,822) of the college's enrollment.</p> <p>In five years, the percentage of enrollment attributable to distance learning has almost doubled. Distance learning accounts for 22% (3,994) of the college's enrollment.</p>
Retention	<p>The overall college retention rate is 38.3%, compared to 40% for all VCCS institutions.</p> <p>The retention rate for first-time, full-time, curricular students is 55%; the goal is to increase this rate to 65% by 2009.</p> <p>The retention rate for first-time, part-time, curricular students is 40%; goal is to increase this rate to 45% by 2009.</p>
Distance Learning	<p>During the 1998-1999 academic year there were 222 distance learning sections offered, compared to 510 for the 2006-2007 academic year.</p> <p>From spring 2004 to fall 2005, approximately 75% of grades received in on-campus 100 and 200-level sections were A, B and C compared to approximately 68% for distance learning sections.</p> <p>In 2003-2004 there were 13 adjunct and 30 full-time faculty teaching distance learning courses, compared to 41 adjunct and 36 full-time faculty for 2006-2007; there is no consistent standard for program heads to document the technology skill level of distance learning instructors.</p>

Data sources can be found at www.reynolds.edu/QEP

J. Sargeant Reynolds
Community College



J. SARGEANT REYNOLDS COMMUNITY COLLEGE

Quality Enhancement Plan

Data Profile

Dual-Enrollment	<p>Thirty-eight percent (38%) of former dual-enrollment students indicated that they would like dual-enrollment courses to be more difficult and challenging.</p> <p>In most instances dual-enrollment students earn comparable rates of A, B, C grades in subsequent courses following the completion of prerequisites, but in most cases they out-perform their on-campus counterparts.</p> <p>In fall 2005, 125 courses with 198 sections were offered through dual-enrollment at 30 sites within 11 different localities.</p>
Student Support	<p>In comparison with 29 like institutions, JSRCC is spending more on instruction (9% difference) and less on academic support (6.5% difference), institutional support (2% difference) and student services (30.6% difference).</p> <p>Forty-one percent (41%) of students indicated that they never talked about career plans with an advisor or instructor.</p> <p>Of the 5 broad categories assessed by CCSSE, the largest gap compared with consortium institutions was in the "support for learners" category.</p> <p>Of the 15 student service items in the 2005-2006 graduate follow-up study, 87% (13) increased from the 2004-2005 study.</p>
Student Success	<p>Since identifying high risk courses in 1998-99, 52% (15) of the identified courses have improved success rates, 38% (11) have success rates that have declined and 10% (3) have success rates that have remained constant.</p> <p>Reynolds Core Competency Test results (R) compared to state-wide (SW) (testing at proficient or advanced levels):</p> <ul style="list-style-type: none"> • Information Literacy: 26%(R), 53% (SW) (spring 2003); 76.9% (R), 46% (SW) (spring 2004) • Scientific Reasoning: 76% (R), 79% (SW) • Quantitative Reasoning: 67% (R), 67% (SW) • Oral Communications: 58% (R), 61% (SW) • Critical Thinking: 15.33 (R), 15.39 (SW), 14.75 (test norm) • Writing: 3.54 mean score (R), 3.94 mean score (SW)
Graduates	<p>The graduation rate for first-time, full-time, curricular students is 12.3%; the goal is to increase this rate to 20% by 2009.</p> <p>Graduates from transfer programs had lower GPAs (2.5) at transfer institutions than graduates from OT programs (2.75).</p> <p>The transfer rate for all graduates is 28% and for graduates of transfer programs is 73%, compared to 33% and 64% for the Virginia Community College system respectively.</p> <p>Seventy percent (70%) of graduates are employed in a job either directly or somewhat related to their curriculum.</p> <p>Ninety-one percent (91%) of graduates are currently employed either full or part-time.</p>
Community College Workforce Alliance (CCWA)	<p>During the 2006-2007 academic year CCWA served:</p> <ul style="list-style-type: none"> • 65 employers with customized programs • 520 employers through open enrollment courses • 33 employers through consulting services • 3,746 participants in open enrollment training • 10,653 participants in customized training

Data sources can be found at www.reynolds.edu/QEP

Appendix III

Quality Enhancement Plan Sub-Group Project Template

J. Sargeant Reynolds
Community College



Due March 7, 2008

(All completed templates should be uploaded to the SharePoint site.)

Project Title:
Theme project is related to: <input type="checkbox"/> Academic Support <input type="checkbox"/> Adjunct Training <input type="checkbox"/> Advising <input type="checkbox"/> Career Advising <input type="checkbox"/> Distance Learning <input type="checkbox"/> Instruction
Project Description:
How does this project support the mission and vision of the institution?
How is this project tied to the strategic plan of the institution?
What data (internal and/or external) supports the importance of implementing this project?
SACS broadly defines student learning as changes in knowledge, skills, behaviors or values. What is the definition of student learning in the context of this project?
What are the specific learning outcomes?
How will you know that the identified learning outcomes have been achieved (assessment)?
What best practices are going to be used as a part of this project and why?
What resources (human, fiscal, academic, technology) will be needed to complete this project?
What could be the impact on student learning if this project is not implemented?
Name(s) of faculty/staff involved in the preparation of this project template.

Appendix IV



Quality Enhancement Plan

Sub-Group Project Template Assessment Tool

Project Title: _____

Evaluator: _____

Part I

Provide your level of agreement or disagreement to the following statements:

Criterion	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0	Score
The description of the project is clear, easy to understand and gives details on activities to be implemented.						
This project clearly supports the mission and vision of the institution.						
This project is directly tied to the strategic plan.						
There is substantial internal and/or external data presented to support the importance of implementing this project.						
The definition of student learning is clear, easy to understand and identifies changes in students' knowledge, skills, behaviors and/or values						

Criterion	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0	Score
The student learning outcomes presented are clear, easy to understand and identify changes in students' knowledge, skills, behaviors and/or values for each outcome.						
The assessment plan is clear, easy to understand and includes qualitative and quantitative as well as internal and/or external measures.						
The best practices presented are clear, easy to understand, have sources of information documented and present reasons for their inclusion in the project.						
The description of needed resources is clear, easy to understand and includes needed human, fiscal, academic and technology resources.						
The impact on student learning without implementation is clear, easy to understand and includes direct impacts on students' knowledge, skills, behaviors and/or values if the project is not implemented.						
Total Score for Part I	N/A	N/A	N/A	N/A	N/A	

Part II

The following items are the judgment of the evaluator, based on a holistic evaluation of the information presented in the project template.

Criterion	Low 10	Medium 20	High 30	Score
Potential impact on improving student learning (<i>consider potential positive and negative impact</i>)				
Ease of implementation				
Total Score				

Additional Comments:

Course and Section:

Instructor:

Semester/Year:

Center for Distance Learning

Course Review Checklist

Tier One Course Review to be completed before the course is offered.

Part One: Course Design

	Yes	No	Need Assistance	Not Applicable to This Course/ Comments
Required Elements				
I. Course Information/Syllabus				
A. Syllabus/course information section clearly labeled and easy to access				
B. Course prefix, number, section and complete title				
C. Course description or official course outline				
D. Course goals (often in official course outline)				
E. Specific course objectives				

	Yes	No	Need Assistance	Not Applicable to This Course/ Comments
F. Course prerequisites				
G List of textbooks and other course materials that must be purchased				
H. Clear statement of all course requirements, including learning activities				
I. Grading				
1. Clear statement of required learning activities				
2. Clear statement of weight for each required learning activity				
3. Clear statement of how final grade is computed, including any extra credit, late penalties, etc.				
J. Attendance Policy				
1. Includes or explains college attendance policy that requires reporting non-attendance				
2. Clear statement of how attendance will be determined in this course (This will include requirement for some kind of student activity every week or every two weeks.)				

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K. Contact Procedures and Communications				
1. Preferred method of contact: email or telephone				
2. Email address (should be official college email address and included in staff information section)				
3. Telephone number (include best time to call and include in staff information section)				
4. Average time to respond to email (i.e., response in 24 hours, responses on Monday, Wednesday, response within 24 hours during work week, etc.)				
5. Average time to respond to voice mail (i.e., response in 24 hours, responses on Monday, Wednesday, response within 24 hours during work week, etc.)				
6. Office hours (Must have on-campus hours or program head/dean approval for virtual office hours.)				
7. Online office hours (Either from off campus as virtual office hours or from on-campus location as part of on-campus office hours)				
8. Available for face-to-face meeting by appointment on campus or by web cam/Skype, etc. (State conditions, if				

	Yes	No	Need Assistance	Not Applicable to This Course/ Comments
any.)				
9. Statement of turn-around time for grading and returning or posting assignments				
10. Statement of average time for posting test grades to online gradebook				
L. Instructor information (Include this in staff information section. Can re-name that section to “instructor” information or other options. Include all contact information.)				
M. Testing Procedures <i>(If no proctored testing is used, include explanation of how you have designed the course to reasonably protect course integrity and to have some assurance that the student getting the grade is the student who completed the course work.)</i>				
1. Proctored tests				
2. Contact information for JSRCC testing centers				
3. Contact information for scheduling tests at other approved sites				
4. Test tickets with current semester information and last				

	Yes	No	Need Assistance	Not Applicable to This Course/ Comments
date for testing				
5. Procedures and policy for make-up tests, if allowed				
6. Procedures and policy for tests missed because of college closing, power outage, or other college emergency				
N. Course Schedule (includes assignment due dates, test/quiz dates, drop and withdrawal dates)				
II. Course Management				
A. Copyright Requirements- Permissions to use any copyrighted materials are on file with instructor and in school office				
B. Proctored tests to CDL (Mary Carter) at least one week before testing date. (Prefer tests/exams to be submitted electronically.				
C. All links in course work				
D. Course development completed and all course materials posted in Blackboard before the first day of instruction for the semester				

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E. Course review by instructor completed and checklist submitted to program head and CDL before the first day of instruction for the semester				
F. Course reviewed by CDL staff before course is offered				
III. Instruction and Learning				
A. Welcome Announcement				
B. Initial activities/assignment to help build learning community in online environment				
C. Course has required interaction/collaboration between students				
1. Discussion board assignments				
2. Course has structured group work				
3. Other (describe)				
D. Attempts to be responsive to different learning styles by offering various types of learning experiences, choices in assignments, study aids and resources, etc.				

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E. Course site includes links to library and other online resources				
F. Includes assessments of student learning that are linked to course objectives				
G. Grade center in Blackboard set up for posting grades				
H. Includes information about the student survey (Class Climate)				
Comments about Required Elements				
Highly Recommended Elements – <i>If not in the initial course, these elements should be integrated in subsequent offerings to move the course to the Quality Matters standard for online courses.</i>				
I. Course Information/Syllabus				
A. Academic Honesty statement				
B. Learning Environment Statement				
C. Netiquette rules				
II. Course Management				
Proctored online testing (also an Instruction & Learning				

	Yes	No	Need Assistance	Not Applicable to This Course/ Comments
element)				
A. Password, instructions, and hardcopy of test to CDL at least one week before testing begins				
B. Locations of test links included in instructions for proctor				
C. Clear directions for accessing test included in course assignments and/or announcements				
D. Clear directions to student re using paper/pencil test if there are technical difficulties with online version (Student should not have to reschedule testing because of problem with the technology.)				
Highly Recommended Elements (con.)				
III. Instruction and Learning				
A. A robust orientation to course unit that includes examples of the kinds of learning activities that are in the course (i.e., discussion, online quiz, assignment function for submitting course assignments)				

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B. Includes discussion forum activity specifically designed to help students connect with each other and to become familiar with the requirements of online discussion				
C. Includes discussion forum for students to communicate with each other online , i.e., the student lounge, student café				
D. Includes discussion area where students can post general questions for the instructor (“Ask the Professor”)				
E. Includes discussion assignments that require critical thinking				
F. PowerPoint presentations, video, puzzles, flash cards, simulations, interactive games are incorporated into course to help cover content and to respond to various learning styles				
G. Includes opportunities for student-led interactions, with faculty monitoring				
H. Includes “self-assessment activities (quizzes, puzzles, games, review questions with resource for answers, etc.)				
I. Includes “Frequently Asked Questions” section				

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J. Sends periodic email to students as prompts and reminders				
K. Includes collaborative assignments or group projects				
Comments about Highly Recommended Elements				
Recommended Elements – <i>These elements enhance student ease of access to course information and learning activities.</i>				
I. Course Information/Syllabus.				
A. Assignment due dates and other schedule information placed in calendar within Blackboard				
B. Course syllabus/course information also available as a printable document				
C. Printable documents available in both Word and Rich				

	Yes	No	Need Assistance	Not Applicable to This Course/ Comments
Text or PDF format				
D. Course materials presented in short segments that don't require lots of scrolling or in learning units				
E. Includes bookmarks on pages within the course that contain several items				
II. Course Management				
III. Instruction and Learning				
Comments about Highly Recommended Elements				
Part Two: Comparison of on-campus and distance learning courses <i>This section optional for courses offered before Fall 2009. This section is required for all courses beginning Fall 2009</i>				

Quality Assurance Standard: Distance education course meets standards for comparability with like on-campus course in the areas listed below. Comparability does not mean that on-campus and distance learning courses are exactly alike. Rather the distance learning course is designed to include content and activities that support achievement of learning outcomes and experiences that are equivalent in quality to those in the on-campus course. The distance learning course may contain additional elements but should not omit any critical content and comparable learning activities that on-campus students will experience.

Measurements- Excellent (90% or more comparable), Satisfactory (80 –89% comparable), Unsatisfactory (79% or less comparable). Attach

course outline and course syllabus for on-campus course section used in the comparability study). *If you do not teach a comparable on-campus course, ask your program head for an appropriate course outline and syllabus to use for this section.*

Areas				
	Excellent	Satisfactory	Unsatisfactory	Comments
1. course outline				
2. course level objectives				
3. unit or module level objectives				
4. topics/content				
5. learning outcomes (measurable)				
6. assessments (scope, length, complexity)				
7. learning activities that support achievement of learning outcomes				

8. estimated distance learning student time-on-task comparable to combination of in class and outside of class study time and learning activities				
9. course is taught only online; no comparable on-campus section				

Part Three: Reviewers

Checklist completed by (instructor):

Date:

Checklist and Course Reviewed by (signatures)

1. Program Head:

Date:

Comments _____

2. Dean:

Date:

Comments _____

3. CDL:

Date:

Comments _____
