Quality Enhancement Plan

August 4, 2020

TRIDENT TECHNICAL COLLEGE

ERRATA

For the Quality Enhancement Plan (QEP)
September 20, 2021

Subsequent to the submission of Trident Technical College's QEP, *Connected to Your Success,* the following changes need to be incorporated:

1. PAGE 43 The sixth line should read (insert in red) –

The assessment will highlight the following six components, as included in the SmarterMeasure Learning Readiness indicators ("Assessment Overview"):

- Individual attributes
- Life factors
- Learning styles
- Technical knowledge
- On-screen reading

2. PAGE 60 Insert citation:

"Assessment Overview." *Smartermeasure.com*. 16 July 2020, http://www.smartermeasure.com/about/assessment-overview.

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Executive Summary

The Trident Technical College (TTC) Quality Enhancement Plan (QEP), **Connected to Your Success**, seeks to improve online courses by providing essential student support, training faculty in online course development, and improving student satisfaction with their online experience.

The emergence of COVID-19 in March 2020 forced the implementation of fully online courses in colleges and universities across the United States as educators and students committed to the continuation of learning despite the upheaval associated with the pandemic. Although the movement from in-person classes to online courses was unexpected at that time, higher education has been aware of the growing need for focused, reliable, and sustainable online courses to serve the students who need the flexibility offered by these opportunities.

As a part of the college's mission to reach students through a wide variety of modes and methodologies, TTC began researching ways to strengthen its online offerings through the formation of a QEP Development Team in 2019. This team identified specific issues that the college had with its online course offerings and sought feedback from faculty, staff, and students on ways to improve faculty-student communication, encourage sustainable student focus, and ensure equivalent levels of learning with peers in face-to-face courses. The results from these surveys and college-wide forums painted a clear picture: a significant number of students need the option of online courses, but there are performance gaps in the student success rates between online courses and traditional, classroom-based instruction.

The QEP Development Team determined that the QEP's goals would be:

1) to increase student success in online courses,

2) to improve faculty preparation for online instruction through additional training and support, and

3) to increase student satisfaction with online courses.

In support of **Connected to Your Success**, the college has developed a budget that allocates sufficient resources, has identified the key personnel responsible for carrying out the components of the project, and has developed a comprehensive assessment plan that will provide both formative and summative data on the project's progress toward achieving stated goals.

Topic Selection

Introduction to Trident Technical College

Trident Technical College (TTC) is a public, two-year, multi-campus institution that provides quality education and promotes economic development in Berkeley, Charleston and Dorchester counties. Located in coastal South Carolina, TTC is one of 16 two-year colleges that make up the South Carolina Technical Education System. The college is an open-door institution, and, as such, serves approximately 12,000 traditional and nontraditional credit students each semester with a wide variety of educational goals from personal enrichment to career development to university transfer. The college maintains campuses in suburban North Charleston (Thornley Campus), downtown Charleston (Palmer Campus), suburban Mt. Pleasant (Mt. Pleasant Campus) and rural Berkeley County (Berkeley Campus) and offers a variety of coursework at additional sites and online.

TTC has a long history of both fostering accessibility to higher education and ensuring student success; the faculty and staff of the institution are committed to continually evaluating community needs and being responsive to how these needs change over time. To foster student success, Trident Technical College provides developmental education to help students master key concepts and comprehensive student services to provide essential support in and out of the classroom. In addition to traditional instruction, Trident Technical College's flexible course offerings and alternative delivery methods, including hybrid and online instruction, enable more members of the community to pursue higher education. TTC faculty members have designed a

curriculum that develops the communication and critical thinking skills that are fundamental to lifelong learning.

The ethnic diversity of TTC's student body is representative of the population in the college's service area. In the fall of 2019, 58% of the student population was White, 26% Black or African-American and 16% other minorities, including American Indian or Alaska Native, Asian, Hawaiian or Pacific Islander and Hispanic. In fall 2019, 61% of students were female and 39% male; the average age was 25.

Strategic Planning

Trident Technical College's formalized strategic planning process provides the foundation for all college initiatives. The TTC Strategic Plan is developed every five years by a cross-divisional team. A summary of the Strategic Plan is provided in Appendix 1. The 2016-2021 Strategic Plan identifies four goals for this period:

1) increase enrollment headcount,

2) improve student achievement,

3) improve customer service, and

4) improve fiscal stability.

These four goals are tightly linked and serve as the basis for annual divisional planning.

Within the Division of Education, annual planning begins in the summer for the upcoming academic year. Each academic division identifies goals for the year, which

are tied to each of the four goals identified in the strategic plan. Strategic goal two--to increase student achievement--is of particular importance to the Division of Education and is directly tied to the college's mission of serving "as a catalyst for personal, community, and economic development by empowering individuals through education and training" ("About TTC").

All academic divisions identify goals that link directly to student achievement including increasing student success rates, pinpointing and decreasing achievement gaps and increasing retention. Deans, department heads, and other college leaders frequently review data dashboards and other evidence to determine if goals are being met. Adjustments are then made as necessary.

Topic Selection Process

Guided by the TTC Strategic Plan, the Office of Planning and Accreditation developed a two-phased approach to QEP topic selection. Each phase of the process involved extensive review of data as well as stakeholder input.

> **Phase 1** focused on data-informed stakeholder feedback. An open forum was conducted with faculty and staff, discussions were held with the Area Commission, data was collected from a faculty survey, and the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) provided satisfaction feedback.
>
> **Phase 2** saw the creation of the QEP Task Force. This group of faculty and staff members reviewed all stakeholder input and finalized the QEP topic.

Phase 1 - Data Informed Stakeholder Input

TTC has been active in Achieving the Dream (ATD) since 2007 and has been distinguished as an ATD leader college since 2012. Consistent with the ATD mission, all TTC initiatives are data-driven, student-centered, and focused on closing equity gaps and improving student success ("History"). College leaders, faculty, and staff closely monitor student success results to identify and eliminate achievement gaps. The Office of Institutional Research (IR) has developed numerous data dashboards to simplify retrieving and analyzing student success data. Figure 1, for example, shows a data dashboard displaying overall success rates of online courses in fall 2019. Success is defined as completion of a course with a grade of A, B, C, or SC

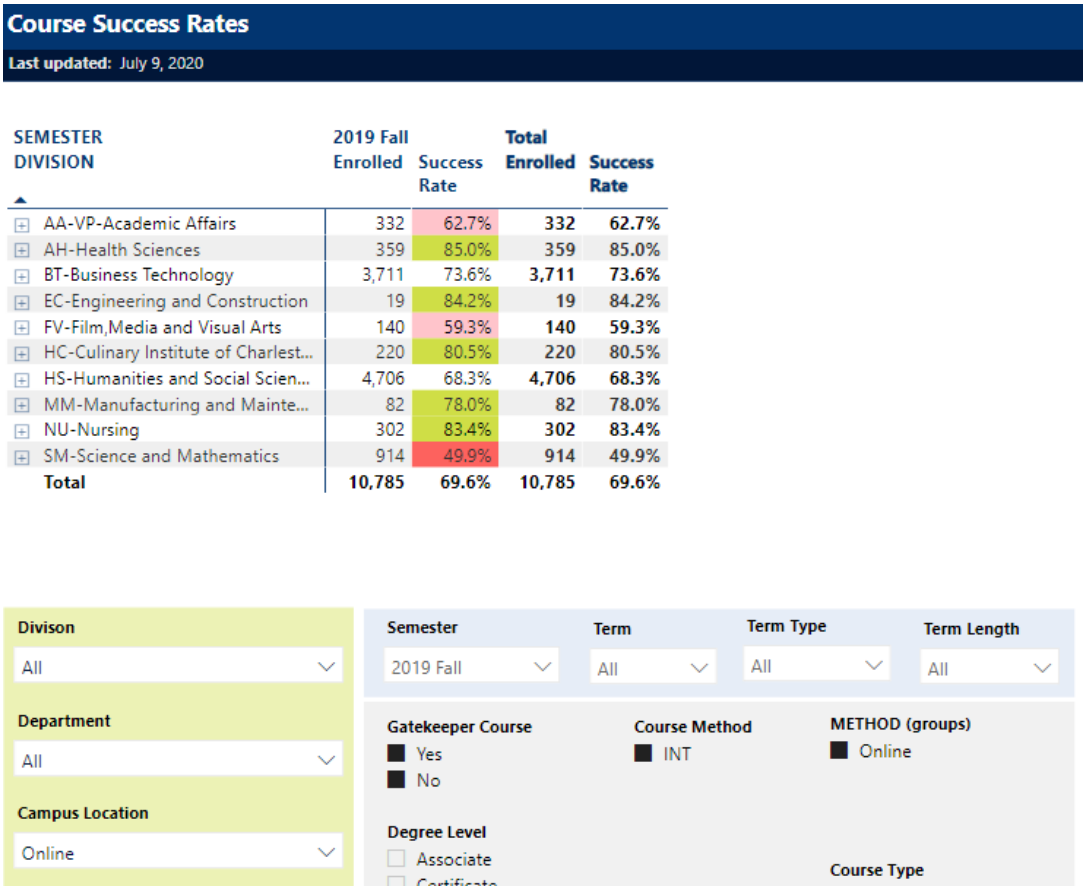

Figure 1 - Success Rate Dashboard

To identify potential QEP topics, the Office of Planning and Accreditation and other key stakeholders scrutinized data indicative of student success. The Office of Institutional Research provided data on persistence rates by demographics, persistence rates by enrollment status (full-time or part-time), course success rates by demographics, course success rates by enrollment status, and course success rates by instructional method. These data points were first discussed with the Trident Technical College Area Commission, the institutions' governing board. The Area Commission held a retreat on October 3, 2017 to discuss strategic planning and the QEP. The Commissioners concluded that a focus on online student success was in the best interest of TTC students. Figure 2 shows a full timeline of QEP topic selection events.

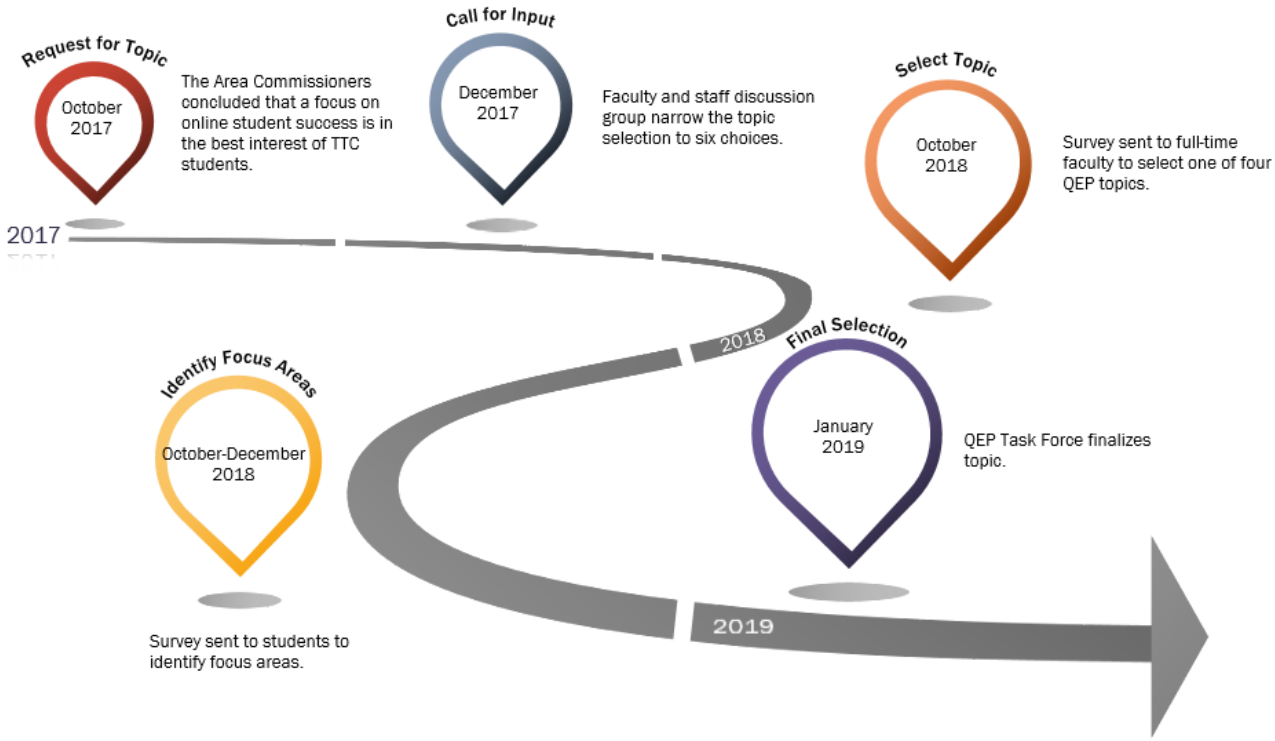

Figure 2 – QEP Topic Selection Timeline

The same data was presented in an open forum discussion with faculty and staff in December 2017. This QEP topic discussion group narrowed the topic selection to six

choices, all of which were consistent with the college's mission and strategic plan. However, the topics were very broad: first year experience course, online course success, impacting part-time students, achievement gaps, writing seminar, and retention. It is important to note that a central concept mentioned repeatedly by faculty members in the forum was lack of faculty preparation to teach online courses, especially among adjunct instructors.

QEP topic discussions continued during spring and summer of 2018 to reduce the number of choices and to more narrowly define topic options. In October 2018, a survey was sent to full-time faculty to select one of four topics: improve instruction and success of online courses, enhance the first-year experience course, close achievement gaps, and introduce a writing seminar for all students. Results were in favor of improve instruction and success of online courses.

Question	# Answered	Percentage
Improve the delivery and success of online course	75	32.61
Enhance first year college experience course	71	30.87
Close achievement gaps	32	13.91
Introduce a writing seminar for all students	24	10.43

Figure 3 – QEP Topic Survey Results

On October 8, 2018, students were asked to participate in the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI). The survey remained open through December 14, 2018 and students were sent frequent reminders to complete the survey. The SSI asks students to indicate both the level of importance they place on an item or attribute as well as their level of satisfaction that the institution is meeting their expectations. According to the Ruffalo Noel-Levitz Interpretive Guide, survey items are ranked on a 1

to 7 Likert scale with 7 being the highest satisfaction. Means for importance and satisfaction for individual items are calculated by summing the respondents' ratings for those that responded to that specific item and dividing by the number of respondents. Only the responses of 1-7 are included; zero responses (for not applicable/not used) and blanks are not included when creating the average score ("Interpretive Guide").

Based on the increase in online enrollment as well as TTC-specific student success data, three customized questions related to online courses were added to the SSI. Figure 4 shows the questions, importance and satisfaction ratings for both the 2018 and 2019 surveys.

Average Scores of Survey Items Related to Online Courses from the Ruffalo Noel-Levitz SSI Survey						
SSI Survey Item	Prior to registering for an online class, I understood the academic demands and time required to be successful.		My instructor promoted a sense of community in my online class by providing opportunities to interact with others.		I was technologically prepared for my online class and had access to a computer with internet and basic computing skills.	
YEAR	Importance	Satisfaction	Importance	Satisfaction	Importance	Satisfaction
2018	6.57	6.12	6.21	5.89	6.60	6.43
2019	6.59	6.10	6.29	6.03	6.61	6.40

Note: **Average scores of SSI survey items**

Figure 4 – Ruffalo Noel-Levitz SSI Results

The SSI report indicated that students ranked questions related to online courses high in both importance and satisfaction. While satisfaction results for each question were positive, comments regarding online courses tended to be negative and students perceived instruction in online courses to be inadequate. Table 1 provides a sample of student comments from the 2019 SSI.

Ruffalo Noel-Levitz Student Satisfaction Inventory Comments Regarding Satisfaction with Online Courses
1. “The online teachers rarely teach. The cost for online learning should be substantially lower.”
2. “I feel that a lot of the professors should have more video material. Most professors only have reading material for online students and it maims the video-learners. I personally find myself struggling and wanting to give up in classes because so many professors only cater to reading material/phone call help/email help which doesn't help me personally as a student. My drive for school is killed very quickly when I am trying so hard but failing classes due to my learning type not being supported by most professors just because I can't be an on-campus student.”
3. “I've taken online classes before, and each time I take them I say, ‘I'm never taking online classes again.’ The instructor doesn't respond in a timely matter and oh forget having a classmate respond because that's not happening.”
4. “Overall, my experience has been good. Although as an online student, I felt like the professors seem to put us the back burner, so to speak. Especially when experiencing difficulties with assignments. The communication was difficult. Also, I had problems with the Pearson online programs for two of my online classes and the support staff of Pearson did not understand the issues and were not helpful. It was a waste of time and extremely frustrating dealing with them. And the Trident IT people could not help, which made it worse.”
5. “I am currently taking online classes, and I found that there are only a few instructors who will actually get involved with online students. Meaning, basically its [*sic*] read and take a quiz, write an essay, and you’re done! There were a couple of instructors who interacted with online students several ways which made it exciting. They used You-tube videos, the instructors have specific course related instructions', the discussion forum, the instructors allowed the students to express themselves in a proper manner (we taught one another, it is so much more fun when peers who have never met, can have fun learning together. The instructor intervenes with “food for thought" comments. This meant he read each and every discussion!) This was also part of your grade, by not just reading the book and taking a quiz. Yet, other instructors who clearly are not involved with online students, their requests are vague, their interactions are poor, there are no other reinforcements other than READ THE BOOK and write a written paper (which you are graded on as if you were taking English Composition 101) quiz, quiz, quiz, nothing else. No videos. No discussion, no fun learning. It is a careless approach to learning and setting online students up to FAIL.”

Table 1 - Ruffalo Noel-Levitz SSI Comments

Phase 2 – QEP Task Force

In January 2019, a QEP Task Force (Table 2) was established to review all data and information gathered from the Phase 1 activities and to finalize the topic.

QEP TASK FORCE		
Name	**Position**	**Division**
Donna Dantzler	Coordinator, Health Information Systems	Health Sciences
David Harris (Chair)	Assistant Vice President of Instruction	Education
Susan Martin	STEM Navigator	Student Services
Donna McHugh	Research Analyst	Institutional Research and Assessment
Melicent Jaridau	Department Head, Business	Business Technology
Denise Orr	Instructor, IDS 109	Education
Kaustubha Qanungo	Instructor, Natural Sciences	Science and Mathematics
Nathan Winters	Director, Distance Learning	Educational Technology and Online College
David Leibal	Instructor, Engineering and Construction	Engineering and Construction

Table 2 – QEP Task Force

Development

TTC has been offering distance education courses for more than 30 years. Early distance education began in the 1980s with closed circuit television broadcasted to multiple campuses. “Course in a Bag” was a unique asynchronous option in the 1990s that provided students with VHS videotaped lectures and printed course content conveniently packaged in a bag that students picked up on the first day of class. The college began offering fully online courses in the late 1990s. The TTC Online College launched in 2011 in response to an increased demand for online courses.

The college now offers 8 degree programs and 23 certificate programs fully online. In the 2018-19 academic year, 61% of students enrolled in at least one online course. In fall 2019, 18% of all students were enrolled in only online courses with 46% taking more than one instructional method (Figure 5). Additionally, 25% of all first-time students (first-time freshmen and first-time transfer) enrolled only in online courses. The growth in online courses drew attention to success rate disparities between online courses and their traditional face-to-face counterparts with more drastic differences between some gatekeeper courses.

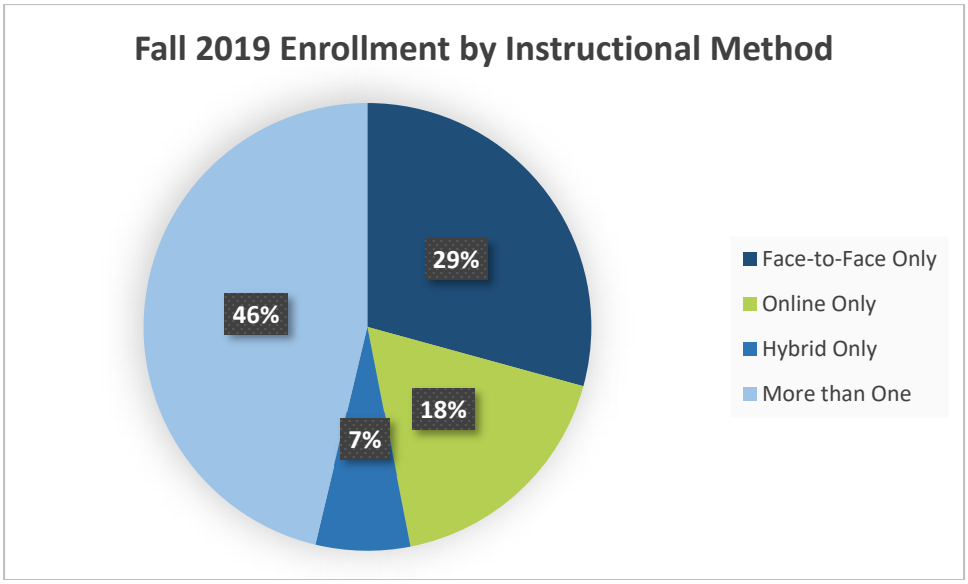

Figure 5 – Fall 2019 Enrollment by Instructional Method

The QEP Development Team (Table 3) was convened in July 2019 to conduct further research into disparities between online courses and other instructional methods. Additionally, the cross-divisional team was tasked with identifying goals and activities that could be implemented to improve student success in online courses and to develop the overall **Connected to Your Success** plan.

QEP DEVELOPMENT TEAM		
Name	**Position**	**Division**
Vernetha Bryant	Associate Dean	Science and Mathematics
Jason Cameron	Director, Testing Services	Student Services
Donna Dantzler	Coordinator, Health Information Systems	Health Sciences
Jonathon Fish	Coordinator, Sociology and Anthropology	Humanities and Social Sciences
Jamie Gaskins	Digital Broadcast Engineer	Educational Technology
Daniel Istoc	Instructor, Mathematics	Science and Mathematics
James Lewis	STEM Navigator	Student Services
Donna McHugh	Research Analyst	Institutional Research and Assessment
Maureen Meyers	Embedded Librarian/Circulation Supervisor	Education
Denise Orr	Coordinator, IDS 109	Education
Terry Richburg (co-Chair)	Department Head, Network Systems Management	Business Technology
Mark Schmid	Instructor, Mathematics	Science and Mathematics
Alan Williams	Coordinator, Homeland Security Management	Business Technology
Nathan Winters (co-Chair)	Director, Distance Learning	Educational Technology

Table 3 - QEP Development Team

The QEP Development Team reviewed a multitude of institutional data related to success rates in online courses. A review of all online courses over the past several fall semesters showed that, in general, success rates in online courses were lower than success rates in face-to-face and hybrid courses (Figure 6).

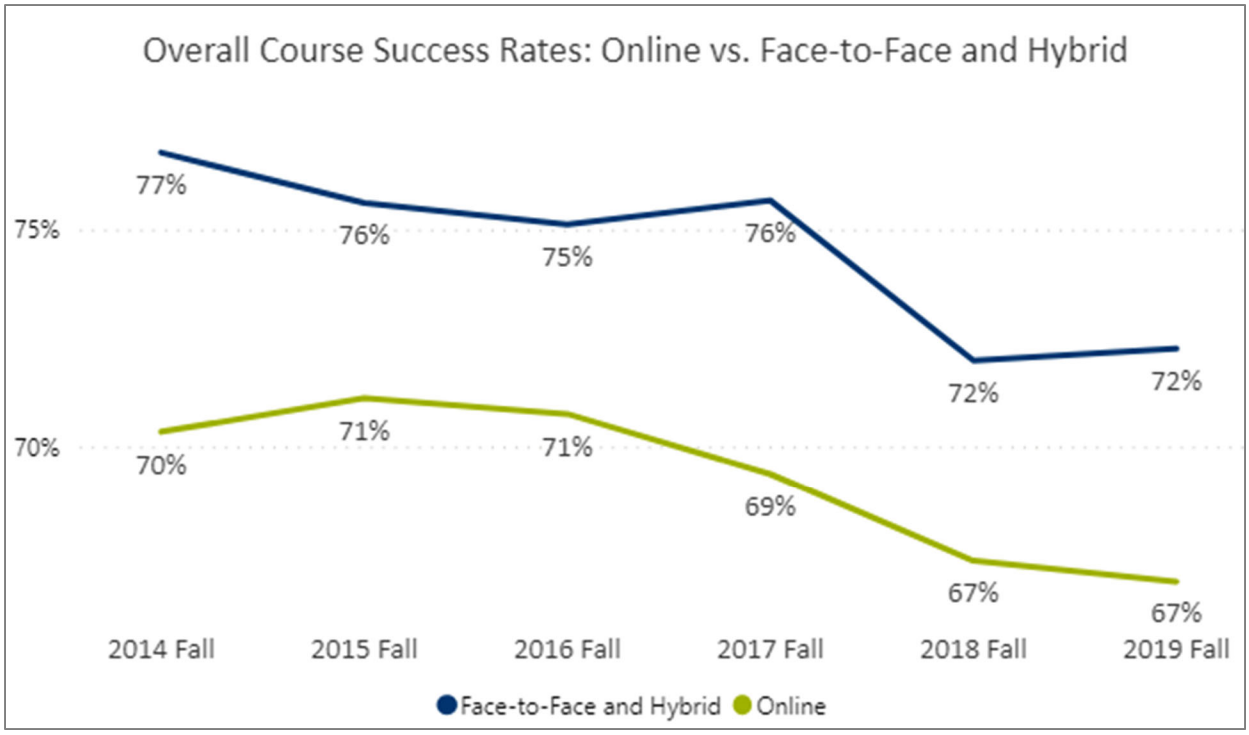

Figure 6 – Overall Course Success Rates

A broad comparison of all online courses to all face-to-face courses is not sufficient enough to speculate that face-to-face and hybrid courses are superior to online courses, considering that some disciplines, such as Aircraft Maintenance, Welding, or Cosmetology, do not conduct fully online courses. Likewise, some advanced courses such as upper level math and lab sciences do not have fully online courses. Therefore, the QEP Development Team reviewed success rates of gatekeeper courses (Figure 7) including:

- Accounting Principles 1 (ACC-101)
- Macroeconomics (ECO-210)
- English Composition I (ENG-101)

- Western Civilization to 1689 (HIS-101)
- Contemporary Mathematics (MAT-155)
- College Algebra (MAT-110)
- Probability and Statistics (MAT-120)
- General Psychology (PSY-201)

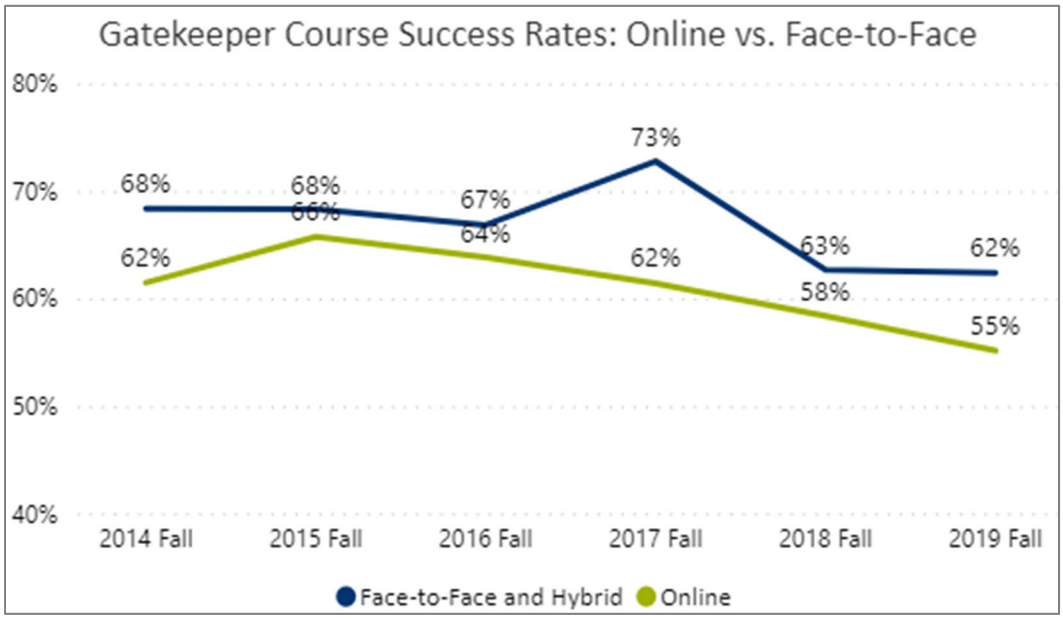

Figure 7 – Gatekeeper Success Rates

The team then reviewed success rates on a course by course basis. The comprehensive review exposed greater disparities between success rates in specific online gatekeeper courses, such as math and history, compared to other instructional methods. For example, the team identified an 18% difference in success rates of online MAT-120, Probability and Statistics, courses compared to face-to-face and hybrid methods in fall 2019 (Figure 8).

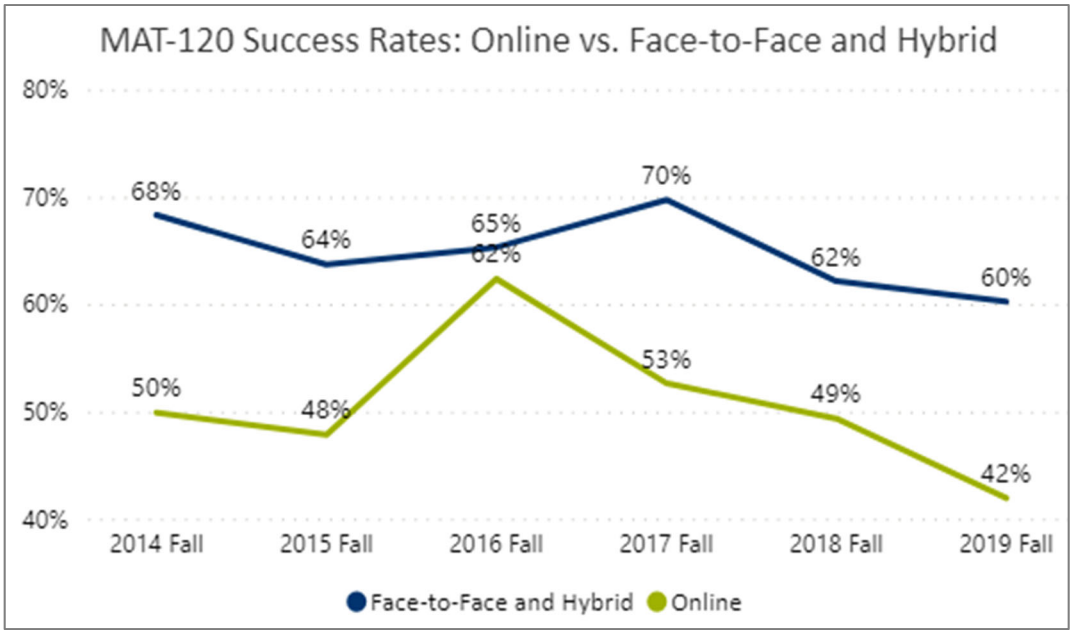

Figure 8 - MAT-120 Success Rates

HIS-101, Western Civilization to 1689, experienced a widening gap between online and other methods with a 17% difference in Fall 2019 (Figure 9).

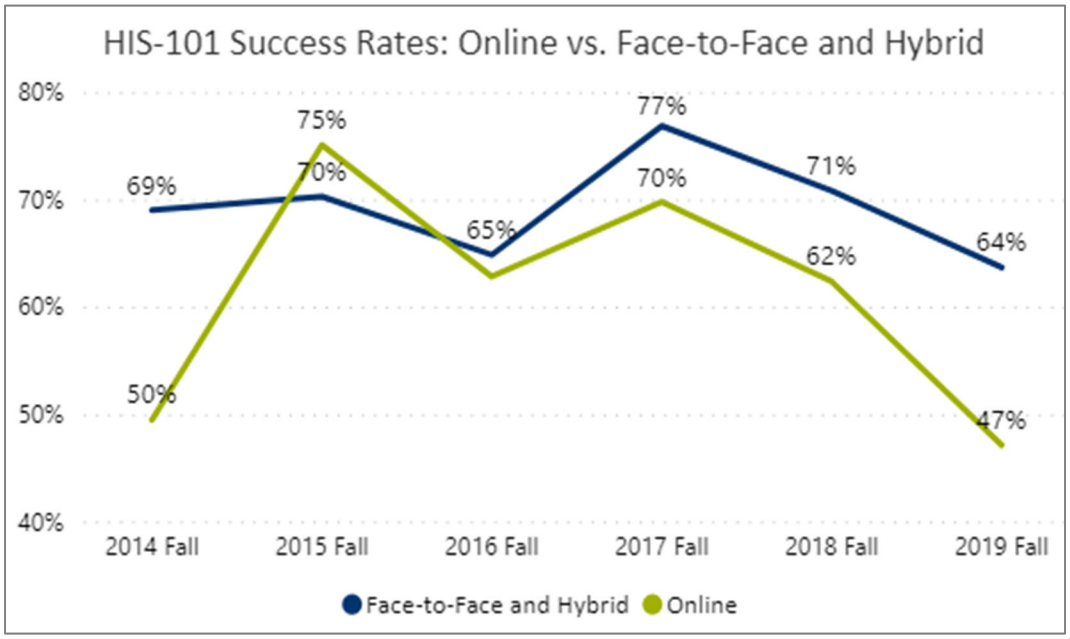

Figure 9 – HIS-101 Success Rates

With the college's strategic objectives in mind, the QEP Development Team identified three key goals for the QEP. The team determined that the QEP should directly improve student achievement by improving success rates in online courses, and that improvement in online pedagogy and course design would lead directly to improved customer service. The overarching QEP goal is to increase student success rates in online learning. Improving the online learning environment will result in more students persisting to the end of the course, more students successfully learning the course material, and, ultimately, more students passing their online courses. Three major goals were identified:

1) **Increase student success in online courses.** This is the overarching goal of the QEP. Emphasis will be placed on courses where achievement gaps are most acute. The target is to increase success rates by an average of 4% each year and decrease withdrawal rates by an average of 1.3% each year. This goal includes actions that address student support and preparation. Related actions will:
    a. enable students to determine their readiness for online courses and improve student readiness
    b. enable students to locate support resources such as tutoring or technical assistance
2) **Improve faculty preparation to teach and develop online courses.** Focus on pedagogy and course design, as well as identification of best practices and consistency. Related actions will:
    a. enable students to seamlessly navigate online courses

b. help faculty determine the differences between online and in person instruction
c. provide faculty with skills to improve online student engagement
d. provide actionable methodologies for teachers to develop appropriate online courses

3) **Increase student satisfaction with online courses.** Include actions that address student comments in the Ruffalo Noel-Levitz SSI and student evaluations of courses and instructors. Related actions will:
    a. enable students to be engaged with course content
    b. establish a sense of community and engagement with classmates and instructors

As stated previously, the sudden move to online instruction due to the COVID-19 pandemic in March 2020 confirmed that a focus on online student success was essential. A survey sent to all full-time and adjunct faculty members further supports this decision. The survey was administered to gauge faculty preparation to move and teach courses online. Questions were based on research conducted by the QEP Development Team during the literature review (Table 4).

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
I was prepared to move my course materials and content online.	87	46%	47	25%	24	13%	24	13%	9	5%
I had support from my department for teaching online courses.	106	55%	55	29%	15	8%	11	6%	4	2%
The college has enough resources to support online teaching and learning.	51	27%	68	36%	35	18%	25	13%	12	6%
I was prepared to work remotely.	85	45%	59	31%	16	8%	21	11%	10	5%
I was comfortable with the technology needed to teach online.	82	43%	68	36%	19	10%	17	9%	5	3%

Table 4 – Faculty Preparation for Online Teaching

While most faculty members reported being prepared to move courses online and being comfortable with online instructional technology, 51% reported having no online training or professional development beyond the learning management system (LMS) training (Figure 10). Desire 2 Learn (D2L) is the LMS used at TTC, and all new faculty members are required to complete D2L training. The training focuses on the D2L platform and does not cover online pedagogy. The college provides training in pedagogy and course design via the Center for Teaching Excellence; however, training beyond the basic D2L course is optional.

	YES	NO
Have you had any training to teach online, other than D2L training?	49%	51%

Figure 10 - Faculty Training

Comments submitted by respondents who indicated they had received training other than D2L indicated that training was either outdated or had been completed during previous employment with another institution.

TTC was not unique in a lack of faculty preparedness. A survey conducted by Quality Matters and Eduventures revealed that the average community college had to covert over 600 courses and sections to online instruction in March 2020 (Legon 8). Chief online officers reported that the biggest problem in the conversion was lack of faculty preparedness and lack of student preparedness (Legon 8). This information not only validated the QEP topic selection, it also validated the QEP goals.

Literature Review

Prior to the finalization of the QEP goals, the QEP Development Team conducted a thorough literature review. This was important to identify best practices in online teaching and learning as well as improving student success.

The success rate gaps presented in Chapter 2 are not unique to TTC. A study of a statewide community college dataset, conducted by Shanna Jaggars in 2014, revealed significant success rate gaps in grades and persistence between online and face-to-face courses, with variations between academic disciplines. In a previous study, Jaggars examined withdraw rates and pass rates of C or higher in gatekeeper math and English courses across all Virginia community colleges. Jaggars speculated that “online instruction in key introductory college-level courses, at least as currently practiced, may not be as effective as face-to-face instruction at 2-year community colleges”(374). This data supported the QEP Development Team’s decision to focus on success rate gaps in gatekeeper courses.

In the 2016 National eLearning Report, author Fred Lokken identified challenges of online education. The National eLearning Report is based on a survey conducted by The Instructional Technology Council, and it was widely distributed to members of the American Association of Community Colleges. Lokken identified the top four of seven problems areas with online education as student readiness, faculty training, quality course design, and online course assessment (4-5).

The report noted that student orientation and readiness assessment for online education can improve student success in online courses. Lokken also reported that "proper training will help faculty members as well as staff improve eLearning course quality, provide consistency across courses which will make them easier for students to understand and navigate, help recruit other online faculty members, enhance communication with and among students, and ultimately help improve student retention and success" (24).

Faculty Professional Development

The 2020 pandemic has shined a light on the importance of improving professional development to prepare faculty to teach online. Although this event was unique in its sudden onset, it highlighted past issues frequently noted by faculty members when transitioning a course from face-to-face to online. Course design, course communication, time management, and technical competencies are all areas in which faculty need preparation (Martin et al. 98).

When transitioning a course to the online environment, course design is a major topic that faculty need to consider. Faculty often think that face-to-face courses can be directly transitioned to online with little change (Kebritchi et al. 11). As one faculty participant stated in a 2019 study, online courses are "primarily narrated presentation slides and quizzes" (Borup and Evmenova 12). In a 2017 report on faculty use of technology, Pomerantz and Brooks explain that faculty primarily use the LMS for "operational, course management functions and very little interactivity" (23). However, they note that faculty "believe that they could be more effective instructors if they were

better skilled at integrating various technologies into their courses" (Pomerantz and Brooks 7). Koehler et al. (qtd in Kebritchi et al.) explains that faculty should be encouraged "to take content, pedagogy, and technology into account when designing online courses" (11). In addition, Niess and Gillow-Wiles (qtd in Kebritchi et al.) explain that best practices "for developing content in an online course are a combination of collaborative activities, reflective activities, clear assessment criteria, and integration of technology" (13).

Integrating engagement and course communication into course design is another area of weakness for many faculty members in online courses. Literature shows that online courses that lack engagement can result in both students and faculty feeling disconnected. A recent survey by Fox et al. notes that faculty feel their greatest obstacle this past spring was keeping students engaged (7). Coppola et al. (qtd in Kebritchi et al.) mentions that online courses can lack "appropriate feedback methods" (17). In addition, Darby explains that non-verbal factors that create engagement and a feeling of support in a face-to-face course can be lost in online courses, highlighting that many faculty felt "discouraged and disconnected from their students" during the spring semester. From the student perspective, McInnery and Roberts (qtd in Kebritchi et al.) mention that students may also "feel isolated and disconnected in online courses" (9) which indicates that this problem precedes the current distancing from the pandemic. Students cited a lack of "opportunities to collaborate with other students" and not feeling "included as a member of the class" to be the weakness in online courses taught this past spring (Means et al. 7). Students also mentioned that the three things that impacted their satisfaction were: "personal messages from the instructor," "use of real-

world examples," and "assignments requiring students to express what they had learned and what they still needed to learn" (Means et al. 15). Darby explains that faculty need to integrate "meaningful interactions" into their course design to engage students and improve the overall experience.

Time management and adequate technical competencies are also areas that faculty need to prepare for when teaching an online course. Visser (qtd in Martin et al.) explains that "online course design and planning is time-consuming and takes significantly longer for a first-timer" as everything must be redesigned for the online format (99). Darabi et al (qtd in Martin et al.) states that course delivery is also time consuming as faculty are assessing "learners' attainment of learning objectives, providing feedback, injecting questions to promote higher order thinking and providing directions for assignments" while also helping struggling students and addressing students' technical difficulties (99). In addition, Young (qtd in Martin et al.) notes that creating content such as videos and demonstrations to replace face-to-face content may require new technical competencies (99). Brooks (qtd in Martin et al.) also notes that faculty are also required to learn new web-based tools like online grade books (100).

To adequately prepare faculty for online teaching, the mode of training faculty to teach online can also be an important factor to consider when designing a professional development course for online faculty. In their study, Borup and Evmenova explain that while many colleges use face-to-face professional development to train faculty to teach online, modeling best practices through an online professional development course may be more beneficial. Since most faculty learn to teach through their experience as a

student, and many faculty members have not taken an online course, faculty cannot draw from their prior experiences when designing the online course (Lowenthal et al.). Borup and Evmenova explain that having the opportunity to experience a well-designed online course “increased knowledge and improved faculty perception” of online courses (5). Participants in this study note that being able to learn new tools within the course resulted in being “better equipped to use a variety of tools that will definitely increase student engagement” (Borup and Evmenova 10). In addition, participants state that learning from the perspective of a student provided insights into other factors like “how long it is going to take” students to complete learning activities (Borup and Evmenova 12). Wynant and Dennis note that “flexibility and continued access to resources” also make online professional development courses beneficial. However, like students, faculty feel that the lack of “collaborative features and personal connections” within an online professional development course can be a weakness of online professional development (Wynant and Dennis).

Student Academic Support: Orientation, Readiness Assessments, and Technical Support

Preparing students for online courses is an important component of ensuring student success. According to the 2019 report on e-learning in community colleges, the top two challenges for students are “orientation/student readiness” and “providing equivalent virtual student services” (Lokken 39).

For decades, educators have been searching for ways to identify and assist students who are at risk of failing online courses. Wladis et. al. states that “examining student

characteristics may help to predict which students are highest risk online." Shea and Bidjerano (qtd by Wladis et. al.) note that online learners are more likely to have unique responsibilities and characteristics, such as full-time work and children which may be challenges to their success.

A review of literature revealed that many institutions are using online readiness instruments to identify these at-risk students and provide interventions. Readiness assessments allow students to self-identify their strengths and weaknesses while also providing the students with tools to improve. Furthermore, these assessments inform educators of potential problems for the student. Doe et al. discusses how assessing online readiness "could allow learners to develop their competencies and avoid challenges that would prevent them from succeeding online." In addition, "interventions and/or institutional support would then be provided to students who are not ready for online learning." Shaw et. al. explains that requiring their students to take the assessment prior to enrolling in their first online course allowed advisors to provide targeted outreach to at-risk students. Students taking the assessment "showed greater persistence, fewer failing grades and course withdrawals, and submitted more on-time assignments."

In addition, mandatory online orientations are also being used at many colleges as a means of introducing students to the learning management system prior to taking their first course online (Britto and Rush 37). Pomerantz and Brooks express the need for colleges to "actively promote" and educate students on course-based technologies because the "lack of knowledge and confidence is a major point of failure" (32). Jones notes that "an orientation for online learning can potentially remove many of the

technological and soft skill barriers like time management that may prevent the student from concentrating on their coursework, from becoming frustrated, and eventually dropping out of their online course" (43).

In concert with addressing student readiness and providing orientation to course technologies, colleges are also working to provide improved support services. Britto and Rush explain that it is important to offer "adequate technical support" to online students through help desk support as well as "tutorials, FAQs, and special training for help desk staff to learn specific issues and resolutions of online students" (32).

Quality Matters

Many of the course related issues mentioned in this literature review have been addressed by other colleges through the use of a quality assurance process such as Quality Matters™. According to Pollacia and McCallister, "Quality Matters™ (QM) is a set of standards to measure the quality of instruction and design in online and or hybrid courses" (Pollacia and McCallister 155). The QM rubric uses "a set of eight General Standards and 42 Specific Review Standards to evaluate the design of online and blended courses" ("Higher Ed Course Design Rubric"). Kreie explains that the rubric "is used to evaluate courses in regards to navigation, alignment of learning objectives to activities and assignments, assessment, and accessibility" (61). Pollacia and McCallister note that "to meet or exceed QM standards requires the resources and learning activities in an online course utilize the latest tools and technologies." In addition, Crews and Wilkinson state that "QM standards include general and specific standards related to learner interactivity and engagement" (53). These standards are

relied on consistently in higher education as “QM has received national recognition for its peer-based approach and continuous improvement model using the Quality Matters Rubric” (Kreie 61).

Research has shown the positive impact of QM on student success. In his analysis on QM at Southeast Missouri State University, Kris Baranovic explains that student activity increased 26% when comparing the same courses with the same instructors before and after QM implementation. In addition, grades increased in “Fall [by] 5%, Winter session [by] 5%, Spring [by] 2%, [and] Summer [by] 7%” (Baranovic). Harkness reveals that withdrawals decreased by 23.53% and passing grades increased by 19.74% while failures decreased by 66.66% after implementation of QM.

In an analysis of data comparing repeatable grades, Kong (qtd in Wen) reveals that “underrepresented minority students had a significant lower percentage (24%) of D/F/W in QM certified courses vs non-certified courses (34%).” The same was true for Pell Grant Eligible students who had a result of “(34%) of D/F/W in QM certified courses versus non-certified courses (42%)” (Kong (qtd in Wen). In addition, students with the need for remediation were “(12%) in QM certified courses versus non-certified courses (20%)” (Kong (qtd in Wen)). Yap (qtd in Wen) noted a lower percentage of grade A in QM certified courses which they attributed to QM for addressing the issue of grade inflation. An analysis of data from Florida International University reveals an increase in student interactions (16%), higher rate of submissions (19%), an increase in assessment opportunities for students (58%), and 7% higher marks on course evaluations (Learner).

The literature supports the goals identified for the QEP and indicates that faculty training, student support, student orientation and readiness, and quality assurance in course design are best practices in improving online student success. Student success is a partnership between students and faculty. Both parties must understand the requirements of the partnership and be prepared to support each other in the online learning environment.

Activities and Timeline

Online course delivery is integral to meeting the needs of today's community college students, particularly those who need flexibility and cannot attend in-person classes. Online learning is also essential to the college's mission of "serving as a catalyst for personal, community, and economic development by empowering individuals through education and training" ("About TTC"). Ultimately, the goal of the QEP is to increase student success in online courses, which is consistent with the mission and strategic plan; this goal is also supportive of two of the college's core values: student achievement and academic excellence.

Online student success requires commitment from both students and faculty. Students must devote the necessary time and energy required to succeed in an online course. This commitment is the foundation for success. Faculty members must recognize their role in building the foundation and understand that they are partners with students in the success equation. Faculty must ensure every online learning environment engages students and creates a meaningful relationship between students, faculty, and coursework. Without meaningful learning engagement by faculty or students, the online learning environment will deteriorate and result in low success rates in online courses.

The Division of Education has already implemented some actions toward improving online success. Beginning with the fall 2020 semester, all D2L course shells will be open to students one week before courses begin. Early access to course shells will allow students to review the course syllabus and identify the learning materials required for the course, including the textbook. Also, the college began implementing inclusive

access in 2019. Inclusive access allows students to access an online textbook and other publisher materials within the course shell. Students have the ability to "opt out" if they prefer to purchase the textbook elsewhere. Inclusive access provides a tremendous cost savings to students and provides students with course resources as one week before the course begins.

In May 2020, the QEP Director was identified and the QEP Implementation Team was convened (Table 5) to formalize the actions recommended by the QEP Development Team, to develop the QEP timeline, and to put the plan into action. The Implementation Team Chair guided the transition from development to implementation and led the QEP document development. The QEP Director, a full-time faculty member, will lead and manage all QEP activities.

QEP IMPLEMENTATION TEAM		
Name	**Position**	**Division**
Stacey Abbott	Coordinator, Writing Center and Instructor, English	Humanities and Social Sciences
Shakitha Barner	Dean	Science and Mathematics
Laurie Boeding (Chair)	Dean	Business Technology
David Flenner	Program Coordinator, Mathematics	Science and Mathematics
Krista Harrington	Dean	Health Sciences
David Harris	Assistant Vice President, Instruction	Education
Maureen Meyers	Embedded Librarian and Circulation Supervisor	Learning Resources
Laurence Neely	Department Head, Natural Sciences	Science and Mathematics
Elizabeth Rennick	Statistician	Institutional Research and Assessment
Terry Richburg	Department Head, Network Systems Management and Cybersecurity	Business Technology
Matthew Schwartz	Instructor, Mathematics	Science and Mathematics
Michelle Smith	Director, Center for Teaching Excellence	Education
Natalie Vereen-Davis	Instructor, English	Humanities and Social Sciences
Nathan Winters	Director, Distance Learning and Broadcast Services	Educational Technology and Online College
LaQuinta Yates (Director)	Program Coordinator, Administrative Office Technology	Business Technology

Table 5 – QEP Implementation Team

Table 6 provides a summary of QEP Goals and associated activities.

QEP Goals and Activities	Activities	Responsibility
Goal 1. Increase Student Success in Online Courses	Become a Quality Matters institution	QEP Implementation Team
	Implement and offer expanded online tutoring services	Designated Education Divisions
	Analyze online student success based on tutoring utilization	Distance Learning and Institutional Research
	Design and create an online readiness assessment	Distance Learning
	Analyze orientation course survey data	Distance Learning and Institutional Research
	Design and create an online tutoring landing page and centralized resource for tutoring information	Distance Learning
Goal 2. Improve Faculty Preparation	Complete Quality Matters training (3 faculty members and CTE director)	Center for Teaching Excellence
	Develop peer review process for online courses	Center for Teaching Excellence
	Develop CTE 123 and 4 mini-courses	Center for Teaching Excellence
	Pilot CTE-123 Teaching and Learning Online training program with designated faculty	Center for Teaching Excellence
	QM Reviewers train and support lead instructors	Center for Teaching Excellence
	Designated faculty complete CTE-123 Teaching and Learning Online training program (or specific ZTEO mini courses)	Designated Education Divisions
	Lead instructors review and revise online courses based on QM requirements and standards	Designated Education Divisions
Goal 3. Increase student satisfaction with online courses.	Design and create the online orientation course "Ready for Online? Your Guide for Becoming a Successful Online Learner"	Distance Learning
	Faculty complete CTE-123 Teaching and Learning Online training program (or ZTEO mini courses)	Designated Education Divisions
	Add full-time technician to the Office of Distance Learning	Division of Education
	Implement orientation course and readiness assessment	Distance Learning
	Improve orientation course and readiness assessment based on results	Distance Learning

Table 6 – QEP Goals and Activities

Activity 1: Implementation of Quality Matters

Description: Quality Matters (QM) is a non-profit organization with a mission to "promote and improve the quality of online education and student learning nationally and internationally" ("About QM"). QM provides resources for institutions to implement a quality assurance process into online and hybrid course design and delivery. Institutions that belong to QM typically use a QM Rubric to ensure courses are designed for maximum student engagement as well as ease of navigation through the course. The rubric can be viewed in Appendix 3.

QM provides a variety of professional development courses in online teaching, technology, use of rubrics, and other topics related to improving the quality of online education. Additionally, the organization provides training in a peer review process that institutions can use to ensure quality in online and hybrid courses ("About QM").

Implementation: The Vice President for Education and QEP Director will identify three faculty members to complete QM training and become peer reviewers. The director of the Center for Teaching Excellence will also become a peer reviewer. The faculty peer reviewers will receive release time to complete training and to assist other faculty members with the review and design/re-design of all online courses. With over 1,000 distinct online courses offered each year, these faculty members will be continuously engaged in the development and review of online courses.

Several members of the QEP Implementation Team participated in the “Introduction to Quality Matters Workshop” during the summer 2020 semester. This online, 2-week workshop introduced participants to QM and demonstrated how QM can help institutions with the development and delivery of quality online courses. Per the course description, the workshop allows participants to “explore why QM is widely considered the gold standard in online quality assurance and how its implementation can support a culture of quality from many avenues” Committee members were introduced to the QM Quality Assurance System, the QM Rubrics, and various types of course reviews. After the completion of the workshop, committee members developed a comprehensive plan for integrating QM with the college’s professional development opportunities for faculty. Another member of the QEP Implementation Team participated in the “Crossing the Bridge to Quality with the QM Course Design Guide & CoursePlan” webinar during the summer 2020 semester. The webinar provided an overview of creating a phased QM implementation approach.

Several TTC academic divisions currently assign lead instructors to courses and use principal course shells in D2L. Principal shells serve as standardized templates for each course. Lead instructors are responsible for copying the principal shells into various course section shells each semester. The lead instructors ensure the course schedules are published in the course shells and verify that syllabi and course content are correct. This process ensures consistency among sections and alleviates the burden for course set up for adjunct instructors. The QEP Development Team determined that the “lead instructor” and “master course shell” concepts be implemented throughout all academic divisions that participate in the Quality Matters program. Doing so will ensure that the

designated instructor(s) will receive the appropriate training, the correct course(s) will be evaluated for QM certification, and adjunct faculty will teach from quality designed course sites.

Activity 2: Create and implement faculty professional development

Description: The Center for Teaching Excellence (CTE) will develop a robust program for faculty to learn essential pedagogy, technology, and instructional design. Courses will focus on Quality Matters, pedagogy, and instructional technologies including, but not limited to, D2L, video conferencing software such as Bongo or WebEx, and video and image capture software such as Camtasia and SnagIt.

Implementation: The Center for Teaching Excellence will develop a program titled CTE-123: Teaching and Learning Online for faculty to explore essential technologies, pedagogy, and instructional design; this course will also offer content and requirements for the college's Quality Matters membership level. The CTE-123 course will be constructed of several mini courses that may be completed separately or cumulatively depending on the training needs of the instructor. Any instructor who needs training refreshers or an introduction to new technologies will be required to complete a CTE-123 mini course(s). Any instructor whose course is up for QM peer review will be required to successfully complete a Quality Matters mini course.

The CTE-123 Teaching and Learning Online program structure will parallel The Center for Teaching Excellence's existing program structure of the CTE-411 Faculty Training Site where 6 different mini courses are housed and facilitated within the same D2L course site (Figure 11).

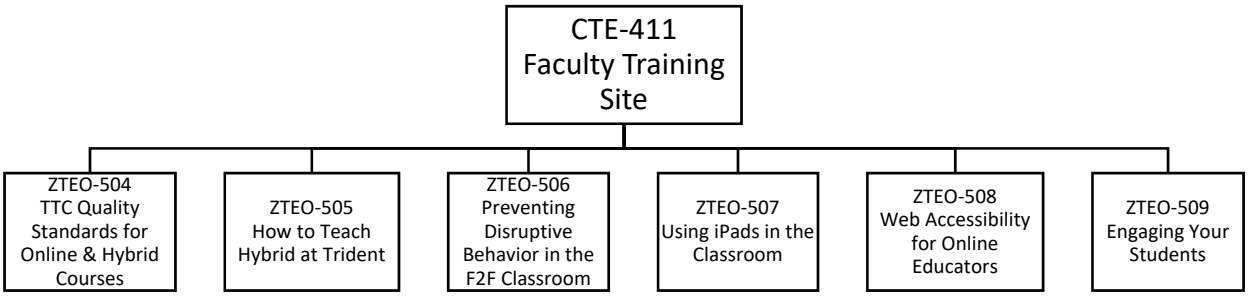

Figure 11 – Existing Faculty Training CTE-411

The CTE-123 D2L shell will contain four related mini courses that will be facilitated within the same D2L course shell (Figure 12). Mini course descriptions and student learning outcomes can be reviewed in Appendix 4. Instructors who are new to online teaching and/or have never developed an online course will benefit from taking all four CTE-123 mini courses, whereas existing online instructors will benefit from taking individual mini courses once they have completed the required CTE-123 ZTEO-510 Quality Matters mini course. Figure 13 shows the CTE professional development training course prefixes, numbers, and titles. The ZTEO course prefix identifies the course as a Trident Technical College Continuing Education professional development course, as well as a Center for Teaching Excellence online training course. The successful completion of these training courses will provide Continuing Education Units (CEUs), but those units have yet to be determined. The CEUs will be used to formally document the instructor's professional development.

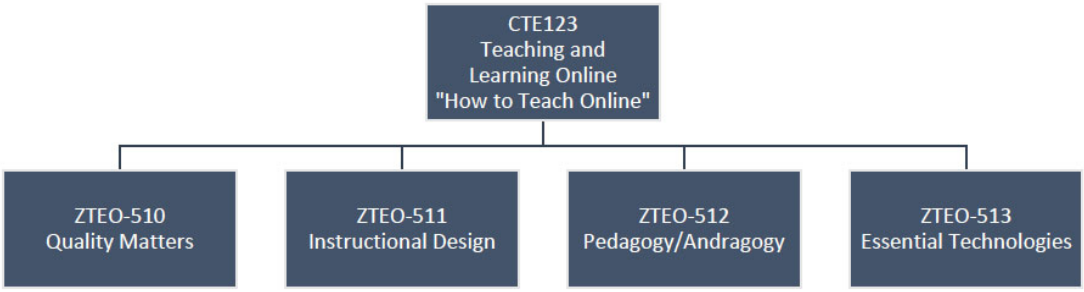

Figure 12 – New Faculty Training CTE-123

The CTE-123 Teaching and Learning Online program will require instructors to access online training videos, read supplemental content, and complete online assessments through a D2L course site. Instructors must complete all required training activities outlined in the mini course checklist to receive a completion certificate. Instructors must also score 80% or higher on the mini course quiz to receive CEUs. The CTE-123 Teaching and Learning Online program will differ from the existing CTE-411 Faculty Training Site program by also requiring instructors to participate in online synchronous meetings and events, develop course materials and online assessments, implement online teaching strategies and technologies, evaluate course effectiveness, and implement revisions for improvement of course and instructor when necessary. The CTE-123 required activities will coincide with the Center for Teaching Excellence's existing course development support services.

The CTE-123 training facilitator(s) and instructional designer(s) will provide online synchronous training events to all faculty to help promote new technology tools as they become available. As these training events are recorded, they will be added to the ZTEO-513 Essential Technologies mini course content module to build a library of

technology resources and instructions. The CTE-123 Teaching and Learning Online program will be offered 3 times per academic year (fall, spring, and summer) so faculty may complete the entire training program within 4 months. Each semester's offering will be announced through email. Instructors may contact CTE to register for all 4 mini courses simultaneously or register for separate mini courses as needed. The ZTEO-510 Quality Matters mini course will be required for full-time faculty who are identified as "lead instructors" and develop online courses, content, and assessments. Designated instructors will be required to complete the CTE-123 mini course(s) during the current semester they are enrolled.

Full time faculty members are required to develop a teaching excellence plan each year as part of their annual evaluation, the Faculty Performance Management System (FPMS). The teaching excellence objective is worth ten percent of the total evaluation. The objective and success criteria are shown in Figure 13. Academic supervisors will encourage faculty members to include the CTE-123 course collection, or, at a minimum, the ZTEO-510 Quality Matters mini course, in their teaching and excellence plan.

Objective #1:	Performance Level:
Teaching and Learning Excellence. Considers multiple sources of information, to include student success rate data and student course evaluations, to develop personal goals for teaching and learning excellence and an annual plan to achieve these goals	Please Choose One
Success Criteria:	**Performance %:** 10
Collects and documents key data and information regarding teaching performance and/or student learning. Develops and documents a personal plan for professional development and/or other activities to improve teaching and/or student learning. Provides feedback to supervisor and documents progress on implementation of the plan	

Figure 13 – FPMS Teaching and Learning Objective

Activity 3: Develop an orientation and readiness assessment for online students

Description: TTC will design, create, and continuously improve a self-paced online orientation course for new and currents students in the LMS. The course will be named "Ready for Online? Your Guide for Being a Successful Online Learner" and will always be accessible once the applicant has registered for courses at the college. The optional preparatory course will cover various topics, including introducing the tools for online learning; emphasizing the rigor and pace of online studies; identifying at-risk online students; assessing the strengths and weakness in digital literacy; and providing learning resources for the online student.

Implementation: The Distance Learning staff at TTC will create the orientation course throughout the spring semester of 2021 with the goal of implementation for all current and new students by fall 2021. All students will receive access to the course and a news announcement will be created on the D2L landing page which will guide the student towards accessing the course for the first time. As long as the student is enrolled in any course at the college, they will retain access to the orientation course and can revisit the

resource at any time. A survey will be built into the course to gauge the learner's opinion on the overall effectiveness of the course materials.

An integrated online readiness assessment will be contained within the orientation course. This assessment will be designed as a D2L quiz and will gauge a student's readiness to take online courses then guide the student towards assistance as needed. The assessment will highlight the following six components:

- Individual attributes
- Life factors
- Learning styles
- Technical competency
- Technical knowledge
- On-screen reading

After completing the orientation and readiness course students should have increased confidence in their ability to succeed online. The course will equip students with (virtual) tools necessary to succeed online, provide students with an opportunity to practice and experiment with the (virtual) tools, and provide students with academic online readiness and skill-building. Additionally, students will be provided with technology, tutoring, and engagement support resources that may be needed to aid in their success.

Distance Learning staff will track students' online learning outcomes, identify problems targeted from the collected data, and provide effective solutions. The staff will then continue to update, modify, and refine the orientation course as advancements in

technology accelerate the learning management system. The workflow of the orientation and readiness assessment is outlined in Figure 14.

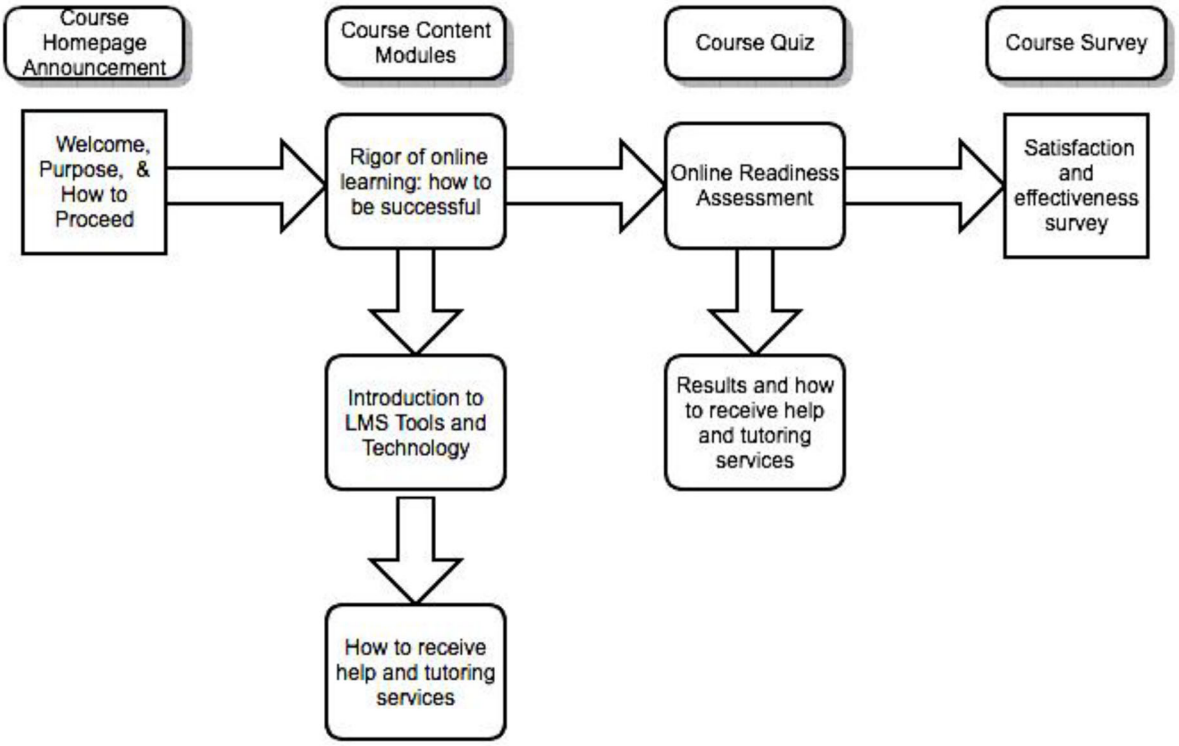

Figure 14 – D2L Orientation and Online Readiness Assessment Workflow

Activity 4: Expand academic support services for online students

Description: TTC will design, create, and implement an online tutoring services website and hyperlink the site within every online and hybrid course shell.

Implementation: The college will increase the availability of online tutoring services for students. In-person tutors have been available at college facilities for decades, but only limited online tutoring options have been available as requested by students. The newly developed tutoring plan will allow students to select online tutoring services directly from their online course homepage which is located inside of the learning management system. A committee of QEP leads will be developing a tutoring landing page on the college's website where students can easily request online tutoring services for various subjects. Students and faculty from the Computer Technology department will develop a back-end database to manage the tutoring website. The college currently has site licenses for two synchronous meeting software packages, and the tutor can choose either platform to offer virtual tutoring. This online service will allow the student to have more flexibility with their scheduling to coincide with their daily commitments. TTC has experimented with online tutoring services during the 2020 spring and summer semesters with the expectation that expanded online services will be fully implemented in the spring 2021 semester. While online tutoring services may not be available for every subject, the committee will aspire to create tutoring services for as many areas as possible.

Activity 5: Improve technical support for online students and faculty

Description: TTC will improve after-hours technical support for students and faculty and will provide more robust self-help support.

Implementation: The college currently provides full service technical support between 8:00 AM – 5:00 PM, Monday – Friday, with limited support after those hours. To improve support services for online courses, the college will add a support technician whose primary role will be to provide support to students and faculty after-hours. This technician will answer chat messages, email, help tickets, and phone calls between the hours of 2:00 PM – 10:00 PM throughout the regular work week. In addition, TTC will designate a faculty contact person within each division that can assist other faculty members with online learning overflow questions. For many divisions, this will be a responsibility added to the program coordinator's responsibilities. The Division of Education will also be providing bi-weekly training sessions for help desk staff who assist students with online learning questions. The purpose of these training sessions is to keep help desk staff abreast with any recent changes to D2L and associated tools. The Distance Learning Department will host these ongoing trainings at the Center for Teaching Excellence facility. Lastly, the online learning resource page will be updated to include contact information for technical support, tutoring, online resources, tutorials, and frequently asked questions. This resource page will be hyperlinked from each online course for easy access.

QEP Detailed Timeline

The timeline below (Table 7) provides a list of detailed actions to be implemented as well as the timeframe for implementation. Some items, such as training and assessment will be ongoing after implementation.

QEP Timeline		Year 1 2020-2021			Year 2 2021-2022			Year 3 2022-2023			Year 4 2023-2024			Year 5 2024-2025		
Activities	**Responsibility**	**FA**	**SP**	**SU**	**FA**	**SP**	**SU**	**FA**	**SP**	**SU**	**FA**	**SP**	**SU**	**FA**	**SP**	**SU**
Become a Quality Matters institution	QEP Implementation Team	X														
Complete Quality Matters training (3 faculty members and CTE director)	Center for Teaching Excellence	X	X													
Develop peer review process	Center for Teaching Excellence		X													
Add full-time staff member to the Office of Distance Learning	Division of Education	X														
Develop CTE 123 and 4 mini-courses	Center for Teaching Excellence	X	X													
Pilot CTE-123 Teaching and Learning Online training program with designated faculty	Center for Teaching Excellence			X												
QM Reviewers train and support lead instructors	Center for Teaching Excellence				X	X	X									
Designated faculty complete CTE-123 Teaching and Learning Online training program (or specific ZTEO mini courses)	Designated Education Divisions				X	X	X	X	X	X	X	X	X	X	X	X
Lead instructors revise online courses based on QM requirements and standards	Designated Education Divisions				X	X	X	X	X	X	X	X	X	X	X	X
Design and create the online orientation course	Distance Learning	X	X													
Design and create an online readiness assessment	Distance Learning	X	X													
Implement orientation course and readiness assessment	Distance Learning				X	X	X	X	X	X	X	X	X	X	X	X
Improve orientation course and readiness assessment based on results	Distance Learning					X	X									
Create an online tutoring landing page and centralized resource for tutoring information	Distance Learning	X	X													
Implement expanded online tutoring services	Designated Education Divisions				X	X	X	X	X	X	X	X	X	X	X	X
Analyze orientation course survey data	Distance Learning and Institutional Research				X	X	X	X	X	X	X	X	X	X	X	X
Analyze success based on tutoring utilization	Distance Learning and Institutional Research				X	X	X	X	X	X	X	X	X	X	X	X

Table 7 – QEP Timeline

Resources and Budget

TTC has ample resources available to support the mission of the college and the scope of its programs and services. The college continually supports major initiatives though financial and administrative support, particularly those initiatives aimed at improving student success. The QEP Implementation Team developed a comprehensive budget (Table 8) for the **Connected to Your Success** initiatives that allocates adequate resources for the project. The President, the Vice President for Business Affairs and the Vice President for Education have reviewed and approved this budget.

QEP Budget	Year 0 2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	TOTAL
Personnel							
QEP Director release time (adjunct salary and benefits at 40%)		$9,212	$9,212	$9,212	$4,606	$4,606	**$36,848**
Faculty release for professional development and CTE123 course development (adjunct salary and benefits at 40%)		$36,848	$36,848				**$73,696**
Full-time distance learning support tech ($60,000 salary and fringe benefits at 40%)		$84,000	$84,000	$84,000	$84,000	$84,000	**$420,000**
Contractual Services							
Quality Matters Basic Membership		$1,750	$1,750	$1,750	$1,750	$1,750	**$8,750**
Professional Development							
Quality Matters for QEP Implementation Team Members	$1,250						**$1,250**
Quality Matters Training for CTE123 course developers		$5,000					**$5,000**
TOTAL							
	$1,250	$136,810	$131,810	$94,962	$90,356	$90,356	**$545,544**

Table 8 – QEP Budget

Assessment

The foremost QEP goal is to increase student success rates in online learning. The college will improve the online learning environment so more students persist to the end of a course without withdrawing, successfully master the student learning outcomes of each course, and, ultimately, pass their online courses. The literature discussed in Chapter 3 provided the road map for potentially achieving such goals. That is, improvement in faculty preparation and student support in online courses, theoretically, will lead to a positive impact on student success in online courses. While the QEP will afford all faculty and students opportunities to develop their online teaching and learning skills, the focus for the QEP assessment will remain on the targeted gatekeeper courses discussed in the next section.

Key Performance Indicators

The **Connected to Your Success** assessment plan identifies the key performance indicators (KPI) of improvement in online course success: (1) course pass rates, (2) withdrawal rates, and (3) course GPA. Ultimately, the goal is to increase course success rates in all online courses and, more specifically, targeted gatekeeper courses. However, implementation of QEP objectives may positively impact more than passing rates. Theoretically, if faculty and students are better prepared for online teaching and learning, not only will students be more likely to pass courses but they will potentially increase their likeliness to persist through to the end as measured by decreased withdrawal rates and realized better content mastery as reflected by the course GPA. Continual assessment of these three measures in targeted gatekeeper courses after

every year of the plan will inform TTC whether initiatives created to improve online course success are working. We assume no significantly positive changes in the first year of the plan (fall 2020) as this is a time for implementation of new initiatives (see Timeline on page 50).

Baseline data for each KPI comes from select fall 2019 online gatekeeper courses. Two main criteria were analyzed against gatekeeper courses for inclusion:

(1) courses had to be offered both online and face-to-face (a graph of those courses showing differences in average pass rates from fall 2014 - fall 2019 can be viewed in Figure 15), and

(2) courses must have shown a significant gap in pass rates between fall 2019 online courses and fall 2019 face-to-face courses.

ACC-101 was excluded because online course pass rates were better than face-to-face pass rates (76.2% vs. 75%, respectively). PSY-201 was excluded for the same reason (74.4% online vs. 72.0% face-to-face) as was MAT-155 (71% online vs. 68% face-to-face). In all cases, it appears any success rate gaps between online and face-to-face students had been closed by fall 2019.

After applying the criteria, the final five gatekeeper courses selected for inclusion in QEP targeted objectives and assessment were:

- ECO-210
- ENG-101
- HIS-101
- MAT-110
- MAT-120

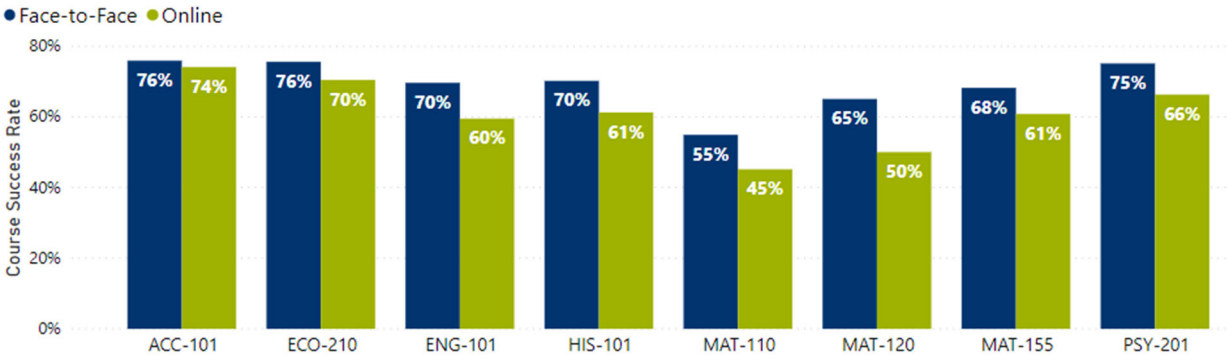

Figure 15 - Average Fall gatekeeper course success rates by method between 2014-2019*

Figures 16 and 17 demonstrate additional patterns of lower success rates in terms of withdrawal rates (Figure 16) and grade point averages (Figure 17). Online students were far more likely, on average, to withdraw from gatekeeper courses than were students in the same courses offered face-to-face. Additionally, online students earned lower grades in gatekeeper courses than students in the same courses offered face-to-face.

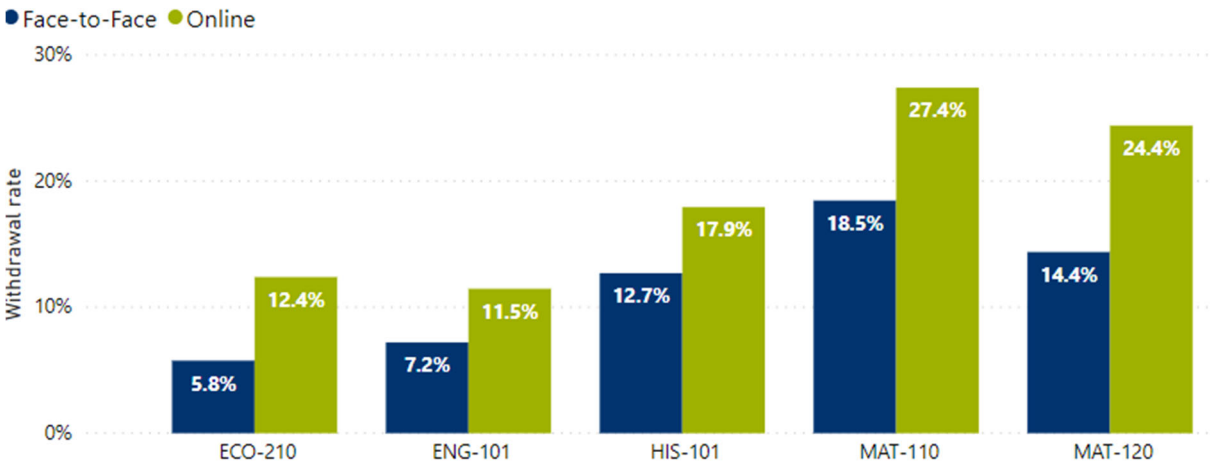

Figure 16 - Average Fall gatekeeper course withdrawal rates by method between 2014-2019

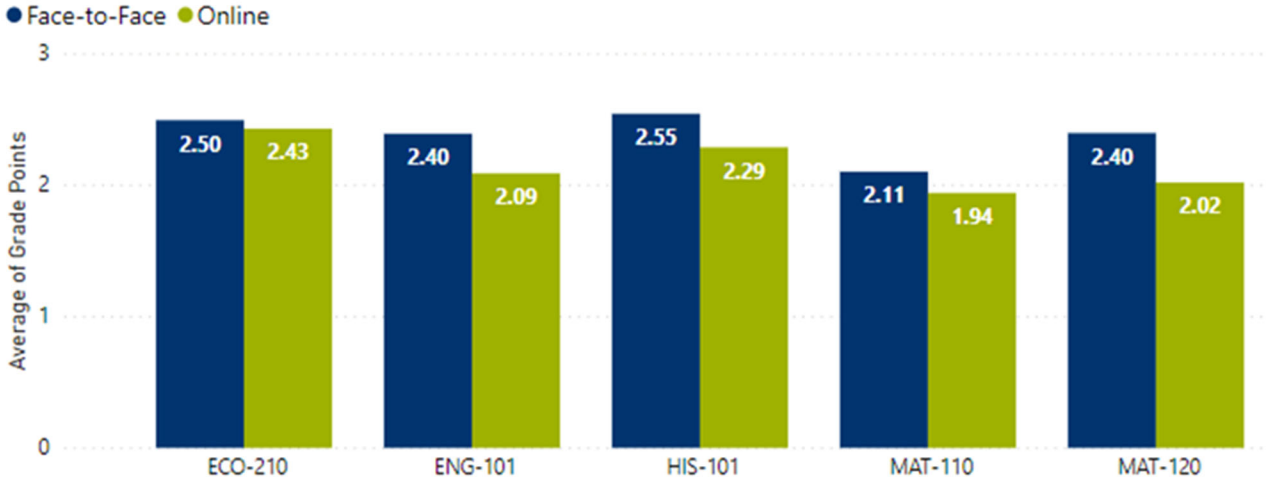

Figure 17 - Average Fall gatekeeper GPA by method between 2014-2019

Goals for Targeted Key Performance Indicators

Tables 9, 10, and 11 show the goals for targeted gatekeeper course success KPIs.

Course	Fall 2019 Baseline %	Target* %	% Increase per year	Fall 2021 %	Fall 2022 %	Fall 2023 %	Fall 2024 %
ECO-210	67.8	**75.6**	1.95	69.8	71.7	73.7	75.6
ENG-101	55.1	**69.6**	3.63	58.7	62.4	66.0	69.6
HIS-101	47.2	**70.2**	5.75	53.0	58.7	64.5	70.2
MAT-110	38.2	**54.9**	4.18	42.4	47.0	50.7	54.9
MAT-120	42.0	**65.1**	5.78	47.8	53.6	59.3	65.1
Total	**49.5**	**65.6**	**4.03**	**53.5**	**57.6**	**61.6**	**65.6**

Table 9 - Goals for Targeted Gatekeeper Course Pass Rates

*Target percent reflects the average fall course pass rates from 2014-2019.

Course	Fall 2019 Baseline %	Target* %	% Decrease per year	Fall 2021 %	Fall 2022 %	Fall 2023 %	Fall 2024 %
ECO-210	6.7	5.8	0.23	6.5	6.3	6.0	5.8
ENG-101	8.6	7.2	0.35	8.3	7.9	7.6	7.2
HIS-101	18.9	12.7	1.55	17.4	15.8	14.3	12.7
MAT-110	31.4	18.5	3.23	28.2	25.0	21.7	18.5
MAT-120	23.7	14.4	2.33	21.4	19.1	16.7	14.4
Total	17.1	12.1	1.25	15.9	14.6	13.4	12.1

Table 10 - Goals for Targeted Gatekeeper Course Withdrawal Rates

*Target percent reflects the average fall course withdrawal rates from 2014-2019.

Course	Fall 2019 Baseline	Target*	Point Increase per year	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ECO-210	2.24	2.50	.07	2.31	2.37	2.44	2.50
ENG-101	1.83	2.40	.14	1.97	2.12	2.26	2.40
HIS-101	1.81	2.55	.19	2.00	2.18	2.37	2.55
MAT-110	1.71	2.11	.10	1.81	1.91	2.01	2.11
MAT-120	1.64	2.40	.19	1.83	2.02	2.21	2.40
Total	1.81	2.36	.14	1.95	2.09	2.22	2.36

Table 11 - Goals for Targeted Gatekeeper Course Grade Point Average

*Target reflects the fall grade point average from 2014-2019.

Summary of QEP Interventions with Baseline and Target Goals

Table 12 provides a summary of all QEP Interventions.

QEP Goals and Objectives	Intervention	Baseline	Target	Summary of Assessments	Implementation Timeline
Goal #1 Increase online student success rates (KPIs)					
Online **course success rates** in targeted gatekeeper courses will increase by an average of 4% per year for five years to align with face-to-face courses.	Triangulation of the three KPIs may indicate the QEP interventions are working or need to be revised or improved.	Fall 2019 Average 49.5%	Fall 2024 Average 65.6%	All KPIs are reported every semester via grade distribution report. Course success rates, withdrawal rates, and grade points are analyzed at the student level. Interventions may be directly assessed against the KPIs.	KPIs will be evaluated continually over the five-year plan
Online **withdrawal rates** in targeted gatekeeper courses will decrease by an average of 1.3% per year to align with face-to-face courses		Fall 2019 Average 17.1%	Fall 2024 Average 12.1%		
Online student **grade point averages** in targeted gatekeeper courses will increase by an average of .14 points year to align with face-to-face courses.		Fall 2019 Course GPA 1.81	Fall 2024 Course GPA 2.36		
Goal #2 Improve Faculty Preparation to Teach and Develop Online Courses					
The Center for Teaching Excellence at TTC will offer an online training course for all faculty teaching online courses.	CTE 123	New initiative	20% of faculty per year of plan	Completions (S), quiz scores (F), peer review (F), inferential statistical analysis	Start: Fall 20 Complete: Spring 21 Assess: AY 21-22 Re-assess: Fall 23
An online course quality assurance system will be utilized to continually evaluate and improve online courses across campus.	Quality Matters	New initiative	12% of online faculty per year of plan	Course evaluations, peer evaluations, course revisions	Start: Spring 21 Complete: Summer 21 Assess/Revise: ongoing
Faculty will be trained in online course pedagogical methods for improved readiness to effectively teach students online.	Quality Matters D2L Course CTE-123	New initiative	12% of online faculty per year of plan	Participation, peer evaluation, student evaluations, satisfaction survey	Start: Fall 21 Complete: Spring 21 Assess: AY 21-22 Re-assess: Fall 23
Goal #3 Increase Student Satisfaction with Online Courses.					
An online orientation course will be offered to students wishing to improve their preparedness online learning.	D2L Course	New initiative	50% of new online students	Participation, survey scores, student course evaluations, LMS engagement	Start: Fall 21 Complete: Spring 22 Assess: Spring 22, Spring 24 Revise: Fall 22, Fall 24
A student readiness survey will be embedded in the orientation course to help students determine their readiness for succeeding in online courses. Students will be directed to resources to help improve readiness if needed.	D2L online readiness survey	New initiative	100% of new online students	Survey participation, survey scores, inferential statistical analysis	Start: Fall 21 Complete: Spring 22 Assess: ongoing

Table 12 – QEP Interventions with Baseline and Target Goal

Detailed QEP Assessment Plan

Table 13 provides a detailed assessment plan broken down by the goals and objectives of the QEP. The assessment plan also includes an assessment schedule and timeframe for analysis of each item.

Goal #1: Increase Online Student Success Rates								
Guiding Questions	**Assessment Method**	**S** or **F**	**Analytical Method**	**D** or **I**	**Evidence**	**Assessment Schedule**	**Analysis/Report Schedule**	**Responsible Area**
Objective 1: Online **course pass rates** in targeted gatekeeper courses will increase by an average of 4% per year for five years to align with face-to-face instructional learning.								
Are course pass rates increasing an average of at least 4% per year since Fall 2019 among students enrolled in select gatekeeper courses?	Official grade distribution report	S	Descriptive Statistics	I	course grade: Pass grade = A, B, C, or SP	Fall reports generated the following Spring	Every Spring 2022-2025	Institutional Research
Have goals for targeted gatekeeper course pass rates been met?								
Objective 2: Online student **withdrawal rates** in targeted gatekeeper courses will decrease by an average of 1.3% per year to align with face-to-face instructional learning.								
Are withdrawal rates decreasing at least 1.3% per year since Fall 2019 among students enrolled in select gatekeeper courses?	Official grade distribution report	S	Descriptive Statistics	I	course grade of W	Fall reports generated the following Spring	Every Spring 2022-2025	Institutional Research
Have goals for targeted gatekeeper course withdrawal rates been met?								
Objective 3: Online student **grade point averages** in targeted gatekeeper courses will increase by an average of .14 points year to align with face-to-face instructional learning.								
Are course grades increasing by at least .14 per year since Fall 2019 among students enrolled in select gatekeeper courses?	Official grade distribution report	S	Descriptive Statistics	I	course grades	Fall reports generated the following Spring	Every Spring 2022-2025	Institutional Research
Have goals for targeted gatekeeper course grade point averages been met?								

Table continues

NOTE: Type of assessment: **S = summative**, **F = formative**; direct or indirect assessment of KPIs: **D = direct**, **I = indirect**

Goal #2: Improve Faculty Preparation to Teach and Develop Online Courses								
Guiding Questions	**Assessment Method**	**S or F**	**Analytical Method**	**D or I**	**Evidence**	**Assessment Schedule**	**Analysis/Report Schedule**	**Responsible Area**
Objective 1: The Center for Teaching Excellence at TTC will offer an online training course will for all faculty teaching online courses.								
How many instructors teaching targeted gatekeeper courses successfully completed CTE-123? Have QEP targets been met?	LMS data	S	Descriptive statistics	I	Gatekeeper course instructors	Every Spring 2021-2025	Every Spring 2021-2025	Center for Teaching Excellence and Institutional Research
How many instructors who have taken CTE-123 scored at least 80% on the training quiz?	Quiz	S	Descriptive statistics	I	Quiz items and results	Every Spring 2021-2025	Every Spring 2021-2025	Center for Teaching Excellence
Are instructors in targeted gatekeeper courses incorporating the skills they learned from CTE-123 into their courses?	Peer Review	F	Qualitative	I	Report from peer review of 1. Online Essential technologies 2. Online pedagogy 3. Online instructional design	5 instructors every Spring 2021-2024	Every Summer 2021-2025	Center for Teaching Excellence
Do students succeed more in gatekeeper courses where faculty have successfully completed CTE-123?	LMS data Student grades	S	Inferential stats: Comparative analysis	D	Grades for targeted gatekeeper courses	n/a	Sum 2021, 2022	Institutional Research
Objective 2: An online course quality assurance system will be utilized to continually evaluate and improve online courses across campus.								
How many targeted online gatekeeper courses have been evaluated for quality assurance (QA)? Have QEP targets been met?	QM Evaluation Records	S	Descriptive Statistics	I	Distance learning records Peer Evaluation Reports	Every Fall 2021-2024	Every Spring 2022-2025	Distance Learning
To what extent do each of the targeted gatekeeper courses meet QA standards?	QM Rubric Peer Evaluation	F	Qualitative	I	QM rubric standards Peer Evaluation Reports	5 courses every Fall 2021-2024	Every Spring 2022-2025	Distance Learning
How were individual online gatekeeper revised after assessment?	QM Rubric Peer Evaluation	F	Qualitative	I	Distance learning records Peer Evaluation Reports	Spring 2025	Spring 2025	Distance Learning
Objective 3: Faculty will be trained in online course pedagogical methods for improved readiness to effectively teach students online.								
How many targeted online gatekeeper instructors participated in Quality Matters (QM)? Have QEP targets been met?	CTE Records	S	Descriptive statistics	I	Quality Matters participants	Every Fall 2021-2024	Every Spring 2022-2025	Center for Teaching Excellence and Distance Learning
To what extent are faculty incorporating pedagogical methods from QM into their courses	QM Rubric Peer Evaluation	F	Qualitative	I	Peer review reports	5 instructors every Spring 2022-2024	Every Spring 2022-2025	Center for Teaching Excellence and Distance Learning
Are students satisfied with those courses where faculty have participated in QM?	Course evals Satisfaction survey	F	Qualitative and Descriptive statistics	I	Qualitative reports Student satisfaction levels	Every Fall 2021-2024	Summer 2022 Summer 2023 Summer 2025	Center for Teaching Excellence, Distance Learning, and Institutional Research

Table continues

NOTE: Type of assessment: **S = summative**, **F = formative**; direct or indirect assessment of KPIs: **D = direct**, **I = indirect**

Goal #3: Increase Student Satisfaction with Online Courses.								
Guiding Questions	**Assessment Method**	**S** or **F**	**Analytical Method**	**D** or **I**	**Evidence**	**Assessment Schedule**	**Analysis/Report Schedule**	**Responsible Area**
Objective 1: All online students will be required to take a readiness survey to help them determine their own readiness for succeeding in online courses.								
What percentage of students in select gatekeeper courses took the Online learning readiness survey? Have QEP goals been met?	Online Learning Readiness survey	F	Descriptive statistics:	I	enrollment in online courses data from survey	Ongoing starting Fall 2021	Every Spring starting 2022	Distance Learning
At what level are online students in select gatekeeper courses "ready" to learn from online courses?	Online survey instrument	F	Descriptive statistics	I	Online readiness scores	Ongoing starting Fall 2021	Ongoing starting Fall 2021	Institutional Research
Are online survey readiness scores related to success in gatekeeper courses?	Institutional Data Online survey data	S	Inferential Statistics: multiple regression logistic regression	D	pass rates, W rates, course grades	n/a	Summer 2022 Summer 2023 Summer 2025	Institutional Research

NOTE: Type of assessment: **S = summative, F = formative**; direct or indirect assessment of KPIs: **D = direct, I = indirect**

Table 13 – QEP Assessment Plan

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Appendix 1 – Strategic Plan

Trident Technical College (TTC) 2016 – 2021 Strategic Plan

Trident Technical College Vision Statement:

Educate the Individual. **Accelerate** the Economy. **Inspir**e the Future.

Trident Technical College Mission Statement:

Trident Technical College serves as catalyst for personal, community and economic development by empowering individuals through education and training.

Trident Technical College Values:

Integrity.

We define "integrity" as upholding the principles of honesty, fairness and consistency in our work and relationships with all college stakeholder.

Respect.

We define "respect" as honoring all individuals without judgement or bias.

Student Achievement.

We define "student achievement" as students' successful progress toward their academic and career goals.

Academic Excellence.

We define "academic excellence" as providing students the highest quality educational programs, instruction, and support to meet the needs of students and the community.

Accessibility and Affordability.

We define "accessibility and affordability" as offering students the opportunities, knowledge, tools, and supportive services they need to obtain a cost-effective, quality education.

Diversity and Inclusion.

We define "diversity and inclusion" as accepting, respecting, and embracing all individuals regardless of abilities, challenges, gender, race, ethnicity, religion, sexual orientation, or gender identity.

Excellence in Customer Service.

We define "excellence in customer service" as ensuring customer satisfaction to all TTC stakeholders by providing effective, efficient assistance while maintaining consistent professionalism.

Expertise.

We define "expertise" as the mastery of field content, knowledge, and skill and the application of these proficiencies in all interactions with college stakeholders.

Academic Freedom.

We define "academic freedom" as the right of faculty members and students to encourage inquiry and debate relevant to subject matter in an atmosphere of mutual respect without fear of penalty.

Accountability.

We define "accountability" as upholding the mission, vision, and values of our institution and being responsible stewards of all college resources.

Global Competitiveness.

We define "global competitiveness" as possessing the knowledge, skills, and confidence to thrive in the global marketplace.

Trident Technical College 2016 – 2021 Goals and Strategic Initiatives:

1. Increase Headcount Enrollment

1.1	Increase applications
1.2	Increase yield on applied to enrolled applicants
1.3	Increase external partnerships
1.4	Increase flexibility in paying tuition
1.5	Increase number of Life Scholarship students
1.6	Increase the number of students moving from Continuing Education to credit through articulation pathways
1.7	Increase online and hybrid course offerings
1.8	Market certificate programs to employers

2. Improve Student Achievement

2.1	Increase student success
2.2	Increase fall to spring retention for all students
2.3	Increase fall to fall retention for first time freshmen
2.4	Decrease success rate gaps and increase retention of minority students
2.5	Investigate how to move the curriculum toward more stackable credentials
2.6	Improve academic technology
2.7	Ensure every faculty member is using D2L

3. Improve Customer Service

3.1	Identify college standards for customer service
3.2	Ensure easy access to college information and appropriate training
3.3	Improve Help Desk functions

4. Improve Fiscal Stability

4.1	Increase alternative revenue sources
4.2	Increase revenues and reduce expenses associated with facilities rentals to realize a positive net revenue by June 30, 2019
4.3	Increase State funding for operations
4.4	Increase County funding
4.5	Maintain Continuing Education net revenue between 2% and 5% each year
4.6	Increase revenue from credit course offerings
4.7	Increase educational partnerships with businesses that offer education benefits to employees
4.8	Develop short-term professional development opportunities in Continuing Education for white collar workers
4.9	Expand apprenticeship programs in Continuing Education

Appendix 2 – QEP Teams

QEP TASK FORCE		
Name	**Position**	**Division**
Donna Dantzler	Coordinator, Health Information Systems	Health Sciences
David Harris (Chair)	Assistant Vice President of Instruction	Education
Susan Martin	STEM Navigator	Student Services
Donna McHugh	Research Analyst	Institutional Research and Assessment
Melicent Jaridau	Department Head, Business	Business Technology
Denise Orr	Instructor, IDS 109	Education
Kaustubha Qanungo	Instructor, Natural Sciences	Science and Mathematics
Nathan Winters	Director, Distance Learning	Educational Technology and Online College
David Leibal	Instructor, Engineering and Construction	Engineering and Construction

QEP DEVELOPMENT TEAM		
Name	**Position**	**Division**
Vernetha Bryant	Associate Dean	Science and Mathematics
Jason Cameron	Director, Testing Services	Student Services
Donna Dantzler	Coordinator, Health Information Systems	Health Sciences
Jonathon Fish	Coordinator, Sociology and Anthropology	Humanities and Social Sciences
Jamie Gaskins	Digital Broadcast Engineer	Educational Technology and Online College
Daniel Istoc	Instructor, Mathematics	Science and Mathematics
James Lewis	STEM Navigator	Student Services
Donna McHugh	Research Analyst	Institutional Research and Assessment
Maureen Meyers	Embedded Librarian/Circulation Supervisor	Education
Denise Orr	Academic Program Director, IDS 109	Education
Terry Richburg (Co-Chair)	Department Head, Network Systems Management	Business Technology
Mark Schmid	Instructor, Mathematics	Science and Mathematics
Alan Williams	Coordinator, Homeland Security Management	Business Technology
Nathan Winters Co-Chair)	Director, Distance Learning	Educational Technology and Online College

QEP IMPLEMENTATION TEAM		
Name	**Position**	**Division**
Stacey Abbott	Coordinator, Writing Center and English Instructor	Humanities and Social Sciences
Shakitha Barner	Dean	Science and Mathematics
Laurie Boeding (Chair)	Dean	Business Technology
David Flenner	Program Coordinator, Mathematics	Science and Mathematics
Krista Harrington	Dean	Health Sciences
David Harris	Assistant Vice President of Instruction	Education
Maureen Meyers	Embedded Librarian and Circulation Supervisor	Learning Resources
Laurence Neely	Department Head, Natural Sciences	Science and Mathematics
Elizabeth Rennick	Statistician	Institutional Research and Assessment
Terry Richburg	Department Head, Network Systems Management and Cybersecurity	Business Technology
Matthew Schwartz	Instructor, Mathematics	Science and Mathematics
Michelle Smith	Director, Center for Teaching Excellence	Education
Natalie Vereen-Davis	Instructor, English	Humanities and Social Sciences
Nathan Winters	Director, Distance Learning and Broadcast Services	Educational Technology and Online College
LaQuinta Yates (Director)	Program Coordinator, Administrative Office Technology	Business Technology

Appendix 3

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

Appendix 4

CTE-123 Teaching and Learning Online

Mini-Course Descriptions and Student Learning Outcomes

ZTEO-510 Quality Matters

The ZTEO-510 Quality Matters mini course will provide an overview of the QM Quality Assurance System, including QM research-based Rubrics and Standards and evidence-based ways to evaluate online learning components. Review tools for guiding the QM process and achieving quality assurance goals will also be provided. Improving or designing courses, improving content delivery, and updating materials will be addressed.

- Instructor understands the institutional context in which he or she teaches.
- Instructor is knowledgeable about the technologies used in the online classroom.
- Instructor understands the instructional design requirements of an online course.
- Instructor understands the pedagogical components of the online teaching and learning process.
- Instructor is knowledgeable about various methods of measuring the success of the teaching and learning process in the online classroom.
- Instructor establishes a social presence and communicates effectively through writing and/or audio/video.

ZTEO-511 Instructional Design

The ZTEO-511 Instructional Design mini course will provide an overview of online learning and address different instructional design models and theories, such as ADDIE, SAM, Backward Design, Andragogy, and Bloom's Taxonomy. Emphasis will be placed on designing the online learning experience and content, as well as interactivity and assessments.

- Instructor designs learning experiences that use technology to efficiently engage learners.
- Instructor uses a formative approach to lesson design.
- Instructor incorporates diverse media into online learning modules.
- Instructor can incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.
- Instructor continuously reviews and aligns all course content with applicable course objectives and standards.
- Instructor creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.

ZTEO-512 Pedagogy/Andragogy

The ZTEO-512 Pedagogy/Andragogy mini course will provide an overview of online teaching strategies and netiquette, including developing the online instructor's presence and persona, developing and maintaining an online classroom community, organizing course information accessibility, helping online students stay organized, leveraging the online environment, and setting up a structure of continuous feedback.

- Instructor uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.

- Instructor incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs.
- Instructor uses different types of tools to interact in online courses to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement.
- Instructor demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.
- Instructor supports safe digital learning spaces for all learners (e.g., data ownership and privacy expectations, digital identity curation).

ZTEO-513 Essential Technologies

The ZTEO-513 Essential Technologies mini course will provide an overview of teaching with technology, specifically applying universal design for learning principles with technology. Emphasis will be placed on using technology to prepare and share content, to facilitate in-class and online activities, to assess learning, and to teach effectively in online environments.

- Instructor demonstrates the ability to effectively use word-processing, spreadsheet, and presentation software.
- Instructor demonstrates effective use of Internet browsers, e-mail applications and appropriate online etiquette.
- Instructor utilizes synchronous and asynchronous tools (e.g., audio, video or web conferencing, online chat or instant messaging, white boarding, discussion boards, blogs, surveys and polls, streaming audio or video, web links, etc.) effectively.
- Instructor provides appropriate student resources for help with troubleshooting typical software and hardware problems (i.e. change passwords, download plug-ins, etc.).
- Instructor demonstrates growth in technology knowledge and skills to stay current with emerging technologies and trends.