



FSCJ

Quest

QUALITY E-LEARNING
FOR STUDENTS AND TEACHERS

FLORIDA STATE COLLEGE AT JACKSONVILLE

On-site Review: October 23-26, 2023

Table of Contents

EXECUTIVE SUMMARY	2
QEP TOPIC DEVELOPMENT PROCESS	4
FRAMEWORK.....	17
TIMELINE	24
BUDGET	28
QUEST OUTCOMES AND GOALS	30
ASSESSMENT AND EVALUATION PLAN.....	31
ORGANIZATIONAL STRUCTURE OF THE QEP IMPLEMENTATION TEAMS	35
QEP SUBCOMMITTEES	38
COMMUNICATION STRATEGY	40
SUMMARY	43
APPENDICES	44
REFERENCES	69

Executive Summary

Focus

After collecting input from stakeholders in 2022, Florida State College at Jacksonville (FSCJ) has designed a Quality Enhancement Plan (QEP) to improve student success and retention in asynchronous online courses. In addition to taking measures to ensure students have both the technological and soft skills necessary to complete asynchronous online courses with a grade of C or higher, FSCJ's QEP will also support faculty development in designing and delivering engaging and culturally responsive online courses.

College Outcomes

1. Increase productive grade rates (grades of C or higher) in asynchronous online courses
2. Reduce withdrawal rates in asynchronous online courses

Student Outcomes

Quality e-Learning for Students and Teachers (QueST) has been designed to assess students for online learning readiness and instruct students in behaviors essential for managing online activities, asking for help, and building strong peer support networks. Three student outcomes have been identified:

1. Students will be able to identify behaviors required to be successful in asynchronous online courses.
2. Students will demonstrate an increased awareness of peer-to-peer collaborative resources available to them in asynchronous online courses.
3. Students will demonstrate an increase in satisfaction in asynchronous online courses.

Faculty Outcomes

While the primary focus of FSCJ's QEP is centered on student outcomes, QueST will also incorporate updated faculty professional learning for developing online courses that meet high-quality design standards and will offer students opportunities to interact with faculty and peers. Three faculty-centered outcomes have also been identified:

1. Faculty will be able to construct asynchronous online courses that promote regular and substantive instructor interaction.
2. Faculty will incorporate culturally responsive practices in asynchronous online courses.
3. Faculty will develop a course that meets the criteria for a quality online course outlined in the FSCJ Online Course Rubric.

Initiatives

QueST intends to promote the success of students who want to take asynchronous online courses through a two-pronged approach. Students will take an online readiness pretest to assess their level of mastery in five areas: self-directed learning, motivation, time management, technical skills, and Canvas basics. Then, students will complete modules in Canvas that cover each of those five areas. Finally, students will take the online readiness post-test after completing the online preparation modules. The second prong will focus on supporting faculty as they plan the design and delivery of their online courses. The current professional learning course, PD 3420: Getting Started in eLearning, will be updated to include more topics related to course design; culturally responsive pedagogy; and regular, substantive interaction. The updated professional learning course will include live interactions with experts in online course design and delivery in the form of live webinars, consultations with an instructional designer, and a faculty mentor. Completing the course will take six weeks and will require a course showcase.

Benefits

The College's mission states, "Florida State College at Jacksonville provides an equitable, high-quality, success-driven learning experience for our diverse community of students." Our Strategic Plan, the FSCJ Visionary Impact Plan, focuses on the singular goal "to increase equitable student success." In alignment with the College's mission and strategic plan, QueST will support students in being better prepared for the challenges online courses bring. Of equal importance is ensuring faculty who teach online courses are sufficiently prepared to design and deliver high-quality, culturally responsive courses. These initiatives are also supported by research showing that student success improves when courses are designed with online students' needs in mind and when students complete online readiness or orientation programs.

QEP Topic Development Process

The FSCJ Office of Institutional Effectiveness & Advancement has held a Data Summit each fall and spring term since the spring 2018 term, during which participants across the College review various points of institutional data, including: a) student demographic data, b) student surveys, c) success rates, and d) withdrawal rates. These institutional data are disaggregated for review by factors like age, race, gender, Pell grant eligibility, disability status, subject, and learning modality. These meetings also examine transfer and job placement data and guidance on how faculty and staff can use the FSCJ Data Dashboards. These Data Summit presentations have evolved into conversations about how to solve problems related to students' perceptions of College processes, the Community College Survey of Student Engagement (CCSSE) results, access to technology, access to support services (e.g., food pantry, mental health services, and childcare), learning modality choices, and equity gaps in student academic achievement.

Quality Enhancement Plan Topic Selection Timeline

FSCJ began the process of identifying its third QEP derived from key themes emerging from intersections of institutional data and feedback from College stakeholders that aligned with the institution's mission, vision, and strategic plan. The topic selection involved a five-month, broad-based process engaging all institutional constituencies in various opportunities to contribute to the QEP topic development process. A QEP Exploratory Team (Table 1), comprised of a diverse group of faculty members, administrators, staff, and students representing various areas in the College and campuses, conducted data collection and review.

Table 1-QEP Exploratory Team Members

QEP Exploratory Team Members
Karen Acevedo , Director, QEP
Annette Barrineau , Dean of Business
Amy Baskin , Professor, Communications
Lanh Bloodworth , Professor, Natural Sciences
Dr. Douglas Brauer , Dean of Engineering Technology & Industry
Lisa Ciardulli , Accreditation Coordinator
Dr. Jerrett Dumouchel , AVP, Institutional Effectiveness
Dr. Deborah Fontaine , VP, Strategic and Institutional Effectiveness
Dr. Jeff Hess , Dean of Communication
Dr. Sheri Litt , Associate Provost, Baccalaureate, Career & Technical Education
Donna Martin , Executive Director, Nassau Center
Tom Messner , Executive Dean, Library Services
Dr. Ian Neuhard , Associate Provost, Liberal Arts & Sciences
Robin Price , Student
Barbara Schaefer , Program Manager
Dr. Ed Stringer , Dean of Mathematics
Dr. Jacquelyn Thompson , AVP Enrollment Management
Breana White , Student

The QEP Exploratory Team developed a plan and timeline to complete its charge between January 2022 and May 2022. The topic development process included collecting data; examining other comparable institutions' QEPs; and facilitating ongoing, broad-based participation among the College community. The topic identification plan is summarized in Table 2 below.

Table 2-Exploratory Team Plan and Timeline

January 2022	Review and Finalize Topic Selection Criteria, Process, and Timeline																																																																												
February 2022	<p>Launch Topic Selection Process</p> <p>Collegewide Presentations:</p> <ul style="list-style-type: none"> • QEP Website Developed • "All Employees" email from Communications • Request to present QEP Topic Selection Process sent to College Governance organizations <p>Purpose: Invite individuals to learn about the QEP Topic Selection process and a variety of data and key issues emerging from institutional data.</p>																																																																												
March to Mid-April 2022	<p>Solicitation of Ideas: Announced via email and monthly OnPoint Collegewide WebEx update.</p> <p>Campus/Center Faculty/Staff Forums:</p> <table border="1" data-bbox="375 821 1476 1272"> <thead> <tr> <th>Center</th> <th>Day</th> <th>Date</th> <th>Time</th> <th>Room</th> </tr> </thead> <tbody> <tr> <td>Cecil Center North</td> <td>Wednesday</td> <td>3/23/2022</td> <td>1-2 p.m.</td> <td>Cecil North Auditorium</td> </tr> <tr> <td>Nassau Center</td> <td>Thursday</td> <td>3/24/2022</td> <td>1:30-2:30 p.m.</td> <td>A114</td> </tr> <tr> <td>Deerwood Center</td> <td>Wednesday</td> <td>3/30/2022</td> <td>2-3 p.m.</td> <td>G1709</td> </tr> <tr> <td>Downtown Campus/AO/URC</td> <td>Thursday</td> <td>3/31/2022</td> <td>2-3 p.m.</td> <td>ATC140/141</td> </tr> <tr> <td>Kent Campus</td> <td>Monday</td> <td>4/4/2022</td> <td>2-3 p.m.</td> <td>E104</td> </tr> <tr> <td>South Campus</td> <td>Tuesday</td> <td>4/5/2022</td> <td>2-3 p.m.</td> <td>G101</td> </tr> <tr> <td>North Campus</td> <td>Wednesday</td> <td>4/6/2022</td> <td>2-3 p.m.</td> <td>A236</td> </tr> <tr> <td>Virtual Session</td> <td>Monday</td> <td>4/4/2022</td> <td>3:30-4:30 p.m.</td> <td></td> </tr> </tbody> </table> <p>Student Forums:</p> <table border="1" data-bbox="375 1318 1516 1528"> <thead> <tr> <th>Organization</th> <th>Day</th> <th>Date</th> <th>Time</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>GED/Reading Class</td> <td>Tuesday</td> <td>3/1/2022</td> <td>9 a.m.</td> <td>Downtown-A1206</td> </tr> <tr> <td>Danceworks</td> <td>Wednesday</td> <td>3/2/2022</td> <td>2 p.m.</td> <td>South-R206</td> </tr> <tr> <td>SGA</td> <td>Thursday</td> <td>3/4/2022</td> <td>9 a.m.</td> <td>Webex</td> </tr> <tr> <td>International Club</td> <td>Wednesday</td> <td>3/9/2022</td> <td>4:30 p.m.</td> <td>Downtown-C122</td> </tr> </tbody> </table> <p>Student Survey-Announced during student forums and via Canvas notification. The student survey was deployed through Canvas from March 29-April 15.</p> <p>Asynchronous Idea Collection:</p> <p>Tricider (a brainstorming and voting platform)-Announced via email and OnPoint</p> <ul style="list-style-type: none"> • Released via FSCJ LibGuides to share QEP information and collect topic ideas • Students, faculty, staff, and administration submitted topic ideas and provided feedback on ideas from March 22-April 15. <p>Tricider and Student Survey Responses:</p> <table border="1" data-bbox="375 1843 1081 1955"> <tbody> <tr> <td>Student Survey</td> <td>347</td> </tr> <tr> <td>Student Tricider</td> <td>3</td> </tr> <tr> <td>Employee Tricider</td> <td>64 (Includes forum topics)</td> </tr> </tbody> </table>	Center	Day	Date	Time	Room	Cecil Center North	Wednesday	3/23/2022	1-2 p.m.	Cecil North Auditorium	Nassau Center	Thursday	3/24/2022	1:30-2:30 p.m.	A114	Deerwood Center	Wednesday	3/30/2022	2-3 p.m.	G1709	Downtown Campus/AO/URC	Thursday	3/31/2022	2-3 p.m.	ATC140/141	Kent Campus	Monday	4/4/2022	2-3 p.m.	E104	South Campus	Tuesday	4/5/2022	2-3 p.m.	G101	North Campus	Wednesday	4/6/2022	2-3 p.m.	A236	Virtual Session	Monday	4/4/2022	3:30-4:30 p.m.		Organization	Day	Date	Time	Location	GED/Reading Class	Tuesday	3/1/2022	9 a.m.	Downtown-A1206	Danceworks	Wednesday	3/2/2022	2 p.m.	South-R206	SGA	Thursday	3/4/2022	9 a.m.	Webex	International Club	Wednesday	3/9/2022	4:30 p.m.	Downtown-C122	Student Survey	347	Student Tricider	3	Employee Tricider	64 (Includes forum topics)
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Late April to Early May 2022	The Exploratory Team reviewed Tricider feedback and student survey and forum feedback to determine trending topics. Institutional data were also reviewed, as well as CCSSE data from spring 2021, which identified two areas as opportunities for improvement: <ul style="list-style-type: none"> • Student response to the Active and Collaborative Learning questions revealed a 5% drop over the 11 years FSCJ has administered the survey • Student-Faculty Interaction responses revealed a similar drop The QEP Exploratory Team and Achieving the Dream coaches discussed the top two topics, as well as institutional data (Productive Grade and Withdrawal Rates by Course Instruction Mode, CCSSE, etc.)
May 2022	The Exploratory Team shared findings and suggested QEP topics with stakeholders. The Exploratory Team presented to Executive Leadership Team.
June 2022	The Exploratory Team present to District Board of Trustees.
July 2022	Topic development began with the QEP Development and Implementation Team.

Based on data and stakeholder input, the two major topics that arose for QEP consideration were Wrap-Around Support Services and Distance Learning (Online Readiness).

Wrap-Around Support Services received the second most support from stakeholder groups. All groups noted that additional support for non-academic barriers is critical to student success. Many respondents stated that they would like to see an expansion of the Single Stop services. However, students, faculty, and staff all agreed that FSCJ may already have multiple resources available that they may not be aware of, so creating a comprehensive database would be useful.

Given that a more transparent alignment of services, and a more robust communication plan, could affect the impact sought by stakeholders with relation to wrap-around support services, the team recommended Distance Learning as the QEP topic.

Distance Learning: Online Readiness was identified as the top QEP topic based on stakeholder input and institutional data. With 347 student survey responses and feedback from over 50 students participating in forums, the following areas for distance learning were noted:

- Increased technology support (Canvas and other tools required by faculty)
- Increased instructor engagement
- Timely communication
- Updated course materials

Faculty and staff also identified this topic as important, citing additional needs:

- Additional support for course development
- Student Online Readiness Survey
- Mandatory online orientation for students

Institutional data were also carefully reviewed to further refine the topic FSCJ’s QEP should address. Figure 1 below compares productive grade rates (earning an A, B, or C) by classroom and asynchronous online modalities for four years, which includes 415,747 grade records (2018-2019, 2019-2020, 2020-2021, 2021-2022). As illustrated, the productive grade rate for classroom instruction (face-to-face) was 86.6% (141,741 of 163,668 students) and 79.4% (200,056 of 252,079 students) for asynchronous online. All data were statistically significant (n=415,747).

Figure 1-Productive Grade Rates by Instructional Mode (2018-2022)

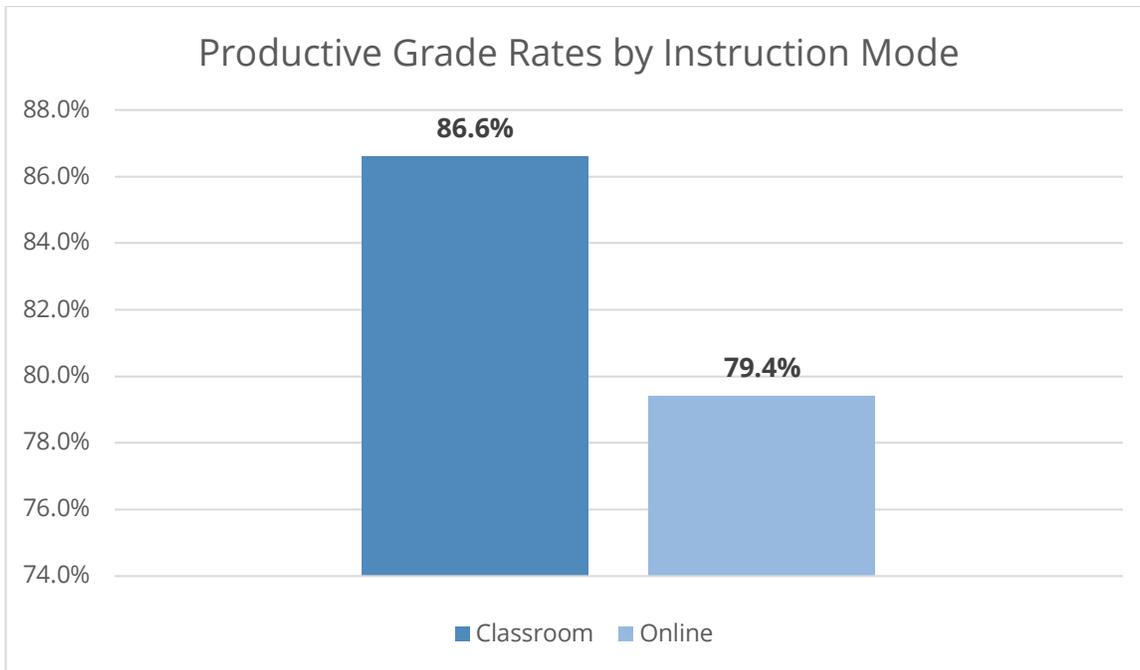


Figure 2 below compares course success rates (earning an A, B, or C) by modality for each of the four years. According to the data, students in classroom modality were more likely to earn an A, B, or C than students taking asynchronous online classes.

Figure 2-Productive Grade Rates by Instructional Mode and Academic Year (2018-2022)

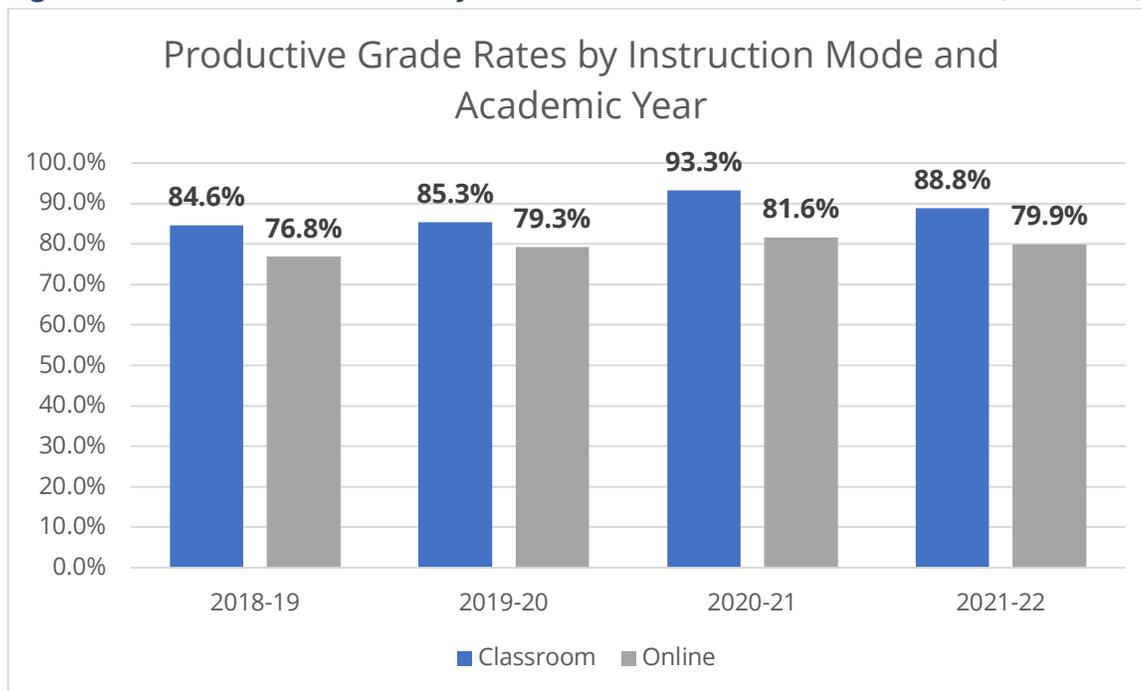


Figure 3 below further disaggregates productive grade rates by race and ethnicity according to course modality. The Exploratory Team noted the gaps in productive grade rates between Black students and students of other races in asynchronous online courses and classroom modalities, with the most significant gap evident in the asynchronous online modality.

Figure 3-Success All Courses/All Academic Groups (2018-2022)

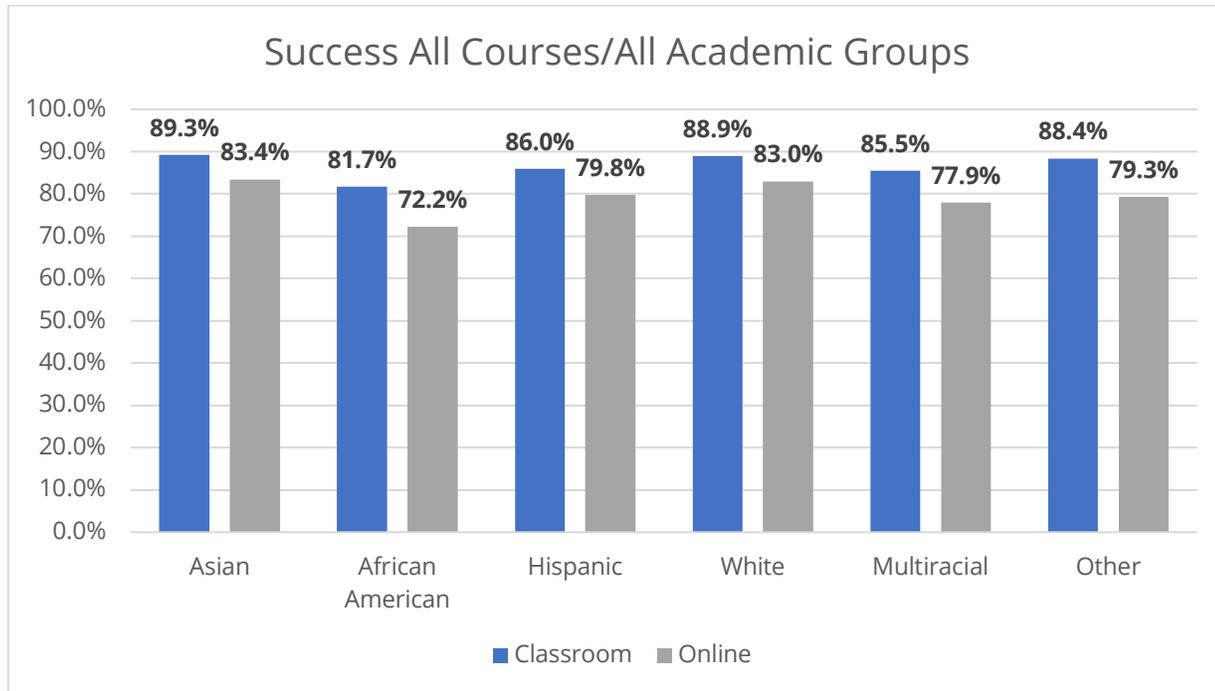
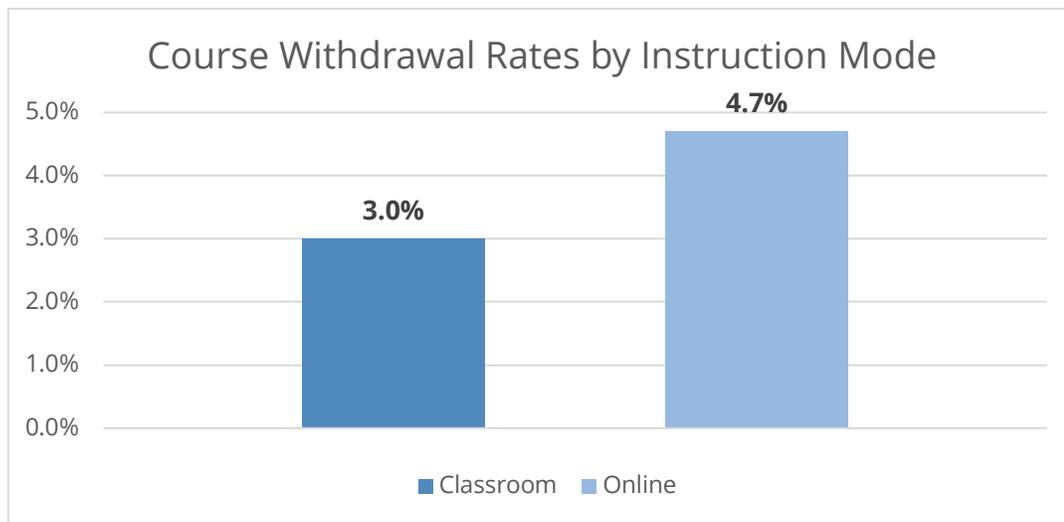


Figure 4 below compares withdrawal rates by instruction mode over a four-year period. Students in classroom instruction withdrew at a rate of 3% (4830 of 163,668 students) while students in asynchronous online courses withdrew at a rate of 4.7% (11934 of 252,079 students).

Figure 4-Course Withdrawal Rates by Instruction Mode (2018-2022)



These high-level data points provide objective support for identifying distance learning as the QEP topic for FSCJ. Once the President’s Executive Leadership Team approved the topic and its feasibility, the development of the actual plan began.

Additional Data Requested for Plan Development

A QEP Implementation Team (Table 3) was formed with membership aligned to the expertise required by the selected topic. Team make-up is representative of the College community. The main purpose of the QEP Implementation Team is to provide oversight for the QEP. This team is responsible for the long-term management and monitoring of the QEP; formulating strategic decisions by regularly evaluating implementation results and activities; and recommending guiding policies, procedures, and revisions for successful project completion and improvement.

Table 3-QEP Implementation Team

QEP Implementation Team
Co-Chairs:
Dr. Audrey Antee, Director for the Academy of Teaching and Learning
Dr. Marc Boese, Executive Director of Organizational Development
Dr. Deborah Fontaine, VP, Strategic and Institutional Effectiveness
Members, in alphabetical order:
Karen Acevedo, Director, QEP
Dr. Ujjwal Chakraborty, Dean of Online Program Development
Dr. Kathleen Ciez-Volz, Associate Provost, Curriculum and Instruction
Dr. Shannon Groff, Program Manager, Department of Education and Human Services
Elijawa Faison, FSCJ Student
Lauren Finch, Campus Director for Student Services
Jill Johnson, Chief Communications Officer
Shakura Jackson, Student Recruiter
Dr. Piti Golf Kanjanapongpaisal, Director of the Center for eLearning
Dr. Doug Kines, Professor of Biological Sciences
Dr. Barbara Moyer, Training and Development Coordinator
Dr. Susan Mythen, Dean of Library and Tutoring Services
Dr. Monica Parker, Professor of Biological Sciences

QEP Literature Review Committee

The QEP Literature Review Committee (Table 4) was formed in August 2022 to begin exploratory research on practices that were shown to support student success in online courses. Sources included pre- and post-pandemic peer-reviewed journals, as well as practices implemented by other SACSCOC institutions.

Table 4-Literature Review Committee

Literature Review Committee
Co-Chairs:
Dr. Audrey Antee, Director for the Academy of Teaching and Learning
Dr. Susan Mythen, Dean of Library and Tutoring Services
Members:
Professor Theresa Dyer-Kramer, Professor of Nursing
Dr. Susan Slavicz, Professor of English
Professor Amber Strickland, Faculty Librarian and Professor of Student Life Skills

Early themes from the research indicated that the most frequent and effective interventions to improve student outcomes in online courses involved student readiness for online learning and/or faculty preparation in developing online courses.

Before fully developing the QEP implementation plan, the QEP Implementation Team wanted additional feedback from the FSCJ community. During the Fall 2022 Data Summit, 181 attendees from various departments were introduced to the broad QEP topic following a presentation on the various data collected to determine topic selection. Both in-person and virtual attendees were presented with the possible interventions found through the Literature Review subcommittee’s exploratory research. The participants were surveyed (Appendix A) on the options they thought should be implemented.

Literature Review and Best Practices

The QEP Development Team's topic refinement process identified two key issues to address: a) student readiness for online learning and b) features of online courses that typically promote student engagement and achievement. The Team found the basis for two interventions directed at students and faculty through a review of the literature and practices of other SACSCOC accredited institutions' QEPs.

Online Student Readiness

Often, faculty and staff in higher education assume that students are "digital natives" and have a natural ability to excel in using new technologies and navigating online learning environments, yet the myth of the "digital native" has been dispelled (Kirschner & De Bruyckere, 2017). Subsequent research on the issue has shown that a student's generation does not impact whether that student would be successful in an online learning environment, but confidence in their technical abilities may lead them to assume they have the skills to take online courses. Yeşilyurt (2021) surveyed students to measure their perceived computer literacy and self-efficacy in learning online and determined that these two appear to be tied together; the more computer literate the student, the more confident the student is to succeed in online learning. As a result, students may opt to take online classes as a modality appropriate for their confidence in their technological abilities.

However, confidence in one's computer skills is not, on its own, a predictor of success in online classes. A significant body of research spanning decades also shows the importance of student motivation and autonomy to succeed in online learning (Mattice & Dixon, 1999; Lim, 2004; Dray & Miszkiewicz, 2007; Yukselturk & Bulut, 2007; Cigdem & Ozturk, 2016; Baeten et al., 2016; Zimmerman & Kulikowich, 2016). In order to evaluate, or to allow students to self-evaluate, whether students have the skills and behaviors necessary to allow them to be successful online, many colleges throughout the U.S. deploy online readiness (or e-readiness) surveys (Liu et. al. 2007). As defined by Pillay et al. (2007), online readiness is the prerequisite soft skill and technical knowledge required for academic success in an online learning system.

Liu (2019) examined the impact of an online learning orientation program on student readiness for taking online courses. An asynchronous, self-paced online orientation was developed, and student participants were assessed on their online readiness before and after completing the orientation. Four hundred and forty-five students completed the pretest before completing the orientation, and 624 completed the post-test following the orientation. The author found the self-paced asynchronous orientation course improved students' online learning readiness in social, technical, and communication domains. The study confirmed the need for online social competency, study strategy, technical, and communication dimensions in the instructional design of online orientations.

Similarly, Torun (2020) investigated the role of online learning readiness as a predictor of academic achievement and determined that six areas were most pertinent to determining students' readiness to succeed in online classes: a) computer self-efficacy, b) internet self-efficacy, c) online self-efficacy, d) self-directed learning, e) learner control, and f) motivation toward e-learning. One hundred and fifty-five students taking an English as a Foreign Language class were evaluated with 153 completed responses included in the data analysis. Of the six areas identified by Tourn (2020), self-directed learning was the most significant predictor of academic achievement, followed by motivation toward e-learning. Tourn (2020) determined the correlations between the e-learning readiness sub-dimensions and academic achievement were positive.

There is also evidence that online course success rates may improve after students have completed an online readiness program. Zheng's 2020 study of students in a large community college in North

Carolina confirmed a positive relationship between an online student preparedness program and online students' GPA and course completion rates. Furthermore, Zheng (2020) found through course level analysis that online course success rates improved after the start of the online student preparedness program and continued to improve in subsequent fall and spring semesters. This study was conducted over a period of six years and saw course success rates drastically improve in fall 2015 (from 58% in spring 2015 to 65% in fall 2015) and significantly increase with an estimate of 0.9% annually in subsequent terms.

The qualities supported by research as having the most significant impact on students becoming ready for online learning include technical skills, familiarity with the institution's learning management system, and soft skills (time management, goal setting, and help-seeking behavior). Therefore, QueST for FSCJ students will include these topics in addition to access to technology.

Additionally, other institutions such as Wake Tech, Blue Ridge Community College, and Midlands Technical College have instituted similar online readiness initiatives and seen positive impacts. Wake Tech in particular reported significant success, closing achievement gaps between online and in-person performance from 12% in 2016 to no gap in 2020 ("College Holds the Line", 2023).

Gamification

Additionally, QueST will be framed as a quest, or hero's journey, for students who complete FSCJ's online readiness instructional modules. Students are rewarded with a badge and points towards a leaderboard as they demonstrate knowledge. They can also gain additional points by completing side quests (additional tasks that focus on promoting the behaviors of successful online students).

Buckley and Doyle (2014) found that gamified learning interventions can positively impact student learning; however, the individual student effect can vary depending on whether the student is intrinsically motivated or extrinsically motivated. When designed well, gamification in a course can increase students' interest in a topic and improve learning outcomes. Zainuddin et. al. (2023) found that students who previously lacked attentiveness to the online class began to show more interest, and the experimental groups displayed statistically improved assessment scores compared to the students who were not engaged in gamified quizzing activities.

Badging as a reward in gamified instruction can also positively impact learning and motivation. Badges can help students see what benchmarks they have achieved as they progress through a course, and badges provide quick feedback on their progress (Dowling-Hetherington & Glowatz, 2017). In some studies, badging has also been shown to increase students' motivation to learn course concepts (Saxton, 2015; Wallis & Martinez, 2013).

Development and Delivery of Online Courses

In addition to student readiness for online learning, students' satisfaction with online course experiences can impact their academic achievement in that modality. "Satisfaction," in this context, refers to whether students perceive that their needs, goals, and desires have been met (Mohammadi, 2015). Several studies show that negative student perceptions can lead to decreased motivation and persistence in online courses, yet students' satisfaction with the online learning experience may have a positive correlation with learning outcomes (Eom et. al., 2006; Kauffman, 2015; Othman et. al., 2022). The qualities of an online course that can particularly influence students' satisfaction with the distance learning experience include factors like the clarity of course layout, interaction with the instructor, and active interaction with peers (Chavdoulas, 2019). Therefore, an essential component of improving online student success is ensuring that faculty teaching online courses understand the principles of effective course design and delivery and that faculty incorporate regular and substantive student interaction.

Faculty and Instructional Design

Identifying the best pedagogical practices for online teaching should come from what has been discovered about the brain and learning, coupled with research on what works best to meet the needs of all students. Universal Design for Learning (UDL) was initially created to address the needs of students with disabilities in 1984. It is a form of pedagogy grounded in research on how humans learn (Center for Applied Specialized Technology, 2021). As a result, the framework focuses on three principles:

1. The affective network or the “why” of learning;
2. The recognition network of learning; and
3. The strategic network or the “how” of learning.

Various research studies have noticed the positive effects of using UDL in the classroom. For example, Levicky-Townley et. al. (2021) utilized a case study to identify what types of help students need with self-regulation, comprehension, and executive functions in an online learning environment. One hundred and sixty-nine students from a public university participated, responding to surveys about learning activities designed to elicit perceptions about attention, memory, and multitasking. Levicky-Townley et. al. (2021) found that using the UDL framework in online course design supported students’ attention, helped eliminate distractions, and provided relevant learning tasks.

More recently, Kim and Olesava (2022) found that online success for students is associated with instructional design. They further detail how to meet the three principles of the UDL framework. To meet the principle of means of engagement, faculty need to motivate students, foster collaboration, and create a sense of community in their classes. To meet the multiple means of representation principle, course content should be presented in various modalities (videos, texts, and audio). The third principle of the framework, multiple means of representation could be met by allowing students to demonstrate their learning in different ways (video, written papers, PowerPoint presentations).

The researchers in this case study assigned content to individual students and groups of learners. Students had access to others’ work along with group discussions and collaborations. The findings revealed that students preferred recurrent and purposeful interactions utilizing the UDL framework. Collaborative assignments contributed to purposeful student interactions, creating a sense of community. Additionally, Kim and Olesava (2022) concluded that the strength of good instructional design could increase the quality of online education.

Garrard and Nolan (2022) measured student engagement, student satisfaction, and attrition pre- and post-utilization of UDL in their online classrooms. Utilizing UDL principles, faculty created pre-recorded lecture materials to teach course concepts and added recordings to previous presentations. Many different types of text formats were used, including speech software, addressing the multiple means of representation in the UDL framework. Faculty also provided students with flexibility to access materials from any device, reflecting the UDL principle of multiple forms of engagement in the framework. The UDL principle of action and expression was represented by allowing students to complete a given assignment either by completing a paper, PowerPoint, or video to display what they have learned. The study found that the UDL framework, when applied to an online classroom, resulted in a significant increase in student engagement and satisfaction and a decrease in student attrition. Student attrition also decreased by more than one-half, from 15.73% pre-UDL to 7.04% post UDL. The overarching conclusion of the study found that using the UDL framework in higher education classes improved students’ engagement and retention rates in an online learning environment.

While the research has been clear that UDL meets the needs of students and is known to assist with student engagement, attrition, and satisfaction, the literature recommends the use of UDL along with

Understanding by Design (UbD). While they have similarities, the difference is that UDL is concerned with students having choices in their learning based on accessing different parts of the brain. UbD is a method to design learning based on the final course outcome. Thibodeau (2021) found that UbD and UDL work well together; for example, the UDL framework is concerned with goals and standards, whereas the UbD theory may allow those standards to be in place, as the designer or instructor aligns assignments and activities in the course based on course outcomes.

The positive effects of utilizing the UbD framework are also well documented in the literature. San Diego State University (2021) found that courses are typically constructed instead of designed. Instructors typically focus on covering course content by planning lectures and then on constructing exams or assessments. Effective course design, or backward design, ensures that all course elements are in alignment, ensuring the activities are linked to the learning goals. The outcome of using this type of design will be that students develop content knowledge and needed skills.

Backward design directs the instructor to begin at the end, evaluating what students need to know at the end of the course. Next, the instructor or faculty member would determine the necessary evidence for students to achieve the outcomes. Finally, learning activities are created, keeping in mind the content covered.

Most faculty who teach in higher education are subject matter experts in their discipline. However, they may not have had any graduate courses or training in the various approaches to instructional design, such as UDL. For this reason, one of the components of FSCJ's QueST for faculty professional development involves updating the current Getting Started in eLearning professional learning workshop to better support faculty in understanding and implementing UDL and UbD practices in their online courses.

Supporting Faculty in Online Course Design

In addition to professional development for faculty designing online courses, many institutions encouraged or required faculty to consult with an instructional designer. In a survey of student perceptions of online course design quality, Brown et al. (2018) found the online courses where instructional designers supported faculty were perceived as having the highest quality compared to courses developed by faculty who underwent an institutional training program, courses developed by faculty who completed Quality Matters training, and courses developed by faculty without any support or training. "Courses developed with faculty and an instructional designer employed the talents of both a faculty member and an instructional designer, the best of both worlds. An instructional designer provides pedagogical and technical expertise to support the faculty members as they implement their vision of the course" (p. 185).

Scoppio and Luyt (2017) compared two case studies examining instructors' first-hand experiences with developing and teaching online courses. The first case involved faculty at an institution that used a "moderate support approach," meaning that support from instructional designers was minimal, and faculty had to initiate requests for intervention as needed. The researchers report that feedback from faculty indicated they valued the support from instructional designers but would have preferred more help with the technology rather than recommendations regarding pedagogy. Also, faculty recommended opportunities to consult with other faculty designing online courses: "It would be great to be able to have a meeting with other course designers to discuss the challenges we have with course design/review and questions about how to teach best and design a course accordingly" (p. 735).

The institution in the second case took a slightly different approach, offering faculty a two-day training led by instructional designers where faculty would learn and then apply frameworks and instructional

strategies for high-impact online teaching. The participants were part of a community of faculty sharing ideas and asking one another and the instructional designers questions without fear of making mistakes. Following the training, the faculty resumed their teaching responsibilities while designing their online course in consultation with an instructional designer. As Scoppio and Luyt (2017) observed, “Working individually with an instructional designer was time and cost-efficient because designers could tailor their teaching to the instructor’s needs. ... The instructional designers were attentive, timely, informative, and always ready to work with any instructor on his or her course. This flexible approach allowed instructional designers to relate specific knowledge to diverse courses” (p. 738). Scoppio and Luyt (2017) conclude that both cases illustrated the need for iterative and individualized support from instructional design professionals and a community of support from other faculty.

Similar to the positive outcomes Scoppio and Luyt (2017) reported faculty experienced from collaborating with their colleagues, additional research has shown that faculty more experienced in designing and teaching online courses can serve as support for more novice faculty. Kumar et al. (2019) observed that faculty course design is guided by prior experiences with teaching, discipline knowledge, student characteristics, and institutional policies, whereas faculty less experienced with teaching may not have enough exposure in these areas to design high quality online courses.

Additionally, Bloomberg (2022) examined the effectiveness of a university’s holistic faculty development model, which incorporated a coaching and peer mentoring approach for faculty teaching online. A survey of faculty perceptions of the multilayered support indicated that faculty valued the expertise of their coaches and peer mentors and that they felt participating in a community of practice built a positive culture of collegiality and collaborative learning. According to Bloomberg (2022), “This model eases adjustment to the academic environment by promoting a culture of collegiality and collaboration, thereby relieving feelings of isolation that many faculty members typically experience in the online environment.”

Regular and Substantive Interaction

According to Weidlich and Bastiaens (2018), transactional distance “refers to the degree of psychological distance between learner and teacher. It suggests that, although separation by space and time is the most prominent characteristic of distance education, transactional distance is the actual guiding principle in distance education, influencing the process of teaching and learning” (p. 223). Michael Moore (1973) conceived transactional distance theory (TDT) in the 1970’s as distance learning was becoming more prevalent. Moore posited that structure and dialogue were the primary variables responsible for affecting this psychological distance. The more rigid a course’s structure, the less opportunity there is for dialogue and the greater the feeling of transactional distance (Delgaty, 2018). Further development of TDT added a third factor, autonomy, contributing to students’ sense of “distance.” Courses with higher levels of transactional distance are more likely to have students who struggle to persist to the end of the course. For example, a course that consists of learning activities and assessments that are all auto-graded, with no instructor-initiated communications or class discussions, would have a high level of transactional distance since each student would navigate through the course autonomously.

For these reasons, the U.S. Department of Education (2021) has mandated that, for online courses to be categorized as distance learning and not correspondence courses, online courses must meet the criteria for containing regular and substantive interaction with the instructor. The U.S. Department of Education defines “regular” as taking place on a “predictable and scheduled basis” and “substantive” as students being engaged through teaching, learning, and assessment as well as at least two of the

five activities below:

- Providing direct instruction;
- Assessing or providing feedback on a student's coursework;
- Providing information or responding to questions about the content course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities approved by the institution's or program's accrediting agency.

The federal requirement for regular and substantive interaction is supported by several studies that show the impact instructor presence can have on student engagement and achievement in online classes. Park and Kim (2020) found that strong instructor presence through interactive communication promoted positive student perceptions of instructor engagement and enhanced student engagement in course activities. The authors explained an important difference between online and face-to-face learning was a lower level of student-instructor interactions in the online modality. As student engagement has been shown to impact student achievement regardless of modality, ensuring instructor presence is one way to impact student engagement positively. Studying an online business statistics course taught in two terms, Park and Kim (2020) found that use of Microsoft Teams as an additional means of posting announcements and answering students' questions along with the course management system and publisher-developed online homework management system positively impacted student engagement and satisfaction with their online learning experience.

Furthermore, Glazier and Harris (2021) examined the benefits and barriers to student satisfaction with online classes by comparing student preferences in the two modalities. The researchers surveyed 2,007 students via surveys that collected qualitative and quantitative data. They found that the most impactful distinction between online and face-to-face classes was the transactional distance, which created a barrier to contact and relationship-building between faculty and students in online courses. Fewer students chose online classes as the best modality. While instructor characteristics were more important for face-to-face classes, engagement and communication were indistinguishable across course modalities. Instructor attitude and communication were the most frequently identified characteristics for best class selection, and instructor engagement was most frequently singled out for worst online classes. Glazier and Harris (2021) also found that interest in the subject and the instructor's presence were most important for best class designation. Ethnicity was a factor in online classes but not in face-to-face classes. Overall, instructor presence was most important for the best and worst classes.

The QEP Literature Review committee's research of current literature and best practices of other institutions provide guidance regarding the practices that could lead to improved student success in the online modality. Through careful consideration of the various strategies to support student readiness to take online courses and faculty readiness to develop and teach online courses, the Implementation team has developed two interventions described in the following section.

Framework

To achieve the QEP goals of increasing productive grade rates in asynchronous online courses and reducing withdrawal rates in asynchronous online courses, QueST will involve two strategies: 1) an orientation to online learning for students and 2) a professional development program for faculty preparing to teach online.

QueST for Students

The QEP Assessment Subcommittee and Instructional and Student Services Subcommittee will develop a new online student orientation course. All students will automatically have access to QueST in Canvas when they are admitted to the College, but only students who indicate that they want to take one or more asynchronous online classes will be encouraged to complete the modules.

QueST for students will have three distinct modules: soft skills (self-directed learning, motivation, and time management), technical skills, and Canvas basics. In each module, students will receive instructional information and take a self- or pre-assessment. A score of 90% or above on the pre-assessment will count toward successful completion of the module, allowing the student to move forward to the next module. A score of 90% or above on all three modules will indicate successful completion of QueST. Table 5 below describes the module topics, learning activities, and module outcomes:

Table 5-Student Activities

Module	Topics and Activities	Side Quests	Outcomes
Module 1: Becoming an Autonomous Achiever	<ul style="list-style-type: none"> • Pretest • Setting goals • Time management • Motivation • Engaging in the learning process • Seeking support • Post-test 	The optional side quest in this module will include a discussion on a student dilemma involving time management (Appendix C).	<ul style="list-style-type: none"> • Set realistic goals and expectations • Identify learning strategies and study techniques • Manage time effectively • Locate information about your course • Identify college support resources
Module 2: Tech Titan	<ul style="list-style-type: none"> • Pretest • File management • Accessing Office 365 • Troubleshooting • Netiquette • Post-test 	The optional side quest in this module will include a discussion on a student dilemma that requires troubleshooting a technical issue.	<ul style="list-style-type: none"> • Manage computer software used in an online course • Use technical and other specialized terms related to FSCJ online courses • Demonstrate the positive qualities of a “netizen” • Locate FSCJ-specific resources needed for online courses
Module 3: Canvas Navigator	<ul style="list-style-type: none"> • Pretest • Find materials • Locate due dates • Find grades and feedback • Communicate in Canvas • Submit assessments • Use a discussion tool • Post-test 	The optional side quest in this module will include a discussion on a student dilemma about submitting an assignment.	<ul style="list-style-type: none"> • Access Canvas LMS resources such as readings, videos, and other multimedia content • Identify ways to communicate and collaborate with instructors and peers • Identify the steps for uploading and downloading files, accessing grades, and submitting assignments

Since QueST will be framed as a quest, or hero’s journey, students are rewarded with a badge and points towards a leaderboard as they demonstrate knowledge. They can also gain additional points by completing side quests (additional tasks that focus on promoting the behaviors of successful online students).

For each module students test out of or complete, they will receive a token, and earning a token for all three modules will grant them a badge for online readiness. In addition to the required components in each module, students can choose to complete an optional side quest, earning additional tokens, which would count towards a final badge for “outstanding” online readiness (Appendix B).

Student Implementation and Automation

Development of QueST for Students began in spring 2023 with a small voluntary pilot of the program scheduled for summer 2023. Faculty teaching asynchronous online courses in Session C (7-week term) volunteered to encourage students to enroll in the Canvas module and complete the course as a first activity. Feedback from the modules and student perception surveys will be incorporated into the full pilot which will launch in fall 2023 (Year 1). In fall 2023, we will continue to recruit faculty and students on a voluntary basis. After data from the pilot year are collected and analyzed, appropriate updates, if any, will be made to the modules and student perception survey. Completion of the modules will be tracked by the Educational Technology team and the QEP Director.

Beginning in spring and summer 2024, the registrar’s office will generate a weekly list of all enrolled students and submit to the Educational Technology team for enrollment into the QueST course (See Appendix C for screenshots from the student modules). A script will be created during late spring 2024 and deployed in fall 2024 to automate this process. In fall 2024, parameters based on the designated population will be created in PeopleSoft (student information system) to include the QueST course on students’ “To-Do” checklist. The student population for QEP implementation is any new student to FSCJ who is enrolled in an asynchronous, credit-bearing course (A.A., A.S., A.A.S., B.A.S., B.S., T.C.) During all terms, the Educational Technology team will generate a weekly grade report to track students who have completed the modules which will be used by the registrar’s office to update the “To-Do” in PeopleSoft. Since all admitted students will be automatically enrolled in QueST, the Institutional Research team will create reports that will distinguish asynchronous students from face-to-face students for tracking and data collection. Table 6 provides the timeline for implementation and automation of the student components.

Table 6-Implementation and Automation Timeline

Task	Responsible Personnel	Timeline
Generate list of admitted/enrolled students	Registrar	Weekly, each term beginning in spring 2024
Enroll students into QueST modules	Educational Technology	Weekly, each term beginning in spring 2024
Create script to automate enrollment process into QueST modules	Registrar	Spring 2024
Add QueST modules to student “To-Do” checklist	Registrar	Fall 2024
Track completers via grade report	Educational Technology/QEP Director	Weekly, each term beginning in summer 2023
Update “To-Do” item as complete	Registrar’s office	Weekly, each term beginning in fall 2024
Distinguish asynchronous students from face-to-face students	Institutional Research	Each term

QueST for Faculty

Workshop

The QEP subcommittee for Faculty Professional Development is revising PD 3420: Getting Started in e-Learning, which faculty are encouraged to complete before teaching in the online asynchronous modality.

The current workshop is fully asynchronous and contains three modules with readings, resources, and assignments on the following topics: Overview of Online Learning, Course Design and Delivery, and Copyright and Accessibility. There is a fourth module with content from a sample course that is required viewing in order to complete the final quiz in Module 3.

After conducting research and talking to professional development representatives at Valencia College, the University of Central Florida, and Polk State College, the Faculty Professional Development subcommittee decided on a six-module, hybrid workshop that will require three live online webinars and six weeks to complete. (See Appendix D for screenshots from the faculty modules in the revised PD 1896: QueST Quality e-Learning Strategies.)

The final assessment faculty must complete will include a self-evaluation of at least two course modules (a “Getting Started” module and a content module) with the Quality Online Course Review Rubric (Appendix E). In addition to the self-evaluation, faculty will submit a course showcase video of the same two modules to be evaluated by the workshop facilitators using the Quality Online Course Review Rubric.

The Quality Online Course Review Rubric was developed from the University of Central Florida’s Quality Online Course Review rubric, which is licensed as Creative Commons non-commercial share-alike material. It was adapted to align with FSCJ Administrative and Procedure Manual guidelines for syllabi development. The rubric also aligns with specific Quality Matters standards as FSCJ is one of the over 1,000 institutions that subscribes to Quality Matters standards for online course development.

Additionally, results from the Community College Survey of Student Engagement (CCSSE) and the U.S. Department of Education’s updated explanation for what constitutes regular and substantive interaction with regard to distance education courses were used in developing the outcomes of the workshop. As a result, the Quality Online Course Review Rubric aligns with questions on the CCSSE that address student engagement and the U.S. Department of Education definitions for regular and substantive interaction (Appendix F).

As an Achieving the Dream Leader College, FSCJ has taken great strides in creating a welcoming, rigorous environment for our students, a core component of which involves integrating culturally responsive pedagogy into the work our faculty do across course modalities. To continue in this mission, the Quality Online Course Review Rubric was developed to align with qualities of culturally responsive pedagogy (Appendix F) as depicted in the Culturally Responsive Curriculum Scorecard (Appendix G).

In Table 7 below, the faculty module topics and learning activities are provided with the module outcomes:

Table 7-Faculty Activities

Modules	Topics and Activities	Outcomes
Module 1: Getting Started and Course Introduction	Kick-off meeting (live) <ul style="list-style-type: none"> • Review the course syllabus • Take the Canvas tour • Introduction to Course Builder Module 1: Getting Started Module 1 Discussion: Introductions Module 1 Assignment: Reflection from initial consultation with your instructional designer and faculty mentor	<ul style="list-style-type: none"> • Identify the course expectations and requirements for the Faculty Online training • Explain how you would build rapport with student introductions • Access your development course and course builder (if needed) • Identify components of Canvas LMS you will use for your course • Identify specific goals for designing or improving your online course
Module 2: Student Orientation and Syllabus	Humanizing a Course (live) <ul style="list-style-type: none"> • Review importance of instructor introduction • Watch video on Orienting online learners • Review syllabus-builder Module 2 Discussion: Humanizing the Syllabus Module 2 Knowledge Check Module 2 Assignment: Create an Instructor Introduction and a course orientation video	<ul style="list-style-type: none"> • Create your Instructor Introduction • Create a course orientation video • Identify characteristics of a humanized course • Create a syllabus using humanized language • Identify the steps for using Syllabus Builder
Module 3: Alignment and Design	<ul style="list-style-type: none"> • Quality Matters concept of alignment • Different types of learning activities and assessments Module 3 Discussion: Create a Course Map Module 3 Knowledge Check Module 3 Assignment: Reflection on Mentor Conversation about Alignment	<ul style="list-style-type: none"> • Recognize Bloom’s Taxonomy action verbs • Write learning a module or unit-level learning objective applying Bloom’s action verbs • Align one or more outcomes with learning activities and assessments • Apply the concepts of alignment in your course • Identify components of accessibility
Module 4: Content and Accessibility	<ul style="list-style-type: none"> • Accessibility • Copyright and Fair Use • OER Master Course Shells • Publisher materials 	<ul style="list-style-type: none"> • Identify the qualities of a logical course design layout • Recognize copyright and fair use standards

	<p>Module 4 Discussion: Copyright and Fair Use Scenario</p> <p>Module 4 Knowledge Check</p> <p>Module 4 Assignment: Design a content module *or review, update, or enhance materials, activities, and assessments in an existing module</p>	<ul style="list-style-type: none"> • Review Open Education Resource options and Master Course shells • Identify how to use publisher materials • *Design a content-based module • *Personalize settings in a CeL Master Course Module or in a module you may have already developed • *Participants will do one of the two
<p>Module 5: RSI and Innovative Technologies</p>	<p>Regular and Substantive Interaction (live)</p> <ul style="list-style-type: none"> • Strategies for engagement with emerging technology • Supporting struggling students <p>Module 5 Discussion Incorporating Technology</p> <p>Module 5 Knowledge Check</p> <p>Module 5 Assignment Plan for Regular Substantive Interaction (RSI)</p>	<ul style="list-style-type: none"> • Identify strategies to engage in regular and substantive interaction • Identify the three types of interaction that should be built into an online course • Describe how certain technologies can assist with promoting course interactions • Identify strategies to support struggling students
<p>Module 6: Showcase and Self-evaluation</p>	<p>Example showcases</p> <p>Module 6 Discussion: Showcase</p> <p>Final Assignment: Self-evaluation and video of course showcase</p>	<ul style="list-style-type: none"> • Create a Getting Started module and a Content module that meet the Quality Course Review Rubric criteria • Present course showcase • Complete the self-evaluation • Complete the course evaluation

Mentoring and Instructional Design Consultations

An additional component of the revised professional development for faculty involves consultations with an instructional designer and a faculty mentor. The purpose of the mentor program is to connect new online faculty with a seasoned online faculty member. The mentor will share their knowledge, resources, and approach to designing and facilitating an online course. The mentor program seeks to match mentees and mentors who share similar disciplines. However, mentees can be partnered with a faculty member of a different discipline. The goals of the mentoring program are as follows:

- Match faculty who are new to online instruction with more experienced faculty.
- Connect new online faculty with a mentor to obtain knowledge and skills to be successful in designing and delivering online instruction.
- Create an environment that fosters communication and collaboration.
- Create an online community that is supportive of professional growth and leadership.

The mentorship will last fifteen weeks. Mentors and mentees will meet at least three times during the six weeks of the workshop with additional meetings after the workshop ends at their discretion. At the mentor/mentee initial meeting, both parties will set goals, determine meeting times and preferences, and identify and address questions regarding course design and delivery.

To identify potential mentors, a survey will be sent to all faculty teaching to determine to determine their experience with online course development and instructional design. Mentors will be provided with either course release time or a stipend.

Along with having a faculty mentor, program participants will have consultations with an instructional designer from the Center for eLearning. Depending on the extent to which the faculty member will be revising or building a course, faculty may work with an Instructional Designer on alignment on the minimum number of modules required to complete the professional development (two), work with an Instructional Designer on a more extensive course redesign (four or more modules), or work with an Instructional Designer to build an online course. At the beginning of the training, faculty will indicate their goals for the training and the level of course development they plan to engage in.

Faculty Implementation

During the pilot year (Year 1), faculty participation in QueST will be voluntary. The encouraged cohort will be asynchronous online faculty who were hired during the 2021-2022, 2022-2023, and 2023-2024 academic years. Faculty who teach high-enrollment asynchronous online courses will also be encouraged to participate during the pilot year. After data from the pilot year are collected and analyzed, appropriate updates, if any, will be made to the professional development modules, surveys, mentoring process, and partnership with instructional designers. Once the QEP is fully implemented in fall 2024, enrollment in PD 1896 will continue to be voluntary, with continued incentivization for both full-time and adjunct faculty.

Table 8 summarizes the recruitment strategy for students and faculty participation.

Table 8-Recruitment Strategy

Participant Recruitment	Student	Faculty
Summer 2023	Voluntary, recruited by instructors participating in Session C	Voluntary, full-time faculty receive credit toward 1% increase in base salary; adjunct faculty receive a one-time stipend
2023-24 (Pilot Year)	Voluntary, recruited by instructors	Voluntary, full-time faculty receive credit toward 1% increase in base salary; adjunct faculty receive a one-time stipend
2024-25	Voluntary, strongly encouraged using Checklists in myGradPlan and PeopleSoft	Voluntary, target faculty teaching high-enrollment asynchronous online courses; full-time faculty receive credit toward 1% increase in base salary; adjunct faculty receive a one-time stipend
2025-26	Voluntary, strongly encouraged using Checklists in myGradPlan and PeopleSoft	Voluntary, target faculty teaching high-enrollment asynchronous online courses; full-time faculty receive credit toward 1% increase in base salary; adjunct faculty receive a one-time stipend

2026-27	Voluntary, strongly encouraged using Checklists in myGradPlan and PeopleSoft	Voluntary, target faculty teaching high-enrollment asynchronous online courses; full-time faculty receive credit toward 1% increase in base salary; adjunct faculty receive a one-time stipend
2027-28	Voluntary, strongly encouraged using Checklists in myGradPlan and PeopleSoft	Voluntary, target faculty teaching high-enrollment asynchronous online courses; full-time faculty receive credit toward 1% increase in base salary; adjunct faculty receive a one-time stipend

Challenge-Out Option

Per the faculty Collective Bargaining Agreement, “Faculty members teaching online courses are required to complete an approved training or demonstrate proficiency in the referenced modality, prior to teaching.” To satisfy the option to demonstrate proficiency, there will be a “challenge-out” option. Faculty who choose this option will submit a self-evaluation of an entire course with the Quality Online Course Review Rubric (Appendix E). In addition to the self-evaluation, faculty will submit a course to be evaluated by the workshop facilitators using the Quality Online Course Review Rubric.

Though faculty who take the challenge out option will not be partnered with a mentor, they can request to consult with an instructional designer and opt to join the online community to share ideas or ask questions.

Timeline

Tables 9-11 below illustrate the year-by-year activities that will be implemented and completed from 2023 to 2028.

Table 9-Administrative Timeline

Administrative, Marketing, Evaluation, Dissemination Activities		2022-23		2023-24			2024-25			2025-26			2026-27			2027-28		
Activities/Strategies	Responsibility	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U
Hire QEP Director	Steering Committee Co-Leads		X															
Hire Part-Time Assistant	QEP Director			X														
Continue Implementation Teams	Co-Leads	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Launch QueST throughout campuses to all stakeholders	QEP Director			X														
Conduct informational meetings, disseminate newsletters, student events	QEP Director & Implementation Teams			X	X		X	X		X	X		X	X		X	X	
Monitor and provide oversight of project implementation	QEP Director & Steering Committee	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pilot assessments	Assessment Team		X	X	X													
Revise assessments based on pilot data	Assessment Team					X												
Implement revised assessments	Assessment Team						X	X		X	X		X	X		X	X	
Analyze assessment findings and report outputs and outcomes, including external reviews to implementation teams and steering committee	QEP Director & Assessment Team								X			X			X			X
Evaluate QueST goals and make recommendations to all implementation teams	Steering Committee					X			X			X			X			X
Attend professional conferences to learn best practices and coordinate on-campus professional development workshops with outside experts for implementation leaders and team members	Implementation Team Lead			X	X		X	X		X	X		X	X		X	X	

Administrative, Marketing, Evaluation, Dissemination Activities		2022-23		2023-24			2024-25			2025-26			2026-27			2027-28		
Activities/Strategies	Responsibility	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U
Share progress/findings at stakeholder meetings Collegewide	Director and Steering Committee						X			X			X			X		
Produce Annual Impact Report	QEP Director					X			X			X			X			X
Produce Final Impact Report	QEP Director																	X

Table 10-Student Timeline

Student Objective		2022-23		2023-24			2024-25			2025-26			2026-27			2027-28		
Activities/Strategies	Responsibility	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U
Develop LMS course navigation menu	Center for eLearning (CeL)		X															
Pilot LMS course navigation menu	Educational Technology		X	X	X													
Market QueST to all online students	Communications Team			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Embed online learning strategies in Collegewide Student Online Orientation	Educational Technology		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Revise LMS course menu template, as appropriate	CeL					X			X			X			X			X
Market LMS course menu template	Communications Team						X	X	X	X	X	X	X	X	X	X	X	X
Develop QueST for Students pre-/post-tests and modules	Faculty and Student Support Subcommittee	X																
Pilot QueST for Students pre-/post-tests and modules	Assessment Team		X															
Pilot perception of online learning survey	Assessment Team		X															
Review/revise QueST for Students pre-/post-tests and modules	Faculty and Student Support Subcommittee			X														
Review/revise Perception of online learning survey	Assessment Team			X														

Student Objective		2022-23		2023-24			2024-25			2025-26			2026-27			2027-28		
Activities/Strategies	Responsibility	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U
Implement revised QueST for Students pre-/post-tests and modules	Faculty & Student Support Subcommittee			X	X		X	X		X	X		X	X		X	X	
Implement revised Perception of student learning survey	Assessment Team			X	X		X	X		X	X		X	X		X	X	
Review/revise e-learning diagnostics, modules, and surveys, as appropriate	Assessment Team				X		X		X		X				X			X
Develop auto-enrollment process	Registrar & IT			X	X													
Test and assess auto-enrollment and other registration activities	Registrar & IT					X												
Implement auto-enrollment process	Registrar & IT						X											

Table 11-Faculty Timeline

Faculty Objective		2022-23		2023-24			2024-25			2025-26			2026-27			2027-28		
Activities/Strategies	Responsibility	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U
Pilot Professional Development (PD)	Training and Organizational Development (TOD)/Workshop Facilitators		X	X	X													
Revise PD based on pilot data	PD Subcommittee		X	X	X													
Pilot mentoring	Director, Academy for Teaching and Learning (ATL)		X	X	X													
Revise mentoring based on pilot data	ATL			X														
Instructional design consultations	CeL		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Market QueST to all online faculty	Comm/ATL/TOD		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pilot faculty perception survey	Assessment Team		X	X	X													

Faculty Objective		2022-23		2023-24			2024-25			2025-26			2026-27			2027-28		
Activities/Strategies	Responsibility	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U
Pilot faculty showcase evaluation	TOD/Workshop Facilitators		X	X	X													
Implement revised PD	TOD/Workshop Facilitators					X	X	X	X	X	X	X	X	X	X	X	X	X
Revise faculty perception survey, as appropriate	Assessment Team			X		X			X			X			X			X
Revise faculty showcase evaluation, as appropriate	TOD/Workshop Facilitators			X		X			X			X			X			X
Implement revised faculty perception survey	Assessment team						X	X		X	X		X	X		X	X	
Implement revised faculty showcase evaluation	TOD/Workshop Facilitators			X	X		X	X		X	X		X	X		X	X	
Implement revised mentoring	ATL			X	X		X	X		X	X		X	X		X	X	

Budget

To positively impact student success in asynchronous online courses, a significant investment of College resources is required. Existing and new resources and costs associated with the QEP have been fully considered and the budget to implement the plan has been developed within the College's means. The detailed budget information in Table 12 indicates the clear institutional commitment of the funds needed to implement QueST. All items included in the budget are new funds and were approved by the Board of Trustees on June 13, 2023. (Appendix H)

Table 12-Budget

Item	Description	2023-24	2024-25	2025-26	2027-28	2028-29	Total
QEP Director	Full-time position	\$78,500	\$78,500	\$78,500	\$78,500	\$78,500	\$392,500
Part-time Admin. Asst.	Part-time support for Director	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$90,000
Stipends for Faculty Mentors (60 per year \$250 per iteration of PD offering)	Faculty mentors will provide support for faculty as they complete the online training course	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
Mentor Managers (\$300 per iteration of PD offering, anticipate 5 per year)	Mentor managers will support the faculty mentors and provide guidance as needed.	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
Faculty PD Co-Facilitator (\$700 per iteration of PD offering, anticipate 5 per year)	Faculty member will co-facilitate PD 1896 with Academy for Teaching and Learning personnel	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$17,500
Adjunct stipends (\$450 per completion, anticipate 30 per year)	Compensation for completion of PD 1986	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$67,500
In-district travel	Conference and/or collaboration with peer institutions	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
Conferences/state meetings	Opportunities to attend conferences to stay current with best practices/share findings and analysis as collected throughout the plan's progression	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
Professional development	Provided through the Academy for Teaching and Learning	\$5,000	\$3,000	\$3,000	\$3,000	\$3,000	\$17,000

Item	Description	2023-24	2024-25	2025-26	2027-28	2028-29	Total
Meeting/office supplies	Paper, notebooks, etc., as necessary	\$3,000	\$3,000	\$2,000	\$1,000	\$1,000	\$10,000
Brochures/posters	Internal advertisement	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Promotional materials and activities	Newsletters, banners and other promotional items	\$20,000	\$20,000	\$20,000	\$10,000	\$5,000	\$75,000
QEP plan printing	Printing QEP for dissemination	\$5,000					\$5,000
Consultant review	Internal peer reviewers			\$8,000		\$8,000	\$16,000
Totals		\$190,500	\$183,500	\$190,500	\$171,500	\$174,500	\$910,500

QueST Outcomes and Goals

Research conducted as a part of the College’s QEP development processes revealed student success deficits in asynchronous online courses due to a lack of student preparedness. These data presented an opportunity for redesigned professional development for online pedagogy and course design, and to implement efforts to eliminate gaps in communication and connection between students and faculty. Through the implementation of the student online orientation course and the revised faculty professional development, the College anticipates improvements in student success rates by the end of the five-year implementation period, as shown in Table 13 below.

Table 13-QueST Outcomes and Goals

Outcome	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal	Year 5 Goal
Increase productive grade rates in online courses	79%	80%	82%	84%	85%	86%
Reduce withdrawal rates in online courses	4.7%	4.45%	4.2%	3.7%	3.2%	3%

Data Tracking and Analysis

The QEP Director will partner with the Director of Student Analytics/Research to collect and analyze data for the QueST goals on an annual basis. The data will be shared Collegewide through an annual QEP report and housed on the FSCJ QEP website.

Assessment and Evaluation Plan

The critical components of QueST’s evaluation plan will be to determine the extent to which each of the following outcomes are met:

- Increase productive grade rates (grades of C or higher) in asynchronous online courses
- Reduce withdrawal rates in asynchronous online courses

The plan involves the use of both direct and indirect measures for student and faculty outcomes. Information and data gleaned from these assessments will be used to revise components of the assessment plan on an annual basis.

Student and Faculty Outcomes

Since FSCJ is utilizing a two-pronged approach to achieve the QEP goals, outcomes have been developed for both students and faculty.

Student Outcomes:

1. Students will be able to identify behaviors required to be successful in asynchronous online courses
2. Students will demonstrate an increased awareness of peer-to-peer collaborative resources available to them in asynchronous online courses
3. Students will demonstrate an increase in satisfaction in asynchronous online courses

Faculty Outcomes:

1. Faculty will be able to construct asynchronous online courses that promote regular and substantive instructor interaction
2. Faculty will incorporate culturally responsive practices in asynchronous online courses
3. Faculty will develop a course that meets the criteria for a quality online course outlined in the FSCJ Online Course Rubric

The student and faculty assessment plans are listed in Tables 14 and 15 below.

Table 14-Student Assessment Plan

Student Outcomes	Instructional Strategies	Assessment	Target
Identify behaviors required to be successful in online courses	Readiness assessment <ul style="list-style-type: none"> • Student self-assessment to focus on self-directed learning, technology skills, and basic Canvas knowledge 	Direct: Pre- and post-assessment in Canvas “Orientation to Online Learning” modules	Students will score at least 90% on pre-/post-test
	“Orientation to Online Learning” modules <ul style="list-style-type: none"> • Three orientation modules will align to readiness pre-assessment content 		
Increase awareness of peer-to-peer collaborative	Provide general information about ways to collaborate in the Canvas Orientation to Online Learning modules	Direct: Student perception survey	80% of students will agree or strongly agree that they were encouraged to interact

resources in online courses	<ul style="list-style-type: none"> Faculty to share multiple ways and platforms for students to collaborate both within and outside of Canvas 	Direct: Semester-to-semester data	<p>with other students (statement 15 on student perception survey)</p> <p>80% of students will acknowledge awareness of one or more platforms listed on statement 16 on student perception survey</p>
Increase satisfaction in online courses	<ul style="list-style-type: none"> Provide general information about student resources in the Canvas "Orientation to Online Learning" modules 	Direct: Student perception survey	80% of students will agree or strongly agree with statement 23 on student perception survey
	<ul style="list-style-type: none"> Provide general information about ways to navigate Canvas in the Canvas "Orientation to Online Learning" 		
	<ul style="list-style-type: none"> Encourage help-seeking behavior in the Canvas "Orientation to Online Learning" 		

Instrument Descriptions (Student)

The assessment instruments will provide data to determine the impact of each strategy on the student learning outcomes.

Pre-/post-tests: Each Canvas module will contain a Mastery Path which includes a pre-test (Appendix I) with a mastery score of 90% or higher. A student who displays mastery of each topic on the pretest can proceed to the subsequent module. Students scoring below 90% will be directed through pages in Canvas with information, tutorials, and videos. Then, students will take the post-test for that module, which will also require a 90% passing score. Students will have unlimited attempts to achieve the target.

Student Perception Survey: The student perception survey will cover both awareness of peer-to-peer resources and student satisfaction in online courses (Appendix J). The survey will be embedded in all asynchronous online courses, regardless of whether the faculty member has completed the professional development course. Results will be used to help assess whether there is a difference in student perception between courses where faculty complete the professional development course or not. Additionally, the results will inform potential revisions of the plan moving forward.

Term-to-term data: Data will be collected via Canvas and other third-party platforms used in asynchronous online courses at the end of each spring and fall term in designated courses to determine awareness and increased usage of peer-to-peer resources.

Table 15-Faculty Assessment Plan

Faculty Outcomes	Instructional Strategies	Assessment	Target
Construct asynchronous online courses that promote regular and substantive instructor interaction	Redesign PD 3420: "Getting Started in e-Learning" to PD 1896: "QueST Quality e-Learning Strategies" (6 weeks)	Direct: Quality Course Design Rubric	Participants' course showcase will achieve 85% on the Quality Course Design Rubric
	Create mentor program for online instructors	Indirect: Faculty Survey	80% of participants will either agree or strongly agree with all statements on survey
	Encourage consultations with an Instructional Designer	Indirect: Faculty Survey	80% of participants will either agree or strongly agree with all statements on survey
Incorporate culturally responsive practices in asynchronous online courses	PD 1896: "QueST Quality e-Learning Strategies" will provide professional development in culturally responsive practices for online courses	Direct: Quality Course Design Rubric	Participants' course showcase will achieve 85% on the Quality Course Design Rubric
		Indirect: Faculty Survey	80% of participants will either agree or strongly agree with all statements on survey
Develop a course that meets the criteria for a quality asynchronous online course outlined in the FSCJ Online Course Rubric	PD 1896 will provide professional development in regular and substantive interaction	Direct: Quality Course Design Rubric	Participants' course showcase will achieve 85% on the Quality Course Design Rubric
	Assignment in Redesigned PD 1896 will require plan for regular and substantive interaction	Direct: Example of instructor presence	Assignment scored as "Complete" by facilitator
	PD 1896 covers topics necessary for a quality online course	Direct: Quality Course Design Rubric	Participants' course showcase will achieve 85% on the Quality Course Design Rubric

Instrument Descriptions (Faculty)

The assessment instruments will provide data to determine the impact of each strategy on the faculty outcomes.

Quality Course Design Rubric: The updated PD 1896: “QueST Quality e-Learning Strategies” requires participants to submit a course showcase at the end of the training, and the modules presented will be evaluated by the facilitators with the Quality Course Design Rubric, which has been aligned with Quality Matters rubric standards, engagement questions from the CCSSE, and qualities of culturally responsive courses (Appendices E and F). The rubric was adapted from UCF’s Creative Commons Licensed Quality Review Items. The rubric includes three sections: Section 1: Course Overview and Introduction, Section 2: Course Content, and Section 3: Assessment and Interaction.

Faculty Perception Survey: Similar to the Student Perception Survey, the Faculty Perception Survey will cover awareness of resources included for students within course design as well as components such as peer-to-peer interaction opportunities and instructor-to-student interaction opportunities (Appendix K). The survey will be distributed to faculty after they have completed PD 1896 “QueST Quality e-Learning Strategies” and taught an online course. Results will be used to help assess whether there is a difference in faculty perception of their course design and student perceptions of online course design.

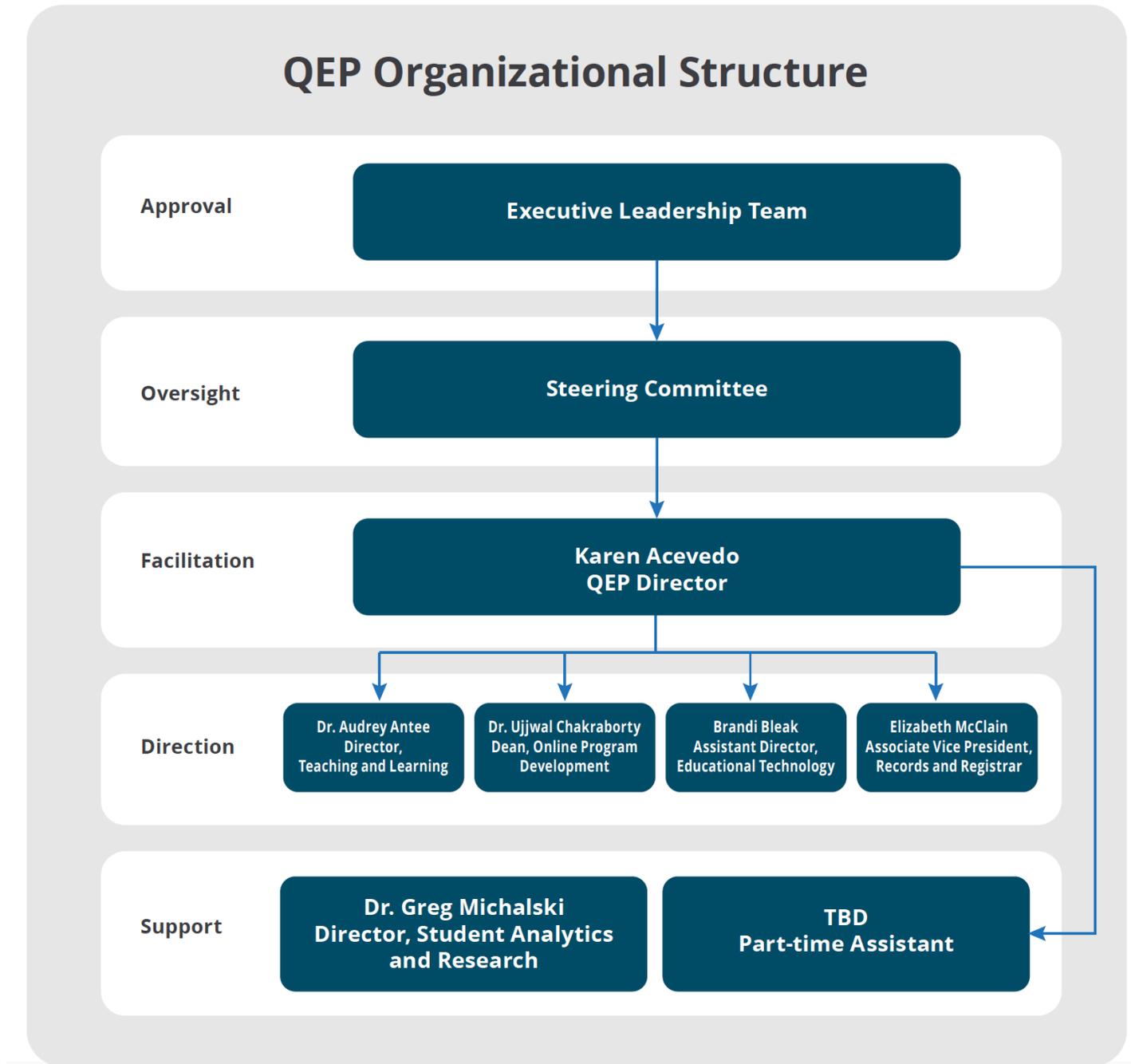
Impact of QueST for Faculty on Student Outcomes

Research has shown that the level of students’ satisfaction with their online course experiences might affect how well they do academically. Unfavorable student perceptions of their online courses can result in lower motivation and lower perseverance. The clarity of the course structure, engagement with the teacher, and participation from peers are all aspects of an online course that can significantly affect how satisfied students are with their distance learning experience (Chavdoulas, 2019). As a result, ensuring that faculty’s online teaching practices are effective is crucial to increasing online student success.

Organizational Structure of the QEP Implementation Teams

The organizational structure of the QEP will consist of representatives from multiple departments to continue the collaborative efforts of faculty and staff. Figure 5 outlines the organizational structure.

Figure 5-QEP Organizational Structure



Executive Leadership Team (ELT)

The Executive Leadership Team (ELT) assists the College President in formulating decisions and approving actions recommended by the QEP Steering Committee. The QEP Steering Committee recommendations will be presented to the ELT (Table 16) by the QEP Director.

Table 16-Executive Leadership Team

Executive Leadership Team
Dr. John Avendano, President
Dr. Jerrett Dumouchel, Associate Vice President of Institutional Effectiveness
Dr. Deborah Fontaine, Vice President of Strategic and Institutional Effectiveness
Dr. Wanda Ford, VP Finance and Administration
Dr. Cedrick Gibson, AVP Workforce Development
Dr. Linda Herlocker, VP Student Services
Ms. Jill Johnson, Chief Communications Officer
Mr. Mark Lacey, Chief Human Resource Officer
Ms. Lisa Moore, Chief Officer Organizational Culture and Engagement
Dr. John Wall, Provost/VP Academic Affairs
Mr. Cleve Warren, Executive Director, FSCJ Foundation

Steering Committee

The Steering Committee (Table 17) provides oversight for the QEP. This team is responsible for the long-term management and monitoring of the QEP, formulating strategic decisions by regularly evaluating implementation results and activities and recommending guiding policies, procedures, and revisions for successful project completion and improvement.

Table 17-Steering Committee

Steering Committee
Co-Chairs:
Dr. Audrey Antee, Director of the Academy for Teaching and Learning
Dr. Marc Boese, Executive Director of Organizational Development
Members:
Karen Acevedo, Director, QEP
Dr. Ujjwal Chakraborty, Dean, Online Program Development
Dr. Kathleen Ciez-Volz, Associate Provost of Curriculum and Instruction
Dr. Jerrett Dumouchel, AVP, Institutional Effectiveness
Lauren Finch, Director Campus/Center Enrollment
Dr. Deborah Fontaine, VP, Strategic and Institutional Effectiveness
Denise Giarrusso, Associate Director of Student Success
Dr. Shannon Groff, Instructional Program Manager
Shakura Jackson, Student Recruiter
Jill Johnson, Chief Communications Officer
Dr. Piti Golf Kanjanapongpaisal, Director, Center for e-Learning
Dr. Barbara Moyer, Training and Development Coordinator
Dr. Susan Mythen, Dean of Library and Tutoring Services

QEP Director

The QEP Director leads and provides oversight of the plan among faculty, staff, and students. The Director oversees implementation of the College's QEP, and coordinates QEP-related assessment to measure effectiveness in advancing student success. The Director also manages documentation and reporting requirements and ensures alignment with SACSCOC standards. The Director will report to the Vice President of Strategic and Institutional Effectiveness, who will be a member of the steering committee.

Director, Academy for Teaching and Learning

The Director of the Academy for Teaching and Learning, who is a faculty member on full-time release, oversees a committee of faculty across campuses and disciplines dedicated to professional growth and development. The Director will partner with Training and Organizational Development to deploy PD 1896: "Quest Quality e-Learning Strategies" to the online faculty.

Dean, Online Program Development

The Dean of Online Program Development provides oversight and strategic leadership for the College's online division. The Dean will partner with the Director of the Academy for Teaching and Learning to ensure alignment of pedagogy and course design.

Assistant Director, Educational Technology

The Assistant Director of Educational Technology will oversee enrollment of students into the Canvas QueST modules. The Assistant Director will partner with the QEP Director to provide completion data.

Associate Vice President (AVP), Records and Registrar

The AVP of Records and Registrar's office will partner with the Assistant Director of Educational Technology and the QEP Director to ensure students are enrolled in the QueST modules. The AVP will also work with the team to develop a script to automate student enrollment into the QueST modules after the pilot year concludes.

Director, Student Analytics and Research

The Director of Student Analytics and Research will partner with the QEP Director, the Assistant Director of Educational Technology, and the Director of the Academy of Teaching and Learning to identify faculty who have completed PD 1896 and students who have completed the QueST modules for semesterly and annual data reporting.

Part-Time Assistant

The Part-Time Assistant will partner with the QEP Director to gather data, create reports, and disseminate information, as needed.

QEP Subcommittees

Instructional and Student Services Subcommittee

The Instructional and Student Services Subcommittee (Table 18) creates the content for the “Orientation to Online Learning” modules housed in Canvas.

Table 18-Instructional and Student Services Subcommittee

Instructional and Student Services Subcommittee
Soft Skills Team Members:
Dr. Maria Oehler, Professor, Biological Sciences
Stephanie Castro, Student Success Advisor II
Tasha Jones, Student Success Advisor II
Derrick Johnson, Ombudsman
Martha Henderson, Student Success Advisor I
Ashley Butler, Academic and Career Advisor
Technology and Digital Literacy Team Members:
Dr. Audrey Antee, Director of the Academy for Teaching and Learning
Dr. Rebecca Ford, Professor, Human Services
Denise Giarrusso, Associate Director of Student Success
Brandi Bleak, Assistant Director Educational Technology
Inez Whipple, E-Learning Instructional Designer
Canvas Essentials Team Members:
Brandi Bleak, Assistant Director Educational Technology
Dr. Shannon Groff, Program Manager, Department of Education and Human Services
Dr. Anšá Reams-Johnson, Director E-Admin and Support Services

Professional Development Subcommittee

The Professional Development Subcommittee (Table 19) is responsible for the development of PD 1896: “Quest Quality e-Learning Strategies” as well as the Quality Course Design rubric. They will also revise PD 1896 based on collected data and feedback.

Table 19-Professional Development Subcommittee

Professional Development Subcommittee
Chair:
Dr. Barbara Moyer, Training and Development Coordinator
Members:
Dr. Audrey Antee, Director of the Academy for Teaching and Learning
Dr. Marc Boese, Executive Director of Organizational Development
Dr. Ujjwal Chakraborty, Dean, Online Program Development
Dr. Kim Fahlgren, Professor, Occupational Therapy
Dr. Jill Hagenberger, e-Learning Instructional Designer
Dr. Piti Golf Kanjanapongpaisal, Director, Center for e-Learning
Dr. Dianne McAuliffe, Professor, Physical Therapy
Martha McNulty, Director, Online Academic Strategy

Communications Subcommittee

The Communications Subcommittee (Table 20) is responsible for sharing QEP updates and information with the FSCJ community, to include internal and external stakeholders. The subcommittee also develops marketing material to create ongoing awareness.

Table 20-Communications Subcommittee

Communications Subcommittee
Chair:
Jill Johnson, Chief Communications Officer
Members:
Dr. Marc Boese, Executive Director of Organizational Development
Amanda Burgess, Assistant Director of Communications

Budget Subcommittee

The Budget Subcommittee (Table 21) creates the QEP budget and ensures the appropriate resources are allocated for the duration of the QEP.

Table 21-Budget Subcommittee

Budget Subcommittee
Chair:
Dr. Wanda Ford, VP Finance and Administration
Members:
Dr. Marc Boese, Executive Director of Organizational Development
Dr. Deborah Fontaine, VP, Strategic and Institutional Effectiveness

Assessment Plan Subcommittee

The Assessment Plan Subcommittee (Table 22) is responsible for formulating the student and faculty outcomes and targets. Members of the subcommittee will partner with the QEP Director to review and analyze data collected.

Table 22-Assessment Plan Subcommittee

Assessment Plan Subcommittee
Co-Chairs:
Karen Acevedo, Director, QEP & Marilyn Painter, Professor, English
Members:
Dr. Audrey Antee, Director of the Academy for Teaching and Learning
Brandi Bleak, Assistant Director Educational Technology
Dr. Marc Boese, Executive Director of Organizational Development
Dr. Ujjwal Chakraborty, Dean, Online Program Development
Dr. Deborah Fontaine, VP, Strategic and Institutional Effectiveness
Dr. Shannon Groff, Program Manager, Department of Education and Human Services
Sebena Masline, Professor
Dr. Maria Oehler, Professor
Dr. Monica Parker, Professor of Biological Sciences
Dr. Anšá Reams-Johnson, Director E-Admin and Support Services
Inez Whipple, E-Learning Instructional Designer

Communication Strategy

The communication and marketing strategy for the QEP will be two-fold, with multiple touch points for faculty, staff, and students. The overarching framework will include a formal fall and spring update and an annual report throughout the QEP, which will be completed by the QEP Director. Additionally, the communication plan encompasses the activities described below.

Faculty and Staff

Fall 2022-Summer 2023

Professional Development Workshops: In fall 2022, the QEP topic was introduced at the semester's Data Summit. Following that, PD 1772: "What's the QEP and why should I care?" was developed and presented at the Student Success Professional Development Day. In spring of 2023, PD 1809: "The Quality Enhancement Plan: What you need to know" was developed and presented at the Collegewide Professional Development Day. Each of these counted as hours toward the 1% pay increase to incentivize participation. Additional professional development workshops will be developed and presented each term when large groups of faculty and staff are gathered for professional development events. Also, an asynchronous online workshop will be developed for College faculty and staff to take on their own time.

Regular Engagement with College, School, and Department Meetings:

- Faculty Senate
- Dean's Council
- Administrative and Professional Collaborative
- Career Employee Council
- Executive Leadership Team
- OnPoint (Collegewide WebEx meetings)
- Convocation
- Senior Academic Leadership Team (SALT)
- School of Liberal Arts and Sciences
- Baccalaureate, Career, and Technical Education
- Student Services
- Student Government Association

Fall 2023

- SharePoint site
 - Templated communications for faculty to share with students, in Canvas shell, etc.
 - Toolkit
 - Teams/Zoom background
 - Teams/Zoom background for PD completers
 - Email signature graphic
- Monthly OnPoint
- Monthly BlueWave Newsletter (link to QueST newsletter)
- QueST newsletter/emails
 - Introduction to QueST
 - "Mile Marker" Update *editorial calendar TBD
 - SharePoint resources
 - Student tokens/badging
 - Canvas Collaborations

- Mentorship / Meet Your “QueST Guides”
- Challenge Out
- Instructional Designer Online Community
- Others
- Weekly T&OD emails / PD Courses
- Academy for Teaching and Learning emails
 - Mentor (“QueST Guide”) survey email
 - PD Courses
- Academic Operations emails
 - Mentor (“QueST Guide”) survey email
- Digital campus monitors
- myFSCJ graphic
- Promotional item distribution (special item for online faculty completing PD course and mentors)
 - Mentor/QueST Guide shirts
 - Decals/stickers
 - Mugs
 - Pens
 - Notebooks
 - Laptop bags
 - Drawstring bags
 - Others
- Convocation video/presentation
- Convocation/Plenary table-promotional item distribution
- Plenary information session
- Press releases/media pitch focused on key outcomes and highlights
- Fall Data Summit

Looking ahead: The QueST Implementation Committee will evaluate the communication plan and promotional items during the middle of the Fall 2023 Term to determine if a similar approach will be sufficient and effective for Spring 2024 Term.

Spring 2024-28

- Professional Development Day
- Spring Data Summit
- Semesterly newsletter

Summer 2024-2028

- Annual Impact Report

Fall 2024-2028

- Fall Data Summit
- Semesterly newsletter

Students

Fall 2023

- Orientation messaging (Appendix L)
- Video introduction, housed in Canvas
- Assigned advisor touch points
- Email introduction to QueST

- Monthly “Mile Marker” Update *editorial calendar TBD
 - Tokens/badging
 - Canvas Collaborations
 - Course Menu Template
 - Others-Campus Voice, etc.
- Fliers (Advising and LLC)
- Posters (Advising and LLC)
- Canvas/myGradPlan/myFSCJ graphics
- FSCJ.edu web banner
- Digital campus monitors
- Canvas messaging
- Monthly social media post
- Window clings (Advising, LLC, Student Life Centers, common areas, dining spaces, others)
- Pop-up banners
- Tablecloths
- Pole banners
- Teams/Zoom background for badge completers
- Promotional items
 - Decals/stickers
 - Pens
 - Notebooks
 - Drawstring bags
 - Others

Looking ahead: The QueST Implementation Committee will evaluate the communication plan and promotional items during the middle of the Fall 2023 Term to determine if a similar approach will be sufficient and effective for Spring 2024 Term.

2024

- Introduction of course menu template
- Recruitment events
 - Takeover Days, April/May 2024
 - Summer Open House, Summer 2024
 - Imagine Your Future, October 2024

Summary

FSCJ has a Quality Enhancement Plan (QEP) that has been identified through its ongoing, comprehensive planning and evaluation process; has broad-based support of institutional constituencies; focuses on improving specific student success outcomes; commits resources to initiate, implement, and complete the plan; and includes a plan to assess achievement.

Quality eLearning for Students and Teachers (QueST) will use a two-pronged approach to improve student success and retention in asynchronous online courses by taking measures to ensure students have the technological skills and soft skills to complete an asynchronous online course with a grade of C or higher and supporting faculty development in designing and delivering engaging and culturally responsive online courses.

The initiatives and strategies developed and deployed in this plan will empower the College to achieve the following outcomes:

1. Increase productive grade rates (grades of C or higher) in asynchronous online courses
2. Reduce withdrawal rates in asynchronous online courses

In alignment with the College's mission and strategic plan, QueST will support students in being better prepared for the challenges presented in online courses. QueST will also ensure faculty who teach online are sufficiently prepared to design and deliver high-quality, culturally responsive courses.

Appendices

Appendix A-Fall 2022 Data Summit Survey

Fall 2022 Data Summit Follow-up Survey

	1		2		3		4		5		6		Total	Score
Offer online learning readiness badge (digital literacy training)	8.11%	3	10.81%	4	27.03%	10	10.81%	4	21.62%	8	21.62%	8	37	3.08
Require students take an online learning readiness assessment and complete assigned modules before they take online classes	45.95%	17	10.81%	4	13.51%	5	10.81%	4	8.11%	3	10.81%	4	37	4.43
Require IDS 1107 before students can take asynchronous online course (student success skills and digital literacy)	8.11%	3	16.22%	6	5.41%	2	29.73%	11	18.92%	7	21.62%	8	37	3
Mentoring for new online students with experienced online students for taking online classes the first time	11.11%	4	16.67%	6	16.67%	6	11.11%	4	27.78%	10	16.67%	6	36	3.22
Require students to take a self-paced course in navigating Canvas before they can register for online classes	16.22%	6	24.32%	9	13.51%	5	21.62%	8	8.11%	3	16.22%	6	37	3.7
Teach students parts of a course they can access on a mobile device and show them how to use other applications that support their learning through their smartphone.	8.11%	3	18.92%	7	24.32%	9	18.92%	7	16.22%	6	13.51%	5	37	3.43
													Answered	38
													Skipped	0

Appendix B-Micro-Credentials and Final Badges

Student Badge Examples

Soft Skills Micro-Credential

Level 1: Completion of quiz with 90% or higher	Level 2: Completion of quiz with 90% or higher and completion of side quest with 100%
	

Technology and Digital Literacy Micro-Credential

Level 1: Completion of quiz with 90% or higher	Level 2: Completion of quiz with 90% or higher and completion of side quest with 100%
	

Faculty Badge Examples

Gained by completing the following:

Welcome Whiz	Syllabus Specialist
Objective: Module-1 Getting Started and Course Introduction	Objective: Module-2 Student Orientation and Syllabus
	

Appendix C-Student QueST Modules



▼ Tech Titan Skills

📄 Overview: Tech Titan

🔗 Pretest: Tech Titan
10 pts | Scored at least 9.0

📄 Mastering File Management, Software, and Screenshots

📄 Digital Voyagers: Charting Your Course on the High Seas of the Internet

▼ Side Quest: Cyber Superior

🔗 Side Quest: Cyber Champion

Progression for Module 1. The design will be repeated for subsequent modules.

Overview: Tech Titan



In a world where technology reigns supreme, you, a new hero, emerge, ready to face the challenges of online learning. But to succeed on this quest, you must first master the skills of technological and digital literacy. These skills are the key to unlocking the mysteries of the online world, allowing you to navigate through a labyrinth of digital tools and platforms. With each new challenge overcome, you grow stronger, building the knowledge and confidence needed to communicate with instructors and classmates, complete assignments, and save the world from the forces of

ignorance and misinformation. In the end, you will be victorious, armed with the skills needed to face any technological challenge that lies ahead.

The first task in this module is an opportunity to evaluate the knowledge and skills you may already have with the Pretest: Tech Titan.

Objectives

1. Manage computer software used in an online course.
2. Use technical and other specialized terms related to FSCJ online courses.
3. Demonstrate the positive qualities of a “netizen.”
4. Locate FSCJ-specific resources needed for online courses.

Activities

- Pretest: Tech Titan
- Readings and Viewings
- Post-test: Tech Titan
- Optional Side Quest: Cyber Champion

The overview page for Module 2

Digital Voyagers: Charting Your Course on the High Seas of the Internet

Greetings, brave adventurer! Your mission is to master the crucial skill of identifying and operating a web browser and searching the internet. In today's techsavvy environment, this is a fundamental weapon in your arsenal. A basic understanding of general browser navigation will assist you in your quest for knowledge, presentations, and beyond.

Browsers

choosing the right web browser is an important decision. There are many web browsers available, each with their own unique features and advantages. Here are some tips to help you choose the right web browser:

1. Determine your browsing needs: Before choosing a web browser, consider your browsing needs. Do you need a browser that is fast and lightweight? Or do you need a browser that is feature-rich and customizable?
2. Consider the security features: Security should be a top priority when choosing a web browser. Look for a browser that has built-in security features like anti-phishing and anti-malware protection.
3. Check for compatibility: Make sure the web browser you choose is compatible with your operating system and hardware.
4. Look at user reviews: Check user reviews to see what others have to say about the web browser. This can help you get an idea of the browser's strengths and weaknesses.
5. Try different browsers: Finally, try out different web browsers to see which one works best for you. Most web browsers offer a free trial period, so take advantage of this and test out different browsers before making a final decision.

Remember, the right web browser can make a big difference in your browsing experience. Choose wisely!



Partial view of one of the content pages in Module 2.

Appendix D-Faculty Quest PD 1896

⋮
▾
Module 1: Getting Started and Course Introductions

✓

+
⋮

⋮	📄	Module 1 Overview	✓	⋮
⋮	📄	Student Introductions and Canvas	✓	⋮
⋮	📄	Preliminary Expectations and Netiquette	✓	⋮
⋮	💬	Module 1 Discussion <small>4 pts</small>	✓	⋮
⋮	📄	Module 1 Assignment <small>10 pts</small>	✓	⋮
⋮	🚀	Module 1 Knowledge Check <small>4 pts</small>	✓	⋮

⋮
▾
Module 2: Student Orientation and Syllabus

✓

+
⋮

⋮	📄	Module 2 Overview	✓	⋮
⋮	📄	Instructor Introduction and Student Orientation	✓	⋮
⋮	📄	Syllabus Builder and Humanization	✓	⋮
⋮	💬	Module 2 Discussion <small>10 pts</small>	✓	⋮
⋮	📄	Module 2 Assignment <small>20 pts</small>	✓	⋮
⋮	🚀	Module 2 Knowledge Check <small>6 pts</small>	✓	⋮

Progression for Modules 1 and 2. The design will be repeated for subsequent modules.

Module 2 Overview



Making the shift from the face-to-face teaching to the online environment also means shifting the way you think about the first day of class. In addition to promoting student interaction from day 1 with student introductions, your own introduction is also critical to connecting students to your course. Instructor introductions can help to encourage student participation by setting a positive and welcoming tone for the course. When students feel connected to their instructor and engaged in the course content, they are more likely to participate actively and succeed academically. Having a student course orientation in an online class is important because it familiarizes students with the course structure, content, and expectations, introduces course technology, clarifies course policies, addresses student concerns, and creates a sense of community among students. Additionally, in this module, we will revisit the sections that should be included in your syllabus, revisit how to use Syllabus Builder, and examine how humanizing the syllabus can contribute to having a welcoming and supportive learning environment.

Learning Objectives

- Create your Instructor Introduction
- Create a course orientation video
- Identify characteristics of a humanized course
- Create a syllabus using humanized language
- Identify the steps to using Syllabus Builder

Assignments Overview

1. Module 2 Discussion
2. Module 2 Knowledge Check
3. Module 2 Assignment

Activities in this module will help you to meet the following criteria in the [Quality Online Course Review Rubric](#) ☞: 1, 2, 3, 4, 6, 7, 9, 11

The overview page for Module 2

Alignment

(Estimated 40 minutes to complete)

QUALITY E-LEARNING STRATEGIES CONCEPTS OF ALIGNMENT



Alignment refers to the interdependence among the critical course components that ensures students achieve the desired learning objectives for the course. Learning Objectives must be created first. They serve as a guide to determining the other four critical course components. Another way of explaining alignment is that student learning and skill development are determined by the learning objectives. In addition, all learning activities, learner interactions, and assessments must relate directly to the learning objectives. Finally, all instructional materials as well as course technology should support the achievement of the learning objectives.

Quality Matters Design Standards and Alignment

- *Standard 2.1 & 2.2 Learning objectives:* Consist of both course and learning objectives which outlines what students are expected to achieve in the course. Objectives should be measurable and achievable. Each objective starts with an action verb that describes what is expected of the student and is measurable by the instructor.
- *Standard 3.1 Assessments:* Students demonstrate their knowledge and skills through assessments. Faculty can measure success and determine if the student met the objective(s).
- *Standard 4.1 Instructional Materials:* These are course resources used to deliver instruction so that students can achieve the objectives. Instructional materials include

Partial view of one of the content pages in Module 3.

Appendix E-FSCJ Quality Online Course Review Rubric

Section 1: Course Overview and Introduction

Item	Present Developing Absent N/A	Notes
1. The course provides a clear, welcoming starting point for students to begin accessing vital course components.		
2. The syllabus includes the components required by APM 9-0201 and offers a humanized tone.		
3. Information about academic integrity/honesty, campus policies, and course policies (attendance, participation, testing, etc.) are provided within the syllabus.		
4. Information (or link) for students with disabilities to connect with Student Support Services is provided within the syllabus.		
5. Information (or link) about Student Support Services (Student Assistance Program, HOPE Food Pantry, etc.) and Academic Support Services (tutoring, Student Success Coaching, Advising, LLC etc.)		
6. FSCJ technical support and Canvas technical support information is provided for students (or a link to services).		
7. Online etiquette (“netiquette”) expectations for course communication are clearly stated (e.g., discussion boards, email, chat, web conference). Safe space guidelines for class/group discussions are also described.		
8. Expectations for instructor response time and feedback are clearly stated (e.g., questions, email, assignment feedback).		
9. Students are offered the opportunity to “meet” the instructor (e.g., introduction video, written instructor bio).		
10. Students are offered the opportunity to introduce themselves to the rest of the class.		
11. Minimum technology requirements and digital literacy skills are identified.		

Section 2: Course Content

Item	Present Developing Absent N/A	Notes
12. The course has an explicit structure (e.g., organized by modules, units, or topics; tools not pertinent to the course are hidden in the menu).		
13. The course offers a variety of instructional materials and media (e.g., external readings, assignments, discussions, videos, podcasts).		
14. Content contains at least 4 of the 16 qualities of Culturally Responsive Curriculum.		
15. Content is displayed in ways that support learning (e.g., chunking, Canvas Pages as opposed to linking Word docs and PDFs, etc.)		
16. The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.		
17. The course offers opportunities for students to actively engage with the content to enhance learning (simulations, games, video quizzes, interactive texts, etc.)		
18. Technical support information (e.g., tutorials, instructions) for using technology tools are provided.		

Section 3: Assessment and Interaction

Item	Present Developing Absent N/A	Notes
19. Module outcomes align with outcomes from the Course Outline and describe actions that are measurable and clearly stated.		
20. Module outcomes describe actions that are aligned with learning activities and assessments.		
21. Grading criteria for each learning activity is described (e.g., rubrics).		
22. Multiple methods and opportunities for students to demonstrate learning are offered with timely instructor feedback.		
23. The course offers opportunities for students to interact with other students to enhance learning (e.g., discussions, group work, collaborative activities).		
24. The course offers opportunities for students to interact with the instructor to enhance learning (Live review sessions, drop-in office hours via video chat, etc.)		
25. Assignments/assessments contain at least 3 of the 11 qualities of Culturally Responsive Assignments.		
26. An announcement or page offering recommendations for how students can engage in College activities to connect with students outside of class is provided (link to Calendar of Events, Service Learning, Student Clubs, Student Life Facebook page, Study Buddy, etc.)		

*Each item is classified as: Present (3 points), Developing (2 points), Absent (0 points), or Not Applicable (3 points, so as not to unfairly reduce score). Sections 1-3 of the review are equally weighted. A Quality designation is achieved when the resulting score is at least 85%.

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Appendix F-FSCJ Quality Online Course Review Rubric with Alignment

Section 1: Course Overview and Introduction

Item	Quality Matters SRS	RSI	CCSSE	CRP
1. The course provides a clear, welcoming starting point for students to begin accessing vital course components.	1.1 & 1.2			
2. The syllabus includes the components required by APM 9-0201 and offers a humanized tone.	1.3	5(i)		Environment
3. Information about academic integrity/honesty, campus policies, and course policies (attendance, participation, testing, etc.) are provided within the syllabus.	1.4			
4. Information (or link) for students with disabilities to connect with Student Support Services is provided within the syllabus.	7.2			Environment
5. Information (or link) about Student Support Services (Student Assistance Program, HOPE Food Pantry, etc.) and Academic Support Services (tutoring, Student Success Coaching, Advising, LLC etc.)	7.3 & 7.4			Environment
6. FSCJ technical support and Canvas technical support information is provided for students (or a link to services).	7.1			
7. Online etiquette (“netiquette”) expectations for course communication are clearly stated (e.g., discussion boards, email, chat, web conference). Safe space guidelines for class/group discussions are also described.	1.3			Environment
8. Expectations for instructor response time and feedback are clearly stated (e.g., questions, email, assignment feedback).	5.3	4(iii), 5(i)		
9. Students are offered the opportunity to “meet” the instructor (e.g., introduction video, written instructor bio).	1.8			Building Relationship
10. Students are offered the opportunity to introduce themselves to the rest of the class.	1.9		4a	
11. Minimum technology requirements and digital literacy skills are identified.	1.5 & 1.6			

Section 2: Course Content

Item	Quality Matters SRS	RSI	CCSSE	CRP
12. The course has an explicit structure (e.g., organized by modules, units, or topics; tools not pertinent to the course are hidden in the menu).	8.1			
13. The course offers a variety of instructional materials and media (e.g., external readings, assignments, discussions, videos, podcasts).	4.5	4(i), 4(iv)		
14. Content contains at least 4 of the 16 qualities of Culturally Responsive Curriculum Scorecard.				Curriculum
15. Content is displayed in ways that support learning (e.g., chunking, Canvas Pages as opposed to linking Word docs and PDFs, etc.).	8.3			
16. The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	8.3 & 8.4			Environment
17. The course offers opportunities for students to actively engage with the content to enhance learning (simulations, games, video quizzes, interactive texts, etc.).	5.2 & 6.2	5(ii)	5a-5f	Curriculum
18. Technical support information (e.g., tutorials, instructions) for using technology tools are provided.	7.1			

Section 3: Assessment and Interaction

Item	Quality Matters SRS	RSI	CCSSE	CRP
19. Module outcomes align with outcomes from the Course Outline and describe actions that are measurable and clearly stated.	2.2			
20. Module outcomes describe actions that are aligned with learning activities and assessments.	2.4 & 3.1			
21. Grading criteria for each learning activity is described (e.g., rubrics).	3.3			
22. Multiple methods and opportunities for students to demonstrate learning are offered with timely instructor feedback.	3.4 & 3.5	4(ii)	4b-4e, 4n, 5a-5f	Curriculum/ Building Relationships
23. The course offers opportunities for students to interact with other students to enhance learning (e.g., discussions, group work, collaborative activities).	5.2		4f-4g, 4i, 4r	
24. The course offers opportunities for students to interact with the instructor to enhance learning (Live review sessions, drop-in office hours via video chat, etc.)	5.2		4j-4m	Building Relationships
25. Assignments/assessments contain at least 3 of the 11 qualities of Culturally Responsive Assignments.				Curriculum
26. An announcement or page offering recommendations for how students can engage in College activities to connect with students outside of class is provided (link to Calendar of Events, Service Learning, Student Clubs, Student Life Facebook page, Study Buddy, etc.)		4(iii)	4h, 4m, 4p, 4q, 4r	Building Relationships

*Each item is classified as: Present (3 points), Developing (2 points), Absent (0 points), or Not Applicable (3 points, so as not to unfairly reduce score). Sections 1-3 of the review are equally weighted. A Quality designation is achieved when the resulting score is at least 85%. Please note that a consultation with an Instructional Designer is an expected part of the Quality review process, regardless of designation status.

QM—Quality Matters Rubric

RSI—US Dept. of Education definitions for Regular and Substantive Interaction

CCSSE—Community College Survey of Student Engagement

CRP—Culturally Responsive Pedagogy

Appendix G-Culturally Responsive Curriculum Scorecard

Introduction

A culturally responsive curriculum refers to the combination of teaching, pedagogy, curriculum, theories, attitudes, practices, and instructional materials that center students' cultures, identities, and contexts throughout the educational system (Achieving the Dream, 2022).

How To Use This Scorecard

This version of the Culturally Responsive Curriculum Scorecard was adapted from NYU Steinhardt's scorecards and Achieving the Dream's Culturally Responsive Scorecard. It has been adapted to align with FSCJ's Creating a Culturally Responsive Curriculum professional development course. This tool is designed so that you can customize it to your course context and/or the conditions of your department, course, or discipline.

Step One: Determine the scope of your evaluation. Are you assessing one course, a set of courses, or an instructional program?

Step Two: This tool can be used by a team or a single evaluator. Ideally, this evaluation should be conducted by a team consisting of instructors, administrators, and students representing a variety of races, genders, ethnicities, religions, etc.

Step Three: Review each section and refer to the glossary of terms as needed (Appendix).

Step Four: Score the evaluation. Tally your score for each section. A course may excel in some areas and fall short in others. An honest assessment will reveal a variety of strengths and weaknesses.

Step Five: Interpret your scores. Consult the score interpretation charts available for each section.

Step Six: Reflection. Did anything surprise you? What was easy and what was hard? Did some items seem more important than others? This is also an opportunity to strategize about the next steps: Do you think this evaluation provides an accurate picture of the curriculum? Does additional information need to be collected? Is there anyone you want to meet with to discuss the results?

Step Seven: Design an action plan.

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Appendix H-QEP Budget Approval

Subject: **Actions Taken on June 13, 2023**
 FSCJ DBOT Regular Meeting – Abbreviated Agenda
 (Continued)

ACTION ITEMS *(Approved with the addition of CA-9, which was moved from Consent to Action)*

1. Approval of Consent Agenda
2. Administration: Annual Salary Index
3. Human Resources: Florida College System Annual Equity Update Report
4. Finance: Direct Support Organization Checklist and Annual Audit for the Fiscal Year Ended September 30, 2022
5. Finance: Fees and Charges
6. Finance: FSCJ ACCESS Program
7. Finance: Fiscal Year 2022-23 Operating Budget Amendment No. 4
8. Finance: Fiscal Year 2023-24 College Budget
9. Finance: Fiscal Year 2023-24 Capital Outlay Budget
10. Facilities: Approval of the Collegewide Master Plan
11. Facilities: Capital Improvement Plan, Fiscal Years 2024-25 through 2026-27, and Five-Year Educational Plant Survey, Fiscal Years 2023 to 2028
12. Academic Affairs: Activation of Specialized Career Education – Comprehensive (900 clock hours) Career Certificate Program
13. Academic Affairs: Inactivation of Insurance Claims Adjuster (6-20) Career Certificate Program
14. Academic Affairs: Inactivation of Insurance Customer Service Representative (4-40) Career Certificate Program
15. Academic Affairs: Inactivation of Insurance General Lines Agent [Property and Casualty (2-20)] Career Certificate Program
16. Academic Affairs: Inactivation of Life Insurance Marketing (2-15) Career Certificate Program
17. Academic Affairs: Inactivation of Loan Originator – Mortgage Career Certificate Program
18. Academic Affairs: Inactivation of Personal Lines Insurance Agent (20-44) Career Certificate Program
19. Academic Affairs: Inactivation of Property Adjuster Estimating Career Certificate Program
20. Academic Affairs: Inactivation of Courses Not Taught Within Five Years

Appendix I-Student QueST Modules Pre-/Post-Test

Module 1: Becoming an Autonomous Achiever

1. Which of the following is NOT a good way to stay organized?
 - a. Write due dates of all assignments on a calendar
 - b. Print class calendar of activities from the course syllabus
 - c. Set aside specific times every day/week to work on your class
 - d. Log in Sunday night to complete all assignments

2. Select all of the characteristics that describe a successful online learner.
 - a. Organized
 - b. Goal driven
 - c. Contacts the instructor for help the day the assignment is due
 - d. Procrastinates tasks

3. Read each of the statements below. Identify the statement that is false.
 - a. Learning online may require you to participate in group projects
 - b. Learning online may require you to review different types of content such as videos, readings, podcasts, or interactive tutorials
 - c. Learning material online may require more of your time than if you were taking a face-to-face course
 - d. Learning online does not require very much independent studying

4. If you need help with an assignment or activity in an online class, what are some options for receiving help? (Select all that apply.)
 - a. Tutoring
 - b. The instructor
 - c. Classmates
 - d. IT Helpdesk

5. Whom should you contact if you are having trouble logging into your FSCJ account or Canvas?
 - a. The instructor
 - b. Google
 - c. Classmates
 - d. IT Helpdesk

6. Identify all of the ways you may have to access course content in an online class from the list below. (Select all that apply.)
 - a. Readings
 - b. Videos
 - c. Interactive activities
 - d. Mandatory live meetings on campus
 - e. Videos

7. Read the statements below. Which one identifies a benefit of taking an online class?
 - a. Online classes are easier than face-to-face classes
 - b. Online classes don't require you to interact with other people in the class
 - c. You can turn in assignments whenever you are ready because online classes are self-paced
 - d. Online classes allow you to work during any time of day though you may have due dates to meet

8. Which of the following is NOT an example of managing your time effectively?
 - a. Emailing your instructor for help with a paper on day two of a seven-day module.
 - b. Making a study schedule the first week of classes
 - c. Starting work on an assignment at 11pm the night it is due
 - d. Scheduling tutoring sessions with an online tutor in advance on the weeks you think you may have some trouble with a class topic

9. An online class will likely require more time each week than a face-to-face class.
 - a. True
 - b. False

10. Which of the goals below fits all of the criteria of a SMART goal?
 - a. I will achieve a GPA of 3.5 or higher this semester by dedicating at least 2 hours of focused studying each day
 - b. I want to get good grades in college
 - c. I will study more and be more organized
 - d. I will be the best student in my class.

11. Which of the following are expectations that a professor may have of students in an online class?
 - a. Active engagement in discussions and assignments
 - b. Dedicating a significant amount of time to completing course activities and to study
 - c. Commitment to learning and to developing study skills
 - d. Understanding of course policies

12. What information can you find in the course syllabus? (Select all that apply)
 - a. Instructor contact information
 - b. Student hours provided by your professor
 - c. Required materials
 - d. Course policies for late work

Module 2: Tech Titan Skills

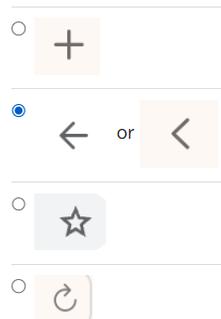
1. If a classmate is rude while responding to a discussion board, which one of the following options is the best course of action?
 - a. Notify your instructor
 - b. Reply using a firm tone letting them know how rude they are
 - c. Recruit classmates to post in favor of your position
 - d. Delete your post

2. Which of the following are qualities of a good "netizen?" (Select all that apply)
 - a. Respecting diverse perspectives
 - b. Demonstrating respectful and professional conduct in all your online interactions
 - c. Using a tone that is casual and shows you are friendly and can relate to your classmates
 - d. Maintaining your privacy and security

3. The button below is used when a person wants to send a/an _____ to someone via email.



4. If you are searching through the internet, what button in your browser would you click on to go back to the last page you were viewing?



5. You have to write an essay for your English class, which device from the list below would be best for completing that assignment?
 - a. iPhone
 - b. Dell Laptop
 - c. Google Pixel
 - d. iPad

6. What is the main differences between "Save" and "Save As" in a computer program? (Select all that apply)
 - a. "Save" creates a new file, while "Save As" updates an existing file.

- b. "Save" saves the current file with a new name, while "Save As" saves the current file with its current name.
 - c. "Save" saves the current file to a default location, while "Save As" allows you to choose a specific location.
 - d. "Save" saves the current file in its current format, while "Save As" allows you to choose a different file format.
7. What is the best way to save a webpage you are viewing to look at later?
- a. Take a screenshot of the page and save it as an image file.
 - b. Copy and paste the text and images into a Word document and save the document.
 - c. Bookmark the page in your web browser and revisit it later.
 - d. Save the entire webpage as a single file using the "Save As" function in your web browser.
8. Which of the following statements is true about using Microsoft OneDrive?
- a. OneDrive is a physical device that stores data offline.
 - b. OneDrive is a web-based application that allows you to access files from any device with an internet connection.
 - c. OneDrive is a type of antivirus software that protects your computer from malware.
 - d. OneDrive is a social media platform for sharing photos and videos with friends and family.
9. What is the best way for FSCJ students to access all of the programs on Office 365 if they have a computer or laptop at home?
- a. Students should purchase a copy of Office 365 from the FSCJ bookstore and install it on their personal computers.
 - b. Students can download and install Office 365 for free by logging into their FSCJ email account and clicking on "Microsoft 365" to navigate to the page where they can download and install.
 - c. Office 365 is only available to FSCJ faculty and staff, not students.
 - d. Students have to submit a help ticket to the FSCJ Helpdesk to get Office 365
10. Match the software tool with its appropriate use.

Word	Create and edit text c
PowerPoint	Create multimedia pr
Excel	Create and manage s
OneDrive	Store and share files,
OneNote	Take and organize no

Module 3: Canvas Navigator

1. Select the ways you might find due dates in Canvas. (Select all that apply)
 - a. Course Calendar
 - b. The Gradebook
 - c. The Assignment
 - d. The Syllabus tab or Syllabus document

2. You can view instructor feedback on your submitted assignment by going to Grades and clicking the assignment title.
 - a. True
 - b. False

3. You can confirm that you have submitted an assignment by looking in the Gradebook next to the assignment title.
 - a. True
 - b. False

4. How do you get help while working in Canvas?
 - a. Select the Help Icon in the Canvas blue navigation menu
 - b. Chat with Canvas Support 24/7
 - c. Call the Technical Support Desk at 904-632-3151
 - d. All of the above

5. Under which course navigation link shown in the menu below would you choose to find your assigned student group or self-enroll in a student group?



- a. Home
 - b. People
 - c. Discussions
 - d. Grades
-
6. Which Canvas tool can be used to message your instructor or peers/students in your course?
 - a. Commons
 - b. Calendar
 - c. Studio
 - d. Inbox

7. As a Canvas user, you can view and adjust the following Canvas account notifications:
 - a. Adding a personal email address where notifications will also be sent
 - b. Selecting the frequency in which you are notified of course changes like when an assignment is graded and new announcements
 - c. Changing your preferred name that appears in Canvas
 - d. Both A and B

8. Which task is better to complete while on a desktop computer instead of using Canvas on a mobile device (via browser or the Canvas app)?
 - a. Reading Inbox messages for important communications from instructors or peers
 - b. Checking due dates for upcoming assignments
 - c. Completing an assignment that requires a written essay
 - d. Reviewing a grade from a recently submitted assignment

9. This Canvas tool is used to engage in course topics assigned by your professor, ask questions, and participate with fellow classmates:
 - a. Discussions
 - b. Inbox
 - c. Quiz
 - d. Calendar

10. Most courses will have content organized by weeks or in units. You can find that content by clicking on which course menu item:
 - a. People
 - b. Discussions
 - c. Modules
 - d. Inbox

Appendix J-Student Perception of Online Learning Survey

FSCJ is invested in the success of all students. The data collected from this survey will provide the College with information on how to better serve and support the online student population. Please complete this brief, anonymous survey by selecting the appropriate responses as listed. Most responses will range from Strongly Agree to Strongly Disagree. **Likert scale:**

1-Strong agree

2-Agree

3-Neither agree nor disagree

4-Disagree

5-Strongly disagree

1. Did you complete the "Orientation to Online Learning" course in Canvas?
2. I had no problems figuring out where to get started in this course.
3. I felt connected with my professor as a person.
4. The introduction to the course made me feel welcome.
5. From the start, it was clear what I was supposed to learn during this course.
6. From the start, it was clear how I was expected to learn from the various online/digital learning resources.
7. I was able to navigate through the course easily.
8. I was able to find technical support easily.
9. I was able to find academic support (tutoring, academic advising, or similar service) easily.
10. The amount of work required was appropriate to the course level.
11. The amount of work required was appropriate to my skill level.
12. I received enough examples and illustrations to help me understand course topics better.
13. Concepts introduced through pages, videos, audio, and/or live webinars were easy to understand.
14. My classmates and I had opportunities to support and help each other when it was needed.
15. I was encouraged to interact with other students.
16. I interacted with my classmates in this course in the following ways (select all that apply):
 - a. Canvas Discussions
 - b. Canvas Peer Review
 - c. Canvas Collaboration
 - d. Canvas Chat
 - e. Canvas Groups
 - f. Comments on a video
 - g. Editing a Canvas Page

- h. Packback
 - i. Perusall
 - j. Study Buddy
 - k. Email
 - l. Informal meetings outside of class
 - m. I did not interact with students in my class
 - n. Other
17. I understood how learning activities (discussions, quizzes, assignments) connected to what we were supposed to learn.
18. I understood the grading criteria for each graded activity.
19. I received feedback on my work that helped me to improve my ways of learning and studying.
20. The feedback I received on my work helped me clarify things I hadn't fully understood.
21. I received feedback on all my work quickly enough to benefit me.
22. I had opportunities to regularly interact with my instructor (live review sessions, drop-in office hours via video conferencing, Canvas Chat, emails, discussion forums, etc.)
23. My interactions with my instructor met my expectations.
24. What success tips do you have for students taking online courses for the first time?

Appendix K-Faculty Perception Survey

Faculty Perception Survey

Peer-to-peer collaboration and faculty interaction in asynchronous online courses is instrumental to student success. As part of the Quality Enhancement Plan (QueST), FSCJ aims to increase awareness of peer-to-peer collaborative resources and promote regular and substantive instructor interaction to support student success. Please complete this brief, anonymous survey to provide feedback on collaborative resources and your interaction with students in your course. Most responses will range from Strongly Agree to Strongly Disagree. **Likert scale:**

1-Strong agree

2-Agree

3-Neither agree nor disagree

4-Disagree

5-Strongly disagree

1. I encouraged peer-to-peer student interaction throughout the course to enhance learning.
2. I encouraged students to help and support each other as needed.
3. I am aware of the following peer-to-peer interaction resources (select all that apply.)
 - a. Canvas Discussions
 - b. Canvas Peer Review
 - c. Canvas Collaboration
 - d. Canvas Chat
 - e. Canvas Groups
 - f. Comments on a video
 - g. Editing a Canvas Page
 - h. Packback
 - i. Perusall
 - j. Study Buddy
 - k. Email
 - l. Other
5. I provided an introduction video or written bio to help my students feel connected to me as a person. (yes or no)
6. I am satisfied with the student-instructor interaction in my online class.
7. I interacted with students through the following ways (select all that apply.)
 - a. Canvas discussion board
 - b. Personalized feedback on assignments
 - c. Email
 - d. Teams, WebEx, or another video conference platform
 - e. Weekly video updates
 - f. Weekly Canvas announcements
 - g. Other

Appendix L-Student Orientation Messaging



QueST, Quality e-Learning for Students and Teachers, focuses on improving student success in distance learning online classes, also known as “asynchronous online” classes.

Through QueST, we are working to ensure students have the skills and resources necessary to complete online courses with a grade of C or higher, while also supporting your faculty team as they develop and deliver online courses.

You will find QueST information and updates within Orientation, Canvas, through emails and more. Students participating in online classes will receive opportunities to learn about and engage with QueST, including digital badges to highlight your efforts as you build your resume and professional networks.

Visit fscj.edu/quest to learn more.

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