Wake Technical Community College

E-Learning **P**reparedness **I**nitiative across the **C**ollege

Quality Enhancement Plan

Submitted to

Wake Technical Community College

For Consideration to **SAIL**

On-Site Review Oct. 28-30, 2014

Dr. Steven Scott, College President

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Executive Summary

The mission of Wake Technical Community College, herein after Wake Tech, is to improve and enrich lives by meeting the community's needs in education, training, and workforce development and by promoting individual success. Wake Tech's vision is to exceed the expectations of all stakeholders by providing effective education, training, and workforce development using world-class programs and services. The Wake Tech Quality Enhancement Plan (QEP) focuses on increasing student success in online courses by creating and implementing a two-pronged approach to quality e-Learning education that will exceed the expectations of all stakeholders. The design for the QEP took shape when the QEP selection committee identified e-Learning as one of five potential QEP topics in the spring of 2012. The QEP *e-Learning Preparedness Initiative across the College (EPIC)* focuses on both faculty and students, giving each the necessary tools to increase student success in e-Learning experiences at the college.

Wake Tech offers the largest number of online courses in the state. Last year, Wake Tech filled nearly 33,000 seats in online courses. Of those seats, Wake Tech had a 68% success rate in online courses; therefore, 32% of students were not successful. The QEP team designed EPIC to increase success in online courses by an aggregated 5% over a five-year period. Through in-depth research, meetings, collaboration, surveys, discussions, and input from groups across the college, the team decided on the two-pronged approach to improving e-Learning at Wake Tech.

Students will be given the skills, tools, and awareness they need to be successful in an online course through an interactive E-Learning Introduction (ELI) Student Orientation Module. ELI focuses on the three skills necessary for a successful online student: Basic Computer Literacy, Expectation Management, and Blackboard Boot Camp. Students will have the opportunity to self-assess and remediate within ELI itself.

Faculty will develop the skills they need through a two-year Online Instructor Certification Program, which provides instruction in pedagogy, instructional design, accessibility, and advanced training for teaching online. The program also offers a mentorship in which seasoned online faculty can lead the way for newcomers.

The QEP team will implement EPIC by creating the ELI Module and the Online Faculty Instructor Certification Program, piloting each, assessing, and adjusting over a five-year period to ensure that EPIC is improving student learning outcomes and overall goal of the QEP.

QEP Team Members

Co-Chairs

Diane Albahrawy, Faculty, Business Administration
Katherine Bennett, Instructional Technologist, e-Learning Support
Butch Grove, AVP for Creativity, Sustainability and College Improvement

Facilitator

Carrie Bartek, Coordinator Compliance, Assessment and Quality Improvement, Office of Institutional Effectiveness, Accreditation, and Research

Leadership Team

Diane Albahrawy, Faculty, Business Administration
Katherine Bennett, Instructional Technologist, e-Learning Support
Cindy Booth-Neighbors, Faculty, English
Tracy Cheatham, Faculty, Chemistry
Joe Haigler, Associate Department Head, Humanities
Butch Grove, AVP for Creativity, Sustainability and College Improvement
Rebecca Neagle, Department Head, English
Diana Osborne, Department Head, e-Learning Support
Serena Reavis, e-Learning Technologist, e-Learning Support
Jeralyn Valdillez, Associate Department Head, English

Student Preparedness Task Team

Eileen Sweeney, Team Lead, Faculty, English
Diane Albahrawy, Faculty, Business Administration
Cindy Booth-Neighbors, Faculty, English
Butch Grove, AVP for Creativity, Sustainability and College Improvement
Diana Osborne, Department Head, e-Learning Support
Tammi Wilcox, e-Learning Support Technician, e-Learning Support

Faculty Preparedness Task Team

Serena Reavis, Team Lead, Instructional Technologist, e-Learning Support
Katherine Bennett, Instructional Technologist, e-Learning Support
Tracy Cheatham, Faculty, Chemistry
Alison Consol, Instructional Department Head, Advertising & Graphic Design / Web Technologies
Cindy Foster Department Head, Simulation Gaming and Development
Joe Haigler, Associate Department Head, Humanities
Jeralyn Valdillez, Associate Department Head, English
Dave Wilhelm, Faculty, Business Administration

Student Learning Outcomes Task Team

Katherine Bennett, Team Lead, Instructional Technologist, e-Learning Support
Joe Haigler, Associate Department Head, Humanities
Rebecca Neagle, Department Head, English

Assessment Task Team

Carrie Bartek, Team Lead, Carrie Bartek, Coordinator Compliance, Assessment and Quality Improvement, Office of Institutional Effectiveness, Accreditation, and Research

John Bakken, Associate Department Head, Math
Katherine Bennett, Instructional Technologist, e-Learning Support
Tracy Cheatham, Faculty, Chemistry
Karen Fussell, Faculty, Pre-Curriculum Math

Marketing and Change Management Task Team

Joe Haigler, Team Lead, Associate Department Head, Humanities
Alison Consol, Instructional Department Head, Advertising & Graphic Design / Web Technologies
Butch Grove, AVP for Creativity, Sustainability and College Improvement
Tammi Wilcox, e-Learning Support Technician, e-Learning Support

Literature Review and Evidence Team

Katherine Bennett, Team Lead, Instructional Technologist, e-Learning Support
Diana Osborne, Department Head, e-Learning Support
Serena Reavis, e-Learning Technologist, e-Learning Support

Writing and Editing Team

Jeralyn Valdillez, Lead Editor, Associate Department Head, English
Rebecca Neagle, Department Head, English
Diane Albahrawy, Faculty, Business Administration
Katherine Bennett, Team Lead, Instructional Technologist, e-Learning Support
Cindy Booth-Neighbors, Online Lead Instructor, English
Diana Osborne, Department Head, e-Learning Support
Serena Reavis, e-Learning Technologist, e-Learning Support
Eileen Sweeney, Faculty, English

Advisors

Cheryl Keeton, Dean, Math and Science
Walter Martin, Dean, Business Technologies and Public Services
Gina Beaudry, Assistant Registrar
Dale Weaver, Director of Systems
Adrianne Leinbach, Natural Sciences Interim Associate Department Head
Paula Rosen Department Head, Office Systems Technologies
Christy Shields New Student Orientation Coordinator
Angela Washington Coordinator, Radiography
Elizabeth Williams Office Assistant, Individualized Learning Center

Student Advisors

Mohamed Albahrawy, Student
Scott Austin Gaster, Student

Process Used to Develop the QEP

The QEP selection committee identified Distance Education, or e-Learning, as one of five potential QEP topics in the spring of 2012. A leadership team for the e-Learning QEP was formed to establish a plan for improving retention and success rates of students enrolled in online classes. Faculty and staff from multiple departments served on the leadership team. Three co-chairs were selected to lead the QEP proposal team: Diane Albahrawy, an instructor in the Business Administration department; Katherine Bennett, the Instructional Technologist in the e-Learning Support department; and Butch Grove, the AVP for Creativity, Sustainability, and College Improvement.

Student preparedness and faculty preparedness were identified as the two primary factors to increase student retention and success. The leadership team reached out to additional faculty and staff members to work on the Student Preparedness and Faculty Preparedness teams for this QEP. These two teams met regularly to research, discuss, and develop the orientation, registration, professional development, and mentoring initiatives.

Faculty and staff members were also identified to work on the Student Learning Outcomes, Assessment, Marketing and Change Management, and Writing and Editing teams. Each team consisted of representatives from both the faculty and staff at Wake Tech. Additional faculty and staff were often contacted as advisors for the proposal.

Student advisors were also selected. The student advisors were added to the QEP proposal team's collaboration website and attended meetings when schedules allowed.

Identification of the Topic

Wake Tech's website notes that "Wake Technical Community College is North Carolina's largest community college, serving nearly 69,000 students annually with five campuses, two training centers, multiple community sites, and a comprehensive array of online learning options. Wake Tech is fully accredited and offers more than 180 associate's degrees, diplomas, and certificates to prepare students for university transfer or immediate employment. Wake Tech also offers non-credit continuing education programs: customized workforce training, small business support, public safety officer training, basic skills courses such as English as a Second Language and high school equivalency preparation, and other courses for personal enrichment." (About Wake Technical Community College)

Mission

The Wake Tech mission statement conveys its commitment to students in all stages of life and learning:

> The mission of Wake Technical Community College is to improve and enrich lives by meeting the lifelong education, training, and workforce development needs of the communities it serves; to promote individual success in the workplace and in higher education; and to increase entrepreneurship, as well as cultural, social, and economic development. (Wake Technical Community College Website)

Vision

At Wake Technical Community College, our vision is a college that exceeds the expectations of our stakeholders for effective lifelong education, training and workforce development by providing world-class programs and service. (Wake Technical Community College Website)

College Goals

Goal 1: Student Success

Wake Tech will provide students with a safe and dynamic learning environment through policies, curricula, instruction, and support services that are responsive to their needs and focused on improving completion rates in programs that prepare them for employment or transfer to a four-year institution.

Goal 2: Workforce Development

Wake Tech will promote economic growth, job creation, and entrepreneurship through educational partnerships that provide citizens with the skills necessary for success in a transformational economy. Partnerships will include business, industry and the public school system.

Goal 3: Diverse Learning Needs

Wake Tech will provide citizens with opportunities to develop and upgrade essential skills for lifelong learning and the workplace through flexible, accessible, and customized educational and training programs.

Goal 4: Resources

Wake Tech will continuously research, analyze and secure the resources necessary to fulfill the mission of the College.

Goal 5: Community Services

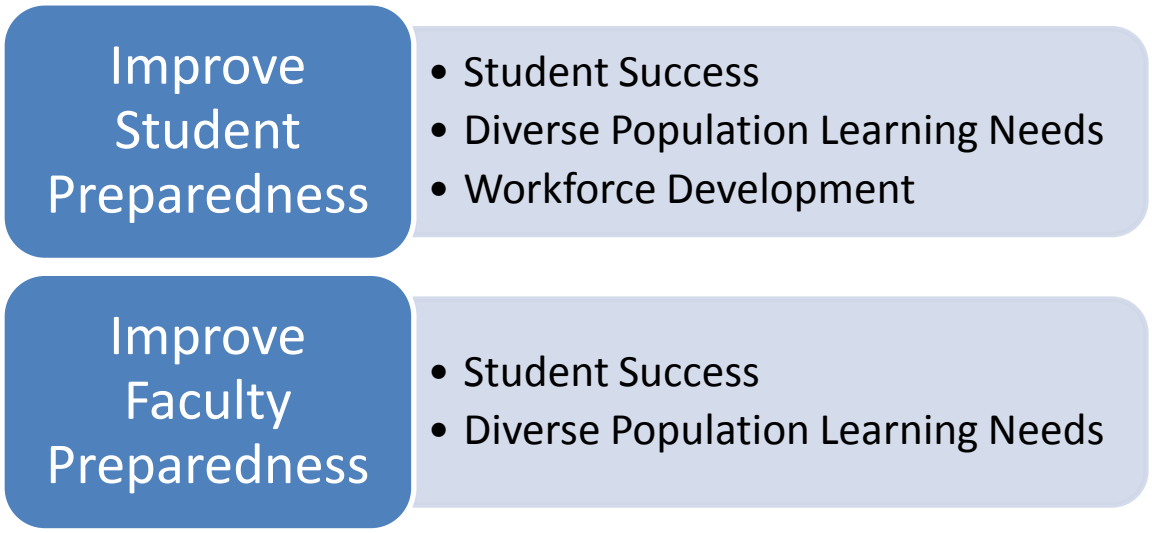
Wake Tech will provide courses and support service for personal enrichment and lifelong learning that are centered around the community's civic, economic, and cultural needs.

QEP and College Goal Alignment

The focus of Wake Tech's QEP is to improve student success in online courses. Through research, faculty surveys, and student focus groups, two main goals of the e-Learning QEP formed:

1. Improve student preparedness for online learning through an online orientation requirement and student self-assessments.
2. Improve faculty preparedness for teaching online through a two-year mentoring/competency program.

Figure 1 QEP Goals and College Goals Impacted



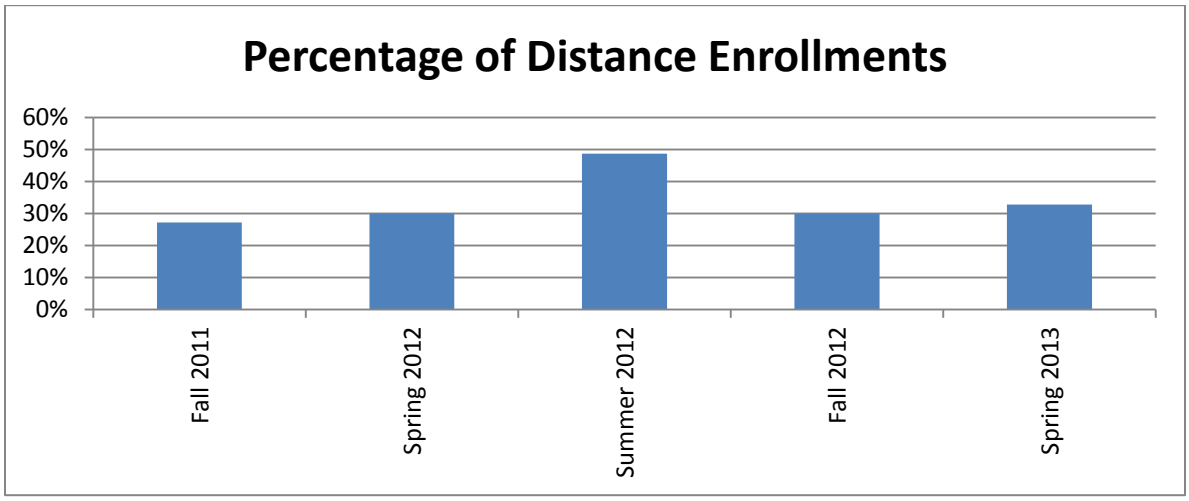
The goal to improve student preparedness aligns with the college goals to provide the opportunity for student success and to meet the learning needs of a diverse population. New online students will be better prepared for the demands of online learning after completing an online orientation program and self-assessments to help them compare their current skills with the characteristics and skills of successful online learners. Students will also be provided with information needed to help improve existing skills. Improving skills such as time management will help students succeed in the workplace as well.

The goal to improve faculty preparedness aligns with the college goals to develop high quality faculty and encourage effective uses of instructional technology. Online faculty will enter a three-tiered mentoring and certification program to prepare them to teach online. At the end of the program, successful completion will result in conferring a Wake Tech credential as a certified online instructor.

Evidence of Need

Wake Tech offers the largest number of online courses in the state. Last year, Wake Tech filled nearly 33,000 seats in online classes. In the spring of 2013, the number of students taking only online courses was 3,710. The age range of these online-only students was 14-70. The average age of online-only students was 34. According to retention data, 27.21% of Wake Tech's curriculum enrollments for the fall 2011 semester were in distance courses. As of the spring 2013 semester, this percentage rose to 32.72%. In summer semesters, this percentage has peaked at 48.62%. During recent semesters, at least one-third of the student body was taking at least one distance class. Rates presented in Figure 1 match the national average.

Figure 2 Distance Enrollments as Percentage of Total Enrollment



Members of the leadership team analyzed the retention rate and success rate data collected by the college from fall 2011 semester through the spring 2013 semester. Overall averages presented in Figures 2 and 3 reveal that retention rates and success rates in online courses were found to be lower than those rates in seated courses. The objective for this QEP is to increase the aggregate student success rates in online courses by 5% by year five. By increasing our success rates in online courses, we hope to close the gap in success rates between online and seated courses.

Figure 3 Overall Average Success Rates

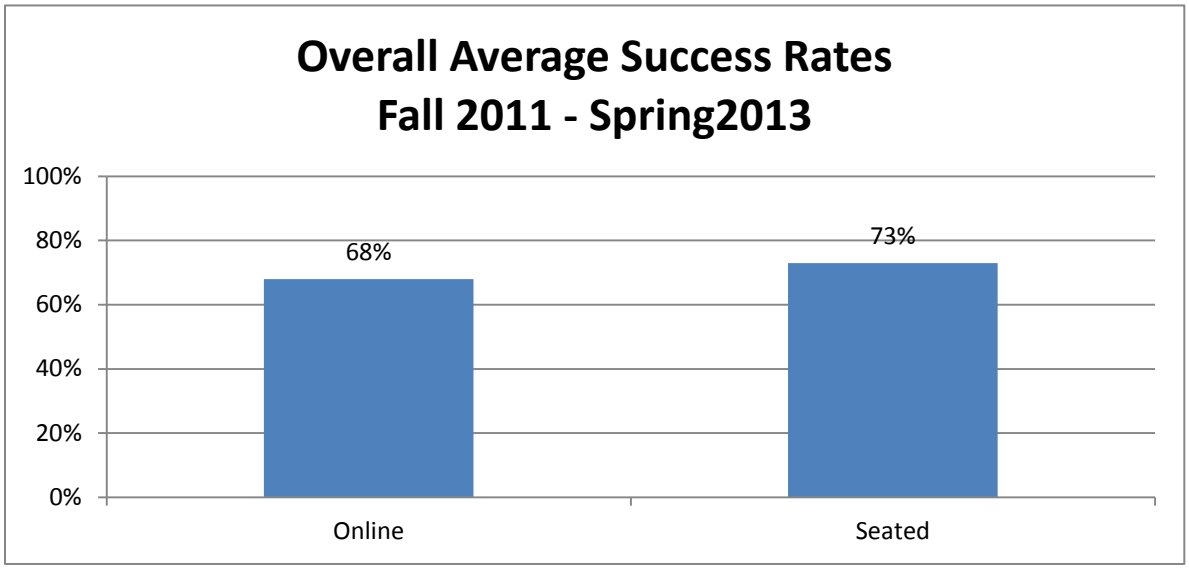
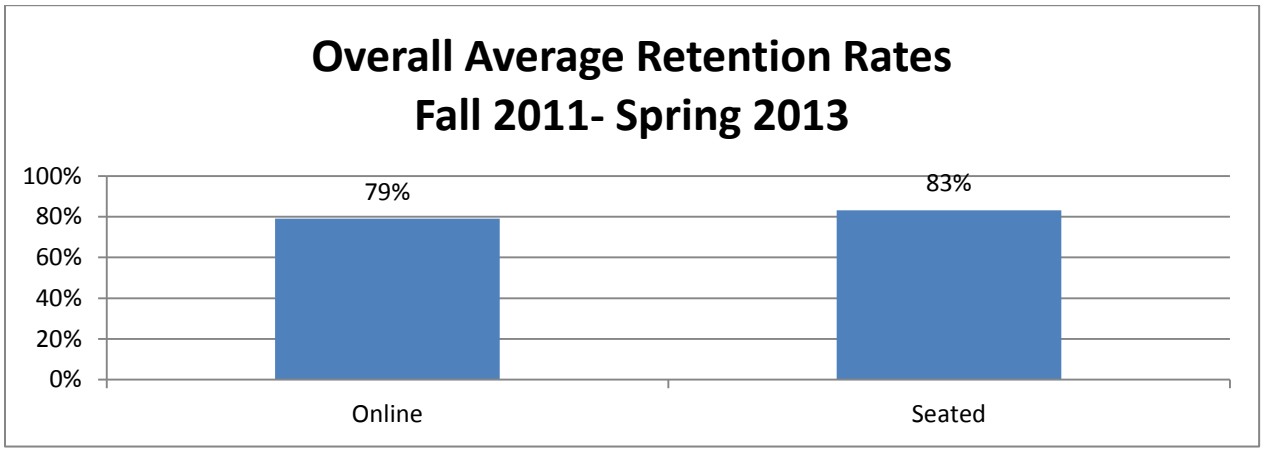


Figure 4 Overall Average Retention Rates



Faculty Surveys

Spring 2013 Distance Education Faculty Support Survey

On February 27, 2013, an e-mail invitation to participate in an online 20-question Distance Education Faculty Support Survey was sent to curriculum faculty. The survey remained available until March 27, 2013. The response rate was 10%.

Of the 83 faculty (74 full-time, 9 adjuncts) who responded to the survey, 24% had not completed Basic Blackboard training. Forty-six percent had never taken an online course themselves. Faculty members identified pedagogy and Blackboard as essential training topics for advancing effective instruction. Faculty also identified the need for an online orientation program for students as an aid in advancing effective online instruction. Faculty identified the following training topics as most essential for improving effective online instruction:

1. Blackboard Learning Management System
2. Online Communication Tools
3. Accessibility

2013 Spring Staff and Faculty Conference

After Wake Tech's March 5 professional development conference, 278 faculty and staff responded to an eight-question opinion survey. A majority agreed that the conference was appropriate in scope and variety and would recommend the conference to a colleague. In the results, faculty indicated a need for additional training. When asked how the conference could have been improved, faculty responded that pedagogy and instructional design sessions be added. Requests for additional Blackboard and instructional technology sessions were also made. In addition, many responders indicated that these sessions be made available throughout the year to increase their availability. In the comments section, the following training topics were requested most often:

1. Technology Training
2. Teaching & Learning
3. Accessibility

Student Surveys

Curriculum Education Course Evaluations

Curriculum Education course surveys are deployed to students at the midpoint of each term with response rates averaging 40%. Survey results are reported by instructor/course. Total responses to individual survey questions are not aggregated, but a general conclusion may be reached by reading students' comments in the survey's Section 2: Online Environment Questions. In general, comments are largely positive, but it is not uncommon for faculty to receive a small number of negative comments regarding course content or delivery along with a larger number of positive comments for the same course. See Appendix E for a selection of comments provided by students.

Blackboard Orientation Assignment

Fall 2013 semester students in BUS 115/1401, BUS 217/0001, and BUS 217/4101 courses were given an assignment to complete Wake Tech's online student orientation in Blackboard and to respond to six short-answer discussion board questions about the orientation. The Online Student Orientation contains general information, technical recommendations, and step-by-step instructions for online learners at Wake Tech. In the orientation, students may practice taking a quiz, submitting an assignment, posting to the discussion board, and sending an e-mail message from within the Blackboard learning management system. Since May 2004, the Online Student Orientation has been available online in Blackboard for anyone interested in taking an online course at Wake Tech. Seventy-four students answered the survey questions, forty-nine of whom are enrolled in the online course. A majority of the students found the directions for using Blackboard most useful. Eighteen experienced online students did not find the orientation useful. Twelve students said that it was useful as a refresher. Forty-two students reported that learning how to use Blackboard would make them more successful in online courses. Sixty-two would recommend the orientation to other students. Most of the students were able to complete the orientation within 15-40 minutes.

Fall 2013 Online Student Opinion Survey

On August 29, 2013, a link to a ten-question student opinion survey was e-mailed to faculty with a request to make the survey available to online students. Survey questions focused mainly on ease of use and interaction in online courses. Five hundred and seventy students responded to the survey. Responses were overwhelmingly positive, ranging from 89-97%. Twenty-seven percent indicated that they were taking their first online course. Ten percent reported that they would not take another online course. In the comments section, some students complained about confusing navigation/layout, problems with content and assignments, book delays due to financial aid, labs, and Blackboard.

Literature Review

Online Growth and Retention Rates

Online education continues to increase institutionally and nationally. During the spring 2013 semester, 33% of Wake Tech's curriculum enrollments were in online and hybrid courses. In the summer 2013 semester, this percentage rose to 49%. During the past five semesters, at least

one-third of the student body was taking at least one online or hybrid class, matching the national average for online course attendance. According to *Changing Course: Ten Years of Tracking Online Learning*, "The proportion of all students taking at least one online class is at an all-time high of 32.0 percent" (Allen and Seaman, 2013, p. 4). In fact, the growth rate for online course enrollment is outpacing overall college course enrollment. Online education has become a significant portion of curriculum education. Allen and Seaman also report that "the proportion of chief academic leaders that say online learning is critical to their long-term strategy is now at 69.1%–the highest it has been for this ten-year period" (p. 4).This trend supports SACS *Best Practices for Electronically Offered Degree and Certificate Programs,* which state that "electronically offered programs both support and extend the roles of educational institutions (SACS, 2000, pg. 1). Higher education shows a vested interest in e-Learning as a transformative learning environment and future-forward curriculum strategy.

Even though online course enrollment rates have increased and higher education has invested in online course development, student success in these courses is still lower than in traditional classes. In fact, online classes have a lower retention rate than their face-to-face counterparts (Dray, Lowenthal, Miszkiewicz, Ruiz-Primo, & Marczynski, 2011; Xu & Jaggers, 2013). The student retention rates and student success rates at Wake Tech mirror the national trend: they are lower in online courses than in traditional seated classes. For instance, the overall student retention rate in seated classes for spring 2012 was 81% compared to 77% in online courses, and the success rate (grades of A, B, or C) in seated classes for spring 2012 was 70.2% compared to 66.6% in online classes. Over the last two academic years (2011-2013), the average aggregate student success rate in online classes is 5% lower than in face-to-face classrooms. The disparity between online and seated success rates indicates that there are obstacles in meeting student learning outcomes in the online environment. Multiple studies suggest that improving student and faculty preparedness may eliminate the disparity.

Barriers in Online Learning

Despite statistics regarding lower retention and student success in online classes, some data indicate that success rates in online courses should actually be higher than traditional seated courses. A 2009 study by the U.S. Department of Education concludes that "students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction" (Means, Toyama, Murphy, Bakia, & Jones, 2010, p. xiv). Among the causes for this better performance are increased learning times due to materials being available on demand and learner control over materials (Means, Toyama, Murphy, Bakia, & Jones, 2010, p. xiv, xvi). In many cases, online learning can increase learning options and collaboration among peers. If online courses have the potential to support student learning effectively, success rates should be at least equal to their face-to-face counterparts.

In "What We Know about Online Course Outcomes" Jaggers, Edgecombe, and Stacey review the student outcomes in online classes and suggest three major interventions to increase student success: student preparation and support, course quality and design, and faculty professional development (p.4). Their research suggests that a number of issues affect student success rates; some issues directly relate to course quality and instructor presence while others relate to student expectations and preparedness. One of the most significant factors affecting student outcomes is that "students and instructors [differ]…in their expectations for their responsibilities in online courses" (Jaggers, Edgecombe, and Stacey, 2013, p. 3). For instance, faculty members think of themselves as content curators only, while students would prefer to know the professor through more direct interaction within the online course. These conflicting

expectations suggest that both parties can improve the online classroom by increasing both participation and responsibility.

In "Persistence in Online Classes: A Study of Perceptions among Community College Stakeholders," Stanford-Bowers (2008) finds evidence to support varying expectations of online learning among administrators, faculty members, and students. While administrators view self-discipline as the most important quality of a distance learner, faculty members perceive self-motivation as essential, and students find convenience and flexibility most valuable. The marked differences lie between administrators and faculty members on one hand and students on the other. Stanford-Bowers (2008) concludes:

> Community colleges offer online courses with the understanding that convenience and flexibility are attractive drawing points. The level of flexibility, however, varies with each course, and rarely is a course designed around the convenience/flexibility factor. Students, on the other hand, enroll in online courses primarily because of the convenience/flexibility factor. When course activities and requirements conflict with convenience and flexibility, students tend to neglect or leave the courses.

Thus, both understanding students' expectations and experiences and educating students about the nature of online learning will play a role in improving online learning. No one single variable, such as student preparedness or faculty preparedness, can be selected as the cause for lowered retention rates; however, the combination of student preparedness and faculty preparedness stands to improve online retention rates overall.

Best Practices in Online Teaching/Faculty Preparedness

Faculty play an essential role in the online teaching environment, much as they do in the face-to-face environment, but often the extra work of creating the online content and materials consumes faculty time in the online environment. In fact, Allen and Seaman (2013) report, "In 2006 40.7% of academic leaders reported they believed that it required more faculty time and effort to teach an online course…the most recent results show 44.6 percent of chief academic officers now report this to be the case, with only 9.7 percent disagreeing" (p. 22). Many faculty members are still motivated by intrinsic rewards to teach online classes, despite the extra workloads. Chapman's (2011) research reveals that most online faculty members choose online teaching to meet student learning needs and improve teaching through innovation (p. 2).

In "Contingent and Tenured/Tenure-Track Faculty: Motivations and Incentives to Teach Distance Education Courses," Chapman (2011) reports the results of a survey conducted to determine the best incentives to motivate faculty members to teach online classes. Contingent faculty, or those not tenured, such as the instructors at Wake Tech, reported free professional development opportunities, stipends for professional development, higher pay, an online community for distance education instructors, and a program for certification in online instruction among the top five incentives (p. 8). Enhanced technical support was the sixth-ranked incentive (Chapman, 2011, p. 8). These incentives reveal instructors' needs, but also align with research pointing to potential improvements in online education to increase student success rates. Essentially, faculty members need additional training in online tools and pedagogy to create an effective online class environment.

Overall, research demonstrates that faculty training in the main areas of e-Learning will have a positive effect on distance learning. In a recent study, Jaggers and Xi (2013) find a direct correlation between student-instructor interaction and student outcomes (p. 15). As a result of

their study, they developed an Online Course Quality Rubric that analyzes four main areas of an online course: organization and presentation, learning objectives and alignment, interpersonal interaction, and technology. They also stress the importance of assessing the quality of these elements, not just their presence (p. 24). These findings align with other studies and form the basis of many online instructor training programs.

Through a benchmarking project, a member of Wake Tech's E-Learning Support department identified Northern Virginia Community College (NOVA) as making strides to improve the quality of courses delivered in the Blackboard learning management system through faculty training programs. The Technology and Applications Center at NOVA aided in the creation of guidelines and training currently used in a competency program to train online instructors. The competency program at NOVA is required for all faculty, not just online and hybrid instructors. Though NOVA is not currently collecting comparative data and will not release raw data for our compilation, college officials did indicate that anecdotal reports from faculty demonstrated better student performance overall. Nonetheless, the driving force behind NOVA's implementation of the competency program came from the administration's recognition of the growth of online learning and their desire to preserve faculty jobs since cuts had been proposed for any faculty not prepared to teach online.

In addition, researchers at the American Public University System recently published the results of their study and findings on student retention in their online courses. They found that "effective retention practice centers on community and connection in the classroom" (Boston, Ice, & Gibson, 2011). The community necessary to an online classroom often has to be built into the content delivery, which can be challenging for novice online instructors. To prepare their instructors to meet the demands of online learners and implement effective retention practices, the American Public University System provides a training program for all new instructors:

> The New Faculty Training Course for all new instructors provides the theoretical background on student engagement, learning, and retention as well as a deeper understanding of the online learner. Within the course, content is delivered, modeled, and discussed within the group on the effective practices that can be directly applied in the design, development, and delivery of the course that increase student learning and persistence. (Boston, Ice , & Gibson, 2011*)*

In a recent article in *The Journal for Educators Online*, Alyse Hachey and others report findings that show an improvement in student retention and success in online courses for students who withdrew the first time they attempted an online course. One of the leading causes for the initial withdrawal was found to be the students' perceptions of their own skills and a belief that "successful navigation of the online course environment requires a new skill set that may seem daunting to the novice user." Additionally, findings indicate that courses designed for ease of navigation and with the student in mind were reported by students to have "significantly fewer barriers for social interaction, administrative/instructor issues, motivation and time and support for studies in the online environment" (Hachey, Wladis, & Conway, 2012, p. 5), thus suggesting that improved course design will help students remain active learners in the online class environment.

In "An Investigation into the Perceptions of First-time Online Undergraduate Learners on Orientation Events," by Wilson (2008), the role of faculty preparedness in supporting students in the online classroom supports the effectiveness of three types of online student orientations for

first-time online learners: face-to-face, course orientation video, and live webinar. The results show that asynchronous course orientation videos created by faculty had the "most effective uptake" at 81%. Students viewed these videos as "useful and important" (Wilson, 2008). These videos establish instructor presence and aid in navigation of the course.

With the knowledge necessary to meet student expectations and to build effective online courses, faculty will be prepared to create success in their online courses. With support in place, they will also be motivated to teach online.

Best Practices in Student Preparedness

Online faculty can train and provide an optimal e-Learning environment for students, but students must enter that environment prepared to meet the challenges of the 21st century technology-enhanced environment. Consistently, research suggests that the determining factor of success in an online class is previous success in an online class (Boston, Ice, & Gibson, 2011; Hachey, Wladis, & Conway, 2013). Though we cannot require students to demonstrate successful completion of an online course before they have enrolled in one, we can develop other methods to prepare students by incorporating online technology to measure students' technological skills.

Research shows that helping students determine their own skills and needs before enrolling in online classes can increase their success. In a review of student readiness practices across colleges, Martinez, Torres, and Geisel (2006) found that schools provide a variety of student assessment tools. For instance, Austin Community College combines a Learning Styles Survey with a Technical Skills Checklist, which provides scores and resources to guide and support students in their choice to take an online course. As a result of their survey, college officials conclude that a wide variety of schools are using some measure to prepare students for online coursework and "that institutions must continue to assess student readiness for learning in the online environment in order to develop appropriate and timely strategies to promote student success" (Martinez, Torres, and Giesel, 2006, p. 13).

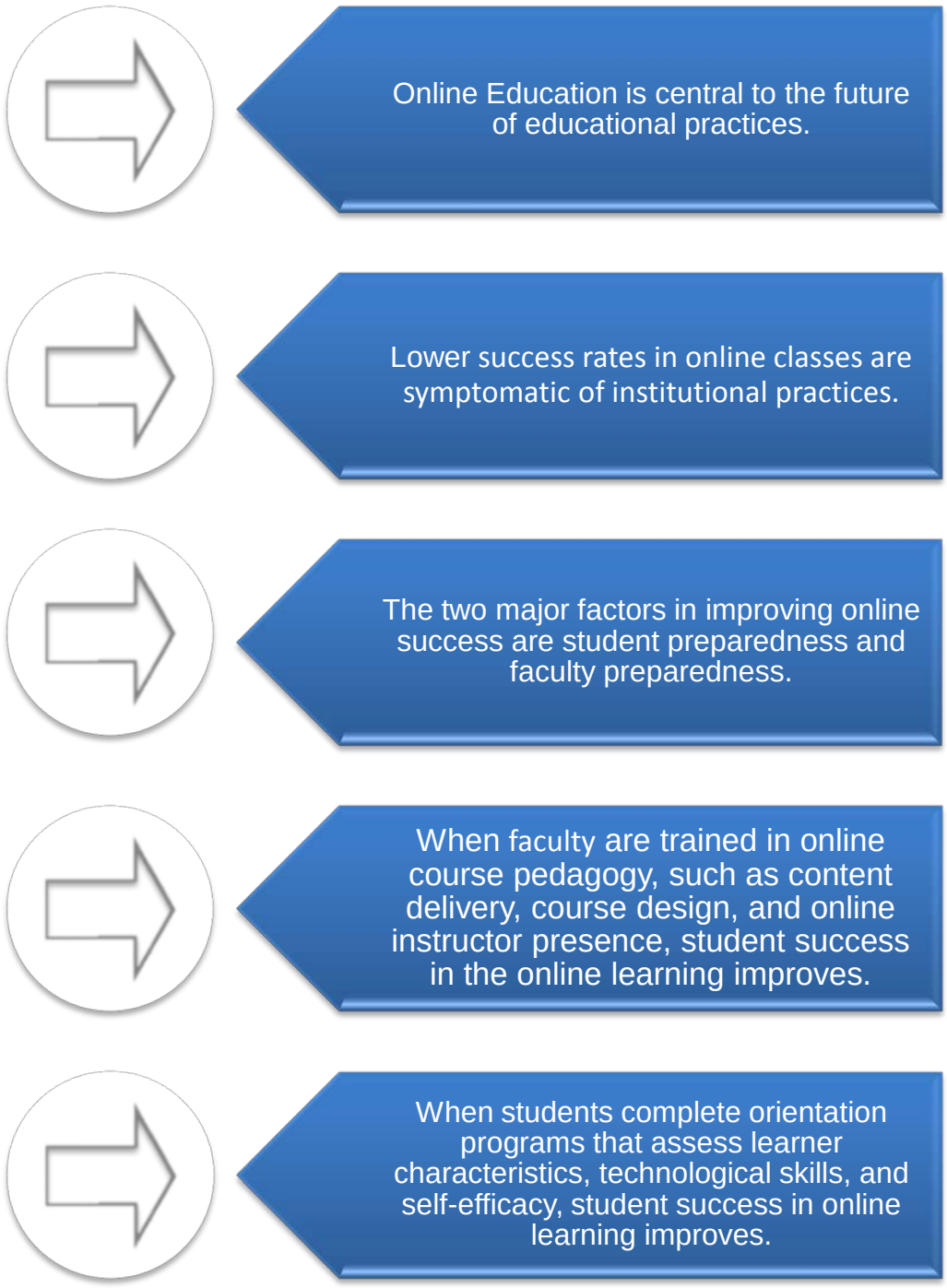
Over the past decade, Wake Tech has provided an optional student assessment and online orientation to online students through the Distance Learning webpage. These tools have been used with varying success by some students and instructors, but no comprehensive data is available to validate their helpfulness. In addition, these tools have not been directly linked to online course requirements or registration. From the perspective of Martinez, Torres, and Giesel's overview of best practices, Wake Tech should be prepared to assess these tools and redesign them based on current research.

As part of their intervention for improving student outcomes in online classes, Jaggers, Edgecombe, and Stacey (2013) suggest creating readiness activities to prepare students for online learning. They report that "readiness activities should not only cover the technological requirements and competencies necessary to succeed in online courses but also outline the behaviors and responsibilities expected of students" (p. 4). Other researchers have come to the same conclusion.

While developing their readiness survey, Dray, Lowenthal, Miszkiewicz, Ruiz-Primo, and Marczynski (2011) considered two scales: one for learner characteristics and the other for technological capabilities (p. 32). In the validation of their surveys, learner characteristics matched consistently with student success, but technological skills were inconsistent, so they redesigned the technology subscale to consider students' engagement with technology

specifically rather than just their access to technology. Based on the research by DeTure (2004), Dray, Lowenthal, Miszkiewicz, Ruiz-Primo, and Marczynski (2011) conclude that "instruments that measure readiness should consider not only learner characteristics but also level of engagement and self-efficacy about ICT (Information and Communications Technology)" (p. 43).

Figure 5 Literature Review Summary



In consideration of technological and life skills, Richland Community College implemented a mandatory online orientation for all first-time online students. Over the course of three years, retention rates improved remarkably from 71.8% to 80-84% (Jones, 2013, p. 44). In addition to retention rates, students also report positive results from completing the orientation. The orientation evaluation revealed that "87% felt confident to very confident in their personal understanding of what it takes to be successful in an online course, and 93% felt confident to very confident in their ability to effectively navigate and use the College's LMS for their online course" (Jones, 2013, p.44). Richland's orientation provides evidence of increased student success when students are able to assess their own skills and approach online learning more prepared for what they will encounter.

Desired Project and Student Learning Outcomes

EPIC Framework

EPIC (The e-Learning Preparedness Initiative across the College) is designed to increase student success in online courses by 5%, aggregated, over a five-year period. Throughout the conception of EPIC, the QEP proposal team reviewed the gathered evidence and research and agreed upon a 5% increase in overall aggregated student success in online courses at Wake Tech, and further discussed and agreed that "success" would be defined as students earning the grade of an "A," "B," or "C" in the online course in question. Students earning a "D" or "F" in an online course or withdrawing from an online course would be deemed "unsuccessful."

Statistically, students at Wake Tech are less successful in online courses than in the seated, or "traditional," counterpart. After an extensive literature review of best practices across the country identifying barriers to success in online learning in general and increasing the success rates in online courses specifically, the team developed a two-pronged approach. First, the team would develop and implement a three-tiered Faculty e-Learning Certification Program, and second, the team would design, create, and implement a Student Orientation to Online Learning, named ELI (e-Learning Introduction). As such, the QEP team, through inclusive, comprehensive deliberations, created the following student learning outcomes with the overall goal of closing the gap between online versus seated course success rates.

The Desired Student Learning Outcomes of EPIC

1. Students will be able to **identify** their strengths and weaknesses, and remediate their weaknesses based on review of the characteristics and skills of successful online learners.

2. Students will be able to **navigate** the Blackboard learning management system to successfully submit assignments, take assessments, and post discussions.

3. Students will be able to **communicate** effectively with instructors in an online environment.

4. Students will be able to **collaborate** effectively with peers in an online environment to enhance the learning experience.

The Online Instructor Certification prong of EPIC will use the Quality Matters rubric to create quality online instruction in online, hybrid, and web-assisted courses at the college. Within the Quality Matters framework, the EPIC team has identified three Quality Course Objectives. (See below.)

Faculty will revise / develop courses using course design techniques from the Quality Matters rubric. Quality Matters (QM) is a leader in quality assurance for online education and has received national recognition for its peer-based approach to continuous improvement in online education and student learning.

Quality Matters' program features faculty-centered, continuous improvement models for assuring the quality of online courses through peer review, professional development workshops, and certification courses for instructors and online learning professionals with rubrics for applying quality standards to course design. (Obtained and adapted from https://www.qualitymatters.org).

Course design will be based on national standards of best practices from the research of literature and effective instructional design techniques and will be designed to promote student learning to achieve the desired student learning outcomes identified in the EPIC framework. Through the Mentoring Program established in EPIC, online, hybrid, and web-assisted courses will go through continuous quality improvement to ensure compliance with the Quality Matters rubric. The courses will be peer reviewed through the mentoring program.

Through the certification course and mentoring program, faculty will align learning activities, resources, assessments, and projects with identified Student Learning Outcomes in each course. Mentors will review the developed courses from a student's point of view to identify and remediate areas of weakness based on the Quality Matters rubric.

Information below describes the overall objectives of EPIC, the quality course outcomes as described above, and the desired student learning outcomes described herein. All function together to achieve the overall goal of increasing success in online courses an aggregated 5% over a five-year period.

Student Success Outcomes

- **SS 1:** Increase aggregated online success rates by 5%.
- **SS 2:** Increase student success rates (% A,B,C) in identified online courses.
- **SS 3:** Student learning outcomes in online courses will be comparable to web assisted courses.

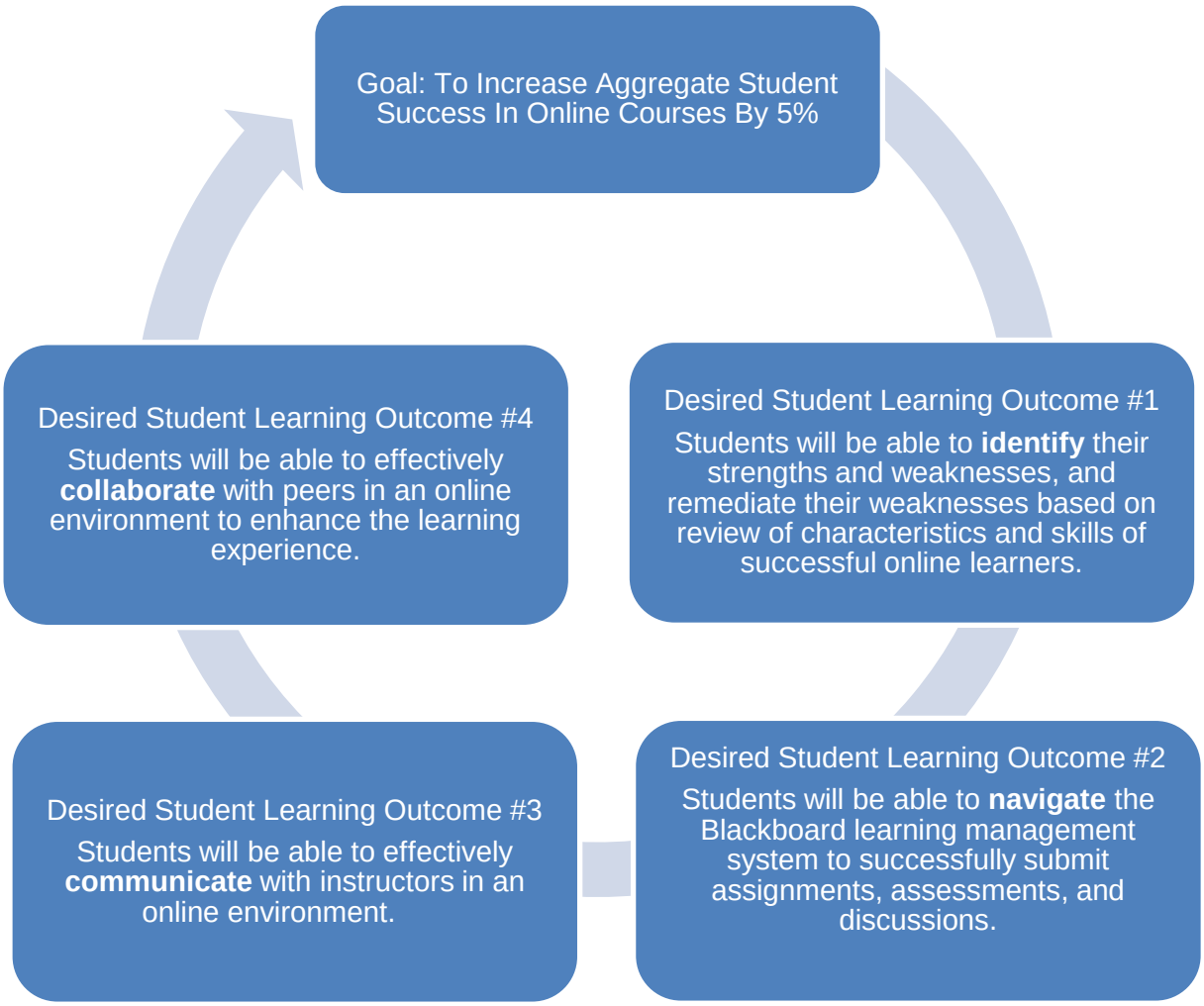
Quality Course Objectives

- **QCO1:** Online, hybrid and web-assisted courses will reflect best practices in instructional design.
- **QCO2:** Instructors in Online, Hybrid and web-assisted classes will follow the Quality Matters Rubric in designing quality online courses.
- **QCO3:** Through the Mentoring Program, instructors in online, hybrid and web-assisted courses will identify and remediate the strengths and weaknesses of their courses to align with the Quality Matters rubric.
- **QCO4:** Instructors in online, hybrid, and web-assisted courses will successfully align all aspects of their courses with their Student Learning Outcomes of each course.

Student Learning Outcomes

- **SLO1:** Students will be able to identify their strengths and weaknesses, and remediate their weaknesses based on review of the characteristics and skills of successful online learners.
- **SLO 2:** Students will be able to navigate the Blackboard learning management system to successfully submit assignments, take assessments, and post discussions.
- **SLO 3:** Students will be able to communicate effectively with instructors in an online environment.
- **SLO 4:** Students will be able to collaborate effectively with peers in an online environment to enhance the learning experience

Figure 6 Cycle of Student Learning Outcomes



EPIC Student Learning Outcomes: Consistent with Wake Tech's Mission, Vision and Goals

Meeting our Mission Statement

EPIC's desired student learning outcomes will "promote individual success in the workplace and higher education" by providing students the opportunity to increase their success in online courses. By providing students the ability to assess their own strengths and weaknesses based on identified characteristics and skills of successful online learners, EPIC will serve to "promote individual success" (Desired Student Learning Outcome 1).

With the successful implementation of EPIC's two-pronged approach, Wake Tech's mission will be strengthened by the desired student learning outcomes. EPIC provides students with the ability to navigate Blackboard successfully so that the LMS does not become a barrier to learning content. EPIC also increases students' ability to communicate effectively with their instructors and peers and to become successful learners in the online environment (Desired Student Learning Outcomes 2-4). By increasing students' skills in communication, collaboration, self-assessment, and navigation of an online learning management system, Wake Tech will "promote individual success in the workplace and higher education."

Consistent with our Vision

Wake Tech's vision is "a college that exceeds the expectations of our stakeholders for effective lifelong education, training, and workforce development by providing world-class programs and services."

EPIC will serve as a part of the "world class programs and services" offered to students at Wake Tech. Because online learning classes have increased dramatically in recent years, Wake Tech has the opportunity to provide students with a world-class online learning experience. EPIC's two-pronged approach increases student success by preparing both faculty and students for success in the online environment. The skills students will learn from the EPIC initiative will go far beyond the college setting.

As the world becomes more digitalized, new competencies are required in the workplace. Computer skills, time management skills, Learning Management System (LMS) navigation skills, online communication and collaboration skills, and the ability to assess one's strengths and weaknesses to better succeed are skills that will improve student success not only in online courses and not only at Wake Tech, but in all aspects of a student's future. EPIC and its desired learning outcomes will help Wake Tech achieve its vision and will help Wake Tech exceed "the expectations of our stakeholders for effective lifelong education, training, and workforce development by providing world-class programs and services" (Wake Technical Community College Website).

Fulfilling our Goals

EPIC supports Wake Tech's Goal 1 of providing a "dynamic learning environment to ensure successful achievement of students' goals" through each of the desired student learning outcomes described above. After completing a Three-Tiered Faculty Certification Program, faculty will be better prepared to provide a dynamic learning environment in their online classes.

This will help to ensure the successful achievement of student goals, which, in this case, would be to successfully complete their online courses with a grade of "C" or higher. In addition, with ELI (the e-Learning Introduction) Wake Tech can demonstrate that it has administered sound instruction and support services.

By achieving its desired student learning outcomes, EPIC will allow Wake Tech to better achieve its student success goal. Students will be able to assess strengths and weaknesses; have the opportunity to remediate their weaknesses and navigate Blackboard before entering their courses; and will learn to communicate reliably in the digital world, collaborate effectively in the online environment, and ultimately achieve success in their classes and beyond.

Wake Tech has always encouraged and supported North Carolina Community College System faculty and staff in the effective and efficient uses of instructional technology and administrative computing systems to improve the delivery of academic programs to North Carolina citizens.

EPIC's two-pronged approach in helping both faculty and students become proficient in the online learning environment will help Wake Tech enhance technology. EPIC will offer students and faculty effective and efficient uses of instructional technology that will increase success (and later enrollment) in online courses at the college.

Actions to be Implemented and Timeline

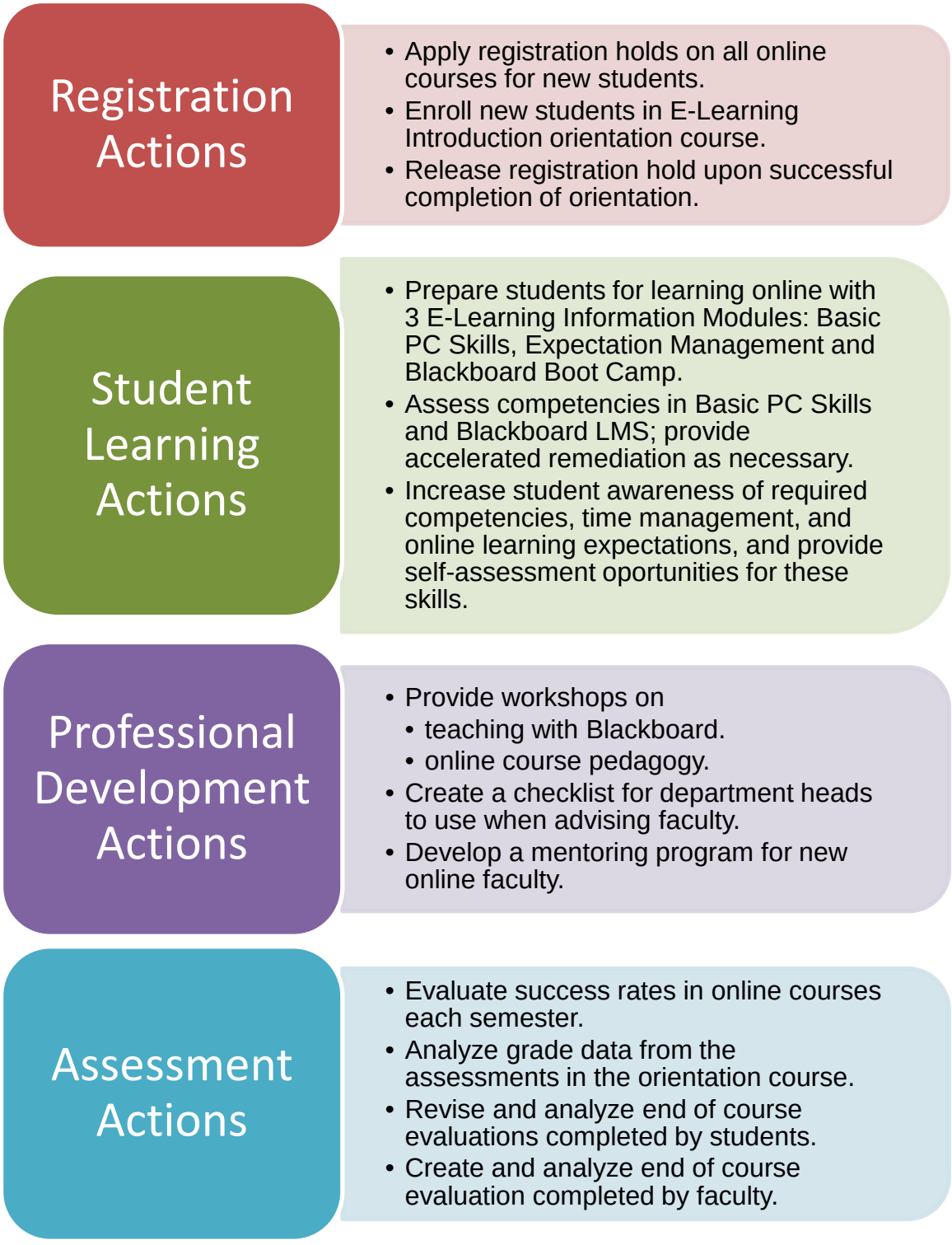
Wake Tech's QEP strives to increase the success rate of our e-Learning students. To achieve this purpose, the QEP consists of many coordinated actions designed to meet the two main goals of increasing student preparedness and faculty preparedness. The combination of these two goals will support and increase e-Learning success for our students.

Online Learning, Distance Education, and e-Learning administrators, support staff, and faculty recently shared similar findings from community colleges within the North Carolina system at the North Carolina Community College Association of Distance Learning 2013 conference. Their findings support the actions that this QEP is proposing as a unified approach toward supporting our students:

> *We need to provide a student support framework to improve success. This framework must include online course standards, faculty resources, professional development, faculty mentorship, and student orientation and continued support.* – South Piedmont CC
>
> *We can increase student self-regulation and self-efficacy through good online course design.* – Piedmont CC
>
> *In order to model best practices for presenting materials to students we need to provide professional development to faculty.* – NCCCS
>
> *Properly preparing faculty generates student success. And, we cannot assume that veteran instructors know the latest tools, implementation techniques, best design practices, and pedagogy* – Central Piedmont CC

The coordinated actions to increase student and faculty preparedness have been organized into the following areas: Registration, Student Learning, Professional Development, and Assessment.

Figure 7 Actions



Registration Actions

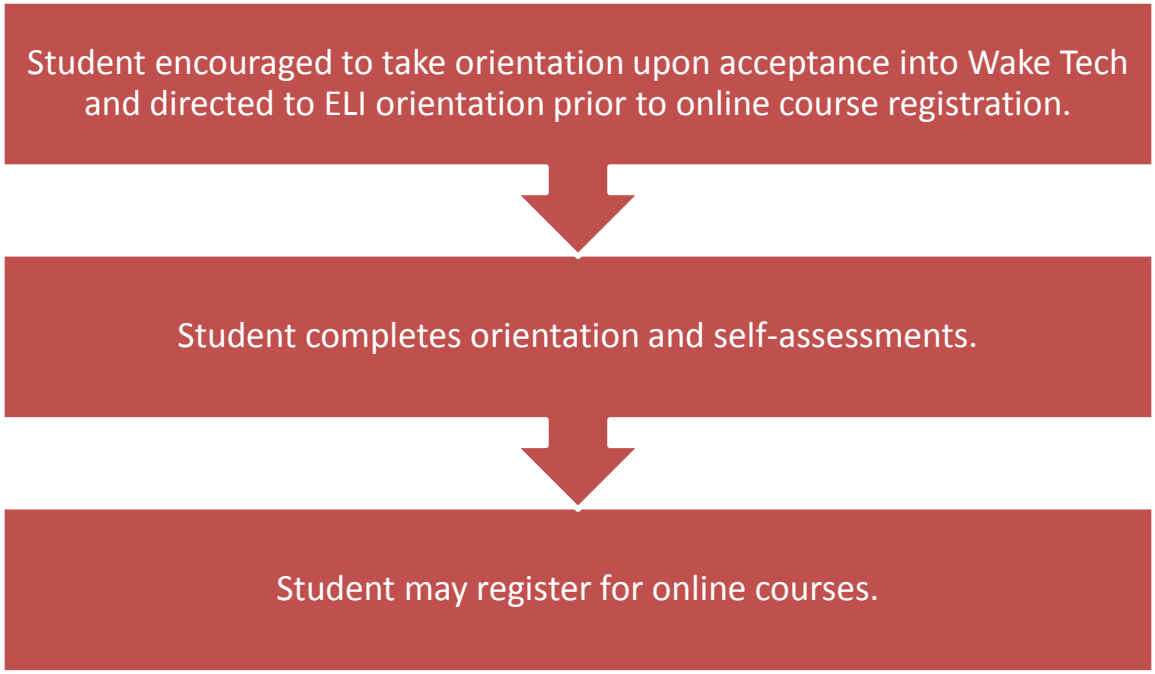
Wake Tech will automatically place the E-Learning Information (ELI) Student Orientation Course in students' accounts once they are accepted into the college. Students must successfully complete ELI before they can register for online courses. If they do not complete the orientation, they will not be permitted to register for online courses. Registration holds for online courses will be placed on newly admitted students until completion of the orientation is verified. Requirements for registration will be provided both inside the ELI course and through the marketing and change management strategies.

The ELI Student Orientation Course will also be made available at any time during the semester for students who may wish to take it voluntarily, even if not currently registering for an online course but may wish to take one in the future. All students with access to Blackboard will be enrolled in this continuous course.

Information Technology Services will develop scripts to automate enrollment in ELI and reporting of successful completions. Registration staff will monitor successful completions and remove holds based on successful completion of the orientation. QEP resource team members will develop the ELI Student Orientation Course. Development of the course and scripts will begin in Year 1 of the QEP. The course and enrollment scripts will be piloted in the summer 2015 and fall 2015 semesters. During the pilot, completion of the ELI orientation course will be voluntary.

Development of automated processes will begin in Year One of the QEP with a pilot of all parts in the summer 2015 semester. All registration actions will be implemented beginning Year Two.

Figure 8 Objectives of Registration Actions



Registration Actions Timeline

Table 1 Implementation Timeline for Registration Actions

Implementation Actions	Timeline		
Year 1 (2014-2015)			
	Fall	**Spring**	**Summer**
1. Automate identification of new online students.	Develop	Implement/Assess	Operational
2. Automate enrollment of ELI.	Develop	Develop	Pilot
3. Generate records of successful completion.		Develop	Pilot
4. Begin registration holds for online courses.		Develop	Pilot
Year 2 (2015-2016)			
1. Automate identification of new online students.	Operational	Operational	Operational
2. Automate enrollment of ELI.	Implement	Assess	Assess
3. Generate records of successful completion.	Implement	Assess	Assess
4. Apply registration holds for online courses.	Implement	Assess	Assess
Year 3-5 (2016-2019)			
1. Automate identification of new online students.	Operational	Operational	Operational
2. Automate enrollment of ELI.	Operational	Operational	Operational
3. Generate records of successful completion.	Operational	Operational	Operational
4. Implement registration holds for online courses.	Operational	Operational	Operational

Student Learning Actions

Through the QEP, QEP resource team members will develop a new online student orientation course. Students who register for online courses will be automatically enrolled in the E-Learning Introduction (ELI) course. In ELI, students will be able to identify their own strengths in three modules designed to target characteristics of successful online learners: Basic Computer Skills, Expectation Management, and Blackboard Boot Camp. In each module, students will receive instructional information and take a self- or pre-assessment. A score of 70 or above on the pre-assessment will count toward successful completion of the course.

In the Basic Computer Skills and Blackboard Boot Camp Modules, students who are deficient in these skills will go through an accelerated remediation within ELI and learn to communicate effectively with instructors in an online environment. Upon successful completion of the Basic Computer Skills Module and remediation, students will improve the basic computer skills necessary to complete an online course successfully. Upon successful completion of the Blackboard Boot Camp Module and remediation, students will be able to navigate the Blackboard Learning Management System and will be able to successfully submit assignments, take assessments, and post discussions.

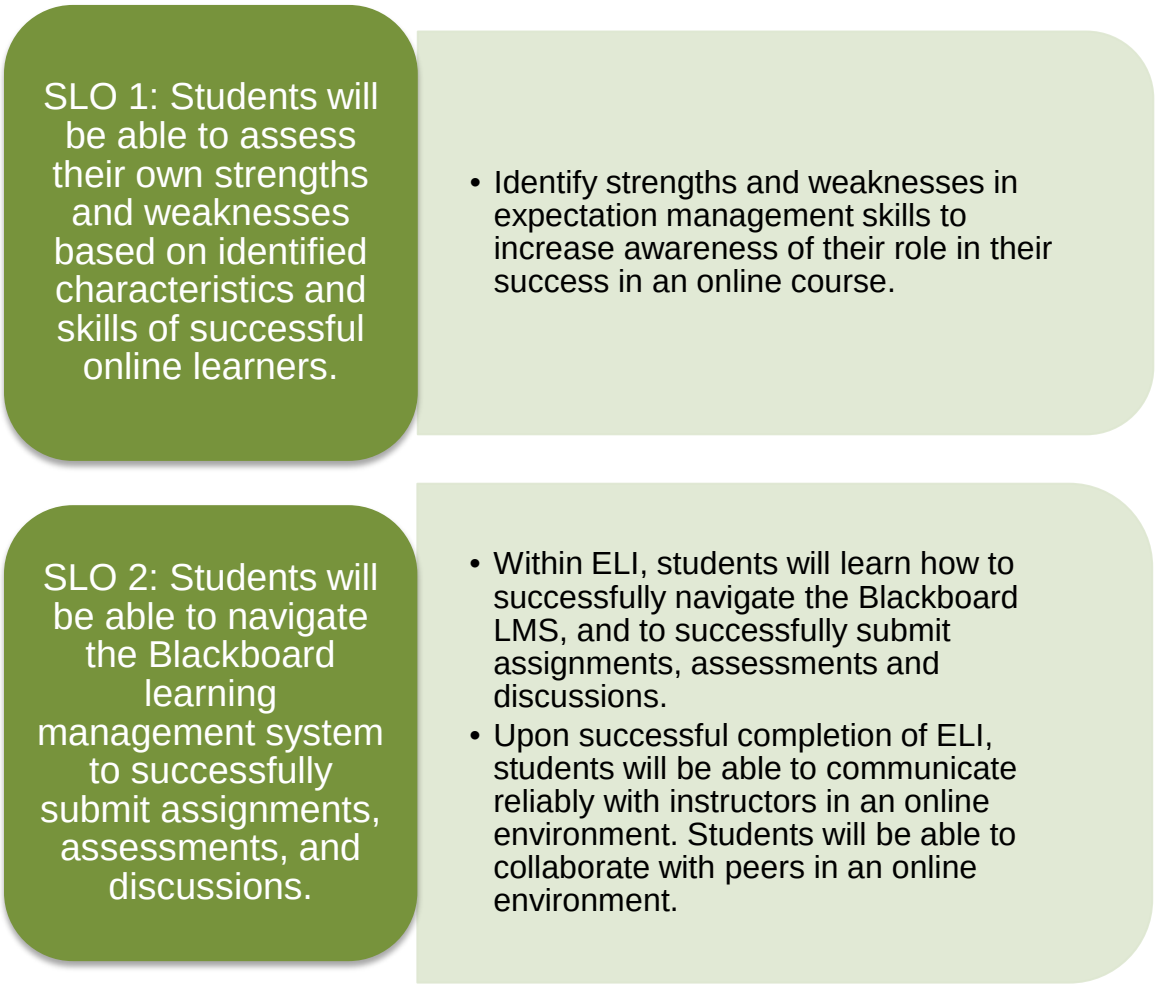
The E-Learning Introduction course will also be the access point for student self-assessments in the “soft skills” necessary for success in an online learning environment. Upon successful completion of the e-Learning skills module, students will be able to identify their own strengths and weaknesses based on identified characteristics and skills of successful online learners. These skills include time management, effective planning and prioritizing, and effective communication in an online learning environment. The e-Learning skills module will also provide an overview of clear expectations of the online learning experience, student accountability, and student responsibility in online courses.

If adopted as a pre-registration orientation, an optional module covering the registration process will also be included.

Development for the ELI course will begin in Year One of the QEP with a pilot of the program scheduled for the summer 2015 semester. All student learning actions will be implemented in Year Two.

See Appendix A for the flow chart of ELI modules.

Figure 9 Outcomes of Student Learning Actions



Student Learning Actions Timeline

Table 2 Implementation Timeline of Student Learning Actions

Implementation Actions	Timeline		
Year 1 (2014-2015)			
	Fall	**Spring**	**Summer**
E-Learning Information Orientation for Students (ELI)	Develop	Develop	Pilot
Year 2 (2015-2016)			
E-Learning Information Orientation for Students (ELI)	Implement	Assess	Assess
Year 3-5 (2016-2019)			
E-Learning Information Orientation for Students (ELI)	Operational	Operational	Operational

Professional Development Actions

A three-tiered online teaching certificate program will be developed by the QEP Resource Team, which will be comprised of highly successful online faculty members and e-Learning support technologists. Components of the online teaching certificate will be required for all faculty members serving on this resource team. The implementation plan requires that these professional development opportunities be adaptive to the needs of faculty as they arise through the duration of the QEP, as well as adaptive to ongoing assessment findings. Tier One will provide 18 professional development credit hours in basic training on the Blackboard LMS. Tier Two will provide 10 professional development credit hours in course design, universal design for learning, and online pedagogy. Tier Three will provide a minimum of 12 professional development credit hours in advanced topics to expand on technical, design, and pedagogy skills.

Tier One will be required for all faculty. Those teaching web-assisted courses will benefit from this part of the program in addition to those teaching online and hybrid courses. A checklist will be provided to department heads, who will have the authority to assess faculty strengths and waive training course requirements for Tier One and to direct faculty to electives in Tier Three.

See Appendix B for the Tier One Checklist.

Tier Two will be required for all new online instructors. Core courses in Tier Two core courses will allow for the potential of an online track and traditional track. Priority registration for Tier Two courses will be given to instructors who apply to the program and instructors who are directed to the program by department heads. To receive the Online Teaching Master Certificate, completion of all three tiers is required. Those faculty who have Tier One requirements officially waived will still be eligible for the Online Teaching Master Certificate.

Tier Three may be customized by allowing faculty to select from groups of electives. Instructors may choose from a range of topics including accessibility, instructional and course design,

advanced Blackboard, and technology. A minimum number of professional development hours from Tier Three courses is required to complete Tier Three.

See the Appendix C for a Planning and Tracking Progress checklist for the Teaching Master Certificate.

The e-Learning Support department is already offering Blackboard, Accessibility, and Universal Design for Learning training. To prepare for the QEP, the current six-week Blackboard Basics course will be redesigned as a program of five courses. This redesign will allow for instructors who can demonstrate proficiency in an area to have the training course requirement waived. Instructors will be able to take only the courses needed to improve their skills without having to complete a full six-week program. The five-course program, along with an Accessibility Introduction course that is already required of all instructors, will make up Tier One of the Online Teaching Certificate program. Upon successful completion of the five Blackboard courses, instructors will be awarded a Blackboard Basics Certificate. The Distance Education compensation policy for developing new online courses may be revised due to these changes.

In addition to Tier One training, the recommended Blackboard course menu will be revised to include a Help and Support menu item that will contain links to important student support available at Wake Tech. Instructors will be required to set up all online and hybrid courses to be previewed by the start date for early registration. Training on how to set up the preview, to include guidance on determining what information should be posted and how to confirm that preview access is functioning properly, will be offered beginning in the spring 2014 semester.

The Online Course Pedagogy, required in Tier Two, will be designed and developed as a collaborative project undertaken by the QEP Resource Team. Faculty identified by department heads as highly successful online instructors will be asked to contribute a showcase of best practices. The current Universal Design for Learning training courses will be revised for inclusion in this series of courses. Upon completion of Tier Two courses, instructors will be awarded an Online Teaching Basics Certificate.

Existing courses offered by the e-Learning Support department will be included in the list of possible electives in Tier Three. Additional courses will be created for this tier to meet the needs of instructors. Advanced topics in the subject area of Blackboard and Technology have already been requested by faculty as part of the evaluation process for current session offerings. Topics requested include Camtasia Advanced, Working with Groups in Blackboard, and Exploring Open Educational Resources. Through ongoing assessment and feedback from department heads and faculty, additional topics will be identified for inclusion in the electives lists.

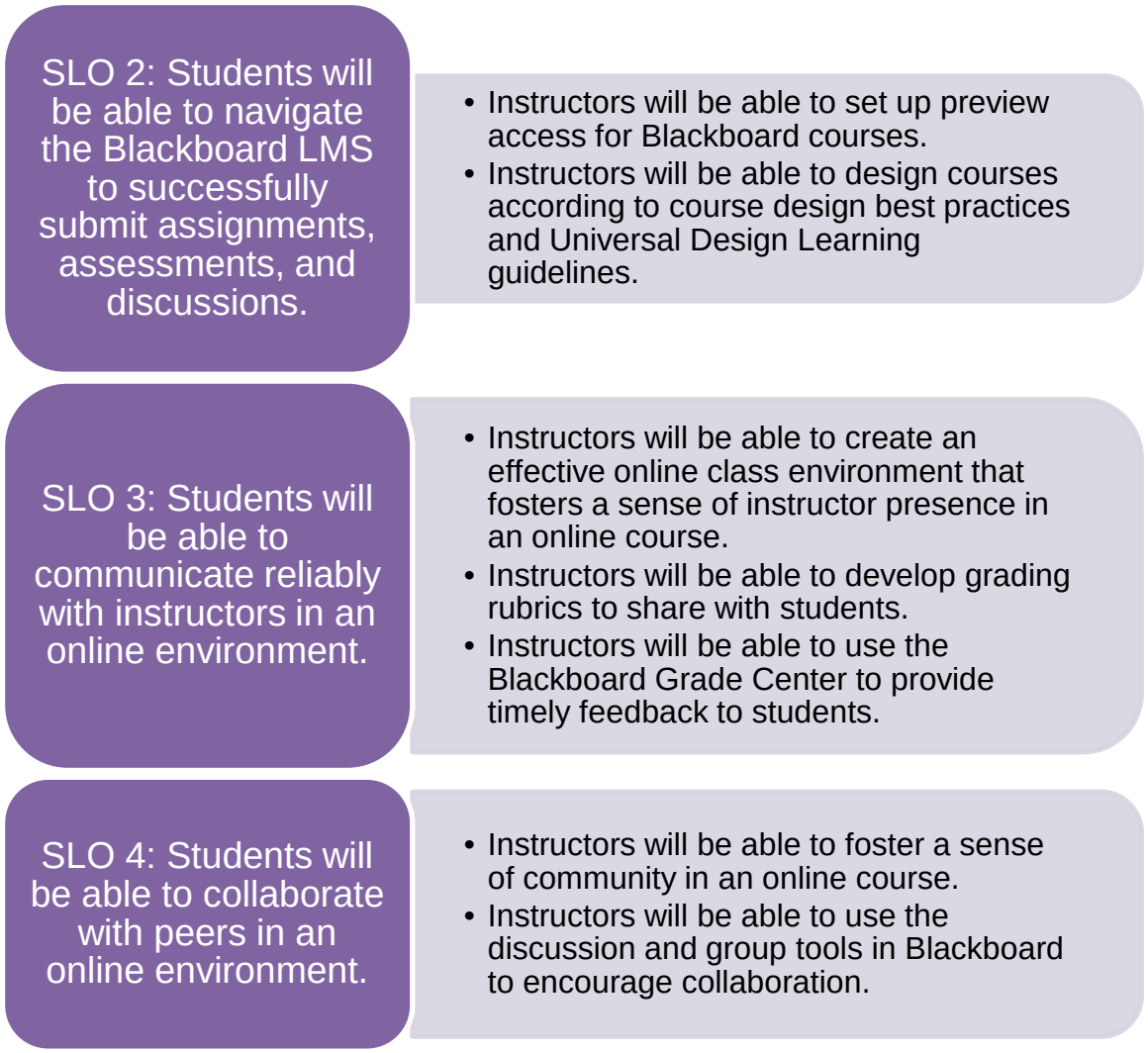
See Appendix D for a draft of the Online Teaching Certification Program of Study.

Through the QEP, a two-year mentoring program will be implemented for new faculty. New instructors will be assigned faculty mentors within their department. The e-Learning Support department staff will also be available throughout the mentoring term. Mentor training will be provided as an elective in Tier Three of the online teaching certificate. Faculty wishing to become mentors must complete the mentor training and the online teaching certificate program. Department head approval and completion of Tiers One and Two are required for entry into the mentor program. Mentors will receive a stipend for the extra work and time involved in mentoring new faculty.

In addition to mentor training, a mentoring handbook and checklist will be created for faculty mentors. The handout will be a resource for both the mentor and mentee that provides expectations, timelines, and goal-setting tips. The checklist will serve as a quick reference guide throughout the mentoring process.

Department heads, online leads, and any others who actively participate in course evaluations will be expected to review current and new faculty skill sets. Consequently, department heads and online leads will also be expected to complete the Online Teaching master Certificate program. The Tier One checklist will aid these evaluators in identifying skill gaps and directing instructors to needed trainings in Tier One and suggested electives for Tier Three. These evaluators will also determine which instructors are to have priority registration in Tier Two courses. A rubric will be developed for evaluators to use during the review process. This rubric will be similar to one to be used by faculty and mentors when assessing their own courses. Professional development will be provided to prepare evaluators for the use of the rubric while reviewing demonstrated skills. Evaluators will also be the pilot group of participants in the Tier Two courses.

Figure 10 Outcomes of Professional Development Universal Design for Learning Guidelines



Professional Development Actions Timeline

Table 3 Implementation Timeline for Professional Development Actions

Implementation Actions	Timeline		
Year 0 (2013-2014)			
	Fall	**Spring**	**Summer**
1. Revise Recommended Blackboard Course Menu	Develop	Implement	Operational
2. Blackboard Course Preview Access Workshop	Develop	Implement	Operational
3. Online Teaching Certificate Tier One	Develop	Develop	Implement
Year 1 (2014-2015)			
	Fall	**Spring**	**Summer**
1. Online Teaching Certificate Tier One	Implement	Assess	Operational
2. Online Teaching Certificate Tier Two	Develop	Develop	Pilot
Year 2 (2015-2016)			
1. Online Teaching Certificate Tier One	Operational	Operational	Operational
2. Online Teaching Certificate Tier Two	Implement	Operational	Assess
3. Online Teaching Certificate Tier Three		Develop	Develop
4. Faculty Mentoring Program	Develop	Develop	Pilot
Year 3 (2016-2017)			
1. Online Teaching Certificate Tier One	Operational	Operational	Operational
2. Online Teaching Certificate Tier Two	Operational	Operational	Operational
3. Online Teaching Certificate Tier Three	Implement	Assess	Operational
4. Faculty Mentoring Program	Pilot	Implement	Assess
Year 4 (2017-2018)			
1. Online Teaching Certificate Tier One	Operational	Operational / Assess	Operational
2. Online Teaching Certificate Tier Two	Operational	Operational / Assess	Operational
3. Online Teaching Certificate Tier Three	Assess	Operational	Operational
4. Faculty Mentoring Program	Assess	Operational	Operational

Assessment

Assessment Actions

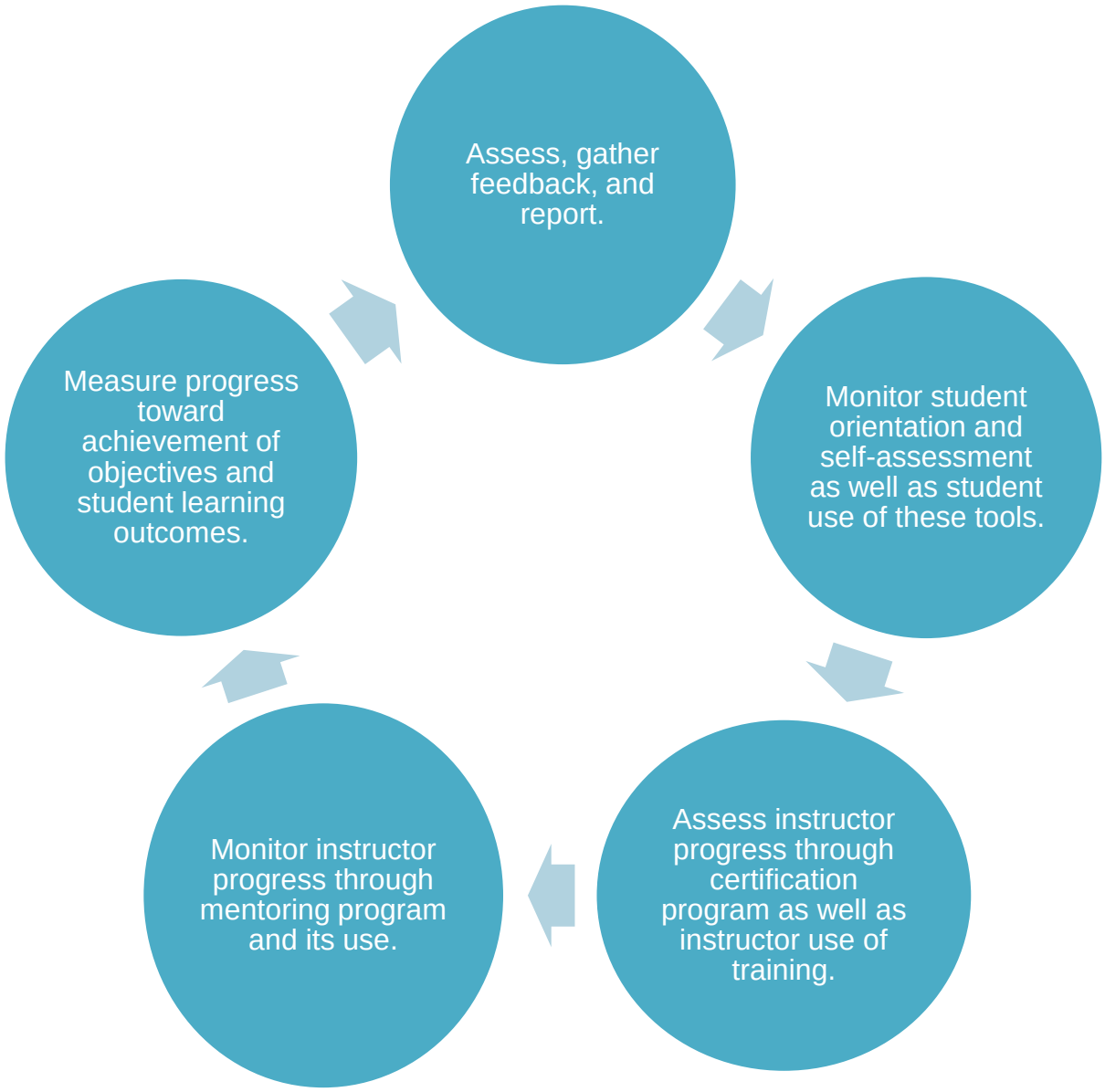
Student Success Objectives: The QEP Assessment Team will collect and analyze retention rate and success rate data each semester and compare with previously collected data. The success rate data collected will serve as a global measurement of progression toward achieving the overall objective of the QEP: increasing student success rates in online courses. Student learning outcomes in identified courses will also be compared by mode of delivery to determine areas within courses that need remediation.

Quality Course Objectives: An adapted Quality Matters Rubric will also be provided to all faculty members, mentors, and evaluators. The Quality Matters' (QM) organization evolved from a 2003 U.S. Department of Education's Fund for the Improvement of Post-secondary Education grant awarded to Prince George's Community College and Maryland Online to develop a quality-assurance process for online courses. The QM rubric, training, and related services and resources may be obtained through fees or subscriptions. Faculty members will be able to use the rubric to assess their own courses. Mentors will guide mentees in using this rubric as a formative assessment measure. Mentors and evaluators will use the rubric to assess one class per mentee toward the end of the mentoring cycle as a summative assessment measure. Courses will be randomly selected for both internal and external evaluation based on this rubric.

Student Learning Outcomes: Grade data will be collected from the self-assessments in the orientation modules in the ELI course. Module tracking will also be turned on in the course to identify students who successfully completed the course without remediation as well as those students who went through the remediation materials before successfully completing the course. The tracking data and grade data will be used to help identify any potential issues students may face in completing the course. Revisions will be made as needed.

Student and faculty surveys will be created to solicit feedback. A rubric will be created for faculty to complete in order to assess student proficiency in an online course. A checklist will be provided for department heads to complete for faculty members going through the online teaching certificate program.

Figure 11 Objectives of Assessment Actions



Assessment Measures

Table 4 Student Success Objectives

Student Success Objectives		
Objective	**Measure/Evidence**	**Targets**
SS 1 Increase aggregated online success rates.	Compare aggregated success rates (% A,B,C) and retention rates of students in online and web-assisted courses.	Increase success and retention rates at least 1% per year over 5 years.
SS 2 Increase student success rates (% A,B,C) in identified online courses.	Compare (with web assisted courses) overall success rates (% A,B,C), success rates among completers (A,B,C,D,F) and retention rates of online courses with enrollments of at least 200 per year and at least 25% online.	1) Decrease gap between online and seated success rates to less than 5%, aggregated. 2) Increase success rates in online courses to at least 70%.

Table 5 Quality Course Objectives

Quality Course Objectives		
Objective	**Measure/Evidence**	**Targets**
QCO1 Online, hybrid, and web-assisted courses will reflect best practices in instructional design.	Adapted Quality Matters Rubric	90% of sampled courses will reflect instructional design best practices.
QCO2 Instructors in online, hybrid, and web-assisted courses will identify the strengths and weaknesses of their courses.	Adapted Quality Matters Rubric	All instructors in identified courses will submit self-reflections and peer reviews of their courses using the rubric.

Table 6 Student Learning Outcomes

Student Learning Outcomes		
Objective	**Measure/Evidence**	**Targets**
SLO1 Students will be able to identify their strengths and weaknesses, and remediate their weaknesses based on review of the characteristics and skills of successful online learners.	ELI Pre-Assessment: Percentage of students who placed or tested into the ELI module.	Collect baseline each year.
	ELI Pre-Assessment: Course success rates of students in targeted courses who took Eli Module.	Success rates of students placing or testing out of module will be comparable to students who did not take the module.
	ELI Formative Assessment	A) Student scores will increase each time they take the module, B) Students scores will increase and frequency of module retakes will decrease due to module improvements, C) Success rates of students passing ELI in identified courses will be comparable to students testing out of ELI.
	ELI Post (Summative) Assessment	Students will show at least 25% improvement after remediation.
	Post-ELI Survey	At least 80% of students will report that they found the ELI module helpful.

Student Learning Outcomes		
Objective	**Measure/Evidence**	**Targets**
SLO 2 Students will be able to navigate the Blackboard learning management system to successfully submit assignments, take assessments, and post discussions.	Student mid-term and end-of course surveys in identified courses.	A) At least 80% response rate, B) At least 80% of students will report they are successful in navigating the course, and will provide feedback to instructors on ways they could be more successful.
	Faculty mid-term and end-of-course surveys in identified courses.	A) 100% participation rate, B) Faculty will report that at least 80% of their students were successful in navigating the course and will provide reflection on ways to improve student success in identified courses.
SLO 3 Students will be able to communicate effectively with instructors in an online environment.	Student survey with rubric criteria in identified courses.	A) Positive correlation between successful students and students considered good communicators (and are not afraid to ask for help), B) 100% of surveys answers will show there were multiple opportunities for communication advertised and encouraged/required.
	Faculty Survey answers.	Faculty in identified courses report that 80% of their students are using required communication elements.
SLO 4 Students will be able to collaborate effectively with peers in an online environment to enhance the learning experience.	Student survey with rubric criteria in identified courses.	A) 100% of identified courses have collaboration elements, B) 80% of students report they are able to collaborate with their peers as needed, C) 80% of students report they are able to locate and utilize the elements of collaboration in the class.
	Faculty survey with rubric criteria in identified courses.	Faculty will self-report that at least 80% of their students are meeting the requirements for collaboration.

Targeted courses for assessments are identified in the table below. While these courses will serve as the primary focus of assessment, success data from all courses will be collected and analyzed.

Table 7 High Enrollment Courses

High enrollment online courses (200+ per academic year, at least 25% online) Identified For Assessment in First Year		
ACC-120	ECO-251	NOS-110
ART-111	EDU-119	OST-131
BUS-110	ENG-112	OST-148
BUS-115	ENG-114	PHI-240
CHM-090	GEL-120	PSY-118
CIS-110	HIS-122	PSY-150
CIS-111	HUM-110	REL-110
CIS-115	HUM-115	SOC-210

Assessment Timeline

The Quality Matters rubric will be adapted for use at Wake Tech. In November 2013, Wake Tech granted funding to three members of the QEP proposal team to begin Quality Matters training. Alison Consol, Cindy Foster, and Katherine Bennett will complete the Quality Matters training and begin preliminary work on adapting the rubric. Instructors will be able to use this rubric for self-assessments prior to submitting a course for official review. Guidelines will also be created and distributed to department heads. Starting in the spring 2015 semester department heads will begin reviewing online faculty classes in order to determine the level of online preparedness an instructor exhibits. This will help department heads direct or waive the Online Teaching Certificate Tier 1 requirements.

Data from the ELI modules will be collected and reviewed throughout the QEP. Both the number of students who assessed out of the modules and the number of students who completed the remediation will be compared to successful completion of online classes. During the second year of the QEP, midterm and end of course surveys for students and instructors will be developed. These surveys will elicit feedback on how the students are doing in the course in reference to the QEP student learning outcomes. Student feedback and instructor feedback will be collected.

Table 8 Implementation Timeline of Assessment Actions

Implementation Actions	Timeline		
Year 1 (2014-2015)			
	Fall	**Spring**	**Summer**
1. Guidelines for Department Heads	Develop	Implement	Operational
2. Quality Course Rubric	Develop	Pilot	Implement
3. ELI Data Collection and Analysis			Implement
4. Student Success Objectives			Collect
5. Quality Course Outcomes			
6. Student Learning outcomes			
Year 2 (2015-2016)			
1. Guidelines for Department Heads	Operational	Assess	Operational
2. Quality Course Rubric	Operational	Assess	Operational
3. ELI Data Collection and Analysis	Operational	Operational	Operational
4. Midterm and End of Course Surveys	Develop	Pilot	Implement
5. Student Success Objectives	Collect, Assess	Collect, Assess	Evaluate
6. Quality Course Outcomes		Collect	Collect, Assess
7. Student Learning outcomes	Collect	Collect, Assess	Collect, Assess, Evaluate

Year 3 (2016-2017)			
1. Guidelines for Department Heads	Operational	Operational	Operational
2. Quality Course Rubric	Operational	Operational	Operational
3. ELI Data Collection and Analysis	Assess	Operational	Operational
4. Midterm and End of Course Surveys	Operational	Operational	Assess
5. Student Success Objectives	Collect, Assess	Collect, Assess	Collect, assess, evaluate and report
6. Quality Course Outcomes	Evaluate	Report	Collect, Assess
7. Student Learning outcomes	Report	Collect, Assess	Collect, Assess
Year 4-5 (2017-2019)			
1. Guidelines for Department Heads	Operational	Operational	Operational
2. Quality Course Rubric	Operational	Operational	Operational
3. ELI Data Collection and Analysis	Operational	Operational	Operational
4. Midterm and End of Course Surveys	Operational	Operational	Operational
5. Student Success Objectives	Collect, assess, evaluate and report	Collect, assess, evaluate and report	Collect, assess, evaluate and report
6. Quality Course Outcomes	Collect, assess, evaluate and report	Collect, assess, evaluate and report	Collect, assess, evaluate and report
7. Student Learning outcomes	Collect, assess, evaluate and report	Collect, assess, evaluate and report	Collect, assess, evaluate and report

Marketing and Change Management Actions

Marketing and change management programs have already begun for this QEP. The QEP team, with assistance from the college's Media Productions Manager, created a video entitled *EPIC: E-Learning Preparedness Initiative across the College* that was shared with faculty and staff during convocation in August 2013. The Marketing and Change Management Team plans videos throughout the duration of the QEP to generate enthusiasm and to inform students, faculty, and staff about EPIC/ELI and its benefits to them. QEP co-chairs also met with deans and department heads to gather feedback on the proposed initiatives, and QEP co-chairs presented to faculty members during the fall 2013 professional development conference. In November 2013, co-chairs also presented QEP initiatives to Wake Tech President Dr. Stephen Scott and other administrators. Upon acceptance of this QEP, Dr. Scott and the Wake Tech administrators fully support these initiatives and will assist with their adoption college-wide.

Registration and Student Learning

The QEP Resource Team will create a college-wide marketing campaign creating awareness of the new ELI requirements for all new students registering for online courses. Flyers will be distributed during admission and advising. A webpage including general information and frequently asked questions will also be available and linked from the main Registration website. To raise awareness and buy-in among faculty, staff, and students, the team will strategically employ various marketing strategies. Promotional events will take place on all campuses and online with participation rewards. Examples of participation rewards would be ball caps, carabiner key rings, banners, USB drives, T-shirts, and Wake Tech EPIC logo red solo cups for students. Flat screen displays and other promotional items will be strategically employed on all campuses to create awareness of EPIC/ELI and to lead students and faculty to the EPCI/ELI website.

Students will receive a notice about the ELI course in WebAdvisor in the course comments section. Students will be advised during the admissions and advising processes that, if registering for an online course for the first time, they must complete ELI.

Information sessions will also be provided to faculty during scheduled professional development days. Faculty will also place a warning in all online course previews advising new students that they must complete ELI in order to register.

Professional Development

The QEP Resource Team will create a multi-phase marketing campaign to create awareness of each of the three tiers within the Online Teaching Certificate program and the Mentoring program. Information sessions will be held during scheduled professional development days. Information will be provided online in the e-Learning Resource Center course shell in Blackboard. This resource is always available to faculty.

Assessment

The QEP Resource Team will create a marketing campaign to create awareness of the assessment needs for the initiatives in this QEP.

Students will be asked to complete end-of-course surveys. E-mail notifications will be sent to all students requesting these surveys be completed before the last day of classes. Faculty will also post a link for the survey in their Blackboard courses.

Faculty will be asked to complete evaluations of their own classes based on provided rubrics. Mentors will be asked to complete evaluations of mentees. Department heads will be asked to complete checklists while advising their faculty who work to complete the online teaching certificate. Checklists, rubrics, and the mentoring guidebooks will be provided to all faculty and department heads. Professional development sessions will be offered to provide information and guidance on using these materials and progressing through the programs.

Marketing Initiatives

To kick off the marketing campaign, the Marketing and Change Management Team will conduct a college-wide "Logo Design Contest" in the spring 2014 semester to design branding with the creation of an EPIC/ELI logo and slogan. The contest will raise awareness of EPIC/ELI ahead of implementation. The logo will appear on the QEP website and all promotional, marketing materials such as ball caps, carabiner key rings, banners, USB drives, T-shirts, red solo cups, and polo shirts for faculty who complete EPIC training.

Press releases, videos, social media, digital signage, e-newsletters and emails will be used to promote the rollout of EPIC/ELI and celebrate milestones throughout the campaign. Once the initiative is launched, a video/social media campaign will be implemented featuring testimonials from faculty and students on the positive impact of EPIC/ELI on their online teaching and learning experiences. Students might discuss their initial assumptions about e-learning contrasted with the realities of the online environment, for example, ". . . ELI really helped me have a better understanding of what to expect and what was expected of me in online classes." Faculty might discuss their teaching experiences before and after completing EPIC training. The testimonials will appear in college publications, on college websites, YouTube pages, and social media. The current working title/tagline for the testimonials is **"I'm an EPIC Success @ Wake Tech!"** These materials will be produced with Wake Tech Communications and Marketing.

The Marketing and Change Management Team also envisions an EPIC kickoff event during the fall 2014 semester to create excitement and anticipation as EPIC begins. Following the kickoff, EPIC will continue to maintain a presence at college events by presenting information and updates at convocations, student orientations, Fall Festival, Spring Fling, Facts & Snacks, and other appropriate events in the life of the college.

Project Implementation Timeline

Table 9 QEP Implementation Timeline

Implementation Actions	Timeline			Persons Responsible	SLO
Year 0 (2013-2014)					
	Fall	**Spring**	**Summer**		
1. Establish QEP Director (to be done by Summer 2014)				SVP of Curriculum Services	
2. Revise Recommended Blackboard Course Menu	Develop	Implement	Operational	e-Learning Support	SLO 2
3. Blackboard Course Preview Access Workshop	Develop	Implement	Operational	e-Learning Support	SLO 2
4. Online Teaching Certificate Tier One	Develop	Develop	Implement	e-Learning Support	SLO 2, 3
5. Marketing	Develop Logo/ Slogan Contest	Develop/ Implement Logo/ Slogan Contest		QEP Director and Resource Team	SLO 1
Year 1 (2014-2015)					
	Fall	**Spring**	**Summer**		
1. Marketing	Develop / Implement	Operational	Operational	QEP Executive Resource Teams	
2. E-Learning Information Orientation for Students	Develop	Develop	Pilot	QEP Director and Resource Team	SLO 1, 2
3. Automate Student Enrollment	Develop	Develop	Pilot	Director of Systems, ITS	
4. Online Teaching Certificate Tier One	Implement	Assess	Operational	QEP Director and Resource Team	SLO 2, 3
5. Online Teaching Certificate Tier Two	Develop	Develop	Pilot	QEP Director and Resource Team	SLO 2, 3, 4

Implementation Actions	Timeline			Persons Responsible	SLO
Year 2 (2015-2016)					
	Fall	**Spring**	**Summer**		
1. Marketing	Operational	Operational	Operational	QEP Executive and Resource Teams	
2. E-Learning Information Orientation for Students	Implement	Assess	Assess	QEP Director and Resource Team	SLO 1, 2
3. Automate Student Enrollment	Implement	Assess	Assess	Director of Systems, ITS	
4. Online Teaching Certificate Tier One	Operational	Operational	Operational	QEP Director and Resource Team	SLO 2, 3
5. Online Teaching Certificate Tier Two	Implement	Operational	Assess	QEP Director and Resource Team	SLO 2, 3, 4
6. Online Teaching Certificate Tier Three		Develop	Develop	QEP Director and Resource Team	SLO 2, 3, 4
7. Faculty Mentoring Program	Develop	Develop	Pilot	QEP Director and Resource Team	SLO 2, 3, 4
Year 3 (2016-2017)					
	Fall	**Spring**	**Summer**		
1. Marketing	Operational	Operational	Operational	QEP Executive and Resource Teams	
2. E-Learning Information Orientation for Students	Operational	Operational	Operational / Assess	QEP Director and Resource Team	SLO 1, 2
3. Automate Student Enrollment	Operational	Operational	Operational / Assess	Director of Systems, ITS	
4. Online Teaching Certificate Tier One	Operational	Operational	Operational	QEP Director and Resource Team	SLO 2, 3
5. Online Teaching Certificate Tier Two	Operational	Operational	Operational	QEP Director and Resource Team	SLO 2, 3, 4
6. Online Teaching Certificate Tier Three	Implement	Assess	Operational	QEP Director and Resource Team	SLO 2, 3, 4
7. Faculty Mentoring Program	Pilot	Implement	Assess	QEP Director and Resource Team	SLO 2, 3, 4

Implementation Actions	Timeline			Persons Responsible	SLO
Year 4 (2017-2018)					
	Fall	**Spring**	**Summer**		
1. Marketing	Operational	Operational	Operational	QEP Executive and Resource Teams	
2. E-Learning Information Orientation for Students	Operational / Assess	Operational	Operational	QEP Director and Resource Team	SLO 1, 2
3. Online Teaching Certificate Tier One	Operational	Operational / Assess	Operational	QEP Director and Resource Team	SLO 2, 3
4. Online Teaching Certificate Tier Two	Operational	Operational / Assess	Operational	QEP Director and Resource Team	SLO 2, 3, 4
5. Online Teaching Certificate Tier Three	Assess	Operational	Operational	QEP Director and Resource Team	SLO 2, 3, 4
6. Faculty Mentoring Program	Assess	Operational	Operational	QEP Director and Resource Team	SLO 2, 3, 4
Year 5 (2018-2019)					
	Fall	**Spring**	**Summer**		
1. E-Learning Information Orientation for Students	Operational	Operational	Operational	QEP Director and Resource Team	SLO 1, 2
2. Online Teaching Certificate (All Tiers)	Operational	Operational	Operational	QEP Director and Resource Team	SLO 2, 3
3. Faculty Mentoring Program	Operational	Operational	Operational	QEP Director and Resource Team	SLO 2, 3, 4

Organizational Structure, Resources, and Budget

Continuing with the collaborative efforts of faculty and staff who developed this proposal, the organizational structure of the QEP will consist of representatives from multiple departments. The QEP Lead and Co-Directors will work collaboratively to manage the QEP.

QEP Lead

The primary responsibility of the QEP Director of Project Management will be general oversight of the QEP project to ensure realization of the project outcomes. The QEP Lead will provide support to the QEP teams and initiatives; serve as liaison within divisions to facilitate the process of enhancement; work with appropriate departments to market to students, faculty, staff, and administrators; manage expenditures; and assist in the continued evaluation to improve the QEP.

QEP Co-Director 1

The primary responsibility of this QEP Co-Director will be to lead the design and development of the student orientation and online teaching certificate program. The QEP Co-Director will lead the team of designers and developers, consult with faculty liaisons and department heads on development and assessment, coordinate actions, and assist in the continued evaluation to improve the QEP.

QEP Co-Director 2

The primary responsibility of this QEP Co-Director will be to lead the design and development of the faculty mentoring program. This QEP Co-Director will lead the team of faculty liaisons and developers, consult with department heads on development and assessment, coordinate actions, and assist in the continued evaluation to improve the QEP.

QEP Resource Team

The QEP Resource Team will develop and deliver the modules for the student orientation and the professional development courses to be included in Tiers Two and Three of the online teaching certificate program. This team will also assist in the development of the faculty mentoring program. Continuing support of students and faculty will be provided by members of this team.

The QEP Resource Team consists of the following:

- QEP Lead—Institutional Effectiveness
- QEP Co-Director—e-Learning Support
- QEP Co-Director—Curriculum Faculty
- e-Learning Technologists
- Instructional Designers
- Accessibility Technologist
- Faculty Liaisons
- SGA representative
- Director of System, Information Technology Systems
- Department Head, e-Learning Support
- Learning/Assessment Specialist

QEP Executive Team

The focus of the QEP Executive Team will be on support, resource management, compliance, direction and alignment, and senior-level decision making.

The QEP Executive Team consists of the following:

- QEP Lead
- QEP Co-Director
- QEP Co-Director
- Deans
- Director of Systems
- Department Head, e-Learning Support
- Registrar, Audit and Compliance
- Curriculum Vice Presidents and Senior Deans

QEP Assessment Team

The QEP Assessment Team will align and develop assessment measures for the QEP. This team will also perform the internal assessments of the QEP.

The QEP Assessment Team consists of the following:

- QEP Lead
- QEP Co-Director
- QEP Co-Director
- e-Learning Support Technician
- Curriculum Department Heads
- Faculty Liaisons
- Faculty Mentors
- Learning/Assessment Specialist

Personnel

To ensure success of this QEP, proper leadership and sufficient personnel resources are required. Wake Tech will invest significantly in the human resource needs for this project.

QEP Lead

The QEP Lead is a full-time, twelve-month employee. This person will devote 25% of efforts toward the general oversight and project management of the QEP. This position will be 25% funded for the duration of the QEP project. A member of the Institutional Effectiveness, Accreditation and Research department will fill this position.

QEP Co-Directors

The QEP Co-Directors are full-time, twelve-month employees. These two individuals will devote 50% of their efforts toward the design, development, implementation, evaluation, and management of the QEP. These positions will be 50% funded for the duration of the QEP project. One position will be filled by a member of the e-Learning Support department and one position will be filled by a curriculum faculty member. The faculty member will receive 50% release time required to serve as Co-Director.

Accessibility Technologist

The Accessibility Technologist is a full-time, twelve-month staff member. This person will devote efforts to ensuring the accessibility of all content developed through the QEP. This is a new position to be funded for the duration of the QEP.

Data Analyst/Programmer

The Data Analyst/Programmer is a full-time staff member who will assist with the programming and monitoring services provided by ITS. This is a new position to be funded for the duration of the QEP.

Data Technician

The Data Technician is a full-time paraprofessional staff member who will monitor the student orientation completions and remove registration holds. This is a new position to be funded for the duration of the QEP with possible ongoing funding.

Department Head, e-Learning Support

The Department Head of e-Learning Support is a full-time, twelve-month staff member. This person will support the development, management, and success of the QEP. This is an existing position.

Director of Systems

The Director of Systems is a full-time, twelve-month staff member. This person will serve as lead programmer and ITS liaison for the QEP. This is an existing position.

e-Learning and Instructional Technologists

The e-Learning and Instructional Technologists are full-time, twelve-month staff members who will each work on the design, development, and delivery of modules and trainings. e-Learning and Instructional Technologists will also provide support for faculty. These are existing positions that currently carry responsibilities of instructional design, training, and support.

e-Learning Support Technician

The e-Learning Support Technician is a full-time, twelve-month staff member who will work toward the development, implementation, and assessment of the student orientation. This person will provide ongoing student support. This is an existing position.

Faculty Liaisons

Faculty liaisons are representatives from curriculum faculty who will serve on either the QEP Resource Team or the QEP Assessment Team. Liaisons serving on the Resource team will assist in the design process of QEP initiatives. Liaisons serving on the Assessment team will assist in the evaluation and assessment of the QEP. Estimated stipends of $1,500 will be provided for each liaison each semester for the duration of the QEP.

Faculty Mentors

Faculty Mentors are full-time faculty members who will devote efforts comparable to teaching one online course toward mentoring up to three new faculty members. Mentors will meet regularly with mentees, provide guidance, observe classes, and assist with course evaluations. Estimated stipends of $1,500 will be provided for each mentor each semester.

Instructional Designers

The Instructional Designers are full-time, twelve-month staff members who will each devote efforts toward the design, development, and delivery of modules and trainings. Instructional

Designers will also provide support for faculty. Two new positions will be created to assist with the design, development, and assessment of the QEP. These positions will be funded for the duration of the QEP and will receive ongoing funding to provide support to faculty after the QEP.

Learning/Assessment Specialist

The Learning/Assessment Specialist is a full-time, twelve-month staff member who will devote efforts toward the development of indirect assessments for the QEP. This person will also assist in the development of assessments used in the student orientation modules and throughout the online teaching certificate program. This is a new position that will be funded for the duration of the QEP.

Technical Assistant

The e-Learning Support Technical Assistant is a full-time, twelve-month staff member who will devote efforts toward the assessment of the student orientation and student support. This person will provide ongoing student support. This is a new position to be funded for the duration of the QEP with possible ongoing funding to support students after the QEP.

Impact of QEP on Existing Positions

The QEP will impact the existing responsibilities of existing positions. The existing teaching responsibilities of the faculty Co-Director will have to be shared with other faculty in that department to compensate for the 50% course reduction for this individual. Existing responsibilities for the staff Co-Director will be shared among the e-Learning Support staff. e-Learning Technologists and Support Technicians will be expected to contribute substantially to the QEP along with regular support duties. The addition of Instructional Designer and Technical Assistant positions will help alleviate the significant increase in work load for the e-Learning Support department. Faculty liaisons and mentors will be given extra responsibilities and will receive stipends for their work.

Professional Development

Wake Tech will also invest in the continuing professional development of its faculty. Stipends based on an estimate of $33 per hour will be provided to all adjunct faculty members who complete Tier One of the online teaching certificate program.

Members of the QEP resource team who will be the primary designers and developers of the training materials will also need training on the design tools to be used. The primary tool for which training is required in Adobe Captivate, which will be used to create interactive lessons. Each design team member will receive a Lynda.com membership to access online training. Lynda.com memberships provide unlimited access to over 2,000 instructional video taught by leading experts.

Operational Investments

Additional investments for assessment needs, travel, marketing, equipment, and materials are described below:

Assessment

Quality Matters will be used as a part internal and external assessment of the QEP. Wake Tech subscribes annually to the basic package to gain access to the Quality Matters Rubric and discounted training. The Quality Matters Rubric training and Peer Reviewer training courses are required for all faculty and staff who will be assisting with internal assessments. This includes the QEP Lead, QEP Co-Directors, Instructional Designers, e-Learning Technologists, Faculty

Liaisons on the Assessment Team, Faculty Mentors, and department heads. Twenty-three courses, identified by the Assessment Team as high enrollment but low success rates at the beginning of the QEP, will be submitted to Quality Matters for Quality Matters managed reviews as part of the external assessment.

Travel

The QEP Lead and Co-Directors will attend the SACS, AACC, NCCCS, and League of Innovation conferences. One conference will be attended each year beginning in year two. Travel costs include registration, travel, and accommodations.

Marketing

A design contest will be held for graphic design of the logo to be used for this QEP. Student submissions will be accepted during the spring 2014 semester and incentives will be awarded to the winners. Flyers, mailers, handbooks, and other paper advertisements will be printed and distributed throughout the duration of the QEP. The QEP will be marketed at campus events such as open house and convocation. Pens, flash drives and other promotional items will also be distributed at events. Promotional items will have the logo and website printed on them.

Equipment and Materials

Each new position created through this QEP will require considerations of office space, computer, and phone access. The new administration building and renovations to Holding Hall on Main Campus may free some of the office space that will be required. Computers and phones will need to be purchased for each new employee.

Members of the QEP Resource Team who participate in the active design and development of orientation modules and training sessions will use Adobe Captivate to create interactive, engaging video tutorials. Captivate licenses will be required for these individuals.

Budget

The goal of EPIC is to improve student success in online courses by 5%, aggregated over five years. The strategies proposed to accomplish this goal include improving student preparedness for online learning and increasing professional development for faculty delivering online learning. To accomplish this goal, the following budget has been developed by the QEP team.

In preparing the budget, the primary objective was to identify the resources necessary for the QEP to be successful. However, the college should consider the monetary and student success benefits resulting from the following:

- FTE gains from increased student success.
- Enrollment gains from fulfilling unmet demand for online classes.
- Student persistence increases based on increased student success and decreased withdrawals.
- Customer satisfaction and customer loyalty increases.
- Course repeater decreases.
- Percentage of course and program completers increases resulting in increased performance measure scores and higher completion rates.

Wake Tech receives funding from the state of North Carolina. This funding is currently based on Full-Time Enrollment (FTE). Online enrollment has grown annually at Wake Tech.

For the 2013 college year, Wake Tech had 4,075 total FTE in online courses. As the state funding shifts from FTE-based to Performance-based, higher success rates will lead to additional state funding.

Wake Tech will also seek funding through grants and business partnerships. Should state funding be lower than expected, the Wake Tech foundation and other budgeted resources set aside for non-recurring expenses may be used. While overall growth in enrollment is projected, it is important to note that initially Wake Tech may see a drop of enrollment due to the new requirement of the student orientation prior to registration. This requirement may deter some potential students from entering online classes at Wake Tech. However, any drops in enrollment should be balanced by increases in success rates.

Table 10 Budget Timeline

QEP Budget Timeline							
Resource	**Description**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
Personnel							
QEP Lead	Responsibilities: 1. Oversight of QEP project. 2. Coordination with QEP Directors, Resource, Executive and Assessment Teams. Twenty-five percent of salary funded by QEP.	$13,750	$13,750	$13,750	$13,750	$13,750	$68,750
QEP Co-Director—e-Learning Support	Responsibilities: 1. Development and delivery of ELI and Online Teaching Certificate Program. 2. Coordination with QEP Lead, Co- Director, Resource, Executive, and Assessment Teams. Fifty percent of salary funded by QEP.	$28,000	$28,000	$28,000	$28,000	$28,000	$140,000
QEP Co-Director—Curriculum Faculty	Responsibilities: 1. Development and delivery of Faculty Mentoring Program. 2. Coordination with QEP Lead, Co-Director, Resource, Executive, and Assessment Teams. Fifty percent of salary funded by QEP.	$28,000	$28,000	$28,000	$28,000	$28,000	$140,000
Accessibility Technologist (new position)	Responsibilities: ensure the accessibility of content developed. Salary plus fringe benefits.	$53,944	$53,944	$53,944	$53,944	$53,944	$269,720
Data Analyst/ Programmer (new position)	Responsibilities: assist with the programming and monitoring services	$56,381	$56,381	$56,381	$56,381	$56,381	$281,905

Resource	Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Data Technician (new position)	Responsibilities: 1. Monitor ELI successful completers list generated by ITS. 2. Remove registration holds.	$51,506	$51,506	$51,506	$51,506	$51,506	$257,530
e-Learning and Instructional Technologists (existing)	Responsibilities: 1. Assist with the development and assessment of ELI modules, Online Teaching Certificate and Mentoring courses. 2. Provide support for faculty. Stipends provided to compensate for additional workload. $1,800 per technologist per semester.	$21,600	$21,600	$21,600	$21,600	$21,600	$108,000
Instructional Designers (2 new positions)	Responsibilities: 1. Assist with the development of ELI modules, Online Teaching Certificate and Mentoring courses. 2. Provide support for faculty.	$ 120,076	$ 120,076	$ 120,076	$ 120,076	$ 120,076	$600,380
e-Learning Support Technician (existing)	Responsibilities: 1. Monitor and assess the ELI modules. 2. Provide support to students. Stipend provided to compensate for additional workload. $500 per semester.	$1,500	$1,500	$1,500	$1,500	$1,500	$7,500
Technical Assistant (new position)	Responsibilities: 1. Monitor and assess the ELI modules. 2. Provide support to students.	$47,850	$47,850	$47,850	$47,850	$47,850	$239,250
Learning/Assessment Specialist (new position)	Responsibilities: assist in the development of assessments.	$53,944	$53,944	$53,944	$53,944	$53,944	$269,720

Resource	Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Faculty Liaisons	Stipends for service on either the QEP Resource Team or Assessment Team. Eight total liaisons. $1500 per liaison per semester.	$36,000	$36,000	$36,000	$36,000	$36,000	$180,000
Faculty Mentors	Stipends to carry out duties as faculty mentor. Five mentors during Year 2 Summer pilot. Five additional mentors accepted annually in Fall semesters. $1500 per mentor per semester.		$7,500	$45,000	$67,500	$90,000	$210,000
Professional Development							
Online Teaching Certificate Tier One	Up to the 18-hour faculty training series required for all faculty. Compensation for part-time faculty is needed. Supporting 75 adjunct instructors per year. $33 per hour.	$44,550	$44,550	$44,550	$45,887	$45,887	$225,424
Lynda.com Memberships	Access to online traning on Captivate and other tools used for design and dvelopment of modules. Content developers will each have an account/ $350/person	$3,150	$3,150	$3,150	$3,150	$3,150	$15,750

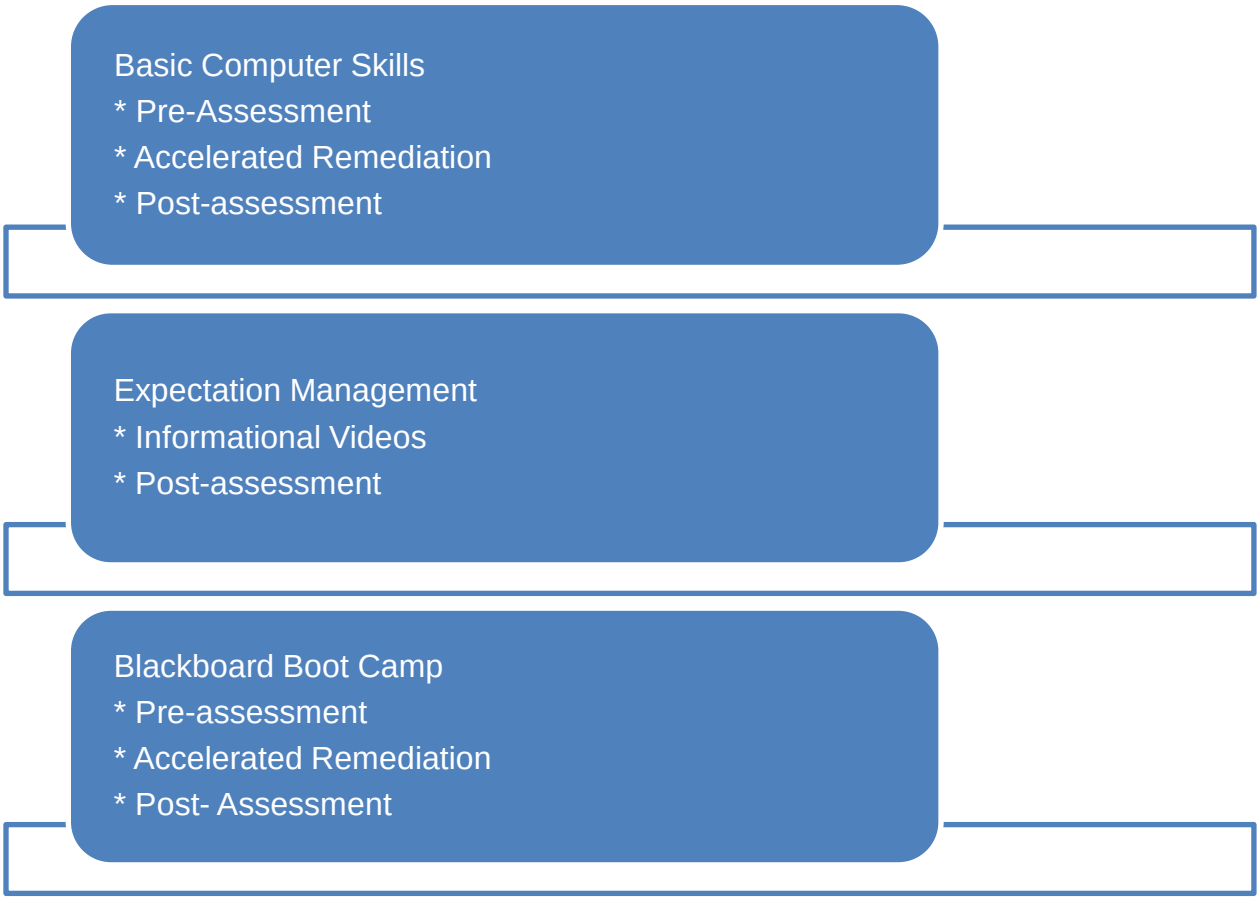
Assessment							
Quality Matters Subscription	Annual fee for basic subscription to Quality Matters including access to Rubric tool and discounts for training and services.	$1,650	$1,650	$1,650	$1700	$1700	$8,350
Applying the Quality Matters Rubric	Online workshop that QEP Lead, QEP Co-Directors, e-Learning Technologists, Assessment team Faculty Liaisons, Faculty Mentors, and department heads will attend, $200 per participant.	$2,400	$1,000	$4,000	$4,000	$2,000	$13,400
Resource	**Description**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
Peer Reviewer Course	QM certification course to certify internal reviewers (listed above), $200 per participant.	$2,400	$1,000	$4,000	$4,000	$2,000	$13,400
QM-Managed Course Reviews	Fees for external review services provided by Quality Matters, $1000 per course.				$11,000	$12,000	$23,000
Travel							
SACS conference	Travel, accommodations, registration for QEP Lead and Co-Directors.					$4500	$4500
AACC conference	Travel, accommodations, registration for QEP Lead and Co-Directors.				$4500		$4500
NCCCS Conference	Travel, accommodations, registration for QEP Lead and Co-Directors.		$4500				$4500
League of Innovation Conference	Travel, accommodations, registration for QEP Lead and Co-Directors			$4500			$4500

Marketing							
Graphic Design Contest	Incentives for winning student designs.	$500					$500
Printing Costs		$500	$500	$500	$500	$500	$2,500
Promotional Items	Flash Drives, pens, etc. with logo, name, and website .	$10,000					$10,000
Campus Events	Representation of QEP initiatives at campus events.	$500	$500	$500	$500	$500	$2,500
Resource	**Description**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
Equipment and Materials							
Computers	Nine computers for new positions. Replacements after four years.	$10,800				$10,800	$21,600
Phones	Nine phones for new positions.	$3,600					$3,600
Adobe Captivate	Captivate licenses for QEP Co-Director, e-Learning Technologists, Accessibility Technologists, and Instructional Designers. Version update after two years.	$6,600		$4,400			$11,000
Office Supplies	General office supplies.	$1000	$1000	$1000	$1000	$1000	$5000
Total Costs		$600,201	$577901,	$625,801	$656,288	$686,588	$3,146,779

Appendices

Appendix A ELI Modules

Figure 12 Flowchart of ELI Modules



Appendix B Online Teaching Certification Program Tier One Checklist

Skills/Knowledge	Training Course	Date Training Completed	Initials and Date if Waived*
Tier One			
Blackboard Course Navigation	Course Customization and Resources		
Customization of Course Menu			
Awareness of Resources Available to Instructors			
e-Learning Resource Center			
Disability Support Services			
File Management in Blackboard	Course Files and Content		
Adding Content in Blackboard			
Adding Announcements	Blackboard Communication Tools		
Creating Discussion Board Forums			
Using the Blackboard E-Mail Tool			
Creating Assignments in Blackboard	Assessments in Blackboard		
Creating Pools, Tests, and Quizzes in Blackboard			
Create, Reorder, and Hide Grade Center Columns	Blackboard Grade Center		
Enter Grades and Feedback			
Weight Grades			
Understanding of the fundamentals of Accessibility	Accessibility Introduction		Cannot Be Waived

***Department Heads**: If an instructor consistently and effectively demonstrates the skills/knowledge, the training course requirement can be waived. Please enter your initials in the *Initials* and *Date if Waived* column to indicate that you waive this requirement.

Appendix C Online Certification Program – Completion Checklist

Tier One: Blackboard Proficiency and Accessibility Introduction

Course Name	Credits	Date Completed
Course Customization and Resources	1	_____
Course Files and Content	3	_____
Blackboard Communication Tools	2	_____
Assessments in Blackboard	3	_____
Blackboard Grade Center	3	_____
Accessibility Introduction	6	_____
Total Credits	18	

Tier Two: Online Course Pedagogy

Course Name	Credits	Date Completed
Course Design Best Practices	2	_____
Designing Assessment Measures	2	_____
Building an Online Community	2	_____
Establishing Instructor Presence	2	_____
Universal Design for Learning	2	_____
Total Credits	10	

Tier Three: Technology Tools, Advanced Topics, other Electives

Course Name	Credits	Date Completed
1. [Name of Elective]	[#]	_____
2. [Name of Elective]	[#]	_____
3. [Name of Elective]	[#]	_____
4. [Name of Elective]	[#]	_____
Total Credits	[#] (12 minimum)	

Appendix D Online Certification Program – Program of Study

Tier One: Blackboard Proficiency and Accessibility Introduction

Accessibility Introduction is required and cannot be waived. All Blackboard courses are required or approval from the department head is required to waive. Upon completion of all courses, the Blackboard Basics Certificate is awarded.

Core Courses

Course Customization and Resources

Course Files and Content

Blackboard Communication Tools

Assessments in Blackboard

Blackboard Grade Center

Accessibility Introduction

Tier Two: Online Course Pedagogy

All courses are required. Upon successful completion of all courses, the Online Teaching Basics Certificate is awarded.

Core Courses

Course Design Best Practices

Designing Assessment Measures

Building an Online Community

Establishing Instructor Presence

Universal Design for Learning

Tier Three: Technology Tools, Advanced Topics, other Electives

Upon satisfactory completion of at least 12 hours in addition to completion of all Tier One and Tier Two courses, the Online Teaching Master Certificate is awarded. Registration for Mentor training requires department head approval and completion of Tiers 1 and 2.

Accessibility Electives*

Accessible Documents

Accessible PowerPoint

Accessible Multimedia

Captioning

Advanced Blackboard Electives*

Adaptive Release

Working with Groups in Blackboard

SafeAssign

Starfish

Wikis and Blogs

Mentor Elective

Mentor Training

Open Educational Resources Electives*

Introduction to Open Educational Resources

Exploring OER Resources

Fair Use Guidelines

Technology Electives*

Camtasia

Camtasia Advanced

Respondus

SoftChalk

SnagIt

Web 2.0 Tools

*Courses listed may not include all options available. Substitutions can be made with approval of Department Head.

Appendix E 2013SP Course Survey Comments

Note: exact copies taken from the Distance Education Comments report

BUS 110, Introduction to Business

- I would not recommend this course to anyone due to the teacher.
- I have really enjoyed this course. Ive learned a lot and the ease of us of it was really a relief to me. Great instructor and curriculum !
- Great online course. Organized well!
- online doesnt work for me. i am more face to face and hands on.

CIS 111, Basic PC Literacy

- Communication is effective and useful for me when I get into troubles with my assignments. The course is interesting and beneficial to my intended major.
- I liked Moodle better, but this course if very organized in BB which makes it easy to stay on top of.
- It really helped that the professor made work available so that I could work ahead of the syllabus when needed.
- There was not a lot of communication between the students. There was a forum to post questions in, but we were not required to use it.
- I am Learning more online than if it was a face to face class.
- It should be stated very clearly BEFORE PAYING FOR THE CLASS, that you must be at a Wake Tech DETC or an equivalent in a different area to take the exams. I was notified that the exam would not be taken online the week AFTER the mid-term exam, and received a ZERO with no opportunity to do anything about it. Instead of placing this information somewhere a student would find it if they went out of their way to look for it, the information should be written in bold, where a student would see it no matter what. In addition, some online courses should not have prerequisites. There should be a "take at your own risk" policy, so someone like me doesn't end up in an introductory level course, starting the week long assignments 1-2 hours before they are due and still passing the class, with a ZERO on the mid-term. I was originally going to transfer the credit to skip a 100 level class at the top ten computer science school I'm attending next year with an academic scholarship for full tuition, but I can't, because I received a ZERO on the mid-term that I undoubtedly would have received a 100 on, had I been able to fly to North Carolina and take the exam.

ENG 112, Argument-based Research

- It was okay.
- I highly recommend this class. Instructor [redacted] is a wonderful teacher.
- Instructor extremely knowledgable and easy to follow and she helps when needed
- As an online student, I would ask that WTCC either make a firm policy that only .docx files will be used or that both a .docx file and a .doc version be provided by the instructor when he/she attaches files to be opened by the students.

- This course was far more time consuming than any other I've taken for three credits. The workload should be reviewed or credit hours increased.
- I greatly enjoyed the online setting. I feel the class got to interact a lot more than a seated one would.

GEL 120, Physical Geology

- This is a challenging course, but I enjoyed the challenge! The instructor is hands down wonderful.
- This class is very informative and fun. I am a slow reader, and sometimes was difficult to fallow the lectures, however all the visuals and extra examples that our instructor provided made it easy to grasp the material. ***Virtual Labs needed more explanation, better examples. Tutorials did not give you enough information.
- This class is out of reach for most people. It is not created to be practical at all. I am very good at math so that was not the issue. It covers topics beyond the scope of entry level and in the online setting, the student is left out in the cold without resources to assist, particularly with the labs. If you added some actual lectures, it would help bring concepts together. I found this class pretty dreadful and I am a lover of the Earth and not new to the online class setting. There has to be a way to teach Geology on a level attainable for everyone. I get geologists have a difficult job, there is no need to prove it through this class.
- The instructor is great! She answers emails quickly and does everything in her power to help me any time I get confused. The only reason I would not recommend this class be taken online is because it can be quite challenging compared to other classes I have taken online. I wish I would have taken [redacted] in a seated class so I had more hands on and face to face interaction so I could understand the concepts a little more clearly.
- Ms. [redacted] provided us with all the information we needed to take the quizzes and tests and to pass the course.

NOS 110, Operating System Concepts

- online learning is convenient and great for people who have a family and a job.
- Very challenging class to take online with the downloads and dual operating systems. Probably better off splitting this class into 2 sections as trying to learn both operating systems at same time can be a little confusing.
- N/A
- this was my first online class. Was difficult to get used to asking questions via email or group discussion. I'm not made for lab/class via online. I need face to face.
- Online classes are great at adding flexibility to student schedules. I would like to see the technologies that are available be utilized much more. Also because of the reduction in resources used, ie. classrooms and other campus resources the tuition should be far less than a class on campus. Especially if an instructor is not actually preparing complete lesson plans and lectures. I could get more out of a class on channel 18.
- BB discussion areas were very helpful to interact with other classmates 2. A little more time on the more difficult chapters would have been helpful

REL 110, World Religions

- Thank you for the opportunity the take this class!
- Don't mind giving my name it's [redacted], absolutely love, love, love this course I think this has been the most fun, most awesome course I have had and I wish I could have been in the classroom. This is by far my favorite teacher. He should get a raise!
- I never done online classes before and its actually really easy I will definitely take more in the future.
- This class being offered online has helped me tremendously with my busy schedule.
- I really enjoyed this class and learned a lot. I liked the fact that Prof. [redacted] read each of my discussion board posts/responses and gave in-depth feedback. He also jumped into discussions as needed to offer perspective. I enjoyed the field research project and learned a lot from it. This was a great class.
- Like i said this was my first online class and i loved it. I felt we interacted more with eachother then in a traditional class in a traditional class you still may only communicate with a small group of people one on one. The was the Disscusion Boards are set up i think we all interacted probably at lease once. The online class was my last resort to getting to take these credits and I'm so happy i took it this way. I plan on signing up for online math in the fall.
- Great class with a great professor. Timely response to student's email, cordial engagement with the students,constructive correction, and clear guidelines about what needs to be done in every class activity are what made the class outstanding. Keep up the good job

SOC 210, Introduction to Sociology

- Interacted a lot with her students! Very helpful.
- Without the availability of this course online it would be very difficult for me to take in a night course. I definitely would recommend to others to take this course online.
- I really enjoy online courses, and this one was one of the easiest and most convenient online courses I've taken. Though there were deadlines, it was still a little more flexible than other courses. I like how the professors managed it that way. I never know when I'll be able to sit down and get something accomplished, so having just that little bit of extra flexibility made it a lot less stressful, and I still managed to get my work done on time.
- I find that online courses limit the interactions between students and the professor and students with each other, but they do make it easier to fit classes into a busy schedule.
- N/A

Appendix F Definition of Terms

Blackboard: Wake Tech's online learning management system

Face-to-face: on-campus class or meeting

Hybrid Course: College credit or continuing education course where the primary delivery is on-line with a requirement that students also meet in traditional face-to-face sessions as determined appropriate by the college. (North Carolina Community College System definition)

Online Course: College credit or continuing education course where 100% of the instruction is delivered through the Internet. (North Carolina Community College System definition)

Quality Matters: Well respected organization that offers a fee- or subscription-based quality-assurance program for online learning. (qualitymatters.org)

SAIL: Succeed, Achieve, Improve, Learn--Wake Tech's quality enhancement plan to improve student success

WebAdvisor: Web-based tool that allows students and employees to access some college services. Students may review their academic profile, register for classes, e-mail their advisor, make tuition payments, and check financial aid status.

Web-assisted Course: College credit or continuing education course where the primary delivery is via traditional face-to-face method with a requirement that students have Internet access as a supplemental part of the course. (North Carolina Community College System definition)

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