

Ready, Set...Go Online!

**A Quality Enhancement Plan
submitted to the
Southern Association of Colleges and Schools
by Germanna Community College**

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**The QEP Leadership Team
Germanna Community College**

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Executive Summary

In its mission statement, Germanna Community College (Germanna) positions itself as a regional leader and partner providing high quality, accessible learning opportunities and related services to the community. Germanna's vision is to be a dynamic learning organization that provides innovative leadership in meeting the community's changing educational needs. Budget constraints, rapid population growth, physical space limitations and the cost of building new facilities mean forward thinking will be required if we are to fulfill our mission of meeting the increasing needs in our service region.

Institutions of higher education in many other places around the country face similar challenges due to exponential population growth. Community and technical colleges in those areas are often meeting the educational needs of their rapidly growing localities by expanding distance learning opportunities, and Germanna is no different.

In a series of ongoing discussions over the past year, faculty, staff and administration have noted that it is not enough to increase the number of online courses to meet increasing demand. It is important that students have the necessary skills and abilities to be successful in learning in online courses; faculty need to have the necessary knowledge, skills and abilities to design effective online courses and to teach effectively in them; and it is imperative that Germanna has the necessary infrastructure to support faculty and students who are teaching and learning in online classes.

The College community, under the coordination of the QEP Leadership Team (see Appendix A), has identified three main goals for the QEP. The focus of Germanna's Quality Enhancement Plan (QEP) entitled *Ready, Set...Go Online!* is to design, implement, and assess a plan that will:

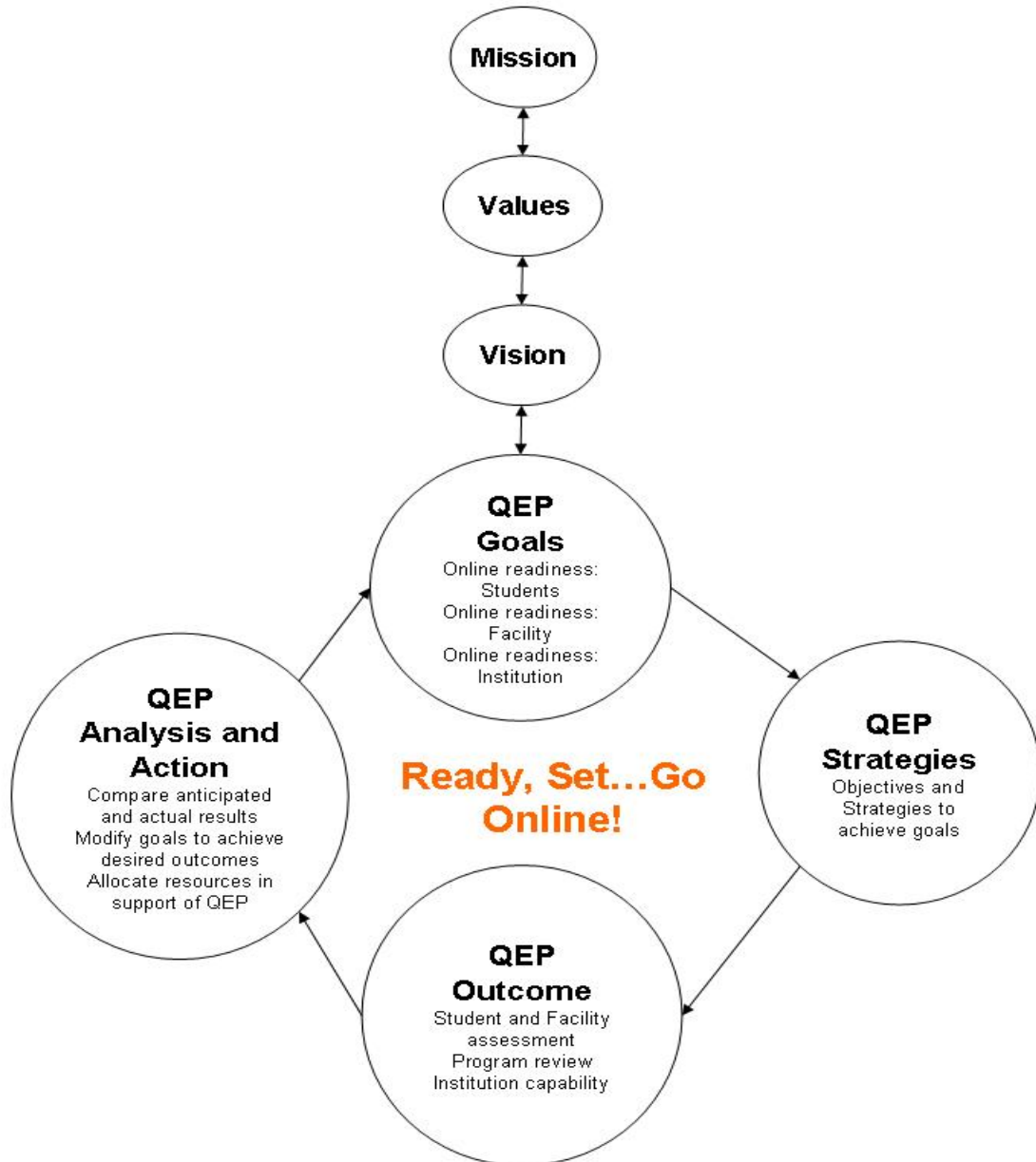
- increase student readiness for online learning,
- increase faculty and course readiness for online learning, and
- increase institutional readiness for online learning.

Readiness is defined as "prepared to act or be used immediately." Readiness in the context of Germanna's QEP is defined as improving preparation of students, faculty and the institution for online learning. Through implementing the QEP, Germanna will develop processes to improve the quality of online courses and programs and increase student learning and success in these courses and programs.

Goals, objectives, strategies, and success indicators have been developed (see Appendix D and Appendix E). Over the next five years, the strategies will be implemented and assessed to compare desired and actual results. Through continued assessment and improvement, strategies will be modified and necessary resources will be allocated to meet each goal (see Figure 1).

Figure 1: QEP Model for Online Learning

QEP Model for Online Learning



Overview of Germanna Community College

Germanna is one of twenty-three community colleges in Virginia that comprise the Virginia Community College System (VCCS). Germanna serves residents of Caroline, Culpeper, King George, Madison, Orange, Spotsylvania and Stafford counties and the City of Fredericksburg. Founded in 1970 as part of the VCCS, Germanna enrollment currently exceeds 3,000 full-time equivalent students (FTEs) and 7,000 unduplicated annual headcount. Germanna offers transfer and occupational-technical associate degrees, as well as certificate and career studies certificate programs, developmental education, and workforce and continuing education.

History

Germanna Community College takes its name from a group of German settlers sent over by Queen Anne at Germanna Ford on the Rapidan River, where in 1714 Governor Alexander Spotswood established a frontier fort and settlement for miners and their families (German + Anna). In 1969, the Memorial Foundation of the Germanna Colonies in Virginia, Inc., donated 100 acres of land to the Commonwealth of Virginia for the location of a community college. The first academic and technical classes were held in October 1970. A second campus in Spotsylvania County was completed in 1997, and a Center for Advanced Technology opened in Culpeper in 2006.

Germanna has been among the fastest growing community colleges in Virginia for several years, with full-time equivalency enrollment (FTE) increasing by 90.5 percent from 1994 to 2004. Germanna's activities are guided by its mission, vision, and values.

Mission

The mission of Germanna Community College is to be a regional leader and partner providing high quality, accessible learning opportunities and related services to the community.

Vision

The vision of Germanna Community College is to be a dynamic learning organization that provides innovative leadership in meeting the changing education needs of the community.

Values

Shared values guide Germanna Community College in fulfilling our mission and vision. These values are intended to influence thoughts, guide decisions, mold policies and determine actions. These values are demonstrated through a commitment to:

- Teaching and Learning
- Effective Learning environments

- Community Service
- Opportunity
- Stewardship
- Professionalism
- Integrity.

Germonna offers both credit and noncredit courses through traditional campus-based and distance learning formats.

Online Learning at Germonna Community College

Distance learning at Germonna has grown at a pace similar to the growth of distance learning nationwide. Table 1 (see page 13) illustrates the increased online enrollment growth at Germonna in actual numbers and as a percentage of courses offered from 2001 to 2007. Survey data from a study by the U.S. Department of Education published in 2002 indicated that approximately 56 percent of all regionally accredited colleges and universities offered courses, degrees, or certificate programs through distance education learning models (Council for Higher Education Accreditation [CHEA] Institute for Research and Study of Accreditation, 2002). Allen and Seamen (2005) reported that the total number of online students increased from 1.9 million in fall 2003 to 2.3 million in fall 2004. This growth rate was significantly higher than for students in face-to-face courses. They also noted that nearly 40 percent of community colleges offered an online degree program that could also be completed in a face-to-face format.

Online learning at Germonna began in fall 1997. Jim Grigsby, a Germonna counselor, taught the first online course, "Student Development Orientation." The first academic course taught online was "Principles of Psychology" in the same year. The number of online course offerings had significantly expanded by fall 1999 and Germonna hired a part-time coordinator of distance learning to coordinate its distance learning efforts.

The teaching faculty was the driving force in the expansion of online course offerings. They worked together informally to mentor each other. Courses were created based on student feedback. Students demanded online courses even before Germonna had an opportunity to develop institutional policies or an implementation plan. In 1999, there were a total of four online course offerings. By 2003, the number of online courses had grown to thirty-seven. Over the same period of time, the number of faculty members teaching online had increased from 3 to 23.

In 2003, Germonna hired the first full-time Director of Distance Learning. The number of online courses increased, leading to more student enrollments and faculty members teaching online. Each semester, with few exceptions, enrollment capacities in online courses were reached well before those in face-to-face courses.

In some cases, online course offerings filled within a few hours of the start of registration.

By fall 2004, all courses required for Business Administration and General Studies transfer associate degrees were being offered online and students were able to complete all degree requirements by taking entirely online classes. In fall 2005, through a consortium comprised of Germanna and two other community colleges, the VCCS began offering an online associate degree program in Nursing. Students, in what became the Commonwealth Nursing Program, are able to complete the didactic portion of their courses online while participating in clinical and laboratory courses at hospitals in their locales.

In 2006, a committee comprised of faculty, administration, and staff was formed to develop policies and procedures in an effort to bring consistency and quality to online course offerings. The Distance Learning Faculty Advisory Committee (DLFAC) continues to meet on a regular basis.

Over 2,100 Germanna students now enroll in at least one online course each year. An increased demand for online learning is expected to continue. Germanna continues to offer additional sections of courses already offered in the online format as well as explores opportunities to develop new courses online and in hybrid and blended formats. The number of faculty members teaching online continues to increase. Full- and part-time faculty members teach online courses. Part-time faculty members teaching online courses for Germanna live as far away as Mexico, Florida, and California. Future plans for expanding distance learning programs include creating cohorts of students in learning communities who take courses entirely online with each other to complete associate degrees.

The increased demand for online courses provides an opportunity for Germanna to increase enrollment and serve more students with significant economy in the use of physical resources. Increased course demand brings with it the challenges of managing the associated demand for support services and ensuring quality in course offerings. Germanna's QEP will provide a relevant framework from which to provide a well organized, consistent effort to meet the needs of online learning and enhance student success.

Key Definitions

Course Readiness: An online course is considered ready for deployment when it meets Quality Matters™ (QM) rubric standards. Critical course components work together to ensure that students achieve desired outcomes. At the beginning of a student's experience with an online course, a course overview and introduction provides information about the overall design of the course, navigational information, netiquette, and expectations. Minimum requirements related to technology needs, skills, and prerequisite knowledge are clearly stated. In addition, competency

expectations are clearly defined and explained and are provided in writing to assist the student in focusing on learning activities. Assessment and measurement strategies measure learning, assess progress as related to learning objectives, and are essential to the learning process. Resources, prepared by individuals competent in their fields, are sufficiently comprehensive to allow for achievement of announced objectives and learning outcomes. Student-content interaction is essential to student motivation, intellectual commitment, and personal development; therefore, learner interaction is addressed via effective design of instructor-student interaction and meaningful student cooperation. Student learning is enhanced through course technology that enriches instruction and fosters interactivity. Learner support is evident through fully accessible modes of delivery, resources and student support. Finally, the course is accessible to all students taking it. (Quality Matters™: Inter-Institutional Quality Assurance in Online Learning – Peer Course Review Rubric, 2005-06).

Faculty Readiness: Faculty members ready for online teaching have completed training in how to effectively teach in the online environment, and they demonstrate a commitment to continuous improvement through critical reflection, peer review processes, and continuing education. Faculty members who are ready to teach online courses design them utilizing effective course design principles, including mechanisms that foster effective communication with online students. Faculty members demonstrate that they can effectively monitor student progress in online courses, foster active and collaborative learning at a distance, and provide ongoing and regular feedback to students regarding their progress using e-mail or other online response to student work.

Institutional Readiness: Germanna will provide adequate educational and technological support services, systems, adequate staff (numbers and training) to provide for the appropriate context for online learning. Despite providing these services at a distance, quality will be comparable to in-person delivery. Germanna will provide adequate resources to support efficient, effective online teaching and learning; make adequate and up-to-date equipment and technology available to teachers and students; provide effective professional development opportunities for faculty teaching online; and implement effective systems for assessing and evaluating online teaching and learning.

Student Learning: Consistent with Bloom's (1984) cognitive classification system, student learning can be defined as a process of comprehending, applying, analyzing, synthesizing and evaluating new information through collaborative instruction that also results in increased self-efficacy for learning. This definition is applicable to any instructional modality and can guide faculty assessment of student learning in individual courses. Learning is evidenced by appropriate demonstrations and/or productions. Students can be guided toward reflective self-assessment of their own learning. A student's perception of his or her accomplishment of learning goals is another variable that can be measured and can be considered when

evaluating and planning educational experiences in courses and in educational programs.

Student Readiness: Students ready for online learning have enough knowledge, skill, and experience to be able to use necessary technology efficiently and effectively. They have the cognitive flexibility to adapt to different types of teaching modalities and styles, and they have well-developed time and task management skills that support online learning.

Student Success: Utilizing a multi-dimensional approach, Germanna will use the following indicators of student success in online courses:

- completion of an online course (student retention),
- achieving a grade of C or better in an online course,
- student perception of their mastery of course objectives in an online course, and
- analysis of appropriate student learning outcomes achieved in online courses.

Currently, Germanna utilizes course grades and course completion as indicators of student success as well as certain student learning outcomes. Credit is not awarded to students who do not complete courses, and senior institutions do not award transfer credit for courses where students earn below the grade of C.

Development of the Quality Enhancement Plan

To prepare for Germanna's SACS reaffirmation of accreditation in 2008, in January 2006, Germanna's leadership team (President¹ [now retired], Vice President for Administration and Finance, Director of Institutional Effectiveness, Vice President of Academic Services, and one of two named faculty coordinators of the QEP) traveled to Atlanta for a SACS briefing to become further acquainted with the revised reaffirmation process, meet with Germanna's SACS liaison, and learn more about the QEP process. The formal process to select a QEP topic began once the participants returned to the College.

The QEP coordinators began soliciting feedback from faculty members regarding their ideas pertaining to areas of student learning that needed attention and improvement. Faculty members were briefed about the necessary components of the QEP and the need to associate the QEP with student learning outcomes. They were told that the QEP topic was to be student-focused, faculty-driven, and integrated with Germanna's strategic plan. Faculty members were asked to provide input and feedback during College-wide faculty meetings held during the spring 2006 semester.

¹Dr. Frank Turnage retired in February of 2007. However, the new president, Dr. David A. Sam, who began in March of 2007, also attended the same SACS leadership meeting in Atlanta in January of 2004 representing another community college on the same reaccreditation cycle.

Twelve topics were submitted by faculty members and were discussed in subsequent faculty meetings. A majority of faculty favored the topic related to distance learning and online courses. In further faculty discussions, it was decided that the topic should be narrowed to include measuring distance learning readiness and effectiveness. The QEP focus became assessing Germanna students' readiness and skills before they would take an online course and assessing Germanna's effectiveness in online instruction. By doing so, it was thought that the QEP would lead to the creation of quality online courses and conducive, online learning environments. All areas of the College would be instrumental in developing the plan—with Instruction, Distance Learning, senior College administration, Technology Services, Student Services, Human Resources, and Admissions and Records providing the most effort to implement the plan. For the QEP to be implemented, adequate numbers of people and amounts of technology, money, and marketing assistance would be needed.

During summer 2006, one of the QEP co-coordinators researched the topic of distance education readiness and effectiveness. She discovered that the topic was too broad and needed a clearer focus. With the start of the fall 2006 semester, a QEP Leadership Team was formed to organize and execute the process. QEP Leadership Team members represented most areas of the College and provided a broad perspective. Representation included Student Services, Learning Resources, Academic Services, Distance Learning administration, Technical Services, Institutional Advancement, Marketing, Administrative Services, and Institutional Effectiveness.

The QEP Leadership Team was involved in the QEP development process in the following ways:

- involving the entire College community in selecting and developing a QEP topic that would benefit students and improve student learning,
- assisting in developing goals and strategies necessary to implement the QEP topic,
- suggesting a structure and resources including a budget for ongoing QEP activities and for implementation of the QEP over the next five years, and
- assisting in writing the final QEP report for submission to SACS.

Leadership Team members were tasked with taking the topic of distance learning readiness and effectiveness back to their respective areas to gather feedback and suggestions on a more defined topic. Based on the feedback from all areas of the College, the topic was focused on dealing with student success in online learning.

As the Leadership Team continued to gather input from the College community and develop goals and strategies for implementing the process, feedback from team members and others in the College community indicated that the topic still remained somewhat broad. Establishing goals and strategies related to the topic remained challenging.

In October 2006, QEP Co-coordinators met with Germanna's SACS liaison in a face-to-face meeting at Germanna during her staff advisory visit. The liaison suggested the topic be further defined and focused. Based on this feedback, it was decided that facilitating online learning success would remain the overarching goal of the QEP, but the narrower focus would be online readiness—especially student, faculty, course, and institutional readiness. Narrowing the focus made it possible to develop more specific goals and measurable objectives and strategies related to the topic.

The Leadership Team members were then charged with creating specific goals and strategies that would promote readiness for online learning among students, faculty and the institution. To guide this process, members of the College community were asked to suggest overall College strategies, specific faculty strategies, and specific student strategies that would promote online learning readiness. As members of the College community generated strategies, Leadership Team members were then tasked with considering how each strategy would be designed, implemented, assessed, and supported by the College. Team members also began linking the strategies to Germanna's mission, vision and values.

During the fall 2006 semester and the spring 2007 semester, the QEP topic was presented at various formal and informal informational sessions and meetings. QEP co-coordinators organized sessions for College staff and met with teaching faculty at In-Service sessions, during Faculty Senate meetings, and during Distance Learning Faculty Advisory Committee meetings. They also met with College counseling staff. The main goals of the QEP were discussed and the College community was given the opportunity to ask questions and provide feedback.

Student Services provided opportunities for students to become involved in the process and provide feedback to the Leadership Team. Students at each campus were invited to a kickoff event where they completed a questionnaire about readiness for online learning and received handouts describing the QEP process and information on current online course offerings. Over 100 students attended the events. QEP Leadership Team members were present and actively interacted with students to discuss the QEP topic and plans for its implementation. Students attending these events provided valuable feedback that assisted the Leadership Team with developing implementation strategies. Because of the value of these student meetings and to keep students actively involved in the QEP process, additional student information and participation sessions are planned for the 2007-2008 academic year.

Marketing and publicizing the QEP topic and process started in the fall 2006 semester. A representative from the Marketing Department actively participated in the QEP Leadership Team meetings and provided ongoing feedback and suggestions. The Marketing Department distributed a survey to the College community to solicit ideas on a "slogan" for the QEP topic. From the feedback received, the Leadership Team chose the slogan **Ready, Set...Go Online!** A plan

to market the QEP was developed and it included publicizing the topic in multiple media forms including print and electronic publication. The marketing plan also included distribution of QEP promotional items including pens, pencils, and ID lanyards to students, faculty, staff, administration, and members of the local College governing board.

Also in the fall 2006 semester, a Blackboard™ organizational site was created enabling members of the College community to go online and view all past and current documents related to the QEP process. The site was also designed as a communication tool, allowing viewers to post comments and provide feedback on the process. The site contains specific discussion boards where students, faculty, and staff are able to discuss QEP goals and strategies for their implementation. The Blackboard™ site was linked with the Germanna home page to allow for easy access. In the spring 2007 semester, one student taking a course in Web page design worked with Germanna's Webmaster on creating a QEP web site. The site will be used to post information related to implementation of QEP strategies.

After the focus of the QEP topic was defined as readiness for online learning, the Leadership Team decided to pilot one of the many instruments that measure student readiness for online learning with the goal of implementing an instrument as part of the QEP process. The Readiness for Education at a Distance Indicator (READI) was chosen. Leadership Team members took the assessment themselves before it was made available to students. Students who volunteered to participate in the process were entered into a drawing for an iPod and memory sticks donated by the Distance Education department. Piloting READI to students identified potential difficulties that exist with convincing students to voluntarily assess their readiness for online learning. The Leadership Team found that a Web-based assessment could be delivered with relative ease. However, student feedback indicated that the READI took too much time to complete.

In spring 2007, the Leadership Team began to align QEP goals and strategies with established and future plans for expanding distance learning opportunities. A key component of that alignment was selecting leadership for QEP implementation over the next five years. It was determined that two experienced online faculty members and appropriate administrative staff would be chosen to guide QEP implementation. The Leadership Team would continue in an advisory capacity and support the implementation process. A position description for the QEP Coordinator was created clearly defining position responsibilities and highlighting the collaborative nature of the position (see Appendix B). In spring 2007, two experienced faculty members, one from English and one from mathematics, accepted the QEP Coordinator position to start in fall 2008. Both have been actively involved with the QEP process from its start. Both have served on the Distance Learning Faculty Advisory Committee, and one is a QEP Leadership Team member.

To assist the new QEP Coordinators with implementation of the plan, the QEP Leadership Team made the commitment to continue to support the QEP

implementation. In addition, implementation of the QEP became an active goal of the DLFAC. To provide further support for implementing the plan, a new position, Dean of Distance Learning (formally a director position), was created, and a nationwide search started in summer 2007 to replace the director who had resigned in early 2007 (see Appendix C).

Significance of the Quality Enhancement Plan

Expanding online learning opportunities for students is essential to Germanna's future success. U.S. Census data place eight Virginia communities among the 100 fastest growing counties in the nation from 2000 to 2006. Four of these communities (Spotsylvania, Culpeper, Stafford and King George) are part of Germanna's service region. Further, in 2005-2006, King George, Culpeper and Caroline counties had the highest growth rates in Virginia, each growing by more than five percent (Gross, 2007). In addition, there is an increased statewide demand for a community college education. According to a report by the State Council of Higher Education for Virginia (SCHEV), there will be an increase of students seeking entry to Virginia's community colleges over the next six years (until 2012). There will be an approximately twenty-seven percent increase, or about 40,000 more students, enrolling in Virginia's community colleges. The community colleges in the fastest growing areas of the state, including Germanna, will absorb the majority of these students.

Germanna has one of the fastest growing enrollments among the twenty-three colleges in the VCCS. Headcount and FTEs have steadily increased over the past five years as well as the percentage of students enrolling in online courses (see Table 1).

Table 1: Online Learning Growth 2001-2007

Total Unduplicated Student Headcount					
	Students Taking Online Courses Only	Students Taking Combination of Online & Face-to-Face Courses	Total Number of Students Taking Online Courses	Total College Enrollment	Percent of College Enrollment Taking Online Courses
2006-2007	612	1538	2150	7308	29.4%
2005-2006	445	1481	1926	7000	27.5%
2004-2005	273	1320	1593	6697	23.8%
2003-2004	115	896	1011	6274	16.1%
2002-2003	190	1007	1197	6171	19.4%
2001-2002	111	974	1085	6085	17.8%

FTEs			
Annual College FTEs	Online FTEs	Online % FTEs	
2006-2007	3008	431	14.3%
2005-2006	2839	351	12.4%
2004-2005	2698	255	9.4%
2003-2004	2566	142	5.5%
2002-2003	2436	173	7.1%
2001-2002	2303	160	7.0%

Source: <http://system.vccs.edu/vccsasr/Research/DLreports.htm>

At the same time, Germanna ranks twenty-second in the percentage of its local population that it serves. In 2004, Germanna served 1.26 percent of the population in its service region, indicating there is much potential demand not being met even before taking into account population growth in the service region. The average population served for all Virginia community colleges was 1.77 percent. As noted in Tables 2 and 3, approximately forty-five percent of Germanna’s total student enrollment takes online courses, with twenty-six percent of the total enrollment taking only online courses. Approximately thirteen percent of the total faculty (both adjunct and full-time) teaches online courses.

Table 2: Student Enrollment by Course Type

	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Online	20%	23%	24%	26%
Online & Face-to-face	17%	19%	19%	19%
Face-to-face	63%	59%	57%	55%

Note:

- Dual Enrollment, Automotive, PE/ART, hybrid, developmental and off-campus classes have been excluded.
- Audits and incompletes are excluded.
- Interactive video classes are considered face-to-face. Each year is based on summer, fall, and spring semesters.

Source: PeopleSoft™ database

Table 3: Online Courses Taught by Faculty Status

	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Adjunct	5%	6%	7%	8%
Full-time	4%	5%	5%	5%

Source: PeopleSoft™ database

Germanna is in the challenging position of experiencing increased demand for its educational programs while having major facility and space constraints. The situation presents the practical problem of trying to find space for face-to-face instruction when the College is already running out of classroom space. One way to begin to adequately serve the increased demand in our service region is to expand online course offerings. Online learning is becoming an increasingly viable alternative to instruction that utilizes physical space.

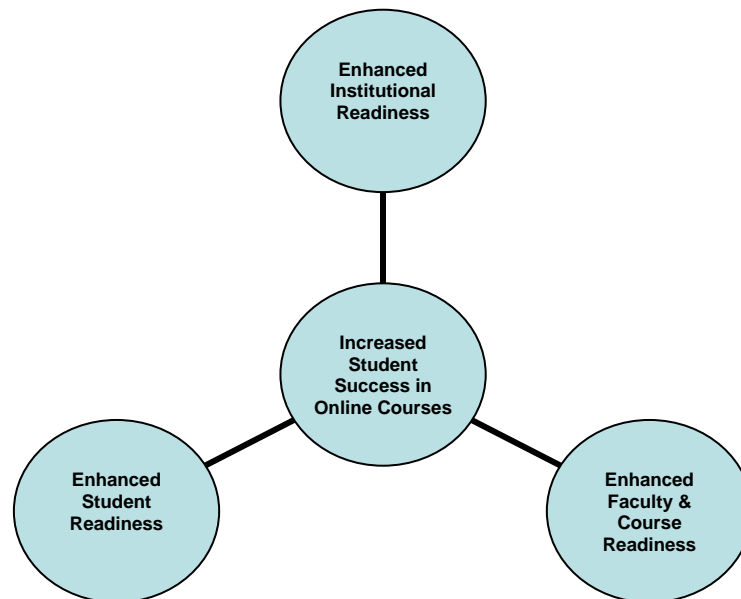
At the same time, it is necessary to ensure that the courses offered online are of high quality. It is also necessary to ensure that faculty members are qualified and capable of teaching in the online format and to ensure that students have the necessary skills and support services to be successful. Finally, it is necessary to ensure that distance learning courses have the appropriate institutional support.

While there is increasing student demand and good rationale for providing online learning opportunities, this teaching modality is not without its challenges. Students in an online learning environment require attention and nurturance, just as the physical classroom space requires regular maintenance to insure a proper learning environment. Added to this challenge is that online learning is mediated by technology. Without a context that is ready to support student success, there exists much less chance of student success being realized.

Germanna has therefore chosen readiness for online learning as the focus for its QEP. Unlike many approaches to online learning readiness, Germanna will implement a plan that conceptualizes “readiness” for online learning as a dynamic process that encompasses elements of student learner characteristics and skills, faculty skills and abilities, and adequate institutional support. Increased student, faculty and course readiness and increased institutional support create a context that motivates students, faculty, and the institution to provide learners with the best possible environment for learning success.

This learning context might graphically be depicted as seen in Figure 2.

Figure 2: QEP Readiness Factors Related to Student Success in Online Courses



Germannanna hypothesizes that the combination of these three factors will contribute to increased student success. Failure to address any of the three areas ignores elements of online learning that are viewed as important by students, faculty, and best practices literature. Through the QEP process, Germanna will nurture and develop students who carefully select and execute learning strategies that foster successful online course completion and it will develop faculty and institutional practices that increase the likelihood of this success. For this to be realized, a comprehensive yet focused approach to readiness must be implemented.

Increasing student readiness involves helping students acquire an awareness of their suitability for online learning. It also involves assessing and developing and/or improving their technical skills related to success in online learning. Those skills may include knowledge of computer hardware and software and Internet access among others. Enhancing student readiness also involves informing students of the availability of and easing students' access to institutional services such as online tutoring, technical help desk availability, and other support services that will aid them in their online learning.

Increasing faculty and course readiness involves preparing and supporting faculty members who teach online so they develop the knowledge, skills, and abilities required for effective online instruction. This can be achieved by, among other things, supporting ongoing professional development for online faculty including formal instruction in online student learning styles and the use of advanced online technology such as Camtasia™ and Breeze™. It also involves providing faculty with the necessary technology to teach online courses including access to laptops wireless technology. Increased faculty and course readiness involves developing a

clear structure and best practices that guide how online courses are developed, delivered, and evaluated. Guidelines, rubrics, and policies relating to how courses are developed and how they will be evaluated should be accessible to faculty teaching online. Faculty members should also have access to peer, student, and self-evaluation opportunities of their online course design and teaching.

A key component of enhancing institutional readiness is to provide enough online courses to meet student demand. Increased institutional readiness also involves creating a physical and virtual environment supportive of online teaching and learning. Adequate online and face-to-face support resources should be provided to faculty teaching and students learning in the online format. These resources include access to counseling, academic advising, tutoring, financial aid, admissions and records, and disability services and a stable technology infrastructure so that online teaching platforms are readily available. The availability of adequate helpdesk technology support is also necessary. Staff members who interact with students and faculty should be well prepared and knowledgeable about online learning, so adequate training and professional development for faculty and staff is key. There should be sufficient staff to meet student needs. Another key component of institutional readiness is the presence of an adequate budget to support effective online teaching and learning. It is also imperative that up-to-date technology be available.

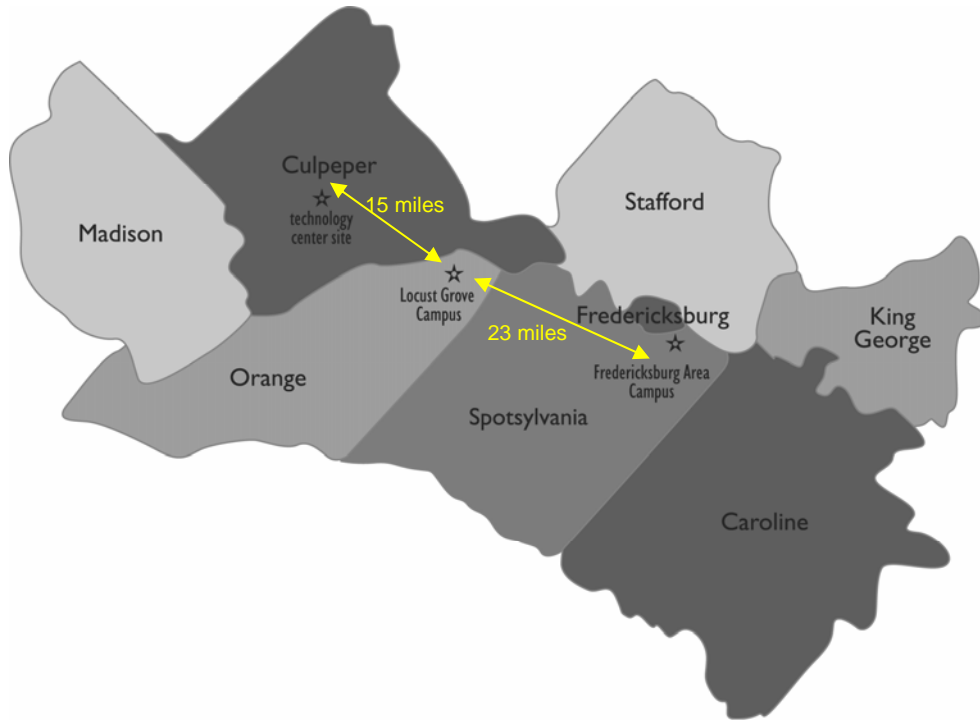
While the QEP is intended to be a focused plan of action aimed at enhancing student learning, Germanna's QEP may result in other benefits to the College and surrounding community. Two major benefits anticipated are increased access and participation and increased student success.

Increased Access and Participation

One of the initial arguments for distance learning was that it would allow persons in remote areas access to education. This is an important issue for Germanna. As noted earlier, despite being one of the fastest growing colleges in the VCCS over the past ten years, Germanna remains near the bottom of the VCCS with respect to participation rate for its service region. One possible explanation is the geography of Germanna's service region. At 2,439 square miles, Germanna's service region is larger than the state of Delaware.

Figure 3 illustrates the distances some potential students must travel to access courses offered on Germanna campuses.

Figure 3: Distances between campus locations



As noted in Table 4, participation rates are lowest in those areas furthest from a physical campus. At the same time, some of these localities have the highest percentages of students who enroll in online courses.

Table 4: Participation Rates by County Served

	2005-2006 Participation Rates *	2005-2006 % of Students from each region taking online courses in
Madison	0.51	King George 34%
Culpeper	0.89	Madison 32%
Caroline	1.01	Spotsylvania 29%
Orange	1.04	Culpeper 28%
Spotsylvania	1.07	Orange 28%
Fredericksburg	2.15	Caroline 26%
Stafford	2.15	Stafford 26%
King George	2.16	Fredericksburg 15%

** VCCS Fall 2005 Participation Rates (In District)*

Data from Germanna’s most recent administration of the Community College Survey of Student Engagement (CCSSE) reveal that seventy-four percent of part-time and sixty-four percent of full-time students had not taken an online course during the

year the survey was taken (2005). These data highlight the fact that the majority of students electing to take courses at Germanna do so by attending courses in the physical space of the College.

Students who completed the 2006 “Currently Enrolled Student Survey” were asked questions about their course taking patterns and specifically about online courses. From the data gathered (see Table 5), it appears that those students who choose to take online courses at Germanna are doing so for reasons closely related to access.

Table 5: “Currently Enrolled Student Survey”, 2006

Why have you enrolled in an Internet class? (Mark all that apply)

45%	Able to work at own pace
76%	Convenience/flexibility
37%	No commute
30%	Other

Students choosing “Other” provided explanations for their decision to take online courses that typically reflected the convenience of online courses related to work and family responsibilities. These data suggest that online learning increases access for students with lifestyle factors that limit their ability to avail themselves of face-to-face instruction. Anecdotal student research completed in a psychology course found that in a sample of online students at Germanna, “inconvenience” and “interference with work schedule” were the most frequently noted reasons for taking an online course.

Interestingly, as noted in Table 6, the lack of access to technology is an infrequently cited reason for not pursuing online course work at Germanna.

Table 6: “Currently Enrolled Student Survey”, 2006

If you have never taken an Internet class, why? (Mark all that apply)

21%	Classes I need to take are not offered online
30%	Communication concerns
16%	Course quality concerns
10%	Lack of equipment
41%	Need a more structured environment
16%	Not sure of requirements
70%	Prefer face-to-face courses
9%	Other

Expanding quality online course offerings has the potential to provide access to a higher education for those whose physical access to Germanna’s campuses is limited. Expansion also may have the potential to increase the participation rate in all localities Germanna serves. It will also allow Germanna to meet the increased demand for higher education brought on by the rapidly growing population in its service region.

Improving Retention

Improving student retention is another possible benefit of implementing the QEP. Retention is an area of significance for all colleges because if an institution cannot maintain currently enrolled students, attracting similar non-enrolled students is more challenging.

Institutional Effectiveness data consistently show that a greater percentage of Germanna students drop or withdraw from online courses than students enrolled in the same course offered in a face-to-face format (Table 7). This finding is consistent with published research (for example, Frankola, 2001; Oblender, 2002). While the exact cause of this phenomenon is not clear, adequate preparation of students and faculty as well as adequate institutional support for online learning may lead to lower withdrawal rates in online courses.

As noted earlier, our definition of student success includes completion of a course, earning a C or better, student perception of a level of mastery of course objectives, and student outcomes data where available. Since grade distribution data are easily available, it is possible to look at one dimension of student success: the pattern of grades awarded in online and face-to-face classes.

Table 7: Online vs. Face-to-Face Drops/Withdrawals

		Drops	%	Withdrawal	%	Total
2003-2004	Face-to-face	2615	65%	1394	35%	4009
	Online	495	69%	219	31%	714
2004-2005	Face-to-face	2905	66%	1510	34%	4415
	Online	703	72%	273	28%	976
2005-2006	Face-to-face	3562	69%	1635	31%	5197
	Online	1092	75%	372	25%	1464
2006-2007	Face-to-face	3987	73%	1512	27%	5499
	Online	1251	72%	487	28%	1738

Note:

- Dual Enrollment, Automotive, PE/ART, hybrid, developmental and off-campus classes have been excluded.
- Audits and incompletes are excluded.
- Interactive video classes are considered face-to-face. Each year is based on summer, fall, and spring semesters.

Source: PeopleSoft™ database

As noted in Table 8, when examining courses offered in both an online and traditional face-to-face format over a two-year period, there is no substantial difference between the percentage of students earning grades of C or better in the online format compared to the face-to-face format. Students who persist in online courses are as likely to succeed as their peers in face-to-face courses. Implementation of the QEP to improve readiness might result in greater persistence and higher grades as compared to traditional face-to-face courses and thus

increased student success. A comparison of student learning outcomes where available will assure that this difference in grades reflects real student achievement.

Table 8: Online vs. Face to Face Grades

		A, B, C	%	D, F, W	%	Total
2003-2004	Face-to-face	13380	76%	4209	24%	17589
	Online	2147	81%	496	19%	2643
2004-2005	Face-to-face	14124	76%	4485	24%	18609
	Online	2115	77%	634	23%	2749
2005-2006	Face-to-face	13206	74%	4668	26%	17874
	Online	2705	74%	941	26%	3646
2006-2007	Face-to-face	13937	75%	4561	25%	18498
	Online	3314	75%	1087	25%	4401

Note:

- Dual Enrollment, Automotive, PE/ART, hybrid, developmental and off-campus classes have been excluded.
- Audits and incompletes are excluded.
- Interactive video classes are considered face-to-face. Each year is based on summer, fall, and spring semesters.

Source: PeopleSoft™ database

Focus of the Quality Enhancement Plan

Germann's QEP is student-focused, focuses on an area of continuing opportunity for development, and complements Germanna's mission and vision. The three main goals of the QEP are discussed in depth below.

Goal 1: Increase Student Readiness for Online Learning

Increasing student readiness for online learning will be achieved by the following objectives and strategies:

Objective 1: Formally assess student readiness for online learning

Strategy: Utilize Readiness for Education at a Distance Indicator (READI) as placement assessment for online courses.

Strategy: Locate/utilize existing online learning skills assessment OR create Online Learning Skills Assessment (OLSA), to include self-assessment of online learning readiness component, for use as a course-based pre- and post-test of online readiness.

Objective 2: Utilize student development courses to prepare students for online learning.

Strategy: Create and implement a distance learning module for all College Success Skills (SDV 100) courses.

Strategy: Create and implement a student development course for students who plan to take a majority of their coursework online.

Objective 3: Provide remediation opportunities for students not ready for online learning.

Strategy: Create a developmental module(s)/course(s) to prepare students who are under prepared for online learning and who need/want to take online courses.

While both the supply and demand for online learning opportunities have risen in recent years, many professionals are beginning to question whether e-learners have the necessary preparation to be successful in an online learning environment (that is, Guglielmino & Guglielmino, 2003; Watkins, et al, 2004; Pillay, et al, 2006). Because of this, one of the goals in increasing student readiness for online learning is to formally assess student readiness for online learning.

The most popular assessment of student readiness is done by examining student characteristics; however, there is little literature that points to a universally accepted profile of student characteristics that enables a student to be successful in learning online. Most of the limited discussion of necessary student characteristics for success in the online environment is based upon limited questionnaire data and faculty perception. A typical summation of these characteristics is provided by Siemens (2002) who describes the "ideal" online student as:

- self-disciplined;
- mature, experienced;
- high emotional quotient;
- willingness to ask for help; and
- independent.

As noted in Table 9, these characteristics are similar to those skills stated as necessary by Germanna students in the College's 2006 "Currently Enrolled Student Survey."

Table 9: "Currently Enrolled Student Survey", 2006

What skills do you believe are required of an online student?
(Mark all that apply)

81%	Computer
85%	Motivation
92%	Self-discipline (includes time management and organization)
14%	Other

Equally important in increasing student readiness is familiarity and confidence with online learning technology. Smith (2005) used questionnaire data in a study to identify two factors that adequately predict students who successfully complete online courses. Those two factors were "self-management of learning" and "comfort with e-learning."

Wojciechowski and Palmer (2005) examined student characteristics in an online business course to determine which characteristics significantly predicted success. Online success in their study was defined as earning a C or higher in the course. They analyzed characteristics such as gender, age, previous number of online courses taken, ACT English scores, ACT reading scores, ACT composite scores, ASSET reading scores, ASSET writing scores, grade point average (GPA), previous withdrawals, semester format, students' full-time status, and participation in an online orientation session. Of the 179 students examined, 125 earned a C or better. The study showed that students who earned a C or better in the course tended to have a higher GPA, had attended an orientation, had fewer previous withdrawals, scored higher on the ASSET reading test and the ACT English assessment, had previously taken online courses, and were older. A student's GPA prior to taking the business course was the best predictor for success, with attending an orientation class a relatively close second.

In 2003, Germanna evaluated the utility of a GPA requirement for enrollment in online courses. Based upon student outcome data, it was decided that a cumulative GPA of 2.0 or higher was a reasonable prerequisite for enrollment in online courses.

In addition to using data such as GPA as a prerequisite to enroll in online courses, academic institutions are also developing specific online learning readiness instruments designed to help students determine if they possess the knowledge, skills and abilities to be successful in online learning. Martinez, Torres and Geisel (2005) conducted a review of eleven institutions with interactive online tools that help students determine their readiness for learning in an online environment. They concluded that most assessments focus on areas such as technical competence for online learning, study skills, and motivation.

Formal assessment of student readiness for college level coursework in reading, writing, and mathematics is an already established practice at Germanna. Germanna primarily uses The American College Testing (ACT) COMPASS™ system for placement testing (<http://www.act.org/compass>). In spring 2007, Germanna began making Readiness for Education at a Distance Indicator (READI) available in an attempt to provide students an opportunity to assess their readiness for distance education courses. READI is a web-based assessment that provides feedback regarding a student's likelihood for success with online learning. It measures the following student characteristics:

- self-motivation;
- time management skills;
- self discipline;
- reading comprehension;
- persistence;
- availability of time;
- ability to use a laptop, printer, software, and the Internet; and
- typing speed and accuracy.

As such, it addresses the two critical areas of technical competence and self regulation generally thought necessary for success in online learning. READI addresses these areas not merely through questionnaire items but also through activities that assess necessary academic and technology skills. One benefit of READI is that it provides immediate and comprehensive feedback in textual and graphic formats.

Germannanna will use READI as a pre-course placement assessment for students taking online courses for the first time. At the same time, Germanna plans to utilize an online skills assessment (OLSA) which will be used as an online, course based pre- and post-test assessment of online readiness. If an existing assessment is not available, Germanna will create one.

The OLSA will measure many of the same characteristics as READI and it will contain a student self-assessment component focusing on readiness factors. The value in the OLSA is that it will be a pre- and post-test, measuring change in readiness over time.

Another objective to increase student readiness for online learning is utilizing student development courses to prepare students for online learning. At the beginning of each semester, Germanna's Distance Learning staff provides an orientation for online students that focuses on the following topics:

- computer & computer skills;
- browser;
- Internet service providers;
- frequently asked questions;
- e-mail and attachments;
- Blackboard™;
- proctored activity procedures;
- support;
- discussion boards;
- netiquette; and
- helpful hints.

General study skills and self management strategies are covered in Germanna's SDV 100 course, "College Success Skills." The course description is noted below:

Assists students in transition to colleges. Provides overviews of college policies, procedures, curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning, and other college resources available to students.

The current student development course required of all degree-seeking students will be reviewed to determine the amount of course content specific to online learning. A formal distance learning module will be incorporated into all student development

courses. In addition, the current course will be modified to inform students of online options and provide resources for them if they decide to enroll in online courses.

For students planning to take the majority of their course work online, a separate student development course will be developed to focus almost exclusively on online learning topics. Topics will include self-assessment of a student's perception of his or her readiness for self-directed online learning, student awareness of personal skills necessary for success in online courses, and training in netiquette with regard to e-mail, phone, discussion boards and other forms of online communication with faculty and other students. Traditional topics such as time management, study skills, and others will continue to be addressed, but specifically in the context of online learning. Remediation opportunities will be available for students who do not meet minimum criteria on the formal assessments of readiness noted above. A developmental module/course will be developed focusing on preparing students for online learning readiness.

Formally assessing student readiness, utilizing student development courses to prepare students for online learning, and providing remediation opportunities for students not ready for online learning will allow Germanna to create a student learning outcome model that measures online learning readiness (see Appendix F).

In this model, all students who are planning to take an online course for the first time will take the READI. If the student does not score well on the READI, he or she will be given three options. The first option is for the student to enroll in the remediation courses/module noted above before enrolling in the online course. The second option is for the student to enroll in the remediation course/module while concurrently taking the online course. The third option is for the student to not take the remediation course/module. After enrolling in the online course, all students will take the pre-test OLSA and after course completion, they will complete the post-test OLSA.

It will be possible to test three hypotheses related to student learning outcomes. The first hypothesis is that those students who complete the pre-course remediation module/course will score well on the pre-test OLSA and will score the same or higher on the post-test OLSA. The second hypothesis holds that students who complete the concurrent remediation/module will score low on the pre-test OLSA and score significantly higher on the post-test OLSA. The third hypothesis is that those students who do not participate in the remediation module/course will score low on the OLSA and will have a comparable score on the post-test OLSA. If it is determined that these students score low on the pre-test OLSA and significantly higher on the post-test OLSA, specific course variables will be examined to determine their impact on increases in online readiness.

Goal 2: Increase Faculty and Course Readiness for Online Learning

Increasing faculty and course readiness for online learning will be achieved by the following objectives and strategies:

Objective 1: Provide quality and consistency in the structure of online courses

Strategy: Implement Quality Matters™ (QM) for online courses

Strategy: Create Blackboard™ template for online courses

Objective 2: Provide quality and consistency in the teaching of online courses

Strategy: Implement certification course for faculty members teaching online

Strategy: Provide adequate and appropriate resources (for example: hardware, software, and professional development for online faculty)

Objective 3: Improve assessment of course/instructor effectiveness for online courses

Strategy: Redesign current student evaluation instrument to include evaluation of online course/instruction

Strategy: Incorporate faculty self-assessment of online teaching into annual faculty evaluation

Online courses at Germanna have grown in popularity with students. Teaching online is also a popular instructional modality among many full- and part-time faculty members. Therefore, it is important that faculty teaching online courses have the knowledge, skills, and abilities necessary to effectively teach online. As well, it is important that online courses be designed according to best practices to increase student learning.

Mupinga, Nora, and Yaw (2006) conducted a study examining the needs and desires of online students. Study results showed that students needed assistance with technology, fair and open instructors, course information posted in advance, and sample materials to help understand assignments. One student said, "Sometimes it is difficult to understand exactly what an instructor is looking for without being in class...if we can visually see a sample it is helpful" (p. 187). Students also expected communication from the instructor, consistent feedback, and a challenging course.

Dahl (2004) argues that course design and teaching quality may help increase course success. He states that students should know the resources available to them and have opportunities to get to know other students and develop peer relationships. Faculty members should consistently assess student work at all levels and openly communicate with their students. He goes further by saying there should

be active engagement between faculty and students; and when students begin to falter, dialogue should occur to help get them on the correct path.

Course Readiness

Online learning is still a relatively new phenomenon and quality indicators are typically presented in the form of “best practices” documents built upon case illustrations. Best practices in distance learning should reflect well established principles of institutional quality documented in accreditation practices (Council of Regional Accrediting Commissions [CRAC], 2001).

Gaide (2005) described research on best practices for successful online teaching that suggests careful attention be paid to course design, particularly with respect to materials availability and clarity of expectations regarding assignment deadlines and timeliness of instructor. Further, it was noted that communication and feedback on performance are most important to students.

A strategy to increase course readiness is to implement the QM process for online courses. Germanna will subscribe to this system and train faculty in its implementation. The DLFAC will play a lead role in this endeavor.

QM is specifically designed to help faculty create and design online courses that meet current best practices standards. It is important to note that QM is not merely a set of standards; rather, it is an ongoing process for continuous improvement of online courses via peer review and feedback. QM (2005) cites the following four features of the process:

- based in national standards of best practice, the research literature and instructional design principles;
- designed to promote student learning;
- integral to continuous quality improvement; and
- part of a faculty-driven, collegial peer review process.

The process is best illustrated using the following diagram:



Source: Quality Matters™ (www.qualitymatters.org)

QM provides a rubric for course design standards. The rubric consists of forty-one standards, fourteen of which are considered “Essential Standards,” distributed among the following eight domains:

- course overview and introduction,
- learning objectives,
- assessment and measurement,
- resources and materials,
- learner engagement,
- course technology,
- learner support, and
- accessibility.

More important than improving course design, QM is valuable in that it fosters a learning community among online faculty members. As faculty meet regularly to provide feedback on course design, the QM domain of learner engagement is addressed. Discussions regarding strategies for learner engagement are important to combat student isolation and possible course withdrawal.

QM appears to be an evolving system that presents a satisfactory method and tool to help Germanna monitor its distance learning development. Germanna will use this tool and monitor its effectiveness in helping to achieve readiness.

Faculty Readiness

Many full- and part-time faculty members at Germanna have been teaching online courses, often without any formal training in the modality or any identified knowledge about principles of effective distance learning practices (Shank, 2005). It is generally acknowledged that demands on faculty are typically greater for online courses than for traditional courses (Gullahorn et al, 1998).

As a result, an online certification course for faculty who planned to teach online courses was created. Germanna’s “Online Faculty Certification Course” is a six-week course developed and taught by Germanna Distance Learning staff and an experienced Germanna faculty member. The course addresses delivery of online instruction with a required face-to-face meeting at the beginning and end of the course. Topics include methods and approaches for teaching in the online environment, creating a course outline and course materials, setting up a course in the Blackboard™ Learning Management System, enhancing online course management techniques, and other important issues for effective online instruction. The first group of teaching faculty completed the course in summer 2006.

Because feedback from the first group of faculty indicated the course was not effective, a strategy was developed to revise the course to make it more relevant to faculty teaching online. In an effort to improve faculty readiness, a revised certification course is in development. The revised course is scheduled to be offered again to faculty teaching online during spring 2008 semester. The revised

certification course will be similar to the previously offered course in format, and it will be taught by an instructional technologist/designer and faculty members who have experience teaching online courses. The revised course will address the following topics:

1. Planning an Online Course
 - a. Creating a Course Outline for use in an Online Course
 - b. Creating and Enhancing Student Participation
 - c. Communication in an Online Environment
 - d. Course Design Principles and Best Practices
 - e. Institutional and Online Resources

2. Building an Online Course
 - a. Using the Blackboard™ Course Management System
 - b. Using Impatica to create Web Based Presentations
 - c. Uploading Content into your Online Course
 - d. Benefits of Using a Modular Format
 - e. Course Design Application (applying practices learned in section 1)

3. Teaching an Online Course
 - a. Building your Online Course
 - b. Intellectual Property
 - c. Teaching in an Online Environment
 - d. Managing the Online Classroom

Faculty participating in the certification course will be expected to create a course in their area of expertise. Another requirement will be that faculty participating will present two modules at the face-to-face meeting conducted the last week of the certification course. Participants will be given the opportunity to work alongside the instructional technologist/designer and a seasoned online faculty member in a face-to-face format if needed.

This revised course will be available to full- and part-time faculty and is expected to provide the necessary knowledge, skills, and abilities to teach in an online learning environment. The course is designed to highlight College expectations of faculty teaching online and the teaching process.

Other strategies planned to increase faculty readiness include providing self and peer assessment opportunities, providing technological support for faculty teaching online courses, and providing adequate professional development opportunities. Faculty teaching online courses will be provided the opportunity to include improving their online teaching and technology skills as part of their formal evaluation. In addition, new faculty teaching online will be provided the opportunity to work with a peer mentor who can provide feedback and informal evaluation of online teaching and course design.

Adequate technological support is essential to improve faculty readiness to teach online. Faculty should be provided with the most up-to-date technology, including a laptop that supports the latest hardware and software needed to teach online. It is equally important to provide faculty members teaching online with useful professional development opportunities aimed at improving their online teaching skills. These professional development opportunities may include financial assistance to attend conferences and seminars, publications subscriptions, and memberships to organizations involved in online learning.

Another objective to increase faculty readiness to teach online courses is to provide ongoing feedback from students and the opportunity for self-evaluation of teaching performance and course design. Currently, all faculty members – whether teaching in a face-to-face or online environment – are evaluated by students using the same rating instrument. The rating instrument contains no direct questions pertaining to taking an online course. Further, there is no formal method for student feedback pertaining to teaching/course effectiveness and/or institutional support while a course is in progress so as to allow timely adjustments to avert possible student withdrawal or failure.

Because of this, specific questions relating to online teaching will be added to the current student evaluation instrument. These questions will pertain to student perception of faculty teaching effectiveness, course design effectiveness, and College support for online learning. A separate assessment instrument will be created that will allow faculty teaching online courses to self-assess their effectiveness. This self-assessment will be included in the formal annual faculty evaluation process.

Faculty Self Assessment of Online Teaching Effectiveness:

- will foster critical self reflection by faculty concerning their knowledge, preparation and commitment regarding effective online teaching using QM rubric and certification course topics
- to be administered before and after faculty participation in the online teaching certification course and periodically thereafter whenever the instrument is revised
- to be incorporated into the annual self evaluation for any full-time faculty member teaching online
- to be incorporated into any evaluation of part-time faculty teaching online

This instrument will be developed by Germanna using best practices literature, continuously evaluated by the Office of Institutional Effectiveness, and revised as necessary to insure solid psychometric properties.

Goal 3: Increase Institutional Readiness for Online Learning

Increasing institutional readiness for online learning will be achieved by the following objectives and strategies:

Objective 1: Enhance student services for online students

Strategy: Expand counseling/advising (including information about financial aid) in online formats

Strategy: Provide increased access to online courses/services for students with disabilities

Objective 2: Enhance learning resources for online students

Strategy: Expand tutoring services for online students

Strategy: Expand library services for online students

Objective 3: Create more cohesion and collaboration between students and faculty in online courses

Strategy: Develop online learning communities

Objective 4: Make information about online learning and services readily available and accessible

Strategy: Redesign Germanna Web site to ensure online learning information is clearly identifiable

Strategy: Redesign Germanna Web site to support/inform online learners

In addition to increasing student, faculty, and course readiness, other areas of Germanna must be ready to support students and faculty teaching and learning in the online environment. All areas of Germanna must work together to support online teaching and learning (Dirr, 1999).

One of the most important areas to support online learning is Student Services. In examining retention and student success, Tinto (1997) made several suggestions related to student services. In general, he stated that advising must be clear and concise so that students understand what is expected of them to successfully complete the curriculum. It cannot be assumed that students entering college know what is needed for college success. Students need to have support systems in place. Online learners need similar support services and systems.

One main objective to increase institutional readiness for online learning is to enhance student services for online students. Strategies include expanding counseling and academic advising (to include information about financial aid) in online formats. The Student Services unit at Germanna is well positioned to adapt its services to the needs of online learners and has been proactive with respect to providing services via the Internet.

Demand for online counseling and academic advising is increasing. The number of students accessing interactive real-time advising increased by 147 percent during fall and spring 2006 semesters. Numbers increased another 104 percent during the spring 2007 semester. Plans are underway to increase availability of synchronous virtual counseling and advising from four to twenty hours per week including weekend hours. There are also plans to broaden the scope of synchronous virtual advising to include answering general questions about Financial Aid and Admissions and Records processes. This will require additional training for current counselors and advisors. Further, Germanna will continue participation in the ACT COMPASS™ network and arrange for more off-site testing locations. High school personnel have made comments to Germanna officials that this is an important element in providing access to off-site students, particularly in rural areas.

Germanna and the VCCS have a goal of increasing access to higher education by increasing the percentage of students applying for financial aid by 5 percent. Providing access to financial aid services for online learners is an essential piece of this plan. General financial aid advising will be available online.

It is planned that access to Admission and Records for online students will also be achieved by adding Saturday hours for phone and e-mail conversations regarding confidential information during peak admission periods.

Students with disabilities must also be provided the opportunity to participate in online courses and courses must be designed to provide access. Germanna's Office of Disability Services is planning to ensure complete accessibility through the use of closed captioning. Software will be made available to faculty members needing to close-caption video. Online teaching faculty will be provided opportunity to participate in professional development opportunities focused on technology for improving accessibility for students with disabilities and assuring that course design takes full advantage of assistive online technology.

Enhancing learning resources for online students is also important to increase institutional readiness. An essential feature of institutional readiness is being ready to assist students who are struggling academically. Tinto (1997) suggests that encouraging students to seek academic support to increase their academic skills is imperative to engage under prepared students. Germanna's Tutoring Service is already actively meeting the needs of online students through online tutoring. Over the past two years, Tutoring Services has provided fifteen hours per week online tutoring services in English, math, chemistry, and drug dosage calculation. However, students have expressed a need for tutoring in additional subjects during additional hours.

The decision was made to purchase and maintain a subscription to SMARTHINKING™, an online tutoring service that provides math tutoring twenty-four hours a day, seven days per week. Online tutoring is available from noon to

2:00 a.m. seven days per week in the following subjects: accounting, biology, chemistry, English, finance, physics, Spanish, economics, anatomy and physiology.

Currently, online students can access eighty-five academic handouts and links to academic support sites from the Tutoring Services website. An online math workshop has been recently developed and other workshops will be added in the future.

Library services and resources are already largely accessible by online students. LRC Live, a cooperative program supported by VCCS, provides online research assistance to students approximately sixty hours per week. Connect for Success, an online information literacy tutorial developed by VCCS, helps students learn to effectively use a variety of traditional and online library resources. In addition to the resources offered by Germanna libraries and VCCS, all Virginia community colleges have access to VIVA, the Virtual Library of Virginia.

Germanna libraries have increased access to library materials for online students in several ways. In fall 2007, a Web page with information to assist online students was added to the Library Web site. Online request forms have been developed to enable students to electronically request library materials. In addition, a document delivery system has been initiated beginning fall 2007 to provide online students with easier access to physical library and interlibrary loan materials.

Another objective is to develop more cohesion and collaboration among online students and faculty. As distance learning has grown steadily, the advent of learning communities within higher education has been more prevalent as well. Research has focused on learning communities designed for developmental studies and smaller specialized programs, especially those at the graduate level. Learning communities at the community college level were defined by Gablenick, MacGregor, Matthews, and Smith (as cited in Killacky, Thomas, & Accomando, 2002).

Learning communities purposefully restructure the curriculum to link together courses or coursework so that students find greater coherence in what they are learning as well as increased intellectual interaction with faculty and fellow students. Learning communities are also usually associated with collaborative and active approaches to learning, some form of team teaching, and interdisciplinary themes. (p. 765)

McClenney (2005) argued that it is imperative for students to develop good relationships with their peers and faculty, and one method to achieve these bonds is through learning communities. Tinto (2004) noted twenty-five years of research highlighting key components for student retention: (a) inform students on the expectations for success; (b) offer academic, social, and personal guidance; (c) measure institution and individual development and communicate results; and (d) develop relationships among students, faculty, and staff. Tinto (1997) declared that

students participating in first year learning communities form a nucleus of supporters to help them transition to college life. It also helps them academically as students blend the social and academic aspects of college within the learning community. Finally, employers in our service area regularly demand that our graduates be effective at problem solving and project management in team settings.

In order to foster more cohesion among students and faculty and supplement the individual course-based learning communities fostered by faculty, which research indicates increases retention, Germanna plans to create a learning community specifically for online students. A Germanna administrator as part of his dissertation research will design a plan for creating the learning community. The DLFAC committee will be directly involved with the planning and implementation.

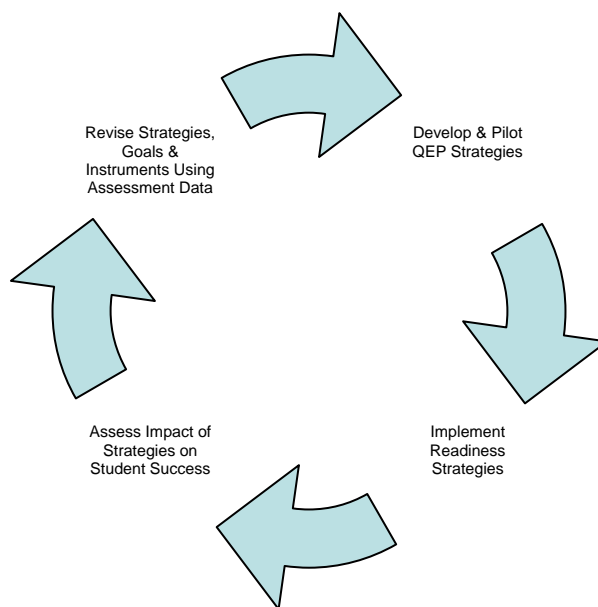
A final objective is to have pertinent information relevant to online students clearly listed on the main page of Germanna's Web site. Given the relatively low percentage of students who choose to enroll in online courses and the low participation rates of students in the rural areas of Germanna's service region, many prospective students may not realize that educational opportunities are available to them via online learning. One external barrier beyond Germanna's control, however, is the lack of access to high-speed Internet in rural service areas. Germanna will seek to provide students with information on possible vendors who can provide high-speed Internet service and/or provide locations of libraries or cyber-cafes nearby their homes

Shea (2005) included the following areas as pertinent to include on a college's Web site: academic advising, admissions, assessment and testing, bookstore, career planning, catalog, communications (institution to student), financial aid, library, orientation, registration, personal counseling, placement services, schedule of classes, services for international students, services for students with disabilities, student accounts, student activities, technical support, and tutoring. Having information readily available is pertinent to student success. For current and prospective online students, it is important to have specific information related to online learning clearly identifiable on Germanna's Web site. Germanna's Web site will be redesigned to ensure that online learning information is easily accessible and clearly identifiable.

Assessment of the Quality Enhancement Plan

Annual implementation of the QEP is documented in strategy implementation grids and will generally progress as shown in Figure 4.


Figure 4: QEP Assessment and Continuous Improvement Process



Germanna’s Office of Institutional Effectiveness (IE) will play a major role in helping to develop assessment measures and ensure that the tracking of progress toward benchmarks and reporting to the College is consistent with Germanna’s IE processes. The Co-Coordinator, new Dean of Distance Learning, and the ongoing QEP Leadership Team will monitor project progress and coordinate annual implementation activities, ensuring that necessary data are collected, analyzed, reported, and integrated into the implementation process. The IE office will assist with data collection, validation and norming of new assessment instruments, developing local norms for existing instruments selected for use, and providing other assistance as needed. Each year, in partnership with the IE office, QEP co-coordinators will conduct an evaluation of the QEP project, noting successes and shortcomings. This annual evaluation will be completed and included in Germanna’s Annual Report to the community. QEP implementation in subsequent years of the plan will be reviewed and revised based on the assessment of the prior year’s progress. A revised plan reflective of the IE assessment of the prior year’s progress will be submitted to the College President by October 1 of each year beginning in 2009.

Assessment of the QEP will be based on meeting benchmarks and outcomes as noted in Table 10.

Table 10: QEP Benchmarks and Outcomes

<p>Enhancing readiness of:</p> <ul style="list-style-type: none">- Students- Faculty & their Courses- Institution		<p>will be associated with:</p> <ul style="list-style-type: none">- Increased student retention in online courses- An increased percentage of students achieving a grade of C or better in online courses- An increased percentage of students taking an additional course- An increase in students' perception of their mastery of course objectives
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One shortcoming noted during the QEP development process is that Germanna has remarkably little data about online teaching and learning. Considering this, the following instruments will be developed, piloted and eventually integrated into the teaching and learning process. Each will be developed using best practices literature, systematically evaluated by Institutional Effectiveness, and revised as necessary to insure solid psychometric properties.

- Online Learning Skills Assessment
- Faculty Self-Assessment of Online Teaching Effectiveness

By developing, implementing and analyzing data from these new assessment tools and integrating them with student success data, IE will be able to provide all members of the College community assessment data needed to strengthen online teaching and learning.

Initiation and Continuation of the Quality Enhancement Plan

Saba (2001) argues that the use of distance education without some changes to an organization only aggravates existing systemic problems and provides few solutions. Germanna can likewise be expected to consider its organizational process if it is to successfully implement *Ready, Set...Go Online!*

Germanna's governance structure must be flexible enough to accommodate institutional transformations expected as a result of a successful QEP implementation. All areas of Germanna must be committed to the process of readying themselves for the education of students in the online environment. Where aspects of the QEP cannot be adequately addressed by the College as it currently exists, new services will be created and personnel will be hired or third party

providers and/or partnerships contracted. Adequate budgetary resources will be allocated to the QEP (see Appendix G).

In this plan, primary responsibility for overall project management of the QEP will lie with the faculty QEP Coordinators. These two faculty members will have course release time to coordinate QEP supporting activities across the College. It is essential that Germanna support these faculty members in their coordination of Instructional, Student Services, Distance Learning and Institutional Assessment activities. The co-coordinators' work with DLFAC, the new Dean of Distance Learning, Faculty Senate, and student leadership organizations such as the Student Government Association is also essential. The Coordinators' position descriptions show close working relationships with DLFAC, QEP Coordinators, and the Dean of Distance Learning.

Finally, Germanna—in all levels of existence—must embrace and support *Ready, Set...Go Online!* The commitment must be in word and action, as evidenced by flexibility in policy and fiscal decision making.

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APPENDIX A
Quality Enhancement Plan Leadership Team

Team Member	Position at Germanna Community College
Dr. Deborah Wilson	Vice President for Academic Services
Dr. John R. Donnelly	Dean of Instruction, Locust Grove Campus
Bill Fiege	Dean of Instruction, Fredericksburg Area Campus
Deb Leeper	Director of Institutional Effectiveness
Rebecca Blankenship	Director Distance Education
Vacant	Dean of Distance Education
Pam Frederick	Dean of Student Services
Ann Lyons	Coordinator of Tutoring Services
Jason Davis	Accountant
Ashley Finelli	Institutional Research Analyst
Karen Mittura	QEP Co-Chair, Professor of Nursing
Kevin Handley	QEP Co-Chair, Associate Professor of Psychology
C. J. Bracken	Instructional Technologist
Jacque Hirsch	System Analyst
Canice Graziano	Dual Enrollment Coordinator
Delois McCormick	Assistant Professor of Mathematics
Jim Grigsby	Coordinator Counseling Services, Fredericksburg Area Campus (Fall 2006 only)
Mark Haines	Counseling Services Coordinator, Fredericksburg Area Campus
Krista Ehlert	Distance Learning Administrative Specialist
Jan Gray	Director of Institutional Advancement
Samantha Bergeron	Public Information Specialist
Russell James	Director, Culpeper Center for Advanced Technology
Rosemary Blankenship	Coordinator of Library Services

APPENDIX B

Coordinator of Quality Enhancement Plan (QEP) Proposed Job Description for Distance Learning Project

DRAFT

Reporting directly to the Vice President of Academic Services, the QEP Coordinator is expected to work closely with his/her supervisor, the Director of Institutional Effectiveness, the Deans of Instruction, the Dean of Distance Learning, the Distance Learning Faculty Advisory Committee (DLFAC) and the QEP Committee; be a team player; be a campus leader, especially in the field of distance learning; provide input from the faculty perspective; provide input into vision and direction in the field of distance learning for the College; and be able to provide distance learning related services. The person in this position will be responsible for managing and/or participating in management of all aspects of the College's QEP in addition to performing tasks appropriate to the QEP as directed by the Vice President of Academic Services. This will include, but not necessarily be limited to, the following:

Lead the Distance Learning QEP process for the institution, making provisions for timely and broad-based input, and providing timely and periodic updates to the College as well as SACS as required/requested.

Assure that the College QEP experiences steady progress and keep the Director of Institutional Effectiveness, the Deans, and the Vice President of Academic Services informed of the progress, needs, and challenges faced in working with the project.

Work closely as a team with the Deans of Instruction, the Dean of Distance Learning, the Director of Institutional Effectiveness, and DLFAC to assure the planning, development, implementation and continued delivery of high quality instruction and academic support services in the distance learning (DL) mode.

Work closely with the Deans, the Director of Institutional Effectiveness, DLFAC, and QEP Committee to assure planning and implementation of appropriate placement of students who exhibit signs of readiness for DL in DL courses.

Provide timely and thorough initial, in-progress, follow-up, and final reports as needed/requested for/by SACS, the President, Vice President of Academic Services, Director of Institutional Effectiveness, and others as appropriate. This includes responding to all recommendations made by the SACS On-Site Review Committee related to the Distance Learning QEP.

Work closely as a team with the Deans and provide faculty perspective to assure opportunities for staff development/training relative to the DL delivery of courses.

When requested, work with the Vice President of Workforce Development and Community Education to assure that the courses developed to provide DL courses in WFD meet quality expectations.

Work with the Technology Support Services Manager and Deans of Instruction to provide the faculty perspective regarding equipment and software used for distance learning activities.

Work closely with Deans in a faculty perspective advisory role to assure support, synergy, and cohesiveness of DL courses within the instructional area.

Work in conjunction with the Technology Support Services Manager and the Deans in a faculty perspective advisory capacity to maximize use of monies for equipment, software, instructors and services.

Advise the Deans as to professional development opportunities related to distance learning; provide academic and technological training to faculty to integrate technology into their courses as requested by the Dean of Distance Learning.

Advise the Deans of the faculty perspective as they review and update, and create as needed, DL related components of the College Catalog.

Advise Academic Services personnel and the Dean of Student Services from the faculty perspective on increasing and retaining enrollments, especially in the DL area.

Act as advisor to the Distance Learning Faculty Advisory Committee (including, perhaps, serving as Chair), and the Quality Enhancement Project Committee (including, perhaps, serving as Chair) so as to improve teaching, student readiness and success, and opportunities in the DL area.

In conjunction with the Deans, advise, encourage and support creative and cutting edge methods of instruction from the faculty perspective.

Work closely as a team with the Deans from the faculty perspective to create and improve processes and procedures within the instructional and student services units as they pertain to DL.

Work closely as a team with the Deans from the faculty perspective, to assure appropriate processes of ordering books, inputting schedules, staffing, and managing the budget as these areas pertain to DL.

Advise the Deans of the faculty perspective as to course management software, including but not limited to, Blackboard™ and other software as appropriate and available.

Advise the Deans of the faculty perspective as to software applications.

Advise the Deans and the Director of Institutional Effectiveness as to arrangement and implementation of program reviews/assessments as related to QEP; advise the Director of Institutional Effectiveness as to accurate analyses and enhancement, correctness, and development of reviews/assessments of DL areas from the faculty perspective.

Keep abreast of new and emerging trends in instructional technology and distance learning delivery methodology; offer regular updates from the faculty perspective of these trends to College personnel.

When requested by the Dean of Distance Learning, advise the Dean and the Technology Support Services Manager, of the faculty perspective regarding equipment.

Advise Technology Support Services Manager and the Deans, from the faculty perspective about development of the College technology plan as it relates to DL; when requested, participate in creation of reports relative to the College technology plan and actions pertaining to it.

Be a member of the Germanna Community College faculty.

Carry out other duties and responsibilities as assigned and related to QEP.

Appendix C

Dean of Distance Learning & Academic Services Proposed Job Description

Reporting directly to the Vice President of Academic Services, the Dean of Distance Learning & Academic Services is expected to work closely with his/her supervisor, Deans of Instruction, and QEP Coordinator(s) for the Distance Learning project; be a team player; be a leader, especially in the field of distance learning; provide vision and direction in the field of distance learning for the College; and be a premier provider of distance learning related services. The person in this position will be responsible for performing tasks appropriate to the Distance Learning area, including but not necessarily limited to the following:

Work closely as a team with the Deans of Instruction at all GCC campuses/sites and QEP Coordinator(s) to assure planning, development, implementation and continued delivery of high quality instruction and academic support services in the distance learning mode and as related to the DL related QEP.

Work closely as a team with the Deans of Instruction to build class schedules that are coordinated and support and complement all course offerings.

Work closely as a team with the Deans of Instruction to hire and supervise faculty who are teaching in the distance learning mode; assure opportunities for staff development/training relative to the DL delivery of courses.

Work closely with the Vice President of Workforce Development and Community Education to develop and provide courses and services as needed with the DL mode of delivery.

Work closely with the Technology Support Services Manager and Deans of Instruction to build and enhance equipment used for distance learning activities.

Hire, supervise, assign, train, mentor and evaluate faculty and staff working within the Distance Learning area; work closely as a team in conjunction with the Deans of Instruction with these activities, especially when personnel are “shared” between areas.

Help develop grant proposals that have potential to result in improvement, enhancement and growth of programs, projects, and curricula within the DL area; work closely with Deans of Instruction to assure support, synergy, and cohesiveness within the instructional area.

Develop and lead DL instructional related activities, Academic Computing Centers, and Testing Centers at all GCC sites; develop these areas to maximize services to students, faculty, and staff.

Develop, manage, and expend the DL area budget; work in conjunction with the Technology Support Services Manager area and Deans of Instruction to maximize use of monies in this budget for equipment, software, instructors and services.

Resolve complaints and grievances related to the DL area.

Support, encourage, and deliver professional development opportunities related to distance learning; provide academic, administrative, training and technological leadership to faculty to integrate technology into their courses.

Work closely as a team in conjunction with the Deans of Instruction, Distance Learning Faculty Advisory Committee, and QEP Coordinators to review, update, and create, as needed, DL related components of the College Catalog.

Work closely with Academic Services personnel and the Dean of Student Services to increase enrollment, especially in the DL area.

Act as administrative advisor to the Distance Learning Faculty Advisory Committee and its Chair, and the Quality Enhancement Project Coordinator and its Chair, to improve teaching, student readiness and success, and opportunities in the area.

In conjunction with the Deans of Instruction, Distance Learning Faculty Advisory Committee and Quality Enhancement Project Coordinator(s), encourage and support creative and cutting edge methods of instruction as appropriate.

Work closely as a team with the Deans of Instruction each semester to prepare faculty credentials for College files so that they meet SACS criteria.

Manage day to day operations of the Distance Learning area.

Work closely as a team with the Deans of Instruction and others as appropriate to create and improve processes and procedures within the instructional unit.

Work closely as a team with the Deans of Instruction and others as appropriate to assure appropriate processes of ordering books, inputting schedules, staffing, and managing the budget.

Have a routine presence at GCC campuses at FAC and LGC, and at the Center at Culpeper (GCAT) as needed.

Be proficient in course management software, including but not limited to, Blackboard™ and other software as appropriate and available; share this knowledge with College personnel via informal and formal training sessions.

Be proficient in software applications such as, but not necessarily limited to, Dreamweaver and Fireworks; provide training as appropriate.

Assist novice faculty in development of DL courses from start through the end of delivery as necessary; act as a resource and provide assistance to experienced faculty, within reason, as requested/needed.

Provide for Blackboard™ administration.

Working with DLFAC and QEP Coordinator(s), arrange and implement DL related program/course reviews/assessments on a routine basis; work closely with the Director of Institutional Effectiveness for accurate analyses; work closely with the Deans and Vice President of Academic Services to enhance, correct, and develop reviews/assessments.

Working as a team in conjunction with the Deans of Instruction, develop, administer, review and analyze student evaluations or courses that can stand alone, but are still closely aligned with the non-distance evaluation tools.

Assure that help is available to students, faculty, and staff experiencing technical difficulties.

Keep abreast of new and emerging trends in instructional technology and distance learning delivery methodology; offer regular updates of these trends to College personnel.

In conjunction with the Technology Support Services Manager, serve as the GCC representative on the VCCS Technology Council

In conjunction with the Technology Support Services Manager, co-chair the GCC Technology Committee.

In conjunction with the Technology Support Services Manager and Deans of Instruction, coordinate development of the College technology plan, making sure that it addresses Strategic Goals and College objectives; present the plan to the Vice President of Academic Services and others as requested; submit the plan to the VCCS office; create reports relative to this plan and actions pertaining to it as required/ requested.

Carry out other duties and responsibilities as assigned.

Appendix D

QEP Goals, Objectives, and Strategies

Goal 1: Increase Student Readiness for Online Learning

Objective 1: Formally assess student readiness for online learning.

Strategy: Utilize Readiness for Education at a Distance Indicator (READI) as placement assessment for online courses.

Strategy: Locate/utilize existing online learning skills assessment OR create Online Learning Skills Assessment (OLSA) (to include self-assessment of online learning readiness component) for use as a course-based pre- and post-test of online readiness.

Objective 2: Utilize student development courses to prepare students for online learning.

Strategy: Create and implement a distance learning module for all College Success Skills (SDV 100) courses.

Strategy: Create and implement a student development course for students who plan to take a majority of their coursework online.

Objective 3: Provide remediation opportunities for students not ready for online learning.

Strategy: Create a developmental module(s)/course(s) to prepare students who are under prepared for online learning and who need/want to take online courses.

Goal 2: Increase Faculty and Course Readiness for Online Learning

Objective 1: Provide quality and consistency in the structure of online courses.

Strategy: Implement Quality Matters™ (QM) for online courses.

Strategy: Create Blackboard™ template for online courses.

Objective 2: Provide quality and consistency in the teaching of online courses.

Strategy: Implement certification course for faculty members teaching online.

Strategy: Provide adequate and appropriate resources (hardware, software, professional development) for online faculty.

Objective 3: Improve assessment of course/instructor effectiveness for online courses.

Strategy: Redesign current student evaluation instrument to include evaluation of online course/instruction.

Strategy: Incorporate faculty self-assessment of online teaching in annual faculty evaluation.

Goal 3: Increase Institutional Readiness for Online Learning

Objective 1: Enhance student services for online students.

Strategy: Expand counseling/advising (including information about financial aid) in online formats.

Strategy: Provide increased access to online courses/services for students with disabilities.

Objective 2: Enhance learning resources for online students.

Strategy: Expand tutoring services for online students.

Strategy: Expand library services for online students.

Objective 3: Create more cohesion and collaboration between students and faculty in online courses.

Strategy: Develop online learning communities.

Objective 4: Make information about online learning and services readily available and accessible.

Strategy: Redesign Germanna Web site to ensure online learning information is clearly identifiable.

Strategy: Redesign Germanna Web site to support/inform online learners.

Appendix E

Germanna Community College Quality Enhancement Plan

Implementation Plan and Indicators of Success

Goal 1: Increase *Student* Readiness for Online Learning

Goal 1 – Objective 1		Strategies	Objective Implementation Team
Formally assess student readiness for online learning.		<ul style="list-style-type: none"> Utilize Readiness for Education at a Distance Indicator (READI) as placement assessment for online courses. Locate/utilize existing online learning skills assessment OR create Online Learning Skills Assessment (OLSA) (to include a self-assessment of online learning readiness component) for use as a course-based pre- and post-test of online readiness. 	<ul style="list-style-type: none"> Distance Learning (OLSA Lead) Counseling (READI Lead) DLFAC Institutional Effectiveness
Year	Action Steps	Indicator(s) of Success	
2008-2009	<ul style="list-style-type: none"> Pilot READI assessment as an addition to College's current placement testing. 	<ul style="list-style-type: none"> READI administered to sample of students taking COMPASS placement tests. Students taking READI respond to short survey on instrument's ease of use and usefulness. 	
	<ul style="list-style-type: none"> Locate existing online learning skills assessment or develop Online Learning Skills Assessment (OLSA). 	<ul style="list-style-type: none"> Existing online learning skills assessment located or OLSA developed and tested for validity and reliability. 	
2009-2010	<ul style="list-style-type: none"> Implement READI assessment as an addition to College's current placement testing. 	<ul style="list-style-type: none"> READI administered to students taking placement tests. Students taking placement tests respond to short survey about READI's ease of use and usefulness of results. Positive correlation between high readiness score on READI and student's success in online course(s) (as measured by a grade of C or better). 	
	<ul style="list-style-type: none"> Pilot existing online learning skills assessment or OLSA. 	<ul style="list-style-type: none"> OLSA (or existing online learning skills assessment) used as pre-assessment in 10 online courses. Faculty of 10 online courses selected for pilot use OLSA (or existing online learning skills assessment) results to provide each student with feedback about his/her readiness for online learning. Positive correlation between high readiness score on OLSA (or existing online learning skills assessment) and student's success in online course(s) (as measured by a grade of C or better). 	
2010-2011	<ul style="list-style-type: none"> Continue using READI assessment as a component of College's placement testing. 	<ul style="list-style-type: none"> READI administered to students taking placement tests. Students taking placement tests respond to short survey about READI's ease of use and usefulness of results. Positive correlation between high readiness score on READI and student's success in online course(s) (as measured by a grade of C or better). If negative student feedback about READI or positive correlation not found, complete search for new instrument to assess online readiness. 	

	<ul style="list-style-type: none"> • Implement OLSA (or existing online learning skills assessment). 	<ul style="list-style-type: none"> • OLSA (or existing online learning skills assessment) used as pre-assessment in online courses taught by full-time faculty members. • Full-time faculty members teaching online courses use OLSA (or existing online learning skills assessment) results to provide each student with feedback about his/her readiness for online learning. • Positive correlation between high readiness score on OLSA (or existing online learning skills assessment) and student's success in online course(s) (as measured by a grade of C or better). • If positive correlation not found, OLSA revised.
2011-2012	<ul style="list-style-type: none"> • Continue using READI assessment as a component of College's placement testing. 	<ul style="list-style-type: none"> • READI (or new instrument) administered to students taking placement tests. • Students taking placement tests respond to short survey about READI's (or new instrument's) ease of use and usefulness of results. • Positive correlation between high readiness score on READI (or new instrument) and student's success in online course(s) (as measured by a grade of C or better). • If negative student feedback about READI or positive correlation not found, complete search for new instrument to assess online readiness.
	<ul style="list-style-type: none"> • Continue using OLSA (or existing online learning skills assessment). 	<ul style="list-style-type: none"> • OLSA (or existing online learning skills assessment) used as pre-assessment in online courses taught by full-time and selected part-time faculty members. • Full-time and selected part-time faculty members teaching online courses use OLSA (or existing online learning skills assessment) results to provide each student with feedback about his/her readiness for online learning. • Positive correlation between high readiness score on OLSA (or existing online learning skills assessment) and student's success in online course(s) (as measured by a grade of C or better). • If positive correlation not found, OLSA revised.
2012-2013	<ul style="list-style-type: none"> • Continue using OLSA (or existing online learning skills assessment). 	<ul style="list-style-type: none"> • READI (or new instrument) administered to students taking placement tests. • Students taking placement tests respond to short survey about READI's (or new instrument's) ease of use and usefulness of results. • Positive correlation between high readiness score on READI (or new instrument) and student's success in online course(s) (as measured by a grade of C or better). • If negative student feedback about READI or positive correlation not found, complete search for new instrument to assess online readiness.
	<ul style="list-style-type: none"> • Continue using OLSA (or existing online learning skills assessment). 	<ul style="list-style-type: none"> • OLSA (or existing online learning skills assessment) used as pre-assessment in all online courses. • All faculty members teaching online courses use OLSA (or existing online learning skills assessment) results to provide each student with feedback about his/her readiness for online learning. • Positive correlation between high readiness score on OLSA (or existing online learning skills assessment) and student's success in online course(s) (as measured by a grade of C or better). • If positive correlation not found, OLSA revised.

Goal 1 - Objective 2	Strategies	Objective Implementation Team
Utilize student development courses to prepare students for online learning.	<ul style="list-style-type: none"> • Create and implement a distance learning module for all College Success Skills (SDV 100) courses. • Create and implement a student development course for students who plan to take a majority of coursework online. 	<ul style="list-style-type: none"> • Counseling (Lead) • DLFAC • Distance Learning • Instruction • Institutional Effectiveness
	Action Steps	Indicator(s) of Success
2008-2009	<ul style="list-style-type: none"> • Develop formal distance learning readiness module to be included in College Success Skills (SDV 100) course. • Develop new student development course for students who plan to take a majority of coursework online. 	<ul style="list-style-type: none"> • Distance learning readiness module created by Counseling and DLFAC. • Course and syllabus created by Counseling and DLFAC.
2009-2010	<ul style="list-style-type: none"> • Implement distance learning readiness module in 50% of College Success Skills (SDV 100) courses. • Pilot new student development course for students who plan to take a majority of coursework online. 	<ul style="list-style-type: none"> • Syllabi of 50% of SDV 100 courses offered during 2009-2010 include distance learning readiness module. • Students completing SDV 100 courses that include distance learning readiness module demonstrate greater readiness for online learning than students completing SDV 100 courses without module (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment). • If greater readiness not demonstrated, revised module incorporated into subsequent SDV 100 courses. • New course offered and marketed. • Students enrolled in new course. • Students completing new student development course for students who plan to take a majority of coursework online demonstrate greater readiness for online learning than students completing SDV 100 courses that do not include distance learning readiness module (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment).
2010-2011	<ul style="list-style-type: none"> • Implement distance learning readiness module in 75% of College Success Skills (SDV 100) courses. • Assess effectiveness of new student development course and revise content accordingly. 	<ul style="list-style-type: none"> • Syllabi of 75% of SDV 100 courses offered during 2010-2011 include distance learning readiness module. • Students completing SDV 100 courses that include distance learning readiness module demonstrate greater readiness for online learning than students completing SDV 100 courses without module (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment). • If greater readiness not demonstrated, revised module incorporated into subsequent SDV 100 courses. • Students completing new student development course for students who plan to take a majority of coursework online demonstrate greater readiness for online learning than students completing SDV 100 courses that do not include distance learning readiness module (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment). • If greater readiness not demonstrated, revised course

		content and syllabus for subsequent courses.
2011-2012	<ul style="list-style-type: none"> Assess effectiveness of module and revise content accordingly. 	<ul style="list-style-type: none"> Syllabi of all SDV 100 courses offered during 2011-2012 include distance learning readiness module. Students completing SDV 100 courses that include distance learning readiness module demonstrate greater readiness for online learning than students completing SDV 100 courses without module (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment). If greater readiness not demonstrated, revised module incorporated into subsequent SDV 100 courses.
	<ul style="list-style-type: none"> Assess effectiveness of new student development course and revise content accordingly. 	<ul style="list-style-type: none"> Students completing new student development course for students who plan to take a majority of coursework online demonstrate greater readiness for online learning (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment). If greater readiness not demonstrated, revised course content and syllabus for subsequent courses.
2012-2013	<ul style="list-style-type: none"> Assess effectiveness of module and revise content accordingly. 	<ul style="list-style-type: none"> Syllabi of all SDV 100 courses offered during 2012-2013 include distance learning readiness module. Students completing SDV 100 courses that include distance learning readiness module demonstrate greater readiness for online learning than students completing SDV 100 courses without module (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment). If greater readiness not demonstrated, revised module incorporated into subsequent SDV 100 courses.
	<ul style="list-style-type: none"> Assess effectiveness of new student development course and revise content accordingly. 	<ul style="list-style-type: none"> Students completing new student development course for students who plan to take a majority of coursework online demonstrate greater readiness for online learning (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment). If greater readiness not demonstrated, revised course content and syllabus for subsequent courses.

Goal 1 – Objective 3		Strategies	Objective Implementation Team
Provide remediation opportunities for students not ready for online learning		<ul style="list-style-type: none"> • Create developmental module(s)/course(s) to prepare students who are un/under-prepared for online learning and who need/want to take online courses 	<ul style="list-style-type: none"> • Distance Learning • DLFAC • Instruction • Tutoring Services (Lead) • Workforce & Community Education • Institutional Effectiveness
Year	Action Steps	Indicator(s) of Success	
2008-2009	<ul style="list-style-type: none"> • Create new developmental module(s)/course(s). 	<ul style="list-style-type: none"> • Module(s)/course(s) and syllabi created and approved by DLFAC. 	
2009-2010	<ul style="list-style-type: none"> • Pilot new developmental module(s)/course(s). 	<ul style="list-style-type: none"> • New developmental module(s)/course(s) offered and marketed to students who do not meet minimum criteria on formal assessment of student readiness. • Students enrolled in new module(s)/course(s). • Students completing new developmental module(s)/course(s) demonstrate greater readiness for online learning (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment). • If greater readiness not demonstrated, revise content and syllabi for subsequent module(s)/course(s). 	
2010-2011	<ul style="list-style-type: none"> • Assess effectiveness of new developmental module(s)/course(s) and revise content accordingly. 	<ul style="list-style-type: none"> • Students completing new developmental module(s)/course(s) demonstrate greater readiness for online learning (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment). • If greater readiness not demonstrated, revise content and syllabi for subsequent courses. 	
2011-2012	<ul style="list-style-type: none"> • Assess effectiveness of new developmental module(s)/course(s) and revise content accordingly. 	<ul style="list-style-type: none"> • Students completing new developmental module(s)/course(s) demonstrate greater readiness for online learning (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment). • If greater readiness not demonstrated, revise content and syllabi for subsequent courses. 	
2012-2013	<ul style="list-style-type: none"> • Assess effectiveness of new developmental module(s)/course(s) and revise content accordingly. 	<ul style="list-style-type: none"> • Students completing new developmental module(s)/course(s) demonstrate greater readiness for online learning (as measured by difference in scores on pre- and post-course assessment of distance learning readiness using OLSA or existing online learning skills assessment). • If greater readiness not demonstrated, revise content and syllabi for subsequent courses. 	

**Germanna Community College
Quality Enhancement Plan**

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Goal 2: Increase *Faculty and Course* Readiness for Online Learning

Goal 2 – Objective 1		Strategies	Objective Implementation Team
Provide quality and consistency in the structure of online courses.		<ul style="list-style-type: none"> • Implement Quality Matters (QM) for online courses. • Create Blackboard template for online courses. 	<ul style="list-style-type: none"> • Distance Learning • DLFAC • Instruction (Lead) • Academic Standards and Issues Committee (ASIC)
Year	Action Steps	Indicator(s) of Success	
2008-2009	• Train faculty members to pilot Quality Matters.	<ul style="list-style-type: none"> • 25% of faculty members teaching online will have received QM training. • Trained faculty members will indicate their readiness to implement QM in their Fall 2009 online courses. 	
	• Design, pilot, and assess Blackboard template for online courses.	<ul style="list-style-type: none"> • Blackboard template designed. • Template used in at least 5 online courses. • Template revised as result of faculty and student feedback. 	
2009-2010	• Pilot QM.	<ul style="list-style-type: none"> • All online courses taught by trained faculty members adhere to QM best practices rubric (determined by peer evaluator). • Positive student evaluation of course quality for all QM courses taught. 	
	• Train additional faculty members in QM.	<ul style="list-style-type: none"> • 50% of faculty members teaching online will have received QM training. • Trained faculty members will indicate their readiness to implement QM in their Fall 2010 online courses. 	
	• Implement use of Blackboard template for online courses.	<ul style="list-style-type: none"> • Revised template used in all online courses. • Template revised as result of faculty and student feedback. 	
2010-2011	• Implement QM.	<ul style="list-style-type: none"> • All online courses taught by trained faculty members adhere to QM best practices rubric (determined by peer evaluator). • Positive student evaluation of course quality for all QM courses taught. 	
	• Train additional faculty members in QM.	<ul style="list-style-type: none"> • 75% of faculty members teaching online will have received QM training. • Trained faculty members will indicate their readiness to implement QM in their Fall 2011 online courses. 	
	• Continue use of Blackboard template for online courses.	<ul style="list-style-type: none"> • Revised template used in all online courses. • Template revised as result of faculty and student feedback. 	
2011-2012	• Continue QM implementation.	<ul style="list-style-type: none"> • All online courses taught by trained faculty members adhere to QM best practices rubric (determined by peer evaluator). • Positive student evaluation of course quality for all QM courses taught. 	
	• Train additional faculty members in QM.	<ul style="list-style-type: none"> • 100% of faculty members teaching online will have received QM training. • Trained faculty members will indicate their readiness to implement QM in their Fall 2012 online courses. 	
	• Continue use of Blackboard template for online courses.	<ul style="list-style-type: none"> • Revised template used in all online courses. • Template revised as result of faculty and student feedback. 	
2012-2013	• Continue QM implementation.	<ul style="list-style-type: none"> • All online courses taught by trained faculty members adhere to QM best practices rubric (determined by peer evaluator). • Positive student evaluation of course quality for all QM courses taught. 	

	<ul style="list-style-type: none"> • Train additional faculty members in QM. 	<ul style="list-style-type: none"> • 100% of faculty members teaching online will have received QM training. • Trained faculty members will indicate their readiness to implement QM in their Fall 2013 online courses.
	<ul style="list-style-type: none"> • Continue use of Blackboard template for online courses. 	<ul style="list-style-type: none"> • Revised template used in all online courses. • Template revised as result of faculty and student feedback.

Goal 2 - Objective 2		Strategies	Objective Implementation Team
Provide quality and consistency in the teaching of online courses.		<ul style="list-style-type: none"> • Implement certification course for faculty members teaching online. • Provide adequate and appropriate resources (hardware, software, professional development) for online faculty. 	<ul style="list-style-type: none"> • Distance Learning • Counseling • Instruction (Lead) • DLFAC • ASIC
Year	Action Steps	Indicator(s) of Success	
2008-2009	<ul style="list-style-type: none"> • Implement/evaluate certification course. 	<ul style="list-style-type: none"> • 20% of faculty members currently teaching online and all new online faculty members will have completed course or have been granted a competency exemption. • Certification course revised as needed based on faculty feedback on certification course evaluation. 	
	<ul style="list-style-type: none"> • Budget for online faculty members to participate in professional development opportunities related to online teaching. 	<ul style="list-style-type: none"> • Tech Summit held and attended by at least 50% of full-time faculty members teaching online. • Four Magna Webinars related to online teaching/ learning offered and attended by at least 50% of faculty members teaching online. • At least one session of Annual Faculty Mini-conference offered on topic(s) related to online teaching/learning. • At least four faculty members teaching online will have attended at least one regional/national conference focusing on online teaching/learning. 	
	<ul style="list-style-type: none"> • Provide up-to-date technology for online instruction. 	<ul style="list-style-type: none"> • At least 50% of interested faculty members teaching online will have access to Breeze Internet meeting software (or equivalent technology). • At least 50% of interested faculty members teaching online will have access to Camtasia presentation software (or equivalent technology). • At least 75% of faculty members teaching two or more online courses will have wireless-ready notebook computer available to them. 	
2009-2010	<ul style="list-style-type: none"> • Continue to implement/evaluate certification course. 	<ul style="list-style-type: none"> • 40% of faculty members currently teaching online and all new online faculty members will have completed course or have been granted a competency exemption. • Certification course revised as needed based on faculty feedback on certification course evaluation. 	
	<ul style="list-style-type: none"> • Budget for online faculty members to participate in professional development opportunities related to online teaching. 	<ul style="list-style-type: none"> • Tech Summit held and attended by at least 50% of faculty members teaching online. • Four Magna Webinars related to online teaching/ learning offered and attended by at least 50% of faculty members teaching online. • At least one session of Annual Faculty Mini-conference offered on topic(s) related to online teaching/learning. • At least four faculty members teaching online will have attended at least one regional/national conference focusing on online teaching/learning. 	
	<ul style="list-style-type: none"> • Provide up-to-date technology for online instruction. 	<ul style="list-style-type: none"> • At least 50% of interested faculty members teaching online will have access to Breeze Internet meeting software (or equivalent technology). • At least 50% of interested faculty members teaching online will have access to Camtasia presentation software (or equivalent technology). • At least 75% of faculty members teaching two or more online courses will have wireless-ready notebook computer available to them. 	
2010-2011	<ul style="list-style-type: none"> • Continue to 	<ul style="list-style-type: none"> • 60% of faculty members currently teaching online and all 	

	implement/evaluate certification course.	new online faculty members will have completed course or have been granted a competency exemption. <ul style="list-style-type: none"> • Certification course revised as needed based on faculty feedback on certification course evaluation.
	<ul style="list-style-type: none"> • Budget for online faculty members to participate in professional development opportunities related to online teaching. 	<ul style="list-style-type: none"> • Tech Summit held and attended by at least 50% of faculty members teaching online. • Four Magna Webinars related to online teaching/ learning offered and attended by at least 50% of faculty members teaching online. • At least one session of Annual Faculty Mini-conference offered on topic(s) related to online teaching/learning. • At least four faculty members teaching online will have attended at least one regional/national conference focusing on online teaching/learning.
	<ul style="list-style-type: none"> • Provide up-to-date technology for online instruction. 	<ul style="list-style-type: none"> • At least 50% of interested faculty members teaching online will have access to Breeze Internet meeting software (or equivalent technology). • At least 50% of interested faculty members teaching online will have access to Camtasia presentation software (or equivalent technology). • At least 75% of faculty members teaching two or more online courses will have wireless-ready notebook computer available to them.
2011-2012	<ul style="list-style-type: none"> • Continue to implement/evaluate certification course. 	<ul style="list-style-type: none"> • 80% of faculty members currently teaching online and all new online faculty members will have completed course or have been granted a competency exemption. • Certification course revised as needed based on faculty feedback on certification course evaluation.
	<ul style="list-style-type: none"> • Budget for online faculty members to participate in professional development opportunities related to online teaching. 	<ul style="list-style-type: none"> • Tech Summit held and attended by at least 50% of faculty members teaching online. • Four Magna Webinars related to online teaching/ learning offered and attended by at least 50% of faculty members teaching online. • At least one session of Annual Faculty Mini-conference offered on topic(s) related to online teaching/learning. • At least four faculty members teaching online will have attended at least one regional/national conference focusing on online teaching/learning.
	<ul style="list-style-type: none"> • Provide up-to-date technology for online instruction. 	<ul style="list-style-type: none"> • At least 50% of interested faculty members teaching online will have access to Breeze Internet meeting software (or equivalent technology). • At least 50% of interested faculty members teaching online will have access to Camtasia presentation software (or equivalent technology). • At least 75% of faculty teaching two or more online courses will have wireless-ready notebook computer available to them.
2012-2013	<ul style="list-style-type: none"> • Continue to implement/evaluate certification course. 	<ul style="list-style-type: none"> • 80% of faculty members currently teaching online and all new online faculty members will have completed course or have been granted a competency exemption. • Certification course revised as needed based on faculty feedback on certification course evaluation.
	<ul style="list-style-type: none"> • Budget for online faculty members to participate in professional development opportunities related to online teaching. 	<ul style="list-style-type: none"> • Tech Summit held and attended by at least 50% of faculty members teaching online. • Four Magna Webinars related to online teaching/ learning offered and attended by at least 50% of faculty members teaching online. • At least one session of Annual Faculty Mini-conference offered on topic(s) related to online teaching/learning. • At least four faculty members teaching online will have

		attended at least one regional/national conference focusing on online teaching/learning.
	<ul style="list-style-type: none"> • Provide up-to-date technology for online instruction. 	<ul style="list-style-type: none"> • At least 50% of interested faculty members teaching online will have access to Breeze Internet meeting software (or equivalent technology). • At least 50% of interested faculty members teaching online will have access to Camtasia presentation software (or equivalent technology). • At least 75% of faculty teaching two or more online courses will have wireless-ready notebook computer available to them.

Goal 2 – Objective 3		Strategies	Objective Implementation Team
Improve assessment of course/instructor effectiveness for online courses.		<ul style="list-style-type: none"> • Re-design current student evaluation instrument to include evaluation of online course/ instruction. • Incorporate faculty self-assessment of online teaching in annual faculty evaluation. 	<ul style="list-style-type: none"> • Instruction (Lead) • Distance Learning • DLFAC • Human Resources • Faculty Senate
Year	Action Steps	Indicator(s) of Success	
2008-2009	<ul style="list-style-type: none"> • Develop/approve additional questions for current student evaluation which focus on online instruction. 	<ul style="list-style-type: none"> • New student evaluation instrument for use in online courses developed and approved by President's Council according to process in Faculty Handbook by end of Fall 2008 semester. • Approved student evaluation instrument administered in all Spring 2009 online courses. 	
	<ul style="list-style-type: none"> • Create/pilot faculty self-assessment of online skills and teaching effectiveness. 	<ul style="list-style-type: none"> • Faculty self-assessment of online skills and teaching effectiveness created. • At least 50% of faculty members teaching online include results of self-assessment in faculty evaluation and in developing goals regarding online teaching for following academic year. 	
2009-2010	<ul style="list-style-type: none"> • Continue use of new student evaluation instrument in online courses. 	<ul style="list-style-type: none"> • Approved student evaluation instrument administered in all online courses. 	
	<ul style="list-style-type: none"> • Implement faculty self-assessment of online skills and teaching effectiveness. 	<ul style="list-style-type: none"> • At least 75% of faculty members teaching online include results of self-assessment in faculty evaluation and in developing goals regarding online teaching for following academic year. 	
2010-2011	<ul style="list-style-type: none"> • Continue use of new student evaluation instrument in online courses. 	<ul style="list-style-type: none"> • Approved student evaluation instrument administered in all online courses. 	
	<ul style="list-style-type: none"> • Continue using faculty self-assessment of online skills and teaching effectiveness. 	<ul style="list-style-type: none"> • At least 85% of faculty members teaching online include results of self-assessment in faculty evaluation and in developing goals regarding online teaching for following academic year. 	
2011-2012	<ul style="list-style-type: none"> • Continue use of new student evaluation instrument in online courses. 	<ul style="list-style-type: none"> • Approved student evaluation instrument administered in all online courses. 	
	<ul style="list-style-type: none"> • Continue using faculty self-assessment of online skills and teaching effectiveness. 	<ul style="list-style-type: none"> • All faculty members teaching online include results of self-assessment in faculty evaluation and in developing goals regarding online teaching for following academic year. 	
2012-2013	<ul style="list-style-type: none"> • Continue use of new student evaluation instrument in online courses. 	<ul style="list-style-type: none"> • Approved student evaluation instrument administered in all online courses. 	
	<ul style="list-style-type: none"> • Continue using faculty self-assessment of online skills and teaching effectiveness. 	<ul style="list-style-type: none"> • All faculty members teaching online include results of self-assessment in faculty evaluation and in developing goals regarding online teaching for following academic year. 	

**Germanna Community College
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Goal 3: Increase *Institutional* Readiness for Online Learning

Goal 3 – Objective 1		Strategies	Objective Implementation Team
Enhance student services for online students		<ul style="list-style-type: none"> Expand counseling/advising (including information about financial aid) in online formats. Provide increased access to online courses/services for students with disabilities. 	<ul style="list-style-type: none"> Distance Learning Counseling Financial Aid Disability Services Student Services (Lead)
Year	Action Steps	Indicator(s) of Success	
2008-2009	<ul style="list-style-type: none"> Increase synchronous virtual counseling/advising to 5 hours per week. 	<ul style="list-style-type: none"> Synchronous virtual counseling/advising available at least 5 hours per week. Student satisfaction with virtual counseling/advising 	
	<ul style="list-style-type: none"> Purchase closed-captioning software and train instructional technologist on how to use. 	<ul style="list-style-type: none"> 10 additional copies of Camtasia or equivalent software purchased. Instructional technologist trained on closed-captioning features of Camtasia or equivalent software. 	
2009-2010	<ul style="list-style-type: none"> Increase synchronous virtual counseling/advising to 6 hours per week. 	<ul style="list-style-type: none"> Synchronous virtual counseling/advising available at least 6 hours per week with at least 1 of online hours made available evenings and weekends. Student satisfaction with virtual counseling/advising. 	
	<ul style="list-style-type: none"> Pilot using closed-captioning in online courses. 	<ul style="list-style-type: none"> Five full-time online faculty members trained on closed-captioning features of Camtasia or equivalent software. At least five online courses incorporate closed-captioning for video. 	
2010-2011	<ul style="list-style-type: none"> Increase synchronous virtual counseling/advising to 8 hours per week. 	<ul style="list-style-type: none"> Synchronous virtual counseling/advising available at least 8 hours per week with at least 2 of online hours made available evenings and weekends. Student satisfaction with virtual counseling/advising. 	
	<ul style="list-style-type: none"> Implement using closed-captioning in online courses. 	<ul style="list-style-type: none"> All full-time online faculty members trained on closed-captioning features of Camtasia or equivalent software. All online courses taught by full-time faculty members incorporate closed-captioning for video. 	
2011-2012	<ul style="list-style-type: none"> Increase synchronous virtual counseling/advising to 10 hours per week. 	<ul style="list-style-type: none"> Synchronous virtual counseling/advising available at least 10 hours per week with at least 3 of online hours made available evenings and weekends. Student satisfaction with virtual counseling/advising. 	
	<ul style="list-style-type: none"> Continue to implement using closed-captioning in online courses. 	<ul style="list-style-type: none"> All full-time and at least five part-time online faculty members trained on closed-captioning features of Camtasia or equivalent software. All online courses taught by full-time faculty members and trained adjuncts incorporate closed-captioning for video. 	
2012-2013	<ul style="list-style-type: none"> Increase synchronous virtual counseling/advising to 15 hours per week. 	<ul style="list-style-type: none"> Synchronous virtual counseling/advising available at least 15 hours per week with at least 4 of online hours made available evenings and weekends. Student satisfaction with virtual counseling/advising. 	
	<ul style="list-style-type: none"> Continue to implement using closed-captioning in online courses. 	<ul style="list-style-type: none"> All full- and part-time online faculty members trained on closed-captioning features of Camtasia or equivalent software. All online courses incorporate closed-captioning for video. 	

Goal 3 - Objective 2	Strategies	Objective Implementation Team
Enhance learning resources for online students.	<ul style="list-style-type: none"> • Expand tutoring services for online students. • Expand library services for online students. 	<ul style="list-style-type: none"> • Distance Learning • Tutoring Services (Co-lead) • Library (Co-lead)
Year	Action Steps	Indicator(s) of Success
2008-2009	<ul style="list-style-type: none"> • Evaluate on-line student satisfaction with tutoring services (SMARTHINKING included). 	<ul style="list-style-type: none"> • Satisfaction survey completed. • Gaps identified between College's current tutoring services and students' needs/expectations.
	<ul style="list-style-type: none"> • Evaluate on-line student satisfaction with library services. 	<ul style="list-style-type: none"> • Satisfaction survey completed. • Gaps identified between College's current library services and students' needs/expectations.
2009-2010	<ul style="list-style-type: none"> • Evaluate the need to purchase additional hours of SMARTHINKING in order to expand the number of hours students are able to access online tutoring. • Expand the number of hours online students are able to access FAC and LGC Tutoring Centers. • Offer online workshops and study skills tutorials. 	<ul style="list-style-type: none"> • Student satisfaction with SMARTHINKING (determined by SMARTHINKING survey results), with staff support during in-house appointments (determined by point-of-service survey results), and with Tutoring Services (determined by Currently Enrolled Student Survey results). • Part-time tutoring assistant hired to answer online students' requests for academic assistance, direct them to online tutoring programs, and to schedule in-house appointments. • IST instructional assistant hours expanded to develop online workshops and study skills tutorials.
	<ul style="list-style-type: none"> • Provide additional library assistance. 	<ul style="list-style-type: none"> • Part-time library assistant hired to support telephone and e-mail research assistance and document delivery to online students. • Document delivery service available to online students.
2010-2011	<ul style="list-style-type: none"> • Evaluate the need to purchase additional hours of SMARTHINKING in order to expand the number of hours students are able to access online tutoring. • Expand the number of hours online students are able to access FAC and LGC Tutoring Centers. • Continue to develop and offer online workshops and study skills tutorials. 	<ul style="list-style-type: none"> • Student satisfaction with SMARTHINKING (determined by SMARTHINKING survey results), with staff support during in-house appointments (determined by point-of-service survey results), and with Tutoring Services (determined by Currently Enrolled Student Survey results). • Part-time tutoring assistant hired to answer online students' requests for academic assistance, direct them to online tutoring programs, and to schedule in-house appointments. • IST instructional assistant hours expanded to develop online workshops and study skills tutorials.
	<ul style="list-style-type: none"> • Maintain additional library assistance. 	<ul style="list-style-type: none"> • Part-time library assistant in place to support telephone and e-mail research assistance and document delivery to online students. • Document delivery service available to online students.
2011-2012	<ul style="list-style-type: none"> • Evaluate the need to purchase additional hours of SMARTHINKING in order to expand the number of hours students are able to access online tutoring. • Expand the number of hours online students are able to access FAC and LGC Tutoring Centers. • Continue to develop and offer 	<ul style="list-style-type: none"> • Student satisfaction with SMARTHINKING (determined by SMARTHINKING survey results), with staff support during in-house appointments (determined by point-of-service survey results), and with Tutoring Services (determined by Currently Enrolled Student Survey results). • Part-time tutoring assistant hired to answer online students' requests for academic assistance, direct them to online tutoring programs, and to schedule in-house appointments. • IST instructional assistant hours expanded to develop online workshops and study skills tutorials.

	<p>online workshops and study skills tutorials.</p> <ul style="list-style-type: none"> • Maintain additional library assistance. 	<ul style="list-style-type: none"> • Part-time library assistant in place to support telephone and e-mail research assistance and document delivery to online students. • Document delivery service available to online students.
2012-2013	<ul style="list-style-type: none"> • Evaluate the need to purchase additional hours of SMARTHINKING in order to expand the number of hours students are able to access online tutoring. • Expand the number of hours online students are able to access FAC and LGC Tutoring Centers. • Continue to develop and offer online workshops and study skills tutorials. 	<ul style="list-style-type: none"> • Student satisfaction with SMARTHINKING (determined by SMARTHINKING survey results), with staff support during in-house appointments (determined by point-of-service survey results), and with Tutoring Services (determined by Currently Enrolled Student Survey results). • Part-time tutoring assistant hired to answer online students' requests for academic assistance, direct them to online tutoring programs, and to schedule in-house appointments. • IST instructional assistant hours expanded to develop online workshops and study skills tutorials.
	<ul style="list-style-type: none"> • Maintain additional library assistance. 	<ul style="list-style-type: none"> • Part-time library assistant in place to support telephone and e-mail research assistance and document delivery to online students. • Document delivery service available to online students.

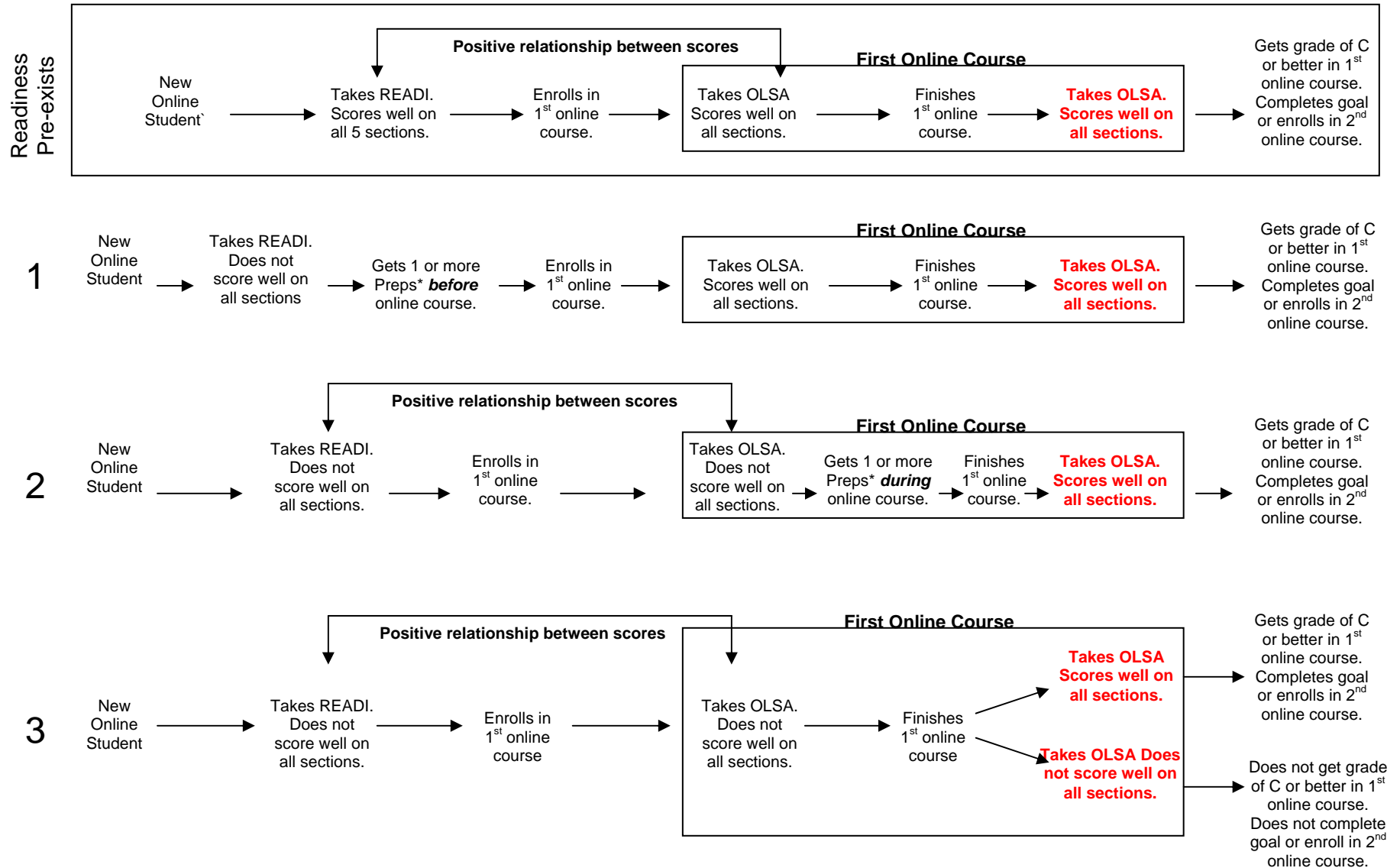
Goal 3 – Objective 3	Strategies	Responsibility
Create online learning community.	<ul style="list-style-type: none"> • Develop online learning community that allows students to complete courses using cohort model. • Increase number of courses offered online, which would provide access to additional online degree programs. 	<ul style="list-style-type: none"> • Distance Learning • Instruction • Counseling • Public Information Officer • Institutional Effectiveness
Year	Action Steps	Indicator(s) of Success
2008-2009	<ul style="list-style-type: none"> • Implement online learning community for students in business administration and general studies degree programs 	<ul style="list-style-type: none"> • Minimum of 100 students in business administration and general studies degree programs will be associated with online learning community.
	<ul style="list-style-type: none"> • Monitor retention and success of students in online learning community 	<ul style="list-style-type: none"> • Students in online learning community will be retained in their courses at higher rate than other online students. • A higher percentage of students in online learning community will be successful (as measured by grade of C or higher) in their courses than other online students.
	<ul style="list-style-type: none"> • Publicize opportunities 	<ul style="list-style-type: none"> • Schedule and other GCC publications advertise online learning community to current and potential students.
	<ul style="list-style-type: none"> • Examine courses required for liberal arts, science, and education degrees that are not currently offered online and determine feasibility for offering them in an online format 	<ul style="list-style-type: none"> • Create list of courses required for liberal arts, science, and education degrees that are not currently offered online and develop plan for the courses to be created for online delivery. Foreign language and science courses will be closely examined.
2009-2010	<ul style="list-style-type: none"> • Monitor enrollment, retention, and success of online learning community students majoring in business administration or general studies. 	<ul style="list-style-type: none"> • Minimum of 150 students in business administration and general studies degree programs will be associated with online learning community. • Students in online learning community will be retained in their courses at higher rate than other online students. • A higher percentage of students in online learning community will be successful (as measured by grade of C or higher) in their courses than other online students.
	<ul style="list-style-type: none"> • Develop new courses for online delivery, which would allow GCC to offer additional online degree programs. 	<ul style="list-style-type: none"> • Develop online courses in foreign language and science.
	<ul style="list-style-type: none"> • Publicize opportunities 	<ul style="list-style-type: none"> • Schedule and other GCC publications advertise online learning community to current and potential students.
2010-2011	<ul style="list-style-type: none"> • Monitor enrollment, retention, and success of online learning community students majoring in business administration or general studies. 	<ul style="list-style-type: none"> • Minimum of 200 students in business administration and general studies degree programs will be associated with online learning community. • Students in online learning community will be retained in their courses at higher rate than other online students. • A higher percentage of students in online learning community will be successful (as measured by grade of C or higher) in their courses than other online students.
	<ul style="list-style-type: none"> • Offer new online courses that will enable education, science, and liberal arts majors the opportunity to complete their respective degree programs online. 	<ul style="list-style-type: none"> • Assess new online courses. Compare retention rates of students in online sections to equivalent face-to-face courses. Compare success rate of students (as measured by grade of C or higher) in the online courses to those in the face-to-face sections.
	<ul style="list-style-type: none"> • Publicize opportunities 	<ul style="list-style-type: none"> • Schedule and other GCC publications advertise online learning community to current and potential students.

2011-2012	<ul style="list-style-type: none"> • Monitor enrollment, retention, and success of online learning community students majoring in business administration or general studies. 	<ul style="list-style-type: none"> • Minimum of 250 students in business administration and general studies degree programs will be associated with online learning community. • Students in online learning community will be retained in their courses at higher rate than other online students. • A higher percentage of students in online learning community will be successful (as measured by grade of C or higher) in their courses than other online students.
	<ul style="list-style-type: none"> • Add education, science, and liberal arts degree majors to online learning community model. 	<ul style="list-style-type: none"> • Minimum of 100 students in education, science, and liberal arts programs will be associated with online learning community.
	<ul style="list-style-type: none"> • Publicize opportunities or cease publicity. 	<ul style="list-style-type: none"> • Schedule and other GCC publications advertise online learning community to current and potential students.
2012-2013	<ul style="list-style-type: none"> • Monitor enrollment, retention, and success of all online learning community students. 	<ul style="list-style-type: none"> • Minimum of 400 students in will be associated with online learning community. • Students in online learning community will be retained in their courses at higher rate than other online students. • A higher percentage of students in online learning community will be successful (as measured by grade of C or higher) in their courses than other online students.
	<ul style="list-style-type: none"> • Publicize opportunities 	<ul style="list-style-type: none"> • Schedule and other GCC publications advertise online learning community to current and potential students.

Goal 3 – Objective 4		Strategies	Objective Implementation Team
Make information about online learning and services readily available and accessible.		<ul style="list-style-type: none"> • Redesign Germanna website to ensure online learning information is clearly identifiable. • Redesign Germanna website to support/inform online learners. 	<ul style="list-style-type: none"> • Distance Learning (Lead) • Webmaster • IT • DLFAC • Marketing • Institutional Effectiveness
Year	Action Steps	Indicator(s) of Success	
2008-2009	<ul style="list-style-type: none"> • Assess student and faculty satisfaction/expectations of College Web site's support for online learners. 	<ul style="list-style-type: none"> • Satisfaction/expectations survey completed. • Gaps identified between College's current Web site and students' and faculty members' expectations. 	
	<ul style="list-style-type: none"> • Research best practices on supportive Web site design for online learners. 	<ul style="list-style-type: none"> • Web site design features identified that support/inform online learners. 	
2009-2010	<ul style="list-style-type: none"> • Redesign Web site. 	<ul style="list-style-type: none"> • Web site redesigned by incorporating feedback from student and faculty surveys and results of best practices research. 	
2010-2011	<ul style="list-style-type: none"> • Update online information on Web site. 	<ul style="list-style-type: none"> • Online information on Web site is current. 	
	<ul style="list-style-type: none"> • Assess student and faculty satisfaction/expectations of College Web site's support for online learners. 	<ul style="list-style-type: none"> • Satisfaction/expectations survey completed. • Gaps identified between College's updated Web site and students' and faculty members' expectations. 	
2011-2012	<ul style="list-style-type: none"> • Update online information on Web site. 	<ul style="list-style-type: none"> • Online information on Web site is current. 	
	<ul style="list-style-type: none"> • Assess student and faculty satisfaction/expectations of College Web site's support for online learners. 	<ul style="list-style-type: none"> • Satisfaction/expectations survey completed. • Gaps identified between College's updated Web site and students' and faculty members' expectations. 	

2012-2013	<ul style="list-style-type: none"> • Update online information on Web site. 	<ul style="list-style-type: none"> • Online information on Web site is current.
	<ul style="list-style-type: none"> • Assess student and faculty satisfaction/expectations of College Web site's support for online learners. 	<ul style="list-style-type: none"> • Satisfaction/expectations survey completed. • Gaps identified between College's updated Web site and students' and faculty members' expectations.

Appendix F: Student Learning Outcome Model - Online Learning Readiness (Measured by OLSA)



* Preps include SDV 100 module, new SDV course (designed to address 5 READI domains), and/or Tutoring Services workshop(s)

Appendix G

Required Resources for QEP Implementation

2008 – 2009

	Continue Current Expenditure	New Funds
STUDENT READINESS		
READI site license	\$2,750	
Existing online learning skills assessment OR development of OLSA		\$2,500
Curriculum development (SDV 100 module& new SDV online learner course)		\$2,500
Curriculum development (new, to prepare unprepared/under prepared students)		\$2,500
Subtotals	\$2,750	\$7,500
Combined Total		\$10,250
FACULTY/COURSE READINESS		
Quality Matters™ subscription		\$3,000
Technology Summit (\$1,000 total)	\$500	\$500
Magna Webinars	\$800	
National Conference, online faculty attendance		\$6,000
Breeze licenses (40hrs current + 40hrs; total \$8,400)	\$4,400	\$4,000
Camtasia licenses (25 current + 10 & updates)	\$875	\$2,190
Subtotals	\$6,575	\$15,690
Combined Total		\$22,265
INSTITUTIONAL READINESS		
Synchronous virtual counseling/advising (125hrs current + 30hrs) @ \$25/hr	\$3,000	\$750
Document delivery mailing costs	\$500	
SMARTHINKING online tutoring subscription + hours	\$16,200	\$4,000
Subtotals	\$19,700	\$4,750
Combined Total		\$24,450
2008-2009 Subtotals	\$29,025	\$27,940
2008-2009 Combined Total		\$56,965

Required Resources for QEP Implementation

2009 - 2010

	Continue Current Expenditure	New Funds
STUDENT READINESS		
READI site license	\$2,750	\$100
Existing online learning skills assessment OR development of OLSA	\$2,500	
Subtotals	\$5,250	\$100
Combined Total		\$5,350
FACULTY/COURSE READINESS		
Quality Matters™ subscription	\$3,000	\$100
Technology Summit (\$1,100 total)	\$1,000	\$100
Magna Webinars	\$800	\$200
National Conference, online faculty attendance	\$6,000	\$500
Breeze licenses (80hrs current + 20hrs)	\$8,400	\$600
Camtasia licenses (35 current + 10 & updates)	\$3,065	\$875
Subtotals	\$22,265	\$2,375
Combined Total		\$24,640
INSTITUTIONAL READINESS		
Synchronous virtual counseling/advising (increase by 4%)	\$3,750	\$750
Document delivery mailing costs	\$500	\$50
SMARTHINKING online tutoring subscription + hours	\$22,000	\$1,500
Add part-time Library Assistant		\$11,000
Add part-time Tutoring Assistant @ 1,500hrs		\$11,000
Increase IS Instructional Assistant hrs from 1,008 to 1,500 (estimate of salary in this year for 1008hrs = \$19,000)		\$11,000
Subtotals	\$26,250	\$35,300
Combined Total		\$61,550
2009-2010 Subtotals	\$53,765	\$37,775
2009-2010 Combined Total		\$91,540

Required Resources for QEP Implementation

2010 - 2011

	Continue Current Expenditure	New Funds
STUDENT READINESS		
READI site license	\$2,850	\$150
Existing online learning skills assessment OR development of OLSA	\$2,600	\$150
Subtotals	\$5,450	\$300
Combined Total	\$5,750	
FACULTY/COURSE READINESS		
Quality Matters™ subscription	\$3,100	\$250
Technology Summit (\$1,250 total)	\$1,100	\$150
Magna Webinars	\$1,000	
National Conference, online faculty attendance	\$7,500	
Breeze licenses (100hrs current + 10 & updates)	\$9,000	\$1,000
Camtasia licenses (45 current + 10 & updates)	\$3,940	\$875
Subtotals	\$25,640	\$2,275
Combined Total	\$27,915	
INSTITUTIONAL READINESS		
Synchronous virtual counseling/advising + raise	\$4,500	\$1,350
Document delivery mailing costs	\$550	\$50
SMARTHINKING online tutoring subscription + hours	\$23,500	\$2,000
Maintain part-time Library Assistant + 4% (LA total hrs projected @ \$22,600)	\$11,440	\$458
Maintain part-time Tutoring Assistant @ 1,500hrs + 4% (TA total hrs projected @ \$22,600)	\$11,440	\$458
Maintain IS Instructional Assistant @ 1,500hrs (estimate of salary in this year for 1008hrs = \$18,800)	\$11,440	\$458
Subtotals	\$62,870	\$4,774
Combined Total	\$67,644	
2010-2011 Subtotals	\$93,960	\$7,349
2010-2011 Combined Total	\$101,309	

Required Resources for QEP Implementation

2011 - 2012

	Continue Current Expenditure	New Funds
STUDENT READINESS		
READI site license	\$3,000	\$500
Existing online learning skills assessment OR development of OLSA	\$2,750	\$500
Subtotals	\$5,750	\$1,000
Combined Total	\$6,750	
FACULTY/COURSE READINESS		
Quality Matters™ subscription	\$3,250	\$500
Technology Summit	\$1,250	
Magna Webinars	\$1,000	\$200
National Conference, online faculty attendance	\$7,500	
Breeze licenses (110hrs & updates)	\$10,000	\$1,000
Camtasia licenses (55 & updates)	\$4,815	\$875
Subtotals	\$27,815	\$2,575
Combined Total	\$30,390	
INSTITUTIONAL READINESS		
Synchronous virtual counseling/advising + additions	\$6,058	\$1,550
Document delivery mailing costs	\$600	\$100
SMARTHINKING online tutoring subscription + hours	\$25,500	\$2,000
Maintain part-time Library Assistant	\$11,898	\$480
Maintain part-time Tutoring Assistant	\$11,898	\$480
Maintain IS Instructional Assistant	\$11,898	\$480
Subtotals	\$67,852	\$5,090
Combined Total	\$72,942	
2011-2012 Subtotals	\$101,417	\$8,665
2011-2012 Combined Total	\$110,082	

Required Resources for QEP Implementation

2012 - 2013

	Continue Current Expenditure	New Funds
STUDENT READINESS		
READI site license	\$3,500	\$200
Existing online learning skills assessment OR development of OLSA	\$3,250	\$250
Subtotals	\$6,750	\$450
Combined Total		\$7,200
FACULTY/COURSE READINESS		
Quality Matters™ subscription	\$3,750	\$500
Technology Summit	\$1,250	\$200
Magna Webinars	\$1,200	
National Conference, online faculty attendance	\$7,500	\$500
Breeze licenses & updates	\$11,000	\$1,000
Camtasia licenses & updates	\$5,690	\$2,000
Subtotals	\$30,390	\$4,200
Combined Total		\$34,590
INSTITUTIONAL READINESS		
Synchronous virtual counseling/advising + additions	\$7,608	\$2,000
Document delivery mailing costs	\$700	\$100
SMARTHINKING online tutoring subscription + hours	\$27,500	\$2,500
Maintain part-time Library Assistant	\$12,378	\$700
Maintain part-time Tutoring Assistant @ 1,500hrs	\$12,378	\$700
Maintain IS Instructional Assistant	\$12,378	\$700
Subtotals	\$72,942	\$6,700
Combined Total		\$79,642
2012-2013 Subtotals	\$110,082	\$11,350
2012-2013 Combined Total		\$121,432