I. Background and Rationale
   A. Definition of student learning (appropriate to focus of QEP)
   B. Southwestern’s history with distance learning (DL) and technology-enhanced learning (TEL)
   C. Overall goals for DL and TEL: managed growth, continued excellence
   D. The Learning College connection
   E. Constituencies engaged in QEP process
   F. Importance of our QEP (value and appropriateness to institution)
   G. Goals of QEP
      Enhance student learning in web centered, hybrid, and technology-enhanced classes by establishing standards and systems for:
      1. Effective placement, advising, orientation, and academic assistance for students, particularly for web centered and hybrid classes
      2. Effective course design and delivery of course content
      3. Effective communication among faculty, staff, and students related to DL and TEL

II. Best Practices Research
   A. Technology
   B. Course development and course/program offerings
   C. Learning outcomes, course evaluation, program evaluation
   D. Faculty/staff recruitment and development
   E. Marketing, advising, and orientation to DL
   F. Student services/engagement
      1. Academic
      2. Personal

III. QEP Initiatives
   A. Establish faculty/staff development center
   B. Use resources in faculty center to design, redesign, and enhance DL, hybrid, and technology-enhanced classes
   C. Integrate existing services for distance students
   D. Establish new online student services

IV. Overall Project Timeline
Initiative A: Establish, equip, and staff a faculty and staff development center/media lab for technology-enhanced and distance learning

Goals
- To meet faculty need for current technologies for creating and improving DL courses
- To foster an environment of creativity and collaboration in DL and TEL
- To respond to student requests for additions to and improvements in certain online courses

Description and Activities
Student focus groups, student opinion surveys, faculty focus groups, and faculty surveys have identified a need for ongoing improvements in the organization, visual materials and learning aids, and interactivity in many of SCC’s online courses. To address these needs, the QEP subcommittee on faculty/staff development will:
- Inventory existing equipment, software, and personnel resources that support DL and TEL
- Research collaboration and communication technologies for web-enhanced and web-centered courses
- Recommend purchase of equipment for the faculty center and process purchases as approved by SCC administration
- Establish advisory committee of faculty and staff to help set the direction of the faculty center and to serve as facilitators of development programs

Timeline and Resources

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Activities</th>
<th>Resources needed</th>
</tr>
</thead>
</table>
|        | • Equipment inventory  
• Research collaboration and communication technologies  
• Recommend equipment  
• Process purchases  
• Establish advisory committee | ~$10,000 for computers, software, and video equipment |

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Activities</th>
<th>Resources needed</th>
</tr>
</thead>
</table>
|        | • Recommend collaboration and communication technologies. Purchase as needed and/or approved.  
• Advisory committee | • Collaboration and communication software licenses (if needed) and hardware (if needed)  
~$5,000 for Center expansion |

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Activities</th>
<th>Resources needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Advisory committee meetings</td>
<td>~ $11,000 for pt course designer/technical consultant</td>
</tr>
</tbody>
</table>
### Student learning outcomes, benchmarks, measurement and evaluation of success

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Benchmarks</th>
<th>Measurement and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will engage in interactive communication with instructor and peers in</td>
<td>Five targeted courses expanded with interactive communication technologies (virtual classroom, synchronous chat, interactive video, etc)</td>
<td>• Student opinion surveys • Student success (retention and course grades)</td>
</tr>
<tr>
<td>targeted online classes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Initiative B: Utilize faculty and staff development center/media lab for technology-enhanced and distance learning

Goals
- To meet faculty need for technical and human support for creating, expanding, and improving distance and technology-enhanced courses
- To foster an environment of creativity and collaboration in DL and TEL
- To respond to student requests for additions to and improvements in certain online courses

Description and Activities
Once the faculty center has been established, it will be utilized for faculty training and development. Initially, activities will be focused on faculty self-referrals and on courses identified for development or redesign by deans, program coordinators, and instructors. The QEP subcommittee on faculty/staff development will:
- Coordinate and/or facilitate individual and group training and development sessions in DL and TEL methods
- Promote increased instructor-student interaction in online courses
- Coordinate revision of standards for development and evaluation of online courses
- Design, distribute, and evaluate faculty survey regarding TETL shared practices conference and future training/development interests

Timeline and Resources

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
<th>Resources needed</th>
</tr>
</thead>
</table>
| Year 1 | • TETL shared practices conference  
          • Survey faculty about training and development needs  
          • Plan and publicize training/prof dev               | - Faculty volunteers  
                                                        - Linda Venturo’s time and expertise                   |
| Year 2 | • Facilitate professional development  
          • Revise standards for dev’t of online courses         | - Faculty volunteers  
                                                        - Linda Venturo’s time and expertise                   |
| Year 3 | • Facilitate professional development  
          • Survey faculty  
          • Revise evaluation process for online/hybrid courses   | - Faculty volunteers  
                                                        - Linda Venturo’s time and expertise  
                                                        - Course designer/technical consultant                 |
| Year 4 | • Facilitate professional development                                        | - Linda Venturo’s time and expertise                    |
| Year 5 | • Facilitate professional development  
          • Survey faculty about training and development needs   | - Linda Venturo’s time and expertise  
                                                        - Course designer/technical consultant                 |
Student learning outcomes, benchmarks, measurement and evaluation of success

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Benchmarks</th>
<th>Measurement and evaluation</th>
</tr>
</thead>
</table>
| Students successfully complete at least two new online or hybrid courses per year. Each course will have specific learning outcomes which will be evaluated as appropriate. | Develop and evaluate at least two new courses per year | • Student success data (overall grade improvement and reduction in withdrawals)  
• Student opinion surveys |
| Students successfully complete at least four redesigned online or hybrid courses per year. Each course will have specific learning outcomes which will be evaluated as appropriate. | Redesign and evaluate at least four courses per year | • Student success data (overall grade improvement and reduction in withdrawals)  
• Student opinion surveys |
| Students successfully complete at least six enhanced online, hybrid, or technology-enhanced courses per year. Each course will have specific learning outcomes which will be evaluated as appropriate. | Enhance and evaluate at least 6 courses per year | • Student success data (overall grade improvement and reduction in withdrawals)  
• Student opinion surveys |
| Students will engage in communication with instructor and peers in targeted online classes | Targeted courses expanded with focus on communication (email return standard, discussion board, virtual classroom, chat, etc) | • Student opinion surveys  
• Student success data (retention and course grades) |
Initiative C: Integrate existing services for distance students

Goals
- To streamline online services for students
- To continue analysis of and improvements in online services for students

Description and Activities
Student focus groups and surveys have identified the need for more clear communication of and ease of access to online services for students including advising, registration, orientation, drop/add, withdrawal, grades/transcripts, learning resources, and instructor contact information. An analysis by a task force of faculty and staff revealed gaps in student services and communication including payment, withdrawal, online orientation, and several other areas. Improvements have already been made, but the streamlining and communication of these services is an ongoing concern. The QEP subcommittee on integrating existing services for distance students will:

- Continue the gap analysis of DL student services, involving appropriate campus constituencies
- Share results of gap analysis with appropriate campus constituencies and work to resolve the gaps with improved or streamlined processes
- Develop and implement a communication plan for sharing new processes with current students, advisors, student services staff, and prospective students

Timeline and Resources

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
<th>Resources needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>• Assess gaps and prioritize improvements</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>• Update and redesign web-based resources for DL students</td>
<td>• Expertise of Sandra Bunn, Linda Venturo, and targeted instructors</td>
</tr>
<tr>
<td></td>
<td>• Targeted courses will be revised for efficient and engaging “orientation”</td>
<td></td>
</tr>
</tbody>
</table>
| Year 3 | • Focus on DL advising---work with faculty to create a “Successful students in this course…” list---to help students make informed decisions | • Faculty collaboration  
|        |                                                                             | • Advisor training                                    |
| Year 4 | • Integrate web-based student services with Colleague                       | • Training                                            |
| Year 5 | • Continue Colleague student services refinements                            |                                                       |
Student learning outcomes, benchmarks, measurement and evaluation of success

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Benchmarks</th>
<th>Measurement and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance students will report feeling well-oriented to the college</td>
<td>80% of new distance students will participate in online orientation</td>
<td>Student surveys</td>
</tr>
<tr>
<td>Distance students will report feeling well-oriented to targeted courses</td>
<td>Targeted courses will be revised for efficient and engaging “orientation”</td>
<td>Student opinion surveys</td>
</tr>
<tr>
<td>Distance students will utilize online Registrar services including drop/add, withdraw, grade/transcript requests.</td>
<td>Web-based one-stop established for online student services</td>
<td>Student surveys</td>
</tr>
<tr>
<td>Students will understand the expectations of online and hybrid classes prior to registering for them</td>
<td>List created and disseminated. Advisors trained. Students access list via web site.</td>
<td>Decreased withdrawal rates in WC and HY classes.</td>
</tr>
</tbody>
</table>
Initiative D: Establish new online student services

Goals
- To establish online tutoring services in high-demand areas including math, English (writing), and . . .
- To establish mentoring system for online students
- To research and propose online student organizations

Description
The QEP team’s best practices research has shown that SCC is in strong standing in many areas of DL and TEL. Yet, our research identified two features of successful distance learning programs/institutions that we do not yet have: 1. online tutoring and 2. online student mentoring and student engagement beyond the virtual classroom. The subcommittee on establishing new online student services will:
- Establish online tutoring, including training for students, staff, and faculty, marketing the service, and monitoring its use and effectiveness
- Research, design, and implement a voluntary mentoring system for distance students
- Research, propose, and facilitate online connections to student organizations (especially online connections to existing orgs—such as PTK, NVTHS, SLA, student “coffeehouse”, etc)

Timeline and Resources

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
<th>Resources needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Establish online tutoring</td>
<td>~$10,000 for Smarthinking</td>
</tr>
<tr>
<td>Year 2</td>
<td>Research and design a mentoring system</td>
<td>~$7,500 for Smarthinking</td>
</tr>
<tr>
<td></td>
<td>Research and propose connections to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>online student organizations</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Establish a mentoring system</td>
<td>~$7,500 for Smarthinking</td>
</tr>
<tr>
<td></td>
<td>Establish connections to student organizations</td>
<td>Faculty and student volunteer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mentors</td>
</tr>
<tr>
<td>Year 4</td>
<td>Refine mentoring system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refine student org connections</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>Refine and expand mentoring system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor student org connections</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Benchmarks</td>
<td>Measurement and evaluation</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students will demonstrate mastery or increased understanding of course material in target subjects</td>
<td>At least 75 students will utilize Smarthinking for at least one hour each semester</td>
<td>Increased retention, test scores, and grades in target subjects (math, English, accounting, biology, chemistry, intro to business)</td>
</tr>
</tbody>
</table>
| Distance students will report feeling engaged in the college community          | At least 25 distance students per year will participate in online connections to student organizations | • Surveys  
• Retention and persistence rates of participating students compared to non participating distance students |
| Peer mentors will demonstrate leadership and mentoring skills                    | • At least 25 students will voluntarily participate in per mentoring program.  
• Mentors will participate in one online training session.  
• Mentors will interact with students at least five times per semester (twice in first two weeks, midterm, prior to withdrawal date, and at end of semester). | • Participant surveys  
• Self-evaluations, pre and post  
• Course performance and retention of mentored students compared to non-participants |
Overall Project Timeline
January 2005-May 2005
Best practices and benchmarking research
Brainstorming and planning meetings

June-July 2005
Plan and prepare for TETL shared practices conference

August 2005
TETL shared practices conference

September 2005
Form subcommittees and confirm activities and benchmarks for major initiatives

Faculty and staff development
Members: Andrea Rowland, Duane Wesolick, Linda Venturo, Meg Rollins, Carolyn Porter, Delos Monteith, Barb Putman

Integrate existing online student services
Members: Christy Deaver, David Korschesberger, Linda Venturo, Tim Quiring, Kirk Stevens, Barb Putman

Establish new online student services
Members: Toni Knott, Marti Hunter, Hank Shuler, Eddie Lunsford, Kurt Berger, Dennis Keough, Barb Putman

QEP draft: Definition of student learning, constituencies engaged in QEP, importance of QEP, and goals of QEP

October 2005
QEP draft: SCC’s history with DL/TEL and overall goals for DL/TEL

November 2005
QEP draft: The Learning College connection

December 2005
Fall progress report
QEP draft: Best practices in distance learning technology

January 2006
QEP draft: Best practices in course offerings and course development

February 2006
QEP draft: Best practices in learning outcomes, course evaluation, program evaluation
March 2006
QEP draft: Best practices in faculty/staff development

April 2006
Subcommittees report results from 2005-2006

QEP draft: Best practices in student services including recruiting/marketing, orientation, academic support, and student engagement

May 2006
Synthesize subcommittee results into QEP draft

June 2006
Revise QEP draft

July 2006
Final version QEP

August 2006
Prepare for site visit

September 2006
Prepare for site visit

October 2006
SACS site visit

November 2006
Post site visit review and planning

January 2007

April 2007

May/June 2007
Analyze results for 2006-2007

August 2007

September 2007

October 2007

January 2008

April 2008
May/June 2008
Analyze results for 2007-2008

August 2008

September 2008

October 2008

January 2009

April 2009

May/June 2009
Analyze results for 2008-2009

August 2009

September 2009

October 2009

January 2010
Draft QEP Impact Report

April 2010
Second draft QEP Impact Report

May/June 2010
Analyze results for 2009-2010
Revise QEP Impact Report

July 2010
QEP Impact Report final draft
Definition of student learning

Constituencies engaged in QEP

Importance of QEP

Goals of QEP