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An Online Course Quality Enhancement Project

Jonathan Davis

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Consultancy Project Executive Summary

Organization:	Gardner-Webb University College of Education
Project Title:	AN ONLINE COURSE QUALITY ENHANCEMENT PROJECT
Candidate:	Jonathan Davis
Consultancy Coach:	Dr. Dale Lamb
Defense Date:	June 27, 2022
Authorized by:	Dr. Laura Bowen, Dean of Planning and Institutional Effectiveness

Approval

This consultancy project was submitted by Jonathan Davis under the direction of the persons listed below. It was submitted to Gardner-Webb University College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

Dr. Dale Lamb, Faculty Advisor
Gardner-Webb University

Date

Dr. Laura Bowen, Site Advisor
Dean of Planning and Institutional Effectiveness

Date

Acknowledgements

For my wife, Maria, whose love and support are evergreen; and my colleagues who make me want to be a better leader.

Abstract

AN ONLINE COURSE QUALITY ENHANCEMENT PROGRAM. Davis, Jonathan, 2022:

Consultancy Project, Gardner-Webb University.

Between 2018 and 2019, according to the National Council for State Authorization Reciprocity Agreement, the total reported distance education enrollment increased 129.1% (Straut & Boeke, 2020). This explosive increase in the number of students taking distance education courses during this timeframe is intriguing and undoubtedly increased further in 2020 and 2021 due to the global COVID-19 pandemic and the efforts of colleges and universities to shift courses online in order to continue operations while also preventing the spread of the virus. Moreover, there has been growing concern regarding student success in online courses and the quality of instruction provided via the online delivery method (Guidry, 2013). This concern is mirrored at Cleveland Community College, and summary data for grades in online courses indicate a drastic difference in student success rates (final grade of A, B, or C) when compared to success rates in other delivery methods. In fact, success rate seems to be strongly correlated with delivery method; the more time a student spends in the classroom, the higher their chance of success in the course. Institutional data show a 10.2% difference in success rate between face-to-face and online courses. The purpose of this project was to develop a rubric of quality standards for online courses and develop a peer-mentorship professional development program for faculty to assist in the development of online courses that adhere to the rubric of quality standards. The goal of this project is to improve student success in online courses through enhancing quality in online courses.

Keywords: course quality, mentorship, online education, faculty development, distance education

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1 Introduction

1.1 Project Purpose

The purpose of this project was to improve online student success by establishing a quality enhancement program for online courses. Elements of the program included a functioning governance entity, a quality standards rubric for online courses, a standardized course menu template within the learning management system, a professional development and mentoring program, and a course evaluation and certification process. As the consultant, I was responsible for facilitating the program development processes and coordinating the collaboration of the initiative between departments and divisions of the host institution.

The host institution, referred to as the College henceforth, is Cleveland Community College, a public 2-year postsecondary institution and comprehensive community college awarding associate degrees, diplomas, and certificates within the North Carolina Community College System. The College serves approximately 2,500 students per year, and offerings include college transfer, job training, certification, and licensure programs. The College employs approximately 500 full-time and part-time employees, of which 78 are full-time faculty members. This project focused on development initiatives for full-time faculty only.

In a review of the College's 2019-2024 Strategic Plan, improving student learning and increasing overall student persistence and retention were raised as critical factors by all constituent groups in the plan's development process. The College's 2019-2024 Information Technology Plan set goals to implement open educational resources, develop "master courses," and provide targeted training to increase effectiveness. A review of institutional data revealed that the student success rate in online courses was approximately 73%, while the success rate of all other delivery methods combined was approximately 83%, an approximate 10 percentage points difference.

1.2 Project Qualification

In the process of identifying a project, I wanted to ensure that my partner organization was first and foremost reliable and stable, and the selected topic was something the organization would see through to completion. Secondly, I wanted to select a project that allowed me to improve my knowledge in an area while exercising project management and leadership skills. I also wanted to develop leadership skills in the areas of team development, professional development design/delivery, change management, motivation of staff, communication, and both qualitative and quantitative evaluation.

In discussions with the leadership at the College, concerns arose over the number of courses being delivered online and the lack of a method or standards for ensuring quality in online courses. The College had not established online course quality standards.

I proposed a project that establishes a rubric of standards, implements a standardized course menu/template to provide students a common course experience and assist with locating assignments, and provides mentorship and training for faculty on these standards, and a process and timeline by which each course at the College must meet these standards to become a “certified” course.

The College was willing to commit staff and budgetary resources to complete the project. Two staff working in the eLearning Department, the eLearning director and the instructional design coordinator, were identified as two critical positions to work on the project. At least eight faculty members were identified as faculty mentors. All full-time faculty were committed to undergoing training and mentorship and to achieving course certification under the new quality rubric.

The instructional design coordinator would commit the most time toward accomplishments of tasks, as they will be responsible for the delivery of lengthy training to faculty mentors and faculty at large. Faculty mentors will have the responsibility of training a subset of faculty and mentoring them through the process of adapting their courses and making other improvements to meet the standards laid out in the course quality rubric. Faculty will be required to complete approximately 40 hours of professional development. The eLearning director will supervise the instructional development coordinator, assist with project activities, and provide Learning Management System support to faculty throughout the process. The initial budget for the project was estimated to be approximately \$60,000 and was committed and approved by the College president and his cabinet.

The organization had no time constraints that are beyond being defined and set by the project manager (myself). With that being said, I developed a rough timeline for the project. To keep the project moving and complete the project in the provided timeframe, the project had phases adhered to a strict schedule to be successful. A draft timeline was presented to and approved by college leadership and support staff.

1.3 Project Complexity and Impact Assessment

The project was evaluated to determine the complexity of the project, and an impact assessment was conducted.

1.3.1 Project Complexity

The complexity of the project was assessed based on a matrix of six project criteria, including timescale, stakeholders, operational change, contract complexity, in-house expertise, and dependencies. Each of the six criteria receives a score of 1 to 4; 1 is the least complex, and 4 is the most complex. These scores are added together to get a total score for project complexity that corresponds to a complexity matrix and indicates whether the project is not a project (1), a minor project (2), a medium project (3), or a major project (4). Results of the complexity assessment are below.

Criteria	Score 1	Score 2	Score 3	Score 4
Delivery Timescale (months) – 10%	1-6	6-12	12-18	> 18
Stakeholders 20%	Internal and within single organizational area	Internal across more than one business area	Mainly external	Internal and external
Operational change 15%	Very minimal	Some new processes and possible some re-training	Significant restructure of processes and work areas	Major change/ large scale restructure, outsourcing
Contract complexity 20%	No new contracts required	Single contract with known supplier	Multiple contracts with known suppliers	Contract(s) with new suppliers(s)
In-house expertise 20%	Have done this before many times	Have done this before once or twice	Have done similar before, but not the same	Have not done anything like this before
Dependencies 15%	Very minimal links with other projects	Links with other projects but little impact	Links with other projects upon which this project depends	Other projects depend upon this project

Project Complexity Matrix Points 14 (5 – 24)

1.3.2 Project Impact

Project impact was determined using a similar method to complexity. The project impact assessment matrix includes three criteria for measuring impact. The three criteria are evaluated on a 5-point scale. The scores are totalled to achieve a project impact assessment score. The three criteria were strategic contribution, return on investment, and operational effectiveness. Below are the results of the impact assessment.

Criteria	Score 0	Score 1	Score 2	Score 3	Score 4	Score 5
Strategic Contribution	None	Contributes indirectly to the org. mission	Contributes indirectly to >1 strategic themes	Contributes directly to 1 strategic theme	Contributes directly to >1 strategic theme	Very Significant strategic Impact
ROI	>5 years	4-5 years	3-4 years	2-3 years	1-2 years	<1 year
Operational Effectiveness	None	Improves work of a small group of staff < 6	Improves work of a large team of staff > 5	Improves work of whole department	Some improvement across whole organization	Significant improvement across whole organization

Project Impact Assessment Points 10 (0 – 15)

1.4 Project Charter Information

The project charter was established with the partnering organization as an agreement between me and the partnering organization. The charter contains seven sections that identify critical information regarding the project. Five of the sections are described below. Section 6 (the sign-off section) and Section 7 (the notes section) are excluded from the descriptions below.

Section 1 – General Project Information

This section contains the title of the project, the names of the project host, sponsor faculty at Gardner-Webb University, project manager/consultant, and a brief description of the project. Dr. Laura Bowen is the Dean of Planning and Institutional Effectiveness at the College and was selected as the project host based on her scope in quality and effectiveness across all major divisions of the College. Dr. Dale Lamb was assigned by Gardner-Webb University as the project sponsor. The description listed within the charter was “To develop a program and process to facilitate quality enhancement in online courses.”

Section 2 – Project Participants and Roles

Working with the project host, Dr. Laura Bowen, initial project participants were selected and roles were established to ensure the success of the project. This section of the charter identifies the names, roles, and contact information of all project participants. These participants constitute the “team” of people working on the project. Team members were selected from college administration and faculty, including all major area academic deans, the vice-president of academic affairs, eLearning staff, faculty participants, and the dean of planning and institutional effectiveness, who was responsible for project oversight and quality assurance.

Section 3 – Stakeholders

This section of the charter identifies constituency groups with significant interest in or who will be impacted significantly by the project. The eLearning department was identified for their responsibilities in developing policy and procedures as well as their role in training and project implementation. The administrators in academic affairs were identified because of their vested interest in online course quality as well as their impact on faculty workload. Faculty were identified because the project focuses on faculty requirements/standards and professional development, which impact workload significantly. Students were identified because they will be impacted by the changes made to online courses throughout the process and our goals in the project, which focus on their retention and success. The president’s cabinet was identified, as this project has significant impacts on large populations within the institution and has significant implications regarding the College’s strategic plan.

Section 4 – Project Purpose Statement

This section describes the purpose of the project; identifies resources and project deliverables; and establishes project milestones as significant time-bound accomplishments, SMART objectives, and any risks for the project. The host was consulted and actively participated in developing all the items within this section.

Section 5 – Communication Strategy

This section identifies how the project manager will communicate to the host as well as the sponsor, team members, and stakeholders. Presentations, meetings, and email updates were identified as methods to be used in communicating project status and progress.

2 Project Objectives

2.1 Outline of Partnering Organization's Objectives

2.1.1 Objective

The College's proportion of courses being taught online had grown over time to the point that the online modality had become the predominant instructional delivery method. The College's course quality assessment methodology was developed long ago around the concept of traditional (or face-to-face) courses. The method of evaluating quality instruction in traditional courses is not conducive to assessing quality in online courses. Other methods were developed but were established as self-report pre-launch checklists for faculty that did not focus on course quality but merely a course's readiness to launch at the beginning of the semester.

Furthermore, the College was concerned about what seemed to be a success gap between students in traditional courses and students in online courses. The College administration decided to endeavor on a project that would focus on improving quality in online courses, with a goal of improving the student success rate in the online instructional modality.

In their strategic plan, college stakeholders identified "improving student learning" and "increasing overall student persistence/retention" as two key areas in which the College should develop goals and objectives. In addition, the College identified "success" and "quality" as two of the institution's six institutional values.

This project was developed with the College's values, strategic goals, and objectives in mind. The focus was on establishing a system with the purpose of improving student success by enhancing online course quality. The project sought to develop a governance committee for distance education, develop a standardized student experience for online courses (templates and menus), develop a rubric of standards that are used to evaluate quality in online courses, and develop a professional development initiative that implements these artifacts in practice.

2.1.2 Success Criteria

The College's goal is to improve student success, so this success criteria can be quantified; however, the College also defines success through other indicators. Faculty buy-in, for example, is critical to the success of this project. Recognition for the College's achievements throughout this project is also considered a success. Lastly, using third-party evaluation of improved courses, like Quality Matters, will also help the College to gauge the success of its defined rubric of standards.

2.2 Student's Personal Leadership Objectives

2.2.1 Objectives

My objective was to use my developed leadership skills, along with my existing knowledge, and skillset to develop a program and process for improving quality in online courses. Furthermore, I wanted to foster collaboration among faculty in course development initiatives, provide support in instructional design, and encourage a mindset of continuous improvement. In pursuit of this project, I hope to develop self-awareness, while developing stronger, more personal relationships and becoming a better listener.

2.2.2 Success Criteria

Some of my personal success criteria aligned with the partnering organization's success criteria. As an employee of the partnering organization, I have a vested interest in the same success criteria. Project sustainability is an important criterion for my personal gauging of success. From a leadership development perspective, developing meaningful relationships with colleagues and seeing them succeed is a personal measure of success in this project.

3 Project Scope

3.1 Definitive Scope of Work

This project was responsible for creating a quality improvement program for online courses that were built around a mentorship and professional development model as well as a set of quality standards that were identified and approved by the College. The primary goal of this project was to increase student success rates and persistence in online courses.

3.2 Project Benefits

The tangible benefits for the partnering organization in this project are

1. A functioning eLearning committee,
2. A Quality Standards rubric for online courses,
3. A faculty peer-mentorship professional development model,
4. A standard menu and course template for the Learning Management System, and
5. A quality evaluation and course certification process.

3.3 SMART Goals

SMART goals were established in a manner that they stacked on one another and ensured timely progression of the project.

SMART Goals (Specific, Measurable, Attainable, Realistic, Timely)

Goal	Deadline
Develop and approve the eLearning Committee through President's Cabinet	12/31/2019
Develop and approve Quality Standards Rubric through Committee/Cabinet	12/31/2020
Complete mentor training and produce at least 5 Faculty Mentors	7/31/2020
Begin faculty "primer" cohorts to review rubric and prepare faculty for mentorship	7/31/2020
Mentors achieve certification of at least one quality online course	7/31/2020
Assign mentors to at least 4 faculty and begin faculty development initiative	12/31/2020
100% of faculty teaching online complete "Primer" cohort training	7/31/2021
First round of faculty mentees achieves quality course certification	7/31/2021
100% of faculty teaching online achieve quality course certification	7/31/2022
Decrease student withdrawals from online sections by 5%	12/31/2021
Decrease "never attended" drops in online sections by 3%	12/31/2020
Increase student success in online sections by 5%	12/31/2021

4 Disciplined Inquiry

4.1 Introduction and Theoretical Framework

The rate of failure in online courses at the College is perceived to be significantly higher than that of other instructional modalities.

The College has four instructional modalities: (a) traditional, being 100% seated; (b) blended, being less than 50% online; (c) hybrid, being more than 50% online; and (d) online, being 100% online. Data show that as the proportion of online instruction increases, the rate (percentage) of failure increases as well.

The inquiry process will identify whether or not there is indeed a difference between the success rate in traditional courses and online courses. Furthermore, methods of evaluating the professional development components of this project and the ultimate impact on student success are identified.

Getzels and Guba's (1957) social systems model and Senge's (1990) five disciplines for learning organizations were identified as two theoretical models to be implemented together in this project to realize synergistic benefits.

4.2 Hypothesis

1. There is a positive relationship between online course quality and student success.
2. A quality enhancement plan (QEP) that incorporates professional development and course evaluation/certification around a holistic rubric of quality standards will increase the rate of student success in online courses.

4.3 Research Questions

1. Is there a difference in the success rate of online courses and other course modalities at the College?
2. Will a peer-mentorship professional development model for developing courses that achieve certification according to a course quality rubric improve the rate of student success in online courses?

4.4 Literature Review

See Appendix H.

4.5 Methodology

The primary purpose of this project was to increase student success in online courses. In working with me, online course quality was identified as a targeted area for improvement, which was not only important to the institution but was also believed to be an area of impact on success rates. The institution expressed concern about the number of online sections being offered, especially considering that data seemed to indicate lower success rates in online sections. This project proposed and implemented a professional development program and an instrument and process to evaluate online

course quality. Qualitative and quantitative data were collected and analyzed to inform project stakeholders and determine the effectiveness of the project.

Fall 2019

- Discuss issues with client
- Research course quality
- Review literature
- Present suggested solution

Late 2019 - Summer 2020

- Historical data collected on online courses
- Develop quality enhanced courses as treatment
- Interviews with mentors on professional development

Ongoing through 2021-2022

- Implementation of treatment courses
- Collection of data on post-certified online courses

Qualitative Data Collection

The interview was the source of qualitative data in this project. An online survey instrument was developed and distributed to participants. The participants for the professional development aspect of this project were the faculty mentors who completed the quality course initiative and certified their initial course. The following questions were included in the qualitative instrument. See Appendix G for a full copy of the interview instrument.

- Participants were asked whether they agree or disagree (on a scale) with the following statements. If participants rated any of the items below 3, they were asked to identify why in the section immediately following the below:
 - I was satisfied with the training provided during year 1 of the course quality initiative.
 - The professional learning and support provided during the course quality initiative training provided the level of support needed to design an online course that meets the requirements of the quality rubric.
 - The information provided in the course quality initiative training is applicable to my job.
 - Looking back, taking this training course was a good use of my time.
 - I have had occasion in my job to use what I learned in this course.
 - I have successfully applied on the job what I learned in training.
- If you chose 3 or below for the previous question, please select the reasons. Participants were asked to select all that apply.
 - I do not have the necessary knowledge or skills.
 - I do not have a clear picture of what is expected of me.
 - I have other, higher priorities.

- I do not have the necessary resources to apply what I learned.
 - I do not have the support to apply what I learned.
 - The training didn't give me the confidence to apply what I learned.
 - I do not think what I learned will work.
 - There is not an adequate system of accountability to ensure the application of what I learned.
 - Other: _____
- Participants were asked the following open-ended questions:
 - What information from the course quality initiative training has been the most relevant to your job?
 - Was there any information that is NOT relevant to your job?
 - What information should be added to this professional development to make it more relevant to your work?
 - Looking back, how could this program have been improved?
 - Demographic information was also collected.

Quantitative Data Collection

Quantitative data were collected on historical online courses to determine if there was a significant difference between the success rate of students in online courses versus other delivery methods. These data would also come to serve as the baseline for determining whether the treatment quality courses were effective in improving student success and retention in online courses.

Data were collected from the client's Student Information System and Enterprise Resource and Planning System, Ellucian Colleague. The North Carolina Community College System employs Ellucian Colleague on a UNIDATA database across all 58 community colleges in North Carolina. While UNIDATA is an antiquated database system, it is still a reliable and efficient database technology. Given the complexities involved in data extraction from the UNIDATA database, the North Carolina Community College System also employs a data reporting software called Entrinsik Informer. Informer is used to connect to the UNIDATA database, query the database, and conduct basic analytics for building reports. For more complex and dynamic analytics, the data must be exported into a comma-delimited file (CSV) and analyzed using a more capable tool. Microsoft Excel was chosen because it is what I am familiar with, and it is capable of doing the analysis needed for this project.

Using Informer, a report was built to pull student final grades across six fall and spring academic semesters (2017SP, 2017FA, 2018SP, 2018FA, 2019SP, 2019FA). The data from these six semesters will be used to test the null hypothesis, and these historical data will also serve as the test group when comparing treatment data post-project completion; however, additional filters will be added post-treatment to ensure we are comparing

“apples to apples.” For example, if we begin by improving 10 courses, we will compare the historical performance from those 10 courses to the exact 10 courses being treated.

Once the data were exported to CSV, pivot tables were created to display the total count for each letter grade by academic term. The academic term, for the purpose of this analysis, does not serve any purpose, but I was curious to see the trend over time; however, breaking these data down into academic terms may prove useful for future analysis in showing the trend between historical data and future data post-treatment. The figures below show the frequencies of letter grades by term for online courses only as well as all courses combined.

Count of X Stc Verified Letter Grd		Column Labels				
Row Labels	A	B	C	D	F	Grand Total
IN	8072	4079	1990	692	2521	17354
2017FA	1274	682	312	110	469	2847
2017SP	1337	744	353	120	475	3029
2018FA	1370	649	322	110	459	2910
2018SP	1297	704	356	105	349	2811
2019FA	1483	672	320	114	315	2904
2019SP	1311	628	327	133	454	2853
Grand Total	8072	4079	1990	692	2521	17354

Grade Frequency Distribution By Term For Online Courses

Grade Frequency Distribution By Term For Online Courses

Count of X Stc Verified Letter Grd		Column Labels					
Row Labels	A	B	C	D	F	Grand Total	
BL		1940	1048	480	148	167	3783
2018FA		57	32	14	5	7	115
2019FA		1053	548	255	59	66	1981
2019SP		830	468	211	84	94	1687
HY		2041	1012	407	145	523	4128
2017FA		442	242	103	20	111	918
2017SP		324	113	49	24	76	586
2018FA		396	195	53	38	106	788
2018SP		279	158	65	14	77	593
2019FA		332	169	78	29	81	689
2019SP		268	135	59	20	72	554
IN		8072	4079	1990	692	2521	17354
2017FA		1274	682	312	110	469	2847
2017SP		1337	744	353	120	475	3029
2018FA		1370	649	322	110	459	2910
2018SP		1297	704	356	105	349	2811
2019FA		1483	672	320	114	315	2904
2019SP		1311	628	327	133	454	2853
TR		3540	1742	937	216	349	6784
2017FA		523	217	97	25	57	919
2017SP		389	164	104	14	49	720
2018FA		656	351	206	50	77	1340
2018SP		420	211	106	32	30	799
2019FA		945	419	235	65	71	1735
2019SP		607	380	189	30	65	1271
WB		4664	2855	1437	431	758	10145
2017FA		1398	892	413	122	266	3091
2017SP		1160	768	377	110	208	2623
2018FA		975	550	317	114	134	2090
2018SP		1131	645	330	85	150	2341
Grand Total		20257	10736	5251	1632	4318	42194

Grade Frequency Distribution By Term For All Course Modalities

Results and Initial Findings

Using the chi-square goodness of fit test, I applied the observed versus expected data to the statistical model using an online calculator. The results indicated there was a significant difference between what was observed and what was expected. The χ^2 value is 361.398, the p value is $<.00001$, and the results are significant at $p<.05$.

The χ^2 value is: 361.398

	Observed	Expected	Difference	Difference Sq.	Diff. Sq. / Exp Fr.
A	8072	8332	-260.00	67600.00	8.11
B	4079	4416	-337.00	113569.00	25.72
C	1990	2160	-170.00	28900.00	13.38
D	692	671	21.00	441.00	0.66
F	2521	1775	746.00	556516.00	313.53
					361.398

The χ^2 value is 361.398. The p -value is $<.00001$. The result is significant at $p < .05$.

While these results indicate significant differences between letter grades, and the χ value in the last column for the F letter grade is clearly the most significant, additional analysis was required to determine whether there was a significant difference when comparing successful (A, B, or C totals) to unsuccessful (D and F totals) grades. An additional chi-square goodness of fit test was applied to the successful versus unsuccessful grades.

The χ^2 value is: 279.147

	Observed	Expected	Difference	Difference Sq.	Diff. Sq. / Exp Fr.
SUCCESSFUL	14141	14907	-766.00	586756.00	39.36
UNSUCCESSFUL	3213	2447	766.00	586756.00	239.79
					279.147

The χ^2 value is 279.147. The p -value is $<.00001$. The result is significant at $p < .05$.

When comparing successful completion and unsuccessful completion, the results still indicate there is a significant difference between observed and expected data. The χ^2 value is 279.147, the p value is $<.00001$, and the results are significant at $p<.05$. Cramer's V is .12, indicating nearly negligible strength of association and further validating the significance of the difference between the two sets.

Simply put, the analysis of the data shows there is a big difference in the success rates of students in online courses when compared to other instructional modalities. Institutional data show the rate of failure in online courses is 10.2% higher than the traditional instructional modality (face-to-face). Furthermore, the data indicate that as the rate of face-to-face instruction increases, so does the success of the student.

5 Continuous Improvement Systems

5.1 Continuous Improvement Planning

The partnering organization implemented the project; however, the project was scaled up due to the decision to adopt the project as the institution's QEP and slowed down based on feedback from faculty and an effort to better align with the QEP timeline.

5.2 Continuous Improvement Actions

Based on early evidence of success, the organization has decided to scale the project and adopt the project as the organization's QEP, which sustains the project for the next 5 years and becomes part of the institution's ongoing quality enhancement efforts and success metrics moving forward.

5.3 Continuous Improvement Feedback

Multiple feedback systems have been designed to provide the partnering organization with data on the performance of the project.

Formative Assessments

1. Faculty feedback from the professional development initiatives using the developed survey can provide valuable information on faculty perspectives of the project.
2. Faculty scores on the quality course rubric can indicate successful completion of the professional development initiative.

Summative Assessments

1. Student success rates in treatment courses (those that have received quality certification) can indicate project success.

5.4 Continuous Improvement Implementation

Change processes take time; as continuous feedback loops are implemented into the project over time, the project will slowly improve based on those changes. The organization should be prepared for an initial possible drop in success rates in online courses before they improve. The organization should continue to incorporate third-party quality certification processes to validate its ongoing internal efforts. This is important to ensure ongoing effective evaluation and assessment using the internal adopted standards. If courses begin to pass the internal assessment but fail the external quality assessment, the organization should ensure that rigorous evaluation is occurring and compare the internal rubric to the external, third-party rubric to determine if changes have occurred.

6 Deliverables

6.1 To Partnering Organization From Candidate

The following deliverables were identified and developed to accomplish the goals set for this project.

Deliverable	Due Date
eLearning Committee Defined, Submitted for Approval <i>The eLearning Committee is critical to the ongoing governance of distance education policy, procedure, and quality.</i>	November 2019
Quality Standards Rubric, Submitted for Approval <i>The Quality Standards rubric is the method of assessment of quality in online courses and serves as a formative assessment tool in determining project success.</i>	December 2019
Standard Course Menu Template, Submitted for Approval <i>The Standard Course Menu template is critical to helping students navigate online courses and is part of ensuring good design practices.</i>	December 2019
Develop/Launch Mentor Training <i>The mentors are a critical component of the professional development peer-mentorship model incorporated in this project.</i>	January 2020
Assessment of Mentors' Courses <i>The initial assessment of mentor courses using the quality standards rubric is a critical formative assessment, and a critical feedback loop for possible rubric adaptation, as well as changes to implemented training.</i>	July 2020
Mentors Launch Courses with Mentees <i>Using the feedback received from mentors, and the data collected from their course assessments, changes should be made prior to launching this peer-mentorship training.</i>	September 2020
Assessment of Mentees' Courses <i>The assessment of mentee courses serves as a second opportunity to incorporate a feedback loop into the training and assessment process and should be an indicator of project success.</i>	July 2021

I was embedded with the team, providing project leadership and collaboration on all deliverables above. In addition, the College provided me with the following deliverables:

Deliverable	Due Date
Historical Data for Online Courses <i>Historical data is necessary to make a determination on whether there is a statistically significant difference between the success rate of students in online courses versus other instructional modalities, and to establish a baseline to determine the effectiveness and success of the project.</i>	February 2021
Data for Online Courses Delivered Post-Certification <i>Student success data in courses that are delivered post-improvement are critical indicators of project success and should be considered a summative assessment of project performance.</i>	January 2022

6.2 Deferred Deliverables

None of the deliverables were deferred; however, the partnering organization is planning to deliver additional data from the spring 2022 semester in order to incorporate more post-certification student success data.

7 Communication and Work Plans

Who - stakeholder	What info do they need	Why do they need it	When will they get it	How will they get it
The College - President	Project Proposal	To understand the project and to approve the scope, objectives, timeline, implementation and methods	Fall 2019	Consultant met with the College President
The College - President's Cabinet	Project Proposal	To understand the project and to approve the scope, objectives, timeline, implementation and methods	Fall 2019	Consultant met with the President's Cabinet and presented the proposal for approval
The College - President's Cabinet	eLearning Committee Purpose and Membership	To approve the committee to be added at the College and approve committee membership	Fall 2019	Consultant met with the President's Cabinet and presented the proposal for approval
The College - eLearning Committee	Quality Standards Rubric	To agree on and approve the College's standards for online course quality	Fall 2019	Project Plan document for review and approval.
The College - eLearning Committee	Standard Course Menu Template	To agree on and approve the College's Standard Course Menu Template for the LMS	Fall 2019	Acceptance Test Plan and Acceptance Test Cases for review and approval.
The College - Dean of Planning and IE	Project Progress Report	To stay up-to-date on project progress.	Ongoing, Monthly	The consultant met with the Dean of Planning and IE on a monthly basis to provide project updates.
The College - President's Cabinet	Project Progress Report to Cabinet	To stay up-to-date on project progress.	Ongoing, once per academic term	The consultant met with the President's Cabinet to provide the update in-person.
The College - eLearning Department	Project Check-in and Guidance	To discuss the progress of the project and any necessary modifications that may need to occur	Ongoing, Bi-Weekly	Bi-Weekly Project Management Meetings with eLearning (in-person)
The Consultant	Historical Data for Online Courses	To perform data analysis and establish methodology	Spring 2021	Through spreadsheet from Dean of Planning and IE
The Consultant	Data for Online Courses Delivered Post-Certification	To perform data analysis and reporting according to established methodology	Spring 2022	Through spreadsheet from Dean of Planning and IE

7.1 Communication Plan Development

The communication plan for this project was developed in communication, coordination, and agreement with the project host. The purpose of the plan is to ensure the College leadership stays informed on the progress of the project and has the necessary tools to implement the project as well as to keep internal stakeholders informed.

7.2 Stakeholder Engagement Plan

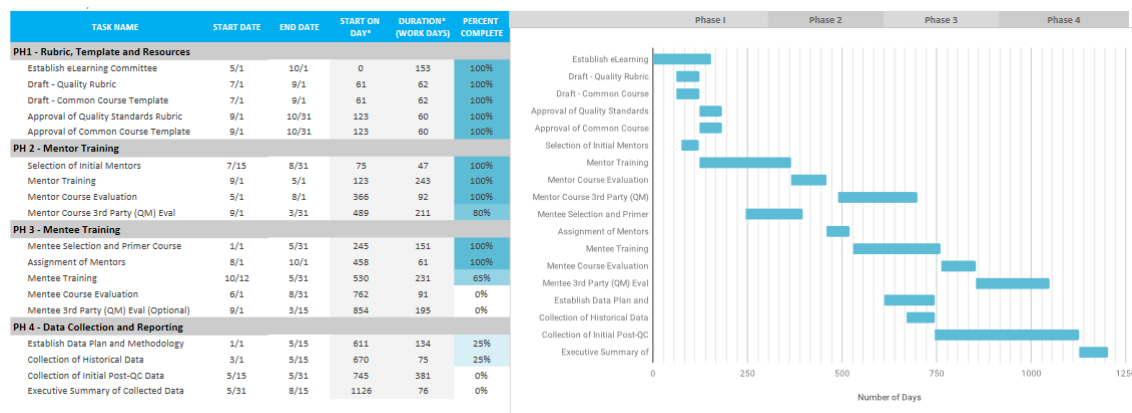
The decision was made that I would inform the College leadership team, and the internal leadership team would communicate with other internal stakeholders. This was advised by me and is part of putting the theoretical framework into practice.

The plan was developed to be simple and easy to read and to identify who is responsible for what specific information, why they need it, and when and how they will get it.

7.3 Work Plan

I was responsible for phasing the project, establishing project tasks and milestones, and setting due dates. The organization's project host, Dr. Laura Bowen, was responsible for agreeing to these tasks and deadlines. The director of eLearning was responsible for maintaining communication with me and coordinating approval on various elements of the project, while the instructional design coordinator was responsible for scheduling faculty mentor trainings and ensuring mentors maintained the established timeline. The

work plan shown below was used as a tool to track task completion and keep stakeholders informed on the project status and timeline.



The project timeline was as follows:

Fall 2019

- Establish eLearning committee
- Develop draft of the course quality rubric
- Develop draft of the common course template
- Approve the Quality Standards rubric through the eLearning committee
- Approve the common course template through the eLearning committee

Spring 2020

- Selection of initial mentors
- Conduct mentor training
- Mentee selection and primer course (with instructional design coordinator)
- Establish data plan and methodology
- Collection of historical data

Summer 2020

- Conduct mentor course evaluation
- Conduct mentor third-party course evaluation (Quality Matters)

Fall 2020

- Assignment of peer mentors for faculty
- Begin mentee training course (with mentor)

Spring 2021

- Complete mentee training course (with mentor)

Summer 2021

- Conduct mentee course evaluation
- Conduct mentee third-party course evaluation (Quality Matters)

Fall 2021

The project was showing signs of success. All faculty mentors achieved course certification and all who submitted received high marks on their Quality Matters certifications. The organization expressed interest in ramping up and expanding the project, increasing faculty participants, offering financial incentives for faculty who get their courses certified, and proposing the initiative as the organization's 5-year QEP, which is an accreditation requirement of the Southern Association of Colleges and Schools Commission on Colleges. I worked with the organization to implement the desired expansions. The project was re-titled and branded at the organization as "SOL," an acronym for Strengthening Online Learning and a play on the word "sol," which is the Spanish word for sun. Following this celestial naming convention, certified courses became "Star" courses, and were evaluated against the "SOLAR," or "Strengthening Online Learning Assessment Rubric."

- Collection of post quality course data

Spring 2022

- Executive summary and data (results)

8 Risks

There are no major risks to the organization in the implementation of this project; however, there are risks that would impact the ability to complete the project. Most of these risks are minor (tolerable) in severity and would have a medium impact on the project should mitigation fail.

8.1 Mitigation and Contingency

Risk Assessment List

RISK	AREAS AFFECTED	SEVERITY	LIKELIHOOD	RISK IMPACT	RECOMMENDED ACTION(S)
COVID-19	Schedule, Budget	Tolerable	Possible	Medium	Monitor budget, shift to online trainings as necessary.
Personnel Retirement (Key leadership replacement)	Schedule, Budget, Leadership	Acceptable	Probable	Medium	Ensure there is overlap between retiring staff and newcomer. Engage in project early and often.
Faculty Perceptions/Rejection of Professional Development	Schedule, Outcomes	Tolerable	Possible	High	Top-level leader buy-in and communication. Recognition, compensation, perks.
Change in Learning Management System	Schedule	Acceptable	Not likely	Medium	If change in LMS is inevitable, ensure support services for faculty are in place. Modify schedule.
Major changes to schedule trends, declining enrollment	Budget, Outcomes	Tolerable	Probable	Medium	Focus data collection on high enrollment courses that have a long history of being offered online.

8.2 Constraints

There were no major constraints to this project; however, budget estimates had to be provided initially to determine the ability of the organization to fund the project. The budget estimates were generated and presented to the College president for approval. Initially, the budget served as a cost analysis and proposal, comparing the cost of an in-house quality program to a third-party provider. The budget was never firm; however, the COVID-19 pandemic had major implications on this project, as many traditional courses had to be shifted online. This project's established quality rubric was quickly deployed to faculty as a guideline for ensuring quality as courses were transitioned. Realizing the newly identified urgency of the quality initiative, the project was expanded, and the budget was increased dramatically as the institution adopted the project as its QEP for reaffirmation of accreditation.

8.3 Assumptions

The following assumptions were made regarding this project:

- Achieving a quality online course is a rigorous, time-consuming process.
- Faculty perceptions play an important role in the success of this project.
- The newly developed quality courses (treatments) will be used by every faculty member teaching the same course.
- The quality course rubric, standardized course menu/template, and professional development process adopted will address the issue of student success and persistence.
- The vice president of academic affairs and the divisional deans will continue to support this project.

9 Budget

The budget of this project initially operated as an estimate of expenses and a comparison to third-party training providers. Since the College planned to train faculty through its own continuing education division, there would be an offset in costs as the College earned a full-time equivalent on faculty completing training courses. The initial cost-analysis is below:

Course	# Students	Course Hours	Tuition (Expense)	Faculty Pay (\$30/hr Expense)	Faculty Fringe (Expense)	Total Expense	BFTE Earned (Revenue)	Total Cost	3rd Party Comparison
Mentor Training FY 19/20	10	50	\$ 1,250.00	\$ 15,000.00	\$ 4,197.00	\$ 20,447.00	\$ 3,865.00	\$ (16,582.00)	\$ (18,000.00)
Mentor #1 FY20/21	3	100	\$ 540.00	\$ 2,900.00	\$ 811.42	\$ 4,251.42	\$ 2,319.00	\$ (1,932.42)	\$ (5,400.00)
Mentor #2 FY20/21	3	100	\$ 540.00	\$ 3,000.00	\$ 839.40	\$ 4,379.40	\$ 2,319.00	\$ (2,060.40)	\$ (5,400.00)
Mentor #3 FY20/21	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #4 FY20/21	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #5 FY20/21	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #6 FY20/21	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #7 FY20/21	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #8 FY20/21	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #1 FY21/22	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #2 FY21/22	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #3 FY21/22	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #4 FY21/22	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #5 FY21/22	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #6 FY21/22	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #7 FY21/22	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Mentor #8 FY21/22	5	50	\$ 625.00	\$ 1,500.00	\$ 419.70	\$ 2,544.70	\$ 1,932.50	\$ (612.20)	\$ (9,000.00)
Totals			\$ 11,080.00	\$ 41,900.00	\$ 11,723.62	\$ 64,703.62	\$ 35,558.00	\$ (29,145.62)	\$ (154,800.00)
		FY19/20	\$ 1,250.00	\$ 15,000.00	\$ 4,197.00	\$ 20,447.00	\$ 3,865.00	\$ (16,582.00)	\$ (18,000.00)
300		FY20/21	\$ 4,830.00	\$ 14,900.00	\$ 4,169.02	\$ 23,899.02	\$ 16,233.00	\$ (7,666.02)	\$ (64,800.00)
0.5859375		FY21/22	\$ 5,000.00	\$ 12,000.00	\$ 3,357.60	\$ 20,357.60	\$ 15,460.00	\$ (4,897.60)	\$ (72,000.00)
2929.6875									

There was no requirement to monitor expenditures, but as stated previously, the budget was significantly impacted by COVID-19 and the College's decision to expand the quality program and establish the program as the 5-year QEP. The budget was expanded from a net of approximately \$30,000 to over \$1 million; however, 4 of these budget years are outside of the timeline of this project, since the QEP topic will continue post-consultancy. This speaks volumes about the institution's commitment to the project and the sustainability moving forward.

10 Analysis and Recommendations

Based on the analysis of data collected, we can conclude that there is indeed a difference between the success rate of students in online courses when compared to other instructional modalities. Institutional data show the rate of failure in the online instructional modality is 10.2% higher than the traditional (face-to-face) instructional modality. In addition to the quantitative analysis, we have learned much about faculty perceptions regarding the professional development process throughout the quantitative analysis.

Beyond the efficacy and implications this program has on student success in online courses are the perceptions of faculty on the professional development process. Faculty perceived value in the process is an integral factor in the success of our quality initiative. In order to gauge and measure these perceptions, we designed a 17-question survey that was delivered online to the seven faculty mentors who have completed this process. Six of the seven mentors responded to our online interview. The results of this survey are reviewed below. Given the small size of the group, demographic data have been removed from the presented results to protect the participants.

We began with a series of questions that we asked the participants to rate on a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree. This series of questions indicates that the faculty members are overwhelmingly satisfied with the professional development delivered through the quality course initiative. It indicates that mentors perceive the training as effective at providing the necessary support that is important to successfully design an online course that meets the requirements of the quality rubric. It also indicates that respondents unanimously agree that they have had occasion to use what they have learned and have successfully applied what they have learned in training.

We also asked a series of four open-ended questions. The purpose of these open-ended questions was to extract additional useful information regarding the perceptions of these mentors on the quality online course training initiative. We also wanted to determine what areas of the training we may want to improve prior to launching the professional development program to faculty at large. Some participants answered these questions at great length, while others responded in brevity. General interpretations of their responses to these questions are below.

What information from the course quality initiative training has been the most relevant to your job?

Two common themes were apparent in responses to this question: student learning outcomes (SLOs) and course design. Two faculty mentors mentioned SLOs directly, and one made a reference to “meeting the standards,” which we interpreted as SLOs. SLOs were mentioned as “HUGE” in regard to importance and relevance. Mapping of SLOs should be considered as a relevant and effective topic of this initiative. Course design was mentioned by no less than four faculty, with one mentioning “course design” directly, and at least three others mentioning the “template,” or “navigation” as areas of importance.

Was there any information that is NOT relevant to your job?

All except for one of the participants responded to this question with some form of “No,” with one of the participants mentioning that the SWOT (strengths, weaknesses, opportunities, and threats) analysis was not useful. While it was only mentioned by one participant, we felt it was relevant enough for this one participant to mention; therefore, we will closely examine and evaluate the usefulness of the SWOT analysis prior to launching the training to faculty at large.

What information should be added to this professional development to make it more relevant to your work?

Feedback ranged from “nothing” to more time for individual work on assessments, to accessibility guidelines overview, learner engagement, and technology. If we had to sum up the feedback from this question into a common theme, it would be the need for an instructional technologist. Engaging learners with technology was mentioned twice, and accessibility is a critical skill set of an instructional technologist. Future interviews with participants may include targeted questions on technology useability and skills to help determine the need for an instructional technologist.

Looking back, how could this program have been improved?

Responses ranged again on this one, but when compared to previous questions, time, accessibility, and technology continue to be mentioned. One participant mentioned that it was evident their course was evaluated by two different evaluators, with some feedback being clear and specific, while other feedback was “narrative and harder to navigate.” Evaluation methods need to be examined.

Common Themes

In reviewing the feedback from the interviews, some common themes presented were SLOs, course design, time (consuming), accessibility, and instructional technology. SLOs and course design are themes in which the training is strong and should be considered vital to future training. Additional time and resources may be spent on these areas that are evidently important concepts to faculty. Time, accessibility, and instructional technology should be considered weaknesses in the training. Additional considerations should be given as to how to mitigate the deficiencies of these themes in the training prior to launching to faculty at large.

Recommendations

1. College administrators should consider ways to provide time to faculty who are working on developing their quality courses.

The responses to the qualitative analysis survey from faculty mentors established a theme of lack of time to work on their respective courses. Considering a course release or time-off-campus hours to conduct work remotely may help alleviate this issue. In addition, looking into extending the timeline (one course per faculty per year) may be considered.

2. The College should consider hiring experts in the areas of accessibility, user experience (UX) design, and instructional technology.

Issues with designing accessible learning objects and using technology both arose as themes in the mentor survey. While current staff understand accessibility, none are adept at accessible design. Also, while one of the eLearning staff is trained as an instructional technologist, their other duties do not leave them with sufficient time to conduct instructional technology training or to work one-on-one with faculty in learning instructional technology skills. It may be possible to find one employee who can fill all these roles: UX/accessible design and instructional technologist.

3. The College should train additional course evaluators and consider having evaluators collaborate and triangulate their results.

Faculty mentors indicated on their survey that it was evident different evaluators had scored their course. In addition, we have documented where two different evaluators' scores for the same course were drastically different. Many of the standards listed on the quality course rubric are subjective. To eliminate confusion and to ensure courses are uniformly and equally accessed, the College should consider modifying the rubric to be less subjective. In addition, evaluation may need to be triangulated with other evaluators and assessments discussed among evaluators to eliminate the issue of varying results. Similar team-based evaluation methods are used by other international online course quality assessment companies.

11 Reflection

11.1 Professional Learning

Through the planning of this project and communication with the partnering organization and its stakeholders, I became a better project manager. In addition, I have developed knowledge in change processes and an understanding of the importance of feedback loops in change initiatives. I have learned the skill of disciplined inquiry and the importance of practicing this in my professional endeavors.

11.2 Personal Development

I have become a student of leadership and have come to define myself as a servant leader. My character has changed from being focused on myself succeeding to being focused on my team's and my colleagues' successes. I have developed a better understanding of people and their personalities and how to motivate them. I have learned to be a better follower in this process and how to contribute to my leaders' growth, development, and success.

Appendix A

Final Presentation

An Online Course Quality Enhancement Project

Jonathan Davis
Gardner-Webb University
DEOL Candidate



1

Problem

The rate of failure in online courses at Cleveland
Community College is significantly higher than that of other
instructional modalities.

2

Why This Problem? Org Framework

- Social Structures
- Technology
- Goals
- Environment

3

Literature Review

- Past Research
- Emerging research on well-designed (quality) courses, and instructor characteristics
- Instructional technologies
- Instructor Engagement / Presence
- Feedback
- Deep Learning

4

Scope / Approach

- Adoption of Quality Course Rubric, Professional Development
- Getzels and Guba's social systems model
- Bottom-Up Approach, Faculty Peer-Mentorship Social System

5

Scope / Approach

- Senge's Five Disciplines for Learning Organizations
 - Systems Thinking (Feedback Critical)
 - Personal Mastery
 - Mental Models (Assumptions, Views, Prejudices)
 - Shared Vision
 - Team Learning

6

Inquiry - Mixed Methods

Qualitative: Survey Instrument

Quantitative: SIS Data Collection and Analysis, Chi-Square

The Chi² value is: 361.398

	Observed	Expected	Difference	Difference Sq.	Diff. Sq. / Exp. Fr.
A	8072	8332	-260.00	67600.00	8.11
B	4079	4416	-337.00	113569.00	25.72
C	1990	2168	-178.00	31724.00	14.63
D	692	671	21.00	441.00	0.66
F	2321	1773	548.00	299264.00	168.73
					361.398

The Chi² value is 361.398. The p-value is < .00001. The result is significant at $p < .05$.

7

Activities / Action Plan

- eLearning Committee
- Quality Standards Rubric
- Standard Course Template/Menu
- Mentor Training
- Assessment of Mentor-Developed Courses
- Triangulation of Results
- Launch of Peer-Mentor Program

8

Risks/Constraints

- COVID-19
- Key Leadership Retirement
- Faculty Perceptions
- Possible LMS Change
- Major Schedule Changes / Enrollment Trends
- Budget

9

Quality Assurance

- Interdependent Teams
- Committee Governance
- Rubric Enforcement and Reinforcement (Accountability)
- Triangulation of Assessment and Results
- Sustainability, Sustainability, Sustainability

10

Outcomes

- Increase in success rate
- Decrease in withdrawal rate
- Increase in instructor presence
- Quality online courses
- Sustained Project, QEP



11

Reflection

- Lift Others Up - It's not about me
- Teams, Task Interdependence
- Holistic Understanding of Leadership
- Adaptive Problems / Cultural Problems
- Organizational Learning
- Results Don't Matter
- Sustainability (Alignment, Buy-In, Culture)



12

Areas of Future Study

1. Impact of emerging instructional modalities (HyFlex)
2. Impact of faculty teaching load
3. Impact of extrinsic vs intrinsic benefits on faculty motivation in professional development activities

Appendix B

CITI Certification

		Completion Date 15-Nov-2020 Expiration Date 15-Nov-2023 Record ID 38632081
This is to certify that:		
Jonathan Davis		
Has completed the following CITI Program course:		
<div>Not valid for renewal of certification through CME.</div>		
Graduate School of Education Research Investigators (Curriculum Group)		
Graduate School of Education Research Investigators (Course Learner Group)		
1 - Basic Course (Stage)		
Under requirements set by:		
Gardner-Webb University		
		
Verify at www.citiprogram.org/verify/?w66f7a288-5f76-4527-ab30-e96fd8dd7143-38632081		

Appendix C

Project Charter



Doctor of Organizational Leadership Program

CONSULTANCY PROJECT CHARTER

1. General Project Information				
Project Title:	Online Course Quality Enhancement Project			
Project Host(s):	Dr. Laura Bowen – Cleveland Community College			
Project Sponsor (GWU):	Dr. Dale Lamb			
Project Manager:	Jonathan Davis	Date: 1/15/2020		
Project Description	To develop a program and process to facilitate quality enhancement in online courses.			
2. Project Participants and Roles (add or delete lines as needed)				
	Name	Role	Telephone	E-mail
Project Manager:	Jonathan Davis	Project Manager	704-974-3456	davisj@clevelandcc.edu
Team Members:	Dr. Lori Nanney	Instructional Design Coordinator / Communication Lead and Faculty Trainer	704-669-4131	Nanneyl660@clevelandcc.edu
	Pam Collins	Director of eLearning / eLearning policy and procedure development and implementation	704-669-4098	collins@clevelandcc.edu
	Dr. Laura Bowen	Dean of Planning and Institutional Effectiveness / Project Host Oversight Lead and Project Quality Assurance	704-669-4106	bowen@clevelandcc.edu
	Dr. Becky Sain	VP Academic Affairs / Academic Affairs Liason and Project Cheerleader and Advocate	704-669-4093	sain@clevelandcc.edu
	Dr. John Lattimore	Dean of Business and Career Technologies / Assist with Course Quality Checks and Remediation	704-669-4020	lattimorej@clevelandcc.edu
	Betty Stack	Dean of Arts and Sciences / Assist with Course Quality Checks and Remediation	704-669-4163	Stackb520@clevelandcc.edu
	Christina Hill	Dean of Health Sciences and Public Services	704-669-4545	bellch@clevelandcc.edu



Doctor of Organizational Leadership Program

	Dr. Chance Witherspoon	Information Technology Instructor / Backup Project Host Oversight	704-669-4061	witherspoonc@clevelandcc.edu
	Susan Randall	Instructor / Faculty Mentor	704-669-4256	Randalls@clevelandcc.edu
	Tyra Silvers	Instructor / Faculty Mentor	704-669-4281	silverst@clevelandcc.edu
	Maria Padgett	Instructor / Faculty Mentor	704-669-4054	padgettm@clevelandcc.edu
	Tiffany Houser	Instructor / Faculty Mentor	704-669-4070	Houser961@clevelandcc.edu
	Dr. Justin Jackson	Instructor / Faculty Mentor	704-669-4181	jacksonj@clevelandcc.edu
	Dr. Starr Camper	Instructor / Faculty Mentor	704-669-4066	camper@clevelandcc.edu
	Brandon Adair	Instructor / Faculty Mentor	704-669-4066	adairb@clevelandcc.edu

3. Stakeholders (e.g., those with a significant interest in or who will be significantly affected by this project)

eLearning Department, Faculty, Academic Affairs Administration, students

President's Cabinet (Top-Level Administration of the College)

4. Project Purpose Statement

Project Purpose *Describe the need this project addresses*

Cleveland Community College has not established online course quality standards. This project establishes a rubric of standards, implements a standardized course menu/template to provide students a common course experience and assist with locating assignments, provides mentorship and training for faculty on these standards, and a process and timeline by which each course at the college must meet these standards to become a "certified" course. The purpose of the project is to improve student retention and success in online courses.

Resources *Describe the resources made available by the project host for this project*

Host is providing time of Team Members listed to focus on project as a component of their duties. Host will provide financial resources to compensate faculty mentors for their additional responsibilities and cover the cost of training courses for all faculty. While the budget may change slightly, the college has approved funds to complete this project.

Project Deliverables *List the high-level "products" to be created (e.g., improved xxxx process, employee manual on yyyy)*

1. Functioning eLearning Committee
2. Quality Standards Rubric
3. Standard Course Menu Template in Blackboard
4. Faculty Mentorship Program for Online Quality
5. Certified Quality Course Evaluation and Certification Process
6. One Certified Quality Course from Every Full-Time Faculty Member



Doctor of Organizational Leadership Program

Project Milestones *Project significant accomplishments anticipated over the life of the project with estimated timeline*

eLearning Committee established and approval of Standards Rubric and Course Menu

Target Completion: December 31, 2019

Complete Mentor Training, Develop and Finalize Course Evaluation Instrument and Processes

Mentors Achieve "Quality Certification" on One Course

Launch Faculty "Primer" Cohorts

Target Completion: July 31, 2020

Faculty Mentorship and Development Initiative Launches with First Cohort of 7-9 Faculty

Target Completion: December 31, 2020

100% of Faculty Complete Faculty Teaching Online (as of Aug 2019) Complete Faculty "Primer" Cohorts

First Faculty Mentees Achieve "Quality Certification" on One Course

Target Completion July 31, 2021

100% of Faculty Teaching Online (as of Aug 2019) Achieve "Quality Certification" on One Course

Target Completion July 31, 2022

Project SMART Objectives *Include 3 to 5*

1. Develop at least 5 Faculty Mentors by July 31, 2020
2. All fulltime faculty achieve at least one (1) "certified" course by July 31, 2022.
3. Decrease student withdrawals from online course sections by 5% by end of Fall 2021 term.
4. Decrease "Never Attended" drops in online course sections by 3% by end of Fall 2020 term.
5. Increase the percentage of students who successfully complete online courses by 5% by end of Fall 2021 term.

Major Known Risks (including significant Assumptions) *Identify obstacles that may cause the project to fail.*

Risk	
Faculty and staff perceptions and buy-in	Medium
Faculty workload (time to dedicate to project)	High
Institutional or system changes to delivery method requirements	Low
Communication and collaboration between College divisions	Medium

Constraints *List any conditions that may limit the project team's options with respect to resources, personnel, or schedule (e.g., predetermined budget or project end date, limit on number of staff that may be assigned to the project).*

Finite/predetermined budget, Folding new hires into training/development initiative.



Doctor of Organizational Leadership Program

External Dependencies *Will project success depend on coordination of efforts between the project team and one or more other individuals or groups? Has everyone involved agreed to this interaction?*

Faculty are a major external dependency. The President of the college and the VP of Academic Affairs have agreed to the involvement and requirements of faculty in this project. They are the recipient of developed resources and the training initiative to achieve "certified" courses.

5. Communication Strategy *(specify how the project manager will communicate to the Host, Sponsor, Project Team members and Stakeholders, e.g., frequency of status reports, frequency of Project Team meetings, etc.)*

The project manager will provide ongoing project communication to team members, college administration and other stakeholders via a variety of media including, but not limited to presentations, email updates and project meetings conducted either face-to-face, or online. Status reports to the team will occur on a monthly basis, while updates to other stakeholders will occur as needed, or bi-annually.

6. Sign-off

	Name	Signature	Date (MM/DD/YYYY)
Project Host(s)	Dr. Laura Bowen	<i>Laura Bowen</i>	01/16/2020
	Dr. Lori Nanney (backup)		
	Dr. Chance Witherspoon (2 nd backup)		
Project Sponsor	Dr. Dale Lamb		
Project Manager	Jonathan Davis	<i>Jonathan Davis</i>	1/16/20

7. Notes

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Appendix D

Project Deliverable – Quality Course Evaluation Rubric

Cleveland Community College QC Course Evaluation Rubric

Instructor: _____

Course ID: _____

I. Organization and Design (12 points)		Score
3pts	<p>Course introduction/announcement introduces the instructor, the purpose of the course, the structure of the course and how to get started (via narrative/video).</p> <p>1.1 <i>**a. The narrative/video explains how to navigate the course.</i> <i>**b. The narrative/video emphasizes the Begin Here module and the EVA.</i> <i>**c. The narrative/video introduces the students to the course and an overview of what will be taught/learned.</i> <i>**d. The narrative/video includes a personal welcome by the instructor where he/she introduces self.</i></p>	
1pt.	<p>The course is well-organized and easy to navigate using the required CCC menu template.</p> <p>1.2 <i>**a. All items on the menu template are in the correct order.</i> <i>**b. There are no title deletions.</i> <i>**c. Only three additional resources have been added (under the Blackboard help divider line).</i></p>	
2pts	<p>Content is delivered through sequential modules (including the "Begin Here" module) which contain all needed resources, tasks, assignments and SLOs.</p> <p>1.3 <i>**a. Modules must be consistent and organized in a sequential manner.</i> <i>**b. Content must be organized with a consistent layout.</i> <i>**c. Modules should begin with an introductory video/narrative (teaching and instruction), outlined SLOs, and followed with resources, tasks, assignments, etc...</i></p>	
1pt.	<p>EVA instructions are clear and evident with an established DUE DATE. Students understand this enrolls them into the course and should be the first task to be completed.</p> <p>1.4</p>	
2pts	<p>Dates are current, links are active, and content has been updated as needed (e.g. new textbook).</p> <p>1.5 <i>**a. ALL links have been checked to determine if they are current and active.</i> <i>**b. Textbook and third party resources have been checked in order to determine if all necessary elements, links, video, etc.. are functional.</i></p>	
3pts	<p>Expectations are clearly defined including grading, discussion netiquette and student success (norms).</p> <p>1.6 <i>**a. A narrative/video has been included which highlights the norms that are clearly defined.</i> <i>**b. A narrative/video has been created where netiquette expectations have been defined and expectations reviewed.</i> <i>**c. Grading processes are clearly defined and easily understood by students.</i> <i>**d. The grade center has been set up to align with grading categories and percentages outlined in the syllabus.</i></p>	
Points Earned:		0

II.	Curriculum and Instruction (55 points)	
2pts	<p>The course syllabus follows CCC guidelines; course description is current.</p> <p>2.1 <i>**a. The instructor has verified the course description is the most current description (NCCCS combined Course Library) .</i> <i>**b. The Attendance Policy is clearly stated and identifies what constitutes an absence for this course.</i></p>	
5pts	<p>Course SLOs are created (using Blooms) and aligned to the course description.</p> <p>2.2 <i>**a. SLOs are listed in the course syllabus.</i> <i>**b. SLOs are more broad, align with the course description, and are written using higher order thinking skills and Blooms taxonomy verbs.</i> <i>**c. At least one SLO is identified/listed in each module.</i> <i>**d. Objectives and course content are aligned to the identified SLO(s).</i> <i>**e. There are an appropriate number of SLOs for the course content.</i></p>	
5pts	<p>Module objectives are listed for each module and are aligned to SLOs. Objectives are measurable.</p> <p>2.3 <i>**a. Objectives are aligned to the specific module SLO(s).</i> <i>**b. Objectives are written with measurable, observable, verbs.</i> <i>**c. Objectives have an assigned task, project, assignment, etc.. where they are measured.</i></p>	
8pts	<p>All activities scaffold throughout each module and are aligned to SLOs and course objectives to promote active learning and interaction.</p> <p>2.4 <i>**a. Tasks, assignments, videos, links, resources, etc... scaffold in a logical manner in order to promote understanding and attainment of concepts.</i> <i>**b. Interaction among instructor and learners and among learners is evident.</i> <i>**c. There is evidence of instructor presence/interaction where teaching occurs. (For online courses, the instructor teaches/facilitates module content to resemble instruction in the seated environment).</i></p>	
5pts	<p>All learning competencies and assessments are suited for the course level and use a variety of strategies, tools and resources to deliver optimal learning experiences.(e.g. Bloom's Taxonomy and Marzano's Taxonomy).</p> <p>2.5 <i>**a. Assessments and tasks are driven by the course description and not a particular resource.</i> <i>**b. The instructor teaches content in a logical, sequential manner where students are asked to move from simple to complex forms of learning.</i></p>	

7pts.	2.6	All assessments are sequenced and aligned to the content, SLOs and course objectives. Rubrics, when needed, provide clear grading details.(i.e. Wikis, Blogs, Journals, Discussion Posts, Papers, Projects, etc...).	
		<p><i>**a. There is evidence that each course objective is being measured.</i></p> <p><i>**b. A rubric is provided for tasks, assignments, projects, blogs, journals, discussion forums, etc.. which explain how students will be measured and graded.</i></p>	
5pts.	2.7	A variety of assessment techniques are used to support differentiation.	
		<p><i>**a. The course contains many forms and types of assessments.</i></p> <p><i>**b. Students have been given clear instructions (via narrative/video) regarding assessments and assignments.</i></p>	
5pts.	2.8	Students have the ability to track their progress through "My Grades" where grades and feedback/comments are provided by the instructor. The instructor's plan for response time is clearly stated and the instructor utilizes the Grade Center to report the current course average for each student. Timely feedback is given.	
7pts.	2.9	Interaction and collaboration between the student and instructor and among students is evidenced by using multiple communication tools (e.g., Zoom chat or review sessions, discussion boards, blogs, VoiceThreads, group projects).	
		<p><i>**a. There is evidence that the instructor is providing teaching and instruction.</i></p> <p><i>**b. Students have the opportunity to engage in collaborative/group work.</i></p> <p><i>**c. The instructor provides opportunities for students to interact synchronously.</i></p>	
1pt.	2.10	Course materials not developed by the instructor are "fair use" or appropriate copyright permission has been secured.	
5pts.	2.11	At least one Common Assessment is developed. Task requirements and details as well as a rubric are created for the assessment. The assessment should be aligned to the Course Description and SLOs.	
		<i>**a. A video discussing the Common Assessment, rubric, etc.. is created. The instructor "teaches and discusses" the Common Assessment.</i>	
Points Earned:			0
III.	Technology and Learner Support (15 points)		
3pts.	3.1	Requirements for technology used in this course are clearly stated. Additional software and plugins are clearly identified.	
		<p><i>**a. Students are clearly aware of any additional software that may be required..</i></p> <p><i>**b. Students understand how to seek assistance and support regarding third party resources by contacting the third party for tech support.</i></p>	

3pts.	3.2	Technical support for course materials (including publisher content) is provided to assist students with troubleshooting and resolving technology issues (CCC Helpdesk or vendor's online support).	
3pts.	3.3	All videos created by the instructor are produced in VidGrid (with captions if the video is to be used during subsequent semesters).	
3pts.	3.4	<p>All videos linked to external sources and used in CCP classes meet high school requirements for appropriate content and ease of acces. (NOTE: Youtube is not accessible in high schools and require permissions before use).</p> <p><i>**a. Instructors have inquired about the use of YOUTUBE videos in CCP courses. There is a statement indicating YOUTUBE videos are accessible to all students and/or equitable, alternative videos are available to CCP students.</i></p> <p><i>**b. All video links have been checked in order to determine links work and are accessible.</i></p> <p><i>**c. The instructor monitors videos and other resources in order to insure they are current and up to date.</i></p>	
3pts.	3.5	Online office hours have been posted (1 hour).	
Points Earned:			0
IV. Accessibility, Usability and ADA Compliance (18 points)			
3pts.	4.1	The course includes information regarding accessibility of used technologies.	
5pts.	4.2	<p>The course provides course materials in a variety of formats to support the learner, meet diverse learner needs, and provide differentiation.</p> <p><i>**a. The course provides learning opportunities for the linguistic, visual, auditory, tactile, and kinesthetic learner.</i></p> <p><i>**b. The course provides learning opportunities for diverse learners.</i></p> <p><i>**c. The course provides material and resources to meet the needs of identified exceptional learners.</i></p>	
3pts.	4.3	The course design facilitates readability (font, text, etc...) and all multimedia is easily accessed. The course design minimizes distractions (flashing texts, colors, animations, etc.)	
1pt.	4.4	How to obtain accommodations is clearly stated.	
3pts.	4.5	Technologies used to accommodate students with disabilities (use of assistive technologies) are appropriately integrated.	
3pts.	4.6	The course contains equivalent alternatives to auditory and visual content (captions, transcripts, descriptions of graphs, photos, etc.).	
Points Earned:			0

Appendix E

Deliverable – Standard Course Menu Template

The screenshot displays the Blackboard course interface for Cleveland Community College. At the top is a blue header banner with the college's logo and name. Below the banner is a navigation bar with a home icon and a checkmark, followed by the word "Announcements". A left-hand sidebar menu is visible, containing links to "template-blank (template-blank)", "Instructor Resources", "Announcements", "Campus Contacts", "Instructor Contacts", "Syllabus", "BEGIN HERE", "Modules", "My Grades", "Course Messages", "Tutor.com", and "Blackboard Help". The main content area on the right is titled "Announcements" and includes a descriptive paragraph about how announcements are displayed. Below this is a "Create Announcement" button and a dashed line indicating where new announcements appear. At the bottom of the main area, a message states "No Announcements found."

CLEVELAND
COMMUNITY COLLEGE

Announcements

Announcements

New Announcements appear directly below the repositionable bar to pin them to the top of the list and pin them to the bottom of the list. Students do not see the bar and cannot reorder announcements.

Create Announcement

New announcements appear below this line

No Announcements found.

Appendix G

Faculty Mentor Professional Development Online Interview Survey

1 to 5 Scale (1=Strongly Disagree, 5=Strongly Agree):

1. I was satisfied with the training provided during year 1 of the course quality initiative.
2. The professional learning and support provided during the course quality initiative training provided the level of support needed to design an online course that meets the requirements of the quality rubric.
3. The information provided in the course quality initiative training is applicable to my job.
4. Looking back, taking this training course was a good use of my time.
5. I have had occasion in my job to use what I learned in this course.
6. I have successfully applied on the job what I learned in training.

Multiple-Answer (Conditional):

1. If you chose a 3 or below for the previous question, please select the reasons. (Select all that apply.)
 - a. I do not have the necessary knowledge or skills.
 - b. I do not have a clear picture of what is expected of me.
 - c. I have other, higher priorities.
 - d. I do not have the necessary resources to apply what I learned.
 - e. I do not have the support to apply what I learned.
 - f. The training didn't give me the confidence to apply what I learned.
 - g. I do not think what I learned will work.
 - h. There is not an adequate system of accountability to ensure the application of what I learned.
 - i. Other: _____

Open-Ended

1. What information from the course quality initiative training has been the most relevant to your job?
2. Was there any information that is NOT relevant to your job?
3. What information should be added to this professional development to make it more relevant to your work?
4. Looking back, how could this program have been improved?

Demographic information

1. What is your gender? (Male, Female)
2. What is your age group? (16-25, 26-35, 36-45, 46-55, 56-65, 65+)
3. How many years of experience do you have as a faculty member in higher education? (1-3 years, 4-8 years, 9-15 years, Over 15 years)
4. How many online courses had you designed and developed before participating in the course quality initiative. (1-3, 4-6, 7-9, Over 9)
5. What is the highest degree you have earned? (Associates, Bachelors, Masters, Doctorate)
6. In which department(s) will you be developing online or blended courses in? (Write-in Department)

Appendix H

Professional Literature Review

Delivery Method and Success

Between 2018 and 2019, according to the National Council for State Authorization Reciprocity Agreement, the total reported distance education enrollment increased 129.1% (Straut & Boeke, 2020). This explosive increase in the number of students taking distance education courses during this timeframe is intriguing and undoubtedly increased further in 2020 and 2021 due to the global COVID-19 pandemic and the efforts of colleges and universities to shift courses online in order to continue operations while also preventing the spread of the virus. However, if we examine historical data, distance education enrollments increased each year between 2012 and 2015, growing 11% in the 3 years since 2012, according to the 2017 Distance Education Enrollment Report published by Digital Learning Compass (Allen & Seamna, 2017). The report also noted that this enrollment growth in distance education comes at a time when overall enrollment is down across colleges and universities (Allen & Seamna, 2017).

Aside from the notable growth due to the pandemic, there are many reasons that likely contribute to an increase in the interest in the online delivery method. Studies indicate that students choose online courses due to convenience and flexibility (Aslanian & Clinefelter, 2013; Jaggars, 2014), program availability and affordability (Magda et al., 2020), and many other variables. It is also notable that enrollments in distance education have increased particularly quickly at community colleges (Parsad & Lewis, 2008), where many students need the flexibility of online coursework to balance school with work or family demands (Jaggars, 2014).

There has been growing concern regarding student success in online courses and the quality of instruction provided via the online delivery method (Guidry, 2013). This concern is

mirrored at the College, and summary data for grades in online courses indicate a drastic difference in student success rates (final grade of A, B, or C) when compared to success rates in other delivery methods. In fact, success rate seems to be strongly correlated with delivery method; the more time a student spends in the classroom, the higher their chance of success in the course. Institutional data show a 10.2% difference in success rate between face-to-face and online courses.

Online Pedagogy and Quality Initiatives

There is much research on the variables that impact student success in online courses; however, much of this research is focused on student characteristics rather than course or instructor characteristics. More recent research has brought focus to course quality and instructor characteristics as a method of improving student success; for example, instructor anxiety, technological skill gap, lack of experience with online teaching, and awareness of online learning pedagogies have shown to be barriers to successful online course design (Scoppio & Luyt, 2017). This means that professional development and strong support systems for faculty need to be in place to ensure the success of any quality program.

In addition to professional development and support systems, quality programs should adhere to established instructional design models, provide adequate content, implement a well-defined and well-organized course infrastructure, utilize an online learning management system, and include opportunities for feedback and a course evaluation process (Murray et al., 2012). “Research is beginning to emerge that indicates that students in well-designed courses delivered online via a learning management system frequently outperform students in similar face-to-face courses” (Murray et al., 2012, p. 13).

One area of opportunity for professional development for faculty is in the use of

instructional technologies. These technologies have been shown to help increase student collaboration and student and instructor interactions and may help to increase engagement with course material/ content (Laird & Kuh, 2005). Laird and Kuh (2005) stated, “Used appropriately and in concert with powerful pedagogical approaches, technology is supposed to enhance student learning productivity” (p. 4). Developing an online course requires a significant technology element, and faculty who are trained and supported in these technologies will be capable of developing better course materials.

Course materials are important in online courses, as they facilitate the achievement of desired learning outcomes (Brown & Voltz, 2005; Murray et al., 2012); however, students “clearly tend to access course materials that they perceive to be directly tied to earning a good grade” (Murray et al., 2012, p. 13). These findings support the importance of well-developed course structures, where materials and assignments are directly connected to outcomes and assessments. Furthermore, interactive content with instantaneous and frequent feedback was suggested as being more relevant and useful to students, which is made possible by and through technology.

These findings on the importance of technology, content, and feedback suggest a synergistic effect when used appropriately and with skill; however, there are instructor course development habits that may need to be addressed to take advantage of the possible opportunities. There has been a trend for instructors teaching and developing online courses to use predeveloped and packaged interactive content from book publishers. Many faculty have students purchase these materials with an accompanying access code. These interactive publisher-developed materials are often used as the main content component of a course; and in some cases, instructors are using the content as a replacement for their whole course. The result

is a limited instructor presence within the course, a loose connection to course learning outcomes, and less meaningful feedback to students.

Instructor-generated content may be more effective at engaging with students and achieving course objectives. In courses that included instructor-generated videos, students viewed them at a considerable rate, their satisfaction with the course was improved, and their engagement in discussions increased in number and depth (Draus et al., 2014). Instructor-generated video and synchronous video-based virtual meetings/lectures may not be only effective content but will also help increase instructor presence in the course, which is a common issue with the online modality.

Instructor presence is an important component of online courses (Jaggars, 2014), and quality feedback is a motivator for students (Eom & Wen, 2006). Furthermore, mere interaction among students and instructors is not sufficient; interactions must support students' deep engagement and critical reflection on the issues of the course (Garrison et al., 2000). Regarding instructor presence in online courses, Jaggars (2014) also pointed out that students often complain of having to "teach themselves" (p. 12); and in regard to improving online courses from a pedagogical perspective, Jaggars iterated that a top-down approach is unlikely to be effective and that a bottom-up approach should be cultivated in order to improve courses. Consideration should be given to faculty peer-mentoring models when incorporating professional development into course quality improvement plans; however, leaders and leadership are essential components to the success of online quality initiatives. College leaders must join faculty in sending the message that the quality of all educational programs is important, and goals should be aligned with the institution's strategic plans to ensure that the quality efforts of faculty are supported by college leadership (Britto et al., 2014).

Theoretical Framework

Getzels and Guba's (1957) social systems model was developed with the educator in mind and is directly relevant to this project and the institution involved. Educational institutions are hierarchical, with levels of administrative oversight. The social systems theory describes two major classes of phenomena that are independent and phenomenally interactive in these environments: (a) the institution, with its roles and role expectations of the system, comprises the nomothetic dimension of the system; and (b) the individuals, with their personalities and need-dispositions, comprise the idiographic or personal dimension of the system. To control behaviors within the system, we must understand the nature and relationships of the elements that comprise the social system (Getzels & Guba, 1957). The development of the project team, the faculty mentorship model, and the professional development process will be designed to create a social system within a social system that seeks to balance the needs of the individual with the needs of the institution.

The social systems model will be accompanied and reinforced by Senge's (1990) five disciplines for learning organizations. Senge posited, "The organizations that will truly excel in the future will be the organizations that discover how to tap people's commitment and capacity to learn at all levels in an organization"(p. 4).

Senge's (1990) first discipline, systems thinking, is about seeing the big picture in a change initiative. By focusing on the system, one can see interrelationships and patterns in the process that can help to understand cause and effect, thus allowing us to leverage the forces that drive the change initiative. Feedback is a critical variable to the discipline of systems thinking and one that will be incorporated into the professional development initiative.

Senge's (1990) second discipline is one of his two individual disciplines, personal mastery, and is about an individual's personal growth and learning. Learning organizations, according to Senge, employ individuals who are on a never-ending quest for personal growth. Critical to this discipline is the individual's desire to learn and grow; they must want to do it. Managers can encourage this discipline in their employees by modeling the behavior themselves (Senge, 1990).

Senge's (1990) third discipline is his second of two disciplines that focuses on the individual, mental models. In this model, Senge discussed how an individual's assumptions, views, and prejudices impact their interactions with others. Reflecting on our own mental models may help identify certain assumptions, views, and prejudices that may hinder one's ability to engage in systems thinking (Senge, 1990).

Shared vision is Senge's (1990) fourth discipline. Senge stated, "When people truly share a vision they are connected, bound together by a common aspiration. Personal visions derive their power from an individual's deep caring for the vision" (p. 206). A shared vision gives everyone something to work toward, a common goal, and creates synergy within the organization. If individuals are not enrolled in the vision, it may result in apathy and may also have morale implications.

Senge's (1990) fifth and final discipline is team learning. Team learning builds on the personal mastery discipline. Team learning is about building capacity for teams to achieve goals, while personal mastery focuses on the individual. Beginning with individual learning, and then focusing on team learning, we can build up to organizational learning. Team learning has three key components: (a) exploring complex issues, drawing on each other's talents, experiences, and knowledge; (b) working together, coordinating efforts and communicating openly, and trusting

one another; and (b) teams must interact with other teams, sharing what they have learned and incorporating nested teams and interdependency within and among teams (Senge, 1990).

Summary

Enrollment in online courses is increasing, and the COVID-19 pandemic caused an impressively large shift from face-to-face courses to online instruction. Despite the pandemic, enrollment in online courses has been increasing steadily, even while enrollment in college and universities overall is decreasing. Students are less likely to succeed in online courses; and at the College, the difference in success rates between face-to-face and online courses is 10%.

Transitionally, research in online course success has focused on student characteristics. This research highlights the need to shift that focus somewhat to course quality, focusing on course design, technology, course content interactivity and diversification, instructor-generated content, and instructor presence, as well as quality and timely feedback, among other elements. Well-designed, developed, and implemented quality enhancement programs for online courses may have a significant impact on student success in online courses.

Appendix I

Consultancy Project & Report

Organization:	Gardner-Webb University School of Education
Project Title:	An Online Course Quality Enhancement Program
Candidate:	Jonathan Davis
Consultancy Coach:	Dr. Dale Lamb
Defense Date:	June 27, 2022
Authorized by:	Dr. Laura Bowen, Dean of Planning and Institutional Effectiveness

Executive Summary ORIGINALITY REPORT
17%

Dale S. Lamb

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