

# SAMPSON

COMMUNITY COLLEGE

1801 SUNSET AVE | CLINTON, NORTH CAROLINA 28328

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QUALITY ENHANCEMENT PLAN  
COMMITTEE VISIT OCTOBER 16 - 19, 2023

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**The Viking CREW:**  
**Connected & Ready for Education on the Web**

DR. CRYSTAL WHITE  
QEP CO-DIRECTOR  
CPWHITE@SAMPSONCC.EDU  
910.900.4033

BRITT HONEYCUTT  
QEP CO-DIRECTOR  
BHONEYCUTT@SAMPSONCC.EDU  
910.900.4022

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## **Part I - Executive Summary**

Students at Sampson Community College (SCC) vary in their technical, organizational, and communication skills, all of which can impact their academic success. Through review of institutional data, national literature, student focus groups, and campus-wide survey results, SCC's Quality Enhancement Plan (QEP) Discovery Team understood that supporting students in their academic endeavors, and online learning specifically, is pivotal to the SCC Viking experience and charting the path forward to academic success.

The goal of Sampson Community College's QEP, The Viking CREW: Connected and Ready for Education on the Web, is improving online learning at SCC. To achieve this, Sampson will utilize a two-pronged approach: 1) creating an online learning readiness course for all new students, and 2) creating a faculty training course for online instruction.

The Viking CREW concept evolved over many months of research, study, and trial and error. Three QEP groups—Discovery Team, Core Team, and Implementation Teams—worked together to identify and develop the theme. The diverse representation of each QEP team enabled campus-wide voices to be heard. In keeping with Sampson's mission to provide “innovative and effective teaching and student support,” this QEP engages and reflects the principles of the entire campus community.

*\*In the following document, the Viking CREW refers to the QEP project: Connected and Ready for Education on the Web. The Crew Course refers to the student online readiness course.*

The Viking CREW identifies the following goal, objectives, and associated strategies:

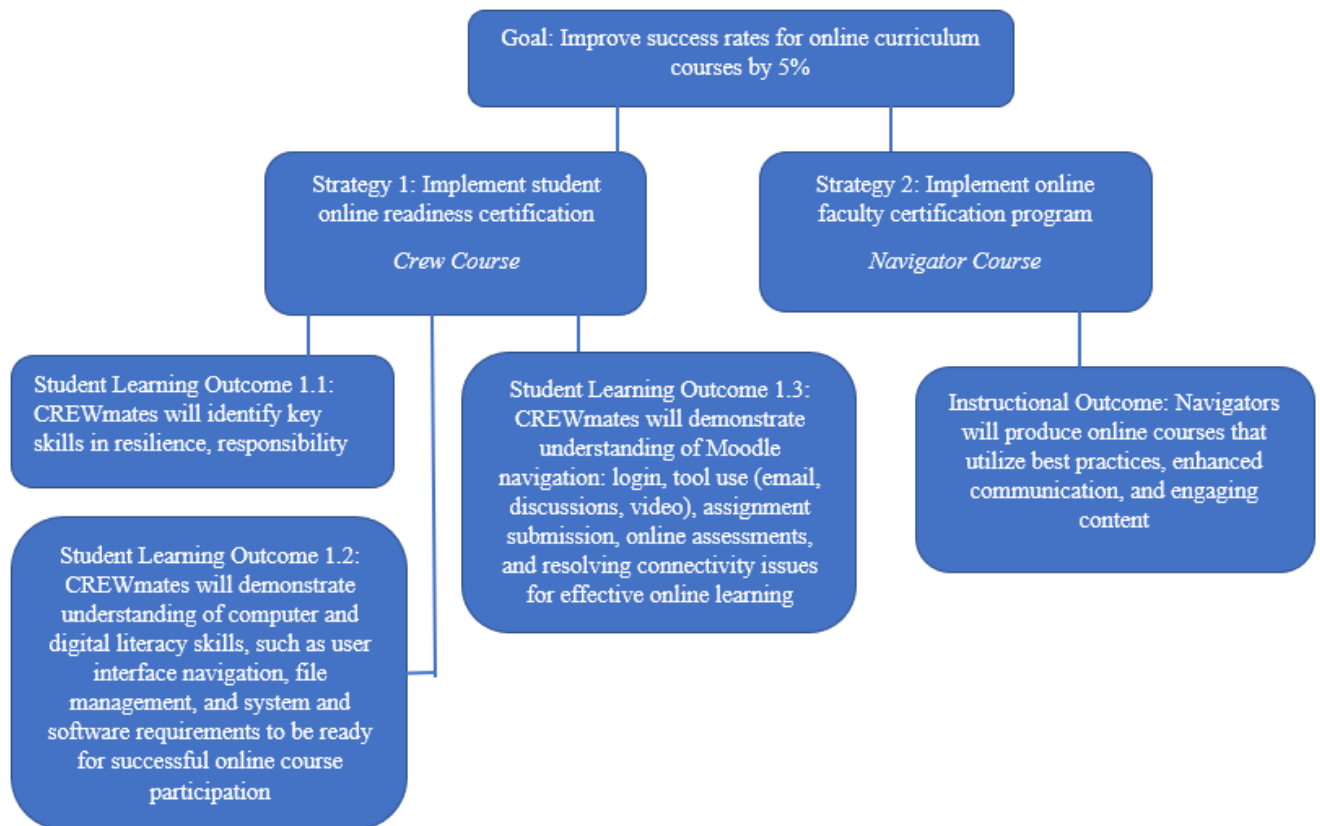
<b>QEP Goal:</b>	
<b>Improve success rates for online curriculum courses by 5% above baseline (from 74% to 79% over 5 years)</b>	
<b>Objective 1: Online Student Preparation</b>	
<b>Strategy:</b>	Implement student online readiness certification: <i>Crew Course</i> Prepare students for online courses by setting expectations, explaining course functions, and teaching skills for online student success
<b>Student Learning Outcome 1.1:</b>	CREWmates will identify key skills in resilience, responsibility, and communication essential for succeeding in online courses
<b>Student Learning Outcome 1.2:</b>	CREWmates will demonstrate understanding of computer and digital literacy skills, such as user interface navigation, file management, and system and software requirements, to be ready for successful online course participation
<b>Student Learning Outcome 1.3:</b>	CREWmates will demonstrate understanding of Moodle navigation: login, tool use (email, discussions, video), assignment submission, online assessments, and resolving connectivity issues for effective online learning
<b>Objective 2: Online Faculty Readiness</b>	
<b>Strategy:</b>	Implement online faculty certification program: <i>Navigator Course</i> Prepare faculty to create engaging online courses that prioritize communication and align individual instructors' strengths with respect for their unique content and student needs
<b>Instructional Outcome 2.1:</b>	Navigators will produce online courses that utilize best practices, enhanced communication, and engaging content

The plan aligns with the overarching goal of enhancing online learning success rates by directly addressing the readiness and preparation of both students and faculty.

### Chart: Goals, Strategies, and Outcomes

This QEP provides a detailed implementation plan, organizational structure, budget, and evaluation plan, showing Sampson Community College’s capability to initiate, implement, and complete the plan.

## Viking CREW: Connected and Ready for Education on the Web



## **Part II – Introduction to Sampson Community College**

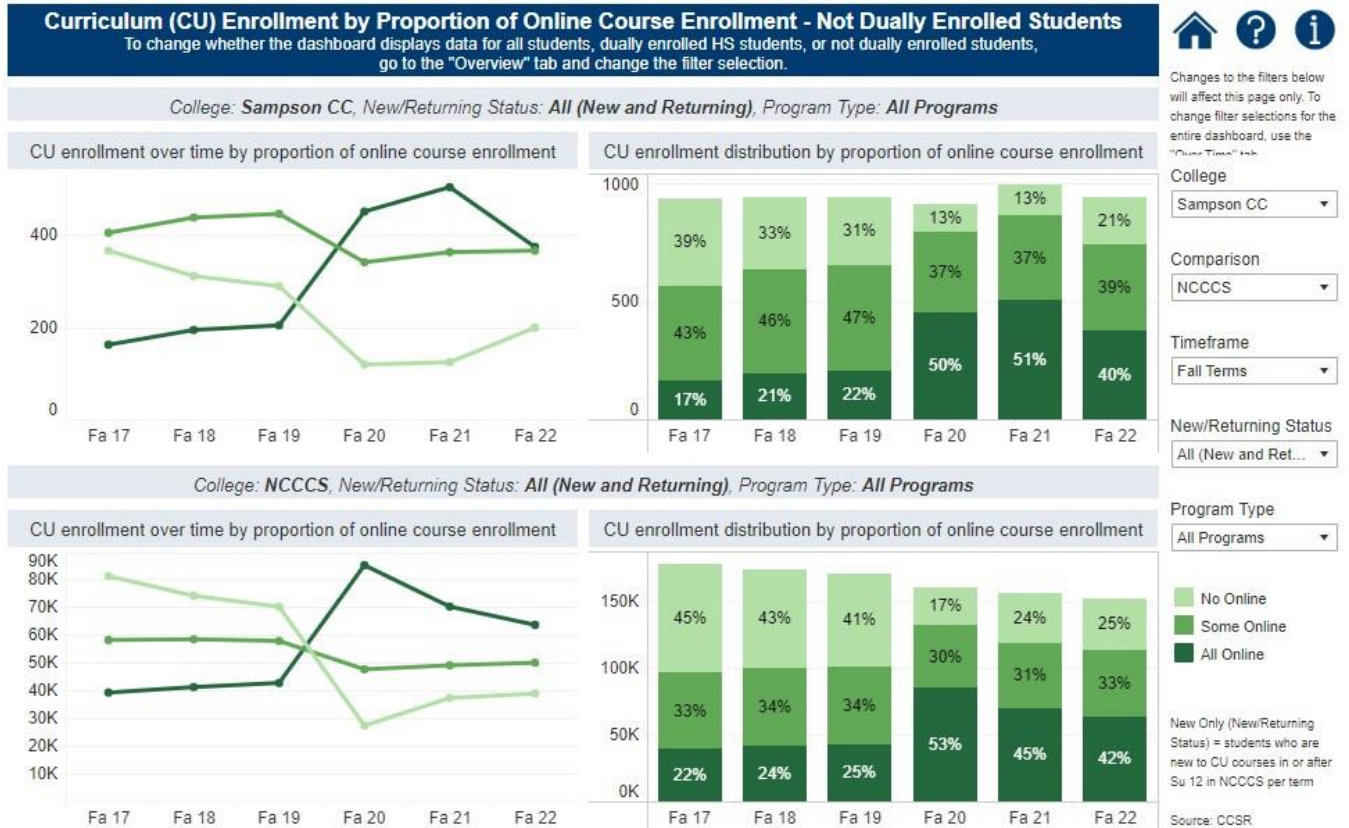
Sampson Community College (SCC) was initially established in 1965 as an extension of Goldsboro Industrial Education Center but soon became an independent unit in 1967, gaining the name Sampson Technical Institute. County leaders appointed a Board of Trustees and “Sampson Tech” became a center for workforce training and community enrichment. The county purchased land on Highway 24, and by 1974, students occupied a new campus with a vocational building. Years later in October 1987, the institution’s name officially changed to Sampson Community College (though it may be forever known locally—and affectionately—as Sampson Tech).

As a member of the North Carolina Community College System, SCC’s mission remains consistent: to “provide accessible and affordable education, workforce training, and lifelong enrichment.” Today, SCC is a pillar of the community, offering a broad range of educational programs both online and in-person including college transfer courses, health programs, occupational programs, adult basic skills programs, and much more.

SCC currently enrolls approximately 1,650 students seeking degrees, diplomas, or certificates in curriculum programs a year. The college’s student body comprises many first-generation and low-income students from diverse ethnicities and learning needs that differ from students whose parents have attended college. 83% of new applicants are first generation college students, and approximately 84% of students receive Federal Pell Grant or other types of financial assistance including scholarships. Student ages range from 14-71 with a racial/ethnic composition of 3% Asian/Native American, 18% Black (non-Hispanic), 31% Hispanic, 46% White (non-Hispanic), and 6% other ethnic groups. In 2019, SCC was designated by the Department of Education as the first Hispanic Serving Institution (HSI) in North Carolina, meeting the requirement of at least 25% Hispanic enrollment. Dual-enrolled high-school students make up 43% of the student body, out of which 14% are housed on-campus through the Sampson Early College High School program. Intentional and ongoing planning is recognized as key to the success of SCC’s diverse student population.



SCC's proportion of students enrolled in online learning has steadily increased. The chart below from the North Carolina Community College System Dashboard shows the number of non-high school students enrolled in online courses from Fall 2017 to Fall 2022:



### **Part III – Process for Identifying and Developing the QEP Topic**

*SACSCOC 7.2a – The institution has a QEP that has a topic identified through its ongoing, comprehensive planning and evaluation processes.*

*SACSCOC 7.2b – The institution has a QEP that has broad-based support of institutional constituencies.*

In anticipation of its 2024 reaffirmation, the Sampson Community College administration nominated 19 members from among faculty, staff, and administrators to serve on the QEP Discovery Team. Their roles included a review of the SACSCOC QEP standard, institutional datasets, and student surveys of college services to identify a topic for a quality enhancement plan that:

- emerges from institutional assessment;
- focuses on student learning outcomes and/or the environment supporting student learning;
- demonstrates institutional capability for the initiation, implementation, and completion of the QEP;
- includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and
- identifies goals and a plan to assess their achievement.

During the initial meetings in early 2022, the QEP Discovery Team reviewed the institution's strategic plan ([Appendix A](#)), as well as data from previous academic years ([Appendix B](#)) and detected deficiencies in student performance in courses delivered online as opposed to courses delivered traditionally. Bimonthly meetings followed, involving in-depth discussion of SACSCOC standards, team responsibilities, potential implementation strategies and assessment challenges regarding the proposed topic. During this time, the QEP Discovery Team developed and administered an online campus wide QEP Topic Survey ([Appendix C](#)) via email to solicit feedback from constituents including students, faculty, staff, Board of Trustees, and community stakeholders. The survey questions were created by grouping QEP Discovery Team suggestions into three main themes. The themes were then carefully worded to represent three topic choices with brief

profiles, including a description, potential support, and possible strategies, to further inform participants of each topic's direction. The survey choices were worded as follows:

- 1. Intentional and Ongoing Success Coaching:** *This topic focuses on providing students with more personalized, intentional academic advising which aligns students' interests, resources, and skills with individual course selection. With the implementation of a success coach, an "academic health check" will occur at the beginning of each semester and an open line of communication will be established throughout the student's time at SCC. Ongoing appointments between coaches and students will address challenges faced throughout the semester.*

**Strategic Plan Support:** *Goal 3: Strengthen and expand support services that promote student success.*

**Possible Assessment:** *Measuring the effectiveness of this QEP could be completed by using a comparison of results in student surveys and online course success rates.*

- 2. Boosting Students' Supplemental Resources and Supports:** *This topic focuses on equipping students with the tools needed to be successful in traditional and online settings. Institutional data shows a significant increase in online course enrollments and lower success rates in online courses vs. seated, specifically for non-high school students. Students vary in their technical abilities, time management, and organizational skills which can impact their academic success. Therefore, the implementation of college success coaches and expansion of student support services will enhance students' understanding and utilization of campus resources so they can be fully aware of steps needed to be academically successful.*

**Strategic Plan Support:** *Goal 3: Strengthen and expand support services that promote student success.*

**Possible Assessment:** *Measuring the effectiveness of this QEP could be completed by measuring usage data of the LRC services as well as comparing student surveys and online course success rates.*

- 3. Increased Support for Faculty Teaching Online Courses:** *This topic focuses on equipping faculty with the professional development and specialized training needed to offer consistent, high-quality online instruction which promotes substantive interaction. Institutional data shows a significant increase in online course enrollments and lower success rates in online courses vs. seated, specifically for non-CCP students in online math and English courses. Additional data reports that students feel frustrated over varying Moodle course designs across campus and differing levels of instructor/student interaction in online courses; therefore, more consistency is key. This QEP would provide emphasis on faculty teaching online classes regarding best online practices, peer reviews, and additional instructional support to address these issues.*
- Strategic Plan Support:** *Goal 7: Encourage the identification and application of innovation and improvements in teaching and academic support.*
- Possible Assessment:** *Measuring the effectiveness of this QEP could be completed by comparison between enrollment and success rates in online courses in the past, comparison of success rates between online and face-to-face sections of the same course.*

*Boosting Students' Supplemental Resources and Supports* received 52% of the overall vote for the clear win; however, the breakdown of the results ([Appendix D](#)) was intriguing. Most students picked *Boosting Students' Supplemental Resources and Supports*, but most others (Board of Trustee members, staff, and other community stakeholders) picked *Increased Support for Faculty Teaching Online Courses*. Since students clearly desired more support, the Discovery Team immediately recognized the winning topic's importance; however, because faculty, staff, and other constituents felt the need for a more personal approach to student engagement in online courses (ensuring students are ready for and feel supported in online learning), it was clear that both survey choices brought forth valuable elements which should be considered.

The Discovery Team held their final meeting in the Spring of 2022, with the goal of drafting the selected topic's profile before the Core Team's full development. Several

faculty and staff members from various academic departments were invited to gather more qualitative data on student support needs across the college campus. Following extensive discussions with faculty, the team recognized the need for more student input and conducted a student focus group ([Appendix E](#)) in early Summer 2022 to address existing challenges in student support. A questionnaire was administered to six students, posing the key question, "What can SCC do to make students feel more supported?" Members of the focus group engaged in meaningful conversations with faculty leaders Jacob Miller and Crystal White, sharing first-hand experiences and personal suggestions. The students highlighted important campus support services, such as resume building workshops, professional tutoring, and laptop loans. In summary, most students felt moderately supported at SCC but highly valued their small group/one-on-one interactions with faculty and staff on campus and indicated a need for increased online support.

The Core Team identified two major takeaways from the focus group responses:

- Students believe the relationship between themselves and their online instructors (many of whom were found to be adjuncts) to be weak. Since the onset of Covid-19, students prefer more online courses for flexibility purposes; however, they desire more instructional consistency and more substantial interaction while in these online courses.
- Students notice a lack of effective communication since the onset of Covid-19; while acknowledging their own need to advocate for themselves better, they also feel that increased communication concerning course expectations could improve their success.

The analysis of themes reinforced the need for enhancement of online support at Sampson Community College. It was at this point that the preliminary topic, *Boosting Student Support*, along with a brief profile was handed over to the QEP Implementation Teams to focus on creating a specific, measurable, and feasible plan which targets student success specifically in online curriculum courses.

The initial process of identifying and developing the QEP topic included (1) the review of the

SACSCOC QEP standard and institutional data, (2) data collected via administration of a constituent survey, (3) informal, highly qualitative discussions with faculty and staff directly working within areas of campus pertaining to the selected topic, and (4) thematic analysis of data collected from a student focus group. The information gleaned from this process led to the conclusion that students need additional institutional support and resources to effectively balance the demands of their personal lives and their academic endeavors. Not only would boosting student support restore balance and increase student success, but it would also directly tie into SACSCOC *Principles of Accreditation: Foundations for Quality Enhancement* Standard 12.1— “The institution provides appropriate academic and student support programs, services, and activities consistent with its mission” as well as reinforce SCC’s core values.

The team began to develop goals and outcomes around the idea of increased student support and took a broad-based approach at the start, including increased tutoring availability and resources, the implementation of a Success Coach model, and enhanced training for online faculty. Two members visited Lenoir Community College to consult with their QEP Director and committee members, focusing on assessment, budgets, and awareness activities crucial for goal development. This visit, gaining insights from a college further along in the accreditation process, highlighted the effectiveness of focused, manageable goals over broad, ambitious ones.

After much study and consultation with advisors, the team realized that such a wide-ranging set of goals would stretch the available resources thin. The team refocused on the original target: success rates in online courses. The breakdown of success rates showed a large gap between online and face-to-face sections. The best way, then, to address the issue was to focus efforts on improving the online learning environment at SCC and provide support and resources to that end.

### **Conclusion**

Sampson Community College's process for identifying and developing the Quality Enhancement Plan (QEP) topic has yielded clear outcomes for the Viking CREW initiative. Through data analysis and diverse stakeholder consultations, the team identified the project’s priority of enhancing online learning experiences, ensuring the initiative's relevance to SCC's

challenges in online education. Gathering insights from the college community informed strategies that align with real-world experiences. Notably, the process highlighted the interdependence of student preparedness and faculty readiness in online environments, shaping Viking CREW's dual-strategy approach for student certification and faculty training. This initiative aligns with SCC's strategic goals, integrating the QEP with broader educational objectives. These outcomes provide a robust foundation for the Viking CREW and serve as benchmarks guiding SCC's efforts to enhance student success and educational excellence in online learning.

## **Part IV – Literature Review and Best Practices**

### **Introduction**

With the QEP topic identified and broadly defined, the next step included the Implementation Teams completing a literature review to research best practices which would inform the finalization of the QEP topic. The Implementation Teams, consisting of fifteen members who represented multiple faculty and staff from across campus, met often during the summer of 2022 to complete this task. This team was broken down into four groups with each group given its own topics to research. Before starting, the co-chair presented an overview of best research practices and created collaborative electronic documents so that team members could easily submit and share their findings. During this time, team members reviewed scholarly journal articles, state databases, higher education research initiatives/reports, and relevant Quality Enhancement Plans published by other institutions. Next, each group analyzed their findings and submitted research documents, along with analyses, to the QEP chairs for compilation.

### **Review of Literature**

#### **Evidence of Need**

Sampson Community College recognizes the need to support students balancing complex lives with their education. Many community college students, including 20% of dependent and 42% of independent students aged 24 and older, live in poverty (Fry & Cilluffo, 2020). Additionally, three-fourths of low-income students face challenges such as single parenthood or housing insecurity (Price et al., 2021). The shift to online learning due to COVID-19 has further complicated matters, as studies show online education in community colleges often leads to poorer student achievement compared to traditional courses (Mohammadian et al., 2021).

Students with low socioeconomic status and first-generation college students often need more flexible schedules due to greater time demands (Grabowski et al., 2016). While online courses offer a way to balance external demands with degree progression (Stone et al., 2016), creating engaging online experiences is challenging. Factors like adapting to learning systems, understanding course and instructor expectations, technical issues, and self-discipline impact student success in online learning. Many community college students find



online course communication inadequate, leading to confusion and a sense of hopelessness in achieving their goals (Moschetti & Hudley, 2015). Additionally, motivation is a significant barrier to success in online courses, often declining when students feel overwhelmed (Van Maaren, 2022).

Community colleges nationwide are becoming increasingly aware that more must be done to improve student achievement and completion rates online. The future of online learning in higher education must be more than student-focused, it must be student-centric; simply put, if students are not successful, the institution is not successful. In 2022, *The Chronicle of Higher Education* hosted a virtual forum in which the general question was asked, “How can administrators and faculties shift to better serve the needs of students where they are now [post-Covid]?” Dr. Calhoun-Brown, Vice President for Student Engagement and Programs at Georgia State University, noted that institutions cannot be bound to what has always been done because it does not work like that: “Truth be told, it hasn’t probably worked that well for quite some time. Covid broke it, but it was already hurting.” This is particularly true with online learning. In community colleges, where many students need the flexibility of online coursework to balance school with work or family demands, online learning enrollments have grown significantly. Community college students may struggle in online courses in particular due to the relatively low level of self-directed learning skills (Jaggers & Xu, 2016).

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

online course. These conflicting expectations suggest that both parties can improve the online experience by increasing both participation and responsibility.

### **Student Orientation to Online Learning**

As the boundaries of traditional classrooms continue to expand, the ability to navigate virtual learning environments and engage effectively with digital tools has evolved from a convenience to a necessity. The global shift towards online education, accelerated by unforeseen circumstances, underscores the significance of students being equipped with the skills, mindset, and resources required to excel in virtual learning settings. This paradigm shift not only demands technical proficiency but also highlights the importance of self-discipline, time management, and adaptability – skills that are not only crucial for academic success but also for thriving in an increasingly digital-centric world. Online learning orientation tools have been credited for helping students, especially those new to online learning, navigate the environment before starting courses and resolving issues with time management and self-regulation (Mshayisa & Ivala, 2022).

### ***Components of an Effective Student Online Orientation Program***

Comprising a strategic blend of technological guidance, resource familiarization, and holistic skill development, an effective online orientation program lays the foundation for students' success in the digital realm. The components of such a program play a pivotal role in not only acclimatizing students to the virtual environment but also empowering them with the tools and strategies needed to excel in their academic journey.

Students can better appreciate the contrasts between regular classroom instruction and online learning with the aid of well-constructed orientations to online learning. These orientations can stress self-directed and self-disciplined learning by building on technological literacy and access. Through these approaches, time-management skills are reinforced or developed. These orientations also need to place a high priority on the improvement of online communication skills and on lessening the feeling of isolation in online learning environments - qualities that have been identified as crucial elements in online learning orientations (Liu, 2019). Using video tutorials to explain common Learning Management System (LMS) navigational elements greatly improved the

effectiveness of the orientation experience, leading to a decrease in course withdrawal rates and an increase in student comfort in a substantial number of institutions. The abundance of depth, breadth, and availability of online orientation materials for student success argues that including soft skills in the online orientation is best practice (McGowan, 2018).

### ***Best Practices and Case Studies of Successful Student Orientation Programs***

By examining real-world examples of institutions that have effectively guided their students through the intricacies of virtual learning, we gain a comprehensive understanding of the elements that contribute to seamless transitions, heightened engagement, and improved academic achievement. These case studies not only illuminate innovative approaches but also underscore the significance of tailored support, proactive communication, and the fostering of a sense of belonging in the digital learning landscape.

Effective online orientations, according to findings, should comprise modules on getting started in the online environment, understanding technological requirements for online learning, success methods for online learning, support issues, and institution-specific information. Delivering content to stakeholders may be accomplished by structuring the orientation in the form of a lesson, video, or guide with judicious use of quizzes to facilitate learning acquisition. A presentation that is intuitive and free of excessive detail, complexity, or length may also encourage user satisfaction with the orientation and long-term use as a persistent resource (McGowan, 2018). Student orientations to online learning with these characteristics have been evaluated to improve student online learning readiness (Liu, 2019).

### **Faculty Training for Online Teaching**

When more classes were rapidly moved online in 2020, institutions were challenged to overcome barriers of access, equity, and mental health support. Results from the 2021 global study, the *State of Student Success and Engagement in Higher Education*, show student support as one of the most important factors contributing to student success online. Regarding what contributes to student support, higher education institutions recognize that providing more faculty-student interaction in online courses is a critical

type of support in and of itself (*State of Student Success*, 2021). According to a study performed by Bowden et al. (2021), student engagement was cited as an important determinant of student learning. Evolving andragogy and embracing educational technology have never been more important for maintaining student engagement. Student success today requires engaging content and instruction from technology-proficient faculty. This involves making sure every student can learn from an instructor who (1) understands how to use the LMS to its full potential, (2) utilizes best practices in online andragogy to communicate course expectations and provide substantive feedback, and (3) grasps how to incorporate their unique content knowledge in engaging, collaborative, and contextual ways (*State of Student Success*, 2021).

The shift to virtual classrooms demands a reimagining of andragogical approaches, communication methods, and assessment techniques. Faculty members well-prepared for online instruction enhance education quality and foster a supportive and engaging learning environment for their students. Most faculty in higher education (outside of education spheres) do not receive training in teaching in general. One major benefit of an online teacher training course is teaching faculty good teaching practices in any format (Jarvie-Eggart et al., 2023). The evolving educational paradigm underscores the critical role of faculty readiness in harnessing the full potential of online learning platforms and ensuring a seamless transition for learners into the digital realm.

### ***Key Components of an Effective Faculty Training Program***

#### ***Mastery of Technology***

Proficiency in technology not only enhances the efficiency of instruction but also opens avenues for dynamic and engaging learning experiences. Moreover, a deep understanding of online andragogy is essential for translating traditional teaching strategies into effective virtual formats, ensuring that educational goals are met and students remain engaged and motivated. According to researched findings, adding modern technology to a course alone is not enough to increase student achievement; rather, technology must be carefully used to assist student learning while advancing set learning objectives (Jaggers & Xu, 2016).

### *Instructional Design*

Instructional design is the strategic blueprint that guides educators in structuring content, assessments, and interactions in a cohesive and meaningful manner. By employing principles of learning psychology, multimedia integration, and interactive engagement, instructional designers craft courses that cater to diverse learning styles and promote understanding. When teaching in an online context, instructors experience discomfort because they lack the information and tools necessary to comprehend how online teaching differs from in-person instruction. A more creative and efficient method of course creation involves working with instructional designers, instructional technologists, and a professional development support team (Jarvie-Eggart et al., 2023).

### *Facilitation of Online Discussions and Interactions*

Skillful facilitation of online discussions serves as a conduit for knowledge sharing, collaborative learning, and critical thinking among students, transcending geographical barriers and fostering a sense of community. The ability to guide and moderate these interactions not only enhances content comprehension but also nurtures communication skills essential for the digital age. In this context, effective facilitation emerges as a fundamental skill that empowers educators to harness the full potential of virtual learning environments and create a vibrant, interactive, and intellectually stimulating educational ecosystem. “Interaction and engagement need to be part of the design of a course to successfully deliver content. Even more, instructors should strive to structure more effective interactions with students” (Jarvie-Eggart et al., 2023). A regular and successful student-instructor interaction generates an online atmosphere that motivates students to commit to the course and achieve at a higher academic level, according to analyses based on course observation and interview data (Jaggers & Xu, 2016).

### ***Impact of Faculty Training on Course Quality and Student Outcomes***

Research-driven investigations into the effects of comprehensive faculty training programs shed light on how pedagogical expertise and technological acumen translate into enhanced course design, instructional effectiveness, and ultimately, improved student achievements. These empirical insights underscore the transformative potential of equipping faculty with the tools and strategies needed to navigate the evolving

educational landscape, emphasizing the indispensable link between well-prepared educators and positive learning outcomes. “[There is] a significant difference between students who were taught by instructors who had professional development in teaching strategies that promoted student engagement and those students who had instructors without this type of professional development. In other words, instructors’ behaviors that engaged students were rated significantly higher for those instructors who had training in engagement strategies as measured by student responses in a student engagement survey” (Bigatel & Edel-Malizia, 2018). Increased interpersonal connection within the parameters of the course, whether with the instructor or with student peers, has been found to positively influence student learning, according to a meta-analysis of studies on interaction in online learning (Jagger & Xu, 2016).

### **Key Insights**

Research underscores the importance of student preparedness for online learning, highlighting key skills such as time management, digital literacy, and adaptability. It also emphasizes the crucial role of faculty readiness in providing high-quality online education, especially in terms of engaging students and applying effective online teaching strategies. Numerous studies point to the importance of well-designed online courses and interactive teaching methods for enhancing student engagement and achievement. The literature consistently shows that frequent and meaningful interactions between students and faculty are essential for the success of online learning. Additionally, research recognizes the varied needs of online learners, including the unique challenges encountered by first-generation college students and those from diverse socio-economic backgrounds.

To make the Quality Enhancement Plan evidence-based, it is crucial to directly connect the insights from the literature review with specific QEP strategies.

**Chart: Literature Review Insights and Related QEP Strategies**

<b>Insight</b>	<b>Explanation</b>	<b>Link to SCC's QEP Strategy</b>
<b>Efficacy of Interactive Online Learning Environments</b>	Research shows that interactive online environments improve student engagement and learning outcomes	QEP includes the implementation of interactive modules in the Crew Course, designed to foster greater student engagement and participation
<b>Importance of Faculty Training in Online Education</b>	Studies indicate that faculty training in online andragogy is key to successful online programs	Navigator Course for faculty focuses on developing skills in online course design and delivery, directly addressing this need
<b>Student Readiness for Online Learning</b>	Research highlights the importance of student readiness for online learning for their academic success	Crew Course includes modules on digital literacy and online learning strategies, specifically targeting this area of student preparedness
<b>Need for Continuous Feedback in Online Courses</b>	Continuous feedback is essential for student learning and course improvement in online settings	QEP includes a feedback mechanism in both the Crew and Navigator courses, allowing for ongoing adjustments based on student and faculty input
<b>Impact of Technology on Student Engagement</b>	The effective use of technology can significantly increase student engagement in online courses	QEP integrates advanced educational technologies in online courses to enhance student interaction and engagement

By explicitly linking these key insights from the literature review to specific strategies within the QEP, Sampson Community College ensures that its plan is grounded in academic research and best practices. This approach not only strengthens the QEP's foundation but also demonstrates the institution's commitment to data-driven and research-informed decision-making.

**Conclusion**

Many factors contribute to low online success rates at the community college level, but enhancing online training for faculty and students can help rectify deficiencies in student achievement. The symbiotic relationship between well-prepared students and educators

lies at the heart of successful virtual education. Student orientations empower learners to navigate digital platforms with confidence, while faculty training equips educators to create engaging, effective online courses. As both students and educators embrace the opportunities presented by online learning, the investment in orientation and training emerges as a crucial factor in achieving optimal learning outcomes and ensuring a seamless transition into the digital age of education.

The insights gained from the literature review are not merely academic observations but are the bedrock upon which the Viking CREW's strategies are built. Each strategic decision in our QEP—from student readiness programs to faculty development initiatives—finds its rationale in the robust body of research reviewed. By aligning our strategies with these insights, SCC's Viking CREW initiative is poised to effectively enhance the online learning experience, fostering an environment where both students and faculty can thrive in online learning.



### Creation of Goals and Outcomes

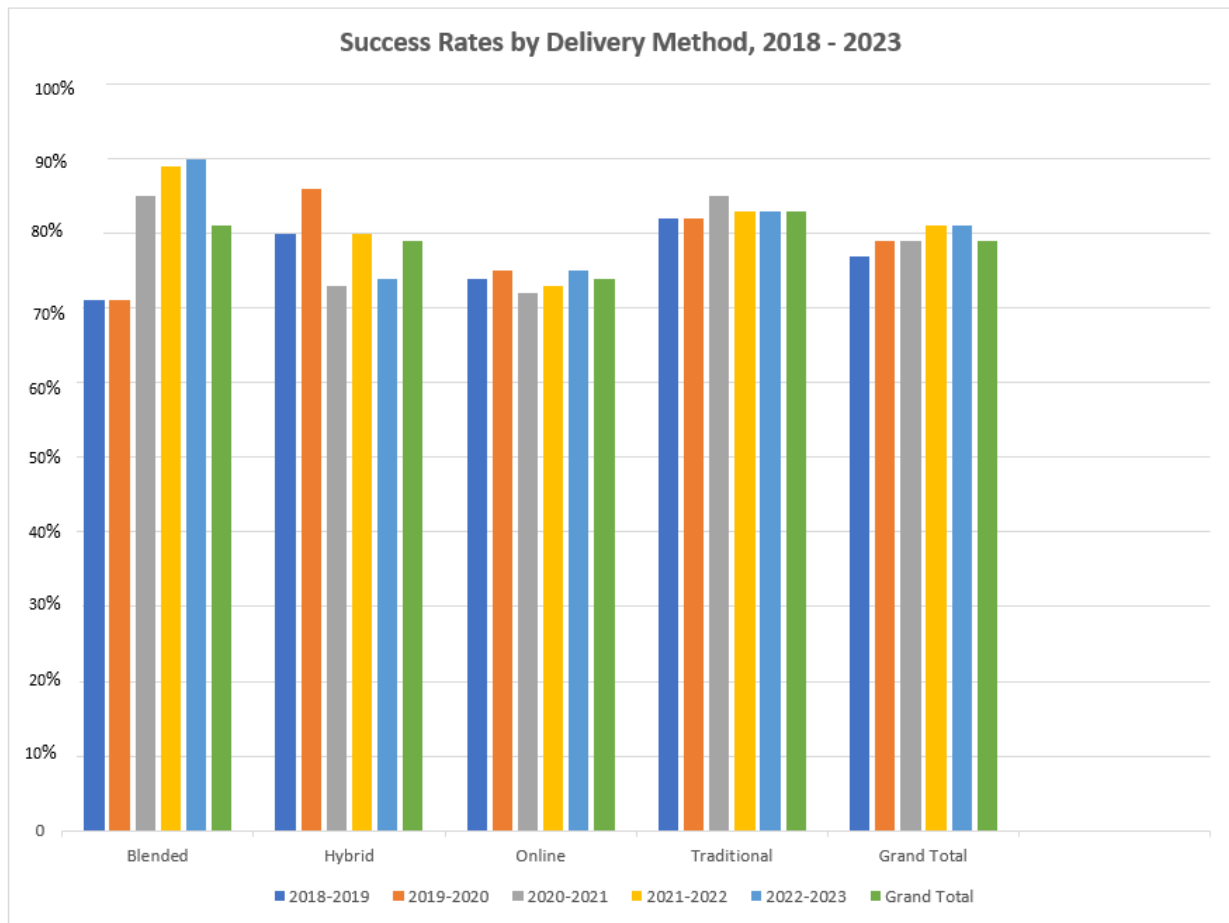
The QEP Core Team first defined the overarching goal of the project by reviewing internal data to determine an appropriate target. At SCC, student success and retention in online classes has traditionally lagged behind face-to-face classes, as evidenced below in a chart depicting SCC internal data:

2018-2019 - 2022-2023 Success Rates by Delivery Method					
Year/Term	Blended	Hybrid	Online	Traditional	Grand Total
2018-2019	71%	80%	74%	82%	77%
-2018FA	64%	76%	73%	75%	72%
-2019SP	66%	84%	77%	80%	77%
-2019SU	84%	79%	72%	92%	82%
2019-2020	71%	86%	75%	82%	79%
-2019FA	79%	83%	75%	82%	80%
-2020SP	83%	76%	74%	74%	77%
-2020SU	50%	100%	76%	91%	79%
2020-2021	85%	73%	72%	85%	79%
-2020FA	81%	68%	72%	66%	72%
-2021SP	80%	58%	73%	93%	76%
-2021SU	94%	92%	71%	97%	89%
2021-2022	89%	80%	73%	83%	81%
-2021FA	85%	71%	72%	78%	77%
-2022SP	86%	84%	72%	79%	80%
-2022SU	97%	84%	75%	91%	87%
2022-2023	90%	74%	75%	83%	81%
-2022FA	93%	82%	75%	83%	83%
-2023SP	85%	77%	76%	79%	79%
-2023SU	93%	64%	75%	86%	80%
<b>Grand Total</b>	<b>81%</b>	<b>79%</b>	<b>74%</b>	<b>83%</b>	<b>79%</b>

In accordance with state performance measures, SCC considers “success” in a course to be achieved with a grade of C or higher. This is a significant benchmark since grades lower than C cannot be transferred to other academic programs or institutions.

As illustrated in the table showing success rates for the 2018-19 to 2022-23 school years, both traditional and online course passing rates have increased modestly over the last five years. SCC’s five-year student success rate average for the traditional method of instruction is 83%, and the five-year student success rate average for the online method of instruction is 74%. The aggregated success rate for all delivery methods is 79%. The team set a goal to raise student

success rates in online courses by 5%; the baseline was established through analysis of the five-year online success average.



The team thus arrived at the baseline online student success rate of 74%. An increase of 5% in success rates in online classes would close the gap between online courses and overall passing rates at SCC.

**QEP Goal: Improve success rates for online curriculum courses by 5% above baseline (from 74% to 79% over five years).**

SCC’s goal of improving online course success rates is well-aligned with broader educational standards. Based on the team’s review of literature, it reflects an understanding of national trends, adheres to accreditation standards, and incorporates contemporary andragogical approaches. This goal not only sets a benchmark for SCC’s performance but also contributes to the wider conversation on enhancing the quality of online education.

Next the team considered the information gleaned from the literature review to determine appropriate strategies to achieve the goal. The team decided on a two-pronged approach to address both students and faculty. The QEP team would create a student online learning readiness course, the Viking Crew Course, with the objective of preparing students for online courses by setting expectations, explaining course functions, and teaching skills for online student success. The other focus of the project would be the creation of the Viking Navigator certification, with the objective of preparing faculty to create engaging online courses that prioritize communication and align individual instructors' strengths with respect for their unique content and student needs.

The team then assessed the technological and "soft" skills required for success in online learning to create the following student learning outcomes (note: "CREWmates" refers to the students who successfully complete the Crew Course):

**SLO 1.1: CREWmates will identify key skills in resilience, responsibility, and communication essential for succeeding in online courses.**

**SLO 1.2: CREWmates will demonstrate understanding of computer and digital literacy skills, such as user interface navigation, file management, and system and software requirements, to be ready for successful online course participation.**

**SLO 1.3: CREWmates will demonstrate understanding of Moodle navigation: login, tool use (email, discussions, video), assignment submission, online assessments, and resolving connectivity issues for effective online learning.**

These outcomes set clear, quantifiable targets for students to achieve a defined level of proficiency in both practical application and theoretical understanding of the necessary tools and skills for online learning success. Each SLO aligns with a component of the Crew Course that will teach and assess the skills outlined in the SLO. The team set a target of 95% successful completion for the Crew Course, which is mandatory for all students before registration. This decision acknowledges the reality that some students may not be able to successfully complete the course. In such cases, Success Coaches consult with the student in question to redirect their enrollment strategy towards face-to-face coursework. Following this consultation, the coach is empowered to waive the Crew Course requirement. Each of the three Crew Course end-of-module tests assesses requisite online success skills. The passing threshold for the Crew Course

tests is set at 85%, reflecting a level of competency deemed sufficient for succeeding as an online student.

The team addressed the faculty component of the plan by creating an instructional outcome (note: “Navigators” refers to faculty who have completed the Viking Navigator certification).

**Instructional Outcome: Navigators will produce online courses that utilize best practices, enhanced communication, and engaging content.**

This instructional outcome clearly defines the goal of the training, which is for Navigators to create online courses that incorporate best practices, improved communication methods, and engaging content. It provides a clear and measurable objective that sets a high standard for the quality of the courses Navigators will produce. By emphasizing best practices, enhanced communication, and engaging content, the outcome ensures that the resulting online courses will be effective in engaging learners and providing a high-quality learning experience. It also aligns with the overall purpose of the training course, which is to enhance the quality of online courses, making it a relevant and meaningful instructional outcome.

SCC’s Strategic Plan for 2022 – 2025 is “Achieving Excellence” and focuses on the themes of Effectiveness, Engagement, and Excellence. The Viking CREW initiative aligns with the goals and objectives of the institution’s strategic plan by working towards effective and innovative teaching, effective student support, and student and employee excellence. The following table depicts the alignment of CREW objectives with SCC’s Strategic Plan:

**Chart: Strategic Plan Goals & Objectives and CREW Objectives**

Strategic Plan Goals	Strategic Plan Objectives	CREW Objectives
<b>Strategic Plan Goal 1:</b> Effective & Innovative Teaching	1.1 Student experiences in distance learning courses will meet or exceed those in other NCCCS and regional UNC institutions, reflect the creative teaching of SCC faculty, and provide adequate opportunities for supplemental student-faculty engagement	<p style="text-align: center;"><b>Objective 1:</b>  <b>Online Student Preparation</b>                      Prepare students for online courses by setting expectations, explaining course functions, and teaching skills for online student success.</p> <p style="text-align: center;"><b>Objective 2:</b>  <b>Online Faculty Readiness</b>                      Prepare faculty to create engaging online courses that prioritize communication and align individual instructors' strengths with respect for their unique content and student needs.</p>
	1.2 Support faculty efforts to provide superior instruction in classrooms, laboratories, clinical settings, and shop spaces	
<b>Strategic Plan Goal 2:</b> Effective Student Support	2.1 Effectively employ early intervention strategies that promote academic resilience and meet the learning needs of all students	
<b>Strategic Plan Goal 7:</b> Student Excellence	7.1 Meet or exceed all NCCCS Performance Measures for Student Success	
<b>Strategic Plan Goal 8:</b> Employee Excellence	8.2 Expand opportunities for professional and leadership development	

SCC’s QEP team believes that by implementing dual strategies of preparing students for the realities of online learning and preparing faculty to deliver high quality online instruction, we can meet or exceed our goal of a 5% increase in student success rates in online classes over a five-year span. These goals, objectives, and outcomes align with SCC’s mission and strategic plan and are achievable with the resources the College can devote to the project.

## Part V - QEP Actions and Implementation Timeline

*SACSCOC 7.2c – The institution has a QEP that focuses on improving specific student learning outcomes and/or student success.*

To address the goals and objectives set out by the Viking CREW project, the Core Team tasked two implementation teams with the development of the Viking Navigator course for online faculty development and the Crew Course, a student orientation to online learning.

### Viking CREW Framework and Strategies

The Viking CREW Core Team identified through research the most common intrinsic and extrinsic barriers to success for online students. Faculty experiences correspond with this evidence; the most common reasons students are not successful are as follows:

**Table: Intrinsic and Extrinsic Barriers to Online Learning**

Intrinsic Barriers	Extrinsic Barriers
Online learning expectations	Online teaching expectations
Basic Computer/Academic/Technology Skills	Cost and access to the Internet and technology support
Learner motivation issues	Inadequate interaction with instructors and peers
Time Management	Variable course standards and policies

The two components of the Viking CREW project – the Crew Course and the Navigator Course - aim to reduce or remove these barriers by providing resources and support for struggling students and guidance for instructors in constructing accessible and engaging online courses.

## The Viking Crew Course: Preparing Students for Online Learning

The Viking Crew Course Development Team, one of the QEP Implementation Teams, developed an orientation and training course required for all incoming students. Holds were placed on student accounts blocking registration until the student met the threshold for success in the course. By participating in the Crew Course, new students will be able to assess their own readiness for online learning, understand the responsibilities and expectations of online students, remediate deficiencies in basic computer literacy, and understand how to use and navigate the LMS.

The Viking Crew Course will consist of three modules:

- Viking Mindset (Online Student Success Skills)
- Ready the Ship (Basic Computer Literacy and Preparation)
- Study the Map (Moodle Navigation)

At the beginning of each module, students take a pre-test to assess their knowledge of the module's contents. Students who achieve a score of 85 or higher will be allowed to continue to the next module without completing the module's lessons. A score of less than 85 will require the student to participate in the module's lessons and activities before moving on. A score of 85 or higher on all three modules will indicate successful completion of the course and remove the student's registration hold.

### *Module 1: Viking Mindset*

Module 1 of the Crew Course works towards achieving the following outcome:

<b>SLO 1.1:</b>	<b>CREWmates will identify key skills in resilience, responsibility, and communication essential for succeeding in online courses.</b>
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The first module encourages students to adopt the “Viking Mindset” for online education. This module focuses on “soft skills” that contribute to student success, such as resiliency, responsibility, and effective communication. Module 1 seeks to clarify the expectations of the online learning experience.

Upon successful completion of Module 1, students will be able to identify their own strengths and weaknesses based on identified characteristics and skills of successful online learners. They will be able to manage their time appropriately, prioritize their tasks, organize their work, and hold themselves accountable for their success. These skills go far beyond the online learning experience and will transfer to all areas of student life now and employment opportunities in the future.

<b>Viking Mindset Skills</b>	
<b>Responsibility and Accountability</b>	—effectively prioritize tasks to meet goals, complete tasks on time, follow directions, comply with instructor expectations and deadlines, show consistent reliability and academic integrity.
<b>Adaptability</b>	—learn in a new format and adapt to changing technologies, methods, processes, and learning environments.
<b>Organizational Skills</b>	—manage time appropriately using calendars, task lists, to-do lists, schedules and other tools to effectively categorize, organize, and manage tasks.
<b>Interpersonal Skills and Teamwork</b>	—effectively work with others to solve problems and complete tasks.
<b>Problem Solving</b>	—effectively identify problems and potential causes of problems in the online learning environment and take steps to resolve those problems and find solutions.

Students will then move on to Module 2.

**Module 2: Ready the Ship**

Module 2 of the Crew Course works towards achieving the following outcome:

<b>SLO 1.2:</b>	<b>CREWmates will demonstrate understanding of computer and digital literacy skills, such as user interface navigation, file management, and system and software requirements, to be ready for successful online course participation.</b>
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In this module, students assess, learn, remediate, and acquire basic computer skills. Students deficient in these skills will go through accelerated remediation within the Crew Course, acquiring the basic computer skills needed to enroll in and successfully complete an online course.



<b>Computer Literacy Skills</b>
Computer concepts <ul style="list-style-type: none"> <li>• Navigate tool bars, desktops, windows, menus, tabs, and dialog boxes.</li> <li>• Use components of windows.</li> <li>• Recognize system and software applications.</li> <li>• Identify computer specifications and software requirements for online courses.</li> </ul>
File management and naming
Digital literacy (Internet usage)
Communication in an online format <ul style="list-style-type: none"> <li>• Send and receive email, replying to and forwarding messages.</li> </ul>
<ul style="list-style-type: none"> <li>• Create attachments, screen shots, email etiquette.</li> <li>• Detach and save files.</li> </ul>

Students will then move on to Module 3.

**Module 3: Study the Map**

Module 3 of the Crew Course works towards achieving the following outcome:

<b>SLO 1.3:</b>	<b>CREWmates will demonstrate understanding of Moodle navigation: login, tool use (email, discussions, video), assignment submission, online assessments, and resolving connectivity issues for effective online learning.</b>
-----------------	--

In Module 3, students will assess, learn, remediate, or acquire an ability to navigate the LMS (Moodle) successfully. Students deficient in these skills will go through accelerated remediation in the Crew Course. Upon successful completion, students will be able to navigate Moodle and successfully submit assignments, take assessments, and participate in online discussions.

<b>Moodle Navigation Skills</b>
Log in to Moodle
Navigate online courses
Use Moodle Tools: <ul style="list-style-type: none"> <li>• Email and Moodle messages</li> <li>• Discussion boards</li> <li>• Gradebook</li> <li>• Video hosting tools</li> </ul>
Upload files, submit assignments, view/print attached files
Take online assessments

Manage wireless, mobile device, and dial-up issues
--

Development of the Crew Course began in Year 0 of the QEP with a pilot of the program beginning fall of 2023. All student learning actions will be implemented in Year 1.

### **Additional Student Support**

#### ***Increased Online Tutoring Support***

Sampson Community College adopted Upswing tutoring service in spring of 2023 in anticipation of increased need for online students.

Upswing's tutoring platform is designed to provide a comprehensive approach to address student concerns. It includes additional tutoring and outreach to empower the student to self-identify and advocate for themselves. Upswing provides online access to instant tutoring 24 hours a day, seven days a week to support on-campus tutoring options. This access is important to the online student who does not live close to campus, may need assistance beyond the regular work hours of campus due to activities of daily life, or has other scheduling conflicts. The platform provides students the ability to schedule peer-to-peer tutoring without going through a mediator.

#### ***Increased One-on-One Student Support***

A Success Coach model was implemented in fall 2023, requiring new students to meet with a Success Coach before registration for their second term. During these meetings, coaches will review the student's academic progress, remind the student of support services provided by the college, and discuss the student's plans for the next academic term. Students struggling with online courses will be reminded of the Crew Course that remains available as a resource to all students during their enrollment at SCC, or the student will be encouraged to take face-to-face courses in the future.

### **Crew Course Prerequisite for Online Course Registration**

SCC will automatically place the Crew Course in students' SCC apps page once they are accepted. Students must successfully complete the Crew Course before they can register for online courses. If they do not complete it, they will not be permitted to register for online courses. Requirements for registration will be provided both inside the Crew Course and through marketing and change management strategies, namely in required meetings with Success Coaches for all incoming students.

The Viking Crew Course will also be made available at any time during the semester for students who may wish to revisit the concepts therein. All students with access to the LMS will be enrolled in this continuous course. Contracted software development group (ADG) developed scripts to automate enrollment in the Crew Course and to report successful completions. QEP Crew Course Development Team members developed the Viking Crew Course. Development of the course and scripts began in Year 0 of the QEP. Development of automated processes began in Year 0 of the QEP with a pilot of all parts in the fall of 2023. All registration actions will be implemented beginning Year 1, after which students will be encouraged to take the Crew Course upon acceptance into SCC and directed to it before registration.

**Viking Navigator Certification: Enhancing Online Instruction**

SCC faculty preparedness for online instruction is also addressed as part of the Viking CREW project. The Navigator Course addresses online faculty readiness and works towards achieving the following instructional outcome:

<b>IO 2.1:</b>	<b>Navigators will produce online courses that utilize best practices, enhanced communication, and engaging content.</b>
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Three-quarters of SCC faculty, both full- and part-time, currently teach at least one online course:

	<b>Total</b>	<b>Full-Time</b>		<b>Part-Time</b>	
<b>All Faculty</b>	88	51	74.5% online	37	75.7% online
<b>Online Faculty</b>	66	38		28	

\*Source: SCC Fall 2022 Data

Currently, new faculty and incoming adjunct faculty are required to receive training in the technical operations of the LMS, but no courses for best practices in online instruction are required by SCC. The Navigator course will provide much-requested training in andragogy and technology for full and part-time faculty. SCC aims to certify all online faculty within five years of the program’s implementation.

Detailed below are two pathways for faculty to become Navigator Certified:

**Pathway 1: The Navigator Course**

The Viking Navigator Course Development Team, one of the QEP Implementation Teams, is overseeing the development of a training course for online faculty based on best practices in online education. The concepts of the course will be inspired by the text *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation* by Sandra Y. McGuire as well as the Community of Inquiry model (Garrison, Anderson, & Archer, 2000) which illustrates how teaching presence, social presence, and cognitive presence are overlapping concepts, each impacting the other in the creation of a learning experience that meets the needs of all learners. This course is being developed through a partnership between members of the team, the Teaching Excellence Coordinator, and a contracted instructional designer.

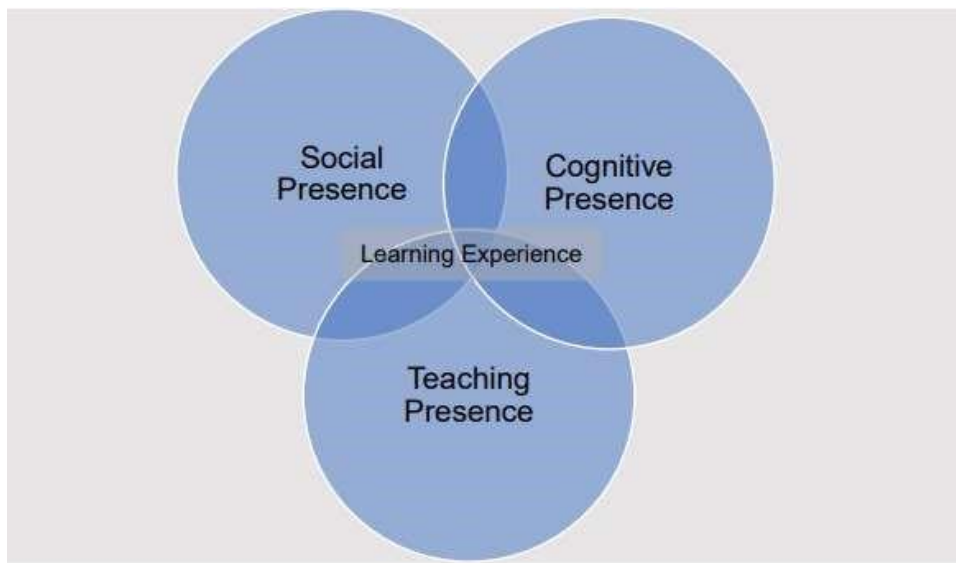


Table: Community of Inquiry Model (Garrison, Anderson, & Archer, 2000)

The following components will be included:

Intro to Online Education	<ul style="list-style-type: none"> <li>• Types of online learning</li> <li>• Benefits &amp; Challenges</li> </ul>
Online Course Design	<ul style="list-style-type: none"> <li>• Converting instruction to online learning</li> <li>• Cognitive load concepts</li> <li>• Human factoring &amp; navigation</li> <li>• Planning for online learning</li> <li>• Incorporating audio &amp; visual stimuli</li> </ul>

<p>Incorporating Learning Interactions</p>	<ul style="list-style-type: none"> <li>• Student interactions</li> <li>• Engaging activities</li> <li>• Interaction plans and methods</li> <li>• Questioning techniques</li> <li>• Developing effective online content</li> </ul>
<p>Building Community</p>	<ul style="list-style-type: none"> <li>• Humanizing online courses</li> <li>• Welcome and introductions</li> <li>• Effective interactions</li> <li>• Student assessment and feedback</li> <li>• Discovery learning</li> </ul>

This course will be hosted in Moodle, SCC’s LMS. The Navigator Course Development Team created guidelines for course delivery and incentives for faculty completion. The Team began its work in fall of 2022 by undertaking a similar course offered by a large regional community college (Wake Tech’s EPIC Course for online instructor certification) and reading the McGuire text. Regular meetings to plan the course’s specific content took place bi-weekly prior to selection of the course developer. Navigator training will be conducted in cohorts; in the first semester, volunteers will be solicited. In subsequent semesters, groups of faculty members from select departments will be enrolled. Faculty who complete the Navigator course will be awarded credit for all 15 hours of required professional development as an incentive. This will also be included as part of the faculty member’s performance evaluation.

Instructors who successfully complete the Navigator Course will receive Navigator Certification, which will better prepare them to teach online courses at SCC. Instructors who are experienced in online instruction and have taught online in the past can opt for Pathway 2, described below.

***Pathway 2: Navigator Certification Review***

Experienced faculty may be familiar with online best practices and andragogy. If an instructor has put these elements in place, they will be observable in the instructor’s existing online courses. These instructors may choose to submit an existing course for review.

**Review Process:** The submitted course will be reviewed by a team of evaluators consisting of the Teaching Excellence Coordinator and relevant department/division chairs. A rubric and framework of expectations will be made available to all faculty via the SCC Faculty Moodle page and developed using the State University of New York (SUNY)'s Online Course Quality Review (OSCQR) framework. Each member of the evaluation team will complete a rubric form and provide feedback to the instructor in a meeting meant to encourage a conversation about the course's strengths and weaknesses. The instructor will be given the option to make any necessary changes and schedule a follow-up review meeting. Once the team has determined that the course meets expectations and standards and achieves a score of at least 90 on the OSCQR rubric, the instructor will be awarded Navigator Certification.

**Rubric Development:** The Navigator Course Development Team, with the Teaching Excellence Coordinator, is developing a rubric and framework of expectations for online courses and making these available on the SCC Faculty Moodle page. This rubric will utilize SUNY's OSCQR framework ([Appendix G](#)).

**Criteria for Eligible Courses:** The Navigator Course Development Team is developing criteria for courses eligible for review.

**Targeted Training:** If the instructor is not immediately certified during the course review process, he or she may opt to either implement the review team's feedback or to take the Navigator Course.

**Exemplary Courses:** Course shells that demonstrate excellent design and delivery practices will be posted on the SCC Faculty Moodle page. Creators of these courses will be publicly recognized.

**Quality Assurance:** The Teaching Excellence Coordinator will conduct scheduled reviews of online course sections. The selected courses will be reviewed based on the established rubric and framework of expectations. The results of this review will be shared with the instructor and the instructor's immediate supervisor. The instructor's supervisor can determine how to further direct the instructor based on the results of the review.

### **Marketing Plan for the QEP**

Marketing for the QEP began in the spring of 2022 when the QEP Marketing Team released a video to the faculty and staff explaining what a QEP is and how it would impact the college. Faculty and staff have been regularly updated about the progress of the QEP at monthly

“Sampson Shares” meetings. At the “Welcome Back” meeting for faculty and staff in January 2023, QEP co-chairs presented a sneak-peek of the QEP’s goals and strategies.

### **Official QEP Launch**

The QEP Marketing Team threw an official launch party for the Viking CREW initiative on August 8th, 2023, which is a professional development day for faculty and staff before the fall semester starts. The College provided a catered lunch and organized challenges and games with incentives and prizes to raise awareness of the QEP’s mission. An informational skit and several videos explaining the QEPs goals and how they will be achieved accompanied the festivities and each employee received a Viking CREW-branded T-shirt, mug, Viking helmet, tattoo and sticker. Photos and screenshots of the event can be found in [Appendix I](#).

### **Student Awareness**

To kick off the awareness campaign, the QEP Team conducted a college-wide “logo design contest” in the fall of 2022 to design a logo for the Viking CREW initiative. The team received multiple entries and awarded the winning student a \$100 gift card and the 2<sup>nd</sup> place student a \$50 gift card. The resultant student submission inspired the logo, which appears on the QEP webpage and on all promotional materials including T-shirts, merchandise, and outdoor flags.

Beginning fall of 2023, the QEP Marketing Team launched a college-wide marketing campaign to create awareness of the new Crew Course requirement for student registration. The course is listed in the “Next Steps” email sent to students upon admission into the college ([Appendix J](#)). Students will have a hold placed their accounts until the Crew Course is complete and will not be allowed to register for classes. This is communicated to them through multiple reminder emails and their required meeting with their assigned Success Coach, and their meeting with their academic advisor.

Additionally, the team is employing various marketing strategies and promotional events both on campus and online.

**Other Marketing Initiatives**

The Viking CREW initiative maintains a presence on campus by presenting updates and information at student orientations, Fall Festival, Spring Fling, and other college events. All faculty and staff receive a bi-monthly “The Virtual Viking” emailed newsletter with updates on the project, fun facts, and entertaining videos.

Press releases, videos, social media, digital signage, newsletters and emails are used to promote the rollout of the Viking CREW and celebrate milestones throughout the campaign. The QEP Marketing Team helms these efforts.



**Viking CREW: Implementation Timeline**

<b>Objective 1: Online Student Preparation</b>		2022-2023			2023-2024			2024-2025			2025-2026			2026-2027			2027-2028			2028-2029			
<b>Activities</b>	<b>Responsibility</b>	FA	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	
Research best practices for student online orientation	Crew Course Development Team	X	X																				
Develop Crew Course Modules	Crew Course Development Team			X																			
Develop registration process and online course enrollment for Crew Course	Crew Course Development Team			X																			
Market Crew Course to students and staff	QEP Marketing Team				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Test, assess, and revise automated student enrollment and other registration actions	Crew Course Development Team and Assessment Team			X	X																		
Implement/assess and adjust Crew Course holds	Crew Course Development Team and Assessment Team				X	X	X																
Implement actions recommended for improvement by Core Team	Crew Course Development Team					X			X			X			X			X			X		
Crew Course fully operational for all students	Crew Course Development Team				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

<b>Objective 2: Online Faculty Readiness</b>		2022-2023			2023-2024			2024-2025			2025-2026			2026-2027			2027-2028			2028-2029			
<b>Activities</b>	<b>Responsibility</b>	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	F A	S P	S U	
Research best practices for online faculty development	Navigator Course Development Team	X	X																				
Develop Navigator Course Modules (Pathway 1)	Navigator Course Development Team			X	X																		
Create rubric and framework of expectations for online courses	Navigator Course Development Team			X	X																		
Phased implementation of Pathway 1	Teaching Excellence Coordinator					X		X	X		X	X		X	X		X	X		X	X		
Develop criteria for eligible courses for review (Pathway 2)	Navigator Course Development Team			X	X																		
Phased implementation of Pathway 2	Teaching Excellence Coordinator							X	X		X	X		X	X		X	X		X	X		
Support faculty in designing, developing and delivering online courses	Teaching Excellence Coordinator					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Exemplary course shells identified and made available to faculty	Teaching Excellence Coordinator					X			X			X			X			X			X		

Implement actions recommended for improvement by Advisory Committee	Navigator Course Development Team and Teaching Excellence Coordinator								X			X			X			X			X	
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<b>Administrative, Marketing, and Evaluation, Activities</b>		2022-2023			2023-2024			2024-2025			2025-2026			2026-2027			2027-2028			2028-2029		
<b>Activities</b>	<b>Responsibility</b>	F A	SP	SU	F A	SP	SU	F A	SP	SU	F A	SP	SU	F A	SP	SU	F A	SP	SU	F A	SP	SU
Launch Viking CREW Initiative	All QEP Teams				X																	
Monitor and provide oversight of project implementation	Advisory Committee	X	X	X	X	X		X	X		X	X		X	X		X	X		X	X	
Create rubric and framework of expectations for online courses	Navigator Course Development Team			X	X																	
Plan Assessments	Maintenance Team and Co-Directors	X	X		X			X			X			X			X			X		
Implement Assessments	Maintenance Team and Co-Directors					X			X			X			X			X			X	
Analyze assessment findings and report outcomes to implementation teams and advisory committee	Maintenance Team and Co-Directors						X			X			X			X			X			X

Evaluate project outcomes and impacts. Make recommendations to implementation teams.	Core Team							X			X			X			X			X		
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## Part VI – Organizational Structure, Resources, and Budget

*SACSCOC 7.2d – The institution has a QEP that commits resources to initiate, implement, and complete the QEP.*

### QEP Roles and Responsibilities

The organizational structure of Viking CREW is intended to provide broad-based participation and input from academic and non-academic divisions of the College. This structure allows for open communication and resolution of concerns or issues related to the program. Responsibilities are clearly defined and distributed to promote continuity and sustainability of activities over time. The organizational structure provides appropriate administrative oversight to ensure that CREW and all related activities are aligned with the College’s mission, vision, and goals. The following positions are identified to implement, coordinate, and manage CREW.

### QEP Organizational Chart



### QEP Core Team

The QEP Core Team is comprised of six permanent appointments: QEP Co-Directors (Chairs), Coordinator of Planning & Research, Dean of Student Services, Director of Distance Learning, and Registrar. The Team also includes two faculty appointments (one each from Arts & Sciences and Health Sciences) and two staff appointments, which may rotate throughout the five-year timeline. Team members represent their respective areas to help with early detection and resolution of potential problems. The Team will provide feedback on assessment results, goal attainment, best practices, and other suggestions related to CREW. In addition, Team members will help plan and coordinate QEP campus events and the five-year QEP report.

### **Co-Directors**

The Co-Directors of CREW serve as chairs of the QEP Core Team and work collaboratively with the QEP Implementation Teams, Administrative Support, the Vice President of Academic and Student Affairs, and outside contractors. These individuals also serve as a liaison between the QEP Core Team, the College's Planning & Policy Committee, and the divisions of the College to facilitate an ongoing process of enhancement, assessment, and planning. Primary responsibilities include scheduling and planning all QEP committee meetings, managing the budget, presenting related information to the Planning & Policy Committee and managing the creation of the Navigator and Crew Courses. The QEP Co-Directors are responsible for coordinating and managing all efforts related to the implementation of all CREW-related activities. This position is also responsible for analyzing data and coordinating any adjustments or realignments necessary to achieve desired outcomes. The Co-Directors will also assist with educating the College and community about updates regarding the QEP and will assist with the preparation of the QEP five-year report.

### **Crew Course Team**

The Crew Course Team, chaired by the Co-Directors, manages the creation and implementation of the student online readiness course. The team finds, vets, and chooses the delivery platform, outside contractors, and all course content. The team is responsible for creating original course content. The team also oversees integration of the course into existing technology infrastructure and monitors the initial phases of implementation, revising as needed, to ensure that all newly admitted students complete the course.

### **Navigator Course Team**

The Navigator Course Team, chaired by the Co-Directors, oversees the creation and implementation of the faculty online preparedness course. This team evaluates and chooses course delivery, software, and design options and oversees contracted instructional design team. The team reviews all course components and offers feedback. The team will monitor the initial phase of implementation and make revisions as needed.

The Navigator Course Team is also responsible for constructing a framework for faculty course evaluation.

### **Marketing Team**

The Marketing Team is responsible for developing and implementing marketing and communications initiatives and procedures that include building awareness of and communications pathways and networks for the QEP and reinforcing the initiative to maintain and improve its momentum. The membership of this team includes the Student Engagement & Enrollment Coordinator and the Director of Marketing. The Marketing Team will be chaired by the QEP Co-Directors.

### **Maintenance Team**

The Maintenance Team collects, compiles, and reviews outcomes assessment reports from the implementation teams and prepares internal reports for the QEP Core Team on the effectiveness of the Viking CREW. The reports will include recommendations for changes and improvements based on analysis of results. The Maintenance Team is chaired by the QEP Co-Directors and includes the Registrar and the Dean of Student Services.

### **Personnel**

To ensure the success of this QEP, proper leadership and sufficient personnel resources are required. Sampson Community College will invest sufficiently in the human resource needs for this project.

### **QEP Co-Directors**

The QEP Co-Directors are full-time, 12-month faculty members who collaborate with the college community to successfully implement the QEP. These two individuals will devote 33% of their efforts toward the design, development, implementation, evaluation, and management of the QEP. These positions will be 25% funded for the duration of the QEP project. The faculty members will receive a course reduction to serve as Co-Director and will recommend appropriate adjustments to QEP initiation and implementation schedules as needed to achieve strategic goals and adapt to institutional policy.

### **Teaching Excellence Coordinator**

The Teaching Excellence Coordinator is a full-time, 12-month faculty member who will devote efforts toward the design, development, and delivery of the Navigator Course. The coordinator will receive a course reduction to provide support for faculty. This new position will be created to assist with the Sampson Community College QEP design, development, accessibility concerns and assessment of QEP initiatives. This position will be 25% funded for the duration of the QEP project.

### **Media Consultant**

The media consultant records and edits multimedia content for QEP initiatives. The position is filled by the Director of Marketing.

### **Impact of QEP on Existing Positions**

The QEP affects the existing responsibilities of existing positions. The existing teaching responsibilities of the Co-Directors have been shared with other faculty in that department to compensate for the 33% course reduction for these individuals. The addition of the Teaching Excellence Coordinator position will help alleviate the significant increase in workload for the Distance Learning department. Recognizing that workflow adjustments will occur due to this initiative, impact funding has been set aside for use as needed.

### **Professional Development**

Sampson Community College is also investing in the continuing professional development of its faculty. All faculty members who complete the online teaching certificate program will be compensated by credit for SCC's required 15 hours of professional development.

The QEP Co-Directors, who are the primary designers and developers of the training materials, also need training on the design tools to be used. The primary tool for which training is required is ADG's proprietary software, which was used to create interactive lessons. ADG has provided unlimited training for these individuals.



Members of the Navigator Course Team enrolled in Wake Tech's EPIC Course to assess the course components and prepare to create SCC's version. The cost of this course was covered by SCC.

SCC's Teaching Excellence Coordinator will be an Online Learning Consortium Certified OSCQR Reviewer; the Coordinator will need to successfully complete an introductory overview of the OSCQR review and refresh process and an online course quality review and refresh with the OSCQR self-assessment rubric. The cost of this certification will be covered by SCC funds allocated to the QEP.

### **Operational Investments**

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

#### **Travel**

The QEP Co-Directors will attend conferences for professional development and project dissemination. Travel costs include registration, travel, and accommodation.

#### **Marketing**

A design contest was held for the logo's graphic design for this QEP. Student submissions were accepted and incentives were awarded to the winners. Flyers, mailers, handbooks, and other paper advertisements will be printed and distributed throughout the duration of the QEP. The QEP will be marketed at campus events such as Spring Fling and Fall Fest. T-shirts, tumblers, and other promotional items will also be distributed at events.

Promotional items will have the logo printed on them.

#### **Equipment and Materials**

Advance Design Group provided software and technical assistance necessary for the Crew Course. Design of the Navigator Course was contracted to a design team.

### **Budget and Resources**

The Viking CREW's primary goal is to reduce online learning barriers and support student learning, persistence, and success in online courses. Sampson Community College has developed

student and faculty preparedness strategies to achieve this goal. The college is committed to supporting these strategies and possesses the financial, physical and human resources necessary to implement these strategies and accomplish this goal. The QEP and its projected 5-year budget have been approved by the President, the Chief Financial Officer, and the Chief Academic & Student Affairs Officer.

Existing and new resources and costs associated with the QEP have been fully considered and the budget to implement the plan has been developed within the means of the college, which is funded via allocations from the state of North Carolina. Currently, state funding used for the QEP is based on Full-Time Equivalent (FTE) calculations, which are based on enrollment. Enrollment continues to grow at SCC and enrollment growth is projected over the next five years as SCC increases its capacity. As state funding also includes performance-based funding, higher success rates in online courses will lead to additional state funding. Should state funding be lower than expected, other budgeted resources set aside for non-recurring expenses will be used. The complete budget can be found in [Appendix H](#).

## Part VII – Assessment

*SACSCOC 7.2e – The institution has a QEP that includes a plan to assess achievement.*

The chart below outlines the Viking CREW’s key goal, objectives, strategies, outcomes, and measures used to evaluate outcomes. This chart will be modified throughout time with feedback from stakeholders and will be used as a point of reference during the planning process and as an outline for more comprehensive work and evaluation plans during implementation.

**Problem Statement:** Often, student performance in online course sections lags compared to performance in traditional face-to-face sections. Many students are not aware of the skills necessary for successfully completing online courses. In addition, some students find that their online courses include the design and delivery elements they need to learn and succeed while other online courses meet only minimum expectations.

**Rationale:** Current research in online learning suggests that when students complete online preparedness trainings/orientations and when faculty are trained in best practices with online andragogy, online learning and student success improve.

### Viking CREW Logic Model

The logic model below shows the relationship between the goals and objectives of the Viking CREW, the actions described in the Implementation Plan, and the resulting outputs and outcomes of the project. For this logic model, outputs refer to the measurable, direct products of project activities that lead to outcomes. Outputs include training provided, new courses designed, etc. Outcomes refer to the learning and behavior changes that occur, or the difference that results, for students and faculty because of their participation in this project.

**Chart: Actions, Outputs, Timeline, and Short-Term Outcomes**

<b>Goal: Improve success rates for online curriculum courses by 5%</b>			
<b>Actions</b>	<b>Outputs</b>	<b>Timeline</b>	<b>Outcomes</b>
<b>Objective 1: Online Student Preparation</b> Prepare students for online courses by setting expectations, explaining course functions, and teaching skills for online student success	Three Crew Course modules and diagnostics completed: a. The Viking Mindset b. Ready the Ship c. Study the Map	SU2023	<b>Short-Term Outcomes (1-3 Years)</b>  <u>Via Crew Course, students will:</u> -Navigate Moodle, SCC email, and educational

<ol style="list-style-type: none"> <li>Design, develop and implement Crew Course</li> <li>Develop registration actions for Crew Course enrollment and automated prereq/hold lifting for course registration</li> <li>Phased implementation of Crew Course for newly admitted students</li> </ol>	Policy, process, and procedures for enrolling students into Crew Course implemented	FA2023	resources for success in online courses  -Understand the expectations of an online learning environment and the technological skills and resources needed to be successful
	Crew Course operational for newly enrolled students	FA2023	

**Chart: Actions, Outputs, Timeline, and Mid-Term Outcomes**

<b>Overarching Goal: Improve success rates for online curriculum courses by 5%</b>				
<b>Actions</b>	<b>Outputs</b>		<b>Timeline</b>	<b>Outcomes</b>
<p><b>Objective 2: Online Faculty Readiness</b> Equip faculty to produce online courses that utilize best practices for online instruction</p> <ol style="list-style-type: none"> <li>Design and develop Navigator Course</li> <li>Phased implementation of Navigator Course</li> <li>Train Teaching Excellence Coordinator on OSCQR framework</li> <li>Refine SCC’s online course standards and rubric using the OSCQR framework and develop process for certification by review</li> <li>Support faculty in designing, developing, and delivering their online courses including accessibility components, in accordance with SCC Course Quality Standards (developed using OSCQR resources)</li> <li>Exemplary design and delivery practices identified and course shells disseminated</li> </ol>	Viking Navigator Course developed		SU2024	<p><b>Mid-Term Outcomes (34 Years)</b></p> <p><u>Via the Viking Navigator, instructors will:</u> -Produce online courses that utilize best practices, enhance communication, and engaging content</p> <p><u>When taking online classes, students will:</u> - Use online learning skills in their courses - Navigate online courses to complete tasks - Communicate with instructors - Collaborate with peers</p>
	Navigator Course phased in	Volunteer candidates enroll in Navigator Course	FA2024	
		All Instructors Navigator Certified	SP2026	
	Teaching Excellence Coordinator receives OSCQR training		FA2023 – SP2024	
	SCC Course Evaluation Rubric developed		SP2024	
	Faculty begin receiving assistance with online course design and development from Teaching Excellence Coordinator		SP2025	

	Exemplary course shells developed and disseminated internally	SP2025	
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**Chart: Actions, Outputs, Timeline, and Long-Term Outcomes**

<b>Overarching Goal: Improve success rates for online curriculum courses by 5%</b>			
<b>Actions</b>	<b>Outputs</b>	<b>Timeline</b>	<b>Outcomes</b>
<b>Administrative, Marketing, and Evaluation</b> 1. Hire personnel and convene Implementation Teams 2. Launch CREW throughout campus to all stakeholders via student and faculty/staff events 3. Monitor project outputs, assessments, and outcomes 4. Plan and implement assessments 5. Quality assurance reviews: Scheduled internal reviews of online courses using SCC’s course evaluation rubric 6. Analyze assessment findings and report outputs and outcomes to implementation teams and Core Team 7. Viking CREW Program Review: Evaluate project outputs, outcomes, and impacts and recommend improvements to implementation teams 8. Implement actions recommended by Core Team during CREW Program Reviews 9. Attend professional conferences to learn best practices and coordinate on campus professional development workshops with outside experts for implementation leaders and team members	Initial implementation teams convened and began meeting	SP2022	<i>Long-Term Outcomes (4-5 Years and beyond)</i>  - Student persistence in online courses improves. - Student success in online courses increases
	Teaching Excellence Coordinator hired	FA2023	
	Viking CREW Launch Party	FA2023	<u>Via Evaluation, improvements are implemented for:</u> - Crew Course - Navigator Course - Assessment - Overall Viking CREW Program
	Summative and formative assessments (surveys, focus groups, data analysis) completed	Every Spring Semester	
	Internal Quality Assurance reviews begin	SP2025	
	Assessment results analyzed and reports compiled, forwarded to implementation teams and Core Team	Every Summer beginning 2024	
	CREW Program Review completed by Core Team; recommendations for improvements disseminated	Every Fall beginning 2024	
	At least two professional development conferences or in-house workshops by consultants attended by implementation leaders	Annually	

### **CREW Evaluation Plan**

SCC's Viking CREW QEP will use formative and summative evaluation utilizing direct and indirect assessments. The formative assessment will start as soon as the project is put into action in fall of 2023 and continues throughout its entire lifespan. Its goal is to pinpoint changes or improvements that could be made to the project to help meet planned goals. The summative assessment will start in the summer of 2024. Activities for summative evaluation are meant to gauge the extent to which desired results and objectives have been attained.

The evaluation plan seeks to determine the extent to which the implementation of the Viking CREW results in less disparity between online and in-person performance in curriculum courses and improved online performance of students in curriculum courses.

The following aspects of student learning will be evaluated: 1) how well students recognize and put into practice strategies for overcoming online learning barriers; 2) how well students demonstrate and apply skills necessary for progress and successful completion of online courses; and 3) how well students successfully navigate online courses and turn in all assignments, assessments, and discussions on time.

The chart below explains how each goal and objective will be assessed (direct or indirect, formative or summative) and the criteria for success in those measures.

**Chart: Assessment Baselines, Targets, and Measurements**

Assessment Instrument	Assessment	Measurement Group	Method	Baseline	Target	Implementation Date/Frequency	Owner
<b>Goal: Improve success rates for online curriculum courses</b>							
Online student success rates in curriculum courses 2024 - 2029	Percent of measurement group who earn a C or better in online curriculum courses	All students enrolled in online curriculum courses 2024 – 2029 (students in the QEP cohort)	<u>Numerator:</u> Of measurement group, total who earn C or better in online curriculum courses <u>Denominator:</u> All of measurement group	74% of students earn a C or better in online curriculum courses (5 year average, 2017 – 2023)	79% of students will earn a C or better in online curriculum courses over 5 year span (2024 – 2029)	Fall 2024 entrants; each term	QEP Core Team
<b>SLO 1.1: CREWmates will identify key skills in resilience, responsibility, and communication essential for succeeding in online courses.</b>							
1.1.A: Viking Mindset test at the end of Module 1 of the Crew course to assess online success skills ( <i>Direct; Summative</i> )	Percent of measurement group who earned target score (85% or higher) on skills assessment	Students in the QEP cohort	<u>Numerator:</u> Of measurement group, total who earn target score on Module 1 Skills Assessment <u>Denominator:</u> All of measurement group	Baseline to be determined Spring 2023	Will be determined after baseline established	Fall 2024 entrants; each term	QEP Core Team
1.1.B: Self-check quizzes embedded within Module 1 of the Crew Course to assess online success skills ( <i>Direct; Formative</i> )	Percent of students who register for online classes will complete Crew Course Module 1– formative assessments are required components of the module	Students in the QEP cohort	<u>Numerator:</u> Of measurement group, total who complete Crew Course Module 1 <u>Denominator:</u> All of measurement group	Baseline to be determined Spring 2023	100% of students who register for classes	Fall 2024 entrants; each term	QEP Core Team

Assessment Instrument	Assessment	Measurement Group	Method	Baseline	Target	Implementation Date/Frequency	Owner
1.1.C: Reflective questions in end-of-course survey to evaluate student growth in Module 1 skills <i>(Indirect; Summative)</i>	Percent of students who completed Crew Course and report having acquired new skills after completing the module	Students in the QEP cohort	<u>Numerator:</u> Of measurement group, total who report having acquired new skills after completing the module <u>Denominator:</u> All of measurement group	Baseline to be determined Spring 2023	20% or higher of students	Fall 2024 entrants; each term	QEP Core Team
<b>SLO 1.2: CREWmates will demonstrate understanding of computer and digital literacy skills, such as user interface navigation, file management, and system and software requirements, to be ready for successful online course participation.</b>							
1.2.A: Ready the Ship test at the end of Module 2 of the Crew Course to assess basic computer literacy and navigation <i>(Direct; Summative)</i>	Percent of measurement group who earned target score (85% or higher) on skills assessment	Students in the QEP cohort	<u>Numerator:</u> Of measurement group, total who earn target score on Module 2 Skills Assessment <u>Denominator:</u> All of measurement group	Baseline to be determined Spring 2023	Will be determined after baseline established	Fall 2024 entrants; each term	QEP Core Team
1.2.B: Self-check quizzes and reflective questions embedded within Module 2 of the Crew Course to assess basic computer literacy and navigation <i>(Direct; Formative)</i>	Percent of students who register for online classes will complete Crew Course Module 2 – formative assessments are required components of the module	Students in the QEP cohort	<u>Numerator:</u> Of measurement group, total who complete Crew Course Module 2 <u>Denominator:</u> All of measurement group	Baseline to be determined Spring 2024	100% of students who register for classes	Fall 2024 entrants; each term	QEP Core Team
1.2.C: Reflective questions in end-of-course survey to evaluate student growth in Module 2 skills <i>(Indirect; Summative)</i>	Percent of students who completed Crew Course and report having acquired new skills after completing the module	Students in the QEP cohort	<u>Numerator:</u> Of measurement group, total who report having acquired new skills after completing the module <u>Denominator:</u> All of measurement group	Baseline to be determined Spring 2024	Will be determined after baseline established	Fall 2024 entrants; each term	QEP Core Team



Assessment Instrument	Assessment	Measurement Group	Method	Baseline	Target	Implementation Date/Frequency	Owner
<b>SLO 1.3: CREWmates will demonstrate understanding of Moodle navigation: login, tool use (email, discussions, video), assignment submission, online assessments, and resolving connectivity issues for effective online learning.</b>							
1.3.A: Study the Map test at the end of Module 3 of the Crew Course to assess Moodle navigation ( <i>Direct; Summative</i> )	Percent of measurement group who earned target score (85% or higher) on skills assessment	Students in the QEP cohort	<u>Numerator:</u> Of measurement group, total who earn target score on Module 3 Skills Assessment <u>Denominator:</u> All of measurement group	Baseline to be determined Spring 2023	Will be determined after baseline established	Fall 2024 entrants; each term	QEP Core Team
1.3.B: Self-check quizzes and reflective questions embedded within Module 3 of the Crew Course to assess Moodle navigation ( <i>Direct; Formative</i> )	Percent of students who register for online classes will complete Crew Course Module 3– formative assessments are required components of the module	Students in the QEP cohort	<u>Numerator:</u> Of measurement group, total who complete Crew Course Module 3 <u>Denominator:</u> All of measurement group	Baseline to be determined Spring 2023	100% of students who register for classes	Fall 2024 entrants; each term	QEP Core Team
1.3.C: Reflective questions in end-of-course survey to evaluate student growth in Module 3 skills ( <i>Indirect; Summative</i> )	Percent of students who completed Crew Course and report having acquired new skills after completing the module	Students in the QEP cohort	<u>Numerator:</u> Of measurement group, total who report having acquired new skills after completing the module <u>Denominator:</u> All of measurement group	Baseline to be determined Spring 2023	Will be determined after baseline established	Fall 2024 entrants; each term	QEP Core Team
<b>IO 2.1: Navigators will produce online courses that utilize best practices, enhanced communication, and engaging content.</b>							
2.1.A: Evaluation of courses submitted for review and assessed by Teaching Excellence Coordinator ( <i>Direct; Summative</i> )	Percent of faculty who score a 90 or higher on the OSCQR rubric	Faculty in the QEP cohort	<u>Numerator:</u> Of measurement group, total who score a 90 or higher on the OSCQR rubric <u>Denominator:</u> All of measurement group	Baseline to be determined Fall 2024	Will be determined after baseline established	Fall 2024; each term	QEP Core Team

Assessment Instrument	Assessment	Measurement Group	Method	Baseline	Target	Implementation Date/Frequency	Owner
2.1.B: Navigator certified online faculty's student success rates will improve by 5% over the lifetime of the QEP <i>(Direct; Formative &amp; Summative)</i>	Percent of faculty whose online student success rates improve after Navigator certification	Faculty in the QEP cohort	<u>Numerator:</u> Navigator-certified online faculty's online student success rates <u>Denominator:</u> Previous online student success rates prior to Navigator certification	Baseline to be determined Fall 2024	Will be determined after baseline established	Fall 2024; each term	QEP Core Team
2.1.C: Case Studies <i>(Direct; Summative)</i>	Qualitative analysis of participant feedback	Faculty in the sample group (5-10 participants per cohort)	Sample group of implementers will be interviewed; responses will be analyzed through thematic and content analysis	Baseline to be determined Fall 2025	Will be determined after baseline established	Fall 2025; each term	QEP Core Team

## **Assessment Instruments**

The Quality Enhancement Plan (QEP) aims to improve success rates for online curriculum courses by 5%. To measure the progress towards this goal, various types of assessments have been designed for both students and faculty:

### **For Students (SLOs 1.1, 1.2, 1.3):**

#### **Direct Summative Assessments:**

- Viking Mindset, Ready the Ship, and Study the Map tests: These are administered at the end of Modules 1, 2, and 3 of the Crew Course, respectively. They aim to assess specific skills such as resilience, responsibility, communication (SLO 1.1), computer and digital literacy (SLO 1.2), and Moodle navigation (SLO 1.3). The target score for these assessments is 85% or higher.

#### **Direct Formative Assessments:**

- Self-check quizzes: Embedded within Modules 1, 2, and 3 of the Crew Course, these quizzes aim to assess the same set of skills as the summative tests but are designed for ongoing feedback and improvement. The target is for 100% of students who register for classes to complete these formative assessments.

#### **Indirect Summative Assessments:**

- Reflective questions in the end-of-course survey: These questions are aimed at evaluating students' growth in the module-specific skills. The target improvement rates will be determined after establishing baselines but aim for a 20% or higher reporting rate of skill acquisition.

### **For Faculty (IO 2.1):**

#### **Direct Summative Assessments:**

- Course evaluations based on the OSCQR rubric: These are conducted to ensure that online courses utilize best practices, enhanced communication, and engaging content. The target is for faculty to score 90 or higher on these evaluations.

**Direct Formative and Summative Assessments:**

- Student success rates improvement: Measured for Navigator-certified online faculty, with a goal of a 5% improvement over the lifetime of the QEP. This combines formative feedback mechanisms with end-goal summative assessment.

**Direct Summative Assessments:**

- The Brinkerhoff Case Study Method: This will be utilized to evaluate the effectiveness of the Viking Navigator faculty online teaching preparation course by conducting in-depth analyses of individual faculty experiences before, during, and after the course. This method involves detailed documentation and examination of faculty members' teaching practices, challenges, and successes related to the course. By collecting qualitative data through interviews, surveys, and observation, we will identify patterns and impacts of the training on faculty online teaching competencies. This approach allows for a comprehensive understanding of the program's real-world effectiveness, highlighting areas of success and identifying opportunities for improvement. The case studies will provide insights into how the course influences faculty preparedness, engagement, and the integration of best practices in online education, thereby contributing to a nuanced evaluation of the course's overall impact. Baselines and targets will be established in Fall 2025.

For each of these assessments, baselines will be determined in the 2023 or 2024 spring terms, with targets set afterwards based on these initial findings. Implementation dates and frequencies vary but generally start with the Fall 2024 entrants and recur each term. The QEP Core Team is responsible for overseeing these assessments, ensuring they align with the goal of improving online course success rates. Feedback loops inform continuous improvement in student skills and faculty teaching practices.

**Summary**

The SCC Viking CREW QEP presents a multi-faceted evaluation plan designed to enhance the effectiveness of online learning experiences. The blend of formative and summative assessments, coupled with both direct and indirect evaluation methods, ensures a thorough and adaptive approach to improving online curriculum courses. The plan's emphasis on

continuous feedback, through both quantitative data like student success rates and qualitative insights from surveys and case studies, allows for dynamic adjustments to meet the evolving needs of students and instructors. This proactive approach is instrumental in bridging the performance gap between online and in-person courses and enhancing the overall quality of online education at SCC. This plan's success hinges on its ability to adapt and respond to the findings of these varied assessment tools, thereby ensuring the sustained improvement and success of the Viking CREW initiative.

## **Part VIII - Conclusion**

The Viking CREW Quality Enhancement Plan presents a comprehensive approach to improving student success in online classes at Sampson Community College. Recognizing the unique challenges and opportunities presented by online instruction, this plan focuses on two key components: providing faculty training for online instruction and offering student online preparation courses. By investing in faculty development and equipping students with the necessary skills and resources, we aim to create an inclusive and engaging online learning environment that fosters student success.

Through the implementation of this QEP, we aim to empower our faculty members with the necessary skills and knowledge to deliver high-quality online instruction. By providing them with comprehensive training programs, we are equipping them with the tools and strategies needed to create engaging and interactive virtual learning experiences. This, in turn, will enhance the overall quality of online courses and ensure that students receive the support they need to succeed.

Additionally, the student online preparation courses offered through the Viking CREW will play a vital role in setting students up for success in online learning. These courses will focus on developing essential skills such as time management, digital literacy, and effective online communication. By preparing students to navigate the unique challenges of online classes, we are fostering a culture of self-efficacy and equipping them with the skills necessary to excel in their academic pursuits.

The Viking CREW will serve as a catalyst for positive change, driving student success in online classes at our Sampson Community College. By fostering a culture of innovation, collaboration, and continuous improvement, we are laying the foundation for a vibrant and inclusive online learning environment. With the implementation of this plan, we are confident that our students will thrive and achieve their academic goals in the virtual classroom.

## Part VIX – References

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## Part X – Appendix

### Appendix A: SCC’s Strategic Plan

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## ACHIEVING EXCELLENCE 2022-2025 Strategic Plan

### Planning Assumptions

The College’s strategic plan provides an overview of important emphases that are intended to best position the College to serve its mission over the next three years. The plan is based upon assumptions about the College’s service area, economy, legal framework, and governance.

The following assumption statements are based upon information from the NCCCS dashboard, North Carolina Department of Public Instruction, NC Demography, and Sampson County Administrative Offices.

The following summary highlights assumptions upon which the strategic plan was developed.

#### Our Students

1. The demand for CCP courses will remain but with limited potential for growth.
2. Student and family interest in CIHS, private schools and home schooling is expected to increase. (SECHS applications will continue to greatly exceed enrollment capacity).
3. The College will enroll students outside of Sampson County with some programs increasing students attending from surrounding counties.
4. Enrollment in CTE programs with established local job demand is expected to grow.
5. Distance learning will remain the preferred method of course delivery for many disciplines and programs of study.
6. SECHS students will comprise the principle on-campus enrollment for student activities.
7. Students enrolled in college classes admitted directly from high schools will exhibit learning gaps attributable to the disruption of high school classes from COVID.
8. Inflation will impact students and their families. Commuting costs may significantly increase for students, especially those attending clinical sites.
9. Further enrollment growth will be limited without additional instructional space and personnel for trades programs.
10. Student options for higher education are expanding creating further competition for a declining student population.
11. Student interest in short-term training opportunities will increase further reducing the potential pool of curriculum students.

#### Our Employees

1. The competition to recruit qualified staff and faculty will increase.
2. Organizational changes will be required to meet the financial, operational, and program requirements of the College.
3. Employee life cycles are expected to be shorter than the College’s historical average, contributing to employee turnover.
4. For many positions, ‘home grown’ solutions will be needed to provide qualified faculty and staff.
5. Business continuity planning will become increasingly important.

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**2022-2025 Strategic Plan**

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**Our County**

1. The service area population will continue to decline. (The 2020 county population of 58,638 (down from 2010 population of 63,471) is expected to continue to decline to 56,254 by the end of the decade)
2. Residential growth will continue in western (Roseboro, Salemburg, Autryville) and northern (Midway) Sampson.
3. Sampson County's Hispanic population is projected to nominally increase. (Population in 2020 of 12,207 (20.7%) is expected to increase to 3,107 (23.4%) in 2030)
4. Senior class size for the two public school systems is projected to experience modest grow.
5. Retail business growth will expand through the Highway 24 corridor into Sampson.
6. Engagement with community partnerships with industry leaders and civic groups will continue to be fruitful.

**Our Governance**

1. State leadership will focus on enrollment decline and the challenges of rural colleges.
2. Emphasis on workforce development will continue with accompanying changes in the funding formula.
3. CCP eligibility and funding may change following the completion of a special study by the General Assembly.

**Our Economy**

1. North Carolina will continue to be a national leader in economic growth with business and industry expansion principally identified with the Charlotte to Raleigh corridor.
2. Sampson County's economy will remain predominantly based upon agriculture and agricultural manufacturing.
3. The county tax base may continue to decline. The demand for funding of education and county services will exceed current ad valorem tax income.
4. Graduates will seek employment in surrounding counties continuing current commuting patterns (almost 4 of 10 Sampson residents work outside the county.) A regional labor market is now a reality.
5. Inflation will continue to impact the cost of living for students, employees, college operational expenses, and the cost of construction.

**Our Funding**

1. Increases in the cost of plant operations will exceed county funding.
2. Political advocacy with local, state, and federal policy makers is increasingly important.
3. Campus capital expansion will be limited to state funding as part of annual appropriations from the State Capital Improvement Fund (SCIF) and from other special allocations from the General Assembly.

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**Mission Statement**

The mission of Sampson Community College is to provide accessible and affordable education, workforce training, and lifelong enrichment. The mission is accomplished through outreach, innovative and effective teaching, student support, and community partnerships.

**Vision Statement**

Sampson Community College is the principal provider of workforce development, adult and post-secondary education, and community engagement, enriching the quality of life for the greater Sampson County area.

**Equity Statement**

Sampson Community College supports an inclusive campus environment that fosters respect and values all people. The College is committed to identifying and removing barriers for the advancement of underrepresented students and employees.

**Values**

- |                |           |
|----------------|-----------|
| Accountability | Community |
| Collaboration  | Integrity |
| Communication  |           |

**2022-25 THEMES**

Effectiveness, Engagement, Excellence

**EFFECTIVENESS**

**Goal 1: Effective & Innovative Teaching**

- 1.1 Student experiences in distance learning courses will meet or exceed those in other NCCCS and regional UNC institutions, reflect the creative teaching of SCC faculty, and provide adequate opportunities for supplemental student-faculty engagement.
- 1.2 Promote and increase student participation in work-based learning and apprenticeship opportunities
- 1.3 Support faculty efforts to provide superior instruction in classrooms, laboratories, clinical settings, and shop spaces
- 1.4 Establish crosswalk opportunities for Workforce Development students who choose to seek diplomas or degrees
- 1.5 Expand short-term, high-demand occupational programs for adult learners

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2022-2025 Strategic Plan

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**Goal 2: Effective Student Support**

- 2.1 Effectively employ early intervention strategies that promote academic resilience and meet the learning needs of all students
- 2.2 Develop and employ guided pathways as a tool for student success
- 2.3 Expand access to financial aid for both CE and CU students
- 2.4 Evaluate and restructure student advising
- 2.5 Implement a phased three-year campus instructional plan that elevates and funds the technology needs of students and faculty

**Goal 3: Effective Use of Resources**

- 3.1 Dynamically share instructional spaces and resources
- 3.2 Redefine employee roles to meet the needs of CE and CU students
- 3.3 Develop strategies for plant operations that are manageable within anticipated resources
- 3.4 Promote business continuity
- 3.5 Prepare employees to respond to campus emergencies

**ENGAGEMENT**

**Goal 4: Engage Students**

- 4.1 Identify effective enrollment strategies that best serve underrepresented student populations
- 4.2 Reimagine student onboarding using 'one college' concepts
- 4.3 Celebrate SCC students and their achievements in marketing and outreach
- 4.4 Increase opportunities for on-campus student activities

**Goal 5: Engage Employees**

- 5.1 Identify recruiting strategies that reach a broader and more diverse talent pool
- 5.2 Foster a stronger campus community through collaboration, open communication, and broader participation in planning, policy, and campus development
- 5.3 Strengthen onboarding, mentoring, and offboarding efforts
- 5.4 Redefine contract relationships between employees and college
- 5.5 Celebrate our employees and their value

**Goal 6: Engage Community Partners**

- 6.1 Encourage college-community art and cultural initiatives
- 6.2 Leverage opportunities with Mid Carolina COG Workforce Development Board and county agencies
- 6.3 Increase college representation in community-based events across the county

**EXCELLENCE**

**Goal 7: Student Excellence**

- 7.1 Meet or exceed all NCCCS Performance Measures for Student Success
- 7.2 Support students in transition to careers and institutions of higher learning
- 7.3 Develop and promote educational opportunities for community members interested in life-long learning
- 7.4 Provide pathways to careers via established employer partnerships

**Achieving Excellence**  
**2022-2025 Strategic Plan**

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**Goal 8: Employee Excellence**

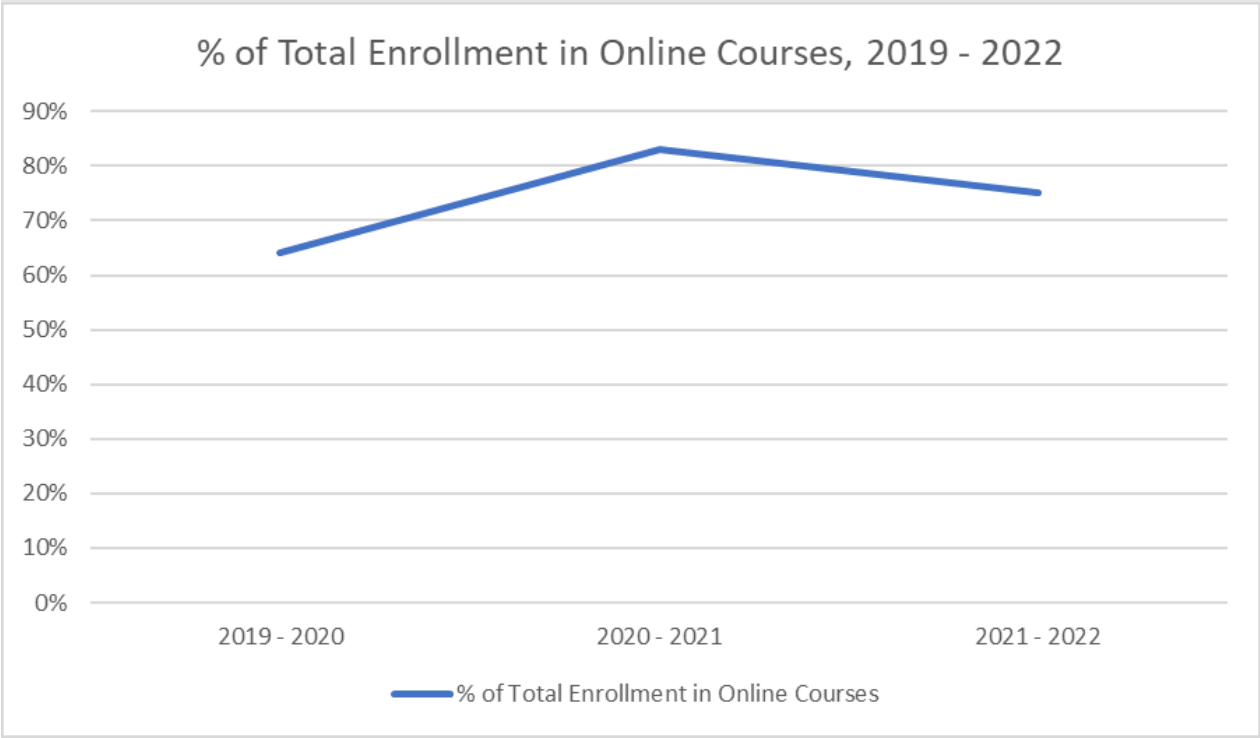
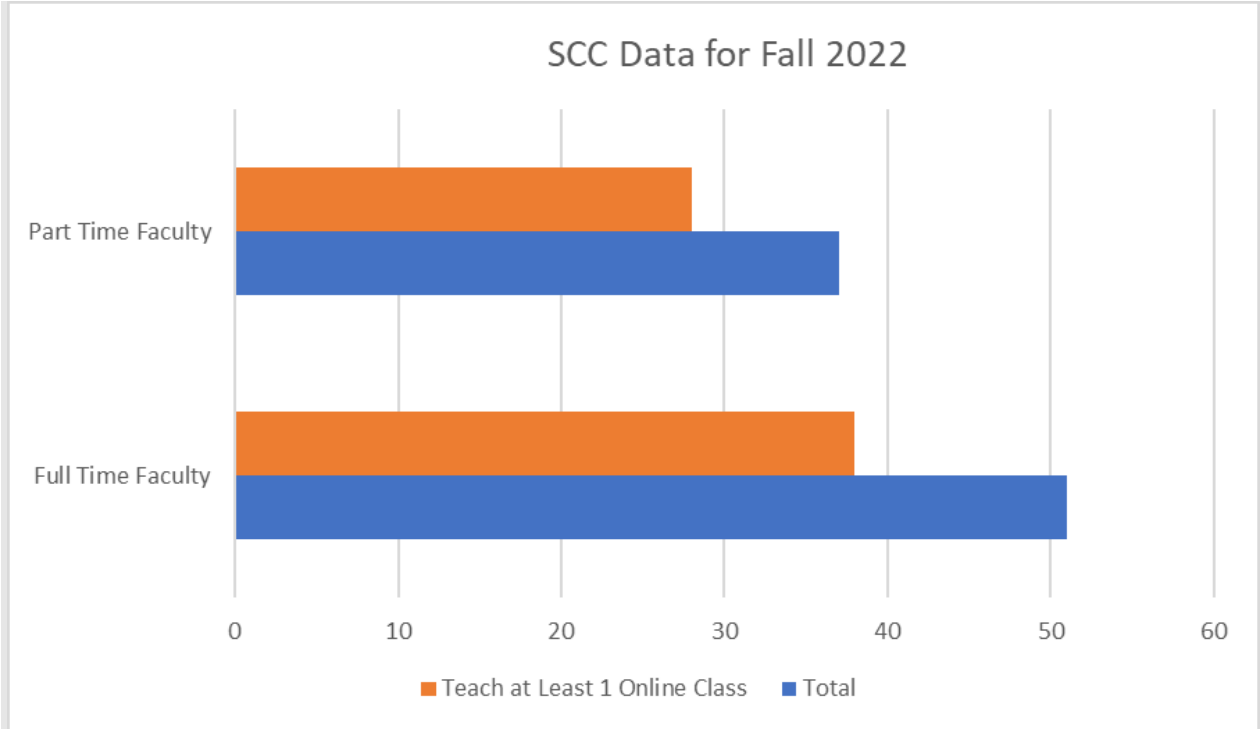
- 8.1 Validate institutional pay plan with peer institutions and revise to ensure competitiveness
- 8.2 Expand opportunities for professional and leadership development
- 8.3 Revise performance evaluation policies and processes
- 8.4 Require professional development for adjunct faculty

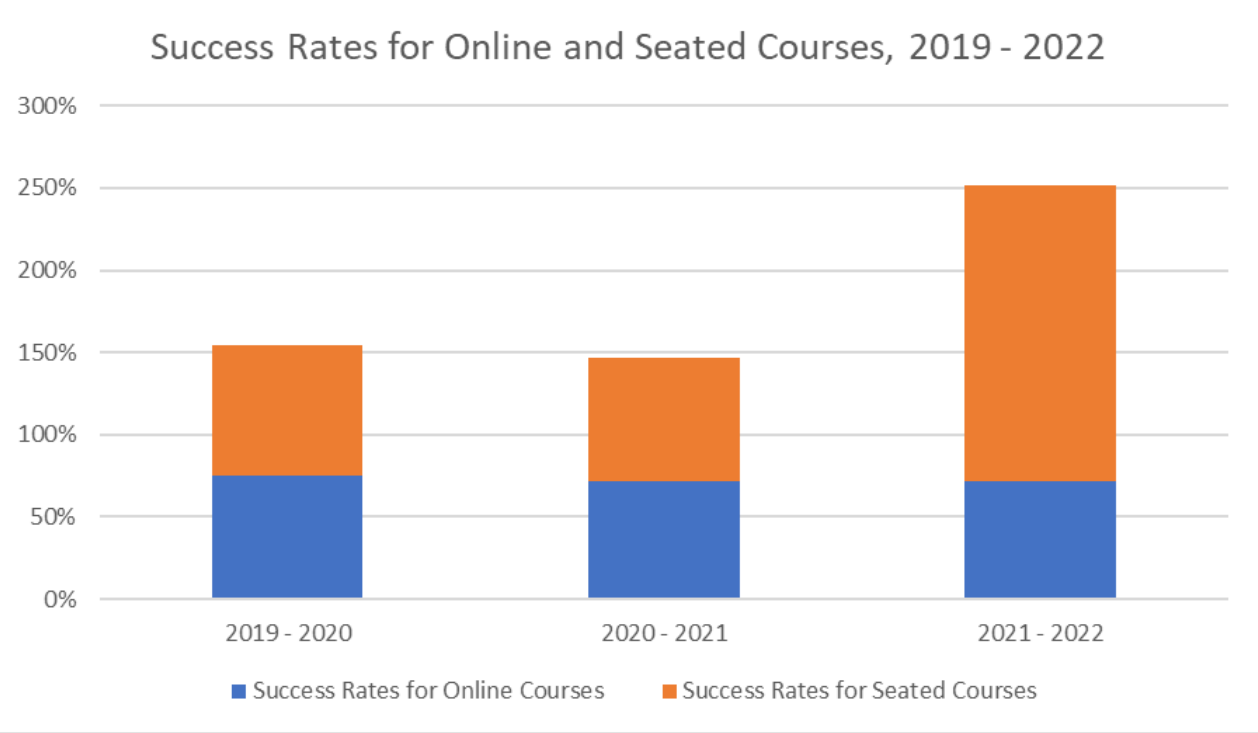
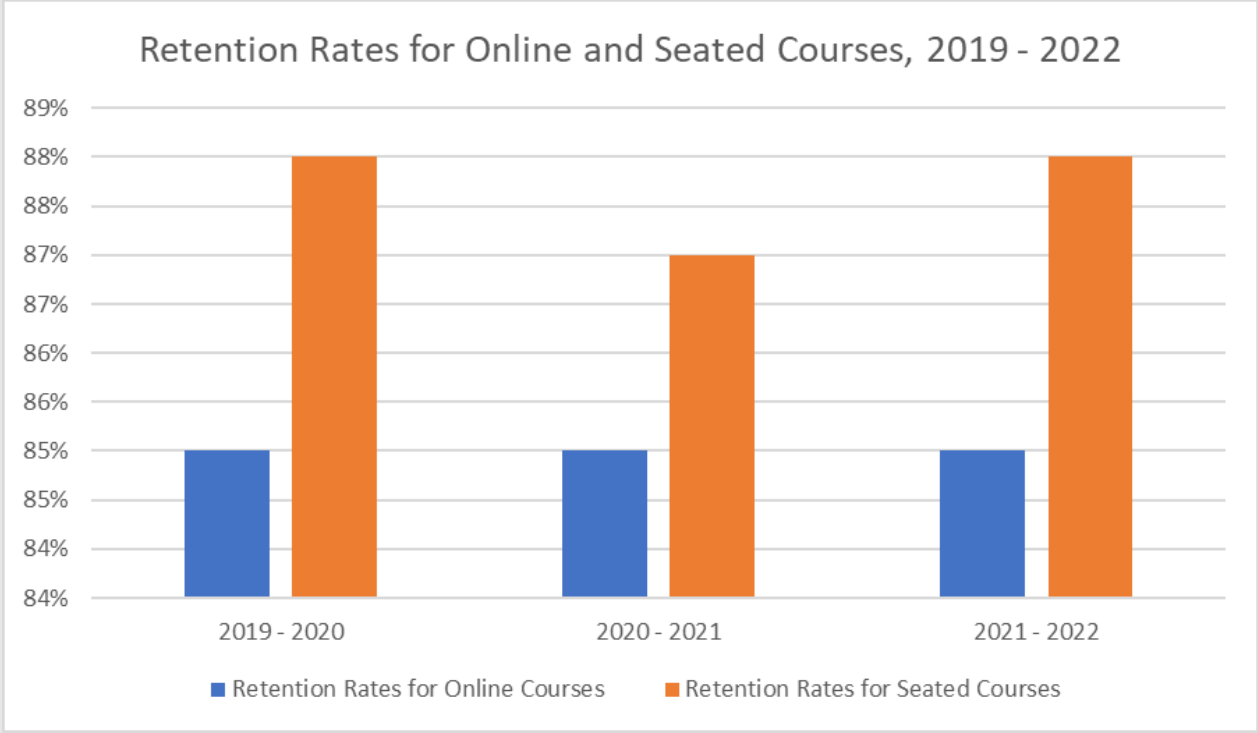
**Goal 9: Campus Excellence**

- 9.1 Revise the master facility plan to address current program and service needs, guide development, and identify anticipated major capital repair expenses
- 9.2 Improve campus safety with installation and training in emergency notification system
- 9.3 Improve way finding and event directions
- 9.4 Remove or replace outdated campus furnishings
- 9.5 Promote faculty-IT collaboration to further technology integration in course content



Appendix B: SCC Historical Data





## Appendix C: QEP Topic Survey

### QEP Topic Selection Survey

Sampson Community College is preparing for reaffirmation of accreditation with SACSCOC. A Quality Enhancement Plan (QEP) will be developed by our institution and will entail a course of action for enhancing student experiences. Through a review of data by the QEP Development Team, three topic choices have been suggested. With the purpose of gaining a better understanding of campus-wide opinions, the QEP Discovery Team asks you to please complete the following short survey concerning the proposed topics:

1. Please indicate your Sampson Community College affiliation:

- Employed full time faculty
- Employed part time faculty
- Employed staff
- Board of Trustee member
- Student
- Community partner

2. Please rank each of the following items in order of importance (with #1 being the most important object to #3 being the least important) relating to student success rates in online courses:

\_\_\_\_\_ advising/success coaching

\_\_\_\_\_ student support services like tutoring/coaching

\_\_\_\_\_ faculty support services like professional development training for online instructors

3. After reading the descriptions provided for each of the options, which one do you believe to be best as a focus for Sampson Community College's QEP?

- A. **Intentional and Ongoing Success Coaching.**
- B. **Boosting Students' Supplemental Resources and Supports.**
- B. **Increased Support for Faculty Teaching Online Courses**

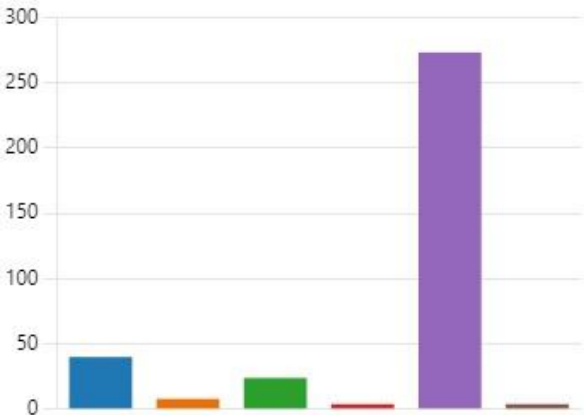
**Appendix D: Breakdown of Survey Results**

**Question responses in chart form:**

1. Please indicate your Sampson Community College affiliation:

[More Details](#)

<span style="color: blue;">●</span> Employed full time faculty	40
<span style="color: orange;">●</span> Employed part time faculty	8
<span style="color: green;">●</span> Employed staff	24
<span style="color: red;">●</span> Board of Trustee member	4
<span style="color: purple;">●</span> Student	273
<span style="color: brown;">●</span> Community partner	4



2. Please rank each of the following items in order of importance (with #1 being the most important to #3 being the least important) relating to student success rates in online courses:


[More Details](#)



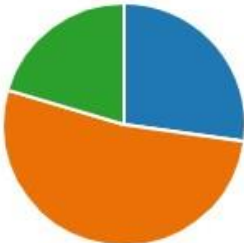
<b>Student support services like tutoring/coaching</b>	<b>Advising/Success Coaching</b>
1st choice: 166 (47%)	1st choice: 119 (34%)
2nd choice: 132 (37%)	2nd choice: 140 (40%)
3rd choice: 55 (16%)	3rd choice: 94 (27%)
<b>Faculty support services like professional development train</b>	
1st choice: 68 (19%)	
2nd choice: 81 (23%)	
3rd choice: 204 (58%)	

3. After reading the QEP topic descriptions, which option do you believe to be best as a focus for Sampson Community College's QEP?

[More Details](#)

 Insights

- Intentional and Ongoing Succes... 96
- Boosting Students' Supplement... 185
- Increased Support for Faculty Te... 72



## **Appendix E: Student Focus Group**

### **Summary of Student Focus Group Findings**

#### **1. What can SCC do to make students feel more supported?**

- More teacher interactions with online instruction
- Better organization with online instructions and ensuring all online assignments are open on time.
- Online courses also need to have expectations communicated upfront

#### **2. Why do you feel that students do not seek out tutoring?**

- Students might feel embarrassed to ask or seek a tutor.
- It would help if instructors could be more involved and help students seek tutoring.

#### **3. How could a student staff member establish a better relationship with new students?**

- Set up an appointment with students and have more face-to-face student interactions.... Students feel with online teaching; they are missing out on interactions with their teachers.
- Students feel ACA is a waste of time, and SCC must consider restructuring the ACA class.
- Discussion forums in online courses need improvement.
- Students feel they should have access to the syllabus before signing up for programs to see what kind of workload this course offers.

#### **4. During your time here at SCC, do you feel that you have built a positive relationship with others on campus? If so, explain with who and how those relationships came about.**

- Excellent and welcoming support with student services.
- Spring and fall flings make students feel welcome.
- Resume building workshops and other real life support services help a lot.

#### **5. How can SCC better help students achieve their academic or career goals?**

- Help with job placement and internship.
- Study groups
- Make students aware of all available resources on Campus.

## **Appendix F: QEP Committee and Team Members**

### **QEP Core Team**

Dr. Crystal White (Co-Chair) *Dept. Chair, Social Sciences, Humanities, & Fine Arts*

Britt Honeycutt (Co-Chair) *Dept. Chair, English & Communication*

Angela Warner, *Coordinator, Planning & Research*

Dr. Marvin Rondón, *Dean, Student Services*

Emily Brown, *Director, Institutional & Student Success*

Casey Knowles, *Instructor, History*

Alisha Carwise, *Instructor, Nursing*

### **QEP Discovery Committee**

Blair Hairr (Co-Chair) *Vice President, Academic & Student Affairs*

Dr. Crystal White (Co-Chair) *Dept. Chair, Social Sciences, Humanities, & Fine Arts*

Dr. Marvin Rondón, *Dean, Student Services*

Dr. Susan Baxter, *Division Chair, Education, Business & Human Services Technology*

Angela Warner, *Coordinator, Planning & Research*

Michelle Millikin, *Director, Learning Resource Center*

Marion Pope, *Director, Distance Learning*

Lisa Turlington, *Dean, Advancement*

Amanda Raynor, *Coordinator, Student Engagement & Enrollment*

Holly Brewington, *Financial Aid & Veterans Affairs Specialist*

Emily Brown, *Director, Institutional & Student Success*

Chet Bass, *Dept. Chair, Agricultural Technologies*

Amanda Jasinski, *Dept. Chair, Criminal Justice*

Lauren Huskey, *Dept. Chair, Business & Accounting*

Jennifer Eavenson, *Division Chair, Arts & Sciences*

Alisha Carwise, *Instructor, Nursing*

John Turner, *Coordinator, EMS Clinical*

Naomy Guadalupe Flores, *Student President, SGA*

**QEP Implementation Teams**

***Viking Crew Course Team***

Dr. Crystal White (Co-Chair) *Dept. Chair, Social Sciences, Humanities, & Fine Arts*

Britt Honeycutt (Co-Chair) *Dept. Chair, English & Communication*

Lauren Huskey, *Dept. Chair, Business & Accounting*

Susan Jernigan, *Instructor, Math*

Emily Johnson, *Instructor, English*

Jamie Cannady, *Student Success Coordinator*

***Viking Navigator Course Team***

Dr. Crystal White (Co-Chair) *Dept. Chair, Social Sciences, Humanities, & Fine Arts*

Britt Honeycutt (Co-Chair) *Dept. Chair, English & Communication*

Nathan McKee, *Dept. Chair, Information Technology*

Thomas C. Knowles, *Instructor, History*

Melissa Ezzell, *Instructor, Math*

***Viking CREW Marketing Team***

Dr. Crystal White (Co-Chair) *Dept. Chair, Social Sciences, Humanities, & Fine Arts*

Britt Honeycutt (Co-Chair) *Dept. Chair, English & Communication*

Amanda Raynor, *Coordinator, Student Engagement & Enrollment*

Brett Feight, *Director of Marketing*

***Viking CREW Maintenance Team***

Dr. Crystal White (Co-Chair) *Dept. Chair, Social Sciences, Humanities, & Fine Arts*

Britt Honeycutt (Co-Chair) *Dept. Chair, English & Communication*

Dr. Marvin Rondón, *Dean, Student Services*


Amanda Jasinski, *Dept. Chair, Criminal Justice*

Billie Jo Pittman, *Registrar*



# Appendix G: OSCQR Rubric for SCC Course Evaluation

OLC QUALITY SCORECARD SUITE





## OSCQR Course Design Review

OLC Quality Scorecard Suite: OSCQR 4.0

Need Help? Click on a colored button for requirements and resources from your OSCQR rating. Estimated time needed for review: 60 hours or less

		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
1. COURSE OVERVIEW AND INFORMATION							
1.	Course includes Welcome and Getting Started content.						
2.	Course provides an overall orientation or overview, as well as module-level overviews to make course content, activities, assignments, due dates, interactions, and assessments, predictable and easy to navigate/find.						
3.	Course includes a course information area and syllabus that make course expectations clear and findable.						
4.	A printable syllabus is available to learners (PDF, HTML).						
5.	Course includes links to relevant campus policies on plagiarism, computer use, Bring your own device, accommodating disabilities, etc.						
6.	Course provides access to online learner success resources (technical help, support services, translator, academic literacy, tutoring).						
7.	Course information states whether the course is fully online, blended, or with enhanced.						
8.	Course provides appropriate guidelines for successful participation regarding technical requirements (e.g., browser version, mobile, publisher resources, secure content, pop-ups, browser issues, microphone, webcam).						
9.	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.						
10.	Course provides contact information for instructor, department, and program.						

\* Resources that specifically address, or can be leveraged to support the requirements to Register with Subsequent Interaction (RSI).

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OLC QUALITY SCORECARD SUITE

OLC Quality Scorecard Suite: OSCQR 4.0

Need Help? Click on a colored button for requirements and resources from your OSCQR rating. Estimated time needed for review: 100 hours or less

		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
2. COURSE TECHNOLOGY & TOOLS							
11.	Accessible skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.						
12.	Technical skills required for participation in course learning activities are stated in a timely manner (orientation, practice, and application - where appropriate).						
13.	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.						
14.	Course includes links to privacy policies for technology tools.						
15.	Any technology tools meet accessibility standards.						
3. DESIGN AND LAYOUT							
16.	A logical, consistent, and uncluttered layout is established. The screen is easy to navigate (consistent color schemes and icon layout, related content organized together, self-evident titles).						
17.	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.						
18.	There is enough contrast between text and background for the content to be easily viewed.						
19.	Instructions are provided and well written.						
20.	Course is free of grammatical and spelling errors.						
21.	Text is formatted with size, headings, and other styles to enhance readability and improve the structure of the document.						
22.	Flashing and blinking text are avoided.						
23.	A sans-serif font with a standard size of at least 12 pt is used.						
24.	When possible, information is displayed in a linear format instead of as a table.						
25.	Tables are accompanied by a title and summary description.						
26.	Table header rows and columns are assigned.						
27.	Slideshows use a predefined slide layout and include unique slide titles.						
28.	For all slideshows, there are simple, non-automatic transitions between slides.						

\* Resources that specifically address, or can be leveraged to support the requirements to Register with Subsequent Interaction (RSI).

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OLC QUALITY SCORECARD SUITE

OLC Quality Scorecard Suite: OSCQR 4.0							
Need item? Click on a standard below for representative and illustrative items. <a href="https://olc.org/oscqr">https://olc.org/oscqr</a> July 2018.		Efficiently Present	Minor Revision	Substantive Revision	Major Revision	Not Applicable	Action Plan
©2020 Online Learning Consortium. All rights reserved. <a href="https://www.ols.org/olc/">https://www.ols.org/olc/</a>		1-2 hour or less	3-5 hour	6-8 hour	9+ hour		
<b>4. CONTENT AND ACTIVITIES</b>							
29.	Course offers access to a variety of engaging resources to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor.						
30.	Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.						
31.	Course provides activities that enable real-world applications of the discipline, such as experiential learning, case studies, and problem-based activities.						
32.	Where available, Open Educational Resources, free, or low-cost materials are used.						
33.	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.						
34.	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.						
35.	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.), and audio description is provided for video-only content.						
36.	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.						
37.	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").						
<b>5. INTERACTION</b>							
38.	Regular and substantive instructor-to-student expectations, and predictable/scheduled interactions and feedback, are present, appropriate for the course length and structure, and are easy to find.						
39.	Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interaction/communication channels.						
40.	Learners have an opportunity to get to know the instructor.						
41.	Course provides activities intended to build a sense of class community, support open communication, promote regular and substantive interaction, and establish trust (e.g., ice-breaking activities, Course Bulletin Board, planned Office Hours, and dedicated discussion forums).						
42.	Course offers opportunities for learner-to-learner interaction and constructive collaboration.						
43.	Course provides learners with opportunities in course interactions to share resources and apply knowledge from diverse sources of information with guidance and/or standards from the instructor.						

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OLC QUALITY SCORECARD SUITE

OLC Quality Scorecard Suite: OSCQR 4.0							
Need item? Click on a standard below for representative and illustrative items. <a href="https://olc.org/oscqr">https://olc.org/oscqr</a> July 2018.		Efficiently Present	Minor Revision	Substantive Revision	Major Revision	Not Applicable	Action Plan
©2020 Online Learning Consortium. All rights reserved. <a href="https://www.ols.org/olc/">https://www.ols.org/olc/</a>		1-2 hour or less	3-5 hour	6-8 hour	9+ hour		
<b>6. ASSESSMENT AND FEEDBACK</b>							
44.	Course grading policies, including consequences of late submissions, are clearly stated in the Course Information System materials.						
45.	Course includes frequent, appropriate, and authentic methods to assess the learners' mastery of content.						
46.	Criteria for the assessment of a graded assignment are clearly articulated (rubric, exemplary work).						
47.	Course provides opportunities for learners to review their performance and assess their own learning throughout the course (via pre-tests, self-tests with feedback, reflective assignments, peer assessment, etc.).						
48.	Learners are informed when a final response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.						
49.	Learners have easy access to a well-designed and up-to-date gradebook.						
50.	Course includes the opportunity for learners to provide descriptive feedback on their experience in the online course, the course design, content, user experience, and technology.						
<b>OVERALL FEEDBACK</b>							

Resources that specifically address, or can be leveraged to support, the requirements for Regular and Substantive Interaction (RSI).

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**Appendix H: Budget and Resources**

Component	Item Description	Planning 2022-23	Planning 2023-24	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Total	Fund Source
<b>Personnel</b>	Assigned Staff	\$59,588	\$73,316	\$73,316	\$73,316	\$73,316	\$73,316	\$73,316	\$499,484	State
	Logo (Contract)	\$300							\$300	
	Navigator Design (Contract)		\$9,000						\$9,000	
<b>Campus Advertising</b>	Outdoor Banners	\$1,713							\$1,713	State
<b>Marketing</b>	T-Shirts		\$1,605						\$1,605	SCC Foundation
	Tumblers		\$1,926						\$1,926	
	Stickers		\$387.34						\$387.34	
	Promo materials/supplies		\$630	\$300	\$100	\$100	\$100	\$100	\$1,330	
<b>Crew Course</b>	Advantage Design Group (software dev.)	\$19,000			\$6,000	\$6,000	\$6,000	\$6,000	\$43,000	State
<b>Professional Development</b>	SACSCOC Conferences	\$1,922	\$1,800	\$3,600	\$1,800	\$1,800	\$1,800	\$1,800	\$14,522	State
	OLC Training		\$2,000	\$4,000	\$4,000	\$4,500	\$4,500	\$5,000	\$24,000	
<b>General</b>	Printing		\$300	\$300	\$150	\$150	\$150	\$150	\$1,200	State
	OLC Membership & OSQR Course Eval.		\$2,901	\$1,301	\$1,301	\$1,301	\$1,301	\$1,301	\$9,406	State
	Student Awareness & Engagement		\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$9,600	Institutional
<b>Totals</b>		\$82,523	\$95,465.34	\$84,417	\$88,267	\$88,767	\$88,767	\$89,267	\$617,473.34	

**Appendix I. “Launch the Ship” Event Photos  
Pictures**



**Screen Shots**



Appendix J: Next Steps

Sampson Community College is committed to the principles of equal educational and employment opportunities for all.



ENROLLMENT CHECKLIST

**You are one step closer to your journey as a SCC Viking! For your admissions application to be fully processed, please ensure the following items are complete:**

- Submit Official High School or High School Equivalency/GED Transcript**
- Submit Official College Transcripts (if applicable)**  
 Transcripts are considered official if they are unopened and/or sent to SCC directly from the institution (mail or electronically).  
 Mail: SCC Admissions Office      Electronically:  
 PO Box 318                              transcripts@sampsoncc.edu  
 Clinton, NC 28329
- Confirm your Residency Determination**  
 Each student is assigned a Residency Certification Number (RCN). Prior to registering for classes, it is important to confirm that your RCN has not expired. Please login to your account at [www.ncresidency.org](http://www.ncresidency.org). If it has expired, you will need to update your information. If you are classified as Out-Of-State for tuition purposes, and feel that is incorrect, please complete a Reconsideration or Appeal. If there are any changes to your residency status, please contact the Office of Admissions at [admissions@sampsoncc.edu](mailto:admissions@sampsoncc.edu)
- Apply for Financial Aid**  
 Complete the FAFSA - Free Application for Federal Student Aid at [www.studentaid.gov](http://www.studentaid.gov).  
 Sampson Community College FAFSA Code: 007892  
 Financial Aid Questions? Please email [finaid@sampsoncc.edu](mailto:finaid@sampsoncc.edu)
- Complete the online Viking Orientation & Viking CREW Course**  
 The Viking Orientation & Viking CREW Course Apps can be found under your Single Sign-On.  
 \*Former CCP Students are required to complete the Viking Orientation.
- Meet with your Success Coach. Schedule an appointment by emailing [studentsuccess@sampsoncc.edu](mailto:studentsuccess@sampsoncc.edu)**
- Advising & Registration**  
 See enclosed handout for additional advising & registration information.  
 High school seniors will not be eligible to register for classes until the final high school transcript is received.
- Pay Tuition & Fees**  
 See enclosed handout for additional payment deadlines
- Receive SCC Student ID & Parking Pass**
- Purchase Textbooks**  
 For more information visit: [Sampsoncc.edu/bookstore](http://Sampsoncc.edu/bookstore)



SIGN UP FOR TEXT ALERTS!

Text "vikingwire" to 67283 to receive registration information, event dates, weather alerts, and more!

BEGIN HERE

go anywhere

## **Appendix K: Glossary of Terms**

**Blended:** A course that combines both face-to-face and online elements. Course content is delivered inside a traditional classroom setting with student communication and interactions that occur online.

**Crew Course:** SCC's online student preparation course. Newly admitted students are required to successfully complete this course before enrolling in coursework.

**Face-to-face:** A course in which 100% of the content delivery and teaching occur inside a traditional classroom setting on campus.

**Gateway Course:** SCC's gateway courses are credit-bearing English and math courses, including ENG 110, ENG 111, MAT 110, MAT 143, MAT 152, and MAT 171.

**Hybrid:** A course that combines both face-to-face and online elements. Typically, 50% of the course is delivered inside a traditional classroom setting and 50% of the course is delivered online.

**LMS:** Learning Management System – a software platform used for teaching and learning. SCC's LMS is Moodle.

**Moodle:** Sampson Community College's online learning management system.

**Navigator Course:** SCC's online faculty readiness course.

**Online Course:** A course in which 100% of the content delivery and teaching occurs in a learning management system or utilizing electronic tools over the Internet.

**OSCQR:** Developed by teams of SUNY online experts, OSCQR provides a process, an online dashboard, and interactive rubric to systematically review and refresh the instructional design and accessibility of online and blended courses, as well as complete online degree programs.

**Retention:** For the purposes of SCC's QEP, retention refers to students who remain enrolled in a course through the end of the semester.

**Success:** For the purposes of SCC's QEP, students are considered successful after passing a course with a grade of "C" or higher.

**Viking CREW:** SCC's Quality Enhancement Plan, Connected & Ready for Education on the Web.

**Web-Assisted Course:** College credit or continuing education course in which the primary delivery method is traditional, face-to-face, seated instruction with a requirement that students have Internet access as a supplemental part of the course. (Definition adapted from North Carolina Community College System website.)