

Pasco-Hernando Community College



Using Technology to Enhance Instruction and  
Streamline Student Development Services

## **Quality Enhancement Plan**

On-Site Review October 13-15, 2009

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## I. EXECUTIVE SUMMARY

Get eSmart is Pasco-Hernando Community College's (PHCC's) Quality Enhancement Plan to enhance student learning using technology in the educational experience. The project targets student success in online classes and use of online student development services. Get eSmart builds upon the foundation of PHCC's quality online courses and its currently available online student services. This QEP incorporates technologically innovative areas of the College, adding student-focused initiatives to create one comprehensive plan to position and establish PHCC as a student-centered eLearning institution.

The Get eSmart Plan enhances student learning by providing new and enhanced learning experiences for students to (1) improve retention and success in online courses, (2) integrate online student services as part of the academic planning process, and (3) utilize instructional technology in face-to-face courses.

Get eSmart was developed after broad discussions and extensive research. Each campus and each constituency group was involved in the development of the QEP. Students, faculty, staff, and trustees have been involved in topic selection, campus discussions, planning and writing, and will ultimately be involved with the process of implementation.

An initial pilot phase is scheduled for the 2009-2010 academic year, creating a bridge between current PHCC initiatives and the planned Get eSmart enhancements. During the five year project, Get eSmart will add staff, training, and services. Two instructional designers and three student advisors are planned staff additions. Faculty training with instructional technology will be increased and the number of sections of online courses will be expanded. Minimum standards of technical training for faculty will be recommended, along with specific instructional technology usage in all classes. Some new online services will be customized and developed in-house, such as the Sample eCourse. Other new online services, such as creating an online orientation for new students, will be contracted to an outside vendor.

Assessment of the QEP includes quantitative and qualitative measures, along with process evaluations which will be used to direct quality improvements. The Get eSmart Project Coordinating Committee, headed by a Get eSmart Project Director, is responsible for the plan's implementation. The Get eSmart Project Coordinating Committee reports to PHCC's SACS Reaffirmation Steering Committee and provides annual progress reports.

A budget, timeline of activities, and strong foundational infrastructure demonstrate PHCC's commitment and dedication to the success of Get eSmart. With the completion of this QEP, the College will stand at the forefront of technologically delivered classes.

## II. INTRODUCTION

### II A. Pasco-Hernando Community College's Mission and Vision Statements

MISSION OF THE COLLEGE (2009-2010 Annual Strategic Plan): *"Pasco-Hernando Community College (PHCC) serves the educational needs and interests of our community. As a comprehensive, multi-campus community college, PHCC provides an accessible, diverse learning environment rich with opportunities for students to attain academic success and cultural growth. PHCC assists students in enhancing their knowledge, skills, abilities, and attitudes, and in developing as individuals and as citizens of a global society."*

VISION STATEMENT (2009-2010 Annual Strategic Plan): *"Pasco-Hernando Community College (PHCC) is a dynamic, learning-centered educational institution, with a faculty and staff who are dedicated to student success, teaching excellence, and community service."*

### II B. History of Pasco-Hernando Community College

As described in the 2009-2010 Catalog Student Handbook (p. 9) and the 2007 PHCC Fact Book (pp. 9-11), Pasco-Hernando Community College (PHCC) is the last link in Florida's 28 community colleges. PHCC was established by the Florida Legislature in 1967 to serve the residents of Pasco and Hernando counties.

Both counties are located on the central west coast of Florida, just north of the Tampa Bay area and retain a relatively rural character, despite rapid growth in Hernando County and western Pasco County. The two counties encompass nearly 1,300 square miles.

In August 1972, PHCC's first classes were held in rented facilities. Since then, three campuses and one center have been constructed to accommodate the needs of an expanding population. Construction of the East Campus in Dade City began in 1973. Next, a 140-acre site was chosen near New Port Richey for the West Campus. Initial construction of this site began in July 1975 and was finished one year later. Then, in 1974, 100 acres in Brooksville were selected for the site of the North Campus. Finally, the Spring Hill Center was opened in 1979 to provide residents of Hernando County with non-laboratory credit courses, computer courses and continuing education courses. Construction of a new permanent campus in Spring Hill is scheduled to be completed in the fall of 2010. In addition, the college is currently planning for a possible campus in the rapidly expanding Wesley Chapel area of southern Pasco County.

PHCC has grown considerably since its inception. In 1972, the opening enrollment was 603 students. In 2006-2007, PHCC enrolled over 13,000 students in the college's credit and noncredit offerings.

As the enrollment has grown over the past 35 years, so has the number of full-time employees. When classes began, the college employed only 12 full-time employees. Today, PHCC employs over 300 full-time faculty and staff and is one of the larger employers in Pasco and Hernando counties.

The budget has also grown substantially over the past years. The legislature allocated \$36,492 for PHCC's initial operating budget. In comparison, the 2007-2008 operating budget was \$30.1 million.

### **II C. Focus of PHCC's Quality Enhancement Plan and Student Outcomes**

The institution's mission, vision, and strategic plan are the cornerstones for PHCC's Quality Enhancement Plan, named "Get eSmart". The plan centers on enhancing PHCC's "*accessible, diverse teaching and learning environment*" (Mission of the College). PHCC's QEP depends upon "*faculty and staff who are dedicated to student success*" (Vision Statement) to play major roles in the implementation of this plan. Designed to deliver enhanced student eLearning, Get eSmart addresses student success in online classes, expands online student development services, and empowers students' self-efficacy. The following student learning outcomes are the anticipated results of implementing Get eSmart:

- PHCC student retention and success in online courses will increase.
- PHCC students will increasingly integrate online student development services as part of their academic planning process.
- PHCC students will utilize the online learning management system, known as myPHCC, in face-to-face courses.

Get eSmart promotes excellence in its outstanding faculty and staff by providing professional development for online trends and pedagogy, assuring PHCC's ability to "*develop and maintain state-of-the-art academic programs and support services and to provide effective instruction in a variety of modalities that enhance student learning and success*" (Pasco-Hernando Community College Annual Strategic Plan 2009-2010 p. 7).

### **II D. Key Terms**

The following terms (listed alphabetically) are used throughout this document to describe key elements of Get eSmart.

ANGEL: ANGEL is the learning management system used at PHCC.

Asynchronous instruction: Asynchronous instruction means student and faculty member interaction has time delays, such as occurs in email or traditional correspondence by mail.

Course: A Course is designed to offer specific subject matter. PHCC's course prefixes, numbers, titles, and objectives are developed in compliance with Florida's Statewide Course Numbering System. Courses at PHCC are offered in a variety of delivery modes: face-to-face, online, and hybrid.

eLearning (also referred to as Distance Education or Online Learning): As defined by the Commission on Colleges, Southern Association of Colleges and Schools, eLearning is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may employ correspondence study or audio, video, or computer technologies.

Face-to-Face Course: A face-to-face (F2F) course uses the delivery method in which the majority of course content is delivered, usually in a lecture format, when student and instructor are in the same location. A face-to-face course may or may not use technology-enhanced instructional methods.

Hybrid/Blended Course: A hybrid or blended course utilizes a delivery method that enhances instruction with technology but maintain face-to-face classroom settings. For hybrid/blended classification, the Florida Distance Learning Task Force recommends 50% to 79% of direct instruction be delivered utilizing some form of technology when student and faculty member are separated by time, space, or both.

Learning Management System (LMS): An LMS is web-based software used for the delivery of an online course, providing learning content and facilitating the administration and management of the course. Blackboard, WebCT, ANGEL, and Moodle are commonly used learning management systems.

myPHCC: myPHCC is the ANGEL learning management system customized for PHCC. myPHCC is a student portal providing access to student e-mail, all enrolled courses, links to web registration, information, and more.

Online Course: For online classification, the Florida Distance Learning Task Force recommends 80% or more of direct instruction take place when the student and faculty member are separated by time, space, or both.

Student Learning: Using the definition adopted by the PHCC General Education Review Committee, November 14, 2007, student learning is a set of outcomes measured by students' demonstration of new knowledge, skills, attitudes, and abilities, attained as a result of their engagement in a particular set of collegiate experiences. The phrase "set of collegiate experiences" applies to any instructional modality.

Student Success: Student success in a course is defined as a student's completing the course in which the student is enrolled with a grade of C or higher.

Synchronous instruction: Synchronous instruction means student and faculty member interact at the same time, such as in a face-to-face class setting.

### **III. BROAD-BASED INVOLVEMENT**

A Quality Enhancement Plan (QEP) is a Core Requirement of the Southern Association of Colleges and Schools, Commission on Colleges, reaffirmation process. As indicated by Core Requirement 2.12, a QEP is a focused, in-depth plan prescribing a course of action significantly impacting the quality of student learning. The QEP is a "forward looking" plan written with broad-based involvement and support. This document details the development of PHCC's Quality Enhancement Plan, as well as the substantive, qualitative, and quantitative measures incorporated into it.

#### **III A. Topic Screening Committee**

The QEP topic was selected by a collaborative process involving faculty, staff, students, and approved by the District Board of Trustees as described below.

The SACS Reaffirmation Steering Committee, appointed by Dr. Katherine Johnson, President of the College, was given the responsibility of overall coordination and completion of the reaffirmation process including the Compliance Report, the QEP and any follow-up reports or actions required by SACS as a result of its reaffirmation review. Membership consists of the College President; Vice President of Administration and Finance; Vice President of Instruction/Provost, West Campus; Vice President of Student Development and Enrollment Management; Provost, East Campus; Provost, North Campus; Dean of Institutional Advancement/Executive Director of the PHCC Foundation; College Attorney/Director of Governmental Affairs; Dean of Institutional Technology; Associate Dean of Institutional Research and Assessment; and the Get eSmart Project Director.

In September 2007, President Johnson appointed twenty-five PHCC employees to the ad hoc "Quality Enhancement Plan (QEP) Screening Committee." Committee members consisted of support staff, managers, faculty, and administrators from all three campuses who represented numerous and diverse program units throughout the College. The Associate Dean of Instructional Services was appointed to chair the committee. The charge to the committee was to identify, research, discuss, and analyze potential topics for the College's QEP and to present those topics for voting purposes to the entire College community.

The screening committee held six meetings in order to accomplish its charge. The College's Office of Institutional Research and Assessment provided an overview of student demographics and reviewed the results of the PHCC's Community College

Faculty Survey of Student Engagement (CCFSSE) and the Community College Survey of Student Engagement (CCSSE) to provide a clear picture of the student body and its interests. The Chair of the QEP Screening Committee presented an overview of the QEP topic identification process, the QEP's focus on student learning, and its role in the College's SACS reaffirmation process. The committee reviewed a list of QEP topics selected by other postsecondary institutions and then broke into small "brainstorming" groups to identify and narrow a list of potential topics that benefit PHCC students, align with PHCC's strategic plan, and reinforce PHCC's mission.

Campus Provosts held focus group meetings for students and staff at all three campuses from October 15-19, 2007, to discuss potential topics. The topics were also presented to students and discussed during meetings of the Student Government Association (SGA). Each campus has a Student Government Association whose membership is composed of all students at the campus. The purpose of SGA is to promote active, responsible, and cooperative citizenship through participation and self-government and to participate in the planning of extracurricular activities. The SGA at each campus is led by an elected executive board, senators and representatives from each of the active student clubs and organizations on campus.

The topic selection process continued with the QEP Screening Committee Chair introducing the QEP topics to the PHCC employees: faculty, staff, and administrators on All College Day, PHCC's annual in-service day, October 24, 2007.

In a series of breakout sessions, the committee members presented information on each topic, facilitated discussion, and then conducted balloting. In addition, students voted on the topics at SGA meetings. At the conclusion of this process, "Using Technology to Enhance Instruction and Streamline Student Development Services" was chosen as the QEP topic. The QEP Screening Committee then recommended this topic to the College's SACS Reaffirmation Steering Committee. The topic was approved by the District Board of Trustees on November 20, 2007.

### **III B. Planning Committee**

As with the process for determining the QEP topic, developing the plan was a combined effort with broad-based involvement. Through the collaborative work of faculty, staff, administrators, students, and the District Board of Trustees, PHCC's Quality Enhancement Plan evolved from the selected topic to a plan that, when implemented, will enhance student learning at PHCC.

In a "First Monday Report" message to the College community, President Johnson requested volunteers to serve on the QEP Planning Committee (2008, January 7). The QEP Planning Committee, chaired by the Get eSmart Project Director, would develop and write the Quality Enhancement Plan in compliance with SACS guidelines.

In April, 2008, President Johnson appointed the 28 member QEP Planning Committee (2008, April 7, 2008, Appendix I). The members of the QEP Planning Committee represented faculty, administration, staff, and students. The QEP development process sought and incorporated ideas and suggestions from all areas and locations of the College. In addition to the QEP Planning Committee, 15 QEP Liaisons were appointed to serve as information resources for each campus (Appendix I). The QEP Liaisons also provided broad-based involvement consisting of faculty, staff personnel, administrators, SGA presidents, and a member of the District Board of Trustees. The QEP Planning Committee held its first meeting April 18, 2008, and began work. Each member of the committee was equipped with a resource notebook containing documents relevant to the development of a Quality Enhancement Plan, including "The QEP Handbook" from SACS.

### **III C. Development Process**

QEP campus meetings, similar to those held during topic selection, were held soon after the first QEP Planning Committee meeting. These "Listening Sessions" encouraged discussion on the chosen topic and involved the campus community early in the development process. To facilitate open communication, a QEP Planning Committee Online Group was initiated using myPHCC (Appendix II). All QEP Planning Committee members had access to the discussion boards and could log into the online group at any convenient time, reading comments from other posts and adding their own comments. During the formative months, the committee members were able to discuss ideas with their peers, students, and other interested stakeholders and post comments to the Discussion Board. By providing 24/7 communication asynchronously, discussions were not limited to face-to-face participation.

The QEP Planning Committee examined the quality and development of current online courses, data of student success in online courses, student usage of support services, technologically enhanced support services, and faculty preparation for eLearning instruction. The committee also reviewed research and literature, QEP's from other colleges, and best practices pertaining to the selected QEP topic.

The Assistant Dean of Academic Technology summarized information contained in the eLearning Operational Guidelines and recent policy updates affecting eLearning. Policy changes require eCertification of faculty as online instructors, and the Master eCourse Design process will be used for the development of new online courses. Providing additional helpful information, the Associate Dean of Student Enrollment and Retention explained processes students use for admission, registration, and other available online services. The information, detailed above, was fundamental to the committee's understanding of current status and future plans.

In July 2008, members of the QEP Planning Committee gathered for an intense “All Day Workday,” resulting in a focused direction for the QEP with goals and possible implementation steps. The QEP now had broad structure and goals, but would undergo many changes as the plan began to narrow its focus.

Ideas for QEP titles continued to pepper discussions. With the concurrent release of the movie Get Smart, the title Get eSmart captured the imaginations of committee members. All aspects of the title seemed to fit well with the QEP’s tentative goals, which were presented to the SACS Reaffirmation Steering Committee for approval, along with the Get eSmart title. Upon approval, PHCC’s QEP was officially designated “Get eSmart.”

On All College Day, October 22, 2008, Get eSmart was presented to the PHCC community using a humorous skit (a take-off of the 1960’s TV show Get Smart) and a one page summary of the plan (Appendix III). In addition, a survey to determine perception of technology was distributed. A total of 307 surveys (a 90.3% response rate) were returned, indicating PHCC has a positive perception of instructional technology in education (Appendix IV).

During the fall months of 2008, many Listening Sessions were held throughout the College. In a concerted effort to canvas all campuses, focus group meetings were held with advisors, student leaders, faculty, and staff on all campuses. Comments and suggestions from these sessions were incorporated in the planning process of the QEP. Additional information came from a survey of students enrolled in Spring Semester 2009 (Appendix V). This survey gathered information about student perception of current online courses and areas for improvement. Surveys were distributed at SGA meetings on each campus, with 42 responses. The majority of the students who responded indicated that they felt “proficient” with myPHCC and that myPHCC, as a learning management system, is appropriate for learning. Over half of the responders who had taken online courses indicated they planned on taking subsequent online classes.

A wide variety of QEP Planning Committee members and liaisons met in small groups (“mini-meetings” made of three to six people) during March and April of 2009 to focus on writing and detailing the QEP document. The QEP Planning Committee chose to model best practices of eLearning and distance communication by using the collaborative electronic environment, Elluminate *Live!*, therefore, making travel between campuses unnecessary. Each section of the QEP was reviewed, critiqued, and edited. The sections then became one document, which was presented to the President’s Cabinet and the District Board of Trustees for review and additional input before finalizing the Get eSmart plan.

## IV. SUPPORT FOR THE *GET SMART* INITIATIVE

### IV A. eLearning Literature Review

Pasco-Hernando Community College (PHCC) is committed to excellence in education. Providing excellent online curricula and support for online students is part of the College's commitment to excellence. Current literature and research addressing trends and recent studies of the online learning environment provided guidance as the Quality Enhancement Plan (QEP) was being developed.

The growing acceptance of distance learning is changing the landscape of higher education and lifelong learning. The proliferation of scholarly research affirms the state of this acceptance and implementation. Students readily accept the flexibility that distance education offers, especially students not served through traditional education. Distance and time restrictions, inconvenient class schedules, and irregular work hours are just some of the reasons students are unable to attend classes offered in the traditional format (Reisetter, LaPointe, Korcuska, 2007). Some educators are reluctant to accept this form of instruction, possibly because distance education seems to be a departure from teaching and learning conditions that "naturally" take place (Larreamendy-Joerns, 2006). Reluctance can also be due to having been forced to accept change for which the educator doesn't feel fully prepared. O'Hanlon (2009) suggests incremental learning, allowing instructors to learn new technologies gradually. Acceptance by faculty is a key issue central to a successful eLearning initiative (Allen and Seaman, 2007) and fundamental to this Quality Enhancement Plan. Reluctance is not limited to faculty. Peter Dirr (1999) comments that some institutions appear to be torn between desiring increased student enrollment in distance education courses and wanting to meet the demands of distance learning students, while holding firm to their traditional brick and mortar policies for student support services. To determine the perception held by PHCC's faculty and staff, a survey was conducted in the fall of 2008. Results of the survey showed that the College overall has a positive perception of technology in education, with 76 percent of responders agreeing that technology is good for instruction.

The journey into distance learning has its concerns and barriers. Appropriate pedagogy, the cost of eLearning course development, hiring and training faculty experienced in learning delivery involving technology, providing technical expertise to faculty and students, providing appropriate technical infrastructure elements, and developing meaningful policy are all cited by numerous sources in the literature (Almala, 2007; Appana, 2008; Dirr, 1999; Frankola, 2001). Additional concerns identified by Almala (2007) include quality control, faculty and student perceptions of technology, faculty time and compensation, enrollment processes, and intellectual property. Early adopters of distance education initiatives saw the burden of online course development, steep technology learning curves, and student support beyond the confines of the subject material fall to pioneering faculty (Burge, 2008). Initial online and technology-enhanced

course deliveries featured text-based instruction and were very much a mirror of traditional teaching methods. This initial course design has been recognized as promoting student dissatisfaction and aiding poor enrollment retention (Chang and Smith, 2008). PHCC's early experiences with online course development and delivery were not unique, as the College encountered barriers similar to these listed during the process.

Nationally, the online student population continues to grow at a faster rate than the general higher education population (Allen and Seaman, 2006). Online enrollment grew at nearly ten percent from 2005 to 2006 (Allen and Seaman, 2007). Also in Allen and Seaman (2007), nearly twenty percent of United States higher education students were enrolled in at least one online course in the fall of 2006. Reflecting national trends, PHCC's data show significant growth in both online enrollment and online Full Time Equivalent students. (See Data Tables 1 and 2 on page 13).

Enhancing learning with technology is not limited to online courses. An online course has the majority of instruction delivered online. Face-to-face courses (sometimes referred to as "traditional courses") have the majority of instruction delivered in a classroom, but may include technologically enhanced components. An additional style of eLearning is the "hybrid" class, which has fewer face-to-face meetings than traditional classes with some of the instruction occurring online. The variety of course delivery methods makes use of varying degrees of and interaction with technology alternatives. Technologies to assist and supplement the classroom learning experience have been growing (Wojciechowski & Palmer, 2005; O'Hanlon, 2009). Instructors with reservations about online learning often recognize that technology in the classroom can be a valuable and effective learning tool (Almala, 2007). Going beyond traditional paper-based instructional materials, such as textbooks and handouts, faculty find that instructional technology can offer unique learning and communication opportunities in keeping with the focus and strengths of today's students (Hsu, 2007). PHCC's QEP "uses technology to enhance instruction" and, therefore, includes elements that will encourage faculty and students to experience technology essentials in hybrid classes as well as technology appropriate for face-to-face classes. Not all instructors at PHCC actively embrace online education, but many of these same instructors are willing to enhance their face-to-face classes with a variety of instructional technology components. Providing willing faculty with access to instructional technology and technical assistance is one of the aspects of PHCC's QEP. Get eSmart provides eLearning Support Centers (Action Step 1.5) on each campus for faculty use. These eLearning Support Centers will be equipped with up-to-date equipment and software, and staffed by a dedicated Instructional Designer to assist both online instructors and any faculty desiring to enhance face-to-face instruction using technology.

Much of the literature reviewed discussed retention when addressing success in online courses. Research consistently shows students are able to learn content equally well in online courses as they do in campus-based courses, but student dropout rates in online

courses are estimated as high as 50% (Oblender, 2002; Frankola, 2001; Reisetter, LaPointe, Korcuska, 2007). Dropout rates are 10 to 20 percentage points higher in online courses than in face-to-face counterparts (Frankola, 2001; Wojciechowski & Palmer, 2005). Data in Table 5: Student Non-Completion Rates (page 15), indicate that PHCC's dropout rate comparisons are slightly less, with a 3 to 9 percentage point difference. Nevertheless, this difference is still of significant concern to the College. Research is not conclusive as to the reason for higher dropout rates, but one difference is clear: the learning experience itself is not the same.

Online learning is a distinctly different experience from learning face-to-face (Reisetter, LaPointe, Korcuska, 2007; Wojciechowski & Palmer 2005). Students understand the convenience and independence that online learning offers, but frequently are unprepared for the differences between online and face-to-face learning environments. One difference is the type of interaction that occurs within an online course. The primary vehicles for communication are chat rooms, discussion boards, and email, which are text-based. Text-based, asynchronous interaction can create feelings of isolation, which may be detrimental to the learner's expecting human interaction similar to that of face-to-face classrooms. Another difference between online and face-to-face learning environments is the role of the instructor. Although students have more access to an online instructor, the online instructor becomes a source of support for learning rather than the primary source of information (Reisetter, LaPointe, Korcuska, 2007). Awareness of differences between online and face-to-face courses should be made clear and understood prior to students' enrollment in online classes. Frankola (2001) identifies appropriate student preparation for interaction within a technological environment as critical to positive student perceptions of eLearning and student success. Students also need to understand that the rigor of online courses is not unlike the rigor found in face-to-face classes (Frankola, 2001), and in some cases, students say online courses are more challenging (Schrum and Hong, July 2002). To assist PHCC students with an understanding of the differences between learning environments prior to enrolling in an online course, Get eSmart will create a Sample eCourse (Action Step 1.1) for student exploration, allowing the student to become familiar with design, navigation, communication methods, and other aspects of online courses. The Sample eCourse will be designed in accordance with current best practices and follow the Master eCourse design of PHCC's Department of Academic Technology.

Another possible barrier to student retention in online courses and, therefore, student success, includes the student's individual attitude and skill level (Drennan and Kennedy, 2005). Successful online learners possess self-direction and self-efficacy. These students are goal setters, can manage multiple outcome expectations, and generally are not procrastinators (Hurt, 2006). Students engaged in the 'college experience' participate in cognitive and development changes that influence persistence and retention (Sutton & Nora, 2008). Students with weaknesses in these areas may be unsuccessful or withdraw from an online course. The online environment may not be suitable for all students, and students often need direction when deciding which modality is most conducive to their

learning styles. Also, identification of individual student characteristics associated with successful online learning provides advisors and counselors with specific information about a student, enabling the advisor to appropriately guide the student when selecting course sections with multiple learning modalities (Wojciechowski & Palmer 2005). Action Step 1.2 of Get eSmart provides PHCC students with the opportunity to take an online readiness self-assessment so that they may compare their personal learning characteristics with those of successful online learners.

From an institutional perspective, student success and retention can be improved by carefully designed online courses (Frankola, 2001). Online delivery dictates a structural difference in the course design that capitalizes on the technologies available. Optimal eLearning course design is achieved using a collaborative model of an instructional development team that includes a faculty member (the “subject matter expert”) and an instructional designer along with a variety of technology and support staff (Oblinger and Hawkins, 2006). The responsibilities of the instructional designer are to ensure that the subject matter expert’s concepts are developed by facilitating the systematic process of translating general principles of learning and instruction into instructional materials that bridge the concepts between the worlds of technology and education (Siemens, 2002). The instructional designers provide appropriate pedagogical strategies and options; help to create and adapt instructional resources; provide activities and materials appropriate for the online learning environment; and provide assistance with how to best present information (Hixon, 2008). The subject matter expert, who is knowledgeable in the content being taught, ensures there is a pedagogical connection among the course objectives, content, exercises, assessments, and assignments (Hixon, 2008).

An instructor knowledgeable in online instruction understands the critical role of communication and interaction in the learning process. Therefore, quality online instruction implements high interactivity with students (Frankola, 2001). According to the Southern Association of Colleges and Schools, Commission on Colleges’ publication “Best Practices For Electronically Offered Degree and Certificate Programs” (2000), “the importance of appropriate interaction (synchronous or asynchronous) between instructor and students and among students is reflected in the design of the program and its courses, and in the technical facilities and services provided.” The instructional designer assists with including appropriate ways to encourage student interaction, communication, and collaboration during course delivery, motivating students to participate and learn more (Oblinger and Hawkins, 2006).

To be successful in an online course, a student must possess sufficient technical skills critical for participation within a virtual classroom. These skills include computer literacy and navigation skills. Students must also have appropriate electronic hardware and connectivity capacity. Students without the technology and necessary associated skills, despite having the ability to learn specific course content, may be at a disadvantage for a successful online learning experience (Wojciechowski & Palmer, 2005).

Using this research to guide the process, PHCC's Quality Enhancement Plan is designed to improve the quality of distance education through both student preparation and institutional improvements.

#### **IV B. PHCC's eLearning Data**

Data summarized in the following tables and subsequent analysis from all data sources support the implementation of PHCC's QEP's goals. In addition, research and data indicate that helping students complete online courses should be of paramount concern for Get eSmart.

Data in Table 1, Unduplicated Students, reflects the number of students enrolled in one or more online courses during the semester.

**Table 1: Unduplicated Students Registered in Online Courses**

(Source: Management Information Services)

Semester	Students Taking One or More Online Courses	Total Students	Percentage of Student Taking One or More Online
Fall 2006	955	7595	12.6%
Fall 2007	1365	8077	16.9%
Fall 2008	1643	8644	19.0%

Table 1 shows over the three year period a 72% growth in the number of students taking online courses.

Data in Table 2, Full Time Enrollment (FTE), compares full time online enrollment with full time enrollment overall.

**Table 2: Full Time Enrollment** (Source: Management Information Services)

Semester	Online FTE	Total FTE	Percent FTE from online
Fall 2006	128	2166.01	5.9%
Fall 2007	205.82	2571.90	8.0%
Fall 2008	249.16	2774.5	9.0%

Table 2 shows further evidence of growth with a 95% increase in online FTE at PHCC.

Data in Table 3, Course Sections, indicates the number of online course sections and the total number of course sections.

**Table 3: Course Sections** (Source: Management Information Services)

Semester	Online section	Total sections	Percent of total sections online
Fall 2006	50	1032	4.8%
Fall 2007	70	1088	6.4%
Fall 2008	83	1102	7.5%

Data in Table 3 show growth in online instruction, with a 66% increase in the number of online sections offered at PHCC.

The following three tables, Tables 4, 5, and 6, compare data from online course sections with face-to-face course sections. For the purpose of contrasting student success based on the delivery method of a course, only those courses offered in both modalities are included in these tables. Courses offered in one mode only, thus having no counterpart, are not included in these comparison tables.

Table 4 compares student success rates from online course sections with those of students in face-to-face course sections.

**Table 4: Student Success Rates** (Source: Management Information Services)

Semester	Percent Succeeding in Online Courses	Percent Succeeding in Face-to-face Courses
Fall 2005	67.68%	72.66%
Fall 2006	62.62%	74.03%
Fall 2007	71.35%	76.15%
Fall 2008	69.43%	76.48%

Data contained in Table 4 show consistently lower success rates in online sections.

Although students withdraw or stop attending (dropout of) a class for a variety of reasons, dropout rates in online courses are significantly higher than in face-to-face courses as stated in the literature review. PHCC's non-completion rates (combined withdrawal and dropout rates) between online and face-to-face modalities are compared in the following table.

Table 5 compares student non-completion rates in online sections with non-completion rates in face-to-face sections.

**Table 5: Student Non-Completion Rates** (Source: Management Information Services)

Semester	Percent Non-Completion: Online	Percent Non-Completion: Face-to-face
Fall 2005	24.95%	16.56%
Fall 2006	24.53%	15.28%
Fall 2007	17.07%	13.37%
Fall 2008	16.48%	12.94%

Table 5 displays consistently higher non-completion rates of students enrolled in online sections than of students enrolled in face-to-face sections, indicating that technology and the online delivery of a course may be a barrier to students' completion of an online course.

Table 6 presents data only from student "completers," which are those students who attend classes for the duration of the semester. Students can attend throughout the semester yet receive a "D" or an "F". These students are considered "completers" although they are unsuccessful. This table compares the success rates of students who complete online courses with success rates of students who complete face-to-face course counterparts.

**Table 6: Success Rates among Completers**

(Source: Management Information Services)

Semester	Percent Succeeding in Online Courses	Percent Succeeding in Face-to-Face Class Counterparts
Fall 2005	90.18%	87.08%
Fall 2006	82.97%	87.37%
Fall 2007	86.03%	87.90%
Fall 2008	83.13%	87.85%

For students completing a course, Table 6 shows that success rates in online courses are closer to success rates in face-to-face courses. For students who attend classes for the duration of the semester, data indicate that PHCC students are able to learn the subject matter contained in the course regardless of modality.

Each semester, students are asked to provide feedback on classes using the survey "Student Course Evaluation." Data in Table 7 has been extracted from these surveys. Survey questions administered in online sections differ from survey questions administered in face-to-face sections prior to Summer 2008. The question "I would take more online courses if they were available" was a survey question available for online students only prior to Summer 2008.

**Table 7: Student Course Evaluation Survey Response, “I would take more online courses if they were available.”** survey is based on data from three semesters.

[Source: Department of Academic Technology (Fall Term 2007, Spring Term 2008), Office of Institutional Research (Summer Term 2008)]

Semester	Number of Responses	Average Response (Values explained below)
Fall 2007	298	3.38
Spring 2008	662	3.38
Summer 2008	190	3.22

The “Average Response” calculations result from the Likert scale used for this question. Students were asked to indicate their level of agreement with the statement “I would take more online courses if they were available.” The student chose from four levels of agreement with each level being assigned a numerical value. The levels of agreement and their numerical values are Strongly Disagree (value of 1), Disagree (value of 2), Agree (value of 3), and Strongly Agree (value of 4). Responses were then averaged. For all three semesters, average responses fell between 3.00 and 4.00 showing that most students either “agreed” or “strongly agreed” with the statement. Therefore, Table 7 reflects PHCC’s students wanting a larger selection of online classes by indicating they would take more online classes if available.

Web Information System for Education, or WISE, is one of the online services PHCC offers to students, and Table 8 shows the number of students (unduplicated) who register online.

**Table 8: Student Registration via WISE, Unduplicated**

(Source: Management Information Services)

Semester	Number of Students Registering Online
Fall 2006	2404
Fall 2007	2971
Fall 2008	3623

Growth in student use of online registration is evident in Table 8 with students’ online registration growing 51% over the three year period.

### Data Summary

The QEP Planning Committee used its access to robust and timely data to establish a statistically valid foundation to make data-driven decisions necessary to formulate the QEP. Although students indicated a desire for more online courses, the data show that the online aspect of a course can be a barrier to success. PHCC’s QEP concentrates on enhancing student eLearning by preparing students to learn in the online environment.

PHCC's QEP also supports and encourages student self-efficacy with online services and the incorporation of elements of online learning into face-to-face courses.

## **V. ELECTRONIC LEARNING AT PHCC**

PHCC's QEP is designed to "Use Technology to Enhance Instruction and Streamline Student Development Services," therefore Get eSmart blends with the fabric of PHCC by complementing and enhancing areas of the College that support eLearning. A review of the history of online learning and a snapshot of PHCC's current eLearning organization prior to QEP implementation provides information and an understanding of the foundation upon which Get eSmart is built.

### **V A. History of Online Instruction at PHCC**

Throughout the 1980's and 1990's, PHCC offered a number of distance learning courses through the use of tele-courses. With the rapidly evolving Internet, the advent of web learning and the need to remain competitive with other institutions with Internet course offerings, the PHCC administration, faculty, and District Board of Trustees decided to embark on the implementation of Internet-based courses in the late 1990's. Tele-courses continued to be offered until the end of 2007-2008. PHCC's long term distance learning goals called for the development of an Internet curriculum that would eventually allow students to complete their entire degree online. Further goals included making all student services available online.

Upon approval by the administration, faculty, and District Board of Trustees, the College began the development process of Internet-based courses in the fall of 1999. During the previous summer, five instructional personnel from various disciplines (Biology, Psychology, English/Humanities, and Business) were selected to develop the initial set of web-based courses. These faculty members were chosen because of their content expertise in their respective fields. Additionally, the College recruited and hired a Director of Instructional Technology (now titled the Assistant Dean of Academic Technology) to assist in the development of the Internet courses. The Director of Instructional Technology was also responsible for the coordination, design, and implementation of the infrastructure needed to provide web-based learning. The developmental process required the content experts and the Director of Instructional Technology to work closely together to develop high quality state-of-the-art courses.

The development of the original five courses was very labor intensive, time consuming, and challenging. Most of the courses had to be built from the ground up as there was little content material available from other sources upon which to model. Early experiences in online course development were not unique to PHCC, as validated in the literature review.

After four months of development, PHCC introduced web learning to students with the initial five web-based courses rolling out in the spring semester of 2000. The original five offerings utilized the WebCT learning management system to provide the software infrastructure for these courses. These first offerings were well received by PHCC's students, and the Internet courses quickly became popular. With the success of these early offerings, PHCC began planning for the introduction of additional Internet based courses. As the Internet offerings further evolved, PHCC switched learning management systems from WebCT to ANGEL. Throughout this decade, the growth of Internet courses offered by PHCC has been rapid. This growth has not come easily, and it has not been painless. Administrators, faculty, and staff have had to adapt to the demands and changes that occurred as PHCC moved from providing a limited number of distance learning opportunities to an institution that now provides an ever-expanding array of online learning experiences. From those early beginnings in 2000 with five online courses, PHCC Internet offerings have grown to 99 online course sections offered during the fall semester of 2009.

#### **V B. PHCC'S eLearning Organization**

PHCC's commitment to its mission to serve its students with quality, diverse, and accessible education can be seen through the college's efforts to build a rich and effective eLearning environment. PHCC recognizes the importance of quality at the core of an effective and successful eLearning initiative and its impact on student learning.

PHCC has provided a robust learning management system for all students and employees, a comprehensive technology Support Portal (contracted through Presidium using Parature software) for students, faculty, and staff, and online tutoring for students 24/7 (SMARTHINKING). In the past three years, the Department of Academic Technology has grown from one staff member, the Assistant Dean of Academic Technology, to five staff members, now including two Instructional Designers, a multimedia Instructional Specialist, and an Administrative Assistant.

The newest buildings on the West Campus, the Conference and Instructional Center complex (CIC), were designed to provide state-of-the-art facilities for eLearning. The CIC includes the Department of Academic Technology, an instructional technology lab for faculty and staff training, and multimedia production capability. (Perspective, Fall 2008). The well-equipped CIC and the increased staffing of the Department of Academic Technology position PHCC for rapid expansion of eLearning. Unfortunately, no center or staff members are located on the other two campuses, requiring faculty to travel to West Campus when needing assistance with instructional technology or when creating technology-based instructional units for a class. Action Step 1.5 of Get eSmart establishes eLearning Centers on each campus for faculty and staff use.

An eLearning Committee was created to formulate criteria promoting technology enhanced learning. The committee, under the leadership of the Assistant Dean of Academic Technology, has district wide representation. eLearning Operational Guidelines (Appendix VI) were written and established through the normal college approval process, providing direction for future growth and planning.

The Department of Academic Technology recently implemented two initiatives: faculty certification for online teaching (eCertification) and a master course quality design process for development and delivery of online courses. Both the eCertification and Master eCourse design processes were developed by the eLearning Committee, became policy through the College's approval process, and are now implemented by the Department of Academic Technology. The combination of online Master eCourses taught by eCertified faculty assures overall quality and consistency of online courses.

Required eCertification for faculty teaching online became effective January 2009. The eCertification process is a rigorous online training course which faculty must successfully complete before teaching online. eCertification training was offered to experienced online instructors in the fall 2008, with 36 instructors receiving eCertification by December 2008. eCertification then became available to all faculty beginning Spring Term 2009. Get eSmart provides experienced and trained faculty mentors to support instructors new to online teaching. Each campus will have a faculty mentor providing assistance with myPHCC to both full-time and adjunct instructors.

For Master eCourse development, an instructional development team that includes at least an instructional designer and a subject matter (content) expert is formed. A Master eCourse is designed collaboratively providing similar course navigation and consistent quality among online (Master) courses. Master eCourses provide each eCertified instructor with the flexibility and academic freedom to customize the course according to the instructor's teaching style. Master eCourses adhere to stringent standards following the eLearning Guidelines (Appendix VI). The review process includes scheduled peer reviews, revision, and student evaluations, thereby maintaining a consistent quality. Students enrolled in these courses experience similar course navigation and a familiar process of interaction with instructors and fellow students.

Development of new online courses using the Master eCourse model began Fall Term 2008. The Department of Academic Technology is working with the College's academic deans to prioritize the development of Master eCourses. Courses offered online prior to the implementation of the Master eCourse process will incrementally be redesigned to conform to the Master eCourse standards. The first courses designed according to the new Master eCourse standards, Instructional Strategies (EPI 0002) and Science of Human Nutrition (HUN 2201), were offered Spring Semester 2009.

As PHCC moved into online academic instruction, the Division of Student Development and Enrollment Management also began diversifying student services to include online availability by adding online access to its services beginning in 1999 with Facts.org, Florida's Academic Counseling and Tracking for Students, sponsored by the Department of Education and the Florida Center for Advising & Academic Support. At that time, Facts.org offered students electronic access to unofficial transcripts, graduation checks, and the capability to go degree shopping at PHCC or other community colleges or universities. Web registration was added in 2002 as an expansion of online services continued. Currently, students do not need to come to campus to apply to PHCC, pay fees, register for classes, request degree audits, conduct graduation checks, obtain unofficial transcripts, apply for PHCC's Foundation scholarships, or participate in the MAP-WORKS survey. MAP-WORKS is an extensive survey identifying barriers that may impede student success, an important aspect of this QEP. Another online service available to students is SMARTHINKING, an online tutoring service.

Although available online services are numerous, two strategic services currently are available only in the face-to-face format: academic advising and new student orientation. Get eSmart focuses on these two services and plans to provide online availability for both services. Increasing student awareness of services available online and encouraging usage of the online services is one of the three Get eSmart goals.

As an additional indicator of its commitment to online learning and technology, General Education course requirements were revised to include a course that focuses on technological fluency and information literacy. Effective fall semester 2008, all new students are required to take the three credit hour course, Microcomputer Applications (CGS 1100), which contains not only an introduction to computer skills, but also information literacy, fundamentals of research, myPHCC navigational skills, and online student services information. The knowledge students acquire from this course is another foundation upon which the QEP is built.

## VI. THE **GET eSMART** PLAN

PHCC's QEP Get eSmart prepares students to learn in the online learning environment by expanding and applying technical skills during their collegiate experience. Each of the Get eSmart goals focuses on a different area in which students apply learned technical skills: online classes, student services, and face-to-face classes.

PHCC is in "forward motion" with eLearning. The College already has technological assets and aggressive plans for enhancement and expansion. Get eSmart is built on and dependent upon this continuously improving foundation. By focusing on student learning and equipping students to learn to use technology, Get eSmart brings together separate areas of the college with enhancements and initiatives impacting student success. Action Steps, written to achieve the QEP goals, are dependent upon the implementation of some of the "forward motion" plans not yet realized. To assure a

strong foundation for Get eSmart, planned but unrealized initiatives have been incorporated into the Action Steps of the QEP. Consequently, some of the Action Steps of the QEP may be completed prior to QEP implementation and will be noted in the Annual Project Reports prepared during the implementation process.

**VI A. Goal 1 and Action Steps: PHCC student retention and success in online courses will increase.**

The first two action steps of this goal, “Create Sample eCourse” and “Provide online readiness self-diagnostic assessments,” give students eLearning preparatory activities to help students determine if eLearning is academically beneficial for them. Students draw from these eLearning preparatory experiences to make judgments regarding individual abilities and personal learning profiles. Equipped with an understanding of the differences between the face-to-face and the online learning environments, students are prepared to select appropriate online courses in which they are most likely to succeed.

The third, fourth, and fifth action steps, “eCertify 50% of Faculty,” “Train Faculty Mentors” and “Increase Number of eCourse Sections Offered,” expand student choices for online courses. Faculty support and eCertification assure that PHCC offers quality eCourses taught by trained eCertified instructors. Expansion of quality online sections and faculty certified to teach them is an institutional goal that is integrated into the Get eSmart project.

**Action Step 1.1 Create Sample eCourse**

Action Step 1.1 provides students the opportunity to learn and experience “up front” the differences between an online learning environment and a face-to-face learning environment. Students will be able to explore a Sample eCourse and experience the eLearning environment prior to registering for an actual eCourse. The Sample eCourse will contain information about eCourses at PHCC, support information, discussion boards, and other items similar to those in online classes. The Sample eCourse will utilize myPHCC navigational skills. Faculty will facilitate development as peer reviewers of the Sample eCourse in conjunction with an Instructional Designer. This Sample eCourse reflects a format similar to a Master eCourse.

The custom designed Sample eCourse is scheduled to be piloted during spring 2011. Students exploring the Sample eCourse during the piloting phase will be surveyed for satisfaction and feedback. The Sample eCourse will be available to all students via PHCC’s webpage.

The Assistant Dean of Academic Technology is responsible for the development and deployment of the Sample eCourse.

**Action Step 1.2 Provide online readiness self-diagnostic assessments**

To further prepare students for learning in an online environment, a self-diagnostic assessment of the student's potential for online learning will be made available. This Action Step includes the selection of a nationally-normed diagnostic tool, such as READI (Readiness for Education At a Distance Indicator, a product of DECADE Consulting, Inc.), that quantifies a student's level of readiness for online learning. Upon completion of the self-assessment, students will be aware of characteristics, skills, and technical knowledge necessary for success in eCourses. They will also be equipped with a personal evaluation of their personal characteristics and skills. The information this assessment provides will help the student make an informed judgment regarding his/her enrollment in suitable eCourses.

The assessment will be selected and piloted in 2011. Access data and reports will be collected during the pilot phase to verify satisfactory delivery and reporting capability. After successful piloting, the self-assessment will be available to all students during the required new student orientation sessions. Student scores will be available to academic and financial advisors for use during student advising consultations.

The Assistant Dean of Academic Technology is responsible for the implementation of this Action Step.

**Action Step 1.3 eCertify 50% of faculty**

In order to provide for the expansion of online course offerings, Get eSmart increases the number of faculty who hold eCertification to include 50% of all faculty. Once 50% of faculty have been eCertified, maintaining this percent of certified faculty becomes an institutional goal beyond QEP implementation.

The goal of eCertifying 50% of the faculty (both full time and adjunct faculty) was set based on PHCC's ability to certify 200 faculty. The eCertification process began in fall 2008, with 36 faculty becoming eCertified. Spring 2009 added an additional 24 eCertified faculty, for a total of 60 faculty qualified to teach online. This Action Step conservatively assumes PHCC will average 30 new faculty earning eCertification each year. The pilot year of 2009-2010 plus the five years of the Get eSmart project anticipates that PHCC will have 180 additional eCertified faculty. Adding the original 60 eCertified faculty, PHCC will have over 50% of the College's approximate 400 faculty (full time and adjunct combined) certified as online instructors. As the eCertification process continues and more data becomes available, the goals for 50% eCertification and 50% maintenance will be adjusted.

Faculty will be given Continuing Education credit for completing and also for maintaining certification (Appendix VII).

The Assistant Dean of Academic Technology is responsible for faculty eCertification.

**Action Step 1.4 Train faculty mentors**

Five experienced eCertified instructors will be selected to participate in extensive internship training provided by the Department of Academic Technology beginning in 2011. After internship training, these faculty members will serve as mentors for one year, with stipend compensation, in addition to their normal teaching responsibilities. These mentors will provide campus-specific support and thus reduce the need for additional support staff in the Department of Academic Technology. Faculty mentors will provide support for their local campus colleagues and faculty new to online teaching by answering questions related to the use of online elements in their classes. Faculty mentors, while not a replacement for Academic Technology staff, will extend the services of the Department of Academic Technology. Complex issues beyond the scope of mentor support will continue to be referred to the appropriate Academic Technology staff member. At least one mentor will be available on each campus to assist faculty.

The Department of Academic Technology will update Intern Training each year based on feedback from mentors and mentees.

The Assistant Dean of Academic Technology is responsible for the Intern Training. The Get eSmart Project Director is responsible for the coordination of the trained faculty mentors.

**Action Step 1.5 Increase number of eCourse sections offered**

As with eCertification in Action Step 1.3, Action Step 1.5 builds upon procedures developed by the eLearning Committee and established as policy through PHCC's standard approval process. Fifteen new Master eCourses are planned for development each year, based upon recommendations of the Academic Deans and in coordination with the Department of Academic Technology. To meet student demands and expectations for quality online courses, this Action Step expands the number of sections PHCC is able to offer its students. Increasing the number of eCertified faculty (Action Step 1.3) and supporting them as they become experienced online instructors (Action Step 1.4), increases the availability of online sections and online instructors. PHCC is expanding online sections to ascertain sections needed to satisfy student demand. As supply and demand converge during Get eSmart implementation, goals will be revised accordingly.

The Academic Deans and Provosts of PHCC are responsible for the course schedule and the online sections offered.

Critical needs of eInstructors and, indeed, of all faculty are the convenient availability of adequate staffing and up-to-date resources supporting instructional technology and eCourse development. State-of-the-art equipment, software, and hands-on support and training become available with the establishment of eLearning Support Centers on the North and East Campuses. To address these needs, one full-time Senior Instructional Designer, scheduled to be hired in the fall of 2010, will be added to the staff of the

Department of Academic Technology (Appendix VIII). The addition of this staff member expands the Department to allow a qualified staff member to be on North and East Campuses, serving each campus two or three days each week. As need indicates, and as funds become available, a second full time Senior Instructional Designer will be added to the Department of Academic Technology, providing each campus with full time staffing. Furthermore, eLearning Support Centers, whose locations will be determined by the Provosts of North and East Campuses, will contain frequently used equipment and software, thus saving faculty travel time. However, these eLearning Support Centers do not duplicate everything available in the Department of Academic Technology, located in the Conference and Instructional Center on West Campus. Faculty and staff wishing to access more specialized services and technology may continue to travel to West Campus. The eLearning Support Centers will be equipped and updated each year with input from faculty and recommendations from the Department of Academic Technology.

The Assistant Dean of Academic Technology is responsible for the hiring of additional staff and assigning responsibilities.

**VI B. Goal 2 and Action Steps: PHCC students will increasingly integrate online student services as part of their academic planning process.**

To accomplish this goal, Get eSmart expands the student's academic planning process by providing online new student orientation and online advising. Tutorials will be developed to help students access all available online student development services.

A key component to a quality learning environment is student support. New student orientation, currently offered in the face-to-face format, engages students early and provides students with information in many areas. Expanding orientation to online availability provides flexible access for this early engagement. Advising will also be available online, enabling students to access expert student advising in two formats during their career at PHCC.

Online services are conveniently available to promote self sufficiency and help students become personally responsible for satisfactory completion of their chosen program. To encourage student utilization of current and future online services, get eSmart makes it easy to access "how-to" instructions. Stand-alone tutorials with asynchronous access will be available on the PHCC website for unlimited student viewing. Capitalizing on the characteristics of online learners, PHCC will provide online students with expanded online student services to better serve them and the entire student population.

**Action Step 2.1 Offer new student orientation online**

Using the successful face-to-face orientation as a model, PHCC's online orientation will be piloted in 2011. During the development of the online orientation, electronic instructional components will be created to be used as part of the online orientation. These components will be extracted for stand-alone use in Action Step 2.2. Development of this orientation will be facilitated through contracted vendor services.

Advisors and staff will be trained prior to implementation of the pilot for the online orientation. Adjustments to the online orientation will be based on student and staff input. Once student and staff satisfaction is achieved during the pilot phase, the online orientation will become available to all incoming students. Annual reviews and updates of the orientation will assure the orientation contains current information and continues to meet student needs.

The Associate Dean of Student Enrollment and Retention will provide oversight during development and annual updates.

**Action Step 2.2 Extract elements from online orientation for stand-alone use**

The online orientation includes audio and visual tutorial components for specific services such as “how to apply for financial aid,” “how to register online,” and “how to request a transcript.” These “how to” tutorials created as part of the online orientation will be adapted and used as stand-alone tutorials for unlimited and unrestricted access via PHCC’s website.

New student orientations provide information encompassing general college procedures and methods for utilizing all student services. Students incorporate this valuable information into their academic planning during their tenure at PHCC. Some services are used frequently, such as registration and fee payment; while others may be needed only once, such as the graduation application. Since the orientations include information which may not be immediately used, students will be able to review the “how-to” tutorials on an as-needed basis. Students may access the tutorials at any time to extract relevant and helpful information to determine when and how to access appropriate services.

The Associate Dean of Student Enrollment and Retention is responsible for the stand-alone components.

**Action Step 2.3 Offer student advising online**

Student advising provides students with expert academic guidance and financial assistance. CCSSE data (2007) indicates 14 percent of our students “often” take advantage of advising and 44 percent “sometimes” do for a total of 58 percent of our students who self-reported accessing this valuable service. All first-time-in-college students must see a student advisor during their first semester at the college creating additional demand for this service. Continuing students may either self-register online or see an advisor for a face-to-face advising/registration session. Online student advising makes advising services more accessible to student. Both online advising and software to support this new activity will be piloted and evaluated during Get eSmart project implementation.

Table 9 below shows the number of advisors at the College compared to the FTE from the baseline years (2006-2009). The table also shows an FTE projection for the years of the Get eSmart project.

**Table 9: Historical and Projected FTE per advisor**  
(Source: Management Information Services)

Year	Total Advisors	FTE Total	FTE per advisor
2006-2007	18	5168	287.1
2007-2008	20	5538	276.9
2008-2009	20	6076	303.8
2009-2010	20	6365 (projected)	318.3
2010-2011	20	6683 (projected)	334.2
2011-2012 (begin online advising)	21	6883 (projected)	327.8
2012-2013	22	7021 (projected)	319.1
2013-2014	23	7162 (projected)	311.4
2014-2015	23	7304 (projected)	317.6

It is clear that the FTE per advisor continues to increase during the projected growth years. With this growth in mind, Get eSmart will hire new advisors to help address the increasing demand for student advisor services, especially providing help with online student advising (Appendix IX). Additional advisor positions will begin as part of the piloting process of the initiative. Advisors will be trained to include “cyber” advising capability, allowing maximum flexibility regardless of home campus. Hiring will begin in the second year of the project with additional advisors planned to be added each of the next two consecutive years.

The Associate Dean of Student Enrollment and Retention is responsible for this action step.

**Action Step 2.4 Implement college-wide appointment scheduling and tracking software**

Appointment scheduling and tracking software is necessary for data collection of face-to-face and online student advising appointments. Appointment scheduling streamlines and tracks online and face-to-face access of student advising. It also facilitates communication between campuses and improves scheduling efficiency. Since student service access data is an essential component of QEP evaluation, this Action Step assures accurate and convenient data collection.

The Associate Dean of Student Enrollment will be responsible for the software and the oversight responsibility required by this action step.

**VI C. Goal 3 and Action Steps: PHCC students will utilize myPHCC for technologically enhanced learning in face-to-face courses.**

This Get eSmart goal focuses on enhancing face-to-face delivery methods by integrating myPHCC components into face-to-face courses. Using myPHCC as a learning tool in face-to-face courses blends the online learning environment with the familiar face-to-face setting. As a result of this goal, students in both online and face-to-face courses will encounter components of myPHCC, applying navigational and technical skills as a part of the learning process.

To have myPHCC become part of most classes, faculty training is integral to the success of this goal. Action Steps 3.1, 3.2 and 3.3 focus on encouraging and equipping faculty to integrate myPHCC and other educational technology into face-to-face classes. Training for myPHCC is available in short, topic-centered sessions. Faculty may learn and incorporate myPHCC components into their classes, enhancing teaching effectiveness. As supported in the literature review, providing gradual and incremental training fosters greater incorporation of technology.

**Action Step 3.1 Increase faculty training on myPHCC, Level I**

The results of the Get eSmart Technology Survey show faculty's desire and commitment to embrace technology. Faculty responded favorably (90 percent) that technology is compatible with teaching effectiveness. myPHCC training sessions, which encourage faculty to learn to use myPHCC one component at a time, have been developed by the Department of Academic Technology and became available Fall 2008. Training sessions last approximately one hour, providing faculty with flexibility for learning and using specific components of myPHCC.

Training sessions can be used collectively to acquire "Level I" training once the specified sessions have been completed. Level I requires completion of the training sessions: "myPHCC Overview", "Adding Content", "Semester Procedures," "Support Portal," and the choice of two additional training sessions from a specified list. Additional levels of training (Levels II and III) are also available. eCertification incorporates all trainings contained in Levels I, II, and III, plus additional training specific to online instruction.

During QEP development, several staff members requested inclusion in myPHCC training in order to be better equipped to serve students. Consequently, the training is now available to all employees of PHCC. Training sessions are offered in real time (online and face-to-face) format on all three campuses. To facilitate ease of training and scheduling, most of these trainings are available asynchronously in online modules for convenient access. Continuing Education credit is provided for myPHCC training (Appendix VII).

Get eSmart sets a goal of achieving and maintaining 80% of faculty (full-time and adjunct) completing and maintaining Level I training.

An additional Get eSmart goal is achieving 100% of full time faculty achieving Level I minimum proficiency. Get eSmart recommends that Level I training be required for all faculty seeking continuing contract and/or recertification, which occurs every five years. If the recommendation is accepted, policy requiring Level I training will be done administratively using proper PHCC procedures.

The Assistant Dean of Academic Technology continues the responsibility of myPHCC Level trainings.

**Action Step 3.2 Increase faculty training on myPHCC, Level II**

As in the previous action step, Level II training is also currently available to faculty and staff. Level II training adds the components “Gradebook”, “Assessment”, and one elective training topic to Level I training.

Get eSmart’s goal is for 80% of full-time and adjunct faculty to complete Level II training and to maintain an 80% completion rate of all faculty. Level II training is currently being offered along with Level I training. As with Level I training, most of these trainings are available in asynchronous online modules for convenient access.

The Assistant Dean of Academic Technology continues the responsibility of myPHCC Level II trainings.

**Action Step 3.3 Provide faculty eSeminars**

A critical component to effective online education and expansion of the electronic learning environment is a faculty familiar with up-to-date instructional technologies. The Get eSmart Project Coordinating Committee, in cooperation with the Department of Academic Technology, will provide yearly professional development opportunities for both full-time and adjunct faculty and staff. Educational seminars will be scheduled on various topics, such as current trends in online education, creating effective interaction with online students, teaching online, and current and emerging educational technology to benefit both face-to-face and online instruction.

The Get eSmart Project Director is responsible for implementation of this action step.

**Action Step 3.4 Establish minimum myPHCC usage recommendations**

To encourage and facilitate consistent implementation of myPHCC in face-to-face courses, Get eSmart will establish and publish “minimum myPHCC use recommendations for all courses.” Recommended myPHCC components will be limited to those components from Level I and Level II trainings. For example, a recommended list might include uploaded syllabi, email within the course, electronic handouts, and announcements published on the course home page. The Assistant Dean of Academic Technology will provide recommended components to the Get eSmart Project Coordinating Committee. Based on this recommendation and faculty, staff, and student input, the Get eSmart Project Coordinating Committee will create a minimum usage

recommendation, which is then given to the Vice President of Instruction/Provost, West Campus. The list of recommendations then goes through the same review process as all curricular changes at PHCC.

The Get eSmart Project Director is responsible for the establishment of recommended minimum usage of myPHCC.

## **VII. INSTITUTIONAL CAPABILITY FOR *GET eSMART***

### **VII A. Facilities and Technical Support**

One of the primary responsibilities of the Office of Institutional Technology is to ensure that information technology, including networks, computers, and Internet resources are sufficient to support the various activities of the College. The College's Technology Refresh Plan follows the District Board of Trustees' Rule (Appendix X) insuring that the allocation of information technology resources is consistent with the directive that "Highest priority shall be given to maintaining the technology used to support instructional delivery."

As part of the ongoing operating processes of that department, network and Internet demands are monitored and appropriate adjustments and/or increases in capacity are applied to maintain the expected level of services.

The successful implementation of Get eSmart is dependent on an available, adequate, and stable information technology infrastructure at PHCC. The expansion or enhancement of applications, development, and delivery methods will be coordinated with the Institutional Technology department to ensure that the necessary information technology infrastructure is available when needed.

### **VII B. Budget**

Both students and institutions of higher education have been greatly impacted by Florida's economic situation. Faced with the loss or potential loss of jobs and rising expenses, students must stretch their time and financial resources. eLearning is becoming a more viable solution for an increasing number of students as it allows them to schedule coursework and access student services around work and personal responsibilities.

Because Florida's universities have limited their enrollments as a cost-cutting measure, thereby channeling more students into community colleges, PHCC is experiencing continual growth in enrollment. Despite recent expansion of the College's facilities, new and existing classrooms are fully utilized; however, expansion of online courses is not limited by brick and mortar facilities. PHCC recognizes the importance of online classes as a cost-effective method to effectively serve students, accommodate the expected

growth of enrollment during challenging economic times, and maintain high standards of instruction. Congruent with PHCC's mission, the implementation of Get eSmart is vital to this institution.

The initial pilot phase for the QEP Project Implementation is scheduled for the 2009-2010 academic year, creating a bridge between current PHCC initiatives and the planned Get eSmart enhancements. This 2009-2010 bridge year is included in the budget as "Year 0."

The following budget represents a combination of reallocated existing resources and newly dedicated funding for various aspects of the activities that make up the overall project. All funds specified will be allocated from the normal operating budget of the College. The project does not rely on any anticipated grants or similar external sources. Salary figures used for personnel include salaries and benefits, with salaries in Year 1 remaining the same as in Year 0 due to the current budget situation. Years 2 through 5 reflect projected annual salary increases of 2% for full-time positions. Funds designated as new recurring funds are assumed to be included in the base budget for all subsequent fiscal years. New non-recurring funds will be requested and appropriated annually.

The project's budget is delineated by year and then by goal with accompanying explanations. The "Project Coordination" budget line follows Goal 3 for each year, zero through five.

Get eSmart Budget Summary 2009-2015

	2009-2010 Year 0	2010-2011 Year 1	2011-2012 Year 2	2012-2013 Year 3	2013-2014 Year 4	2014-2015 Year 5	Project Totals
<b>Goal 1 Students increase success in online courses</b>							
1.1 Create Sample eCourse	-	6,794	6,930	7,069	7,210	7,354	35,357
1.2 Provide self-diagnostic assessment	-	9,044	8,830	8,969	9,110	9,254	45,207
1.3 eCertify faculty	43,953	43,953	44,832	45,729	46,644	47,577	272,688
1.4 Train faculty mentors	-	3,397	13,590	13,659	13,730	13,802	58,178
1.5 Increase eCourse sections	113,263	214,504	220,176	301,893	306,399	310,994	1,467,229
<b>GOAL 1 TOTALS</b>	<b>157,217</b>	<b>277,693</b>	<b>294,358</b>	<b>377,319</b>	<b>383,092</b>	<b>388,981</b>	<b>1,878,659</b>
<b>Goal 2 Students integrate online services</b>							
2.1 Offer new student orientation online	32,124	57,124	17,028	150,527	153,538	156,608	566,950
2.2 Extract elements for stand-alone use	-	-	-	8,203	-	-	8,203
2.3 Offer advising online	-	26,769	73,227	129,629	179,947	182,987	592,558
2.4 Implement appointment scheduling	35,849	63,095	64,197	66,321	66,467	67,637	362,566
<b>GOAL 2 TOTALS</b>	<b>67,973</b>	<b>146,988</b>	<b>154,452</b>	<b>353,679</b>	<b>399,952</b>	<b>407,232</b>	<b>1,530,277</b>
<b>Goal 3 Student utilize myPHCC in F2F</b>							
3.1 Train faculty myPHCC, Level I	9,482	9,482	9,672	9,866	10,063	10,264	58,829
3.2 Train faculty myPHCC, Level II	9,482	9,482	9,672	9,866	10,063	10,264	58,829
3.3 Provide faculty eSeminars	-	8,455	8,544	8,635	8,728	8,823	43,186
3.4 Establish minimal use of myPHCC	-	-	-	-	-	-	-
<b>GOAL 3 TOTALS</b>	<b>18,965</b>	<b>27,420</b>	<b>27,889</b>	<b>28,366</b>	<b>28,854</b>	<b>29,351</b>	<b>160,844</b>
<b>Get eSmart Project Coordination</b>	<b>172,940</b>	<b>172,940</b>	<b>175,262</b>	<b>177,630</b>	<b>180,045</b>	<b>182,509</b>	<b>1,061,325</b>
<b>YEARLY TOTALS</b>	<b>417,095</b>	<b>625,041</b>	<b>651,960</b>	<b>936,994</b>	<b>991,943</b>	<b>1,008,073</b>	<b>4,631,105</b>
<b>Yearly Totals Include:</b>							
New recurring funds*:	12,000	100,791	75,810	134,024	48,285	-	370,910
New non-recurring funds:	16,850	65,850	30,975	30,975	30,975	30,975	206,600
<b>Total, New Funds by year:</b>	<b>28,850</b>	<b>166,641</b>	<b>106,785</b>	<b>164,999</b>	<b>79,260</b>	<b>30,975</b>	<b>577,510</b>
						<b>Total New Funds</b>	

\*Once appropriated, new recurring funds are assumed to be included in the base budget for all subsequent fiscal years.

Proposed Fiscal Year 2009-2010 Budget (Year 0) Goal 1

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 1 Students increase success in online courses</b>				
1.1 Create Sample eClass				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	-	-	-	-
1.2 Provide self-diagnostic assessment				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	-	-	-	-
1.3 eCertify faculty				
Personnel	43,953	-	-	43,953
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>43,953</b>	-	-	<b>43,953</b>
1.4 Train faculty mentors				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	-	-	-	-
1.5.1 Increase eCourse Sections				
Personnel	105,263	-	-	105,263
Operating Expense	-	-	-	-
1.5.2 eLearning Support Center				
Personnel	-	-	-	-
Operating Expense	-	8,000	-	8,000
<b>subtotal</b>	<b>105,263</b>	<b>8,000</b>	-	<b>113,263</b>
<b>Total Goal 1</b>	<b>149,217</b>	<b>8,000</b>	-	<b>157,217</b>

**Budget details for Year 0, Goal 1:**

- 1.3 Personnel funds in base budget include partial salaries with benefits for the Assistant Dean of Academic Technology (5%), Senior Instructional Designer (20%), Instructional Designer (30%), and Multimedia Instructional Specialist (20%) to provide faculty eCertification.
  
- 1.5.1 Personnel funds in base budget include partial salaries with benefits for Assistant Dean Academic Technology (10%), Senior Instructional Designer (30%), Instructional Designer (50%), Multimedia Instructional Specialist (50%), and funds for Master eCourse development (15 Subject Matter Experts at \$1642.50 each).
  
- 1.5.2 Operating Expense, new recurring funds include annual eLearning Support Center updates, West Campus (software, licenses, equipment, and other items benefiting faculty usage of technology in courses and eCourse development) (\$8,000).

Proposed Fiscal Year 2009-2010 Budget (Year 0) Goal 2

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 2 Students Integrates Online Services</b>				
2.1 Offer new student orientation online				
Personnel	32,124	-	-	32,124
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>32,124</b>	<b>-</b>	<b>-</b>	<b>32,124</b>
2.2 Extract elements for stand-alone use				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
2.3 Offer advising online				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
2.4 Implement advising scheduling/tracking				
Personnel	31,849	-	-	31,849
Operating Expense	-	4,000	-	4,000
<b>subtotal</b>	<b>31,849</b>	<b>4,000</b>	<b>-</b>	<b>35,849</b>
<b>Total Goal 2</b>	<b>63,973</b>	<b>4,000</b>	<b>-</b>	<b>67,973</b>

Budget details for Year 0, Goal 2:

- 2.1 Personnel funds in base budget include partial salaries with benefits for one Assistant Dean of Student Development (10%), Director of Financial Aid (10%), two advisors (10% each), and a Multimedia Instructional Specialist (10%) to continue planning and developing online orientation.
  
- 2.4 Personnel funds in base budget include only one half year of partial salaries with benefits for the Associate Dean of Student Enrollment and Retention (5%) and Webmaster (5%) to implement scheduling software and train staff; also included are partial salaries with benefits (one half year) for three Assistant Deans of Student Development (5% each), 13 advisors (5% each), Information Center Coordinator (5%), and three Information Center Representatives (5%) for full implementation of scheduling software.
  
- 2.4 Operating Expense, new recurring funds include one half year of scheduling software license fee, which is \$8000 annually.

Proposed Fiscal Year 2009-2010 Budget (Year 0) Goal 3

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 3 Students use myPHCC</b>				
3.1 Train faculty myPHCC Level I				
Personnel	9,482	-	-	9,482
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>9,482</b>	<b>-</b>	<b>-</b>	<b>9,482</b>
3.2 Train faculty myPHCC Level II				
Personnel	9,482	-	-	9,482
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>9,482</b>	<b>-</b>	<b>-</b>	<b>9,482</b>
3.3 Provide faculty eSeminars				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
3.4 Establish minimal use myPHCC F2F classes				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Goal 3</b>	<b>18,965</b>	<b>-</b>	<b>-</b>	<b>18,965</b>
<b>Project Coordination</b>				
Personnel	116,090	-	10,350	126,440
Operating Expense	40,000	-	6,500	46,500
<b>Total QEP Project Coordination</b>	<b>156,090</b>	<b>-</b>	<b>16,850</b>	<b>172,940</b>
<b>Project Totals, Year 0</b>	<b>388,245</b>	<b>12,000</b>	<b>16,850</b>	<b>417,095</b>

Budget details for Year 0, Goal 3:

- 3. 1 Personnel funds in base budget include partial salaries with benefits for a Senior Instructional Designer (10%), and an Instructional Designer (5%) for faculty and staff Level I training on myPHCC.
  
- 3.2 Personnel funds in base budget include partial salaries with benefits for a Senior Instructional Designer (10%), and an Instructional Designer (5%) for faculty and staff Level II training on myPHCC.

Budget details for Year 0, Project Coordination:

Personnel funds in base budget include partial salaries with benefits for Get eSmart Project Coordinating Committee, consisting of a Provost (10%), Assistant Dean of Academic Technology (30%), Administrative Assistant (65%), Associate Dean of Student Enrollment and Retention (20%), Associate Dean of Institutional Research and Assessment (20%), and the Director of Management Information Services (20%).

Personnel new non-recurring funds include partial release time for Get eSmart Project Director (40%) which includes replacement costs at adjunct rate for 6 credit hours for fall and spring semesters plus 6 credit hours at the full-time faculty summer pay rate (\$4050).

Operating Expense, funds in base budget include additional internet capability (\$25,000), and related hardware (servers, switches, data storage, etc.) (\$15,000).

Operating Expense, new non-recurring funds include travel (\$2500) and marketing (\$4000).

Proposed Fiscal Year 2010-2011 Budget (Year 1) Goal 1

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 1 <u>Students increase success in online courses</u></b>				
1.1 Create Sample eClass				
Personnel	6,794	-	-	6,794
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>6,794</b>	<b>-</b>	<b>-</b>	<b>6,794</b>
1.2 Provide self-diagnostic assessment				
Personnel	6,794	-	-	6,794
Operating Expense	-	2,250	-	2,250
<b>subtotal</b>	<b>6,794</b>	<b>2,250</b>	<b>-</b>	<b>9,044</b>
1.3 eCertify faculty				
Personnel	43,953	-	-	43,953
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>43,953</b>	<b>-</b>	<b>-</b>	<b>43,953</b>
1.4 Train faculty mentors				
Personnel	3,397	-	-	3,397
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>3,397</b>	<b>-</b>	<b>-</b>	<b>3,397</b>
1.5.1 Increase eCourse Sections				
Personnel	105,263	-	-	105,263
Operating Expense	-	13,300	-	13,300
1.5.2 eLearning Support Center				
Personnel	-	67,941	-	67,941
Operating Expense	8,000	-	20,000	28,000
<b>subtotal</b>	<b>113,263</b>	<b>81,241</b>	<b>20,000</b>	<b>214,504</b>
<b>Total Goal 1</b>	<b>174,202</b>	<b>83,491</b>	<b>20,000</b>	<b>277,693</b>

Budget details for Year 1 Goal 1: Salaries for 2010-2011 do not include projections for increases due to current budget situation.

1.1 Personnel funds in base budget include partial salary with benefits for Senior Instructional Designer (10%) to create and pilot Sample eCourse.

- 1.2 Personnel funds in base budget include partial salary with benefits for Senior Instructional Designer (10%) to select and pilot the self-assessment instrument.
- 1.2 Operating Expense, new recurring funds include initial set-up and licensing for self-diagnostic assessment (\$2250).
- 1.3 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 1.4 Personnel funds in base budget include partial salary with benefits for one-half year for Senior Instructional Designer (10%) to provide internship training for selected mentors.
- 1.5.1 Personnel funds in basic budget continue same personnel positions and percentage assignments and Master eCourse development (\$24,638) as specified in year 2009-2010.
- 1.5.1 Operating Expense, new recurring funds include one half of total expense for secure interactive software; total expense for first year license estimated at \$26,600; expense shared with online advising (budget item 2.3).
- 1.5.2 Personnel new recurring funds to hire a new Senior Instructional Designer position with benefits, shared between the East and North Campuses (\$67,941), providing support and other services provided by the Department of Academic Technology.
- 1.5.2 Operating expense, funds in base budget continue annual update of eLearning Support Center, West Campus (equipment, software, etc. for faculty use and eCourse development) (\$8,000).
- 1.5.2 Operating Expense, new non-recurring funds include initial set up of eLearning Support Centers for East and North Campuses at \$10,000 each (laptop, scanner, software, equipment, and other items benefiting faculty usage of technology in courses and eCourse development).

Proposed Fiscal Year 2010-2011 Budget (Year 1) Goal 2

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 2 Students Integrates Online Services</b>				
2.1 Offer new student orientation online				
Personnel	32,124	-	-	32,124
Operating Expense	-	-	25,000	25,000
<b>subtotal</b>	<b>32,124</b>	<b>-</b>	<b>25,000</b>	<b>57,124</b>
2.2 Extract elements for stand-alone use				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
2.3 Offer advising online				
Personnel	13,469	-	-	13,469
Operating Expense	-	13,300	-	13,300
<b>subtotal</b>	<b>13,469</b>	<b>13,300</b>	<b>-</b>	<b>26,769</b>
2.4 Implement advising scheduling/tracking				
Personnel	55,095	-	-	55,095
Operating Expense	4,000	4,000	-	8,000
<b>subtotal</b>	<b>59,095</b>	<b>4,000</b>	<b>-</b>	<b>63,095</b>
<b>Total Goal 2</b>	<b>104,688</b>	<b>17,300</b>	<b>25,000</b>	<b>146,988</b>

Budget details for Year 1 Goal 2: Salaries for 2010-2011 do not include projections for increases due to current budget situation.

- 2.1 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 2.1 Operating Expense, new non-recurring funds include estimated contract to outsource completion of online new student orientation program (\$25,000).
- 2.3 Personnel funds in base budget include partial salaries with benefits for one half year for Assistant Dean of Academic Technology (5%) for software selection and one half year for software installation, one half year for Associate Dean of Student Enrollment and Retention (5%) for software selection, one half year for Assistant Dean of Academic Technology (15%) for staff training.
- 2.3 Operating Expense, new recurring funds include one half of total expense for secure interactive software; total expense for first year license estimated at \$26,600; expense shared with Increase eCourse sections (budget item 1.5.1)
- 2.4 Personnel funds in base budget include partial salaries with benefits for three Assistant Deans of Student Development (5% each), 13 advisors (5% each), Information Center Coordinator (5%), and three Information Center Representatives (5%) for a full year.

2.4 Operating expense, funds in base budget includes one half of annual scheduling software license fee, a continuation from 2009-2010 (\$4,000).

2.4 Operating Expense, new recurring funds include the remainder of the annual license of scheduling software, which is estimated to be \$8000 annually.

Proposed Fiscal Year 2010-2011 Budget (Year 1) Goal 3

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 3 Students use myPHCC</b>				
3.1 Train faculty myPHCC Level I				
Personnel	9,482	-	-	9,482
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>9,482</b>	<b>-</b>	<b>-</b>	<b>9,482</b>
3.2 Train faculty myPHCC Level II				
Personnel	9,482	-	-	9,482
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>9,482</b>	<b>-</b>	<b>-</b>	<b>9,482</b>
3.3 Provide faculty eSeminars				
Personnel	4,455	-	-	4,455
Operating Expense	-	-	4,000	4,000
<b>subtotal</b>	<b>4,455</b>	<b>-</b>	<b>4,000</b>	<b>8,455</b>
3.4 Establish minimal use myPHCC F2F classes				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Goal 3</b>	<b>23,420</b>	<b>-</b>	<b>4,000</b>	<b>27,420</b>
<b>Project Coordination</b>				
Personnel	116,090	-	10,350	126,440
Operating Expense	40,000	-	6,500	46,500
<b>Total QEP Project Coordination</b>	<b>156,090</b>	<b>-</b>	<b>16,850</b>	<b>172,940</b>
<b>Project Totals, Year 1</b>	<b>458,400</b>	<b>100,791</b>	<b>65,850</b>	<b>625,041</b>

Budget details for Year 1 Goal 3: Salaries for 2010-2011 do not include projections for increases due to current budget situation.

3.1 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.

3.2 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.

3.3 Personnel funds in base budget include partial salary with benefits for Assistant Dean of Academic Technology (5%) for the purpose of eSeminar planning.

3.3 Operating Expense, new non-recurring funds to conduct or attend eSeminars (speakers, video-conference participation, etc.) (\$4000).

Budget details for Year 1 Project Coordination:

Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.

Personnel funds, new non-recurring funds continue as specified in year 2009-2010.

Operating Expense, in base budget continue as specified in year 2009-2010.

Operating Expense, new non-recurring funds continue as specified in year 2009-2010.

Proposed Fiscal Year 2011-2012 Budget (Year 2) Goal 1

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 1</b> <u>Students increase success in online courses</u>				
1.1 Create Sample eClass				
Personnel	6,930	-	-	6,930
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>6,930</b>	<b>-</b>	<b>-</b>	<b>6,930</b>
1.2 Provide self-diagnostic assessment				
Personnel	6,930	-	-	6,930
Operating Expense	1,900	-	-	1,900
<b>subtotal</b>	<b>8,830</b>	<b>-</b>	<b>-</b>	<b>8,830</b>
1.3 eCertify faculty				
Personnel	44,832	-	-	44,832
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>44,832</b>	<b>-</b>	<b>-</b>	<b>44,832</b>
1.4 Train faculty mentors				
Personnel	3,465	-	10,125	13,590
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>3,465</b>	<b>-</b>	<b>10,125</b>	<b>13,590</b>
1.5.1 Increase eCourse Sections				
Personnel	106,876	-	-	106,876
Operating Expense	13,300	6,700	-	20,000
1.5.2 eLearning Support Center				
Personnel	69,300	-	-	69,300
Operating Expense	8,000	16,000	-	24,000
<b>subtotal</b>	<b>197,476</b>	<b>22,700</b>	<b>-</b>	<b>220,176</b>
<b>Total Goal 1</b>	<b>261,533</b>	<b>22,700</b>	<b>10,125</b>	<b>294,358</b>

Budget details for Year 2 Goal 1: Salary amounts have been adjusted to reflect annual increase of 2% for full-time positions.

- 1.1 Personnel funds in base budget include partial salary with benefits for Senior Instructional Designer (10%) to maintain Sample eCourse.
- 1.2 Personnel funds in base budget include partial salary with benefits for Senior Instructional Designer (10%) to fully administer self-assessment instrument.
- 1.2 Operating expense, funds in base budget continue licensing of self-diagnostic assessment instrument (\$1900); set-up expense no longer included.
- 1.3 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 1.4 Personnel funds in base budget continue same personnel position and percentage assignment as specified in year 2010-2011.
- 1.4 Personnel new non-recurring funds to provide stipend compensation for five faculty serving as mentors, \$2025 each.
- 1.5.1 Personnel funds in basic budget continue same personnel positions and percentage assignments and Master eCourse development (\$24,638) as specified in year 2009-2010.
- 1.5.1 Operating expense, funds in base budget include cost from previous year for secure interactive software (\$13,300); estimated increase is shown as new recurring funds.
- 1.5.1 Operating Expense, new recurring funds include one half of total expected price increase for secure interactive software; total expense for second year license estimated at \$40,000 reflecting an increase of \$13,400; expense shared with online advising (budget item 2.3).
- 1.5.2 Personnel funds in base budget to continue the Senior Instructional Designer position with benefits, shared between the East and North Campuses (\$69,300) as in year 2010-2011.
- 1.5.2 Operating Expense, funds in base budget continue the annual update of eLearning Support Center, West Campus (equipment, software, etc. for faculty use and eCourse development) (\$8,000).
- 1.5.2 Operating Expense, new recurring funds include annual updates of eLearning Support Centers, North and East Campuses (equipment, software, etc. for faculty use and eCourse development); \$8,000 per campus.

Proposed Fiscal Year 2011-2012 Budget (Year 2) Goal 2

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 2 Students Integrates Online Services</b>				
2.1 Offer new student orientation online				
Personnel	17,028	-	-	17,028
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>17,028</b>	<b>-</b>	<b>-</b>	<b>17,028</b>
2.2 Extract elements for stand-alone use				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
2.3 Offer advising online				
Personnel	6,817	46,410	-	53,227
Operating Expense	13,300	6,700	-	20,000
<b>subtotal</b>	<b>20,117</b>	<b>53,110</b>	<b>-</b>	<b>73,227</b>
2.4 Implement advising scheduling/tracking				
Personnel	56,197	-	-	56,197
Operating Expense	8,000	-	-	8,000
<b>subtotal</b>	<b>64,197</b>	<b>-</b>	<b>-</b>	<b>64,197</b>
<b>Total Goal 2</b>	<b>101,342</b>	<b>53,110</b>	<b>-</b>	<b>154,452</b>

Budget details for Year 2 Goal 2: Salary amounts have been adjusted to reflect annual increase of 2% for full-time positions.

- 2.1 Personnel funds in base budget include partial salaries with benefits for three academic advisors (10%) to pilot the newly developed online new student orientation program.
- 2.3 Personnel funds in base budget include one half year partial salary with benefits for Assistant Dean of Academic Technology (15%) for annual staff training.
- 2.3 Personnel new recurring funds include salary with benefits to hire a new full-time advisor. Continued employment will be contingent on availability of funds (\$46,410).
- 2.3 Operating Expense, funds in base budget include cost from previous year for secure interactive software (\$13,300).
- 2.3 Operating Expense, new recurring funds include one half of total expected increase for secure interactive software; total expense for second year license estimated at \$40,000 reflecting an increase of \$13,400; increase shared with Increase eCourse sections (budget item 1.5.1)

- 2.4 Personnel funds in basic budget continue same personnel positions and percentage assignments as specified in year 2010-2011.
- 2.4 Operating expense, funds in base budget continue annual scheduling software license fee (\$8,000).

Proposed Fiscal Year 2011-2012 Budget (Year 2) Goal 3

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 3 Students use myPHCC</b>				
3.1 Train faculty myPHCC Level I				
Personnel	9,672	-	-	9,672
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>9,672</b>	<b>-</b>	<b>-</b>	<b>9,672</b>
3.2 Train faculty myPHCC Level II				
Personnel	9,672	-	-	9,672
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>9,672</b>	<b>-</b>	<b>-</b>	<b>9,672</b>
3.3 Provide faculty eSeminars				
Personnel	4,544	-	-	4,544
Operating Expense	-	-	4,000	4,000
<b>subtotal</b>	<b>4,544</b>	<b>-</b>	<b>4,000</b>	<b>8,544</b>
3.4 Establish minimal use myPHCC F2F classes				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Goal 3</b>	<b>23,889</b>	<b>-</b>	<b>4,000</b>	<b>27,889</b>
<b>Project Coordination</b>				
Personnel	118,412	-	10,350	128,762
Operating Expense	40,000	-	6,500	46,500
<b>Total QEP Project Coordination</b>	<b>158,412</b>	<b>-</b>	<b>16,850</b>	<b>175,262</b>
<b>Project Totals, Year 2</b>	<b>545,175</b>	<b>75,810</b>	<b>30,975</b>	<b>651,960</b>

**Budget details for Year 2 Goal 3:** Salary amounts have been adjusted to reflect annual increase of 2% for full-time positions.

- 3.1 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 3.2 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 3.3 Personnel funds and Operating Expense continue same as specified in year 2010-2011.

Budget details for Year 2 Project Coordination:

Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.

Personnel funds, new non-recurring funds continue as specified in year 2009-2010.

Operating Expense, in base budget continue as specified in year 2009-2010.

Operating Expense, new non-recurring funds continue as specified in year 2009-2010.

Proposed Fiscal Year 2012-2013 Budget (Year 3) Goal 1

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 1 <u>Students increase success in online courses</u></b>				
1.1 Create Sample eClass				
Personnel	7,069	-	-	7,069
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>7,069</b>	<b>-</b>	<b>-</b>	<b>7,069</b>
1.2 Provide self-diagnostic assessment				
Personnel	7,069	-	-	7,069
Operating Expense	1,900	-	-	1,900
<b>subtotal</b>	<b>8,969</b>	<b>-</b>	<b>-</b>	<b>8,969</b>
1.3 eCertify faculty				
Personnel	45,729	-	-	45,729
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>45,729</b>	<b>-</b>	<b>-</b>	<b>45,729</b>
1.4 Train faculty mentors				
Personnel	3,534	-	10,125	13,659
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>3,534</b>	<b>-</b>	<b>10,125</b>	<b>13,659</b>
1.5.1 Increase eCourse Sections				
Personnel	108,521	-	-	108,521
Operating Expense	20,000	8,000	-	28,000
1.5.2 eLearning Support Center				
Personnel	70,686	70,686	-	141,372
Operating Expense	24,000	-	-	24,000
<b>subtotal</b>	<b>223,207</b>	<b>78,686</b>	<b>-</b>	<b>301,893</b>
<b>Total Goal 1</b>	<b>288,508</b>	<b>78,686</b>	<b>10,125</b>	<b>377,319</b>

Budget details for Year 3 Goal 1: Salary amounts have been adjusted to reflect annual increase of 2% for full-time positions.

1.1 Personnel funds in base budget continue partial salary with benefits for Senior Instructional Designer (10%) to maintain Sample eCourse.

- 1.2 Personnel funds in base budget continue same personnel position and percentage as specified in year 2011-2012.
- 1.2 Operating expense, funds in base budget continue licensing of self-diagnostic assessment instrument (\$1900).
- 1.3 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 1.4 Personnel funds in base budget continue same personnel position and percentage assignment as specified in year 2010-2011.
- 1.4 Personnel new non-recurring funds continue stipend compensation faculty mentors, throughout project as in 2011-2012.
- 1.5.1 Personnel funds in basic budget continue same personnel positions and percentage assignments and Master eCourse development (\$24,638) as specified in year 2009-2010.
- 1.5.1 Operating expense, funds in base budget continue cost from previous year for secure interactive software (\$20,000); estimated increase is shown as new recurring funds.
- 1.5.1 Operating Expense, new recurring funds include one half of total expected increase for secure interactive software; total expense for third year license estimated at \$56,000 reflecting an increase of \$16,000; expense shared with online advising (budget item 2.3).
- 1.5.2 Personnel funds in base budget include previously shared Senior Instructional Designer; position will be assigned full-time to East Campus, providing support and other services provided by the Department of Academic Technology.
- 1.5.2 Personnel new recurring funds to hire a new Senior Instructional Designer to serve North Campus (\$70686), providing support and other services provided by the Department of Academic Technology.
- 1.5.2 Operating expense, funds in base budget continue annual update of three eLearning Support Centers, \$8,000 each campus.

Proposed Fiscal Year 2012-2013 Budget (Year 3) Goal 2

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 2 Students Integrates Online Services</b>				
2.1 Offer new student orientation online				
Personnel	150,527	-	-	150,527
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>150,527</b>	<b>-</b>	<b>-</b>	<b>150,527</b>
2.2 Extract elements for stand-alone use				
Personnel	8,203	-	-	8,203
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>8,203</b>	<b>-</b>	<b>-</b>	<b>8,203</b>
2.3 Offer advising online				
Personnel	54,291	47,338	-	101,629
Operating Expense	20,000	8,000	-	28,000
<b>subtotal</b>	<b>74,291</b>	<b>55,338</b>	<b>-</b>	<b>129,629</b>
2.4 Implement advising scheduling/tracking				
Personnel	57,321	-	-	57,321
Operating Expense	8,000	-	-	8,000
<b>subtotal</b>	<b>65,321</b>	<b>-</b>	<b>-</b>	<b>65,321</b>
<b>Total Goal 2</b>	<b>298,341</b>	<b>55,338</b>	<b>-</b>	<b>353,679</b>

Budget details for Year 3 Goal 2: Salary amounts have been adjusted to reflect annual increase of 2% for full-time positions.

- 2.1 Personnel funds in base budget include partial salaries with benefits for 13 academic advisors (20%) participating in online new student orientation.
- 2.2 Personnel funds in base budget include partial salary with benefits of the Webmaster (10%) to link stand-alone components from the online new student orientation program to the PHCC website.
- 2.3 Personnel funds in base budget include continuation of full-time advisor based on continuation of available funding (\$47,338); also included is one half year partial salary with benefits for Assistant Dean of Academic Technology (15%) for continuation of annual staff training.
- 2.3 Personnel new recurring funds include salary with benefits to hire a second new full-time advisor. Continued employment will be contingent on availability of funds (\$47,338).
- 2.3 Operating expense, funds in base budget include cost from previous year for secure interactive software (\$20,000).

- 2.3 Operating Expense, new recurring funds include one half of total expected increase for secure interactive software; total expense for third year license estimated at \$56,000 reflecting an increase of \$16,000; increase shared with Increase eCourse sections (budget item 1.5.1)
- 2.4 Personnel funds in basic budget continue same personnel positions and percentage assignments as specified in year 2010-2011.
- 2.4 Operating expense, funds in base budget continue annual scheduling software license fee (\$8,000).

Proposed Fiscal Year 2012-2013 Budget (Year 3) Goal 3

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 3 Students use myPHCC</b>				
3.1 Train faculty myPHCC Level I				
Personnel	9,866	-	-	9,866
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>9,866</b>	<b>-</b>	<b>-</b>	<b>9,866</b>
3.2 Train faculty myPHCC Level II				
Personnel	9,866	-	-	9,866
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>9,866</b>	<b>-</b>	<b>-</b>	<b>9,866</b>
3.3 Provide faculty eSeminars				
Personnel	4,635	-	-	4,635
Operating Expense	-	-	4,000	4,000
<b>subtotal</b>	<b>4,635</b>	<b>-</b>	<b>4,000</b>	<b>8,635</b>
3.4 Establish minimal use myPHCC F2F classes				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Goal 3</b>	<b>24,366</b>	<b>-</b>	<b>4,000</b>	<b>28,366</b>
<b>Project Coordination</b>				
Personnel	120,780	-	10,350	131,130
Operating Expense	40,000	-	6,500	46,500
<b>Total QEP Project Coordination</b>	<b>160,780</b>	<b>-</b>	<b>16,850</b>	<b>177,630</b>
<b>Project Totals, Year 3</b>	<b>771,995</b>	<b>134,024</b>	<b>30,975</b>	<b>936,994</b>

Budget details for Year 3 Goal 3: Salary amounts have been adjusted to reflect annual increase of 2% for full-time positions.

- 3.1 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.

- 3.2 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 3.3 Personnel funds and Operating Expense continue same as specified in year 2010-2011.

Budget details for Year 3 Project Coordination:

Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.

Personnel funds, new non-recurring funds continue as specified in year 2009-2010.

Operating Expense, in base budget continue as specified in year 2009-2010.

Operating Expense, new non-recurring funds continue as specified in year 2009-2010.

Proposed Fiscal Year 2013-2014 Budget (Year 4) Goal 1

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 1 <u>Students increase success in online courses</u></b>				
1.1 Create Sample eClass				
Personnel	7,210	-	-	7,210
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>7,210</b>	<b>-</b>	<b>-</b>	<b>7,210</b>
1.2 Provide self-diagnostic assessment				
Personnel	7,210	-	-	7,210
Operating Expense	1,900	-	-	1,900
<b>subtotal</b>	<b>9,110</b>	<b>-</b>	<b>-</b>	<b>9,110</b>
1.3 eCertify faculty				
Personnel	46,644	-	-	46,644
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>46,644</b>	<b>-</b>	<b>-</b>	<b>46,644</b>
1.4 Train faculty mentors				
Personnel	3,605	-	10,125	13,730
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>3,605</b>	<b>-</b>	<b>10,125</b>	<b>13,730</b>
1.5.1 Increase eCourse Sections				
Personnel	110,199	-	-	110,199
Operating Expense	28,000	-	-	28,000
1.5.2 eLearning Support Center				
Personnel	144,200	-	-	144,200
Operating Expense	24,000	-	-	24,000
<b>subtotal</b>	<b>306,399</b>	<b>-</b>	<b>-</b>	<b>306,399</b>
<b>Total Goal 1</b>	<b>372,967</b>	<b>-</b>	<b>10,125</b>	<b>383,092</b>

Budget details for Year 4 Goal 1: Salary amounts have been adjusted to reflect annual increase of 2% for full-time positions.

- 1.1 Personnel funds in base budget continue partial salary with benefits for Senior Instructional Designer (10%) to maintain Sample eCourse.
- 1.2 Personnel funds in base budget continue same personnel position and percentage as specified in year 2011-2012.
- 1.2 Operating expense, funds in base budget continue licensing of self-diagnostic assessment instrument (\$1900).
- 1.3 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 1.4 Personnel funds in base budget continue same personnel position and percentage assignment as specified in year 2010-2011.
- 1.4 Personnel new non-recurring funds continue stipend compensation faculty mentors, throughout project as in 2011-2012.
- 1.5.1 Personnel funds in basic budget continue same personnel positions and percentage assignments and Master eCourse development (\$24,638) as specified in year 2009-2010.
- 1.5.1 Operating expense, funds in base budget continue cost from previous year for secure interactive software (\$28,000); expense shared with online advising (budget item 2.3). Future increase in licensing is unknown.
- 1.5.2 Personnel funds in base budget continue salaries with benefits for two Senior Instructional Designers serving East and North Campuses providing support and other services provided by the Department of Academic Technology.
- 1.5.2 Operating Expense, funds in base budget continue annual update of three eLearning Support Centers, \$8,000 each campus.

Proposed Fiscal Year 2013-2014 Budget (Year 4) Goal 2

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 2 Students Integrates Online Services</b>				
2.1 Offer new student orientation online				
Personnel	153,538	-	-	153,538
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>153,538</b>	<b>-</b>	<b>-</b>	<b>153,538</b>
2.2 Extract elements for stand-alone use				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
2.3 Offer advising online				
Personnel	103,662	48,285	-	151,947
Operating Expense	28,000	-	-	28,000
<b>subtotal</b>	<b>131,662</b>	<b>48,285</b>	<b>-</b>	<b>179,947</b>
2.4 Implement advising scheduling/tracking				
Personnel	58,467	-	-	58,467
Operating Expense	8,000	-	-	8,000
<b>subtotal</b>	<b>66,467</b>	<b>-</b>	<b>-</b>	<b>66,467</b>
<b>Total Goal 2</b>	<b>351,667</b>	<b>48,285</b>	<b>-</b>	<b>399,952</b>

Budget details for Year 4 Goal 2: Salary amounts have been adjusted to reflect annual increase of 2% for full-time positions.

- 2.1 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2012-2013.
- 2.3 Personnel funds in base budget include continuation of two full-time advisors based on continuation of available funding; also included is one half year partial salary with benefits for Assistant Dean of Academic Technology (15%) for continuation of annual staff training.
- 2.3 Personnel new recurring funds include salary with benefits to hire a third new full-time advisor. Continued employment will be contingent on availability of funds (\$48,285).
- 2.3 Operating expense, funds in base budget include cost from previous year for secure interactive software (\$28,000); future increase in licensing is unknown.
- 2.4 Personnel funds in basic budget continue same personnel positions and percentage assignments as specified in year 2010-2011.
- 2.4 Operating expense, funds in base budget continue annual scheduling software license fee (\$8,000).

Proposed Fiscal Year 2013-2014 Budget (Year 4) Goal 3

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 3 Students use myPHCC</b>				
3.1 Train faculty myPHCC Level I				
Personnel	10,063	-	-	10,063
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>10,063</b>	<b>-</b>	<b>-</b>	<b>10,063</b>
3.2 Train faculty myPHCC Level II				
Personnel	10,063	-	-	10,063
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>10,063</b>	<b>-</b>	<b>-</b>	<b>10,063</b>
3.3 Provide faculty eSeminars				
Personnel	4,728	-	-	4,728
Operating Expense	-	-	4,000	4,000
<b>subtotal</b>	<b>4,728</b>	<b>-</b>	<b>4,000</b>	<b>8,728</b>
3.4 Establish minimal use myPHCC F2F classes				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Goal 3</b>	<b>24,854</b>	<b>-</b>	<b>4,000</b>	<b>28,854</b>
<b>Project Coordination</b>				
Personnel	123,195	-	10,350	133,545
Operating Expense	40,000	-	6,500	46,500
<b>Total QEP Project Coordination</b>	<b>163,195</b>	<b>-</b>	<b>16,850</b>	<b>180,045</b>
<b>Project Totals, Year 4</b>	<b>912,683</b>	<b>48,285</b>	<b>30,975</b>	<b>991,943</b>

Budget details for Year 4 Goal 3: Salary amounts have been adjusted to reflect annual increase of 2% for full-time positions.

- 3.1 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 3.2 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 3.3 Personnel funds and Operating Expense continue same as specified in year 2010-2011.

Budget details for Year 4 Project Coordination:

Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.

Personnel funds, new non-recurring funds continue as specified in year 2009-2010.

Operating Expense, in base budget continue as specified in year 2009-2010.

Operating Expense, new non-recurring funds continue as specified in year 2009-2010.

Proposed Fiscal Year 2014-2015 Budget (Year 5) Goal 1

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 1 <u>Students increase success in online courses</u></b>				
1.1 Create Sample eClass				
Personnel	7,354	-	-	7,354
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>7,354</b>	<b>-</b>	<b>-</b>	<b>7,354</b>
1.2 Provide self-diagnostic assessment				
Personnel	7,354	-	-	7,354
Operating Expense	1,900	-	-	1,900
<b>subtotal</b>	<b>9,254</b>	<b>-</b>	<b>-</b>	<b>9,254</b>
1.3 eCertify faculty				
Personnel	47,577	-	-	47,577
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>47,577</b>	<b>-</b>	<b>-</b>	<b>47,577</b>
1.4 Train faculty mentors				
Personnel	3,677	-	10,125	13,802
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>3,677</b>	<b>-</b>	<b>10,125</b>	<b>13,802</b>
1.5.1 Increase eCourse Sections				
Personnel	111,910	-	-	111,910
Operating Expense	28,000	-	-	28,000
1.5.2 eLearning Support Center				
Personnel	147,084	-	-	147,084
Operating Expense	24,000	-	-	24,000
<b>subtotal</b>	<b>310,994</b>	<b>-</b>	<b>-</b>	<b>310,994</b>
<b>Total Goal 1</b>	<b>378,856</b>	<b>-</b>	<b>10,125</b>	<b>388,981</b>

**Budget details for Year 5 Goal 1:** Salary amounts have been adjusted to reflect an increase of 2% for full-time positions.

- 1.1 Personnel funds in base budget continue partial salary with benefits for Senior Instructional Designer (10%) to maintain Sample eCourse.
- 1.2 Personnel funds in base budget continue same personnel position and percentage as specified in year 2011-2012.
- 1.2 Operating expense, funds in base budget continue licensing of self-diagnostic assessment instrument (\$1900).

- 1.3 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 1.4 Personnel funds in base budget continue same personnel position and percentage assignment as specified in year 2010-2011.
- 1.4 Personnel new non-recurring funds continue stipend compensation faculty mentors, throughout project as in 2011-2012.
- 1.5.1 Personnel funds in basic budget continue same personnel positions and percentage assignments and Master eCourse development (\$24,638) as specified in year 2009-2010.
- 1.5.1 Operating expense, funds in base budget continue cost from previous year for secure interactive software (\$28,000); expense shared with online advising (budget item 2.3). Increase in licensing is unknown.
- 1.5.2 Personnel funds in base budget continue same personnel positions as specified in year 2013-2014.
- 1.5.2 Operating expense, funds in base budget continue annual update of three eLearning Support Centers, \$8,000 each campus.

Proposed Fiscal Year 2014-2015 Budget (Year 5) Goal 2

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 2 Students Integrates Online Services</b>				
2.1 Offer new student orientation online				
Personnel	156,608	-	-	156,608
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>156,608</b>	<b>-</b>	<b>-</b>	<b>156,608</b>
2.2 Extract elements for stand-alone use				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
2.3 Offer advising online				
Personnel	154,987	-	-	154,987
Operating Expense	28,000	-	-	28,000
<b>subtotal</b>	<b>182,987</b>	<b>-</b>	<b>-</b>	<b>182,987</b>
2.4 Implement advising scheduling/tracking				
Personnel	59,637	-	-	59,637
Operating Expense	8,000	-	-	8,000
<b>subtotal</b>	<b>67,637</b>	<b>-</b>	<b>-</b>	<b>67,637</b>
<b>Total Goal 2</b>	<b>407,232</b>	<b>-</b>	<b>-</b>	<b>407,232</b>

Budget details for Year 5 Goal 2: Salary amounts have been adjusted to reflect an increase of 2% for full-time positions.

- 2.1 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2012-2013.
- 2.3 Personnel funds in base budget include continuation of three full-time advisors based on continuation of available funding; also included is one half year partial salary with benefits for Assistant Dean of Academic Technology (15%) for continuation of annual staff training.
- 2.3 Operating expense, funds in base budget include cost from previous year for secure interactive software (\$28,000); future increase in licensing is unknown.
- 2.4 Personnel funds in basic budget continue same personnel positions and percentage assignments as specified in year 2010-2011.
- 2.4 Operating expense, funds in base budget continue annual scheduling software license fee (\$8,000).

Proposed Fiscal Year 2014-2015 Budget (Year 5) Goal 3

	Funds in base budget	New Money		Total
		Recurring	Non-Recurring	
<b>Goal 3 Students use myPHCC</b>				
3.1 Train faculty myPHCC Level I				
Personnel	10,264	-	-	10,264
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>10,264</b>	<b>-</b>	<b>-</b>	<b>10,264</b>
3.2 Train faculty myPHCC Level II				
Personnel	10,264	-	-	10,264
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>10,264</b>	<b>-</b>	<b>-</b>	<b>10,264</b>
3.3 Provide faculty eSeminars				
Personnel	4,823	-	-	4,823
Operating Expense	-	-	4,000	4,000
<b>subtotal</b>	<b>4,823</b>	<b>-</b>	<b>4,000</b>	<b>8,823</b>
3.4 Establish minimal use myPHCC F2F classes				
Personnel	-	-	-	-
Operating Expense	-	-	-	-
<b>subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Goal 3</b>	<b>25,351</b>	<b>-</b>	<b>4,000</b>	<b>29,351</b>
<b>Project Coordination</b>				
Personnel	125,659	-	10,350	136,009
Operating Expense	40,000	-	6,500	46,500
<b>Total QEP Project Coordination</b>	<b>165,659</b>	<b>-</b>	<b>16,850</b>	<b>182,509</b>
<b>Project Totals, Year 5</b>	<b>977,098</b>	<b>-</b>	<b>30,975</b>	<b>1,008,073</b>

Budget details for Year 5 Goal 3: Salary amounts have been adjusted to reflect an increase of 2% for full-time positions.

- 3.1 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 3.2 Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.
- 3.3 Personnel funds and Operating Expense continue same as specified in year 2010-2011.

Budget details for Year 5 Project Coordination:

Personnel funds in base budget continue same personnel positions and percentage assignments as specified in year 2009-2010.

Personnel funds, new non-recurring funds continue as specified in year 2009-2010.

Operating Expense, in base budget continue as specified in year 2009-2010.

Operating Expense, new non-recurring funds continue as specified in year 2009-2010.

### **VII C. Timeline and Responsibilities**

To assure efficient and effective implementation of Get eSmart, timelines and tables of responsibility are provided for each Get eSmart goal. The timelines indicate the order of Action Step implementation that ensures appropriate sequencing of foundational elements for Get eSmart success. Personnel responsible for each Action Step have management responsibilities at the College and were significant in the development of the Get eSmart Plan. These timelines and tables of responsibilities demonstrate that PHCC has sufficient personnel dedicated to the success of the project.

**Action Step Timeline, Goal 1**

GOAL 1: PHCC student retention and success in online courses will increase.													
Action Steps	2009 July-Dec	2010 Jan-June	2010 July-Dec	2011 Jan-June	2011 July-Dec	2012 Jan-June	2012 July-Dec	2013 Jan-June	2013 July-Dec	2014 Jan-June	2014 July-Dec	2015 Jan-June	
1.1 Create Sample eCourse													
Create sample online course													
Pilot sample eCourse													
Deploy sample eCourse on webpage													
1.2 Provide self-diagnostic assessment													
Select self-diagnostic assessment													
Pilot self-diagnostic assessment													
Deploy in Orientation													
1.3 eCertify faculty													
1.4 Train faculty eLearning Mentors													
Provide eLearning internship													
Deploy trained mentors													
1.5 Increase eCourse sections													
1.5.1 eCourse development													
1.5.2 eLearning Support Centers													
West Campus eSupport Center													
East Campus eSupport Center													
North Campus eSupport Center													
add one Instructional Designer													
add additional Instructional Designer													

**Table of Responsibilities, Goal 1**

GOAL 1: PHCC student retention and success in online courses will increase.		
Action Step	Lead Responsibility of:	Primary support staff
1.1 Create Sample eCourse Create sample online course Pilot sample eCourse Deploy sample eCourse on webpage	Assistant Dean of Academic Technology	Senior Instructional Designer Webmaster
1.2 Provide self-diagnostic assessment Select self-diagnostic assessment Pilot self-diagnostic assessment Deploy in Orientation	Assistant Dean of Academic Technology	Senior Instructional Designer
1.3 eCertify faculty	Assistant Dean of Academic Technology	Senior Instructional Designer Instructional Designer Multimedia Instructional Specialist
1.4 Train faculty eLearning Mentors Provide eLearning internship Coordinate trained mentors	Assistant Dean of Academic Technology QEP Project Director	Senior Instructional Designer Faculty Mentors (5)
1.5 Increase eCourse Offerings eCourse Development	Assistant Dean of Academic Technology Deans and Provosts	Senior Instructional Designer Instructional Designer Multimedia Instructional Specialist
1.5.2 Allocate staff and equipment to eLearning Support Centers West Campus eSupport Center East Campus eSupport Center North Campus eSupport Center	Assistant Dean of Academic Technology North and East Campus Provosts	Senior Instructional Designer QEP Project Director

**Action Step Timeline, Goal 2**

GOAL 2: PHCC students will increasingly integrate online student services as part of their academic planning process.												
Action Steps	2009 July-Dec	2010 Jan-June	2010 July-Dec	2011 Jan-June	2011 July-Dec	2012 Jan-June	2012 July-Dec	2013 Jan-June	2013 July-Dec	2014 Jan-June	2014 July-Dec	2015 Jan-June
2.1 Offer new student orientation online												
Develop online orientation												
Pilot online orientation												
Implement online orientation												
2.2 Extract elements for stand-alone use												
Convert to stand-alone modules												
Integrate modules into webpage												
Review modules annually												
2.3 Offer advising online												
Identify/purchase software												
Install software												
Train staff												
add first advisor												
add second advisor												
add third advisor												
2.4 Implement advising scheduling/tracking												
purchase/install software												
Train staff												
Implement software												

**Table of Responsibilities, Goal 2**

GOAL 2: PHCC students will increasingly integrate online student services as part of their academic planning process.		
Action Step	Lead Responsibility of:	Primary support staff
2.1 Offer new student orientation online Develop online orientation Pilot online orientation Implement online orientation	Associate Dean, Student Enrollment & Retention	Asst Deans, Student Development Director Financial Aid Director, Admissions & Student Records Advisors Multimedia Instructional Specialist Senior Instructional Designer
2.2 Extract elements for stand-alone use Convert to stand-alone modules Integrate modules into webpage Review modules annually	Associate Dean, Student Enrollment & Retention	Instructional Designer Web Master Asst Deans, Student Development
2.3 Offer advising online Identify/purchase software Install software Train staff	Associate Dean, Student Enrollment & Retention	Asst Deans, Student Development Asst Dean Academic Technology Instructional Designer Advisors Coordinator, Information Center
2.4 Implement advising scheduling/tracking purchase/install software Train staff Implement software	Associate Dean, Student Enrollment & Retention	Web Master Asst Deans, Student Development Advisors Coordinator, Information Center Information Center Representatives

**Action Step Timeline, Goal 3**

GOAL 3: PHCC students will utilize myPHCC for technologically enhanced learning in face-to-face courses.												
Action Steps	2009 July-Dec	2010 Jan-June	2010 July-Dec	2011 Jan-June	2011 July-Dec	2012 Jan-June	2012 July-Dec	2013 Jan-June	2013 July-Dec	2014 Jan-June	2014 July-Dec	2015 Jan-June
3.1 Train faculty myPHCC Level I												
3.2 Train faculty myPHCC Level II												
3.3 Provide faculty eSeminars												
3.4 Establish Minimal Use myPHCC F2F classes												
Elements determined												
Elements reviewed annually												

**Table of Responsibilities, Goal 3**

GOAL 3: PHCC students will utilize myPHCC for technologically enhanced learning in face-to-face courses.		
Action Step	Lead Responsibility of:	Primary support staff
3.1 Train faculty myPHCC Level I	Assistant Dean of Academic Technology	Senior Instructional Designer Instructional Designer
3.2 Train faculty myPHCC Level II	Assistant Dean of Academic Technology	Senior Instructional Designer Instructional Designer
3.3 Provide faculty eSeminars	QEP Project Director	Asst Dean Academic Technology
3.4 Establish Minimal Use myPHCC F2F classes		Asst Dean Academic Technology Faculty & Staff
Elements determined	QEP Project Director	
Elements reviewed annually		

**VII D. Organizational Structure for Initiation and Continuation of *GET eSMART***

Two committees have been established for the purpose of initiation and implementation of Get eSmart: the Get eSmart Project Coordinating Committee and the Get eSmart Project Advisory Committee (Appendix XI and Appendix XII).

Initiation of the QEP and continuation of the project will be the responsibility of the Get eSmart Project Coordinating Committee. This committee is responsible for the oversight of QEP implementation, data collection, and reporting. The role of the committee is to coordinate the work being done in several areas of the College to assure that the objectives of the project are completed in a timely manner. This committee will submit annual reports and recommendations to PHCC’s SACS Reaffirmation Steering Committee. The Get eSmart Project Coordinating Committee will be composed of those individuals with major management responsibilities for sections of the project and/or the project as a whole. A campus provost and the Get eSmart Project Director will provide oversight and coordination during implementation; these individuals will also be responsible for all reports. The Associate Dean of Student Enrollment and Retention will serve as student development tasks leader; the Associate Dean of Institutional Research and Assessment, along with the Director of Management Information Services, will serve as assessment task leaders; the Assistant Dean of Academic Technology will serve as instructional tasks leader. Also, the Get eSmart Project Coordinating Committee will be responsible for monitoring and updating an online community which will be established to provide communication, information and collaboration during QEP implementation.

The Get eSmart Project Advisory Committee will provide broad-based involvement during QEP implementation. The Get eSmart Project Advisory Committee will be composed of representatives from the various constituents of the College community including faculty, staff, and students representing all campuses. The committee provides overall review and suggestions for the successful implementation of the project. This committee will meet at least quarterly during the five-year implementation period of the project and will be chaired by the Get eSmart Project Director.

### VIII. ASSESSMENT OF *GET eSMART*

Assessment of Get eSmart provides insight into the effectiveness of the QEP as well as analysis of the process and progress of each step along the way. Direct and indirect measures have been selected to indicate student learning and to provide guidance for changes and adjustments during QEP implementation.

Success of the QEP will be determined by the achievement of each of the three Get eSmart goals, which reference specific student learning outcomes. Action Steps are designed collectively to achieve the specified student learning outcomes. Evaluations of the Action Steps include indicators which delineate process measures and benchmarks for monitoring progress. Multiple measures for each goal determine the effectiveness of the Action Steps. The Get eSmart Project Coordinating Committee will analyze the data provided by these measures as a springboard for evaluating and adjusting the steps of the plan throughout the implementation process.

In addition to monitoring progress of Get eSmart's implementation, the Get eSmart Project Coordinating Committee will look longitudinally at data to evaluate trends, using the results to drive decisions for long term improvements and recommendations.

One of the direct measures of student learning used in Get eSmart is based upon foundational data which drove the QEP development process. Preliminary data show PHCC's students passing online courses at a lower rate than face-to-face courses. As Get eSmart equips students to learn with technology, measuring the pass rate of students in an online learning environment continues to be important to this QEP.

Additional direct measures of Get eSmart include student participation in online services and use of myPHCC components in face-to-face classes.

Indirect measures of Get eSmart are used to supplement numerical data. Satisfaction surveys and surveys of perception validate successful integration of technological enhancements into the student's educational experience at PHCC.

**Assessment of Goal 1: PHCC student retention and success in online courses will increase.**

Action steps to achieve Goal 1 provide students with an understanding of the differences between the delivery methods for online and face-to-face courses. Students will be aware that specific technical skills and desirable personal characteristics are needed to succeed in online courses. After successful implementation of the Action Steps to achieve Goal 1, students have the opportunity to prepare for online learning in the following areas:

- The student is familiar with the online learning environment (student has explored Sample eCourse).
- The student has determined his or her readiness for online learning.

Measures used to evaluate the success of Goal 1 provide comparative retention and success data from students who are prepared for online learning in one or both of the areas listed above. After each fall semester is completed, student data from online courses will be extracted. Numerical data of earned grades, withdrawals, and course completions will be analyzed as indicators of students' incorporation of knowledge acquired from the Sample eCourse and the online readiness self-diagnostic assessment.

Action Steps for this goal also address the quality of the online courses being offered by PHCC. Student data of earned grades and course completions from only those online classes designed according to the Master eCourse standards and taught by eCertified faculty (Action Step 1.5) will be used. This refinement of data provides the Get eSmart Project Coordinating Committee with a basis for evaluating the success of Goal 1 by measuring the combination of student learning from preparatory activities with institutional improvements in online course quality.

As each action step contained in Goal 1 is completed, baseline data of earned grades and course completions will be established for all online courses according to the following student populations:

- sample eCourse exploration only
- positive results from online readiness self-diagnostic assessment only
- sample eCourse exploration AND positive results from the online readiness self-diagnostic assessment
- sample eCourse exploration and positive results from the online readiness self-diagnostic assessment within Master eCourses only

Each online course will contain a brief student survey to acquire student perception data regarding the value of preparation from the Sample eCourse and the online readiness self-diagnostic assessment. Results from the perception survey will be included in

analysis of data when making adjustments (if indicated) to the Get eSmart project during implementation.

Annual Project Reports will include baseline and comparative data for all of the above populations at the completion of each fall semester. Data will be analyzed to determine which preparatory activities are effective, showing improvements in either success or completion rates or both. Adjustments to the appropriate preparatory activity or course design will be made as needed.

Online enrollment numbers and student perception of preparation will be included in each Annual Project Report.

The End of Project Report is expected to show increases in percentage of student completion in online courses, and, therefore, increased success rates in online courses. The number of students who perceive that they are more prepared for online learning is also expected to increase. These expected results indicate that students have integrated knowledge and skills learned from Get eSmart preparatory activities, resulting in a successful learning experience in online courses.

## **Evaluation of Action Steps to achieve Goal 1**

### **1.1 Create Sample eCourse**

Process evaluation: As detailed in the narrative for this Action Step, the Sample eCourse will be piloted, evaluated by faculty and students, and adjusted prior to full implementation. The deployed Sample eCourse will contain a user satisfaction survey. The Sample eCourse will be reviewed annually by the Department of Academic Technology along with select faculty. Student utilization numbers and results from the satisfaction surveys will be used in the annual review process when updates, changes, and improvements are made. The Sample eCourse is expected to become part of eLearning at PHCC after completion of the Get eSmart project.

Annual Project Reports:

- student utilization data of the Sample eCourse, with annual increase expected
- students in online classes indicating participation in Sample eCourse (by survey in online classes), with annual increase expected
- documentation of annual review and any subsequent revisions

End of Project Report Expectation:

- 80% of students in online courses indicating participation in Sample eCourse as determined by student survey in online courses

## **1.2 Provide online readiness self-diagnostic assessments**

Process evaluation: As detailed in the narrative for this Action Step, the online readiness self-diagnostic assessment will be selected and piloted for satisfactory technical delivery and satisfactory reporting capability. The self-assessment will become a part of new student orientation, and student scores will be made available to advisors for use during academic advising consultations. An annual review of the self-assessment, along with vendor updates and reporting capabilities, will be scheduled by the Get eSmart Project Coordinating Committee.

Annual Project Reports:

- student access data of online readiness self-diagnostic assessment, with annual increase access expected
- student scores: ready and not-ready
- scores from students in online courses: ready and not-ready for online learning, with annual increase in students scoring 'ready' expected

End of Project Report Expectations:

- 100% participation by students
- 100% of student in online courses received acceptable online readiness scores prior to enrolling in the online course

## **1.3 eCertify 50% of faculty**

Achieving and maintaining 50% eCertification of faculty, including all full time and all adjunct faculty, depend on the eCertification process already implemented.

Annual Project Reports:

- number of newly eCertified faculty
- total number of faculty who have become eCertified
- number of currently eCertified faculty
- percent of all faculty holding current eCertification, with benchmarks of 25% for first year, 35% second year, 45% third year, and 50% in subsequent years

End of Project Report Expectation:

- 50% of current faculty eCertified

## **1.4 Train faculty mentors**

Process evaluation: Development of Intern Training will be the responsibility of the Department of Academic Technology. Selection of participants will be initiated by the Department of Academic Technology and approved by the Get eSmart Project Coordinating Committee. Once developed, schedule and participation data will become part of the Annual Project Report. An annual review for updates, changes, and

improvements will be the responsibility of the Department of Academic Technology and will be based on feedback from each year's participants and faculty satisfaction with mentor program.

Annual Project Reports:

- documentation of Intern Training and participants
- names of faculty trained and serving as faculty mentors for current year
- total number of faculty mentors to date
- satisfaction survey results

End of Project Report Expectation:

- determine if Internship will be continued based on surveys, input of mentors, and recommendation of the Department of Academic Technology

### **1.5 Increase number of eCourse sections offered**

Process evaluation: During Get eSmart project implementation, eLearning Support Centers will be established for North and East campuses, purchasing equipment and software, and scheduling staff. Updates of each eLearning Support Center will occur annually by the Department of Academic Technology, with consideration of faculty recommendations for equipment and software.

Master eCourse development will continue using the process implemented by the Department of Academic Technology prior to Get eSmart project initiation.

Annual Project Report:

- newly established eLearning Support Centers, equipment, and staffing
- updates of established eLearning Support Centers
- usage measure of eLearning Support Center by campus
- new Master eCourses offered
- total Master eCourses available
- total online course sections offered
- total online course sections of Master eCourses offered
- planned Master eCourses to be developed

End of Project Report Expectations:

- significant increase in online sections offered
- North and East campuses have a functioning eLearning Support Centers

**Assessment of Goal 2: PHCC students will increasingly integrate online student services as part of their academic planning process.**

Action steps to achieve Goal 2 expand online services to include new student orientation, student advising, and instructions to use online services. After successful implementation of these Action Steps, students will utilize services in the online modality and will demonstrate this knowledge by increasing usage of the online services.

Evaluation of the success of this goal uses numerical data of student participation with online services, online tutorials for these services, and student perception of learning surveys. Student satisfaction surveys for each online service are also used to evaluate success of this goal.

Annual Project Reports will include a list of online services, noting when new services become available online, and access data for each online service (unduplicated student counts when available). Access data from online tutorials, student perception of learning from the tutorials, and student access of services will indicate effectiveness of tutorials. Data from the tutorials will be used by the Get eSmart Project Coordinating Committee for evaluation and improvement of the tutorials and services. Get eSmart expects students to access online services with increasing frequency each year.

As online new student orientation and online student advising become available, Annual Project Reports will include the number of students choosing to participate in new student orientation using the online modality, the number of students choosing to participate in new student orientation using the face-to-face modality, the number of online student advising sessions, and the number of face-to-face student advising sessions. Comparison usage data by modalities along with student satisfaction and staff satisfaction surveys will be analyzed by the Get eSmart Project Coordinating Committee to adjust and improve both the online new student orientation and online student advising to meet student needs. An annual increase in both online orientation participation and online advising is expected.

The End of Project Report is expected to show at least half of students choosing the online modality for Orientation, continuous growth in online advising, and increasing access for all online services. The End of Project Report is also expected to show students equally satisfied with online and face-to-face orientations. Achieving these expected results indicates that students have demonstrated an increasing integration of a variety of online student services into their academic experience while students at PHCC.

## **Evaluations of Action Steps to achieve Goal 2**

### **2.1 Offer new student orientation online**

Process evaluation: As detailed in the narrative for this Action Step, the online orientation will be piloted, evaluated by staff and students, and adjusted prior to full implementation. Once fully implemented, the online new student orientation will contain a user satisfaction survey and a pre/post test to measure learning. The online orientation will be reviewed annually by the Associate Dean of Student Enrollment and Retention and the Assistant Dean of Academic Technology along with selected staff. Results from student satisfaction surveys will be reviewed in the annual review process as online new student orientation continues to be updated.

Annual Project Reports:

- student participation data in both online and face-to-face new student orientation
- student satisfaction survey results of new student orientation from both online and face-to-face orientations
- results of pre/post test comparison of online with face-to-face
- documentation of annual review and revisions made

End of Project Report Expectations:

- 50% of New student orientation occurs online
- students equally satisfied in online orientation and face-to-face orientation
- increase in online student advising
- students equally satisfied with online student advising and face-to-face student advising
- increased usage of online services

### **2.2 Extract elements from online orientation for stand-alone use**

Process evaluation: Tutorials are created during the development of online orientation. Each tutorial will be adapted for stand-alone use along with an accompanying short satisfaction and perception of learning survey, designed to provide user feedback. Yearly reviews of each tutorial will be done by the Associate Dean of Student Enrollment and Retention. Improvements and updates will be made annually based on survey results and access data.

Annual Project Reports:

- list of stand-alone tutorial in use
- list of tutorials in development and tutorials in planning stages
- access data for each tutorial, satisfaction data, and perception of learning results for each tutorial
- access data for each online service
- documentation of annual review and revisions made

End of Project Report Expectations:

- students satisfaction with tutorials at least 80%
- student access of tutorials increasing or remaining stable

### **2.3 Offer academic advising online**

Process evaluation: Software for online student advising will be considered, selected, and installed, followed by staff training. Online student advising will be piloted, evaluated by staff and students, and adjusted prior to full implementation. The deployed online student advising will contain a user satisfaction survey. Annual review for satisfactory implementation will be done by the Associate Dean of Student Enrollment and Retention along with select staff. Results from student satisfaction surveys will be included in each annual review process as a basis for adjustments and updates to maintain highest quality student advising.

Annual Project Reports:

- number of online student advising sessions, annual increase expected
- number of face-to-face student advising sessions
- satisfaction survey results, comparison between online and face-to-face student advising
- documentation of annual review and revisions made
- additional advisor positions

End of Project Report Expectations:

- annual increase in online student advising sessions
- more than 58% student access academic advising, per CCSSE data
- student satisfaction equal for online student advising and face-to-face student advising

### **2.4 Implement college-wide appointment scheduling and tracking software**

Process evaluation: Satisfactory implementation of selected software should be completed when Get eSmart begins full implementation.

Annual Project Reports:

- verification that PHCC is using college-wide appointment scheduling
- verification that PHCC is using college-wide tracking software

### **Assessment of Goal 3: PHCC students will utilize myPHCC for technologically enhanced learning in face-to-face classes.**

With the goal that students will utilize myPHCC in face-to-face classes, faculty are encouraged to design their courses to incorporate components of myPHCC. Action steps to achieve Goal 3 focus on faculty being proficient with myPHCC. Specific recommendations will be established for minimum usage of myPHCC components in all courses.

Students in face-to-face courses will be surveyed as to component usage. Faculty will be similarly surveyed for face-to-face courses. Comparison of the data along with the data from Academic Technology will provide a good indication of myPHCC usage.

The End of Project Report is expected to show at least half of face-to-face sections offered by PHCC use the recommended minimum myPHCC components. Achievement of this expected results indicate that students are utilizing myPHCC for technologically enhanced learning in face-to-face classes.

### **Evaluations of Action Steps to achieve Goal 3**

#### **3.1 Increase faculty training on myPHCC, Level I**

Process evaluation: Level I training of faculty, including all full time and all adjunct faculty, depends on training already implemented by the Department of Academic Technology. eCertified faculty and faculty trained to Level II will be included in the Level I training data. Development and deployment of the asynchronous online training modules will be the responsibility of the Department of Academic Technology. Availability of these modules will be included in the Annual Project Reports.

Annual Project Reports:

- number of newly trained Level I faculty
- total number of faculty who are Level I trained
- training schedule and attendance (component trainings)
- percent of all faculty trained to Level I
- percent of full time faculty trained to Level I

End of Project Report Expectations:

- 80% of current faculty (full time and adjunct) trained to Level I
- 100% of full time faculty trained to Level I

#### **3.2 Increase faculty training on myPHCC, Level II**

Process evaluation: Level II training of faculty, including all full time and all adjunct faculty, depends on training already implemented by the Department of Academic Technology. eCertified faculty will be included in the Level II training data. Development and deployment of the asynchronous online training modules will be the responsibility of the Department of Academic Technology. Availability of these modules will be included in the Annual Project Reports.

Annual Project Reports:

- number of newly trained Level II faculty
- total number of faculty who are Level II trained
- training schedule and attendance (component trainings)
- percent of all faculty trained to Level II

End of Project Report Expectation:

- 80% of current faculty (full time and adjunct) trained to Level II

### **3.3 Provide faculty eSeminars**

Process evaluation: The QEP Project Director, along with the Department of Academic Technology identifies and schedules yearly continuing educational sessions.

Annual Project Reports:

- evidence of educational seminar(s): schedule, announcement, seminar information, etc.
- number in attendance
- continuing education validation

End of Project Report Expectations:

- verification of total hours of professional development offered
- verification of number of faculty trained

### **3.4 Establish minimum myPHCC usage recommendations**

Process evaluation: Faculty and students will be surveyed each spring semester for preferences regarding myPHCC usages in face-to-face courses. The Get eSmart Project Coordinating Committee will review the surveys. In coordination with the Department of Academic Technology, the Get eSmart Project Coordinating Committee will create the recommended minimum myPHCC use for all courses, verifying the components are contained within Levels I and II trainings.

Annual Project Reports:

- minimum use recommendations list
- number of sections complying with minimum use recommendations
- adjustments made based on usage and survey results

End of Project Report Expectation:

- 50% of face-to-face sections satisfying minimum use recommendations

## **IX. CONCLUSION**

Get eSmart builds upon PHCC's foundation of quality online courses and student services, adds student-focused initiatives, and establishes the College as a student-centered eLearning institution.

Get eSmart's first goal centers on student success in online courses. During implementation of the Action Steps accompanying this goal, students experience how learning online differs from learning face-to-face. Students will assess their personal learning style and use this information to best select online courses in which they are most likely to succeed. Increasing choices of online courses is also part of this goal.

Get eSmart's second goal focuses on streamlining two additional online student services, orientation and student advising as part of their academic planning process. Expansion of online services and new online "how-to" tutorials for online services equip student for self-efficacy in their own academic planning.

Finally, the third goal of Get eSmart assures that all PHCC students experience technologically enhanced learning during their academic career at PHCC in both online and face-to-face courses.

The Get eSmart Project Coordinating Committee ensures the project remains on track and implements appropriate and necessary adjustments when indicated by data gained from assessment measures. The substantial budget commitment, timeline of activities, and strong foundational infrastructure demonstrate PHCC's commitment, dedication, and capability for a successful Quality Enhancement Plan. The College enthusiastically awaits the opportunity to demonstrate Get eSmart in action so that its students realize the enhanced benefits of technology applied to instruction.

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**Appendix I: QEP Planning Committee and Liaison Members October 22, 2008**

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**QEP Planning Committee**

Troy Barnett, Network Security Manager	West
Debra Bullard, Director, Admissions & Student Records	West
Ann Bunting, Professor, Language Arts	West
Donna Burdzinski, Associate Dean, Student Enrollment and Retention	West
Adam Clum, SGA President	West
Melanie Cooksey, Associate Director, Libraries	North
Vincent Daviero, Instructor, Business Administration.	West
Larry Eason, Professor, Biological Science	East
Sarah Fede, Associate Professor, Mathematics	North
Jeanette Flow, Professor, Humanities/Language Arts	North
Ron Green, Campus Facilities Coordinator	West
Brian Horn, Associate Dean, Administration & Finance/Comptroller	District
Marcia Kielar, Recruiter/Promoter Specialist	District
Karen Lederer, Associate Professor, Information Technology	West
Michael Malizia, Associate Dean, Institutional Research & Assessment	District
Sue Matheny, Assistant Dean, Developmental Education	West
Regina Mirabella, Associate Professor, Nursing	West
Gary Oesch, Professor, Psychology	East
Janet Paskins, Associate Professor, Psychology	North
Sonia Rodriguez, Assistant Dean, Student Development/Counselor	West
Cheryl Sandoe, Assistant Dean, Academic Technology	West
Scott Scurlock, Instructor/Coordinator. EMS/Paramedics	West
Clarissa Simmens, Assistant Director, Financial Aid	West
Randall Stovall, Provost, East Campus	East
Ron Thiessen, Coordinator, Disabilities Services	West/East
David Velazquez, Assistant Director, Human Resources	District

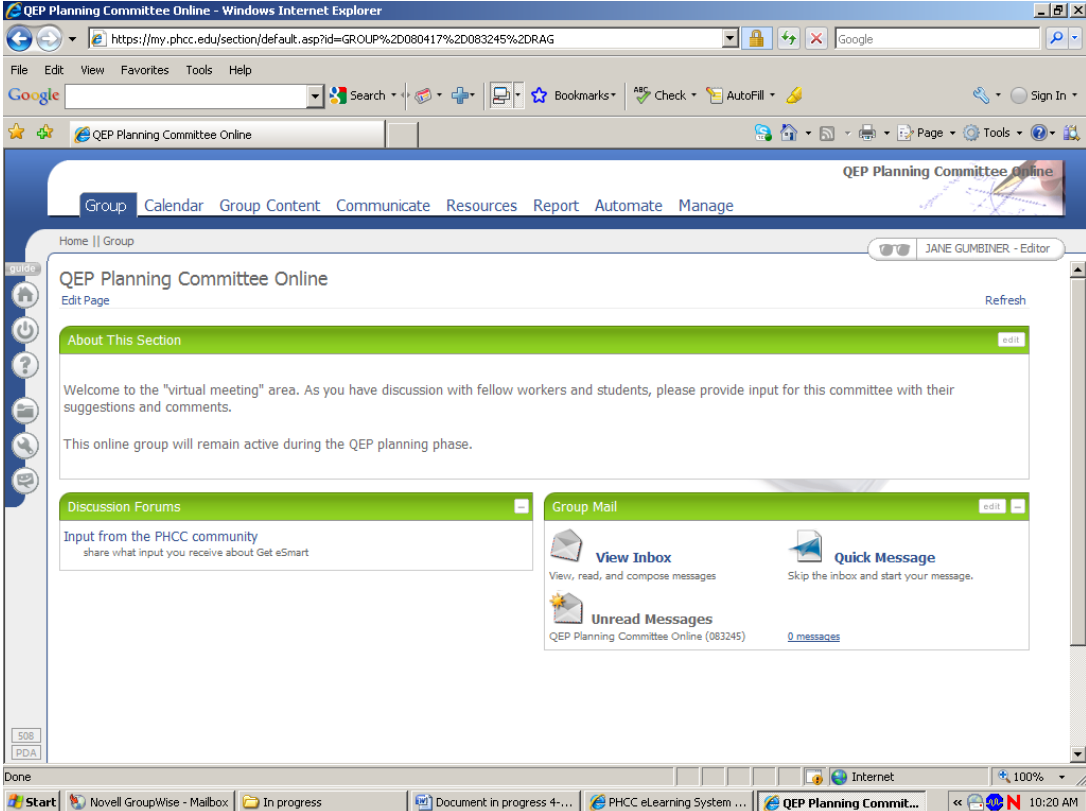
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**QEP Liaisons**

Michelle Balon, Assistant Dean, Instructional Services	District
Steve Baricko, UBCI, Building Inspector	West
Kathy Brantley, Academic Advisor	West
Charlene Donatello, Senior Office Assistant, Teaching Learning Center	East
Edwin Goolsby, Associate Dean	North
Deborah Kilgore, Vice-Chair, PHCC District Board of Trustees	
Sheila Moss, SGA President	North
Sheridan Park, Instructor, Office Administration	North
Jeffrey Pichardo, SGA President	East
Lucy Miller, Director, Marketing & Public Relations	District
Irene Schauer, Associate Professor, Developmental Education	North
Jim Thigpen, Associate Dean	East
Daryle Wane, Professor, Nursing	West
Melinda Xiggores, Administrative Assistant I, Student Enrollment & Retention	West

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**Appendix II: Screen Shot of QEP Planning Committee Online**



**Appendix III: Handout All College Day, October 22, 2008**



# GET eSMART

## Quality Enhancement Plan (QEP)

### Using technology to enhance instruction and streamline student development services

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**Goal: Increase student success in online classes and increase online student support.**

**Get eSmart** (the QEP) will capitalize on initiatives already underway in three areas of PHCC. All three areas are implementing technology for students, faculty, and staff. **Get eSmart** will add student focused components to each of these three areas, promoting the online learning environment for improved student success. **Get eSmart** increases online access to student services, improves and increases quality and quantity of online classes, reinforces students' technological and navigational skills, and increases usage of technical components in all classes. PHCC students will be better prepared to succeed in online classes as a result of **Get eSmart**.

**Supporting Students**  
**Current technological uses are:** registration, fee collection, application, degree audit, graduation checks, unofficial transcripts, online new student orientation in planning stage.  
**Get eSmart will:** assist Student Development with the development of the online orientation, develop and implement online advising, expand additional student services for online access and ease of use, house a faculty created "sample online class" for student exploration of the online learning environment prior to registering for online class.

**Equipping Faculty**  
**Current technological uses are:** online courses developed and taught by faculty, some usage of myPHCC in face-to-face classes, faculty in process of becoming online certified.  
**Get eSmart will:** equip faculty with training and support to implement components of myPHCC into traditional classes, reinforce skills of CGS 1100, provide educational seminars on current and emerging technologies that enhance classroom effectiveness, equip each campus with staffed eLearning Support Center and specialized equipment.

**Developing Online Classes**  
**Current resources are:** robust Learning Management System (ANGEL, customized to myPHCC), a comprehensive Helpdesk and 24/7 online tutoring through SmarThinking. Academic Technology has increased staff, training for myPHCC and faculty certification to teach online, Master Course concept for new courses.  
**Get eSmart will:** expand online courses and course offerings, increase certified faculty for online instruction.



**Appendix IV: Technology Survey Results, All College Day, October 22, 2008**

<b>Zoomerang Survey Results</b>						
Get eSmart QEP Technology Survey-2008						
Response Status: Completes   Partial						
Filter: No filter applied						
Jan 07, 2009 12:10 PM PST						
<b>1. best describe your level of agreement with teh statment based on the rating system :</b>						
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	<b>Stongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
1. There is timely support for technology for classroom, lab, and office equipment (including	51 17%	139 46%	46 15%	32 11%	8 3%	27 9%
2. Students have sufficient open lab computers to support student learning.	66 22%	129 43%	35 12%	17 6%	6 2%	49 16%
3. The libraries provide sufficient support to students (LINCC, Ask a Librarian, Playaway Audio	91 30%	118 39%	30 10%	6 2%	5 2%	54 18%
4. The Teaching-Learning Centers (Learning Labs) provide sufficient support to students.	61 20%	112 37%	45 15%	18 6%	2 1%	63 21%
5. I find myPHCC easy to use.	52 17%	102 34%	71 23%	43 14%	13 4%	22 7%
6. I find it easy to access the technology I need to teach my classes.	20 7%	65 22%	43 14%	23 8%	8 3%	140 47%
7. I find online technology flexible for learning.	61 20%	103 34%	50 17%	16 5%	4 1%	68 23%
8. Instructional technology is helpful for student learning.	106 36%	118 40%	28 9%	9 3%	0 0%	37 12%
9. Instructional technology will increase teaching effectiveness.	105 35%	119 40%	31 10%	6 2%	1 0%	37 12%
10. Instructional technology is compatible with how I teach my courses.	44 15%	65 22%	33 11%	9 3%	1 0%	145 49%
11. Instructional technology is compatible with the courses I teach.	49 17%	68 23%	32 11%	5 2%	1 0%	139 47%
12. Online education is an effective way for students to learn.	93 31%	121 41%	56 19%	8 3%	2 1%	18 6%
13. Online education is an appropriate tool for professors to use a teaching modality.	88 29%	135 45%	35 12%	4 1%	3 1%	35 12%
14. I will teach online courses if given the opportunity.	71 24%	53 18%	27 9%	9 3%	7 2%	131 44%
15. I will take online courses if given the opportunity.	108 36%	112 37%	43 14%	11 4%	1 0%	24 8%
16. Students need more discipline to succeed in online courses than in traditional courses.	136 46%	109 37%	20 7%	9 3%	4 1%	19 6%
17. Greater faculty time and effort is required to teach online.	81 28%	80 27%	43 15%	21 7%	0 0%	68 23%
18. Online education costs more to develop than traditional modalities.	30 10%	65 22%	52 18%	39 13%	11 4%	97 33%
19. Online education costs more to deliver than traditional modalities.	31 11%	56 19%	49 17%	49 17%	14 5%	95 32%
20. Online education reaches students not served by traditional classes.	138 47%	116 39%	21 7%	8 3%	0 0%	11 4%

(Results continued on next page)

**Appendix IV (continued)**

<b>2. Have you ever taught a course completely online?</b>		
Yes	38	13%
No	108	36%
Not Applicable	151	51%
<b>3. Have you ever taken a course delivered completely online?</b>		
Yes	155	53%
No	140	47%
<b>4. Overall, what are your experiences with the technology at PHCC?</b>		
124 Responses		
<b>5. Comments or suggestions for the QEP Committee.</b>		
40 Responses		
<b>6. Please select the category that best describes your position.</b>		
Executive/Administrative	16	6%
Managerial and Other Academic Personnel	30	11%
Managerial/Technical Personnel	64	23%
Supervisory/Career Confidential Employees	33	12%
Career Service Employees	41	15%
Faculty	86	30%
Other, please specify	10	4%

**Appendix V: Student Technology Survey Results**

Excerpts from Get eSmart QEP Student Survey-2009						
Response Status: Completes   Partial						
Spring 2009						
Best describe your level of agreement with the statement based on the rating system:						
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
15A. (If you've taken an online class) Access to the instructor was satisfactory.	9 31%	8 28%	4 14%	1 3%	0 0%	7 24%
15B. (If you've taken an online class) The technical support was sufficient.	6 21%	10 34%	5 17%	1 3%	0 0%	7 24%
15C.(If you've taken an online class) The advising I received was helpful.	5 17%	9 31%	5 17%	1 3%	1 3%	8 28%
16A. (If you've not taken an online class) I do not intent to take classes online.	12 43%	5 18%	3 11%	2 7%	1 4%	5 18%
16B. (If you've not taken an online class) I prefer face to face courses with instructors present.	17 61%	8 29%	3 11%	0 0%	0 0%	0 0%
16C. (If you've not taken an online class) I have concerns about the quality of the online courses at PHCC.	5 18%	6 21%	10 36%	4 14%	1 4%	2 7%
16D. (If you've not taken an online class) The classes I need to take are not offered online, but I would take online if offered.	1 4%	3 11%	10 37%	5 19%	3 11%	5 19%
16E. (If you've not taken an online class) I do not have the necessary technical equipment available to take an online course.	1 4%	1 4%	3 11%	9 32%	7 25%	7 25%
17. Online education is an effective way for me to learn.	3 7%	12 29%	10 24%	6 14%	8 19%	3 7%
18. Online education is an appropriate tool for professors to use as a teaching modality.	6 14%	16 38%	10 24%	7 17%	2 5%	1 2%
19. I will take online courses if given the opportunity.	6 14%	10 24%	11 26%	8 19%	6 14%	1 2%
20. Students need more discipline to succeed in online courses than in traditional courses.	18 43%	17 40%	2 5%	2 5%	1 2%	2 5%
21. Online education reaches students not served by traditional classes.	15 36%	17 40%	6 14%	2 5%	1 2%	1 2%
22. Students have sufficeint on-campus open lab computers to support student learning.	13 31%	21 50%	5 12%	1 2%	2 5%	0 0%
23. The libraries provide sufficient support to students.	14 33%	23 55%	3 7%	1 2%	0 0%	1 2%
24. The Teaching-Learning Centers provide sufficient support to students.	19 45%	15 36%	5 12%	0 0%	0 0%	3 7%
25. I find myPHCC easy to use.	14 33%	21 50%	4 10%	1 2%	2 5%	0 0%
26. I have become proficient using myPHCC.	16 39%	18 44%	5 12%	2 5%	0 0%	0 0%
27. Using myPHCC (or other LMS) is appropriate for my learning.	10 24%	19 45%	7 17%	2 5%	1 2%	3 7%
	<b>every sem.</b>	<b>yearly</b>	<b>once so far</b>	<b>never</b>		
1. How frequently do you meet with an advisor?	28 67%	8 19%	4 10%	2 5%		

(Results continued on next page)

**Appendix V (continued)**

2. Did you apply to PHCC online?		
Yes	10	24%
No	32	76%
3. How often do you use myPHCC's email?		
Daily	13	31%
Weekly	17	40%
One or twice a semester	7	17%
Never	5	12%
4. Do you register for courses online?		
Yes	25	60%
No	17	40%
5. Would you like to have advising available online?		
Yes	29	69%
No	13	31%
6. Assume you are a new student and the required Orientation is available both on campus and online. Which would you choose?		
Online	19	45%
On campus	23	55%
14B. If you have taken an online class at any college, are you planning on taking another online class?		
Yes	14	52%
No	13	48%

## **Appendix VI: eLearning Operational Guidelines**

### E-Learning @ Pasco-Hernando Community College Operational Guidelines

#### I. Operational Definition:

E-Learning @ PHCC is a formal education process in which the majority of the instructional interaction occurs when students and instructors are not physically in the same place. It is student-centered learning where the instructional delivery may be synchronous or asynchronous, encompassing all technologies and other forms of learning at a distance.

#### II. Institution Courses Types:

Traditional: A course with no online technology used. Content is delivered face-to-face; usually in a lecture format.

Blended (Enhanced): A course which uses online technology to facilitate what is essentially a face-to-face course. For example, instructor uses a course management system or web pages to post their syllabus and assignments.

Hybrid: A course that blends online and face-to-face delivery. Seat time is reduced with a substantial portion of the content being delivered online.

Online: A course where all content and teacher/student interaction occurs online. No required face-to-face meetings.

#### III. Purpose:

E-learning is used to provide students flexible access to educational opportunities by:

- reaching students in remote areas whose attendance at a campus is inconvenient;
- providing courses for students at one or more sites where there are not sufficient students to warrant traditional classroom instruction;
- providing courses for “place-bound” students;
- providing greater flexibility to students who may enroll in traditional classes as well as e-learning classes.

#### IV. Goals:

- to encourage the internal development of and support for e-learning at PHCC.
- To develop or modify procedures for providing quality support services to distance learners.
- To identify, provide, expand, and coordinate the development and improvement of quality courses and programs to meet the needs of PHCC distance learners.

**Appendix VI: (continued)**

- To develop or modify procedures for providing quality support services to e-learning faculty.
- To provide quality instruction through e-learning modalities to enable students to attain their educational goals.

**V. Students**

E-learning programs and courses will reflect the same vision of individual student attention and guidance as those programs and courses offered in a traditional methodology. Supporting e-learning students requires equivalent student services including but not limited to admissions, financial aid, academic advising, registration, disability services, and placement and counseling. Bookstore and financial services must be made available. E-learning students must be provided with access to procedures by which they can address grievances and complaints. Students must also be provided with appropriate access to library and learning resources and to laboratories, facilities, and equipment as appropriate to the courses and programs offered. Advertising, recruiting, and admissions information must adequately and accurately represent e-learning programs, requirements, and the services made available to e-learning students.

- Prospective students will receive a realistic preview of the e-learning experience through demo courses available on PHCC's learning management system (LMS).
- PHCC will inform prospective students on issues of admissions, technical requirements, instructional requirements and expectations, library resources, other student support services, program costs, and expectations of e-learning.
- Through the academic portal, e-students will be involved as part of the academic community.
- Web-based resources will be available to provide tutorial guidance in the areas of technical and time management skills essential for e-learners.

**VI. Faculty:**

E-learning is recognized as being one of many ways in which faculty can interact with students. Faculty members have the right to present their students with information using methodologies of their own choosing. Faculty who choose to teach e-learning courses can expect to receive recognition that such courses do not inherently differ in rigor or content from classroom courses except in the method of presentation. Teaching in an e-learning environment requires student-centered pedagogical and communication strategies, and the institution and faculty member share responsibility for assuring effectiveness.

## **Appendix VI: (continued)**

### Instructional Assignments

- Instructors for e-learning courses shall be selected by the same procedures used to determine all instructional assignments.
- In the case of multiple instructors interested in teaching a specific e-learning course with limited available sections, the following selection process will be used:
  - Within the first three years from the initial e-course development, or course update, the developing Subject Matter Expert (SME) will be given the opportunity to teach the first available section each term.
  - If there are additional sections of that same e-learning course available, or the SME/ faculty member does not want to teach the first available section, then other interested and qualified faculty members shall be assigned available sections by the appropriate Dean in coordination with Campus Provosts.
- No faculty shall be assigned to teach an e-learning course without holding an eCertification.
- The College will ensure that the technology and methodology used for an e-learning course is appropriate to the nature and objectives of the subject.

### Instructional Standards

- Curriculum and instructional standards for e-learning follow well established essentials of institutional quality found in accreditation standards. PHCC's standards will be curriculum-driven and defined by qualified professionals that focus on learning outcomes for a diverse population of learners.
- The same standards of course quality shall be applied to all courses at PHCC, regardless of teaching modality. Each e-learning program and course results in learning appropriate to the rigor and breadth of the degree or certificate awarded.
- Hybrid, online, and blended courses must meet the standards as identified in the e-course design rubric.
- Assessing student achievement along with evaluating the quality of courses and programs is critical in determining if e-learning programs are meeting the target learning outcomes. Also important is overall student satisfaction with courses and students' continuing motivation to take more courses at a distance.

### Workload and Standard Class Size

- E-learning courses are taught as part of the normal workload, or overload, of a faculty member.
- Educational outcomes and the quality and effectiveness of instruction are important considerations that can affect the desired class size. The number of students assigned to any one e-learning course section will follow the specifications in the College's Standard Course Size Guidelines.

**Appendix VI: (continued)**

- Faculty assigned e-learning courses are required to secure the e-learning faculty certification for online, hybrid, and blended courses.
- Faculty will schedule office hours as required for all courses, in Board Rule 6Hx19-2.30.

Faculty Support

- The Academic Technology Department will provide faculty development and mentoring for the design, development and implementation of e-learning programs and courses.
- The College will provide appropriate instructional support equipment and software as identified by the applicable division dean and Academic Technology Department.

Intellectual Property Rights

Refer to Board Rule: 6Hx19-1.38

The College supports and encourages its employees and students to develop scholarly and creative works, educational materials, and products. These forms of intellectual property may involve the use of College personnel and resources. The above referenced Board Rule defines and applies the respective rights of the College, its students, faculty, and staff regarding intellectual property.

Compensation

- The rate of compensation for teaching e-learning courses will be the same as that for teaching traditionally delivered courses.
- SME will be compensated in accordance with the current Classification Plan and Salary Schedule.

VIII. The Institution

PHCC adheres to principles of best practices for electronically offered degree and certificate programs as set forth by the commission on colleges of the Southern Association of Colleges and Schools (SACS). PHCC's commitment to e-learning includes:

- E-learning programs, courses or certificates offered will be consistent with the institution's role and mission.
- Technical and physical facilities to support e-learning programs will be provided through the Academic Technology Department.
- Academic Technology department will be responsible for oversight on the design, development and delivery of targeted online programs. The institution will provide adequate resources and staff to the Academic Technology Department to support the institution's e-learning initiatives.
- E-learning courses and programs will have a consistent and coherent technical framework for students and faculty. E-learning courses will adhere to the recommended base framework for building e-courses and will be housed in the current learning management system.

**Appendix VI: (continued)**

- All e-learning courses and programs at PHCC will adhere to the legal and regulatory requirements including services for those with disabilities and copyright law.

IX. Course Development/Review Processes

Developing E-Learning Courses:

Courses that are proposed to be offered in an e-learning format must either exist as a face-to-face course and have gone through the CIS review process or must go through CIS following a new course proposal request.

1. Academic deans identify potential course(s) to be developed for e-learning delivery and submit their lists to the Vice President of Instruction/Provost WC for approval (prior to budget process in Spring.)
2. The list is then submitted to the Council on Instructional Services Committee for informational purposes. The Vice President of Instruction/Provost WC will notify the Assistant Dean of Academic Technology.
3. Subject matter expert (SME) works with an Instructional Design team to develop and coordinate the master course design plan.
4. A Master course is developed by the design team and then goes through a peer review process for quality certification.
5. Course is finally submitted to CIS (for notification purposes only.)

**Note:** Typical development cycle requires a **minimum** of one year from design to offering.

Reviewing E-Learning Courses:

An e-learning master course will undergo a review process every three years or upon adoption of primary e-course materials (new text/e-materials, etc.)

1. Academic Deans will notify the Assistant Dean of Academic Technology and CIS of any e-learning course material changes (i.e. new textbook editions, e-packs, etc.)
2. A Subject Matter Expert will work with an instructional designer to update the master e-course.
3. The revised master e-course will go before a peer review committee for a cursory review.
4. For those courses being updated prior to the three year review, a peer review is not necessary unless determined by the Instructional Designer and the Subject Matter Expert.

X. Extenuating Circumstances

Should there arise extenuating circumstances outside the scope of these operational guidelines, the Vice-President of Instruction/Provost WC, the Assistant Dean of Academic Technology, appropriate faculty member(s), and the appropriate Academic Dean will meet to discuss recommended action.

**Appendix VII: Faculty Certification Requirements**

**6Hx19-2.551 REQUIREMENTS FOR CERTIFICATION AND RECERTIFICATION**

The purpose of this Board Rule is to establish Board policy regarding its requirements for certification and recertification of designated personnel.

All full-time instructional personnel, all instructional supervisors at the Assistant Director level and above, and all full time employees with teaching responsibilities as indicated in their official job descriptions are required to be certified as part of their employment with Pasco-Hernando Community College. Certification is awarded at the time of employment. All certificates bear the date of July 1 of the fiscal year in which the certificate is issued and shall expire five years from the date.

Employees in the categories noted above are required to maintain current certification as a criterion for continued employment. Procedures regarding recertification are contained in Internal Management Memorandum #2-7, Guidelines for Receiving Recertification Credit. Failure to renew certification will render that person unqualified for employment with the College.

Rule Adopted: 10/17/95; 10/21/97; 02/18/02; 04/21/03; 1/15/08; ■08/18/08

Effective Date: 10/17/95; 10/21/97; 02/18/02; 04/21/03; 1/15/08; ■08/18/08

Legal Authority:

General Authority: Florida Statutes: 1001.64; 1001.65

Other References: Florida Administrative Code: 6A-14.041

Law Implemented: Florida Statutes: 1001.64(1)(4)(18)(43);  
1001.65(1)(3)(16)(25);

Proposer: Katherine M. Johnson, President

■President's Cabinet Approval – Non-Substantive/Editorial

**Appendix VIII: Job Description, Senior Instructional Designer (formally “Senior Instructional Technologist”)**

**JOB DESCRIPTION**

**JOB TITLE:** Senior Instructional Technologist

**REPORTS TO:** Assistant Dean of Academic Technology

**BASIC FUNCTION:** Provides the technical/managerial expertise required to manage instructional design and e-learning projects, training programs, and support services for faculty and staff using technology to improve academic functions throughout the institution.

**CLASSIFICATION:** Managerial and Other Academic Personnel

**DUTIES AND RESPONSIBILITIES:**

1. Provides a leadership role in a team model environment to advance the development of technology-enhanced curriculum including online, hybrid/blended, enhanced, and face-to-face courses and instructional programs through working with and coordinating the activities of the department's Instructional Technologists
2. Consults with faculty and staff in developing instructional uses of technologies; identifies, researches, analyzes, and evaluates new technologies for potential applications in instruction to enhance learning outcomes.
3. Coordinates the design, development, and implementation of training and support programs for instructors on the use of computer-related technology to improve instruction.
4. Promotes the implementation of technological innovations; creates demonstrations of instructional applications of technologies.
5. Oversees the design, implementation and/or coordination of the development of computerized media such as instructional web pages and online courses.
6. Coordinates the implementation and maintenance of instructional technology systems used for departmental use.
7. Mentors faculty in the design and development of technology-enhanced courses, including but not limited to hybrid/blended and online courses.
8. Evaluates current instructional technologies and communicates appropriate recommendations to faculty.
9. Works with various departments throughout the college regarding academic technology implementations; provides assistance to faculty, staff and administrators.
10. Facilitates the planning, coordination and implementation of special topics workshops in the use of technologies in instruction for faculty, staff or conferences; arranges and schedules new technologies demonstrations and workshops by vendors.

(continued on next page)

**Appendix VIII: (continued)**

Job Description

Senior Instructional Technologist

11. Publicizes and promotes services, resources and activities of the Center for Academic Technology (CAT); installs, configures and maintains software and courseware, as well as troubleshoots problems with microcomputer hardware and peripheral for the CAT, recommends new technologies, hardware, software and related printer material for acquisition by the CAT.
12. Identifies trends, gathers and analyzes data, recommends standards, and implements academic technology development plans.
13. Uses emerging educational technologies to develop alternative assessment strategies to integrate into course development.
14. Performs other duties as assigned.

**MINIMUM QUALIFICATIONS:**

**Required:** Master's degree in instructional or educational technology, curriculum and instruction, or related field. Experience in instructional design, computer-based training, course development and instruction. Knowledge of: current technologies; instructional technologies; various microcomputer hardware, peripherals and microcomputer operating systems; networking systems; various microcomputer software packages (including database management, spreadsheet analysis and graphics); authoring languages and systems; instructional design techniques and procedures. Strong background in curriculum development, multimedia production, distance learning technologies and web design. Experience in distance learning or technology-enhanced courses, including blended and/or online courses. Knowledge of the instructional design process and development of computer-based training. Ability to: design, develop, implement, maintain, and evaluate instructional technology systems; develop behavioral objectives and instructional materials; work in a team environment with faculty and staff in developing projects; diagnose microcomputer and other technology and software programs; interpret user and owner manuals in lay person's terms; identify advantages and limitations of using various technologies for instructional and other purposes; communicate effectively orally and in writing; establish cooperative working relationships throughout the design process and with persons contacted in the course of performing assigned duties. **Preferred:** Project management skills and two years of experience working in a higher education institution.

file: Senior Instructional Technologist  
new: 7/14/08

**Appendix IX: Job Description, Advisor**

**JOB DESCRIPTION**

**JOB TITLE:** Advisor

**REPORTS TO:** Assistant Dean of Student Development/Counselor

**BASIC FUNCTION:** Recruits students and assists them in planning a program of educational study, in the selection of courses, and in the preparation and registration of a class schedule.

**CLASSIFICATION:** Managerial and Technical

**DUTIES AND RESPONSIBILITIES:**

1. Assists students in planning a College program of study, in interpreting college-placement test scores and determining readiness to begin college level work, career advisement and performs other academic advising, as needed.
2. Assists students in scheduling courses, determining the appropriate class schedule and registering them for classes. Refers them to the Assistant Dean of Student Development/Counselor when needed or required.
3. As appropriate for the particular campus, assists students in the preparation and transmittal of Veteran Administration forms.
4. Recruits, markets, and registers high school students and other college-bound individuals or groups.
5. Serves as a liaison with area high schools and other community groups.
6. Keeps students informed of transfer requirements.
7. Assists the Assistant Dean of Student Development/Counselor with functions related to academic advising, such as, but not limited to: testing, orientation, career assessment and transfer workshops. Also helps with related follow-up and retention reports/initiatives.
8. Assists in implementing the College Equity Plan in accordance with its provisions.
9. Assists with developing and implementing appropriate goals and objectives in the College's Long-Range Plan.
10. Works with the CSRS computer system to provide on-line academic advising assistance to students, and keeps abreast of updates and enhancements of the CSRS system as they relates to advisors.
11. Performs other duties as assigned.

**MINIMUM QUALIFICATIONS:**

**Bachelor's Degree required; Master's Degree preferred. Ability to work under deadlines and with all levels of college students required. Experience in student advisement and recruitment at the postsecondary level preferred. Computer literacy and knowledge required. Must have good public speaking ability and good interpersonal relationship skills with diverse groups. Must be able to work some evening hours, and occasional Saturdays.**

file: mtech24 / Advisor  
last revised: 9/1/98; 7/1/05

**Appendix X: District Board of Trustees, Rule 6Hx19-4.13 ALLOCATION OF INFORMATION TECHNOLOGY**

**6Hx19-4.13 ALLOCATION OF INFORMATION TECHNOLOGY**

The purpose of this Board Rule is to establish Board policy regarding allocation of information technology.

Consistent with the mission of the Institution, Pasco-Hernando Community College is committed to providing technology resources that satisfy the academic and administrative needs of the College. Because these resources are so important and advances in technology occur so frequently, the College has implemented a technology plan which includes the systematic replacement of technology equipment necessary to effectively and efficiently operate the College. Highest priority shall be given to maintaining the technology used to support instructional delivery.

Rule Adopted: \*7/20/99; 10/19/99; ■12/15/08

Effective Date: 7/20/99; +7/20/99; ■12/15/08

Legal Authority:

General Authority: Florida Statutes: 1001.64; 1001.65

Other References:

Law Implemented: Florida Statutes: 1001.64(1)(2)(4)(44); 1001.65(1)(6)(25)

Proposer: Katherine M. Johnson, President

\*Emergency Approval

+Retroactive Approval

■President's Cabinet Approval – Non-Substantive/Editorial

**Appendix XI: Get eSmart Project Coordinating Committee**

***GET eSMART* Project Coordinating Committee**

The Get eSmart (QEP) Project Coordinating Committee is composed of those individuals with major management responsibilities for sections and/or the project as a whole. The role of the committee is to coordinate the work being done in several areas of the College to assure that the overall objectives of the project are completed in a timely manner. The committee will report its findings and recommendations to the SACS Reaffirmation Steering Committee.

Membership consists of:

Provost, East Campus  
QEP Project Director  
Associate Dean of Student Enrollment and Retention  
Associate Dean of Institutional Research and Assessment  
Assistant Dean of Academic Technology  
Director, Management Information Services

**Appendix XII: Get eSmart Project Advisory Committee**

***GET eSMART* Project Advisory Committee**

The Get eSmart (QEP) Project Advisory Committee is composed of representatives from the various constituents of the College community including, faculty, staff, and students. The committee functions to provide for overall review and suggestions for the successful implementation of the project. The committee will meet at least quarterly during the five year implementation period for the project. The committee will be chaired by the QEP Project Director.

Membership consists of:

- QEP Project Director (chair)
- eLearning Faculty Workforce Development
- eLearning Faculty Arts and Sciences
- eLearning Faculty Health Occupations
- Traditional Faculty Workforce Development
- Traditional Faculty Arts and Sciences
- Traditional Faculty Health Occupations
- Financial Aid staff
- Admissions Staff
- Advisor (one from each campus)
- Instructional Designer
- Academic Dean
- Associate (Campus) Dean
- Department Chair
- Assistant Dean, Student Development
- Provost, East Campus, ex officio
- Associate Dean of Student Enrollment and Retention, ex officio
- Associate Dean of Institutional Research and Assessment, ex officio
- Assistant Dean of Academic Technology, ex officio
- Director, Management Information Services, ex officio