J. SARGEANT REYNOLDS COMMUNITY COLLEGE
QUALITY ENHANCEMENT PLAN: IMPACT REPORT

The Ripple Effect: Transforming Student Success in Distance Learning, One Student & One Instructor at a Time is the institution-wide Quality Enhancement Plan initiated at J. Sargeant Reynolds Community College (Reynolds) in Fall 2010. The impetus of the project lay within a comprehensive analysis of the areas of strengths and needs within the institution. The area of online learning emerged not only as a dominant concern but also as the compelling site for potential widespread impacts in other areas of the institution. By supporting students and faculty within the realm of online teaching and learning, this particular focus had the added benefit of energizing a broad array of the institution's student support services—especially the availability of *online* support services for all students—and promoting the development of effective advising resources. Additionally, this QEP focus emphasized the development of a robust orientation program that targeted students as they transitioned into online learning and also directed resources towards faculty preparation for online teaching.

These intended impacts, in addition to other unanticipated beneficial outcomes, are now all evident within the Reynolds QEP in its three targeted areas: measurements of student readiness, student orientation and support, and faculty preparation. Students have greater access to resources and advising tools, enabling them to make more informed decisions as they select courses or integrate online learning within their academic plans. Faculty find that their increased preparation for online teaching—with its concurrent focus on quality course design, attention to clear learning outcomes, and alignment of assessment with learning activities—has better equipped them for instruction within on-campus classes as well. The focus on faculty development has led to the creation of a Center for Faculty Engagement. Additionally, the use of instructional technologies such as Blackboard, media tools, and electronic learning resources has expanded from online courses and into the traditional classroom. The institutional focus on these three critical areas during the past five years has impacted learning by promoting assessment, student persistence and success, and course design and alignment to the forefront of departmental and programmatic planning. It has also brought varied college divisions such as Student Affairs, Academic Affairs, the Center for Distance Learning, and the Office of Technology into direct discussions emphasizing students and their success in online learning.

INITIAL GOALS AND INTENDED OUTCOMES OF THE REYNOLDS QEP

The Reynolds QEP outlined three essential goals, each with targeted and defined outcomes:

Goal One: Student Readiness for Distance Learning. The college will implement the use of a student readiness tool to help students, advisors, and faculty assess individual students' levels of preparation for distance learning, and to guide the college in its development of student remediation modules for distance learners.

> Intended Outcomes: The web-based assessment tool, SmarterMeasure™, will be used to identify students' strengths and weaknesses; through assessment of SmarterMeasure™ results, the college will develop support services in identified areas of need.

Goal Two: Student Orientation *to* and integrated Student Support *for* Distance Learning. The orientation module will focus on preparing students for distance learning, will be delivered to students prior to their enrollment in distance learning courses, and will emulate the best practices of distance education. Further, orientation efforts will be supported by the development of a holistic model of student support services for distance learning.

Intended Outcomes: Students and faculty will indicate satisfaction with the Orientation program in both the pilot and the full implementation phases; new online learners who complete the Orientation will be more successful in online courses than new online learners who do not complete the Orientation; online students will be provided increased access to and information about ongoing student support services; and online students will demonstrate greater awareness of the student support resources that are available at the institution.

Goal Three: Faculty Training in Distance Learning. The college will articulate, develop, and implement a comprehensive faculty training program for faculty who are teaching or who plan to teach distance learning courses; further, through the training program, faculty who achieve the highest level of training will serve as peer mentors in distance learning.

Intended Outcomes: Training for online faculty will be based on assessments of faculty needs and on recognized best practices for quality in online teaching; completion rates for Tier One and Tier Two training will increase annually; all online courses will meet the Tier One standards defined by the institution's Quality Assurance Plan; online faculty will apply Quality Matters™ standards in course design and delivery; and students will indicate satisfaction with course design elements in their online classes.

CHANGES MADE TO THE QEP AND THE REASONS FOR MAKING THOSE CHANGES

As articulated in its QEP, the institution intended to develop an Early Warning System (EWS) exclusively for its online courses, using the EWS provided through Blackboard (Bb), the Learning Management System (LMS) of the college. This EWS was expected to target struggling online students at key points in the semester and thus enable the institution to provide timely interventions to prevent either course withdrawal or course failure. In its pilot phase, members of the QEP Implementation Team developed an online faculty tutorial module for the EWS. Twelve faculty from a variety of academic divisions volunteered to review the tutorial, and ten of these implemented the EWS in their courses. Quite early in the process, however, the participating faculty expressed dissatisfaction with this particular EWS, and discontinued its use. Because of participants' reactions to the available system and because the Virginia Community College System (VCCS) was itself moving toward a much more comprehensive, mandatory Early Alert System within two years, the QEP Team decided to suspend this part of its efforts. The institution has now implemented, in alignment with the VCCS, an Early Alert System (Student Assistance and Intervention for Learning Strategies, or SAILS) that reaches all faculty and students, regardless of learning modality. A robust training and compliance structure for all faculty is now in place for the SAILS program.

IMPACT ON THE ENVIRONMENT SUPPORTING STUDENT LEARNING

The Ripple Effect at Reynolds has had a significant and measureable impact on the institutional environment that supports student learning in online courses. Launched in 2010, the college's QEP received funding from a United States Department of Education's Funds for the Improvement of Post-Secondary Education (FIPSE) grant that enabled it to develop and implement the first three years of this five-year strategic plan. Each of the QEP's three goal areas have evolved and expanded to become part of the institutional fabric and structure. Students, faculty and staff have all played a significant role in this

evolution, and institution-wide recognition of the elements of the QEP as they intersect across various areas of teaching, learning, and student support are apparent.

Evaluation of the Impacts of Goal One: Improve student success in distance learning (DL) courses through implementation of a student readiness tool, identified as SmarterMeasure™

The incorporation of SmarterMeasure™ fostered increased conversations between advisors and students during course selection; between online instructors and their students; and among QEP Team members responsible for the development of the Orientation to Learning Online module. SmarterMeasure™ analyzes an individual's skills and aptitudes for online learning. A web-based assessment delivered by a vendor external to the college, this survey tool evaluates seven primary areas of student competencies:

Life Factors
Technology Competency
Reading Rate and Recall
Typing Speed
Personal Attributes
Technology Knowledge
Learning Styles

After completing SmarterMeasure™, students receive a personal report that provides detailed analysis of their aptitudes, strategies for improving skills, and a guide to resources that support student learning and success in online learning.

As a part of the QEP, Reynolds integrated SmarterMeasure™ data with its Student Information System (SIS) in order to evaluate and assess its students' competencies. Initially, for the purposes of broad data collection, all entering students were asked to complete the assessment along with their placement tests in mathematics, reading, and writing. After a full five years of implementation, Reynolds still encourages all new students to complete SmarterMeasure™ to evaluate whether or not online learning presents itself as a possible learning modality for them. In an additional, targeted effort, all students identified as new online learners through SIS are expected to complete this assessment as part of their Orientation.

Through its QEP assessment efforts, team members performed comparative analyses each semester to evaluate how students' strengths and weaknesses impact student performance in online classes. The first full year of this assessment served as the basis for the unique Orientation program that the college now offers to all new online learners: CDL001: Orientation to Learning Online. Additional details about the college's development and implementation of the Orientation are provided in the discussion of Goal Two on page 5 of this report.

Reynolds first began its subscription with SmarterServices, LLC, for the use of the SmarterMeasure™ assessment, in Summer 2010. Since that time, Reynolds students have increased usage of the assessment within comparable semesters (apart from slight dips in the Summer semesters) and on an annual basis:

Table 1. The number of Reynolds students completing SmarterMeasure™

	Spring	**Summer**	**Fall**	**Annual Total**
2010	n/a	747	1386	**2133**
2011	1291	1151	1638	**4080**
2012	1312	1120	1672	**4104**
2013	1337	1089	2090	**4516**

2014	1768	1313	2318	**5399**
2015	1829	992 (in progress)		**2821**
			Total	**23,053**

In the first year of implementation, Reynolds collected SmarterMeasure™ results by subscale to identify the weakest areas of online student readiness. The pilot results indicated that Reynolds students' Reading Rate and Recall was an area of concern, along with Technical Knowledge: students performed below national competency levels as determined by global data gathered by SmarterServices. More significantly for Reynolds, this evaluation of SmarterMeasure™ subscale results suggested the potential value of focusing on low-scoring students within each subscale and correlating their assessment results with their performance in online classes. As a part of its assessment plan, the college sought to evaluate how the SmarterMeasure™ assessment might provide insights into a student's subsequent performance in online courses. The institution's researchers asked whether or not problematic areas for its students such as Reading Rate and Recall and Technology Knowledge translated into direct challenges for learners in their online classes.

With these evaluative measures in mind, in the second year of implementation of the assessment, Reynolds collected SmarterMeasure™ results by subscale attributes in order to identify the weakest areas of online student readiness and correlative performances in online courses. The overarching purpose of this evaluation was to identify the student support resources that needed to be developed to address student needs. The subscale statistics were calculated on the entire sample of students who took the SmarterMeasure™ survey (N=948 to 974, dependent on survey item).

Researchers conducted both formal statistical analysis using Chi-Square and Fisher's Exact Test to determine statistical significance and informal analysis of the numerical data to detect patterns which could elicit useful information. Although Reynolds students continued to perform slightly below national standards in Reading Rate & Recall and Technology Knowledge, the institution's analyses indicated that student success in online classes depended more meaningfully on Life Factors and Personal Attributes, while the other subscale attributes were independent of student success in online courses. These results provided key targets for the QEP Team's focus, as they indicated that Life Factors and Personal Attributes were the two best areas for focus for the college's development of support resources.

College researchers also conducted more granular analysis in three respects: discrete components of each subscale attribute and analysis based on specific demographic characteristics (age, gender, race, prior online experience). The results indicated that half of the SmarterMeasure™ subscale components elicited significant differences in terms of component score and student success. The Life Skills component had by far the highest correlation, while the Vocabulary, Resources, Procrastination, and Place components also had high correlations. In terms of demographics, life factors, personal attributes, and reading level yielded "significant" differences for students of traditional age, white, female, or with prior online experience: students who scored high in these attributes in SmarterMeasure™ also tended to perform successfully in their online classes, achieving a grade of C or higher. Personal attributes and reading level scores were also "significant" for male students. Conversely, students' lower performances in life factors and personal attributes correlated to unsatisfactory performance in online classes: lower retention in online classes and lack of success (achievement of a grade of D, F, or W [withdrawal]) occurred with greater frequency among students who did not achieve satisfactory levels in life factors and personal attributes.[1]

[1] The QEP Team acknowledges with gratitude the assistance of John Sener, Founder of Sener Knowledge LLC and External Evaluator for the college's FIPSE grant, together with the Reynolds Office of Institutional Effectiveness, in developing this analysis of SmarterMeasure™ assessment results and student performance in online classes.

In the third year of implementation, the QEP assessment process compared the SmarterMeasure™ results of Spring 2011 with those obtained in Fall 2010 to discern any patterns in the relationship over the two semesters. The data again indicated that Reynolds students who scored below competency in Life Factors and Personal Attributes faced the greatest challenges to their academic success. This data helped to guide the development of the Orientation module and focus its activities on helping students cultivate and improve skills in time management, personal accountability, and use of available student resources.

Reynolds' statistical analysis compared SmarterMeasure™ assessment subscale attributes with student grades for six semesters of online students. Correlating this criteria with student performance in online classes (with "success" defined as a course grade of A, B, or C) yielded the following findings:

- Students with high scores in Life Factors and Personal Attributes tend to be most successful in online courses; successful online learners met the 75% target goal for these attributes and were also close to target on the technical knowledge, technical competency, and reading subscales (70.5% or higher).
- Successful online students were more likely to meet the target goal in five or more attributes.
- For successful students, performance within each attribute area exceeded the college-wide average for all online students (which varied slightly depending on semester and subscale attribute).

Within the scope of the QEP's efforts to target the improvement of student success, these results indicated that the SmarterMeasure™ instrument was effective in demonstrating correlation between online student strengths and student performance in online classes.

Evaluation of the Impacts of Goal Two: Implementation of an Orientation program for New Online Learners

SmarterMeasure™ data highlighted that Life Factors and Personal Attributes are the key determinants in Reynolds students' online success. Interestingly, the institution learned that its students did not need to be as well-versed in Technology Competency in order to succeed in online learning; instead, they needed to have skills in non-cognitive areas such as time management, personal accountability, and the ability to identify and make use of necessary resources. With this data in mind, Reynolds built its Orientation program for new online learners with a focus on developing skills in time management, personal responsibility, goal setting, and introduction to essential learning resources such as library research and other support services. Because the Orientation is delivered online through Blackboard and because it replicates the experiences of a typical online class (including interactive Discussion Board Forums with other students in the session; review of videos targeting time management, self-management, and academic integrity; two online quizzes; submission of library research materials; and a goal-setting exercise) the Orientation has the added benefit of also introducing students to the technologies and tools of the college's LMS. Designed with recognized best practices in mind, the Orientation provides students with an awareness and understanding of what a solid online learning experience should be.

Background: CDL001: Orientation to Learning Online was developed by Reynolds staff, faculty, and administrators from the Center for Distance Learning, Student Affairs, and Library Resources during Spring and Summer 2011. The Orientation has been offered continuously to students since that time, beginning with its pilot period in mid-Summer 2011. Over the course of the past few years, it has been modified both in structure and in delivery in order to reach a maximum number of new online learners and to capture these new learners prior to or just as their online courses begin.

Initial Implementation (Pilot Phase): In its first year of implementation, the QEP subcommittee on Orientation offered 14 CDL001 sessions. Over 275 students enrolled in these sessions, with approximately 75 students successfully completing the module. Many students registered for CDL001 but did not log into their Blackboard site or begin any of the assignments. Therefore, the number of students who completed the full two-week session was quite low; attrition rates were especially high in sessions that ran in the middle of the semester as advance preparation for the upcoming semester. In its first year, CDL001 was dependent on students' self-selection and self-motivation to complete the Orientation. As demonstrated by the low numbers of successful completers, CDL001 was not an active priority for most enrollees: it carries no credit, and its robust, interactive nature places some demands upon a student's attention and commitment.

Initial Findings of the Successful Completers (Pilot Phase): Despite the time commitment involved for the completion of CDL001, 95% of the 81 students who responded to the exit survey stated that they would recommend the Orientation to other students. Further, 60% indicated that they would use the learning and information received in CDL001 as resources for their distance courses.

Summer 2011 and early Fall 2011 CDL001 completers were tracked through their Fall 2011 enrollments. Of these 47 students, 41 proceeded to enroll in 74 distance courses in the fall semester. These 41 students persisted in and successfully completed 68 online classes with a grade of A, B, or C, achieving a 92% pass rate. These encouraging results confirmed the QEP team's goal of building and integrating CDL001 more effectively into the pathways for online student success.

Redesigning CDL001 Structurally and Administratively: In Spring and early Summer 2013, the subcommittee for CDL001: Orientation to Learning Online revised the Orientation, and its implementation and delivery structure. The revision was driven by a need to target new-to-distance learning students more efficiently and to achieve better completion rates among enrolled students. Working with the Division of Applications Development, the team implemented a procedure by which new distance learning students are identified and enrolled directly in CDL001, thus eliminating the self-selection process that was initially a part of the Orientation's structure. Students within CDL001 are now able to complete the Orientation within 4-5 days, work more efficiently at their own pace, and participate with a larger cohort of students. In the newer version, the students complete the same essential activities that were developed in the original CDL001, and they still benefit from the interaction with other students and the support and feedback of a dedicated facilitator. The revised iteration of CDL001 was delivered to Reynolds students at the start of Fall 2013 registration beginning in July 2013, and it has been delivered in this format every subsequent semester. In addition to this new enrollment procedure, all students who successfully complete CDL001 are now identified within the Student Information System (SIS) within a unique Student Group. Through this effective delivery process, 3-4 facilitators are able to provide the approximately 6,000 new online learners that enroll at Reynolds access to Orientation resources within a timely and interactive format.

The first semester for the delivery of this improved version of CDL001 yielded interesting data for the college. Ongoing assessment results indicate correlation between students who succeed in completing the full Orientation and who also perform well in their subsequent online courses. "New to online learning" students who complete the Orientation are also more likely to be retained in their classes and to succeed academically.

In CDL001's first semester of delivery, "New to Online Learning at Reynolds" students took a total of 3,433 online courses in Fall 2013. These new online learners were also simultaneously enrolled in the Orientation, prior to the start of their online credit course(s). Some students elected to ignore the Orientation entirely or completed only parts of it. The assessment results highlight significant correlation between a student's willingness to expend the effort to complete the Orientation and his or her subsequent performance in online classes:

- In Fall 2013, new online learners succeeded in 1,648 classes. Success is defined as achieving a final course grade of A, B, or C.
- In Fall 2013, new online learners did not succeed in 1,785 classes. Lack of success is defined as achieving a final course grade of D, F, W, or U.
- "New to Online Learning at Reynolds" students had a 48% success rate in online classes. The success rate for the broader population of online learners at Reynolds is approximately 75-77%.

While this low success rate for new online learners is initially discouraging, a further analysis of the success rates of this population of "New to Online Learning at Reynolds" students yields compelling information:

- Those students who **completed** CDL001: Orientation to Learning Online succeeded in 935 courses; their success rate was close to 70%.
- Those students who **attempted** parts of CDL001 succeeded in 206 courses; their success rate was close to 43%.
- Those students who made **no attempts** within CDL001 succeeded in 507 courses; their success rate was close to 31%.

The findings thus indicate that new online learners who completed the Orientation also succeeded in their credit courses at a rate more than double the success rate of those students who did not attempt any part of the Orientation.

A similar evaluation of those students who were retained in their online classes (that is, they did not withdraw, nor were they administratively withdrawn for lack of participation) also highlighted correlation between a student's completion of the Orientation and his or her completion of subsequent online courses:

- Those students who **completed** CDL001 were retained in 1,184 courses; their retention rate was 88%.
- Those students who **attempted** parts of CDL001 were retained in 339 courses; their retention rate was close to 71%.
- Those students who made **no attempts** within CDL001 were retained in 988 courses; their retention rate was 61%.

New online learners who completed the Orientation were also more than 27% more likely to be retained in their credit courses than their counterparts who did not attempt any part of the Orientation.

Inclusive of this Fall 2013 data, analysis of three semesters of CDL001 implementation indicates a comparable relationship between the completion of the Orientation and success and retention in online courses (see Table 2):

Table 2. Student Performance in the Orientation and Subsequent Success and Retention in Online Classes

Success Rate	CDL001 Completers	CDL001 Non-Completers
Fall 2013	70%	31%
Spring 2014	78%	50%
Fall 2014	77%	49%
Retention Rate	**CDL001 Completers**	**CDL001 Non-Completers**
Fall 2013	88%	61%
Spring 2014	91%	77%
Fall 2014	92%	81%

As a further refinement of the Orientation efforts, QEP team members sought to impact key, high-risk online courses even more deliberately. All instructors in Fall 2014 online sections of SDV 100: College Success Skills, ENG 111: College Composition I, ITE 115: Introduction to Computer Applications and Concepts, and CSC 155: Computer Concepts and Applications were asked to *require* that their new online learners complete CDL001 as a part of their standard introductory course assignments. A fall-to-fall analysis yielded promising results as shown in Table 3: in Fall 2014, with the integration of major interventions such as *requiring* that students complete CDL001 and the implementation of the college-wide early alert system SAILS, success rates of online learners in these targeted high-risk courses showed improvement over Fall 2013 success rates, when no similar interventions were in place. In particular, these results indicated that success for new online learners in ENG 111 sections was *highly significant*.

Table 3. Fall-to-Fall Comparison of Student Success in Targeted High-Risk Courses

	FALL 2013: PERCENTAGE OF SUCCESSFUL STUDENTS (Completion of Course with a Grade of C or higher)	FALL 2014: PERCENTAGE OF SUCCESSFUL STUDENTS (Completion of Course with a Grade of C or higher)
SDV 100	45%	50%
ENG 111	38%	62%
ITE 115	42%	50%
CSC 155	56%	62%

CDL001: Orientation to Learning Online has now become a crucial element of the college's student support resources. Administratively, in Fall 2014, the Orientation transitioned from the QEP coordinator to the Office of Student Affairs where it is managed by a newly-appointed coordinator for online student services. This coordinator also has administrative responsibilities for SmarterMeasure™ and Student Lingo™, a web-based series of video tutorials that provide skills development opportunities and that was integrated in Spring 2012 as additional support resources for students. CDL001 is now also supported by an internal advisory committee that ensures continuous dialogue among various divisions of the college: Student Affairs, Office of Technology, Center for Distance Learning, and Academic Affairs.

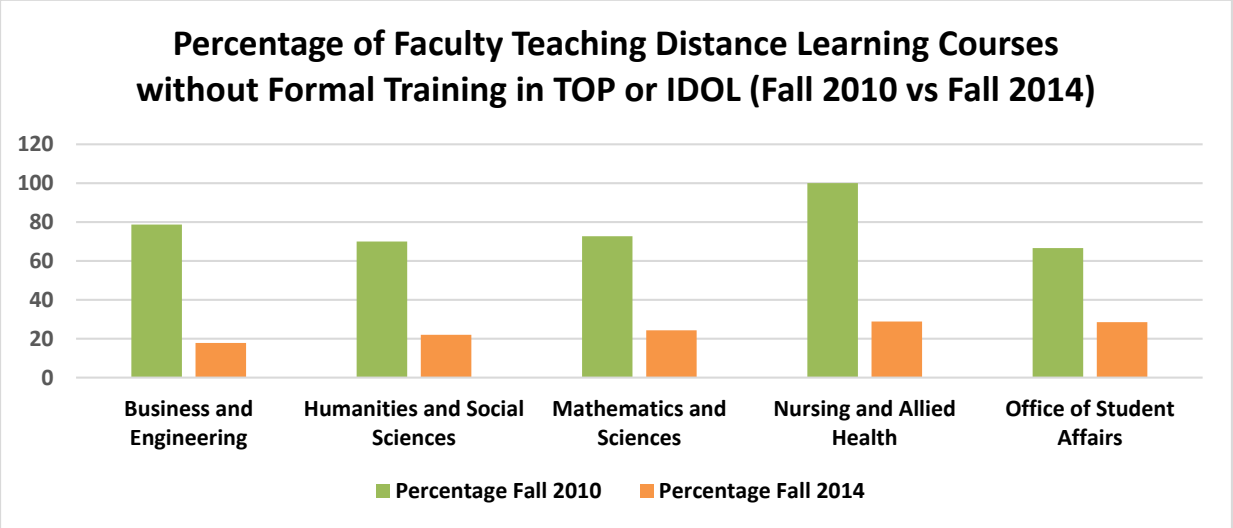
Evaluation of the Impacts of Goal Three: Impacting Student Success through Training for Online Instructors

With strong support from the college's academic deans and program heads, faculty development in the area of online teaching and learning has become an essential element of the plan to provide quality academic experiences in distance classes. Academic deans and program heads help to ensure that faculty complete training in at least one, if not two or more, credit courses prior to teaching their first online class; compliance with these training requirements is defined in Reynolds Policy No. 2.1, Qualification of Distance Learning Instructors, a new policy enacted through QEP efforts in Spring 2011. By the end of Fall 2014, a total of 350 faculty have completed the first course in the training program, EDU 285: Teaching Online Program (TOP), and 89 faculty have completed EDU 287: Instructional Design for Online Learning (IDOL). These courses are taught online, provide undergraduate-level credit hours, and run the course of a full-semester with evaluated assessments of faculty learning. As faculty complete this training, they also experience the condition of learning online themselves, placing them in a posture that varies considerably from the actions of teaching online. Meeting the college's third level of training experiences, 16 college faculty are now on the roster of those who have completed the Quality Matters Peer Review course and who are now QM-Certified Peer Reviewers for Reynolds. In addition to its focus on pedagogy, Reynolds targets the development and improvement of technology skills among faculty through a series of workshops and online courses offered by the Technology Training division, including training for Instructional Technologies and Instructional Design.

As a part of its demonstrated focus on quality online teaching and learning, the college implemented a Ripple Effect Rewards and Recognition Program in 2011; designed to provide credentials and rewards for faculty's efforts in building their skills as online instructors, this rewards and recognition program is now an integrated part of the college's annual professional development activities. Faculty are rewarded monetarily for their completion of EDU 285, EDU 287, QM, or additional coursework; they are also credentialed according to their level of course completion.

When the college first launched its QEP, the majority of its online courses were being taught by faculty who had no formal training in online pedagogy. The number of untrained faculty dropped significantly in each school over the course of the QEP implementation, as seen in Table 4:

Table 4. Reduction of Faculty Teaching Online Courses without Formal Training



This data does not, however, imply that these initially "untrained" faculty were *unqualified* as online instructors. Many of these faculty represent entrepreneurial and enthusiastic early adopters of online

teaching and learning, at a time when distance education was nascent both in technology and in knowledge of best practices for quality standards. Many of these faculty also served as formal and informal mentors for other Reynolds faculty as they began to enter the field of online pedagogy. With the adoption of Policy 2.1, however, the college formalized its approaches to assigning faculty to teach in online classes and also its expectations for faculty certification.

REFLECTIONS ON WHAT REYNOLDS HAS LEARNED THROUGH ITS QEP

Institutionally, Reynolds has redefined its approaches to online learning, both pedagogically and administratively. Enhanced student resources and support, combined with faculty training and increased oversight of quality and course design, has impacted both faculty and student experiences within online learning. CDL001: Orientation to Learning Online has become an invaluable resource for both students and faculty. It prepares students for effective learning within a technology-rich environment, and it enables faculty to focus immediately on discipline content, rather than the various concerns of the initial online experience. Nationwide research studies demonstrate that students who struggle within the first few weeks of a semester tend to be students who drop or withdraw from the class, or who complete the semester less successfully than their better-prepared counterparts. The emphasis on early outreach, both in online and on-campus classes, has re-directed institutional efforts towards student preparation and student support. The QEP has encouraged the Division of Student Affairs to think more critically about how students are served at a distance. An area of growth has been online resources now available to all students (SmarterMeasure™, StudentLingo™, and Smarthinking™, in particular). The QEP further highlighted the general need for technology training for students.

In addition, a shift in institutional culture was necessary for faculty and administrators to accept the requirements for training and course quality. The Teaching Online Program (TOP) and Instructional Design for Online Learning (IDOL) training courses for faculty are now a common part of the college lexicon, as is Quality Matters, the rubric used to assess the standards of course design quality. Course review, either by the Center for Distance Learning, a peer-mentor, or a peer review team, is now a standard evaluation procedure. In Fall 2014, the college also moved toward the development of a Center for Faculty Engagement (CFE) in response to the growing need for structured, targeted, and consistent development activities for faculty in all areas of teaching and learning. The CFE is a direct consequence of faculty development efforts enacted within the QEP; the QEP coordinator has transitioned into the coordinator for the new center.

THE IMPACTS OF THE REYNOLDS QEP

For many of Reynolds' students, online courses represent virtual learning landscapes that are as significant and accessible as on-campus classes. Similarly, increasing numbers of the college's faculty are reaching into those digital landscapes even more deliberately: whether they are teaching on-campus, hybrid, or online courses, large numbers of Reynolds faculty actively use and integrate online instructional elements within their courses. Early in its development, the Reynolds QEP recognized the potential to impact a broad spectrum of student needs and performance, as well as faculty needs and resources. The elements of support, resources, and training that have been developed through the QEP are now positioned within the college and have an established place and functionality: faculty training and development is formalized in the expanding Center for Faculty Engagement, and student support and orientation has been institutionalized under the coordinator for online student support services within the Office of Student Affairs. The institution continues to build on these important elements as it pursues further its focus on student learning and student success.