QEP Title: Quality e-Learning for Students and Teachers (QueST)
Institution: Florida State College at Jacksonville (FSCJ)
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Executive Summary

Florida State College at Jacksonville (FSCJ) has designed a Quality Enhancement Plan (QEP) to improve student success and retention in asynchronous online courses. Research conducted as a part of the College's QEP development processes revealed student success deficits in asynchronous online courses due to a lack of student preparedness. QueST will support students in being better prepared for the challenges online courses bring through a two-pronged approach. An online orientation course will be developed in Canvas to assess student readiness in five areas: self-directed learning, motivation, time management, technical skills, and Canvas basics. Each of the three modules which will include a pre- and post- assessment.

Of equal importance is ensuring faculty who teach online courses are sufficiently prepared to design and deliver high-quality, culturally responsive courses. The second prong will focus on supporting faculty as they plan the design and delivery of their online courses. A professional learning course will be redesigned to include more topics related to course design; culturally responsive pedagogy; and regular, substantive interaction. The course will include live interactions with experts in online course design and delivery, consultations with an instructional designer, and a faculty mentor.

The College outcomes for QueST are to (1) increase productive grade rates (grades of C or higher) in asynchronous online courses and (2) reduce withdrawal rates in asynchronous online courses. Outcomes have been developed for both students and faculty.

Student Outcomes:
1. Students will be able to identify behaviors required to be successful in asynchronous online courses.
2. Students will demonstrate an increased awareness of peer-to-peer collaborative resources available to them in asynchronous online courses.
3. Students will demonstrate an increase in satisfaction in asynchronous online courses.

Faculty Outcomes:
1. Faculty will be able to construct asynchronous online courses that promote regular and substantive instructor interaction.
2. Faculty will incorporate culturally responsive practices in asynchronous online courses.
3. Faculty will develop a course that meets the criteria for a quality online course outlined in the FSCJ Online Course Rubric.

Through the implementation of the student online orientation course and the revised faculty professional development, the College anticipates improvements in student success rates by the end of the five-year implementation period.