Applying the TAM Framework to Inform Faculty Participation in Course Quality Reviews

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Abstract

Higher education institutions increasingly promote course quality reviews (CQRs) to enhance the quality of online learning. However, limited research has examined the factors influencing faculty participation in these initiatives. This study used the Technology Acceptance Model (TAM) as a theoretical framework to inform faculty intentions to engage in CQRs. A context-specific survey instrument was developed and administered to 119 faculty members eligible to complete course reviews. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). Findings revealed that perceived usefulness was the strongest predictor of intention to participate, followed by subjective norm, which also significantly influenced perceived usefulness. Additionally, technology self-efficacy contributed to perceived ease of use. These results offer insights into the motivational and social factors shaping faculty engagement and provide practical implications for institutional strategies aimed at improving participation in quality assurance processes.

Keywords: course quality reviews, technology acceptance, TAM, online courses, technology self-efficacy, structural equation modeling

Introduction

Quality assurance in online courses is fast becoming a key process in many higher education institutions (HEI). Even though for some "quality" is an ideology more than a measurable construct (Pitsoe & Maila, 2014), in the research, quality in online education has gained traction and is repeatedly associated with aligned (Sridharan et al., 2015), engaging (Martin & Bolliger, 2018), effective (Smith & Macdonald, 2015), accessible (Timbi-Sisalima et al., 2022), and culturally inclusive (Williams, 2024) online courses. The growing number of associations and organizations dedicated to promoting quality in online learning has made the use of quality measures more widespread and common across HEIs. Quality Matters (2025) reported 1,300 HEIs from around the world being members of the organization, and the State University of New York (SUNY, 2025) in partnership with the Online Learning Consortium reported 1,170 institutions and organizations accessing their online quality scorecards during the year of 2022. Additionally, multiple universities (e.g., University of Central Florida), have

created policies, infrastructure, and support systems to promote quality in online learning, as well as created, adapted, and promoted their online course review instruments and processes to guide and support faculty members in the improvement of their online and blended courses (Zimmerman et al., 2020).

There are four contextual factors that explain why quality in online education is a central concern for many HEIs. First, the growing demand for online education due to its convenience, flexibility, and lower cost, puts pressure on HEIs to offer online courses that exceed the expectations of learners (Muthuprasad et al., 2021), which in turn, leads to positive word-of-mouth recommendations and attracts and retains more students. Second, given the plethora of online programs and courses offered by HEIs, high-quality online courses can increase perceived credibility and reputation and turn into a competitive advantage (Miotto et al., 2020). Third, since regional accreditation is often a requirement for HEIs to obtain government funding, high-quality online courses that meet accreditation criteria allow access to it (Goodhue et al., 2012). Last, many HEIs are committed to ongoing improvement of their educational programs, and course quality reviews, along with the use of instructional design models for designing and developing instructional materials (Castro & Tumibay, 2021), facilitate obtaining expert feedback (e.g., instructional designers, external subject matter experts) and application of research-based guidelines and documented best practices for improving online course deliveries.

Despite the increased interest and implementation of course quality review processes by many HEIs around the globe, our empirical understanding of the facilitating factors, conditions, and antecedents of the acceptance of course quality reviews by faculty is scarce. Course quality reviews are processes that allow faculty to have their courses reviewed based on a set of criteria focused on effectiveness and engagement and are conducted internally by instructional designers or faculty, or externally by external reviewers or organizations (Newell et al., 2021). HEIs typically implement course quality reviews using one of two approaches. Some institutions require quality reviews prior to being offered to students (Missouri Online, 2025), while others offer them as optional opportunities for faculty (Brown et al., 2024; UCF, 2025). Even though the mandatory use of educational processes or innovations ensures faculty use and compliance and can help to quickly meet quality requirements, requiring the completion of course quality reviews can lead to resistance due to the perception of threat to academic freedom (Perrotta & Bohan, 2020). Another result of mandatory course quality reviews is excessive focus on meeting requirements rather than genuinely improving the course design (Chowdhary, 2023).

The present study is relevant for stakeholders involved in the design and implementation of strategies to promote course quality reviews (e.g., managers, instructional designers, faculty). By using a well-established theoretical framework, the Technology Acceptance Model (TAM), it examines key antecedents and predictors of faculty intentions to engage in course quality reviews. Our findings provide education leaders, faculty developers, and instructional designers guidelines on how to promote quality of online instruction through course review processes while maintaining faculty autonomy and enhancing faculty-instructional designer collaborations, and ultimately, enhancing student learning outcomes.

The present article is structured as follows. First, prior research on course quality reviews is synthesized and used to identify gaps addressed by our study. Second, a review of factors

influencing the acceptance of course quality reviews is offered and used to underpin our hypotheses. Third, a methods section explains the participants, measurement instrument, and data collection and analysis processes. The fourth section presents the results of Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis to confirm or refute our hypotheses. The last section elaborates on the theoretical, managerial, and practical implications and the limitations of our study that serve to guide future research opportunities.

Review of Literature

Prior research has examined factors influencing faculty's use and participation in e-learning systems and processes. Gunasinghe et al. (2020) used the UTAUT-3 model to explore the adoption of e-learning among academicians, revealing that factors such as performance expectancy, effort expectancy, habit, and hedonic motivation significantly influenced adoption, while social influence and personal technology innovativeness were not significant predictors. Gunasinghe et al. also highlighted the importance of addressing individual perceptions and motivations when implementing technological innovations in online teaching and quality review tasks. Similarly, Long et al. (2019) used the UTAUT framework to investigate instructors' adoption decisions regarding the flipped classroom instructional model, finding that performance expectancy and technology self-efficacy were significant predictors. According to Long et al., facilitating conditions were not a significant predictor of flipped learning approaches, suggesting a need to focus on improving instructors' confidence and expectations regarding technology self-efficacy to facilitate successful adoption of educational innovations and processes.

Studies explored course design and the adoption of quality assessment procedures among faculty teaching in online modalities. Ralston-Berg et al. (2015) and Bagasra and Mackinem (2019) found that, while students value aspects such as clear instructions and ease of navigation, they may not prioritize elements such as interaction with peers and instructors as highly as quality rubrics suggest. This calls for course designers to incorporate student feedback and observations from live courses into their design process to ensure that online courses effectively meet student needs and expectations. Similarly, Rucker et al. (2015) argued the importance of internal quality assurance processes in maintaining the quality of online courses, highlighting the need for faculty buy-in and ongoing support to ensure successful implementation. Collectively, these studies underline the complexity of factors influencing the adoption of course quality review processes for online learning environments, which calls for the need to explore further what internal and external conditions facilitate faculty participation in course quality reviews.

Technology Acceptance Model

The TAM is a foundational theoretical framework for exploring factors that influence the adoption of educational systems in higher education. Rooted in the psychology of decision-making, the TAM provides a structured approach to understanding an individual's acceptance of technology-driven educational processes. The original framework (Davis, 1989) focused on perceived usefulness and perceived ease of use as core constructs. In the context of higher education teaching, *perceived ease of use* represents the degree to which users believe that using a system will require minimal effort, while *perceived usefulness* reflects the extent to which they

believe it enhances their teaching performance (Davis, 1989). The model was expanded (TAM2) by Venkatesh and Davis (2000) to explain why a person might find technology useful, identifying social factors such as subjective norm. *Subjective norm* refers to the social pressure individuals feel to adopt or reject a technology. The TAM2 was further expanded (TAM3) by Venkatesh and Bala (2008) to account for individual differences and includes computer self-efficacy as a factor that predicts ease of use. All these perceptions directly impact *future intention of use*, which determines whether users will engage with the system or technology (Venkatesh & Bala, 2008). Over the past decades, the TAM has been widely applied to examine digital learning platforms, virtual classrooms, and AI-driven educational tools (King & He, 2006; Scherer et al., 2019).

TAM was selected as an informing framework because of its' simplicity and effectiveness in smaller-scale studies. It is widely established in educational research and offers many factors that can be applied in various contexts. In addition, the TAM is relevant in settings where use is voluntary rather than mandatory, since the focus on the model is on intention to use. However, little has been done to explore if the TAM can be used to inform the adoption of course quality review systems in higher education.

Despite its extensive application, the TAM has faced several criticisms, including its limited scope in addressing the dynamic nature of user adoption and the role of external factors like self-efficacy and affective components (Marangunić & Granić, 2015). Recent advancements in the TAM have integrated additional constructs such as technology self-efficacy, which reflects users' confidence in their ability to use educational technologies effectively (Abdullah & Ward, 2016; Park, 2009). However, the TAM's predictive power remains constrained when accounting for rapidly evolving digital learning environments, where factors such as motivation, enjoyment, and institutional support also play significant roles (Scherer & Teo, 2019). Building on these theoretical advancements and identified gaps, the following section outlines the study's hypotheses, which draw on the TAM framework as a foundational lens to examine faculty engagement with course quality review systems.

Hypotheses Development

The theoretical framework for this study is illustrated in Figure 1, which is designed in the context of faculty using (i.e., participating in) course quality reviews. Within this framework, five hypotheses are formulated. The empirical support for these hypotheses follows.

Figure 1

Theoretical Model
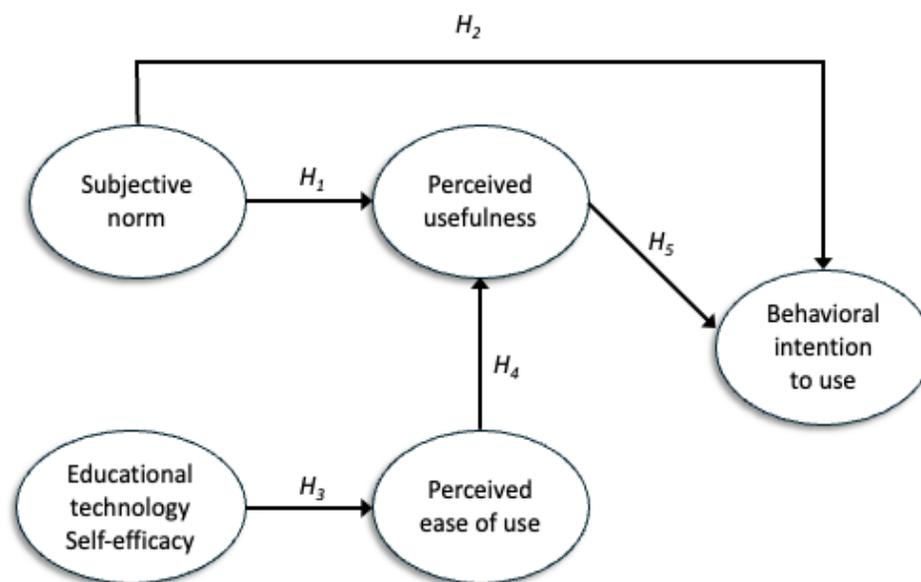
Research supports that subjective norm affects the perceived usefulness of learning platforms and systems. Altawalbeh (2023) investigated the adoption of learning management systems among academic staff in Jordanian universities and found that subjective norm significantly influenced perceived usefulness. When academic staff perceived that their peers and colleagues endorsed the learning management system (LMS), they were more likely to perceive the system as useful. In the context of course quality reviews, faculty may be persuaded to adopt course quality reviews if endorsed by their peers. This aligns with the original TAM proposition that subjective norm affects behavioral intention, which, in turn, impacts technology adoption. Similarly, Alkindi et al. (2022) explored the relationship between attitude, perceived usefulness, perceived ease of use, behavioral intention, and subjective norms in the context of faculty adoption of mobile learning applications. Their study revealed that subjective norms played a crucial role in faculty adopting mobile learning. Alkindi further found that when faculty perceived social pressure or expectations from their peers to use mobile learning apps, it positively influenced their perceived usefulness and intention to adopt the technology. Therefore, social influence might positively influence faculty participation in course quality review processes. Cilsalar-Sagnak and Baran (2021) studied teachers planned technology integration behavior within a technology mentoring program and found that faculty perceptions of social expectations and norms influenced their intentions to integrate technology into their teaching practices. Taken together, these findings underscore the importance of subjective norm in shaping technology-related behaviors. Research has consistently found that subjective norm plays a significant role in influencing perceived usefulness and behavioral intentions related to

learning technologies and systems adoption. As such, the TAM framework provides valuable insights into how social influence impacts individuals' decisions to embrace new technologies and may be applied to the adoption of quality reviews in educational contexts. Therefore, the first hypothesis is proposed:

H1 Subjective norm is positively associated with perceived usefulness of course quality reviews.

Studies show that subjective norm, alongside other factors like perceived ease of use and usefulness, significantly influences behavioral intention to use educational technologies and, by extension, adopt course quality reviews (Burch & Mohammed, 2019; Granić, 2022; Wright, 2018). Sadeck (2022) studied theory testing during the COVID-19 pandemic. Sadeck's work indicated that no use (in this case, no adoption) is also a reality impacting TAM's applicability, and an understanding of these dynamics is essential to inform effective technology adoption in higher education. Subjective norm, which reflects an individual's perception of social pressure or influence, directly shapes their behavioral intention to use course quality reviews. This perspective is reflected in Granić's work, which explored several constructs from which subjective norm emerged as a significant predictor of behavioral intention. Granić found that faculty perceptions of social expectations regarding technology use impact their willingness to adopt educational technologies. In other words, when individuals perceive that others, such as peers, colleagues, or experts, expect them to use course quality reviews, they are more likely to intend to do so. The studies collectively explore how faculty might navigate adoption and highlight the interplay between social influence, individual perception, and type of technology, which may align with the adoption of course quality reviews. As a result, the next hypothesis is:

H2 Subjective norm is positively associated with behavioral intention to use course quality reviews.

Technology self-efficacy is critical for shaping faculty intentions to participate in course quality reviews that rely on LMS and other technology-enhanced tools. This position is consistent with findings in the research on adoption and use of LMSs. For instance, Fearnley and Amora (2020) investigated factors influencing the adoption of an LMS by higher education teachers using an extended TAM. They found that technology self-efficacy directly and strongly influenced perceived ease of use. In an earlier work, Fathema and Sutton (2013) found that faculty with positive beliefs about their ability to use the LMS also perceive it as both useful and easy to use. Both studies recommend that institutions should focus on improving system quality and fostering positive self-efficacy among faculty through training and policy development. While these factors are related to LMS adoption, the recommendations may be relevant to course quality review adoption among higher education faculty. Moreover, Abdallah et al. (2019) researched factors influencing LMS adoption from the instructor's perspective and found that multiple factors (e.g., social, individual, organizational) relate to perceived ease of use and emphasized the need for quality assurance in LMS design and implementation. Even though explicitly related to LMS adoption, the findings of these studies can also be applied to course quality review adoption, policy, training, and promotion. Thus, the next hypothesis is proposed:

H3 Technology self-efficacy is positively associated with perceived ease of use of course quality reviews.

The TAM and its subsequent extensions provide a robust framework for understanding the relationship between perceived ease of use and perceived usefulness in the context of higher-education faculty acceptance of quality reviews for online courses. Davis (1989) established that perceived ease of use and perceived usefulness are fundamental determinants of user acceptance of new technologies. Perceived ease of use directly influences perceived usefulness. Venkatesh and Davis (1996) further demonstrated that users' computer self-efficacy significantly affects perceived ease of use, both before and after exposure to a technological system. This suggests that faculty who find the quality review process easy to navigate are more likely to perceive it as useful for improving their teaching performance. Moreover, the theoretical extensions of TAM, such as TAM2 (Venkatesh & Davis, 2000) and TAM3 (Venkatesh & Bala, 2008), reinforce the positive association between perceived ease of use and perceived usefulness. Venkatesh and Davis (2000) found that perceived ease of use fully mediates the effect of computer self-efficacy on behavioral intention to use a technology, indicating that ease of use is a critical factor in determining the perceived usefulness of any system. Complementarily, Venkatesh and Bala (2008) highlighted that perceived ease of use is a significant predictor of behavioral intention to use a technology, particularly for users with little to no prior experience. In the context of online course quality reviews, this implies that faculty who perceive the review process to be easy to complete are more likely to find it useful and, consequently, are more inclined to participate in it. Smith and Sivo (2011) supported this idea by demonstrating that perceived ease of use and perceived usefulness are significant determinants of teachers' intent to continue using e-learning for professional development. In sum, a course quality review process that is perceived as easy to use can enhance its perceived usefulness, thereby encouraging greater faculty participation. Therefore, the next hypothesis is proposed:

H4 Perceived ease of use of course quality reviews is positively associated with perceived usefulness of them.

Perceived usefulness is widely studied in the literature related to technology acceptance and user behavior. Scholars suggest that perceived usefulness of a system may depend on individual goals and preferences (Schmitz & Hanke, 2023) as well as contextual factors (Akram et al., 2021; Kamble et al., 2022). High-quality courses take alignment with learning objectives and engaging learning materials into account to foster a positive learning experience. Kamble found that course quality significantly influences learners' continuance intentions in MOOCs, with this relationship being mediated by perceived usefulness, highlighting its key role in translating quality into sustained use. Akram similarly suggested that when educators perceive course quality reviews as useful, they are more likely to adopt online teaching tools. Schmitz and Hanke further supported this by showing that high-quality design enhances user attitudes and engagement, indicating that when users find the quality aspects useful, they are more inclined to continue using the system. Moreover, Podsiad and Havard (2020) explored faculty acceptance of a peer assessment collaboration evaluation tool in their qualitative study and found that when faculty perceive a tool as useful, they are more likely to adopt it, aligning with the hypothesis that the perceived usefulness of course quality reviews is positively associated with attitudes toward using them. In a similar study on mobile technology adoption, Wright (2018) assessed faculty acceptance of mobile devices using the TAM framework and found that faculty who

perceive mobile applications as useful are more likely to adopt them for educational purposes. This finding has implications for the hypothesis that subjective norm is positively associated with behavioral intention to use course quality reviews. This finding underscores the importance of perceived usefulness in faculty technology acceptance. The findings collectively emphasize the role of perceived usefulness and course quality in shaping attitudes toward using online teaching tools. Consequently, the last hypothesis is proposed:

> *H5 Perceived usefulness of course quality reviews is positively associated with behavioral intention to use them.*

The literature revealed a gap in the research relating to our empirical understanding of facilitating factors of faculty intention to engage in course quality reviews. This study focused on improving our collective understanding of these factors, which, in turn, can provide practical implications for institutional strategies aimed at improving participation in quality assurance processes. To gain these insights, we surveyed faculty who were eligible to participate in voluntary quality reviews of online courses, as described in the following section.

Method

Measurement

An instrument was designed to measure faculty willingness to adopt (i.e., participate in) course quality reviews, with items adapted from established scales in the literature. Specifically, perceived usefulness, perceived ease of use, and intention to use were adapted from Ibrahim et al.'s (2017) work on e-learning acceptance. Technology self-efficacy and subjective norm items were based on the work of Salloum et al. (2019). The instrument included 24 5-point Likert-scale items adapted from the TAM framework, as shown in Table 3. Five demographic questions to gather information on participants' gender, age, years of experience teaching online or blended courses, highest academic degree attained, and prior quality review experience were included.

Although pilot testing of the instrument was not conducted, both face validity and construct validity were addressed to ensure clarity, contextual relevance, and theoretical alignment of the instrument with the TAM in the context of HEI course quality reviews. Face validity was established through expert judgment by a panel of faculty who reviewed and revised the survey. The panel reviewed items derived from validated TAM instruments used in prior studies. First, the TAM items published by Ibrahim et al. and Salloum were compiled. Then, the researchers conducted meetings to adapt the items for the specific context of course quality reviews in HEIs.

For example, the original item "Interacting with the e-learning system does not require a lot of my mental effort" was adapted to "Completing future course quality reviews would not require a lot of my mental effort," preserving the core construct while increasing contextual specificity. This process was applied to all the items, and revisions were made iteratively until consensus was reached among the researchers. In addition to face validity, construct validity was considered to ensure that the adapted items accurately reflected the core dimensions of the TAM. Careful attention was given to retaining the theoretical meaning of each item during adaptation.

After the items were collaboratively adapted and consensus was reached, the instrument was put in an online survey platform to facilitate data collection.

Participants and Data Collection

The target population consisted of 886 faculty members at a public research university in the southeastern U.S. who were credentialed to develop and teach online or blended courses at the institution. These faculty had all completed required training about the design and development of online and blended courses. They may or may not have participated in course quality reviews, but they were all eligible to voluntarily request a quality review of an online or blended course they developed. The course quality review process at this institution is that once a course review has been requested, an instructional designer will collaborate with the faculty member to review the course for elements such as clear structure and organization, content that is accessible for all students, and activities and assessments that support student achievement of stated learning goals. When the course is recognized as providing these elements, it is awarded a Quality designation. A digital Quality emblem is placed prominently in the course, and the faculty member receives a letter of recognition and becomes eligible for online and blended teaching awards. The items and process (see https://cdl.ucf.edu/services/instructional/ucf-quality-initiative/) have been deemed equivalent to the widely known Quality Matters certification process, as required by the state university system.

The 886 faculty who were credentialed to develop and teach online or blended courses were included in the recruitment process, regardless of whether they had participated in course quality reviews. Participation in the study was voluntary with the option to withdraw at any time or skip specific questions. Ethical approval for this study was obtained from the university's Institutional Review Board (IRB). Participation was voluntary, and informed consent was obtained from all participants prior to data collection. Respondents were assured of the confidentiality and anonymity of their responses and were informed that they could withdraw from the study at any time without penalty. After obtaining IRB approval, an invitation was emailed to all eligible faculty in the fall of 2024, soliciting their participation to complete the instrument. The questionnaire was distributed via an online survey system and included clear instructions to ensure informed consent and a short and informative video about the course quality review process in the HEI. To enhance participation rates, reminders were distributed over a one-month period. The survey was de-identified to protect faculty confidentiality.

Data Screening and Demographics

The survey collected 131 responses, of which 119 were deemed valid after excluding 12 incomplete submissions. The demographic data collected from the 119 valid survey responses is presented in Table 1. The demographic profile of faculty surveyed indicates a highly experienced and academically qualified group, with nearly 60% reporting more than 10 years in online or blended teaching. The majority held doctoral degrees, suggesting strong research and academic background. Additionally, the distribution across age groups reflects a predominance of mid-career and senior faculty, which may influence their perspectives on course quality and institutional review processes. Notably, women comprised the majority of respondents (59.7%). These characteristics suggest that the surveyed faculty are well-positioned to provide informed insights into course quality reviews.

Table 1

Demographic Data

Category	N	%
Gender		
Women	71	59.7%
Men	35	29.4%
Non-binary	1	0.8%
Prefer not to answer	9	7.6%
NS	3	2.5%
Age		
20–29	2	1.7%
30–39	12	10.1%
40–49	32	26.9%
50–59	36	30.3%
60–69	21	17.6%
70+	2	1.7%
Prefer not to answer	11	9.2%
NS	3	2.5%
Years Teaching Online		
0–5 years	19	16.0%
6–10 years	34	28.6%
11–15 years	34	28.6%
16–20 years	15	12.6%
21+ years	15	12.6%
NS	2	1.7%
Academic Degree		
Master's	25	21.0%
Doctoral	90	75.6%
Other	2	1.7%
NS	2	1.7%

Note. NS = not specified.

Data Analysis

The collected data were processed using IBM SPSS Statistics (Version 29.0.1.1) and SmartPLS (Version 4.1.0.9). SPSS was used to examine the dataset for incomplete and straight-lining responses by identifying missing values and calculating response variances, respectively. All calculated variances were above 0, indicating sufficient variation in responses; therefore, all cases were considered valid for analysis.

Table 2 presents the Pearson correlations among all constructs in the CQR-A instrument, with most showing moderate to strong positive relationships. For example, perceived usefulness (PU) and intended use (IU) are highly correlated ($r = .677$, $p < .01$). Educational technology self-efficacy (SE), however, shows weaker associations moderately correlated with perceived ease of use (PEU; $r = .339$, $p < .01$) and weakly with intended use (IU; $r = .189$, $p < .05$), but not significantly related to perceived usefulness or subjective norm. This suggests self-efficacy may play a more peripheral role in the model.

Table 2

Correlations Between Factors in the Model

	PU	PEU	IU	SE	SN
PU					
PEU	.459**				
IU	.677**	.635**			
SE	.071	.339**	.189*		
SN	.465**	.411**	.582**	.116	

Note. PU = perceived usefulness, PEU = perceived ease of use, IU = intention to use, SE = educational technology self-efficacy, SN = subjective norm. ** = correlation is significant at the 0.01 level (2-tailed). * = correlation is significant at the 0.05 level (2-tailed).

The SPSS dataset was then imported to SmartPLS software to conduct the hypothesis testing using a variance-based SEM. SEM offers the benefit of simultaneously examining relationships among indicator variables (measurement model) and latent constructs within the theoretical framework (structural model). Specifically, PLS-SEM was employed to estimate the theoretical model. This approach is particularly useful in exploratory research contexts, as it allows for the assessment of complex cause-effect relationship models with multiple constructs and indicators, even when data does not meet the strict assumptions of covariance-based SEM. The PLS algorithm, with its minimal assumptions about residual distributions, is well-suited for prediction-focused research and has been proved to work well for small samples and non-normal distributions compared to covariance-based SEM (CB-SEM) (Afthanorhan, 2013; Goodhue et al., 2012; J. Hair et al., 2017). Considering the exploratory and predictive purposes of this study, PLS-SEM was determined to be the most appropriate method.

Results and Analysis

Measurement Model Evaluation

The measurement model was assessed to ensure the reliability and validity of the constructs. The constructs measured in the model demonstrate strong internal consistency reliability and convergent validity, meeting established thresholds outlined in the literature.

Table 3 presents the factor loadings for individual survey items across the five measured constructs. All items loaded strongly onto their respective factors, with loadings ranging from 0.662 to 0.934 and all factor loadings statistically significant at $p < .001$. These results provide evidence of good construct validity, particularly for perceived usefulness, behavioral intention, and subjective norm, which demonstrate consistently high loadings. The findings support the structural integrity of the measurement model used in the study.

Table 3

Factor Loadings for Individual Items

Construct	Measurement Item	Factor Loadings
Perceived Usefulness	Completing quality reviews could help my online courses be more effective.	0.889
	Completing quality reviews could improve my online courses.	0.879
	Completing quality reviews could increase my productivity.	0.843
	Completing quality reviews could be useful in my work.	0.916
Perceived ease of use	I know how to request a course review.	0.662
	Completing future course quality reviews would not require a lot of my mental effort.	0.860
	I would find course quality reviews to be easy to complete.	0.903
	It would be easy to become skillful at completing course quality reviews.	0.903
	There would be clarity and understanding in my interactions when completing course quality reviews.	0.857
Behavioral Intention	I intend to complete course quality reviews for my future courses.	0.899
	I would recommend course quality reviews to other faculty.	0.934
	I think course quality reviews should be completed by other faculty.	0.846
Educational Technology Self-Efficacy	I feel confident using educational technologies (e.g., Webcourses) when no one is there for assistance.	0.735
	I have sufficient skills to use educational technologies.	0.818
	I feel confident when designing my online or blended courses.	0.838

I feel confident when organizing content and assessments within my online or blended courses.		0.828
I feel confident when designing online course introduction and learning activities.		0.831
I feel confident using a variety of online teaching strategies.		0.837
I feel confident dealing with online teaching issues and challenges.		0.861
I feel confident communicating with students in online or blended courses.		0.736
Subjective Norm	I should participate in course quality reviews, according to my chair or dean.	0.808
	I should participate in course quality reviews, according to other instructors.	0.866
	I should participate in course quality reviews, according to the people who influence my behavior or whose opinions I value.	0.885
	Generally, I think that course quality reviews are supported by the university.	0.723

Note. All loadings are significant at $p < 0.001$.

Table 4 shows that Cronbach's alpha values for all constructs exceed the recommended threshold of 0.70, indicating a high level of internal consistency (Hair et al., 2014). Similarly, composite reliability *rho_a* and *rho_c* values are above 0.70 for all constructs, confirming adequate reliability of the measurement instruments (Hair et al., 2019). Furthermore, the Average Variance Extracted (AVE) for all constructs surpasses the minimum recommended threshold of 0.50, establishing convergent validity (Fornell & Larcker, 1981). These results suggest that the constructs reliably measure their respective latent variables and that the items within each construct capture the intended dimensions effectively. Such findings indicate that the reflective measurement model is robust and suitable for subsequent structural model evaluation. We also assessed the standardized Root Mean Square Residual (SRMR), which provides an absolute measure of model fit by assessing the average discrepancies between observed and model-implied correlations. The SRMR value for the saturated model is 0.075, which falls below the commonly accepted threshold of 0.08, indicating a good fit (Henseler et al., 2015; Hu & Bentler, 1999).

Table 4

Reliability and AVE (Reflective Constructs)

Reflective constructs	α	CR *rho_a*	CR *rho_c*	AVE
Behavioral Intention to Use	0.873	0.877	0.922	0.798
Perceived Ease of Use	0.894	0.914	0.923	0.708
Perceived Usefulness	0.905	0.914	0.933	0.778
Educational Technology Self-Efficacy	0.926	0.929	0.939	0.659
Subjective Norm	0.839	0.850	0.893	0.677

Note. α = Chronbach's alpha, CR = composite reliability, AVE = average variance extracted.

The discriminant validity of the constructs was assessed using the Heterotrait-Monotrait (HTMT) ratio of correlations and the Fornell-Larcker criterion. The HTMT values for all construct pairs were below the threshold of 0.90, as recommended by Henseler, et al. (2015), confirming adequate discriminant validity (see Table 5). For instance, the HTMT value between *Perceived Usefulness* and *Subjective Norm* was 0.543, demonstrating clear distinction between these constructs. Additionally, the Fornell-Larcker criterion supported these findings, with the square root of the average variance extracted (AVE) for each construct exceeding its highest correlation with any other construct (Fornell & Larcker, 1981). This indicates that each construct shares more variance with its indicators than with any other construct, further confirming their discriminant validity. Therefore, the constructs in the model are empirically distinct, enabling a reliable interpretation of relationships within the structural model. By meeting the established thresholds for discriminant validity, the study ensures that the theoretical framework is robust, and the findings can be confidently used to advance understanding in faculty adoption of course quality reviews.

Table 5

HTMT Results

	Technology Self-Efficacy	Behavioral Intention to Use	Perceived Ease of Use	Perceived Usefulness	Subjective Norm
Technology Self-Efficacy	--				
Behavioral Intention to Use	0.203	--			
Perceived Ease of Use	0.349	0.718	--		
Perceived Usefulness	0.103	0.791	0.538	--	
Subjective Norm	0.133	0.694	0.507	0.543	--

Structural Model Evaluation

The structural model was evaluated using the coefficients of determination (R^2). The R^2 value for behavioral intention to use was 0.644, indicating that 64.4% of the variance in this construct was explained by the model's predictors. Similarly, perceived usefulness and perceived ease of use exhibited R^2 values of 0.308 and 0.119, respectively, reflecting moderate and small explanatory power. These findings align with the benchmarks proposed by Chin (1998), who categorized R^2 values of 0.19, 0.33, and 0.67 as weak, moderate, and substantial, respectively.

In practical terms, the model's explanatory power has meaningful implications for promoting faculty adoption of course quality reviews. The substantial R^2 value for behavioral intention to use (0.644) suggests that faculty members' willingness to engage in course quality reviews is strongly influenced by perceived usefulness, perceived ease of use, and subjective norms. The moderate R^2 for perceived usefulness (0.308) indicates that perceptions of a review's utility are moderately shaped by ease of use and social influences, while the small R^2 for perceived ease of use (0.119) reflects that technology self-efficacy has a limited but non-negligible impact. These findings imply that to foster faculty acceptance, institutional efforts should prioritize communicating the benefits of quality reviews, reinforcing peer support, and simplifying the review process.

Hypothesis Testing

Bootstrapping with 5,000 subsamples was conducted to assess the significance of the hypothesized relationships (see Figure 2). All path coefficients were statistically significant, supporting the proposed hypotheses. Subjective norm positively influenced perceived usefulness ($\beta = 0.328$, $t = 3.855$, $p < 0.001$) and behavioral intention to use ($\beta = 0.242$, $t = 3.524$, $p < 0.001$), indicating that social influence plays a significant role in shaping faculty perceptions and behaviors regarding course quality reviews. Educational technology self-efficacy had a significant positive effect on perceived ease of use ($\beta = 0.344$, $t = 4.803$, $p < 0.001$), highlighting the importance of self-confidence in navigating an LMS and similar educational technologies.

Figure 2

PLS Results of the Structural Model
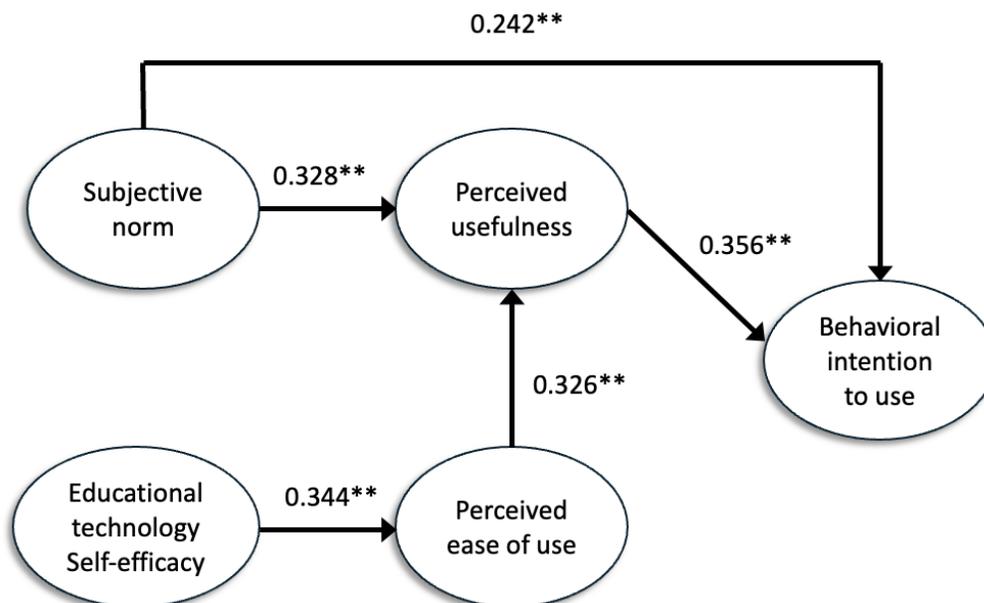
Note. ** Significant at $p < .001$

Perceived ease of use significantly predicted perceived usefulness (β = 0.326, t = 4.120, p < 0.001) confirming its central role in the adoption process. Notably, perceived usefulness exhibited the strongest effect on behavioral intention to use (β = 0.356, t = 5.565, p < 0.001), underscoring its critical influence on faculty decision-making (see Table 6). These findings align with the TAM (Davis, 1989) and its extensions, which emphasize the interplay of perceived ease of use, usefulness, and subjective norm in course quality review engagement.

Table 6

Results of Hypothesis Testing

Hypothesis	Coefficient	t-value
H1: Subjective Norm →Perceived Usefulness	0.328	3.855
H2: Subjective Norm → Behavioral Intention to Use	0.242	3.524
H3: Technology Self-Efficacy → Perceived Ease of Use	0.344	4.803
H4: Perceived Ease of Use → Perceived Usefulness	0.326	4.120
H5: Perceived Usefulness → Behavioral Intention to Use	0.356	5.565

Note. These significance levels are determined via bootstrapping analysis (Hair et al., 2011).

The results suggest that perceived usefulness and ease of use are fundamental in driving faculty intentions to participate in course quality reviews. The role of technology self-efficacy in enhancing perceived ease of use highlights the importance of providing faculty with targeted training to increase their confidence in using instructional technologies. Furthermore, subjective norm's influence on both perceived usefulness and behavioral intention underscores the need to foster supportive social environments and encourage peer endorsement of course quality reviews. These findings are consistent with recent literature on technology acceptance in educational settings, which underline the importance of usability, perceived value, and social factors in shaping systems adoption (Venkatesh et al., 2012).

Discussion

Theoretical Implications

The original TAM primarily focused on the use of technology. Over time, it has been adapted to include additional factors such as social influence and technology self-efficacy and has been applied to various contexts. This study uses the well-established TAM to better understand the factors that predict faculty intention to engage in course quality reviews. In this complex context, the focus extends beyond the adoption of a review instrument to encompass relational dynamics, evaluative processes, and critical reflection on pedagogical practice. The findings proposed in this study highlight two key factors that inform faculty intentions: subjective norm and technology self-efficacy. Both factors appear to strongly influence a teacher's intention to engage in the voluntary course review process.

Subjective norm was found to positively influence perceived usefulness. In other words, when faculty perceive influence from peers, colleagues, or leadership, it shapes their perceptions

of the usefulness of engaging in the review process. This finding supports previous work in this area, such as Altawalbeh (2023) on the adoption of LMS and Alkindi et al. (2022) on mobile learning applications. In this study, it was found that subjective norm also positively influences the intention to use technology; this was also noted by Sagnak and Baran (2021) in their study on integrating technology. The belief that participation in the course review is expected and accepted by others appears to significantly affect faculty decisions to engage in the process.

Technology self-efficacy significantly affected perceived ease of use. This finding supports the notion that the more confident faculty feel about designing and teaching online courses, as well as using educational technology in general, the easier they find it to request and complete a review successfully. Additionally, ease of use was a strong predictor of both perceived usefulness and intention to use, confirming previous iterations of the TAM. In short, when a tool, process, or system is perceived as useful, faculty are more likely to adopt it, as demonstrated by Podsiad and Havard (2020). Essentially, self-perceived confidence in the use of instructional technologies leads to perceptions of ease and usefulness, which in turn increases engagement with course review systems and tools.

Our findings align with Burch and Mohammed's (2019), who found that technology adoption is not straightforward, and this complexity extends to engaging (i.e., continually participating) in an online quality review process, which goes beyond simple adoption. The TAM framework helps us understand how faculty perceive the review process, which could positively influence more widespread adoption. Improved design of online courses, resulting from increased engagement in quality reviews, can have a cascading effect on student perceptions. Our findings are consistent with studies on more straightforward technology adoption, suggesting similar dynamics in the context of quality reviews. Given these findings, studies examining processes that incorporate a technological component may benefit from assessing subjective norm and technology self-efficacy, as both factors positively impact faculty intentions to engage with the system.

Practical Implications

Encouraging faculty to engage in online course reviews can be challenging, especially when participation is voluntary. The present study, which explored various constructs of the TAM also suggests practical recommendations to improve faculty acceptance of online course review processes. Based on our findings, we organize these implications across four levels: institutional, departmental, peer, and student.

Institutions might prioritize quality interventions by focusing on enhancing perceived usefulness and fostering supportive social norms, as these factors were strongly associated with faculty intention to engage in course quality reviews. Targeted professional development and peer-led initiatives could be especially effective in reinforcing these perceptions and encouraging broader participation.

Institutional Level

Subjective norm was found to positively affect the intention to use. When faculty believe that their peers, colleagues, or leadership expect them to participate in the course review, they are more likely to engage. Faculty buy-in is therefore essential for successful implementation (Rucker et al., 2015). In turn, when faculty perceive the review process as useful, they are more likely to participate (Podsiad & Havard, 2020). Therefore, fostering a collective sense of the importance of reviews, especially voluntary ones, is crucial. Moreover, institutions can strengthen subjective norms by publicly recognizing faculty who participate in reviews. Recognition on social media or institutional websites, along with testimonials using direct quotes from faculty, can reinforce the value of the process. Engaging directly with faculty to understand their perceptions and impact is crucial.

The relationship between educational technology self-efficacy and ease of use was significant. This study aligns with previous literature (Long et al., 2019) that technology self-efficacy plays a role in predicting adoption decisions. Faculty who lack confidence in using educational technology may also lack confidence in completing the online course review process successfully. Paradoxically, those who might benefit most from the course review may be the least likely to engage in it. Addressing self-efficacy through targeted training, resources, and ongoing support is essential to ensure successful course review implementations. To encourage self-efficacy, institutions should also promote faculty-driven quality reviews through peer-led initiatives and recognition. Fathema and Sutton (2013) suggested that faculty with positive beliefs about their ability to use an LMS perceive it as useful and easy to use. They recommend improving system quality and fostering self-efficacy through training and policy development, which is relevant to course quality review adoption.

Rucker et al. (2015) called for ongoing support to ensure successful quality assurance processes. Increased confidence can lead to a greater willingness to engage in the review process. Venkatesh and Bala (2008) noted that perceived ease of use predicts intention to use for those with little experience, but this effect decreases as experience increases. This underscores the importance of encouraging faculty to engage in the review process often and early. Ease of use and perceived usefulness determine the intent to continue e-learning to meet professional development needs (Smith & Sivo, 2011).

Institutions can leverage peer influence and faculty networks to foster a culture of engagement. Encouraging participation through strategic communication, showcasing benefits via faculty testimonials, and framing reviews as professional development rather than evaluation can be effective. Tailoring promotional efforts to highlight ease of engagement and the benefits experienced by others can also help.

Departmental Level

At the departmental level, leadership buy-in and ongoing visibility of course quality reviews are essential to reinforcing subjective norms. Department chairs and program coordinators can model engagement by participating in reviews themselves and including discussions about course reviews in meetings, communities of practice, or settings where faculty

can share experiences. Personal acknowledgment, clear expectations, and inclusion of participation in reviews as part of evaluation, promotion, and awards are important.

Fostering a culture of technological confidence through mentoring and collaborative training can enhance self-efficacy. When faculty support each other and share experiences, particularly around perceived challenges or successes, reviews are more likely to be viewed as accessible and worthwhile. Departments may also consider recognizing participation in reviews as part of promotion, evaluation, and awards processes. Positioning reviews as intuitive and beneficial with clear messaging and accessible support is also crucial.

<u>Peer Level</u>

Faculty peers are influential in shaping engagement with quality reviews. The review process should be as faculty-owned as possible. Including faculty in the development of review items and processes, and encouraging them to become peer reviewers, can increase perceived usefulness and engagement. Direct conversations with faculty about their perceptions and feedback on new iterations of the review process can further enhance faculty investment and commitment. Moreover, faculty champions (those who have successfully navigated the review process) can serve as credible role models and mentors, offering practical insights, sharing positive experiences, and reducing apprehension among their colleagues. This peer-driven approach not only normalizes participation but also cultivates a collaborative culture around quality improvement in online teaching.

<u>Student Level</u>

Although not often discussed, the influence of students should be considered. Courses are designed to teach students, and positive feedback from students on courses that have undergone the review process can reinforce faculty motivation. Students also communicate with each other, spreading the word about the benefits of well-designed courses. These social dynamics can influence faculty perceptions of their work's impact and may contribute to perceived usefulness

Limitations and Future Work

It is important to acknowledge four limitations of this study that should be addressed in future studies. First, the scope of this study was limited to faculty at one large metropolitan research university who have been credentialed to develop online and blended courses, making them eligible to voluntarily participate in course quality reviews at their institution. To improve generalizability, future studies could include faculty from other institutions, varying in size, cultural setting, type, and voluntariness of participation in course quality reviews.

Second, this study used a quantitative research approach, which could limit the depth of understanding of the TAM constructs. Future studies could incorporate a qualitative study of faculty experiences in course quality reviews, including the phases of the process and their concerns. Such a study could include faculty participants with varying levels of experience, from novice to power user. Although the TAM model proved helpful as an informing framework, other frameworks such as UTAUT show promise and could be explored. Also, the present research collected data from faculty at a single point in time (e.g., cross-sectional). It is

recommended that future research conducts a longitudinal study to further understand the interrelationships among the factors that may play a significant role in influencing faculty use of course quality reviews over time.

Third, the data collected were self-reported by faculty participants, so the reliability of the data is dependent on the participants' accuracy of their responses. For example, to what extent do faculty responses reflect their actual intention to engage in course quality reviews? Future research addressing the relationship between TAM constructs and objectively measured engagement in course quality reviews is needed to more conclusively predict engagement in quality course reviews. The proposed acceptance model is not a fixed model and is open to continual development. Future studies may extend or modify this acceptance model by adding other dimensions, such as perceived facilitating conditions and perceived organizational support to engage in course quality reviews (Venkatesh & Bala, 2008).

Additionally, previous literature on student perceptions of online course quality has suggested that they may value aspects of quality course design in a slightly different manner. For instance, ease of navigation may be more important to students than peer interaction (Ralston-Berg et al., 2015). Further research is needed that incorporates perspectives of students as stakeholders in quality course design. For example, how do student interpretations of quality standards compare with those of faculty and reviewers? Students could be surveyed in selected courses about specific elements of quality course design, and the results could be compared with faculty who designed or taught the courses. Future studies could empirically examine the impact of course quality reviews by analyzing student engagement, motivation, and learning outcomes through comparisons—such as courses that have been awarded a designation of Quality as a result of a review process compared with courses that have not undergone a Quality review process. Future research could also incorporate qualitative methods, such as interviews or open-ended survey responses, to capture deeper insights into faculty experiences, motivations, and contextual factors that may not be fully reflected in quantitative data. These perspectives could enrich the interpretation of findings and uncover nuanced barriers or enablers to course quality review participation. Addressing these limitations in future studies will contribute to a more comprehensive understanding of factors that influence instructors' decisions to participate in course quality review processes.

Conclusion

The present study underscores the importance of perceived usefulness and ease of use in driving faculty intentions to engage in course quality reviews. Acknowledging subjective norm and technology self-efficacy provides valuable insights into factors influencing faculty participation in course quality reviews. Subjective norm impacts perceived usefulness and behavioral intention, highlighting the role of social influence in shaping faculty attitudes towards course quality reviews. Additionally, technology self-efficacy enhances perceived ease of use, suggesting that faculty confidence in using instructional technologies is crucial for successful engagement in the review process. This addresses the importance of the data for making decisions about integrating course quality reviews into existing processes.

Our findings provide a pathway for HEIs to develop comprehensive recognition systems that value faculty engagement in course quality reviews as a key component of professional development and institutional excellence. Fostering a supportive environment that recognizes and promotes faculty participation in course quality reviews, leveraging peer influence and faculty networks to encourage engagement is essential. Departments can also enhance self-efficacy through targeted professional development workshops that align with faculty objectives, demonstrate practical benefits of course quality reviews, aligning performance metrics and promotion criteria to recognize meaningful contributions to course quality improvement. The present article suggests that peer-driven approaches can normalize faculty participation and cultivate a culture of quality improvement by creating structured opportunities for sharing insights and best practices. Providing ongoing technology training and user-friendly course review platforms or processes can reduce barriers to participation and develop mentorship networks that foster continuous pedagogical improvement. Furthermore, positive student feedback on courses that have undergone course quality reviews can reinforce faculty motivation, with transparent feedback mechanisms demonstrating how student input can directly contribute to course improvement.

The TAM framework provides a robust theoretical foundation for better understanding faculty adoption of course quality reviews. By explicating the complex interplay among subjective norms, educational technology self-efficacy, perceived usefulness, and behavioral intention, this research offers critical insights into the motivational dynamics of faculty engagement. The developed framework illuminates the factors driving faculty participation while providing a nuanced lens for HEIs to enhance online course quality, ultimately benefiting both faculty professional development and student learning experiences. These findings are consistent with existing literature on technology acceptance in educational settings (Akram et al., 2021; Schmitz & Hanke, 2023), which underlines the importance of usability, perceived value, and social factors in shaping systems adoption (Venkatesh et al., 2012).

The rapid evolution of educational technologies and the increasing complexity of online learning environments underscore the critical need for adaptive research frameworks. Future investigations should therefore seek to refine and adapt this model across diverse institutional contexts, exploring how faculty engagement in course quality reviews can be effectively supported in an era of dynamic technological change. By developing a more nuanced understanding of the factors influencing technology adoption, researchers can contribute to the design of more agile, responsive systems that support continuous educational improvement. The present research illuminates the current landscape of faculty technology acceptance while providing a foundational model for understanding how higher education can develop more flexible and collaborative approaches to quality assurance in an increasingly digital learning ecosystem.

Ethics Statement

The research reported in this paper was reviewed and approved by the UCF IRB committee under approval MOD00006007.

Conflict of Interest Statement

The authors declare that there are no conflicts of interest with respect to the research, authorship, and/or publication of this article.

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