Examining the Impact of a Quality Assurance Initiative on Student Success

February 27, 2025 | Online

Get to Know Cal State East Bay

70+ online/hybrid programs/certificates offered

18% of students are taking courses exclusively online

50+% of students taking at least 1 online/hybrid courses

63% of undergraduate students and 30% of graduate students are taking at least one online or hybrid course

47% of instruction delivered online or hybrid courses

As of December 2024, 38.1% of CSU certified quality online/hybrid courses are produced by Cal State East Bay

37% of instruction being offered completely online

Students: over 10,500
Faculty & Staff: 1,700

Quality Assurance
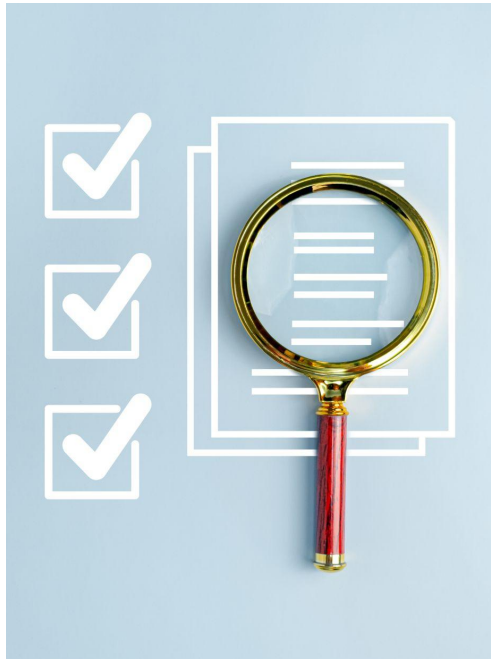
2015 started QA initiative
➔ Creating a culture of quality assurance.

- ◆ Online/ Hybrid Instructional Policy

- ◆ Online & Hybrid Course Quality Transformation Grants

- ◆ Maintaining a master university course template and syllabus checklist that meets the QA standards

Certifying EB Faculty & Staff

- QM Subscriber Managed Review Institution
- Currently Certified:
  - 28 Peer reviewers
  - 4 Master reviewers
  - 5 QMCs
  - 3 Course Review Managers
  - 7 Certified F2F & Online Facilitators (DYOC, IYOC & APPQMR)
- Over 600 QM PD Trainings Completion (since 2015)
- 200+ QM certified courses

Milestone Research about Impacts on Students Learning

Faculty Research:

- Student QA Impact Research by Dr. Erick Kong 2017

    - No significant difference between First- Gen students

    - URM students had a much lower percentage (24%) in QM certified course versus non-certified course (34%)

    - Pell Eligible students have a lower percentage (34%) in QM certified courses versus non-certified course (42%)

    - Remedial students have a lower percentage (12%) in QM certified course versus non-certified course (20%)

Milestone Research about Impacts on Students Learning

Multi-year research

2014- 2017 Data Set

- Demonstrated that faculty participation in QA activities impacts student learning by reducing the percentage of repeatable grades in courses.
- Between Fall 2014 and Spring 2016, %DWF on courses taught by faculty who participated in QA activities [9.01%] is significantly lower than courses taught by faculty without participation in QA activities [10.77%]. [$F(1, 1940)=11.031$, $p=.001$]
- Between Summer 2014 and Summer 2017, %DWF on online courses taught by faculty who participated in QA activities [9.60%] is significantly lower than courses taught by faculty without participation in QA activities [10.47%]. [$F(1, 3261)=4.162$, $p=.041$]

Milestone Research about Impacts on Students Learning

Faculty Research:

- Nomination document for CSUEB Outstanding Impact by HE org by Dr. Michelle Rippy 2018

    - Student Feedback about a QM certified course- "I think overall the instructor was well organized, helpful and gave great feedback, and always responded to emails quickly. I would suggest that she keep the same structure for her classes."

Milestone Research about Impacts on Students Learning

Faculty Research:

- Evaluating Faculty QA training at CSUEB by Dr. Kevin Kaatz 2019

    - Research Question: How has our quality assurance training (either through QM, QOLT, or OLC) helped with your courses (online, hybrid, and/or in-class) in the following areas (Preparation/Design, Teaching, and Students' Learning)? Please be as specific as possible, provide examples, and/or provide students' feedback.

Milestone Research about Impacts on Students Learning

Faculty Research:

- Evaluating Faculty QA training at CSUEB by Dr. Kevin Kaatz 2019

    - 13% responded

    - 96% responded that the training they received was very helpful/helpful.

    - Course organization was the most popular response to how QA training helped

Quality Assurance

The data shows that the percent of non-passing grades for those courses that are taught by Quality Matters trained faculty are lower for the University overall, most Colleges and the different demographics such as low income, not low income, First- Gen, Non First- Gen and URM/Non URM.
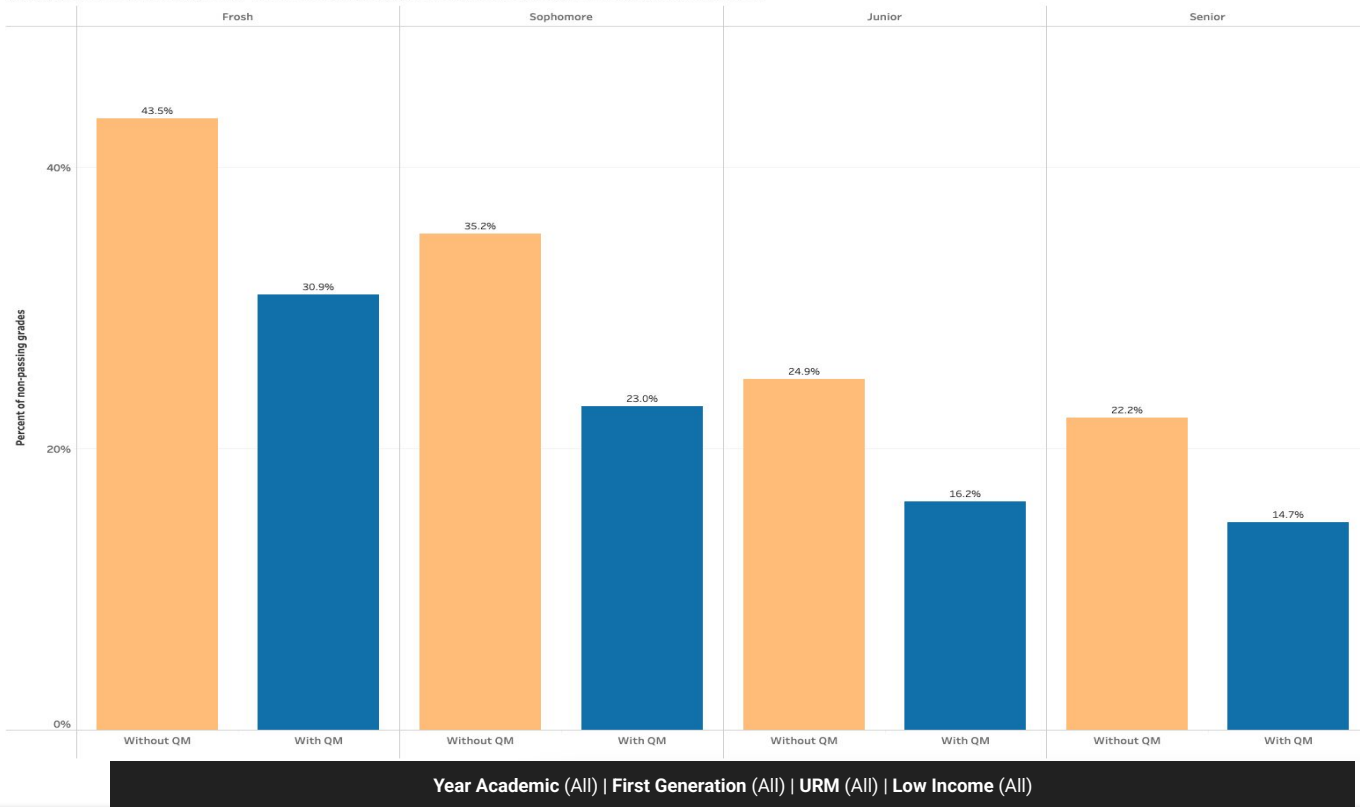
See for yourself!

Use the QR code to access the dashboard, apply search filters and see what graphs are available.

Undergraduate: Changes in Non-passing Grades Before and After Quality Matters (QM) Training, by Academic Class Level
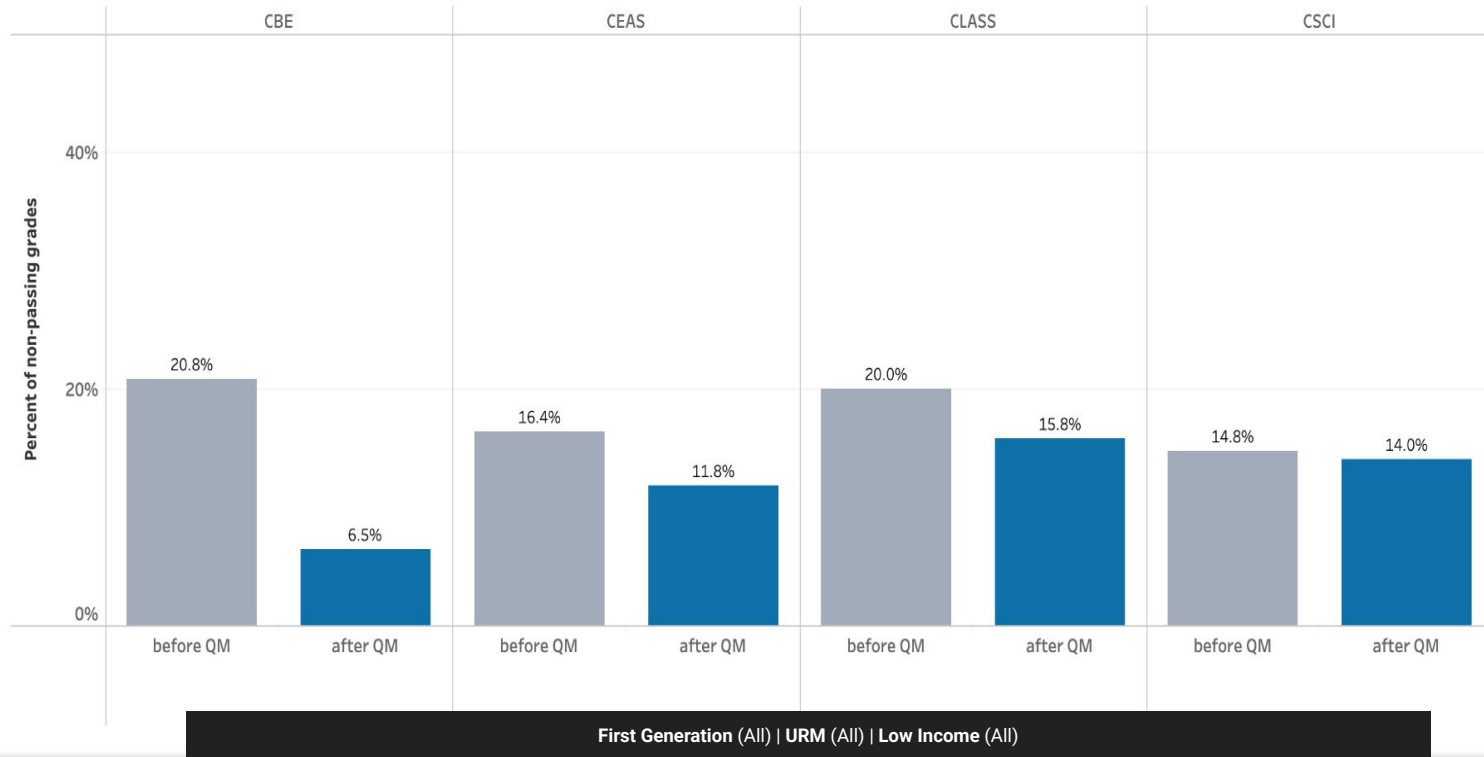
Highlight: Percent of non-passing grades for those courses with Quality Matters trained Faculty are lower for all undergraduate class levels.

	Frosh	Sophomore	Junior	Senior
Without QM	43.5%	35.2%	24.9%	22.2%
With QM	30.9%	23.0%	16.2%	14.7%

Year Academic (All) | First Generation (All) | URM (All) | Low Income (All)
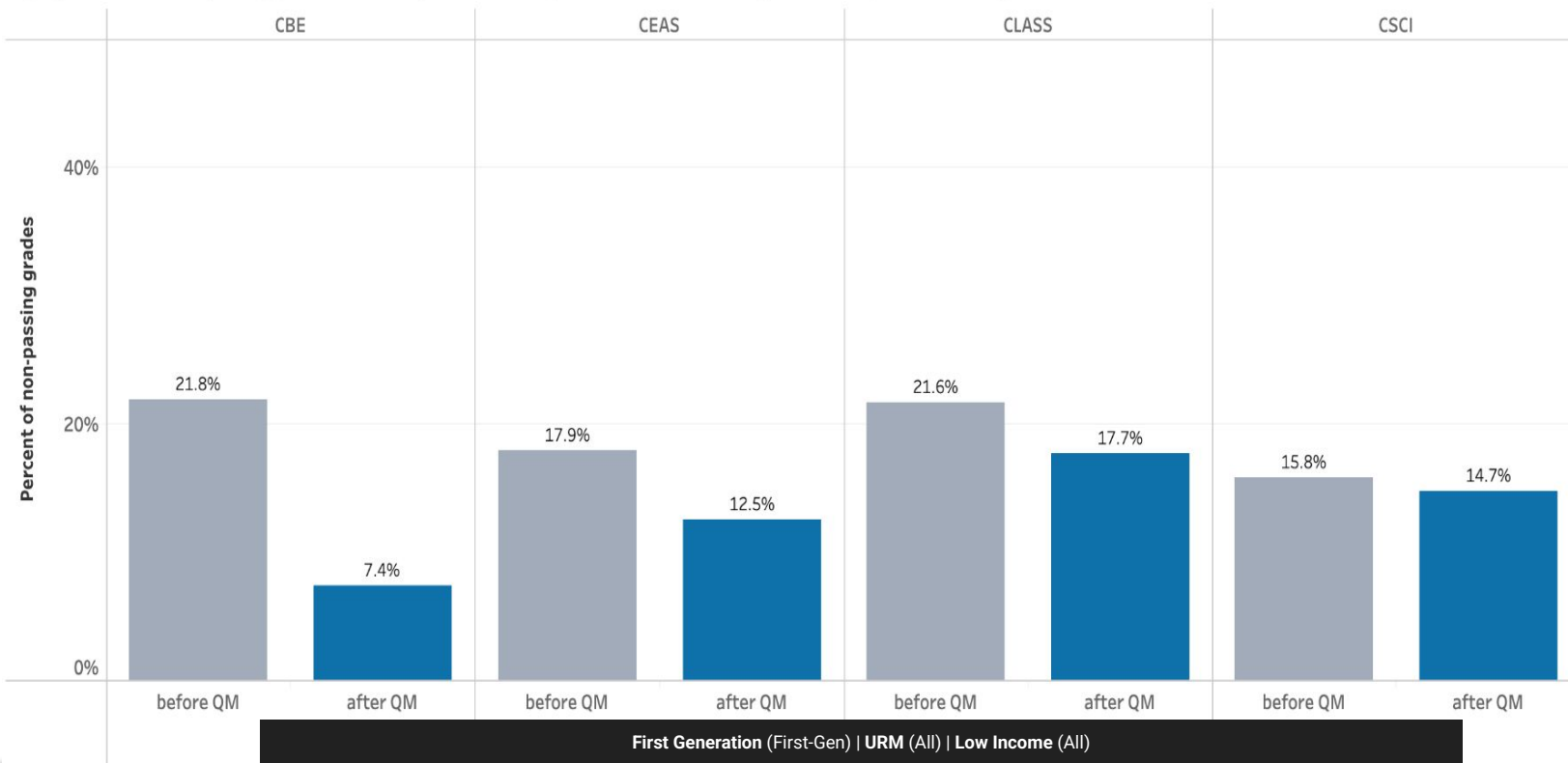
Undergraduate: Changes in Non-passing Grades Before and After Quality Matters (QM), by College

Highlight: Percent of non-passing grades after Quality Matters Training decreases for courses taught at all colleges and university overall.

First Generation (All) | URM (All) | Low Income (All)

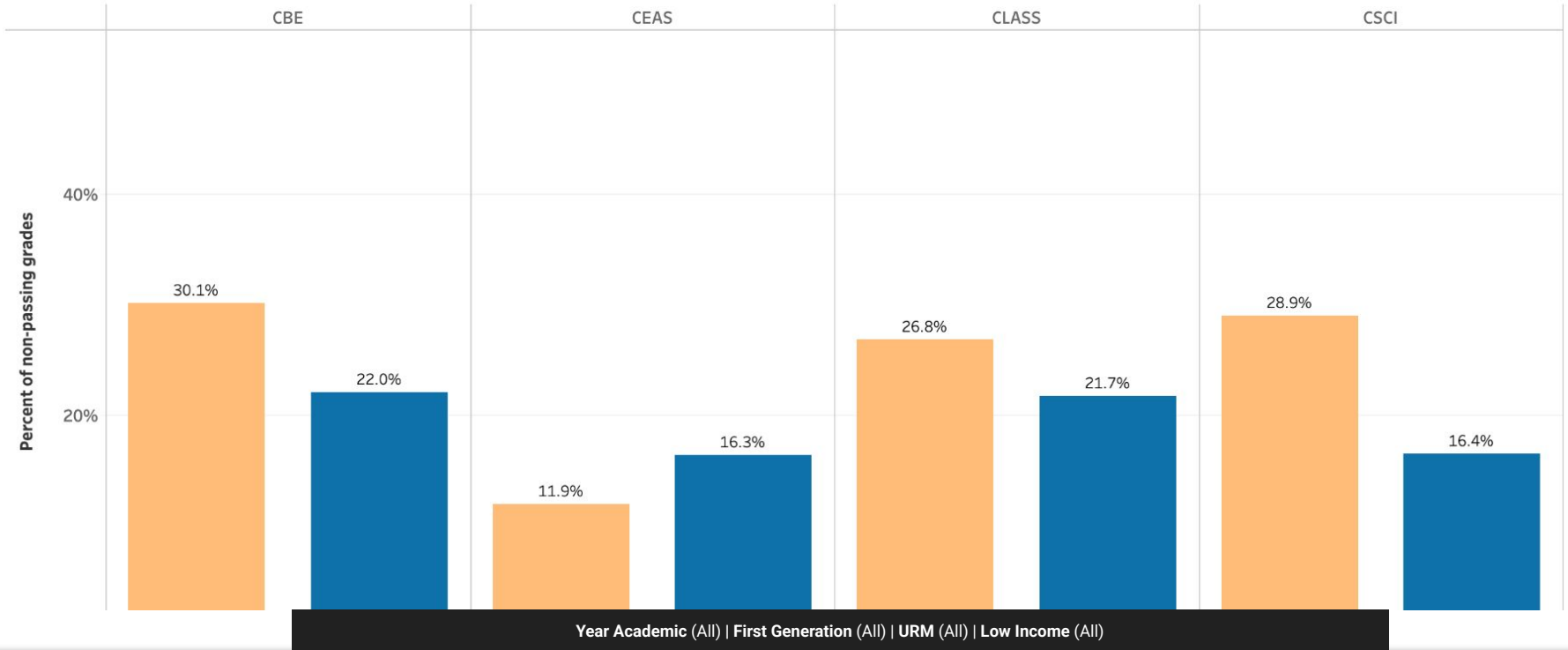# Undergraduate: Changes in Non-passing Grades Before and After Quality Matters (QM), by College

Highlight: Percent of non-passing grades after Quality Matters Training decreases for courses taught at all colleges and university overall.

Undergraduate: Differences in Non-passing Grades for Faculty With and Without Quality Matters Training (QM), by College

Highlight: Percent of non-passing grades for those courses with Quality Matters trained Faculty are lower for university overall and most colleges (except for CEAS).

	CBE	CEAS	CLASS	CSCI

Percent of non-passing grades

- CBE: 30.1%, 22.0%
- CEAS: 11.9%, 16.3%
- CLASS: 26.8%, 21.7%
- CSCI: 28.9%, 16.4%

Year Academic (All) | **First Generation** (All) | **URM** (All) | **Low Income** (All)

A Quality Matters Event
QM Research Online Conference

Active/Applied Research on Online Learning and Quality Assurance
February 27, 2025 | Online

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Questions?

Thank you!