

I Like Big Data and I Cannot Lie!

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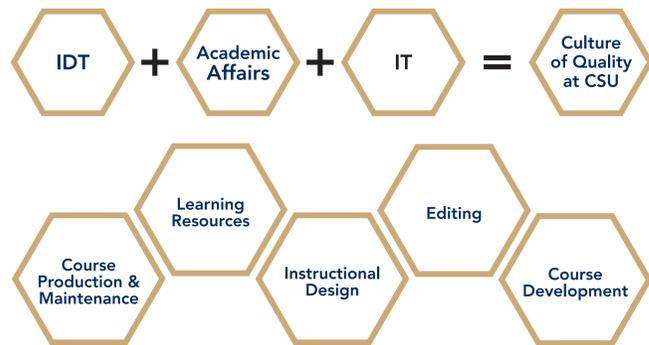


Background

Who We Are

- » Fully online
- » 29,000 active students
- » Over 450 Blackboard course templates
- » 500 sections per term (11 terms per year)
- » 5,500 Blackboard courses per year

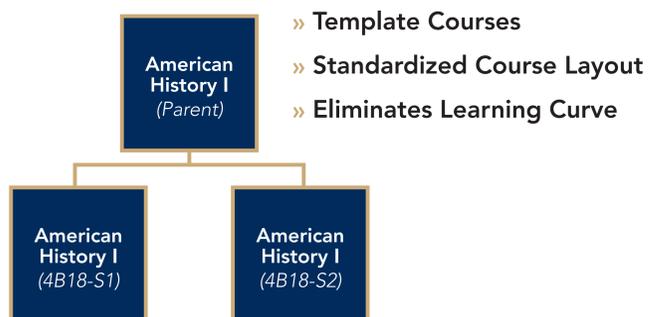
The Framework



Omega

- » Customer Relationship Manager
- » Student Information System
- » Faculty Qualifications Management System
- » Automation

Leveraging Resources



QM Journey

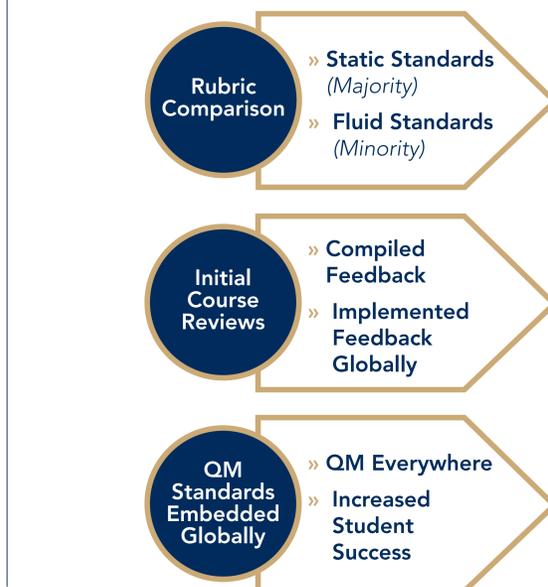
Why QM?

Quality Matters (QM) standards ensure Columbia Southern University (CSU) course components promote learner engagement and provide students with tools and information required to be successful learners. As a result, CSU subscribed to QM in 2015 and implemented the QM standards into our course design and development process in 2016. Targeted areas for improvement included alignment of assessments, materials, and course tools, learner progress, and overall engagement with faculty and content.

Implementation Process



Evaluation of Feedback



Findings

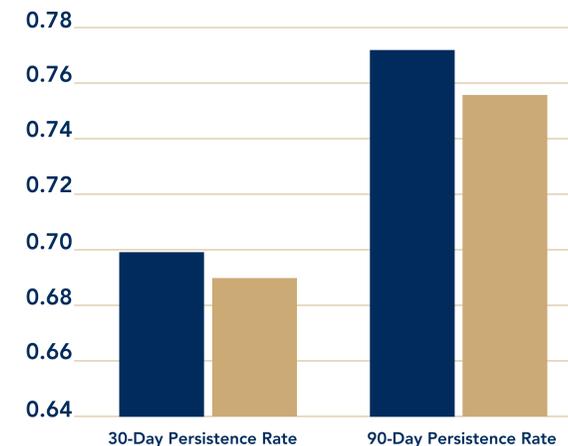
Return On Investment

CSU views QM as an investment in quality due to the collegial and collaborative nature of course reviews. However, it is always important to show a return on investment from a leadership perspective. CSU uses course cards to provide up to date information to key stakeholders within the organization. Course score cards are live data feeds that list key metrics identified by Business Intelligence, Academic Affairs, and Instructional Design and Technology. We decided to sift through the large amount of data to locate evidence to support moving forward with our QM investment.

Let Data Do The Talking

After implementing QM standards into 20 courses we decided to do a comparison of QM certified courses and non-QM certified courses. 30-day and 90-day persistence rates were chosen for the comparison. Students enrolled in QM certified courses persisted at a higher rate across the board. Our pool of QM courses range from lower level undergraduate courses to graduate level courses.

We believe the difference in persistence rates can be attributed to new items added to meet QM Standards 1 and 2. Students now have a greater sense of what to expect when starting a course and how the outcomes are connected to course activities. Although there are several factors that have an impact on persistence, the only differences between the two subsets can be attributed to QM.



Conclusion

Continuous Improvement

- » We've done well, but we can do better.
- » Become more strategic in how we choose faculty for QM certifications.
- » Continue to streamline the QM course approval process and informal review process.
- » Remain agile with QM goals as the needs of the university evolve.

2019 Goals

- » 16 course reviews
- » 50 additional staff/faculty members trained
- » 5 additional PRs trained
- » 1 additional MRC trained

