

# Leading a Culture of Quality Assurance to Measure Impact on Student Success

QM Regional 2018



# Session Outcomes

- Increase knowledge of strategies for effective online quality assurance **program administration**.
- Increased knowledge of **campus-system support** necessary to conduct QA student impact research.
- Resource awareness for **tracking training completions, certifications, and student impact data**.
- Identify data variables, collection instruments, and types of **data analyses** conducted.





What type of data are you currently collecting/analyzing ?

What type of data do you want that you can't access/obtain?

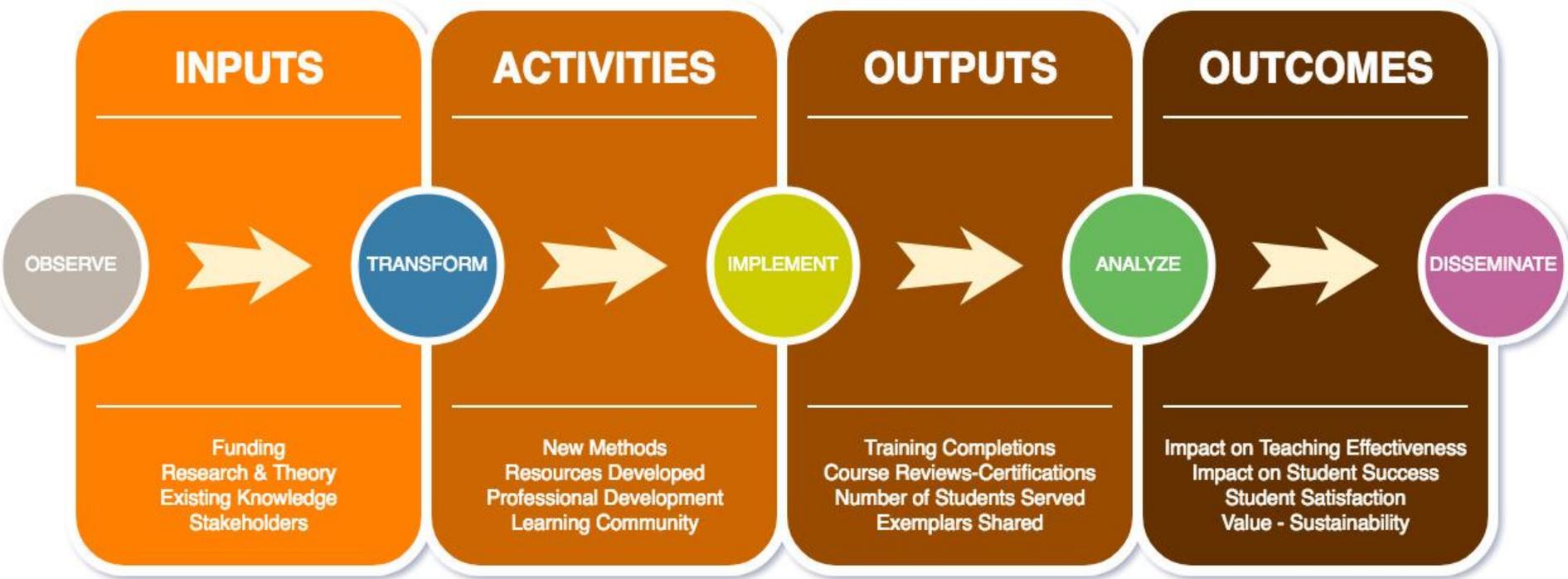
**DFW**



TRAINING



# Pushing Programs Forward to Greater Impact



**CSU**

**The California State University**



# **Quality Assurance**

for blended & online courses

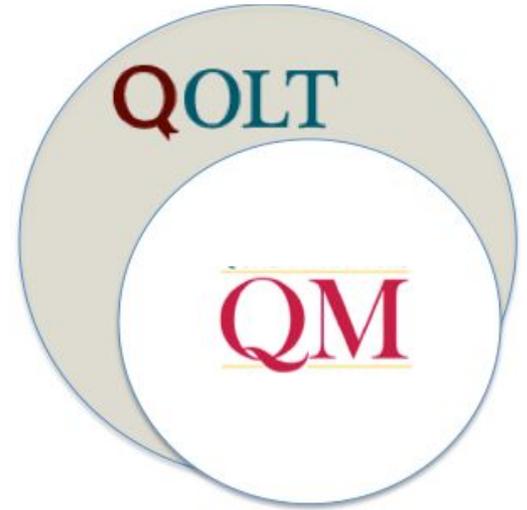
[qa.csuprojects.org](http://qa.csuprojects.org)

# CSU system

- 23 campuses
- 479,000 students
- 46,000 faculty & staff
- Largest university system in the world
- Most diverse U.S. system
  - 21 HSI campuses



# CSU-QLT and QM Alignment



## Quality Matters

- Focuses on design
- 8 sections, 43 objectives, with 21 “essentials”

## CSU Quality Learning and Teaching

- 9 sections, 54 objectives, with a “Core 24”
  - Optional section on Mobile Platform Readiness
  - Delivery section
- Materials open access for use in training/consulting

# System - Campus Data Analyzed

- Professional Development Workshops Completed
  - CSU QA workshops & Campus offered workshops
- Identify QLT/QM Courses that are formally certified
- Identify number of fully online courses for 2017
- Demographics of these instructors (e.g. # years teaching/online)
- Demographics of students enrolled in these courses
- Grade Point Average and Grade Distribution
- Course Completion Rates (ABC v. DFW)

Certified Courses

DEMOGRAPHIC



CERTIFICATE OF COMPLETION



Completion Rates

# Systemwide Trainings Offered

**2313** Training  
Completions  
since 2014

***Introduction to Teaching Effectively Online Using the QLT Instrument.*** Includes onboarding new students to the online course, setting up the structure and navigation of a course, designing online modules for content delivery and engagement, methods for facilitating discussions, assessment tools, technology tools and student perspectives.



***Reviewing Courses Using the QLT Instrument:*** This course provides an in-depth experience with the QLT instrument and how to use objective-based examples to support reviewing and informing blended-online courses.



***Applying the Quality Matters Rubric*** gives an overview of the principles of QM, the QM rubric, and the peer-review process. Participants engage in hands-on applying the sections of the QM rubric to a course, how to draft helpful recommendations, and applying the concept of alignment.



The ***Improving Your Online Course*** workshop explores the QM Rubric and provides a framework to improve the quality of online and blended courses. Participants use the QM Rubric to review their own courses and develop a course improvement plan.



# 1. Solicitation

- Message to Online Instructors via CSU lists
- Standard Message to Certified Reviewers
- CSU Online Course Review Website
- Informational Webinar
- Live and Recorded

# 2. Application

- QA Lead Completes Online Application Form
- Auto-generated response message
  - Does Not Meet Criteria for Online Course Maturity
    - Deny Message with Reasons. Copy Campus Lead
    - Reapply when conditions met
  - Meets Criteria for Online Course Maturity
    - Accept Message. Cc Campus Lead.
    - Instructor/Developer Agreement Completed

# 3. Review

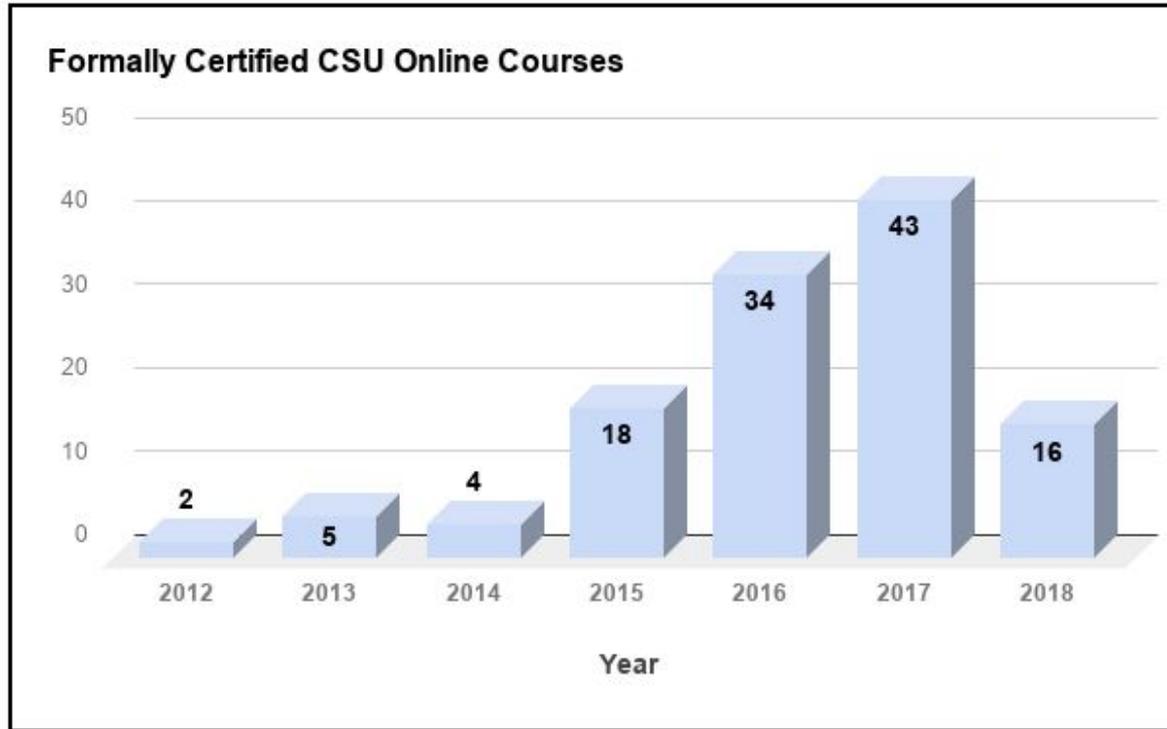
- Course Review Team Identified
- Agreements with Roles and Responsibilities
- Confirmation to Review Lead and Campus QA Lead
- Timeline and Review Process
- Pre-Review Conference Call
- Individual Review Forms Submitted
- Post-Review Conference Call
- Team Deliberation

# 4. Notification

- CSU QA Creates Final Report
  - Does Not Meet
    - Changes + Amendment Form
    - Review Lead Decision
      - Not Met (marked with an X)
  - Meets Criteria
    - Certification Letter to Instructor and QA Lead
    - Recognition through CSU QA Community
    - Recognition via CSU QA Website
    - Exemplars Published into CSU QuARRY

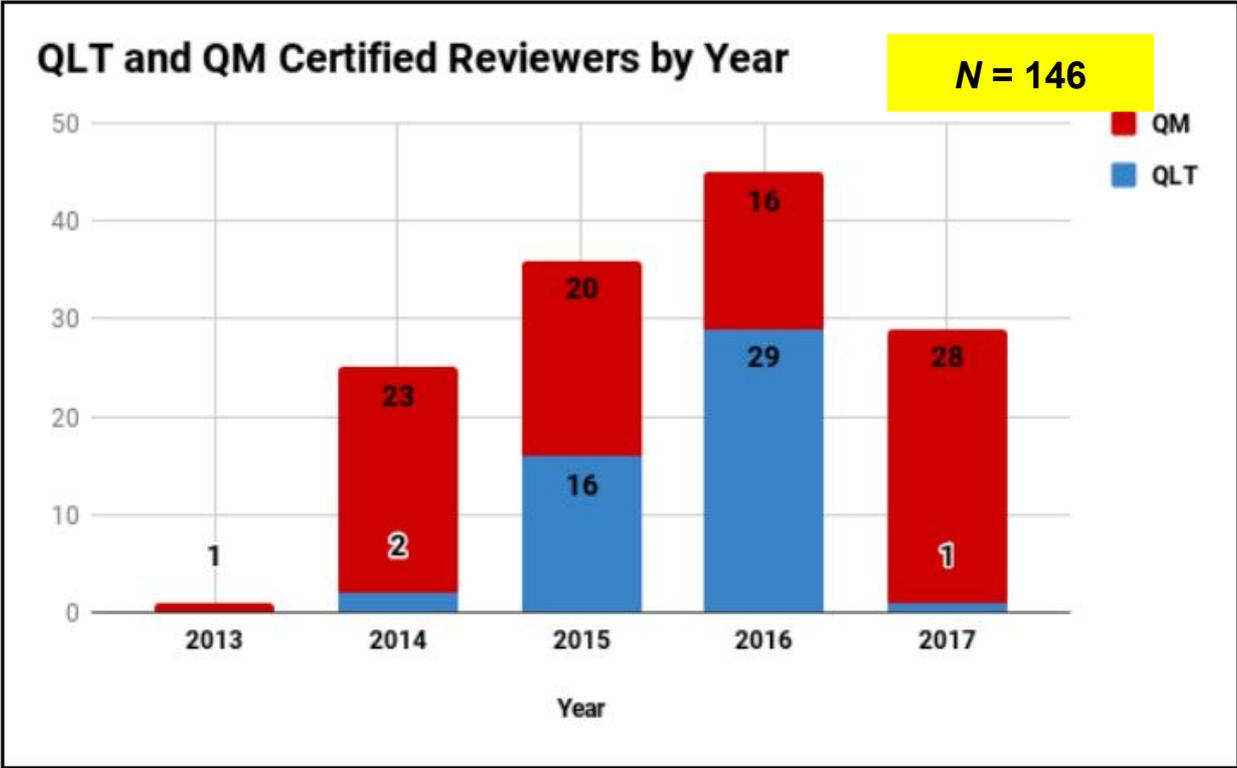


# Formal Online Course Certifications



**122 Certified Courses**

# CSU Certified Peer-Reviewers

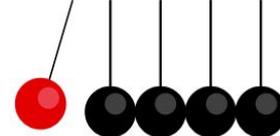


# Student Quality Assurance Impact Research (SQuAIR)

- Purpose of SQuAIR, launched Summer 2017
  - Determine impact of QA professional development and online course certification on teaching performance and student success.
- Hypothesis
  - *Faculty and staff completing QA professional development and obtaining course certification are better able to design, deliver and engage students in online courses, resulting in higher grades, improved course completion rates, higher student satisfaction, and ultimately a reduction in equity gaps.*

# Sample Coding Table

Type	Professional Development Topic	Hours	Code	1 = lower level 5 = higher level
QM	Independent Applying the QM Rubric (APPQMR)	20	101	1
	Designing Your Online Course (DYOC)	15	102	1
	Addressing Accessibility and Usability (ST8)	15	103	1
	Improving Your Online Course (IYOC)	15	104	1
	Creating Presence in Your Online Course (CPOC)		105	1
	Designing Your Blended Course (DYBC)		106	1
	Peer Reviewer Course (PRC)	20	107	3
	Face to Face Facilitator Certification (FFC)	30	108	5
	Online Facilitator Certification (OFC)	30	109	5
	Master Reviewer Certification (MRC)	20	110	4
	Serving on Informal Review Team	8	111	3
	Serving on Formal Review Team	15	112	4
	Serving as Master Reviewer	20	113	5
	Campus Level Review Certified Course		114	2
	QM Course Certification		115	3
	Other QM workshops		116	1
QOLT	Introduction to Teaching Online Using QOLT	20	201	1
	Reviewing Courses Using the QOLT Instrument	15	202	3
	Campus Level Review Certified	5	203	2
	Serving on Informal Review Team		204	3
	Serving on Formal Review Team		205	4
	Campus Level QOLT Certification		206	2
	QOLT Systemwide Course Certification		207	3



# What STUDENTS Say About Quality Impact?

- In addition to some of the institutional data collected and analyzed in relation to student performance, we have developed a QA Student Survey
  - 25 Likert-type items mapped to “QLT Core-24” objectives and QM “21 Essentials”
- Survey is distributed near end of term for certified courses
- Each instructor receives the results for their course
  - Does not enter into personnel review stream, unless they choose to do so
- Cumulative data reports for system-program

<http://tiny.cc/qa-studentsurvey>

## Student Feedback Survey Aligned with Essential CSU QOLT & QM Standards

<b>Student Feedback Survey Aligned with Essential CSU QOLT &amp; QM Standards</b>			
COURSE OVERVIEW & INTRODUCTION		OBJECTIVES & ASSESSMENT	
Detailed instructions for getting started	4.67	Measurable course level & module objectives	4.64
Detailed information about the instructor	4.59	Relationship between objectives & activities	4.46
Purpose of course & prerequisite knowledge	4.67	Descriptive criteria provided for assessments	4.55
Academic integrity & institutional policies	4.71	Course grading policy clearly defined	4.59
<b>Section Average</b>	<b>4.66</b>	<b>Section Average</b>	<b>4.56</b>
MATERIALS, FACILITATION, INTERACTION,		TOOLS, SUPPORT RESOURCES, ACCESSIBILITY	
Notice to acquire course materials	4.64	Variety of technology tools to engage students	4.32
Variety of course material types	4.56	Clear info. to acquire or access technologies	4.46
Materials contribute to objectives/topics	4.65	Instructions for accessing technical support	4.54
Student introductions	4.48	Instructions for accessing academic support	4.47
Activities promote active learning	4.17	Campus policy provided for students with disabilities	4.61
Learning activities promote real-world scenarios	4.43	Information about accessibility of technologies	4.63
Instructor sent reminders to keep on tasks	4.56	Course materials in accessible formats	4.75
Receive feedback & self-check progress	4.46	Course navigation facilitates ease of use	4.59
Feedback in a timely manner	4.49		
<b>Section Average</b>	<b>4.49</b>	<b>Section Average</b>	<b>4.55</b>
		<b>OVERALL AVERAGE =</b>	<b>4.57</b>

*N=504 Students enrolled in certified courses*



# CSU East Bay

- Campus QA Background
- QA Professional Development
- Course Certification & Number of QM Certified Courses
- Fully Online Courses for 2016-17
- Teaching Experience
- Outcomes Data
- Findings
- Recommendations



# CSU East Bay

## Campus QA Background

- 3-year Online & Hybrid Course Quality Transformation Grants for faculty
  - Training courses through Quality Matters (QM)
  - Quality Online Learning & Teaching (QOLT)
  - Online Learning Consortium (OLC)
  - Work with Online Campus eLearning Specialist / Instructional Designer
  - Peer-review of their Online or Hybrid courses
  - Certified by QM as Quality Online Course



# CSU East Bay

## Campus QA Background

- 25% of instruction is online or hybrid with more than 17% of instruction in completely online courses
- 5% of students take courses exclusively online and nearly one-third of our students enrolled in at least one online course
- 37,700 students enrolled in 1,300 sections in online and hybrid courses



# CSU East Bay

## QA Professional Development

- “Back to the Bay”
- QM workshops and training
- 326 QA Training Completion

## QM Course Certification

- 74 QM certified courses
- Fully online QM certified courses offered



# CSU East Bay

## Fully Online Courses for 2016-17

	Summer 2016	Fall 2016	Winter 2017	Spring 2017
Number of instructors teaching online	100	169	169	175
Number of fully online courses (unique)	54	72	74	80
Number of fully online sections	179	316	314	330
Number of students enrolled in fully online sections	4685	10569	10588	10813



# CSU East Bay

## Teaching Experience

- Non QM-Trained
  - Years of teaching experience
  - Years of online teaching Experience
- QM-Trained
  - Years of teaching experience
  - Years of online teaching Experience



# CSU East Bay

## Outcomes Data of QM certified and QM non-certified

- The grade distribution (A, B, C, D, F, W, I)
- First Generation (FirstGen)
- Under Represented Minority (URM)
- Pell Grant Eligibility (PellElig)
- Remediation (Remed)



# CSU East Bay

## Findings

- No significant in student grades of A, B, C, and D between QM certified versus QM non-certified courses.
- Slightly less students (3%) received an F in QM certified course versus those in QM non-certified course (5%).
- Withdrawal (W) are higher (5%) in QM certified those in QM non-certified course (3%).
- No significant of those who received an incomplete (I).



# CSU East Bay

## Findings Continue.....

- No significant difference in FirstGen students on whether they took a QM certified (11%) or QM non-certified course (11%).
- Significant difference in URM, PellElig, and Remed
  - URM students had a much lower percentage (24%) in QM certified course versus non-certified course (34%)
  - PellElig students have a lower percentage (34%) in QM certified course versus non-certified course (42%)
  - Remed students have a lower percentage (12%) in QM certified course versus non-certified course (20%)



# CSU East Bay

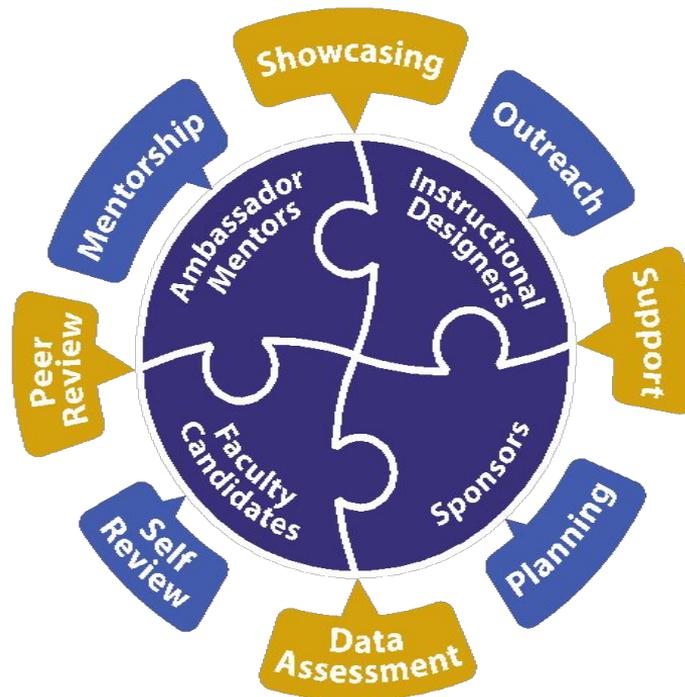
## Recommendations

- Compare different subject matter across disciplines
- Compare difference between lower division versus upper division online courses
- Analysis levels of training among student groups
- Long term data analysis on subsequent academic year (2017-2018, 2018-2019, etc)
- CSUEB - Three-year data is being analyzed



# QLT Initiative

A multi-faceted strategy for improving quality

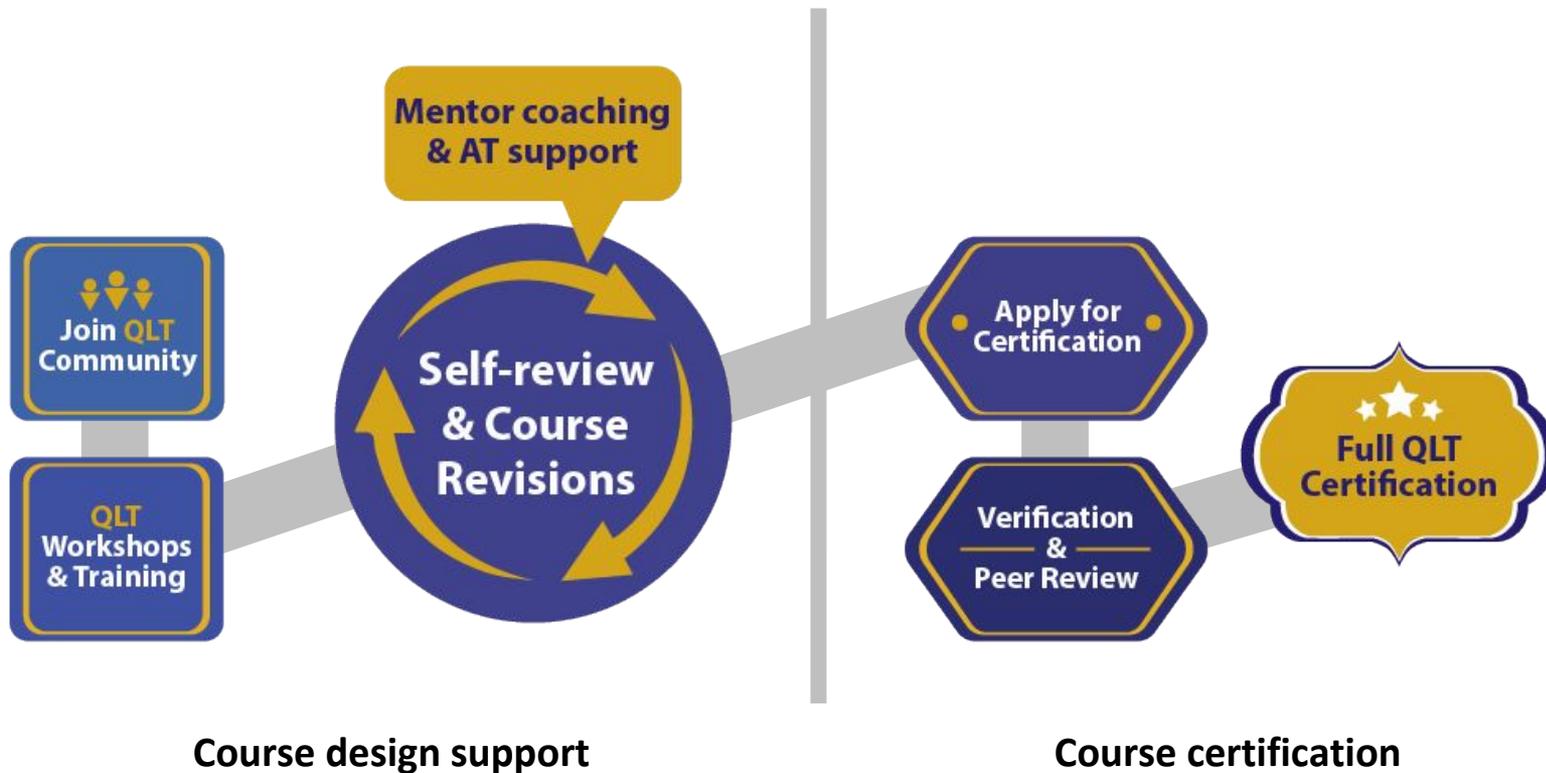


Visit [qlt.sfsu.edu](http://qlt.sfsu.edu) for more details.



# QLT Process

A comprehensive support framework



# 2018 QLT at SF State

- Now offering course certification for Hybrid courses
  - 2 Hybrid courses certified this year
- Increased number of QLT Ambassadors and mentorships
- Developed new workshop and resources about using the QLT instrument as a course design tool
  - Visit Resources page at [QLT.sfsu.edu](http://QLT.sfsu.edu)
- Ongoing advocacy for QLT-related academic policy
- Growing partnerships with multiple departments
- AT Faculty Recognition event in May





# San Francisco

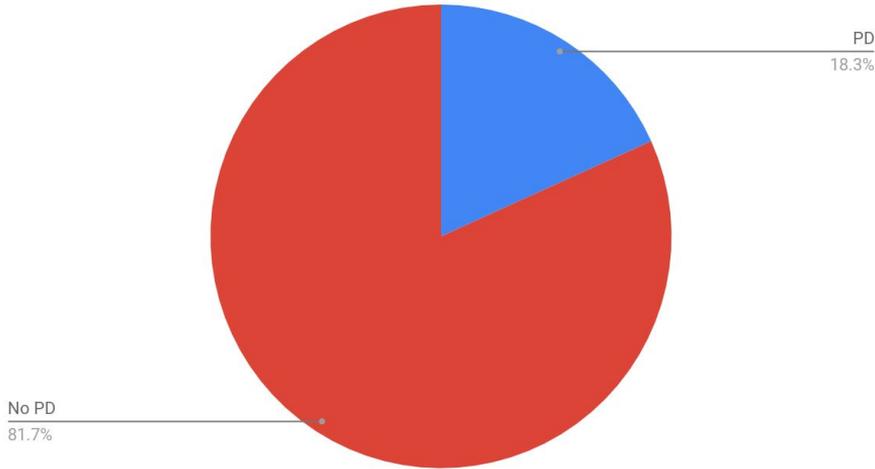
- Online education campus analysis (AY16-17)
  - Focus: equitable student success for hybrid and fully online courses
  - Variables
    - IVs: professional development, course certification
      - Class level, total enrollment, term, LM, URM
    - DVs: Course completion (DFW), average student grades, student satisfaction (SETE)



# San Francisco

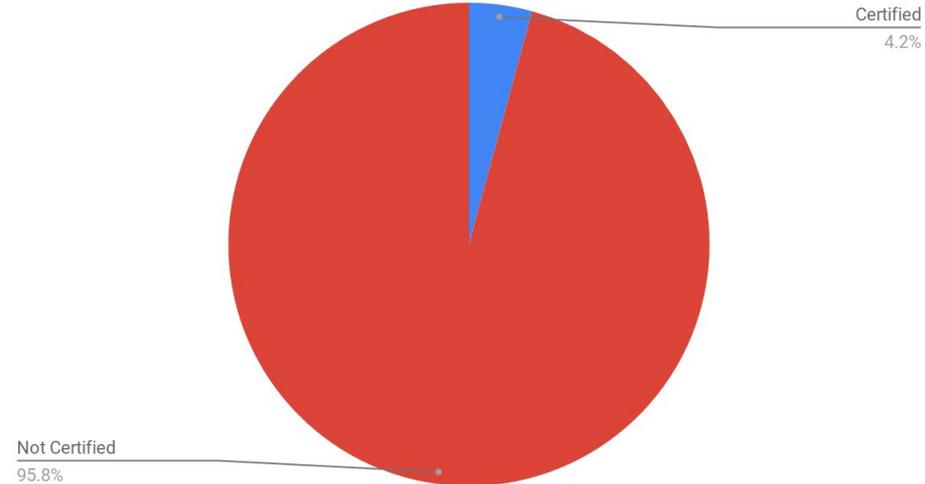
- Online education campus analysis (AY16-17)
  - Sample (n=449) fully online and hybrid courses

OE Pro Devp



QA Lead: Brian Beatty

QLT Certification



Faculty Research Associate: Jackson Wilson



# San Francisco

- Major findings from the campus analysis (AY16-17)
  - Professional development
    - Courses taught by OE Pro Devp faculty
      - **Sig higher average grade**
  - QLT certification
    - No sig differences



# San Francisco

- Major findings from the campus analysis (AY16-17)
  - Class level
    - Lower division (50%), upper division (48%), grad (2%)
    - No sig diff in avg student grade or DFW for OE Pro Devp faculty across class levels, but **sig lower avg student grade and higher DFW for lower division courses taught by non-OE Pro Devp faculty**
    - No sig diff by certification status



# San Francisco

- Major findings from the campus analysis (AY16-17)
  - Total Enrollment
    - 71% courses <50 students (Median 37 students)
    - Courses with 50-100 student has sig higher avg student grade and higher student evaluations than courses with >100 students
    - Courses w/ <50 students had sig higher DFW vs. 50-100 student courses



# San Francisco

- Major findings from the campus analysis (AY16-17)
  - Learning mode
    - 98% of hybrid and fully online courses using asynchronous OE sessions
    - Courses with synchronous OE sessions had sig higher average student grades
    - Student evaluations significantly higher for fully online asynchronous LM compared to limited hybrid (1-3 F2F meetings) w/ asynchronous OE LM



# San Francisco

- Major findings from the campus analysis (AY16-17)
  - URM status
    - SF State 2016 URM=39% ([SF State AIR](#))
      - Black 5.4%
      - Latino 32.9%
      - Native American/ Alaskan Native 0.2%
      - Native Hawaiian/Pacific Islander 0.5%
    - 45% of online courses had at least half URM students



# San Francisco

- Major findings from the campus analysis (AY16-17)
  - URM status
    - URM students had sig lower average grade and higher DFW
    - No sig diff in average grade or DFW by OE Pro Devp or QLT certification
    - No sig diff in student satisfaction



# San Francisco

- Conclusions
  - Study
    - Too few QLT certified courses for statistical analysis
    - OE Pro Devp self-selection bias
    - Need to complete F2F vs. OE comparison
  - Practice
    - Large courses (>100 students) area of concern
    - Promise of synchronous LM



How does that compare to your findings?

What are you doing at the system level?  
Campus level?

<http://tiny.cc/QMCSUdata>

# Discussion, Contacts, Resources

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Slides @ <http://tiny.cc/ca-qa>