

Cultivating, Recognizing, and Disseminating Exemplary Online Instruction

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Session Outline

- Establishing and scaling an effective QA program
 - Where to start with tools and messaging
- Growing a community to acculturate and sustain
 - Within and across campuses
- Developing, Delivering, and Certifying Quality Courses
- Recognizing exemplary practices by faculty, staff, admin
 - Moving from informal to formal reviews
 - Creating an online collection of exemplars
- Questions/Sharing across participants



- 23 campuses
- 447,000 students
- 45,000 faculty & staff
- Largest university system in the world
- Most diverse university system in the U.S.
- One of the most affordable in the U.S.





The CSU Fully Online program provides an opportunity for eligible matriculated students to enroll in one course per term offered by another CSU campus. The program is aimed to facilitate access to high demand, high success courses as part of the continuing effort of providing students with access to the courses needed to expedite graduation.

The CSU Fully Online program offers courses from each of the 23 system campuses in a variety of disciplines to accommodate the needs of current CSU students. Included in the offerings is a small number of courses that have gone through an extensive review process, and have been deemed effective, based on the curriculum and student success rates. In addition, these courses carry a small number of guaranteed seats for visiting students. These courses are denoted with a red ribbon.

First-time CSU Fully Online students:

Am I eligible to take a CSU Fully Online course?
 Check out what you need to succeed, Answer a brief questionnaire to ensure that you are eligible to enroll in a CSU Fully Online course.

Returning CSU Fully Online students:
 I have previously enrolled in a CSU Fully Online course, or would like to view how a course will transfer back to my home campus.

I am a student at:

HUMBOLDT STATE UNIVERSITY

I want to view courses for:

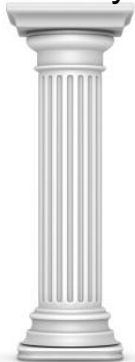
SPRING 2016

Part I: Creating A Quality Assurance Program

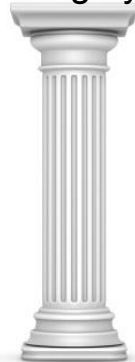


In an effort to increasingly support effective teaching and learning in blended and online course formats, we have developed a well-rounded program of QA training and resources for faculty and staff

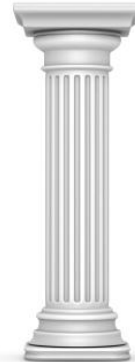
Instructional
Quality



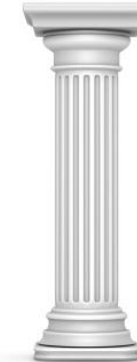
Academic
Integrity



UDL &
Accessibility



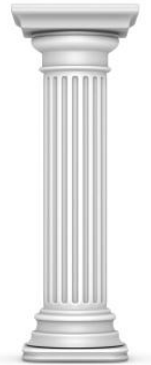
Student
Readiness



Goals of CSU Quality Assurance

- Implement an effective **evaluation tool** to help faculty (re)develop and deliver quality blended/online courses.
- Inform **faculty development** activities and programs related to blended/online teaching.
- Identify **exemplary practices** for teaching and learning through blended/online courses.
- **Recognize** faculty, programs & campuses that are creating quality online courses. And, share!
- **Disseminate** hybrid-online exemplars

Instructional
Quality



Evaluation Instrument

- Began in 2011 to assist CSU faculty, faculty developers, IDs to more effectively design hybrid-online courses.
- Developed after review of related research, literature, models:
 - **Quality Matters**: Developed through FIPSE grant from 2003-2006. Faculty-centered, peer-review process to certify quality of online-blended.
 - **Rubric for Online Instruction**: Assist development and evaluation of online courses while promoting dialog about student learning. CSU Chico, 2003.
 - **Community of Inquiry**: Addresses course quality on three aspects: Social Presence, Teaching Presence, and Cognitive Presence.
 - **Quality Online Course Initiative**: Online course rubric and evaluation system in the state of Illinois to help colleges and universities improve accountability.
 - **NSSE**: Hundreds of four-year colleges and universities surveyed since 2000 about student participation in programs and activities.

CSU-QOLT and QM Alignment

Quality Matters

- Focuses on design
- 8 sections, 43 objectives, with 21 “essentials”
- 4 objectives not covered within QOLT
- Materials may only be used in sanctioned workshops

CSU Quality Online Learning and Teaching

- Focuses on design *and* delivery
- 10 sections, 58 objectives, with a “Core 24”
- 13 objectives not covered within QM
- Materials open access for use in training/consulting





Part II:
Building and
Sustaining Communities



Building and Sustaining a QA Community

- In 2013 we launched a systemwide *QA for Online Courses* grant program.
 - Approximately \$500,000 per year (training, incentives, local facilitation)
- Deliberate effort was made to obtain Academic Senate buy-in
 - E.g., program is opt-in, does not play a role in faculty evaluation
- Currently 22 of 23 campuses participating in the program
 - Progressively built local programs to strengthen their efforts and outcomes
 - Local campus dialog and policies are being impacted and enacted
 - Participation in a CSU QA Professional Learning Community
 - Efforts have progressed from informal to formal



CSU Campuses are Working Smart, Growing their Programs, Making Contributions



Online & Hybrid Course Quality Transformation Grants

CSUEB Faculty Perspectives
QM Trainings & Course Transformations



CALIFORNIA STATE
UNIVERSITY
EAST BAY

CSUEBonline

2016

Courses Certified:
31 and counting!

<http://www.csueastbay.edu/online/>

Certified QM Master Reviewers

Kevin Kaatz	Roger Wen	Andrew Wong
Sara Smith		

Certified QM APPQMR Facilitators

Sara Smith	Erick Kong	Bernie Salvador
Monica Munoz		

Certified QM Peer Reviewers

Anne Guptill	Roger Wen	Kevin Kaatz
Andrew Wong	Vish Hegde	James Mitchell
Chingli Jan	Erick Kong	Li-Ling Chen
Sara Smith	Chris Chamberlain	Stephanie Alexander
Jiansheng Guo	Matthew Moore	Georgie Ziff
Bill Hopkinson	Michael Lee	Asha Rao
Zinovy Radovilsky		

Benjamin Seipel

Exemplary Online Instruction

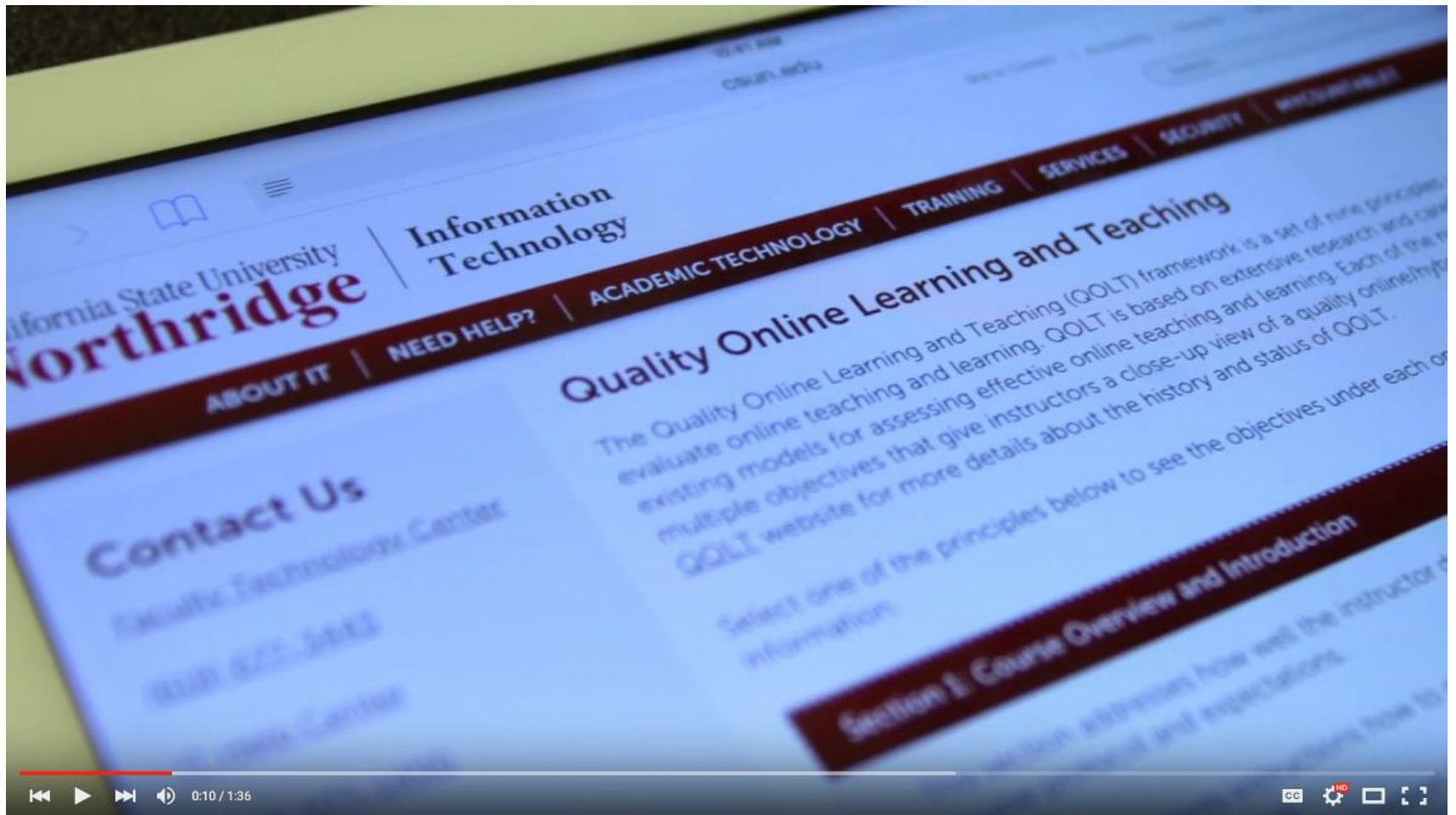
Benjamin Seipel

EDTE 580: Educational Psychology

- This course includes many resources to assist students in their journey to success within the course. Good use of active learning exercise called "Instructional jigsaw."
- There are extensive uses of multiple modes of learning. Design includes "voice over" slides throughout for consistency and clarity. The course clearly links objectives to activities and content in the course and is commendable for use of color-coded units.
- Course utilizes "how to" videos, simulations and current technologies, such as Radio Lab.
- Course demonstrates exemplars in use of grade center, discussion, rubrics, and assessments in both formative and summative ways, formal and informal.
- Course feedback is received in various ways. Surveys are used effectively and deployed at key points during the term. Students have ample opportunity to give instructor feedback.

blue
purple
green
yellow
orange
green
red
brown
white
yellow
orange
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red
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yellow
orange
green
red





<http://www.csun.edu/it/qolt>

Online and Blended Learning



T&L Innovations' core offerings are designed to support the ongoing growth of faculty through the process of designing and developing connected, humanized online and blended learning experiences.

[More information...](#)

TEACHING AND LEARNING INNOVATIONS

[FIT Studio](#)

[Academic Technology
Services](#)

[• Online & Blended Pathways](#)

[openCI](#)

[T&L Events Calendar](#)

[Blog](#)

[Services](#)

[Contact](#)

<http://tlinnovations.cikeys.com/>

HSU Using QOLT in Course Development:

1. Develop course (faculty/ID)
2. Prep for review (faculty)
3. QOLT review (ID)
4. Reflection (faculty/ID)
5. Optional: HSU QOLT Certification

Faculty Quotes from QOLT trainings:

"I really appreciate the exercise (as challenging as it was) to connect my assignments with objectives - I do that in my head, to a degree, but being more intentional was nice, and something I plan to continue."

"I wish someone had handed me the QOLT worksheet before I ever taught."

"I am now thinking of possible ways to provide more growth-oriented feedback to students about their overall learning progress in the course."

"My biggest learning is how important it is that each piece of information given to students matches up... And that all processes for students need to be streamlined, simple, clear, and connected."

CSU Online FLC

Who: CSU faculty teaching online
When: Each semester (6 weeks per)
What: Special topics regarding online pedagogy/student engagement
Stipend: \$200 professional development stipend for full participation

CSU Formal Peer Review (multi-campus)

Who: QOLT-certified faculty/IDs (must have completed 2 internal QOLT reviews and [CSU Q2 training](#))
When: Current Pilot: F15; Sp16
Stipend: faculty \$200

CSU QOLT Repository

What: QOLT objectives course examples
Who: Resource for CSU faculty for online/blended courses

HSU local campus QA Training:

How to Apply the QOLT Instrument

(Facilitated by ID Team)
Who: HSU faculty
When: Twice per year
Stipend: Yes; \$500 total: \$300 for course completion, \$100 for QOLT self review, \$100 for QOLT peer review

HSU Peer Review Team

Who: One ID; two faculty who have completed QOLT training
When: July/Aug; Nov/Dec
What: Local campus course reviews (6 per year)
Stipends: (Faculty only) \$750 per course: \$200 per peer reviewer; \$350 for Team Chair/reviewer (Faculty as Team Chair)



Dr. Luanne Fose ⊞



Email: lfose@calpoly.edu

[Web Page](#)

[Personal Blog](#)

Your progress ?



~ Dr. Luanne Fose, Instructor

START HERE: Syllabus, VoiceThread Video Tutorials, & Important Course Documents

- [Course Welcome Letter \(Sent Via Email\)](#)

- [SYLLABUS: UDL and Media Accessibility](#)

- [VoiceThread Video Tutorial 1: Registering for Voice Thread \(1:25\)](#)
- [VoiceThread Video Tutorial 2: Signing In and Creating an Identity in VoiceThread \(2:28\)](#)
- [VoiceThread Video Tutorial 3: Using VoiceThread to Comment \(4:08\)](#)

- [CSU Quality Online Learning & Teaching \(QOLT\) Rubric 272.7KB PDF document](#)

This document above explains the QOLT Rubric in detail with all 54 objectives organized into nine sections. You do not need to read it word-for-word to be successful in this course. Just know that it is here for reference, if needed. We will cover the relevant objectives in-depth that relate to the topic of *Universal Design for Learning and Media Accessibility*.

[News forum](#)

Calendar ⊞

◀ April 2016 ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Events key

- Hide global events
- Hide course events
- Hide group events
- Hide user events

SensusAccess ⊞


Convert files into a range of alternate media including audio books (MP3 and DAISY), e-books (EPUB, EPUB3 and Mobi) and digital Braille.

[Convert a file](#)


Latest news ⊞



10.2 Mobile Readiness
Can audio and video content be displayed easily on multiple platforms such as PCs, tablets and mobile devices?



6.1 Technology
How does the technology you have chosen support students in meeting learning outcomes?



CORE 24

4.4 Interaction
How do you design frequent and ongoing peer-to-peer engagement, such as, assigning roles and participation expectations for group work encouraging active learning?




CSU Quality Online Learning and Teaching

QOLT Playing Cards
Developed by San Francisco State University




1.4 Introduction
How do you establish etiquette for digital communication among students?



CORE 24

8.5 Accessibility
What are examples of how you organize formatting and navigation, create clear link names, use color-contrast, input alternate text for images and caption videos?



CORE 24

2.4 Assessment
How do you use assessment instruments, such as, rubrics, surveys and concept maps for students to demonstrate competency and ensure active participation?

Various Card Games for Professional Development

- Ice-Breakers at group tables
- Treasure Hunt using Quality Assurance Resource Repository (QuARRy)
- Pick two objective cards and share out to the table



ePortfolios as Showcase of Campus Outcomes

QA Project Title	Coordinators	Campus
Enhance Academic Quality in Online Courses at CSUB	Charlene Hu	Bakersfield
Creating Online and Blended Learning at CI	Jill Leafstedt, Michelle Pacansky-Brock	Channel Islands
Quality Assurance Program for Online Courses	Ben Seipel, Kate McCarthy, Laura Sederberg,	Chico
Expanding the DH Network to Facilitate Quality Assurance	Emily Magruder, Kaye Bragg, Reza Baroon	Dominguez Hills
A College-based Faculty Learning Community	Jessica Weiss, Roger Wen	East Bay

<http://tinyurl.com/qa-eports>



Part III: Recognition of Exemplary Courses



Awards and Recognition Program: Moving from Informal to Formal

- 2011-15 was informal campus level
 - Termed “Awards and Recognition” program
- 2015-16 formal review pilot with 9 CSUs
- 2016-17 will result in 50+ formal reviews



2016-17 Formal Course Reviews

- Eligibility of courses
 - Taught online > instructor self-review using QOLT/QM instrument > informal campus review
- Eligibility of reviewers
 - Experience teaching online > QA training completed > experience serving on informal campus reviews
- Development of “cadre” of reviewers within the CSU
 - Setting up review teams (3 Reviewers)
- Cost: \$750 per course review
- Process: 4-6 weeks



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



CERTIFIED CSU ONLINE COURSE REVIEWERS

Recognition:

Peer Reviewers: Personal letter and recognition on QA website

<http://tinyurl.com/CSUReviewerList>

Spring 2016: Solicit Interest to Participate

Benefits:

- Stimulates reviewers to enhance their blended-online courses
- Network with faculty in similar disciplines across the CSU
- Opportunity for stipends
- Contribute to RTP service

Show **107** entries Search: **Awesome**

Last Name	First Name	Campus	Program	Reviews
Aird	Jim	Chico	QOLT	1
Akhavan	Nancy	Fresno	QOLT	
Alexander	Stephanie	East Bay	QM	
Anover	Veronica	San Marcos	QOLT	
Ault	Michael	Bakersfield	QM	
Backer	Patricia	San José	QM	7
Baker	Morgan	Humboldt	QOLT	
Bellon	Christina	Sacramento	QM	3
Bennett	Mary	Fresno	QOLT	

Certified Courses and Instructor FB:

- The feedback given to me was *thoughtful and detailed*.
- I would *highly recommend participating to all online faculty* who have gone through the self-review.
- Having specific *recommendations when a standard is not met is particularly important*.

Student Feedback also!

Show **60** entries Search:

Instructor Name	Campus	Course (sorted by most recently certified)	Date
Chai, Kathleen	Dominguez Hills	Advanced Nursing Roles (MSN 502)	2016-08-16
Fernandez, Teresa	Bakersfield	Advanced Spanish Syntax (SPAN 409)	2016-06-08
Radovilsky, Zinovy	East Bay	Operations Management (MGMT 3620)	2016-06-08
Hoke, Shiori	East Bay	Intermediate Japanese II (MLL 2802)	2016-06-01
Wu, Meiling	East Bay	New Chinese Cinema (MLL 3611)	2016-05-16
Wynants, Shelli	Fullerton	Human Growth and Development (CAS 312)	2016-05-06
Servatius, Jodi	East Bay	Teaching Models for Online Instruction (OTL 6702)	2016-05-05
Ichinose, Cherie	Fullerton	College Algebra (Math 115)	2016-05-02
Reitzel, Amanda	Humboldt	Fundamentals of Speech Communication (COMM 100)	2016-05-01
Knapp, Stacey	San Jose	Engineering Reports (100W)	2016-04-29



California State University
BAKERSFIELD

My Institution Courses

Psych 312: Social Psychology Online "For Review"

Start Here

Syllabus

Announcements

Course Content

Research Paper Info

Message the Professor

Student Resources

My Grades

QM
Quality Matters
Higher Education
Program 2014
This certification mark recognizes that this course met Quality Matters review standards.

Start Here

Allyssa Pomeroy



162-ARTH100-65-3001

- Welcome
- Syllabus
- Calendar
- Textbook
- Course & Tech Info

Course Materials

- Unit 1
- Unit 2
- Unit 3

Assignments

- Essay 1
- Essay 2
- Podcast

Discussion Boards

- Introductions
- What is art?
- Should Art Be Saved?
- Forgery
- Sharing

Help

- Ask the Class
- Ask the Prof

Welcome



CALIFORNIA STATE UNIVERSITY, CHICO

- Build Content
- Assessments
- Tools
- Partner Content



Enabled: Statistics Tracking



Welcome to ARTS 100: Art Appreciation, Multicultural Perspectives!

I am a professor of Art History at California State University, Chico. I have written *Maps and Monsters in Medieval England* (Routledge, 2006; paperback 2008), co-written with Susan Kim *Inconceivable Beasts: The Wonders of the East in the Beowulf Manuscript* (ACMRS, 2013), and a number of articles on the subject of monstrosity and marginality in the Middle Ages. I edited a *Research Companion to Monsters and the Monstrous* (Ashgate, 2012; paperback 2013), and am the president of MEARCSTAPA (Monsters: the Experimental Association for the Research of Cryptozoology through Scholarly Theory And Practical Application). I am co-director of *Virtual Mappa*, and am now at work on books about the Franks Casket and images of Jews on medieval world maps.



Quality Online Learning & Teaching Certification

I was born and raised in New York, the son and grandson of artists, and in a family of writers of one sort and another. My work with manuscripts, primarily those in the collections of Cambridge, Oxford and the British Library, has given me a sense of tangible connection to the distant past. The charge I feel as my fingers gently touch the edges of folios, where the vellum has been darkened by the touch of hundreds of readers over a thousand years, is incomparable.

Asa Mittman, Art History

asmittman@mail.csuchico.edu

Office Hours: M/W 11:00-1:00, Ayres 204

Quality Matters Training

- Systemwide subscription since 2013
- Approximately 15 CSU Campus Affiliates per year
- Cost Savings \$100-275 per QM workshop
- Trained CSU QM facilitators to Host Our Workshops (9 facilitators)
 - Hosting QM workshops (campus-based & online)
 - F2F Campus-Based - Free to participants + materials
 - Online- \$25 per enrollment (if through QM \$200-300)
 - Blended AAPQMR Pilot, May 2016
 - Host 2 QM Workshops
 - Applying the QM Rubric
 - Improve your Online Course (Pilot Summer 2016)



Quality Assurance Courses	Number Completed
Teaching Effectively Online*	982
Peer Reviewer Certification**	319

1,301 faculty/staff trainings completed

*Teaching Effectively Online includes: "Introduction to Teaching Online Using QOLT," "Teaching Online - Introduction to Online Delivery (QM)," "Applying the QM Rubric," "Designing your Blended Course (QM)," "Improving your Online Course (QM)," "Designing your Online Course (QM), Standards 2-6 & 8 (QM)"

**Peer Reviewer Certification includes: "Reviewing Courses Using the QOLT Instrument," "Peer Reviewer Certification (QM)," "Master Reviewer Certification (QM)"

Activity/Expense		Investment	
Development of CSU QOLT Training : Reviewing Courses Using the CSU QOLT Instrument (Online & Face-to-Face) & Introduction to Teaching Online Using CSU QOLT Instrument (Online)		\$1,900	
Cost of QM systemwide annual subscription to QM is \$5,500.		\$11,000	
Activity/Expense	Normal Cost	Actual Cost	Savings
Reviewing Courses Using the CSU QOLT Instrument (F2F) . We have had 91 instances (4 sessions). Market Rate is \$300 per attendee plus \$750 per facilitator. Approximately \$500 per event for hosting costs	\$27,300	\$3,500	\$23,800
Reviewing Courses Using the CSU QOLT Instrument (Online) . We have had 31 instances (3 sessions). Market Rate is \$300 per attendee and \$750 per facilitator.	\$9,300	\$2,250	\$7,050
Introduction to Teaching Online Using CSU QOLT Instrument (Online) . We have had 55 instances (4 sessions). Market Rate is \$300 per attendee and \$750 per facilitator.	\$16,500	\$3,000	\$13,500
15 campuses QM Campus Affiliates . Normal cost = \$3,300 per campus. Systemwide affiliate rate is \$1,100 per campus	\$49,500	\$16,500	\$33,000
CSU QM workshop instances (Online) . We have had 601 instances. Market Rate is \$300 per instance. Subscription savings \$100 per.	\$180,300	\$120,200	\$60,100
CSU Hosted QM Workshops (F2F) . We have had 229 instances (9 sessions). Market Rate is \$300 per instance. Facilitators \$750 per. Approximately \$500 per event for hosting costs	\$68,700	\$11,250	\$57,450
CSU Hosted QM Workshops (Online) We have had 120 instances (6 sessions). Market Rate is \$300 per. Hosting Savings \$275 per. Cost of \$750 per facilitator.	\$36,000	\$6,000	\$30,000
QA Training Revenue (Charging our faculty/staff \$25 per online session beginning Fall 2015)			\$2,950
TOTALS	\$387,600	\$175,600	\$212,000
		Return on Investment	221%



Quality Assurance Resource Repository

Quality Assurance Resource Repository

Welcome

The Quality Assurance Resource Repository (QuARRY) is a collection of online teaching-learning exemplars collected from participants in the [CSU Quality Assurance](#) program. It is organized according to the extensive [CSU Quality Online Learning and Teaching \(QOLT\)](#) instrument and is also cross-indexed to the Quality Matters rubric. This allows faculty and instructional staff to view multiple ways a particular objective may be effectively met, whether making changes to one's own course or assisting someone else to do so. You can search the QuARRY by an author, type, keywords, or drill down into a specific QOLT/QM Community and view specific objective numbers (i.e., QM 1.3, QOLT 1.1). Our hope is that QuARRY will continue to grow in number and quality of exemplars. We invite contributions of additional resources using the QuARRY submission form below.

News

Submit your own QuARRY exemplar entry by logging in with the following credentials. Login email: guest@csuprojects.org; Password "guest1". The exemplar entry form is located under the Collection in Quality Assurance Resource Repository heading. Click on the "Submissions in Review" link. We look forward to your participation.

Communities within Quality Assurance Resource Repository

[CSU Quality Online Learning & Teaching \(QOLT\)](#) []

[Quality Matters \(QM\)](#) []

Collections within Quality Assurance Resource Repository



Search DSpace

Search DSpace
 This Collection

- Discover**
- ▶ Author
 - ▶ Subject
 - ▶ Date Issued
 - ▼ Type
 - [Online Course \(17\)](#)
 - [Reference Material \(16\)](#)
 - [Syllabus \(5\)](#)
 - [Presentation \(3\)](#)
 - [Other \(2\)](#)
 - [Animation \(1\)](#)
 - [Assessment Tool \(1\)](#)
 - [Drill and Practice \(1\)](#)



Discussion, Contacts, Resources

- Brett Christie, Director of Quality Learning and Teaching
bchristie@calstate.edu / 707.486.6519
- Ashley Skylar, Program Manager, Quality Assurance, QM Institutional Rep
askylar@calstate.edu / 562.951.4072
- Cherie Vinopal, Program Analyst / Sr. Instructional Developer (CSUSM)
- CSU Quality Assurance website @ qa.csuprojects.org
 - All QOLT instruments and related available for review and adoption
- CSU Quality Assurance Resource Repository (QuARRy)
 - All CSU QOLT and QM exemplars available @ quarry.calstate.edu
 - Opportunity for your faculty or staff to submit exemplars

