Mining a QuARRy of Open Access Online-Blended Teaching-Learning Exemplars

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Session Goals

● Share and discuss related QA program elements
  ○ Instrumentation
  ○ Professional Development
  ○ Course Review-Certification
  ○ Resource Development
  ○ Evidence > Analysis > Dissemination

● Conversation throughout!
Pushing Programs Forward to Greater Impact

**INPUTS**
- Funding
- Research & Theory
- Existing Knowledge
- Stakeholders

**ACTIVITIES**
- New Methods
- Resources Developed
- Professional Development
- Learning Community

**OUTPUTS**
- Training Completions
- Course Reviews-Certifications
- Number of Students Served
- Exemplars Shared

**OUTCOMES**
- Impact on Teaching Effectiveness
- Impact on Student Success
- Student Satisfaction
- Value - Sustainability

**OBSERVE** → **TRANSFORM** → **IMPLEMENT** → **ANALYZE** → **DISSEMINATE**
• 23 campuses, 480k students, 50k faculty/staff.
• Most ethnically, economically and academically diverse student body in the nation. 21 HSI’s.
• Campuses opt-in to our QA program.
• Have developed an extensive QA Professional Learning Community over the last six years.
• Many individual, program, and campus accomplishments
Goals of CSU Quality Assurance

- Implement an effective **evaluation tool** to help faculty develop and deliver quality blended/online courses.
- Inform **faculty development** activities and programs related to online-blended-flipped teaching.
- **Recognize** faculty, programs and campuses that are creating quality online courses.
- Gather and **analyze data** on the effect of QA PD and course certification on student success indicators.
- **Disseminate** online-blended-flipped teaching and learning exemplars that may be adopted at scale.
Picking A Program-Evaluation Tool

What instrument does your campus use and how did you arrive at that?

What dis/advantages have you found?
CSU QLT: 10 Areas of Quality 57 Objectives

- Introduction
- Technology
- Assessment
- Resources
- Materials
- Accessibility
- Interaction
- Wrap-up
- Facilitation
- Mobile Readiness
QA Professional Development Completions

**QA Training Completions by Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>48</td>
</tr>
<tr>
<td>2013</td>
<td>11</td>
</tr>
<tr>
<td>2014</td>
<td>365</td>
</tr>
<tr>
<td>2015</td>
<td>516</td>
</tr>
<tr>
<td>2016</td>
<td>568</td>
</tr>
<tr>
<td>2017</td>
<td>609</td>
</tr>
<tr>
<td>2018</td>
<td>128</td>
</tr>
</tbody>
</table>

\( \text{\textit{N}} = 2,245 \)
CSU Certified Peer-Reviewers

QLT and QM Certified Reviewers by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>QM</th>
<th>QLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>2015</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>2016</td>
<td>29</td>
<td>7</td>
</tr>
<tr>
<td>2017</td>
<td>28</td>
<td>1</td>
</tr>
</tbody>
</table>

N = 146
Formally Certified CSU Online Courses

Year

2012  2
2013  5
2014  4
2015  18
2016  34
2017  43
2018  13

N = 120
So What?
Pushing Programs Forward to Greater Impact

**INPUTS**
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**DISSEMINATE**
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.
System-Campus Data

- Professional Development Workshops Completed
  - CSU QA (QLT/QM) workshops & campus-offered workshops
- Identify QLT/QM Courses that are formally certified
- Identify number of fully online courses for 2018
- Demographics of these instructors (e.g. # years teaching/online)
- Demographics of students enrolled in these courses
- Course GPA and Grades Distribution
- Course Completion Rates (ABC v. DFW)
CSU East Bay Data Snapshot

- Between Fall 2014 and Spring 2016, %DFW 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]
What STUDENTS Say About Quality Impact

- In addition to institutional data collected and analyzed in relation to student performance, we have developed a QA Student Survey
  - 25 items mapped to “QLT Core-24” 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 themselves
- Cumulative data reports for system-program
  
  http://tiny.cc/qa-studentsurvey
# What STUDENTS Say About Quality Impact

## Student Feedback Survey Aligned with Essential QLT & QM Standards

<table>
<thead>
<tr>
<th>COURSE OVERVIEW &amp; INTRODUCTION</th>
<th>OBJECTIVES &amp; ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed instructions for getting started</td>
<td>4.67 Measurable course level &amp; module objectives</td>
</tr>
<tr>
<td>Detailed information about the instructor</td>
<td>4.59 Relationship between objectives &amp; activities</td>
</tr>
<tr>
<td>Purpose of course &amp; prerequisite knowledge</td>
<td>4.67 Descriptive criteria provided for assessments</td>
</tr>
<tr>
<td>Academic integrity &amp; institutional policies</td>
<td>4.71 Course grading policy clearly defined</td>
</tr>
<tr>
<td><strong>Section Average</strong></td>
<td><strong>4.66</strong></td>
</tr>
</tbody>
</table>

| 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                                 | 4.66 Course materials in accessible formats                                           | 4.75 |
| Receive feedback & self-check progress                                      | 4.48 Course navigation facilitates ease of use                                        | 4.59 |
| Feedback in a timely manner                                                | 4.49                                                                                  | 4.49 |
| **Section Average**                                                        | **4.49**                                                                               | **4.55** |

**OVERALL AVERAGE = 4.57**

*N=504 Students enrolled in certified courses*
In What Ways Do YOU Measure Course Quality and Student Success?
News

CSU QA leading research roundtable at UPCEA Annual Conference in Baltimore, March 14-16.

Leading a Culture of Quality Assurance to Measure Impact on Student Success presentation at QM Regional Conference, April 12-13 in Denver.

CSU QA presentation Mining a QuARRy of Open Access Online-Blended-Flipped Teaching Exemplars at DLC Innovate, April 16-20 in Nashville.

CSU QA poster presentation at CSU Symposium on University Teaching, April 13-14

Submit An Exemplar

We invite you to submit a quality online teaching-learning exemplar that aligns with one or more of the QLT/CM objectives.

Read more...

QA Training

See a list of upcoming CSU Quality Assurance training courses.

Welcome

The Quality Assurance Resource Repository (QuARRy) is a collection of online-blended-flipped teaching exemplars collected from participants in the CSU Quality Assurance program. It is organized according to the extensive 57-item CSU Quality Learning and Teaching (QLT) instrument, which informs and assesses the design and delivery of online, blended, and flipped courses. You can browse QuARRy exemplars by QLT instrument category (e.g., Assessment) and specific objective number (i.e., QLT 1.1) or search by keywords (e.g., author, technology, topic). Users who may be more familiar with the Quality Matters rubric will find the organization of these exemplars via QLT instrument to be similar.

QuARRy 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. The exemplars in QuARRy are all Creative Commons licensed, allowing for others to freely adapt/adapt as long as attribution to the exemplar author is given. Our hope is that the greater online teaching-learning community will submit exemplars and that QuARRy will continue to grow in number and quality of resources. We invite contributions of additional resources using the QuARRy submission form.

Recently Submitted Exemplars

Kim Vincent-Layton
QLT 7.3 Academic Support Services

CSUSM IDS
QLT 7.3 Academic Support Services

Dr. Kathy Munoz
QLT 5.8 Keeping Students on Task

Robert Briggs
QLT 9.7 Communicating Course Goals
QOLT Playing Cards
57 sub-objectives aligned by number, color and symbol and Core 24

1.1 Introduction
How do you use the course environment to provide clear and detailed direction for students to begin accessing all course components?

2.3 Assessment
How do you define graded and un-graded assignments designed to promote achievement of student learning outcomes?

3.5 Materials
How do you ensure that students are exposed to multiple perspectives and instructional materials offer students ways to engage with content, yourself and other students?

4.3 Interaction
How is the navigation throughout the online components of your course logical, consistent and efficient?

5.6 Facilitation
After students submit work how long does it take you to give them a score and meaningful, yet timely feedback?

6.2 Technology
What Learning Management System tools are you excited about that enhance student learning?

7.2 Resources
Where do you put campus technical support links and how do you define their usefulness to students?

8.1 Accessibility
Does the course contain campus accessibility policy links?

9.1 Wrap Up
How do you provide students opportunities to ask questions as a form of closure and foster insight into their accomplishments?

10.2 Mobile Readiness
Can audio and video content be displayed easily on multiple platforms such as PCs, tablets and mobile devices?
Round 1: Introductions
Deal, Reflect, Select, Identify Challenges, Share with Others

- Deal 2 Cards
- Draw 2 Cards and Play a Card
- Discard 1 Card

Object of the Game
Introduce yourself, Institution, Role (1 minute)
Reflect and Share Challenge/Solution
Collect and eat jellybeans

@scunorart qoltcards
Deal, Reflect, Select, Share, Discard, Jellybean Reward

**Play It: Round #1 Rules for the Game**

**Introduce yourself, Reflect on Challenge/Solution faced developing or teaching online. 1 min. each player turn.**

**Deal** 2 Cards to each player

**Draw** 2 cards from center

Players reflect on your hand

**Play a Card**

Share 1 min.

Name/ Institution/ Role

Share QOLT Objective challenge/solution

**Discard**

Take a Jellybean

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**New Players**

- Join a table
- Take 2 Cards
- Play at your turn
- Reflect and share

**Dealer and Players**

- Closest person to the door deals
- 1st player to dealer’s right begins play
Constructed Peer Review
Network ideas, discuss, question, find answers, improve quality

The Score/Grades
1 point any card laid out in isolation
5 points each card laid out in connection with other card or cards
10 points each core 24 card laid out in connection with other card or cards
Using QLT Cards to Explore QuARRy

- Using the cards in your hand, explore exemplars for those objectives at quarry.calstate.edu
  - If need be, look on with a neighbor
- What did you find useful through viewing a few of the exemplars?
- For your objectives, what other opportunities for modeling effective practice come to mind?
Seeking Submissions to QuARRy

You are invited
## Rubric for Online-Blended-Flipped Course Exemplars, CSU Quality Assurance Resource Repository (QuARRy)

<table>
<thead>
<tr>
<th>Exemplar Elements</th>
<th>Very Effective (3)</th>
<th>Effective (2)</th>
<th>Somewhat/Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of purpose for course design/delivery</td>
<td>Absolutely supports at least one QLT/QM objective. Will be apparent to all users.</td>
<td>Provides a good example for at least one QLT/QM objective. With accompanying description, all users should see relevance.</td>
<td>Debatable whether it is a clear or good example for an objective. Some will appreciate while others may not see purpose.</td>
</tr>
<tr>
<td>Quality of presentation</td>
<td>Audio-video-text quality high. Strong impression and sense of professionalism.</td>
<td>One or more technical or content aspects with issues. Overall good.</td>
<td>Multiple technical and/or content issues. Lacking in quality; low impression.</td>
</tr>
<tr>
<td>Demonstration of relevant and current technology for teaching-learning</td>
<td>Technology utilized/modelled is current and highly applicable. Technological adaptations by others is highly feasible and likely to lead to further use cases.</td>
<td>Technology moderately current/applicable. Technological adaptations by others is moderately feasible and may lead to further use cases.</td>
<td>Technology effectiveness and/or currency less than desirable. Likely potential that the technology will not be useable across a large user base, will become obsolete, or other issues. Limited adoption-adaptability.</td>
</tr>
<tr>
<td>Universal Design/Accessibility</td>
<td>Exemplar is inherently accessible to a wide range of users and abilities. No accommodations required.</td>
<td>Exemplar moderately accessible to a wide range of users and abilities. Some accommodations or assistive technology required for some user types.</td>
<td>Exemplar has accessibility issues, limiting those who can use without accommodations or assistive technology applied.</td>
</tr>
<tr>
<td>Originality as contribution to QuARRy</td>
<td>Significant addition to existing resource base.</td>
<td>Moderate-strong addition to existing resource base.</td>
<td>Weak addition. Nothing significant or unique to contribute.</td>
</tr>
</tbody>
</table>

**Overall score =**  
(11-15 points = Recommend w/o modifications; 6-10 Recommend with modifications; 1-5 = Not recommended for inclusion in QuARRy)

**Notes or recommendations regarding exemplar:**
Resources / Contact Information

- Slides have been posted to OLC Innovate site
- CSU QA Website, qa.csuprojects.org
- CSU QLT Instrument, qlt.csuprojects.org
- Quality Assurance Resource Repository (QuARRy) quarry.calstate.edu
- Brett Christie, Director of Quality Assurance bchristie@calstate.edu / 707-486-6519
Session Evaluations Contest

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Click “Evaluate Session” at the bottom of session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website