



California State University Building a Culture of Course Review

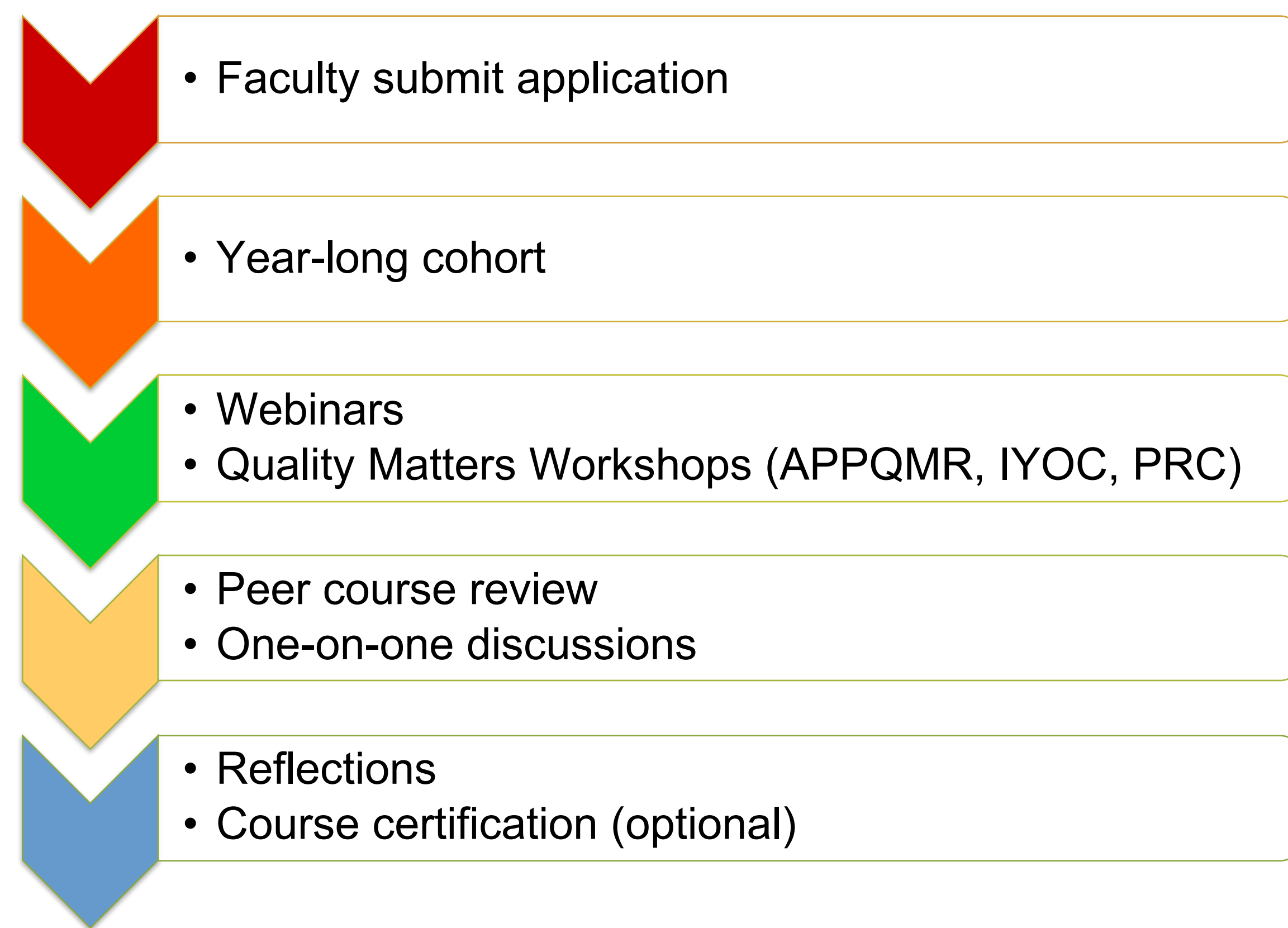


1. Develop materials and resources that faculty can access and use to guide course design.
2. Provide professional development opportunities to increase faculty awareness regarding quality assurance.
3. Build a group of faculty that can become experts in quality assurance and provide mentoring for new faculty.

1. Assure that online courses meet a level of "rigor and accountability" while enabling students to attain their educational goals.
2. Assess courses and provide valuable feedback for course improvement.
3. Enable campus-system expertise in reviewing and improving online courses.
4. Expand QuARRY repository of exemplars collected from faculty.
5. Recognizing excellence!

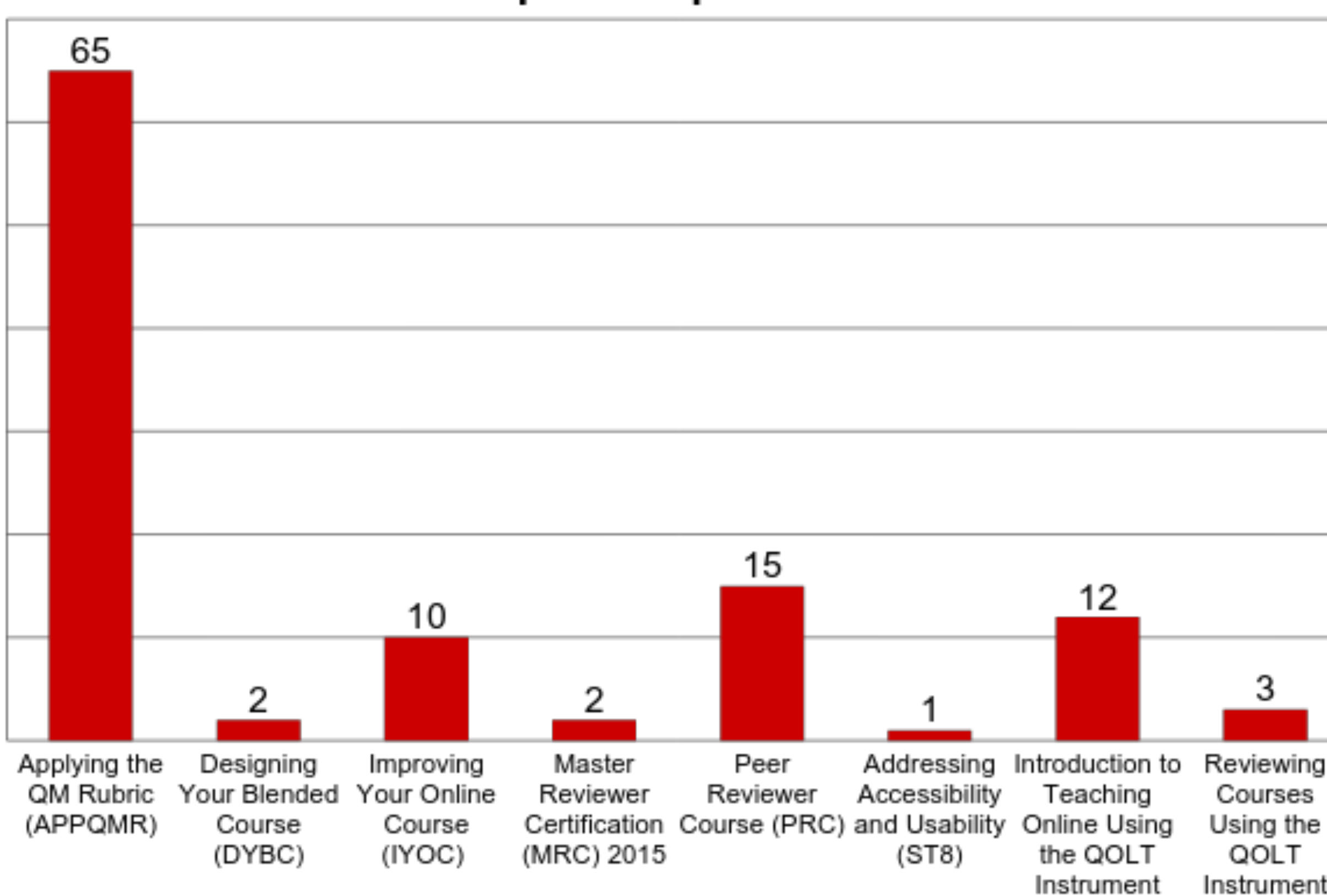
1. Provide an on-campus process to ensure high-quality online course offerings.
2. Improve online teaching and learning through professional development related to pedagogy-based technology trainings including Quality Matters, and our QOLT Summer Academy.
3. Strategically build institutional capacity in each of the eight colleges through the QOLT faculty working group, responsible for leading QOLT course reviews and serving as peer mentors.

Campus Process

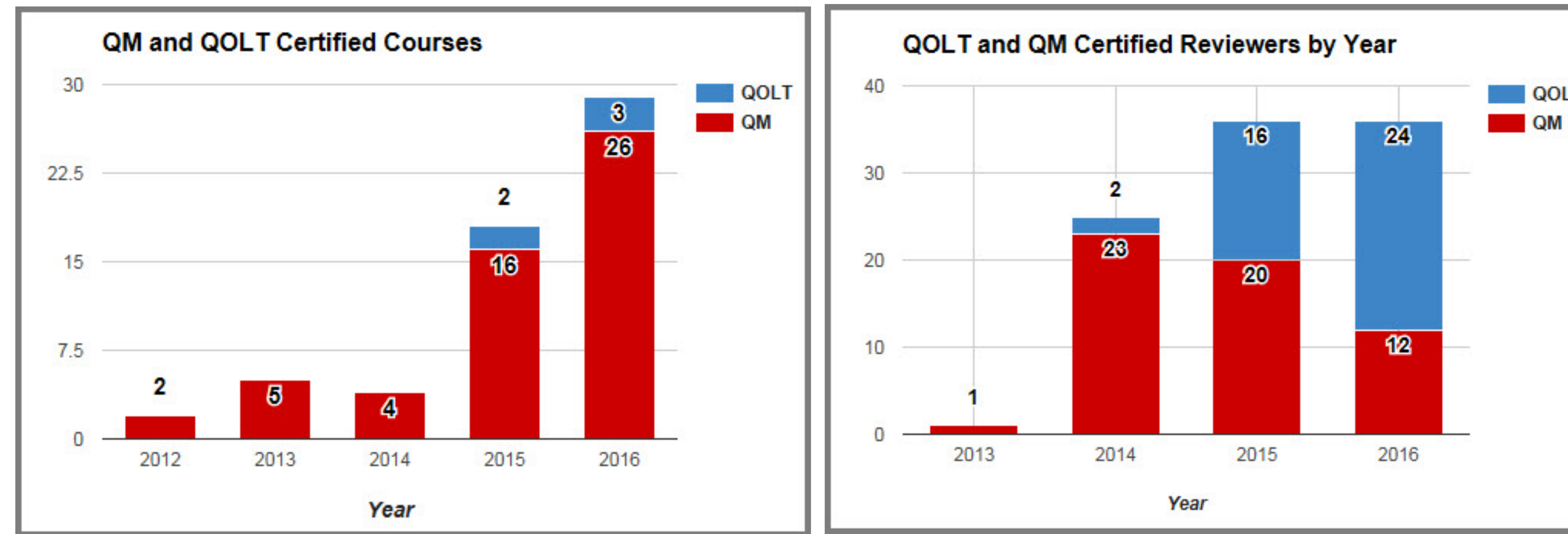


Workshop Attendance

SJSU Workshop Participants: QOLT and QM



Launching Course Review Certifications



Campus Process

Quality Assurance Team

- Jolynne Blake, Instructional Designer
- Mary Bennett, Instructional Designer
- Sue Yang, Instructional Designer
- Dr. Bryan Berrett, Director Center for Faculty Excellence

Supporting Campus Partners

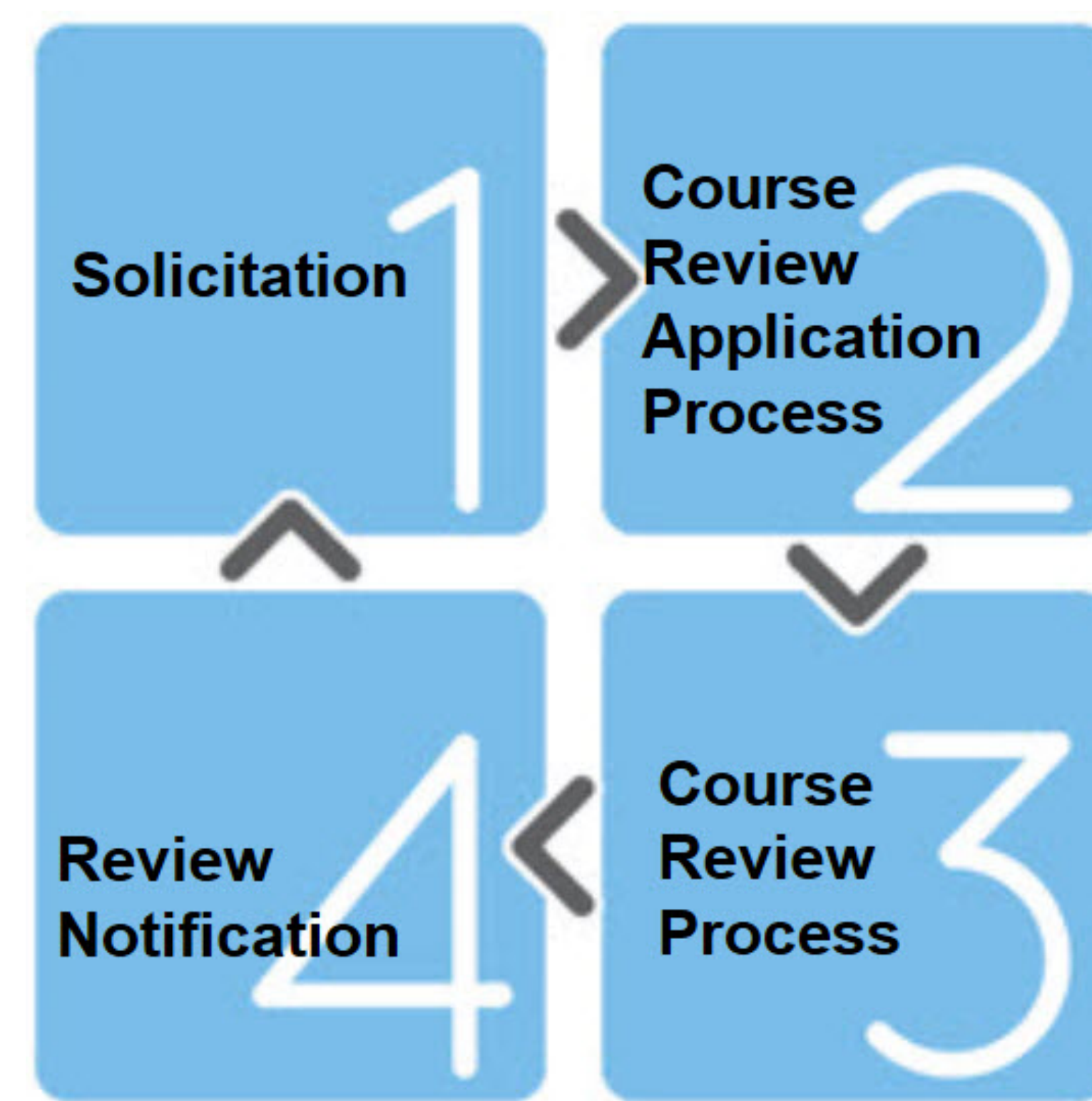
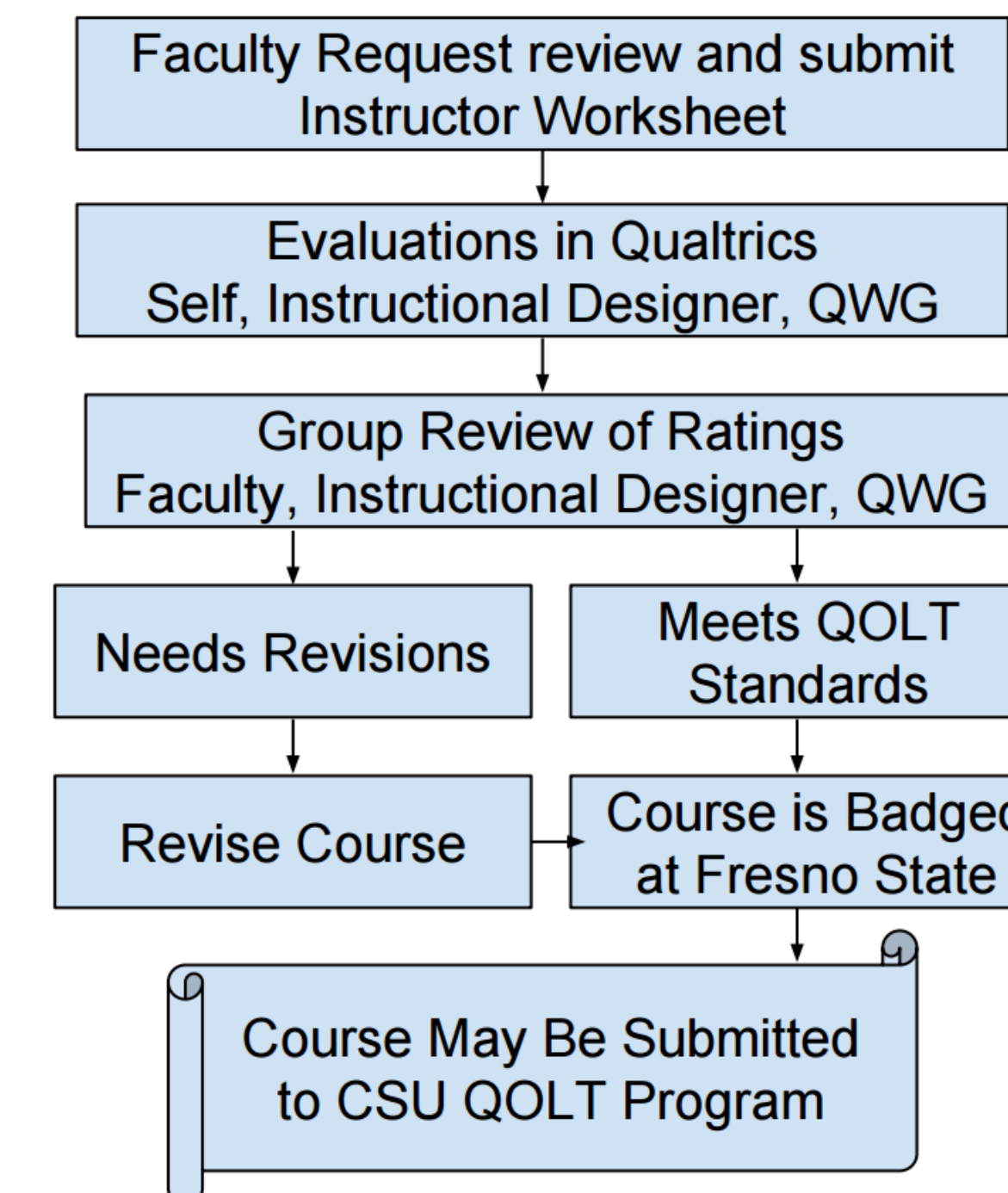
- Dr. Rudy Sanchez, Interim Vice President for Faculty Affairs
- Max Tsai, Information Architect / Development Lead
- Student assistants in the faculty resource center

QOLT Faculty Working Group

- 12 members with at least one faculty from each of the eight colleges
- Faculty have earned Q1, Q2, APPQMR, and/or QMPC

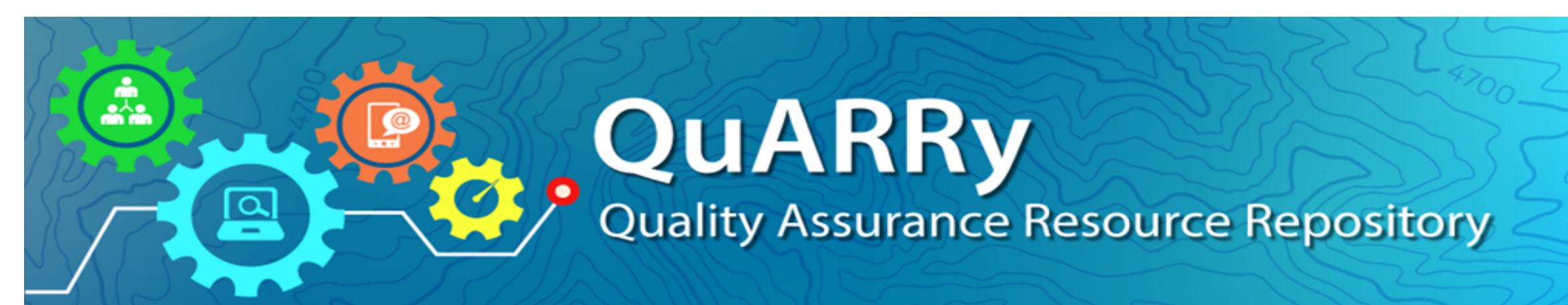
Reflections by QOLT Summer Institute Participating Faculty

- Working with highly-motivated colleagues during the QOLT Academy has been a very meaningful experience that has increased my awareness and understanding of how to better meet student's needs in an online course. The staff facilitating the Academy, as usual, has been impeccable and extremely helpful to me and other faculty.
- I had limited knowledge of how to design a quality online course before the Summer Academy. Having the QOLT criteria helped me to get off on the right foot and to consider many of the requirements related to accessibility that I would not have previously even considered. I feel like I have a roadmap to design an effective, accessible course.
- Attending the academy has completely altered my paradigm of online learning! I have discovered a new passion for course development and design. I am so excited to apply the techniques learned this week to all my other traditional courses as well as the concepts are applicable all learning models.



Student Feedback Survey Aligned with Essential CSU QOLT & QM Standards			
COURSE OVERVIEW & INTRODUCTION	OBJECTIVES & ASSESSMENT		
Detailed instructions for getting started	4.75	Measurable course level & module objectives	4.69
Detailed information about the instructor	4.63	Relationship between objectives & activities	4.53
Purpose of course & prerequisite knowledge	4.73	Descriptive criteria provided for assessments	4.61
Academic integrity & institutional policies	4.78	Course grading policy clearly defined	4.71
Section Average	4.72	Section Average	4.64
MATERIALS, FACILITATION, INTERACTION.	TOOLS, SUPPORT RESOURCES, ACCESSIBILITY		
Notice to acquire course materials	4.7	Variety of technology tools to engage students	4.34
Variety of course material types	4.71	Clear info. to acquire or access technologies	4.53
Materials contribute to objectives/topics	4.76	Instructions for accessing technical support	4.53
Student introductions	4.4	Instructions for accessing academic support	4.43
Activities promote active learning	4.06	Campus policy provided for students with disabilities	4.66
Learning activities promote real-world scenarios	4.37	Information about accessibility of technologies	4.69
Instructor sent reminders to keep on tasks	4.56	Course materials in accessible formats	4.69
Receive feedback & self-check progress	4.46	Course navigation facilitates ease of use	4.66
Feedback in a timely manner	4.47		
Section Average	4.50	Section Average	4.57
		OVERALL AVERAGE =	4.59

N=180 Students enrolled in certified courses



quarry.calstate.edu



The QA Resource Repository is a collection of online teaching-learning exemplars indexed according to QM and QOLT instruments.

qa.csuprojects.org

