Using QM for Implementing Standardized Course Templates and Peer Review

Dr. Ashley Skylar
Director, Center for Excellence & Innovation Cal State Online
Chancellor’s Office, CSU

Dr. Kaye Bragg
Acting AVP Faculty Development & Academic Programs
CSU Dominguez Hills

Cal State Online Overview and the Role in Quality Assurance
QM & QOLT Rubric
Customized Course Templates Using QM Standards
Quality Assurance Model for Redesigned Online Courses

Quality Assurance Model for NEW Online Courses

Next Steps in Quality Assurance, Workshops, Training
About CSO

- Increase access to CSU academic programs
- Innovation leader for technology enhanced education
- World class student support services to online programs
- Outreach to diverse student populations
Center for Innovation & Excellence in Online Education

- Development of a “Course Template” that incorporates Quality Matters Standards
- Use of a Rubric for Evaluation of Online Courses
  - Cal State Online has adopted to use a system-wide Quality Online Learning & Teaching QOLT rubric that was developed fall 2011
  - that incorporates Quality Matters 21 Essential Standards & other review standards
- Provide Peer Review & Workshops to support programs in Quality Assurance
- Provide Quality Assurance “Check” of all courses before term start and provide instructors with suggestions for change

Development of Course Template

- Attended QM Annual Conference 2012
- Completed “Applying the QM Rubric” Workshop certification
- Completed “Peer Reviewer Course”
- Template developed using Pearson platform
- Organized with a “Course Home” and 8 modules (8 weeks)
- Course Template “VPAT” (Voluntary Product Accessibility Template) 508 Accessible
- Collaboration with Campus Leaders
- Collaboration with Chancellor’s Office Accessibility Team
http://ecatalyst.org/services/qolt/evaluation-instruments

Section 1: Course Overview and Introduction – 8 objectives

Addresses how well the instructor describes the course and introduces students to the course protocol and expectations.

Objective 1.1:
Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.

Example: Welcome message or materials introducing course structure/components is highly recommended.

- 3 = Excellent/Always. Criterion evidence is clear, appropriate for the course, and demonstrates "best practices."
- 2 = Meets/Often. Criterion evidence is clear and appropriate for the course, but there is some room for enhancement.
- 1 = Partially meets/Sometimes. Criterion evidence exists but needs to be presented more clearly and/or further developed.
- 0 = Does not meet/Rarely or never. No criterion evidence exists, or is present but not appropriate for the course.
- NA = Objective does not apply to the course. If you choose NA, please use the Comments.

Adoption/Implementation of QOLT with Programs

- CSU CA Public Universities
  - Graduation rates and public expectations
  - Accreditation standards with core competencies
- Use at campuses varied
  - Peer review for course redesign
  - Assessment of student learning outcomes
  - Summative vs. formative assessment instrument
- Contractual Bargaining
  - Retention, Tenure and Promotion guidelines
  - Faculty evaluation vs course assessment
SAMPLE CSU DOMINGUEZ HILL’S QOLT RUBRIC CUSTOMIZED

Quality Online Learning and Teaching (QOLT) Rubric

Section 1. Course Overview and Introduction

| Comments | 1.1 Instructions to get started and access all course components such as course schedule, course calendar, and syllabus are clear. | QM ESSENTIAL STANDARD (1.5) |
| Comments | 1.2 Course description includes the purpose and format of the course, and the prerequisite knowledge and competency if applicable. | QM ESSENTIAL STANDARD (1.2) |
| Comments | 1.3 Instructor information is available to students and includes contact, biographical, and availability information, as well as a picture. | QM SPECIFIC REVIEW STANDARD (1.7) |
| Comments | 1.5 Academic integrity is defined. Institutional policies with which students are expected to comply are clearly stated and/or linked to current policies provided. | QM SPECIFIC REVIEW STANDARD (1.6) |
| Comments | 1.6 A list of technical competencies necessary for course completion is provided, identifying and delimiting the role/extent the online environment plays in the total course. | QM SPECIFIC REVIEW STANDARD (1.6) |

CSO Accessible Template

Getting Started

Course Home - Welcome & Start Here

Welcome to General Education 101

My name is [Instructor name], and I am your instructor. In this course, we will focus on [Insert the purpose/identifying the main topics they will be learning about in the course].

Please review all of the following information in Course Home to ensure you are prepared for the course:

- Course Home - Welcome and Announcements
- Welcome & Start here - Introduction to the course structure and navigation
- Meet your instructor - Information about the instructor
- Syllabus - View the syllabus
- Course Schedule - View the course schedule and step-by-step instructions
- Instructor(s) - View bio(key(s) for the course)

QM 1.1 How to get started

Section 1.2 Purpose of course

Course Home - Meet your Instructor

Meet your instructor

[Instructor name], Assistant Professor

Insert 1-2 paragraphs about yourself.

*Welcome statements must be submitted and approved as it is in a standard.

Email Address:
Office Phone:
Additional Contact Information:

QM 1.7 Self Introduction by Instructor

CSO Accessible Template

CSUF Online Learning
Accessibility Resources
- From "Where I Sit" Video Series, Video series of 8 CSU students with disabilities who share their experiences in the college classroom
- About the CSU Accessible Technology Initiative
- Creating ATC Compliant PDF Documents
- Creating ATC Compliant Microsoft Word Documents
- Creating ATC Compliant Microsoft Power Point Presentations

Tech Support

Instructor Accessibility Resources in the LMS!!!

Week B
24/7 Tech Support

QM 7.1 Technical Support

QM 2.1, 2.2 Outcomes that are measurable

QM 2.4 List of Steps

QM 6.3 Navigation Logical and consistent

Week 1 Overview Roadmap

Week 1 Course Outcomes

Week 1 Activities/Assignments

Instructor Accessibility Resources in the LMS!!!
About the Dominguez Hills
Applied Studies Program

- Upside down program for working professionals
- Degree for career advancement or degree completion
- Inter-disciplinary program integrating real world experience with liberal arts and social sciences
- Distance learning mix modality from TV to online
- The program emphasizes the values and the roles that Liberal Arts courses play in today's workplaces
- Flexible Program (no cohorts)

CSU Dominguez Hills QA Model

1. Redesign Workshop (QOLT Rubric, Timelines, BB Template)
2. Faculty Redesign course from 16 to 8 weeks in the Blackboard platform (4-6 weeks)
3. Peer to Peer Review of Course using QOLT Rubric (1-2 wks)
4. Course Converted to Learning Studio platform (8 weeks)
5. Faculty Trained on Learning Studio platform (3-4 weeks before TS)
6. Faculty incorporate Peer Review Feedback and put finishing touches on Course
7. Cal State Online Director provides QA check before Term Start and gives suggestive feedback (1-2 weeks before TS)
8. Follow-Up Feedback at end of term start
Reza Boroon, MBA
Lead, Academic Technology
Division of IT-CSUDH

Faculty Perceptions of QA Model & Peer Review

Brenda Riddick
Lecturer, Applied Studies Program
Course Comparisons Before and After QA Model

Original Class in BlackBoard

- No Roadmap, Objective/Outcomes Identified per module
- No consistent navigation - Tool Based

Redesigned Class using QOLT & Review

- QA Model
- Original Class in BlackBoard
- Redesigned Class using QOLT & Review

QM 2.2: Module Outcomes measurable
QM 2.4: List of steps to guide in meeting obj
QM 6.3: Navigation is consistent

Sample of Peer Review using QOLT

<table>
<thead>
<tr>
<th>Section 1: Course Overview and Introduction</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided in &quot;Course Home&quot; course schedule table. Looks great and detailed! Syllabus is clear.</td>
<td>+</td>
</tr>
<tr>
<td>Included in course home</td>
<td>+</td>
</tr>
<tr>
<td>Send me a picture please 📸: I would suggest personalizing it a little so they know something about you, hobbies, family, etc.</td>
<td>+</td>
</tr>
<tr>
<td>Included in syllabus</td>
<td>+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2: Assessment of Student Learning Objectives</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided in roadmap</td>
<td>+</td>
</tr>
<tr>
<td>In the syllabus: I feel like I need to keep referencing the syllabus to see how much homework, discussions I would suggest including in each area in the LMS</td>
<td>+</td>
</tr>
<tr>
<td>Math problems align with chapters and content</td>
<td>+</td>
</tr>
</tbody>
</table>
Gary Polk, Sr.
Lecturer, Business Management
Course Comparisons Before and After QA Model

Original Class in BlackBoard

- No Roadmap, Objective/Outcomes Identified per module
- No consistent navigation-Tool Based

Redesigned Class using QOLT Review

QM 2.2: Module Outcomes measurable
QM 2.4: List of steps to guide in meeting objective
QM 6.3: Navigation is consistent

Faculty Perceptions of QA Model & Peer Review

Bill Deluca
Professor, Theatre Arts
### Course Comparisons Before and After

#### QA Model

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#### Instructions how to get started

- **QM 1.1, 1.2:** Instructions how to get started
  - Unclear on how to get started; Welcome message located in “announcements”
  - Better Navigation- Folders organized by week with assignments
  - No Roadmap, Objective/ Outcomes Identified in the module
  - Tool Based

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**Course Comparisons Before and After QA Model**

**Original Class in BB**

**Week 3 (May 20 - 26): Europe & America**

**Chapter Reading:** Assignment 2

<table>
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**Redesigned Class Using QOLT & Review**

**Week 1 (May 6 - 12): The World of Mask**

**Chapter Reading:** Discussion Board #1

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**Course Comparisons Before and After QA Model**

**Redesigned Class Using QOLT & Review**

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**QM 2.2:** Module Outcomes measurable

**QM 2.4:** List of steps to guide in meeting objective

**QM 6.3:** Navigation is consistent
Perceptions of QA Model & Peer Review

Dr. Jenny Zhang
Acting Associate Dean, Administration
Director of Online Professional Business Administration Program

About the Fullerton BA Business Program

- Three-Year Program of 18 courses
- Cohort-Based (3rd cohort began fall 2013)
- Broad based degree for those interested in an overview of business principles and practices
- Offered in traditional format
- Program Syllabus Template
- Required to record video modules for content
- Exams use Online Proctoring

QA Model
1. Instructor is notified of appointment
2. Instructor trained in LMS platform & QM Rubric
3. Instructor develops syllabus and course in the LMS
4. Online course is reviewed by Program Director, Assessment Director, & Instructional Designer using the QM Rubric
5. Instructor incorporates feedback
6. Once the course is approved, Instructor receives redesign stipend
Course Comparisons Before and After QA Model

Original Course - Introduction

No Introduction to the course, purpose, & structure

Redesigned Course – QOLT Rubric & Assessment Committee Review

QM 1.1, 1.2: Introduction to the course, purpose, & structure

Course BEFORE QA Model

No Roadmap what to do for the week
No LMS tools to increase engagement
(Correspondence course via e-mail!!)
Week 2 Overview Roadmap

This week we will cover Chapter 4: The Marketing Environment, Chapter 5: Developing a Global Vision, and Chapter 6: Consumer Decision-Making.

Week 2 Roadmap

Step 1: Read Chapters 4 - 6

Step 2: View lectures/podcasts 4 (Last half of podcast from Week 1), 5, and 6

Step 3: Complete Quiz: Quiz 3 (Open notes but Individual completion only) for Chapters 4 - 6 covering reading from Monday - Friday. You will be able to complete the quiz beginning Tuesday 12:00 am. Though lectures are due at 12:00 am, quizzes can be completed at 12:00 pm.

Step 4: Over the next two weeks, create an outline for the consumer decision-making phase of the project focusing on consumer decision-making. Identify key components for the project such as factors affecting consumer decision-making and the process consumers follow.

Step 5: Over the next two weeks, prepare a draft for the chapter 5 report that will be submitted at the end of Week 5.

Step 6: Have a few team members read and comment on the last report submitted by the group.

Step 7: Have the group members submit their final report at the end of Week 5.

QM 2.4 List of steps to meet LO

QM 6.3 Navigation consistent

QM 5.2 Support Active Learning

QM 6.1 & 6.2 LMS tools to support engagement (Quiz, Dropbox, Group Doc Sharing)

Lessons learned from peer review

Rubric revision

eAcademy for online course instruction

Certification for instructors

Professional development and tenure credit

Workshops/QM certifications instructors

Accessible Technology Plan
QUESTIONS

For more information contact:
Dr. Ashley Skylar
askylar@calstate.edu
Dr. Kaye Bragg
kbragg@csudh.edu