Dr. Roger Wen

Sr. Director of the Online Campus &
MS in eLearning Program Director

Data and Analysis on QM Impact to students' Learning

Setting the Stage: Governing Policy, Support, and Services
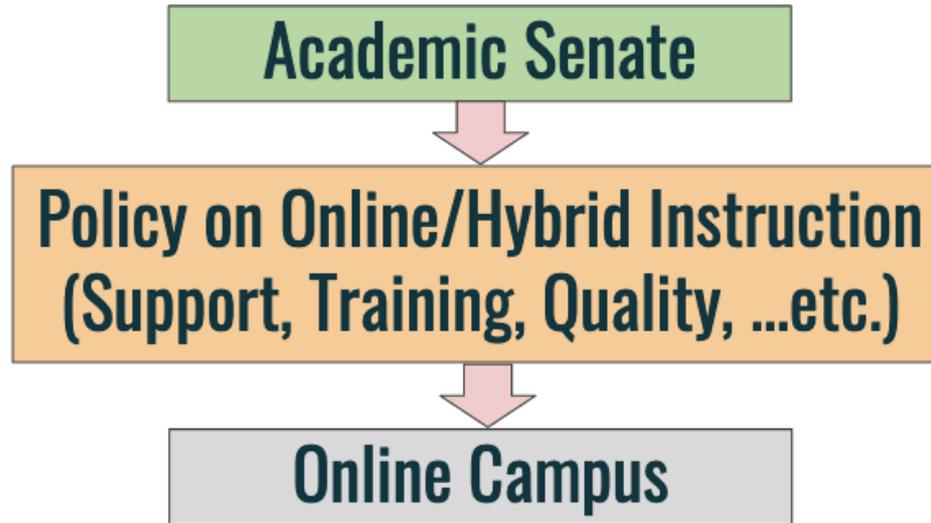
QUALITY MATTERS
QM

Helping you deliver on your online promise
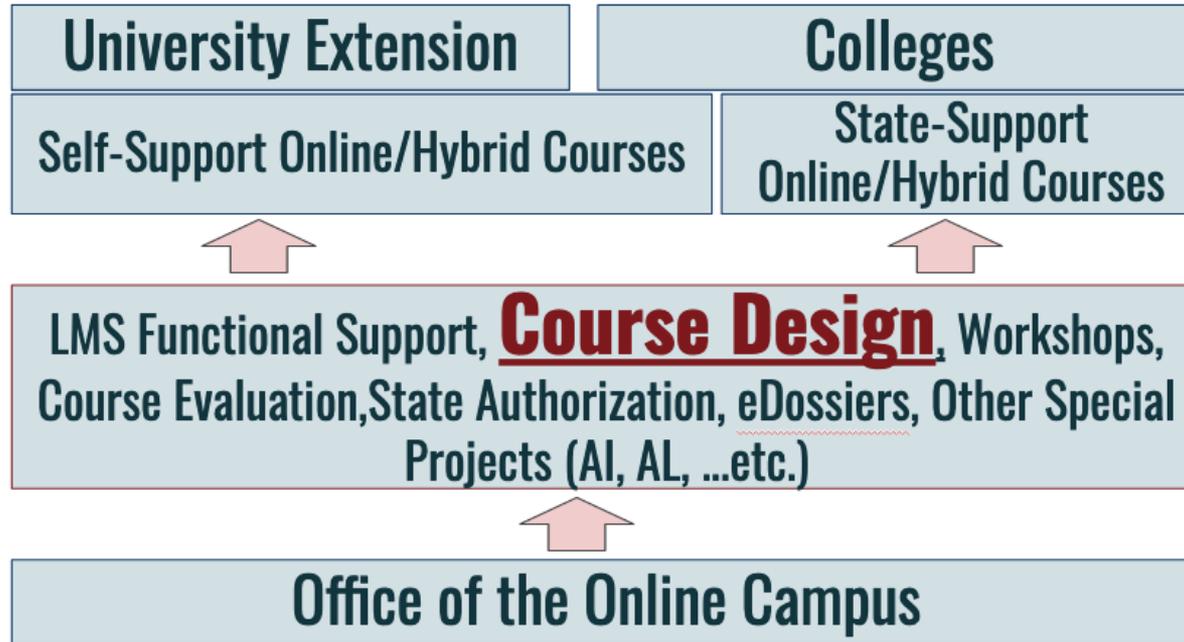qualitymatters.org

QM Research Online Conference November 15, 2019

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Policy

https://drive.google.com/file/d/1HoKeF0mt3aNI9hTF3h30nQoP6opANZt3/view

Support and Services

University Extension	Colleges
Self-Support Online/Hybrid Courses	State-Support Online/Hybrid Courses

LMS Functional Support, **Course Design**, Workshops, Course Evaluation,State Authorization, eDossiers, Other Special Projects (AI, AL, …etc.)

Office of the Online Campus

Online/Hybrid Quality Transformation Grants

2014 - Today

I. Today: **133** certified courses. More than 70% of CSU system (23 Universities) certified courses are produced by CSUEB.

II. Today: **600+** workshop participants (APPQMR/IYOC/PRC/MRC)

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Curriculum Design/Re-design

https://www.csueastbay.edu/online/course-design-system.html

Faculty participation in QA activities impacts student learning by reducing the percentage of repeatable grades in courses.

Data

Departmental Analysis
(Office of the Online Campus)

Year 1 Analysis

Between Fall 2014 and Spring 2016, %DWF 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]

Faculty Research Associates Analysis

Dr. Eric Kong (2017)

I. "Underrepresented Minority students had a significant lower percentage (24%) of D/F/W in QM certified courses versus non-certified courses (34%)".

II. "Pell Grant Eligible students have a lower percentage (34%) of D/F/W in QM certified courses versus non-certified courses (42%)".

III. "Students needed Remediation have a lower percentage (12%) in QM certified courses versus non-certified courses (20%)".

Dr. Shirley Yap (2018)

Percentage of grade A received in the courses taught by QM participating faculty is lower than the non QM participating faculty. Dr. Yap also reconfirmed Dr. Kong's study on URM, Pell, and Remedial students learning as to the courses taught by QM or non-QM participating faculty.

Departmental Analysis
(Office of the Online Campus)

3-Year Analysis

Between Summer 2014 and Summer 2017, %DWF on online courses taught by faculty who participated in QA activities [9.60%] is significantly lower than courses taught by faculty without participation in QA activities [10.47%]. [F(1, 3261)=4.162, p=.041]

Dr. Kevin Kaatz(2019)

How has our quality assurance training (either through QM, QOLT, or OLC) helped with your courses (online, hybrid, and/or in-class) in the following areas (Preparation/Design, Teaching, and Students' Learning)? Please be as specific as possible, provide examples, and/or provide students' feedback.

Dr. Kevin Kaatz(2019)

- Course Organization
- Alignment
- Accessibility
- Use of Other Rubrics
- Support from eLearning Specialists
- Student Benefits

- Not Sure
- Criticisms – not related to QA

NEXT?

Another View at the Impact to Students' Learning

A total of 4,452 online and hybrid sections that have been offered by the CSUEB between over 3 years period. Approximately 18% of those courses with an average course size of 18 students, are taught by faculty who have involved in the Quality Assurance initiative. This affects total 14,400 student counts who are taught by those faculty members and/or Quality Design courses.