Building a Better Buy-in:
Toward a university-wide community of online course quality assurance

Su Swarat, Marsha Orr & Nik Gorman

OLC Conference
10.16.15
Online learning: Nationwide

5,257,279 Students
70.7% Institutions

Institution has distance students by overall enrollment - 2013

(Data source: IPEDS 2013)
CSUF context

38,128 Students

2,140 Faculty

55 Undergrad programs

54 Grad programs

(as of Fall 2014)
Online learning: CSUF

- 16 Degree programs
- 18 Online certificate programs
- 2 Online degree completion programs
- 275 State-support online courses

# of CSUF students enrolled in state-support online courses

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
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<tbody>
<tr>
<td>8456</td>
<td>9438</td>
<td>10199</td>
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(Data source: CSUF IRAS 2014)
Online vs. F2F

More academic leaders rate learning outcomes in online education as the same as those in face-to-face environments.

(Data source: Babson Survey Research Group, 2014)
Faculty acceptance?

Faculty at my school accept the value and legitimacy of online education – Fall 2002 to Fall 2014

(Data source: Babson Survey Research Group, 2014)
CSU grant:
Quality assurance program for online courses

1. Understanding faculty needs

2. Building a community of online learning leaders

~$20,000 per grant cycle  Currently in 3rd cycle
Quality Matters

• “… a faculty-centered, peer review process that is designed to certify the quality of online and blended courses.”

• 3 primary components:
  • QM rubric
  • Peer review
  • Professional development

(Source: www.qualitymatters.org)
Quality Matters

- **8 General standards**
  - Course overview & intro
  - Learning objectives
  - Assessment & measurement
  - Instructional materials
  - Course activities/interaction
  - Course technology
  - Learner support
  - Accessibility & usability

- **43 Total standards:**
  - 21 considered essential

- **Alignment**
Our progress thus far

- **Starting the community**
  - Spring 2014
    - 27 Faculty primarily from School of Nursing

- **Establishing the community**
  - 2014-2015
    - 11 Faculty & Staff from 8 Colleges

- **Expanding the community**
  - 2015-2016
    - 15 Faculty from 7 Colleges
Community building activities

- QM training: Online or F2F
- QM course certification
- Monthly group meetings
- Online resources sharing
- Campus-wide dissemination
Faculty feedback

Satisfactory feedback so far...

Assistant Professor
Online Mathematics Education
College of Natural Sciences and Mathematics

I have been teaching online and blended courses for the past 10 years. Before I came to CSU Fullerton, my main responsibility was the deliver the content rather than develop the vehicle in which the content is delivered. My experience with the quality assurance project has changed my focus as I continue to develop courses. User and accessibility friendly courses are as important as the content. I will continue to improve the my online and blended courses in hopes to certify each as they are developed.

Associate Professor
History
College of Humanities and Social Sciences

Presenter on Quality Matters at Teaching Titans Day.

I completed one day workshops on QM as well as on Cal State's own QOLT rubric early in the semester and have learned a lot about the flaws of my own assumptions in course design. I was able to make significant improvements both in my subsequent online courses AS WELL AS my on-campus seminars where a well-designed course website and online resources are just as much part of students' expectations. I shared my own QM lessons with my department and how to use QM as a self-assessment tool, an application my colleagues enthusiastically. I also had the opportunity to share some of my own experiences with faculty from across the Fullerton campus at our Titan Teaching Day on April 8th, 2015. I look forward to improving my online course further and receive certification in the 2015-2016 academic year.
Faculty needs assessment

- Anonymous survey distributed by college faculty leaders
- Quantitative ratings (6 point scale)
- Open-ended questions

- “Please describe any other barriers or facilitators to online or web-enhanced instruction that you have experienced in your course (if applicable).”
- “If you indicated that you cannot teach online or hybrid courses as part of your typical teaching load, please briefly explain the barriers to teaching your courses online.”
- “In your opinion, what is the most significant barrier that prevents people from wanting to teaching online classes (that is about wanting to, not about being able to).”
Faculty interest in online teaching

- Teach Fully Online: 25%
- Teach hybrid: 20%
- Interested online: 15%
- Interested hybrid: 25%
- Not interested online: 10%
- Not interested hybrid: 15%
- Cannot teach online: 0%
- Cannot teach hybrid: 5%

Moderate level of interest
Faculty confidence in online teaching

Lower level of confidence in online settings

Percentage of Faculty Ratings

- Very Unconfident
- Unconfident
- Somewhat Unconfident
- Somewhat Confident
- Confident
- Very Confident

Design curriculum F2F
Design curriculum Online
Assess SLOs F2F
Assess SLOs Online

Lower level of confidence in online settings
Faculty barriers to online teaching

- Beliefs about online teaching
- Extra time/effort
- Recognition of time/effort
### What do faculty say: Doubts about online teaching

<table>
<thead>
<tr>
<th>Theme</th>
<th>Example comment</th>
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<tbody>
<tr>
<td>Aversion/Dislike for Online Teaching</td>
<td>“I have a general disinclination towards online activities.”</td>
</tr>
<tr>
<td>Desire for F2F Interaction</td>
<td>“I enjoy working with students face to face, so the loss of one of the main draws of this job is a barrier.”</td>
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<tr>
<td>Doubts about Quality of Online Learning</td>
<td>“…lack of standards for online courses… Many faculty…do not require the same amount of work, or cover the same amount of materials in their online courses…”</td>
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What do faculty say: Extra time requirement

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<td>Course Development</td>
<td>“…the amount of time and preparation involved in setting the course up for the first time…”</td>
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<tr>
<td>Course Administration</td>
<td>“…the amount of time needed to properly monitor and evaluate online discussion...”; “(time involved) to be compliant with the highest disability standards”</td>
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<tr>
<td>Course Improvement</td>
<td>“…I’ve never really had the time (for learning new software and techniques that could improve my online courses) to make them as good as I’d like.”</td>
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What do faculty say:
Lack of incentives and institutional support

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<td>Lack of Recognition, Extra Time/Effort</td>
<td>“…the department and college also declined to acknowledge or credit the enormous amount of course development I’ve done over the past five years to go from fully in-person classes to hybrid and online formats…”</td>
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<td>Lack of Support, Collegial</td>
<td>“Lack of support by people educated in the pedagogy of online teaching.”</td>
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<tr>
<td>Lack of Support, Administrative</td>
<td>”My division has not made online classes a priority. In fact, they have created an atmosphere that (is) rather hostile to it.”</td>
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- **Understanding faculty needs**
- **Responding to faculty needs**
Strategies moving forward

**ADDRESSING BARRIERS:**

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<th>Time/Effort</th>
<th>Recognition/Support</th>
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<td>Faculty expertise development</td>
<td>Community building activities</td>
<td>Campus technology experts and support</td>
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**INSTITUTIONAL CHANGE**
Session Evaluations Contest

- Open OLC Conferences Mobile App
- Navigate to session to evaluate
- Click on "Rate this Session"
- Complete Session Evaluation*

(As part of our "green" initiatives, OLC is no longer using paper forms for session evaluations.)

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

*Contact information required for contest entry but will not be shared with the presenters.
Winners will be contacted post-conference.