



The California
State University

CAL STATE ONLINE

Using QM for Implementing Standardized Course Templates and Peer Review




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5th Annual QM Conference

October 2013

1





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Agenda

- 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

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October 2013

2

CSU The California State University **CAL STATE ONLINE** **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

CSUs:
California State Universities

5th Annual QM Conference October 2013 3

https://www.calstateonline.net/cso/home/ Google

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ABOUT CAL STATE ONLINE DEGREES APPLICATIONS RECONNECT

Access to Excellence. From Anywhere.

The California State University offers a variety of undergraduate and graduate programs delivered online, in the classroom, or in combination. With 23 campuses and an award-winning faculty, there's a choice that's right for you.

[Search the CSU's degree programs.](#)

More Information About Cal State Online

Select a Program


BACHELOR'S

- Dominguez Hills: Bachelor of Science in Applied Studies
- Fullerton: Bachelor of Arts in Business Administration
- Northridge: Bachelor of Arts in Liberal Studies - Humanities

MASTER'S

- Dominguez Hills: Master of Business Administration

	CAL STATE ONLINE	Faculty Development & Support
<p>Center for Innovation & Excellence in Online Education</p> <ul style="list-style-type: none"> ▪ Development of a “Course Template” that incorporates Quality Matters Standards ▪ Use of a Rubric for Evaluation of Online Courses <ul style="list-style-type: none"> – 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 		
<small>5th Annual QM Conference</small>	<small>October 2013</small>	5

	CAL STATE ONLINE	Development of Course Template
<ul style="list-style-type: none"> ▪ 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 		
<small>5th Annual QM Conference</small>	<small>October 2013</small>	6



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QOLT Instrument is Point-Based

<http://ecatalst.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 = Exceeds/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

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October 2013

7

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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


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October 2013

8

SAMPLE CSU DOMINGUEZ HILL'S QOLT RUBRIC CUSTOMIZED



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Quality Online Learning and Teaching (QOLT) Rubric


1. Course Overview and Introduction
2. Assessment and Evaluation of Student Learning
3. Instructional Materials and Resources Utilized
4. Students Interaction and Community
5. Technology for Teaching and Learning
6. Learner Support and Resources
7. Accessibility and Universal Design

Section 1. Course Overview and Introduction Objectives	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 (1.1)	
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)	
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)	
1.5 Academic integrity is defined. Institutional policies with which students are expected to comply are clearly stated and/or links to current policies provided.	QM SPECIFIC REVIEW STANDARD (1.4)	
1.6 A list of technical competencies necessary for course completion is provided, identifying and delineating the role/extent the online environment plays in the total course.	QM SPECIFIC REVIEW STANDARD (1.6)	

9



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CSO Accessible Template Getting Started

Course Home - Welcome & Start Here!

Course Home

- Welcome & Start Here!
- Meet your Instructor
- Syllabus
- Course Schedule
- Textbook(s)
- Instructor/Accessibility Resources™

Welcome to General Education 101

My name is (Instructor name goes here), and I am your instructor. In this course we will focus on (insert few sentences 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 assignments
- **Textbook(s)** - View textbook(s) for the course

QM 1.1 How to get started

1.2 Purpose of course

Course Home

- Welcome & Start Here!
- Meet your Instructor
- Syllabus
- Course Schedule
- Textbook(s)
- Instructor/Accessibility Resources™

Meet Your Instructor

Insert your name

Title E.g., Assistant Professor

Insert 1-2 paragraphs about yourself.

Welcome video/audio if available (embed code in HTML so it is embedded)

Email Address:

Office Phone:

Additional Contact Information:

(Insert Image Here)

- Recommended image size: 150 x 150 pixels
- Name image: instructor_image.jpg
- Upload file to the Course Home folder in the File Manager
- Say yes when prompted to replace existing file.

QM 1.7 Self Introduction by Instructor

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October 2013

10

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CSO Accessible Template

Tech Support & VPAT Accessible Template

Course Home

- Welcome & Start Here!
- Meet your Instructor
- Syllabus
- Course Schedule
- Textbook(s)
- Instructor/Accessibility Resources*

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 ATI Compliant PDF Documents
- Creating ATI Compliant Microsoft Word Documents
- Creating ATI Compliant Microsoft Power Point Presentations

Instructor Accessibility Resources in the LMS!!!

24/7 Tech Support

Tech Support

What to do: Tech Support provides computer support for the course. These computer experts handle all computer-related issues and technical questions, such as trouble logging in, trouble viewing lectures, and/or technical difficulties with exams/quizzes.

If you experience technical difficulties you should file an online help report immediately. Please do not communicate with the instructor for questions related to computer problems as I cannot help with any technical issue, but am here to answer any questions pertaining to the course content.

Tech Support provides 24/7 Support. You can reach them by:

- 24 / 7 Support
- Chat Online
- Email
- Call 855-278-1882

Technical difficulties do not include a student's lack of computer experience. You are responsible for knowing how to fully operate a computer, accessing the course content, and exams/quizzes. You will not be taught how to navigate the course website, or be given help regarding lack of computer operating skills.

You will be viewing high resolution images. Therefore, **you are strongly encouraged to take this course, quizzes, and exams via a high-speed internet server.** Dial-up connections may also impact on exam/quiz time. Students have also reported issues using iPhones/iPads/other mobile devices while taking exams/quizzes. **You are advised not to use iPhones/iPads/other mobile devices for exams/quizzes; images do not always download correctly.**

Remember: It is your responsibility to have a fully functioning computer. Consequently, the instructor will not consider computer-related excuses for the failure to meet course requirements (for example, excuses such as technical incompatibility or inadequate access to the Internet or similar reasons are not valid).

Accessibility

Cal State Online & California State University Dominguez Hills are committed to ensuring that its online programs are usable by all students and faculty including those with disabilities. If you encounter any accessibility issues with a course or instructional content, contact Tech Support and they will assist you with resolving the issue or—where appropriate—connect you with the appropriate staff. In order to streamline the support process, be prepared to provide the following information to the Tech Support staff:

- Operating System (e.g. Windows 7 or Mac OS X 10.7)
- Web browser (e.g. Firefox 17)
- Assistive technology (e.g. JAWS 14 or ZoomText 10)

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October 2013
11

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CSO Accessible Template

Module Navigation & Roadmap

Week 1

- Week Lecture Content
- Assignment
- Discussion
- Quiz/Exam

Week 2

- Week Lecture Content
- Assignment
- Discussion
- Quiz/Exam

Week 1

Week 1 Overview Roadmap

This week we will (Insert brief paragraph on this week's topic)

Week 1 Course Outcomes

The Learning Outcomes addressed this week include:

1. Insert the learning outcomes for the course
- 2.
- 3.

Week 1 Activities/Assignments

Insert the activities/assignments to be included for the week. You could also provide links here to the actual assignments they will be completing (readings, discussion forums, quizzes, lecture content, etc.)

QM 2.1, 2.2

Outcomes that are measurable


QM 2.4

List of Steps

QM 6.3

Navigation Logical and consistent

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October 2013
12



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**About the Dominguez Hills
Applied Studies Program**


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**APPLIED STUDIES
Bachelor's Degree Completion 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)

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October 2013

13



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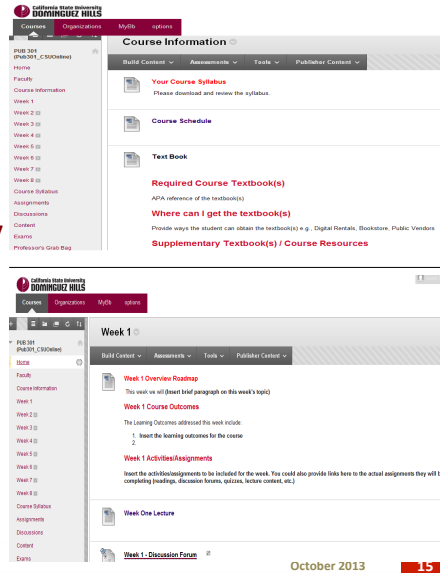
CSU Dominguez Hills QA Model

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


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October 2013

14

Reza Boroon, MBA
Lead, Academic Technology
Division of IT-CSUDH

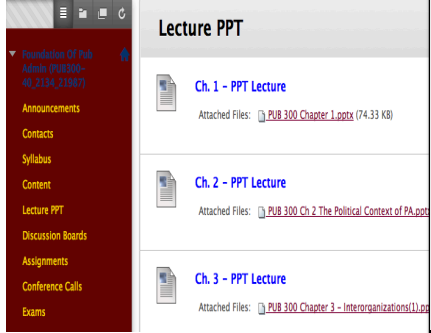


Brenda Riddick
Lecturer, Applied Studies Program



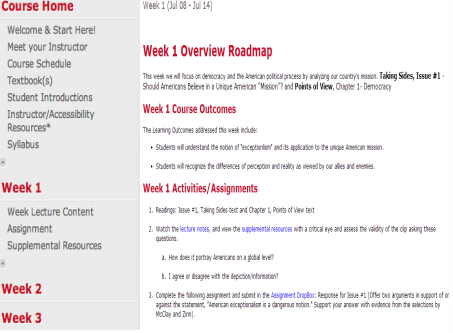
Course Comparisons Before and After QA Model

Original Class in BlackBoard



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

Redesigned Class using QOLT & Review




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

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October 2013

17



Sample of Peer Review using QOLT


Section 1. Course Overview and Introduction Objectives	Comments	+ / ?
1.1 Instructions to get started and access all course components such as course schedule, course calendar, and syllabus are clear.	Provided in "Course Home", Course Schedule Table Looks great and detailed! And syllabus is clear.	+
1.2 Course description includes the purpose and format of the course, and the prerequisite knowledge and competency if applicable.	Included in course home	+
1.3 Instructor information is available to students and includes contact, biographical, and availability information, as well as a picture.	Send me a picture please ☺ ; I would suggest personalizing it a bit so they know something about you...hobbies, family, etc.	+?
1.5 Academic integrity is defined. Institutional policies with which students are expected to comply are clearly stated and/or links to current policies provided.	Included in syllabus☺	+
1.6 A list of technical competencies necessary for course completion is provided, identifying and delineating the role/extent the online environment plays in the total course.	Included in syllabus☺ I love the doc. "Tips for Success"! Everyone should do this...I might have to ask you to let me share this.	+

Section 2. Assessment of Student Learning Objectives	Comments	+ / ?
2.1 All Student Learning Objectives/Outcomes (SLOs) are specific, well-defined, and measureable.	Provided in roadmap	+
2.2 The grading policy is clearly stated for the course and individual assignments.	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 <u>LMS</u>	+?
2.3 The learning activities (including the assignments and ungraded activities) promote the achievement of the SLOs.	Math problems align with chapters and content	+

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October 2013

18



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**Faculty Perceptions of QA Model & Peer
Review**


Gary Polk, Sr.

Lecturer, Business Management

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October 2013

19



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**Course Comparisons Before and After
QA Model**

Original Class in BlackBoard

- Home
- Library Arts & Role of Work (APS300-45_2334_22509)
- Announcements
- ASSIGNMENTS
- Course Documents
- Course Information
- Discussion Board
- Final Paper Docs
- Syllabus & Schedule
- Tools

Syllabus & Schedule

Syllabus & Schedule

Attached Files: [APS300_SYL_SPR2013.doc](#) (61.5 KB)
[APS300_SCH_SPR2013.xls](#) (25 KB)

Class, attached is the Course Syllabus & Schedule. This will be our contract for this course. Any questions or comments, feel free to email the professor for explanation or clarification.

Course Documents

CQ3

Chapter Questions (CQ) # 3 Guidelines:
Questions for Chapters 6 & 7 of "A Whole New Mind" (CQ # 3)

- Unclear how to get started in the course

Redesigned Class using QOLT Review

Course Home

- Welcome & Start Here!
- Meet your Instructor
- Course Schedule
- Textbook(s)
- Open Forum
- Instructor/Accessibility Resources*
- CheckPoint Assessment
- Course Syllabus

Course Home - Welcome & Start Here!

Welcome to APS 300: Ethos of the Liberal Arts and the Role of Work

My name is Professor Gary Polk, and I am your instructor.


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
- **Syllabus** - View the syllabus
- **Meet your Instructor** - Information about the Instructor
- **Course Schedule** - View the Course Schedule and assignments
- **Textbook(s)** - View TextBooks for the course
- **Open Forum** - This open forum Discussion Forum is for you the student
- **CheckPoint Assessment** - Complete the [CheckPoint Assessment](#) (Ungraded) before beginning Week 1.

QM 1.1, 1.2:
Instructions how to get started

5

20



Course Comparisons Before and After QA Model

Original Class in BlackBoard

Course Information

Build Content | Assessments | Tools | Publisher Content

WEEK 1 COMMUNICATION
Enabled: Statistics Tracking
Attached Files: WEEK1COMM_SPR2013.doc (36.5 KB)

WEEK 2 COMMUNICATION
Enabled: Statistics Tracking

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

Redesigned Class using QOLT Review

Week 1
Weekly Communication
Assignments
Discussion Board

Week 2
Weekly Communication
Assignments
Discussion Board

Week 3
Weekly Communication
Assignments
Discussion Board
Discussion Board-Extra
Credit

Week 1 (Jul 08 - Jul 14)

Week 1 Overview Roadmap

This week we will focus on the course syllabi and schedule review and student introductions to get to know each other. We will also hit the ground running as the Analysis Paper (AP) will be due at the end of the week. The AP is centered on the definition of an educated person in the 21st Century. Readings from an article by BNUOWH will be needed to address the AP assignment questions. Remember, earlier we promised you a rigorous pace over 8 weeks.

Week 1 Course Outcomes

The Learning Outcomes addressed this week include:

1. This week the student will demonstrate their ability to research specific topics using sources including print and electronic media and summarize findings. (LO #3)

Week 1 Activities/Assignments


1. Participate Week Discussion Board 1--Student Introductions-OP due Thursday; RP due Saturday; A RP due Sunday. ALL posts due at 23:59pm. Three (3) posts required per week, hence 3 due dates. Participation is mandatory. Once week is over, DR closes.
2. Read the [BNUOWH article](#) and answer the questions and submit by end of week. Submit Analysis Paper to the [Dropbox](#)

QM 2.2: Module Outcomes measurable

QM 2.4: List of steps to guide in meeting objective

QM 6.3: Navigation is consistent

October 2013
21




Faculty Perceptions of QA Model & Peer Review

Bill Deluca

Professor, Theatre Arts

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October 2013
22



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**Course Comparisons Before and After
QA Model**

Original Class in BB

Key Concepts (HUM310-02_2134_20826)

- Announcement
- Syllabus
- Assignments
- Outline
- Guidelines
- Discussions
- Materials
- Faculty
- Tools
- Panels
- Final Paper
- DVDs: Libretti

Welcome to Blackboard for "The American Musical"

Posted on: Friday, November 9, 2012

This course investigates the American Musical as social history, and studies musicals as a reflection of the cultural, economic, and political developments of modern and contemporary eras. Through the analysis of selected musicals and criticism, discussion of their relevance to modern life, and the production of thesis-based written and oral compositions, student will learn how our musicals have portrayed our national identity and ourselves.

The ASSIGNMENTS button is your main link for the class, which you should check at least each weekend before class.

The image above shows a scene from the 1927 original production of Showboat, which helped establish the concept of the book musical. This landmark musical looked into the issues of race in America and brought depth to what had been light-hearted musical comedies.

Redesigned Class Using QOLT & Review

Course Author

Course Home

- Syllabus
- PDF Version of Syllabus
- Welcome & Start Here!**
- Course Schedule
- Textbook(s)
- Broadcasts
- Course Outline
- Guidelines
- PDF Version of Guidelines
- Speeches
- Meet your Instructor
- Course Resources
- Instructor/Accessibility Resources*

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

Welcome to HUM 310: The Power of Masks


I am Bill DeLuca, your instructor for Power of Masks, and in this course, we examine the use of masks around the world, in theatre, and in your own life. 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** - The structure of this document is required by the Humanities Program. But all the nuts and bolts are in there! :-)
- **Course Schedule** - Syllabus, Weekly Units
- **Textbooks** - You need Shakespeare's Twelfth Night, but all chapter readings are on this Website
- **Broadcasts** - Twice a week (Sunday, Noon to 2pm, and Tuesdays, 7 to 9pm). The first class will be broadcast on Tuesday, May 20 from 7 to 9PM. There is a button in the course website menu labeled Broadcasts which will give you all of the information you need to view the classes. They are also posted on YouTube. If this is your first broadcast class you should try the connection this week and email washley@csuhd.edu if you have any problems
- **Course Outline** - The numbered items on this outline are all that you need to know for the exam! But the whole outline is the path I take through the course on the broadcasts.
- **Guidelines** - It's my job to let you know exactly what is expected in all the writing and speaking assignments. You will find detailed explanations in the Guidelines.
- **Speeches** - This is what makes this class unique, that you will do two videos of yourself speaking, and post them on YouTube for those in the class to view!
- **Course Resources** - Please scroll through these to see what tools I've provided (writing and speaking tips, MLA Guidelines, directions on forwarding your Torromail to home, etc.).

Unclear on how to get started; Welcome message located in "announcements"

QM 1.1, 1.2:
Instructions how to get started

October 2013 23



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**Course Comparisons Before and After
QA Model**

Original Class in BB

Key Concepts (HUM310-02_2134_20826)

- Announcement
- Syllabus
- Assignments
- Outline
- Guidelines
- Discussions
- Materials
- Faculty
- Tools
- Panels
- Final Paper
- DVDs: Libretti

Assignments

Week 1: Jan. 22 and 24

Week 1: Jan. 22 and 24

Week 1 Assignments:

Tuesday:
Read through the Blackboard website to become familiar with Writing and Speaking Guides, Syllabus, Discussion Boards, etc.

Thursday:
Speech #1: 30-second Musical Theatre Term Speech

You will be assigned to a term from musical theatre (e.g. Lyrics, Betting, Revival, Tenor, Uptempo, Sitcom, etc.) and asked to research it enough to define for the class in a short speech on the second day of class. This is an informative speech that should identify the term and clarify its significance to musical theatre analysis.

Redesigned (Week 1 Overview Roadmap

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

This week we will introduce you to the world of masks by looking at their use in ritual, theatre, and everyday life.

Week 1 Course Outcomes

Upon completion of this week, the student should be able to accomplish the following:

1. Identify, describe, and analyze relationships among examples of the power of masks and art, literature, religion, mythology, anthropology, and performing arts
2. Identify, describe, and analyze the power of masks in historical contexts
3. Identify, describe, and analyze relationships between historical examples of the power of masks and modern life
4. Demonstrate critical & imaginative thinking, writing, reading, and speaking skills

Week 1: May 6 - May 12 - Introduction & The World of Masks

- Visit each "button" on the HUM310 Panel: Syllabus, Welcome and Start Here, Meet your Instructor, Course Schedule, Broadcasts, Outlines, Guidelines, Course Resources, Speeches, and the Weekly Units below them. Make yourself aware of what information is posted in each of these units.
- Watch the first broadcast (Tuesday, May 7, from 7 to 9PM) for important information about the course content, grading and all assignments. Participate by sending in comments or posing in. **Repeat this for every week of class!**
- Go to the Profile and create your site, which should include a paragraph about yourself, info on your education, employment, and interests, and post a picture no bigger than 75K.
- Read Chapter 1: "The Power of Masks" (after clicking on Chapter Readings, you need to use the passwords: User: hum310 and Pass: 1213).
- Post a Reflection (based on your reading of Chapter 1) by midnight Thursday, May 9 onto Discussion Board #11. Click on "Respond" to do so. Also, be on on Saturday, May 11, and a Discussion Response by clicking on "Respond" to another student's Reflection. Please see the Guidelines for directions on what to focus on. Repeat this for every week of class. Note: CSU Online does not distinguish Reflection from Response (in Blackboard it was New Thread and Reply); for CSU Online we only have the link "Respond" which we will use for both. Repeat this for every week of class!
- Watch the second Broadcast (Sunday, May 12, from Noon to 2PM) for discussion of Chapter 1.

Better Navigation- Folders organized by week with assignments

No Roadmap, Objective/Outcomes Identified in the module


Tool Based

QM 2.2: Module Outcomes measurable

QM 2.4: List of steps to guide in meeting objective

QM 6.3: Navigation is consistent

October 2013 24



CALIFORNIA STATE UNIVERSITY
FULLERTON


Perceptions of QA Model & Peer Review

Dr. Jenny Zhang

Acting Associate Dean, Administration
Director of Online Professional
Business Administration Program


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October 2013

25



CALIFORNIA STATE UNIVERSITY
FULLERTON

About the Fullerton BA Business Program



California State University, Fullerton
BA in Business Administration, Degree Completion
Professional Business Concentration

- 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

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October 2013

26



Course Comparisons Before and After QA Model

Original Course- Introduction



- News forum
- Announcements and other Important Events
- Welcome to Online 351
- Restricted: 'Available from August 24, 2012 to September 8, 2012.'
- Online 351 Syllabus
- [Syllabus - read thoroughly](#)



**No Introduction to the course,
purpose, & structure**

Redesigned Course –QOLT Rubric & Assessment Committee Review



**MIHAYLO COLLEGE
OF BUSINESS AND ECONOMICS**

Welcome to Marketing 351


Welcome Introduction Video
Welcome Powerpoint

This course provides a background of the concepts, processes, and institutions in the marketing of goods and/or services both domestically and worldwide. Specifically, my goals are:

1) To provide an understanding of the primary objectives of marketing, 2) To demonstrate how to conduct thorough marketing analyses, and 3) To provide an understanding of how to develop strategic marketing plans based on solid analysis.

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

27



Course BEFORE QA Model

Topic 2

Podcast 2

Download Notes prior to viewing

Preferred Streaming access is available, cut and paste the following link
http://distance-ed.fullerton.edu/bbpresentations/Aubrey_Lebard/MKTG_351/CC_M351_C3-C4_M_captioned/player.html

Restricted: 'Available from February 2, 2013 to March 23 2013, 7:00 AM.'

Global Information

Restricted: 'Available until September 15, 2012.'

Quiz One available Tuesday 2/5/2013 through Saturday 2/9/2013

Once you open the quiz, you have one hour to complete and [submit your quiz as an email attachment to alebard@fullerton.edu](mailto:alebard@fullerton.edu). You may use your notes and the text during the quiz. Multiple student efforts and internet searches are strictly forbidden; any evidence of collaborative efforts or an internet search will result in a zero score. No quiz may be submitted after 11:59PM on 2/9/2013

You may: 1) [Print the quiz, complete by hand, scan and return](#), or
 2) Complete and return as a Word document

The Quiz Key will be available on Titanium, 2/10/2013

Email if any questions


Restricted: 'Available from February 5 2013, 12:00 PM to February 9 2013, 11:55 PM.'

Notes C3 & C4

Download before viewing Podcast 2

Restricted: 'Available from February 2, 2013 to March 23 2013, 7:00 AM.'

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



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Course AFTER Redesign & QA Model

Week 2

Week Lecture Content
Assignments
Quiz 1

Week 2 (Sep 09 - Sep 15)

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 **lecture podcasts** 4 (Last half of podcast from Week 1), 5, and 6

Step 3: **Complete Quiz 1** (Open notes but **individual** completion only) for Chapters 1 - 4 covering material in the text and podcasts. Once you open the quiz you will only have an hour to complete it. You will be able to complete the quiz beginning Tuesday 12:00 a.m. through Saturday 8:00 a.m. of each week. You will be able to view your individual quiz results for a given week on Monday of the next week (Short answer items are manually graded). You are allowed to use your notes, however it must be an individual effort.

Step 4: Download the **Week 2 Exercise Assignment (Chps. 4-6) Macroenvironment, Global Marketing, and Consumer Behavior** and complete using the information from the podcast (Chapters 4-6) and textbook AND answer all of the questions, save your assignment as a Word document, and upload in the **Group Doc Sharing** area by Friday 6 pm.

Step 5: Your team leader will need to compile **all of the group's responses into one Word Document (download the Team's worksheets from the Doc Sharing area and compile the responses)** and submit in the **Dropbox** by Saturday 11:59 p.m. The group leader will need to download the **Week 2 Exercise Assignment Team Leader Document** and compile the group's responses. Only the Group Leader is submitting the Week 2 Exercise Assignment.

Step 6: Begin working as a group to decide team project topic and method. Download and fill out the **IMC Plan Topic and Initial Preparation Notes**. Submit to the instructor in the **Dropbox** by Sunday of this week.



Week 2 - Assignment

Week 2 Assignments

Assignment 1: Exercise Macroenvironment and Global Marketing

Topic: Chapter 3 & 4 Content

Assignment Instructions: Download the **Exercise Assignment** and complete using the information from the podcast (Chapters 3 & 4) and textbook. Answer all of the questions in the 3 sections and save your assignment as a Word document. You will need to e-mail your Team Group Leader (you should have selected a team leader already) the completed Exercise Assignment by Friday 6 p.m. Your team leader will need to compile **all of the group's responses into one Word Document** that will be submitted in the **Dropbox** by Saturday 11:59 p.m. The group leader will need to download the **Team Response Worksheet** and compile the group's responses. Only the Group Leader is submitting the Exercise Assignment.

[Click to access the assignment Dropbox](#)

Week 2 - Quiz

Quiz 1

Access dates:	9/7/2013 12:00:00 AM to 9/7/2013 8:00:00 AM
Can be reviewed in Gradebook on:	9/8/2013 12:00:00 AM
Number of times this exam can be taken:	1
Time allowed to complete:	3h

Week 2 Quiz 1

There are 12 items (5 TE, 6 MC, and 2 Short Response Items). Once you open the quiz you will only have an hour to complete it. You will be able to complete the quiz beginning Tuesday 12:00 a.m. through Saturday 8:00 a.m. of each week. You will be able to view your individual quiz results for a given week on Monday of the next week (Short answer items are manually graded). *Note: You are allowed to use your notes, however it must be an individual effort.


Assessment Instructions

Click on **Save Answers** periodically while you are working on the assessment to save your answers. When you are finished, click on **Save Answers** and then on **Submit for Grade**.


To begin the assessment click on the button below.

5th Annual QM Conference

FULLERTON QUIZ 23



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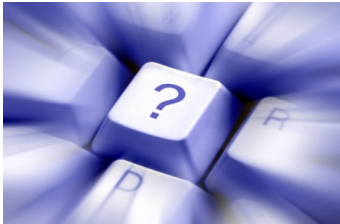
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Follow-Up Remarks About QA Model

- 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

5th Annual QM Conference

October 2013 30

CSU The California State University	CAL STATE ONLINE	Closing
<h2>QUESTIONS</h2> <p>For more information contact: Dr. Ashley Skylar askylar@calstate.edu Dr. Kaye Bragg kbragg@csudh.edu</p> 		
5 th Annual QM Conference	October 2013	31