Building Trust with Quality Assurance Strategies in TAACCCT

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(TAACCCT Repository Services)

Executive Director, MERLOT

Assistant Vice Chancellor, Academic Technology Services

California State University, Office of the Chancellor

How Do You Get Strangers…

- Students
- Faculty
- Employers

… To trust what you have created?

Quality and Symbols of Trust

- The content of your curriculum captures the skills, knowledge, and attitudes needed for success on the job and in life
- The design of the instructional process enables rather than interferes with the desires to learn
- The delivery of the curriculum enables all learners, including those with disabilities to succeed
- The demonstration of the learning represents the enrolled students 'performances.

Quality of Content

- TAACCCT projects working with industry partners and subject matter experts
- **How do strangers know that your curriculum has been created by experts?**
  - Describe the expert authors in SkillsCommons.org
  - 3rd Party experts review the content – Professional Organizations, Editorial Boards, Employers
  - Other institutions adopt your curriculum

SKILLS COMMONS
open for learning

Will Leverage MERLOT's Peer Review Process

- MERLOT's peer review processes by editorial boards – 14 years building tools and processes
- Managing 23 Editorial boards
- Opportunities for TAACCCT grantees to build communities and develop your quality assurance strategies for your disciplines

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www.cool4ed.org

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COOL4Ed

California Open Online Library for Education

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- FREE and OPEN eTextbooks
- FREE and OPEN Course Materials
- FREE and OPEN Online Courses
- FREE and OPEN Access Journals and Articles
- Colleagues In Your Discipline

OOL 4 ED!

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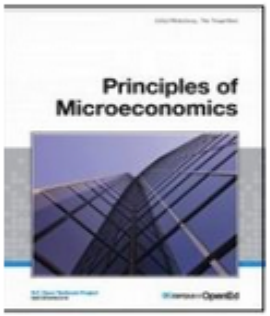
Faculty Showcase

Business | Education | Humanities | Mathematics & Statistics | Science & Technology | Social Science

Business

Matthew J. Holian from San Jose State University, CA
eTextbook: Principles of Microeconomics by Rittenberg and Tregarthen



More Microeconomics
Free and Open eTextbooks

Course Description:

Allocation of resources and distribution of income as affected by the workings of the price system and by government policies. Notes: May be taken concurrently or prior to Econ 1A. Meets the general education requirement for social science – human behavior, Area D-1

Quote

"A major motivation for me was certainly the desire to save students money. However I also want to make the material easy to access, for example, by sending students PDF documents, or by copying and pasting sections of the text into emails and so on. So it is not just that the books are free but they are also easy to access."

Learn How I Use This Open Textbook in My Course

Brian Evans from Foothill College, CA
eTextbook: Principles of Microeconomics by OpenStax College

Course Description:

Micro-analysis of economic life. Allocation of resources. Consumer behavior. Pricing and output decisions. Distribution of wealth and income. Nature and characteristics of business enterprises. International trade. Comparative economic systems. ECON 1A

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eTextbook Reviews

Accounting

ACCT 110

eTextbook	eTextbook Reviews
Accounting Principles: A Business Perspective	Solveg Cooper, CCC Faculty Sy Pearlman, CSU Faculty Vincent Turner, CSU Faculty
Boundless Accounting	Solveg Cooper, CCC Faculty Sy Pearlman, CSU Faculty Vincent Turner, CSU Faculty
Financial Accounting	Solveg Cooper, CCC Faculty Sy Pearlman, CSU Faculty Vincent Turner, CSU Faculty
Introduction to Financial Accounting	Solveg Cooper, CCC Faculty Sy Pearlman, CSU Faculty Vincent Turner, CSU Faculty
Principles of Accounting	Solveg Cooper, CCC Faculty Sy Pearlman, CSU Faculty Vincent Turner, CSU Faculty

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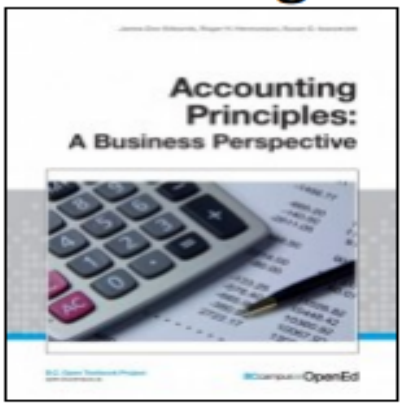
Accounting Principles: A Business Perspective



License:

Accounting Principles: A Business Perspective by James Don Edwards, University of Georgia, Roger H. Hermanson, Georgia State University, Susan D. Ivancevich, University of North Carolina Wilmington is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

Find it: eTextbook Website

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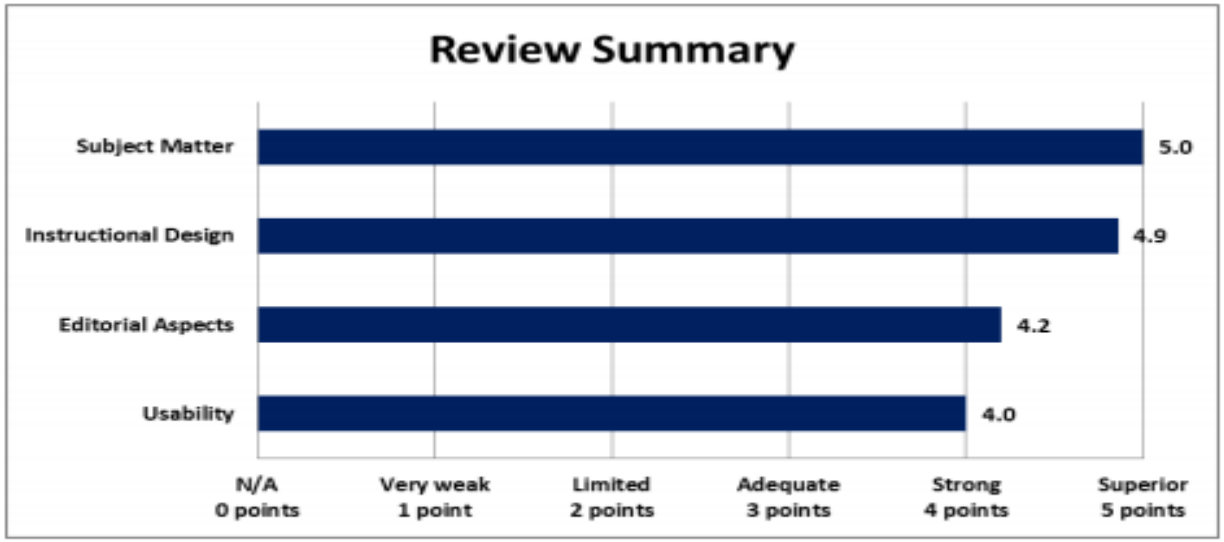
Date Reviewed:
October, 2014



California OER Council eTextbook Evaluation

Quality of Instructional Design

- Many universities and colleges use rubrics to evaluate the quality of the instructional design of their courses
  - Quality Matters ™
  - Online Learning Consortium (AKA Sloan-C) Quality Scorecard (Institutional Capabilities)
  - Institutional developed guidelines (CSU QOLT-Quality Online Learning and Teaching)

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SkillsCommons Support Services Center

http://support.taaccct.org/home/tutorials-user-guides/

STRATEGIES FOR ASSURING THE QUALITY OF ONLINE AND HYBRID COURSES

The resources below provide information, evaluation rubrics, and access to experts that can support your team design high quality teaching and learning within online and hybrid courses. The California State University has organized all these sources for you to use as a "one-stop-shop" for information about quality assurance strategies for online and hybrid courses. The California State University also has developed and implemented a free quality assurance evaluation rubric for online and hybrid courses (Quality Online Learning and Teaching, QOLT) over the last 4 years that you can use to guide and assess the quality of your TAACCT OER courses.

There are nationally recognized quality assurance organizations that you can join to support designing quality instruction into your programs. These organizations provides excellent professional development programs and well-researched and reliable rubrics for evaluating the quality of online and hybrid courses.

- Quality Matters: A National Benchmark for Online Course Design
- Online Learning Consortium and their Quality Scorecard program

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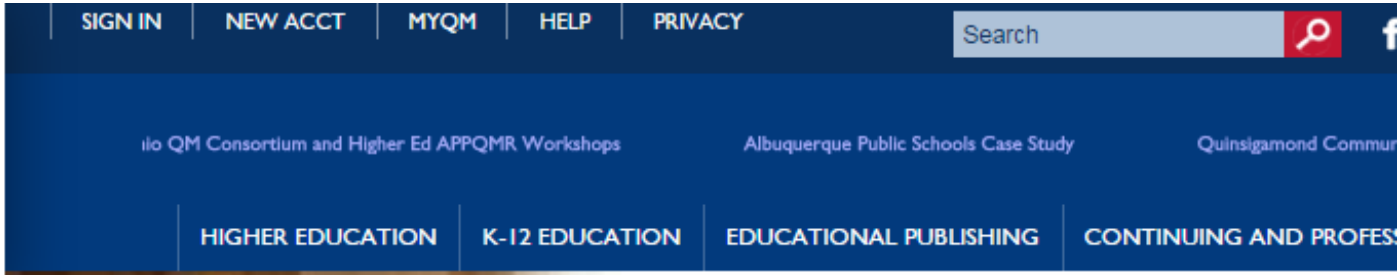
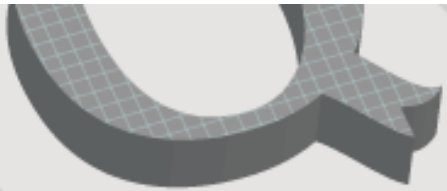
QUALITY MATTERS
QM



- "Certified" training for faculty learning to apply the QM Rubric
- "Certified" Peer Reviewer
- "Certified" Master Reviewer/Train the Trainer
- "Certified" evaluation of course against the QM Rubric
- Great value – Consortium pricing

QOLT
quality online learning & teaching



- Rubric for Course Design and Delivery
- Aligns with QM
- Recognition Program within the CSU
- Free

General Standards

#1: The **overall design** of the course is made clear to the student at the beginning of the course (8 criteria)

#2: Learning objectives are measurable and are clearly stated (5 criteria)

#3: Assessment strategies are designed to evaluate student progress by reference to stated learning objectives; to measure the effectiveness of student learning; and to be integral to the learning process (5 criteria)

General Standards

#4: Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes (6 criteria)

#5: Forms of interaction incorporated in the course motivate students and promote learning (4 criteria)

#6: Course navigation and technology support student engagement and ensure access to course components (5 criteria)

General Standards

#7: The course facilitates student **access to institutional support services** essential to student success (4 criteria)

#8: The course demonstrates a **commitment to accessibility** for all students (4 criteria)

Total of 41 Checkpoints for Quality Instructional Design for Online and Hybrid Courses

www.qualitymatters.org

QOLT
quality online learning & teaching

Course Overview and Introduction

1.1 Course Overview Design

Objective 1.1	Example
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.	Welcome message or materials introducing course structure/ components is highly recommended. Ex. A "Start Here" link or "Welcome" video/page.

Examples	Annotations
	PHYSICS 151 - Dr. Galen Pickett CSU - Long Beach Dr. Pickett provides students with a great introductory welcome video for his Physics course. In this video he describes the course objectives, format, and expectations. He also lets student know a little about himself and they get to see his personality.
	Music 120 - Randall Griswold CSU - San Marcos Randall Griswold wanted the

Table of contents

1.1 Course Overview Design
1.2 Instructor Info
1.3 Course Description
1.4 Online Etiquette
1.5 Academic Integrity
1.6 Technical Competencies
1.7 Samples of Student Work
1.8 Student Learning Goals

QOLT
quality online learning & teaching

Recognition & Dissemination of Quality Instruction

- Since 2010, 600+ CSU faculty have participated in the CSU QOLT Awards Program.
- Three levels of evaluation
  - ***Self-evaluation*:** Copy goes to instructor, copy goes to Campus Coordinator
  - ***Student ratings*:** Anonymous. Viewed by peer- reviewer. Instructor views after grades submitted.
  - ***Peer-review:*** Analysis by faculty/staff colleague
- Participation letter to all; Recognition letter to campus finalists; Letter, certificate, postings to CSU awardees
- Campus and CSU presentations by awardees
- Online repository of exemplars by objective

Welcome to the CSU Quality Assurance ePortfolio Showcase

In May 2014, the Chancellor's Office implemented a CSU Quality Assurance program to support campuses for the implementation of quality assurance programs for online courses. 18 CSU campus proposals were funded, with implementation and outcomes being documented through ePortfolios (due September 15th, 2014). These ePortfolios will share ways in which campus faculty and staff have been able to improve the quality of online courses, as well as exemplar outcomes from some of those courses.

Search:

QA PROJECT TITLE	COORDINATORS	CAMPUS
Faculty Training and Certifications to Support Academic Quality in Online Courses	Charlene Hu, Robert Carlisle	CSU, Bakersfield
A Pilot Program to Implement a Quality Assurance Program Using the QOLT Instrument	Ben Seipel, Sara Cooper, Laura Sederberg, James Aird	CSU Chico
Support and Enhance Academic Quality in Online Courses	Andrew Bodman, Samuel Sudhakar, Michael Chen, Amy Leh, Nate Wildes	CSU, San Bernardino

http://courseredesign.csuprojects.org/wp/qa-eportfolios-showcase/

QUALITY AND ACCESSIBILITY

All learners, including those with disabilities, have equally effective access to learning and succeeding

- Make it a forethought not an afterthought
- Very important and lots of work to do
- We will be working with

and you to make it work

CSU+MERLOT+Universal Design = Open For U

http://www.udluniverse.com/

UDL-Universe: A Comprehensive Universal Design for Learning Faculty Development Guide

Admin Sign In

Home | Universal Design | Universal Design for Learning | UDL Course Changes | Accessibility | UDL Research | EnACT~PTD

UDL-Universe

UDL-Universe

Contact Info
707.664.2873
Send Email

Links:
Profile & Guides

Subjects:
Universal Design for Learning, Accessibility, Disability, Instructional Technology, Faculty Development, Instructional Materials, Teaching, Learning, Assessment

About UDL-Universe

UDL-U supports postsecondary faculty and staff by providing resources and examples to improve postsecondary education for all students, including those with disabilities. UDL-U is designed to be useful for individual inquiries related to small UDL topics, issues, or problems, as well as scalable to larger faculty development efforts (e.g., Faculty Learning Communities). UDL-U frames course redesign as a three-tier professional development process:

1. Application of UDL principles to enhance teaching and learning
2. Utilization of accessible instructional media and practices
3. Awareness of assistive technology enablers and barriers

This site and contents were developed through the Ensuring Access through Collaboration and Technology (EnACT) project, funded by the U.S. Department of Education, Office of Postsecondary Education (P333A-080027). Additional funding and support continues through the California State University, Academic Technology Services.

UDL_Universe Tweets

Tweets | Follow

UDL_universe 18 Nov
@UDL_Universe
University faculty attitude toward UDL? New article, scholar.google.com/scholar_url?hl...

UDL_universe 18 Nov
@UDL_Universe
New article, Measuring the Effectiveness of UDL Intervention in Postsecondary Ed:

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http://oeraccess.merlot.org

CSU The California State University | MERLOT | OPEN EDUCATION CONSORTIUM | NFB National Federation of the Blind

OER AND ACCESSIBILITY:
BUILDING A COMMUNITY OF EXPERTS AND A COLLECTION OF EXPERTISE

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Home | Finding Accessible OER | Authoring Accessible OER | Finding Accessibility Organizations | Join Our Community | Contributing Your Accessibility Expertise | OER-Access NewsStand | About OER-Access

Welcome to OER and Accessibility!

Our mission is to enable the community of accessible technology experts, advocates, and users to build an online community and collection of open education resources that can improve universal learning by facilitating the contribution and sharing of accessible technology information, expertise, and accessible online teaching and learning materials.

Our Goals are:

1. Enable educational institutions to find the expertise and the professional development resources that will improve their capacity to deliver a quality education reliably and in a timely manner to all students, including those with disabilities
2. Build a collection of quality and accessible OER that can be reliably used by all students and faculty
3. Build a community of organizations and individuals whose accessibility expertise and exemplary practices can be more easily and effectively be institutionalized by education

Partners:

California State University, MERLOT, Open Education Consortium, and the National

If you only have a little time, READ THESE!

Students with disabilities at degree-granting post-secondary institutions (PDF) by the National Center for Educational Statistics (Oct. 18, 2011)

Designing OER with Diversity in Mind presented by Anna Gruszczynka, Jutta Treviranus, and Una Daly (Webinar recording)

Report of the ARL Joint Task Force on Services to Patrons With Print Disabilities (PDF) by Mary Case (Chair), Cynthia Archer, Nancy Baker, John Harwood, Sarah Hawthorne, Kurt Herzer, Tito Sierra, Ed Van Gemert, Tom Wall, with ARL Staff Liaisaons: Prue Adler, Judy Ruttenberg (Nov. 2, 2012)

Open CourseWare Consortium Newsletter: *OER and Accessibility*

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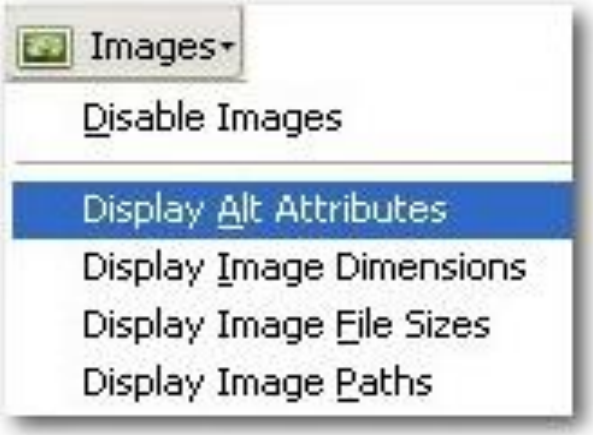
Accessibility Checkpoints

- Aligned with Section 508 and WCAG guidelines
- Balanced between brevity and breadth of coverage
- Tailored to common eLearning formats
- 32 total checkpoints organized in 15 functional areas
- Collectively represent baseline accessibility support by addressing the most common, high-impact barriers
- Easily validated using free or low-cost tools and methods:
  - Firefox WAVE toolbar extension
  - Firefox Web Developer extension
  - Manual evaluation

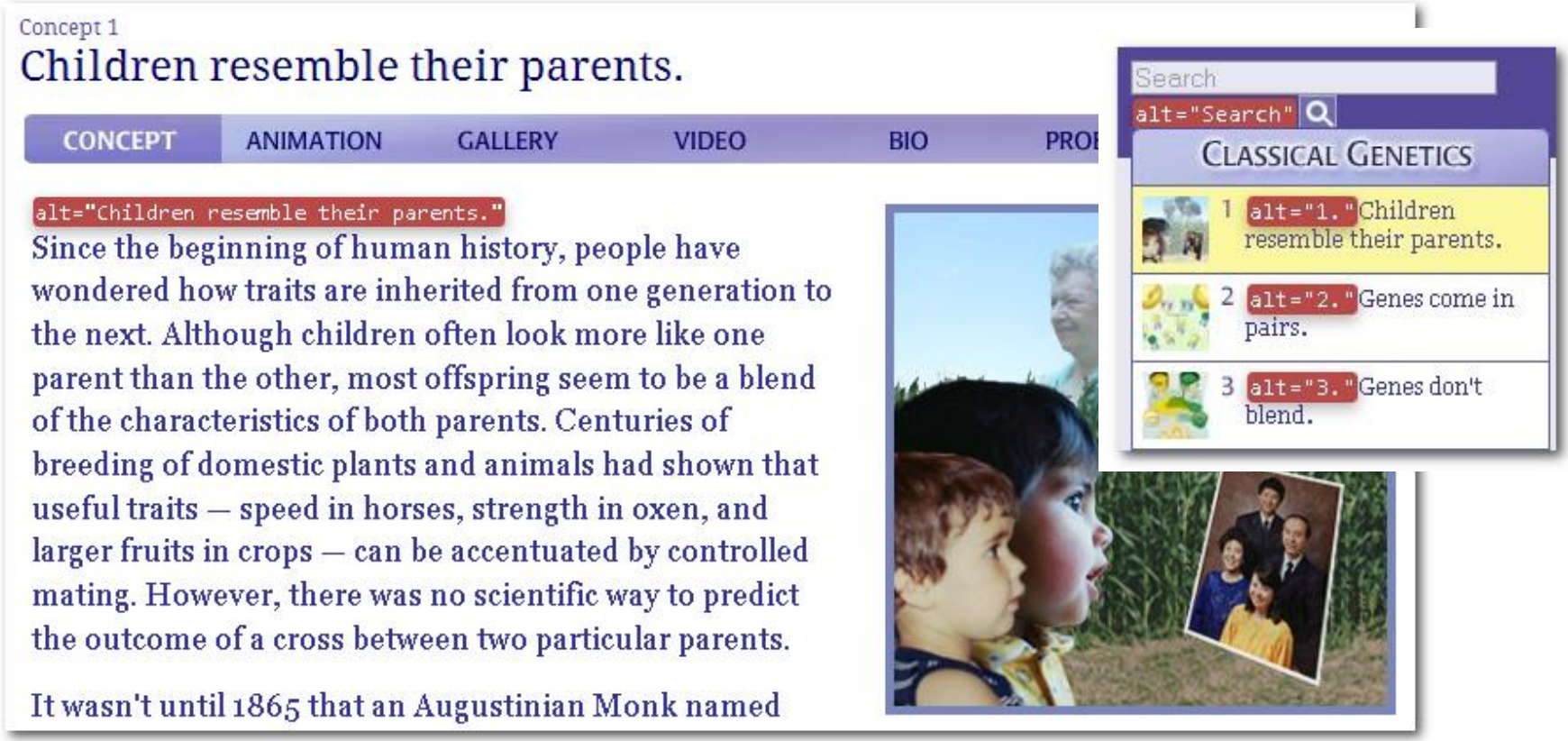
Images & Accessibility

- **Criteria**
  - Non-decorative images have descriptive alternative text (11A).
  - Decorative images have null alternate text (11B).
- **Rationale**
  - Alternate text should describe non-decorative images so they're accessible to those who are blind or have visual impairments.
  - Decorative images should have null (alt="") alternate text so screen readers can skip over unnecessary content.
- **Evaluation Steps**
  - In the *Web Developer* toolbar, select the
    then select the *Display Alt Attributes* cor



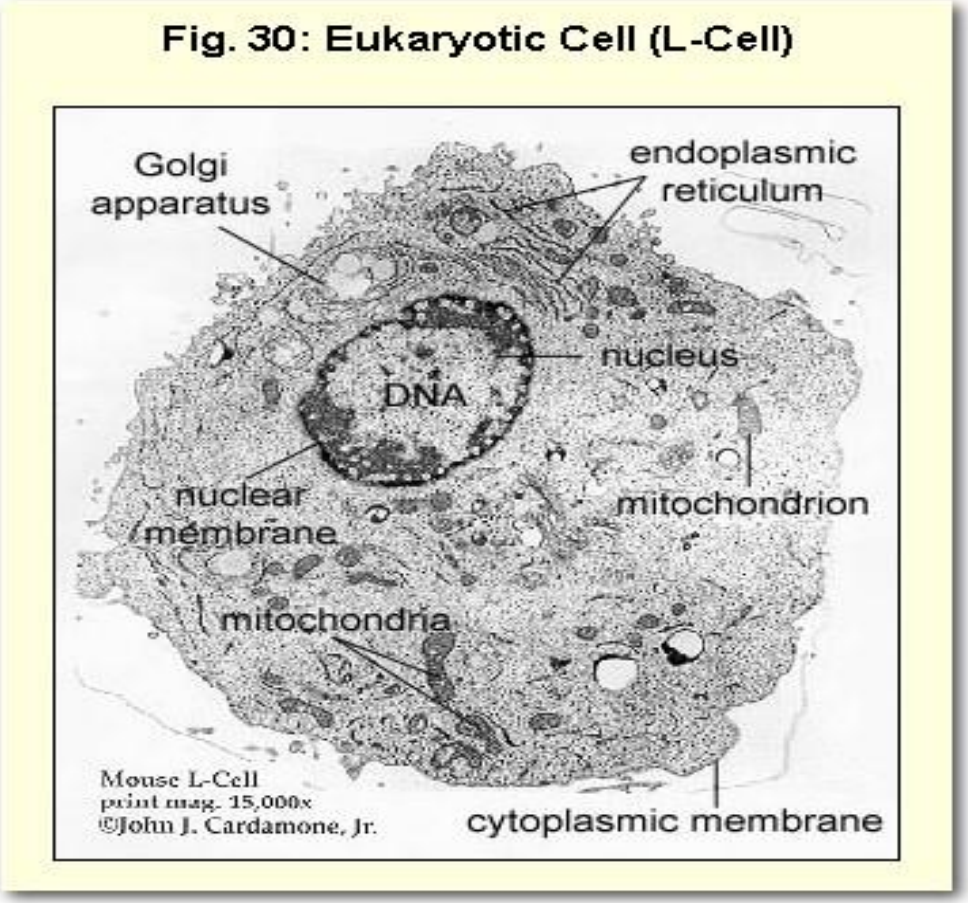
Images

- **DNA From the Beginning (Concept 1 landing page)**



Images - Demonstration 2

- **Biology Tutorials for Cell, Metabolism, and Genetics (Figure 30)**



Structural Markup

- **Criterion**
  - The text includes markup that allows for navigation by key structural elements (6A).
- **Rationale**
  - Headings allow those who are blind to understand the structure of the page and easily navigate by sections.
  - Headings allow those with low-vision to apply their own styles to more easily locate specific sections.
- **Evaluation Steps**
  1. In the *WAVE* toolbar, click the *Outline* button

Structural Markup

- DNA From the Beginning (Concept 1 links page)

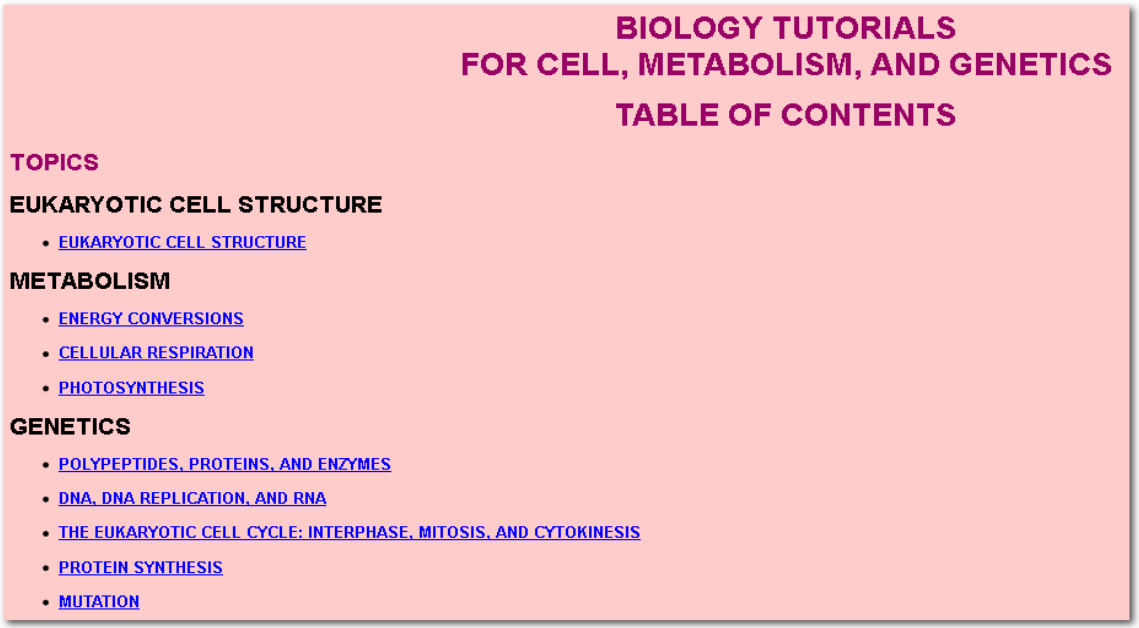
Standard View

Evaluation View

Structural Markup - Demonstration 2

- Biology Tutorials for Cell, Metabolism and Genetics

Standard View



BIOLOGY TUTORIALS
FOR CELL, METABOLISM, AND GENETICS

TABLE OF CONTENTS

TOPICS

EUKARYOTIC CELL STRUCTURE

- EUKARYOTIC CELL STRUCTURE

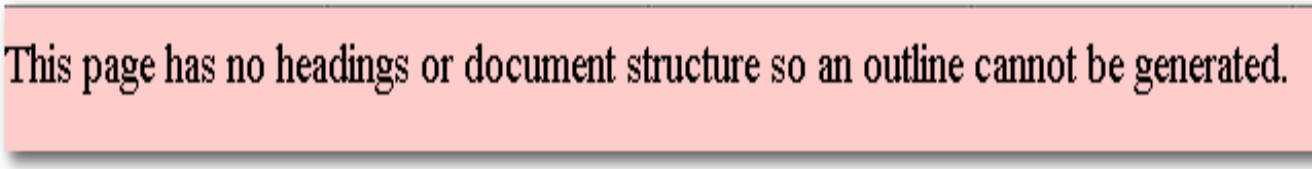
METABOLISM

- ENERGY CONVERSIONS
- CELLULAR RESPIRATION
- PHOTOSYNTHESIS

GENETICS

- POLYPEPTIDES, PROTEINS, AND ENZYMES
- DNA, DNA REPLICATION, AND RNA
- THE EUKARYOTIC CELL CYCLE: INTERPHASE, MITOSIS, AND CYTOKINESIS
- PROTEIN SYNTHESIS
- MUTATION

Evaluation View



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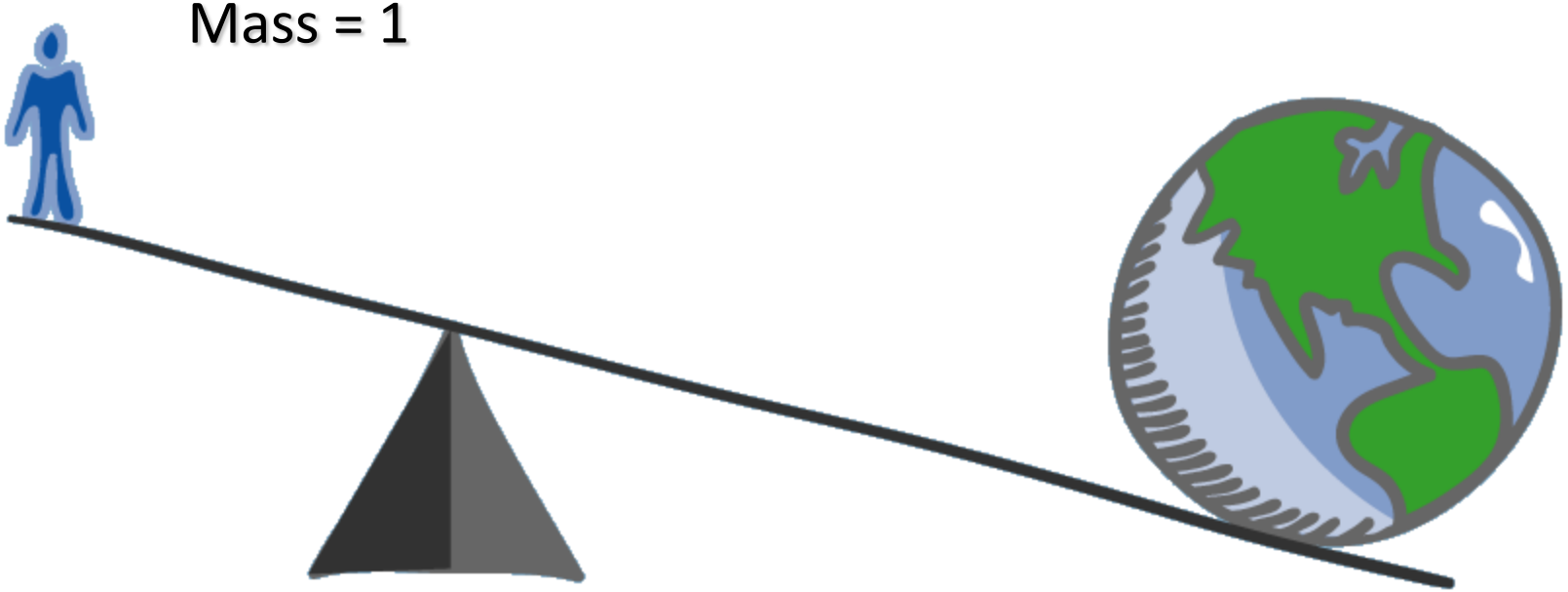
Quality by Academic Integrity

- How can you assure that the student performance in your class was by same person who enrolled in your class?

- How can you assure that the student performance represents the students' knowledge, skills, and attitudes that they will bring to the job?

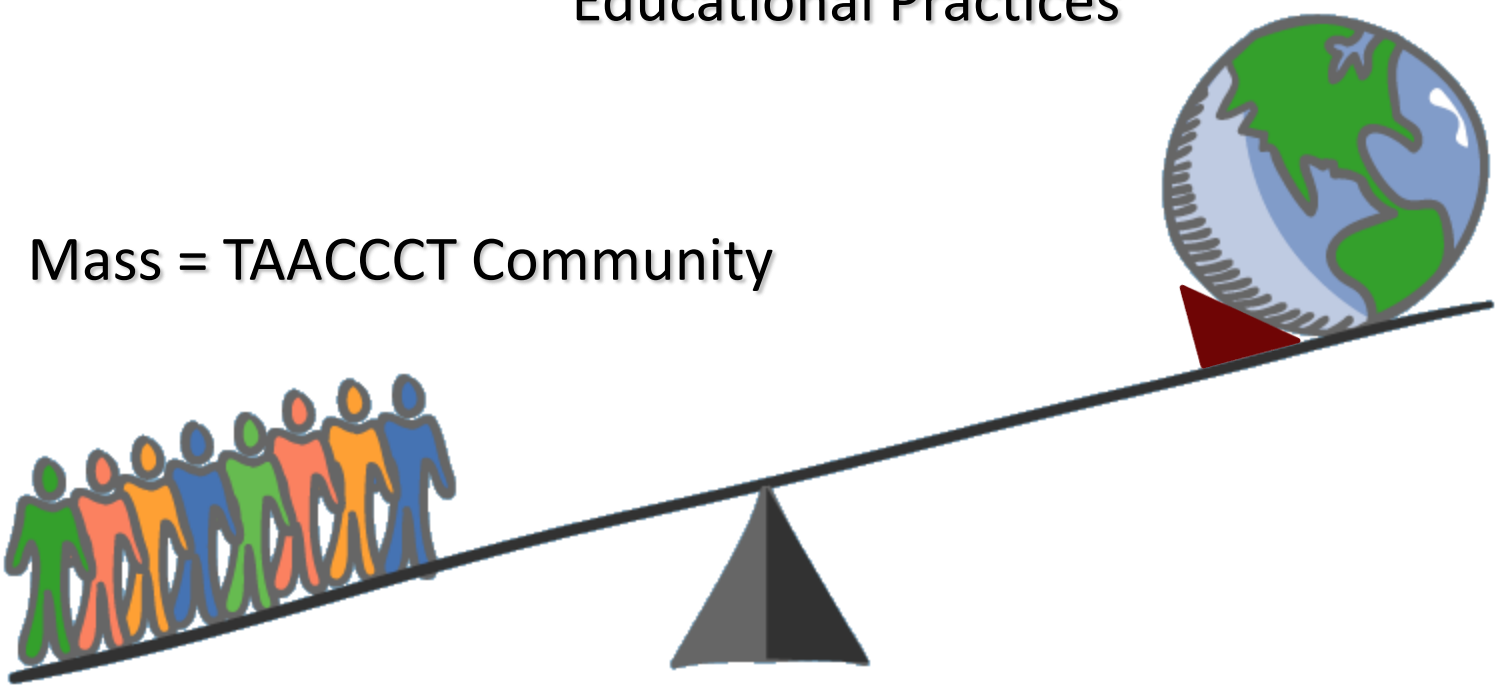
How will we build trust in transforming the education of our workforce?



Building A Community To Trust

Mass = Putting Quality Assurance into Educational Practices

Mass = TAACCCT Community



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