



Quality Assurance 101

Brought to you by the QA team:

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We Will Cover Today . . .

Part I. Quality Assurance at CCCOnline: Overview

- *“All hands on deck” at CCCO*
- *Goals of our QA program*
- Timeline of Quality Assurance reviews
- Evaluation path, contesting evaluation, support

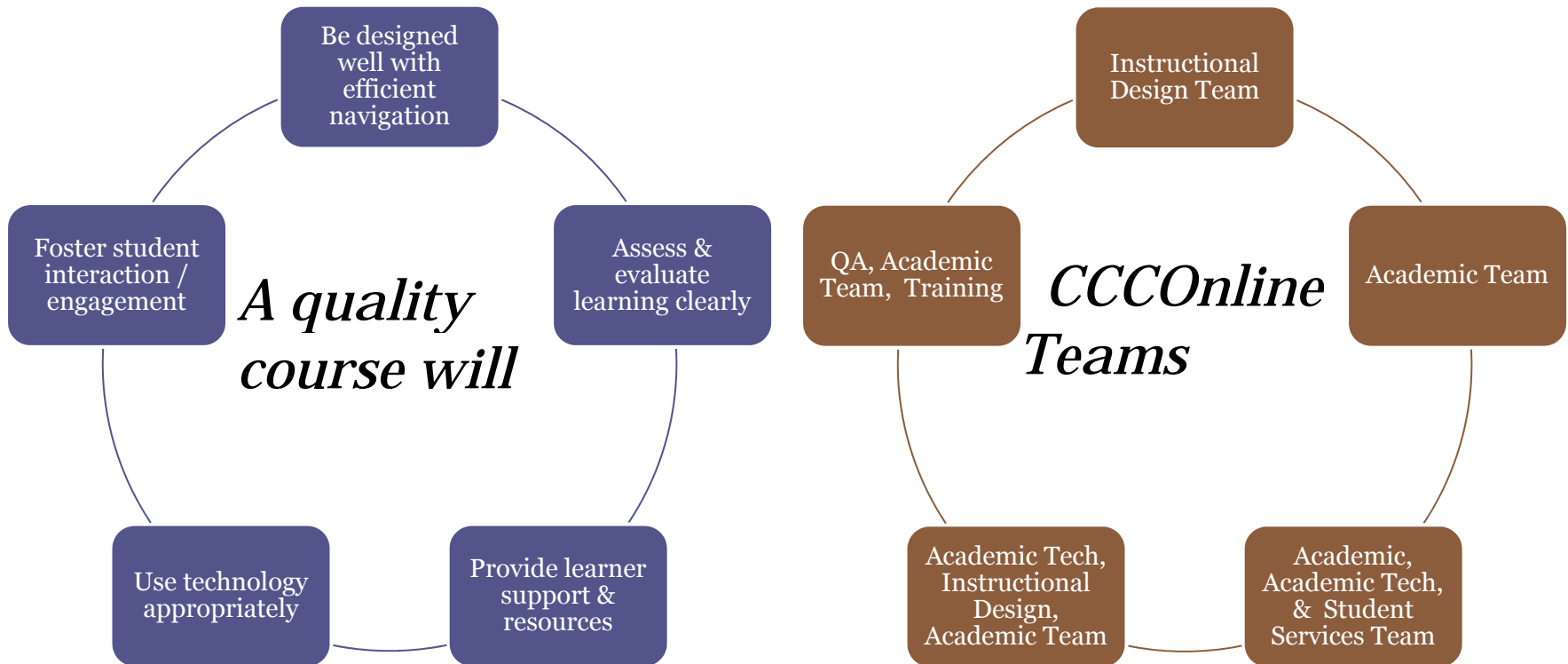
Part II. Activity: Quality Assurance evaluations



A Quality Online Course Will

- Be **designed** well with efficient navigation (course design / instructional design & delivery)
- **Assess and evaluate** learning clearly
- Provide learner **support & resources**
- Use **technology** appropriately (use of tools/LMS capabilities supports & enhances learning objectives)
- Foster student **interaction/engagement**
 - **Quality Matters:** <http://www.qmprogram.org/>
 - **Blackboard Exemplary Course Program Rubric:** <http://www.blackboard.com/getdoc/7deaf501-4674-41b9-b2f2-554441ba099b/2012-Blackboard-Exemplary-Course-Rubric.aspx>
 - **Rubric for Online Instruction (ROI) from California State U-Chico:** <http://www.csuchico.edu/celt/roi/index.shtml>

Our Collaborative Approach



CCCO's Quality Assurance Program Goals

- Encourage excellence in online classrooms
- Foster consistency across courses
- Provide documentation for Chairs & Associate Deans to advise instructors
 - Areas for improvement
 - Exemplary teaching





Before the Semester Starts

First-day checks

- Program Chairs perform these checks
- Every course reviewed
- Corresponds to [Course Readiness Checklist](#)
- Communication between instructors and Chairs is essential

Readiness Checklist

For help with specific tools associated with the checklist items, visit the [D2L Tech Tools](#) pages.

Student Authentication Assignment

Each CCCOnline course is to have a graded, content-related assignment (not a syllabus quiz or similar assignment) that is due prior to census date for each session. Census date is the last day to drop the course, and that date can be found on the [Academic Calendar](#).

Dates

_____ [Course Schedule dates](#) are updated

_____ [Discussion Tool](#) dates are updated

_____ [Dropbox dates](#) are updated

_____ [Quiz Tool](#) dates are updated

_____ All other dates, as applicable, are updated

Course Home

_____ [News](#) items from previous term are edited as necessary (Welcome news announcement is released to students)

_____ Instructor Information news item is posted, which includes a personalized photo, name, and CCCS email address. (A telephone nu

Start of the Semester

- **Administrative reviews** for new instructors
- Correspond to [Threaded Discussion QA Rubric](#)



During the Semester

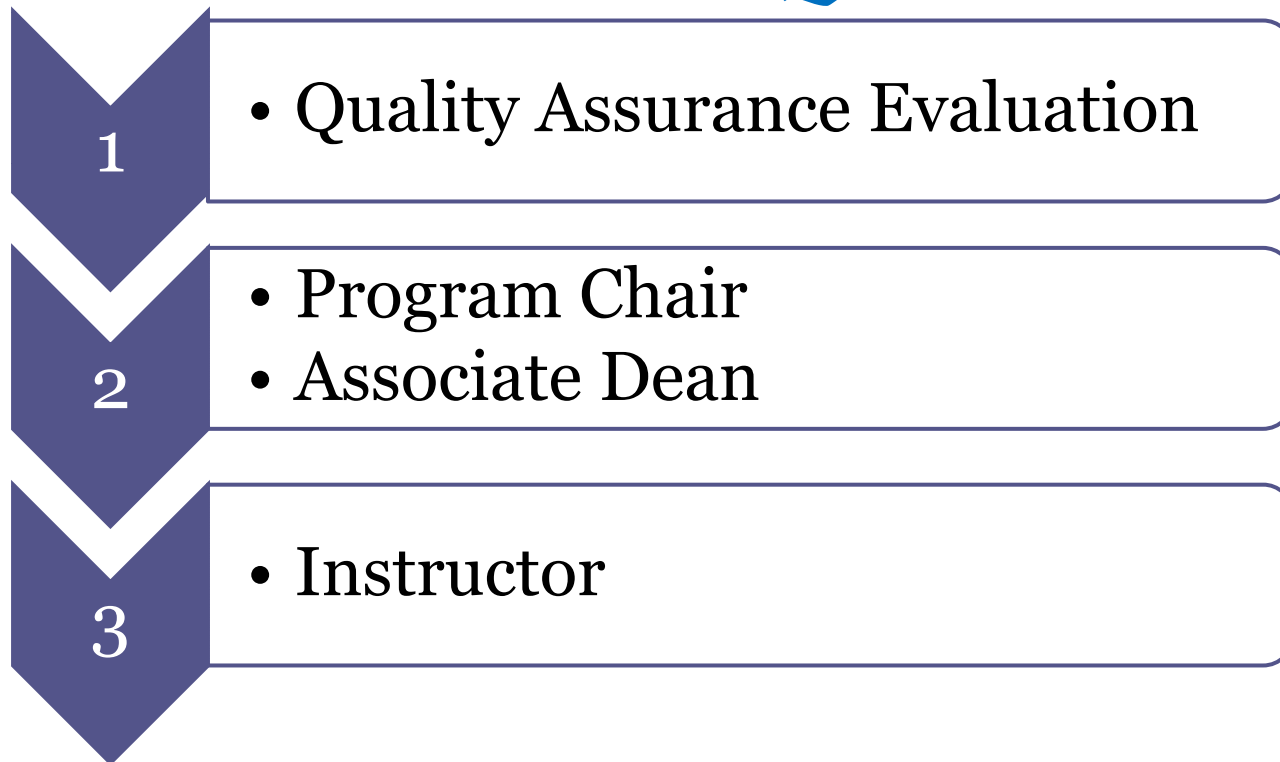
- **Full Quality Assurance evaluations**
- For every instructor once/year
 - *New instructors: evaluated first two semesters*
 - *Instructors with N mark(s) evaluated the following semester*
 - *Chairs' special requests evaluated*
- Corresponds to [Threaded Discussion QA Rubric](#)

Threaded Discussion Quality Assurance Rubric

The Threaded Discussion Quality Assurance Rubric below contains a summary of the discussion rubric and examples to help you understand the various ratings you may receive for your discussions.

	Description	Rating	Why it's rated	Coaching for improvement
Number of Topics			Too many options scatter the student's attention and weaken the potential for community construction of knowledge.	Different <i>types</i> of discussions may be open at one time, e.g., 1 Instructor-led, 1 Question-Answer, 1 Private Journal or 1 Small Group Discussion. All these types of discussions serve different purposes.
	1 - 2 instructor-led topics open at same time.	Best (B)		

Evaluation Path (for both administrative & full QA reviews)



Contesting an Evaluation

- Conversation between Quality Assurance staff and Program Chair and/or Dean
- When evaluation includes low marks (scores of N):
 - Follow-up mentoring



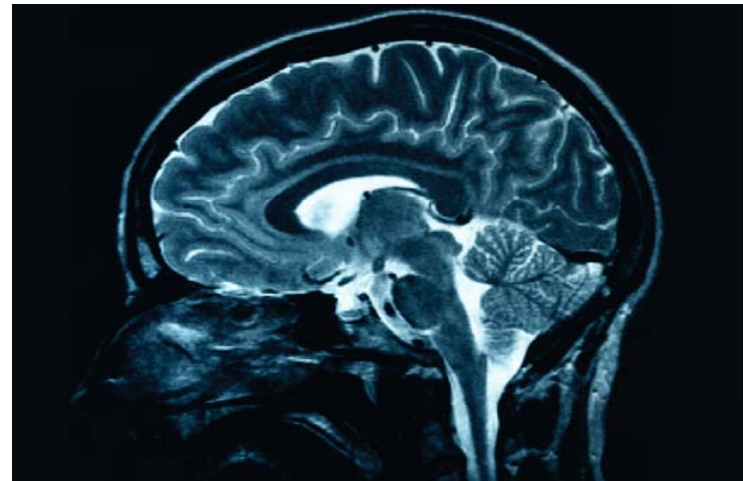
Support for Instructors

- CCCOnline [Instructor Handbook](#) (Discussion)
- CCCOnline [Training & Professional Development](#) (“Managing Discussions” workshop, webinars)
- Ongoing coaching and support from [Associate Deans](#) and/or [Program Chairs](#)



Quality Assurance Activity

- Samples originated from our classes
- Short excerpts from discussions to give you a rough idea of the evaluation process



Qualitative Criterion on Rubric

- **Interaction Quality**

- **Best (B):** Instructor **regularly interacts** with all learners in class, both on an individual and a group basis.
- **Good (G):** Instructor **does acknowledge and validate posts**, but in a less than substantial way, and/or may not consistently include all class participants and their concerns.
- **Needs Improvement (N):** Instructor regularly responds to only a select few individuals; may not answer all learner questions and/or responses only affirm that instructor reads student posts.

Qualitative Criterion on Rubric

- **Acknowledgement**
 - **Best / Good (B / G):** Instructor posts **regularly acknowledge** learners' understanding of content.
 - **Needs Improvement (N):** Little or no acknowledgement is made of learners' understanding of content.

Qualitative Criterion on Rubric

- **Additional Posts**

- **Best / Good (B / G):** Instructor posts **regularly add additional information** and **direct or re-direct** the discussion or appropriately close it.
- **Needs Improvement (N):** Instructor posts do not regularly further the discussion or appropriately close it.

Qualitative Criterion on Rubric

- **Engagement/Re-Engagement**
 - **Best (B):** Instructor posts **regularly re-engage individual learners as well as the entire class** through the use of additional questions at the same or higher level.
 - **Good (G):** Instructor posts regularly re-engage learners through additional questions at the same or higher level.
 - **Needs Improvement (N):** Limited or no re-engagement occurs.



Let's Look at the Following Excerpts for . . .

- **Interaction Quality**
- **Acknowledgement**
- **Additional Posts**
- **Engagement/Re-Engagement**

*Classes: U.S. History & Fundamentals of
Mathematics (MAT 030)*

Subject: Re: Puritans and The Great Awakening

Author: Cecily Student

The Puritans were a group of people that were dissatisfied with and wanted to purify the Church of England and reform society, religion and morals. The Great Awakening was a period of religious "revivals" in places such as America, England, Germany and Scotland and has been said to be the most important event in the history of religion.

Resources:

<http://www.nd.edu/~rbarger/www7/puritans.html>;

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=687

A. (Instructor Response)

Hi Cecily,

What were the revivals like?

Subject: Re: Puritans and The Great Awakening

Author: Jack Student

The Great Awakening made a lot of people realize that your own individual beliefs are a little more important than a set religion. It allowed people to override what the church was telling them to do and instead focus on what they thought their god would want them to do.

B. (Instructor Response)

Hi Jack,

Who were some of the leaders of this movement and what are some examples of their messages?

Subject: Re: Puritans and The Great Awakening (the first)

Author: Algernon Student

Oops. I forgot to add about the Halfway Covenant. The Halfway Covenant was an idea created by Puritan ministers that was an attempt to increase membership in the church. Decline in conversions had been caused by less people testifying to "saving grace" experiences. The Halfway covenant did succeed in a greater amount of people converting, but it removed the purity that the Puritans had when the only method to obtain membership was a testimony of direct contact with God. The Halfway Covenant allowed people to convert to members of The Church, but restricted them from having the same rights to communion. Children of those converted under the Halfway Covenant, were automatically granted full membership, even if they lacked Baptism.

C. (Instructor Response)

Hi Algernon and class,

What does this tell you about the view of religion and the youth?

Subject: Re: Puritans and The Great Awakening

Author: Gwen Student

The Great Awakening was also one of the major causes of the Revolution. The colonists realized that they wouldn't be able to practice religious freedom while being ruled by the Church of England and the King. There were many other factors that led to the Revolution, but religious freedom was one of the major factors that changed the history of the world and created the United States.

D. (Instructor Response)

Hi Gwen and class,

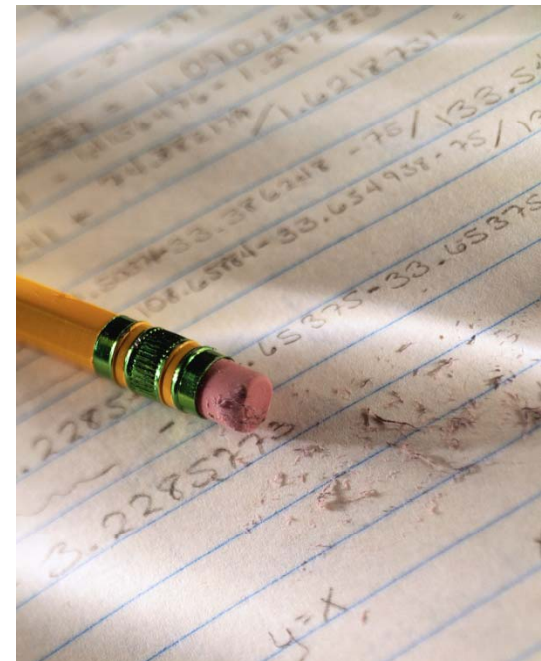
The enlightenment and the Great Awakening were certainly contributing factors to the movement away from Colonial Life to a new nation. Class, what was the enlightenment period about and how would that affect people's beliefs?

Moving into the Other Class. . .

- What differences might you expect to see in a developmental-level Math discussion?

Same QA criteria apply:

- Interaction Quality
- Acknowledgement
- Additional Posts
- Engagement/Re-Engagement



Subject: Unit G Discussion

Author: Peyton Student

A flight from Boston to Pittsburgh takes 2 hours and 35 minutes. How many minutes long is the flight?

To solve this problem we need to first convert hours into minutes.

1 hour=60 minutes

Therefore, 2 hours=120 minutes

Now we just need to add.

$120+35=155$ minutes

A flight from Boston to Pittsburgh is 155 minutes long.

A. (Instructor Response)

Peyton - Thanks for explaining the problem with every detail. This is one type of problem that will be used quite a bit in algebra.

Subject: Unit G Discussion

Author: Tim Student

3.4 tons of bananas are off-loaded from a ship that has just arrived from Costa Rica. The port taxes imported fruit at \$0.015 per pound. What is the tax on the entire shipment?

First thing that you have to figure out is how many pounds that you have. So you would multiply the 3.4 tons by 2000 pounds. Because there are 2000 pounds in 1 ton.

$3.4 \times 2000 = 6800$ / Next you multiply the 6800 pounds of bananas by the \$0.015 per pound tax. /

$6800 \times \$0.015 = \102.00 / So the total port tax due on these bananas is \$102.00.

B. (Instructor Response)

Tim -I love your logical approach to the problem. One great thing about working math problems...multiple ways to work them.

Another approach using the information you provided:

$3.4 \text{ tons} \cdot 2000 \text{ lb} = 1 \text{ ton} \cdot \$0.015 = 1 \text{ lb}$

Once we simplify the tons and lbs we are left with....

$2000 * 0.015 = \$102$

Subject: Unit G Discussion

Author: Drew Student

Converting 38 ft/sec to m//sec $38ftsec \times 305 ft1m = 11.59m/sec$ In doing this there are two steps to follow: 1) Find the equivalent measure that begins with the unit and ends with the unit you want. 2) Multipl by the unit fraction.

C. (Instructor Response)

Drew - when I do the math in your problem I am not getting the same answer you have. Please revise....

Subject: Unit G Discussion

Author: Aaron Student

The world's highest dam, the Rogun dam in Tajikistan, is 335 meters high. How many kilometers high is the dam?

To convert meters to kilometers we need to know that 1 meter is equal to 0.001 kilometers.

So, 335 meters would be 0.335 kilometers

How I did this was by moving the decimal point to the left three spaces or multiply $335m \times 0.001km = 0.335km$

D. (Instructor Response)

That is correct Aaron :)

There is a saying to help remember the order:

Kelly Hurriedly Drew Monkeys During Class Monday

km hm dam m dm cm mm

Since we are moving from m to km we go 3 to the left...moving the decimal point to the left three spaces.

Questions?

- **Keep in touch with your Chair and Associate Dean**

Thank you for your participation!

