ON-LINE TEACHING AND LEARNING AT CSUSM TODAY

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ONE OF MY PROJECTS IN AY 13-14 WAS TO RESEARCH ON-LINE INSTRUCTION AT CSUSM

I conducted personal interviews with more than 25 colleagues (from all disciplines and ranks) and all the Deans from EL, the Library, IITS and our Colleges.

I ALSO RESEARCHED ONLINE LEARNING STUDENT SURVEYS WERE ADMINISTERED ONLINE

More than 350 students completed the surveys and gave us their input on important questions about on-line instruction

TOPICS COVERED DURING INTERVIEWS

Teaching load

Resources

Evaluation of online courses

Articulations

Quality of instruction

Student evaluations

CONCERNS

Lack of institutionalized process for proposed new online courses

Lack of an institutionalized vision about the progression of on-line instruction

Lack of a system to deliver quality on-line courses/distance learning

Quality of on-line instruction: training and evaluation-certification needed?

Confusion between quality and mode of delivery

Lack of sufficient support/incentives (such as monetary compensation, course releases) to develop on-line courses.

Faculty teaching on-line exclusively and never showing up on campus.

Lack of 24/7 IT services/support for students and faculty. (Problem with interface; who to contact on week-ends?)

On-line course evaluations (students and levels of reviews for promotion and tenure or three-years Lecturers' contracts).

SOME DATA



Fall 2013

- Online courses taught: 77
- Students enrolled in these online courses: 2136
- Hybrid courses: 46

Summer 2014 (First Session) 41 online courses

Spring 2014

- Online courses taught: 106
- Students enrolled in these online courses: 2829

Summer 2014 (Second Session) 26 online courses

STUDENTS' SURVEY

- Survey was divided in 4 sections:
- 1) personal info (do you own a computer, are you a returning student, are you first generation, etc.)
- **Experience with on-line courses** (how many courses have you taken on-line? What College? Etc.)
- On-line learning ('I learn best when the course is taught on-line", "my grades are best in on-line courses", "my questions are answered rapidly", etc.)
- **On-line teaching** ("my professors were well-prepared", "my prof. created a learning community that was engaging and participatory", "my prof. course's expectations were clearly stated", etc.)

SOME RESULTS



79% indicated that they would prefer a face to face with their favorite prof.

40.8% indicated that they had to take an online course because a f2f one was not offered

85.4% of the students surveyed have taken a course fully online or hybrid. And 52% have taken a course fully online

SUMMARY OF THE MOST SIGNIFICANT QUESTIONS

This Students evaluate the prof. the same (69.4%) online vs. is what students Technology and course materials were easy to access (83%)indicated: Students grades are the same in f2f than in online courses (66.4%) 75% like coming to campus to establish social connections/potential professional network Students have indicated that they prefer to take face to face courses because they learn best that way (80.1%) Students study the same in online courses than f2f (49.3%), less (28.4) and more (22.4%)

WHAT IS NEXT? SYSTEM WIDE PROGRAM TO SUPPORT AND ENHANCE ACADEMIC QUALITY IN ON-LINE COURSES:

The Quality

Assurance

Program

The State of California Assembly Bill 386, (passed in 2013), requires the CSU to provide its students access to all fully online CSU courses across our 23 campuses by fall 2015

The Vice-Provost, Dr. Kamel Haddad, charged the Quality Online Teaching Team to make recommendations on "whether or not a process should be developed at CSUSM to propose or to certify new or existing courses" fully online or hybrid.

The CSU developed CourseMatch in fall 2013. It serves as an opportunity to evaluate a range of processes to implement the requirements of AB 386.

Elisa Grant-Vallone (Director of Faculty Center) and I (with the assistance of IDS) wrote a grant that was funded "to support more faculty to implement exemplary online instructional practices". The Chancellor's Office, in partnership with the CSU Academic Senate, is funding a system wide program to support and enhance the academic quality of fully online courses

THANK YOU!

For your time, support and interest ©



