



**Report for the CSU Quality Assurance Program:
Survey Findings about CSUB Student Learning Experiences in Summer, 2017**

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Abstract

Five campuses of the California State University (CSU) system participated in collection of Student Course Survey Data (SCSD) to evaluate student learning experiences in both online and hybrid courses taught by faculty who have successfully completed Quality Assurance training and/or certification. The instrument is aligned with the *Quality Matter (QM) CORE/Quality Online Learning and Teaching (QOLT)* essential standards, and was administered in Summer, 2017. This report includes a summary of the survey outcomes from 103 respondents at CSU, Bakersfield (CSUB). The quantitative ratings and qualitative comments not only illustrate student learning experiences in both hybrid and online courses, but also confirm the delivery of exemplary services by CSUB instructors across different teaching platforms.

Author's Introduction

In January, 2017, the California State University (CSU) launched a systemwide project, *Student Quality Assurance Impact Research* (SQuAIR), to determine the impact of Quality Assurance (QA) professional development and course certification on teaching performance and student success. Support for this project was provided by the CSU Chancellor's Office to fulfill the university commitment to maximizing student success, reducing time to degree, improving graduation rates, and shrinking the achievement gap.

To effectively expand the academic support, CSU sustained its QA services through online and/or blended instructional practices, and thus, created a community of faculty learners to promote student success in course completion. Based on the SQuAIR partnership building, five CSU campuses (Bakersfield, Channel Islands, East Bay, Fullerton, San Francisco) participated in data collection during the 2017 summer session to evaluate the impact of QA support. To meet the local needs, Jianjun Wang agreed to serve as a *Faculty Research Associate* to assist Dr. Charlene Hu, *the QA Lead of CSU, Bakersfield* (CSUB), in collecting, cleaning, and analyzing the campus data from this SQuAIR survey.

On May 9, 2017, Dr. Hu sent a survey announcement to CSUB faculty who taught online/hybrid courses and have successfully completed the QA training and/or certification. It was clarified in the message that the anonymous feedback from students was intended to reflect their course experiences. Meanwhile, a survey link was created at <http://www.surveygizmo.com/s3/2746632/CSU-QA-Course-Survey> for the data

gathering. The instrument was named “Student Online Course Survey” and contains two parts:

- Part I has 5 items that address course demographics.
- Part II has 25 items for students to rate that reflect on their course experience.

On June 19, 2017, the CSU Chancellor’s Office forwarded 103 responses from CSUB students in online or hybrid courses. While the survey results were based on teaching practices of nine CSUB instructors, students were informed that “This survey is NOT an evaluation of your instructor’s teaching performance” and “All the information you provide will be kept strictly confidential”¹. As a result, the purpose of this reporting is to disseminate the student feedback toward improvement of online/hybrid teaching.

Due to the voluntary nature of student responses, unequal numbers of cases were included in the SQuAIR survey data across different instructors. Sixty four out of the 103 cases came from students of one instructor. In contrast, one third of the instructors received one student response. Although the course demographics could be extremely skewed for this reason, the survey did gather adequate information to compare student learning experiences between online and hybrid platforms – The course classification has designated 39 cases in hybrid courses and 64 cases in online courses. Accordingly, the results are sorted in Part 1 of this report to differentiate student feedback between the instructional settings. In addition to plotting the quantitative data from 25 multiple-choice items on student course experiences, a color-coding scheme has been employed in

¹ <http://www.surveygizmo.com/s3/2746632/CSU-QA-Course-Survey>

Part 2 to categorize student comments for each instructor.

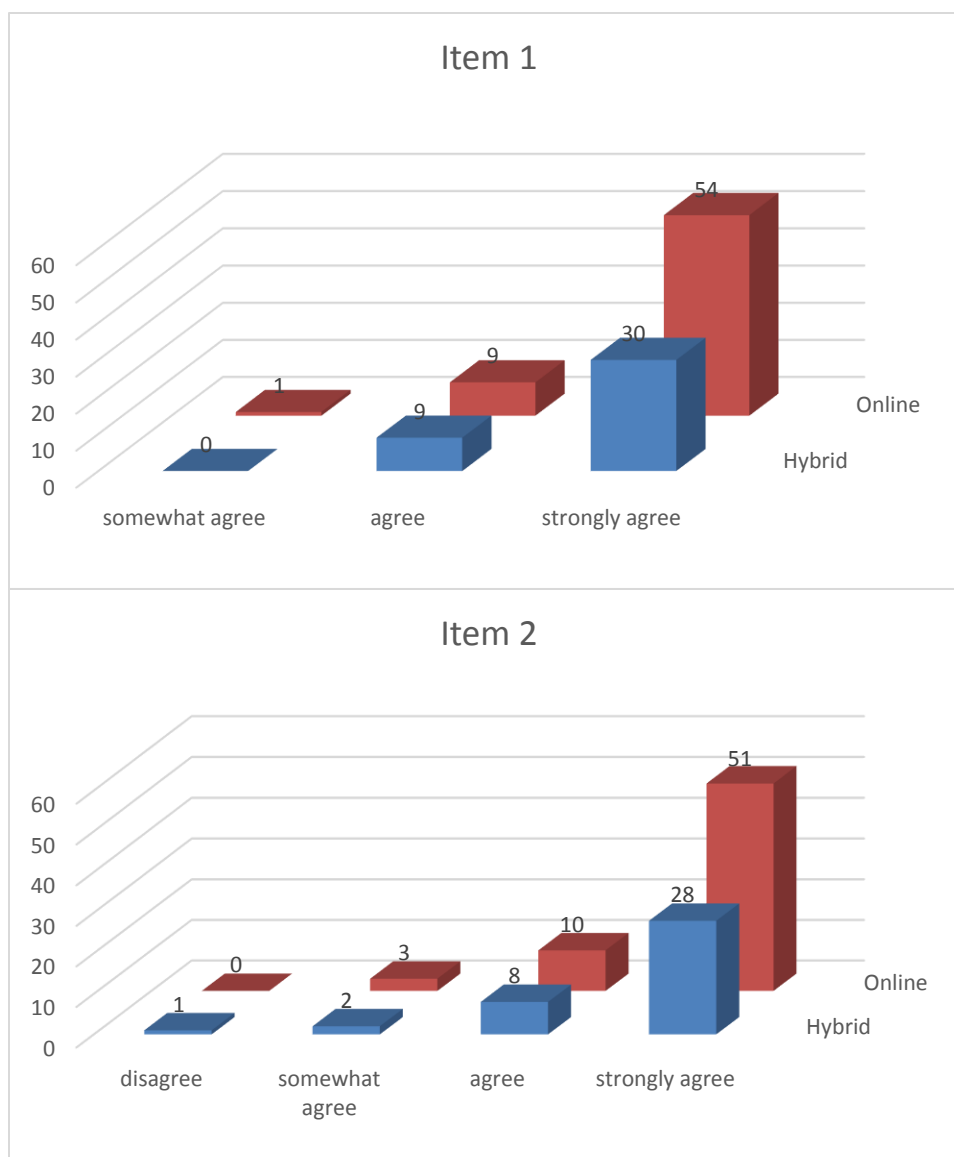
This report is developed as a deliverable from Dr. Wang's five-day work under Dr. Hu's professional guidance. While gaining extensive support from his colleagues of the local Faculty Teaching and Learning Center, the report author conducted data analyses and shall be fully responsible for any inaccuracies in this document.

Jianjun Wang 
Ph.D. & Professor

Part I: Quantitative Results from the TLC Survey Data Analyses

[Item 1]. The instructor provided clear and detailed instructions for how to begin accessing all course components, such as syllabus, course calendar, and assignments.

Nearly all the respondents “agreed” or “strongly agreed” to this statement. The results were consistent on both hybrid and online platforms:



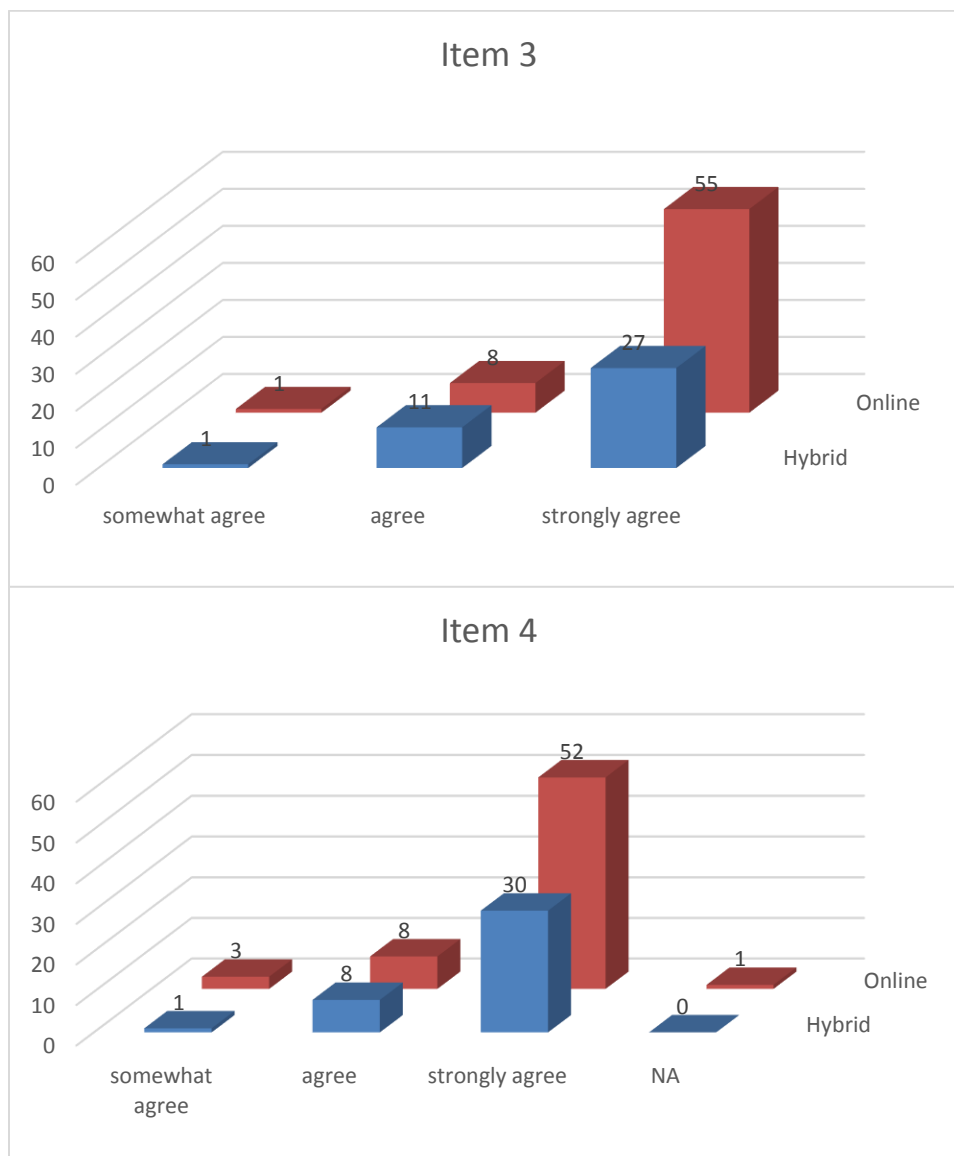
[Item 2]. Detailed information about the instructor was available and included multiple ways to contact him/her, times s/he was available, a brief biography, and a picture or welcome video.

Although the *neutral* and *negative* response counts added to 3 for both platforms, fewer respondents completed the survey from hybrid courses. Thus, the online results seemed

more positive on this item.

[Item 3]. The course description included the purpose and format (e.g. fully online, blended; schedule/calendar with specifies dates/times) of the course, as well as any applicable prerequisite knowledge (e.g., prerequisite course).

While no negative responses were generated from either platform, the online feedback was more skewed toward “Strongly Agree” options (see the Figure for Item 3).

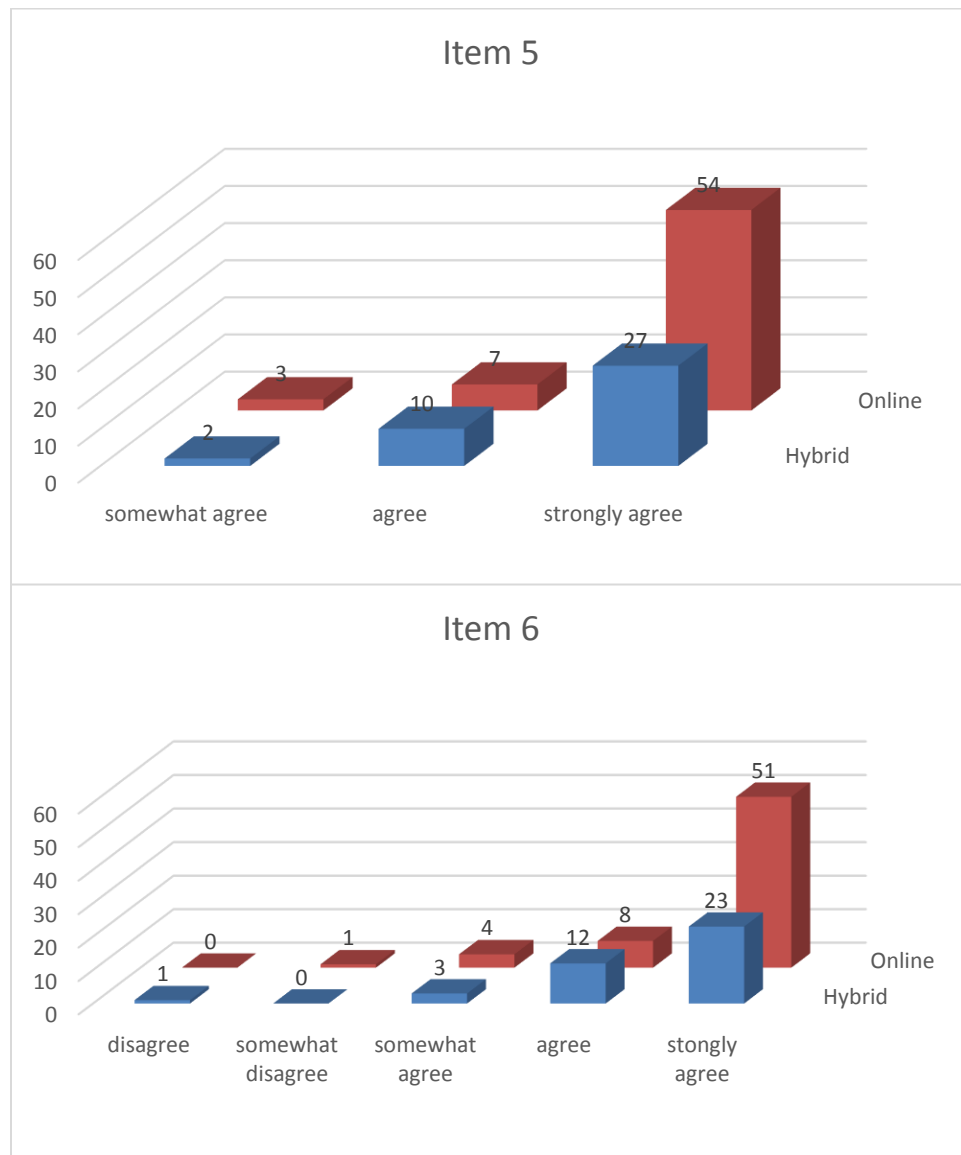


[Item 4]. The instructor clearly defined academic integrity and/or provided a code of ethics and provided institutional policies and/or links to those policies (e.g., academic dishonesty, cheating, and plagiarism).

The online platform had more respondents in *NA* or *neutral* categories, and thus, the data seemed to have demonstrated stronger support for hybrid courses.

[Item 5]. The instructor provided specific, well-defined, and measurable learning objectives. I understood what I was supposed to accomplish both weekly and by the end of the course. For example, each week there were specific learning goals and I knew exactly what I was supposed to learn/accomplish (e.g., there were bulleted lists of activities to complete each week).

In comparison to the hybrid result, the online feedback was more skewed toward “Strongly Agree” options (see the Figure for Item 5).



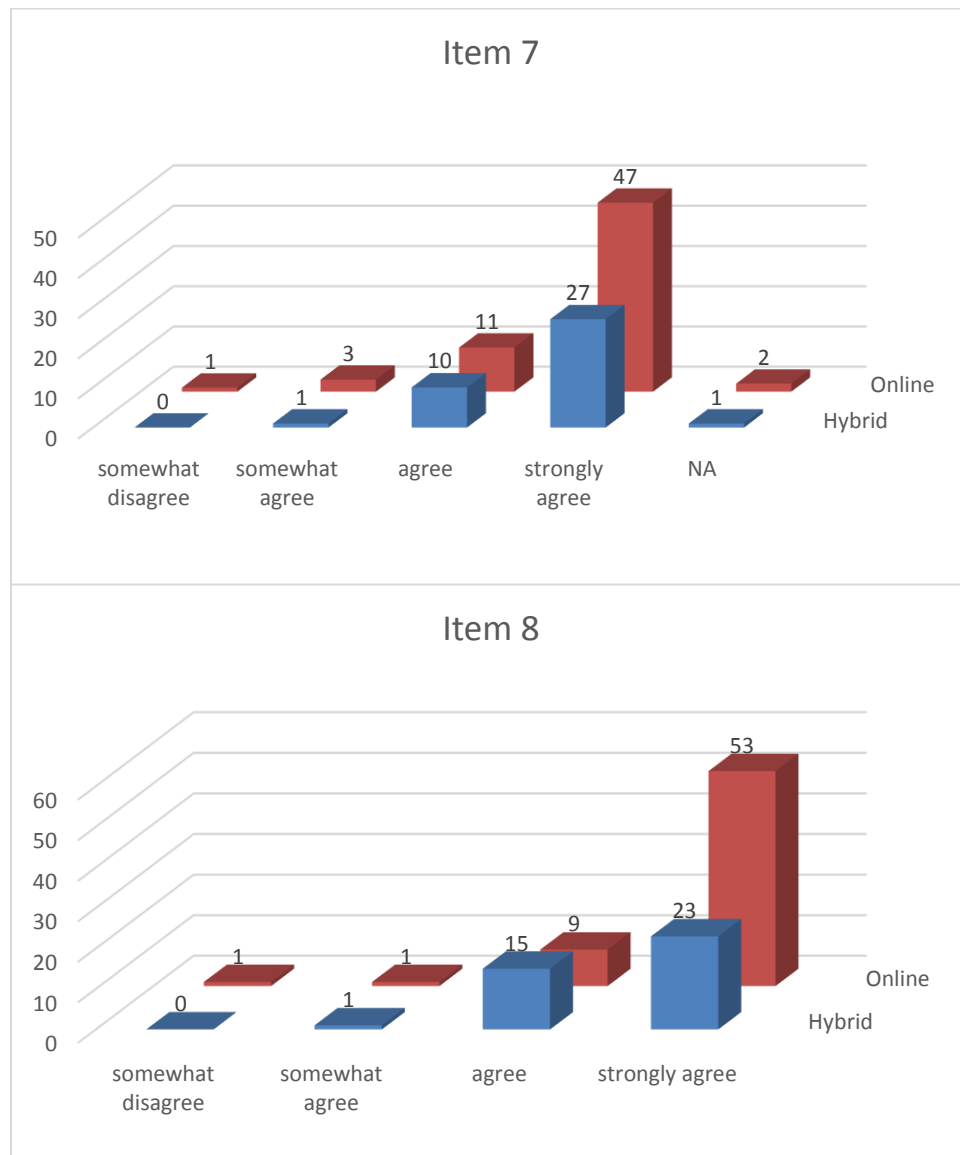
[Item 6]. I understood how the learning activities (including the assignments and ungraded activities) helped me achieve the learning objectives each week. For example, I

understood how a discussion forum could help me prepare to develop a reaction paper on a topic.

The figure below showed a higher proportion of respondents in the “strongly agree” category for the online group.

[Item 7]. The instructor made it clear how individual papers, exams, projects, and/or group contributions would be evaluated. For example, I was given grading sheets or detailed descriptions of how points were distributed for major assignments.

The online group had more respondents in categories of “disagree”, “neutral”, and “NA”. Hence, the hybrid group showed more positive results on this item.

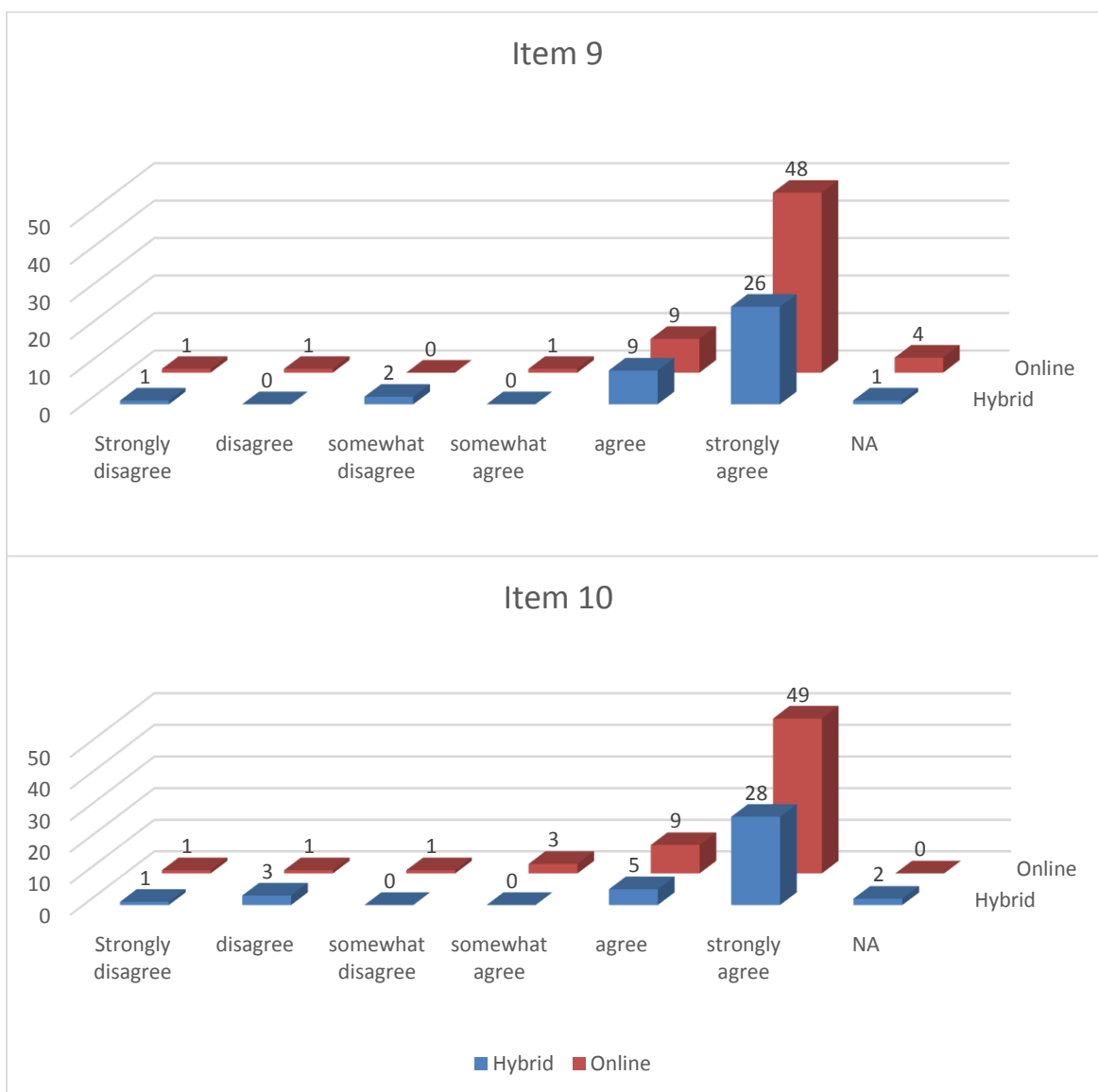


[Item 8]. The instructor provided a course grading policy that clearly defined how much each assignment or category of assignments contributed to my overall course grade.

The results from online students seemed more polarized than their peers from hybrid settings.

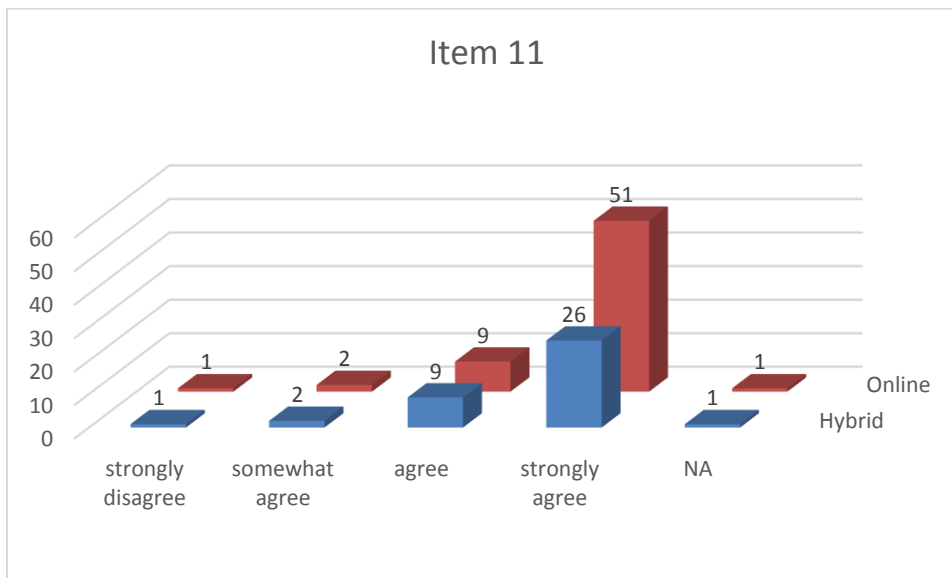
[Item 9]. The instructor gave me adequate notice and time to acquire course materials. For example, I received information on how to obtain the course textbook/materials prior to the start of the course via email, or the instructions for how to acquire the materials were in the syllabus.

This plot and the remaining plots below showed that hybrid and online courses were viewed equally positive on the corresponding survey items.

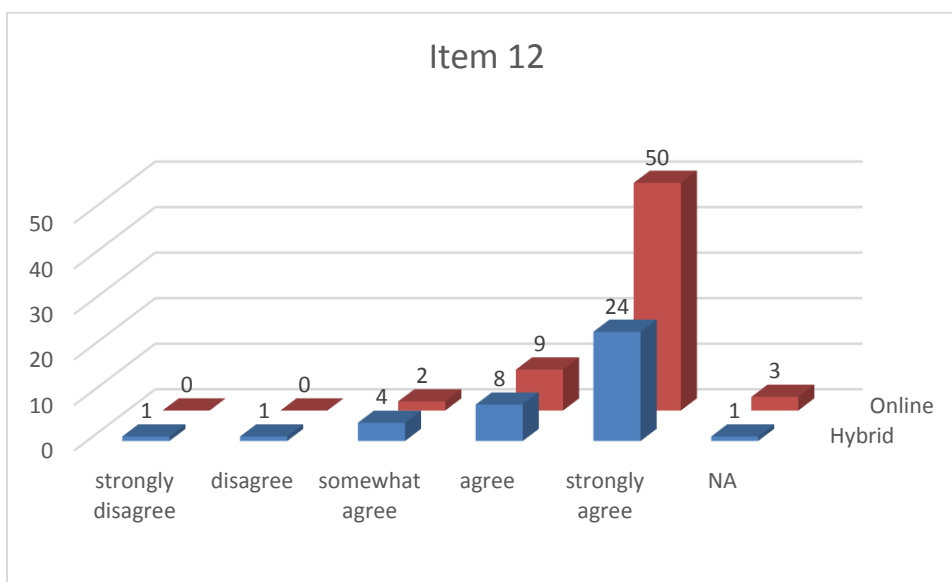


[Item 10]. The instructor offered a variety of course material types (such as audio recordings, videos, and articles) and perspectives. S/he did not over-rely on a single way to deliver content such as via text or on a single source/textbook or author.

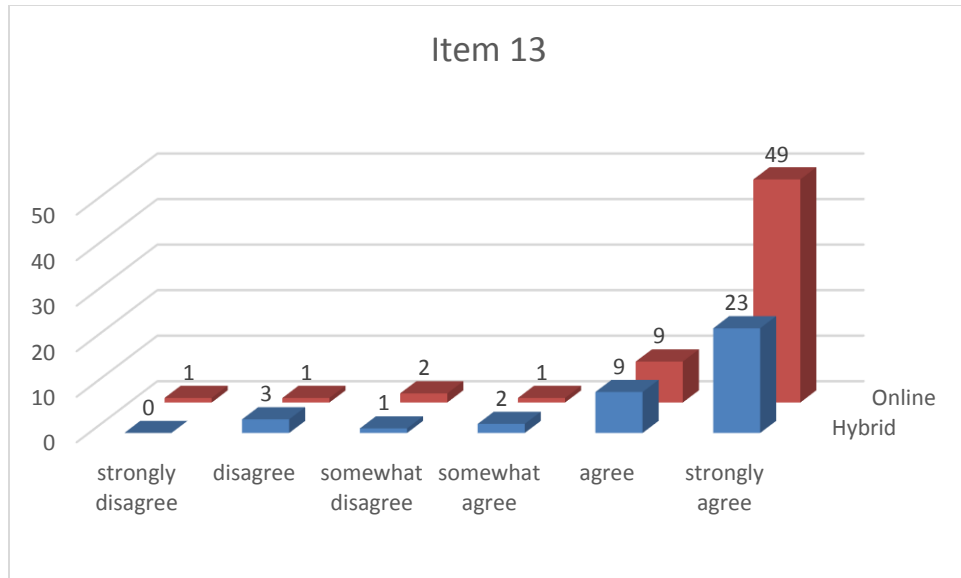
[Item 11]. The materials supported the content of what I was learning. For example, the textbook, articles, audio recordings, and videos were all tied to the course topics.



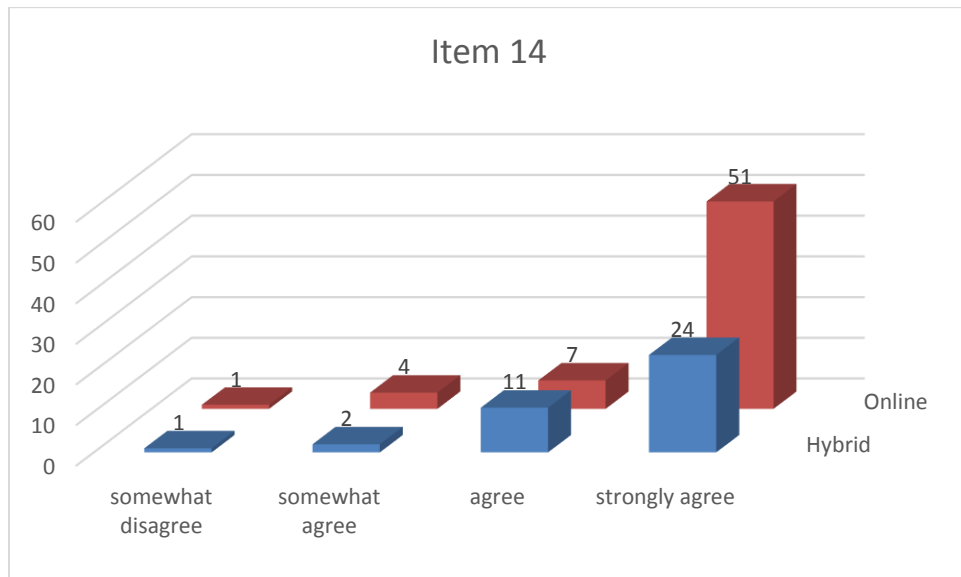
[Item 12]. The instructor provided an opportunity at the beginning of the course for students to introduce themselves. This created a sense of community among course participants.



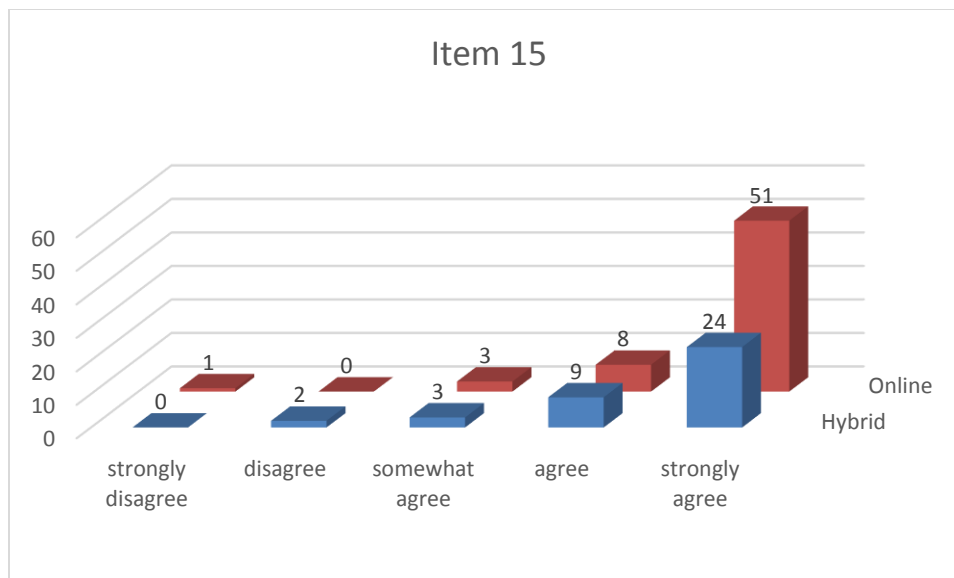
[Item 13]. The learning activities (e.g., discussions and projects) encouraged me to log on and interact with my fellow classmates often.



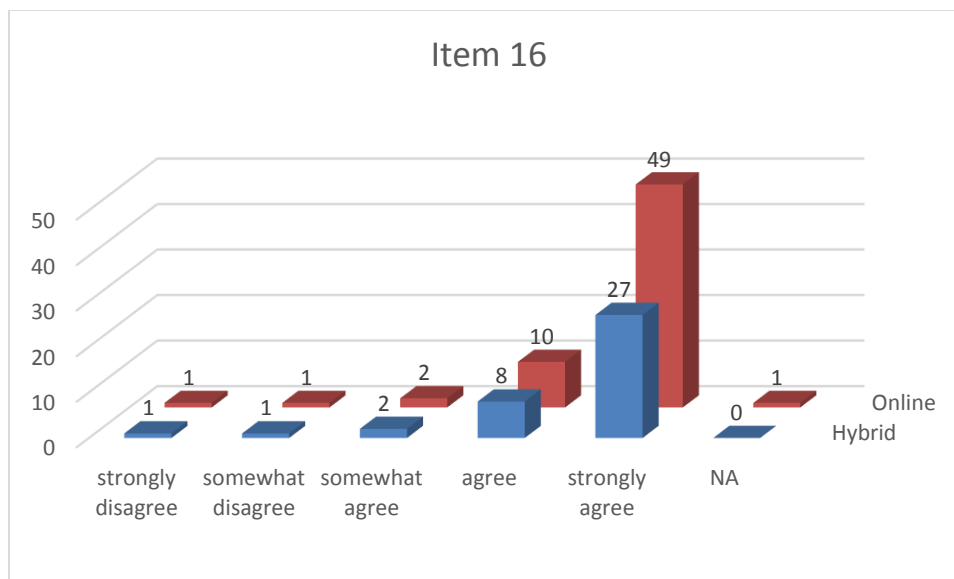
[Item 14]. The course learning activities helped me understand fundamental concepts and build skills that will be useful in the real world. For example, the activities made connections with real-world problem solving and involved real-world scenarios.



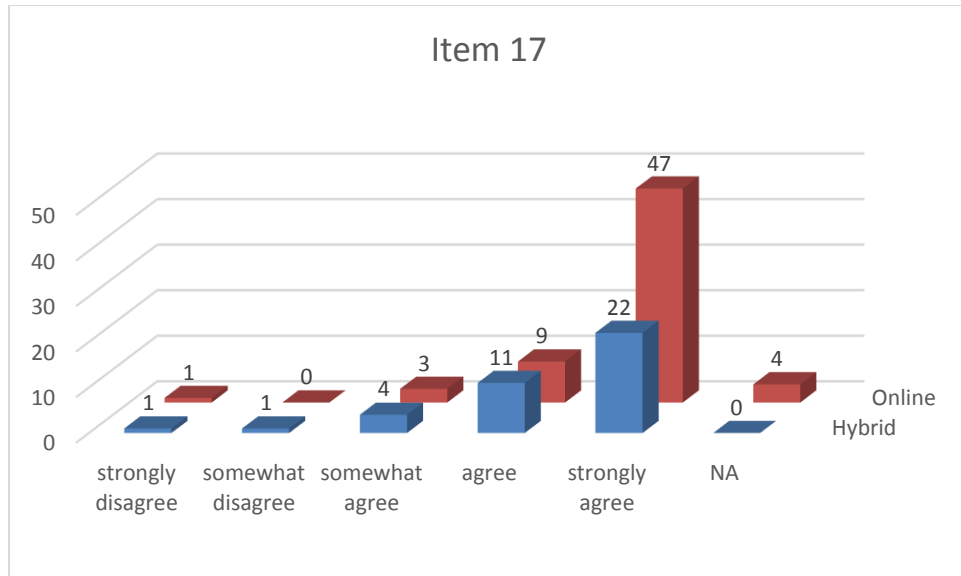
[Item 15]. The instructor sent reminders of due dates (e.g., weekly announcements via email) and other information or instructions to help keep me on task.



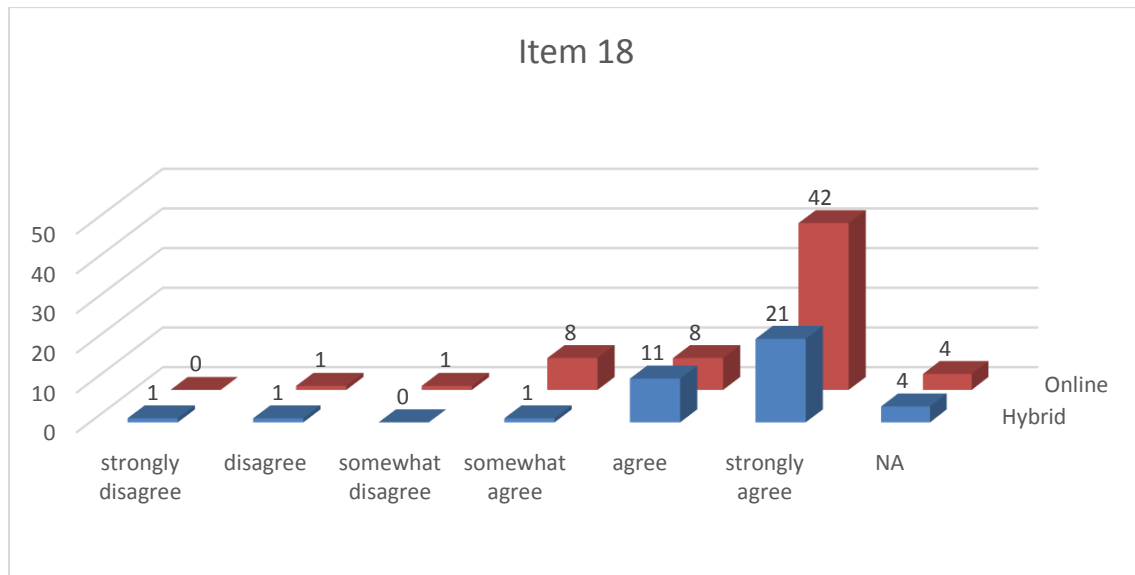
[Item 16]. I was given opportunities to receive feedback from my instructor and to self-check my progress in the course. For example, my instructor posted grades regularly, provided comments on my work, had us self-grade assignments, allowed us to submit drafts of projects for comments, and offered discussion forums for feedback and practice tests.



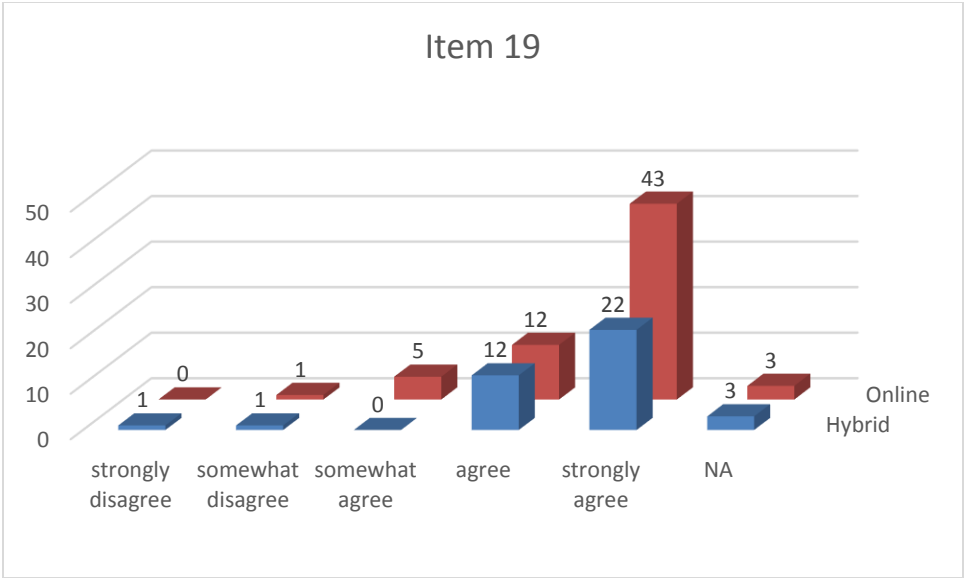
[Item 17]. The instructor provided feedback about my work and progress in a timely manner.



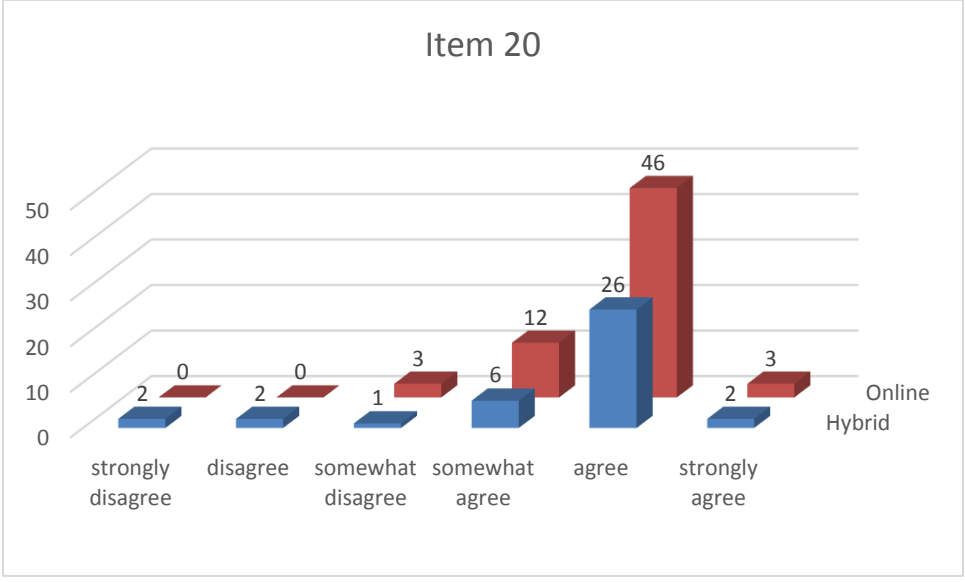
[Item 18]. The instructor used a variety of technology tools to engage me and encourage me to interact with others in the course. Examples include, but are not limited to, video conferencing, web meetings, online discussions (e.g., VoiceThread), online collaboration tools (e.g., Google Docs), social media tools (e.g., Twitter).



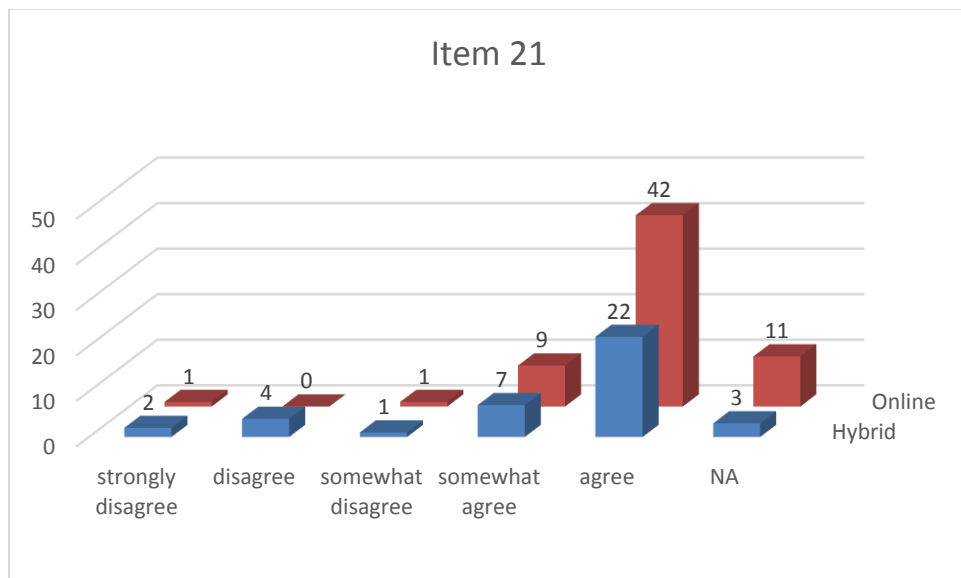
[Item 19]. The instructor provided clear information about how to access or acquire the technologies required to successfully complete the course. Examples include, but are not limited to, web authoring software (web pages, blogs, wikis), printers, scanners, browser plug-ins, or media players.



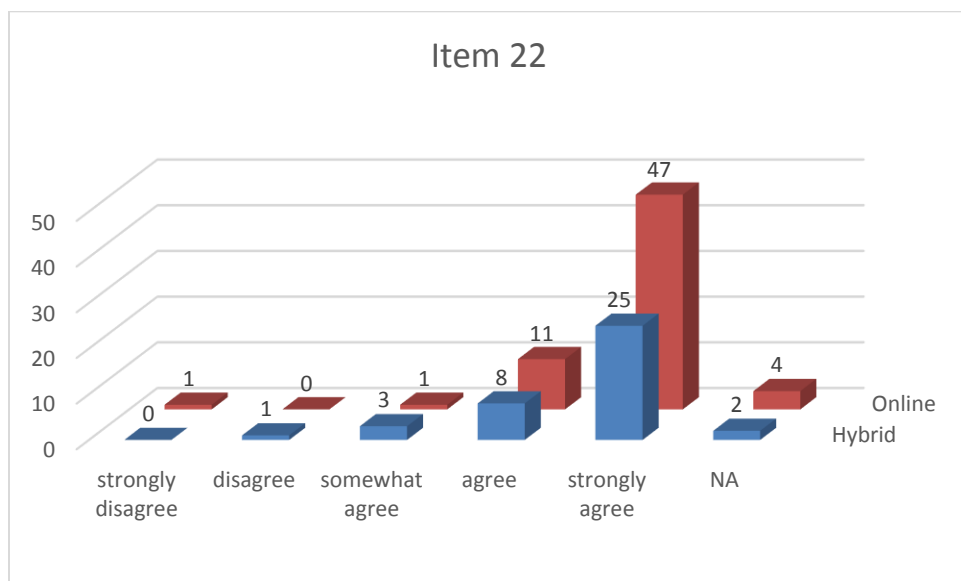
[Item 20]. The course syllabus listed and/or the course website linked to a clear explanation of the TECHNICAL support provided by my campus and provided information about when and how I could access it. For example, the syllabus had links to the technical support website, Help Desk email, and online tutorials and phone numbers for tech support and the Help Desk.



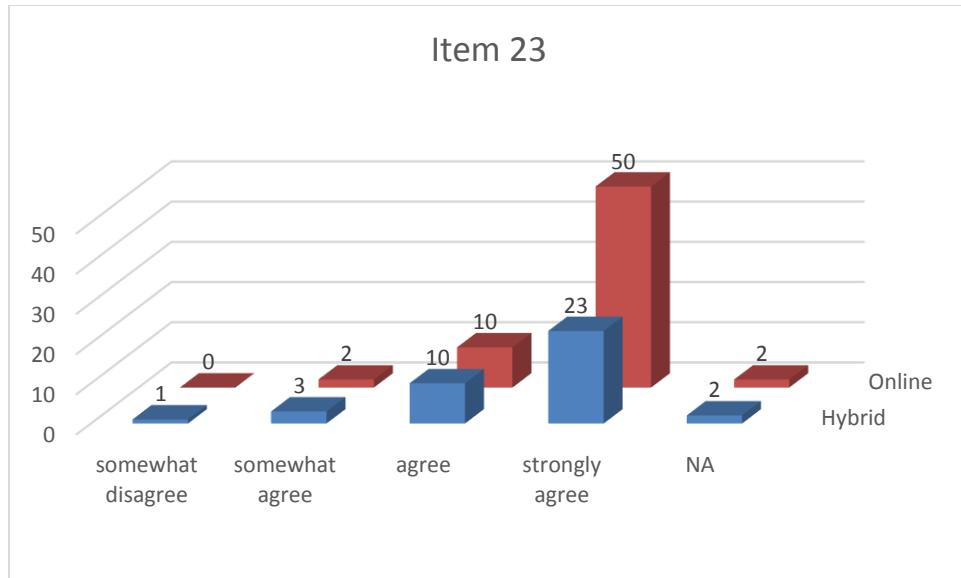
[Item 21]. The course syllabus listed and/or the course website linked to ACADEMIC support services and resources such as Supplemental Instruction, Writing Center, Math Center, Tutoring Center, testing services, and library resources).



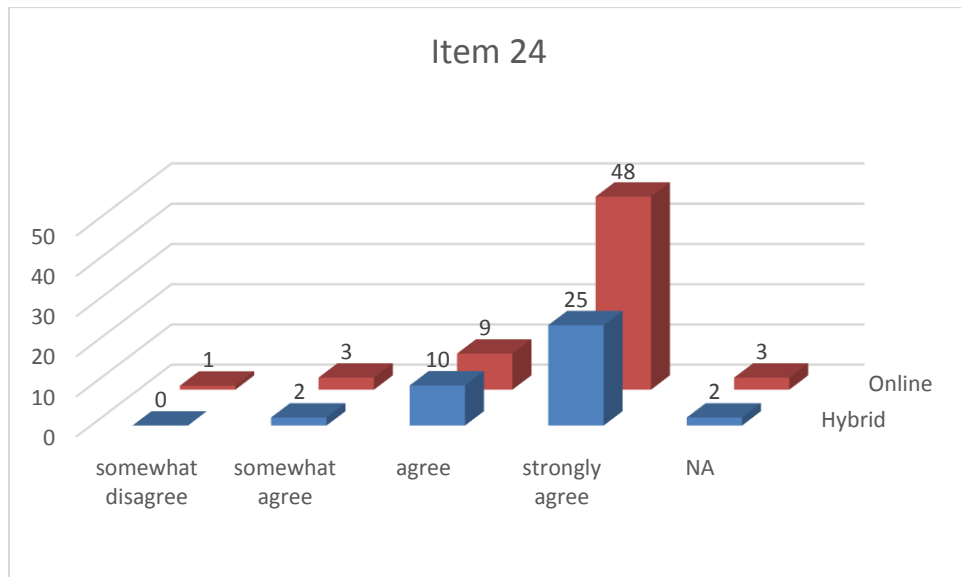
[Item 22]. The course syllabus or course website provided or linked to the campus policy on accommodating students with disabilities.



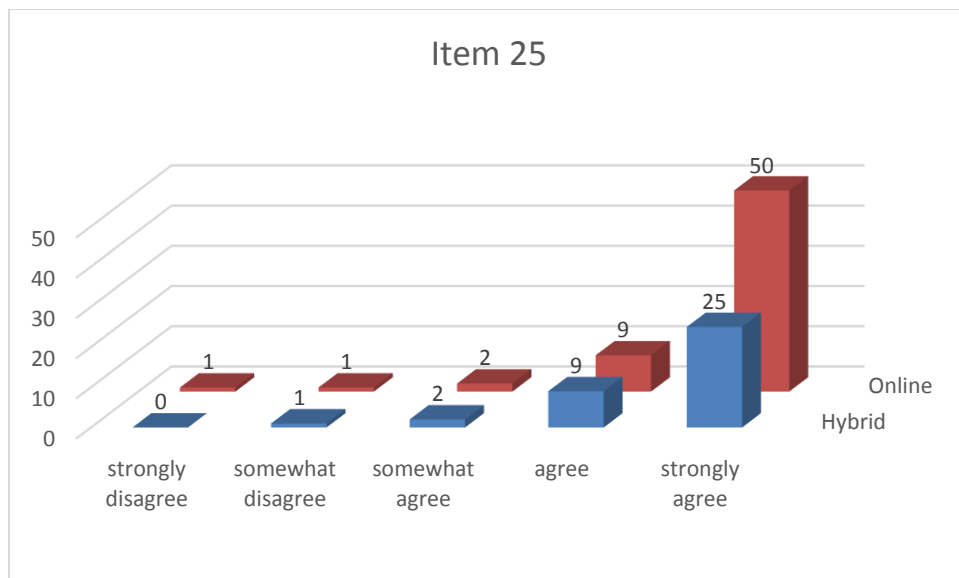
[Item 23]. I was given information and policies related to the accessibility of the online course environment (e.g., BlackBoard, Moodle, or Canvas).



[Item 24]. The course materials (whether created by the instructor or from external sources) were in accessible formats (e.g., videos were captioned and/or had text transcripts).



[Item 25]. It was easy to navigate the online components of the course. For example, the module or weekly organization was easy to follow and course headings and links were clear and easy to understand. It was easy for me to locate course resources/components.



Part II: Color Coding for Open-Ended Responses

Summary Notes

1. Nine instructors were claimed to be codable according to the survey codebook sheet.
2. Students took the three opportunities to provide open-ended comments for eight out of the nine instructors.
3. Three color-coding formats, *no color*, *green-highlight*, and *yellow-highlight*, were applied to differentiate the afore-mentioned three opportunities below:

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- (i) Any comments you would like to provide regarding items 1-8 above:
 - (ii) Any comments you would like to provide regarding items 9-17 above:
 - (iii) Final Comments
-

Sorted and Color-Coded Responses by the Codable Instructor Names

[1] Ada/KINE 1506 Online

Adam Pennell was a great and fair professor

thank you Mr. Pennell

some questions did not apply but still marked he was awesome

Ada/KINE 1506 Online

It was a great class

Ada/KINE 1506 Online

There were opportunities to interact with other students, but it's an online course and I don't care about other students so there's no need for community. I hate having to respond to other students.

Ada/KINE 1513 Online

My professor was so consistent. Best online class ever!

He was great, and syllabus was so organized.

Thanks Adam Pennell! You made the class enjoyable to learn about fitness.

[2] Andrew/Drawing Hybrid/Blended

This survey is too long

[3] Emily/Comm 3008 Online

I think Emily did a great job with this course. She was always there to help if needed. I liked how she posted videos talking about different assignments instead of just posting about them.

[4] Jennifer/Convergence media Hybrid/Blended

Great class!

Jennifer/Social Stratification Online

Dr. Armentor gave us very detailed assignments, but being online, it would have been nice to be able to send a draft to see if I was on the right track. I could have done this in person in a classroom. She was great though, just this little thing was a small problem to me.

Jennifer/Comm 3120Hybrid/Blended

She is an amazing journalism instructor. And she really digs deep with everyone's mind to make sure they are capable of learning how to write.

Progress showed to both of our efforts.

I would recommend this class to anyone pursuing journalism.

[5] Kathy/Exercise and Aging Hybrid/Blended

Instructor provided feedback in a timely manner that was most importantly useful and helped me improve my work.

[6] Miriam/Foundations of Chemistry Lab Hybrid/Blended

The technology used in this classroom was mainly a way to turn in assignments. Not a lot of learning was done online. As a lab, the main focus of the class was effectively sharing what

observations were made during class, and every online assignment either quizzed my understanding of the material before the lab, or was used as a way to turn in my work.

Blackboard for this class was incredibly organized and easy to navigate.

Miriam/Chem 1001 Hybrid/Blended

I believe all of the information was given to us clearly and solely depended on us to take advantage of it to help us with the course.

[7] Reem/Criminal Justice Online

Professor Reem is a teacher of excellence, she always made all her assignments clear and graded our papers very quickly.

The professor cared for the students and always kept a strong communication with us. For example, assignments, tests, projects.

My favorite CSUB teacher so far, she is always on top of her work.

[8] Teresa/Spanish 4908 Online

I really enjoyed taking an online class with this professor.