

OCS 2024-2025 CALL FOR PARTICIPATION AT-A-GLANCE

March 8, 2024

Program: CSU Online Course Services, 2024-2025

Purpose: Provide resources and support to CSU faculty and staff designing and assessing quality online and hybrid courses.

Audience: Directors of Academic Technology, Faculty Development Directors, Campus Online Course Services Coordinators

Funding: Up to \$15,000 per campus

CSU OCS Program Site: <https://ocs.calstate.edu/>

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Timeline:

DATES	TOPIC
March 8, 2024	Launch CFP for Online Course Services (OCS) Program
March 15, 2024	Q&A Informational Webinar @ 12:00 p.m.
April 12, 2024	Submit Proposal
May 17, 2024	Online Course Services Program Awards announced
June 30, 2024	20242-2025 ePortfolio Due
Fall, 2024	Awards Disseminated to Campus

Program to Support Academic Quality in Online and Hybrid Courses

The 2024 - 2025 systemwide CSU Online Course Services (OCS) Program is in its eleventh year of complementing campus efforts by providing resources and support to CSU faculty and staff designing and assessing quality online and hybrid courses. In a commitment to academic quality and integrity, as campuses offer more online and hybrid courses, CSU-OCS helps to 1) define quality online teaching and learning, 2) determine how to assess it, and 3) make desired improvements. CSU Online Course Services has adopted two rubrics to support campus efforts and faculty in developing online and hybrid courses: CSU Quality Learning & Teaching (QLT) and Quality Matters (QM). We provide training each term (fall, spring, and summer) for CSU faculty and staff using certified CSU QLT & QM facilitators. Additionally, the program conducts and manages formal course review certifications using a 3-team approach that analyzes courses from a student perspective and provides feedback for course improvement and certification. To date, over 10,000 CSU faculty and staff have completed a CSU Online Course Services training or campus training equivalent ([see completions by year and campus](#)), 250 CSU certified peer-reviewers of online courses, and over 350 fully online courses have been certified as meeting or exceeding formal QLT or QM quality design and delivery standards ([see certified courses by date and campus](#)).

Program Goals

To support and enhance the academic quality of online and hybrid courses and increase the readiness, scalability, and sustainability of courses, the program addresses nine major goals:

1. Provide online students with access to equal quality instruction as compared to traditional courses, improving student success and timely progress to graduation.
2. Promote effective pedagogical and technological solutions to increase student engagement and active learning in online and hybrid courses.
3. Determine the impact of professional development and course certification on teaching performance and student success in CSU online and hybrid courses.
4. Apply principles of Universal Design for Learning and accessibility to online and hybrid courses toward greater success of all students, including those with disabilities.
5. Use student achievement of learning outcomes as components of the metrics on quality online education.
6. Promote academic integrity of student performance to maintain rigor while minimizing cheating and plagiarism.
7. Provide campus support for faculty efforts to design and deliver quality online and hybrid courses through professional development and support services.
8. Widely disseminate techniques, experiences, and outcomes from the various campus projects across the CSU through effective communications.
9. Create a network of faculty, staff, and administrators informed of the various factors, tools, and resources that enable effective online teaching and learning.

CFP Proposal Template: Sections 1-3

Proposals will be submitted by the campus OCS Lead using the [online application form](#). Download this document and use it as a template to develop the proposal (Sections 1 & 2) and budget (Section 3). Next, receive approval from campus Provost to submit a proposal and budget, and lastly copy and paste the proposal and budget responses in the online application form. Please make sure to also attach a copy of your proposal and budget as a Word or google document in the form when submitting your application. If you have any questions about the online application form please contact Ashley Skylar, askylar@calstate.edu.

Section 1: Background

- A. Description of current campus policies and activities that support online education.
- B. Describe how activities and outcomes of your OCS project will support local Graduation Initiative efforts, as stated in your campus Student Success Plan.
- C. List 2023-2024 OCS proposal goals and summarize what you have accomplished during the academic year for each goal.

Section 2: Project Plan

- A. List each proposal goal followed by a description of the activities designed to achieve each proposal goal. E.g., Goal 1 is XXX. Goal 1 activities will include XXX. Goal 2 is XXX. Goal 2 activities will include XXX, etc.
- B. Brief description of your campus OCS Lead and campus team. There is a range of responsibilities and activities for successful programs to support online and hybrid training and these responsibilities should be shared, rather than placed only on the campus OCS Lead.
- C. Describe campus commitments to complement and sustain OCS funding and support for campus centers for faculty professional development (or similar) within which the campus OCS Lead will function.

Section 3: Funding Requests

Campuses can request funding up to \$15,000 depending on campus readiness, scope of the project, number of faculty/courses involved and campus contributions to the program. Funding may adjust based on previous year accomplishments. As part of the proposal CFP form, you will be providing budget requests for the seven sections below along with budget narratives to describe each section. Indicate "\$0" in the budget amount section and "none requested" in the budget narrative in the online form where no funding is requested.

- A. Campus OCS Lead Compensation:
 - a. Narrative Description: Provide a brief description of how this project is aligned with that individual's current expertise and responsibilities. Review the role of the campus OCS Lead. List the proposed "Lead" activities that align with the amount requested.
 - b. Amount Requested: Funds can cover assigned time or winter/summer workload and related activities across FY 2024-2025 up to \$3,000.

- B. Training and certifications to be completed by campus faculty/staff:
- a. Narrative Description: OCS training provided directly through the Chancellor's Office is available gratis for the next academic year. This section includes stipends for completion in campus delivered/coordinated training programs to prepare faculty in teaching online or hybrid instruction. Additional training taken directly through Quality Matters can be taken for varying costs.
 - b. Amount Requested.
- C. Formal review of fully online CSU courses:
- a. Narrative Description: You may request funding to have fully online courses reviewed by certified CSU peer-reviewers using the QLT or QM rubric. The cost for a course review includes: \$350 for the Team Chair, \$200 each for two additional reviewers with a total cost for formal reviews at \$750 per course. You may submit up to 5 courses through the formal course review process. Priority will be given toward course review applications that include courses that are lower division and have high rates of DFW. Stipends for reviewers will be processed via CPO to the reviewer's campus by the Chancellor's Office and the amount funded in this category will be taken off the top of the award amount sent in the fall. It is required that faculty will submit an exemplar to [QuARRy](#) prior to issuance of receiving formal QLT Course Certification.
 - b. Amount Requested: Up to \$3,750 (covers 5 course reviews).
- D. QLT/QM Informal Prep Review of fully online CSU Courses:
- a. Narrative Description: \$350 per review; up to \$1750 (covers 5 informal prep reviews)
- E. Student Quality Assurance Impact Research SQuAIR:
- a. Narrative Description: Campuses are required to focus on the impact of training/certification on student success. This helps campuses shift the focus from program activities and outputs to outcomes (e.g., impact on teaching performance, student success). It is expected that the SQuAIR faculty associate will participate in monthly SQuAIR professional learning community meetings beginning October 2024 - June 2025. SQuAIR associates will be expected to share a deliverable about their research to interested campus groups and SQuAIR colleagues (May & June 2024). It is important to recruit SQuAIR faculty associates in September 2024, so they are ready to begin attending meetings in October.
 - b. Amount Requested: Up to \$2,000.
- F. Attend a conference (subject to campus travel policies):
- a. Narrative Description: For example, Quality Matters, Online Learning Consortium, Regional, Local Conferences) up to \$1,000 for one conference. List conference and dates.
 - b. Amount Requested: Up to \$1,000.
- G. Quality Matters campus affiliate fee (\$1,155/year).

ePortfolio Reporting of Activities and Outcomes Due June 30, 2025

Campuses participating in the Online Course Services program will create an ePortfolio that allows sharing of the resources and outcomes resulting from training and course enhancement efforts. The 2024-2025 ePortfolio will be separate from previous years, but will demonstrate the progression of support and outcomes that have resulted from your participation in the program. Campuses must have completed their 2023-2024 ePortfolio by June 30, 2024, to receive funding for 2024-2025. With this requirement met, approved funding will be distributed to campuses by Fall 2024. Campus ePortfolios are posted on the OCS [Quality Assurance Showcase](#) site.

Stakeholder Responsibilities

OCS Program Team

1. Design, manage, and assess components of the Online Course Services (OCS) Program.
2. Facilitate and advise campus personnel on their design, implementation, and assessment of the campus components of their program.
3. Consult and collaborate with Directors of Academic Technology, campus OCS Leads/Coordinators, campus instructional designers, and CSU Faculty Development Directors to continuously improve the design, implementation and outcomes for the OCS program.
4. Facilitate monthly [OCS Professional Learning Community](#).
5. Facilitate monthly [Student Quality Assurance Impact Research \(SQuAIR\)](#) Professional Learning Community to determine the impact of professional development and course certification on student success (e.g., GPA, course completion rates, closing equity gaps).
6. Offer [OCS professional development training](#) across the fall, spring, and summer. Additionally, working with campuses to offer and manage campus QLT & QM training.
7. Maintain and grow the [Quality Assurance Resource Repository \(QuARRy\)](#) which is a collection of online teaching-learning exemplars collected from CSU OCS participants.
8. Manage [QLT and QM course review certifications](#) through the 3-stage process including maintaining a site that lists courses that have met [CSU-QLT and QM course certification](#), maintaining lists of [CSU certified peer reviewers](#), and providing recognition for instructors.
9. Publish submitted [campus OCS program ePortfolios](#) demonstrating process and outcomes to the larger CSU community.
10. Administer “25-item Student Feedback” (aligned to the QLT/QM objectives) survey at the end of the fall and spring term. Analyze, compile and [share student survey results](#) on the OCS Program website and also disseminate results to individual faculty/instructors, and compiled results to campus OCS Leads, and SQuAIR Faculty Associates.
11. Attend and participate in the annual OCS conference late spring.

Campus OCS Lead

The role of “campus OCS Lead” can be critical in supporting peer-to-peer professional development and successful adoption for a growing number of online and hybrid courses. The role

of the campus OCS Lead can be performed by existing faculty or staff or can be a new assignment on campus. The campus OCS Lead mentors' campus colleagues in supporting quality online and hybrid education. The training and certification opportunities listed below can enable the OCS Lead to successfully fulfill their responsibilities.

1. Complete training in the use and support of the QLT course rubric: "Reviewing Courses Using the QLT Instrument" OR become a certified Quality Matters™ peer reviewer by completing: the "Applying the Quality Matters Rubric" and the "QM Peer Reviewer" certification course.
2. Coordinate and serve as an important connection between campus participation in the systemwide CSU OCS program, participation in QLT and/or QM training and course certifications for fully online courses.
3. Provide local program management to effectively communicate the progress and outcomes of the campus projects.
4. Participate in monthly [OCS Professional Learning Community](#) meetings. The sessions involve opportunities for dialog and updates from the CSU OCS Team, as well as campus-to-campus sharing of quality assurance efforts.
5. With the campus team, strategically identify instructors who provide online course offerings to participate in QLT/QM training opportunities, participate in QLT/QM course certifications (informal and formal), and encourage instructors to submit exemplars to the online [CSU Quality Assurance Resource Repository](#).

Rubrics, Training, and Course Certifications

Rubrics

- **CSU Quality Learning & Teaching (QLT) Rubric**

The [QLT](#) rubric has been designed and implemented extensively by faculty and staff of the CSU. The QLT rubric integrates several existing evaluation rubrics to advise, inform, and recognize quality online and hybrid course development and delivery. The QLT rubric was developed in 2011, with over half of the CSU campuses using it to evaluate and recognize online and hybrid courses. The QLT Rubric 3rd Edition (2022) comprises 9 sections and 52 objectives. The rubric provides faculty the tools and training to assess the quality of their fully online courses. The QLT rubric can be used three ways: by the instructor in a self-review, by an invited colleague as peer reviewer, and by the instructor's students for anonymous feedback. Each level of review provides an opportunity for the instructor to gain valuable insights about his/her online course design and delivery. In addition, QLT has a formal course review and certification program where courses are reviewed by certified CSU QLT peer reviewers. The QLT Rubric and resources are free of charge via CC licensing.

- **Quality Matters™ (QM™) Rubric**

The QM rubric is a nationally recognized program which provides training for faculty to develop quality online and hybrid courses, become certified peer reviewers, and provides

certification of courses which meet QM™ standards. The CSU-QM systemwide contract began in 2013, providing a 67% discount on campus membership and 25-33% discount on enrollment in QM courses and workshops. Currently, eleven CSU campuses are QM™ institution members.

Training

All CSU QLT and CSU QM facilitated courses are 3-weeks in length, online, asynchronous, require 15-20 hours of coursework, with a structured course schedule and due dates that must be followed. Peer-to-peer collaboration is an integral component of all courses. See below a description of the workshops offered.

Descriptions of CSU Quality Assurance Trainings Offered

- **Introduction to Teaching Online Using QLT:** Introduction to teaching online with the CSU QLT rubric representing the 9 sections of QLT. Content covered includes orienting students to the online course, setting up the structure and navigation of a course, designing online modules for content delivery and engagement, developing methods for facilitating discussions, developing assessment tools, using technology tools and experiencing an online course from a student perspective.
- **Advanced QLT Course in Teaching Online:** Advanced QLT course in creating a course and module structure that is in alignment with course objectives, incorporates social presence, equity-minded strategies, engagement strategies in synchronous and asynchronous activities, active learning with video, and alternative assessments. Participants will complete a QLT Core 24 self-review on their own course for reflection to guide them as they progress through the course in identifying areas to improve on. The final project will include creating a video tour to highlight three course changes made in the course while completing the training. *Note: having a partially or fully developed online/hybrid course is required prior to registration.*
- **Reviewing Courses Using the QLT Rubric:** Provides an in-depth experience with the CSU QLT rubric and ways to use objective-based examples to support reviewing and informing online and hybrid courses. Participants will engage in hands-on experiences using the QLT objectives to rate elements of a sample course, learn how to write helpful recommendations, and discuss examples for setting up a peer review process on their campus. This session is for those looking to use the rubric to complete a QLT self-review and/or serve as a peer reviewer on campus and systemwide QLT course certifications.
- **Applying the QM Rubric:** Provides an overview of Quality Matters (QM) organization, the QM rubric and annotations, the research underlying the QM rubric, and the peer-review process for evaluating the quality of the design of an online course. Participants will engage in hands-on experiences applying the QM standards to a sample course, writing helpful recommendations, and ensuring alignment between course level objectives, module level objectives, assessments, materials, activities, and tools. This course is intended for faculty wanting to complete the QM peer reviewer certification.
- **Design Your Online Course:** Explores the QM Rubric and provides a framework to design

an online course. Participants explore the QM Rubric Essential standards, focusing on learning objectives and overall course alignment. Participants will create a plan for organizing and developing their course and align one module for development. *Note: having a partially online/hybrid course ready to be developed is required prior to registration.*

- **Improving Your Online Course:** Explores the QM Rubric and provides a framework to improve the quality of online and hybrid courses. Participants complete a QM self-review (QM Essential 23 standards) and develop a course improvement plan. The modules include activities with participants sharing how they are meeting the 23 QM essential standards. Participants come away with a plan for course improvement, so a predeveloped online or hybrid course is required for enrolling in this workshop. *Note: having a partially or fully developed online/hybrid course is required prior to registration.*

DATES OFFERED	COURSE NAME AND DESCRIPTION
5/27-6/16 6/24-7/28 7/29-8/18	QLT Introduction to Teaching Online Using QLT: The content covered in this course includes orienting students to the online course, organizing a module framework, discussing Equity-Minded strategies, UDL principles, and accessibility, developing a community of learners, reflection on assessment strategies, and creating media.
5/27-6/16 6/24-7/28 7/29-8/18	QLT Advanced QLT Course in Teaching Online: This course will focus on how to create a course and module structure to align with objectives, promote social presence, use equity minded and engagement strategies, employ active learning with video, and utilize alternative assessments. Participants will complete a QLT Core-24 self review on their own course.
7/29-8/18	QLT Reviewing Courses Using the QLT Instrument: This course offers an in-depth experience with the CSU QLT rubric for reviewing online/hybrid courses. Participants will use objective-based examples to rate elements of a sample course, learn to write recommendations, and discuss the peer-review process.
5/27-6/16 6/24-7/28 7/29-8/18	AI Tools for Teaching & Learning: Learn basic AI terminology, engage in hands-on exploration of AI Tools, learn strategies for detecting AI-generated content, and techniques to address potential misuse of AI tools by students. Participants will develop AI use policy for their course, and find resources to maintain currency in this dynamic field.
5/27-6/16 6/24-7/28	QM Improving Your Online Course: Explores the QM Rubric and participants complete a QM self-review (QM Essential Standards) and develop a course improvement plan. <i>Note: Partially or fully developed is required prior to registration.</i>
7/29-8/18	QM Applying the QM Rubric: Provides an overview of Quality Matters (QM) organization, the QM rubric and annotations, the research underlying the QM rubric, and the peer-review process for evaluating the quality of the design of an online course. This course is required for faculty wanting to complete the QM peer reviewer certification.

Course Certifications

The CSU Chancellor's Office, Online Course Services has established a "Formal Online Course Review" four-stage process for reviewing online courses across the 23-campus system. Utilizing a team approach, three certified CSU reviewers analyze each course from the student perspective and apply the QLT or QM rubric to the course, providing affirmation of quality components, as well as feedback for areas of improvement. The goal is to have each reviewed course obtain at least 85% of the points possible while meeting all QLT CORE objectives or QM Essential standards in the rubric being applied. Once the course meets these criteria, the instructor receives a certification letter and is given a unique certification mark they place inside the course (e.g, LMS header of the course). Courses meeting this level of certification are also recognized on campus and systemwide websites.