Texas A&M University Central Texas Case Report: QM Implementation & Research

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Faculty and Online Coordinators

March 10, 2014
AGENDA

1. TAMUCT Background

2. TAMUCT Online & QM Implementation

3. Research: Faculty Motivations for Peer Review

4. Student Satisfaction Data

5. Planned Future QM Activities & Research
TAMUCT Background

- Founded as independent campus Fall 2009
  - Formerly a satellite of another TAMU system school
- Received independent SACSCOC accreditation June 2013
- Includes Colleges of Education, Arts & Sciences and Business Administration
- Provides only upper division and graduate courses
- Teaches 2,477 students (47% military-affiliated)
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Online and Quality Matters Implementation

- **Fall 2009**
  - Taught first online courses

- **Fall 2010**
  - Hired first Director of Distance Learning
  - Hired first Online Coordinator (unique faculty hybrid role in each College)
  - Became a Quality Matters subscriber institution
  - Adopted Institutional Plan for Distance Education, including 17 online degrees rolled out over 3 years (has been rolled back to 12)
Online and Quality Matters Implementation

- **Spring 2011**
  - Trained first group of faculty on QM

- **Summer 2011**
  - Began “Course Development Academy” with QM integration

- **Fall 2011**
  - Introduced standard LMS and syllabus templates integrating QM components

- **Spring 2012**
  - Approved online policies for internal peer review and mandatory faculty training, including QM
Online and Quality Matters Implementation

- **Summer 2012**
  - Received QM Research Grant to examine participation in peer review process
  - Conducted first round of internal peer reviews
- **Fall 2012**
  - Implemented mandatory training to teach online
- **Fall 2012 – Summer 2013**
  - Conducted peer reviews and research
- **Fall 2013 - Spring 2014**
  - Closed peer review, examining data, revising policy
Online and Quality Matters Implementation

- Quality Matters Growth
  - Current faculty trained on QM: **56**
  - Current courses completing peer review: **34**

- Online Course Growth

<table>
<thead>
<tr>
<th>Fall of</th>
<th>Online SCH</th>
<th>% of Total SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1617</td>
<td>11.68%</td>
</tr>
<tr>
<td>2010</td>
<td>3889</td>
<td>28.56%</td>
</tr>
<tr>
<td>2011</td>
<td>4080</td>
<td>28.68%</td>
</tr>
<tr>
<td>2012</td>
<td>5121</td>
<td>32.64%</td>
</tr>
<tr>
<td>2013</td>
<td>6655</td>
<td>38.46%</td>
</tr>
</tbody>
</table>

- Indicates over 400% growth
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POLL: Are you conducting peer reviews of online courses at your institution?

1. Yes, we are using a mandatory external QM peer review process.
2. Yes, we are using a voluntary external QM peer review process.
3. Yes, we are using a mandatory internal peer review process based on QM.
4. Yes, we are using a voluntary internal peer review process based on QM.
5. We are using a peer review process that is not based on QM.
6. We are not using a peer review process for online courses.
POLL: For those using a peer review process (either internal or external QM) to review online courses, what were faculty members' reactions to it at your institution when it was implemented?

1. Our faculty reactions were very positive.
2. Our faculty reactions were somewhat positive.
3. Our faculty reactions were somewhat negative.
4. Our faculty reactions were very negative.
TAMUCT Research: Faculty Motivations

- QM peer review is critical component of quality assurance/continuous improvement
  - Goal is increased faculty participation
- Early proposals for peer review greeted with faculty resistance
  - Equated to administrative evaluation
  - Claims of academic freedom infringement
- Peer review implementation provided context to examine attitudes, norms, perceptions of control related to participation
Research: Faculty Motivations

- Existing theoretical basis for research is Theory of Planned Behavior (TPB; Ajzen, 2013)
  - Attitudes
  - Subjective Norm
  - Perceived Behavioral Control
  - Intention
  - Behavior
- We examined faculty motivations to participate in peer review (IRB approved)
Research: Faculty Motivations

- **Pilot Study**
  - Recorded faculty reactions
  - Compiled reactions into a TPB survey

- **Main Study**
  - Delivered survey online at peer review onset
    - Peer review participation was incentivized
    - Research participation was not
  - Collected data over 4 semesters
    - Facilitated all peer reviews
    - Remained blind to research participation status
  - Offered participation to faculty opting out of peer review
Research: Faculty Motivations

- 60 Faculty Eligible for Peer Review
  - 19 volunteered for peer review
    - 8 volunteered for research
  - 41 opted out of peer review
    - 6 volunteered for research

- Results
  - Small sample size so planned inferential statistics could not be performed
  - Qualitative interpretation of M and SD data
Research: Faculty Motivations

- All participants held positive attitudes toward peer review
  - Regarding academic freedom, participants believed that infringement would be bad but did not think it was likely during peer review
- All participants perceived norms supportive of peer review though they did not believe that most faculty would complete it
- Participants who did not complete peer review reported more control over (not) completing the process than participants
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## TAMUCT Campus Student Life Survey
### Data – Online Learning

<table>
<thead>
<tr>
<th>Survey questions</th>
<th>2013*</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>My instructors incorporate new uses of technology in my online courses.</td>
<td>86.6%</td>
<td>67.5%</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>I receive adequate support and academic advising while taking TAMUCT online courses.</td>
<td>76.9%</td>
<td>59.7%</td>
<td>57%</td>
<td>46%</td>
</tr>
<tr>
<td>I am satisfied with the quality of education in my online courses at TAMUCT.</td>
<td>75.6%</td>
<td>62.7%</td>
<td>61%</td>
<td>46%</td>
</tr>
<tr>
<td>I am satisfied with the level of my interaction with the classmates and instructor in the online course at TAMUCT.</td>
<td>78.4%</td>
<td>61.1%</td>
<td>59%</td>
<td>49%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>428</td>
<td>704</td>
<td>722</td>
<td>429</td>
</tr>
</tbody>
</table>

*2013 Numbers may be inflated due to reduction of neutral category*
TAMUCT Campus Student Life Survey Data – Online Learning

- Positive improvement trends in 4 year implementation:
  - 32% Improvement - Incorporation of new Technologies
  - 65% Support and advising
  - 63% Quality of education in OL courses
  - 59% Satisfaction with level of interaction
- Still, plenty of room for improvement!!
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Planned Future QM Activities & Research

- **Peer Review**
  - Incentives and external review policies being reviewed

- **Expansion of current study**
  - Include additional institutions with comparable internal review experience to increase sample size to test full TPB model

- **Examination of peer review comments obtained during internal peer review**
  - Determine extent comments complied with training
TAMUCT Case Conclusion

- Overall, QM training and initial peer reviews has helped guide online growth
- For further in-depth on Faculty Motivations study see:
  - Schwegler, A. F., Altman, B. W., & Bunkowski, L. M. (in press). Beliefs regarding faculty participation in peer reviews of online courses. *Internet Learning.*
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