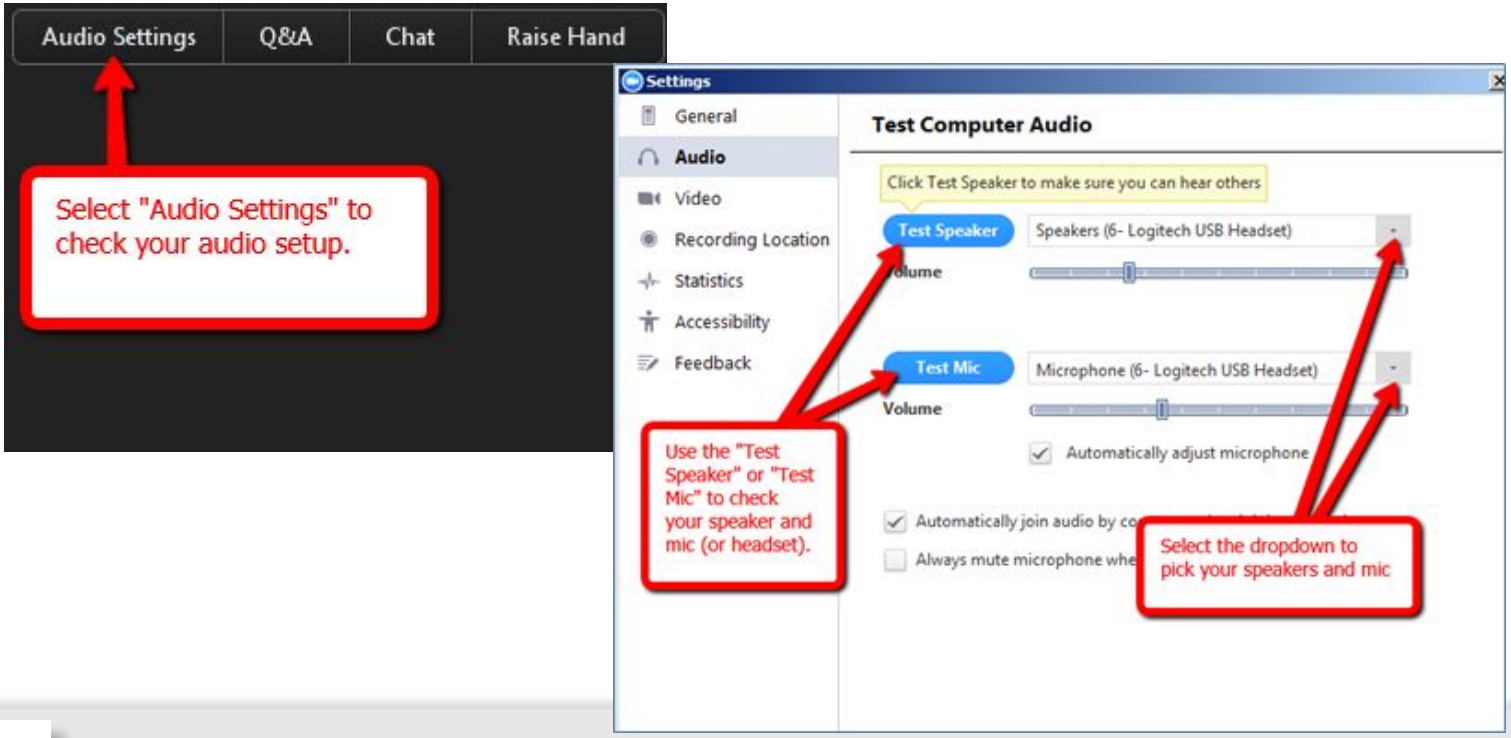
Please Check Your Audio Setup



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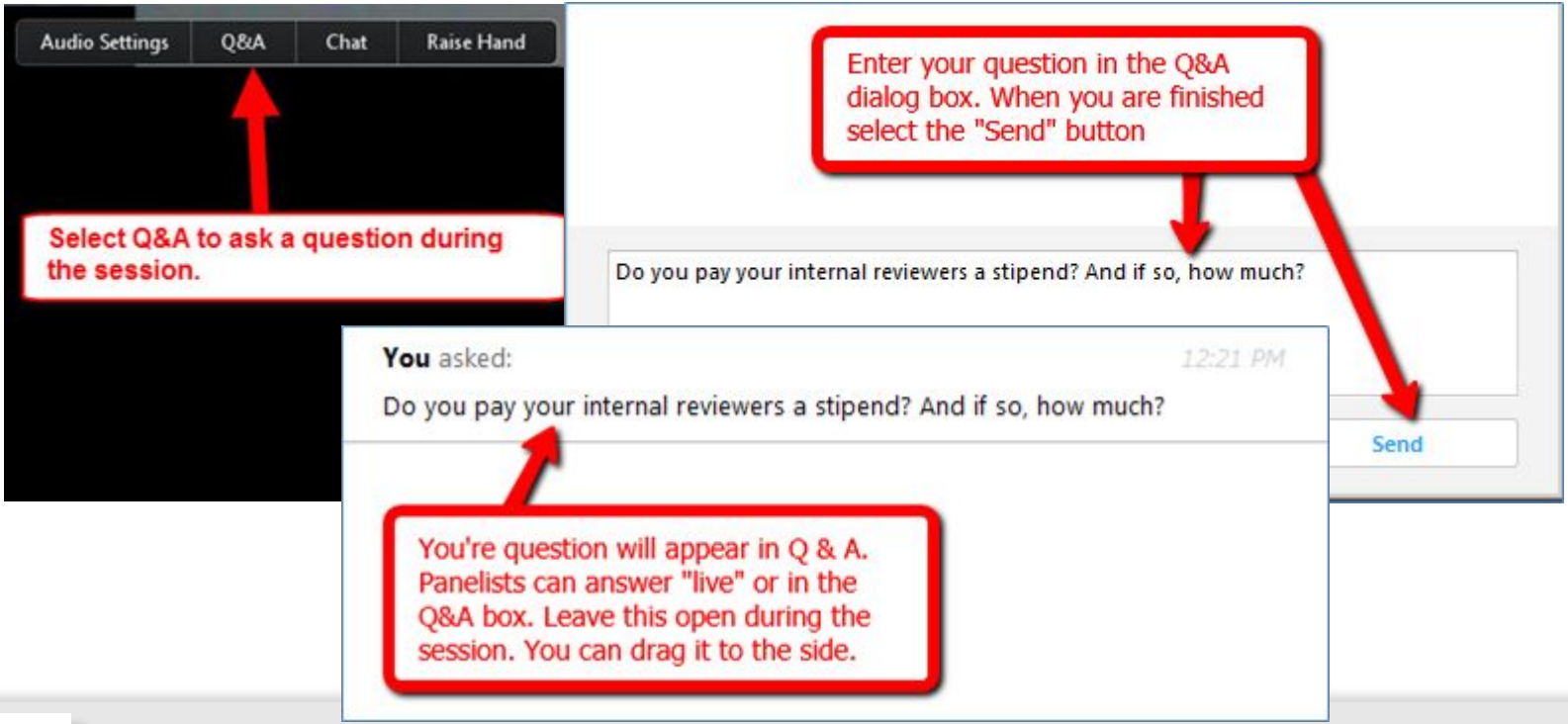
Research & the QM Rubric

Asking Questions in the Webinar



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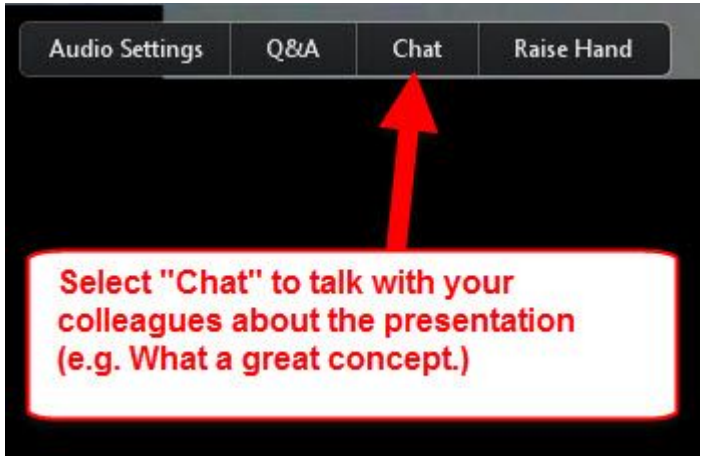
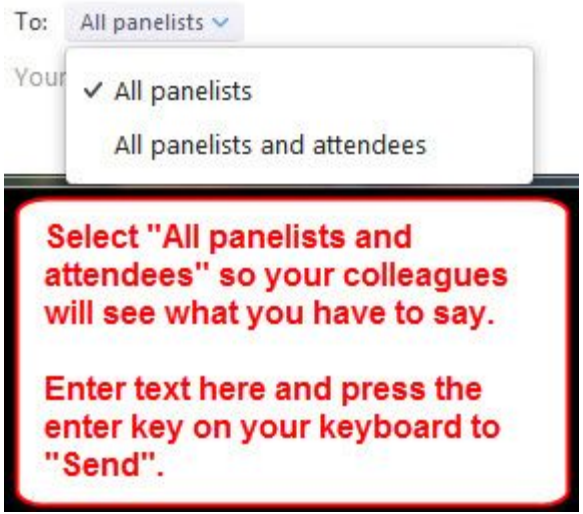
Let’s Chat . . .





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Speakers for Today's Webinar

- Brenda Boyd, Senior Academic Director: Program Services, QM
- Barbra Burch, Manager of R&D, QM
- Wade Lee, Electronic Information Service Librarian, University of Toledo
- Kay Shattuck, D.Ed., Director of Research, QM
- Bethany Simunich, Ph.D., Director of Online Pedagogy and Research, Kent State University
- Whitney Zimmerman, Ph.D., Assistant Teaching Professor of Statistics, Pennsylvania State University

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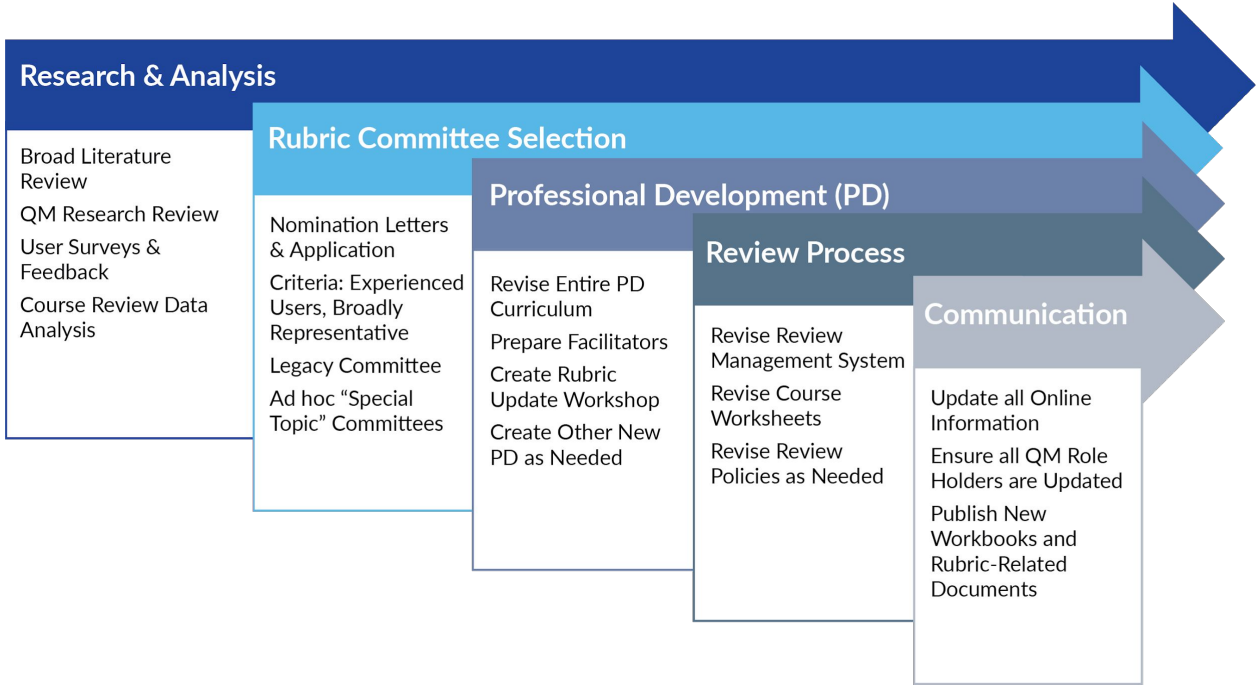
Rubric Update Timeline



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Rubric Update Process

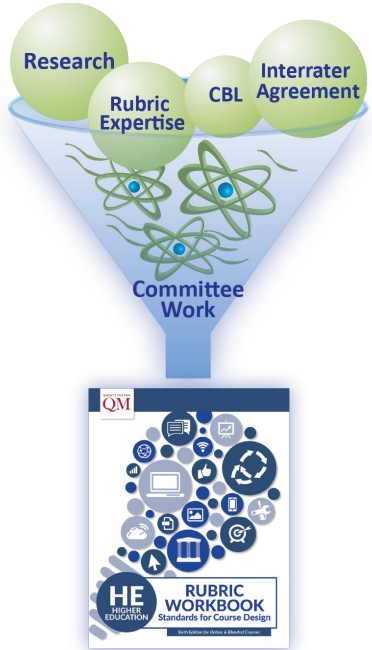
Research Completed

Committee Selections/
Subcommittees Assigned

Kick-off

Subcommittee Meetings

Behind the Scenes



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Rubric Committee Experience

17 Master Reviewers

12 QM Facilitators

464 QM-Certified Course Reviews

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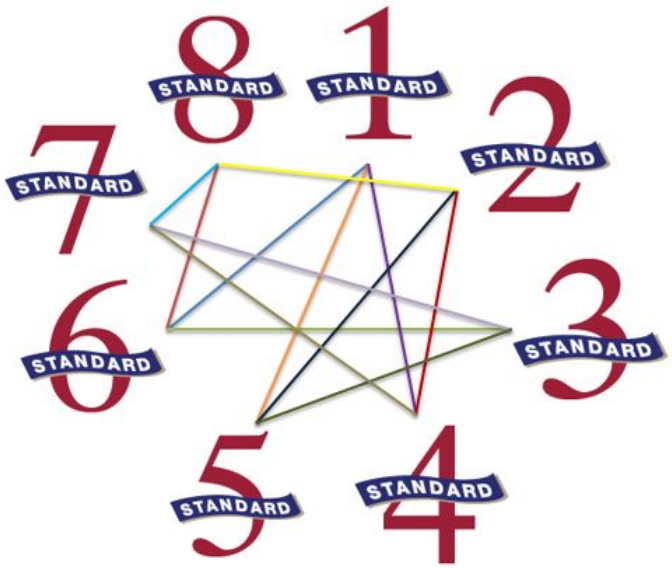
Subcommittees

Legacy Committee

Rubric Committee

General Standards



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Meetings...

Subcommittees by GS

Present Recommendations

Comment Period by full RC/LC

“Finalized” SRS + Annotations

Delphi Process

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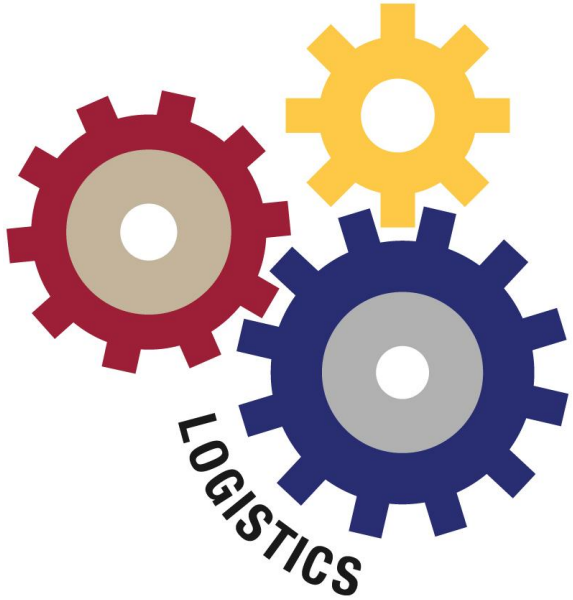
Behind the Scenes

- Editing
- Professional Development Updates
- CRMS
- QM Rubric Workbook
- Website



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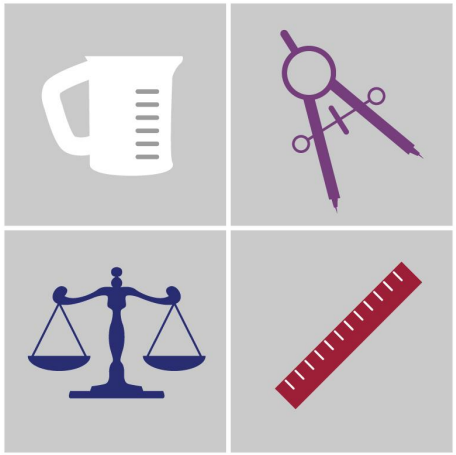
Research & Analyses:

Year-long process

- Review of the literature
- Input from community
- Course review analyses
- Review & validation of Standards



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Review of Literature

Conducted at University of Toledo

https://www.screencast.com/t/2GsuRia1ar

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References by the Numbers

All Citations Identified (n=1232 items)	After Title/Abstract Screening (n=590 items)	After Final Screening (n=163 items)
Journal Article (752) Thesis/Dissertation (469) Report (5) Book Section (3) Conference Paper (3)	Journal Article (340) Thesis/Dissertation (243) Book Section (3) Conference Paper (3) Report (1)	Journal Article (98) Thesis/Dissertation (65)

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Literature Analyzed & Summarized for Committee

- Maturing methods
- Constructivism dominant theoretical theme
- Accessibility and inclusivity themes increasing
- Open and professional media sources

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Statistical Analyses of QM Rubric, Fifth Edition

Data from 2,091 Quality Matters and Subscriber-Managed Course Reviews

2014-2016

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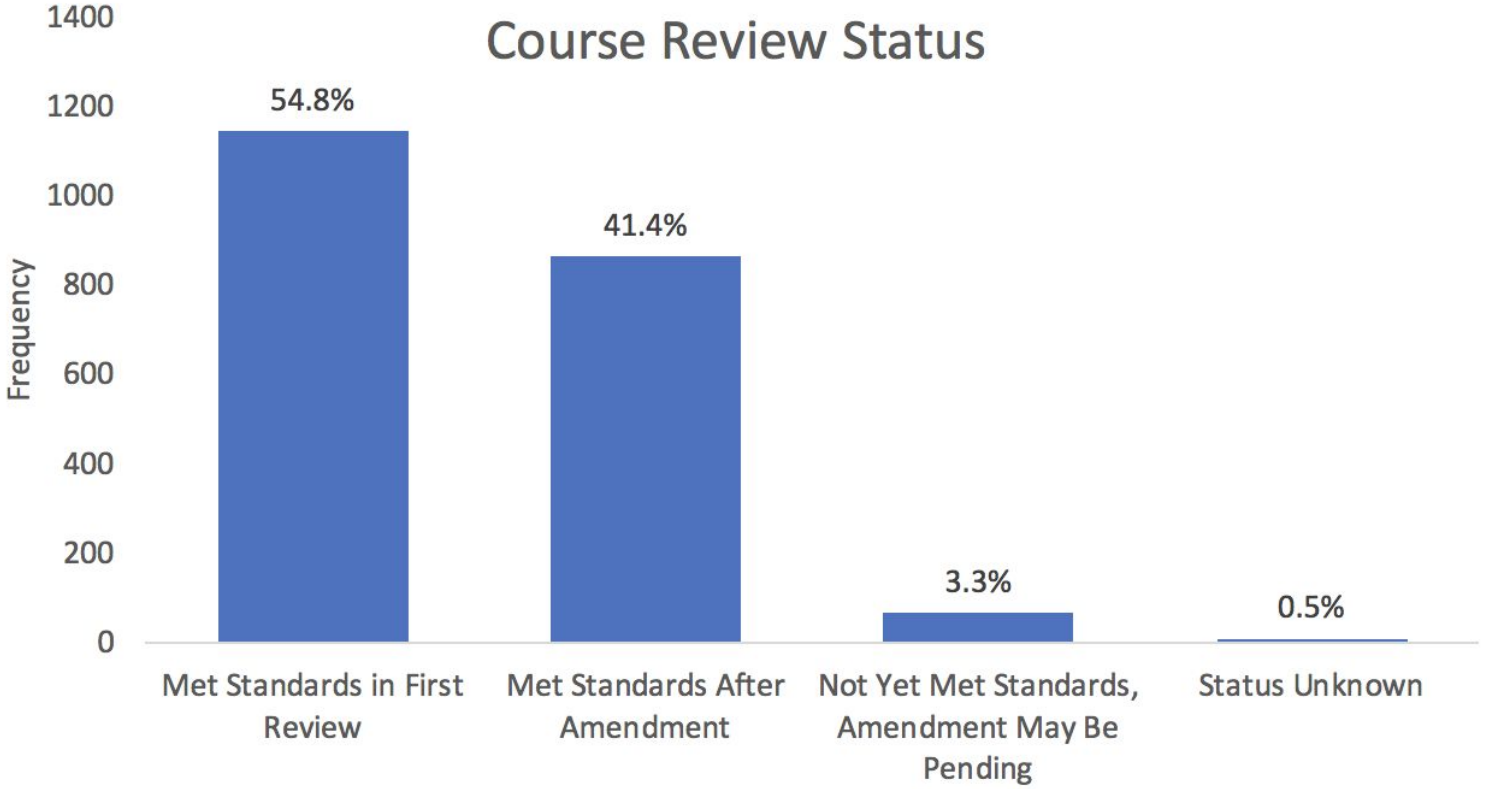

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Proportion of Courses Meeting Specific Standards

Specific Standard	Proportion of Course Reviews	
	Not Met	Met
1.1	.045	.955
1.2	.021	.979
1.3	.082	.918
1.4	.031	.969
1.5	.136	.864
1.6	.108	.892
1.7	.196	.804
1.8	.107	.893
1.9	.100	.900
2.1	.031	.969
2.2	.089	.911
2.3	.038	.963
2.4	.213	.787
2.5	.028	.972
3.1	.129	.871
3.2	.085	.915
3.3	.167	.833
3.4	.058	.942
3.5	.129	.871
4.1	.029	.971
4.2	.109	.891
4.3	.248	.752
4.4	.026	.974
4.5	.060	.940
4.6	.183	.817
5.1	.081	.919
5.2	.054	.946
5.3	.141	.859
5.4	.085	.915
6.1	.024	.976
6.2	.048	.952
6.3	.030	.970
6.4	.030	.970
6.5	.317	.683
7.1	.041	.959
7.2	.024	.976
7.3	.070	.930
7.4	.132	.868
8.1	.055	.945
8.2	.215	.785
8.3	.374	.626
8.4	.045	.955
8.5	.021	.979

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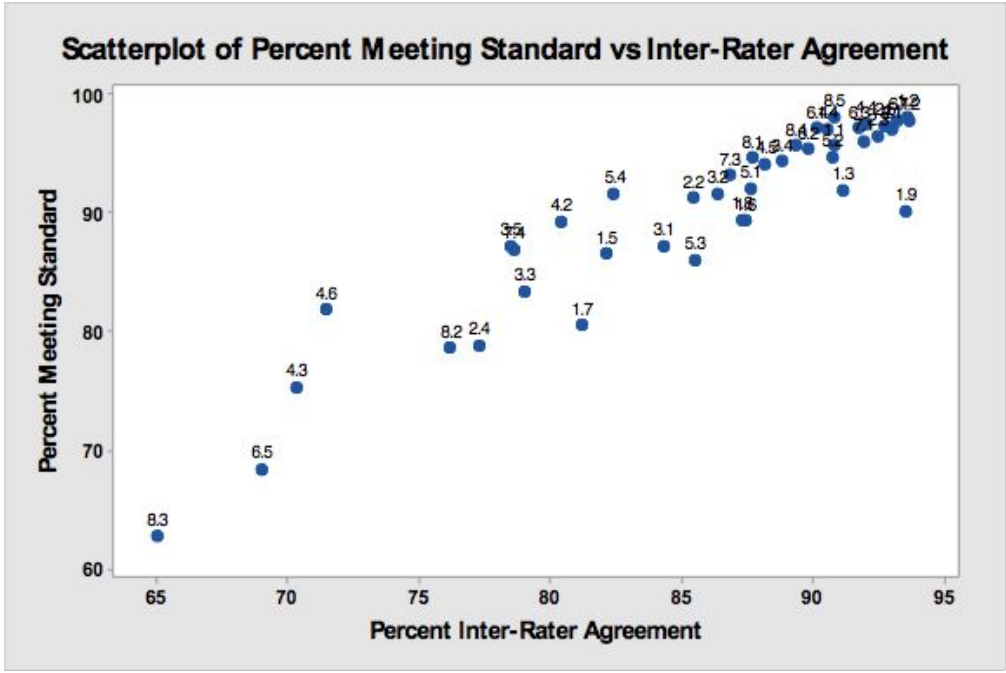
Inter-Rater Agreement

Specific Standard	Proportion of Reviews with Full Rater Agreement
1.1	.909
1.2	.937
1.3	.912
1.4	.906
1.5	.822
1.6	.875
1.7	.813
1.8	.873
1.9	.936
2.1	.931
2.2	.855
2.3	.925
2.4	.774
2.5	.928
3.1	.844
3.2	.864
3.3	.791
3.4	.889
3.5	.785
4.1	.931
4.2	.805
4.3	.704
4.4	.920
4.5	.883
4.6	.715
5.1	.877
5.2	.908
5.3	.855
5.4	.825
6.1	.933
6.2	.899
6.3	.918
6.4	.902
6.5	.691
7.1	.920
7.2	.937
7.3	.869
7.4	.787
8.1	.878
8.2	.762
8.3	.651
8.4	.894
8.5	.909



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Other Analyses

- Courses designed to meet QM
  - 70% more likely to meet Standards in first review
- Internally pre-reviewed courses
  - 42% more likely to meet Standards in the first review
- Course review scores higher when Course Developers had QM professional development

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We Hear You: Data from the QM Community

QM Community Survey on the Fifth Edition

- 80% said the Rubric works well

- Written feedback emphasized strengthening and prioritizing GS 8 – Accessibility and Usability

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Determination of SRS Point Values

- Delphi survey - using RC & LC expertise and familiarity with the new Rubric
- 3 Rounds:
    1. Initial point value assignment
    2. Point value assignment w/rationales
    3. Point value assignment w/ rationales

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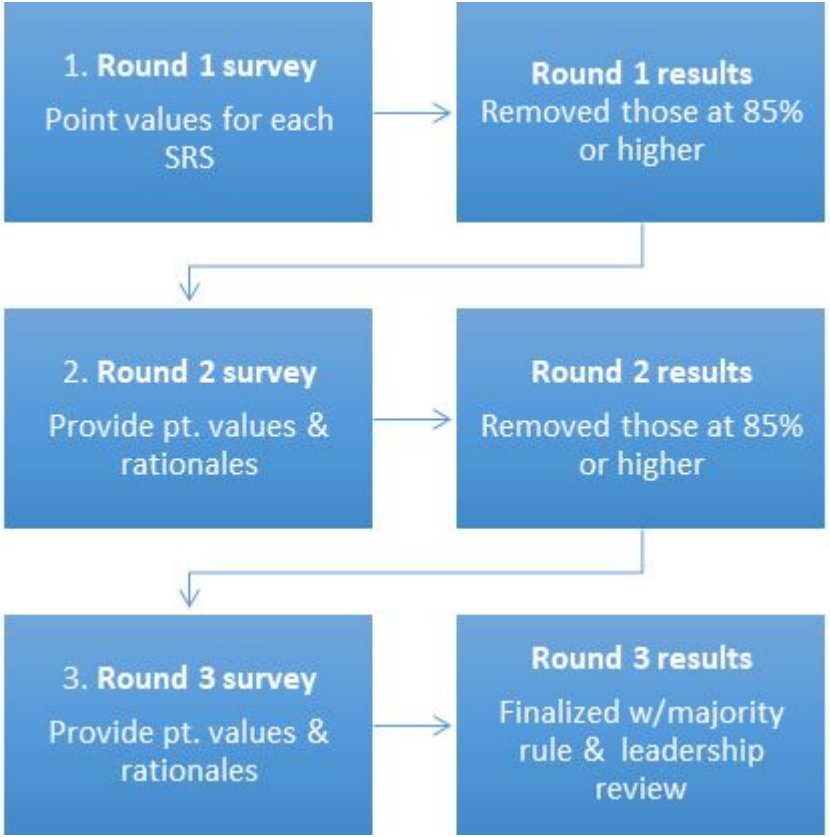

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The QM Rubric *IS* Research

- Theory-driven with empirical research
- Evidence-based data from applications
- Triangulating evidence during validation processes

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Historical Framework

Initially setting & validating quality standards

- MOL Consortium FIPSE Grant (2003 - 2006)

Establishing & maintaining an official review process, yet encouraging adaptation (with credit) to meet local needs

- https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/internal-reviews

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Continuous Data Collection & Analysis

Systematically collecting & analyzing data on:

- Review applications
- Standards met/not met during Reviews
- Post-review feedback

...for continuous improvement & effectiveness

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Recapping: Research and the Rubric

Data generated & organized

- Analyse & evaluation of scholarly lit (QM Library)
- Statistically recognized patterns from Rubric application data
- Compilation of fit-for-purpose feedback from QM Community

Expert members of the Rubric Committees then

- Integrated these diverse data when evaluating each Standard & Annotation in the Fifth Edition
- Reorganized, & when necessary, reworked new Standards & Annotation into the Sixth Edition

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QM Rubric (Standards & Annotations) is the *outcome of* Research

QM Rubric is then a *validated research tool* to assure quality course design of an online or blended course

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Q&A

At this time, the presenters will answer questions that have been typed into the Q&A. Please type in any additional questions you have.

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Email Addresses of Today's Presenters

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- Wade Lee - Wade.Lee@utoledo.edu
- Kay Shattuck - shattuck@qualitymatters.org
- Bethany Simunich - bsimunic@kent.edu
- Whitney Zimmerman - waz107@psu.edu

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Upcoming QM Research Events

- Visit us at the Research Table at QM Connect - 10/31 - 11/2
- Research Webinar: CHLOE 3 Report Highlights: Third QM - Eduventures Changing Landscape of Online Education Survey Results - Week of November 26th
- The ABCs of QM-Focused Research Workshop - Starts November 14 (online)

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Quality Matters (QM) is an international non-profit organization that provides tools and professional development for quality assurance in online and blended learning. When you see the QM Certification Mark, it means that courses have successfully met QM Rubric Standards for Course Design in an official course review.

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