

QUALITY MATTERS

QM



Quality Matters™ Overview



Introduction

QM Basics

- QM Higher Education Rubric, Fifth Edition, 2014
- Course Reviews and Course Certification
- Professional Development and QM Certification

What's In It for Faculty

What's In It for Institutions

The QM Organization



Quality Matters

Quality Assurance through Faculty
Development and Course Design



Academic & Non-Profit

- Not-for-profit subscription service
- Initiated in 2003 by MarylandOnline with funding from FIPSE
- Adopted by a large and broad user base – HE, K12, Publishers, Corporations, Government



U.S. Department of Education





What is Quality Matters?

- A set of Standards (Rubric) for the design of online and blended courses
- A peer review process (faculty to faculty) for reviewing and improving online and blended courses
- A course development tool for faculty and instructional development staff
- A professional development opportunity
- An opportunity to participate in a community dedicated to quality in online courses



QM is a **faculty-driven, peer review** process that is...

Collaborative

Collegial

Continuous

Centered

- in academic foundation
- around student learning



Factors Affecting Course Quality

Online Quality Pie



- Course Design
- Course Delivery
- Course Content
- Institutional Infrastructure
- LMS
- Faculty Readiness
- Student Readiness



QM's Role in Quality Assurance

- The QM Rubric looks at course design
 - The harnessing of technology to deliver instruction and promote student learning
- QM provides a process for peer-to-peer feedback for faculty in the continuous improvement of their course and certifies courses as meeting shared Standards of best practice
- Quality Matters is not the complete answer to quality assurance for online education, but it can be a critical component



What QM is NOT About...

- Not about an individual instructor
(it's about **the course**)
- Not about faculty evaluation
(it's about **course quality**)
- Not about judgment
(it's about **diagnosis** and **improvement**)
- Not about “win/lose” or “pass/fail”
(it's about **continuous improvement** in a supportive environment)



QM as an (Inter) National Standard

- More than 800 subscribing institutions
- 48 US states; 6+ countries
- QM has trained more than 33,000+ faculty and instructional design staff
- 5000+ national peer reviewers
- Broad application
 - Higher Education, K12, Educational Publishing, Continuing and Professional Education



QM Basics

More than the sum of its three parts

The QM Rubric: Framework for Improvement

Elements of quality course design



QM Rubrics: Quality Standards

QM Rubrics: Framework for Improvement

- Higher Education Rubric
- Higher Education Publisher Rubric
 - K-12 Education Rubric
 - K-12 Education Publisher Rubric
- Continuing and Professional Education Rubric



Eight General Standards:

1. Course Overview and Introduction
2. **Learning Objectives
(Competencies)**
3. **Assessment and Measurement**
4. **Instructional Materials**
5. **Course Activities and Learner
Interaction**
6. **Course Technology**
7. Learner Support
8. Accessibility and Usability

Key components must align.

Alignment: *Critical course elements work together to ensure that students achieve the desired learning outcomes.*



The Rubric is the core of QM

Consisting of:

- 8 key areas (general Standards) of course quality
- 43 specific review Standards
 - 21 essential Standards
- Detailed Annotations and examples of good practice for all 43 Standards



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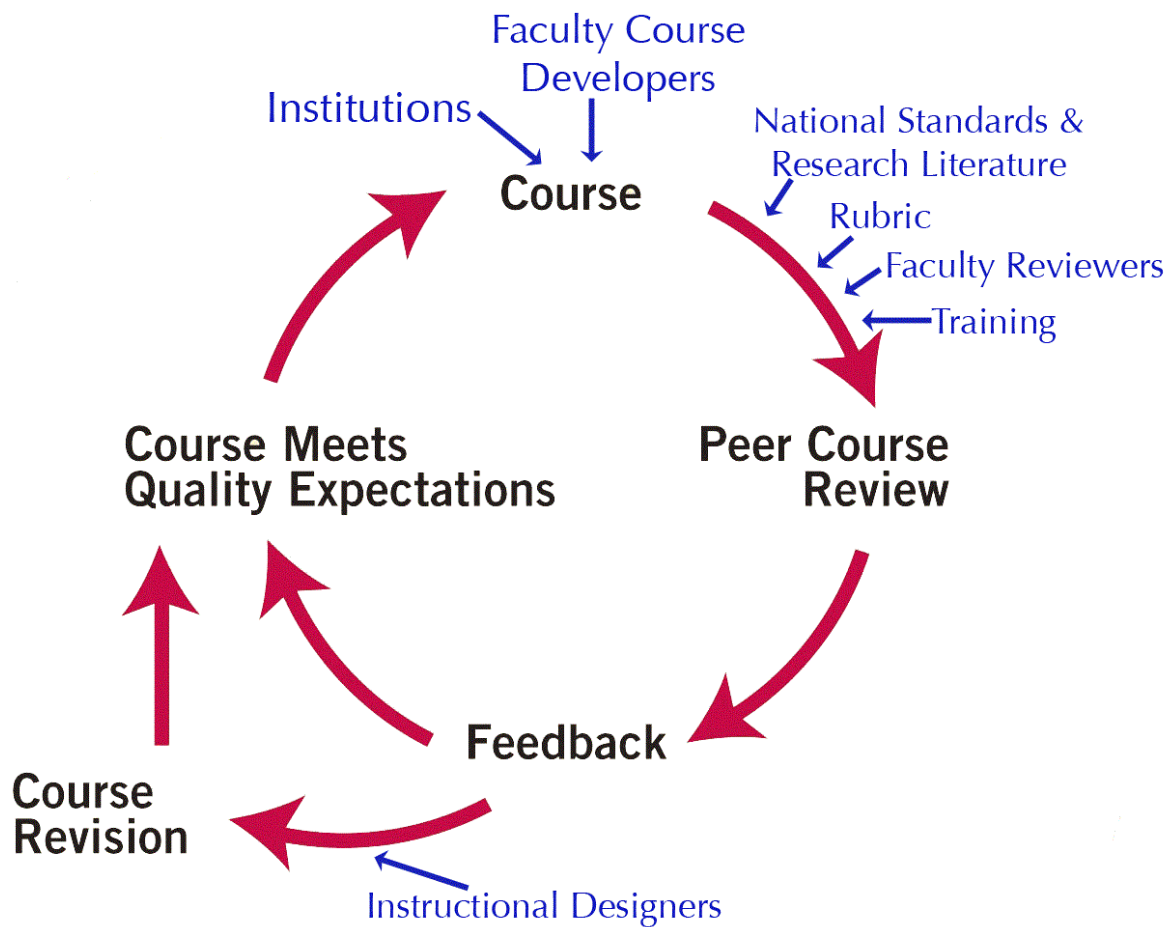
QM Course Reviews

Peer reviews, internal reviews, self reviews and custom reviews

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The QM Peer Review Process





Types of Course Reviews

Official Reviews – follows QM policies/protocols

- QM-Managed review - QM manages and pays review team
- Subscriber-Managed review - Subscriber manages and pays review team

Unofficial Reviews

- Internal/Informal subscriber reviews not required to follow QM process
- Self-Reviews – for review of own course
- Custom Reviews



QM = Process *and* Rubric

	Process	Rubric
OFFICIAL	<p>Outcome: Earn QM recognition in national registry</p> <p>Must follow official QM guidelines and procedures</p> <p>Outcome: Improve courses, meet institutional goals, demonstrate commitment to quality, benchmark on national standard</p>	<p>Outcome: Earn QM recognition in national registry</p> <p>Tool to assess online courses during formal QM review</p> <p>Outcome: Improve courses, meet institutional goals</p> <p>Guide to develop new online courses AND review and update online courses</p>
Unofficial	<p>Outcome: Improve quality assurance to meet institutional goals, demonstrate commitment to quality</p> <p>Institutions determine use and procedures of CRMS tools</p>	<p>Outcome: Improve courses, meet institutional goals, demonstrate commitment to quality</p> <p>Guide to develop new online courses AND review and update online courses</p>



The Peer Review Team

On an official review, review teams consist of:

Three QM-Certified Peer Reviewers

- Pre-requisite: Current online teaching experience & training

Master Reviewer as Team Chair

- Peer Reviewer with additional experience and training

One reviewer must be a subject matter expert

At least one reviewer must be external to the institution sponsoring the course

AND

Course Representative:

- access to Rubric prior to review
- involved in pre-review discussions
- consulted during review



What to Expect from Course Reviews

- Consistency and Rigor
- Professionalism and Commitment
- Useful and Constructive Feedback
- Positive Outcomes for Faculty
- 61% of QM-managed course reviews meet standards upon initial review (*but all can meet after amendment*)

Peer Feedback

The peer feedback provided in a course review is collegial in tone and language; however, the reviews are rigorous and even courses that meet Standards will benefit from the detailed, specific, and relevant feedback provided.



QM Certification of Courses

Course reviews take 4-6 weeks; 20-week window for reviews, including any amendments, to be completed. Courses that successfully meet QM Rubric Standards in an official course review are eligible to carry the QM Certification Mark.

QM recognition is provided by year recognized.

QM logo on course and catalog;

Inclusion in national registry on QM website



Professional Development and Certification

QM Workshops & Certifications



QM Workshops & Certifications

Delivery Options:

- Online – virtual, asynchronous
- Onsite – face-to-face, synchronous
- Collaborate – virtual, synchronous

Focus:

- QM Implementation
 - Prepare faculty and staff to hold QM roles
- Faculty Development Workshops
 - Prepare faculty to design and improve courses



Faculty Development Workshops

Course-focused Workshops

- Applying the QM Rubric* (APPQMR)
- Teaching Online: An Introduction to Online Delivery
- Designing Your Online Course (DYOC)
- Improving Your Online Course (IYOC)
- Designing Your Blended Course (DYBC)

*Note: Flagship training is also required for QM Implementation

Standards-Focused Workshops

- Design that Welcomes Your Students
- Connecting Learning Objectives and Assessments
- Using Instructional Materials and Technology to Promote Learner Interaction
- Addressing Accessibility & Usability

Alignment Standards Workshops

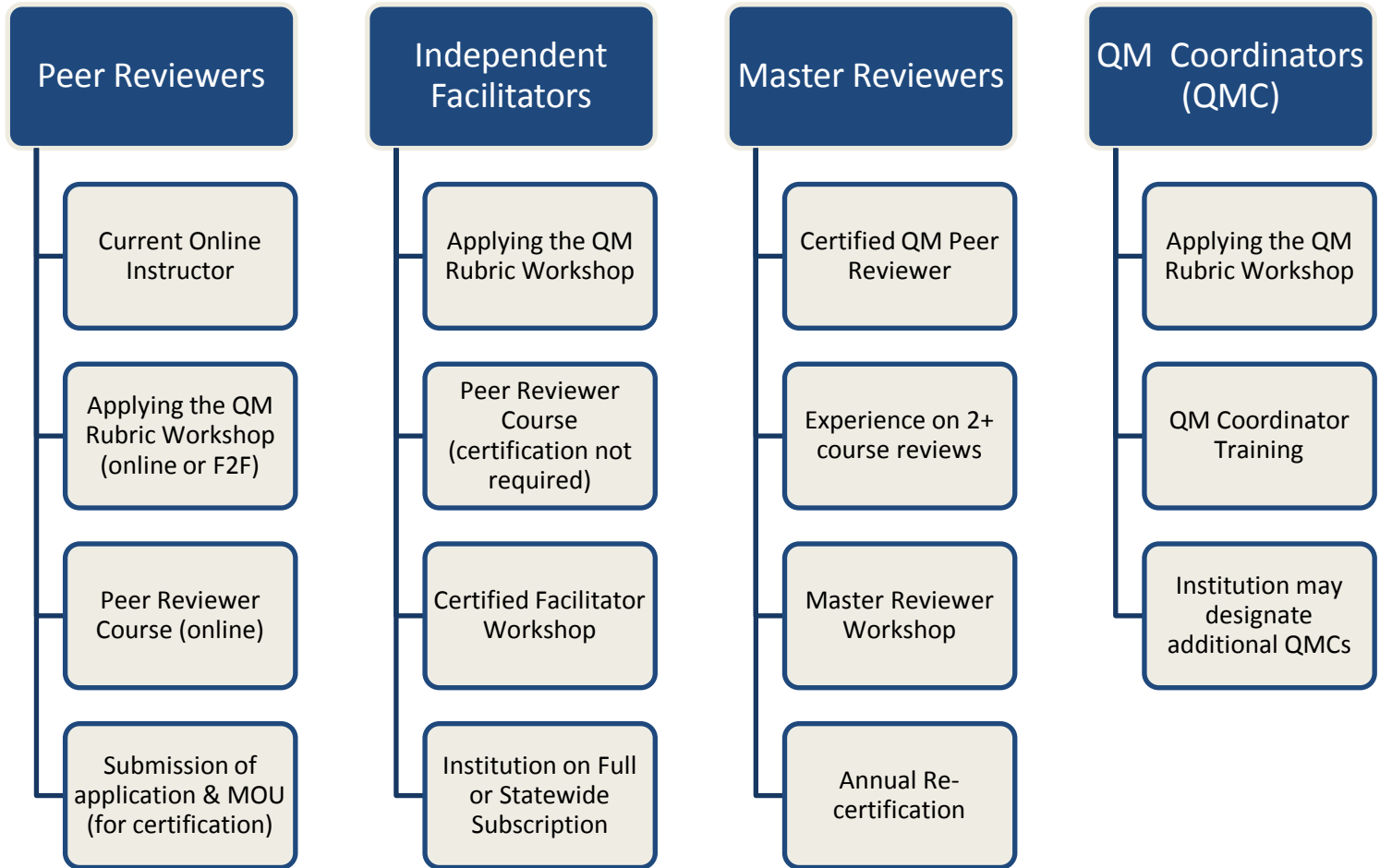
- Connecting Learning Objectives and Assessments
 - Using Instructional Materials and Technology to Promote Learner Interaction



QM Implementation: Certifications

- Applying the Quality Matters Rubric (APPQMR)
- Peer Reviewer Course (PRC)
- Master Reviewer Certification (MRC)
- Course Review Manager Certification (CRMC)
- Online Facilitator Certification (OFC) - Facilitate Online
- Face-to-Face Facilitator Certification (FFC) - Facilitate F2F APPQMR Workshops
- Continuing and Professional Education Accelerated Peer Reviewer Course (CPE)
- K-12 Accelerated Reviewer Course for Higher Ed (K-12 RC ACCELLFY14)
- QM Coordinator Training – QM Subscribers only

Capacity Building: QM Roles & Criteria



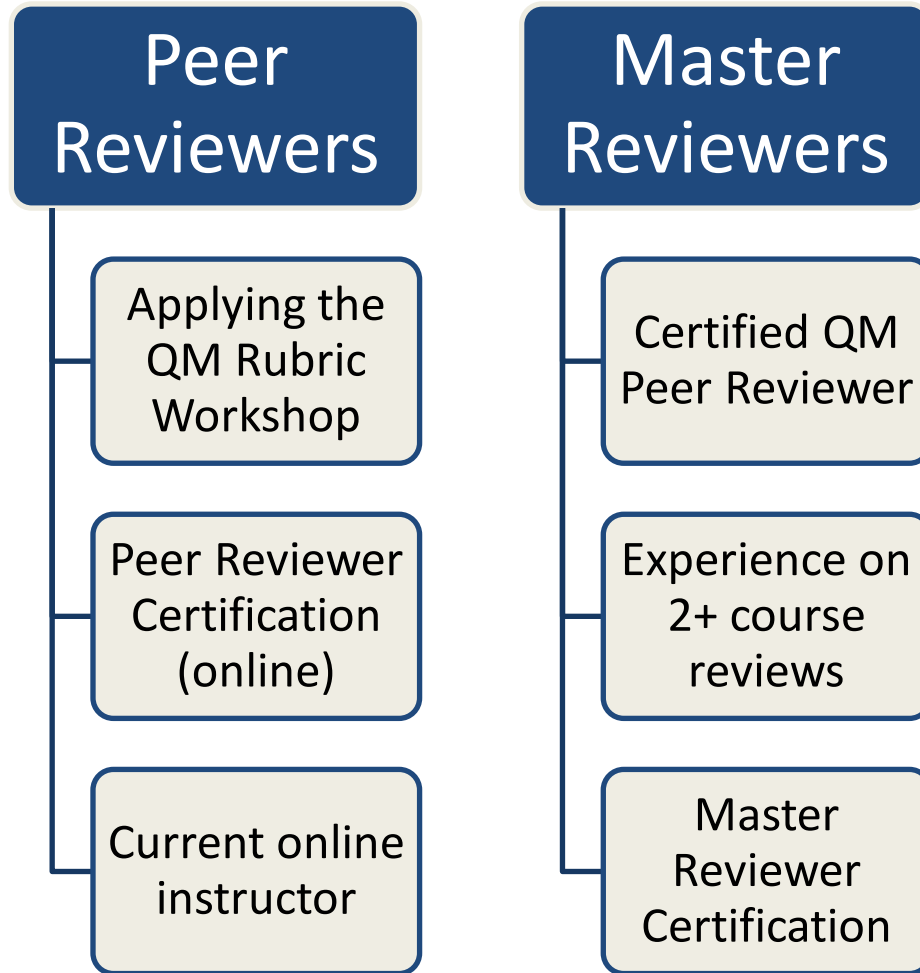
By Faculty for Faculty

Quality Matters: By Faculty for Faculty

What's In It for Faculty?



Roles for Faculty in QM





Tools in the Spirit of Collaboration

- Standards grounded in the research literature and best practices
- Tools and process developed by faculty and instructional design experts for faculty support
- Peer review and other opportunities to collaborate and mentor around quality in online learning
- Research opportunities on teaching and learning



What's In It For Faculty?

Review other courses and gain new ideas for own course; expand professional community

- Improve student learning
- External quality assurance and course validation based on research and best practices
- Professional development plan and portfolio
- Faculty development workshops
- Become part of a community dedicated to quality online learning



QM encourages research through

- Consultation with QM Director of Research
- Collaboration on research and data resources
- Participation in faculty surveys of all QM subscribers
- Sponsorship of research - see RFP at www.qualitymatters.org/research-grants-0
- Online research library and tool kit

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NAVIGATION

- [QM Home](#)
- [MyQM Classroom](#)
- [MyQM Home](#)

The Quality Matters Program Research Library

Welcome to the Quality Matters Program Research Library!

A search of the research literature that bears a relationship to the QM standards can be done in one of two ways:

1. Search by standard by selecting the number of a standard and, if desired, focus the search further by entering a key word.
2. Search by keyword(s). This will result in a list of references from one or more standards.

1. Search Standard

Select Standard:

Standard Keyword(s):

2. Keyword Search:

Standards Supported by Research

Publication Year	Publication	Author	Reference	Informs Rubric Standard	General Standard
2000	Conference Proceedings	Coombs, N., Banks, R.	Coombs, N. & Banks, R. (2000). Distance learning and students with disabilities: Easy tips for teachers Paper presented at Technology and Persons with Disabilities: Where Assistive Technology Meets the Information Age. Retrieved May 3, 2002, from http://www.csun.edu/cod/conf2000/proceedings/0119Coombs.html	8	General Standard 8: Accessibility
2004	American Journal of Distance Education	Edmonds, C. D.	Edmonds, C. D. (2004). Providing access to students with disabilities in online distance education: Legal and technical concerns for higher education. <i>The American Journal of Distance Education</i> , 18(1), 51-62.	8	General Standard 8: Accessibility
2010	The Internet and Higher Education	Bradbard, D., Peters, C., Caneva, Y.	Bradbard, D., Peters, C., Caneva, Y. (2010). Web accessibility policies at land-grant universities. <i>The Internet and Higher Education</i> , 13 (4), 258-266.	8	General Standard 8: The course demonstrates a commitment to accessibility for all students.

What Faculty are Saying

Sample comments from course representatives
review exit survey

- ***“I was too close to see what could be improved.”***
- ***“Provides a great way to get an objective view of your course.”***
- ***“It made all of my online courses better.”***
- ***“It provides a view from a more student oriented perspective.”***
- ***“Many elements that might contribute to a student withdrawing can be eliminated.”***

What Faculty are Saying

Sample comments from Peer Reviewers on review exit survey

- ***“I always learn new wonderful approaches from viewing other courses and working with expert peer reviewers.”***
- ***“Whenever I read the annotations, I make changes to my courses.”***
- ***“I always find reviews to be a learning experience.”***
- ***“This experience was very rewarding for me as both an educator and course developer.”***
- ***“It’s a great tool for honing your own course.”***

Quality Matters: A Multi-faceted Resource

What's In It for the Institution



Multiple Uses of QM

Reported Uses of QM Tools:

- Guidelines for initial online course development
- Quality assurance of existing courses
- Ongoing faculty professional development
- Institutional re-accreditation
- Examination of distance learning policies
- **Create a campus climate and structure that promotes teaching and learning**



Reported uses:

- Educate faculty about quality in online courses
- Reduce time and labor in designing courses.
- Provide professional development opportunities for faculty and staff
- Threshold requirement for adjunct faculty
- Inform teaching practices related to design and structure for BOTH online and F2F courses
- Quality process indicators for accreditation self-studies



Subscription Benefits

- Course Review Management System
- MyQM, a personalized and secure portal & User's Group
- Training License*
- Subscriber-Managed Course Reviews
- Current QM Rubric and related Rubrics
- Fully automated QM Rubric Tool
- Subscriber Discounts
- QMC Training
- QM community dedicated to quality in online learning.

* Depends on subscription type

- MyQM
Data, communications, reporting
- CRMS
Official Reviews, Internal Reviews, Self-Review
- MyCR
Custom Rubric Review System



MyQM is a personalized, secure portal for your QM data and tools. It is a real-time data repository for your institution's complete QM Program history and involvement.

- Provides access to some key tools in the implementation of the QM program.
- Offers at-a-glance access to your institution's involvement with the QM Program.



Course Review Management System

The QM Course Review Management System (CRMS):

- The CRMS is a secure, automated, online tool exclusive to QM subscribers to manage course reviews.
- CRMS users manage official and internal course reviews.
- The CRMS is based on the Quality Matters Rubric, a set of Standards by which to evaluate or certify the design of online and blended courses.

My Custom Reviews (MyCR)

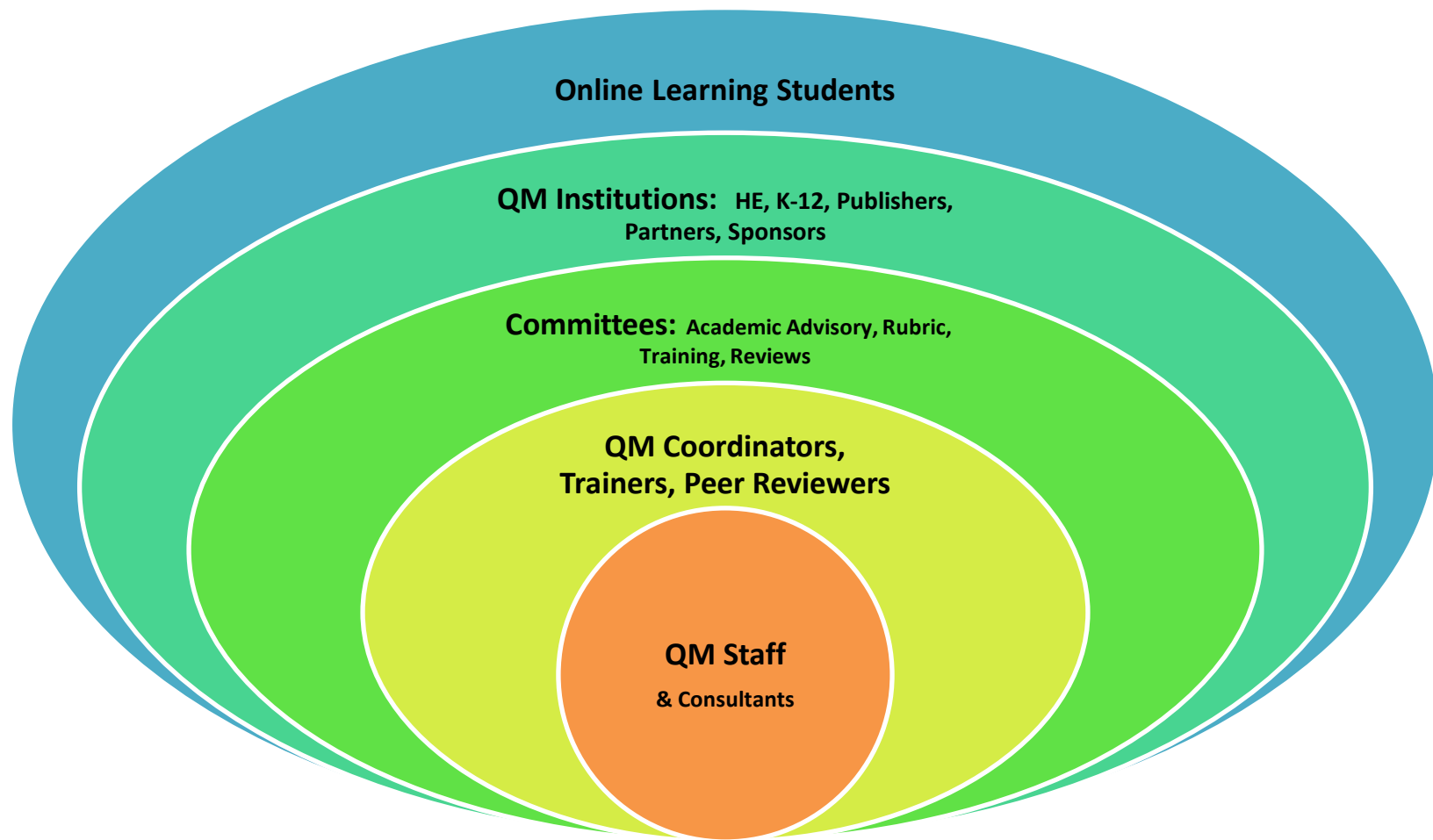
- My Custom Reviews (MyCR) is an online tool to manage your own quality reviews using Rubrics of your design.
- Select from QM's standards or use your own.

Quality Matters: A Collaboration on Quality

The QM Community



The QM Community



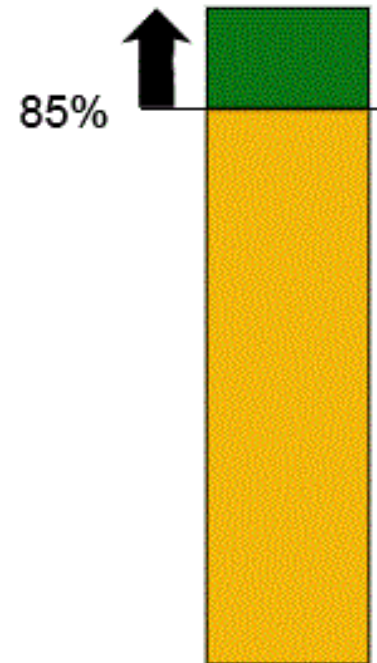
Community Impact

- Research – Grants, Library, Research Colleagues
- National and regional Conferences
- Hosted webinars and events
- Reach and scale – participation across the spectrum of Higher education institutions
- Associations – QM Instructional Design Association (IDA)
- Allies in the Quality Assurance Space



QM is Continuous Improvement

- Improved courses
- Engaged faculty
- Reduced course development time
- Ongoing faculty development
- Quality benchmarking
- Awareness & support for online learning
- Institutional improvement



Your Questions?

Please contact the appropriate QM representative – available to you via email, Skype or phone.



QM Staff

We are here for you!

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