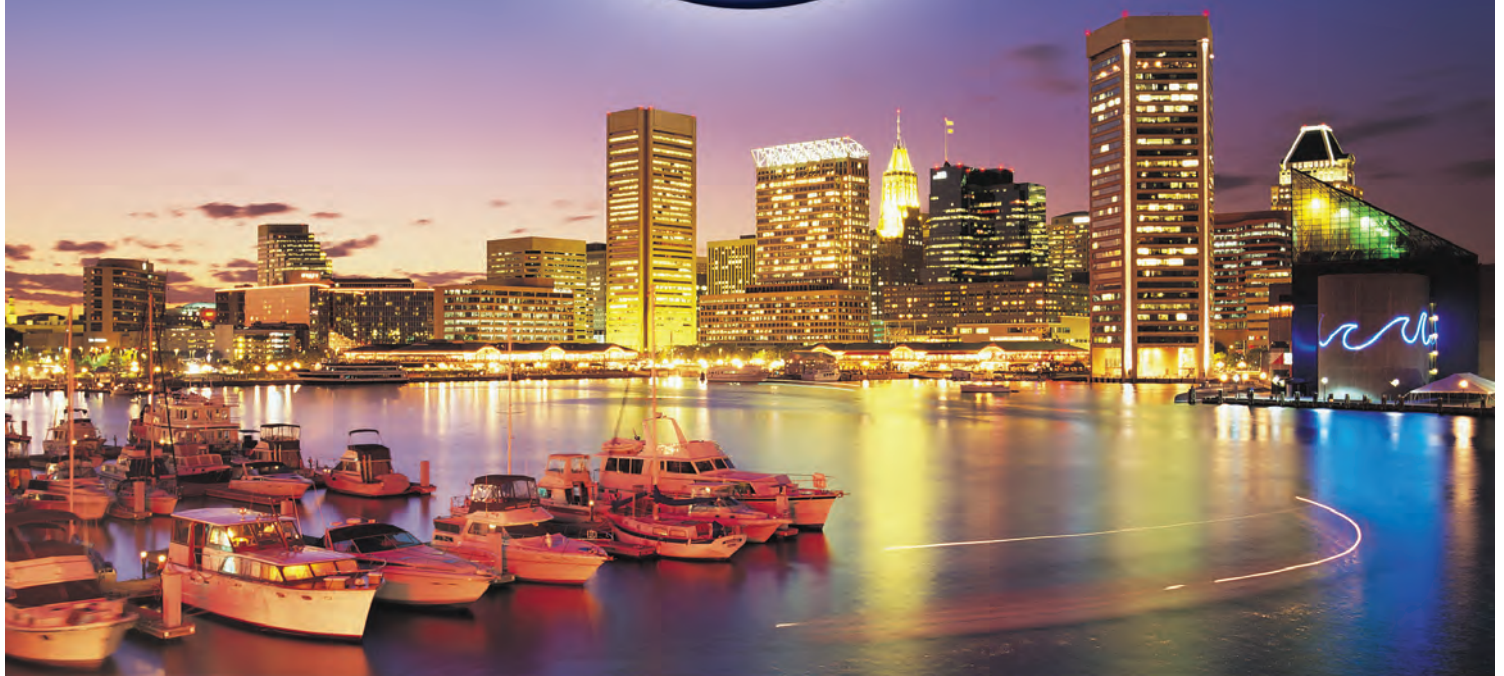


3rd Annual Quality Matters Conference Program

Quality Standards Today and Tomorrow

November 7-9, 2011

Sheraton Inner Harbor
Baltimore, Maryland



www.qmprogram.org



Quality Standards Today and Tomorrow

3rd Annual Quality Matters Conference

November 7-9, 2011 Sheraton Inner Harbor Baltimore, Maryland

Keynote Address

Tuesday, November 8, 2011 at 12:00 Noon

John Sener

“Using QM to Improve Teaching and Learning in a Screen Captured World”



John Sener
Sener Knowledge LLC

Our Keynote Speaker is John Sener. As a pioneer in online learning, Sener brings a unique mixture of broad practical experience and academic expertise. He has been involved with the Sloan Consortium for many years as Director of Special Initiatives, Effective Practices Editor, and various other roles. He has been on the Editorial Board for the Journal of Asynchronous Learning Networks since its inception in 1996 and served as a member of the Council on Academic Management for Army University Access Online (eArmyU). He is currently a member of the NUTN Advisory Board and the Quality Matters Academic Advisory Council.



A national benchmark for online course design.

Quality Matters reserves the right to make changes to this program and to individual sessions and events within the program.

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Dear Colleagues,

On behalf of the Quality Matters Program, welcome to the Third Annual Quality Matters Conference: “*Quality Standards Today and Tomorrow*.” Our conference is focused on the many ways that institutions, individual faculty and instructional designers are using Quality Matters’ Rubrics today, and on the present and future opportunities and challenges QM faces in our rapidly changing learning environment.

We want to thank the Program Committee for putting together a robust program among the many session topics. Building on the success of our previous conferences, this event will be an opportunity for even more faculty, instructional designers, distance learning leaders, and online education partners to share their accomplishments and plans. We hope the presentations will be both useful and inspirational, beginning with John Sener’s keynote address “Using QM to Improve Teaching and Learning in a Screen Captured World.” You will also have opportunities during the Wednesday morning tabletop discussions to engage on different issues that matter to you. In the closing plenary session, we will share QM’s near term plans and invite you to share ideas about the future direction of the Quality Matters Program.

We are confident that this conference will further strengthen the QM community. We urge you to take advantage of the many networking opportunities to meet colleagues that represent many of the more than 500 schools that have adopted QM. We invite you to explore common ground, gather fresh ideas you’ll want to try at your own institution, and form friendships and alliances with conferees from other institutions dealing with the same issues you face.

Enjoy the meeting and Baltimore’s beautiful Inner Harbor!

Sincerely,



Ron Legon
Executive Director
The Quality Matters Program



Deborah Adair
Director of Administration
The Quality Matters Program



Ron Legon



Deborah Adair



General Information

Badges

Upon registration, all conference attendees will receive name tags that should be worn to all general and concurrent sessions, meal functions, and special events.

Presenter Check-in

Presenters must check in at the registration desk upon arrival to confirm session schedule, room location, etc. At this time, they will be given final instructions on their presentations and distributing any handouts.

Web Access

Attendees receive complimentary Wi-Fi on the 2nd & 3rd floors of the conference center areas. Use access code 0200 to log on to the internet.

Exhibits

The exhibit area is on the 3rd floor gallery and is the hub of activity for breaks, meals, and registration.

ADA Assistance

The facilities are fully ADA compliant. Please see the reception desks or contact QM staff if you need additional assistance during the conference.

Conference Information & Registration Table

The QM Program conference team is on hand to answer any questions about program tracks, workshops, session topics and networking opportunities. Stop by the conference and registration table on the 3rd Floor.

Join in the social networking by Tweeting your own impressions of the conference using hashtag #QM2011

Program Committee Members

Deb Adair
Quality Matters

Kristen Betts
Drexel University

Julie Porosky-Hamlin
MarylandOnline

Ron Legon, Chair
Quality Matters

Deanna Snyder
Metropolitan Community College –
Kansas City

Stacey Rimmerman
Quality Matters Consultant
on K-12 Program

Jean Runyon
Anne Arundel Community College
and MarylandOnline

Loraine Schmitt
Chemeketa Community College

Kay Shattuck
Quality Matters

Nick White
Capella University

Diana Zilberman
Baltimore City
Community College and
MarylandOnline



MONDAY, November 7 Pre-conference Events**Full Day Workshop (8:00 AM – 5 PM)**

Applying the QM Rubric (APPQMR)
(Based on the 2011-2013 edition of the QM Higher Education Rubric)

Diana Zilberman, Director of Distance Learning,
Baltimore City Community College

Ronald Legon, Executive Director,
Quality Matters Program

This is QM's flagship workshop on the QM Rubric and its use in evaluating online courses. It is intended for a broad audience, including but not limited to faculty, instructional designers, administrators, and adjunct instructors who wish to understand more about the QM process and aspire to become QM Peer Reviewers.

AM Workshops (8:00 AM – Noon)**Addressing Accessibility in Your Online & Blended Course**

Barbara A. Frey, Senior Instructional Designer,
University of Pittsburgh

Denise R. King, Instructor, Carlow University

This workshop provides practical tips in terms of the "low hanging fruit" - what you can do to make your courses more accessible. The content is based on Standard 8 of the QM Rubric that states: "The course demonstrates a commitment to accessibility for all students." Intended for a broad audience, this workshop brings together faculty, instructional designers, administrators, and adjunct instructors who wish to understand more about how to make courses more accessible.

Build Your Blended Course

Rhonda Spells, Executive Director, eLearning Services

This workshop explores the QM Rubric and provides a framework to build a blended course. While QM recognizes that each institution will define "blended" in its own way, this framework will work with any combination of face-to-face and online elements. Participants use the QM Rubric to review key blended elements and develop a course development plan. The content is based on the eight general standards of the QM Rubric. Intended for a broad audience, this workshop brings together faculty, instructional designers, administrators, and adjunct instructors who are interested in employing best practices in blended courses.

Lunch for Workshop Participants**PM Workshops (1:00 – 5:00 PM)****2011-2013 QM Rubric Update (1:00 - 3:00 PM)**

Brenda Boyd, Director of Training and Consulting,
Quality Matters Program

Deb Adair, Director of Administration,
Quality Matters Program

In this workshop, participants will be introduced to the changes in the updated 2011-2013 edition of the QM Rubric and the rationale behind them. Although an overview of all changes will be provided, focus will be on the most significant changes and attendees will participate in a guided discussion about application of the standards and annotations in these areas. Participants will be awarded credit for completing the Rubric Update upon successful completion of an end-of-workshop evaluation.

Choosing & Using Media Effectively

(1:00 - 5:00 PM)

Barbara A. Frey, Senior Instructional Designer,
University of Pittsburgh

Denise R. King, Instructor, Carlow University

Participants will explore a variety of media and tools that can be used in online and blended courses. The facilitators will guide participants to pay special attention to aligning the tools with course goals and objectives. In other words, course learning objectives determine the selection and use of media and tools. The content is based on Standard 6 of the QM Rubric that states: "Course navigation and technology support student engagement and ensure access to course components." Intended for a broad audience, this workshop brings together faculty, instructional designers, administrators, and adjunct instructors who wish to understand more about the effective use of media and tools.

Newcomer's Session (3:00 – 4:30 PM)**QM Staff**

This session will introduce Quality Matters to those new to the community. The session will include an overview of the QM Program, QM services introductions by QM staff, and highlights of the tools and resources available to subscribers. No Charge.

MONDAY, November 7 Conference Events**QM Conference Welcome Reception (5:00 – 7:00 PM)****TUESDAY, November 8 Conference Events****Breakfast**

Concurrent Sessions (see pages 11-23)

Exhibitor Hall and Presentations**Morning and Afternoon Breaks****Sponsored Luncheon and Keynote Address**

Evening Free – Various Activity Options (sign up at registration desk)

WEDNESDAY, November 9 Conference Events**Breakfast and Roundtables****Concurrent Sessions****Break and QM Program Awards Presentation****Closing Session. Conference Adjourns.****WEDNESDAY, November 9 Post-Conference Professional Development Sessions****Luncheon for post-conference attendees (Noon – 1:00 PM)****PM Sessions (1:00 – 3:00 PM)****Independent Trainers Session**

Brenda Boyd, Director of Training and Consulting,
Quality Matters Program

Amy Eger, Training Manager, Quality Matters Program

This is a practical, hands-on work session for current QM Independent Trainers. Independent Trainers will be given an update on relevant policies, processes, and procedures by QM Professional Development staff. Participants will also engage in a facilitated discussion around common problems and solutions in delivering the APPQMR training. An opportunity will be provided for Independent Trainers to provide feedback to QM about areas of concern and opportunities to explore related to the Independent Trainer role. Feedback will be solicited about the pros and cons of individual, in addition to institutional, subscriptions to QM.

Master Reviewers Session

Melissa Poole, Course Review Manager/Quality Assurance Manager, Quality Matters Program

This is a practical, hands-on work session for current QM Master Reviewers. Master Reviewers will be given an update on relevant policies, processes, and procedures by QM Course Review staff. Participants will also engage in a facilitated discussion around

common problems and solutions in course reviews. An opportunity will be provided for Master Reviewers to provide feedback to QM about areas of concern and opportunities to explore related to the Master Reviewer role. Feedback will be solicited about the pros and cons of individual, in addition to institutional, subscriptions to QM.

Institutional Representative Session

Deb Adair, Director of Administration,
Quality Matters Program

Michelle Pierpont, Subscriber Services Manager,
Quality Matters Program

This is a practical, hands-on work session for current QM Institution Representatives (IRs). IRs will be given an update on relevant policies, processes, and procedures by QM Subscriber Services staff. Participants will also engage in a facilitated discussion around common problems and solutions in implementing Quality Matters on campus. An opportunity will be provided for IRs to provide feedback to QM about areas of concern and opportunities to explore related to the IR role and the resources available to subscribing institutions. Feedback will be solicited about the pros and cons of individual, in addition to institutional, subscriptions to QM.



Session Schedule by Track

Applying QM in New Contexts

Tuesday 8 AM	Organizing a Grassroots QM Consortium
Tuesday 9:15 AM	Incorporating Active Learning in Online Courses
Tuesday 10:45 AM	A New Curriculum Built on QM Standards - A Story of Collaboration
Tuesday 2 PM	Integrating QM in Sakai Course Development Matrices
Tuesday 2 PM	The QM Rubric - More than a Design Tool
Tuesday 3:30 PM	Developing a QM-Ready Certificate Program with CC and Industry Buy-In
Tuesday 4:45 PM	Sloan-C and QM: Quality Practices
Wednesday 8:30 AM	Implementing QM at the Program Level
Wednesday 9:45 AM	Using the QM Rubric to Inform Faculty Training in Online Pedagogy
Wednesday 9:45 AM	The Implications of Institutional Policies in QM Course Reviews

Community of Practice

Wednesday 8:30 AM	Community of Practice & Institution-Wide Commitment to QM - I
Wednesday 9:45 AM	Community of Practice & Institution-Wide Commitment to QM - II

Implementing QM in K-12

Tuesday 3:30 PM	Introducing and Adopting the New QM 6-12 Rubric Through a Systematic Professional Development Process
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New Strategies for Course Development

Tuesday 8 AM	Raising the Bar: Implementing a New LMS and New QM Standards
Tuesday 9:15 AM	Meeting QM Standards Through Modular Course Design
Tuesday 10:45 AM	Designing Required Synchronous Sessions for Quality Online Courses
Tuesday 2 PM	Strategies for Engaging Online Students in a Public Speaking Course
Tuesday 3:30 PM	Preparing Hybrid Courses with Web Conferencing for QM Certification
Tuesday 4:45 PM	Contrasting Design Strategies for Two Health Studies Courses
Wednesday 8:30 AM	A Holistic Approach to QM Implementation

New Strategies for Course Reviews

Tuesday 8 AM	Building a Successful Subscriber Managed Course Review Process
Tuesday 9:15 AM	Interpreting the 85 Percent Rule
Tuesday 10:45 AM	A Roadmap to a Successful QM Review

Session Schedule by Track

New Strategies for Faculty Development

Tuesday 8 AM	MOL Certificate for Online Adjunct Teaching Project
Tuesday 9:15 AM	From Newbie to New-Media Scholar with QM
Tuesday 10:45 AM	QM101: A Comprehensive Model to Prepare Faculty for QM Reviews
Tuesday 2 PM	Multiple Formats for Training Faculty in QM: Lessons Learned
Tuesday 3:30 PM	We're All in This Together: A Team Approach to Course Development
Tuesday 4:45 PM	Fanning the Embers: Rebuilding QM Momentum
Wednesday 8:30 AM	Making QM Part of the Institutional Culture
Wednesday 9:45 AM	Gaining Faculty Buy-In for QM Implementation

QM Initiatives

Tuesday 8 AM	Highlights of the 2011-2013 QM Higher Education Rubric
Tuesday 9:15 AM	Quality Matters Publisher Rubric
Tuesday 10:45 AM	A QM Rubric for Program and Institutional Standards
Tuesday 2 PM	A "Bill of Rights" for Online Learners
Tuesday 3:30 PM	Quality Matters - The Evolution of the Rubric
Tuesday 4:45 PM	Can QM Design Standards Be Adapted to Non-Credit Continuing Ed.?

Research Reports

Tuesday 8 AM	What Makes a Quality Online Course? - The Student Perspective
Tuesday 9:15 AM	The Development of Technological Pedagogical Content Knowledge (TPACK) in Instructors Using QM
Tuesday 10:45 AM	Student and Faculty Perceptions Before and After a Course Meets QM Standards
Tuesday 2 PM	Accessibility Benchmarking Survey
Tuesday 4:45 PM	The Impact of QM Course Revision on Withdrawal Rates
Tuesday 4:45 PM	Use of a Modified QM Rubric to Validate Qualitative Research
Wednesday 8:30 AM	The 2011-2013 Higher Education Rubric Revision: We Heard You!
Wednesday 9:45 AM	Assessment of a Pilot Online Writing Program using the QM Rubric

Event Schedule - TUESDAY



KEY:

Attendees are encouraged to explore any sessions of interest, but for those who seek a little guidance regarding the intended audience, these symbols may help:

- B** = Beginners/newcomers will find these sessions of particular interest.
- G** = General sessions will appeal to all audiences, whether you are new to QM or an experienced QM'er.
- S** = Specialized sessions will be of particular interest to attendees facing similar challenges.

Tuesday, November 8 Conference Events

TIME	TRACK/ROOM	TITLE	
7:00 AM - 8:00 AM	<i>Chesapeake Ballroom</i>	Breakfast	
8:00 AM - 9:00 AM	Research Reports	What Makes a Quality Online Course? - The Student Perspective B-G <i>Penny Ralston-Berg, Instructional Designer, Penn State World Campus</i>	
	<i>Severn</i>	This is a follow up to last year's QM Conference keynote address. Additional data has been gathered and cumulative results will be discussed. What do students have to say about quality? What really makes a quality online course? This study includes data from approximately 3,000 students from 31 institutions. The study is designed not to predict behavior, but rather to take a snapshot of student opinions about quality and inform our course design practices.	
	New Strategies for Faculty Development	MOL Certificate for Online Adjunct Teaching Project S <i>Bobbi Dubins, Director, COAT Project, MarylandOnline</i> <i>Julie Shattuck, Instructional Designer/Assistant Professor, Frederick Community College</i> <i>Diana Zilberman, Director of Distance Learning, Baltimore City Community College</i>	
	<i>Harbor View I</i>	MarylandOnline's "Certificate for Online Adjunct Teaching" (COAT) project is an inter-institutional project to provide quality training for experienced higher education instructors who wish to transition to teaching online. While Quality Matters focuses on the design of online courses, COAT focuses on the delivery of online courses. Based upon research, the COAT course was designed by an inter-institutional team of instructional designers, faculty, and distance learning professionals, all of whom were experienced QM peer or master reviewers. A brief background of the project, core course competencies, course highlights, and summarized outcomes of the project to date will be discussed.	
	New Strategies for Course Development	Raising the Bar: Implementing a New LMS and New QM Standards S <i>Yaping Gao, District Director of Instructional Design, Broward College</i>	
	<i>Potomoc</i>	This presentation will highlight the initiatives and procedures taken college-wide to prepare for the migration and conversion of existing courses into the new LMS platform, to update and deliver all faculty professional development workshops relating to the conversion, to modify BC Quality Standards for e-Learning Course Design according to the new 2011-2013 QM Rubric and integrate them into all related professional development activities, and to re-certify faculty for developing and delivering quality courses with the new LMS platform and new engaging tools.	
	QM Initiatives	Highlights of the 2011-2013 QM Higher Education Rubric B-G <i>Brenda Boyd, Director of Training and Consulting, Quality Matters Program</i>	
	<i>Harbor View II</i>	This session will focus on the significant changes introduced in the 2011-2013 edition of the Quality Matters Rubric for Higher Education. These include new and revised standards, expanded and clarified annotations, a higher point total and benchmark score to meet QM standards.	

Tuesday, November 8 Conference Events

TIME	TRACK/ROOM	TITLE	
8:00 AM - 9:00 AM	Applying QM in New Contexts	Organizing a Grassroots QM Consortium S Panel Members: <i>Steven R. Crawford, Instructional Designer, ASU Online, Arizona State University</i> <i>Christy M. Alarcon, Instructional Technologist, Maricopa Center for Learning and Instruction, Maricopa Community Colleges</i> <i>Melody J. Buckner, Instructional Designer, Outreach and Global Initiatives, University of Arizona</i>	
	<i>Camden</i>	Often a QM Consortium is organized from the top down with a statewide body providing an opportunity for member organizations to join. In Arizona, a group of institutions decided that they would reach out to each other and grow a statewide consortium. This grassroots effort has resulted in more institutions in Arizona becoming QM subscribers, more faculty becoming trained in applying the QM Rubric, more faculty members becoming peer reviewers, and more courses being reviewed. This is being accomplished during a budget crunch and without a mandate at the state-level.	
	New Strategies for Course Review	Building a Successful Subscriber Managed Course Review Process G <i>Beth Hale, Learning Technologies Facilitator, Chemeketa Community College</i> <i>Kellie Schellenberg, Distance Learning Supervisor, Chemeketa Community College</i>	
	<i>Loch Raven</i>	In 2010, Chemeketa Online successfully implemented a subscriber-managed course review program designed to meet our institutional needs. Strategies recommended by a faculty-led planning group have been instrumental to its success and growth. The voluntary program has grown to include a large cohort of internal certified peer reviewers and over forty course reviews. This presentation will share information on our strategies, process, materials and support resources.	
9:15 AM - 10:15 AM	Research Reports	The Development of Technological Pedagogical Content Knowledge (TPACK) in Instructors Using QM G-S <i>Cheryl L. Ward, Assistant Professor of Instructional Technology, School of Education, University of Akron</i>	
	<i>Potomoc</i>	This presentation will describe a QM funded research project that studied the impact of Quality Matters training, rubric and peer collaboration on the development of technological, pedagogical, content knowledge in higher education instructors. We will explain how we aligned the QM rubric to the areas of TPACK and the results of our instructor's courses and our instructors' technological, pedagogical, content knowledge before and after QM training. The purpose of the project was to study the process of how the QM rubric and QM training help instructors develop TPACK knowledge that enables them to discuss, develop, and implement more effective online learning.	
	New Strategies for Faculty Development	From Newbie to New-Media Scholar with QM G <i>Ann Randall, Faculty Development Coordinator, Distance Ed, Boise State University</i> <i>Kevin S. Wilson, Instructional Designer, Academic Technologies, Boise State University</i>	
	<i>Severn</i>	How can faculty explore new technologies and pedagogy in a focused, structured fashion that accommodates their many other obligations, and how can resource-poor support agencies best assist them? Boise State University has responded to these challenges with a systematic approach to faculty development that enrolls small cohorts of faculty in immersive training built upon a foundation provided by the QM Rubric and the QM internal review process. Training is followed by implementation and experimentation, which in turn is followed by reflection and assessment, leading faculty to gradually shift their role in the process from learner to teacher, emerging in the end as peer reviewers of redesigned courses.	

Tuesday, November 8 Conference Events

TIME	TRACK/ROOM	TITLE	
10:45 AM - 11:45 AM	QM Initiatives <i>Severn</i>	A QM Rubric for Program and Institutional Standards Panel Members: <i>Julie Porosky-Hamlin, Executive Director, MarylandOnline</i> <i>Ron Legon, Executive Director, Quality Matters Program</i> <i>Jurgen Hilke, Frederick Community College</i> <i>Deborah Riemer, Ashford University</i> Under the guidance of the Quality Matters Academic Advisory Council, QM has developed a set of standards for online programs. While these are based in the QM course design standards, they go far beyond to assess institutional commitment, resources, support services, faculty and student training, course delivery, program outcomes, and program assessment. This rubric is currently being used experimentally, and the session will focus on the impact of one completed review and one planned review, and will weigh the potential of this rubric as either a formal review instrument or a self-assessment tool.	G-S
	New Strategies for Course Review <i>Harbor View II</i>	A Roadmap to a Successful QM Review <i>Glenda Hernandez Baca, Professor, Montgomery College</i> <i>Michael Mills, Director of Distance Learning and Technologies, Montgomery College</i> This session, will share how Montgomery College approaches training and preparing their faculty for a successful Quality Matters review. The session will also discuss the challenges of the QM process as well as useful tips and strategies for both administrators and faculty to consider for QM reviews that meet the needs of both college administrators and faculty.	B-G
NOON - 1:45 PM	<i>Chesapeake Ballroom</i>	Sponsored Luncheon and Keynote Address Our Keynote Speaker is John Sener, Founder and Chief Knowledge Officer of Sener Knowledge, LLC. As a pioneer in online learning, he brings a unique mixture of broad practical experience and academic expertise. He has been involved with the Sloan Consortium for many years as Director of Special Initiatives, Effective Practices Editor, and various other roles. He has been on the Editorial Board for the Journal of Asynchronous Learning Networks since its inception in 1996 and served as a member of the Council on Academic Management for Army University Access Online (eArmyU). He is currently a member of the NUTN Advisory Board and the Quality Matters Academic Advisory Council. John's topic will be: <i>Using QM to Improve Teaching and Learning in a Screen Captured World</i>	
2:00 PM - 3:00 PM	Research Reports <i>Potomoc</i>	Accessibility Benchmarking Survey <i>Barbara A. Frey, Senior Instructional Designer, University of Pittsburgh</i> <i>Denise R. King, Instructor, Carlow University</i> The purpose of this session is to share the results of a Quality Matters accessibility benchmarking study administered to 84 Quality Matters subscriber institutions. The primary goal of the survey was to identify the policies, practices, and processes used by QM institutions to create courses that are accessible for students with vision, hearing, or motor limitations. Based on the results, several key recommendations emerge as a starting point to developing more accessible online programs.	G-S

Tuesday, November 8 Conference Events

TIME	TRACK/ROOM	TITLE	
2:00 PM - 3:00 PM	New Strategies for Faculty Development <i>Harbor View II</i>	Multiple Formats for Training Faculty in QM: Lessons Learned <i>Carol Roehrs, Associate Professor, School of Nursing, University of Northern Colorado</i> <i>Li Wang, Instructional Designer, California State University Northridge</i> This presentation will describe the history of the Quality Matters implementation at the University of Northern Colorado. The presenter will demonstrate various professional development formats that the Center for the Enhancement of Teaching and Learning has created for faculty to engage faculty, and encourage faculty contribution and collaboration. Strategies, and lessons learned, will be discussed.	G
	New Strategies for Course Development <i>Harbor View I</i>	Strategies for Engaging Online Students in a Public Speaking Course <i>Mary Jane Clerkin, Online Faculty Support Specialist Berkeley College New York and New Jersey</i> Good public speakers must always keep their audience in mind anticipating audience response and adapting to it. This presentation will show how students in a totally online public speaking course were able to research, analyze, and adapt both to a live audience, as well as to an online audience in their online course. Like many public speakers today, students were able to speak to a live audience and watch their reactions. Like many of today's news anchors, they were able to speak to a wider unseen virtual audience and through research gauge their reactions. This presentation will demonstrate their ability to do both.	S
	Applying QM in New Contexts <i>Camden</i>	Integrating QM in Sakai Course Development Matrices <i>Robert Fentress, Senior Instructional Designer and Developer, Virginia Tech</i> This session will demonstrate how tools within the Sakai learning management system facilitates peer review of the university's online courses. By tying the Quality Matters Rubric to a series of interactive matrices within Sakai, course developers can submit evidence that they have met specific review standards by directly linking to materials within the actual course site they have developed. Peer reviewers can review this evidence and submit their scores and feedback through these same matrices. Evidence submitted by the course developer can also be seamlessly transformed into an ePortfolio that can be shared with internal and external stakeholders.	S
	QM Initiatives <i>Severn</i>	A "Bill of Rights" for Online Learners <i>Ronald Legon, Executive Director, Quality Matters Program</i> <i>Penny Ralston-Berg, Instructional Designer, Penn State World Campus</i> The Quality Matters Bill of Rights for Online Learners is the result of a national study by Penny Ralston-Berg in which experienced online students were asked to rank the importance of the QM rubric standards and other performance criteria for online courses. In this session, the results of this ongoing study will be updated, and the highly ranked criteria that were included in the Bill of Rights will be described. The Bill of Rights is intended for adoption by QM subscribing institutions and programs, as a pledge to their online students. The session will discuss how institutions may choose to adopt and publicize this pledge.	B-G

Tuesday, November 8 Conference Events

TIME	TRACK/ROOM	TITLE	
2:00 PM - 3:00 PM	Applying QM in New Contexts <i>Loch Raven</i>	The QM Rubric - More than a Design Tool <i>Dani Peterson, Associate Director, University of Cincinnati</i> <i>Rita Poth, Director, University of Cincinnati</i> This presentation will describe the online conversion of a bachelor's degree program to online delivery. This presentation will outline how one program embedded the QM Standards and supports at the program level to develop a system that not only addressed online course structure and design, but also influenced course delivery and pedagogy, while at the same time created faculty "champions" of the structure and process. The presentation team will discuss their established system of program embedded team supports, which included a development protocol, instructor training/coaching, use of their standardized QM-informed course template, program administration team, and quality assurance measures.	B-G
3:00 PM - 3:30 PM	<i>3rd Floor Gallery</i>	Break and Exhibits	
3:30 PM - 4:30 PM	Applying QM in New Contexts <i>Loch Raven</i>	Developing a QM-Ready Certificate Program with CC and Industry Buy-In Panel Members: <i>Joan D. McMahon, CEO, Transforming Leaders, LLC and Professor Emeritus, Towson University</i> <i>Noell Damron, Chair, Networking Department, Community College of Baltimore County</i> <i>David Antol, Coordinator of Applied Technologies, Harford Community College</i> <i>Todd Abramovitz, Multimedia Faculty and Internship Supervisor, Community College of Baltimore County</i> <i>Nelda Clelland, Training and Development, Northrop Grumman</i> This panel reflects the efforts of several community colleges, QM reviewers, multimedia interns, and Northrop Grumman (engineering) as they worked together to develop a QM-ready 5 course certificate. Starting with stakeholder skill requirements, this project evolved through a process of training faculty in QM standards through templates and bringing in student interns to create QM-ready multimedia materials. It further evolved to doing a gap analysis of publisher e-materials and using SME's at Northrop Grumman to validate detailed course maps - another QM-based template.	S
	New Strategies for Faculty Development <i>Loch Raven</i>	We're All in This Together: A Team Approach to Course Development <i>Penny Ralston-Berg, Instructional Designer, Penn State World Campus</i> How does the collaborative relationship between designer and instructor-expert impact quality? This session will discuss current trends from the field of course design including: Aleckson's Five Factors of Micro-Collaboration and their impact on quality in the course development process; tips for nurturing the micro-collaboration between instructional designer and instructor-expert; tips for maintaining momentum during the course development process; and how the game design and development process can inform course design and increase quality.	B-G
	New Strategies for Course Development <i>Harbor View II</i>	Preparing Hybrid Courses with Web Conferencing for QM Certification <i>Kathleen M Buckley, RN, IBCLC, Associate Professor, University of Maryland School of Nursing</i> <i>Matt Rietschel, Director of Learning Resources, University of Maryland School of Nursing</i> With the increased availability of web-conferencing, hybrid courses are becoming more complex in offering course content asynchronously online, and synchronously face-to face in person or through web-conferencing. Developing and preparing quality hybrid courses for QM certification may not only be challenging for faculty, but also for reviewers uncovering the complexities of the interconnections between the multiple delivery formats. This session will examine lessons from the implementation of web conferencing in a series of University of Maryland School of Nursing courses.	S

Tuesday, November 8 Conference Events

TIME	TRACK/ROOM	TITLE	
3:30 PM - 4:30 PM	QM Initiatives <i>Severn</i>	Quality Matters - The Evolution of the Rubric Panel Members: <i>Mary Wells, Consultant, Quality Matters</i> <i>Jurgen Hilke, Department Chair, Distance Learning, Frederick Community College</i> <i>Christina Sax, Associate Provost and Dean of Academic Outreach and Innovation, Shippensburg University</i> Did you know there have been at least seven iterations of the Quality Matters Rubric tool since 2002? With the recent release of the 2011-2013 Rubric, now might be the perfect time to take a look at its evolution. This presentation will trace subsequent iterations of the Rubric to identify significant changes and how they evolved. Particular attention will be given to their evolution by looking at how research, best practices, and our increasing understanding of online course design and teaching, have affected the QM Rubric.	G
	Implementing QM in K-12 <i>Camden</i>	Introducing and Adopting the New QM Grades 6-12 Rubric Through a Systematic Professional Development Process <i>Vincenne Revilla Beltran, Professor of Education, Point Park University</i> <i>Karen Hall, Director of E-Learning, Point Park University</i> <i>Representatives from PALO (Pennsylvania Learners Online Regional Cyber Charter School):</i> <i>Paul Cindric, Curriculum, Instruction and Assessment Coordinator</i> <i>Lil Verner, PALO Teacher</i> <i>Cindy Schonberg, PALO Teacher</i> <i>Ruth Campet, PALO Teacher</i> <i>Carol Mintus, PALO Teacher</i> More and more school districts are offering hybrid and online classes to curtail revenue losses and to stay competitive with charter and cyber schools. However, due to the lack of emphasis on e-learning in traditional teacher education preparation programs, K-12 teachers have not received adequate training to teach in the online environment. A faculty professional development program that is based on the QM Grades 6-12 Rubric can bridge the gap between traditional teacher preparation training and the teacher skills required for effective online course design and delivery. This presentation will highlight how a year-long faculty development program based on the QM Grades 6-12 Rubric provided the framework for the implementation of a cohesive teacher professional development program for a cyber school and the impact on student learning.	B-G
	Applying QM in New Contexts <i>Harbor View I</i>	Developing QM-Based Institutional Policy on Distance Education <i>Mariann Hawken, Instructional Technologist, Bowie State University</i> Bowie State University developed a policy for distance education with Quality Matters as inspiration. In doing so, the policy validates quality hallmarks established by the regional accreditation body.	G

Tuesday, November 8 Conference Events

TIME	TRACK/ROOM	TITLE	
4:45 PM - 5:45 PM	Research Reports <i>Severn</i>	Use of a Modified QM Rubric to Validate Qualitative Research <i>Marcia L Ashbaugh, Principal Consultant, MLA Instructional Designers</i> What is needed to skillfully develop online courses to meet rapid growth in demand? A phenomenological study was conducted to explore the leadership competencies perceived to be critical for ensuring effective online designs. Online course designs were analyzed for known quality determinants: engagement, student-centeredness, and student satisfaction. For this purpose, a modified Quality Matters Rubric evaluated components of course designs for targeted elements: Learning Objectives, Assessments and Measurements, and Learner Engagement. Relying on this benchmark, the study corroborated the presence of leadership competencies in participants' course designs.	S
	Research Reports <i>Potomoc</i>	The Impact of QM Course Revision on Withdrawal Rates <i>Sarah R. Rutland, Manager, Operations & Quality Assurance, Cleveland State University</i> <i>Salvatore Diomed, Senior Instructional Designer, Cleveland State University</i> Course design is an important piece of the larger puzzle that contributes to online course retention rates. However, with the many variables impacting retention rates it is difficult to pinpoint to what degree. This session will discuss a research study at Cleveland State University that investigated the impact of QM certification on course withdrawal rates before and after a Quality Matters (QM) review. Research findings on course withdrawal rates before and after a QM review will be discussed along with recommendations for further research.	G
	New Strategies for Faculty Development <i>Harbor View I</i>	Fanning the Embers: Rebuilding QM Momentum <i>Mary Cain Fehr, Associate Director, Teaching, Learning, and Technology Center and Assistant Professor, College of Education, Texas Tech University</i> The presenter will describe an initiative to revive the use of Quality Matters at Texas Tech University by building support and momentum with administrators, deans, department chairs, and faculty. In an effort to build a QM culture and commitment, she is working with the university marketing department, other distance learning administrators, and a variety of media to "spread the word." The presenter's goal, through collaborative funding for systemic training and implementation, is to create enthusiasm, peer review capacity, and an implementation model that can be replicated by other academic units or other universities.	S
	New Strategies for Course Development <i>Camden</i>	Contrasting Design Strategies for Two Health Studies Courses <i>Annette R. Tommerdahl, Assistant Professor, University of Louisiana at Monroe</i> This presentation will discuss the design, development and delivery of two contrasting Health Studies accelerated online courses that were particularly challenging to design: Health Care Ethics, and Practicum II. In the online Healthcare Ethics course, relevant topics must be selected for students to debate controversial current events. In the Health Studies Practicum II course, students partner with healthcare facilities in their respective communities.	S

Tuesday, November 8 Conference Events

TIME	TRACK/ROOM	TITLE	
4:45 PM - 5:45 PM	QM Initiatives <i>Harbor View II</i>	Can QM Design Standards Be Adapted to Non-Credit Continuing Ed.? <i>Ronald Legon, Executive Director, Quality Matters Program</i> <i>Christina Sax, Associate Provost and Dean of Academic Outreach and Innovation, Shippensburg University</i> The Quality Matters Program and the University Professional and Continuing Education Association (UPCEA, formerly UCEA) have agreed to collaborate on the development of a rubric for assessing quality design in non-credit online training and continuing education courses. This rubric would contain quality standards, annotations, and examples, similar in structure and function to the existing QM rubrics. The panel members will identify the major challenges that this project will have to address, such as the possibilities for student engagement in a self-paced environment that does not typically involve student to student or regular student to instructor communication.	S
	Applying QM in New Contexts <i>Potomoc</i>	Sloan-C and QM: Quality Practices <i>John Sener, Director of Special Initiatives, Sloan-C Founder/CKO, Sener Knowledge LLC</i> A panel of education faculty, doctoral students and in-service teachers will discuss how the QM Grades 6-12 Rubric can be disseminated most effectively to current teachers and those training to teach in online and blended formats in addition to the traditional classroom.	B-G

Event Schedule - WEDNESDAY

Wednesday, November 9 Conference Events

TIME	TRACK/ROOM	TITLE	
7:00 AM - 8:30 AM	<i>Chesapeake Ballroom</i>	Breakfast and Roundtables	
8:30 AM - 9:30 AM	Research Reports <i>Potomoc</i>	The 2011-2013 Higher Education Rubric Revision: We Heard You! <i>Kay Shattuck, Director of Research, Quality Matters Program</i> <i>Deb Adair, Director of Administration, Quality Matters Program</i> <i>Brenda Boyd, Director of Training and Consulting Quality Matters Program</i> <i>Julie Porosky-Hamlin, Executive Director, MarylandOnline</i> This session will review the nine-month, four-phase process engaged in by eleven committed QM practitioners and staff. The process began with QM seeking input from 6,235 QM subscriber users on areas and issues of the 2008-2010 Rubric that needed attention. Several issues raised from the 294 survey responses will be traced through the review and refreshment process that resulted in the 2011-2013 edition of the QM Rubric. Input gathered from the survey of relevant research literature, from the 2010 statistical analysis of inter-rater agreement from completed course reviews, from a 2010 QM accessibility survey, and from expert researchers during QM's Interaction Summit will be woven into the presentation. Evidence of content, construct, and criterion-related validity measures of the 2011-2013 edition of the QM Higher Education Rubric will be provided.	G



Wednesday, November 9 Conference Events

TIME	TRACK/ROOM	TITLE	
8:30 AM - 9:30 AM	New Strategies for Faculty Development <i>Loch Raven</i>	Making QM Part of the Institutional Culture <i>Marian R. Macbeth, Associate Professor and Coordinator, Center for Distance Learning, J. Sargeant Reynolds Community College</i> This presentation will describe the efforts to make Quality Matters a part of the culture of quality for online courses at J. Sargeant Reynolds Community College. Starting with QM-led faculty training in 2007 to introduce the Quality Matters Rubric, moving to a faculty recommendation to use the QM Rubric as the standard for defining course quality and other actions/activities that have led to a policy that incorporates QM peer review as one of the ways to confirm faculty skills and readiness for teaching online, Quality Matters has become a "household word" at JSRCC. The presentation will also explain the impact of the college's Quality Assurance Plan and Quality Enhancement Project on administrative buy-in and encouragement of faculty engagement in course reviews at various levels.	B-G
	New Strategies for Course Development <i>Harbor View II</i>	A Holistic Approach to QM Implementation <i>Allison Peterson, Instructional Designer III, Texas Woman's University</i> Texas Woman's University has been a subscribing member of the Quality Matters Program since 2007. With more than 90 faculty and staff trained on the Rubric, 10 courses officially reviewed and dozens of courses informally reviewed, we wanted to go a step further. Taking the opportunity of a shift in delivery of the PhD in Nursing to a 100% online format, the Office of Distance Education encouraged the Denton Nursing program to consider a plan which would see all of the core courses in the degree QM recognized. This presentation will describe the process that lead to the Implementation Plan as well as future plans for other programs and what benefits we see in pursuing a QM Implementation Plan.	B-G
	Applying QM in New Contexts <i>Harbor View I</i>	Implementing QM at the Program Level <i>Steve Salik, Director of Technology, Online Academic Services, W. P. Carey School of Business, Arizona State University</i> The current focus of the Quality Matters Program is the certification of quality online and hybrid courses. If the QM Program is to remain an effective tool for the assurance of quality in online education, we need to adopt a more strategic view and discuss implementation at the program level. While maintaining quality standards within the course itself remains an important objective, successful online programs often distribute responsibilities for elements within courses across several entities including the instructor, information technology, student services, technical support and others. This presentation will discuss how the W. P. Carey School of Business is implementing Quality Matters in its Online and Corporate MBA programs.	S
	Community of Practice <i>Camden</i>	Community of Practice & Institution-Wide Commitment to QM - I <i>Sue Perry, Core Faculty, Capella University Karla Gable, MC, Capella University Jocelyn Sherman, Capella University</i> Capella University's early engagement with Quality Matters in 2007 has expanded into a long-term commitment to Quality Matters institution-wide. As the QM implementation grew, we developed a solid community of practice that has enhanced our cohesiveness and strong sense of community, using an expanded repertoire of resources. This session seeks to address the wider concept of communities of practice surrounding and incorporating our Quality Matters Institution-wide commitment. The first of two presentations concentrates on this meta-concept of communities of practice as a general construct, providing an overall map of the communities.	S

Wednesday, November 9 Conference Events

TIME	TRACK/ROOM	TITLE	
9:45 AM - 10:45 AM	Research Reports <i>Potomoc</i>	Assessment of a Pilot Online Writing Program Using the QM Rubric <i>Panel Members: Suzan Harkness, Assistant Dean, University of the District of Columbia Daniel Soodjinda, Assistant Professor, California State University Stanislaus Marilyn Hamilton, Professor of Education, Community College of the District of Columbia Rosemary Bolig, Professor of Education, University of the District of Columbia</i> The University of the District of Columbia's Collaborative for Research in Online Teaching and Learning (CROTL) assessed the effectiveness of a pilot online writing program by using the QM Rubric and comparing the QM Rubric scores to the pass rates (defined by the percentage of grades of "D" and above) and retention ratios (defined by the percentage or recorded course withdrawals "W" on the final transcript).	S
	New Strategies for Faculty Development <i>Loch Raven</i>	Gaining Faculty Buy-In for QM Implementation <i>Panel Members: Barb Altman, Assistant Professor of Management and Coordinator of Online Business Programs, Texas A&M University/Central Texas Cathy House, Professor, Computer Information Systems Instructional Designer, Web College, Truckee Meadows Community College Greg Kaminski, Online Development Facilitator, Distance Education & Instructional Technology, Portland Community College Christopher K. Randall, Associate Director for Technology-Enhanced Learning and Associate Professor of Psychology, Center for Excellence in Teaching and Learning, Kennesaw State University Nancy Webb, Senior Analyst, eLearning, College of Southern Nevada</i> This panel will discuss issues in gaining faculty buy-in for implementation of Quality Matters at their respective institutions. Tools and techniques to overcome resistance to change and some of the challenges that QM peer review represents to faculty will be the focus of presentation. Among the common resistance issues that may resonate for others either contemplating QM adoption or in the midst of implementation: faculty perception that QM infringes on academic freedom, faculty concern how QM may be used in the evaluation process, inequity issues given face-to-face courses may not be subject to comparable peer review, and the collegial nature of the process. How these and related issues have been addressed at a variety of institutions who have adopted Quality Matters will be presented by panel members.	B-G
	Applying QM in New Contexts <i>Harbor View I</i>	Using the QM Rubric to Inform Faculty Training in Online Pedagogy <i>Bethany Simunich, Instructional Designer, Kent State University</i> A case study of Kent State University's experience using the Quality Matters rubric to inform faculty development training in online pedagogy and teaching methodologies. As part of an online course dedicated to online teaching and pedagogy, one module was created to go over the fundamentals of the QM rubric, as well as discuss why this has become part of the national standards of best practices in course design and online learning. Our theory for introducing QM standards and principles to the faculty was to link the standards to online pedagogy and course delivery.	B-G

Wednesday, November 9 Conference Events

TIME	TRACK/ROOM	TITLE	
9:45 AM - 10:45 AM	Applying QM in New Contexts <i>Camden</i>	The Implications of Institutional Policies in QM Course Reviews <i>Deborah Adair, Director of Administration, Quality Matters Program</i> Institutional policies can have a critical influence on whether a course at that institution can successfully meet particular QM standards. This session will focus on those standards in the 2011 – 2013 QM Higher Education Rubric that implicitly or explicitly involve institutional policy and explore how QM could more effectively communicate expectations for institutional support of distance learning.	G
	Community of Practice <i>Harbor View II</i>	Community of Practice & Institution-Wide Commitment to QM - II <i>Joseph E. Pascarella, Core Faculty, Capella University</i> <i>Genevieve Feliu, Capella University</i> <i>Casey Armour-Price, Capella University</i> <i>Nick White, Capella University</i> This presentation will discuss the origin of QM within School of Public Service Leadership and School of General Education at Capella University and compare and contrast the issues within each school such as training, curriculum development and personnel matters related to the University-wide implementation of QM. Additionally, relevant examples of quantitative feedback indicating possible correlations between increased learner evaluations at the course level, when reviewed historically, will be discussed.	S
10:45 AM - 11:15 AM	<i>Chesapeake Ballroom</i>	Break & Quality Matters Program Awards Presentation	
11:15 AM - NOON	<i>Chesapeake Ballroom</i>	Closing Session: QM Future Plans. Conference Adjourns	
NOON - 1:00 PM	<i>Loch Raven</i>	Luncheon for Post-Conference Professional Development Session Attendees	
1:00 PM - 3:00 PM	<i>Harbor View I</i>	Post-Conference Professional Development: Institutional Representative Session	
1:00 PM - 3:00 PM	<i>Harbor View II</i>	Post-Conference Professional Development: Master Reviewers Session	
1:00 PM - 3:00 PM	<i>Potomac</i>	Post-Conference Professional Development: Independent Trainers Session	

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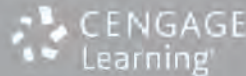




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**To promote and improve the quality of
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- Development of research-supported, best practice-based quality standards and appropriate evaluation tools and procedures.
- Recognition as experts in online education quality assurance and evaluation.
- Fostering institutional acceptance and integration of QM standards and processes into organizational improvement efforts focused on improving the quality of online education.
- Provision of faculty development training in the use of QM rubric(s) and other quality practices to improve the quality of online/blended courses.
- Provision of quality assurance through the recognition of quality in online education.

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