



Overview and Introduction Presentation to the Quality Matters™ Program Guide

Purpose: This guide provides the notes that accompany the power point presentation.

Questions? Email info@qualitymatters.org

Slide 4:

Quality Matters provides inter-institutional quality assurance in online learning. This is achieved through a not-for-profit subscription service providing tools and training for quality assurance of online courses

Slide 6:

The underlying principles of QM are a primary reason for this wide-spread adoption. Quality Matters provides a faculty-driven, peer review process that is...

Collaborative: QM was designed by and for faculty to share expertise and experience relative to the design of a course.

Collegial: The course review process is a collegial discussion between faculty peers committed to

Continuous quality improvement. It is not an evaluation.

Centered in national standards of best practice, the research literature and instructional design principles designed to promote **student learning**.

Slide 7

QM is focused on the design of the course and it is not meant to resolve all quality assurance issues. For example, although reference is made in the rubric standards to technical support or student support services, QM is not designed to evaluate those aspects of quality assurance, rather QM strictly focuses on course design.

Slide 8

It's important to distinguish what QM is NOT about.....

It's not about the instructor, it's about the design of the course

It's not about faculty evaluation, it's about the quality of the course

And it's not a win/lost or pass/fail test..... the rubric in the review process functions as a diagnostic tool to facilitate the continuous improvement of online courses

As IR's, this is definitely a slide to share for faculty presentations. It is easy for faculty to sometimes misinterpret the meaning of QM.

Slide 9

Quality Matters has become a widely adopted program of quality assurance. It currently has more than 4520 subscribers across 45 states, as well as subscribers in Bermuda, Canada, Saudi Arabia and Australia. Statewide systems also subscribe to provide coordination and more economical access to QM tools for their member institutions. Please visit our website for a list of current subscribers. <http://www.qualitymatters.org/Documents/Subscriber%20List%20for%20Publication>.

Quality Matters has trained well over 6000 faculty and instructional design staff and has been recently recognized by both the Sloan Consortium and USDLA for excellence.

Slide 10

The map provides another view of the wide-spread adoption of QM. The color red/rust indicates states where there are QM subscribers, blue shows the presence of large subscribing consortia, and yellow indicates statewide subscriptions. Even though this slide doesn't indicate, we have subscribers in Canada, Bermuda, Australia, Singapore and Saudi Arabia.

Slide 12

Note that the detailed explanations of the 41 review standards is contained in the annotations to each standard. The annotations are quite extensive and deal with the nuances in each standard, issues of interpretation and examples of good and poor practice.

QM has a pdf on our website of the rubric standards for public view. The fully annotated version of the rubric cannot be distributed outside your subscribing institution, but may be published on your password protected intranet.

Slide 13

The rubric represents one of the three parts of QM. The rubric is organized into 8 main sections (these are the General Review Standards). There are a total of 41 specific standards within these 8 general categories. The rubric is research-based and was developed in conjunction with best practices in the industry. (QM standards come from a detailed review of existing research literature, updated every few years, from existing best practice sets, and from our community of practitioners', that provide feedback on every new rubric version.) QM focuses on the standards needed in course design and to promote student learning.

QM tries to take a holistic view of the course and that's why it's so important that the Learning Objectives ALIGN with the Assessments, Resources and Materials, Interaction, and Technology.

Slide 17

None of the subscription types come with "free" course reviews.

The previous slide with the circle graphic refers to an Official Review.

Slide 20

There are no partial points awarded, standard is either met or not based on the majority decision of the review team.

Slide 21

It's important to note that while QM certification is the benchmark of quality online course design, a course that meets QM standards is not considered "perfect." Continuous improvement, a basic principle of QM, is encouraged and expected for all courses that carry the QM certification mark.

Slide 22

Which courses you choose to review will depend on your specific goals for implementing QM.

Slide 27

For a cost effective way of robust QM implementation, consider these trainings to help you become self-sufficient.

Slide 30

The benefits for both options include access to the online rubric tool, subscriber discounts for trainings and services, Institution Representative training, and participation in the online users group. The user's group, a password-protected area of the QM website, serves as a resource for communication and information sharing, collaboration with other QM Subscribers, access to important documents and web links, and a calendar that includes relevant distance learning events and QM training. The IR training documents may be accessed through the QM Institute site. Please refer to you new subscriber letter which also contains your UN and password for these sites.

In addition, the Full Option includes the site license for training and the right to conduct your own official course reviews.

Slide 32

Institutions have choices to make about their reviews and trainings. You may chose to conduct unofficial / informal reviews for your institutions' purposes or deliver your own unofficial training, neither of which will be recognized by QM. Institutions who want Official Course Reviews that are eligible for QM recognition will need to either contract with QM to manage the reviews, at the current course review fee, or manage the reviews themselves, once trained. A similar decision needs to be made about the initial "Applying the QM Rubric" training. Officially managing these reviews and trainings independently of QM will mean a much lower direct cost to the institution, but there are a number of requirements that need to be met. The Official QM Course Review Standards must be followed and you must have QM-trained staff to manage the course reviews and to deliver the trainings.

Slide 33

To manage your own reviews, you will want to have your own certified peer reviewers and Master Reviewers. (You may always use reviewers and Master Reviewers from QM's database, but you would be responsible for compensating them.) You will also need a QM-trained Institution Representative (IR). All IRs are STRONGLY encourage to take at least the APPQMR training and the PRC is also suggested.

To conduct the training, you will need a certified QM-trainer. The person you select for training should have instructional design experience/expertise, be in a faculty development role, or have experience as a peer reviewer or other QM implementation role.

And you would need the licenses that come with the Full Subscription option.

Slide 34

1)The IR receives all communication from QM including: subscription information; news and notices; policy and procedural changes; invoices and other subscriber contact. 2)The IR should be available to fully explain QM to faculty, staff and administrators. 3)The IR has the ability to provide rubric access to whomever he/she deems necessary within the institution.

Slide 35

It is important to involve faculty and administrators in the governance of the QM to help overcome any unforeseen barriers.

Impacting policy – Sometimes QM standards can point out a deficiency to be addressed. Example – mandated learning objectives.

Engagement – Pay faculty to serve as reviewers; meet a service obligation; role as a QM reviewer may help with promotion / tenure. Each institution is so different, this is an opportunity for subscribers to collaborate with one another to generate ideas.

Rubric Use, Course Reviews, Training Criteria – we have touched on these in previous slides. Some thoughts – How will you prioritize these and who will / can you pay for at your institution?

Slide 37

The goal of Quality Matters is something all faculty can support – to make online instruction as good as it can be to facilitate student learning.