



## **QM Overview Presentation Guide**

This guide provides the notes that accompany the QM Overview power point presentation.

Questions? Email [info@qualitymatters.org](mailto:info@qualitymatters.org)

### **Slide 1:**

No notes.

### **Slide 2**

The agenda for this presentation includes an introduction to Quality Matters (QM), an explanation of the basic elements of QM, an overview of what QM has to offer faculty and institutions, and will close with a perspective on the QM organization.

### **Slide 3**

No notes.

### **Slide 4**

The Quality Matters project was initiated by the MarylandOnline (MOL) consortium, a voluntary, non-profit, association of post-secondary two and four-year institutions in the state of Maryland, U.S. MOL was established in 1999 to leverage the efforts of individual campuses whose academic leaders were committed to the expansion of online educational opportunities in Maryland through collaborative activities. MOL and its members cooperate to support and maintain a portal for online programs and courses in Maryland, engage in joint faculty training initiatives, develop joint online programs, share online courses through a seat bank arrangement, and pursue federal, state, and foundation support for a variety of distance learning initiatives. One of these initiatives was the Quality Matters project.

### **Slide 5**

In practice, QM is a set of quality Standards for online course design, a faculty-centered peer review process for online courses, a tool used by instructional design staff in their work with faculty, and a professional development opportunity for both faculty and staff.

### **Slide 6**

#### **About The Content:**

The underlying principles of QM are a primary reason for its 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

There are many factors that affect the quality of an online course. Among these factors are:

1. the course design (the forethought and planning that goes into an online course,)
2. the course delivery (i.e. the way the course is taught, also known as faculty performance),
3. the course content,
4. the learning management system and its functionality; technical support
5. the institutional infrastructure (help desk, online library access, online tutoring access, etc),
6. a faculty member's training and readiness for online teaching,
7. and the students' role with respect to engagement and readiness for an online course.

QM reviews just one aspect of online course quality – Course Design.

## Slide 8

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 9

It's important to compare what QM is and is not:

- about course design, not about the instructor
- about course quality, not about faculty evaluation
- score that comes out of a QM course review is diagnostic rather than judgmental. It tells us how much revision a course may need.
- about continuous improvement, not about pass or fail

## Slide 10

Quality Matters has become a widely adopted program of quality assurance. It currently has more than 870 institutional subscribers across 47 states + District of Columbia, Guam and Puerto Rico, as well as subscribers in Canada, Saudi Arabia, Singapore, Australia, Ireland, and Greece. 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.

<https://www.qmprogram.org/qmresources/subscriptions/subscribers.cfm?program=2>

Quality Matters has trained well over 33,000 faculty and instructional design staff and has been recently recognized by both the Sloan Consortium and USDLA for excellence.

## Slide 11

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, Greece, Guam, Singapore, Australia, and Saudi Arabia with other countries pending. Check out our global subscriber community map <https://www.qualitymatters.org/>

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## Slide 13

No notes.

## Slide 14

Community and technical colleges, colleges and universities, K-12 schools and systems, government agencies, corporations, and other education-related organizations subscribe to QM and use specific Rubrics created for their own particular use.

## **Slide 15**

Of the 8 general Standards, 5 contain Standards that address key components that must be in alignment.

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 16**

Note that the detailed explanations of the 43 review Standards are 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.

## **Slide 17**

No notes.

## **Slide 18**

Quality Matters is a continuous improvement model for assuring the quality of online and online components of blended courses through a faculty review process.

This circle graphic represents the continuous nature of a Quality Matters course review, which starts with a course developer submitting a course worksheet which is shared and discussed with the review team before the start of the course review. Reviewers work independently of each other, but communicate throughout the review process as necessary. Once the reviewers submit their forms, the online tool aggregates the points as well as the feedback and provides a report for the course developer. If the course meets standards at this point, the course will be recognized by QM. If it does not, the course developer will have an opportunity take all the feedback, make amendments to the course, and resubmit all as part of the single review process. There are only two possible states for a course submitted for a QM review – it is either under review or it has met Standards.

## **Slide 19**

There are two general types of course reviews – distinguished by whether or not they are recognized by QM. Unofficial reviews are what QM calls internal reviews and these are not required to follow the QM process. Official reviews, recognized by QM, can be done in one of two ways. Either QM, for a fee, manages the review and compensates the review team, or Subscribers (with the appropriate subscription) takes the management role. Most subscribers do both types of reviews.

None of the subscription types come with “free” official course reviews.

Subscriber-managed reviews are enabled under license with only a Full or Statewide Higher Education Subscription.

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

All subscribers have access to the Course Review Management System to initiate, manage, and maintain their unofficial reviews

QM has a self-review tool, available to anyone with a QM subscription and an individual MyQM account that guides and archives the review of one's own course. The review report is saved in the individual MyQM account and can be emailed as desired.

## **Slide 20**

It's important to note that QM is both a Process and a Rubric (tool) for course reviews.

There are significant benefits of using QM informally, but official QM recognition comes *only if* the "official" process is followed.

## **Slide 21**

Three QM-certified faculty peer reviewers use the Course Review Management System (the fully automated Rubric tool) to complete the review. One of these reviewers must be a Subject Matter Expert (SME) and at least one must be external to the course's home institution. The team chair must be a Master Reviewer. A single person could play multiple roles. They could be both the SME and the master reviewer, for example.

The Faculty Course Developer (the Instructor) should be consulted by the team as questions or issues arise.

## **Slide 22**

A QM course review is a rigorous process, but there are many positive outcomes for faculty as course developers and as reviewers.

In QM-Managed 61% of QM course reviews meet standards upon initial review. Subscriber-Managed 76%.

## **Slide 23**

No notes.

## **Slide 24**

QM Certification is provided by the year the course met Standards and is good for 5 years, unless the course undergoes significant change.

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 25**

No notes.

### **Slide 26**

QM workshops and certification courses are offered online, live, and onsite. The focus for some is on certification of roles necessary in the implementation of QM and others are more about faculty development.

### **Slide 27**

Faculty development workshops differ by those focused on working with the whole course, those that drill down to provide more time to work on specific QM Standards, and those that focus on helping faculty achieve alignment in their courses.

### **Slide 28**

The certification courses for QM implementation include Peer Reviewer Certification, Master Reviewer Certification, and Certified Trainer courses. The QM Coordinator workshop is also required for implementation. The Applying the QM Rubric workshop is a prerequisite to these certification courses.

### **Slide 29**

For a cost effective, robust QM implementation, you will want to develop your internal capacity. 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 Coordinators (QMC). All QMCs are STRONGLY encouraged to take at least the APPQMR training and the PRC is also suggested.

To conduct the training, you will need a certified QM-facilitator.

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

### **Slide 30**

No notes.

### **Slide 31**

The primary roles for faculty in QM are as Peer Reviewers and Master Reviewers.

### **Slide 32**

The tools and processes in QM were developed collaboratively by faculty for faculty. Peer review using research-based tools and collegial interactions are hallmarks of QM.

### **Slide 33**

For faculty, in particular, Quality Matters provides a number of benefits. The direct and primary benefit of an improved course is obvious. But undergoing and participating in a peer review process is an enriching activity that provides external quality assurance in the spirit of the collaboration. Quality Matters has an extensive pool of peer reviewers that provide a professional network connected by the association with Quality Matters and its emphasis on collaboration to improve student learning outcomes. Participation in Quality Matters is a meaningful professional development tool.

### **Slide 34**

QM also provides research opportunities, to include issuing annual RFPs and funding a small number of research projects on QM-related topics.

### **Slide 35**

This slide is a screen shot of the searchable research library available on the QM website. It connects specific review standards to the existing literature.

### **Slide 36**

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.

This slide is an excerpt from the research library available on the QM website that shows how the specific review standards are supported by existing literature. A literature review is conducted for each new Rubric edition that builds upon this core matrix.

### **Slide 37**

No notes.

### **Slide 38**

No notes.

### **Slide 39**

No notes.

### **Slide 40**

QM is used by schools in a number of ways and for different purposes. Many schools use the Rubric as a guideline for their initial development of courses. Much use is for quality assurance of existing courses. Often, QM professional development serves as an important piece of a school's faculty development efforts. Schools often specifically reference their use of Quality Matters in their re-accreditation packages. Finally, QM can be a useful tool in a school's institution building efforts as it relates to their distance learning program. Early research on this topic is suggesting that QM can be a very useful tool to create and sustain a campus climate more focused on teaching and learning.

### **Slide 41**

In terms of the professional development benefits, the education of faculty on quality in course design provides professional growth opportunities for them in ways that directly benefit the institution.

### **Slide 42**

Subscription benefits include access to the QM Rubric, the online Rubric tool (CRMS), subscriber discounts for trainings and services, QM Coordinator 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. The QM Coordinator training documents may be accessed through the QM Institute site.

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

### **Slide 43**

No notes.

### **Slide 44**

No notes.

### **Slide 45**

The Quality Matters' [Course Review Management System](#) (CRMS) is secure, automated, online tool used by the QM community to 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.

Subscribers use the CRMS throughout the course review process to collect, store and share course information with both the review team and the review's sponsor.

The CRMS tracks each review's progress from initiation through completion. Automated features guide each participant as they move through the process, notifying individuals by e-mail of actions required as the review progresses. The CRMS gathers reviewer feedback and recommendations and produces a final report of the review's outcome. If a course needs amendments to meet standards, the CRMS guides the Chair and Course Representative through the amendment process.

Review sponsors use the CRMS to track the progress of open reviews, report on recognized courses and obtain course certificates and certification marks for display on recognized courses.

### **Slide 46**

No notes.

### **Slide 47**

No notes.

### **Slide 48**

The impact QM is having on quality in online education has been achieved only through the cooperative efforts of many and through collaboration with the groups shown on this graphic. The small QM staff provides support but it is the faculty and staff throughout the country, and now beyond, serving as QM Coordinators, trainers, and reviewers that are implementing the program. QM's many volunteer committees bring community-based governance to the process. The many institutions supporting QM, from subscribers to our partners and sponsors, help to disseminate the best practices and standards as broadly as possible. And students, the primary beneficiaries of a quality course, are indicating that a well-designed course truly matters to them.

### **Slide 49**

No notes.

### **Slide 50**

The point of Quality Matters is continuous improvement. The purpose is to provide tool and processes that are adaptable to the different goals institutions want to achieve in pursuit of quality.

### **Slide 51**

No notes.

**Slide 52**

Thanks to you, Quality Matters.

**Slide 53**

No notes.

**End**

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