3 Systems - 3 Approaches!

Everything I Wanted to Learn About Managing My Own QM Reviews and Peer Reviewers

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Managing Your Own QM Reviews

Who are we?
3 Systems ~ 3 Approaches

Before the Review
Train Instructors/Reviewers, Development of QA Resources/QA templates, Informal Review, Self-Peer Review, Application

During the Review
Setting up the review team, tracking the review

After the Review
Management if course doesn't meet standards (addendums), recognition
Notes Worksheet

Who are your **stakeholders**?

What **resources** are needed to manage and sustain QM reviews?

What are some of your **barriers** in your current program?

What are **solutions** to existing barriers?

What **tools and strategies** can assist you in managing reviews?

How are **costs** managed for reviews?
Managing Your Own QM Reviews
(aka. “Subscriber-managed reviews”)

Who are we?
3 Systems ~ 3 Approaches
California State University System

- 23 campuses, 480,000 students, 50,000 faculty/staff, unionized
- Campuses opt-in to our QA program; 22 involved with 13-15 annually as QM Campus Affiliates. QA Lead at each campus.
- 2210+ QM training completions in the last 5 years
  - 79 (19 MRC) certified QM peer-reviewers
  - 145 certified courses
  - Facilitators:
    - APPQMR: 12 online, 11 F2F
    - IYOC: 7 online, 4 F2F
  - Offer APPQMR & IYOC each term for Affiliates $25 per
- We track data on: PD completions; Certified peer-reviewers; Course certifications; Grades; Course completion rates; Student survey ratings
Minnesota Online Quality Initiative

- 37 institutions, 54 campuses, 375,000+ students, 15,600 faculty, 2 faculty unions

- Institutions opt-in; 33 are affiliate subscribers to QM; each has a QMC
  - “50% subsidy model” for PD, course reviews and QM subscription

- 2800+ professional development enrollments in past 6 years
  - Offer low cost APPQMR, IYOC, PRC, & MRC
  - IYOC = $70; APPQMR = $90
  - APPQMR completion = 1118; IYOC completion = 445

- Official QM reviews:
  - 500+ certified courses
  - Peer Reviewers = 107; Master Reviewers = 37
  - Reviewers have served on 1000+ official reviews
By the numbers:

- 60 member institutions
- 236 Peer Reviewers
- 67 Master Reviewers
- 106 QM Coordinators
- 26 CRMs
- 40 APPQMR F2F facilitators
- 9 IYOC F2F facilitators
- 28 APPQMR online facilitators
- 6 IYOC online facilitators
- Over 5,000 individuals trained since 2008

Benefits:

- Uses a bartering system for QM reviews:
  - Over 160 reviews completed in 4 years
  - Over $160k saved
- Free F2F APPQMR sessions ($25 online)
- IYOC is $20 F2F and $25 online
- Professional Development funds to build Reviewer and Facilitator pools
- Monthly QMC meetings
- Yearly conference
- Regional mentors
- Reviewer help and training
- QMC help and training
Managing Your Own QM Reviews

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- Informal Review, Self-Peer Review, Course Review
- Application
Before the Review

- Grow pool of certified reviewers & facilitators
- Develop support resources
- Monthly PLC with QMC Leads to disseminate info/discussion topics (share LMS course templates, campus FLC model/training institute, process for informal campus reviews)

BEFORE APPLYING FOR A FORMAL COURSE REVIEW:

- Complete an informal self-review of the course using either CSU QLT or QM (via the QM portal). Make sure to document for each objective the evidence where each objectives is met in the comments/feedback section.
- Course is informally reviewed at the campus level
- Course must have been already taught online (i.e., Mature course)
- Course is taught 100% fully online
- Course has measurable course AND modular objectives
- Review the “Top 10 Commonly Missed Critical QM/QLT Objectives” resource document

http://tiny.cc/qa-csu-10
Informal Campus Review Process

3 Pathways of Review

Pathway 1. Written Feedback
Pathway 2. Written Feedback & Follow-up Consult
Pathway 3. Side-by-Side Review & Consult

CSULB QA/QM Course Certification Process

Requirements for a CSU Quality Matters (QM) Formal Course Review must be currently teaching or have taught an online course.

1. Letter of Approval from respective Program Coordinator (as appropriate) and/or Department Chair.
2. Successful completion of the following 2 QM courses: (offered through the Chancellor’s Office) See QA Professional Development Opportunities, 2018-2019 attachment.
   a. Applying the QM Rubric
   b. Improving Your Online Course
3. Course must have been taught previously online for 2+ semesters
4. Perform QM Self-Review of online BeachBoard course including location of evidence
5. Submission of the following documents:
   a. QM Course Worksheet
   b. Syllabus
   c. Submission of QM Self-Review including location of evidence
6. Course is reviewed internally by campus Master Reviewer and a qualified Peer Reviewer
7. Upon successful completion of CSULB/QM Internal Review, course is submitted for Formal CSU/QM Course Review.
Before the Review

Professional Development for Faculty, Reviewers, & QMCs

- Monthly Webinars
- Regular QMC meetings
- Annual QMC Mini-Retreat
- Annual Reviewer Mini-Retreat
- APPQMR, IYOC, PRC, & MRC
- STAR Symposium

MR Requirements

- Require multiple reviews prior to team chair assignment
- Pair experienced MR with new MR on first chair experience
- Master Reviewer Best Practices Guide
Before the Review

Preparing & Supporting Faculty

- Participation in reviews is voluntary
- No required PD before review
- Each institution determines own approach; may include
  - Internal review
  - Require APPQMR or IYOC
  - Templates
  - Incentives
  - Instructional Designer support
- Required SoftChalk module
Training and Buy-in
- 300+ individuals have taken APPQMR, including DL staff
- Incorporated into design process for online program development
- Faculty champions
- Administrative involvement

Building Momentum
- Institutionally-created training added in 2013
- Online design and development workshops that incorporate QM standards added in 2013, 2014
- IYOC added in 2016
- DL staff internal review training in 2017
- “College” QMCs added in 2018
Preparing for Reviews

Provide Resources
● LMS template incorporating QM standards
● QM-based online learning syllabus template
● Regular QM training for both faculty and DL staff

Provide Processes
● Tiered system of reviews (self, preparatory/informal, formal)
● Course prep project template developed that puts IDs in charge of prep
● Mentoring and coaching for Course Reps
● College CRMs used to head up reviews for programs
Managing Your Own QM Reviews

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During the Review
- Setting up the review team,
- Tracking the review
Managing Reviewers

- 79 CSU QM Reviewers
- Reviewers are all external to institution (campus)
- All “get a turn”
- All reviewers are paid by institution submitting the course review ($350 chair; $200 per addit. ~ $750 total)
- CSU QA Mgr. maintains “list” of certified reviewers & updates monthly on public website
- CSU QA Mgr. send reviewers reminders (expired applications, needs 6th ed.)
During the Review

Managing the Review

- Course Review Template
- Email templates for notifications
- "Update" Requests sent to users
- QA mgr. receives notice via email
- Send reminders weekly to review team - have them update sheet when completed with review
- Share sheet with campus QMC
During the Review

Key Strategies

- Start in batches
- All managed by MOQI CRM

Tools Used

- Google Forms
- Google Sheets
- Trello Boards
- Zapier
- Microsoft Outlook Templates
Managing Reviewers

- Reviewers are all external to institution
- All “get a turn”
- SME typically not from Minnesota
- All reviewers are paid (One institution pays reviewers/invoices)
During the Review

Resources and Processes

- Project Template for course reviews
- Trained ID and/or CRM assigned to each review
- CRM or QMC plays active role

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Start</th>
<th>End</th>
<th>Assigned To</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ID review course alignment, update existing / create new alignment map if necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>QMC schedules initial meeting with faculty Course Representative (Director QM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Master Course Preparation for QM Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ET update blackboard course shell template to most recent version</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ET check for draft or program syllabus and/or course schedule template and update (if applicable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ET review and identifies all course learning materials and cites citations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ET student worker add citations to Blackboard course content items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ET review and add descriptions to Blackboard course content items, including how to use content for assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ET check accessibility of course learning materials and video, audio, and presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>ET check adoptive release / availability to ensure viability of course content items for review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>ET creates new empty course shell in Blackboard for “review” course (Course QM This Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>ET updates and updates Course QM review course, and prints QMC In Instructor role with QMC</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

QM
QUALITY MATTERS
OHIO CONSORTIUM
KENT STATE ONLINE
QM Ohio Bartering System

- Member credits upon joining
- Reviewers earn additional credits for their institution
- QM Ohio Review Managers there for help and advice during the review (2 Managers, both CRMs)
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After the Review

Letter of Recognition-Sample

July 13, 2018
Sanjay Marwah
Department of Criminal Justice Administration
California State University, East Bay

Dear Sanjay,

Thank you for participating in the California State University, Quality Matters (QM) formal course review and certification, a process of quality and continuous improvement in online course offerings through cross-campus collaboration and recognition of courses that successfully meet Quality Matters standards. This draws upon the certified Quality Assurance peer-reviewer expertise across the CSU and helps to standardize the level of rigor applied to course reviews.

Your course “Advanced Policing Innovations (CRJ 410)” has undergone a CSU QM subscriber-managed course review using a team approach of three QM-certified CSU peer-reviewers. Your course met all necessary standards of the 43-item Quality Matters rubric, a rigorous standard of course quality.

Recognition on CSU QA Website
http://tiny.cc/certified-courses

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Campus</th>
<th>Course (sorted by most recently certified)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessie, Mildred</td>
<td>Fresno</td>
<td>American History to 1877 (HIST 11)</td>
<td>2013-09-10</td>
</tr>
<tr>
<td>Akhavan, Reza</td>
<td>East Bay</td>
<td>Issues in Construction Management (CMGT 6999)</td>
<td>2013-09-25</td>
</tr>
<tr>
<td>Fanning, Michael</td>
<td>East Bay</td>
<td>School Finance and Human Resources for Equity (EDLD 820)</td>
<td></td>
</tr>
</tbody>
</table>

Recognition on campus website-East Bay
After the Review
Submission to QuARRy

Students Surveyed

<table>
<thead>
<tr>
<th>Student Feedback Survey Aligned with Essential CSU QOLT &amp; QM Standards</th>
<th>OBJECTIVES &amp; ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Overview &amp; Introduction</td>
<td>4.07</td>
</tr>
<tr>
<td>Detailed instructions for getting started</td>
<td>4.67</td>
</tr>
<tr>
<td>Detailed information about the instructor</td>
<td>4.59</td>
</tr>
<tr>
<td>Purpose of course &amp; prerequisite knowledge</td>
<td>4.67</td>
</tr>
<tr>
<td>Academic integrity &amp; institutional policies</td>
<td>4.71</td>
</tr>
<tr>
<td>Section Average</td>
<td>4.66</td>
</tr>
<tr>
<td>Materials, facilitation, interaction, tools, support resources, accessibility</td>
<td>4.66</td>
</tr>
<tr>
<td>Notice to acquire course materials</td>
<td>4.64</td>
</tr>
<tr>
<td>Variety of course material types</td>
<td>4.56</td>
</tr>
<tr>
<td>Resources contribute to objectives/topics</td>
<td>4.65</td>
</tr>
<tr>
<td>Student Introductions</td>
<td>4.48</td>
</tr>
<tr>
<td>Activities promote active learning</td>
<td>4.17</td>
</tr>
<tr>
<td>Learning activities promote real-world scenarios</td>
<td>4.43</td>
</tr>
<tr>
<td>Instructor sent reminders to keep on task</td>
<td>4.56</td>
</tr>
<tr>
<td>Receive feedback &amp; self-check progress</td>
<td>4.46</td>
</tr>
<tr>
<td>Feedback in a timely manner</td>
<td>4.46</td>
</tr>
<tr>
<td>Section Average</td>
<td>4.49</td>
</tr>
</tbody>
</table>

N=504 Students enrolled in certified courses
After the Review

Recognition

- Twitter
- MOQI Blog post

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Course Description</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Hennepin Technical College</td>
<td>BIOE2300 Nutrition and Health (Blended Course)</td>
<td>Diane Hallberg</td>
</tr>
<tr>
<td>2018</td>
<td>Bemidji State University Moorhead State University, Moorhead</td>
<td>PSY220 Social Behavior (Blended Course)</td>
<td>Rochelle Bergstrom</td>
</tr>
<tr>
<td>2018</td>
<td>Ridgewater College</td>
<td>CMST 220 Public Speaking</td>
<td>Julie Breeden</td>
</tr>
<tr>
<td>2018</td>
<td>Riverland Community College</td>
<td>PHIL 1130 Ethics</td>
<td>Tanya Whitehouse</td>
</tr>
<tr>
<td>2018</td>
<td>Ridgewater College</td>
<td>CMST 121 Introduction to Communication</td>
<td>Julie Breeden</td>
</tr>
<tr>
<td>2018</td>
<td>Century College</td>
<td>ENGL 2073 Short Novel</td>
<td>Kelly Donahue</td>
</tr>
<tr>
<td>2018</td>
<td>Riverland Community College</td>
<td>BUSO 2655 Introduction to Electronic Health Records</td>
<td>Sheryl Barton</td>
</tr>
<tr>
<td>2018</td>
<td>Bemidji State University</td>
<td>NRSG3100 Concepts in Nursing and Health Care (Blended Course)</td>
<td>Nancy Hall</td>
</tr>
<tr>
<td>2018</td>
<td>Century College</td>
<td>ENGL 2073 Short Novel</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>Hibbing Community College</td>
<td>HLTH110 Concepts in Health Care</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>Century College</td>
<td>BIOL 2044 Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>Inver Hills Community College</td>
<td>ECON1106 Principles of Microeconomics</td>
<td></td>
</tr>
</tbody>
</table>

Number of Quality Matters Recognized courses at 2-Year Institutions

![Pie chart showing number of QM recognized courses at 2-year institutions, 2013-2018](image)
After the Review

- Trained ID analyzes Final Report
- Create list of “we can do” vs. “we can help”
- Meet with Course Representative to discuss Final Report
- Create a timeline for next steps
- Recognition letter sent to Course Rep, Dean, Dept. Chair and VP of DL
- Social Media announcement via FB and Twitter
- Recognition banquet in spring for CRs of all QM-certified courses for that year
- Recognition on KSU and Ohio QM website
What is your one main take-away idea?

Go to: http://tiny.cc/QMconnect3systems