Two Studies Reveal Impact of QM Across Delivery Formats

Two Parts to Today's Presentation

- Part 1: Analysis of review exit survey data:

  Melissa Poole

- Part 2: Impact of QM professional development on face-to-face teaching:

  Kay Shattuck

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Plan for Our Session

- What the review exit surveys suggested (Melissa)

- What, why, and how we dug deeper (Kay)

- What we learned (Kay)

- How you can use this to improve student learning and persistence to degree or certification (All)

Show of Hands

- ❑ I've done official QM reviews (had my course reviewed or served as a peer reviewer)

- ❑ I've completed at least one QM course or workshop

- ❑ I'm fairly new to QM

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Why QM Resonates with Faculty

The QM toolset and process:

A **faculty-drive, peer review** process that is . . .

- **C**ollaborative
- **C**ollegial
- **C**ontinuous
- **C**entered – in research literature – around student learning

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The Peer Review Team

For official Higher Education QM reviews, Review Teams consist of:

- **3 QM-Certified Peer Reviewers**

  Prerequisite: Current for-credit online teaching experience and professional development
- **Master Reviewer as team chair**
  Peer Reviewer with additional experience and professional development
- **One reviewer must be a subject matter expert**
- **At least one reviewer must be external to the institution sponsoring the course**

  AND

- **Faculty developer/instructor**
- **Access to Rubric prior to review**
- **Involved in pre-review discussions**
- **Consulted during review**

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QM Peer Reviews

- 3,500 Peer Reviewers

- 670 Master Reviewers

- 5,890 Courses QM Certified

- 5,700 Internal Reviews

- Over 12,000 Courses Reviewed using QM Tools

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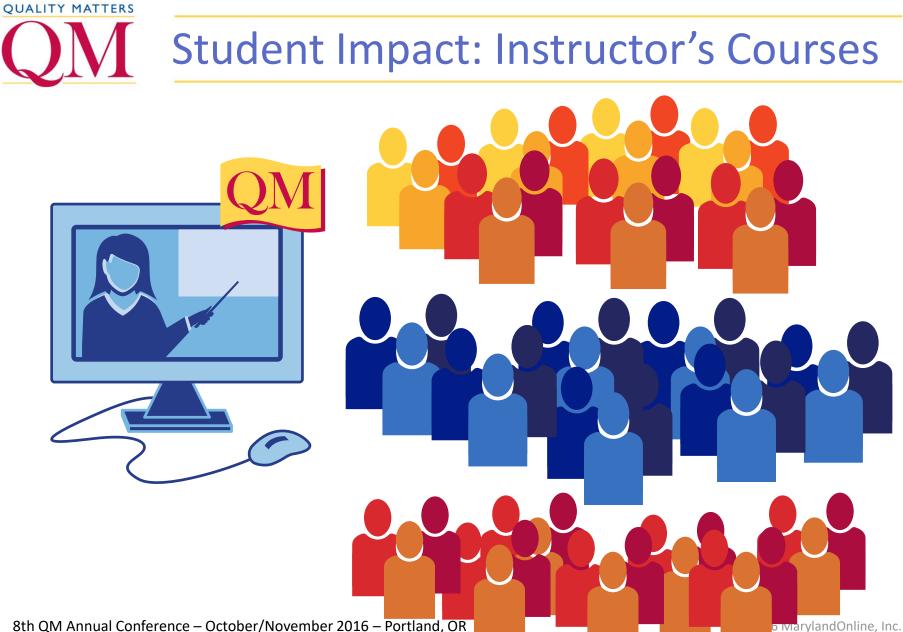www.qualitymatters.org

Course Review Exit Survey

- Reviews using QM Rubric, 5th edition

- Survey ALL team members

  (Course Rep, Reviewers, QMC)

- Surveys from Feb. 2015 through Oct. 2016

- Approx. 1750 reviews

- 62% response rate

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Student Impact: Instructor's Courses

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Student Impact: Peer Reviewers' Courses

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Are Your Courses QM Certified?

Course

Peer Course Review

Feedback

Course Revision

Course Meets Quality Expectations

Learn from others

Leadership

Collegiality

Recognition

Learning Experience

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Value of Participation in Reviews

▪Reviewer service is faculty professional development
- ▪learn from other reviewers and the process
- ▪gain valuable leadership experience
- ▪are recognized by peers for their individual contributions

▪Promotes continuous quality improvement
- ▪Reviewers improve their OWN courses

IDEA SHOPPING

PARALLEL REVIEW

Behavior Change Data

▪An example from QM's Higher Education Course Review Exit Survey Data

▪February 2015 – October 2016

▪All roles, N=8750

▪Self-reported data about behavior and intended behavior

IDEA SHOPPING

PARALLEL REVIEW

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Impact for Online Courses

As a result of your participation as a _____ in QM course reviews, have you or do you intend to make changes in your **online** courses?

Role	N	Yes (N)	Yes (%)	No (N)	No (%)	N/A	
QMC	408	161	67%	78	33%	169	41%
PR	2625	1811	81%	435	19%	379	14%
CR	858	732	94%	48	6%	78	9%
Chair	1476	859	66%	442	34%	175	12%
Total		3563		1003		801	

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Impact for F2F Courses

As a result of your participation as a _____ in QM course reviews, have you or do you intend to make changes in your **F2F** courses?

Role	N	Yes (N)	Yes (%)	No (N)	No (%)	N/A	
QMC	407	72	54%	61	46%	274	67%
PR	2616	987	65%	531	35%	1098	42%
CR	855	397	80%	98	20%	360	42%
Chair	1477	501	52%	458	48%	518	35%
Total		1957		1148		2250	

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Peer Review at Your Institution

Benefits of peer review include:

- Carryover effects to non-reviewed courses, including F2F courses

- Increased technological, pedagogical, and content knowledge (TPACK)

- Promotion of a culture of teaching and learning across campus

What Works for You?

- What peer-to-peer activities work at your institution?

    - Peer review?

    - Peer collaboration or sharing?

    - Mentoring programs?

- What would you like to see implemented?

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