Launch & Learn – TEAM with Quality Matters™:
Together Everyone Achieves More

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Objectives

- Describe introduction and progress to implementing Quality Matters™ (QM) at our institution

- Identify best practices and challenges involved in planning and writing a plan

- Discuss resources developed that encourage colleague engagement with QM

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Introduction and Implementation Plan

Evidence-Based Practice (NR-449)

Institution:
Chamberlain College of Nursing – Ohio

Course Representative(s):
Candice Phillips

Date Recognized:
2013-09-28

Program:
Higher Education

Path to Develop Implementation Plan

Stakeholders

- Administration
- Deans/Directors
- Instructional Designers
- Web Development Managers
- Full-time Faculty
- Administrative Coordinators

Action Items

- Online facilitator certification
- Applying the Quality Matters Rubric (APPQMR) workshop offerings – dedicated
- Self-reviews
- Internal peer reviews
- Subscriber-managed reviews

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APPQMR Champions

Chamberlain College of Nursing colleagues have committed to supporting the QM initiative throughout all programs.

To date, approximately 75 percent of our full-time online program colleagues have participated in APPQMR.

Program Role	APPQMR
Admin Coordinator	1
MSN	
Associate Dean	1
RN-BSN	
Dean	1
MSN	
Director	2
MSN	
RN-BSN	
FM	11
DNP	
MSN - FNP	
MSN - Specialty	
RN-BSN	
FT Faculty	34
DNP	
MPH	
MSN	
MSN - FNP	
RN-BSN	
ID	4
DeVry Online Serv.	
Vice President	1
Online Operations	
WDM	7
MPH	
MSN - Specialty	
MSN - FNP	
Pre-Licensure	
Grand Total	**62**

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Quality Matters Implementation Plan

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QUALITY MATTERS

Quality Matters
Quality Mat...

Char...

Submitting QM Coordinator (IR): Ann...

Subscription Terms:
- (FY12-13) Year 0 = DeVry/Cha...
- (FY13-14) Year 1 = Chamberla...
- (FY14-15) Year 2 = Chamberla...
- (FY15-16) Year 3 = Chamberla...
- (FY16-17) Year 4 = Chamberla...

Name(s) of Specific Program(s), if QM...

Program of Study: Online RN-...

Program Director: Margaret V...

Title of the QM Implementation Plan...

"Chamberlain College of Nursing -...

Highest level(s) of authorization for t...
Margaret Wheeler, PhD, RN, CNE (Dir...
Carole Eldridge, DNP, RN, CNE, NEA-B...

Initiation Date of the Implementation...

Name of the Plan Manager – Jill Price...

Title of the Plan Manager – Program...

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Components of the Plan:

1. Quality Matters - Managed Course...
facilitate the official review team and...
have some input in the process.
- (FY12-13) Year 0 = 0
- (FY13-14) Year 1 = 0
- (FY14-15) Year 2 = 0
- (FY15-16) Year 3 = 2
- (FY16-17) Year 4 = 6

2. Subscriber-Managed Course Revie...
4 credits per review; QM Coordinator...
Developer/WDM have some input in t...
to attain QM certification. ($100.00 fe...
- (FY12-13) Year 0 = 0
- (FY13-14) Year 1 = 0
- (FY14-15) Year 2 = 1
- (FY15-16) Year 3 = 1
- (FY16-17) Year 4 = 0

3. Internal (Unofficial) Course Review...
or differ from formal review team pro...
- (FY12-13) Year 0 = 0
- (FY13-14) Year 1 = 0
- (FY14-15) Year 2 = 0
- (FY15-16) Year 3 = newly deve...
- (FY16-17) Year 4 = 0

* If an internal course review procedu...
would include any informal and/or fo...
course: May vary by program, but ca...

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The RN-BSN program faculty will cond...
the informal review.
- Course Worksheet will...
- Three reviewers
  - including at le...
  - minimally, rev...
    PR Certificatio...
  - QM Coordinat...
    MR certificatio...
- QM Coordinator/Plan...

4. QM Training:

Applying the QM Rubric:
(# of individual participants anticipate...
- (FY12-13) Year 0 =3
- (FY13-14) Year 1 =8
- (FY14-15) Year 2 = 2+ (We will...
- (FY15-16) Year 3 = consider Vi...
- (FY16-17) Year 4 = 0

Does plan include training of internal s...

If yes, in which year would this training...

Peer Reviewer Certification:
(# of individual participants anticipated...
- (FY12-13) Year 0 = 1 (Helen Fr...
- (FY13-14) Year 1 = 1 (Julie McA...
- (FY14-15) Year 2 = 1 (Joy Whit...
- (FY15-16) Year 3 = 1 (Melissa E...
- (FY16-17) Year 4 = 0

Master Reviewer Certification: (requi...
(# of individual participants anticipated...
- (FY12-13) Year 0 = 0
- (FY13-14) Year 1 = 1 (hired WD...
- (FY14-15) Year 2 = 0
- (FY15-16) Year 3 = 1
- (FY16-17) Year 4 = 0

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Online Facilitator Training and/or Fac...
(# of individual participants anticipate...
- (FY12-13) Year 0 = 0
- (FY13-14) Year 1 = 1 (Anne Ma...
- (FY14-15) Year 2 = 0
- (FY15-16) Year 3 = 1
- (FY16-17) Year 4 = 0

Course Review Manager Certification...
be supported by QM, while using Subs...
(# of individual participants anticipate...
- (FY12-13) Year 0 = 0
- (FY13-14) Year 1 = 0
- (FY14-15) Year 2 = 0
- (FY15-16) Year 3 = 1 (if neede...
- (FY16-17) Year 4 = 0

5. Describe other components of the...

(e.g., additional faculty develo...
formats, etc.)
- QM Coordinator to work with...
  Quality Matters™, the Rubric...
  QM recognition, once courses...
  - Faculty Forum Presen...
  - On-demand Presenta...
  - Faculty Development...
- Work with outside departmen...
  their support can impact the s...
  - DOS – IDs who supp...
  - Library Services
  - Student Services/Adv...
  - Marketing
  - Other
- Research – Poster Presentatio...
  - Impact of recognized...
  - Student view of the S...
  - Other

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QM

6. If QM recognition is granted, an approved QM seal and accompanying statement may be used on your internet and approved materials. An example of a statement is given below but you may use your own terms. If you opt to use your own wording, you must include a brief description of QM and a link to our website:

Chamberlain College of Nursing is committed to implement the Quality Matters standards for the design of the online RNBSN Degree Completion Program, and we are systematically building and evaluating our courses based on these rigorous, research-based standards. The Quality Matters standards assure that the online components of these courses promote learner engagement and provide students with all the tools and information they need to be successful learners. More information regarding Quality Matters may be found at www.qmprogram.org.

√By checking here you agree that the person below has officially approved this implementation plan:

Approval Name: Margaret L. Wheeler, PhD, RN, CNE
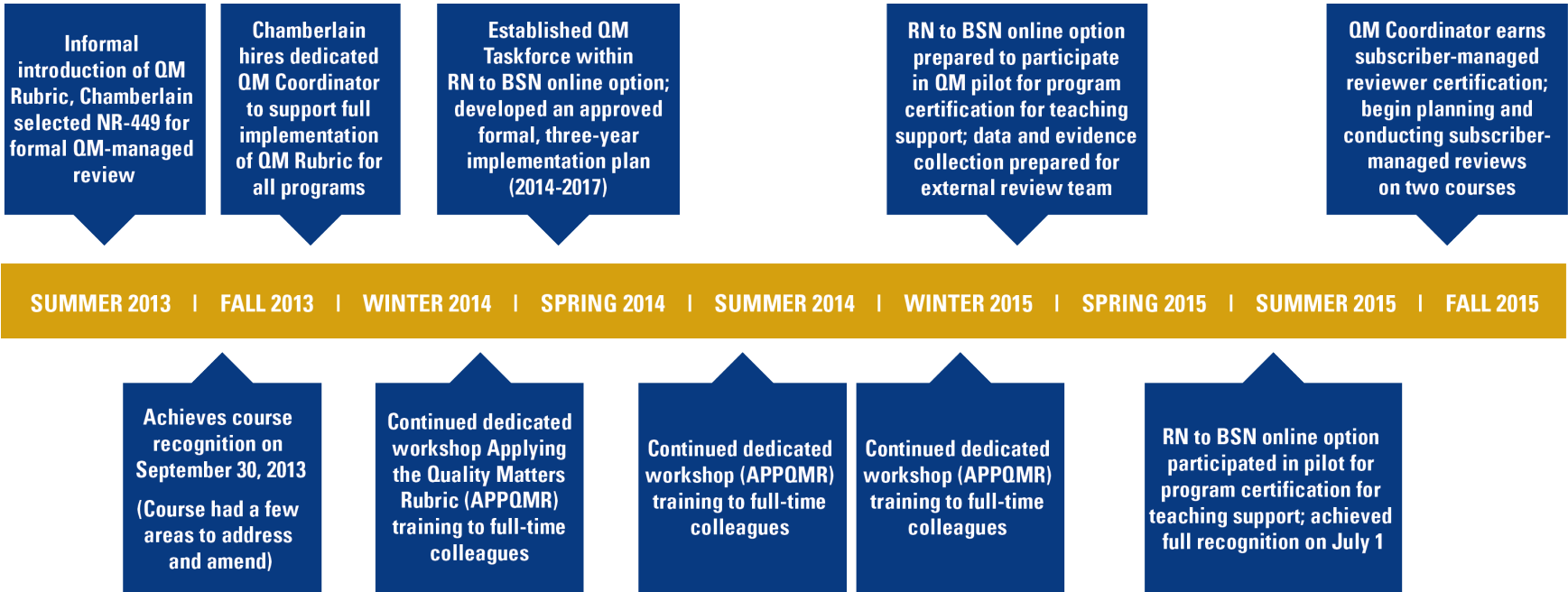
Margaret L. Wheeler

Approval Title: Director, RNBSN Option

This Implementation Plan will be reviewed and approved by Quality Matters staff.

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Chamberlain College of Nursing: QM Implementation Timeline

Informal introduction of QM Rubric, Chamberlain selected NR-449 for formal QM-managed review

Chamberlain hires dedicated QM Coordinator to support full implementation of QM Rubric for all programs

Established QM Taskforce within RN to BSN online option; developed an approved formal, three-year implementation plan (2014-2017)

RN to BSN online option prepared to participate in QM pilot for program certification for teaching support; data and evidence collection prepared for external review team

QM Coordinator earns subscriber-managed reviewer certification; begin planning and conducting subscriber-managed reviews on two courses

SUMMER 2013 | FALL 2013 | WINTER 2014 | SPRING 2014 | SUMMER 2014 | WINTER 2015 | SPRING 2015 | SUMMER 2015 | FALL 2015

Achieves course recognition on September 30, 2013 (Course had a few areas to address and amend)

Continued dedicated workshop Applying the Quality Matters Rubric (APPQMR) training to full-time colleagues

Continued dedicated workshop (APPQMR) training to full-time colleagues

Continued dedicated workshop (APPQMR) training to full-time colleagues

RN to BSN online option participated in pilot for program certification for teaching support; achieved full recognition on July 1

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Program Implementation Plan
Year 1 = 2014-15 FY

Training & Development

- **APPQMR**
  - Eight colleagues
- **Peer Reviewer Certified (PRC)**
  - Two colleagues; Web Development Manager (WDM)

- **RN to BSN QM Taskforce**
  - Dean
  - Web Development Manager
  - Faculty Manager
  - 2 Full-time Online Faculty
  - QM Coordinator
  - Instructional Designer – DeVry Online Services

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Program Implementation Plan
Year 1 = 2014-15 FY

Course Review Process

- **Internal Self-Reviews**
  - Completed = 10 (07/14-09/14)
- **Internal Peer Reviews**
  - Completed = 10 (07/14-09/14)
- **Formal Subscriber-Managed Reviews**
  - Planned = 1 (bartering units)

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Program Implementation Plan Year 1 = 2014-15 FY

Program Certification

The Online Teaching Support Certification recognizes programs that:

- Require all online faculty to undergo training in best practices for online course delivery

- Provide faculty with ongoing pedagogical support

- Encourage faculty professional development to increase their knowledge and skill in online teaching

Program Implementation Plan Year 1 = 2014-15 FY (Continued)

Program Certification

The Online Teaching Support Certification recognizes programs that:

- Emphasize instructor availability and feedback to learners

- Collect and use feedback from learners to improve online teaching

Program Implementation Plan
Year 2 = 2015-16 FY

Training & Development

- **APPQMR**
  - Two colleagues
- **QM managed Professional Development (PD) workshops**
  - Courses vary
    - Fees vary ($0-$500.00)
- **Peer Reviewer Certified (PRC)**
  - Planned = 1
  - Build into Individual Professional Plan

Course Review Process

- **Formal Subscriber-Managed Reviews**
  - Planned = 1
    - Bartering units
- **Formal QM Managed Reviews**
  - Planned = 0
    - Budget $0

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Program Implementation Plan
Year 3 = 2016-17 FY

Training & Development

- **APPQMR**
  - Consider VPs (dedicated)
- **QM managed PD workshops**
  - Courses vary
    - Fees vary ($0-$500.00)
- **Peer Reviewer Certified (PRC)**
  - Planned = 1 ($200.00)
- **Master Reviewer Certified (MRC)**
  - Planned = 1 ($500.00)

Course Review Process

- **Formal QM Managed Reviews**
  - Planned = 2
    - Budget $2,000.00

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Challenges & Best Practices

- Is there interest in assuring quality design?

- Knowledge/training – what do faculty already know about course design?

- Stakeholders to engage in the initiative – who are the advocates to support the execution of a plan?

- How can we dispel fears that one might have asking for external reviewers to look in on "their course"?

- How can the process support evidence-based course redevelopments for our annual development cycles?

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Best Practices

- Pre-planning phase for Planned Course Redevelopment (18 month cycles)

- Monthly Meetings (program taskforces)

- Newsletters (Care Connections)

- Outreach by faculty to new colleagues

- Faculty forums

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Resources for Colleague Involvement

QM Sponsored Resources

- Quality Matters Research Library:

- https://www.qmprogram.org/qmresources/research/

- Quality Matters Research Resources:

- https://www.qualitymatters.org/QM-Research-Resources

- Sample Implementation Plans

- https://www.qualitymatters.org/sample-implementation-plans

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QM Multi-Section Policy

Quality Matters Multi-Section Policy

Discussion

Quality Matters review of an online or blended course is based on a single instance of a course. The Quality Matters Certification Mark, dated with the year in which the review is completed, may be displayed in association with repeated offerings of the course offered by the same individual instructor, allowing for minor enhancements, that continue to meet the QM Standards. Significant changes require re-review. Sections of such a course taught by multiple instructors can carry the QM Certification Mark if all Multi-Section policies and procedures are followed.

The purpose of this Multi-Section Policy is to clarify the circumstances under which the QM Certification Mark can be used with sections of the "master" course that received QM-Recognition.

Policies & Procedures

A master course submitted for QM review must be a complete course, including instructor-specific information. A course with placeholders will not be reviewed.

Sections of the master course that attained QM-certification may carry the QM Certification Mark provided the changes from the master course are limited to the following specific review Standards and are to the same level of rigor provided in the master course that was reviewed:

- Standard 1.4: Regarding course and institutional policies with which the student is expected to comply includes any instructor-specific policies, for instance, late submission of assignments policies.

- Standard 1.8: The instructor introduction corresponds to the new instructor and is appropriate.

- Standard 3.2: If a different grading policy is in use by the unique instructor of the course, the grading policy is stated clearly.

- Standard 3.3: If different evaluation criteria are provided by the unique instructor, the evaluation criteria are specific, descriptive, and tied to the course grading policy.

- Standard 5.3: Regarding instructor turn-around times for email, discussion board involvement, and return of graded assignments.

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The QM Coordinator may apply for use of the QM Certification Mark to be used on subsequent sections of a master course already certified. An online form must be completed by the QM Coordinator that (a) identifies the master course that has already received recognition and (b) identifies what changes are made in the sections of the master course and how these changes are verified to ensure compliance with the relevant QM Standards. QM will review the information submitted and approve additional uses of the QM Certification Mark as permitted by this policy.

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Testimonial from an Instructional Designer who has completed APPQMR training at QM

"QM gave me a firsthand chance to feel like a student. Utilizing their demo course I quickly learned what it feels like to navigate in an unfamiliar LCMS and a course structure. I have now put my learning into my every day responsibilities as an Instructional Designer… All of our courses implement the latest tools and software, and we develop content rich media while ensuring it remains accessible. QM rubric has helped me and my team to create quality online courses!"

– Michael David
Instructional Designer
DeVry Education Group

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Testimonial from RN to BSN Web Development Manager

"This practice experience not only helped Course Leaders gather information to aid in curriculum decision-making, it also served as a test-run for this component of applying for QM certification. The Course Leaders became more familiar with each other's courses and how the content fit together with their own. Feedback from the review was shared with the Course Leaders, who incorporated it as part of the course redevelopment process. The effort provided insight into Quality Matters and its standards."

– Julie McAfooes
   Web Development Manager
   Chamberlain College of Nursing

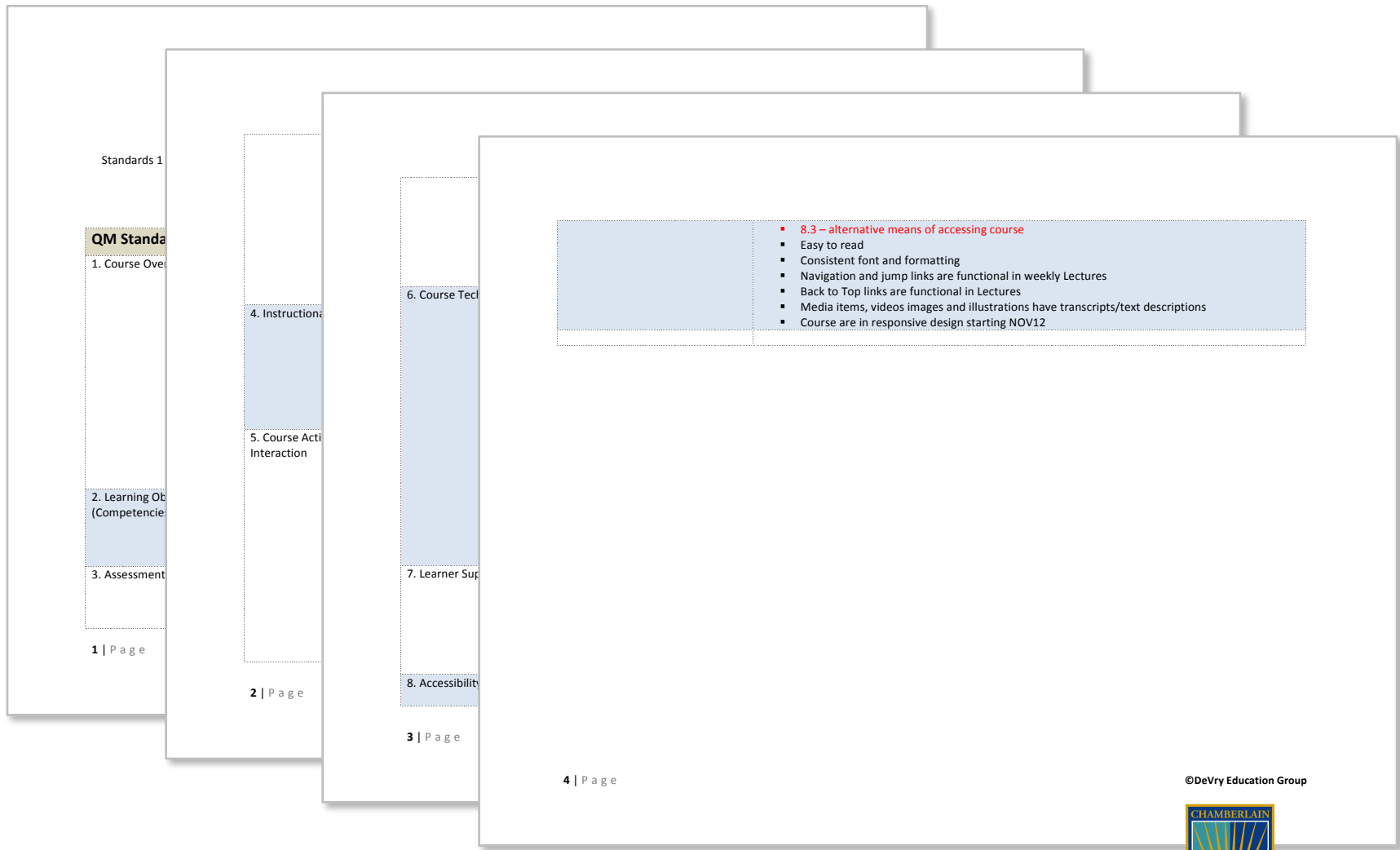**CHAMBERLAIN**
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Testimonial from our faculty who were applying QM standards in course development

"We utilized the Quality Matters rubric to ensure that all components were present such as ensuring the outcomes are measurable… The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources."

– Leslie Schoenberg, RN, MSN, CPNP, CNE
RN to BSN Option
Chamberlain College of Nursing

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Quick Checklist of QM Standards

Standards 1

QM Standa

1. Course Over

2. Learning Ob
(Competencies

3. Assessment

4. Instructiona

5. Course Acti
Interaction

6. Course Tec

7. Learner Sup

8. Accessibility

- 8.3 – alternative means of accessing course
- Easy to read
- Consistent font and formatting
- Navigation and jump links are functional in weekly Lectures
- Back to Top links are functional in Lectures
- Media items, videos images and illustrations have transcripts/text descriptions
- Course are in responsive design starting NOV12

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QM Checklist

- Syllabus

- TCOs, Key Concepts

- Discussions

- Assignments

- For Faculty

- Etc.

Syllabus				
Syllabus	**Standards**	**Met**	**Not Met**	**Recommendation**
	• Determine whether the course content is solely text-based or whether the course will employ text, images, graphic materials, tables, video, audio, website links, and other resources. (4.2, 4.5)			
	• If there is a textbook, check the title, edition, author(s),			

ASSIGNMENTS					
Standards		**Weeks**	**Met**	**Not Met**	**Recommendation**
Instructor feedback (5.2): Will the instructor provide feedback to students on individual assignments and other class work? This can be included in the For Faculty as an annoucement in W1 or CH FF.		CH			
		W1			

DISCUSSIONS				
Standards	**Weeks**	**Met**	**Not Met**	**Recommendation**
Verify that the Introductions topic (not graded, but required) is present in Week 1 Discussions. (1.8)	W1			
•All weeks have two graded threads (unless otherwise approved by the AC). •All weeks have a not-graded Q & A thread. •All topics have a "(graded)" or "(not graded)" designation. •TCOs listed in introductory text match the Objectives page and Syllabus. •The topic list matches the drop-down box and the Assignment page	W2			
	W3			
	W4			
	W5			
	W6			
	W7			
	W8			

DEVRY STANDARDS			
TCOs listed are consistent with the Course Schedule and Objectives pages.			
Topics match assignments pages exactly.			
Discussion questions are free of spacing and font issues.			
Graded/non-graded text is indicated/not indicated per client standards.			
All items on page are consistent with course schedule (Chapter Readings, Assignments, etc)			
All instructions/directions are instructionally sound and appropriate.			
There is consistent labeling of items in Dropbox and/or Doc Sharing.			
Standard wording is present for assignments that must be submitted to the Dropbox: "Submit your assignment to the Dropbox located on the silver tab at the top of this page. For instructions on how to use the Dropbox, read these Step-by-Step Instructions or watch this Dropbox Tutorial."			

Course Description	• A course description is a must. • Prerequisite courses and prior knowledge in the discipline and/or any required competencies are clearly stated. (1.5)			

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Internal Resources

- Information distribution

  – Newsletters

  – Emails

  – Weebly Site

- Fiscal support

  – Administration committed to providing
    all full-time colleagues training for APPQMR
    (dedicated training – statewide consortium)

- Instructional Design Support

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Questions/Comments

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