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# Where's the Beef?

*Analyzing Aggregated QM Reviewer Feedback for Continuous Improvement*

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# Purpose of Presentation



To show results of analysis of QM reviewer feedback, and discuss how it is used for continuous improvement after courses have been certified.

# Learning Objectives

- Describe criteria used to analyze feedback from peer reviewers
- Identify patterns and trends that emerged from analyzing peer reviewers' recommendations
- Evaluate the benefits of analyzing qualitative data from QM peer reviews



# Mission Statement and Values

University of the Rockies provides high-quality, accessible learning opportunities globally for diverse groups of individuals seeking preparation for life goals, professional practice, service, and distinguished leadership.

**Integrity, Service, Excellence and Diversity**





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## Our Numbers

9 Programs

3 Schools

300 + Faculty

2,000 Students

# Assessment, Instructional Design, & Academic Quality



# Quality Matters Training at Rockies

Quality Matters	
QM Certified Courses	156 courses, 64.14% 39 in 2013
QM Peer Reviewers	79 or 23% of faculty members (347) 12 staff
Applying the QM Rubric	98 faculty and staff 28 %
Master Reviewer Training	11 faculty
Improving your Online Course	2 staff

# How We Ensure Course Quality

## Deliverable 1: Purpose and Structure Statement, Course Learning Outcomes and Required Resources

### Purpose and Structure Statement

The purpose of this survey course in the PhD of Education program is to familiarize students with terminology and concepts specific to the profession of education. The course provides an historical, theoretical, academic, and practical foundation for individuals interested in working in post-secondary adult education and higher education settings. Specifically, this course focuses on preparing the learner to develop the skills and knowledge necessary to plan, develop, deliver, and evaluate curriculum design, theories of learning, learning communities, and models of instruction. Students will examine and evaluate current literature, research, and trends



Standard 1.2



# How We Ensure Course Quality

## Deliverable 2: Course Map / Weekly Outcomes

Complete and return entire document to I.D. when you've completed the Course Map.



Standard 2

WEEK 1 OUTCOMES	ALIGNS WITH CLO #	CLO reference list
1. Identify the significant historical events in adult education.	4, 5	1. Explain the concepts and terminology related to education.
2. Discover educational concepts.	1	2. Compare and contrast the theories of learning.
3. Identify and define education terminology.	1	3. Analyze models of instruction.
4. Review historical perspectives on adult education.	2, 5	4. Identify elements of curriculum design.
		5. Evaluate perspectives on learning communities.

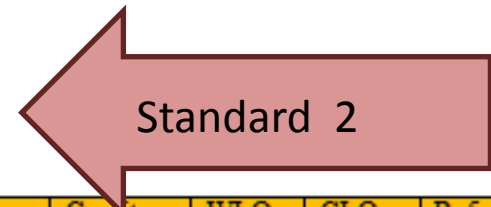
# How We Ensure Course Quality

## Self-check: Assessment Questions (minimum of three)

1. What is andragogy?
  - a. Andragogy is typically used in reference to adults.
  - b. Andragogy was used by Malcolm Knowles to differentiate adult from child learners.
  - c. Pedagogy and andragogy are not synonymous.
  - d. Andragogy tends to refer to student-directed instruction, whereas pedagogy is teacher-directed.
  - e. \*All of the above.

Standard 3.5

# How We Ensure Course Quality



## Activities

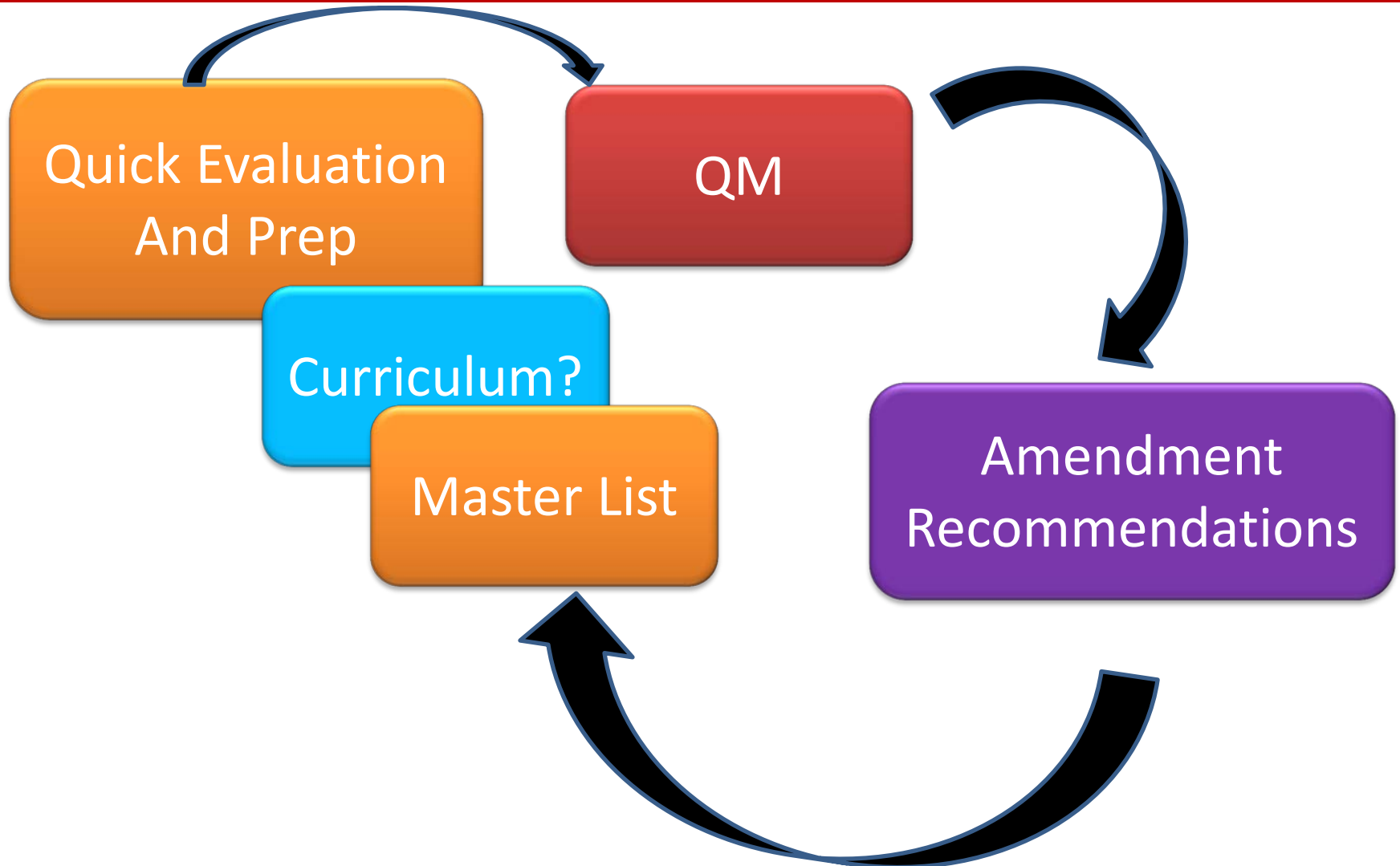
Activity Type	Activity Title (Topic)	% of Total Grade	Day Due	Instructions (Narrative)	Credit Hours to Complete	WLOs aligned to	CLOs aligned to	Reference Resource UID
Introduction Discussion	Introduction Discussion	1	1	Basic Intro + Include a brief description of why you are pursuing a PhD in Education.		n/a	n/a	n/a
Discussion 1	Timeline	2	2	You will be working in an educational timeline this		1, 4	3, 4, 5	10, 21, 22

# QM Rankings for 2013

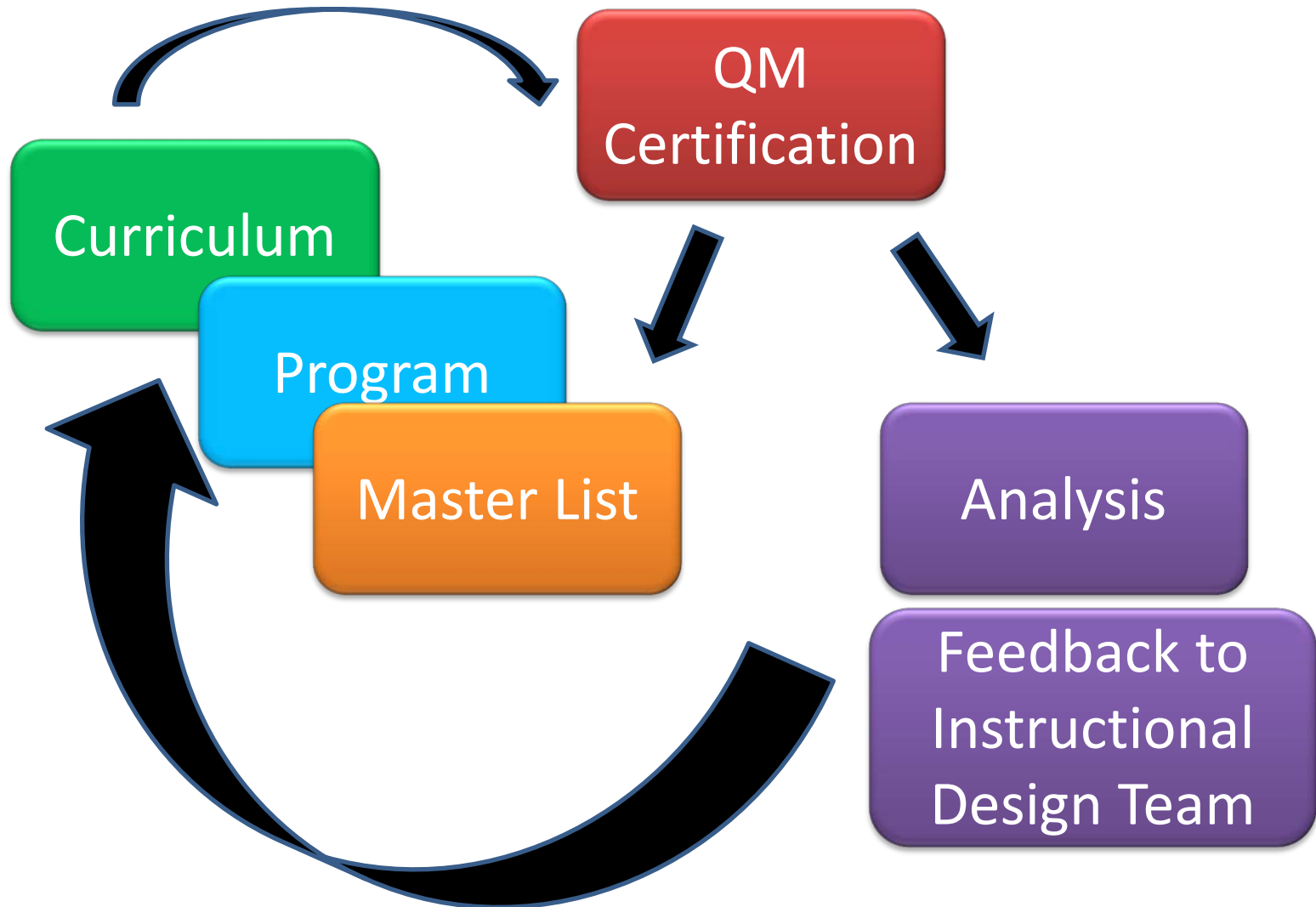
Top QM Institutions for 2013	
Name of Institution	No. of Courses
1 Ashford University	119
2 Capella University	64
3 Florida International University	63
4 University of the Rockies	39
5 Regent University (VA)	36
6 Tidewater Community College (VA)	36
7 Prince George's Community College (MD)	20
8 Frederick Community College (MD)	17
9 Nashville State Community College	17

(Source: [http://www.qmprogram.org/qmresources/courses/grouped\\_by\\_inst.cfm?year=2012&program=0](http://www.qmprogram.org/qmresources/courses/grouped_by_inst.cfm?year=2012&program=0))

# Our Process

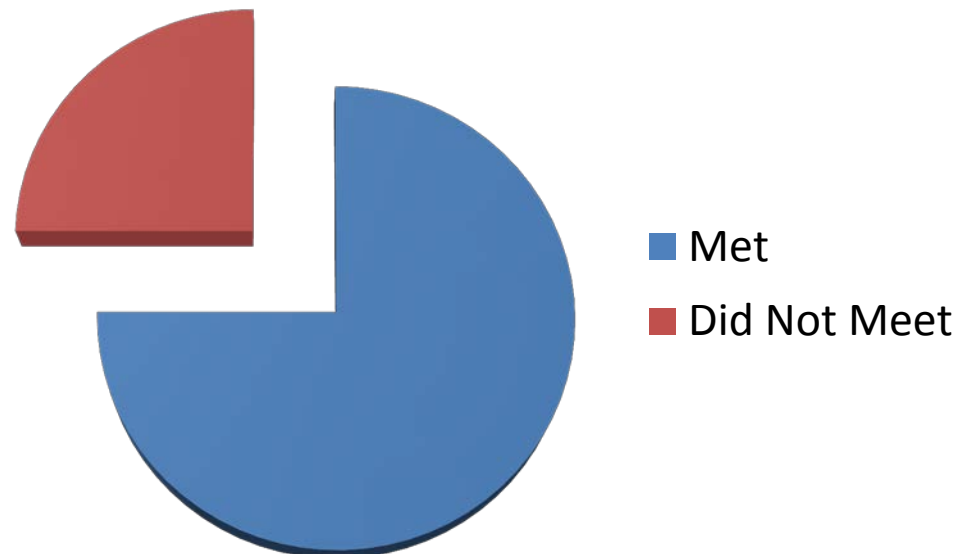


# Continuous Improvement



# Analysis of QM Reviewer Feedback

- After Certification Instructional designers were focused on courses that did NOT meet standards
- Reports on courses that met standards the first time were not fully evaluated



# QM Criteria for Reviews

- Constructive
- Specific
- Measurable
- Balanced
- Sensitive



The majority of QM reviewers adhered to these criteria when furnishing critiques of our courses. Exceptions were in the areas of specificity and measurability.



# Methodology

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- Analyzed all comments by peer reviewers for 2013
- Identified patterns and color-coded those as they relate to QM standards
- Determined number of occurrences

# Methodology

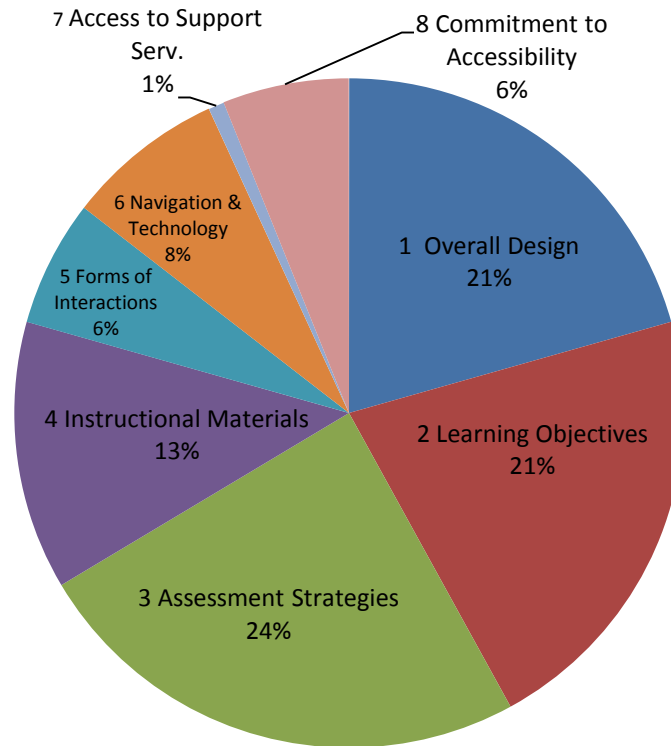
Course	QM Standard	Comments
HUM 5100	2.2	WLO in Week 4: change verb "hypothesize"
	8.2	Video transcripts not readily available
HUM 8519	2.1	WLOs 1, 3 and 5 require verb changes to ensure measurability CLO 2 is needlessly complex and hard to understand
	8.4	many of the hyperlinks do not use descriptive labels
ORG 6346	2.2	Objectives beginning with "understand" and "recognize" may not be measurable
ORG 6354		None
ORG 7321	2.2	WLOs 1 and 4 use "support" when a more measurable verb might be substituted
ORG 7340		None
ORG 7525	3.4	Reviewers had several recommendations on varying the types of assignments
	3.5	more self-checks are recommended
	4.4	sources are outdated: non-working link

# Methodology

QM Standard	Comments		Number of Comments per Standard		
			Standard	Comments	%
1.1	Put a hyperlink behind the Start Here button	4			
1.1	Can "Start Here" button be an active link?				
1.1	some key info is buried (Instructor Response Time, student guide)				
1.1	One reviewer recommended that "expectations" be removed from the "start here" tab; he notes: A student may feel , having encountered this page first, that they are being confronted with a litany of "dos/do nots as oppose to positives about the journey they are about the embark upon"				
1.2	Multiple instructors should be mentioned; purpose and structure should be made more explicit	7	1 Overall Design	27	20
1.2	Syllabus should be more comprehensive		2 Learning Objectives	28	21
1.2	Purpose/structure statement does not exist in the course (outside the CG)		3 Assessment Strategies	32	24
1.2	Purpose/structure statement does not exist in the course (outside the CG)		4 Instructional Materials	17	13
1.2	Syllabus should be more comprehensive		5 Forms of Interactions	8	6
1.2	Syllabus should be more comprehensive		6 Navigation & Technology	10	7.5
1.2	Syllabus should be more comprehensive		7 Access to Support Serv.	1	0.7
1.3	Netiquette rules are buried	10	8 Commitment to Accessib	8	6
1.3	Move Academic Policies section to the top			131	98
1.3	Netiquette rules are buried				

# Results

Percentage of Comments per Standard



# Assessment Strategies

## Standard 3 (24%)

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- Not enough variety (3.4)
- More opportunities for self-checks (3.5)

# Improvement

- We have already seen an improvement in this area after adding this as a requirement for developers
- We are planning to expand our variety of tools.  
Collaborating with sister institution (webinars for faculty)
  - Google quizzes
  - Respondus
  - Big Think and Ted Talks
  - Flash card machine
  - Leverage e-books “Check Your Knowledge” and e-books analytics

## Self-check: Assessment Questions (minimum of three)

### 1. What is andragogy?

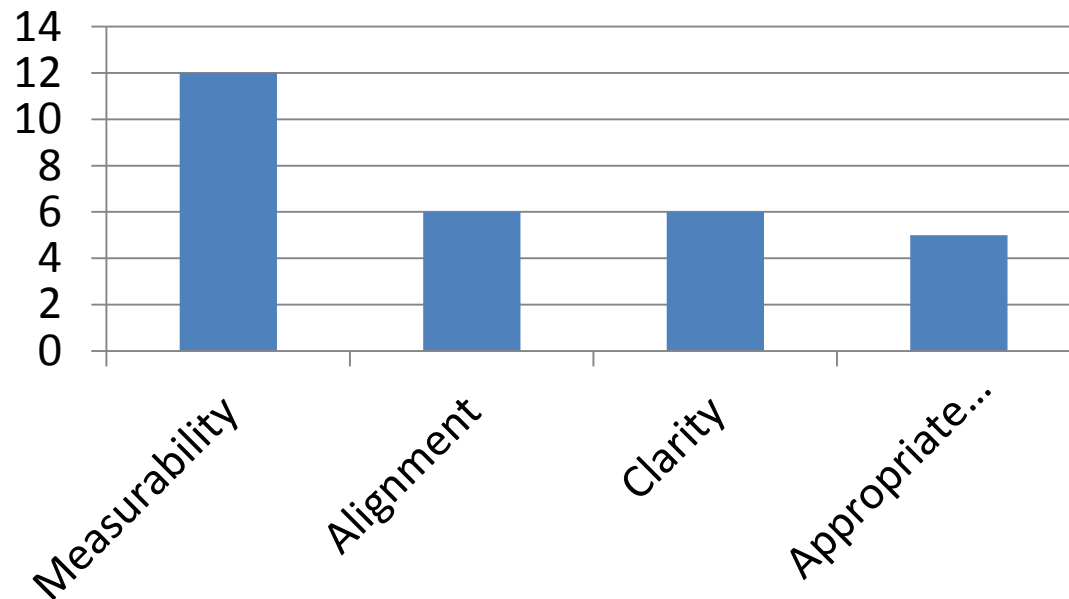
- Andragogy is typically used in reference to adults.
- Andragogy was used by Malcolm Knowles to differentiate adult from child learners.
- Pedagogy and andragogy are not synonymous.
- Andragogy tends to refer to student-directed instruction, whereas pedagogy is teacher-directed.
- \*All of the above.

Standard 3.5

# Learning Outcomes & Alignment

## Standard 2 (21%)

- Measurability (2.1)
- CLOs not aligned with types of assignments or with WLOs (2.2)
- Clarity of directions and or how WLOs help meet CLOs (2.3, 2.4)
- Appropriate for the level of the course (2.5)



# Improvement

- Leveraging research to expand our knowledge of learning outcomes beyond Bloom's taxonomy
- Providing guidelines for developers to consider rigor of the course
- Improving the course builder template to ensure alignment throughout the process

## Activities

Activity Type	Activity Title (Topic)	% of Total Grade	Day Due	Instructions (Narrative)	Credit Hours to Complete	WLOs aligned to	CLOs aligned to	Reference Resource UID
Introduction Discussion	Introduction Discussion	1	1	Basic Intro + Include a brief description of why you are pursuing a PhD in Education.		n/a	n/a	n/a



# Overall Design

## Standard 1 (21%)

- Getting Started, more comprehensive syllabus (1.1)
- No purpose statement (1.2)
- Netiquette (1.3)
- Academic Policies (1.4)
- Prerequisites not identified (1.5)

# Improvement

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- Discussed needs with LMS vendor-- Plans to implement horizontal navigation bar at the top of the page for non-content items
- Items such as the course guide, About Discussions, and Instructor Policies will be placed in this bar for ease of access

# Instructional Materials

## Standard 4 (13%)

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- Out of date (4.4)
- All resources should be listed in APA format (4.3)

# Improvement

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- Undergoing program review, Deans, faculty will review content and make recommendations
- Vendor provided comprehensive list of resources that will be going out of print

# Commitment to Accessibility

## Standard 8 (6%)

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- Equivalent alternatives to auditory and visual content (8.2)
- Descriptive links (8.4)

# Improvement

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- Accessibility Taskforce
  - Instructional Design team
  - Academic Quality
  - Student Services
  - Admissions
  
- Collaboration with sister institution
  - Creation of 12 personas
  - Resources for faculty
  - Webinar for training faculty

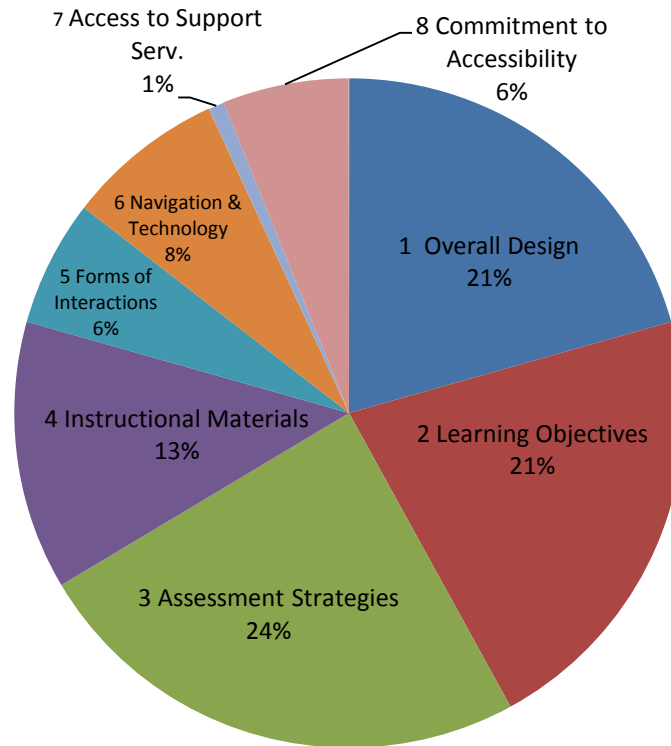
# Other Areas of Opportunity

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- Forms of interactions (10)
- Navigation and technology (6)
- Access to Student support (1)

# Results

Percentage of Comments per Standard







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