QM Research Roundup: Surveys, Supports, and Synergy

Dr. Bethany Simunich
QM Director of Research and Innovation
What does QM Research do?

- Support QM products, tools, processes, & goals
- Provide consultation & training for DL research
- Collaborate with researchers on QM-focused research
- Disseminate, promote, & discuss relevant research
Supporting QM

- Provide a lit review for the QM Rubric revision so it is research-supported with latest findings
- Conduct internal data collection, analysis, & reporting for internal continuous improvement
- Create original surveys for member feedback
- Ensure QM PD is research-supported
- Public and searchable Research Library for OL and QM-focused research citations
QM Research Landing page

Raising questions. Pursuing answers. Curating and categorizing. That’s how we support the QM system.

QM Research is focused on solving and supporting research studies related to the impact and use of the Quality Matters model. Literature reviews inform members of the Board Committee in their efforts to ensure the Rabinic remains current with the research. This is an important component of QM Research. All members looking for guidance on conducting QM-focused research or finding resources to support any of the QM, we recommend starting with the resources located in this section.

QM Research Library

QM Research highlights

Research Webinars

Helping you deliver on your online promise

qualitymatters.org

https://www.qualitymatters.org/index.php/research
The Research Library

- The research that supports the QM Rubric
- Additional related research
- Search by Standard
- Search by Keyword
- Contribute and help it grow!

https://www.qmprogram.org/qmresources/research/
Internal Data Sharing

Current Membership Status of 2021 Research Conference Participants (n=1358)

- Affiliated with an Institutional Member 80%
- Not a Member 10%
- Individual Member 2%

Example:
Breakdown of attendees at the 2021 QM Research Online Conference
Member Feedback

If using as a guide to revise an existing online course, how did you use the Design Guide?

<table>
<thead>
<tr>
<th>Row Labels</th>
<th>Respondents</th>
<th>Respondents2</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a resource to skim, to help prioritize design</td>
<td>13</td>
<td>41%</td>
</tr>
<tr>
<td>changes I can make</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a resource to read closely, in order to determine</td>
<td>10</td>
<td>31%</td>
</tr>
<tr>
<td>the Design Steps to concentrate on for revision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A - did not use to revise an existing course</td>
<td>7</td>
<td>22%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

Example:
How respondents used the QM Bridge to Quality Design Guide

https://www.qualitymatters.org/bridge
Consultations & Training

- Consultations by request with doctoral students and faculty/ID researchers
- Publicly available Research Toolkit
- Workshops and presentations on conducting QM-focused research, online learning research, and using QM Data
The Research Toolkit

How to Conduct QM Research

The QM Research Toolkit is designed to guide anyone interested in doing research on the impact of Quality Matters. The steps move through the process of conducting a research project, giving an explanation for each step along with examples. The toolkit begins with information on developing a QM-focused research question that will be the basis of the project.

Who should be conducting research related to QM?
This research toolkit is designed for new researchers, as well as experienced researchers who are unfamiliar with the Quality Matters working principles, processes, and procedures.

Set yourself up for success
Designing a research study on the impact of Quality Matters requires awareness, comprehension, analysis, synthesis, and evaluation of a scholarly online/distance education knowledge base, as well as a background in the principles and application of the QM process within a system of quality assurance. These effective processes will better prepare the researcher in making judgments for the development of a study that can inform and continuously improve the QM knowledge base, which, in turn, will improve online/distance education through research and practice.

Interested in learning more about QM-focused research?
Contact Jarina Barth, Manager of Research and Development, or Bethany Simunek, Director of Research and Innovation.

Step One: [Develop your research question] What do you want to know?

https://www.qualitymatters.org/research/conduct-qm-research
Pre-conference workshop, great for those who want a general understanding of online learning research and guidance on the research design process: https://ww2.eventrebels.com/er/CFP/AgendaAtAGlance.jsp?CFPID=1233&ScreenID=1038&DisplayPresenterID=290796&DisplayProgramItemID=204940&DisplayProgramSessionID=78783&Token=N9WYEX5XB&PreviousScreens=1037

Link to the asynchronous, 3-week workshop, perfect for those who already have a topic in mind: https://www.qualitymatters.org/professional-development/workshops/abcs-of-qm-focused-research
“How to” presentations

Link to information on the upcoming Validated Surveys presentation at QM Connect LX:
https://ww2.eventrebels.com/er/CFP/AgendaAtAGlance.jsp?CFPID=1233&ScreenID=1038&DisplayPresenterID=283563&DisplayProgramItemID=208109&DisplayProgramSessionID=80610&Token=N9WYEX5XB&PreviousScreens=1037

Link to Fine tune your Plan slides, which includes the QM Data Google doc for running reports: https://www.qualitymatters.org/sites/default/files/presentations/Fine-Tune%20with%20Reports.pdf
Original QM Research

- Collaborate with researchers at member institutions on QM-focused research and/or OL research that benefits QM and its mission
- Current projects include research on QM implementation
- Using internal data & survey data for original QM-authored research

Link to a recent article in ODJA:
https://www.westga.edu/~distance/ojdla/winter234/altman_shattuck_simunich_burch234.html
This article just received the AECT Systems Thinking and Change Division Outstanding Article award.

AJDE QM-focused issue link:
https://www.tandfonline.com/toc/hajd20/31/3?nav=tocList
Research Colleagues

QM Research Colleagues

Quality Matters Research Colleagues play a leading role in keeping the rubric current. These dedicated volunteers work with QM Research staff to author and develop rubrics, assess rubrics, and inform the continuing development and improvement of the QM Standards. Their involvement includes training, documenting, and analyzing scholarly research that informs the continuing development and improvement of the QM Standards. They also discuss, advise on and support the QM research agenda.

Current QM Research Colleagues

Barbara Atman, Ph.D., Texas A&M University - Central Texas (since 2016)

Barbara (Burt) Atman is Associate Dean and Associate Professor of Management for the College of Business Administration at the Texas A&M University in Texas. Dr. Atman is interested in research on corporate social responsibility, sustainability, organizational change, public-private partnerships, and course design and delivery. She has over 20 years of teaching experience in online and blended formats. She serves on the Quality Matters Advisory Council.

Deborah Anne Bankes, Ed.D., Tarleton State University (since 2016)

Helping you deliver on your online promise

https://www.qualitymatters.org/research/qm-research-colleagues
Curated QM-focused Resources

Curated Resources
The term “QM Resources” relates to several different types of research. There is research that supports the QM Rubric and process, research that discusses its use, and research that focuses on its impact.

Recent Literature Reviews
K-12
- 2019 K-12 Dissertation Literature Review Summary
- 2019 K-12 Article Literature Review Summary
- 2018 Literature Review for revising the National Standards for Quality/Online Courses
- 2016 Literature Review for revising the National Standards for Quality/Online Teaching
- 2015 Literature Review for revising the National Standards for Quality/Online Programs
- Review of K-12 Online and Blended Education Research Literature

Higher Education
- 2019 Higher Education Literature Review Summary
- Searchable QM Research Library incorporating references prepared for all editions of the Higher Education Rubric that support and inform it

Teaching
- Online Instructor and Teaching Competencies Literature Review
- Online Instructor and Teaching Competencies: Further Analysis of the 2016 Literature Review for Quality Matters

QM Research Grant Projects
Since 2005, QM has funded small research grants on the impact of QM. We are currently taking a hiatus from accepting proposals. Here is a list of Research Projects by year:

2016
- The Impact of Quality Matters Professional Development on Teaching Across Delivery Formats

2014
- A Study of the Relationship Between Quality Matters General Standard 3, Level of Instruction, and Academic Performance Online

2013
- Analyzing Predictors of Faculty Behavior to Engage in Peer Review
- Effect of Student Readiness on Student Success in Online Courses
- Measuring Online Course Design: A Comparative Analysis
- Measuring the Impact of Student Engagement in the Application of Quality Matters Standards on Blended Course Design

https://www.qualitymatters.org/research/curated-research-resources
Disseminate & Discuss

• Sponsored white papers on relevant topics, such as academic rigor & accessibility
• “What the Research Says” QM blog posts
• Annual Research Online Conference with QM and OL-focused research presentations
• Changing Landscape of Online Education (CHLOE) report
Articles and Information

Frequently Requested Resources
- Accessibility Policy Creation Guidelines
- How to Reference & Use QM in Research
- Streamlining Accreditation Preparation with Program Review

Recent Articles
- Evaluating Online Course Quality: A Study on Implementation of Course Quality Standards
- Student Perceptions of the impact of Quality Matters-Certified Online Courses on Their Learning and Engagement
- Class Size in Online Courses: What the Research Says
- Video Length in Online Courses: What the Research Says

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Research Webinars

https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/research-webinars-archive
White Paper Series on Accessibility

https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/accessibility-white-paper-series
CHLOE Report

2021 CHLOE 6: Online Learning Leaders Adapt for a Post-Pandemic World

The COVID pandemic constituted a stress test on how online learning could respond to an externally driven emergency requiring its rapid expansion and how such an experience, encompassing the entirety of higher education, might change its scope, image and future direction. CHLOE 6 establishes that the pivot to remote learning increased the reach and accelerated the adoption of online learning, and increased the influence of chief online officers.

Key CHLOE 6 Survey findings:

- All sectors of higher education invested in ed tech in 2020 and 2021, amounting to the biggest investment jump ever. This included largely in-person schools that had not previously made significant investments in online learning related technologies.
- Two-thirds of surveyed institutions relied on their chief online officer to coordinate their institution’s response to the COVID-19 pandemic, including course conversion, faculty training, student preparedness, technology capability, and quality assurance.
- When asked about future online undergraduate enrollment, only 13% of Chief Online Officers (COOs) expected the moderate growth seen in pre-pandemic years, while 77% predicted some or major acceleration in this trend.

Report authors conclude that institutions would be well-advised to capitalize on the momentum or positivity generated by the pandemic’s forced shift into fully-distanced learning.

https://www.qualitymatters.org/index.php/qa-resources/resource-center/articles-resources/CHLOE-project
2021 QMC Surveys
“Flex” Survey

RQ: How are QM Higher Ed members “flexing” the Rubric & Reviews?

- Invitations sent to 1,083 HE members; 176 responses

There were no significant differences with our sample versus our population on the following characteristics:

- Institutional type A (Public vs Private)
- Institutional type B (2-year vs. 4-year)
- Geographic region
- Length of membership (in years)
- Number of QM Certified Course Reviews
For what purposes/goals do you use the Rubric?

- As a Design Guide: 93%
- To Review Online Courses: 86%
- To Assure Min. Quality: 84%
- As Faculty PD: 77%
- Accreditation Integrity: 61%
- As DL Staff PD: 54%
Where are you using the QM Rubric?
How do you think the current edition of the QM Rubric can be used to review courses in different modalities?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>There should be additional information for synchronous or HyFlex courses, at least for certain standards (similar to the additional annotation information for &quot;Blended Courses&quot; and &quot;Competency-Based Courses&quot;).</td>
<td>46%</td>
</tr>
<tr>
<td>The existing QM Rubric is sufficient as-is for review of all types of partially or fully online courses.</td>
<td>23%</td>
</tr>
<tr>
<td>There should be a separate QM Rubric for other modalities, such as synchronous online courses or HyFlex courses.</td>
<td>16%</td>
</tr>
<tr>
<td>Unsure</td>
<td>11%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>4%</td>
</tr>
</tbody>
</table>
QM Implementation Research

- Mixed-methods design
- 109 = population
- 43 = survey respondents
- Response rate = 39%
- 17 = qualitative interview respondents
- Population and sample comparisons showed no significant difference
QM Implementation Research

- **RQ1:** What goals, supports, people, policies, and processes are related to higher implementation activity on internal reviews, QM Certified reviews, and QM faculty professional development?
QM Implementation Research

- **RQ2**: What supports, people, policies, and practices were key drivers for QM quality assurance implementation at your institution?
- **RQ3**: What effect did QM implementation have on your institutional culture?
- **RQ4**: What barriers to QM implementation did you experience, and how did you address them?
Institutional Supports

- 70% had a course quality implementation plan
- 63% had a committee of stakeholders invested in online learning
- 90% reported that IDs were knowledgeable about how QM was being used at the institution
- 75% offered LMS templates; 70% offered syllabus templates
- 77% had faculty dev staff knowledgeable in online pedagogy
Internal Course Review Correlations

- Ensuring that faculty teaching online receive a minimum level of professional development/preparedness for online learning
- Celebrating faculty achievements related to QM
- Recognizing faculty’s QM work in RPT
- The availability of online course syllabus templates
- Having clearly articulated minimum quality standards for online learning
Recommendations

- Choose the right person to lead the effort; include stakeholders via collaborative efforts
- Center faculty-inclusive practices & approach
- Administrative and financial support
- Support faculty with templates, good design process
- Multiple stakeholders + Institutional strategy spurs the creation of a Culture of Quality
- Recognize the effort and celebrate successes
Thank you for attending

If you have questions or comments, please email us at:
Research@qualitymatters.org
About Quality Matters

Quality Matters (QM) is the global organization leading quality assurance in online and innovative digital teaching and learning environments.

It provides a scalable quality assurance system for online and blended learning used within and across organizations.

When you see QM Certification Marks on courses or programs, it means they have met QM Course Design Standards or QM Program Review Criteria in a rigorous review process.
Looking forward. Transforming now.
November 3-5, 2021 – Online

Visit qualitymatters.org/events/attend
Propose a Chapter

Digital Accessibility Book Chapter Proposals Are Being Accepted!
Due: October 1, 2021

See the call for proposals for information: