

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



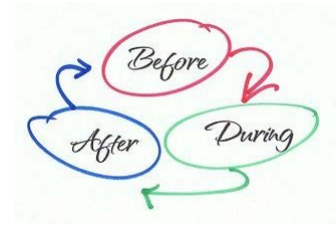
3 Systems - 3 Approaches!



Everything I Wanted to Learn About Managing My Own QM Reviews

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Before the Review <i>Training, Growing Pool of Facilitators, LMS/QM Templates, Informal Reviews, Mentoring</i>	
During the Review <i>Setting up Review Team, Mgt. (tech) tools, tracking the review</i>	
After the Review <i>Recognition Strategies, Surveys</i>	



- 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



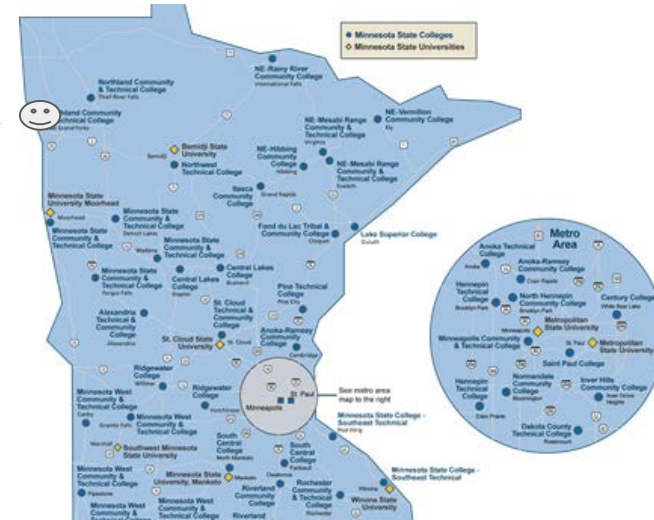
- 23 campuses, 480,000 students, 50,000 faculty/staff, unionized
- Campuses opt-in to our QA program; 22 involved with 13-15 annually as QM Campus Affiliates. QA Lead at each campus.
- **2210+** QM training completions in the last 5 years
 - 79 (19 MRC) certified QM peer-reviewers
 - 145 certified courses
 - 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



MINNESOTA STATE



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



Who are we?

3 Systems ~ 3 Approaches

Before the Review

Train Instructors/Reviewers,
Development of QA Resources/QA
templates, 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)

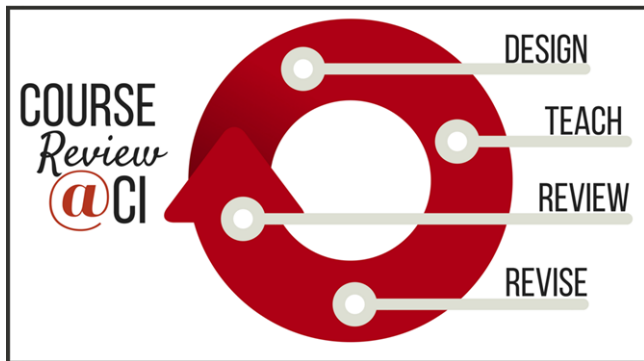
BEFORE APPLYING FOR A FORMAL COURSE REVIEW:

- 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 objective is MET in the comments/feedback section.
- Course is informally reviewed at the campus level
- Course must have been already taught online (ie. 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

Number	Critical QLT-QM Objectives and Related Examples
QLT 2.4 QM 3.3	The assessment instruments are detailed and appropriate to the student work and how a grade is calculated. Examples: Checklist, rubrics, grading sheets, team projects with criteria to evaluate individual or team performance. http://tiny.cc/CSUQLT2-4
QLT 2.4 QM 3.1	The assessments measure the stated learning objectives (SLOs). Examples: Multiple choice quiz verifies that learners can identify vocabulary; Assignment shows learners can write or compose a composition, essay or discussion shows learners can explain or describe something.
QLT 2.3 QM 2.4	The relationship between objectives and activities is clearly stated. Learning activities should not be seen as unconnected to the objectives. Examples: A course map/numbering system, module/unit introductory page with an overview.
QLT 4.6 QM 5.3	Instructor clearly explains his/her role regarding participation in the course. Instructor’s plan for interacting clearly stated (feedback on assignments, grading, email). Examples: Through the syllabus, welcome video or related materials. http://tiny.cc/CSUQLT4-6 .
QLT 3.3 QM 4.2	Instructor articulates the purpose of the materials and how they are related to the course and module learning objectives. Explanation of how the materials and activities are used in the course. Examples: Schedule of assigned readings is accompanied with an explanation of how the readings will be used in forum postings. http://tiny.cc/CSUQLT3-3
QLT 2.2 QM 3.2	Grading policy is provided at the beginning of the course including the instructor’s policy on late submissions. Examples: The relationship between points, percentages, weights, and letter grades are explained. http://tiny.cc/CSUQLT2-2
QLT 8.5 QM 8.3	Course documents and text materials created by the instructor or from external sources are accessible to students with disabilities. Examples: Accessible text, images, files, LMS pages, web pages (alt-tags, tables with headings) to meet the needs of diverse learners.
QLT 10.3 QM 8.1	Navigation facilitates ease of use and number of steps users take in order to reach primary content is minimized. Examples: Design elements used repetitively; content, materials, tools, and media accessible from anywhere. http://tiny.cc/CSUQLT10-3

<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

LONG BEACH STATE



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.

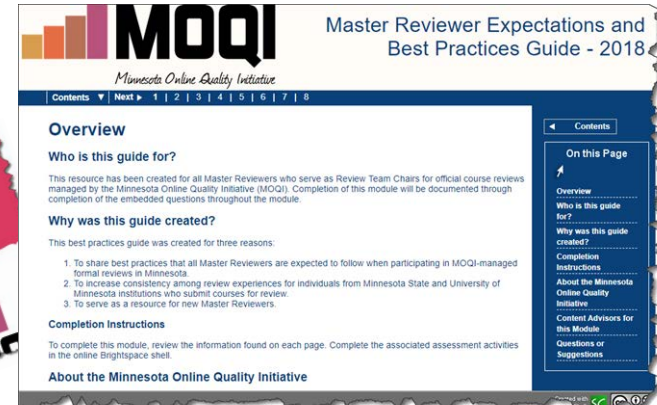
Before the Review

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



MOQI
Minnesota Online Quality Initiative

Master Reviewer Expectations and Best Practices Guide - 2018

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Overview

Who is this guide for?

This resource has been created for all Master Reviewers who serve as Review Team Chairs for official course reviews managed by the Minnesota Online Quality Initiative (MOQI). Completion of this module will be documented through completion of the embedded questions throughout the module.

Why was this guide created?

This best practices guide was created for three reasons:

1. To share best practices that all Master Reviewers are expected to follow when participating in MOQI-managed formal reviews in Minnesota.
2. To increase consistency among review experiences for individuals from Minnesota State and University of Minnesota institutions who submit courses for review.
3. To serve as a resource for new Master Reviewers.

Completion Instructions

To complete this module, review the information found on each page. Complete the associated assessment activities in the online Brightspace shell.

About the Minnesota Online Quality Initiative

On this Page

- Overview
- Who is this guide for?
- Why was this guide created?
- Completion Instructions
- About the Minnesota Online Quality Initiative
- Content Advisors for this Module
- Questions or Suggestions

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

The screenshot displays the MOQI (Minnesota Online Quality Initiative) interface for a course review preparation module. At the top left is the MOQI logo, and at the top right is the title 'Preparing For Your QM Course Review' with the subtitle 'MOQI Managed Reviews'. Below the header is a navigation bar with a 'Contents' dropdown and a progress indicator showing '1 of 10' pages, with page 1 selected. The main content area is titled 'Preparing For Your Course Review' and includes an introductory paragraph, a list of three tasks to complete the module, and a note about the module's duration. A graphic of colorful arrows points upwards, with a banner reading 'Course Review Overview'. On the right side, there is a 'More Info' sidebar with contact information for Elizabeth McMahon and Robin O'Callaghan, a star rating system, and a 'Coordinator Contact Information' section at the bottom. The Minnesota State logo is visible at the bottom left of the page.



QUALITY MATTERS
OHIO CONSORTIUM
KENT STATE ONLINE

Before the Review

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

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Review, Application

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.)

ELIGIBILITY CRITERIA FOR SERVING AS A CSU ONLINE COURSE REVIEWER

QUALITY MATTERS COURSE REVIEWER QUALIFICATIONS:

1. Completion of [“Applying the Quality Matters Rubric”](#) (APPQMR) course.
2. Completion of [“Peer Reviewer Certification”](#) (PRC) course.
3. For-credit online teaching experience within the last 18 months.
4. Have a current peer-reviewer application on file with QM.

If you are interested in Serving on CSU Quality Matters Systemwide Course Reviews, please follow the steps for filling out the Quality Matters Peer Reviewer Application.

1. Log into your [MyQM](#) account
2. Expand the “My Tools” menu and select “Role Applications”
3. Select “Higher Education Peer Reviewer Application” (this will take 5-10 mins. to complete)

My Tools
 Conferencing Service
 Course Review System
 QM Coordinator
 Master Reviewers
 Order Materials
 Peer Reviewer Search
 IDA Search
 Role Applications 
 Edit Role Applications

CSU Certified QLT/QM Peer Reviewers : CSU Reviewers

Miguel	Lara	Monterey Bay	Peer Reviewer	QM	2014
Mirwais	Azizi	Northridge	Peer Reviewer	QM	2017
Maria	Fernandez	Northridge	Peer Reviewer	QM	2014
Kenneth	Luna	Northridge	Peer Reviewer	QLT	2016
Milica	Markovic	Sacramento	Peer Reviewer	QM	2017
Linda	Morgan	Sacramento	Master Reviewer	QM	2017
Kara	Phillips-Shiner	Sacramento	Peer Reviewer	QM	2017
Tara	Sharp	Sacramento	Peer Reviewer	QM	2017
Santos	Torres	Sacramento	Peer Reviewer	QM	2016
Debra	Welkley	Sacramento	Peer Reviewer	QM	2017
Tracy	Medrano	San Bernardino	Peer Reviewer	QM	2017

18/19 CSU QA Reviewers Tracking & Availability

In 2018/2019, we will hold five course review cycles for QLT and QM: two in the fall, and three in the spring. If you are available and interested in serving on QLT/QM course reviews, please complete the form below. We will use this information to assign and track peer reviewers. If you do not fill out this form, we will assume that you do not wish to serve on CSU formal course reviews this year. If you have any questions, please do not hesitate to reach out to: Ashley Skylar, Quality Assurance Manager, Academic Technology Services, askylar@calstate.edu.

First Name *

Last Name *

Primary Discipline/Expertise Area (1-3 words) *

2018 Review Cycle: 10/15-11/15

2018 Review Cycle: 11/15-12/15

2019 Review Cycle: 2/15-3/15

2019 Review Cycle: 3/15-4/15

2019 Review Cycle: 4/15-5/15

Send me a copy of my responses

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

CSU CRMS 18-19

Actions

Name	Sharing
CSU QA Reviewers Tracking & Availability 1 Workspace	Workspace
CSU Course Review Application	Workspace
Su18 Cy #2 IDT 510 (FUL)	Workspace +
Su18 Cy#2 ENGL 3007 (STAN)	Workspace +
Su18 #1 GERN 400 (LB)	Workspace +
Fall18 Cy#1 ENGL 3440 BAK	Workspace +
6th Edition QM Rubric Update	Workspace +

Application Reviewed	Start Date	Completed Date	Yes/No	Completed	Assigned To	Status	Comments/Notes
IST 609 Information Systems and Technology Management				<input type="checkbox"/>			
Application Stage 2	Start Date	Completed Date	Yes/No	Completed	Sent to/Assigned to	Status	Comments/Notes
Application received (sent to QA Lead)	08/31/17	09/20/17	Yes	<input checked="" type="checkbox"/>	MF Mihaela Popes		
Instructor Course Review Agreement (sent to Instructor)	09/20/17	09/21/17		<input checked="" type="checkbox"/>	FL Frank Lin		
Instructor Syllabus Approved		09/20/17	Yes	<input checked="" type="checkbox"/>	AS Ashley Skylar		
Application accepted (sent to QA Lead)		09/20/17	Yes	<input checked="" type="checkbox"/>	MF Mihaela Popes		
(QM) Course Review Opened in QM Portal (CRMS)		09/20/17	Yes	<input checked="" type="checkbox"/>	AS Ashley Skylar		
Course Review Process Stage 3				<input type="checkbox"/>			
Reviewer Chair Request (sent to Chair)	09/20/17		Yes	<input checked="" type="checkbox"/>	ST Santos Torres		
Subject Matter Reviewer Request (sent to Reviewer)	09/20/17		Yes	<input checked="" type="checkbox"/>	MA Mirwais Azizi		It would be an honor and
External Reviewer Request (sent to Reviewer)	09/20/17		Yes	<input checked="" type="checkbox"/>	BB Beverly Bonda		However I will be on va
(QM) Peer Reviewers Assigned in QM Portal (CRMS)			Yes	<input checked="" type="checkbox"/>	AS Ashley Skylar		
Reviewer Chair notified team established (QM Review)			Yes	<input checked="" type="checkbox"/>	ST Santos Torres		Post Review Conference
Campus QA Lead given review team members information and clones the course			Yes	<input checked="" type="checkbox"/>	MF Mihaela Popes		
Pre-Review Conference Call occurs		09/27/17	Yes	<input checked="" type="checkbox"/>	ST Santos Torr�		
Indicate Completion of Review (sent to Chair)		10/13/17		<input checked="" type="checkbox"/>	ST Santos Torres		Individual QM Peer Re
Indicate Completion of Review (sent to SME/External Reviewer)		10/24/17		<input checked="" type="checkbox"/>	MA Mirwais Azizi		
Indicate Completion of Review (sent to External Reviewer)		11/24/17		<input checked="" type="checkbox"/>	BB Beverly Bonda		
Post conference call held		11/01/17		<input checked="" type="checkbox"/>	ST Santos Torres		
Notification Stage 4				<input type="checkbox"/>			
course certified (QM/QOLT) & recognized in QA website		11/06/17		<input checked="" type="checkbox"/>	AS Ashley Skylar		

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

Status	Course Code	Year	Course Nun	Cour
0	BSU-FY19-04	19		
1	WSU-FY19-02	19		
2.1	HTC-FY19-02	19	ARTS2050	Intro
2.1	HTC-FY19-01	19	CCIS1042	Pow
2.8	MnSU-FY19-02	19	NPL 273	Intro
2.8	MnSU-FY19-01	19	FCS 482	Fami
3	UMN-FY19-02	19	NURS 5222	Adva
3	MCTC-FY19-01	19	BUSN1140	Intro
3	UMN-FY19-01	19	NURS 7000	Doct
4	WSU-FY19-01	19	NURS 333	Heal
4	BSU-FY19-01	19	BUAD3281	Deci
4	NCC-FY19-01	19	MATH1500	Pre-C
5	BSU-FY19-01	19	ED795	Pr

QM Course Review Application 2018 - 2019 (Minnesota State Institution)

This application is for a formal Quality Matters Peer Review that will be managed by the Minnesota Online Quality Initiative. (<http://minnesota.qualitymatters.org>)

Before completing this application, please review the information about the QM Course Review Process in Minnesota here: <http://bit.ly/MOQI-Review> (This resource includes information about timelines as well as the cancellation policy.)

Applications may be submitted by the faculty course developer or may be submitted on behalf of the faculty course developer by the campus QM Coordinator. Applications submitted by the faculty course developer will be shared with the campus QM Coordinator to verify payment arrangements for the review; applications submitted by the campus QM Coordinator will be shared with the faculty course developer to verify accuracy of the course information.

Review Costs for FY19
Course Review: \$800.00 (subsidies may be available to reduce cost)
Re-certification Review: \$400.00 (no subsidy)
Alternate Format Review: \$400.00 (no subsidy)

Application Deadlines:

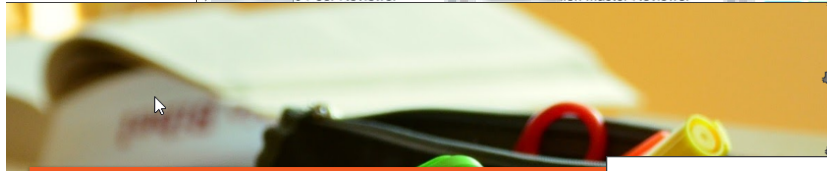
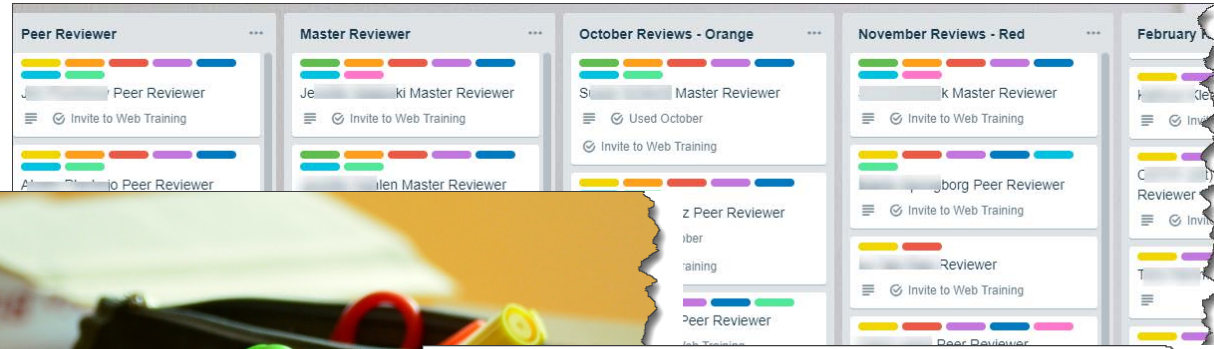
Applications submitted by 6/15/18 are for a review that will start on or after 8/6/18
Applications submitted by 8/31/18 are for a review that will start on or after 10/15/18

The screenshot shows a Trello board with five columns representing different stages of the review process:

- Waiting On Worksheet:** Contains two cards for courses HTC-FY19-01 19 CCIS1042 and HTC-FY19-02 19 ARTS2050.
- Waiting to Start:** Contains three cards for courses MnSU-FY19-01 19 FCS 482 Family Life Education, MnSU-FY19-02 19 NPL 273 Intro to the Nonprofit Sector, and UMN-FY19-01 19 NURS 7000 Doctor of Nursing Practice (DNP) Proseminar.
- Review in Progress:** Contains two cards for courses NCC-FY19-01 19 MATH1500-01 Pre-Calculus and BSU-FY19-01 19 BUAD3281 Decision Support Systems.
- Review in Progress - Waiting on Amendments:** Contains one card for course RC-FY18-01 18.2 CMST 121 Introduction to Communication.
- All Complete:** Contains two cards for courses CCTC-FY18-04 18.2 ENGL 207 Short Novel Kelly Donahue and BSU-FY18-03 18.1 NRS3100 Concepts in Nursing and Health (Blended Course) Nancy Hall.

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 institutions)



Peer Reviewers and Master Reviewers Needed

Are you interested in serving on a Quality Matters Peer Review Team? The Minnesota Online Quality initiative will be organizing review teams for subscriber-managed Quality Matters Course Reviews during fall and spring semesters (2018-2019). If you're interested in one (or more) review assignments, please provide your contact information, recent teaching experience, and preferred dates. We'll add this information to our database of interested QM Course Peer Reviewers and Master Reviewers in Minnesota.

Completion of this form does not obligate you to serve on a team. You will be contacted prior to each review cycle to confirm your interest and availability. Completion also does not guarantee an assignment. We attempt to provide all interested peer reviewers with an opportunity to serve on multiple reviews each year if they are interested in doing so.

Expectations:

- In MOQI-managed reviews, reviewers are expected to provide Helpful Recommendations for all standards, whether met or not met.

- In order to maintain eligibility to serve on review teams, all Certified Peer Reviewers must annually...

For our planning purposes, please indicate when you would prefer to serve on a team. Mark ALL that apply. You will be contacted to confirm your availability prior to assignment to a team. *

We can't guarantee placement on a team but strive to provide peer review opportunities as often as possible given when course reviews are requested. The majority of reviews occur during spring semester.

	Available to serve	Not Available	Not sure at this time
Mid-October review start date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mid-November review start date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mid-February review start date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mid-March review start date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mid-April review start date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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#	Title	Start	End	Assigned to	Completed
Course Review Initiation					
1	ID review course Alignment; update existing / create new Alignment map if necessary				
2	QMC schedules initial meeting with faculty Course Representative (invite Director OP&R)				
3	Master Course Preparation for QM Review				
4	ET update SI Blackboard course shell template to most recent version				
5	ID check for dept or program syllabus and/or course schedule template and update (if applicable)				
6	ID reviews and identifies course learning materials needing citations				
7	Student worker add citations to Blackboard course content items				
8	ID review and add descriptions to Blackboard course content items, including how to use content for assignments				
9	ET check accessibility of course learning materials (pdf, audio, video, presentations)				
10	ET check adaptive release / availability to ensure visibility of course content items for review team				
11	ET create new empty course shell in Blackboard for "review" course (Course.QM.Title.Year)				
12	ET copy updated Master course into Course.QM review course and enroll QMC in instructor role (notify QMC)				
Course Review Preparation					
13	QMC will confirm Master Reviewer and faculty Course Representative for course review				
14	QMC identify and confirm external Peer Reviewer(s) for course review via Ohio QM Consortium				
15	QMC identify and confirm Subject Matter Expert for course review (if applicable)				
16	QMC schedule meeting with faculty Course Representative to complete course review worksheet				
17	QMC submit course review worksheet in QM CRMS to initiate QM review				
18	Course Review Process				
19	QMC create local Blackboard guest account (gst_jdoe) in Blackboard Learn for any external Peer Reviewer(s)				
20	QMC enroll course review team in "review" Blackboard course shell in student role				
21	QMC email review team names and contact information to Team Chair/Master Reviewer				
22	QMC attends pre-course review conference call (optional)				
23	QMC confirms review team has submitted final course review reports in QM CRMS				
24	QMC notified of course review status (met standards vs. not met standards)				
QMC update Ohio Consortium bartering system with credits and debits					
25	QMC confirms faculty Course Representative has submitted course review response form				
26	Post Course Review Follow-up				
27	QMC create course review feedback / change punchlist document and email to faculty Course Representative				
28	QMC schedule post-review meeting (invite faculty Course Representative)				
29	QMC schedule meeting with faculty Course Representative to complete course amendment form (if applicable)				
30	ET revise Course.QM AND Master course according to course review feedback/change punchlist document (minor changes)				
31	ET revise Course.QM course to meet standards (major changes)				
32	QMC confirms faculty Course Representative submits course amendment form in QM CRMS (if applicable)				
33	QMC confirms course has met standards upon revision (if applicable)				
34	QMC update Master course Revision Roadmap document (if applicable)				
35	QM Coordinator provide ID / ET with certification code from Quality Matters CRMS				
36	ET embed QM Certified Course Emblem in Course.QM course				
37	ET archive Master course and download .zip file to course development project folder in Egnyte (major changes)				
38	ET perform bulk delete on Master course then copy Course.QM course in Master course shell (major changes)				
39	ET remove instructor information, syllabus, and course schedule from new Master course				

To submit a course to the review process, click the Submit Course for Review button located in the top right of the screen.

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)

Reviewer Credit/Debit Guide:

Within the Quality Matters Ohio Consortium Bartering System, a school sponsoring a review receives debits against their account, while the individual reviewers can earn credits back for their institution. For the review process, you must choose three different reviewers. The credits earned are broken down as follows.

For any reviewer from your home institution, no credits are subtracted - leave number at 0.

- Master Reviewer (not from home institution)=2
- External Reviewer=1
- SME Reviewer (not from home institution)=1
- Reviewer (not from home institution)=1
- Reviewer (not from home institution)=1

Once you have selected all of your reviewers, add the total credits to yield the appropriate debit number (the maximum for any review would be 4 points if no one is from your institution). The submitted review will be left in a holding bank until the review has been completed. Following completion, points are awarded and subtracted to reveal the new balance for each institution involved.

Course Number:

Course Name:

Institution:

Master Reviewer:

External Reviewer:

SME:

Reviewer:

Reviewer:

Submit Request

	Debits	Credits
Master Reviewer	0	2
External Reviewer	0	1
SME	0	1
Reviewer	0	1
Reviewer	0	1

This should match the course number from the review

This should match the course name from the review

How many credits are you spending?

Who should receive credits?

Don't forget to submit the request

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)

After the Review

Letter of Recognition-Sample



CSU The California State University
WORKING FOR CALIFORNIA



7/13/2018

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>

Instructor Name	Campus	Course (sorted by most recently certified)	Date
Jessie, Mildred	Fresno	American History to 1877 (HIST 11)	2018-09-10
Akhavian, Reza	East Bay	Issues in Construction Management (CMGT 6999)	2018-08-25
Fanning, Michael	East Bay	School Finance and Human Resources for Equity (EDLD 620)	

Recognition on campus website-East Bay

Course	Course Title	Faculty
BAN602	Quantitative Fundamentals for Analytics	Chongqi Wu
ENGL300	Writing for Proficiency	Patricia Rabb
CMGT6999	Issues in Construction Management	Reza Akhavian
OTL605	Educational Planning and Development for Online Programs	Witt Salley

After the Review

Submission to QuARRy



quarry.calstate.edu

Students Surveyed

Student Feedback Survey Aligned with Essential CSU QOLT & QM Standards			
COURSE OVERVIEW & INTRODUCTION		OBJECTIVES & ASSESSMENT	
Detailed instructions for getting started	4.67	Measurable course level & module objectives	4.64
Detailed information about the instructor	4.59	Relationship between objectives & activities	4.46
Purpose of course & prerequisite knowledge	4.67	Descriptive criteria provided for assessments	4.55
Academic integrity & institutional policies	4.71	Course grading policy clearly defined	4.59
Section Average	4.66	Section Average	4.56
MATERIALS, FACILITATION, INTERACTION,		TOOLS, SUPPORT RESOURCES, ACCESSIBILITY	
Notice to acquire course materials	4.64	Variety of technology tools to engage students	4.32
Variety of course material types	4.56	Clear info. to acquire or access technologies	4.46
Materials contribute to objectives/topics	4.65	Instructions for accessing technical support	4.54
Student introductions	4.48	Instructions for accessing academic support	4.47
Activities promote active learning	4.17	Campus policy provided for students with disabilities	4.61
Learning activities promote real-world scenarios	4.43	Information about accessibility of technologies	4.63
Instructor sent reminders to keep on tasks	4.56	Course materials in accessible formats	4.75
Receive feedback & self-check progress	4.46	Course navigation facilitates ease of use	4.59
Feedback in a timely manner	4.49		
Section Average	4.49	Section Average	4.55
		OVERALL AVERAGE =	4.57
<i>N=504 Students enrolled in certified courses</i>			

<http://tiny.cc/qa-student-print-survey>

After the Review

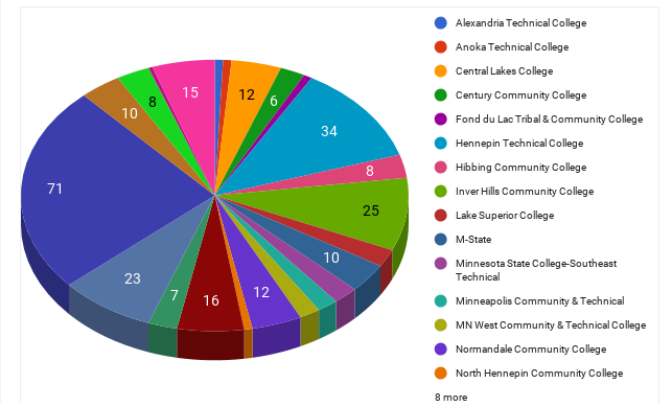
Recognition

- Listing of QM Recognized Courses: <http://bit.ly/MOQI-courses>
- Twitter
- MOQI Blog post

QM Recognized Courses - Minnesota

2018	Hennepin Technical College	BIOL2000 Nutrition and Health (Blended Course)	Diane Hallberg
2018	Bemidji State University	BUAD 2280 Computer Business Applications (Blended Course)	Kari Wood
2018	Moorhead State University, Moorhead	PSY220 Social Behavior (Blended Course)	Rochelle Bergstrom
2018	Ridgewater College	CMST 220 Public Speaking	Julie Bredeson
2018	Riverland Community College	PHIL 1130 Ethics	Tanya Whitehouse
2018	Ridgewater College	CMST 121 Introduction to Communication	Julie Bredeson
2018	Century College	ENGL 2073 Short Novel	Kelly Donahue
2018	Riverland Community College	BUSO 2655 Introduction to Electronic Health Records	Sheryl Barton
2018	Bemidji State University	NRSRG3100 Concepts in Nursing and Health Care (Blended Course)	Nancy Hall
2018	Century College	ENGL 2073 Short Novel	
2018	Hibbing Community College	HLTH1150	
2018	Century College	BIOL 2000	
2018	Inver Hills Community College	Physiology	
2018		ECON1106	

Number of Quality Matters Recognized courses at 2-year Institutions



Number of Quality Matters Recognized courses at 2-Year Minnesota State Institutions, 2013 - 2018



After the Review

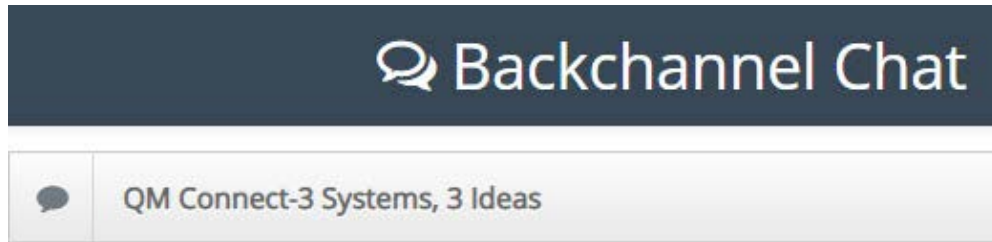
- Trained ID analyzes Final Report
- Create list of “we can do” vs. “we can help”
- Meet with Course Representative to discuss Final Report
- Create a timeline for next steps
- Recognition letter sent to Course Rep, Dean, Dept. Chair and VP of DL
- Social Media announcement via FB and Twitter
- Recognition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



tiered patience
pathways revise
self-review Flexibility PD partners
opt-in oversight training
QMCs
Quality
standards internal ad-hoc official
management essential
PLC templates
equal awareness mentoring
resources
opportunity **reflect**

What is your one main take-away idea?

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



Backchannel Chat

QM Connect-3 Systems, 3 Ideas