



# ***CREATE YOUR QM VISION BOARD!***

***Dialog with Colleagues,  
Find Your Path to Scalable  
QM Adoption and QA***

**QM Connect 2023**

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# Session Hosts



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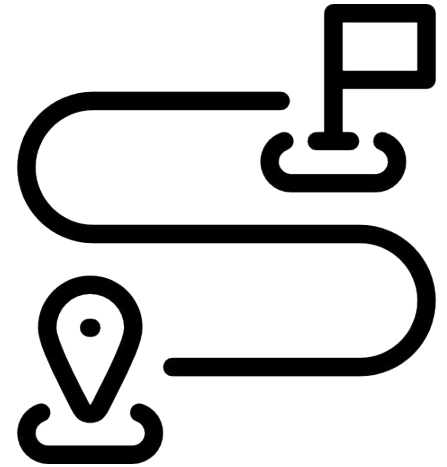


Laura Wyatt  
Instructional  
Design Specialist

# Session Objectives

Attendees will create their own QM Vision Board that:

1. Represents their ideal institutional climate for implementing Quality Matters
2. Identifies stakeholders and champions - faculty, staff, administrators, instructional designers, students
3. Visualizes connections and ideas for collaboration
4. Identifies sources of inspiration to support QM, i.e., faculty and student stories, best practices, evidence-based strategies





# About University of Maryland, Baltimore County

Founded in 1966, part of the University System of Maryland

Community-engaged University by the Carnegie Foundation (R1)

## Academics & Students

- 48 undergraduate majors, 36 masters, 24 doctoral programs, 17 post-grad certificates
- 14,000 students (77% FT)
  - ◆ 70% live on campus. Overall about 24% of undergraduates live on campus
- *98% of students accessed LMS*
- *Most faculty used LMS for F2F support or flipped classrooms*
- *Hybrid growing among undergraduate courses while online more popular at graduate level*



# How We Got Here

Planning Instructional Variety for Online Teaching (PIVOT) was designed to assist UMBC faculty who need to move from F2F to online during the pandemic and beyond

- Shifting away from emergency/remote adaptation
- *A more deliberate approach* to preparing courses

Faculty benefited from taking on the student role, accessing peer mentors, and learning from or networking with each other

*Bain, 2004; Covington, Petherbridge & Warren, 2005; Mclsaac & Craft, 2003; Shapiro 2006*

**PIVOT was grounded in QM with special emphasis on alignment and GS 1, 2, 8**

*Other essentials/very important standards were included; time constraints prevented a truly deep dive into QM.*



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# Why PIVOT mattered to our QM efforts

nearly **85%**

of PIVOT+ faculty participants said the program was helpful for their pedagogical shift to online teaching.

more than **85%**

of [PIVOT+ students said they agreed or strongly agreed](#) that PIVOT+ courses flowed in a logical format (see research from Ralston-Berg, 2014).

**31%**

increase in [faculty willingness to teach](#) alternative delivery formats

*For Fall 2020, [SEEQs increased by about .08 for PIVOT+ courses](#) compared with non-PIVOT courses (4.354 on a scale of 1-5). Courses taught by PIVOT-trained instructors also have increased LMS interactions, which are both indicative of improved engagement.*



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# Your Turn!



# World Cafe Format

Scan or enter link to access the breakout slides.



<https://bit.ly/UMBC-QMConnect23>





# Breakout #1

*At my institution, QM is ... ?*

1A. What do your faculty and staff know about QM? How might you engage and inform them to gain ideas, questions, and support?

1B. What are the benefits of implementing QM at your institution? What are the challenges you need to plan for?





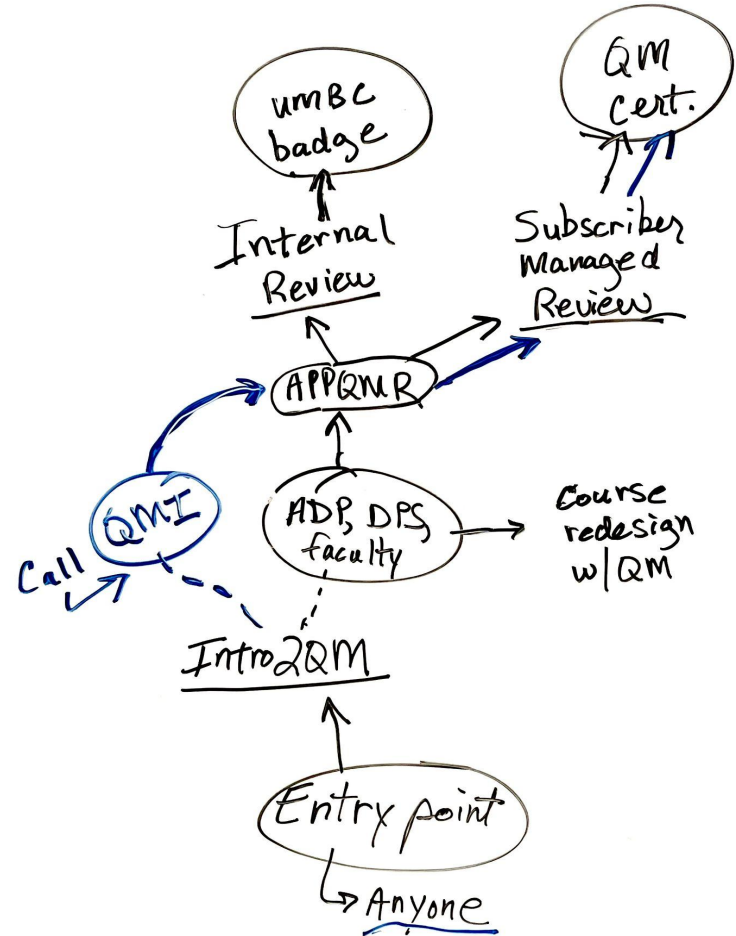
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# Our QM Vision Board 1.0



- Identify different QM pathways
- Leverage existing projects built on QM Rubric and course design
- Reach out to faculty, coordinators, chairs with interest in QM
- Interleave various QM trainings
- Incentivize the work





# Breakout #2

*What needs to be on your QM Vision Board?*

2A. What would QM adoption look like at your institution? Do you envision improved online course design, enhanced student experiences, faculty certifications, course or program reviews, or the accreditation process?

2B. Where, and with whom, will you start this journey? What do you hope to learn from QM colleagues about implementation?





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# QM Vision Board 2.0 (and beyond)

## Faculty attend QMI orientation

### Choose your QM Adventure

#### QM - Getting Started

Complete *Intro2QM* online workshop -  
2 weeks, 6 hours

Focus on QM Standards and continuous improvement

- [Self-Review](#)
- Curriculum Mapping
- Other QM workshops

#### QM - Internal Course Review

Complete *Intro2QM* online workshop -  
2 weeks, 6 hours

Complete an [Internal Course Review](#)  
[Badge](#): UMBC



#### QM - Formal Course Review

Complete *Applying the Quality Matters Rubric (APPQMR)* online workshop -  
2 weeks, 18-20 hours  
Badge: QM



Complete *Subscriber-Managed QM Course Review* -  
QM Certification Mark



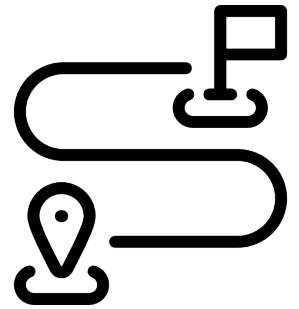


# What could Quality Assurance look like at UMBC?



Identify partners willing to leverage QM for curriculum or program mapping and supporting accreditation goals

- Invite QM-certified faculty to pursue [recertification](#)
- Increase number of faculty certified as Peer Reviewers
- Complete 6 QM Course Reviews each AY, both
  - Subscriber-Managed QM certifications **or** recertifications
  - Internal or Custom Reviews
- Maintain current staff QM roles that support Subscriber-Managed reviews





## 2. Maintain our QM roles

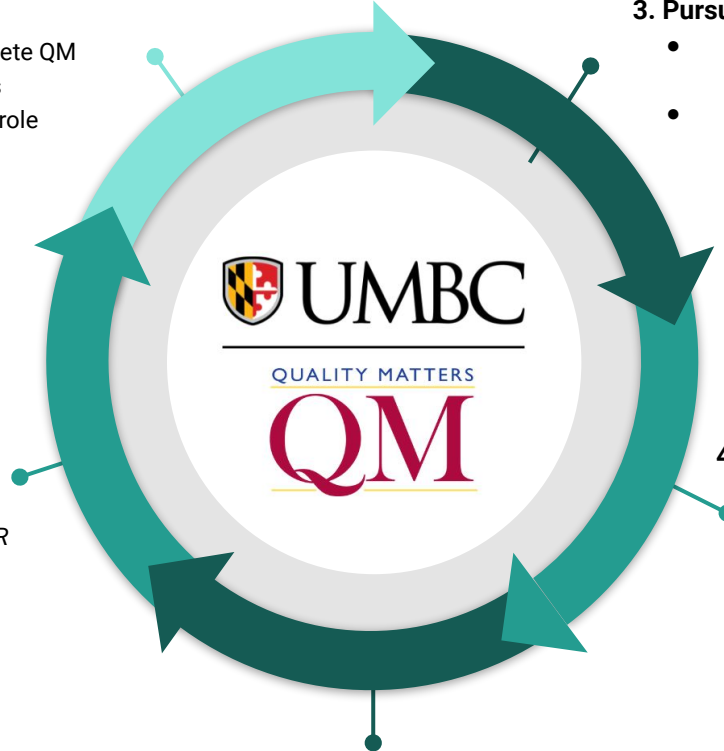
- Empower staff to complete QM training for various roles
- Ensure staff renew QM role applications annually

## 3. Pursue Faculty PR Certification

- Identify and encourage faculty to obtain QM Peer Reviewer (PR) certification
- Ensure faculty Peer Reviewers maintain their role through recertification

## 1. Onboard

- Offer QMI Orientation
- Choose your QM Adventure!
- Deliver *Intro2QM* and *APPQMR*
- Assign resources as needed



## 4. Run Subscriber-Managed Reviews

- Establish annual target of QM course reviews that include first-time certifications; recertifications; and Internal or Custom.

## 0. Cultivate Partnerships

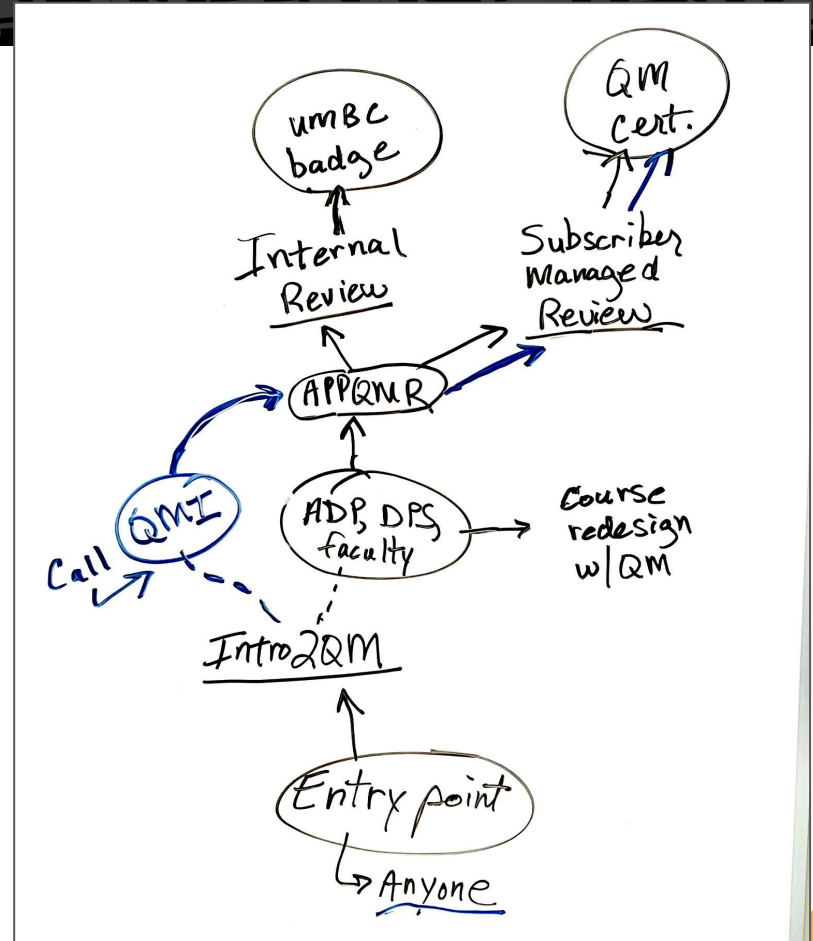
- Explore online programs / certificates interested in QM certification
- Identify partners to leverage QM for curriculum mapping and supporting accreditation goals.





# What's your next step?

## Questions?





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**Thanks for joining us today!**

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Laura Wyatt ([lauraw@umbc.edu](mailto:lauraw@umbc.edu))

*Reach out with your stories, questions, and ideas*