Session Title

Engaging a Campus and Its Faculty: The Relevance of QM

September 26, 2017   **3:20 – 4:10pm**

Description

This dialogue session gives participants an opportunity to grapple with large-scale campus buy-in and implementation of QM with campus community and faculty. University leaders support infusing standards but struggle with concerns of academic freedom and, thus, often do not impose standards.

Learning Objectives: After this session, participants will be able to . . .

Convene members on participants' campuses to facilitate adoption of QM.

Engage faculty on the relevance of QM as a standardized measurement for online and blended courses.

Apply a model to effect large change through informal engagement.

Handout

Context: This session is a dialogue. It focuses on responding to the need for faculty engagement in assessing online coursework. Given the clout of federal requirements regarding correspondence courses versus online courses, there is now a need for full engagement. Four specific strategies used on one Midwest campus is shared and development details shared.

Strategies

1) Faculty Fellow Position created [Elevates campus position and offer point person for faculty one like them)]
2) Creation of E-Learning and Design services in collaboration with Center for Teaching and Learning
3) Crafting of an in-formal gathering to connect like-minds, share information, gather experts
4) Partnering with all relevant units: Office of Online, Testing/Proctoring Center/ Writing/Math

Learning Objectives

Convene members on participants 'campuses to facilitate adoption of QM

Campus Forum on Online Education (Campus Forum Online) is an informal meeting place playing the role of convener. It does not take place of or replace any standing committees or communities of practice on this campus regarding online. Conversely, it provides a forum for all persons from said committees, groups, and units to convene and dialogue as they see fit.

Time: It is 45 minutes (with items for tea and snacks).

Structure: 10 minutes of structured time to share (invited speaker or from group on burning topic)

> **Remaining time is open and informal:** members either continue conversation with speaker in a small area, meet up with persons with whom they may have questions, or start open conversations in small groups to get support, share resources, collaborate with liked-minded persons.

Engage faculty on the relevance of QM as a standardized measurement for online and blended courses.

- Examined the standards and created a university QM check sheet (see appendix)
- See attached. Shared with schools and ask to adopt

Apply a model to effect large change through informal engagement.

- Asked Undergraduate Affairs Committee to use of evaluation of general education courses slated for online
- Determine specific administrative units for compliance monitoring

QUALITY MATTERS© INSPIRED COURSE REVIEW FOCUS

Developed by eLearning and Design Services and IUPUI Office Academic Affairs

OVERVIEW: IUPUI shares this internally developed checklist as a guide for evaluating courses in four essential areas that Quality Matters, QM for short, developed (see below). QM is a non-profit organization that has lead the way in identifying clear and effective characteristics for online courses of high quality. This checklist is not exhaustive but illustrative. The goal is to gauge whether and to what degree basic online characteristics are present or should be developed or improved for the course under review. QM beliefs that a review should be based not on evaluation but **Continuous improvement**, not on delivery and content but on **Design**, on **Alignment of objectives, assessments, materials and be student focused.**

Quality Matters-"Inspired" Checklist

QM-inspired General Category…	Questions to ask about the course	**Yes** -meets 85% **No-**Doesn't meet 85% **Partially-**minor adjustments to meet 85%	Specific Improvement(s) suggested
1.	Will the student know • Where to start in the course? • What to do logging into course for the first time? • What the instructor expects of the student?		
2.	Will students know • What outcomes are associated with each module? • What student learning outcomes are expected at the end of this course?		
3.	Will students know • How they will have to or can demonstrate what they know and can do? • How their work will be graded and/or assessed?		
4.	Do the materials (lectures, texts, etc.) link directly to the learning expectations for the course? Is there alignment with assignments and assessments with student learning outcomes?		
5.	Are there clear and consistent opportunities for students to interact with and/or receive guidance from the instructor • Throughout the semester? • At particular times such as *before* assignments are graded (e.g. formative assessment, discussions)?		
6.	What is the nature of the technology in the course? • Appropriate • Easy • Helpful (tools or Canvas features) • Challenging • Frustrating		
7.	Will students know where to go and what to do for • Tech support? • Course questions? • Accessibility concerns? • University policies? • General academic and/or advising help?		
8.	Does the course meet usability and accessibility expectations, which is determined by indicating whether the course is • easy to navigate • includes alignment with content • includes a variety types of assignments and assessment types • videos include transcripts and images include image tags		