

Lessons Learned from a Revamped QM Subscriber-Managed Process



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Distance Learning

Presenters



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University of Louisiana at Lafayette



University of Louisiana at Lafayette

- There are currently 15,345 students enrolled at UL Lafayette.
- About 2/3 of UL Lafayette students have taken one or more courses online.
- 17% of the student population is enrolled in fully online programs.
- We currently offer 21 online degrees and certificates, and we are adding new online programs every year.
- Overall, we support more than 500 unique online/hybrid courses designed by faculty.



Learning Objectives

- Identify the process for creating and managing a cohort-based review model.
- Recognize the quantitative and perceived benefits of a cohort review model.
- Reflect on course review best practices and lessons learned.



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Agenda

- History with Quality Matters
- The Cohort Model
- Data Collected
- Course Representative Survey
- Conclusions and Next Steps



History with Quality Matters



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Quality Matters at UL Lafayette

- QM Membership since 2011.
- Faculty seeking ULearn certification must take Applying the Quality Matters Rubric (APPQMR) course.
- APPQMR courses are facilitated by Distance Learning Instructional Support staff.
- Currently, ~450 active certified faculty.

QM Reviews 2019 - 2022

- Priority was given to courses in online programs or those that support program courses.
- Courses must be taught twice before they are eligible for review.
- Only 8 courses were certified during this time.
- Course Representatives did not understand how to craft measurable objectives.
- Reviews suffered from a delay-of-start.

The Cohort Model



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The Cohort Plan

How Can We Improve the Experience?

Pre-Review
Process

Post-Review
Process

Goals of the Cohort Model

Goal #1

Increase the number of certified courses.

Review 10-12 courses each semester (Fall/Spring).

Goal #2

Formalize support before and after active review.

Goal #3

Build community between Course Representatives.

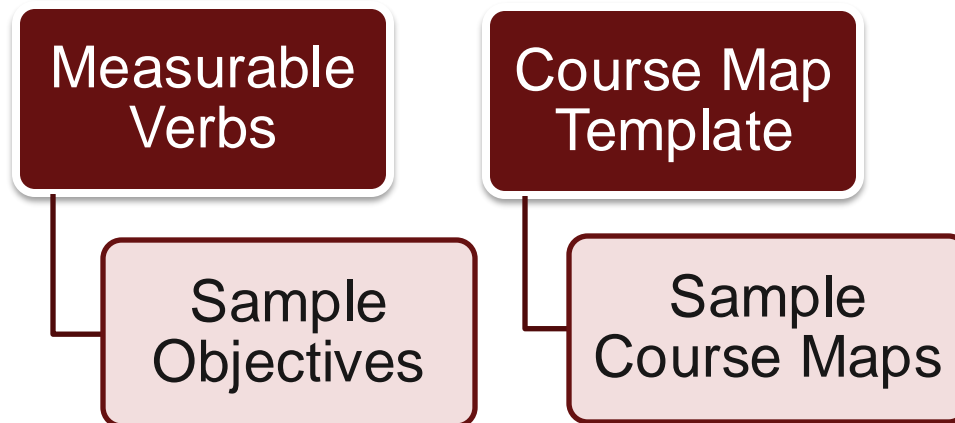
Meeting Our Goals

- Maintained our focus on online program courses.
- Representatives were identified and placed into a **cohort** of 10-12.
- These cohorts are assembled one semester before the anticipated start of reviews.
- We created a **resource course** to serve as the hub of the cohort experience.

Resource Course

The cohort is enrolled in ODL 400, a resource course providing:

- A description of each standard for a broader audience.
- An explanation of entire QM review process.
- Examples of how to meet the QM expectations:



Pre-Review Orientation

- All cohort members are invited to a synchronous call to:
 - Meet each other.
 - Become familiar with the process.
 - Introduce deliverables.
- Non-attendees receive a personal synchronous call.

Pre-Review Deliverables

- Each participant submits the following items and receives personalized feedback through ODL 400:
 - Course Link (to be cloned)
 - Course-Level Learning Objectives
 - Module-Level Learning Objectives
 - Course Map (7th ed.)
- Assistance with the Course Worksheet is available.
- A review calendar is provided.

Active Review

- Course reviews are scheduled to start 1 per week throughout the following semester.
- Each review has a 3-week active review period.
- ODL 400 announcement forum is used to celebrate each review's official start.
- Open communication channels with Instructional Support team.

Post-Review Support

- Interpretation of the Final Report is provided as a synchronous call and follow-up email.
- We provide an amendment timeline to finish by the 10-week goal.
- Formal check-ins are scheduled for the 5- and 10-week marks.
- Course certification success is celebrated publicly:
 - ODL 400 announcement forum
 - Emails to Deans and Department Heads
 - Annual recognition ceremony breakfast

Data Collected



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Data Categories

Data was collected and sorted into three categories:

**Pre-Cohort:
Fall 2019 – Summer 2022**

Courses reviewed before
Cohort Model implementation.

**6th Ed. Cohorts:
Fall 2022 – Summer 2023**

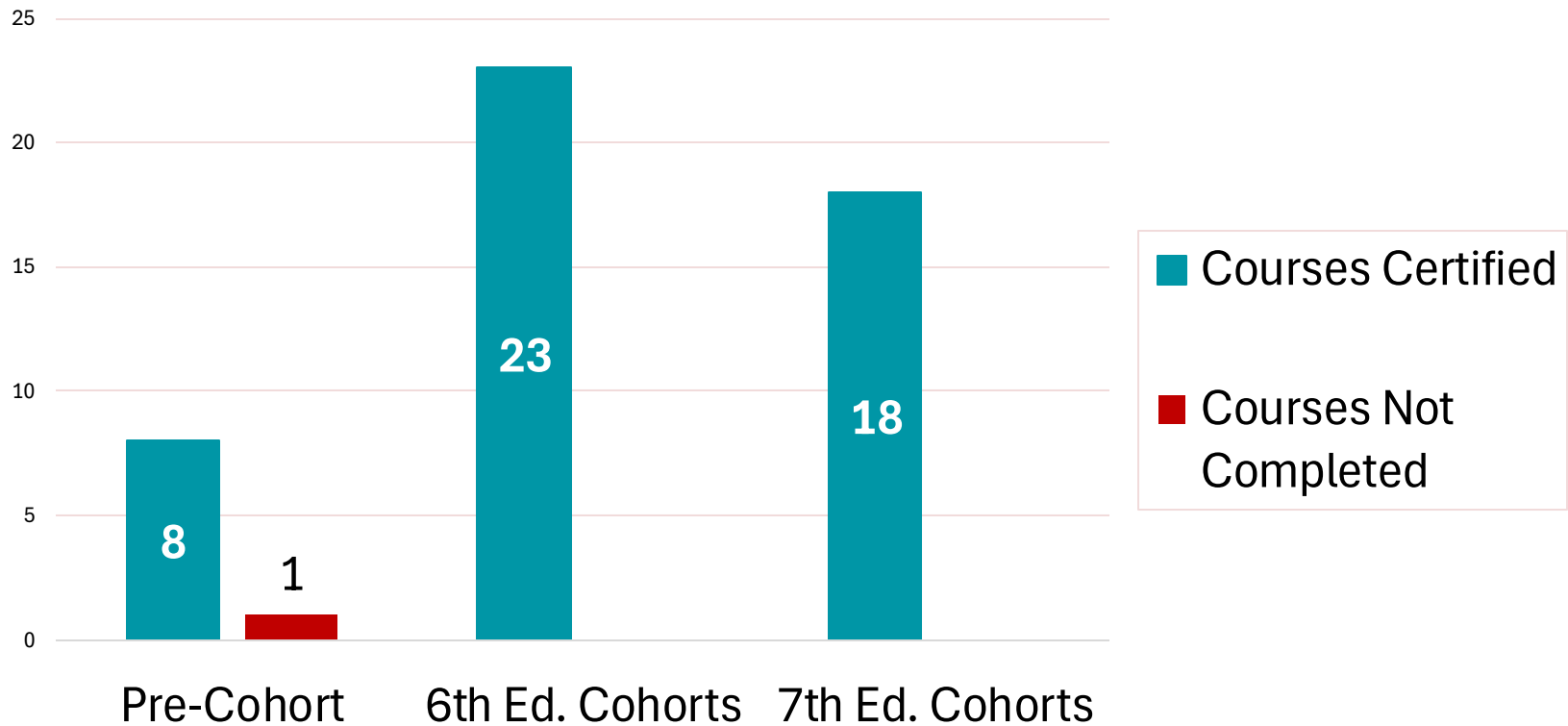
Courses reviewed using the
Cohort Model and the QM
Rubric 6th Edition.

**7th Ed. Cohorts:
Fall 2023 – Spring 2024**

Courses reviewed using the
Cohort Model and the QM
Rubric 7th Edition.

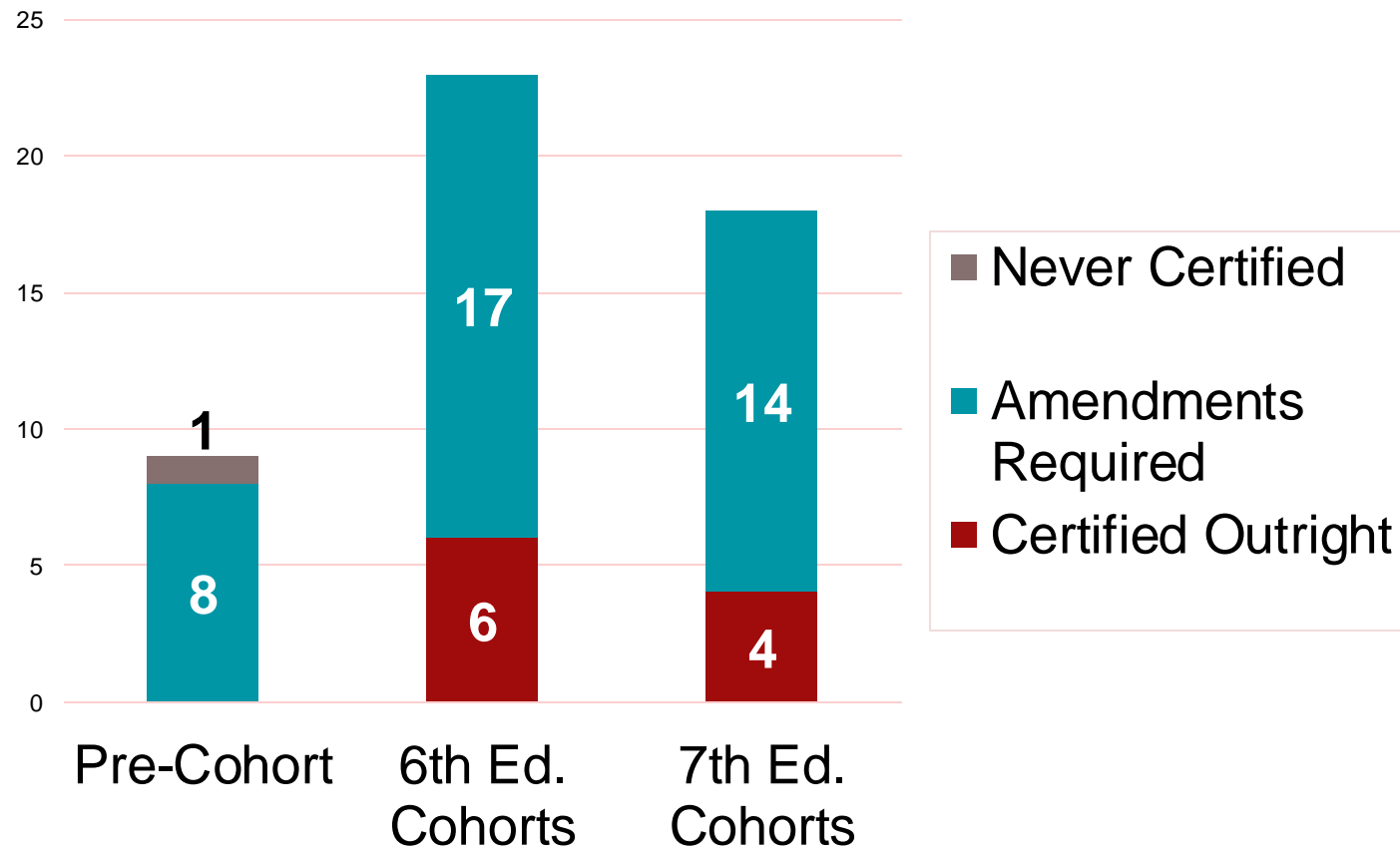
Increasing Number of Certifications

Number of Course Certified



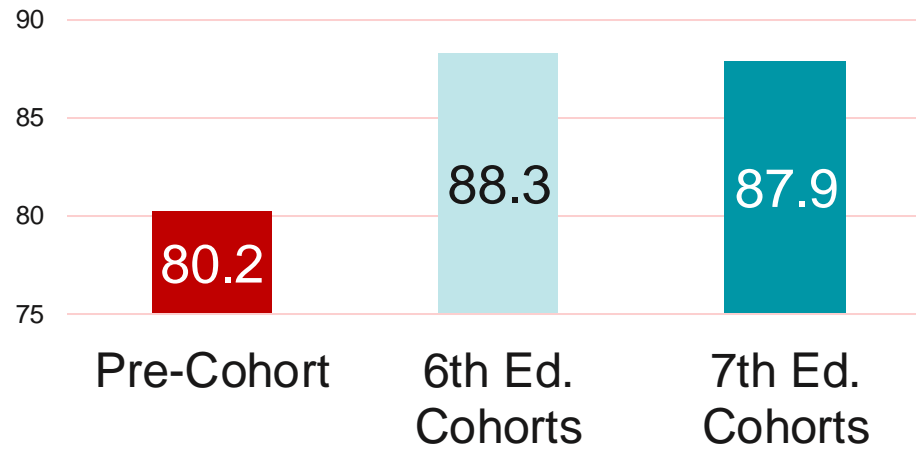
Status of Course Reviews

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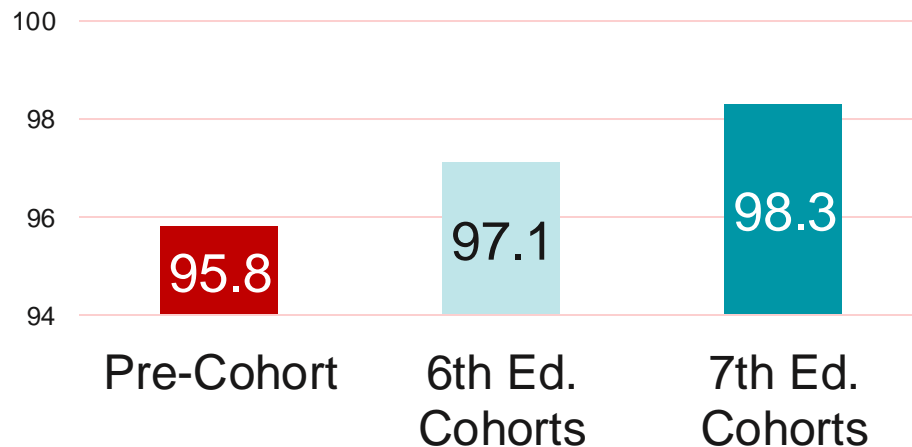


Initial Vs. Final Scores

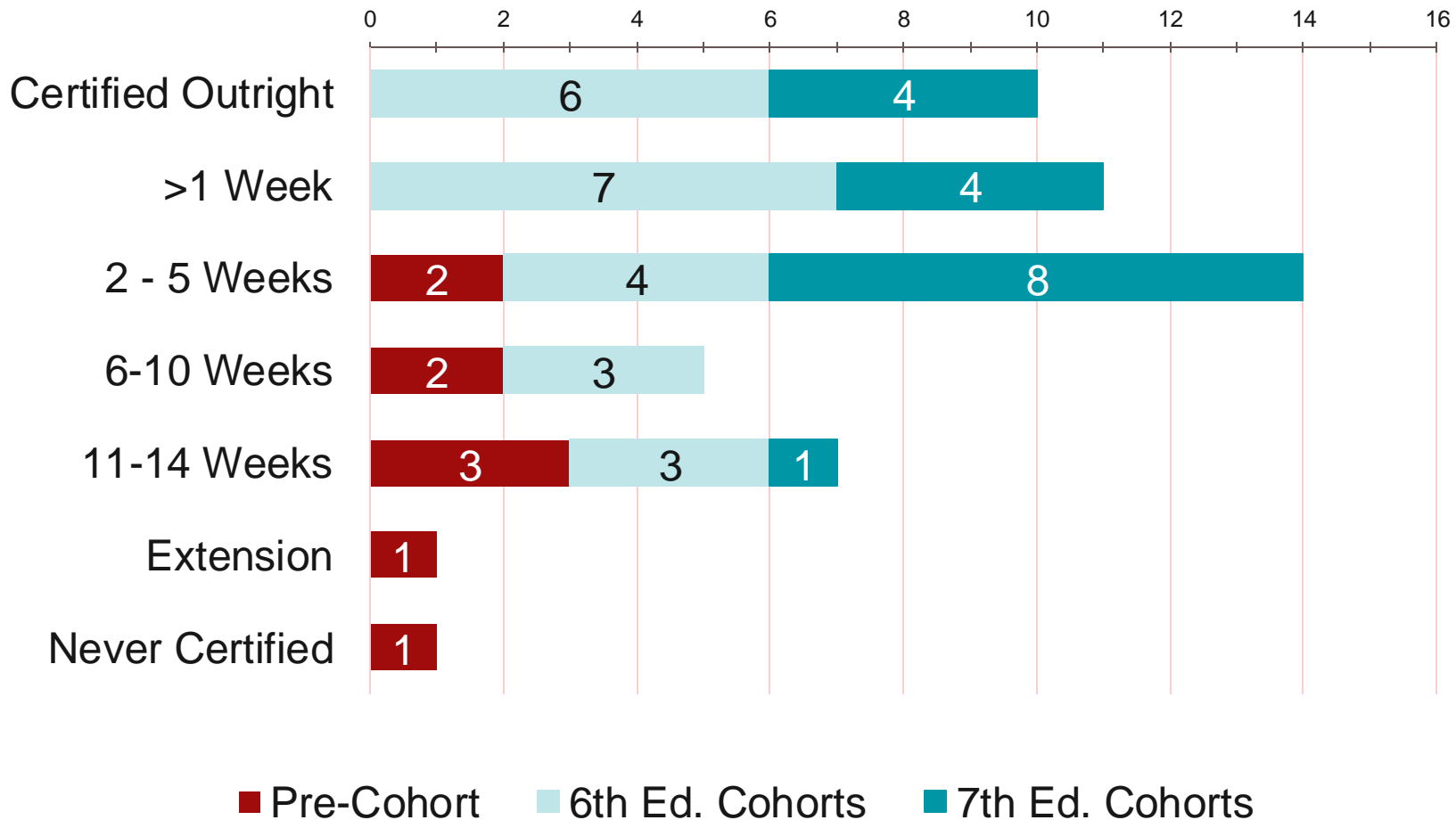
Average Initial Score



Average Final Score



Time Spent in Amendment Phase



Most Commonly Missed Standards

Mentimeter Question:

What standard to YOU think was the most commonly “Not Met” standard?

- Use the 7th ed. Rubric.
- Please only enter the number (e.g. 5.2, 8.1, etc.)

Most Commonly Missed Standards

Pre-Cohort	
% Missed	Standards
66.67%	6.4
55.56%	3.1, 5.1, 8.6
44.44%	2.4, 5.3, 4.5

6 th Ed. Cohort	
% Missed	Standards
52.17%	1.6
34.17%	1.8, 4.3
30.43%	6.4, 8.3

7 th Ed. Cohort	
% Missed	Standards
55.56%	1.6
38.89%	8.4
27.78%	1.8, 1.9, 3.1, 3.2, 4.3, 5.3, 8.5

Course Representative Survey



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Survey Demographics

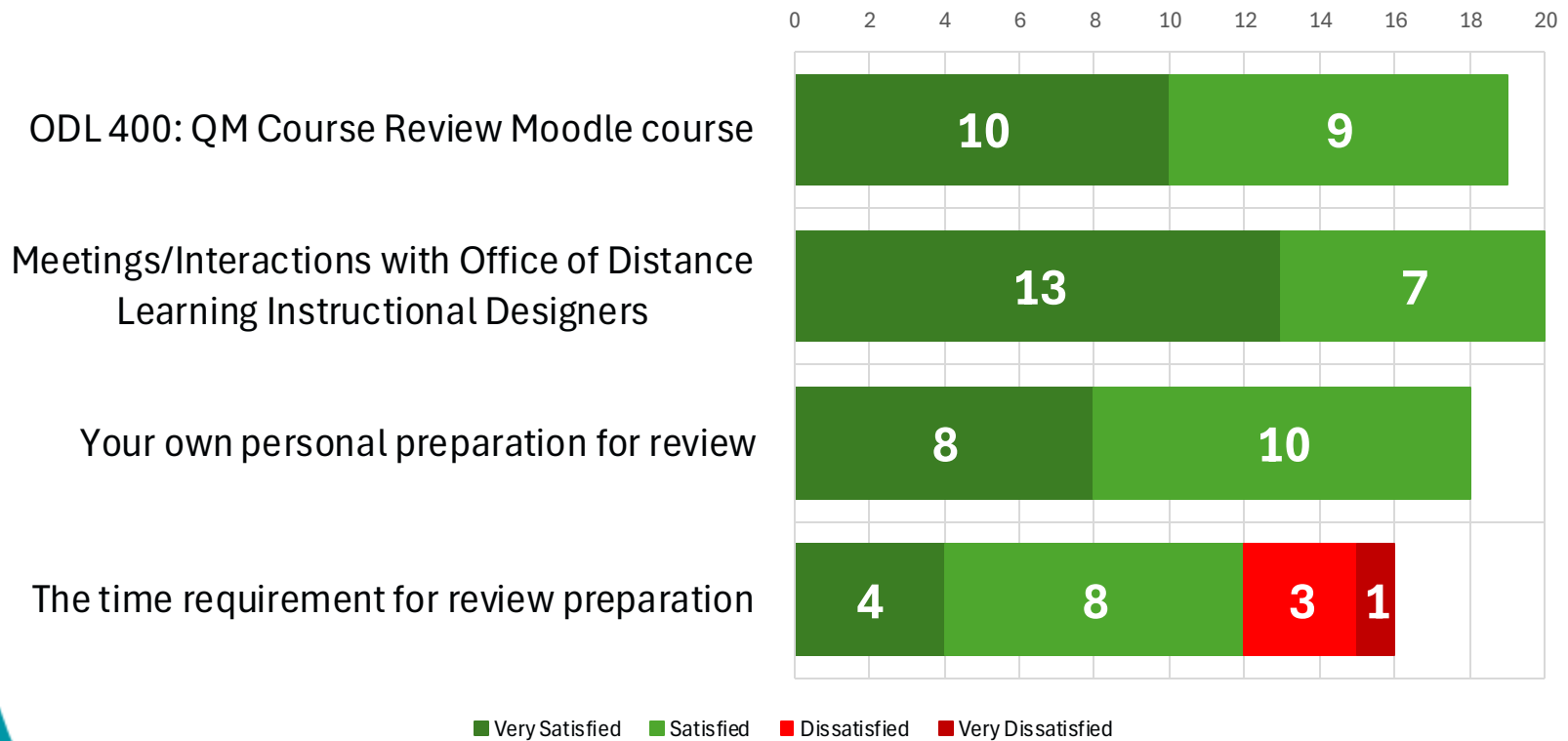
- The survey was open for 31 days.
- 30 Course Representatives from the cohort model were asked to participate anonymously.
- 20 surveys were successfully completed, representing a 66.7% response rate.

How many of your courses have gone through QM Certification?

1 Course	2 Courses	3 Courses
12	6	2

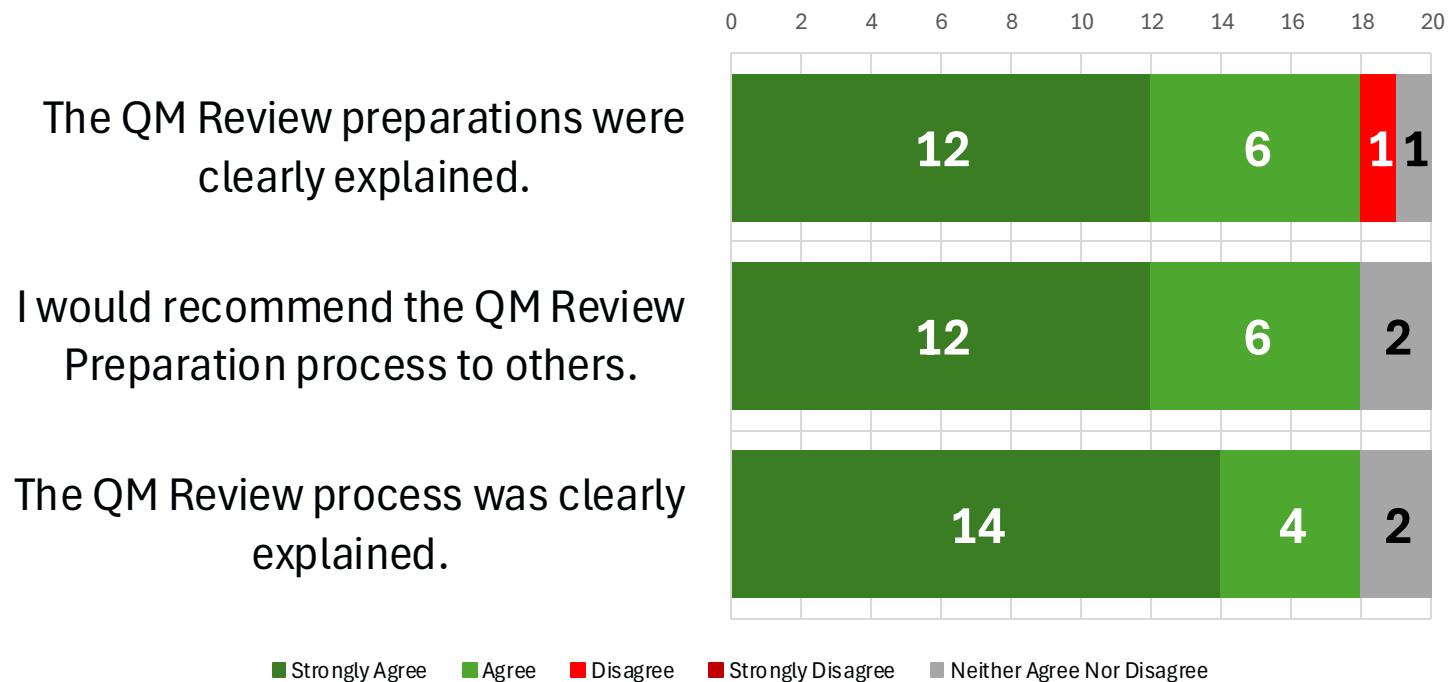
Pre-Review Satisfaction

How satisfied were you with the following aspects of your QM Review Preparations?



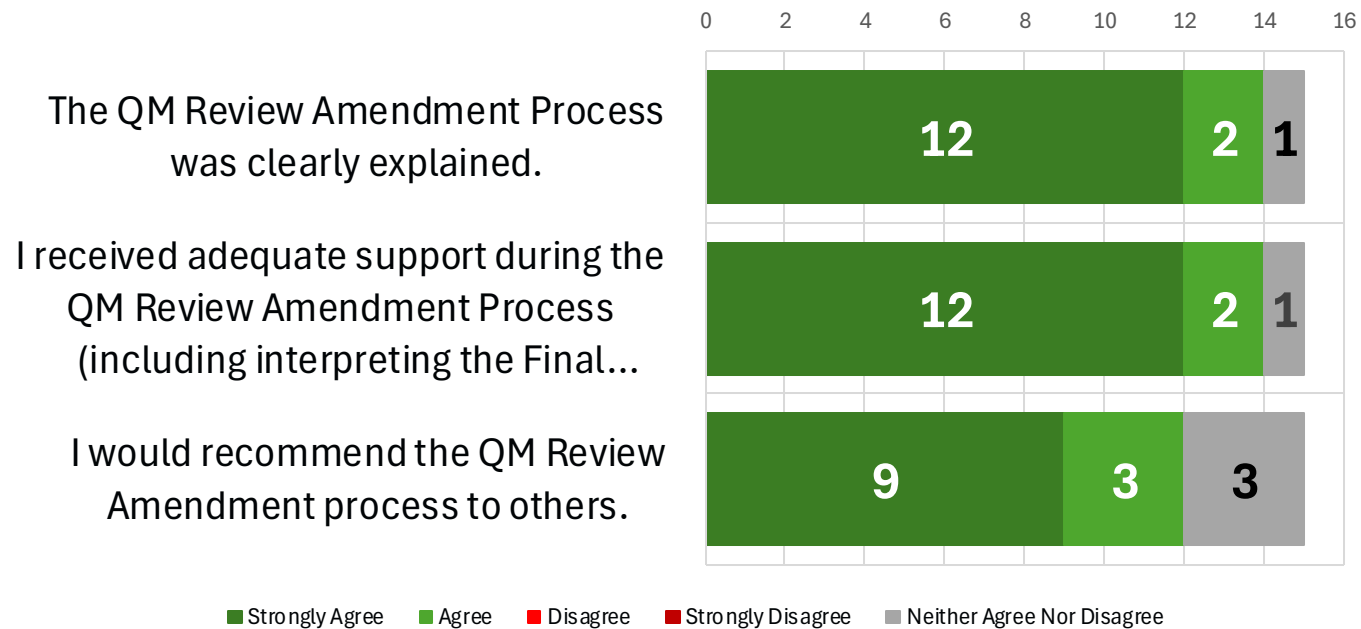
Pre-Review Preparation

How strongly do you agree or disagree with the following statements?



Post-Review Satisfaction

Courses that required amendments: How strongly do you agree or disagree with the following statements?



Survey Feedback

“I had a great experience with the instructional designers...”

“It was a lot of work, but I found value in this experience and feel the course was improved for students.”

“Please continue to offer this to faculty! I think it helps with the quality of courses!”

Survey Suggestions

“I think we need more [personnel] to increase the number of certified courses.”

“I am not sure you can explain the tremendous time commitment, but it is significant.”

“The process should be less isolating. Maybe considering partnering folks.”

Conclusions and Next Steps



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Conclusions

- Cohort model was successful at increasing the number of certified courses.
- Uncertainty around the review process and preparation decreased.
- Courses certified outright increased.
- Initial and Final Scores increased.
- Amendment periods decreased.
- Commonly missed standards changed and decreased in frequency.

Current State and Next Steps

Current State

- Currently, 50+ courses have been certified.
- Fall 2024 cohort has launched and courses are in amendment phase.
- Spring 2025 courses have been identified and confirmed.
- All future reviews will end with the same survey.

Next Steps

- Determine how to universally address commonly missed standards (1.6 and 3.1).
- Attempt to improve time commitment for representatives.
- Improve the sense of community between cohort members.

Questions & Comments

Thank you for attending!

Please send questions and
comments to
distancelearning@louisiana.edu



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