

Perception,
Preference, and
Intention:
**What Our Course
Review Impact
Study Revealed**



QM Connect
Conference

September 25, 2017

Presenter Info

Elizabeth McMahon

- ▶ Online Faculty/ Northland Community & Technical College
- ▶ Co-Coordinator, Minnesota Online Quality Initiative



Agenda

1. About MOQI (Minnesota Online Quality Initiative)
2. Impact Study Overview and Results
3. Discussion



1.

About MOQI

Learn More about MOQI
@<http://minnesota.qualitymatters.org>

About Our QM Subscription *MnLC*

- ▶ Statewide Subscription since 2008
- ▶ Public Higher Education
 - ▷ Colleges and Universities of Minnesota State (35 institutions)
 - ▷ University of Minnesota (5 campuses)
- ▶ Department of Education (K-12)



MINNESOTA STATE



Minnesota Department of
Education



MOQI promotes quality course design through professional development, statewide collaboration and shared expertise.



Minnesota Online Quality Initiative

Promoting Quality Course Design Through Statewide Collaboration

[HOME](#) [ABOUT US](#) [NEWS & COMMENTS](#) [COURSE CERTIFICATION](#) [PROFESSIONAL DEVELOPMENT](#) [RESOURCES](#) [STAR SYMPOSIUM](#)



Home

On the Calendar...

STAR Symposium – Call for Proposals is Open

The *STAR Symposium* (virtual conference) will be held on February 10, 2017. [Call for Proposals](#) is open.



Official MOQI-Managed QM Course Reviews

Next application deadline: October 31 [More info](#)

Professional Development Opportunities

- [Peer Reviewer/ Master Reviewer Mini-Retreat](#) – October 7
- [TYOC Workshop](#) (Rochester Community & Technical College) – October 14

Learn more about MOQI @<http://minnesota.qualitymatters.org>

1892

Individuals with Quality Matters training

109

Peer Reviewers

|

43

Master Reviewers

467

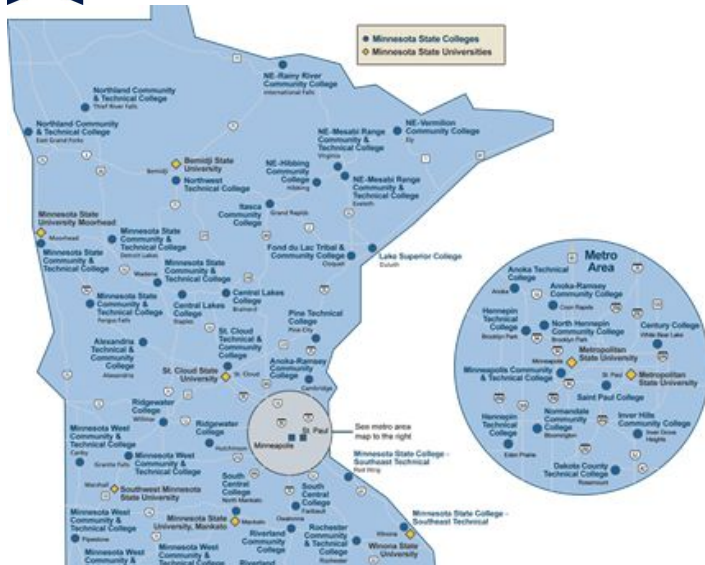
QM Certified Online or Blended courses

September 2017

Course Certification in Minnesota



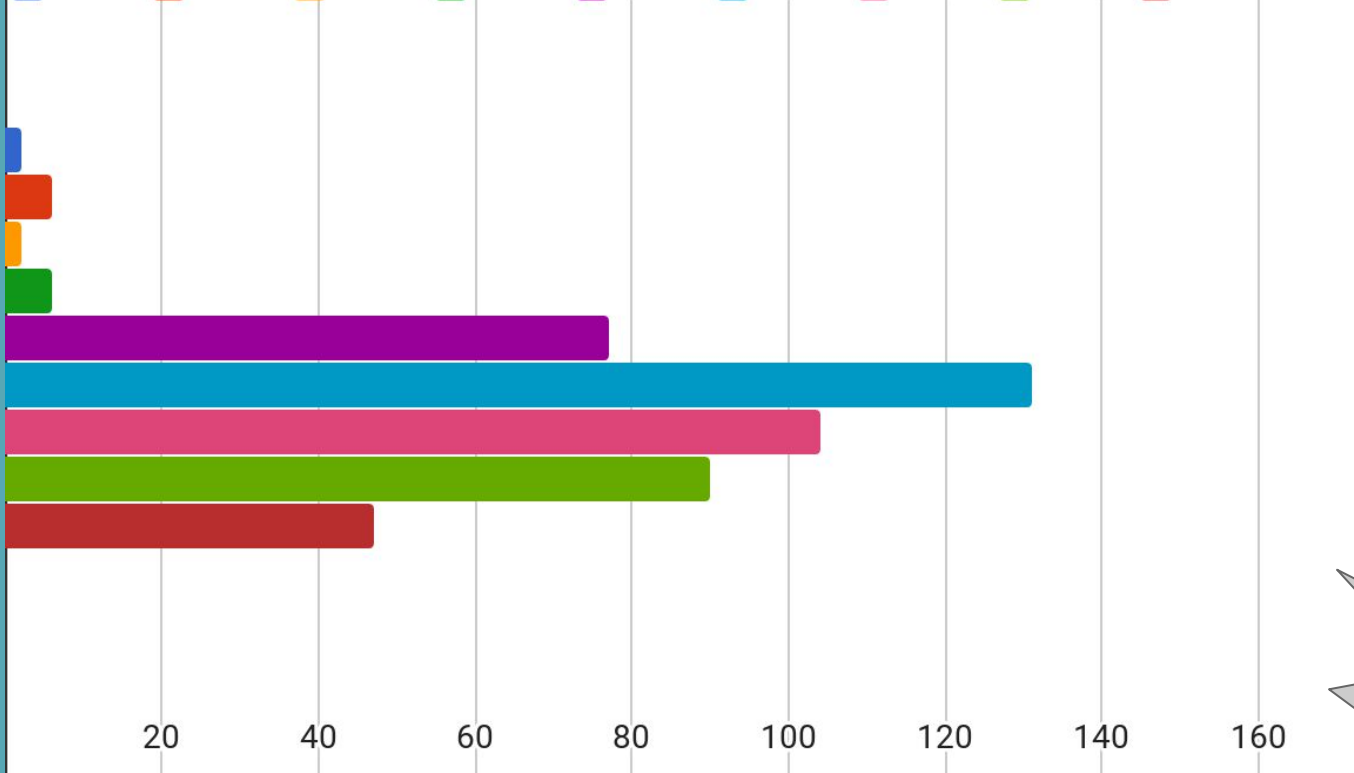
MINNESOTA STATE



- ▶ 1st course certified in 2009
- ▶ 28 - Number of institutions with certified course
- ▶ Are subscriber-managed official reviews by course review manager
- ▶ Use 3 external reviewers

Number of QM Recognized Courses By Year

2009 2010 2011 2012 2013 2014 2015 2016 2017



467
Currently
certified

Number of QM Recognized Courses By Year Since 2009

“

“I am so honored to have the QM certification on my course! It will shape all my online courses going forward. I found the process and recommendations more than helpful. It allowed me to think through the **point of view from the student**, and get **expert advice** on improving structure and materials. Thank-you and I'll recommend Quality Matters to my colleagues who teach online!”

~Gina Dabrowski, North Hennepin Community College

“

“I am so appreciative of QM. It’s allowed me to create **important alignment** in my courses and **increase learning** with students. Thanks for your work!”

~Kelly LaVenture, Bemidji State University



“

“Every review that I participate in has a positive impact on my own courses. I see something that doesn't work as well as I would like from a student's perspective or I see something wonderful I think I could modify for my class or I simply get a new idea from the course or from the suggestions of the other reviewers.”

~ Minnesota Peer Reviewer

Challenges to Measuring Impact

- ▶ What are the expected outcomes?
- ▶ What data to collect?
- ▶ How to collect data across diverse institutions?
- ▶ Who can help collect and analyze data?
- ▶ Participation is voluntary.

2.

About the Study

FACULTY PERCEPTION OF IMPACT OF INVOLVEMENT IN OFFICIAL QM COURSE REVIEWS

2016 IMPACT STUDY

*Impact of QM Professional
Development on Teaching
across Delivery Formats*

Kerns, L. and Mancilla, R. (2015).
University of Pittsburgh

Question #1



What are faculty reported **impacts** of involvement in the QM official review process on

- ▶ **course design**
- ▶ **teaching strategies**
- ▶ **student learning**
- ▶ **course completion**

Question #2



What methods were used to
improve teaching practice
across ALL course formats?

Question #3



What **types of changes** were made in f2f, online and blended courses as a result of design expertise gained through involvement in an official course review process?

The background features a stack of books on the right side. The visible spines include titles such as "ing on the promise", "WHAT TO LOOK", and "SE TO TEACH". Below the books is a document with large, colorful letters, including "CIN" in blue and "1070" in green.

330 Courses

Certified Courses (July 1, 2013 - June 30, 2016)

195 Faculty

Number of faculty

27 Institutions

Submitted course for review

A stack of books is visible in the top right corner, with titles like 'ing on the promise', 'WHAT TO LOOK', and 'SE TO TEACH'. Below the books is a document with large, stylized text, including 'Cin' and 'stor' in green and blue.

N = 92 (48%)

Sent to 190 individuals

Type of institution	Percent
State University Faculty	35%
Community/ Technical College Faculty	59%
Multiple institutions	6.5%

OTHER DEMOGRAPHIC DATA

89% More than 6 years teaching experience F2F

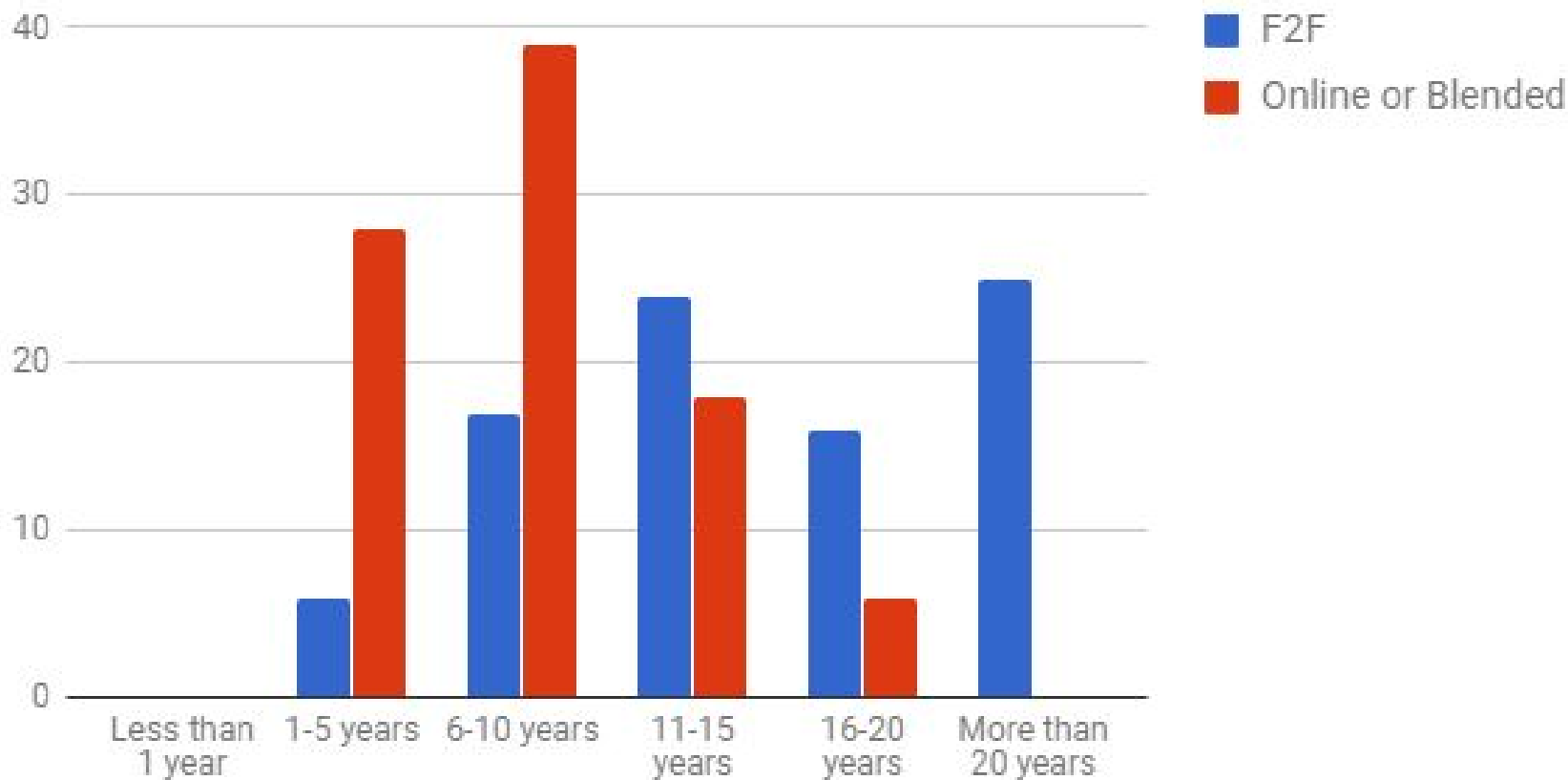
69% More than 6 years teaching experience Online

79% Full-time faculty

36% Had 2-3 Courses Certified (17% had 4 or more courses)

30% Certified Peer Reviewers (17% Certified Master Reviewers)

Type of Teaching Experience



Years and Type of Teaching Experience

3.

Results

1 = Faculty
Reported Impacts

2 = Methods to
Improve Teaching

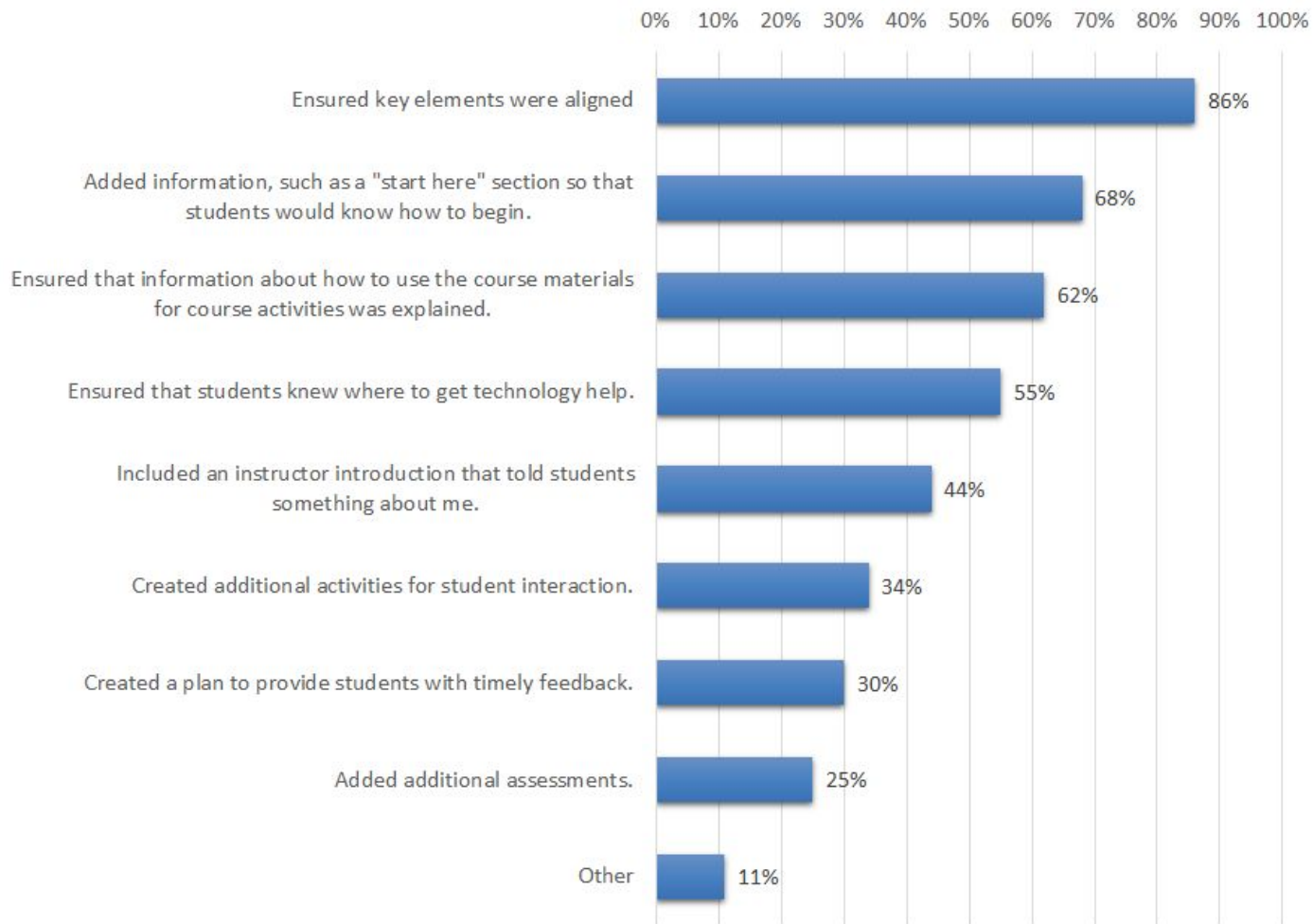
3 = Types of
Course Changes

“

What were some of the **key changes you made to your course** for it to meet QM standards?



Percent reporting change





**Were there student learning
& retention impacts?**

“

After you redesigned your course or made changes in some way to prepare for course review, **was there an impact on student learning?**

41% = Yes

56% = Don't Know



Top 3 course changes that impact student learning

Alignment

Ensured key course elements were aligned.

“Start Here”

Added information, such as a “start here” section so students know how to begin.

How to Use Materials

Ensured that information about how to use the course materials for course activities was explained.



What impact/s on student learning were you able to identify?

“Improved clarity for students; improved relationship among course components; alignment of objectives with course activities and assessments.”

“Classes were more organized, so students could spend more time learning.”

“Organization. Clear instructions. Ease of finding readings, assignments, quizzes.”

“Student comments in evaluations specifically mentioned excellent course organization and clarity of expectations.”



“

After you redesigned your course or made changes in some way to prepare for course review, **was there an impact on student persistence/successful course completion?**

17% = Yes

60% = Don't Know



Top 5 course changes that impact course completion/ student persistence

“Start Here”

Added student interaction

Created additional activities for student interaction.

Course organization

Improved course organization.

How to Use Materials

Alignment



What impact/s on persistence/ successful course completion were you able to identify?

“Lower DFW rate.”

“Student
completion/
retention went up.”

“The only ones who
received a D or F
were the ones who
stopped
participating.”

“Fewer questions
from students.”

“Students were less
anxious.”

“Too early to tell.”

“Course completion
rates raised 5-7% on
average per
semester.”

“Retention
increased to >85%”

“Positively affects
retention rates.”



“

Did involvement with the QM course review process **impact your TEACHING or DELIVERY** of the online course you had certified?

58% = Yes

17% = Too soon to tell



Reported Impacts on Teaching

“Definitely more intentional. Making sure everything in the course has a purpose.”

“QM course review dramatically improved course organization & structure, which directly impacted the course experience for the student.”

“Course organization, alignment, and timely communication”



Face-to-face Impacts

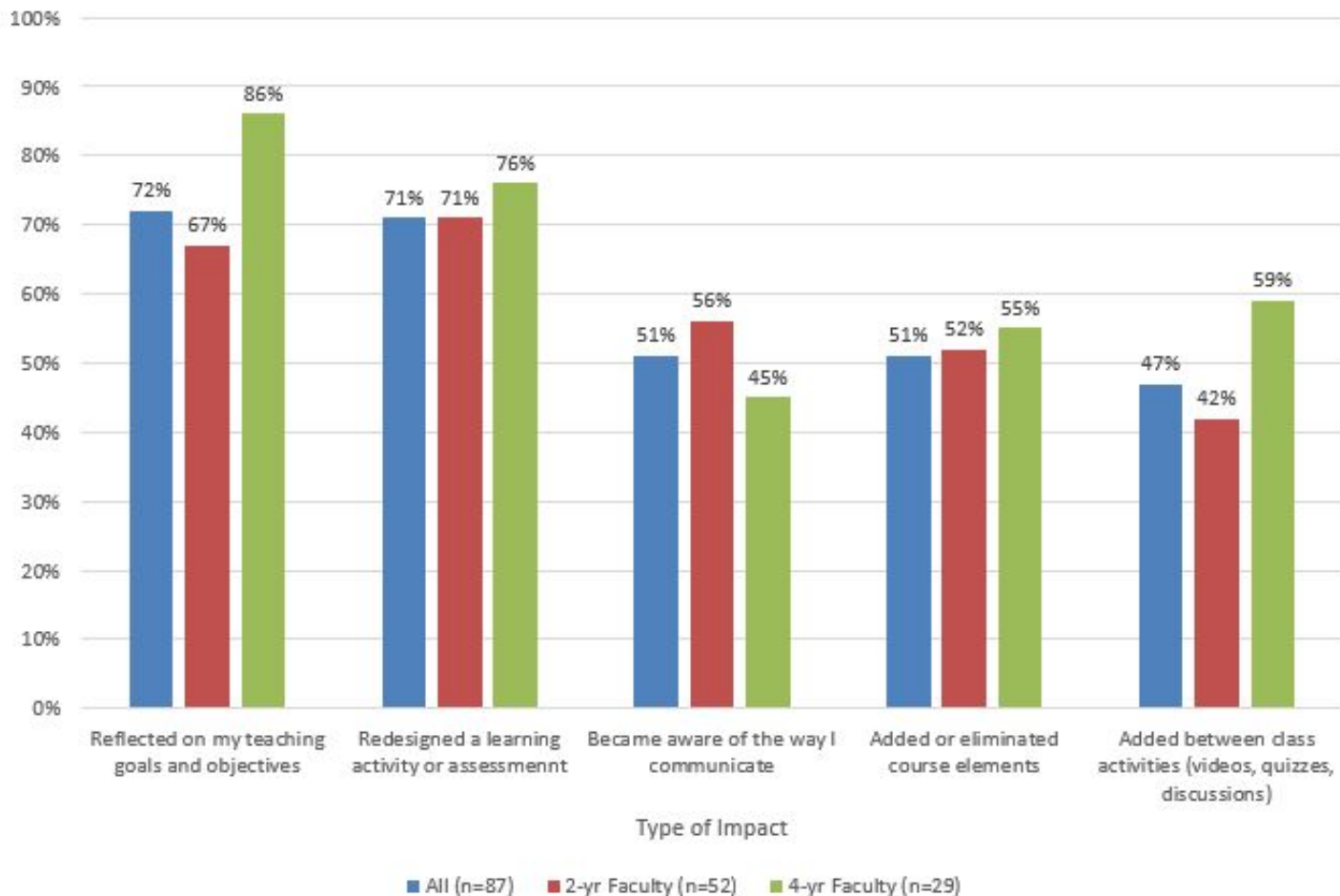


“

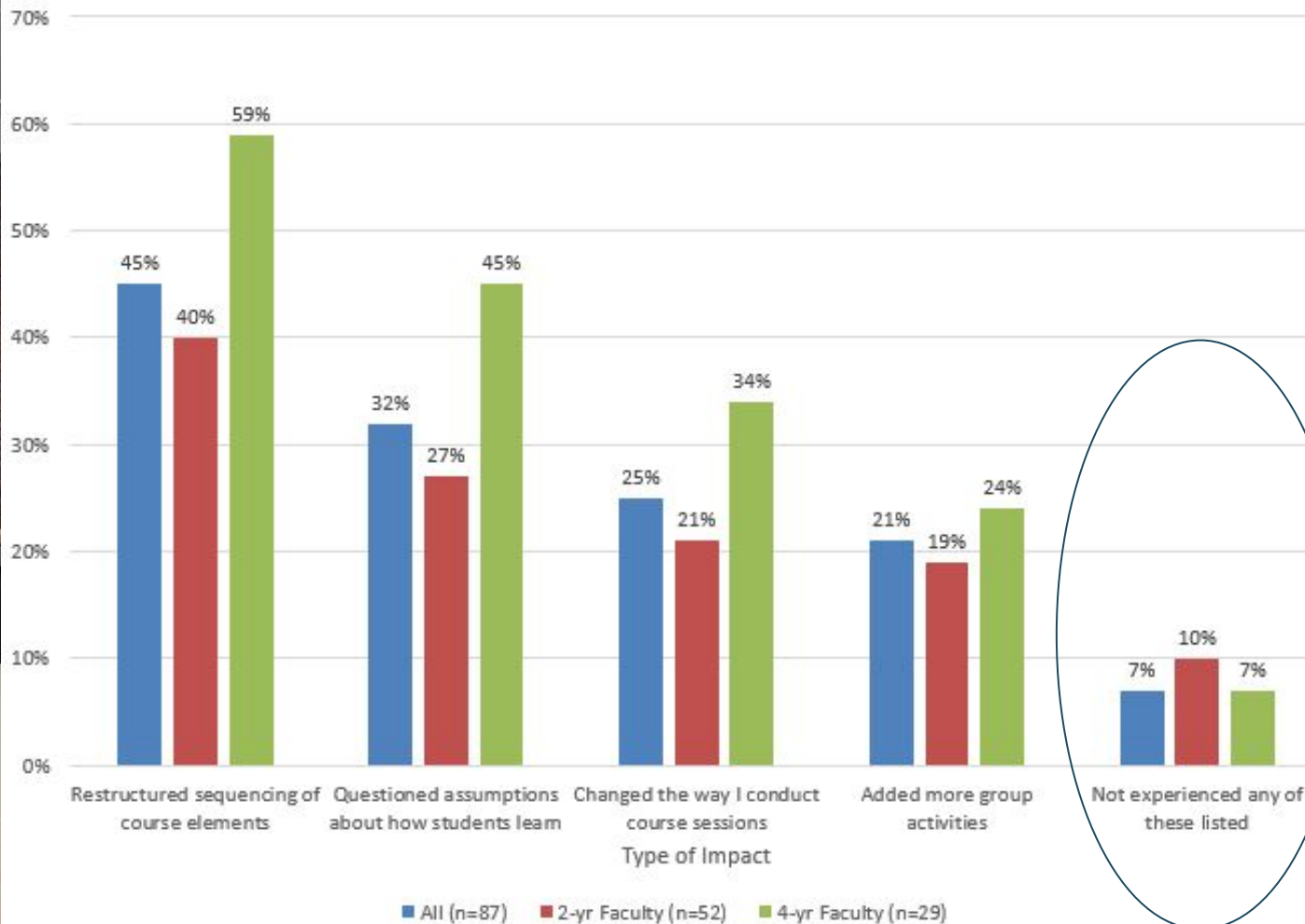
Which of the following **impacts did you experience in your face-to-face courses** as a result of learning about the Quality Matters standards?



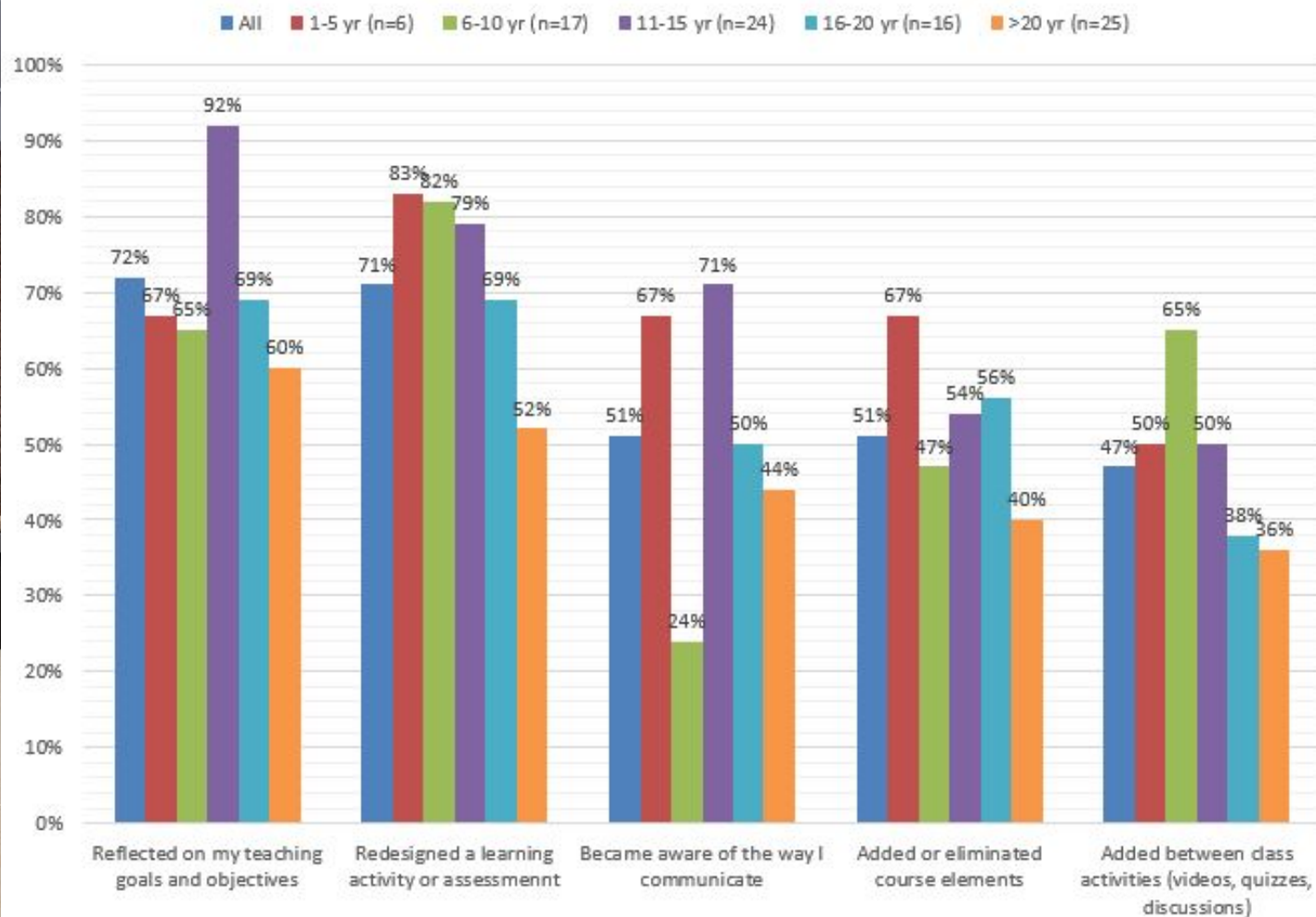
Impact on F2F Teaching



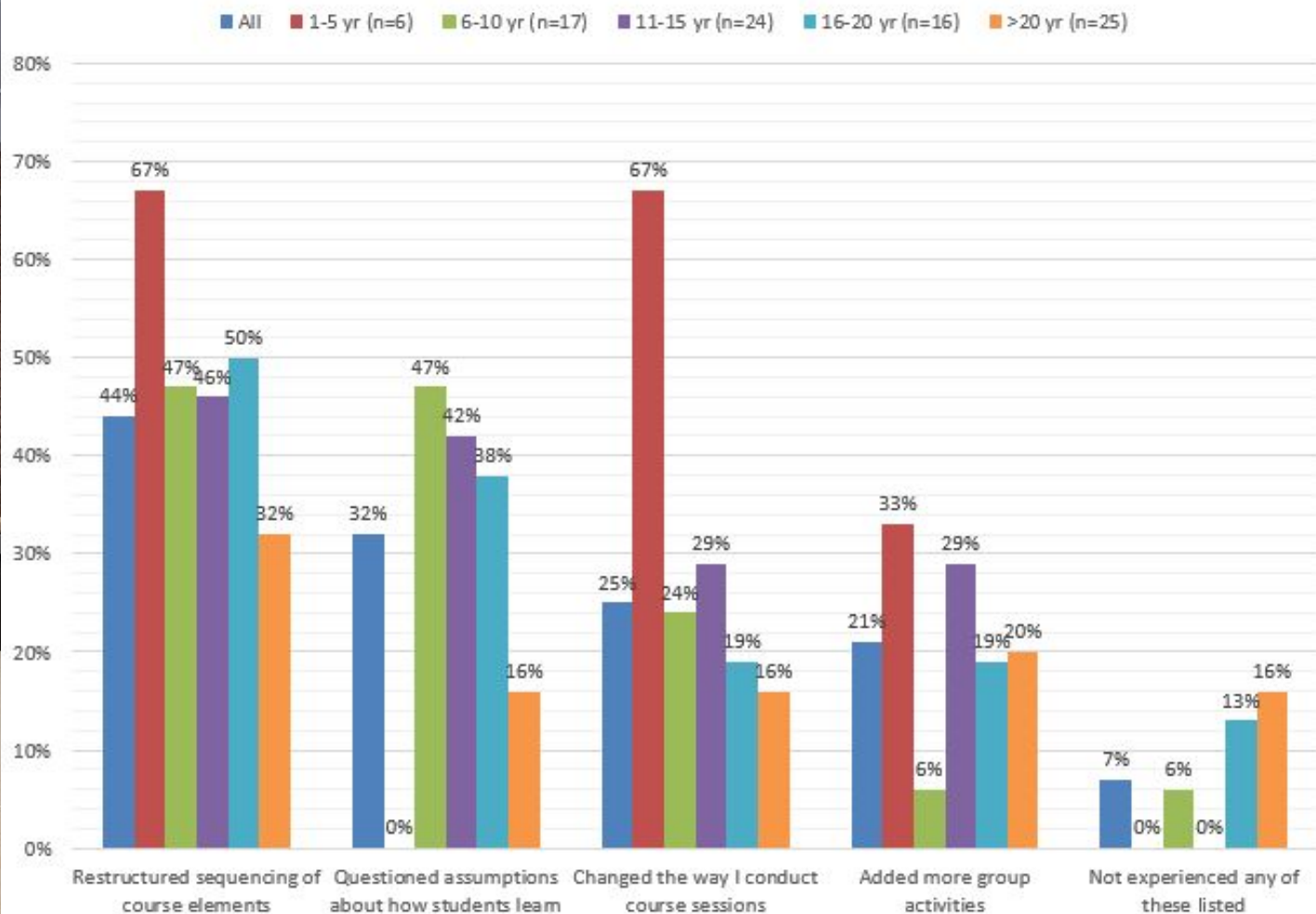
Impact on F2F Teaching



Impact On F2F Teaching by Experience Level



Impact On F2F Teaching by Experience Level



Summary - Primary Impacts

- ▶ Course Design Changes
 - ▷ Alignment
 - ▷ Getting Started
 - ▷ How to Use Course Materials

- ▶ Positive Impacts on F2F, online and blended teaching after learning about QM Standards and participating in course review

A stack of books is shown on a dark surface. The top book has a red bookmark. To the right of the books is a white mug. In the foreground, a wicker basket is visible. The background is dark.

PROFESSIONAL DEVELOPMENT PREFERENCE

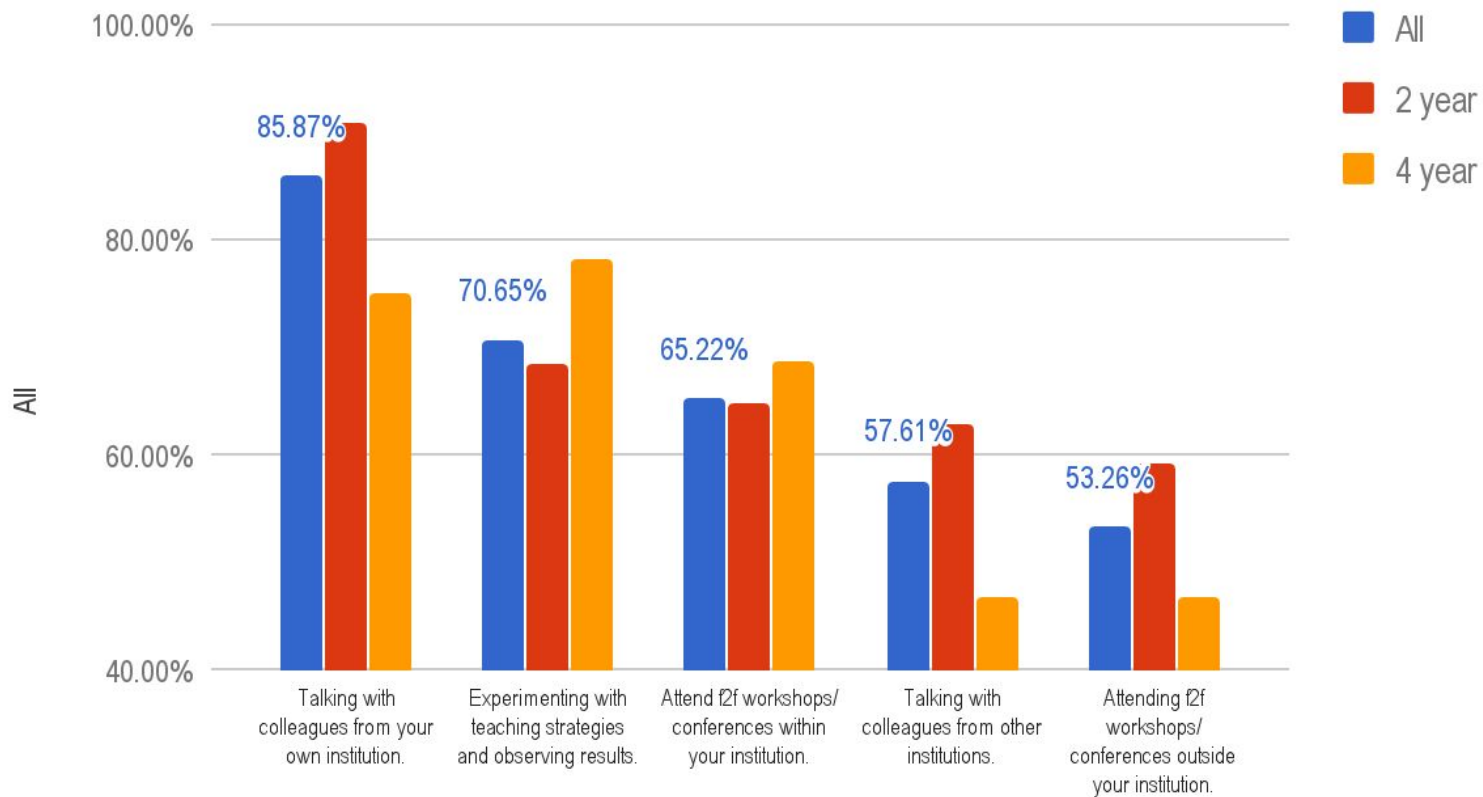
Top 5 Methods to Improve Teaching Practice



- ▶ **86% = Talk to colleagues** - Own Institution.
- ▶ **71% = Experiment** with teaching strategies and observe results.
- ▶ **65% = Attend F2F workshops** - Own institution.
- ▶ **58% = Talk to colleagues** - Other institutions.
- ▶ **53% = Attend F2F workshops** - Other institutions.

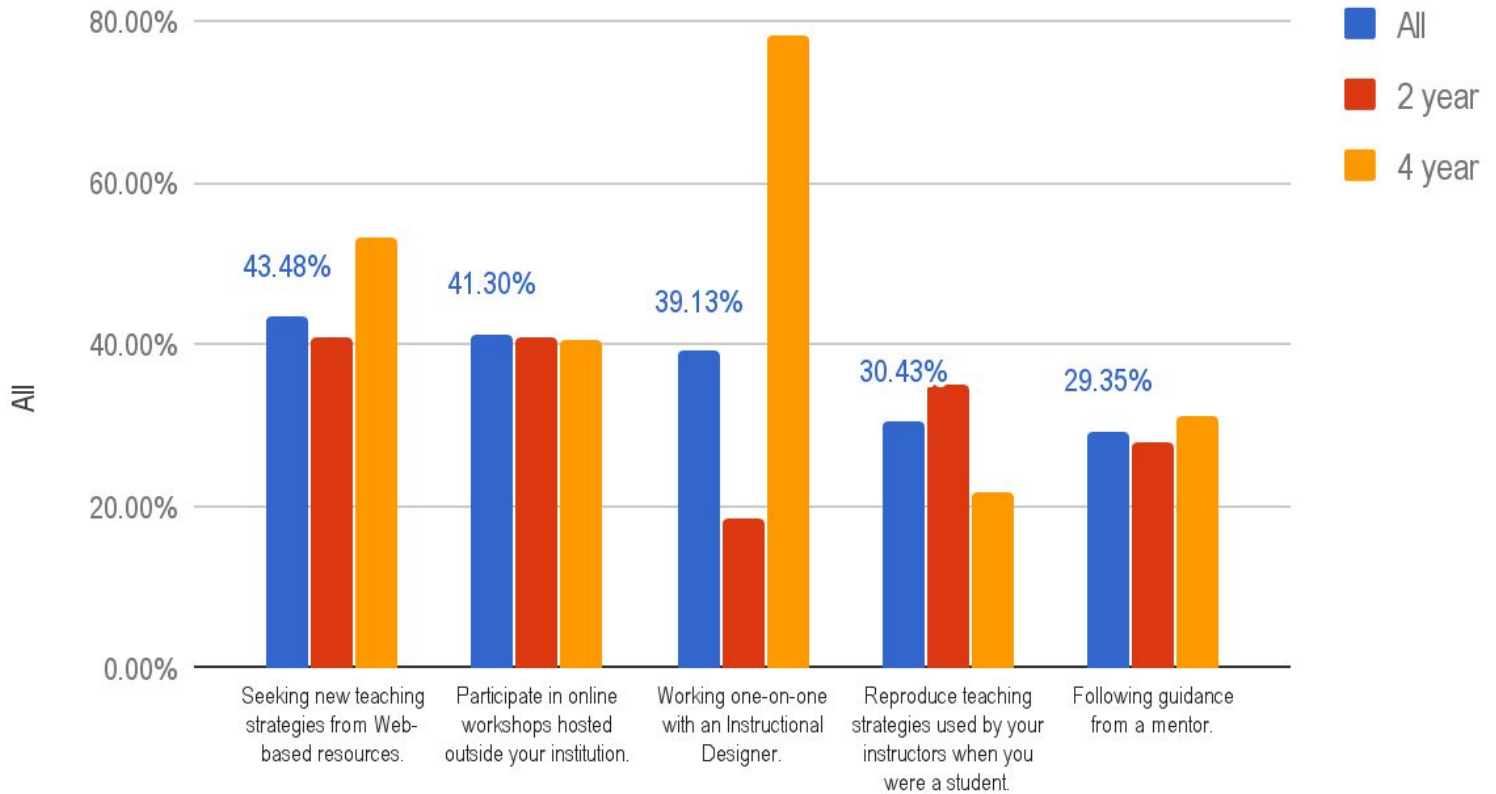
Top Five Methods

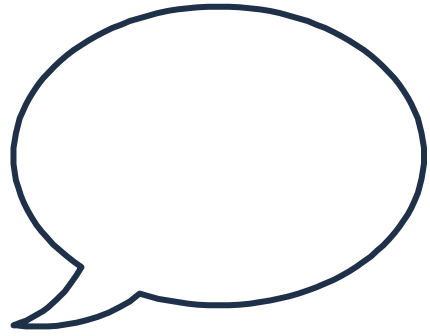
Methods Used To Improve Teaching



Next Five Methods

Methods Used To Improve Teaching

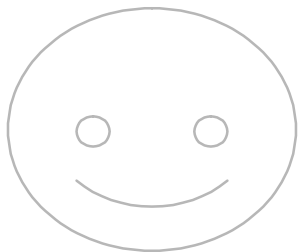




4.

Your Questions





Thank-you!

Contact me at:

- ▶ Email: elizabeth.mcmahon@northlandcollege.edu
- ▶ Twitter: @bethmcmahon

Presentation template by [SlidesCarnival](#)

All images: Pixabay.com

