Does Quality Really Matter? Implementing QM Training at River Parishes Community College

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Learning Objectives

After the presentation, participants will be able to:

1. Develop measurable goals and objectives to guide faculty through QM implementation
2. Select the appropriate QM courses for their own faculty training
3. Create a preliminary internal online course review rubric

The Need for Training: RPCC

- Of course, online courses should be similar to face-to-face courses in their instructional quality. In order to ensure this quality, RPCC needed the following:
  - To train effective online faculty to meet increasing demand for distance-learning courses
  - To improve the quality of its current online courses to ensure students are getting the most effective online instruction based on present best practices
  - To develop a method of evaluating current and future online courses in order to monitor the quality of the courses being offered online
  - To develop additional quality online courses in order to begin offering certain degree programs fully online

The Need for Training: By the Numbers

- The 32 online courses taught at RPCC during the Fall 2014 semester were reviewed internally using the following scale and sets of standards:

  4 = Excellent   3 = Good   2 = Fair   1 = Poor   0 = None

- **Course Welcome/Introduction**

  Instructor welcomes students to the course, introduces him or herself, gives instructions for navigating course content, and provides contact information. Instructor also provides a well-written, detailed, and organized course syllabus and course schedule.

- **Objectives, Outcomes and Policies**

  Instructor explicitly states learning objectives and outcomes on which the course is based. Instructor mentions the course policies for all students in the course.

- **Grade Assessment through Gradebooks and Rubrics**

  Instructor provides grading criteria and evaluates student mastery of information. Instructor gives details for each assignment and instructions for submitting the assignments during the semester.

- **Appropriately Posted Course Materials**

  Instructor posts materials which are applicable to stated objectives, provides the student with extra supplemental materials or a method to obtain them, and has designed an easily navigated, organized course.

- **Interaction with Students**

  Instructor communicates with students using announcements and/or emails. The Instructor promotes collaborative learning through the use of discussion forums.

The Need for Training: By the Numbers, cont.

▶ After internally reviewing our online courses taught during the Fall 2014 semester, we found the following <u>average</u> scores for the standards are as follows:*

  ▶ Course Welcome/Introduction 2.5
  ▶ Objectives, Outcomes and Policies 2.8
  ▶ Grade Assessment through Gradebooks and Rubrics 2.8
  ▶ Appropriately Posted Course Materials 2.3
  ▶ Interaction with Students 2.0

*These numbers indicate that we are below the "Good" rating in all 5 categories, with the average score being 2.5.

Quality Matters

▶ We felt the key to the training, designing, improving, and monitoring of the online courses is *quality*.

▶ Basis for training would be Quality Matters, Inc. (QM)

Goals and Objectives #1

▶ Goal
  ▶ Train current online and prospective online RPCC Faculty in the best practices of online pedagogy using QM Professional Development workshops.
▶ Objectives
  i. **At least 10, but no more than 20** of RPCC's faculty members currently teaching online will be trained in Applying the QM Rubric
  ii. **At least 10, but no more than 20** of RPCC's current faculty members who are prospective online course instructors will be trained in Applying the QM Rubric
  iii. Once current and prospective faculty are trained in the QM Rubric, the option will be given to all trained faculty to take **no more than 3** additional professional development workshops offered through QM.

Goals and Objectives #2

▶ Goals
  ▶ Form a committee made of QM Peer Reviewer certified faculty who will review the online courses taught at RPCC and work with faculty to bring the quality up to accepted standards for effective online instruction.
  ▶ Use the review committee to screen any new online course offering for quality before it is made available to students. All online courses will pass an internal QM review process.
▶ Objectives
  i. **At least 10, but no more than 20** QM trained faculty members will be trained in a QM workshop to learn how to be reviewers of online courses.
  ii. Form an internal Peer Reviewer Institutional Service Committee which review current and prospective online courses at RPCC

Goals and Objectives #3

- Goal
  - Train future faculty members who want to teach online courses at RPCC in how to apply the QM Rubric to their courses after the grant cycle is completed.
- Objectives
  i. **At least 3, but no more than 5** QM trained faculty or staff members will be trained to instruct other faculty members on applying QM Rubric standards to their online courses.
  ii. These faculty or staff members will be the institution's Face-to-Face Facilitators and will train future faculty who want to become online course instructors on the requirement of Applying the Quality Matters Rubric to their online courses.

Goals and Objectives #4

- Goal
  - Continue to train our faculty in new practices of online pedagogy by attending conferences, both in-person and via web conferencing.
- Objectives
  i. **At least 10, but no more than 20** faculty members will attend on-campus live web conferencing to get additional training on best practices of online courses
 ii. **No more than 6** faculty or staff members will attend the Annual QM Conference

Discussion #1

- What <u>measureable goals and objectives</u> would be most needed for training at your institution?

Design of Project
The Beginning

- Wanted our online faculty to acquire the same type of training to ensure fair, accurate reviews across all disciplines
  - Prior to QM training, some faculty members had various forms training for online coursework
- Identified Prospective Online Faculty and Current Online Faculty
  - All faculty with <u>no online teaching</u> experience at RPCC or equivalent institution in 2014 are considered "prospective online faculty"
  - All faculty members with <u>at least one semester</u> of online teaching experience at RPCC or an equivalent institution in 2014 are considered "current online faculty"
- Collected faculty commitment signatures
- Developed the RPCC Internal Review Rubric

Signed Faculty Commitment Document
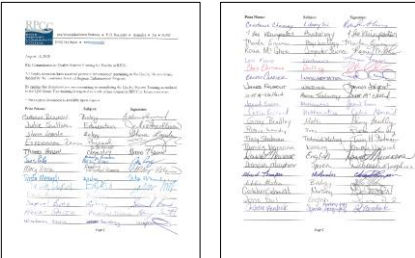
Design of Project
QM Professional Development --- Part 1

▶ All current and prospective online faculty members enrolled in the following workshop:
  ▶ **Applying the Quality Matters Rubric**

Design of Project
QM Professional Development --- Part 2

▶ Based on a QM Professional Development flowchart, all current online faculty members enrolled in the following workshop:
  ▶ **Improving Your Online Course**
▶ Based on the same QM Professional Development flowchart, all prospective online faculty enrolled in the following workshops:
  ▶ **Teaching Online: An Introduction to Online Delivery**
  ▶ **Designing Your Online Course**
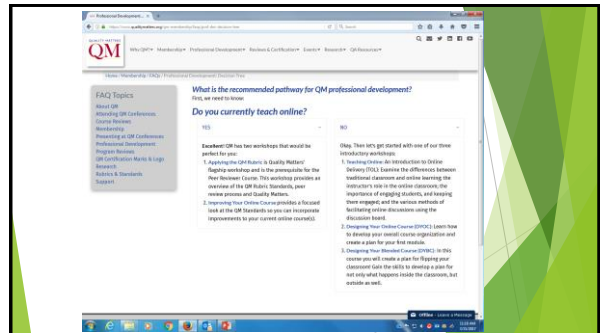
Design of Project
QM Professional Development --- Part 3

- Current online faculty could choose **up to two** of the following additional courses not already taken:
- Prospective online faculty could choose **one** of the following additional courses not already taken:
  - **Design that Welcomes Your Student**
  - **Connecting Learning Objectives and Assessments**
  - **Using Instructional Materials and Technology to Promote Learner Engagement**
  - **Addressing Accessibility and Usability**
  - **Designing Your Online Course**
  - **Improving Your Online Course**

Design of Project
QM Certifications

- Upon successfully completing the *Applying the Quality Matters Rubric Workshop*, faculty members wishing to be a part of the Peer Review Institutional Service Committee completed the following certification course:
  - **Peer Reviewer Certification**
- Upon successful completion of the Applying *the Quality Matters Rubric Workshop* and the *Peer Reviewer Certification*, faculty members wishing to train future faculty completed the following certification course:
  - **Face-to-Face Facilitator Certification**

Design of Project
QM Live Web Conferencing

- Faculty members had the opportunity to participate in interactive QM Live Web Conferencing.
- We offered "Accessible Course Design & Assistive Technology: Design for All Students" in Fall 2015
- We offered "Connecting Objectives and Assessments: Proper Alignment" in Spring 2016
- The Center and Teaching Excellence Committee at RPCC assisted with the project by providing an opportunity for faculty to get this additional training

Discussion #2

- What courses and/or certifications would be most needed for training at your institution?

Initial Internal Review Rubric

- ▶ Handout
  - ▶ RPCC Initial Internal Review Rubric
- ▶ RPCC Internal Review Rubric <u>only</u> for new courses submitted
- ▶ RPCC Internal Review Rubric
  - • Course Welcome/Introduction
  - • Syllabus Must Include
  - • Grade Assessment through Gradebooks and Rubrics
  - • Appropriately Posted Course Materials
  - • Instructor and Student Interaction

Peer Reviewers and Review Process

- ▶ QM Certified Peer Reviewers for initial internal review
  - ▶ 10 reviewers
- ▶ All standards needed to pass for course to pass
- ▶ A black or white review approach with check marks and comments
- ▶ 2 reviewers and a "tie-breaker" reviewer
- ▶ QM Alignment Review started in Spring 2016 for courses that have passed internal review

Discussion #3

- ▶ Do you think this internal review rubric is a necessary first step?
- ▶ What changes would you make (if any)?

Peer Reviewers with "QM Review Process"

- ▶ Handout
  - ▶ RPPC Internal Review Rubric, Version 2.0 --- with QM notations, alignment, and process
- ▶ All standards need to pass for course to pass
- ▶ 85% rule for each standard with Met/Not Met recommendations
- ▶ Constructive and Balanced comments required for all recommendations
- ▶ 3 reviewers with majority rules
- ▶ QM Certified Peer Reviewers for QM rubric review
  - ▶ 15 reviewers
- ▶ New review process started Spring 2017 with this rubric

Future Review Process and More QM Implementation

▶ Improvement plans for already reviewed courses
▶ Improvements to the course review process -- accessibility
▶ Implement entire QM Rubric review for "mature" online courses
▶ Face-to-Face APPQMR training for new faculty or for those interested in teaching online in future semesters
    ▶ 5 facilitators

Resources and Presentation Materials

▶ Resources
    ▶ "Quality Matters Training for Faculty at RPCC" Grant (Funded by Support of the Louisiana Board of Regents through the Board of Regents Support Fund)
    ▶ www.qualitymatters.org
▶ Presentation Materials
    ▶ PowerPoint Slides
    ▶ RPCC Initial Internal Online Course Review Rubric
    ▶ RPCC Internal Online Course Review Rubric, Version 2.0

Questions??

Thank you for attending!