

How will HTC benefit from implementing Quality Matters?

Quality Matters processes benefit both faculty and HTC in the following ways:

- Improved student learning outcomes and retention
- Adoption of a systematic and comprehensive continuous quality assurance process that includes faculty training, course development, and course revisions that are aligned with accreditation standards
- Incorporation of new technologies and research findings
- Opportunity to engage in benchmarking activities with peer institutions
- Ongoing faculty professional development (courses are revisited every three years)
- Increased flexibility, creativity, and divergent thinking
- Increased efficiency in using institutional resources
- Conducting formal or informal/internal course reviews

A review team consists of: 1.) Faculty member 2.) Master Reviewer 3.) SME Peer Reviewer and 4.) External reviewer

Review your course again in three years as part of your department's continuous improvement plan for accreditation and professional development.

Learn more by visiting this Presentation:

<https://www.qualitymatters.org/professional-development/courses/overview>

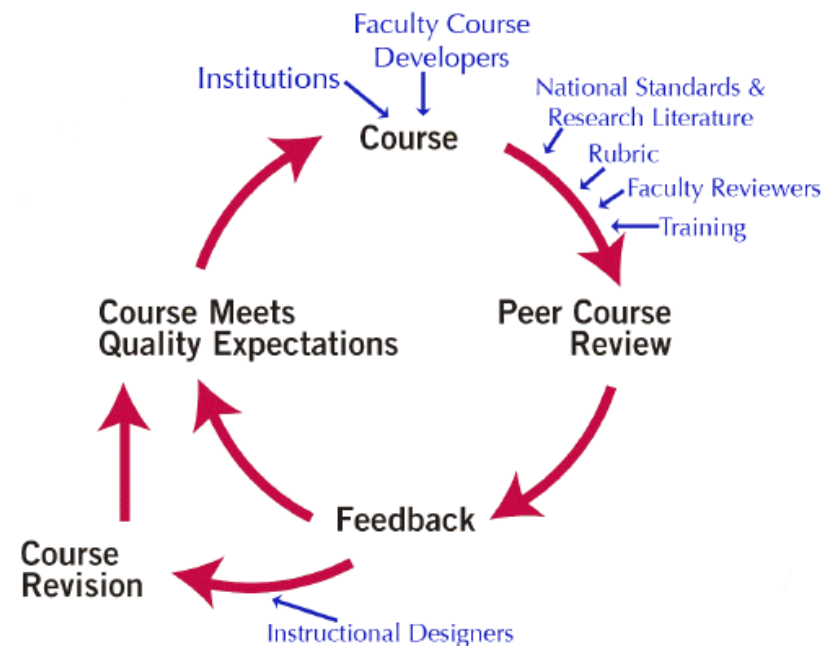


The Quality Matters™ Rubric at Hennepin Technical College

A continuous improvement model for assuring the quality of online and hybrid courses through a faculty review process.

QM™ is part of overall student success, engagement, retention, and assessment college goals.

(Life Cycle) Course Review Process



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The Quality Matters™ rubric is a national benchmark (standard) for online course design.

How are other institutions using Quality Matters™ rubric?

- Disseminating guidelines for online/blended course development
- Providing a checklist for self-assessment by faculty
- Contributing to broader quality assurance programs
- Preparing for regional and professional accreditation
- Demonstrating professional development that is continuous

Collegial

- A Quality Matters review is part of a faculty-driven, peer review process.
- The review process is intended to be diagnostic and collegial, not evaluative and judgmental.

Continuous

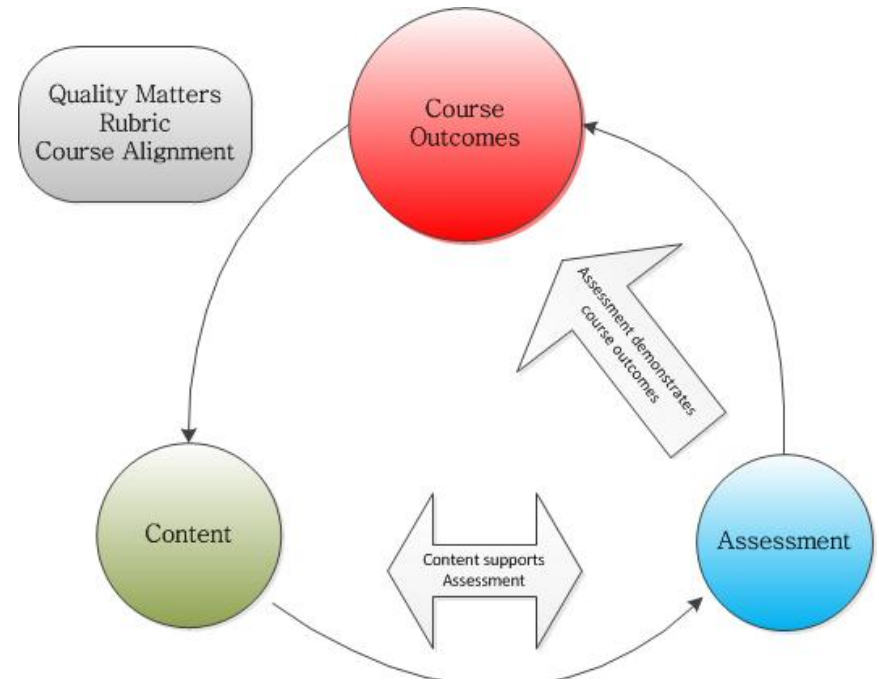
- The Quality Matters process is designed to ensure that all reviewed courses will eventually meet expectations.
- The process is integral to a continuous quality improvement process.

Centered

- On research - the development of the rubric is based on national standards of best practice, the research literature, and instructional design principles.
- On student learning - the rubric and process are designed to promote student learning.
- On quality - the review sets a quality goal at the 85% level or better (courses do not have to be perfect but better than good enough).

Collaborative

- The review is based on collaboratively identified evidence found in the course rather than the personal preference of an individual reviewer.
- The review is flexible and not prescriptive (many ways to meet each standard).
- The review team consists of three experienced online instructor-reviewers with the course faculty developer.



The rubric is comprised of 8 general standards and 41 specific standards. Unique to the QM rubric is *alignment*. Critical (aligned) components are underlined:

- Learning Objectives
- Assessment and Measurement
- Instructional Materials
- Learner Interaction and Engagement
- Course Technology
- Course Overview and Introduction
- Learner Support
- Accessibility

See <http://minnesota.qualitymatters.org/> to see how this is a part of the Minnesota Online Quality Initiative.

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