



Impact of Involvement in Official Quality Matters Course Reviews



Presenter Info

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1.

About MOQI

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

About Our QM Subscription



- ▶ System Subscription since 2008
- ▶ Public Higher Education
 - ▷ Colleges and Universities of Minnesota State
 - ▷ University of Minnesota
- ▶ Department of Education (K-12)



MINNESOTA STATE



Minnesota Department of
Education

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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
- [IYOC Workshop](#) (Rochester Community & Technical College) – October 14



423

QM Certified Courses

1363

Minnesota State Faculty with QM training

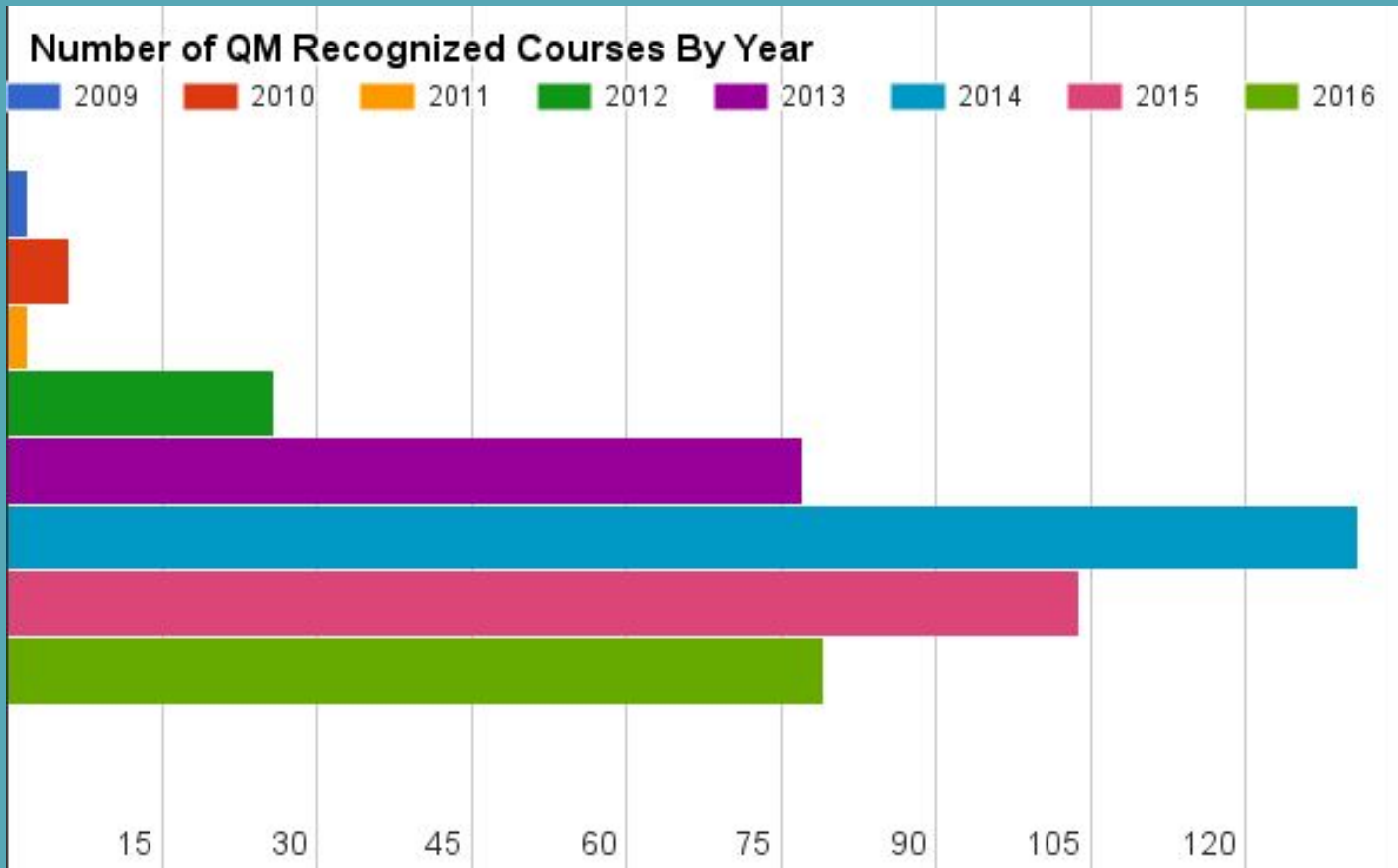
120 / 45

Certified Peer Reviewers/ Certified Master Reviewers

28

Minnesota State Institutions with QM Certified Courses





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



MEASURING IMPACT

What is the impact of involvement?



2.

Challenges



Challenges in Getting Data

Institutional Differences

- ▶ Size
- ▶ Autonomy
- ▶ Resources
 - ▷ Tools
 - ▷ Software
 - ▷ Institutional Research

Voluntary Participation

- ▶ Institutions
- ▶ Faculty
 - Autonomy
 - ▷ IFO
 - ▷ MSCF

Unequal Support and Training

- ▶ Professional development
- ▶ ID support

3.

About the Study

FACULTY PERCEPTION
OF IMPACT OF
INVOLVEMENT IN
OFFICIAL QM COURSE
REVIEWS

2016 IMPACT STUDY



Study Includes Questions from Study by Kerns & Mancilla

*Impact of QM Professional
Development on Teaching
across Delivery Formats*
Kerns, L. and Mancilla, R.
(2016). 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?

330 Courses

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

195 Faculty

Number of faculty

27 Institutions

Submitted course for review



N = 92 (48%)

Sent to 190 individuals from 27 institutions

Responses included:

- ▶ 35% State University Faculty
- ▶ 59% Community /Technical College Faculty
- ▶ 6.5% Multiple Institutions



OTHER **DEMOGRAPHIC** DATA

89% More than 6 years teaching experience F2F

81% Completed QM Training Prior to Review

79% Full-time faculty

69% More than 6 years teaching experience Online

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

3.

Results

1 = Faculty
Reported Impacts

2 = Methods to
Improve Teaching

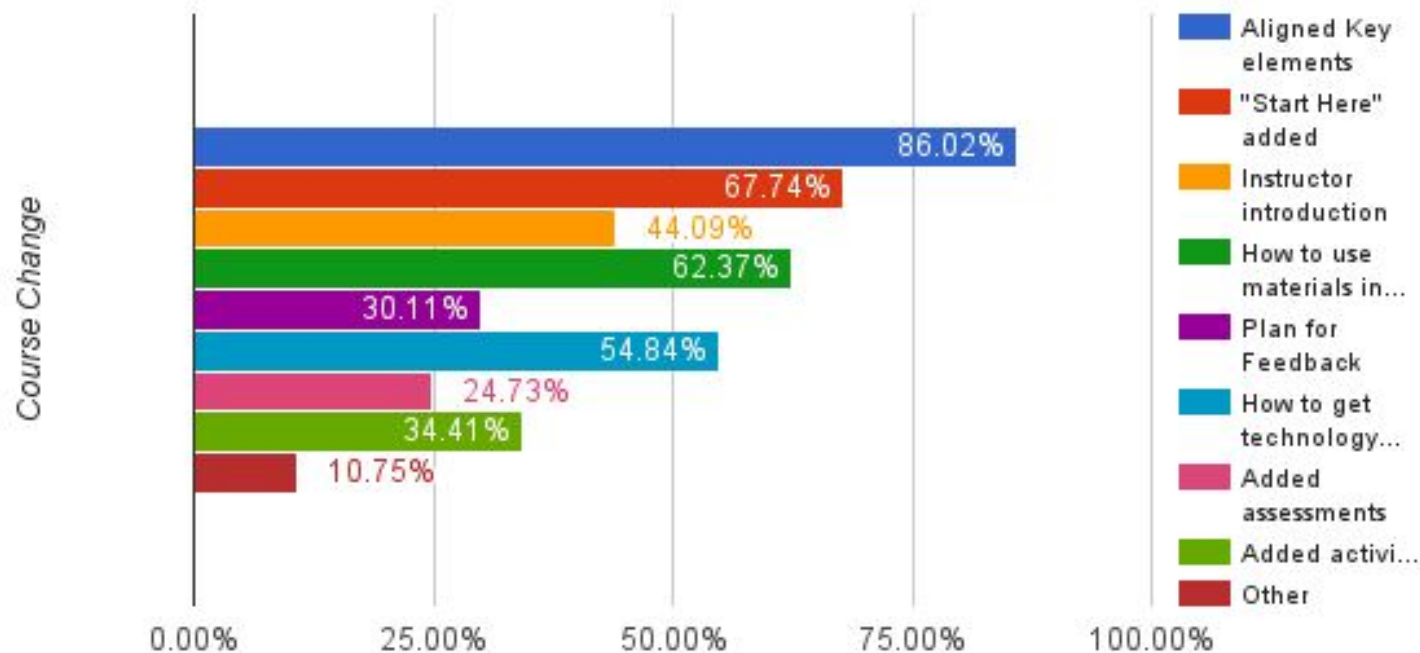
3 = Types of
Course Changes



“

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

Course Changes to Meet Standards (Faculty Reported) N=92

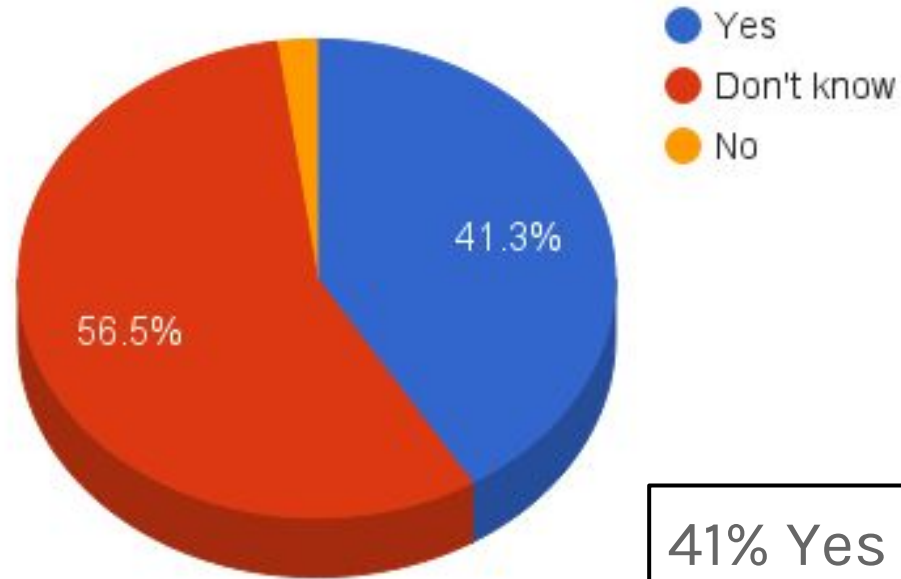




“

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

Was there an impact on student learning?



41% Yes

2% No

56.5% Don't Know

Top 3 course changes that impacted student learning

Alignment

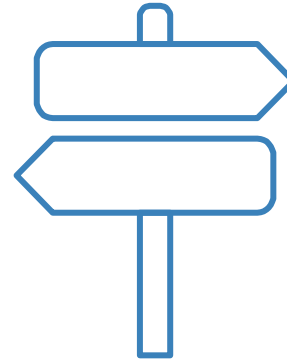
Ensured key course elements were aligned.

“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.”

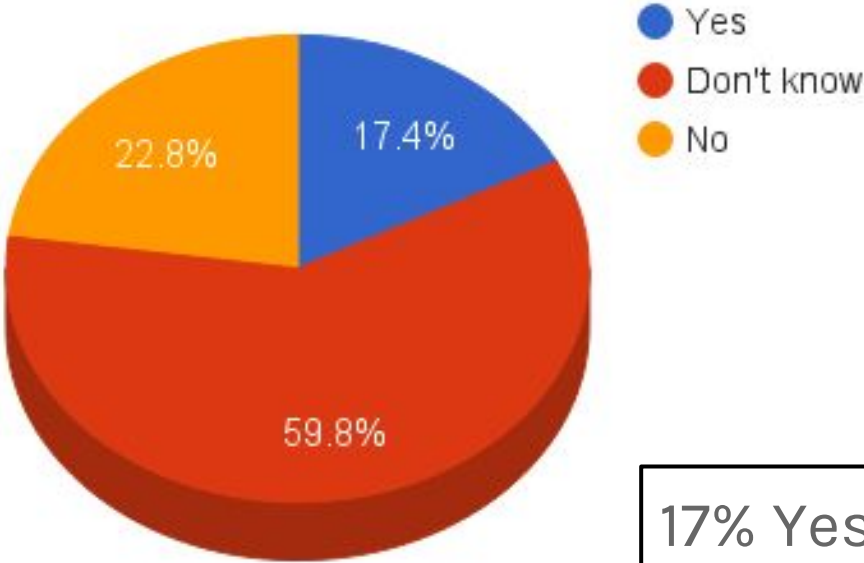
“Student comments in evaluations specifically mentioned excellent course organization and clarity of expectations.”



“

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?**

**Was there an impact on student persistence/
successful course completion?**



17% Yes
23% No
60% Don't Know

Top 5 course changes impacting course completion/ student persistence

“Start Here”

Added student interaction

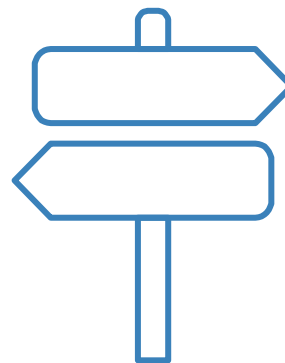
Created additional activities for student interaction.

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%”

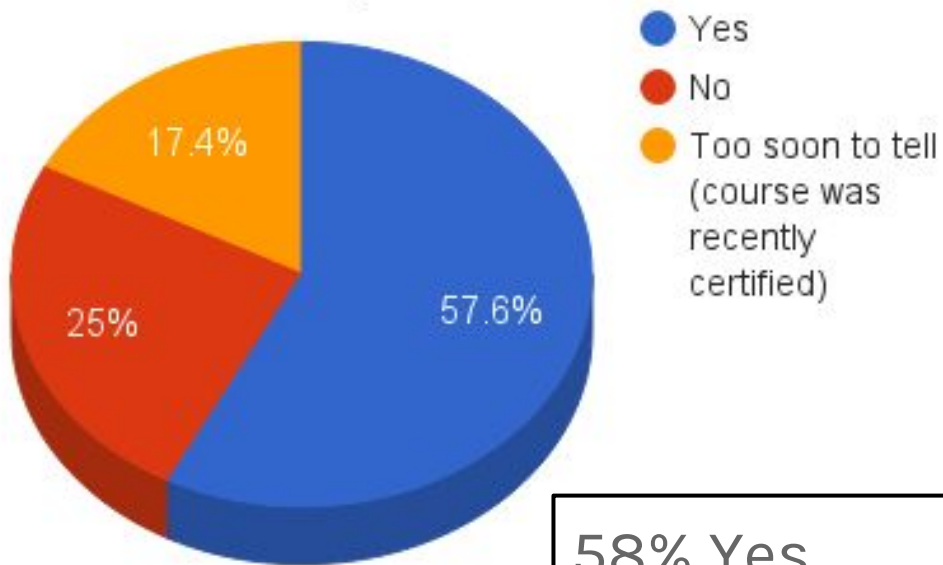
“Positively affects
retention rates.”



“

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

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



58% Yes

25% No

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.”

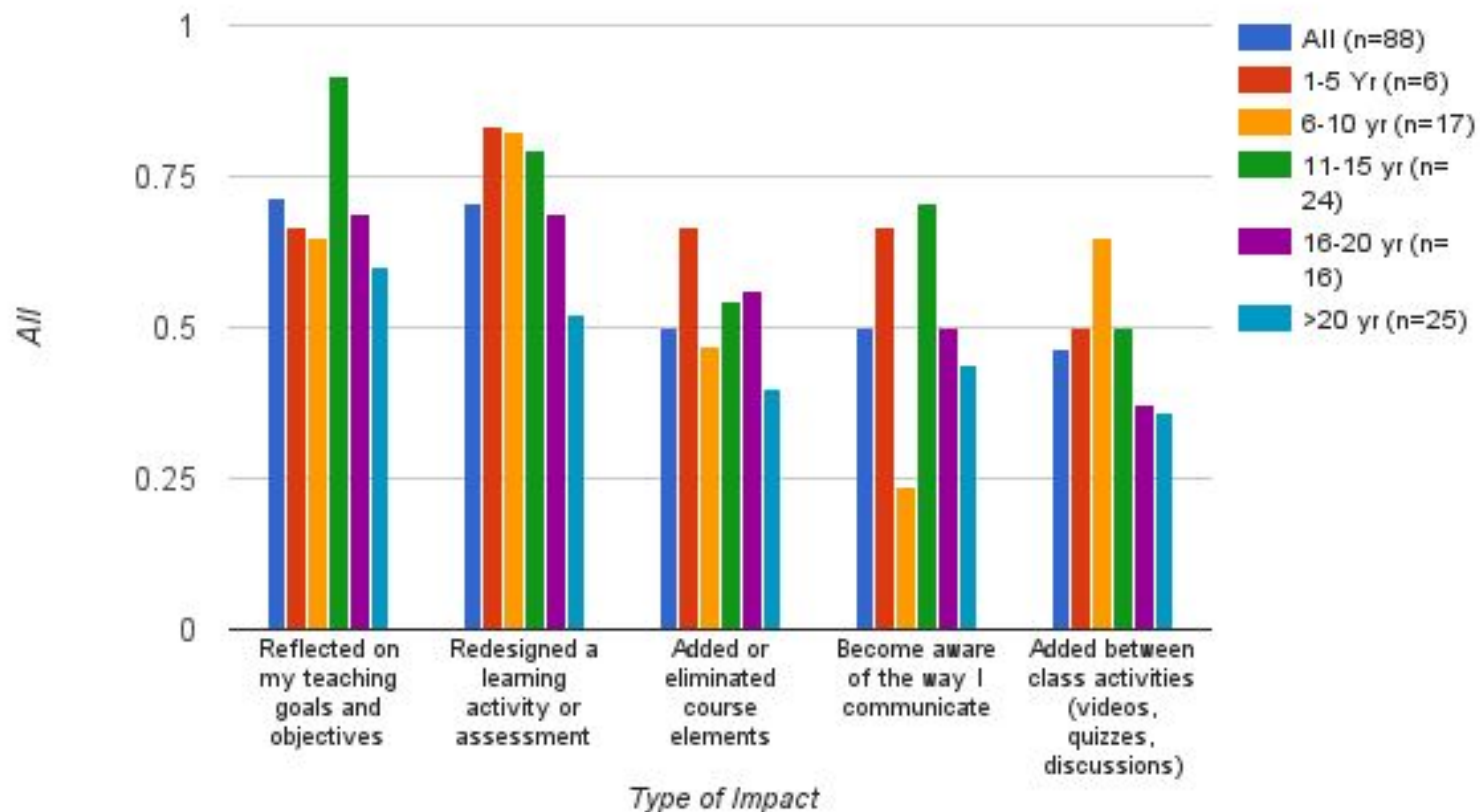
“Course organization, alignment, and timely communication”



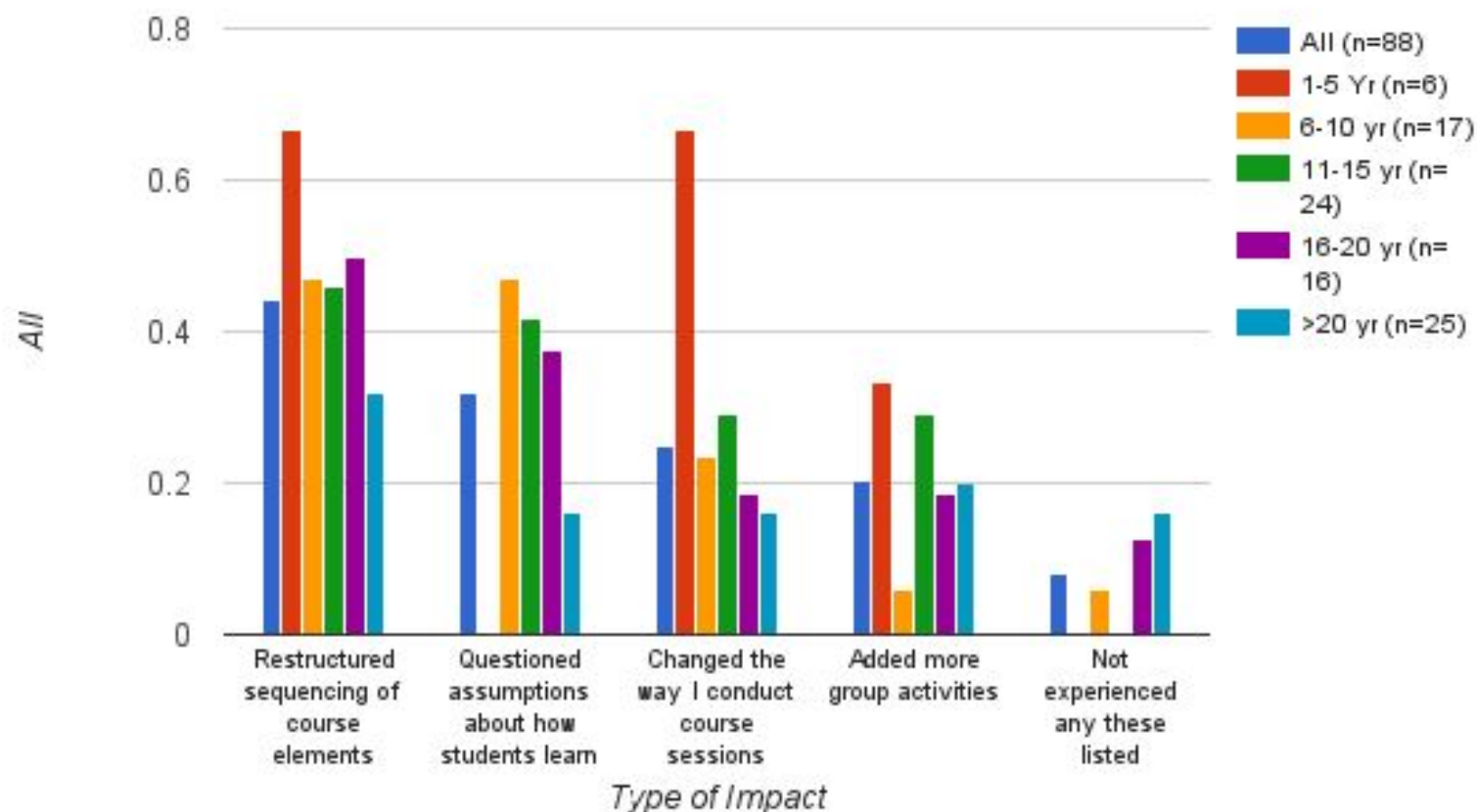
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Which of the following **impacts did you experience in your face-to-face courses** as a result of learning about the Quality Matters standards?

Impacts on F2F Teaching by Experience Level



Impacts on F2F Teaching by Experience Level



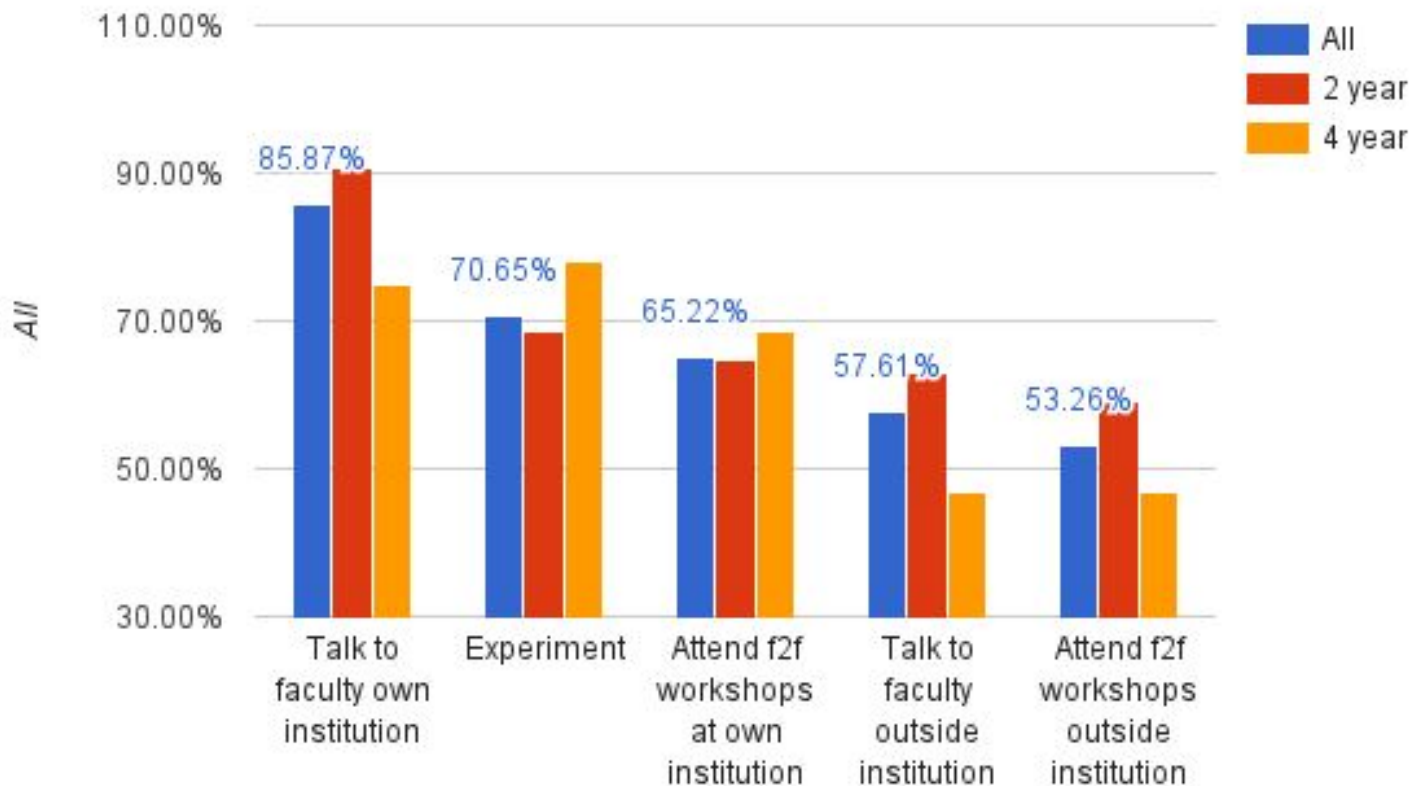
Top 5 Methods to Improve Teaching Practice



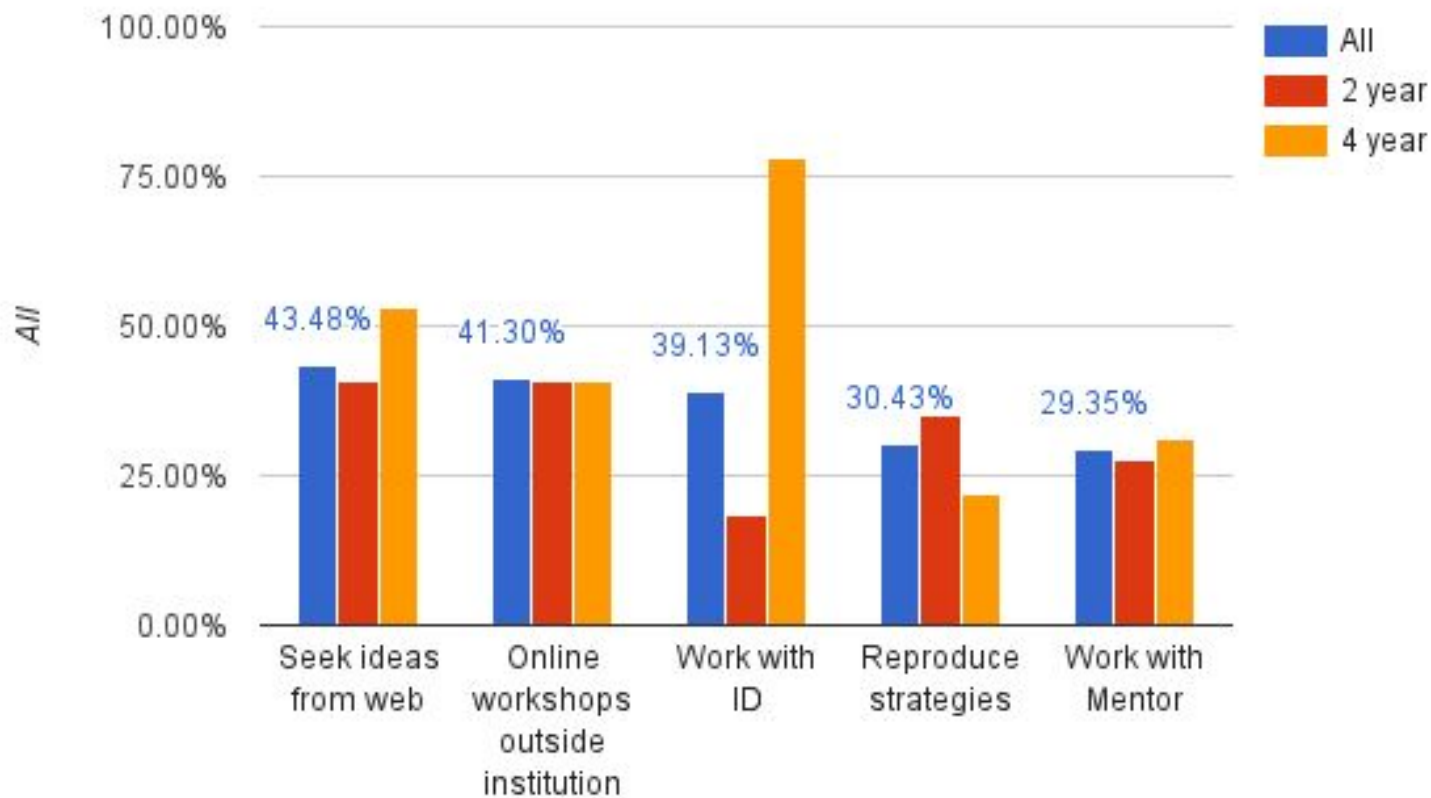
- ▶ **86% = Talk to colleagues** - Own Institution.
- ▶ **71% = Experiment** with teaching strategies and observe results.
- ▶ **65% = Attend F2F workshops** - Own institution.
- ▶ **58% = Talk to colleagues** - Other institutions.
- ▶ **53% = Attend F2F workshops** - Other institutions.



Methods Used To Improve Teaching



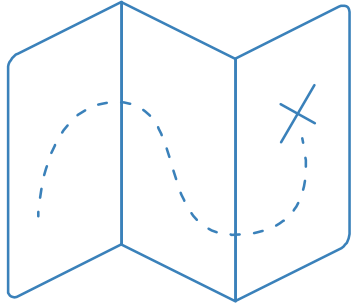
Methods Used To Improve Teaching





Conclusion - Primary Impacts

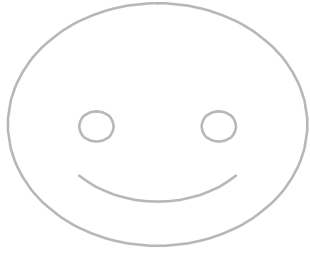
- ▶ Experienced faculty report impacts on F2F, online and blended teaching after participating in official QM course review/s.
- ▶ Most often reported Course Design changes to meet standards and that impact student learning and/or course completion:
 - ▷ Improved Alignment
 - ▷ Addition of “Getting Started” info
 - ▷ Info about how to use Course Materials



5.

Next Steps

- Finalize Report
- Share results broadly
- Add webinars to series based on study outcomes
- New Study on Impact of Peer Review on Reviewers?



Thank-you!

Any questions or ideas?

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- ▶ Twitter: @bethmcmahon

