



PEER REVIEW, TRAINING AND PLANNED BEHAVIOR: QM RESEARCH INITIAL FINDINGS



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PRESENTATION OUTLINE

- TAMUCT AND QM – PROJECT HISTORY & RESEARCH STUDY PURPOSE
- TAMUCT INTERNAL REVIEW PROCESS
- SELF REVIEW PROCESS & LESSONS LEARNED
- INTERNAL PEER REVIEW PROCESS & LESSONS LEARNED
- TRAINING & LESSONS LEARNED
- THEORY OF PLANNED BEHAVIOR RESEARCH (Fishbein & Ajzen)
- OUTCOMES FOR ATTITUDES, NORMS & PERCEIVED CONTROL
- KEY TAKE-AWAYS & FUTURE RESEARCH



**TAMUCT AND QUALITY MATTERS
PROJECT HISTORY**


- Fall 2008 – Taught first online course as satellite campus
- Fall 2009 – Became independent campus
- Fall 2010 – Hired first Director of Distance Learning & First Online Coordinator (unique faculty hybrid role)
Became a Quality Matters subscriber institution
Adopted Institutional Plan for Distance Education
Included 17 online degrees to be rolled out over 3 years
- Spring 2011 – Trained first group of faculty on QM (IYOC and APPQMR)
- Summer 2011 – “Course Development Academy” with QM integration began
- Spring 2012 – Approved policies for Online Faculty Training and Peer Review
- Summer 2012 – Conducted first round of internal peer reviews
Received QM Research Grant to examine process
- Fall 2012 – Mandatory required training to teach fully online
- Fall 2012 – Summer 2013 – Continuing peer reviews and empirically examining process
- June 2013 – Received independent accreditation



**QM RESEARCH PROJECT
PURPOSE & OVERVIEW**


“Empirically examine TAMUCT’s internal peer review processes, and their associated training and faculty involvement, to determine their effectiveness, and utility in improving the online components of our courses to meet nationally recognized “Quality Matters (QM)” standards.”

Involves multiple components:
1) Internal peer review process; 2) Self review;
3) Faculty training implications; and
 4) *Theory of Planned Behavior* & faculty intentions to participate in peer review



**TAMUCT INTERNAL REVIEW -
BACKGROUND**

- Faculty consensus to conduct internal peer reviews instead of external QM reviews
- Faculty needed familiarity with the peer review process
- Faculty were reluctant to involve external reviewers
- Faculty wanted an opportunity to revise courses prior to any QM reviews
- Faculty needed ‘ownership’ of the process-they felt an existing process would be ‘imposed’ on them
- Initially, Online Coordinator was to serve as one of the peer reviewers, but ‘administrator’ role was issue to some. Online Coordinator shifted to facilitator and mentor but not member of review team
- Self-review with OC became part of process



INTERNAL PEER REVIEW PROCESS

- o Faculty member submits request to participate in Peer Review
- o Director of DLIT receives request and informs Online Coordinator (OC)
- o DLIT creates a "PR" (peer review) version of course in LMS
- o OC and faculty member are given access
- o OC contacts faculty member and initiates the Self-Review
- o Faculty member completes Self-Review and submits it to OC

Makes faculty familiar with the peer review process before it begins

Specialized form (next page) requires faculty member to identify where in the course each standard is met

(note: form was developed and in use PRIOR to QM rolling out its automated self-review option in the CRMS)

7



FACULTY SELF-REVIEW FORM (1ST PAGE)

TEXAS A&M UNIVERSITY CENTRAL TEXAS

QUALITY MATTERS QM

TAMUCT Online Course Self-Review

Faculty Member: _____ Date Review Begins: _____

Course#: _____ School: _____

Essential Standards (Required)	Evidence of the Standard in the Course	Improvements Needed	Met/Not Met	Comments
1.1 Instructional materials are how to get started and where to find other course components.				
2.2 Instruction are introduced to the purpose and structure of the course.				
2.2.1 No course learning objectives describe outcomes that are measurable.				

8



FACULTY SELF-REVIEW FORM (LAST PAGE)

Important Standards (Required)	Evidence of the Standard in the Course	Improvements Needed	Met/Not Met	Comments
4.3 The instructional materials present a variety of perspectives on the course content.				
4.4 The distinction between required and optional materials is clearly explained.				
4.5 The course technologies are current.				
7.4 Course instructions articulated in the text an explanation of how the instructor's student support services can help students succeed and how students can access the services.				

Standards	Points	Your Total
1) Required Essential Standards (1pts each) =	60 points	
Very Important Standards (2pts each) & Important Standards (1pt each)	18 points or more	
Total points	All have 60 total points to meet expectations.	

1
TAMUCT Online Course Self-Review... Faculty Name Inserted Here... Course Name/ID Inserted Here Page 9

9



INTERNAL PEER REVIEW PROCESS (CONT.)

- o While faculty member completes Self-Review, OC completes review of course
 - o After submitting Self-Review, OC consults with faculty member
- All OCs are QM Certified Peer Reviewers
- OC Review is not part of peer review team's decision
- o OC makes recommendations for revisions to the course if needed
 - o Faculty member decides whether to implement these revisions prior to the Peer Review and can postpone the start of the Peer Review process
 - o When faculty member is ready, OC selects Peer Review Team in collaboration with the QM Institutional Representative
 - o Institutional Representative sets up course in QM CRMS and peer review proceeds

10



INTERNAL PEER REVIEW PROCESS (CONT.)

- o Peer Review proceeds in accordance with QM process and met/not met numbering thresholds
 - o If does not meet threshold on initial review, faculty member consults with team and makes improvements until course does meet
- o Once course successfully completes the peer review, course is designated as "TAMUCT Internal Quality Assured"
- o Faculty member receives certificate from Director of Distributed Learning and Instructional Technology
- o School Director and Department Chair are informed
- o Faculty member receives \$1,000 incentive, if eligible
 - o Faculty who received a course release to develop the online course are not eligible for the incentive

11



PARTICIPATION IN PEER REVIEW PROCESS


- o 37 Courses submitted for TAMUCT Internal Peer Review
- o 3 currently still in review
- o 34 successfully completed TAMUCT Internal Peer Review
- o Represents efforts by 19 faculty course developers
- o Another 41 faculty were eligible to submit courses
- o Peer review participation rate of 32%

12




**OUTCOMES:
SELF-REVIEW**

- Initially, majority of faculty thought the Self-Review was unnecessary
Most believed their courses were already meeting all QM Standards
- For the majority of courses, the Self-Review did not agree with the OC's Review
The OCs identified more Standards as 'not met' than the faculty developer

 13


**OUTCOMES:
SELF-REVIEW**

- The most common discrepancies between OC and self-review were on these essential standards:
 - 2.2: "The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.
 - 2.4: "Instructions to students on how to meet the learning objectives are adequate and stated clearly."
 - 3.1: "The types of assessments selected measured the stated learning objectives and are consistent with course activities and resources."
 - 5.2: "Learning activities provide opportunities for interaction that support active learning."

 14


**OUTCOMES:
SELF-REVIEW**

- Some faculty stopped or delayed participation in process during or after Self-Review
Revisions needed to course were extensive
- Faculty were encouraged to make changes and resubmit (most did)
- Most revisions to courses suggested by OCs that faculty members chose not to implement were subsequently flagged as 'not met' during the Peer Review
Corrections were still made and continuous improvement happened however process did take longer

 15


**LESSONS LEARNED:
SELF-REVIEW**

- Faculty course developers are not the best judges of the quality of their own courses
- Self-Review provides an opportunity for faculty course developers to identify revisions to courses prior to peer review
 - Reassures faculty member and instills confidence
 - Requires familiarity and practice with the QM Rubric
 - Provides awareness of the process peer reviewers will use
- Once faculty members go through one Self-Review (and the rest of the review process), the Self-Review process for subsequent courses is much faster

 16

**LESSONS LEARNED:
SELF-REVIEW (CONT.)**


- Faculty report that the Self-Review process and correcting issues identified by the OC will help them to develop stronger courses in future
- Our Self-Review process was developed before QM added a Self-Review option to their website and this CRMS improvement could be integrated in to a streamlined process
- Overall, Self-Review is a healthy process that strengthens course quality, builds relationships between OC and faculty, and promotes faculty awareness of QM standards
- Despite this, value of OC involvement in Self-Review process might be better served as a member of the actual peer review team

 17

**OUTCOMES:
INTERNAL PEER REVIEW PROCESS**

- Initially, faculty were apprehensive about the internal Peer Review process
 - Early adopters of the process had the most prior experience with QM
 - Most did not fully understand what to expect
 - QM training and the Self-Review reduced some anxiety
 - Having known colleagues on the review team reassured faculty and encouraged participation
 - OCs also provided reassurance and encouragement
- Even after Self-Review and OC Review, many Peer Reviewers suggested revisions and/or did not unanimously concur on Standards
- Peer Review was not a "rubber stamp" of the Self-Review
- 76% of the courses reviewed met QM Standards on the initial peer review, remaining courses required revision

This is a higher rate than general QM, which reports "less than 50% of courses in QM-managed reviews meet standards upon initial review (but all can meet after amendment)" (www.qmprogram.org)

 18

**OUTCOMES:
INTERNAL PEER REVIEW PROCESS**

- o Despite positive results, still issues:
 - Small number of faculty were defensive about their course content and openly resisted making changes suggested
 - Some full-time faculty members had difficulty with adjuncts reviewing their courses
 - Multiple competing demands on faculty time make reviewing courses difficult
 - The distinction between design and delivery is often blurry for faculty
 - Inconsistencies in time/attention/detail paid to peer reviews
- o Major opportunities still remain for improvement of courses
- o A disappointing percentage of faculty eligible to submit their courses for review submitted them (32%)

19



**LESSONS LEARNED:
INTERNAL PEER REVIEW PROCESS**

- o The vast majority of faculty were very appreciative of the attention and constructive comments to improve their courses
- o Our internal Peer Review process stimulated new and ongoing conversations about teaching and learning
- o Faculty are now more receptive to discussing external peer reviews of courses
 - External reviews may be acceptable as a voluntary next step, but some faculty are still satisfied with internal reviews only

20



**OUTCOMES:
QM TRAINING & FACULTY COURSE DEVELOPERS**

- o Total of 19 Faculty Course Developers
 - 3 (16%) Certified Peer Reviewer or Master Reviewer
 - 7 (37%) Completed APPQMR
 - 3 (16%) Completed IYOC
 - 6 (32%) Completed internal UQMR course
- o Those with lower level of training more often had extensive changes recommended by OC in self-review
 - Once got to Peer Review step no discernible differences

21



**OUTCOMES:
QM TRAINING & PEER REVIEWERS**

- o Total of 26 faculty served as peer reviewers
 - 7 (27%) CRP or MR; 12 (46%) Completed APPQMR, 2 (8%) Completed IYOC, 5 (19%) Completed internal UQMR course (& had submitted a course themselves for review)
- o Tough decision to use those without full training due to low number of fully trained peer reviewers
- o Review by DLAC subcommittee charged with reviewing internal peer review process found inconsistencies in the quality of peer review comments
 - Working hypothesis is that depth of training is associated with problems in review comments
 - Interesting that national QM's revisions to APPQMR heavily emphasize more training on reviewer comments/recommendations
- o Research team has a new research proposal submitted to TAMUCT IRB to study peer review comments in depth

22



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- Involves multiple components:
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23



**THEORETICAL RESEARCH
INITIAL PARAMETERS**

- o Faculty expressed strong needs for involvement in and control of process
- o What are the control beliefs regarding peer review?
 - Initial faculty resistance to peer review process prompted questions regarding current institutional norms regarding teaching/academic freedom
- o What are the norms regarding peer review?
 - Faculty resistance shed light on existing attitudes regarding peer presence in their classrooms
- o What are the attitudes regarding peer review?
 - Currently, peer presence in the classroom is associated with faculty evaluations
 - Potentially contentious process
 - Potentially negative implications for employment/raises/tenure status

24



THEORETICAL RESEARCH INITIAL PARAMETERS

- We contextualized these concerns with control and our questions about norms and attitudes using theory from social psychology

- “Theory of Planned Behavior” (Fishbein & Ajzen, 2010)

Attitudes

Behavioral Beliefs

Attitude toward the Behavior

Norms

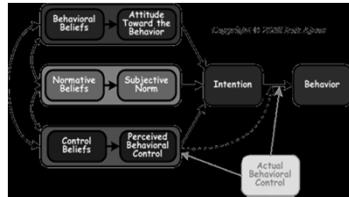
Normative Beliefs

Subjective Norm

Perceived Behavioral Control

Control Beliefs

Perceived Behavioral Control



<http://people.umass.edu/ajzen/tpb.diag.html>

25



THEORETICAL RESEARCH DEVELOPMENT (CONT.)

- Define the behavior – “complete the TAMUCT peer review process for one online course by the end of the current semester”
- Formulate items for direct measures of each construct

- Attitude

“For me to complete the TAMUCT peer review process for one online course by the end of the current semester is”

(Bad: 1 2 3 4 5 6 7 :Good)

- Norms

“Most of my colleagues whose opinions I value approve of me completing the TAMUCT peer review process for one online course by the end of the current semester”

(Agree: 1 2 3 4 5 6 7 :Disagree)

26



THEORETICAL RESEARCH DEVELOPMENT (CONT.)

- Control

“Whether or not I complete the TAMUCT peer review process for one online course by the end of the current semester is completely up to me”

(Strongly disagree: 1 2 3 4 5 6 7 :Strongly Agree)

- Intention

“I plan to complete the TAMUCT peer review process for one online course by the end of the current semester:

(Extremely likely: 1 2 3 4 5 6 7 :Extremely unlikely)

27



THEORETICAL RESEARCH DEVELOPMENT (CONT.)

- Administer a pilot questionnaire
 - Online Coordinators who had been working with faculty provided readily accessible behavioral outcomes, normative referents, and control factors they heard faculty mention regarding completing the TAMUCT peer review process for online courses
- Construct sets of modal salient beliefs
 - Common beliefs were grouped and reworded as needed
 - All beliefs expressed were represented in the final survey

28



THEORETICAL RESEARCH DEVELOPMENT (CONT.)

- Compile the final questionnaire and deliver via Survey Monkey
- Direct Measures (4-6 items for each construct)
- Indirect Measures

Attitudes

Behavioral Beliefs (13 items) and Outcome Evaluations (13 items)

Norms

Normative Beliefs (8 items) and Motivation to Comply (8 items)

Control

Control Beliefs (8 items) and Power of Control Factors (8 items)

29



THEORETICAL RESEARCH PROCESS

- Submit and receive a Quality Matters Research Grant in Summer 2012
- Receive IRB approval for project in Summer 2012
- Invite faculty course developers participating in internal peer review to complete survey - Collect data

1st round peer reviews was Summer 2012

2nd round was Fall 2012

3rd round Spring 2013

4th round Summer 2013

Final step: “Non-participants” complete survey (late summer 2013)

Examine initial results

- Participant rate: 8/19 = 42%

- Non-participant rate: 6/41 = 15%

30



INITIAL RESULTS

- o “For me to complete the TAMUCT peer review process for one online course by the end of the current semester is:”

Attitude – Direct Measures	Participants		Nonparticipants	
	Mean	SD	Mean	SD
Extremely good: 1 2 3 4 5 6 7 :Extremely bad	1.75	1.16	2.17	1.69
Valuable : 1 2 3 4 5 6 7 :Worthless	1.38	.52	1.83	1.33
Pleasant : 1 2 3 4 5 6 7 :Unpleasant	1.88	.64	2.33	1.51
Enjoyable : 1 2 3 4 5 6 7 :Unenjoyable	2.13	.64	2.67	2.25
Easy: 1 2 3 4 5 6 7 :Difficult	2.75	1.28	4.83	1.72
Necessary: 1 2 3 4 5 6 7 :Unnecessary	2.00	1.31	4.00	2.37
	1.70	.41	2.55	1.22

31



IMPLICATIONS: ATTITUDES

- Both participants in peer review and those who did not participate held positive attitudes toward completing peer review
- This finding was somewhat unexpected given faculty reluctance to roll out the process
- Divergent attitudes between the two groups emerged regarding the difficulty of completing the process and how necessary it was
- Nonparticipants thought the process was more difficult than participants
- Nonparticipants thought the process was less necessary than participants

32



INITIAL RESULTS

- o Insert “the TAMUCT peer review process for one online course by the end of the current semester”

Norms – Direct Measures	Participants		Nonparticipants	
	Mean	SD	Mean	SD
Most of my colleagues whose opinions I value approve of me completing... (Agree: 1 2 3 4 5 6 7 :Disagree)	2.25	1.16	2.00	1.10
Faculty who are similar to me will complete ... (Definitely true: 1 2 3 4 5 6 7 :Definitely false)	2.75	1.28	2.50	1.64
When it comes to completing ..., most people who are important to me think (I should: 1 2 3 4 5 6 7 :Should not)	2.25	.71	1.50	.84
Most faculty will complete ... (Definitely true: 1 2 3 4 5 6 7 :Definitely false)	4.13	2.10	4.50	1.05
It is expected of me to complete ... (Definitely true: 1 2 3 4 5 6 7 : Definitely false)	2.38	1.51	4.00	2.10
	2.75	.89	2.90	.58

33



IMPLICATIONS: NORMS

- Overall, both participants in the peer review process and those who did not participate thought that others would approve of them completing the peer review process
- This indicates the presence of injunctive norms to support the process
- However, descriptive norms to support the process were not present
- When asked whether “most faculty” will complete the peer review process, both participants and nonparticipants indicated no support for the statement

34



INITIAL RESULTS

- o All items include “the TAMUCT peer review process for one online course by the end of the current semester” where the ... appears.

Control – Direct Measures	Participants		Nonparticipants	
	Mean	SD	Mean	SD
Whether or not I complete ... is completely up to me (Strongly agree: 1 2 3 4 5 6 7: Strongly disagree)	3.00	1.51	1.17	.41
I am confident that I can complete ... (Definitely True: 1 2 3 4 5 6 7: Definitely False)	1.63	.92	2.17	1.60
For me to complete ... is (Possible: 1 2 3 4 5 6 7: Impossible)	1.50	.76	3.50	2.43
I have full control over whether I complete ... (Definitely True: 1 2 3 4 5 6 7: Definitely False)	3.00	2.00	1.50	.55
	1.30	.89	1.94	.83

35



IMPLICATIONS: CONTROL

- Participants in the peer review process thought completing the process was possible, and they were confident they could do it
- But, they realized that completing the process was not entirely up to them
- Nonparticipants in peer review indicated that completing the process was less possible, and the decision not to do so was entirely theirs

36



INITIAL RESULTS

- All items include “the TAMUCT peer review process for one online course by the end of the current semester” where the ... appears.

Intention – Direct Measures	Participants		Nonparticipants	
	Mean	SD	Mean	SD
I plan to complete ... (Extremely likely: 1 2 3 4 5 6 7: Extremely unlikely)	1.14	.38	3.00	2.01
I will make an effort to complete ... (Definitely will: 1 2 3 4 5 6 7: Definitely will not)	1.29	.76	2.83	2.14
I intend to complete ... (Strongly agree: 1 2 3 4 5 6 7: Strongly disagree)	1.25	.46	3.33	2.25
I am going to complete ... (Definitely true: 1 2 3 4 5 6 7: Definitely false)	1.63	.92	3.17	2.40
	1.38	.63	3.08	2.21

37



IMPLICATIONS: INTENTION

- Participants in the peer review process indicated stronger intentions to complete the process than did nonparticipants
- Participants also indicated less variability in their intentions than did nonparticipants

38



INITIAL RESULTS

- “Completing the TAMUCT peer review process will ” (Extremely unlikely: 1 2 3 4 5 6 7: Extremely likely)

Behavioral Beliefs – Indirect Measure (Attitudes)	Participants		Nonparticipants	
	Mean	SD	Mean	SD
Improve my course	6.00	.93	6.50	1.22
Give me the opportunity to earn \$1000	5.38	2.20	6.17	1.33
Keep me from taking the required training	2.71	1.98	2.17	2.04
Allow me to learn some new techniques	5.43	1.27	6.17	1.60
Allow me to gain a better understanding of quality	6.00	.93	6.00	2.00
Support my Promotion and Tenure packet	5.38	.92	5.17	1.94
Help other faculty improve their courses	4.75	1.58	5.17	1.47

39



INITIAL RESULTS

- “Completing the TAMUCT peer review process will ” (Extremely unlikely: 1 2 3 4 5 6 7: Extremely likely)

Behavioral Beliefs – Indirect Measure (Attitudes)	Participants		Nonparticipants	
	Mean	SD	Mean	SD
Be time consuming and effortful	4.88	1.36	6.00	1.55
Require changes I do not want to make	3.63	1.41	2.17	1.94
Commit time that I do not have	4.63	.74	5.17	1.72
Subject me to faculty members not getting along	2.88	1.46	2.33	1.97
Cause me to be confused	2.50	1.60	3.00	1.58
Be an infringement on my academic freedom	2.25	1.49	2.00	2.00

40



IMPLICATIONS: BEHAVIORAL BELIEFS

- Consistent with the direct measures of attitudes, the behavioral beliefs underlying participants’ and nonparticipants’ attitudes regarding the peer review process were positive
- Both groups believed that participation in the peer review would allow them to improve their courses, learn new techniques, and gain a better understanding of quality
- Both groups were less positive about whether participation in peer review would be useful in their promotion and tenure packets and help other faculty improve their courses
- Nonparticipants were more likely to believe that peer review would be effortful and time consuming than participants in the process
- Initial concerns regarding faculty getting along and academic freedom were not highly endorsed

41



INITIAL RESULTS

- ...“think(s) that I should complete the TAMUCT peer review process for one online course by the end of the current semester” (Extremely likely: 1 2 3 4 5 6 7 :Extremely unlikely)

Normative Beliefs – Indirect Measure (Norms)	Participants		Nonparticipants	
	Mean	SD	Mean	SD
My Department Head ...	2.00	1.07	2.67	1.97
My Online Coordinator ...	1.75	1.04	1.67	.41
My colleagues who teach online ...	3.50	.76	3.33	1.03
My colleagues who do not teach online ...	4.13	.99	3.67	1.86
Administrators in the Provost’s Office...	2.75	1.58	3.00	2.00
My School Director ...	1.88	.99	3.17	1.83
The University’s Distance Learning Personnel ...	1.50	.76	2.33	1.97
Students ...	4.13	1.73	4.33	2.50

42



**IMPLICATIONS:
NORMATIVE BELIEFS**

- Consistent with direct measures of norms, the normative beliefs underlying participants' and nonparticipants' perceptions of norms regarding the peer review process were positive
- Both participants and nonparticipants believed that Department Heads, Online Coordinators, School Directors (i.e., Deans), the distance learning office, and the Provost's office supported participation in the peer review process
- However, colleagues both those who teach online and those who do not, were less likely to be seen as sources of support for participation
- Both participants and nonparticipants did not consider it likely that students would think they should participate in a peer review of a course

43



INITIAL RESULTS

- ...“it would make it more difficult (easier) for me to complete the TAMUCT peer review process for one online course by the end of the current semester” (Strongly agree: 1 2 3 4 5 6 7 :Strongly disagree)

Power of Control- Indirect Measure (Control)	Participants		Nonparticipants	
	Mean	SD	Mean	SD
Unanticipated events that placed demands on my time	3.38	1.51	2.83	1.47
Problems using Blackboard	3.38	1.92	2.17	2.04
Family obligations placed unanticipated demands	3.71	1.25	2.33	1.36
Work or employment placed unanticipated demands	3.13	.99	2.67	1.51
If I felt ill, tired, or listless	3.50	1.41	3.17	1.94
If I had information or assistance from the OC (easier)	3.75	1.67	2.00	2.00
If I had disagreements with my colleagues	3.86	1.68	5.83	1.94
If I had monetary or other incentives (easier)	3.13	1.89	2.00	1.10

44



**IMPLICATIONS:
POWER OF CONTROL FACTORS**

- Overall, both nonparticipants and participants in the peer review process did not strongly agree that factors may make it more difficult to participate in the peer review process
- Nonparticipants were less likely to agree that disagreements with colleagues would make their participation more difficult than participants

45



**INITIAL RESULTS:
LESSONS LEARNED**

- \$1,000 monetary incentive is a motivator for participation in peer review
- Concerns discussed by faculty early on did not turn up in research
- Objective examination of faculty concerns instead of reliance on hearsay is important to identify actual concerns
- Limitations of research
Small sample sizes limit analyses and negatively impact generalizability

46



FUTURE RESEARCH PLANS

- Regarding “Theory of Planned Behavior” Research:
 - Increase sample size so we can compute indirect measures of constructs
 - Compare direct measures to indirect measures
 - Better understand the beliefs that underlie decisions to participate (or not)
 - Track changes in attitudes, norms, and control over time
- New research direction to improve peer review comments and identify future training needs as a result

47



KEY TAKE-AWAYS

- Faculty , despite institutional recognition and monetary incentives to participate in Peer Review, more often choose NOT to participate
- Institutional supports are not enough, has to be organizational change around value of continuous improvement
 - Link to improved student learning needs to be made
- Self-review has merits and should be continued in some fashion, however, Online Coordinator's time is better spent as part of actual peer review team in new process
- Internal peer review is a good start on building a culture of continuous course improvement but involving higher trained reviewers with objectivity may have more potential for quality courses

48



**FUTURE ADMINISTRATIVE ACTIONS
REGARDING TAMUCT ONLINE
COURSE QUALITY COMMITMENT**

- Need to increase motivations to participate in peer review of courses
- Need to reduce obstacles to participation in peer review
- Need to increase availability of peer reviewers and ensure are properly trained
- Will be reviewing whether external review will “solve” these issues as part of Distance Learning Advisory Council efforts – subject to multiple approval levels
- Also reviewing other avenues for online course design quality:
 - “Course Development Academy 2.0”
 - Increased recognition
 - “Model courses”

49



QUESTIONS/DISCUSSION

Thank you for attending our session!
*Peer Review, Training AND Planned Behavior:
QM Research Initial Findings*

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QUALITY MATTERS ANNUAL CONFERENCE
OCTOBER 2013 NASHVILLE, TN