

Course Design Matters

ROLLING OUT QUALITY MATTERS ON OUR CAMPUS



Objectives

1. Use Quality Matters as a guide for the design of online courses.
2. Establish a common language on campus and within academic units to discuss online course quality.
3. Train campus faculty to use QM's Course Review Management System to conduct self-reviews and internal peer-reviews of online courses.
4. Encourage departments with online degree programs to develop internal quality assurance policies and programs.

Outcomes

Objective 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
<ul style="list-style-type: none">• Established QM training opportunities.• Incorporated QM principles into course development training.• Course developers use a checklist to self-evaluate how well their online courses meet QM standards.	<ul style="list-style-type: none">• 80+ course developers attended QM orientation sessions.• 50+ course developers completed a self-paced, online workshop on the QM Rubric.• 190+ course developers received APPQMR certification.	<ul style="list-style-type: none">• 190+ course developers received APPQMR certification.• 11 teams (44 faculty) participated in online course review program Spring 2015.• 8 team (32 faculty) participated in online course review program Fall 2015.• Established a QM course review program.	<ul style="list-style-type: none">• 11 online courses were submitted for peer review and met QM Rubric standards, Spring 2015.• 8 online courses have been submitted for peer review, Fall 2015.• Georgia Southern's College of Public Health is developing an internal quality assurance program based on Quality Matters, Fall 2015.

QUALITY MATTERS COURSE REVIEW PROGRAM

INSTITUTIONAL INCENTIVES

MEETING SACSCOC ACCREDITATION STANDARDS

The SACSCOC Distance and Correspondence Education Policy Statement states:

Institutions must ensure that their distance and correspondence education courses and programs comply with the Principles of Accreditation.

Institutional Effectiveness

Core Requirements 2.5

Comprehensive Standards 3.3.1

- Is there evidence that the effectiveness of the distance education program is regularly assessed and steps taken for improvement of the program?
- Data is available demonstrating the effectiveness of the distance learning program.
- The institution demonstrates that it uses data to improve course/program offerings by distance education.

Educational Programs

Comprehensive Standard 3.4.10

- Faculty should play an appropriate role in academic oversight of distance education initiatives.
- There is consistency in course format.

PROCESS

1

WHERE WE STARTED

2008 through 2015

Template: Center for Online Learning sponsors online course development using a course design template based on best practice.

July 2013

Quality Matters: Georgia Southern University becomes a subscribing member of Quality Matters.

Spring 2014

Audit: Random audit of 200 online courses at Georgia Southern reveals that 54% of online courses showed some evidence of meeting QM's 21 essential, 3-point standards. Audit also revealed that online course design quality was extremely inconsistent, and that the quality of many courses initially developed through the COL had deteriorated over time, especially because of the transition between Learning Management Systems.

2

COL STAFF TRAINING

Spring 2014 to Spring 2015

Center for Online Learning staff completed QM training and certification.

- APPQMR (5 staff)
- PRC (1 staff)
- Quality Matters Coordinator (4 staff)
- Course review Manager (4 staff)
- Peer Reviewer (1 staff)
- APPQMR F2F Facilitator (1 staff)

3

FACULTY TRAINING

Fall 2014 Orientation

The COL sponsored a number of campus-wide events to introduce QM on campus.

- Formed Distance Education Committee
- QM Orientation: 2-day retreat
- Department-level orientation: 1-day workshop
- Online self-paced QM workshop

Spring 2015 to Fall 2015

- APPQMR certification: 190+ faculty
- PRC certification: 6 faculty

4

COURSE REVIEWS

Initiated QM Course Review Training Teams

Spring 2015

- 11 courses reviewed by internal peer review teams.

Fall 2015

- 9 courses reviewed by internal peer review teams.

5

IMPLEMENTATION PLANS

Fall 2015

11 peer review teams from the Spring 2015 Course Review cohort presented quality assurance implementation plans for their departments. Each proposal covered the following criteria:

- Governance
- Schedule of courses to be reviewed
- Use of custom course templates
- Benefits to the program
- Reflections and Takeaways

FACULTY REFLECTIONS

BENEFITS AND USES OF QM COURSE REVIEW PROGRAM

- Brings focus to instructional alignment.
- Fosters discussion about course quality.
- Highlights the advantages of adopting a course design template.
- Permits faculty to see a course from a student's perspective and come to appreciate the need for consistency, clarity of purpose and explicit instructions.
- Applies to online, hybrid, and face-to-face courses.
- Creates as system of checks and balances via peer-review.
- Improves consistency and coherency across all program courses.
- Highlights the advantages of creating program level policies and procedures for online offerings.

WHAT'S NEXT?

Promote Ownership of Quality Assurance within each Department using MyCR

For the Spring 2016 semester, the Center for Online Learning at Georgia Southern will pilot a MYCR cohort.

MYCR differs from QM's standard Course Review Management System in that both the review process and the Rubric can be customized. Features of MYCR include:

- Customizable review worksheets
- Customizable rubrics
- Flexible reviewer assignment