

A Quality Matters Event

QM Research
Online
Conference



Building an Online Ed.D. Program on a Foundation of Research-Based Best Practices

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Session Description

This session chronicles the initiative of a Doctor of Education (Ed.D.) program to improve the quality of its online courses. The initiative included three objectives in the application of research-based best practices for online course design: (1) train faculty, (2) provide internal resources and guidance, and (3) achieve external certification of Ed.D. program courses. As a result of the successful completion of these objectives, the program outcomes included: improved online student experiences; faculty, course, and program recognition; and a competitive advantage in the marketplace.

Recommendations include the use of Quality Matters for research-based best practices and course review certification as well as a comprehensive team effort focused on student outcomes.



University of Findlay

- Located in the Mid-Western United States (Findlay, Ohio)
- Private residential, liberal arts institution
- Founded in 1882
- 80 Bachelor's degree, 11 Master's degrees, and 4 doctoral degrees
- 2,537 undergraduates
- 1,239 graduate students



Online Ed.D. Program

The **mission** of the Doctor of Education degree is to prepare tomorrow's leaders to **plan** strategically, **communicate** effectively in the modern world, **think critically** about the impact of policy and decisions and **contribute** to the knowledge base by conducting research in their areas of expertise.

The Doctor of Education program **features applied** and **professional** training with **dissertation support**. Emphasis in the Ed.D. program is in translating research into effective systems of instruction, supervision and leadership.



Initiative Objectives

The program desired to improve the quality of online instruction and to assure a high-quality online experience for the program's students. The objectives of this initiative were to:

1. **Train faculty and staff** on the utilization of internationally recognized research-based best practices and processes for quality in the design of online courses
2. **Provide internal resources and guidance** to faculty in the implementation of internationally recognized research-based best practices for quality in the design of online courses
3. **Achieve external course review certification** for all courses in the Doctor of Education program



Objective #1

Train faculty and staff on the utilization of internationally recognized research-based best practices and processes for quality in the design of online courses

Quality Matters Mission

Promote and improve the quality of online education and student learning nationally and internationally through:

- Development of **current, research-supported, and practice-based quality standards** and appropriate evaluation tools and procedures.
- Recognition of **expertise** in online education quality assurance and evaluation.
- Fostering a **culture of continuous improvement** by integrating QM Standards and processes into organizational plans to improve the quality of online education.
- Providing **professional development** in the use of rubrics, tools and practices to improve the quality of online education.
- **Peer review and certification** of quality in online education.

Quality Matters Membership

The Quality Matters member community is comprised of over **1100 organizations** from the higher education, K-12 secondary, educational publishing, and continuing education and professional development arenas.

The Quality Matters member institutions/organizations are located in **Australia, Canada, China, Columbia, Fiji, France, Japan, Jordan, Kuwait, Mexico, Saudi Arabia, South Africa, United Kingdom, United States, and Vietnam.**

Quality Matters currently has **more than 60,000 members.**



Higher Education Rubric Standards

The Quality Matters (QM) Higher Education Course Design Rubric includes eight General Standards and 42 Specific Review Standards for faculty and staff to utilize in the design of their online course:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learning Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability



<https://bit.ly/3nP9Apr>

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	3
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	3



Active/Applied Research on Online Learning and Quality Assurance

February 17 | Online

Presenter

Associate Professor in the College of Education, Quality Matters
Peer Reviewer and Master Reviewer, more than 30+ course
reviews throughout the United States, Quality Matters
Coordinator, Course Review Manager, F2F APPQMR Facilitator,
Online APPQMR Facilitator, F2F IYOC Facilitator, Teaching
Online Certificate Workshop Facilitator, and Quality Matters
Seventh Edition Rubric Committee Member



APPQMR Workshop

The APPQMR workshop is intended for faculty, instructional designers, administrators, and adjunct instructors who are new to the utilization of internationally recognized research-based best practices and processes for quality in the design of online courses. The purpose of the (APPQMR) workshop is to provide participants with the ability to:

1. Recognize the foundational concepts of Quality Matters.
2. Identify the critical elements of the QM quality assurance program, including the QM Rubric, materials, processes, and administrative components.
3. Apply the QM Rubric to review online courses.
4. Make decisions on whether the demo course meets selected QM Rubric Standards.
5. Apply the concept of alignment.
6. Draft helpful recommendations for course improvement by citing annotations from the QM Rubric and evidence from the course.



Quality Matters Workshops

	# of Workshops
Applying the Quality Matters Rubric (APPQMR)	8
Improving Your Online Course (IYOC)	2
Virtual Applying the Quality Matters Rubric (APPQMR)	1
Virtual Improving Your Online Course (IYOC)	2
	13

Quality Matters Certifications

	# of Workshops
Applying the Quality Matters Rubric (APPQMR)	118
Improving Your Online Course (IYOC)	40
Peer Reviewer Course (PRC)	15
Master Reviewer Course (MRC)	3
	176





What questions do
you have about how
we trained faculty?



Objective #2

Provide internal resources and guidance to faculty in the implementation of internationally recognized research-based best practices for quality in the design of online courses

FAQ Topics

- [About QM](#)
- [Attending QM Conferences](#)
- [Course Reviews](#)
- [Membership](#)
- [Presenting at QM Conferences](#)
- [Professional Development](#)
- [Program Reviews](#)
- [QM Certification Marks & Logo](#)
- [Research](#)
- [Rubrics & Standards](#)
- [Support](#)

How can a course be prepared for an Official Review?

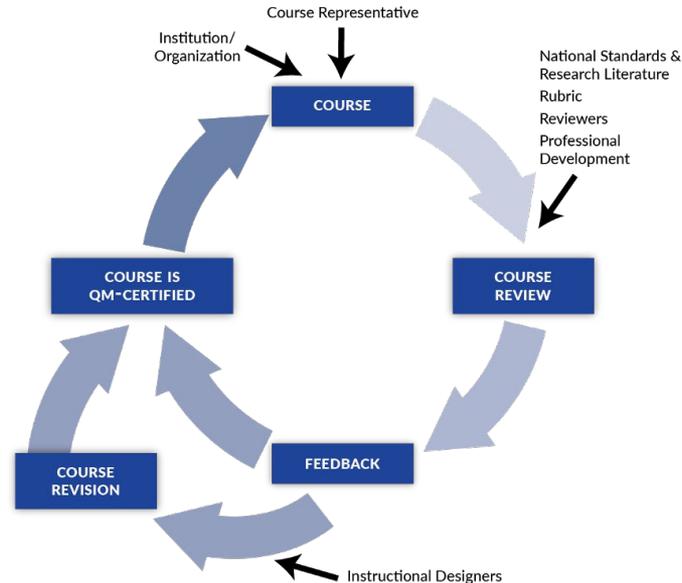
Quality Matters Course Reviews are designed for mature courses that have been taught previously and/or for courses that are fully developed online (including blended formats) such that reviewers can see all evaluated components.

The following checklist can help you determine if a course is ready to be submitted for review:

- The Course Representative had time to review the Quality Matters Rubric and make modifications before the review. Faculty that are prepared for a Quality Matters review have better outcomes and get more out of the review process. Members have access to the Self-Review tool in the Course Review Management System (CRMS) which allows a user to conduct a review of his/her own course.
- The measurable course-level objectives are specified and there are measurable module/unit-level objectives for each of the course modules/units. The lack of course-level objectives and module/unit-level objectives is among the most frequently missed Specific Review Standards.
- All discussion board questions or topics are posted for review. Student responses (stripped of identifying information) and faculty responses/feedback are not necessary to provide as the QM review does not evaluate delivery of the course.
- If the course uses email in any part of the instruction, this information has been made available to the review team. Examples of such email exchanges should be provided to the review team during its review of the course.
- All course activities, including all audio-visual components, are available to the review team. Sometimes instructors make assignments "not available" after a specified "due date." All such assignments will need to be available to the review team.
- All assessment tools are available for review by the team. The review team will need to be able to access quizzes, exams, and tests, and it would be beneficial to the review team to also have access to the grade book as it is set-up for the "student view."
- The review team see and experience the course as a student would.

 **Offline** - Leave a Message

Course Reviews



Internal Course Reviews

Instructor taught the course a minimum of two semesters and

Instructor successfully complete the Applying the Quality Matter Rubric (APPQMR) Workshop

The University of Findlay Quality Matters Internal Review 2018 Rubric

Course Name:

Course Representative (CR):

Peer Reviewer (PR):

		Points	CR	PR
General Standard 1: Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3		
	1.2 Learners are introduced to the purpose and structure of the course.	3		
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2		
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2		
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2		
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1		
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1		
	1.8 The self-introduction by the instructor is professional and is available online.	1		

External Course Reviews

- **Subscriber-Managed Quality Matters Course Reviews**
- **Course Review Manager** creates the three-person review team
- Quality Matters requires that a Higher Education (HE) review team includes a **reviewer who is external** to the institution, a reviewer who is a **Subject Matter Expert**, and a **Team Chair** who is a **QM Master Reviewer**
- **Master Reviewer facilitates** the course review process through the introductions, course access request, pre-review conference call, course worksheets and final report, post-review conference, and amendments
- An official external **Quality Matters Course Review** may take between **4-6 weeks**. If the course does not meet standards, the Course Representative has **14 weeks** from the date the final report was submitted to amend the course. It is the intent of Quality Matters that all courses eventually meet the standards

Course Reviewer Tracker

UFQMCourseReviewTracker.xls ☆ 📁 ☁

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	A	B	C	D	E	F	G	H	I	J
1		Instructor	Internal Start	CRM Approved	External Start	Chair	External	SME	Reviewer	Met Standards
2	EDUC 790: Dissemination	Williams	9/25/17	9/24/2017	9/25/2017	Bergeron	Bergeron	Gillham	Rife	Completed - Met
3	EDUC 701: Orientation	Gillham	9/25/2017	10/25/2017	10/30/2017	I-Chun	I-Chun	Hampton-Farmer	Burnside	Completed - Met
4	EDUC 703: Policy Analysis	Gillham	11/01/2017	11/16/2017	11/30/2017	Stein	Stein	Williams	Medjesky	Completed - Met
5	EDUC 705: Strategic Planning	Cindric	12/04/2017	06/19/18		Stuve	Stuve	Gillham	Laverick	Completed - Met
6	EDUC 707: Global Dimensions	Parker	01/07/2020	07/01/20	07/06/20	Jackson	All	Wang	Dunn	Amendment
7	EDUC 711: Influential Thinkers	Cain	01/11/2018	03/23/2018	06/01/2018	Stuve	Stuve	Ochsner	Gillham	Completed - Met
8	EDUC 715: Inviting Environments	Cain	01/11/2018	03/11/2018	03/19/2018	Davis	Davis	Gillham	Ochsner	Completed - Met
9	EDUC 750: Research I: Lit Rev	Brasfield	01/11/2018	02/01/18	02/08/18	Brossman	Brossman	Ochsner	Riffle	Completed - Met
10	EDUC 760: Research II: Quant	Brasfield	01/11/2018	04/15/20	06/01/20	Medjesky	Medjesky	Raleigh	Morman	Amendment
11	EDUC 770: Research III: Design	Brasfield	07/01/2020	09/23/20	09/23/20	Elkins	Elkins	Bannin	Asman	
12	EDUC 780: Research IV: Analysis	Brasfield	N/A - IS							
13	EDUC 700: Writing as a Doctoral	Ochsner	01/11/2018	03/11/2018	03/19/18	Marshall	Marshall	Gillham	Medjesky	Completed - Met
14	EDUC 713: Innovation and Info	Ochsner	01/15/2019	01/15/2019	01/15/2019	Grincewicz	Grincewicz	Medjesky	Gillham	Completed - Met
15	EDUC 765: Research II: Qual	Ochsner	11/01/2019	01/07/2020	01/08/2020	Lankisch	Lankisch	Medjesky	Gamba	Completed - Met



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What questions
do you have
about how we
conducted
internal and
external course
reviews?





Objective #3

Achieve external course review certification
for all courses in the Doctor of Education
program

Quality Matters Certification

All fourteen core and research courses in the online Doctor of Education program have received Quality Matters **certification**.

This is an **immense accomplishment** for our faculty and students in the Doctor of Education program.



Challenges

- The university did **not have the funds** to meet our first objective to train faculty on the utilization of internationally recognized research-based best practices and processes for quality in the design of online courses.
- Therefore, the institution had to rely solely on the **cost-free internal, institutional facilitation** of the APPQMR and IYOC Workshops as well as the utilization of the internal, institution Course Review Manager to facilitate the Subscribed-Managed Course Reviews.
- In addition, the institution relied heavily on the **Quality Matters Ohio Consortium Bartering System** to avoid any costs associated with the official external course reviews. Through this system, the institutions' Quality Matters **Peer Reviewers and Master Reviewers earn points for reviews** they conduct for other Ohio institutions. These points are then used to facilitate course reviews at no cost to the university. Without the Quality Matters Ohio Consortium Bartering System, the initiative would not have been possible.

Challenges

- The Chair of the program **does not have administrative authority** over the faculty and could not compel faculty to submit their course(s) for Quality Matters review.
- Some of the faculty were **tenured**, achieved the rank of **Professor**, had over **30 years of experience** in higher education, and were close to retirement.
- These faculty simply **could not be required** to undergo Quality Matters course reviews.
- However, they were **motivated** by a desire to provide a high-quality online experience for their **students** and all of these faculty members eventually rose to the challenge and earned Quality Matters certification for each of their courses.

Future Goals

Complete Ed.D. Program Course Recertifications

Facilitate additional APPQMR and IYOC Workshops

Provide Peer Reviewer Certification

Provide Master Reviewer Certification

Begin institutional internal course reviews and external course reviews

Questions?

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Slides from peardeck.com

