Quality Course Design Inspired by the QM Rubric

A Process at SCC

Poll Time
and Introductions

Why QM?

4 C's

► Continuous - Continuous focus on Quality Improvement

► Centered - Based in research and on improving the student experience

► Collegial - Faculty driven, peer inclusive, non-judgemental (B+ or better helps too!)

► Collaborative - No one reviewer has the sole say, suggestions are not prescriptive

Why QM? - Review Structure

- ▶ 3 Reviewers
- ▶ Rubric, updated periodically
- ▶ Goal is for everyone to reach expectations - no matter what level

Poll Time

Why QM?   Reasonable for Faculty

- 3 Levels
  - 1 - Course Readiness
    - Required for all courses
    - No specific training required
    - Result - Course should meet 7 of 39 standards
  - Distinguished
    - Supported with additional funding (currently)
    - Specific training in QM
    - Result - Course must meet 23 of 39 standards (All Essential 3 pts)
  - Exemplary
    - Full review, nationally recognized
    - Result - Course must 85 out of 100 pts on the QM Rubric
- Goal remains for everyone to reach expectations - no matter what level

Course Readiness   Exemplary Course

Distinguished Course

QUALITY MATTERS
QM
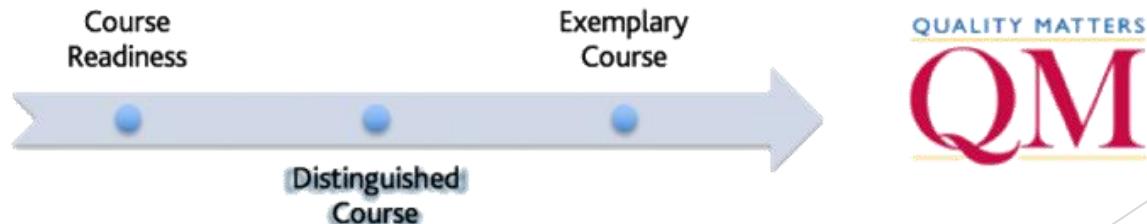
Level 1: Course Readiness Reviews

► Online and hybrid courses complete the Course Readiness Review
  ► New course or new instructor triggers review
  ► Reviewed on a 5-year cycle
  ► Reviewed 10 days before the start of the course
► Course Readiness Review Checklist
    ► Designed by the E-Learning Committee
    ► Three areas of focus:
      ► Course OVerview and information
      ► Syllabus
      ► Course Organization and set-up
  ► Faculty concerns go back to the E-Learning Committee for possible modification of the checklist

Level 1: Course Readiness Reviews

Focus on Support:

► Specific feedback and suggestions (module-level objectives, course organization, etc.), which start conversations

► E-Learning Labs - Faculty can drop in to get one-on-one assistance (via online conferencing tools for now), which build relationships between faculty and E-Learning

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Level 2: Distinguished Courses

▶ Initial goal - 25% of Online Courses to meet All 3 Pt Standards

    ▶ Currently - 92 of the 250 Online Courses at SCC are distinguished (37%)
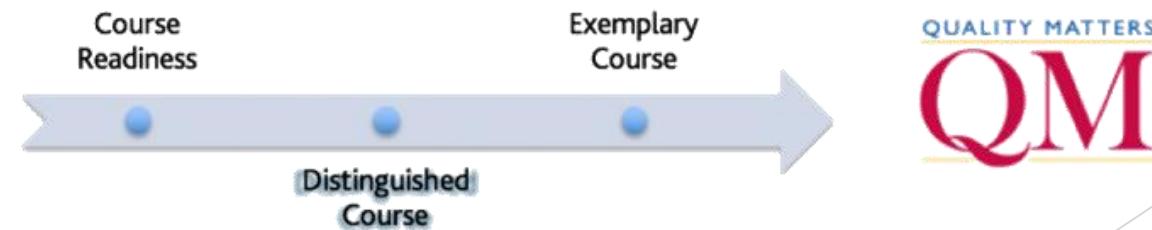
Level 2: Distinguished Courses - Support

► Professional Development

    ► Modelled after QM's Designing Your Online Course (Course)

    ► Can be done asynchronously, face to face or hybrid

► Direct Support

    ► Most commonly after initial review

    ► Alignment!!!!

    ► Accessibility

    ► Intentionality

        ► Expert Bias

Level 3: Exemplary Courses

► Faculty pick the standards they choose to focus on

    ► Goal is to move from 69 pts to 85

    ► Development becomes more independent

► Initial Goal - Currently - 8 have completed this process

ACA-111, CIS-110, CHM 131, SOC-210, OST-286, PHI-240, PHI-215, SOC-213

► In process this year:

AST-111 and 111A

Next: Breakout Rooms

► We are about to break into random groups

► Please use the Google Form (link in the chat) to view the discussion prompts (only one person from each group need fill it out)
  ► The discussion prompts are listed in the Google form
  ► There is a link to the QM Standards there as well
  ► The information from the Google form will be shared after the presentation
  ► Please be sure to click the link before we move into Breakout rooms!

Discussion Prompts for Breakout Rooms

► Would a 3-Level course improvement process be helpful for your institution? Why or why not?

► The presentation talked about offering stipends to faculty to improve their online courses. Would this work at your institution? If not, what other ideas have you tried?

► Which of the required standards would be the most challenging to support at your institution? Discuss challenges and possible solutions with your colleagues.

Training

- APPQMR
- QM Teaching Online Certificate (very popular at SCC)
- ACUE