



Quality Matters at Cleveland State University

What is Quality Matters?

Quality Matters (QM) is an international, research based, peer review process designed to certify the quality of online and blended courses.

QM started in 2003 as a Fund for the Improvement of Postsecondary Education (FIPSE) grant. Since then, it has become a not-for-profit, subscription based service.

Cleveland State University is one of the many institutions in Ohio that subscribes to QM through the Ohio QM Consortium.

HOW DOES IT WORK?

Faculty members and the Center for eLearning use the QM rubric as a framework for the design of online or blended courses. The rubric is a set of standards that research has shown contribute to the quality of an online or blended course.

For courses submitted for official review, a team of three trained peer reviewers uses the rubric to evaluate the design of the online or blended course. A review team is comprised of a Master Reviewer, Subject Matter Expert, and an external Peer Reviewer.

QM is a continuous improvement model. Upon review, the course will either meet expectations or will not yet meet expectations.

If a course meets expectations, it is recognized on the QM website, the eLearning website and is permitted to display the QM logo within the course. If a course does not yet meet expectations, the faculty member receives detailed feedback from the review team and has the opportunity to revise the course so that it does meet expectations.

WHY DOES IT MATTER?

A course designed to meet QM standards is going to be easier to teach and provide a better experience for both faculty and students.

Additionally, accrediting bodies look for a quality process to be in place when approving a program for online delivery.

HOW CAN I GET INVOLVED?

You can get involved with QM on a number of levels:

- Use the rubric to design your online or blended course. Start by requesting the CSU Course Template.
- Have a peer or eLearning staff member informally review your course using the rubric.
- Have your course officially reviewed by a team of three trained peer reviewers.
- Attend training to become a peer reviewer yourself. CSU offers an online and in-person training each academic year.

Where can I learn more?

QM Website:

<http://www.qualitymatters.org>

Ohio QM Consortium:

<http://www.qmohio.org/>

Contact CSU's QM Coordinator:

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QM Rubric and Research

<https://www.qualitymatters.org/qa-resources/rubric-standards>

QM at CSU

<http://www.csuohio.edu/center-for-elearning/quality-matters>

Continuous Improvement

Checklist/Tip Sheet

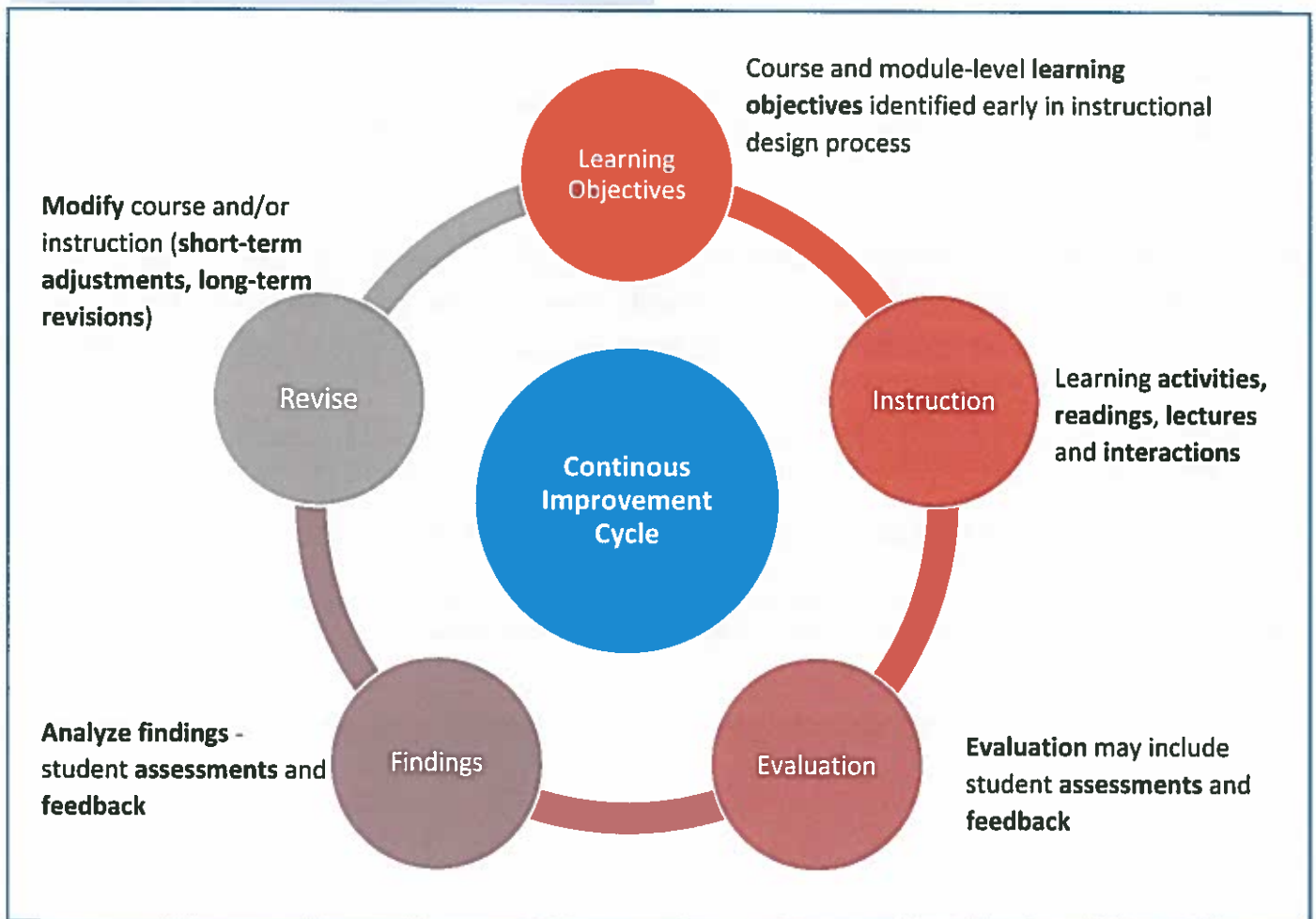
Center for eLearning



The **Continuous Improvement Cycle** helps provide feedback for improving your online course. This cycle is a **planned** process that is informed by student performance and feedback throughout the course. Analyzing the findings from formative and summative measures can help you improve your online course each time you teach it. The information in this document is intended to help you plan for Continuous Improvement of your online or blended course.

Continuous Improvement Cycle

For Formative and Summative measurements.



Tips for Facilitating Continuous Improvement

COLLECT STUDENT FEEDBACK

- **Offer Multiple Feedback Points**
Your course may have multiple areas of potential improvement, but students may forget earlier details if they are only prompted at the end. Capture student feedback throughout the course for more useful information.
- **Request Specific Feedback**
To maximize the clarity of student feedback, ask for specific quantitative responses ("Rate this course's quality from 1 to 5") as well as qualitative verbal inputs ("What 3 improvements would you suggest for the sample exercises, and why?") to gather specific details about areas of potential future improvement.
- **Allow Open-Ended Feedback**
Ask students to elaborate. For example, instead of asking a yes/no question such as "*Did this activity, module, course help you accomplish your learning objectives?*" ask your students "*How did this activity/module/course help you accomplish the learning objectives?*" This helps to frame the question in such a way that students can expand on the area of the course that might need improvement.
- **Seek Broad-based Feedback**
Ensure that you seek input on a broad array of course aspects – course length; structure; syllabus relevance; content; graphics and video; accuracy (factual, grammatical, or typographical errors); quality and quantity of assessments and tests; feedback mechanism; grading; etc.

MANAGE CONTINUOUS IMPROVEMENT

Once you obtain data, you can begin making improvements. Here are some tips to help manage the process:

- **Archive** - Create a chronological archive of all the feedback you received – from the very first iteration of the course, right to the most recent version.
- **Organize** - Arrange feedback/data according to focus area: User Interface; Graphics; Assessments; etc. This will allow you to apply your time and resources more effectively when improving the next version of the course.
- **Prioritize** - Arrange all of the feedback in each focus area in terms of criticality.
- **Review** - It is good practice to review feedback from the most recent iteration of a course, AND if possible, go back several versions to see if the same (or similar) feedback keeps repeating itself.

Adapted from: <https://www.coursearc.com/best-practices-improving-courses-using-student-feedback/>

Please complete the **Continuous Improvement Planning Checklist:**

For Course ID: _____ Semester/Year: _____

Continuous Improvement Planning Checklist for Online Courses			
This checklist is a planning tool to assist you in developing your own course evaluation strategy for continuous improvement of your online course. NOTE: you may not need to utilize all of these assessment and feedback methods in your course. Please check and describe any that you would like to consider using for your course at this time:			
Assessment/Survey	Used ✓	Description	Ideas for Improvements
FORMATIVE ASSESSMENTS (frequent, low impact, low stakes, timely feedback, informs student and instructor DURING course for timely adjustments)			
Pre/Post-test			
Self-assessment			
Quizzes			
Assignments (<i>writings, labs, worked problems</i>)			
Discussion forums			
Journal entries			
Self-assessments			
"Muddiest Point" Forum			
Skills testing			
Observation			
Virtual class meetings			
Draft submissions (<i>for high-stakes projects/papers</i>)			
Peer reviews (<i>of high-stakes projects/papers</i>)			
Surveys			
Other			

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Assessment/Survey	Used ✓	Description	Ideas for Improvements
SUMMATIVE ASSESSMENTS (Infrequent, high-stakes, single, well-defined, significant consequences, feedback not timely, informs student and instructor at MAJOR MILESTONES for long-term adjustments (e.g., mid-point or end of course))			
Midterm exam			
Final exam			
Research paper			
Presentation			
Final project			
End of course survey			
Lab/experiment results			
Final skills performance			
Final Observation			
Other			
OTHER UPDATES/IMPROVEMENTS			
New or updated information (e.g., textbook, current events, course materials, publisher resources, technology)			
Quality Matters training			
Professional development (e.g., FOTD, online instruction, etc.)			
Other			