Using the Quality Matters Higher Education Rubric, Seventh Edition for Continuous Quality Improvement
QM Higher Education Rubric, Seventh Edition

Background of the Rubric Revision
What prompted the revision?

• The pivot to ERL paved the way for increased popularity of various online modalities
• 2021 QMC survey on Rubric adaptation and use solidified this need
• Interest in expanding and deepening the impact of inclusive design
You’re a part of it!

• QM HE Rubric, Sixth Edition survey link was sent to 85,000 MyQM account holders
• Over 800 responses and 1,500 individual comments collected
• Your feedback helps guide the revision
QM HE Rubric Revision Cmte

• Over 200 nominations
• Year-long commitment, 3-6 hours per month

Qualifications:
• Well-versed in QM HE Rubric
• Expertise in: Inclusion, equity, belonging, diversity, GS 8, CBE, Continuing Ed, and Synchronous & Multi-modal digital learning environments
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QM HE Rubric Cmte, 7th Edition

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Nicole Williams, Associate Professor, University of Findlay

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qualitymatters.org
Legacy Committee

- Eddie Andreo, Cowley College
- Kathy Chatfield, Clark College
- Julie Porosky Hamlin, MarylandOnline
- Kevin Kaatz, Cal State U., East Bay
- Karen May, New Mexico State University
- Melissa Walter, U of Southern Alabama
- Mary Wells, Quality Matters
- Lonni Wilson, Milligan University
The Process, continued

• After the Draft Rubric is created, certified Reviewers from the Rubric Committee “test drive” it by applying it to sample courses.
• Feedback from these reviews then prompts further considerations and refinements.
• This becomes the final draft of the new Rubric
Changes from the Sixth Edition
Highlights: HE Rubric, Seventh Edition

- **Synchronous online courses** may be reviewed if information is available to Reviewers in an online course site regarding what happens during real-time meetings.
- Higher education institutions may use the Rubric to review both **credit-bearing and non-credit bearing** (e.g., continuing ed) courses.
- A focus on **inclusion and belonging** was integrated to emphasize the importance of helping students recognize that they belong in the course and to support persistence.
Updates to Ancillary Supports

- **Course Worksheet** - Course Maps are now required
- **Course Format Chart** - New Evidence Requirements by Modality
- **Glossary** - Updated definitions, a few new terms
Language Changes

- “Blended” will now be referred to as “Hybrid”. The meaning did not change, but the current, prevailing term is hybrid, so the QM HE Rubric has aligned to that.

- “Objectives and Competencies” will now be termed “Objectives”, for simplicity and to reduce wordiness throughout the Rubric. “Objectives” is a blanket term in this instance; institutions might refer to these as objectives, outcomes, competencies, or goals.
Language/Definition changes: Activities & Assessments

**Activities** - Allow for practice, and help prepare learners for assessments. Think of these as “practice learning activities”, where learners can *apply and practice* working with new information in low-stakes ways.

- GS 5 works in tandem here with SRS 3.5, so learners have multiple opportunities to practice application in low-stakes ways, with feedback, prior to a more formal assessment.

**Assessments** - Measure incremental (e.g., formative) and more full (e.g., summative) achievement of learning objectives.
Annotations Enhancements

• Emphasis on guidance to **Reviewers**
• Information about when the SRS is “**Met**”
• Updated examples, and more context
• Synchronous and Continuing Ed call-outs
• Focus on belonging and creating community
## By the Numbers

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GS 1: Course Overview & Introduction

• Annotations for Synchronous, Competency-Based, and Continuing Education courses were added.
• Changes in language to a few of the SRSs
• Focus on creating community
GS 2: Learning Objectives

- Language streamlined to use “objectives”
- New examples for SRS 2.2 Annotation
- SRS 2.4 added assessments; connection is “made clear”
- New examples for 2.5 Annotation
GS 3: Assessment & Measurement

• Addresses alternative grading approaches
• **SRS 3.5:** Connects types and timing of assessment with tracking and timely feedback
• **NEW SRS 3.6:** The assessments provide guidance to the learner about how to uphold academic integrity.
GS 4: Instructional Materials

• Publisher materials are included in review.
• **SRS 4.4:** current thinking goes beyond publication dates
• **SRS 4.5:** 2 new types of variety were added
  – different perspectives
  – different representations
GS 5: Learning Activities & Learner Interaction

- **SRS 5.1**: clarification between assessments and activities
- **SRS 5.3**: Substantive interaction at regular intervals
- **SRS 5.4**: Recognizes that different types of interactions can be culturally impacted
GS 6: Course Technology

- **SRS 6.3**: Recognizes a variety of aligned technology
- **SRS 6.4**: Inclusive of webcams and their usage for synchronous courses
GS 7: Learner Support

**SRS 7.1**: addresses digital divide, how learners can access free or low cost resources for connectivity and hardware/software needs
GS 8: Accessibility & Usability

- **SRS 8.1**: Updated strategies for ease of use
- **SRS 8.2**: Two kinds of readability are addressed:
  - Presentation
  - Content
- **SRS 8.3**: Text accessibility
GS 8: Accessibility & Usability cont.

- **SRS 8.4**: Image accessibility
- **SRS 8.5**: Video and audio accessibility
- **SRS 8.6**: Focus is on ease of use of multimedia
- **SRS 8.7**: Point value declined for VPATs
Rubric Workbooks & Rubric Update
Higher Ed Rubric, Seventh Edition

- Rubric Update Session available for all QM Members
- Rubric available in Course Review tools (CRMS)
Rubric Workbooks

- Order now; great for sharing with instructors, handy reference
- Bulk discounts are available

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Rubric Update

Available June 5, 2023 - January 5, 2024

• Free
• Self-paced
• Online, asynchronous
• Allow 6-8 hours to complete
Who Must Complete?

All QM-Certified role holders…

- Peer Reviewers
- Master Reviewers
- Facilitators
- Course Review Managers
Become a QM-Certified Peer Reviewer!
Pathway to Peer Reviewer

Applying the QM Rubric (Sixth Ed. okay)

+ Peer Reviewer Course
+ Recent experience designing online/hybrid courses

= QM-Certified Peer Reviewer
Engaging Faculty
QM Supports Learners

• Focus on learners
• Alignment
• Usability/accessibility
• Setting expectations
• “Quiet quality”- LMS supports
QM Supports Faculty

• Faculty driven Specific Review Standards
• Save time with organization
• Meet the LOs and streamline the course
• Framework for feedback/turn-around times
QM is Research Supported

• Research-focused faculty appreciate the research supports for the QM Rubric
• Research Library available to everyone
Incentives

• Leadership recognition
• Integrate into existing awards
• Faculty Learning Communities
• Request funding/course releases
• Provide QM professional development
Questions? Comments?

Thank you for all you do!
Quality Matters (QM) is the global organization leading quality assurance in online and innovative digital teaching and learning environments. It provides a scalable quality assurance system for online and blended learning used within and across organizations. When you see QM Certification Marks on courses or programs, it means they have met QM Course Design Standards or QM Program Review Criteria in a rigorous review process.

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