

**Quality Matters  
Certification -  
Where to Begin**

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**Objectives**

- Describe what is **Quality Matters**
- Describe the **QM Standards**
- Explain the **two** most important standards
- Examine other **"alignment"** standards
- Describe some other **"essential"** standards
  
- Higher Education
- Rick's **Business Analytics** course, which was QM certified in **2019**
  
- Supplemental resources **"web page"**

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**What is Quality Matters?**  
[www.qualitymatters.org](http://www.qualitymatters.org)

- Began around **2005**
- Non-profit organization
- **Goal:** to measure and guarantee the **quality** of **online** courses
- **Rubric** of **course design standards** and a **peer-review** process
- **7<sup>th</sup>** Edition Rubrics - June 2023
  - Two additional standards
  - Hybrid and synchronous courses added

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**8 Categories, 44 Standards**

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

- Standards worth between 1, 2, or 3 points

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**QM Process**

- Pay your fee
- Three reviewers, one who is the team leader, one who is a subject matter expert
- Rigorous review process
- A standard is met when at least two reviewers decide it is met
- Many helpful suggestions for improvement
- 3-point standards must be met
- Course is certified if it achieves 86 of 101 points
- QM Goal: To have your course certified
- If under 86 points, you are given about 3 months to improve unmet standards

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**Standards Overview**

- Standards overview – Rubric Workbook
- Rick's visualization in Excel, 44 standards
  - Colors designate 1, 2, and 3-point standards
  - Eight categories shown
  - Text is an abbreviated standard description
- Example: Specific review standard 1.2
  - "Introduction to Structure of Course"
  - "Learners are introduced to the purpose and structure of the course."
  - 3-point essential standard

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**Where to Begin?**

- Standard 1.1? Standard 8.9? Easiest standards? Difficult standards?
- Write a report? No.
- Provide a "shell" course (in LMS)? Yes
- Use the Rubric Workbook as a guide

- Most critical
  - Standard 2.1 – Course objectives
  - Standard 2.2 – Module objectives

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**2.2 – Module-level Objectives**

- "The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives."
- A module topic, chapter, unit, or week of instruction
  - Most commonly a textbook chapter
- It is extremely helpful to have a good quality textbook with great support materials
- Objectives must be written in "Blooms" verbs
- Examples: Statistics, Operations Management, Criminal Justice, SolidWorks (CAD)
- Objectives must be clearly displayed (e.g., Moodle)

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**Select a High-Quality Textbook**

- One not in its first edition (BA – 18<sup>th</sup> edition)
- Many reviewers over many years (alignment)
- Well written, minimum errors
- Chapter objectives (using Bloom's verbs)
- Good illustrations
- Course support
  - Quiz question banks
  - PowerPoints
  - Video support
  - Online resources
  - Case studies, group projects, assignments, etc.
  - Exams
- Instructor support

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**2.1 – Course-level Objectives**

- A synthesis of module objectives
- Must be written with “Bloom’s” verbs
- Course objectives commonly in Syllabus

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**Build a Course Map**

- The **required** course map is helpful in demonstrating the **alignment** of course-level learning objectives (SRS 2.1) with module/unit-level learning objectives (SRS 2.2) as well as assessments (SRS 3.1), instructional materials (SRS 4.1), learning activities (SRS 5.1), and tools (SRS 6.1)
- Contains the six **alignment** standards
- Example: Rick’s “Business Analytics” course

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**3.1 – Assessments Measure Objectives**

- Do they measure the achievement of the objectives?
- Focus on modules (textbook chapters)
- What does the textbook provide?
  - Questions
  - Essays and compositions
  - Projects
  - Problems
  - Exams
  - Team projects
- Examples:
  - Business Analytics textbook

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**4.1 – Instructional Materials**

- Do they contribute to the objectives?
- Examples:
  - Textbook
  - Lecture videos
  - PowerPoints and course outlines
  - Case studies
  - Software (spreadsheets, simulation)
  - Other external readings
  - Other videos (YouTube, publisher)
  - Graphics and illustrations
  - Journal articles
- Goal: Seek **high-quality** support materials

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**5.1 – Learning Activities**

- “Active” learning
  - Practice for assessments
- Examples:
  - Reading the textbook
  - Interacting with students and instructor
  - Repetitive quizzing
  - Deliver a presentation or speech
  - Solve a complete problem
  - Discussion forums
  - Gaming methods
- Activity versus assessment, 7<sup>th</sup> Edition

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**6.1 – Tools Support Learning Objectives**

- LMS
- Online quizzing
- Discussion boards
- Assignment uploading
- Video repositories
- Social media
- Games
- Wikis and blogs
- Whiteboards
- Grade book
- Don't use tools just to use tools, they must align with and **support** the objectives

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**Continue with Standards**

- When you have these first **six alignments** standards under control, many others will follow
- Example: 3.2 Grading Policy
- **Clearly** shown and **precisely** described in the syllabus

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**Additional Suggestions**

- Ensure the course contains appropriate depth for the credit hours and course level
- Produce quality videos
- Spellcheck everything
- Pay attention to detail

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**A Few Notes about Rick's Business Analytics Course Certification**

- I desired certification, not my university
- I invested a lot of time creating quality online course materials (videos and LMS)
- I **didn't pass** the review
  - After modifications and explanations, I passed (all 100 pts)
- I invested around **80 hours** in the process

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**Summary**

- Begin with the six "alignment" standards
- A good textbook helps
- You get many good suggestions to improve your course
- More cost-effective than most internal reviews
- Benefits students, instructor, and university

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**URL to Supplementary Web Page**



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