Distance Learning
Course Review Manual

Quality Matters at CGCC
An overview of the process

- QM Peer Reviews
  - At least every 3 years
  - specific input and advice

- QM Reviews for Curriculum Development Contracts
  - before a new course is offered
  - overview in Moodle training class
  - over 100 completed

- Applying the QM Rubric Training
  - 20 hours training online
  - Valuable information

- QM Peer Reviewer Certification
  - 20 hour training online
  - many instructors certified

- Online Facilitator (OFC)
  - 24 to 30 hours training
  - 1 instructor certified

- Master Reviewer Training
  - 20 hours of training
  - more than 10 instructors certified

- QM Formal Reviews
  - 3 person panels (master reviewer, subject matter expert and outside reviewer)
  - newly certified reviewers participate
  - more than 45 formal reviews completed/recognized in schedule of classes
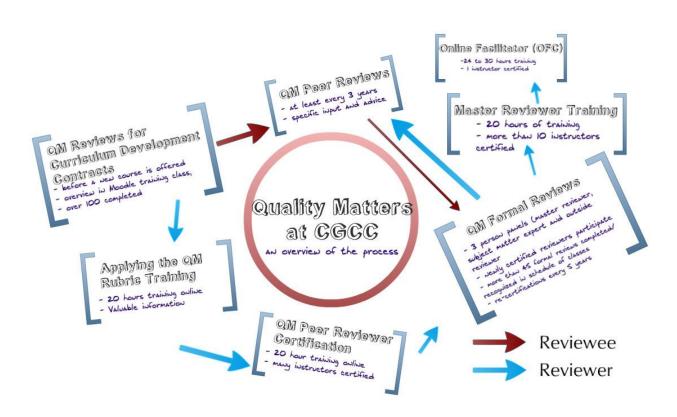 - re-certifications every 5 years

→ Reviewee
→ Reviewer

Columbia Gorge Community College

**Paula Ascher, M. Ed., Distance Learning and
Instructional Technology Coordinator**

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Introduction

Quality course design standards have been a cornerstone in the distance learning program at Columbia Gorge Community College, since 2003. Initially the college used a rubric developed by Portland Community College, and then the Quality Matters (QM) rubric around 2004, as that became available through a grant from the Fund for the Improvement of Post Secondary Education (FIPSE). The rubric was primarily used during the initial development of a new online or hybrid class. All new courses are reviewed using these standards. In the fall of 2006, CGCC strengthened its ties to Quality Matters standards by becoming a subscriber to this service.

In 2009, the department chairs voted to approve guidelines for teaching online, which included an outline of procedures for distance learning course review (see appendix for latest version), which specifies a QM review at least every three years. When enough qualified peer reviewers had been trained (requiring peer reviewer certification plus formal review experience), the first internal review was accomplished with nine online/hybrid classes in the winter of 2011. By the winter of 2017, 14 instructors were peer reviews and of that number, 7 were master reviewers.

This manual is intended for faculty developers, peer reviewers and the institutional representative at Columbia Gorge Community College. It blends college policy with Quality Matters procedures in an effort to make the process clearer for all participants. Because each role has significantly different responsibilities, the manual addresses each role in a separate section.

Course Representative

New Courses

A course representative (faculty developer) may or may not have a curriculum development contract. Faculty contracts for developing new hybrid or online classes are proposed by Department Chairs and signed by the Instructional Director and Chief Academic Officer. If a course has already been developed then there is no paid contract, but the instructor is still considered a course representative because of their role in updating the course for their own use.

Before first term course is offered Quality Matters standards will be used as a design tool in the development of distance learning classes. A discussion of the rubric is part of the Moodle Instructor Training. All distance learning classes will be evaluated using the Quality Matters standards by the Distance Learning Coordinator and Instructional Coordinator (DLITC) before the class is delivered. Payment of the curriculum development contract is dependent on the course passing Quality Matters standards.

Ongoing Courses

After an instructor has taught an online/hybrid class for at least one term, s/he is encouraged to become a qualified CGCC internal peer reviewer, which requires:

    a. regular teaching of an online or hybrid class

    b. certification by Quality Matters as a peer reviewer (Applying the QM Rubric (APPQMR) course plus the certification course), and

    c. completion of at least one formal review per Quality Matters procedures.

Opportunities for (paid) participation in the APPQMR course and the certification course will be announced by email.

After the distance learning course is offered for the second time, the instructor may request a review by QM peer reviewer.

Internal Review

Each course will be evaluated every three years by a CGCC internal peer reviewer. The instructor may ask for a formal subscriber-managed evaluation by a team of three faculty peer reviewers per QM review standards. A successful formal review results in recognition (with a QM logo) of the course in the schedule of classes.

Term	Activity Timeline for Faculty Developers
Winter	Course representatives will be notified by DLITC of upcoming (following winter term) internal review.
All	APPQMR class are available to prepare faculty developers for internal review.
All	Peer reviewer certification class will be offered to prepare faculty developers for internal review.
Fall	1. Orientation meeting for the winter term review will be sent and review teams established. 2. Course representative will receive a notice by email to complete a faculty developer worksheet. 3. A Moodle shell will be created under the Quality Matters category for the review. The course representative will add the peer reviewer to the course as a student.
Winter	Internal reviews will be conducted. 1. Course representative will be notified by email from the QM site as steps are completed by the peer reviewer. 2. After the initial review, the peer reviewer will send the faculty developer a copy of the draft review with an email about general recommendations. If the course does not pass required standards, the faculty developer and peer reviewer may decide to meet by phone, videoconference, or in person to discuss missing standards in detail. 3. Once the course design meets Quality Matters standards, the peer reviewer will submit the final report, which will be available to the course representative online. 4. A faculty response form will be completed online by the course representative.

Peer Reviewers

After an instructor has taught an online/hybrid class for at least one term, s/he is encouraged to become a qualified CGCC internal peer reviewer, which requires:

a. regular teaching of an online or hybrid class

b. certification by Quality Matters as a peer reviewer (APPQMR course plus the certification course), and

c. completion of at least one formal review per Quality Matters procedures.

Opportunities for (paid) participation in the APPQMR course and the certification course will be announced by email. After steps a. and b. above are completed, the peer reviewer is also eligible to do peer reviews for the Quality Matters national system. More information about how to conduct these national reviews will be available in the peer reviewer training.

Term	Activity Timeline for Peer Reviewers
Fall	1. The DLITC will ask the peer reviewer if s/he is available to do an internal peer review in the winter term. 2. An orientation meeting will be held with peer reviewers and faculty developers. 3. The peer reviewer will receive notification of a QM rubric for the review by email from the QM system. 4. A Moodle shell will be created under the Quality Matters category for the review. The faculty developer will add the peer reviewer to the course as a student.
Winter	Internal reviews will be conducted. 1. The peer reviewer will do an initial review of the course on the QM site. If the course does not pass required standards or have enough total points, the faculty developer and peer reviewer may decide to meet by phone, videoconference, or in person to discuss missing standards in detail. 2. Once the course design meets Quality Matters standards, the peer reviewer will submit the final report, which will be available to the faculty developer online.

QM Coordinator

The QM Coordinator is the primary point of contact for the Quality Matters Program and coordinates reviews.

New Courses

Before the first term the course is offered, Quality Matters standards will be used as a design tool in the development of distance learning classes. A discussion of the rubric is part of the Moodle Instructor Training. All distance learning classes will be evaluated using the Quality Matters standards by the Distance Learning Coordinator and Instructional Coordinator (DLITC), who is also the QM Coordinator, before the class is delivered.   Payment of the curriculum development contract is dependent on the course passing Quality Matters standards.

Ongoing Courses

Term	Activity Timeline for Institutional Representative
Winter	1. Analyze QM review spreadsheet Q:\Distance Learning\Contracts\Misc forms\Quality Matters Implementation to decide which online/hybrid classes will not have been reviewed for three years by next winter term.
	2. Send training notice to all faculty. Example email: *>>> Paula Ascher 3/03/2011 12:38 PM >>>* *Here is a great professional development opportunity for CGCC instructors.* *"Applying the Quality Matters Rubric" - May 2 to 16* *This is a two week online training class, 8-10 hours per week. Faculty pay is $21/hour. Upon completion of the course, you can take a similarly paid one week online class, which will qualify you as a certified peer reviewer in the national network, with pay/review of $150.* *Attached is a list of CGCC hybrid and online classes that will have a Quality Matters peer review in winter term 2012. If you are on this list, but have not taken this training before, you are especially encouraged to participate in preparation of the review.*

	Example email: *>>> Paula Ascher 3/16/2011 3:38 PM >>>* *Hello,* *I am writing to you because your hybrid or online course is scheduled for a Quality Matters course design review in winter term 2012. I know that seems like a long time from now, but I would like to strongly encourage you to take this training to prepare:* *"Applying the Quality Matters Rubric" - May 2 to June 6* *This is a five week online training class, approximately 2 hours per week, and your pay will be $200 to participate. To sign up, please email the trainer, Kristen K. right away.* *We just completed the first ever round of these peer reviews, which are conducted by your faculty colleagues. The "reviewees" that had taken the course had a much easier time working with the process and standards. We won't be offering the class again before winter term, so this would be the perfect time for you to do some professional development as an online instructor.* *BTW, upon completion of the "Applying the Quality Matters Rubric" course, you can take a one week online class (stipend $160), which will qualify you as a certified peer reviewer in the national network, with pay/review of $150. So that could be an additional professional development step that allows you to look at courses from around the country.*
Spring	1. The Applying the Quality Matter Rubric (APPQMR) class is held.
	2. After the class is finished, thank everyone, arrange for instructors to get paid, and encourage instructors to take the certification training. Example email: *Bill,* *Thank you for participating in the Applying the QM Rubric course. I am grateful for all of your time and effort because this training plays a critical role in high quality hybrid/online course design at CGCC.* *As you know, there are two parts of the training: 1) applying the rubric and 2) certification. Here is information about pay etc. for each part:* *1) Rubric* *Please add 15 hours of meeting time for the QM Rubric course to your signed timesheet and forward to Jensi, who can help you if you have any questions.* *2) Certification*

	When you complete the certification class, kindly let me know, so that I can 1) schedule you for an opportunity to participate as a reviewer in a formal QM review, and 2) coordinate your pay for eight hours of training. Pay/review is $150 and enables you to learn from other online instructors from around the country. *All the best,* *Paula*
Summer	1. Set up subscriber-managed formal reviews so that each newly certified peer reviewer has the opportunity to participate in a team review under the guidance of a master reviewer. Use master reviewers from CGCC as possible, and include at least one member from outside the institution. Example email: *>>> Paula Ascher 28/01/2013 13:59 >>>* *We will start these reviews in spring term, after April 2. But as you know, we have some arrangements to do first.* *Dear instructors Leslie, Candy, and Mandy,* *Please fill out the faculty developer worksheet. You should have received an email from Quality Matters. If you have not, or need any help, please let me know.* *Dear master reviewers (MR) Linda, Grace and Andrea,* *Here are the teams so far listed below. Would you let me know who you will add as the external peer reviewer? For ATH 101 and RET 102 this person will also need to be a subject matter expert (SME).* *It would be great if you could find an external reviewer from another community college in Oregon, for the sake of building statewide community. Normally MRs find their external reviewers via the QM site. In the past, we have had faculty from Central Oregon, Chemeketa and Portland Community Colleges.* *Dear reviewers Gretchen, Leigh and Leslie,* *If you have any questions as we get set up, please contact your master reviewer. Leslie, you will be a "reviewee" on your own class and a reviewer on another. :)* *Dear Rob,* *Would you kindly make a shell in the QM category for ATH 101 and WR 122? We can use the existing RET 102 shell.* *Course/Instructor/Master Reviewer/CGCC Peer Reviewer* *ATH 101/Leslie/Linda/Gretchen* *RET 102/Candy/Grace/Leslie* *WR 122/Mandy/Andrea/Leigh (SME)* *I will send more information in a couple of weeks, including pay details.* *Many thanks,* *Paula* Follow up email example: *>>> Paula Ascher 18/03/2013 09:31 >>>* *The QM rubrics are ready for the spring term teams, which are outlined below in the previous email. If you did not get an email from QM, please let me know. The pay/review is $350 for master reviewers and $150 for other reviewers. There are more details on the*

	paperwork below. Master reviewers will be contacting teams in the next couple of weeks about the review schedules. *Tony, Dorina, and Jesse,* *Welcome to the CGCC QM crew! Welcome back, Tony! We are very glad to have you on the teams. When you finish up the review, you will need to send me an invoice for $150.* *Dorina and Jesse,* *Kindly fill out, sign and return a W9 form to me http://www.irs.gov/pub/irs-pdf/fw9.pdf.* *You can either scan and email or send by post. Please also create a Moodle account at http://cgccmoodle.com/login/index.php.* *Jensi,* *Here are the payroll authorization requests for everyone. Am I right in thinking that when the review is finished, the master reviewers should add 17.5 hours ($350) to their timesheet and the peer reviewers 7.5 ($150)?* *Linda, Grace, and Andrea,* *I think everything is ready for you to begin reviews in spring term. When you contact the instructor you can find out when they want to begin and also check that all reviewers can access the Moodle shell.* *Please let me know if I can help in anyway.* *Many thanks,* *Paula* *QM Coordinator*
	2. Thank and pay team members Example emails: *>>> Paula Ascher 8/22/2011 1:27 PM >>>* *Mandy,* *Thank you so much for working on this review. I really appreciate your time and effort in contributing to the team.* *Because you are now a certified peer reviewer with experience on a formal review panel, you are eligible to do internal Quality Matters reviews for CGCC. Our next internal review cycle will take place in winter term. This fall I will contact you to see if you would be interested in participating. You would be paid the same, but work one-to-one with another instructor as a reviewer.* *Jenifer,* *Would you please fill out a timesheet and payroll authorization for Mandy W. for 7.5 hours for completing a Quality Matters review?* *>>> Paula Ascher 8/22/2011 1:40 PM >>>* *Hello Shari,* *Thank you so much for working on the team to review TA 274. We really appreciate your support and expertise.* *Could you please send me a completed W9 form http://www.irs.gov/pub/irs-pdf/fw9.pdf and an invoice for $150? That way I can ask our business office to send you a check.* *>>> Paula Ascher 1/4/2012 10:26 AM >>>* *Congratulations to Kristen K. for having her PSY 201A Intro to Psychology - Part 1*

	class officially recognized for excellence by the national organization Quality Matters. This formal review will be recognized in the schedule of classes with the QM logo. *Congratulations also to Joyce B. and Zip K., who acted as certified peer reviewers after completing 11 hours of Quality Matters training. The third member of the team was Michael W., faculty member at Tillamook Bay Community College, who was both the required master reviewer and "outside institution" member.* *Thank you, Kristen and team members, for your work in promoting high quality standards in distance learning at CGCC.* *All the best,* *Paula* *Another (group) example:* *Congratulations to Leigh H. and Kristen K. for receiving national Quality Matters (QM) recognition for distance learning course design. The courses reviewed will be noted in upcoming schedules of classes with the QM logo.* *Also, congratulations to Linda H., Zip K. and Grace W. for completing master reviewer certification and to Katie S. and Gretchen G. for completing peer reviewer certification.* *The following teams, led by master reviewers, completed this project:* *ENG 260 Women Writters - Leigh H. (Instructor Developer), Linda H. (Master Reviewer), Andrea W. (Subject Matter Expert), Tina H. - Central Oregon Community College (External Reviewer)* *PSY 202A - Kristen K. (Instructor Developer), Zip K. (Master Reviewer and Subject Matter Expert), Katie S. (Peer Reviewer), David W. - University of Western States (External Reviewer)* *CG 111A - Kristen K. (Instructor Developer), Grace W. (Master Reviewer), Gretchen G.(Peer Reviewer), Suzanne A. - Portland Community College (Subject Matter Expert and External Reviewer)* *Thank you to all of the team members for your work in promoting high quality standards in distance learning at CGCC.* *All the best,* *Paula*
Fall	1. Check in with reviewers about availability. Example email: *>>> Paula Ascher 10/05/11 8:32 AM >>>* *Next term we will be our second annual peer review for online courses. Would you be willing to review a class? Last year instructors got great feedback about their online course*

	design. The pay is $150 per review and I would do my best to pair you with someone from your subject area or department. *I will send more specific information if you would let me know about your availability to participate.* *Many thanks,* *Paula*
	2. Remind reviewees about winter term reviews. Send Doodle to find good times for online orientation meeting to reviewees and reviewers. Example emails: *>>> Paula Ascher 10/12/11 9:57 AM >>>* *Dear winter term 2012 online/hybrid class course design "reviewee",* *Your faculty colleagues and I are looking forward to working with you during the upcoming annual peer review cycle for online/hybrid course design.* *Kindly do the following at your earliest convenience to help us begin the process:* *1) Watch this 2 minute video about QM reviews at CGCC: http://youtu.be/UfKi5O3E3q8* *2) Confirm that the course listed below is the one you would like to have reviewed. (For example, if you teach a series of online or hybrid classes, you might like to have the spring term class reviewed instead of the fall one).* *3) Please note that when Rob makes a shell for the review, all of the forum postings will be erased, so if you have significant content there for students, please add it to the course in another location.* *ATH 102 Leslie B.* *BA 250 Jerry K.* *CH 104 Rob K.* *EET 121 Jim P.* *FN 225 Jack B.* *HPE 295 Andrew H.* *MP 111 Joyce B.* *MTH 111C John E.* *OS 245 Carol J.* *SP 111 Bunni A.* *SP 111 Diane U.* *Many thanks,* *Paula*
	3. Ask Rob K. to create QM shell for each class in the QM category on the Moodle homepage, adding the reviewee as the teacher. These shells will have a + sign next to them, to differentiate from other versions of the course. *>>> Paula Ascher 26/11/2012 11:14 >>>*

Dear instructor,

You will find an invitation in your email from Quality Matters to fill out a faculty developer worksheet. Please complete it at your earliest convenience (before December 5).

If you are having trouble answering any question, and you don't find an answer in the directions below, just use your best guess. The information is only shared with your reviewer, so you can update later.

If you have any questions about the review process, please do not hesitate to contact me.

Rob,

Would you please create copies of the shells for the following courses in the QM category? I believe we decided that they would have a plus sign + to designate them as courses that have been peer reviewed. Although the reviewers will not be looking at the classes until winter term, it would save a step if you added the reviewer now as a student.

Many thanks,

Paula

Instructor	Course	Reviewer
Manuel I.	EMT 115	*Joyce B.*
Kristie T.	ENG 250	*Andrea W.*
Candy G.	RET 102	*Kristen K.*
Katie S.	SOC 205	*Zip K.*
Bill N.	PHL 201	*Richard P.*
Leslie B.	ATH 102	*Mandy W.*
Eric G.	CAS 170	*Linda H.*
Andrea W.	OS 240	*Gretchen G.*
Leigh H.	ENG 104	*Katie S.*

Directions for the faculty worksheet:

1) Please go to: http://www.qmprogram.org/review/index.cfm .

2) Login, using the email address at which you received this email. If you don't know your password, please click on "look up my account details" and follow the directions. You may need to click on "forgot my password" to retrieve a new password via your email account.

3) Once logged in, please click "my course reviews". Kindly fill out the worksheet with any information you wish to share about your course. If you don't know the answer to a question, don't worry, just fill it out as best you can, or skip the question.

4) For #7, if you are not sure, choose stand alone.

5) For #9, here is link to the vendor's statement certifying how Moodle is accessible to students with disabilities: http://docs.moodle.org/20/en/Moodle_Accessibility_Specification

6) For #12, here is the Website URL for standards of accessibility: http://www.cgcc.cc.or.us/StudentServices/StudentsDisabilities.cfm In the second part you can describe the accessibility principles this way: There are no specific policies for accessibility for online instruction. At this institution, the policies for services for students with disabilities is the same whether online or onground courses. I have included a link for the policy on the course and in the syllabus. The institution's disabilities advisor provides instructions for instructors on a student-by-student basis as needed.

7) For #13, here are some standard institutional policies: Academic Integrity,Student Conduct,Late Assignments,Incompletes,Confidentiality,Student Grievances. Regarding links to these policies, you might add: The policies for academic integrity, netiquette, confidentiality and late assignments can be found on the syllabus. The policies for student conduct, student grievances and incompletes can be found under Resources for Students/Student Information on the college's homepage.

8) For # 17, upload your syllabus or other document.

9) For #20, one option is to list the syllabus as the location.

10) Click "save"

11) IMPORTANT STEP: Go back to http://www.qmprogram.org/review/workspace/my_reviews_open.cfm, choose My Open Reviews under Course Reviews, click View next to the course name, and click "submit" next to the options for faculty worksheet. On the next page, click "submit worksheet".

Paula Ascher, M.Ed.
Distance Learning and Instructional Technology Coordinator
Columbia Gorge Community College
400 East Scenic Drive
The Dalles OR 97058-3434
Phone: 541-506-6035

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4. Remind reviewees to fill out course representative worksheet by end of fall term.

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5. Send out reminders to reviewees to add reviewers to their course shell.

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6. Send out reminder to start reviews. Preliminary scoring to be completed by the reviewer, along with a review of the syllabus, and sent to the instructor.

>>> Paula Ascher 12/14/2011 12:34 PM >>>
Dear winter term peer reviewers (Mandy, Andrea, Grace, Richard, Joyce, Eric, Linda and Kristen),

The instructors have all completed the faculty worksheet and you have been assigned to a rubric. Rob has added the course under the QM category on the

	Moodle site. The review is scheduled to begin and end in winter term. The goal is to help the instructor pass QM standards. If you want to begin the review earlier, please check with the instructor first. The course list is below. *Please plan to send the instructor an initial review by January 30, so that there is time for any needed follow up reviews. Kindly watch this (1-1/2 minute) video, which has more details and information about submitting the initial review: http://www.youtube.com/cgcclive#p/search/14/CC7O2W8AP94* *Dear instructors (Leslie, Rob, Jim, Jack, Andrew, Joyce, John, Carol, Bunni and Diane),* *Thank you for completing the faculty worksheet. The review is scheduled for winter term and you will hear more in January from your reviewer. If you want to do any editing to the course listed under Quality Matters on the Moodle site, please plan to complete your work by the beginning of winter term.* *If you have any questions or concerns at any time, please do not hesitate to contact me. Thank you all for your work on quality standards in online learning at CGCC.* *Happy Holidays,* *Paula* *Course Instructor Reviewer* *ATH 101 Leslie B Mandy W.* *BA 250 Jerry K. Zip K.* *CH 104 Rob K. Andrea L.* *EET 121 Jim P. Grace W.* *FN 225 Jack B. Richard P.* *HPE 295 Andrew H. Joyce B.* *MP 111 Joyce B. Andrea L.* *MTH 111 John E. Eric G.* *OS 245 Carol J. Linda H.* *SP 111 Bunni A. Kristen K.* *SP 111 Diane U. Kristen K.*
Winter	1. Send out reminder of when QM review should be finalized. >>> Paula Ascher 28/01/2013 10:41 >>> Dear Joyce, Zip, Richard, Mandy, Linda, Gretchen and Katie,

	Most of you have already started the winter term course design reviews, but this is a reminder that the initial evaluation should ideally be completed this week. Many thanks, Paula 2. Send email about final review after Jan30.
	2. Results forwarded to department chairs and instructional directors.
	3. Pay reviewers. Congratulate reviewees and encourage any who have not taken the APPQMR to sign up for spring term.

Appendix

Requirements for Teaching Online and Hybrid Classes

The instructor is expected to:

1. Evaluate and return graded assignments in a timely manner and provide feedback on assignment to facilitate student preparation of future assignments.
2. Give an explanation of the evaluation process.
3. Maintain a list of active resources and links to appropriate online resources within the course shell.
4. Keep a record of all graded activities in a secure, private, and accurate manner.
5. Respond in a timely manner to questions regarding the course or learning materials, within a 48-hour period on weekdays, daily during the first week of the term.
6.   Provide and facilitate a forum for student questions.
7. Design learning activities that promote CGCC core learning outcomes.
8. Where appropriate, encourage student-student collaboration and interaction.

Online and Hybrid Course Design Review

Faculty contracts for developing online and hybrid classes are proposed by Department Chairs and signed by the Instructional Director, Distance Learning and Instructional Technology Coordinator (DLITC) and Chief Academic Officer.

Before the first term that an online or hybrid class is offered, it is evaluated by the DLITC using the Quality Matters (QM) rubric. The DLITC will inform the department chair if the course does not meet standards. Instructors are encouraged to take QM training.

Each course will be evaluated every three years by a QM peer reviewer. The instructor may ask for a formal evaluation by a team of three reviewers per QM procedures. A successful formal review results in QM recognition in the schedule of classes.