

Underlying Principles of Quality Matters

QM The QM toolset and process are:

- Based in national standards of *best practice*, the *research* literature and instructional design principles
- Designed to promote student learning
- Integral to continuous quality improvement
- Part of a faculty-driven, collegial peer review process
- To meet QM expectations, a course does not have to be "perfect" but must be better than just "good enough." Reviewers decide whether a review standard is met at about an 85% level or better.

QM The QM process is designed to ensure that all reviewed courses will eventually meet expectations. Typically 50% of courses do not meet QM expectations upon initial review. The QM process requires that the course instructor is provided with Instructional Design support if needed to implement recommendations.

 \mathbf{QM} QM is a collegial review process, not an evaluation process.

The course faculty developer or instructor is considered a part of the review team. The review team is required to meet with the faculty member prior to the review to discuss overview of the course, Instructor Worksheet, and institutional mandates and constraints. Teams are encouraged to also meet with the course faculty prior to the submission of the final review report to discuss any missing elements and questions that arose during the review.

M Institutions best suited to successfully adopting the QM process are ones that:

- Strive to improve student learning outcomes and retention
- Commit to a systematic and comprehensive continuous quality assurance process that includes faculty training, course development, course revision, and accreditation
- Meet current national standards and incorporate new technologies and research findings
- Engage in benchmarking activities with peer institutions
- Promote ongoing faculty professional development
- Encourage flexibility, creativity, and divergent thinking
- Efficiently use institutional resources