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Scaling Up Quality

A Five-Year-Plan for QM Professional Development at a Large Public University

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About Us

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Our Team

Course Quality Program at NC State

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The Course Quality Team

We are a group of instructional design professionals who support, guide and empower instructors in the application of research-based practices built upon the Quality Matters approach to course and program improvement. We are here to support faculty every step of the way toward their course quality goals.

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Dr. Caitlin McKeown
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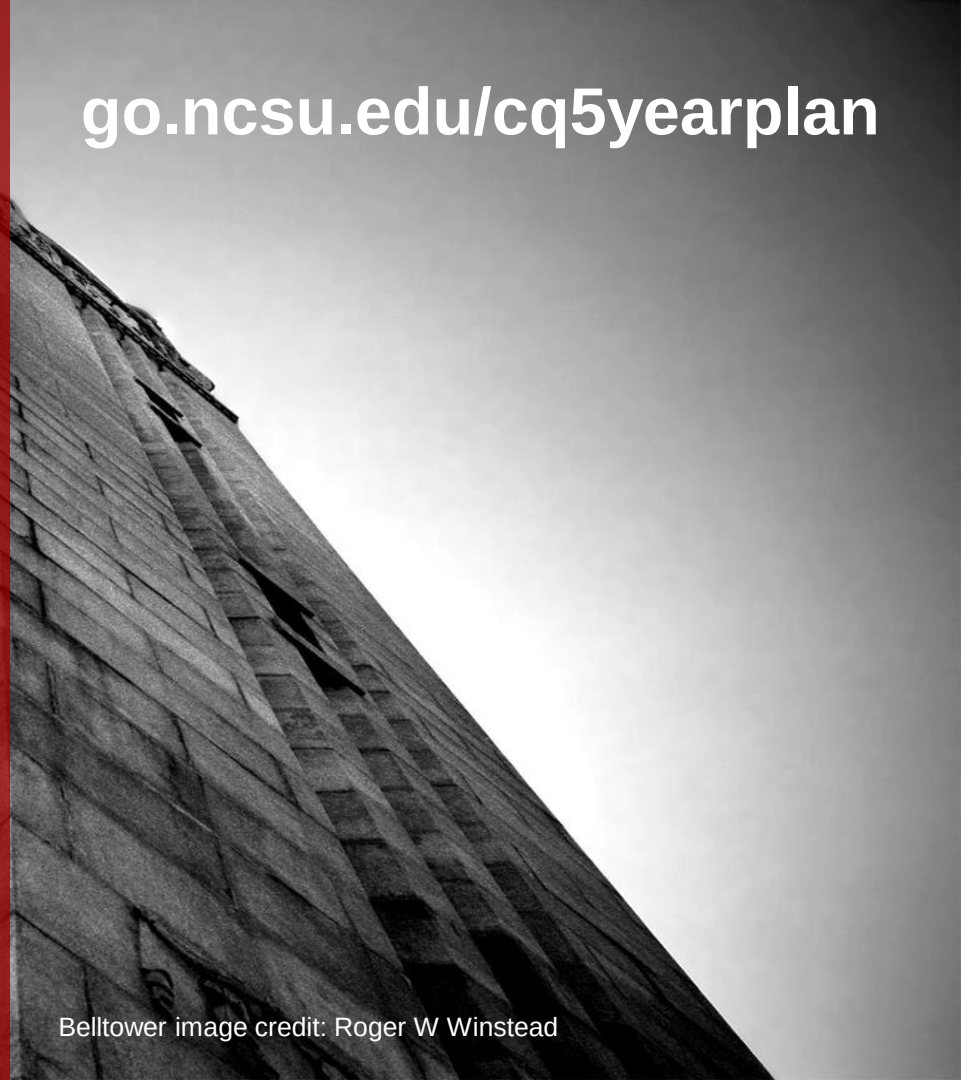
Learning Objectives

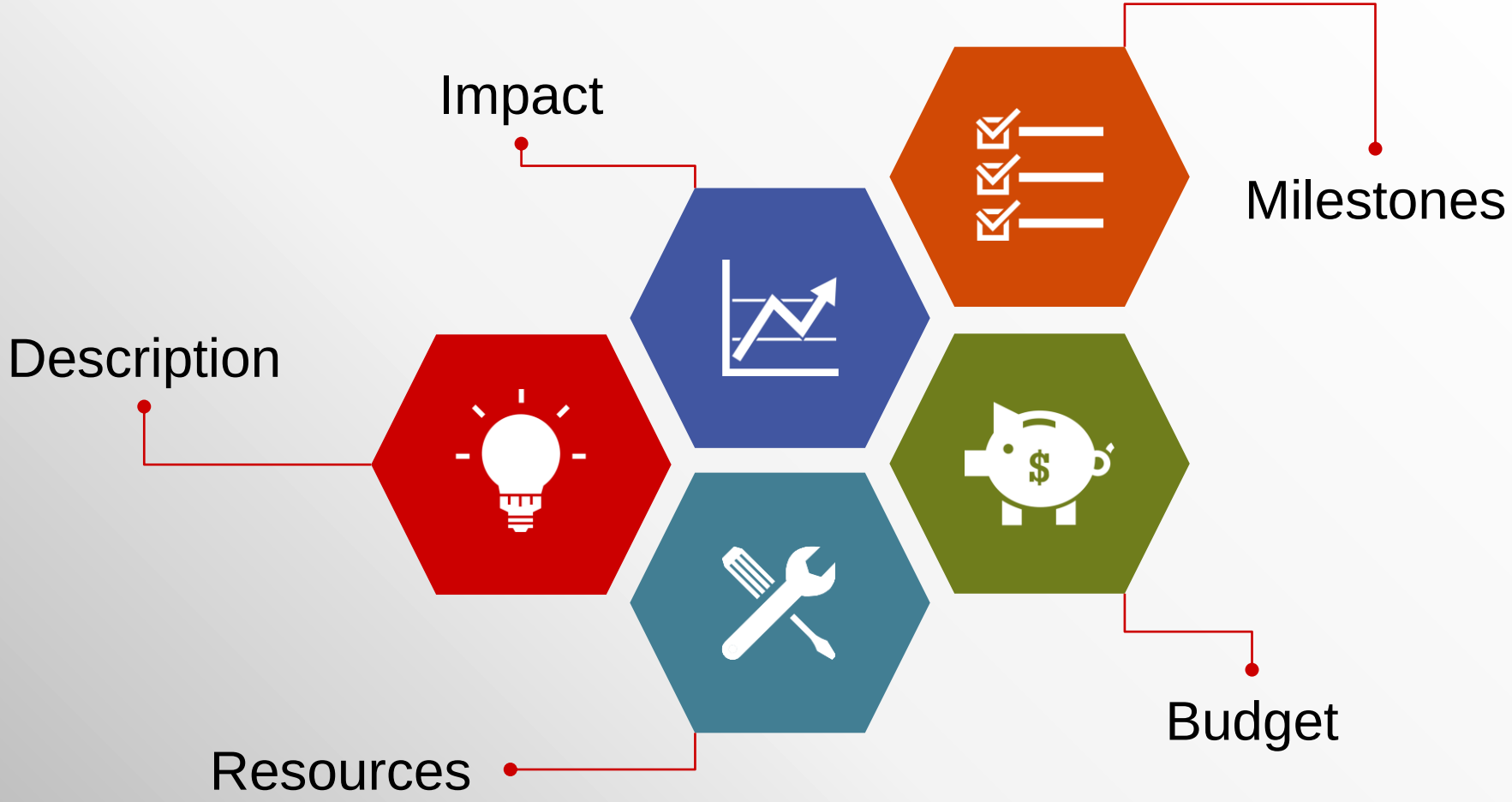
1. Identify components of a quality assurance plan for increasing QM impact
2. Discuss goals for creating QM-based professional development
3. Develop an action plan for professional development goals

go.ncsu.edu/cq5yearplan

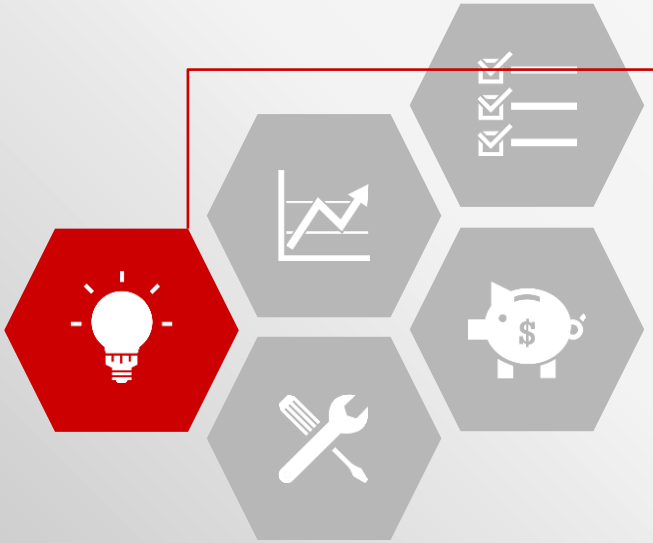
What's in a **Five-Year-Plan** For Course Quality Assurance?



Belltower image credit: Roger W Winstead

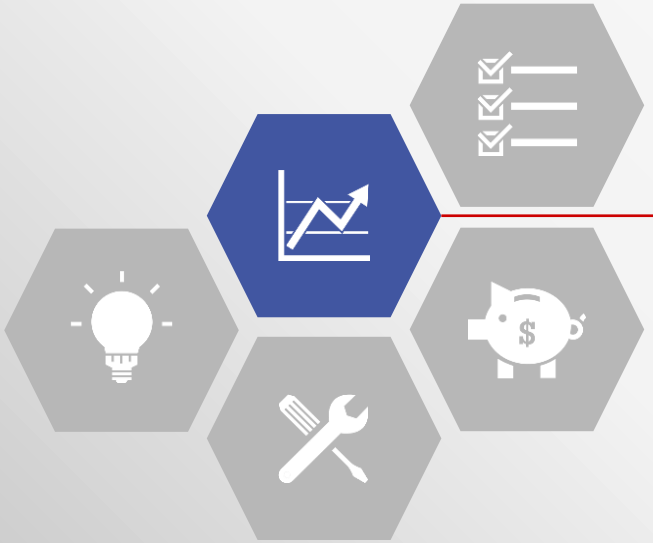


5-Year-Plan Components



Project Description

- Justification
- Goals
- Deliverables
- Project success



Projected Impact

- Professional development enrollments
- QM Certified courses

Resources

- Staff and faculty
- Tools and resources
- Professional development

Budget

- QM professional development and materials fees
- QM course review fees
- Faculty stipends

Milestones

- Creation of digital resources
- Delivery of professional development
- Course preparation and certification
- Evaluation of impacts

Outcomes Years 1-5

Belltower image credit: Roger W Winstead

Year 1

Launch of semester-long course improvement program to help faculty prepare for QM review.

Number	Success measure
9	QM professional development completions by faculty and staff
1	Certified course
125	Students enrolled annually in a QM-certified or recognized course

2017-2018

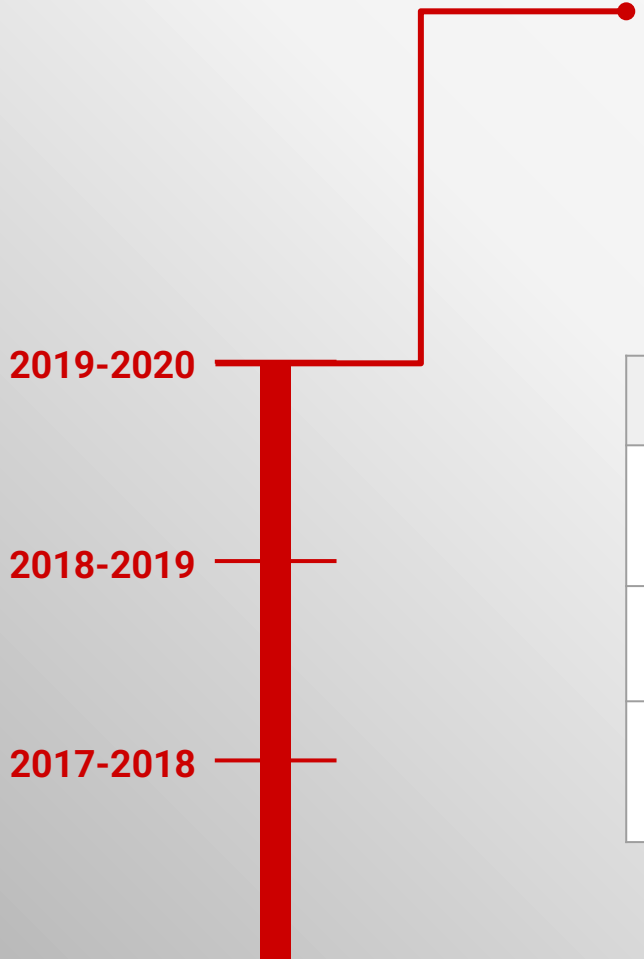
2018-2019

2017-2018

Year 2

Certification of APPQMR facilitators and Peer Reviewer training for staff.

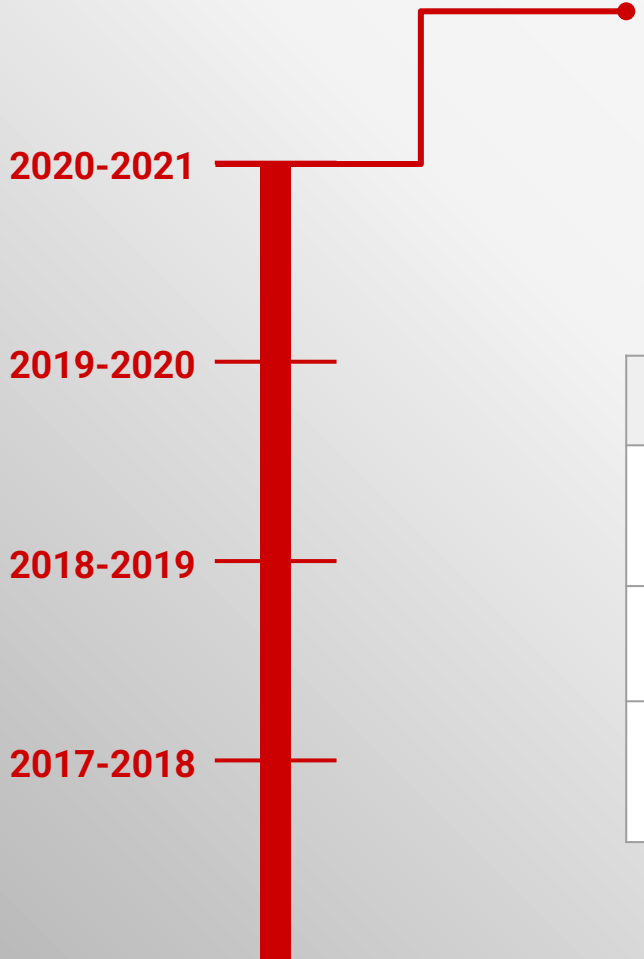
Number	Success measure
53	QM professional development completions by faculty and staff
12	Certified courses
1,212	Students enrolled annually in a QM-certified or recognized course



Year 3

Launch of second professional development course for QM essentials. Create internal review process.

Number	Success measure
121	QM professional development completions by faculty and staff
21	Certified courses
2,886	Students enrolled annually in a QM-certified or recognized course



Year 4

Creation of more pathways for instructors with limited experience. Begin Teaching Online Certification (TOC) cohort training.

Number	Success measure
238	QM professional development completions by faculty and staff
38	Certified courses
5,040	Students enrolled annually in a QM-certified or recognized course

2021-2022

2020-2021

2019-2020

2018-2019

2017-2018

Year 5

Develop short, asynchronous, just-in-time training modules based on the eight QM General Standards.

Number	Success measure
356	QM professional development completions by faculty and staff
54	Certified courses
9,619	Students enrolled annually in a QM-certified or recognized course

Designing QM-based professional development

Belltower image credit: Roger W Winstead

The Course Quality Program

NC STATE UNIVERSITY

Considerations for designing QM-based professional development

Course design experience

Course improvement goal

Feedback

Staff load

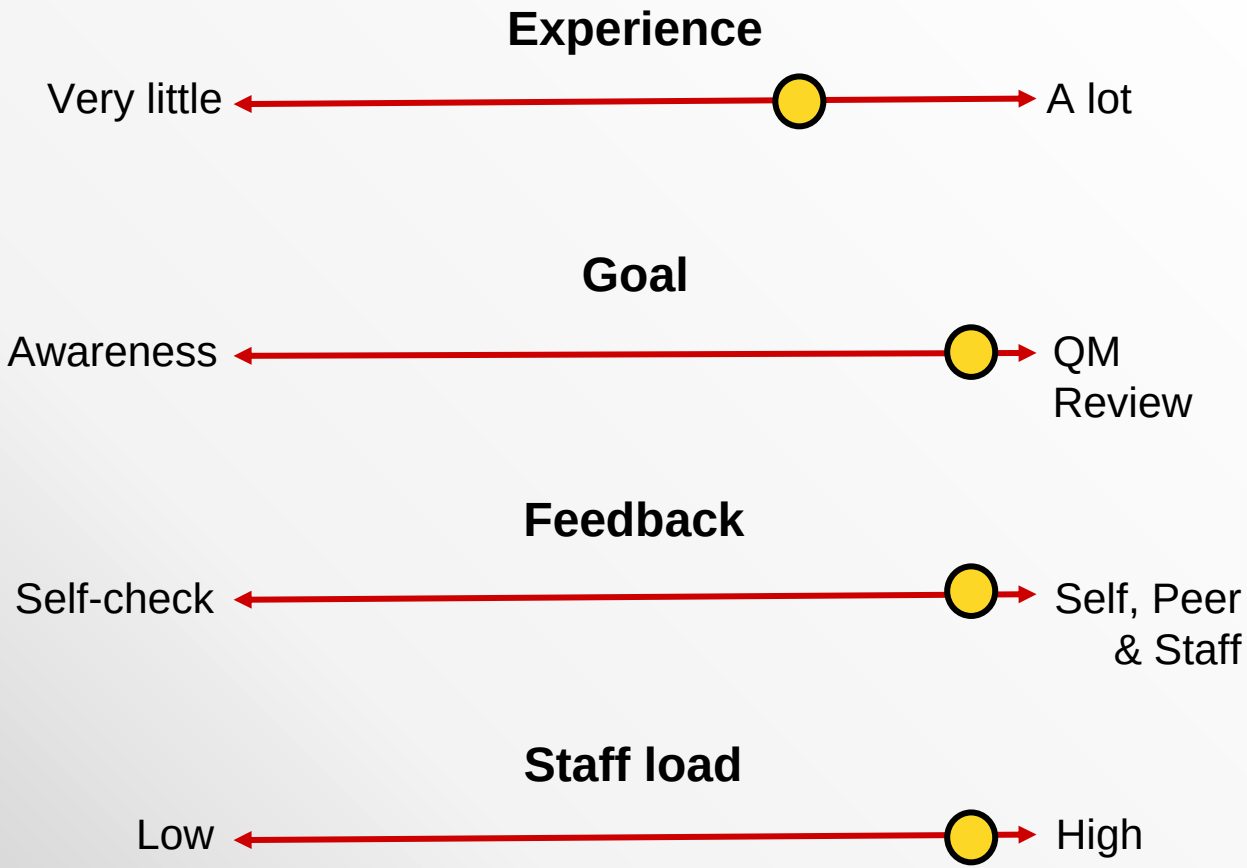
Course Improvement Grant

All QM standards

September-April

Cohort model

Blended delivery



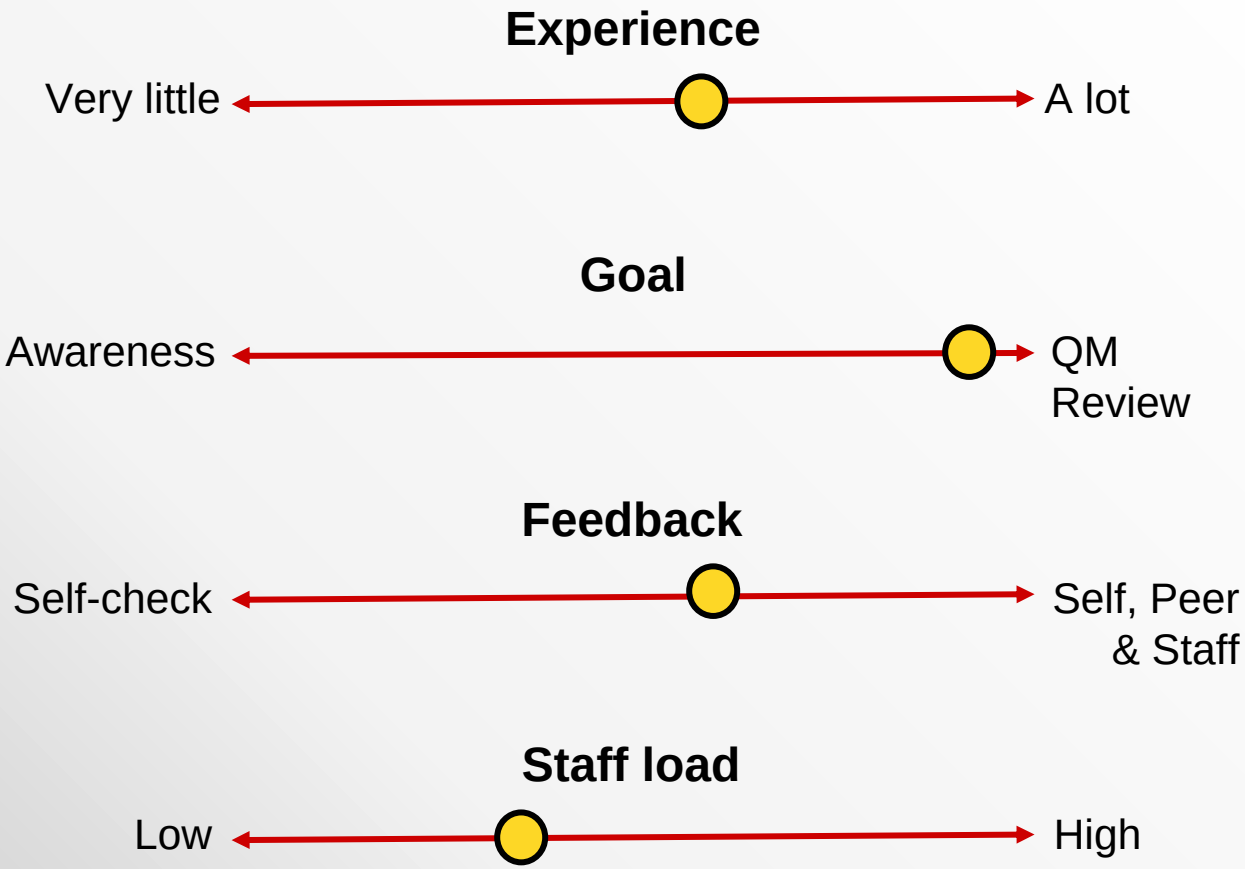
Course Essentials Express Grant

Essential standards

January-June

Individual

Asynchronous delivery

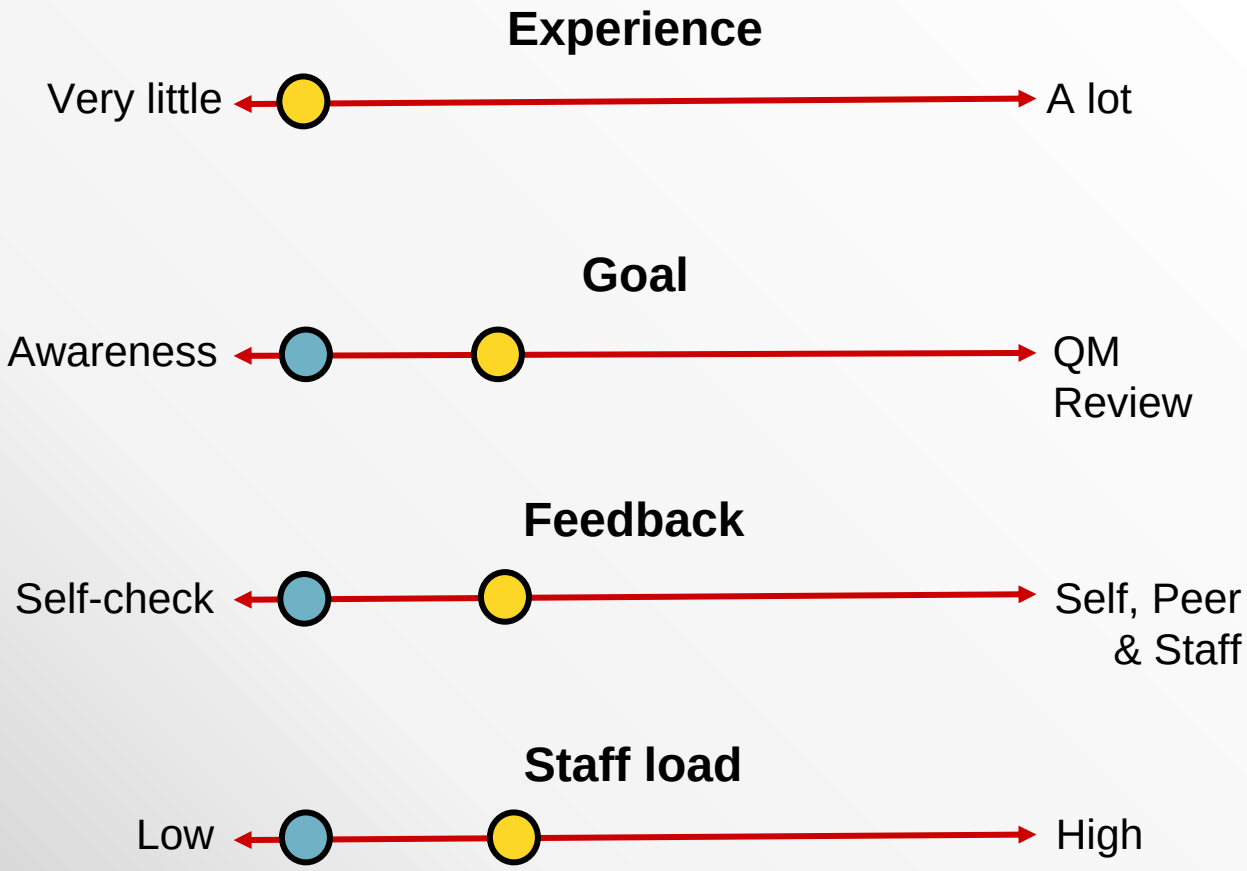


WolfSNAPS Trainings

General QM standards

Eight modules, 30-90 minutes each

Self-paced course delivery



How can you scale up your QM impact?

Session Handout

Belltower at night image credit: Marc Hall

Questions?

The Course Quality Program

at NC State University

go.ncsu.edu/course-quality

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