

**ROGERS STATE UNIVERSITY**  
**Faculty Senate Committee Meeting**  
**MINUTES OF MEETING**

**Date:** September 7, 2018

**Chairperson:** F. Elwell

**Recorder:** A. Richards

**Place:** Executive Boardroom, Dr. Carolyn Taylor Center

**Time Beginning:** 2:00 pm

**Time Adjourning:** 3:30 pm

**Members Present:**

- HOUSEL, S. non-voting guest
- WOLLER, K Vice-Chair – absent
- SMITH, M. - Treasurer
- RICHARDS, A. Secretary
- EMMONS, S, Parliamentarian
- HATLEY, PAUL
- CROTTY, KAITLIN-absent
- GUITTEREZ, C. – proxy KC
- GRAY, DANA-absent
- SEO, JIN - absent
- COOMER, CATHY
- KERLIN, GIOIA
- MCKEON, M
- SPARLING, CURTIS
- SOE, MIN
- JOHNK, D – non-voting guest
- MUNSELL, S

Topic	Discussion	Action
<b>Call to Order: 2:00 pm</b>	Call to order by F. Elwell Committee Chair	

Topic	Discussion	Action
<p><b>1. Approval of Minutes</b></p>	<p>April 6, 2018            Minutes            Reviewed by members</p>	<p>Motion: S. Emmons            2<sup>nd</sup>: T. Bycroft            Unanimous in favor for approval</p>
<p><b>2.Distance Ed</b></p>	<p><b>Proposal from the Distance Education Committee (C. Sparling)</b>            Sparling outlined the highlights of the drafted proposal to proceed with an online vote. Intent is for it to be faculty-driven. Ten courses are to be reviewed each year by outside reviewers. There is value if RSU can say that we are QM certified.</p>	<p>Informational purposes only.</p>
<p><b>3.Standing Committees</b></p>	<p><b>Proposed Charge to Standing Committees (S. Emmons)</b>            Information gathering was the focus of this committee's first meeting. It was discussed and determined that not all committee needed all departments represented.</p>	<p>Moved by T. Bycroft            2<sup>nd</sup> by C. Croomer            Unanimous in favor</p>
<p><b>4.Student Opinion Survey</b></p>	<p><b>Student Opinion Survey</b>            Dr. Munsell reported that IDEA was not renewed but Course Eval was contracted. C.Croomer discussed the possibility of adding points to student grades for those who complete evals. M.Smith stated that research results have revealed that incentives do not make a big difference in evaluation compliance.</p>	<p>For informational purposes only.</p>

Topic	Discussion	Action
<p><b>5. Budget Discussions</b></p>	<p><b>Budget Discussions</b>            D.Johnk reported that the President wants to decrease furlough days for full-time employees and this is priority. M. Smith stated that she's not quite sure how the cut will be done. There is word that a department will be cut in the spring of 2019. M. Smith states that even though she attends these budget meetings, she does not receive a line listing of where RSU is spending their money. D.Johnk will request a line item budget.</p> <p>Gray and Associates have shared what they believe to be potential areas of growth for us which includes online. Dr. Rice is focused on eliminating furloughs. Dr. Beck is focused on making room for new programs. Many variables, including the percentage of money to be given to us by the state and student enrollment, are unknown.</p> <p>D.Johnk was permanently invited to attend Faculty Senate meetings but will have no voting right. Solar Array or bringing solar power to the RSU campus should be brought up to the Budget Committee. Budget Advisory Committee (BAC)</p>	<p>For informational purposes only.</p> <p>.</p> <p>For informational purposes only.</p> <p>For informational purposes only.</p>

Topic	Discussion	Action
<p><b>6.AdHoc Committee – Meeting with President Rice</b></p>	<p><b>T. Bycroft, C. Sparling, and D. Gray</b> were nominated to the committee which meets monthly with the President and other representatives of the administration.</p> <p>Respectfully submitted by  <u>Amy M. Richards, PhD, RN,</u>                      Secretary, Faculty Senate</p>	<p>Senators were unanimously in favor of these candidates.</p> <p>Frank Elwell, PhD, Chair</p> <hr/> <p>Frank Elwell, Chair of Faculty Senate</p>

<b>Topic</b>	<b>Discussion</b>	<b>Action</b>

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## **Plan for Quality Matters (QM) Course Reviews**

### **Scope**

The QM plan was designed to guide RSU Lead Faculty to prepare their master courses for an official QM review and for stakeholders (i.e. Deans, Department Heads, Lead Faculty, QM Coordinators). This plan provides a road map and schedule along with procedures to be completed in order to earn QM certification.

The course review schedule was determined by the Distance Education Committee (D.E.C.) in 2015. It was determined that the general education courses were to be reviewed first and prioritized based on the average highest enrollment over three years. The Distance Education Committee will evaluate course review priorities and implementation on an annual basis.

- Requirements:
  - a. Each Lead Faculty member must have taken and completed at least one online Quality Matters course; Applying Quality Matters (APPQMR) or Improving Your Online Course (IYOC).
  - b. Before the master online course is scheduled for a QM review, it must have been taught in two different semesters.
  - c. The syllabus must adhere to the 14 required elements as indicated by Academic Policies and Procedures Manual (3.6.3.4.2) (see Appendix A.).

### **Definition**

Quality Matters is an official review and self describes as a continuous, centered, collegial, and collaborative process. These core principles guide the review process by applying the QM Rubric standards to ensure quality in online course design. QM's mission is to promote and improve the quality of online education and student learning through the use of a quality assurance system and professional development.

### **Purposes**

- To provide consistency in online course design
- To promote student's scholastic achievements
- To nationally certify RSU online courses
- To increase student enrollment

## **Goal**

To certify all RSU online courses to ensure quality and consistency that enhance student learning outcomes. This is in accordance to the RSU 2016-2021 Strategic Action Plan 1.2.1.1 – 1.2.1.3: Goal #1; Promote Student Success through and Higher Learning Commission HLC Criterion 3.A.3: The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

## **Roles and Responsibilities**

### **Deans**

Deans are encouraged to monitor the progress of the department heads for targeted course completions by using the tools provided; 1 Year Plan - Appendix B.

### **Department Heads**

Department Heads will prioritize courses within their department for QM certification, with general education and courses which are part of online degree programs of study receiving highest priority. Department Heads should also encourage Lead Faculty to consult with their colleagues who share in teaching the course as all faculty will be using the same master shell for online courses. Department Heads will select two (2) online courses each academic year, based on faculty input, and only one (1) course per Faculty Lead. Finally, when new faculty are selected to teach a QM approved course, the Department Head must make clear to them that only personal information and dates may be modified or altered in the course without consultation with Lead Faculty. Adjuncts must also be briefed on this requirement and suitable language inserted in their contact.

### **Lead Faculty**

Completing a QM course review is significant university service; as such, this service will be a factor in promotion and tenure decisions. Lead faculty (Please see Appendix B). To prepare for a successful review, Lead Faculty must:

- Attend two QM workshops (Appendix D) to learn how to prepare their courses for the official QM course review
- Complete a Self-Review Worksheet (online) to determine their successful integration of the 43 QM standards
- Open all assignments and extend the due dates, removing testing time limits, and timed assignments
- QM Coordinators will review the course for recommended changes.
- Submit the QM "Self-review Worksheet"
- Complete QM Review process
- A decision will be communicated to the Lead Faculty. The Lead Faculty has 120 days to make any corrections.



- a. Courses with multiple sections cannot be modified, altered or changed without consent of Lead Faculty.
- b. Once the course is certified, the Lead Faculty will earn a \$1,000 stipend.

### **RSU QM Coordinators**

Coordination team will consist of a representative from CTL and faculty appointed by the Chair of Distance Education Committee.

When the course is deemed ready for submission-

- Designate the master as ready for review; only the Lead Faculty will have modification capabilities
- All course modifications are suspended unless authorized by QM chair during review
- Complete the QM Review Application
- CTL Director will coordinate with QM Chair
- On the agreed-upon date (or when access is no longer needed), end access for the review team to the course
- Once the course passes the certification, the QM seal will be placed in the course.

## Appendix A

### 14 Syllabus Standards

Confirm that all 14 standards are included in the syllabus as required by the Academic Policies and Procedures Manual (3.6.3.4.2).

- 1) Course name and number, Lead Faculty member's name, phone number, e-mail address, and office number.
- 2) Course prerequisite and/or co-requisite.
- 3) Course description from the current bulletin.
- 4) Next course in sequence (if applicable).
- 5) Textbooks and other required materials. List the title, edition, author, and publisher of the textbook and supplemental workbooks, lab manuals, and any other materials that are the student's responsibility to obtain.
- 6) Course objectives. Inform the student about defined student outcomes and what he/she should be able to achieve upon completion of the course.
- 7) Teaching methods. State the teaching methods to be used, such as lecture, class discussion, guest speakers, films, lab assignments, etc.
- 8) Assessment techniques. Provide an explanation of how assignments and final grades are determined.
- 9) Grading system. State how the evaluation techniques will be used to compute the student's grade and how much grading emphasis will be assigned to each component.
- 10) Attendance policies. Inform the student of class attendance and late arrival policy and whether this policy will be included in the grading system.
- 11) Late assignment and make-up policy. Notify the student of time limits that exist for make-up work, etc.
- 12) General topic outline and agenda. Provide a tentative schedule of the events in class such as reading and problem assignments, due dates on reports, essays, and class projects, and tentative exam dates.
- 13) The Rogers State University plagiarism statement (refer to Academic Integrity Policy).
- 14) The most recent ADA statement

## Appendix B

### 1 Year Plan

#### August - Gathering Resources & Objectives Month

- Schedule workshops for Deans and Department Heads Training
- RSU Quality Matters online course
- Check Benchmarks/progress
- The Plan 1 yr. Timeline
- Self-Review Worksheet
- Engaging Tools and Activities
- Objective Mapping/alignment
- Web accessibility

Your first task which is due 8-31 is to collect resources (i.e. textbook publisher information), and make current assignments available, complete with objectives in your master course.

#### TASKS:

- All assignments with open dates are set to the current date.
- Textbook Publisher Information sent to Q Coordinators
  - Sales Rep's name, phone #, email, name of publisher,
  - Your login credentials to the publisher's resources
  - External resources (i.e. third party LMS, example MyMathLab, privacy policy, web-accessibility)
    - login credentials
- Collect the following documents from the ELTR 400 Professional Development Course:
  - Online Syllabus Template
  - Syllabus Check List
  - Course Map
  - QM Roles
  - Blooms Taxonomy Action Verbs
- Add measurable course objectives in your syllabus and on the left navigation bar under the link "Objectives".
- Add measurable module objectives in your syllabus and on the left navigation bar under the link "Objectives".

#### MEETINGS:

- 2nd Week of August (during Lead Faculty return meetings)- Lead Faculty will meet with QM COORDINATORS to discuss the QM official review plan.

#### September - Syllabus Month

Using the online course syllabus template, you have an option of posting a regular handout or embed a digital version of your syllabus. Once you have completed the syllabus, it will need to be submitted to your department head for approval.

#### TASKS: (Due September 30)



- Complete your syllabus using the Online Syllabus Template.

**MEETINGS:**

- Lead Faculty calls QM COORDINATORS for an appointment to review Syllabus.

**October - Course Map Month "alignment" and Assessment Month (Engagement)**

**TASKS:**

- Course Map Completed and submitted to QM COORDINATORS for review October 30.
- Build assessments that are engaging and promote collaborative learning
- Create practice/review opportunities for quizzes and exams. Feedback **must** be populated for each question so that students will receive immediate feedback (without Lead Faculty grading). The feedback statements **must also** include remediation (i.e. include module/chapter where information is located).
- Online courses contain assessments that promote active learning, collaboration, progressive learning, and immediate feedback.
- Suggested tools to add for assessment: Wikis, virtual reality, virtual worlds, social media, gaming, white board, blogs, videos, RSS Feeds, discussion forums, web conferencing.
- Course modules **must** show various learning methods including; learner-instructor, learner-learner, or learner-content.

**MEETINGS:**

- Lead Faculty calls QM COORDINATORS for an appointment to review Course Map.

**November - (Cont. Assessment Month)**

**TASKS: Reminders**

- Continue to add tools of engagement that assess/promote learning; Google Docs, puzzles, chats, discussions, gaming, videos
- November, 28th - All assessments are to be completed and reviewed with QM COORDINATORS to analysis the assessments.

**MEETINGS:**

- Lead Faculty call QM COORDINATORS to setup an appointment to review assessments

**December - Introduction Month**

**TASKS:**

- Lead Faculty creates introduction video, along with other videos to be used throughout the course.
- QM COORDINATORS reviews the course for confirmation/suggests changes

**No Meeting**

**January Web Accessibility/Links Month**

**TASKS:**

- Review the course for web-accessibility, making adaptations as needed.



- Review any links within the course to make sure they are active and open in a new window (i.e. set the target).

**MEETING:**

- Meet the first week we return from break

**February - Finalizing Course Month**

**TASKS:**

- Assessments confirm all pictures are showing in student view.
- Confirm all policies are referenced in the course.
- All active links should be followed with the actual URL for accessibility purposes.

**NOTES:**

- Learning activities start with a verb and must support the learning objective (analyze, demonstrate, categorize, contrast, distinguish).
- Learning activities are; varied, require active involvement, and address the learning objective.

**MEETING:**

- Upon request from the Lead Faculty on an as needed basis

**March – Self Reporting Tools and Application Month**

**TASKS:**

- Lead Faculty Complete the Self-Review Tool (MY QM)
- Lead Faculty will make the final adjustments.
- Lead Faculty start QM Application worksheet (2 weeks)

**MEETING:**

- Only if requested

**April – QM Review (Due April 1st)**

**TASKS:**

- Course sent for review by Lead Faculty completing a QM application and worksheet
- QM Builds Their Review Team (2 weeks)
- Official Course Reviews Begins

**May and June - Official Course Review Continues**

**July - QM Reviews ends MET or NOT MET**

## Appendix C

### SELF-REVIEW WORKSHEET:

The self-review worksheet will help to identify areas of improvement. The worksheet is static and will remain in the MyQM site for future reference.

1. Navigate to <https://www.qmprogram.org/myqm/>
  - a. The login credentials are the same as the login credential that you used while taking the QM course.
  - b. Select the **Higher Education** tab on the top of the page
  - c. Select the **CRMS** icon in the blue bar at the top of the page
  - d. Select “Start a Self-Review” (bulleted item in blue print below “Welcome to the CRMS)
  - e. Complete all standards based on your understanding of whether the standard is **MET** in your course or **NOT MET**.
    - i. If NOT MET, please provide a plan of improvement.
    - ii. If MET, note the location of the evidence that supports that decision.

**\*Please be cautious to add any extenuating information that would be helpful to the reviewers.\***
  - f. While reviewing the course review the examples in the annotation to support your decision.
  - g. Complete the “**Additional Review Comments**” at the end of the worksheet.

**Appendix D:**

**WORKSHOPS:**

Lead Faculty will email the QM Coordinator two dates (dates will be provided each academic year). The workshops will be 2 hours in duration. Please prepare to discuss the **Self-Review worksheet**.

Spring 2018 Workshops will begin at 10 AM

- Friday, Feb. 9<sup>th</sup>, 16<sup>th</sup>, & 23<sup>rd</sup>
- Friday, March 9<sup>th</sup>, 16<sup>th</sup>, & 30<sup>th</sup>

Location: Health Sciences Room 250

**Appendix E:**

**COMPLETION DATES:**

Below is a form to be completed by the Lead Faculty that will encourage success:

Tool to Determine Progress

- QM Standards 1-3 completed,
- QM Standards 4-5 completed
- QM Standards 6-8 completed
- Complete all unfinished work
- Add professional layout and design to the course
- Adapt all course content to web-accessible

Notes: Please provide complete details.

**Appendix F:**
**Mapping the Course Path to QM!**

This is your Course Map. This guide will direct you through each of the objectives and demonstrates alignment of critical course components including learning objectives, assessment and measurement, instructional materials, course activities, learner interaction and course technology to ensure that you achieve the desired learning outcomes.

QM Goals (QMG)	Workshop Objectives (WO)	Module 1: The Integrated Course Map	
		Learning Activities	Evaluation/Assessment Methods
1. Provide guidance for improving the quality of courses  2. Train and empower Lead Faculty to evaluate courses against the QM alignment standards (2.1, 2.2, 3.1, 4.1, 5.1 & 6.1)	1. Describe the elements if an integrate course map (QMG 1)	Prezi Presentation (WO 1-3)  Samples of Course Maps (WO 1-3)	Discussion (WO 1-3)
	2. Discuss the benefits of an integrated course map for course design, students, and accreditation (QMG 1)		
	3. Discuss the benefits of an integrated course map for the purpose of QM Recognition (QMG 2)		