



Open Pathway
Quality Initiative Institutional Proposal Template

The enclosed Quality Initiative proposal represents the work that the institution will undertake to fulfill the Improvement Process of the Open Pathway.

Thomas K. Harden 6-4-13

Signature of Institution's President or Chancellor Date

Thomas K. Harden Chancellor

Printed/Typed Name and Title

University of Wisconsin-Green Bay

Name of Institution

Green Bay, Wisconsin

City and State

The institution completes the Quality Initiative proposal by responding to the questions in each category of the template. The institution may choose to include a brief implementation plan that addresses many of the questions below and replaces portions of the outline. Proposals should be no more than 4,500 words.

Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

Sufficiency of the Initiative's Scope and Significance

2. Explain why the proposed initiative is relevant and significant for the institution.
3. Explain the intended impact of the initiative on the institution and its academic quality.

Clarity of the Initiative's Purpose

4. Describe the purposes and goals for the initiative.
5. Describe how the institution will evaluate progress, make adjustments, and determine what has been accomplished.

Evidence of Commitment to and Capacity for Accomplishing the Initiative

6. Describe the level of support for the initiative by internal or external stakeholders.

Open Pathway: Quality Initiative Institutional Proposal Template

7. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.
8. List the human, financial, technological and other resources that the institution has committed to this initiative.

Appropriateness of the Timeline for the Initiative (The institution may include a brief implementation or action plan.)

9. Describe the primary activities of the initiative and timeline for implementing them.

Institutional Contact for Quality Initiative Proposal

Include the name(s) of the primary contact(s) for the Quality Initiative.

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University of Wisconsin-Green Bay

Institution



**Enhancing the Quality of Online and Blended Teaching and Learning at
the University of Wisconsin – Green Bay**

Overview of the Quality Initiative (QI)

- 1) *Provide a brief description of the QI. Explain whether the initiative will begin and be completed during the QI period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.*

The University of Wisconsin–Green Bay has chosen to focus on enhancing the quality of its online and blended courses for its Quality Initiative. To this end, it plans to expand upon a pilot project initiated in summer of 2012 that involved a small-scale implementation of the Quality Matters (QM) process for certifying the quality of online and blended course offerings. QM is a faculty-centered, continuous improvement model for assuring the quality of online courses through peer review. During the 2012-2013 academic year, four UW-Green Bay online courses were QM certified. And, four faculty and staff members were certified as QM Master Reviewers, and two faculty members were certified as QM Reviewers.

Over the next four years, UW-Green Bay plans to launch a full-scale implementation of the QM process, with the goal in mind of certifying at least 100 sections of online and blended courses using the QM review process. We also plan to align the design of these 100 sections of online and blended courses with the principles outlined in the Equity Scorecard Document Analysis Rubric within the next four years. Faculty members and staff at University of Southern California's Center for Urban Education developed the Equity Scorecard Document Analysis Rubric for Self-Assessment of Equity-Minded and Culturally Inclusive Policies and Practices. The rubric provides a method to analyze course design and instruction with the goals of inclusivity. We will employ this rubric in order to ensure that all students – including underrepresented and minority students – are well served in the online learning environment. Through this process we hope to enhance student satisfaction with UW-Green Bay's online courses and to close the achievement gap between white and URM students in online courses. Additionally, we hope to enhance student satisfaction with UW-Green Bay's online and blended courses and to enhance student academic performance in UW-Green Bay's online and blended courses.

Sufficiency of the Initiative's Scope and Significance

- 2) *Explain why the proposed initiative is relevant and significant for the institution.*

Enrollment in UW-Green Bay online courses has increased dramatically within the past five years. From 2007-2012, the campus has experienced a 316% increase in enrollment in distance education courses (Table 1). This change represents a 393% increase in the overall percentage of credits taken online by graduates while at UW-Green Bay. This explosion in demand for online courses at UW-Green Bay represents a significant opportunity for the university to recruit and retain additional students (particularly non-traditional students).

As UW-Green Bay capitalizes on this opportunity for growth through expansion of online teaching and learning, it is imperative that the campus have a structure in place to ensure that UW-

Green Bay faculty continue to employ the same high standards for teaching and learning in the online classroom that they employ in the face-to-face classroom. Full-scale implementation of the QM peer review process for online and blended courses will help us to meet this goal of maintaining our standard of teaching excellence, thereby ensuring the health and longevity of our online programs.

During the Quality Matters process, online and blended courses are peer-reviewed using standards that reflect evidence-based best practices. The following four characteristics of the QM review process make it incredibly valuable for fostering a campus culture that is centered on continuous discussion and implementation of best practices within the online learning community (<http://www.qmprogram.org/research-grants/fipse/principles>):

1. It is **collaborative**: QM was designed by and for faculty to share expertise and experience relative to the design of a course.
2. It is **collegial**: The course review process is a collegial discussion between faculty peers committed to improving online learning.
3. It is **continuous**: QM is a quality improvement program; it is not a one-time summative evaluation.
4. It is **centered**: The program is based on national standards of best practice, the research literature, and instructional design principles that promote student learning.

Thus, implementation of the QM process will ensure the quality of UW-Green Bay's online and blended course offerings as the university continues to capitalize on the opportunity for growth through distance education.

Table 1: Online Course Offering Data 2003 - 2012

Fall, Spring, following Summer	Distance Education Course Offerings (sections)	Distance Education Enrollments	Unique Courses (not sections) delivered through Distance Education	Unique UWGB Instructors Delivering Distance Education	Percent of all UWGB credits taken by graduates that were delivered through DE
2003-04	66	619	47	16	0.7%
2004-05	49	707	38	9	1.0%
2005-06	53	650	48	31	1.3%
2006-07	68	1,077	58	34	1.7%
2007-08	116	2,338	81	52	2.7%
2008-09	135	3,632	91	67	5.1%
2009-10	182	4,861	115	82	5.4%

2010-11	249	7,863	172	130	9.8%
2011-12	319	9,722	185	148	13.3%
Change from 2007/08 to 2011/12	175%	316%	128%	185%	393%

Source: UW-System Administration Accountability Report; UWGB Office of Institutional Research

In addition to QM certification of online and blended courses, our institution intends to apply an additional rubric in its analyses of online course design (the Equity Scorecard Document Analysis Rubric for Self-Assessment of Equity-Minded and Culturally Inclusive Policies and Practices, developed by the University of Southern California's Center for Urban Education). Application of the Equity Scorecard Rubric will help to ensure that our online courses foster an inclusive environment and promote the success of all students, including students from underrepresented groups. Taking intentional steps to promote an inclusive environment within online courses is critical, given recent national data regarding the significant achievement gap that exists in online courses between white students and students of color (Xu and Smith Jaggars, 2013).

Indeed, a significant achievement gap exists between majority and minority students in online courses at UW-Green Bay (illustrated in Figures 1 and 2). When our institution conducted an analysis of student performance in online courses offered through several programs, it revealed a statistically significant achievement gap in 1) both lower and upper level courses offered within our institution's Adult Degree Program (both with respect to courses offered within the College of Liberal Arts and Sciences, LAS, and the College of Professional Studies, PS); 2) both lower and upper level courses offered to the traditional student population within LAS, and in upper level courses offered to the same population within PS; and 3) upper level courses offered within Adult Degree's Interdisciplinary Studies (IST) Program. [Note: A significant achievement gap was not observed in either lower or upper level online courses offered by our Nursing Program, which is completely online].

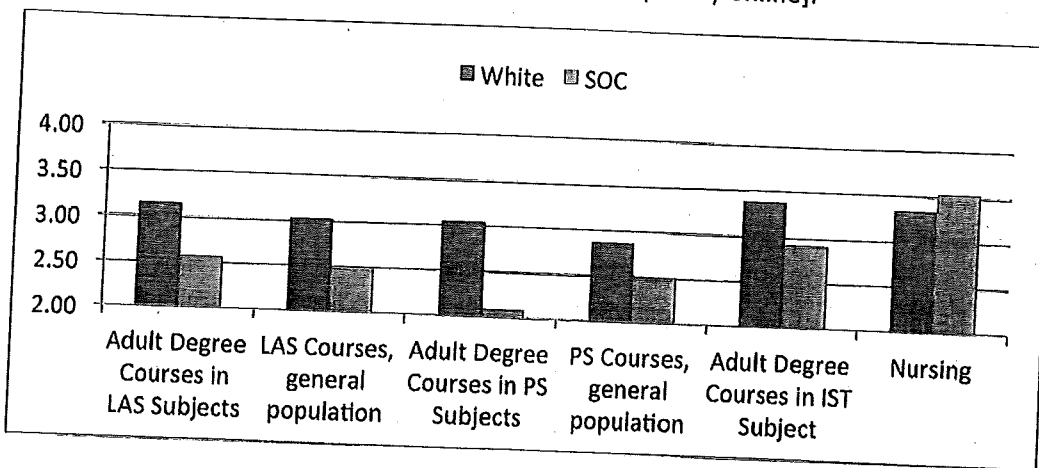


Figure 1: Average GPA of white students (blue) vs. students of color (red) in *lower level* online courses offered through a variety of programs at UW-Green Bay. (LAS = Liberal Arts and Sciences; PS = Professional Studies; IST = Interdisciplinary Studies).

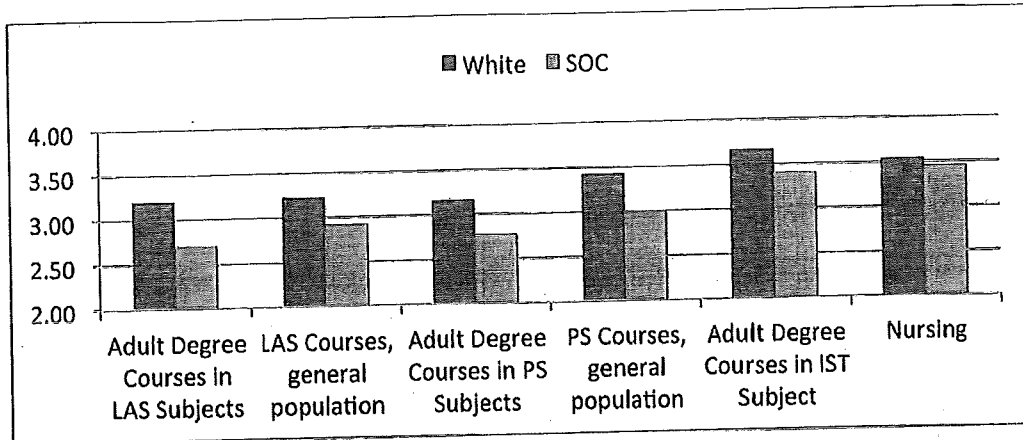


Figure 2: Average GPA of white students (blue) vs. students of color (red) in *upper level* online courses offered through a variety of programs at UW-Green Bay. (LAS = Liberal Arts and Sciences; PS = Professional Studies; IST = Interdisciplinary Studies).

In order to address the achievement gap that exists between white and underrepresented students in online courses, UW-Green Bay intends to employ the Equity Scorecard Document Analysis Rubric as part of its Quality Initiative. The rubric will facilitate the use of equity-minded and culturally inclusive policies and practices in the preparation of course materials, so that the materials convey to students the following:

- 1) Respect for students
- 2) Desire to help students succeed
- 3) Information that students need to successfully act on the information in the document
- 4) Validation of racial diversity
- 5) Validation in terms of ethnicity (shared ancestry, language, national heritage, religious beliefs and community norms)
- 6) Validation of other forms of diversity (e.g., gender, socioeconomic status, sexual orientation, immigration status, age)
- 7) Validation of the value of differences in prior educational experiences
- 8) Validation of the value of differences in prior life experiences
- 9) Expectation that students success will be a collaborative effort among students, peers, faculty, administrators, counselors, students' families and communities
- 10) Belief that students are capable of attaining high educational goals
- 11) Expectation that students will be empowered as agents of social and community well being with their education
- 12) Expectation that the educational community will engage in respectful discussion of the history and contemporary experiences of discrimination, racism, and marginalization
- 13) Recognition that aspects of the educational experience are challenging, but attainable
- 14) Expectation that learning takes place in authentic application to, and engagement with, real-world problems
- 15) Expectation that education starts from students' experiences and builds upon those experiences to expand student learning

3) Explain how the proposed initiative aligns with the institution's mission and current operational or strategic priorities.

UW-Green Bay's selection mission is to provide "an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource." From this select mission, the campus has identified the following four Mission Level Learning Outcomes (MLLOs): 1) providing an interdisciplinary, problem-focused education; 2) exposing students to diversity; 3) encouraging environmental sustainability; and 4) promoting engaged citizenship.

Faculty members at UW-Green Bay are nationally recognized for their innovative, impactful approaches to teaching and learning in the traditional classroom that directly address our MLLOs. These approaches provide students with a unique opportunity to engage and grow within an interdisciplinary, problem-focused environment that hones their critical thinking skills and connects their learning to real life experiences. Although these innovative approaches to teaching and learning are being utilized in the online and blended classrooms (e.g., through unique applications of "flipping" the classroom), there is still much work to be done to promote campus-wide awareness and engagement in online best practices and innovations that also effectively address our MLLOs. It is anticipated that embarking on a full-scale, continuous implementation of the QM process will provide the necessary infrastructure for doing so.

An enhanced focus on high quality online instruction also addresses two of the seven goals recently identified during a campus-wide strategic planning process (begun in 2010): 1) to develop high quality, relevant undergraduate and graduate programs to meet increasing student and societal needs; and 2) to provide students with excellent learning opportunities and learning resources, rigorous interdisciplinary academic programs, and a safe and active campus environment. Clearly, increased enrollment in distance education courses at UW-Green Bay indicates the need for and relevance of our online offerings. In order to meet our strategic goals (of providing students with high quality programs, learning opportunities and resources that they will need to learn effectively) it will be imperative to have a structure in place that ensures the quality of our online learning environment as we explore this opportunity for growth.

Finally, the focus on inclusive teaching approaches in our QI project will help to close the achievement gap between white students and students of color that currently exists in the online course environment at UW-Green Bay. Along with the closing of the achievement gap, it is anticipated that the retention and graduation rates of students of color will increase, since retention and graduation rates are tightly linked with academic performance. Retaining and graduating a diverse population of students at UW-Green Bay through the use of inclusive classroom approaches is a recommendation that was recently made by two diversity-related councils on our campus (the Equity Scorecard Team and the Chancellor's Council on Diversity and Inclusive Excellence), and is directly aligned with one of the goals identified by faculty, staff and administrators during our 2010 campus-wide strategic planning process

("to increase student and staff experiences that involve internationalization and diversity and foster inclusive excellence").

4) *Explain the intended impact of the initiative on the institution and its academic core.*

Full-scale implementation of the QM peer review process of online and blended courses will ensure that students enrolled in online and hybrid courses receive the same high quality instruction that UW-Green Bay is renowned for providing in the traditional classroom environment. Maintaining our reputation for academic excellence through online courses will be essential for UW-Green Bay as it continues to expand its online and hybrid offerings within a competitive market, and capitalizes on this opportunity for growth (particularly with nontraditional students).

Instituting a campus-wide QM review process will also ensure that our online course offerings are aligned with our institution's MLOs. UW-Green Bay prides itself on the unique interdisciplinary, problem-focused education it provides to students in traditional classroom courses. It will be essential that a systematic, rigorous review structure is in place to ensure that this unique learning environment is effectively implemented in an online setting. Assessing the learning outcomes of QM certified courses will also provide valuable information regarding best practices for online instruction within specific disciplines, and will help to identify additional disciplinary or interdisciplinary areas in which it would be feasible to offer fully online majors or minors.

Lastly, the use of the Equity Scorecard Document Analysis Rubric during the implementation of the Quality Initiative will 1) address the achievement gap that exists between white students and students of color in online courses; and 2) create an awareness among faculty of inclusive teaching strategies that help prevent the achievement gap. Addressing the achievement gap – whether in the online or face-to-face classroom – will be critical as UW-Green Bay works toward recruiting and retaining a diverse population of students (a goal identified by both the Equity Scorecard Team and the Chancellor's Task Force for Diversity and Inclusive Excellence). Like other institutions, UW-Green Bay has worked to close the achievement gap in face-to-face courses by utilizing classroom approaches that foster engagement and community (Bauer-Dantoin, 2010). It is anticipated that use of the Equity Scorecard Document Analysis Rubric for online courses will have a similar effect, since it promotes the use of high impact, inclusive teaching practices that enhance the academic performance of all students, but especially underrepresented and minority students. Enhancing the academic performance of these students will lead to the retention of a more diverse student body, an institutional priority at UW-Green Bay.

5) *Describe the purposes and goals for the initiative.*

The overall purpose of the Quality Initiative is to *enhance the quality of online and blended instruction at UW-Green Bay.*

Specific goals for the Quality Initiative include:

- 1) To obtain Quality Matters certification for 100 online courses within the next four years;

- 2) To align the design of 100 online courses with the principles outlined in the Equity Scorecard Document Analysis Rubric within the next four years;
- 3) To enhance student satisfaction with UW-Green Bay's online courses;
- 4) To enhance student academic performance in UW-Green Bay's online courses; and
- 5) To eliminate the achievement gap between white and URM students in online courses.

6) Describe how the institution will evaluate progress, make adjustments, and determine what has been accomplished.

Table 2 provides a timeline for implementation of the Quality Initiative, along with methods for evaluating progress, measuring accomplishments and making adjustments when necessary.

Table 2: QI Timeline, Methods for Evaluating Progress, and Potential Adjustments

Goals / Methods of evaluating progress and making adjustments during Years 1-4 of QI	Year 1	Year 2	Year 3	Year 4
1). 100 online / blended courses QM certified	25 courses QM certified* <i>*Adjustment: If annual goal is not met, incentives provided to faculty will be reevaluated</i>	25 courses QM certified* <i>*Adjustment: If annual goal is not met, incentives provided to faculty will be reevaluated</i>	25 courses QM certified* <i>*Adjustment: If annual goal is not met, incentives provided to faculty will be reevaluated</i>	25 courses QM certified* <i>*Adjustment: If annual goal is not met, incentives provided to faculty will be reevaluated</i>
2). 100 online / blended courses aligned with principles of Equity Scorecard Rubric	25 courses aligned with Equity Scorecard rubric* <i>*Adjustment: If annual goal is not met, incentives provided to faculty will be reevaluated</i>	25 courses aligned with Equity Scorecard rubric* <i>*Adjustment: If annual goal is not met, incentives provided to faculty will be reevaluated</i>	25 courses aligned with Equity Scorecard rubric* <i>*Adjustment: If annual goal is not met, incentives provided to faculty will be reevaluated</i>	25 courses aligned with Equity Scorecard rubric* <i>*Adjustment: If annual goal is not met, incentives provided to faculty will be reevaluated</i>
3). Enhanced student satisfaction with online / blended courses	N/A	Conduct student evaluations of courses that were QM certified during year 1; compare to evaluations obtained before QM certification.	Conduct student evaluations of courses that were QM certified during years 1 and 2; compare to evaluations obtained before QM certification.* <i>*Adjustment: If evaluations don't improve, hold faculty / staff discussions to determine whether specific elements of the QM review process require enhanced emphasis, or whether a different method of course design / review is necessary.</i>	Conduct student evaluations of courses that were QM certified during years 1, 2 and 3; compare to evaluations obtained before QM certification.* <i>*Adjustment: If evaluations don't improve for a second year, hold faculty / staff discussions to identify and implement an alternative method of course design / review.</i>

4). Enhanced student academic performance in online / blended courses	N/A	In courses that were QM-certified during year 1: compare students' academic performance (final grades) to those observed in the course before QM-certification.	In courses that were QM-certified during years 1 and 2: compare students' academic performance (final grades) to those observed in the course before QM-certification.* <i>*Adjustment: If grades don't improve, hold faculty / staff / student discussions to determine whether specific elements of the QM review process require enhanced emphasis, or whether a different method of course design / review is necessary in addition to (or instead of) QM.</i>	In courses that were QM-certified during years 1, 2 and 3: compare students' academic performance (final grades) to those observed in the course before QM-certification.* <i>*Adjustment: If grades don't improve for a second year, hold faculty / staff / student discussions to identify and implement an alternative method of course design / review instead of QM (or in addition to QM).</i>
5) Elimination of the achievement gap in online / blended courses	N/A	Compare the academic performance (final grades) of white vs. URM students in courses that were aligned with the Equity Scorecard Rubric during year 1.	Compare the academic performance (final grades) of white vs. URM students in courses that were aligned with the Equity Scorecard Rubric during years 1-2.* <i>*Adjustment: If the gap isn't closed, hold faculty / staff / student discussions to determine whether specific elements of the Equity Scorecard alignment process require enhanced emphasis, or whether a different method of design is necessary in addition to (or instead of) that outlined by the Equity Scorecard rubric.</i>	Compare the academic performance (final grades) of white vs. URM students in courses that were aligned with the Equity Scorecard Rubric during years 1-3.* <i>*Adjustment: If the gap isn't closed, hold faculty / staff / student discussions to identify and implement an alternative method of course design other than (or in addition to) that recommended by the Equity Scorecard rubric.</i>

7) Describe potential challenges and issues in implementing the initiative.

Listed below are potential challenges and issues that the UW-Green Bay campus may face when implementing the Quality Initiative:

- **Difficulty in recruiting faculty to participate in the redesign of their online / blended courses:** If we are unable to recruit enough faculty to participate in the course redesign process each year, we will re-evaluate the amount of the stipend offered to faculty and consider offering a teaching reassignment (rather than a stipend) for their participation. A significant effort will be made (regardless of whether or not recruitment is an issue) to educate faculty regarding the benefits of the QM and Equity Scorecard processes for student learning.
- **Lack of an effect of the QM certification process on student satisfaction and academic performance:** Other institutions have observed a positive effect of the QM process on both student satisfaction and academic performance with online courses. However, if such an effect is not observed with respect to either variable at UW-Green Bay, discussions with faculty, staff, and students will be held to determine if 1) a focus on particular aspects of the QM rubric and review process should be enhanced (based on the specifics of student and faculty feedback); 2) an alternative or additional method of course design should be employed (e.g., one that focuses on course delivery, since QM only focuses on course design); and 3) faculty development opportunities (related to specific issues addressed in student feedback and/or performance) should be provided.
- **Lack of an effect of the Equity Scorecard Rubric alignment process on the achievement gap between white and URM students in online courses:** If alignment of online courses with the Equity Scorecard Rubric has no effect on the achievement gap, then discussions among faculty, staff, and students will be held to identify alternative approaches to creating a more inclusive online classroom environment (e.g., enhanced emphasis on one of the course characteristics identified in the rubric, or consideration of a completely different rubric for promoting inclusivity). Discussions may also lead to the identification of faculty development opportunities that could be hosted on campus to further promote inclusive teaching approaches among faculty. Finally, if the Equity Scorecard alignment process is not found to have an effect overall on the achievement gap in online courses, it may be necessary to analyze courses individually, to determine if the process is more effective in certain disciplines than others (which would then lead to the investigation and implementation of discipline-specific approaches to equity in the online classroom environment).
- **Inadequate funding for faculty stipends to participate in the Quality Initiative:** UW-Green Bay has experienced exponential growth in the demand for its online course offerings. Thus, it is likely that the newly instituted fees and program revenue generated by online courses will be more than sufficient to fund the costs of the Quality Initiative. If, however, a significant decline in enrollment occurs in online courses, then UW-Green Bay will have to scale back its goals for the number of courses to be QM-certified and Equity Scorecard Rubric-aligned within the four year period of the Quality Initiative.

8) Describe the level of support for the initiative by internal or external stakeholders.

The following evidence indicates significant support on the part of internal and external stakeholders for the proposed Quality Initiative:

- **Faculty and staff:** UW-Green Bay faculty and staff participated in the Quality Initiative selection process beginning in early spring of 2012, in which they submitted ideas for a Quality Initiative project in response to a call for proposals put out by the Provost's office. From the proposals that were submitted, four were selected by the Provost's Administrative Council for campus wide consideration. Then, three separate campus wide forums were held (two during spring semester of 2012 and one during fall semester of 2013) in which the ideas for the top four Quality Initiative projects were presented, and the potential impact and resources required for the implementation of each were discussed. Feedback gathered during the forums was then summarized and presented to the Provost, the Provost's Administrative Council, and the Chancellor for consideration. This lengthy process ensured the selection of a Quality Initiative project that had campus wide support.
- **Center for the Advancement of Teaching and Learning:** The Center for the Advancement of Teaching and Learning (CATL) at UW-Green Bay is currently overseeing a pilot project for QM certification of select online courses and training of campus QM peer reviewers. This pilot project was initiated in response to concerns expressed by faculty and staff regarding the lack of thorough review of online courses at UW-Green Bay. In light of the need identified by CATL for a more intensive design and review process for online courses – and in light of the value they place on the QM process – the Center welcomes the momentum that the Quality Initiative would add to this work in progress.
- **Provost's Administrative Council:** The Provost's Administrative Council was intricately involved with the review and selection of the top four Quality Initiative proposals submitted by faculty and staff. They then conducted an extensive review of feedback generated within the faculty / staff forums, and provided their own input on the selection of the final Quality Initiative project in light the needs identified and resources available on campus. This feedback was then presented to the Chancellor who made the ultimate decision to go forward with this QI Proposal.
- **Provost's Equity Scorecard Team and Chancellor's Council on Diversity and Inclusive Excellence:** Both of these inclusivity-related campus groups have identified the need to address the achievement gap as a top priority on our campus. The alignment of online courses with the Equity Scorecard Rubric represents a significant step toward addressing this priority.

9) *Identify the groups and individuals that will lead or be directly involved in implementing the initiative.*

Oversight of the implementation of the Quality Initiative will take place within the Provost's office, and will primarily be the responsibility of the Associate Provost (Andrew Kersten) and the Special Assistant to the Provost. They will work in close collaboration with the following individuals to recruit faculty for course redesign: 1) the Associate Provost for Outreach and Adult Access (Steven Vandenvond) and Director of the Adult Degree Program (Christina Trombley), who will recruit faculty involved in the teaching of online courses through the Adult Degree Program; and 2) the Dean of Liberal Arts and Studies (Scott Furlong) and the Dean of Professional Studies (Sue Mattison), who will recruit faculty involved in the teaching of online courses within the traditional curriculum. The above mentioned individuals will also regularly remind faculty that after the four year long Quality Initiative, it will be expected that all courses taught online are QM-certified and aligned with the Equity Scorecard rubric.

The actual training of faculty in QM- and Equity Scorecard-related course redesign will be the responsibility of the Center for the Advancement of Teaching and Learning (directed by Jennifer Latner). An Instructional Design Coordinator (Joanne Dolan) will take a lead role in the training of faculty in course redesign.

10) *List the human, financial, technological and other resources that the institution has committed to this initiative.*

Human Resources

Currently, at least 40 faculty teach one or more online or blended courses at the University of Wisconsin-Green Bay. The vast majority of the faculty who teach online courses do so on a strictly voluntary basis, in large part due to the fact that online teaching opportunities (whether through the Adult Degree Program or summer courses offered through the College of Liberal Arts and Studies) offer opportunities to earn additional income. Given the widespread interest on the part of faculty to engage in these online teaching opportunities, it is anticipated that the gradual implementation of a requirement that all online course offerings be QM certified and Equity Scorecard Rubric- aligned (by the end of the four year Quality Initiative) will motivate faculty to participate, thereby ensuring adequate human resources for the project. During the QM pilot project initiated on our campus during the 2012-2013 academic year, a total of four UW-Green Bay online courses were QM certified. Additionally, four faculty / staff members were certified as QM Master Reviewers, and two faculty were certified as QM Reviewers.

Financial Resources

Newly implemented distance education fees and program revenue from online programming will provide adequate funding to provide faculty stipends for participation in the Quality Initiative. With the exponential growth of online offerings at UW-Green Bay, it is anticipated that the fees and revenue will continue to provide ample resources to sustain the four-year implementation of the Quality Initiative.

Technological Resources

The Quality Matters project utilizes existing technological resources. No new resources are needed. Existing resources will not need to be upgraded.

11) Describe the plan for continuing the work and sustaining the results of the initiative.

By the time the four-year Quality Initiative is complete, the vast majority of online or blended courses will be QM-certified and Equity Scorecard Rubric-aligned. At the end of the four year Quality Initiative, it will be expected that any course offered online from that point forward will be designed according to these expectations. This expectation will be announced to faculty at the start of the Quality Initiative to give them ample time to participate in the process for a stipend. Given the level of faculty interest in enhancing student learning, closing the achievement gap, and teaching online courses for supplemental income, it is anticipated that there will be sufficient motivation for full faculty participation course redesign, whether it occurs during the four year Quality Initiative (for a stipend) or thereafter (simply for the opportunity to participate in online teaching). Thus, the project is sustainable far beyond the four year time window of the Quality Initiative.

References

- Bauer-Dantoin A.C. (2010). Closing the Gap in Introductory Science Courses at UW-Green Bay. Achievement Gap Midwest Regional Conference, Chicago, IL.
- Xu D. and Smith Jaggars S. (2013). Online and Hybrid Course Enrollment and Performance in Washington State Community and Technical Colleges. CCRC Working Paper #31, Teachers College, Columbia University, New York, NY.



Quality Initiative Forecast 2013 - 2018

	Year 1: 13-14			Year 2: 14-15			Year 3: 15-16			Year 4: 16-17			Year 5: 17-18			All Years: 13-18		
	Individuals	Cost	Totals	Individuals	Cost	Totals	Individuals	Cost	Totals	Individuals	Cost	Totals	Individuals	Cost	Totals	Individuals	Cost	Totals
Advanced Online Teaching Fellows	20	\$2,000	\$20,000	20	\$2,000	\$20,000	20	\$2,000	\$20,000	20	\$2,000	\$20,000	20	\$2,000	\$20,000	100	\$2,000	\$200,000
Stipend		\$650	\$13,000		\$650	\$13,000		\$650	\$13,000		\$650	\$13,000		\$650	\$13,000		\$650	\$65,000
Review Costs																		
Subtotal			\$53,000			\$53,000			\$53,000			\$53,000			\$53,000			\$265,000
Additional Reviews	5	\$500	\$2,500	5	\$500	\$2,500	5	\$500	\$2,500	5	\$500	\$2,500	5	\$500	\$2,500	35	\$500	\$17,500
Stipend		\$650	\$3,250		\$650	\$3,250		\$650	\$3,250		\$650	\$3,250		\$650	\$3,250		\$650	\$22,750
Review Costs																		
Subtotal			\$5,750			\$5,750			\$5,750			\$5,750			\$5,750			\$40,250
Starter Online Teaching Fellows	5	\$1,500	\$7,500	5	\$1,500	\$7,500	5	\$1,500	\$7,500	5	\$1,500	\$7,500	5	\$1,500	\$7,500	25	\$1,500	\$37,500
Stipend																		
Subtotal			\$7,500			\$7,500			\$7,500			\$7,500			\$7,500			\$37,500
Other Costs																		
Quality Matters Fees		\$1,650	\$1,650		\$1,650	\$1,650		\$1,650	\$1,650		\$1,650	\$1,650		\$1,650	\$1,650		\$1,650	\$6,600
Training Costs		\$500	\$500		\$500	\$500		\$500	\$500		\$500	\$500		\$500	\$500		\$500	\$2,000
Conference Fees		\$3,000	\$3,000		\$3,000	\$3,000		\$3,000	\$3,000		\$3,000	\$3,000		\$3,000	\$3,000		\$3,000	\$12,000
Subtotal			\$5,150			\$5,150			\$5,150			\$5,150			\$5,150			\$20,600
Total			\$71,400			\$71,400			\$71,400			\$71,400			\$71,400			\$263,350
Reviews Funded			25			25			25			25			25			135
Reviews Funded			30			30			30			30			30			135

YBS

- AOTF \$2,000
- SOTF \$1,500
- Additional \$500
- Reviews \$650

