

# Blackboard + Quality Matters =

Mid-Atlantic QM Regional Conference

March 23-24, 2015

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Dean of Distance Learning & Professional Development

# What we'll cover today

## Quality Matters

- Course Design

## Blackboard Learn

- What is new
- Course template



# Quality Matters

Initiated in 2003 through FIPSE grant

Quality Assurance through

- Faculty Development
- Course Design

**QUALITY MATTERS PROGRAM**  
**QM**

For more information visit [www.QMprogram.org](http://www.QMprogram.org) or email [Info@qualitymatters.org](mailto:Info@qualitymatters.org)

**Quality Matters™ Rubric Standards 2011 - 2013 edition**  
**with Assigned Point Values**

Standards	Points
<b>Course Overview and Introduction</b>	
1.1 Instructions make clear how to get started and where to find various course components.	3
1.2 Students are introduced to the purpose and structure of the course.	3
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.	2
1.4 Course and/or institutional policies (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.	2
1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
1.6 Minimum technical skills expected of the student are clearly stated.	1
1.7 The self-introduction by the instructor is appropriate and available online.	1
1.8 Students are asked to introduce themselves to the class.	1
<b>Learning Objectives (Competencies)</b>	
2.1 The course learning objectives describe outcomes that are measurable.	1
2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	1
2.3 All learning objectives are stated clearly and written from the students' perspective.	3
2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.	3
2.5 The learning objectives are appropriately designed for the level of the course.	3
<b>Assessment and Measurement</b>	
3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3
3.2 The course grading policy is stated clearly.	3
3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.	3
3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.	2
3.5 Students have multiple opportunities to measure their own learning progress.	2
<b>Instructional Materials</b>	
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3
4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
4.3 All resources and materials used in the course are appropriately cited.	2
4.4 The instructional materials are current.	1
4.5 The instructional materials present a variety of perspectives on the course content.	1
4.6 The distinction between required and optional materials is clearly explained.	1
<b>Leamer Interaction and Engagement</b>	
5.1 The learning activities promote the achievement of the stated learning objectives.	3
5.2 Learning activities provide opportunities for interaction that support active learning.	3
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
5.4 The requirements for student interaction are clearly articulated.	2
<b>Course Technology</b>	
6.1 The tools and media support the course learning objectives.	3
6.2 Course tools and media support student engagement and guide the student to become an active learner.	3
6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.	2
6.4 Students can readily access the technologies required in the course.	3
6.5 The course technologies are current.	3
<b>Learner Support</b>	
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	2
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	1
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.	3
7.4 Course instructions articulate or link to an explanation of how the institution's student support services and resources can help students succeed and how students can access the services.	3
<b>Accessibility</b>	
8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation.	1
8.2 The course contains equivalent alternatives to auditory and visual content.	3
8.3 The course design facilitates readability and minimizes distractions.	2
8.4 The course design accommodates the use of assistive technologies.	2

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# Quality Matters Is

- A set of standards (Rubric) for the design of online and blended courses
- A peer review process (faculty to faculty) for reviewing and improving online and hybrid courses
- A faculty support tool used by instructional development staff
- A professional development opportunity

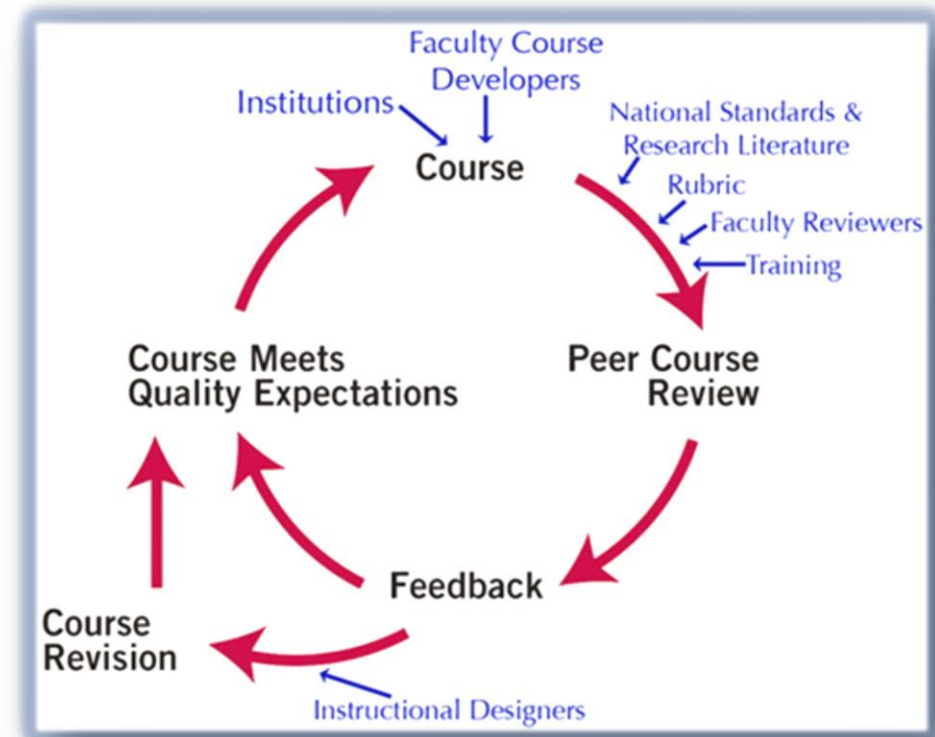
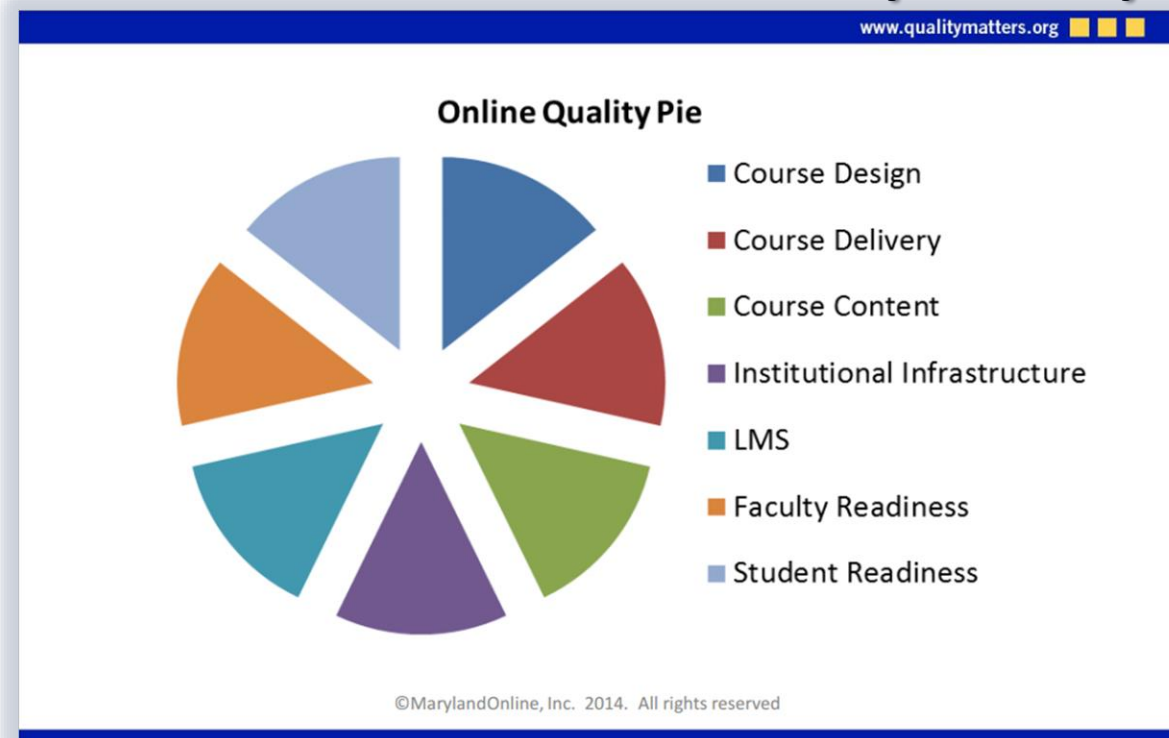


Image: <http://www.tamtu.edu/qm/reviews.shtml>

# What factors affect course quality?



QM Reviews Course Design Only

# Quality Matters Standards

- 8 Key Standards
  - 43 specific review standards
  - 21 essential standards
- Alignment
  - Critical course elements must work together to ensure that students achieve the desired learning outcomes <sup>1</sup>



# Quality Matters Standards

## Standard 1 – Course Overview & Introduction

- The overall design of the course is made clear to the learner at the beginning of the course
- Can I, as a student, locate information I need to succeed in this course?
- Do I have the necessary skills to succeed in this course?

## Standard 2 – Learning Objectives (Competencies)

- Learning objectives are measurable and are clearly stated
- What will I learn in this course that will help me advance personally or professionally?

# Quality Matters Standards

## Standard 3 – Assessment & Measurement

- Assessment strategies are designed to evaluate learner progress by reference to stated learning objectives & to be integral to the learning process
- As a student, on what will I be graded?

## Standard 4 – Instructional Materials

- Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes
- As a student, will the content help me learn what I need to succeed?



# Quality Matters Standards

## Standard 5 Course Activities & Learner Interaction

- Forms of interaction incorporated in the course motivate learners and promote learning

## Standard 6 Course Technology

- Course navigation and technology support learner engagement and ensure access to course components

- As the instructor, did I include opportunities in the course for learner to learner, learner to content, and learner to teacher communications or collaborations?

- 
- As the instructor, do the technologies used in the course support the learning objectives?
  - Is navigation logical, consistent and efficient?

# Quality Matters Standards

- Standard 7 **Learner Support**

- The course facilitates learner access to support services essential to learner success.

- As a student, from this course, can I locate how to get academic or technical support?

- Standard 8 **Accessibility & Usability**

- The course demonstrates a commitment to accessibility for all course takers

- 
- As an instructor, have I used the principles of universal design and included alternatives to auditory and visual content?

# Blackboard

## Course Design



- How can we get our students to understand what we want them to do in our course?
- Simple, clear, and correct instructions
- Same basic outline (course template)

# QCC Adaptation Checklist

Congratulations for completing the Quality Matters Build Your Online Course (BYOC) workshop and the blackboard vista sandbox training. Please be sure you have signed your RTE so you can be paid the \$750.00 stipend for completing these trainings. Your blackboard vista course shell will be created and available to you in 1-2 weeks. Louise Hamelin will contact you when your course shell is ready.

The selected items below are based on the Quality Matters Rubric: "Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning." (<http://www.qmprogram.org/>)

Once you have completed your course and are ready for approval, please contact the Office of Distance Education and Louise Hamelin. We will follow-up with you on the status of your course once it has been reviewed.

Please contact the Office of Distance Education with any questions.

Thank you

QCC Online Course Adaptation Checklist

1) The overall design of the course is made clear to the student at the beginning of the course. The course introduction sets the tone for the course, lets students know what to expect, and provides guidance to ensure they get off to a good start.

- |    |  |
|----|--|
| a) | Instructions are clear how to get started and where to find various course components. |
| b) | Students are introduced to the purpose and structure of the course.                    |

2) Learning objectives are measurable and are clearly stated. The learning objectives establish a foundation upon which the rest of the course is based.

- |    |  |
|----|--|
| a) | The course learning objectives describe outcomes that are measurable.  |
| b) | The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. |
| c) | All learning objectives are stated clearly and written from the student's perspective                                      |
| d) | Instructions to students on how to meet the learning objectives are adequate and stated clearly                            |
| e) | The learning objectives are appropriately designed for the level of the course   |

3) Assessment strategies are designed to evaluate student progress by reference to stated learning objectives; to measure the effectiveness of student learning; and to be integral to the learning process. Assessment is implemented in a manner that not only allows the instructor a broad perspective on the students' mastery of the content, but also allows students to measure their own learning throughout the course.

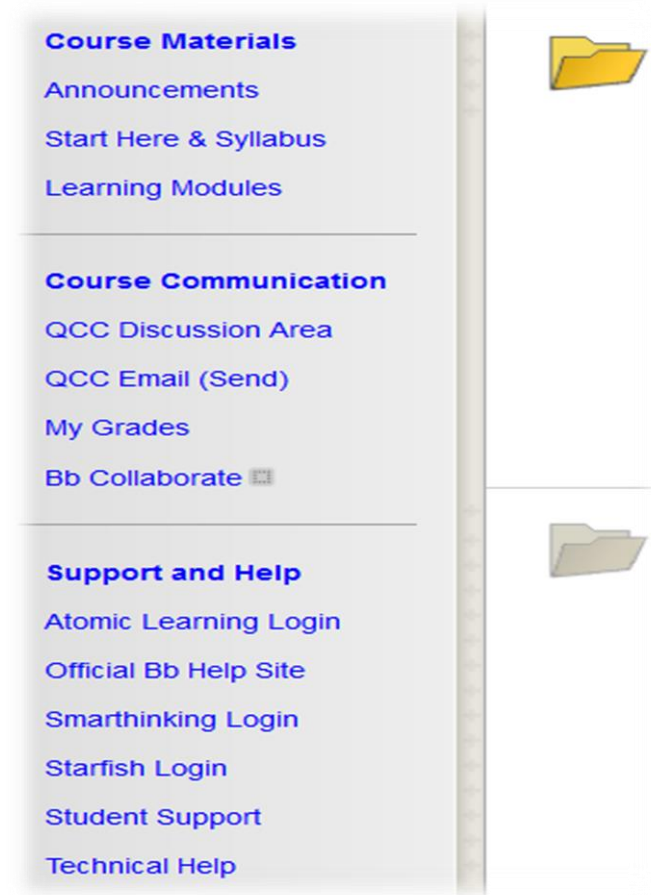
- |    |  |
|----|--|
| a) | The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources |
|----|--|

# QCC Adaptation Checklist

	b) The course grading policy is stated clearly
	c) Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy
	4) Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes. The instructional materials form the core of the course, and these standards respect the instructor's prerogative in selecting them. The focus of this standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the materials.
	a) The instructional materials contribute to the achievement of the stated course and module/unit learning objectives
	b) The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained
	5) Forms of interaction incorporated in the course motivate students and promote learning. Engaging students to become active learners contributes to the learning process and to student persistence.
	a) The learning activities promote the achievement of the stated learning objectives. (Note: in some institutions learning objectives may be called learning outcomes.)
	b) Learning activities provide opportunities for interaction that support active learning
	c) The instructor's plan for classroom response time and feedback on assignments is clearly stated
	6) Course navigation and technology support student engagement and ensure access to course components. The technology enabling the various course components facilitates the student's learning experience and is easy to use, rather than impeding the student's progress.
	a) The tools and media support the course learning objectives
	b) Course tools and media support student engagement and guide the student to become an active learner.
	c) Navigation throughout the online components of the course is logical, consistent, and efficient
	7) The course facilitates student access to institutional support services essential to student success. In the learner support standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.
	a) The course instructions articulate or link to a clear description of the technical support offered and how to access it
	b) Course instructions articulate or link to the institution's accessibility policies and services.
	8) The course demonstrates a commitment to accessibility for all students. The accessibility standard incorporates the principles of Universal Design for Learning (UDL) and is consistent with Web Content Accessibility Guidelines (WCAG).
	a) The course employs accessible technologies and provides guidance on how to obtain accommodation

# Course Template

- Course Materials
- Course Communication
- Support and Help



The screenshot shows a vertical navigation menu with three main sections, each with a folder icon to its right. The first section, 'Course Materials', includes links for 'Announcements', 'Start Here & Syllabus', and 'Learning Modules'. The second section, 'Course Communication', includes links for 'QCC Discussion Area', 'QCC Email (Send)', 'My Grades', and 'Bb Collaborate'. The third section, 'Support and Help', includes links for 'Atomic Learning Login', 'Official Bb Help Site', 'Smarthinking Login', 'Starfish Login', 'Student Support', and 'Technical Help'.

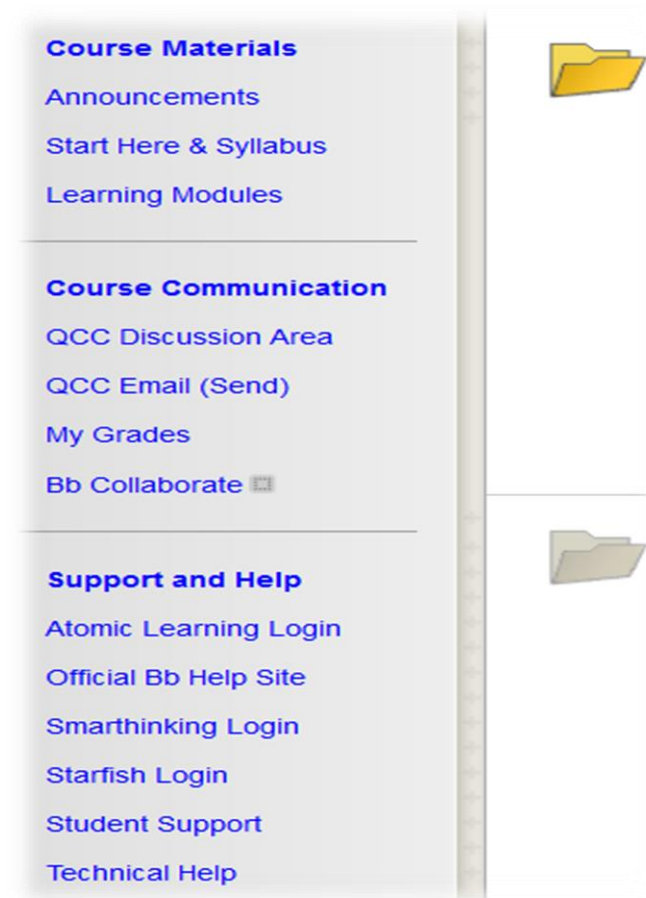
**Course Materials**  
Announcements  
Start Here & Syllabus  
Learning Modules

**Course Communication**  
QCC Discussion Area  
QCC Email (Send)  
My Grades  
Bb Collaborate

**Support and Help**  
Atomic Learning Login  
Official Bb Help Site  
Smarthinking Login  
Starfish Login  
Student Support  
Technical Help

# Course Template

- Announcements
- Start Here & Syllabus
- Content /Learning Modules
- Discussions
- Email
- Student Grades
- Support & Help



The screenshot shows a vertical navigation menu with three main sections, each marked by a folder icon on the right. The first section, 'Course Materials', includes 'Announcements', 'Start Here & Syllabus', and 'Learning Modules'. The second section, 'Course Communication', includes 'QCC Discussion Area', 'QCC Email (Send)', 'My Grades', and 'Bb Collaborate'. The third section, 'Support and Help', includes 'Atomic Learning Login', 'Official Bb Help Site', 'Smarthinking Login', 'Starfish Login', 'Student Support', and 'Technical Help'.

**Course Materials**

- Announcements
- Start Here & Syllabus
- Learning Modules

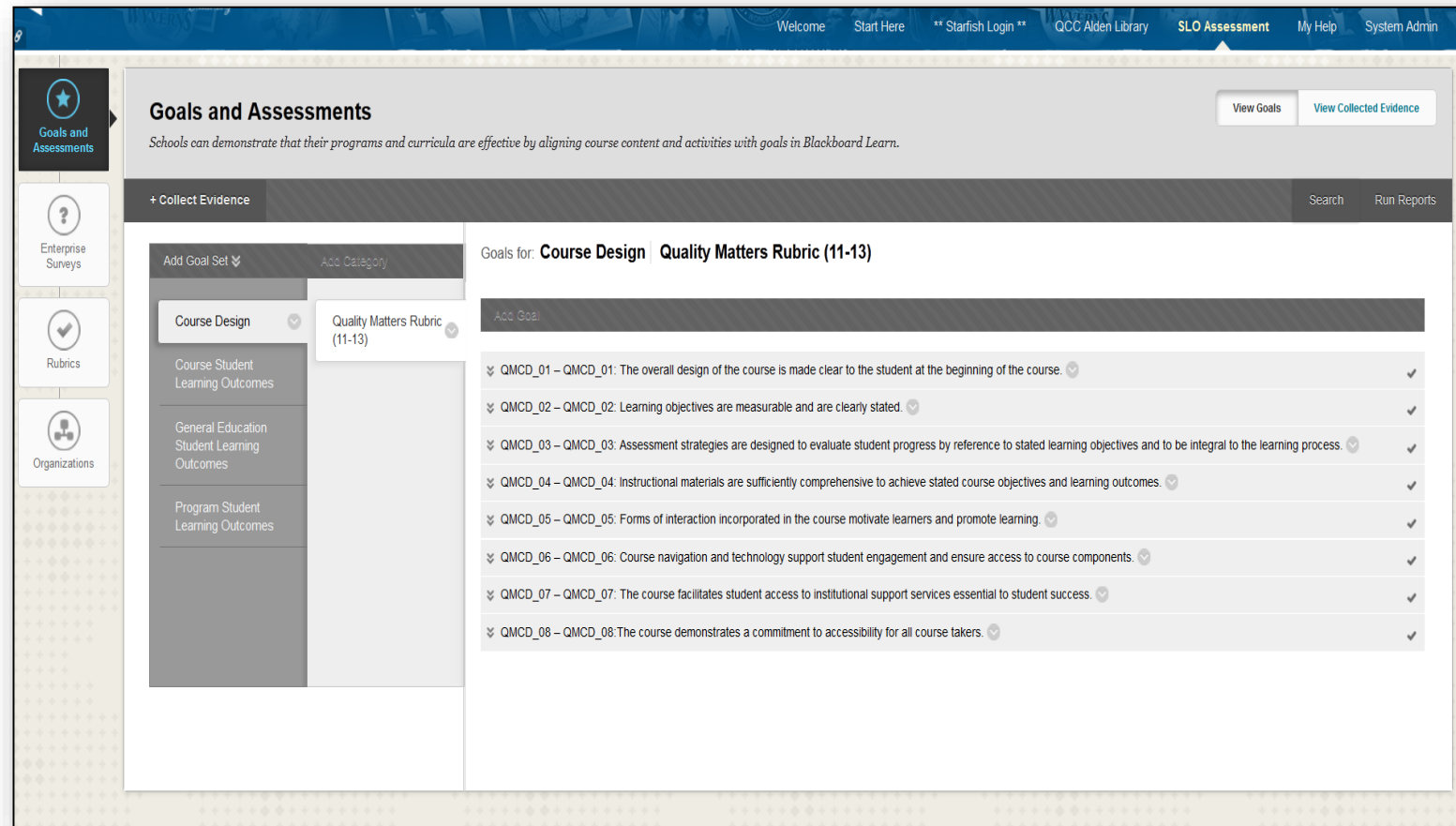
**Course Communication**

- QCC Discussion Area
- QCC Email (Send)
- My Grades
- Bb Collaborate

**Support and Help**

- Atomic Learning Login
- Official Bb Help Site
- Smarthinking Login
- Starfish Login
- Student Support
- Technical Help

# Blackboard Goals

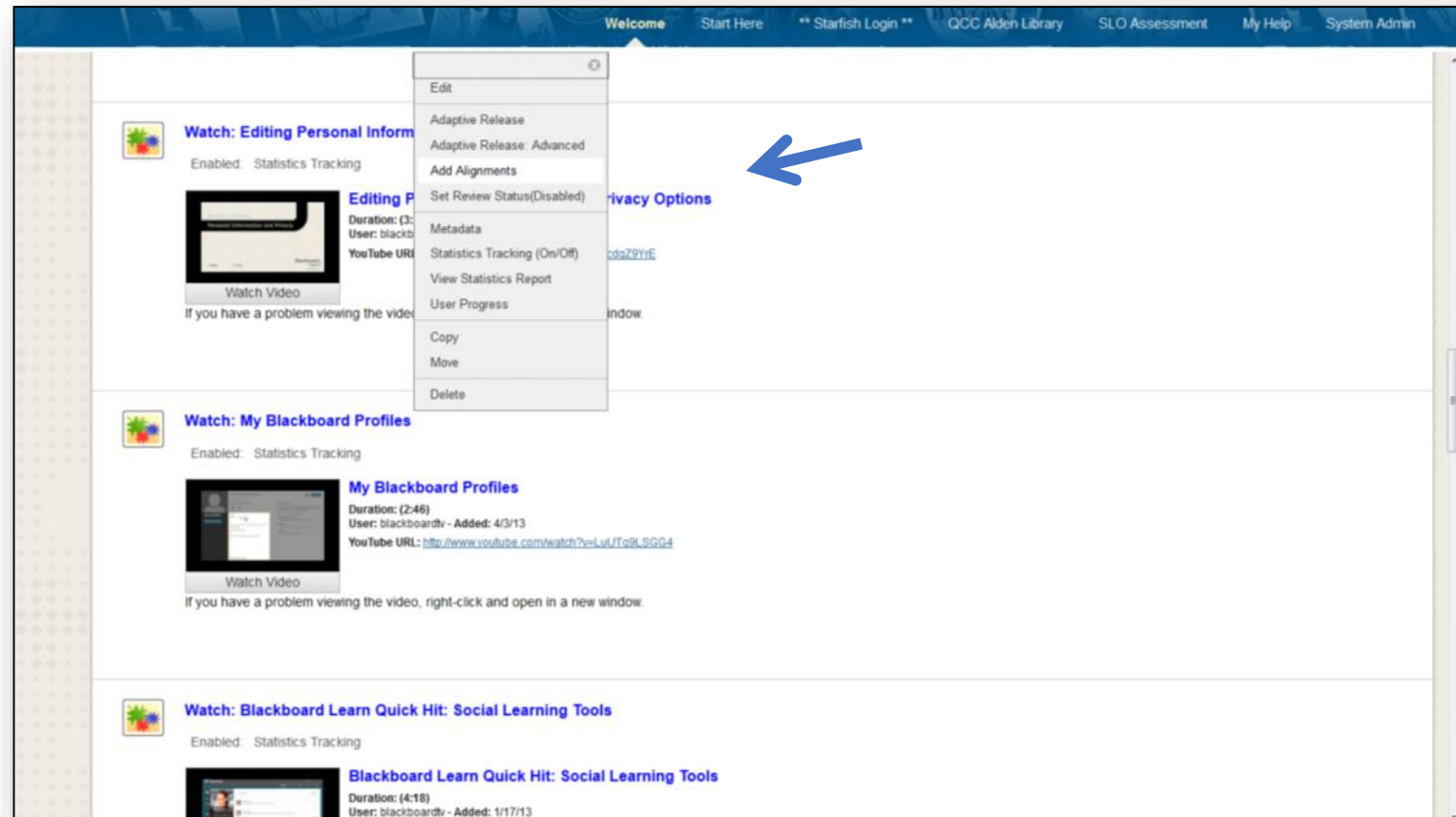


The screenshot shows the Blackboard 'Goals and Assessments' page. At the top, there is a navigation bar with links: Welcome, Start Here, \*\* Starfish Login \*\*, QCC Alden Library, SLO Assessment, My Help, and System Admin. Below this is a header section for 'Goals and Assessments' with buttons for 'View Goals' and 'View Collected Evidence'. A sub-header reads: 'Schools can demonstrate that their programs and curricula are effective by aligning course content and activities with goals in Blackboard Learn.' Below the header is a '+ Collect Evidence' button and a search bar. The main content area is titled 'Goals for: Course Design Quality Matters Rubric (11-13)'. On the left, there is a sidebar with navigation options: Enterprise Surveys, Rubrics, and Organizations. The main area contains a table of goals with columns for 'Add Goal Set', 'Add Category', and 'Add Goal'. The table lists eight Quality Matters (QMCD) goals, each with a dropdown arrow and a checkmark in the right margin.

Add Goal Set	Add Category	Add Goal	
Course Design	Quality Matters Rubric (11-13)	QMCD_01 – QMCD_01: The overall design of the course is made clear to the student at the beginning of the course.	✓
Course Student Learning Outcomes		QMCD_02 – QMCD_02: Learning objectives are measurable and are clearly stated.	✓
General Education Student Learning Outcomes		QMCD_03 – QMCD_03: Assessment strategies are designed to evaluate student progress by reference to stated learning objectives and to be integral to the learning process.	✓
Program Student Learning Outcomes		QMCD_04 – QMCD_04: Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes.	✓
		QMCD_05 – QMCD_05: Forms of interaction incorporated in the course motivate learners and promote learning.	✓
		QMCD_06 – QMCD_06: Course navigation and technology support student engagement and ensure access to course components.	✓
		QMCD_07 – QMCD_07: The course facilitates student access to institutional support services essential to student success.	✓
		QMCD_08 – QMCD_08: The course demonstrates a commitment to accessibility for all course takers.	✓



# Aligning Content to Goals




The screenshot displays a Blackboard LMS interface with a navigation bar at the top containing links: Welcome, Start Here, \*\* Starfish Login \*\*, QCC Alden Library, SLO Assessment, My Help, and System Admin. The main content area features three video widgets:

- Watch: Editing Personal Information**  
Enabled: Statistics Tracking  
Duration: (3:00)  
User: blackboardtv  
YouTube URL: [http://www.youtube.com/watch?v=...](#)  
Watch Video
- Watch: My Blackboard Profiles**  
Enabled: Statistics Tracking  
Duration: (2:46)  
User: blackboardtv - Added: 4/3/13  
YouTube URL: [http://www.youtube.com/watch?v=LulJto9L\\_SGG4](http://www.youtube.com/watch?v=LulJto9L_SGG4)  
Watch Video
- Watch: Blackboard Learn Quick Hit: Social Learning Tools**  
Enabled: Statistics Tracking  
Duration: (4:18)  
User: blackboardtv - Added: 1/17/13

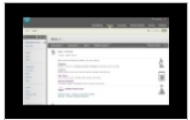
A context menu is open over the first video widget, listing options: Edit, Adaptive Release, Adaptive Release: Advanced, Add Alignments, Set Review Status(Disabled), Metadata, Statistics Tracking (On/Off), View Statistics Report, User Progress, Copy, Move, and Delete. A blue arrow points to the 'Add Alignments' option.

# Aligning Content to Goals



**Watch: Getting Oriented with Blackboard Learn**

Enabled: Statistics Tracking



**Getting Oriented with Blackboard Learn**

Duration: (2:51)  
User: blackboardtv - Added: 7/24/13  
YouTube URL: <http://www.youtube.com/watch?v=YfQ--kd23ts>

Watch Video

If you have a problem viewing the video, right-click and open in a new window.

**Active Goals**

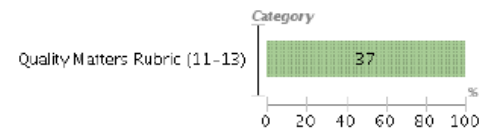
Actions	ID	Goal	Goal Set Name	Category
<input checked="" type="checkbox"/>	QMCD_06.5	QMCD_06.5 The course technologies are current.	Course Design	Quality Matters Rubric (11-13)
<input checked="" type="checkbox"/>	QMCD_08.4	QMCD_08.4: The course design accommodates the use of assistive technologies.	Course Design	Quality Matters Rubric (11-13)
<input checked="" type="checkbox"/>	QMCD_06.2	QMCD_06.2: Course tools and media support learner engagement and guide the student to become an active learner.	Course Design	Quality Matters Rubric (11-13)
<input checked="" type="checkbox"/>	QMCD_08.2	QMCD_08.2: The course contains equivalent alternatives to auditory and visual content.	Course Design	Quality Matters Rubric (11-13)
<input checked="" type="checkbox"/>	QMCD_06.1	QMCD_06.1: The tools and media support the course learning objectives.	Course Design	Quality Matters Rubric (11-13)
<input checked="" type="checkbox"/>	QMCD_06.4	QMCD_06.4: Learners can readily access the technologies required in the course.	Course Design	Quality Matters Rubric (11-13)
<input checked="" type="checkbox"/>	QMCD_08.1	QMCD_08.1: The course employs accessible technologies and provides guidance on how to obtain accommodation.	Course Design	Quality Matters Rubric (11-13)

# Course Reports

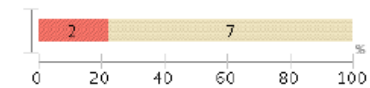
## Course Coverage Report

Course Name SP14 ADAPT:CIS105 KNOX SU14 (Online)  
 Goal/Goal Set Course Design  
 Selected Goal Types All Goal Types

### Goals Comparison



### Content Alignment Break...



Category	Goals				Content				
	Total	Not Used	Covered	Not Covered	Tests	Surveys	Questions	Graded	Not Graded
Quality Matters Rubric (11-13)	37	0 0%	37 100%	0 0%	0 0%	0 0%	0 0%	2 22%	7 78%

Quality Matters Rubric (11-13)

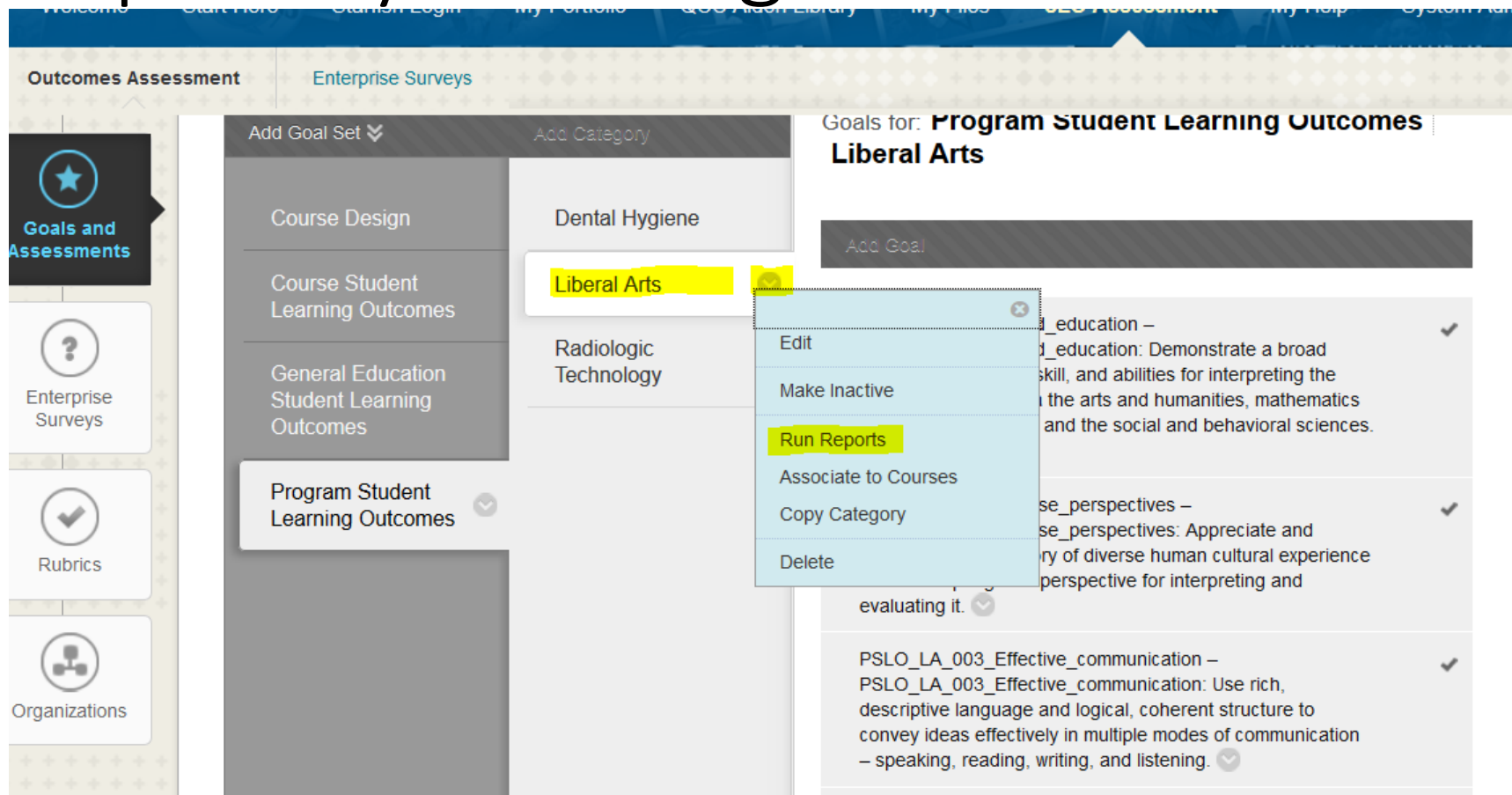
QMCD\_01.1QMCD\_01.1: Instructions make clear how to get started and where to find various course components.

Item Name	Type	Description	Place
Get Going Checklist	Course Content		Getting Started Documents
Syllabus to Read & Print	Course Content		Start Here & Syllabus

QMCD\_01.2QMCD\_01.2: Students are introduced to the purpose and structure of the course.

Item Name	Type	Description	Place
Assignment Schedule	Course Content		Start Here & Syllabus
Syllabus to Read & Print	Course Content		Start Here & Syllabus

# Map report by the Program



Outcomes Assessment Enterprise Surveys

Goals and Assessments

Enterprise Surveys

Rubrics

Organizations

Add Goal Set Add Category

Course Design

Course Student Learning Outcomes

General Education Student Learning Outcomes

Program Student Learning Outcomes

Dental Hygiene

Liberal Arts

Radiologic Technology

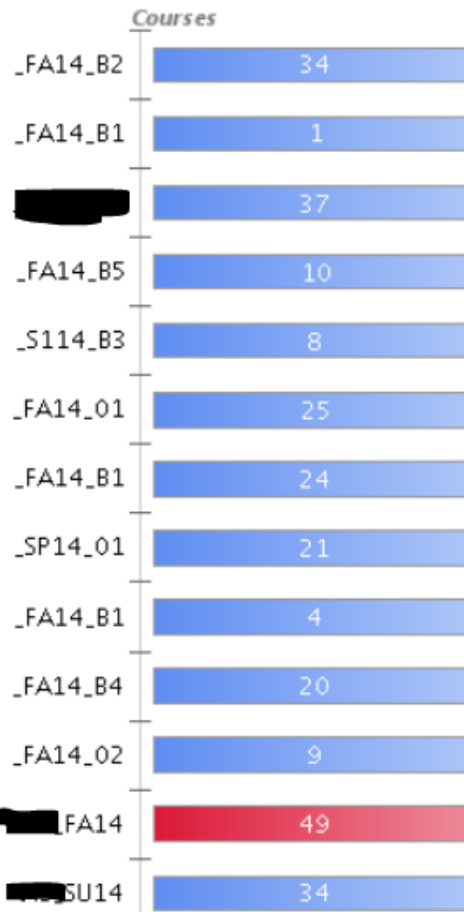
Goals for: Program Student Learning Outcomes - Liberal Arts

Add Goal

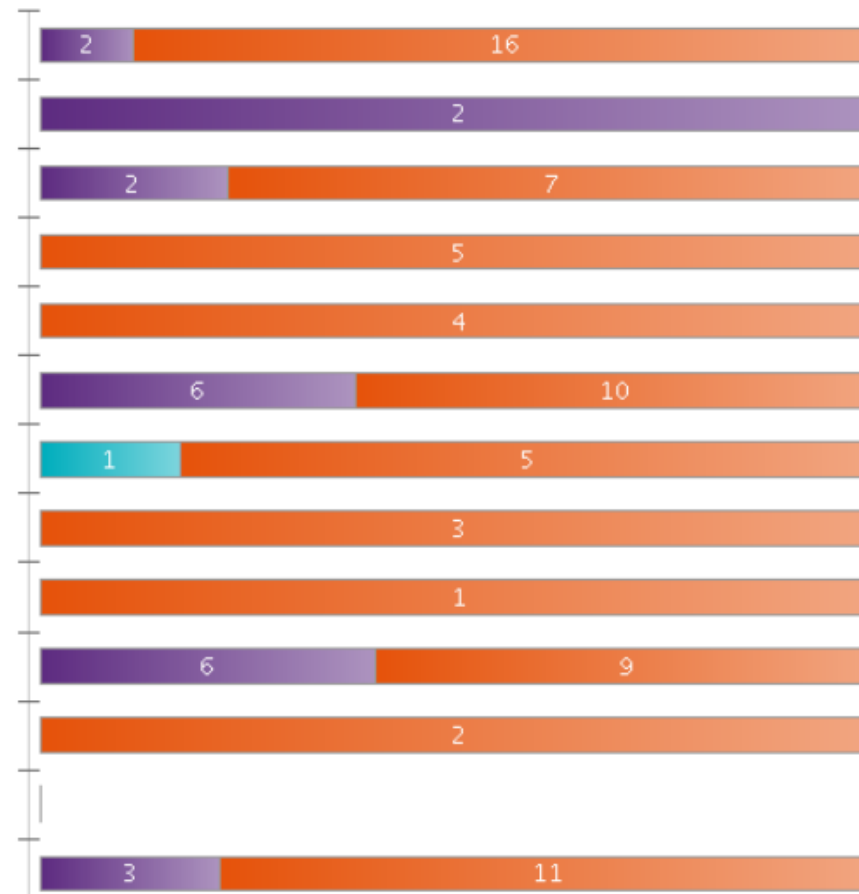
- Education –  
Education: Demonstrate a broad skill, and abilities for interpreting the arts and humanities, mathematics and the social and behavioral sciences. ✓
- se\_perspectives –  
se\_perspectives: Appreciate and variety of diverse human cultural experience perspective for interpreting and evaluating it. ✓
- PSLO\_LA\_003\_Effective\_communication –  
PSLO\_LA\_003\_Effective\_communication: Use rich, descriptive language and logical, coherent structure to convey ideas effectively in multiple modes of communication – speaking, reading, writing, and listening. ✓

# Sample Mapping report

Comparison



Content Alignment Breakdown



# Questions? More Info?

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Please enjoy the rest of the conference!!