

# From Good to Great: Accelerating Professional Practice through a Quality Online Course Program



# Meet the Presenters



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Teaching and  
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Survey for  
ICCCA  
Participants

# Objectives

- Learn how to create a quality program that embeds evidence-based practices into an online course.
- Learn how to encourage dialogue and reflection among learners, as well as how to provide feedback and support for course work.
- Gain strategies for creating an immersive learning experience that combines theoretical knowledge with practical application.

## FAST TRACK QUALITY ONLINE COURSE PROGRAM



Scan for Survey

Use the checklist to stay on track to successfully completing the workshop.

### Get Started

- Meet the Presenters
- Participant Engagement
- Objectives
- Introduce Yourself

### Quality Programming

- Surveys (Qualitative/ Quantitative)
- Quality Standard Rubric
- Change Management Model

### Coursework Engagement

- Dialogue and Reflection
- Feedback and Support
- Evaluation and Continuous Improvement

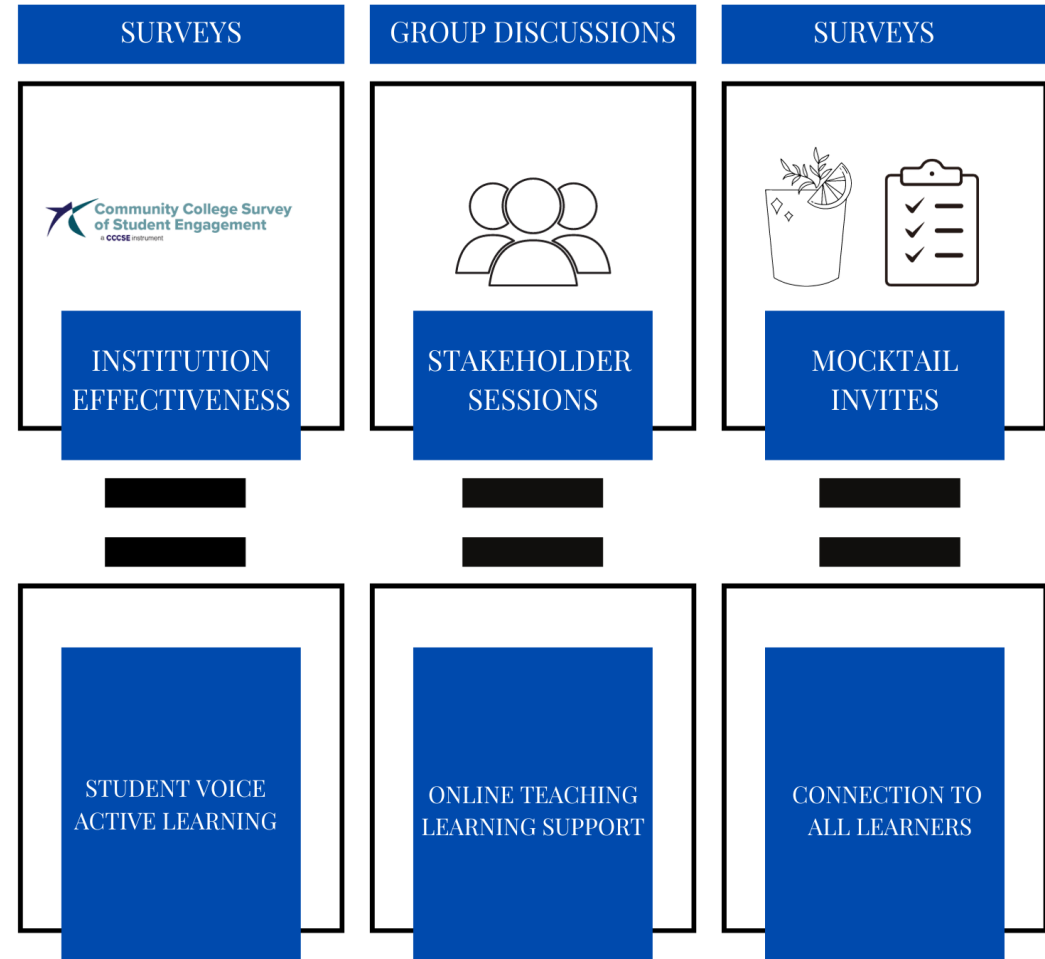


# Quality Programming

Learn how to create a quality program that embeds evidence-based practices into an online course.

# Stakeholders' Voices

# FEEDBACK





# Quality Matters at Illinois Central College

## Quality Matters Standards

The QM rubric is based on a synthesis of the extensive and growing body of research on online learning. The rubric is made of standards for quality online course design. QM is a continuous and collaborative improvement process that recognizes that standards still have room for continuing improvement and courses that do not meet standards initially will receive useful

The QM standards focus on course design, not content, and include recommendations for learning objectives, assessment, accessibility, usability, learner support, and the initial student experience, among others.

You can review the standards on the 6th edition of the [rubric \(PDF ↓\)](#), although this version does not include the annotated full rubric by contacting us at [tle@icc.edu](mailto:tle@icc.edu).

- > **Course Overview and Introduction**
- > **Learning Objectives (Competencies)**
- > **Assessment and Measurement**
- > **Instructional Materials**
- > **Learning Activities and Learner Interaction**
- > **Course Technology**
- > **Learner Support**
- > **Accessibility and Usability**

# ADKAR Model

Change management framework applied to  
our process to develop a quality online course.



# ADKAR MODEL

A

## AWARENESS

To further participants awareness of the need for change in the existing online course environment.

D

## DESIRE

Cultivate an increased desire and motivation among all stakeholders to support change efforts.

K

## KNOWLEDGE

Equip participants with the necessary information and skills required to meet the course level objectives.

A

## ABILITY

Practical application of knowledge in designing courses, creating course maps, deliverables, and managing time commitments.

R

## REINFORCEMENT

Aims to sustain the changes through a faculty compensation model, badging, and recognition to reinforce the desired behavior.



# Coursework Engagement

- Learn how to encourage dialogue and reflection among learners
- Provide feedback and support for coursework

# Dialogue and Reflection

- Welcome and Weekly Announcements
- Course Checklist
- Open Q & A Discussion forum
- Self - Reflection

Ask Questions Here

All Sections

10 10



Have a course-related question? Ask Here! Know an answer to a classmate's question? Please jump in and answer. Simply click on the "Reply" button below to post a question. To receive notifications when new comments are posted, click on the 'Subscribe' button in the lower right hand corner.



Use the Cougar Quality checklist to stay on track to successfully complete the course.

## Getting Started

*Minimum time estimated: 1 hour*

- Read all the information on the Get Started page
  - Syllabus
  - Meet Your Instructor
  - Student Support and Academic Services
  - Vendor Statements
- Take the Navigation Quiz
- Read Summary and Next Steps

## Module 1: Cougar Quality Overview

*Minimum time estimated: 1 hour*

- Read Module 1: Overview and To-Do List
- Read Module 1: Learning Materials
- Complete Module 1: Introduce Yourself Discussion
- Complete Module 1: Course Worksheet Activity
- Complete Module 1: CQ Course Selection Discussion
- Read Module 1: Summary and Next Steps

## Module 2: Learning Objectives

*Minimum time estimated: 2 hours*

- Read Module 2: Overview and To-Do List
- Read Module 2: Learning Materials
- Complete Module 2: Learning Objectives Quiz

Welcome to Cougar Quality!

Oct 5 at 9am

All Sections

Hello and welcome to Cougar Quality,

We are so excited that you have decided to join us for this 8-week session exploring ways to elevate course design and apply the QM standards within your course. A few things to note:

As you begin, you will notice that there will be weekly readings from the *QM Rubric Workbook*. We have physical copies of the *QM Rubric Workbook* available, just stop by EP Academic Building 240A to pick one up or contact [TLE@icc.edu](mailto:TLE@icc.edu) for an alternative arrangement.

Additionally, the [Q & A Discussion forum](#) is a great place to post any questions you may have along the way.

Don't forget to use the [Cougar Quality Checklist](#) ↓ to track your progress and to-do items over the next 8 weeks!

Center for Teaching and Learning Excellence

# Feedback and Support

- Peer & Instructor Feedback
- Real-time feedback, likes, subscribe
- Weekly, prompt feedback (usually within 24 hours)
- Open labs, 1:1 consultations

# Evaluation & Continuous Improvement

- Captured instructor notes
- Teams form
- QM Yearly refresher



## Applying the QM Rubric (APPQMR)

Learn the underlying principles behind the QM Rubric and the critical elements of the QM quality assurance process. Learn about drafting helpful recommendations as you apply the Rubric to an actual course.

**Online Delivery (Asynchronous)**

Course Length: Two weeks

Instruction: Facilitated

**Virtual Delivery (Synchronous)**

Course length: One full day or Two half days

Instruction: Facilitated

## Evaluation Form (Copy)

1. (Course Title) was a valuable course for me.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

2. I learned something that will help move my course design from good to best.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly disagree



# Theory to Practice

Learn how to create an immersive learning experience that combines theoretical knowledge with practical application.



## External Resources

- Google Jamboard Activity
- Microsoft Suite
- Immersive Reader
- Hybrid Connection
- QM Self-Review

## Edit Self-Review

You may edit self-review input at any time. Once all of the standards have been completed and saved, you may View Self-Review results or email Self-Review results from the My Self-Reviews area.

**Warning:** Be certain to not have multiple browser tabs/windows open for the same Edit Self-Review page. This may result in entries made in one to be written over by entries saved in the other. QM is seeing reviewers lose work as a result of this practice. Please use the Preview option to view the saved self-review worksheet in its entirety.

If you get logged out of the system due to inactivity, you will see a banner at the top of the page. You must select "log in" from the banner before being able to save any additional content input while logged out of the CRMS.

Review Title:

Worksheet Progress: 0% Complete

(0 / 44)

Preview

Save Self-Review

Rubric: Quality Matters, Higher Education Seventh Edition

GS 1

GS 2

GS 3

GS 4

GS 5

GS 6

GS 7

GS 8

Use the tool bar on the left, select the sticky note and add a learning objective that is measurable and one that is unmeasurable. Sort them in the correct column.

**Measurable** | **Unmeasurable**

*Use a sticky note to write one measurable objective and one unmeasurable objective.*

Students will be able to distinguish between the treatment of product and period costs within managerial accounting reports.

Students will be able to describe the law in general and practice areas associated with the law.

Students will be able to note the importance of financial statements.

Students will understand the law in general and the practice areas associated with the law.

The screenshot shows a digital workspace with a grid background. On the left, there is a yellow sticky note with the instruction: "Use a sticky note to write one measurable objective and one unmeasurable objective." Below this, there are two columns labeled "Measurable" and "Unmeasurable". Under "Measurable", there are two yellow sticky notes: "Students will be able to distinguish between the treatment of product and period costs within managerial accounting reports." and "Students will be able to describe the law in general and practice areas associated with the law." Under "Unmeasurable", there are two sticky notes: a light blue one that says "Students will be able to note the importance of financial statements." and a yellow one that says "Students will understand the law in general and the practice areas associated with the law." A large yellow triangle is visible in the bottom right corner of the workspace.

# Student Experience

## LMS Features for Predictability:

- Module structure and cadence
  - Assignment dates
  - Scheduled Announcements
  - Speedgrader
  - New Quizzes
  - Discussion Forum
- Modality

### Module 1: Cougar Quality Overview

Module 1: [Overview and To-Do List](#)  
Oct 7 | View

Module 1: [Learning Materials](#)  
Oct 7 | View

Module 1: [Introduce Yourself Discussion](#)  
Oct 10 | 10 pts | Contribute

Module 1: [Course Worksheet Activity](#)  
Oct 10 | 0 pts | Submit

Module 1: [CQ Course Selection Discussion](#)  
Oct 10 | 10 pts | Contribute

Module 1: [Summary and Next Steps](#)  
View

# Cougar Quality Impact

## Professional Goals by Instructor

Percentage of Change▲

Outcomes	FACULTY 1 Content Layout	FACULTY 2 Accessibility	FACULTY 3 Features
Enrollment	22%	116%	26%
Participation	440%	93%	34%
Syllabus	20%	46%	16%

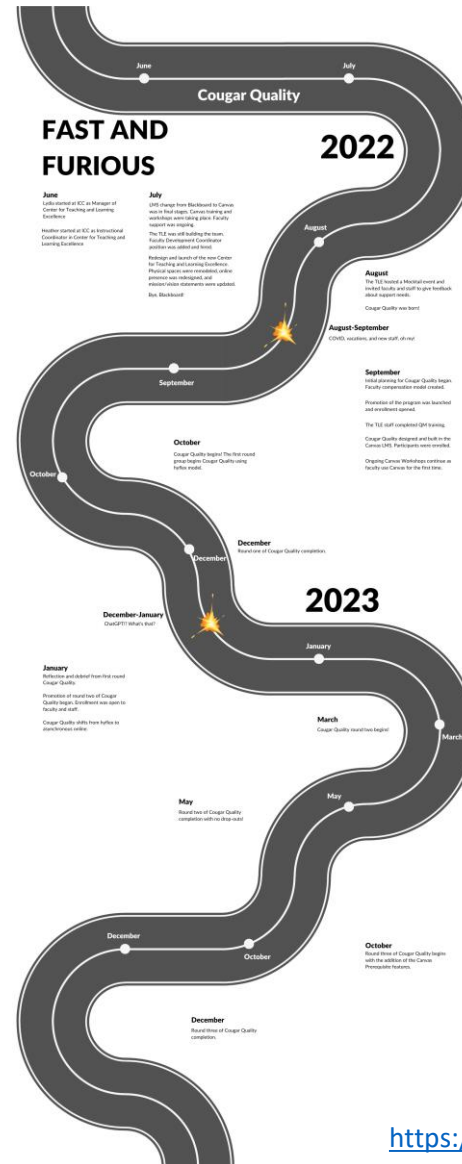
*The intervention implemented in the fall of 2022 led to notable improvements in student participation and engagement across multiple faculty' sections.*

*The percentage changes demonstrate that the intervention positively influenced students' interactions with course content and materials, ultimately enhancing the learning experience.*

Continuous  
Journey of  
Acceleration:  
Cougar Quality  
Enhancements

- Logo- badging
- Intrinsic Motivation
- Persistence 2nd round
- Prerequisite feature for round 3
- Updates to QM materials 7th edition- 3rd round

# Fast and Furious Design





# Fast Track to Toolkit



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Got  
Questions?







# Debrief

- What **online quality standards** do you use at your institution?
- What **LMS platform** do you use at your institution?
- What is your preference for **external tools**, Google or Microsoft?