

GETTING TO KNOW YOU...

Please join our Mentimeter presentation by navigating to:

<https://www.menti.com/>

Enter this code:

#####

OUR STARS ALIGN!

CONNECTING QUALITY
MATTERS, WIDS AND
BLACKBOARD



Lynn Neitzel – Blackhawk Technical College
Cynthia Delcourt – Blackhawk Technical College



Kim Vosicky - WIDS



SESSION'S OUTCOMES



Identify commonalities of quality in education



Analyze quality connections between Quality Matters Rubric, Blackboard, and WIDS



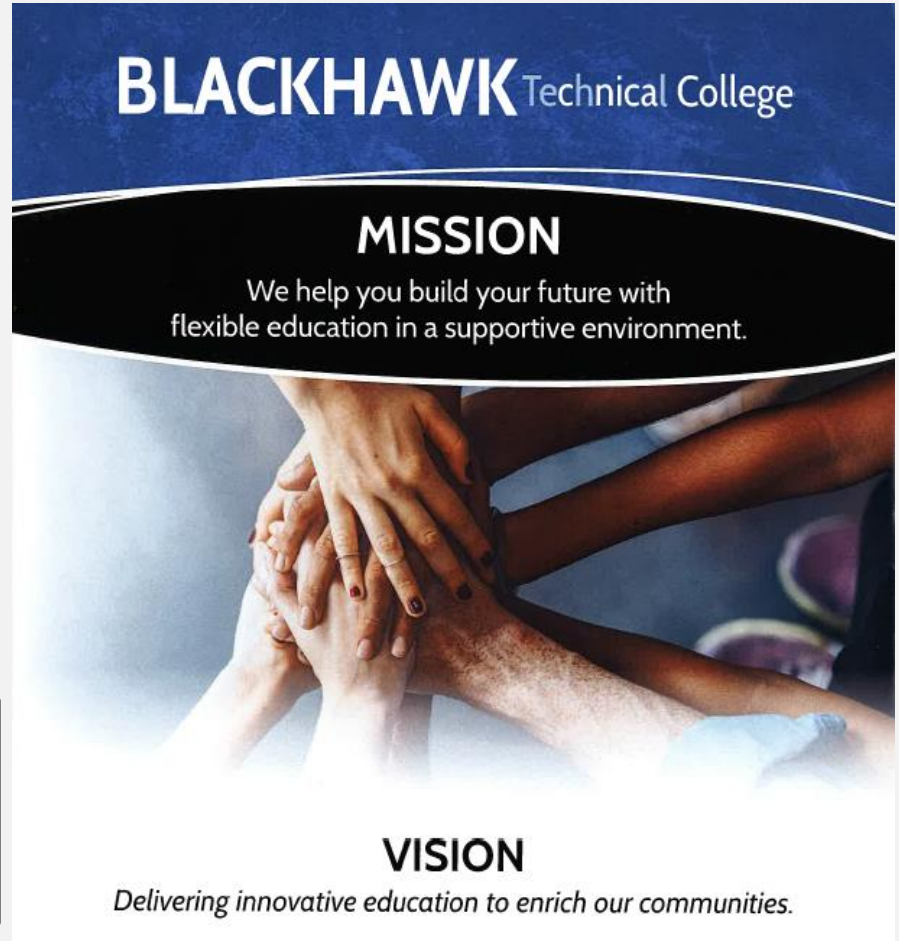
Explore design and implementation process and tools

GOALS

Strategic Plan Initiative – Flexible Learning Delivery Models

Develop a process for course delivery options, assuring high quality and standards for learning, that are flexible to meet students' needs across all programs and courses offered at the College.

Measured outcome: High-quality course design by leveraging WIDS, the Quality Matters Rubric, and Blackboard.

The graphic features a dark blue header with the college name, a black curved banner for the mission statement, a central image of hands stacked together, and a white footer for the vision statement.

BLACKHAWK Technical College

MISSION

We help you build your future with flexible education in a supportive environment.

VISION

Delivering innovative education to enrich our communities.

National Trends/Collective Research

Higher Education Online Learning

Key determinants of success
*(Where we can have impact and
support student success):*

Regular and
substantive
student-
instructor
interactivity

Quality course
design

MENTIMETER SLIDE

(Getting to know our audience)

Is your institution undergoing an initiative towards various flexible course delivery options

Yes/No

MENTIMETER SLIDE

If so, at what stage of this initiative is your institution?

This initiative is not in our radar

We are currently discussing how to get started

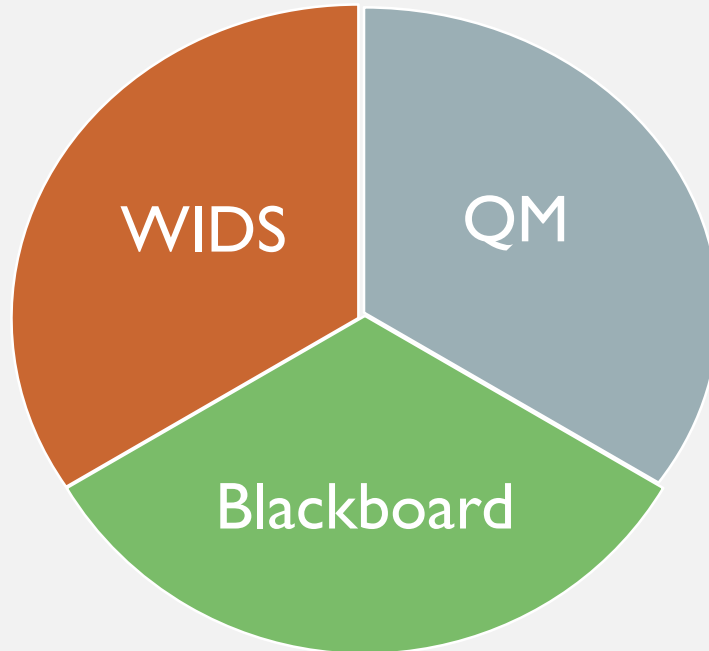
We are in the thick of redesigning courses

We are already piloting various new course delivery formats

MENTIMETER SLIDE

What process(es) is your institution developing to ensure high quality in new delivery formats?

ROADMAP



PROCESS FOR DESIGNING INSTRUCTION

Uses WIDS Software

BLACKHAWK | TECHNICAL COLLEGE

Welcome, WIDS Support
(Not WIDS Support? [Click here.](#))

Click here to logout of the WIDS system
Help
Blackhawk Technical College Help
WTCS Repository Login

System Tools

Notifications (355)
Personal Profile
Site (as permitted)
Org (as permitted)
Report Central
Reset Password

My Curriculum Projects Show/Hide Projects Create New Project

Type	Number	Project Title	Status	Role	Last Edited
Course	10-102-120	Small Business Management	Active	Project Instructor	08/23/2016
Course	32-404-354	Engine Performance Testing	Active	Project Instructor	10/07/2018
Pathway	PATHWAY	WIDS Support Test Pathway		Project Developer	09/16/2016
Course	RAD100	SAMPLE: Intro to Radiography	Active	Project Instructor	05/12/2017

Search for Approved Projects

Advanced Search

Accountable to Quality Matters Rubric

QUALITY MATTERS

QM

Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full annotated QM Rubric visit www.qualitymatters.org or email info@qualitymatters.org

Standards	Points
Course Overview	
Introduction	
1.1 Instructions make clear how to get started and where to find various course components.	3
1.2 Learners 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 clearly stated.	2
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
1.7 Minimum technical skills expected of the learner are clearly stated.	1
1.8 The self-introduction by the instructor is appropriate and is available online.	1
1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	
3.1 The assessments measure the stated learning objectives or competencies.	3
3.2 The course grading policy is stated clearly.	3
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
4.3 All instructional materials used in the course are appropriately cited.	2
4.4 The instructional materials are current.	2
4.5 A variety of instructional materials is used in the course.	2
4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	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 learner interaction are clearly stated.	2
Course Technology	
6.1 The tools used in the course support the learning objectives and competencies.	3
6.2 Course tools promote learner engagement and active learning.	3
6.3 Technologies required in the course are readily obtainable.	2
6.4 The course technologies are current.	1
6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability*	
8.1 Course navigation facilitates ease of use.	3
8.2 Information is provided about the accessibility of all technologies required in the course.	3
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	3
8.4 The course design facilitates readability.	2
8.5 Course multimedia facilitates ease of use.	2

* Meeting QM's accessibility Standards does not guarantee or imply that specific country/region/state/local accessibility regulations are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

© 2014 MarylandOnline, Inc. All rights reserved.
This document may not be copied or duplicated without written permission of Quality Matters.
Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition 2/2/217

BLACKBOARD COURSE DESIGN

Quality Matters Rubric Standards

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

If Bb courses are designed based on the COS, Standard 2 is covered.

If assessments are designed based on the competency assessment strategy and criteria (PATs), 3 is covered.

If learning plan concepts are used, 4 and 5 are covered.

ESSENTIAL FEATURES OF PERFORMANCE-BASED LEARNING

Competencies

Feature 1: Competencies are identified, verified, and made public in advance of the instruction. They are clearly stated in performance terms. Competencies answer the question, “*What will the learner be able to do?*”

Performance is Required

Feature 2: Performance-based learning requires the learner to perform the competency. Assessment of the competency takes the learner’s knowledge into account, but the performance is the primary evidence that the learner has mastered the competency.

Performance is Spelled Out Upfront

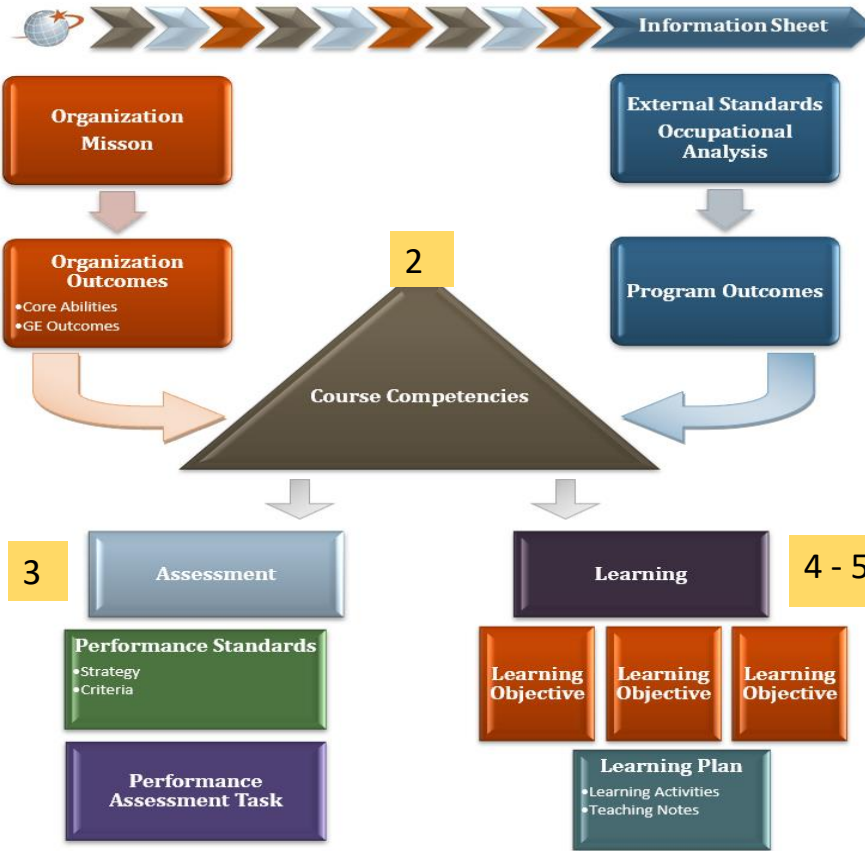
Feature 3: Performance standards are explicitly stated and made public in advance of assessing the performance. Performance standards provide the criteria for assessment so learners can be assessed against a pre-set standard, not against other learners.

Learning Activities

Feature 4: The learning activities and teaching strategies provide opportunities for learners to develop the competencies.

- A variety of learning strategies are used
- Activities provide an opportunity to practice knowledge and skills
- Learners are given periodic feedback

WIDS Design Chart





Blackhawk Technical College

10-101-111 Accounting I

Course Outcome Summary

Course Information

Description This is an introductory course to the basic structure of accounting. Fundamental accounting concepts and principles are presented with their application to the analysis and recording of business transactions through the use of problems and a practice set. The course focus is on journalizing, posting, preparing financial statements, accounting for merchandisers, purchases, and banking transactions. A working knowledge of Microsoft Office is highly recommended.

Career Cluster Finance

Total Credits 4

Target Population

Students enrolled in the two-year Accounting Associate Degree program or the one-year Accounting Assistant program.

Pre/Corequisites

Prerequisite A working knowledge of Microsoft Office is highly recommended.

Prerequisite Accuplacer score requirements must be met

Course Competencies

1. Describe the accounting process.

Assessment Strategies

- 1.1. through written assignments/tests.
- 1.2. through oral communication within the classroom.

Criteria

Criteria - Performance will be satisfactory when:

- 1.1. learner can professionally communicate the accounting process
- 1.2. learner can describe the role of accountants
- 1.3. learner can convey the basic rules of accounting
- 1.4. learner can explain the tools used by accountants in maintaining records

Learning Objectives

- 1 a. Explain the basic activities of Accounting

**BTC OFFICIAL COURSES
ARE DESIGNED, REVISED,
APPROVED IN WIDS**

3. Show the effects of business transactions on the accounting equation.

2

Assessment Strategies

- 3.1. through written assignments/tests.
- 3.2. through a comprehensive practice set and/or case studies.
- 3.3. through oral communication within the classroom.

Criteria

Criteria - Performance will be satisfactory when:

3

- 3.1. learner identifies the characteristics of a business transaction.
- 3.2. learner can identify WHEN a transaction affects the accounting equation.
- 3.3. learner can identify HOW a transaction affects the accounting equation.
- 3.4. learner can determine what accounts are used to reflect a business transaction
- 3.5. learner can demonstrate the effects of debits and credits on specific types of accounts

Learning Objectives

2

- 3.a. State the accounting equation
- 3.b. Recognize when a business transaction has occurred
- 3.c. Account for a business transactions
- 3.d. Define each element of the equation

SYLLABUS

Developed using official course (COS) information

Can be shared, submitted and archived

Addresses QM Standards:

1.2, 1.3, 1.5, 2.1, 2.3, 2.5, 3.1, 3.3, 3.4



Instructor Grading Information

3.2

In this course you will complete five performance assessments, based on the competencies, worth a total of 500 points. You must meet at least the minimum number of points stated in the standard on each scoring guide in order to pass the course. Designated core abilities will be assessed as part of your performance.

In addition to the performance assessments, you may earn up to 200 points on 10 quizzes based on the learning objectives. To pass the course, you must earn at least the number of points stated as the minimum passing grade on each quiz.

Your grade will be determined by totaling the two types of points you have earned:

450-500 points = A

425-449 points = B

400-424 points = C

375-399 points = D

Below 375 points will earn no credit.

College Academic Honesty

Students are expected to do their own work unless otherwise stated. You may use facts from other sources if you re-write them in your own words. Anytime you copy from another source or paraphrase substantially, you must cite the source you used. When you copy from a classmate, you are expected to keep your eyes on your own paper and protect your test paper from being copied by a classmate.

Identify college wide syllabi statements that will appear in every syllabus.

1.3

1.4

1.5

Failure to use proper citation procedure is considered plagiarism. Plagiarism will result in a grade of "0" if it is flagrant and/or deliberate. Copying from another person's paper or test is academic dishonesty and will result in a grade of "0" for that assignment. In addition, you will be referred to student services for discipline based on college policy.

College ADA Statement

I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will maintain the confidentiality of the information you share with me.

Lab Requirements

Lab attire is required for lab days. Make sure to take note of lab days and come dressed appropriately.

Safety Training

You will receive annual training in the following: blood and air borne pathogens, electrical safety, back safety, hazardous chemicals, latex allergies, fire and disaster procedures, security and personal safety procedures and safety requirements of clinical facilities. You must maintain CPR, immunizations and health insurance during all clinical courses.

2.2

Class Schedule

Week	Competencies	Readings	Notes
Week 1	Examine the clinical applications of radiography	Complete readings as noted in the learning plan.	Prepare for Lab work week 1.
Weeks 2-3	Differentiate various health	Complete readings for week 2 and 3 in the learning plan.	Turn in Case Study 1.

Build schedules by date, week or session. Link to course outcomes or assessments if desired.

STUDENT LEARNING PLANS

Design in WIDS

Use built in activity libraries with assigned learning properties

Share Learning Plans with other faculty

Ensure QM Standards Addressed
1.9, 2.1-2.5, 3.2-3.4, 4.1-4.5, 5.1 – 5.2



Imaging Modalities Learning Plan

Overview/Purpose

Radiography includes many specialty imaging modalities. In this learning plan, you will examine all imaging procedures and distinguish among their unique characteristics and benefits to the healthcare industry. Learning Plans guide your students toward proficiency/mastery of a targeted course competency.

Target Course Competencies

1. Differentiate among the various imaging modalities in healthcare

Assessment Strategies

- 1.1. Chart
- 1.2. Report

Criteria

- 1.1. chart includes the applications and uses of each modality
- 1.2. chart includes the abnormalities detected for each modality
- 1.3. chart includes the advantages of each modality
- 1.4. chart information includes significant information
- 1.5. information shows differences between the modalities
- 1.6. chart is neat and well organized
- 1.7. report includes the applications and uses of each modality

Learning Objectives

- 1.a. Identify the various imaging modalities in health care
- 1.b. Explain the applications of various modalities
- 1.c. Describe the advantages of one modality over another

Learning Plans target one or more competencies. The info comes directly from the approved COS in WIDS.

2.1-2.5
3.2
3.3

Learning Activities

1. PRINT this learning plan page and check off each activity as you complete it. PREVIEW the Competency, Performance Standards and Learning Activities for this learning plan.
2. INVESTIGATE the various types of imaging modalities common to facilities in your area. OBSERVE the four modalities discussed in the Radiographic Science website.
3. VIEW the **Modalities PowerPoint** presentation.
4. PRINT the Imaging Modalities chart. Use this chart to record your notes as you complete the learning activities below. You can also use this chart as a template for your performance assessment task.
5. INQUIRE about the imaging modalities used within a site of your choice. NOTE how the information you gained about imaging modalities. ADD to your Imaging Modalities Chart. **1.9, 5.1-5.2**
6. POST information about a unique imagining modality. CONTRIBUTE your information to the LP 3: Imagining Modalities Discussion. READ about the modalities posted by others.
7. Practice in the lab.

4.1-4.6

Assessment Activities

1. CREATE a chart detailing information about each modality. OBTAIN the Imaging Modalities Chart performance assessment task for directions. NOTE which modalities are used in your organization.

PERFORMANCE ASSESSMENT TASKS

Designed in WIDS

Target course competencies and performance standards from the approved course

Address QM Standards: 3.1, 3.3, 3.4



Imaging Modalities Chart Performance Assessment Task

Directions

For this performance assessment task, you will create a chart of the various health care imaging modalities (CT, Ultrasound, Radiology and MRI).

3.4

Research each imaging modality. Find out the following information for each modality and anatomical region including chest, abdomen, pelvis, brain/skull, extremity work, breast, vessels:

- Applications/Uses of the modality
- Abnormalities detected using the modality
- Advantages of the modality

Create rubrics for assessing student performance. Make them easily accessible to all faculty.

Report your findings in a chart. (An easy way to create a chart is by using a word processing program.)

Submit your work to your instructor (via Canvas) for grading.

3.1

Target Course Competencies

1. Differentiate among the various imaging modalities in healthcare

Rating Scale

Value	Description
3	Work exceeds criterion; shows depth in insight and grasp of learning, critical thinking skills, or attention to detail
2	Work meets criterion adequately
1	Work is missing, incorrect or incomplete
0	Work does not meet criterion

3.3

Scoring Standard

You must attain a minimum of 12 points on this assessment to meet the requirements for this competency. No criteria may receive a "0". Should a "0" be attained on any criteria - revise the assessment until you can meet the minimum requirements.

Scoring Guide

	Criteria	Ratings
1.	chart includes the applications and uses of each modality	3 2 1 0
2.	chart includes the abnormalities detected for each modality	3 2 1 0
3.	chart includes the advantages of each modality	3 2 1 0
4.	chart information includes significant information	3 2 1 0
5.	information shows differences between the modalities	3 2 1 0



WIDS



QUALITY MATTERS – PAST, PRESENT AND FUTURE

- Soft Role Out
- Standardized Course Design
- Alignment
- User Experience



Blackboard Level 2 Course

Incorporating Quality Matters Higher Education Rubric recommendations for course design.

The banner has a light blue gradient background. On the left, there is a stylized graphic of a black arrow pointing right, with thin, curved lines above it. On the right side, there is a small image of the "Quality Matters Higher Education Rubric Workbook" cover, which features a circular arrangement of various icons and the text "HE RUBRIC WORKBOOK" and "Higher Education Rubric for Course Design".

BLACKBOARD LEVEL 2 TRAINING COURSE – THE PROCESS



INTRODUCTION - What to Expect in Each Module

You will find consistent content organization within each of the 8 modules. Each module



- **Pre-module survey** (The survey includes questions related to the "think about how you may already incorporate the recommendations
- An **explanation** on that particular General Standard and the associated
- **Reference** to the rubric workbook location for that standard
- **Assessment task** - using your personal master Blackboard shell*, y

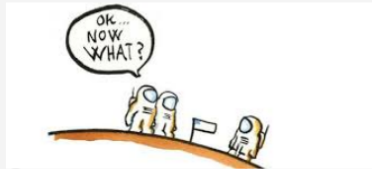


QM General Standard 1 - Course Overview and Introduction

General Standard 1: Course Overview and Introduction

Specific Review Standards:

- 1.1 Instructions make clear how to get started and w
- 1.2 Learners are introduced to the purpose and stru
- 1.3 Communication expectations for online discussi
- 1.4 Course and institutional policies with which the I policies is provided.
- 1.5 Minimum technology requirements for the cours
- 1.6 Computer skills and digital information literacy s
- 1.7 Expectations for prerequisite knowledge in the d
- 1.8 The self-introduction by the instructor is professi
- 1.9 Learners are asked to introduce themselves to t



- Design a training course (BbL2)
- Rollout process
- Requirement: Complete one QM Workshop

Standards	Points	
Course Overview Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners 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 clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
	Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.		3
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.		3
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.		3
2.5 The learning objectives or competencies are suited to the level of the course.		3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	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 learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability*	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

* Meeting QM's accessibility Standards does not guarantee or imply that specific country/ethnic/religious accessibility regulations are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

© 2014 MarylandOnline, Inc. All rights reserved. This document may not be copied or duplicated without written permission of Quality Matters.

Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition 2/22/17

BLACKBOARD LEVEL 2

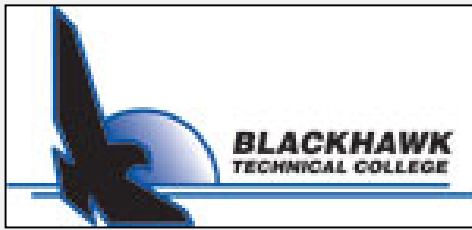
Online training consists of the 8 modules

QM General Standards

Complete one module at a time

Extensive video and/or text feedback

Face-to-face support in CITL



Master Courses (Master Packages)

- *Standard courses in multiple modalities*

QM

- *Individualized Learning Pathways for faculty PD*

Blackboard Level 3

- *Faculty Coaches in Course Design*



THANK YOU!