

Unlocking Online Excellence: The Keys to Quality Matters Course Design Success

UNC System Learning and Technology Symposium

June 3, 2025

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NC Central
UNIVERSITY

Office of e-Learning

A Title III Activity



SESSION OBJECTIVES

- **Identify suitable courses for Quality Matters certification.**
- **Apply effective strategies for implementing the Quality Matters rubric.**
- **Develop practical approaches to online course preparation through self-reviews.**

QM OVERVIEW

The eight General Standards of the Quality Standards rubric include:

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



Standards from the Quality Matters Higher Education Rubric, Seventh Edition. Quality Matters. Retrieved from [Specific Review](#)

[Standards from the QM Rubric, Seventh Edition](#)

TITLE III-OFFICE OF E-LEARNING

Title III Program

North Carolina Central University receives Title III funding from the US Department of Education. This program is designed to assist institutions of higher education with becoming self-sufficient and expanding their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, student services and outcomes and fiscal stability of eligible institutions.



STRATEGIC PLANNING

Title III 2024-2025 Quarter 2 Reporting (January-March 2025)

○ 2.2.3 Identify courses for Quality Matters review and recognition.

 Assign

 OeL ID Team 

Bucket	Progress	Priority
Objective 2.0 	○ Not started 	● Medium 
Start date	Due date	Repeat
Start anytime 	03/31/2025 	 Does not repeat 

Notes  Show on card

Upload Self-Review documentation from QM website and consultation records here.

Office of e-Learning staff will have scheduled and conducted initial QM redesign consultations with identified faculty. Office of e-Learning staff explained QM redesign process expectations, timeline, and action items.



CASE STUDY



**Case 1: Undergraduate
Public Health
(High Enrollment Course)**

**Case 2: Undergraduate
Kinesiology
(Fitness Management)**



Case 1: Dr. Lashawn Wordlaw
OeL Faculty Fellow
Facilitator: Dr. Larrisha McGill-Youngblood



Case 2: Dr. Rudolph Bailey
OeL Faculty Fellow
Facilitator: Dr. Charlotte Russell Cox

QM CERTIFICATION PROCESS IDENTIFICATION



- Two Faculty Fellows identified for official review.
- Both fellows have completed Applying the QM Rubric (APPQMR).
- Both faculty members worked with the Office of e-Learning to develop the course prior to QM course preparation.

NCCU “QM WEEK”

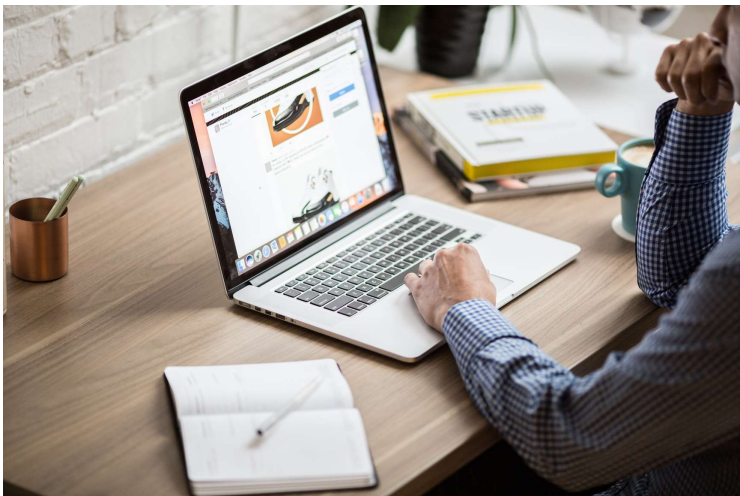
 Designing Your Online Course (DYOC) NC Central Office of e-Learning	Designing Your Online Course (DYOC) Join our 'Designing Your Online Course' workshop and master the QM Rubric standards that lead to student success! Create a comprehensive course development plan and learn the framework and tools you need to enhance your existing courses. Take the first step toward designing an exemplary online course that engages and inspires your students! Register Now! Monday, March 10, 2025, 9am-5pm
 Improving Your Online Course (IYOC) NC Central Office of e-Learning	Improving Your Online Course (IYOC) Enhance your online course with evidence-based quality standards! Join the 'Improving Your Online Course' workshop to learn the Quality Matters framework. Bring your existing course and leave with a clear improvement plan to boost your students' learning experience. Limited seats available—secure your spot today! Register Now! Wednesday, March 12, 2025, 9am-5pm
 Applying the QM Rubric (APPQMR) NC Central Office of e-Learning	Applying the QM Rubric (APPQMR) The APPQMR is a mandatory prerequisite for individuals aiming to enroll in the QM Peer Reviewer Course, which is essential for attaining QM-Certified Peer Reviewer status. You'll learn the principles of the QM Rubric and gain hands-on experience formulating constructive feedback. The skills you learn in this course will transform how you prepare your online courses. Register Now! Thursday & Friday, March 13th & 14th, Virtual workshop, 9:00-1:00 on both days.

QM TRAINING PLAN



Join at
slido.com
#1382 568

QM CERTIFICATION PROCESS OVERVIEW



Phase 1:

- Instructional Designer assigned to work with faculty
- Weekly or bi-weekly meetings
- Completed mapping matrix
- Initial QM checklist review and approval
- Teach the online course at least one time

Phase 2:

- Continuously improve the course for QM certification
- Complete a QM Self-Review
- Apply Self-Review Feedback

CASE STUDY FORMAT

- **COURSE REVIEW INITIAL CONSULATION**
- **MAPPING MATRIX-UPDATED**
- **COURSE DEVELOPMENT**
- **ASSESSIBILITY CHECK-UDOIT**
- **QM SELF-REVIEW**
- **COURSE WORKSHEET**



PROJECT MANAGEMENT-PLANNER



Planner

QM Review Prep

Bucket

Charlotte Cox

Progress

Completed

Priority

Medium

Start date

Start anytime

Due date

Due anytime

Repeat

Does not repeat

Notes

☐ Show on card

Type a description or add notes here

Checklist 6 / 6

☒ Show on card

☒ Initial Consultation completed with Faculty member (course developer)

☒ Check if this is an QM prep review for QM Certification

☒ Course Mapping Matrix (Please upload as an attachment to this card)

☒ Final course review by OeL staff completed (upload redesign checklist or QM self assessment r...

☒ Course Development confirmation email sent to Larrisha & Faculty (Developer)

☒ Completed 2023-2024 Academic Year

☐ Add an item

Attachments

2-27-25 KIN 4050 Mappin

INITIAL CONSULTATION

Course Description

- Ask the faculty member to describe the course. Ask general questions such as how many weeks/modules for the course, does the course have prerequisites, and does the course have a syllabus created. Instructional Designer (ID) should take notes (at the bottom of the document) to transfer to the consultation records in the OeL Google Drive.

Explain the Quality Matters Rubric

- [Course Design Checklist](#)
or
[Quality Assurance Report](#)

Review the process for developing quality online courses

- Development Timeline needs to be submitted for review by OeL ID in Trello
- [Course Mapping Matrix](#) needs to be submitted for review by OeL ID in Trello (final completed version)
- Briefly explain several supporting documents to assist with development such as the "[Transparent Assessment Sheet](#)"

Set tentative time for development based on ID/faculty schedules

- **Week of FILL IN DATES:**
Have a plan for course goals and assessments
Create measurable student/course learning objectives-modules ([see Bloom's taxonomy](#))
- **Week of FILL IN DATES :**
Start working on [mapping matrix](#) (two-three modules) with technologies listed on matrix

Course Mapping Matrix

About the Course Mapping Matrix

As educators, you understand that the most important aspects of any course are the student learning objectives (SLOs) and Module Learning Objectives (MLOs). Every element of your course should intricately connect to these learning goals. This is why a course mapping matrix is so important. Think of it as a comprehensive blueprint that supports you during the planning phase of your course, ensuring alignment and coherence. The course mapping matrix aids in designing MLOs that directly contribute to achieving your SLOs. It helps you develop assessments that accurately measure MLO achievement and select instructional materials and learning activities that reinforce these objectives. Most importantly, the course mapping matrix can save you time, enhance the quality of your course, and clearly demonstrate your expertise and commitment to student success.

Crafting Measurable Student Learning Objectives

NCCU is a Quality Matters-certified school. This means that we are dedicated to ensuring that each course provides a quality education that leaves students empowered by the knowledge they have gained. Creating measurable learning objectives is key to developing a quality course. If your SLOs are not measurable, you cannot evaluate how well the student has grasped the knowledge. Quality Matters defines **measurable learning objectives** as “**objectives that precisely and clearly describe what learners will be able to do if they successfully complete the course**”. In other words, measurable learning objectives must contain an action verb you can assess through a learning activity. Stating that a student will understand a concept by the end of a course is not measurable. How can you measure understanding? You can’t, but you can measure how well a student explains or summarizes a concept. “Explain” and “summarize” are action verbs that can be measured, while “understand” is not.

Examples of Measurable and Unmeasurable Learning Objectives

Measurable Learning Objectives:

1. **Analyze** the impact of social media on modern communication by providing specific examples and evidence.
2. **Create** a marketing plan for a new product, including market research, strategy, and projected outcomes.
3. **Evaluate** the effectiveness of different teaching methods in a classroom setting by comparing student performance data.
4. **Design** an experiment to test a hypothesis related to climate change, including all necessary steps and safety protocols.
5. **Summarize** the key findings of a scientific study and **explain** their significance in a written report.

Unmeasurable Learning Objectives:

1. **Understand** the principles of economics by the end of the course.
2. **Appreciate** the contributions of classical literature to modern thought.
3. **Know** the major events in American history.
4. **Grasp** the concepts of quantum mechanics.
5. **Review** the ethical implications of genetic engineering.

The measurable objectives use specific action verbs (analyze, create, evaluate, design, summarize, explain) that can be assessed through observable and demonstrable student actions. In contrast, the unmeasurable objectives use vague terms (understand, appreciate, know, grasp, be aware) that do not specify how the achievement of these objectives can be evaluated.

Now that you know the difference between measurable and unmeasurable learning objectives, it's time to build your course mapping matrix!

Alignment

While measurable learning objectives lay the foundation for the course, alignment between the learning objectives, assessments, learning materials, and activities is crucial to achieving a well-balanced, interesting, and engaging course. The course mapping matrix guides you through the alignment process by having you map the relationship between SLOs, MLOs, Assessments, instructional materials, and learning activities. Doing so ensures that all information shared with your students helps them achieve your course's learning goals. **Please see the example of alignment and measurability on the next page.**

OPEN DISCUSSION



“How do you introduce the Quality Matters mapping matrix to faculty, and what has been their response to using it in course planning?”

“Have you customized your QM mapping matrix to better suit your institution’s instructional design practices?”

CASE 1-MEASUREABLE OBJECTIVES

Course Learning Objectives (CLOs)

By the end of this course students will be able to:

1. To examine the interdependent relationships between and among the dimensions of health.
2. To assess personal experiences with each dimension of health.
3. To reflect and consider adopting behaviors that promote positive personal health and wellness, overall.

CASE 1-MODULE EXAMPLE

Module 1 Personal Health	By the end if this module, you will be able to: • MO1.1. Define health, wellness, dimensions of health, other important concepts. • MO1.2. Identify public health achievements that have influenced health and wellness, including access to care. • MO1.3. Assess and examine your lifestyle behaviors. • MO1.4. Reflect and indicate three actions that would improve your personal health (lifestyle behaviors).	CLO 1,2, 3.	Assessment Instruments • McGraw-Hill Smart Book. (MO1.1,) • McGraw-Hill Self-assessment Worksheet (MO1.3, MO1.4) • Let's Discuss: Topic: Public Health. (MO1.1, MO1.2)	Instructional Activities • Read & Quiz - The assigned chapter 1: Taking Charge of Your Health has an embedded quiz within the Smart Book via McGraw-Hill Connect LTIA software. (MO1.1 – MO1.2) • Complete & Submit – McGraw-Hill Wellness Worksheet: Evaluate your Lifestyle (MO1.3, MO1.4) • View & Discuss– 4+minute video: What is public health? (or comparable video) (MO1.1, MO1.2) Technologies selected: ➤ McGraw-Hill Connect LTIA ➤ Canvas Studio
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CASE 2-MEASUREABLE OBJECTIVES

Student Learning Objectives (SLO)

SLO 1: Review the different definitions of "management." (DBP)

SLO 2: Describe the major management functions, the basic management process, theories, and the various levels of management.

SLO 3: Determine the meaning of "ethics, ethical management behavior, and a model for making ethical decisions."

SLO 4: Examine the steps of the strategic planning process, programming processes, and strategic management.

SLO 5: Discuss the purpose, various theories, and different types of organizational principles and structures.

SLO 6: Distinguish the different steps utilized in the process of planning, organizing, the clinical process, and effective communication.

SLO 7: Interpret the meaning of Tort Law, Negligence, Standard of Care, and components of the Americans with Disability Act.

SLO 8: Differentiate the relationship between Morale, Performance, Job Satisfaction within the health & fitness industry, and volunteers.

SLO 9: Indicate the management of volunteers, legal and risk management, event planning principles, reward system, and ADA & pitfalls.

SLO 10: Identify the communication process, communication functions, communication with volunteers, and communication barriers.

CASE 2-MODULE EXAMPLE

Module 3				
Module Learning Objectives (MLOs)	SLO (MLOs should align with an SLO)	Assessment (Should measure MLOs)	Instructional Materials (Should be aligned with MLOs & SLOs)	Learner Activities (Should help students achieve MLOs)
3.1 Distinguish the organizational behavior, theory, structure, and policy-based management style. 3.2 Determine writing policies and procedures, leadership theories, and different leadership styles. 3.3 Discuss the chain of command within the management process. 3.4 Identify information about plagiarism. 3.5 Explain what plagiarism is and how to avoid plagiarism.	Organizational Behavior (Jan 23-29) SLO 5, 6	Complete the avoid plagiarism assignment (MLO 3.4, 3.5) (SLO 6) Answer post # 3 and respond to two students' posts in the discussion section on Canvas policy, procedure, and chain of command (MLOs 3.1, 3.2, and 3.3) (SLO 5,6)	Read the following pages in the textbook 31 through 56 (MLO 3.1, 3.2, 3.3) (SLO 5,6) Review the PowerPoint for Chapter 3(MLO 3.1, 3.2, 3.3) (SLO 5 & 6) Read the directions for assignment 1, avoid plagiarism making a difference (MLO 3.4) (SLO 5,6) Review the following videos: they are also in close captions: (1) RU-academic integrity (2) Sponge Bob (3) Plagiarism Activity Game activity	Self-check quiz (plagiarism) (MLO 3.4) (SLO 6) Review the video overview and PowerPoint of Chapter 3 Organizational Principles and Leadership Video Overview with quiz questions. (MLO 3.1, 3.2, 3.3) (SLO 5 & 6)

CASE 1-CANVAS MODULES

• Welcome to Class; Start Here!
Course Information
 Class Overview
 Meet Your Instructor
 Syllabus
 Video for McGraw-Hill Connect Registration Instructions 
Communication & Technology
 Student Lounge
 Netiquette
 Course Communication Policies
 Minimum Technology & Technical Skills
 McGraw-Hill Troubleshooting
 NCCU Technical Support
NCCU Resources
 Canvas Resources for Students
 NCCU Student Resources
 Virtual Student Hours
 Privacy Information for Instructional Tools
 Vendor Accessibility Statements

• Syllabus Quiz
 Syllabus Quiz - HEDU 1531: Personal Health Jan 19, 2024 50 pts
 Discussion Board: Introduce Yourself!
• Module 1 (January 16 - 19, 2024)
 LET'S BEGIN - Personal Health
 Module 1: LET'S DISCUSS - Topic: Public Health 10 pts
• Module 2 (January 22 - 26, 2024)
 LET'S BEGIN - Psychological Health
 Module 2: LET'S DISCUSS - Topic: Social Media and Psychological Health Jan 27, 2024 10 pts
• Module 3 (January 29 - February 2, 2024)
 LET'S BEGIN - Emotional Health
• Module 4 (February 5 - 9, 2024)
 LET'S BEGIN - Sleep Health

CASE 2-CANVAS MODULES

▼ Welcome to Class: Your Journey Begins Here!
 Instructor Information
 Course Description Purpose/Prerequisite
 Class Overview and Grading Scheme
 Virtual Office and Interaction
 Course Calendar
 Academic-Honor-Code
 Course Methodology
 Student Learning Outcomes (SLOs)
 Required Materials
 Netiquette
 Minimum Technology
 Minimum Technical Skills
 Learning Modules Content Organization
 Discussion Board Participation
 Student Accessibility Services

▼ Module 1: Student Introduction (Jan 09-15)
 Module 1: Module Learning Outcomes (Jan 09-15)
 Module 1: To-Do-List
LEARN
 KIN 4050 Syllabus Fitness Management Spring 2023
 Netiquette video with questions
 Canvas Resources for Students (MLO 1.1, 1.2, 1.3)
 Friday Zoom Online Class-11:15-11:45 AM
ASSESS
 Post # 1 Class Introduction Jan 12, 2024 10 pts
 Syllabus Quiz Jan 14, 2023 51 pts
 What is Netiquette?

ACCESSIBILITY EXAMPLE

Proper Supervision

When providing in-service training and developing a supervisory plan, the professional must take into consideration the following aspects:

- what should the supervisor look for
- what should the supervisor listen for
- where should the supervisor stand
- how should the supervisor move around
- what should the supervisor do if a problem arises
- identify all potential dangerous activities
- how close should the supervisor be to the activity
- understand the warning signs of impending trouble during an activity or in a client
- establish a “stop signal” that can be used when the supervisor immediately suspend activity

Chapter 9 Legal and Risk Management Principles

-Video Captions

-Video “Quiz” Check Questions

UDOIT-ACCESSIBILITY


UDOIT

[Home](#)
[UFIXIT](#)
[Review Course Files](#)

Course Accessibility Score: 92%


 UDOIT is scanning the course content for accessibility issues.
 

Status	Title
	Assignment 1 Avoiding Plagiarism Making a Difference
	Assignment 1 Avoiding Plagiarism Making a Difference
	Assignment 1 Avoiding Plagiarism Making a Difference
	Assignment 1 Avoiding Plagiarism Making a Difference
	Assignment 1 Avoiding Plagiarism Making a Difference
	Assignment 1 Avoiding Plagiarism Making a Difference
	Functions of Management Post # 2
	Functions of Management Post # 2
	Assignment 3 PowerPoint Presentation
	Assignment 3 PowerPoint Presentation

ACCESSIBILITY TOOLS



Join at
slido.com
#8459 301

COURSE DESIGN-CHECKLIST



Course Design/Redesign Checklist

Course: _____ Course Representative: _____

GENERAL STANDARD 1: COURSE OVERVIEW AND INTRODUCTION	
☐	Do your instructions make clear how to get started and where to find various course components?
☐	Are your students introduced to the purpose and structure of the course?
☐	Are your communication guidelines for the course clearly stated?
☐	Do you clearly state or provide a link to current course and institutional policies with which students are expected to comply?
☐	Do you clearly state the minimum technology requirements and provide instructions for obtain them?
☐	Do you clearly state the technical skills and digital information literacy skills expected of your students?
☐	Do you clearly state the required prior knowledge in the discipline and/or any specific competencies students should have?
☐	Do you provide a welcoming self-introduction and make it available online?
☐	Do you provide students an opportunity to introduce themselves to the class?

GENERAL STANDARD 2: LEARNING OBJECTIVES (COMPETENCIES)	
☐	Do you list course-level learning objectives that describe outcomes that are measurable?
☐	Do you list module/unit-level learning objectives that describe outcomes that are measurable and consistent with the course-level objectives?
☐	Are the learning objectives stated clearly, student-centered, and prominently located in the course?
☐	Are the relationships between learning objectives, learning activities, and assessments clearly stated?
☐	Are the learning objectives suited to and reflect the level of the course?

QM-SELF-REVIEW



⊕ My Account

⊕ My Activity

⊖ My Tools

Course Review System

Master Reviewers

Order Materials

IDA Search

Role Applications

Edit Role Applications

Certified F2F Facilitators

- Start a Review Application
- Start a Self-Review
- Work on your Course Worksheet
- Work on your Reviewer Worksheet

QM-SELF-REVIEW

[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
✓	✓	✓	✓	✓	✓	✓	✓

General Standard 1: Course Overview and Introduction - The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the beginning.

Standard 1.1 ✓

Standard 1.2 ✓

Standard 1.3 ✓

Standard 1.4 ✓

Standard 1.5 ✓

Standard 1.6 ✓

Standard 1.7 ✓

Standard 1.8 ✓

Standard 1.9 ✓

SPECIFIC REVIEW STANDARD 1.1 - (3 Points)
Instructions make clear how to get started and where to find various course components.

☒ Met ☐ Not Met

Annotation:

Information posted at the beginning of the course indicates what to do first, provides a general course overview and detailed navigational instructions, and encourages the learner to explore the course site.

Instructors may choose to incorporate some of this information in the course syllabus or other course documents. A useful feature is a "Read Me First" or "Start Here" button or icon on the course home page, linking learners to introductory information.

Reviewers, use the first visit to the course to experience what

Evidence:

Suggestions for Improvement:

QM-SELF-REVIEW

Quality Matters Self-Review Form



Self-Review Title: KIN 4050 Spring 2023

Rubric: Quality Matters, Higher Education Seventh Edition

General Standard 1: Course Overview and Introduction - The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the beginning.

SPECIFIC REVIEW STANDARD 1.1 - (3 Points) Required

Instructions make clear how to get started and where to find various course components.

Points Possible: 3

Points Awarded: 3

Result: MET

Evidence:

The “Start Here!” information is provided on the course home page (on the left-hand column), making it clear for learners where to get started successfully on the course. A clear description of how to get started on the course is provided by giving six clear steps. The students will also know the course is divided into modules with “learn” and “assess” folders.

Suggestions for Improvement:

You might consider creating a course tour video by sharing the screen to show the Canvas course and talk to the learners through each item in student preview mode. Showing the Canvas course screen/view will help learners visually understand how to successfully navigate the course.

QM-SELF-REVIEW

SPECIFIC REVIEW STANDARD 2.4 - (3 Points) Required

The relationship between learning objectives, learning activities, and assessments is made clear.

Points Possible: 3

Points Awarded: 0

Result: NOT MET

Evidence:

I was to find a clear relationship between course outcomes, module outcomes, and learning activities. The numbering system explaining the relationships in each module was helpful. Listing the course and module outcomes helps the learning activities not to be seen as unconnected. However, some modules did not have the assessments with the relationship present.

Suggestions for Improvement:

Consider checking each "To-Do" list and make sure the assessments are listed with the MLO and SLO relationship clearly stated. For example, in Module 12: Event Planning (Oct 31-Nov 6), the "To Do" list add the Discussion board assessment with MLOs and SLOs. You can copy this directly from the mapping matrix. Another example is in Module 14: Group PowerPoint Presentation (Nov-14-20). Add to the "To Do" list the assessments and MLO/SLO relationship for the Assignment 3 PowerPoint Presentation and End of Semester Reflection Paper.

QM-SELF-REVIEW FEEDBACK



- Constructive
- Specific
- Measurable
- Sensitive
- Balanced

QM-EMAIL SELF-REVIEW

KIN 4050 Spring
2023

2024-05-22

Quality Matters,
Higher Education
Seventh Edition

Email Review

SAVE THE DATE

**UNC System
QM Summit 2025**

QUALITY MATTERS

QM

09

26

25

NCCU Student Center

**This year's theme, "Empowering Educators:
Transforming Teaching through Quality Matters,"
brings together faculty, instructional designers, and e-
learning professionals who are passionate about
advancing quality in online learning.**

Dr. Racheal Brooks-Keynote Speaker

QUALITY MATTERS

QM

SCAN ME



[QM Summit
Registration
Call for Proposals](#)



SCAN ME

Questions?



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Unlocking Online Excellence:
The Keys to Quality Matters Course Design Success
Presentation