COVID-19 Brings Program Quality Assessment Using OLC Quality Scorecard and QM Peer Review

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Presentation Purpose & Objectives

PURPOSE
• The COVID-19 health crisis caused online programs to evaluate course design. The University of Illinois-Chicago has found that the crisis management varied based on individual courses even in online programs.

OBJECTIVES
• The objectives of this presentation are to focus on the role of:
  • Course design in crisis management situations
  • Influence of course design meeting online learning standards (OLC Scorecard/QM) during crisis management
  • Considerations for course design in the long term
Traditional Course Design

**Weekly Structured Content**

Weekly Activities Include:
- Readings
- Discussion with Participation Weeks
- Individual Assignment Weeks

**Structured Content More Than One Week**

Unit Activities Include:
- Readings & Quiz Week 1 and Discussion with Participation Week 2
- Readings & Quiz Week 1 and/or Assignment Week 2

**Weekly Project-Based Learning**

Weekly Activities Include:
- Readings & Discussion Every Week – Optional/Required Participation
- Weekly Assignments that Build into the Final Project.
The COVID-19 (Coronavirus Disease) health crisis caused many unusual circumstances for both on campus and online programs. On campus programs have converted to remote learning in a two-week period. Regarding Online Programs Institutions have assumed that due to always being online there are no expected issues.

**CRISIS MANAGEMENT FOR ACADEMIC CALENDAR CHANGES BASED ON COURSE DESIGN**

In the beginning stages of the COVID-19 crisis the online courses indeed did not encounter many difficulties. However, issues began to arise once institutions required an extension of Spring Break to two weeks and other accommodations for students needed to be established. The course design has been found to assist in an instructor’s ability to crisis manage is as follows:

- **Most Manageable:** Unit Content More Than One Week
- **Manageable:** Semi-Structured Content Weekly Content with Optional Discussion to form Self-Paced Learning if necessary.
- **Least Manageable:** Weekly Structured Content with little to no room to adjust due dates.
Quality Matter and OLC Scorecard

Quality Matters

Quality: Alignment of Content to Objectives

Focus Design Focuses on:

✓ Measurable Objectives
✓ Alignment of Activities and Objectives
✓ Providing Quality Feedback for Learning

OLC Scorecard: Program & Individual Courses

Quality Alignment, Interaction and Tools

Focus Design Focuses on:

✓ Measurable Objectives
✓ Alignment of Activities and Objectives
✓ Student Interaction
✓ Course Accessibility & Tools

Quality Matter & OLC Scorecard

Alignment & Tools for Learning

Focus Design Focuses on:

✓ Measurable Objectives
✓ Alignment of Activities and Objectives
✓ Student Interaction
✓ Course Accessibility & Tools
The COVID-19 (Coronavirus Disease) health crisis caused not only the academic schedule to change but caused issues of student willingness to interact with other students. In time of crisis management are all standards required?

**CRISIS MANAGEMENT AND MEETING ONLINE LEARNING STANDARDS**

The type of standards to be met is determined by how long a crisis management needs to take place. The needs to meet standards differs for both short-term and long-term basis.

**Short-Term** – Alignment, Accessibility and Tools for Engagement
- Minimum of course alignment to maintain learning outcomes – Quality Matters
- Minimum of videos meeting accessibility and tools for engagement. (OLC Scorecard)

**Long-Term**
- All standards of both Quality Matters Should be Met by selecting Unit or Project-Based format over Weekly Format Structure
Types of Faculty Training Online Education

Condensed Workshops
Online Training

Quality: Alignment of Content to Objectives

Focus Design Focuses on:
✓ Improving Existing Courses with Updates
✓ Converting On Campus Course to be online due to capacity restrictions

Quality Matters
Applying the Rubric and Peer Review Certification

Quality: Alignment of Content to Objectives

Focus Design Focuses on:
✓ Measurable Objectives
✓ Alignment of Activities and Objectives
✓ Providing Quality Feedback for Learning

Quality Matter & OLC Teaching Certification

Alignment & Tools for Learning

Focus Design Focuses on:
✓ Measurable Objectives
✓ Alignment of Activities and Objectives
✓ Student Interaction
✓ Course Accessibility & Tools
The crisis management was achieved due to continued training in Online Teaching and learning new ways and tools for course activities which allowed smoother transition in the time of crisis. The faculty member with limited Online Training became dependent on their colleague with more training for ideas and suggestions on instructional design and content management during the crisis.

**RECOMMENDED FACULTY TRAINING FOR CRISIS MANAGEMENT**

The COVID-19 crisis management has shown that faculty require continuous online teaching and preferably learning the basics of Instructional Design training. This allows faculty to understand what options based on the tools available by the institution best meet the crisis management scenario. It is recommended that faculty consider formal training:

- OLC Teaching Certifications (OLC Scorecard and Course Quality Design and Teaching)
- Quality Matters: Applying the Rubric & Peer Review (Instructional Design)
Questions & Thank You
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