
Entry Directions

- 1** Pick a Sticky Note
Pull one color-coded sticky note from the table. Colors are **green**, **blue**, and **purple**.
Novice QM Implementation, **We're in the Middle!**, and **Veteran QM Implementation**
- 2** Find a Seat
Sit with someone who has a different-colored sticky from yours.
- 3** Get Acquainted
Introduce yourself to the person sitting to your left and right.



Using Data to Foster a Culture of Continuous Improvement

Us

Nikki Lyons



Leota O'Malley



Collaborative Notetaking Document



<http://bit.ly/3YQvGwi>

Objectives



Collaborate to identify essential components that will help your institution spotlight areas of improvement.



Identify elements of a data-informed plan for faculty development using course review feedback.



Discuss practical ways to use the data for supporting the creation of faculty PD (e.g., workshops, FLCs, COPs, & symposia).

UF Quality



Complete the Great Online Course Workshop series.



Work with an ID to design and build a great online course.



Teach the course and complete Part 1 of the Course Reviews for Excellence Workshop (CREW).



A team reviews the course.



Complete a self-review in Proposal Space and include student evaluations and a course map.



You receive course feedback from the team.



The review team checks the course revisions.



Your course receives the quality designation badge.



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Connecting QA to PD



A glowing dartboard with a single arrow hitting the bullseye, set against a futuristic, neon-lit background. The dartboard is illuminated with vibrant purple and blue lights, and the background features a grid of glowing lines and numbers, suggesting a digital or data-driven environment. The overall aesthetic is high-tech and dynamic.

Which standards do we see marked as “Not Met” most often during the first round of review?

A glowing dartboard with a single arrow hitting the bullseye, set against a background of a futuristic city at night with neon lights and a large question mark.

How can we mitigate these challenges for the instructors?

The Cyclical Nature of Reflection and Improvement







How can data collection using the QM rubric and online course review drive decision-making in online faculty development?

TOP 10

A neon sign with the text 'TOP 10' is displayed against a dark brick wall. The word 'TOP' is rendered in pink neon and is contained within a yellow neon speech bubble outline. The number '10' is rendered in cyan neon. The entire sign has a glowing effect.

Frequently Missed Standards

QM 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

QM 1.7 Minimum technical skills expected of the learner are clearly stated.

QM 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

QM 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

QM 6.5 Links are provided to privacy policies for all external tools required in the course.

QM 8.2 Information is provided about the accessibility of all technologies required in the course.

UF 4.7 Presentations are divided into segments with a target length of 4 - 10 minutes.

UF 8.7 Course meets accessibility standards including but not limited to use of headings and subheadings, alternative image text, and color contrast.

UF 11.2 Instructor team provides constructive and balanced feedback that acknowledges strengths as well as areas for improvement.

UF 11.4 Instructor demonstrates ongoing changes and improvements based on constructive student feedback provided in current or previous term.



Frequently Missed Standards (in Order)

QM 6.5 Links are provided to privacy policies for all external tools required in the course. (Total "Not Met" = 36)

UF 4.7 Presentations are divided into segments with a target length of 4 - 10 minutes. (TNM = 31)

QM 8.2 Information is provided about the accessibility of all technologies required in the course. (TNM = 30)

QM 2.4 The relationship between learning objectives or competencies and course activities is clearly stated. (TNM = 28)

QM 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. (TNM = 26)

UF 8.7 Course meets accessibility standards including but not limited to use of headings and subheadings, alternative image text, and color contrast. (TNM = 25)

QM 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. (TNM = 24)

QM 1.7 Minimum technical skills expected of the learner are clearly stated. (TNM = 22)

UF 11.4 Instructor demonstrates ongoing changes and improvements based on constructive student feedback provided in current or previous term. (TNM = 22)

UF 11.2 Instructor team provides constructive and balanced feedback that acknowledges strengths as well as areas for improvement. (TNM = 20)

5 Essential Standards

QM 8.2 Information is provided about the accessibility of all technologies required in the course. (TNM = 30)

QM 2.4 The relationship between learning objectives or competencies and course activities is clearly stated. (TNM = 28)

QM 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. (TNM = 26)

UF 8.7 Course meets accessibility standards including but not limited to use of headings and subheadings, alternative image text, and color contrast. (TNM = 25)

UF 11.2 Instructor team provides constructive and balanced feedback that acknowledges strengths as well as areas for improvement. (TNM = 20)

Think. Pair. Draft. Share.

How can we use quality assurance data to inform professional development for instructors?



Think. Pair. Draft. Share.



Components



Relevance



Resources



Training and Support



Data

Think. Pair. Draft. Share.

10:00

- 1 Think about the components in terms of your institution.
- 2 Discuss the component on your table with your group.
- 3 Use the questions in the document to focus your discussion.
- 4 Draft an **outline** of what could be in your data-informed plan.

Components



Relevance



Resources

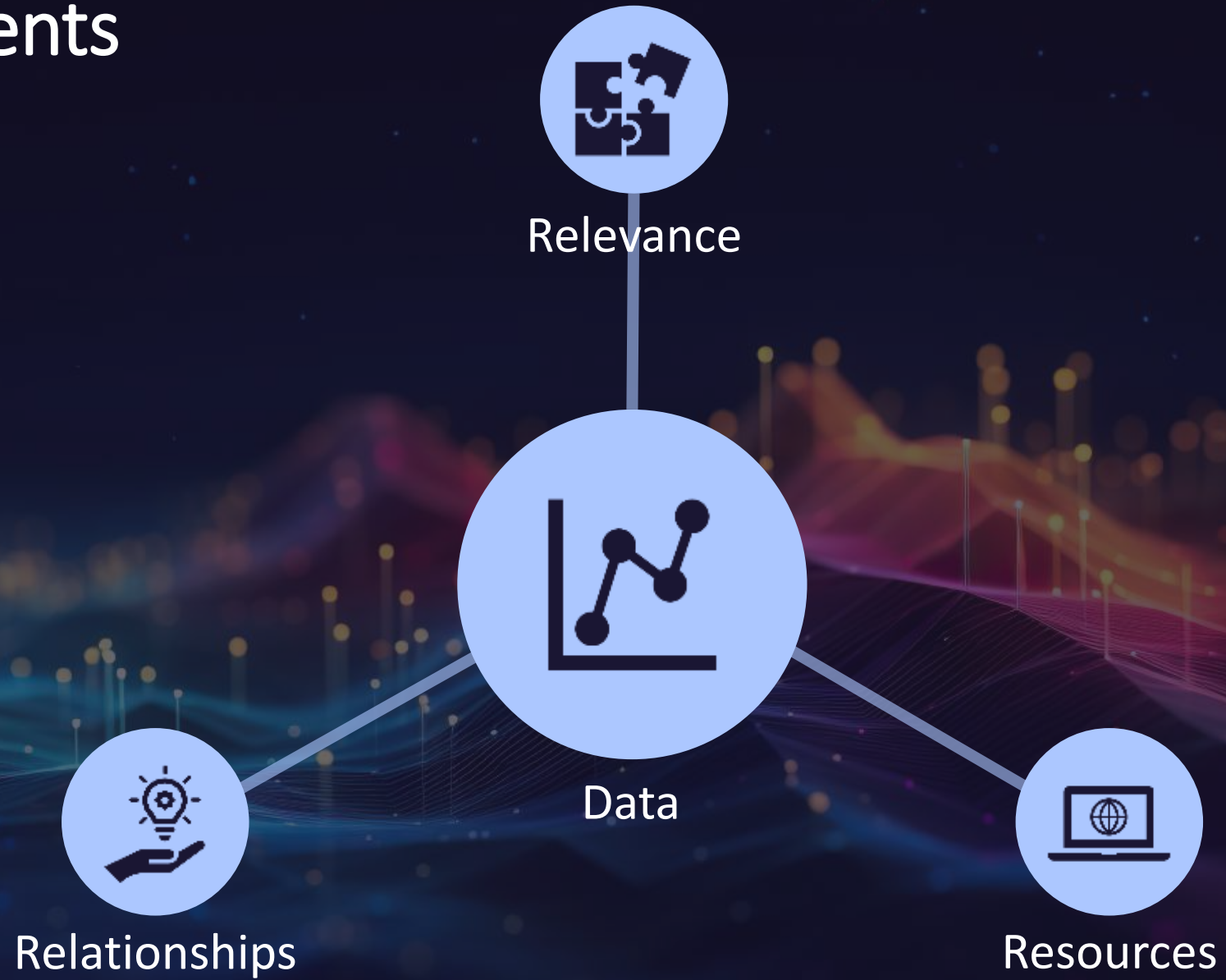


Training and Support



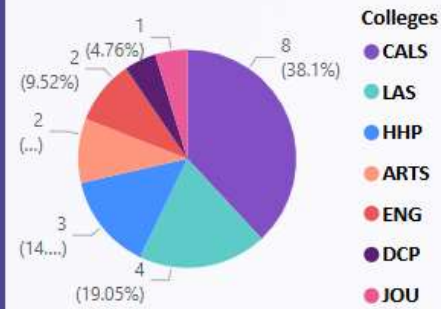
Data

Components

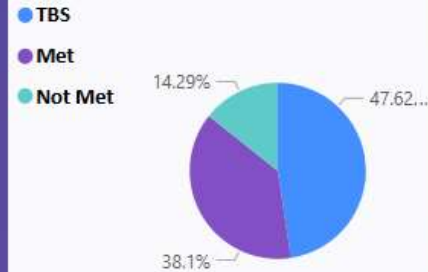


Power BI (The Future)

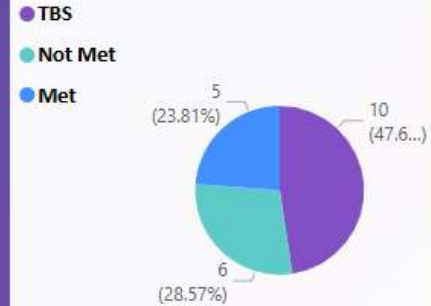
College Submissions for Online Course Reviews



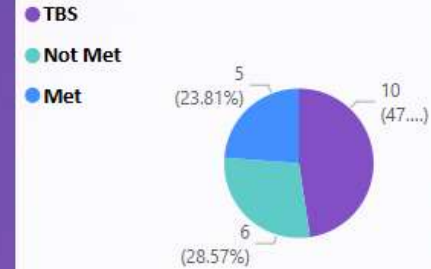
SRS QM 2.1 Scored as Met/Not Met



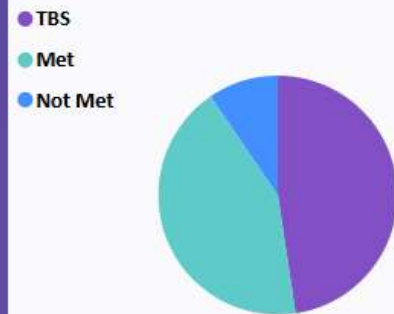
SRS QM 2.2 Scored as Met/Not Met



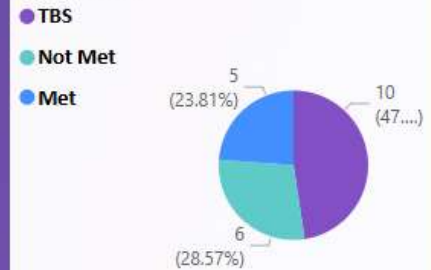
SRS QM 3.1 Scored as Met/Not Met



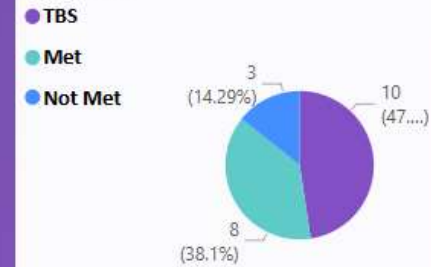
SRS QM 4.1 Score as Met/Not Met



SRS QM 5.1 Scored as Met/Not Met



SRS QM 6.1 Scored as Met/Not Met



Work It Out Some More!

How can we use quality assurance data to inform professional development for instructors?



10:00

Implementation Ideas

How can we use quality assurance data to inform professional development for instructors?



Contact Us

online-course-quality@ufl.edu

ocq.aa.ufl.edu





Thank You For Attending!
