Collecting and Utilizing Student Feedback Data for Continuous Improvement

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Session Outcomes

- Discuss quality assurance processes within a QM-Focused College.

- Identify purposes for student evaluations.

- Apply student feedback to improve course and program quality.

Delivering Innovative High-Quality Learning Experiences

"Quality is not an act; it's a habit." Aristotle

QM Certifications

Type	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
HE	4 – MBA 1 – BBA	6 – MBA 2 – BBA 2 – EMBA*	4 – MBA 5 – BBA	1 – MBA 2 – MSBA 3 – BBA 1 – EMBA	1 – MBA 3 – MSBA	16 – MBA 5 – MSBA 11 – BBA 2 – EMBA
CPE			3 – CBA			3 - CBA
Program			2 Design – MBA & CBA	Learner Success – MBA	Design – MSBA	3 – Design 1 – Learner Success
Total	5 – HE	10 – HE	9 – HE 3 – CPE 2 – Program	7 – HE 1 – Program	4 – HE 1 – Program	37 – HE 3 – CPE 4 – Program

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ACCBE's Quality Assurance Pie
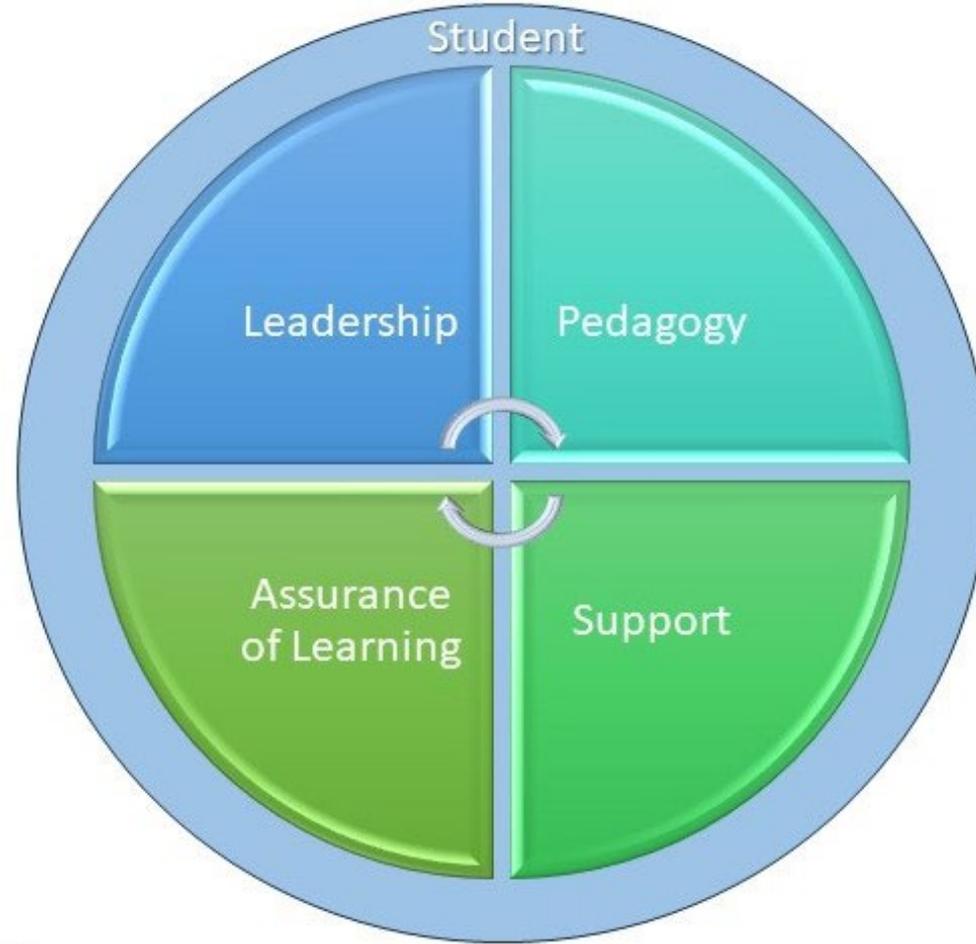
Leadership

Distance Learning Administrators

- Associate Dean of Graduate and Online Programs
- Director of Instructional Design

Focus:

- Unique culture and mindset
- Establish policies and procedures
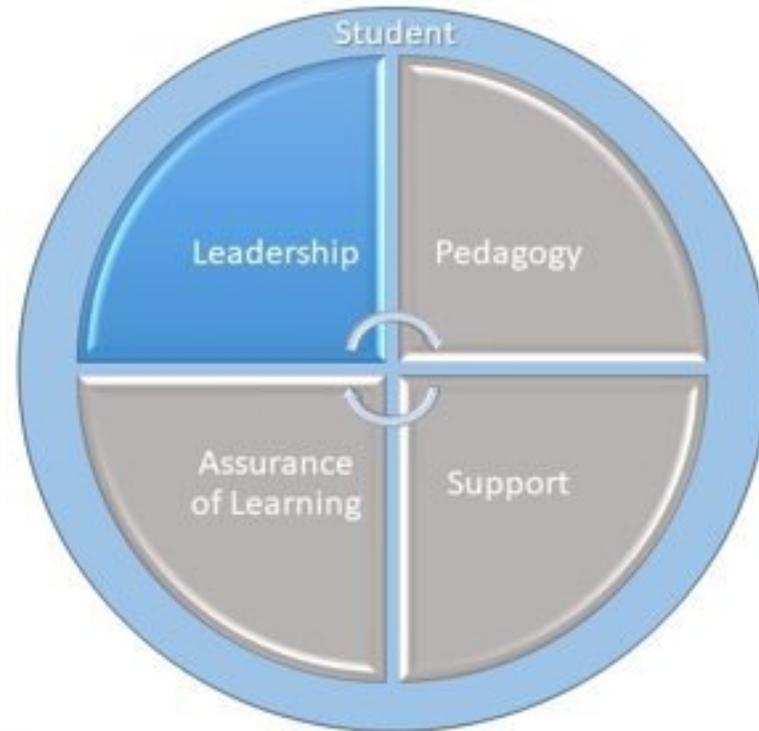
Pedagogy
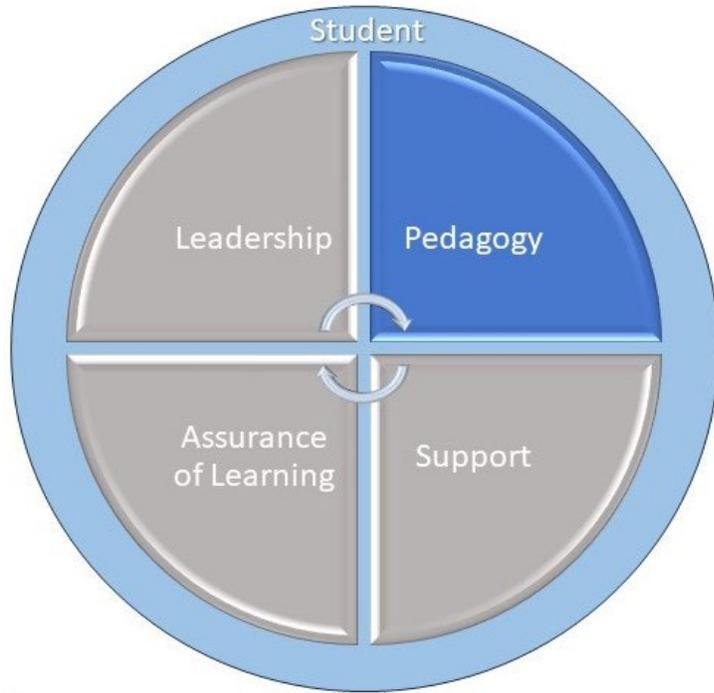
Faculty
- Subject expertise
- Well-published academic leaders
- Advisory Committees

Instructional Support Office
- QM expertise
- Professional development

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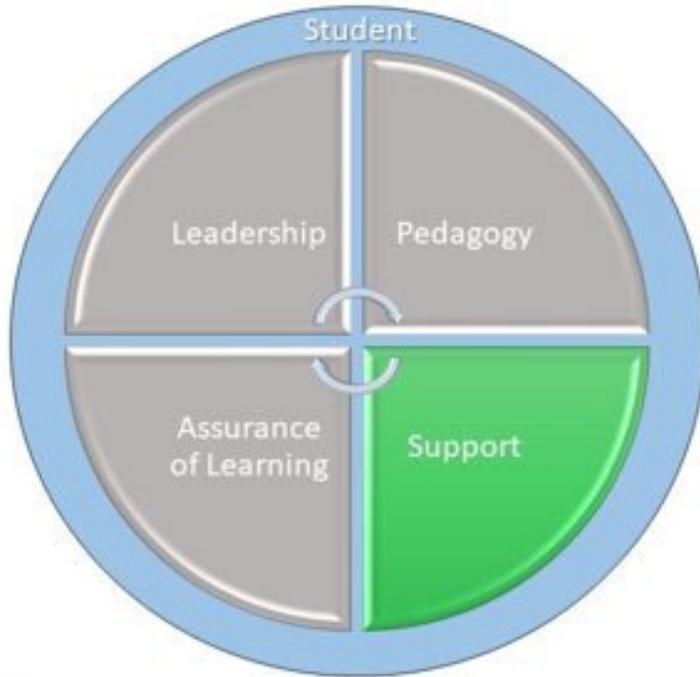
Support

College Student Support Offices

- Undergraduate Programs Office
- International Programs Office
- Graduate Programs Office
- Career Services Office

Focus

- Academic Services
- Student Services

Assurance of Learning

Assessment and Accreditation

- Assistant Dean for Undergraduate Programs and Assessment
- Associate Director for Assessment and Accreditation
- Faculty curriculum committees
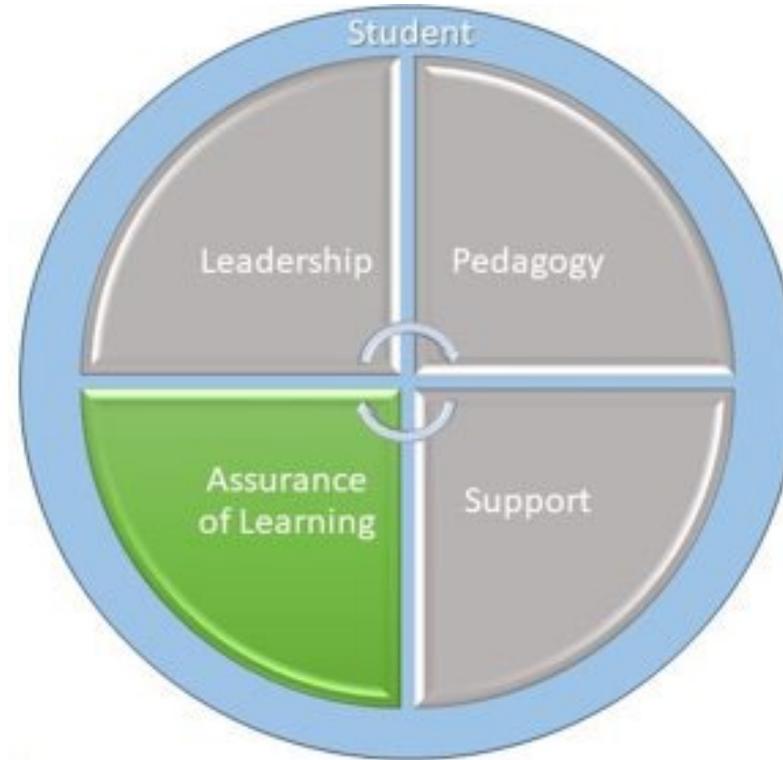
Prioritizing Student Success

Vital ingredient for continuous improvement

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Alignment to Strategic Plan

#1 – student learning experience

#2 – faculty engagement

#5 – high quality teaching

#8 – impactful research

#9 – entrepreneurial mindset

#10 – faculty PD

#12 - DEIB

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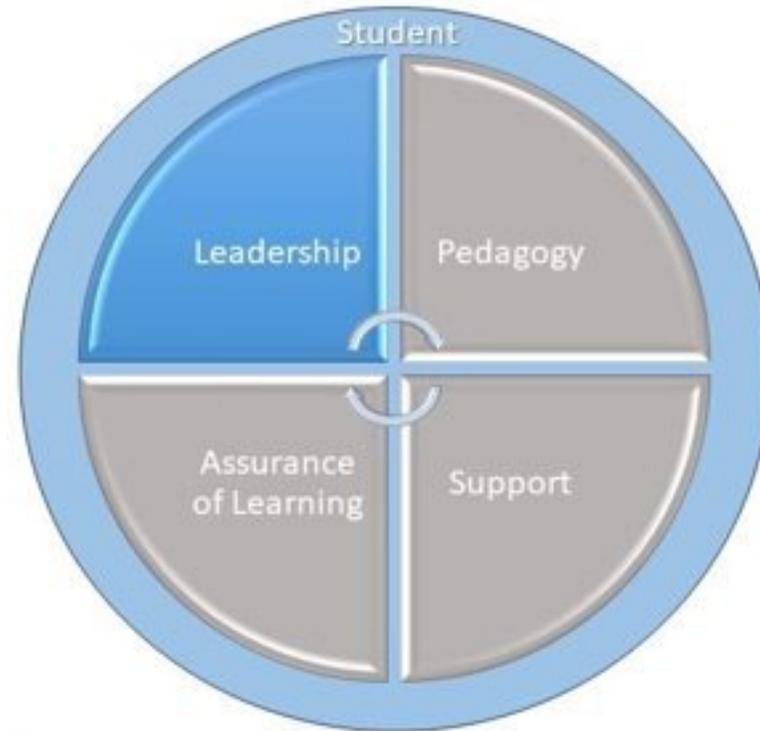
Design – Module Feedback Survey

5 Multiple Choice

- Approximately how long did it take to complete the module?
- 4 Likert Scale
  - amount of work
  - clear instructions
  - timing of feedback
  - learner-learner interaction

3 Short Answer

- Feedback on Assignments
- Which activities MOST helpful?
- Which activities LEAST helpful?
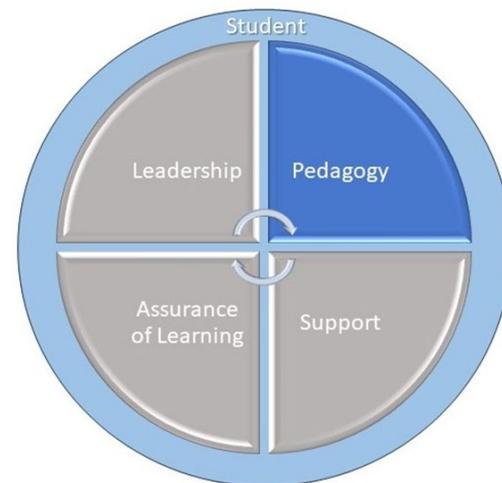
Design – End of Course Instructor Evaluation*
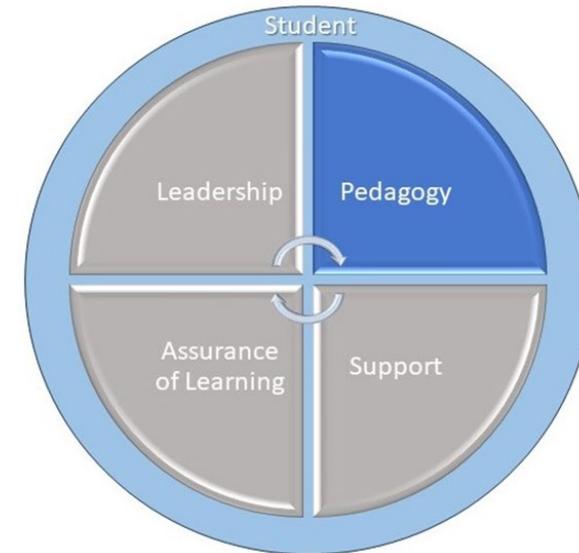
Program Success


Student

Leadership | Pedagogy

Assurance of Learning | Support

Employment Data

Student Advancement

Alumni Survey

Student satisfaction*

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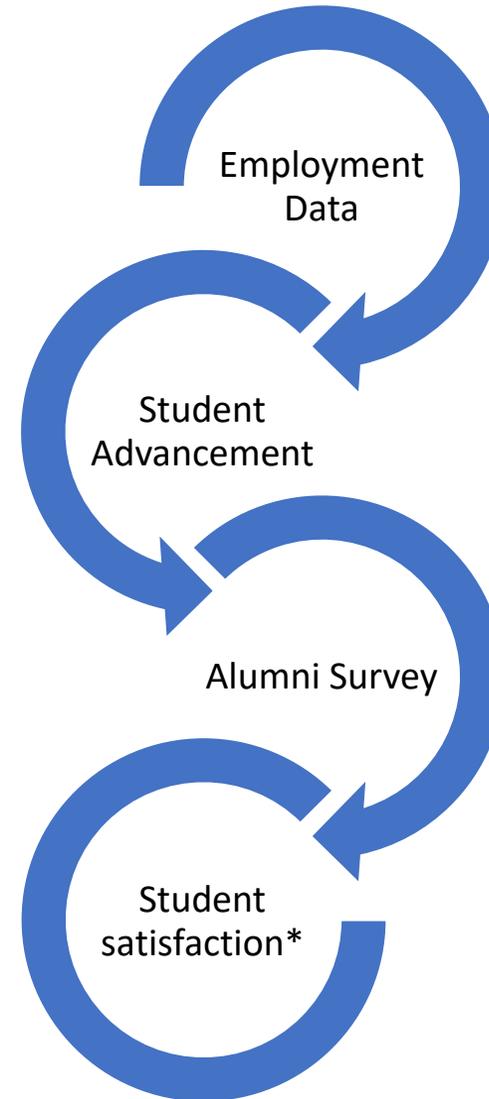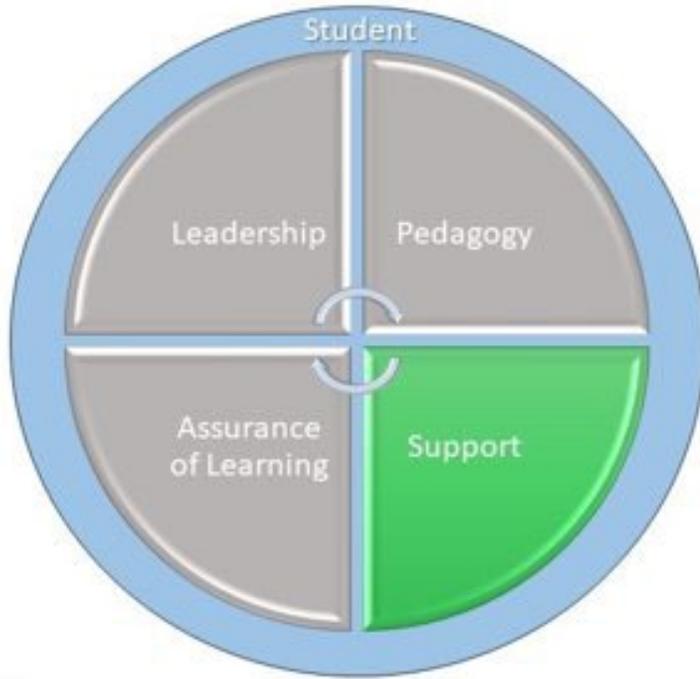
Student Success

Validated Rubrics
- Each program outcome

Novice   Advanced Novice   **Proficient**   **Expert**
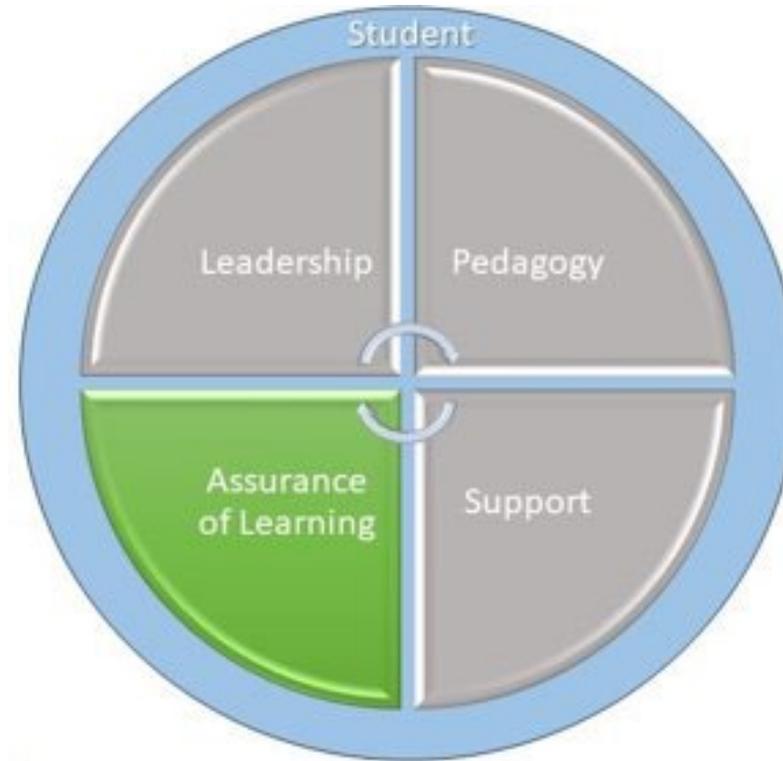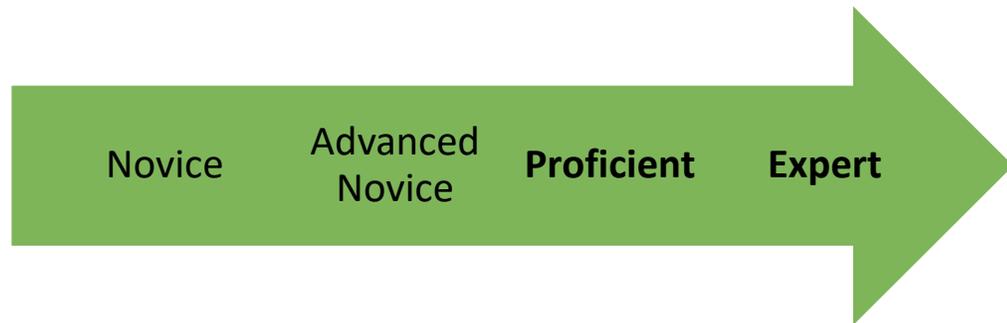
Culture of Quality

Insight → Intervention → Impact

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Course Design – Module Survey

Insight	Intervention	Impact
Lack of variety of materials	Textbook dropped and instructor created topical presentations of applications	Active Learning based on real world applications
Assignment have vague instructions	Assignment templates with added descriptions Tie to program outcomes	Higher quality of student responses Program awareness
Usefulness of Discussions	Change to open-ended questions with response guidelines	Increased engagement and opportunity for faculty presence
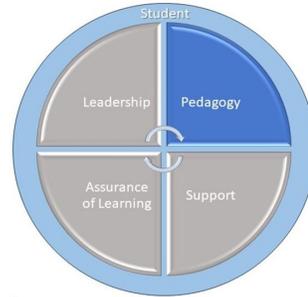
Program Design

Insight	Intervention	Impact
Students unsure how much time to put in weekly on course work	Student Time Commitment Expectations added to Course Discussion with Academic Advisors	Improved marketing and advising Awareness of Rigor
Should we use R or Excel	Survey/focus groups faculty, students, and employers - What software programs do students need?	Analytics course focused on Excel rather than R in OMBA
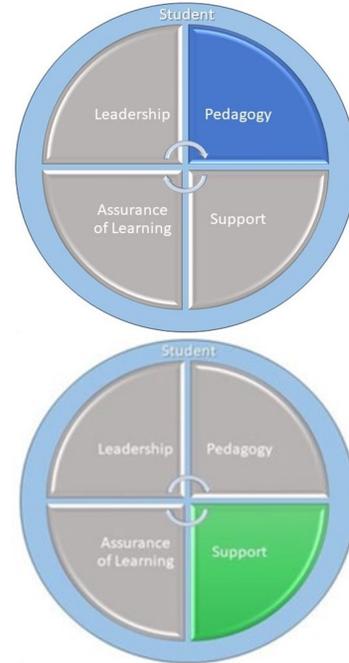
Program Success

Insight	Intervention	Impact
Need more career development opportunities	New position created: Director, Employer Relations, Graduate Programs	Help maintain high levels of student satisfaction, job placement, career progression
Students getting "tech jobs"	Create a capstone/portfolio	Students engage in meaningful reflection
Soaring enrollment	Add positions for advising and enrollment	Improved student-advisor relationships
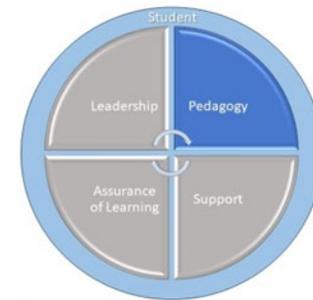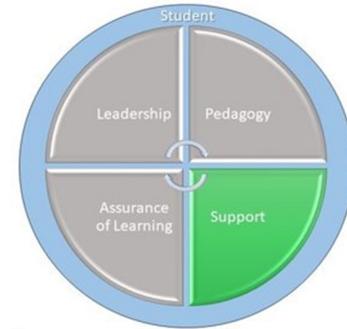
Student Success

| Insight	Intervention	Impact
Students lacked critical thinking	Add more HBS and business articles	Case discussions to allow for dialogue
Students lacked global mindset	Prerequisite added to GTS course	Students have more global business knowledge before being assessed
Critical thinking had 2 program outcomes	Revised Program Outcomes	More streamlined and easier to measure
Lack of program awareness	Add PLOs to courses	Program alignment
	Enhanced assignment instructions and rubrics that tie directly to program	

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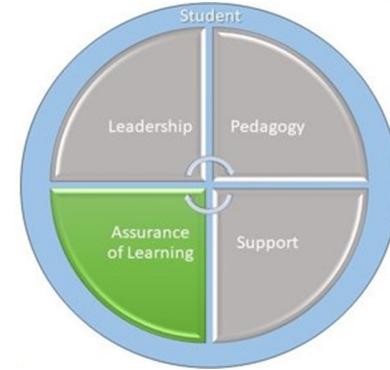
Continuous Improvement

Insight	Intervention	Impact
Teacher Support on engagement/presence	Program engagement policies What can you expect from me added to syllabus?	Student awareness
7th Edition Released	Update college standards and checklist	Currency with national standards
Engage more with Student Support Offices	Regularly meet with student offices	Ensure Students First Approach
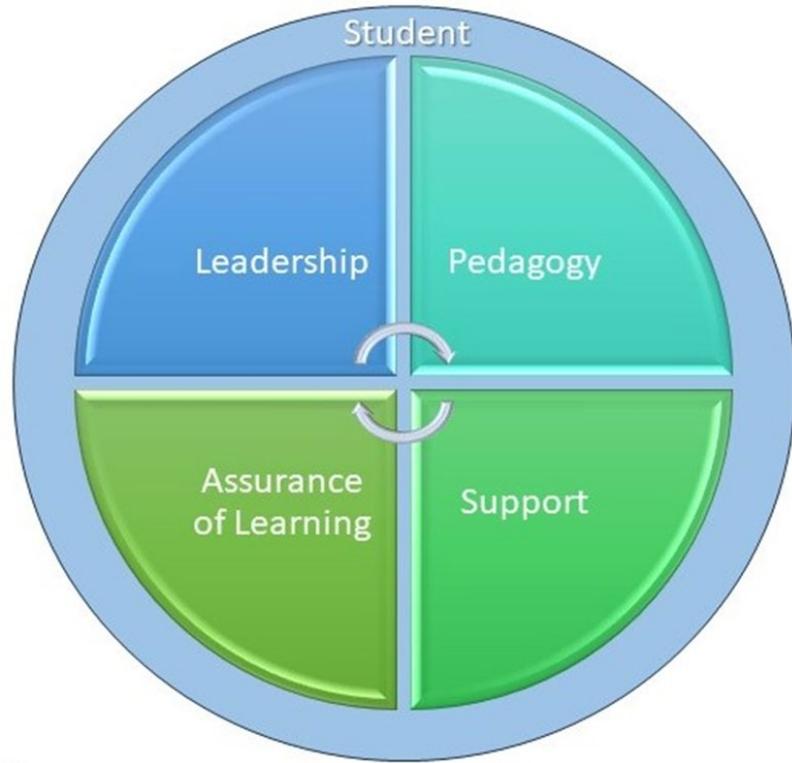
The College embraces a culture of quality by infusing the design with quality, prioritizing measurement and support, accountability from top to bottom, collaboration across the College, and leadership is 100% committed to quality.

Questions

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