How effective was our QM-based Faculty Development? Using Data Visualization to Assess the Data and Improve Teaching and Learning

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UWB at a Glance
1 of 3 University of Washington campuses
5,000 students and 40+ undergraduate and graduate degree programs
51% of UWB students are students of color or first generation college students
eFellows Program

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Goal: complete faculty training</td>
<td>Goal: teach a course</td>
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<tr>
<td>Meet regularly as a large group</td>
<td>Meet regularly individually</td>
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<tr>
<td>Meet for weeks</td>
<td>Meet for months</td>
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eFellows specifics

- Must pass QM review prior to teaching a hybrid or online course
- Iterative faculty development
- Participate in assessment activities
- Share resources
- $2000 mini-grants
- 15 faculty participated
- Ran from 2015-16
What was the impact of our faculty development on students?

Data sources

QM Based Student Survey
- 8 Likert-scale QM questions
- 2 Likert-scale questions about taking a hybrid/online courses
- 1 open-ended question on why they took a hybrid/online course

Student course evaluations
- Both quantitative and qualitative elements

Faculty reflection
Data issues

QM topics don’t correspond well to UWB’s course evals

No course eval forms for hybrid
  - Outdated DL evals
  - 2 different course evals used

Coding data for effective use of Tableau

Tableau

- Interactive data visualization software.

- Allows for data sets of any size and from a variety of sources to be explored in a graphical representation.
Finding #1

Faculty almost universally liked using QM to redesign their course to a more student-centric focus.

Finding #2

QM enhanced course organization, but that had little effect on students’ perceptions of the value of your course work or whether they could track their learning progress.
Finding #3

External factors can affect the perceived quality of a course.

- Summer Quarter
- Course Required
- Personality
- Classroom Configuration

Finding #4

For hybrid courses, more holistic faculty development is needed.
Next Steps

- Reintroduce the faculty as student experience
- Create a hybrid course eval that better captures topics like interactivity
- Change our assessment to better capture faculty development impact
- Use QM as a more continuous improvement model
- Move to more programmatic faculty development

Contact Us

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