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NPML Academic Unit Report 2018-2019: Quality Matters

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NPML Academic Unit Report 2018-19: Quality Matters

Planned Assessment Year / Reporting Period: 2018/19

Persons Responsible: David Brodosi, Karla Morris

Means of Assessment: OLITS implemented a new Course Quality Review Process in the Fall semester of 2018. Track how many USFSP courses go for Quality Matters review and how many receive Quality Matters Certification.

Criteria for Success: Indicators of success include: progress made toward 90% of courses obtaining high quality certification prior to the 2025 deadline set by the Board of Governors and provision of support and preparation for faculty through the internal review process and professional development opportunities. 90% of SUS courses in the FLVC catalog rated high quality by 2025.

Findings: During the 2018 - 2019 academic year:

- 25 full internal reviews were completed
- 14 formal external reviews were completed
- 29 courses have been identified for the process in 2019 - 2020
- 4 workshops with a specific QM preparation component were delivered
- 1 session of Applying the QM Rubric was delivered
- 4 cohorts of the USFSP Online Teaching Certification were delivered

Conclusion: With this new process, progress was made towards meeting the course quality requirements of the 2025 BOG Strategic Plan. Additionally, new and existing professional development opportunities for faculty were leveraged to strategically support this initiative.

There are many factors that affected this process during 2018 – 2019 including the release of the new edition of QM Rubric which required time and training for both instructional designers and faculty. Additionally, the uncertainty of teaching assignments and curriculum as a result of the USF Consolidation led many faculty to request delay of their course quality review process until 2021 and beyond.

Use of Finding: OLITS will continue to monitor the following factors that could impact the process moving forward and will remain flexible in the approach:

- The release of future editions of the QM Rubric
- The analysis of review results as an indicator for professional development needs or process improvements
- The impact of consolidation on curriculum and teaching assignments
- The impact of consolidation or system initiatives focused on this requirement
- The potential of shifting criteria and plans for this requirement from the Board of Governors
- The expansion of professional development available for faculty through the Center for Innovative Teaching and Learning under the new Director
- The availability of DL funds for external reviews
- The availability of incentive programs offered by the colleges and academic programs