

Engaging in the Continuous Improvement Cycle

Upon meeting [Level 3 Benchmark for Course Quality](#), engaging in the Continuous Improvement cycle is critical for maintaining course quality.

Ongoing: Continuous Improvement Cycle



The Continuous Improvement Cycle invites instructors to evaluate available data and reflect on potential course improvements. This is not meant to be a complete redevelopment but a practice of making small adjustments and improvements each time you teach. Below are some areas to consider when evaluating what opportunities for improvement you may want to address.

- **Learner Perspective and Feedback:**

- How does the design and approach to instruction work for learners? What went well or did not go well for them?
 - How do you know? What formal and informal methods were used to collect feedback on course design and their experience in the course?
- What data do you have available to you?
 - Feedback from student surveys, course evaluations, etc.
- How can student feedback inform potential improvements?
 - Consider improvements to specific assessments or instructions. Look for feedback on pacing or organization of content. Are students struggling with certain areas of content that can be reevaluated?
- Consider adding feedback surveys at different intervals to garner more data for next cycle.
 - What would you like to know more about? What other aspects of learner experience with the course might help clarify areas of need?
 - Offer multiple feedback points, request specific feedback, allow open-ended feedback (allow students to elaborate), and seek broad-based feedback (ask for input on an array of course aspects).

- **Instructor Perspective and Engagement:**

- When you consider your experience with the design of the course, grading, interactions with learners, what went well? What did not go well?
- What data do you have available to you?
 - Review collective performance on specific assessments, were some assessments lower performing overall?
 - How can I use Blackboard Analytics to inform my practice?
- Evaluate the course through an RSI lens. Where could I increase or improve my substantive interaction with students?

Continuous Course Improvement

Evaluation Guide

- Engage in reflective practice on your teaching experience and challenges. Are there areas I can plan better or pursue professional development to improve my practice?
- Consider hosting Student Hours for one-on-one support.
- Attend CSU Training (CSU Online, Center for Faculty Excellence)
- Consult with an Instructional Designer from CSU Online to brainstorm continuous improvement options

- **Learner Engagement and Performance:**
 - How would you describe the level of engagement in various aspects of the course? What formal or informal evidence supports this?
 - Evaluate the ways in which students engage with each other in the course. Are there opportunities to increase or introduce more engagement?
 - How are you creating community within the course?
 - Consider student to student, instructor student and student to content interactions.
 - Analyze discussions and students' level of engagement.
 - Is the discussion prompt initiating engaging conversation? Consider the depth of prompts or structure of the discussion.
 - Consider variations of discussion format such as small group discussions or approaches to instructor interaction that further conversation.
 - Assess the effectiveness of group activities and group members' feedback.
 - How did learners perform in the class this semester? What percentage of learners achieved at each grade level? Any drops, withdrawals or incompletes?
 - What changes do you need to make to improve the outcomes for your learners?

- **Course Design**
 - Based on the information gathered above, what are the changes you would make to the design of your course?
 - Consider the amount of formative vs summative assessment built into the course.
 - Are there technology tools that might provide opportunities for increased student engagement?
 - Evaluate clarity of expectations set for students, reevaluate the order of content for student comprehension, and update course materials as needed (e.g., textbook editions, readings, videos, external links still valid, etc.)
 - For next semester, which aspects of the course have the most pressing need for development?