



**bluenotes**  
GLOBAL 2022

# CONFERENCE PROGRAM

*Insight to Action: Driving Student Success*

Palmer Hotel, Chicago, IL, USA

July 30 – August 3, 2022



NOT FINAL: Subject to Change

## About Explorance

Explorance is a provider of People Insight solutions. The company empowers organizations with actionable decision-making by measuring students' and employees' needs, expectations, skills, knowledge, and competencies. Through scalable automation with tools including Blue and Metrics That Matter and expert-based services, Explorance facilitates continuous improvement and accelerates the insight-to-action cycle leading to personal growth and organizational agility.

Founded in 2003, Explorance is headquartered in Montreal with business units in Chicago, Chennai, Melbourne, Amman, and London. Since 2014, Explorance has been consecutively ranked as a top employer by the Great Places to Work Institute® and is currently the #1 "Best Workplace in Canada" for 2021. Explorance works with 35% of the Fortune 100 and 25% of the top higher education institutions, including 8 of the world's top 10 business schools. The company has clients in more than 40 countries. To learn more, please visit [Explorance.com](https://www.explorance.com) and connect with us on [LinkedIn](#), [Facebook](#), and [Twitter](#) @explorance.



Explorance is honored to sponsor the Bluenotes Community's learning activities. The Bluenotes Community is a united community of users of [Blue suite solutions](#) in Higher Education, with the mission of "**Connect. Share. Learn. Grow.**" Since 2014, the Bluenotes Community hosts annual conferences and regional chapter activities connecting community members regardless of where they are located. The [Bluenotes conferences](#), aspiring to be a global exchange of ideas for feedback-based continuous improvement for teaching excellence and student success, have been attended by over 750 community members from nearly 300 institutions globally. Connect with the Bluenotes Community member institutions on [LinkedIn](#) and [Facebook](#).

## Keynote Speaker



### WINNING BODY LANGUAGE CONNECT, INFLUENCE & PERSUADE

#### Mark Bowden

Expert in Body Language, Human Behavior, and Communication

Working alongside a range of stakeholders, how will YOU ever be able to communicate in order to win trust, gain credibility and get what is best for students? In his inspirational, interactive, and highly entertaining presentation, top body language and human behavior expert Mark Bowden shows you exactly how you can put your best self forward with universal body language techniques to build trust, gain credibility, influence and persuade. Mark takes the audience on an unforgettable journey to show "It's not often what you say – but how you say it that gets results!" Renowned trainer to Fortune 500 CEOs and G7 political leaders, Mark illustrates to the audience how perceptions can be completely altered by a simple gesture or action, and then brings his most useful body language techniques, a wholly new skill set, to create ideal communication in all situations.

We will cover how you can best give feedback to multiple stakeholders; the most effective nonverbal tools to help you connect with people, share insights, learn from them and grow as a community, effect change to increase student success, help others to be more data and analysis literate, influence and persuade –all within your own culture as well as across other cultures. Learn the skills to inspire others, to deal with defensiveness and open others up to improvement, all with a communication style that is transparent, courageous, compelling, persuasive, influential and conversational.

**About the Keynote Speaker:** Mark is a world-renowned body language thought-leader and founder of TRUTHPLANE® communication training company. Mark's cutting-edge system of nonverbal communication techniques helps audiences become more confident, collaborative, and credible in their communication.

Voted Global Gurus #1 Body Language Professional in the world many years running, Mark trains individuals, teams, CEOs of Fortune 500 companies and Prime Ministers of G7 powers. Mark is on faculty for The Kellogg-Schulich Executive MBA, President of the National Communication Coach Association of Canada, and is a featured virtual trainer to new hires and sales professionals globally for ZOOM, a highlight of their sales enablement initiative.

Mark's TEDx talk reaches millions, he is a go-to body-language commentator for CTV, CBC, Global, and regularly quoted in The Wall Street Journal, Washington Post, Forbes and GQ. Most recently he can be seen on the *Dr Phil Show* with his colleagues from his weekly YouTube broadcast sensation *The Behavior Panel*.

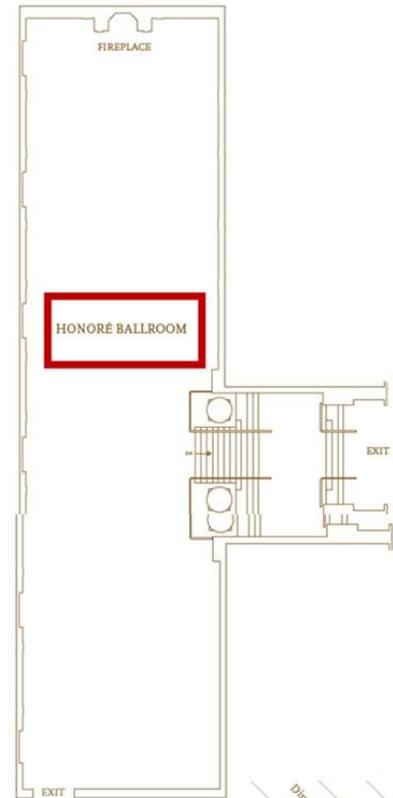
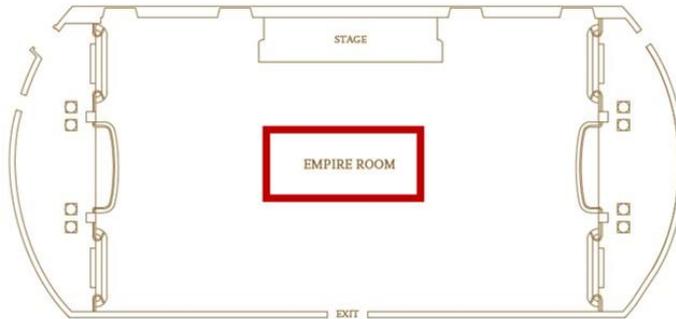
Mark's 4 bestselling books on body language, and on understanding human behavior in order to deal with some of the trickiest situations and behaviors are *Winning Body Language*, *Winning Body Language for Sales Professionals*, *Tame the Primitive Brain*, and *Truth & Lies, What People are Really Thinking*.

[Please follow this link to watch Mark's TEDx talk](#)

## Speak with Explorance Staff

| Monday, August 1 (State Foyer)  |   |  |  |
|---|---|--|--|
| "I need help"<br>(Customer Support station)                           | Andres Rodriguez,<br>Customer Support<br>Manager, North America | Kazi Rahman,<br>Software Support<br>Engineer | Zenish Khambhati,<br>Technical Support<br>Specialist |
| "I have feedback"<br>(Product Management station)                     | Zelbrey Bedard,<br>VP, Product Operations                       |  | Muthana Kubba,<br>Solution Architect                 |
| "I have challenges"<br>(Consultation station)                         | Sara Alkadri,<br>PS Team Lead,<br>HE, North America             | Marco Della Cioppa,<br>PS Consultant         | Oliver Aoun,<br>PS Consultant                        |
| "I want to speak with an expert"<br>(Experts station)                 | Mohammed Sheraidah,<br>Exec. Solution Architect                 | Peggy Parskey,<br>Principal Consultant       | Steve Lange,<br>Principal Consultant                 |
| "I want to see and try what's new"<br>(Product Demonstration station) | Tyrel Anderson,<br>SE Manager                                   | Kyle Podwalski,<br>Solutions Engineer        | Umar Mushtaq,<br>Solutions Engineer                  |
| Tuesday, August 2 (State Foyer)                                       |   |  |  |
| "I need help"<br>(Customer Support station)                           | Andres Rodriguez,<br>Customer Support<br>Manager, North America | Kazi Rahman,<br>Software Support<br>Engineer | Zenish Khambhati,<br>Technical Support<br>Specialist |
| "I have feedback"<br>(Product Management station)                     | Zelbrey Bedard,<br>VP, Product Operations                       |  | Muthana Kubba,<br>Solution Architect                 |
| "I have challenges"<br>(Consultation station)                         | Sara Alkadri,<br>PS Team Lead,<br>HE, North America             | Marco Della Cioppa,<br>PS Consultant         | Oliver Aoun,<br>PS Consultant                        |
| "I want to speak with an expert"<br>(Experts station)                 | Mohammed Sheraidah,<br>Exec. Solution Architect                 | Peggy Parskey,<br>Principal Consultant       | Steve Lange,<br>Principal Consultant                 |
| "I want to see and try what's new"<br>(Product Demonstration station) | Tyrel Anderson,<br>SE Manager                                   | Kyle Podwalski,<br>Solutions Engineer        | Umar Mushtaq,<br>Solutions Engineer                  |
| Wednesday, August 3 (State Foyer)                                     |   |  |  |
| "I need help"<br>(Customer Support station)                           | Andres Rodriguez,<br>Customer Support<br>Manager, North America | Kazi Rahman,<br>Software Support<br>Engineer | Zenish Khambhati,<br>Technical Support<br>Specialist |
| "I have feedback"<br>(Product Management station)                     | Zelbrey Bedard,<br>VP, Product Operations                       |  | Muthana Kubba,<br>Solution Architect                 |
| "I have challenges"<br>(Consultation station)                         | Sara Alkadri,<br>PS Team Lead,<br>HE, North America             | Marco Della Cioppa,<br>PS Consultant         | Oliver Aoun,<br>PS Consultant                        |
| "I want to speak with an expert"<br>(Experts station)                 | Mohammed Sheraidah,<br>Exec. Solution Architect                 | Peggy Parskey,<br>Principal Consultant       | Steve Lange,<br>Principal Consultant                 |
| "I want to see and try what's new"<br>(Product Demonstration station) | Tyrel Anderson,<br>SE Manager                                   | Kyle Podwalski,<br>Solutions Engineer        | Umar Mushtaq,<br>Solutions Engineer                  |
| Monday, August 1 - Wednesday, August 3 (Madison)                      |   |  |  |
| Blue UI/UX Lab  |   |  |  |

## The Palmer House: Lobby Level (2<sup>nd</sup> Floor)



| Lobby Level | Dimensions (l x w) | Square Feet | Ceiling Height | Theater | Schoolroom 1/6' | Schoolroom 2/6' | Barquet | Reception | Conference |
|-------------|--------------------|-------------|----------------|---------|-----------------|-----------------|---------|-----------|------------|
| Empire Room | 56' x 122'         | 5,467'      | 18'            | 360     | 152             | 228             | 300     | 500       | 60         |

◦ Usable square footage  
 • Chandelier clearance 9'2"  
 • Capacities take into consideration placement of bars, cocktail rounds, food stations, and experience of hotel  
 Wired for high speed Internet connectivity.

| Honore Ballroom | Dimensions (l x w) | Square Feet |
|-----------------|--------------------|-------------|
| Honore Ballroom | 118' x 30'         |             |

◦ Usable square footage  
 • Chandelier clearance 9'2"  
 • Capacities take into consideration placement of bars, cocktail rounds, food stations, and experience of hotel  
 Wired for high speed Internet connectivity.

### Hotel Check-in/Check-out Desks

- Lobby Level

### July 31: Opening Cocktail

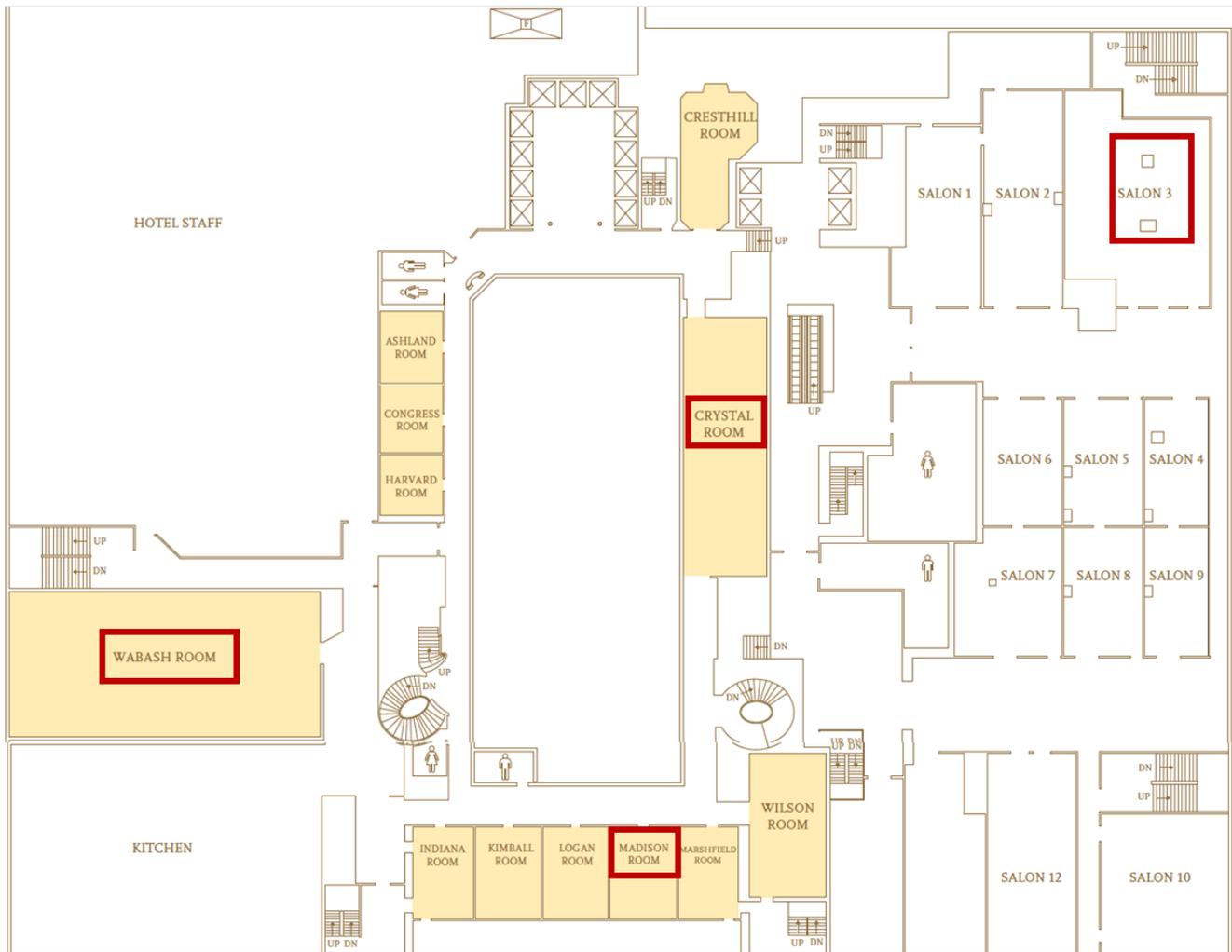
- Empire Room

### July 30 – August 3: Pre-conference Workshops, Conference Breakout Sessions

- Honore
- Wabash (See the 3<sup>rd</sup> Floor map)

## The Palmer House: The 3<sup>rd</sup> Floor

# THIRD floor



### August 1-3: Conference Sessions

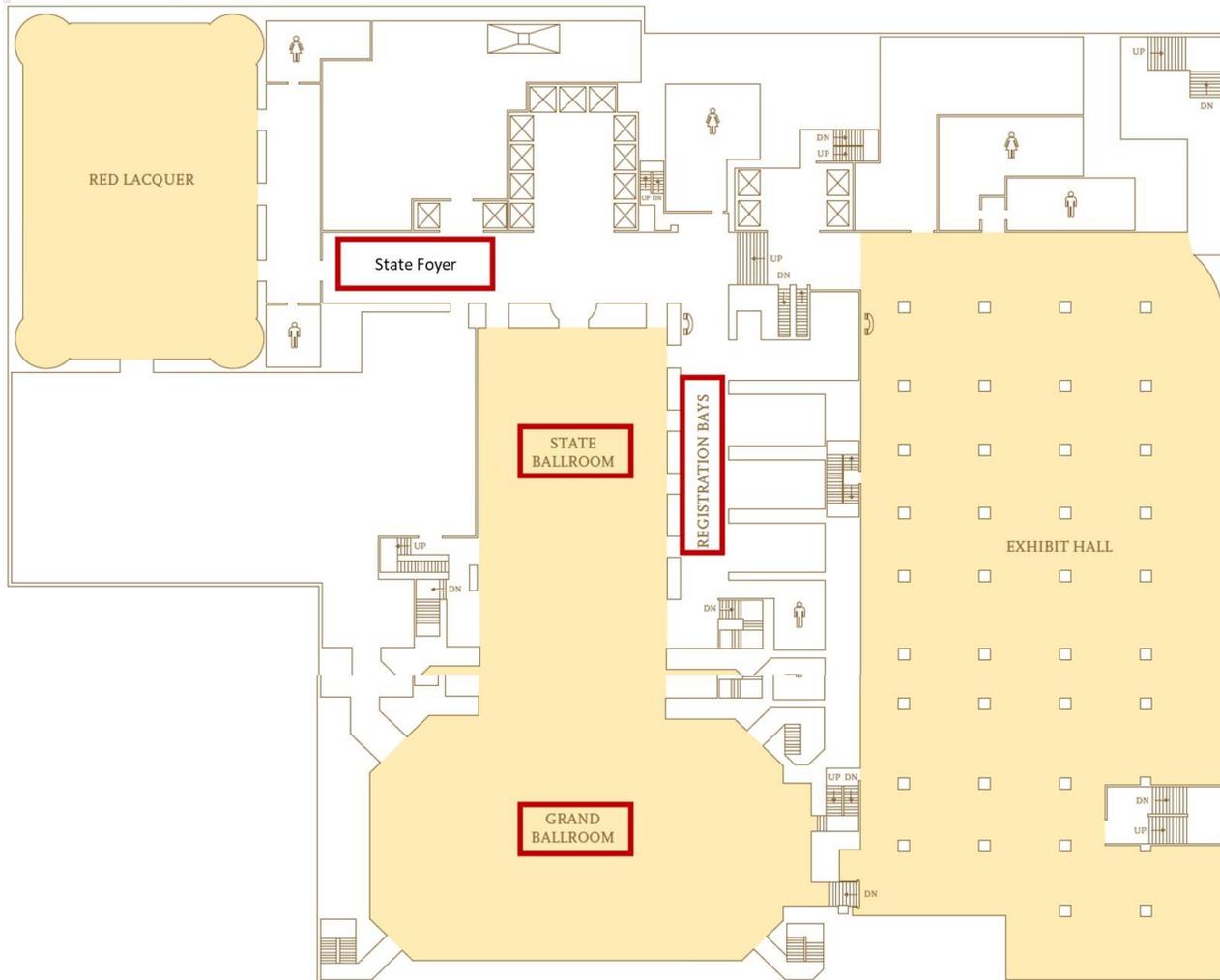
- Salon 3
- Honore (see the Lobby Level map)
- Crystal
- Wabash

### August 1-3: Blue UI/UX Lab

- Madison

## The Palmer House: The 4<sup>th</sup> Floor

# FOURTH floor



### July 30 – August 3: Conference Registration, Breakfast, Breaks, Lunch

- Registration Bays
- State Ballroom

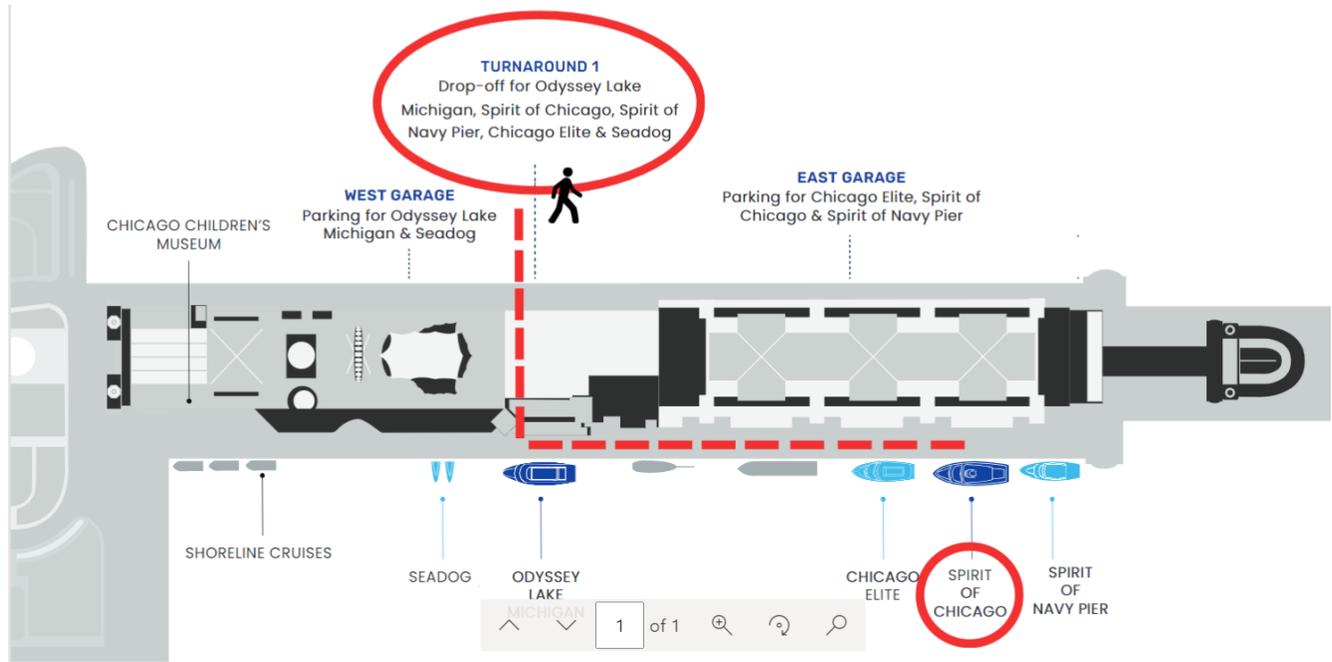
### August 1-3: Keynote Speech, Structured Networking, Panels 1 & 2, Closing Lunch

- Grand Ballroom

### August 1-3: Explorance Stations (Speak with Explorance Staff)

- State Foyer

## Map of Navy Pier to Spirit of Chicago



## Health and Safety Measures

*The health and safety of our Bluenotes Community members, as well as our Explorers, remains a priority. We continue to monitor changes in, and abide by all government guidelines.*

- [Travel to USA: Requirements for COVID-19 vaccinated travelers](#)
- At this time, there is no mask or vaccine mandate for the city of Chicago. Thus there are no mandates, guests are more than welcome to wear masks should they wish, while it is not required.

Pre-conference Learning Activities, July 30 CDT

(Light blue background: Workshops, Light purple background: Community Meetups)

|  |  |   |  |
|--|--|---|--|
| <b>7:15 AM to 8:00 AM (State Ballroom)</b>   |  | <b>7:00 AM – 5:00 PM (Registration Bays)</b>  |  |
| <b>Breakfast</b>   |  | <b>Conference Registration</b>  |  |
| <b>8:00 AM to 9:45 AM</b>  |  |   |  |
| <p style="text-align: center;"><b>Workshop: Honore</b><br/>Using Delegation Features in Blue to Increase Faculty Engagement<br/><b>Instructors:</b> Oliver Aoun &amp; Nick Sankar</p>  |  | <p style="text-align: center;"><b>Community Meetups: Wabash</b><br/><b>Medical and Health Sciences Community Meetup</b><br/><b>Chair:</b> Christina Pomykal,<br/>University of North Carolina at Chapel Hill,<br/>Eshelman School of Pharmacy</p> |  |
| <b>9:45 AM to 10:15 AM (State Ballroom)</b>  |  |   |  |
| <b>Morning Break</b>   |  |   |  |
| <b>10:15 AM to 12:00 PM</b>  |  |   |  |
| <p style="text-align: center;"><b>Workshop: Honore</b><br/>Handling Different Course-evaluation Periods in One Project Using Flexible Scheduling Functionality in Blue 8<br/><b>Instructors:</b> Oliver Aoun &amp; Rittu Sehgal</p>                                    |  | <p style="text-align: center;"><b>Community Meetup: Wabash</b><br/><b>Blue Experts Community Meetup</b><br/><b>Chair:</b> Dan Glover,<br/>University of Minnesota</p>   |  |
| <b>Noon to 1:00 PM (State Ballroom)</b>  |  |   |  |
| <b>Lunch</b>   |  |   |  |
| <b>1:00 PM to 2:45 PM</b>  |  |   |  |
| <p style="text-align: center;"><b>Workshop: Honore</b><br/>Learn How BlueX, a Survey Solution Seamlessly Integrated with LMS, can Help Instructors Get Feedback from their Students – in Familiar Experience<br/><b>Instructors:</b> Kazi Rahman &amp; Sasha Paine</p> |  | <p style="text-align: center;"><b>Community Meetup: Wabash</b><br/><b>Blue Experts Community Meetup – Continued</b><br/><b>Chair:</b> Dan Glover,<br/>University of Minnesota</p>   |  |
| <b>2:45 PM to 3:15 PM (State Ballroom)</b>   |  |   |  |
| <b>Afternoon Break</b>   |  |   |  |
| <b>3:15 PM to 5:00 PM</b>  |  |   |  |
| <p style="text-align: center;"><b>Workshop: Honore</b><br/>Experience BlueML firsthand and Learn How to Get Actionable Student Experience Insights<br/><b>Instructors:</b> Kyle Podwalski &amp; Zenish Khambhati</p>   |  | <p style="text-align: center;"><b>Community Meetup: Wabash</b><br/><b>Reporting &amp; Analytics Community Meetup</b><br/><b>Chair:</b> John Jordi,<br/>University of Florida</p>  |  |
| <b>6:00 PM to 8:00 PM</b>  |  |   |  |
| <p><b>Pre-conference Workshop Informal Dinner</b><br/>at Taureaux Tavern (155 W Van Buren St, Chicago, IL 60605)</p> <p><b>If you are available, feel free to join;</b><br/><b>we will meet at the Hotel Lobby at 5:45 PM to walk together - about 10 min walk</b></p> |  |   |  |

## Pre-conference Learning Activities, July 31 CDT

(Light blue background: Workshops, Light purple background: Community Meetups)

|  |  |
|--|--|
| <b>7:15 AM to 8:00 AM (State Ballroom)</b>   | <b>7:00 AM – 5:00 PM (Registration Bays)</b>   |
| <b>Breakfast</b>   | <b>Conference Registration</b>   |
| <b>8:00 AM to 9:45 AM</b>  |  |
| <p style="text-align: center;"><b>Workshop: Honore</b></p> <p style="text-align: center;">Optimize Your Enrollment Data to be Course Evaluation Ready, without Breaking Automation, with Data Integrity Gateway (DIG) 3.0</p> <p style="text-align: center;"><b>Instructors:</b> Andres Rodriguez &amp; Krimo Bouaou</p> | <p style="text-align: center;"><b>Workshop: Wabash</b></p> <p style="text-align: center;">UX Lab: Blue 9 Introduction and Co-Creation of a Customer UX Journey</p> <p style="text-align: center;"><b>Instructors:</b><br/>Antoine Garcia-Suarez &amp; Arnaud Friedel</p> |
| <b>9:45 AM to 10:15 AM (State Ballroom)</b>  |  |
| <b>Morning Break</b>   |  |
| <b>10:15 AM to 12:00 PM</b>  |  |
| <p style="text-align: center;"><b>Workshop: Honore</b></p> <p style="text-align: center;">Learn How to Tell Teaching Effectiveness Stories Leveraging the Latest Version of the Blue Dashboard</p> <p style="text-align: center;"><b>Instructors:</b> Zenish Khambhati &amp; Dean Coologeorgen</p>                       | <p style="text-align: center;"><b>Workshop: Wabash</b></p> <p style="text-align: center;">UX Lab: Blue 9 Introduction and Co-Creation of a Customer UX Journey</p> <p style="text-align: center;"><b>Instructors:</b><br/>Antoine Garcia-Suarez &amp; Arnaud Friedel</p> |
| <b>Noon to 1:00 PM (State Ballroom)</b>  |  |
| <b>Lunch</b>   |  |
| <p>Free Time</p> <p><i>Continue to Connect, Discuss, and Network</i></p> <p><i>Catch up with your colleagues</i></p> <p><i>Enjoy free time!</i></p>  |  |
| <b>6:00 PM to 8:00 PM (Empire Room at the Lobby Level)</b>   |  |
| <b>Opening Night Cocktail Reception @ Empire Room, Palmer Hotel, 6:00 PM</b>   |  |

# Conference Schedule at a Glance, August 1-3, CDT

(NOT FINAL - SUBJECT TO CHANGE)

## Monday, August 1

|   |  |
|---|--|
| 7:40 AM to 8:30 AM (State Ballroom)   | 7:00 AM – 5:00 PM (Registration Bays)  |
| Breakfast   | Conference Registration  |
| 8:40 AM to 8:50 AM (Grand Ballroom)   |  |
| <b>Opening and Welcome Remarks</b><br>Becky Patterson, University of Louisville   |  |
| 8:50 AM to 9:50 AM (Grand Ballroom)   |  |
| <b>Keynote Speech by Mark Bowden</b><br><b>Winning Body Language: Connect, Influence &amp; Persuade</b>   |  |
| 9:50 AM to 10:50 AM (Grand Ballroom)  |  |
| <b>CEO Update: From Insight to Action, the Road Ahead</b><br>Samer Saab, Explorance   |  |
| 10:50 AM to 11:20 AM (State Ballroom)   |  |
| Morning Break   |  |
| 11:20 AM to 12:00 PM  |  |
| <b>Session: Salon 3</b><br>Enhancing and Supporting the Student Experience:<br>A Scottish Perspective<br><b>Presenter(s):</b> Brian Green, University of Strathclyde<br><b>Track:</b> Insight to Action                             | <b>Session: Wabash</b><br>Exploring How Student Ratings of Instruction Data<br>Are Being Utilized for Research on<br>Teaching and Learning<br><b>Presenter(s):</b> Jill McSweeney-Flaherty, Elizabeth Gillis,<br>and Robyn Moore, Dalhousie University<br><b>Track:</b> Faculty Research Grant - Finding |
| <b>Session: Crystal</b><br>GAME CHANGER: Blue 8's Wicked Awesome<br>Redesigned Question Personalization<br><b>Presenter(s):</b> Candace Girard,<br>Tufts University<br><b>Track:</b> Implementation: Course and Program Evaluations | <b>Session: Honore</b><br>Beyond the Classroom:<br>Understanding Student Experience<br><b>Presenter(s):</b> Peter Baccile, Explorance<br><b>Track:</b> Explorance Presentation   |
| 12:00 PM to 1:00 PM (State Ballroom)  |  |
| Lunch   |  |
| 1:00 PM to 2:00 PM (Grand Ballroom)   |  |
| Structured Networking   |  |

|  |  |
|--|--|
| <b>2:00 PM to 2:50 PM (Grand Ballroom)</b>   |  |
| Product Roadmaps:<br>A Look at What is and What is Yet to Come<br><b>Presenter(s):</b> Nitin Sharma & Zebrey Bedard, Explorance  |  |
| <b>2:50 PM to 3:10 PM (State Ballroom)</b>   |  |
| <b>Afternoon Break</b>   |  |
| <b>3:10 PM to 3:50 PM</b>  |  |
| <p style="text-align: center;"><b>Session: Salon 3</b></p> <p style="text-align: center;">Making Connections:<br/>The Power of Community to Improve Our Work<br/><b>Presenter(s):</b> Cindy Davis, Ohio State University &amp; Lisa Votodian, University of Pittsburgh<br/><b>Track:</b> Engagement</p>  | <p style="text-align: center;"><b>Session: Wabash</b></p> <p style="text-align: center;">Associations between Students' Perspectives of the Constructivist Learning, Self-efficacy, and Academic Achievement in Math and Science<br/><b>Presenter(s):</b> Sadiq Midraj, Zayed University; Jessica Midraj &amp; Asli Hassan, Khalifa University<br/><b>Track:</b> Faculty Research Grant – Findings</p> |
| <p style="text-align: center;"><b>Session: Crystal</b></p> <p style="text-align: center;">Could the Pandemic Have Been a Blessing in Disguise for Medical Education?<br/>Lessons Learned from MBRU's First-hand Experiences<br/><b>Presenter(s):</b> Farah Otaki, Mohammed Bin Rashid University of Medicine and Health Sciences<br/><b>Track:</b> Implementation: Feedback Processes Beyond the Classroom</p> | <p style="text-align: center;"><b>Session: Honore</b></p> <p style="text-align: center;">Sitting on a Data Goldmine: Using Aggregate 360 Assessment Results for Strategic Insights<br/><b>Presenter(s):</b> Peggy Parskey, Explorance<br/><b>Track:</b> Explorance Presentation</p>  |
| <b>4:00 PM to 4:40 PM</b>  |  |
| <p style="text-align: center;"><b>Session: Salon 3</b></p> <p style="text-align: center;">Transforming Student Evaluations of Instruction at UBC<br/><b>Presenter(s):</b> Brad Wuetherick (presenter), Stephanie McKeown, Abdel Azim Zumrawi, and Camilo Peña Moren, University of British Columbia (UBC)<br/><b>Track:</b> Insight to Action</p>  | <p style="text-align: center;"><b>Session: Wabash</b></p> <p style="text-align: center;">Student Diversity, Diversity of Learning: Assessing Student and Faculty Experiences with High-impact Practices in an Honors Curriculum<br/><b>Presenter(s):</b> Michelle Evans &amp; Kevin Concannon, Texas A&amp;M University-Corpus Christi<br/><b>Track:</b> Faculty Research Grant - Findings</p>         |
| <p style="text-align: center;"><b>Session: Crystal</b></p> <p style="text-align: center;">Blue 8: Should you Stay or Should you Go?<br/><b>Presenter(s):</b> Amy Artiles, Washtenaw Community College<br/><b>Track:</b> Implementation: Course and Program Evaluations</p>   | <p style="text-align: center;"><b>Session: Honore</b></p> <p style="text-align: center;">Explorance's Machine Learning – From Muggles to Initiate<br/><b>Presenter(s):</b> Alexis Tremblay, Explorance<br/><b>Track:</b> Explorance Presentation</p>   |
| <b>4:50 PM to 5:00 PM (Grand Ballroom)</b>   |  |
| <b>Presentation of Charity Check (\$3,000)</b><br><b>Door Prize Drawing (must be present to win)</b><br><b>Close for the Day</b>   |  |

## Tuesday, August 2 CDT

| 7:40 AM to 8:30 AM (State Ballroom)   | 7:00 AM – 5:00 PM (Registration Bays)  |
|---|--|
| <b>Breakfast</b>  | <b>Conference Registration</b>   |
| <b>8:40 AM to 9:20 AM</b>   |  |
| <p style="text-align: center;"><b>Session: <i>Salon 3</i></b></p> <p style="text-align: center;">Listening to Student Voice: Understanding the Needs and Priorities of Different Student Groups in Online and Hybrid Environments</p> <p><b>Presenter(s):</b> Graham Sherwood, Natalie Holland, and Elena Zaitseva, Liverpool John Moores University</p> <p style="text-align: center;"><b>Track:</b> Insight to Action</p> | <p style="text-align: center;"><b>Session: <i>Wabash</i></b></p> <p style="text-align: center;">Mitigating Implicit Bias in Student Evaluations: A Randomized Intervention</p> <p><b>Presenter(s):</b> Vladimir Kogan, Brandon Genetin, Joyce Chen, and Alan Kalish, Ohio State University</p> <p style="text-align: center;"><b>Track:</b> Faculty Research Grant - Findings</p>  |
| <p style="text-align: center;"><b>Session: <i>Crystal</i></b></p> <p style="text-align: center;">The Use of Formative and Summative Course Evaluation Data in Academic Program Review</p> <p><b>Presenter(s):</b> Taiwo Ande, California Lutheran University</p> <p style="text-align: center;"><b>Track:</b> Implementation: Feedback Processes Beyond the Classroom</p>   | <p style="text-align: center;"><b>Session: <i>Honore</i></b></p> <p style="text-align: center;">Product Architecture Update: Explorance API Ecosystem for Interoperability</p> <p><b>Presenter(s):</b> Jonathan Lapierr &amp; Muthana Kubba, Explorance</p> <p style="text-align: center;"><b>Track:</b> Explorance Presentation</p>   |
| <b>9:30 AM to 10:10 AM</b>  |  |
| <p style="text-align: center;"><b>Session: <i>Salon 3</i></b></p> <p style="text-align: center;">Being a Data Enabler: You can Lead an Institution to Data, but You cannot Make It Think</p> <p><b>Presenter(s):</b> Karlie Scafidi &amp; Joshua McCuaig, Southern Alberta Institute of Technology</p> <p style="text-align: center;"><b>Track:</b> Insight to Action</p>   | <p style="text-align: center;"><b>Session: <i>Wabash</i></b></p> <p style="text-align: center;">Experiences of Othering among Yorkville University Students: Exploring a Community of Belonging</p> <p><b>Presenter(s):</b> Sofia Georgiadou, Mandira Arnab Aich, Sadekie Lyttle-Forbes, and Andree Robinson-Neal, Yorkville University</p> <p style="text-align: center;"><b>Track:</b> Faculty Research Grant - Findings</p> |
| <p style="text-align: center;"><b>Session: <i>Crystal</i></b></p> <p style="text-align: center;">Updating a Course Feedback Survey – University of Maryland’s Experiences</p> <p><b>Presenter(s):</b> Eowyn Ellison, University of Maryland</p> <p><b>Track:</b> Implementation: Course and Program Evaluations</p>   | <p style="text-align: center;"><b>Session: <i>Honore</i></b></p> <p style="text-align: center;">BlueML -The Present and The Future</p> <p><b>Presenter(s):</b> Nitin Sharma, Explorance</p> <p style="text-align: center;"><b>Track:</b> Explorance Presentation</p>   |
| <b>10:10 AM to 10:30 AM (State Ballroom)</b>  |  |
| <b>Break</b>  |  |

| 10:30 AM to 11:10 AM   |  |
|--|--|
| <p style="text-align: center;"><b>Session: Salon 3</b></p> <p style="text-align: center;">Student Insight at the University of Strathclyde – Amplifying the Student Voice</p> <p style="text-align: center;"><b>Presenter(s):</b> Caroline Breslin, Lorna Robertson, and Brian Green, University of Strathclyde</p> <p style="text-align: center;"><b>Track:</b> Insight to Action</p> | <p style="text-align: center;"><b>Session: Wabash</b></p> <p style="text-align: center;">Evaluating Inclusive Clinical Skills with Large Video-Coding Datasets</p> <p style="text-align: center;"><b>Presenter(s):</b> Laura Weingartner, University of Louisville School of Medicine</p> <p style="text-align: center;"><b>Track:</b> Faculty Research Grant - Findings</p>   |
| <p style="text-align: center;"><b>Session: Crystal</b></p> <p style="text-align: center;">Increasing Response Rates at Stockholm School of Economics (SSE)</p> <p style="text-align: center;"><b>Presenter(s):</b> Assia Viachka, SSE</p> <p style="text-align: center;"><b>Track:</b> Implementation: Course and Program Evaluations</p>  | <p style="text-align: center;"><b>Session: Honore</b></p> <p style="text-align: center;">The Student Life Cycle: Understanding the Student Journey Inside and Outside the Classroom for Greater Student Success</p> <p style="text-align: center;"><b>Presenter(s):</b> Michael Weisman, Explorance</p> <p style="text-align: center;"><b>Track:</b> Explorance Presentation</p>   |
| 11:20 AM to 12:00 PM   |  |
| <p style="text-align: center;"><b>Session: Salon 3</b></p> <p style="text-align: center;">Joy &amp; Happiness, or Anger &amp; Disgust? Getting Intimate with BlueML</p> <p style="text-align: center;"><b>Presenter(s):</b> Garmon ap Garth, Birkbeck University of London</p> <p style="text-align: center;"><b>Track:</b> Implementation: Course and Program Evaluations</p>         | <p style="text-align: center;"><b>Session: Wabash</b></p> <p style="text-align: center;">Assessing Shared Inquiry as a Form of Oral Communication Core Competency Using Dialogue Coding and Student Feedback Data</p> <p style="text-align: center;"><b>Presenter(s):</b> Ellen Rigsby &amp; Makiko Imamura, Saint Mary's College of California</p> <p style="text-align: center;"><b>Track:</b> Faculty Research Grant - Findings</p>                       |
| <p style="text-align: center;"><b>Session: Crystal</b></p> <p style="text-align: center;">Tips and Tricks for Utilizing Automatic Scheduling in Blue 8</p> <p style="text-align: center;"><b>Presenter(s):</b> Theresa Farmer, University of Nevada, Las Vegas</p> <p style="text-align: center;"><b>Track:</b> Implementation: Course and Program Evaluations</p>                     | <p style="text-align: center;"><b>Session: Honore</b></p> <p style="text-align: center;">Streamlined Surveys at UNSW Sydney Help Increase Response Rates for More Robust Data and Analysis</p> <p style="text-align: center;"><b>Presenter(s):</b> Paul Keitley, The University of New South Wales</p> <p style="text-align: center;"><b>Track:</b> Engagement</p>   |
| 12:00 PM to 1:00 PM (State Ballroom)   |  |
| <b>Lunch</b>   |  |
| 1:00 PM to 1:40 PM   |  |
| <p style="text-align: center;"><b>Session: Salon 3</b></p> <p style="text-align: center;">Moving Qualitative Analysis to BlueML and the Ethical Implications of Machine Learning Algorithms</p> <p style="text-align: center;"><b>Presenter(s):</b> Meagan Morrissey, University of Newcastle</p> <p style="text-align: center;"><b>Track:</b> Insight to Action</p>                   | <p style="text-align: center;"><b>Session: Wabash</b></p> <p style="text-align: center;">An Investigation of the Interpretation and Use of Course Evaluations Data to Inform the Development of Reports that Contribute to Better Practices</p> <p style="text-align: center;"><b>Presenter(s):</b> Clarissa Lau, Kyle Turner, and Cora McCloy, University of Toronto</p> <p style="text-align: center;"><b>Track:</b> Faculty Research Grant - Findings</p> |
| <p style="text-align: center;"><b>Session: Crystal</b></p> <p style="text-align: center;">Something Old, Something New, Something Borrowed, Something Blue</p> <p style="text-align: center;"><b>Presenter(s):</b> Julie Mulvey, Durham University,</p> <p style="text-align: center;"><b>Track:</b> Implementation: Course and Program Evaluations</p>                                | <p style="text-align: center;"><b>Session: Honore</b></p> <p style="text-align: center;">Share Experience &amp; Ask Experts</p> <p style="text-align: center;"><b>Presenter(s):</b> Mohammed Sheraidah &amp; Nitin Sharma, Explorance</p> <p style="text-align: center;"><b>Track:</b> Drop-in</p>   |

| 1:50 PM to 2:30 PM  |  |
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| <p><b>Session: Salon 3</b><br/>From Anonymous to Confidential:<br/>Who's NOT Responding<br/><b>Presenter(s):</b> Lorraine Gearing, Coventry University<br/><b>Track:</b> Insight to Action</p>  | <p><b>Session: Wabash</b><br/>The Effect of Adaptive Education Intervention<br/>on the Ability and Aptitude in Cybersecurity Career<br/>Paths: A Quasi-Experimental Study<br/><b>Presenter(s):</b> Kamanashis Biswas,<br/>Australian Catholic University<br/><b>Track:</b> Faculty Research Grant - Findings</p> |
| <p><b>Session: Crystal</b><br/>Robust Evaluations Integration and Flexibility Made Real<br/>with Blue 8.0 and the Question Bank<br/><b>Presenter(s):</b> Ouanessa Boubsil &amp; Adam Flanders,<br/>University of Maryland-Global Campus<br/><b>Track:</b> Implementation: Course and Program Evaluations</p>                | <p><b>Session: Honore</b><br/>How We Partner with You towards Your Success<br/><b>Presenter(s):</b> Miltiadis Vadrachanis, Erika Cost, and<br/>Bethany Remely, Explorance<br/><b>Track:</b> Explorance Presentation</p>  |
| 2:30 PM to 2:50 PM (State Ballroom)   |  |
| Afternoon Break   |  |
| 2:50 PM to 3:30 PM  |  |
| <p><b>Session: Salon 3</b><br/>Gender Difference in Course Evaluation Results<br/><b>Presenter(s):</b> Kristin Petersmann,<br/>Stockholm School of Economics<br/><b>Track:</b> Insight to Action</p>  | <p><b>Session: Wabash</b><br/>An Automated Feedback System to Enhance<br/>Computational Thinking Process<br/><b>Presenter(s):</b> Turaj Ashuri, Kennesaw State University<br/><b>Track:</b> Faculty Research Grant - Findings</p>  |
| <p><b>Session: Crystal</b><br/>Blue 8 Implementation – Key Strategies to Overcome<br/>Survey Fatigue and to Achieve a Desirable Response<br/>Rate for Students' Feedback in Temasek Polytechnic<br/><b>Presenter(s):</b> Andy Yeo, Temasek Polytechnic<br/><b>Track:</b> Implementation: Course and Program Evaluations</p> | <p><b>Session: Honore</b><br/>What's New With Blue Dashboard<br/><b>Presenter(s):</b> Long Hua &amp; Quentin Ferrer, Explorance<br/><b>Track:</b> Explorance Presentation</p>  |
| 3:40 PM to 4:40 PM (Grand Ballroom)   |  |
| <p><b>Panel: Moving Away from Means</b><br/><b>Panelists:</b><br/>Brian Green, University of Strathclyde; John Jordi, University of Florida<br/>Laura Winer, McGill University; Lisa Emery, University of Michigan<br/><b>Moderator:</b> Graham Sherwood, Liverpool John Moores University</p>                              |  |
| 4:40 PM to 5:00 PM (Grand Ballroom)   |  |
| <p><b>Door Prize Drawing (must be present to win)</b><br/><b>Presentation of Charity Check (\$5,000)</b><br/><b>Close of the Day</b></p>  |  |
| 5:45 PM to 9:30 PM<br>(Bus leaves @ 6PM. Please be in the hotel lobby no later than 5:45PM for transportation)  |  |
| <p><b>Social Dinner: Spirit of Chicago Lakefront Cruise Dinner</b><br/><i>Boarding for the Spirit of Chicago will begin at 6:30 PM.</i></p> <p><b>Bus leaves @ 9:40 PM. Please be in the Navy Pier bus pick-up location no later than 9:40PM for transportation</b></p>   |  |

## Wednesday, August 3

| 7:40 AM to 8:30 AM (State Ballroom)  | 7:30 AM to 12:00 PM (Registration Bays)  |
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| <b>Breakfast</b>   | <b>Conference Registration</b>   |
| <b>8:40 AM to 9:20 AM</b>  |  |
| <b>Session: Salon 3</b><br>Text-mining Student Comments:<br>Insights Gained from Two Instruments<br><b>Presenter(s):</b> Elena Zaitseva,<br>Liverpool John Moores University<br><b>Track:</b> Insight to Action  | <b>Session: Wabash</b><br>Data Analytics within the Dept. Centre of Tertiary<br>Education, Teaching, and Learning<br><b>Presenter(s):</b> Emma-Leigh Hodge,<br>University of Waikato<br><b>Track:</b> Faculty Research Grant - Findings  |
| <b>Session: Crystal</b><br>Customizing Evaluation Calendars and<br>Reporting Using Data Feeds and Blue API<br><b>Presenter(s):</b> Hayder Hamandi, Joshua Armes,<br>Laura Woodward, and Darin Ellis,<br>Wayne State University<br><b>Track:</b> Implementation: Course and Program Evaluations | <b>Session: Honore</b><br>You Can Influence Explorance Product Roadmaps<br><b>Presenter(s):</b> Nitin Sharma & Zebrey Bedard,<br>Explorance<br><b>Track:</b> Explorance Presentation   |
| <b>9:30 AM to 10:10 AM</b>   |  |
| <b>Session: Salon 3</b><br>I Have My Report, Now What?<br>From Passive to Active Engagement<br><b>Presenter(s):</b> John Jordi, University of Florida<br><b>Track:</b> Insight to Action   | <b>Session: Wabash</b><br>Exploring the Impact of Virtual vs Cadaveric Dissection<br>on Medical Students:<br>Learning, Experience, and Feedback<br>(Singapore's Perspective)<br><b>Presenter(s):</b> Satish R.L.,<br>National University of Singapore<br><b>Track:</b> Faculty Research Grant - Findings |
| <b>Session: Crystal</b><br>Providing Departments and Schools with<br>Midcourse Surveys Using DIG and Blue<br><b>Presenter(s):</b> Christina Bifulco,<br>Rutgers University<br><b>Track:</b> Implementation: Course and Program Evaluations   | <b>Session: Honore</b><br>What We Heard: 2022 CSAT Update<br><b>Presenter(s):</b> Yeona Jang & Mohammed Sheridah,<br>Explorance<br><b>Track:</b> Explorance Presentation   |
| <b>10:10 AM to 10:40 AM (State Ballroom)</b>   |  |
| <b>Morning Break</b>   |  |

**10:40 AM to 11:40 AM (Grand Ballroom)**

**Panel: Handling Comments of Concern – Practices, Policies, Competency**

**Panelists:**

Brad Wuetherick, UBC

Elena Zaitseva, Liverpool John Moores University

Lisa Votodian, University of Pittsburgh

Meagan Morrissey, University of Newcastle

**Moderator:** Yeona Jang, Explorance

**11:40 AM to 1:00 PM (Grand Ballroom)**

**Lunch**

**12:45 PM: Door Prize Drawing (must be present to win)**

**Presentation of Charity Check (\$10,000)**

**Closing Remarks**

**Becky Patterson, University of Louisville & Yeona Jang, Explorance**

## Descriptions

# Community Meetups, July 30

### Blue Experts Community Meetup

Chair: Daniel Glover, University of Minnesota

The Blue Experts community meetup is for certified Blue Experts to connect with each other, share what they are working on, and discuss how to grow the Blue Experts Community together to make Blue Experts more effective in their institutions.

It is a closed session for the certified Blue Experts (the discussion is going on by certified Blue Experts to plan the meetup so as to make the meetup meaningful and beneficial to all the certified Blue Experts who are joining the meetup. Join this discussion on [the Blue Experts Community forum](#)).

### MHS (Medical & Health Sciences) Community Meetup

Chair: Christina Pomykal, The UNC Eshelman School of Pharmacy

Join the 3rd Medical and Health Sciences community meetup and connect with your peers to share, discuss, and problem-solve together to address unique requirements and challenges, which will also help shape Explorance's product roadmaps.

### Reporting & Analytics Community Meetup

Chair: John Jordi, University of Florida

Join the Bluenotes Reporting & Analytics Community meetup and connect with your peers to share, discuss, and problem-solve together to address institutions' evolving reporting & analytics requirements and challenges.

## Pre-conference Workshops, July 30-31

### Using Delegation Features in Blue to Increase Faculty Engagement

Instructors: Oliver Aoun & Nick Sankar

There are many ways to increase faculty engagement in your institution's course evaluation process through delegation. Join this workshop to learn how to provide faculty with the ability to:

- Select and add their preferred evaluation questions
- Opt in or out of evaluations
- Set the window of their preferred evaluation date, and
- Monitor the evaluation's progress

### Handling Different Course-evaluation Periods in One Project Using Flexible Scheduling Functionality in Blue 8

Instructors: Oliver Aoun & Rittu Sehgal

Blue 8's flexible scheduling functionality allows you to handle different course evaluation periods in one project. Join this workshop to learn how to:

- Use different conditional logic to automatically assign the correct evaluation schedules to the appropriate courses
- Customize the content and branding of notifications for each different schedule
- Handle evaluation windows that vary based on different course durations, and
- Handle schedule changes after the project has launched ("published" in Blue)

### Learn How BlueX, a Survey Solution Seamlessly Integrated with LMS, can Help Instructors Get Feedback from their Students – in a Familiar Experience

Instructors: Kazi Rahman & Sasha Paine

BlueX is a simple and effective way to manage surveys through seamless integration with the Canvas Learning Management System (LMS). With BlueX, instructors can create a wide variety of surveys within a familiar user experience, and much more. Join this workshop for hands-on experience in how institutions can help instructors maximize student participation through Canvas-LMS-integrated BlueX, by:

- An engaging interactive experience
- Ease of access and interaction through the LMS
- True accessibility
- Pop-ups, announcements, and more

### Experience BlueML Firsthand and Learn How to Get Actionable Student Experience Insights

Instructors: Kyle Podwalski & Zenish Khambhati

Blue's Machine Learning (BlueML) can quickly uncover qualitative insights from hundreds or thousands of comments, coming in from various sources such as course evaluations, by automatically detecting what sentiments and opinions are really behind a comment. Join this workshop to learn how BlueML can automate the text analysis of students' qualitative feedback to summarize and organize this feedback into actionable insights, through categorization, topic structure with views, drill-down capabilities, and more.

### **Optimize Your Enrollment Data to be Course Evaluation Ready, without Breaking Automation, with Data Integrity Gateway (DIG)**

**Instructors: Andres Rodriguez & Krime Bouaou**

The Data Integrity Gateway (DIG) is a tool that will help you prepare your data for survey and evaluation automation. In this workshop, we will show you how you can use DIG to increase the accuracy of data while shortening the data preparation time of an evaluation project, integrating with any information system (SIS, LMS, etc.). Join and experience how the updated DIG can help DIG users (“diggers”) review, update, and complete data preparation with ease, facilitating stakeholder engagement and collaboration.

### **Learn How to Tell Teaching Effectiveness Stories Leveraging the Latest Version of the Blue Dashboard**

**Instructors: Zenish Khambhati & Dean Coolegeorgen**

How do you see trends over time between multiple courses across multiple projects? In this workshop, you will learn how to analyze data from across your projects in Blue in a way to visualize key aspects of teaching and learning with trend analysis and drill-downs. Break the data silo with Blue Dashboard!

### **UX Lab: Blue 9 Introduction and Co-Creation of a Customer Journey**

**Presenters: Antoine Garcia-Suarez & Arnaud Friedel**

In this workshop, we will introduce you to Blue 9 and co-create a customer UX journey.

## Panels

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| <b>Track</b>   | <b>Panel</b>  |
| <b>Title</b>   | <b>Moving Away from Means</b>   |
| <b>Moderator</b>   | <b>Graham Sherwood, Liverpool John Moores University</b>  |
| <b>Panelists</b>   | <b>Brian Green, University of Strathclyde; John Jordi, University of Florida; Laura Winer, McGill University; Lisa Emery, University of Michigan</b>              |
| <p>The mean is one of common statistics being used to summarize students' responses to course evaluations. While the mean provides a basis for judgment, it does not provide the whole judgement, particularly when the data is skewed (not normal distribution). More and more institutions are talking about moving away from using course-evaluation means in high-stake administrative decisions such as tenure and promotion decisions. In this panel, panelists will discuss the main drivers for moving away from using course-evaluation means, where to move <i>towards</i>, and challenges that may need to be removed when doing so, to assist in using course-evaluation results to inform high-stake decision making.</p>   |   |
| <b>Track</b>   | <b>Panel</b>  |
| <b>Title</b>   | <b>Handling Comments of Concern – Practices, Policies, Competency</b>   |
| <b>Panelists</b>   | <b>Brad Wuetherick, UBC; Elena Zaitseva, Liverpool John Moores University; Lisa Votodian, University of Pittsburgh; Meagan Morrissey, University of Newcastle</b> |
| <b>Moderator</b>   | <b>Yeona Jang, Explorance</b>   |
| <p>Qualitative comments in course evaluations give details to insights contextualizing quantitative data, and more and more institutions are utilizing text-analytics technology such as Blue Text Analytics and BlueML to analyze qualitative comments. One of the capabilities that such text-analytics technology provides is detection of potentially concerning comments - overly negative, offensive, threatening, harassing, biased, and/or indicators of potential misconduct. The key question asked was "Are institutions ready to handle such comments of concern, as they are detected?" In this session, panelists will discuss challenges in handling such potentially concerning comments and how to go about addressing such challenges, such as expanding or clarifying policies and procedures, identifying needed competencies, and ensuring that relevant training and communications are available.</p> |   |

## Sessions

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| <b>Track</b>   | <b>Engagement</b>   |
| <b>Title</b>   | <b>Making Connections: The Power of Community to Improve Our Work</b>   |
| <b>Panelists</b>   | <b>Cindy Davis, Ohio State University &amp; Lisa Votodian, University of Pittsburgh</b>   |
| <p>Blue users make the feedback loop go round. We are admins, faculty, or research analysts. We are new users, long-time veterans, one-person offices, parts of large teams, using a variety of Blue solutions or only one. One thing unites us all: the desire to do our best work. Collaboration with others is a powerful tool to make that happen. We can connect to share best practices for increasing response rates, reporting options, and utilizing new features. We discuss institutional processes and policies, and how data is analyzed and used. We share questions from institutional leaders and gather data about what others are doing to share with our own teams and leadership. This strengthens our level of expertise, which helps us implement improvements, make informed decisions, and ultimately results in better results for students, instructors, and institutional leaders. In this session, we will share and discuss how we can all nurture and strengthen those connections with examples for maximum impact.</p> |   |
| <b>Track</b>   | <b>Engagement</b>   |
| <b>Title</b>   | <b>Streamlined Surveys at UNSW Sydney Help Increase Response Rates for More Robust Data and Analysis</b>  |
| <b>Presenter(s)</b>  | <b>Paul Keitley, The University of New South Wales</b>  |
| <p>Hear from the UNSW surveys team how they utilized all of the tools within Blue to boost their survey response rates to over 50%, without the need for any incentives or pecuniary penalties.</p>  |   |
| <b>Track</b>   | <b>Faculty Research Grant: Sharing Research Findings</b>  |
| <b>Title</b>   | <b>An Investigation of the Interpretation and Use of Course Evaluations Data to Inform the Development of Reports that Contribute to Better Practices</b> |
| <b>Presenter(s)</b>  | <b>Clarissa Lau &amp; Kyle Turner, University of Toronto</b>  |
| <p>In this study, we are seeking to better understand how instructors use and interpret course evaluation reports, particularly statistics and data displays, with the goal of optimizing report design and improving how we give advice on their interpretation to instructors and administration. A survey was distributed to gather feedback on our current reports, and we are currently conducting follow-up interviews with a subset of instructors. Survey responses were received from 646 instructors from 13 faculties. 48% of instructors indicated they review their reports when they receive them; 60% indicated that they are very or extremely confident in interpreting the quantitative statistics; and 66% indicated high confidence in interpreting the data visualizations (e.g., bar graphs). We also identified key themes that emerged from an open-ended question about how the reports could be improved. In addition to the results of the survey, we will present our preliminary findings from the interviews.</p>        |   |

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| <b>Track</b>   | <b>Faculty Research Grant: Sharing Research Findings</b>  |
| <b>Title</b>   | <b>Assessing Shared Inquiry as a Form of Oral Communication Core Competency Using Dialogue Coding and Student Feedback Data</b> |
| <b>Presenter(s)</b>  | <b>Ellen Rigsby &amp; Makiko Imamura, Saint Mary's College of California</b>  |
| <p>This comprehensive assessment study aimed to identify students' developmental attainment of Shared Inquiry as a proxy to oral communication in the Collegiate Seminar Core Curriculum at Saint Mary's College of California (SMC). It also sought to understand gender and racial/ethnic gaps in the student experiences of Shared Inquiry as a dialogic process conducive to value and ideological conflict. Specifically, this study comparatively examined the freshman and senior students' attainment of Shared Inquiry and analyzed the qualitative and quantitative metrics of student learning based on gender and racial/ethnic identities. In addition, this study laid the data-driven foundation for a sustainable assessment framework to evaluate the curricular and pedagogical efficacy for equity-minded Seminar curriculum, which is central to undergraduate students' educational experiences at SMC.</p>   |   |
| <b>Track</b>   | <b>Faculty Research Grant: Sharing Research Findings</b>  |
| <b>Title</b>   | <b>Data Analytics within the Dept. Centre of Tertiary Education, Teaching, and Learning</b>                                     |
| <b>Presenter(s)</b>  | <b>Emma-Leigh Hodge, University of Waikato</b>  |
| <p>The University of Waikato collects a wealth of evaluations data, but often struggle to make best use of the data they collect. Evaluations data are often reported to individual staff in full detail, and then aggregated at a high level of abstraction for policy decision-making. However, these types of reporting can leave it unclear which variables have the most transferable impact on student satisfaction. Therefore, an improved tool is needed that automates most of the reporting processes, while avoiding the creation of projects in Blue which is manual and consumes a great deal of server space. Using Python and other libraries, we developed a dashboard that allows users to import raw data files from Blue, select the type of analysis they want to perform, and view the data in a more analysis-friendly format. To validate the usability of the tool, it was used to investigate a few high-interest use case studies, such as determining how the response rate varies with paper size. The dynamic nature of the tool allows users to further expand its features without having to change the coding.</p> |   |
| <b>Track</b>   | <b>Faculty Research Grant: Sharing Research Findings</b>  |
| <b>Title</b>   | <b>Exploring How Student Ratings of Instruction Data Are Being Utilized for Research on Teaching and Learning</b>               |
| <b>Presenter(s)</b>  | <b>Jill McSweeney-Flaherty, Elizabeth Gillis, and Robyn Moore, Dalhousie University</b>   |
| <p>Student ratings of instruction (SRI) have been a longstanding form of data used to enhance teaching practice and impact student learning. To date, little work has been done to explore who (i.e., instructors, department heads, academic administration) is using SRI data for research purposes, how they are using this data, and what aspects of SRI data are used in research (i.e., are they using individual or departmental level data, open vs closed-ended questions). Using a multi-pronged data collection approach, this project explored these questions through a scoping review to (a) identify the context in which research in this area is being conducted, and (b) examine the design of these studies to learn how research is informed by and reports SRI data. To complement the scoping review, an online survey was used to understand current practices around the use of SRI data for teaching and learning research.</p>   |   |

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| <b>Track</b>  | <b>Faculty Research Grant: Sharing Research Findings</b>  |
| <b>Title</b>  | <b>The Effect of Adaptive Education Intervention on the Ability and Aptitude in Cybersecurity Career Paths: A Quasi-Experimental Study</b>    |
| <b>Presenter(s)</b>   | <b>Kamanashis Biswas, Australian Catholic University</b>  |
| <p>Aptitude and ability play a crucial role in the success of students' academic performance and career success. One of the biggest challenges facing higher education institutions, particularly in the Science, Technology, Engineering and Mathematics (STEM) arena such as cybersecurity, is the high rate of student attrition and low success rate. Students enrol in courses that may or may not align with their ability to cope with the learning requirements and successfully complete and take up a career. However, the theory of self-determination highlights that students can be motivated to grow and change when the three key innate needs namely autonomy, competency and connections are fulfilled. Therefore, the objective of this research is to design, develop and implement personalized, engaging and motivating adaptive learning intervention activities/resources and evaluate the effect of this intervention on the outcome variables (aptitude, ability and performance outcomes). Expected outcomes from this research include the advancement of knowledge about the boundary conditions (institutional support factors) for influencing career pathways for students in disparate contexts (ability and aptitude), and how this initiative can be enhanced and sustained/applied on a large scale across the university and the sector.</p> |   |
| <b>Track</b>  | <b>Faculty Research Grant: Sharing Research Findings</b>  |
| <b>Title</b>  | <b>Evaluating Inclusive Clinical Skills with Large Video-Coding Datasets</b>  |
| <b>Presenter(s)</b>   | <b>Laura Weingartner, University of Louisville School of Medicine</b>   |
| <p>In medical school, students are assessed with standardized patient encounters that examine clinical and communication skills. These encounters are video recorded, but medical educators rarely extract content from these assessments systematically for broader program evaluation. In this session, we explore data collected from large video-coding datasets of clinical skills assessments. We focus on LGBTQ-inclusive clinical skills, which is a high-need assessment area in medical education to help address LGBTQ health disparities. We combined datasets from multiple assessment instruments (standardized patient checklists, student assignments, and video coding data) to show how LGBTQ microaggressions accumulate to negatively impact patient encounters. These data are critical to evaluate new LGBTQ-health curriculum, and they ultimately provide novel insight on the development of inclusive clinical skills as well as proof-of-concept for the value of large video-coding datasets.</p>   |   |
| <b>Track</b>  | <b>Faculty Research Grant: Sharing Research Findings</b>  |
| <b>Title</b>  | <b>Student Diversity, Diversity of Learning: Assessing Student and Faculty Experiences with High-impact Practices in an Honors Curriculum</b> |
| <b>Presenter(s)</b>   | <b>Michelle Evans &amp; Kevin Concannon, Texas A&amp;M University-Corpus Christi</b>  |
| <p>The selectivity of university Honors Programs can lead to the uniform impression that each student should be seen as high achieving. This uniformity can lead to the oversimplification of the challenges students face and to a lack of consideration over how diverse student populations face specific social and institutional barriers to success. Research shows the incorporation of High Impact Practices (HIPs) in classes increase student retention and success, even as studies reveal that underserved students have less access to HIPs because of social or educational pressures. Working in an Honors Program at Texas A&amp;M-Corpus Christi, a Hispanic Serving Institution, this lack of accessibility is of concern, and we believe it to be a significant cause for our low retention and graduation rates.</p>  |   |

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| <p>Through our grant, we created multiple surveys to gather data concerning the teaching effectiveness of HIPs and to identify barriers that students face completing the Honors curriculum.</p>  |  |
| <b>Track</b>  | <b>Faculty Research Grant: Sharing Research Findings</b>   |
| <b>Title</b>  | <b>Associations between Students' Perspectives of the Constructivist Learning, Self-efficacy, and Academic Achievement in Math and Science</b>   |
| <b>Presenter(s)</b>   | <b>Sadiq Midraj, Zayed University; Jessica Midraj &amp; Asli Hassan, Khalifa University</b>  |
| <p>The purpose of the session is to share the study's results that investigated the relationships between students' self-efficacy (SE) beliefs (the belief in one's ability to succeed in reaching a goal), perceptions of the constructivist learning ecology (CLE), and academic achievement in math and science. The participants were 'cycle two' (grades 6 to 9) students in a private school in the United Arab Emirates. Surveys measured the independent variables (demographic data, CLE, and SE). The Measures of Academic Progress (MAP) test measured the dependent variables (academic achievement in math and science). Linear multiple regression was used to analyze the relationships between the multiple variables. The presentation will share the theoretical framework, the findings, the implications, and data-driven recommendations.</p>  |  |
| <b>Track</b>  | <b>Faculty Research Grant: Sharing Research Findings</b>   |
| <b>Title</b>  | <b>Exploring the Impact of Virtual vs Cadaveric Dissection, on Medical Students: Learning, Experience, and Feedback (Singapore's Perspective)</b>  |
| <b>Presenter(s)</b>   | <b>Satish R.L., National University of Singapore<br/>Co-Contributors for this research project: Lin Mingwan, Ang Eng Tat, Ti Lian Kah, Sreenivasulu RM, Sujashree YV, Sara KR, Jayabharathi K, Chandrika M, Sim Li Ean, Liu Pai, ST Dheen, George WC Yip</b> |
| <p>While cadaveric dissection has been the gold standard for studying human anatomy, newer teaching methods and learning tools have emerged, reshaping anatomy learning. The Anatomage table is a touch screen interactive device with highly accurate anatomy content, allowing for virtual dissection. However, the educational efficacy of the Anatomage table remains unclear. We conducted a 2-phase comparative study to explore the impact of the Anatomage Table on students' performance and satisfaction. First-year undergraduate medical students (MBBS) from the Yong Loo Lin School of Medicine, National University of Singapore (n=48) were randomly assigned to the interventional arm and control arm. Students studied the anatomy of the Brain, Pelvis, and Perineum. These anatomical regions were deliberately chosen for their anatomical and visuospatial complexity. A pre-test and post-test (with a surprise element) were administered, together with an online survey that captured Student's Learning Experience, Humanistic Values, and Self Efficacy. Our research provides valuable insights into the use of the Anatomage table, which may help in designing a better medical curriculum.</p> |  |
| <b>Track</b>  | <b>Faculty Research Grant: Sharing Research Findings</b>   |
| <b>Title</b>  | <b>Experiences of Othering among Yorkville University Students: Exploring a Community of Belonging</b>   |
| <b>Presenter(s)</b>   | <b>Sofia Georgiadou, Mandira Arnab Aich, Sadekie Lyttle-Forbes, and Andree Robinson-Neal, Yorkville University</b>   |
| <p>This mixed-method research was designed to enable exploration of the interrelation between cultural demographic categories of students at one Canadian university and their experience of othering, equity, diversity, and inclusion with the goal of initiating further understanding of the student body and their experiences on campus and in the communities served by the institution. The university has</p>  |  |

been recognized as a champion of inclusion and diversity initiatives and the research was designed to identify what works well along with the opportunities for improvement through the collection of student perspective via both qualitative and quantitative data sources. The presenters will share preliminary quantitative data from the survey distributed to all university students across undergraduate and graduate programs. Findings from the project will provide university leaders, including the Diversity, Equity, and Inclusion Director, with current data points regarding the culture and climate to assist with development of planned continuous improvement initiatives.

**Track** Faculty Research Grant: Sharing Research Findings  
**Title** An Automated Feedback System to Enhance Computational Thinking Process  
**Presenter(s)** Turaj Ashuri, Kennesaw State University

Computational thinking is the process of formulating a problem and its solution. This process uses computer programming algorithms to solve scientific, engineering and mathematical problems with the help of a computer programming language. Feedback is a key element in the computational thinking learning process, and it is universally accepted that providing students with early feedback of their computational work contributes significantly to their success and greater course satisfaction. In this research, we study the use of an automated feedback system to automatically grade and provide early feedback for several computer engineering projects with the goal of incorporating computational thinking best practices and software tools into teaching, thinking and learning process in an engineering course. Our preliminary results demonstrate that the automated feedback system raises students computational literacy and course success. We expect that applying the findings of this study will enhance curricular and course evaluations in other computational thinking tasks, courses and disciplines.

**Track** Faculty Research Grant: Sharing Research Findings  
**Title** Mitigating Implicit Bias in Student Evaluations: A Randomized Intervention  
**Presenter(s)** Vladimir Kogan, Brandon Genetin, Joyce Chen & Alan Kalish, Ohio State University

We conducted a randomized control trial to assess the efficacy of utilizing modified introductory language in student evaluations of instruction to mitigate implicit bias. Students were randomly assigned within courses to three treatment arms and shown so-called “cheap talk” scripts referencing implicit bias, the high stakes associated with student evaluations, and the combination of the two. We analyzed both the impact assignment of the treatment has on completion rates as well as the effect on average instructor rating. Our analysis indicates assignment has statistically significant effects on the likelihood of response for those assigned the combined treatment, though the effects are heterogeneous with respect to both instructor and student race/ethnicity and gender. We further find the high-stakes treatment leads to higher average scores for racial/ethnic minority instructors with no significant effects from the implicit bias and combined scripts.

**Track** Insight to Action  
**Title** Enhancing and Supporting the Student Experience: A Scottish Perspective  
**Presenter(s)** Brian Green, University of Strathclyde

This presentation will share an overview of Scotland’s distinctive approach to academic quality and learning enhancement, including the fundamental importance and impact of student voice at various levels - sector, institutional and program. This presentation will also reflect on opportunities for greater integration of a range of student voice and feedback mechanism to inform and enhance student success and the wider student experience.

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| <b>Track</b>  | <b>Insight to Action</b>  |
| <b>Title</b>  | <b>Transforming Student Evaluations of Instruction at UBC</b>   |
| <b>Presenter(s)</b>   | <b>Brad Wuetherick (presenter), Stephanie McKeown, Abdel Azim Zumrawi, Camilo Pea Moren, University of British Columbia</b>             |
| <p>Over the past year, UBC has conducted its first comprehensive review of student evaluations of teaching. These high-stakes surveys are used for improvement efforts and as part of the process to determine hiring, promotion, tenure, and teaching awards. Through a comprehensive literature review, focus groups, cognitive interviews, psychometric analyses and new metrics for reporting to instructors, we've transformed the UBC processes for gathering student feedback. This session will share the process taken at UBC to solicit student and faculty feedback with the aim of reducing potential for bias, ambiguity in the terms or phrases used, and to position questions as student-centred.</p>   |   |
| <b>Track</b>  | <b>Insight to Action</b>  |
| <b>Title</b>  | <b>Student Insight at the University of Strathclyde - Amplifying the Student Voice</b>  |
| <b>Presenter(s)</b>   | <b>Caroline Breslin, Lorna Robertson, and Brian Green, University of Strathclyde</b>  |
| <p>With our new institutional approach to student module evaluation now embedded at Strathclyde, we'll share our reflections on reporting, moving from module level to aggregate reporting at Department/School and Faculty level and our aspirations for Institutional level reports for thematic review and quality assurance and enhancement. Our map of the student voice at the University of Strathclyde also encompasses a much wider range of data, including surveys and we'd like to share our emerging Student Insight Roadmap for enhanced reporting to exploit the value of combined data sets, allowing dynamic review of our student voice data linked to our wider learning analytics initiative.</p>   |   |
| <b>Track</b>  | <b>Insight to Action</b>  |
| <b>Title</b>  | <b>Text-mining Student Comments: Insights Gained from Two Instruments</b>   |
| <b>Presenter(s)</b>   | <b>Elena Zaitseva, Liverpool John Moores University</b>   |
| <p>Timely analysis of student survey comments at institutional or departmental level is paramount for providing contextual information on student engagement and satisfaction, and for identifying significant institutional themes that fall through the gaps of the survey categories. Computer aided text analytics techniques are being increasingly used by the universities to analyse the comments, to extract the patterns and themes within the data, and identify sentiment background. In this session, we compare outcomes of analysis generated by two instruments: BlueML and Leximancer (latter is a concept-mapping tool displaying the conceptual structure of text). The dataset analysed comprised around 33,000 module evaluation comments. We reflect on the strengths and limitations of each type of analysis, and how using two instruments augmented understanding of the discourse, resulting in a more comprehensive set of recommendations and further actions.</p> |   |
| <b>Track</b>  | <b>Insight to Action</b>  |
| <b>Title</b>  | <b>Listening to Student Voice: Understanding the Needs and Priorities of Different Student Groups in Online and Hybrid Environments</b> |
| <b>Presenter(s)</b>   | <b>Graham Sherwood, Natalie Holland, and Elena Zaitseva, Liverpool John Moores University</b>   |
| <p>In 2020-21 there was little or no face-to-face teaching at Liverpool John Moores University due to the Covid pandemic. However, in 2021-22 the university moved to active blended learning with the</p>  |   |

majority of teaching face-to-face. We present a comparative analysis of quantitative and qualitative responses from undergraduate students during different stages of the pandemic. In particular, we consider how different ethnic groups within our student population responded to the move to online learning and the return to the classroom.

**Track** Insight to Action  
**Title** I Have My Report, Now What? From Passive to Active Engagement  
**Presenter(s)** John Jordi, University of Florida

Too often faculty struggle with not only interpreting their evaluation results, but also what their next steps should be. This presentation focuses on the current process of how faculty access their reports and describes a new method designed to encourage active engagement.

**Track** Insight to Action  
**Title** Being a Data Enabler: You can Lead an Institution to Data, but You cannot Make It Think  
**Presenter(s)** Karlie Scafidi & Joshua McCuaig, Southern Alberta Institute of Technology

Utilizing Blue over time can eventually lead to your organization having access to a large amount of data. Data on its own is not a catalyst for creating a data-driven environment. Transitioning your institution to start utilizing data to drive decision-making can be challenging. In this presentation, we will showcase strategies we have implemented to enable users to harness their data and apply it in their roles.

**Track** Insight to Action  
**Title** Gender Difference in Course Evaluation Results  
**Presenter(s)** Kristin Petersmann, Stockholm School of Economics

There is extensive literature that student evaluations of teaching are biased. One of these biases that has been shown in the literature is gender bias. I.e., female instructors are evaluated differently than male instructors. Based on these findings, we have taken a closer look at the teacher feedback collected as part of the course evaluations here at the Stockholm School of Economics and have found that there is a gender difference in the evaluation results. In this presentation, we will present the findings and outline the process of how we turned the insights into concrete actions aimed at reducing bias in student evaluations of teaching.

**Track** Insight to Action  
**Title** Moving Qualitative Analysis to BlueML and the Ethical Implications of Machine Learning Algorithms  
**Presenter(s)** Meagan Morrissey, University of Newcastle

This presentation covers the implementation of machine learning to manage qualitative feedback collected through student evaluations of courses, teachers and the overall experience. The transition offered some time and labour savings but at what cost? The potential impact on the wellbeing of staff and students was a key concern for stakeholders. Whilst the project aimed to ensure early detection of all high-risk comments or comments of concern without reading everything – how could we really know? Learn how the team transitioned from manually reading 100% comments per term to around 2% and the ethical implications of such a massive change.

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| <b>Track</b>   | <b>Insight to Action</b>  |
| <b>Title</b>   | <b>From Anonymous to Confidential: Who's NOT Responding</b>   |
| <b>Presenter(s)</b>  | <b>Lorraine Gearing, Coventry University</b>  |
| <p>Student characteristics and demographic data can inform the student experience. Our previous reliance on anonymous surveys, painted an overall picture, however it was challenging to drill down to analyse and effect positive changes. An internal lever for Coventry University Group to engage with Explorance was to gain additional insights into student responses by analysing the responses based upon characteristics such as gender, age, ethnicity, declared disability, entry qualification, or postcode (zip code). Our goal is to understand better the students that we teach.. We can ask questions of ourselves from non-responses, and follow any emerging trends at course level. For example, does one ethnicity consistently give more positive feedback than another? In this presentation, we will share how we continue to strive towards an equitable student experience using this analysis.</p> |   |
| <b>Track</b>   | <b>Implementation: Course and Program Evaluations</b>   |
| <b>Title</b>   | <b>Blue 8: Should you Stay or Should you Go?</b>  |
| <b>Presenter(s)</b>  | <b>Amy Artiles &amp; Gloria Eccleston, Washtenaw Community College</b>  |
| <p>After a few months of indecisively flip-flopping about whether to move to Blue 8, or just stay in the comfort zone with trusty Blue 7.19, the perfect window of opportunity fell in our laps at Washtenaw Community College. We made the leap and haven't looked back. Join us to hear about our January 2022 move to Blue 8 and our experience in this transition for our two main projects - Course Evaluations and Staff Evaluations. We'll share what went smoothly, what surprised us, and what surprised Explorance. You'll appreciate hearing our lessons learned, the new features we are enjoying, as well as the some 'truth be told' insight into things that are not working as we anticipated. Should YOU Stay or Should you Go - this presentation may help you decide if you are on the fence.</p>   |   |
| <b>Track</b>   | <b>Implementation: Course and Program Evaluations</b>   |
| <b>Title</b>   | <b>Blue 8 Implementation - Key Strategies to Overcome Survey Fatigue and to Achieve a Desirable Response Rate for Students' Feedback in Temasek Polytechnic</b> |
| <b>Presenter(s)</b>  | <b>Andy Yeo, Temasek Polytechnic</b>  |
| <p>Temasek Polytechnic (TP) from Singapore rolled out a new Teaching Evaluation and Subject Survey System (TESSy) powered by Blue 8 in January 2022, concluding the post-implementation review in May 2022. Andy Yeo, the main user who managed the project from conception through implementation, will share the key features and enhancements, the key challenges faced, and how they were overcome. He will also share some of the strategies that were adopted to encourage students to be candid in their survey responses, to reduce student survey fatigue, and to still achieve a high survey response rate of more than 80% with actionable insights. In addition, Andy will cover how TP configured the reports and access matrix to help academic staff achieve better awareness of how they and the subjects under their care have fared.</p>   |   |
| <b>Track</b>   | <b>Implementation: Course and Program Evaluations</b>   |
| <b>Title</b>   | <b>Increasing Response Rates at Stockholm School of Economics (SSE)</b>   |
| <b>Presenter(s)</b>  | <b>Assia Viachka, SSE</b>   |
| <p>In the fall of 2021, the Stockholm School of Economics has launched a two-year response rate project aimed at increasing the number of student responses to course and program evaluations. The project consists of actions that fit into one of three categories: technology, engagement, and process.</p>   |   |

After one year, the response rate is up nearly 10% compared to the previous year and the key has been integrating Blue with SSE's learning management system, Canvas. This presentation will give an overview of the project and the categories included, as well as a close look at the Blue-specific actions we have and will be taking as part of the project.

**Track** Implementation: Course and Program Evaluations  
**Title** GAME CHANGER: Blue 8's Wicked Awesome Redesigned Question Personalization  
**Presenter(s)** Candace Girard, Tufts University

Blue has allowed us to personalize questions for a little while now, but Blue 8 introduces us to the totally redesigned Question Personalization feature. This release is an absolute game changer. Why? Because it allows us to copy those questions across courses and across projects. No more copying and pasting the individual questions in the same term. No more trying to remember what questions we asked in previous terms. Efficiency and process improvement unleashed! In this session, we will discuss why this is so very exciting, and then walk through configuring as an admin, personalizing as an instructor, and responding as a student. Along the way, the secret to making this new functionality all work will be revealed.

**Track** Implementation: Course and Program Evaluations  
**Title** Providing Departments and Schools with Midcourse Surveys Using DIG and Blue  
**Presenter(s)** Christina Bifulco, Rutgers University

Midcourse surveys provide instructors an opportunity to receive student feedback at a point in time when change is still possible. This session will detail how midcourse surveys are set-up at Rutgers University for both departments that want to receive the midcourse reports and departments who only want the instructor to have access to protect the formative nature of the surveys. The presentation will go through the set-up in DIG where administrators can select which sections midcourse surveys should run for, who should receive reports, and dates of the survey. The Blue project design will be explained including the use of question personalization, and question bank for department or school level questions and finally how the reports are constructed. A short explanation of the professional development workshops offered to support instructors' and departments' use of the surveys will conclude the session.

**Track** Implementation: Course and Program Evaluations  
**Title** Updating a Course Feedback Survey – University of Maryland's Experiences  
**Presenter(s)** Eowyn Ellison, University of Maryland

A proposal was made in Spring 2017 to update and rebrand the University of Maryland's Course Evaluation Instrument which was almost 10 years old to move to questions that are actionable and that students can provide good information on. We unveiled the new name and instrument in Spring 2022. We will discuss how the new instrument was designed and the testing that was done on items. We will discuss how we implemented the various changes to roll out a new identity and instrument and the various challenges that Maryland faced throughout the process and how we were able to move forward.

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| <b>Track</b>  | <b>Implementation: Course and Program Evaluations</b>  |
| <b>Title</b>  | <b>Could the Pandemic Have Been a Blessing in Disguise for Medical Education? Lessons Learned from MBRU's First-hand Experiences</b> |
| <b>Presenter(s)</b>   | <b>Farah Otaki, Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU)</b>  |
| <p>The worldwide medical education community faced unprecedented challenges due to COVID-19. This presentation will shed light on the learning and teaching during the pandemic at the Mohammad Bin Rashid University of Medicine and Health Sciences (MBRU). The rapid transition to distance learning at MBRU involved optimization of existing Information Technology platforms, modifications of the learning and teaching, and the facilitation of distance learning for all involved stakeholders. Action research constituted the foundation of those measures with ongoing cycles of planning, acting, observing, and reflecting. Quantitative and qualitative data were collected, from learners and instructors, using contextualized surveys assembled through the Blue platform to holistically evaluate the experience. The key stakeholders' perception of distance learning at MBRU will be shared as part of this presentation, highlighting the lessons learned, and the valuable opportunities that can be leveraged to ensure educational continuity, innovatively reinforce medical curricula, and build academic resilience.</p> |  |
| <b>Track</b>  | <b>Implementation: Course and Program Evaluations</b>  |
| <b>Title</b>  | <b>Joy &amp; Happiness, or Anger &amp; Disgust? Getting intimate with BlueML</b>   |
| <b>Presenter(s)</b>   | <b>Garmon ap Garth, Birkbeck University of London</b>  |
| <p>Birkbeck, University of London has been trialing BlueML since the beginning of the year to better analyse and understand what our students are telling us. We ask students to share their thoughts, but then we lacked the resources to fully analyse the feedback they write. Quantitative results are useful, but richness of feedback can be found in students' comments. BlueML allows greater insight and easier sharing of information. The presentation will explore our results so far, and how we've started to use the results. Do students share their joy &amp; happiness, or express anger &amp; disgust?</p>   |  |
| <b>Track</b>  | <b>Implementation: Course and Program Evaluations</b>  |
| <b>Title</b>  | <b>Customizing Evaluation Calendars and Reporting Using Data Feeds and Blue API</b>  |
| <b>Presenter(s)</b>   | <b>Hayder Hamandi, Joshua Armes, Laura Woodward, and Darin Ellis, Wayne State University</b>   |
| <p>The nature of course scheduling is becoming less traditional, with more courses being offered at various times and durations (such as courses being offered for five weeks and evaluated early in the term). Paired with the challenge of ongoing data updates (such as instructor changes, canceled classes, or students dropping), Blue offers flexibility to handle such customized course evaluation calendars through Blue API and data feeds. Our team gradually implemented several integrations between Blue, Banner (SIS), and COGNOS (Data warehouse). These have helped reduce manual updates, improve data quality, and customize the report experience to meet union and administrative requirements. We will share our experience in automating data flows from SIS (Banner) to Blue to our data warehouse, streamlining and standardizing course-evaluation data collection and analysis to provide actionable insights to the appropriate stakeholders (students, faculty, chairs, etc.) at our institution.</p>   |  |

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| <b>Track</b>   | <b>Implementation: Course and Program Evaluations</b>   |
| <b>Title</b>   | <b>Something Old, Something New, Something Borrowed, Something Blue</b>                             |
| <b>Presenter(s)</b>  | <b>Julie Mulvey, Durham University</b>  |
| <p>This session will cover the journey Durham University has taken with Explorance Blue from an initial pilot in 2016 to reach the our 5 year anniversary this year – and what our plans for the next 5 years will be. We will review our usage of Blue from the last five years (the Old), discuss how we reviewed where we were and how we developed plans for its future over the next five years (the New). We will outline the steps we are going to take to remake Blue new incorporating other Explorance tools. We will touch upon the things we have learned from other institutions (kindly Borrowed) that have made a significant impact and finally how we have embedded (wedded) Blue into our institution (the Blue).</p>  |   |
| <b>Track</b>   | <b>Implementation: Course and Program Evaluations</b>   |
| <b>Title</b>   | <b>Robust Evaluations Integration and Flexibility Made Real with Blue 8.0 and the Question Bank</b> |
| <b>Presenter(s)</b>  | <b>Ouanessa Bouszil &amp; Adam Flanders, University of Maryland-Global Campus</b>                   |
| <p>Besides a standardized students end-of-course evaluation survey, the university administers two specialized evaluation surveys, namely the ‘Capstone’ Survey and the ‘Certification’ survey. The ‘Capstone’ survey is an end-of-program exit survey given to all students in the last class of each of the sixty-eight programs of the university, asking students to evaluate how well the program learning objectives have been taught. The ‘Certification’ survey is given to students who have completed and passed a certification preparation course in a prior term. The survey asks students whether they took the certification exam, and whether the course helped them. In addition, questions are routinely added to the standard course evaluation survey at various granularity levels. This presentation focuses on the complexities and challenges encountered integrating and running the surveys simultaneously and optimal flexibility made real with Blue 8.0 features and the Blue Question Bank. We will also share the requirements of the specialized reports, along with how their resulting constraints on the design and management of the Blue projects were handled.</p> |   |
| <b>Track</b>   | <b>Implementation: Course and Program Evaluations</b>   |
| <b>Title</b>   | <b>Tips and Tricks for Utilizing Automatic Scheduling in Blue 8</b>                                 |
| <b>Presenter(s)</b>  | <b>Theresa Farmer, University of Nevada, Las Vegas</b>  |
| <p>To support classes that meet irregularly and thus require different evaluation dates, UNLV used to set many task dates and send out notifications on an ad-hoc basis in Blue 7. As Blue 8 allows for greater opportunities and flexibility for automatic scheduling and messaging of various user tasks than its previous version, we became an early and eager adopter in the Fall of 2021. While the transition to Blue 8 did not go as smoothly as we hoped, with a great deal of testing, we were able to launch our Spring 2022 project fully automated! In this session, I'll share what we did wrong (so that you can avoid repeating our mistakes) and lessons learned from our Blue 8 upgrade experience. I will also talk about the process changes that we made for Spring 2022 to better leverage the automatic scheduling and messaging features available in Blue 8.</p>  |   |

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| <b>Track</b>   | <b>Implementation: Feedback Processes Beyond the Classroom</b>  |
| <b>Title</b>   | <b>The Use of Formative and Summative Course Evaluation Data in Academic Program Review</b>                                   |
| <b>Presenter(s)</b>  | <b>Taiwo Ande, California Lutheran University</b>   |
| <p>Programs reviews which involve evaluation of the status, effectiveness and progress of academic programs has long been a standing approach for guiding the development of academic programs on a continuous basis. Program reviews provide opportunity academic programs to reflect, self-assess and plan for the future. A properly implemented program review enhances student success by offering recommendations to improve performance in program and student learning outcomes. While academic program reviews are common, many programs struggle with identifying appropriate evidences in support of their review. Student's end of course evaluation is one of those frequently used evidence that many programs struggle with its use and application in a programmatic review. This presentation explores how summative and formative course evaluations data can be used to improve the quality of academic program review process and highlights its importance for guiding academic program continuous improvement.</p> |   |
| <b>Track</b>   | <b>Explorance Presentation</b>  |
| <b>Title</b>   | <b>Explorance's Machine Learning - From Muggles to Initiate</b>   |
| <b>Presenter(s)</b>  | <b>Alexis Tremblay, Explorance</b>  |
| <p>We will go over the processes we've built over the years to ensure high quality dataset creation, as well as an overview of the technologies, powering Explorance's machine learning models.</p>  |   |
| <b>Track</b>   | <b>Explorance Presentation</b>  |
| <b>Title</b>   | <b>Product Architecture Update: Explorance API Ecosystem for Interoperability</b>   |
| <b>Presenter(s)</b>  | <b>Jonathan Lapierre &amp; Muthana Kubba, Explorance</b>  |
| <p>APIs bring new value to Explorance and its customers by driving innovation and connectivity. In an era of interconnectivity, Restful and Graph API creates an opportunity for our systems to be more interactive and interconnected securely than ever before. In this session, we will cover Explorance's vision to participate in this ecosystem and how this can enhance workflow automations and create valuable insights.</p>  |   |
| <b>Track</b>   | <b>Explorance Presentation</b>  |
| <b>Title</b>   | <b>What is New with Blue Dashboard</b>  |
| <b>Presenter(s)</b>  | <b>Long Hua &amp; Quentin Ferrer, Explorance</b>  |
| <p>Blue Dashboard enables broad audiences to access analytics of data gathered in Blue. It provides simple and effective ways of presenting information, and powerful capabilities to uncover insights. Join this session to experience the new and upcoming features of Blue Dashboard.</p>   |   |
| <b>Track</b>   | <b>Explorance Presentation</b>  |
| <b>Title</b>   | <b>The Student Life Cycle: Understanding the Student Journey Inside and Outside the Classroom for Greater Student Success</b> |
| <b>Presenter(s)</b>  | <b>Michael Weisman, Explorance</b>  |
| <p>Eliminate the silos of feedback data by centralizing all your feedback both academic life in the classroom and student life outside the classroom with Blue. In this presentation, we will share how you and your institution can now have a full understanding of the student life cycle leading to better retention and student success, by centralizing your student feedback and experiences.</p>   |   |

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| <b>Track</b>   | Explorance Presentation   |
| <b>Title</b>   | How We Partner with You Towards Your Success  |
| <b>Presenter(s)</b>  | Miltiadis Vadrhanis & Bethany Remely, Explorance  |
| <p>There a number of teams and resources within Explorance that can help guide you and partner with you towards your long-term success. Do you know them all?</p>  |   |
| <b>Track</b>   | Explorance Presentation   |
| <b>Title</b>   | Product Roadmaps: A Look at What is and What is Yet to Come                               |
| <b>Presenter(s)</b>  | Nitin Sharma & Zebrey Bedard, Explorance  |
| <p>Explorance products continue to evolve at a rapid pace. In this session, we will take a look at roadmaps for Blue, Blue dashboard, BlueML, and BlueX, sharing some of the most notable features and capabilities introduced over the past year, and providing a glimpse into what the future holds for each of these platforms from feature sets and capabilities to product visions.</p>   |   |
| <b>Track</b>   | Explorance Presentation   |
| <b>Title</b>   | You can Influence Product Roadmaps  |
| <b>Presenter(s)</b>  | Nitin Sharma & Zebrey Bedard, Explorance  |
| <p>Multiple inputs feed into building out a Product Roadmap, and Bluenotes community members play a big part in that process. In this session, we will discuss what goes into the roadmap, how you can influence it, and exciting updates on our Product Suggestion flow which will enable greater visibility, communication and tracking.</p>   |   |
| <b>Track</b>   | Explorance Presentation   |
| <b>Title</b>   | Sitting on a Data Goldmine: Using Aggregate 360 Assessment Results for Strategic Insights |
| <b>Presenter(s)</b>  | Peggy Parskey, Explorance   |
| <p>Institutions employ a 360-assessment process to help students and staff surface their strengths and development opportunities. However, these same organizations fail to mine the aggregate data for insights about the capability and health of HR practices. In this session, we'll discuss how higher education institutions can use 360 assessment data as an input to curriculum and workforce planning and tap into the goldmine that 360 data offer.</p> |   |
| <b>Track</b>   | Explorance Presentation   |
| <b>Title</b>   | CEO Update: From Insight to Action, the Road Ahead  |
| <b>Presenter(s)</b>  | Samer Saab, Explorance  |
| <p>Explorance's CEO, Samer Saab, will share Explorance's vision forward and top strategic priorities, to support higher education institutions in their journey of transformation in the way teaching effectiveness and the student experience are measured and continuously enhanced.</p>   |   |
| <b>Track</b>   | Explorance Presentation   |
| <b>Title</b>   | BlueML - The Present and The Future   |
| <b>Presenter(s)</b>  | Samer Saab, Explorance  |
| <p>Join us to see where BlueML is, where it's headed, and how it can help turn qualitative feedback into actionable insights. We'll review the latest evolutions on our Polarity &amp; Recommendations Models, Alerts (Beta) model, redaction, categorizations, topic structures, and</p>  |   |

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| more!  |  |
| <b>Track</b>   | Explorance Presentation  |
| <b>Title</b>   | Beyond the Classroom: Understanding Student Experience         |
| <b>Presenter(s)</b>  | Peter Baccile, Explorance                                      |
| <p>More and more higher-ed institutions are talking about student experience. Student experience can hold different meaning for different stakeholders. This provides an opportunity to shape the future with a wider understanding of the factors affecting student success. In this session, we'll discuss measurement strategies to help extract actionable insights from the moments that matter for higher-ed institutions.</p> |  |
| <b>Track</b>   | Explorance Presentation  |
| <b>Title</b>   | What we heard: 2022 CSAT (Customer Satisfaction) Survey Update |
| <b>Presenter(s)</b>  | Yeona Jang & Mohammed Sheraidah, Explorance                    |
| <p>We will share the results of the 2022 customer satisfaction (CSAT) survey. We will also summarize the strengths and shortcomings that you have identified through the survey; and per our commitment to continuous improvement, we will share what lies ahead to offer a stronger customer experience.</p>  |  |
| <b>Track</b>   | Drop-in  |
| <b>Title</b>   | Share Experience and Ask Experts                               |
| <b>Presenter(s)</b>  | Mohammed Sheraidah & Nitin Sharma, Explorance                  |
| <p>This interactive session is to share your experience and also bring any topic-based questions you have, such as on project set-up, reporting, response data export, question personalization, question bank, or DIG, to ask Experts, share and discuss for learning with other Bluenotes community members.</p>   |  |