



# Course Evaluations at LAU: A Decentralized Approach

Bluenotes EMEA 2017 Conference  
Zayed University

Presented by: **Samer Khoury**  
Lebanese American University  
Department of Institutional Research & Assessment  
Lead Institutional Research Officer

# Session Description

- ▶ In 2008, the Lebanese American University (LAU) decided to abandon its paper based course evaluations and automate the process using Blue which was perceived as the ideal application to serve that purpose. In addition to the cost saving and efficiency improving features it had provided, Blue enabled administrators to decentralize the course evaluation process for each school. Each school was able to promote and launch its course evaluations independently, and later on build its reports based on the preferences of its own faculty. This presentation explains the current decentralized course evaluation setup implemented at LAU along with its different merits and occasional challenges and examines how it is employed in the evaluation of the third and fourth year clinical rotations at the Gilbert and Rose-Marie Chagoury School of Medicine. Given their unique schedule and complicated format in comparison to regular courses, LAU was able to use BLUE to simplify the evaluation process for the whole academic year in one single project which required minimal or no manual intervention during the year.

# Outline

1. Lebanese American University An Overview
2. Course Evaluations Before BLUE
3. Automating course evaluations
4. A Decentralized Approach
5. The Approach Applied
6. Challenges
7. Suggestions

# Lebanese American University – History

Madrasat Al Banat

1835



American Junior College for Women

1924



Beirut University College

1972



# Lebanese American University – The Present

- ▀ 2 campuses

Beirut Campus



Byblos Campus



- ▀ 7 Schools

Architecture & Design, Arts & Sciences, Business, Engineering, Nursing, Medicine,  
Pharmacy

# Lebanese American University – The Present

- ▶ **59 degree programs:** 38 bachelor's degree programs, 16 master's degree programs, 2 doctoral – professional practice programs, 2 post bachelor's certificates, 1 post-graduate diploma
- ▶ Enrolls **8,528 students**
- ▶ Employs **300+ full-time faculty, 500+ part-time faculty** and **800+ staff**

# Lebanese American University – Charter & Accreditation

- ▶ Chartered by the **Board of Regents of the University of the State of New York**
- ▶ Accredited by the **Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC)**.
- ▶ **Program and School accreditations**



ACCREDITATION COUNCIL FOR  
PHARMACY EDUCATION



ABET



American Association  
of Colleges of Nursing

AACSB

NAB<sup>®</sup>

NATIONAL ARCHITECTURAL ACCREDITING BOARD

# Lebanese American University – A Growing Stature

▶ **LAUMC–RH (2009)**



▶ **Executive Center @ Solidere downtown (2013)**



▶ **New York Headquarters and Academic Center (2013)**





## LAU's Mission

“Lebanese American University is committed to academic excellence, **student centeredness**, civic engagement, the advancement of scholarship, the education of the whole person, and the formation of leaders in a diverse world.”

- ▶ Given the university's mission that emphasizes student centeredness and academic excellence **course evaluations (CE) and surveys** have always been an essential tool for university administrators and instructors as means for assessment and continuous improvement.

## Course Evaluations Before BLUE

- Initially the LAU relied on scanned paper forms to conduct CEs through OCR technology
- The process was **costly, time-consuming** and **inefficient**
- Costly**: expensive and large number of “special” paper required (for the evaluation forms and the distribution of reports)
- Time consuming** : paper based forms would take so much time to process an continuous hours of printing
- Inefficient**: stakeholders (university administrators and instructors) would not receive the results before 6 months which would make CE results invaluable during the same academic year

Automating the CE process was a priority and for that purpose in 2008 the university opted to add BLUE to its suite of applications














# The case for choosing BLUE

1. An application that could **easily be connected to Banner** (our SIS)
2. **100% paperless** surveys and course evaluations: no more costs incurred on special paper
3. A **greener process**
4. **Instant reports and results:** instructors and university administrators are able to view their results as soon as the evaluations are over and thereby the academic body becomes more responsive to student feedback
5. Easily incorporates **multiple instructor evaluations**
6. **Secure and confidential:** important to generate valuable results as students must feel safe when sharing their opinions about course experiences and instructors
7. **Expected increase in response quality:** students would be able to fill the evaluations on their own in a confidential manner which would trigger them to provide accurate responses and valuable comments
8. Instructors would be able to access **a centralized application** independently at any time to extract their current and historic CE results (which are highly important at LAU for decisions such as promotions)

















# A Decentralized Model for Course Evaluations

- ▶ A school based **decentralized approach** was designed using BLUE to administer the course evaluations
- ▶ Each of LAU's 7 school launches its own course evaluation projects for the term/academic year
- ▶ Each school creates & distributes its own set of reports based on its faculty needs and preferences

## Sample list of course evaluation projects launched for Spring 2017

 	Adnan Kassar School of Business Faculty Evaluations for the Spring 2017-Byblos 🕒 End Date: Mon, May 1, 2017 📅 Course Evaluation Spring 2017	Expired
 	Clinical Nursing Course Evaluation - Spring 2017 (1) 🕒 End Date: Tue, Feb 28, 2017 📅 Course Evaluation Spring 2017	Expired
 	Clinical Nursing Courses Evaluation-Spring 2017 🕒 End Date: Mon, May 1, 2017 📅 Course Evaluation Spring 2017	Expired
 	Course Evaluation -Adnan Kassar School of Business -Spring 2017 🕒 End Date: Wed, May 31, 2017 📅 Course Evaluation Spring 2017	Expired
 	Course Evaluation - School of Architecture & Design (Courses) - Spring 2017 🕒 End Date: Mon, May 1, 2017 📅 Course Evaluation Spring 2017	Expired
 	Course Evaluation - School of Architecture & Design (Studios) - Spring 2017 🕒 End Date: Tue, Jun 13, 2017 📅 Course Evaluation Spring 2017	Expired
 	Course Evaluation - School of Engineering - Spring 2017 🕒 End Date: Wed, May 31, 2017 📅 Course Evaluation Spring 2017	Expired

## Sample list of course evaluation projects launched for Spring 2017

    <p>Adnan Kassat School of Business EMBA Program Course Evaluations - Spring 2017</p> <p>End Date: Fri, Jun 30, 2017</p> <p>Course Evaluation Spring 2017</p> <p>Expired</p>
   <p>2016/2017-Med III Clerkship &amp; Attending Evaluation</p> <p>End Date: Thu, Jun 15, 2017</p> <p>Clinical Clerkship</p> <p>Expired</p>
   <p>2016/2017- Med IV Clerkship &amp; Attending Evaluation</p> <p>End Date: Thu, Jun 15, 2017</p> <p>Clinical Clerkship</p> <p>Expired</p>
   <p>2016-2017 APPE Evaluations (Spring 2017)</p> <p>End Date: Fri, Jun 30, 2017</p> <p>School of Pharmacy Students</p> <p>Expired</p>
   <p>2016-2017 PHA 650 : Industrial Pharmacy Rotation Evaluation</p> <p>End Date: Thu, Jul 27, 2017</p> <p>School of Pharmacy Students</p> <p>Expired</p>

# Administrators of the model

Department of Institutional Research & Assessment /IT Applications & Solutions  
(Administrator Role)  
Extract Course, Student , & Faculty data and Relationships  
Prepare Data Sources and create a unique definition  
Prepare a “Project Template” for each school for end of term course evaluations



## School Assessment Officers (Project Manager Role)

School of Architecture & Design	School of Arts & Sciences	School of Business	School of Engineering	School of Medicine	School of Nursing	School of Pharmacy
---------------------------------	---------------------------	--------------------	-----------------------	--------------------	-------------------	--------------------

## The Administrator will

1. Extract student and course data from the SIS each term for different evaluation projects
2. Create a unique definition for end of term course evaluations
3. Create “project template(s)” for each school that includes the school’s courses and instructors for the term
4. Delegate access to that template to the school’s project manager
5. Support the school’s project manager in any evaluation that would take place during the term



## A sample list of “project templates” Spring 2017 end of term course evaluations prepared by the administrator

### Project List

Category: All Categories | Subcategory: All Subcategories | Display: Current | Status: All

Filter by: All | Title: 1 -

[Create new project](#) | [Manage templates](#)

---

Results: 1 - 10 of 14 item(s)

<input type="checkbox"/>	<u>Category</u>	<u>Subcategory</u>	<u>Title</u>	<u>From</u>	<u>To</u>	<u>Status</u>	<u>Manage</u>	<u>Edit</u>
<input type="checkbox"/>	Course Evaluation Spring	Template	1 - Architecture & Design (Course) Template			Not Published	Manage	<a href="#">Edit</a>
<input type="checkbox"/>	Course Evaluation Spring	Template	1 - Business (Beirut) Template			Not Published	Manage	<a href="#">Edit</a>
<input type="checkbox"/>	Course Evaluation Spring	Template	1 - Business (Byblos) Template			Not Published	Manage	<a href="#">Edit</a>
<input type="checkbox"/>	Course Evaluation Spring	Template	1 - Engineering Template			Not Published	Manage	<a href="#">Edit</a>
<input type="checkbox"/>	Course Evaluation Spring	Template	1 - Nursing (Clinical) Project Template			Not Published	Manage	<a href="#">Edit</a>
<input type="checkbox"/>	Course Evaluation Spring	Template	1 - Nursing (Coop) Project Template			Not Published	Manage	<a href="#">Edit</a>
<input type="checkbox"/>	Course Evaluation Spring	Template	1 - Nursing (Didactic) Project Template			Not Published	Manage	<a href="#">Edit</a>
<input type="checkbox"/>	Course Evaluation Spring	Template	1 - Pharmacy (course) Project Template			Not Published	Manage	<a href="#">Edit</a>

1 2

# School Project Manager's Role – Project Setup

- ▶ Each school's project manager will be able to use the newly created project template to create the actual end of term evaluation
- ▶ The project manager will check and update questionnaire in terms of:
  1. content,
  2. question settings,
  3. welcome and thank you messages ,
  4. fill out details (sender, subject, invitation message )
  5. Start, end dates and reminder dates
- ▶ Finally the project manager will proceed to publish the actual project
- ▶ The project manager is able to launch any required evaluation for the school that might take place during the term or academic year

# School Project Manager's Role – Reporting

1. Each project manager is able to create the set of reports for the school only.
2. The project manager will only be creating reports that pertain to the courses of his/her school.



# Why Decentralize Course Evaluations

1. Major differences in questionnaires across schools



## School of Arts & Sciences

Indicate the level of education that you believe the course has helped you achieve. - MTH101

I am now able to demonstrate an understanding of limits and continuity.	Poor	Fair	Good	Excellent
I am now able to use derivatives to solve applied problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can differentiate real function of one variable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

★

Indicate the level of education that you believe the course has helped you achieve. - MTH102

I am now able to evaluate definite and indefinite integrals, and use integrals to solve applied problems.	Poor	Fair	Good	Excellent
I am now able to demonstrate an understanding of Inverse functions and Transcendental functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now able to solve simple first-order differential equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now able to solve simple problems related to vectors, dot and cross products.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

★

Indicate the level of education that you believe the course has helped you achieve. - MTH200

I acquired the skills needed to solve definite, indefinite and improper integrals	Poor	Fair	Good	Excellent
I am now able to solve applied problems using integrals and linear first-order differential equations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now able to solve optimization problems using derivative, Lagrange multipliers and linear programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now able to solve systems of linear equations using matrices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now able to create Maclaurin series for transcendental functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## EVALUATION OF THE CLERKSHIP



Which were useful as aids to learning in this rotation?

Check all that apply

- Wards
- Clinics
- Lectures
- Tutorials
- Attending Rounds
- Rounds with Residents
- Other Rounds (lab, radiology, test and ECG interpretation...)
- Morning Report
- Surgical acts
- Procedures
- Case Discussions
- Feedback from Residents
- Feedback from Attendings
- Mid-clerkship Feedback
- Mini-CEX
- Electronic Resources & Textbook



# Why Decentralize Course Evaluations

2. Different reporting needs and preferences



# Different Reporting Preferences

## Sample Report – Instructor in the School of Engineering

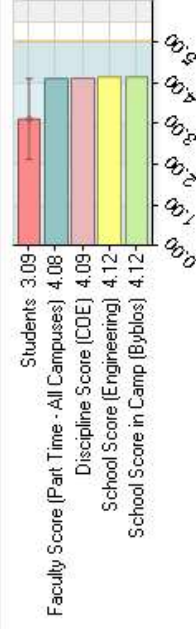
Please take the time to use the space provided below for any additional comments on the course. Feel free to comment on what you consider important and relevant. Specifies and thoughtful comments are appreciated, permitting us to evaluate this course more accurately.

Students
Not Answered

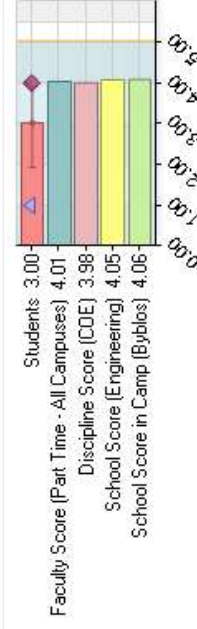
### A. Instructor's Organizations/Clarity

#### Overall

△ Min ◇ Max | StandardDev



1. 1. Set out and met clear objectives for the course





# Different Reporting Preferences

## Sample Report – Instructor in the Adnan Kassar School of Business

### Instructor Questions

Question	Students		Department Score		School Score	
	Mean	Mean	Mean	Mean	Mean	Mean
A syllabus, clearly reflecting the content of the course, was distributed the first week of the classes	3.67	4.53	4.53	4.46	4.46	4.46
Grading guidelines were stated clearly in the syllabus	3.67	4.52	4.52	4.46	4.46	4.46
The instructor is enthusiastic about subject matter	3.67	4.48	4.48	4.43	4.43	4.43
The instructor is knowledgeable about the subject matter	3.67	4.53	4.53	4.51	4.51	4.51
The instructor is well prepared for class	3.67	4.43	4.43	4.39	4.39	4.39
Classes are well organized	3.67	4.31	4.31	4.27	4.27	4.27
The instructor is able to explain subject matter well	3.67	4.35	4.35	4.27	4.27	4.27
The instructor allows me to think for myself	3.67	4.35	4.35	4.24	4.24	4.24
The instructor encourages discussion and is open to other viewpoints	3.67	4.48	4.48	4.30	4.30	4.30
Instructor encourages creativity and independent thinking, whenever possible	3.67	4.46	4.46	4.25	4.25	4.25
I felt I could have personal access to the instructor (office hours, appointment, after class)	3.67	4.34	4.34	4.25	4.25	4.25
Instructor shows concerns for the students	3.67	4.36	4.36	4.26	4.26	4.26
Instructor made this course an interesting learning experience	3.67	4.28	4.28	4.13	4.13	4.13
My interest in the subject matter has, in general, been stimulated by this instructor's handling of the course	3.67	4.17	4.17	4.06	4.06	4.06
The amount of subject matter covered in the course is in line with course objectives	3.67	4.34	4.34	4.31	4.31	4.31
Tests and assignments are appropriate	3.33	4.32	4.32	4.21	4.21	4.21
Tests and assignments are graded quickly	3.33	4.33	4.33	4.27	4.27	4.27
Grading of exams and homework is fair	3.67	4.36	4.36	4.28	4.28	4.28
Exams are consistent with lectures and text material	3.67	4.31	4.31	4.28	4.28	4.28
I would consider taking another course with this instructor	3.67	4.25	4.25	4.09	4.09	4.09
Overall this instructor was	3.67	4.38	4.38	4.25	4.25	4.25
<b>Overall</b>	<b>3.63</b>	<b>4.37</b>	<b>4.37</b>	<b>4.28</b>	<b>4.28</b>	<b>4.28</b>

# Why Decentralize Course Evaluations

3. Flexibility for schools to promote their own surveys by customizing fill out details: Sender name, subject, invitation message, welcome message and means of recruitment & promotion

# Customized Welcome Messages

School of Pharmacy

## Course Evaluation - School of Pharmacy (course) Spring 2017 for Subject (Secondary Subject)

 This form is confidential. Your identity is protected.

Dear Student,

In order to enhance quality, it is imperative that we determine overall satisfaction levels pertaining to education received and other aspects of the student experience at LAU's School of Pharmacy. Opinions, praise and criticism are all valuable in improving academic programs, student services, recruitment and retention efforts.

Please assist LAU's School of Pharmacy by taking a few moments to complete the survey that will provide you with ample opportunities to express your views. All responses will be held confidential. Thank you for your time we really value your input.

Imad F. Btaiche, PharmD, BCNSP  
Dean and Professor  
School of Pharmacy  
Lebanese American University

# Customized Welcome Messages

School of Engineering

## Course Evaluation - School of Engineering - Spring 2017 for Subject (Secondary Subject)



This form is confidential. Your identity is protected.

Welcome to the **Lebanese American University** Online Student Course Evaluation

The aim of this form is to evaluate and improve the quality of education in the School of engineering at LAU. Student input is very important whether it is positive or negative. You are particularly encouraged to offer constructive suggestions that may help to improve both the course and the teaching of the instructor. Keep in mind that we want to graduate the best engineering students in Lebanon and we cannot do it without your help.



# Why Decentralize Course Evaluations

4. **Autonomy for each school in respect to data ownership and report distribution**
5. **Preserving instructor confidentiality given the sensitivity of CEs**



# Why Decentralize Course Evaluations

6. **Different course schedules** (executive MBA courses, medical clerkships, rotations, mid term evaluations)

# Differences in Course Schedules

## Case 1: EMBA Two Week Courses

- ▶ Adnan Kassar School of Business offers an Executive MBA graduate degree (EMBA).
- ▶ An EMBA course is offered over a **two week period**. Course material is offered in the first week over two days while exams or projects are submitted in the second one.
- ▶ Regular course evaluations need to be launched for EMBA courses i.e. **7-10 times in a semester**
- ▶ Evaluation for these courses **can not be included in the regular course evaluations** that take place at the end of the term

Decentralization allows the school's project manager to independently launch the evaluations for these courses after every batch .

The project manager will proceed to distribute the results of the reports to the instructor and academic administrators instantly after grade submission.

# Differences in Course Schedules

## Case 2: Nursing Mid Term Courses

- ▶ A similar case is present for the School of Nursing
- ▶ The school offers a 3 year BS in Nursing degree
- ▶ During the second year, nursing students enroll in a 7 week course
- ▶ Course evaluations for these courses need to run around the 7<sup>th</sup> week of the semester and thereby **can not be included in the end of term regular course evaluations**

Similar to the EMBA case, the school's project manager is able to independently run the evaluations for these courses and distribute the results to the school's faculty after grade submission



# Differences in Course Schedules

## Case 3: School of Medicine

- ▶ The school of medicine at LAU offers the MD degree (4 years) in addition to residency programs.
- ▶ Students who complete the first 2 years of the degree are registered in specific fixed modules at the beginning of the academic year
- ▶ The duration of the modules ranges between 7 to 14 weeks.
- ▶ The school's project manager launches the evaluations at the end of each module

# Differences in Course Schedules

## Case 3: School of Medicine

- ▶ **Med III & IV students however have a different schedule.**
- ▶ Students who are completing the 3<sup>rd</sup> year of the program rotate in clerkships every 4 or 8 weeks.
- ▶ Different students rotate in different clerkships at different times.

Example:

	January	February	March
Student X	Neurology	Pediatrics	Internal Medicine
Student Y	Pediatrics	Internal Medicine	Neurology

## Further merits to decentralization: Med III Clerkship Evaluations

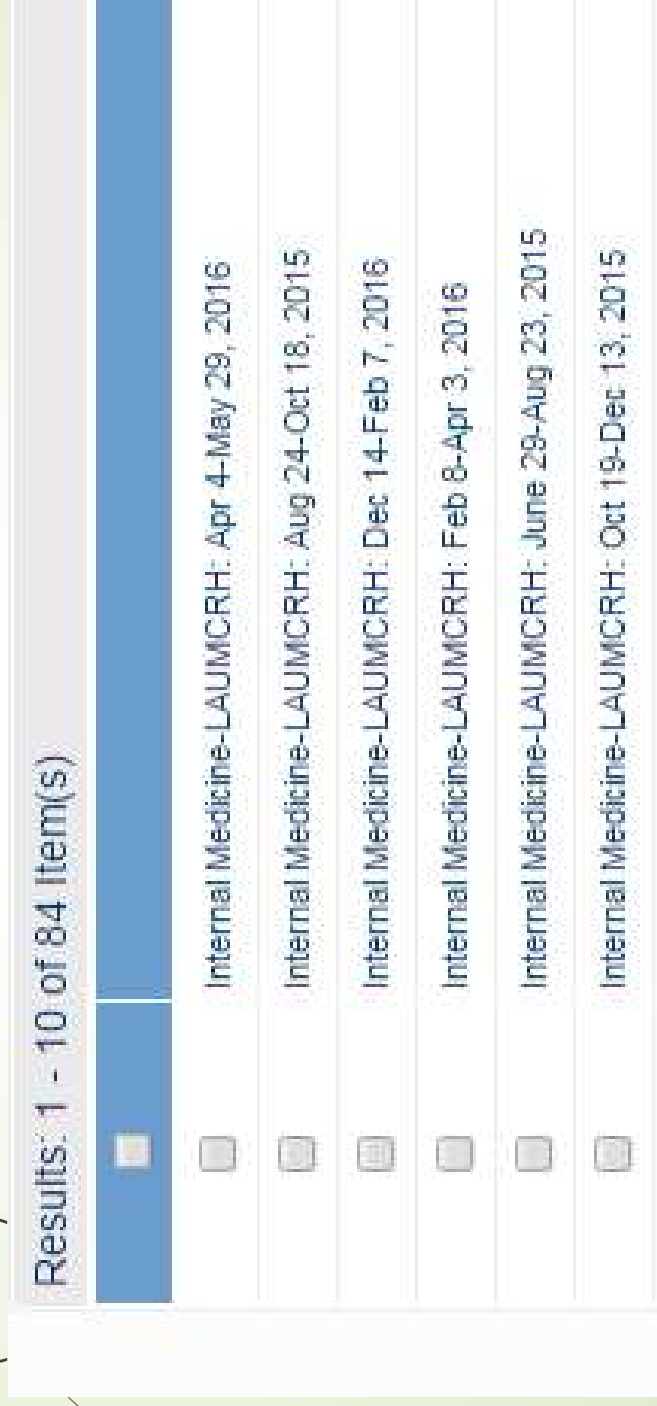
- ▶ It is thereby evident that the school's evaluations need to be handled separately and can not be included with the regular course evaluations of other schools.
- ▶ It would be interesting to take a look at the Med III evaluation setup.

**Additional complication:** *Students who rotate in different months of the same rotation may encounter different instructors*

## Med III Clerkships Evaluation Setup

1. To be able to handle such a need some adjustments need to be made at the level of the data.

Modifying the “course” (subject) data source to include **all rotations with all possible dates** thereby treating each rotation date combination as a separate subject (course).



Results: 1 - 10 of 84 Item(s)

<input type="checkbox"/>	Internal Medicine-LAUMCRH: Apr 4-May 29, 2016
<input type="checkbox"/>	Internal Medicine-LAUMCRH: Aug 24-Oct 18, 2015
<input type="checkbox"/>	Internal Medicine-LAUMCRH: Dec 14-Feb 7, 2016
<input type="checkbox"/>	Internal Medicine-LAUMCRH: Feb 8-Apr 3, 2016
<input type="checkbox"/>	Internal Medicine-LAUMCRH: June 29-Aug 23, 2015
<input type="checkbox"/>	Internal Medicine-LAUMCRH: Oct 19-Dec 13, 2015

# Med III Clerkships Evaluation Setup

2. Linking all instructors (secondary subject) that are assigned to a rotation with all of this rotation's occurrences in the Course 2 Faculty relationship data source (school based need).

<input type="checkbox"/>	Pediatrics-LAUMCRH: Apr 4-May 29, 2016	Dr. Alain Sayad -	A. Sayad
<input type="checkbox"/>	Pediatrics-LAUMCRH: Apr 4-May 29, 2016	Dr. Georges Beyrouthy -	G. Beyrouthy
<input type="checkbox"/>	Pediatrics-LAUMCRH: Apr 4-May 29, 2016	Dr. Gerard Wakim -	G. Wakim
<input type="checkbox"/>	Pediatrics-LAUMCRH: Apr 4-May 29, 2016	Dr. Hadi Haddad -	H. Haddad

<input type="checkbox"/>	Pediatrics-LAUMCRH: Aug 24-Oct 18, 2015	Dr. Alain Sayad -	A. Sayad
<input type="checkbox"/>	Pediatrics-LAUMCRH: Aug 24-Oct 18, 2015	Dr. Georges Beyrouthy -	G. Beyrouthy
<input type="checkbox"/>	Pediatrics-LAUMCRH: Aug 24-Oct 18, 2015	Dr. Gerard Wakim -	G. Wakim
<input type="checkbox"/>	Pediatrics-LAUMCRH: Aug 24-Oct 18, 2015	Dr. Hadi Haddad -	H. Haddad

## Med III Clerkships Evaluation Setup

3. Linking students (raters) to the rotations according to their predetermined schedule in the “Course 2 Student” relationship data source

# Different Instructors: Not an Issue

- ▶ **Secondary subject selection** feature allows students to choose the physicians they have rotated with:

The screenshot shows a configuration window for a 'Current Question Type'. The 'Display Mode' dropdown menu is highlighted with a red box and is set to 'Secondary Subject Selection'. Below it, the 'Section Heading' text area contains the text 'Please select the Physicians you had encounter with [C:\$FN]'. Other settings include 'Question for Rotations', 'Displayed On Online Forms Only', 'Hidden By Default', 'Mandatory Question', and 'Number of Columns' set to 4.

# Rater's POV

## Secondary Subject Selection

### ★Please select the Physicians you had encounter with

- Dr. Anna Farra - A.Farra  Dr. Antoine Ferzli - A.Ferzli
- Dr. Bernard Hojailli - B.Hojailli
- Dr. Charles Chammas - C.Chammas
- Dr. Fadi Wehbe - F.Wehbe  Dr. Georges Ghanem - G.Ghanem
- Dr. Hady Ghanem - H.Ghanem
- Dr. Hala Kilani - H.Kilani
- Dr. Jacques Mokhbat - J.Mokhbat  Dr. Jocelyne Fares - J.Fares
- Dr. Joseph Yammine - J.Yammine
- Dr. Julie Ferzli - J.Ferzli
- Dr. Kamal Hirbli - K.Hirbli  Dr. Laure Irani - L.Irani
- Dr. Marie-Louise Coussa - ML.Coussa
- Dr. Michel Saade - M.Saade







# One project for the entire academic year

By setting the fill out date of the project to read from “Evaluation Date” there will be no need to create a new project each month. Instead, BLUE will be sending out invitations at each set evaluation date.

Form Fill Out

<b>Start Date</b> +0 day(s) from Evaluation Date of Rotations 00:00:00	<b>Start Date</b> Hour / Minute Setting Hour: 0 Minute: 0
<b>End Date</b> Wed, Jun 15, 2016 23:59:00	
<b>1st Reminder</b> 10 day(s) from start date at 00:00	
<b>2nd Reminder</b> 20 day(s) from start date at 00:00	
<b>Task Options</b>	

Day Setting

Fixed Start Date

October 2015								
September	Sun	Mon	Tue	Wed	Thu	Fri	Sat	November
	27	28	29	30	1	2	3	
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	
	1	2	3	4	5	6	7	

days from subject addition

days from start condition

days from Rotations

days from Evaluation Date

## Some Challenges

1. Decentralization of CEs may lead to less coordination between schools in terms of questionnaire content
2. Comparing course content and instructor scores becomes more challenging
3. Differences in report display and layout
4. Students receive multiple emails from different senders with different invitation messages at different times
5. Differences in response rates resulting from differences in promotion and recruitment techniques
6. Less likely to share best practices between schools

## Remedies/Suggestions

1. Promote more coordination across schools when it comes to questionnaire design and adjustments, DIRA plays a major role
2. Include a core common section of course content and instructor related questions that would enhance comparisons across schools
3. Abide by essential report layout settings to ensure consistency all over (theme, logo, etc..)
4. Ensure that important project settings are common to all surveys when applicable (start and end dates, reminder dates, confidentiality setting)
5. Encourage schools to share best practices amongst them (strategies to increase response rates )

# Conclusion

- ▶ Decentralizing course evaluations is an approach that could be used by institutions who
  1. have a range of different evaluation needs across their schools/departments
  2. would opt to give more autonomy and flexibility to the entities
- ▶ Needs could arise due to significant differences in questionnaire content or course schedules
- ▶ Autonomy and flexibility would allow schools to promote their course evaluations uniquely, gain control over their reports and maintain instructor confidentiality
- ▶ BLUE is a flexible tool that feeds that purpose whereby privileges could be delegated by the admin to the different project managers
- ▶ Inconsistency and lack of uniformity are the basic challenges that could result from this approach
- ▶ These challenges can be offset by emphasizing on important practices that should be common across all units

THANK YOU!

