

Module evaluation using Blue from a UK perspective

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Session Description

- Following a successful pilot in 2014/15, Liverpool John Moores University has been using Blue in all of its module evaluations for the last two academic years. This presentation will discuss how we have used the flexibility of Blue to develop an efficient module evaluation system that can cope with the complex demands placed on it – for example, programme-specific module evaluations. As the University moves from Blackboard to Canvas and Blue 7 is rolled out, we plan to use the new functionality to improve the user experience.

Today we will be talking about:

- Our experience in using Blue as **institutional survey platform** (why, successes and challenges)
- How Blue was used to improve **engagement** of academics and students in the module evaluation process
- How we amplified **module evaluation reports** by using demographics and programme enrolment information from the student information system
- How we are using Blue's data structures to make administration of surveys more efficient
- How we use results to **enhance** teaching and learning at LJMU

The UK HE sector and surveys

- HEIs participate in national surveys of experience (UKES, PTES & PRES) and satisfaction (NSS)
- The data from these, particularly NSS, feed into national measures of “quality” – Teaching Excellent Framework, League tables
- Module evaluation is a vital tool to ensure that we are providing educational experiences that students value

Module evaluation

- Key survey for quality assurance and enhancement
- ME always has been a standardised online survey at LJMU, previously outsourced to an external company
- Modules are single staff or team taught; we don't evaluate individual members of staff
- Challenging survey – all levels covered, modules taken by students from more than one programme, students take up to 5 modules per year, - to be evaluated simultaneously)
- Good response rate is paramount, especially for small modules

Development of the survey 2013-2014

1. Shortened the questionnaire: 4 mandatory questions + 4 free text questions
2. Moved from external platform to the Blackboard Enterprise Survey (mobile access, enhancing presence on the institutional VLE)

Results: administration of the survey improved, r/r increased slightly, response rates and reporting remained a manual exercise.

2014-2015 pilot

- Piloted two survey platforms: Blue eXplorance and an alternative provider (paper-based) in two Faculties; two other Faculties were surveyed via BB Enterprise Survey
- Main evaluation criteria:
 - student engagement (response rates)
 - staff engagement
 - information value of reports for module leaders, programme leaders and senior managers
 - data turnaround

Pilot evaluation

Evaluation parameter	Paper-based survey platform	Blue eXplorance
Response rate	54% - Semester 1 41% - Semester 2	63% - Semester 1 43% - Semester 2
Reports available	21 st of May (1 st batch of reports)	1 st of May (all reports available on the Blackboard)
% of staff who would recommend the instrument/approach for a wider institutional adoption	47%	64%
% of staff who planned to share ME reports with students	37%	50%
Ability to analyse student comments on institutional level	PDF- some handwriting difficult to read; need to re-type for analysis	Comments available for analysis immediately

LJMU module evaluation 2015-16

- Nearly 2000 modules ran this year
- Just over 1500 evaluated in April (end of main teaching)
- Approximately 300 in December (end of semester 1)
- Around 170 in July (mainly MSc dissertations)
- Smaller numbers at other times of the year (including short-courses)
- Some modules taken by more than one programme
- Some modules offered more than once during academic year
- A few students enrolled on more than one programme of study at the same time

Data structure: multiple programmes

Modules with more than one group of students

- All subjects (modules) are coded to include the module code, date of evaluation and programme of students
- Multi-programme modules are evaluated as a series of programme specific sub-modules with final results combined into a single module report

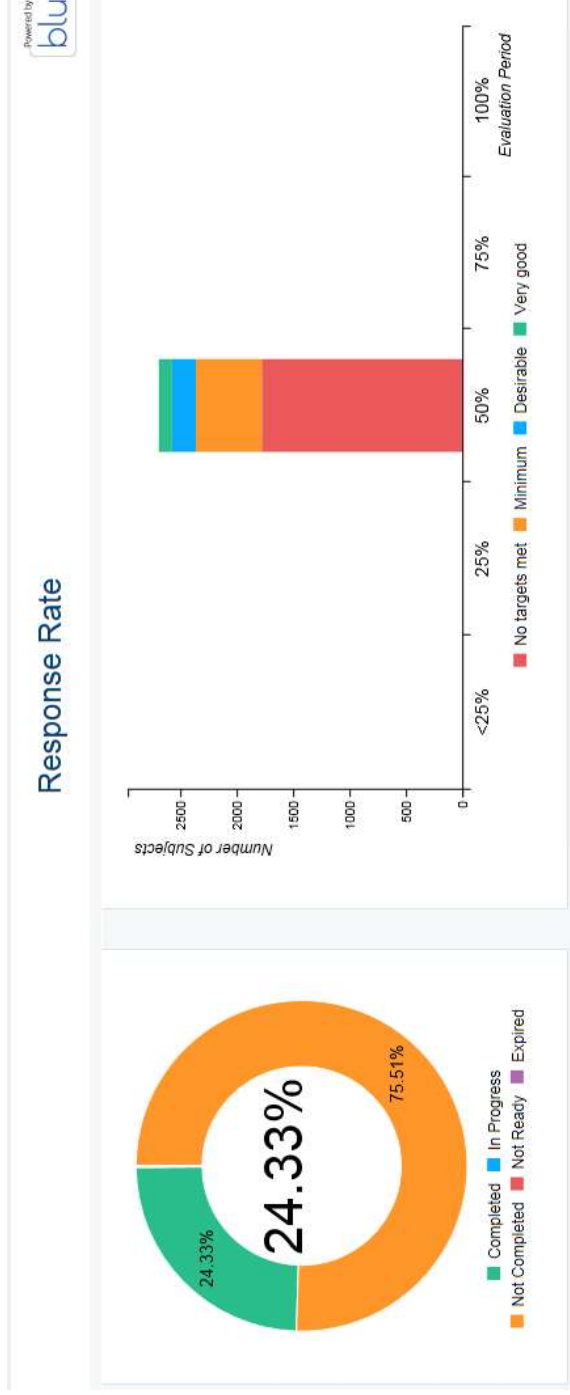
As Blue requires individual students to be associated with a single programme of study, multi-programme students (generally CPDs) would cause a problem

Solution: all student IDs are merged with programme IDs to form unique IDs even for those on several programmes

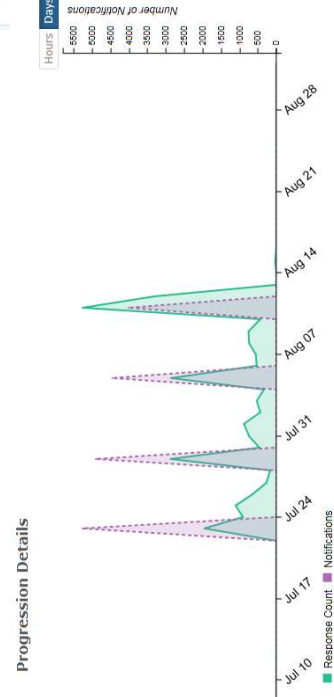
Questionnaire design

- Four standard questions (Likert scale) (six from 2016)
- Two comment questions (what's good, what could be improved)
- Two optional questions (can choose from a list of 16 bank questions or can write their own)
- In first semester about 50% of staff added additional questions
- Demographic variables included: gender, ethnic group, age group, origin

Response analytics
during current
evaluation – real-time
monitoring
– clear evidence that
reminders work



Subjects



Course_Faculty

Search:

Course_Faculty	Completed	In Progress	Not Completed	Invited	Response Rate
APS	6786	55	23187	30028	23%
EHC	3791	20	12169	15980	24%
SCS	5486	23	13980	19489	28%
TAE	4066	33	13118	17217	24%

Main benefits of using Blue for staff

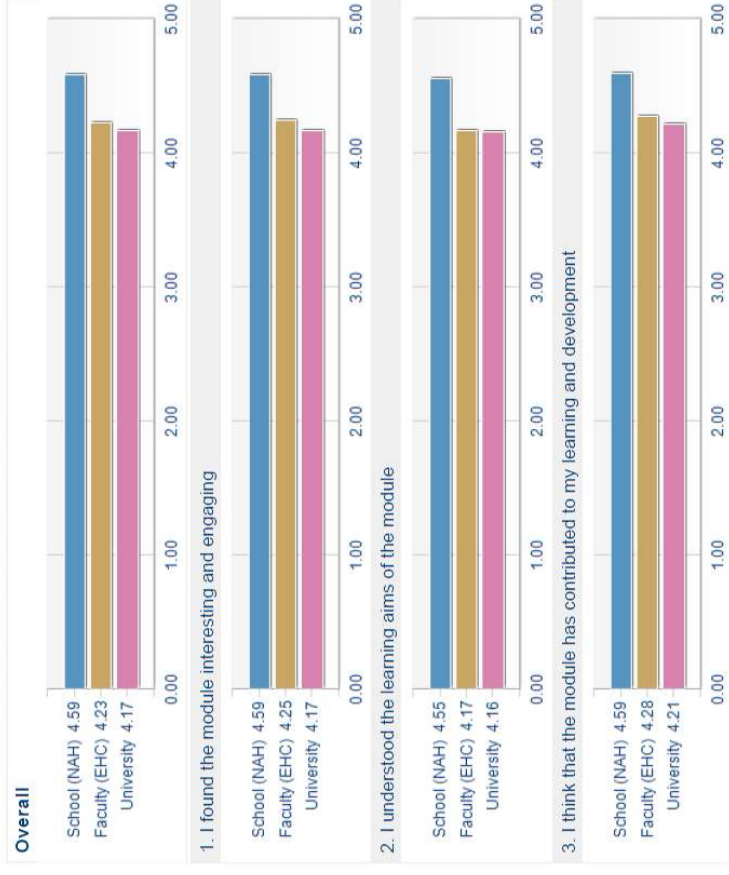
- Staff engagement (QP, monitoring r/r)
- Enhanced information value and business intelligence
- Opportunity to see satisfaction by programme, by demographic variable, by school
- Permanent access of staff to reports

Reporting examples

I think that the module has contributed to my learning and development

	(SA)	(A)	(N)	(D)	(SD)	Mean
Overall	67.03 %	26.37 %	5.49 %	1.10 %	0.00 %	4.59
6001PCCOMM-2015-22831-DEC PUBLIC HEALTH	85.71 %	14.29 %	0.00 %	0.00 %	0.00 %	4.86
6001PCCOMM-2015-25090-DEC PUBLIC HEALTH	50.00 %	50.00 %	0.00 %	0.00 %	0.00 %	4.50
6001PCCOMM-2015-25426-DEC PUBLIC HEALTH	20.00 %	80.00 %	0.00 %	0.00 %	0.00 %	4.20
6004HSCIFC-2015-25016-DEC Critical Evaluation and Management of Safeguarding Policy and Practice	54.55 %	45.45 %	0.00 %	0.00 %	0.00 %	4.55
6006PQHEA-2015-25242-DEC Paediatric Clinical Examination and Minor Illness	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %	5.00
6010PQHEAL-2015-25472-DEC ADVANCING SKILLS IN CONTRACEPTION & REPRODUCTIVE SEXUAL HEALTHCARE	66.67 %	0.00 %	0.00 %	33.33 %	0.00 %	4.00
6015PCCOMM-2015-22831-DEC Vulnerability and integrated practice	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %	5.00
6015PCCOMM-2015-25090-DEC Vulnerability and integrated practice	50.00 %	50.00 %	0.00 %	0.00 %	0.00 %	4.50
6015PCCOMM-2015-25426-DEC Vulnerability and integrated practice	50.00 %	50.00 %	0.00 %	0.00 %	0.00 %	4.50
6016PQHEAL-2015-22236-DEC DEMENTIA CARE	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %	5.00
6021PCCOMM-2015-25426-DEC Contemporary issues in SCPHN 1 with Nurse Prescribing	50.00 %	25.00 %	25.00 %	0.00 %	0.00 %	4.25
6022PCCOMM-2015-25426-DEC Engagement for Health	75.00 %	0.00 %	25.00 %	0.00 %	0.00 %	4.50
6041PCCOMM-2015-22831-DEC Contemporary Issues in District Nursing 1 with Nurse Prescribing	66.67 %	33.33 %	0.00 %	0.00 %	0.00 %	4.67
6045PCCOMM-2015-22831-DEC Contemporary Issues in District Nursing: Part 1 (without V100 prescribing)	75.00 %	25.00 %	0.00 %	0.00 %	0.00 %	4.75
6047PQHEAL-2015-22151-DEC RESEARCH IN HEALTH AND SOCIAL CARE	83.33 %	16.67 %	0.00 %	0.00 %	0.00 %	4.83
6047PQHEAL-2015-22831-DEC RESEARCH IN HEALTH AND SOCIAL CARE	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %	5.00
6047PQHEAL-2015-25090-DEC RESEARCH IN HEALTH AND SOCIAL CARE	50.00 %	50.00 %	0.00 %	0.00 %	0.00 %	4.50
6047PQHEAL-2015-25426-DEC RESEARCH IN HEALTH AND SOCIAL CARE	75.00 %	0.00 %	25.00 %	0.00 %	0.00 %	4.50

Module Questions: Average Satisfaction (Mean) analysis



Reporting examples

Demographics

Gender	Count	Percentage
F	28	77.78%
M	8	22.22%

Origin	Count	Percentage
International	2	5.56%
Other EU	2	5.56%
UK	32	88.89%

Ethnic_Group	Count	Percentage
BME	11	30.56%
White	25	69.44%

Age_Group	Count	Percentage
Mature	5	13.89%
Young	31	86.11%

Reporting examples

Ethnic Group

Ethnic_Group	Count	Percentage
BME	65	44.22%
Refused	7	4.76%
White	75	51.02%

Question	White	Refused	BME
I found the module interesting and engaging	4.08	5.00	4.28
I understood the learning aims of the module	4.12	5.00	4.34
I think that the module has contributed to my learning and development	4.11	5.00	4.54
I received the help and support I needed to complete this module	4.10	5.00	4.25

Staff feedback on 1st semester 2015

- Over 56% of module leaders used QP option (83% in one school who had been involved in the pilot)
- 84% of staff believed that information value and usability of the reports were excellent or good, about 11% thought it was fair and 5 % said it was poor

Issues highlighted: low response rates, wrong timing of the survey, report being too long

Great that this is embedded into Bb given that announcements can be produced with a direct link.

This is much better than the older systems. More user friendly and I think this is true for students too

2016 – the good bits

- The default survey structure with secondary subjects had been used in 2014 & 2015 although we were not evaluating instructors
- Handling of access for managers was proving difficult as each module record had to be updated if a manager changed
- Completely new survey architecture designed – changed to “Survey type” – one primary subject
- Developed “links to” data structure within modules to allow quick and easy changes to managers at School and Faculty level
- Significant improvements to administrative load
- New report for programmes released – well-received

Satisfied & Dissatisfied %

	Resp	%(SA)	%(S)	%(N)	%(D)	%(SD)	Mean	%(Sat)	%(Dis)
Overall	383	22.72 %	48.83 %	16.19 %	8.88 %	3.39 %	3.79	71.54 %	12.27 %
5000PSYSCI-20127-2016-YR RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY II	41	4.88 %	41.46 %	19.51 %	29.27 %	4.88 %	3.12	46.34 %	34.15 %
5101PSYSCI-20127-2016-YR BIOLOGICAL, COGNITIVE AND DEVELOPMENTAL PSYCHOLOGY	36	2.78 %	50.00 %	30.56 %	13.89 %	2.78 %	3.36	52.78 %	16.67 %
5102PSYSCI-20127-2016-YR SOCIAL PSYCHOLOGY & INDIVIDUAL DIFFERENCES	34	2.94 %	82.35 %	11.76 %	2.94 %	0.00 %	3.85	85.29 %	2.94 %
5103PSYSCI-20127-2016-YR THE PSYCHOLOGY OF ABNORMAL BEHAVIOUR	34	35.29 %	58.82 %	2.94 %	2.94 %	0.00 %	4.26	94.12 %	2.94 %
5104PSYSCI-20127-2016-YR PSYCHOLOGY IN APPLICATION II	34	5.88 %	41.18 %	23.53 %	14.71 %	14.71 %	3.09	47.06 %	29.41 %
6000PSYSCI-20127-2016-YR PSYCHOLOGY DISSERTATION	40	50.00 %	40.00 %	5.00 %	2.50 %	2.50 %	4.33	90.00 %	5.00 %
6002PSYSCI-20127-2016-YR OCCUPATIONAL PSYCHOLOGY	8	0.00 %	37.50 %	37.50 %	25.00 %	0.00 %	3.13	37.50 %	25.00 %

2016 – the rest

- Semesterisation introduced for new students
- Different questions on survey meant longitudinal comparison no longer possible
- Introduced an additional qualitative-only mid-term questionnaire – One Minute Module Evaluation
- Could get reports out few hours after survey closed
- Popular with managers, but not with module staff
- ***Response rates for end of module surveys dropped significantly – 27% overall – survey overload?***

Mid-term evaluation evaluated

- The theory was that having mid-term data would allow issues to be resolved – but that didn't happen
- Analysis showed that knowing the mid-term satisfaction had no overall effect final module satisfaction – sometimes going up, sometimes going down
- OMME abandoned in 2017 for all except yearlong modules

2017 – the future is Blue

- Changes again to questions (6 plus two qualitative)
- New VLE – Canvas
 - Greater integration with Blue 7
 - Better response rate?
 - New data fields required to link to Canvas (SISID)
 - New data structure to allow module integration – no sub-module, using new relation functionality in Blue to link students/modules/programmes
- Line managers to get report viewing rights

Challenges

- Data quality
 - student data excellent
 - module data (staff) variable quality
 - non-standard modules – knowing when to evaluate them and distinguishing different classes
- Question personalisation –differing levels of staff engagement)

Challenges

- Longitudinal comparison (needs consistency in questions)
- Better capture of information on timing of evaluation of individual modules
- Giving module leaders more autonomy on survey timing
- New features and new ways of accessing Blue mean that we are never bored...

Summary

- The future is definitely Blue...
- Blue is a very powerful system with new features being developed all the time
- You need a committed small team of people with expertise in surveys, internal data structures and data analysis

Questions?

