



Howard R. Mzumara, Ph.D., Director, IUPUI Testing Center
Indiana University – Purdue University Indianapolis (IUPUI)

Using Blue to Address Challenges and Opportunities to Optimize Utility of Course Evaluation Data

Presentation given at the EMEA 2017 Conference, Dubai, UAE

November 13, 2017

Session Description

- This presentation will discuss several challenges encountered during a university-wide implementation of Blue online course evaluations, and outline the various solutions that faculty and administrators adopted to make instructional decisions at Indiana University – Purdue University Indianapolis (IUPUI) in Indiana, USA. The session will also address unique opportunities to utilize the flexibility and advanced functionality of Blue that empower users to mitigate challenges encountered, and to optimize course evaluation processes for all stakeholders. Attendees will learn how IUPUI (Indianapolis Campus) is using Blue to improve the quality and utility of student ratings of instruction data for formative and summative assessment purposes.

Agenda

- Quick Facts and Data about IUPUI
- Why IUPUI Selected Blue
- Key Features of Blue
- Notable Challenges and Solutions Adopted at IUPUI
- Challenges with Implementation of Blue
- Potential Benefits for Instructors
- Optimizing the Utility of Course/Instructor Evaluation Data
 - Using student feedback for *Formative* & *Summative Evaluation* purposes



IUPUI: Quick Facts and Data

- **Indiana University-Purdue *University Indianapolis***; Established in 1969
- **29,790 students** [21,610 undergraduates and 8,180 graduate/professional students from 146 countries and 49 states in USA; 56% female, 44% male; 27% minorities]
- **18 distinct schools** and **2 colleges** that confer degrees thru **IU** & **PU**
 - **2 Purdue schools** (Engineering & Technology, Science)
 - **16 IU schools** (Business, Dentistry, Education, Herron Arts & Design, Health & Rehabilitation Science, Informatics & Computing, Law, Liberal Arts, Medicine, Nursing, Philanthropy, Physical Education & Tourism Management, Public & Environmental Affairs, Public Health, Social Work, University Graduate School; and
- **2 Colleges** (Honors College, University College)
- Offers more than **350 undergraduate, graduate, and professional programs**
- **Strong research focus**
- Destination campus for **Health and Life Sciences**



Selected Reasons for Using Blue

- Facilitate campus-wide migration from using paper surveys to online course evaluations
- Improve quality of course evaluation data collected
- Facilitate collection and reporting of trend data
- Streamline or automate administration and processing..., plus enhance reporting of evaluations
- Create course evaluations that are highly adaptable to evolving needs of academic units
- Use Blue response rate monitoring tools to help raise survey response rates
- Use Blue features to help raise student satisfaction ...
 - Ease of use, convenience, intelligent confidentiality, timely feedback, and quick action

Key Features of **Blue** Evaluations

- Online course evaluations; program evaluations
- Hosted on a virtual server (Intelligent Infrastructure)
- Integration with IU CAS, Canvas LMS, and Institutional Database [i.e., *Course Questionnaire Data Manager* ([*CQDM*](#)) tool]
- Configure levels of student anonymity/confidentiality
- Support for Joint- or Cross-Listed courses
- Evaluation of team-taught courses
- Flexible completion windows for responses
- Robust and customizable reporting features that fit faculty needs

eXplorance Blue:

Enterprise-class Course Evaluation Software System

- Allows users to fully automate and implement online course/instructor evaluations
- Fully integrates with IT infrastructure at IU / IUPUI
 - Synchronize student, faculty, and course data directly from University information systems
 - Embed course evaluations & surveys directly with IU CAS & Canvas
- Highly accessible course evaluation software
 - Students can provide feedback in any way they can -- using any Web browser and input device
- Provides a “Green” cost savings alternative



Blue Resource Partnership: IUPUI, IU Bloomington, & eXplorance

- **IUPUI (Indianapolis)**

- Office of Academic Affairs (Sponsor)
- Blue Project Administrator (IUPUI Testing Center)
- Blue Users (Schools & Departments)
- University Information Technology Services (UITS)

✓ IT Support: Blue Integration with Canvas LMS and [IU Knowledge Base](#)

- **IU Bloomington / UITS Enterprise Services**

- Blue System Administration (OVPU E IT; UITS Enterprise Services)
- IU *Course Questionnaire Data Manager* ([CQDM](#) – via IU CAS)
- IT Support & Blue Database Management

- **eXplorance**

- Professional Services Consultants / Technical Support Staff
- Webinars & Help Center (help.explorance.com)
- Blue Community ([Bluenotes Group](#))



Challenges

- ❖ What **challenges** related to online student ratings has your academic unit experienced (or would you anticipate experiencing)?



Notable Challenges at IUPUI (Indianapolis Campus)

- **Decentralized** approach to management of course evaluation process
- **School** faculty control the timing of evaluations
- Multiple Schools, Departments, and Programs
 - Academic calendars / survey timelines can vary for schools
 - Course lengths can vary remarkably (particularly for **non-standard** length courses)
 - Administer **multiple course evaluation questionnaires** (each school develops and uses its own questionnaires)
 - Institutional common core questions **not** yet developed
 - **Directionality** or **positioning** of Likert-type response scales is a debatable issue

IUPUI – BLUE Users

Fall 2017

Total # of Academic Units Using BLUE/Evaluations: **16**

Total # of Courses Set to Evaluate: ~ **4,200** out of 7,805 courses

- Business (Indianapolis)
- Education
- Engineering & Technology
- Health & Rehab Sciences
- Herron Art & Design
- Informatics & Computing
- Law
- Liberal Arts
- Medicine (Radiology & Imaging Sci.; Pathology & Lab Medicine Depts.)
- Philanthropy
- Physical Education & Tourism Management
- Public Health
- Science
- Social Work
- Public & Environmental Affairs
(via Blue Project administered at IUB)
- University College

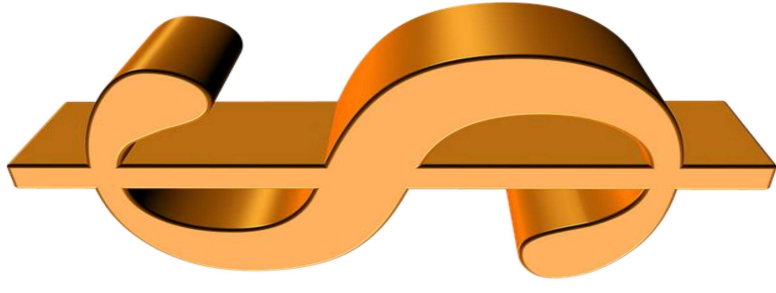
Implementation Challenges for Online Course Questionnaires

- Initial costs for system development
- Departmental IT support / management of Blue input data sources
- Managing decentralized course evaluation processes
- Questionnaire response rates
- Faculty and student support



Initial Costs (\$\$\$)

- Software purchase
- Staff training & expertise
- Blue user support (professional services)
- Build capacity & a culture of using data
 - ✓ free and does not take time to develop & implement
 - ✓ Help faculty to use student feedback
- IT & data management support for campus-wide implementation of Blue



Response Rates

- **Low response rates** for online surveys
- **Non-response bias** might occur...
- Sufficient response rates are important in obtaining **reliability** and **validity** evidence that is acceptable.



Blue Online Course Evaluations

Overall Average Response Rates

Fall 2015 - Spring 2017

Term	Number of Academic Units (included in analyses)	Overall Mean Response Rates	Range of Overall Mean Response Rates
Fall 2015	10	53%	41% to 69%
Spring 2016	11	56%	45% to 78%
Fall 2016	13	58%	47% to 76%
Spring 2017	15	52%	32% to 94%

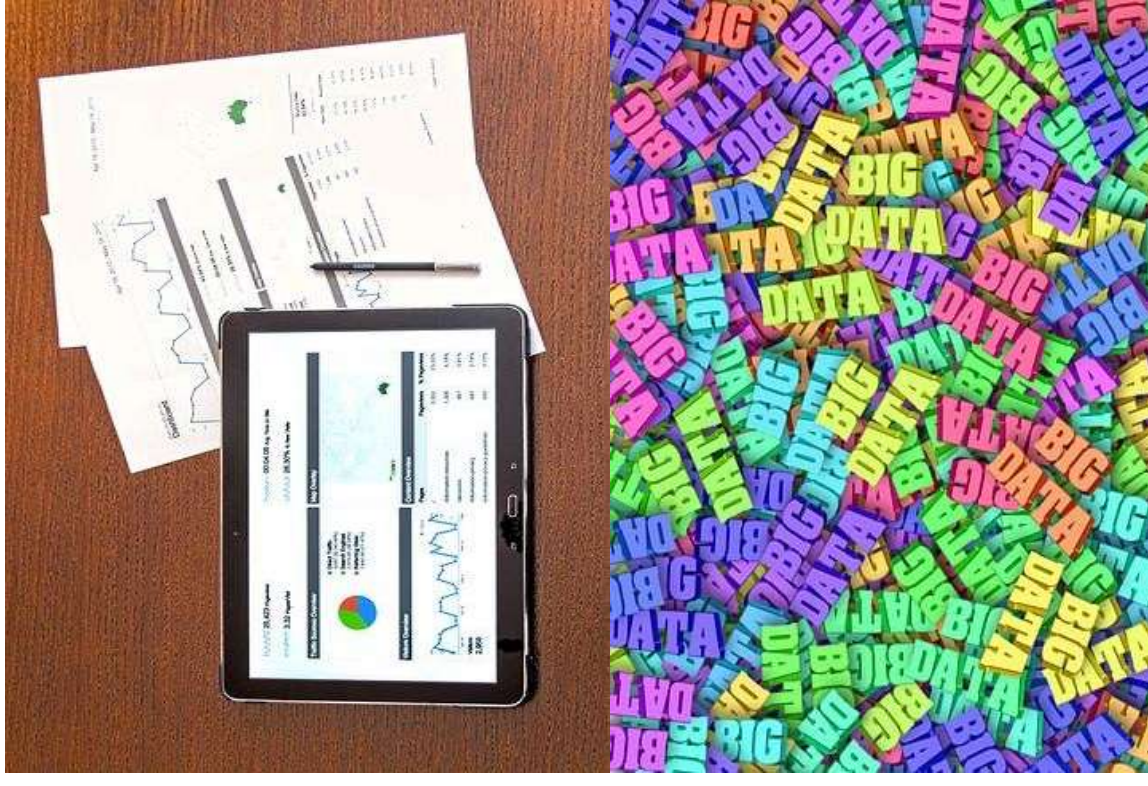
Tips to Increase Response Rates for Online Course Evaluations

1. **Communicate** with your students (to increase engagement)
2. **Promote importance & usefulness** of your online course evaluations
3. **Make it easy** for students to provide their feedback (e.g., use uniform **positioning of Likert-type response scales**)
4. Revisit **email subject and customize content**
5. Offer **incentives** to spur course evaluation participation and completion
6. **In-class evaluations** (allow students to complete the evaluations on their mobile devices)

Challenges to Using Course Evaluation Data

(continued)

- Articulate the primary **purpose(s)** of course evaluation data
- Establish **clear** and **consistent policies** and **processes**
- Course evaluation processes **not standardized** across the institution
- **Minimize misinterpretation** & **misuse** of evaluation data for personnel decisions
- Using evaluations for (**appropriate** & **meaningful**) comparative purposes
- **Reliability** (consistency) and **Validity** (appropriateness, **meaningfulness**, and **usefulness**) of course evaluation data



Other Challenges Encountered...

- **Expedited timeline** for launching Blue Projects (with **'non-std.'** courses)
- **Timely communication** with adjunct faculty was difficult
- **Course Evaluation Planner** required customization for use at IUPUI
- **Database management**: Data sources required a considerable amount of **manual processing** to add or correct important data fields such as:
 - Instructor(s)
 - Joint- or Cross-Listed Courses (esp. for course clusters without a generic identifier)
 - Evaluation Start & Evaluation End Dates (especially for **non-standard courses**)
- **Highly decentralized course evaluation process** posed challenges
 - Wide variety of online questionnaires in use at IUPUI
 - Lack of a standard **core** set of **questionnaire items** for use across campus
 - Set up and keep up-to-date several “**Report Viewer (RV)**” groups

Solutions Implemented at IUPUI

(Indianapolis Campus)

- ❖ Developed and implemented the [Course Questionnaire Data Manager \(CQDM\)](#) – tool designed to facilitate preparation and review of course data sources
- ❖ For each academic term, [School/Department Admins for Blue](#) use [CQDM](#) to select courses for evaluation plus evaluation start & end dates
- ❖ Blue Projects are **centrally** managed and administered by [Certified Blue Project Admins](#) (at the [IUPUI Testing Center](#))
 - *Certified Blue Admin* at the IUPUI Testing Center handles: [Blue project set up, testing, & administration](#); [Communication](#) to students, faculty, and academic or IT admins; administration of the [Question Personalization \(QP\)](#) process; [Distribution of Course Evaluation Reports](#), etc.

PROBLEM

SOLUTION

PROBLEM

Course Questionnaire Data Manager (CQDM)

- IU **CQDM** tool (*aka* the Evaluation “Planner”) is designed to help academic units to **review** and **verify accuracy** of **course data sources** for upload to Blue
- Course data contain various fields including:
 - **Course evaluation start** and **end dates**;
 - Specific data fields required for use in generating **customized** or **aggregated course/instructor evaluation reports**; and
 - **Key data** for generating additional input data sources (e.g., student, instructor, student-course, instructor-course, user data, etc.) required for upload to Blue

IU CQDM: Screenshot

Public View of CQDM: <https://cqdm.iu.edu/course/selection/public>

Course Evaluation - Cour

https://evaluationplanner.iu.edu/course/selection

INDIANA UNIVERSITY

ψ

Semester

Show Fall 2016

Department

Show only RADIO

Courses Per Page

Show 30 Courses

Search for Fall 2016 courses

examples: "basic accounting", "AL00", "15763", "Inmumara"

Search

Show Only

☒ Courses set to evaluate

Course Length

Show only

Class Type

Show only

Courses set to not evaluate

☐ Cross-listed/joint-listed courses

Courses with multiple instructors

☐ Courses with notes

Courses with a topic

☐ Hidden courses (229 - superusers only)

Set to evaluate

Set to not evaluate

Set to hidden

Set to unhidden

Add a note

Download CSV

Displaying all 6 courses

Alt	Evaluate	Dept	Course	Section	Description	Topic	Class Type	Instructor(s)	Enrollment	Cross/Joint Listed	Class Start	Class End	Length	Eval Start	Eval End	Note
	☒	RADI	R410	21229	PROJ IN NUCLEAR MED TECH I	6	IND	CYBIELS	7		08/22	12/18	Regular	12/05	12/19	
	☒	RADI	R412	21230	PHYS & INSTRUMENT OF NUC MED I		LEC	CYBIELS, P, BYRNE	8		08/22	12/18	Regular	12/05	12/19	
	☒	RADI	R432	21232	APPLICATION OF RADIONUCLIDES I		LEC	CYBIELS	7		08/22	12/18	Regular	12/05	12/19	
	☒	RADI	R437	22063	RADIATION PROTECTION-NUCLEAR MED		LEC	MRICHAR	7		08/22	12/18	Regular	12/05	12/19	
	☒	RADI	R420	25012	PROJ IN NUCLEAR MED TECH IV		RES	CYBIELS	7		08/22	12/18	Regular	12/05	12/19	
	☒	RADI	R433	33113	APPLICATION OF RADIONUCLIDES II		LEC	CYBIELS	7		08/22	12/18	Regular	12/05	12/19	

Displaying all 6 courses

Return to Homepage and Finalize

FULFILLING the PROMISE

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

ψ

Opportunities to Optimize Utility of Course Evaluation Data

- Protect **anonymity** of respondents and **confidentiality** of student responses.
- Grant **access of evaluation data** to authorized users.
- Distribute appropriate amount of data to appropriate user groups (i.e., customize list of **Report Viewers**)
- **Present data** so that it can be **easily** and **accurately interpreted**.
- Include **comparative data** in course evaluation reports

Five Ways that Online Course Evaluations Help to Ensure Confidentiality

1. Secure System
2. **Anonymous & Confidential** Responses
3. Intelligent Confidentiality
 - **Flexible** Confidentiality: Rater IDs are encrypted
 - **Strict** Confidentiality: Rater IDs & Names are encrypted
4. **Limited or Restricted Access** to Data
5. Confidentiality of Results
 - Restricted Access to Report Viewers

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26



Ψ

INDIANA UNIVERSITY
PURDUE UNIVERSITY
INDIANAPOLIS

List of Courses

Task Owner: Howard Mizumara

Project Title:

Category: [Not Classified]

Subcategory: [Not Classified]

Tasks are not accessible.

Tasks have been deleted, stopped or start date has not been met.

There are no tasks assigned to you at the moment.

Mobile Version | Standard Version

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

```
javascript: doPostBack("BlueAppControlsMenu_item_my_home")
```


What's Working Well ...

Optimizing Course Evaluation Process and Data

- Incredible Support from eXplorance Staff / IT Support
- Data Infrastructure in place and synchronized
- School-based Admins determine the timing of course evaluations for their academic units
- Quick availability of course evaluation results
- Gather better quality data
- Detailed reports (e.g., aggregate data across multiple classes, departments, programs, etc.)



Potential **Benefits** (for Instructors)

- **Personalized Questions** (add-on items to approved online course questionnaires in use)
- **Faculty control the timing of evaluations**
- **Quick Access to Results**
- **Gather Better Quality Data**
- **Detailed Reports** (e.g., aggregate data across multiple classes, departments, terms, etc.)
- **Use Time-Trend Analysis** to monitor improvement over time

Possible **Benefits** of Online Ratings

- **Quicker** feedback to instructors
- **Anonymity** of students' comments — instructors cannot identify student handwriting.
- **Longer and more thoughtful feedback from respondents**
 - students have more time to complete rating forms and provide greater quantity and quality of comments.
- **Class-time savings** — requires no class time.
- **Cost savings over time** — initial investment cost is usually high, but cost savings might accrue in the long run.
- **Flexibility** in creating rating forms and reports for respective schools

Basic Statistical Report

(Individual Instructor Report)

About the course - Experimental Investigation & Analysis of Behaviour-C-I

1. This course helped me develop my ability to work as a team member



Statistics		Value
Response Count		19
Mean		2.68
Median		2.00
Mode		2
Standard Deviation		+/-0.95
Population Standard Deviation		+/-0.92
Standard Error (base on SD)		+/-0.22
Standard Error (base on PSD)		+/-0.21

3. This course developed my problem solving skills



Statistics		Value
Response Count		19
Mean		3.63
Median		4.00
Mode		4
Standard Deviation		+/-1.38
Population Standard Deviation		+/-1.35
Standard Error (base on SD)		+/-0.32
Standard Error (base on PSD)		+/-0.31

2. This course sharpened my analytical skills



Statistics		Value
Response Count		19
Mean		3.11
Median		3.00
Mode		2
Standard Deviation		+/-1.24
Population Standard Deviation		+/-1.21
Standard Error (base on SD)		+/-0.29
Standard Error (base on PSD)		+/-0.28

4. This course improved my skills in written communication



Statistics		Value
Response Count		19
Mean		3.37
Median		3.00
Mode		2, 5
Standard Deviation		+/-1.38
Population Standard Deviation		+/-1.35
Standard Error (base on SD)		+/-0.32
Standard Error (base on PSD)		+/-0.31

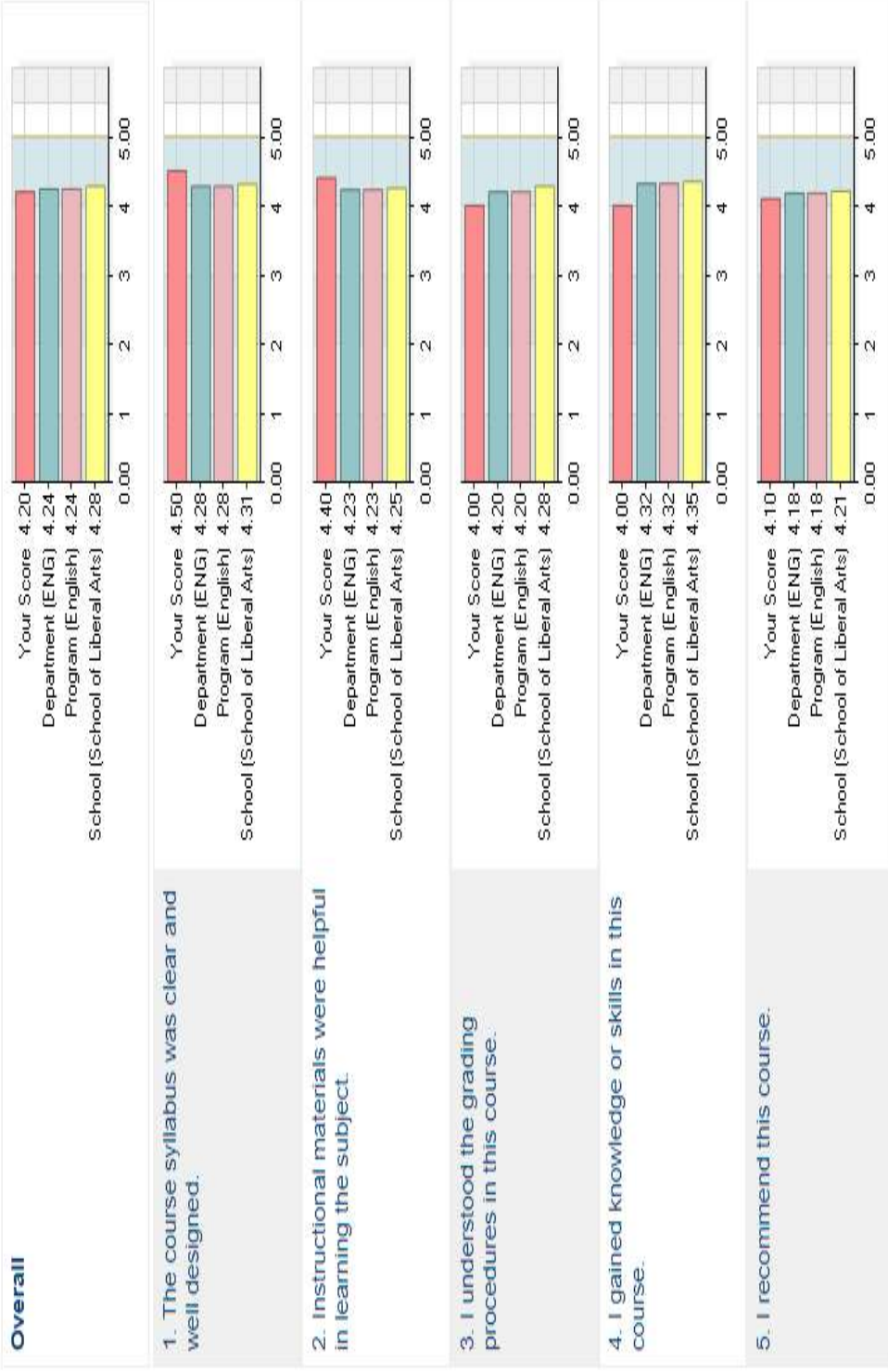
Example of Course Satisfaction Ratings

	Score Mean	Median	Count	Strongly Agree 5	Agree 4	Unsure 3	Disagree 2	Strongly Disagree 1
The course syllabus was clear and well designed.	4.50	5.00	10	70 %	20 %	0 %	10 %	0 %
Instructional materials were helpful in learning the subject.	4.40	5.00	10	60 %	30 %	0 %	10 %	0 %
I understood the grading procedures in this course.	4.00	4.50	10	50 %	20 %	20 %	0 %	10 %
I gained knowledge or skills in this course.	4.00	4.50	10	50 %	30 %	0 %	10 %	10 %
I recommend this course.	4.10	4.50	10	50 %	30 %	10 %	0 %	10 %



Example of Comparative Mean Scores

Comparative Mean Scores:



Making Course Evaluations Effective

[Ref.: Felder (1993)]

- ❖ **Constructing, administering, & interpreting evaluations:**
 - ❖ **Collect overall course-end ratings of instruction.**
 - Note: Clearly define the numbers on the response scale
 - Example: “Rate the instruction you received in this course on a scale from 1 to 5, with 5 being the highest response.”
 - ❖ **Collect ratings of individual aspects of instruction.**
 - ❖ **Collect evaluations midway through a course** rather than waiting until the end. (purpose: *formative evaluation*)
 - ❖ Use **multiple methods to collect student feedback**
 - (e.g., from small groups of students; focus groups; interview student reps.)
 - ❖ **Use a variety of sources of feedback**
 - Have faculty colleagues observe your teaching and provide feedback.
 - Video record one of your classes and review the recording
 - ❖ **Work with an instructional consultant** to interpret student feedback and plan teaching improvement strategies

APPENDIX

Special Reference to *Formative vs. Summative Evaluation*

Useful Points to Consider ...

- Instructors benefit most from **formative evaluation** if they have:
 - helped to shape the questions posed (e.g., via **Question Personalization** process);
 - a good understanding of the feedback provided; and
 - assistance and resources available for making improvements.

Formative Uses of Student Ratings

- **Formative purposes:** Useful feedback for **faculty development and enhancement of instruction**
 - ✓ For instance, student feedback can lead faculty to revise teaching methods, refine their courses, change textbooks, revise assignments, or make other changes to provide students with better learning experiences)
 - ✓ Research suggests that students are most qualified sources to report on the extent to which the learning experience was productive, informative, satisfying, or worthwhile.

Formative Uses of Student Ratings (continued)

- Provide useful information on students' perceptions of their engagement, learning outcomes, instructor's behavior, and course activities.
- **Identify teaching strengths and weaknesses**, as perceived by students.
- Play a positive role in **improving the climate of teaching and learning** at IUPUI.
- Asking for student feedback regularly sends a clear message that **teaching effectiveness matters**...

Additional Tips for Using Student Ratings to Enhance Effective Instruction

- Look for trends or patterns in the data
- Focus on key aspects of your course evaluations
- Don't give undue weight to open-ended comments from respondents
- Take into account course characteristics

Beneficial Ideas on How Instructors Might Improve their Courses

- Reflecting on goals for the course
- Reflecting on teaching methods
- Considering one's strengths & weaknesses as a teacher
- Targeting key areas that need improvement
- Identifying strategies for change (e.g., clarifying points or chunking content)

Ref.: Using Student Evaluations to Improve Teaching. *Speaking of Teaching*. (Stanford University Newsletter on Teaching), Fall 1997, 9(1).

Summative Uses of Student Ratings

- **Summative** (high-stakes) purposes: Student ratings are one source of data about teaching effectiveness for specific uses, such as:
 - Program review, and/or for meeting accreditation data requirements.
 - Assessment of student learning outcomes
(assuming the instruments in use are designed appropriately and have good technical properties)

Summative Uses of Student Ratings

(continued)

- Make appropriate decisions about course and program level modifications
- Evaluate strengths and weaknesses of various instructional delivery modes, including the intersection of content and mode of delivery
- Measure program level and general education learning outcomes
- Evaluate and address concerns for preparatory course (e.g., the first course in a required sequence of courses)
- Meet accreditation standards and data requirements

Blue: Selected Online Resources

- ❖ Blue Course Evaluations – Basic Info via TC website:
 - tc.iupui.edu/evaluate-course/instructors.html
- ❖ IU Knowledge Base (Course Questionnaires):
 - kb.iu.edu (type in the search key: **Course Questionnaire**)
- ❖ eXplorance Blue:
 - explorance.com/course-evaluations/
- ❖ The Bluenotes Group:
 - bluenotesgroup.com



Course Questionnaires (CQ) via Blue: Instructional Videos (YouTube)

- ❖ Course Evaluation Planner (aka [CQDM](https://iu.mediaspace.kaltura.com/media/Course+Evaluation+Planner+/1_9b8ox3j3)):
https://iu.mediaspace.kaltura.com/media/Course+Evaluation+Planner+/1_9b8ox3j3
- ❖ Student Access to Course Questionnaire (CQ):
<https://www.youtube.com/watch?v=bS-GgBR8wGQ>
- ❖ Instructor CQ Question Customization:
<https://www.youtube.com/watch?v=asD948vI2zs>
- ❖ Instructor CQ Rates and Reports:
<https://www.youtube.com/watch?v=HlvPkmw1Bu8>

Q & A Session...

Question & Answer

and

Thank You!



Contact Information

❖ IUPUI Testing Center

➤ **Howard Mzumara, Ph.D.**

Director, IUPUI Testing Center

(317) 278-2214

hmzumara@iupui.edu

tc.iupui.edu

