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# How to Optimize Course Evaluation Response Rates with Strategies, Techniques, and Features

- Communication, Student Portal, Monitoring
- *Presented by :*
  - *Fernando Sanchez, Professional Services. explorance*
  - *Gloria Eccleston, Director of Online Learning & Services. WCC*





# Agenda

- **Why Response Rates**
- **Communication**
- **Tools available in Blue**
- **Use case: Deep Integration at WCC**



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# Why Response Rates

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# Response rates and stakeholders

- **Institutional goals**
  - Improve the content of the courses
  - Enhance the facilities, access to materials and other academic resources
  - Collect relevant information for the accreditation process
  - Student retention
- **Faculty goals**
  - Improve preferred teaching method and style
  - Promotion & tenure

# Response rates and stakeholders, continued

- **Students goals**
  - **Transparency – access to results of the course evaluations**
  - **Accountability - Specific actions are implemented because of the Students' feedback**
- **Driver for increasing participation: University is actively listening and taking actions.**





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# Communication

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# Strategies for Increasing Response Rates

## Prep work

- Get buy-in from stakeholders
- Communicate the expected benefits

## Implementation

- Set a realistic and achievable goal
- Engage faculty, students and University stakeholders
- Optimize the Evaluation instrument
- Make every Word count
- Leverage the Students Portal
- Implement *Blue Connector*

## Follow-up

- Generate and share results in a timely manner
- Commit to tangible actions
- Be transparent and make stakeholders accountable

# Implementation

- Engage stakeholders, know your audience and get access to a proper support network

Videos

<p>Watch the video now.  <a href="#">Watch the video now.</a></p> <p><b>President Ramsey</b></p>	<p>Watch the video now.  <a href="#">Watch the video now.</a></p> <p><b>Provost Willihnganz</b></p> <ul style="list-style-type: none"> <li>▪ Student Video</li> <li>▪ Faculty Video</li> </ul>	<p>Watch the video now.  <a href="#">Watch the video now.</a></p> <p><b>Coach Strong</b></p>	<p>Watch the video now.  <a href="#">Watch the video now.</a></p> <p><b>Coach Waiz</b></p>
--------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

Posters, Banners, and Advertisements

<p>Pencils no longer needed.</p> <p>Providing your feedback has gotten that much easier!</p> <p><b>Online Course Evaluations.</b></p> <p> your UofL email account later this month to fill out your online course evaluations.</p> <p><b>EVERY CARD COUNTS</b></p> <p>Cardinal Newspaper Ad</p>	<p>Since you're already online ...</p> <p><b>Online Course Evaluations.</b></p> <p>Easy. Safe. Secure.</p> <p>Your feedback counts. Be sure to fill out your <b>online course evaluations</b> later this month.</p> <p><b>EVERY CARD COUNTS</b></p> <p>Large Retractable Banner 1</p>	<p> your UofL email account later this month to fill out your online course evaluations.</p> <p>We want to hear from <b>YOU!</b></p> <p><b>EVERY CARD COUNTS</b></p> <p>Your feedback counts. Be sure to fill out your <b>online course evaluations</b> later this month.</p> <p>Large Retractable Banner 2</p>	<p>dude, where's my course evaluation?</p> <p>online.</p> <p><b>Online Course Evaluations.</b></p> <p>Your feedback counts and now you can provide it online!</p> <p>Yard Sign - Front</p>	<p><b>Lose the paper. Not the impact.</b></p> <p><b>Online Course Evaluations.</b></p> <p>Your feedback is vital. Impact quality improvement for your program. Be sure to fill out your online course evaluations.</p> <p> your UofL inbox for online course evaluations.</p> <p>Building Poster</p>
			<p><b>Online Course Evaluations.</b></p> <p> your UofL inbox for online course evaluations.</p> <p><b>EVERY CARD COUNTS</b></p> <p>Yard Sign - Back</p>	



# Implementation, continued

- Make every word count

Dear John Smith,

As part of our focus on enhancing the student experience at eXplorance we need your confidential feedback for the courses you are undertaking this term. We are seeking your feedback for each of the courses you are undertaking this term.

The information you provide is very important to make it easier for students to give us their feedback. We would very much appreciate if you would take a few minutes to fill out a brief on-line evaluation forms.

Please [click here NOW](#) to complete the course evaluation for each of your courses  
**Please complete your Course Evaluation today!**

Please respond as soon as possible. We may send reminders after few days if we have not received your response. Thank you for your collaboration, it is truly appreciated. If you require assistance or have any questions please contact STS at [sts@explorance.com](mailto:sts@explorance.com)

If you experience any technical difficulties or have any questions please contact STS at [sts@explorance.com](mailto:sts@explorance.com).

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# Tools Available in Blue

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# Engage Faculty (Instructors)

- Give some control for engaging Instructors before the start of the course evaluations
  - Add custom questions
  - Delegate Evaluation timeframe

**Section C: For Teachers. Create your customised rating and/or open ended questions**  
Edit and click inside the text box to enter your own text for the following questions/items.

Rating items use a 5-point agreement scale, plus an unable to judge option. Please make sure that your question is worded accordingly to the response scale.

You may create or select up to a total of 5 items/questions from this section and/or from the item bank in Section A above.


Click the **Select** button to ensure your question appears on your Evaluation.

[Collapse Section](#) [Open All Questions](#)

<a href="#">Edit</a>	My learning and success in this course were important to my instructor.	<a href="#">✓ Selected</a>	<a href="#">Deselect</a>
<a href="#">Edit</a>	The criteria for grading were clear and consistently applied.	<a href="#">✓ Selected</a>	<a href="#">X Deselected</a>
<a href="#">Edit</a>	[Please enter your 1st open ended question.]	<a href="#">Select</a>	<a href="#">X Deselected</a>
<a href="#">Edit</a>	[Please enter your 2nd open ended question.]	<a href="#">Select</a>	<a href="#">X Deselected</a>



PL1001-C-E: The Political World-C-E - The task has been completed

Home  
Course Evaluation  
My Surveys and Evaluations  
**Course Evaluation Management**  
My Reports  
Course Evaluation Results  
Blue Pulse  
Blue Connector - Surveys and Evaluations

Response rate: 69%  [Refresh](#)

**[-] Evaluation Options**

Management options

Status	<a href="#">Opted in</a>	<a href="#">Opt out</a>	Secondary	Doug Hunt (Opted in) Sunin Maisrikrod (Opted in)
Method	<a href="#">Online</a>	<a href="#">Paper</a>		
Schedule	<a href="#">Automatic</a>	<a href="#">Manual</a>	Start Date	2016-03-18 
			End Date	2016-03-22 

[Apply Date Changes](#)

# Manage and Monitoring

- Institutions decide on the type of access while the Course Evaluations are running, e.g.
  - Evaluation timeframe
  - Monitor the overall response rates or only the subset within a department or school
  - Analyze and adjust

Home

Course Evaluation

My Surveys and Evaluations

**Course Evaluation Management**

My Reports

Course Evaluation Results

Blue Pulse

Blue Connector - Surveys and Evaluations

PL1001-C-E: The Political World-C-E - The task has been completed

Response rate: 69%

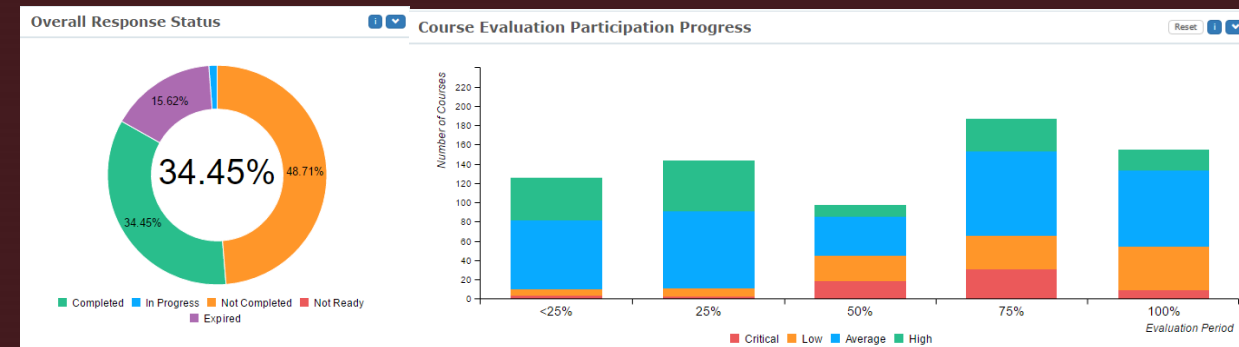
**[-] Evaluation Options**

Management options

Status   Secondary Doug Hunt (Opted in)  
Surin Maisrikrod (Opted in)

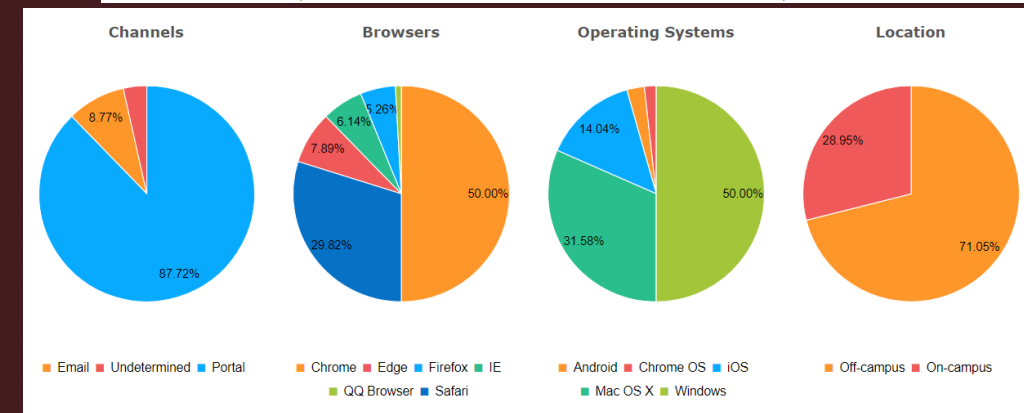
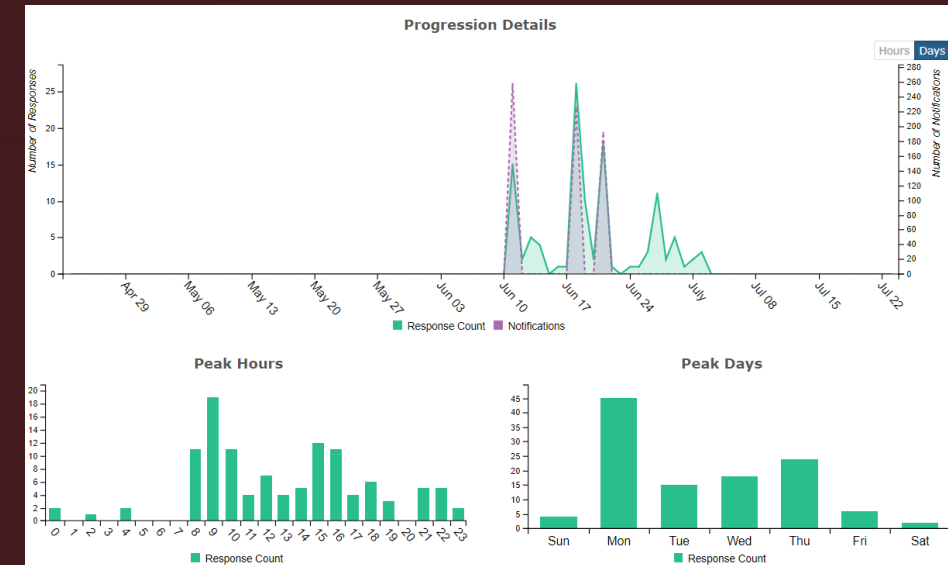
Method

Schedule   Start Date 2016-03-18   
End Date 2016-03-22



# Monitoring

- Monitor the response rates from multiple angles
  - Department, School, College levels
  - Participation over time
  - Most popular days/times of the days for students to complete the surveys
  - Popular access points and platforms
- Need more analysis
  - Export participation ratios and run further analysis



School:

Search:

Previous 1 Next 10

School	Completed	In Progress	Not Ready	Invited	Response Rate
Arts & Sciences	1	2	0	14	7%
Engineering	9	0	0	28	32%
School of Allied Health Sciences	1	0	0	28	4%

1 to 3 of 3


Previous 1 Next 10



# Engage Students

- Multiple venues for students to access their course evaluations
  - BPI building blocks for immediate access to the surveys
  - Deep Integration with the Student Portal or LMS
    - Pop up, course blocking, To Do list, Calendar, Assignments (with grades), grade blocking

WS1005-T-I



Please provide feedback for the following courses--

PY2106-C-I	Due 06 Aug.2016
WS1005-T-I	Due 06 Aug.2016
WS2512-C-I	Due 06 Aug.2016

Do not show this again Remind me later

My Surveys and Evaluations

Listed below are the tasks that have been assigned to you. Thank you!

Search Description  Search [+] Filters Number of Items (5) << < 1 / 1 > >>

Task type	Description	End date	Status	Alert	Participation
Fillout	<a href="#">PY1102-T-I: Exploring Psychology II-T-I</a>	2016-12-31	Completed		73%
Fillout	<a href="#">PL1001-C-E: The Political World-C-E</a>	2016-09-30	In progress	[!]	69%
Fillout	<a href="#">PY2106-C-I: Human Development across the Lifespan-C-I</a>	2016-09-30	In progress	[!]	61%
Fillout	<a href="#">WS1005-T-I: Human Rights &amp; Social Issues-T-I</a>	2016-09-30	In progress	[!]	64%
Fillout	<a href="#">WS2512-C-I: Organisational Practice-C-I</a>	2016-09-30	Open	[!]	74%

# Access to Results

- Institutions would have different policies for sharing Course Evaluations results
  - Blue reports include the HTML output or CSV
  - Feedback View in BPI allows importing CSV files, an option to give visibility of specific overall results

**Course Evaluation Results**

The feedback view is a centralized dashboard of result displaying the results in a clear and concise manner. Thank you!

[+] Please select from the following criteria:

Course ID

[+] Current Data

<< < 1 / 14 > >> 10 Total Items 131

↑ Course ID	Course Name	Program	School	Course Score	Invited	Responded	Response rate
ABSKDP-101	Business Essentials	Electrical Engineering	Engineering	2.20	210	209	<div style="width: 100%;"><div style="background-color: green; height: 10px;"></div></div> 100%
ABSKDP-102	Business Essentials	MBA	Management	2.10	224	218	<div style="width: 97%;"><div style="background-color: green; height: 10px;"></div></div> 97%
ABSKDP-103	Business Essentials	Bcom	Management	1.90	231	203	<div style="width: 88%;"><div style="background-color: yellow; height: 10px;"></div></div> 88%
ABSKDP-104	Business Essentials	Mathematics	Science and Technologies	4.70	252	236	<div style="width: 94%;"><div style="background-color: green; height: 10px;"></div></div> 94%
ABSKDP-105	Integrated Project I	Civil Engineering	Engineering	3.50	315	288	<div style="width: 91%;"><div style="background-color: green; height: 10px;"></div></div> 91%
ABSKDP-106	Integrated Project I	Physics	Science and Technologies	2.20	105	102	<div style="width: 97%;"><div style="background-color: green; height: 10px;"></div></div> 97%
ABSKDP-107	Integrated Project I	Electrical Engineering	Engineering	2.10	84	73	<div style="width: 87%;"><div style="background-color: yellow; height: 10px;"></div></div> 87%
ABSKDP-108	Integrated Project I	MBA	Management	1.90	210	168	<div style="width: 80%;"><div style="background-color: yellow; height: 10px;"></div></div> 80%
ABSKDP-109	Business Technology	Bcom	Management	4.70	224	192	<div style="width: 86%;"><div style="background-color: yellow; height: 10px;"></div></div> 86%
ABSKDP-110	Business Technology	Mathematics	Science and Technologies	3.50	231	179	<div style="width: 77%;"><div style="background-color: red; height: 10px;"></div></div> 77%

# Analyze and take actions

- Before committing to take any actions
  - Export raw data and response rates of the course evaluations
  - Analyze & identify patterns
  - Draw & validate conclusions
  - Recommend & implement
  - Replicate and share success
  
- Consider implementing a repeatable improvement process

Response Rate	Intervals (RR)	% of the Total of Courses				
0.0%	0-9%	150	0.30%			
0.0%						
6.4%						
7.1%						
14.3%	10-19%	7	0.01%			
20.6%	20-29%	7609	15.02%			
23.4%						
23.5%						
23.8%						
24.6%		4226	8.34%	6391	12.62%	4.94%
25.0%						
26.0%						
30.8%	30-39%	14233	28.10%			
31.1%		2282	4.50%	710	1.40%	1141
						2.25%





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# Use case: Deep Integration at WCC

Experience using the deep integration with Blackboard and its impact  
on the response rate

# WCC's Phased Approach to Online Surveys

- **Dismal history with online course and faculty evaluations**
  - Homegrown solutions
  - Poor response rates – 16% for online surveys
  - Not centralized
  - Chaos



# WCC's Five Semester Ramp Up to Online Surveys

## Winter 2017 Student Opinion Questionnaires (SOQs)

- Online SOQs for DL Online sections, face-to-face F2F and Blended on traditional paper

## Spring/Summer 2017 (47%)

- Online SOQs for DL and MM sections, Blue/ABBY paper for select F2F

## Fall 2017 (51%)

- Online SOQs for DL, MM and select F2F, Blue/ABBY paper for all F2F

## Winter 2018

- Online SOQs for DL, MM and Business/Computer division, balance Blue/ABBY paper

## Spring/Summer 2018

- Online for all SOQs

# WCC's Phase One – Results?

## Winter 2017 – a snapshot

- 242 online sections
- 5217 surveys
- 4319 completed, 819 not completed
- 85% Response Rate

# WCC's Phase One – Head First?

## Winter 2017 – what did we do?

1. Communication Plan (Faculty approved)
2. Blackboard Access
3. Blackboard Course Site Blocking

# WCC's Phase One – Head First?

## Winter 2017 – what did we do?

### 1. Communication Plan (Faculty approved)

- Intentional actions with 'strategic' timing
- Schedule
- Guides for Faculty and Help Desk
- Email updates – open communication channels
- Simple Blue emails and reminders with links
- Help Desk Support
- Specific SOQ email with ticketing system

# WCC's Phase One – Head First?

## Winter 2017 – what did we do?

### 1. Communication Plan (Faculty approved)

### 2. Blackboard Access

- **NOTE: running two LMS instances this semester**
- **Tabs - Student SOQs Online and Faculty SOOs Online with link to SOOs**
  - **Use BPI Building Blocks**
- **Links within each Bb course site**
  - **Tool link to LTI**
  - **Course link**
- **Institutional Level Pop-ups at log in**
  - **Use Blue Deep Integration**

The screenshot shows a Blackboard LMS interface. At the top, there is a navigation bar with 'My Institution', 'Courses', 'Community', 'Content Collection', and 'Services'. Below this is a 'Notifications Dashboard' section. A prominent white pop-up window with the 'blue' logo is overlaid on the dashboard. The pop-up contains the text: 'Please provide feedback for the following courses:'. Below this text is a table listing four courses with their respective due dates (all Dec 31 2017):

Course ID	Course Name	Due Date
PL1001-C-E	The Political World-C-E	Due Dec 31 2017
PY2106-C-I	Human Development across the Lifespan-C-I	Due Dec 31 2017
WS1005-T-I	Human Rights & Social Issues-T-I	Due Dec 31 2017
WS2512-C-I	Organisational Practice-C-I	Due Dec 31 2017

At the bottom right of the pop-up is a blue button labeled 'Remind me Later'. The background interface shows a sidebar with 'Tools' and 'My Grades' sections, and a main content area with a table of course progress. The table has columns for course ID, name, dates, status, and percentage. The first row shows 'PY2106-C-I: Human Development across the Lifespan-C-I' with a status of 'In progress' and a percentage of '61%'.





# Faculty SOQs Online

**Notice:** This Tab displays the Student Opinion Questionnaire (SOQ) dates for all Spring/Summer sections. All SOQs will be **online** and your students will be emailed an invitation with a link to the survey. Students have a Blackboard tab named Student SOQs Online with links to each active survey. When student surveys are available, the module at the bottom of this page will link you to the Response Rate monitor for each of your sections. For best results, advise your students to clear their browser cache. **Questions?** Email [surveys.feedback@ecorid.edu](mailto:surveys.feedback@ecorid.edu)

- Specific roles in Blackboard required to access these Blackboard tabs
- Schedule of SOQs
- Response module
- Faculty reports

Spring/Summer 2018 Session and Student Opinion Questionnaire (SOQ) Dates				
ALL SOQS will be ONLINE				
Part of Tab	Semester Dates	SOQ Start	SOQ End	Section Length/Section Number/ Section Prefix/ Begins With
10	May 7 - June 18	June 10	June 18	1st 8-weeks (Section Begins with 1)
2	May 7 - June 27	June 17	June 23	1st 7 1/2-weeks (Section Begins with A, B, E)
3	May 7 - July 18	July 6	July 14	1st 10-weeks (Section Begins with F, G)
8	May 7 - Aug 2	July 15	July 26	1st 12-weeks (Section Begins with W)
17	Apr 20 - Aug 2	July 22	July 26	2nd 8-weeks (Section Begins with K)
5	May 21 - Aug 2	July 22	July 26	2nd 10-weeks (Section Begins with H, P)

Full schedule of SOQs

### Tips to Help Students

If you are experiencing a problem with a SOQs Online link, here are some tips that may help you:

1) If the link within the email invitation does not work, try one of these links:

a. A survey link that you can access from the page within the "SOQs Online" top tab of Blackboard - this works the best!

b. OR, use the SOQs Online survey link in the main navigation of the specific course you are evaluating.

2) Access the survey with a computer rather than a mobile device.

3) Try a different browser; reports are that Google Chrome is best.

4) Submit when finished the SOQ so that that your feedback is actually included in the survey.

5) Refresh the screen and clear the browser's cache/history after you submit your course feedback.

This will restore immediate access to your Blackboard course site.

### Response Rates

There are no courses being evaluated at this moment.

### SOQ Evaluations Reports

There are no course evaluation reports available at this moment.

# Student SOQs Online



Notice: This Tab displays the Student Opinion Questionnaire (SOQ) dates for all Spring/Summer sections. ALL SOQs will be **online** and you will be emailed an invitation with a link to the survey. When surveys are available, the module at the bottom of this page will also link you to your surveys. For best results, clear your browser's cache/history after completing the survey. **Questions?** Email

Spring/Summer 2018 Session and Student Opinion Questionnaire (SOQ) Dates ALL SOQS will be ONLINE				
Part of Term	Semester Dates	SOQ Start	SOQ End	Session Length/Section Number/ Section Prefix* Begins With:
16	May 7 - June 19	June 10	June 16	1st 6-weeks (Section Begins with J)
2	May 7 - June 27	June 17	June 23	1st 7½-weeks (Section Begins with A, B, E)
3	May 7 - July 19	July 8	July 14	1st 10-weeks (Section Begins with F, G)
9	May 7 - Aug. 2	July 15	July 28	1st 12-weeks (Section Begins with W)
17	June 20 - Aug. 2	July 22	July 28	2nd 6-weeks (Section Begins with K)
5	May 21 - Aug. 2	July 22	July 28	2nd 10-weeks (Section Begins with N, P)

Full Schedule of SOQs

### Tips to Help Students

If you are experiencing a problem with a SOQs Online link, here are some tips that may help you:

- If the link within the email invitation does not work, try one of these links:
  - A survey link that you can access from the page within the "SOQs Online" top tab of Blackboard - this works the best!
  - OR, use the SOQs Online survey link in the main navigation of the specific course you are evaluating.
- Access the survey with a computer rather than a mobile device.
- Try a different browser; reports are that Google Chrome is best.
- Submit when finished the SOQ so that that your feedback is actually included in the survey.
- Refresh the screen and clear the browser's cache/history after you submit your course feedback.  
This will restore immediate access to your Blackboard course site.

### My Course Evaluations (Students)

There are no courses to evaluate at this moment.

# WCC's Phase One –

- Tool link in Blackboard course site
- Course link to the “SOQs Online” tool

The screenshot displays a Blackboard course site interface. On the left, a dark sidebar lists various tools and sections, each with a circular icon. The visible items include: Email, Online Meetings, Virtual Tutoring (with a checkmark), EXAMITY, Electronic Accessibility, a section separator, Getting Started (with a checkmark), Course Orientation, Syllabus & Schedule, Course Orientation Quiz (with a checkmark), another section separator, Course Materials (with a checkmark), Learning Modules/Units (with a checkmark), Testing Module, another section separator, Graded Activities (with a checkmark), Assignments, Discussion Boards, Blogs, Journals, another section separator, Your Resources (with a checkmark), My Grades, SOQs Online (with a checkmark), and Tools DO NOT DELETE (with a checkmark). A context menu is open over the 'SOQs Online' tool, showing options: Rename Link, Location, Hide Link, Permit Guests, and Delete. On the right side of the page, a white content area shows a post header 'Posted on: Thursday' and a red asterisk followed by the text '\*NOTE TO INSTRUCTORS'. Below this, there is a greeting 'Hello Everyone!', a welcome message 'Welcome to the [X]', a red bracketed placeholder '[INSERT YOUR ADDRESS]', and a notification 'You have important items'. A bulleted list follows, with items: 'Completed', 'Go to Course', 'Introduce Yourself', 'Go to Discussion', '[ADDITIONAL INFORMATION]', 'Contact Information', 'Course Catalog', 'If you are having trouble', and 'Help with Blackboard'. At the bottom right, there is a 'Office 365' icon.

# WCC's Phase One – Head First?

## Winter 2017 – what did we do?

1. Communication Plan (Faculty approved)
2. Blackboard Access
3. **Blackboard Course Site Blocking**
  - **Restrict access to Blackboard course site**
  - **Strategic timing**
  - **Validation of data by WCC's Institutional Research team**
  - **Feedback**

# WCC's Phase One – How

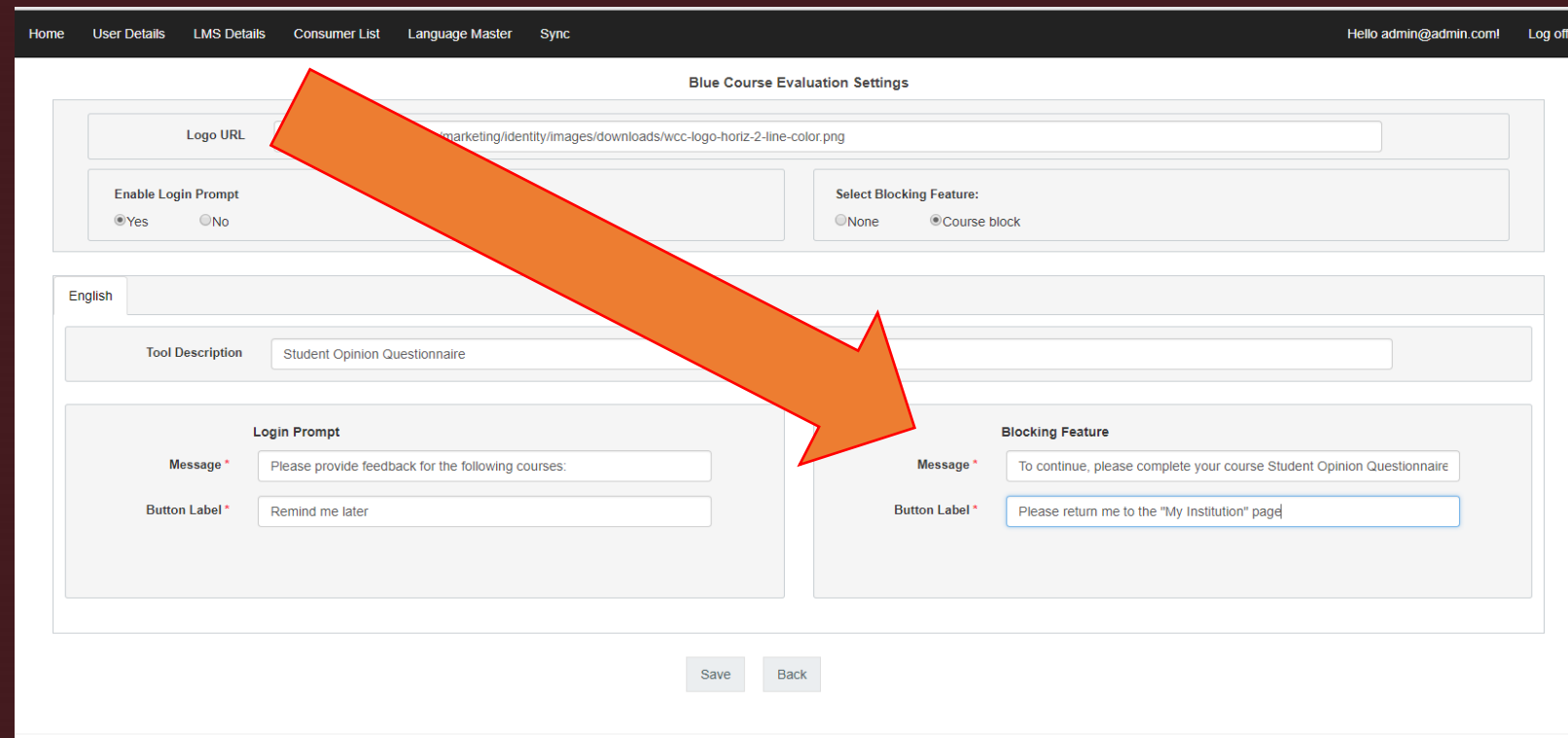
## Blocked Bb Sites with Connector

- Approximately 70% to 80% of evaluation period
- Blocks **ONLY** active tasks, not expired, deleted or not ready tasks
- Must be turned on, and turned off
- Legal discussion and implications
  - Can delete or stop tasks for students not wishing to do SOQs
- Annoyance factor?



# WCC's Phase One – Connector

## Blocked Bb Sites Strategically with Connector – Approximately 70% to 80% of evaluation period



Home User Details LMS Details Consumer List Language Master Sync Hello admin@admin.com! Log off

### Blue Course Evaluation Settings

Logo URL

Enable Login Prompt  Yes  No

Select Blocking Feature:  None  Course block

English

Tool Description

**Login Prompt**

Message \*   
Button Label \*

**Blocking Feature**

Message \*   
Button Label \*

Save Back

# What Happens When Blocking is Activated?

- Survey for class is done – full access to that Bb course site.
- Survey has not been completed –
  - restricted from accessing the Bb site for that course
  - can access the other Bb course sites
  - complete that survey and refresh or delete the cache, full access restored
- Student has a survey that has expired – full access to that Bb site.

# WCC's Phase One – The Caveat

## Caveat...

- **Within each semester, there are more than 30 Parts of Term**
- **5 divisions and 25 departments**
- **14 evaluation windows**
  - **Evaluation windows overlap**
- **How do we implement the block for target groups?**

# D.I.G. to the Rescue

- **D.I.G. Data Integrity Gateway for Winter 2018**
  - Add additional data field in feed from Banner
  - Add additional digital field in D.I.G. project
  - Default value “0” no blocking
  - Unpublish in D.I.G. and change this field to 1
  - Activate the Course Block in Connector
  - Can target Part of Term, Division, Department, group of classes, or a specific courses, or instructor (depends on fields you have in D.I.G. Project)
  - Consider timing and dependencies (sync cycles)

# D.I.G. to the Rescue

## Key Component - BPI

The screenshot shows a web-based configuration interface for a 'universal pathway'. At the top, there are navigation icons for Home, Settings, Log, Filters, Blocks, Data, Extras, Images, Pathways, Unpin, and Log out. On the left, a sidebar menu lists: General, Field Mapping, Blacklist and Whitelist, Settings, Filters, and Sync. Below the menu are 'Save' and 'Cancel' buttons. The main content area is titled 'Configure the universal pathway.' and contains several settings:

- Enable pathway
- Pathway Name:  \*
- Created by:  \*
- Start pathway:
- End pathway:
- Clear all data from the output table when the end date is reached.
- Include upcoming tasks:  days before task start date
- Include expired tasks:  days after task end date
- Included Tasks:
  - Fillout
  - Question Personalization
  - Subject View Management
- Grade Points:
  - Value
  - Field
- Prevents Access:
  - Value
  - Field

At the bottom left, a large orange arrow points towards the 'Prevents Access' section. At the bottom right, the API URL is displayed: `https://wccnet.bluera.com/wccnetbpi/PathwayService.svc/PWBlueTasks?pathway=10`

# Fast Forward to Spring/Summer 2018

- **100% online SOQs – NO PAPER!!**
  - **Savings of 8 to 9 trees EACH semester**
- **695 sections**
- **July 20<sup>th</sup> with 10 days to go**
  - **35% response rate**
  - **12,191 surveys**
  - **4336 completed**
  - **1654 expired**
- **Reopened three groups based on student and faculty request**
- **End of the story for Spring/Summer 2018**

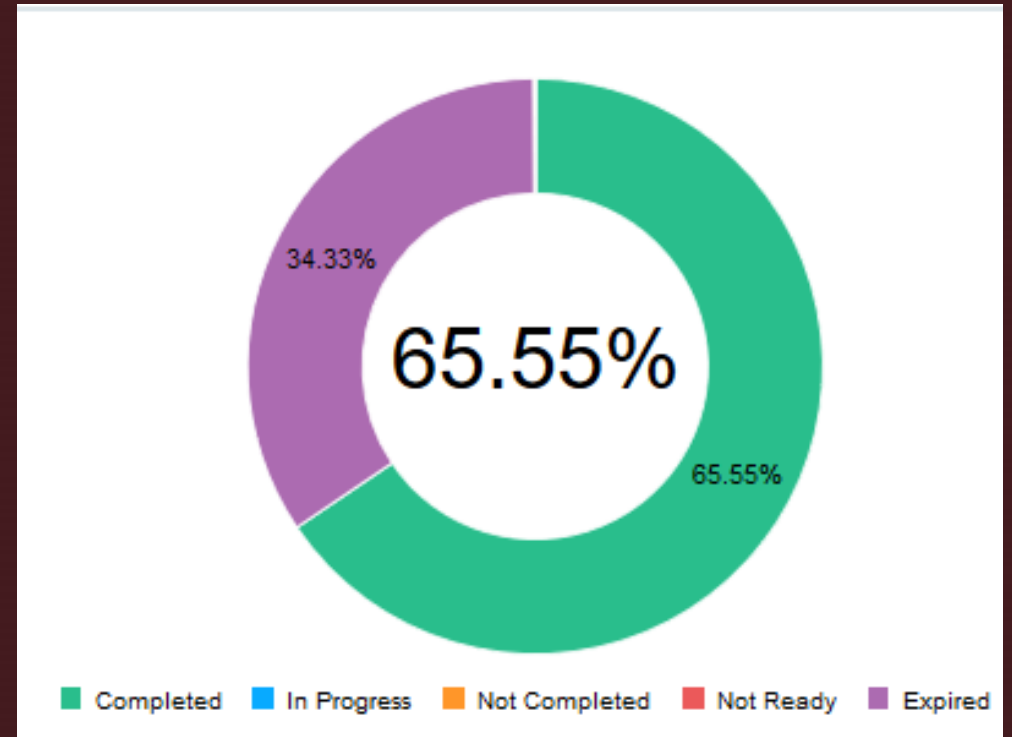
# Spring/Summer 2018 – end of story

**July 24 with 4 days left in evaluation period**

- Response rate at 41.41%
- Implemented the block

**July 28 feedback cycle ended at 11pm**

- Final Response Rate 65.55%





# Challenges

- Requires un-publish and re-publish of specific D.I.G. courses to make necessary changes
- Part of Term field was not in my D.I.G. project
- D.I.G. and BLUE cycle/update times
  - Systematic and strategic timing – late in evening
- Education
  - Students don't refresh or clear history/cache so can't access site after completing survey
  - Help Desk and Faculty support – assume something is wrong
  - Faculty not 100% on-board

# Lessons Learned

- During W'17, modified student emails
  - Positive spin, less punitive
  - “What’s in it for them” tone
- The right fields in the D.I.G. project
- The right fields in the Blue project
- Take notes and screenshots of set up and details

# Looking Forward

- **Having the ability to pre-program the Blocks in Blue or D.I.G. just as we set start and end of survey based on Part of Term or other field**
- **In-class computer and technical support of surveys**
- **Faculty supporting the Blocking mechanism**
  - **Course expectation – survey part of course**
- **Culture of the SOQs**
  - **Really make surveys have “something in it” for the students**
  - **Have the voice of the student be shared**
  - **Share with students the changes that have been made because of the feedback that was shared**



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# Thank you!

- Questions?

