Make the Most of Course Evaluations by Leveraging Advanced and Powerful Data Structures

- *Presented by : Elizabeth Guzman and Raluca Druta*

UNIVERSITY OF LOUISVILLE. bluenotes group explorance improvement at heart.

Agenda

- What are Relational Demographics in Blue?
- Student Enrollment Data
- Teaching Assignment Data
- Recommendations
- Take away

What are Relational Demographics in Blue?

Capability to import additional fields into Relationship Type Data Sources

What are Relational Demographics?

Course ID	Instructor ID	Teaching Role	Lecture Schedule	Teaching Hours
101815-8504-Summer	afong	TA	Tuesday 9-10AM	35
101815-8504-Summer	kknightley	TA	Tuesday 9-10AM	30
101815-8504-Summer	mbush	Instructor	Tuesday 9-10AM	30
101815-8504-Summer	pholly	Instructor	Tuesday 9-10AM	30
102033-1041-Summer	bbaker	Instructor	Wednesday 2-3PM	30
201821-6540-Summer	afong	Instructor	Friday 3-4PM	20
201821-6540-Summer	kknightley	Instructor	Friday 3-4PM	30
201821-6540-Summer	mbush	TA	Friday 3-4PM	20
201821-6540-Summer	pholly	TA	Friday 3-4PM	30
202047-7051-Summer	jscott	Instructor	Monday 10-11AM	35
202702-6437-Summer	jscott	Instructor	Monday 10-11AM	35

Student Enrollment Data

Scenario

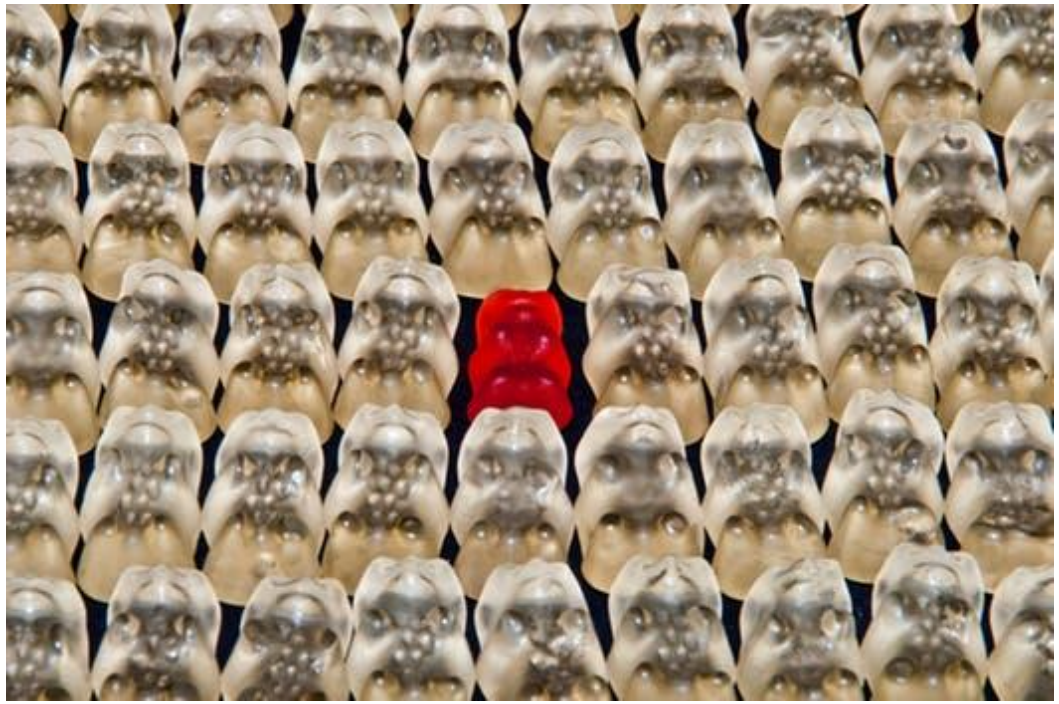
- **Include student enrollment status as relational demographic for investigative analysis**

Scenario

- **Elicit feedback from students regarding factors that may lead to course discontinuation**

Scenario

- **All students, including those who discontinued a class are invited to complete course evaluations**



Scenario

- **All students will complete a core set of questions, plus enrollment status specific questions**

Assumptions

- **Student feedback can be invited after a student withdrew from a course**

Assumptions

- **Student enrollment status data is available**

Steps: Data Preparation

- **Design the Student Enrollment view/table/file to include the student enrollment status demographic**

Course ID	Student ID	Enrollment_Status
101815-8504-Summer	msmith	Enrolled
101815-8504-Summer	aaid	Enrolled
101815-8504-Summer	ccoy	Enrolled
101815-8504-Summer	hrolo	Enrolled
101815-8504-Summer	badams	Enrolled
101815-8504-Summer	ibecker	Dropped
101815-8504-Summer	kyoshioka	Dropped
101815-8504-Summer	hcohen	Dropped
101815-8504-Summer	sabraham	Dropped
101815-8504-Summer	glim	Enrolled
202702-6437-Summer	msmith	Enrolled
202702-6437-Summer	aaid	Dropped
202702-6437-Summer	ccoy	Dropped
202702-6437-Summer	hrolo	Dropped
202702-6437-Summer	badams	Enrolled
202702-6437-Summer	ibecker	Enrolled
202702-6437-Summer	kyoshioka	Enrolled
202702-6437-Summer	hcohen	Enrolled
202702-6437-Summer	sabraham	Enrolled
202702-6437-Summer	glim	Dropped

Steps: Design questionnaire

Course

The course was organized in a way that helped me learn

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	◉	○

The course assignments and lectures usefully complemented each other

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	◉	○

Teacher Daphny WONG

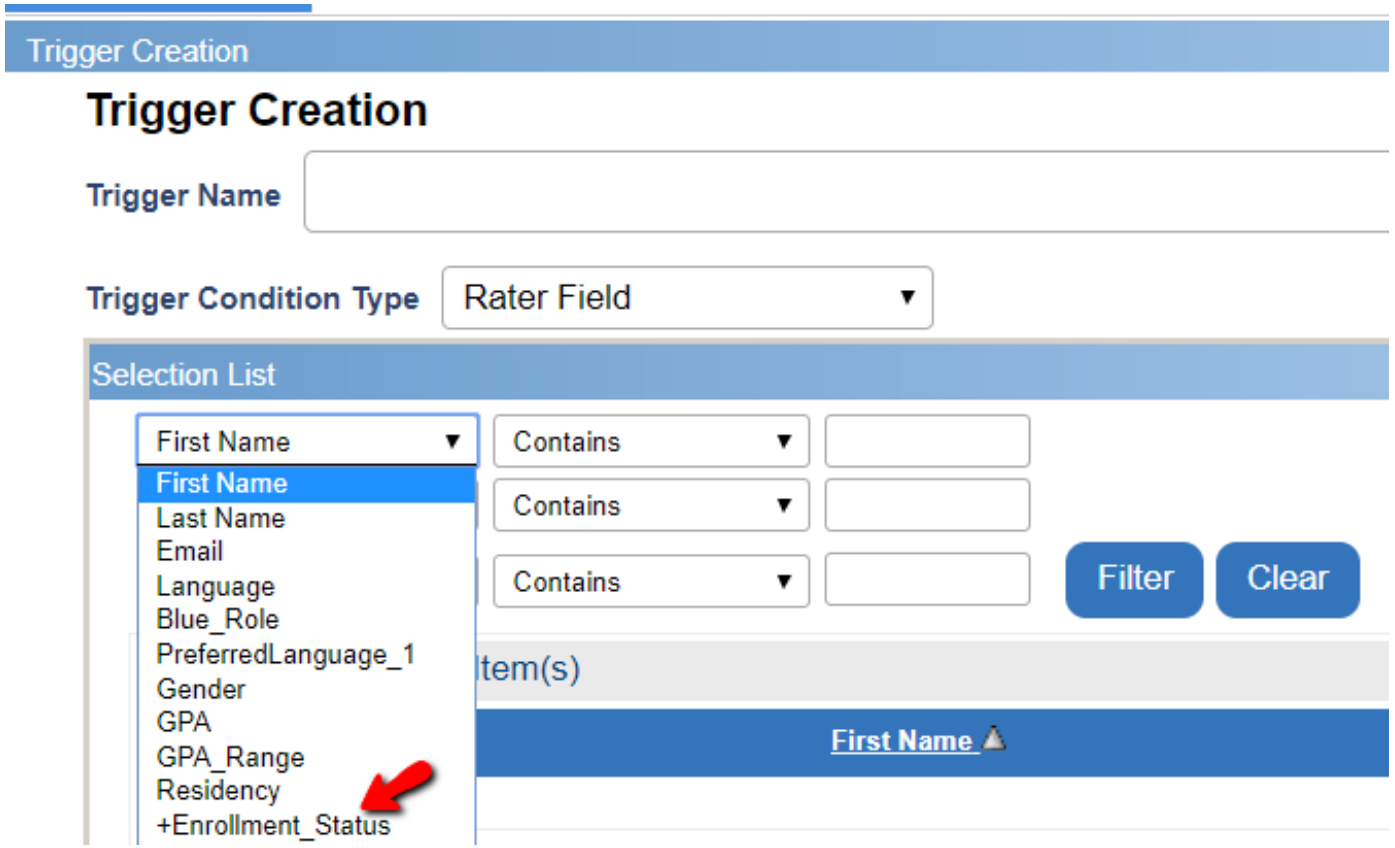
How clearly were course learning goals and objectives communicated to you?

Not at all Clearly	Somewhat Clearly	Clearly	Very Clearly
○	○	◉	○

	Strongly Disagree	Disagree	Agree	Strongly Agree
The instructor had good communication skills.	○	○	◉	○

Steps: Introduce questionnaire logic

- **Create a trigger condition and action using the relational demographic rater field**
- **Rater fields, at the trigger level, now include relational demographics – marked with + (e.g.+Enrollment_Status)**



Steps: Leverage relational demographic data

Students.+Enrollment_Status Contains Enrolled

How likely would you be to recommend this course?

Not at all Likely	Somewhat Likely	Likely	Very Likely
○	○	○	○

What advice would you give to another student who is considering taking this course?

Students.+Enrollment_Status Contains Dropped

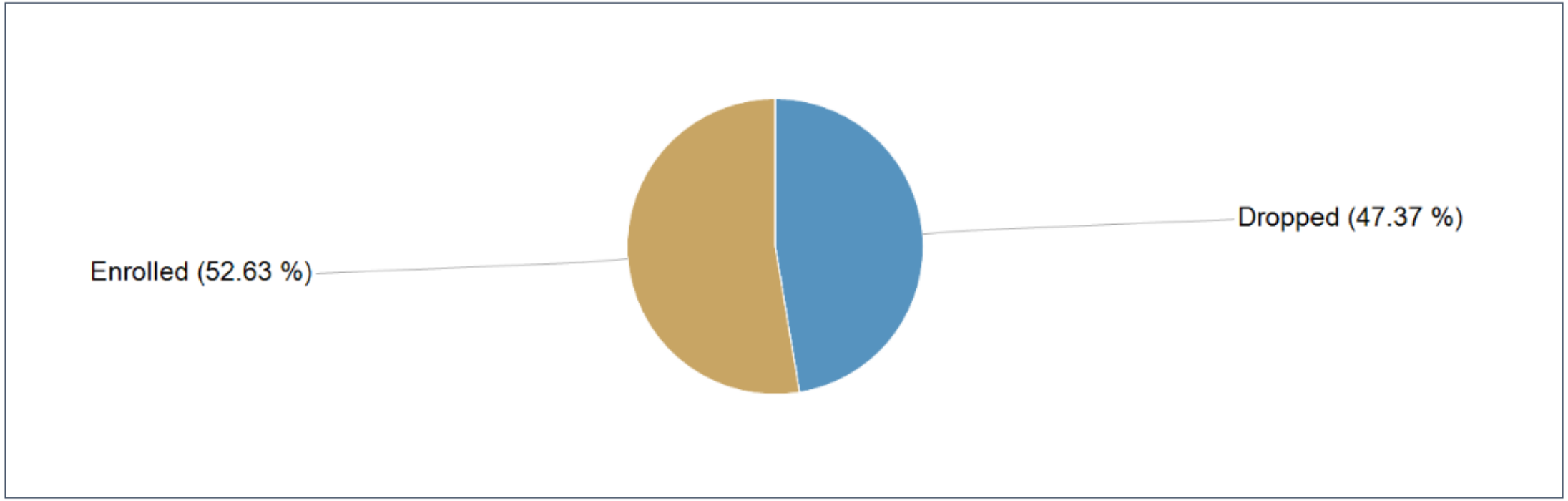
Would you take this course again if you had the opportunity?

Not at all Likely	Somewhat LIkely	Likely	Very Likely
◉	○	○	○

Please identify area(s) where you think the course could be improved.

Steps: Enrollment status demographic analysis

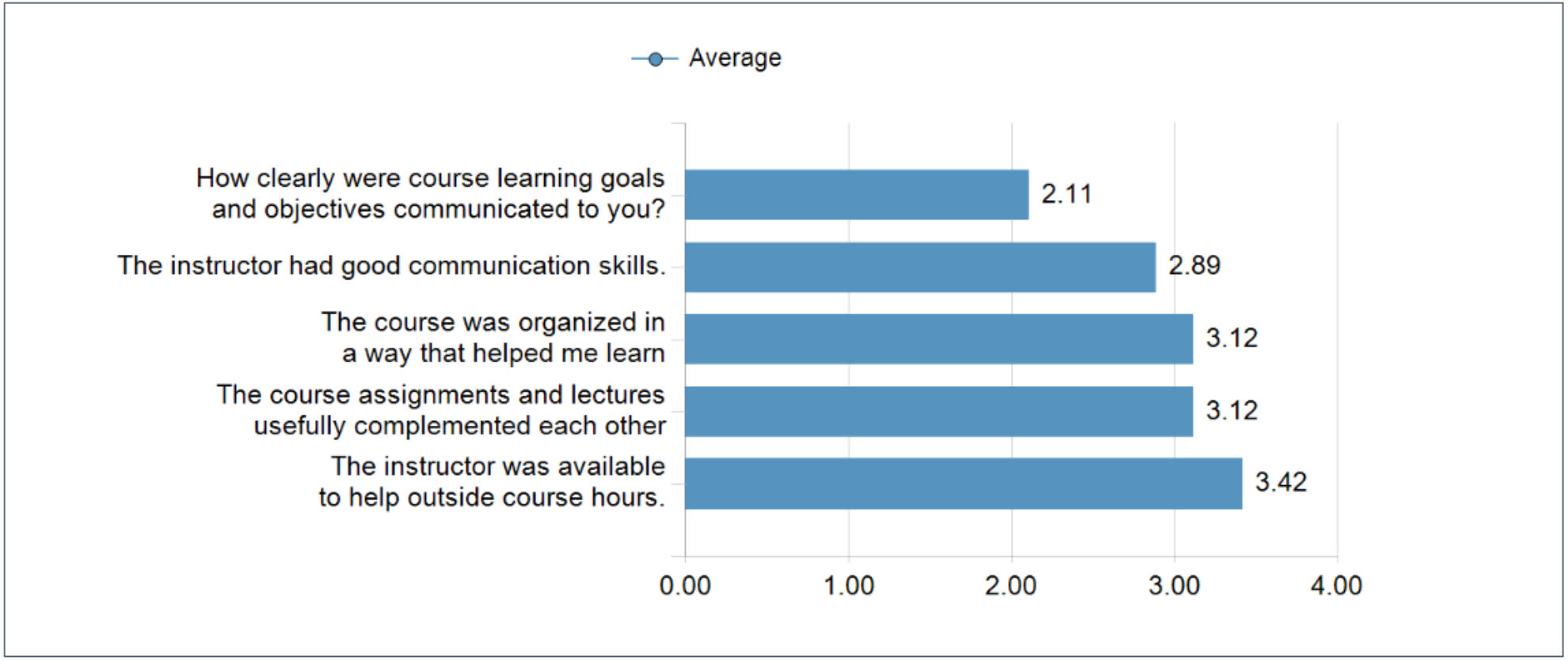
Enrollment status



Enrollment_Status	Count	Percentage
Dropped	9	47.37%
Enrolled	10	52.63%

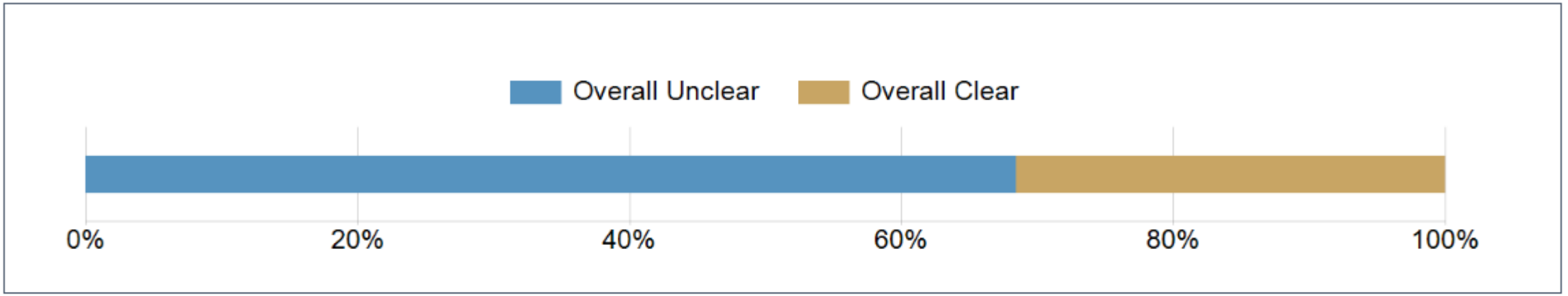
Steps: Core questions analysis

Summary



Steps: Isolating an area of improvement

How clearly were course learning goals and objectives communicated to you?

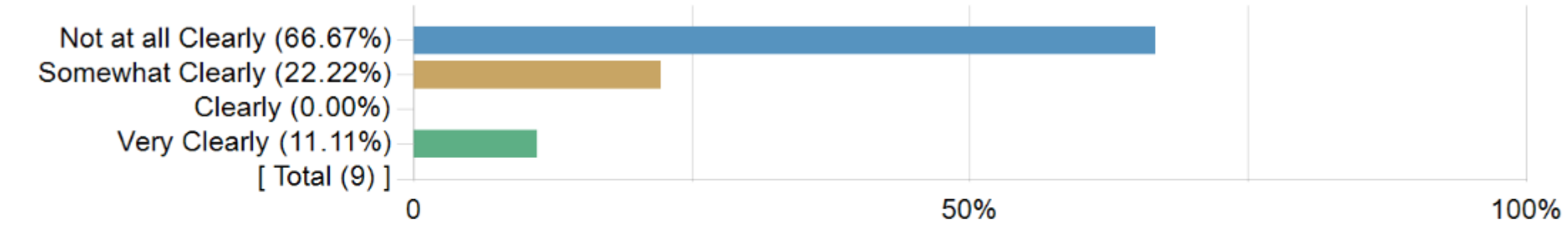


Question	Overall Unclear	Overall Clear
How clearly were course learning goals and objectives communicated to you?	68.42%	31.58%

Steps: Drill down by dropped/enrolled value

How clearly were course learning goals and objectives communicated to you?

Dropped

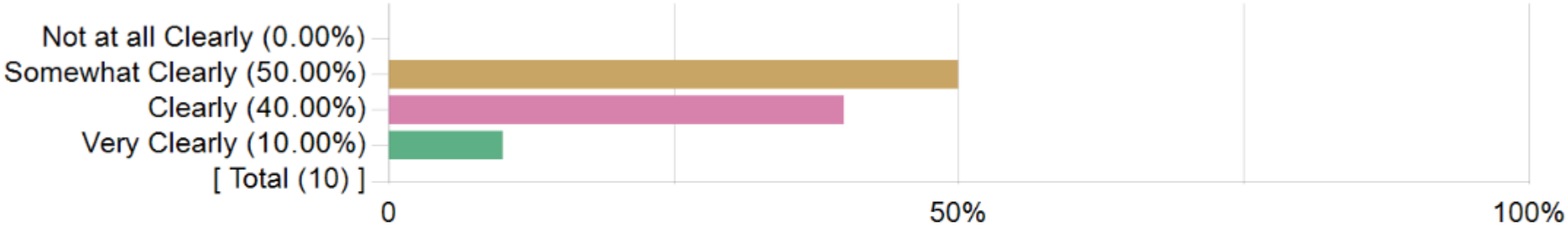


Options	Count	Percentage
Not at all Clearly	6	66.67%
Somewhat Clearly	2	22.22%
Clearly	0	0.00%
Very Clearly	1	11.11%

Step: Drill down by dropped/enrolled value

How clearly were course learning goals and objectives communicated to you?

Enrolled



Options	Count	Percentage
Not at all Clearly	0	0.00%
Somewhat Clearly	5	50.00%
Clearly	4	40.00%
Very Clearly	1	10.00%

Teaching Assignment Data

Scenario

- **Leveraging teaching roles to:**
  - Trigger different questions in the evaluation (e.g. Instructor & TA)
  - Allow students to select their instructors with minimum and maximum values for each role type

Scenario

- **Displaying the day/time of the Instructor/TA lecture in your evaluation**

Scenario

- **Updating your relational demographic information from Record Management**

Assumptions

- **Teaching assignment data is available**

Assumptions

- **The project has different set of questions for each teaching role**

Questions Evaluating Instructor: Mandy Bush

The instructor was effective in communicating the content of the course.

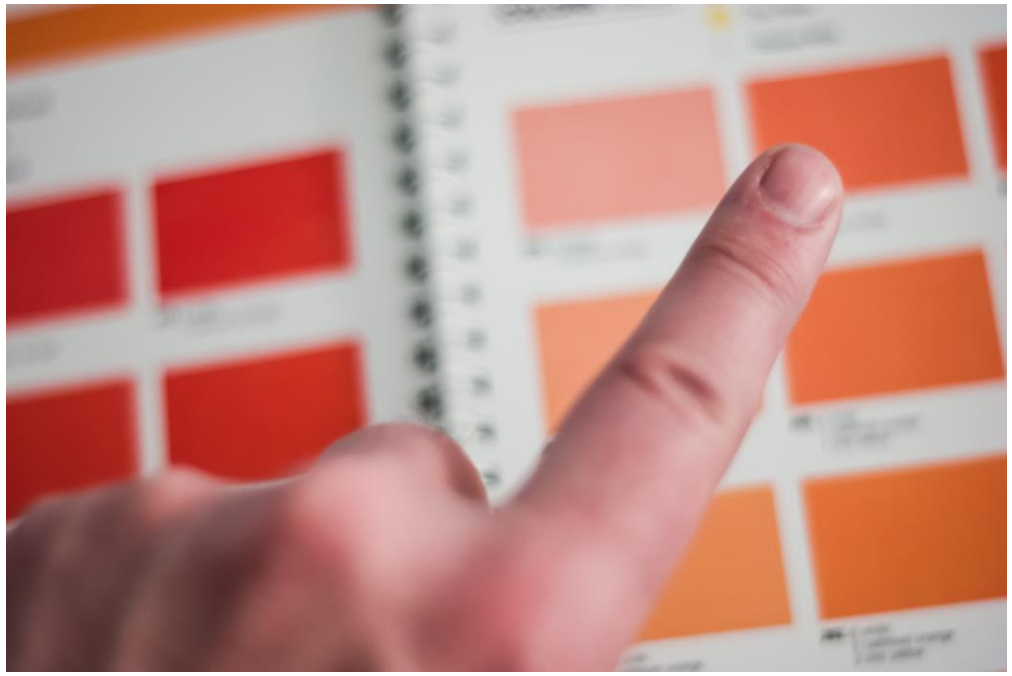
The instructor was responsive to student concerns.

Questions Evaluating TA: Bernard Baker

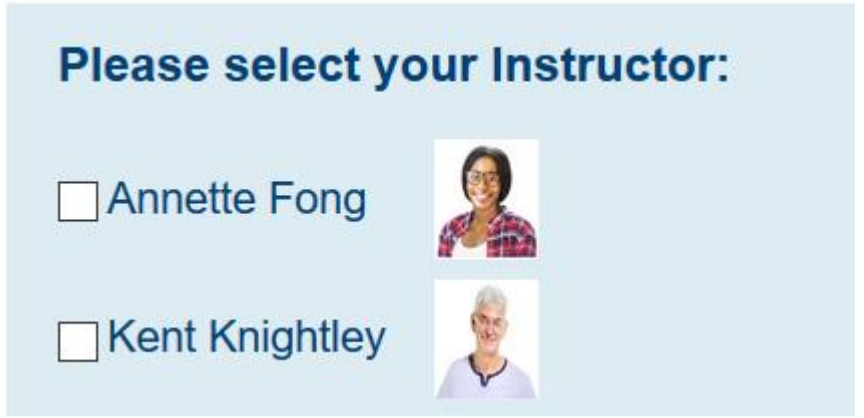
The TA communicates with students and responds to inquiries or comments in a clear and effective manner.

The TA is able to maintain an atmosphere that is conducive to working and learning.

Assumptions



- **Secondary Subject Selection is only needed once in your evaluation**



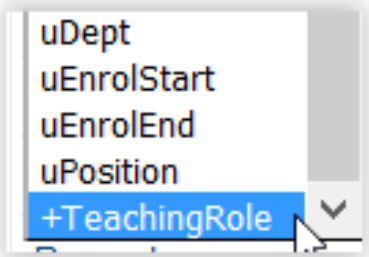
Steps: Add demographic details to the Course-Instructor relationship file

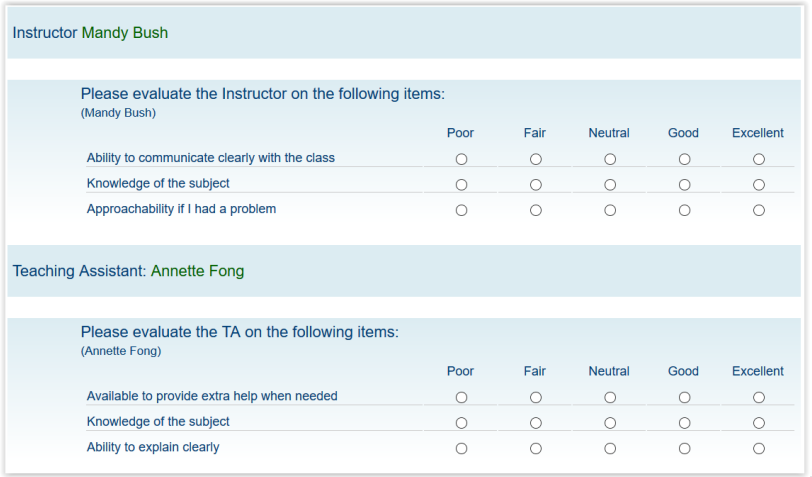
Course ID	Instructor ID	Teaching Role	Lecture Schedule	Teaching Hours
101815-8504-Summer	afong	TA	Tuesday 9-10AM	35
101815-8504-Summer	kknightley	TA	Tuesday 9-10AM	30
101815-8504-Summer	mbush	Instructor	Tuesday 9-10AM	30
101815-8504-Summer	pholly	Instructor	Tuesday 9-10AM	30
102033-1041-Summer	bbaker	Instructor	Wednesday 2-3PM	30
201821-6540-Summer	afong	Instructor	Friday 3-4PM	20
201821-6540-Summer	kknightley	Instructor	Friday 3-4PM	30
201821-6540-Summer	mbush	TA	Friday 3-4PM	20
201821-6540-Summer	pholly	TA	Friday 3-4PM	30
202047-7051-Summer	jscott	Instructor	Monday 10-11AM	35
202702-6437-Summer	jscott	Instructor	Monday 10-11AM	35

Steps: Trigger different questions in the evaluation

- Create a trigger using the Secondary Subject Field as the Trigger Condition Type.

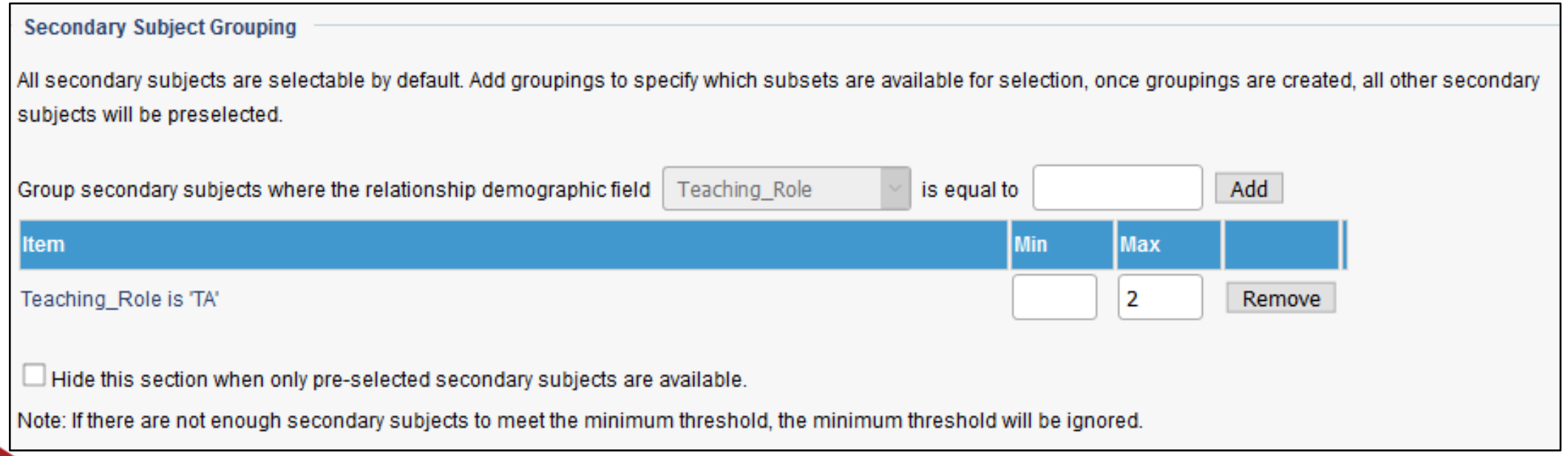
- Select the required TeachingRole title used (e.g. Instructor or TA) and set the trigger action to display the appropriate questions.





Steps: Secondary Subject Selection

- Enable Secondary Subject Selection in the project
- Enable the teaching roles for selection and set thresholds

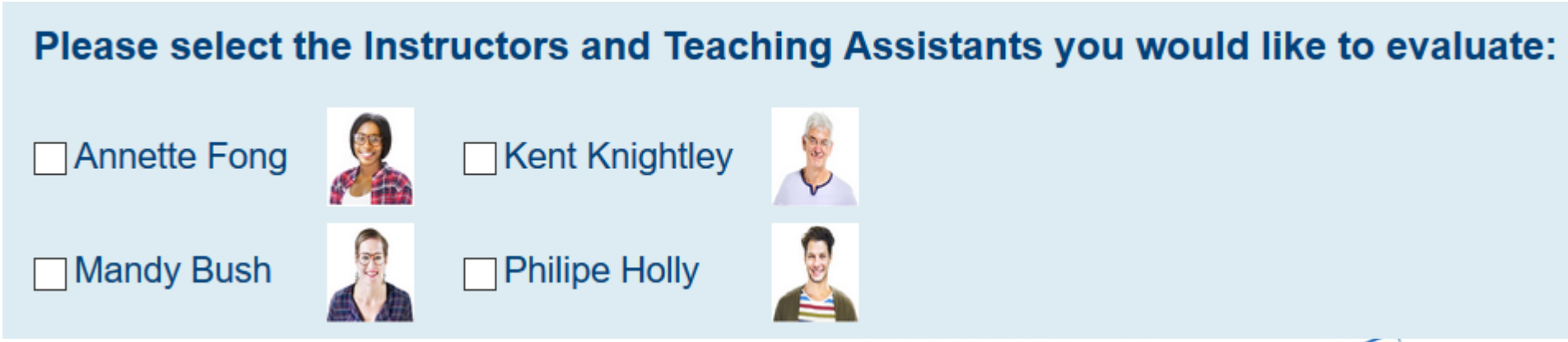


Steps: Secondary Subject Selection

Scenario 1: Students select and evaluate members from multiple teaching groups

Add all relevant teaching groups to the Secondary Subject Grouping area and set any required thresholds per group.

Result: Students can select members of both the instructor and teaching assistant groups.



Steps: Secondary Subject Selection

Scenario 2: Students only select and evaluate from optional teaching groups

- Configure only the optional groups in the Secondary Subject Grouping area.

Result: All instructors are automatically selected; students select only the TAs.

Steps: Displaying the day/time of lecture in your evaluation

Course ID	Instructor ID	Teaching Role	Lecture Schedule	Teaching Hours
101815-8504-Summer	afong	TA	Tuesday 9-10AM	35
101815-8504-Summer	kknightley	TA	Tuesday 9-10AM	30
101815-8504-Summer	mbush	Instructor	Tuesday 9-10AM	30
101815-8504-Summer	pholly	Instructor	Tuesday 9-10AM	30
102033-1041-Summer	bbaker	Instructor	Wednesday 2-3PM	30
201821-6540-Summer	afong	Instructor	Friday 3-4PM	20
201821-6540-Summer	kknightley	Instructor	Friday 3-4PM	30
201821-6540-Summer	mbush	TA	Friday 3-4PM	20
201821-6540-Summer	pholly	TA	Friday 3-4PM	30
202047-7051-Summer	jscott	Instructor	Monday 10-11AM	35
202702-6437-Summer	jscott	Instructor	Monday 10-11AM	35

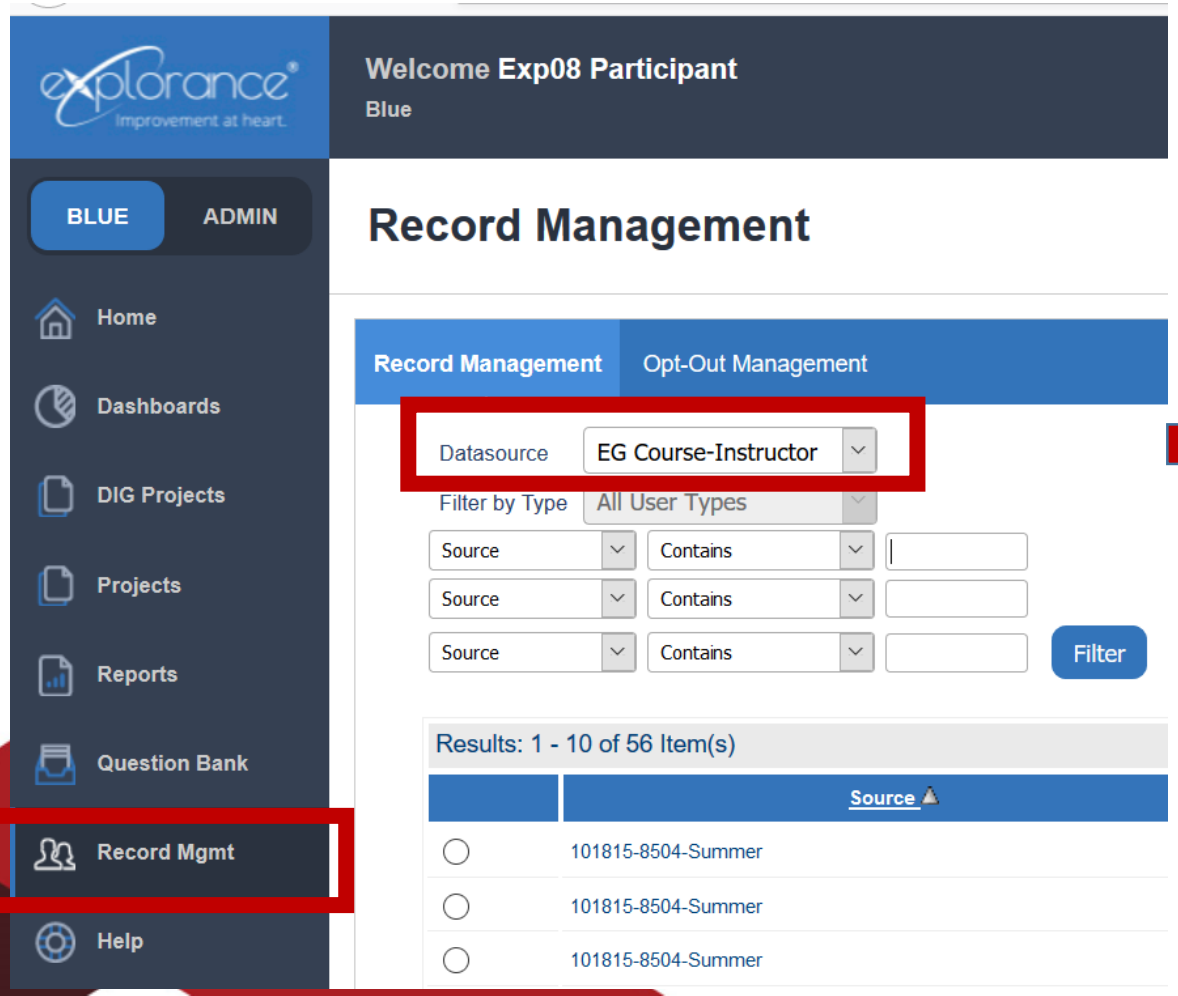
Steps: Add a field mapping based on the course-instructor relationship data

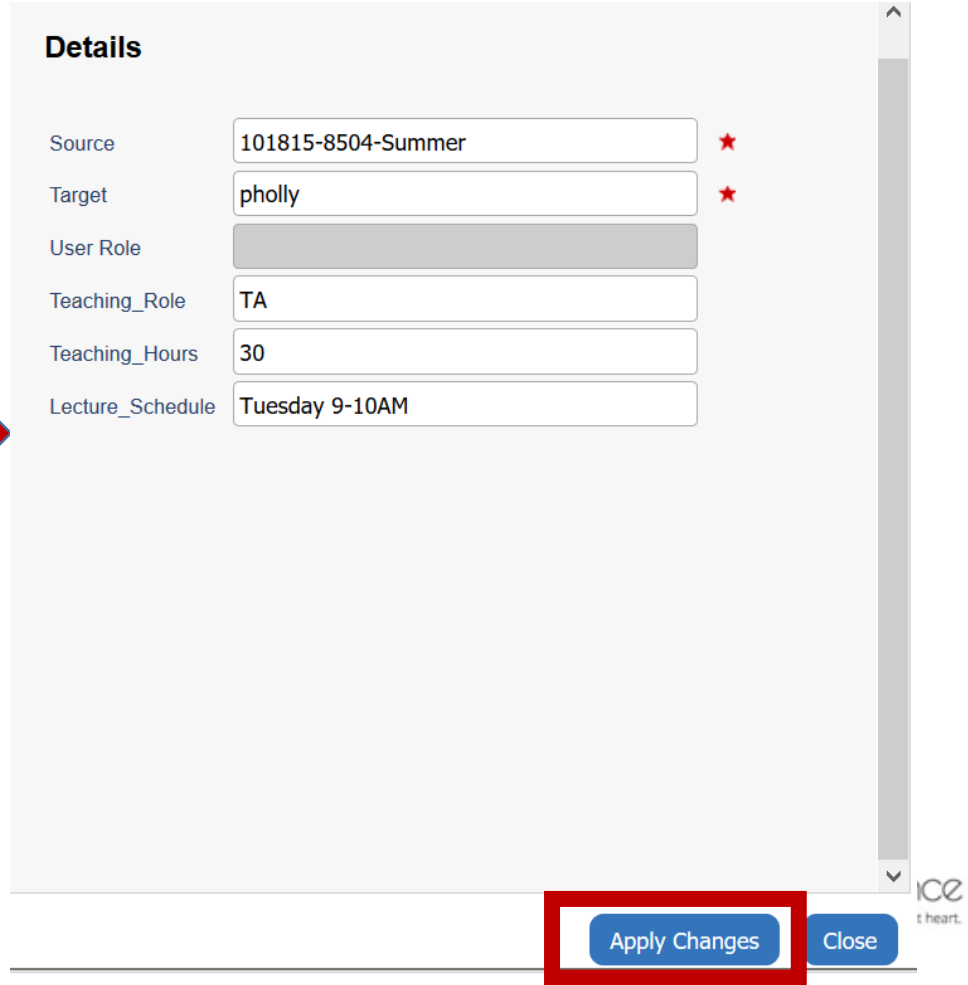
Questions evaluating the Course [S$NAME]	Single Selection Table
Questions Evaluating Instructor: [C$FN] [C$LN] Lecture day and time: [C+$SCHEDULE]	Single Selection Table

Questions Evaluating Instructor: Mandy Bush
Lecture day and time: Monday 10-11AM

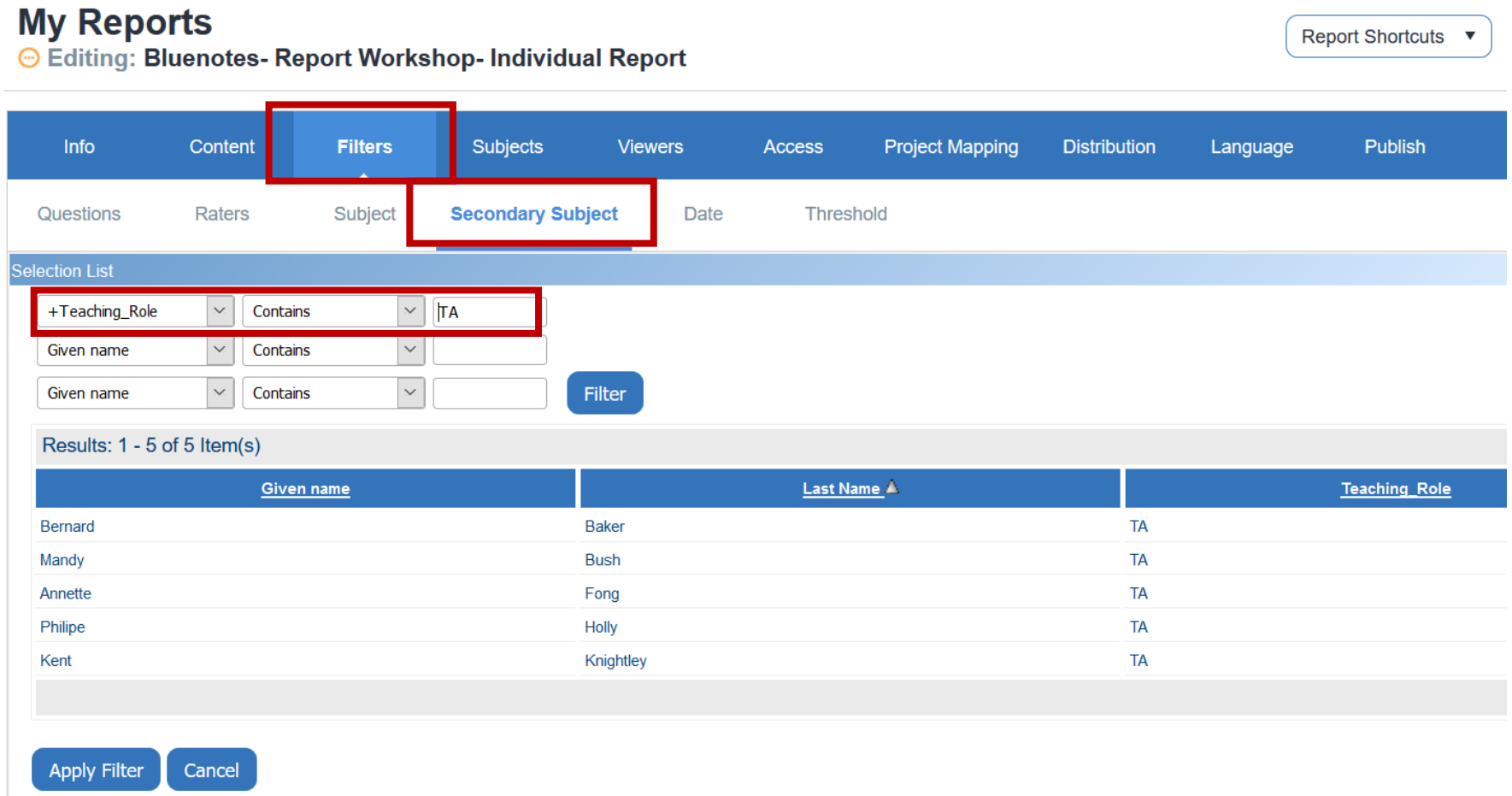
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The instructor was effective in communicating the content of the course.	○	○	○	○	○
The instructor was responsive to student concerns.	○	○	○	○	○
The instructor helped create an atmosphere that kept me engaged in course content.	○	○	○	○	○
The instructor treated students with respect.	○	○	○	○	○
The instructor was well-prepared for class.	○	○	○	○	○
Overall, this instructor was an effective teacher.	○	○	○	○	○

Steps: Validate your relational demographics in Record Management

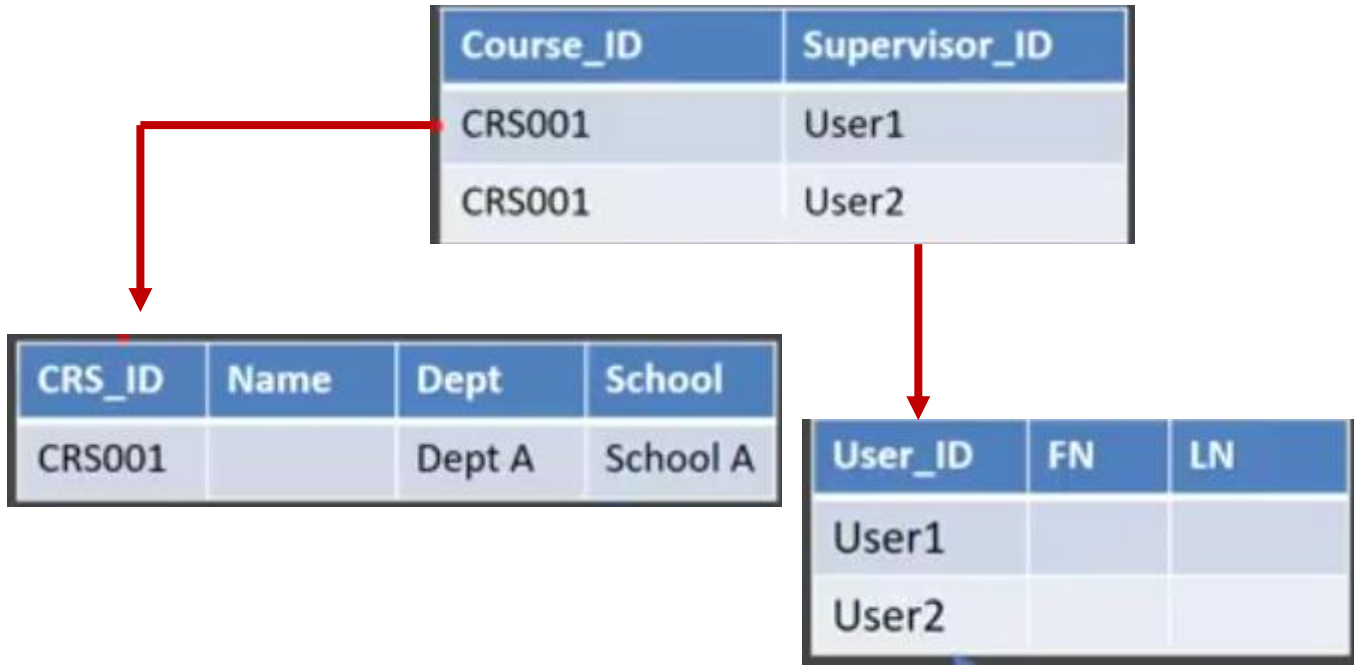




Steps: Create a filter in your report based on instructor role



Relational demographics for Dynamic Report Viewing access

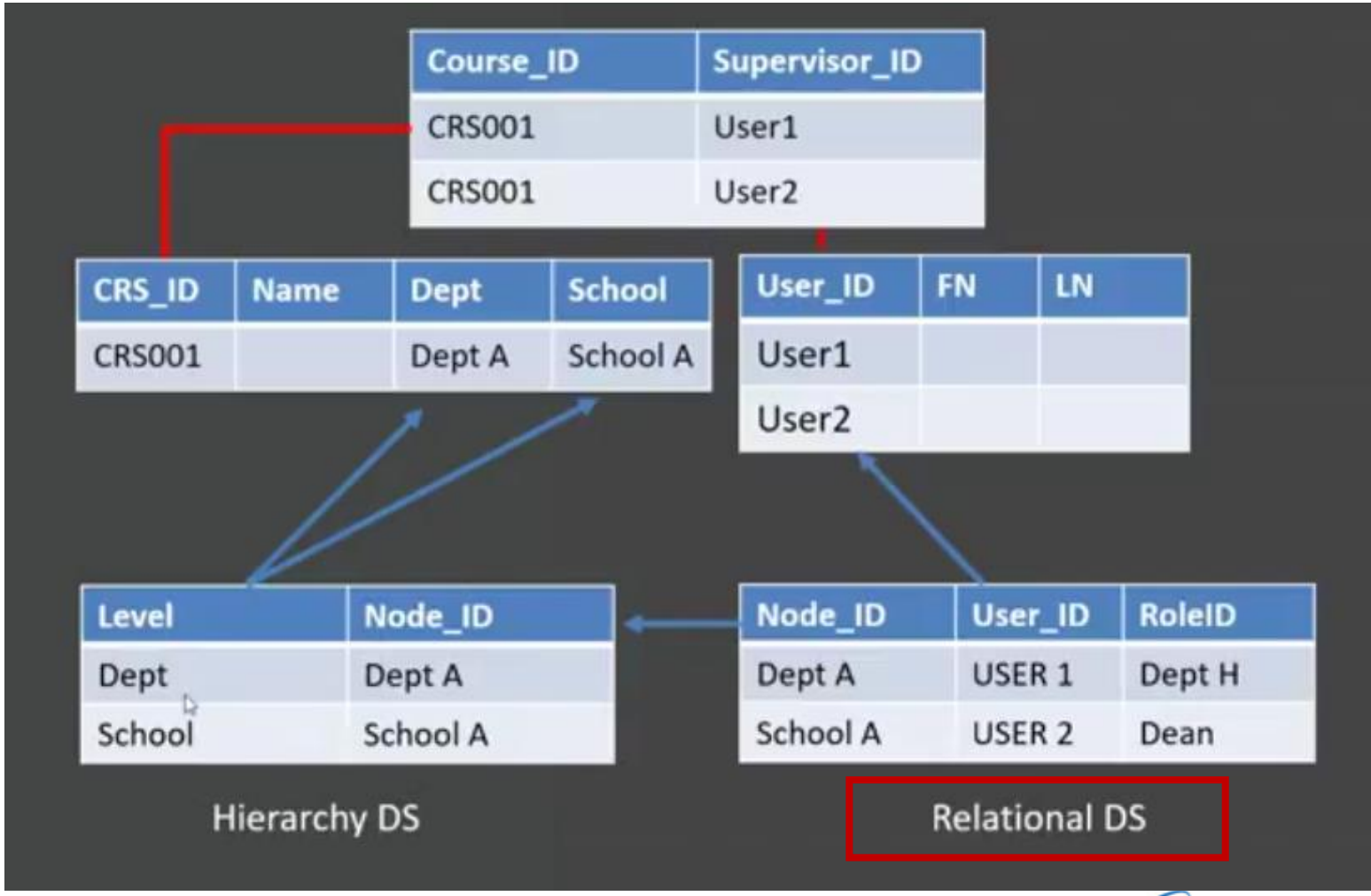


Course_ID	Supervisor_ID
CRS001	User1
CRS001	User2

CRS_ID	Name	Dept	School
CRS001		Dept A	School A

User_ID	FN	LN
User1		
User2		

Relational demographics for Dynamic Report Viewing access



Summary

- **Relational demographics opened up the possibility of adding demographics that describe the user interaction with the course.**

- **Other scenarios where you can leverage the use of relational demographics:**
  - Allowing certain roles to have different privileges in your project (e.g. only instructors can do Question Personalization and Subject View Management).
  - Creating reports based on the information in your relationship data.

Help Center Resources

- Blue 7 Features Overview
- Webinar: Relational Demographics & Dynamic Report Viewer Access
- How-to Set Up Secondary Subject Grouping

Recommendations

- **Think of your data structure preparation/analysis ahead of time**
- **Do not forget to import your data with the correct “Data Type” (e.g. string or integer)**
- **Enter information that students will recognize and understand in your relational demographics**

Take away

Create it, capture it, pipe it and analyze it!

Think of your data structure.
What can you capture in each experience?
Use your data to display/pipe information in your forms.
Analyze your data with reporting.

Thank you!

- Questions?

UNIVERSITY OF LOUISVILLE. bluenotes group explorance improvement at heart.