



Bluenotes **GLOBAL** 2018  
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# Tapping in the Power of Peer Experiences: Bluenotes Consortium for Benchmarks

*Presented by : Yeona Jang, eXplorance  
Becky Patterson, University of Louisville*





# Agenda

- Did you know? Findings
- Discussion on launching the Bluenotes Consortium for Benchmarks

# Scope and Methodology

- Researched the publically available sites on course evaluations of the Bluenotes community members for existing data privacy statements
- Analyzed, along various dimensions, for aggregation
- Researched existing HED Benchmarking Consortia
- Reviewed a few existing legal policies and international data sharing laws that may affect student feedback data use

How is end-of-term student feedback called?  
Where are we, in terms of data privacy policies and course evaluations?  
What does it tell us?  
What can we learn from it?

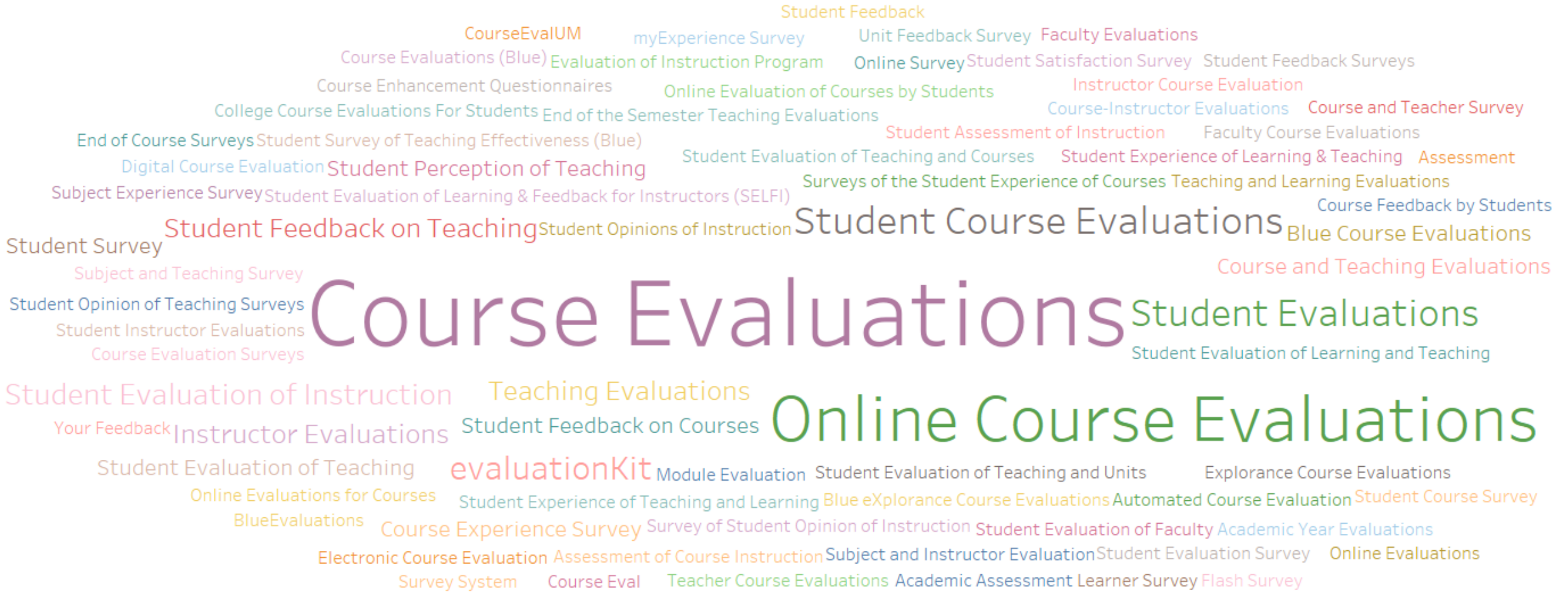




# Findings on How is “end-of-term student feedback” called?

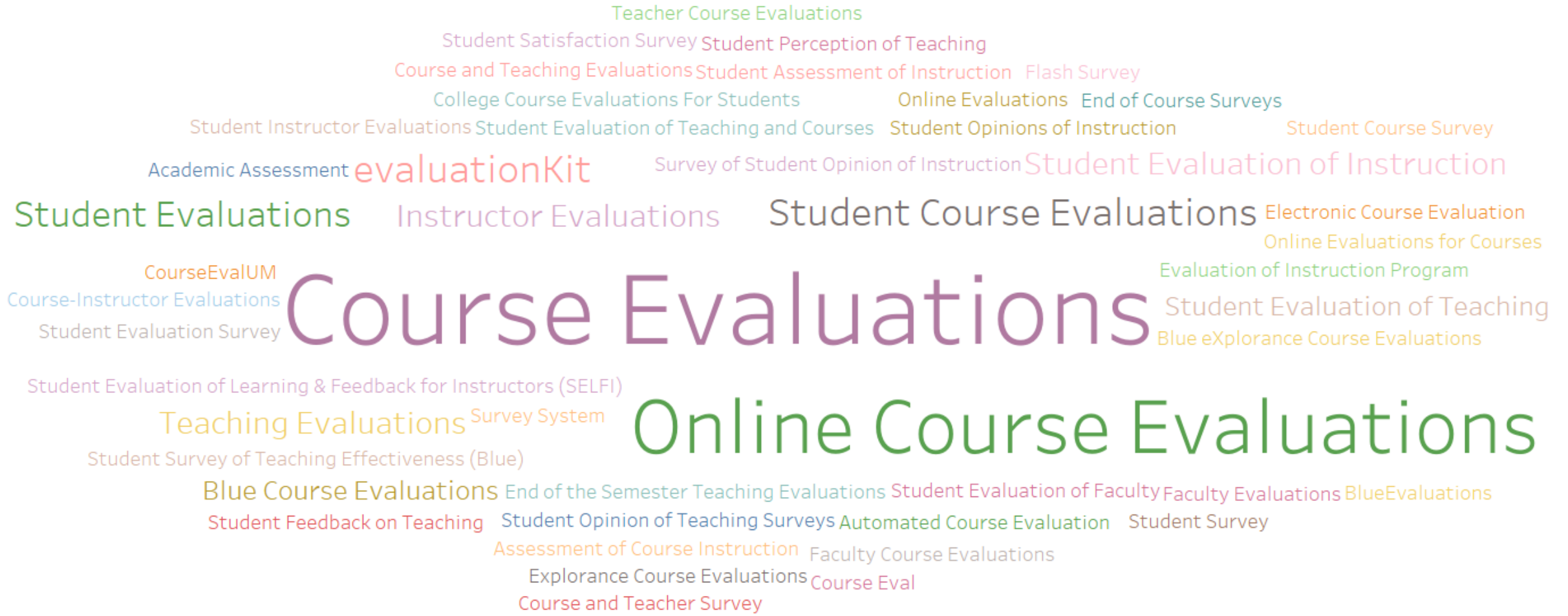


# How is “end-of-term student feedback” called? the Bluenotes institutions with public course evaluation sites





# How is “end-of-term student feedback” called? By region – USA





# How is “end-of-term student feedback” called? By region – Canada

Learner Survey Online Survey

Student Evaluation of Instruction Assessment

Student Feedback on Courses Surveys of the Student Experience of Courses

Student Feedback on Teaching Online Course Evaluations

## Course Evaluations

Online Evaluation of Courses by Students Student Course Evaluations

Student Experience of Teaching and Learning Student Perception of Teaching

Student Feedback Surveys Course Experience Survey

Your Feedback



# How is “end-of-term student feedback” called? By region –AUS&NZ

Unit Feedback Survey

Student Feedback on Courses

Course and Teaching Evaluations

Subject and Teaching Survey

Subject Experience Survey Student Evaluation of Learning and Teaching

## Student Evaluations

Student Survey Student Experience of Learning & Teaching

Course Experience Survey Student Evaluation of Teaching and Units

Student Feedback on Teaching

myExperience Survey





# How is “end-of-term student feedback” called? By region – Middle East

Student Course Evaluations

Instructor Course Evaluation

# Course Evaluations

Course Feedback by Students

Course Evaluation Surveys



# How is “end-of-term student feedback” called? By region – Europe

Digital Course Evaluation  
Course Evaluations (Blue)  
Course Enhancement Questionnaires  
Academic Year Evaluations  
Module Evaluation



# How is “end-of-term student feedback” called? By region – Southeast Asia

Student Feedback

Subject and Instructor Evaluation

Teaching and Learning Evaluations

Course Evaluations



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# Findings on responsible department for course evaluations





# Responsible department: in 154 Bluenotes Community institutions

Central Management Group **IT** Testing Services Task Force on Student Evaluation of Learning

Center for Teaching and Learning  
Office of Institutional Research,  
Planning and Quality

Office Of Academic Affairs **School Administrator**  
Evaluation Unit **Office of the Registrar**  
Survey Services Center  
Office of Student Services  
Division of Student and Community Engagement  
Unit Feedback Survey Management Team  
Learner Success Services  
Ad Hoc Survey committee



# Responsible department by regions: USA





# Responsible department by regions: Canada

Center for Teaching and Learning  
Office of Institutional Research,  
Planning and Quality

School Administrator

Learner Success Services

Office of the Registrar

Division of Student and Community Engagement

Task Force on Student Evaluation of Learning



# Responsible department by regions: AUS & NZ

Unit Feedback Survey Management Team

Survey Services Center    Center for Teaching and Learning

Office of Institutional  
Research, Planning and Quality  
School Administrator





# Responsible department by regions: Middle East

IT

Office of Institutional  
Research, Planning and  
Quality



# Responsible department by regions: Europe

IT      Central Management Group  
Center for Teaching and Learning  
Office of the Registrar  
Evaluation Unit



# Responsible department by regions: Asia

Ad Hoc Survey committee

School

Administrator<sup>IT</sup>



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# Findings on privacy and data use statements



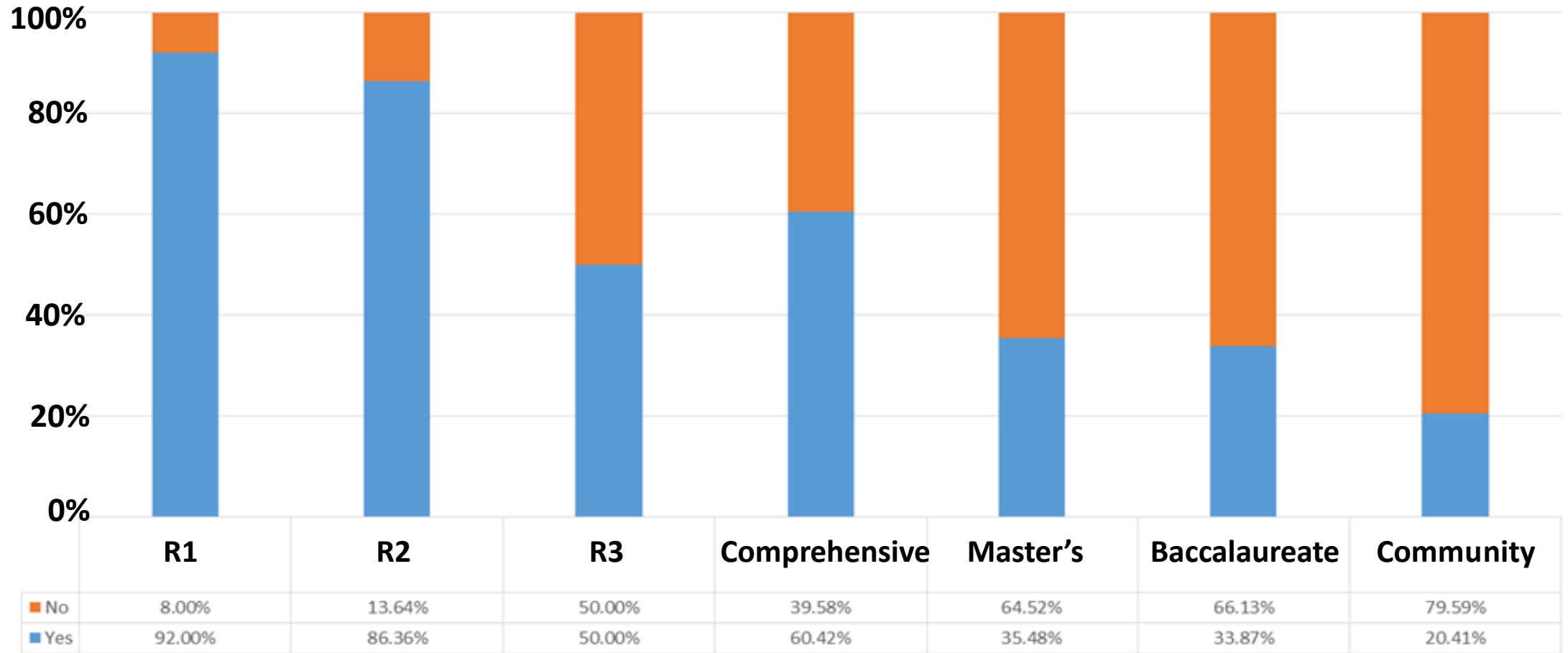


# Key Findings: Privacy Statements

<b>% of the customer course evaluation sites: publically available</b>	<b>61%</b>
<b>% of the customer course evaluation sites with privacy statements</b>	<b>42%</b>
<b>% of the customer course evaluation sites that explain how the course evaluation results are being used</b>	<b>31%</b>
<b>% of the R1 University customers with privacy statements</b>	<b>92%</b>
<b>% of research university customers with privacy statements</b>	<b>60%</b>
<b>% of the community college customers with privacy statements</b>	<b>20%</b>

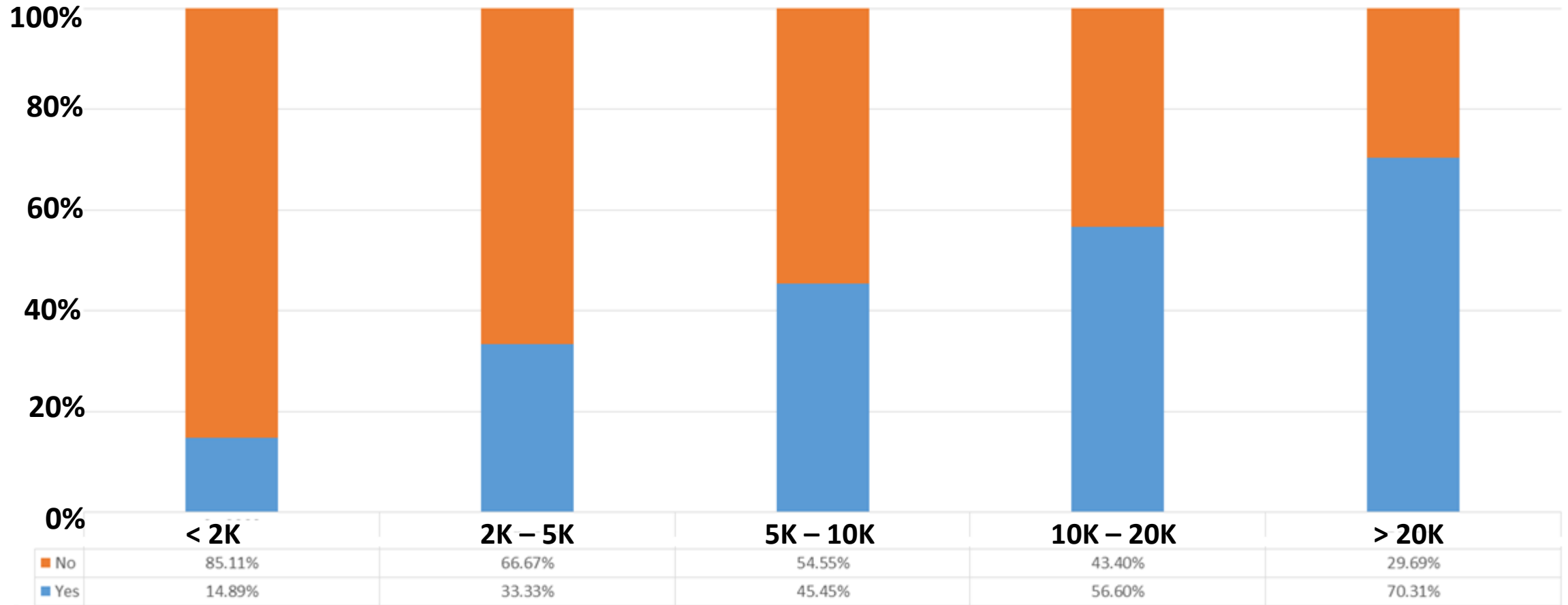


## Privacy Statements by HED Classification Data



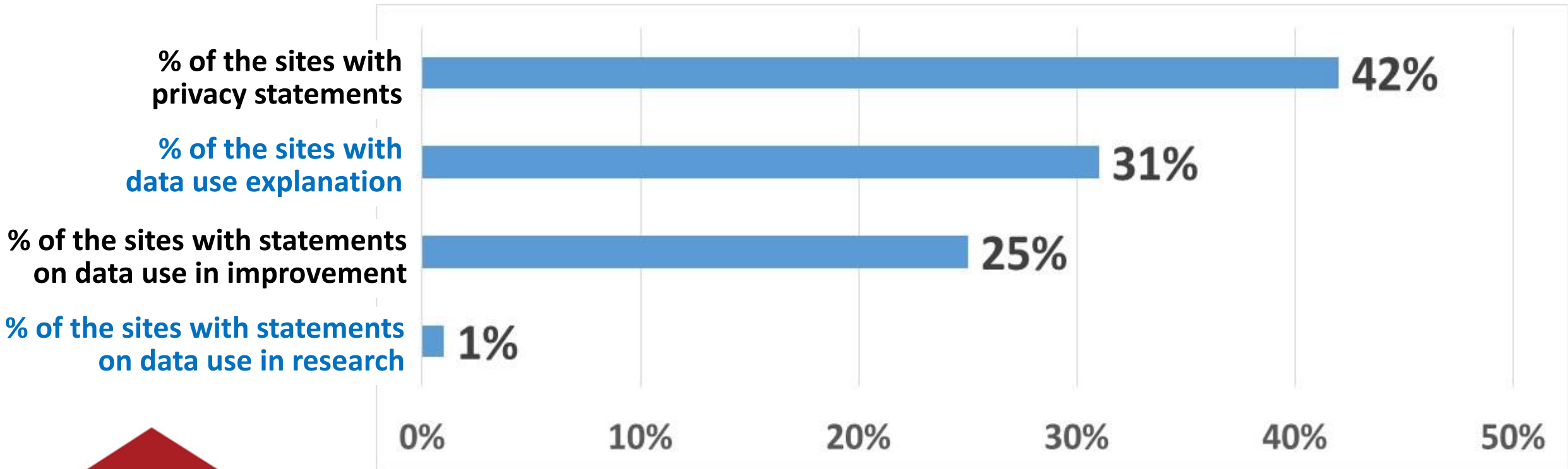


# Findings: Privacy Statements by FTE size





# Findings: Privacy and Data Use Statements

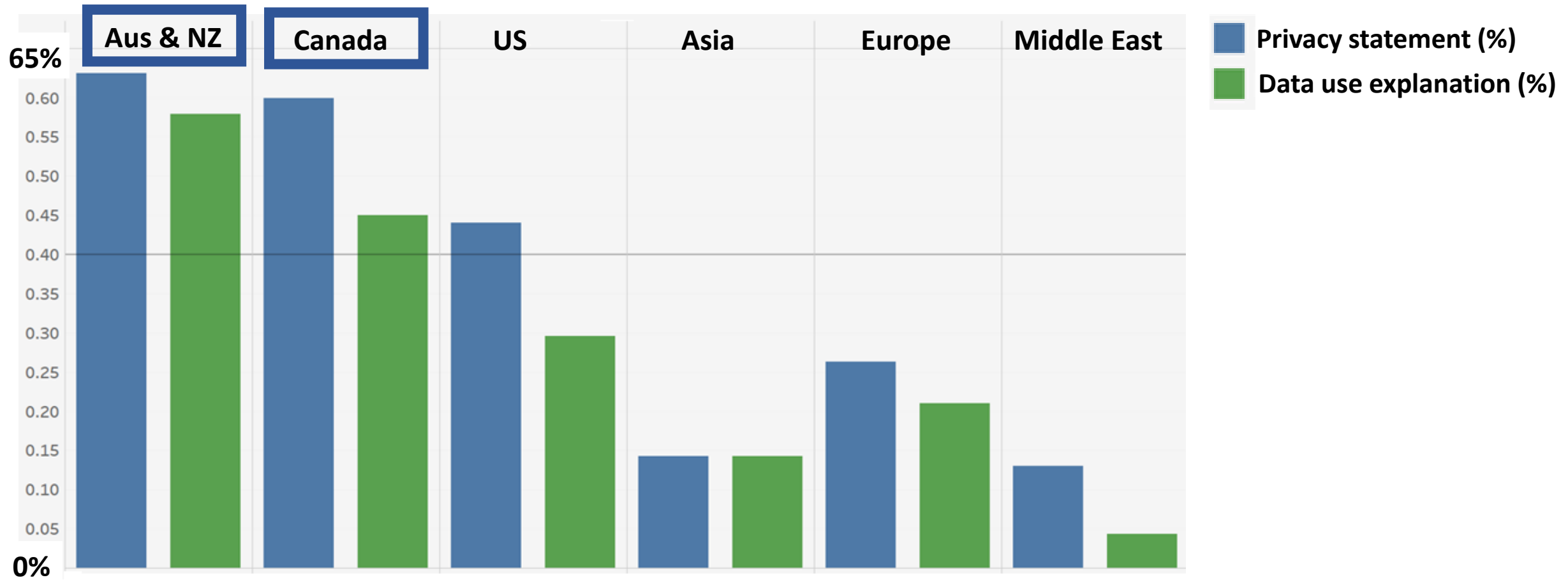




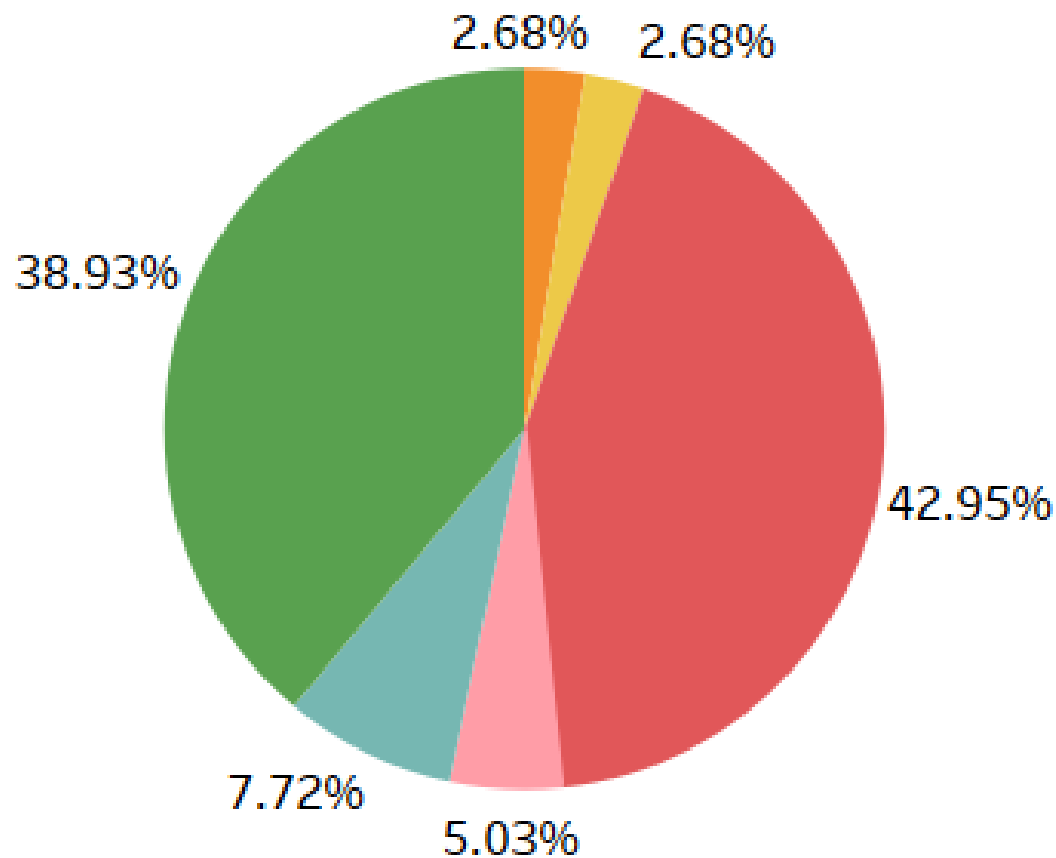


# Findings:

## Privacy Statements and Data Use Explanations by Region



# Finding: Who has Access to Course Evaluation Reports?



- Administrators:** Results are only shared with the administrators
- Instructors & Administrators :** Results are shared with the instructors and relevant administrators
- Students, Instructors & Administrators :** Results are shared with the students, instructors and administrators
- Everyone:** All results are publicly available online for everyone
- Restricted:** Requires login
- Unknown:** No available information regarding course evaluations



# Key Takeaways

- Room for improvement in terms of privacy and data use statements
- Various good examples of privacy and data use statements such as
  - [College of North Atlantic](#)
  - [University of New South Wales](#)
  - [Waikato](#)

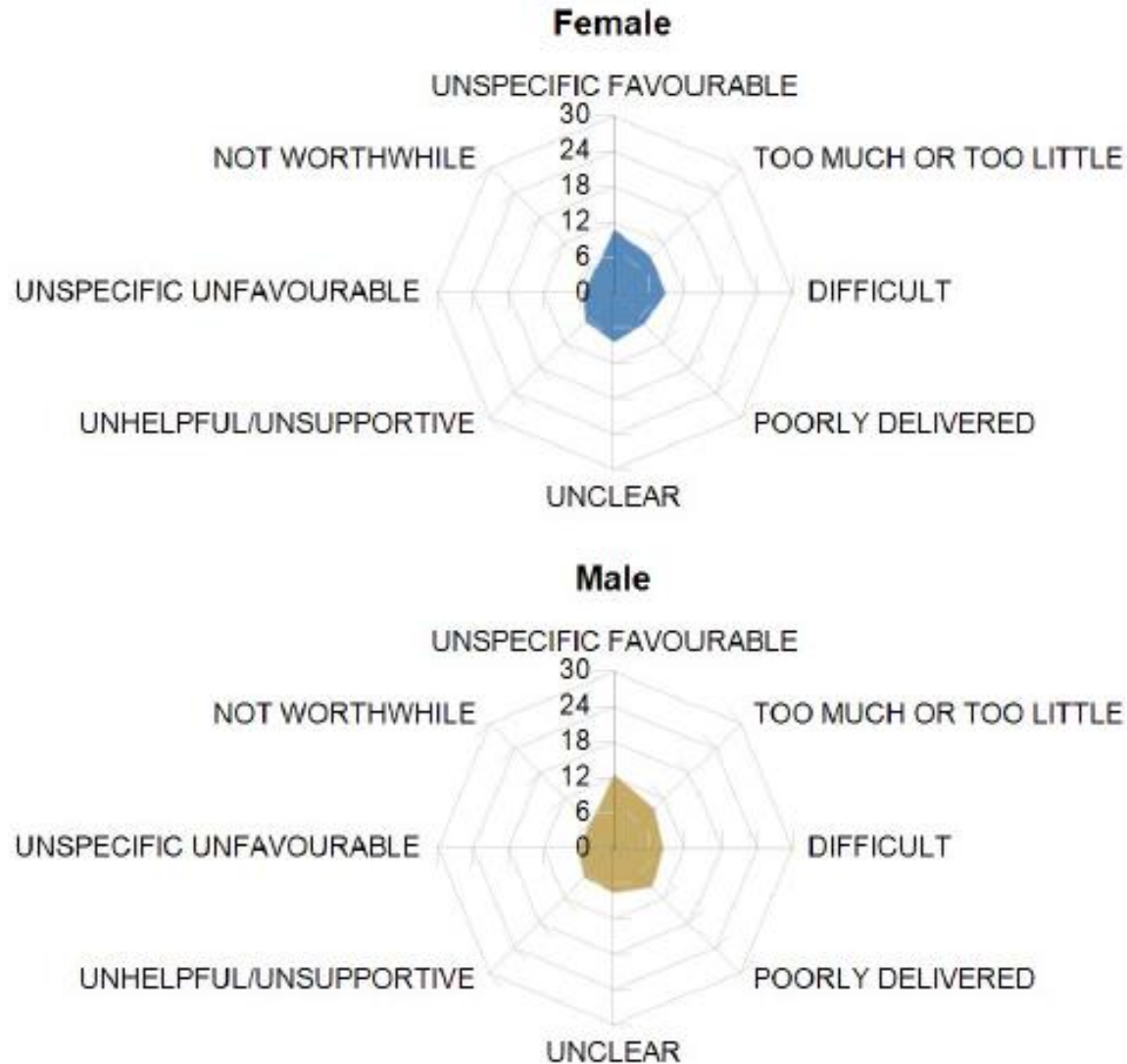
# Another Example: Gender Bias? Gender Difference?

# An example

- **BTA (Blue Text Analytics) was applied to the student responses to an open-ended question of “What aspects of this course could be improved?” in an institution in the APAC region, as a part of course evaluation at the end of a particular term in 2017.**
- **Are these patterns indicating gender bias? Gender difference? Can these results be generable to other institutions in different regions and to different terms?**



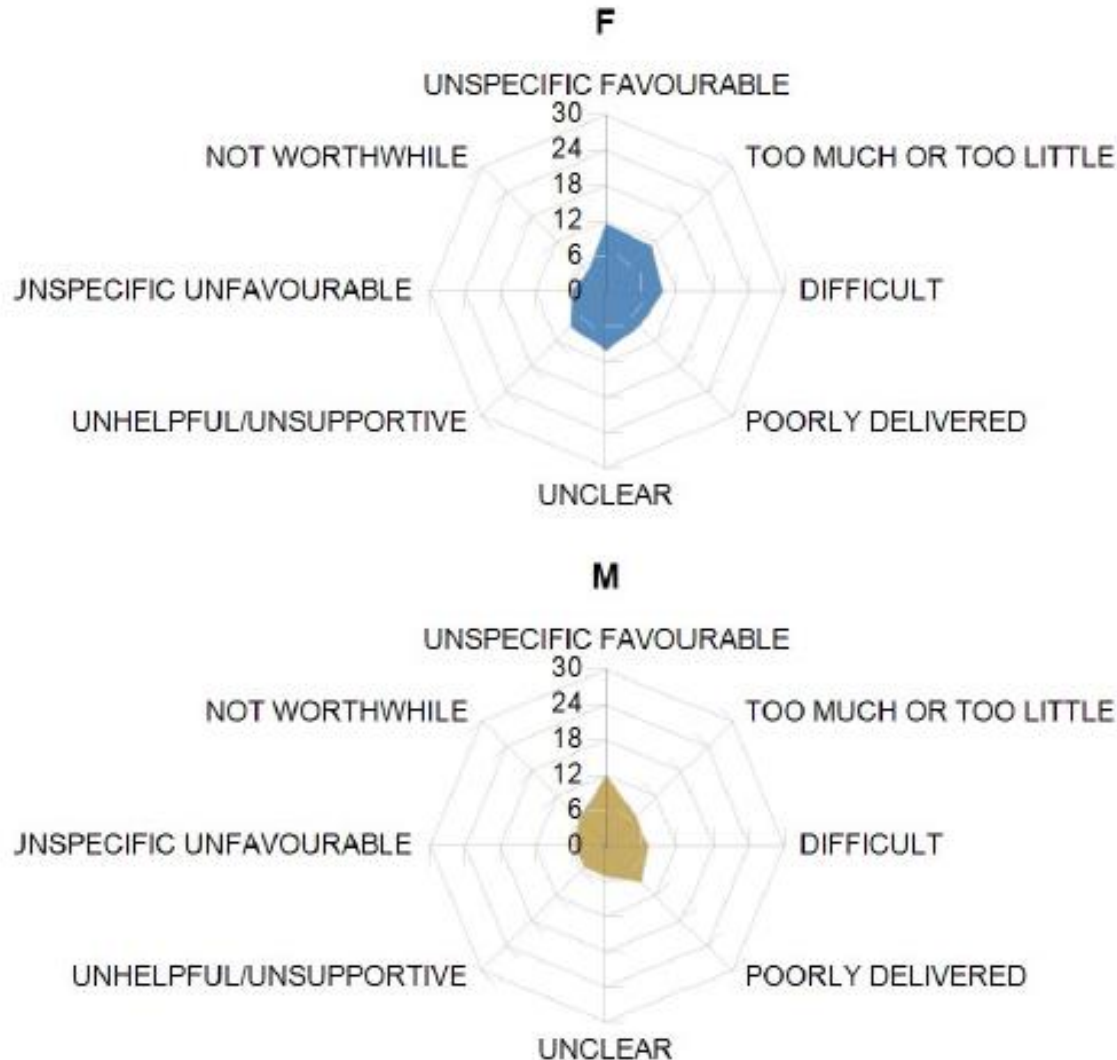
# What aspects of this course could be improved? By Faculty Gender



Sentiment themes [No. of comments]	Female [688]	Male [970]
UNSPECIFIC FAVOURABLE	10.76 %	12.58 %
TOO MUCH OR TOO LITTLE	8.87 %	9.69 %
DIFFICULT	8.87 %	8.45 %
POORLY DELIVERED	7.41 %	9.28 %
UNCLEAR	8.43 %	7.63 %
UNHELPFUL/UNSUPPORTIVE	6.98 %	7.11 %
UNSPECIFIC UNFAVOURABLE	5.23 %	6.08 %
NOT WORTHWHILE	4.94 %	5.77 %



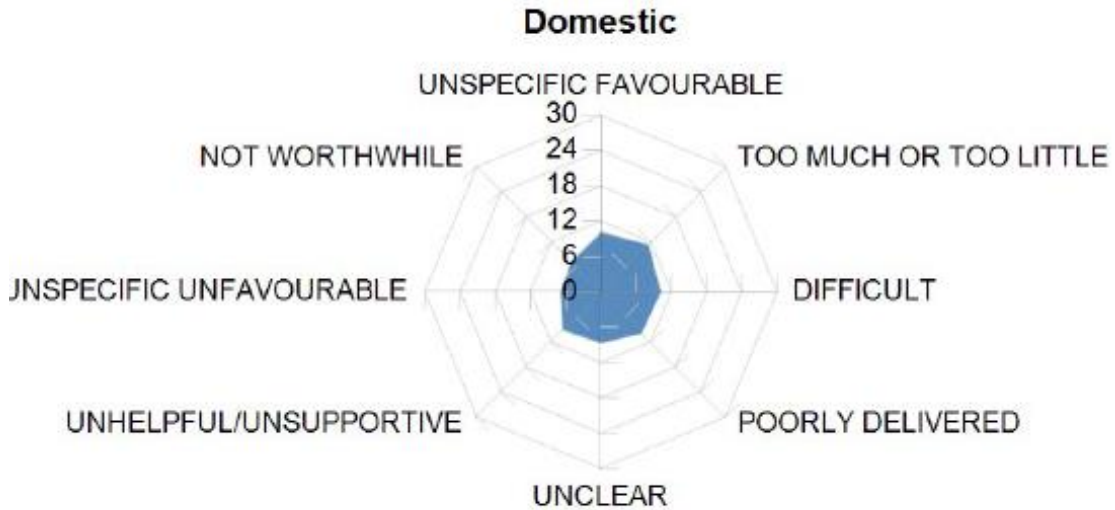
# What aspects of this course could be improved? By Student Gender



Sentiment themes [No. of comments]	F [920]	M [738]
UNSPECIFIC FAVOURABLE	11.63 %	12.06 %
TOO MUCH OR TOO LITTLE	10.98 %	7.32 %
DIFFICULT	9.78 %	7.18 %
POORLY DELIVERED	8.26 %	8.81 %
UNCLEAR	10.11 %	5.28 %
UNHELPFUL/UNSUPPORTIVE	8.59 %	5.15 %
UNSPECIFIC UNFAVOURABLE	5.98 %	5.42 %
NOT WORTHWHILE	4.57 %	6.50 %



# What aspects of this course could be improved? By Student Citizenship



Sentiment themes [No. of comments]	Domestic [871]	International [787]
UNSPECIFIC FAVOURABLE	10.22 %	13.60 %
TOO MUCH OR TOO LITTLE	11.48 %	6.99 %
DIFFICULT	10.22 %	6.86 %
POORLY DELIVERED	9.99 %	6.86 %
UNCLEAR	8.84 %	6.99 %
UNHELPFUL/UNSUPPORTIVE	9.30 %	4.57 %
UNSPECIFIC UNFAVOURABLE	6.89 %	4.45 %
NOT WORTHWHILE	7.23 %	3.43 %





# Industry scanning: Benchmarking Entities



# Benchmarking Entities

	QILT	CUSC	Maclean's	CAGS	NSS	HEDS	NSSE
Country	Aus	Canada	Canada	Canada	UK	US	US+CA
Number of Participants	99	39	50	50	357	141	505
Level of Aggregation	School	Classification (3 groups)	School	National	School	School	School
Course Evaluations/Student Feedback	Trial	✗	✗	✗	✓	✗	✗
Overall Student Satisfaction	✓	✓	✓	✓	✓	✓	✓
Graduate Outcomes	✓	✓	✗	✓	✗	✓	✓
Social Life, Diversity, Violence	✗	✗	✓	✓	✗	✓	✓
Financing and Demographics	✓	✓	✓	✓	✗	✓	✗

- **None of the existing benchmarking entities focuses on course evaluations, except government-led initiatives (QILT in Australia and NSS in UK)**
  - [QILT](#) Appendix 2 and Appendix 3
  - [NSS](#)



# Governing Policies and Laws

## Overview (CA, US, AUS & NZ, UK)

- 3 guiding ethical principles: respect for persons, concern for welfare, and justice
- **Fact #1:** Strict regulations for research involving human participants, since they also cover biomedical research
- **Fact #2:** Policymakers started to distinguish non-medical research with minimal risk and give exemptions
- **Fact #3:** There are different definitions of research, practice and institutional effectiveness that might cover benchmarking

## Key Takeaways

- Analysis for improvement is exempt from the research ethics review
- The privacy laws require detailed data privacy policies and informed consent from subjects, if the data will be used for research purposes
- International data sharing is allowed as long as the necessary protection steps are taken



# Possible benchmarks to consider:

Response rates without mentioning specific institutions

- **By Region**
- **By FTE size**
- **By HED classification**
- **Longitudinal trends**
- **Top 10**
- **Top 50**



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# Discussion

UNIVERSITY OF LOUISVILLE



# Discussion Topics

- **What possibility do you see with benchmarks? And why does it matter?**
- **What are the potential benchmarks you see the value for your institution?**
- **Whom to engage?**
- **How go about launching the Bluenotes Consortium for Benchmarks?**

# Next Steps

- Anyone interested in participating in the shaping of the Bluenotes Consortium for Benchmarks?

Contact Yeona Jang ([yjang@explorance.com](mailto:yjang@explorance.com))



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Thank you!







## Examples of Privacy Clauses on Course Evaluation Data

- “This online course survey has been designed so that no one’s identity can be tracked. Your name and other personal details will not be kept with your responses and you will not be identified in any way. This is a bedrock principle of the process. Your online surveys are confidential and anonymous. The new system is being hosted by eXplorance, a trusted University IT partner.”, [University of San Francisco](#)
- “Your responses to any of our surveys remain completely and permanently confidential. Provided you do not identify yourself in the content of your comments, you will not be identifiable in any reports generated from the survey results.”, [Auckland University of Technology](#)
- “Faculty will only receive summary reports with average scores at the end of the semester (after final grades are submitted) and will have no way of identifying the responses of individual students. All written comments are therefore completely anonymous. In situations where less than five students enrolled in the course, the summary report with averages and comments will not be generated by the system.”, [Bellarmine University](#)