



جامعة بيروت العربية
BEIRUT ARAB UNIVERSITY

Blue Implementation experience at Beirut Arab University, Course and Module Evaluation

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Presentation: Blue experience at BAU
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Dean of Student Affairs
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OUTLINE

- About Beirut Arab University BAU
- Quality Assurance at BAU
- History of course evaluation at BAU
- Collaboration between BAU and Blue explorance
- Pilot Study
- Course Evaluations
- Special Party Needs
- Reports
- Future Plans

About BAU

History & Background

- Lebanese private institution for higher education.
- Founded in 1960.
- Accredited by the Foundation for International Business Administration Accreditation FIBAA.
- One of the oldest and largest Universities in Lebanon.

Facts

- 4 Campuses & 10 Faculties
- 48 Undergraduate Programs
- 95 Graduate Programs
- Over 9500 students
- Over 113,000 alumni worldwide



BAU Campuses

**Beirut
(1960)**



**Debbieh
(2006)**



**Tripoli
(2010)**



**Bekaa
(2009)**



Beirut Campus



1- Faculty of Human Sciences

2- Faculty of Law & Political Sciences

3- Faculty of Business Administration

4- Faculty of Pharmacy

5- Faculty of Medicine

6- Faculty of Dentistry

7- Faculty of Health Sciences

Debbieh Campus



- 1- Faculty of Architecture-*Design and Built Environment*
- 2- Faculty of Engineering
- 3- Faculty of Science
- 4- Faculty of Business Administration

Tripoli Campus



- 1- Faculty of Architecture-*Design and Built Environment*
- 2- Faculty of Engineering
- 3- Faculty of Business Administration
- 4- Faculty of Science
- 5- Faculty of Health Sciences

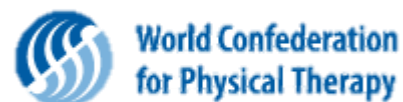
Bekaa Campus



- The Research Center for Environment & Development
- The Alumni Club

Quality Assurance

Quality assurance is well established since 2007 and most programs are also internationally accredited, where course and module evaluation is one of the main tools.



Engineering
Accreditation
Commission



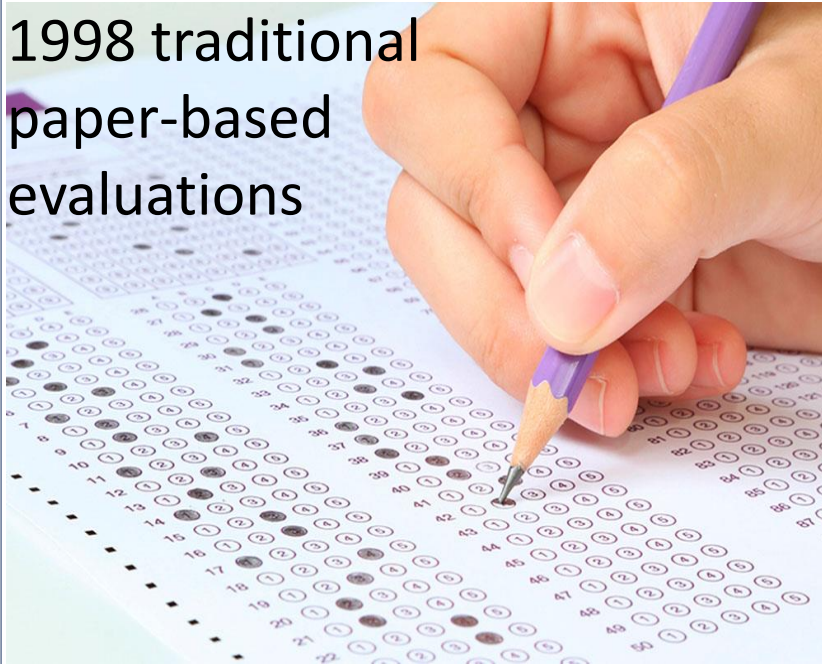
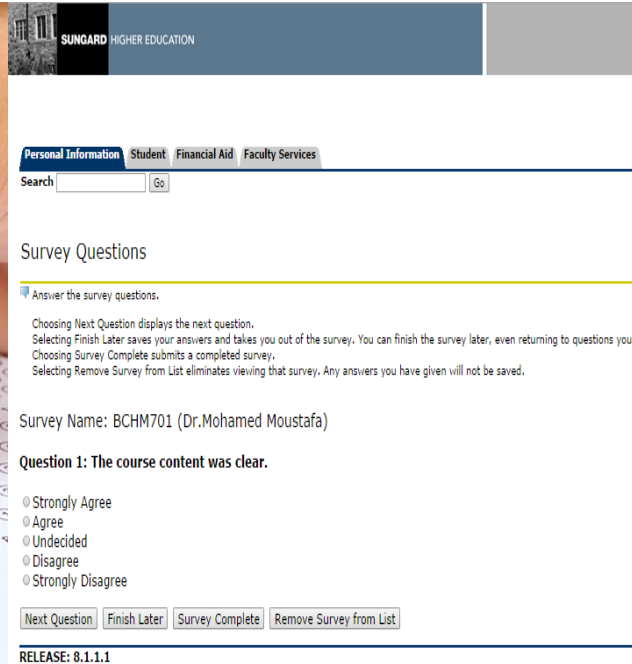
Faculty	Programme	Accreditation Body
Human Sciences (2017)	Bachelor of Arts in Psychology	Accreditation Agency in Health and Social Science (AHPGS) - Germany
Law & Political Science (2016)	<ul style="list-style-type: none">- Bachelor of Law- Master of Law- PhD of Law	Foundation for International Business Administration Accreditation (FIBAA) - Germany
Business Administration (Campuses Beirut, Tripoli, Debbieh) (2015)	<ul style="list-style-type: none">- Bachelor of Business Administration- Master of Business Administration	Foundation for International Business Administration Accreditation (FIBAA) - Germany
	Bachelor of Accounting	Association of Chartered Certified Accountants - United Kingdom
Architecture - Design and Built Environment (2012)	<ul style="list-style-type: none">- Bachelor of Architectural Engineering (RIBA Part 1)- Master of Architectural Engineering (RIBA Part 2)	Royal Institute of British Architects (RIBA) - England
Engineering (2013)	Bachelor of Communications & Electronics Engineering (B.Eng.)	Accreditation Board For Engineering and Technology (ABET) - USA
Science (2013)	Bachelor of Computer Science (BS)	Accreditation Board For Engineering and Technology (ABET) - USA
Pharmacy (2015)	Bachelor of Pharmacy	The Canadian Council for Accreditation of Pharmacy Programs (CCAPP) - Canada
Medicine (in progress)	Bachelor of Medicine	World Federation for Medical Education (WFME) - England
Dentistry (2014)	Bachelor of Dentistry	Association for Dental Education in Europe (ADEE) - Ireland
Health Sciences (2016)	Bachelor of Physical Therapy	World Confederation for Physical Therapy (WCPT) - England
	<ul style="list-style-type: none">- Bachelor of Nursing- Bachelor of Nutrition and Dietetics- Bachelor of Medical Laboratory Technology	Accreditation Agency in Health and Social Science (AHPGS) - Germany

Course Evaluation Objectives

- Using course evaluation as a basic tool for accreditation
- Assessing Teaching and Learning Process
- Updating courses contents
- Assessing academic staff performance
- Helping in student retention

Transformation

1998 traditional
paper-based
evaluations

2007 online
evaluations



BAU Course Evaluations - Faculty of Medicine Fall 2018-2019 for CARD205-Cardiovascular System-10894-section:1-course

You are evaluating: CARD205(CRN:10894-SECTION NUMBER:1)

Course Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The "Students' Guide" to the module was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The module content was consistent with the module objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The module is well organized and met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning workload of the module was reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gained much experience through group learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The classrooms, labs and other learning facilities were adequate and well equipped.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment appropriately covered the module objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinical practice sessions were clear and interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The books and references necessary for the course were adequate and available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments?

2017 course evaluation
software (Blue)

Advantages of Blue

paper-based evaluations Blue Course Evaluations

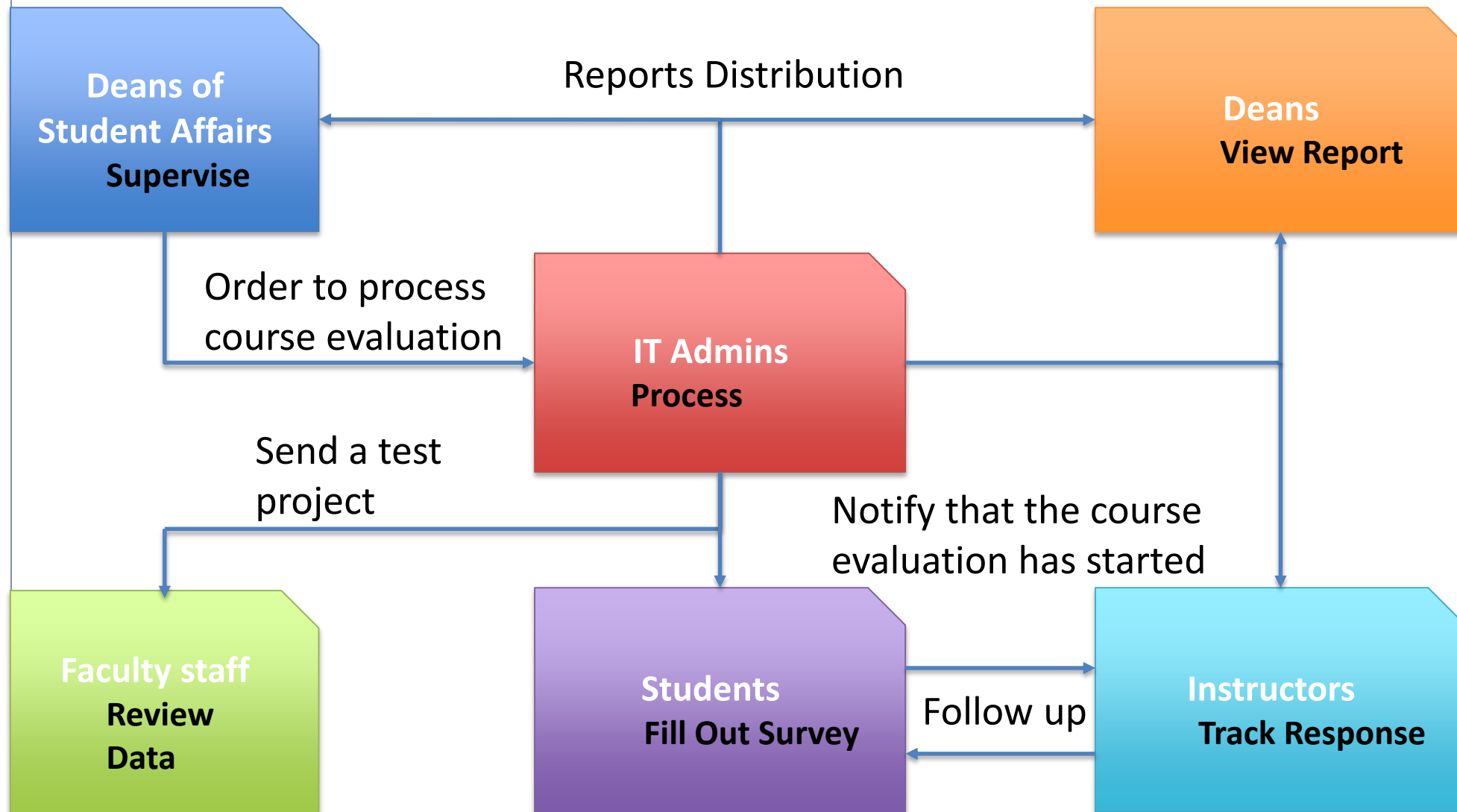
- Coverage of 33% of courses
- Over 6 weeks of work to prepare and collect data
- High paper and ink costs
- Form available in one language

Banner Course Evaluations

- Fixed fill out form
- Low response rate
- Poor comparison of results
- Absence of Response monitoring

- Coverage of 95% of courses
- High response rate
- No manual work
- Zero paper and ink costs
- Form available in Arabic and English language
- Triggers are available for unique questions
- Response monitoring

BAU Course Evaluation Process



Pilot Study

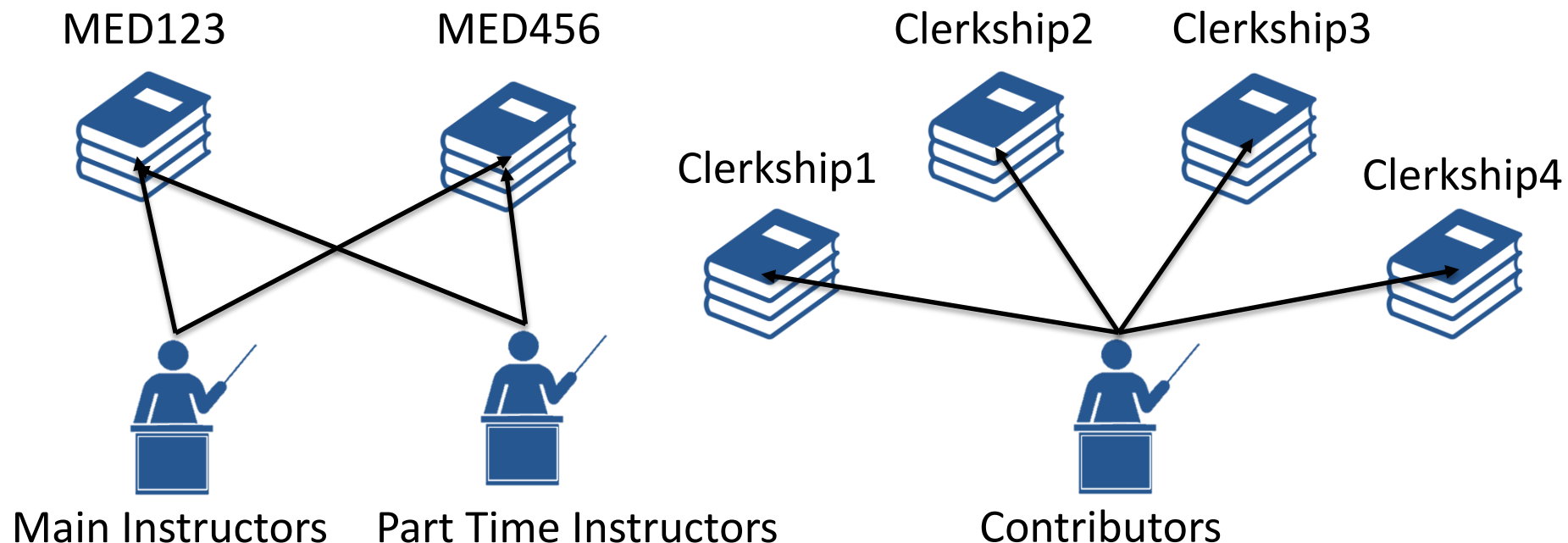
- BAU started a pilot study in spring 2017 using Blue tools
- Deep discussion was made with Blue experts
- System was configured by proposing solutions to all existing problems
- Students will have to answer all the questions including their comments before submitting their answers.

Awareness Campaign

- An awareness campaign was done before starting the process by explaining all the steps and procedures.
- Deans, chairpersons, academic and relevant non-academic staff members were involved to get a good response rates
- Repeated reminders were sent to students and a coordination on a daily basis was in place to follow up the response rate.

Special Party Needs

On the other hand, the faculty of **medicine** has a modules program instead of courses program, where many instructors teach the same module in addition to lab and clinical instructors in different hospitals, which requested a special and a complicated setup configuration.



Projects made in Blue System

- BAU Course Evaluation
- Medicine Course Evaluation
- First year students questionnaire
- Student Services Satisfaction survey
- Stakeholders and Alumni Survey
- Strategy Surveys
 - Academic Staff Satisfaction
 - International Relations
 - Teaching and Learning
 - Research Effectiveness
- We Learn Inter-professional (IPE) Evaluation

Preparing Data

- Data is exported from banner using SQL developer and imported to blue as **Data Sources**.
- Relationship is identified between deans, Instructors, Faculty staff, Stakeholders, Alumni's, Students and Courses
- Part of medicine data are supplied by the faculty since the concerned data is not available on the system like hospitals, doctors, clerkships and rotation dates.

Testing Cycle and Notifications

- **Testing Cycle:** A test project is created and a link is sent to the faculties to check if all the data are correct before publishing the real project.
- **Notifications:** An email and 2 reminders are sent for every student to fill the course evaluation, each instructor will receive an email to view his courses response rate. Also deans will receive 2 emails first email to view the dash board and the second email to view the report when the project is expired.

Supporting

- A live support is always ready to accept any request by instructors, faculty staff and deans to change in the published project.
- Students are always welcomed to come to our IT office to be supported.
- Update records upon request.
- Export project data for analytics.

Response Rate Monitoring

- Each Dean has access to the dash board to view live his faculty student's response rates and take immediate actions if necessarily to improve response rate
- Instructors can view the response rate of every CRN they teach
- Faculty secretary is involved in viewing response rates for every CRN in their faculty.
- Dean of Student Affairs take action by requesting extra reminders to students when finding a low response rate in any of the following campus, faculty and course.

Response Rate Monitoring

Subjects

Reset ⓘ ⌵

CAMPUS

Excel

Search:

Previous 1 Next 10

CAMPUS	Completed	In Progress	Not Completed	Invited	Response Rate
BEI	9123	2	217	20269	45%
BEK	0	0	0	74	0%
DEB	8402	0	0	18019	47%
TRI	4083	0	0	8493	48%

1 to 4 of 4

Previous 1 Next 10

Per Campus

Subjects

Reset ⓘ ⌵

FACULTY

Excel

Search:

Previous 1 Next 10

FACULTY	Completed	In Progress	Not Completed	Invited	Response Rate
Architecture-Design&Built Env.	1905	0	0	4707	40%
Business Administration	2647	0	0	5728	46%
Dentistry	1480	0	0	3021	49%
Engineering	6586	0	0	13630	48%
Health Sciences	1889	0	0	3645	52%
Human Sciences	1745	0	0	4594	38%
Law & Political Science	795	0	0	2024	39%
Medicine	796	2	217	2061	39%
Pharmacy	1954	0	0	3639	54%
Science	1811	0	0	3806	48%

1 to 10 of 10

Previous 1 Next 10

Per Faculty

Course Evaluations

➤ **Spring 2016/2017** Course evaluations (pilot study)

- Courses: **2279**
- Instructors: **739**
- Max RR: **62%** (Engineering faculty)
- Avg. RR: **53%**

➤ **Fall 2017/2018** Course evaluations

- Courses: **2074**
- Instructors: **742**
- Max RR: **72%** (Dentistry faculty)
- Avg. RR: **58%**

• **Spring 2017/2018** Course evaluations

- Courses: **2115**
- Instructors: **703**
- Max RR: **62%** (Medicine faculty)
- Avg. RR: **50%**

No Blocks (Hold)

It is worth mentioning that these results were obtained without blocking any service within the student management system.

Reports Type

- Individual Instructor Report
- Aggregate Instructor Report
 - Per Campus
 - Per Faculty
 - Per Program
- Individual Course Report
- Aggregate Course Report
 - Per Campus
 - Per Faculty
 - Per Program
- Surveys Roll Over (over all)

Raters		Students
Responded		58
Invited		106

[Back](#) | [Top of Page](#)

Course Questions for course: BLAW001-Human Rights

A = 1 = Strongly Disagree, B = 2 = Disagree, C = 3 = Neither Agree Nor Disagree, D = 4 = Agree, E = 5 = Strongly Agree Tot= Response Count, STD = Standard Deviation

	Tot	A	B	C	D	E	Mean	STD
The course objectives were clear and have been fully achieved.	52	3	2	2	19	26	4.21	1.09
The course increased my interest in the field of study.	52	3	5	6	13	25	4.00	1.24
The usefulness and relevance of the course to my study were clear.	52	1	3	6	19	23	4.15	0.98
The books and references necessary for the course were adequate and available.	52	1	2	5	18	26	4.27	0.93
The topics of the course helped develop cognitive and professional skills.	52	1	2	6	19	24	4.21	0.94
The course topics were fully covered during class time.	52	2	1	3	20	26	4.29	0.96
Methods of assessment (written - practical - clinical - oral....etc.) were fair and adequate.	52	3	3	6	18	22	4.02	1.15

[Back](#) | [Top of Page](#)

Raters		Students
Responded		171
Invited		259

[Back](#) | [Top of Page](#)

Undergrad Instructor Questions

A = 1 = Strongly Disagree, B = 2 = Disagree, C = 3 = Neither Agree Nor Disagree, D = 4 = Agree, E = 5 = Strongly Agree Tot= Response Count, STD = Standard Deviation

The instructor was organized and well-prepared for every class.

	Tot	A	B	C	D	E	Mean	STD
Overall	171	3	9	16	79	64	4.13	0.91
course: PHBS224-Research & Evid. Based Dent.	49	0	3	7	21	18	4.10	0.87
course: PHBS226-Preventive & Public Health Den	51	1	4	5	23	18	4.04	0.98
course: PHBS322-Prev. & Public Health Dent.	39	1	2	1	18	17	4.23	0.93
course: PHBS522-Inter. Prof. Edu. for Health C	32	1	0	3	17	11	4.16	0.85

The instructor used different teaching methods to achieve the learning outcomes.

	Tot	A	B	C	D	E	Mean	STD
Overall	171	5	16	22	69	59	3.96	1.06
course: PHBS224-Research & Evid. Based Dent.	49	1	5	8	19	16	3.90	1.05
course: PHBS226-Preventive & Public Health Den	51	1	7	6	19	18	3.90	1.10
course: PHBS322-Prev. & Public Health Dent.	39	2	4	5	13	15	3.90	1.19
course: PHBS522-Inter. Prof. Edu. for Health C	32	1	0	3	18	10	4.13	0.83

Reports

- Using 5 scales from Strongly Disagree to Strongly Agree and formulas like Averages and Standard Deviations (70% meeting the expectation)
- Identification of strengths and weaknesses
- Correlation between quantitative data and comments
- Correlation with students achievements in the course

Future Plans

- Efforts are currently underway in cooperation with blue experts to get customised reports to be friendly used by the academic responsible.
- An automated functionality will be implemented for instructors and Faculty staffs and deans for more involving in the course evaluation creation and supporting.

Thank You

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