



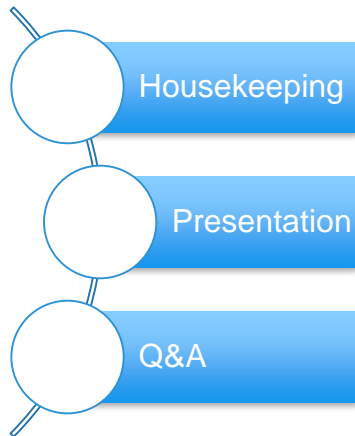
You've Got Data! Now What?:

Case study of an evaluations exemplar at OHSU

Bluenotes Community Webinar – May
2019

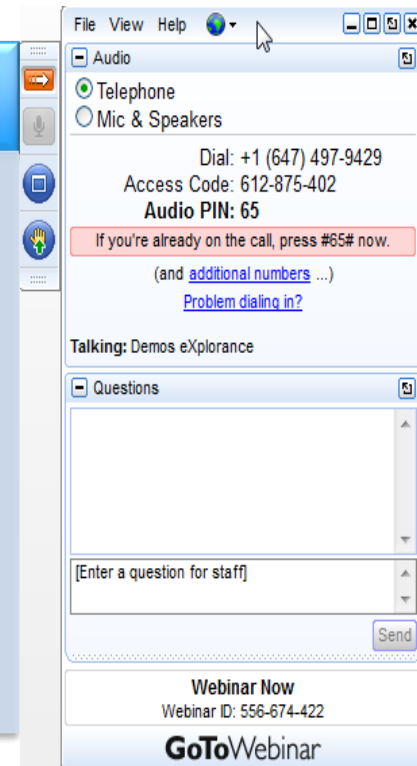
DATE: May 9th, 2019 PRESENTED BY: Lawrence Williams, MS

Agenda



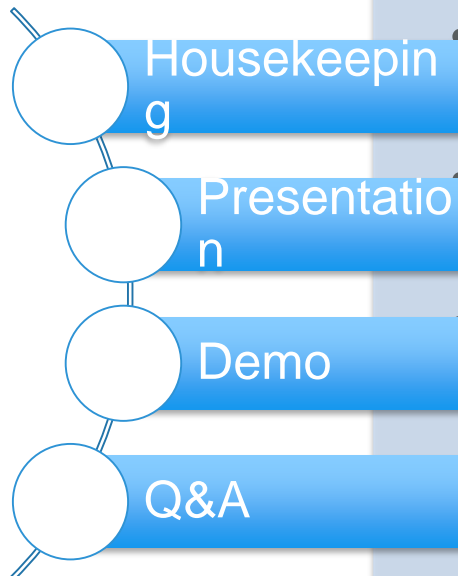
Housekeeping

- Asking Questions:
 - Use the little hand on the side panel
 - This alerts us there is a question
 - Type question into the chat dialog box
 - The question will appear in the question pane

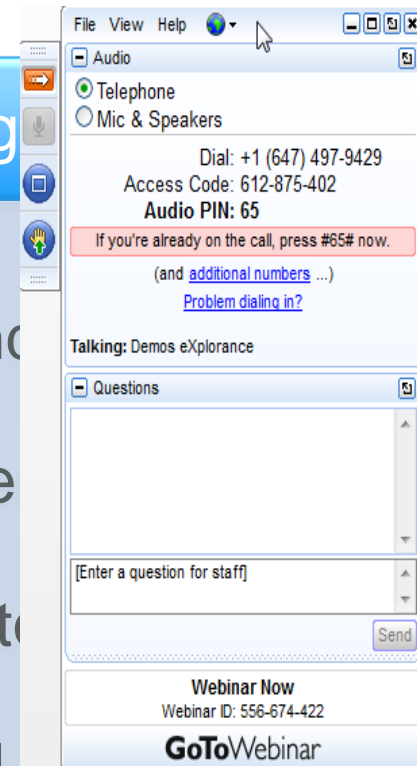


Agenda

Housekeeping



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- Use the little hand icon in the side panel
- This alerts us that you have a question
- Type question into the chat dialog box
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More info?

- In order to further discuss this topic, we invite you to join the Community-Led Webinar community forum here:

<https://support.explorance.com/hc/en-us/community/topics/360000805631-Community-led-Webinar-Discussions>



Why attend this presentation?

Session Objectives

- Examine how a health sciences university uses Blue
- Develop ideas as to how your university can get the most out of Blue
- Ask questions/Share knowledge

Agenda

- Acknowledgements / Introduction
- The OHSU Context
- Exemplar Case: School of Nursing
 - Snapshot reports
 - Faculty reports
 - Report Access
- Lessons Learned/Interventions
- Q&A

Acknowledgements

- Dr. Tanya Ostrogorsky, OSU College of Pharmacy
- Dr. Tatum Korin, Nursing
- Linda Brown, Nursing
- OHSU Teaching and Learning (TLC) team



**Let's get some OHSU
context**

This is OHSU



And so is this.



Why Blue?

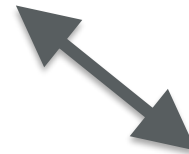


- Product Focus
- Cost
- BANNER interface
- Mobile-friendly and ADA Compliant

How does it Work?



Banner® by Ellucian



Sakai



Exemplar Case: OHSU School of Nursing

Why the School of Nursing?

- Response rates between 50% to 70% per academic term
- Historical use of previous evaluation systems (Sakai)
- Active use of evaluations by all levels of faculty: individual faculty members, curriculum committee chairs, program directors, dean-level team members

Why the School of Nursing?

- Most diverse group of students and faculty at OHSU, especially for age of students and geographic spread
- Multiple instructors for almost every SON course
- Formal Course Audit for courses with low scores

Exemplar: School of Nursing

Audit Process:

- Course snapshot reports sent to Program Directors and Dean-level staff each term
- Courses with at least a 60% response rate and a score of 4 or lower on a 6-point scale are flagged for review
- Faculty discuss the review with the graduate or undergraduate council, and form an improvement plan



Snapshot Reports

Snapshot Reports

OHSU Evaluations

OHSA Sakai: My Workspace

https://ohsu.bluer.com/ohsu/Default.aspx

Welcome Lawrence Williams
OHSU Evaluations

English Sign Out

BLUE ADMIN

Home

Dashboards

Projects

Reports

Question Bank

Record Mgmt

Help

Copy Report

View Reports

Report Title: Copy of POC - Export Report (Mean plus SD by Q) - Nursing Summer 2014

Step 1: Select Project

☒ Use the project from the report ☐ Select different project

Step 2: Define Report Settings

Project Title OHSU Course and Teaching Evaluations - Summer 2014

Report Type

☒ Rollover
☐ Individual
☐ Group by Courses Name

☐ Distributed
☐ Breakdown by Secondary Subject
☒ Export
☐ Automatic Update
☐ Update viewers automatically from project group definition
☐ Merge Subjects

Validate Create Cancel

Technology powered by blue

Snapshot Reports

The screenshot shows a web browser window with the OHSU Evaluations application. The browser's address bar displays <https://ohsu.bluera.com/ohsu/Default.aspx>. The application's header includes the OHSU logo and a welcome message for Lawrence Williams. A sidebar on the left contains navigation links: Home, Dashboards, Projects, Reports, Question Bank, Record Mgmt, and Help. The main content area is titled 'My Reports' and shows an editing session for a report titled 'Copy of Copy of POC - Export Report (Mean plus SD by Q) - Nursing Summer 2014'. A horizontal tab bar at the top of the report editor includes 'Info', 'Content', 'Content for Export', 'Filters', 'Viewers', 'Access', 'Project Mapping', 'Distribution', and 'Language'. The 'Content for Export' tab is selected and highlighted by a red arrow. Below the tabs, the 'Content' section is active, displaying form fields for 'Project Title' (OHSU Course and Teaching Evaluation - Fall 2014), 'Report Title' (POC - Export Report (Mean plus SD by Q) - Nursing Fall 2014), 'Individual Report Title', 'Report Description', and 'Tags'. Each field has a language dropdown menu set to 'en'.

Navigation Bar:

- Home
- Dashboards
- Projects
- Reports
- Question Bank
- Record Mgmt
- Help

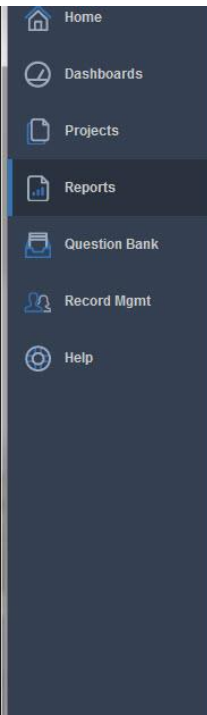
Report Editor Tabs:

- Info
- Content
- Content for Export**
- Filters
- Viewers
- Access
- Project Mapping
- Distribution
- Language

Form Fields:

- Project Title: OHSU Course and Teaching Evaluation - Fall 2014
- Report Title: POC - Export Report (Mean plus SD by Q) - Nursing Fall 2014
- Individual Report Title: [Empty]
- Report Description: [Empty]
- Tags: [Empty]

Snapshot Reports



Info Content **Content for Export** Filters Viewers Access Project Mapping Distribution Language Publish

Block List for Export

☒ Compare Projects
☐ Merge Projects by Courses
☐ Breakdown to Teachers level
☐ Hide rows with blank or filtered out responses

Sorted by field subject_Name Ascending ☐ Cross projects sorting

Move to position Go ↕ ↕ ↕ ↕

Index	Export File Header	Field Name	Type	Details
1	Courses - Name	subject_Name	Demographic	Details
2	Courses - SSBSECT_CRN	subject_SSBSECT_CRN	Demographic	Details
3	Courses - TERM_DESC	subject_TERM_DESC	Demographic	Details
4	Courses - DEPT_DESC2	subject_DEPT_DESC2	Demographic	Details
5	Courses - COLL_DESC	subject_COLL_DESC	Demographic	Details
6	Teachers - First Name	secondarysubject_FirstName	Demographic	Details
7	Teachers - Last Name	secondarysubject_LastName	Demographic	Details
8	Teachers - Email	secondarysubject_FullEmail	Demographic	Details
9	InvitedCount	InvitedCount	Special Field	Details
10	RespondentCount	RespondentCount	Special Field	Details
11	ResponseRatio	ResponseRatio	Special Field	Details
12	The stated objectives were understandable - Mean	Q94Row1_Mean	Question Statistic	Details

Snapshot Reports

Technology powered by
blue

<input type="checkbox"/>	33	I received meaningful and timely feedback on my performance. - Standard Deviation		Q104Row1_SD	Question Statistic	Details
<input type="checkbox"/>	34	The instructor's strategies stimulated my thinking and inquiry. - Mean		Q103Row1_Mean	Question Statistic	Details
<input type="checkbox"/>	35	The instructor's strategies stimulated my thinking and inquiry. - Standard Deviation		Q103Row1_SD	Question Statistic	Details
<input type="checkbox"/>	36	The instructor was knowledgeable about the subject. - Mean		Q101Row1_Mean	Question Statistic	Details
<input type="checkbox"/>	37	The instructor was knowledgeable about the subject. - Standard Deviation		Q101Row1_SD	Question Statistic	Details
<input type="checkbox"/>	38	The instructor was well prepared. - Mean		Q102Row1_Mean	Question Statistic	Details
<input type="checkbox"/>	39	The instructor was well prepared. - Standard Deviation		Q102Row1_SD	Question Statistic	Details
<input type="checkbox"/>	40	The instructor did not discriminate on the basis of race, gender, age, or ethnic origin, marital status, sex, or sexual orientation.		Q64Row1_Mean	Question Statistic	Details
<input type="checkbox"/>	41	The instructor did not discriminate on the basis of race, gender, age, or ethnic origin, marital status, sex, or sexual orientation.		Q64Row1_SD	Question Statistic	Details
<input type="checkbox"/>	42	Overall, I rate this instructor highly.		Q105Row1_Mean	Question Statistic	Details
<input type="checkbox"/>	43	Overall, I rate this instructor highly.		Q105Row1_SD	Question Statistic	Details

Delete

Select Block Type for Export

Question Statistic

Add Block for Export

Snapshot Reports

Question Selection

Export Options (Please select at least one option)

- ☐ Frequency
- ☐ Mean
- ☐ Median
- ☐ Semi-HQR
- ☐ Mode
- ☐ Percentile th
- ☐ Standard Deviation ☐ Standard Error (base on SD)
- ☐ Population Standard Deviation ☐ Standard Error (base on PSD)



	Question Title	Question Type	Export File Header
<input type="checkbox"/>	The stated objectives were understandable.	Single Selection	<input type="text"/>
<input type="checkbox"/>	The course as a whole was well organized.	Single Selection	<input type="text"/>
<input type="checkbox"/>	The educational materials and resources enhanced my learning.	Single Selection	<input type="text"/>
<input type="checkbox"/>	Evaluation of my performance was based on stated objectives.	Single Selection	<input type="text"/>
<input type="checkbox"/>	Overall, I rate this course highly.	Single Selection	<input type="text"/>
<input type="checkbox"/>	On average, estimate how many hours, including lectures, you invested in the course during a typical week.	Single Selection	<input type="text"/>
<input type="checkbox"/>	How did the actual number of hours per week compare with your expectations?	Single Selection	<input type="text"/>

Snapshot Reports

[Info](#)[Content](#)[Content for Export](#)[Filters](#)[Viewers](#)[Access](#)[Project Map](#)

Publishing Properties

Publish Date

2018-07-25  

Expiry Date

Never Expires

☒ Turn off Report Expiry Date

☒ Turn off Report Email Notification

Output As ☒ Captions ☐ Scores ☐ Text Analytics ☐ QDA Miner


Split in files of

100

 columns

Exported date format

mm/dd/yy 1:30 PM

☐ Include PDF version 

PDF file name convention

en

[Export Responses](#)

[Generate Report](#)[View Report](#)[Validate](#)[Publish](#)[Download File](#)

Last report generated by Lawrence Williams - Wednesday, July 25, 2018 1:48:06 PM

Snapshot Reports

	A	B	C	D	E	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	Courses - Name	Courses - SSBSECT_CRN	Courses - TERM_DES	Courses - DEPT_DESC2	Courses - COLL_DESC	Teachers - Email	InvitedCount	RespondentCount	ResponseRatio	The stated object	The stated object	The course as a w	The course as a w	The educational n	The educational n	Evaluation of my	Evaluation of my	T
2	AN 713 - General Histology	11708	Fall 2014	Integrative Biosciences-Portland Campus	School of Dentistry	mortonda@ohsu.edu	76	38	50	5.47	0.69	5.42	0.98	5.42	0.89	5.5	0.8	N
3	AN 713 - General Histology	11708	Fall 2014	Integrative Biosciences-Portland Campus	School of Dentistry	danilchi@ohsu.edu	76	38	50	5.47	0.69	5.42	0.98	5.42	0.89	5.5	0.8	N
4	BCMB 705A - MD/PHD Journal Club	11961	Fall 2014	Biochemistry & Molecular Biol-Portland Campus	School of Medicine		2	2	100	6	0	6	0	6	0	6	0	N
5	BEHN 607 - Issues in Behav Neurosc	10869	Fall 2014	Behavioral Neuroscience-Portland Campus	School of Medicine	ozburn@ohsu.edu	23	4	17	5.5	0.58	5.75	0.5	5.5	1	5.5	1	N
6	BEHN 607 - Issues in Behav Neurosc	10869	Fall 2014	Behavioral Neuroscience-Portland Campus	School of Medicine	phillipt@ohsu.edu	23	4	17	5.5	0.58	5.75	0.5	5.5	1	5.5	1	N
7	BEHN 630 - Research Methods Behav Science	11921	Fall 2014	Behavioral Neuroscience-Portland Campus	School of Medicine	mitchesu@ohsu.edu	7	1	14	6	0	5	0	5	0	6	0	N
8	BEHN 630 - Research Methods Behav Science	11921	Fall 2014	Behavioral Neuroscience-Portland Campus	School of Medicine	crabbe@ohsu.edu	7	1	14	6	0	5	0	5	0	6	0	N
9	BEHN 631 - Compar Funct Neuroanatomy	11922	Fall 2014	Behavioral Neuroscience-Portland Campus	School of Medicine	meshulc@ohsu.edu	8	3	38	4.33	1.53	2.33	1.15	3.67	1.53	4.67	0.58	N
10	BEHN 632 - Neurophysiological Behav	11923	Fall 2014	Behavioral Neuroscience-Portland Campus	School of Medicine	allenc@ohsu.edu	3	3	100	4.67	0.58	4.33	0.58	5	1	4.67	0.58	N
11	BEHN 632 - Neurophysiological Behav	11923	Fall 2014	Behavioral Neuroscience-Portland Campus	School of Medicine	heinricm@ohsu.edu	3	3	100	4.67	0.58	4.33	0.58	5	1	4.67	0.58	N
12	BLHD 710 - Blood & Host Defense	11927	Fall 2014	Education & Student Affairs-Portland Campus	School of Medicine		140	106	76	4.25	1.19	3.14	1.46	4.46	1.16	3.81	1.29	N
13	BME 680 - Signals and Linear Systems	11918	Fall 2014	Biomedical Engineering-Portland Campus	School of Medicine	jacobs@ohsu.edu	2	1	50	5	0	5	0	3	0	5	0	N
14	BME 680 - Signals and Linear Systems	11918	Fall 2014	Biomedical Engineering-Portland Campus	School of Medicine	austidan@ohsu.edu	2	1	50	5	0	5	0	3	0	5	0	N
15	BMI 510 - Intro to Biomed Informatics	11120	Fall 2014	Medical Infor & Clin Epid-Portland Campus	School of Medicine	hersh@ohsu.edu	2	1	50	6	0	6	0	6	0	6	0	N
16	BMI 510 - Intro to Biomed Informatics	11121	Fall 2014	Medical Infor & Clin Epid-OHSU Online	School of Medicine	hersh@ohsu.edu	17	8	47	5.38	1.06	5.57	0.79	5.38	1.06	4.86	1.35	N
17	BMI 512 - Clinical Information Systems	11122	Fall 2014	Medical Infor & Clin Epid-OHSU Online	School of Medicine	mohanv@ohsu.edu	22	9	41	5	1.58	4.78	1.56	4.33	1.8	4.89	1.62	N
18	BMI 523 - Clinical Research Informatics	11264	Fall 2014	Medical Infor & Clin Epid-OHSU Online	School of Medicine	loganju@ohsu.edu	8	2	25	5.5	0.71	5.5	0.71	5.5	0.71	5.5	0.71	N
19	BMI 523 - Clinical Research Informatics	11264	Fall 2014	Medical Infor & Clin Epid-OHSU Online	School of Medicine	schuffr@ohsu.edu	8	2	25	5.5	0.71	5.5	0.71	5.5	0.71	5.5	0.71	N
20	BMI 530 - The Practice of Health Care	11125	Fall 2014	Medical Infor & Clin Epid-Portland Campus	School of Medicine	gormanp@ohsu.edu	2	0	0	0	0	0	0	0	0	0	0	N
21	BMI 530 - The Practice of Health Care	11126	Fall 2014	Medical Infor & Clin Epid-OHSU Online	School of Medicine	gormanp@ohsu.edu	6	2	33	5.5	0.71	6	0	6	0	4	1.41	N
22	BMI 540 - Intro to Computer Science/JAVA	11127	Fall 2014	Medical Infor & Clin Epid-Portland Campus	School of Medicine	fletchju@ohsu.edu	3	0	0	0	0	0	0	0	0	0	0	N
23	BMI 540 - Intro to Computer Science/JAVA	11128	Fall 2014	Medical Infor & Clin Epid-OHSU Online	School of Medicine	fletchju@ohsu.edu	13	7	54	5.57	0.53	5.43	0.53	5.57	0.53	5.43	0.53	N
24	BMI 550 - Bio/Comp Biology I: Algorithms	11129	Fall 2014	Medical Infor & Clin Epid-Portland Campus	School of Medicine	mcweeney@ohsu.edu	11	7	64	5	1.15	4.71	1.11	5.29	0.76	5.14	0.9	N
25	BMI 559 - Computational Genetics	11130	Fall 2014	Medical Infor & Clin Epid-Portland Campus	School of Medicine	mcweeney@ohsu.edu	3	0	0	0	0	0	0	0	0	0	0	N
26	BMI 565 - Bioinfo Programming/Scripting	11131	Fall 2014	Medical Infor & Clin Epid-Portland Campus	School of Medicine	mooneymi@ohsu.edu	7	4	57	5.75	0.5	5.75	0.5	6	0	5.5	0.58	N
27	BMI 570 - Scientific Writing for Inform	11132	Fall 2014	Medical Infor & Clin Epid-OHSU Online	School of Medicine	pylek@ohsu.edu	9	3	33	6	0	6	0	6	0	6	0	N
28	BMI 582 - Managing Info Govern	11165	Fall 2014	Medical Infor & Clin Epid-OHSU Online	School of Medicine	valerius@ohsu.edu	18	9	50	5.44	0.53	5.44	0.73	5.67	0.5	5.33	0.71	N
29	BMI 588 - Manage Pro Practice/Practicum	11167	Fall 2014	Medical Infor & Clin Epid-OHSU Online	School of Medicine	valerius@ohsu.edu	1	0	0	0	0	0	0	0	0	0	0	N
30	BMI 640 - Intro to Computer Science/JAVA	11232	Fall 2014	Medical Infor & Clin Epid-OHSU Online	School of Medicine	fletchju@ohsu.edu	1	0	0	0	0	0	0	0	0	0	0	N
31	BMI 650 - Bio/Comp Biology I: Algorithms	11233	Fall 2014	Medical Infor & Clin Epid-Portland Campus	School of Medicine	mcweeney@ohsu.edu	4	2	50	6	0	5	1.41	6	0	5.5	0.71	N
32	BMI 659 - Computational Genetics	11258	Fall 2014	Medical Infor & Clin Epid-Portland Campus	School of Medicine	mcweeney@ohsu.edu	1	0	0	0	0	0	0	0	0	0	0	N
33	BMI 665 - Bioinfo Programming/Scripting	11259	Fall 2014	Medical Infor & Clin Epid-Portland Campus	School of Medicine	mooneymi@ohsu.edu	4	2	50	6	0	5.5	0.71	5.5	0.71	6	0	N
34	BMI 670 - Bioinformatics for Inform	11260	Fall 2014	Medical Infor & Clin Epid-Portland Campus	School of Medicine	mooneymi@ohsu.edu	4	2	50	6	0	5.5	0.71	5.5	0.71	6	0	N

Export Report

Snapshot Reports

1. In the Report creation page, select “Rollover Type” and click the “Export” button
2. Select the items (demographics, question stats, etc.) you wish to report on in the “Content for Export” section
3. Assign viewers and set Distribution and Publish dates
4. Generate the Report, Validate it, and click the “Download File” button to view the report

Additional Benefits of the Snapshot Reports

1. A way to quickly compare SON instructor evaluation scores over time
2. A way to quickly compare SON evaluation scores for instructors between the same course, across departments, and so on
3. A way to quickly compare SON course and teaching evaluation scores for the same course, but at different campuses



Evaluation Reports

Evaluation Reports

Evaluation reports:

- Individual Reports for each faculty member who taught a course.
- Course & Teaching Effectiveness Reports, course aggregate reports for program directors.
- Departmental Reports, aggregate reports based on courses within a department, for dean-level staff.

Evaluation Reports

 [Download PDF](#)



Individual Report-31010-NRS 332 - Foundation:Acute Care/End Life-Linda Brown-Portland Campus

Response Ratio

Raters	Students
Responded	24
Invited	56
Response Ratio	42.86%

Course Evaluation

The rating scale for the quantitative sections is described below:

- 6 - Strongly Agree
- 5 - Agree
- 4 - Slightly Agree
- 3 - Slightly Disagree
- 2 - Disagree
- 1 - Strongly Disagree

Question	Average		SUBJ Avg. (Nursing (OCNE))		DEPT-Avg. (Acc Bacc-Portland Campus)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The stated objectives were understandable.	5.13	1.15	5.23	0.93	5.13	1.15
The course as a whole was well organized.	4.38	1.21	4.97	1.23	4.38	1.21
The educational materials and resources enhanced my learning.	4.92	1.06	4.98	1.13	4.92	1.06
Evaluation of my performance was based on stated objectives.	4.42	1.50	5.22	0.99	4.42	1.50
The course effectively built and expanded on my previous knowledge.	NRP	NRP	NRP	NRP	NRP	NRP
The course delivery method was effective.	NRP	NRP	NRP	NRP	NRP	NRP
Given the number of credit hours for this course, the amount of time I spent on course related activities met my expectations.	NRP	NRP	NRP	NRP	NRP	NRP
The course environment encouraged participation and involvement.	5.00	1.13	5.17	1.07	5.00	1.13
Overall, I rate this course highly.	4.46	1.44	4.93	1.22	4.46	1.44

Evaluation Reports

Course Evaluation

The rating scale for the quantitative sections is described below:

- 6 - Strongly Agree
- 5 - Agree
- 4 - Slightly Agree
- 3 - Slightly Disagree
- 2 - Disagree
- 1 - Strongly Disagree

Question	Average		SUBJ Avg. (Nursing (OCNE))		DEPT-Avg. (Acc Bacc-Portland Campus)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
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The educational materials and resources enhanced my learning.	4.92	1.06	4.98	1.13	4.92	1.06
Evaluation of my performance was based on stated objectives.	4.42	1.50	5.22	0.99	4.42	1.50
The course effectively built and expanded on my previous knowledge.	NRP	NRP	NRP	NRP	NRP	NRP
The course delivery method was effective.	NRP	NRP	NRP	NRP	NRP	NRP
Given the number of credit hours for this course, the amount of time I spent on course related activities met my expectations.	NRP	NRP	NRP	NRP	NRP	NRP
The course environment encouraged participation and involvement.	5.00	1.13	5.17	1.07	5.00	1.13
Overall, I rate this course highly.	4.46	1.44	4.93	1.22	4.46	1.44
Overall	4.72	1.28	5.09	-	4.72	-

Evaluation Reports

Instructional Effectiveness Evaluation

Question	Average			
	Mean	Min	Max	Standard Deviation
The instructor was knowledgeable about the subject.	5.82	5.00	6.00	0.39
The instructor was well prepared.	5.36	3.00	6.00	0.90
The instructor's strategies stimulated my thinking and inquiry.	5.32	3.00	6.00	0.89
I received meaningful and timely feedback on my performance.	5.53	4.00	6.00	0.70
Overall, I rate this instructor highly.	5.23	2.00	6.00	1.07
Overall	5.45	-	-	0.84

Evaluation Reports

Frequency Analysis-Course Evaluation

Competency Statistics	Value
Mean	4.72
Median	5.00
Standard Deviation	1.28

1. The stated objectives were understandable.

1 Strongly Disagree (0.00%)

2 Disagree (8.33%)

3 Slightly Disagree (0.00%)

4 Slightly Agree (8.33%)

5 Agree (37.50%)

6 Strongly Agree (45.83%)

[Total (24)]

0

50%

100%

Statistics

Value

Response Count

24

Mean

5.13

Median

5.00

Standard Deviation

1.15

2. The course as a whole was well organized.

1 Strongly Disagree (4.17%)

2 Disagree (4.17%)

3 Slightly Disagree (8.33%)

4 Slightly Agree (29.17%)

5 Agree (41.67%)

6 Strongly Agree (12.50%)

[Total (24)]

0

50%

100%

Statistics

Value

Response Count

24

Mean

4.38

Median

5.00

Standard Deviation

1.21

Evaluation Reports

What are the strengths of the course?

Students

Professors were well informed and clearly cared a lot about the subject. there was some effort made to teach to different learning styles instead of just lecturing.

Strong emphasis on cases studies helped a lot match theory and practice

Well organized for such a wide breadth of material. Linda and Linda are great at lecture and are experts in the material. Case studies were helpful in aiding learning.

the clinical placements were the most useful part.

SO MUCH VALUABLE INFORMATION ALL AT ONCE, MY GOODNESS.

There was a good balance of lecture and case studies that required participation.

I never missed class because I knew each moment was valuable.

It covered a wide variety of material in the most fluid way as possible.

I really appreciated the case study learning format. The lectures were very engaging and applicable.

I enjoyed the organization of this course. I thought that the topics for the weeks were very well organized and it really helped me categorize my thinking while studying and in the clinical setting.

Both Linda's are excellent teachers and really want their students to succeed. They are available to help when needed



Report Access

Report Access

Report can be accessed via Sakai, OHSU's LMS:

The screenshot displays the Sakai LMS interface for OHSU. The browser address bar shows the URL <https://sakai.ohsu.edu/portal/site/~willilaw/40ohsu.edu>. The page features a navigation menu on the left with links to Home, Preferences, Profile, Resources, Membership, Schedule, Sakai Instructor Guides, Sakai Help Desk, Survey System, Bookstore, and Help. The main content area is titled 'My Workspace: Message Of The Day' and includes a 'TEACHING and LEARNING CENTER Sakai Help Desk' banner. Below the banner, there are several links: 'COMPUTER REQUIREMENTS', 'TECHNICAL SKILLS FOR SUCCESS', 'STUDENT LEARNING SUPPORT', 'STUDENT PORTAL', and 'STUDENT ACCESS'. On the right side, the 'Evaluation Reports' section is highlighted with a red arrow, showing a 'COURSE Evaluations reports available here' link. Below this, the 'Recent Announcements' section is visible, and at the bottom, there is a 'Calendar' section with a 'Subscribe (Randomly named feeds)' button.

Report Access

[Home](#)
[SON PDX Undergraduate Program](#)
[NRS 210B PDX Su18](#)
[NRS 435 PDX Su18](#)
[Evaluation Reports](#)
[Sites](#)
[Linda](#)

[Evaluation Reports](#) > **EVALUATION REPORTS**

[LINK](#)
[HELP](#)

[Evaluation Reports](#)
[Current Response Rates](#)
[Help](#)

OHSU Course Evaluation Reports

Find your course evaluation reports below.

Please report any problems to courseeval@ohsu.edu

Total (52) << < 1 2 > >>

Description	End date	Category	Sub-category
Instructor Report - Winter 2017 - NT	No end date	2017	Winter 2017
Instructor Report - Winter 2017 - WT	No end date	2017	Winter 2017
OHSU Course and Teaching Evaluation - Fall 2016 - Course and Teaching Effectiveness Report	No end date	2016	Fall 2016
OHSU Course and Teaching Evaluation - Fall 2016 - Individual Reports	No end date	2016	Fall 2016
OHSU Course and Teaching Evaluation - Fall 2016 - Individual Reports	No end date	2016	Fall 2016
OHSU Course and Teaching Evaluation - Fall 2016 - Individual Reports	No end date	2016	Fall 2016
OHSU Course and Teaching Evaluation - Fall 2016 - Individual Reports	No end date	2016	Fall 2016
OHSU Course and Teaching Evaluation - Fall 2016 - Individual Reports NT	No end date	2016	Fall 2016
OHSU Course and Teaching Evaluation - Fall 2016 - Individual Reports WT	No end date	2016	Fall 2016
OHSU Course and Teaching Evaluation - Fall 2016 - Individual Reports WT	No end date	2016	Fall 2016
OHSU Course and Teaching Evaluation - Fall 2016 - NT - Course and Teaching Effectiveness Report	No end date	2016	Fall 2016
OHSU Course and Teaching Evaluation - Fall 2016 - WT - Course and Teaching Effectiveness Report	No end date	2016	Fall 2016
OHSU Course and Teaching Evaluation - Fall 2017 - Individual Reports WT	No end date	2017	Fall 2017

Report Access

OHSU Course Evaluation Reports


[LINK](#) [HELP](#)

Find your course evaluation reports below.

Please report any problems to courseeval@ohsu.edu

[\[+\]](#) Filters 

Total (62) << < 1 / 4 > >>

 Description	End date	Category	Sub-category
Instructor Report - Winter 2017 - NT	No end date	2017	Winter 2017
Instructor Report - Winter 2017 - WT	No end date	2017	Winter 2017
OHSU Course and Teaching Evaluation - Fall 2014 - Course and Teaching Effectiveness Report	No end date	2014	Fall 2014
OHSU Course and Teaching Evaluation - Fall 2014 - Individual Reports	No end date	2014	Fall 2014

Report Access



Report List - OHSU Course and Teaching Evaluation - Fall 2014 - Individual Reports

This table provides a list of links to reports in both PDF and HTML format. The PDF versions of the reports listed here are not WCAG 2.0 compliant. Please use the HTML version by opening the link located in the Report Title column of the table as an accessible alternative.

Results: 1 - 10 of 159 Item(s)


1 2 3 4 5 6 7 8 9 10 ...

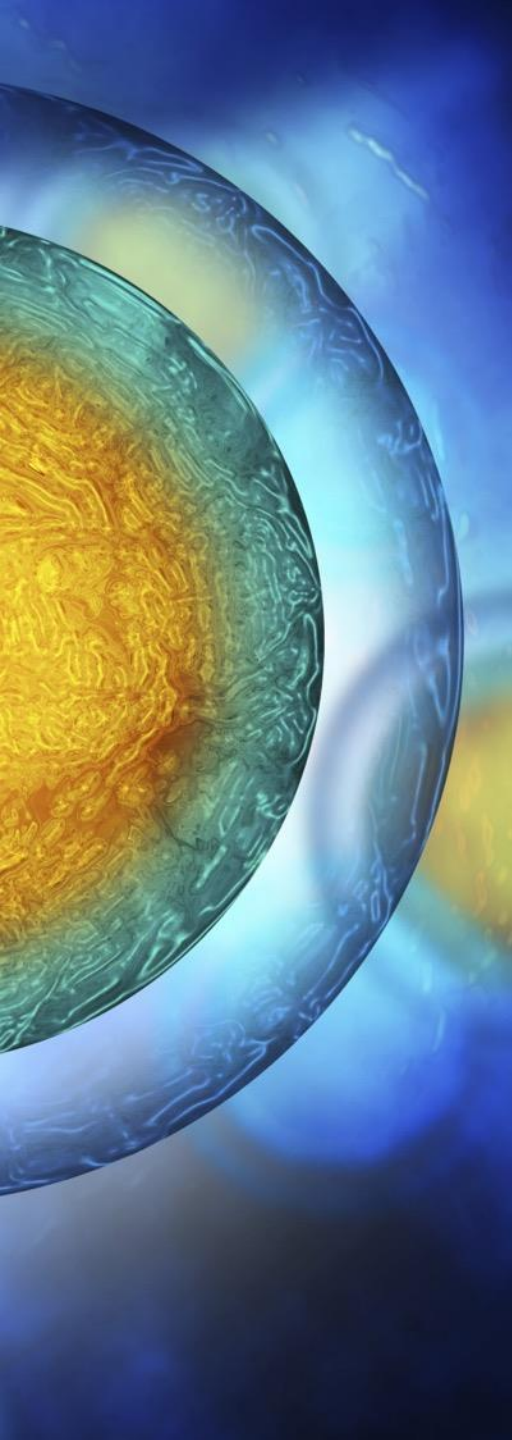
	PDF	Report Title ▲
<input type="checkbox"/>		Individual Reports - Fall 2014 -11581-NRS 210A - Foundations: Hlth Promo-Theory-Angie Docherty-WOU - Monmouth
<input type="checkbox"/>		Individual Reports - Fall 2014 -11581-NRS 210A - Foundations: Hlth Promo-Theory-Sheryl Combs-WOU - Monmouth
<input type="checkbox"/>		Individual Reports - Fall 2014 -11582-NRS 210B - Foundations: Hlth Prom-Practic-Catherine Rutledge-Gorman-WOU - Monmouth
<input type="checkbox"/>		Individual Reports - Fall 2014 -11582-NRS 210B - Foundations: Hlth Prom-Practic-Julie Ward-WOU - Monmouth
<input type="checkbox"/>		Individual Reports - Fall 2014 -11582-NRS 210B - Foundations: Hlth Prom-Practic-Rana Najjar-WOU - Monmouth
<input type="checkbox"/>		Individual Reports - Fall 2014 -11582-NRS 210B - Foundations: Hlth Prom-Practic-Sheryl Combs-WOU - Monmouth
<input type="checkbox"/>		Individual Reports - Fall 2014 -11583-NRS 322 - Acute Care II and End-of-Life-Judy Borgen-WOU - Monmouth
<input type="checkbox"/>		Individual Reports - Fall 2014 -11583-NRS 322 - Acute Care II and End-of-Life-Katherine O'Rourke-WOU - Monmouth
<input type="checkbox"/>		Individual Reports - Fall 2014 -11583-NRS 322 - Acute Care II and End-of-Life-Kelly Garthe-WOU - Monmouth
<input type="checkbox"/>		Individual Reports - Fall 2014 -11583-NRS 322 - Acute Care II and End-of-Life-Nick Miehl-WOU - Monmouth

1 2 3 4 5 6 7 8 9 10 ...

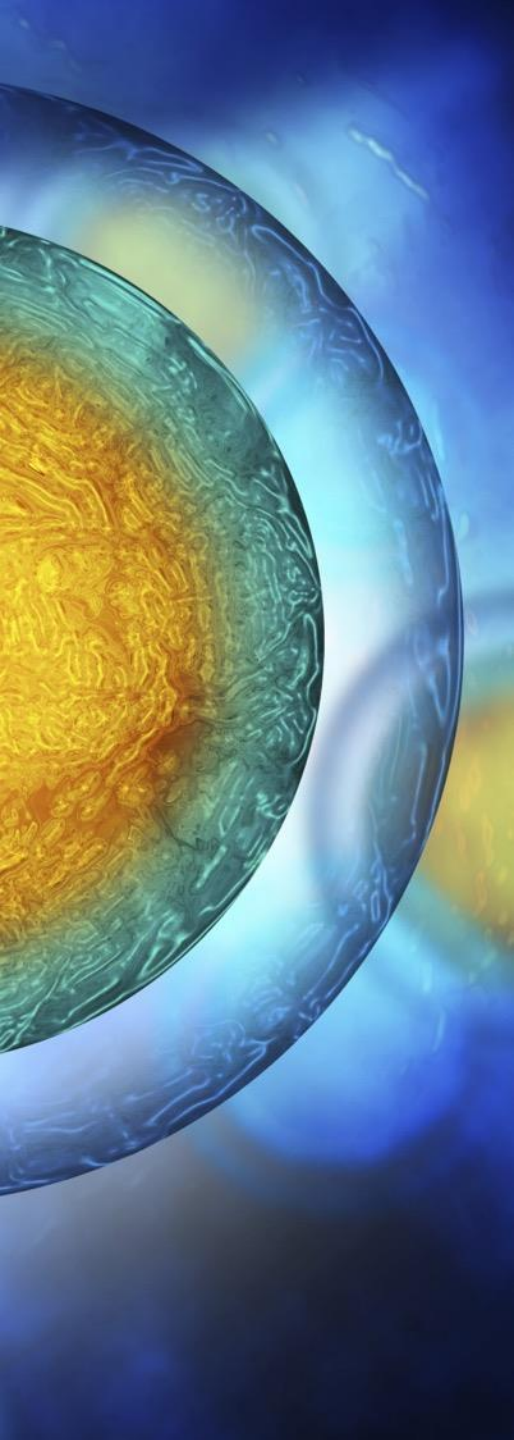
Exemplar: School of Nursing

Report Access:

- Set up through Blue Portal Integrator (BPI)
- BPI block added within Sakai, which ensures users are validated through Shibboleth, OHSU's authentication system.
- “One stop shop” = 



Lessons Learned



Lesson 1 – We must clean our data, and keep it clean

	A	B	D	E	F	H	J	L	Q
1	COURSEID	COURSE_TITLE	CROSS_LISTED	START_DATE	END_DATE	COLL_DESC	DEPT_DESC	DEPT_DESC2	CAMP_DESC
79	31103-201803	BSTA 513 - Categorical Data Analysis	YES	2-Apr-18	22-Jun-18	School of Public Health		#NAME?	Portland Campus
82	12079-201801	BSTA 515 - Data Management-Analysis SAS	NO	25-Sep-17	15-Dec-17	School of Public Health		#NAME?	Portland Campus
06	11409-201801	MP 521 - Radiological A/P	NO	25-Sep-17	15-Dec-17	School of Medicine		#NAME?	Portland Campus
07	11410-201801	MP 531 - Radiophysics	NO	25-Sep-17	15-Dec-17	School of Medicine		#NAME?	Portland Campus
14	31126-201803	BSTA 516 - Design Analysis of Surveys	NO	2-Apr-18	22-Jun-18	School of Public Health		#NAME?	Portland Campus
70	1854-201800	BSTA 517 - Stat Methods Clinical Trials	NO	7-Aug-17	15-Sep-17	School of Public Health		#NAME?	OHSU Online
84	12104-201801	BSTA 519 - Appl Longitudinal Data Analysis	NO	25-Sep-17	15-Dec-17	School of Public Health		#NAME?	Portland Campus
01	32187-201803	BSTA 521 - Bayesian Methods-Data Analysis	NO	2-Apr-18	22-Jun-18	School of Public Health		#NAME?	Portland Campus
20	12013-201801	NURS 557 - ANP Ped Chronic/Specialty Care	NO	25-Sep-17	15-Dec-17	School of Nursing		#NAME?	Portland Campus
22	22124-201802	BSTA 522 - Statistical Learning/Big Data	NO	8-Jan-18	23-Mar-18	School of Public Health		#NAME?	Portland Campus
23	12080-201801	BSTA 550 - Introduction to Probability	NO	25-Sep-17	15-Dec-17	School of Public Health		#NAME?	Portland Campus
59	21963-201802	BSTA 551 - Mathematical Statistics I	NO	8-Jan-18	23-Mar-18	School of Public Health		#NAME?	Portland Campus
60	31104-201803	BSTA 552 - Mathematical Statistics II	NO	2-Apr-18	22-Jun-18	School of Public Health		#NAME?	Portland Campus
61	32211-201803	CPH 507A - Current Issues In Public Health	NO	2-Apr-18	22-Jun-18	School of Public Health		#NAME?	OHSU Online
62	1851-201800	CPH 509A - Grad Internship in Public Health	NO	26-Jun-17	15-Sep-17	School of Public Health		#NAME?	OHSU Online
65	32190-201803	CPH 522 - Communication & Informatics	YES	2-Apr-18	22-Jun-18	School of Public Health		#NAME?	OHSU Online
66	22151-201802	CPH 523 - Perspectives & Prgm Developmt	YES	8-Jan-18	23-Mar-18	School of Public Health		#NAME?	OHSU Online
18	1209-201800	ANAT 411UN - Foundation of Clinical Anatomy	NO	7-Aug-17	15-Sep-17	School of Medicine		#NAME?	Portland Campus
35	2045-201800	CPH 523 - Perspectives & Prgm Developmt	YES	26-Jun-17	15-Sep-17	School of Public Health		#NAME?	OHSU Online
46	2023-201800	NURS 526B - Mgmt II Adult Gero Acute Care	NO	26-Jun-17	26-Jun-17	School of Nursing		#NAME?	Portland Campus

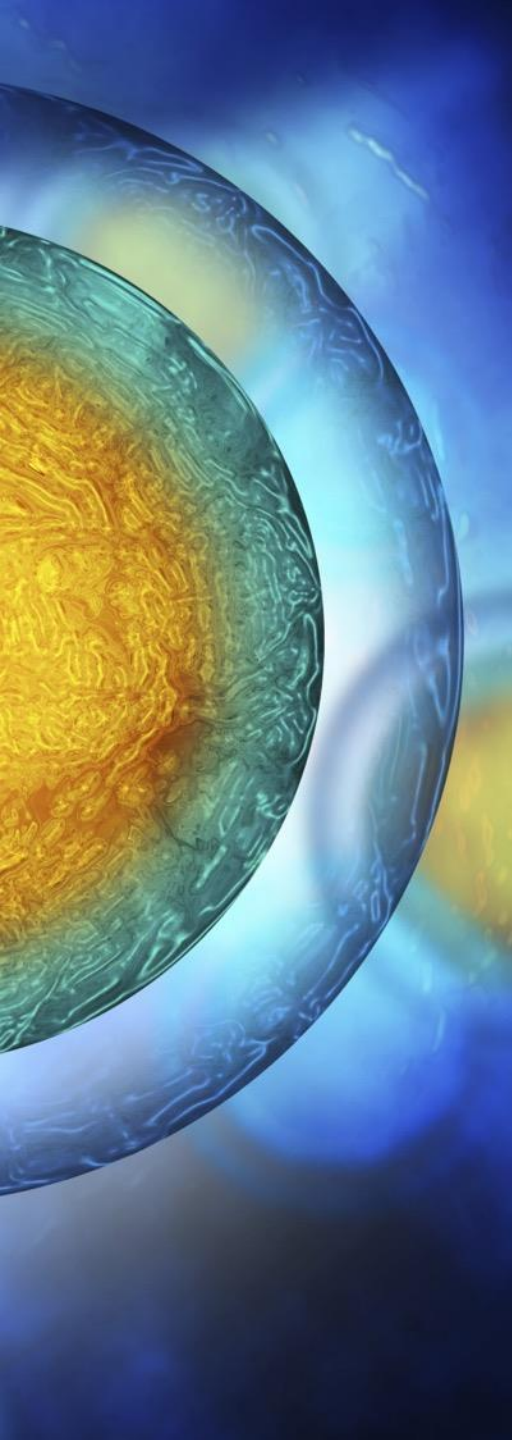
Easy-to-interpret reports?

Response Ratio

OHSU Course and Teaching Evaluations - Winter 2015	
Raters	Students
Responded	22
Invited	32
Response Ratio	68.75%

Course Evaluation

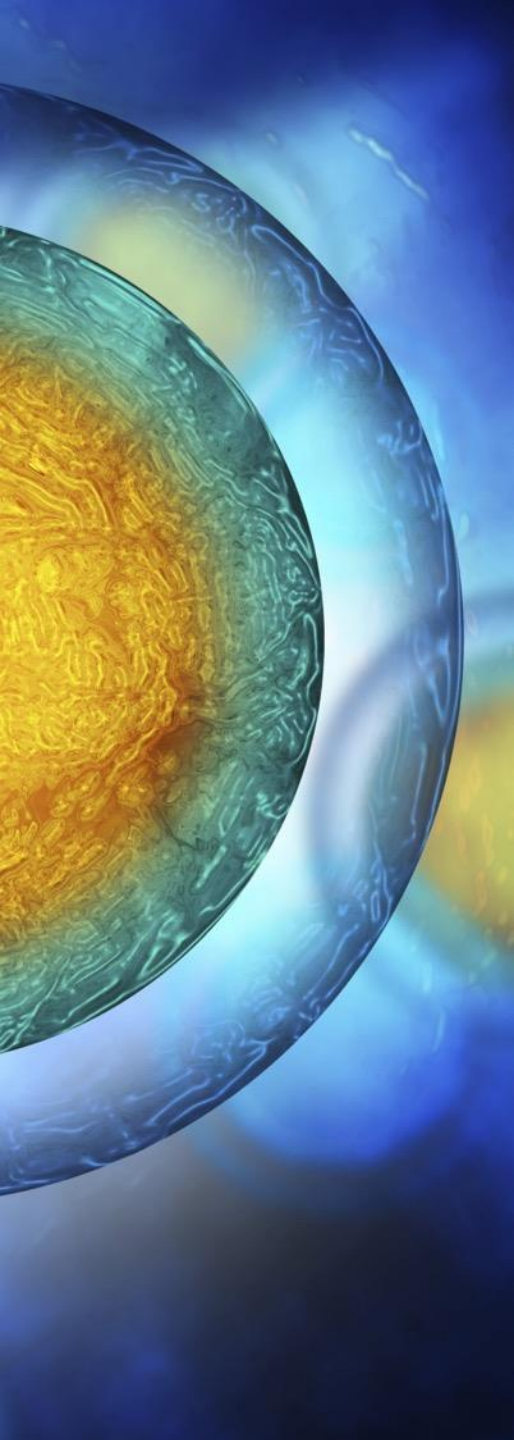
Question	Average		SUBJ Avg.		DEPT-Avg.	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The stated objectives were understandable.	5.18	0.87	5.19	0.95	5.39	0.67
The course as a whole was well organized.	5.18	0.75	4.95	1.17	5.22	0.55
The educational materials and resources enhanced my learning.	5.27	0.79	5.00	1.07	5.22	0.61
Evaluation of my performance was based on stated objectives.	5.55	0.69	5.17	1.03	5.47	0.62
Overall, I rate this course highly.	5.18	0.60	4.91	1.22	5.19	0.69
The course effectively built and expanded on my previous knowledge.	5.36	0.92	5.11	1.04	5.34	0.70
The course delivery method was effective.	5.09	1.04	4.81	1.26	5.13	0.83
Overall	5.26	0.80	5.02	-	5.28	-



Lesson 1 Intervention

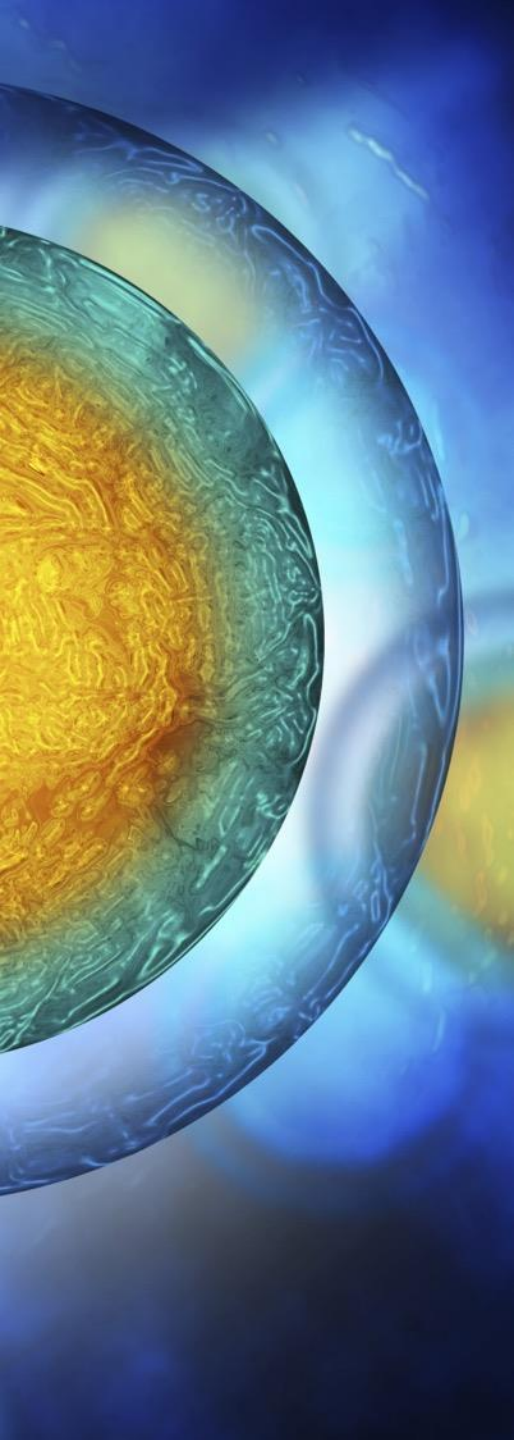
Lesson 1 Intervention – Training for ACAD and Nursing Teams

- Scheduled quarterly sessions with the ACAD team (staff who manage Banner records)
- Send quarterly reminders to ACAD team and School of Nursing Administration to review data



Lesson 2 – Don't underestimate the desire for privacy

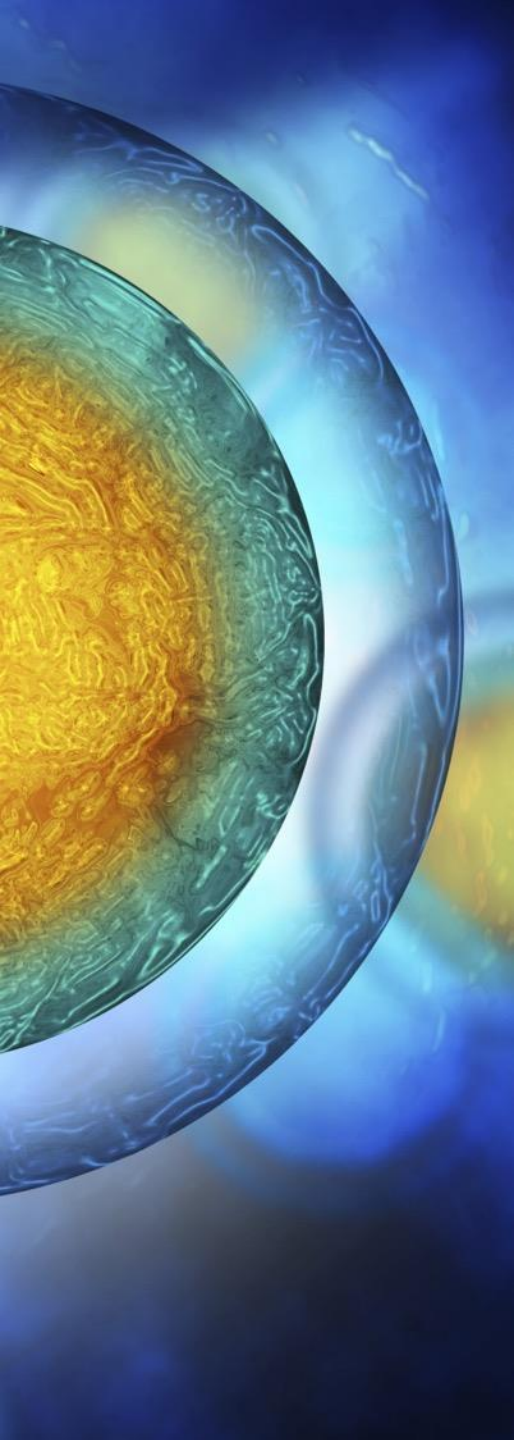




Lesson 2 Intervention

Lesson 2 Intervention – Privacy measure implemented

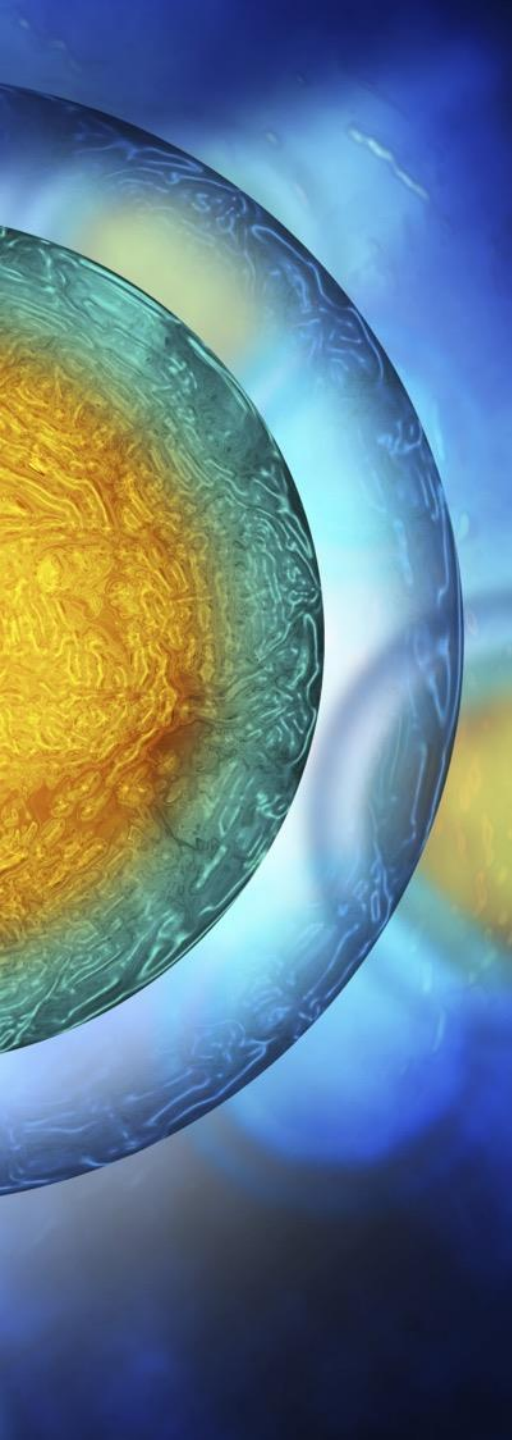
- “Flexible Confidentiality” added to all evaluation projects at OHSU; reinforce the change while working with faculty and staff
- “OHSU Get out of my phone” – using student feedback in evaluation project development; refraining from developing an evaluation app



Lesson 3 – Acknowledge the shift in culture

Lesson 3 – Acknowledge the cultural shift

- Effort to create confidence in system and ensuring no fails
- Faculty and staff felt like there is a lack of autonomy
- “Who’s responsible for evaluations?”



Lesson 3 Intervention



Lesson 3 Intervention – Outreach: Students

- Share changes with students to show use of evaluation data – example:
Nursing programs listing course and program changes in their syllabi; using evaluation data from p&t

Lesson 3 Intervention – Outreach: Students

- Add information for the OSHU Ombudsman, Affirmative Action/Equal Opportunity (AAEO) office, and accessibility team, so that students can reach these departments if need be

Lesson 3 Intervention – Outreach: Students

- Add instructions for students on how to give constructive, yet critical, feedback

Lesson 3 Intervention – Outreach: Instructors

- Assist faculty with evaluation report retrieval and/or interpretation
- Developed and implemented a presentation series on how evaluations are managed at OHSU, and who to contact if faculty/staff need assistance



Q&A



Thank You

How do I get more info?



503-418-6820



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courseeval@ohsu.edu

References

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- Rantanen, P. (2013). The number of feedbacks needed for reliable evaluation. A multilevel analysis of the reliability, stability and generalizability of students' evaluation of teaching. *Assessment & Education in Higher Education*, 224-239.
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Next Steps

Next Steps

- Text
- Text

Snapshot Reports – Areas for improvement

1. A feature to export the Overall Course mean
2. A feature to export only Course information; you'll need to remove duplication rows if you only want Course details

Major Steps for Buy-In (Nov – May)

Survey Item Team:

- Who is doing what? Who is friendly? Who needs convincing?
- What are the items currently used? (.....there were 200+ unique items)
- Prioritize to Top 10 then whittle down to Top 5.

1.	Overall organization	great	good	fair	blah
2.	Coverage of Topics	too broad	OK	too narrow	
3.	Depth of Coverage	over my head	just right	too simple	
4.	Difficulty of material	too hard	OK	too easy	
5.	Usefulness of the material	new/useful	boring/ redundant	new but not useful	
6.	Quantity of readings	too much	OK	not enough	
7.	How much of the reading did you do?	100%	75%	50%	25%

Items
from one
PhD
program

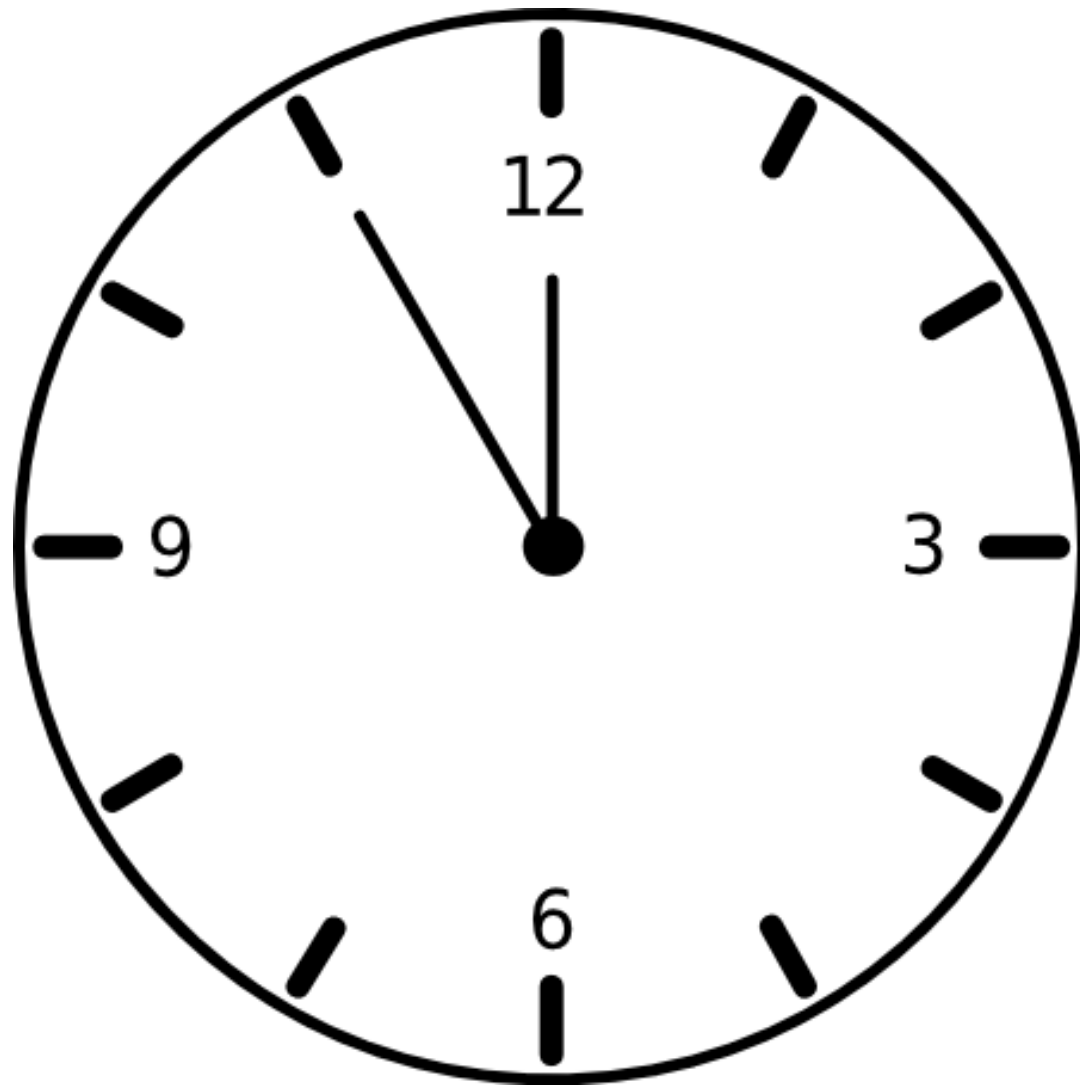
Standard Question Sets

Course	Instructor
The stated objectives were understandable.	The instructor was knowledgeable about the subject.
The course as a whole was well organized.	The instructor was well prepared.
The educational materials and resources enhanced my learning.	The instructor's strategies stimulated my thinking and inquiry.
Evaluation of my performance was based on stated objectives.	I received meaningful and timely feedback on my performance.
Overall, I rate this course highly.	Overall, I rate this instructor highly.
What recommendations do you suggest for improving this course? (Open-ended)	What recommendations do you suggest for the instructor? (Open-ended)
What are the strengths of this course? (Open-ended)	What are the strengths of this instructor? (Open-ended)

1 = Strongly Disagree to 6 = Strongly Agree

Evaluation Best Practices

IMPORTANT







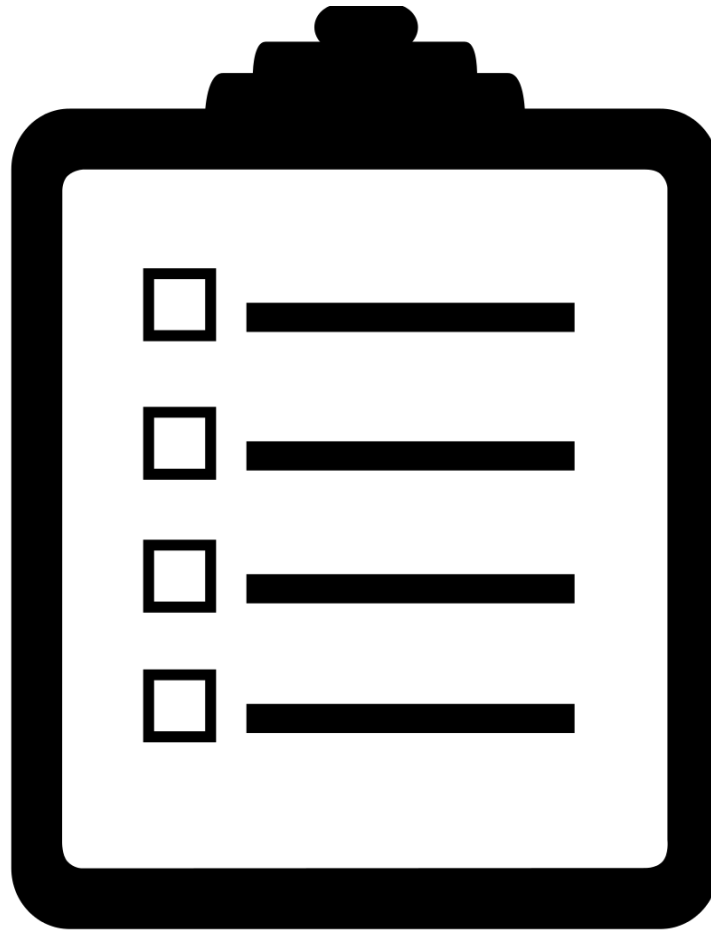
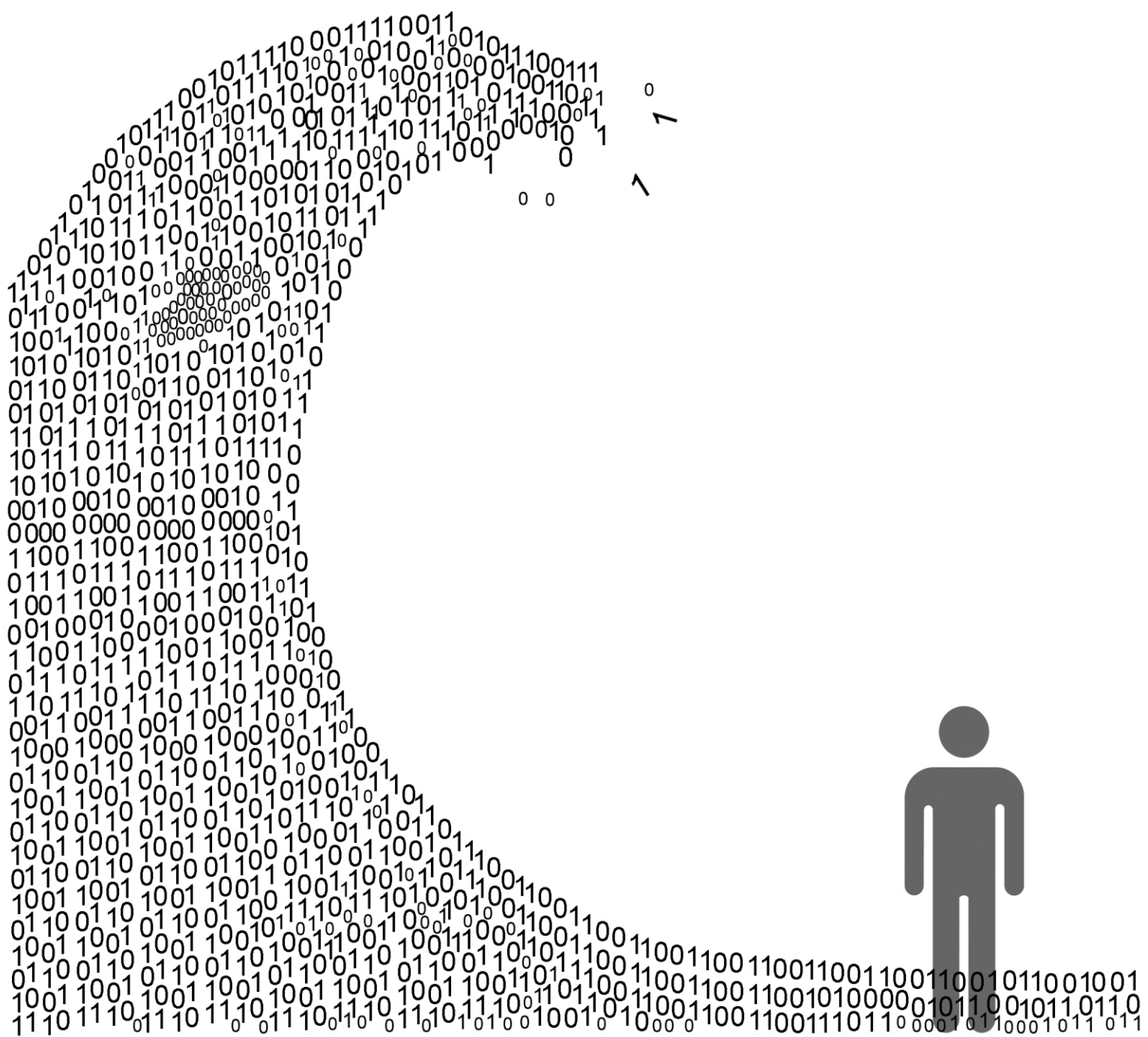


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Lesson 2 – Evaluation

Fatigue



Lesson 2 Intervention

Lesson 2 Intervention – Strategic Planning/Time of Evaluations

- Combine evaluation projects, such as the UME preceptor evaluations with the standard end-of-quarter evaluation
- Continue to be mindful of evaluation reminders/not send evaluations at peak times
- Increased dialogue between TLC and Schools

Lesson 2 Intervention – Strategic Planning/Time of Evaluations

- If it isn't relevant or actionable, do you need to send it?