

# Creating Customized Reports for Course Feedback

Bluenotes GLOBAL 2019

# Agenda

- About Fanshawe
- Our Blue configuration
- Reporting development





**Huron/Bruce Regional Sites**

- ▶ Clinton
- ▶ Goderich
- ▶ Kincardine
- ▶ Stratford
- ▶ Tiverton

**London**

- ▶ London Campus
- ▶ London Downtown Campus
- ▶ London South Campus

Kitchener (1.25 hrs)  
Toronto (2 hrs)

Hamilton (1.5 hrs)  
Niagara Falls (2.45 hrs)

**Woodstock**  
(35 min. from London Campus)

Sarnia (1.5 hrs)

Windsor  
(2 hrs)

**St. Thomas**  
(35 min. from London Campus)

**Simcoe**  
(1.25 hrs. from London Campus)



London International Airport

MASONVILLE

Western University

Victoria Park

London

WEST LONDON

WESTMOUNT

WHITE OAKS

Richmond St

22

4

4

4

Horton St E

Whamcliffe Rd S

Whamcliffe Rd S

Highbury Ave N

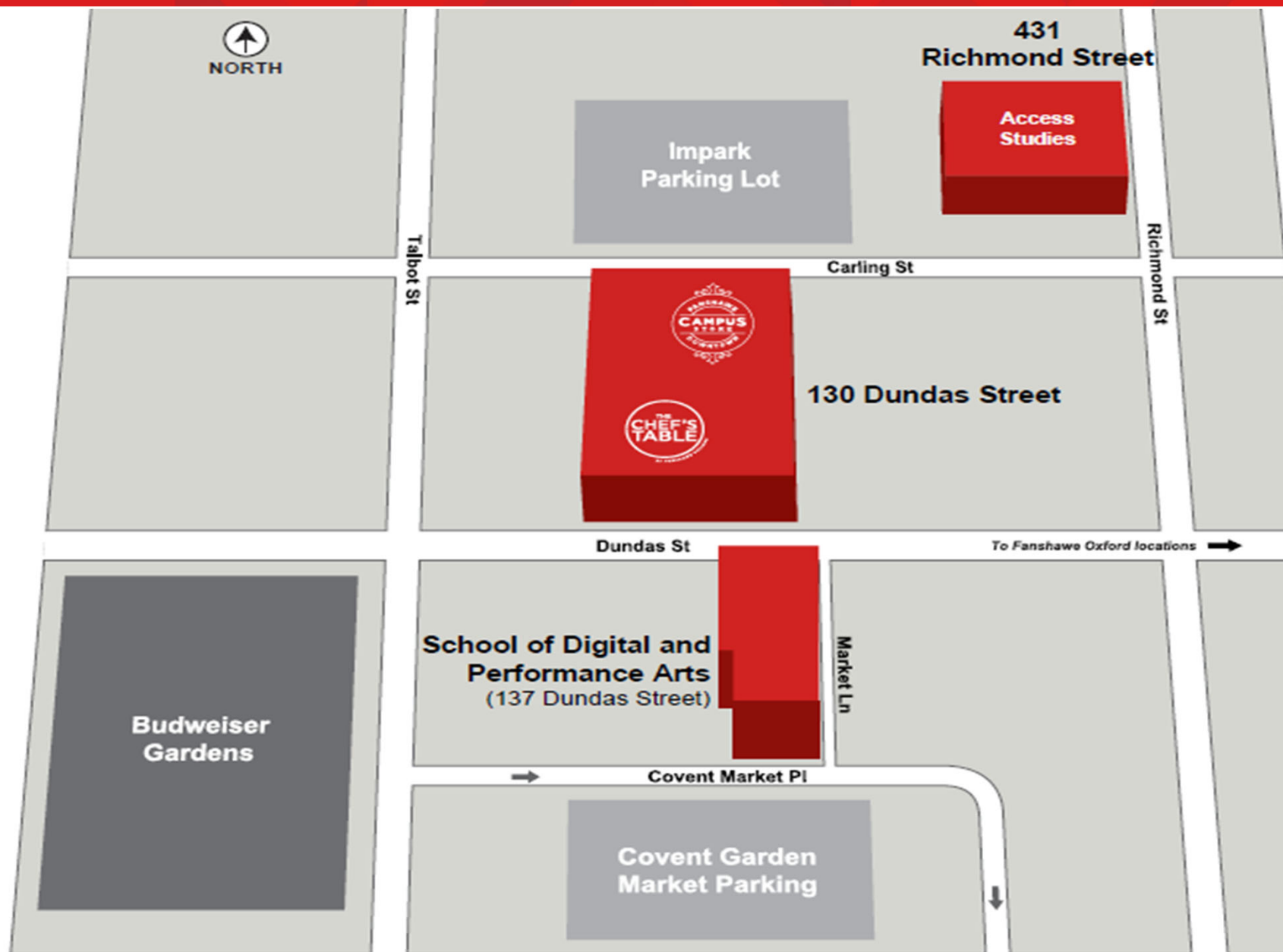
Macdonald-Cartier Fwy

Dundas St

Veterans Memorial Pkwy

Veterans Memorial Pkwy





# Our Students

22,535 Post-Secondary

1,315 Apprentice

819 EAP

24,669 Total (2017-2018)

32% International

India

China

Philippines

Nigeria

Vietnam

Korea

# Our Full-Time Staff

501 Faculty

575 Staff

149 Administrators



# Our Programs

Post-Secondary:

172 full-time

40 part-time

In-class/Hybrid

Modular

Online

29 full/part-time apprentice

2 upgrading programs

## By Credential

Certificate	14.5%
Diploma	43.7%
Advanced Diploma	20.5%
Undergraduate Degree	3.7%
Graduate Certificate	17.6%
<b>Total</b>	<b>22,535</b>

# Our Blue Platform

- Version 7.10
- Surveys in 6 languages
- Data Sync tool
- Data Integrity Gateway
- LMS-Blue integration underway

# Survey audiences

- All full-time and part-time students
- Regular, modular, and off-cycle starts
- In-class/hybrid delivery
- Online delivery
- Clinical placements

# Overview

- Student Feedback Surveys converted to Blue in Fall 2015
- Prior to Fall 2015, surveys were administered in-class
- Reports were generated by a third party
- Distributed ~ 2 months after survey administration
- 8 historical reports

# Historical Reporting

**Course Summary** – *separate report for each course*

**Professor Summary** – *summary report of all courses taught by each professor*

**Professor Feedback Means by Semester** – *overall mean scores for the past 5 semesters*

**OVERALL (by School)** – *school results by question compared to college mean*

**OVERALL (by Program)** – *program results by question compared to school and college mean*

**OVERALL** – *summary of school and program means*

**Matrix Summary** – *overall mean scores for the past 5 semesters by school*

**Percent Contacted** – *response rates by school*



# Initial Acceptance of Blue Reports

- Reports were generated and distributed within Blue
- New reports looked different (layout, colours, metrics) and were confusing to management and professors
- Lengthy and laborious to find specific results
- Certain metrics were no longer reported/reported incorrectly
- Received numerous questions and complaints

“If you want to make enemies, try to change something.” *Woodrow Wilson*



“People are very open-minded about new things, as long as they’re exactly like the old ones.” *Charles F. Kettering*

# Reporting Team

- Review and revise reports as necessary

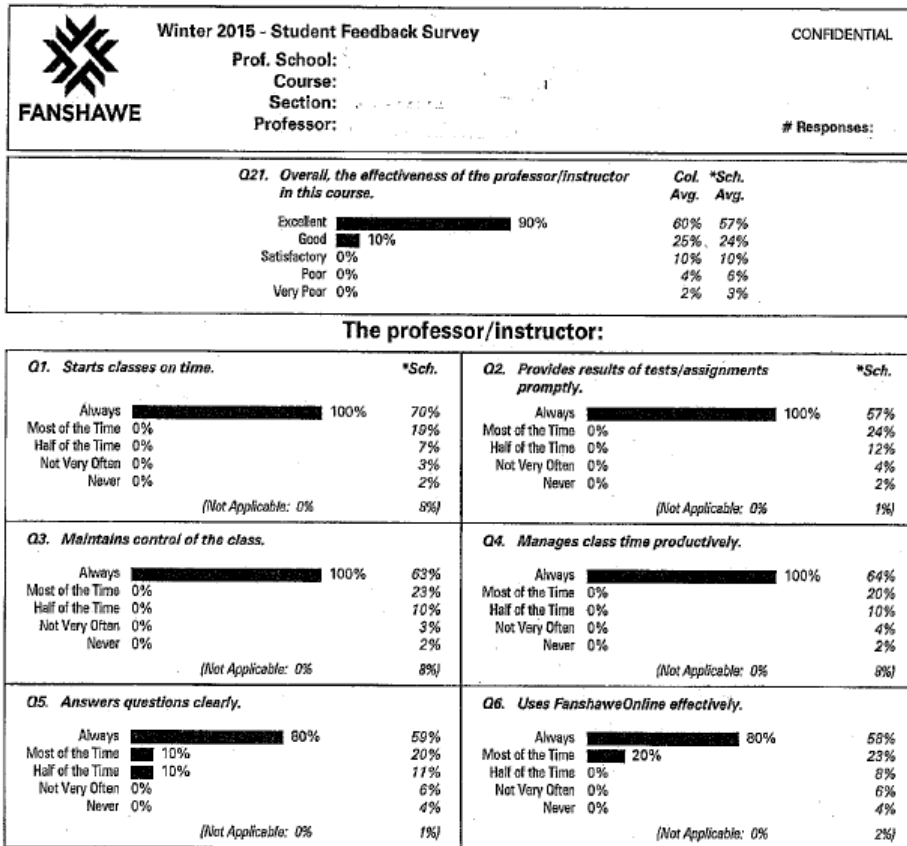
- ✓ What are the major gaps in reporting?
- ✓ Can reports be minimized?
- ✓ Which reports are still beneficial?
- ✓ Can the data be presented differently?
- ✓ Work with Blue to develop new reports that meet the college reporting needs

Historical CCI Report	Details of CCI Report	Comparable Blue Report	Details of Blue Report
<p><b>Course Summary Report</b> A separate professor report for each course section taught within the semester.</p>	<ul style="list-style-type: none"> <li>total # of responses, school, course, section, and professor details in title section of report</li> <li>overall (question 21) professor results with bar graph percentages for each response; college and school average comparisons</li> <li>professor results for all other questions with bar graph percentages for each response; school average comparisons</li> </ul> <p>** school percent includes results for all faculty who report to the school</p>	<p><b>Individual Teacher Report for Course</b> A separate professor report for each course section taught within the semester.</p>	<ul style="list-style-type: none"> <li>total # of responses, response rate, school, course, section, and professor details on title page of report</li> <li>professor mean score, count, and percentages for each response by question in table format</li> <li>overall (question #21) professor results with bar graph percentages for each response; includes mean and standard deviation</li> <li>overall professor mean score for the course with school and college comparison in bar graph format</li> <li>professor mean score for each question with school and college comparison in bar graph format</li> <li>aggregate chart by question (negative agreement, neutral, positive agreement)</li> <li>top and bottom ranks (strengths and areas for improvement)</li> <li>written responses</li> </ul> <p><b>REPORT ISSUES/QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>why is overall (question #21) reported in different format than all other questions (bar graph) – different scale than other questions but should it be displayed in the same format as the others (table)</li> <li>which format is better (table vs. bar graph)</li> <li>the overall results are not provided in table, only in the comparison bar graphs – this result should be on front of report</li> <li>do they need standard deviation scores (will they know what this means)</li> <li>do they want/like the aggregate chart</li> <li>do they want/like to top and bottom ranks</li> </ul>

# Reporting Outcomes

- Customize reports to ensure consistent College-wide reporting
- Report enhancements (as available through Blue)
- Minimize length of reports
- Provide summary data at the beginning for quick analysis
- Create dashboard reports to be posted on the Business Intelligence Library
- 5 reports generated through Blue; 3 dashboard reports generated through Excel
- Distributed ~ 2 weeks after survey administration

# Example: Course Summary Reports



## Old Report

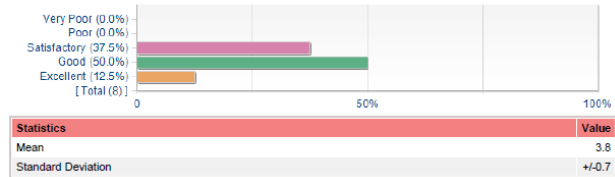
- 2 pages
- No colour
- Number of responses on top banner
- Overall results with comparison to College and School
- Results by question with comparison to School

# Course Summary Reports – cont'd

## The Professor/Instructor

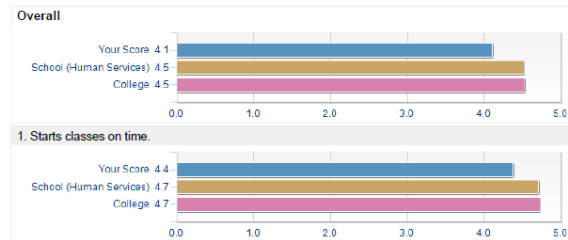
	Score Mean	Count	Never 1	Not Very Often 2	Half of the Time 3	Most of the Time 4	Always 5
Starts classes on time.	4.4	8	0.0 %	0.0 %	0.0 %	62.5 %	37.5 %
Provides results of tests/assignments promptly.	3.6	7	0.0 %	14.3 %	42.9 %	14.3 %	28.6 %
Maintains control of the class.	4.3	8	0.0 %	0.0 %	0.0 %	75.0 %	25.0 %
Manages class time productively.	4.4	8	0.0 %	0.0 %	0.0 %	62.5 %	37.5 %
Answers questions clearly.	4.1	8	0.0 %	0.0 %	12.5 %	62.5 %	25.0 %
Uses FanshaweOnline effectively.	3.9	8	0.0 %	12.5 %	25.0 %	25.0 %	37.5 %
Sets clear expectations for evaluations.	4.0	8	0.0 %	0.0 %	25.0 %	50.0 %	25.0 %
Provides fair evaluations.	4.1	7	0.0 %	0.0 %	14.3 %	57.1 %	28.6 %

## Overall, the effectiveness of the professor/instructor in this course.



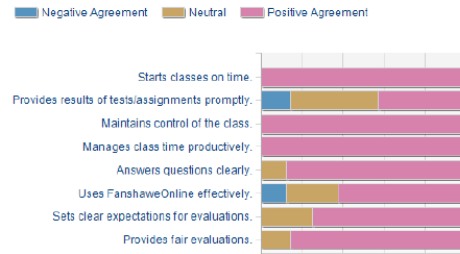
## Comparative Scores

### The Professor/Instructor



## The Professor/Instructor - Aggregate Chart

Note that in the following aggregate chart "Always", and "Most of the Time" have been grouped together as "Positive Agreement" while "Never", and "Not Very Often" have been grouped together as "Negative Agreement".



## Rating scale questions, top and bottom ranks

Strengths		
1	Is respectful of everyone.	Professor/Instructor 4.8
2	Starts classes on time.	Professor/Instructor 4.4
3	Manages class time productively.	Professor/Instructor 4.4

Areas for Improvement		
1	Provides results of tests/assignments promptly.	Professor/Instructor 3.6
2	Engages me in learning.	Professor/Instructor 3.8
3	Is available for help outside the classroom.	Professor/Instructor 3.8

## Written Response

Please comment on how your instructor helped your learning in this course or suggest possible changes that would improve your learning. Inappropriate comments will not be reported.

Comment

## New Report

- 10 pages
- Unfavourable colours
- Response rate on title page
- Results by question in table
- Overall question in graph
- Results by question with comparison to School and College in graph
- Aggregate Chart
- Strengths and Areas for Improvement
- Comments



# Course Summary Reports – cont'd

Teacher	Course
Tim Handelman	GRAF-1041-03 Creative Concepts 2

## Overall Mean Score

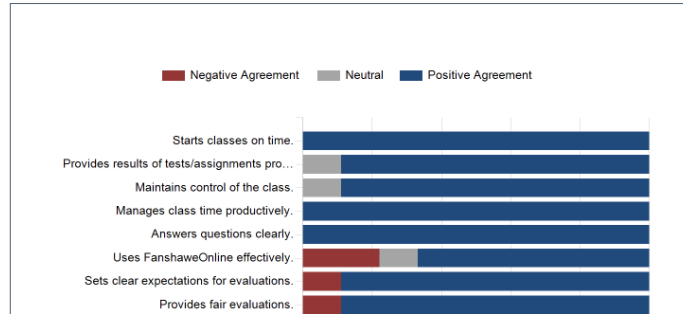
Competency	Your Score
GRAF-1041-03 Creative Concepts 2 (Tim Handelman)	4.55

## Rating scale questions, top and bottom ranks

Top Ranks		
1	Starts classes on time.	5.00
2	Manages class time productively.	4.89
3	Is well prepared for each class.	4.89
Bottom Ranks		
1	Uses FanshaweOnline effectively.	3.67
2	Sets clear expectations for evaluations.	4.22
3	Communicates clearly and effectively.	4.33

## The Professor/Instructor - Tim Handelman - Aggregate Chart

Note that in the following aggregate chart "Always", and "Most of the Time" have been grouped together as "Positive Agreement" while "Never", and "Not Very Often" have been grouped together as "Negative Agreement".



## The Professor/Instructor Tim Handelman

	Mean	Count	Never 1	Not Very Often 2	Half of the Time 3	Most of the Time 4	Always 5
Starts classes on time.	5.00	9	0.0%	0.0%	0.0%	0.0%	100.0%
Provides results of tests/assignments promptly.	4.44	9	0.0%	0.0%	11.1%	33.3%	55.6%
Maintains control of the class.	4.67	9	0.0%	0.0%	11.1%	11.1%	77.8%
Manages class time productively.	4.89	9	0.0%	0.0%	0.0%	11.1%	88.9%
Answers questions clearly.	4.44	9	0.0%	0.0%	0.0%	55.6%	44.4%
Uses FanshaweOnline effectively.	3.67	9	11.1%	11.1%	11.1%	33.3%	33.3%
Sets clear expectations for evaluations.	4.22	9	0.0%	11.1%	0.0%	44.4%	44.4%
Provides fair evaluations.	4.44	9	0.0%	11.1%	0.0%	22.2%	66.7%

## Comparative Scores

### The Professor/Instructor Tim Handelman

Question	Your Score	School (Design)	College
	Mean	Mean	Mean
Starts classes on time.	5.00	4.65	4.78
Provides results of tests/assignments promptly.	4.44	4.42	4.55
Maintains control of the class.	4.67	4.54	4.66
Manages class time productively.	4.89	4.45	4.59
Answers questions clearly.	4.44	4.38	4.53
Uses FanshaweOnline effectively.	3.67	4.36	4.58
Sets clear expectations for evaluations.	4.22	4.36	4.53
Provides fair evaluations.	4.44	4.49	4.60

## Written Response

Please comment on how your instructor Tim Handelman helped your learning in this course or suggest possible changes that would improve your learning. Inappropriate comments will not be reported.

Comments
I always look forward to going to this class, it forces me to try new things with art and you always learn something interesting
Tim is a fun energetic teacher. He easily captures the attention of students and is really nice.
Tim is an excellent professor who is always prepared with very informative presentations. He also makes class enjoyable because he always finds a way to joke around with us.
Use fol

## Revised Report

- 5 pages
- Warm colours
- Response rate on title page
- Overall mean score for the course (create virtual question to include all questions – cross category, summary)
- Results by question
- Comparative Scores - mean score by question with comparison to School and College (score block, with group elements for school and college)
- Top and Bottom Ranks (cross category, question ranking)
- Aggregate Chart
- Comments

# Course Summary Reports – All Courses

## Overall Mean Score

Competency	Your Score (All Courses)
Professor/Instructor	4.53

## Overall Mean Score by Delivery

Competency	Your Score (All Courses)
In-Class	4.53
Online	NRP

## The Professor/Instructor Tim Handelman (In-Class)

### 1. Starts classes on time.

Name	Mean	Count
Overall	4.85	41
GRAF-1040-01 Creative Concepts 1	4.86	7
GRAF-1040-02 Creative Concepts 1	4.80	5
GRAF-1041-01 Creative Concepts 2	5.00	5
GRAF-1041-02 Creative Concepts 2	4.50	8
GRAF-1041-03 Creative Concepts 2	5.00	9
GRAF-1041-04 Creative Concepts 2	5.00	7

### 2. Provides results of tests/assignments promptly.

Name	Mean	Count
Overall	4.37	41
GRAF-1040-01 Creative Concepts 1	4.43	7
GRAF-1040-02 Creative Concepts 1	4.60	5
GRAF-1041-01 Creative Concepts 2	4.80	5
GRAF-1041-02 Creative Concepts 2	3.88	8
GRAF-1041-03 Creative Concepts 2	4.44	9
GRAF-1041-04 Creative Concepts 2	4.29	7

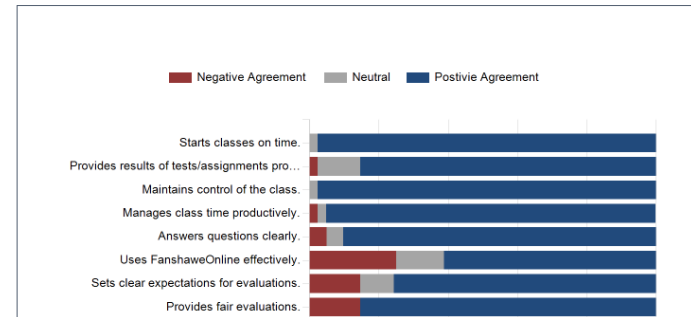
## Comparative Scores

### The Professor/Instructor Tim Handelman (In-Class)

Question	Your Score (All Courses)	School (Design)	College
	Mean	Mean	Mean
Starts classes on time.	4.85	4.65	4.78
Provides results of tests/assignments promptly.	4.37	4.42	4.55
Maintains control of the class.	4.78	4.54	4.66
Manages class time productively.	4.76	4.45	4.59
Answers questions clearly.	4.39	4.38	4.53
Uses FanshaweOnline effectively.	3.64	4.36	4.58
Sets clear expectations for evaluations.	4.05	4.36	4.53
Provides fair evaluations.	4.37	4.49	4.60

## The Professor/Instructor - Tim Handelman (In-Class) - Aggregate Chart

Note that in the following aggregate chart "Always", and "Most of the Time" have been grouped together as "Positive Agreement" while "Never", and "Not Very Often" have been grouped together as "Negative Agreement".



## Revised Report

- 5 – 10 pages
- Overall mean score for the all courses
- Overall mean score by delivery
- Results by question for each course taught
- Comparative Scores - mean score by question with comparison to School and College
- Aggregate Chart

# Trend Report – All Courses

## Overall Mean Score

Competency	Your Score (All Courses)				
	Summer 2017	Winter 2018	Summer 2018	Fall 2018	Winter 2019
Professor/Instructor	4.91	4.42	3.60	4.67	4.53

## Overall Mean Score by Delivery

Competency	Your Score (All Courses)				
	Summer 2017	Winter 2018	Summer 2018	Fall 2018	Winter 2019
In-Class	4.91	4.41	3.57	4.68	4.53
Online	NRP	NRP	NRP	NRP	NRP

## The Professor/Instructor Tim Handelman (In-Class)

Competency	Your Score (All Courses)				
	Summer 2017	Winter 2018	Summer 2018	Fall 2018	Winter 2019
1. Starts classes on time.	5.00	4.69	3.71	4.82	4.85
2. Provides results of tests/assignments promptly.	4.70	3.89	2.00	4.65	4.37
3. Maintains control of the class.	5.00	4.56	3.86	4.82	4.78
4. Manages class time productively.	4.90	4.33	3.86	4.88	4.76
5. Answers questions clearly.	4.70	4.33	3.29	4.53	4.39
6. Uses FanshaweOnline effectively.	4.90	2.91	3.00	3.64	3.64
7. Sets clear expectations for evaluations.	4.90	4.08	3.14	4.50	4.05
8. Provides fair evaluations.	4.90	4.28	2.60	4.44	4.37

## Revised Report

- 3 pages
- Overall mean score for the all courses for the past 5 terms
- Overall mean score by delivery for the past 5 terms
- Overall mean scores by question for the past 5 years

# School and College Reports

## Old Report

- 2-3 pages
- Overall mean score by question for all courses within the School with a comparison to the College

## New Report

- 22 pages
- Separate graphs for each question with mean reported in table format
- Overall School mean reported on page 14
- Graphical comparison to college results for each question

## Revised Report

- 5 pages
- Overall mean score for the School and overall mean score by delivery with comparison to overall College score
- Spreadsheet block which includes mean, response, and frequency for each question
- Comparison to college results for each question in 1 table

# Issues with Program Mean

- School mean includes results for all professors who report to the School
- Program mean includes results for all students within a program
- Program reports within Blue included all programs taught by professors who report to the School
  - The program mean report for the School of Business included programs from the School of Design because there was a course offered in a Design program that was taught by a professor who reported to the School of Business
- Each report averaged over 100 pages for each School



# How do we create a Program Mean Report to meet the needs of the College?

- Program means by School should only include programs offered within the School – based on the student demographic
- Created a dashboard report within Excel by exporting the raw data and calculating mean scores



Mean Score by Program	Winter	Summer	Winter	Summer	Fall
	2017	2017	2018	2018	2018
BED1 - Bachelor of Environmental Design and Planning	4.29		4.45		4.27
BID1 - Bachelor of Interior Design	4.04		4.32		4.29
DFN1 - Design Foundations	4.87		4.55		4.82
DFS4 - Fashion Design	4.71		4.71		4.58
DLS4 - Landscape Design	4.63		4.33		4.69
FAF1 - Fine Art Foundation	4.54		4.37		4.36
FAS1 - Fine Art	4.24		4.37		4.38
FMC2 - Fashion Merchandising	4.48		4.59		
FMC3 - Fashion Marketing and Management			4.72		4.63
GIS1 - Geographic Information Systems (GIS)	4.50		4.20		4.61
GRD1 - Graphic Design	4.53	4.86	4.47	4.42	4.54
HTA2 - Horticultural Technician Apprentice	4.55		4.80		
HTN1 - Horticulture Technician	4.46		4.39		4.47
ILP1 - Integrated Land Planning Technologies	4.45	4.86	4.44	4.05	
ITD1 - Interior Decorating	4.37		4.28		4.19
URP2 - GIS and Urban Planning	4.43		3.78		4.30

Term

Fall 2018 Summer 2017

Summer 2018 Winter 2017

Winter 2018

School

Applied Science and Technology

Building Technology

Community Studies

Contemporary Media

**Design**

Digital and Performing Arts

English Language Institute

Health Sciences

Huron/Bruce Regional Sites

Information Technology

Kinlin School of Business

Language & Liberal Studies

Norton Wolf School of Aviation

Nursing

Public Safety

Simcoe/Norfolk Campus

St Thomas/Elgin Campus

Tourism, Hospitality and Culinary ...

Transportation Technology

Woodstock/Oxford Campus



# Dashboard Reports



**Term**

Fall 2015	Fall 2016
Fall 2018	Summer 2017
Summer 2018	Winter 2016
Winter 2017	Winter 2018

**Delivery**

In-Class Questions
Online Questions
Overall Question

**ProgramCode**

BED1	BID1
DFN1	DFS4
DLS4	FAF1
FAS1	FMC3
GRD1	HTN1
ITD1	Overall College
URP2	AAM1
AAM2	AAM3
AAM4	ABC5
ABT1	ADC1
ADE1	ADP2
AEL1J	AFM1

**School**

Applied Science and Technology	Building Technology	Contemporary Media	Design
Digital and Performing Arts	English Language Institute	Health Sciences	Human Services
Huron/Bruce Regional Sites	Information Technology	Kinlin School of Business	Language & Liberal Studies
Norton Wolf School of Aviation	Nursing	Overall College	Public Safety
Simcoe/Norfolk Campus	St Thomas/Elgin Campus	Tourism, Hospitality and Culinar...	Transportation Technology
Woodstock/Oxford Campus			

**Mean Score by Question**

	Overall College	BED1	BID1	DFN1	DFS4	DLS4	FAF1	FAS1	GRD1
1. Starts classes on time.	4.77	4.62	4.77	4.83	4.87	4.84	4.59	4.68	4.80
2. Provides results of test/assignments promptly.	4.52	4.18	4.32	4.82	4.66	4.60	4.54	4.43	4.46
3. Maintains control of the class.	4.65	4.57	4.41	4.91	4.84	4.83	4.39	4.24	4.70
4. Manages class time productively.	4.58	4.33	4.20	4.87	4.79	4.75	4.29	4.32	4.59
5. Answers questions clearly.	4.49	4.30	3.87	4.96	4.53	4.72	4.27	4.31	4.50
6. Uses FanshaweOnline effectively.	4.55	4.28	4.27	4.61	4.60	4.56	4.36	4.39	4.37
7. Sets clear expectations for evaluations.	4.52	4.32	3.99	4.83	4.59	4.58	4.36	4.37	4.49
8. Provides fair evaluations.	4.60	4.47	4.33	5.00	4.64	4.79	4.42	4.45	4.59

# Next Steps

- Revisit all reports to add potential enhancements based on Blue upgrades
- Investigate Blue Reporting to take advantage of relationship demographics?

