

FROM BLUE TO BLEUTIFUL:
OUR STUDENT FEEDBACK
IMPLEMENTATION
JOURNEY

BY NAVEED AQEEL & MARK IHNAT



WHERE ARE YOU AT?

www.menti.com 54 55 17



PRESENTATION GOALS

Why we are here?





PRESENTATION GOALS

- Demonstrate the need and impact of moving our paper-based Student Feedback Questionnaires (SFQs) to digital
- Examine the importance of stakeholder relationships
- Identify the importance of constructing a culture of feedback
- Sketch out our successes and challenges
- Describe our next steps and wish list
- Address any questions

WHY DIGITAL?

Recognizing Opportunities





OPTIMISM

Student Spaces

Provide students the opportunity to provide feedback on their own terms; increased flexibility; emphasize the notion of efficiency

Strategic Plan

In line with our strategic goal of developing and increasing faculty and student digital fluency and competency

Multiple Data Points

Allows us to stress the one versus many data points with regards to feedback and faculty opportunities for professional development






OPTIMISM



New Opportunities

Online open-ended response rates tend to **increase** and tend to be more formative (Donovan, Mader & Shinsky, 2006); opportunity to revisit the SFQ questions







Analytics

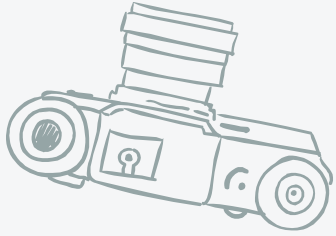
Opportunity to leverage and maximize new data points; opportunity to create new reports; opportunity to better preserve historical data; faculty dashboard

Pedagogy

Opportunity to rethink pedagogy; SFQ is a formal feedback process, but faculty are encouraged to use multiple methods of collecting and providing feedback

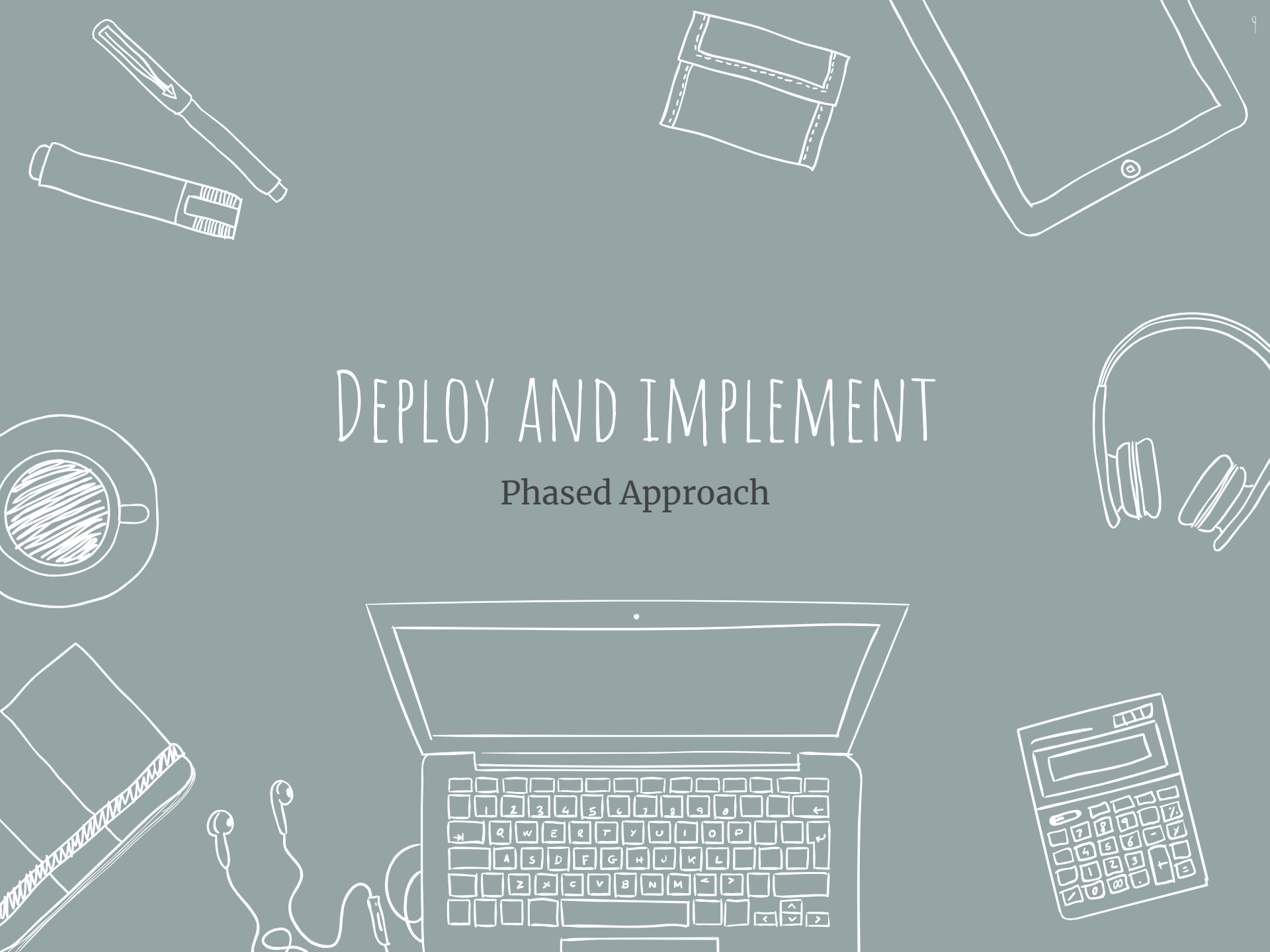


“I wouldn’t use student evaluations to distinguish the very good from the good; there’s far too much noise in there for that...Yes, course evaluations are imperfect tools. They need to be triangulated with a host of other information. But if we throw them out entirely, we’d lose some relevant information that we might not find out any other way”. (Reed, 2018)



DEPLOY AND IMPLEMENT

Phased Approach



SFQ PHASES OVERVIEW

Pilot

Summer 2016 –
Winter 2017

Blue Support assisted with setting up the initial project and report; pilot included online courses only

Selected Programs

Summer 2017

Select few face-to-face programs were included in the project; used "internal triggers" to distinguish between online and face-to-face questionnaires

All Aboard

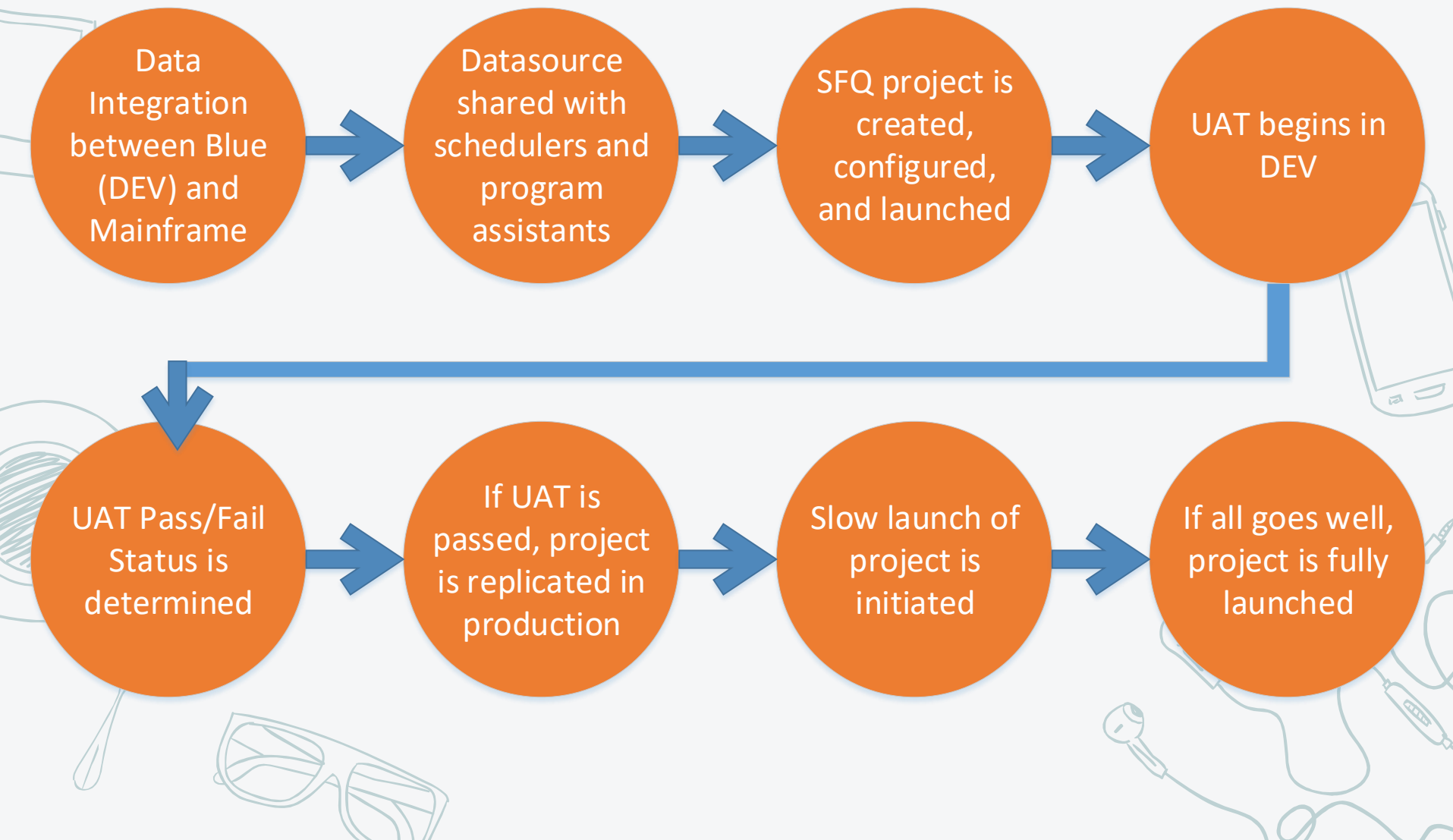
Fall 2018

All Academic schools/faculties have been onboarded; every course has been included in our SFQ project since Sept 2018

IMPORTANT CONVERSATIONS WITH STAKEHOLDERS

- Mainframe Team
- Schedulers/Program Assistants
- UAT Group

WHAT'S INVOLVED IN LAUNCHING A PROJECT



WHAT'S INVOLVED IN LAUNCHING A REPORT

- Faculty report launch after the project expires
- Slow launch of reports
- Full launch of reports after slow launch

Best Practice: Admins should Bcc themselves during slow launch of reports!

SPREAD THE WORD

Over and over and over again...





WE WANT YOUR FEEDBACK!

HUMBER

Check you inbox for an invite and your Blackboard sites for a link to complete your Student Feedback Questionnaire (SFQ).

- We are seeking your feedback on your courses in which you are currently enrolled.
- The SFQ helps Humber College better understand and address the issues facing our students.
- Your voice counts!

DIGITAL SFQ

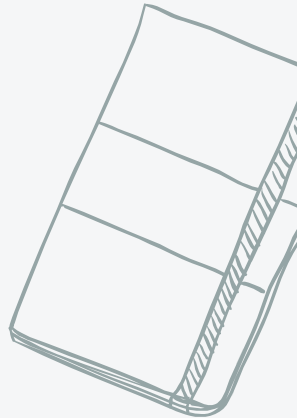
FOR ALL OF YOUR ANSWERS, GO TO humber.ca/sfq

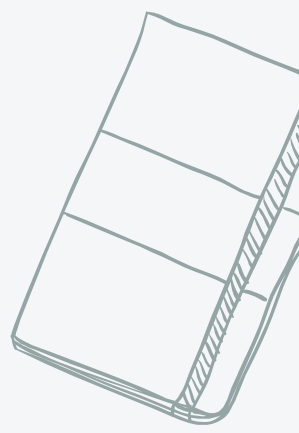
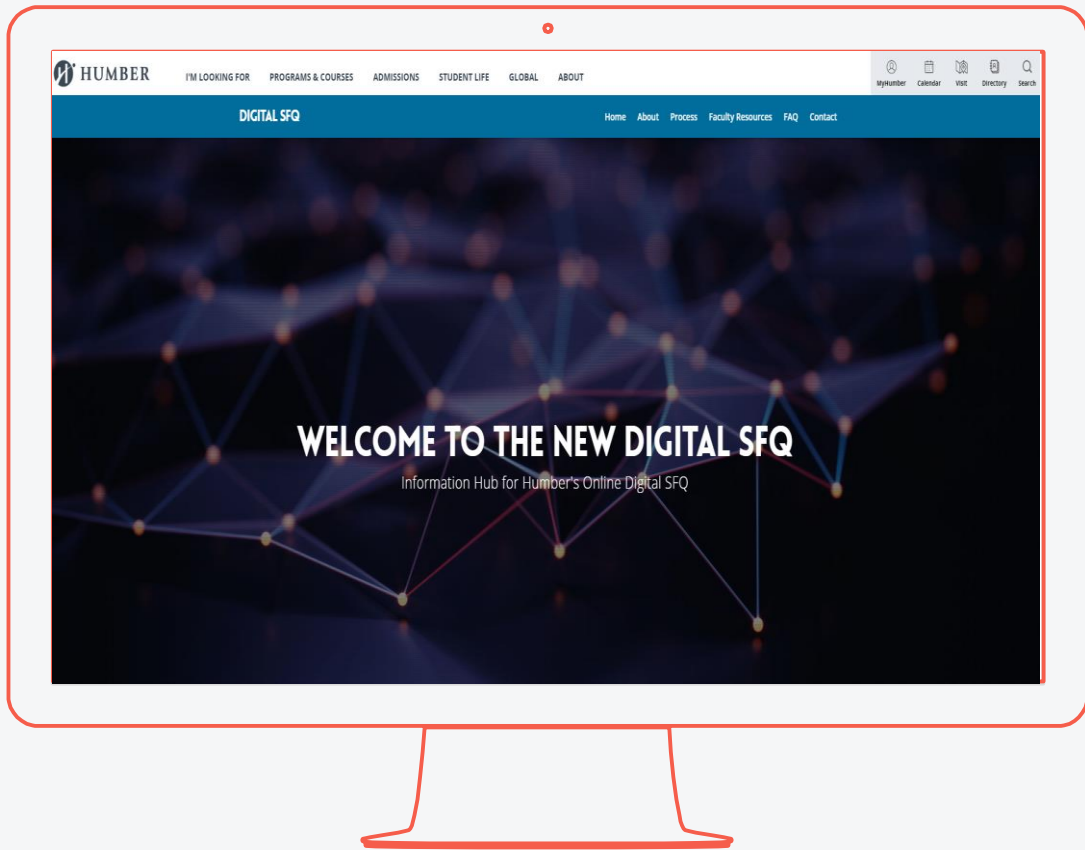
HUMBER

416.675.5049 1.877.215.6117 olo@humber.ca @HumberOLC eLearningHumber
North Campus D225 www.humber.ca/centreforteachingandlearning humberonline.ca

Questions in speech bubbles:

- How is the SFQ deployed?
- Why is it now digital?
- How do I boost my response rate?
- What is the SFQ?
- Got questions?
- How do I see my results?
- When do the SFQs get deployed?
- Is your SFQ enabled in Blackboard?



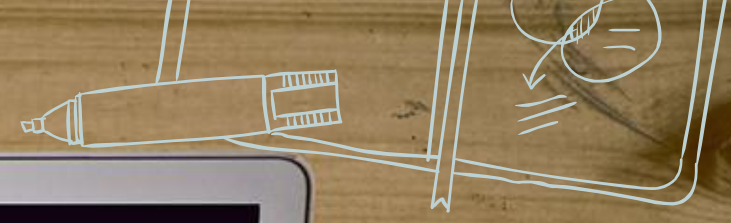
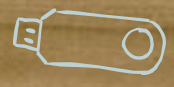




BIGGEST FEARS?

www.menti.com 54 55 17






FACULTY CHALLENGES

Resistance

- Faculty resistance was expected and expressed
- Response rate concerns – a drop **will** happen

“...studies indicate that the biggest determinant for student participation in online evaluation is the level of engagement they obtain from teachers” (Gaillard et al., 2011)

Lower response rates don't necessarily negatively impact mean ratings (Liu & Armatas, 2016); Did the story change?



“... a growing body of empirical evidence suggests that lower response rates do not necessarily lead to results that are less representative of the population”
(Marketing Research and Intelligence Association, 2011)

FACULTY CHALLENGES

Dual Nature

- Not just a digital issue but rather concerns around what is **done** with the data

Fear that the “results are being used for both improvement and judgmental purposes, with increasing emphasis placed on the latter” (Liu & Armatas, 2016)

FACULTY CHALLENGES

Late Replies & Negative Feedback

- Faculty concerns regarding 'late' feedback
- Online feedback tend to induce more negative feedback
- Mode of survey administration versus student experience
- Loss of the captive audience

“...provided adequate response rates are maintained, there are benefits of implementing online surveys...(including) richer written feedback” (Liu & Armatas, 2016)

STUDENT CHALLENGES

Seriousness

- Student concerns surrounding where the data goes
- Does my input really matter?
- Is it really anonymous?

“...students who do not feel a part of the process or think their feedback will not be taken seriously or valued or teachers who do not effect changes consequent on feedback experience lower response rates”
(Beran and Rokosh, 2009)

TECHNICAL CHALLENGES

Data Synchronicity

- Data syncing with Mainframe system sometimes gets delayed by a few days; a few courses get assigned incorrect evaluation end dates

Automation

- Better access for all especially for Deans; more automation



SUCCESS??

www.menti.com 54 55 17



LET'S BREAK IT DOWN

Fall 2018 – Winter 2019





308,586

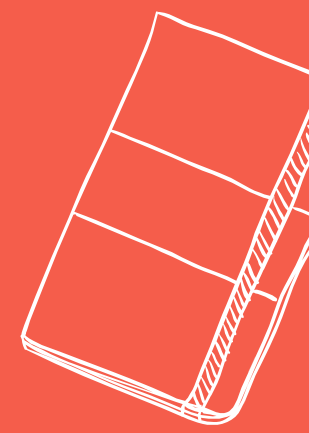
Surveys Deployed


106,020

Surveys Completed


36%

Response Rate






300 courses
scored a
response rate of
at least 75%+



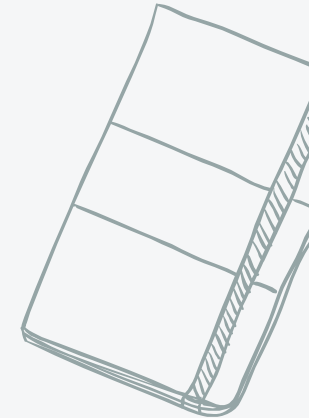

1100+ courses
scored a
response rate of
at least 50%+

1300+ surveys
included
personalized
questions
added by the
instructor

WINTER 2019
SUCCESS?



Courses with
enrolments of
50 or larger had
an average
response rate of
33.5%. Nulty
(2008)
recommends a
response rate of
35% for classes
that size.





RECONNECTING WITH STAKEHOLDERS – DEAN MEETINGS

We Want More!

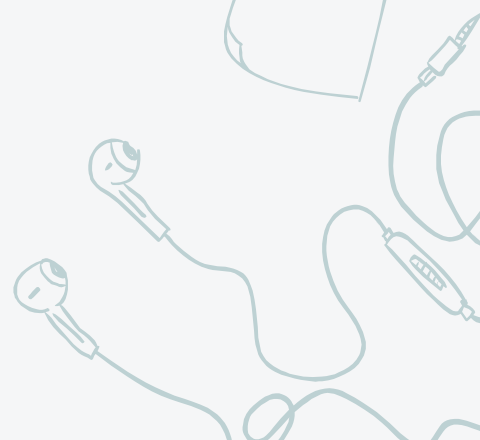
Better access to reports and data; more robust reports; access to text analytics; program by program results; access to historical trends

Better Communication

More personalized support opportunities; virtual training opportunities

Improve The Questionnaire

On the radar and will be explored in the near future; need to validate the feedback tool



FUTURE PLANS – WORK IN PROGRESS!



Faculty Dashboard



Question Bank



Upgrades



Better Automation/Access



Better Reports



Improving Feedback Culture



THANKS!
Any questions?

Naveed.Aqeel@humber.ca

Mark.Ihnat@humber.ca

