

UF

Shared Insights: A Collective Community Approach to Building a Reports Repository

John Jordi, Ph.D.

Instructional Assessment Coordinator
Center for Teaching Excellence

<https://gatorevals.aa.ufl.edu/>
GatorEvals-Support@ufl.edu



Agenda

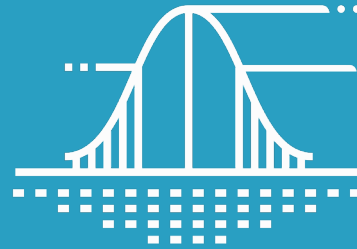
Our Story



Reporting in
Blue



External
Reporting
Tools



Q&A



UF Story



55,000+
Students

#6
Top Public
Universities

54.11%
Female
45.87%
Male

65%
Undergraduate
22.63%
Graduate

8%
Professional
School

\$928
Million
Research
Spending

16
Colleges
180+
Departments

70%
Undergraduates
secure
employment
in Florida

About UF

UF's Challenges

Cross-Listed
Courses

Complicated
Question
Triggers

Midterm Opt-In
v. Mandatory

COM Shadow
System

Complex
Reporting

DIG
Complications

About UF

UF's Questionnaire

16 Core
University
Questions

8+ Unique
Question Sets

250,000+
student tasks

55-60+%
response rate

Midterm Opt-in

QP

About UF – Core Instructor and Course Questions

Question	Scale
The instructor was enthusiastic about the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
The instructor explained material clearly and in a way that enhanced my understanding.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
The instructor fostered a positive learning environment that engaged students.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
The instructor provided prompt and meaningful feedback on my work and performance in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
The instructor was instrumental to my learning in the course	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
Course content (e.g., readings, activities, assignments) was relevant & useful.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
The course fostered regular interaction between student and instructor.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
Overall, this course was a valuable educational experience.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

About UF – Online Supplemental Questions

Question	Scale
The online environment of this course contributed to my ability to learn the material.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
Student learning objectives were connected to course activities and assignments.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
Course content is presented and structured in a logical, consistent, and organized manner.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
There were a variety of assignments appropriate for an online course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Student Welcome Screen

University of Florida GatorEvals – Spring 2020 for MAR3023-2926: Prin of Marketing

Teaching is fundamental to the University of Florida. We appreciate your confidential feedback, which improves learning and is also used for Faculty development and evaluation.

Research shows that we may evaluate identical course content and teaching differently based on unintentional stereotypes, such as professor age, gender, nationality, race, title or other characteristics. For example, women and people of color may be rated lower even when no actual differences exist.

Please keep this in mind and focus evaluations on course content (assignments, readings, in-class materials) and not unrelated matters (instructor's appearance).

Use the following guidelines to provide your instructor with constructive feedback:

1. Be respectful—Your evaluation is a professional communication. Derogatory or offensive language are inappropriate and unhelpful.
2. Focus on course substance—Comments about clothing, hairstyle, etc., are unhelpful.
3. Be clear and specific—Think about activities and content (assignments, lectures, discussions). Provide examples and constructive suggestions.

Key steps to completing the survey:

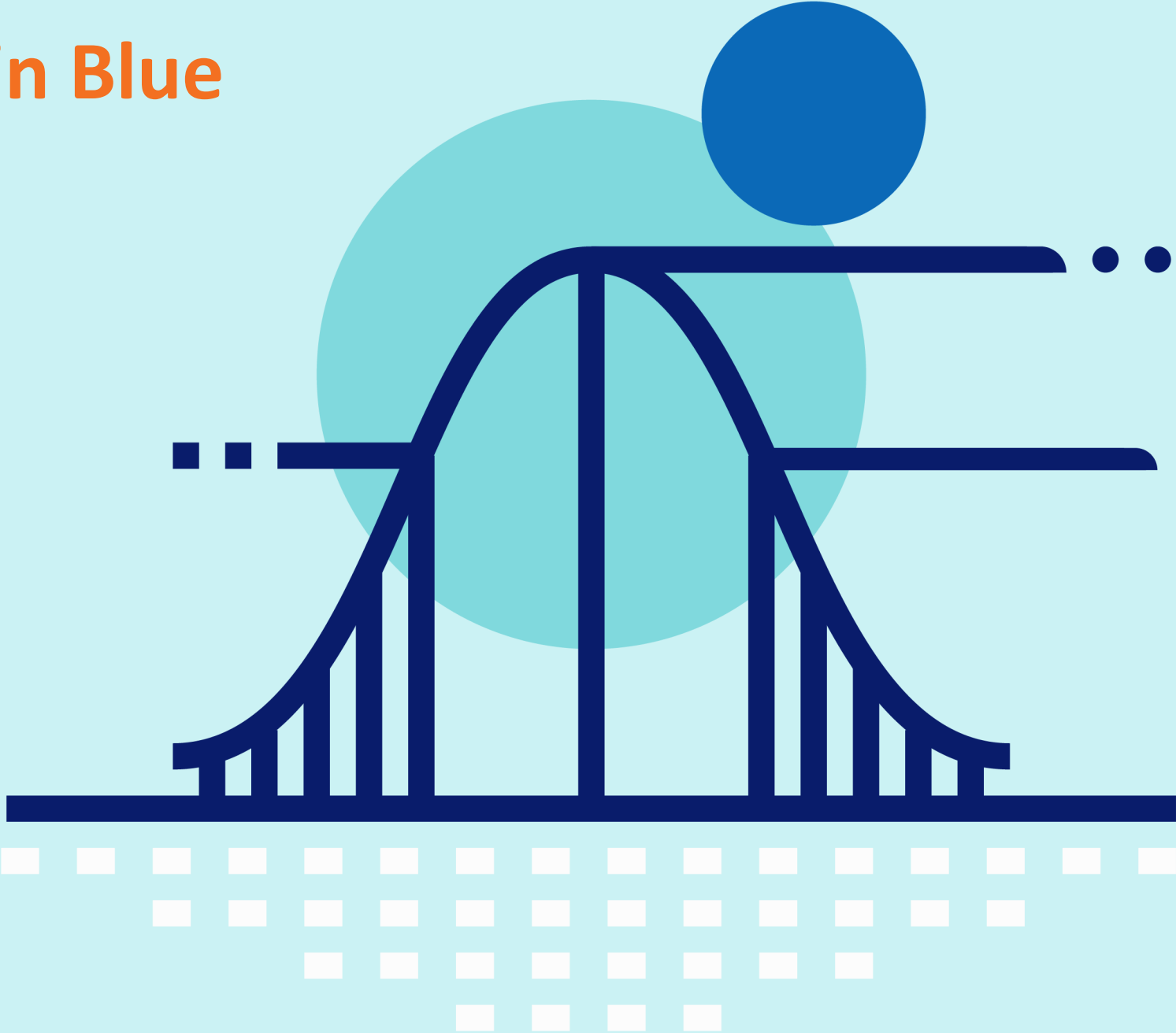
- To save your answers and move onto the next section, click “Next.”
- Remember to click the “Submit” button after you complete each survey.
- If you are unable to complete the survey in one session, click the “Save” button.
- To resume a previously saved survey, return to the original e-mail containing the survey link.

Thank you for taking the time to share your valuable feedback!



Sincerely,

Chris J. Hass, Ph.D.
Associate Provost for Academic and Faculty Affairs

UF Reporting in Blue



Community Report Examples





Submit a request [My activities](#)  John Jordi ▾

Blue Concepts
Get Started
Configure
Prepare
Setup and Publish
Manage
Report
Release Notes
Community
News

Blue Online Help > Community Report Examples > Faculty-level Reports

Blue Terms and Concepts >
Get Started >
Configure the Blue Software >
Prepare the Data >
Set Up and Publish a Project >
Manage a Published Project >
Create and Distribute Reports >
Community Report Examples ▾
College-level Reports >
Department-level Reports >
Faculty-level Reports ▾
University of Florida Faculty-level Reports
Public Reports >
Guide to Blue Portal Integrator (BPI) >
Guide to Blue Connector >
Guide to Data Integrity Gateway (DIG) >
Guide to Blue Text Analytics (BTA) >
Guide to Feedback Dashboards >
Guide to Bluepulse Administration >
Guide to BlueX Administration >
Release Notes >

University of Florida Faculty-level Reports Follow

This is where Blue users can find examples of faculty-level reports used by the University of Florida. These reports have been anonymized to protect confidentiality and privacy.

Report Name	Term	Description	Report Examples	Resources
Individual faculty aggregated report	Summer	This report aggregates the data for the same instructor with multiple sections of the same course. We have faculty that teach anywhere between 1-15+ sections of the same course. By aggregating the data, we can show all of the data in one simple report.	Summer 2020 Individual Instructor Aggregated Report Final	How-to Create Individual Aggregated Report
Individual faculty by class number report	Spring	Unlike the report above, this report is by section. So however many sections that instructor teaches is how many reports they will receive. We do this in order to provide faculty with data on the differences between their online and face to face sections of a course.	Spring 2020 Individual Instructor by Class Number Report	
Individual faculty midterm report	Spring	We offer the ability for faculty to opt-in to a midterm evaluation. The midterm questions are limited and ask about how the course is going and what needs to be improved prior to the end of the term. The report we generate goes only to the faculty and is NOT a part of the faculty's promotion and tenure process or annual performance review.	Spring 2020 Mid-Term Individual Instructor Report	

Reports in Blue

- Export Response Rate Report (included b/c split/merged courses)
- Export Summary Report by College and Department
- College Report
- Department Report
- Individual Instructor Aggregated Report
- Individual Instructor by Class Number Report
- Individual Instructor Midterm Report
- Ad hoc reports

Export Response Rate Report (included b/c split/merged courses)

	A	B	C	D	E	F	G	H	I	J	K	L
1	Course Name	DEPARTMENT	COLLEGE	Last Name	First Name	EVAL_START	EVAL_END	Evaluate Status	Enrolled	Response Count	Response Ratio	MEDIUM
2	ACG5005 Financial Accounting	BUS(BA)-Fisher School of Acc	College-Business			3/10/2020 0:01	7/10/2020 23:59	Yes	33	28	84.85	Primarily Classroom (0-49%)
3	ACG5005 Financial Accounting	BUS(BA)-Fisher School of Acc	College-Business			3/10/2020 0:01	7/10/2020 23:59	Yes	60	46	76.67	All Dist Learning (100%)
4	ACG5005 Financial Accounting	BUS(BA)-Fisher School of Acc	College-Business			3/10/2020 0:01	7/10/2020 23:59	Yes	61	53	86.89	All Dist Learning (100%)
5	ACG5005 Financial Accounting	BUS(BA)-Fisher School of Acc	College-Business			11/10/2020 0:01	15-10-2020 23:59:00	Yes	86	48	55.81	All Dist Learning (100%)
6	ACG5065 Finan/Manag Accountng	BUS(BA)-Fisher School of Acc	College-Business			15-10-2020 00:01:00	19-10-2020 23:59:00	Yes	44	17	38.64	Primarily Classroom (0-49%)
7	ACG5065 Finan/Manag Accountng	BUS(BA)-Fisher School of Acc	College-Business			16-10-2020 00:01:00	23-10-2020 23:59:00	Yes	111	61	54.96	All Dist Learning (100%)
8	ACG5065 Finan/Manag Accountng	BUS(BA)-Fisher School of Acc	College-Business			16-10-2020 00:01:00	23-10-2020 23:59:00	Yes	5	3	60	All Dist Learning (100%)
9	ACG5637 Auditing 1	BUS(BA)-Fisher School of Acc	College-Business			9/10/2020 0:01	13-10-2020 23:59:00	Yes	52	33	63.46	All Dist Learning (100%)
10	ACG5637 Auditing 1	BUS(BA)-Fisher School of Acc	College-Business			10/10/2020 0:01	14-10-2020 23:59:00	Yes	55	47	85.45	All Dist Learning (100%)
11	ACG6136 Accounting Theory	BUS(BA)-Fisher School of Acc	College-Business			9/10/2020 0:01	13-10-2020 23:59:00	Yes	21	12	57.14	All Dist Learning (100%)
12	ACG6697 Information Systems Assurance	BUS(BA)-Fisher School of Acc	College-Business			10/10/2020 0:01	14-10-2020 23:59:00	Yes	29	20	68.97	All Dist Learning (100%)
13	ACG6697 Information Systems Assurance	BUS(BA)-Fisher School of Acc	College-Business			10/10/2020 0:01	14-10-2020 23:59:00	Yes	29	15	51.72	All Dist Learning (100%)
14	ACG6935 Special Topics	BUS(BA)-Fisher School of Acc	College-Business			25-09-2020 00:01:00	2/10/2020 23:59	Yes	32	14	43.75	Primarily Classroom (0-49%)
15	ACG6935 Special Topics	BUS(BA)-Fisher School of Acc	College-Business			25-09-2020 00:01:00	2/10/2020 23:59	Yes	2	2	100	Primarily Classroom (0-49%)
16	ACG6935 Special Topics	BUS(BA)-Fisher School of Acc	College-Business			16-10-2020 00:01:00	23-10-2020 23:59:00	Yes	62	43	69.35	Primarily Classroom (0-49%)
17	ACG6935 Special Topics	BUS(BA)-Fisher School of Acc	College-Business			16-10-2020 00:01:00	23-10-2020 23:59:00	Yes	4	3	75	Primarily Classroom (0-49%)
18	TAX5025 Federal Income Tax 1	BUS(BA)-Fisher School of Acc	College-Business			10/10/2020 0:01	14-10-2020 23:59:00	Yes	34	15	44.12	All Dist Learning (100%)
19	TAX5025 Federal Income Tax 1	BUS(BA)-Fisher School of Acc	College-Business			10/10/2020 0:01	14-10-2020 23:59:00	Yes	38	30	78.95	All Dist Learning (100%)
20	TAX5025 Federal Income Tax 1	BUS(BA)-Fisher School of Acc	College-Business			11/10/2020 0:01	15-10-2020 23:59:00	Yes	36	32	88.89	All Dist Learning (100%)
21	TAX6105 Corporate Taxation	BUS(BA)-Fisher School of Acc	College-Business			9/10/2020 0:01	13-10-2020 23:59:00	Yes	23	16	69.57	All Dist Learning (100%)
22	TAX6105 Corporate Taxation	BUS(BA)-Fisher School of Acc	College-Business			9/10/2020 0:01	13-10-2020 23:59:00	Yes	25	12	48	All Dist Learning (100%)

Export Summary Report by College and Department

A	B	C	D	E	F	G	H	I	J
Term	Course Name	Delivery Medium	Total Enrollment	Response Count	Response Ratio	College	Department Code	Department Name	Special Program Code
Summer 2020	ADV2104C-17925: Advertising Writing	All Dist Learning (100%)	12	4	36.36	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	ADV3001-10025: Advertising Strategy	All Dist Learning (100%)	27	15	60	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	ADV3008-10027: Principle of Advertis	All Dist Learning (100%)	53	17	31.48	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	ADV3008-10028: Principle of Advertis	All Dist Learning (100%)	43	16	37.21	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	ADV3008-15782: Principle of Advertis	All Dist Learning (100%)	25	19	76	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	ADV3403-17923: Branding	All Dist Learning (100%)	25	11	45.83	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	ADV3500-10060: Digital Insights	All Dist Learning (100%)	23	9	39.13	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	ADV3502-10061: Advertising Sales	All Dist Learning (100%)	25	9	39.13	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	ADV4101-10062: Copy and Visualization	All Dist Learning (100%)	11	2	15.38	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	ADV4300-15560: Media Planning	All Dist Learning (100%)	22	1	4.76	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	ADV4400-10064: Internatnl Advertisng	All Dist Learning (100%)	19	4	22.22	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	ADV4930-18310: Special Study in Adv	All Dist Learning (100%)	16	4	26.67	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	MMC3203-12351: Ethics & Probs in Mass Comm	All Dist Learning (100%)	13	6	42.86	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	MMC3203-12352: Ethics & Probs in Mass Comm	All Dist Learning (100%)	27	6	24	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	MMC3203-12353: Ethics & Probs in Mass Comm	All Dist Learning (100%)	26	7	26.92	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	MMC3203-18022: Ethics & Probs in Mass Comm	All Dist Learning (100%)	26	12	48	College-Journalism/Communica	23020000	JRC(JM)-Advertising	
Summer 2020	MMC3203-18023: Ethics & Probs in Mass Comm	All Dist Learning (100%)	26	11	44	College-Journalism/Communica	23020000	JRC(JM)-Advertising	

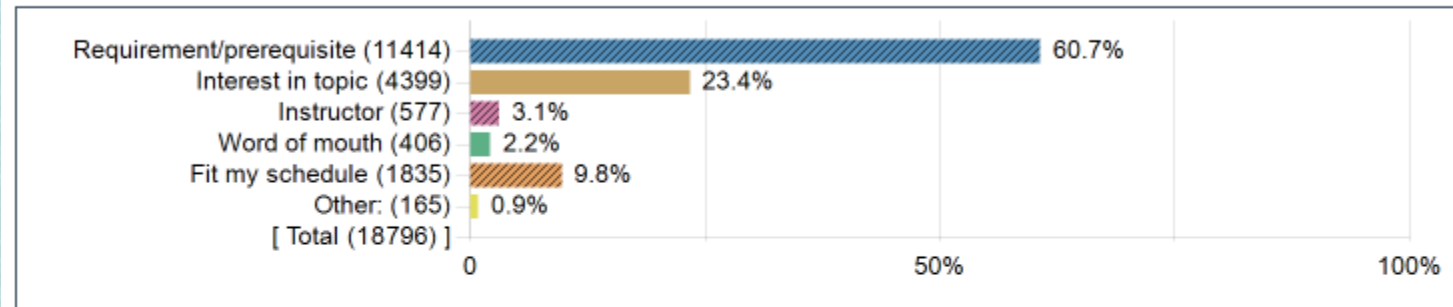
Export Summary Report by College and Department

K	L	M	N	O	P	Q	R	S	T
Last Name	First Name	Instructor Email	Instructor UFID	Q3 The instructor was enthusiastic about the course. - Mean	Q3 - SD	Q4 The instructor explained material clearly and in a way that enhanced my understanding. - Mean	Q4 - SD	Q5 - The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)Mean	Q5 - SD
				4.75	0.5	4.75	0.5	4.75	0.5
				4.8	0.41	4.73	0.46	4.8	0.41
				4.75	1	4.69	1.01	4.63	1.02
				4.88	0.34	4.81	0.4	4.88	0.34
				5	0	4.83	0.38	4.72	0.57
				4.73	0.47	4.55	0.69	4.82	0.4
				4.56	0.53	4.56	0.73	4.44	0.53
				4.25	0.71	4.13	1.36	4	1.31
				3.5	2.12	4.5	0.71	4.5	0.71
				5		5		5	
				5	0	5	0	5	0
				5	0	4.75	0.5	4.75	0.5
				4.33	0.82	4.33	1.21	4	1.55
				4.67	0.52	4.5	0.55	4.67	0.52
				4.83	0.41	4.83	0.41	4.83	0.41
				4.92	0.29	4.75	0.45	4.75	0.45
				4.36	0.81	4.27	0.65	4.45	0.69

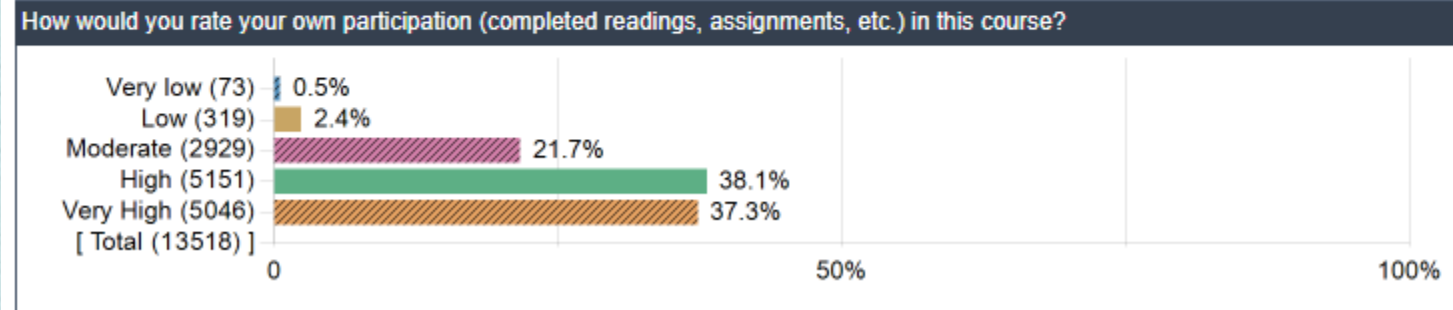
Summary Report by College and Department

Student Self-Evaluation Questions

Why did you take this course?



How would you rate your own participation (completed readings, assignments, etc.) in this course?



Summary Report by College and Department

Instructor Evaluation Questions

University Core Instructor Evaluation Questions

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Count	Mean	Median	SD
The instructor was enthusiastic about the course.	1.6%	1.7%	14.5%	27.7%	54.5%	18205	4.32	5.00	0.90
The instructor explained material clearly and in a way that enhanced my understanding.	3.0%	5.0%	16.9%	28.8%	46.3%	18196	4.10	4.00	1.04
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	2.0%	2.2%	12.6%	28.5%	54.7%	18200	4.32	5.00	0.92
The instructor fostered a positive learning environment that engaged students.	2.2%	3.1%	16.1%	27.6%	51.0%	18197	4.22	5.00	0.97
The instructor provided prompt and meaningful feedback on my work and performance in the course.	3.0%	5.5%	19.1%	26.3%	46.0%	18180	4.07	4.00	1.07
The instructor was instrumental to my learning in the course.	5.7%	7.4%	19.3%	24.7%	42.9%	18195	3.92	4.00	1.19

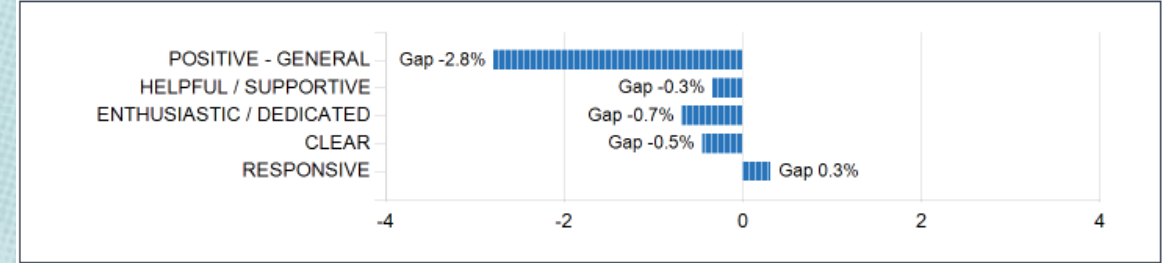
Course Evaluation Questions

University Core Course Evaluation Questions

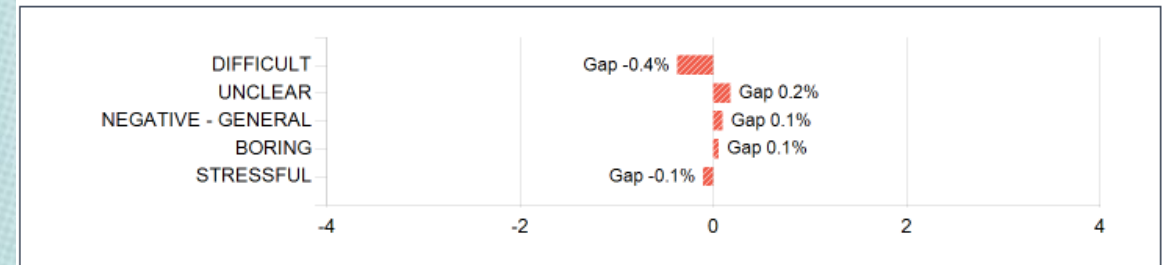
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Count	Mean	Median	SD
Course content (e.g., readings, activities, assignments) was relevant & useful.	1.9%	3.8%	10.7%	42.6%	40.9%	13411	4.17	4.00	0.90
The course fostered regular interaction between student and instructor.	5.0%	11.1%	20.6%	31.6%	31.7%	13411	3.74	4.00	1.16
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	2.8%	4.5%	13.6%	40.8%	38.2%	13411	4.07	4.00	0.97
Overall, this course was a valuable educational experience.	3.3%	4.2%	12.7%	39.3%	40.4%	13411	4.09	4.00	1.00

Summary Report by College and Department

Please identify the instructor's strengths that contributed to your learning in the course.



Attributes [No. of comments]	College Average [11699]	University Average [28683]	Gap
POSITIVE - GENERAL	27.5 %	30.3 %	-2.8 %
HELPFUL / SUPPORTIVE	25.8 %	26.2 %	-0.3 %
ENTHUSIASTIC / DEDICATED	20.2 %	20.9 %	-0.7 %
CLEAR	9.6 %	10.1 %	-0.5 %
RESPONSIVE	9.3 %	8.9 %	0.3 %



Attributes [No. of comments]	College Average [11699]	University Average [28683]	Gap
DIFFICULT	4.8 %	5.1 %	-0.4 %
UNCLEAR	1.3 %	1.2 %	0.2 %
NEGATIVE - GENERAL	0.8 %	0.7 %	0.1 %
BORING	0.5 %	0.5 %	0.1 %
STRESSFUL	0.5 %	0.6 %	-0.1 %

Individual Instructor Aggregated Report

Instructor Evaluation Questions

University Core Instructor Evaluation Questions - Comparative Scores

Question	Your Score		Department Average (MED(MD)-Molec Genetics/Microbi)		College Average (College-Medicine)		University Average	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
The instructor was enthusiastic about the course.	4.69	5.00	4.69	5.00	4.59	5.00	4.57	5.00
The instructor explained material clearly and in a way that enhanced my understanding.	4.73	5.00	4.40	5.00	4.40	5.00	4.19	5.00
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	4.49	5.00	4.44	5.00	4.47	5.00	4.42	5.00
The instructor fostered a positive learning environment that engaged students.	4.64	5.00	4.51	5.00	4.49	5.00	4.37	5.00
The instructor provided prompt and meaningful feedback on my work and performance in the course.	4.45	5.00	4.37	5.00	4.39	5.00	4.19	5.00
The instructor was instrumental to my learning in the course.	4.64	5.00	4.48	5.00	4.42	5.00	4.14	5.00
Overall	4.61	-	4.48	-	4.46	-	4.31	-

University Core Instructor Evaluation Questions

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Count	Mean	Median	SD
	1	2	3	4	5				
The instructor was enthusiastic about the course.	0.0%	0.0%	3.0%	25.3%	71.7%	99	4.69	5.00	0.53
The instructor explained material clearly and in a way that enhanced my understanding.	0.0%	0.0%	3.0%	21.2%	75.8%	99	4.73	5.00	0.51
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	0.0%	0.0%	11.3%	27.8%	60.8%	97	4.49	5.00	0.69
The instructor fostered a positive learning environment that engaged students.	0.0%	0.0%	4.1%	27.6%	68.4%	98	4.64	5.00	0.56
The instructor provided prompt and meaningful feedback on my work and performance in the course.	0.0%	0.0%	14.3%	26.5%	59.2%	98	4.45	5.00	0.73
The instructor was instrumental to my learning in the course.	0.0%	0.0%	4.1%	27.6%	68.4%	98	4.64	5.00	0.56

Individual Instructor Aggregated Report

Course Evaluation Questions

University Core Course Evaluation Questions - Comparative Scores

Question	Your Score		Department Average (MED(MD)-Molec Genetics/Microbi)		College Average (College- Medicine)		University Average	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
Course content (e.g., readings, activities, assignments) was relevant & useful.	4.28	4.29	4.27	4.27	4.24	4.31	4.12	4.20
The course fostered regular interaction between student and instructor.	4.21	4.23	4.25	4.27	4.20	4.35	3.95	4.11
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	4.28	4.36	4.27	4.33	4.11	4.19	4.00	4.14
Overall, this course was a valuable educational experience.	4.38	4.43	4.39	4.46	4.30	4.39	4.05	4.19
Overall	4.29	-	4.30	-	4.21	-	4.03	-

University Core Course Evaluation Questions

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Count	Mean	Median	SD
	1	2	3	4	5				
Course content (e.g., readings, activities, assignments) was relevant & useful.	1.0%	1.0%	6.1%	53.1%	38.8%	98	4.28	4.00	0.71
The course fostered regular interaction between student and instructor.	1.0%	1.0%	9.2%	53.1%	35.7%	98	4.21	4.00	0.74
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	2.0%	0.0%	10.2%	43.9%	43.9%	98	4.28	4.00	0.81
Overall, this course was a valuable educational experience.	1.0%	0.0%	6.1%	45.9%	46.9%	98	4.38	4.00	0.70

Individual Instructor Aggregated Report

Please identify the instructor's strengths that contributed to your learning in the course.

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

Attributes [No. of comments]	Overall [39]
POSITIVE - GENERAL	30.8 %
HELPFUL / SUPPORTIVE	28.2 %
CLEAR	25.6 %
KNOWLEDGEABLE	17.9 %
EASY	15.4 %

What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

Attributes [No. of comments]	Overall [11]
DIFFICULT	36.4 %
HELPFUL / SUPPORTIVE	27.3 %
IMPORTANT / RELEVANT	18.2 %
POSITIVE - GENERAL	18.2 %
FAIR	9.1 %

Internal Faculty View - Cognos

Question Number	University Core Questions	Percentages						Response*				Course**			Department^			College^^		
		(1)	(2)	(3)	(4)	(5)	Omitted	Mean	Median	Mode	St Dev	Mean	Median	Mode	Mean	Median	Mode	Mean	Median	Mode
Instructor Section																				
Q3	The instructor was enthusiastic about the course.	0	0	0	3.85	88.46	7.69	4.96	4.98	5	0.2	4.64	4.82	5	4.69	4.84	5	4.57	4.78	
Q4	The instructor explained material clearly and in a way that enhanced my understanding.	0	0	3.85	15.38	73.08	7.69	4.75	4.87	5	0.53	4.48	4.74	5	4.47	4.73	5	4.4	4.68	
Q5	The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	0	0	0	11.54	80.77	7.69	4.88	4.93	5	0.34	4.65	4.83	5	4.64	4.82	5	4.57	4.77	
Q6	The instructor fostered a positive learning environment that engaged students.	0	0	0	3.85	88.46	7.69	4.96	4.98	5	0.2	4.59	4.8	5	4.59	4.8	5	4.51	4.75	
Q7	The instructor provided prompt and meaningful feedback on my work and performance in the course.	0	0	3.85	11.54	76.92	7.69	4.79	4.9	5	0.51	4.47	4.75	5	4.44	4.73	5	4.38	4.69	
Q8	The instructor was instrumental to my learning in the course.	0	0	0	11.54	80.77	7.69	4.88	4.93	5	0.34	4.33	4.72	5	4.36	4.71	5	4.25	4.65	
Averages for Instructor Section								4.87	4.93	5	0.38	4.53	4.78	5	4.53	4.77	5	4.45	4.72	
Course Section																				
Q9	Course content (e.g., readings, activities, assignments) was relevant & useful.	0	0	3.85	23.08	65.38	7.69	4.67	4.79	5	0.56	4.37	4.45	5	4.33	4.4	5	4.31	4.41	
Q10	The course fostered regular interaction between student and instructor.	0	0	19.23	34.62	38.46	7.69	4.21	4.28	5	0.78	3.64	3.78	4	3.85	4.01	4	3.88	4.08	
Q11	Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	0	0	11.54	38.46	42.31	7.69	4.33	4.4	5	0.7	4.07	4.2	4	4.12	4.24	4	4.14	4.27	
Q12	Overall, this course was a valuable educational experience.	0	0	0	26.92	65.38	7.69	4.71	4.79	5	0.46	4.41	4.56	5	4.36	4.52	5	4.33	4.49	
Averages for Course Section								4.48	4.63	5	0.66	4.12	4.28	5	4.17	4.3	5	4.16	4.32	
Supplemental Questions																				
Q21	Expectations about specific lab procedures are clearly stated in advance.	0	0	3.85	26.92	61.54	7.69	4.63	4.75	5	0.58	4.54	4.7	5	4.5	4.65	5	4.5	4.65	
Q22	Lab content (e.g., readings, activities, assignments) was relevant & useful.	0	0	0	26.92	65.38	7.69	4.71	4.79	5	0.46	4.54	4.71	5	4.48	4.66	5	4.47	4.66	
Q23	Lab safety procedures were adequately enforced.	0	0	11.54	26.92	53.85	7.69	4.46	4.64	5	0.72	4.47	4.67	5	4.48	4.66	5	4.47	4.66	
Q24	The instructor explained material clearly and in a way that enhanced my understanding.	0	0	0	30.77	61.54	7.69	4.67	4.75	5	0.48	4.58	4.75	5	4.54	4.71	5	4.53	4.71	
Averages for Supplemental Questions								4.61	4.74	5	0.57	4.3	4.52	5	4.31	4.53	5	4.32	4.52	

* Response refers to the calculations corresponding to the course section/class number and individual instructor referenced in this table.
 ** Course refers to the calculations corresponding to all courses with the same course number regardless of the number of instructors. Special Topics courses with the same course number are included in this calculation.
 ^ Department refers to the calculations corresponding to all courses within the department.
 ^^ College refers to the calculations corresponding to all courses within the college.

Calculations are respective of undergraduate (1000 – 4000) v. graduate (5000 – 9000) level courses.

Internal Faculty View - Cognos

Additional Questions:

Q1: Why did you take this course?

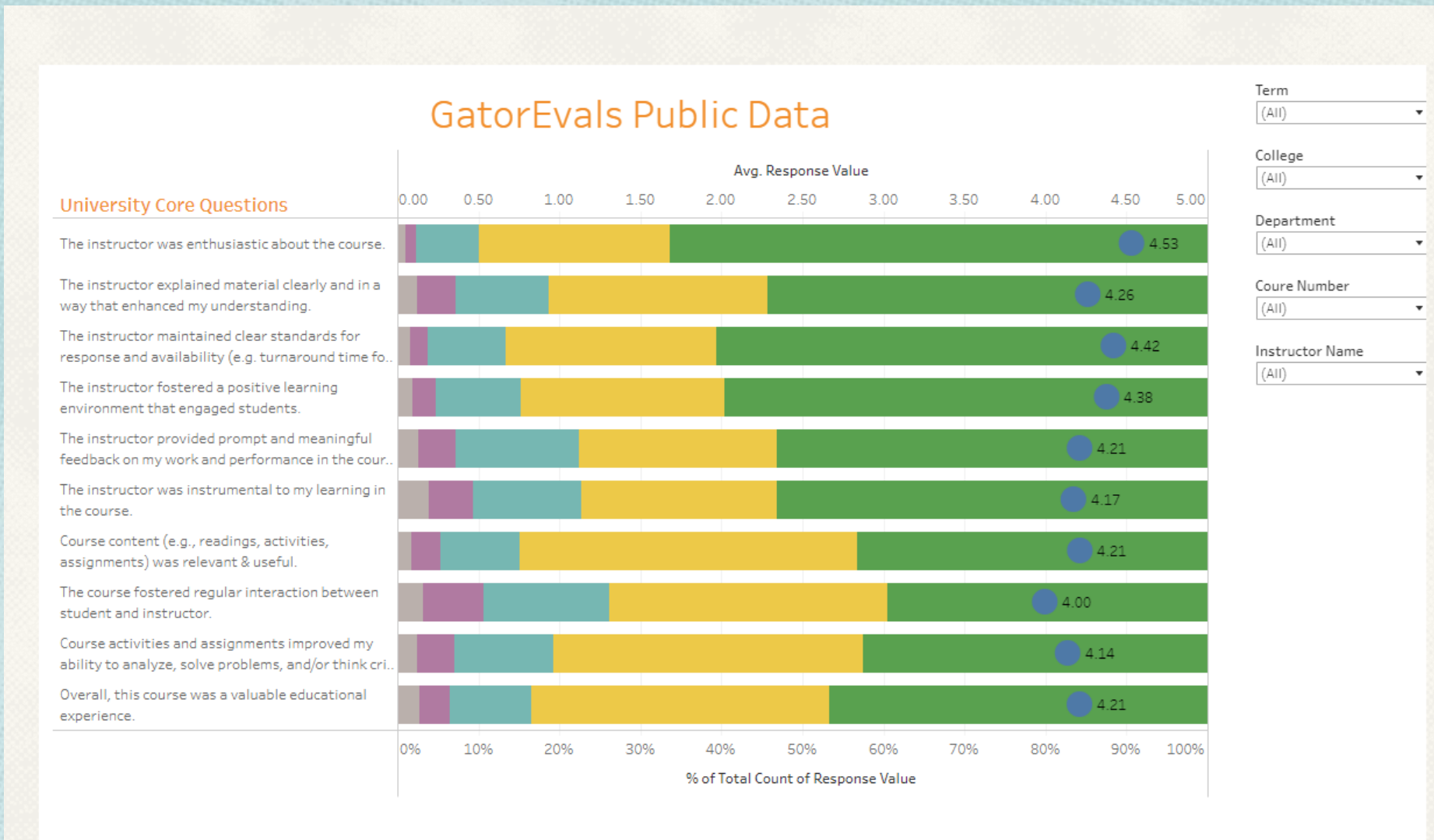
Response Combinations	Count
Interest in topic	4
Interest in topic Instructor Fit my schedule	1
Interest in topic Instructor Word of mouth Fit my schedule	1
Requirement/prerequisite	5
Requirement/prerequisite Instructor	1
Requirement/prerequisite Interest in topic	5
Requirement/prerequisite Interest in topic Instructor	5
Requirement/prerequisite Interest in topic Instructor Word of mouth Fit my schedule	1
Requirement/prerequisite Interest in topic Word of mouth Fit my schedule	1
Requirement/prerequisite Other:	1

Q2: How would you rate your own participation (completed readings, assignments, etc.) in this course?

Response Combinations	Count
Very High	10
High	8
Moderate	5
Low	2

External Public Reporting – Tableau

<https://gatorevals.aa.ufl.edu/public-results/>



Internal Reporting - Tableau

Columns		Question Number					
Rows		Instructor Gender		Term			
IGO							
Instructor Gender	Term	Question Number					
Female	Fall 2019	Q3	Q4	Q5	Q6	Q7	Q8
	Spr 2020	Abc	Abc	Abc	Abc	Abc	Abc
	Sum 2020	Abc	Abc	Abc	Abc	Abc	Abc
Male	Fall 2019	Abc	Abc	Abc	Abc	Abc	Abc
	Spr 2020	Abc	Abc	Abc	Abc	Abc	Abc
	Sum 2020	Abc	Abc	Abc	Abc	Abc	Abc

Internal Reporting - Tableau

Columns		Question Number					
Rows		Instructor Gender		Instructor Ethnicity			
IGEO							
Instructor Gender	Instructor Ethnicity	Q3	Q4	Q5	Q6	Q7	Q8
Male	Pacific Islander; Hawaiian	Abc	Abc	Abc	Abc	Abc	Abc
	Hispanic	Abc	Abc	Abc	Abc	Abc	Abc
	White	Abc	Abc	Abc	Abc	Abc	Abc
	Multiple	Abc	Abc	Abc	Abc	Abc	Abc
	Black	Abc	Abc	Abc	Abc	Abc	Abc
	Asian	Abc	Abc	Abc	Abc	Abc	Abc
	Not Reported	Abc	Abc	Abc	Abc	Abc	Abc
	Nonresident Alien	Abc	Abc	Abc	Abc	Abc	Abc
	American Indian; Alaska Native	Abc	Abc	Abc	Abc	Abc	Abc
Female	Pacific Islander; Hawaiian	Abc	Abc	Abc	Abc	Abc	Abc
	Multiple	Abc	Abc	Abc	Abc	Abc	Abc
	Hispanic	Abc	Abc	Abc	Abc	Abc	Abc
	White	Abc	Abc	Abc	Abc	Abc	Abc
	American Indian; Alaska Native	Abc	Abc	Abc	Abc	Abc	Abc
	Asian	Abc	Abc	Abc	Abc	Abc	Abc
	Not Reported	Abc	Abc	Abc	Abc	Abc	Abc
	Black	Abc	Abc	Abc	Abc	Abc	Abc
	Nonresident Alien	Abc	Abc	Abc	Abc	Abc	Abc

Internal Reporting - Tableau

Columns	Question Number					
Rows	Delivery Medium					
Online v. Face to Face						
Delivery Medium	Q3	Q4	Q5	Q6	Q7	Q8
AD - All Dist Learning (100%)	Abc	Abc	Abc	Abc	Abc	Abc
PD - Prim Dist Learn (80-99%)	Abc	Abc	Abc	Abc	Abc	Abc
HB - Hybrid Blend (50-79%)	Abc	Abc	Abc	Abc	Abc	Abc
PC - Primarily Classrm (0-49%)	Abc	Abc	Abc	Abc	Abc	Abc

Q&A

Wrap Up and Next Steps

- ✓ How many institutions would be willing to share anonymized versions of their reports?
- ✓ Provide How-To step by step documentation on how to build those reports in Blue.