Robust Evaluations Integration and Flexibility Made Real with Blue 8.0 and The Question Bank

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Ouanessa Boubsil

Adam Flanders

August 1, 2022

Institutional Data

- Today, almost 82 percent of UMGC enrollments are online and more than 98 percent are either online or in a hybrid format

- FY2021 total enrollments: 89,904

- In FY2021, 15,425 degrees and certificates awarded

- In FY2021, 352,085 online course enrollments worldwide

More than
140 Locations
Worldwide

Australia	Korea
Bahrain	Kuwait
Belgium	Netherlands
Diego Garcia	Okinawa
Djibouti	Portugal
Egypt	Qatar
Germany	Singapore
Greece	Spain
Guam	Turkey
Italy	United Arab Emirates
Japan, Mainland	United Kingdom
Jordan	United States

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

History

- Founded in 1947, UMGC has maintained a singular focus on the needs of adult and military students for whom a traditional education is impractical or impossible

- In 1949, answered U.S. Department of Defense (DoD) call to teach American troops stationed in post-WWII Europe; in 1956, in Asia; in 2005, in the Middle East

- Taught in war zones including Vietnam, Kosovo, Iraq, and Afghanistan

- Today, UMGC operates on U.S. military installations in more than 20 countries under three DoD contracts: Europe, Asia, and Middle East

- In 1970, became independently accredited

- Among first universities in U.S. and the world to develop and offer degrees fully online

- Today, UMGC is America's largest online public university

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Schools and Campuses

Schools

- School of Arts and Sciences (SAS)
- School of Business (BUS)
- School of Cybersecurity and Information Technology (CIT)

Specialized units

- Academic Operations (Academic Pathways courses)
- Student Affairs (First Term Experience Courses)

Campuses (Several different locations per campus)

- Adelphi (US)
- Asia
- Europe

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Academic Calendar

- Semester (Term) based - 4 terms a year
- Sessions within terms - 3 to 50 sessions
- Variable session lengths - 4-17 weeks
- Variable course lengths - 1-8 weeks
- Staggered, overlapping term/session start and end dates
- Over 7000 courses in spring and fall terms

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Solution Requirements

- Scalability
- Automation
- Flexibility
- Compatibility

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Current Active Blue Projects

	Course Evaluations	Certification Survey	Capstone Survey
Who Gets the Survey?	Given to every student in every class	Given to all students that have taken and passed a computer course that corresponds to a computer certification	Given to students in the last course of their program (Capstone Course)
When Does the Survey Start?	75% of class completion	6 months after the class completion	50% of class completion
Numbers? (Per Term)	6100 Total courses	14 courses (multiple sections of each)	66 Programs or Specializations
Course\Student Pairs (Per Term)	125000	5100	5200
Survey Format	Standard Blue Questionnaire	Standard Blue Questionnaire	Blue Q-Bank

Course Evaluations Structure

- 18 Questions, all students get in every course
  - Aggregated into: Course Overall, Instructor Overall, Course Design and Course Objectives
  - 2 open-ended questions

- 4 NPS (Net Promoter Score) questions
  - 11-point scale ratings and comments
  - 2 questions every student gets in every course
  - 2 school, University questions that students only get in their first course of a term

- Special Adhoc questions
  - Number varies by term(s)
  - By requests from different academic units

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Course Evaluations Challenges

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

- Identifying and generating demographics to trigger questions at the correct time

  - Challenge: Asking certain questions only once in the first course of a student's term

  - Solution - Add a field in the course\student relationship file that indicates the students first course.

Source	Target	course_retaken	first_class_in_term	grade_indicator
000104-01-2218-OL3-7382	Student1	N	Y	N
000104-01-2222-OL1-6382	Student2	N	N	N
000104-01-2225-OL1-6380	Student3	Y	N	N
000104-01-2218-OL2-6981	Student4	N	N	Y

  - Challenge: Asking certain questions in a student's first term at UMGC
  - Solution – Add a field in the user data source that indicates what term the student started

OriginalID	FullEmail	FirstName	LastName	Blue_Role	new_to_umgc_terms	acad_plan_codes	plan_capstone_course	plan_survey_name	capstone_course_ind
Student97	Student97@umgc.edu	Student	97	3	2202	PSCI-MAJ	GVPT 495	BS Political Science	Y
Student98	Student98@umgc.edu	Student	98	3	2192	HIMS-MS	HIMS 670	MS in Health Informatics Administration	Y
Student99	Student99@umgc.edu	Student	99	3	2185	ACCTFIN-MS	MSAF 670	MS in Accounting and Financial Management	Y

Certification Survey Structure

- Sent to every student that, the previous semester, has taken and passed a computer course that prepares them to take a certification exam
- Questions trigger based on the course
- Questions skip logic
- Timing
  - Sent to students 6 months after the course has ended
  - Survey is open for 2 weeks
  - Students are loaded into the project at the same time as the course evaluations (50% of completion of the course)

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Certification Survey Challenges

- Slightly different question wording for each course
- Can't use pipping because demographics for certification name is not available in our data
- Can't use Q-Bank because of question skip logic

  Solution
  - Include each question for each course and use triggers to populate them

- Timing of survey and reports (shifted 6 months from course end date)
  Solution
      - Continuously running the project and classes populate in project at the same time as course evaluations
      - Keep data source data for 1 year

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Capstone Survey Structure

- 13 University level questions
    - All students taking a capstone course receive these questions
    - Additional questions triggered by demographics or student responses
- 5 to 18 School level questions
    - Triggered by the school demographic of the capstone course
- 6 to 28 Program level questions
    - Questions to assess program outcomes\goals

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Capstone Survey Programs

Graduate Programs
   BUS (7)
   CIT (11)
   SAS (9)
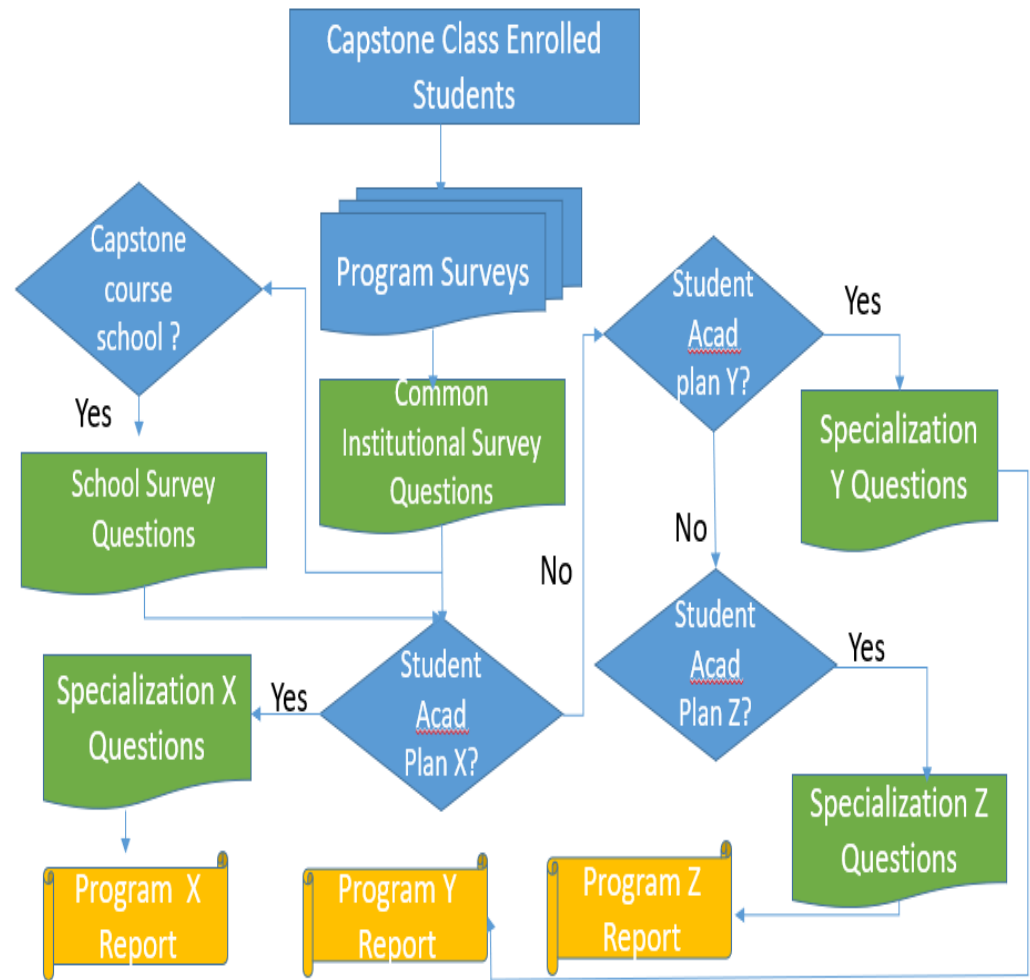Undergraduate Programs
   BUS (7)
   CIT (6)
   SAS (13)
MGMT 670
   SAS (4)
   BUS/CIT (9)

Total: 66 Programs/Specializations

Capstone Surveys and Reports Flow

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Challenges

Blue Limitations handling the Large number of survey questions in one project (500)

Programs with more than one capstone course

Same capstone course for more than one program

Integrating to combine all surveys into a single project

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Solution: Rethinking Q-Bank

Q-Bank is normally used to populate **only the questions needed** based on the course.

We use Q-bank to populate any question that **could be used** based on the course and then we use **triggers to show only the questions we want** for each student based on their program.

- Before Q-Bank and Blue 8 - We had 5 projects for the Capstone Survey

- After - We combined everything into 1 project

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Solution for same capstone course for more than one program

- Additional fields to user file

- Field value must be unique for each program

- Field value used for triggers and for generating reports in shared capstone courses

OriginalID	FullEmail	FirstName	LastName	Blue_Role	plan_capstone_course	plan_survey_name
User1	User1@umgc.edu	User	1	3	BIOT 670	Masters - Biotechnology: Bioinformatics
User2	User2@umgc.edu	User	2	3	BIOT 670	Masters - Biotechnology: Bioinformatics
User3	User3@umgc.edu	User	3	3	BIOT 670	Masters - Biotechnology: Regulatory Affairs
User4	User4@umgc.edu	User	4	3	BIOT 670	Masters - Biotechnology: Biotechnology Mgmt
User5	User5@umgc.edu	User	5	3	BIOT 670	Masters - Biotechnology: Biotechnology Mgmt

Solution For Programs with more than one capstone course

Use question bank mapping or triggers to populate the correct questions

---

Use the "plan_survey_name" demographic to generate a "group-by" report

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Solution -Developing and organizing so capstone projects can be combined into 1 project

- Easy to understand labels for Q-Bank mapping, filters, triggers, and demographics

- Well thought out demographics

- Well organized Q-Bank Mapping

- Set the number of columns needed to map each section based on the largest number of questions a program in that section will have

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Benefits

- Provides incredible flexibility and a new way to run a complex project
- Provides flexibility for triggering questions
- Allows different reports to be generated based on demographics
- Allows for a maximal number of questions to be used in a single project

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Future Strategy

- Issue – Complex triggers and Question Bank build for the capstone project

➢ Considered Strategy – Request a BLUE enhancement to make the Question Bank mapping use User demographics and not just Course data

- Issue – Expanding the data warehouse fields to upload

➢ Considered Strategy– Adding fields that will not require additional programing or manual updates at the Blue level

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Questions?

- Email:
- course-evaluation-support@umgc.edu

UNIVERSITY OF MARYLAND GLOBAL CAMPUS