

Blue Dashboard 4: Uncovering Essential Insights

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What is the Blue Dashboard (Add-on Module)

Data

Trend analysis on across projects in Blue

Statistical Analysis
(Mean, Interpolated
Median, % Fav, etc...)

Demographic Data

Efficient

Question identifier
mapping and question
grouping

Individual and
Organizational hierarchy
access

Customized and dynamic
time period
configuration

Engaging

Interactive data
exploration that enabled
self-serve experience

Filter, compare and drill-
down to the individual
comments

At the individual and
Aggregate level

Insight

Evaluations

Multi-rater

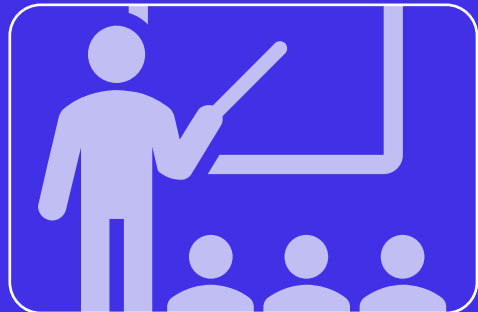
Student & Employee
Journey

Blue Dashboard (What does it include?)



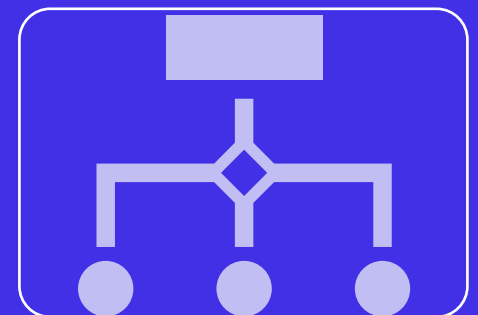
Multiple Blue Dashboards

- are available for one Blue site, each dashboard includes two modules



Individual Dashboard

- is the self-viewed dashboard for instructors.



Aggregate Dashboard

- The space to analyze results at the organizational level or per unit level. (Dept chair, Dean, Provost, Data analyst or researchers)

What is in 4.0

Data

Norms

My overall

Efficient

Summary View
Builder

What you see is what
you get

Customized and
dynamic time period
configuration

Engaging

UI Uplift

Streamlined filtering

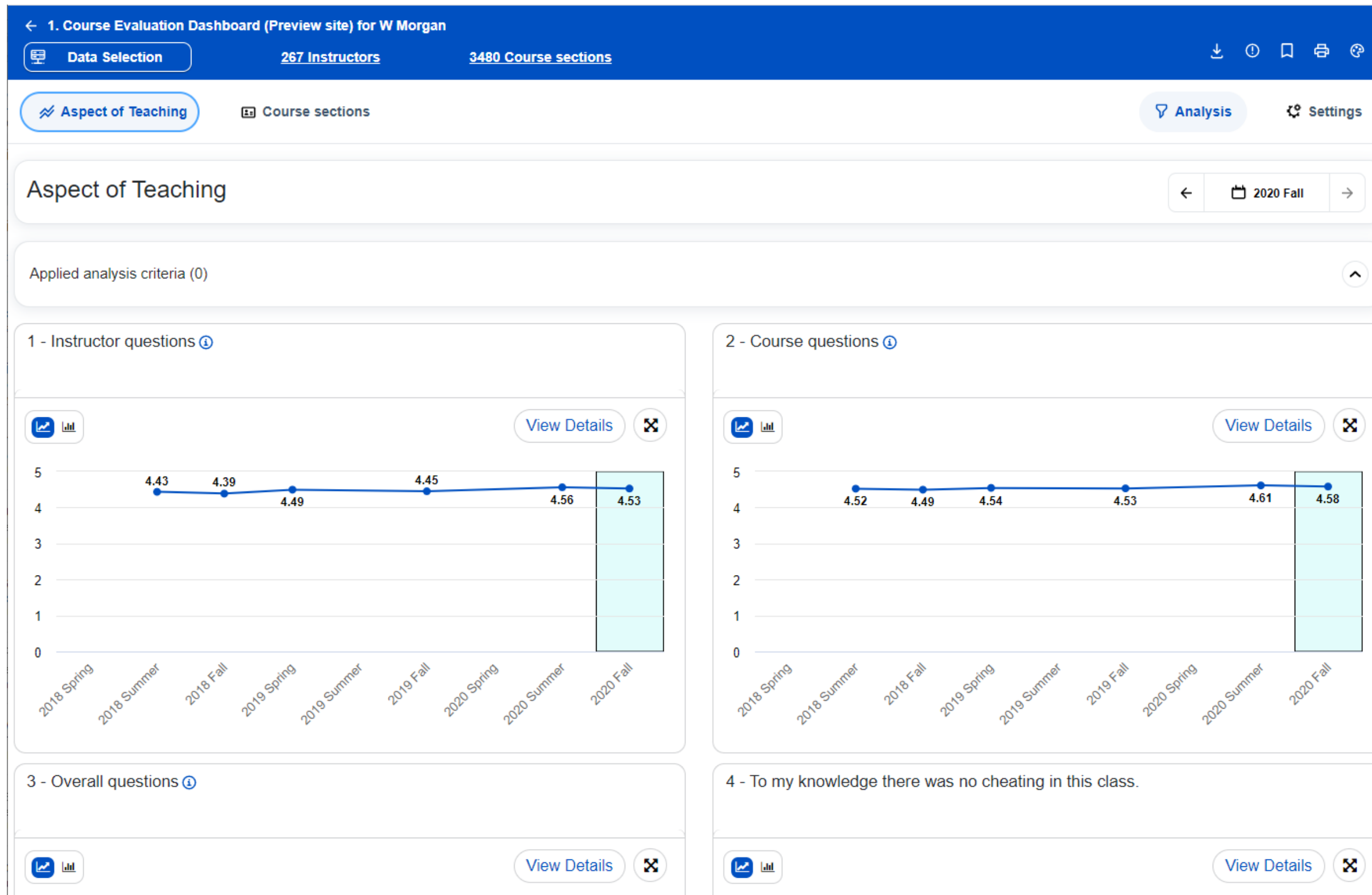
Hierarchy based
drilldown

Insight

Heatmap

Summary View

Normative Analysis



General
Look & feel
upgrade

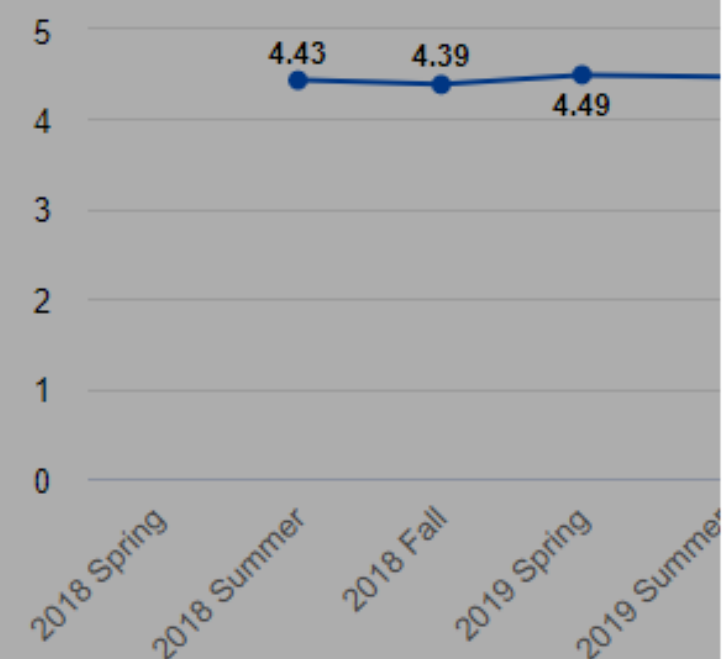
Aspect of Teaching

Course

Aspect of Teaching

Applied analysis criteria (0)

1 - Instructor questions ⓘ



3 - Overall questions ⓘ



Analysis

COLL_CODE (1)

☐ SC

COLL_DESC (1)

☐ Sciences

DEPT_CODE (8)

☐ AST☐ GEV☐ BIO☐ MAT☐ CHM☐ PHY☐ CSC☐ SCI

DEPT_DESC (8)

☐ Astrophysics and Planetary Sci☐ Computing Sciences☐ Biology☐ Geography and the Environment☐ Chemistry☐ Mathematics and Statistics☐ Comprehensive Science☐ Physics

LEVEL_CODE (3)

☐ G☐ UG;G☐ UG

Selected analysis criteria (0)

Reset all

Cancel

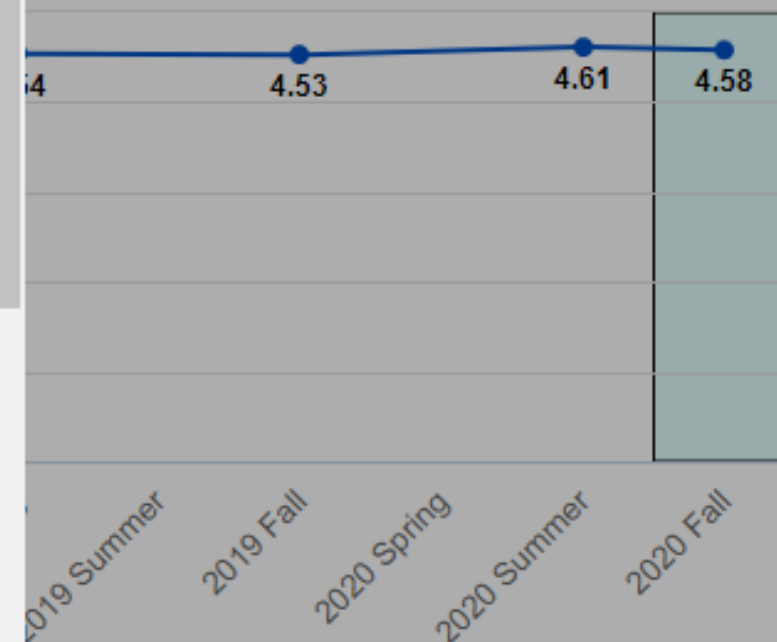
Apply

Analysis

Settings

← 2020 Fall →

View Details



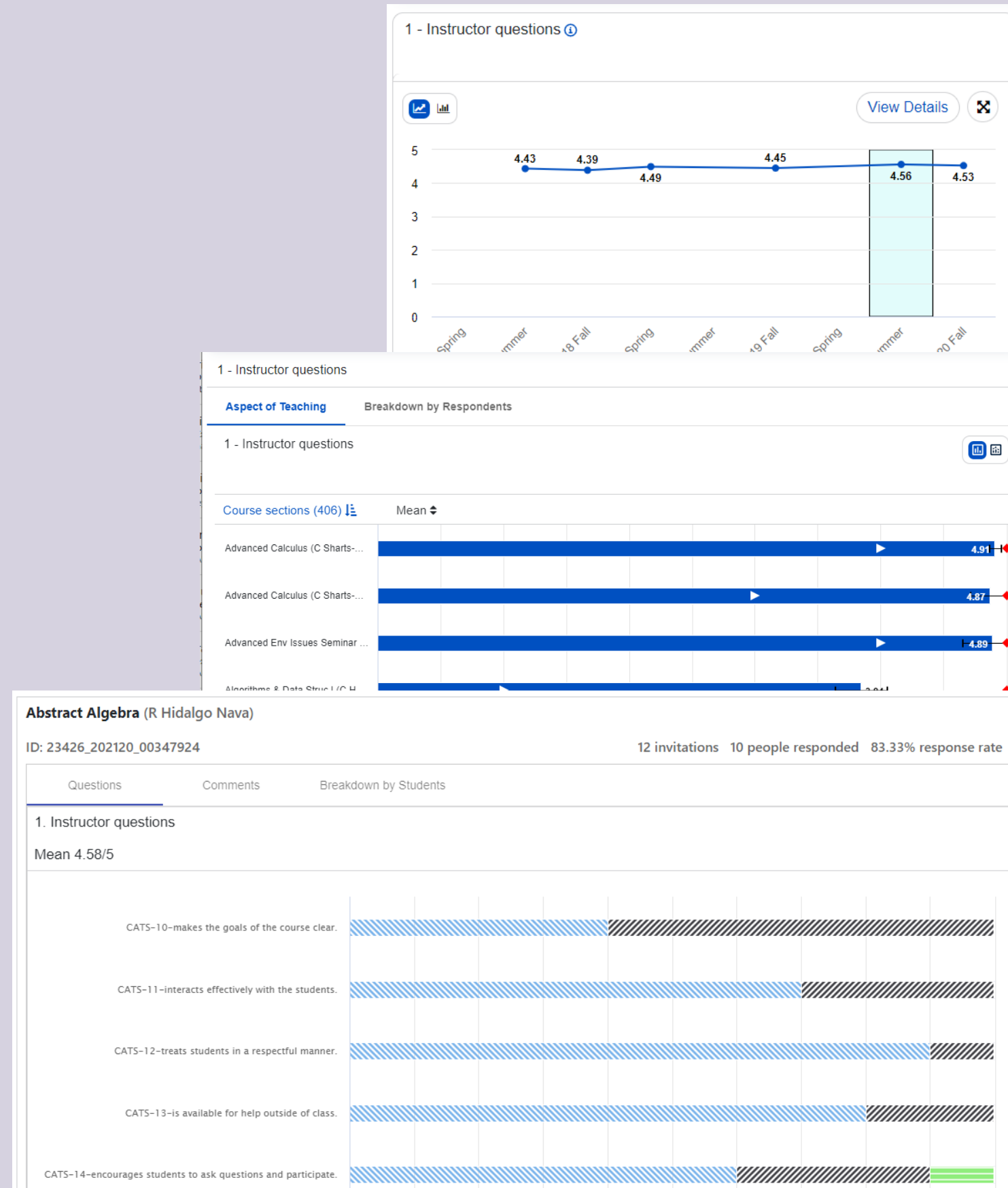
Outside of class did you spend doing work for

View Details



Enhanced menu

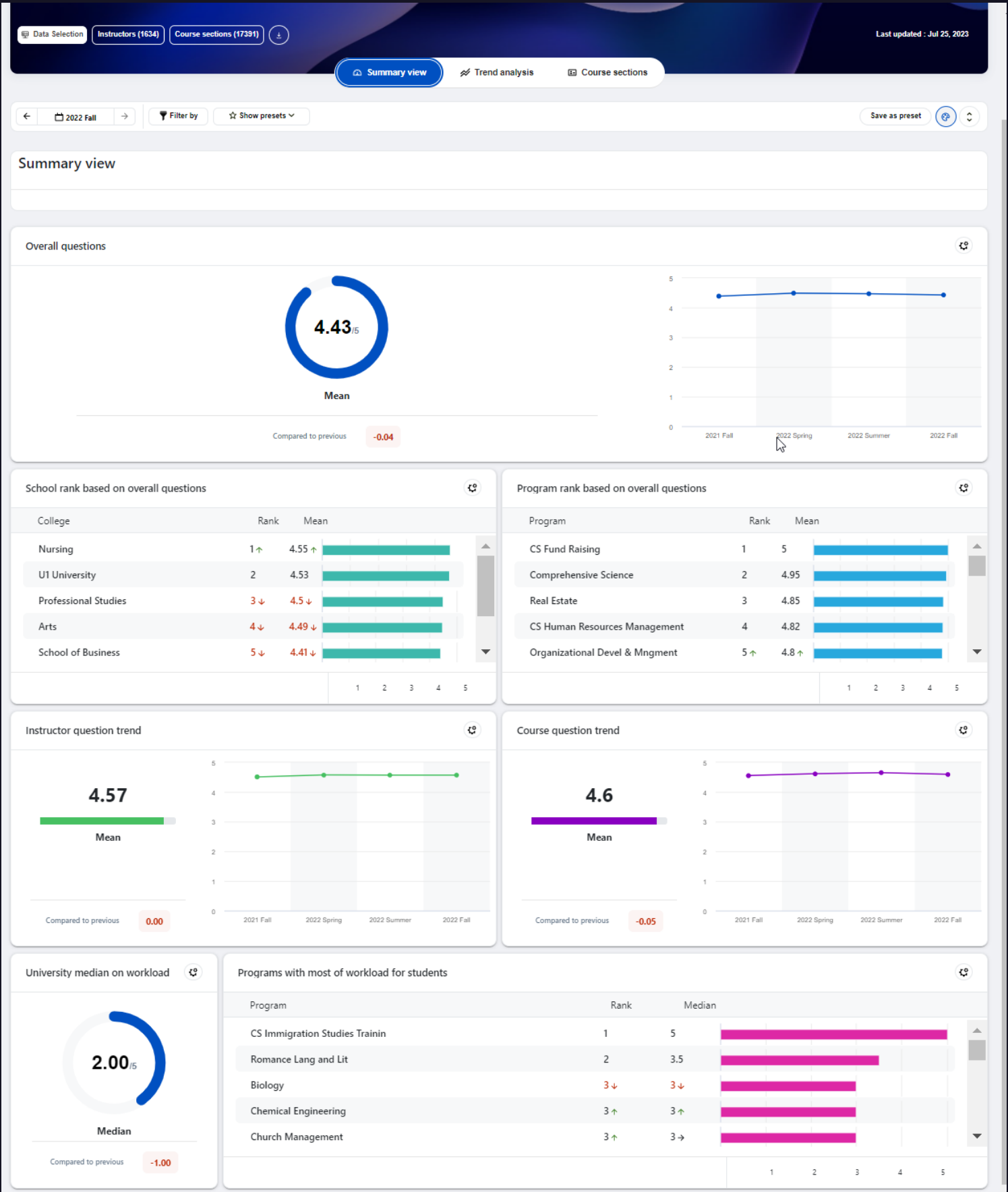
Hierarchy based drilldown



Widget based summary view

- Use case:
- Tell me how I'm doing and what to focus on?

- **Summary view**



1. Course Evaluation Dashboard (Preview site) for W Morgan

Data Selection 267 Instructors 3480 Course sections

Analysis Settings

Course sections

Applied analysis criteria (0)

	4.53 / 5	4.58 / 5	4.37 / 5	4.64 / 5
	1 - Instructor questions	2 - Course questions	3 - Overall questions	4 - To my knowledge there was no cheating in this class.
Course sections (412) ↓	Mean ↓	Mean ↓	Mean ↓	Mean ↓
AST:Earth-Our Habitable World (R McGeary) ID: 23801_202120_00510842 51 invitations 26 people responded 50.98% response rate	2.99	4.04	2.85	4.19
Evolutionary Ecology (J Lloyd) ID: 22244_202120_00307105 19 invitations 13 people responded 68.42% response rate	3.04	4.1	2.69	3.92
Calculus I (M Cunningham) ID: 23385_202120_00520288 28 invitations 26 people responded 92.86% response rate	3.07	4.06	2.79	4.15
Organic Chemistry Lab I (G French) ID: 22474_202120_00605741 18 invitations 8 people responded 44.44% response rate	3.22	4.4	3.75	4.75
Experimental Methods I (A Pantesco) ID: 23880_202120_00979376 5 invitations 2 people responded 40.0% response rate	3.25	4.5	3.25	5.0
Diff Equation with Linear Alg (J Weinstein) ID: 23402_202120_00341341 25 invitations 17 people responded 68.0% response rate	3.26	4.19	2.65	4.47
Stats in Health Care Research (J Brand) ID: 24162_202120_00373527 26 invitations 18 people responded 69.23% response rate	3.29	4.13	3.06	4.44
Organic Chemistry Lab I (L Scholz) ID: 22491_202120_00153921 5 invitations 5 people responded 100.0% response rate	3.3	4.43	3.9	4.6
Molecular Thermodynamics (B Akis) ID: 22498_202120_00354685 15 invitations 12 people responded 80.0% response rate	3.33	4.51	3.29	4.92
General Chemistry I (B Akis) ID: 22453_202120_00354685	3.35	4.07	3.06	4.63

Heatmap on subject list

What's next 4.1? (2023)

Data

Norms Across
subjects

NPS

Percentile

Efficient

Impersonation
for aggregate

Enhanced ETL

Usage Tracking

Engaging

Customer
Instruction

More user
settings

Zoom

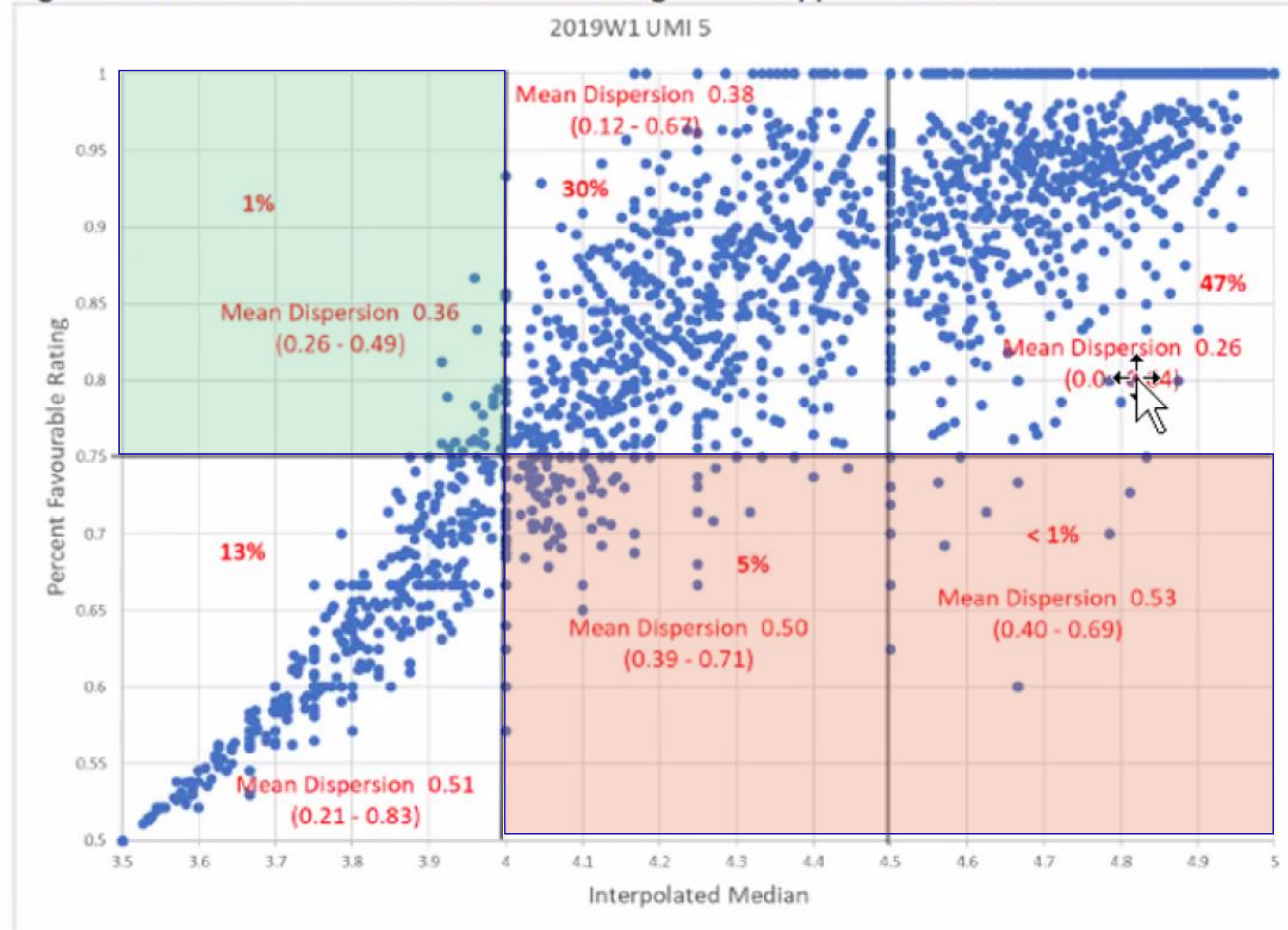
Insight

Custom
Heatmap

Scatter-Plot

Listing view to
CSV

Figure 2: 2019 Winter Term 1- Instructor Ratings in the Upper Quadrant



% Favorable
vs
Interpolated median

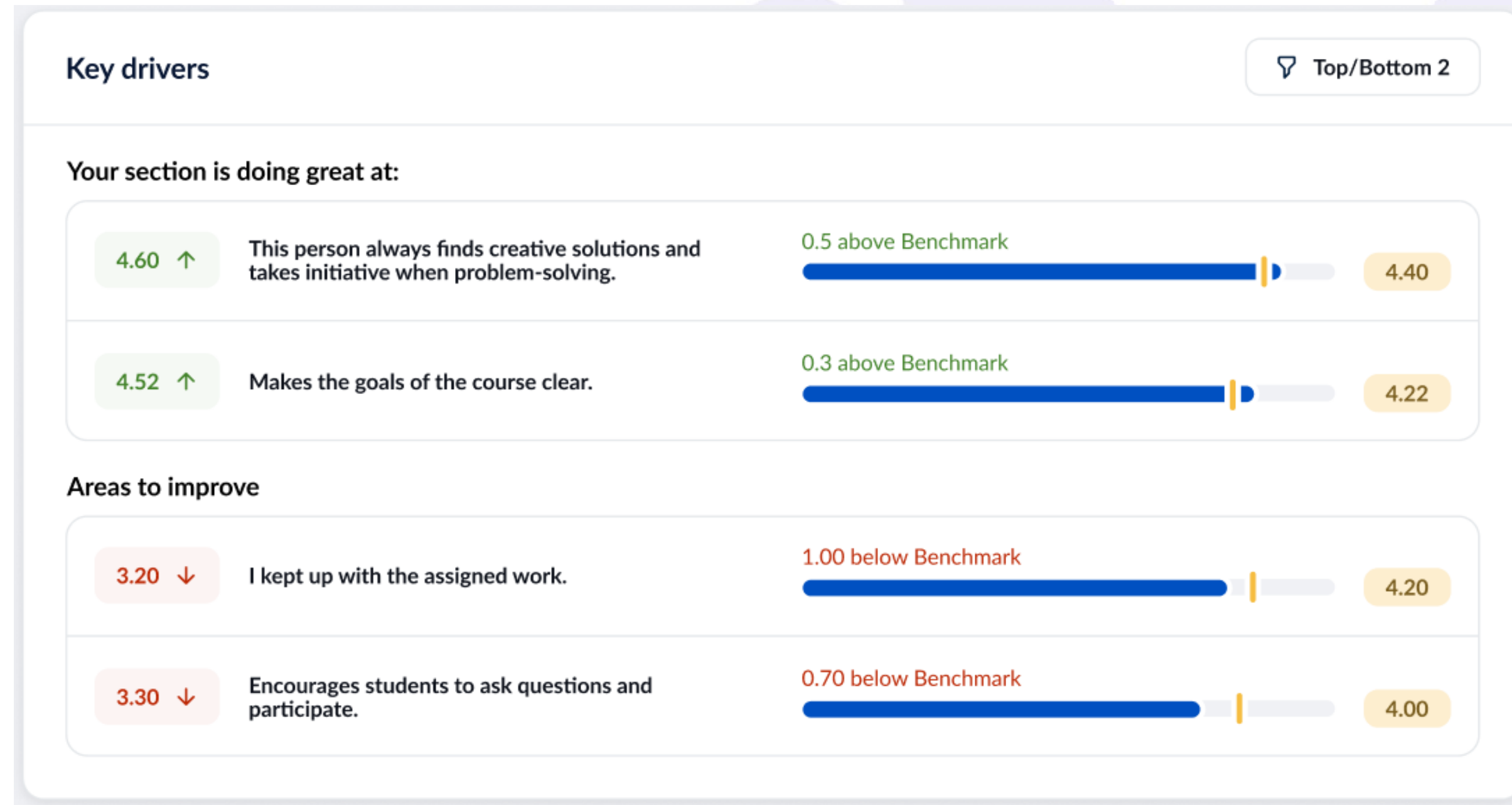
By Next Time we Meet

Widget: Key drivers

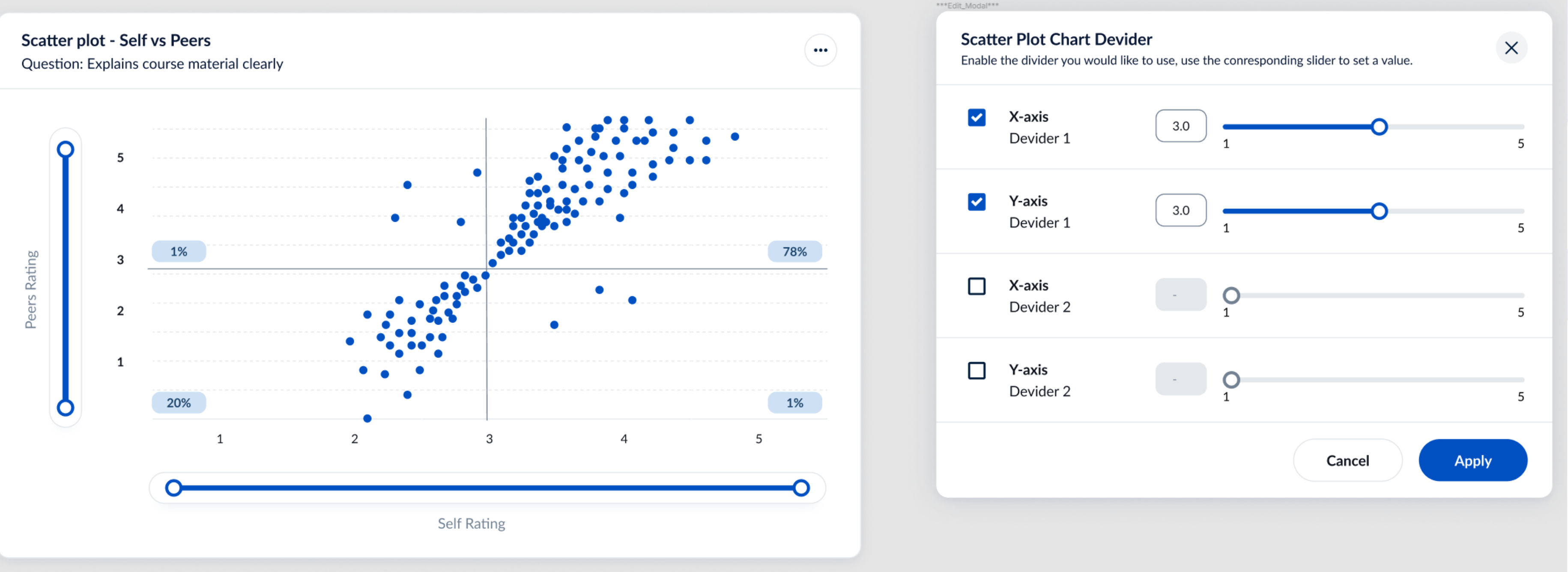
Use case:

Tell me what to focus on

- Top 2 items
- Bottom 2 items



Scatter plot chart: self vs peers

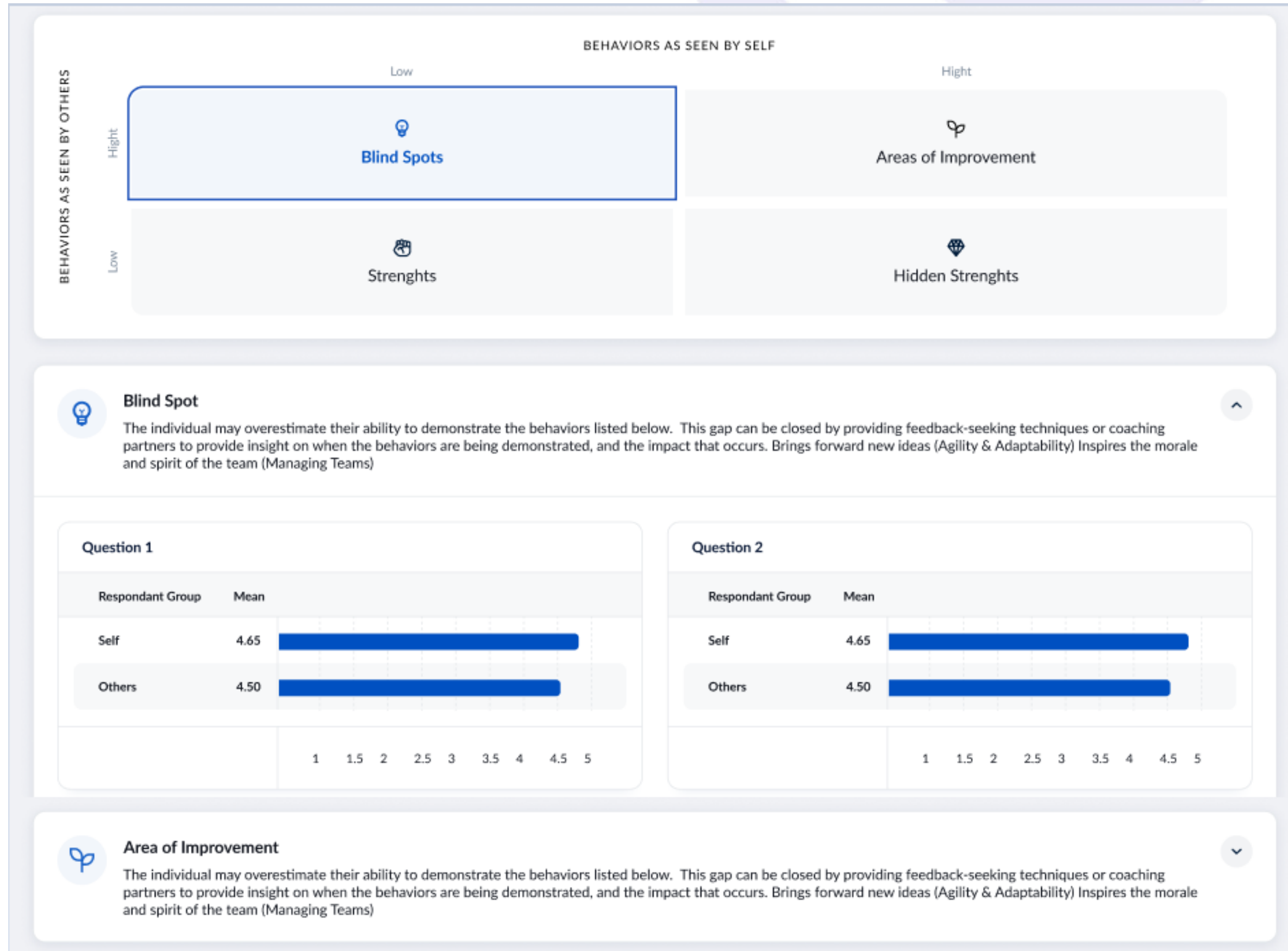


Johari Window

Use case:

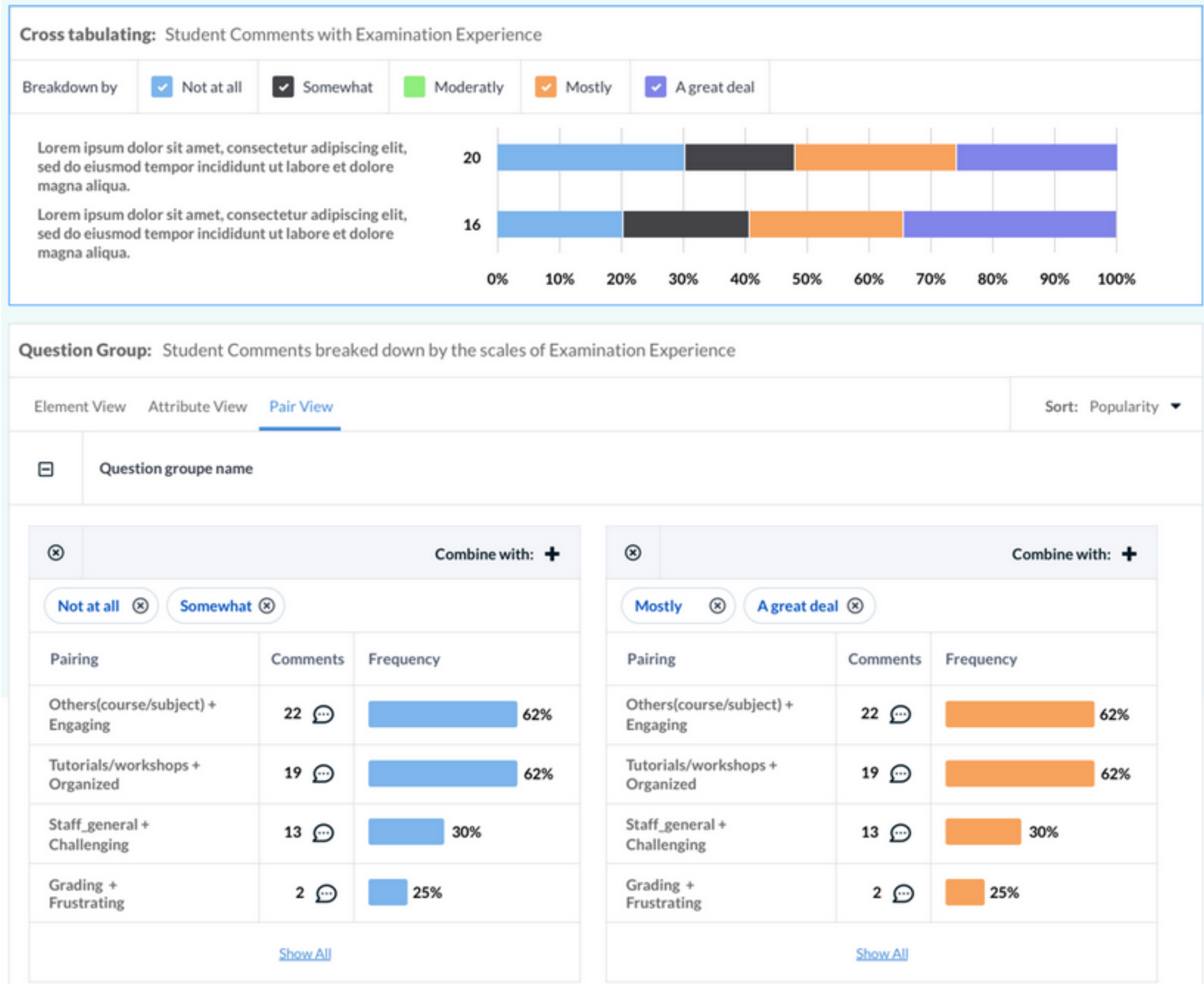
Tell me how I'm doing in multi rater feedback

- Peer's review
- Self vs Others



Integrate with Blue ML for text analytics

<div> <div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div> </div> <div>To me, the following factors are most effective in motivating students to complete course evaluations for their courses:</div> <div>Export</div>	
<div> <div> <div>• Element :</div> <div>Grading</div> <div></div> <div>+</div> </div> </div>	
<div> <div> <div> <div></div> <div>Search a comment</div> </div> <div> <div>All comments (10)</div> <div>Sort by: View all</div> </div> </div> </div>	
Comments	Catgories
<div> <div>1-</div> <div> <div>The quality of instruction was great. I think it was the content that was challenging since the class was learning statistics and SPSS at the same time. The two assignments were lengthy yet only worth 10% each, while the exam was worth a lot at 45%. Perhaps a change would be to have shorter but more frequent assignments (descriptive/correlation, SLR, MLR/moderation, mean comparison) still worth 10% each. The project could be 30% paper, 10% presentation, and then the exam could be 20%. More frequent testing I think would help make the content more digestable for everyone.</div> <div>Positive</div> </div> </div>	<div> <div>1. tutorials/workshops + Experienced</div> <div>2. others(course/subject) + Potential pace issues</div> <div>3. teaching methods + Potential voice issues</div> <div>4. professors/instructors + Clear</div> </div>
<div> <div>2-</div> <div> <div>Did not feel that the exam tested what was actually taught in the course. Assignments did not seem to help prepare for the final exam. Very large class, should be split into two sections. Quality of computer lab was poor - very difficult to hear the professor and many of the computers were not working.</div> <div>Ambiguous</div> </div> </div>	<div> <div>1. tutorials/workshops + Experienced</div> <div>2. others(course/subject) + Potential pace issues</div> <div>3. teaching methods + Potential voice issues</div> <div>4. professors/instructors + Clear</div> </div>
<div> <div>3-</div> <div> <div>This course was very disappointing. I understand and appreciate the fact that analyzing data is becoming increasingly important in the field of HR. However, learning SPSS and learning how to interpret data was too much at one time. Learning SPSS became the focus of the course and understanding the data became more difficult because of this. Instruction of the course was also poor for this reason. Concepts were covered very quickly and with little clarity. Additionally, the professor did... <a>Show More</div> <div>Negative</div> </div> </div>	<div> <div>1. tutorials/workshops + Experienced</div> <div>2. others(course/subject) + Potential pace issues</div> <div>3. teaching methods + No Attribute</div> <div>4. No Element + Clear</div> </div>



Quantitative vs Qualitative



Questions & Answers