



Solving Problems You Didn't Know Blue Can Do - Advanced Blue Capabilities

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Presenters



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Agenda for Today

1

Using demographics
to your advantage

2

Using 3-Level
Evaluation to provide
a single form survey
to students

3

Demystifying
Dynamic Access

Demographics

“And other big words you can use to show your actually paying attention...”

Etymology

The word **demography** comes from two ancient Greek words, **demos**, meaning "the people," and **graphy**, meaning "writing about or recording something" — so literally *demography* means "writing about the people."

In our context, (Data in Blue) we can extrapolate demographics as **defining the subjects**. Once a subject is properly defined, we can use the information to better target it..

1. Examples of demographics

Course Data

- Course Start Date
- Course End Date
- Course Eval Start Date
- Course Eval End Date
- Term
- Dept
- College
- School
- Evaluate (Y/N)
- Delivery Medium
- Etc...

User Data

- GPA range
- Ethnicity
- Gender
- Preferred Name
- Status (F/T, P/T)
- Year of study
- Level (Ugrad/Grad/Doc.)
- Etc...

Relationship Data

- Role
- Core / Elective

- **2. Uses of demographics**

- **Subject Filters** – Helps target the specific subjects (courses, modules, etc...) that should be evaluated in an evaluation
- **Secondary Subject Filters** – Helps target the specific secondary subjects (instructors, TA's, etc..) that should be evaluated in an evaluation
- **Group Filters** – Helps better target users that will participate in an evaluation
- **Triggers** – Helps target questions for specific uses (such as department specific questions) or questions for secondary subjects with specific roles (Teacher, Lab Instructor, TA, etc...)
- **Dynamic Reporting** – Helps define which hierarchical level a specific user has access to in order to visualize reports tied to their role.

- **2. Uses of demographics - Examples**

- Subject Filters (Similar for Secondary Subject Filter & group Filter)

General Organizational Links Group Shared Group **Subject Filter** Seco

Subject Filter (Courses)

Select Subject Source: Courses ▾ Add Filter: Courses Date () And Or Not

Results: 1 - 1 of 1 Item(s)

	Filter Condition
<input checked="" type="radio"/>	MDC-BNG23-3LCourses.Dept_Code Contains MATH

- **2. Uses of demographics - Examples**
- Triggers – Targeting questions for specific user ROLES

Trigger List					Move to position	Go	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Results: 1 - 2 of 2 Item(s)								
<input type="checkbox"/>	Index	Trigger Name	Condition	Action				
<input type="checkbox"/>	1	TEACHER	Condition	Action				
<input type="checkbox"/>	2	TA	Condition	Action				

Index	Filter Conditions
<input type="radio"/>	Teachers_Crs_Act_Grp.+Role_1 Contains TEACH

- **3. Examples of Data structures with demographics**

- Course Demographics

Course_ID	Course_Name	Course_Start	Course_End	Dept Code	Dept Description	College Code	College Description	Evaluate
FP101	Financial Planning	01/08/2023	02/08/2023	MATH	Mathematics	MCM	Marcus Colleg of Mathematics	Y

- User Demographics

User_ID	First_Name	Last_Name	Email	Blue_Role	Year of Study	Level	Status
T00001	Ethan	Hunt	mdellaciop	3	1	UG	FT
T00002	Pete	Mitchell	mdellaciop	3	2	UG	FT

- 3. Examples of Data structures with demographics
- Relationship Demographics – Course Teacher

Course_ID	User_ID	Role
FP101	T00001	Teacher
FP101	T00002	TA

3 Level Relationships

“And other complicated Facebook statuses...”

Scenario

Explorance University runs a massively successful (*I MEAN HUGELY SUCCESSFUL – LIKE 6 out of 5 STARS SUCCESSFUL!*) Global conference...

They'd like users to provide feedback not only on the entire (IMMENSELY ENTERTAINING and WONDERFUL) conference but also on the individual (INSANELY INFORMATIVE) seminars and workshops, each attended by different people and led by (HIGHLY TALENTED) subject matter experts.

HOW DO WE SEND OUT **ONE FORM PER ATTENDEE** THAT ENSURES THEY ARE ONLY EVALUATING THE CLASSES THEY ATTENDED AND THE SME'S THAT LED THEM?

3 Level Relationships

HOW?

WHAT DO YOU DO???



DON'T PANIC
(and carry a towel)

3 Level Relationships

3 Level Relationships

“

Principal Use

It allows a survey user to answer questions about their entire course as well as specific questions about course components AND the SPECIFIC instructors that taught those components.

3 Level Relationships - Examples

- Johnny and Mary are registered in Financial Planning.
- Johnny and Mary are both in the same **Lecture** taught by:
Teacher – Ethan Hunt
TA – Pete Mitchell
- Johnny and Mary are both in the same **LAB** taught by:
Teacher – Jerry McGuire
TA – Les Grossman
- Johnny's **TUTORIAL** was taught by:
TA - Jack Reacher
- Mary's **TUTORIAL** was taught by:
TA - Daniel Kafee

3 Level Relationships – “Johnny’s Experience”

General Course Questions

“

Evaluation for Financial Planning for project MDC-
BNG2023-3 Level Course Evaluation

General Course Questions

The course objectives, including information about tests, assignments, or projects, were clearly stated *

Completely Disagree

Disagree

Neutral

Agree

Completely Agree

3 Level Relationships – “Johnny’s Experience”

LECTURE Questions

Questions about the **LECTURE**

The Teacher, **Ethan Hunt**, listened to our feedback and implemented it into the lecture when appropriate *

Completely Disagree

Disagree

Neutral

Agree

Completely Agree

The TA, **Pete Mitchell**, complimented the instructor's lesson with applicable examples and anecdotes from real world scenarios. *

Completely Disagree

Disagree

Neutral

Agree

Completely Agree

The study hall was able to accommodate the class size. *

Completely Disagree

Disagree

Neutral

Agree

Completely Agree

3 Level Relationships – “Johnny’s Experience”

LAB Questions

Questions about the LAB

The TA, **Les Grossman**, provided meaningful exercises for the class to grasp the concepts explained in the LAB. *

Completely Disagree Disagree Neutral Agree Completely Agree

The Teacher, **Jerry McGuire**, was well versed in the subject matter for the LAB and expressed concepts clearly for all to understand. *

Completely Disagree Disagree Neutral Agree Completely Agree

The LAB facilities helped me with my learning. *

Completely Disagree Disagree Neutral Agree Completely Agree

3 Level Relationships – “Johnny’s Experience”

TUTORIAL Questions

“

Questions about the **TUTORIAL**.

The TA, **Jack Reacher**, provided us with helpful exercises to better assimilate the lecture and lab materials. *

Completely Disagree

Disagree

Neutral

Agree

Completely Agree

The Tutorial complimented the Lecture to help me better understand and manage my learning. *

Completely Disagree

Disagree

Neutral

Agree

Completely Agree

3 Level Relationships – “Mary’s Experience”

General Course Questions

“

Evaluation for Financial Planning for project MDC-
BNG2023-3 Level Course Evaluation

General Course Questions

The course objectives, including information about tests, assignments, or projects, were clearly stated *

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3 Level Relationships – “Mary’s Experience”

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3 Level Relationships – “Mary’s Experience”

TUTORIAL Questions

“

Questions about the **TUTORIAL**.

The TA, **Daniel Kaffee**, provided us with helpful exercises to better assimilate the lecture and lab materials. *

Completely Disagree

Disagree

Neutral

Agree

Completely Agree

The Tutorial complimented the Lecture to help me better understand and manage my learning. *

Completely Disagree

Disagree

Neutral

Agree

Completely Agree

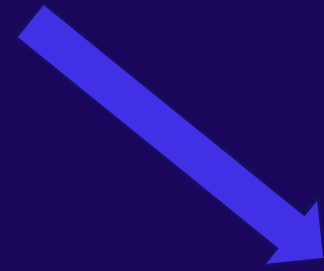
3 Level Relationships

The Secret:

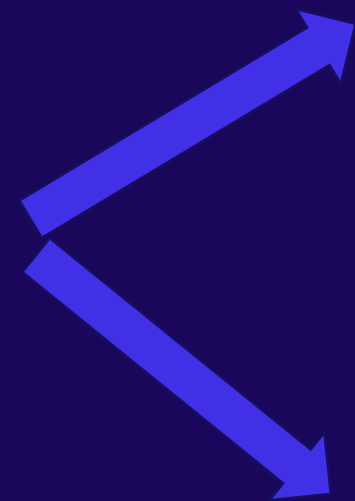
Build MEANINGFUL relationships!

Instructor_Component (Activity) Data Structure

Teacher_ID_Course_Grp	First_Name	Last_Name	Email	Blue_Role	Com_Name	Com_Grp	Act_Type	Unique_ID
T00001-2223S6-LEC1	Ethan	Hunt	a@test.boo	23	Ethan Hunt	2223S6-LEC1	LEC	T00001
T00002-2223S6-LEC1	Pete	Mitchell	a@test.boo	23	Pete Mitchell	2223S6-LEC1	LEC	T00002
T00003-2223S6-TUT1	Jack	Reacher	a@test.boo	23	Jack Reacher	2223S6-PM1	TUT	T00003



Teacher_ID_Course_Grp
T00001-2223S6-LEC1
T00002-2223S6-LEC1
T00003-2223S6-TUT1
T00006-2223S6-LAB1



Teacher_ID

Concatenated with

Activity_ID

Instructor_Activity;Course - Student Data Structure

Teacher_Crs_Sec_Grp_Course_ID	Student_ID
T00001-2223S6-LEC1(;)FP101	BNG301
T00001-2223S6-LEC1(;)FP101	BNG302
T00001-2223S6-LEC1(;)FP101	BNG303
T00001-2223S6-LEC1(;)FP101	BNG304

Dynamic Report Access

“AKA – You can’t access the report because it is above your pay grade...”

Synopsis

Accademic Leaders will typically be responsible for various hierarchical levels (e.g. Dept. Head, Deans, Provosts, Grand Poobahs). They need to be able to access reports for all the levels they are responsible for.



GRAND POOBAH

Dynamic Report Access

Premise

Dynamic Report Access (or DRA) is based on the concept of a hierarchical structure determining which academic unit a given user (or series of users) can be assigned to to grant them access to all levels below that unit.

Dynamic Report Access

Example

A typical 3 level university Org Chart can be represented as such:

- University
- College
- Dept

Any user assigned to the top level (University) will see all levels below (College, Dept)

Any user assigned to any level 2 (College) entity will only see the Dept(s) that roll(s) up into their respective College(s).

Any user assigned to any level 3 (Dept) entity will only see reports that are tied to the department(s) they are associated to.

Dynamic Report Access

Structure - Hierarchy

Org_ID	Org_Name	Reports To	Level
UNIV	University Of Explorance		1
DEV	College of Development	UNIV	2
SUPP	College of Support	UNIV	2
ACCT	College of Denied Expenses	UNIV	2
PS	Dept of Prof. Services	SUPP	3
TRAIN	Dept of Training	SUPP	3
PROD	Dept of Prod. Development	DEV	3
PROG	Dept of Programming	DEV	3
FUN	Dept of Social Activities	ACCT	3

Dynamic Report Access

Structure - Relationship

Org_ID	Teacher_ID	Supervisor_Group
UNIV	203151	Provost
DEV	203472	Dean
SUPP	213258	Dean
ACCT	207155	Dean
PS	203552	DeptHead
PS	211502	DeptHead
TRAIN	208763	DeptHead
PROD	202915	DeptHead
PROG	203472	DeptHead
FUN	203151	DeptHead

ANY QUESTIONS?



For Further Information

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REFLECT AND REIMAGINE:

10 Years of Shaping Higher Education

