Leveraging Survey Results for Continuous Improvement and Strategy Development – Ajman University's Success Story

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Presentation Outline

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Experience of Ajman University (AU) with Explorance Blue Platform

AU started using the Explorance Blue Platform in Spring 2017-2018 for evaluation of courses and academic advising.

In AY 2022-2023, AU extended its use of the platform for academic surveys: Exit (senior students), Alumni, and Employer surveys.

2017–2018

2018–2019

2022–2023

In AY 2018-2019, AU started to use Blue to collect feedback from all AU stakeholders: students, faculty, and administrative staff.

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Actions Taken for Improving the Response Rate

- **Survey Length –** the number of survey questions were reviewed to keep surveys concise and relevant.

- **Survey Timing –** the Office of Institutional Planning and Effectiveness (OIPE) at AU prepared an annual survey calendar to avoid disruptions in respondents' schedules.

- **Privacy Concerns –** the OIPE conducted awareness sessions for students regarding the confidentiality of their responses and added a statement in the email for that purpose.

- **Reminders –** the OIPE increased the number of reminder emails for students and shared the response rate with faculty to direct their students to complete the survey.

- **Benefit of Participation –** over the past few years, students have realized that their feedback is taken into consideration by AU. They are regularly informed about the resulting improvements.

15.0%

85.0%
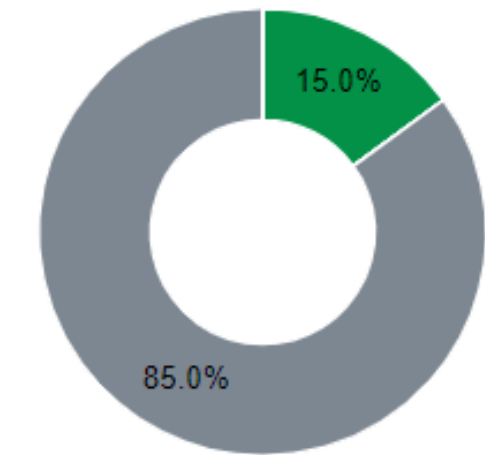
Include Deleted Tasks ☑

Select All ☑

✓ Completed	**15.0%** *(749)*	☑
⏱ Expired	**0.0%** *(0)*	☑
Was In Progress	**0.0%** *(0)*	☑
Was Not Completed	**0.0%** *(0)*	☑
✓ In Progress	**0.0%** *(0)*	☑
⏳ Not Completed	**85.0%** *(4253)*	☑
⃠ Not Ready	**0.0%** *(0)*	☑
◎ Opted-out	**0.0%** *(0)*	☑

Various Types of Generated Reports for Course Evaluation

01

Individual Report for each Section

02

Overall Instructor Report for all courses taught by the instructor

03

Overall College Report

01 Individual Report for each Section
This report is used as part of assessing the course

02 Overall Instructor Report for all courses taught by the instructor

This report is used as part of the instructor evaluation

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03 College Overall Report

This report is used as a requirement for program reaccreditation or as supporting evidence for accreditation of a new program.

The Use of Surveys in Continuous Improvement Process

- Surveys are a flexible means of gathering vital input that helps the institution make strategic decisions and promotes ongoing development of various offices/colleges.

- AU uses the course evaluation results to define corrective/improvement action plans, and thereafter follow up with the implementation of corrective/improvement actions.

The Use of Student Voice in the Course Assessment Process

The instructor is required to cover the following four sections in the Instructor Course Assessment Report (ICAR):

- **Section 1:**

  Quantitative analysis of student performance, including individual student grades, both cumulative and for each assessment, and grade distribution.

- **Section2:**

  Corrective/Improvement actions recommended by the instructor which covers the following:
  - I. **Recommended corrective actions for unachieved CLOs in the current offering of the course.**
  - II. **Instructor's recommendations for course improvements.**

- **Section 3:**

  Student Course Assessment Survey (SCAS) Feedback with respect to the course, Instructor, and Lab/Studio/Clinic Instructor as provided by OIPE in SCAS Report and the Instructor's proposed corrective action plan.

- **Section 4:**

  Continuous Quality Enhancement. In this section, the Instructor is responsible for following-up with the actions defined in the previous cycle in order to properly achieve "Closing the Loop" for the current semester and determine the new actions to be followed in the next cycle as per the new outcomes.

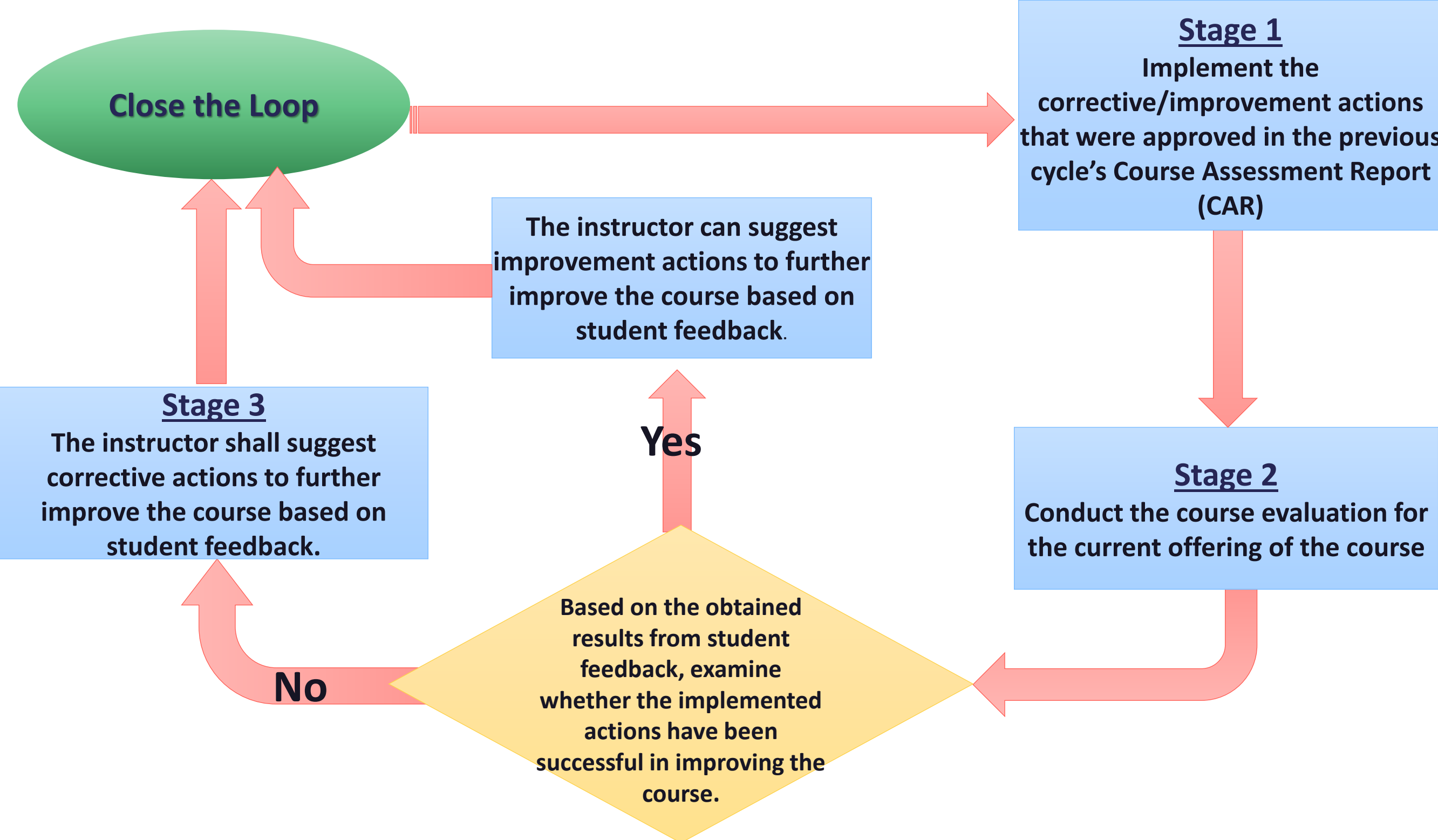## ❖ "Closing the Loop" for Course Evaluation

Implementing the actions identified at the end of the

previous assessment cycle, and determining the impact of

those actions in the current cycle to further improve the

course.

❖ Why Closing the Loop is so Important?

- The ultimate purpose of course evaluation is continuous improvement of the course by taking into consideration students' feedback on the learning process.

- The impact of previously suggested actions must be assessed to determine the next course of action.

- Continuous improvement happens by learning from the results of actions based on previous analysis of survey results.

- Closing the Loop is one of the most important Commission of Academic Accreditation (CAA) requirements.

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Model for Closing the Loop of Student Feedback

Close the Loop

Stage 1
Implement the corrective/improvement actions that were approved in the previous cycle's Course Assessment Report (CAR)

The instructor can suggest improvement actions to further improve the course based on student feedback.

Stage 3
The instructor shall suggest corrective actions to further improve the course based on student feedback.

Yes

No

Stage 2
Conduct the course evaluation for the current offering of the course

Based on the obtained results from student feedback, examine whether the implemented actions have been successful in improving the course.

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Role of Indirect Assessment in the Achievement of PLOs

- AU uses the indirect assessment tools such as Exit (senior students), Alumni, and Employer surveys as part of assessing the achievement of Program Learning Outcomes (PLOs).

- A PLO is considered achieved (through a combination of both direct and indirect assessments) if the percentage score of a PLO is ≥ 75% using 80% weight for direct assessment score and 20% weight for indirect average assessment score of the above three surveys.

Recent Enhancements

- Classified questions based on course section type.

- Generated reports based on the response threshold for each program level.

- In Fall 2023-24, AU will prepare a separate course evaluation project for the College of Medicine (CoM), where the third-year courses and beyond have different structures for the offered courses than other colleges (block-type courses).

Thank You