

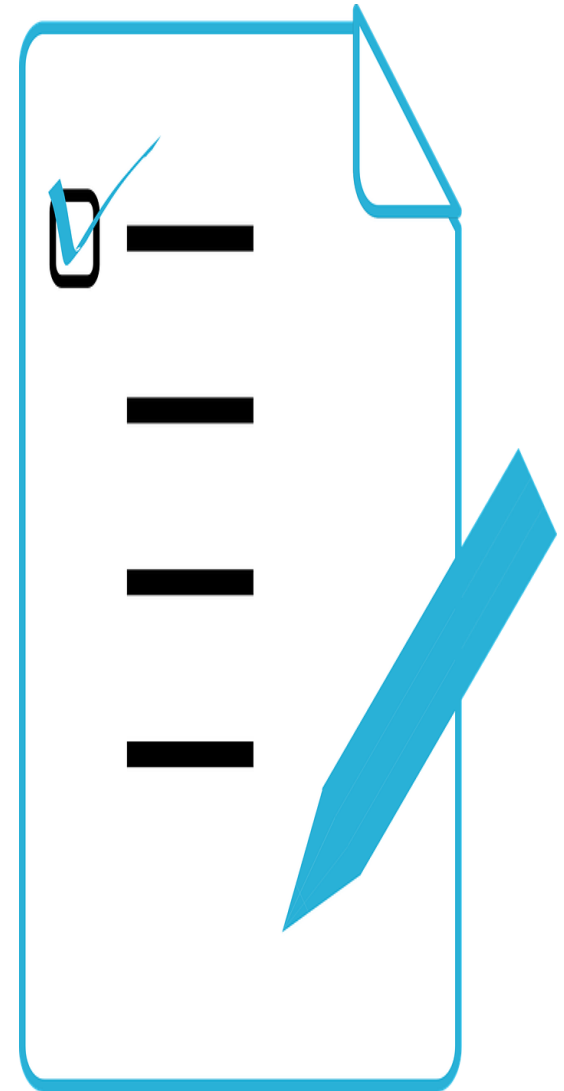


IRDS & CTL Workshop on Course Evaluations

Using Blue Online Course Evaluations to Improve Teaching and Learning at IUPUI

Agenda

- Show the Website for Course Evaluations
 - About Course Evaluations - Mission and Vision
- Key Features of **Blue** Course Evaluations
- Update on Campus-wide Administration of Blue
- Screenshots for Illustration:
 - IU Course Questionnaire Data Manager (CQDM)
 - Blue Dashboard
 - Online Course/Instructor Questionnaire (sample)
 - Course/Instructor Evaluation Report (sample)
- Challenges with Using Blue Course Evaluations
- Optimizing the Utility of Course Evaluation Data
- Using student feedback for *Formative* and *Summative Evaluation* purposes



Session Goals

- Provide a status update on the campus-wide use of Blue online course evaluation services
- Increase awareness about course evaluation resources available to users, and how to use the resources effectively
- Promote best practices in administering course evaluations
- Discuss ways to enhance the utility of course evaluation data



About Course Evaluations

- Website: ce.iupui.edu
- **Mission** of Course Evaluation Services:
 - Facilitate the collection, analysis, and distribution of data to improve the teaching and learning environment at IUPUI.
- **Vision:**
 - Our vision is to provide integrated evaluation information in ways that will continuously improve instruction and student learning at IUPUI.



Blue Course Evaluations: Feature Highlights

- Streamline/automate evaluations and report distribution
- Powerful reporting: comparative or aggregate reporting
- IT Integration with Canvas LMS / SIS
- Use Blue response rate monitoring tools to help raise survey response rates
- Configure levels of student anonymity/confidentiality
- Support for Joint- or Cross-Listed courses
- Evaluate team-taught courses
- Flexible completion windows for responses



Blue Resource Partnership: UITS, IUPUI, and Explorance Inc.



- **UITS Enterprise Services**

- Blue System Administration (UITS Enterprise Services)
- IT Support & Blue Integration with Canvas LMS
- IU **C**ourse **Q**uestionnaire **D**ata **M**anager ([CQDM](#))
- [IU Knowledge Base](#)
- Partner with [Explorance Inc.](#) for External IT Support Services + Manage IU-Blue Services Contract
- **Explorance Blue** (Certification Training / Professional Development)
 - Webinars & Help Center (help.explorance.com)
 - Blue Community ([Bluenotes Group](#))

- **IUPUI (Indianapolis)**

- [IRDS](#) Office serves the role of **Blue Project Administrator**
 - ✓ under the auspices of the Office of Academic Affairs
- Blue Users (Schools & Departments)



Potential **Benefits** (for Instructors)

- “Question Personalization (QP)”
 - Instructor “add-on” items to standard course questionnaires in use
- Faculty control the timing of evaluations
- Quick Access to Results
- Gather Better Quality Data
- Detailed Reports (e.g., aggregate data across multiple classes, departments, terms, etc.)
- Use Time-Trend Analysis to monitor improvement over time



Possible **Benefits** of Online Ratings

- Quicker feedback to instructors
- **Anonymity of students' comments** — instructors cannot identify student handwriting.
- **Longer and more thoughtful feedback from respondents** — students have more time to complete rating forms and provide greater quantity and quality of comments.
- **Class-time savings** — requires no class time.
- **Cost savings over time** — initial investment cost is usually high, but cost savings might accrue in the long run.
- **Flexibility in creating rating forms and reports for respective schools**



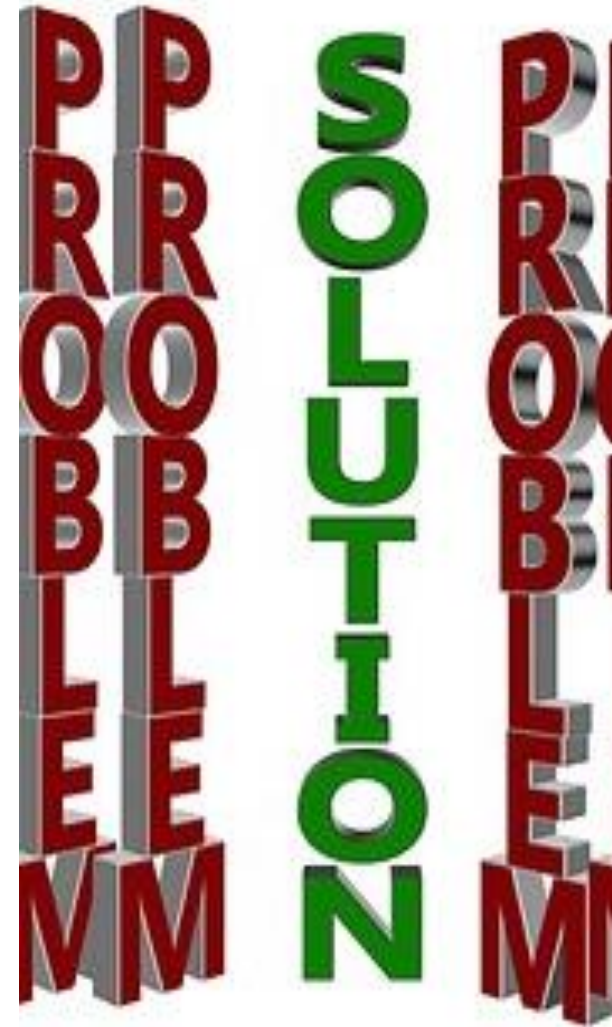
How Blue is Used at IUPUI (Indianapolis Campus)

- IUPUI employs a **decentralized** approach to management of course evaluation process
 - IUPUI administers **multiple course evaluation questionnaires** (each school develops and uses its own questionnaires)
- School faculty control the questionnaire **content** and **timing** of course evaluations
 - Automated Evaluations -- Automate all course evaluations including courses with different durations, start dates, and end dates
 - Blue Project Admins promote use of **uniform directionality** or **positioning** of **Likert-type response scales** on course evaluation instruments



Solutions Deployed at IUPUI (Indianapolis)

- ❖ Developed and implemented the [Course Questionnaire Data Manager \(CQDM\)](#) – tool designed to facilitate preparation and review of course data sources
- ❖ For each academic term, [School/Department Admins for Blue](#) use **CQDM** to [select courses for evaluation](#) plus [evaluation start & end dates](#)
- ❖ [Blue Projects](#) are **centrally** managed and administered by [Certified Blue Project Admins \(IRDS Office\)](#)
 - Certified Blue Project Admins in IRDS handle: [Blue project set up, testing, & administration](#); [Communication](#) to students, faculty, and academic or IT admins; administration of the [Question Personalization \(QP\)](#) process; [Distribution of Course Evaluation Reports](#), etc.



Course Questionnaire Data Manager ([CQDM](#))

[For Admin use: cqdm.iu.edu]

- IU [CQDM](#) tool (*aka* the Evaluation “Planner”) is designed to help academic units to **review** and **verify accuracy** of **course data sources** for upload to Blue
- Course data contain various fields including:
 - **Course evaluation start** and **end dates**;
 - Specific data fields required for use in generating **customized** or **aggregated course/instructor evaluation reports**; and
 - **Key data** for generating additional input data sources (e.g., student, instructor, student-course, instructor-course, user data, etc.) required for upload to Blue



IU CQDM: Screenshot

Public View of CQDM: <https://cqdm.iu.edu/course/selection/public>

Course Evaluation - Cour... X

← → ↻ 🏠 🔒 <https://evaluationplanner.iu.edu/course/selection> ☆ ⚙ ⋮

Ψ INDIANA UNIVERSITY

Semester
Show Fall 2016

Courses Per Page
Show 30 Courses

Clear All Filters

Department
Show only RADI clear

Course Length
Show only

Class Type
Show only

Show Only

☒ Courses set to evaluate
☐ Courses set to not evaluate
☐ Cross-listed/joint-listed courses
☐ Courses with multiple instructors
☐ Courses with notes
☐ Courses with a topic
☐ Hidden courses (229 - superusers only)

Search for Fall 2016 courses
examples: "basic accounting",
"A100", "15763", "hmmzumara"

hmmzumara

IUINA superuser
admins | logs
homepage
public view

You are currently filtering 6 out of 7625 courses. [Clear all filters.](#)

Set to evaluate

Set to not evaluate

Set custom evaluation dates

Add a note

Download CSV

Set to hidden

Set to unhidden

Displaying all 6 courses

■	Evaluate	Dept	Alt Dept	Course	Section	Description	Topic	Class Type	Instructor(s)	Enrollment	Cross/Joint Listed	Class Start	Class End	Length	Eval Start	Eval End	Note
<input type="checkbox"/>	✓	RADI		R410	21229	PROJ IN NUCLEAR MED TECH I	ⓘ	IND	CYBNIELS	7		08/22	12/18	Regular	12/05	12/19	
<input type="checkbox"/>	✓	RADI		R412	21230	PHYS & INSTRUMENT OF NUC MED I		LEC	CYBNIELS, PJBRYNE	8		08/22	12/18	Regular	12/05	12/19	
<input type="checkbox"/>	✓	RADI		R432	21232	APPLICATION OF RADIONUCLIDES I		LEC	CYBNIELS	7		08/22	12/18	Regular	12/05	12/19	
<input type="checkbox"/>	✓	RADI		R437	22053	RADIATN PROTECTION-NUCLEAR MED		LEC	MRICHAR	7		08/22	12/18	Regular	12/05	12/19	
<input type="checkbox"/>	✓	RADI		R420	25012	PROJ IN NUCLEAR MED TECH IV		RES	CYBNIELS	7		08/22	12/18	Regular	12/05	12/19	
<input type="checkbox"/>	✓	RADI		R433	33113	APPLICATN OF RADIONUCLIDES II		LEC	CYBNIELS	7		08/22	12/18	Regular	12/05	12/19	

Displaying all 6 courses

←

Return to Homepage and Finalize

FULFILLING the PROMISE



INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

IUPUI – BLUE Users

Fall 2018

Total # of Academic Units Using BLUE Course Evaluations: 15

Total # of Courses marked “Evaluate”: ~ 4,547 out of 7,782 courses

- Business (Indianapolis)
- Education
- Engineering & Technology
- Health & Human Sciences (SHRS + PETM)
- Herron Art & Design
- Informatics & Computing
- Law
- Liberal Arts
- Medicine (Radiology & Imaging Sci.; Pathology & Lab Medicine Depts.)
- Philanthropy
- Public Health
- Science
- Social Work
- Public & Environmental Affairs (via Blue Project administered at IUB)
- University College



Blue Online Course Evaluations

Overall Average Response Rates

Fall 2015 – Fall 2018

Term	Number of Academic Units (included in analyses)	Overall Mean Response Rates	Range of Overall Mean Response Rates
Fall 2015	10	53%	41% to 69%
Spring 2016	11	56%	45% to 78%
Fall 2016	13	58%	47% to 76%
Spring 2017	16	52%	32% to 94%
Fall 2017	16	55%	41% to 79%
Spring 2018	16	53%	38% to 91%
*Fall 2018	15	51%	35% to 73%

*Note: SHRS and PETM merged and established new School of Health & Human Sciences (SHHS)



Response Rates

- **Low response rates** for online surveys is a concern
- **Non-response bias** might occur; so...
- Strive to achieve sufficient response rates to maintain **reliability** and **validity** evidence that is acceptable.



Tips to Increase Response Rates for Online Course Evaluations

1. **Communicate** with your students accordingly (to increase engagement)
2. **Promote importance & usefulness** of your course evaluations
3. **Make it easy** for students to provide their feedback (e.g., use uniform positioning of Likert-type response scales)
4. Use **customized email subject** and **content**; and **provide reminders** when course evaluations are active
5. Offer **incentives** to spur course evaluation participation and completion
6. **In-class evaluations** (allow students to complete the evaluations on their mobile devices)
7. **Create a culture of feedback in the course** (e.g., collect other types of feedback during the semester)



Access Blue Course Evaluations

Via IU Central Authentication Service // Two-Step Login (Duo)

<https://coursequestionnaire.iu.edu>

Central Authentication Service

Username

Passphrase

LOGIN

About the new look of CAS

[Trouble logging in?](#)

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Online Form: Student View

Blue

Blue IUPUI Course Evaluation

https://ocqbest.indiana.edu/blue/f-eng.aspx?lang=eng&pid=3cc60c57-56ab-4eb5-abc5-5a0be35d16e7&ffor=8b0c3b794b51fd1ff19cab95b93a4b2&gid=7ff4ff84-4658-462b-884c-8ea018ff42eb&sid=94e3aa158de592726d23c61399e



INDIANA UNIVERSITY
PURDUE UNIVERSITY
INDIANAPOLIS

IUPUI Course Evaluation - Spring 2016 for CIT 34600 (LEC) 26673 DESKTOP PUBLISHING CIT

4-Point Response Scale: (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

Please rate the course on the following criteria:

ALERT: The POSITIVE (favorable) responses are positioned on the RIGHT

	Strongly Disagree	Disagree	Agree	Strongly Agree
Online instructional materials helped me learn the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The class provided a motivating environment for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course assignments were helpful to my learning the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The class was appropriately designed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I learned a great deal from this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about the course

Please click **"Next"** to continue...

Previous

Next

Save

Submit

Mobile Version | Standard Version

Powered by
blue



Blue Dashboard (Screenshot)

The screenshot displays the Blue Dashboard interface. The top navigation bar includes the Indiana University logo, a welcome message for Howard Mzumara, and a sign-out button. The left sidebar contains navigation links for Home, Response Rate, DIG Projects, Projects, Reports, Monitoring, Question Bank, Record Mgmt, and Help. The main dashboard area is titled "My Dashboard" and features a "Tasks" section with a search bar and a "Reports" section with a search bar and a "Show child reports" toggle. The "Reports" section lists several reports for the Fall 2015 semester, including BME, CIGT, Deans, ECE, and ENT reports. The right sidebar contains a "Response Rate Update" section and a "Latest Activities" section with a list of recent reports and projects.

Welcome Howard Mzumara
Blue

English Sign Out

My Dashboard

New Project New Report View Projects View Reports

Tasks

0 of 0 (filtered from 0 tasks)

Sort by End Date

No tasks found

Reports

5 of 3623 (filtered from 3623 tasks)

Show child reports Sort by Name

View the Alternate Department Report for BME report
Alternate Department Report IUPUI Fall 2015 Course Evaluations
IUPUI Course Evaluations - Fall 2015

View the Alternate Department Report for CIGT report
Alternate Department Report IUPUI Fall 2015 Course Evaluations
IUPUI Course Evaluations - Fall 2015

View the Alternate Department Report for Deans report
Alternate Department Report IUPUI Fall 2015 Course Evaluations
IUPUI Course Evaluations - Fall 2015

View the Alternate Department Report for ECE report
Alternate Department Report IUPUI Fall 2015 Course Evaluations
IUPUI Course Evaluations - Fall 2015

View the Alternate Department Report for ENT report
Alternate Department Report IUPUI Fall 2015 Course Evaluations
IUPUI Course Evaluations - Fall 2015

View 10 More

Response Rate Update

No Response Rate Monitor Data Available at this time

Latest Activities

- Reports
BIOL-K101 Crosslisted Courses- Individual Teacher Report
IUPUI Spring 2016 Course Evaluations-Merged Subjects
Fri, Jun 10, 2016, 1:45 PM
- Reports
Individual Teacher Report IUPUI Spring 2016 Course Evaluations-Merged Subjects
Fri, Jun 10, 2016, 1:41 PM
- Projects
IUPUI Course Evaluation - Spring 2016
Tue, May 31, 2016, 10:08 AM
- Reports
DONT USE - Alternate Department Report IUPUI Spring 2016 Course Evaluations-Merged Subjects
Tue, May 31, 2016, 10:03 AM
- Reports
Alternate Department Report IUPUI Fall 2015 Course Evaluations
Fri, May 27, 2016, 4:35 PM

View 2 More

Technology powered by blue

javascript:goPostBack('BlueAppControl\$menu_item_my_home');



Example of Course Satisfaction Ratings

	Score Mean	Median	Count	Strongly Agree 5	Agree 4	Unsure 3	Disagree 2	Strongly Disagree 1
The course syllabus was clear and well designed.	4.50	5.00	10	70 %	20 %	0 %	10 %	0 %
Instructional materials were helpful in learning the subject.	4.40	5.00	10	60 %	30 %	0 %	10 %	0 %
I understood the grading procedures in this course.	4.00	4.50	10	50 %	20 %	20 %	0 %	10 %
I gained knowledge or skills in this course.	4.00	4.50	10	50 %	30 %	0 %	10 %	10 %
I recommend this course.	4.10	4.50	10	50 %	30 %	10 %	0 %	10 %



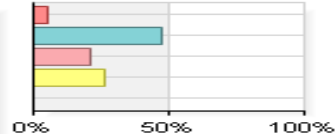
Basic Statistical Report

(Individual Instructor Report)

About the course - Experimental Investigation & Analysis of Behaviour-C-I

1. This course helped me develop my ability to work as a team member

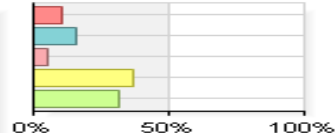
1 Strongly disagree	1	5.26%
2 Disagree	9	47.37%
3 Neutral	4	21.05%
4 Agree	5	26.32%
5 Strongly agree	0	0.00%
Total	19	



Statistics	Value
Response Count	19
Mean	2.68
Median	2.00
Mode	2
Standard Deviation	+/-0.95
Population Standard Deviation	+/-0.92
Standard Error (base on SD)	+/-0.22
Standard Error (base on PSD)	+/-0.21

3. This course developed my problem solving skills

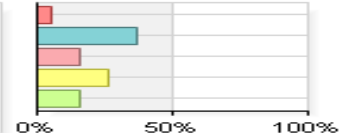
1 Strongly disagree	2	10.53%
2 Disagree	3	15.79%
3 Neutral	1	5.26%
4 Agree	7	36.84%
5 Strongly agree	6	31.58%
Total	19	



Statistics	Value
Response Count	19
Mean	3.63
Median	4.00
Mode	4
Standard Deviation	+/-1.38
Population Standard Deviation	+/-1.35
Standard Error (base on SD)	+/-0.32
Standard Error (base on PSD)	+/-0.31

2. This course sharpened my analytical skills

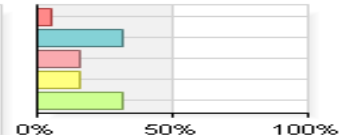
1 Strongly disagree	1	5.26%
2 Disagree	7	36.84%
3 Neutral	3	15.79%
4 Agree	5	26.32%
5 Strongly agree	3	15.79%
Total	19	



Statistics	Value
Response Count	19
Mean	3.11
Median	3.00
Mode	2
Standard Deviation	+/-1.24
Population Standard Deviation	+/-1.21
Standard Error (base on SD)	+/-0.29
Standard Error (base on PSD)	+/-0.28

4. This course improved my skills in written communication

1 Strongly disagree	1	5.26%
2 Disagree	6	31.58%
3 Neutral	3	15.79%
4 Agree	3	15.79%
5 Strongly agree	6	31.58%
Total	19	

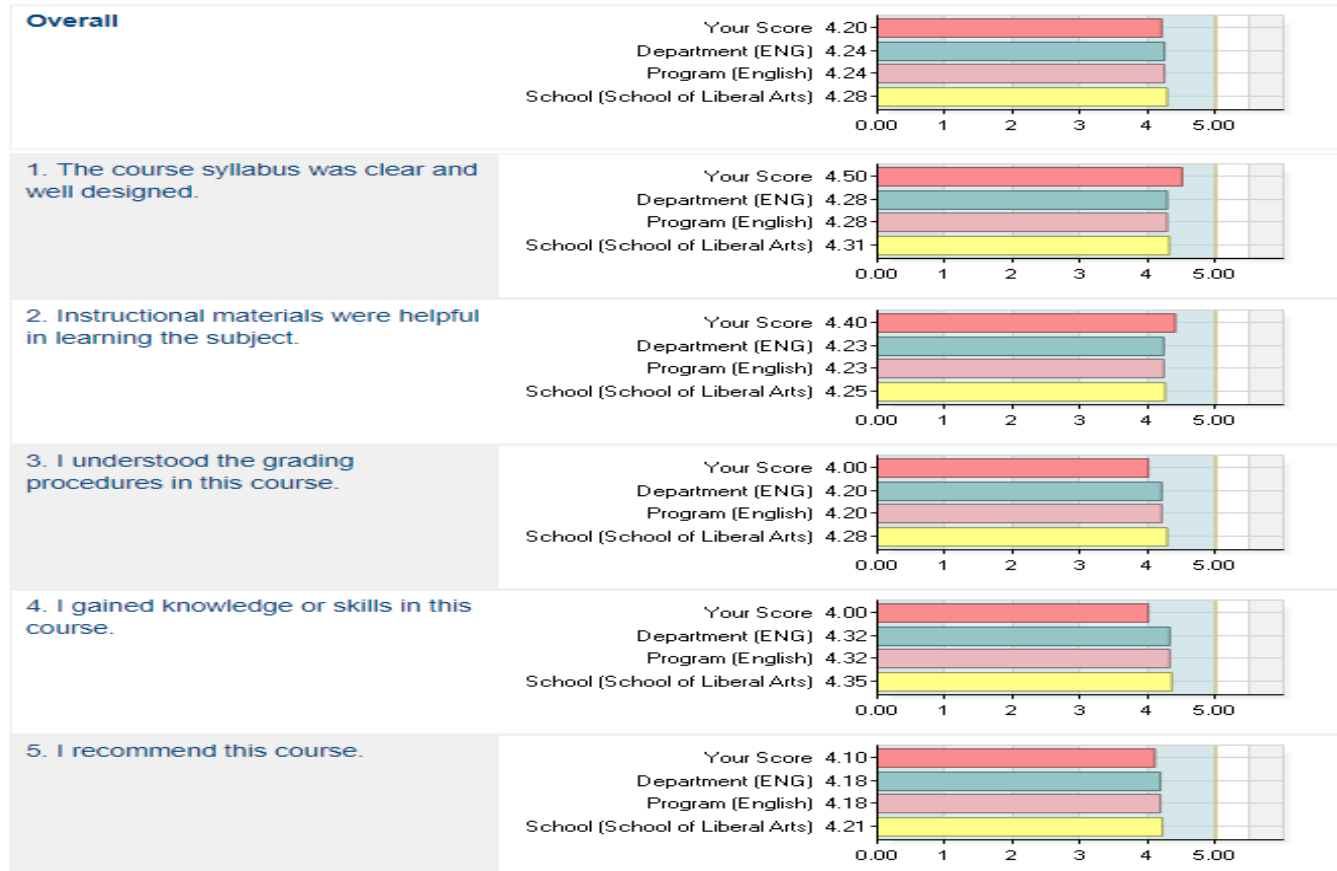


Statistics	Value
Response Count	19
Mean	3.37
Median	3.00
Mode	2, 5
Standard Deviation	+/-1.38
Population Standard Deviation	+/-1.35
Standard Error (base on SD)	+/-0.32
Standard Error (base on PSD)	+/-0.31



Example of Comparative Mean Scores

Comparative Mean Scores:



Challenges

- ❖ What **challenges** related to online course evaluations has your school/department experienced)



Challenges to Using Course Evaluation Data

(continued)

- Ambiguity about the primary **purpose(s)** of course evaluations
- **Inconsistency** in the campus-wide adoption of course evaluation processes across the schools
- Concerns regarding **misinterpretation** or **misuse** of course evaluation data (particularly when making personnel decisions)



Making Course Evaluations Effective

[Ref.: Felder (1993)]

- ❖ **Constructing, administering, & interpreting evaluations:**
 - ❖ **Collect overall course-end ratings of instruction.**
 - Note: Clearly define the numbers on the response scale
 - Example: “Rate the instruction you received in this course on a scale from 1 to 5, with 5 being the highest response.”
 - ❖ **Collect ratings of individual aspects of instruction.**
 - ❖ **Collect evaluations midway through a course** rather than waiting until the end. (purpose: *formative evaluation*)
 - ❖ Use **multiple methods to collect student feedback**
 - (e.g., from small groups of students; focus groups; interview student reps.)
 - ❖ **Use a variety of sources of feedback**
 - Have faculty colleagues observe your teaching and provide feedback.
 - Video record one of your classes and review the recording
 - ❖ **Work with an instructional consultant** to interpret student feedback and plan teaching improvement strategies



Student Evaluations of Teaching:

Using Student Feedback for Formative or Summative Assessment

Useful Points to Consider ...

- Instructors benefit most from ***formative evaluation*** if they have:
 - helped to shape the questions posed (e.g., via **Question Personalization** process)
 - a good understanding of the feedback provided
 - assistance and resources available for making improvements



Formative Uses of Student Ratings

- **Formative** purposes: Useful feedback for **faculty development** and **enhancement of instruction**
 - ✓ For instance, student feedback can lead faculty to revise teaching methods, refine their courses, change textbooks, revise assignments, or make other changes to provide students with better learning experiences)
 - ✓ Research suggests that students are most qualified sources to **report on the extent to which the learning experience was productive, informative, satisfying, or worthwhile.**



Additional Tips for Using Student Ratings to Enhance Effective Instruction

- Look for **trends or patterns** in the data
- **Focus on key aspects** of your course evaluations
- **Don't give undue weight to open-ended comments** from respondents
- Take into account **course characteristics**



Beneficial Ideas on How Instructors Might Improve their Courses

- Reflecting on goals for the course
- Reflecting on teaching methods
- Considering one's strengths & weaknesses as a teacher
- Targeting key areas that need improvement
- Identifying strategies for change
(e.g., clarifying points or chunking content)

Ref.: Using Student Evaluations to Improve Teaching. *Speaking of Teaching*.
(Stanford University Newsletter on Teaching), Fall 1997, 9(1).



Beneficial Ideas on How Instructors Might Improve their Courses (continued)

- To help take the sting out of student feedback, **organize students' comments** into **three categories**:
 - **Positive Comments** (verbatim quotes of positive comments)
 - **Constructive Criticism** (summary of constructive criticisms)
 - **Unconstructive Criticism** (note: leave out the negative comments)
- **Benefit of this approach is how one characterizes the constructive criticism** (e.g., to “*remove the emotional intensity*” that negative feedback might raise)
 - Ref: “One Way to Take the Sting Out of Student Feedback.” *The Chronicle of Higher Education* (March 14, 2019)



Summative Uses of Student Ratings

- **Summative** (high-stakes) purposes: Student ratings are one source of data about teaching effectiveness for specific uses, such as:
 - Program review, and/or for meeting accreditation data requirements.
 - Assessment of student learning outcomes
(assuming the instruments in use are designed appropriately and have good technical properties)



Summative Uses of Student Ratings

(continued)

- **Make appropriate decisions** about course and program level modifications
- **Evaluate strengths and weaknesses** of various instructional delivery modes, including the intersection of content and mode of delivery
- **Measure program level** and general education learning outcomes
- **Evaluate and address concerns** for preparatory course (e.g., the first course in a required sequence of courses)
- Meet **accreditation** standards and data requirements



Limitations of Course Evaluation Ratings

- **Impact of gender & racial biases in student evaluations**
 - ✓ Occurs when one employs **global/overall items** to measure general impressions such as “**overall teaching ability**” or “**overall value of course**” (i.e., global items are **abstract** and **subjective**, not concrete...)
 - Instructor item: “*Overall, this instructor is an excellent teacher.*”
 - Course Items: “*I learned a lot in this course. Overall, this is an excellent course.*”
- **Gender/racial bias** (i.e., the phenomenon of lower teaching evaluations from students) creates a problematic situation for an academic unit and its personnel decisions
 - **Selected list of recent articles include:** Boring, 2017; Boring, Ottoboni, & Stark, 2016; Collins, 2016; Hornstein, 2017; Lilienfeld, 2016; MacNeil & Hunt, 2014; Mitchell & Martin, 2018; Rojstaczer, 2012; Smith & Hawkins, 2011; Shaw, 2018; Winer, DiGenova, & Costopoulos, 2016)



Blue: Selected Online Resources

- ❖ Course Evaluations – Basic Info via the IRDS website:
 - ce.iupui.edu
- ❖ IU Knowledge Base (Course Questionnaires):
 - kb.iu.edu (type in the search key: **Course Questionnaire**)
- ❖ eXplorance Blue:
 - explorance.com/course-evaluations/
- ❖ The Bluenotes Group:
 - bluenotesgroup.com



Course Questionnaires (CQ) via Blue: Instructional Videos (YouTube)

- ❖ Course Evaluation Planner (aka [CQDM](https://iu.mediaspace.kaltura.com/media/Course+Evaluation+Planner+/1_9b8ox3j3)):
https://iu.mediaspace.kaltura.com/media/Course+Evaluation+Planner+/1_9b8ox3j3
- ❖ Student Access to Course Questionnaire (CQ):
<https://www.youtube.com/watch?v=bS-GgBR8wGQ>
- ❖ Instructor CQ Question Customization:
<https://www.youtube.com/watch?v=asD948vl2zs>
- ❖ Instructor CQ Rates and Reports:
<https://www.youtube.com/watch?v=HlvPkmw1Bu8>



Q & A Session...

Question & Answer

and

Thank You!



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