Department report for ARCHAEOLOGY

Course Instructor Evaluation - Spring 2014

Project Audience 1489
Responses Received 1027
Response Ratio 68.97%

Report Comments

This report has been created to give a basic overview of some of the functionality within Blue's unique reporting engine. This sample is a department level report, but reporting at any level is possible; Blue can aggregate data and batch reports based on any field in the course or instructor data.

The content of this report has been defined on a block-by-block basis directly through the Blue user interface.

Within this sample report, some commonly used report blocks are showcased. These include--

- Analysis of demographic data pulled directly from the SIS
- Score analysis based on Quantitative Feedback Data
- Frequency analysis based on Quantitative Feedback Data
- Aggregated frequency analysis based on Quantitative Data
- Theme-based Text Analytics based on open-ended Qualitative Feedback Data
- Text Analysis (demonstrating common themes Qualitative Feedback Data)
- Cross-tabulation of Demographic, Qualitative and Quantitative data
- Overall Rankings of Strengths and Weaknesses

By arranging the different types of analysis as we have in this example we are able to see who our audience was, what they have indicated directly in their quantitative feedback, common themes that they have discussed in the open-ended qualitative feedback, and how all of that information correlates. Understanding all of this information and how it is interconnected helps to identify and specify key strengths and areas for improvement within the department.

SIS Data + Quantitative Feedback + Qualitative Feedback
= Better Understanding and Continuous Improvement

For clarity, wherever the data shown has been extracted from open-ended feedback using Blue's Text Analytics engine, this icon is displayed:

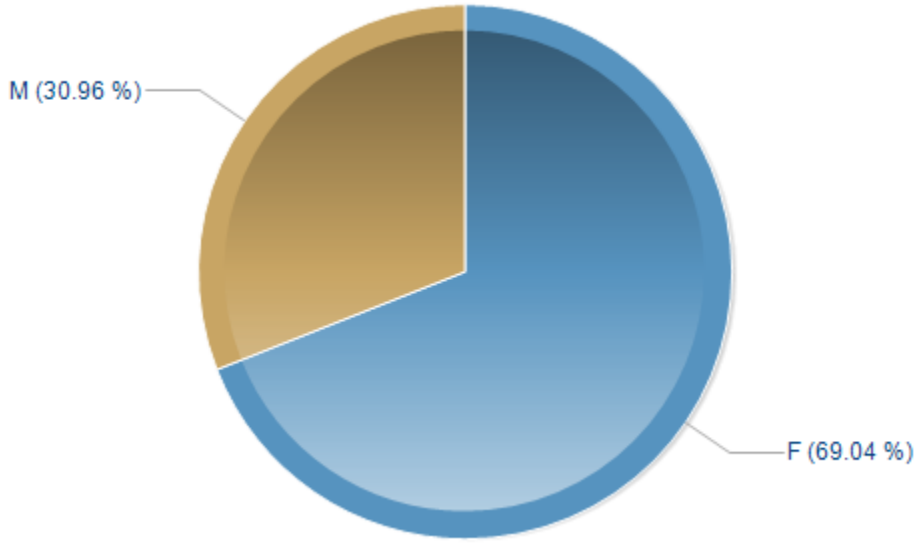
Creation Date Mon, Apr 14, 2014

Section 1: Analytics of Demographic information from SIS

Using demographics pulled directly from the Student Information System, Blue reports can automatically show information tied to Student Respondents, Instructors or Courses.

1.A) Gender Breakdown

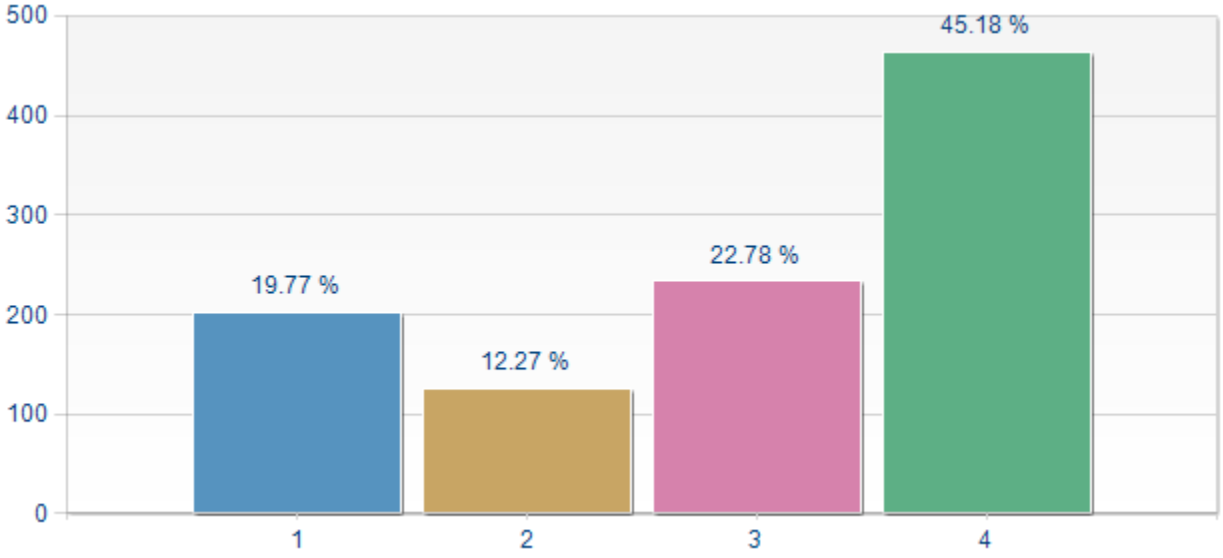
In this demographic block we have chosen to display the gender breakdown of student respondents in a 3-dimensional pie chart. This information could also have been displayed as a table, a horizontal bar chart, area chart, or other 2D and 3D chart types.



In this example we can see that 30.96% of the respondents for this department's evaluations were male, and 69.04% were female.

1.B) Year of Study Breakdown

This example shows a breakdown of the current 'Year of Study' for respondents to course evaluation forms within this department.



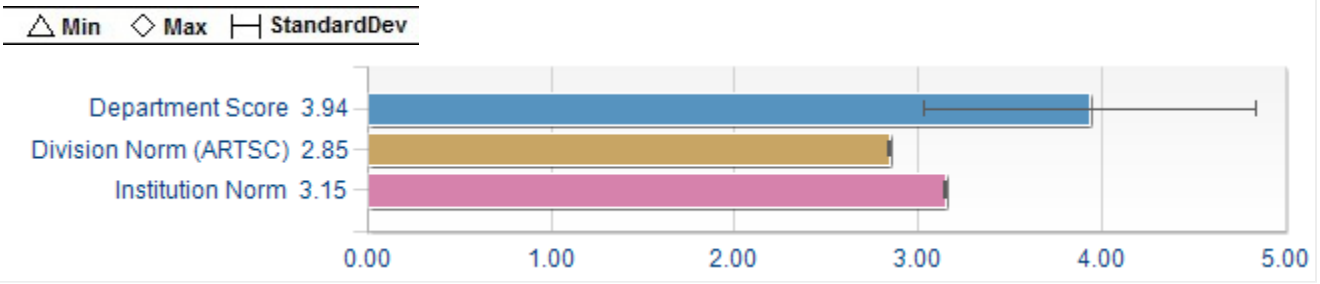
Section 2: Quantitative Feedback Analytics

This section looks at feedback where students have directly indicated their agreement with specific items by selecting ‘Somewhat’, ‘Mostly’ etc from the available options. Scores associated with each option have been defined by the project creator. Results gathered for this department can be shown in a number of different ways; for our example report we are showing one Score Block, one Frequency Block, and one Aggregate Frequency Block.

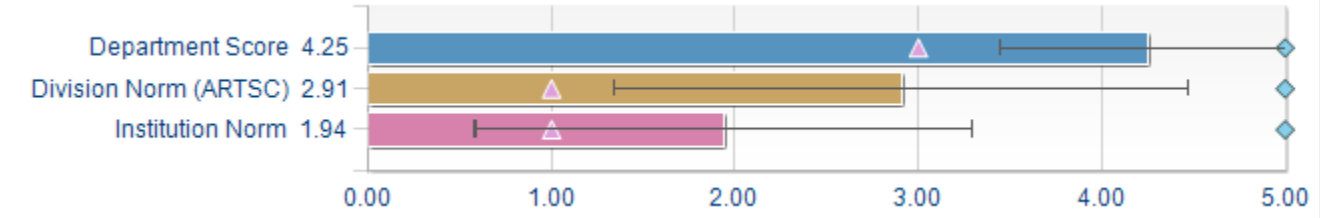
2.A) Score Analysis - Department/Division/Institutional Comparison

This example displays the overall score for this Department, contrasted against the scores for the Department's Division and the Institution as a whole. Blue's reporting engine allows for the creation of Norms and Averages based on any demographic in the Course or Instructor data, utilizing SIS data to gain a better understanding of results.

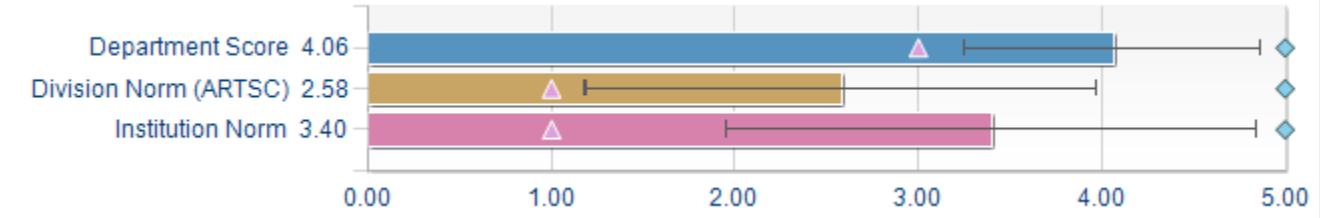
Overall



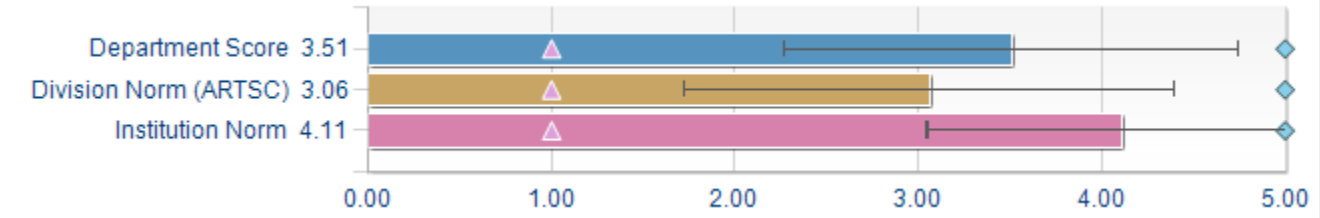
1. The course instructor was enthusiastic about the course material.



2. The course instructor explained concepts clearly.



3. The course instructor organized lectures in a logical manner.

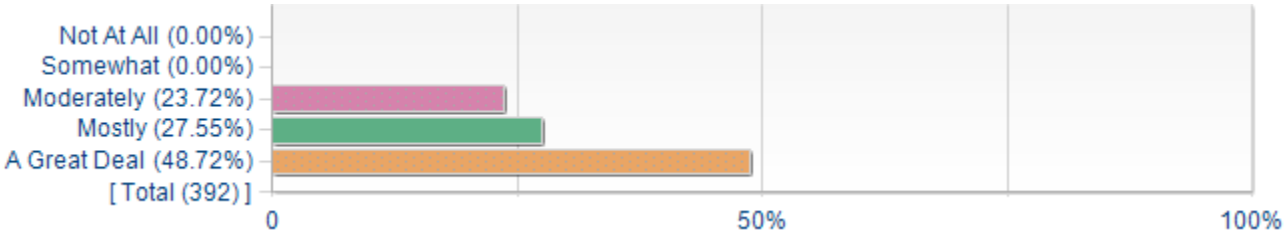


If the norms were not included in this report block, looking at item three *(‘The course instructor organized lectures in a logical manner.’)* would leave one with the impression that there may be a department level problem. Including the division norm and the institutional norm expands our view, allowing us to see that this is more likely to be something to work on at the division level.

2.B) Frequency Analysis with Statistics

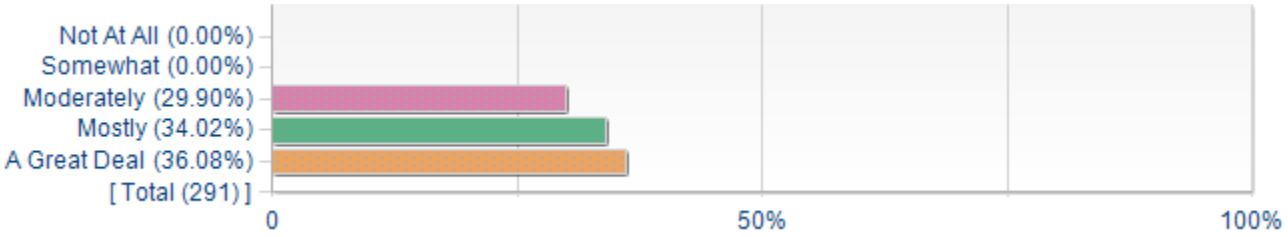
Rather than focusing solely on scores, the Frequency Block looks at the number or percentage of respondents who have selected particular options. For this example we have chosen to include some of the available statistics in a table below the chart.

1. The course instructor was enthusiastic about the course material.



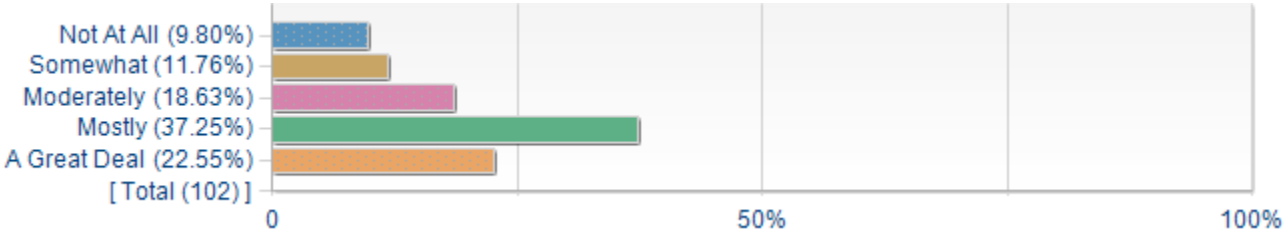
Statistics	Value
Response Count	392
Mean	4.25
Median	4.00
Mode	5
Standard Deviation	+/-0.81

2. The course instructor explained concepts clearly.



Statistics	Value
Response Count	291
Mean	4.06
Median	4.00
Mode	5
Standard Deviation	+/-0.81

3. The course instructor organized lectures in a logical manner.

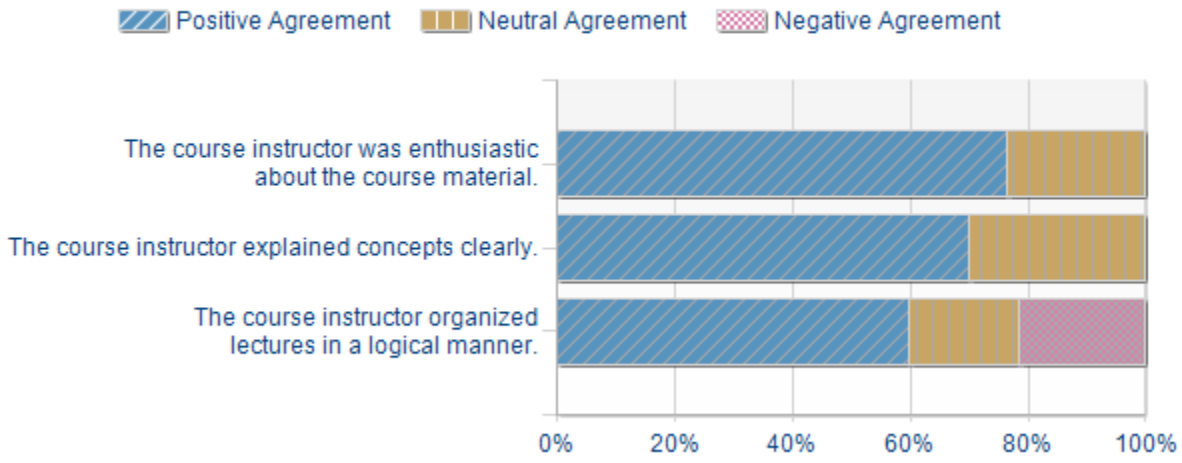


Statistics	Value
Response Count	102
Mean	3.51
Median	4.00
Mode	4
Standard Deviation	+/-1.24

Looking at item 3 in this view shows that the overwhelming majority of feedback was positive, with ‘Mostly’ or ‘A Great Deal’ being selected more than 59% of the time for this department.

2.C) Aggregate Frequency Analysis

This example showcases Blue's ability to collapse and combine feedback for clarity. By aggregating the initial 5-point scale into 'Positive', 'Neutral' and 'Negative' agreement, Blue enables report viewers to see an overview of the data that is as clear as the Score Block results while retaining the data validity of the Frequency Analysis.



In the example above we can see that the majority of feedback regarding the instructors organizing lectures in a logical manner is positive, and that there is almost as much neutral feedback as negative.

Section 3: Qualitative Text Analytics

This section looks at quantitative results created through a sophisticated analysis of the qualitative feedback. Rather than counting keywords, eXplorance's Text Analytics dictionary recognizes the context and phrasing of statements and then groups similar comments into specific themes.

One example seen below is the attribute *'Engaging'*. This isn't a count of all students who used the word 'engaging', but rather an accounting of all students who have commented on how engaged they were. Students who have noted that the instructor was eloquent, or that the instructor was communicative, or that they were captivated are all recognized and grouped in this way.

eXplorance's dictionary was created specifically for the identification of themes for improvement of teaching and learning within a higher-education institution. Rather than measuring general sentiments in comments (which would be redundant in a feedback form), Blue's Text Analysis takes into consideration Positive and Negative Attributes, Educational Dimensions, Course Elements, Potential Issues and Alerts. This provides a new set of data points that can then be cross-tabulated with SIS data and quantitative data to produce a greater understanding of student feedback.

3.A) Text Analytics - Word Cloud displaying the Frequency of Attributes

The Word Cloud allows us to understand at a glance which themes were prevalent in student feedback. In this example we see that instructors within this department are generally considered to be helpful and supportive, and that the material is considered interesting and important. The feedback also indicates that many students are commenting on the level of difficulty; this will be further investigated later in the report.

3.B) Text Analytics - Table displaying the Frequency of Attributes

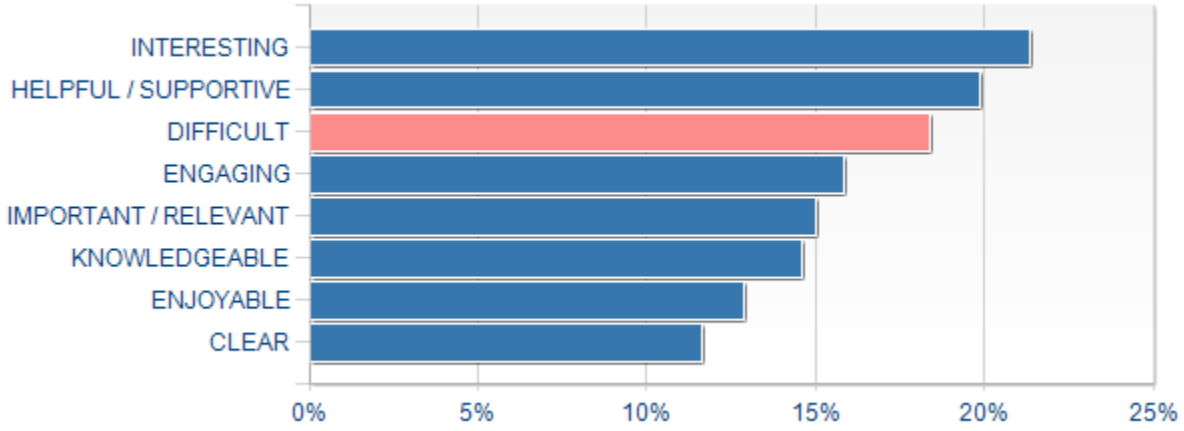
In this example we are displaying common themes in student feedback in tabular format. Within this table we have also enabled color indications of which attributes have been defined as 'Positive' and 'Negative' (with Positive in Blue and Negative in Red).

Attributes [# of comments]	Overall [473]
INTERESTING	21.35 %
HELPFUL / SUPPORTIVE	19.87 %
DIFFICULT	18.39 %
ENGAGING	15.86 %
IMPORTANT / RELEVANT	15.01 %
KNOWLEDGEABLE	14.59 %
ENJOYABLE	12.90 %
CLEAR	11.63 %

In this format we can see that among the 473 comments submitted within the evaluations for this department, 21.35% discussed their level of interest in the course. Almost all of the commonly appearing attributes were positive, with the only outlier being the 18.39% of comments which discussed difficulty with the course.

3.C) Text Analytics - Bar Chart displaying the Frequency of Attributes

In this example we have chosen to display the common themes in student feedback in a horizontal bar chart. This chart also reflects the frequency of each theme's appearance within the 473 comments submitted.



These 8 attributes were the most common themes among student feedback--

Interesting – Student feedback mentioning fascination with material, attentiveness, excitement about the course, and similar ideas is reflected in the 'Interesting' attribute.

Helpful/Supportive – Student feedback that is focused on the instructor's willingness to support them through the process. All feedback that refers to the instructor being accommodating, or providing constructive feedback, or encouraging success are be captured in this attribute.

Difficult – Student feedback that discusses challenges throughout the course, or how complex the material is, or refers to the instruction as complicated are reflected in this attribute.

Engaging – Feedback where students describe being captivated, or where students refer to the appeal of the course, or where students discuss how communicative the instructor are all considered to be part of the 'Engaging' attribute.

Important/Relevant – Student feedback that refers to a course as essential or which notes how the material is applicable to their lives are be captured as part of this attribute.

Knowledgeable – Feedback which discusses the instructor's level of competence, or which refers to the instructor as articulate or accomplished are be reflected in the 'Knowledgeable' attribute.

Enjoyable – Feedback where students mention how much they appreciate or enjoy a course are shown in this attribute.

Clear – Student feedback that discusses accuracy or precision, or which notes how explicit or clear the material and instruction is are captured in the 'Clear' attribute.

Section 4: Cross Tabulation

A greater understanding of all of the gathered feedback can be attained by cross-tabulating quantitative, qualitative, and demographic data.

Blue allows for Theme data from open-ended feedback to be compared with and broken down by direct response data and any demographic data associated with the courses, instructors and students in the Student Information System. Questions can be crossed with questions, demographics with questions, and even demographics with other demographics to gain a better understanding of the students and their needs.

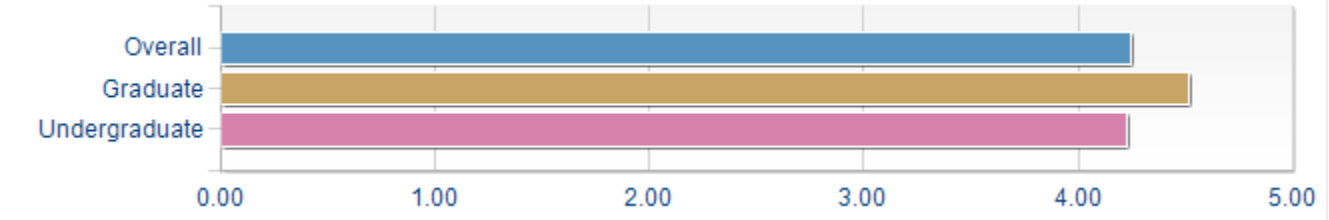
In this section we have chosen to show some examples of

- Scores vs Student Demographics
- Themes in Open-Ended Feedback vs Student Demographics
- Scores vs Themes in Open-Ended Feedback
- Themes in Open-Ended Feedback vs Student Demographics

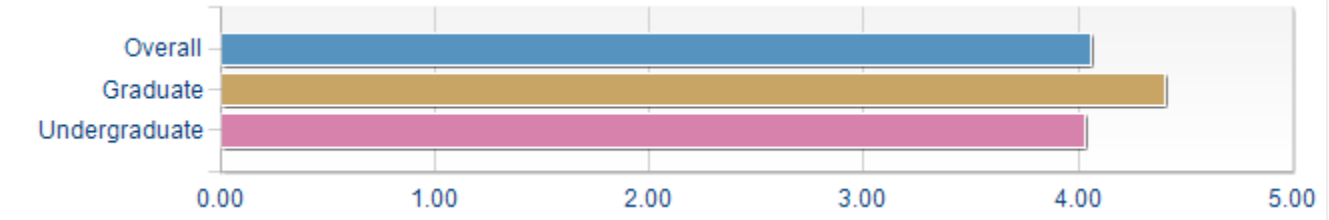
4.A) Instructor Rating Scores (Undergraduate vs Graduate)

This block demonstrates Blue's ability to compare Quantitative Data with Demographic Data tied to Students in the SIS. Similar blocks can be added cross-tabulating response data with any demographics tied to courses, instructors or students.

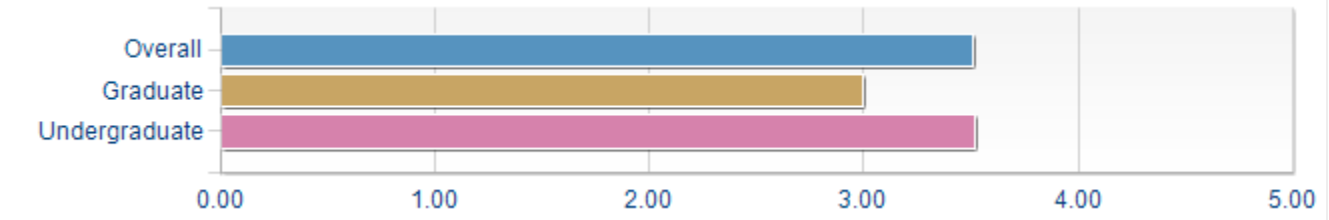
The course instructor was enthusiastic about the course material.



The course instructor explained concepts clearly.



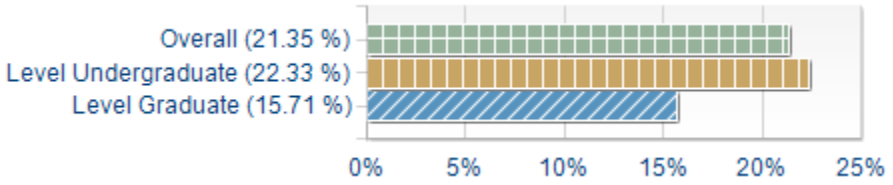
The course instructor organized lectures in a logical manner.



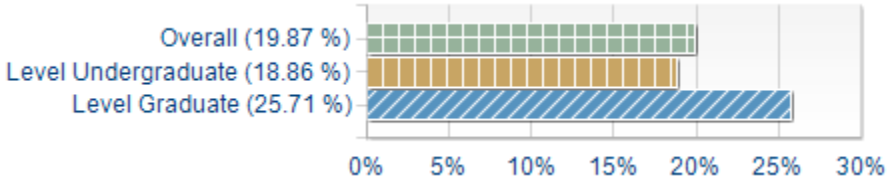
4.B) Common Attributes in Graduate and Undergraduate feedback

This block demonstrates Blue's ability to cross-tabulate Qualitative Data (Attributes in open-ended feedback) with Demographic Data pulled directly from the Student Information System (Graduate vs. Undergraduate). Similar blocks can be added cross-tabulating themes from qualitative data with any demographics tied to courses, instructors or students. In this example we have also enabled hatch coloring on the bars, facilitating black & white printing and ensuring an equal experience for viewers with vision difficulties.

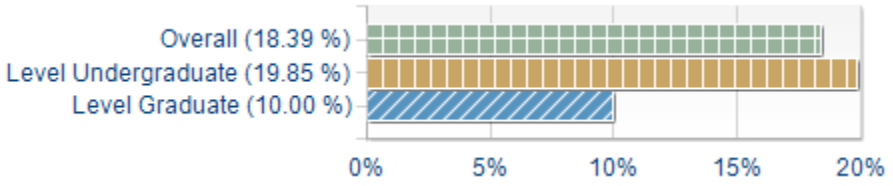
INTERESTING



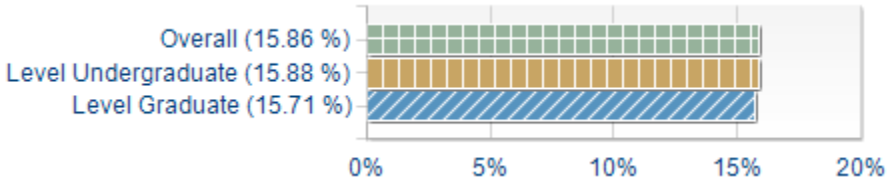
HELPFUL / SUPPORTIVE



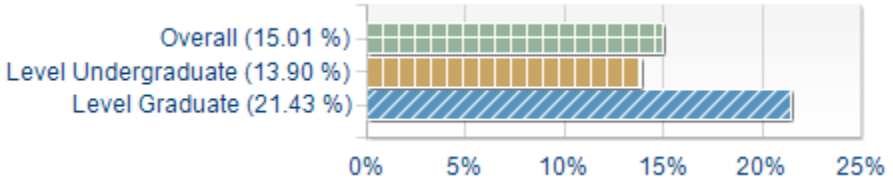
DIFFICULT



ENGAGING



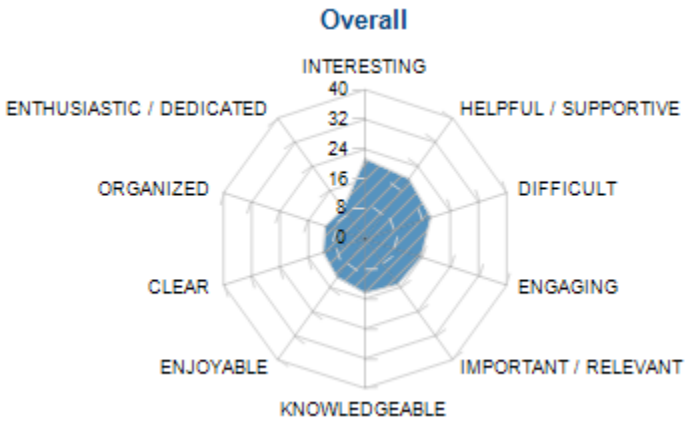
IMPORTANT / RELEVANT

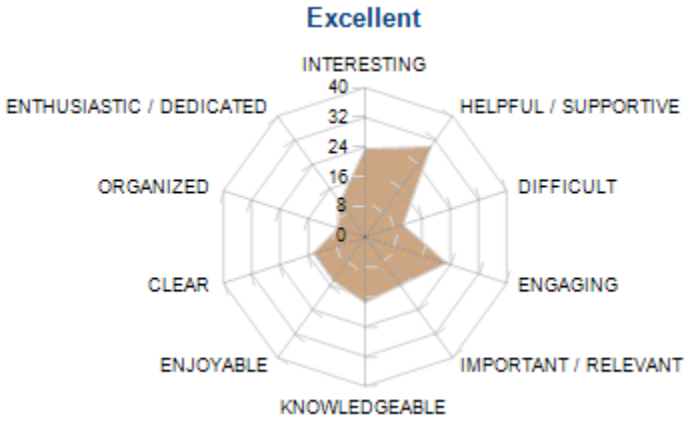


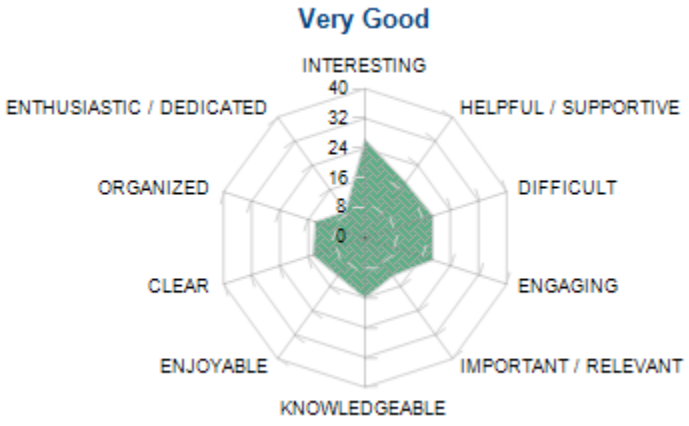
Attributes [# of comments]	Overall [473]	Level Undergraduate [403]	Level Graduate [70]
INTERESTING	21.35 %	22.33 %	15.71 %
HELPFUL / SUPPORTIVE	19.87 %	18.86 %	25.71 %
DIFFICULT	18.39 %	19.85 %	10.00 %
ENGAGING	15.86 %	15.88 %	15.71 %
IMPORTANT / RELEVANT	15.01 %	13.90 %	21.43 %

4.C) Overall Quality of Instruction vs. Common Attributes in Student Feedback

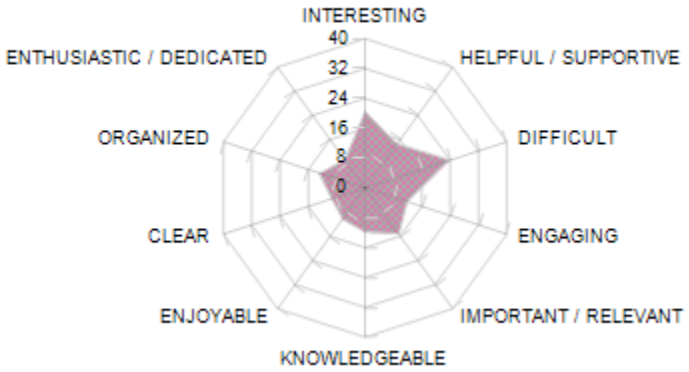
This block demonstrates Blue's ability to cross-tabulate Quantitative Feedback with Theme Data gathered from Qualitative/Open-ended feedback. By breaking down the information this way, we can see that among students who spoke about '*Difficulty*' there is only small difference between those who found the instruction 'Good' and those who found it 'Poor'. Using this sort of data can enable us to create profiles of courses that will most likely be found ‘Good’ or ‘Excellent’.



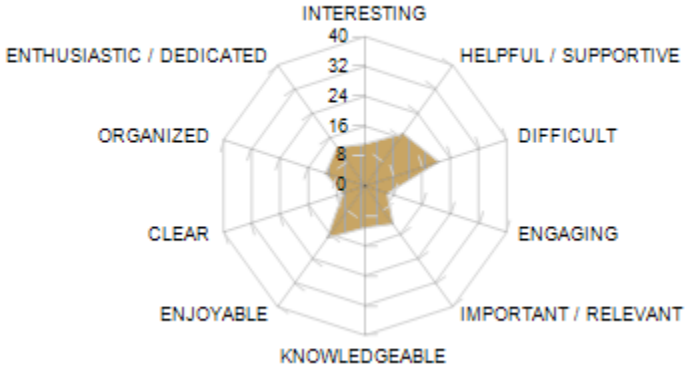




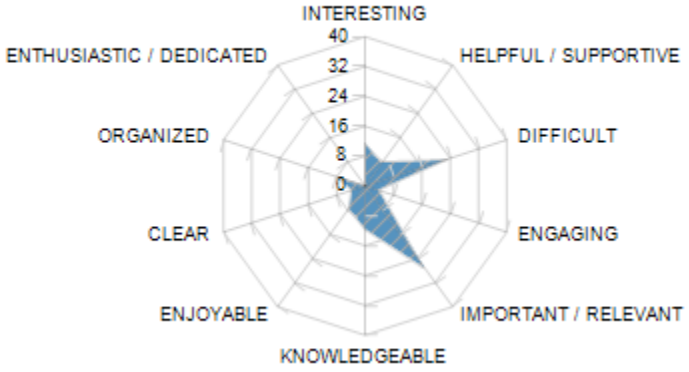
Good



Fair



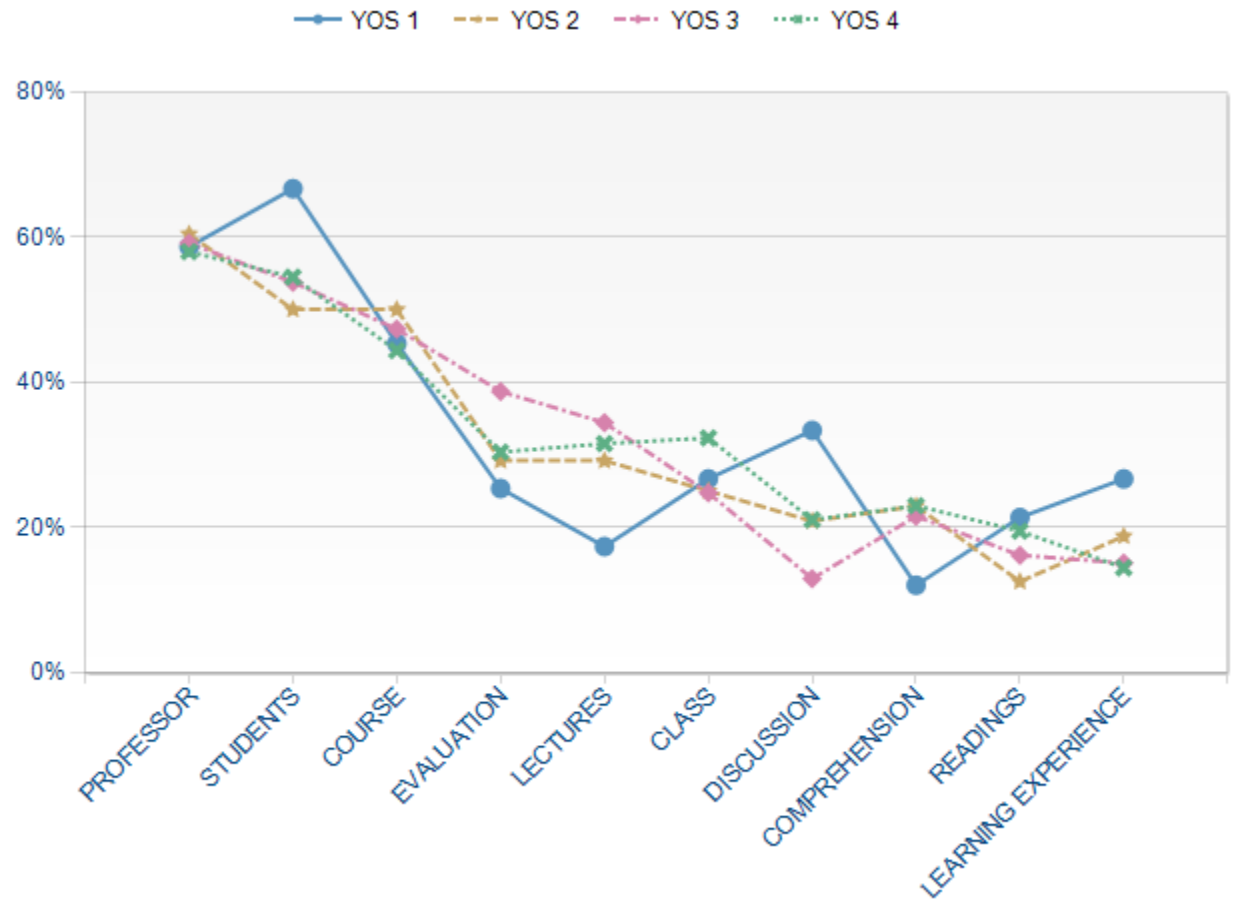
Poor



Attributes [# of comments]	Overall [473]	Excellent [131]	Very Good [136]	Good [117]	Fair [63]	Poor [26]
INTERESTING	21.35 %	23.66 %	26.47 %	20.51 %	11.11 %	11.54 %
HELPFUL / SUPPORTIVE	19.87 %	29.77 %	18.38 %	14.53 %	17.46 %	7.69 %
DIFFICULT	18.39 %	10.69 %	19.12 %	23.93 %	20.63 %	23.08 %
ENGAGING	15.86 %	22.90 %	19.12 %	11.97 %	6.35 %	3.85 %
IMPORTANT / RELEVANT	15.01 %	16.03 %	12.50 %	15.38 %	12.70 %	26.92 %
KNOWLEDGEABLE	14.59 %	17.56 %	16.18 %	11.97 %	11.11 %	11.54 %
ENJOYABLE	12.90 %	14.50 %	12.50 %	10.26 %	17.46 %	7.69 %
CLEAR	11.63 %	14.50 %	14.71 %	9.40 %	6.35 %	3.85 %
ORGANIZED	11.21 %	7.63 %	13.97 %	12.82 %	11.11 %	7.69 %
ENTHUSIASTIC / DEDICATED	9.73 %	11.45 %	8.82 %	9.40 %	12.70 %	0.00 %

4.D) Common Course Elements in Student Feedback vs. Year of Study

In this example we are cross tabulating between a demographic (Year of Study) and the themes that occur in student feedback. This can help us to further tailor our profiles as we can see what different types/groups of students are discussing.



Elements [# of comments]	YOS 4 [257]	YOS 3 [93]	YOS 2 [48]	YOS 1 [75]
PROFESSOR	57.98 %	59.14 %	60.42 %	58.67 %
STUDENTS	54.47 %	53.76 %	50.00 %	66.67 %
COURSE	44.36 %	47.31 %	50.00 %	45.33 %
EVALUATION	30.35 %	38.71 %	29.17 %	25.33 %
LECTURES	31.52 %	34.41 %	29.17 %	17.33 %
CLASS	32.30 %	24.73 %	25.00 %	26.67 %
DISCUSSION	21.01 %	12.90 %	20.83 %	33.33 %
COMPREHENSION	22.96 %	21.51 %	22.92 %	12.00 %
READINGS	19.46 %	16.13 %	12.50 %	21.33 %
LEARNING EXPERIENCE	14.40 %	15.05 %	18.75 %	26.67 %

Section 5: Open-Ended Feedback

In this section we are showing a small sample of the Open-Ended Feedback collected. This is an example to show Blue's capability to display comments (filtered or unfiltered).

Comment
Lectures covered course materials very closely
Professor Bedard does a superb job of balancing lecture and discussion in the class. He clearly made a lot of effort to make the lectures engaging!
I would have preferred if the professor did not read from her notes. It was difficult to follow along when her lectures are just basically reading from the notes. I think the professor should engage with her students more, and do more lecturing than reading.
Prof Cheng gave great lectures, very informative. She sounded really knowledgeable about the topics.
The quality of instruction was very high in this course. Dr. Dimitrov was an excellent instructor and explained the material very well. However, the evaluations for labs were a bit off because while a good deal of the course grade was dedicated to them. The instructions on the lab assignment page were not accurate and left me with some ambiguity in answering the questions. As a result I lost some unnecessary marks associated to those unclear questions. Same goes with some test questions. The title of the question was ambiguous at times , so that even though I knew the answer to the question, I lost some marks because I hadn't answered the question according to the expectations of the marker.
Excellent. Prof Nicolazzo is an interesting and engaging lecturer. She made the material interesting and handled questions well.
The professor was unable to clearly present information in a structured way. Lectures had no outlines, summaries or focus. After each class I had no idea what it was that I should have taken away from the lecture. Her thoughts were very scattered and unorganized. The expectations for students should be more clear.
The professor was very approachable and easy to listen to. However the amount of material was excessive for a half credit course.
A better summary of expectations and review guides. The material is vast and the textbook, lectures and tutorials all covered different areas. Overall it was a very difficult course to keep up with. If it was not a requirement for my major I would have dropped it
This was my first course with Dr. Milanov and I wish I had taken more with him throughout my degree. He has high expectations but provides an extremely inviting and low pressure learning environment!
I enjoyed the material, thought the textbook an excellent one, and viewed the marking scheme as a fair one. Only thing is felt rushed through material, so perhaps full year course may be helpful that way.
The course was very engaging and covered a whole array of topics that were all very interesting. I often found the work load to be extremely high in comparison to other classes, and didn't always feel that I was benefiting from such a strong demand. I would have been able to digest more if the weekly assignments had been a bit more flexible in terms of the due date, and if the frequency of them wasn't so high. Instruction on the completion of some assignments, especially the bi-weekly journals, wasn't always very clear, and minimal feedback was given until the very end of the course as to our status in the class based on these two forms of assignment, which were a HUGE portion of our grade. Overall, I really found a lot of the material very stimulating, and I feel much more rooted in a lot of the basics, and beyond, in the anthropology of gender, but I feel I would have benefited and enjoyed the class more if the demand wasn't so high on a weekly basis to participate in minor assignments that I didn't feel gave me a very big advantage in my understanding of the material.
Really concise. The handouts helped a lot, as did the picture-heavy slideshows to reinforce the material. I think it would be better suited to full year course, though, with half a semester dealing with the memorization of bones, and the second semester with paleopathology and estimations. There was too much pressure to memorize every bone in the body in 5 weeks, and I think more could be done with paleopathology, which was the most interesting part of the course.
Slightly unorganized with instructions for the report and essay. I had already completed my essay and then received the rubric for it...
Zel created a relaxed environment, where we were comfortable to express our opinions in a non judgemental atmosphere.
Indepth range of journals and associated readings to stimulate the lectures. Guest lectures intermixed with videos and film really enhanced the learning process. The group exercise was useful too. I found the amount of information to be integrated into my learning objects somewhat daunting but rewarding.
The suggested reading were excellent and fulfilled my expectations for this course. The instructor delivered the subject material in a manner that was stimulating and informative. In addition, the film component of the program was excellent and enhanced the learning experience that much more.

Section 6: Response Sheets

In this section we showcase Blue's ability to directly reflect all or a subset of the responses left in feedback forms. Sharing these responses directly presents an opportunity for faculty to search for specific responses and see what other responses were submitted on the same form; this can allow for a better understanding of open-ended feedback by allowing the viewer to see what other details may have led to that feedback.

1. I found the course intellectually stimulating.
    - Mostly
2. The course provided me with a deeper understanding of the subject matter.
    - Not At All
3. The instructor (Nathan Bedard) created an atmosphere that was conducive to my learning.
    - Mostly
4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.
    - Mostly
5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.
    - Mostly
6. Overall, the quality of my learning experience in this course was:
    - Good
7. Please comment on the overall quality of the instruction in this course.
    - Professor Bedard does a superb job of balancing lecture and discussion in the class. He clearly made a lot of effort to make the lectures engaging!

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1. I found the course intellectually stimulating.
    - Mostly
2. The course provided me with a deeper understanding of the subject matter.
    - A Great Deal
3. The instructor (Jennifer Li) created an atmosphere that was conducive to my learning.
    - Mostly
4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.
    - Mostly
5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.
    - A Great Deal
6. Overall, the quality of my learning experience in this course was:
    - Very Good
7. Please comment on the overall quality of the instruction in this course.
    - The professor was very approachable and easy to listen to. However the amount of material was excessive for a half credit course.

Section 7: Evaluation Overall Summary

This section demonstrates some of the ranking functionality that can be used to display areas for improvement for Instructors and Courses. In this example we are showing the Top Three and Bottom Three scores for each. In this example we have chosen to label these as 'Strengths' and 'Areas for Improvement'.

Items which are considered '**Strengths**' may be used to identify strategies to replicate success. Items identified as '**Areas for Improvement**' can be used to set goals for improvement in coming semesters.

7.A) Teaching Improvement Opportunities

Strengths		
1	The course instructor provided opportunity for group activity and discussion in class.	4.83
2	The course instructor provided opportunity for classroom discussion.	4.68
3	The course instructor responded respectfully to students' questions.	4.57

Areas for Improvement		
1	The course instructor moved through course concepts at a comfortable pace.	3.20
2	The course instructor organized lectures in a logical manner.	3.51
3	The course instructor explained concepts clearly.	4.06

7.B) Course Improvement Opportunities

Strengths		
1	The course textbook and/or readings contributed to my learning of the subject matter.	4.03
2	The course provided me with a deeper understanding of the subject matter.	4.03
3	I found the course intellectually stimulating.	3.97

Areas for Improvement		
1	Compared to other courses, the workload for this course was…	2.73
2	Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.71
3	Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.82

Section 8: Conclusion

This report has been an example of what can be achieved using Blue's unique report generation engine. As reports are created at any level on a block-by-block basis, this is just one example of the thousands of different reports that can be generated.

All of the data summarized in this report is also available in a number of different exportable formats. Raw and calculated data can be exported in CSV and XLS formats for use in SPSS, Provalis Prosuite and Excel. Web services are also provided with Blue that enable dynamic synchronization with third-party systems including data warehouses, Business Intelligence systems, and Learning Analytics tools.

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