



Bluenotes **GLOBAL** 2021  
VIRTUAL EXPERIENCE

# CONFERENCE PROGRAM

Re-imagining Feedback &  
Assessment in a Post-Pandemic  
World of Higher Education

August 2 - 4, 2021  
Virtual



## About Explorance

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At Explorance, we believe that feedback matters. From students in higher education to employees at the workplace, feedback is a vital part of the lifelong learner's journey. That's why Explorance's mission is to help organizations create a personalized journey of impact and fulfillment for their people through innovative Journey Analytics solutions.

With the [Blue suite](#) of feedback gathering and analysis solutions, and the [Metrics That Matter \(MTM\)](#) learning effectiveness solution, organizations can gather the insights they need to make the best decisions possible when it comes to recruiting, engaging, and retaining their key stakeholders. As the world's largest provider of Journey Analytics solutions, Explorance partners with more than 750 organizations in 45 countries, including 35% of the Fortune 100 and over 25% of the QS top 100 higher education institutions.

We believe in the human touch at Explorance and are known for our pioneering Culture of Free Will built on autonomy, empowerment, and trust. To our employees, this means the freedom to bring achievement into their own lives. For our customers, it means caring for their needs and helping them succeed. For our communities, it means doing our part to help our neighbors simply because it's the right thing to do. Explorance is ranked the #1 best workplace in Canada by the Great Places to Work® Institute and is headquartered in Montreal with business units in Chicago, Chennai, Melbourne, Amman, and London.



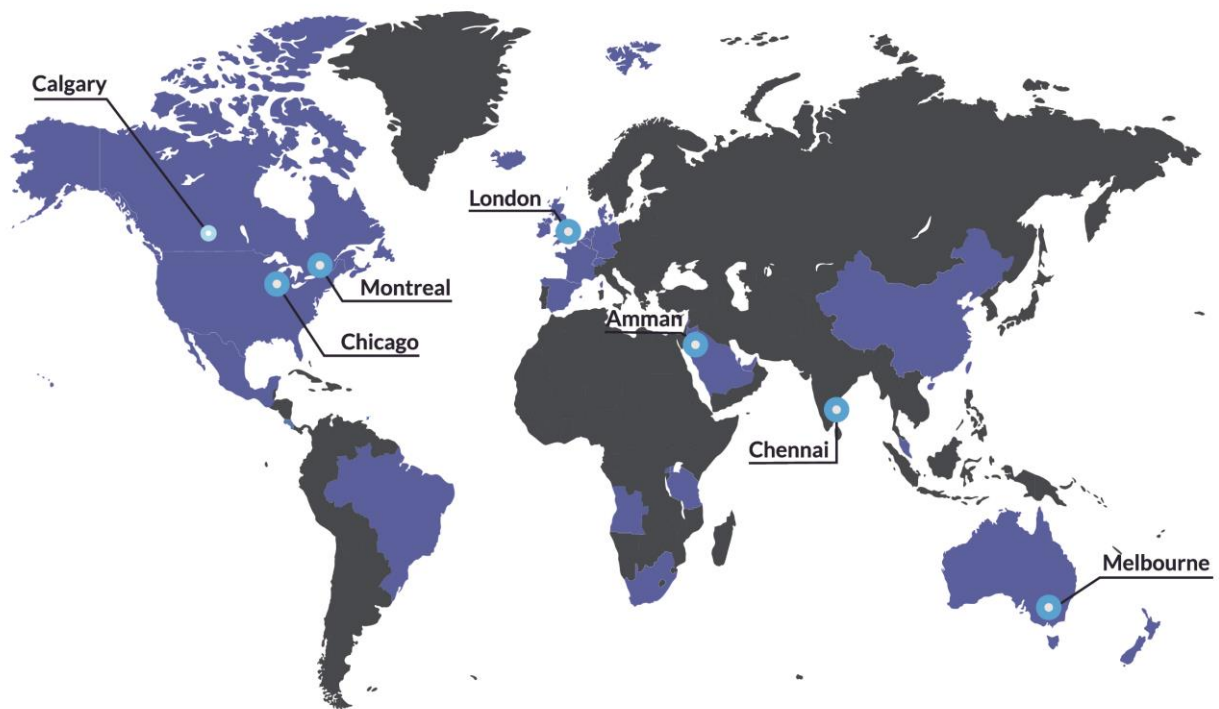
Explorance is honored to sponsor the Bluenotes Group's learning activities. The Bluenotes Group is a united family of Blue users in Higher Education who connect to share successes and lessons learned and discuss new ideas. Since 2014, the Bluenotes Group hosts annual conferences and local chapter activities connecting community members regardless of where they are located. The Bluenotes conferences, aspiring to be a global exchange of ideas for feedback-based continuous improvement in student learning and development, have been attended by over 800 community members from nearly 300 institutions globally. Follow the Bluenotes Group on [LinkedIn](#), [Facebook](#), [Twitter](#) and join in the conversation!

### Explorance

- Explorance Office
  - Explorance Satellite Employee
- 250 Employees

### Customers Worldwide

- 45 Countries
- ~1000 Institutions and Organizations



## Keynote Speaker



### David Berman

David Berman has been described as the “David Suzuki of design”. He is a top expert in the fulfillment of eAccessibility requirements web-based applications, virtual meetings, and documents.

David’s 30 years of experience have helped hundreds of organizations get great things done and repeat successes. He has deep experience as a senior consultant in applying eAccessibility standards for higher ed, government, and private sector clients, including IBM, BMO, HGTV, dozens of universities and colleges, and Canada’s largest school board. He regularly teaches accessibility principles as part of his professional development workshops and has keynoted at the largest design conferences on 5 continents.

He is an expert in the fulfillment of ADA, EN 301 549, and AODA laws regarding accessible web-based applications, meetings, and documents ... including serving on regulatory committees for two governments. He has also provided consultation to the governments of Canada, Queensland (Australia), India, Ireland, Mexico, Norway, and Pakistan.

He is Vice-Chair of IAAP, the global body for accessibility professionals, and on the ISO committee for accessible PDF and accessible plain language. David is also Chair of Carleton University’s Carleton Access Network.

### **Accessibility Dividend: Learning that Leaves No One Behind in a Post-pandemic World of Higher Education**

The COVID-19 pandemic forced schools to figure out how to swiftly get remote learning ready for everyone. Many of higher-ed institutions were saying “I finally get it” regarding the importance of eAccessibility for both synchronous and asynchronous education. Challenges formerly experienced by a minority of students suddenly became challenges for the majority, leading to breakthrough opportunities to improve the entire learning ecosystem.

Post-pandemic, how we learn and interact will have changed forever in ways that have the power to benefit everyone, advancing equity, diversity, and inclusion in student learning experience. We’ll share experience and insights that will help you include everyone in learning, while enjoying the “Accessibility Dividend” for all.



# Conference Schedule at a Glance, August 2-4, EDT

(NOT FINAL – SUBJECT TO CHANGE)

The [Faculty Research Grant Recipients](#) will be sharing their Research Findings in the Faculty-centric Track)

## Monday, August 2

<b>10:00 AM to 10:10 AM</b>		
<b>Opening and Welcome Remarks</b> Robert Goldstein & Becky Patterson, University of Louisville		
<b>10:10 AM to 11:05 AM</b>		
<b>Keynote Speech:</b> <b>Accessibility Dividend: Learning that Leaves No One Behind in a Post-pandemic World of Higher Education</b> David Berman, "David Suzuki of Design"		
<b>11:05 AM to 11:20 AM</b>		
<b>Break</b>		
<b>11:20 AM to 12:00 PM</b>		
<p style="text-align: center;"><b>Session</b> A Framework for Assurance of Learning <b>Presenter(s):</b> Nabeel Murshed, University of Dubai</p>	<p style="text-align: center;"><b>Session</b> Things that Don't Fit: Working with Non-traditional Course Surveys <b>Presenter(s):</b> Joseph Delaney, Rutgers University</p>	<p style="text-align: center;"><b>Faculty Research Findings Session</b> Students' Perception of Formative Assessment Intervention Strategy (FAIS) as an Instructional Tool in Competency-Based Medical Education: A Proof-of-concept Study <b>Presenter(s):</b> Yajnavalka Banerjee, Farah Otaki, Mandana Gholami, Iman Fawad &amp; Anjum Akbar, Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU)</p>
<b>12:00 PM to 1:00 PM</b>		
<b>Break</b>		
<b>1:00 PM to 2:00 PM</b>		
<b>Explorance CEO Update and Looking Forward</b> <b>Presenter:</b> Samer Saab, Explorance		
<b>2:00 PM to 2:15 PM</b>		
<b>Break</b>		



<b>2:15 PM to 2:55 PM</b>		
<p><b>Session</b> Engaging Faculty, Departments, &amp; Schools in Utilizing Midcourse Surveys for Improvement <b>Presenter(s):</b> Christina Bifulco, Rutgers University</p>	<p><b>Session</b> Fun With Health Sciences: OASIS and Blue <b>Presenter(s):</b> Candace Girard &amp; Tim Winn, Tufts University</p>	<p><b>Faculty Research Findings Session</b> Understanding the Use of Student Ratings of Instruction (SRI) Data for Research Purposes <b>Presenter(s):</b> Jill McSweeney, Bruno Roy, Robyn Moore, Dalhousie University</p>
<b>2:55 PM to 3:10 PM</b>		
<b>Break</b>		
<b>3:10 PM to 3:50 PM</b>		
<p><b>Session</b> Making the Dynamic Report Viewer Feature Work for You <b>Presenter(s):</b> Lisa Votodian, University of Pittsburgh</p>	<p><b>Session</b> BlueX as a Cornerstone for a University-wide Survey Policy <b>Presenter(s):</b> Emily Brock &amp; Drew Thiemann, Bellarmine University</p>	<p><b>Faculty Research Findings Session</b> Enhancing Engineering Course Evaluations: An Intercultural Competence Intervention and Assessment Program <b>Presenter(s):</b> Awatef Ergai, Ginny Zhan, Sabine Smith &amp; Shane Peterson, Kennesaw State University</p>
<b>3:50 PM to 4:00 PM</b>		
<b>Break</b>		
<b>4:00 PM to 4:50 PM</b>		
<p><b>Panel: How did the COVID pandemic Transform Evaluations at Your Institution?</b> <b>Panelists:</b> Donna Davis, James Madison University Joseph Delaney, Rutgers University Rob Nelson, University of Pennsylvania Stephanie Klein, University of Minnesota <b>Moderator:</b> Yeona Jang, Explorance</p>		
<b>4:50 PM to 5:10 PM</b>		
<p><b>Presentation of Charity Check (\$3,000):</b> Yeona Jang, Explorance <b>Door Prize Drawing (must be present to win):</b> Yeona Jang, Explorance</p>		
<b>5:10 PM to 6:00 PM</b>		
<b>Break</b>		



<b>6:00 PM to 6:40 PM</b>		
<p><b>Session:</b> Assessing Diversity in the Classroom: How a Health Sciences University used Blue to Evaluate Diversity Challenges <b>Presenter(s):</b> Lawrence Williams &amp; Graciela Vidal, Oregon Health &amp; Science University</p>	<p><b>Session:</b> The Secret Ingredients for Large-scale Projects <b>Presenter(s):</b> Corey Buchanan, Southern Alberta Institute of Technology &amp; Krimo Bouaou, Explorance</p>	<p><b>Session:</b> Managing the Mischief of Health Sciences Course Evaluations <b>Presenter(s):</b> Donna Davis, James Madison University</p>
<b>6:40 PM to 9:00 PM</b>		
<b>Break</b>		
<b>9:00 PM to 9:40 PM (APAC friendly timezone)</b>		
<p><b>Faculty Research Findings Session</b> Natural Language Processing of Qualitative Student Evaluations Data: a Proof of Concept Study <b>Presenter(s):</b> Nicole Pepperell &amp; Rahat Hasan, University of Waikato</p>		
<b>9:40 PM to 10:00 PM</b>		
<b>Break</b>		
<b>10:00 PM to 10:40 PM (APAC friendly timezone)</b>		
<p><b>Session: Meet Blue Experts in Explorance &amp; Ask Questions for Bluenotes Community Members in APAC Regions (those who are in different time zones are welcome to join)</b> Dave Sykes, Mohammed Sheraidah &amp; Nitin Sharma</p>		
<b>10:40 PM to 10:50 PM</b>		
<p><b>Closing of Day 1</b> Tim Brennan, Explorance</p>		



## Tuesday, August 3, EDT

10:00 AM – 10:05 AM

**Day 2 Opening and Welcome**  
Michael Cohen, Explorance

10:05 AM to 10:55 AM

**Session**  
Product Roadmaps:  
A Look at What is and What is Yet to Come  
**Presenter(s):** Nitin Sharma & Zebrey Bedard, Explorance

10:55 AM to 11:05 AM

**Announcement of Blue Experts & Blue Report Masters Certified Since September 2020**  
Miltiadis Vadrachanis, Explorance

11:05 AM to 11:20 AM

Break

11:20 AM to 12:00 PM

Blue Experts Community Meetup  
Co-chaired by  
Daniel Glover, University of Minnesota  
&  
Ginny Cockerill, University of Alabama  
in Huntsville  
&  
Gloria Eccleston, Washtenaw  
Community College

**Session:**  
Feedback from Form Fill-out  
to Faculty Development:  
Fostering a Data Culture to  
Integrate Perspectives and Lessons  
across Multiple Roles  
**Presenter(s):** Gregory Hum, Katharine  
Lauder, Peter Eden, Kyle Turner,  
University of Toronto

**Faculty Research Findings Session**  
Exploring Students' Perceptions of  
the Inclusive Curriculum  
**Presenter(s):** Denise Lee, Philip Carey,  
Emma Smith & Elena Zaitseva,  
Liverpool John Moores University

12:00 PM – 1:00 PM

Break

1:00 PM – 1:40 PM

**Bluenotes Reporting & Analytics  
Community Meetup**  
Co-chaired by  
John Jordi, University of Florida  
&  
Stephanie Klein, University of  
Minnesota

**Session:**  
Leveraging QBank to the Fullest:  
Department and Program Customization  
and Looking Forward to Gen Ed  
Accreditation Planning  
**Presenter(s):** Heather Thompson,  
UNC-Chapel Hill

**Faculty Research Findings Session**  
CURE in the time of COVID-19:  
Student Perception and Learning in  
Virtual Course-based Undergraduate  
Research Experiences  
**Presenter(s):** Sarah Guindre-Parker,  
Kennesaw State University

1:40 PM – 1:55 PM

Break





<b>1:55 PM – 2:35 PM</b>		
<p><b>Bluenotes Medical &amp; Health Sciences Community Meetup</b> Co-chaired by Lawrence Williams, Oregon Health and Science University &amp; Christina Pomykal, The UNC Eshelman School of Pharmacy</p>	<p><b>Session:</b> Faculty and Student Engagement: The Key to Improving Response Rates in Online Evaluations <b>Presenter(s):</b> Laura Woodward, Reni Gresham, Hamid Siddiqui, Hayder Hamandi, Petar Lazic, Kenya Smith, Andrew Ura, Wayne State University</p>	<p><b>Faculty Research Findings Session</b> Mining Course Evaluation Text Analytics to Develop Strategies that Increase Teaching Effectiveness <b>Presenter(s):</b> John Jordi, University of Florida</p>
<b>2:35 PM to 2:50 PM</b>		
<b>Break</b>		
<b>2:50 PM to 3:30 PM</b>		
<p><b>Bluenotes Business Schools Community Meetup</b> Co-chaired by Rocky Moran, The Haas School of Business at UC Berkeley &amp; Pamela Knight, The Wharton School of the University of Pennsylvania</p>	<p><b>Session:</b> Putting Blue to Work at Washtenaw Community College V 2.0 <b>Presenter(s):</b> Gloria Eccleston &amp; Amy N. Artiles, Washtenaw Community College; Andres Rodriguez, Explorance</p>	<p><b>Faculty Research Findings Session</b> Factors Influencing Feedback &amp; Engagement: Faculty and Student Perspectives <b>Presenter(s):</b> Leanne Stevens &amp; Swasti Arora, Dalhousie University</p>
<b>3:30 PM to 3:45 PM</b>		
<b>Break</b>		
<b>3:45 PM to 4:25 PM</b>		
<p><b>Session:</b> The Changing Landscape for Course Evaluations <b>Presenter(s):</b> Rob Nelson, University of Pennsylvania &amp; Francois Beneteau, Explorance</p>	<p><b>Session:</b> Blue Reporting with Dynamic Report Access and Merged Subjects <b>Presenter(s):</b> Sharon Pedersen, Bowdoin College &amp; Michael Lee Jones, Explorance</p>	<p><b>Session</b> What's New with Blue Dashboard <b>Presenter(s):</b> Long Hua, Explorance</p>
<b>4:40 PM to 5:45 PM</b>		
<p><b>Virtual Social Networking:</b> Mohammed Sheridah &amp; Nitin Sharma, Explorance <b>Presentation of Charity Check (\$5,000):</b> Yeona Jang, Explorance <b>Door Prize Drawing (must be present to win):</b> Yeona Jang, Explorance</p>		
<b>5:45 PM to 6:00 PM</b>		
<b>Break</b>		



6:00 PM to 6:40 PM		
<p><b>Session</b> Making Student Ratings Meaningful to Faculty: Faculty Creation of a New Type of Student Ratings Instrument <b>Presenter(s):</b> Kathleen Dyer &amp; Dermot Donnelly-Hermosillo California State University, Fresno</p>	<p>Session: Icing on the Blue Cake: Leveraging Blue with Unique Enhancements <b>Presenter(s):</b> Karlie Scafidi &amp; Josh McCuaig, Southern Alberta Institute of Technology</p>	<p><b>Faculty Research Findings Session</b> Using Qualitative Student Feedback to Guide First-Year Advising Program: Means to Improve Student Success and Retention <b>Presenter(s):</b> Aeleah Soine &amp; Makiko Imamura, Saint Mary's College of California</p>
6:40 PM to 9:00 PM		
<b>Break</b>		
9:00 PM to 9:40 PM (APAC friendly timezone)		
<p><b>Faculty Research Findings Session</b> Enhancing Learner Satisfaction with Challenging Pedagogical Content Through Student-feedback-based Course Redesign <b>Presenter(s):</b> Thu Ngo &amp; Len Unsworth, Australian Catholic University</p>		
9:40 PM to 9:45 PM (APAC friendly timezone)		
<p><b>Closing of Day 2</b> Tim Brennan, Explorance</p>		



## Wednesday, August 4, EDT

<b>10:00 AM to 10:05 AM</b>		
<b>Day 3 Opening &amp; Welcome</b>		
<b>10:05 AM – 10:45 AM</b>		
<p><b>Session</b> Lecturers' Engagement with Blue Explorance Question Personalisation: An Imperative for Response-able Evaluations <b>Presenter(s):</b> Rejoice Nsibande, Nompumelelo Mazibuko, Nthabiseng Mokoena, Wits University</p>	<p><b>Session:</b> Embedding Strathclyde's Institutional Approach: What's Next for Student Module Evaluation? <b>Presenter(s):</b> Jacqueline Jahn, Lorna Robertson, Brian Green, Caroline Breslin, University of Strathclyde</p>	<p><b>Faculty Research Findings Session</b> Special Needs Students' Experiences of Emergency Remote Learning in the United Arab Emirates <b>Presenter(s):</b>, Lawrence Meda, Zayed University</p>
<b>10:45 AM to 11:00 AM</b>		
<b>Break</b>		
<b>11:00 AM – 11:40 AM</b>		
<p><b>Session</b> We Were Splitters, but Are Now Lumpers: Implications for Our Blue Project and Report Management <b>Presenter(s):</b> Ryan Weatherbee &amp; Lisa Henderson, University of Maine</p>	<p><b>Session</b> More Than a Handshake: Insights from over 200 Blue-LMS Integrations <b>Presenter(s):</b> Georges Geha and Luigi Petrolito, Explorance</p>	<p><b>Faculty Research Findings Session</b> Digital Learning: Continuous Professional Development of Physicians <b>Presenter(s):</b> Helena Vallo Hult, University West &amp; Anna Sigridur Islind, Reykjavik University</p>
<b>11:40 AM to 1:00 PM</b>		
<b>Break</b>		
<b>1:00 PM – 1:40 PM</b>		
<p><b>Session:</b> 'Blue Question Bank or No Blue Question Bank?' A case study: The UMGC Capstone Surveys <b>Presenter(s):</b> Ouanessa Bousil, Darragh McNally, Adam Flanders, University of Maryland Global Campus</p>	<p><b>Session</b> The Future of Student Comment Analysis: Unveiling BlueML Machine Learning Platform to Help You Hear What Your Students are Really Saying <b>Presenter(s):</b> Samer Saab, Explorance</p>	<p><b>Faculty Research Findings Session</b> Understanding Course Characteristics and Response Rates: A Path to Improving Courses and Use of Course Evaluation Results <b>Presenter(s):</b> Seungwon Chung, Stephanie Klein &amp; Aurore Phenow, University of Minnesota</p>
<b>1:40 PM to 2:00 PM</b>		
<b>Break</b>		



2:00 PM – 2:40 PM		
<p style="text-align: center;"><b>Session</b></p> <p>The Age of Continuous Connection <b>Presenter(s):</b> Nitin Sharma, Explorance</p>	<p style="text-align: center;"><b>Session</b></p> <p>Explorance Consulting Insights: Scale Blue Outside the Classroom and into Employee Experience <b>Presenter(s):</b> Jennifer Balcom, Explorance</p>	<p style="text-align: center;"><b>Session</b></p> <p>Leverage Blue to Support All of Your Student Experience Surveys <b>Presenter(s):</b> Mohammed Sheraidah, Explorance</p>
2:40 PM to 3:00 PM		
<p><b>Break</b></p>		
3:00 PM – 3:50 PM		
<p><b>Panel: Discussing and Addressing Bias in Course Evaluations</b></p> <p><b>Panelists:</b></p> <p>Gregory Hum, University of Toronto John Jordi, University of Florida Lawrence Williams, Oregon Health and Science University</p> <p><b>Moderator:</b> Kyle Turner, University of Toronto</p>		
3:50 PM – 4:15 PM		
<p><b>Presentation of Charity Check (\$10,000)</b> <b>Door Prize Drawing (must be present to win)</b> <b>Closing Remarks &amp; See you at the Bluenotes GLOBAL 2022!</b> Michael Cohen &amp; Yeona Jang, Explorance</p>		



## Bluenotes Community Meetups

**Tuesday, August 2**

### **Business School Community Meetup**

**Co-chairs: Rocky Moran, The Haas School of Business at UC Berkeley &  
Pamela Knight, The Wharton School of the University of Pennsylvania**

Bluenotes community members working in Business Schools and/or supporting Business Schools' evaluation needs are coming together to connect and share. Join the Business School community meetup and connect with your peers to share, discuss, and problem-solve together to address unique requirements and challenges, which helps shape Explorance's future product directions. This is the inaugural meetup.

### **Blue Experts Community Meetup**

**Co-chairs: Daniel Glover, University of Minnesota &  
Ginny Cockerill, University of Alabama in Huntsville &  
Gloria Eccleston, Washtenaw Community College**

The Blue Experts community meetup is for certified Blue Experts to connect with each other, share what they are working on, and discuss how to grow the Blue Experts Community together to make Blue Experts more effective in their institutions.

It is a closed session for the certified Blue Experts (the discussion is going on by certified Blue Experts to plan the meetup so as to make the meetup meaningful and beneficial all the certified Blue Experts who are joining the meetup. Join this discussion on [the Blue Experts Community forum](#)).

### **MHS (Medical & Health Sciences) Community Meetup**

**Co-chairs: Lawrence Williams, Oregon Health and Science University &  
Christina Pomykal, The UNC Eshelman School of Pharmacy**

Join the 3rd Medical and Health Sciences community meetup and connect with your peers to share, discuss, and problem-solve together to address unique requirements and challenges, which will also help shape Explorance's product roadmaps.

### **Reporting & Analytics Community Meetup**

**Co-chairs: John Jordi, University of Florida &  
Stephanie Klein, University of Minnesota**

Join the Bluenotes Reporting & Analytics Community meetup and connect with your peers to share, discuss, and problem-solve together to address institutions' evolving reporting & analytics requirements and challenges.

## Conference Panels and Sessions

(Alphabetically ordered by Presenter's first name by Track)

**Title:** How Did the COVID-19 Pandemic Transform Evaluations at Your Institution?

**Panelists:** Donna Davis, James Madison University  
Joseph Delaney, Rutgers University  
Rob Nelson, University of Pennsylvania  
Stephanie Klein, University of Minnesota

Higher-Education institutions' commitment to improve students' educational experiences includes regular review of their course evaluation programs, identifying needed changes to help instructors, deans, curriculum committees, etc. receive high quality feedback from students. The pace and scope of those adaptations changed dramatically when the COVID-19 pandemic altered instruction and learning. Panelists from multiple institutions will discuss how the COVID-19 pandemic transformed their course evaluation programs in various ways. Panelists will also discuss the impact of these transformations on teaching and learning and on individual stakeholder groups such as instructors and students, as well as issues, concerns, decisions that are still pending and questions that are still open, with the transformation of evaluations being made.

**Title:** Discussing and Addressing Bias in Course Evaluations

**Panelists:** Gregory Hum, University of Toronto  
Jojn Jordi, University of Florida  
Lawrence Williams, Oregon Health and Science University  
**Moderator:** Kyle Turner, University of Toronto

Bias is a common concern about course evaluations, frequently brought up by faculty, and often reported in the popular academic press. As those responsible for course evaluations, it is important to consider how we navigate this topic at our institutions. In this session, we will share our experiences and insights regarding: 1) the state of the evidence and discourse regarding course evaluation bias; 2) how we discuss issues of bias at our respective institutions; 3) some strategies and directions to support faculty and ensure fairness and equity in course evaluations.

**Track:** Faculty Research Grant Recipients – Sharing Research Findings

**Title:** Using Qualitative Student Feedback to Guide First-Year Advising Program: Means to Improve Student Success and Retention

**Presenter(s):** Ae Leah Soine & Makiko Imamura, Saint Mary's College of California

In order to diagnose the effectiveness of our First Year Advising Cohort (FYAC) program and amplify high-impact advising activities on first-year student satisfaction, success, and retention, this study is designing and implementing a sustainable assessment cycle that regularly integrates qualitative evidence of our students' experiences with quantitative institutional data. We collected qualitative evidence using the Explorance Blue Student Feedback Form and a first-year signature assignment prompt. These artifacts are compared with existing institutional metrics for timely major declaration, good academic standing, and effective course registration to provide a comprehensive base-line understanding of first-year students' experience of FYAC and advising. The long-term goal of this study is to instill an ongoing cycle of assessment that is sustainable, reliable, and sensitized to gradual shifts in student experience, which will support ongoing innovation in the

FYAC curriculum and undergraduate advising that can be aligned to support institutional goals for student success and retention.

**Track:** Faculty Research Grant Recipients – Sharing Research Findings  
**Title:** Course Evaluations: An Intercultural Competence Intervention and Assessment Program  
**Presenter(s):** Awatef Ergai, Ginny Zhan, Sabine Smith & Shane Peterson, Kennesaw State University

Traditionally, institutional course evaluations do not include measures to assess students' development of intercultural competence (IC) and communication skills, which are crucial for the 21st-century global workforce. We propose an intervention and assessment program to fill this gap by utilizing the Story Circles (SC) method developed by Deardorff (Routledge, 2020) tailored to the context of an engineering course to assess the effectiveness of this program. Based on the goals of the SC instrument, we created specific guidelines for IC and communication skills development for student team usage. In this presentation, we will share our methods, assessment tools, and report on the findings from assessment instruments used in this pilot study. Results from learners' attitudes toward teamwork pre and post intervention, learners' feedback to Story Circles activity, end-of-term course evaluations, and learners' responses to various aspects of the intervention program will be presented and discussed in this presentation.

**Track:** Faculty Research Grant Recipients – Sharing Research Findings  
**Title:** Exploring Students' Perceptions of the Inclusive Curriculum  
**Presenter(s):** Denise Lee, Philip Carey, Emma Smith & Elena Zaitseva, Liverpool John Moores University

This study explored students' perceptions of the inclusive curricula in one UK university, with specific emphasis on race and ethnicity. Research involved an iterative dialogue informed by the Delphi technique. It used Bluepulse to question the student body, with a representative panel of students scrutinising the data. Analysis suggests that students view inclusion in the context of their background and circumstances. White students framed it around notions of relationships and service delivery, with few references to curriculum content. Students from Black and Minority Ethnic backgrounds were more likely to associate inclusion with representation, both within and beyond the formal curriculum. It is envisaged that findings will inform awareness raising activities amongst the predominately white student population of the importance of inclusion and their role as 'allies' to their black peers.

**Track:** Faculty Research Grant Recipients – Sharing Research Findings  
**Title:** Digital Learning: Continuous Professional Development of Physicians  
**Presenter(s):** Helena Vallo Hult, University West & Anna Sigridur Islind, Reykjavik University

Continuous professional development (CPD) is an important, yet often overlooked, part of higher education. While a large body of literature exists on formal learning and e-training, aspects of self-directed and informal digital learning in CPD are still under-researched. The aim of this project was: i) to explore physicians informal learning (e.g., collegial communication, collaboration and knowledge sharing) when shifting to digital learning as part of a CPD course; ii) to identify features that enable and constrain interaction and networking; and iii) to evaluate the effects of digital learning on the overall learning objectives and outcomes. This project was carried out in three steps, and the outcome is in a set of recommendations that can be used to capture and inform the design of future CPD programs, implemented in higher education, to better support informal learning in digital learning settings.



**Track:** Faculty Research Grant Recipients – Sharing Research Findings

**Title:** Understanding the Use of Student Ratings of Instruction (SRI) Data for Research Purposes

**Presenter(s):** Jill McSweeney, Bruno Roy, Robyn Moore, Dalhousie University

Student ratings of instruction (SRI) are a longstanding form of data used to enhance teaching, and platforms like Blue offer analysis and reporting capabilities that can enhance data visualization and dissemination. While the Tri-Council Policy Statement (TCPS-2) provides guidelines for the use of data originally collected for purposes other than research (such as SRIs), many experience institutional barriers and prohibitive policies on their use for teaching research. This project used a three-pronged approach and compared existing institutional policies and practices around SRI data usage for research purposes, examined institutional and ethical issues around SRI data usage for research purposes, and explored how BLUE’s platform can facilitate research on teaching and learning. This session will share results and preliminary data from our document analysis exploring the ethical use of SRI data and interviews with institutional leaders on institutional policies and practices that facilitate the use of SRI data for research purposes.

**Track:** Faculty Research Grant Recipients – Sharing Research Findings

**Title:** Mining Course Evaluation Text Analytics to Develop Strategies that Increase Teaching Effectiveness

**Presenter(s):** John Jordi, University of Florida

Historically, analyzing student’s written feedback from students into common themes or contextualizing the data has proven problematic at best or non-existent at worse. As a result, administrators (deans, department chairs, Promotion & Tenure offices) have not been able to utilize the free text comments to improve teaching practices. The primary goal of this grant is to establish mechanisms to analyze student free text comments at the department level to create recommendations for university’s various teaching centers to implement workshop and training for faculty. In doing so, we can provide departments tailored development programs and workshops that will highlight key areas of instructional and course improvement.

**Track:** Faculty Research Grant Recipients – Sharing Research Findings

**Title:** Special Needs Students’ Experiences of Emergency Remote Learning in the United Arab Emirates

**Presenter(s):** Lawrence Meda, Zayed University

This study explores special needs students' experiences of emergency remote learning at a Federal University in Dubai, UAE. The study was done using a qualitative case study within an interpretive paradigm. Thirty special needs students were purposively selected to complete a questionnaire and participate in semi-structured interviews. It was found that the aspect of differentiated support which was afforded to students enhanced their learning experiences and gave them a competitive advantage which made their online learning manageable.



<b>Track:</b>	<b>Faculty Research Grant Recipients – Sharing Research Findings</b>
<b>Title:</b>	<b>Factors Influencing Feedback &amp; Engagement: Faculty and Student Perspectives</b>
<b>Presenter(s):</b>	<b>Leanne Stevens &amp; Swasti Arora, Dalhousie University</b>
<p>Perspectives from faculty and students were solicited using online surveys to explore the potential relationship between engagement strategies and response rates for formal student feedback. Within this context, we also examined the strategies used to elicit student feedback (both formal and informal), the topics and types of feedback sought by instructors, and how student feedback informs course instructors. In addition to the online surveys, in-depth perspectives were provided by a focus group of course instructors from large, introductory STEM courses regarding the transition from teaching face-to-face classes to online during COVID-19. We hope that these findings will provide insight into effective strategies for soliciting student feedback in both online and in-person course environment.</p>	
<b>Track:</b>	<b>Faculty Research Grant Recipients – Sharing Research Findings</b>
<b>Title:</b>	<b>Natural Language Processing of Qualitative Student Evaluations Data: a Proof of Concept Study</b>
<b>Presenter(s):</b>	<b>Nicole Pepperell &amp; Rahat Hasan, University of Waikato</b>
<p>Student feedback is an essential component of effective learning and improving students' learning experiences, and educational institutions commonly administer formal student evaluations to evaluate and improve teaching effectiveness. While basic quantitative data is easy to analyse at scale, student evaluations also collect a great deal of qualitative data that, because it would be tedious and time-consuming to analyse, is often never analysed in aggregate. In this pilot study, we to investigate the possibility of automating this process, by analysing the comparative performance of three multiclass classification algorithm models on an evaluation dataset. We also propose an ensemble learning method that combines LSTM, SPACY and BERT models to further improve the accuracy, with a preliminary accuracy rate of 96%, which suggests this approach merits further systematic study.</p>	
<b>Track:</b>	<b>Faculty Research Grant Recipients – Sharing Research Findings</b>
<b>Title:</b>	<b>CURE in the time of COVID-19: Student perception and learning in virtual Course-based Undergraduate Research Experiences</b>
<b>Presenter(s):</b>	<b>Sarah Guindre-Parker, Kennesaw State University</b>
<p>Undergraduate research represents one of the highest impact practices in STEM degrees and Course-based Undergraduate Research Experiences (CURE) are a popular model to incorporate meaningful undergraduate research experiences in the classroom. CURE traditionally put a heavy emphasis on hands-on laboratory or field-based research where students engage in data collection in a very experiential manner, but—as became clear during the COVID-19 pandemic—online courses are increasingly in demand in higher education. This study assesses the success of virtual CURE as part of two Ecology Lab sections taught using different virtual modalities: a synchronous “live” section and an asynchronous section. I will share findings comparing student learning and student perceptions across both sections to identify which online modality may be most effective for research-intensive STEM courses, with an emphasis on identifying the modality that is most beneficial for students being exposed to undergraduate research for the first time. I will discuss both quantitative and qualitative insights into the success of synchronous and asynchronous virtual CURE to inform best-practices for future virtual courses.</p>	



**Track:** Faculty Research Grant Recipients – Sharing Research Findings

**Title:** Understanding Course Characteristics and Response Rates: A Path to Improving Courses and Use of Course Evaluation Results

**Presenter(s):** Seungwon Chung, Stephanie Klein & Aurore Phenow, University of Minnesota

The purpose of our research is to 1) provide senior administrators with insights to inform ongoing improvements based on student evaluation of teaching results and 2) lay the foundation for wider research into whether (and how) bias may influence student evaluation of teaching results. Our focus is course characteristics and their impact on response rates, and ultimately, the impact of both course characteristics and response rates on evaluation results. The results are intended to provide insights relevant to effective use of course evaluation results, improvement of student learning experiences through course design changes, and for courses receiving poor ratings, potential follow-up interventions for the students who had completed those courses.

**Track:** Faculty Research Grant Recipients – Sharing Research Findings

**Title:** Enhancing Learner Satisfaction with Challenging Pedagogical Content Through Student-feedback-based Course Redesign

**Presenter(s):** Thu Ngo & Len Unsworth, Australian Catholic University

This presentation aims to demonstrate the use of Student Evaluation of Teaching and Learning (SELT) survey data in identifying factors affecting student satisfaction in a Bachelor of Education unit in the academic year greatly affected by COVID-19. The presentation also illustrates how the data analysis outcomes were used as a basis for course redesign and adaptation of higher education teaching pedagogy in the transition to mixed mode teaching (face-to-face and online) as a response to the pandemic.

**Track:** Faculty Research Grant Recipients – Sharing Research Findings

**Title:** Students' Perception of Formative Assessment Intervention Strategy (FAIS) as an Instructional Tool in Competency-Based Medical Education: A Proof-of-concept Study

**Presenter(s):** Yajnavalka Banerjee, Farah Otaki, Mandana Gholami, Iman Fawad & Anjum Akbar, Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU)

Formative Assessments in medical education aim to measure the student's progress over time, and can be employed to strategize an effective support-system encouraging learning and pedagogy. This proof-of-concept study aims to evaluate students' perception of a Formative Assessment Intervention Strategy (FAIS), implemented in the pre-clerkship curriculum at our medical school. We also appraised the impact of FAIS on cognitive growth of students. FAIS was designed employing precepts of Miller's pyramid model and was implemented in the pre-clerkship course of Biochemistry, as this course intends to develop explicit associations between basic science knowledge and clinical competency. FAIS' effect on cognitive growth was appraised by comparing the performance in the summative assessment of the students exposed to FAIS to a cohort where FAIS wasn't implemented. Join this session to learn about our research results and conclusion.



**Track:** Faculty Engagement

**Title:** Making Student Ratings Meaningful to Faculty:  
Faculty Creation of a New Type of Student Ratings Instrument

**Presenter(s):** Kathleen Dyer & Dermot Donnelly-Hermosillo, California State University, Fresno

Criticism of student ratings is widespread. However, abandoning them altogether would mean eliminating student voice. We began by critiquing the problems with existing student ratings instruments. We assert that students cannot report 1) their own learning, and 2) invisible qualities such as the instructor's knowledge or compassion. We concluded that students can report: 1) directly observable faculty behaviors, and 2) their own personal understandings. We constructed an instrument that includes such items, and only for those practices supported by published. We created a brand new instrument that is scientifically sound. We tested it, and found that the faculty-developed instrument is valid and reliable, and correlates with another teaching evaluation instrument. It is more useful as feedback for faculty, because scores directly suggest what specific changes can be made, and it is more solidly grounded in research on effective pedagogy.

**Track:** Leadership & Analytics

**Title:** BlueX as a Cornerstone for a University-wide Survey Policy

**Presenter(s):** Emily Brock & Drew Thiemann, Bellarmine University

A key component of Bellarmine University's newly adopted Survey Policy is safeguarding data and protecting respondent privacy all while supporting data-informed decision making. Before the adoption of BlueX, surveys were being conducted on multiple different platforms with no cohesive or strategic consideration given to data security. Information was siloed across divisions and there was no centralized oversight. Staff in the Office of Institutional Research & Effectiveness (IR&E) knew that offering an enterprise-level survey tool was key to individual and departmental buy-in and, in turn, rapid adoption of the new Survey Policy. Join this session to learn how Bellarmine IR&E implemented BlueX as a cornerstone of this initiative.

**Track:** Leadership & Analytics

**Title:** A Framework for Assurance of Learning

**Presenter(s):** Nabeel Murshed, University of Dubai

In Outcome-based Education assurance of learning is paramount. It stems from the statement in all syllabi that "after the end of the course, students are expected to be able to ...", which requires that course instructor, course coordinator, and assessment committee demonstrate the extent to which students have achieved the Course Learning Outcomes (CLOs). A framework for assurance of learning is presented. It is based on quantitative and qualitative data, provided by iCBAS and Bluepulse. The iCBAS is an intelligent and adaptive system that assesses student performance based on formative assessments. A key feature of the iCBAS is the use of Neural Networks to provide Intelligent Feedback (iFeedback) to enhance teaching and learning.

**Track:** Leadership & Analytics

**Title:** The Future of Student Comment Analysis: Unveiling BlueML Machine Learning Platform to Help You Hear What Your Students are Really Saying

**Presenter(s):** Samer Saab, Explorance

Higher Education institutions continue to face ever increasing challenges in attracting, onboarding, and graduating students along their overall journey of self-discovery and learning. The voice of student is becoming



increasingly important, and an integral part of the story of success that institutions need to tell. Fortunately, students are expressing themselves more than ever, but more in qualitative terms across their total education experience, and way beyond the classroom.

Join us in this session and see first-hand how BlueML can be leveraged by your institution to instill an action-oriented culture, by listening to your students across all sources of feedback and getting the insights that matter most, including student learning, well-being, engagement, and total experience.

Each experience matters.

**Track:** Leadership & Analytics  
**Title:** What's New with Blue Dashboard  
**Presenter(s):** Long Hua, Explorance

Blue Dashboard is an add-on analytics module within the Blue XM platform. It is specially conceived to support data-driven decision making at every level of an institution. The user interface is built for stakeholders such as faculty and senior administrators, with easy navigation and interactivity of the data to unveil actionable insights from your course evaluations. In this session, we will discuss the various analytics capabilities available in Blue Dashboard.

**Track:** Leadership & Analytics  
**Title:** Assessing Diversity in the Classroom: How a Health Sciences University used Blue to Evaluate Diversity Challenges  
**Presenter:** Lawrence Williams & Graciela Vidal, Oregon Health & Science University

In 2018, the Provost's Office at Oregon Health and Sciences University (OHSU) began the process for collecting and assessing data on the topic of diversity, equity, and inclusion. One of the pieces of data being assessed was scores and comments from student evaluations. To better address the request for data, OHSU included a question in the evaluations to assess the topic of diversity in the classroom. Using Blue, OHSU faculty collected data over a two-year period. This presentation will include a summary of this data, and the next steps taken by OHSU faculty and administration.

**Track:** Leadership & Analytics  
**Title:** The Changing Landscape for Course Evaluations  
**Presenter:** Rob Nelson, University of Pennsylvania & Francois Beneteau, Explorance

End of the term course evaluations are standard at almost all institutions of higher education. But there are calls for change based on concerns about bias and accuracy of evaluations and a sense that the goal of improving teaching would be served by a different approach. Since University of Pennsylvania chose Blue to replace a pencil and paper course evaluation in 2008, University of Pennsylvania and Explorance and have been working together to think about technological solutions to evaluating teaching and learning. Come join a discussion about the future of course evaluations based on examples and ideas from your institution. We will share efforts at University of Pennsylvania to improve student response rates for course evaluations and the development of a feedback tool for instructors that is separate from end-of term-evaluations. Topics for discussion include efforts to focus student evaluations on evaluating experiences rather than on rating the instructor, attempts to change the culture and systems around evaluations, and what emerging technologies



such Machine Learning and Nudge Ed Tech ( “a collection of technologies that work together to achieve timely personalized interaction with students, staff and faculty, such as a just-in-time text (SMS) reminders for class”) may impact course evaluations in the future.

**Track:** Faculty Engagement  
**Title:** Engaging Faculty, Departments, & Schools in Utilizing Midcourse Surveys for Improvement  
**Presenter(s):** Christina Bifulco, Rutgers University

Midcourse surveys are an excellent formative tool for instructors and departments to utilize at a point when changes are still possible in the semester. However, many instructors and admins do not understand the benefits of running them. This presentation will cover how we at Rutgers University engage faculty in the midcourse survey process through an interactive workshop. This process includes designing questions, analyzing the feedback, determining actions, and closing the loop with students. The various elements of the workshop will be explained including the information, templates that are provided to instructors, and activities. The presentation will enable your institution to be able to easily implement a similar offering.

**Track:** Implementation Insights – Course Evaluations  
**Title:** Fun With Health Sciences: OASIS and Blue  
**Presenter(s):** Candace Girard & Tim Winn, Tufts University

Health Sciences data is a tricky thing. Tufts University is using the OASIS (Online Access to Student Information and Scheduling) system to manage clinical rotations. In this session, we will discuss the technical details of how we store and prepare the data in OASIS, transport it to Blue, and use it to automate our veterinary school rotation evaluations. Our solution has removed a lot of pain points, and handles instructors with multiple roles per rotation, as well as students across a variety of scheduled weeks, at a variety of clinic locations. With a single authoritative data source like OASIS, and Blue’s data sync, we were able to kiss our spreadsheets goodbye.

**Track:** Implementation Insights – Course Evaluations  
**Title:** The Secret Ingredients for Large-scale Projects  
**Presenter(s):** Corey Buchanan, Southern Alberta Institute of Technology & Krime Bouaou, Explorance

No time for a small pilot? No problem. With the right team and the right strategy, Blue implementations don’t have to be small. In this session, SAIT will share our implementation story and what it took to roll out four evaluation projects all at once, collecting over 34,000 responses in our first two months with Blue. We will share with you our “Now/Not now” phased approach, people strategy and the secret ingredients to a successful launch and scaling up.

**Track:** Implementation Insights – Course Evaluations  
**Title:** Managing the Mischief of Health Sciences Course Evaluations  
**Presenter(s):** Donna Davies, James Madison University

Health Sciences course evaluations, with their many permutations and combinations of components, can be a little challenging! This presentation showcases James Madison University’s resourceful approach to handling their Kinesiology courses which consist of multiple lectures and labs inter-dependent on each other. Join



Donna to see how the courses are implemented in Blue to meet the component-specific needs such as lecture specific questions and lab specific questions using the concepts of relational datasources and triggers in Blue.

**Track:** Implementation Insights – Course Evaluations

**Title:** More Than a Handshake: Insights from over 200 Blue-LMS Integrations

**Presenter(s):** Georges Geha & Luigi Petrolito, Explorance

Our Native Blue-LMS Integrations are more and more becoming the main drivers to increase response rates. In this presentation, we will be sharing with you our experience-based knowledge that has been acquired through integrating more than 150 institutions. We will also walk through some of the best practices highlighting their impacts on the different stakeholders which will help you gain the utmost value rolling-out the different available features (ex: Popups, Calendars, announcements, etc.).

**Track:** Implementation Insights – Course Evaluations

**Title:** Feedback from Form Fill-out to Faculty Development: Fostering a Data Culture to Integrate Perspectives and Lessons across Multiple Roles

**Presenter(s):** Gregory Hum, Katharine Lauder, Kyle Turner, Peter Eden, University of Toronto

The University of Toronto has operated its course evaluations in Blue for over a decade. Our team is now being integrated and expanded into a larger Assessment and Evaluation portfolio that also includes the Scholarship of Teaching & Learning and Faculty (SoTL) Development. Multiple staff and stakeholders have always necessarily been involved in collecting and reporting the course evaluation data, but much of this work has been siloed and we are taking this opportunity to re-examine our practice and processes. We are now working towards a Data Culture whereby our entire extended team operates on a shared understanding of the use and interpretation of the data. This can then inform each of our own best practices in data handling and use across the entire pipeline of the course evaluations. This work includes integration with university enterprise systems, Blue operations, reporting and interpretation, policy, and educational development. We will share key issues and lessons learned in our panel consisting of technical, Blue administration, educational development, and managerial staff.

**Track:** Implementation Insights – Course Evaluations

**Title:** Leveraging QBank to the Fullest: Department and Program Customization and Looking Forward to Gen Ed Accreditation Planning

**Presenter(s):** Heather Thompson, University of North Carolina at Chapel Hill

Managing a questionnaire with over 430 unique questions and section titles has been part of the College of Arts & Sciences (CAS) Student Evaluations of Teaching (SET) process for more than a decade now, but moving that into QBank has greatly improved what CAS can do and how quickly we can generate reports in Blue (from over 19 to only 2.5 hours for report generation!). I'll share some lessons learned while migrating CAS's existing questions into QBank and what we have planned for implementing new questions to support our General Education assessment process as we roll out a new curriculum in 2022. We'll be looking at Blue set up, the Question Bank Excel files, and some ways to visualize a complex array of questions during planning.



**Track:** Implementation Insights – Course Evaluations

**Title:** Embedding Strathclyde’s Institutional Approach: What’s Next for Student Module Evaluation?

**Presenter(s):** Jacqueline Jahn, Lorna Robertson, Brian Green, Caroline Breslin, University of Strathclyde

Following on from our successful implementation of an institutional approach to student module evaluation at Strathclyde, the team discuss the next steps, moving from project phase to business as usual operation – with full, University-wide adoption. The presentation will cover insights on building engagement with Faculties to develop and embed the institutional approach and our new Student Module Evaluation policy, as well as aligning student module evaluation with other initiatives to drive wider student insights. The team also reflect on their experiences of staff and student engagement throughout the project and beyond as well as identifying the key features for success.

**Track:** Implementation Insights – Course Evaluations

**Title:** Things that Don't Fit: Working with Non-traditional Course Surveys

**Presenter(s):** Joseph Delaney, Rutgers University

SET\*s often focus on traditional credit-bearing course while other educational programs may be left out of the process altogether. This presentation will provide an overview of various approaches that Rutgers University has used to address the unique needs of three programs: Cooperative Extension courses, non-credit courses, and courses for incarcerated students.

\*SET: Student Evaluation of Teaching

**Track:** Implementation Insights – Course Evaluations

**Title:** Icing on the Blue Cake: Leveraging Blue with Unique Enhancements

**Presenter(s):** Karlie Scafidi & Josh McCuaig, Southern Alberta Institute of Technolog

Now that you have implemented Blue, you may experience additional needs and wants out of your projects. Continuous feedback from faculty and staff regarding Blue is important. In this session, SAIT will present 3 examples of Blue enhancements that have developed after our initial implementation. We will go over how we worked with staff to turn their post-implementation feedback into innovative solutions to improve their overall experience.

**Track:** Implementation Insights – Course Evaluations

**Title:** Faculty and Student Engagement: The Key to Improving Response Rates in Online Evaluations

**Presenter(s):** Laura Woodward, Reni Gresham, Hamid Siddiqui, Hayder Hamandi, Petar Lazic, Kenya Smith, Andrew Ura, Wayne State University

Strong response rates are essential to trustworthy evaluations of teaching. Our team has investigated several new approaches to improve our response rates. Our first year, working with only online savvy classes, we were able to beat paper response rates. Since then, after our expansion of the online environment across the university has resulted in lower, more typical rates. However, we continue to tweak our approach. We will discuss how the following approaches worked and share our ongoing strategy.

1. Simplifying our message and using graphics developed by the University of Toronto
2. Utilizing online methods of sharing messaging that students should participate



3. Changing the dates and changing how long the evaluation period lasts
4. Allowing faculty, a method to personalize their evaluation dates
5. Whitelisting the Explorance server with our technical support
6. Using a reminder attached to the Canvas grade book
7. Ongoing collaboration with an administrative/faculty committee

**Track:** Implementation Insights – Course Evaluations

**Title:** Making the Dynamic Report Viewer Feature Work for You

**Presenter(s):** Lisa Votodian, University of Pittsburgh

Think the Blue Dynamic Report Viewer won't work with a complex report viewer model or data structure? With some forethought and data management, you can take advantage of this feature to meet most of your report viewer access needs. The University of Pittsburgh has a complex report viewer model. Each school determines its own set of report viewing privileges which may include limiting access to specific programs, subjects, or faculty ranks. The Dynamic Report Viewer (DRV) feature eliminates the need for extension blocks and reduces the need to create multiple reports filtered for certain conditions. The DRV feature can also be expanded to accommodate new report viewer roles and hierarchies making it truly a dynamic feature. It doesn't have to be a one and done process giving Blue admins the flexibility to react to changes in institutional policies and leverage new points of data.

**Track:** Implementation Insights – Course Evaluations

**Title:** Lecturers' Engagement with Blue Explorance Question Personalisation:  
An Imperative for Response-able Evaluations

**Presenter(s):** Rejoice Nsibande, Nompumelelo Mazibuko, Nthabiseng Mokoena, Wits University

The QP feature on the Blue Explorance system affords lecturers a voice in the evaluation process by allowing them to create response-able evaluations that are disciplinary and context-relevant in the era of and beyond the covid pandemic. This presentation explores QP data drawn from the Blue Explorance system across 12 projects to identify lecturers' use of the QP space with regard to patterns of participation and the nature of questions generated. The presentation demonstrates that there has been gradual uptake on the use of QP and lecturers use the space response-ably to design evaluations that are contextually relevant, clear on the purpose, and engenders learning than lecturer performance. From a teaching, learning, and development point of view, when the QP feature is used the questions included turn to generate the feedback that could influence the enhancement of courses.

**Track:** Implementation Insights – Course Evaluations

**Title:** We Were Splitters, but Are Now Lumpers: Implications for Our Blue Project and Report Management

**Presenter(s):** Ryan Weatherbee & Lisa Henderson, University of Maine

In our initial years using Blue, we managed variable timing of course evaluations throughout the semester by defining different projects that covered different periods. We also split departments with different questions into their own projects. Recently, we have moved towards one project per semester in Blue, in order to simplify evaluation and report management. In this session, we will discuss the advantages and disadvantages of this approach with specific examples from our implementation. We will also talk about our use of extension





blocks to identify courses to be evaluated, how we use triggers for departmental-specific questions, how we manage within-course differences in evaluation timing and implications for reporting.

**Track:** Implementation Insights – Course Evaluations  
**Title:** Blue Reporting with Dynamic Report Access and Merged Subjects  
**Presenter(s):** Sharon Pedersen, Bowdoin College & Michael Lee Jones, Explorance

In Fall 2020, Bowdoin College worked with Explorance to redesign our data structure and reports in Blue in order to better meet our institutional reporting needs for our Bowdoin Course Questionnaires (BCQs). We recreated four custom reports using standard Blue functionality, enabled Dynamic Report Access (a dynamic way to allow academic leaders access to their reports), and redesigned our data structure to reflect how we cross-list our courses and report on our BCQ results. In this presentation, we will present the issues facing us and share how we solved them.

**Track:** Implementation Insights – General Feedback Processes  
**Title:** Putting Blue to Work at Washtenaw Community College V 2.0  
**Presenter(s):** Gloria Eccleston & Amy N. Artilles, Washtenaw Community College; Andres Rodriguez, Explorance

How do you really take full advantage of your investment in BLUE and the qualified Blue Administrators you have on your campus during a global pandemic when normal operations are in constant fluctuation? You maximize this powerful tools potential by leveraging it for more than course and instructor evaluations. This session follows up on our 2020 presentation, Putting Blue to Work at WCC, and tells the rest of the story. What went well, what was disastrous, and how we made the most of our lemons to create the tastiest lemonade ever imagined. Working hand-in-hand with Andres, we took the 2020 online Annual Performance Appraisals to the next level, leveraging our lessons learned and features of Blue 7.19 to launch the 2021 online Employee appraisals. Well, why not put BLUE to use for evaluations that can't be done in the typical face-to-face setting. Join us to learn how WCC again adapted a 360 survey, paired it with a virtual meeting and rolled out our V 2.0 with three employee groups, three people completing one survey, and custom report release dates. There are lots to share for our "lessons learned" including what we incorporated and what we went back to square one with for these evaluations. Based on the 2020 experience, we put 360's to work for a first-ever Blue survey of all WCC staff and faculty as we explored opinions related to COVID-19. Blue has a lot of untapped potential that you will want to hear about!

**Title:** Explorance Consulting Insights: Scale Blue outside the Classroom and into Employee Experience  
**Presenter(s):** Jennifer Balcom, Explorance

While one way to use Blue is measuring the student experience in classrooms, there is so much more Blue can do outside the classroom for faculty, staff, and administrators. Faculty and staff, welcoming students to your institutions, are advisors and mentors. They are key to your students' ongoing success. Providing a great employee experience inspires employees to bring more energy to their jobs. In this session, the Explorance Consulting team will share how they work with you to do more with Blue across the staff journey using Blue HR Enablement . You will come away with ideas of how Blue HR Enablement can help you implement successful measurement strategies alongside student and staff journeys, doing more with Blue, to improve the higher education employee experience.



**Title:** Leverage Blue to Support All of Your Student Experience Surveys

**Presenter(s):** Mohammed Sheraidah, Explorance

Insight depends on reliable and accurate data that covers the subject being analyzed from multiple touch points. In this session, we will explore how you can leverage Blue to gather data about all of students' experiences and use it to extract rich insight for the different stakeholders.

**Title:** Product Roadmaps: A Look at What is and What is Yet to Come

**Presenter(s):** Nitin Sharma & Zebrey Bedard, Explorance

Explorance products continue to evolve at a rapid pace. In this session, we will take a look at roadmaps for Blue, Bluepulse and BlueX, sharing some of the most notable features and capabilities introduced over the past year, and providing a glimpse into what the future holds for each of these platforms from feature sets and capabilities to product visions.

**Title:** The Age of Continuous Connection

**Presenter(s):** Nitin Sharma, Explorance

With the rise of mixed in-person, remote, and hybrid courses, see how you can gather the insights you need to shape the learning experience with Bluepulse.

**Track:** Implementation Insights – General Feedback Processes

**Title:** “Blue Question Bank or No Blue Question Bank?” A case study: The UMGC Capstone Surveys

**Presenter(s):** Ouanessa Boubsil, Darragh McNally, Adam Flanders, University of Maryland Global Campus

We at UMGC can ascertain the students' level of satisfaction in each class taught in any given term. We run a course evaluation survey in every class at the end of each term about the student experience with the instructor, the course design, and the course objectives in the class. These measures however are at the term level. What we know little about is the student overall level of satisfaction over the duration of their entire program. To find out more, we designed an end-of-program survey to be run in the last class of the program, the capstone class. The end-of-program survey has a common set of questions for all students (university level data) and then subsets of questions by school and program (for school and program level data, allowing comparison across schools and programs). We used Blue to run the resulting 66 different capstone surveys. This presentation focuses on the complexities of the survey, the challenges encountered in fielding the survey in Blue and the methods used to solve them. Considerations to design and distribution of the end-of-program reports are also covered.