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How Blue is Helping in Assessing the Quality of Education in AUC

February 16, 2022
2 PM Egypt

explorance.

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Speaker

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Agenda

1. Background
2. Strategic Pillars
3. Quality of Education
4. Student Evaluation of Instruction
5. Using Blue at AUC
6. Challenges & Next Steps

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1. Background

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- Independent, Not for Profit Higher Education institute
- Chartered and accredited in the United States and Egypt
- Liberal arts education
- 2008 moved to a 260-acre, state-of-the-art, New Cairo campus
- Offers 36 undergraduate, 44 master's and two PhD programs

Founded in 1919 as an independent, not-for-profit institution. AUC is 100 years old.

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Facts & Figures

Our Students & Faculty
Fall 2021

STUDENTS

Enrollment	6,673
Females	3,779
Males	2,894
Retention	93%
Alumni	38,368

FACULTY

Full-time	467
Females	243
Males	224
Egyptian	256
American	92
Other	119
Student-to-Faculty	1:10

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2. Strategic Pillars

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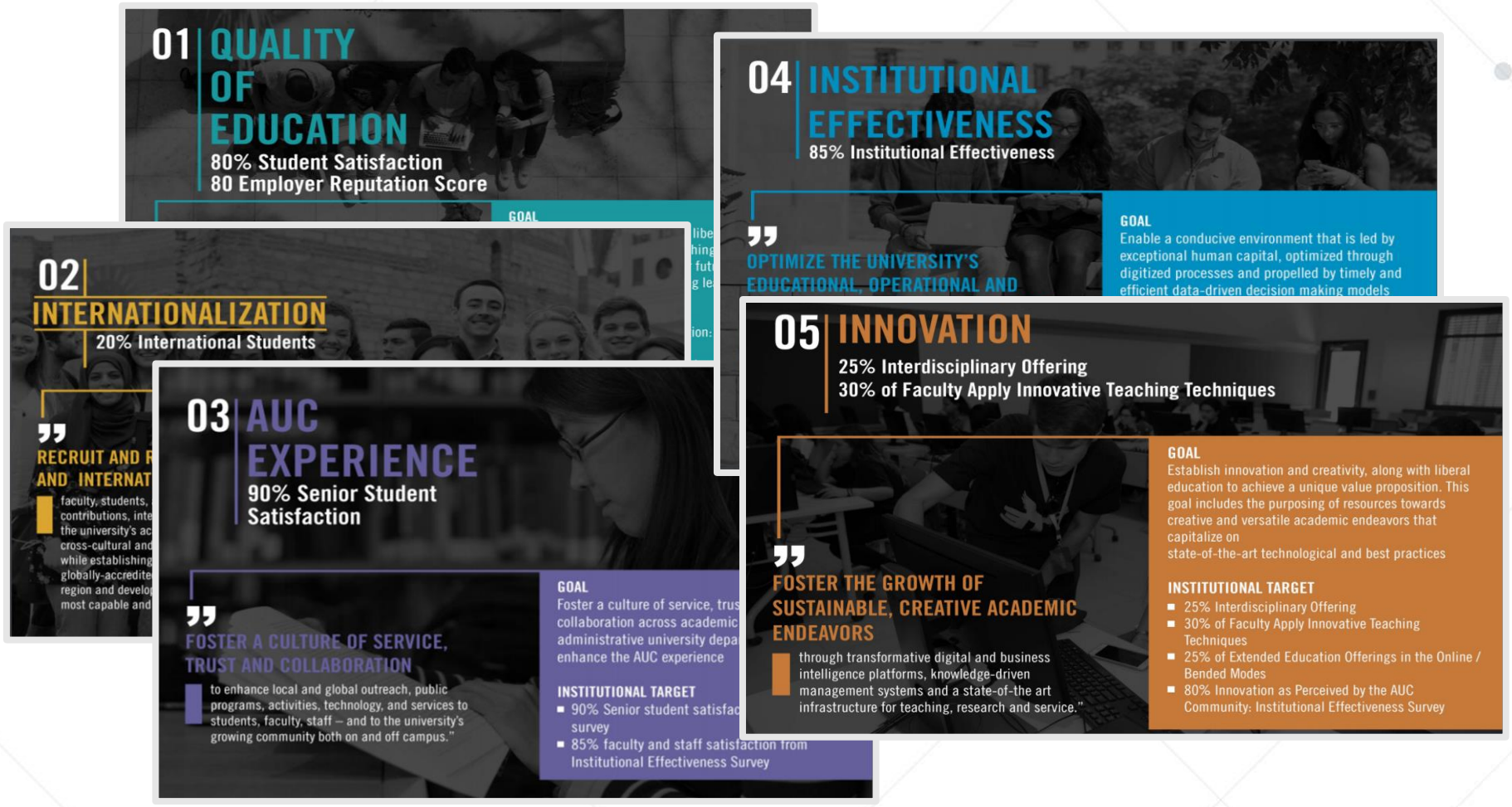
5 STRATEGIC PILLARS



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AUC Strategic Pillars

Quality of Education

Internationalization

AUC Experience

Institutional Effectiveness

Innovation

AUC Strategy

Transformation through Digitization

Digital Transformation

SIMPLIFY

SUSTAIN

INNOVATE

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3. Quality of Education

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Taskforce

Provost commenced a task force to look into and **enhance the quality of education** at AUC.

The mandate of the task force was:

- Appraise the quality of education at AUC.
- Develop a comprehensive teaching evaluation process.
- Devise/recommend mechanisms that would enhance and improve good teaching practices across departments

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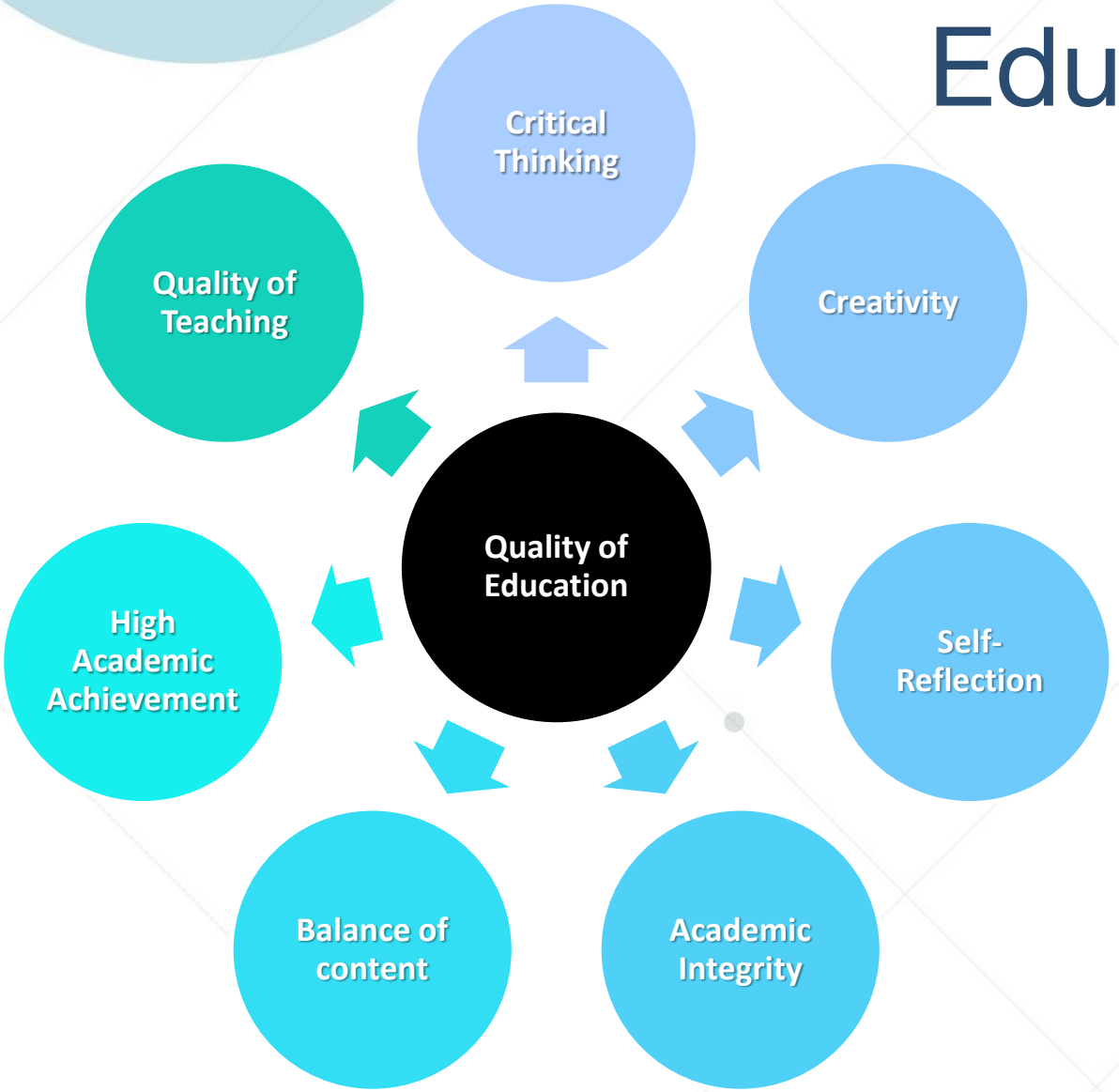
Quality of Education



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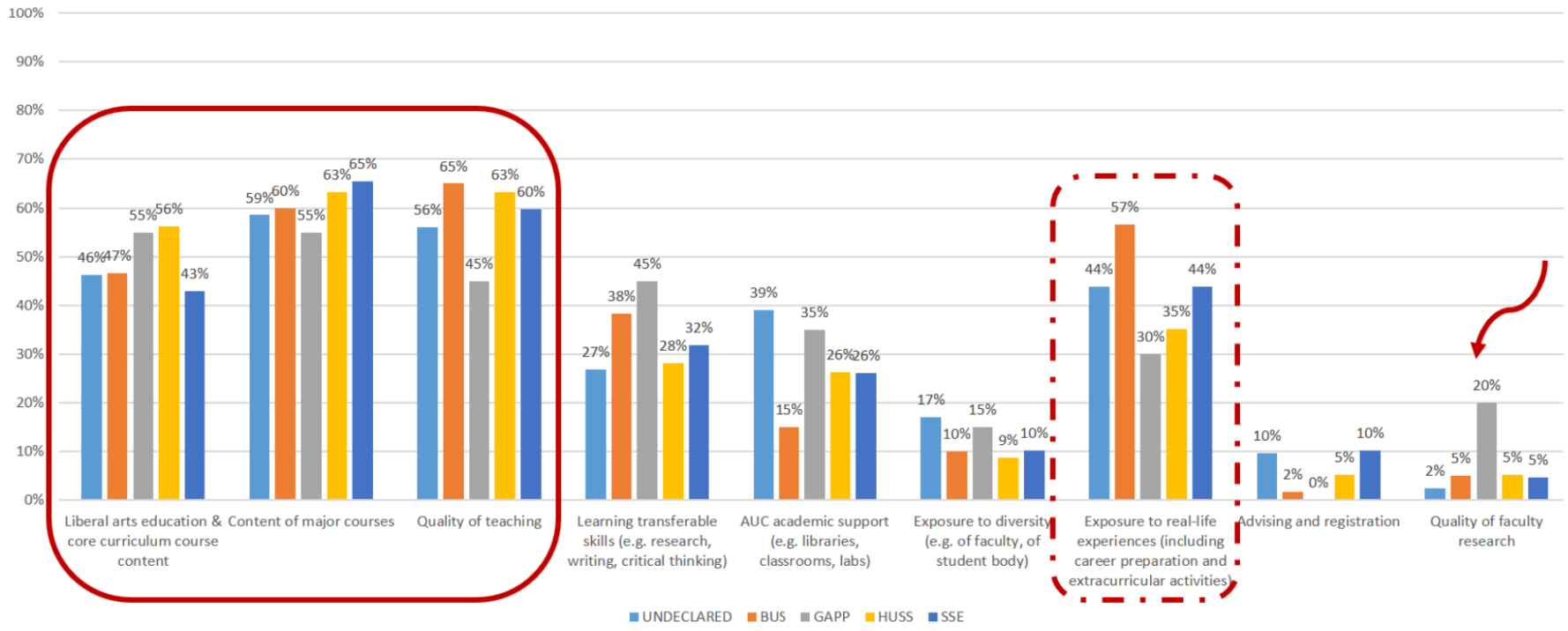
Factors **Influencing** Quality Of Education

Question: Which of the following would you rank as the **top 3 factors** influencing the quality of education at AUC?

Student Responses by School (N=285)



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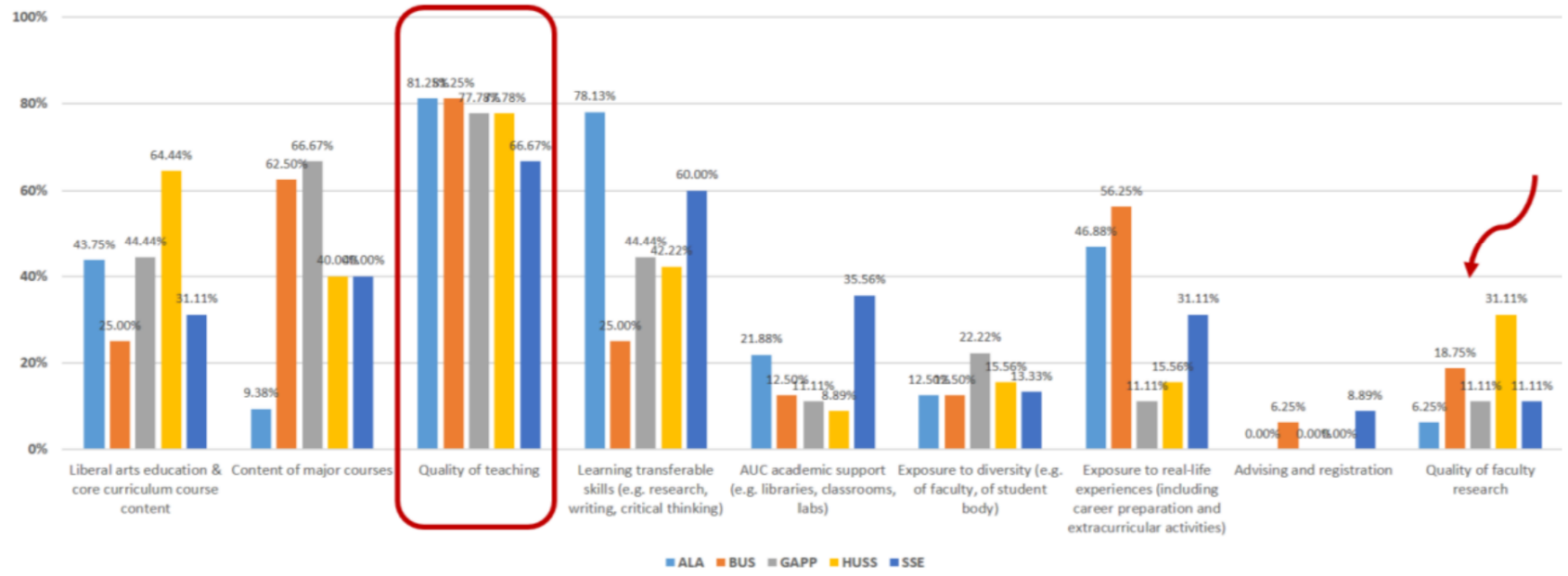
Quality of Teaching

Faculty Responses by School (N=146)



Quantitative analysis indicated that all stakeholders rank quality of teaching as the top factor influencing quality of education.

Interestingly, in the open ended questions (**qualitative analysis**), faculty go a step further and point out specifically how to improve teaching, e.g. through teaching assessment, mentorship and professional development. Faculty workload and motivation are other main factors that would improve quality of education

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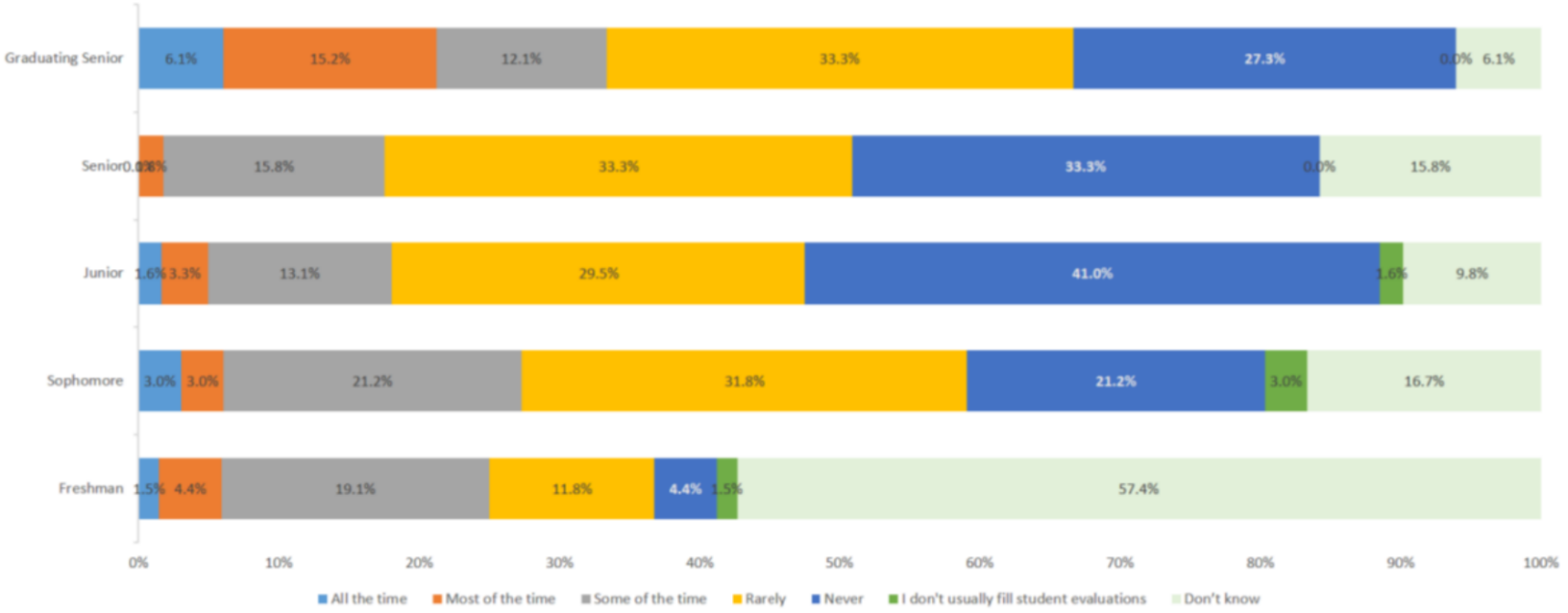
Student Evaluations

Question to students: (N: 285) : How Often do you feel that end-of-semester student evaluations of coursed make a difference in the quality of teaching you receive at AUC?



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Recommendations

(1)

END-OF-TERM STUDENT EVALUATION

Questionnaires need to be enhanced & include **customized question** for each subject.

(2)

IN-DEPTH PEER OBSERVATION AND REVIEW

Establishing a quality Peer Review process that includes both **formative & summative** assessment for teaching quality.

(3)

A COMPREHENSIVE EVALUTION SYSTEM FOR FACULTY

Consisting of:
1) Student Evaluations, 2)Faculty Peer Review, 3)Professional development plan, 4)Faculty Self-Evaluation, 5)Faculty Portfolio.

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Recommendations

- ✓ Recommendations passed to IT.
- ✓ Challenge with Homegrown system to support the taskforce mandate.

"Today's challenges can't be addressed by Yesterday's solutions"

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Question?

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4. Student Evaluations Of Instruction

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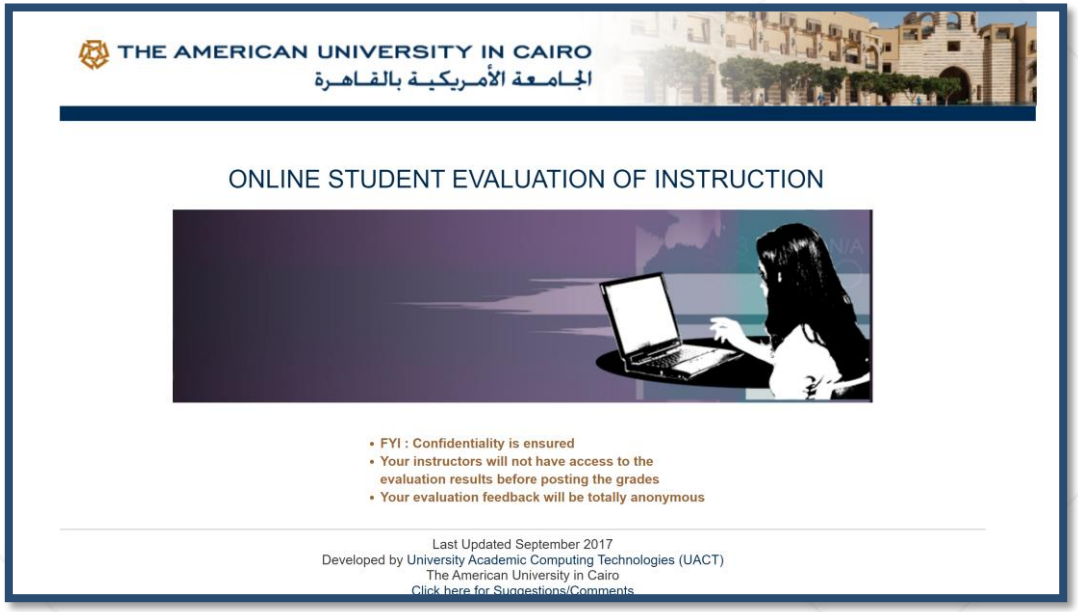
Legacy Course Evaluation System



- Homegrown system since 2005.
- .NET Classic.
- Relies Custom scripts.
- Feeds from Banner using CSV files.
- Highly tailored.

- High Maintenance.
- Rigid structure.
- Security compliance with FERPA, HIPA, GDPR etc..
- Reports Dissemination.
- Provides raw data reporting.

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Migrating to Blue

We wanted a system to help us with :

- ✓ Improving Response Rates through different techniques
- ✓ Improving Administration
- ✓ Improving Reports Dissemination
- ✓ Improve Student Experience
- ✓ Improve turnaround time
- ✓ Mobile-friendly experience
- ✓ Infrastructure pain (SaaS)
- ✓ Industry best practices
- ✓ Flexible design to support faculty evaluation process key elements

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By:

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Migrated to blue For the Fall 2018 Evaluations.

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5. Using Blue at AUC

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Cycles

- **Summative Assessments:**
- Academic and Non-Academic
- Academic Evaluation, 6 Cycles:
  - ✓ Fall
  - ✓ Winter
  - ✓ Spring
  - ✓ Summer (Summer A, Summer B, Full Summer)

- **Formative Assessments:**

Learning Experience Surveys twice per semester.

- **6 Questionnaire** types for different course types (Language courses, Labs, Arabic preqs, Intensive language for foreigners etc..)

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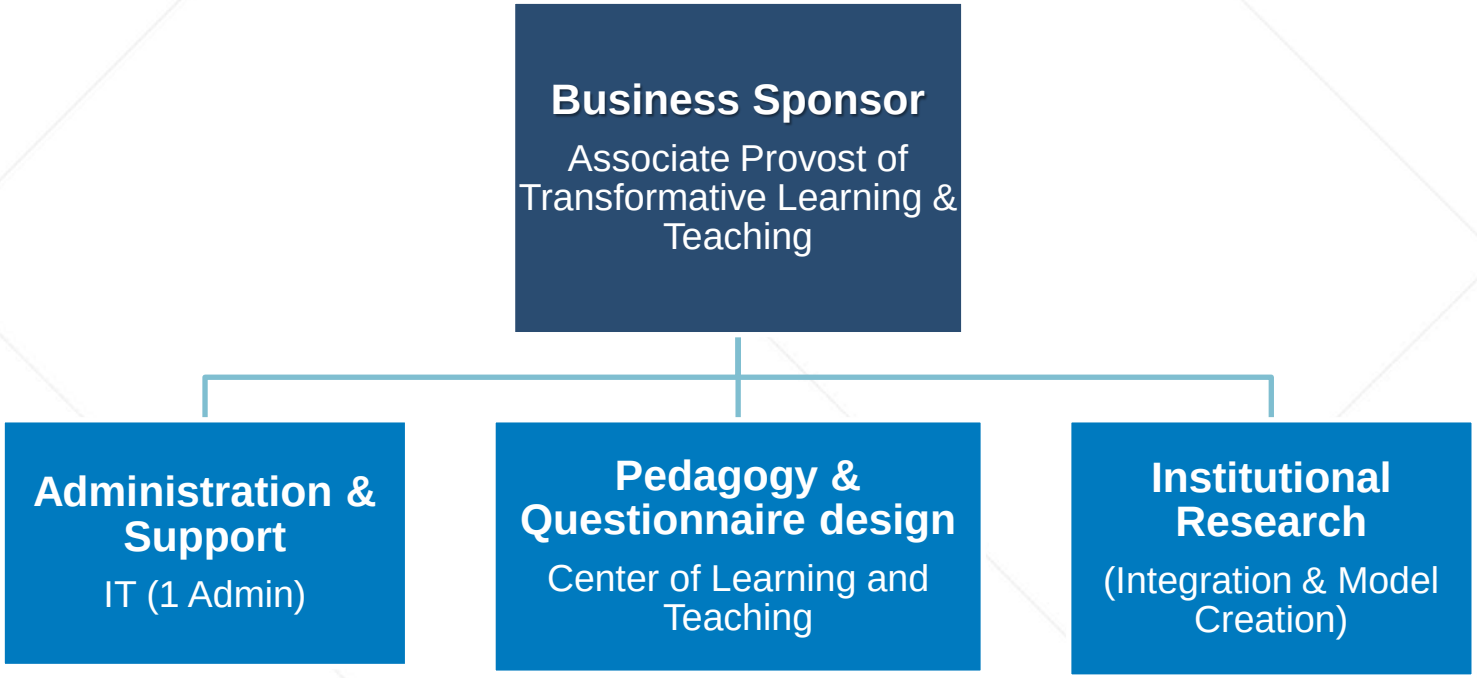
Team



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Administration

Time	Task
3 Weeks before finals week.	Projects are created and data sources populated.
3 Weeks before finals week.	Surveys Open.
3-4 Times during survey period.	Reminders are sent to students who have not submitted answers.
Final Grading Deadline.	Reports published.

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Questions

Fall 2021 Evaluation for ACCT 2001 01:Financial Accounting

Course: ACCT 2001 01:Financial Accounting

Semester: Fall 2021

Enrollment: 24

I. INSTRUCTOR:

(SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not applicable)

	SA	A	N	D	SD	N/A
1. The instructor explained the concepts and/or course material clearly.	○	○	○	○	○	○
2. The instructor managed classroom time well.	○	○	○	○	○	○
3. The instructor engaged students (e.g. encouraged discussions and student questions).	○	○	○	○	○	○
4. The instructor challenged students to do their best work.	○	○	○	○	○	○
5. The instructor emphasized academic integrity practices.	○	○	○	○	○	○
6. The instructor maintained a classroom atmosphere that fostered learning.	○	○	○	○	○	○
7. The instructor explained grading criteria clearly.	○	○	○	○	○	○
8. The instructor provided useful feedback on my work.	○	○	○	○	○	○
9. The instructor consistently communicated in English (or the language specified in the syllabus e.g. Arabic for ALNG) in a clear manner.	○	○	○	○	○	○
10. The instructor was available for help during office hours or by appointment. (mark N/A if you did not seek instructor's help)	○	○	○	○	○	○

Additional comments for this Instructor:

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Questions

II. COURSE

(SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not applicable)

	SA	A	N	D	SD	N/A
11. The course helped develop my knowledge in the subject matter.	○	○	○	○	○	○
12. Course assessments (such as tests, projects and assignments) challenged me.	○	○	○	○	○	○
13. Course content stimulated my thinking.	○	○	○	○	○	○
14. Course assessments reflect learning objectives of the course.	○	○	○	○	○	○
15. There is no unnecessary overlap/redundancy between this course and other course(s). **If you strongly agree or agree, please indicate below the course(s) that overlap with this course**.	○	○	○	○	○	○

Additional comments for this course

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Questions

NON-SCORED SECTION
Responses to questions in this section are non-scored and are not calculated with course or instructor numerical score.

	SA	A	N	D	SD	Comments
16. I would recommend this course with the same instructor to fellow students. WHY?	○	○	○	○	○	

III. STUDENT SELF-EVALUATION

	SA	A	N	D	SD	N/A
17. I performed required course tasks (inside and outside of the classroom) to the best of my ability.	○	○	○	○	○	○
18. I reached out to the instructor for support when needed.	○	○	○	○	○	○

IV. Take a moment to reflect on your experience in this course, by elaborating on the following:

19. What was the most beneficial aspect of this course? (examples: teaching style, classroom atmosphere, group work, in class activities, assigned books and/or readings, audiovisual material, field trips, etc.) Please elaborate.

20. What suggestions do you have to enhance your own learning in this course?

21. Any other comments?

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Response rates

Improving response rates

- ✓ Increase frequency of email reminders
- ✓ Re-enforce the concept of anonymity in all related communications
- ✓ Availing surveys through **Blackboard** Pop-Ups.
- ✓ Encourage In-class participation of the surveys.
- ✓ Manage feedback “buy-in” through Student Union and other student organizations.
- ✓ Completing surveys through the mobile.

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Response Rates

Year	Response Rate
2017	49%
2018	41.8%
2019	**51.4 %**
2020	46.3%
2021	50.1%

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Reports

7 Reports per semester:

- Overall Instructor Feedback (Grouped by Faculty Name)
- Course Results (Individual Course Name)
- Departmental Results (For Chairs)
- School Results (For Deans)
- AUC Results for all schools (For Provost and seniors)
- TA Results (For Dean of Graduate Studies, Instructors and Tas)
- Summarized Reports (For Everyone)

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Reports

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الجامعة الأمريكية بالقاهرة

Overall Instructor Result for [redacted]

Project Title: **Spring 2021 Evaluations**

Courses Audience: **37**
Number of Evaluations: **9**
Response Ratio: **24.32%**

Creation Date: **Saturday, June 5, 2021**

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Response Table

Raters	Students
Number of Evaluations	9
Number of Enrollment	37
Response Ratio	24.32%

General Form

Courses taught by [redacted]

Name	Term	School	Department
HIST 2097 01:Sel Topic for Core Curriculum	202120	Humanities and Social Sciences	History
HIST 4290 01:Sel Top in Modern Egypt Hist	202120	Humanities and Social Sciences	History
HIST 4290 02:Sel Top in Modern Egypt Hist	202120	Humanities and Social Sciences	History

REMARKS AND COMMENTS:

COMMENTS: Write additional comments and/or remarks that you feed would be helpful. You may include reference to whether the instructor conducts the class entirely in English

Comments
One of the best professors I have ever had the pleasure of taking a course with
The professor is very helpful and always try to help us to do better.
Dr. [redacted] is an unique professor. Taking a course with him is an experience in itself. He may take too mich time to explain a concept, but this is because he doesn't want to leave someone behind.
Dr. [redacted] is remarkable, and he has created a remarkable experience. If you are reading this [redacted] years from now then know that we love you!

Recommendations

Comments
One of the best courses at AUC (but must be with this Dr not anyone else)
What can be imporved is the quality of the students, because this is the only thing that makes the course less interesting. I suggest thay this course should be marketed well to attract the students who are really interested in it. Junior or senior political science and economics should be encouraged to take it.
What can be imporved is that we need to have a framework. I, for example, was expcting that the course would be strictly about narrating egypt (historically). I'm not bothered about how things turned out, not for a tiny bit. But the expectations at the beginning of the class were not like that. The class need to spend less time on logistics and plan the guests that will come early.

THE INSTRUCTOR

5 - Excellent, 4 - Above Average, 3 - Average, 2 - Below Average, 1 - Unsatisfactory, N/A - Not Applicable

	5	4	3	2	1	N/A	Mean	SD	Median
Covers course content as stated in the syllabus	7	1	0	0	0	1	4.88	0.35	5.00
Inspires students interest in the course content	8	0	1	0	0	0	4.78	0.67	5.00
Organized and prepared for classes	6	2	1	0	0	0	4.56	0.73	5.00
Explains concepts clearly	8	0	1	0	0	0	4.78	0.67	5.00
Emphasizes conceptual understanding and critical thinking	9	0	0	0	0	0	5.00	0.00	5.00
Shows interest in students and their learning	9	0	0	0	0	0	5.00	0.00	5.00
Available for consultation outside the classroom	9	0	0	0	0	0	5.00	0.00	5.00
Provides helpful feedback on papers, exams and other assignments	7	0	0	0	0	2	5.00	0.00	5.00
Sets clear and fair grading policies and procedures	7	1	0	0	0	1	4.88	0.35	5.00
Overall teaching effectiveness	8	1	0	0	0	0	4.89	0.33	5.00

Overall Mean, Median & SD

Competency Statistics	Value
Mean	4.88
Median	5.00
Standard Deviation	0.43

THE COURSE

5 - Excellent, 4 - Above Average, 3 - Average, 2 - Below Average, 1 - Unsatisfactory, N/A - Not Applicable

	5	4	3	2	1	N/A	Mean	SD	Median
Reading materials and textbook(s) are challenging and stimulate my thinking	8	0	0	0	0	1	5.00	0.00	5.00
Tests and assignments reflect the purpose and content of the course	7	0	0	0	0	2	5.00	0.00	5.00
Tests and assignments challenge me to do more than memorize	8	0	0	0	0	1	5.00	0.00	5.00
The number and frequency of tests and assignments are reasonable	6	0	0	0	0	3	5.00	0.00	5.00
The work load is appropriate for the number of credits	8	0	0	0	0	1	5.00	0.00	5.00
The teaching assistant is effective	4	0	0	0	0	5	5.00	0.00	5.00
Overall, this is a useful course	9	0	0	0	0	0	5.00	0.00	5.00

Overall Mean, Median & SD

Competency Statistics	Value
Mean	5.00
Median	5.00
Standard Deviation	0.00

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Additional Uses of Blue

Comprehensive Feedback & Reporting System:

- ✓ Mid-Semester Surveys of Learning Experience.
- ✓ Systems' Performance surveys (ex: Declaration system , etc..)
- ✓ ELI Instructor 360 Evaluations surveys (**Peer Review** of Instructors)

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Fall 2021
New survey set

Purpose:

- Shorter
- More standardized
- Community Feedback

Design

- **8 different versions** incorporating feedback from students, faculty, chairs, provost, senate members, AAC and SAC members and EC.

- **Collecting feedback** via online surveys, in class discussions, focus groups and emails.

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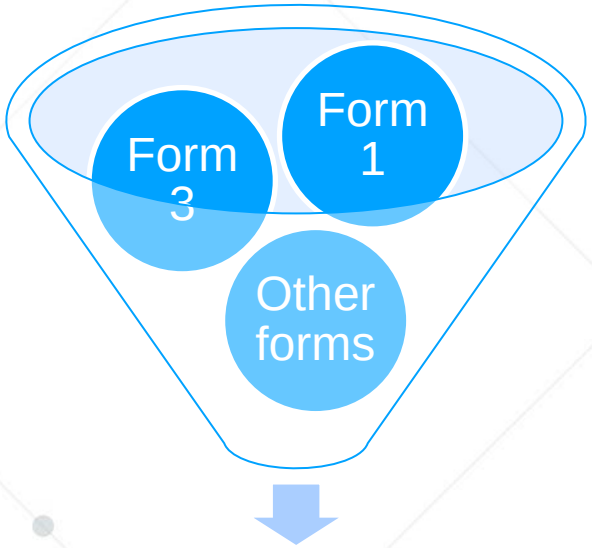
Fall 2021 New survey

2019 - 2021

- Instructor
- Course

2021

- Instructor
- Course
- Self-Evaluation
- Self Reflection
- TAs



2 Forms Only (Labs+ General Form)

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Question?

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6. Challenges & Next Steps

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Next Steps..

- Personalization of Questions through question banks.
- Create and publish ‘**you said –we did**’ reports.
- Automatically provision/deprovision Joiners, Movers, Leaver's process.

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Question?

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Thank You!

For more information about blue platform:

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