COURSE EVALUATION SYSTEM

Instructor User's Guide

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Instructor Guide

Your students have been asked to evaluate one or more of your courses. Your participation may include adding your own questions to your evaluations, viewing response rates for any live evaluations, managing your ongoing evaluations by adjusting the date and/or time they are available, and viewing reports at the conclusion of the block or term. The purpose of this guide is to help you with the evaluations process and to simplify it for you. It shows you the features and benefits offered by the system.

Accessing Your Evaluations and Reports

JMU currently offers end users, including instructors, up to four ways to access the evaluation system for performing tasks and viewing reports:

1. JMU's Learning Management System (LMS), Canvas.
2. The link in two system-generated emails before evaluations open to students, or the reports notification at the end of the term.
   a. Subject Management email, which allows you to manipulate the date/time your evaluations open to students and monitor response rates in real time (before)
   b. Add questions in addition to already-present department questions (before)
      Create your own or select from a pre-determined list provided by your department
   c. Individual faculty reports viewing, including a CSV raw data package (after)
3. In the Resources Area under your Faculty Tab in MyMadison (after logging in with your JMU credentials)
4. Logging directly into the system using your JMU credentials (https://evalJMU.jmu.edu)

From Canvas (LMS)

Log into Canvas as you normally would, using your JMU Credentials.

JAMES MADISON UNIVERSITY.

Log in to James Madison
University - Canvas

ATTENTION:

- **Duo two-factor authentication is now required** for this and many other JMU systems. See here for a complete list.
- **If you have not yet enrolled with Duo**, find instructions here. For assistance, contact the IT Help Desk at 540-568-3555, or email helpdesk@jmu.edu

Protect Your Privacy!

Be sure to log out of this system by completely closing your web browser when finished. If you do not, someone else could use your web browser to login as you.

- Windows users: Close all web browser windows.
- Mac users: Quit your web browser

JMU eID

Password

Log in

CANVAS

If you have a JMU eID, please enter it above. If you do not have a JMU eID, please click here to use another account.

Still having trouble? Visit Library Tech Support for help with Canvas.

Figure 1: JMU Canvas authentication

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From your dashboard, select Courses found in the left pane. Then select one of your published courses. Click Course Evaluation Tasks. Image from JMU Canvas Instructor site.
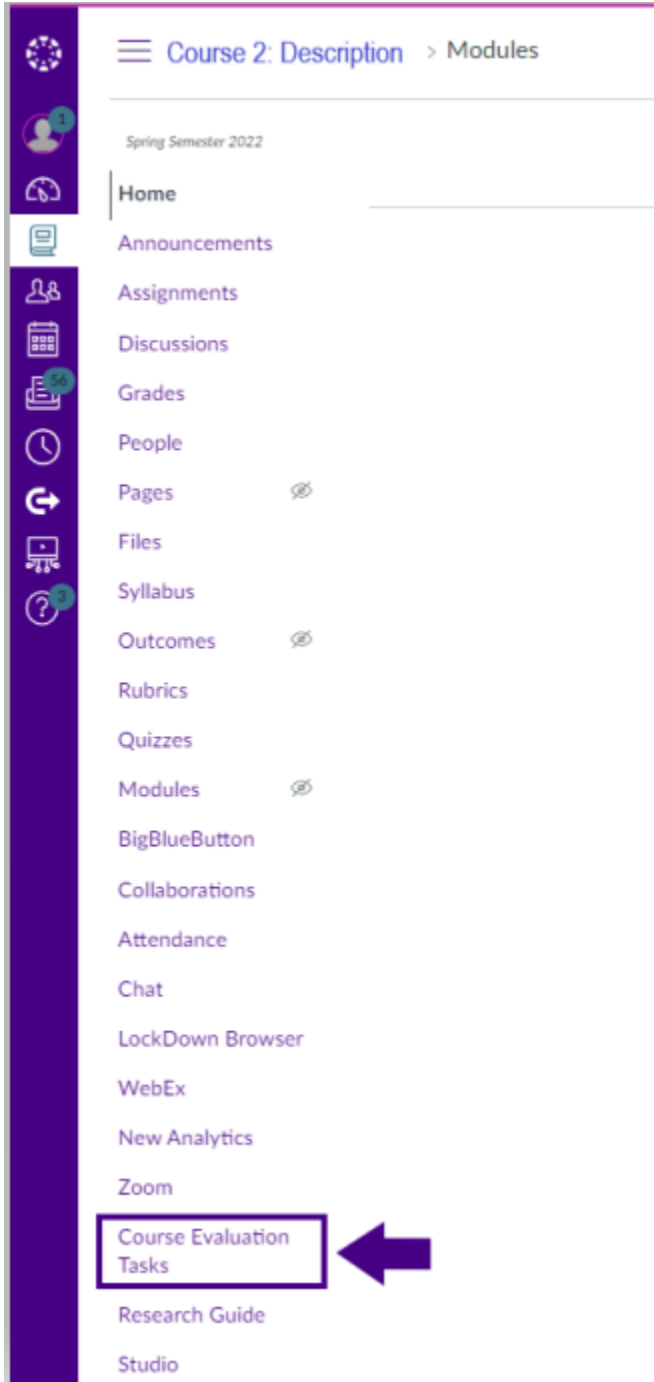

Figure 2: JMU Canvas Instructor Pane

From that link, the system will return a Canvas Instructor Task List.

Instructors now have access to their tasks through the Course Evaluation Task link in Canvas. When you are in your course, and click the link for one of your courses, it will return the following:

Figure 3 (above): Canvas Blue Instructor Task List

Figure 4 (left): Instructor Subject Management Task

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Clicking the three dots to the right will return a window that would potentially allow all instructor tasks to be handled from in a single action.

Figure 5: Access QP Page from SM Page after clicking the three dots circled in Figure 4

From links in system-generated emails (Instructors)

Instructors will receive two emails ahead of each evaluation cycle, each requesting action by the instructor.

1. Adding personalized questions beyond the departmental instrument used for block and/or term evaluations (called "QP" or "Questionnaire Personalization"). Only you see this data in reports, unless you share it with your unit head or course director.
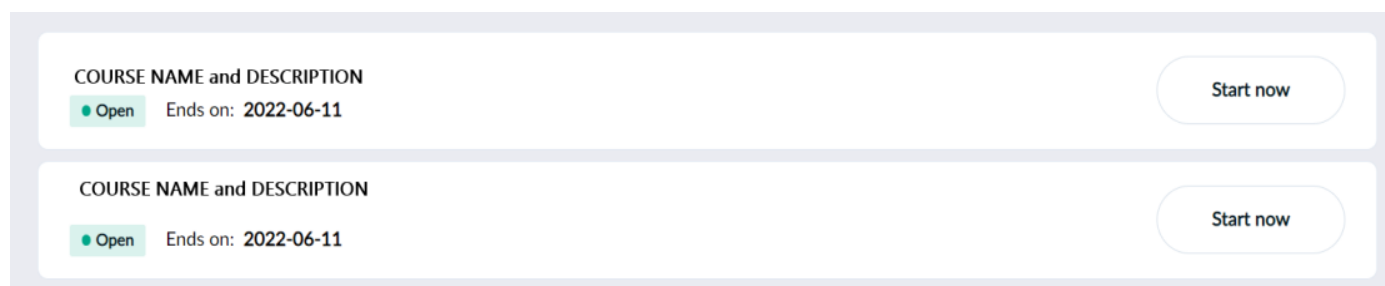
Figure 6: Instructor QP Task List after clicking link in email, if instructor teaches more than one course

2. Changing the date/time your evaluation/s might be available to students, including the option to extend them into exam week. (called "Subject Management")
Note: Extending into exam week is only available to instructors through this option. Failure to act will cause the system to use "official" evaluation start/end dates.
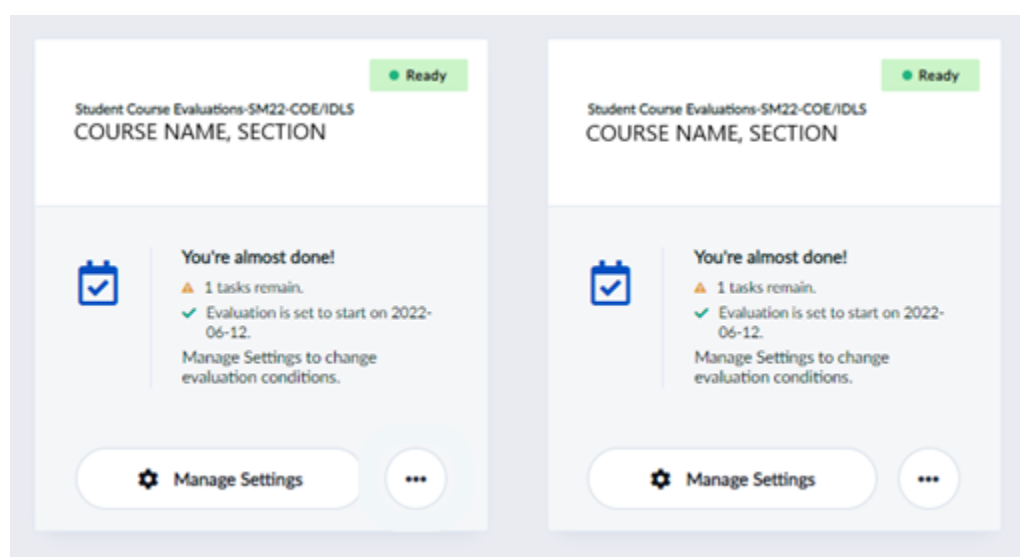
Figure 7: Instructor SM Task Tiles after clicking link in email, if instructor teaches more than one course

Regardless of the link you click in the system-generated email, you will be taken to a window with all your available courses and tasks if you are teaching multiple courses, or directly to the task if you are only teaching one. Select the task and course in which you would like to work. (Processes covered later in the document.)

Logging directly into the System

You now have the option to log directly into JMU's Course Evaluation System, using your JMU credentials. Use the following URL in any browser. https://evalJMU.jmu.edu

JAMES MADISON UNIVERSITY.

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- **If you have not yet enrolled with Duo**, find instructions here. For assistance, contact the IT Help Desk at 540-568-3555, or email helpdesk@jmu.edu

JMU eID

Password

Log in

Protect Your Privacy!!

Be sure to log out of this system by completely closing your web browser when finished. If you do not, someone else could use your web browser to login as you.
  ○ Windows users: Close all web browser windows.
  ○ Mac users: Quit your web browser

ALERT!!

The Shibboleth team will be rolling in a new SSO certificate Starting Monday, May 23, 2022 ~3:00pm. This can cause brief disruptions to application logins. Please report any login issues to the JMU Help Desk (540-568-3555) or the

IT Service Portal

Figure 8: Instructor JMU Authentication after entering Blue URL

Instructors may now use their JMU Credentials and DUO authentication, as per Central IT requirements. Blue will work with your VPN and on most browsers.

This is the **Evaluation System central page**, instructor's view. TASKS appear first, at the top and REPORTS about halfway down.

1. **SUBJECT MANAGEMENT BUTTON:** allows you to see all your tasks in a tile format. In our sample below, the instructor completed all tasks and evaluations are ready.

Figure 9 (above): Instructor JMU Evaluation System Central Page

Figure 10 (left): Subject Management tiles after clicking the Subject Management button

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2. **SEARCH BARS** (TASKS and REPORTS) will enable you categorize large numbers of tasks or reports, using the criteria you enter. Note: to sort by academic year, it is recommended to put the last two digits of the year in the search bar, which appears faintly in the bar. Click "reset" to return to original lists.

3. **TASKS:** the task for adding questions begins with "Choose." Changing the date and monitoring response rates will begin with "View and manage." You will have one of each for each course you teach per block, session or semester.

4. **NEW ICONS for Task Management:**

   Question Personalization: clicking allows you to add questions beyond departmental ones.

   Subject Management: clicking allows you to change the date and time your evaluations will occur. This is one place instructors might monitor response rates

5. **NEW RESPONSE RATE MONITOR:** This provides the tools necessary to instructors to engage in monitoring ongoing evaluations, analyze response levels, and act appropriately to achieve response rate targets. Information displayed is specific to each instructor.

MANAGING ALL INSTRUCTOR TASKS FROM ONE LOCATION is possible, thanks to the Subject Management button (bullet 1 above). In our sample, the instructor has completed all tasks and the evaluation is ready. If the tasks were not yet completed, they would see this:
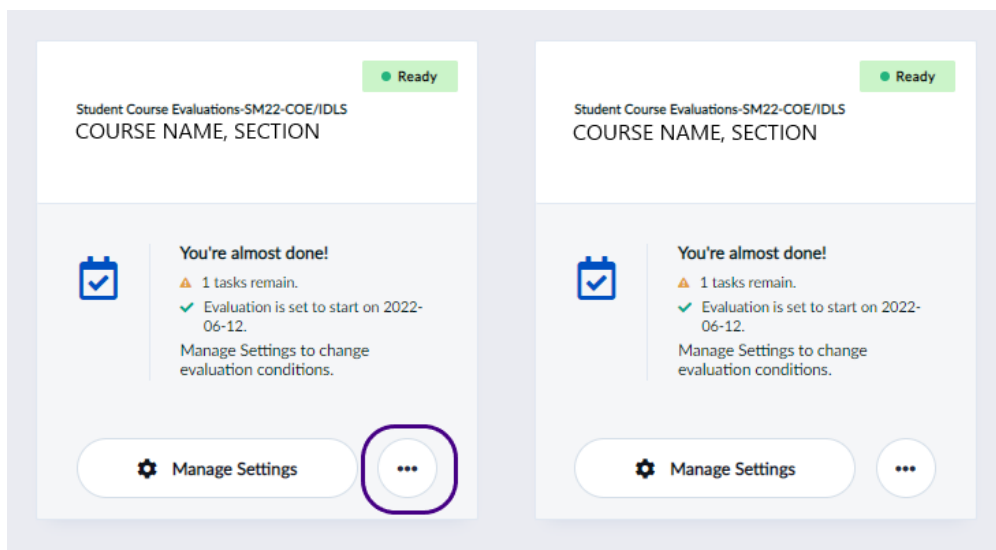

Figure 11: Subject Management Tile after clicking SM Button, to demonstrate the three dots

By clicking the three dots to the right of Manage Settings, an instructor can change the date and time the evaluation is offered and can add their own questions beyond departmental ones. Once you click the dots, see the next page.

This tile, presented after clicking the dots in the previous image, allows instructors to add questions and change dates on a specific course.

1. Add your customized questions, beyond the departmental questions in the evaluation. **For the first time, instructors will see the date by which they must add questions!** This task is important for new or redesigned courses. Only the instructor sees the data from the added questions during reporting. They may choose to share that data with their administrator.

2. Instructors have the option to change the date and time their evaluations are open to students. Blue uses a 24-hour clock. Instructor-selected dates and times prevail. Leave the timing set as "Scheduled," so that processes remain automated. Setting to "Manual" will inactivate links and stop all notifications, limiting student access.

3. Instructors can now tell Blue to stop sending reminders! This may keep your inbox from being so cluttered. It is useful when you do not wish to add questions or change dates.

SUBJECT MANAGEMENT

Let's learn How To Change the Date/Time of your evaluation!

1. You received the email telling you your department was allowing you to change the date. When you clicked the link, you received this:
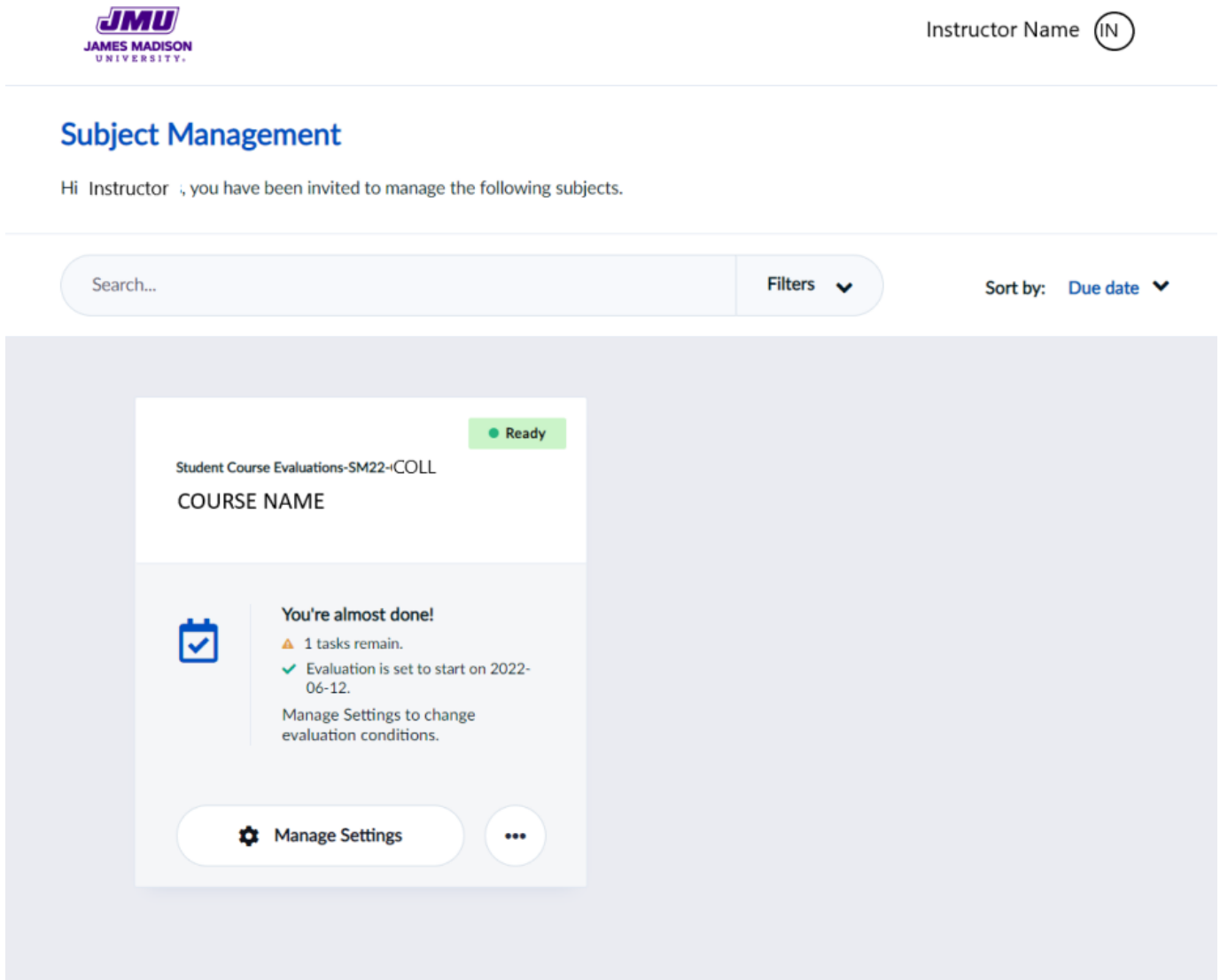
Figure 13: Subject Management tile after instructor clicks the link in the email or under Tasks on their central landing page

2. Click Manage Settings at the bottom, in the bubble, next to the gears. It will return a separate window over the window in the previous image, in which you can change the date and time your evaluation will open to your students. YOUR SELECTED DATE prevails, but may not be reflected in reminders. Evaluations will not open until your selected date/time passes. See below image for more.

Figure 14: Tile to complete Subject Management tasks

3. For **Item 1**, it is recommended that you **LEAVE THE TIMING SET FOR SCHEDULED** to keep the process automated. There are exceptions. See "Item 5" below.
   NOTE: Changing to "Manual" will stop all evaluation processes, including student notifications, but could be useful with Item 5.
   For **Item 2**, select the date and time. Remember, Blue uses a 24-hour clock. Click "Update."
   For **Item 3**, you can stop all reminders by clicking this box.
   Item 4 will allow you to add customized questions. Notice the new "Due by" date! (See p. 20.)
   Item 5 *NEW* Use Manual Timing and share the QR code during class time on a PowerPoint slide. Students can use their phone or tablet cameras to access the link. (Login required.)

4. Once evaluations have opened to students, you can also Monitor your Response Rates from the same location! Simply click the three dots (where you see the blue X in the next image), next to Manage Settings:
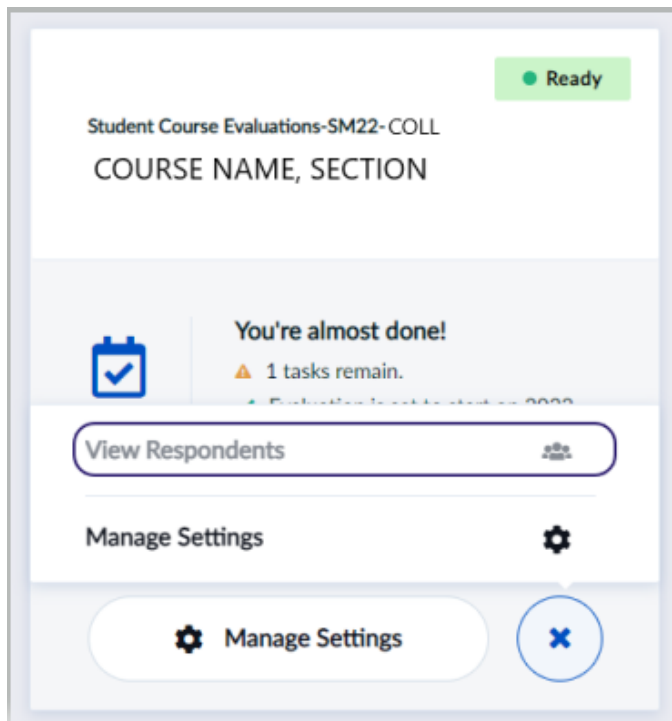
Figure 15: Subject Management Monitor response rates

5. Click "View Respondents" to see the invited and responded information. It is currently grayed out in this image, because the evaluations have not yet opened to students. The image below is from a current evaluation. Notice the status says "Live," meaning evaluations are open to students and they can complete at any time during the cycle or dates/times you chose.
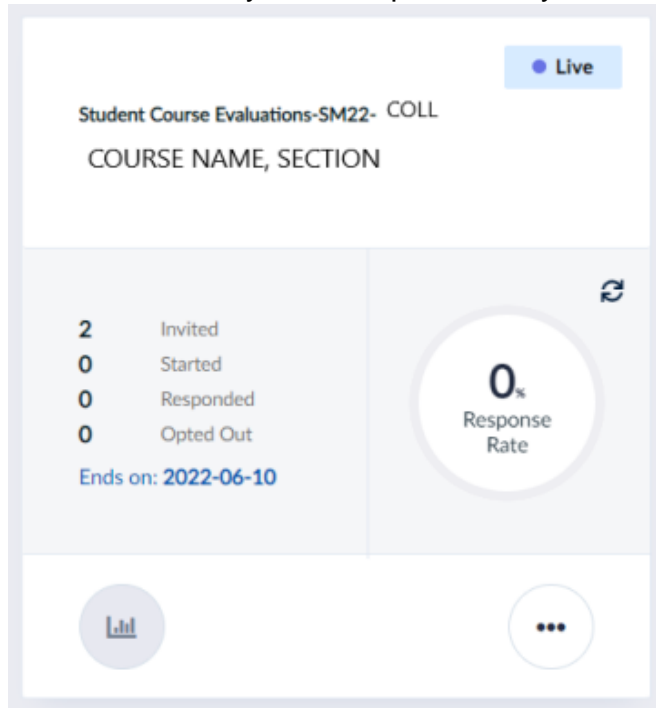
Figure 16: Subject Management Response Rate tile

Note that JMU does not allow students to opt out.

6. If Instructor clicks the three dots in the lower RH corner of the previous image, they will see the following detailed tile:

Given Name		Family Name		Course		Instructor		Email Status	
						2		**3**	
Cameron		Smith		HIST123 WORLD HIST TO 1500CE OP01		[Multiple context]		Sent	
Madison		Thomas		HIST123 WORLD HIST TO 1500CE OP01		[Multiple context]		Sent	

1. Instructors will see the students invited to complete the evaluation for their course.

2. Instructors will see their name or Multiple Context if more than one instructor teaches the course.

3. Instructors will see that an email was sent to students.

Instructors will not see the completion status of the student evaluation, as JMU is committed to student anonymity in the process.

*Figure 17: Response details, after clicking the three dots on the Response Rate tile*

This feature is only available while instructor date change / monitor response rates tasks are available, typically through the end of the evaluation cycle. It enables instructors to verify the students enrolled receive the evaluation. It will also help detect students who dropped the course but who may not have been deleted from the course in the Student Administration System. It may be a good idea to check this prior to the evaluation opening, to advise the Evaluation Administration team of enrollment adjustments to be made.

It is recommended that you visit this feature at least once before evaluations open to students so that you verify enrollment and course information are correct.

NEW: RESPONSE RATE MONITOR

You logged into the system. You clicked "Response Rate" in the left column. You see graphs, a spreadsheet with course information, and you see other analytics tailored specifically to your needs, but what do they mean? This section will help.
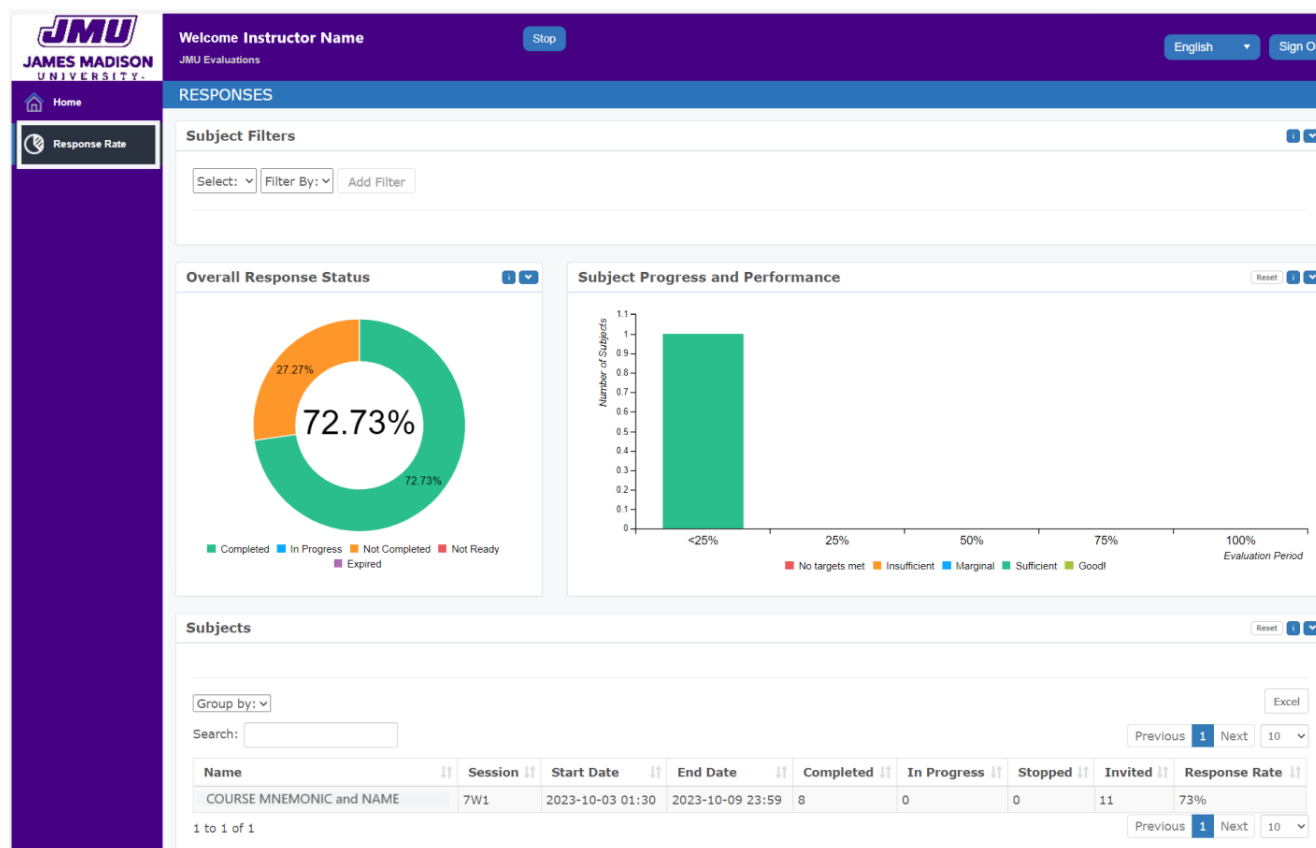

Figure 39: top half, Instructor Response Rate Monitor Dashboard

At the top, where you see "Subject Filters," if you are teaching in multiple sessions, you might want to see all your first block courses. Click "Select" to specify sessions, then "Filter By" to select the session. JMU's course evaluation system will display only those courses in that session. If you do nothing, you will see all your courses.

Use **Overall Response Status Chart** to monitor the response rate for the evaluations, which displays a comprehensive breakdown of the response statuses for all available evaluations. Task statuses:

- **Expired** - Lost opportunities. These evaluations were not completed and are no longer available.

- **Not Ready** - These evaluations have not yet been sent to the raters, i.e. raters haven't had the opportunity to respond.

- **Not Completed** - Sent to raters but raters haven't begun responding.

- **In Progress** - Raters have begun to respond but haven't yet completed the entire evaluation.

- **Completed** - These evaluations are complete and are ready for further examination and reporting.

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The **Subject Progress and Performance** chart will group subjects based on where they are in the evaluation process, known as milestones. Subjects within a milestone are color-coded based upon the percentage of responses received, referred to as targets. Both Milestones and Targets are identified by the system administrator.

> **Things to know about the MILESTONES and TARGETS bar chart**
>
> - The X axis represents the evaluation period.
> - The Y axis represents the total number of subjects being evaluated.
> - Milestones indicate the percentage of the evaluation period that has elapsed.
> - Targets (legend) indicate the percentage of responses completed for a subject.
> - Each vertical bar on the chart represents all subjects that are within the same evaluation milestone.
> - Each color on a bar represents the number of subjects that have reached that particular response target.

In our figure 39 above, the evaluation cycle is less than 25% complete and because of the number of respondents, it is considered "Good" according to the legend below the chart. Let's investigate other analytics in the lower portion of the Response Rate Monitor, below:

SUBJECTS displays your courses by name, session, start and end dates, number of evaluations completed, number in progress, number stopped (by administrator), number invited and the response rate. Data can be manipulated to put in ascending or descending order. This portion of the monitor is exportable into a CSV document for further examination.

RESPONSE ANALYTICS (see chart on next page) contains the following information:

- **Progression details** – a comparison of the number of responses versus the number of notifications throughout the evaluation cycle
- **Peak hours and Peak days** – the times of day and days of the week that responses are submitted
- **Channels** – the link source respondents use to access the evaluation
  Email indicates the link was accessed from the system-generated email
  Portal indicates the link was accessed from Canvas
  Dashboard indicates the link may have been accessed from MyMadison
  Undetermined indicates links without a definitive source or that may have been copied and pasted into a browser
  Not captured appears if the analytics were disabled at the time the evaluation was submitted
- **Browsers** – the web browsers used to submit responses
- **Operating system** – the device's operating system in use when responses were submitted
- **Location** – the physical location of the user when they submitted responses, according to their IP address. Note: JMU will not utilize exact locations, only "on campus" or "other." "On campus" may include JMU computer labs or publicly available computers.

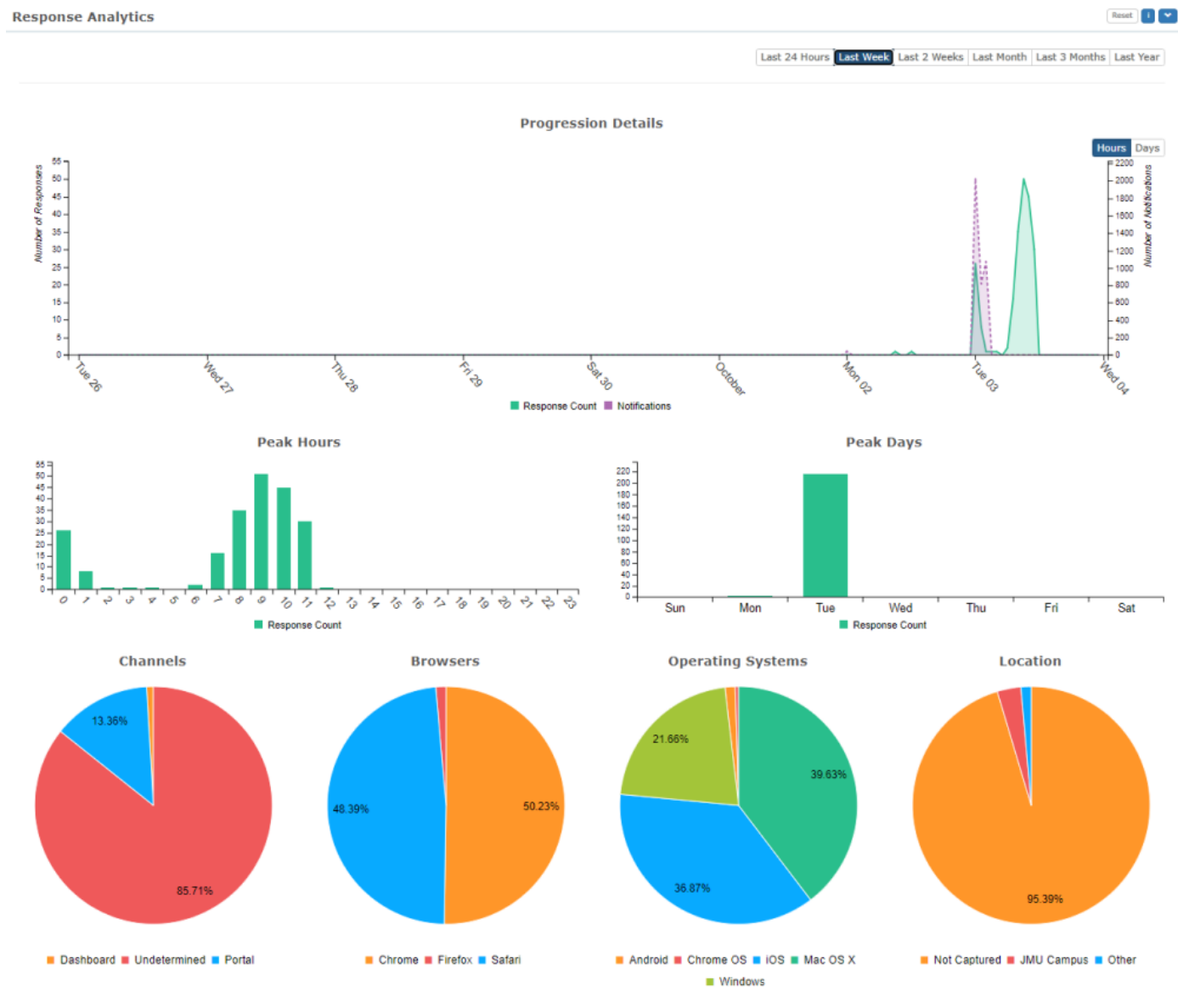## RESPONSE ANALYTICS portion of the RESPONSE MONITOR

Figure 40: bottom half, Instructor Response Rate Monitor Dashboard

Note that some of these analytics might be available for export into CSV files.
*Analytics on devices used for evaluation completion are only available in a CSV spreadsheet, which could be supplied by the Course Evaluation Administrator on request.

ADDING YOUR OWN QUESTIONS beyond departmental questions

1. Once you click the link in the email you receive, you will see this:

Figure 18: Question Personalization (QP) task after clicking link in the email

2. If you need help, select "View the Tutorial" circled above, which brings you here! You see Instructor Name (1) and View All (2). Select the down arrow, then View Customizable, which displays only the customizable place holders.

Figure 19: QP Task directions to get to the Customizable questions

3. Once you View Customizable questions, you will be able to edit. See below:

Figure 20: QP Process guidance

4. Clicking Customize above will return the following, over the workspace:

Figure 21: QP Question Editor, to enter Instructor customized questions

5. Once you type your question in, click the X in the upper RH corner, you will see the question in your Expanded list (from item 3) and will see that the system has changed it to "Included."

Figure 22: QP tile after personalized question has been added

6. Continue this process until you have all the questions you want to add, up to 10 each of Rating and Comment questions. After you have all your questions added, click "Submit."

Figure 23: QP completion process

7. You could log directly into the Blue system using your JMU credentials (https://evalJMU.jmu.edu), to verify that your task says "Completed." If it does not, or if it says, "In Progress," students will not see your questions.

Figure 24: Showing the task as completed on the Instructor Central System page

8. You can also click on the Subject Management box beside My Home (after logging into the evaluation system), to verify you are finished.

My Home ⊞ Subject Management
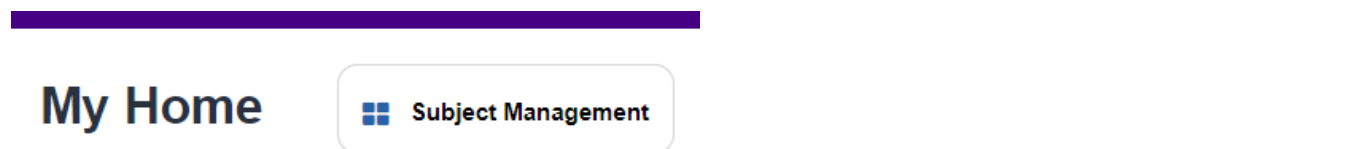
Figure 25: Instructor's Subject Management button after logging into the system using the URL

9. If you have completed all tasks, the Subject Management button above will return something that looks like this:
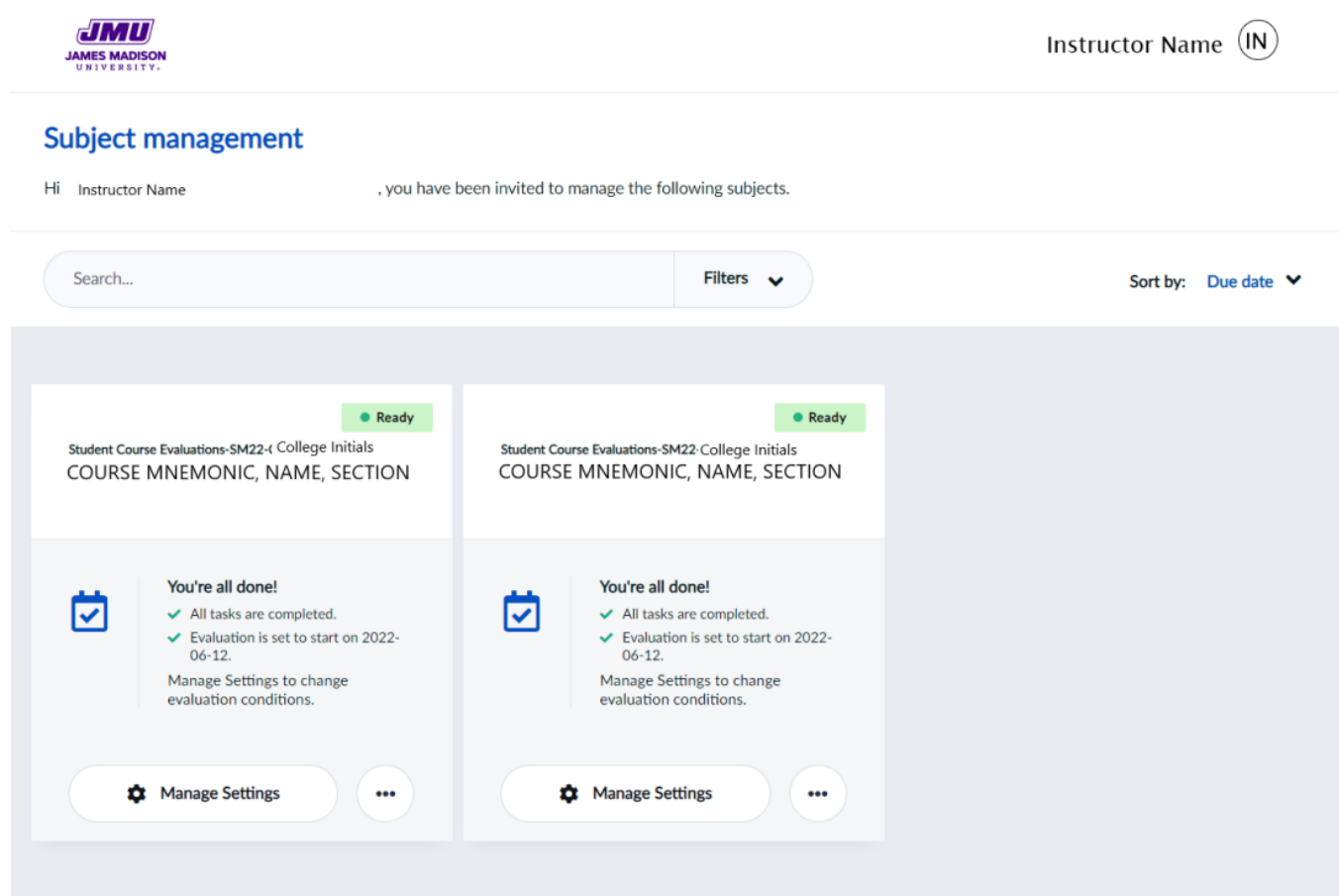
Figure 26: SM Tiles visible after clicking Subject Management button from figure 25

10. As always, if you have any questions, you might contact the Course Evaluation Administrator (540-568-7697) or submit a help request through Libraries Technology Support services (LIDdesk@jmu.edu).

COPYING QUESTIONS BETWEEN YOUR COURSES

If you have multiple courses, you may be able to copy personalized questions between your courses. This can save you a lot of time and effort in rewriting applicable questions that you have added to previous evaluations.

You have two copy options:

❖ **Copy selection from** – allows you to copy questions you have already selected in a different course to this evaluation
❖ **Copy selections to** – allows you to copy questions you have selected in this evaluation to one or several of your other courses.
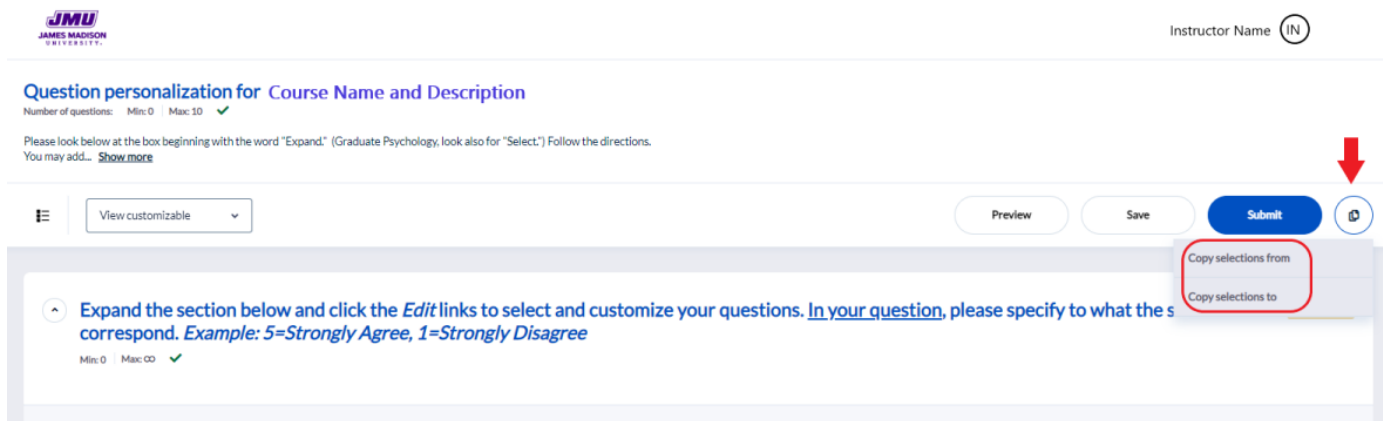
COPY SELECTIONS FROM

If you have already completed a question personalization task for a different course, you can copy the same selections and personalized questions from that course to the one you are currently completing.

1. Click **Copy Options** (at the arrow above) from the Question Personalization Menu.
2. Select **Copy Selections From**. A window will appear named Copy Selections From.
3. Search for the course name from which you wish to copy the questions and select it.
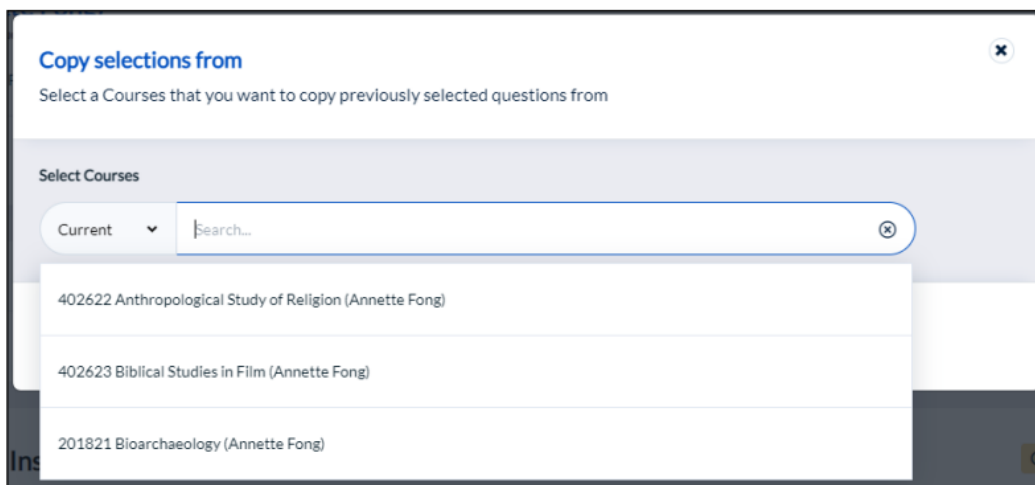
Figure 27 (above): QP task to show Copy button location and Copy From/Copy To

Figure 28 (left): QP Copy From course selection

4. Select **Copy** to finalize the process.
5. Review the task with the copied questions before submitting.
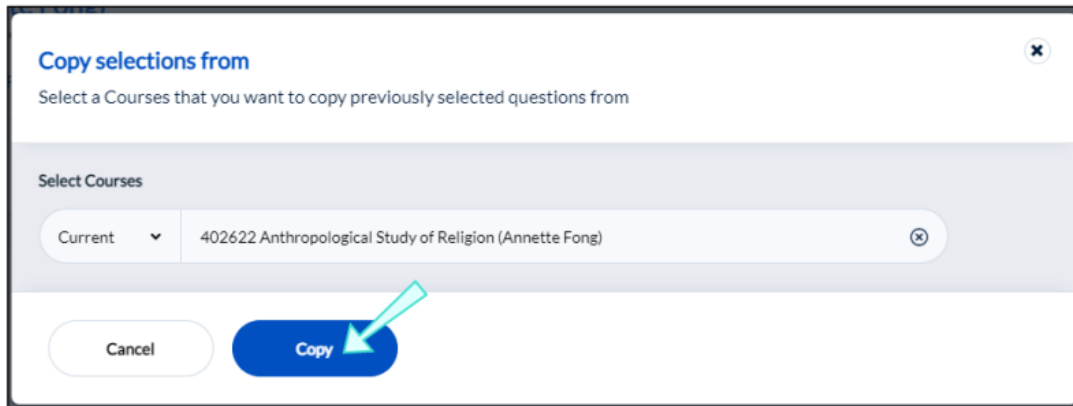
Figure 29: Copy From next step

COPY SELECTIONS TO

When you have completed a question personalization task, you can copy the selections and personalized questions you made to one or several other courses.

1. Click Copy Options from the Question Personalization menu.
2. Select Copy Selections To. A window will appear named Copy Selections To.
3. Search for the course or courses to which you wish to copy the question and select.
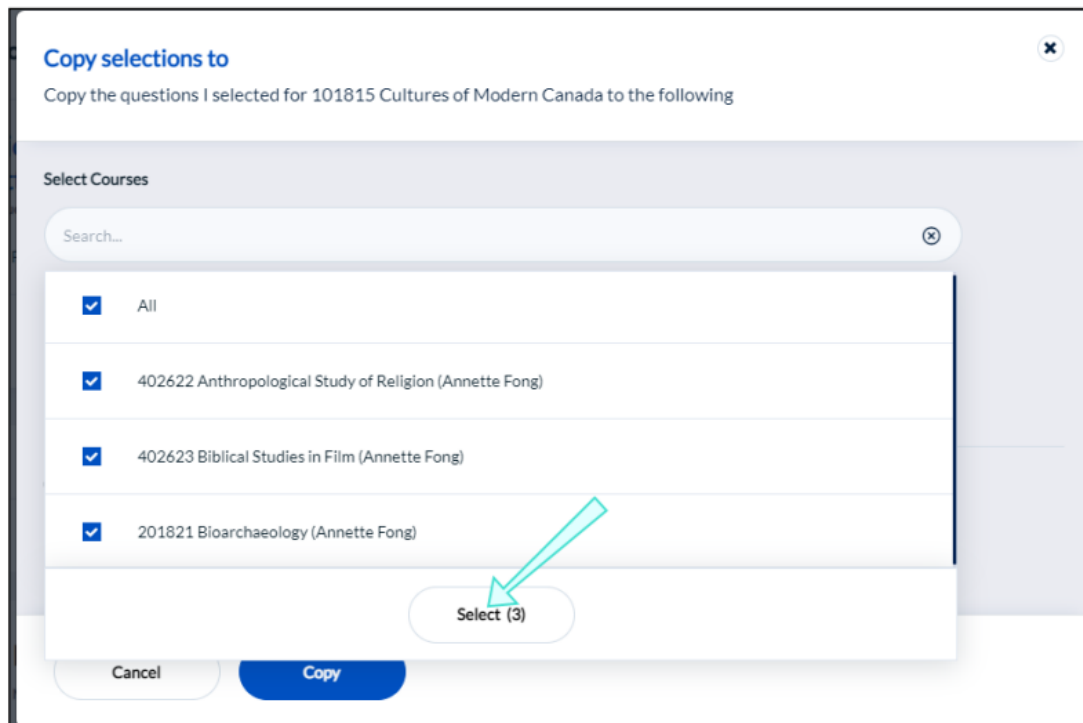
Figure 30: Copy To selection process

4. Choose to only copy the questions, or Copy and Submit the task immediately.
5. Select Copy to finalize the process.

> **CAUTION:**
>
> **Choosing to copy and submit can save you the step of manually submitting a task for each course individually. However, this also means you cannot review or modify the questions in that task after they have been submitted.**

Figure 31: Copy To completion process

SUGGESTIONS FOR IMPROVING RESPONSE RATES

At JMU, we understand instructor and unit head concerns about response rates on evaluations after transitioning to an online evaluation process. Many Blue-using institutions report similar concerns. There are a myriad of suggestions to get response rates higher on evaluations. While we will include some suggestions from the producers of Blue, we will also include suggestions from research institutions and from JMU's longer-term users of the software. We will try to show you how to take advantage of most options.

Everyone at JMU has at least three access points to the evaluation system, instructors have four:

1. Through links in system-generated emails
2. In the Resources Area under Faculty or Student tabs in MyMadison (Faculty tab image)
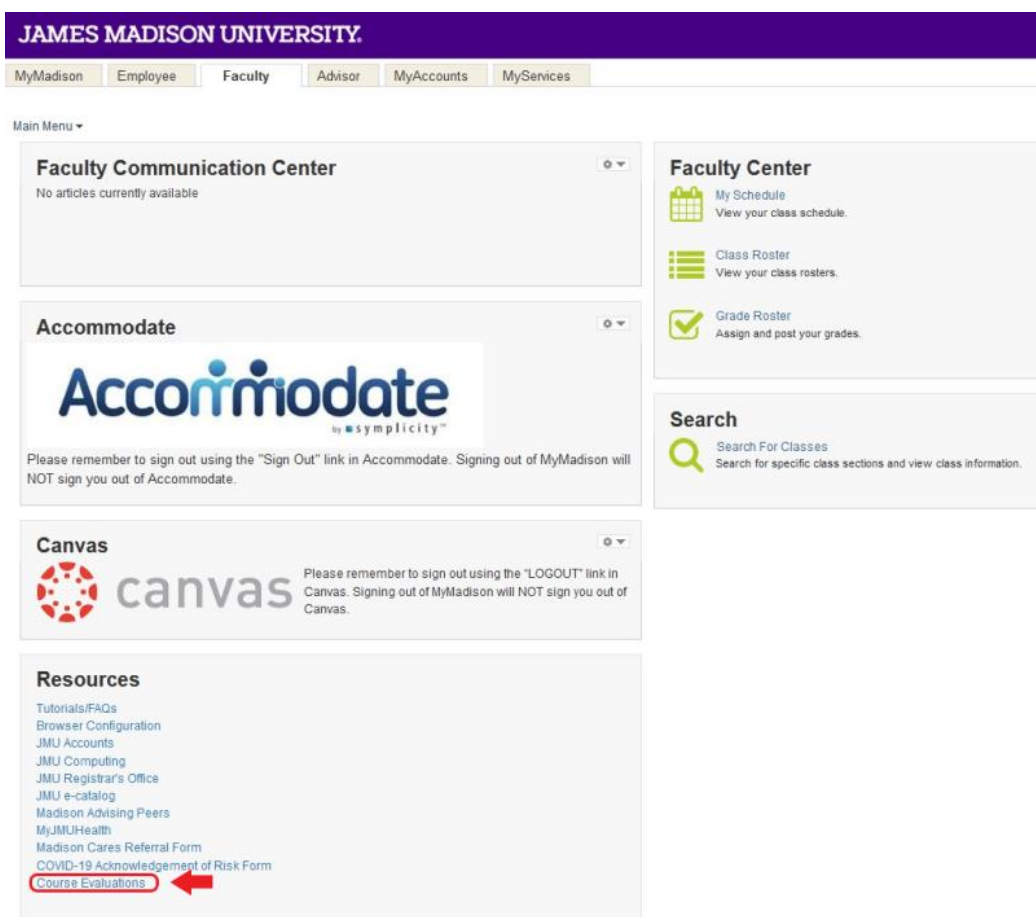
Figure 32: MyMadison Instructor Faculty Tab to show where to find Course Evaluations

3. In the Course Evaluations Task link in published Canvas courses.

   It is recommended that instructors publish their courses in Canvas, if for no other reason than to allow a third evaluation access point for students. The Canvas link, when paired with class time, most closely resembles paper processes utilized previously.

4. Instructors and Unit Heads may log directly into JMU's Course Evaluation system

The following suggestions will appear in the Instructor email inviting you to change evaluation dates and/or monitor response rates.

- **Include the evaluation in your syllabus: in Canvas and on paper.**
  Make sure students understand that evaluations are as much a part of their classroom experience as assignments, quizzes, and exams. If you are not sure when evaluations are offered, you are generally safe if you give the official schedule as the last two weeks of class.

- **Place the evaluation cycle(s) on any course calendars.**
  If students see evaluations as part of the class schedule, they will understand their importance.

- **Change the date and time to one of your preference.** While the "official end date" of the evaluation is the night before exams begin, you have the option to schedule your evaluation into exam week. Many instructors do that because the exam is considered part of the classroom experience. If your exam is online, make the evaluation link an extra-credit question on the exam. Notify your students of the date/time to which it has been changed.

- **Do it in class.**
  Blue is accessible from most mobile devices like smartphones, iPads, tablets, and laptops, so allow your students to bring such devices to class on evaluation day. Use Canvas. Use the QR Code option. Blue-using research institutions have shared that _**starting**_ the exam-review class session with evaluations yields higher response rates. Students will complete the evaluation to get exam materials. JMU's longest users state: "When combining class time with Canvas, it closely mimics paper, and most students in attendance will complete it."

- **Explain why it is important—to you and to them.**
  Students hear this from every professor. Tell them why you think evaluations are important. Let them know how you use student feedback. Give a concrete example of how students have benefitted from previous feedback: maybe it caused you to rethink the course design.

- **Communicate via multiple modes.**
  Announce evaluations in class as the time gets closer. Put an announcement on your course's home page in Canvas. Use other Canvas communication tools. Send an email. Use your course discussion boards. Display the QR code in PowerPoint at the beginning of class.

- ***NEW* You're using Canvas? REPOSITION the EVALUATION LINK!**
  In your course in Canvas, select Settings, then Navigation. Find the Course Evaluations Task link, click on it, drag and drop to the position just under your course's Home link. It will be visible to the students as soon as they log into your course. One instructor did this and their average response rate across all their courses was 81%!

> JMU is working with the makers of Blue on technologies to make evaluation link-sharing easier for instructors. Watch the JMU Course Evaluations website for updates on these technologies. Look through the guide to find information on using QR codes, or contact the LID desk.
>
> Acknowledgements of completion are now available via email to students for those instructors who request proof of completion for exam extra credit. Student identity in responses is still protected.

INSTRUCTOR FAQs

1. **I CANNOT FIND THE EMAIL TELLING ME TO ADD QUESTIONS or CHANGE DATES. HOW CAN I ACCESS THE SYSTEM?** While the link in the email is efficient, and will take you directly to the task, you may also access the system through MyMadison, in the Resources area to the lower left under your faculty tab (see figure 32) or by logging into the system with your JMU credentials (https://evalJMU.jmu.edu).

2. **IS THERE A PLACE WHERE I CAN FIND ALL MY REPORTS IN ONE LOCATION?** Yes, by logging directly into the system with your JMU credentials. Reports will be located below any active tasks you have in the system. (See figure 33 under the reports section.)

3. **I HAD MORE CONTROL OVER EVALUATIONS WHEN WE USED PAPER or OTHER SYSTEMS. IS THERE A WAY I CAN GET THAT BACK IN THIS SYSTEM?** Yes, by utilizing a combination of Canvas and class time. Research from Blue-using R1 institutions suggest using the beginning of the exam review class meeting. By doing so, instructors observe higher levels of participation (higher response rates) and receive more meaningful feedback. You might also schedule the evaluation to a date and time of your choosing, up to the close of the term. See *Subject Management* beginning on page 13. See also *Suggestions for Improving Response Rates* beginning on page 27.

4. **WHAT IF MY EVALUATION LINK IS NOT APPEARING IN CANVAS?** If you imported the course settings from a previous, older version of the course, you may need to move the link from hidden to visible.

5. **I AM CONCERNED ABOUT BIAS IN MY EVALUATIONS. IS IT PREVENTABLE?** When JMU fully implemented the evaluation system during the pandemic in 2020, those departments not yet using Blue submitted evaluation instruments which were carefully crafted utilizing best practices toward bias prevention. Older existing questionnaires are in review. There is a *Student User's Guide* for evaluations, with the following Guidance for Responses, also included in evaluation invitation emails to students.

SUGGESTIONS TO IMPROVE YOUR RESPONSE SUBMISSIONS

Your feedback is important to your instructors, but like you, instructors prefer constructive feedback. Student Evaluations of Teaching (SETs) are used for improving course design and instruction methods. You are the beneficiary of previous student feedback. SETs may also be used for instructor advancement and promotion. ***Even if you are the only student enrolled, complete the evaluation***, as JMU merges those sections by course ID, to protect your identity. Please consider the following when providing your feedback, especially in comments.

1. Instructors, like students, need constructive feedback on positive and negative aspects of their teaching and the course content.

2. Be concise and informative, not rude.

3. Focus on your learning experience throughout the course. Consider factors such as instructor preparedness, course content, feedback you received, and what you learned. Try not to consider unrelated factors.

4. Include specific examples based on your own experiences as you provide feedback.

5. Please be considerate, constructive, and thoughtful in your comment responses, avoiding comments about personal traits, race, gender, religion and the like. This best helps instructors and administrators use your feedback to improve teaching and learning at the University.

REPORTING EVALUATION DATA

I HAVE MY REPORTS. NOW WHAT DO I DO?

You just received an email from JMU Course Evaluations, telling you that your reports are ready. You clicked the link. Read the reports! First, let's help you better understand them:

1. Reports are set to never expire. They may become archived because they are more than four academic years old, but they are still available for your perusal, or for use in Promotion, Advancement, and Tenure packages.
2. You own your data, especially on the customized questions you may have added to your evaluations. You determine with whom that data is shared.

HOW CAN I ACCESS MY REPORTS?

Since the recent upgrade, Instructors now have four ways to access the Evaluation System and their reports. Access points follow the information earlier in this guide (see p. 4-9):

1. You will receive an email with a link to your reports beginning 48 hours after the end-of-term grade submission deadline. If you teach a block course, reports for those will be included with your end-of-semester reports.
2. You have access through JMU's single-sign-on pagelet, MyMadison, under the Resources Area of your Faculty tab after you log into MyMadison.
3. You have direct access to the evaluation system with your JMU Credentials using this URL: https://evalJMU.jmu.edu. You may wish to bookmark it, as sometimes the link in MyMadison is not accessible.
4. You now have access to reports through the LMS, Canvas. Look for the Course Evaluation Tasks link in your courses in Canvas.

> **Instructors are encouraged to publish their courses in Canvas, even if the only purpose is to use Canvas for evaluations at the end of a session or semester. Utilizing Canvas simplifies student access to evaluations during class meetings. JMU's long-term users report Canvas plus class time is as close to paper as an instructor can get in an online environment, and most students present will participate.**

With the possible exception of the link in the email, all access points will take you to the same place: the reports "home" page, found under any active tasks you may have. In our image, you see **active tasks**, your **Reports** list (set to never expire), and the new **Response Rate** Monitor Dashboard. Note the instructions and other information shown in the image.

See figure 33, Instructor Home Page, next page.

Figure 33: Instructor Home Page. Some information redacted.

REPORT TYPES: INDIVIDUAL REPORTS

An individual report is the most granular level of reporting in Blue. It allows the system administrator to generate a report that is specific to an individual course or instructor.

- Individual reports provide data based on a per instructor-per course-per section basis. Individual reports are the most frequently used report type in Blue.

How are Individual Reports used in Course Evaluations?

- An Individual Report would be used to provide Instructors with just the responses submitted for the Courses they teach. "Not applicable" and "did not answer" flags are not included in means.
- Your Individual Report will be provided to your department / unit head or your course director / administrator.
  Note: If you, as an Instructor, added customized questions to your evaluation, only you see that data. You have the option to share the data with your unit head or administrator.

Figure 34: Report Header

When the report opens, instructors will see the header first. The title contains the Course Mnemonic, which is a concatenation of Subject and Catalog, followed by the course description, section number, and term. Beneath that, you see your name and maybe a college code. The rest is self-explanatory. A "project" (above title) is the term Blue uses for the place in which evaluation data is collected. Any important evaluation-related information is located under Report Comments. You then see the Creation date, the availability of PDF and CSV (raw data) downloads, and response data.

Why do I have so many ways the data is presented in my reports? What do they mean?

There are many types of Report Blocks to present evaluation data:

FREQUENCY BLOCK is the most common way JMU reports response data to instructors in an individual report. There are several types of questions from which to collect data.

- **Single Selection:** one question with a single range of responses, usually strongly agree to strongly disagree, with or without comments
- **Single Selection Table:** one heading under which multiple related questions appear, with the same range of responses, with or without comments per question
- **Multiple Selection:** allows rater to select more than one option, including "Other" and "Specify."

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The Frequency Block presents the data in a concise way while using a graph for visual effect. It can include as much, or as little, detail as your department's assessment coordinator requests.

This sample uses a Single Selection Table question, which includes a Summary ("Overall") statistic box for this question. Typically, you will see a graph and two charts, one containing Response counts, with actual response numbers and percentages, and another containing the individual statistic values like Mean, Standard Deviation, and Response count.
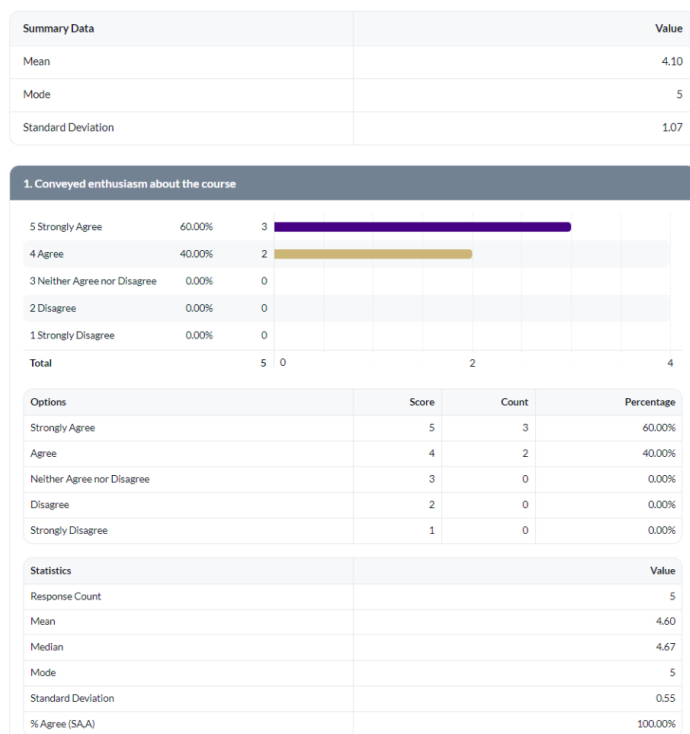

Figure 35, Frequency Block illustration

In our example, you see:

SUMMARY DATA: There are four instructor questions under this question title. Each value represents the average across all three questions. Only actual answers are used in these calculations. "N/A" (not applicable) and "DNR" (did not respond) counts are not included.

FIRST QUESTION TITLE: Under the question title, you see a graph showing how many students marked each available response with the percentage in parentheses. Below the graph is a frequency chart. First, you see the same information as in the graph. Below that, you see the individual question's statistics. The Graph/Chart is repeated for each question under the question header. Any qualitative response data will appear in a box below the frequency block question group.

> Some departments will utilize the frequency block charts without the graph, since the charts display the same information as the graph. They may opt to pair another graph from a different block type. The most common pairing is the Frequency Chart with the Score Block Graph.

SCORE BLOCK is another common, though less used, way JMU reports response data. It gives a quick glimpse into the overall student perception of a course. It is used when a department requests the ability for instructors to compare themselves with other instructors teaching the same course, or within the department regardless of courses taught. It is often paired with the Frequency Chart. Our sample shows response data for a question group, including standard deviation as requested.

Figure 36: Score block graph with Standard Deviation

The question mean is beside each graph bar. For most instructors seeing this graph, the FAQ is, "What is NAR?" Here is the explanation from the Blue Certified Administrator's (BCA) Website:

Norm Across Responses (NAR) *is a calculation method by Blue programmers that only considers responses to each question, based on the criteria given for the sort. If a student did not respond to a question, or if they responded N/A to that question, their non-response is not considered in the calculation.* Also from the BCA website:

*The **Norm across Responses** group element calculates the average of all responses in a group and is calculated based on a grouping field specified in the element. This grouping field is any of the available course or instructor fields present in the data. In a department level report, this group element returns the average of all responses for the courses in that particular department that share a particular attribute (such as all lab sessions). Each rater response has the same weight as all the other responses. If a student answers "Not applicable" or does not answer, that is counted as a non-response, and is not included in the average.* (See JMU group elements and usage, next page.)

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INSTRUCTOR NAR at JMU is based on the instructor's unique name in Peoplesoft and displays the norm across all courses that instructor taught for that term. (Ex., HIST225, 365, and 470 in SP23)
DEPARTMENT NAR at JMU is based on the department description, and displays the question mean for all courses in the department using that question or group of questions for that term.
COURSE NAR at JMU is based on the 6-digit course ID number in Peoplesoft and displays the mean for all sections of that course in a session and/or term, regardless of instructor, using that question or group of questions.
STUDENTS is a system-generated title which displays the mean for the exact Course-Section-Instructor relationship, or stated differently, for that particular evaluation. (Ex., HIST101-0001, taught by Professor Smith)

> Qualitative (comment) data on a question or group of questions is available with the Frequency Block and the Score Block. In the Individual Reports, it appears under each. When a department pairs Score Graph with Frequency Chart, comments will appear below the Frequency Chart.

SPREADSHEET BLOCK (No Graphs) is the most concise way to display data in a report, as it shows all data for each question on one line. Course and Department Norms Across Responses are visible in this example. For unit head reports, sorting by Course or Instructor is also available.

Question Group Title

	Invited	Resp	Mean	Median	Mode	SD	% Agree	Course # NAR	Department NAR
The course gave me information and understandings relevant to my educational objectives.	25	17	4.00	4.20	5	1.06	70.59%	4.02	4.37
The course gave me skills and perspectives applicable to my career goals.	25	17	3.82	4.00	4	1.07	70.59%	3.86	4.29
The content of this course was appropriate to the objectives of the course.	25	17	4.29	4.25	4	0.59	94.12%	4.34	4.54

Figure 37: Spreadsheet Block (Instructor View)

The individual questions in the grouping appear on the left. To the right, you can see the Course and Department Norms Across Responses. In the red box, you see what is called a Promoter Score. It indicates the percent of respondents who Agreed or Strongly Agreed with the question.

COMMENT (OPEN-ENDED) BLOCKS provide students' written responses in long form.

WHAT IS INCLUDED IN MY INDIVIDUAL INSTRUCTOR REPORT?

1. Any University level questions will appear at the top of your report. *(There are currently none.)*
2. Your Department's evaluation instrument will appear next.
3. If there are course-specific questions, such as Lab or Field Experience questions, those will appear next.
4. If you added Customized Questions to your evaluation, those will appear toward the bottom. Only you see that data. You have the option to share it with your unit head.

OTHER REPORT TYPES at JMU

MERGED INDIVIDUAL REPORTS are used when an instructor supervises or teaches several sections of low-enrollment courses in a session or term, ex., Research, Student Teaching, or Studio courses. Since lower enrollments typically do not meet the minimum response threshold, they prevent reports from being produced. As a work-around, sections of matching Course mnemonics (Subject/Catalog) are combined into one report (ex., ELED690, sections 0001, 0002, etc.). Instructors receive needed feedback while students feel confident their identities are still protected.

Figure 38: Header for Merged Report

Highlights:

- Sample above is a student-teaching course report, four sections, one student each section
- Under Report Comments, you see "Merged Report for all sections..."
- Under Responses, you can see four were invited to evaluate, and all responded.

> **Instructors should encourage students in their lowest enrollment courses (1-3 students) to complete evaluations.** Advise that their feedback is combined into one report. Combining all sections to meet the minimum response threshold usually produces a report while protecting student identities.

OTHER REPORT TYPES, cont.

GROUP-BY REPORTS are used to create Departmental Aggregate Reports for academic unit heads. They are sorted by Department Description in the Course Data Source. They utilize the same questions as the individual reports but are presented in a more concise way, typically in a spreadsheet block. This is where we sort the spreadsheet by Course or Instructor. They include Quantitative data only. No comments are included with Departmental Reports.

CUSTOMIZED EXPORT ANALYSIS REPORTS are created on departmental request. Again, they utilize the same questions as the individual reports, presented in spreadsheet form (usually CSV), but are sorted, presented, and delivered according to the unit head's preferences.

There are other report types available on request, including Rollover Reports, which could show comparisons in term over term or year over year formats. Contact the system administrator.

REPORTS DELIVERY SCHEDULE AT JMU

Reports are delivered at the end of a semester or term. The only exceptions are the one- and two-week Winter and Summer Session reports. Reports delivery follows this schedule:

INDIVIDUAL FACULTY REPORTS for INSTRUCTORS begin delivery 48 hours after the term's grade submission deadline. This timeframe applies to one- and two-week Winter and Summer sessions. Instructors receive their reports two days before their Unit Head receives the same report. Data from instructor-added questions only appears here. You have the option to share it with your unit head or course administrator.

DEPARTMENTAL AGGREGATE REPORTS for UNIT HEADS begin delivery 24 hours after the Individual Faculty Reports for Instructors. Short-session courses (1W and 2W) might be included with the end of term reports. These reports only contain quantitative data.

INDIVIDUAL FACULTY REPORTS for UNIT HEADS begin delivery 24 hours after the Departmental Aggregate Reports for Unit Heads. This timeframe gives instructors time to review their reports before meeting with their Unit Head regarding the same. Data from instructor-added questions will not be included. Short-session reports (1W and 2W) will be delivered 48 hours after the Instructors receive their reports for same.

> **Block course reports (Fall and Spring terms) for courses ending at the mid-term will be delivered with end-of-term reports,** beginning 48 hours after the end-of-term grade submission deadline. Exceptions will be considered on a per-request basis. Contact the evaluations administrator.

You will find the full evaluation schedule, including reports delivery start dates, on the Course Evaluations website. If you have other questions, you may contact the LID Desk, LET Support (LETSupport@jmu.edu) or the Course Evaluations Administrator (evalJMU@jmu.edu).

IMAGE INDEX by PAGE:

IMAGE INDEX BY PAGE, continued

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Thank you to all who collaborated on this effort. Your assistance and guidance are greatly appreciated!

FUTURE items for Instructor consideration:

- Links and/or QR codes to share with students for more controlled access of the evaluation
- Completion certificates and/or completion emails for students to verify they completed their evaluation