



LANSING COMMUNITY COLLEGE COURSE EVALUATION USER GUIDE

Blue by Explorance, Student Course Evaluation System

Last revised: February 28, 2022

LCC Nondiscrimination Statement

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INTRODUCTION TO BLUE COURSE EVALUATION SYSTEM

LCC's course evaluation system, Blue by Explorance, referred to as "Blue", launched spring 2021. Blue replaced LCC's old course evaluation system, IDEA. Blue was selected for its range of benefits including:

- Short evaluation form for students to complete
- Faculty can customize course evaluation questions by choosing questions from a pre-entered bank or add their own
- Real-time monitoring of response rates
- Faculty can trend their responses to questions over time
- Integration with D2L
- Continued email reminders for survey completion
- Course evaluation forms available according to the term of the course
- And, in future releases, will include the ability to conduct formative evaluations during the course

Important Dates

With Blue, course evaluation forms are available according to the length of the course. The table below shows when course evaluation forms are activated and deactivated and when questions can be customized. Instructors are also notified of their particular section dates via their LCC email address.

Length of Course	Course Evaluation Activation Date	Last day to Evaluate Courses	Open for Faculty Question Personalization
16-week	30 days prior to last course date	11:59pm on the last day of the class	Begins approximately 30 days prior to Course Evaluation Activation date and is available until it goes live to students in your course
14-week	25 days prior to last course date	Same as 16-week	Same as 16-week
8-week	20 days prior to last course date	Same as 16-week	Same as 16-week
Variable	Dependent upon course length goal is to start evaluation in last quarter of course	Same as 16-week	Same as 16-week
Optional Formative Evaluations	Invite email sent approximately 2 weeks into course – courses must be 8 weeks or longer to participate	Determined by faculty or default approx. mid-course	Immediately after opting in using invitation email and lasts until student fill out task begins

ACCESSING COURSE EVALUATION FORMS

Our Student Course Evaluation vendor, Explorance Blue (Blue), has created a dynamic system to help students, faculty, administrators, and support staff access evaluation materials. This system requires an LCC login with LCC ID and password. Logging in will allow Blue to send you to your own unique homepage.

This means you will only see items pertaining to your courses, tasks, reports, and faculty dashboard (where appropriate). Each user group will see a different home page layout, which is helpful for getting quick access to the information you care about, but can be confusing when talking with supervisors or students.

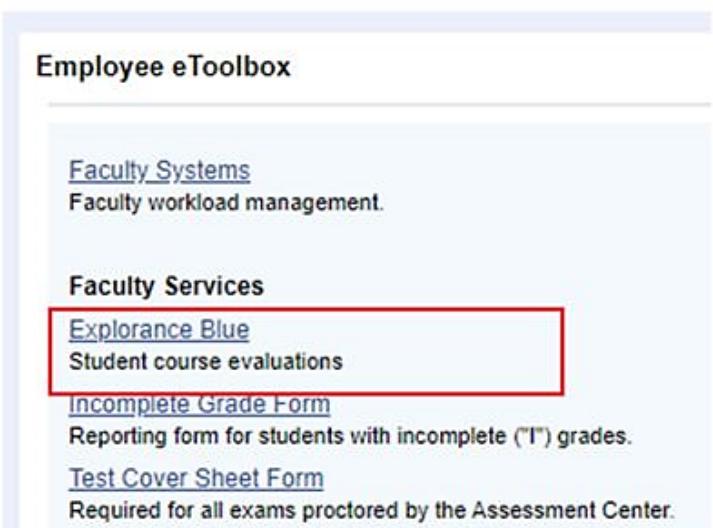
All items in Blue are accessible using computers, tablets or mobile devices. The dynamic screen will adjust to fit your screen size. Blue works with most browsers, but if you have trouble try using Google Chrome.

Your Blue Homepage

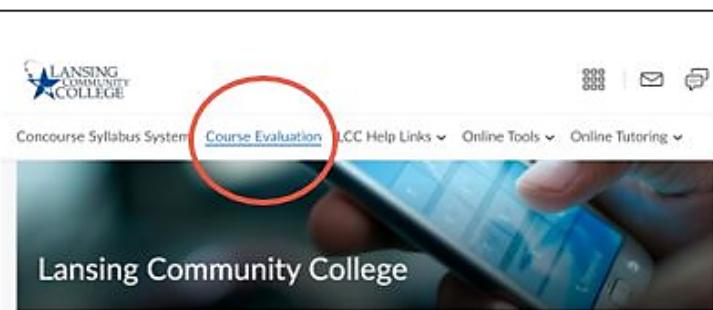
Your Blue homepage is the central location where you will access your tasks, reports, and faculty dashboard. It will look similar to the following image.

The menu on the left of the screen has links to your reports and faculty dashboards. Links to both completed and outstanding tasks and reports will be shown on the right.

Using MyLCC to access your Blue Homepage

	<p>Log into myLCC using your LCC user ID and password</p> <p>Open the Work tab</p>
	<p>Click the Blue/Explorance link located in the Employee eToolbox under Faculty Services.</p> <p>Accessing Blue through the myLCC portal will not require a separate login and you should be taken directly to your Blue homepage; however, if you access Blue from other methods you may be required to enter your LCC ID and password.</p>

Using D2L to access your Blue Homepage

	<p>Log into MyLCC</p> <p>Access D2L from the top, right toolbar</p>
	<p>Once in D2L Click on the Course Evaluation Link in your upper menu choices</p> <p>You will be taken to your list of tasks, such as personalizing your evaluation questions or reviewing reports, and can click those to access that task directly</p>

Direct Web access to your Blue Homepage

Note regarding required LCC user ID and password

Logging into myLCC or D2L requires your user ID and password and you are not required to re-enter it when using Blue. However, if you access Blue from the web, or as described below using email links, you may be required to enter your user ID and password to gain access. If you have already logged into myLCC, or D2L, and still have that running you will not be required to login again. If you have not yet opened an LCC application then you will get the normal LCC login screen.

You can bookmark the following email address to take you directly to Blue when on the web.

Blue Home Page link to copy: <https://lcc.bluera.com/lcc>

Email Access to Blue Homepage and Tasks

In the course of a semester you will be sent several emails from CDS or CTE regarding your Blue evaluations. Some of them have links that will take you to your homepage and some links will take you to specific tasks or reports. Here are a few sample emails to show you what to expect.

Email Examples

The following two emails take you directly to a task list.

The screenshot shows an email interface with a dark header bar. In the header, there are icons for Reply, Reply All, Forward, and IM, followed by the date and time: "Wed 1/6/2021 6:41 PM". The recipient's name is "Lansing Community College <cte@lcc.edu>" and the subject is "Add Additional Course Evaluation Questions". Below the header, the "To" field is listed as "[REDACTED]". The main body of the email begins with "Dear [REDACTED]" and a message stating, "You have at least one upcoming Blue Student Course Evaluation Survey." It then contains a bolded instruction: "If you would like to add additional questions to the survey, you must do so before the survey opens to the students." At the bottom, there is a blue hyperlink: "To access and review your upcoming course evaluation(s), use your institution credentials to log into the portal here".

 Reply All Forward IM
Thu 12/17/2020 3:44 PM
Lansing Community College <cte@lcc.edu>
Course Survey is Open

To [REDACTED] ^

Dear [REDACTED]

Your Blue Student Course Evaluation survey(s) is/are open.

PFHW163 - Healthy Lifestyles - 50386 December 27, 2020 TO January 26, 2021

Keys for Successful Response Rates

Research and best practice consistently show the single greatest factor to increase participation in online student ratings surveys is for faculty to express and demonstrate how the results are important and used in making meaningful change. The next most influential factor is to set aside time in class to complete the surveys.

[Check your course response rates here](#)

We understand time in class can be limited. However, if you allow approximately 10 minutes for your students to complete surveys during class research shows response rates improve. Mobile devices with an internet connection such as smart phones, tablets, iPods, etc. can all be used to access the surveys. If you are unable to allow time during class this semester, please remind your students that the evaluations are open and students have several different ways to access their evaluations.

Examples include:

- An email sent to their student email address
- A link within D2L
- This link you can share with the students: <https://lcc.bluera.com/lcc>

Sincerely,
Center for Data Science

This email has a choice of going to a specific task list or your homepage:

From: Center For Data Science <lcc-cds@star.lcc.edu>

Sent: Friday, February 5, 2021 9:17 AM

To:

Subject: Faculty Report Available

Dear [REDACTED],

A Blue Student Course Evaluation report is available for your recently completed section.

[To access your reports click here](#)

You can always check on the status of your evaluations by going to your Blue home page by clicking here:

[Faculty Home Page](#)

You will be asked to log in with your user ID and password.

Please contact the Center for Data Science, lcc-cds@star.lcc.edu if you have any questions regarding these reports.

Sincerely,

Dana Cogswell

Director of Institutional Research
Center for Data Science

Accessing Tasks Using D2L Pop-Up

	<p>When you log into D2L open task reminders will pop up on your screen</p> <p>You can click "Remind me Later" or click on the link to be taken directly to that task</p>
	<p>Using the above link might lead you to a task list like the one shown.</p> <p>This is not as comprehensive as your homepage. It only shows tasks and not reports or dashboard options. However, if you want to focus on your needed tasks this can be a faster route to use.</p>

FACULTY TASK: QUESTION PERSONALIZATION (QP)

Blue is set up with various “tasks” for faculty, administrators and students. This task is referred to as question personalization or QP. You will see both “QP” and “question personalization” used interchangeably throughout this guide.

Blue allows faculty to modify their Student Course Evaluations if desired. There are [14 universal questions](#) used for each section, which were determined by the Committee for Assessing Student Learning (CASL). In addition to those questions an instructor has the option to choose from a bank of other questions and/or create their own.

Popup screens will appear when a faculty logs into D2L while this task is open. It will continue to pop up until the QP has been submitted or the time allotted to make changes has past.

Accessing the QP Task

The first step of this process is to log into Blue and access this task. There are several ways this can be accomplished:

1. [Access the Blue system directly from myLCC](#)
2. [Use D2L to access your Blue Homepage](#)
3. [Use D2L pop-ups to access the specific task you want focus on](#)
4. [Access through email notifications](#)

Sample Email Notification for the QP task

Dear [faculty first name here]:

You have at least one upcoming Blue Student Course Evaluation Survey.

If you would like to add additional questions to the survey, you must do so before the survey opens to the students.

[To access and review your upcoming course evaluation\(s\), use your institution credentials to log into the portal here](#)

You will be receiving an email from CDS that looks like the following example:

Once you click on the link you will be either be taken to your LCC sign on screen to enter your LCC user id and password, or directly to a list of current tasks like the one in the image below.

Question Personalization Task List

Task Owner: Jane Doe
Project Title: Course Evaluation -FALL 2019 (Active Demo)
Category: Course Evaluations
Subcategory: [Not Classified]

Subject	Due date	Status
PL1001-C-F: The Political World-C-F (Doug Hunt)	Tuesday, December 31, 2019	In Progress
PY1102-C-I: Exploring Psychology II-C-I (Agnes Au)	Tuesday, December 31, 2019	In Progress
PY1102-T-I: Exploring Psychology II-T-I (Ben Buckley)	Tuesday, December 31, 2019	In Progress
PY2108-C-I: Human Development across the Lifespan-C-I (Agnes Au)	Tuesday, December 31, 2019	In Progress
WS1005-T-E: Human Rights & Social Issues-T-E (Beth Tinning)	Tuesday, December 31, 2019	In Progress
WS1005-T-I: Human Rights & Social Issues-T-I (Carolyn Timms)	Tuesday, December 31, 2019	In Progress
WS2512-C-I: Organisational Practice-C-I (Peter Gamby)	Tuesday, December 31, 2019	In Progress
WS2512-T-I: Organisational Practice-T-I (Beth Tinning)	Tuesday, December 31, 2019	In Progress

Mobile Version | Standard Version

Powered by blue*

Clicking on one of those links will get you to your specific Course Evaluation QP. An image of what that could look like what follows this paragraph.

The screenshot shows a web-based course evaluation tool. At the top left is the Lansing Community College logo. The main title is "Course Evaluation for Spring 2021 (Demo) for BIOL201 - Human Anatomy - 50410". On the left, there are two small icons: a pencil and a paper. Below the title, under the heading "Messages", it says "When this icon is visible, you can modify text." and "There are no errors to display." Under "Instructions (Hide)", it says "Instructions" and provides instructions for customizing the questionnaire. It also notes that it's important to edit personalized questions before submitting. A note says "Please note, clicking the "Preview" button below will allow you to see what the existing survey will look like without additional questions added." The "Item List" section has a "Preview" button and dropdown menus for "View All items" and "All options". It contains two sections: "Section A for Instructors: Select your questions from the question bank." and "Section B for Instructors: Create your own questions.". Both sections have a note about expanding categories to view and select items, and a "Select" button to ensure items appear on the evaluation. There are "Show Section" links for each. At the bottom are "Save" and "Submit" buttons, and a "blue*" watermark at the bottom right.

The Committee for Assessing Student Learning (CASL) worked to determine the universal base evaluation and a bank of extra questions you can choose to add to your evaluation. If you want to see what they look like from your student's perspective right away you can go to the [Previewing the Evaluation](#) section of this guide.

Adding Questions to Your Evaluation

It is not necessary to add additional questions. If you are not planning on customizing your evaluation skip this section and go directly to the [Submitting Your Evaluation](#) section of this guide.

Selecting from the Question Bank

To select questions from the bank, once on your QP page select the Open all questions button in “Section A for Instructors: Select your questions from the question bank.” This will expand the selection list. Simply choose the select button beside the questions to have them added to your evaluation. If you would like to see the details of how the question is laid out select the Preview button to the left of the question. Below is an image showing a expanded question from Section A.

Item List

Preview View All items All options

Section A for Instructors: Select your questions from the question bank.
Expand the following categories to view and select items that you would like to include in your evaluation. Click the Select button to ensure your item appears on your evaluation.

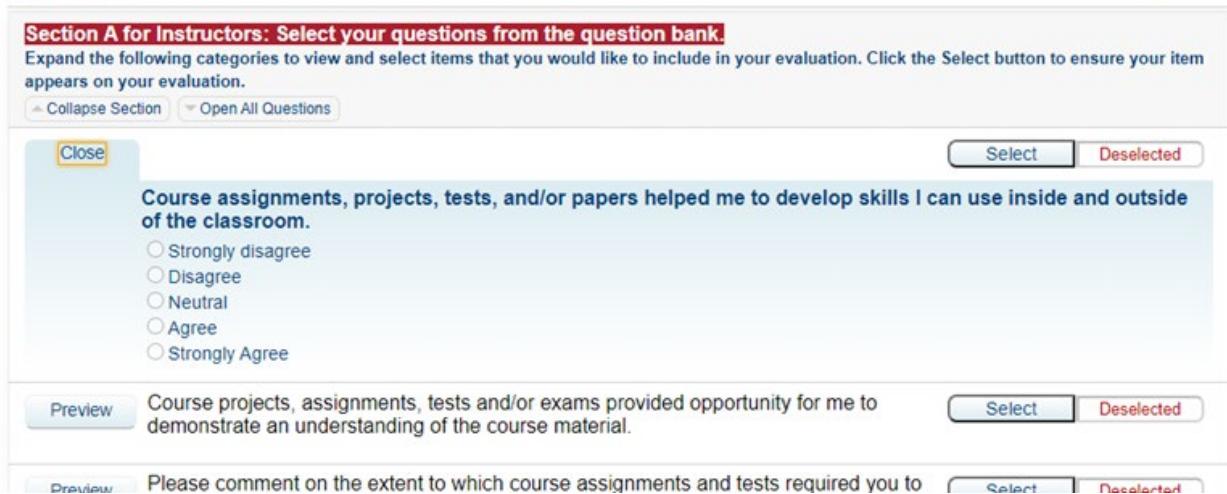
Collapse Section Open All Questions

Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.

Strongly disagree
 Disagree
 Neutral
 Agree
 Strongly Agree

Preview Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

Preview Please comment on the extent to which course assignments and tests required you to



You can select the “Open All Questions” button at the top of Section A to see the details of all questions without having to select them individually. When you are done looking at the section you can select the “Collapse Section” to get back to your initial QP page look.

Be sure to save your work as you move through this process. If you exit without saving your changes will not be kept. The “Save” link is found on the bottom of the QP page, and shown circled in the image below. Don’t worry if you clicked “Submit” instead of “Save.” You can continually update your evaluation until it goes active for student input even after it has been saved.



Course Evaluation for Spring 2021 (Demo) for BIOL201 - Human Anatomy - 50410

Messages

When this icon is visible, you can modify text.

There are no errors to display

Instructions [Hide]

Instructions

The following questions allow you to customize the questionnaire framework to best suit your needs. You are able to select a number of selectable questions and personalized questions to include in the questionnaire.

It's important to edit the personalized questions you have selected before submitting the questionnaire. If you aren't ready to submit your question selections yet, you can save your work and come back to it later.

Please note, clicking the "Preview" button below will allow you to see what the existing survey will look like without additional questions added.

Item List

Preview

View

All items

All options

Section A for Instructors: Select your questions from the question bank.

Expand the following categories to view and select items that you would like to include in your evaluation. Click the Select button to ensure your item appears on your evaluation.

Show Section

Section B for Instructors: Create your own questions.

Expand the following categories to view and select items that you would like to include in your evaluation. Click the Select button to ensure your item appears on your evaluation.

Show Section

Save

Submit

blue*

Creating Your Own Questions

To create your own questions, from your QP page select the “Show Section” button in “Section B for Instructors: Create your Own Questions.” Select the Edit button directly to the left of the question title to see more details on an individual basis or select the “Open All Questions” option to see all details available.

The screenshot shows a web-based application window titled "Section B for Instructors: Create your own questions." At the top, there are buttons for "Collapse Section" and "Open All Questions". Below the title, a note says "Expand the following categories to view and select items that you would like to include in your evaluation. Click the Select button to ensure your item appears on your evaluation." There are three question templates:

- Question 1:** A text input field with placeholder text "Please enter your question here (Likert scale 1)." Below it is a list of five radio buttons labeled "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree". To the right are "Select" and "Deselected" buttons.
- Question 2:** A text input field with placeholder text "Please enter your question here (Likert scale 1.)". To the right are "Select" and "Deselected" buttons.
- Question 3:** A text input field with placeholder text "Please enter your question here (Likert scale 1.)". To the right are "Select" and "Deselected" buttons.

You can edit a question before selecting it so be sure the “Selected” tab is showing green. If you are unsure you can hover your mouse over the tabs and a note from the system will pop up. See figure below.

The screenshot shows the same interface as above, but with a different state. A message box at the top right says "You have selected 1 question(s)." The "Selected" button for the first question is highlighted in green, while the "Deselect" button is in red. The question template for Question 1 is shown with the text "Test Question" in the input field and the radio buttons for the Likert scale.

There are three type of questions that can be added.

1. Likert Scale 1 which has the student select one of the following choices: Strongly Disagree, Disagree, Neutral, Agree, or Strongly Agree.
2. Likert Scale 2 which has the student select one of the following choices: Never, Rarely, Sometimes, Most of the Time, or Always.
3. Comment Questions

As a reminder: Be sure to save your work as you move through this process. If you exit without saving your changes will not be kept. The “Save” link is found on the bottom of the QP page, and shown circled in the image below. Don’t worry if you clicked “Submit” instead of “Save.”

You can continually update your evaluation until it goes active for student input even after it has been saved.

The screenshot shows a web-based course evaluation tool. At the top, the Lansing Community College logo is visible. Below it, the title of the evaluation is displayed: "Course Evaluation for Spring 2021 (Demo) for BIOL201 - Human Anatomy - 50410".

Messages

When this icon is visible, you can modify text.
There are no errors to display

Instructions [Hide]

Instructions

The following questions allow you to customize the questionnaire framework to best suit your needs. You are able to select a number of selectable questions and personalized questions to include in the questionnaire.

It's important to edit the personalized questions you have selected before submitting the questionnaire. If you aren't ready to submit your question selections yet, you can save your work and come back to it later.

Please note, clicking the "Preview" button below will allow you to see what the existing survey will look like without additional questions added.

Item List

Preview View All items All options

Section A for Instructors: Select your questions from the question bank.
Expand the following categories to view and select items that you would like to include in your evaluation. Click the Select button to ensure your item appears on your evaluation.
 Show Section

Section B for Instructors: Create your own questions.
Expand the following categories to view and select items that you would like to include in your evaluation. Click the Select button to ensure your item appears on your evaluation.
 Show Section

Save Submit

4. blue*

Important Information for Team Taught Courses

All added questions will be put in the Instructor Section of the evaluation. This means that the personalization an instructor does will not affect any other evaluation. This can be problematic for team taught courses.

If you want an added question to show up for each instructor of a team taught section, each instructor will need to be aware of this and add it as part of their QP task. On the other hand, if you want to have varied questions for the varied instructors each can add their own without concern it will be automatically added to other faculty in the same section.

Universal Program Questions – Contact CDS

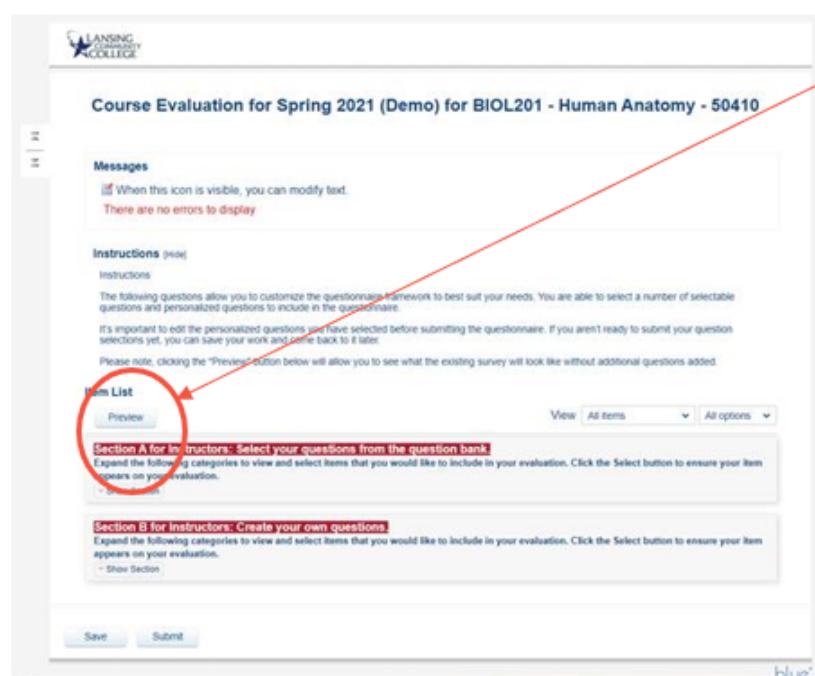
If your program has specific questions it needs added to the [14 Universal Questions](#) provided by CASL please contact CDS. We can work with your program to develop a system so that the required questions will be not need to be individually added each semester.

This is for program use only. Depending on the request it will take at least semester to implement. Therefore a request during fall semester would be available at the earliest by the following spring semester.

Individual instructors can copy their question personalization from one section to another during each semester. Note: A Fall 2022 upgrade in Blue will allow copying the QP between semesters as well but it is not available as of Spring 2022.

Previewing Student View of the Evaluation

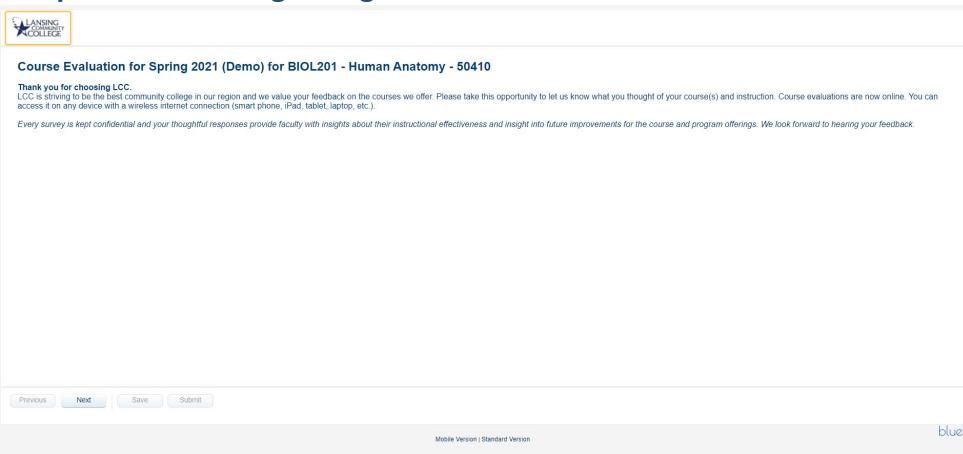
There is a way to see what the evaluation will look like to your students. You can use this to see the default survey before you make any changes and can also use this method to view how your custom questions will appear. The only difference in the process detailed below is that you will need to “Save” any changes you have made to the evaluation before they will appear in the preview.



Click on the “Preview” button, located just under the “Item List” heading, you will see the survey as it currently exists. This will be a separate window opened to show you the survey so just close the window when you are done and you will be returned to your starting page.

The questions are broken up into sections, the top one being for the course, which all evaluations will have. The second section is for questions pertaining to the faculty. This area will be specific to each faculty.

Sample Welcome Page Image



Course Evaluation for Spring 2021 (Demo) for BIOL201 - Human Anatomy - 50410

Thank you for choosing LCC.
LCC is striving to be the best community college in our region and we value your feedback on the courses we offer. Please take this opportunity to let us know what you thought of your course(s) and instruction. Course evaluations are now online. You can access it on any device with a wireless internet connection (smart phone, iPad, tablet, laptop, etc.).

Every survey is kept confidential and your thoughtful responses provide faculty with insights about their instructional effectiveness and insight into future improvements for the course and program offerings. We look forward to hearing your feedback.

Previous Next Save Submit

Mobile Version | Standard Version

Sample Question Section of the Evaluation

Here you can see the general layout with course specific questions on top followed by the instructor name and then instructor related questions. If a section is team taught all instructors will see the course related information in their final reports but will only see the answers pertaining to them from the instructor section.

The screenshot shows a survey page for BIOL201 - Human Anatomy - 50410. At the top left is the Lansing Community College logo. The title "Course Evaluation for Spring 2021 (Demo) for BIOL201 - Human Anatomy - 50410" is displayed. Below the title are sections for "Course materials", "Engagement", "Feedback", and "Instructor".

Course materials:

Course projects, assignments, tests, and/or exams improved my understanding of the course material.
The course textbook and/or readings contributed to my learning of the subject matter.
Course requirements and goals were stated clearly at the beginning of the course.
The classroom environment including space, tables, desks, lighting, etc. made it easy for me to learn.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	<input type="radio"/>				
The course textbook and/or readings contributed to my learning of the subject matter.	<input type="radio"/>				
Course requirements and goals were stated clearly at the beginning of the course.	<input type="radio"/>				
The classroom environment including space, tables, desks, lighting, etc. made it easy for me to learn.	<input type="radio"/>				

Engagement:

I was given multiple ways to interact with the instructor throughout the course.
○ Never
○ Rarely
○ Sometimes
○ Most of the Time
○ Always

The instructor encouraged group activities and discussions throughout the course.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly Agree

Feedback:

I was informed of my progress throughout the semester.
○ Never
○ Rarely
○ Sometimes
○ Most of the Time
○ Always

My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly Agree

Instructor:

The course instructor explained course materials clearly.
The course instructor communicated enthusiasm and interest in the course material.
The instructor responded respectfully to students' questions.
The instructor encouraged respect for differing student opinions and experiences throughout the course.

	Never	Rarely	Sometimes	Most of the Time	Always
The course instructor explained course materials clearly.	<input type="radio"/>				
The course instructor communicated enthusiasm and interest in the course material.	<input type="radio"/>				
The instructor responded respectfully to students' questions.	<input type="radio"/>				
The instructor encouraged respect for differing student opinions and experiences throughout the course.	<input type="radio"/>				

What strategies or techniques did the instructor use to create an inclusive learning environment?

Below this question is a large empty rectangular text area for writing.

At the bottom of the page are buttons for "Previous", "Next", "Save", and "Submit". To the right is a progress bar showing "Progress" and "100%".

This Preview does not impact your QP task.

The “Preview” button opens a new window and lets you see what the students see. Clicking “Submit” from the Survey Preview page DOES NOTHING. You must use the submit button from the QP task page to submit your survey. Details of the submission process follow in the [Submitting Your Evaluation](#) section of this guide.

Team-taught course preview differences

Please note, that when a course is team taught students will be given the option of checking a box for which instructor they will be evaluating. If you are previewing a team-taught course be sure to click on the box with your name by it as you move through the preview. Yours will be the only name shown in this preview but know the student will see all the faculty listed in the course on Banner when they are filling out the evaluation. If you don't click on your name the following pages will only show the top course questions and no instructor questions.

It bears repeating, if a course is team-taught a faculty will only see the results for questions filled in by students for the instructor they picked when they check the aforementioned box.

Below is a sample image of a team taught course preview a faculty might see. The actual student evaluation would have all team members listed there for the student to choose from. Note: The student can choose more than one instructor to evaluate for the course.

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Course Evaluation for Spring 2021 for CHSE144 - Phlebotomy Externship - [REDACTED]

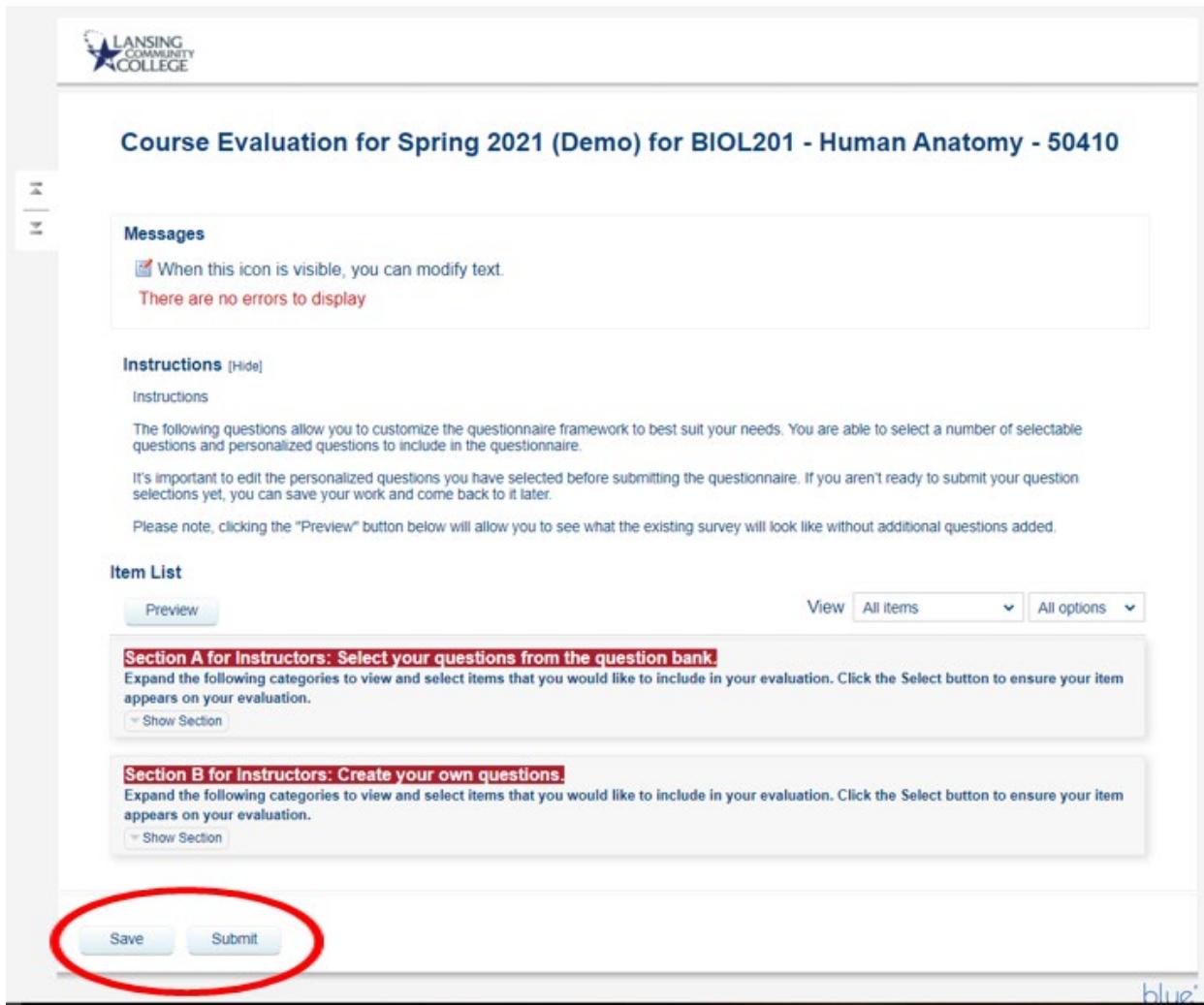
Please select your instructor.
 [REDACTED]

Previous Next Save Submit Progress [REDACTED] 50%

Mobile Version | Standard Version blue*

Submitting Your Evaluation

Submitting is very simple! Access the personalized question task, which will open the QP page. Then scroll down to the bottom of the QP page and select submit.



The screenshot shows the 'Course Evaluation for Spring 2021 (Demo) for BIOL201 - Human Anatomy - 50410' page. At the top left is the Lansing Community College logo. Below it, the title is displayed. A 'Messages' section indicates there are no errors. The 'Instructions' section provides guidance on customizing the questionnaire. The 'Item List' section contains two expandable sections: 'Section A for Instructors: Select your questions from the question bank.' and 'Section B for Instructors: Create your own questions.'. Both sections include a 'Show Section' link. At the bottom of the page, there are 'Save' and 'Submit' buttons. The 'Submit' button is circled in red.

If you do nothing the default [14 Universal Questions](#) developed by CASL will be the extent of your course evaluation. It is perfectly acceptable to not customize your evaluation any further than the default. However, to discontinue reminder emails and D2L pop ups screens during the open period for your QP task you need to submit your QP task page.

The duration of the QP task is determined upon the section length. Each task in your lists, either from a linked task list or the faculty home page, will have a start and end date noted. The general guidelines can be found in the [Important Dates](#) section of this guide.

During the open task period, instructors can change their evaluations at any time, even after they have submitted them. Note: They will need to submit again to update their evaluation.

FACULTY TASK: MONITORING RESPONSE RATES (SVM)

Blue is set up with various “tasks” for faculty, administrators and students. When the evaluation is open for student input the faculty also have the ability to monitor their response rates in real time using their Subject View Manager (SVM) task.

Instructors will receive an email when this is available. Below is an image of an example email.

The screenshot shows an email interface. At the top, there are standard reply, reply all, forward, and IM buttons, along with a timestamp: Thu 12/17/2020 3:44 PM. The email is from Lansing Community College (cte@lcc.edu). The subject line is "Course Survey is Open". The recipient's name is redacted. The body of the email starts with "Dear [redacted]". It informs the recipient that their Blue Student Course Evaluation survey(s) is/are open. It specifies the course number PFHW163 - Healthy Lifestyles - 50386 and the evaluation period from December 27, 2020 TO January 26, 2021. A section titled "Keys for Successful Response Rates" follows, stating that research shows the single greatest factor to increase participation is for faculty to express and demonstrate how the results are important and used in making meaningful change. The next most influential factor is to set aside time in class to complete the surveys. A link "Check your course response rates here" is provided. The message concludes with "Sincerely," and "Center for Data Science".

This can also be accessed from your Blue Homepage, see the [Accessing Course Evaluation Forms](#) section of this guide for various ways to get there.

There will be a SVM task for each section an instructor is teaching for the semester. Once open the SVM will detail the Start and End date of the evaluation window for students, the number of students that received the evaluation, the number that have responded (in real time), and the Percent rate. Below is an example image.

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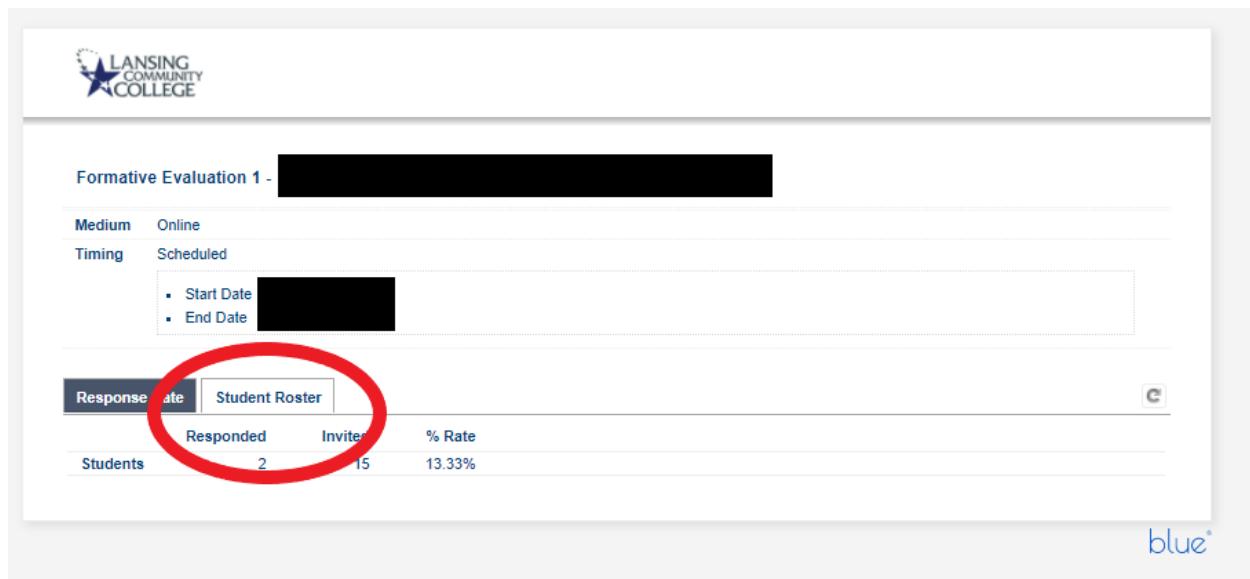
Formative Evaluation 1 - [REDACTED]

Medium Online
Timing Scheduled

Start Date [REDACTED]
End Date [REDACTED]

Response Rate	Student Roster
Students	2 / 15 13.33%

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Clicking on the Student Roster will take you to a screen that lists the students in the course and if they have received an evaluation invitation email from Blue. The image below gives an example of that.

LANSING COMMUNITY COLLEGE

Formative Evaluation 1 - [REDACTED]

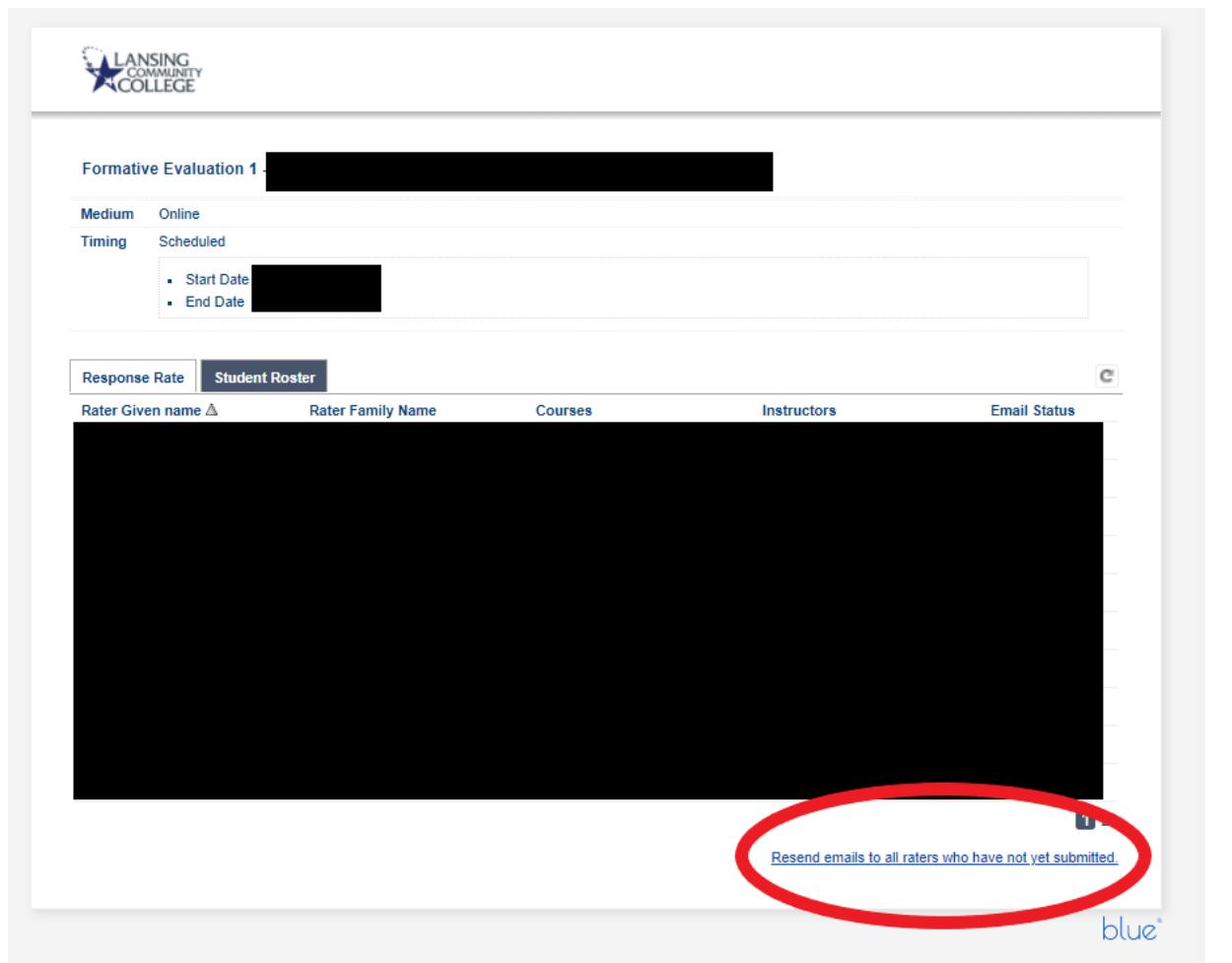
Medium Online
Timing Scheduled

Start Date [REDACTED]
End Date [REDACTED]

Response Rate	Student Roster			
Rater Given name ▲	Rater Family Name	Courses	Instructors	Email Status
[REDACTED]				

[Resend emails to all raters who have not yet submitted.](#)

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Clicking on the “Resend emails to all raters who have not yet submitted.” link will do just that. Any student who still has an evaluation to complete will get a reminder email. This can be helpful for in class capture of responses. If a student can’t find their original email invitation, with link, you can send one. It should just take a few moments for the servers to communicate and an email to be in the student’s inbox for their use.

Here is an example of what the a student email could look like:

Dear [Student First Name],

Thank you for choosing LCC.

LCC is striving to be the best community college in our region and we value your feedback on the courses we offer. Please take this opportunity to let us know what you thought of your course(s) and instruction. Course evaluations are now online. You can access them on any device with a wireless internet connection (smart phone, iPad, tablet, laptop, etc.).

[To access course evaluations please click here](#)

Please follow the link and log into the system using your username and password.

The system is set up to automatically create reminders. Once your evaluation is complete you will no longer receive reminder messages.

If you have technical difficulties with your username or password, please contact the LCC Help Desk at 517-483-5221 or lcc1@lcc.edu

Your feedback is greatly appreciated!

Thank you in advance for helping our faculty and LCC improve our learning environment.

Center for Data Science

Every evaluation is kept confidential and your thoughtful responses provide faculty with insights about their instructional effectiveness and insight into future improvements for the course and program offerings. We look forward to hearing your feedback.

COURSE EVALUATION REPORTS

Viewing Reports

How to access reports

There will be an email when reports are newly available. However, all reports can be found in the Blue Home Page. Go to the [Accessing Course Evaluation Forms](#) section of this guide for more details on how to get to your homepage.

Example Email Image

From: Center For Data Science <lcc-cds@star.lcc.edu>
Sent: Friday, February 5, 2021 9:17 AM
To:
Subject: Faculty Report Available

Dear ,

A Blue Student Course Evaluation report is available for your recently completed section.

[To access your reports click here](#)

You can always check on the status of your evaluations by going to your Blue home page by clicking here:

[Faculty Home Page](#)

You will be asked to log in with your user ID and password.

Please contact the Center for Data Science, lcc-cds@star.lcc.edu if you have any questions regarding these reports.

Sincerely,

Dana Cogswell
Director of Institutional Research
Center for Data Science

A similar email goes out at the end of the semester to administrators when their reports are available.

Example Blue Homepage reports list

A screenshot of a web-based report management system. At the top, there's a header bar with the word "Reports". On the right side of the header are search and filter options, including a search input field with placeholder "section", a dropdown menu set to "All", and a "Reset" button. Below the header is a toolbar with buttons for "Show child reports" (set to 0), "Current" (which is selected and highlighted in blue), and "Archived". A "Sort by Date Published" dropdown is also present. The main content area shows a list of three reports, each with a title, a small thumbnail image, and a "View" icon. The reports are: "View the Section - Fall 2021 report" (published 2021-08-13), "View the Section - Summer 2021 report" (published 2021-06-01), and "View the Section report" (published 2021-02-04). Each report entry includes a small "2021" and "Fall" or "Summer" or "Spring" badge.

Enlarged Report list

An enlarged view of the same report list from the previous screenshot. The "Reports" header is visible at the top left. Below it, the text "3 of 3 (filtered from 19 tasks)" is displayed. The three reports are shown in separate, vertically aligned boxes. Each box contains the report title, a small thumbnail image, and a "View" icon. The reports are: "View the Section - Fall 2021 report" (published 2021-08-13), "View the Section - Summer 2021 report" (published 2021-06-01), and "View the Section report" (published 2021-02-04). Each report entry includes a small "2021" and "Fall" or "Summer" or "Spring" badge.

If the report list becomes cluttered don't forget to use the search option on the far right in the blue Report Heading bar on your home page! Putting the year or semester you care about here will filter out all the other past reports on the list. You can sort in various ways by using the pull down menu and there is a reset selection available as well.

Enlarged filter, in this case to section reports

A screenshot of a search interface. At the top left is a search bar containing the word "section". To its right is a small "X" icon. Next to the search bar is a dropdown menu with the word "All" and a downward arrow. To the right of the dropdown is a "Reset" button. Below the search bar is a "Sort by Date Published" button with a downward arrow.

Report Response Thresholds

Student confidentiality is important to ensure honest answers to the evaluations. This is respected by not creating reports if the response rate is less than 3 students or 10% of the course. Both conditions must be met for reports to be generated. If you see "Threshold not met" next to a report title in your report list that is why there is nothing to view there.

Types of Reports Generated

PDF examples of each report listed below can be found in the [Example Report](#) section located in the appendix of this guide. Each report is standardly shown electronically as an HTML accessed from the links given in emails or from Home Pages. PDFs of the reports can be downloaded as well as csv files of the raw data used to make the summarized report. No student identification is given in any report format.

Faculty Reports

There are three faculty reports generated.

1. Section Report
 - a. This report is a summary of all questions in the individual section of a course. All comments from students will be listed on this report.
 - b. It is available 3 days after a course has ended.
 - c. Every instructor will get one of these reports, as long as response thresholds have been met.
 - i. If team taught each instructor will see the answers to the designated course questions and then only the answers pertaining to them in the instructor section.
2. Instructor Report
 - a. This is an aggregated report that summarizes information from all sections taught by the instructor during one semester.
 - b. It gives comparisons with averages from the Department, Division and LCC for each question, where available.
 - c. It is available to each instructor approximately a month after the semester ends.
 - i. Wait time needed to incorporate High School courses which end at a later date than the LCC semester.

- ii. Report is generated 3 days after the last course evaluated for LCC has ended.
- 3. Faculty Course Report
 - a. Summarizes all sections of a given course.
 - b. Only goes to faculty teaching a section in a course that has a minimum of 3 different instructors teaching sections there.
 - i. An example of this would be ENGL 121 courses.
 - c. Compares average answer scores between the individual faculty and the rest of the aggregated course answers.

Administrative Reports

Within the Blue system, administrators are broken into three groups: Department Heads, Deans, and the Provost Office. Department Heads can see the faculty reports of faculty they oversee as well as departmental reports. Deans can see faculty reports of the faculty within their departments, departmental and divisional reports. The Provost office has access to all reports generated each semester.

Administrative reports are aggregated summaries of information often comparing answer averages between the department/division and LCC. However, csv files can be downloaded from these reports giving access to more details if needed.

Refer to the [Example Report](#) section in the appendix of this guide for more details.

Record Retention Policy

LCC faculty and administrators have access to their Blue Reports, from Blue, as long as they remain LCC employees and Blue remains LCC's course evaluation vendor.

Instructors are encouraged to download a PDF of the reports that they want to keep in their personal files.

Per our LCC record retention guidelines Individual Course Evaluation Reports will not be kept by LCC more than 5 years. Aggregated information for longitudinal calculations will be retained permanently. Therefore, if we move to a different vendor the Blue reports will be phased out and individual report information will be deleted upon the 5 year anniversary of its creation.

FORMATIVE EVALUATIONS

Expected Available Fall Semester 2022.

Administering a formative evaluation is optional and only available to courses at least 8 weeks in length.

Formative evaluations may be used during the course to gain insight about the learning needs and characteristics of your students. Information gathered from formative evaluations can be used to inform pedagogical decisions during the semester.

Opt In

To create a formative evaluation for your section, you must wait until you receive an invitation email asking if you want to “Opt In” to this process. It should be received around the second or third week of the course.

Below is an example invitation email:

Dear [Faculty Name],

You are being invited to **OPT IN** and create an OPTIONAL Formative Evaluation for your course! You will receive this invitation email once for each part of term (POT) you are teaching in that is 8 weeks or longer. In order to reduce evaluation confusion **YOU WILL NOT GET REMINDERS FOR THIS OPTION.** Other Blue evaluation emails will be coming in regards to your required end of semester Student Course evaluations.

What is a Formative Evaluation? It is a short questionnaire given to your students early in the semester. They can be used during the course to gain insight about the learning needs and characteristics of your students. Your evaluation reports are sent to you the day after your evaluation period ends, allowing for any desired changes to happen while the course is still in session. Example questions include: "What could the instructor [keep doing, stop doing, start doing] to help you learn?" or "What steps are you taking to keep on track in this course?"

To participate,

[Use this link to View and Manage your Course](#)

or go to your [Blue Home Page](#) and under your task heading select the View and Manage task related to Formative Evaluation - Spring 2022.

When you click on that link you will see both the course name and your own. Opt-in by clicking on both of the buttons **one by the course and one by your name**. If you are team teaching someone may have already opted in the course, if that is the case you just need to opt in by selecting the button by your name.

You can also schedule the formative evaluation around your classroom needs! A default time is shown in this task window, right below the opt in buttons. If you would rather a longer or shorter evaluation period starting, or ending, at a different time, you can select it here.

After opting in the Question Personalization (QP) task will open. You can go back to your task list on your [Blue Home Page](#) and begin creating your evaluation right away or do that later. A separate QP email, with link and evaluation creation instructions, will be sent to you as well.

If you don't want to participate simply do nothing. Any other evaluation information you receive will be regarding the Higher Learning Commission required student course evaluations, titled "End of Semester Evaluations."

Thank you for all you do! Please do not hesitate to contact Terri Christian by replying to this email or sending a new one to christt4@star.lcc.edu, or lcc-cds@lcc.edu, with any questions.

It is our hope that you find this formative evaluation opportunity of use.

Sincerely,

Center for Data Science

Following are some screen shots of items discussed in the above email.

Image: Task List with Subject View Management (SVM) for Formative Evaluation.
This is what you will click on to start the Opt-In Process

The screenshot shows the 'My Home' dashboard with a sidebar on the left containing 'Home', 'Response Rate', and 'Dashboards'. The main area is titled 'Tasks' and shows two items:

- Choose the personalized questions for [REDACTED] of Course Evaluations - Spring 2022 (Wed, Feb 16, 2022 11:59 PM)
- View and manage questionnaire settings for [REDACTED] in the Formative Evaluation - Spring 2022 (Mon, Mar 7, 2022 11:59 PM)

A red oval highlights the second task line.

The View and Manage Questionnaire Settings task line is for the Formative Evaluation. Clicking on that gets you to the next image.

Image: Default selection is Opted-Out.

Because the default is to be opted-out of the process if you do not want to participate no further action is needed on your part.

The screenshot shows the 'Formative Evaluation - Spring 2022 for ECON201 - Principles of Economics-Micro - 80673' settings page. It includes fields for Status (Course Description, Faculty Name), Medium (Online), and Timing (Scheduled). A note states: 'Start date can be manually set between 01/17/2022 0:00 and 02/28/2022 0:00. End date can be manually set between 01/24/2022 0:00 and 03/07/2022 0:00. System chosen dates may fall outside this range.' Below are Start Date and End Date input fields and an 'Apply Changes' button. A red oval highlights the 'Opt in' and 'Opted out' buttons for both the course description and faculty name sections. At the bottom, there's a 'Response Rate' section and a blue* logo.

Image: Select Opt-In.

To Select the Opt-in choice the Course and the Instructor must both be opted-in. If there is more than one instructor, whichever instructor starts can opt in the course for all. Instructors opting-in and seeing the course already selected only need to select the Opt-in choice by their name.

The screenshot shows the 'Formative Evaluation - Spring 2022 for ECON201 - Principles of Economics-Micro - 80673' page. At the top, there are status fields: 'Status' (Course Description, Faculty Name), 'Medium' (Online), and 'Timing' (Scheduled). Below these are date selection fields: 'Start Date' (2022-02-09 15:46) and 'End Date' (YYYY-MM-DD HH:mm). A note states: 'Start date can be manually set between 01/17/2022 0:00 and 02/28/2022 0:00. End date can be manually set between 01/24/2022 0:00 and 03/07/2022 0:00. System chosen dates may fall outside this range.' To the right of the date fields is a note: 'This highlighted area is where you would select your start and end date of the evaluation. This image shows the beginning date set. If they are left blank will default to about 40% of course completion time and run for a week. Instructor has total control over timing and length of the evaluation, within the range given above.' Below the date fields is a 'Response Rate' section with columns: 'Students' (0), 'Invited' (30), and '% Rate' (0.00%). The bottom right corner features the 'blue*' logo.

You can also select when the evaluation will start and how long it will last according to what works best in your course. If you don't select dates the default will start about 40% into your course and last a week.

If you "Opt-In" you will receive an email invitation to personalize the questions for the formative evaluation. To do this you will go to the question personalization (QP) task for this evaluation and review the choices for formative evaluation questions. You may pick from the provided questions or create questions of your own.

Select Your Questions

This process is the same as for the end of semester evaluations. That process is discussed in detail in the [Faculty Task: Question Personalization \(QP\)](#) section of this guide.

Once your questions are selected and/or created, you must use the "Submit" button to complete this task. If you do not select "Submit" the questionnaire will not be sent to students.

There are no universal questions for this evaluation, so there is nothing to send unless you select/create questions.

Using the Preview button, located below this introduction and right above the question choices, is recommended to see how your evaluation will look to students.

- This is a visual tool to see what the students experience.
- It opens a separate window that does not affect the creation of your questionnaire.
 - Therefore, clicking the "Submit" button found in this window does NOT actually submit your created evaluation.
- If you click on Preview BEFORE you have submitted any questions you will see a statement that the form is not available at this time.
- After submitting your questions you can go back and change them as needed until the students begin to fill out their evaluations.

Report

A [Formative Evaluation report](#) will be sent to you the day after your evaluation period ends. An example can be found in the appendix of this guide. This report can be thought of as a conversation between you and your students. This report will only go to the instructors and is not sent to administrators unless the instructor requests it for any reason.

Details for viewing are similar to the end of semester reports and can be found in the [Viewing Reports](#) section of this guide.

Tips for Administering a Formative Evaluation

When to Use Formative Evaluation.

Formative evaluation is useful after the first few weeks of a course and after an assignment has been graded. This allows enough time for students to assess how you teach, to assess the course materials, and to experience how their learning will be evaluated.

How to Encourage Students to Participate in Formative Evaluations

Tell your students you want candid responses. Describe how you plan to use their responses to inform the instructional design and/or delivery of the course. Emphasize anonymity. Ask students to write TO you, rather than about you.

FACULTY DASHBOARD – ONBOARDING COMING DURING SPRING 2022 SEMESTER

Information still being organized, will update this section once the system is running and more information is available.

APPENDIX

The 14 Universal Course Evaluation Questions

The Committee for Assessing Student Learning (CASL), an Academic Senate subcommittee, was tasked with determining the minimum questions to be used in Lansing Community College's student course evaluations. They were introduced to the Blue system during their 10/9/2020 meeting and through future meeting discussions created a finalized list of fifteen universal questions, as well as many "bank" questions that faculty could choose to add during their evaluations customization process if desired. These questions were implemented during the initial evaluation system roll out during Spring 2021 Semester.

With faculty feedback, it was determined to move one question from the universal list to the optional question bank. The question was, "The classroom environment including space, tables, desks, lighting, etc. made it easy for me to learn."

List of Universal Questions

Course Questions

1. Course projects, assignments, tests, and/or exams improved my understanding of the course material. – *Likert Scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree*
2. The course textbook and/or readings contributed to my learning of the subject matter. – *Likert Scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree*
3. Course requirements and goals were stated clearly at the beginning of the course. – *Likert Scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree*
4. Which learning activities or assignments were the most helpful for your learning and why? – *Comment Box*
5. Any additional comments you would like to offer? – *Comment Box*

Instructor Specific Questions – Engagement Focused

6. I was given multiple ways to interact with the instructor throughout the course. – *Likert Scale: Never, Rarely, Sometimes, Most of the Time, Always*
7. The instructor encouraged group activities and discussions throughout the course. – *Likert Scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree*

Instructor Specific Questions – Feedback Focused

8. I was informed of my progress throughout the semester. – *Likert Scale: Never, Rarely, Sometimes, Most of the Time, Always*
9. My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course. – *Likert Scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree*

Instructor Specific Questions – Instructor Focused

10. The course instructor explained course materials clearly. – *Likert Scale: Never, Rarely, Sometimes, Most of the Time, Always*
11. The course instructor communicated enthusiasm and interest in the course material. – *Likert Scale: Never, Rarely, Sometimes, Most of the Time, Always*
12. The instructor responded respectfully to students' questions. – *Likert Scale: Never, Rarely, Sometimes, Most of the Time, Always*
13. The instructor encouraged respect for differing student opinions and experiences throughout the course. – *Likert Scale: Never, Rarely, Sometimes, Most of the Time, Always*
14. What strategies or techniques did the instructor use to create an inclusive learning environment? – *Comment Box*

Offering comments and/or other feedback regarding the universal questions

This system is ever evolving and your input is valued. Please send any comments or other feedback to the Center for Data Science at lcc-cds@star.lcc.edu. Your input will be forwarded to CASL for their review and discussion. Any proposed changes will be voted on during their meeting and implemented by CDS upon their request.

Report Examples

The following examples are for general reference only. Links to the beginning of each report follow:

[Example Section Report](#)

[Example Instructor Report](#)

[Example Faculty Course Report](#)

[Example Administrator Course Report](#)

[Example Course Comments Report](#)

[Example Program Area Report](#)

[Example Department Report](#)

[Example Division Report](#)

[Example Institutional Report](#)

[Example Formative Evaluation Report](#)



Section Report Example, section identified in title

Project Title: Course Evaluations - [semester-year]

Courses Audience: 30

Responses Received: 11

Response Ratio: 36.67%

Report Comments

This individual report is designed to help faculty and academic administrators understand student feedback from a summative and developmental perspective. This evaluation helps an instructor grow as a professional and continue to improve course delivery.



Lansing Community College is an equal opportunity educational institution/employer. Lansing Community College programs and activities are open for all persons regardless of race, color, sex, age, religion, national origin, creed, ancestry, height, weight, sexual orientation, gender identity, gender expression, disability, familial status, marital status, military status, veteran's status, or other status as protected by law, or genetic information.

Creation Date: Date Published by Blue

blue®

Scale Distribution - universal only questions in this section

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Course materials

Question	Positive	Neutral	Negative
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	70.00%	20.00%	10.00%
The course textbook and/or readings contributed to my learning of the subject matter.	77.78%	11.11%	11.11%
Course requirements and goals were stated clearly at the beginning of the course.	88.89%	0.00%	11.11%

Instructor Questions

Question	Positive	Neutral	Negative
I was given multiple ways to interact with the instructor throughout the course.	60.00%	20.00%	20.00%
The instructor encouraged group activities and discussions throughout the course.	60.00%	10.00%	30.00%
I was informed of my progress throughout the semester.	70.00%	20.00%	10.00%
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	60.00%	30.00%	10.00%
The course instructor explained course materials clearly.	77.78%	0.00%	22.22%
The course instructor communicated enthusiasm and interest in the course material.	33.33%	11.11%	55.56%
The instructor responded respectfully to students' questions.	88.89%	0.00%	11.11%
The instructor encouraged respect for differing student opinions and experiences throughout the course.	77.78%	11.11%	11.11%

Question Ranking - universal only questions in this section

This table shows the average rating for each question and includes the question category with areas of strengths and improvements.

Strengths			
	Course materials		4.11
1	Course requirements and goals were stated clearly at the beginning of the course.		4.22
1 2	The course textbook and/or readings contributed to my learning of the subject matter.		4.11
3	Course projects, assignments, tests, and/or exams improved my understanding of the course material.		4.00
2	Technological and online requirements were explained clearly at the beginning of the course.		4.10
3	The instructor was available for contact if needed.		4.10

Areas for Improvement		
1	The instructor encouraged group activities and discussions throughout the course.	3.40
2	Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.	3.56
3	I was given multiple ways to interact with the instructor throughout the course.	3.60

Spreadsheet Block - universal only questions in this section

Course Information

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value, Mean = the average value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Mean
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	10	10.00%	0.00%	20.00%	20.00%	50.00%	5	4.50	4.00
The course textbook and/or readings contributed to my learning of the subject matter.	9	11.11%	0.00%	11.11%	22.22%	55.56%	5	5.00	4.11
Course requirements and goals were stated clearly at the beginning of the course.	9	11.11%	0.00%	0.00%	33.33%	55.56%	5	5.00	4.22

Instructor Information – Likert Scale 1

%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value; Mean = the average value.

Question	Resp	%NV	%R	%S	%MT	%AL	Mode	Median	Mean
I was given multiple ways to interact with the instructor throughout the course.	10	10.00%	10.00%	20.00%	30.00%	30.00%	4,5	4.00	3.60
I was informed of my progress throughout the semester.	10	10.00%	0.00%	20.00%	30.00%	40.00%	5	4.00	3.90
The course instructor explained course materials clearly.	9	22.22%	0.00%	0.00%	33.33%	44.44%	5	4.00	3.78
The course instructor communicated enthusiasm and interest in the course material.	9	11.11%	44.44%	11.11%	11.11%	22.22%	2	2.00	2.89
The instructor responded respectfully to students' questions.	9	11.11%	0.00%	0.00%	33.33%	55.56%	5	5.00	4.22
The instructor encouraged respect for differing student opinions and experiences throughout the course.	9	11.11%	0.00%	11.11%	22.22%	55.56%	5	5.00	4.11

Instructor Information – Likert Scale 2

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value; Mean = the average value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Mean
The instructor encouraged group activities and discussions throughout the course.	10	20.00%	10.00%	10.00%	30.00%	30.00%	4,5	4.00	3.40
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	10	10.00%	0.00%	30.00%	20.00%	40.00%	5	4.00	3.80

Qualitative Information - universal only questions in this section

Which learning activities or assignments were the most helpful for your learning and why?

Comments

Only the reading from the book since the professor didn't give any clear instructions.

The reading material was very helpful for me to learn about the course.

I believe the web assignments were very useful as we had to apply our learning and use it to research complimenting subjects.

Activities that were the most help was the discussion posts.

The discussion board since we got the chance to talk about the questions which are helpful to have multiple opinions.

webassignments

The web assignments, they made us take what we were learning and find real life cases of them.

The discussions

discussion boards because u had to think outside of the box

What strategies or techniques did the instructor use to create an inclusive learning environment?

Comments

Nothing really all the instructor didn't even post what should we work on for the week.

The discussions and the weekly assignments were very helpful

N/A

Well this is an on;y oline class so I haven't seen or heard from the instructor much besides the feedback on my work which I really enjoy!

give us a lot of time for work.

webassignments

Advised us to go out and research cases and read them.

The instructor allowed us to ask questions from the book and find the answers.

Custom Questions- all custom questions here, the following lists shortened for example

Scale Distribution

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Question	Positive	Neutral	Negative
Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.	44.44%	44.44%	11.11%

Question	Positive	Neutral	Negative
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	60.00%	30.00%	10.00%

Spreadsheet Block

Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value; Mean = the average value.

Resp	%SD	%D	%N	%A	%SA	Mode	Median	Mean
9	11.11%	0.00%	44.44%	11.11%	33.33%	3	3.00	3.56

Classroom discussions improved my understanding of the course material

%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value; Mean = the average value.

Resp	%NV	%R	%S	%MT	%AL	Mode	Median	Mean
10	10.00%	0.00%	30.00%	20.00%	40.00%	5	4.00	3.80

Qualitative Information

Please comment on the extent to which course assignments and tests required you to think and apply course concepts rather than memorize them.

Comments
I can't think of any.
The tests helped me remember things and having to look through Michigan statutes.
We had opinionated questions quite frequently that make us think rather than memorize.
The midterm
All of them.
When making discussion posts and asking questions



Instructor Report Example

Project Title: Course Evaluations - {Semester - Year}

Courses Audience: 89

Responses Received: 86

Response Ratio: 96.63%

Report Comments

This report combines information from the following section(s):

Section CRN#s listed here.

This instructor aggregate report is designed to help faculty and academic administrators understand student feedback from a summative and developmental perspective. This evaluation helps an instructor grow as a professional and continue to improve course delivery.



Lansing Community College is an equal opportunity educational institution/employer. Lansing Community College programs and activities are open for all persons regardless of race, color, sex, age, religion, national origin, creed, ancestry, height, weight, sexual orientation, gender identity, gender expression, disability, familial status, marital status, military status, veteran's status, or other status as protected by law, or genetic information.

Creation Date: Date Published by Blue

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Scale Distribution - universal questions only in this section

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Course materials

Question	Positive	Neutral	Negative
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	85.19%	4.94%	9.88%
The course textbook and/or readings contributed to my learning of the subject matter.	85.00%	7.50%	7.50%
Course requirements and goals were stated clearly at the beginning of the course.	90.00%	5.00%	5.00%

Instructor Questions

Question	Positive	Neutral	Negative
I was given multiple ways to interact with the instructor throughout the course.	90.70%	6.98%	2.33%
The instructor encouraged group activities and discussions throughout the course.	85.88%	11.76%	2.35%
I was informed of my progress throughout the semester.	84.88%	10.47%	4.65%
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	82.35%	12.94%	4.71%
The course instructor explained course materials clearly.	89.41%	8.24%	2.35%
The course instructor communicated enthusiasm and interest in the course material.	96.47%	2.35%	1.18%
The instructor responded respectfully to students' questions.	95.29%	1.18%	3.53%
The instructor encouraged respect for differing student opinions and experiences throughout the course.	93.90%	3.66%	2.44%

Question Ranking - universal questions only in this section

Strengths	
1 The course instructor created a respectful and encouraging atmosphere.	4.73
2 The instructor was available for contact if needed.	4.67
3 The professor was open and responsive to students' questions and concerns.	4.66

Areas for Improvement

1	The co- and pre-requisites prepared me sufficiently for the mathematics required in this course.	4.10
2	Online interactions with my peers improved my understanding of the course material.	4.26
3	The organization of online activities in the course was clear and easy to follow.	4.27

Spreadsheet Block - universal questions only in this section

Legend: %A = % Agree; %AL = % Always; %D = % Disagree; %MT = % Most of the Time; %N = % Neutral; %NV = % Never; %R = % Rarely; %S = % Sometimes; %SA = % Strongly Agree; %SD = % Strongly Disagree; Median = the middle value; Mode= the most frequently selected score; Resp = Number of Responses; Instr Avg. = Average of response scores across all courses taught by the instructor this semester; Dept Avg., Div Avg. and LCC Avg. are average scores based on all courses taught during this semester grouped into Department, Division, and Institutional responses respectively; a N/A in the Department or Division Average columns, means there were courses evaluated for this instructor in multiple departments or divisions.

Course Information

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value, Mean = the average value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Instr Avg.	Dept Avg.	Div Avg.	LCC Avg.
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	81	8.64%	1.23%	4.94%	27.16%	58.02%	5	5.00	4.25	3.89	4.23	4.27
The course textbook and/or readings contributed to my learning of the subject matter.	80	6.25%	1.25%	7.50%	40.00%	45.00%	5	4.00	4.16	3.98	4.24	4.15
Course requirements and goals were stated clearly at the beginning of the course.	80	5.00%	0.00%	5.00%	30.00%	60.00%	5	5.00	4.40	4.00	4.28	4.35

Instructor Information – Likert Scale 1

%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value; Mean = the average value.

Question	Resp	%NV	%R	%S	%MT	%AL	Mode	Median	Avg.	Avg.	Avg.	LCC
I was given multiple ways to interact with the instructor throughout the course.	86	1.16%	1.16%	6.98%	13.95%	76.74%	5	5.00	4.64	4.23	4.43	4.44
I was informed of my progress throughout the semester.	86	4.65%	0.00%	10.47%	13.95%	70.93%	5	5.00	4.47	4.13	4.33	4.26
The course instructor explained course materials clearly.	85	2.35%	0.00%	8.24%	28.24%	61.18%	5	5.00	4.46	4.02	4.36	4.38
The course instructor communicated enthusiasm and interest in the course material.	85	1.18%	0.00%	2.35%	9.41%	87.06%	5	5.00	4.81	4.22	4.45	4.46
The instructor responded respectfully to students' questions.	85	2.35%	1.18%	1.18%	18.82%	76.47%	5	5.00	4.66	4.18	4.53	4.64
The instructor encouraged respect for differing student opinions and experiences throughout the course.	82	1.22%	1.22%	3.66%	17.07%	76.83%	5	5.00	4.67	4.21	4.50	4.60

Instructor Information – Likert Scale 2

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value; Mean = the average value.

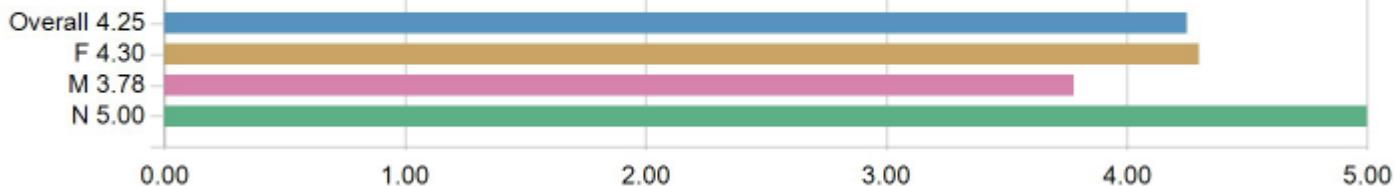
Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Avg.	Avg.	Avg.	LCC
The instructor encouraged group activities and discussions throughout the course.	85	1.18%	1.18%	11.76%	20.00%	65.88%	5	5.00	4.48	4.04	4.19	4.13
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	85	2.35%	2.35%	12.94%	22.35%	60.00%	5	5.00	4.35	3.72	4.16	4.15

Cross Tabulation - universal only questions here, list shortened for example

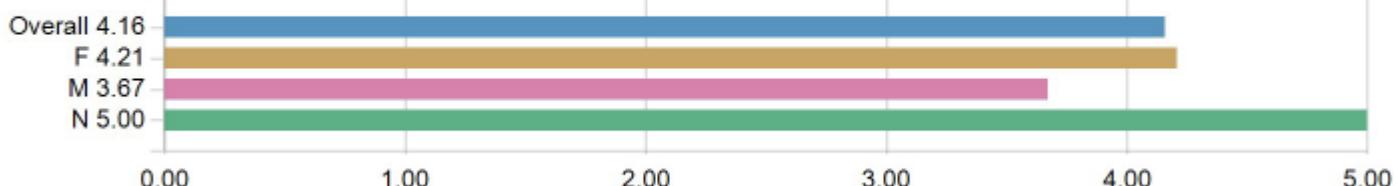
Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 responses to report result.

Course projects, assignments, tests, and/or exams improved my understanding of the course material.



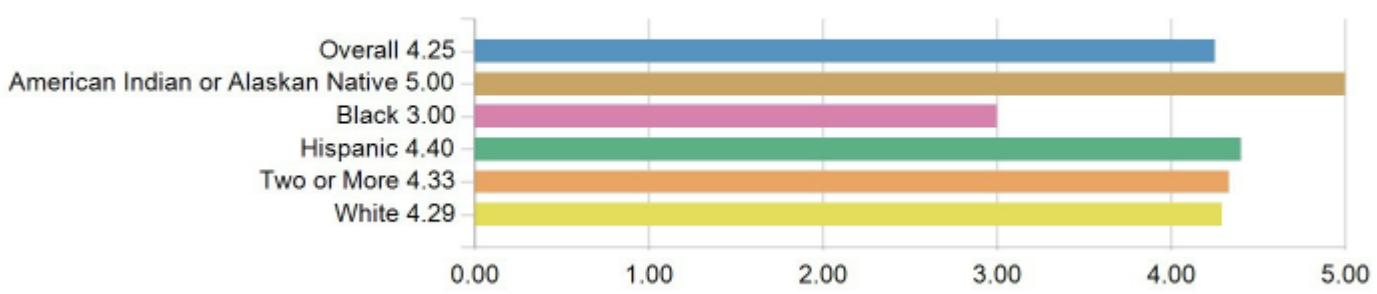
The course textbook and/or readings contributed to my learning of the subject matter.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 responses to report result.

Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Custom Questions - all custom questions used listed here, lists shortened here for example report

Scale Distribution

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Question	Positive	Neutral	Negative
Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.	87.21%	5.81%	6.98%

Question	Positive	Neutral	Negative
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	91.86%	3.49%	4.65%

Spreadsheet Block

Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Resp	%SD	%D	%N	%A	%SA	Mode	Median	Instr Avg.	Dept Avg.	Div Avg.	LCC Avg.
86	6.98%	0.00%	5.81%	27.91%	59.30%	5	5.00	4.33	4.08	4.24	4.20

The course provided opportunities to improve communication skills.

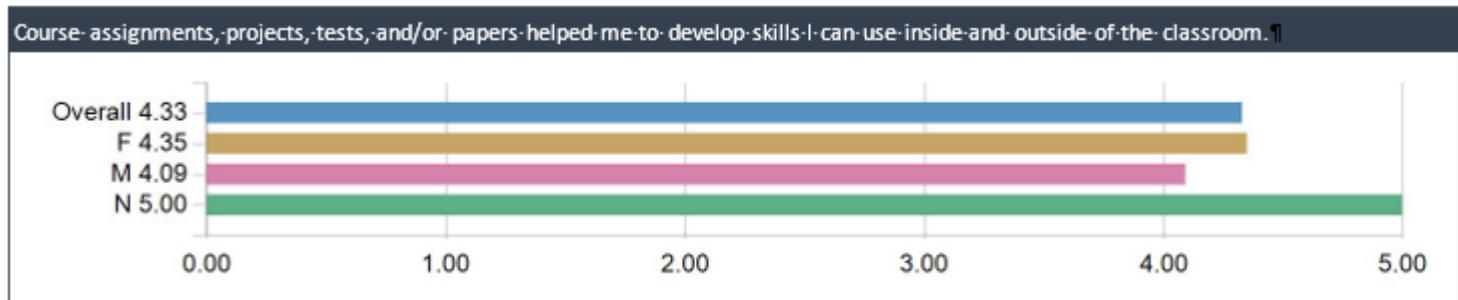
%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value.

Resp	%NV	%R	%S	%MT	%AL	Mode	Median	Instr Avg.	Dept Avg.	Div Avg.	LCC Avg.
86	2.33%	1.16%	10.47%	19.77%	66.28%	5	5.00	4.47	4.00	4.22	4.19

Cross Tabulation - shortened section in this example

Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.



Breakdown by Race and Ethnicity - shortened list in this example

NRP = did not meet threshold of at least 1 response to report result.





Faculty Course Report Example

Project Title: Course Evaluations - [semester-year]

Courses Audience: 1646

Responses Received: 921

Response Ratio: 55.95%

Report Comments

The section(s) used to create this aggregated information are listed at the end of this report. If you are viewing this as a PDF they will be on the last page.

This course-level report is designed to help faculty and academic administrators understand student feedback from a summative and developmental perspective. This evaluation helps an instructor grow as a professional and continue to improve course delivery. To respect instructor and student anonymity, results are limited to courses taught by a minimum of 3 different instructors.



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Creation Date: Date Published by Blue

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Scale Distribution - These are for Universal Questions Only

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Course materials

Question	Positive	Neutral	Negative
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	81.13%	12.90%	5.98%
The course textbook and/or readings contributed to my learning of the subject matter.	73.42%	16.28%	10.30%
Course requirements and goals were stated clearly at the beginning of the course.	85.18%	9.65%	5.18%

Instructor Questions

Question	Positive	Neutral	Negative
I was given multiple ways to interact with the instructor throughout the course.	85.15%	8.80%	6.04%
The instructor encouraged group activities and discussions throughout the course.	81.00%	11.89%	7.11%
I was informed of my progress throughout the semester.	74.42%	15.50%	10.08%
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	81.44%	10.29%	8.27%
The course instructor explained course materials clearly.	81.79%	9.58%	8.63%
The course instructor communicated enthusiasm and interest in the course material.	84.12%	9.12%	6.76%
The instructor responded respectfully to students' questions.	91.09%	6.22%	2.68%
The instructor encouraged respect for differing student opinions and experiences throughout the course.	90.22%	6.67%	3.12%

Question Ranking - These are for Universal Questions Only

Strengths	
1	The professor was open and responsive to students' questions and concerns.
2	The course instructor encouraged students to think about the subject matter from multiple perspectives.
3	The course instructor created a respectful and encouraging atmosphere.

Areas for Improvement

1	Online interactions with my peers improved my understanding of the course material.	3.46
2	Throughout the course, the rationale for online versus in-class course activities, discussions, etc, was clear. (for hybrid courses)	4.00
3	The course provided opportunities to improve communication skills.	4.10

Spreadsheet Block - These are for Universal Questions Only

Course Information

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Prog		Div	LCC
									Course	Area		
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	853	2.70%	3.28%	12.90%	41.38%	39.74%	4	4.00	4.12	4.12	4.26	4.27
The course textbook and/or readings contributed to my learning of the subject matter.	854	2.69%	7.61%	16.28%	36.42%	37.00%	5	4.00	3.97	3.98	4.12	4.15
Course requirements and goals were stated clearly at the beginning of the course.	850	2.47%	2.71%	9.65%	35.41%	49.76%	5	4.00	4.27	4.26	4.36	4.35

Instructor Information – Likert Scale 1

%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	Prog									
		Course	Area	Div	LCC	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.
I was given multiple ways to interact with the instructor throughout the course.	943	1.27%	4.77%	8.80%	21.95%	63.20%	5	5.00	4.41	4.40	4.44 4.44
I was informed of my progress throughout the semester.	942	3.50%	6.58%	15.50%	24.52%	49.89%	5	4.00	4.11	4.07	4.24 4.26
The course instructor explained course materials clearly.	939	2.45%	6.18%	9.58%	31.20%	50.59%	5	5.00	4.21	4.23	4.37 4.38
The course instructor communicated enthusiasm and interest in the course material.	932	2.68%	4.08%	9.12%	22.00%	62.12%	5	5.00	4.37	4.36	4.45 4.46
The instructor responded respectfully to students' questions.	932	0.97%	1.72%	6.22%	13.63%	77.47%	5	5.00	4.65	4.63	4.65 4.64
The instructor encouraged respect for differing student opinions and experiences throughout the course.	930	1.72%	1.40%	6.67%	14.84%	75.38%	5	5.00	4.61	4.61	4.61 4.60

Instructor Information – Likert Scale 2

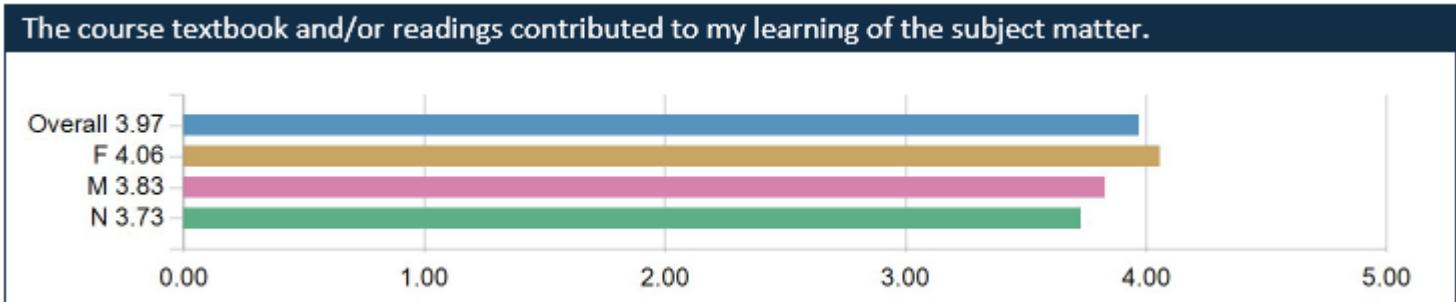
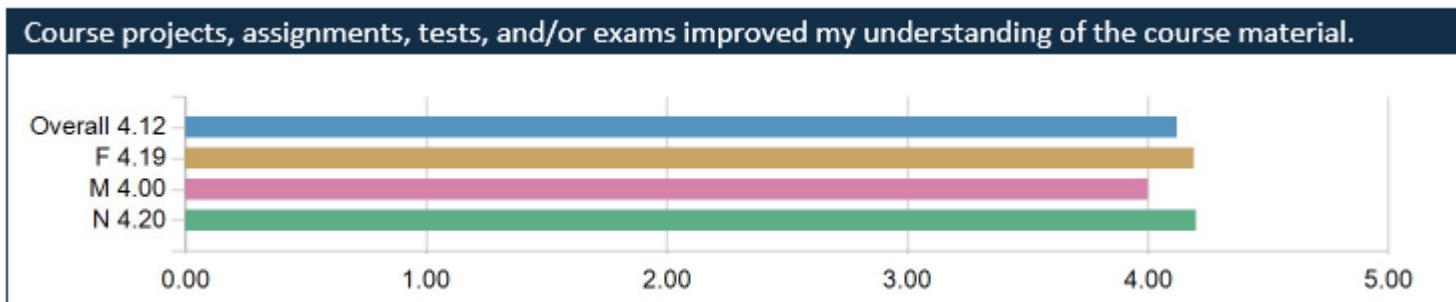
%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Prog		Div	LCC
									Course	Area		
The instructor encouraged group activities and discussions throughout the course.	942	2.23%	4.88%	11.89%	27.39%	53.61%	5	5.00	4.25	4.22	4.10	4.13
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	943	3.50%	4.77%	10.29%	27.68%	53.76%	5	5.00	4.23	4.21	4.14	4.15

Cross Tabulation - These are for Universal Questions Only, answers shortened for this example

Breakdown by Gender

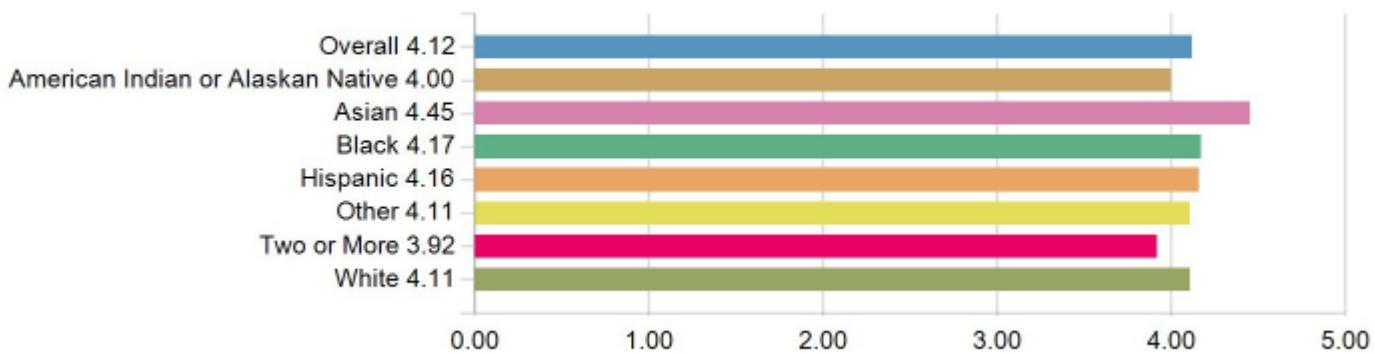
F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 response to report result.

Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Custom Questions - The following lists will vary upon Instructor Choices, lists shortened for example report

Scale Distribution

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Question	Positive	Neutral	Negative
Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.	81.03%	15.52%	3.45%

Question	Positive	Neutral	Negative
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	87.23%	12.77%	0.00%

Spreadsheet Block

Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.

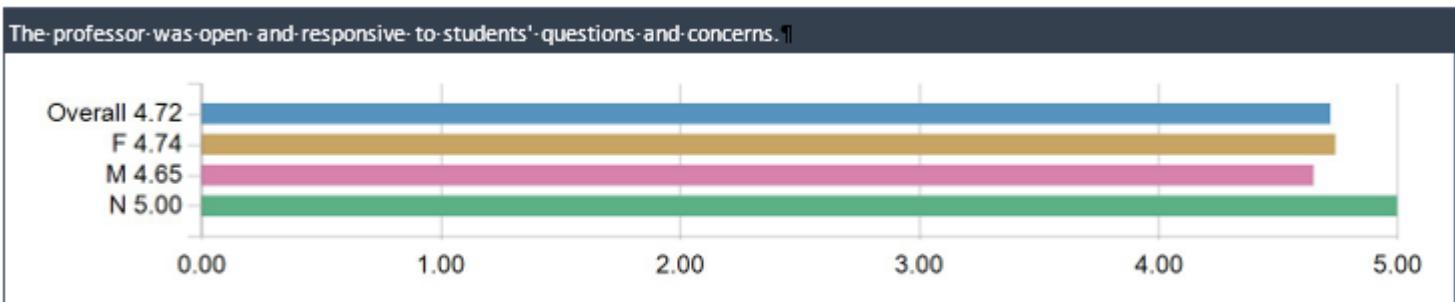
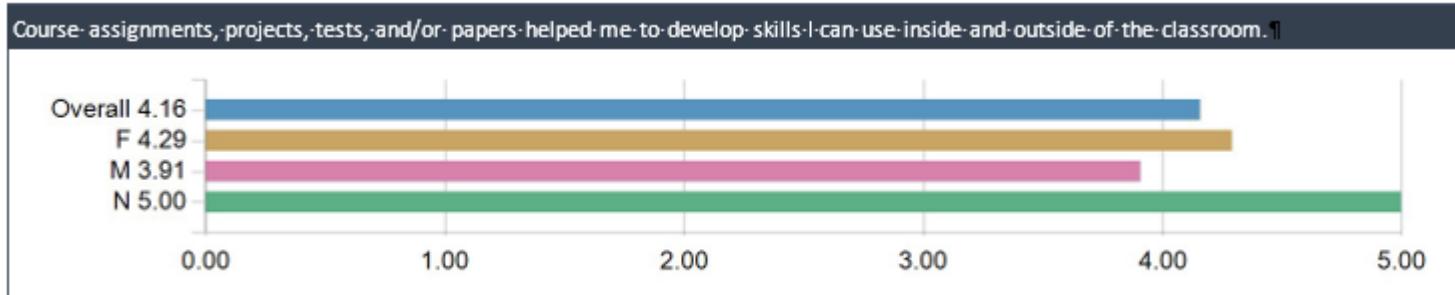
%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Resp	%SD	%D	%N	%A	%SA	Mode	Median	Course Avg.	Prog Avg.	Div Avg.	LCC Avg.
58	3.45%	0.00%	15.52%	39.66%	41.38%	5	4.00	4.16	4.09	4.15	4.20

Cross Tabulation

Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 response to report result.



This report combines information from the following section(s):

All the section CRNs that were aggregated in this report are listed here.

Example Administrator Course Report



Administrator Course Report Example

Project Title: Course Evaluations Semester-Year

Courses Audience: 1646

Responses Received: 921

Response Ratio: 55.95%

Report Comments

The section(s) used to create this aggregated information are listed at the end of this report. If you are viewing this as a PDF they will be on the last page.

This course-level report is designed to help faculty and academic administrators understand student feedback from a summative and developmental perspective. This evaluation helps an instructor grow as a professional and continue to improve course delivery. This report does not limit results to courses taught by 3 different instructors. Faculty have access to a separate report that limits the view to protect faculty and student anonymity.



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Creation Date: Date Published by Blue

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Scale Distribution - These are for Universal Questions Only

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Course materials

Question	Positive	Neutral	Negative
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	81.13%	12.90%	5.98%
The course textbook and/or readings contributed to my learning of the subject matter.	73.42%	16.28%	10.30%
Course requirements and goals were stated clearly at the beginning of the course.	85.18%	9.65%	5.18%

Instructor Questions

Question	Positive	Neutral	Negative
I was given multiple ways to interact with the instructor throughout the course.	85.15%	8.80%	6.04%
The instructor encouraged group activities and discussions throughout the course.	81.00%	11.89%	7.11%
I was informed of my progress throughout the semester.	74.42%	15.50%	10.08%
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	81.44%	10.29%	8.27%
The course instructor explained course materials clearly.	81.79%	9.58%	8.63%
The course instructor communicated enthusiasm and interest in the course material.	84.12%	9.12%	6.76%
The instructor responded respectfully to students' questions.	91.09%	6.22%	2.68%
The instructor encouraged respect for differing student opinions and experiences throughout the course.	90.22%	6.67%	3.12%

Question Ranking - These are for Universal Questions Only

Strengths	
1	The professor was open and responsive to students' questions and concerns.
2	The course instructor encouraged students to think about the subject matter from multiple perspectives.
3	The course instructor created a respectful and encouraging atmosphere.

Areas for Improvement

1	Online interactions with my peers improved my understanding of the course material.	3.46
2	Throughout the course, the rationale for online versus in-class course activities, discussions, etc, was clear. (for hybrid courses)	4.00
3	The course provided opportunities to improve communication skills.	4.10

Spreadsheet Block - These are for Universal Questions Only

Course Information

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Prog	Course Area	Div	LCC
									Avg.			
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	853	2.70%	3.28%	12.90%	41.38%	39.74%	4	4.00	4.12	4.12	4.26	4.27
The course textbook and/or readings contributed to my learning of the subject matter.	854	2.69%	7.61%	16.28%	36.42%	37.00%	5	4.00	3.97	3.98	4.12	4.15
Course requirements and goals were stated clearly at the beginning of the course.	850	2.47%	2.71%	9.65%	35.41%	49.76%	5	4.00	4.27	4.26	4.36	4.35

Instructor Information – Likert Scale 1

%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	Prog										Div	LCC
		%NV	%R	%S	%MT	%AL	Mode	Median	Avg.	Avg.	Avg.		
I was given multiple ways to interact with the instructor throughout the course.	943	1.27%	4.77%	8.80%	21.95%	63.20%	5	5.00	4.41	4.40	4.44	4.44	4.44
I was informed of my progress throughout the semester.	942	3.50%	6.58%	15.50%	24.52%	49.89%	5	4.00	4.11	4.07	4.24	4.26	
The course instructor explained course materials clearly.	939	2.45%	6.18%	9.58%	31.20%	50.59%	5	5.00	4.21	4.23	4.37	4.38	
The course instructor communicated enthusiasm and interest in the course material.	932	2.68%	4.08%	9.12%	22.00%	62.12%	5	5.00	4.37	4.36	4.45	4.46	
The instructor responded respectfully to students' questions.	932	0.97%	1.72%	6.22%	13.63%	77.47%	5	5.00	4.65	4.63	4.65	4.64	
The instructor encouraged respect for differing student opinions and experiences throughout the course.	930	1.72%	1.40%	6.67%	14.84%	75.38%	5	5.00	4.61	4.61	4.61	4.60	

Instructor Information – Likert Scale 2

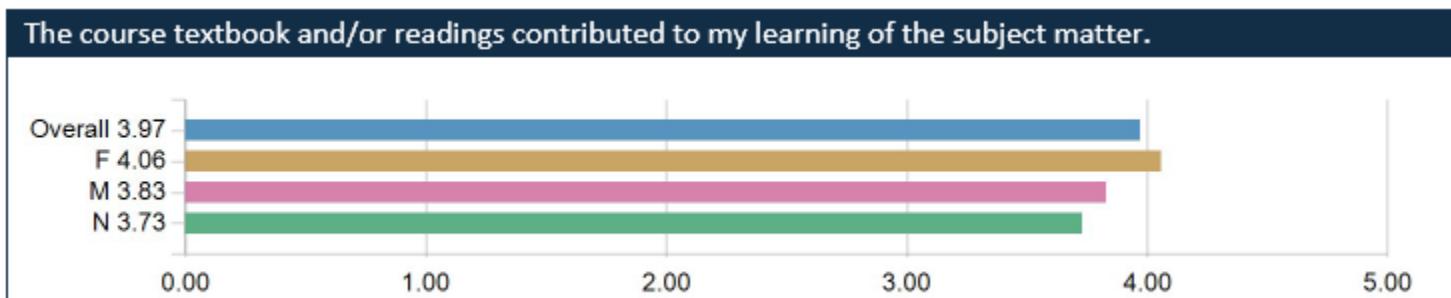
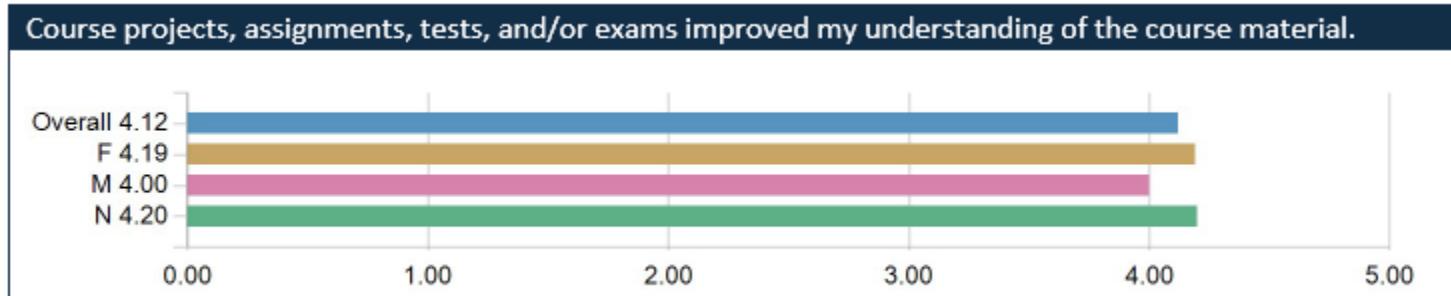
%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Prog		Div	LCC
									Course	Area		
The instructor encouraged group activities and discussions throughout the course.	942	2.23%	4.88%	11.89%	27.39%	53.61%	5	5.00	4.25	4.22	4.10	4.13
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	943	3.50%	4.77%	10.29%	27.68%	53.76%	5	5.00	4.23	4.21	4.14	4.15

Cross Tabulation - These are for Universal Questions Only, answers shortened for this example

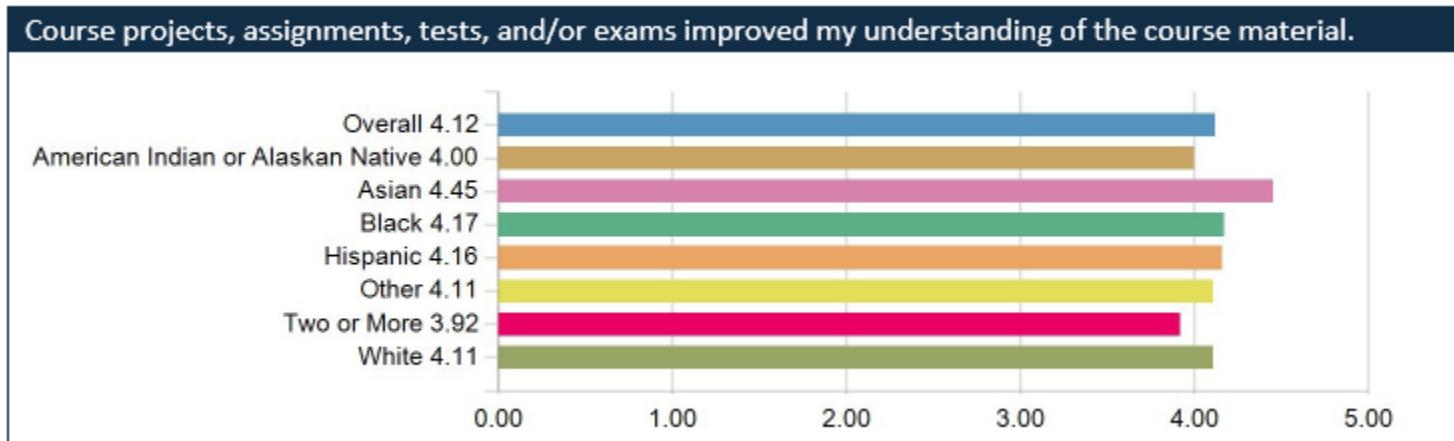
Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 response to report result.



Custom Questions - The following lists will vary upon Instructor Choices, lists shortened for example report

Scale Distribution

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Question	Positive	Neutral	Negative
Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.	81.03%	15.52%	3.45%

Question	Positive	Neutral	Negative
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	87.23%	12.77%	0.00%

Spreadsheet Block

Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Resp	%SD	%D	%N	%A	%SA	Mode	Median	Course Avg.	Prog Avg.	Div Avg.	LCC Avg.
58	3.45%	0.00%	15.52%	39.66%	41.38%	5	4.00	4.16	4.09	4.15	4.20

Cross Tabulation

Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 response to report result.



This report combines information from the following section(s):

All the section CRNs that were aggregated in this report are listed here.



Course Comments Report Example

Project Title: Course Evaluations - [Semester - Year]

Courses Audience: 15

Responses Received: 7

Response Ratio: 46.67%

Report Comments

The section(s) used to create this aggregated information are listed at the end of this report. If you are viewing this as a PDF they will be on the last page.

This course-level report only includes the open-text comments and analysis which is designed to help academic administrators understand student feedback from a summative and developmental perspective. This evaluation helps an instructor grow as a professional and continue to improve course delivery. This report does not limit results to courses taught by 3 different instructors. Faculty have access to their comments in the individual report.



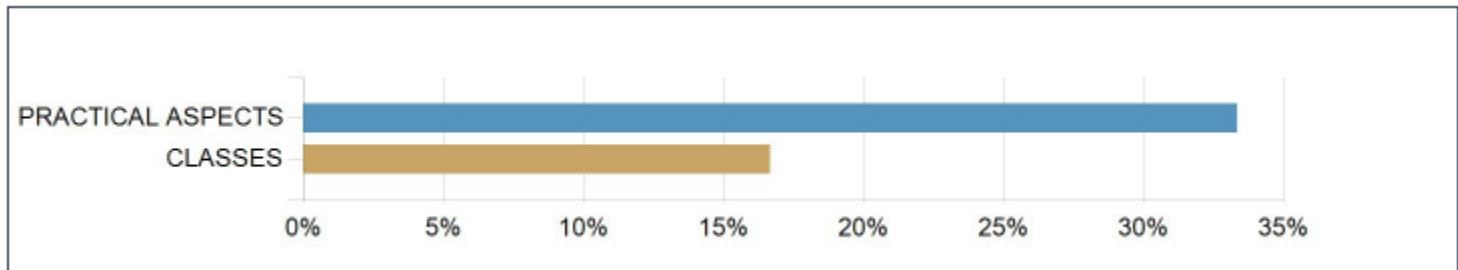
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Creation Date: Date Published by Blue

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Comments

Which learning activities or assignments were the most helpful for your learning and why?



Comments

N/A

Because it showed me the basics of the course.

The hands on portion of the class was great. I loved how we learned the material and then applied it right after.

watching the instructor use techniques and being able to ask questions in person.

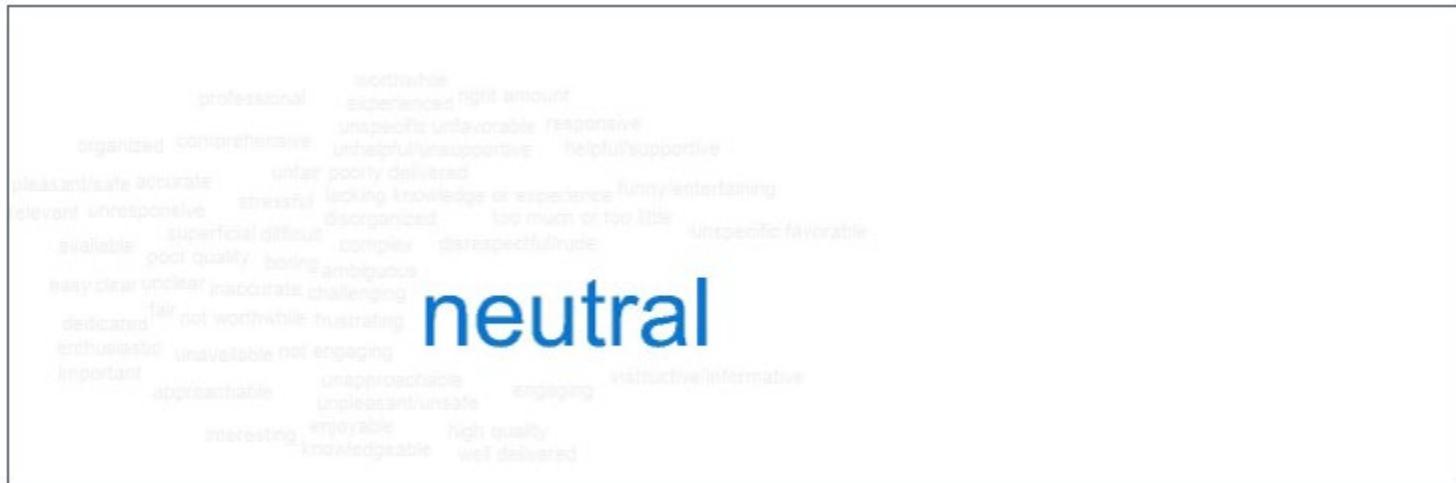
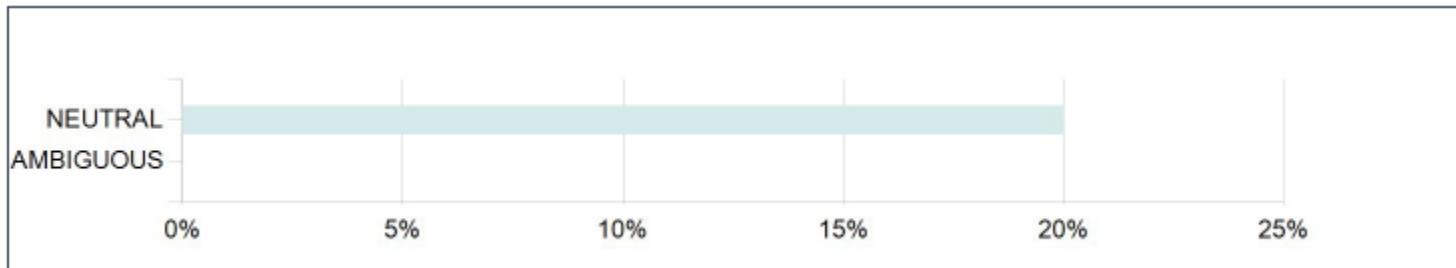
Demonstrations and hands-on work

Anything hands on was most helpful for me

Custom Questions

Comments

Please comment on the extent to which course assignments and tests required you to think and apply course concepts rather than memorize them.



Comments

The hands-on portion definitely help me think rather than memorize

I believe the hands on helped me concentrate

N/A

All

We were required to perform the techniques we learned on a regular basis, requiring deep integration of the information

This report combines information from the following section(s):

Section CRN #s listed here



Program Area Report Example

Project Title: Course Evaluations - [semester-year]

Courses Audience: 306

Responses Received: 192

Response Ratio: 62.75%

Report Comments

The section(s) used to create this aggregated information are listed at the end of this report.

This program-level report is designed to help academic administrators understand student feedback from a summative and developmental perspective. This evaluation helps an instructor grow as a professional and continue to improve course delivery.



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Creation Date: Date Published by Blue

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Scale Distribution - universal questions only in this section

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Course Materials

Question	Positive	Neutral	Negative
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	87.15%	8.38%	4.47%
The course textbook and/or readings contributed to my learning of the subject matter.	82.12%	10.61%	7.26%
Course requirements and goals were stated clearly at the beginning of the course.	85.31%	9.60%	5.08%

Instructor Questions

Question	Positive	Neutral	Negative
I was given multiple ways to interact with the instructor throughout the course.	88.95%	7.37%	3.68%
The instructor encouraged group activities and discussions throughout the course.	85.79%	11.05%	3.16%
I was informed of my progress throughout the semester.	85.71%	8.99%	5.29%
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	83.60%	12.70%	3.70%
The course instructor explained course materials clearly.	86.17%	8.51%	5.32%
The course instructor communicated enthusiasm and interest in the course material.	94.65%	2.67%	2.67%
The instructor responded respectfully to students' questions.	93.01%	4.30%	2.69%
The instructor encouraged respect for differing student opinions and experiences throughout the course.	92.90%	4.92%	2.19%

Question Ranking - universal questions only in this section

Strengths	
1 The instructor expected sensitivity of students' circumstances.	4.92
2 The professor was open and responsive to students' questions and concerns.	4.72
3 The course instructor created a respectful and encouraging atmosphere.	4.68

Areas for Improvement	
1 The co- and pre-requisites prepared me sufficiently for the mathematics required in this course.	3.14
2 Library resources and/or library services contributed to my learning in this course	3.29
3 My Learning Assistant helped me succeed in the course	3.32

Spreadsheet Block - universal questions only in this section

Course Information

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Program Avg.	Dept Avg.	Div Avg.	LCC Avg.
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	179	3.35%	1.12%	8.38%	31.28%	55.87%	5	5.00	4.35	4.44	4.26	4.27
The course textbook and/or readings contributed to my learning of the subject matter.	179	3.35%	3.91%	10.61%	26.26%	55.87%	5	5.00	4.27	4.25	4.12	4.15
Course requirements and goals were stated clearly at the beginning of the course.	177	1.69%	3.39%	9.60%	27.12%	58.19%	5	5.00	4.37	4.44	4.36	4.35

Instructor Information – Likert Scale 1

%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%NV	%R	%S	%MT	%AL	Mode	Median	Program Avg.	Dept Avg.	Div Avg.	LCC Avg.
I was given multiple ways to interact with the instructor throughout the course.	190	1.05%	2.63%	7.37%	15.26%	73.68%	5	5.00	4.58	4.59	4.44	4.44
I was informed of my progress throughout the semester.	189	2.12%	3.17%	8.99%	22.22%	63.49%	5	5.00	4.42	4.36	4.24	4.26
The course instructor explained course materials clearly.	188	2.13%	3.19%	8.51%	23.40%	62.77%	5	5.00	4.41	4.52	4.37	4.38
The course instructor communicated enthusiasm and interest in the course material.	187	2.14%	0.53%	2.67%	12.83%	81.82%	5	5.00	4.72	4.71	4.45	4.46
The instructor responded respectfully to	186	1.08%	1.61%	4.30%	9.14%	83.87%	5	5.00	4.73	4.74	4.65	4.64

Question	Resp	%NV	%R	%S	%MT	%AL	Mode	Median	Program Avg.	Dept Avg.	Div Avg.	LCC Avg.
students' questions.												

Instructor Information – Likert Scale 2

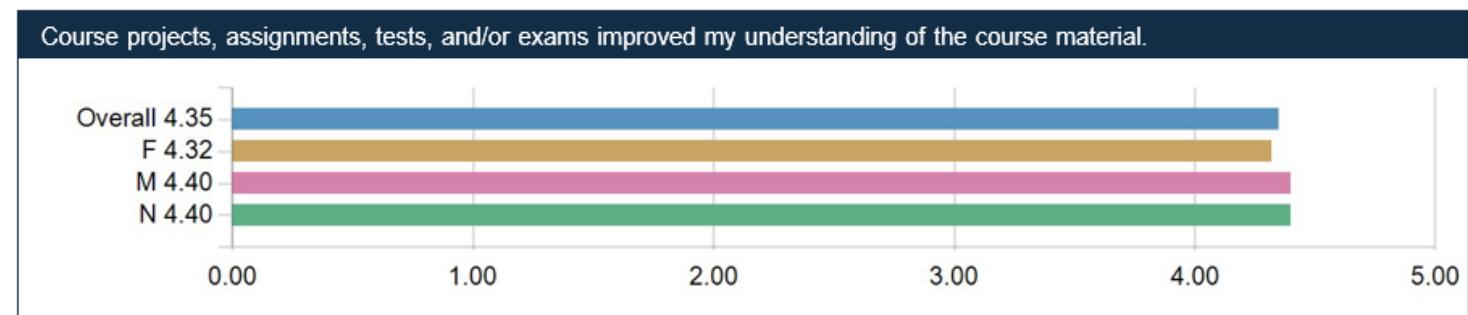
%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Program Avg.	Dept Avg.	Div Avg.	LCC Avg.
The instructor encouraged respect for differing student opinions and experiences throughout the course.	183	0.55%	1.64%	4.92%	12.02%	80.87%	5	5.00	4.71	4.73	4.61	4.60
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	189	2.65%	1.06%	12.70%	24.87%	58.73%	5	5.00	4.36	4.35	4.14	4.15

Cross Tabulation - universal questions only in this section, lists shortened for example.

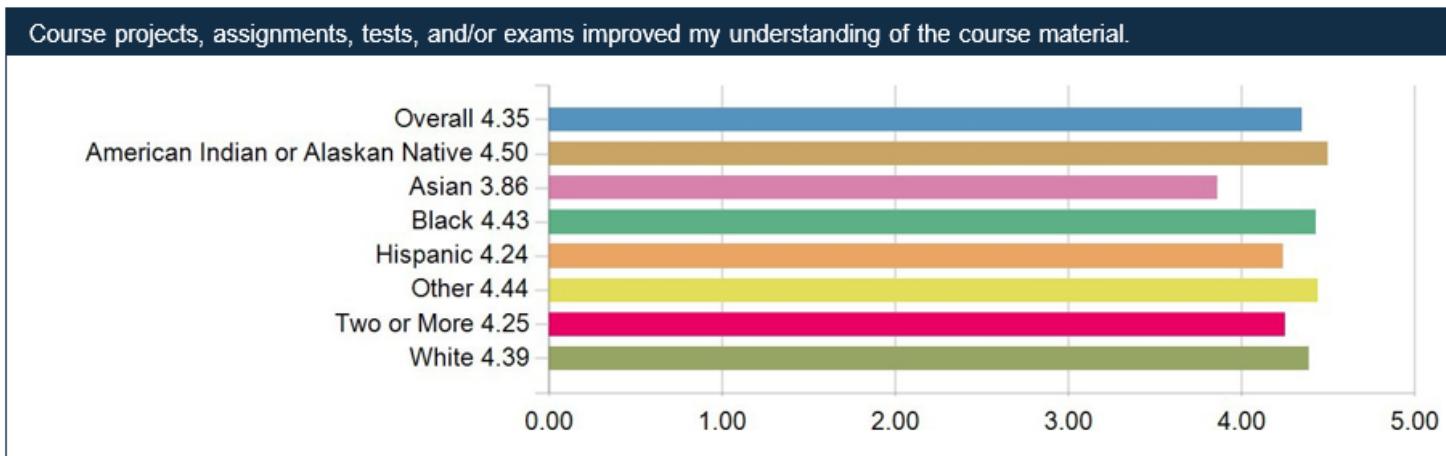
Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 response to report result.



Custom Questions - lists shortened for example report.

Scale Distribution

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Question	Positive	Neutral	Negative
Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.	81.48%	11.11%	7.41%

Question	Positive	Neutral	Negative
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	87.04%	7.41%	5.56%

Spreadsheet Block

Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode = the most frequently selected score; Median = the middle value.

Resp	%SD	%D	%N	%A	%SA	Mode	Median	Prog. Avg.	Dept Avg.	Div Avg.	LCC Avg.
27	7.41%	0.00%	11.11%	25.93%	55.56%	5	5.00	4.22	4.34	4.15	4.20

The course drew attention to ethical and social issues related to the field of study.

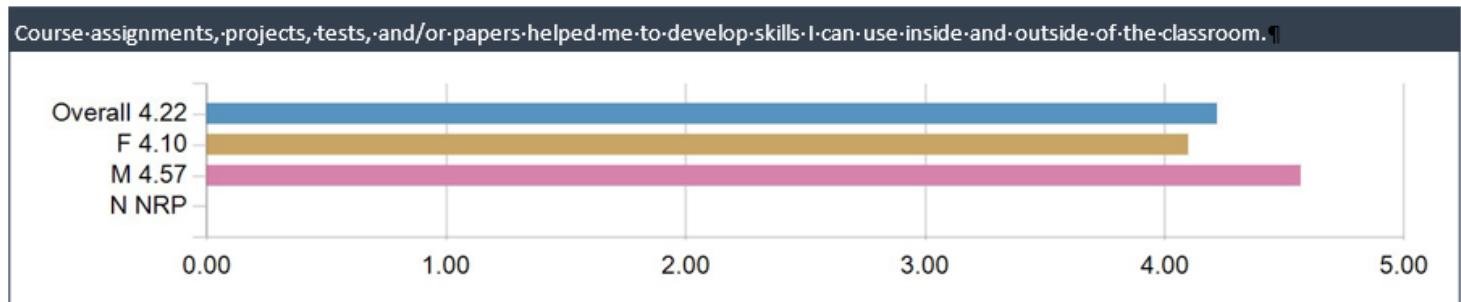
%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value.

Resp	%NV	%R	%S	%MT	%AL	Mode	Median	Prog.Avg.	Dept	Div	LCC
								Avg.	Avg.	Avg.	Avg.
40	0.00%	5.00%	30.00%	25.00%	40.00%	5	4.00	4.00	4.07	4.49	4.37

Cross Tabulation - lists shortened for example report.

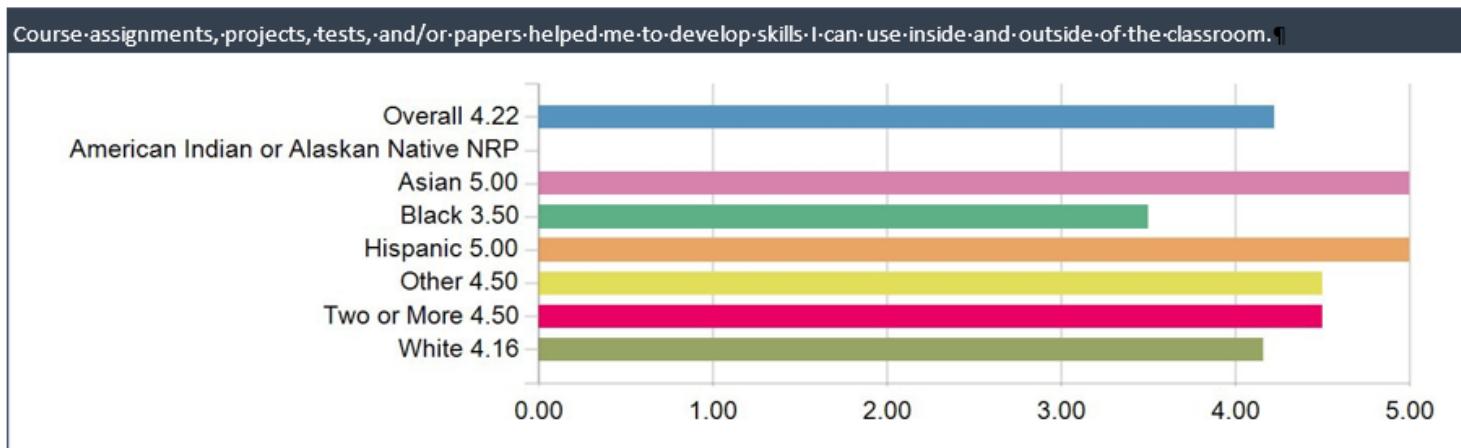
Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 response to report result.



This report combines information from the following section(s):

CRN#s of sections used to create this report listed here.



Department Report Example

Project Title: Course Evaluations - [semester - year]

Courses Audience: 750

Responses Received: 480

Response Ratio: 64.00%

Report Comments

The section(s) used to create this aggregated information are listed at the end of this report. If you are viewing this as a PDF they will be on the last page.

This department-level report is designed to help academic administrators understand student feedback from a summative and developmental perspective. This evaluation helps an instructor grow as a professional and continue to improve course delivery.



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Creation Date: Date Published by Blue

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Scale Distribution – universal questions only

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Course Materials

Question	Positive	Neutral	Negative
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	74.84%	11.60%	13.57%
The course textbook and/or readings contributed to my learning of the subject matter.	77.63%	12.28%	10.09%
Course requirements and goals were stated clearly at the beginning of the course.	77.19%	11.40%	11.40%

Instructor Questions

Question	Positive	Neutral	Negative
I was given multiple ways to interact with the instructor throughout the course.	78.48%	14.10%	7.43%
The instructor encouraged group activities and discussions throughout the course.	73.61%	17.02%	9.37%
I was informed of my progress throughout the semester.	76.62%	10.84%	12.55%
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	61.64%	20.42%	17.94%
The course instructor explained course materials clearly.	73.04%	15.11%	11.85%
The course instructor communicated enthusiasm and interest in the course material.	79.12%	11.88%	9.00%
The instructor responded respectfully to students' questions.	76.73%	14.04%	9.23%
The instructor encouraged respect for differing student opinions and experiences throughout the course.	77.78%	13.84%	8.38%

Question Ranking - Universal Questions Only here

Strengths	
1 The instructor expected sensitivity of students' circumstances.	4.39
2 The instructor was available for contact if needed.	4.39
3 The course drew attention to current issues or real-life situations related to the field of study.	4.31

Areas for Improvement	
1 My Learning Assistant helped me succeed in the course	2.78
2 The course instructor offers constructive criticism.	3.12
3 Library resources and/or library services contributed to my learning in this course	3.59

Spreadsheet Block – Universal Questions only

Course Information

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Dept	Div	LCC	Avg.	Avg.
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	457	6.13%	7.44%	11.60%	40.70%	34.14%	4	4.00	3.89	4.23	4.27	
The course textbook and/or readings contributed to my learning of the subject matter.	456	5.48%	4.61%	12.28%	41.67%	35.96%	4	4.00	3.98	4.24	4.15	
Course requirements and goals were stated clearly at the beginning of the course.	456	5.92%	5.48%	11.40%	37.06%	40.13%	5	4.00	4.00	4.28	4.35	

Instructor Information – Likert Scale 1

%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%NV	%R	%S	%MT	%AL	Mode	Dept	Div	LCC	Avg.	Avg.
I was given multiple ways to interact with the instructor throughout the course.	525	1.90%	5.52%	14.10%	24.19%	54.29%	5	5.00	4.23	4.43	4.44	
I was informed of my progress throughout the semester.	526	6.84%	5.70%	10.84%	21.10%	55.51%	5	5.00	4.13	4.33	4.26	
The course instructor explained course materials clearly.	523	4.97%	6.88%	15.11%	27.72%	45.32%	5	4.00	4.02	4.36	4.38	
The course instructor communicated enthusiasm and interest in the course material.	522	4.02%	4.98%	11.88%	22.99%	56.13%	5	5.00	4.22	4.45	4.46	
The instructor responded respectfully to students' questions.	520	2.88%	6.35%	14.04%	22.88%	53.85%	5	5.00	4.18	4.53	4.64	
The instructor encouraged respect for differing student opinions and experiences throughout the course.	513	4.29%	4.09%	13.84%	21.44%	56.34%	5	5.00	4.21	4.50	4.60	

Instructor Information – Likert Scale 2

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

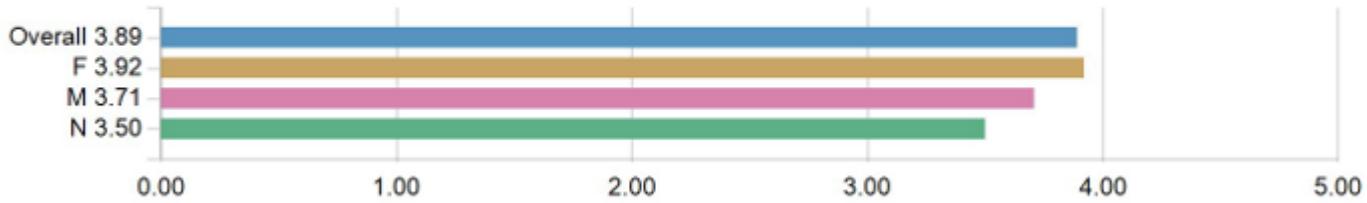
Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Avg.	Avg.	LCC
The instructor encouraged group activities and discussions throughout the course.	523	4.21%	5.16%	17.02%	29.64%	43.98%	5	4.00	4.04	4.19	4.13
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	524	8.78%	9.16%	20.42%	24.43%	37.21%	5	4.00	3.72	4.16	4.15

Cross Tabulation – Universal questions only here, list shortened for example

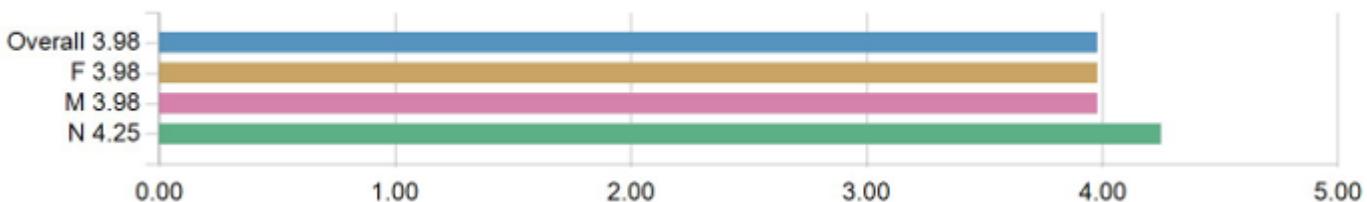
Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.

Course projects, assignments, tests, and/or exams improved my understanding of the course material.



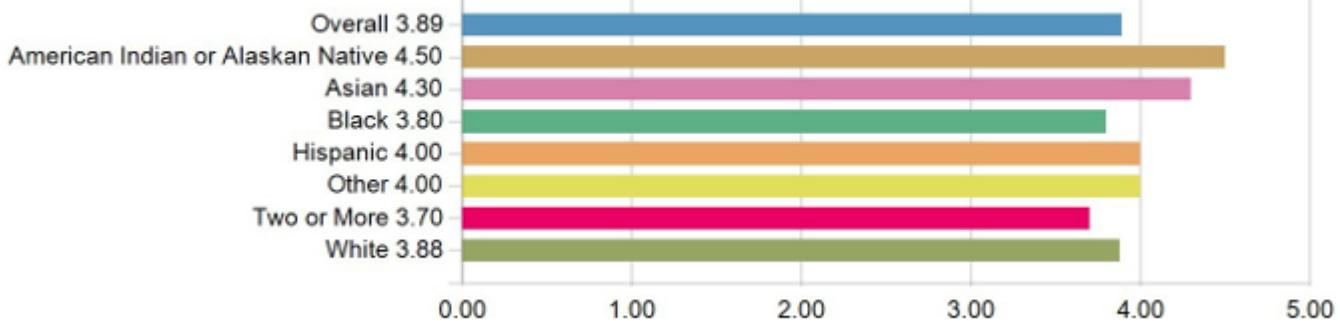
The course textbook and/or readings contributed to my learning of the subject matter.



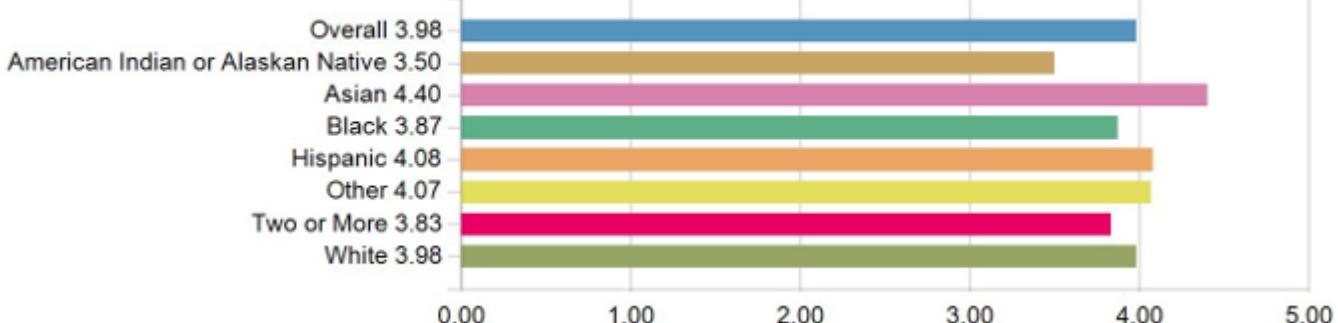
Breakdown by Race and Ethnicity - Universal Questions Only, list shortened for example

NRP = did not meet threshold of at least 1 response to report result.

Course projects, assignments, tests, and/or exams improved my understanding of the course material.



The course textbook and/or readings contributed to my learning of the subject matter.



Course requirements and goals were stated clearly at the beginning of the course.



Custom Questions - lists shortened for example

Scale Distribution

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Question	Positive	Neutral	Negative
Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.	80.31%	12.53%	7.16%

Question	Positive	Neutral	Negative
Technological and online requirements were explained clearly at the beginning of the course.	86.74%	7.87%	5.39%

Question	Positive	Neutral	Negative
The course helped me improve my ability to formulate, analyze and solve problems.	79.95%	14.41%	5.63%

Spreadsheet Block

Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Resp	%SD	%D	%N	%A	%SA	Mode	Median	Dept Avg.	Div Avg.	LCC Avg.
447	3.58%	3.58%	12.53%	42.28%	38.03%	4	4.00	4.08	4.24	4.20

Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Resp	%SD	%D	%N	%A	%SA	Mode	Median	Dept Avg.	Div Avg.	LCC Avg.
525	4.38%	4.38%	12.00%	42.67%	36.57%	4	4.00	4.03	4.21	4.27

Technological and online requirements were explained clearly at the beginning of the course.

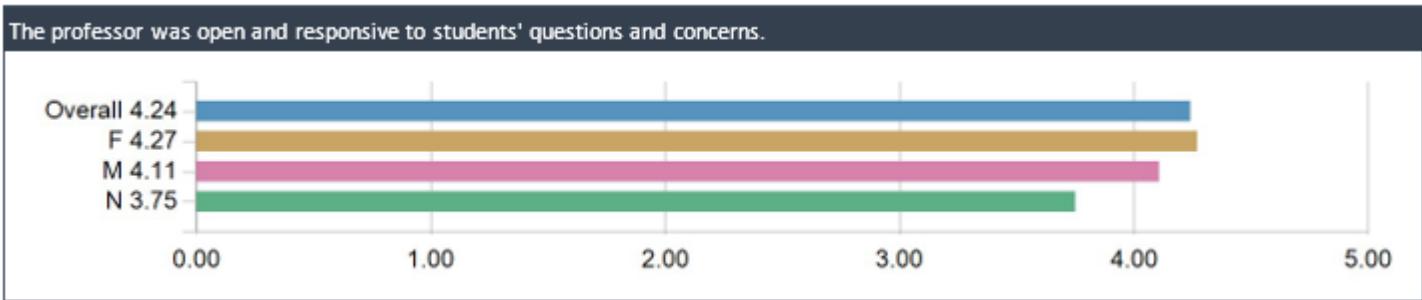
%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Resp	%SD	%D	%N	%A	%SA	Mode	Median	Dept Avg.	Div Avg.	LCC Avg.
445	1.80%	3.60%	7.87%	42.70%	44.04%	5	4.00	4.24	4.29	4.37

Cross Tabulation – shortened list for example

Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 response to report result.



This report combines information from the following section(s):

Section CRN#s used listed here



Division Report Example

Project Title: Course Evaluations - [Semester - Year]

Courses Audience: 3970

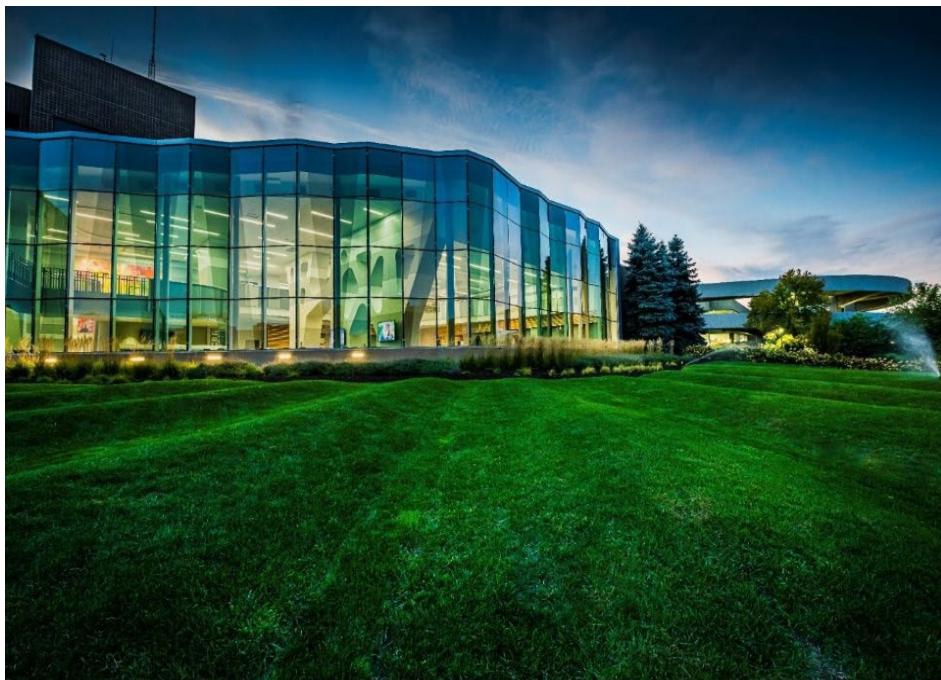
Responses Received: 1665

Response Ratio: 41.94%

Report Comments

The section(s) used to create this aggregated information are listed at the end of this report. If you are viewing this as a PDF they will be on the last page.

This division-level report is designed to help academic administrators understand student feedback from a summative and developmental perspective. This evaluation helps an instructor grow as a professional and continue to improve course delivery.



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Creation Date: Date Published by Blue

blue*

Scale Distribution - Universal Questions Only

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Course materials

Question	Positive	Neutral	Negative
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	89.26%	6.73%	4.01%
The course textbook and/or readings contributed to my learning of the subject matter.	82.23%	11.61%	6.16%
Course requirements and goals were stated clearly at the beginning of the course.	88.09%	6.71%	5.21%

Instructor Questions

Question	Positive	Neutral	Negative
I was given multiple ways to interact with the instructor throughout the course.	86.34%	8.93%	4.73%
The instructor encouraged group activities and discussions throughout the course.	77.14%	15.92%	6.94%
I was informed of my progress throughout the semester.	81.01%	10.46%	8.53%
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	79.45%	13.85%	6.69%
The course instructor explained course materials clearly.	87.31%	8.11%	4.58%
The course instructor communicated enthusiasm and interest in the course material.	88.20%	6.52%	5.28%
The instructor responded respectfully to students' questions.	92.45%	5.01%	2.54%
The instructor encouraged respect for differing student opinions and experiences throughout the course.	91.50%	4.93%	3.57%

Question Ranking - Universal Questions Only

Strengths	
1 The course instructor created a respectful and encouraging atmosphere.	4.76
2 The professor was open and responsive to students' questions and concerns.	4.72
3 The instructor was available for contact if needed.	4.66
Areas for Improvement	
1 My Learning Assistant helped me succeed in the course	3.42
2 Library resources and/or library services contributed to my learning in this course	3.59
3 Online interactions with my peers improved my understanding of the course material.	3.64

Spreadsheet Block - Universal Questions Only

Course Information

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Div	LCC
		Avg.		Avg.		Avg.		Avg.		Avg.
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	1546	2.20%	1.81%	6.73%	34.09%	55.17%	5	5.00	4.38	4.27
The course textbook and/or readings contributed to my learning of the subject matter.	1542	3.44%	2.72%	11.61%	33.72%	48.51%	5	4.00	4.21	4.15
Course requirements and goals were stated clearly at the beginning of the course.	1536	2.47%	2.73%	6.71%	29.95%	58.14%	5	5.00	4.39	4.35

Instructor Information – Likert Scale 1

%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%NV	%R	%S	%MT	%AL	Mode	Median	Div	LCC
		Avg.		Avg.		Avg.		Avg.		Avg.
I was given multiple ways to interact with the instructor throughout the course.	1713	1.81%	2.92%	8.93%	20.14%	66.20%	5	5.00	4.46	4.44
I was informed of my progress throughout the semester.	1711	3.27%	5.26%	10.46%	20.28%	60.72%	5	5.00	4.30	4.26
The course instructor explained course materials clearly.	1702	2.29%	2.29%	8.11%	20.98%	66.33%	5	5.00	4.47	4.38
The course instructor communicated enthusiasm and interest in the course material.	1703	2.06%	3.23%	6.52%	14.74%	73.46%	5	5.00	4.54	4.46
The instructor responded respectfully to students' questions.	1695	1.00%	1.53%	5.01%	10.38%	82.06%	5	5.00	4.71	4.64
The instructor encouraged respect for differing student opinions and experiences throughout the course.	1682	1.78%	1.78%	4.93%	12.43%	79.07%	5	5.00	4.65	4.60

Instructor Information – Likert Scale 2

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median	Avg.	LCC
The instructor encouraged group activities and discussions throughout the course.	1715	3.50%	3.44%	15.92%	24.31%	52.83%	5	5.00	4.20	4.13
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	1718	3.26%	3.43%	13.85%	24.56%	54.89%	5	5.00	4.24	4.15

Cross Tabulation - Universal Questions Only, lists shortened for example

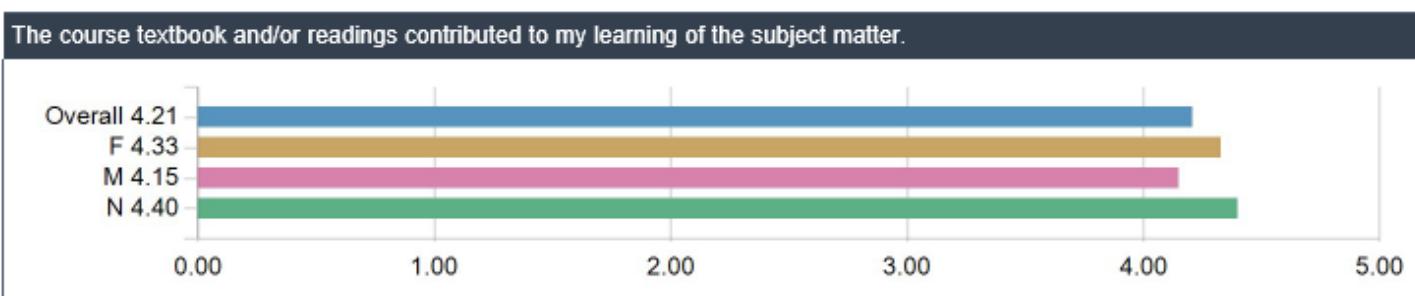
Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.

Course projects, assignments, tests, and/or exams improved my understanding of the course material.



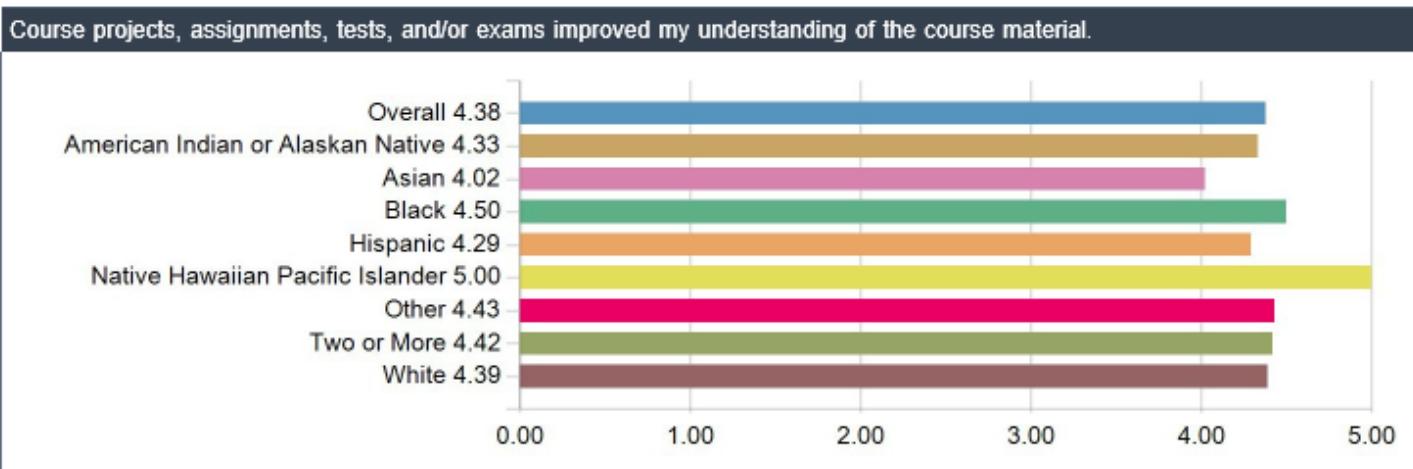
The course textbook and/or readings contributed to my learning of the subject matter.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 response to report result.

Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Custom Questions - lists shortened for example, actual reports list each question

Scale Distribution

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Question	Positive	Neutral	Negative
Course assignments, projects, tests, and/or papers helped me to develop skills I can use insideand outside of the classroom.	85.36%	9.29%	5.36%

Question	Positive	Neutral	Negative
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	87.45%	8.24%	4.31%

Question	Positive	Neutral	Negative
Technological and online requirements were explained clearly at the beginning of the course.	86.57%	6.72%	6.72%

Spreadsheet Block

Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequentlyselected score; Median = the middle value.

Resp	%SD	%D	%N	%A	%SA	Mode	Median	Div Avg.	LCC Avg.
280	2.50%	2.86%	9.29%	32.86%	52.50%	5	5.00	4.30	4.20

Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequentlyselected score; Median = the middle value.

Resp	%SD	%D	%N	%A	%SA	Mode	Median	Div Avg.	LCC Avg.
255	3.53%	0.78%	8.24%	29.80%	57.65%	5	5.00	4.37	4.27

Cross Tabulation

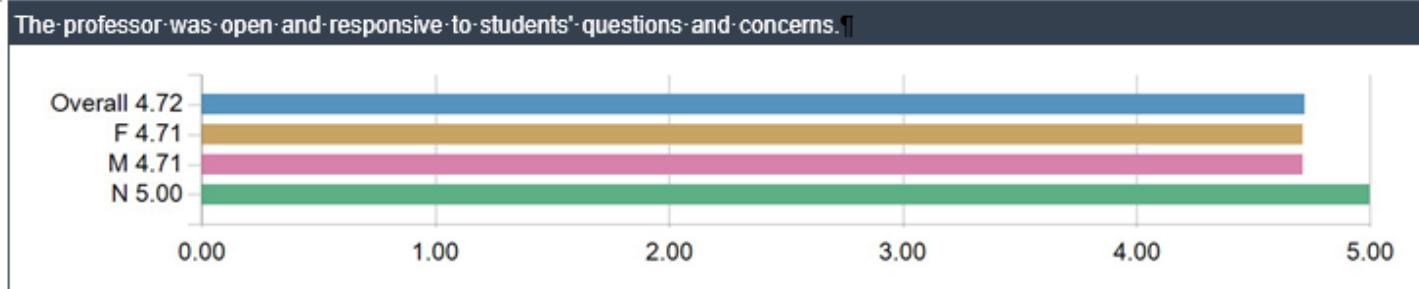
Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.

Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.



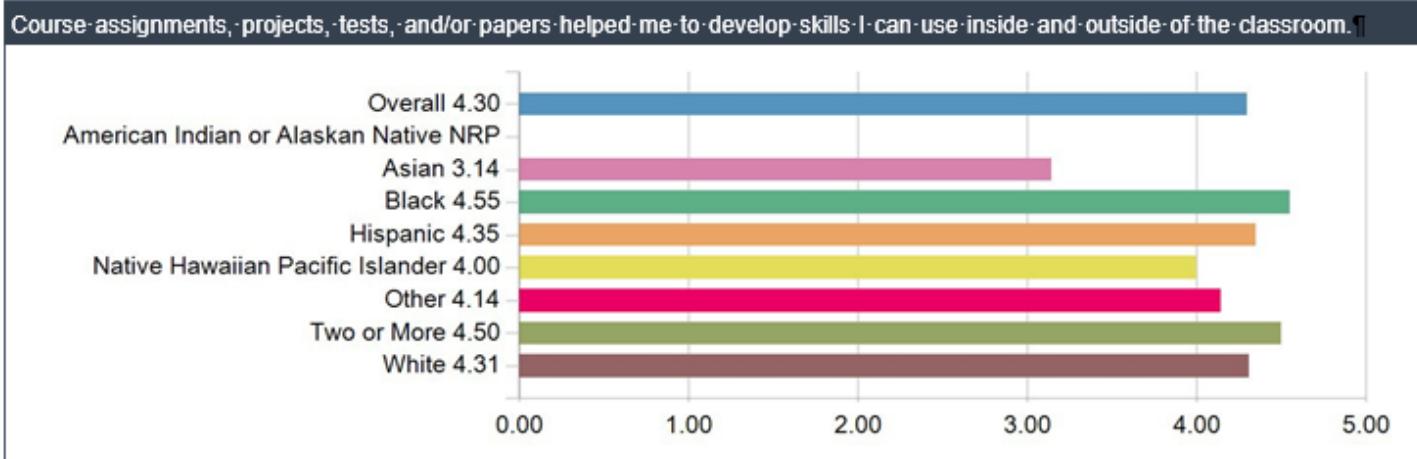
The professor was open and responsive to students' questions and concerns.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 response to report result.

Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.



This report combines information from the following section(s):

All section CRN#s used to make this report are listed here.

Example Institutional Report



Institutional Report for LCC - Example

Project Title: Course Evaluations - [Semester year]

Courses Audience: 24349

Responses Received: 12977

Response Ratio: 53.30%

Report Comments

The sections(s) used to create this aggregated information are listed at the end of this report.

This institution-level report is designed to help academic administrators understand student feedback from a summative and developmental perspective. This evaluation helps an instructor grow as a professional and continue to improve course delivery.



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Creation Date: Date Published by Blue

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Scale Distribution – universal questions only

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Course Materials

Question	Positive	Neutral	Negative
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	84.94%	9.41%	5.65%
The course textbook and/or readings contributed to my learning of the subject matter.	79.30%	13.14%	7.57%
Course requirements and goals were stated clearly at the beginning of the course.	86.97%	7.68%	5.35%

Instructor Questions

Question	Positive	Neutral	Negative
I was given multiple ways to interact with the instructor throughout the course.	85.05%	10.11%	4.84%
The instructor encouraged group activities and discussions throughout the course.	74.68%	16.72%	8.60%
I was informed of my progress throughout the semester.	79.71%	11.48%	8.81%
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	76.72%	14.38%	8.90%
The course instructor explained course materials clearly.	84.79%	9.16%	6.05%
The course instructor communicated enthusiasm and interest in the course material.	85.76%	8.36%	5.88%
The instructor responded respectfully to students' questions.	90.67%	5.85%	3.48%
The instructor encouraged respect for differing student opinions and experiences throughout the course.	89.61%	6.58%	3.81%

Question Ranking - Universal questions only here

Strengths	
1 The professor was open and responsive to students' questions and concerns.	4.61
2 The course instructor created a respectful and encouraging atmosphere.	4.59
3 The instructor was available for contact if needed.	4.58

Areas for Improvement	
1 My Learning Assistant helped me succeed in the course	3.23
2 Library resources and/or library services contributed to my learning in this course	3.69
3 Online interactions with my peers improved my understanding of the course material.	3.84

Spreadsheet Block – Universal Questions only

Course Information

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	12195	2.74%	2.91%	9.41%	34.74%	50.19%	5	5.00
The course textbook and/or readings contributed to my learning of the subject matter.	12186	3.42%	4.14%	13.14%	32.82%	46.47%	5	4.00
Course requirements and goals were stated clearly at the beginning of the course.	12117	2.67%	2.68%	7.68%	30.74%	56.23%	5	5.00

Instructor Information – Likert Scale 1

%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%NV	%R	%S	%MT	%AL	Mode	Median
I was given multiple ways to interact with the instructor throughout the course.	13650	1.45%	3.39%	10.11%	20.06%	64.99%	5	5.00
I was informed of my progress throughout the semester.	13643	3.51%	5.30%	11.48%	21.24%	58.47%	5	5.00
The course instructor explained course materials clearly.	13599	2.22%	3.83%	9.16%	23.43%	61.36%	5	5.00
The course instructor communicated enthusiasm and interest in the course material.	13563	2.54%	3.33%	8.36%	16.99%	68.78%	5	5.00
The instructor responded respectfully to students' questions.	13526	1.45%	2.03%	5.85%	12.75%	77.92%	5	5.00
The instructor encouraged respect for differing student opinions and experiences throughout the course.	13425	2.08%	1.74%	6.58%	13.81%	75.80%	5	5.00

Instructor Information – Likert Scale 2

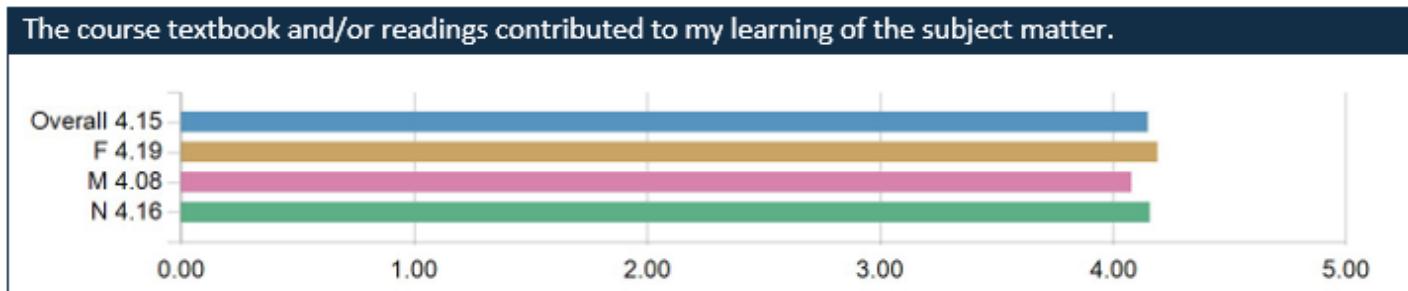
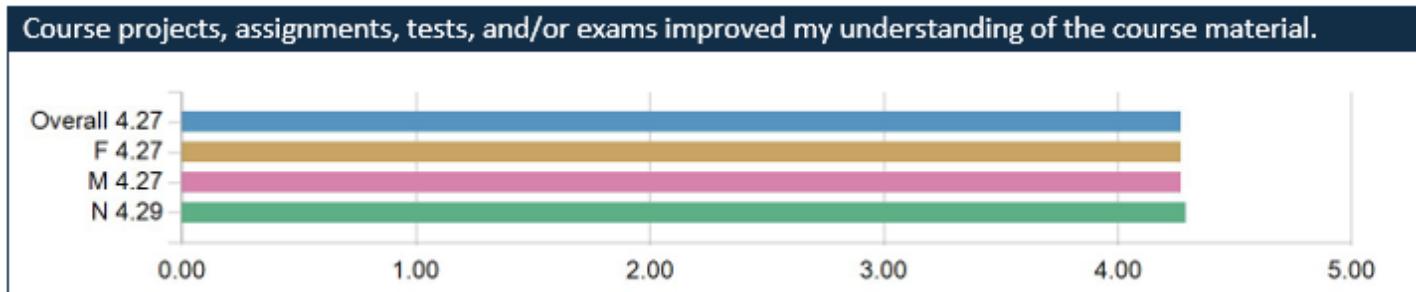
%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Question	Resp	%SD	%D	%N	%A	%SA	Mode	Median
The instructor encouraged group activities and discussions throughout the course.	13651	3.52%	5.08%	16.72%	24.36%	50.31%	5	5.00
My instructor's feedback on course assignments, projects, tests, and/or papers helped me improve in the course.	13654	4.09%	4.81%	14.38%	25.03%	51.69%	5	5.00

Cross Tabulation - Universal questions all listed, shortened here for example

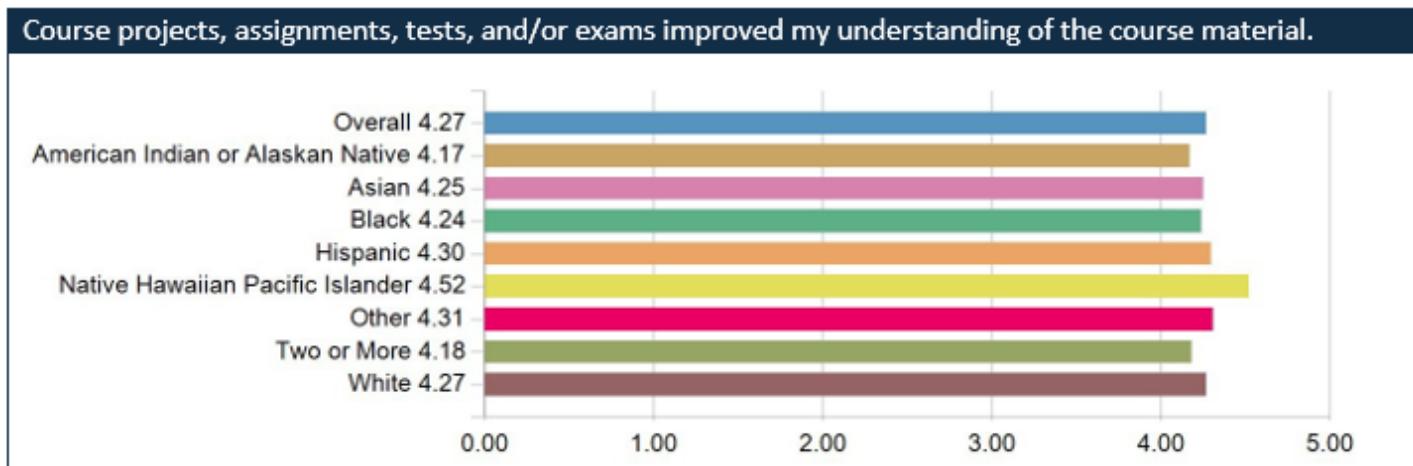
Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 responses to report result.



Custom Questions - lists shortened for this example report.

Scale Distribution

The following tables group student responses by Positive (rated the question Strongly Agree, Agree, Most of the Time, or Always), Neutral (rated the question Neutral or Sometimes), and Negative (rated the question as Disagree, Strongly Disagree, Never, or Rarely).

Question	Positive	Neutral	Negative
Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.	81.86%	11.50%	6.64%

Question	Positive	Neutral	Negative
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	84.78%	9.24%	5.98%

Spreadsheet Block

Course assignments, projects, tests, and/or papers helped me to develop skills I can use inside and outside of the classroom.

%SD = % Strongly Disagree; %D = % Disagree; %N = % Neutral; %A = % Agree; %SA = % Strongly Agree; Mode= the most frequently selected score; Median = the middle value.

Resp	%SD	%D	%N	%A	%SA	Mode	Median
2348	3.62%	3.02%	11.50%	33.65%	48.21%	5	4.00

The organization of online activities in the course was clear and easy to follow.

%NV = % Never; %R = % Rarely; %S = % Sometimes; %MT = % Most of the Time; %AL = % Always; Mode= the most frequently selected score; Median = the middle value.

Resp	%NV	%R	%S	%MT	%AL	Mode	Median
2295	1.83%	2.75%	10.15%	26.23%	59.04%	5	5.00

Cross Tabulation – lists shortened for example report

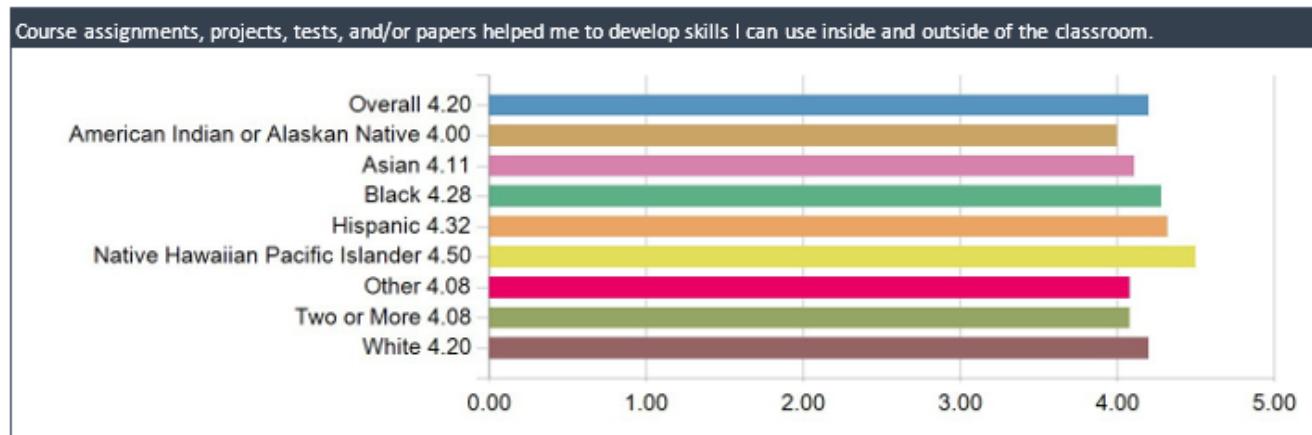
Breakdown by Gender

F= Female, M = Male, N= Gender Not Reported, NRP = did not meet threshold of at least 1 response to report result.



Breakdown by Race and Ethnicity

NRP = did not meet threshold of at least 1 response to report result.



This report combines information from the following section(s):

CRNs of sections included in the report are listed here.

Example Formative Evaluation Report



Formative Evaluation Report Example, section identification information part of this title

Project Title: Formative Evaluation - [semester - year]

Courses Audience: 27

Responses Received: 9

Response Ratio: 33.33%

Report Comments

This formative evaluation report is designed to help faculty collect and use student learning feedback during the middle of the semester. Formative evaluations can be used to gain insight about the learning needs and characteristics of your students. Information gathered from formative evaluations can be used to inform pedagogical adjustments during the semester.

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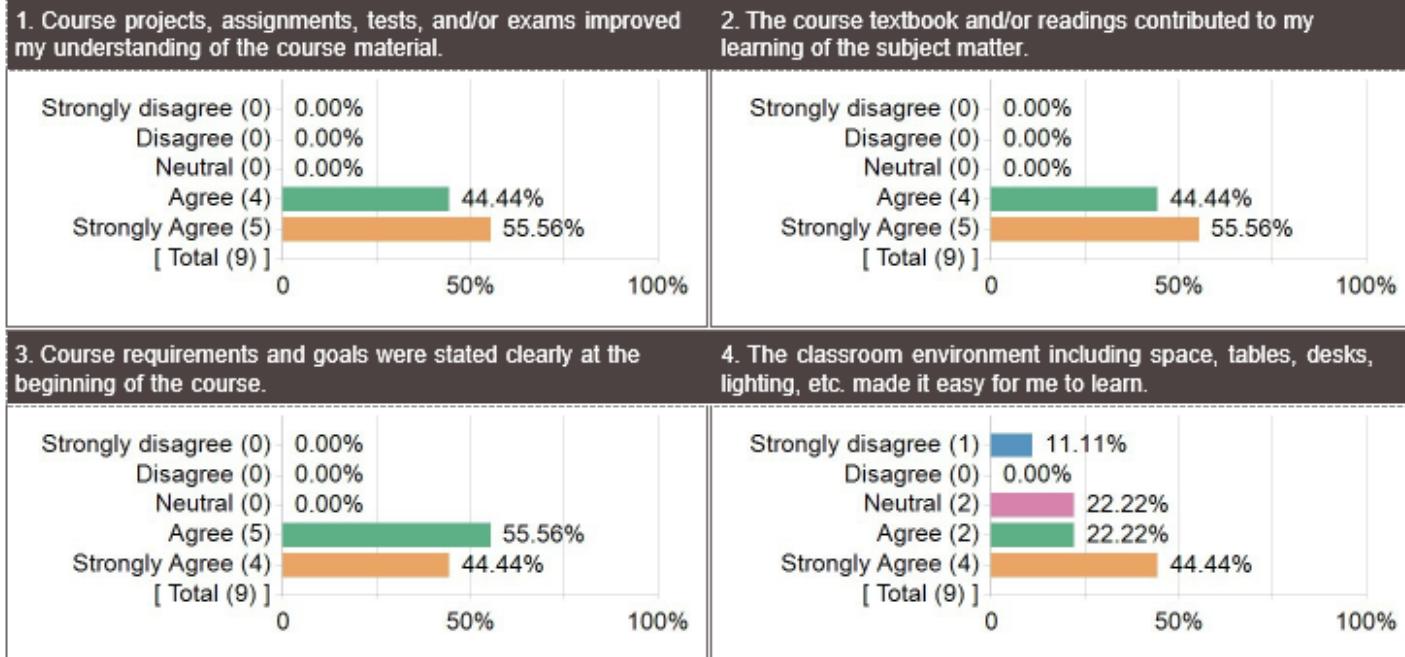
Creation Date: Date Published by Blue

blue®

Frequency Charts

The following bar charts depict the numbers and percentages of students who answered your evaluation question. The total number of students who responded to the question is found at the bottom left of the chart. The total is then broken up into the number of students that answered each option given, this is the number in the parentheses next to the answer. The percentage, showing how that number compared to the total is show at the right of the bar.

Course Materials



Comments

The following section lists your evaluation questions followed by the comments they generated.

What could the instructor [keep doing, stop doing, start doing] to help you learn?

Comments

Engage in some classmate discussion . And use a textbook instead of documents

Make study outlines

Everything with the class is pretty explanatory for me to learn.

I like the process that you have to finish one assignment before you have access to the next one, however, I feel it wasn't explained very well in the syllabus so it was confusing and stressful at the beginning.

I was hoping that there is more information of in every topic that will give us idea of the topic.

I like the way the instructor set up the course. It makes it easier to get things done and it is organized. I do feel like the instructor should increase the time on his quizzes.

Keep giving feedback

What could you [keep doing, stop doing, start doing] to help you learn?

Comments

Keep working ahead

start earlier

To help with learning i keep re reading material so I understand it

I go through each chapter file/slide show and take my notes. Writing helps me recall information instead of just reading it once.

I do like how the professor give us a few question and discussion in every chapter.

Still write notes from the lectures. Helps with memorization.

stay on top of the reading and make sure I take notes

Prioritizing work a little better.

Document Change Log – CDS Use only

If you are reading this document and see items that need to be changed please submit that information to [CDS email \(lcc-cds@star.lcc.edu\)](mailto:lcc-cds@star.lcc.edu).

Date of Change	Description of Change	Responsible Party
Spring 2021	Initial Documentation	Karen Hicks
Jan/Feb 2022	Updates: Formatting to ADA compliant; updated and added information	Terri Christian
2/28/2022	Finalized Edition V1.0	CASL & CDS Team