

Report Generation WorkFlow

Test-Cycle for Individual Instructors

BLUE Course Evaluation System

By

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5/12/2016

Modified 6/29/2016 (Making sure the minimum threshold is set to 3)

Modified 9/14/2016 (Minor edits)

Fair warning:

Successful completion of this training material may have negative intellectual implications for the learner.

IUSB/BLUE WorkFlow – Report Generation Test-Cycle

Step 1: Creating a Report by Copying an Existing Report

Select one of the previously created Reports (see below) and then click the “**COPY**” button.

The screenshot shows the IUSB/BLUE Reports interface. The browser address bar displays <https://ocqbest.indiana.edu/Blue/Default.aspx>. The page title is "Reports". The user is logged in as Hossein Hakimzadeh, and the date is Wednesday, May 18, 2016. The left sidebar contains navigation links: My Space (Home, Dashboard, My Preferences), Management (Projects, Reports, Question Bank), and General (User Mgmt, Sign Out). The main content area is titled "Report List" and includes filters for Category (All Categories), Subcategory (All Subcategories), and Display (Current). Below the filters, a table lists 14 reports. The report titled "Individual instructor report - Regular Classes Fall 2015" is selected, and the "Copy" button is highlighted. The table columns are Category, Subcategory, Report Title, Project Title, Expiry Date, Status, and Manage. The bottom of the page shows a "Delete" button, a "Copy" button, and an "Archive" button. The page number is 10.

Category	Subcategory	Report Title	Project Title	Expiry Date	Status	Manage
IUSB	Regular fall 2015	*Academic Group Report - Regular Classes Fall 2015	IU South Bend Student Course Evaluation – Regular Classes Fall 2015	[No Expiry]	Published	Manage Edit
IUSB	Regular fall 2015	*Department Report - Regular Classes Fall 2015	IU South Bend Student Course Evaluation – Regular Classes Fall 2015	[No Expiry]	Published	Manage Edit
IUSB	Regular fall 2015	*Individual instructor Cross Listed Courses report - Regular Classes Fall 2015	IU South Bend Student Course Evaluation – Regular Classes Fall 2015	[No Expiry]	Published	Manage Edit
IUSB	Regular fall 2015	*Individual instructor Cross Listed no QP Courses report - Regular Classes Fall 2015	IU South Bend Student Course Evaluation – Regular Classes Fall 2015	[No Expiry]	Published	Manage Edit
IUSB	Regular fall 2015	*Individual instructor report - no QP- Regular Classes Fall 2015	IU South Bend Student Course Evaluation – Regular Classes Fall 2015	[No Expiry]	Published	Manage Edit
IUSB	Regular fall 2015	*Individual instructor report - Regular Classes Fall 2015	IU South Bend Student Course Evaluation – Regular Classes Fall 2015	[No Expiry]	Published	Manage Edit
IUSB	Regular fall 2015	*IUSB-wide Report - Regular Classes Fall 2015	IU South Bend Student Course Evaluation – Regular Classes Fall 2015	[No Expiry]	Published	Manage Edit
IUSB	Early Fall 2015	Academic Group report - IU South Bend Student Course Evaluation - Fall 2015	IU South Bend Student Course Evaluation – Fall 2015	[No Expiry]	Published	Manage Edit
IUSB	Early Fall 2015	Department report - IU South Bend Student Course Evaluation – Fall 2015	IU South Bend Student Course Evaluation – Fall 2015	[No Expiry]	Published	Manage Edit
IUSB	Regular fall 2015	Hossein's Campus level report 1	IU South Bend Student Course Evaluation – Regular Classes Fall 2015	Not Published	Manage	Edit

You should now see a figure similar to the one below:

Blue

https://ocqbest.indiana.edu/Blue/Default.aspx

Report Copy

Hossein Hakimzadeh
Tue, May 17, 2016

My Space

- Home
- Dashboard
- My Preferences

Management

- Projects
- Reports**
- Question Bank

General

- User Mgmt
- Sign Out

Report Title: *Individual instructor report - Regular Classes Fall 2015

Step 1: Select Project

☒ Use the project from the report ☐ Select different project

Step 2: Define Report Settings

Project Title IU South Bend Student Course Evaluation – Regular Classes Fall 2015

Report Type

- ☐ Rollover
- ☒ Individual
- ☐ Group By

Group By IUSB-Courses Name

☒ Distributed

☒ Break Down By Secondary Subject

☐ Export

☐ Automatic Update

☐ Update viewers automatically from project group definition

☐ Merge Subjects

Validate Create Cancel

Help

Step 2: Now click the radio button “**SELECT DIFFERENT PROJECT**”,

You will see a table of PROJECTS appear below to select from. See the following:

Report Copy

Report Title: *Individual instructor report - Regular Classes Fall 2015

Step 1: Select Project

☐ Use the project from the report ☒ Select different project

Category: All Categories Subcategory: All Categories Display: Current

Filter by: All Title: Search

Results: 1 - 4 of 4 Item(s)

Category	Subcategory	Title	Status	From	To	Select
[Not Classified]		Confidential Proj 2 IU South Bend Student Course Evaluation – Fall 2015	Expired	Monday, November 2, 2015	Thursday, November 12, 2015	Select
[Not Classified]		IU South Bend Student Course Evaluation – Fall 2015	Expired	Wednesday, September 9, 2015	Saturday, December 19, 2015	Select
[Not Classified]		IU South Bend Student Course Evaluation – Regular Classes Fall 2015	Expired	Tuesday, November 17, 2015	Thursday, December 31, 2015	Select
[Not Classified]		Spring 2016 IUSB Course Evaluation - Production	Published	Thursday, February 18, 2016	Sunday, May 22, 2016	Select

Step 2: Define Report Settings

Project Title: IU South Bend Student Course Evaluation – Regular Classes Fall 2015

Map questions: ☒ By question ID ☐ By question caption ☐ By question identifier

Report Type: ☐ Rollover ☒ Individual ☐ Group By

Group By: IUSB-Courses Name

Step 3: Now select the PROJECT which should be used by this REPORT. In this case we will pick “Sprint2016 IUSB Course Evaluation – Production”. Click the “SELECT” link.

Note that the **Project Title** (under step 2) is now changed to the selected project.

The screenshot shows the Blue system interface. The left sidebar contains navigation links: My Space (Home, Dashboard, My Preferences), Management (Projects, Reports, Question Bank), and General (User Mgmt, Sign Out). The main content area is titled "Report Title: *Individual instructor report - Regular Classes Fall 2015".

Step 1: Select Project

Use the project from the report ☐ Select different project ☒

Category: All Categories Subcategory: All Categories Display: Current

Filter by: All Title Search

Results: 1 - 4 of 4 Item(s)

Category	Subcategory	Title	Status	From	To	Select
[Not Classified]		Confidential Proj 2 IU South Bend Student Course Evaluation – Fall 2015	Expired	Monday, November 2, 2015	Thursday, November 12, 2015	Select
[Not Classified]		IU South Bend Student Course Evaluation – Fall 2015	Expired	Wednesday, September 9, 2015	Saturday, December 19, 2015	Select
[Not Classified]		IU South Bend Student Course Evaluation – Regular Classes Fall 2015	Expired	Tuesday, November 17, 2015	Thursday, December 31, 2015	Select
[Not Classified]		Spring 2016 IUSB Course Evaluation - Production	Published	Thursday, February 18, 2016	Sunday, May 22, 2016	Select

Step 2: Define Report Settings

Project Title: Spring 2016 IUSB Course Evaluation - Production

Map questions: ☒ By question ID ☐ By question caption ☐ By question identifier

Report Type: ☐ Rollover ☒ Individual ☐ Group By

Group By: Planner Courses Name

☒ Distributed ☒ Break Down By Secondary Subject ☐ Export ☐ Automatic Update

Step 4: Make sure the following are selected:

Map questions:

By question ID

Report Type:

Individual

Distributed (multiple instructors will see the result of the eval)

Break down by secondary subject (only the correct faculty will be able to see their results)

Note to SELF and OTHERS:

One may ask the question, why are these checkboxes, radio buttons are selected, and others are not! Well, that is a good question. Some of these items may appear more intuitive or logical, and some may not. For now, we are simply copying the old report generated by the “company”. A significant attempt to make sense of the naming conventions used by BLUE may be futile and counter-productive. So, for now let’s call it “Best Practice”.

Case and point: One may ask in the screen shot below, what the difference is between: (By Question ID vs. By Question Identifier), and the answer is probably because it is(“best practice”).

Blue

https://ocqbest.indiana.edu/Blue/Default.aspx

Hossein Hakimzadeh
Tue, May 17, 2016

My Space
Home
Dashboard
My Preferences

Management
Projects
Reports
Question Bank

General
User Mgmt
Sign Out

Report Title: *Individual instructor report - Regular Classes Fall 2015

Step 1: Select Project

☐ Use the project from the report ☒ Select different project

Category: All Categories Subcategory: All Categories Display: Current

Filter by: All Title Search

Results: 1 - 4 of 4 Item(s)

Category	Subcategory	Title	Status	From	To	Select
[Not Classified]		Confidential Proj 2 IU South Bend Student Course Evaluation – Fall 2015	Expired	Monday, November 2, 2015	Thursday, November 12, 2015	Select
[Not Classified]		IU South Bend Student Course Evaluation – Fall 2015	Expired	Wednesday, September 9, 2015	Saturday, December 19, 2015	Select
[Not Classified]		IU South Bend Student Course Evaluation – Regular Classes Fall 2015	Expired	Tuesday, November 17, 2015	Thursday, December 31, 2015	Select
[Not Classified]		Spring 2016 IUSB Course Evaluation - Production	Published	Thursday, February 18, 2016	Sunday, May 22, 2016	Select

Step 2: Define Report Settings

Project Title: Spring 2016 IUSB Course Evaluation - Production

Map questions

☒ By question ID ☐ By question caption ☐ By question identifier

Report Type

☐ Rollover
☒ Individual
☐ Group By Planner Courses Name

☒ Distributed
☒ Break Down By Secondary Subject
☐ Export
☐ Automatic Update

Step 5: Now Click **VALIDATE**, and then click the “**View Warnings**”

The screenshot shows the Blue web application interface. On the left is a navigation menu with sections: My Space (Home, Dashboard, My Preferences), Management (Projects), Reports (Question Bank), and General (User Mgmt, Sign Out). The main content area is divided into two steps:

Step 1: Select Project

Options: ☐ Use the project from the report, ☒ Select different project

Category: All Categories, Subcategory: All Categories, Display: Current

Filter by: All, Title: [Search]

Results: 1 - 4 of 4 item(s)

Category	Subcategory	Title	Status	From	To	Select
[Not Classified]		Confidential Proj 2 IU South Bend Student Course Evaluation – Fall 2015	Expired	Monday, November 2, 2015	Thursday, November 12, 2015	Select
[Not Classified]		IU South Bend Student Course Evaluation – Fall 2015	Expired	Wednesday, September 9, 2015	Saturday, December 19, 2015	Select
[Not Classified]		IU South Bend Student Course Evaluation – Regular Classes Fall 2015	Expired	Tuesday, November 17, 2015	Thursday, December 31, 2015	Select
[Not Classified]		Spring 2016 IUSB Course Evaluation - Production	Published	Thursday, February 18, 2016	Sunday, May 22, 2016	Select

Step 2: Define Report Settings

Project Title: Spring 2016 IUSB Course Evaluation - Production

Map questions: ☒ By question ID, ☐ By question caption, ☐ By question identifier

Report Type: ☐ Rollover, ☒ Individual, ☐ Group By (Planner Courses, Name)

☒ Distributed, ☒ Break Down By Secondary Subject, ☐ Export, ☐ Automatic Update, ☐ Update viewers automatically from project group definition, ☐ Merge Subjects

Buttons: **Validate** (highlighted with a red box), Create, Cancel

[View warnings](#)

If there are any warning, they will look like: (at this point, I am not sure how these errors should be handled, check with Explorance)

copyReportWarnings1a5a788e-34c0-48e0-839f-a53841210613 - Notepad

```
File Edit Format View Help
Invalid group element: Department
Invalid group element: Academic Group
Invalid group element: Comments
```

Step 6: Now Click **Create**:

The screenshot shows the Blue system interface. The left sidebar contains navigation links: My Space (Home, Dashboard, My Preferences), Management (Projects, Reports, Question Bank), and General (User Mgmt, Sign Out). The main content area is divided into two steps.

Step 1: Select Project

Use the project from the report ☐ Select different project ☒

Category: All Categories Subcategory: All Categories Display: Current

Filter by: All Title Search

Results: 1 - 4 of 4 Item(s)

Category	Subcategory	Title	Status	From	To	Select
[Not Classified]		Confidential Proj 2 IU South Bend Student Course Evaluation – Fall 2015	Expired	Monday, November 2, 2015	Thursday, November 12, 2015	Select
[Not Classified]		IU South Bend Student Course Evaluation – Fall 2015	Expired	Wednesday, September 9, 2015	Saturday, December 19, 2015	Select
[Not Classified]		IU South Bend Student Course Evaluation – Regular Classes Fall 2015	Expired	Tuesday, November 17, 2015	Thursday, December 31, 2015	Select
[Not Classified]		Spring 2016 IUSB Course Evaluation - Production	Published	Thursday, February 18, 2016	Sunday, May 22, 2016	Select

Step 2: Define Report Settings

Project Title: Spring 2016 IUSB Course Evaluation - Production

Map questions: ☒ By question ID ☐ By question caption ☐ By question identifier

Report Type: ☐ Rollover ☒ Individual ☐ Group By

Planner Courses Name

☒ Distributed ☒ Break Down By Secondary Subject ☐ Export

☐ Automatic Update ☐ Update viewers automatically from project group definition ☐ Merge Subjects

Validate Create Cancel

[View warnings](#)

Help

Step 7: Modify the following fields:

Report Title:

Spring 2016 IUSB - Individual instructor report - Test Cycle

Individual Report Title:

Individual Report for [C\$FN] [C\$LN] - [S\$NAME]

Subcategory:

Spring 2016

Then click the **SAVE** button.

Blue

https://ocqbest.indiana.edu/Blue/Default.aspx

Reports » Copy of *Individual instructor report - Regular Classes Fall 2015 » General Information » Content

Save

Info Content Content for Export Filters Subjects Viewers Access Project Mapping Distribution Language Publish

Content Options Advanced Settings

My Space

Hossein Hakimzadeh
Tue, May 17, 2016

Home
Dashboard
My Preferences

Management

Projects
Reports
Question Bank

General

User Mgmt
Sign Out

Project Title Spring 2016 IUSB Course Evaluation - Production

Report Title Spring 2016 IUSB - Individual instructor report - Test Cycle

Individual Report Title Individual Report for [C\$FN] [C\$LN] - [S\$NAME]

Report Description

Category IUSB

Subcategory Spring 2016

Header Individual Report for [C\$FN] [C\$LN] - [S\$NAME]

Footer Copyright Indiana University South Bend

Remarks

Prepared by Hossein Hakimzadeh

Report Type(Condensed)

Roll Over
Individual
Group By Planner Courses Name

Distributed
Break Down By Secondary Subject
Export
Automatic Update
Update viewers automatically from project group definition
Merge Subjects

Options

Apply Report Logs
Hide report blocks with no results
Display table of contents (not available in printed version)
Hide Cover Page
Hide Project Audience and Responses Received on Cover Page
Display page numbering

Decimal Places for Scores 1

Decimal Places for Percentages 0

Audience

Private
Public
None

Added on 6/29/2016

Step 8: Click the **OPTIONS** tab and make sure the **THRESHOLD MINIMUMS** are properly set. More specifically, make sure the minimum for **RESPONSES** is set to 3. This means that if the class has less than 3 responses, the report should not be visible by the instructor. This is for anonymity reasons. The data will still be used for the calculation of Academic Unit and Campus norms.

The screenshot shows the 'Report Options' page in the Blue system. The page is titled 'Report Options' and is part of the 'Spring 2016 IUSB - Individual instructor report - Test Cycle' under 'General Information'. The 'Options' tab is selected, and the 'Advanced Settings' sub-tab is active. The 'Threshold Minimums' section shows 'Responses' set to 3, 'Invitations' set to 1, and 'Response Percentage' set to 0%. The 'Included Responses' section shows 'Active - Submitted' and 'Active - Saved' checked, while 'Deleted - Submitted' and 'Deleted - Saved' are unchecked. The 'Available Languages' section shows 'English' selected as the 'Base Language'. The 'Custom Chart Colors' section shows four colors: #FC8C8C (red), #94C5C7 (teal), #EBB9BC (pink), and #FFFF80 (yellow).

Blue

Welcome Hossein Hakimzadeh

English Sign Out

Home Response Rate DIG Projects Projects Reports Monitoring Question Bank Record Mgmt Help

Reports > Spring 2016 IUSB - Individual instructor report - Test Cycle > General Information > Options

Save

Info Content Content for Export Filters Subjects Viewers Access Project Mapping Distribution Language Publish

Content Options Advanced Settings

Report Options

Threshold Minimums

☒ Responses 3

☒ Invitations 1

☐ Response Percentage %

Included Responses

☒ Active - Submitted

☒ Active - Saved

☐ Deleted - Submitted

☐ Deleted - Saved

Available Languages

Select Available Languages Base Language

☒ English

Custom Chart Colors

Add color Reset to default

☒ #FC8C8C

☒ #94C5C7

☒ #EBB9BC

☒ #FFFF80

Step 9: Adding/Modifying the Content of the Report BLOCKS

Now click the **CONTENTS** tab, and under the **BLOCKS** sub tab note the host of “**INVALID**” warnings!

I have no idea why these “report blocks” are invalid at this time! Since it was just copied from an existing report from last semester. See the two figures below (1st is this report) and (2nd is the report it was copied from). One possibility is that I have not “CLOSED / STOPPED” the project yet, and all report blocks that rely on campus norms are marked as invalid. (note to self, look in to this later!!)

According to the BLUE representative, these errors sometime popup (there is a bug), but if we simply click the “**EDIT**” link in front of each report block then simply click the “**APPLY**” button again, we should be fine. However when we did that it did not fix the problem. The real problem may be that the data sources in the fall semester were loaded manually and in spring we are using automated load, and some of the fields are now different. Essentially all the “SCORE” report blocks need to be fixed.

Now, get this. I tried the above process the following day (Edit followed by Apply), and it now seems to be working!

This software is not very predictable. See the screen shot below. (Regardless, for some reason you may have to go through and click edit and apply for several questions in your Report Block List.)

9/14/2016

On the latest generation of reports for Summer 2016, the above error no longer appeared. This may be because the questions / report blocks have not changed, or because between spring and summer the company has fixed some bugs.

Before (Edit and Apply)

Blue

https://ocqbest.indiana.edu/Blue/Default.aspx

Powered by blue

Reports » Spring 2016 IUSB - Individual instructor report - Test Cycle » Content » Blocks

Save

Info Content Content for Export Filters Subjects Views Access Project Mapping Distribution Language Publish

Blocks Group Elements Virtual Groups Virtual Question Piping Settings Triggers

Report Block List

Move to position Go

Index	Title	Type	Content	Edit	Preview
1	Title	Section	Section Title	Edit	Preview
2	Interpretation guidelines	Section	Custom Text	Edit	Preview
3	Instructor Course information	Section	Custom Text	Edit	Preview
4	Page Break	Section	Page Break	Edit	Preview
5	Core Questions:	Section	Section Title	Edit	Preview
6	Instructor Results:	Section	Section Title	Edit	Preview
7	Questions for [CSFN] [CSLN]	Single Selection Table	Spreadsheet	Edit	Preview
8 (Invalid)	Questions for [CSFN] [CSLN]	Single Selection Table	Score	Edit	Preview
9	Page Break	Section	Page Break	Edit	Preview
10 (Invalid)	Questions for [CSFN] [CSLN]	Single Selection Table	Score	Edit	Preview
11	Page Break	Section	Page Break	Edit	Preview
12 (Invalid)	Overall, how do you rate this instructor?	Single Selection	Score	Edit	Preview
13	Overall, how do you rate this instructor?	Single Selection	Frequency	Edit	Preview
14 (Invalid)	Overall, how do you rate this course?	Single Selection	Score	Edit	Preview
15	Overall, how do you rate this course?	Single Selection	Frequency	Edit	Preview
16	Page Break	Section	Page Break	Edit	Preview
17	Any additional comments?	Comments	Comments	Edit	Preview
18	Page Break	Section	Page Break	Edit	Preview
19	LEIGHTON SCHOOL OF BUSINESS & ECONOMICS	Section	Section Title	Edit	Preview
20 (Invalid)	The instructor uses effective teaching methods that enhance my learning.	Single Selection	Score	Edit	Preview
21	The instructor uses effective teaching methods that enhance my learning.	Single Selection	Frequency	Edit	Preview
22 (Invalid)	Instructor cares about student learning and growth.	Single Selection	Score	Edit	Preview
23	Instructor cares about student learning and growth.	Single Selection	Frequency	Edit	Preview
24 (Invalid)	Assignments and exams are fairly assessed.	Single Selection	Score	Edit	Preview
25	Assignments and exams are fairly assessed.	Single Selection	Frequency	Edit	Preview
26	The instructor challenges me to think	Single Selection	Score	Edit	Preview

After (Edit and Apply)

The screenshot shows the Blue system interface. The sidebar on the left contains navigation links: My Space, Home, Dashboard, My Preferences, Management, Projects, Reports, Question Bank, and General. The main content area is titled 'Report Block List' and features a table with the following columns: Index, Title, Type, Content, Edit, and Preview. The table lists 28 report blocks, including sections for 'Core Questions', 'Instructor Results', and 'LEIGHTON SCHOOL OF BUSINESS & ECONOMICS'. Each row has an 'Edit' and 'Preview' link. A 'Move to position' button is located at the top right of the table.

Index	Title	Type	Content	Edit	Preview
1	Title	Section	Section Title	Edit	Preview
2	Interpretation guidelines	Section	Custom Text	Edit	Preview
3	Instructor Course information	Section	Custom Text	Edit	Preview
4	Page Break	Section	Page Break	Edit	Preview
5	Core Questions:	Section	Section Title	Edit	Preview
6	Instructor Results:	Section	Section Title	Edit	Preview
7	Questions for [CSFN] [CSLN]	Single Selection Table	Spreadsheet	Edit	Preview
8	Questions for [CSFN] [CSLN]	Single Selection Table	Score	Edit	Preview
9	Page Break	Section	Page Break	Edit	Preview
10	Questions for [CSFN] [CSLN]	Single Selection Table	Score	Edit	Preview
11	Page Break	Section	Page Break	Edit	Preview
12	Overall, how do you rate this instructor?	Single Selection	Score	Edit	Preview
13	Overall, how do you rate this instructor?	Single Selection	Frequency	Edit	Preview
14	Overall, how do you rate this course?	Single Selection	Score	Edit	Preview
15	Overall, how do you rate this course?	Single Selection	Frequency	Edit	Preview
16	Page Break	Section	Page Break	Edit	Preview
17	Any additional comments?	Comments	Comments	Edit	Preview
18	Page Break	Section	Page Break	Edit	Preview
19	LEIGHTON SCHOOL OF BUSINESS & ECONOMICS	Section	Section Title	Edit	Preview
20	The instructor uses effective teaching methods that enhance my learning	Single Selection	Score	Edit	Preview
21	The instructor uses effective teaching methods that enhance my learning	Single Selection	Frequency	Edit	Preview
22	Instructor cares about student learning and growth	Single Selection	Score	Edit	Preview
23	Instructor cares about student learning and growth	Single Selection	Frequency	Edit	Preview
24	Assignments and exams are fairly assessed	Single Selection	Score	Edit	Preview
25	Assignments and exams are fairly assessed	Single Selection	Frequency	Edit	Preview
26	The instructor challenges me to think	Single Selection	Score	Edit	Preview
27	The instructor challenges me to think	Single Selection	Frequency	Edit	Preview
28	The course objectives are clearly stated	Single Selection	Score	Edit	Preview

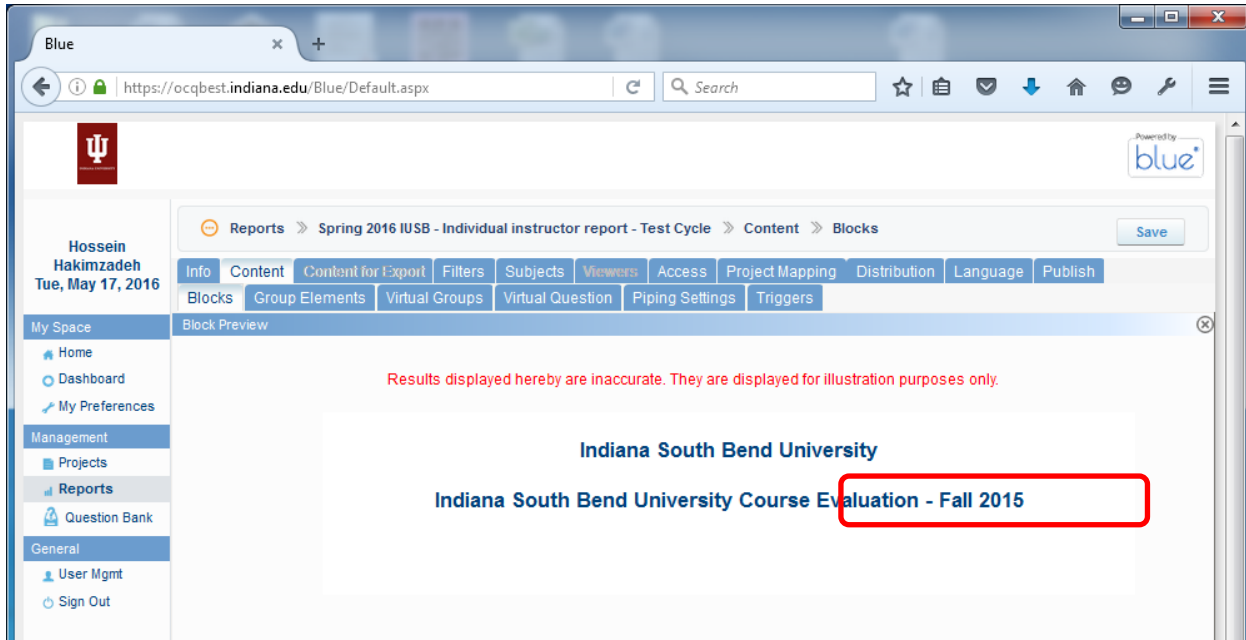
Last semester's report content (printed below for comparison):

Index	Title	Type	Content	Edit	Preview
1	Title	Section	Section Title	Edit	Preview
2	Interpretation guidelines	Section	Custom Text	Edit	Preview
3	Instructor Course information	Section	Custom Text	Edit	Preview
4	Page Break	Section	Page Break	Edit	Preview
5	Core Questions:	Section	Section Title	Edit	Preview
6	Instructor Results:	Section	Section Title	Edit	Preview
7	Questions for [CSFN] [CSLN]	Single Selection Table	Spreadsheet	Edit	Preview
8	Questions for [CSFN] [CSLN]	Single Selection Table	Score	Edit	Preview
9	Page Break	Section	Page Break	Edit	Preview
10	Questions for [CSFN] [CSLN]	Single Selection Table	Score	Edit	Preview
11	Page Break	Section	Page Break	Edit	Preview
12	Overall, how do you rate this instructor?	Single Selection	Score	Edit	Preview
13	Overall, how do you rate this instructor?	Single Selection	Frequency	Edit	Preview
14	Overall, how do you rate this course?	Single Selection	Score	Edit	Preview
15	Overall, how do you rate this course?	Single Selection	Frequency	Edit	Preview
16	Page Break	Section	Page Break	Edit	Preview
17	Any additional comments?	Comments	Comments	Edit	Preview
18	Page Break	Section	Page Break	Edit	Preview
19	LEIGHTON SCHOOL OF BUSINESS & ECONOMICS	Section	Section Title	Edit	Preview
20	The instructor uses effective teaching methods that enhance my learning.	Single Selection	Score	Edit	Preview
21	The instructor uses effective teaching methods that enhance my learning.	Single Selection	Frequency	Edit	Preview
22	Instructor cares about student learning and growth.	Single Selection	Score	Edit	Preview
23	Instructor cares about student learning and growth.	Single Selection	Frequency	Edit	Preview
24	Assignments and exams are fairly assessed.	Single Selection	Score	Edit	Preview
25	Assignments and exams are fairly assessed.	Single Selection	Frequency	Edit	Preview
26	The instructor challenges me to think.	Single Selection	Score	Edit	Preview

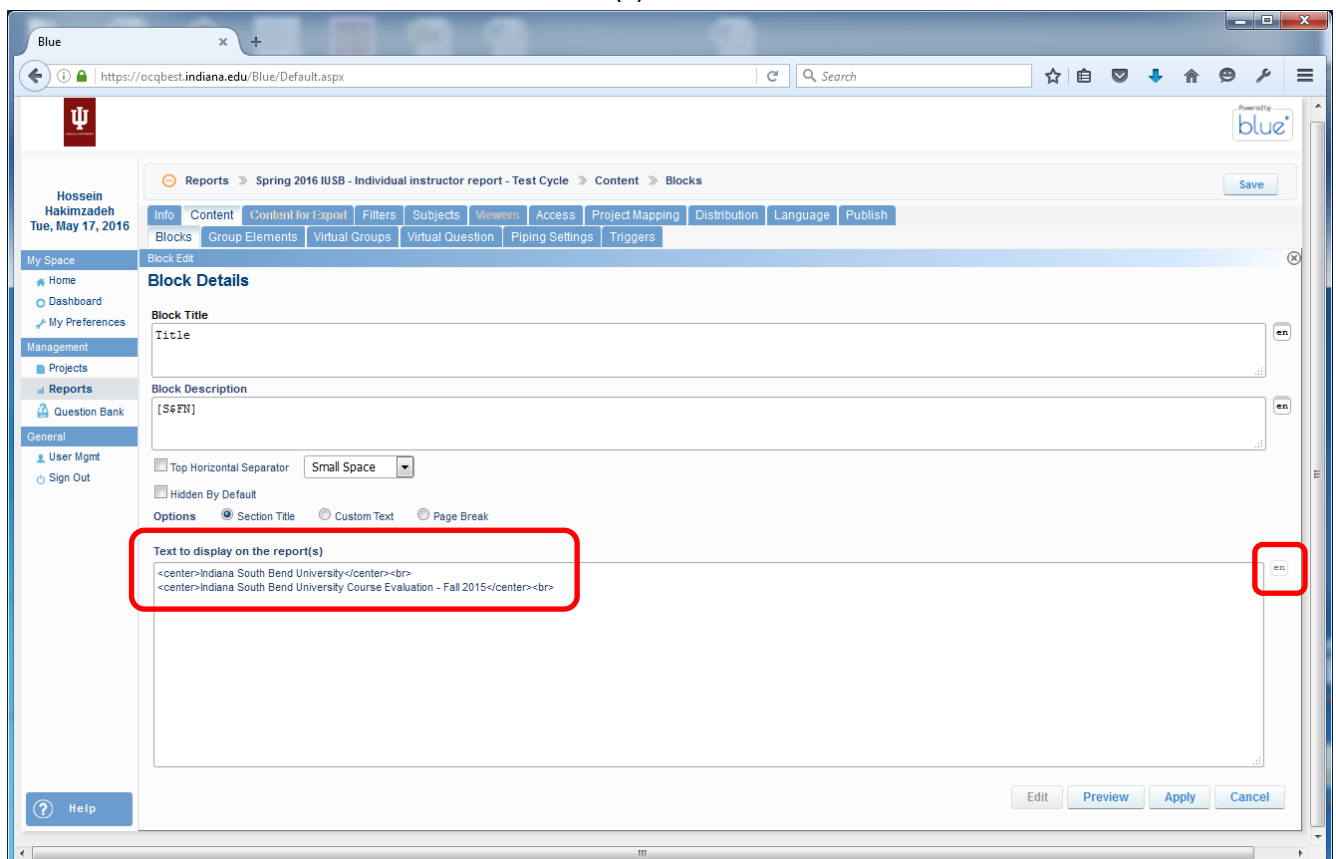
In addition to the errors, there are several other things to note.

- The number of “report blocks” appear to correspond to the number of “questions” in the fall project. Given that during the spring project several new questions, triggers, actions, etc. were added to the project, I assume those new questions need their own report blocks! (However, this is extremely error-prone and naive design (aka “best practice”), to have the user edit the reports every semester, and then generate it to see what failed!
- It was confirmed by the BLUE representative on 5/19/2016 that indeed all new question must have their own report blocks.

Step 10: One should also notice that the first “Title” report block (when previewed), shows that the report is for “Fall 2015”. So, this means **this report block must be modified every semester!** Alternatively, the report title could be generic so that it does not have to be changed every semester.

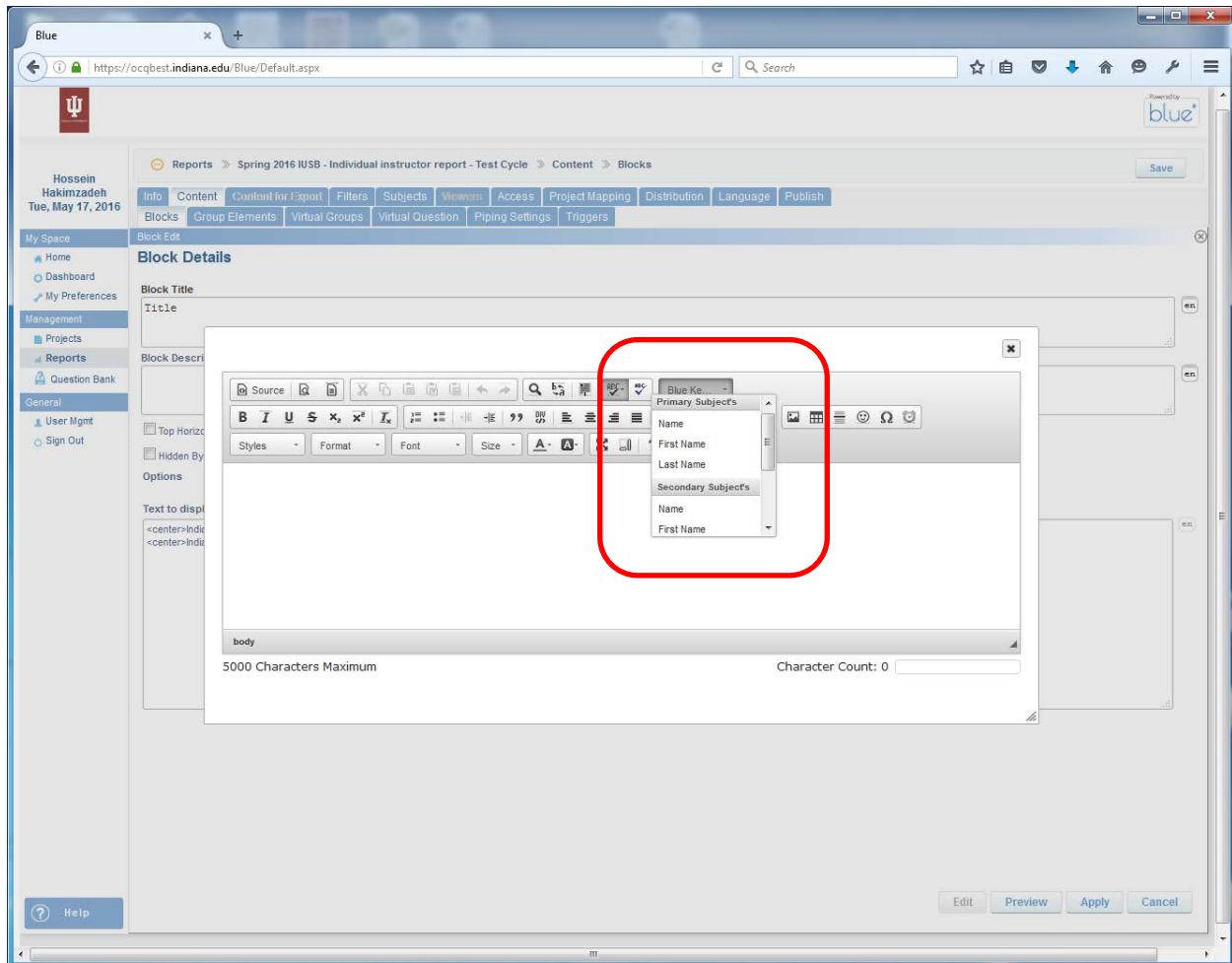


Possibly, we can try editing this item and use one of the **BLUE Keys** in the title so that we can automatically identify the semester and year. However, it does not seem to give us that feature (note the “en” button for the textbox labeled “TEXT TO DISPLAY ON THE REPORT(S)” is not enabled!



Perhaps the BLUE folks can fix this in the future!

The BLUE key variables (e.g., [S\$FN] or [C\$LN] etc.) are usually obtained by clicking the “en” button next to the textbox, and then selecting the variable from the combobox list. (See below)



Step 11 :For now I don't have any choice and will manually change the text to read "Spring 2016", then click **APPLY**. (see below)

The screenshot shows the BLUE system interface. The breadcrumb trail is: Reports > Spring 2016 IUSB - Individual instructor report - Test Cycle > Content > Blocks. The left sidebar shows the user 'Hossein Hakimzadeh' and the date 'Tue, May 17, 2016'. The main content area is titled 'Block Details' and contains the following fields and options:

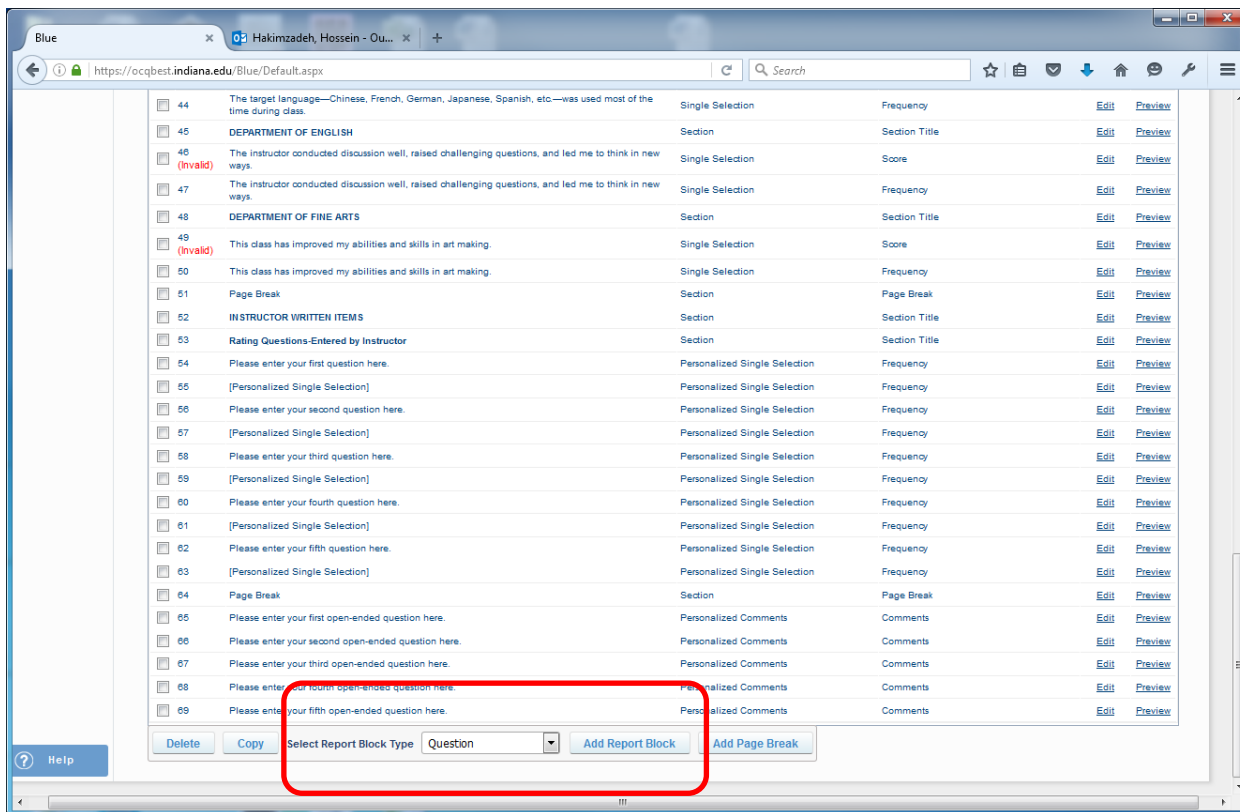
- Block Title:** A text input field containing the word 'Title'.
- Block Description:** A large text area.
- Options:** Includes checkboxes for 'Top Horizontal Separator' (set to 'Small Space') and 'Hidden By Default'. There are also radio buttons for 'Section Title' (selected), 'Custom Text', and 'Page Break'.
- Text to display on the report(s):** A text area containing the following HTML code:

```
<center>Indiana South Bend University</center><br>
<center>Indiana South Bend University Course Evaluation - Spring 2016</center><br>
```

At the bottom right of the form are buttons for 'Edit', 'Preview', 'Apply', and 'Cancel'. A 'Save' button is also visible in the top right corner of the breadcrumb area.

Verified with the BLUE representative on 5/19/2016, we have to manually change the above every semester.

Step 12: So, assuming that we fixed the existing blocks that need updating or fixing, we still need to “ADD REPORT BLOCKS” for the new questions added last semester. So that means we should have probably kept good records of which questions were added during the last semester, and now start creating “REPORT BLOCKS” for them! Of course this was not done last semester!



So, let’s click the “**ADD REPORT BLOCKS**” button and see what we see! For now make sure “**QUESTION**” is selected in the “Select Report Block Type Combobox.

See the THREE figures below for details:

Blue
Hakimzadeh, Hossein - Ou...

https://ocqbest.indiana.edu/Blue/Default.aspx
Search

Hossein Hakimzadeh
Tue, May 17, 2016

My Space
Home
Dashboard
My Preferences
Management
Projects
Reports
Question Bank
General
User Mgmt
Sign Out

Reports
Spring 2016 IUSB - Individual instructor report - Test Cycle
Content
Blocks

Info
Content
Content for Export
Filters
Subjects
Viewers
Access
Project Mapping
Distribution
Language
Publish

Blocks
Group Elements
Virtual Groups
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Save

Report Block Selection

Question Block Selection

Index	Title	Question Type	Question Block Report Type
1	Questions for [CSFN] [CSLN]	Single Selection Table	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
2	Overall, how do you rate this instructor?	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
3	Overall, how do you rate this course?	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
4	Any additional comments?	Comments	<input type="checkbox"/> Comment
5	The instructor uses effective teaching methods that enhance my learning.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
6	Instructor cares about student learning and growth.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
7	Assignments and exams are fairly assessed.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
8	The instructor challenges me to think.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
9	The course objectives are clearly stated.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
10	I learned a lot from this course.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
11	What grade do you expect from the class?	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
12	How much time was spent in outside preparation each week?	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
13	This course helped in establishing skills necessary for finding employment?	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
14	The objectives of the course were clearly stated.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
15	The assignments, tests, quizzes assisted me in meeting the objectives of the course.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
16	The course content built upon previous knowledge from past courses.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
17	The objectives of the course were clearly stated.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
18	The assignments, tests, quizzes assisted me in meeting the objectives of the course.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
19	The clinical component advanced my understanding of the didactic (lecture) course content.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
20	The clinical site (staff, observations, patient population) facilitated my learning.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
21	Simulation and/or observation experiences enhanced my learning.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
22	The course content built upon previous knowledge from past courses.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
23	This course supported the importance of communication skills in order to interact effectively and professionally with interprofessional teams, patients, and families.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score
24	The instructor welcomed questions and comments.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score

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		Frequency	Scale Distribution	Spreadsheet	Score
25	The target language—Chinese, French, German, Japanese, Spanish, etc.—was used most of the time during class.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
26	The instructor conducted discussion well, raised challenging questions, and led me to think in new ways.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
27	10. The supervisor facilitated effective communication and a positive relationship between the school, program, cooperating teacher, and me.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
28	11. The supervisor was easy to talk with and encouraged me to share my ideas and concerns.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
29	12. The supervisor assisted me as I reflected on my teaching practices.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
30	13. The supervisor reflected genuine interest, enthusiasm, and professional concern for my development and growth as an educator.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
31	14. When needed, the supervisor provided me with appropriate teaching and management tips.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
32	15. The supervisor helped to build my self-confidence and attempted to make me feel at ease in my role.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
33	16. The supervisor encouraged me to have an attitude of inquiry, independent thinking, self-reflection, and respect for alternative approaches.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
34	17. The supervisor observed me teaching at least three (3) times.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
35	18. The supervisor conferred with the classroom teacher on a regular basis.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
36	19. The supervisor regularly reviewed my materials or reflections, and provided feedback. I was made aware of my progress towards meeting IUSB expectations.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
37	20. What was most helpful about the supervision you received from your University Supervisor?	Comments	<input type="checkbox"/> Comment		
38	21. What suggestions do you have to improve the supervision you received from your University Supervisor?	Comments	<input type="checkbox"/> Comment		
39	10. The supervisor facilitated effective communication and a positive relationship between the school, program, cooperating teacher, and me.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
40	11. The supervisor was easy to talk with and encouraged me to discuss my ideas and concerns.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
41	12. The supervisor helped me to reflect on my teaching practices.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
42	13. The supervisor reflected genuine interest, enthusiasm, and professional concern for my development and growth as an educator.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
43	14. When needed, the supervisor provided me with appropriate teaching and management tips.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
44	15. The supervisor helped to build my self-confidence and attempted to make me feel at ease in my role.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
45	16. The supervisor encouraged me to have an attitude of inquiry, independent thinking, self-reflection, and respect for alternative approaches.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
46	17. The supervisor regularly reviewed my materials or reflections, and provided feedback. I was made aware of my progress towards meeting IUSB expectations.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
47	18. What was most helpful about the supervision you received from your University Supervisor?	Comments	<input type="checkbox"/> Comment		
48	19. What suggestions do you have to improve the supervision you received from your University Supervisor?	Comments	<input type="checkbox"/> Comment		
49	(A). Please give written comments on the instructor. Possible items to comment on include: providing explanations and examples, ability to kindle interest, handling of questions, being prepared for class, office hours, examinations, grading, fairness, etc.	Comments	<input type="checkbox"/> Comment		
50	(B). Please give written comments on the course. Possible items to comment on include: opportunity to acquire new skills and understanding, pace of the course, appropriateness of laboratory work (if applicable), etc.	Comments	<input type="checkbox"/> Comment		
51	(C). Please give written comments on the instructional support materials used. Possible items to comment on include: textbook, handouts, computer software/hardware, graphing calculators, course web page, etc.	Comments	<input type="checkbox"/> Comment		
52	This class has improved my abilities and skills in art making.	Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
53	Please enter your first question here.	Personalized Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
54	Please enter your second question here.	Personalized Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		
55	Please enter your third question here.	Personalized Single Selection	<input type="checkbox"/> Frequency <input type="checkbox"/> Scale Distribution <input type="checkbox"/> Spreadsheet <input type="checkbox"/> Score		

Question ID	Question Description	Response Type	Frequency	Scale Distribution	Spreadsheet	Score
40	11. The supervisor was easy to talk with and encouraged me to discuss my ideas and concerns.	Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	12. The supervisor helped me to reflect on my teaching practices.	Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	13. The supervisor reflected genuine interest, enthusiasm, and professional concern for my development and growth as an educator.	Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	14. When needed, the supervisor provided me with appropriate teaching and management tips.	Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	15. The supervisor helped to build my self-confidence and attempted to make me feel at ease in my role.	Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	16. The supervisor encouraged me to have an attitude of inquiry, independent thinking, self-reflection, and respect for alternative approaches.	Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	17. The supervisor regularly reviewed my materials or reflections, and provided feedback. I was made aware of my progress towards meeting IUSB expectations.	Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	18. What was most helpful about the supervision you received from your University Supervisor?	Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	19. What suggestions do you have to improve the supervision you received from your University Supervisor?	Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	(A) Please give written comments on the instructor. Possible items to comment on include: providing explanations and examples, ability to kindle interest, handling of questions, being prepared for class, office hours, examinations, grading, fairness, etc.	Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	(B) Please give written comments on the course. Possible items to comment on include: opportunity to acquire new skills and understanding, pace of the course, appropriateness of laboratory work (if applicable), etc.	Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	(C) Please give written comments on the instructional support materials used. Possible items to comment on include: textbook, handouts, computer software/hardware, graphing calculators, course web page, etc.	Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52	This class has improved my abilities and skills in art making.	Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53	Please enter your first question here.	Personalized Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	Please enter your second question here.	Personalized Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	Please enter your third question here.	Personalized Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	Please enter your fourth question here.	Personalized Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	Please enter your fifth question here.	Personalized Single Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	Please enter your first open-ended question here.	Personalized Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	Please enter your second open-ended question here.	Personalized Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	Please enter your third open-ended question here.	Personalized Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	Please enter your fourth open-ended question here.	Personalized Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	Please enter your fifth open-ended question here.	Personalized Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	Leighton School of Business and Economics questions	Single Selection Table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	Leighton School of Business & Economics	Single Selection Table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	The instructor was well-prepared.	Single Selection Table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now this is a little encouraging, since one can see a few questions that were created last semester. For example Questions 49, 50 and 51 are new questions we added for the math department during the last semester. However, these questions were numbered 67, 68, 69 in the PROJECT. So this of course adds to the confusion! (See figure below, taken from Spring 2016 project)

Question ID	Question Description	Response Type	Edit	Preview
60	14. When needed, the supervisor provided me with appropriate teaching and management tips.	Single Selection	Edit	Preview
61	15. The supervisor helped to build my self-confidence and attempted to make me feel at ease in my role.	Single Selection	Edit	Preview
62	16. The supervisor encouraged me to have an attitude of inquiry, independent thinking, self-reflection, and respect for alternative approaches.	Single Selection	Edit	Preview
63	17. The supervisor regularly reviewed my materials or reflections, and provided feedback. I was made aware of my progress towards meeting IUSB expectations.	Single Selection	Edit	Preview
64	18. What was most helpful about the supervision you received from your University Supervisor?	Comments	Edit	Preview
65	19. What suggestions do you have to improve the supervision you received from your University Supervisor?	Comments	Edit	Preview
66	DEPARTMENT OF Mathematical Sciences	Section Title	Edit	Preview
67	(A) Please give written comments on the instructor. Possible items to comment on include: providing explanations and examples, ability to kindle interest, handling of questions, being prepared for class, office hours, examinations, grading, fairness, etc.	Comments	Edit	Preview
68	(B) Please give written comments on the course. Possible items to comment on include: opportunity to acquire new skills and understanding, pace of the course, appropriateness of laboratory work (if applicable), etc.	Comments	Edit	Preview
69	(C) Please give written comments on the instructional support materials used. Possible items to comment on include: textbook, handouts, computer software/hardware, graphing calculators, course web page, etc.	Comments	Edit	Preview
70	DEPARTMENT OF FINE ARTS	Section Title	Edit	Preview
71	This class has improved my abilities and skills in art making.	Single Selection	Edit	Preview
72	Please click "Next" to continue...	Section Title	Edit	Preview
73	Page Break	Section Title	Edit	Preview

What is not also clear is if one selects one of the above (say questions 49, 50 and 51) and creates a new reporting block, for them, how will that automatically be included in the right report for the Math department. One assumes that this will be done automatically! (Confirm with Explorance later)

I confirmed this on 5/20/2016. When the questions are added to the REPORT BLOCKS, they will automatically appear on their corresponding evaluations (depending on the triggers, and actions developed in the project. Also, one other thing should be checked in the REPORT- INFO tab. (Make sure that the "HIDE REPORT BLOCKS WITH NO RESULTS is checked.) (See below)

The screenshot shows the 'Blue' system interface for configuring an 'Individual Report'. The left sidebar contains navigation links: My Preferences, Management (Projects, Reports, Question Bank), and General (User Mgmt, Sign Out). The main form fields include:

- Individual Report Title:** Individual Report for [CSFN] [CSLN] - [S\$NAME]
- Report Description:** (Empty text area)
- Category:** IUSB
- Subcategory:** Spring 2016
- Header:** Individual Report for [CSFN] [CSLN] - [S\$NAME]
- Footer:** Copyright Indiana University South Bend
- Remarks:** (Empty text area)
- Prepared by:** Hossein Hakimzadeh
- Report Type(Condensed):** Individual (selected), Group By: Planner Courses, Name: (dropdown)
- Options:** (Highlighted with a red box)
 - ☐ Apply Report Logs
 - ☒ Hide report blocks with no results
 - ☐ Display table of contents (not available in printed version)
 - ☐ Hide Cover Page
 - ☐ Hide Project Audience and Responses Received on Cover Page
 - ☒ Display page numbering
- Decimal Places for Scores:** 1
- Decimal Places for Percentages:** 0
- Audience:** Private (selected), Public, None

Of course as with everything in this software, there is no logical workflow. You simply have to remember little factoids! (but rest assured this is a "Best Practice" in software engineering.)

Adding New Report Blocks

Now, our task is to correctly identify the THE NEW QUESTIONS ADDED LAST SEMESTER and, then ADD NEW REPORT BLOCKS FOR EACH QUESTION.

This is probably best done by:

- 1) Printing the questions from the PROJECT (and identifying which questions may be new from last semester)
- 2) Printing the QUESTION BLOCK SELECTION, from the current REPORT
- 3) Then identifying which question BLOCKS must be added and what type of QUESTION BLOCKS they should be (e.g., Frequency, Scale Distribution, Spread Sheet, Score)

** Essentially, all the “single selection” questions in our campus are created as FREQUENCY as well as SCORE. The Frequency report block type, basically shows how many students from your class provided a certain response. The Score report block type, basically shows your score compared to your department, college, and campus. Of course, this may not make any sense for the college and campus, if the question is specific to a given department or perhaps certain courses. (but for now that is what IUSB is doing). This may have to be revisited.

NOTE: this is a very time consuming and error prone process. Be careful. Any errors here will have to be discovered during the audit process and then fixed and the new reports have to be recreated. This will be a multi-hour or multi-day process!

CONFIGURING THE REPORT BLOCKS

After the new REPORT BLOCKS have been added to the list, we need to edit (configure) each of them. Again, this is another tedious and error prone process.

Essentially, every **SCORE BLOCK** should have the following layout: (note that this configuration is for IUSB, other campuses may want to do things differently). However, many of the checkboxes, etc. (see below) are not intuitive, and the manual does not really give you much help. You can always try to pick some option and then try to preview it, but the preview is bogus and won't show you much. To really test it, you need to actually create the report (a multi hour process) and then look/audit the reports. Again a very time consuming process. (see the two images below)

The screenshot shows the 'Block Edit' interface in the Blue LMS. The left sidebar contains navigation links: My Space (Home, Dashboard, My Preferences), Management (Projects, Reports, Question Bank), and General (User Mgmt, Sign Out). The main content area is titled 'Block Details' and includes the following sections:

- Block Title:** This course supported the importance of communication skills in order to interact effectively and professionally with interprofessional teams, patients, and families.
- Block Description:** (Empty text area)
- Top Horizontal Separator:** Small Space (dropdown)
- Hidden By Default:** (checkbox)
- Question Title:** This course supported the importance of communication skills in order to interact effectively and professionally with interprofessional team (dropdown)
- Cross Tabulate To:** Demographic Field (dropdown)
- Rater Group:** Students (dropdown)
- Rater Field:** First Name (dropdown)
- Display Option:** (checkbox) Display Overall
- Display:** ☒ 1st Scale, ☐ 2nd Scale, ☐ Dual Scale, ☒ Comments, ☒ Block items appear on separate pages
- Score:** ☒ Display Chart, ☐ Display Table
- Chart Caption:** (text input)
- Display Statistics:** ☐ Standard Deviation, ☐ Min/Max
- Presentation:** ☒ Color Chart, ☐ Hatch Chart, ☐ Wrap Chart Label, Bar Height: 1 row high (dropdown), 7 charts per page (dropdown)

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Display Chart Display Table

Chart Caption en

Display Statistics

☐ Standard Deviation ☐ Min/Max

Presentation

☒ Color Chart ☐ Hatch Chart ☐ Wrap Chart Label Bar Height 1 row high 7 charts per page

Scale options

☒ Question Scale ☐ Dynamic Scale ☐ Custom Scale Min Max

☐ Custom Markers Min Max

Additional Settings

☐ Display Overall

Category Summary Caption Overall en

☐ Gap Scale1 - Scale2

☐ Distinguish between standard and reverse-scale questions

Standard Questions Caption en

Reverse-scale Questions Caption en

Group Element Selection

Available Elements

Comments (Break down by ra

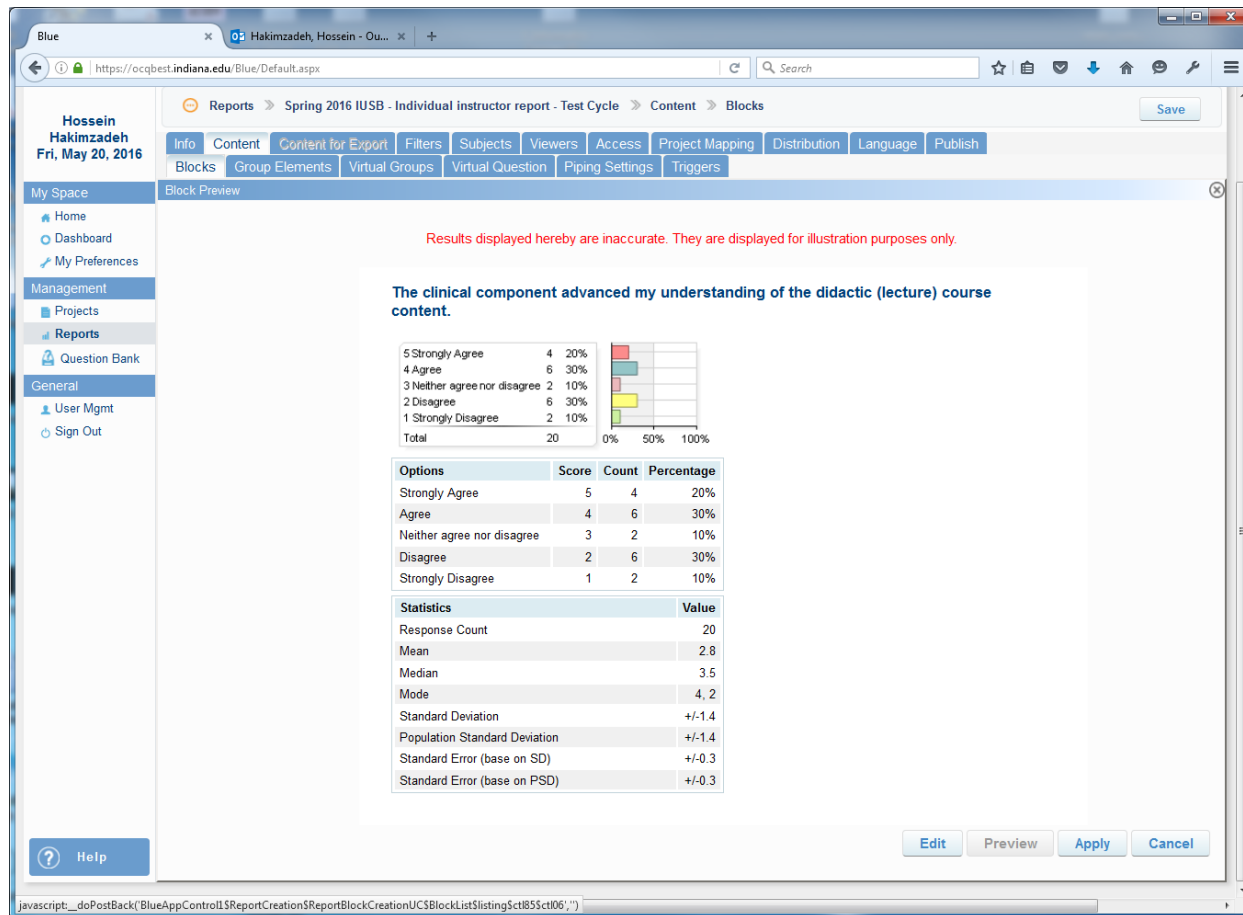
Applied Elements

IUSB (Norm across responses
Department (Norm across resp
Academic Group (Norm across
Your Score (Average)

Help

Edit Preview Apply Cancel

Every **Frequency Block**, we can just leave it as is, and it simply gives you a lot of information (some may be redundant) (see below)



Or we can remove some check boxes to get more minimal report. For example we can remove the middle table as well as the statistics by removing the check boxes for “Display Table” and “Display Statistics”: (see below)

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Display Option ☒ Display Overall

Display

☒ 1st Scale ☐ 2nd Scale ☐ Dual Scale ☐ Comments ☒ Block items appear on separate pages

Frequency

☒ Display Chart

☒ Display Score Value ☒ Display Response Count ☒ Display Response Percentage Display in Percentage ▾

Presentation

☒ Color Chart ☐ Hatch Chart Half Width Chart ▾ 8 charts per page ▾

☒ Display Table

☒ Display Score Value ☒ Display Response Count ☒ Display Response Percentage

☒ Display Statistics

☒ Response Count ☒ Mean ☒ Mode ☐ Sum Total

☒ Median Median ▾ ☐ Semi-Interquartile Range Median ▾

☒ Standard Deviation ☒ Standard Error (base on SD)

☒ Population Standard Deviation ☒ Standard Error (base on PSD)

☐ Percentile 50 ▾ th Percentile ▾

☐ Aggregate Frequency

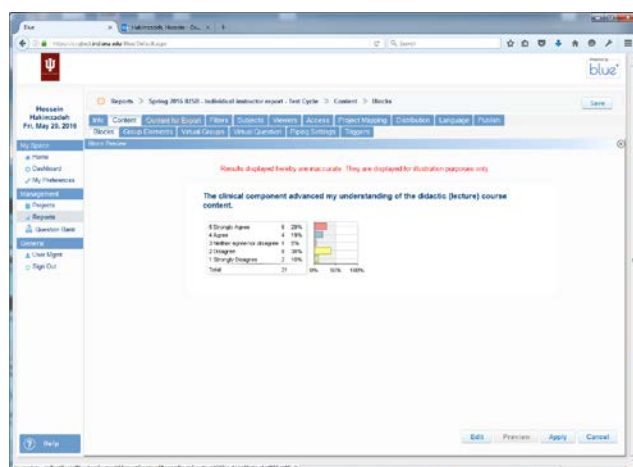
Primary Scale	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not applicable	
Index							Caption
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aggregate Frequency 1 en ★

Additional Settings

☒ Exclude N/A ☐ Hide Empty Response

Group Element Selection

The next image shows the result:



Every **Comment Block**, should have it's "SELECT RATERS GROUP ELEMENT" set to **"Comments"** (see below)

The screenshot shows the Blue system interface for editing a report block. The left sidebar contains navigation links for 'My Space', 'Management', 'Projects', 'Reports', 'Question Bank', and 'General'. The main content area is titled 'Block Details' and includes the following fields:

- Block Title:** 19. What suggestions do you have to improve the supervision you received from your University Supervisor?
- Block Description:**
- Question Title:** 19. What suggestions do you have to improve the supervision you received from your University Supervisor?
- Select Rater Group Element:** A dropdown menu set to 'Comments'. A red box highlights this field, and a message below it states: 'Only break down group could be applied for Comment block.'

At the bottom right of the form, there are four buttons: 'Edit', 'Preview', 'Apply', and 'Cancel'. A red box highlights the 'Apply' button.

Then click "APPLY" (Bottom right).

Adding/Modifying the Content – Group Elements

Click the “**Group Elements**” sub-tab under the “**Content**” tab. Once again we will see some “Invalid” elements. At this point I assume this is because the Spring Project, which this report is based on, is still not closed for a few days and therefore, “Department”, and “Academic Group” (Norm across responses) can’t be calculated.

However, if we use the above logic, then “IUSB” averages can’t be calculated either. Why is that not flagged as “Invalid”? Also, I have no idea why “comments” would be a group element? Unless that is how you are supposed to get the comments for an individual instructor. Let’s also put this under the “Best Practice” column and check this with Explorance.

Index	Element Caption	Element Type	Edit
1	IUSB	Norm across responses	Edit
2 (Invalid)	Department	Norm across responses	Edit
3 (Invalid)	Academic Group	Norm across responses	Edit
4 (Invalid)	Comments	Break down by rater group	Edit
5	Your Score	Average of rater groups	Edit

After verifying with the BLUE representative, it turns out that these errors are more related to the data fields which each GROUP ELEMENT is dependent upon. For example:

- 1) The IUSB Group Element is of type NORM ACROSS RESPONSES (all responses).

The screenshot displays the Blue system interface for configuring group elements. The breadcrumb trail indicates the path: Reports > *Individual instructor report - Regular Classes Fall 2015 > Content > Group Elements. A 'Save' button is located at the top right of the breadcrumb area.

The left sidebar contains the following navigation options:

- My Space
 - Home
 - Dashboard
 - My Preferences
- Management
 - Projects
 - Reports
 - Question Bank
- General
 - User Mgmt
 - Sign Out

The main content area is titled 'Group Elements' and features a table with the following data:

Index	Element Caption	Element Type	Edit
1	IUSB	Norm across responses	Edit
2	Department	Norm across responses	Edit
3	Academic Group	Norm across responses	Edit
4	Comments	Break down by rater group	Edit
5	Your Score	Average of rater groups	Edit

Below the table are 'Delete' and 'Add Group Element' buttons. To the right, the 'Group Element Edit' panel is open, showing the configuration for the 'IUSB' element. The 'Caption' is 'IUSB' and the 'Type' is 'Norm across responses'. The 'Courses Field' is selected, and the 'Apply Report Filter' checkbox is checked. The 'Select All' checkbox is also checked, and the 'Students' checkbox is unchecked. The 'Custom Chart Color' section shows 'R' (0-255), 'G' (0-255), and 'B' (0-255) fields. 'Apply' and 'Cancel' buttons are at the bottom right of the panel.

- 2) Department (is of the same type: NORM ACROSS RESPONSES) except it is further aggregated by COURSES FIELD (Courses table), based on the DEPT CODE.

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Powered by blue

Reports > *Individual instructor report - Regular Classes Fall 2015 > Content > Group Elements

Info Content Content for Export Filters Subjects Viewers Access Project Mapping Distribution Language Publish

Blocks Group Elements Virtual Groups Virtual Question Piping Settings Triggers

Group Elements

Index	Element Caption	Element Type	Edit
1	IUSB	Norm across responses	Edit
2	Department	Norm across responses	Edit
3	Academic Group	Norm across responses	Edit
4	Comments	Break down by rater group	Edit
5	Your Score	Average of rater groups	Edit

Delete Add Group Element

Group Element Edit

Element Details

Caption: Department

Type: Norm across responses

Courses Field: CRS_SUBJ_DEPT_CD

Instructors Field:

Apply Report Filter

Select All Exclude Custom Chart Color

(0-255) (0-255) (0-255)

Students R G B

Apply Cancel

3) Academic Group (School)

Blue

Hakimzadeh, Hossein - Ou...

https://ocqbest.indiana.edu/Blue/Default.aspx

Powered by blue

Reports > *Individual instructor report - Regular Classes Fall 2015 > Content > Group Elements

Info Content Content for Export Filters Subjects Viewers Access Project Mapping Distribution Language Publish

Blocks Group Elements Virtual Groups Virtual Question Piping Settings Triggers

Group Elements

Index	Element Caption	Element Type	Edit
1	IUSB	Norm across responses	Edit
2	Department	Norm across responses	Edit
3	Academic Group	Norm across responses	Edit
4	Comments	Break down by rater group	Edit
5	Your Score	Average of rater groups	Edit

Delete Add Group Element

Group Element Edit

Element Details

Caption: Academic Group

Type: Norm across responses

Courses Field: ACAD_GRP_DESC

Instructors Field:

Apply Report Filter

Select All Exclude Custom Chart Color

(0-255) (0-255) (0-255)

Students R G B

Apply Cancel

4) Comments (see next page)

The screenshot shows the Blue system interface for editing a group element. The left sidebar displays the user's name, Hossein Hakimzadeh, and the date, Fri, May 20, 2016. The main content area is titled 'Group Elements' and contains a table with the following data:

Index	Element Caption	Element Type	Edit
1	IUSB	Norm across responses	Edit
2	Department	Norm across responses	Edit
3	Academic Group	Norm across responses	Edit
4	Comments	Break down by rater group	Edit
5	Your Score	Average of rater groups	Edit

The 'Comments' element is selected, and the 'Element Details' panel on the right shows the following settings:

- Caption:** Comments
- Type:** Break down by rater group
- Score:** Score average (mean)
- Select All:** ☒ Students
- Exclude:** ☐ R ☐ G ☐ B
- Custom Chart Color:** (0-255) (0-255) (0-255)

The 'Apply' and 'Cancel' buttons are visible at the bottom right of the 'Element Details' panel.

5) Your Score

The screenshot shows the Blue system interface for editing a group element. The left sidebar displays the user's name, Hossein Hakimzadeh, and the date, Fri, May 20, 2016. The main content area is titled 'Group Elements' and contains a table with the following data:

Index	Element Caption	Element Type	Edit
1	IUSB	Norm across responses	Edit
2	Department	Norm across responses	Edit
3	Academic Group	Norm across responses	Edit
4	Comments	Break down by rater group	Edit
5	Your Score	Average of rater groups	Edit

The 'Your Score' element is selected, and the 'Element Details' panel on the right shows the following settings:

- Caption:** Your Score
- Type:** Average of rater groups
- Score:** Score average (mean)
- Select All:** ☒ Students
- Exclude:** ☐ R ☐ G ☐ B
- Custom Chart Color:** (0-255) (0-255) (0-255)

The 'Apply' and 'Cancel' buttons are visible at the bottom right of the 'Element Details' panel.

Virtual Groups?

The company did not put anything there, so we'll put that under "Best Practice".

Report/Content/Virtual Questions (subtab)

The screenshot shows a web browser window with the URL <https://ocqbest.indiana.edu/Blue/Default.aspx>. The user is logged in as Hossein Hakimzadeh on Wednesday, May 18, 2016. The interface displays a navigation menu on the left with options like My Space, Management, and General. The main content area shows a breadcrumb trail: Reports > Spring 2016 IUSB - Individual instructor report - Test Cycle > Content > Virtual Questions. Below this, there are tabs for Info, Content, Content for Export, Filters, Subjects, Views, Access, Project Mapping, Distribution, Language, and Publish. The 'Virtual Questions' subtab is active, showing a 'Virtual Question List' table. The table has columns for Index, Title, Type, and Edit. It contains three entries, all of which are 'Single Selection Table' type. At the bottom of the table, there are buttons for Delete, Delete All, Add Virtual Question, and Copy.

Index	Title	Type	Edit
1	Leighton School of Business and Economics questions	Single Selection Table	Edit
2	Leighton School of Business & Economics	Single Selection Table	Edit
3	The instructor was well-prepared.	Single Selection Table	Edit

Clicking on the first of these virtual questions... (See below)

It appears that these may have been used at some point, but are not used right now. They may have to be removed?!

The screenshot shows the Blue system interface for creating virtual questions. The page title is "Virtual Question Creation". The main content area includes a "Question" text box with the text "Leighton School of Business and Economics questions". Below this, there are fields for "Question for" (set to "Instructors"), "Number of Primary Selections" (set to 4), "Scale Caption", and "N/A Caption". There is a "Score" field and an "Option Label" field. Below these are four radio button options: "1 Strongly Disagree", "2 Disagree", "3 Agree", and "4 Strongly Agree". There is a "Back to Question Selection" link. At the bottom, there are "Apply Changes" and "Cancel" buttons. A table of questions is visible, with columns for "Index", "Original Title", "Title", and "Reverse scale".

Index	Original Title	Title	Reverse scale
<input type="checkbox"/>	1 The instructor uses effective teaching methods that enhance my learning. (First Scale)	The instructor uses effective teaching methods that enhance my learning.	<input type="checkbox"/>
<input type="checkbox"/>	2 I learned a lot from this course. (First Scale)	I learned a lot from this course.	<input type="checkbox"/>
<input type="checkbox"/>	3 The instructor challenges me to think. (First Scale)	The instructor challenges me to think.	<input type="checkbox"/>
<input type="checkbox"/>	4 Instructor cares about student learning and growth. (First Scale)	Instructor cares about student learning and growth.	<input type="checkbox"/>
<input type="checkbox"/>	5 Assignments and exams are fairly assessed. (First Scale)	Instructor is knowledgeable and well prepared for the course.	<input type="checkbox"/>

Check with Explorance as to how we can determine if these virtual questions are being used anywhere?

Report/Content/Piping Settings (sub tab)

According to the manual this is useful if no response was received for a given question. Essentially replacing the piping variable with a default “text or caption”. Given that in our project there are no “Default Caption”s given, I am not sure why these are here to begin with. Again this is something that has either been automatically created or put in by the BLUE representatives during the fall 2015 semester. We’ll leave these alone for now!

The screenshot shows the Blue system interface. The user is logged in as Hossein Hakimzadeh on May 19, 2016. The breadcrumb trail is: Reports >> Spring 2016 IUSB - Individual instructor report - Test Cycle >> Content >> Piping Settings. The page has several tabs: Info, Content, Content for Export, Filters, Subjects, Viewers, Access, Project Mapping, Distribution, Language, Publish, Blocks, Group Elements, Virtual Groups, Virtual Question, Piping Settings (selected), and Triggers. The main content area is titled "Piping Default Caption" and contains a table with the following data:

Index	Piping Key	Default Caption	Edit
1	[CSFN]		Edit
2	[CSLN]		Edit
3	[CSNAME]		Edit

Below the table are buttons for "Delete" and "Add Default Caption". To the right of the table is a "Default Caption Edit" form with fields for "Piping Key" (containing [CSFN]) and "Default Caption". There are "Apply" and "Cancel" buttons at the bottom right of the form. The footer of the page contains a JavaScript snippet: `javascript:__doPostBack('BlueAppControl1$ReportCreation$DemoGraphicPipingDefaultSettingUC$BlockList$listing$ctl02$ctl04','')`

Report/Content/Trigger List (sub tab)

According to the manual, these are used to adjust the report based on certain conditions.

This is supposedly similar to the Triggers in the project, however more convoluted. The manual is not helpful.

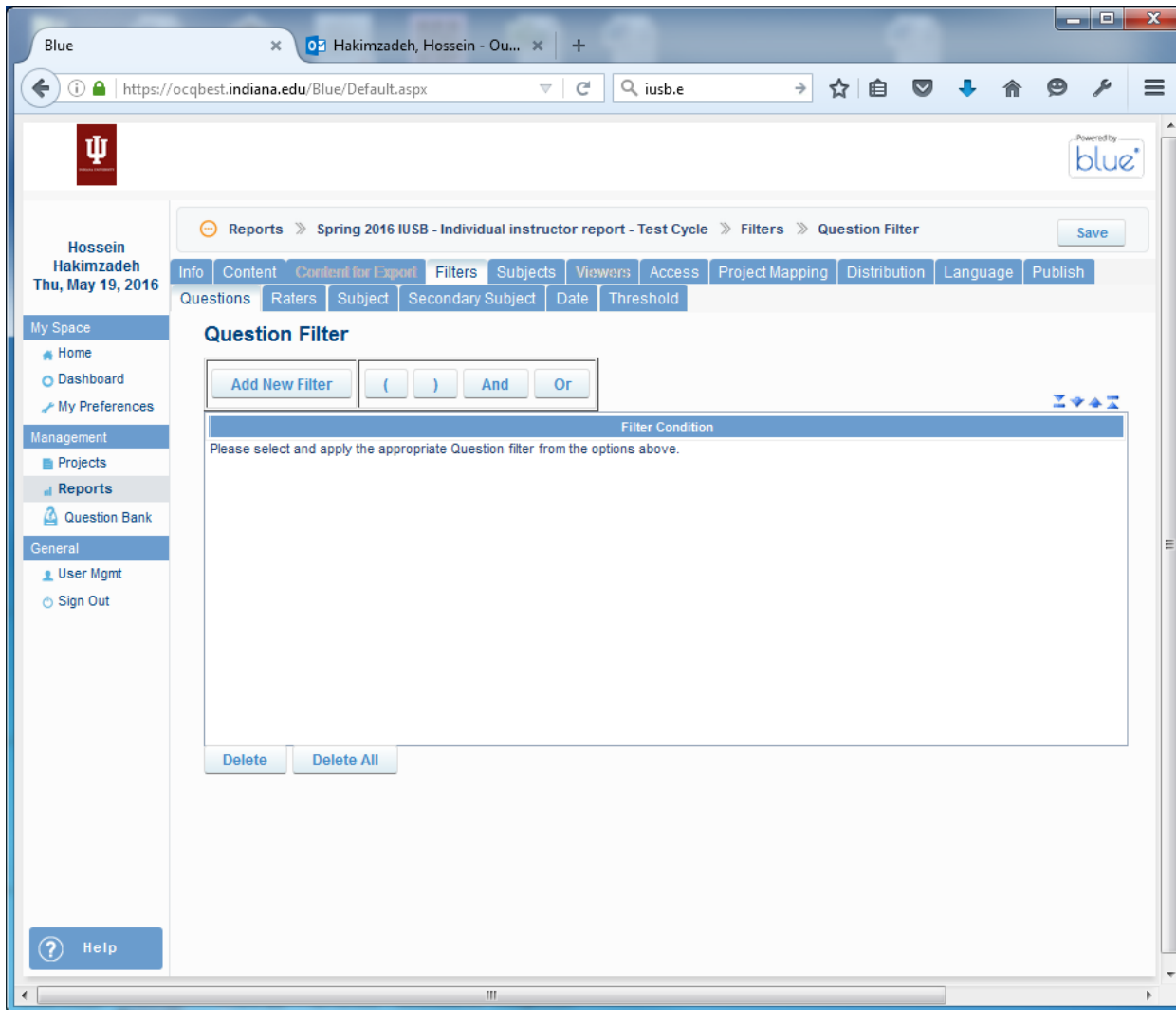
In our current setup, this tab appears to be empty!

The screenshot shows a web browser window with the URL <https://ocqbest.indiana.edu/Blue/Default.aspx>. The page is titled "Blue" and features a navigation menu on the left with options like "My Space", "Management", and "General". The main content area displays the "Trigger List" tab, which is currently empty. The breadcrumb trail indicates the path: Reports > Spring 2016 IUSB - Individual instructor report - Test Cycle > Content > Triggers. A "Save" button is visible in the top right corner of the breadcrumb area. Below the breadcrumb trail, there are several tabs: Info, Content, Content for Export, Filters, Subjects, Viewers, Access, Project Mapping, Distribution, Language, Publish, Blocks, Group Elements, Virtual Groups, Virtual Question, Piping Settings, and Triggers. The "Triggers" tab is selected. The "Trigger List" section shows "Results: 0 - 0 of 0 Item(s)" and a message: "Please click on the 'Add Trigger' button below to start setting up triggers." At the bottom of the list, there are "Delete" and "Add Trigger" buttons. A "Move to position" input field and a "Go" button are also present.

Index	Trigger Name	Condition	Action
Please click on the 'Add Trigger' button below to start setting up triggers.			

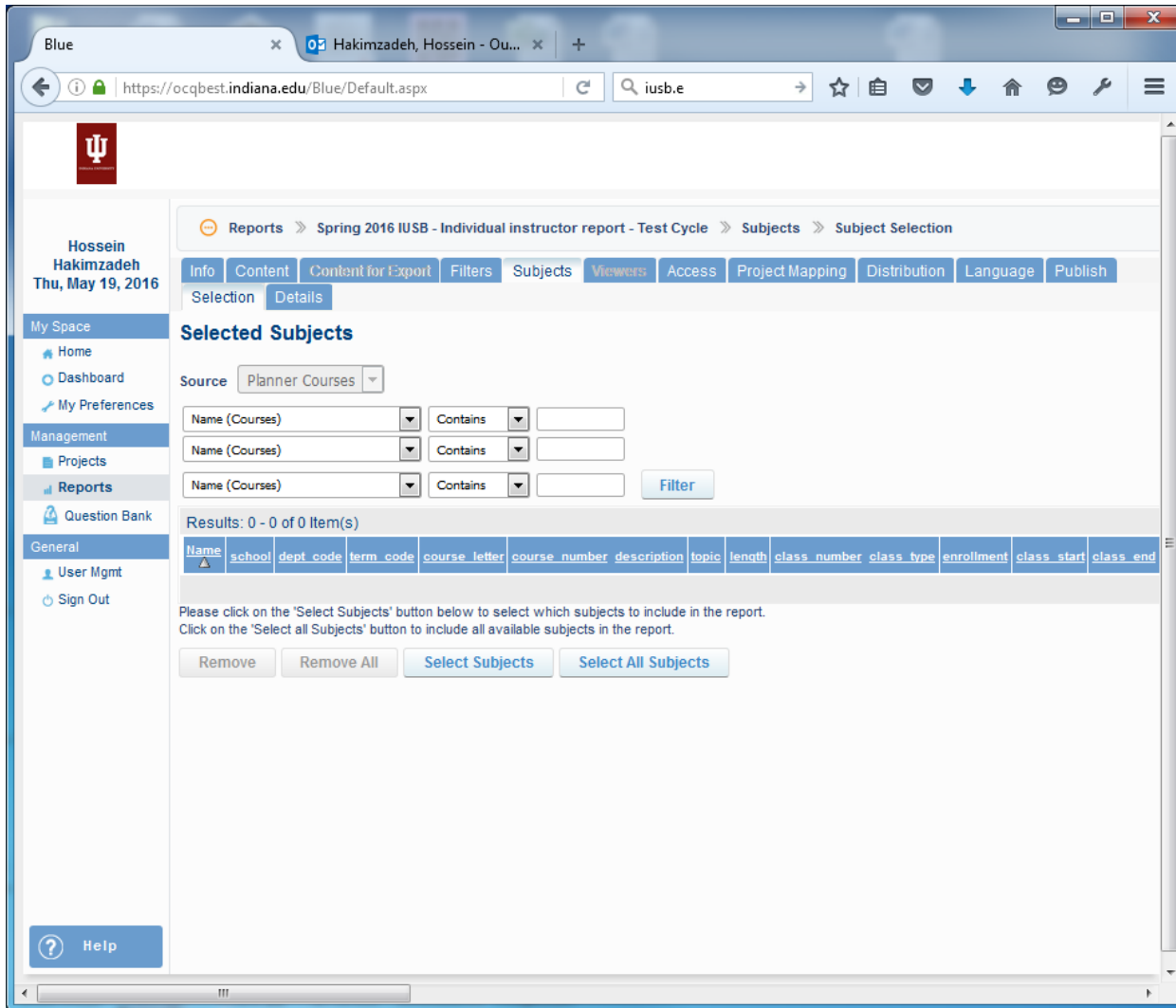
Report/Filters

Appear to be empty!



Report/Subjects

These typically mean courses in BLUE. Currently no subjects are visible.



Assuming the subjects are connected to the project that we are using, we should be able to simply click the “SELECT ALL SUBJECTS” to load all the subjects.

See next page!

Step 13: Click “**SELECT ALL SUBJECTS**” now (see last page). See the figure below, about 1500 subjects are loaded!

The screenshot shows the 'Selected Subjects' page in the IUSB-BLUE application. The page has a sidebar with navigation links like 'Home', 'Dashboard', 'My Preferences', 'Projects', 'Reports', 'Question Bank', 'User Mgmt', and 'Sign Out'. The main content area shows a table of subjects. The table has columns for Name, school, dept_code, term_code, course_letter, course_number, description, topic, length, class_number, class_type, enrollment, class_start, class_end, organization, evaluate, team_taught, crosslisted, crosslisted_name, and eval_star. The subjects listed are:

Name	school	dept_code	term_code	course_letter	course_number	description	topic	length	class_number	class_type	enrollment	class_start	class_end	organization	evaluate	team_taught	crosslisted	crosslisted_name	eval_star
AHLT R182 (CLN) 16387 CLIN EXPERIENCE- RADIOGRAPHY	College of Health Sciences	AHLT	4162	R	182	CLIN EXPERIENCE- RADIOGRAPHY		Regular	16387	CLN	11	Jan 11 2016 12:00AM	May 5 2016 12:00AM	Allied Health	1				
AHLT R185 (LEC) 17439 MEDICAL TERMINOLOGY	College of Health Sciences	AHLT	4162	R	185	MEDICAL TERMINOLOGY		Regular	17439	LEC	32	Jan 11 2016 12:00AM	May 5 2016 12:00AM	Allied Health	1				
AHLT R185 (LEC) 17762 MEDICAL TERMINOLOGY	College of Health Sciences	AHLT	4162	R	185	MEDICAL TERMINOLOGY		Regular	17762	LEC	12	Jan 11 2016 12:00AM	May 5 2016 12:00AM	Allied Health	1				
AHLT R201 (LEC) 16388 RADIOGRAPHIC PROCEDURES II	College of Health Sciences	AHLT	4162	R	201	RADIOGRAPHIC PROCEDURES II		Regular	16388	LEC	11	Jan 11 2016 12:00AM	May 5 2016 12:00AM	Allied Health	1				
AHLT R207 (SEM) 16389 SEMINAR	College of Health Sciences	AHLT	4162	R	207	SEMINAR: SEMINAR FOR SENIORS		Regular	16389	SEM	13	Jan 11 2016 12:00AM	May 5 2016 12:00AM	Allied Health	1				
AHLT R208 (LAB) 16390 TOPICS IN RADIOGRAPHY	College of Health Sciences	AHLT	4162	R	208	TOPICS IN RADIOGRAPHY	CMPTP APPLS IN MEDICAL IMAGING	Regular	16390	LAB	11	Jan 11 2016 12:00AM	May 5 2016 12:00AM	Allied Health	1				
AHLT R222 (LEC) 16391 PRINCIPLES OF RADIOGRAPHY 3	College of Health Sciences	AHLT	4162	R	222	PRINCIPLES OF RADIOGRAPHY 3		Regular	16391	LEC	13	Jan 11 2016 12:00AM	May 5 2016 12:00AM	Allied Health	1				
AHLT R250 (LEC) 16392 PHYSICS APPLIED TO RADIOLOGY	College of Health Sciences	AHLT	4162	R	250	PHYSICS APPLIED TO RADIOLOGY		Regular	16392	LEC	11	Jan 11 2016 12:00AM	May 5 2016 12:00AM	Allied Health	1				
AHLT R260 (LEC) 16393 RADIOBIOLOGY AND	College of Health Sciences	AHLT	4162	R	260	RADIOBIOLOGY AND		Regular	16393	LEC	13	Jan 11 2016 12:00AM	May 5 2016 12:00AM	Allied Health	1				

Step 14: After this step, make sure to press the **SAVE** button. (remember that the system does not automatically save anything!)

IMPORTANT: Also remember in order to find the SAVE button, you may have to **scroll to the right, and to the top** of the web page.

Step 15: Report/Viewers

According to the manual, users in the viewers list are able to view the reports during the distribution period. (only used for restricted or private audience).

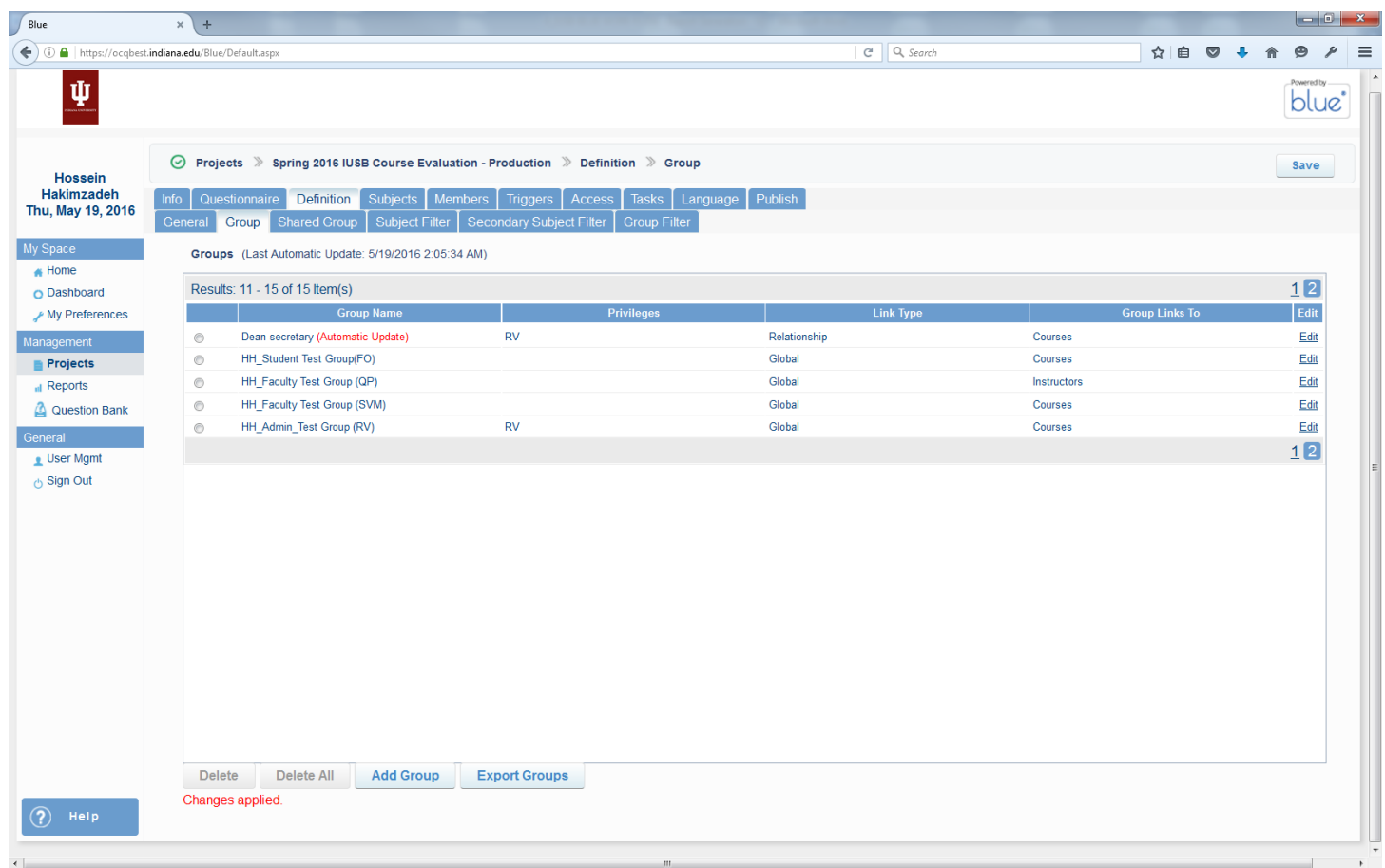
It appears that no one by default has access to report views. (click the Edit Viewers button to verify). Of course this is a good thing. Except, that at this point we are running a test-cycle and we don't want the faculty to see their reports until we have had a chance to audit the reports first.

After asking the exploration representatives, it was determined that we need to have another test group for RV. This apparently should have been added back in the PROJECT creation phase, when I created the other test groups for (FO, SVM, etc. Page 24, 27 of the Project Creation work flow. I have updated the project creation document to reflect the new group, but I'll also include the information below:

HH_ADMIN Test Group (RV)

(Added on 5/20/2016 after trying to test the reports and noting that there was no group for testing reports!)

- Group Linked to: Subject
- Link Type: Global
- Data Source: ADMIN
- Privileges: Report Viewing



Blue

https://ocqbest.indiana.edu/Blue/Default.aspx

Powered by blue

Projects > Spring 2016 IUSB Course Evaluation - Production > Definition > Group

Info Questionnaire Definition Subjects Members Triggers Access Tasks Language Publish

General Group Shared Group Subject Filter Secondary Subject Filter Group Filter

Groups (Last Automatic Update: 5/19/2016 2:05:34 AM)

Results: 11 - 15 of 15 Item(s)

	Group Name	Privileges	Link Type	Group Links To	Edit
1	Dean secretary (Automatic Update)	RV	Relationship	Courses	Edit
2	HH_Student Test Group(FO)		Global	Courses	Edit
3	HH_Faculty Test Group (QP)		Global	Instructors	Edit
4	HH_Faculty Test Group (SVM)		Global	Courses	Edit
5	HH_Admin_Test Group (RV)	RV	Global	Courses	Edit

Delete Delete All Add Group Export Groups

Changes applied.

Ask Explorance how the current list of faculty can be prevented from “Viewing” the reports until we are done auditing the reports. Do I click “Clear All” to remove all the

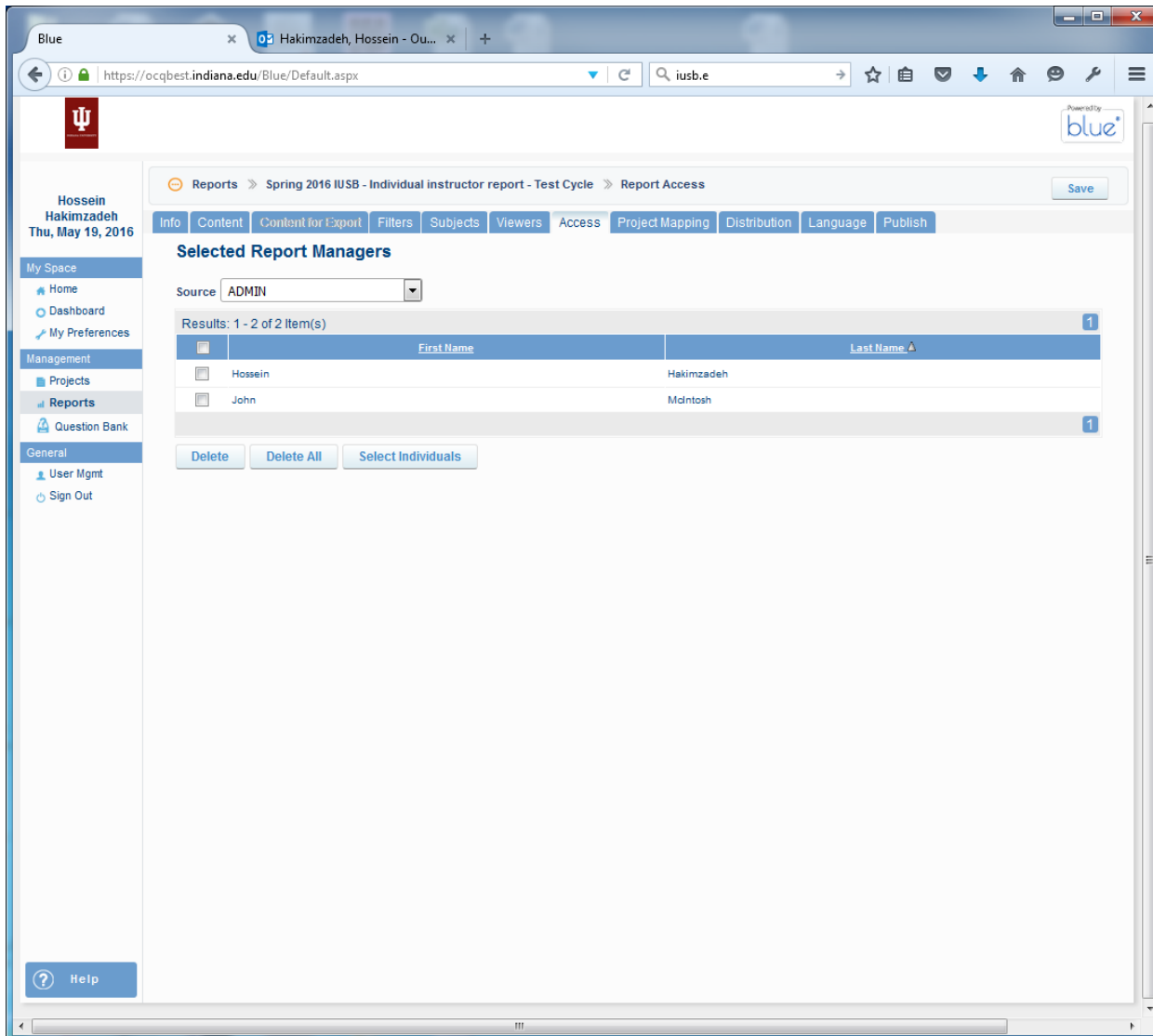
The screenshot shows the Blue system interface. The top navigation bar includes the Blue logo and the user's name, Hossein Hakimzadeh. The main content area is titled "Viewers List" and shows a list of available reports. The reports are listed in a table with columns for Name and Edit viewers. A red box highlights the "Select Group" dropdown menu, which is currently set to "Teachers RV". Below the dropdown are three buttons: "Populate", "Populate All", and "Clear All".

Name	Edit viewers
AHLT R182 (CLN) 16387 CLIN EXPERIENCE-RADIOGRAPHY AHLT (Amy Gretencord)	Edit viewers
AHLT R185 (LEC) 17439 MEDICAL TERMINOLOGY AHLT (L Cerbin)	Edit viewers
AHLT R185 (LEC) 17762 MEDICAL TERMINOLOGY AHLT (Maryann Oake)	Edit viewers
AHLT R201 (LEC) 16388 RADIOGRAPHIC PROCEDURES II AHLT (Amy Gretencord)	Edit viewers
AHLT R207 (SEM) 16389 SEMINAR: AHLT (Amy Gretencord)	Edit viewers
AHLT R208 (LAB) 16390 TOPICS IN RADIOGRAPHY AHLT (Deann Toth)	Edit viewers
AHLT R222 (LEC) 16391 PRINCIPLES OF RADIOGRAPHY 3 AHLT (Lori Balmer)	Edit viewers
AHLT R250 (LEC) 16392 PHYSICS APPLIED TO RADIOLOGY AHLT (Maryann Oake)	Edit viewers
AHLT R260 (LEC) 16393 RADIOBIOLOGY AND PROTECTION AHLT (Kelsey Bogard)	Edit viewers
AHLT R290 (CLN) 17244 COMPREHENSIVE EXPERIENCE AHLT (Amy Gretencord)	Edit viewers

Also ask Explorance reps about the “Select Group” combo box and the corresponding buttons. What does that do? (see above)

Access

According to the manual “ACCESS” indicates which managers have access to the reports. Initially there was no one in this list, so we add the two campus administrators to the list of people who have “Access”. I did so by clicking the “SELECT INDIVIDUALS” button, and then searched for John and Hossein, and added them.

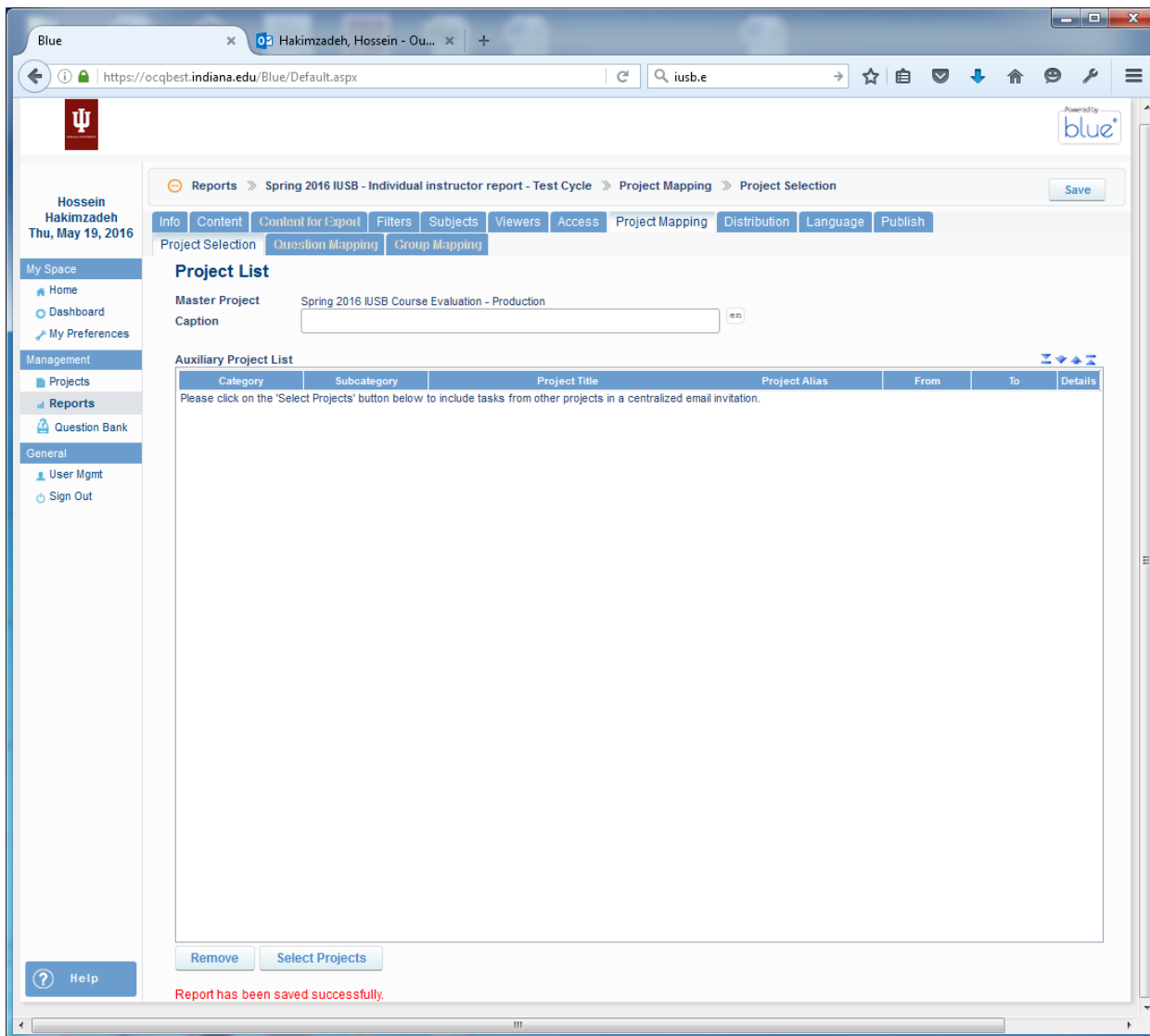


Apparently these report managers can also “modify” the report parameters.

Report/Project Mapping

Seems to be empty. Of course we have already mapped the project the report in the INFO tab, when we indicated that this report is for project “Spring 2016....”. Apparently we can add Auxiliary projects to for this report.

Ask BLUE!! What is the purpose of auxiliary projects? When do we use them? How do we use them?



The screenshot shows the Blue system interface for Project Selection. The breadcrumb trail is: Reports > Spring 2016 IUSB - Individual instructor report - Test Cycle > Project Mapping > Project Selection. The left sidebar shows the user is Hossein Hakimzadeh, logged in on Thu, May 19, 2016. The main content area has tabs for Project Selection, Question Mapping, and Group Mapping. Under Project Selection, there are sub-tabs: Info, Content, Content for Export, Filters, Subjects, Viewers, Access, Project Mapping, Distribution, Language, and Publish. The Project List section shows the Master Project as 'Spring 2016 IUSB Course Evaluation - Production'. Below it is the Auxiliary Project List table, which is currently empty. A message below the table says: 'Please click on the 'Select Projects' button below to include tasks from other projects in a centralized email invitation.' At the bottom of the table are 'Remove' and 'Select Projects' buttons. A red message at the bottom of the screen states: 'Report has been saved successfully.'

Category	Subcategory	Project Title	Project Alias	From	To	Details
Please click on the 'Select Projects' button below to include tasks from other projects in a centralized email invitation.						

Report/Distribution

There are 4 things to set here:

- 1) Start date
- 2) End date
- 3) Email Setting
- 4) Options

The screenshot shows the Blue LMS interface for a user named Hossein Hakimzadeh. The main content area displays the 'Distribution' settings for a 'Spring 2016 IUSB - Individual instructor report - Test Cycle'. The 'Start Date' is set to 'Fixed Start Date' with a calendar view for May 2016. The 'End Date' is 'Not Set'. The 'Email Settings' and 'Options' are also visible. The interface includes a sidebar with navigation links and a top navigation bar.

Start Date

☐ + - days from Courses(Project) class_start Apply

☐ + - days from Subject end date Apply

☒ Fixed Start Date

May 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
24	25	26	27	28	29	30
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Hour 0 Min 0

Clear Date

Start date

Set it today's date

Blue

Hakimzadeh, Hossein - Ou...

https://ocqbest.indiana.edu/Blue/Default.aspx

iusb.e

Powered by blue

Reports > Spring 2016 IUSB - Individual instructor report - Test Cycle > Distribution

Save

Info Content Content for Export Filters Subjects Viewers Access Project Mapping Distribution Language Publish

Hossein Hakimzadeh
Thu, May 19, 2016

My Space

- Home
- Dashboard
- My Preferences

Management

- Projects
- Reports
- Question Bank

General

- User Mgmt
- Sign Out

Start Date

Wed, May 18, 2016 00:00:00

End Date [No Expiry]

Email Settings

Options

Start Date

☐ + days from Courses(Project) class_start Apply

☐ + days from Subject end date Apply

☒ Fixed Start Date

April May 2016 June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
24	25	26	27	28	29	30
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Hour 0 Min 0

Clear Date

End date

Set it to **Turn Off Report Expiry Date**

The screenshot shows a web browser window with the URL <https://ocqbest.indiana.edu/Blue/Default.aspx>. The user is logged in as Hossein Hakimzadeh. The interface displays the 'Reports' section for 'Spring 2016 IUSB - Individual instructor report - Test Cycle'. The 'Distribution' tab is selected, and the 'End Date' configuration is visible. The 'Start Date' is set to 'Wed, May 18, 2016 00:00:00'. The 'End Date' is currently set to '[No Expiry]'. The 'Turn off Report Expiry Date' option is selected. Below this, there are options to set the end date based on 'days from start date' or 'days from Courses(Project) class_start'. A calendar for May 2016 is displayed, with the date 19 highlighted. The 'Hour' and 'Min' fields are set to 0. A 'Clear Date' button is also present.

End Date

☒ Turn off Report Expiry Date

☐ days from start date

☐ days from

☐ Fixed End Date

May 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
24	25	26	27	28	29	30
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Hour Min

Email Settings

Fix the Email message....

Blue

Hossein Hakimzadeh
Thu, May 19, 2016

My Space
Home
Dashboard
My Preferences

Management
Projects
Reports
Question Bank

General
User Mgmt
Sign Out

Help

Reports > Spring 2016 IUSB - Individual instructor report - Test Cycle > Distribution

Info Content Content for Export Filters Subjects Viewers Access Project Mapping Distribution Language Publish

Start Date
Wed, May 10, 2016
00:00:00

End Date
(No Expiry)

Email Settings

Require authentication
☐ Require sign-out link

Sender Name
John McIntosh

Sender Email
jmcintosh@iusb.edu

Cc to

Bcc to

Reply to

Email Title
IUSB Course Evaluations - Regular Fall Classes - download your Individual Instructor report today

Message

Dear [RFTN],

Individual Reports for Regular Fall Classes for the areas of your supervision are now available.

Please click here to access your reports.

If you have any questions, please contact me.

Kind Regards,
John

John McIntosh
Associate Vice Chancellor for Academic Affairs

Email Preview

Try making the email message and title more generic so, it does not have to be changed every semester. (see below)

Blue

Hossein Hakimzadeh
Thu, May 26, 2016

My Space
Home
Dashboard
My Preferences

Management
Projects
Reports
Question Bank

General
User Mgmt
Sign Out

Help

Reports > Spring 2016 IUSB - Individual instructor report - Test Cycle > Distribution

Info Content Content for Export Filters Subjects Viewers Access Project Mapping Distribution Language Publish

Start Date
Thu, May 26, 2016
00:00:00

End Date
(No Expiry)

Email Settings

Require authentication
☒ Include sign-out link

Sender Name
John McIntosh

Sender Email
jmcintosh@iusb.edu

Cc to

Bcc to

Reply to

Email Title
IUSB Course Evaluations - Individual Instructor report

Message

Dear [RFTN],

Course evaluation results for the last semester are now available.

<https://ocqbest.indiana.edu/blue> please click here to access your course evaluation reports

If you have any questions, please contact me.

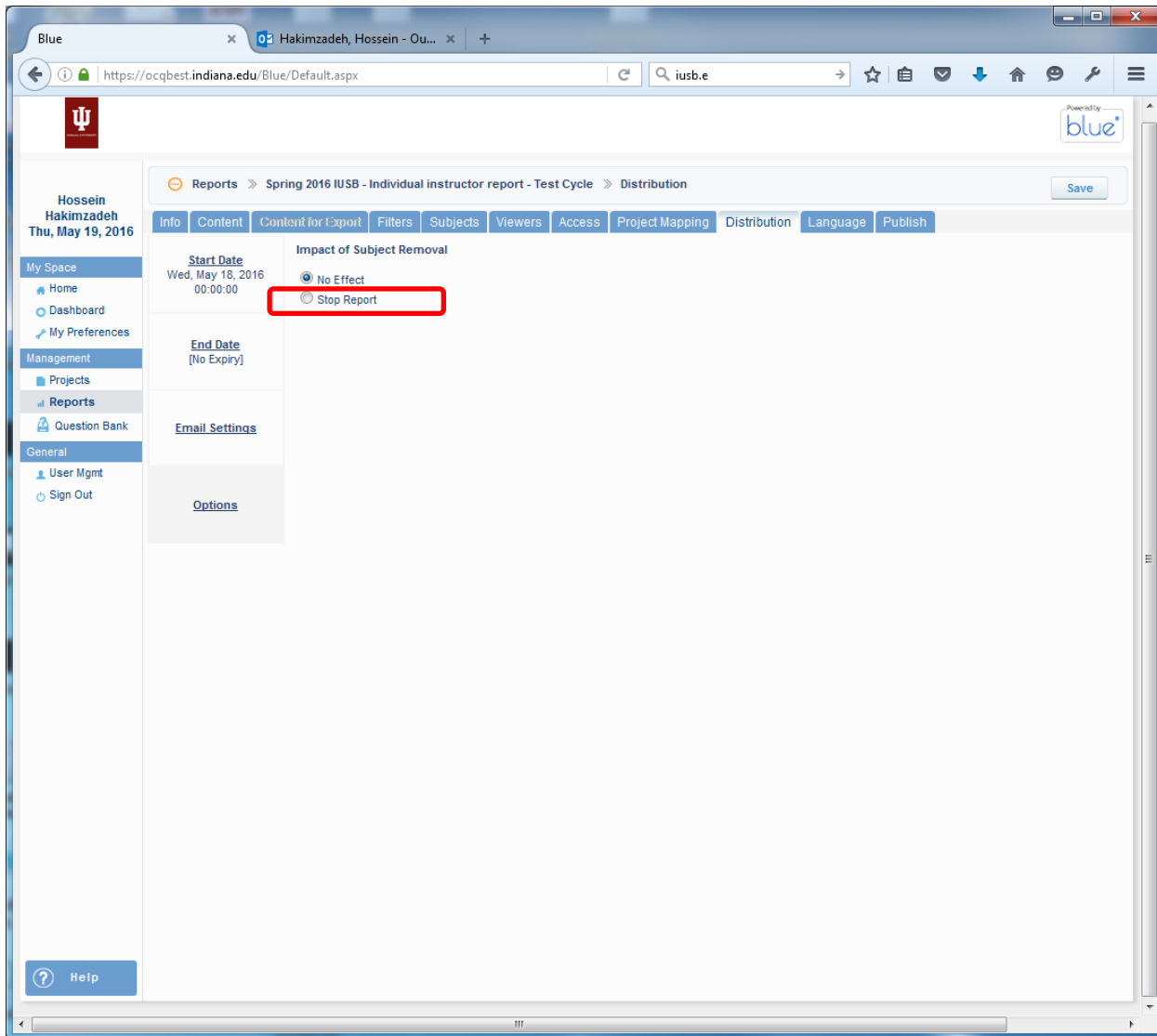
Kind Regards,
John

John McIntosh
Associate Vice Chancellor for Academic Affairs

Report/Distribution/Options

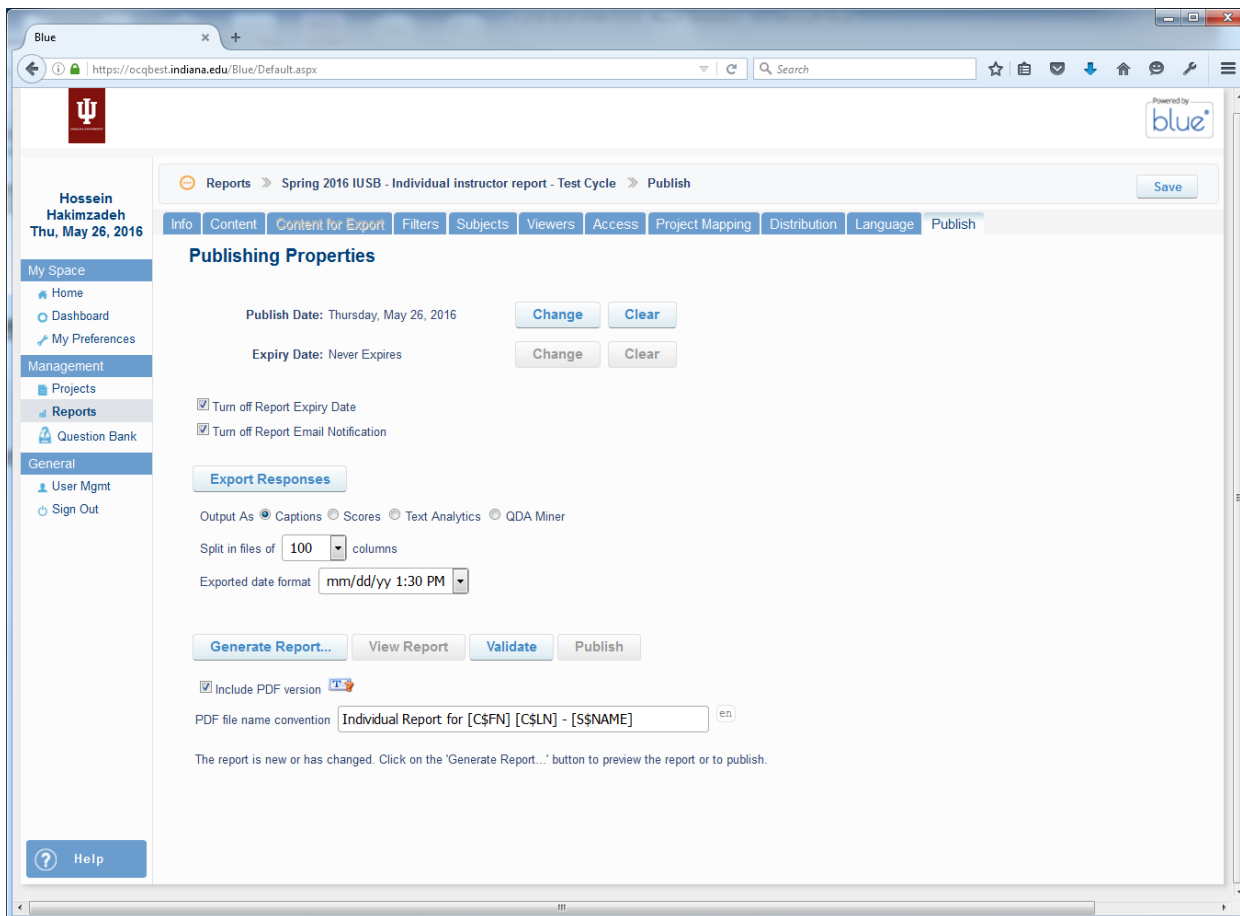
Select “**Stop Report**” as the “Impact of Subject Removal”.

Or ask BLUE.



Report/Publish

- 1) Set the “Publish Date” to today’s date
- 2) Set the Turn off Report Email Notification (this is a test cycle)
- 3) Click Validate to see if there are any errors (if so, fix!!)
- 4) Click “Generate Report”



This will take several minutes to several hours (depending on how many subjects/courses have been selected). If the entire 1500 sections are selected, it will probably take some time to generate the reports.

Once the reports are generated, we can “preview” them before “finalizing” them.

Shadi Khader

skhader@explorance.com

Blue

https://ccquest.indiana.edu/Blue/Default.aspx

Hossein Hakimzadeh
Thu, May 19, 2016

My Space
Home
Dashboard
My Preferences

Management
Projects
Reports
Question Bank

General
User Mgmt
Sign Out

Projects > Spring 2016 IUSB Course Evaluation - Production > Definition > Group

Info Questionnaire Definition Subjects Members Triggers Access Tasks Language Publish

General Group Shared Group Subject Filter Secondary Subject Filter Group Filter

Groups (Last Automatic Update: 5/19/2016 2:05:34 AM)

Results: 11 - 15 of 15 Item(s)

Group Name	Privileges	Link Type	Group Links To	Edit
Dean secretary (Automatic Update)	RV	Relationship	Courses	Edit
HH_Student Test Group(FO)		Global	Courses	Edit
HH_Faculty Test Group (QP)		Global	Instructors	Edit
HH_Faculty Test Group (SVM)		Global	Courses	Edit
HH_Admin_Test Group (RV)	RV	Global	Courses	Edit

Delete Delete All Add Group Export Groups

Changes applied

Blue

https://ccquest.indiana.edu/Blue/Default.aspx

Hossein Hakimzadeh
Thu, May 19, 2016

My Space
Home
Dashboard
My Preferences

Management
Projects
Reports
Question Bank

General
User Mgmt
Sign Out

Reports > Spring 2016 IUSB - Individual instructor report - Test Cycle > Viewers > Viewers List

Info Content Content for Export Filters Subjects Viewers Access Project Mapping Distribution Language Publish

Viewers List Viewers Export / Import

Viewers List

Name Contains Search

Available Reports

Results: 1 - 10 of 1520 Item(s)

Name	Edit viewers
AHLT R182 (CLN) 16387 CLIN EXPERIENCE-RADIOGRAPHY AHLT (Amy Gretencord)	Edit viewers
AHLT R185 (LEC) 17439 MEDICAL TERMINOLOGY AHLT (L. Cerbin)	Edit viewers
AHLT R185 (LEC) 17762 MEDICAL TERMINOLOGY AHLT (Maryann Oake)	Edit viewers
AHLT R201 (LEC) 16388 RADIOGRAPHIC PROCEDURES II AHLT (Amy Gretencord)	Edit viewers
AHLT R207 (SEM) 16389 SEMINAR: AHLT (Amy Gretencord)	Edit viewers
AHLT R208 (LAB) 16390 TOPICS IN RADIOGRAPHY AHLT (Deann Toth)	Edit viewers
AHLT R222 (LEC) 16391 PRINCIPLES OF RADIOGRAPHY 3 AHLT (Lori Balmer)	Edit viewers
AHLT R250 (LEC) 16392 PHYSICS APPLIED TO RADIOLOGY AHLT (Maryann Oake)	Edit viewers
AHLT R269 (LEC) 16393 RADIOBIOLOGY AND PROTECTION AHLT (Kelsey Bogard)	Edit viewers
AHLT R290 (CLN) 17244 COMPREHENSIVE EXPERIENCE AHLT (Amy Gretencord)	Edit viewers

Select Group HH_Admin_Test Group (RV) Populate Populate All

Clear All

Confirm Operation

Are you sure you want to populate viewers from the selected group?

Confirm Cancel