Proposal to Adopt an Electronic-based Course Evaluation System

Introduction and Background
The following proposes SMC’s adoption of an electronic-based course evaluation system. In general terms, our current paper-based system is unsustainable and we propose, for the sake of efficiency, effectiveness, and more robust course evaluation data, the move to an electronic-based system. Below are details on what led to the investigation of an electronic system, the goals, tasks and a timeline for implementing such a system, and a communication plan to facilitate the transition.

In 2005, SMC began its use of Scantron’s Class Climate course evaluation system. This system has become unsustainable for a variety of reasons:

- Annually, Scantron sends a software upgrade which must be applied by Instructional Technology Services (ITS). Over the last several years, ITS has not had the capacity to apply these upgrades in a timely manner.
- Both Scantron’s hardware (i.e., the paper scanner) and software have repeatedly failed, causing delays. During Academic Year 2010-11, a collapse in the hardware caused a campus-wide 8-month delay in the course evaluation process. Ultimately, SMC staff resolved the problem by tracking down a Scantron representative in Germany.
- It takes approximately one month every semester to prepare for the distribution of course evaluations. Packets must be created for each class, translating to roughly 15,000 paper evaluations distributed every semester. Approximately 50,000 evaluations are distributed each academic year—manually.
- Representatives from the Provost’s Office are sent to classrooms to administer the evaluation where the faculty member is engaged in the promotion and tenure process, a necessary but labor-intensive task.
- Student monitors are used for all other courses. These monitors are responsible for administering and transporting the evaluations to the Provost’s Office. Every semester, a portion of evaluations are either lost or arrive late, after the evaluation cycle has ended.
- The paper scanner does not work effectively, requiring staff to “clean the data.” For example, comments made with ink that is not blue or black are not recorded, leaving staff having to re-mark the evaluation; regularly, comments on the evaluation have to be interpreted and rewritten; and some evaluations are “unusable” as a result being torn or otherwise not able to enter the scanner.
- Over the course of a year, up to 3 student workers are assigned to the course evaluation process for several months, 2 full-time staff spend at least 25% of their time on the process, running simple tasks such as orienting each paper evaluation the same way before entering it into the scanner, and at least 1 administrator is regularly engaged in the keeping the system from collapsing.

In response to these problems, the Office of Institutional Research in collaboration with the Provost’s Office and ITS investigated nearly a dozen electronic-based course evaluations system during Summer 2012. See Appendix A for the vendors considered and the evaluative criteria
used. After narrowing the field, the group presented its recommendation to Provost Dobkin in early August 2012. At that meeting, with the Provost’s consent, we selected eXplorance Blue as SMC’s best solution.

Details about eXplorance Blue can be found in Appendix B. This system met all of our product requirements and, by virtue of its complexity and depth, offers the most promise in providing an effective and reliable course evaluation system.1 We were particularly impressed with Blue’s ability to present data longitudinally and for the multiple ways faculty could disaggregate their data. This system was demonstrated to Senate leadership and the academic deans in August 2012. At the end of this demonstration, the Senate Chair requested it be demonstrated again to the entire Senate and that a formal proposal to adopt the system be submitted.

Goals, Tasks, and Timeline
The adoption of an electronic-based course evaluation system is informed by three primary goals, which can be organized into phases:

- Phase 1: To investigate and select an electronic-based course evaluation system.
- Phase 2: To use an incremental approach in introducing this system to all SMC academic programs.
- Phase 3: To track student response rates for the new system while taking preventative measures to avoid a precipitous fall in response.

These goals inform the following tasks:

**Phase 1: Investigation**
1) Share investigation and implementation plan and secure funding.
2) Complete requirements document.
3) Narrow list of possible systems using requirements document.
4) Select a single system for adoption.
5) Adapt system for use at SMC.

**Phase 2: System Introduction**
1) Pilot system.
2) Improve the system based on evaluative feedback.
3) Introduce the system to approximately half of the academic programs.
4) Improve the system based on evaluative feedback.
5) Introduce the system to approximately half of the remaining academic programs.
6) Improve the system based on evaluative feedback.

**Phase 3: Student response**
1) During each introduction of the system, track student response rates.
2) Monitor communication about the system.

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1 eXplorance Blue has the added benefit of being used by multiple Catholic colleges and universities, such as Los Angeles’ LMU or Loyola Maryland University. SMC would join our “sister institutions” in using this system.
If necessary, suggest policy on improving response to Senate.

The following faculty and administrators will be involved in these tasks:
- Provost Dobkin: offer input; ensure use of the system; support overall effort.
- Academic Senate: offer input; ensure use of the system, support overall effort.
- Chris Procello (IR): project manager; organize tasks during phases; communicate progress.
- Sheila Pallotta (ITS): collaborate with Chris; provide technical expertise.
- Sam Agronow (IR): collaborate with Chris in managing overall effort.
- Peter Greco (ITS): stay abreast of developments; support overall effort.

These goals and tasks inform the following timeline:

**Phase 1: Investigation**

**Summer 2012:**
- Complete planning and requirements document.
- Develop list of possible systems for SMC.
- Narrow list and select a single system for piloting.

**Phase 2: System introduction**

**Fall 2012:**
- Share plans with and demonstrate the system to deans and Senate faculty.
- Adapt system for use at SMC.
- Prepare for piloting.
- Pilot. Test semesterly cycle of communication.
- Collect and review evaluative feedback.

**Spring 2013:**
- Introduce the system to approximately half of the academic programs.
- Collect and review evaluative feedback.

**Fall 2013:**
- Introduce the system to approximately half of the remaining academic programs.
- Collect and review evaluative feedback.

**Phase 3: Track student response**

**Spring 2014:**
- Report on student response over past year.
- If necessary, suggest policy on improving response (e.g., “grade blocking”) to Senate.

Note: The pilot will reduce risks to the overall process and untenured faculty. First, the existing capacity for paper administration will remain. If, for any reason, the electronic system fails we can revert to paper. Second, the pilot will involve neither non-tenured faculty nor associate professors—it will only involve full professors. This group is best protected if evaluation data is lost or unanticipated problems emerge. We intend to ask full professors to volunteer to be a part of the pilot.
Communication Plan

It is typical for response rates to initially drop as a result of moving from paper to electronic administration of course evaluations for the obvious reason that students are a “captured audience” during a paper-based administration. In preventing such a drop, SMC has several advantages: 1) we’re late in adopting an electronic-based system and can take the lessons learned from a multitude of other campuses, 2) generally, the principles to increase response rate are the same for increasing survey response rates, a second rich resource to draw from, and 3) eXplorance has experience in addressing this issue as it has served approximately 120 higher education institutions and is obligated to offer support as a part of our contract.

The exact steps SMC will take to prevent a drop in response rates will be developed during piloting, in the context of actually using the system. These details will be completed prior to full implementation and tested/revised for the first several years. For now, we anticipate taking action in three areas:

- **Developing leadership support**: The system must be supported and publicly promoted by academic administrators and Senate leadership. They must encourage faculty to learn and use the system; they must support any faculty training. Relatedly, SMC leadership must expect all faculty to promote use of the system to their students and think creatively about increasing use in relation to response rates, if necessary.

- **Developing a semesterly cycle of communication**: Each semester, there will be a regular cycle of communication to ensure use of the system. There are three aspects to this cycle: notification, timely access, and reminders. Following is an example is a semesterly cycle of communication:

  The course evaluation cycle begins with notification; it begins with a message sent three weeks before the last day of classes containing the starting date. Notification is sent to all academic administrators, faculty, and students. Access to the system begins a week before last day of classes with 1) a link to students’ course evaluations sent and 2) notification to faculty that these links have been sent. The messages containing these links emphasize the deadline. Finally, a reminder message is sent during the last week of classes. This reminder is sent to all students and faculty, reemphasizing the deadline.

- **Incentives and “grade blocking”**: Many campuses have mixed incentives and punitive measures. Common incentives include offering extra credit and prizes for completing the evaluation. At the other end of this spectrum are more punitive measures such as “grade blocking,” or withholding grades. In the case of grade blocking, students who missed the deadline are sent a note that their grades will be withheld until (a) they complete the evaluation or (b) 3 weeks from the last day of classes.

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2 Recent developments allow for mimicking paper administration with electronic means. eXplorance Blue would allow students to complete their evaluation using their smartphone, ipad, or the like. Considering that a majority of these students own one of these devices, faculty could ask them to complete the evaluation in class.
Appendices

- Appendix A: Electronic course evaluation vendors and evaluative criteria
- Appendix B: eXplorance Blue proposal
### Appendix A: Electronic course evaluation vendors and evaluative criteria

<table>
<thead>
<tr>
<th>1. End User Requirements</th>
<th>Axiom</th>
<th>Mentor</th>
<th>CampusLabs</th>
<th>CollegeNet - What Do You Think</th>
<th>CoursEval</th>
<th>eXplorance</th>
<th>Gravic (Remark)</th>
<th>IOTA</th>
<th>Scantron</th>
<th>SmarterSurveys</th>
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### 2. Administrator

| Ability to manage other surveys, not just evaluations | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Integrate paper and online results | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Schedule deployment of surveys ahead of time | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Re-open closed surveys if needed | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |

### 3. Data (Exchange/Integration)

| Ability to import information into survey (faculty information, course information, etc) | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Real time results | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Export data into other formats | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Recognize text areas as content and not as an image | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Integration with ERP system | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Add faculty images to surveys | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Withhold grades for incomplete surveys | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Integration with LMS (Moodle) | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |

### 4. Reporting

| Aggregate Reporting (Total Ratings for Faculty member) | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Raw rate reporting | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Comparison reporting Group together different survey results based on categories | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Export Reporting | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
| Response rate reporting | ✔     | ✔      | ✔          |      | ✔        | ✔          | ✔              | ✔     | ✔        | ✔             | ✔          | ✔          |
### 5. Hardware

<table>
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<tr>
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<th>Cloud Hosted</th>
<th>Internally Hosted</th>
<th>If Cloud hosted, ownership of data must be SMC’s</th>
<th>If Cloud hosted, data must be private</th>
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### 6. Security

<table>
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<tr>
<th></th>
<th>Must Have</th>
<th>Nice to Have</th>
<th>Meets Requirement</th>
<th>Might Meet, Need More Info</th>
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<tbody>
<tr>
<td>Administrative console functions based on permissions</td>
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<tr>
<td>Read access only capability for reports and other administrative areas</td>
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<tr>
<td>Anonymous survey entry</td>
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<tr>
<td>Password protected survey while still keeping anonymous entry</td>
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<tr>
<td>Single Sign On (LDAP, Shibboleth, InCommon)</td>
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Enterprise-Class Course Evaluation Software

eXplorance Proposal

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Proposal number: EXP-SMCC-20120711-001-v1.6
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1 Executive Summary

Greetings Chris,

eXplorance proposes the full implementation of course and teaching evaluation software, Blue, at Saint Mary’s College of California. Blue/Evaluation is targeted at fully automating the implementation of student evaluation of teaching processes throughout a higher academic institute environment – scalable to handle the review as easily for hundreds or thousands of forms. The main philosophy behind Blue is to eliminate all redundant and tedious implementation and reporting tasks, providing Administrators, Staff and Students full autonomy throughout the process to improve the learning experience.

After carefully reviewing the Electronic-Based Course Evaluation System Investigation & Implementation Plan and Selection Guide from Saint Mary’s College of California we are pleased to confirm Blue will exceed all “Required” and “Nice to Have” functionality requests. I recommend reviewing the details contained within this proposal to ensure clarity and success.

Finally, eXplorance wants to make certain to all the stakeholders at Saint Mary’s College of California that as needs change and evolve, Blue will continue to serve the needs of the College as a solution the College will never outgrow.

Please advise if you require any further assistance or information.

Sincere regards,

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2 Proposed Solution

2.1 About Blue

Blue provides a wide range of higher education targeted information gathering and analysis modules. The current modules available with Blue are listed below:

1. **Blue/360** – automates multi rater evaluations
2. **Blue/Appraisals** – automates performance appraisal processes
3. **Blue/Evaluation** – automates instructor/teaching evaluations
4. **Blue/Surveys** – automates online and paper-based survey process
5. **Blue/Tests** – automates online exams, tests and assessments

Blue is native Enterprise Feedback Management (EFM) software that provides a complete set of automated tools for authoring, testing, and distributing feedback forms, as well as collating and analyzing responses, and reporting the results in an organized way. Blue delivers a full set of benefits, providing a wide range of capabilities.

Among these are the four cornerstones of **EFM**: security, robustness, integration, and usability.
The benefits of EFM include:

- Higher response rates
- Faster turnaround of results
- More detailed analysis
- All-around better productivity

2.1.1 About Blue/Evaluation

The essential element of the Blue architecture is that it allows for the scheduled synchronization of staff/instructors/course/student demographics and relationships directly from your information systems, as illustrated in the diagram below. This information can also be imported directly into a hosted environment.

Blue will automatically know everything you already know about who is responding (e.g. students attending what courses; which courses are given by which instructors; the hierarchy structure within your faculty members and staff); so that you don’t have to repeat questions to your audience (e.g. about program, gender, age group, course information…). This makes your questionnaires shorter and perceived to be less intrusive; hence promoting higher response rates and better quality of responses.
In addition, the Blue architecture will allow administrators to report on individual courses and instructors and group the results by any set of demographics. Institutional Research would not have to worry about how the data is structured in the portal system, since Blue automatically imports the latest student-course-instructor data.

Blue can also import data from multiple systems and construct the necessary tables inside Blue. So even if your student, courses, instructor, data and the associated demographics exists in multiple systems, it can be imported into Blue. Below is a list of some of the key reporting features available in Blue:

- Generate results for single course/instructor, multiple courses/instructors, or combined courses
- Ability to select/combine courses by regular expression, course number, evaluation type, or term.
- Ability to anonymously view response sheet
- Grouping of results (e.g. breakdown by faculty, department, program, gender …)
- Compare the results of instructor against any user defined norm (e.g. the results from other instructors in the faculty, or the results of other instructors who taught the same course).
- Support of hierarchy relationships (i.e. Blue understands who reports to who). Hence, reports can be distributed to instructors and their managers or the Dean of each faculty can view the results of the courses that belong to the faculty.

2.1.2 Accessibility Features

In addition to support for paper and online Blue is fully accessible (Section 508 compliant, ADA). Meaning that access to evaluation forms is possible through any web browser, tablet device, smart phone, screen reader or any other alternative devices. In line with state and government regulation, Blue allows you to reach everyone including students with visual and/or mobility impairment/disabilities.
3 eXplorance Professional Services

eXplorance provides a wealth of technology and process related services. One equation cannot fit all. This is why we built every Blue module as best of breed standalone technology; and why we designed every service as a standalone expert based offering. We continuously develop value-add services that further enhance feedback management practices in training organizations. These value-add services include:

3.1 Response Rate Expertise

For any feedback management initiative to be statistically meaningful, response rates must be high. Response rate optimization is eXplorance’s specialty. We have dedicated years of in depth research and have implemented Blue for teaching evaluation automation for more than 150 organizations, including some of the largest colleges and universities in the world.

Blue/Evaluation is teaching evaluation software built from the ground up with architecture that entices optimization of response rates. Blue helps jumpstart your evaluation response rates with start-to-finish automation.

With the help of Blue and eXplorance response rate experts, your evaluation process will enhance the student experience and ensures total volunteered participation through the promise of intelligent confidentiality, ease of use, convenience, and quick action to feedback.

3.2 Installation and Technology Integration

eXplorance offers deployment services for installing Blue. While we make Blue as easy as possible to install with an integration layer for quicker integration with your current systems, we also offer services to help implement the system in a way that ensures longevity and scalability in your operations.

Over the years our project managers have built up significant experience in understanding customer needs, developing a well-designed project plan, and mobilizing the necessary resources.

3.3 Training

People demonstrate a wide range of technical ability, comfort levels, and knowledge. That’s why at eXplorance, we provide customized training and documentation that encourages your end-users, super users, and even casual users to truly understand and engage with Blue.

Our goal is to provide these users with the skills and tools they need to perform and the confidence they need to get the most out of their systems. We can also work closely with your organization with more custom solutions to develop a training program that fits their unique needs.
3.4 Historical Data Migration

eXplorance provides historical teaching evaluation data import into Blue. This data would be available for trend analysis reports. eXplorance adopts the following methodology for historical data migration:

3.5 Consulting

Most organizations face similar issues when it comes to implementing feedback management systems. At the same time, every organization is unique: each has its own culture, preferences, and internal structure.

eXplorance provides consulting services that introduce best practices for addressing those common issues, while being sensitive to those unique internal differences. Our business consultants can provide insightful analysis on your Blue system and how it can best serve your needs.

3.6 Project Management

eXplorance also offers more expanded services by providing start-to-finish consulting help for your evaluations. Our consultants provide on-site and remote assistance for the entire lifecycle of your projects, assisting with design, invitation creation, incentive management, analysis, and reporting.

3.7 Pilot Implementation

A pilot implementation is targeted on replicating the online teaching evaluation environment that will be adopted at the University using Blue/Evaluation. The following tasks will be conducted during the pilot phase:

- Detailed requirements gathering & analysis
- Configuration of definitions: courses, instructors, students information, relationship files and staff hierarchy
- Configuration of project template
- Administration of at least one full test cycle
- Publishing the live teaching evaluation project
- Project management and support
- Creating all required report templates
- Distribution of reports
- Post-mortem analysis

Once the pilot is completed, the project and report templates can be reused for future projects. The University will have the flexibility to identify any number of participants in the pilot. Below is a description of the various phases of the pilot project along with the deliverables and outcome from every phase.

3.8 Turn-key Implementation

eXplorance also offers expert services in applying our Blue expertise to implement your process on your behalf as a turnkey solution.
**3.9 Hosting**

While we would typically recommend internal installation of Blue (for maximum automation and productivity gains), it is also available as a fully hosted application which you can obtain for a yearly fee. With the hosted model, you don't have to worry about implementation, upgrades, or maintenance, and your software is delivered to you over the Web. With Blue as a hosted option, you have less worry or upkeep.

All updates are handled by eXplorance’s team when your instance of Blue is hosted. We confirm with you that there are no evaluations currently running and we schedule the work to be done off-hours so as to not have an impact to Saint Mary’s College of California.

Administrator training is the actual user training for Blue. It covers building a project, from questionnaire creation to report generation and distribution. It has nothing to do with the general maintenance and upgrades that are handled by the members of our customer service department.

As for the hosted environment uptime at eXplorance’s hosted environment has yet to have a service interruption in over three years and the last time there was an interruption the down time was less than one minute and 30 seconds. The details on our hosted environment are noted on the attached documentation under the document *eXplorance Hosting*.

**3.10 Customer Centric Philosophy**

eXplorance provides a dedicated team that will be working with your organization. Below is a list of the main departments at eXplorance that will be engaged throughout the implementation process.

1) Dedicated Account Executive: Responsible for all business related matters and will be the highest point of escalation for any unresolved issues or feature requests

2) Dedicated Professional Services Consultant: Responsible for the comprehensive Blue training and implementation that will be provided to administrators and project managers

3) Customer Support Specialists: Responsible for all maintenance and technical support activities

4) Product Management Organization: the Product Management group reaches periodically to existing customers to gather their feedback and discuss upcoming roadmap items
4 Installation & Training Packages

4.1.1 Blue Starter Package

- Survey specific technical requirements including data structure, authentication method, email communication, and report distribution.
- Technical installation of all Blue components
- Support for certain integration activities such as:
  o Portal integration
  o SMTP integration
  o LDAP authentication

4.1.2 Blue Administrator Training

This training is application specific. The training will focus on the teaching evaluation application. The training includes exercises to reemphasize the understanding of the training concepts.

- Blue administration training (including the creation of definitions and relationships)
- Data import/export:
  o Course data and demographics
  o Instructor data and demographics
  o Students data and demographics
  o Course-student relationship
  o Course-instructor relationship
  o Cross listed courses
  o Multi-instructor courses
- Online teaching evaluation project creation:
  o Branding
  o Triggers
  o Email initiations
  o Template creation
  o Auto-population of courses/instructors/students data from Banner
- Online teaching evaluation project management:
  o Track response rate
  o Extending deadline
  o Send additional emails
- Online teaching evaluation analysis and report generation:
  o Gap analysis
  o Score and frequency analysis
  o Importing demographics from Banner
  o Defining norms
  o Confidentiality
  o Report distribution based on hierarchy
- User management
- Troubleshooting
4.2 Blue Implementation Turnkey Service

Below is description of the main tasks for the Blue/Evaluation installation, integration, implementation, support, training and portal integration. These timelines have been estimated based on eXplorance’s preliminary understanding of Saint Mary's College of California’s teaching evaluation requirements. Once eXplorance’s personnel are engaged in analyzing Saint Mary’s College of California’s environment, teaching evaluation data structure, and LMS/Portal integration parameters and flexibility, the timelines below might be adjusted accordingly.

<table>
<thead>
<tr>
<th>Category</th>
<th>Implementation Task</th>
<th>Required Information &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment Setup</td>
<td>IT and Integration related requirements gathering in order to define needs for Saint Mary’s College of California environment</td>
<td>• All integration requirements (Information Systems, portals, LMS, Authentication, Single Sign-on)</td>
</tr>
<tr>
<td></td>
<td>Saint Mary’s College of California environment tested and documented for final go forward</td>
<td>• Testplans defined with Saint Mary’s College of California cooperation • Environment documentation for sharing with key stakeholders</td>
</tr>
<tr>
<td>Software Installation</td>
<td>Installation of Blue and all acquired/required components on the Saint Mary’s College of California dedicated infrastructure</td>
<td>• N/A</td>
</tr>
<tr>
<td></td>
<td>Issuance of Blue license, and sharing of required documentation (current release)</td>
<td>• Documentation provided includes user guides, administration guides, and release notes</td>
</tr>
</tbody>
</table>
| Basic Integration | Blue/Evaluation integration:  
  • Enrollment data system  
  • Email server (SMTP)  
  • Authentication (LDAP)  
  • Single sign-on | • Availability of each system’s data (access credentials and necessary documentation) • Consulting on structuring necessary evaluation data tables (students, courses, instructors and relationships) |
<p>| Requirements Gathering | Requirements gathering and analysis for teaching evaluation (requirements are gathered after a thorough onsite visit and meeting with all evaluation stakeholders (on a school by school basis) | • eXplorance professional services will provide a detailed requirements gathering document of all the information required for the first implementation. Data will include timelines, email content, enrollment data, look &amp; feel, triggers, and configuration options. |
|                  | Configuration of Blue/Evaluation project template | • Draft requirements gathering document • Access to client’s servers throughout the test cycle |
|                  | Administration of evaluation test cycle | • Client to identify key stakeholders in the test cycle process |
|                  | Incorporate feedback into the project template and administer another mini test cycle if necessary | • Finalized requirements gathering document |</p>
<table>
<thead>
<tr>
<th>Live Project</th>
<th>Configuration of teaching evaluation live project</th>
<th>• Scheduled synchronization of enrollment data</th>
</tr>
</thead>
</table>
|             | Publish teaching evaluation process (emails go out to faculty for course specific question setup, and then to students for evaluation completion) | • Availability of client’s support team for any escalation  
• eXplorance professional services will provide frequent status updates  
• eXplorance may extend deadlines or send additional reminders based on Saint Mary’s College of California feedback |
| Reporting   | Requirements gathering and analysis for reporting (step typically done in parallel to teaching evaluation project requirements gathering) | • Discuss current reporting requirements and view existing report samples  
• Provide sample Blue/Evaluation reports  
• Discuss report distribution process |
|             | Prepare final reports | • Report publishing timelines can be discussed in details with the client and will depend on the variation of required reports |
|             | Publish final reports | • Individual and group reports  
• Reports can published earlier depending on the client’s holiday schedule |
| Post-Mortem | Conduct post-mortem analysis | • eXplorance professional services and client’s primary teaching evaluation project manager; as well as school representatives (if suggested by Saint Mary’s College of California) |
| Training    | Preparation of training material (tailored to client’s specific needs) | • eXplorance professional services and documentation team |
|             | Delivery of onsite training (4-5 Days) | • Client’s main stakeholders in the teaching evaluation process: teaching evaluation project managers |
| Portal Integration (Optional) | Requirements gathering and analysis for portal integration | • Requirements gathering for portal integration (eXplorance product management) |
|             | Customization and testing of the integration | • Access to client’s test platform  
• Availability of client’s support team  
• Demonstrating the final customized view to the client |
|             | Configuration of Client’s portal integration | • Access to client’s production portal platform  
• The configuration can start earlier depending on the client’s timelines |