

What Faculty Are Saying About Their Online CourseEval Experience (Feb. 2009)



California Lutheran University full-time and part-time faculty who taught 11 or 15 week courses in Fall 2008 were invited to participate in a survey from February 11 through February 26, 2009.

The purpose of the survey was to learn from the experiences of faculty. The collected information will be used to continually improve the course evaluation process and increase the course evaluation response rate. All responses are anonymous.

Fall 2008 courses included the 11 week programs (Adult Degree Evening Program, Masters of Business Administration, Masters of Public Policy and Administration, and Masters of Science in Computer Science) and 15 week programs (undergraduate, Masters of Psychology, and School of Education).

The survey was distributed to 321 participants. The following responses were provided by 94 faculty (29%). Of faculty responding, 13.9% taught 11 week courses; 80.6% taught 15 week courses; 5.3% taught both 11 and 15 week courses.

Direct faculty quotations are found in the Text Analysis sections.

Administering CourseEval

Faculty members used the following strategies when discussing the online administration of course evaluations with their students:

N	%	Strategy
84	39%	Discussed the importance of completing the course evaluations with my students
72	33%	Passed out bookmarks/fliers that were placed in my mailbox
23	11%	Talked about using CLU email
9	4%	Took my students to a computer lab
8	4%	Encouraged students to bring laptops to class to complete the evaluations
6	3%	Other: Reminders (in class / email)
4	2%	Showed the online demonstration in class
3	1%	At a computer lab I asked a student to help guide the process
3	1%	Other: Explained new process
2	1%	Other: Used student reps
1	0%	Other: Evaluations not completed in class
0	0%	Did not mention the process in class
215	0.99%	

Response Rates

Faculty reaction to response rates

46% of faculty (43) reported that they were pleased with the response rates and 54% (50) were disappointed.

Within the 75 comments, instructors commented that they experienced the same response rates, as well as higher and lower response rates for unexplainable reasons. The disappointment resulted from knowing that encouragement and reminders were given, sometimes consistently for two weeks, and yet response rates were lower than expected.

Online Format

Positives (n=80)

Category	Bar	Selection %	Respondents
Quick Turnaround time		50.0	40
Easy to use, read / compare data		23.8	19
Easy student access / completion		15.0	12
Saves Class Time		15.0	12
It's green!		10.0	8
Quality of Student Comments		7.5	6
Availability to students		6.2	5
Useful in planning		6.2	5
Other		5.0	4
Consistent Administration		5.0	4
None		2.5	2

Other: Student trust in the evaluation is improved. There is not much choice about staying away from use of this system for long. What we need is to make it work in a more pertinent and reliable way.

Negatives (n=80)

Category	Bar	Selection %	Respondents
Evaluation Completion Concerns		47.5	38
Low Response Rates		31.2	25
Dates of Administration		15.0	12
Negatives of the Format		13.8	11
No Negatives/Concerns		11.2	9
Computer Lab - Negatives		8.8	7
Computer Lab - Positive		5.0	4

Evaluation Completion Concerns: The only issue I could see would be technical problems or lack of computer access if a student wanted to complete the survey at home. You don't have control over who completes the surveys, or in what conditions, under what influences they fill them out. It seemed that some students did not know which class they were evaluating. Some comments made did not seem to fit the courses.

Negatives of the Format: Not delivered in any controlled setting. No hard copies to retain. Not as personalized as the old system.

CoursEval Report Information

Ease of accessing information (n=82)

Category	Bar	Selection %	Respondents
Easy to Use/Access		58.5	48
Good/Great/Excellent		24.4	20
Faculty Concerns		13.4	11
No Issues		8.5	7
Resolved Issues		3.7	3

Faculty Concerns: Worried about losing email [with link]. Some of the new format is a bit confusing. Online accessibility is really no more helpful than receiving more traditional feedback reports.

Quality of online comments compared to handwritten comments (n=82)

Category	Bar	Selection %	Respondents
About the Same		42.7	35
Better Quality		37.8	31
Poor Quality		19.5	16
First-Time Use		4.9	4
Negative Comments Received		3.7	3
No Filter Needed		3.7	3
Student Misuse of System		2.4	2

Better Quality: The responses were more informative than the hand written reports in the past, I think that the student responses were more thoughtful and expressive. There seemed to be more comments provided.

Poor Quality: I don't think they were as thought out as the hand written were. Comments tended to be a bit shorter than the handwritten evaluations.

Helpfulness of student comments (n=74)

Category	Bar	Selection %	Respondents
Helpful		67.6	50
Not Helpful		17.6	13
Ideas to Improve System		9.5	7
Not Sure		8.1	6
Somewhat Helpful		4.1	3
Same as Before		2.7	2

Helpful: The students provide solid information such as too much information for only a midterm and a final. So I broke it up into 4 separate tests. We'll see how that impacts the evaluations.

Not Helpful: The fact that the course was 'hard' and that students liked certain features of the course were fairly routine. In general, the evaluation questions need some work.

Ideas to Improve System: [Need to] evaluate every course. Review questions. Results available to faculty only. Rank and tenure evaluation done by peers. [Ability to] download report to computer [Note: able to save as PDF]. Open discussion with students.

Resources

Text to insert into your syllabus

All course evaluations are now conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The direct link is: <http://courseval.callutheran.edu>

Course Evaluations are now ONLINE!!!

1. Check your CLU email or go to courseval.callutheran.edu 2 weeks before classes end. Email Subject Line: CLU Course Evaluation.
2. Complete an evaluation for each course taken then submit.
3. After grades are posted, professors and departments see anonymous feedback and use it to make changes.
4. That was easy!

California Lutheran University Experience Success

If you have any questions please contact Karissa Oien at Koiem@allutheran.edu

YOUR INPUT MATTERS!

"I always use students' evaluations to improve what I do in class. Even after many years of teaching I find it very valuable, as this will tell me what I have done better or worse."

~ CLU Faculty member comments about the importance of student feedback

- The primary goal is to assess and improve the teaching quality at CLU.
- AFTER your instructors submit their course grades, they receive compiled results as well as the typed comments.
- The results are also made available to the appropriate deans and chairs, and to the Appointment, Rank, and Tenure Committee.

So your participation, as well as your CAREFUL and HONEST input, are CRITICAL to the success of the process!

PLEASE BE ASSURED THAT YOUR IDENTITY IN THIS PROCESS WILL REMAIN ANONYMOUS!

www.callutheran.edu/assessment/resources/CourseEvaluations.php

Survey Data Source

CLU Faculty Online Course Evaluation Survey Winter 2009 as administered via CoursEval

Office of Educational Effectiveness

California Lutheran University

Halyna Kornuta 805-493-3658

Melinda Wright 805-493-3962

www.callutheran.edu/assessment/

Report found at

<http://www.callutheran.edu/assessment/resources/CoursEvalforFaculty.php>

Survey found at

<http://www.callutheran.edu/assessment/resources/documents/CLUFacultyOnlineCourseEvaluationSurvey.pdf>