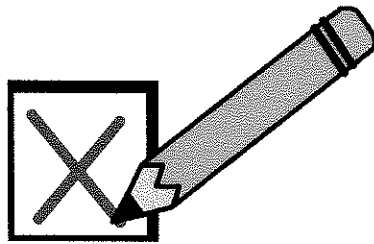


Student Evaluations: Improving Effectiveness



**Student Evaluations
Process Management Team**

Owens Community College

Spring 2006

MEMORANDUM

To: AQIP Steering Committee

From: Student Evaluations Process Management Team

Date: April 21, 2006

Subject: Recommendations for the Student Evaluation Process at Owens
Community College

On January 20, 2007, the Student Evaluations Process Management Team met and was charged with the task of evaluating the current student evaluation process, focusing on one or more aspects of that process, gathering and analyzing relevant data, and, based on the data, making appropriate recommendations for improvement. Attached is the report completed by this team.

After some discussion, the team arrived at its project statement: *To improve the student course evaluation process as measured by increased stakeholder satisfaction, increased student participation and enhanced value of resulting data.* The team then conducted its research, gathering information from other community colleges as well as from Owens Community College students, faculty, and administrators. An analysis of the data resulted in the following recommendations:

- To pilot the Fall 2006 online formative evaluations in the Fall Semester 2006.
- To add comment boxes to follow each of the nine "bubble" questions on the first page of the formative student evaluation form.
- To change the rating scale from 1-5 to 0-4.
- To expand the explanation to students to include a statement indicating the value of participating seriously in the student evaluation process.
- To change the title of the form to Student Course Evaluation to accommodate requests that the form clearly be understood as an evaluation of both the course and the instructor.
- To e-mail the results of the online evaluations to both faculty and administrators.

The Student Evaluations Process Management Team would like to thank those who have given us the opportunity to participate in this continuous improvement effort. The team has found this effort rewarding in the collaboration that occurred with those across disciplines, in the understanding gained about the challenges faced by different departments across campus, in the knowledge gained about the student evaluation process as it occurs at Owens Community College, and in the rewards gained from working together and reaching a common conclusion. In particular, the Team would like to thank Dr. Stan Jensen for his sharing with us his knowledge and advice and our team champions, Ms. Juleen Tajblik, Lead Computer Operator, for her work in providing cost estimates and procedural details, and Dr. Paul Unger and Ms. Angela Ondrus, for their

suggestions, guidance, and support. We are looking forward to following up with our project in the semester to come.

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STUDENT EVALUATIONS PROCESS MANAGEMENT TEAM

Name	Title	Role
Paul Unger	Vice President, Academic Services	Team Co-Champion
Angela Ondrus	Associate Professor, Law Enforcement/Fire Science; President, Owens Faculty Association	Team Co-Champion
Siva Sakthivel	Professor, Accounting	Team Leader
Randy Wharton	Chair, Design Technologies	Scribe
Amanda Dominique	Instructional Designer	
Elizabeth Condon	Professor, Developmental Education	
Samuel Harden	Student	
Joseph Inman	Computer Analyst	
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William Montrie	Adjunct Faculty	
Shelby Pierce	Chair, Communications/Humanities	

Background Information

Background Information

In early February 2006, the Owens Community College Student Evaluations Process Management Team met with Dr. Stan Jensen to receive its formal charge. The goal of the team was to arrive at a project that would result in an improved student evaluations process at Owens Community College.

Student evaluations are widely employed throughout higher education with varying degrees of success. The mission of Owens Community College, "We believe in serving our students and our communities. *Your success is our mission,*" suggests a number of reasons that the Owens Community College student evaluation process must be effective and efficient:

- Students need to be able to provide effective and adequate feedback to faculty.
- Faculty need to be able to interpret appropriately that student feedback.
- Faculty need to be able to make improvements and adjustments based on that feedback.
- Faculty need to ensure that their methodologies, materials, equipment, etc., are enhancing the teaching/learning process.
- Supervisors need to be able to identify ways that faculty can be assisted in improving the teaching/learning process.

An effective student evaluation process would enable Owens Community College to achieve the above objectives.

Because the Owens Community College current student evaluation process has some limitations, the Student Evaluations Process Management Team was charged to review the current process and to suggest improvements. The project statement ultimately developed follows:

Project Statement

To improve the student course evaluation process as measured by increased stakeholder satisfaction, increased student participation and enhanced value of resulting data.

The next phase of the process involved collecting data to determine current perceptions of the student evaluation process. To establish a benchmark of student, faculty, and administration opinions about the current process, the team developed a survey. Zoomerang, a company that provides survey formatting, posting, monitoring, and tabulating services, administered the survey. Faculty, administration, and student focus

groups were also consulted. When the results of the surveys were tabulated, the following issues emerged:

- A 45-55% majority preferred trying an on-line student evaluation system
- The majority of respondents believed some change is needed in the questions, but it was not conclusive about what that change should be.
- While a majority of the faculty and administration indicated that they did not find the formative evaluations useful, a majority of the student respondents felt that they should still have the option to respond to a midterm evaluation.
- A significant majority of respondents believed the current deadline for the formative evaluations was much too late.

As a result, the Student Evaluations Process Management Team is making the following recommendations:

- To pilot the Fall 2006 online formative evaluations in the Fall Semester 2006.
- To add comment boxes to follow each of the nine "bubble" questions on the first page of the formative student evaluation form.
- To change the rating scale from 1-5 to 0-4.
- To expand explanation to students to include a statement indicating the value of participating seriously in the student evaluation process.
- To change the title of the form to Student Course Evaluation to accommodate requests that the form clearly be understood as an evaluation of both the course and the instructor.
- To e-mail the results of the online evaluations to both faculty and administrators.

Operational Definitions

Operational Definitions

1. **Classroom Based Course:** Any course with regularly scheduled face-to-face meetings on campus.
2. **Course:** Any learning situation provided by Owens Community College in which students pay to participate, and earn credit or incentives upon completion.
3. **Formative Evaluation:** Formative evaluation is a method of judging the worth of a course while the course is in progress. Questions focus on the instructor's methods of instruction.
 - a. **Current Process:** For classes that are 16 weeks in length, the formative evaluations should be delivered to students sometime after the 14th day of classes. Classes that are less than 16 weeks do not use formative evaluations. All 16 week classes utilize formative evaluations regardless of the delivery method. Results are typically delivered to the instructor after the end of the course.
4. **Instructor:** The individual hired by the college to perform instructional duties.
5. **Student Evaluation:** Refers to both summative and formative course evaluations.
6. **Summative Evaluation:** Summative evaluation provides information on the effectiveness of the course, materials, and the instructor.
 - a. **Current Process:** All classes participate in summative evaluations regardless of the length of the course or the delivery method. Summative evaluations are delivered to students shortly before the end of the class term. Results are typically delivered to the instructor after the end of the course.
7. **Telecourse:** Course materials are delivered via video. No face-to-face class meetings are assigned, but campus visits may be required for testing, presentations, etc.
8. **Webcourse:** Course materials are delivered online. No regular face-to-face class meetings are assigned, but campus visits may be required for testing, lab activities, etc.

Current Process

CURRENT STUDENT EVALUATION PROCESS

In order to fully understand any perceived problems or needed changes (if any) for the process of student evaluations, one must understand the current process being used.

Owens Community College currently has four different student evaluation processes:

1. Written evaluations for all on-campus courses over eight weeks in length.
2. Web course evaluation – done on the web.
3. Telecourse evaluations – written
4. Workforce and Community Services Customer Satisfaction Survey for non-credit classes – written

The written evaluations for all on-campus courses over eight weeks in length is the process that our team concentrated on for review. The students in these classes are given two sets of evaluations, formative and summative, before the end of their class. The formative goes out shortly after the 14th day, and the summative near the end of the semester.

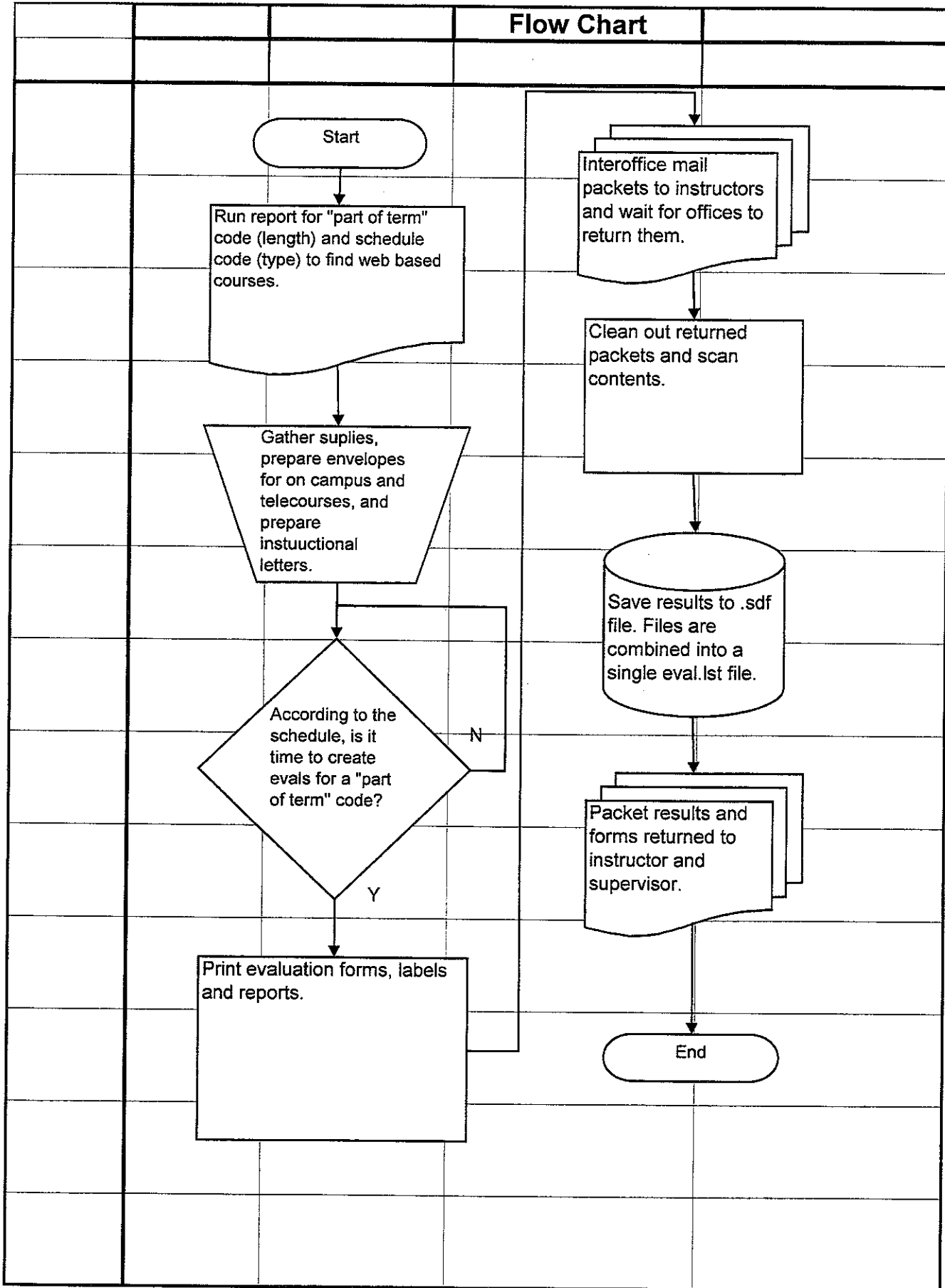
The following will explain the different steps used to complete the evaluation process, which is done twice each semester.

- Information Technology Services (ITS) request the evaluation schedule from the Records Department.
- A report is run for part-of-term code and schedule-type code to determine the different evaluations and time frames.
- Supplies are gathered, instructional letters and envelopes prepared for all on-campus classes.
- The schedule is checked and evaluations created for part-of-term code at schedule date (taken from the first bullet).
- The header information is filled in.
- Term, ID and CRN is printed in bubble section of blank forms.
- Labels are printed in the same order as the forms.
- Checklists are printed in the same order as the forms.
- Print courses not meeting extract listing (problems) are sent with a letter to the instructor's supervisor for corrections. The supervisor then sends electronic copies to HR and Records with the corrections so ITS can print and send out the evaluations.
- The evaluation packets are sent to the full-time instructors via interoffice mail, with the checklists being mailed to their supervisors.
- The evaluation packets are sent to the supervisors via interoffice mail for distribution to all part-time instructors along with a checklists of all classes.
- The instructor will then appoint a student from the class to act as proctor.
- After providing instructions to the class and advising the proctor to distribute the forms, the instructor leaves the room until students are finished completing the assessments.

- This student proctor distributes the assessment forms, gathering the completed forms into the envelope and sealing each envelope. The student delivers the sealed envelope back to the closest academic office.
- The academic offices return all completed evaluation packets to ITS.
- ITS cleans out all materials not needed (pencils, instruction papers) from returned packets.
- As they are returned, packets are bundled into batches and scanned to create “sdf” files.
- “sdf” files are compiled into an eval.lst file. Computer generated assessment summaries are printed from the eval.lst file for every packet.
- For the Formative Evaluations with full-time instructors, both the original evaluation packet with the student comments and a copy of the computer-generated assessment summary are returned to each faculty member. Only a copy of the computer-generated assessment summary is sent to the supervisor.
- For the Summative Evaluation the original evaluation packet with the student comments and two sets of the computer-generated assessment summary are returned to each supervisor. The supervisor then gives one copy of the computer-generated assessment summary to the instructor.

The flow chart shown on the following pages outlines the team’s best explanation of the different steps used in completing the current process of student evaluations.

Flow Chart

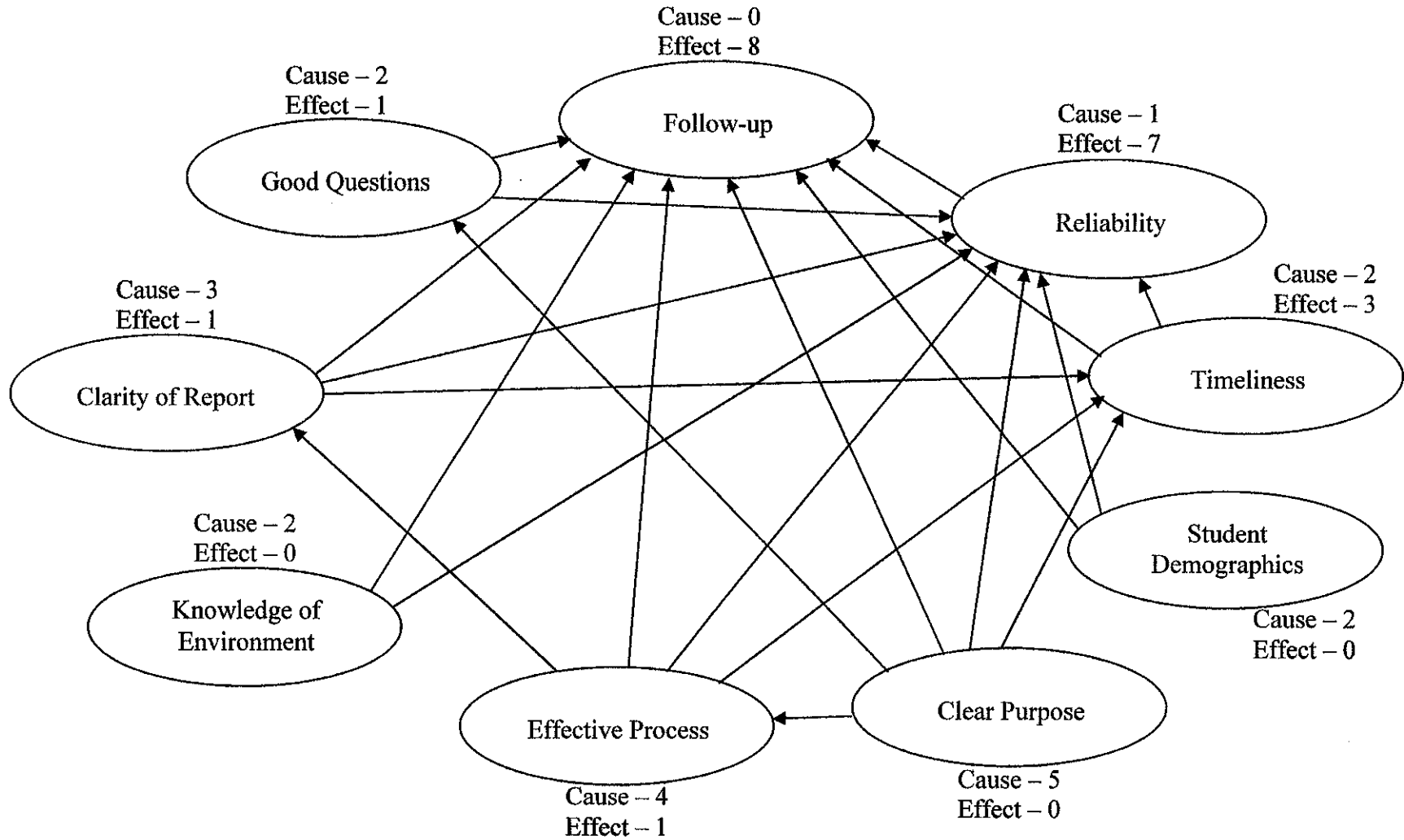


Relations Diagram: Introduction

The relations diagram confirms the Student Evaluations Process Management Team's project statement. The evaluations need a clear purpose. The root cause of meaningful course evaluations is a clear purpose followed closely by an effective process. The relations diagram showed that the root effect was the follow-up. The follow-up was driven by every process in our diagram. Reliability was another effect on our diagram. Reliability does influence the follow-up on the student evaluations.

Key Elements Involved in Meaningful Course Evaluations by Students at Owens Community College

Relations Diagram



Process Analysis

Cause and Effect Analysis

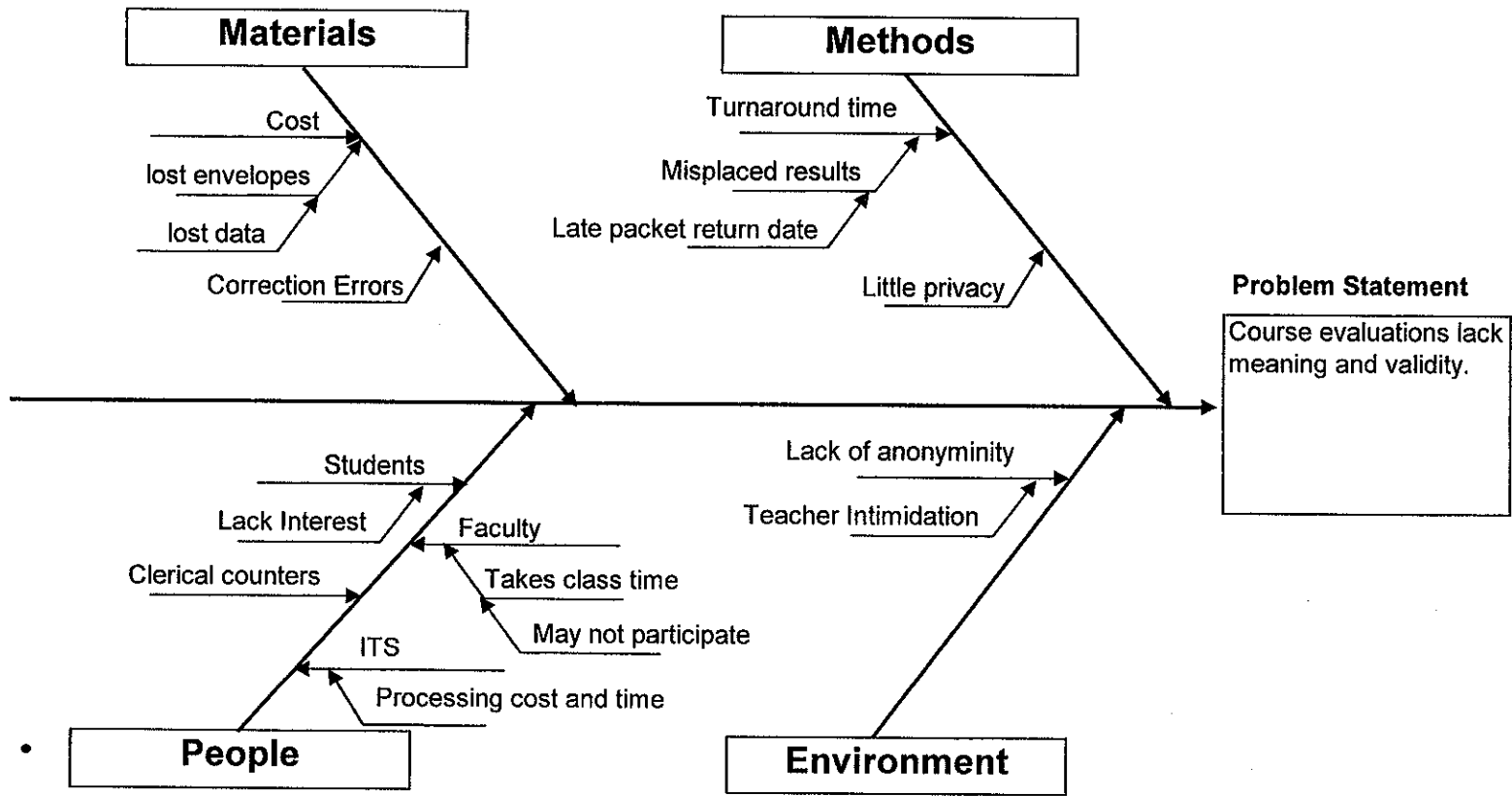
A main concern of the current evaluation process is the lack of meaning and validity of in-class course evaluations. The main areas of concern were the materials that were used, the workforce involved, the methods with which they were given, as well as the environment in which they were given.

Among material concerns were the possible loss of data should envelopes with completed forms be lost, and the large cost inherent with paper evaluations.

Workforce issues included Information Technologies (I.T.) employees, faculty members, and students. I.T. employees must manually feed each evaluation through a machine, consuming a large amount of time. Faculty members and students both lose class-time, creating a lack of interest and participation in both groups.

Issues of method included a long turn-around time for the return of results to faculty members, and the possibility for those results to be returned to the wrong faculty members, which has led to concerns over faculty privacy.

Concerns over the environment in which in-class evaluations are given included teacher intimidation of students before evaluations are given, as well as the lack of anonymity provided by hand-written comments.



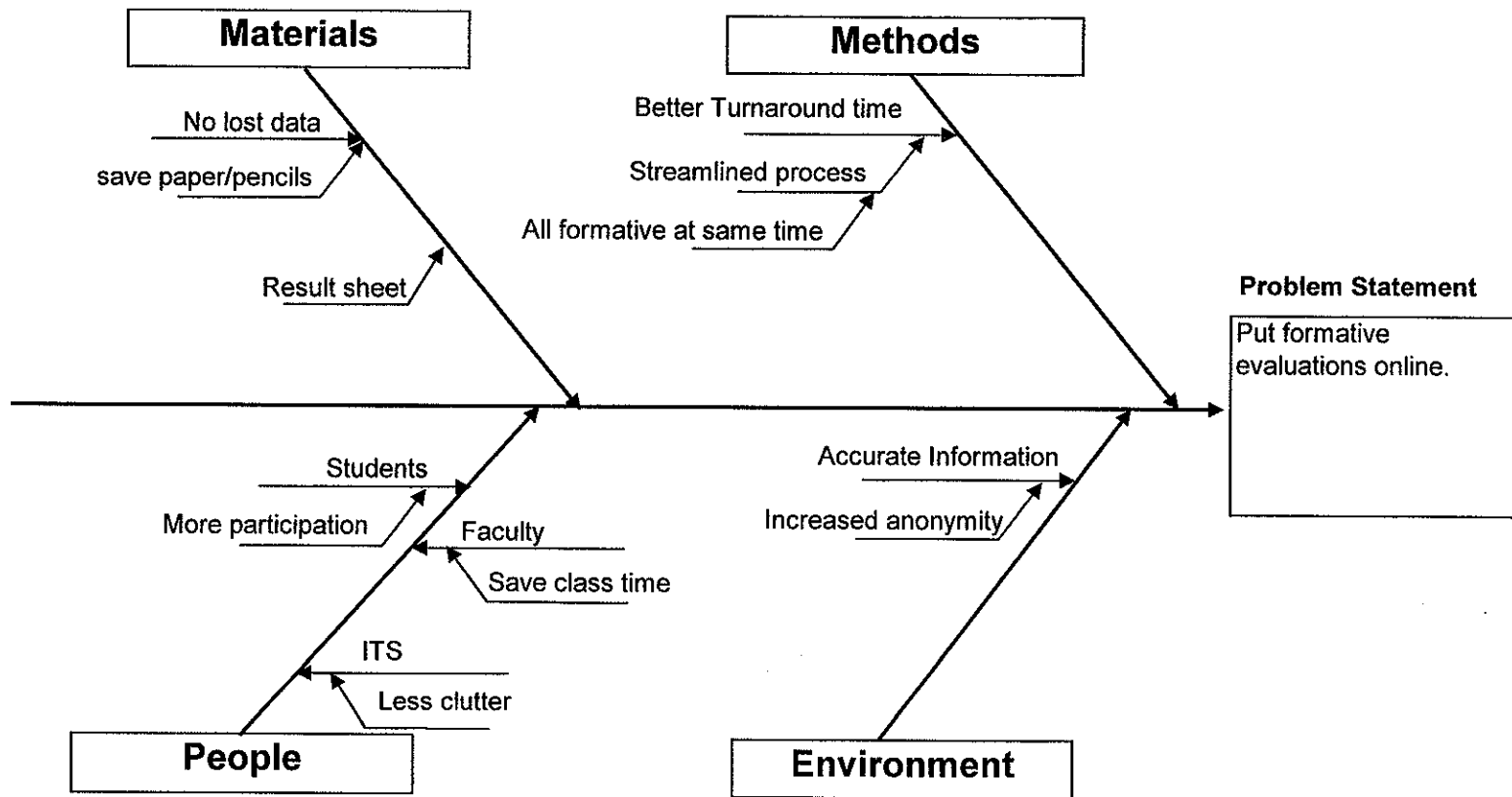
Online Evaluation Effects: Introduction

Many benefits could be gained by replacing in-class formative evaluations with on-line formative evaluations. This change in process will create an estimated savings of \$3,027.97/semester in materials, as well as preventing loss of data through misplaced envelopes.

There will also be several benefits given to the workforce involved in this process. Students and faculty members will save on class time, and will hopefully increase student interest as well. This improved process will also reduce the time that it takes I.T. employees to process evaluation results.

This method of administering formative evaluations on-line will create a much more timely process as well. Giving evaluations on-line will facilitate all formative evaluations being given at the same time, returning results to faculty members much sooner than the current process allows.

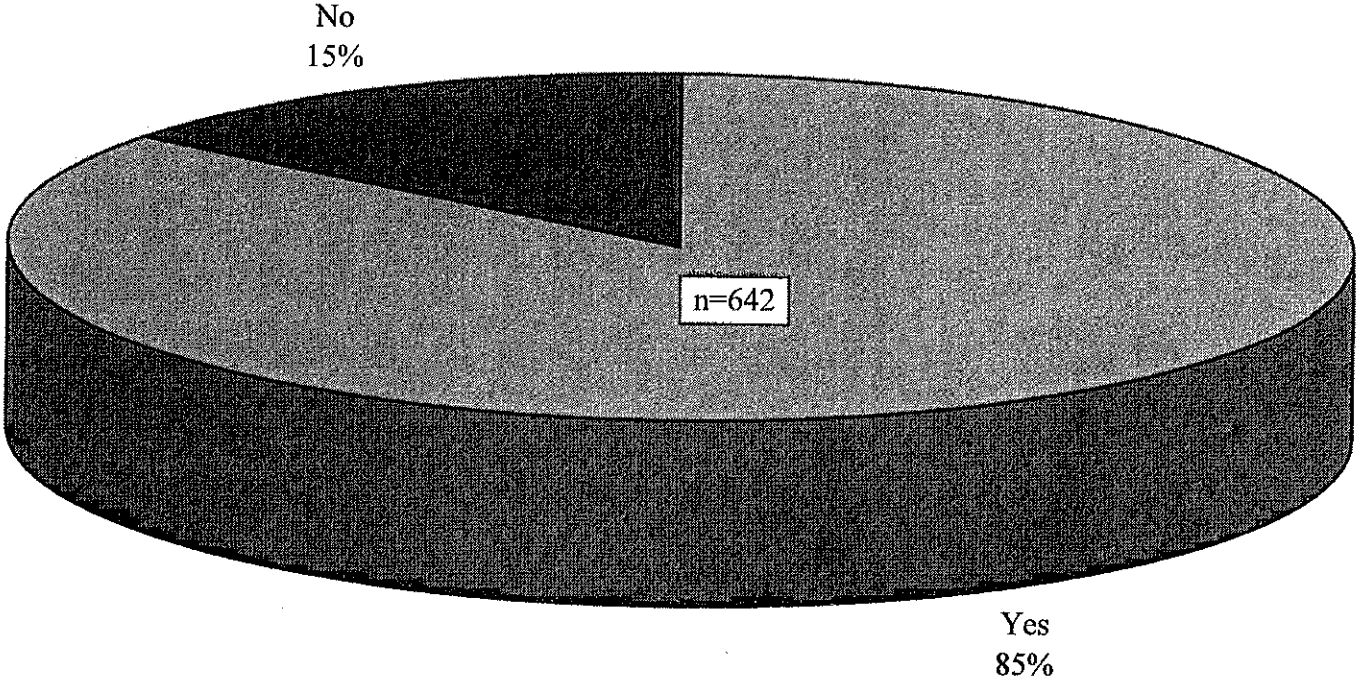
In addition to these many benefits, this new process will also create a helpful change in the environment that formative evaluations are given. Through on-line evaluations, students may anonymously write comments, hopefully increasing the flow of accurate and detailed information.



Charts and explanations
of Zoomerang
responses

We asked, “Do you believe that the current Owens Community College student evaluation products/processes need to be changed in some way?” The overwhelming response indicated a need for change. The chart on the following page shows the percentage results taken from the full survey (combined results from students, full-time faculty, part-time faculty, administrators and other). A staggering 85% was in favor of change and only 15% wanted it left alone.

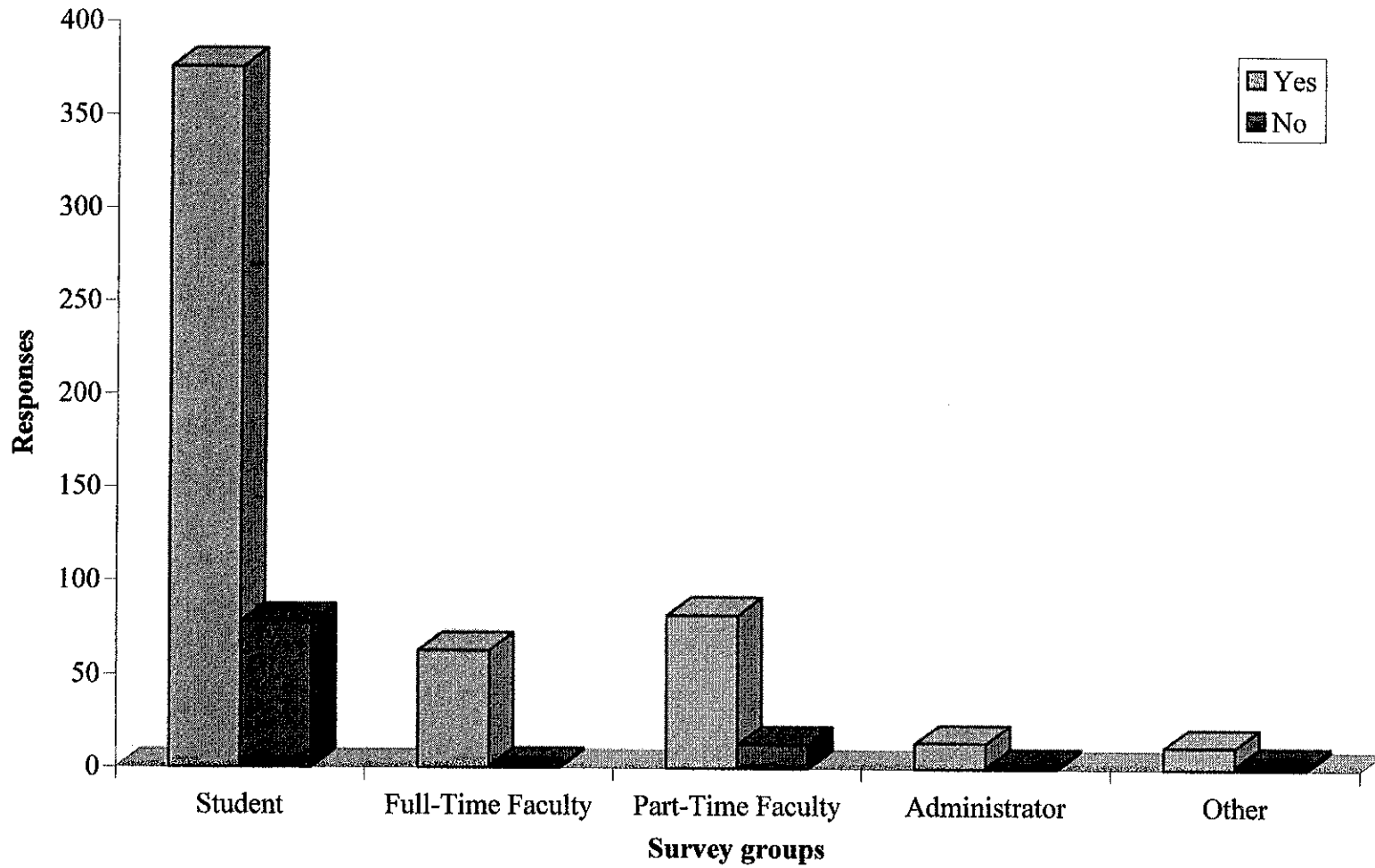
Do you believe that the current Owens Community College student evaluation products/processes need to be changed in some way?



When asked, “Do you believe that the current Owens Community College student evaluation products/processes need to be changed in some way?”, the overwhelming response was that it needed changed. The following page shows a bar chart with the individual responses being separated out by students, full-time faculty, part-time faculty, administrators and others. As in the previous chart, this one also shows an overwhelming need to change the process of student evaluations in some way.

	<u>In Favor of Change</u>	<u>No Change</u>
Students	376	95
Full Time Faculty	376	78
Part Time Faculty	82	13
Administrators	14	1
Other	12	2

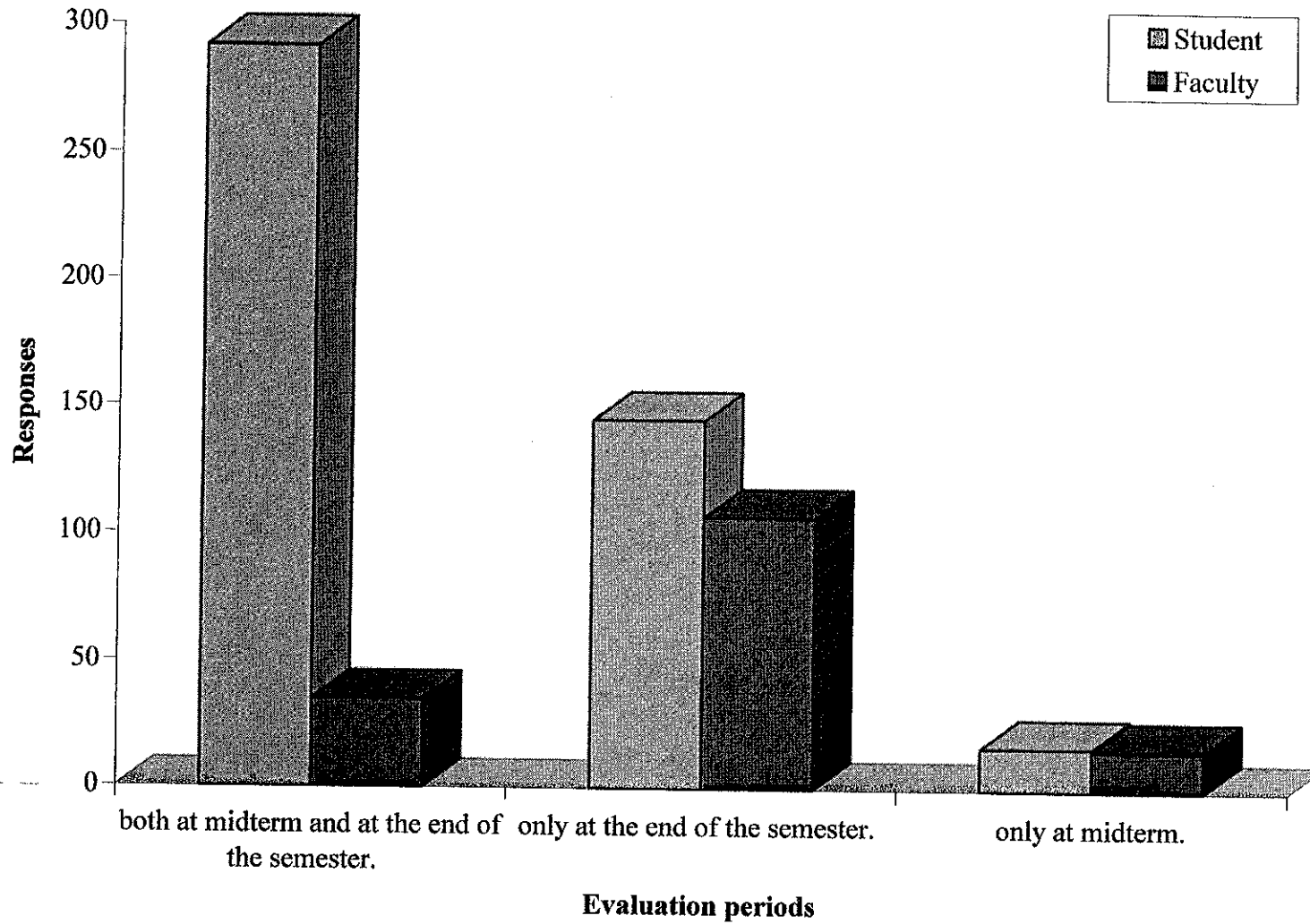
Do you believe that the current Owens Community College student evaluation products/processes need to be changed in some way?



When asked, “When should student evaluations be administered?” the results were conflicting. Students strongly responded that they would like the evaluations to continue to be given both at midterm and at the end of the semester, but full and part-time faculty, administrators and others all responded to give the evaluation only at the end of the semester. The following page shows a bar chart with the individual responses being separated out by students and full and part-time faculty combined.

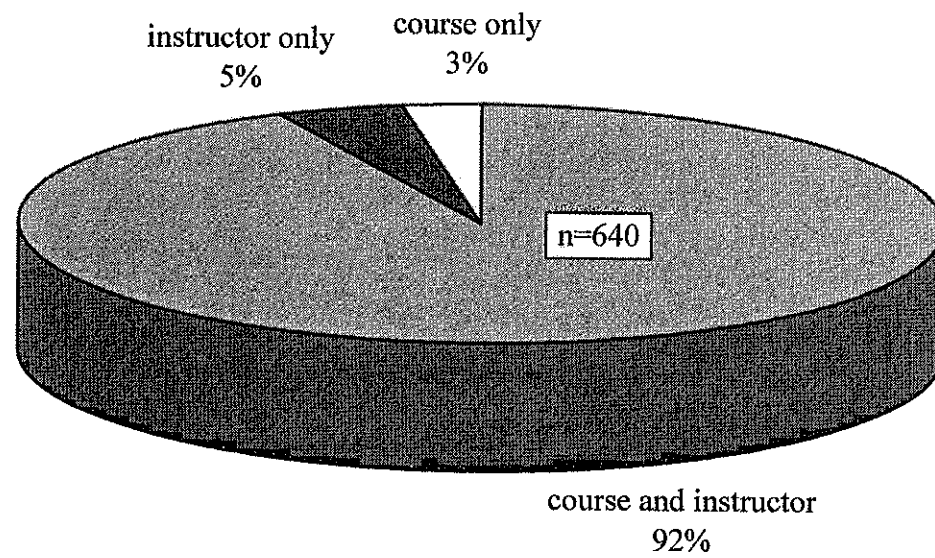
	<u>Both at midterm and at the end of</u>	<u>Only at the end of the semester the semester</u>	<u>Only at midterm</u>
Students	292	145	17
Faculty	35	107	16

When should student evaluations be administered?



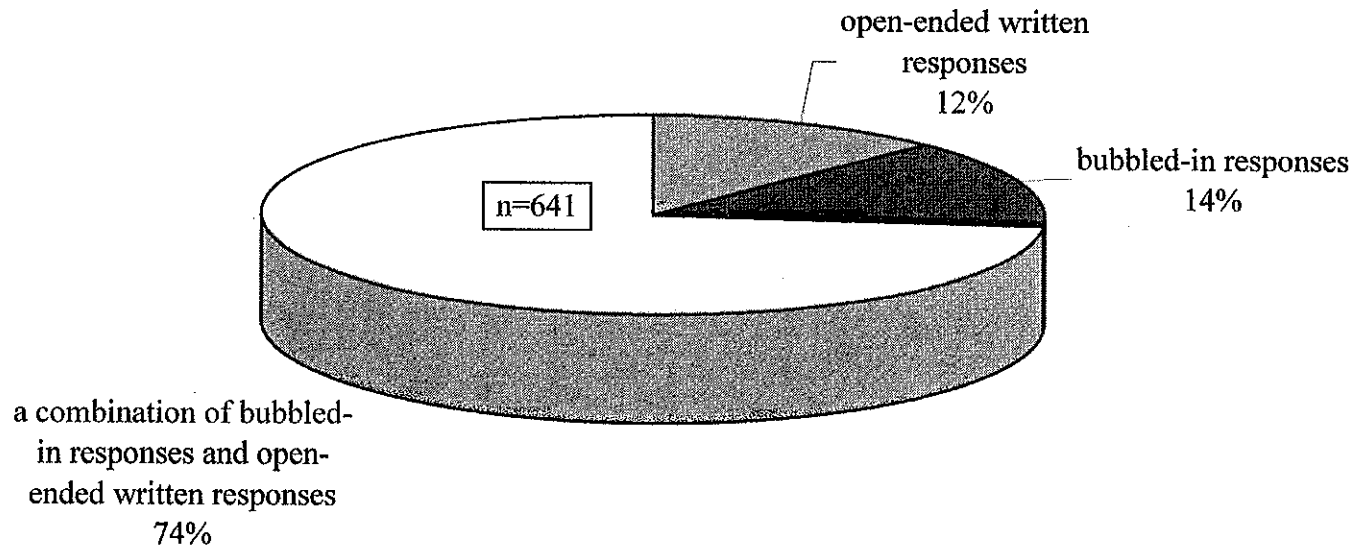
When asked, “What should student evaluations comment on?”, the team expected that maybe the survey would show that what needed changed was the type of questions on the current survey. So we asked, would you prefer an evaluation on instruction only, the course only or the course and instructor both? The chart on the following page shows the percentage results taken from the full survey (combined results from students, full-time faculty, part-time faculty, administrators and others). Results showed 5% that preferred instructor only, 3% course only and 92% preferred that we continue to keep a combination of questions on both course and instructor.

What should student evaluations comment on?



When asked, “How would you prefer that the questions on a student evaluation form be?” the results were once again overwhelming. The chart on the following page shows the percentage results taken from the full survey (combined results from students, full-time faculty, part-time faculty, administrators and others). Results showed that 12% preferred only open-ended written responses, 14% preferred only bubbled-in responses and 74% preferred that the institution keep a combination of bubbled-in responses and open-ended written responses.

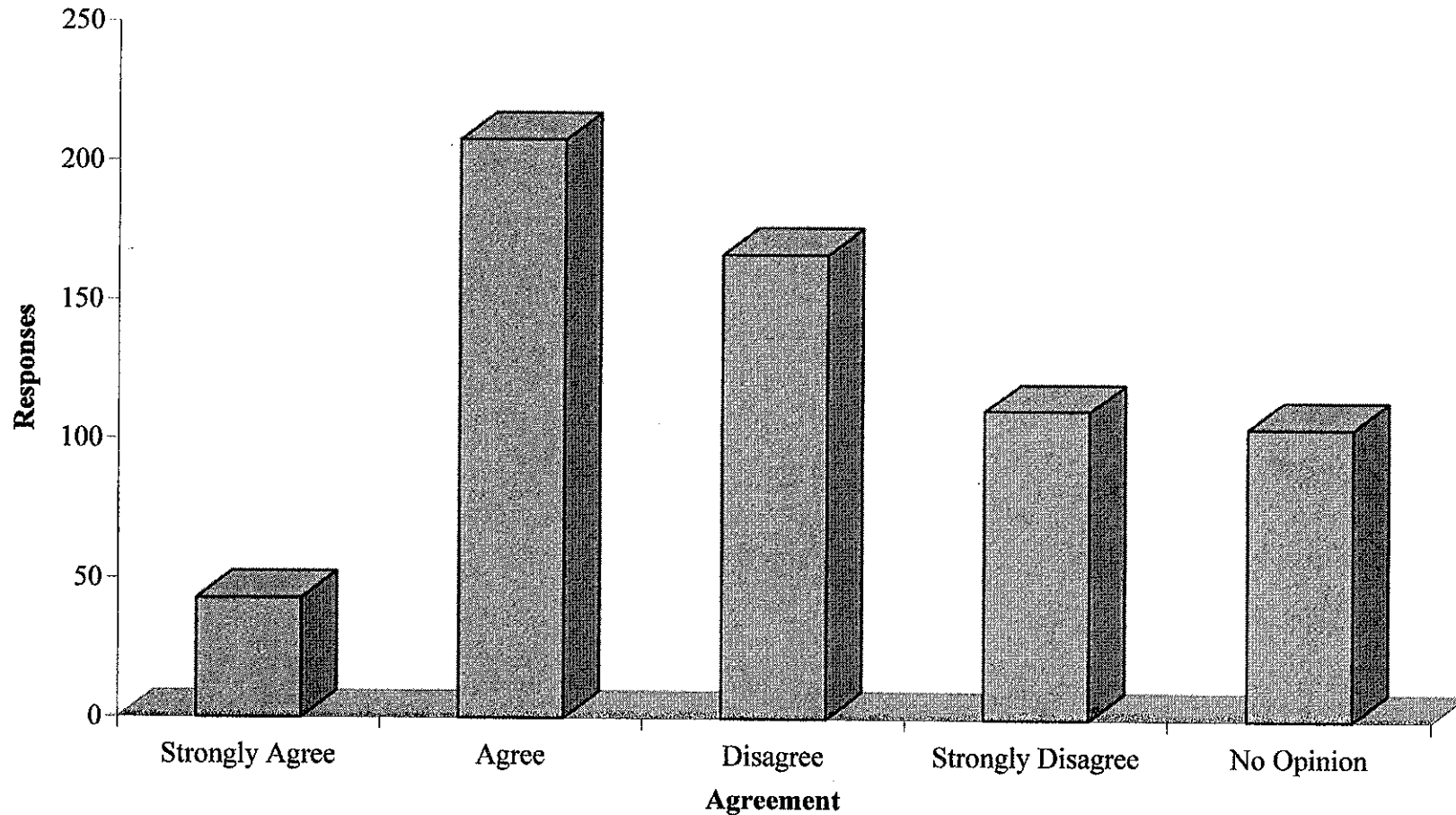
I would prefer that the questions on a student evaluation form be



When asked, “Faculty at Owens Community College use the results from the current summative (end of the semester) evaluations to improve the teaching and learning process in their classrooms?”, results indicated that the summative evaluations were perceived to be used. The following page shows a bar chart with the responses taken from the full survey (combined responses from students, full-time faculty, part-time faculty, administrators and other)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>No Opinion (did not answer)</u>
Number of Responses	43	208	167	111	105

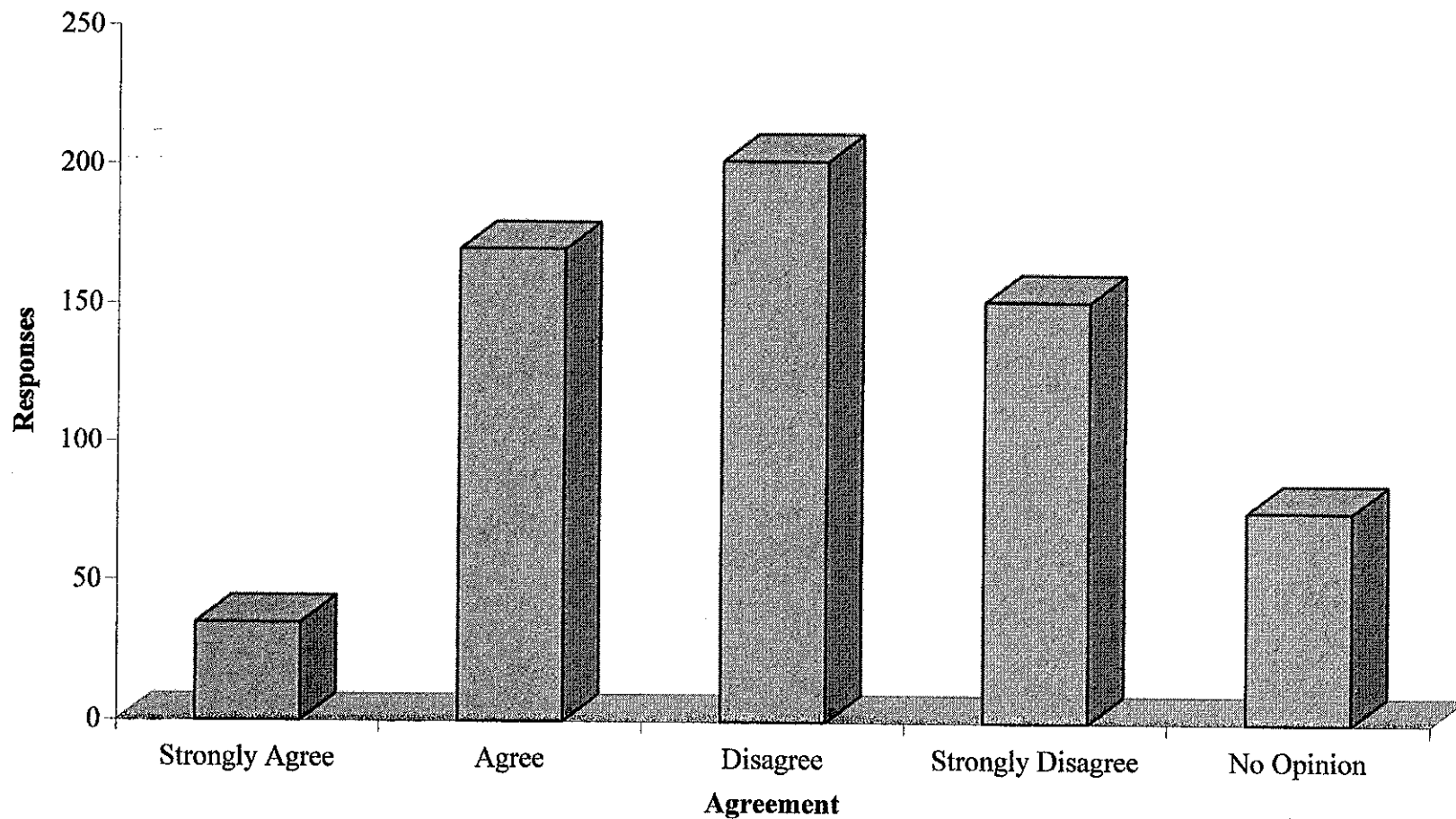
Faculty at Owens Community College use the results from the current summative (end of the semester) evaluations to improve the teaching and learning process in their classrooms?



When asked, “Faculty at Owens Community College use the results from the current formative (mid semester) evaluations to improve the teaching and learning process in their classrooms?” responses started to change. No longer did the respondents feel that that formative process was working as intended. The following page shows a bar chart with the responses taken from the full survey (combined responses from students, full-time faculty, part-time faculty, administrators and others.)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>No Opinion</u>
Number of Responses	35	170	202	152	76

Faculty at Owens Community College use the results from the current formative (mid-semester) evaluations to improve the teaching and learning process in their classrooms?



CONCLUSIONS

and

RECOMMENDATIONS

**RECOMMENDATIONS
OF THE
STUDENT EVALUATIONS
PROCESS MANAGEMENT TEAM**

To be completed by December 2006:

1. Pilot the formative student evaluations in an online format for on-campus classes.
2. Change the scale from 1-5 to 0-4 (0=N/A, 1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree)
3. Add an expanding comment box beneath each of the scaled questions on the front of the form.
4. Expand explanation to students to include a statement indicating the value of participating seriously in the student evaluation process.
5. Change the title of the form to Student Course Evaluation to accommodate requests that the form clearly be understood as an evaluation of both the course and the instructor.
6. E-mail the results of the online evaluations to both faculty and administrators.

To be completed by (a) future process management team(s):

1. Investigate the need to change the questions on the current forms.
2. If the online pilot of formative evaluations proves successful, pilot putting the summative student evaluation online with corresponding changes of the new scale and expanding comment box.
3. Review the telecourse and web course formative and summative student evaluation forms.

Sample Formative Student Evaluation Form

Following is a sample of the Student Evaluations Process Management Team's Formative Student Evaluation form. The sample form displays two recommended changes: the change in the rating scale from 1-5 to 0-4 and the comment boxes for student explanations under each of the nine bubble questions. The team believes that these comment boxes will enable students to provide feedback to faculty and administration that will facilitate continual improvement. The question comments could also assist with evaluating the effectiveness of the questions themselves. The team recommends that an explanation of the importance of students to take the process seriously be included on a "cover page" to this form.

**OWENS COMMUNITY COLLEGE
STUDENT COURSE EVALUATION
(FORMATIVE ASSESSMENT)**

Please indicate your response by filling in the appropriate choice to the right of each question. If the question does not apply to the course you are taking, please select the "not applicable" response.

1 = Strongly Agree
2 = Agree
3 = Disagree
4 = Strongly Disagree
N/A = Not Applicable

1.	The instructor's presentation is clear and understandable.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N/A
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Please explain why you selected this response (give examples if you can):

2.	The instructor encourages students to ask questions in class.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N/A
-----------	--	---

Please explain why you selected this response (give examples if you can in the box below):

3.	The instructor encourages students who need help to see him/her outside of class.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N/A
-----------	--	---

Please explain why you selected this response (give examples if you can in the box below):

4.	The instructor provides feedback on my course progress in time for me to adjust before the next test or assignment is due. (examples: exams, class assignments, etc. are returned in a timely manner.)	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N/A
-----------	--	---

Please explain why you selected this response (give examples if you can in the box below):

5.	The main textbook(s) required for the course is clear and helpful.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N/A
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Please explain why you selected this response (give examples if you can in the box below):

6.	The instructor utilizes the main textbook(s) required for the course.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N/A
-----------	--	---

Please explain why you selected this response (give examples if you can in the box below):

7.	I have a clear understanding (via course syllabus and other information provided by the instructor) of course expectations.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N/A
-----------	--	---

Please explain why you selected this response (give examples if you can in the box below):

8.	I attend class during the scheduled meeting times.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N/A
-----------	---	---

Please explain why you selected this response (give examples if you can in the box below):

9.	The instructor holds class during the scheduled meeting times.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N/A
-----------	---	---

10. Please list one activity your instructor uses that is helpful in your learning.

11. Please list one activity your instructor is not using that could be helpful in your learning.

12. Please list one activity you use that is helpful in your learning.

13. Please select one or more of the activities listed below that you are not currently using that could assist in your learning:

- Read related text assignment before the scheduled class lecture, activity, etc.
- Review class notes as soon as possible after the class.
- Use a strategy for reading my textbook.
- Put course notes and text notes in outline form.
- Attend class regularly.
- Use instructor's scheduled office hours or time after class to ask questions related to material that is not understood.
- Explain concepts in your own words to self or others.

14.

15.

**CONCLUSIONS
and
JUSTIFICATION**

Force Field Analysis: Introduction

Following is a force field analysis of several of the recommendations made by the Student Evaluations Process Management Team. The purpose of this analysis is to determine what forces could potentially hinder progress toward the recommendations, and what forces would assist the team's progress toward its goals.

The analysis on the following pages will show that the driving forces are more strongly in evidence than the restraining forces. However, because of such restraining forces as 45% of the respondents preferring pencil and paper forms; the relatively small percentage of web course students who, given the opportunity, elect not to submit the on-line evaluation forms; and the percentage of students who wanted to retain the formative evaluations (in contrast to the percentage of faculty and administrators who were in favor of eliminating them), the Student Evaluations Process Management Team is recommending that the formative evaluation be piloted in Fall 2006 as a web evaluation form. Other recommendations, then, are made in conjunction with this recommendation as refinements to improve the usefulness of the evaluations. Further study after the pilot results are in will determine what the next steps should be.

FORCE FIELD

Desired Change: Pilot the Formative Evaluations in an On-Line Format

DRIVING FORCES	RESTRAINING FORCES
1. More cost effective	1. Student participation in current on-line evaluations for web courses is low.
2. Time savings—class time and labor time	2. Resistance to change
3. Preserves student anonymity	3. Time in Computer Services to take on the project.
4. More accurate information likely to be communicated	4. Approximately 45% of survey respondents prefer pencil and paper student evaluations.
5. More environmentally friendly	
6. Survey results indicated that approximately 55% of the respondents would prefer an on-line format for student evaluations.	
7. More efficiency in distribution of results	

FORCE FIELD

Desired Change Change the Numbering System on the Formative Evaluations from 1-5 to 0-4: 0=N/A, 1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree

DRIVING FORCES	RESTRAINING FORCES
1. Eliminating the middle ground and the figuring in of the Not Applicable is more statistically valid	1. Until and unless summative scale is changed, the formative and summative scales will not correlate.
2. Eliminating “Neutral” forces students to make a considered choice	2. Resistance to change.
3. “Neutral” does not provide helpful feedback	3. Lack of faith that “neutral” is not helpful.

FORCE FIELD

Desired Change: Add an Expanding Comment Box after Each of the Scaled Questions

DRIVING FORCES	RESTRAINING FORCES
1. Provides faculty with potentially useful information about why student responded the way he/she did	1. Lack of motivation of students to write
2. Provides students broader range of expression	

ACTIONS

1. Provide Computer Services with a template of the revised Formative Assessment form and accompanying instructions to students.
2. Ask Computer Services if form can be ready by proposed deadline.
3. Work with Computer Services on process mapping and implementation.
4. Market the new system to students and faculty to encourage use.
5. Evaluate the effectiveness of the process and make final recommendations.

Force Field Analysis

Pilot the Formative Evaluations in an Online Format

The first recommendation of the Student Evaluations Process Management Team is to pilot the formative evaluations for land-based classes in an online format. The majority (55%) of survey respondents indicated that they would prefer student evaluations online. Although the majority of the respondents believe they would prefer the online format, a significant percentage of respondents (45%) still preferred paper and pencil evaluations. Given that significant minority, a pilot for only one evaluation process seemed wise. In addition, any glitches could be worked out after the initial pilot, and if the online formative evaluation process indeed proves to be wildly successful, those who voted for paper and pencil evaluations could be persuaded to embrace the online evaluation concept.

Driving Forces

More Cost Effective. Currently, using paper and pencil forms is very costly. Using the online evaluation forms would result in a savings of \$3,027.97, as shown in Table X.

Table I
Cost Savings of Online Evaluations Over Pencil and Paper Evaluations

Formative classroom evaluations	One Semester	Before	After	Savings
9 x 12 brown envelopes for packets	.04 x 2141 classes	\$85.64	\$45.00	\$40.64
Preprinted evaluation forms	.04 x 37560 students	\$1,502.40	\$0.00	\$1,502.40
Result printouts	.005 x 2141 classes x 2	\$21.41	\$64.24	-\$42.83
Instruction letters	.005 x 2141 classes	\$10.71	\$0.00	\$10.71
Classroom totals:		\$1,620.16	\$109.24	\$1,510.92
Formative telecourse evaluations	One Semester	Before	After	Savings
10 x 13 white outbound envelopes	.11 x 1215 students	\$133.65	\$0.00	\$133.65
9 x 12 white return envelopes	.08 x 1215 students	\$97.20	\$20.00	\$77.20
Preprinted evaluation forms	.04 x 1215 students	\$48.60	\$0.00	\$48.60
Postage	(.52 + .52) x 1215 students	\$1,263.60	\$0.00	\$1,263.60
Result printouts		\$6.00	\$18.00	-\$12.00
Instruction letters		\$6.00	\$0.00	\$6.00
Telecourse totals:		\$1,555.05	\$38.00	\$1,517.05
Grand totals:		\$3,175.21	\$147.24	\$3,027.97

More Time Savings. Using online student evaluations also will result in greater savings of time, both labor and class time. Computer Services personnel perform the following functions within the current evaluation system:

1. Purchase the envelopes.
2. Run the labels and affix them to the envelopes.
3. Run the evaluation forms for each class.
4. Stuff the envelopes with the appropriate evaluation forms.
5. Send envelopes to Copy Center.
6. Run completed evaluations through the system.
7. Return evaluations to Copy Center or Departments.

The clerical staff performs the following functions within the current evaluation system:

1. Send evaluation packets to Computer Services.
2. Remove numerical sheets from evaluation packets.
3. Sort and distribute packets to Chairs and/or faculty

Many of these functions would be automated if the team's recommendations are accepted.

Time saved in classes would also be significant. For example, if a student has five classes, and the instructor allows fifteen minutes for each evaluation, in one semester that student will have lost 75 minutes of instruction, or one class period (5 classes X 15 minutes = 75 minutes for formative evaluations). Over two years, or four semesters at five classes per semester, the student will have lost 230 minutes of instruction, or 4 ½ class periods—which represents a little over two weeks of instruction.

Preserves Student Anonymity/More Accurate Information Likely to Be Communicated. One of the students' concerns was that faculty could identify individual students' responses because by the time they do the evaluations, the faculty can recognize the students' handwriting. Thus, students who have constructive criticism do not put it on the evaluations because they fear repercussions. Putting the evaluations online would allow students to type in their responses and thus preserve their anonymity.

More Environmentally Friendly. The current system uses approximately 44,000 sheets of paper and 4600 envelopes for each evaluation round. Going online with the evaluation would save trees.

More Efficiency in Distribution of Results. No longer should paper packets need to be passed around; the survey results should be able to be tabulated and accessed online.

Restraining Forces

Student Participation in Current Web Course Evaluations Is Low. Currently, the average return on web course evaluations (which are completed by students online) is rather low—sometimes no more than two to three per section. A very persuasive marketing campaign would need to be initiated to overcome this student reluctance to take time to provide feedback if not a captive audience. The team spoke with the

Marketing and Communications Department which indicated that, if given enough notice, it would be able to help coordinate a marketing campaign to encourage students to participate in the web formative evaluations.

Resistance to Change. Any institution has ingrained processes with which personnel are familiar. It is only natural for some people to resist making changes.

Time in Computer Services to Take on the Project. Currently, Computer Services has a number of large projects on which it is working. Taking on this project would require that it be made a priority; the question would be whether the other projects in the queue are able to be put off. Currently, ITS has indicated that it can make a definite commitment to this project for Spring 2007; however, ITS is investigating the possibility of incorporating the project into its Fall 2006 schedule.

**Change the Numbering System on the Formative Evaluations from 1-5 to 0-4:
0=N/A, 1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree**

The second recommendation of the Student Evaluations Process Management Team is to change the Numbering System on the Formative Evaluations from 1-5 to 0-4: 0=N/A, 1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree.

Driving Forces

More Statistically Valid. Studies have shown that eliminating the middle in a scaled response is more statistically valid. Without the neutral middle, respondents are forced to make a commitment either to the positive or the negative, which does not allow for respondents to drift automatically to the middle ground (see Kalton, Roberts and Holt, 1980; Presser and Schuman, 1980; and Brace, 2004, for further support).

Eliminating “Neutral” Forces Students to Make a Choice. Studies show that when given a 1-5 range of choices, people who otherwise may agree or disagree take the “easy way out” and pick “neutral.” Eliminating the “neutral” option would cause students to consider their responses more carefully in order to choose between agreement and disagreement with the statement.

“Neutral” Does Not Provide Helpful Feedback. Faculty and administrator respondents indicated that they are unable to interpret the neutral response. Should it be taken as a positive or a negative? How can it help faculty to make changes or improvements?

Restraining Force

Online Responses Will Not Correlate with Paper Responses. Because of the change in the scale, faculty and administrators who correlate the formative and summative evaluations will not be able to do so until both are changed to the same scale. This should be an issue for only a short time, however, because based on the results of the pilot, a decision should be able to be made shortly after the completion of the pilot.

Add an Expanding Comment Box After Each of the Scaled Questions.

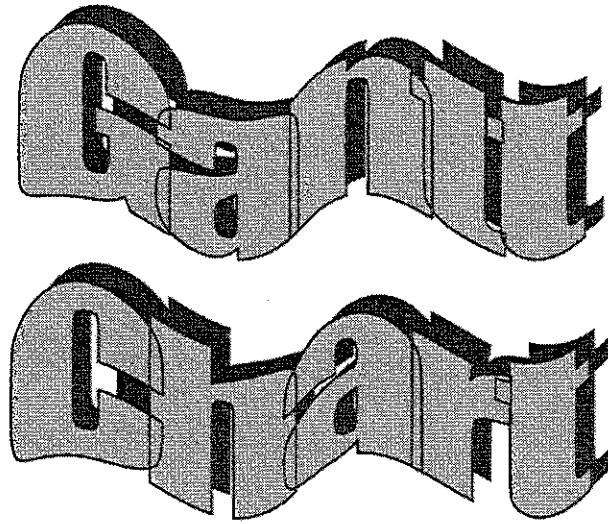
The third recommendation of the Student Evaluations Process Management Team is to add an expanding comment box after each of the scaled questions. Students will be asked to respond in the box with an explanation of why they responded the way they did on the scale. This added feature should help those faculty and administrators who noted that the current scaled questions are difficult to interpret because they don't know how the students interpreted the question or why they responded the way they did. With more specific written feedback, faculty should be able to find the evaluations more useful in improving the teaching and learning process. Students can also indicate more specifically what was working well and what needed improvement in regard to the criteria.

Restraining Forces

Lack of Motivation of Students to Write. Although the boxes will be obvious, many students simply do not like to write, so part of the marketing campaign would need to include strong incentives or encouragement for students to fill in the boxes.

Other Recommendations

Since the other three recommendations are of fairly minor nature (with the possible exception of the recommendation to e-mail results to the faculty and administrators), a force field analysis was not performed on those. Concerning the e-mail suggestion, the team believes that if this system could be worked out, it could save even more paper; however, it is not crucial to the success of the proposed pilot.

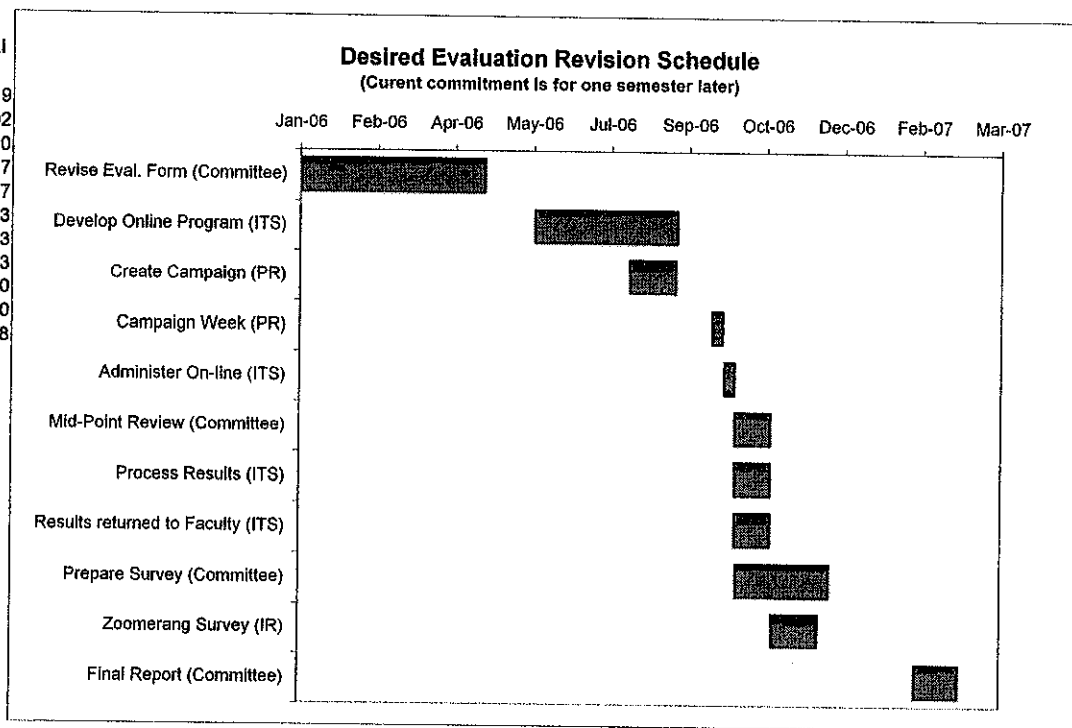


The Gantt Chart provided on the following page provides a tentative schedule for implementing changes and reviewing the revised student evaluation process.

The following will explain the timeline and responsible parties needed in implementing the recommendations.

- The Student Evaluation Process Management Team will revise the new online formative evaluation form with the work having begun in January 2006.
- We will need ITS to develop the online program with their work beginning June 1, 2006.
- We will need Public Relations to create a campaign to educate the students of the new process being used and the benefits for the new formative evaluation beginning August 1, 2006.
- Public Relations will kick-off the campaign on September 23 for 7 days.
- We will need ITS to administer the Formative online evaluation on October 1, 2006 keeping open for 7 days.
- The Student Evaluation Process Management Team will review progress (mid-point) of the changes made in the student evaluation process beginning on October 8, 2006.
- We will need ITS to process the results of the online evaluations beginning on October 8, 2006.
- We will need ITS to send the evaluation results to the Faculty beginning on October 8, 2006.
- The Student Evaluation Process Management Team will prepare a follow-up survey beginning on October 9, 2006.
- We will need IR to Zoomerang Survey beginning on November 1, 2006.
- The Student Evaluation Process Management Team will give a final report to the Steering Committee beginning on February 1, 2006.

	Start Date	Days	Comp	Remal	
		leted	ning		
Revise Eval. Form (Committee)	1/1/2006	119	110	9	
Develop Online Program (ITS)	6/1/2006	92	0	92	
Create Campaign (PR)	8/1/2006	30	0	30	
Campaign Week (PR)	9/23/2006	7	0	7	
Administer On-line (ITS)	10/1/2006	7	0	7	
Mid-Point Review (Committee)	10/8/2006	23	0	23	
Process Results (ITS)	10/8/2006	23	0	23	
Results returned to Faculty (ITS)	10/8/2006	23	0	23	
Prepare Survey (Committee)	10/9/2006	60	0	60	
Zoomerang Survey (IR)	11/1/2006	30	0	30	
Final Report (Committee)	2/1/2007	28	0	28	



Improvement

Conclusions

Impact on Patrons

The Zoomerang Survey results indicate that those who use the evaluations expressed a desire for the current evaluation system to change. Following is a list of common concerns about the current system:

**Table II
Common Concerns about the Current Student Evaluation Process**

Not anonymous ...instructors are comparing handwritten comments with homework
Some instructors are not presenting evaluations to class
Instructors are 'mixing' class evaluation packets
The late return date on summative evaluations can delay results until end of semester

The use of web evaluations will alleviate these concerns: The comments would be typed online, thus the handwriting could no longer be identified; the instructor would no longer be responsible for administering the evaluations, thus would be unable to forget to administer them and would not be able to mix them together; and the window for completing the formative evaluations would be established as a limited time period somewhere around midterm.

Alignment with AQIP Criteria

The Student Evaluations Process Management Team believes that its recommendations are indeed aligned with AQIP criteria. Asking students to respond online supports institutional operations in terms of cost and time savings. Asking students to explain their reasons for their responses to the questions gives faculty and administrators more information about students' perceptions and needs so that faculty and administration can plan for continuous improvement more effectively.

Engrafting Improvements

The methodology for engrafting improvements for student evaluations follows:

- ITS programs online formative evaluation form and process
- Marketing and Student Evaluations Process Management Team work together on a campaign designed to encourage student participation in the process.
- ITS runs the program.
- The Student Evaluations Process Management Team evaluates the success of the pilot and conducts another Zoomerang survey.

**RECOMMENDATIONS
OF THE
STUDENT EVALUATIONS
PROCESS MANAGEMENT TEAM**

To be completed by December 2006:

1. Pilot the formative student evaluations in an online format for on-campus classes.
2. Change the scale from 1-5 to 0-4 (0=N/A, 1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree)
3. Add an expanding comment box beneath each of the scaled questions on the front of the form.
4. Expand explanation to students to include a statement indicating the value of participating seriously in the student evaluation process.
5. Change the title of the form to Student Course Evaluation to accommodate requests that the form clearly be understood as an evaluation of both the course and the instructor.
6. E-mail the results of the online evaluations to both faculty and administrators.

To be completed by (a) future process management team(s):

1. Investigate the need to change the questions on the current forms.
2. If the online pilot of formative evaluations proves successful, pilot putting the summative student evaluation online with corresponding changes of the new scale and expanding comment box.
3. Review the telecourse and web course formative and summative student evaluation forms.

Appendices