

COURSE EVALUATIONS: IN-CLASSROOM VERSUS ON-LINE

Are the Response Rates and Results Different?

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Hyatt/Chouteau A, Mezzanine Level

Tuesday, June 5, 2007

4:00-4:40 pm

PRESENTATION OUTLINE

ACTION

- **The University:** A Brief Introduction
- **The Institutionalizing Process:** History and Politics
- **The Practice:** Course Evaluations in Banner

RESEARCH

- **Research Question:** Response Rate and Results
- **Review of Literature:** Findings and Limitations
- **Research Methodology:** Mixed Method
- **Findings and Conclusions**

WHAT'S NEXT?

The University of La Verne: An Introduction

- **Private University Comprised of Colleges of:** Arts & Sciences, Business and Public Mgmt., Education, and Law
- **Founded in 1891:** Church of the Brethern
- **Location:** City of La Verne, Southern CA, Los Angeles County
- **Carnegie Classification:** Doctoral, Research Intensive
- **The Campuses:** Central (Residential) Campus with CAPA (Non-Traditional Adult), 12 Regional Campuses, and ULV On-Line
- **Students:** 4,099 Undergraduate; 3,718 Masters; and 511 Doctoral Students as of Fall 2006
- **Course Schedules:** 5 Different Terms and/or Semesters
Calendars: Traditional 15-week, CAPA 20-week, Law 18-week, Regional Campus 11-week, and Education 11-week

The Institutionalizing Process: History and Politics

- **The Window of Change:**

Scantron Breakdown; Limited Resources and Staffing

- **Faculty Perspective:**

Academic Freedom; Use of Course Evaluations

- **Political Environment:**

Faculty Control versus Student Control

- **Political Process:**

Academic Assessment Committee; Faculty Assembly

The Practice: Course Evaluations in Banner

- **The Survey Instrument:** Questionnaire with 22 Quantitative and 4 Comment Questions
- **Banner Forms and IR Setup:**
 - #1 Question Setup Form
 - #2 Main Schedule Setup Form
 - #3 Overwrite Form for #2 for Special Courses
 - #4 Term Control Form
- **Student Access:** Select and Submit
- **Faculty Access:** Remind and Monitor
- **IR Data Processing:** MS Access Programming
- **The Course Evaluations Output:** A Sample

THE PRACTICE: (Continued)

Banner Forms #1: Question Setup Form, Quantitative Question

Oracle Developer Forms Runtime - Web: Open > SWASRVQ

File Edit Options Block Item Record Query Tools Help

Course Evaluation Question Form SWASRVQ 7.2 (hp1prd1)

Term Spring 2007

Question #:

Question:

Response 1:

Response 2:

Response 3:

Response 4:

Response 5:

Allow Comments:

Comment Text:

Question Number; valid values are 1-26

Record: 1/26 | ... | <OSC>

THE PRACTICE: (Continued)

Banner Forms #1: Question Setup Form, Comment Question

Oracle Developer Forms Runtime - Web: Open > SWASRVQ

File Edit Options Block Item Record Query Tools Help

Course Evaluation Question Form SWASRVQ 7.2 (hp1prd1)

Term Spring 2007

Question #:

Question:

Response 1:

Response 2:

Response 3:

Response 4:

Response 5:

Allow Comments:

Comment Text:

Question Number; valid values are 1-26

Record: 23/26 | ... | <OSC>

THE PRACTICE: (Continued)

Banner Forms # 2: Main Schedule Setup Form

Oracle Developer Forms Runtime - Web: Open > SWASRVY

File Edit Options Block Item Record Query Tools Help

Course Evaluation Definition Form SWASRVY 7.2 (hp1prd1)

Term Spring 2007

Camp Code	Campus Description	PTRM Code	Part of Term Description	Start Date	End Date
<input type="button" value="4"/> <input type="button" value="v"/>	ULV On-Line	T <input type="button" value="v"/>	Distance Learning Center - RC	14-MAY-2007 <input type="button" value="grid"/>	03-JUN-2007 <input type="button" value="grid"/>
<input type="button" value="5"/> <input type="button" value="v"/>	Kern County Campus	C <input type="button" value="v"/>	Inland Empire Campus	14-MAY-2007 <input type="button" value="grid"/>	03-JUN-2007 <input type="button" value="grid"/>
<input type="button" value="6"/> <input type="button" value="v"/>	RC Teacher Education	D2 <input type="button" value="v"/>	Teacher Educ -RC	21-MAY-2007 <input type="button" value="grid"/>	10-JUN-2007 <input type="button" value="grid"/>
<input type="button" value="C"/> <input type="button" value="v"/>	CAPA	CDL <input type="button" value="v"/>	CAPA Online	20-MAY-2007 <input type="button" value="grid"/>	04-JUN-2007 <input type="button" value="grid"/>
<input type="button" value="C"/> <input type="button" value="v"/>	CAPA	N <input type="button" value="v"/>	CAPA Cycle 1	26-MAR-2007 <input type="button" value="grid"/>	09-APR-2007 <input type="button" value="grid"/>
<input type="button" value="C"/> <input type="button" value="v"/>	CAPA	O <input type="button" value="v"/>	CAPACycle 2	28-MAY-2007 <input type="button" value="grid"/>	11-JUN-2007 <input type="button" value="grid"/>
<input type="button" value="C"/> <input type="button" value="v"/>	CAPA	Q <input type="button" value="v"/>	CAPA Accelerated Sunday	28-MAY-2007 <input type="button" value="grid"/>	11-JUN-2007 <input type="button" value="grid"/>
<input type="button" value="C"/> <input type="button" value="v"/>	CAPA	X <input type="button" value="v"/>	CAPA Accelerated Evening	20-MAY-2007 <input type="button" value="grid"/>	04-JUN-2007 <input type="button" value="grid"/>
<input type="button" value="CCC"/> <input type="button" value="v"/>	Central Coast Campus	CCC <input type="button" value="v"/>	Central Coast Campus	14-MAY-2007 <input type="button" value="grid"/>	03-JUN-2007 <input type="button" value="grid"/>
<input type="button" value="D"/> <input type="button" value="v"/>	Dr of Public Administration	0 <input type="button" value="v"/>	DPA Program	10-MAY-2007 <input type="button" value="grid"/>	03-JUN-2007 <input type="button" value="grid"/>
<input type="button" value="D"/> <input type="button" value="v"/>	Dr of Public Administration	S <input type="button" value="v"/>	Central Campus	10-MAY-2007 <input type="button" value="grid"/>	03-JUN-2007 <input type="button" value="grid"/>
<input type="button" value="E"/> <input type="button" value="v"/>	Doctor of Education	9 <input type="button" value="v"/>	Ed.D Program	14-MAY-2007 <input type="button" value="grid"/>	03-JUN-2007 <input type="button" value="grid"/>

Record: 1/? | ... | List of Valu... | <OSC>

THE PRACTICE: (Continued)

Banner Forms # 3: Overwrite Main Schedule Form

Oracle Developer Forms Runtime - Web: Open > SWASRVO

File Edit Options Block Item Record Query Tools Help

Course Definition Overwrite Form SWASRVO 7.2 (hp1prd1)

Term Spring 2007

Camp Code	Campus Description	Ptmm Code	Part of Term Description	Crse CRN	Subj Code	Crse Num	Course Title	Start Date	End Date
C	CAPA	N	CAPA Cycle I	1806	MSS	019	Tennis Fundamentals	02-MAR-2007	12-MAR-2007
C	CAPA	N	CAPA Cycle I	1815	NASC	334F	Fld Std in Ornithology	16-FEB-2007	26-FEB-2007
C	CAPA	O	CAPACycle 2	1835	MSS	038	Contemporary Social Dance	30-MAR-2007	09-APR-2007
C	CAPA	Q	CAPA Accelerated Sund	1867	ECBU	493	Personal Money Managemer	27-APR-2007	07-MAY-2007
C	CAPA	Q	CAPA Accelerated Sund	1872	MSS	003	Kickboxing	27-APR-2007	07-MAY-2007
C	CAPA	Q	CAPA Accelerated Sund	1876	NASC	334F	Fld Std in Ornithology	20-APR-2007	30-APR-2007
M	Main Campus	S	Central Campus	1058	EDUC	462	Literacy Methodolgy - MS	17-APR-2007	07-MAY-2007
M	Main Campus	S	Central Campus	1225	PHOT	210L	Elementary Photo Lab	27-MAY-2007	27-MAY-2007
M	Main Campus	S	Central Campus	1226	PHOT	210L	Elementary Photo Lab	27-MAY-2007	27-MAY-2007
M	Main Campus	S	Central Campus	1229	PHOT	327L	Staff Photography Lab	27-MAY-2007	27-MAY-2007
M	Main Campus	S	Central Campus	1672	ENG	499	Senior Project	26-APR-2007	18-MAY-2008
M	Main Campus	S	Central Campus	1817	MSS	019	Tennis Fundamentals	02-MAR-2007	12-MAR-2007
M	Main Campus	S	Central Campus	1818	NASC	334F	Fld Std in Ornithology	16-FEB-2007	26-FEB-2007
M	Main Campus	S	Central Campus	1836	MSS	038	Contemporary Social Dance	30-MAR-2007	09-APR-2007
M	Main Campus	S	Central Campus	1873	MSS	003	Kickboxing	27-APR-2007	07-MAY-2007

Record: 1/?

THE PRACTICE: (Continued)

Banner Forms # 4: Term Control Form

Oracle Developer Forms Runtime - Web: Open > GWATERM

File Edit Options Block Item Record Query Tools Help

Course Evaluation Term Control Form GWATERM 7.0 (hp1prd1)

Term Code	Description	Display Online	Activity Date
200760	Winter 2007-08	<input checked="" type="checkbox"/>	05-FEB-2007
200750	Fall 2007	<input checked="" type="checkbox"/>	05-FEB-2007
200740	Summer 2007	<input checked="" type="checkbox"/>	23-JAN-2007
200730	Spring 2007	<input checked="" type="checkbox"/>	23-JAN-2007
200710	January 2007	<input checked="" type="checkbox"/>	23-JAN-2007
200660	Winter 2006-07	<input checked="" type="checkbox"/>	26-APR-2006
200650	Fall 2006	<input checked="" type="checkbox"/>	26-APR-2006
200640	Summer 2006	<input checked="" type="checkbox"/>	26-APR-2006
200637	Spring 2006 NonDegree Prof Dev	<input checked="" type="checkbox"/>	08-MAR-2006
200630	Spring 2006	<input checked="" type="checkbox"/>	24-JAN-2006
200610	January Interterm 2006	<input checked="" type="checkbox"/>	24-JAN-2006
200560	Winter 2005-06	<input checked="" type="checkbox"/>	08-FEB-2006
200557	Fall 2005 NonDegree Prof Dev	<input checked="" type="checkbox"/>	08-MAR-2006
200550	Fall 2005	<input checked="" type="checkbox"/>	20-JUN-2005
200540	Summer 2005	<input checked="" type="checkbox"/>	20-JUN-2005
200530	Spring 2005	<input checked="" type="checkbox"/>	15-FEB-2005
200510	January Interterm 2005	<input checked="" type="checkbox"/>	24-JAN-2005

Record: 14/19 | ... | List of Valu... | <OSC>

THE PRACTICE: (Continued)

Student Access: Step 1, Enter MyULV Secure Area

Main Menu - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

https://banweb.ulv.edu/pls/hp1prd1/twbkwbis.P_GenMenu?name=bmenu.P_MainMnu&msg=WELCOME+%3Cb%3EWelcome,+Crystal+L.+Cornejo,+to+My+ULV!%3C%2F

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Webmail Direct Blackboard Acad... AOL Mail Fuel Economy Log In to MyCing... Tina McDermott -... Westfield - West... Main Menu Capital One: Cre... ABC.com Full Epi...



Personal Information Student Services & Financial Aid

Search

[SITE MAP](#) [HELP](#) [EXIT](#)

Welcome, Crystal L. Cornejo, to My ULV! Last web access on May 09, 2007 at 01:07 pm. Your ULV e-mail address is ccornejo@ulv.edu.

Online help is available by clicking the **HELP** button in the upper right hand corner of each screen.

Please help us serve you and others better by taking a couple of minutes to give us your feedback by filling out our **surveys** located in the Personal Information menu (each survey can be completed only once). All information submitted will be used for internal purposes only.

Personal Information

View or update your address(es), phone number(s), e-mail address(es) and emergency contact information; View name, marital status or social security number change information; Change your PIN.

Student Services & Financial Aid

Register online; Apply for housing; View your Student and Account Information, Academic and Financial Aid records.

[Return to Homepage](#)

RELEASE: 7.3

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THE PRACTICE: (Continued)

Student Access: Step 2, Enter Student Service Area


Student - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

https://banweb.ulv.edu/pls/hp1prd1/twbkwbis.P_GenMenu?name=bmenu.P_StuMainMnu

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Student Services & Financial Aid

Registration
Check your registration status; Add or drop classes; Select variable credits, grading modes, or levels; Display your class schedule.

Student Records
View your holds; Display your grades and transcripts; Review your account charges and payments.

Admissions
Apply or Review Existing Applications (submitted within the last 6 months) for Main Campus Graduate Admission.

Course Evaluation Survey(s)
View current course and instructor evaluation survey(s).

Financial Aid Information Menu
Review the status of your Financial Aid; Check status of document requirements; View awards; Review loans.

Apply for Housing
Fill out housing application; View housing application status.

New Student Orientation
Register for orientation; View or update registration data.

Psychology Evaluation and Assessment Menu
Fill out evaluation and assessment applications.

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Done banweb.ulv.edu 0.125s

THE PRACTICE: (Continued)

Student Access: Step 3, Enter Course Evaluation Survey Area

Course Evaluation Survey(s) - Mozilla Firefox
File Edit View Go Bookmarks Tools Help
https://banweb.ulv.edu/pls/hp1prd1/bwscsrvy_ulv.P_ShowSurveys
Webmail Direct FastWeb: Scholarship...
Webmail Direct Blackboard Acad... AOL Mail Fuel Economy Log In to MyCing... Tina McDermott -... Westfield - West... Course Evalua... Capital One: Cre... ABC.com Full Epi...



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Course Evaluation Survey(s)

ANONYMOUS: Course evaluation are completely anonymous. They are used only to assist in maintaining academic quality. Responses do not contain any information about the student. Results go to professors ONLY AFTER THEY HAVE SUBMITTED THEIR FINAL GRADES.

INSTRUCTION:

- Select a course to evaluate (below)
- Read and complete the questions (there are 26).

Note: You may skip any question you do not wish to answer.

- Click "**Next Question**" or "**Previous Question**" to move between questions.
- When finished, review your answers and click "**Submit Survey**".
- ONCE SUBMITTED, COURSE EVALUATION MAY NOT BE REVISED.
- You may choose to begin the survey, stop, and finish later by clicking "**Finish Later**".

The course evaluation surveys listed below are available for you to complete. Click on the title of the course you wish to evaluate.

- [MSS 002 - Step Aerobics \(Maunakea\)](#) - Evaluation End Date: 03-JUN-07
- [PLSC 352 - Model United Nations \(Amini\)](#) - Evaluation End Date: 03-JUN-07
- [PLSC 373 - Modern Political Theory \(Neidleman\)](#) - Evaluation End Date: 03-JUN-07
- [PLSC 389 - Study of Politics \(Amini\)](#) - Evaluation End Date: 03-JUN-07
- [PLSC 407 - Constitutional Law \(Neidleman\)](#) - Evaluation End Date: 03-JUN-07
- [CORE 320 - Technology & Its Social Conseq \(Beardsley\)](#) - Evaluation End Date: 03-JUN-07

RELEASE: 6.2

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THE PRACTICE: (Continued)

Student Access: Step 4, Select and Submit Course Evaluations


Course Evaluation Questions - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

https://banweb.ulv.edu/pls/hp1prd1/bwscsrry_ulv.P_ShowQuestions?srvy_crn=1162&srvy_term=200730&next_disp=1

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Webmail Direct Blackboard Acad... AOL Mail Fuel Economy Log In to MyCing... Tina McDermott - ... Westfield - West... Course Evalua... Capital One: Cre... ABC.com Full Epi...

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Course Evaluation Questions

 **Note:** You may skip any question you do not wish to answer. Click "Next Question" or "Previous Question" to move between questions. You may choose to begin the survey, stop, and finish later by clicking "Finish Later".

Course: MSS 002 - Step Aerobics (Maunakea)

Question 1 of 26: Instructor showed knowledge of the subject.

Agree Strongly
 Agree
 Disagree
 Disagree Strongly
 Not Applicable

RELEASE: 6.2

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THE PRACTICE: (Continued)

Student Access: Step 5, Print Receipt If Needed

Course Evaluation Survey Confirmation - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

https://banweb.ulv.edu/pls/hp1prd1/bwscsrvy_ulv.P_SaveResponses

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Webmail Direct Blackboard Acad... AOL Mail Fuel Economy Log In to MyCing... Tina McDermott - ... Westfield - West... Course Evalua... Capital One: Cre... ABC.com Full Epi...



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Course Evaluation Survey Confirmation

14-MAY-2007 11:19:57 AM Thank you for submitting a course evaluation for **MSS 002 - Step Aerobics (Maunakea)**

[Return to Course Evaluation Survey\(s\)](#)

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THE PRACTICE: (Continued)


Faculty Access: Step 1, Enter MyULV and Course Evaluation Service

Faculty & Advisors Menu - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Mail Print Preview Stop

Address https://banweb.ulv.edu/pls/hp1prd1/twbkwbis.P_GenMenu?name=bmenu.P_FacMainMnu Go Links



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Faculty Services

- [Term Selection](#)
- [CRN Selection](#)
- [Faculty Detail Schedule](#)
- [Faculty Schedule by Day and Time](#)
- [Detail Class List](#)
- [Summary Class List](#)
- [Detail Wait List](#)
- [Summary Wait List](#)
- [Final Grades](#)
- [Submit Incomplete Contract](#)
- [Registration Overrides](#)
- [Student Menu](#)
Display student information; View a student's schedule; Process registration overrides;
- [Advisor Menu](#)
View a student's transcript; View a student's grades;
- [Course Evaluation Survey\(s\) Status](#)
- [Psychology Evaluation and Assessment Menu](#)

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Trusted sites

THE PRACTICE: (Continued)


Faculty Access: Step 2, Select Course to Review

Select a CRN - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Mail Stop

Address https://banweb.ulv.edu/pls/hp1prd1/bwlkfsrv_ulv.P_FacSrvyCrnSel Go Links

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Select a CRN

Select a CRN:

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Done Trusted sites

THE PRACTICE: (Continued)


Faculty Access: Step3, Check Course Evaluation Status

Course Evaluation Status - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites

Address https://banweb.ulv.edu/pls/tp1prd1/bwlkfsrv_ulv.P_FacSrvyStatus Go Links

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
Course Evaluation Status


Course: Introduction to Chemistry - 1955

This course is available for evaluation from 14-MAY-07 through 03-JUN-07.

Total Students Enrolled: 27
Total Students Completed: 1

Students who have NOT completed this course evaluation:

Student Name	ULV E-Mail Address
Arana, Pablo	
Beas, Pamela	
Bechtel, Erin C.	
Bone, Ronald V.	
Booker, Sarah Nicole	
Cundiff, Stephen Matthew	
Flores, Elide S.	
Ford, Katharine Louise	
Gray, Kimberly J.	
Gurtis, Amanda Ryan	
Kelsey, Katherine J.	
Milakovich, Bryce D.	

Done  Trusted sites

THE PRACTICE: (Continued)


IR Data Processing: #1, MS Access Switchboard

The screenshot displays the Microsoft Access application window titled "Microsoft Access - [Course Evaluation Main Menu]". The window includes a menu bar with options: File, Edit, View, Insert, Format, Records, Tools, Window, Help, and Adobe PDF. Below the menu bar is a toolbar with various icons for file operations and data manipulation. The main content area is divided into two panels. The left panel has a dark green background and features the University of La Verne logo, which consists of a stylized building with an archway, and the text "UNIVERSITY OF LA VERNE" above and "Office of Institutional Research" below. The right panel has an orange background and is titled "Course Evaluation Main Menu". It contains a list of eight menu items, each with a square checkbox to its left. The items are: "Process Data for ALL", "Process Data for Single Part of Term", "Process Data for Paper Evaluations", "Reports with Comments", "Reports without Comments", "Clean Up Database", "Export Data in Excel Format", and "Exit Application". At the bottom of the window, there is a status bar with the text "Form View" on the left and "FLTR" and "NUM" on the right.

Microsoft Access - [Course Evaluation Main Menu]

File Edit View Insert Format Records Tools Window Help Adobe PDF

System 10 B I U

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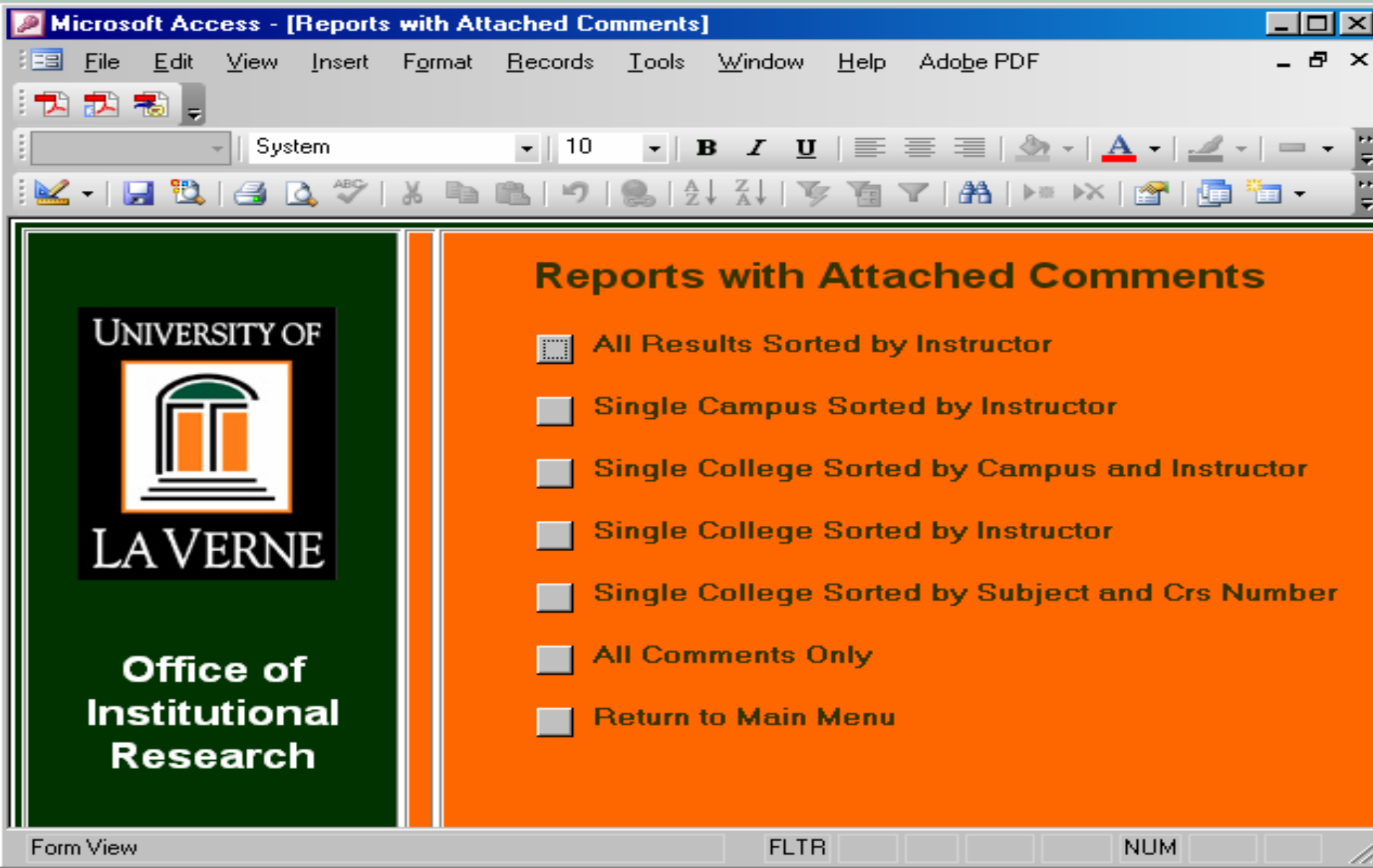
Course Evaluation Main Menu

- Process Data for ALL
- Process Data for Single Part of Term
- Process Data for Paper Evaluations
- Reports with Comments
- Reports without Comments
- Clean Up Database
- Export Data in Excel Format
- Exit Application

Form View FLTR NUM

THE PRACTICE: (Continued)

IR Data Processing: #2, MS Access Reporting Options



The screenshot shows a Microsoft Access window titled "Microsoft Access - [Reports with Attached Comments]". The window has a menu bar with "File", "Edit", "View", "Insert", "Format", "Records", "Tools", "Window", and "Help", along with "Adobe PDF". Below the menu bar is a toolbar with various icons for file operations, editing, and navigation. The main content area is divided into two panels. The left panel has a dark green background and features the University of La Verne logo, which consists of a stylized building with two columns and an archway, with the text "UNIVERSITY OF LA VERNE" above and "Office of Institutional Research" below. The right panel has an orange background and is titled "Reports with Attached Comments". It contains a list of eight options, each with a checkbox:

- All Results Sorted by Instructor
- Single Campus Sorted by Instructor
- Single College Sorted by Campus and Instructor
- Single College Sorted by Instructor
- Single College Sorted by Subject and Crs Number
- All Comments Only
- Return to Main Menu

At the bottom of the window, there is a status bar with "Form View" on the left, "FLTR" in the center, and "NUM" on the right.

THE PRACTICE: (Continued)

IR Data Processing: #3, Reporting Sample

University of La Verne

Course Evaluation Summary - January 2007

Instructor: XXX, XXX

Education & Org Leadership

CRN: XXX

Campus: M: Main Campus

Course: SPED XXX: Spec Educ Sem

Part of Term: S: Central Campus

Question Question	Frequency Distribution for Questions 1—22					Overall Norms			
	Strongly Disagree		Strongly Agree		Mean	St. Dev.	Mean	St. Dev.	
	1	2	3	4					No Response
01: Instructor showed knowledge of the subject				7		4.00	0.00	3.79701	0.416489
02: Instructor showed ability to stimulate & maintain interest				7		4.00	0.00	3.54200	0.659084
03: Instructor allows students to express themselves during discussions				7		4.00	0.00	3.71113	0.511281
04: Instructor shows fairness in evaluating student work				7		4.00	0.00	3.65124	0.557252
05: Instructor gave helpful feedback on student work				7		4.00	0.00	3.53117	0.642333
06: Instructor showed high expectations of student performance				7		4.00	0.00	3.57291	0.552468
07: Instructor was available to students (email, phone, office)				7		4.00	0.00	3.63811	0.521790
08: Instructor showed respect & professionalism towards students				7		4.00	0.00	3.68463	0.529577
09: Instructor used of a variety of teaching techniques				7		4.00	0.00	3.42276	0.713746
10: Overall effectiveness as an instructor				7		4.00	0.00	3.58831	0.639401
11: Instructor presented/explained the course syllabus				7		4.00	0.00	3.64236	0.545166
12: Instructor presented/explained the course objectives				7		4.00	0.00	3.61538	0.548931
13: Instructor presented/explained the schedule of major activities and assignments with due dates				7		4.00	0.00	3.64726	0.566233
14: Instructor presented/explained evaluation & grading criteria				7		4.00	0.00	3.58643	0.611741
15: Instructor presented/explained plagiarism policy & writing standards				6	1	4.00	0.00	3.54940	0.596711
16: Course was planned & organized				7		4.00	0.00	3.57749	0.601262
17: Contents of texts, handouts & films were appropriate to course objectives				7		4.00	0.00	3.67368	0.502869
18: Activities, lectures & discussions were productive in this course				7		4.00	0.00	3.61502	0.572119
19: I learned a great deal in this course				7		4.00	0.00	3.58708	0.634074
20: I would recommend this course to another student				7		4.00	0.00	3.55	0.708217
21: The class met the scheduled number of sessions				7		4.00	0.00	3.70540	0.471032
22: The class met for the scheduled time per class session				7		4.00	0.00	3.68050	0.509095

Overall Mean: 4.00

Overall Mean: 3.61

Number of Respondents for this class : 7

Number of Students enrolled in
Banner: 13

Evaluation Response Rate: 53.8%

THE PRACTICE: (Continued)

IR Data Processing: #3, Reporting Sample

University of La Verne -- Course Evaluation Comment Summary - January 2007

Instructor: XXX, XXX

Education & Org Leadership

CRN: XXX

Campus: M: Main Campus

Course: SPED XXX: Spec Educ Sem

Part of Term: S: Central Campus

What were the most satisfactory aspects of this course?

Prior to this course, I found fulfillment in the enlighten and rewarding diversity could be to personal and professional growth.

I have now taken 2 classes from Patricia~ this is the first time I have felt challenged and learned a lot at this school. As a teacher she has one of the highest expectations, curriculum, etc. that I have experienced here. I thoroughly enjoyed her class~

This course covered material that is applicable to my every day interactions with students. The information we covered was very "eye- opening".

I thoroughly enjoyed the class. Patricia is a wonderful teacher. I learned a lot of pertinent information during the course.

I loved that she used a variety of teaching methods towards us.

How can this course be improved?

The course is great the way it is.

This course has met the ideology of perfection from my perspective.

I think this course is well planned and prioritized- no suggestions here!

What were the most satisfactory teaching attributes of this instructor?

Dr. XXX has a gift on how she guides her students into the realization of themselves. She is genuine in that she can share herself professionally and personally with her students.

she is passionate about what she does~ she takes an active part in our learning and also incorporates our ideas and techniques in the curriculum as well. she has a wicked sense of memory which to me means she cares about each student~

XXX presented material in a way that kept us all engaged and active. I appreciate her flexibility and understanding. I must give much of the credit of the material being "eye-opening" to the instructor as it is because of her that the material was presented to me in such a touching manner.

The way she connected with each of the students. I thought that was fantastic.

She was pleasant and very real.

What can the instructor do to improve his or her teaching effectiveness?

She is doing a great job, I would not change a thing.

She is awesome.

Nothing- I greatly enjoyed taking this course and look forward to my next classes with this instructor. Thanks!

RESEARCH QUESTION/HYPOTHESES

Do on-line course evaluations have similar response rates and results to those of traditional paper course evaluations?

- The response rates are similar
- The quantitative scores are similar
- The qualitative comments are similar

LITERATURE REVIEW

Response Rate

- No significant differences
- Lower response rate

Quantitative Scores

- No significant differences
- Significant different scores
- Different, but no patterns

Qualitative comments

- More
- Better

Limitations

- Initial implementation stage
- Limited experimental data or term data
- No or limited qualitative analysis

RESEARCH METHODOLOGY

Four Sets of Data

- The First Set: Paper and online results in 3 years.
- The Second Set: Results of 31 faculty who converted from paper format in one semester to online format thereafter.
- The Third Set: 25 courses with both formats available in the same terms.
- The Fourth Set: 15 paired-courses.

Quantitative Data Analysis

Qualitative Data Analysis

DATA ANALYSIS

- **Response Rate**

- The online response rate is consistently around 50%-60% (Table 2); 11% courses, 100% (Table 3).
- First set of data for all: online format has 24% lower response rate (Table 2)
- Second set of data for faculty who switched: online format has 17% lower response rate (Table 4)

- **Quantitative Scores**

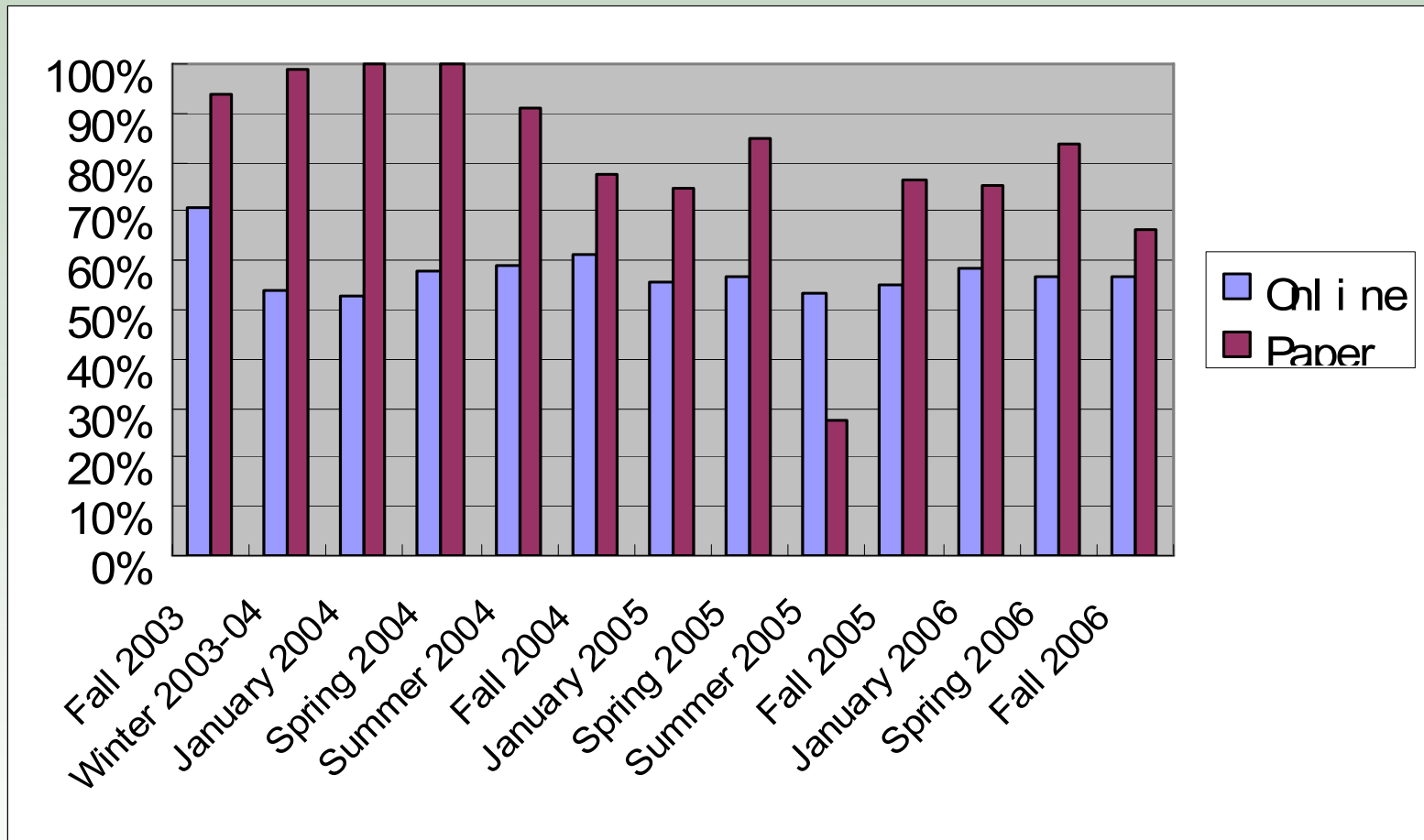
- First set of data for all: Online and paper formats have similar mean scores
- Second set of data for faculty who switched: similar scores
- Third set of data the same courses: Online has lower mean score (Table 6 and Table 7)

- **Qualitative Comments**

- The fourth set of data
- Online has more words (Table 8)
- Online has more themes; more positive and less negative themes on courses and more negative themes on instructors (Table 9).

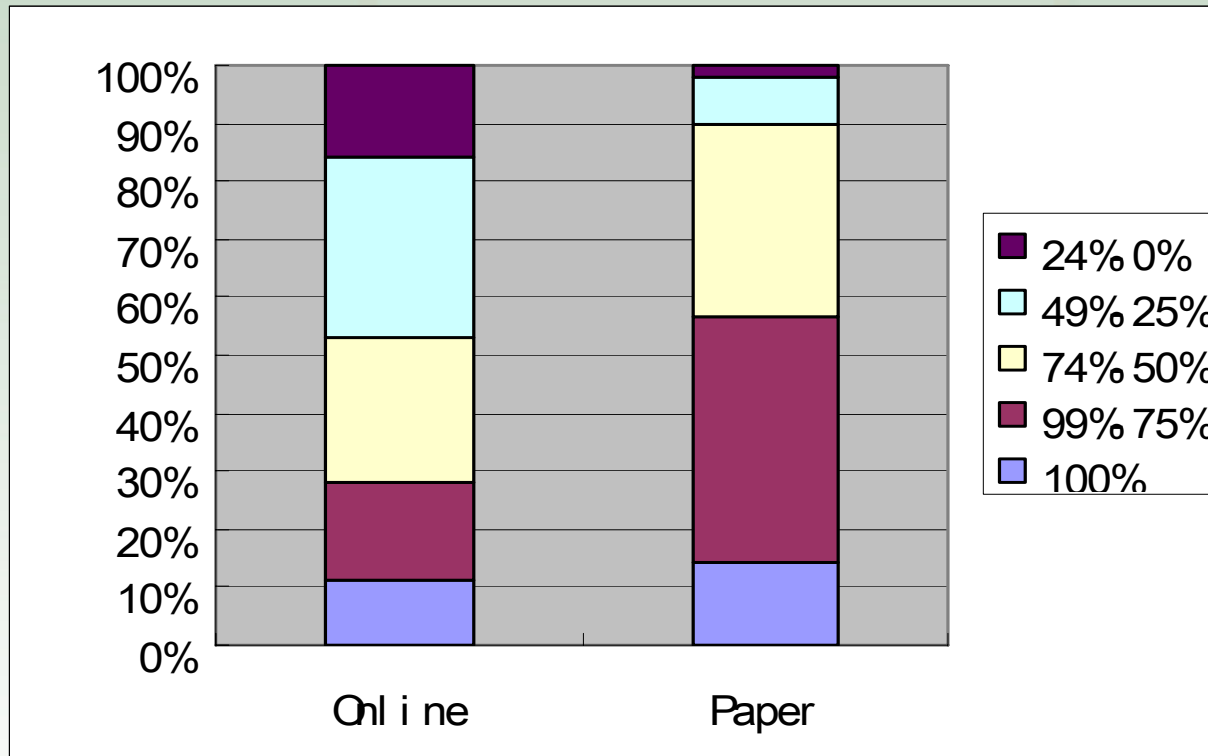
DATA ANALYSIS: (Continued)

Response Rate: Table 2: Response Rate by Term



DATA ANALYSIS: (Continued)

Response Rate: Table 3: Total Response Rate by Range



DATA ANALYSIS: (Continued)

Quantitative Scores : Table 5: Course Mean Scores

Term	Difference	Online			Paper			All		
		Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N
Fall 2004	-0.10 **	3.55	0.51	1012	3.65	0.47	54	3.56	0.5	1066
Spring 2005	-0.04	3.56	0.49	1223	3.6	0.51	23	3.56	0.49	1246
Fall 2005	-0.05	3.56	0.49	1204	3.61	0.48	14	3.56	0.49	1218
Spring 2006	-0.05	3.59	0.47	1238	3.64	0.49	3	3.59	0.47	1241
Fall 2006	-0.07	3.56	0.47	1214	3.63	0.48	6	3.56	0.47	1220
Total	-0.04*	3.58	0.47	8446	3.62	0.49	106	3.58	0.47	8552

* significant at 0.05 level.

** significant at 0.01 level.

DATA ANALYSIS: (Continued)

Qualitative Comments : Word Count

	Online	Paper	Differences	T Value	P Value
Comment 1	12.79	11.38	1.41	1.224	0.236
Comment 2	10.54	10.23	0.31	0.596	0.556
Comment 3	12.48	14.54	-2.06*	1.914	0.066
Comment 4	9.03	4.23	4.8	0.857	0.399
Total	44.84	40.38	4.46	1.590	0.123

1. Note: the numbers under “Online” and “Paper” indicate the average total number of words a student mentions in the comments.
2. * significant at 0.10 level.

* significant at 0.10 level.

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DATA ANALYSIS: (Continued)

Qualitative Comments : Themes and Nature

	Online	Paper	Differences	T Value	P Value
Positive Themes	2.75	2.74	0.01	1.274	0.220
Positive Teacher	1.20	1.73	-0.53	0.102	0.920
Positive Course	1.55	1.02	0.53 *	2.021	0.060
Negative Themes	1.34	1.09	0.25	0.977	0.337
Negative Teacher	1.20	0.66	0.54*	2.611	0.019
Negative Course	0.14	0.43	-0.29*	-2.771	0.010
Overall Total	4.09	3.83	0.26*	1.808	0.088

1. Note: the numbers under “Online” and “Paper” indicate the average times a student mentions the themes under the categories in their comments.
2. * significant at 0.10 level.

CONCLUSIONS

- **Response Rate:** Paper course evaluation has significant higher response rate than online course evaluation.
- **Quantitative Scores:** Online and paper course evaluations have no significant differences in the quantitative mean scores.
- **Qualitative Comments:** Online course evaluation has considerable more qualitative comments with more depth and width, but different nature.

WHAT'S NEXT?

- **Survey Layout: Better design**
- **Response Rate: incentives for students and faculty**
- **Online Reporting: data warehouse**
- **Further analysis and monitoring**

Questions & Answers

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