

June 1, 2005

Online Course Evaluations: One Institute's Success in Transitioning from a Paper Process to a Completely Electronic Process!

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Wednesday, 3:50 p.m. - 4:30 p.m.

Background

- Rose-Hulman Institute of Technology
 - Small, private engineering/science institution
 - 1,800 undergrads, 200 grads
 - 150 faculty
 - 300 staff
 - All students have laptops
 - SCT-Banner enterprise computing system
 - Pilot year (2002-03AY)
 - Full implementation (2003-04AY)

Benefits of Electronic Evaluations

- Save time and money
- Speed up data processing and reporting
- More qualitative feedback
- Better analysis (correlation studies)
- Enhanced confidentiality
- Potential increased class time
- Efficient feedback loop from department heads and dean
- Handles multiple instructors

Pilot Year (2002-03 AY)

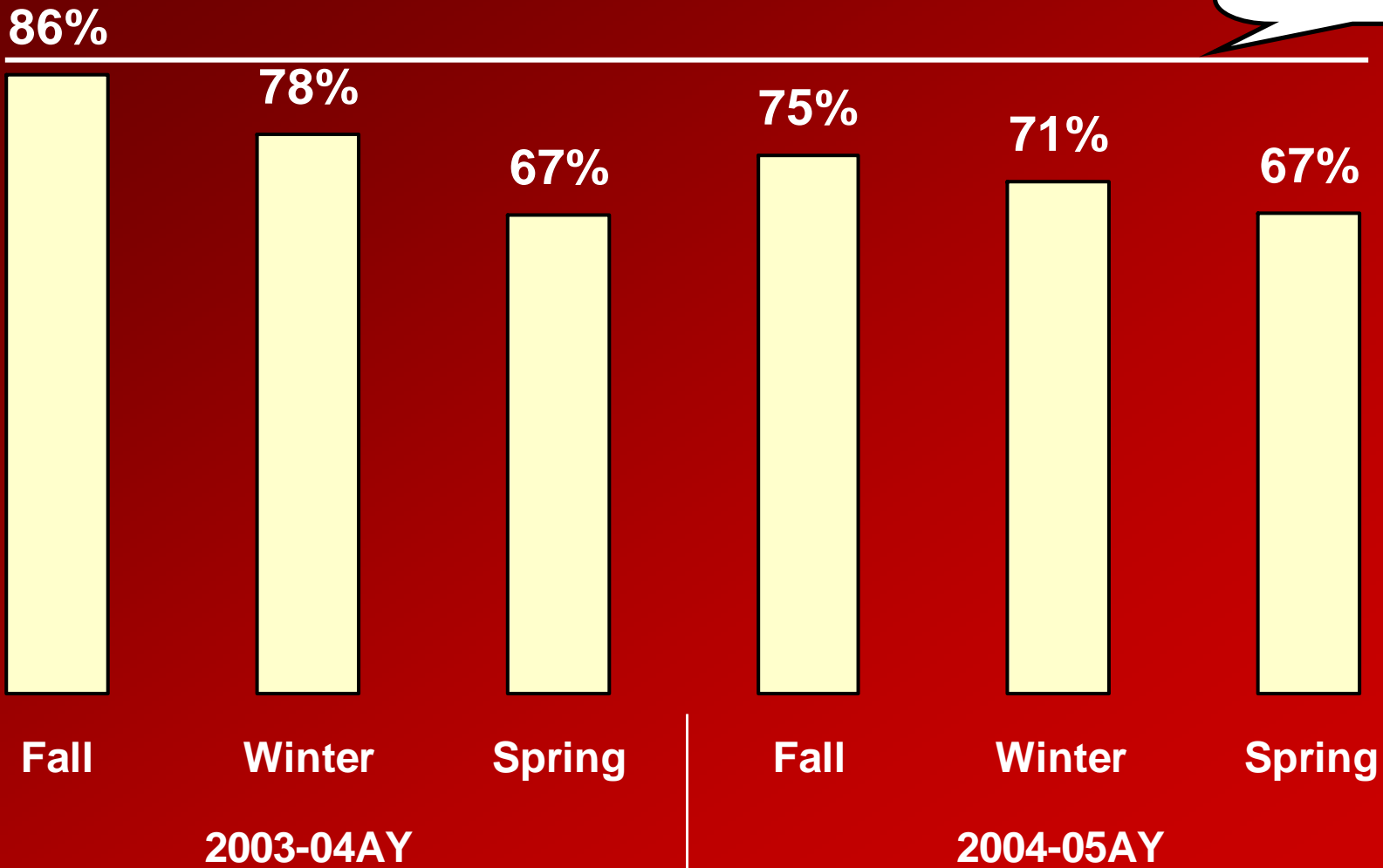
- Participants
 - Department heads, selected tenured faculty
 - Student/faculty feedback and suggestions
- Results of Pilot
 - 70% response rate for AY
 - 77% of students prefer online
 - Positive faculty feedback
 - Go ahead for full-fledged implementation

Implementation (2003-04 AY)

- All faculty
- Individual reports self-delivered over web
- Timeline
 - 8th week: Clone course evaluations
 - 9th week: Labs are evaluated
 - 10th week: Remaining classes are evaluated (Mo-Su)
 - Finals week: Run process to tabulate responses into a table
 - Break week: Reports auto-generate at midnight after grades are turned in
 - For eternity: instructors, department head and dean can view the report and enter comments

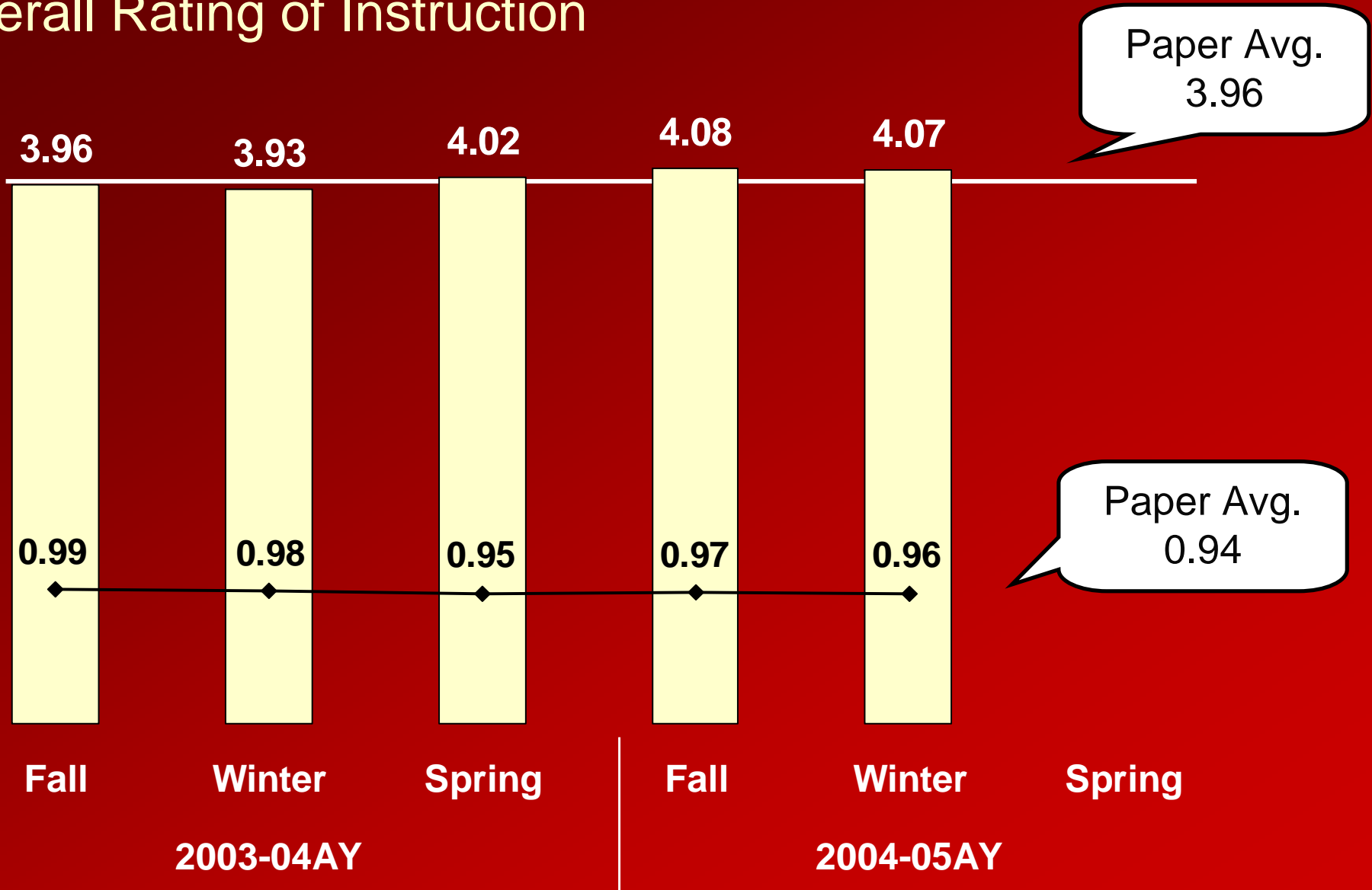
Results

- Response Rates



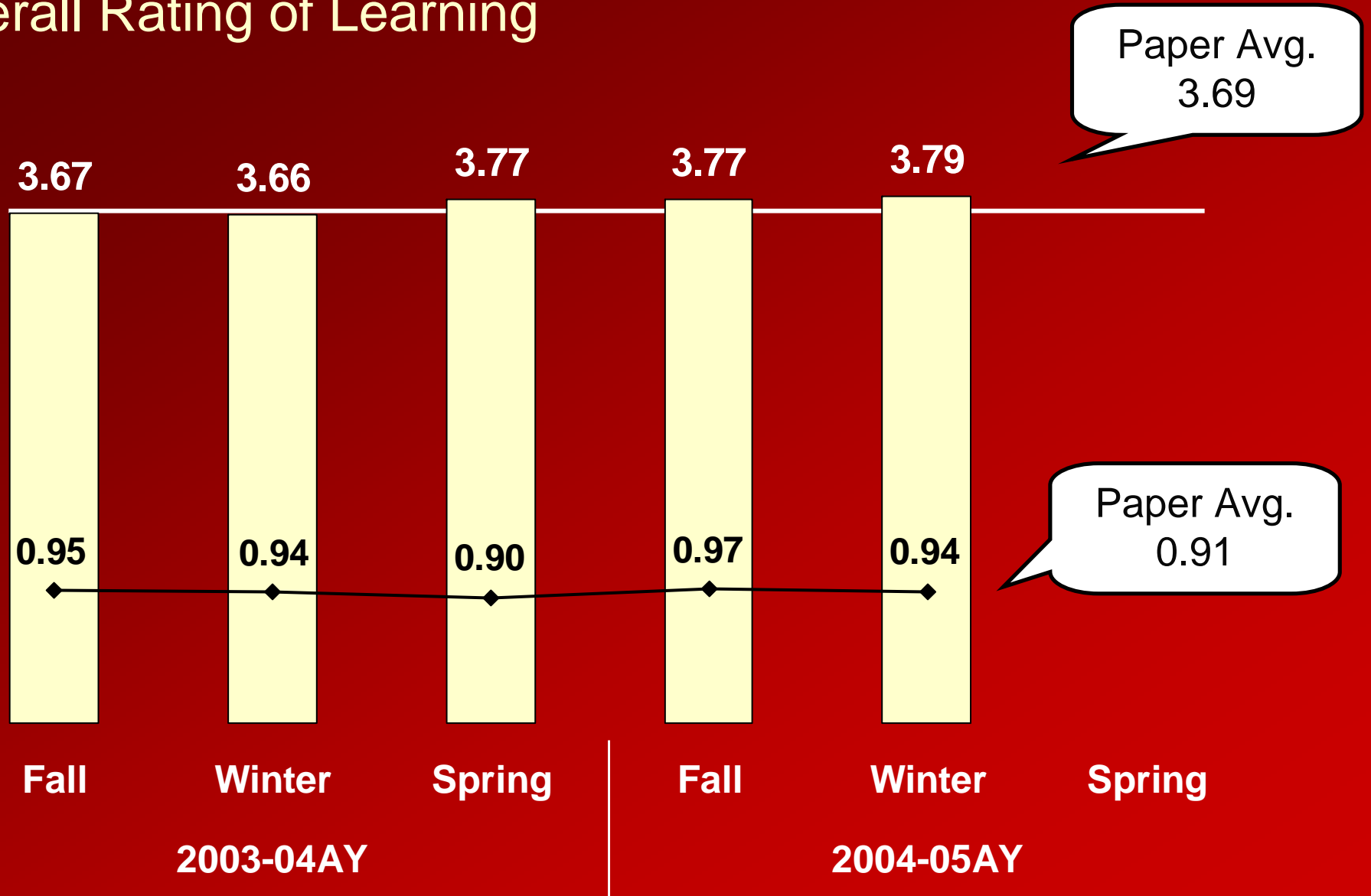
Results

- Overall Rating of Instruction



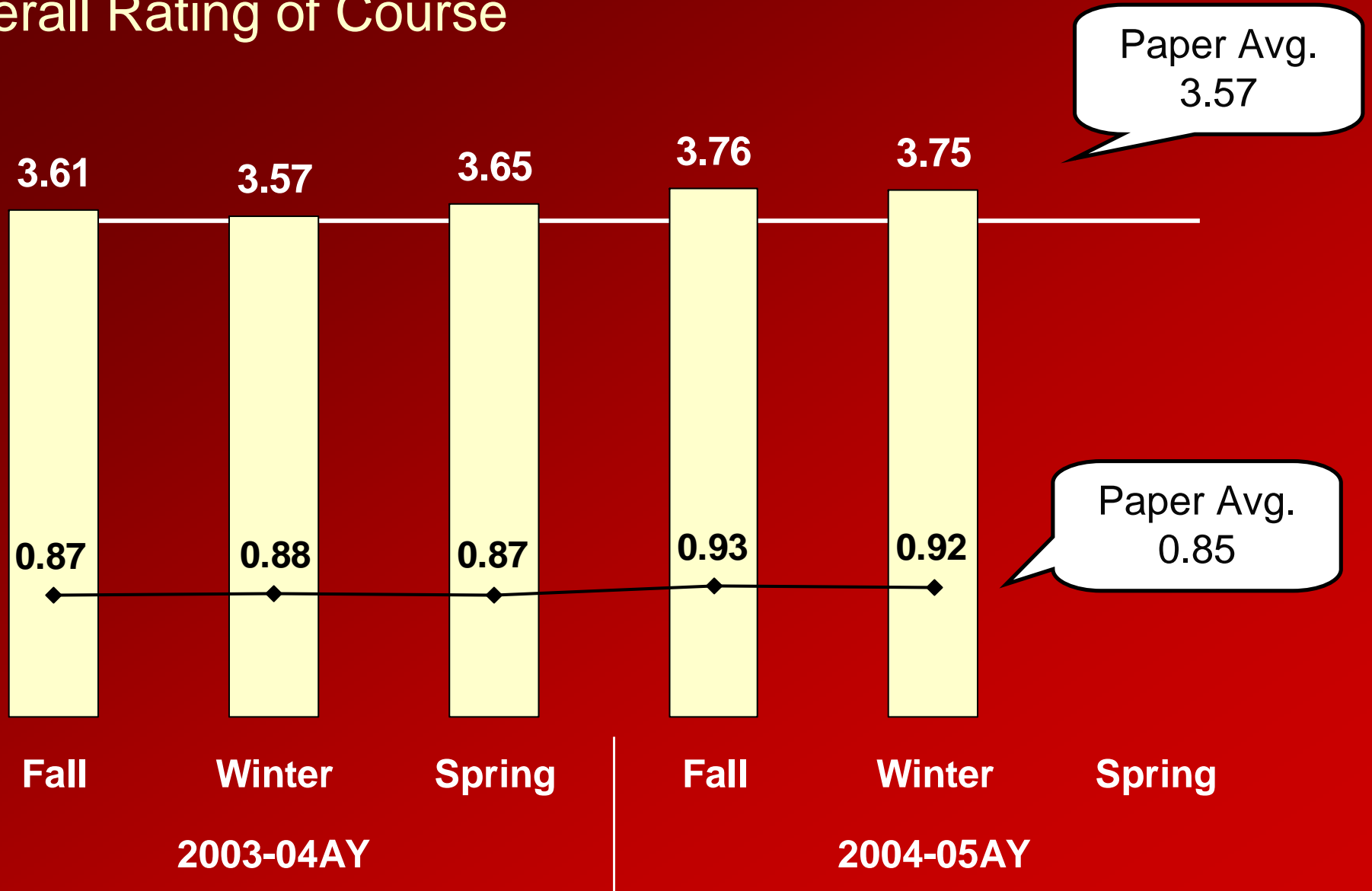
Results

- Overall Rating of Learning



Results

- Overall Rating of Course



Challenges Encountered

- Resistance to change
- Communication with faculty and students
- Load on system
- 30 minute time-out
- Maintaining response rates
- Format of written comments
- Security/students filling out correct evaluation
- Processing speed of reports
- Multiple instructors, cross-listed courses
- Designing feedback loop faculty, department head and dean

Design Decisions

- Customized questions
- In-class vs. out-of-class
- Spreading out load on system
- Communication with faculty and students
- Carrots and sticks
- Response rates

Summary

- Tremendous savings in manpower and \$
- More efficient reporting and feedback loop (faculty)
- Enhanced qualitative feedback from students
- No apparent change in response means/s.d.
- Lower response rates

What's Next?

- Departmental and Institute reports delivered via web
- Deeper analysis of responses
- Perform additional studies
- Develop strategies to increase response rates

Questions and Answers

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