Figure 1: SUMMARY REPORT FALL 2007 FACULTY PARTICIPANT EVALUATION SURVEY

- My discipline category:

  23.1%; 3 Humanities 38.5%; 5 Language Arts 38.5%; 5 Social Sciences

  Replies 13; Forms 13

- What kind(s) of online evaluations did you use? (Click on all that apply)

  100.0%; 13 Regular class evaluations 53.8%; 7 Focus Evaluations (WI, Oral, Ethical Reasoning, HAP)
  61.5%; 8 Knowledge Surveys

  Replies 13; Forms 13

- Did you conduct the evaluations in 7-620 (mobile computer lab room) or (and) with laptops in your classroom?

  41.7%; 5 Mobile Computer Lab (7-620)
  25.0%; 3 With laptops in my classroom
  33.3%; 4 Some in mobile lab; Some in classroom

  Replies 12; Forms 13

- EVALUATION PROCESS

  - How difficult/easy was it to sign up for time slots (or get laptops to use in your classroom) to conduct the evaluations?

    0.0%; 0 Very Difficult 15.4%; 2 Fairly Difficult 46.2%; 6 Fairly Easy 38.5%; 5 Very Easy

    Replies 13; Forms 13; Mean 3.23

  - How difficult/easy was it to find the right evaluation for your class on the evaluation website?

    0.0%; 0 Very Difficult 7.7%; 1 Fairly Difficult 15.4%; 2 Fairly Easy 76.9%; 10 Very Easy

    Replies 13; Forms 13; Mean 3.69

  - How difficult/easy was it for students to complete the evaluation?

    0.0%; 0 Very Difficult 7.7%; 1 Fairly Difficult 46.2%; 6 Fairly Easy 46.2%; 6 Very Easy

    Replies 13; Forms 13; Mean 3.38

  - How difficult/easy was it for students to reset the screen to “home” (original evaluation website)?

    0.0%; 0 Very Difficult 15.4%; 2 Fairly Difficult 38.5%; 5 Fairly Easy 46.2%; 6 Very Easy

    Replies 13; Forms 13; Mean 3.31

- EVALUATION REPORTS

  - How satisfied are you with each of the following aspects of the evaluation reports you received?

    Promptness of report preparation/delivery

    0.0%; 0 Very Dissatisfied 0.0%; 0 Somewhat Dissatisfied 0.0%; 0 Somewhat Satisfied 100.0%; 13 Very Satisfied

    Replies 13; Forms 13; Mean 4.00

    Format of the report

    0.0%; 0 Very Dissatisfied 0.0%; 0 Somewhat Dissatisfied 30.8%; 4 Somewhat Satisfied 69.2%; 9 Very Satisfied

    Replies 13; Forms 13; Mean 3.69
Report statistics

<table>
<thead>
<tr>
<th>%</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%; 0</td>
<td>0.0%; 0</td>
<td>15.4%; 2</td>
<td>84.6%; 11</td>
<td></td>
</tr>
</tbody>
</table>

Replies 13; Forms 13; Mean 3.85

Comparison (item mean values) of your evaluation results with group results

<table>
<thead>
<tr>
<th>%</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%; 0</td>
<td>0.0%; 0</td>
<td>23.1%; 3</td>
<td>76.9%; 10</td>
<td></td>
</tr>
</tbody>
</table>

Replies 13; Forms 13; Mean 3.77

COMPARING PAPER/SCANTRON PROCESS/REPORTS TO ONLINE PROCESS/REPORTS

Traditional Scantron Paper/Pencil vs..... Online PROCESS?

<table>
<thead>
<tr>
<th>%</th>
<th>Paper/Scantron Much Better</th>
<th>Paper/Scantron Somewhat Better</th>
<th>Online Somewhat Better</th>
<th>Online Much Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%; 0</td>
<td>7.7%; 1</td>
<td>15.4%; 2</td>
<td>76.9%; 10</td>
<td></td>
</tr>
</tbody>
</table>

Replies 13; Forms 13; Mean 3.69

Traditional Scantron Paper/Pencil vs... Online REPORTS?

<table>
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<th>Paper/Scantron Somewhat Better</th>
<th>Online Somewhat Better</th>
<th>Online Much Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%; 0</td>
<td>7.7%; 1</td>
<td>7.7%; 1</td>
<td>84.6%; 11</td>
<td></td>
</tr>
</tbody>
</table>

Replies 13; Forms 13; Mean 3.77

Quantity/quality of student comments about the class

<table>
<thead>
<tr>
<th>%</th>
<th>Paper/Scantron Much Better</th>
<th>Paper/Scantron Somewhat Better</th>
<th>Online Somewhat Better</th>
<th>Online Much Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.3%; 1</td>
<td>0.0%; 0</td>
<td>16.7%; 2</td>
<td>75.0%; 9</td>
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</tbody>
</table>

Replies 12; Forms 13; Mean 3.58

More specifically, what is better or worse about the ONLINE PROCESS?

- There was some confusion about how to get the key to open room 620, and at times no one knew where the key was. At other times, the room was open. Unlocking the door and setting up the laptops did become more consistent and easier after a few days.
- The timing of getting the computers to the classroom was more difficult than just having the sheets. Some of my students were finished with the final before the computers came.
- Using the Online process for evaluations, my English students more readily respond for their authentic written comments in a very complete manner as compared to a very brief and incomplete response if they had to use the paper/Scantron method.

I appreciate our Online process very much! Students' comments are most comprehensive! They say much more! Thank you, David!

**Better:**
- Format, overall reliability (entering #s by hand vs. having the computer keep track of the data). Speed in receiving results.

**Worse:**
- Nothing in particular. I like the online process.
- The process is easy to adjust to online and in-class courses, and students are familiar with this process. Also, the number of written comments is greater, and those comments are more specifically related to course content and more carefully written to communicate student perceptions and needs.
- The data reports for the online evaluations are terrific. However, what I prefer about the paper/scantron evaluations is that I can see each student's comments instead of having them lumped together as a group response to each question.
- I appreciate the volume of the qualitative comments by students, who are much more computer-literate than paper-literate and the rapid turnaround by David and David. I think that at this point, we also have the use of 7-620 down to a science. No problems this semester that I know of.
- Online process provides reports much faster and doesn't require the instructor to find a responsible student to submit the Scantron Papers to the Computer Lab.
- Can't really answer the third item above, as no opportunity to ask students, who may not have any basis of comparison.

**BETTER:**
- less time-consuming
- students very comfortable working on computers
- usually get better comments
- easier to process
- easier to prepare individual and aggregate reports
WORSE:
potential for misuse of system (e.g., multiple entries)
logistics may be problematic for some
- It seems like the students are more willing to give feedback with the online process, it seems like very honest feedback, no anomalies. Today's students prefer using the computer for various tasks, so they are more enthusiastic in participating.

ONLINE PROCESS is useful application of new technology. It takes less time to complete. The printed directions are helpful.

- If you plan to use the ONLINE process again, what should be modified to improve the process?
  
  • If possible, have a person responsible for keeping track of the key and users for a specific period of time. I do realize that the management of the lab is entirely voluntary, so thank you very much!
  • I'll just schedule the computers at an earlier time.
  • Everything is fine! I especially like bringing the laptops to my classroom during the final exams week, as I get every student to do his/her part. I don't have students submit their last assignment due on final exam day until they first do the laptop evaluation. Then students submit their last assignment. Then they sign the class roster for attendance. I am able to control the movement of the class and what I should get by also using our Online evaluation process to this advantage :-)

  Students like what we are doing! They appreciate the ease in our process and the convenience of giving them more time to express themselves. I tell them this is quality control and we all learn from this :-)

  • A few suggestions:
    1. Clearer instructions for students, perhaps a poster (big-print) that could be hung on the chalkboard for reference. Some of my students did not understand what to do and what to select.

  2. My students complained that the survey(s) were long. I'm not sure what to do about this one.

  3. Include standard deviations or standard errors of the mean with plots. This might be visually distracting, but would show to what extent there are possible significant differences among the points.

  4. Along with the hardcopy of the print-outs (which were great!), would it be possible to also get a copy of the data?

  • It would be nice to make the mobile computer labs truly mobile - faster set up and take-down times would make them useable within our own classrooms. Ultimately, I still think every classroom should either have computers, or every student should be required to have a laptop that connects to a wireless network in every HCC classroom.

  • The sign-up process needs to be more efficient. Some time slots were blocked out entirely because of classes being conducted in the labs, and since everyone wants to do the evaluations in the same two weeks, there's a lot of scrambling around for the remaining time slots. Also, there were a number of problems with opening the lab, finding the key, and locking the lab. This added to amount of time it did to do the evaluations.

  • Personally, I forgot (as I was explaining the process to a student) that you can't use the Enter button or the whole evaluation gets sent prematurely. I don't know if this can be fixed or whether it needs to be, but I forgot after a semester...

  • Provide written instructions for instructors to review prior to the evaluation period.

  • Though my personal experience has been good, others may be concerned about logistics--access to the laptops when and where desired. But I know that is being worked already.

  • I didn't get to try the process out myself, so maybe I need to pursue a trial run, so I can get a feel for the questions and options they will have.

  • I would like some help in understanding some of the results of the graph that compares the lecturer with all others.

- Other comments/suggestions to improve the student evaluations processes?

  • Bravo!

  • If we can, without over-burdening the Davids, find a way to incorporate the three different types of evaluation into a single sitting, so that students do not feel they are being put through a gauntlet of evaluations. That was the single most common comment I got at the evaluation site - “that was a lot of evaluations”... They are valuable to us, but we need to take a page from marketers and find ways to make them less onerous to students.

  • Thank you to all involved in this process. It is fantastic.

  • More faculty should do them!

  • Great job, this was really helpful.

- LANGUAGE ARTS FACULTY: If a mobile computer lab could be set up on the Fifth Floor, will you continue to use the online evaluation process?

  0.0% 0 Definitely will not use 0.0% 0 Probably won't use 20.0% 1 Probably will use 80.0% 4 Definitely will use

  Replies 5; Forms 13

- PROGRAM COORDINATORS (Division Chairs, ENG 22/100 Coordinators, Focus Chairs)

  The new online process provides "Program Level" reports.

  How useful were the "Program Level" reports you received?

  0.0% 0 Not Useful 0.0% 0 Somewhat Useful 50.0% 2 Very Useful 50.0% 2 Extremely Useful

  Replies 4; Forms 13

- PROGRAM COORDINATORS:
Please comment on the usefulness of the "program level" reports you received?

- The program level reports allow me to compare all the sections of the course and track which tasks the students see as a focus of the class and which ones we as instructors could do more with. It's very useful to have the overall picture of how the course is working as a whole.
- I am studying the documents and find the format much more practical and functional. We as a faculty can move to proceed what needs to be done to help ensure quality instruction and quality learning.

Timothy Cubero, Jr.
- Always appreciated for an overview. I plan to review the summary report with faculty in that area.

Figure 2: **BAR GRAPH - EASE OF USE OF ONLINE EVALUATIONS - ALL FOUR ITEMS RANK ORDERED BY MEAN VALUES**

1.0 = Very Difficult    ....    4.0 = Very Easy

<table>
<thead>
<tr>
<th>Ease of Use</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding Right Class Evaluation on Web Page</td>
<td>3.31</td>
</tr>
<tr>
<td>Ease of use - Students completing evaluation</td>
<td>3.38</td>
</tr>
<tr>
<td>Ease of use - students resetting to home page</td>
<td>3.39</td>
</tr>
<tr>
<td>Signing Up for Lab Time Slots</td>
<td>3.69</td>
</tr>
</tbody>
</table>