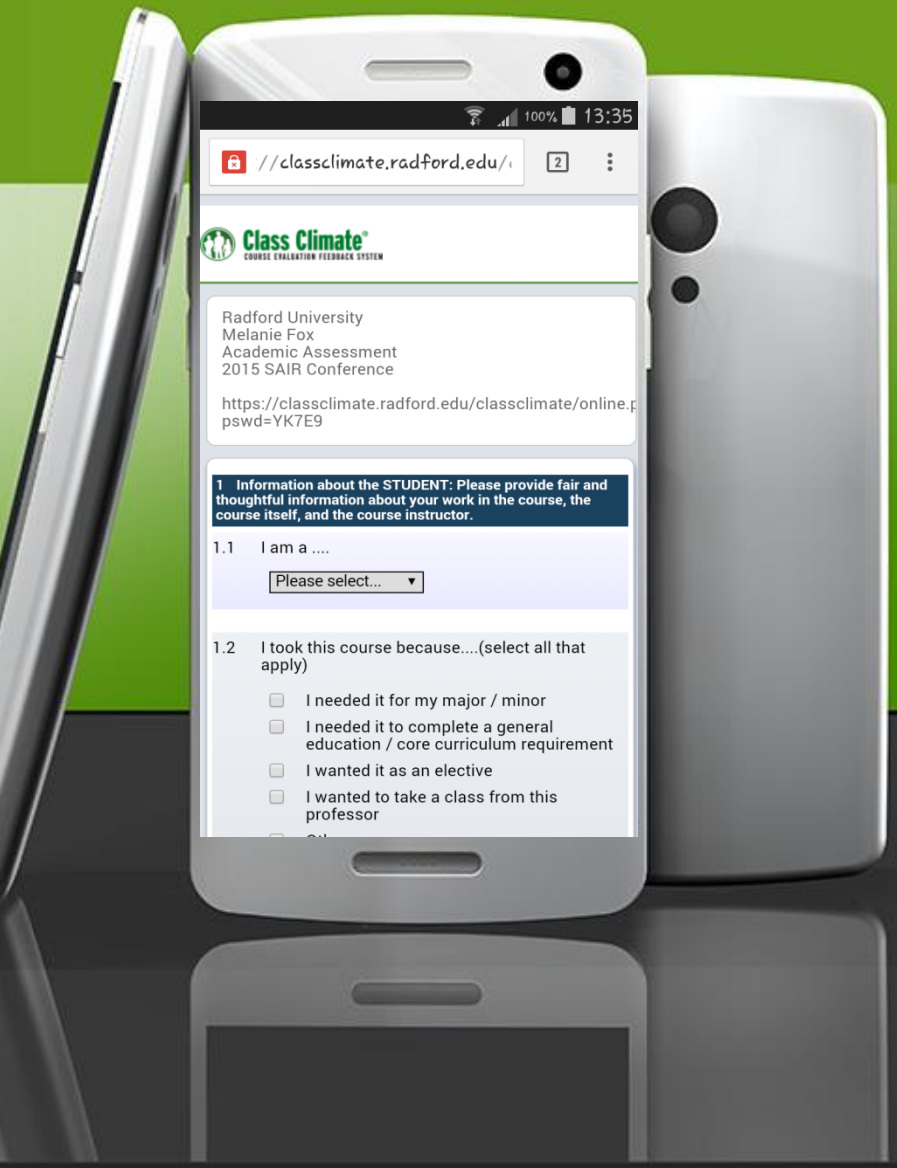


Paperless Student Evaluation of Faculty Pilot

Overview

- Context of paperless SEF project
- Rationale for transition to paperless course evaluations
- Paperless in-class evaluation process
- Paperless course evaluation pilot program
- Pilot program analysis and findings
- Pilot program faculty survey and findings
- Conclusions

Transition Context

- **Spring 2014**:
  - SEF Committee
  - Peer institution research
  - Current technology capability
  - Faculty Survey
  - Proposal implementation plan

- **Summer – Fall 2014**:
  - Vendor contact
  - Scantron consultations
  - Pilot program establishment

Rationale for Transition

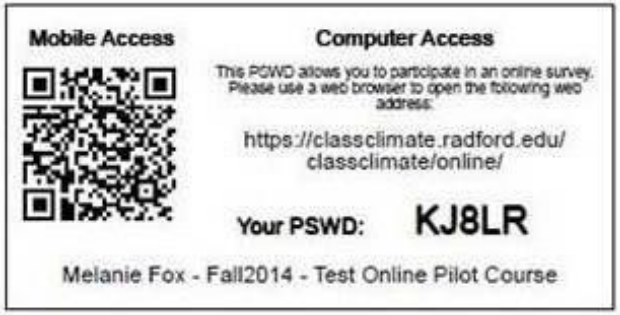
Time	**780 hours/year**
Expense	**$44,000/year ($1.50/page)**
Waste	**$13,000 - $14,000/year**

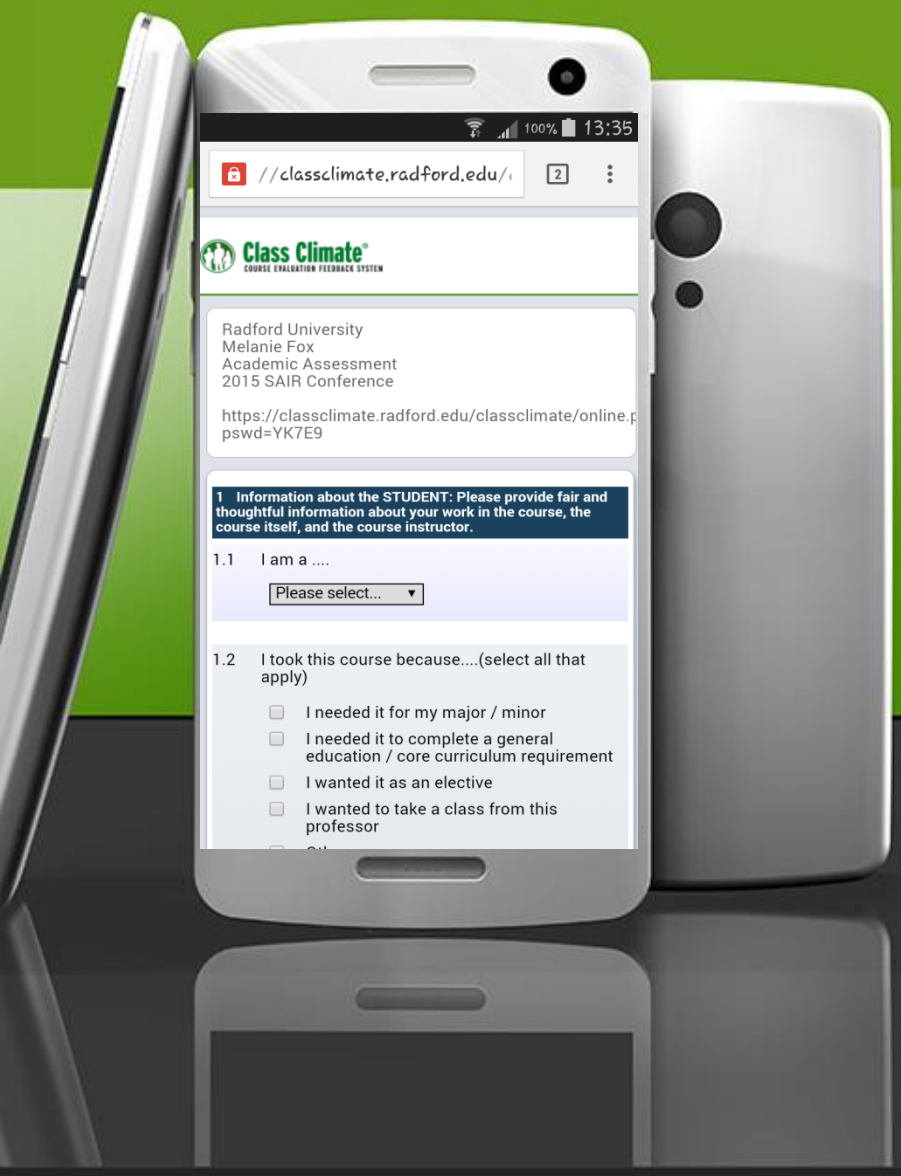
Paperless Course Evaluation Survey

- Survey of faculty: Spring 2014
- **217** responses
- Greatest concerns:
  - Reduced response rates
  - Quality control/uncontrolled environment

Paperless Course Evaluation Overview

- Still conducted in class
- Instructors select day & time
- Instructors / proctors control access
- Students bring devices to class & complete
- Random, unique one-time-use codes/passwords
- Anonymous responses not tied to students
- Instant data gathering
- Secure server
- Immediate report generation
- Out-of-class survey option





Pilot Program

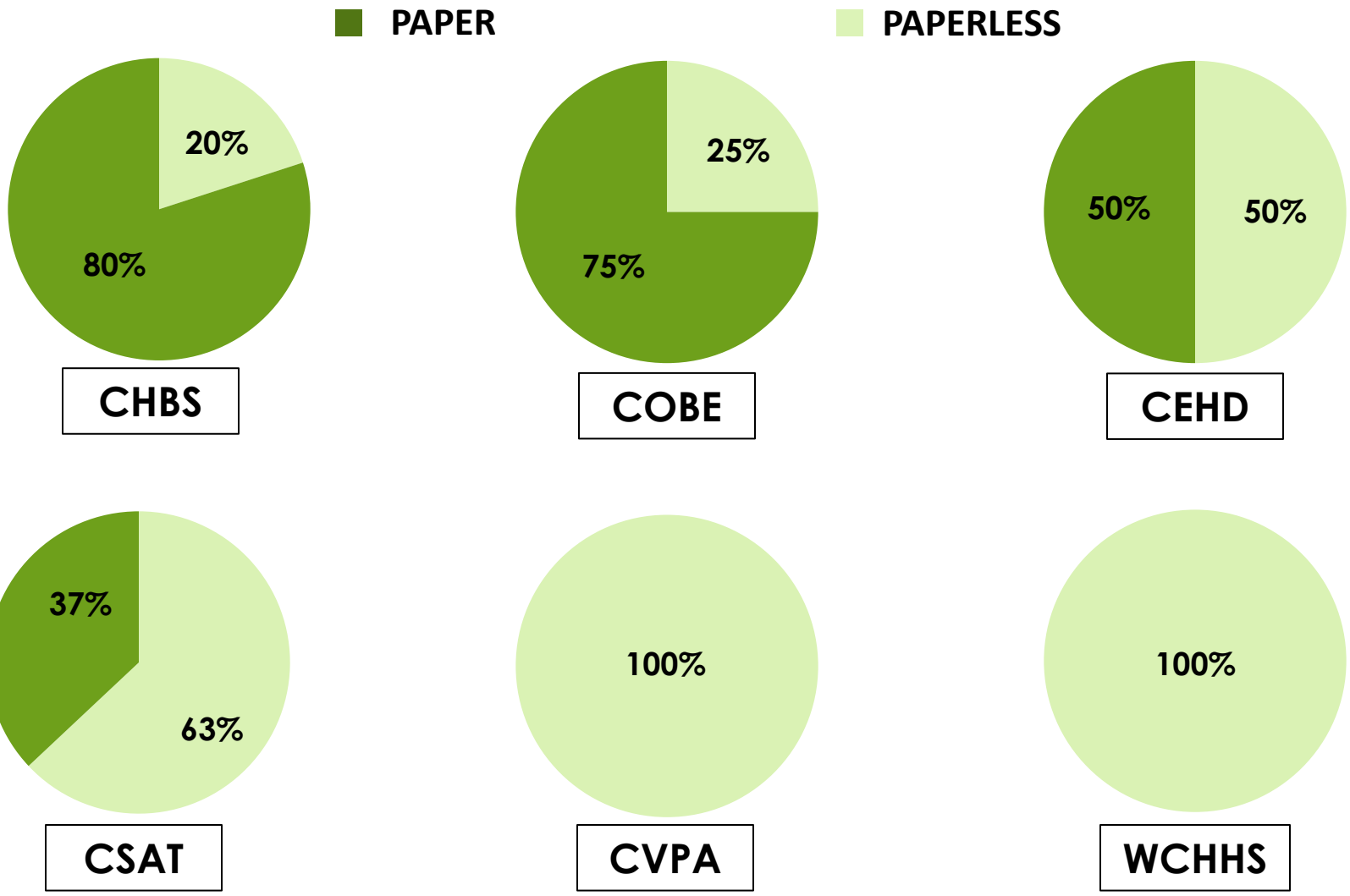
Pilot Program

- Fall 2014 / Spring 2015:
  - Test administration in Fall 2014 with small number of courses
  - Full pilot: Spring 2015 – Spring 2016

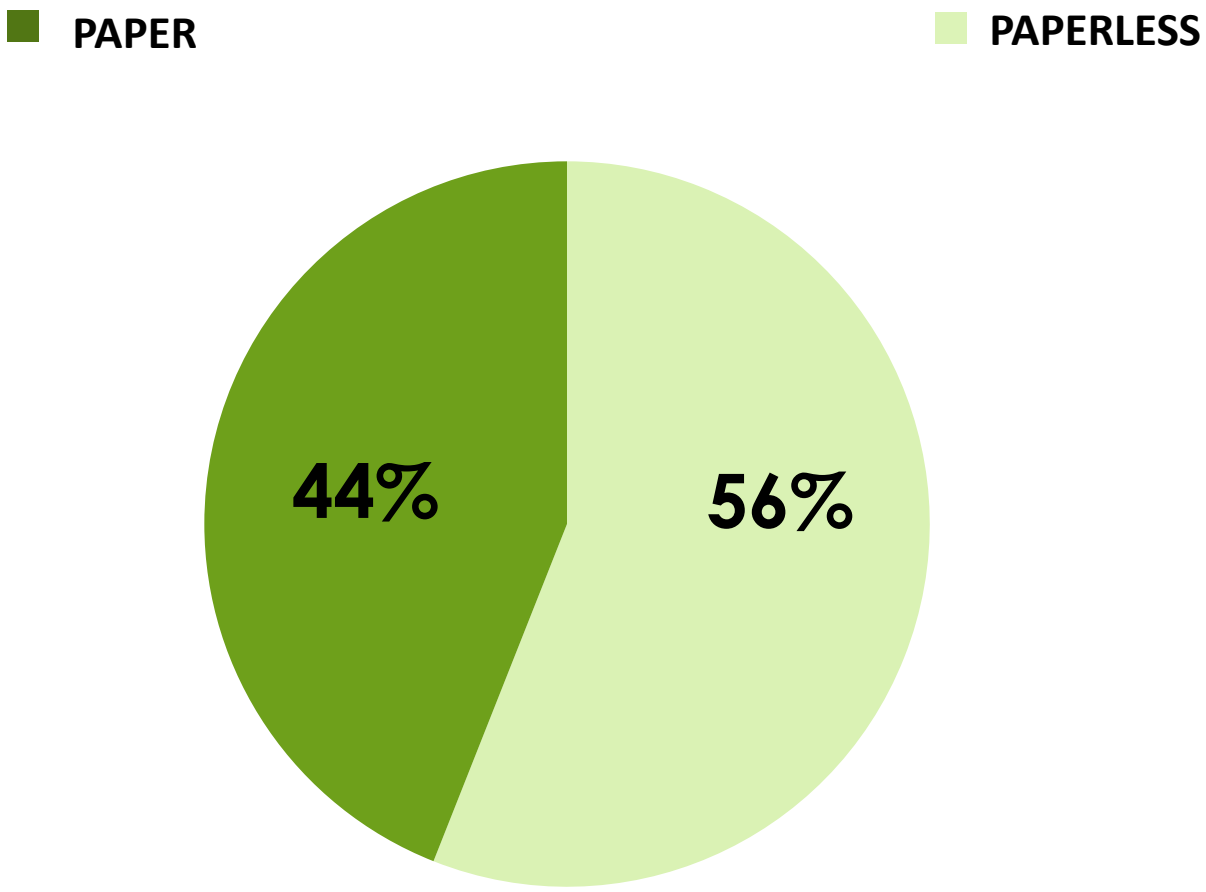
Pilot Program

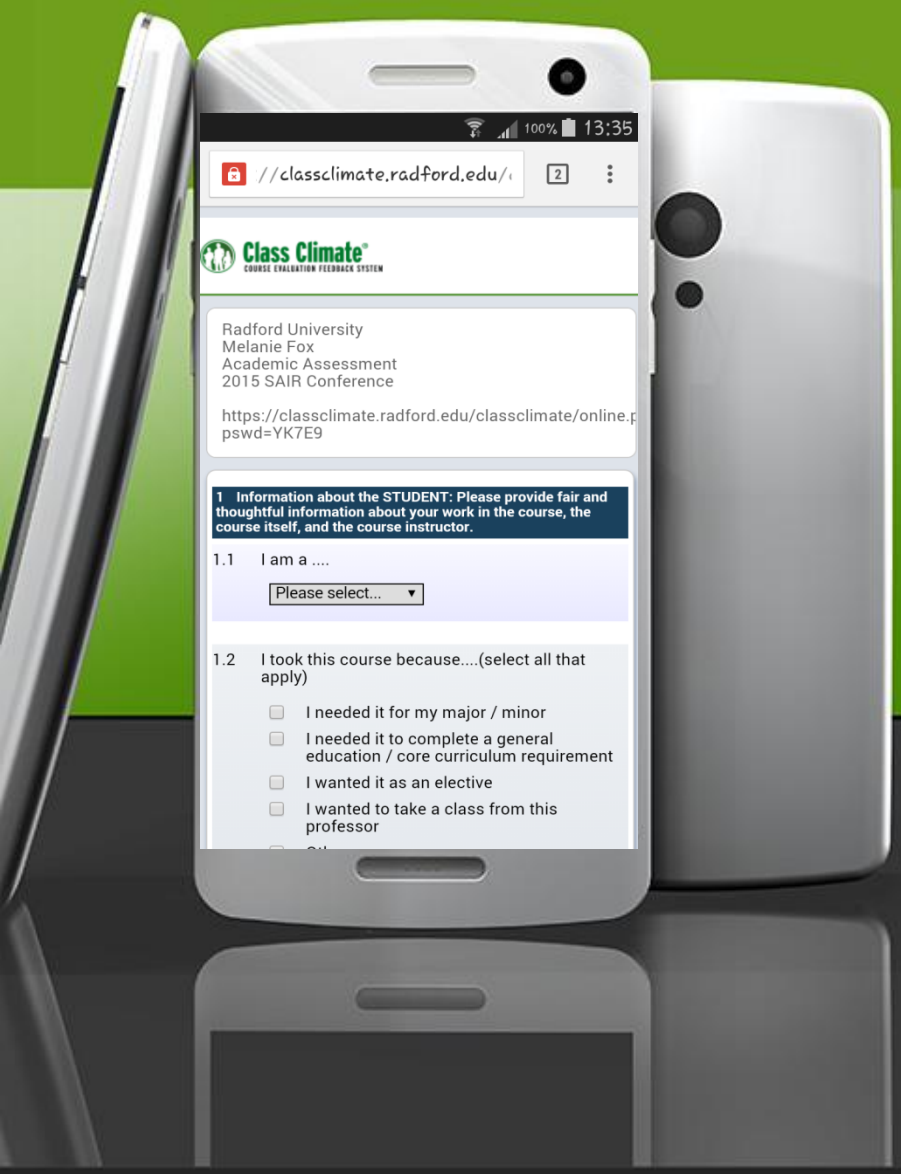
	Spring 2015	Fall 2015	Spring 2016
Total courses evaluated	1731	1689	1583
Courses using paper evaluations	90% (1558)	71.5% (1207)	52.9% (838)
Courses using paperless in-class evaluations	3.8% (65)	18.7% (316)	34.4% (545)
Courses using online out-of-class evaluations	6.2% (108)	9.8% (166)	12.6% (200)
Total paper evaluations	90.9% (22792)	75.8% (21618)	57.5% (13373)
Total paperless in-class evaluations	4.8% (1206)	16.7% (4780)	36.3% (8457)
Total online out-of-class evaluations	4.3% (1089)	7.4% (2115)	6.2% (1439)
Total completed evaluations	25087	28513	23269

Departmental Transition



University Transition





Analysis Methodology

Methodology

Instrument:

- Paper in-class evaluations vs. paperless in-class
- Same course/instructor in different semesters
- Matched pair samples

Time period:

- Paper: Fall 2011 – Fall 2015
- Paperless: Fall 2014 – Fall 2015

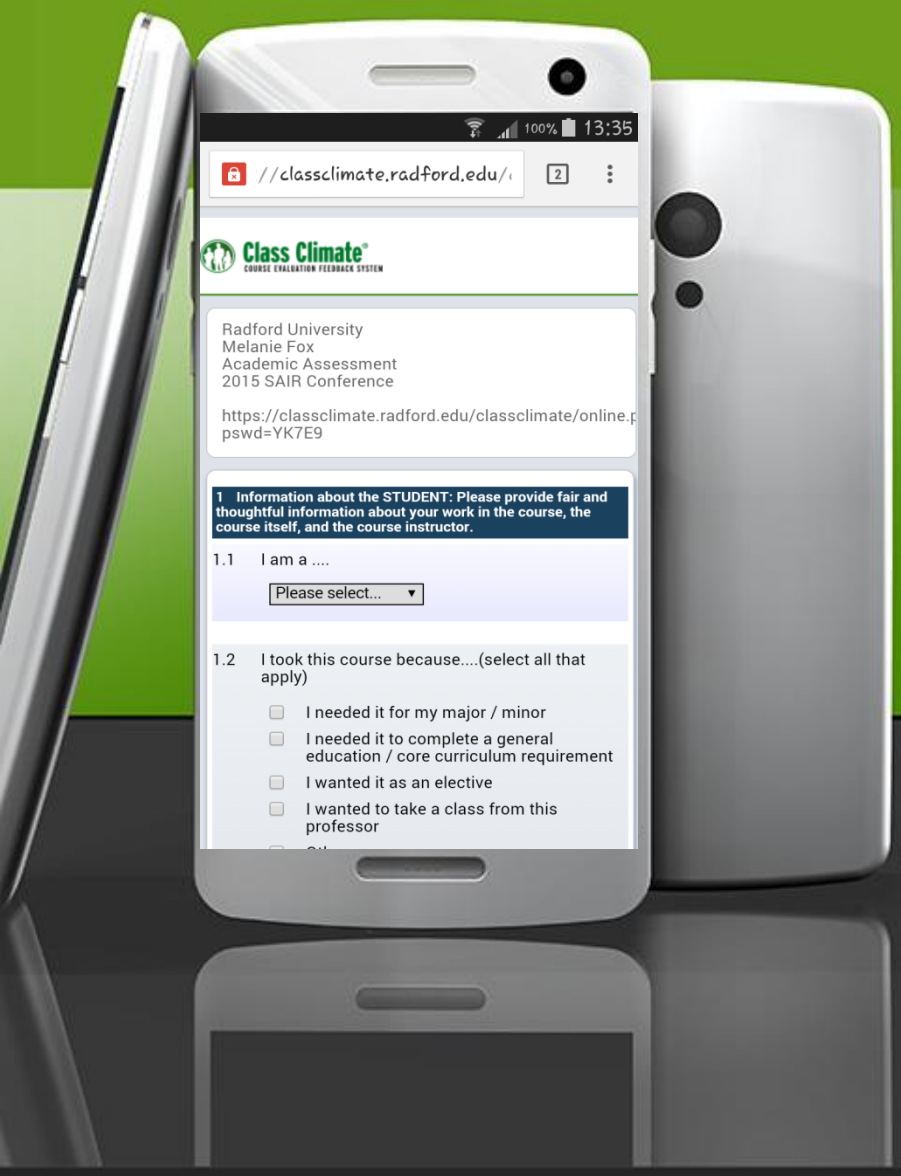
Methodology

Analyses:

1. Response rates
2. Instructor/course evaluation scores
3. Number of narrative comments
4. Content of narrative comments

Methodology

Sample Sizes	
Total number of instructors	140
Total number of courses	201
Total number of paper in-class evaluations	15937
Total number of paperless in-class evaluations	5170



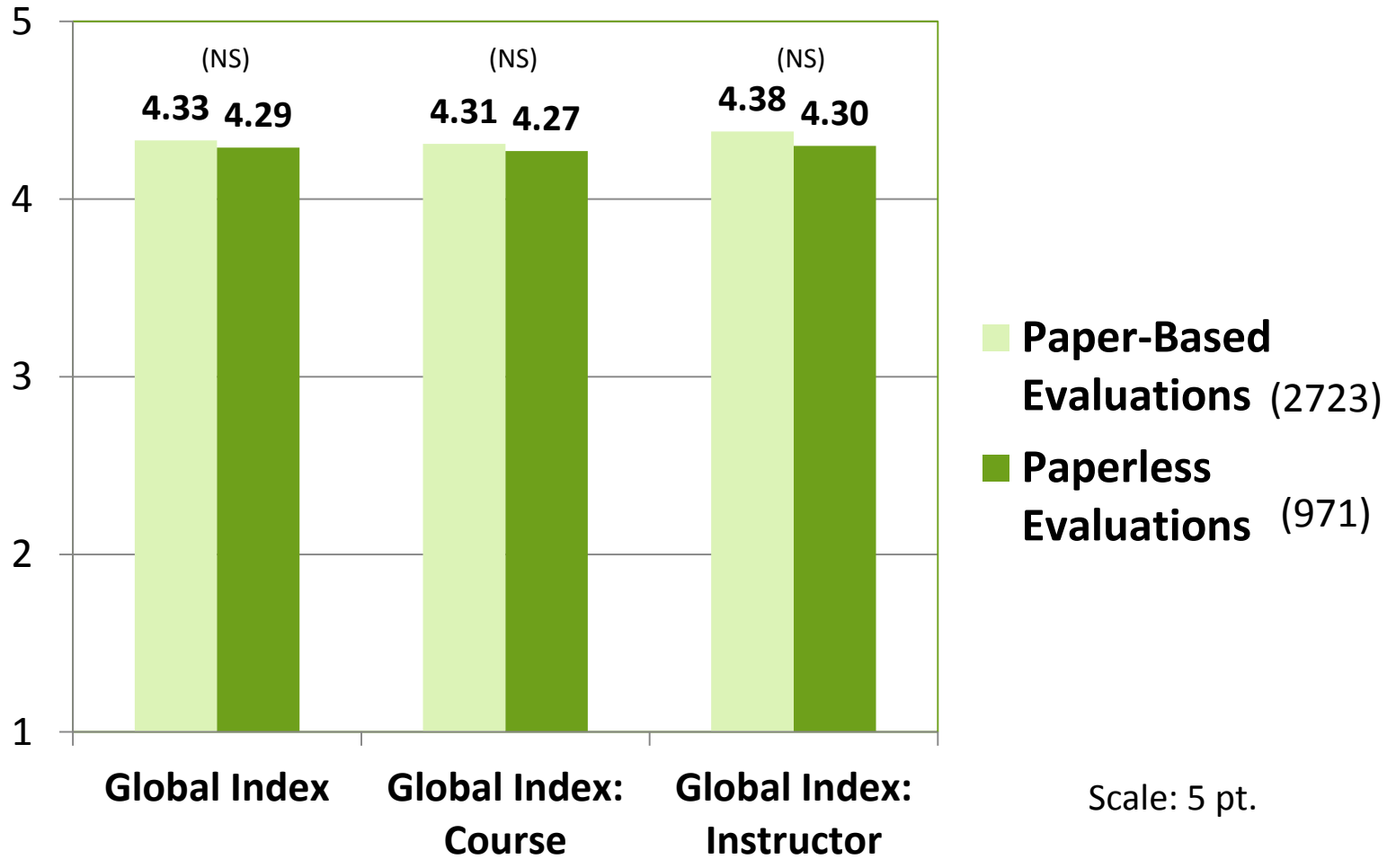
Response Analysis

Pilot Response Rate Comparison Results

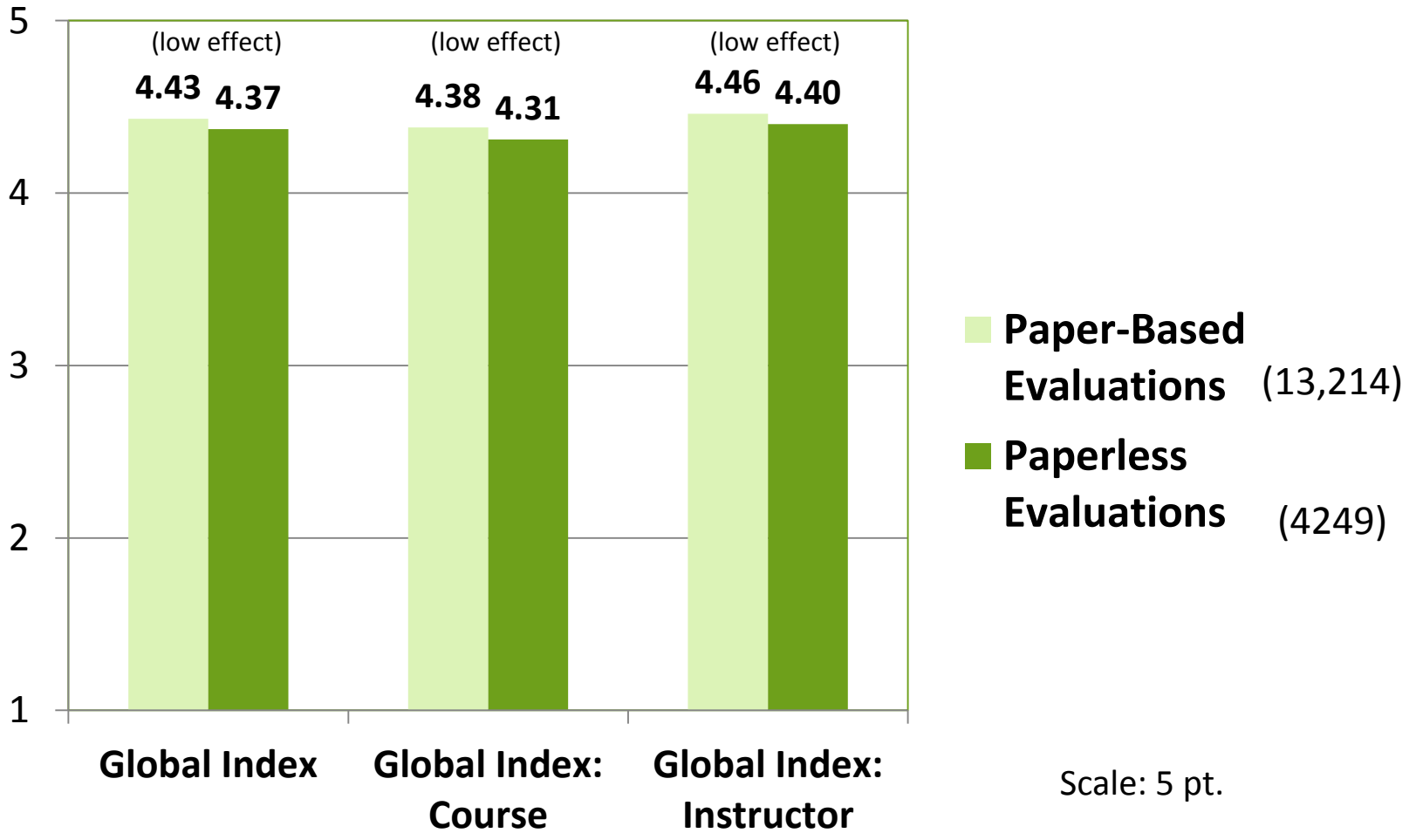
Paperless in-class evaluations yielded higher response rates than paper-based evaluations:

	Spring 2015 & Fall 2015 (paper)	Pilot Spring 2015 & Fall 2015 (paperless/QR codes)
Evaluations Generated	63797	8184
Evaluations Completed	44410	5986
Response Rates	**69.6%**	**73.1%**

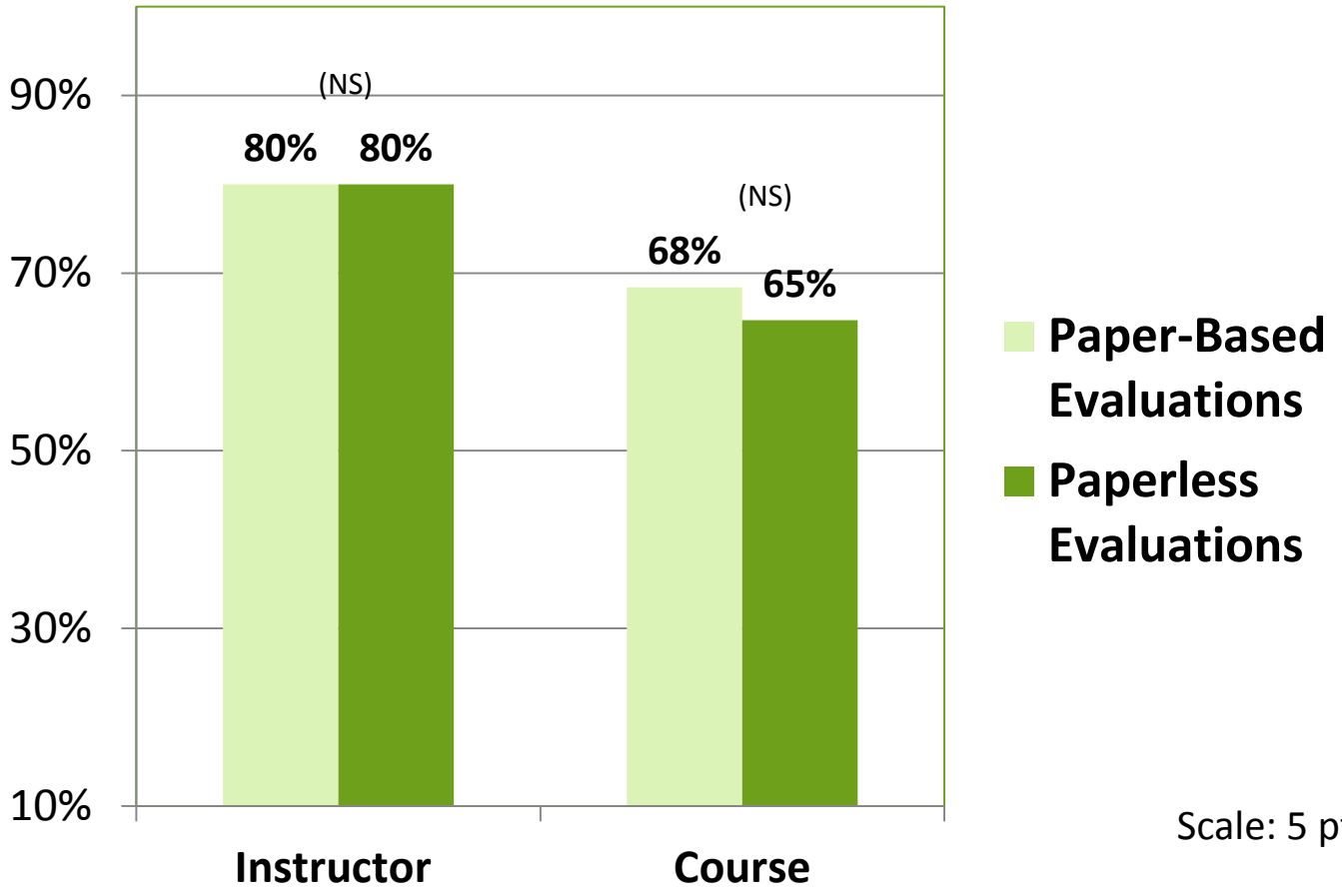
Spring 2015 Pilot Evaluation Scores Comparison



Fall 2015 Pilot Evaluation Scores Comparison



2014-2015 Evaluations: Number of Comments Comparison



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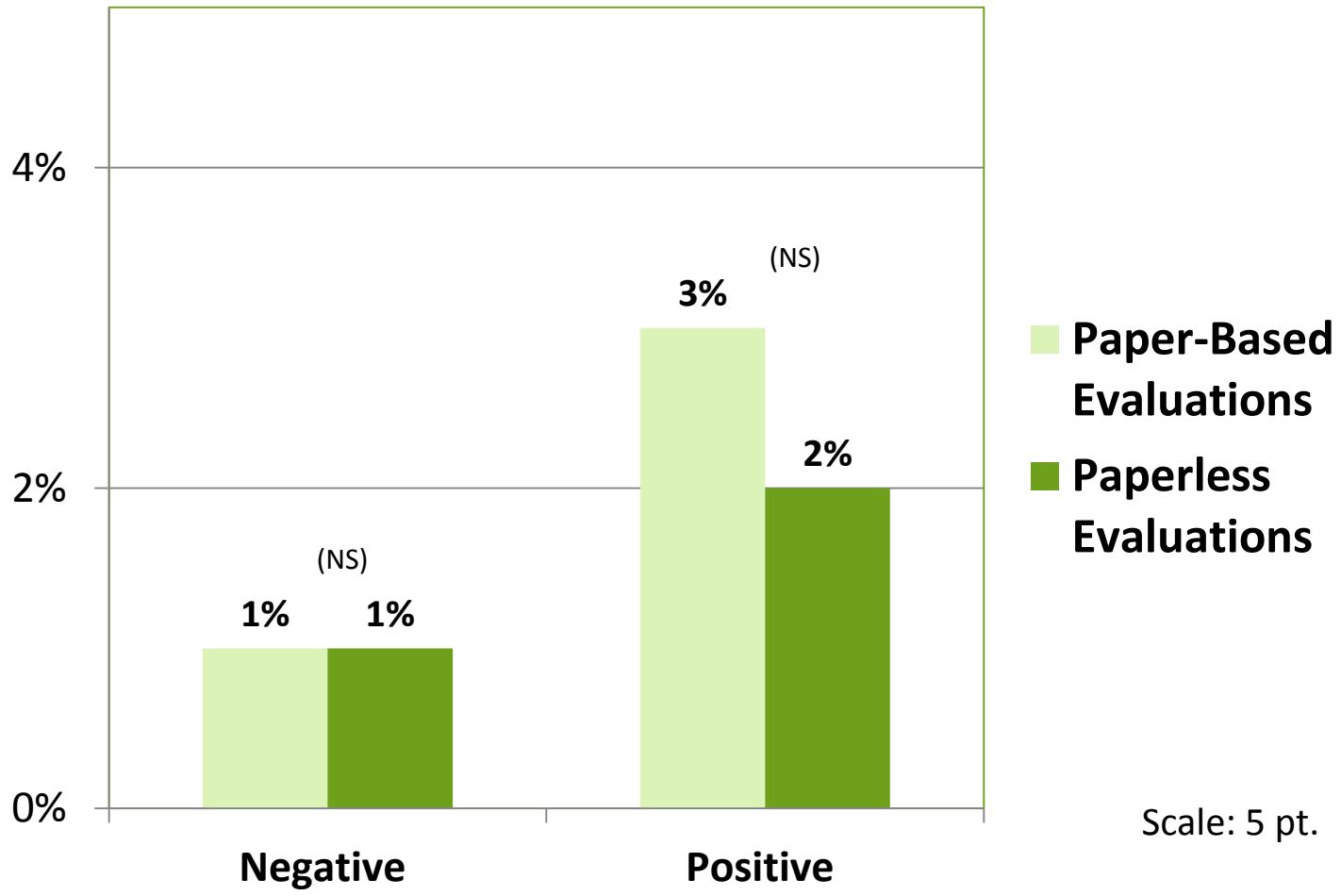
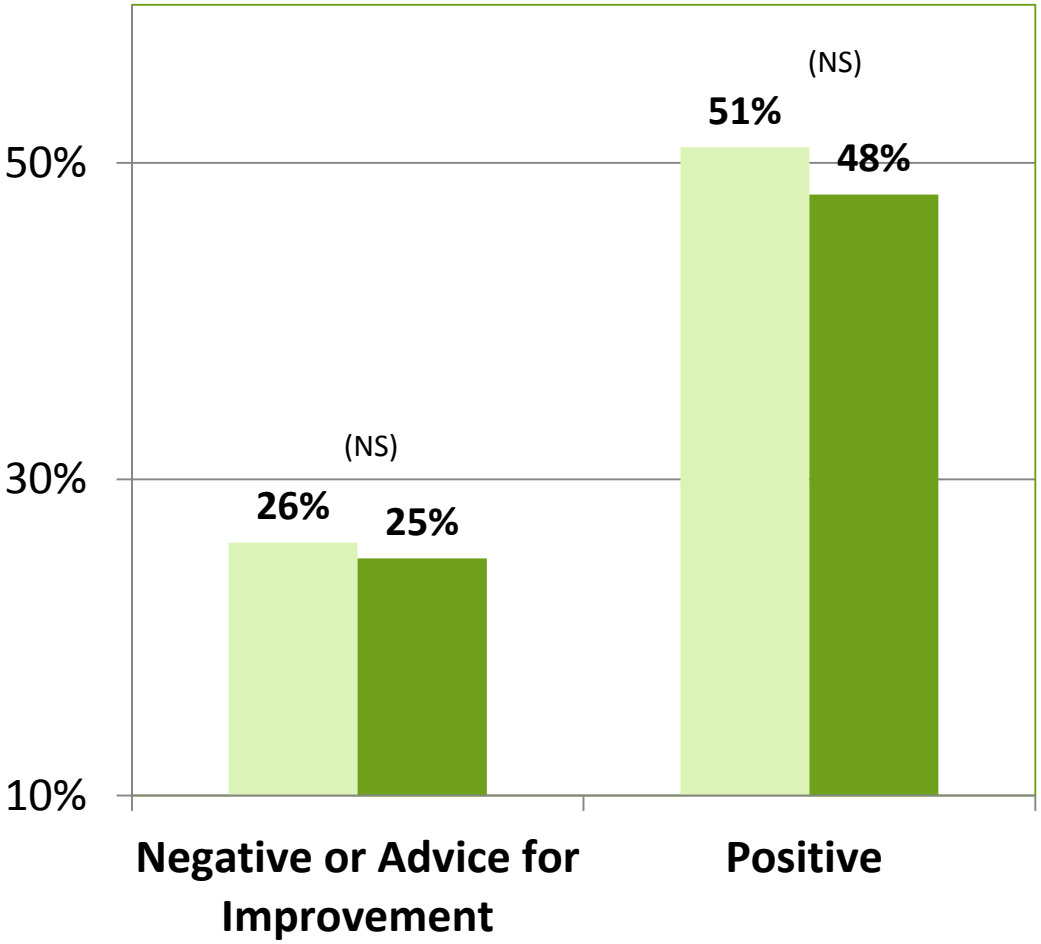
Personal Comments about Instructor



Non-Personal Comments about Course/Instruction



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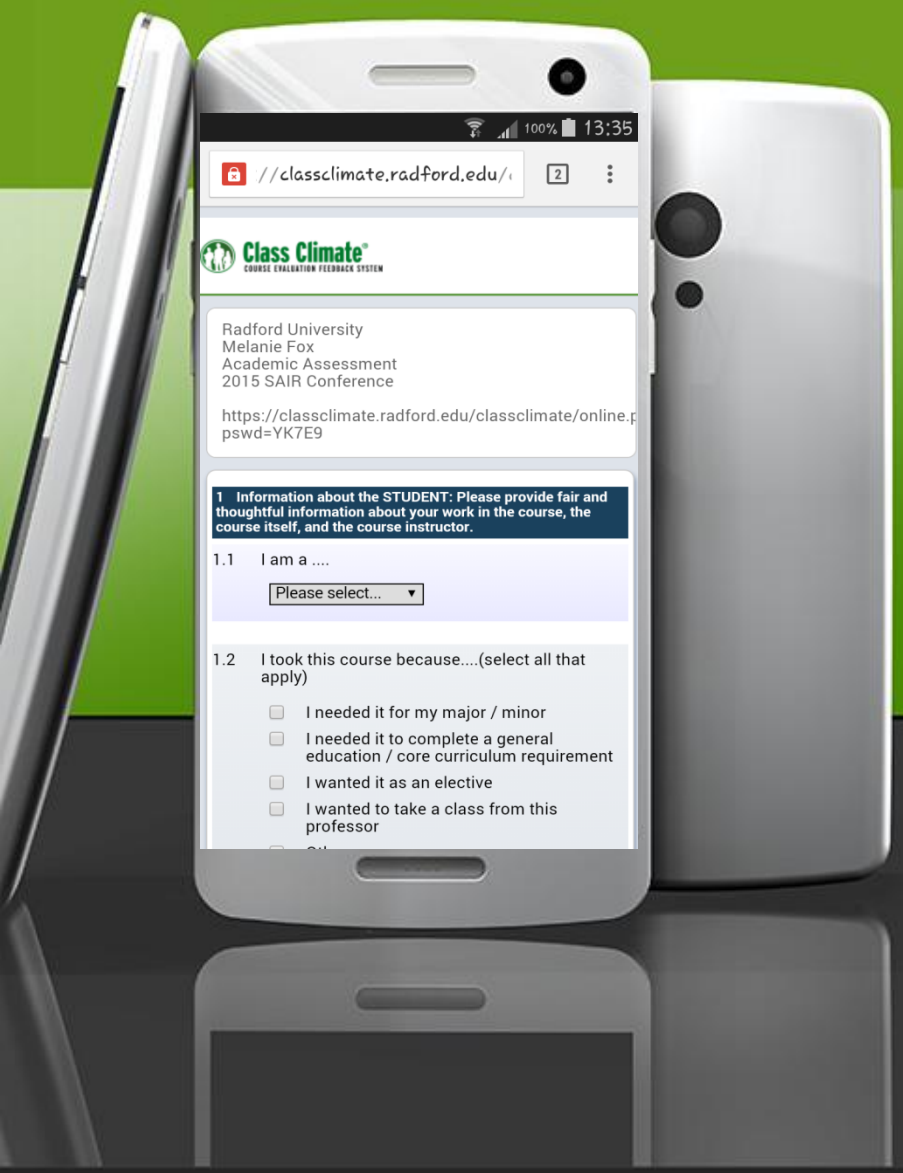
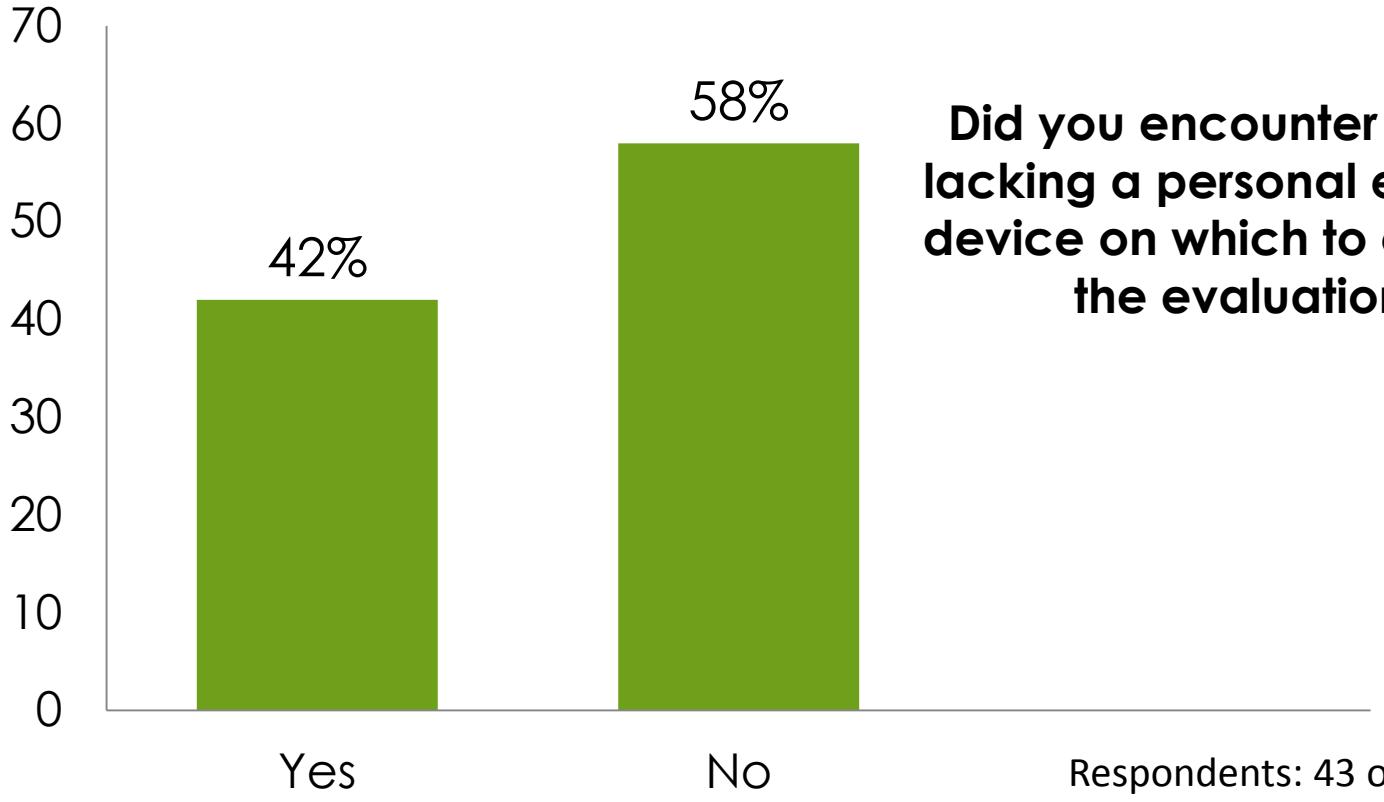
2015-2016 Pilot Faculty Survey



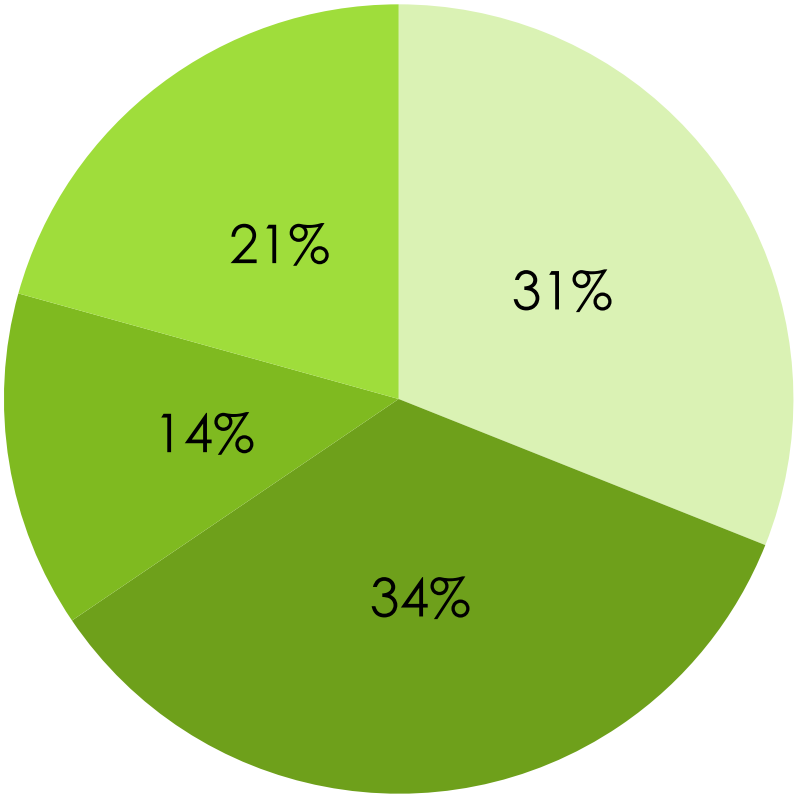
Device Accessibility



Did you encounter students lacking a personal electronic device on which to complete the evaluations?

Respondents: 43 out of 89

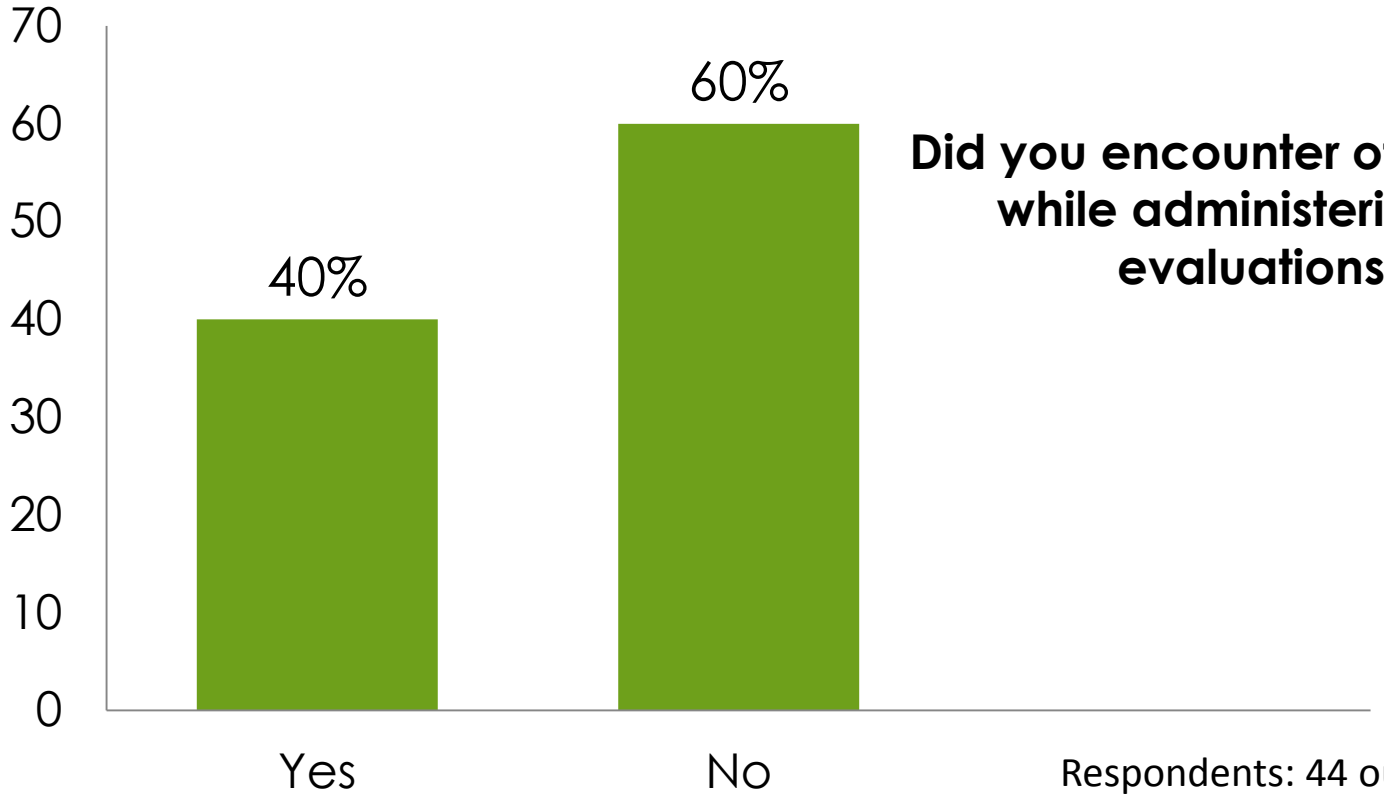
Device Accessibility Resolution



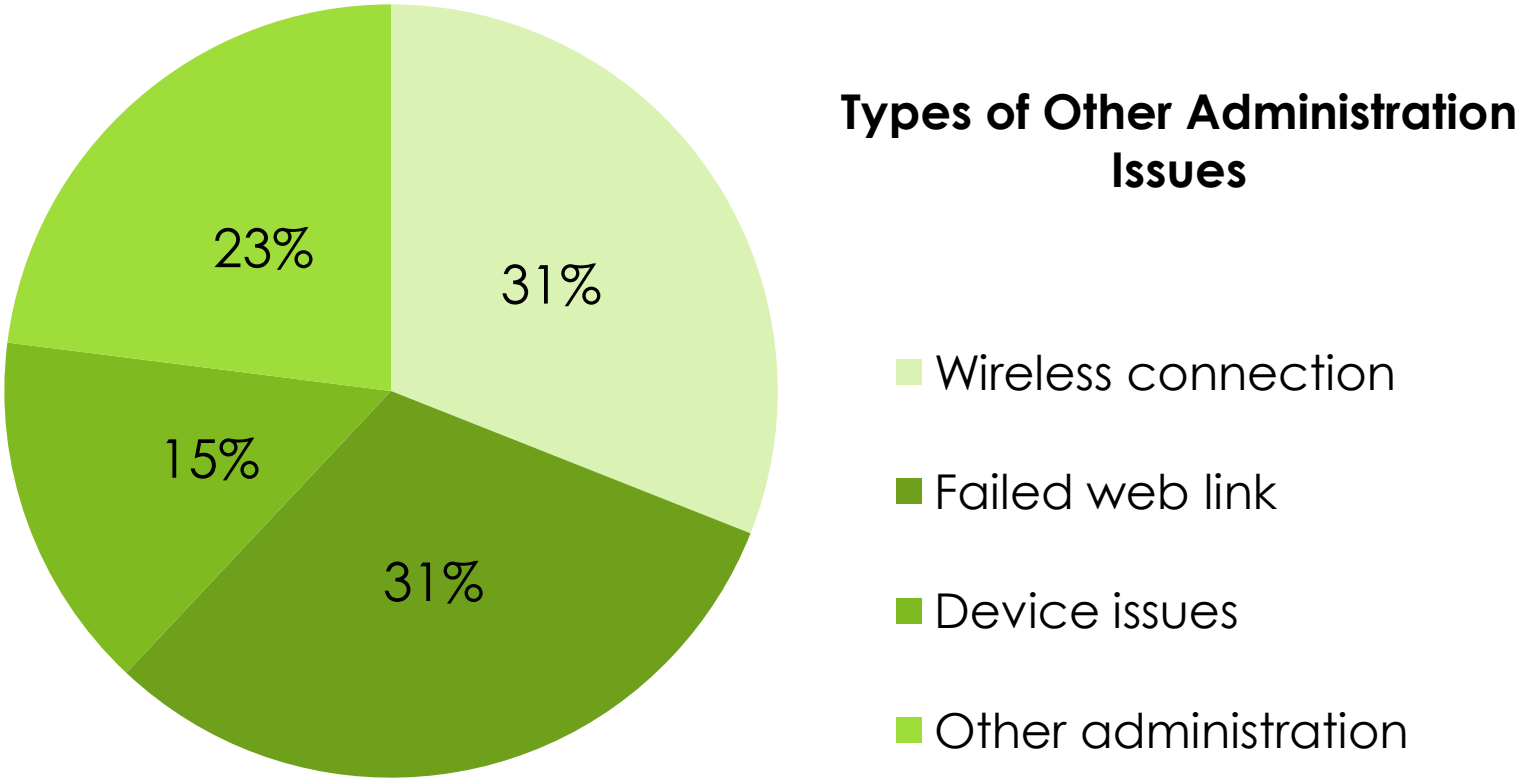
How did students lacking a personal electronic device resolve the issue?

- Borrowed another student's device
- Used classroom computer
- Opted out of evaluation
- Other

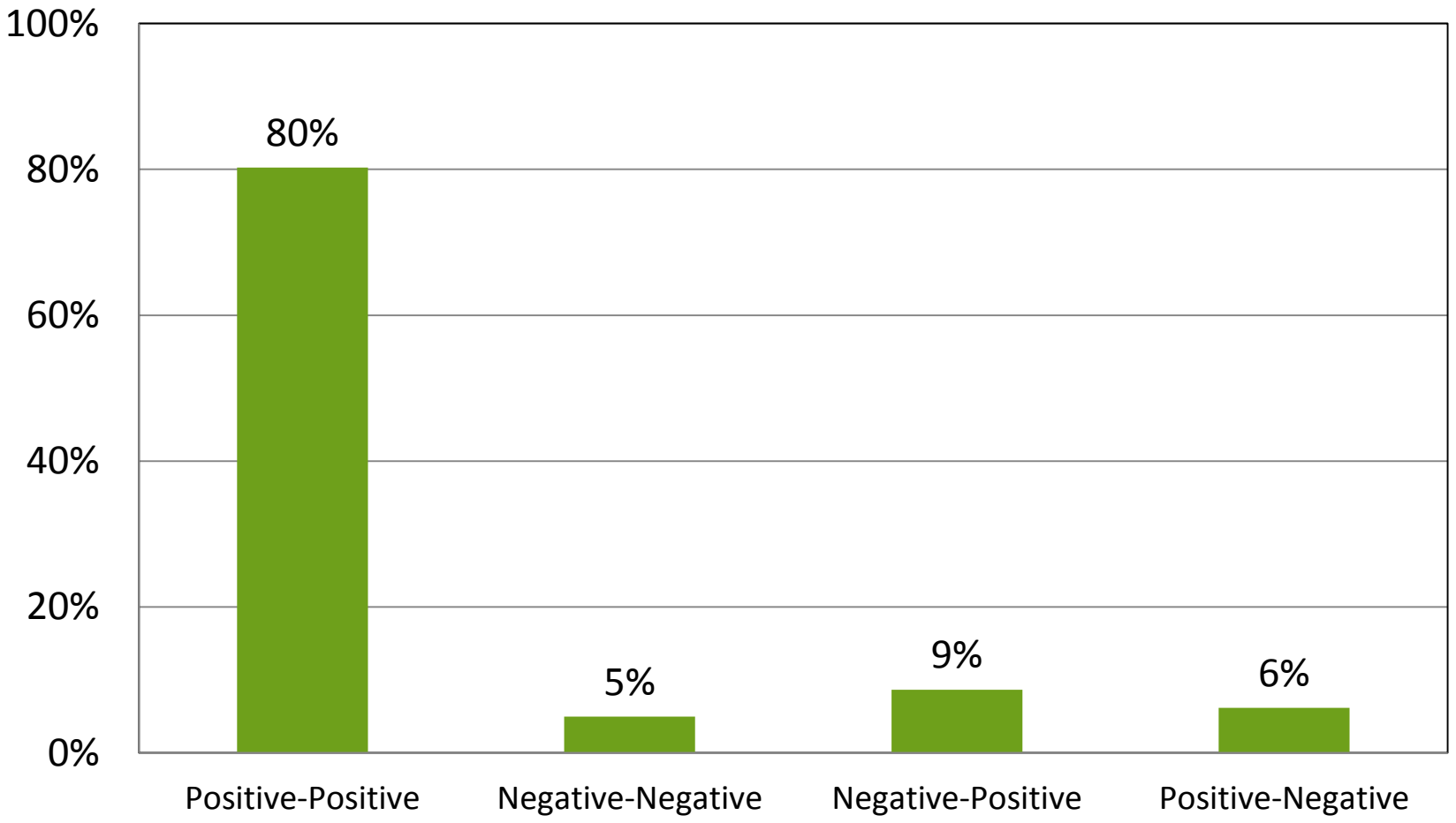
Other Administration Issues



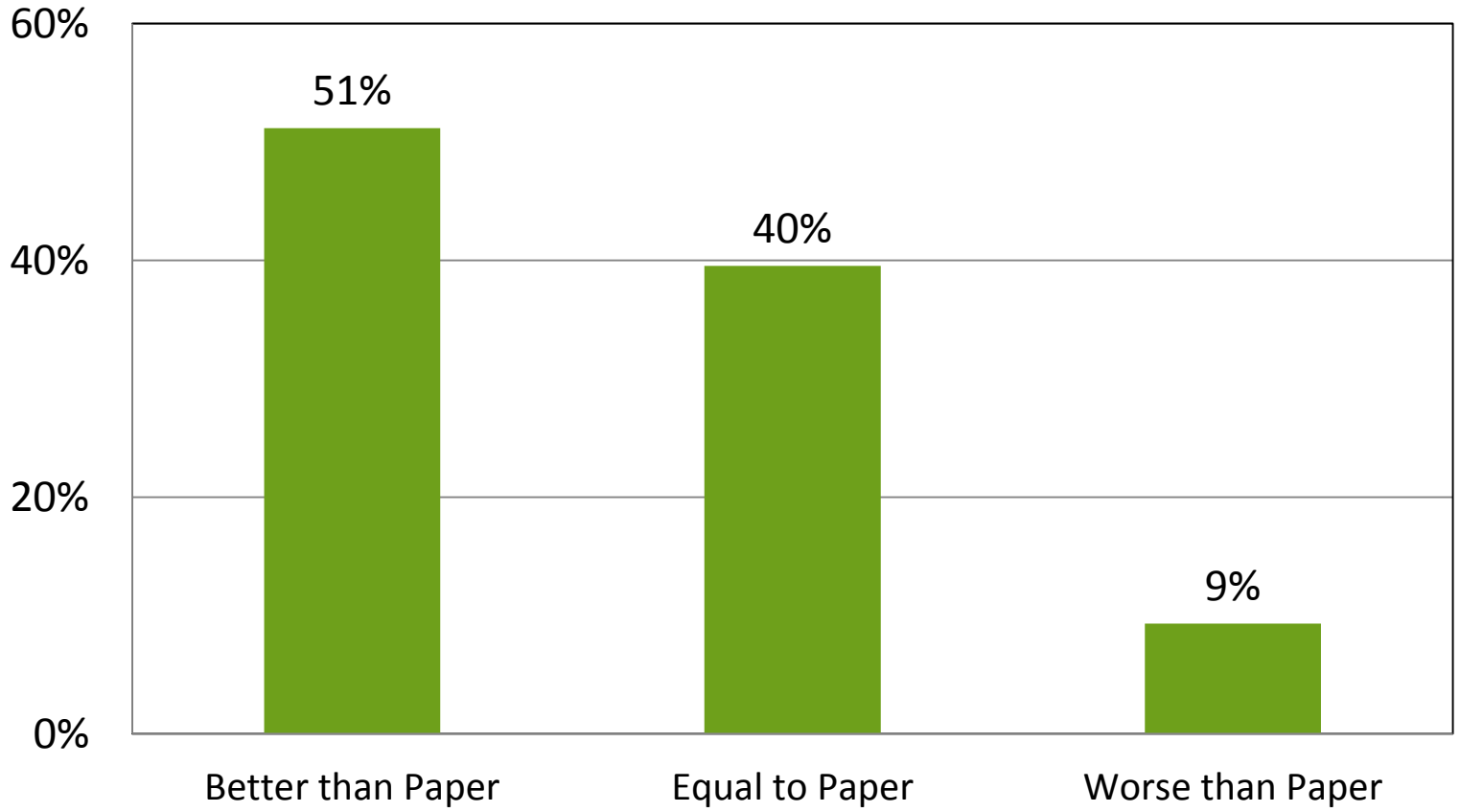
Other Administration Issues



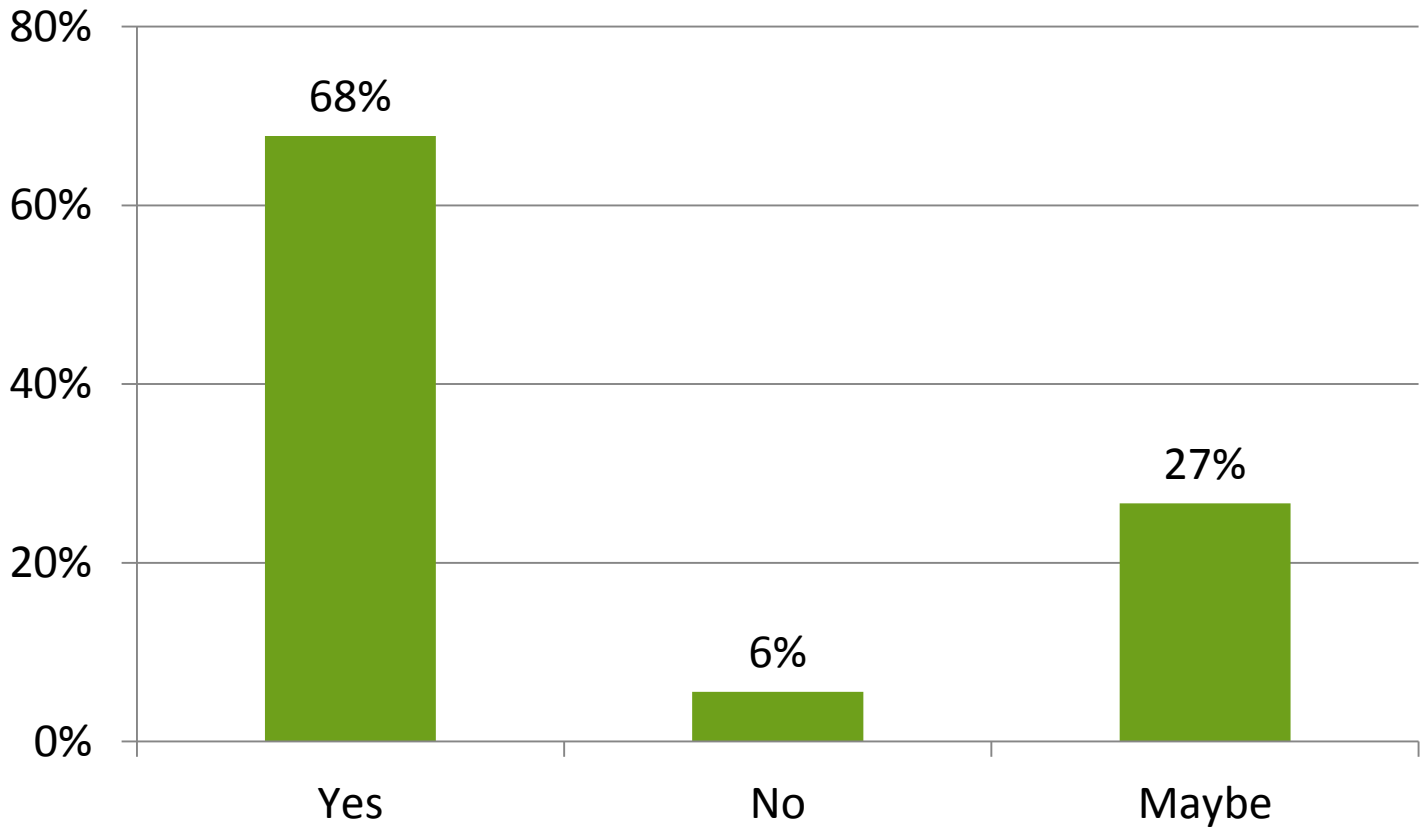
Instructor Attitudes Before and After Pilot



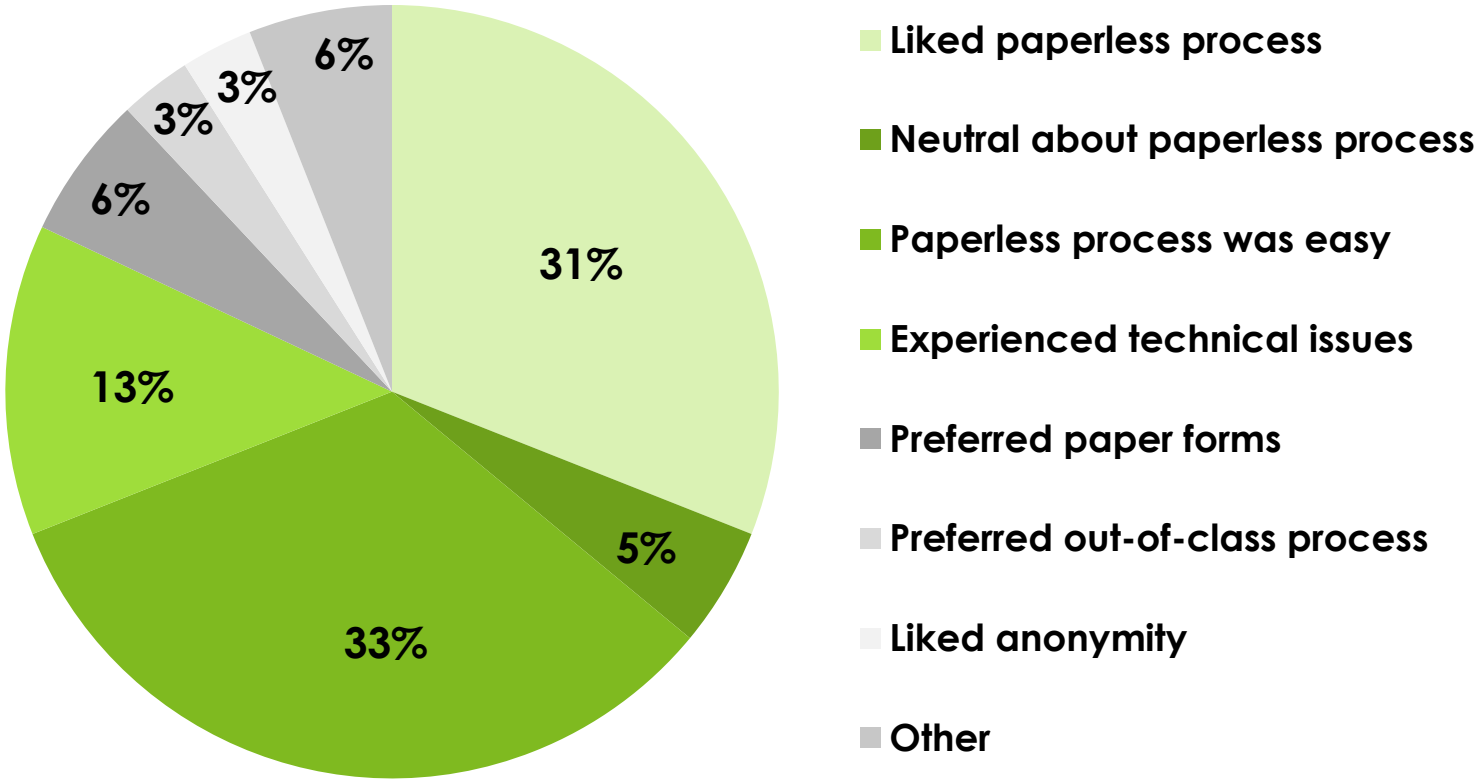
Instructor Perceptions of Paperless Evaluations Compared to Paper Evaluations



Instructors Would Recommend Paperless In-Class SEF University-Wide



Student Feedback on Paperless Evaluations

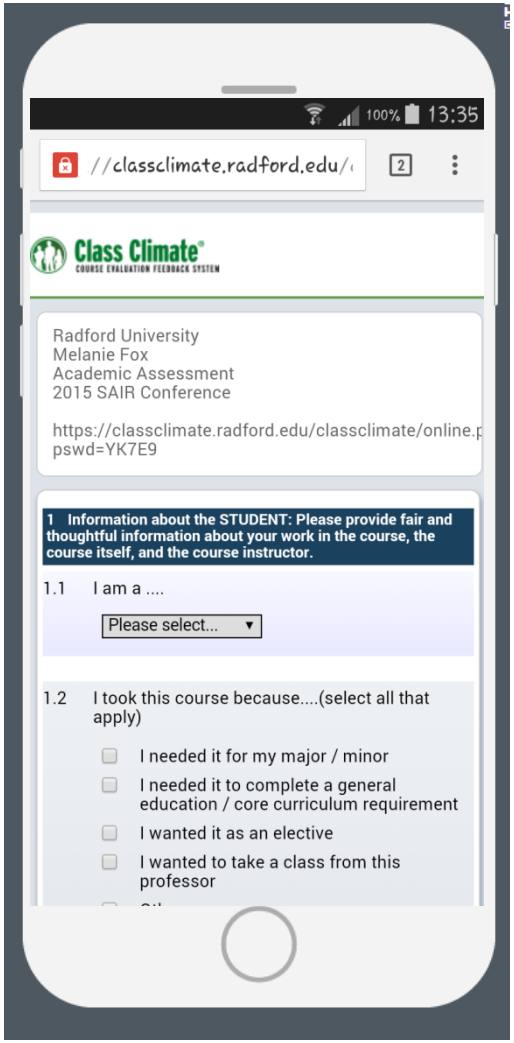


Respondents: 63 out of 89

Conclusions

Benefits

- Significant cost and time savings
- Environmentally friendly
- Ease of use/increased efficiency
- Addresses key faculty concerns
- Yields comparable results
- Faster reporting time
- Familiarity: Replicates existing process
- Increased student anonymity
- Administration, faculty, & students support



Questions & Discussion