STUDENT COURSE EVALUATIONS

Face to face course evaluations are currently conducted through a process where evaluation packets are prepared by the instruction office and distributed to instructors or, for more formal evaluations, an evaluator. These packets consist of ScanTron forms and pencils for each student in the class. Instructors of the evaluated class would need to leave the classroom while a student or evaluator issues the forms, gives time for completion, and collects the forms when students are finished. The student or evaluator would then turn in the evaluation packet to the instruction office for processing.

- The key advantage to this method is the student response rate which is every student who shows up to class that day.
- Disadvantages with this method include:
 - The amount of time needed by the instruction office in creating the evaluation packets.
 - o The class time needed while the evaluation is being conducted.
 - o Possible confidentiality issues:
 - Is the instructor being evaluated leaving the classroom?
 - Is the instructor being evaluated turning the completed evaluations into the instruction office?
 - Can the instructor being evaluated recognize the students' handwriting?
 - The amount of time needed by the instruction office in processing the completed evaluations.

Online course evaluations are conducted using online survey software known as Qualtrics. In the past, these evaluations were issued through Etudes. The instruction office would receive guest permission in a class and send out a personal message to the class with a link to the survey. In the fall quarter, the instruction office altered the way the online evaluations were issued to students. Instead of using Etudes, emails were sent out to each student in each online class. These emails were generated through the Qualtrics software and used embedded data to personalize each email sent students. Students received one email for each online class in which they were enrolled. The online Qualtrics software has the ability to filter students who have not completed the evaluation and therefore, two email reminders were sent to students who had not completed the evaluation after the initial email. During the winter quarter a notification email was sent to students before the initial evaluation email informing them of the upcoming evaluation.

- Advantages with this method include:
 - The amount of time needed by the instruction office in setting up the evaluations/emails.
 - No class time is required to conduct these evaluations.
 - Higher level of evaluation confidentiality.
 - Instructor is taken completely out of the equation.
 - All comments are typed.
 - o Reporting capabilities due to the embedded date.

- Reports are made available on a variety of areas including totals for entire quarter, department, modality, or instructor.
- The key disadvantage to this method is the student response rate.
 - o Student response rate in fall 2013 was 20%
 - o Student response rate in winter 2013 was closer to 40%

Proposal #01

Beginning with spring quarter 2013 all student evaluations including face to face, hybrid, and online courses will be issued through the online Qualtrics software.

Proposal #02

Beginning with spring quarter 2013 all student evaluations including face to face, hybrid, and online courses except for those involved with tenured faculty evaluations will be issued through the online Qualtrics software.

Proposal #03

Beginning with spring quarter 2013 all student evaluations including face to face, hybrid, and online courses except for those involved with tenured faculty and formal adjunct evaluations will be issued through the online Qualtrics software.

Evaluation Response Incentive Opportunity: Each evaluation completed will receive one entry into a raffle for a \$50 Barnes & Noble gift card. Raffle will be communicated in Passport and through email notifications

Proposed Timeline for 1st six week courses and short-term courses ending in the 1st six weeks of the quarter:

- On the **fourth Monday** of the quarter, a notification email will be sent to students informing them of the upcoming evaluation.
 - o Spring 2013 notification email will be sent Monday, April 29, 2013.
- On the **fourth Friday** of the quarter, initial evaluation emails will be sent to students.
 - o Spring 2013 initial evaluation emails will be sent on Friday, May 3, 2013.
- On the **fifth Friday** of the quarter, the first email reminder will be sent to students who have not taken the evaluation survey.
 - o Spring 2013 first reminder will be sent on Friday, May 10, 2013.
- On the **sixth Friday** of the quarter, the second and final email reminder will be sent to students who have not taken the evaluation survey.
 - o Spring 2013 second reminder will be sent on Friday, May 17, 2013.
- The deadline for students to complete the evaluation survey will be on the **eleventh Friday** of the quarter,
 - o Spring 2013 deadline is Friday, June 21, 2013.

Proposed Timeline for full quarter courses, 2^{nd} six week courses, and short-term courses ending in the 2^{nd} six weeks of the quarter:

- On the **eighth Monday** of the quarter, a notification email will be sent to students informing them of the upcoming evaluation.
 - o Spring 2013 notification email will be sent Monday, May 27, 2013.
- On the **eighth Friday** of the quarter, initial evaluation emails will be sent to students.
 - Spring 2013 initial evaluation emails will be sent on Friday, May 31, 2013.
- On the **ninth Friday** of the quarter, the first email reminder will be sent to students who have not taken the evaluation survey.
 - o Spring 2013 first reminder will be sent on Friday, June 7, 2013.
- On the **tenth Friday** of the quarter, the second and final email reminder will be sent to students who have not taken the evaluation survey.
 - o Spring 2013 second reminder will be sent on Friday, June 14, 2013.
- The deadline for students to complete the evaluation survey will be on the **eleventh Friday** of the quarter,
 - o Spring 2013 deadline is Friday, June 21, 2013.

1. The instructor communicates and maintains course structure, goals, and expectations.

#	Answer	Responses	%
1	Strongly Agree	165	51.89%
2	Agree	122	38.36%
3	Disagree	16	5.03%
4	Strongly Disagree	10	3.14%
5	Not Applicable	5	1.57%
	Total	318	100.00%

2. The instructor presents course material clearly and effectively.

#	Answer	Responses	%
1	Strongly Agree	169	53.48%
2	Agree	104	32.91%
3	Disagree	24	7.59%
4	Strongly Disagree	14	4.43%
5	Not Applicable	5	1.58%
	Total	316	100.00%

3. The instructor is knowledgeable and up-to-date in the subject.

#	Answer	Responses	%
1	Strongly Agree	179	57.19%
2	Agree	102	32.59%
3	Disagree	10	3.19%
4	Strongly Disagree	7	2.24%
5	Not Applicable	15	4.79%
	Total	313	100.00%

4. The instructor's teaching style keeps me actively involved and interested.

#	Answer	Responses	%
1	Strongly Agree	129	41.21%
2	Agree	113	36.10%
3	Disagree	38	12.14%
4	Strongly Disagree	20	6.39%
5	Not Applicable	13	4.15%
	Total	313	100.00%

5. The instructor demonstrates enthusiasm in teaching the course.

#	Answer	Responses	%
1	Strongly Agree	166	52.70%
2	Agree	94	29.84%
3	Disagree	24	7.62%
4	Strongly Disagree	14	4.44%
5	Not Applicable	17	5.40%
	Total	315	100.00%

6. The instructor is approachable and responsive to student needs.

#	Answer	Responses	%
1	Strongly Agree	151	48.40%
2	Agree	117	37.50%
3	Disagree	25	8.01%
4	Strongly Disagree	5	1.60%
5	Not Applicable	14	4.49%
	Total	312	100.00%

7. The course environment is appropriate and effective for learning (this includes outdoor and online environments and any equipment associated with the course).

#	Answer	Responses	%
1	Strongly Agree	152	48.56%
2	Agree	115	36.74%
3	Disagree	21	6.71%
4	Strongly Disagree	9	2.88%
5	Not Applicable	16	5.11%
	Total	313	100.00%

8. The instructor is available outside of class time.

#	Answer	Responses	%
1	Strongly Agree	123	39.05%
2	Agree	110	34.92%
3	Disagree	22	6.98%
4	Strongly Disagree	6	1.90%
5	Not Applicable	54	17.14%
	Total	315	100.00%

9. I feel free to raise questions.

#	Answer	Responses	%
1	Strongly Agree	157	50.00%
2	Agree	121	38.54%
3	Disagree	14	4.46%
4	Strongly Disagree	5	1.59%
5	Not Applicable	17	5.41%
	Total	314	100.00%

Winter 2013 Online & Hybrid Report

10. I feel that my opinions are valued and respected.

#	Answer	Responses	%
1	Strongly Agree	150	47.62%
2	Agree	132	41.90%
3	Disagree	12	3.81%
4	Strongly Disagree	5	1.59%
5	Not Applicable	16	5.08%
	Total	315	100.00%

11. I feel that I am being kept up-to-date on my progress in the class.

#	Answer	Responses	%
1	Strongly Agree	163	51.75%
2	Agree	116	36.83%
3	Disagree	16	5.08%
4	Strongly Disagree	17	5.40%
5	Not Applicable	3	0.95%
	Total	315	100.00%

04/17/13 2 Spring 2013

Hansen, Shelley - Instruction Office

From: Instruction Office LTCC [noreply@qemailserver.com]

Sent: Wednesday, April 17, 2013 8:42 AM To: Hansen, Shelley - Instruction Office

Subject: Evaluation for BSN-101-01, Introduction to Social Media with Mark Zuckerberg

From: LTCC Instruction Office

To: Shelley Hansen

Hello Shelley,

With the spring quarter at LTCC in full swing, it's time to evaluate **BSN-101-01**, Introduction to Social Media with Mark Zuckerberg. The survey is comprised of eleven questions (multiple-choice) followed by an opportunity to provide written comments. As always, your feedback remains anonymous. Instructor Zuckerberg will only receive aggregated survey results, and only after the end of the term.

We need to hear from you in order to continually improve online learning for all LTCC students. Please take just 3-4 minutes to complete this survey. Once you have completed your evaluation you will be entered into a drawing for a \$50 Barnes & Noble gift card. Winner will be selected after evaluation is closed on June 22, 2013

Thank you in advance for taking time to provide us with your feedback.

Instruction Office

Lake Tahoe Community College

Follow this link to the Survey:

Take the Survey

Or copy and paste the URL below into your internet browser:

This link will remain open through June 21, 2013 at midnight.

LTCC Email Manager identified this as CLEAN. Give feedback: This is SPAM · More