I think delivering course evaluation questionnaires completely online is a step in the right direction.

1 - Strongly Agree  33  30%
2  23  21%
3  22  20%
4  8  7%
5 - Strongly Disagree  22  20%

The feedback that I get from the current course evaluation system is:

1 - Extremely Informative  11  10%
2  35  32%
3  42  39%
4  16  15%
5 - Not at All Informative  4  4%

Please comment on what you specifically like, or dislike about the current system of collecting course evaluation data.

A lot of the comments and selections reflect the difficulty of the course and the amount of reading, rather than an assessment. This year I asked my students what they thought about having the evaluations available only online at Gauchospace. They uniformly thought it was a bad idea and that they did not think they would fill them out. Has any surveys been conducted to get the students opinions? We should start by using computers in class for exams and essays (as they do in law school) The most helpful information comes in the written comments, and students don’t always take the time to provi  ...
Use GauchoSpace?

Yes 67 62%
No 41 38%

People may select more than one checkbox, so percentages may add up to more than 100%.

Potential Benefits

Please rate these possible benefits of online course evaluations.

Streamlined Logistics of Delivering and Collecting Surveys

1 - Highly Beneficial 54 50%
2 22 20%
3 17 16%
4 5 5%
5 - Not at All Beneficial 8 7%

Ability to Easily Collect Narrative Responses

1 - Highly Beneficial 41 38%
2 26 24%
3 19 17%
4 5 5%
5 - Not at All Beneficial 13 12%
Ability to Collect More Thoughtful Student Comments

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Highly Beneficial</td>
<td>32</td>
<td>29%</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>11%</td>
</tr>
<tr>
<td>5 - Not at All Beneficial</td>
<td>22</td>
<td>20%</td>
</tr>
</tbody>
</table>

Please provide information on any other potential benefits that you anticipate from an online course evaluation system.

Allows students more time to answer questions. What value will the surveys be if the response rate drops to less than 50%? Saving staff time! Maybe students will actually provide useful feedback. Please don't just add this at the end of the term. Give us a mid-course option or even an option for students to provide feedback when they choose. Reduces administrative work on our already stressed staff. Your three items above assume that we can't already collect narrative responses and thoughtful student comments. Given that my department already does this within the current system, these items...

Desirability of Possible Future Enhancements

Please rate the possible future enhancements that would be possible with a fully online course evaluation system.

Ability to Suggest New Questions for the Item Pool

<table>
<thead>
<tr>
<th>Rating</th>
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<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1 - Highly Desirable</td>
<td>39</td>
<td>36%</td>
</tr>
<tr>
<td>2</td>
<td>23</td>
<td>21%</td>
</tr>
<tr>
<td>3</td>
<td>26</td>
<td>24%</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>5 - Not at All Desirable</td>
<td>9</td>
<td>8%</td>
</tr>
</tbody>
</table>
Ability to Change your Course Questionnaire Online Each Quarter, Drawing from the Campus Item Pool.

1  - Highly Desirable 31 28%
2  30 28%
3  21 19%
4  13 12%
5  - Not at All Desirable 9 8%

Ability to Administer Mid-Quarter Surveys

1  - Highly Desirable 26 24%
2  25 23%
3  21 19%
4  14 13%
5  - Not at All Desirable 19 17%

Ability to access evaluation results online as needed

1  - Highly Desirable 45 41%
2  27 25%
3  19 17%
4  6 6%
5  - Not at All Desirable 8 7%

Please list any other enhancements you might like to see developed as part of an online course evaluation system.
Ask questions that can reveal whether the students have met the educational objectives, not just whether they like the style of the instructor, the course administration, and the grade they expect to receive. Have you ever heard of the need to maintain consistent items so as to ensure valid and reliable trend data, especially in a high stakes accountability system. Course evaluations count in faculty merits and promotions, so you had better be certain that any changes stand-up to legal scrutiny, especially if you plan to change items on a regular basis. You will need to have very good equa...

Concerns

Please rate the degree to which you have concerns about the following possible aspects of switching to an online course evaluation questionnaire.

Possible Lower Response Rates

<table>
<thead>
<tr>
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<th>Concerns</th>
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<tbody>
<tr>
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<td>43</td>
<td>39%</td>
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<tr>
<td>2</td>
<td></td>
<td>23</td>
<td>21%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>18</td>
<td>17%</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>10</td>
<td>9%</td>
</tr>
<tr>
<td>5</td>
<td>Not at All Concerned</td>
<td>12</td>
<td>11%</td>
</tr>
</tbody>
</table>

Receiving Lower Ratings

<table>
<thead>
<tr>
<th>Rating</th>
<th>Concerns</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>19</td>
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<td>36</td>
<td>33%</td>
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<tr>
<td>4</td>
<td></td>
<td>13</td>
<td>12%</td>
</tr>
<tr>
<td>5</td>
<td>Not at All Concerned</td>
<td>23</td>
<td>21%</td>
</tr>
</tbody>
</table>

Less Detailed Student Responses

https://spreadsheets.google.com/a/id.ucsb.edu/spreadsheet/gform?...92h5ph03hdC9zSXIMV0J1eVdqVXFUb2RsRndDbxChl=en_US&gridId=0#chart
Please list any additional areas of concern that you may have about an online course evaluation system.

I really do think that response rates will fall. Also, I think that if students are not always thoughtful and serious about their responses now, it will be much worse on-line. Note- I always leave the room when evaluations are distributed, but I think that on-line answers particularly when written at the end of the quarter may evoke less reflect answers and are more likely to elicit 'pay back' and be a reflection of worry at the end of the quarter. See above. I expect that the response will be very low. The advantage of the current system is the students are given time during class; they ...

Please provide any other comments that you think we may find helpful.

I understand that a pilot program will be set up. What are the criteria that will be used to determine if it is successful? I hope it is more than just dollars saved. As a lecturer, my job is on the line as a result of these surveys and as long as that is the case, I think we should have leeway as to how these surveys are administered. I am completely against this method of administering the scores. It's like being an absentee defendant in a trial. The relevant committee should hire someone with expertise in sampling and survey design (at least consult a statistician). This idea is an emba ...

Willing to Help

John

Foran foran@soc.ucsb.edu
no no no no no no!!!
sears@lifesci.ucsb.edu
Don Lubach
don.lubach@sa.ucsb.edu

I do a midterm survey using free online survey tools in several of my courses. Those links have expired (or are only available on my login), but I have older versions in hard copy:
http://www.history.ucsb.edu/faculty/marcuse/classes/133c/133cPrevYears/133c04/133c04MidEval.htm
http://www.history.ucsb.edu/faculty/marcuse/classes/33d/prevyears/33d03/33d03MidEval.htm Here's are two more recent ones that I cloned so the questions can be viewed now: http://feedbackfarm.com/surveyeng ...
Number of daily responses