Student Evaluation of Teaching:

A REPORT TO THE CURRICULUM AND INSTRUCTION COMMITTEE ANSWERS BASED UPON DATA COLLECTED FOR THE FALL 2013 SEMESTER.

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1. When are the notification for evaluations for online classes sent to students?
   - a. Control factors
     - Current Enrollment
       We query Banner to select only those students who are registered for the class as of 3 ½ weeks before Study Day. This eliminates students who have dropped the class.
     - Protection Against Multiple Votes
       The email we send to students contains the following:
       - A specific link to the evaluation.
       - The last day to evaluate the class, noon on Study Day.
       - A special code to prevent double-voting.
1. When are the notification for evaluations for online classes sent to students.

   b. When is Online SET sent out to students?
      
      • 13 week class: Mailed 3 weeks before Study Day
      • 9 week class: Mailed 2 weeks before Study Day
      • Shorter Than 9 week class: Mailed 1 week before Study Day

   We also try to honor special requests from professors about timing.
1. When are the notification for evaluations for online classes sent to students.

- c. Can you break out Online Classes from traditional classes with online evaluations?
  - We can identify whether a student evaluated a course online.
    
    Opting into Online SET does not require that you teach your class online. In addition, some online courses evaluate using paper/pencil.
  
  - We can whether a course has a certain section number.
    
    Sections 200 to 299 have traditionally been used to indicate that a course was an online course.
    
    Sections 600-699 are traditionally used to indicate distance courses delivered over closed circuit TV.
2. What are the response rates?

- **Online SET**: Online assessment, including both online and traditional courses, evaluated online
- **Traditional SET**: Paper based assessment, including both online and traditional courses evaluated traditionally, in the classroom
- **Hybrid**: Not Available
- **Traditional using Online SET**: 20-30 we could look up manually
3. **Response rate by type of student**

<table>
<thead>
<tr>
<th></th>
<th>Traditional SET</th>
<th></th>
<th>Online SET</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Response</td>
<td>Enrollment</td>
<td>Response Rate</td>
<td>Response</td>
</tr>
<tr>
<td>Less than 3000 (lower level)</td>
<td>28,135</td>
<td>43,708</td>
<td>64.4%</td>
<td>1,315</td>
</tr>
<tr>
<td>3000 – 4999 (Upper Level)</td>
<td>10,004</td>
<td>14,131</td>
<td>70.8%</td>
<td>436</td>
</tr>
<tr>
<td>Greater than 4999 (Graduate Level)</td>
<td>16,260</td>
<td>20,300</td>
<td>80.1%</td>
<td>1,948</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>54,399</strong></td>
<td><strong>78,139</strong></td>
<td><strong>69.6%</strong></td>
<td><strong>3,699</strong></td>
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</tbody>
</table>

Online SET: online assessment, including both online and traditional courses, evaluated online

Traditional SET: paper based assessment, including both online and traditional courses evaluated traditionally, in the classroom
4. Do you have any way of identifying response rate tied to Rank of instructor?

We don’t.

- Instructor rank is not currently an item in the SET instrument. A lot of errors resulted when faculty were asked their rank.
- Banner data about instructor rank indicates current rank, not rank over time, at the time the assessment was given.
5. Can we get a comparison of the responses between Fall 2013 and Fall 2014?

- a. On Line SET
- b. Traditional with on line evaluations
- c. Traditional SET

We can calculate Online SET and Traditional SET figures in Summer 2015.

It would take us a bit longer to manually separate out those who teach traditionally but evaluate online, and those who teach online but evaluate traditionally.
5. Can we get a comparison of the responses between Fall 2013 and Fall 2014?

- B. In addition to above do you have any other metrics for Fall 2013 that you feel might be helpful to us.

- Response rates can be improved by:
  1) Sending out the evaluation earlier.
  2) Requiring that students participate to view their grades.
  3) Instructors letting the students know that they care about their results, and use the information to improve their teaching.