



# SET Online App

An Update from Student Evaluation of Teaching

# 1. Rationale

Evaluation of Teaching is important because it:

- Charts teaching progress for tenure and promotion.
- Helps to reward good teaching practices.
- Allows students to suggest relevant changes to teaching approaches in a formative way.

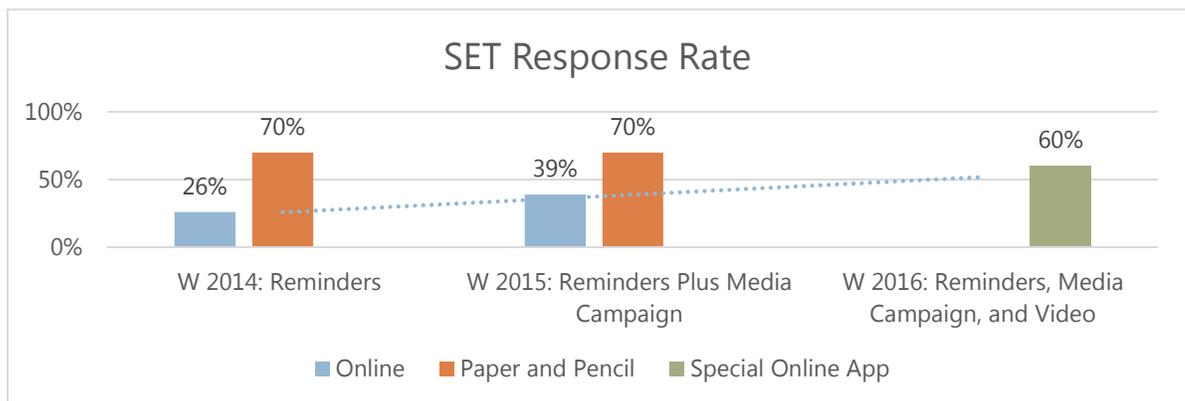
Our office spends more than \$20,000 each year on paper forms for Student Evaluation of Teaching, which are ultimately thrown away. Online evaluations are a proven cost and time-saving approach.



Figure 1. Paper Surveys as Delivered by Departments and Colleges

The main obstacle standing in the way of Online SET is the poor response rates associated with this evaluation method. (Nulty, 2008; Bennett, & Nair, 2009) At our university, the difference between paper and online response rates is considerable.

Table 1. Response rate using different survey methods



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## 2. The SET Online App

One of the reasons paper SET receives higher participation rates is believed to be related to peer pressure. A group of administrators discussed the idea of administering Online SET during class time as a way to improve response rates, capitalizing on peer pressure of doing the SET together.

An application was created by Rob Thompson's team to allow students to access the SET survey online, using their phones, devices, or laptops during class. The application combines Banner information with Qualtrics survey design software options.

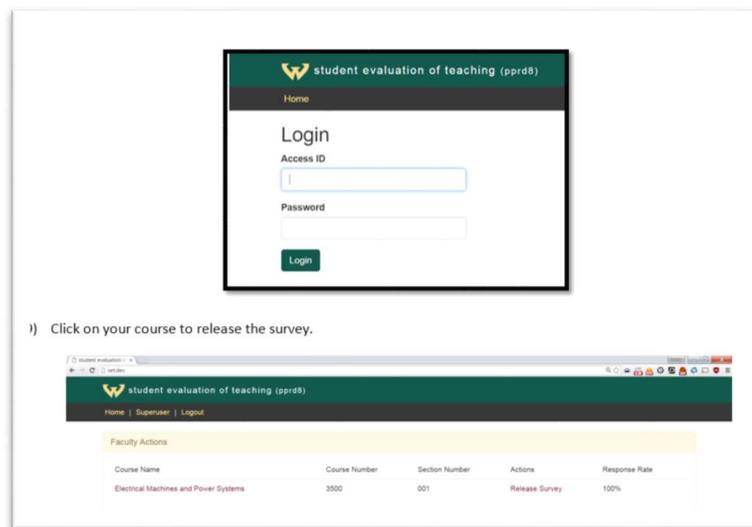


Figure 2: Faculty Interface for the Online App

## 3. The Pilot

During the Winter 2016 semester, 33 faculty volunteered to participate in the Pilot. Ultimately, 13 faculty evaluating 17 courses, participated. 51% of the faculty opted to participate online. Because of issues with administration, the remainder opted to participate using paper evaluations.

60% of students in the classes which administered online participated in the Pilot. This is a great participation rate, although not yet at 70%, which is our response rate for paper. Part of the success may be due to the app and part may be due to specific approaches used by the faculty.

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## Response Rates

<b>Course Name/Number/Section</b>	<b>Panel Size</b>	<b>Percent Complete</b>
<i>(PS) General Chemistry I - 1220.001</i>	296	73.31%
<i>(PS) General Chemistry I - 1220.500</i>	22	90.91%
<i>(PS) General Chemistry I for Engineers - 1225.001</i>	95	68.42%
<i>(PS) Survey of General Chemistry - 1020.001</i>	130	56.92%
<i>(WI) Clinical Practicum V - 4360.001</i>	10	40%
<i>Academic Preparation II: Reading and Vocabulary - 0515.002</i>	3	33.33%
<i>Applied Regression Analysis and Generalized Linear Models - 9300.001</i>	8	62.50%
<i>Business Finance - 3290.001</i>	63	7.94%
<i>Data Communications and Networks - 5860.001</i>	19	63.16%
<i>Fundamentals of Six Sigma - 7610.002</i>	40	72.50%
<i>Introduction to Programming and Computation for Engineers - 1500.001</i>	59	27.12%
<i>Laboratory Operations - 4040.001</i>	18	88.89%
<i>Psychology and the Workplace - 2100.002</i>	49	28.57%
<i>Radiation Therapy Technology Seminar - 4240.002</i>	10	70%
<i>Skill Building III: Oral-Integrated - 0300.001</i>	7	14.29%
<i>Topographic Anatomy and Medical Imaging - 3140.001</i>	8	100%
<i>Transition to Professional Nursing Practice - 4050.001</i>	60	33.33%

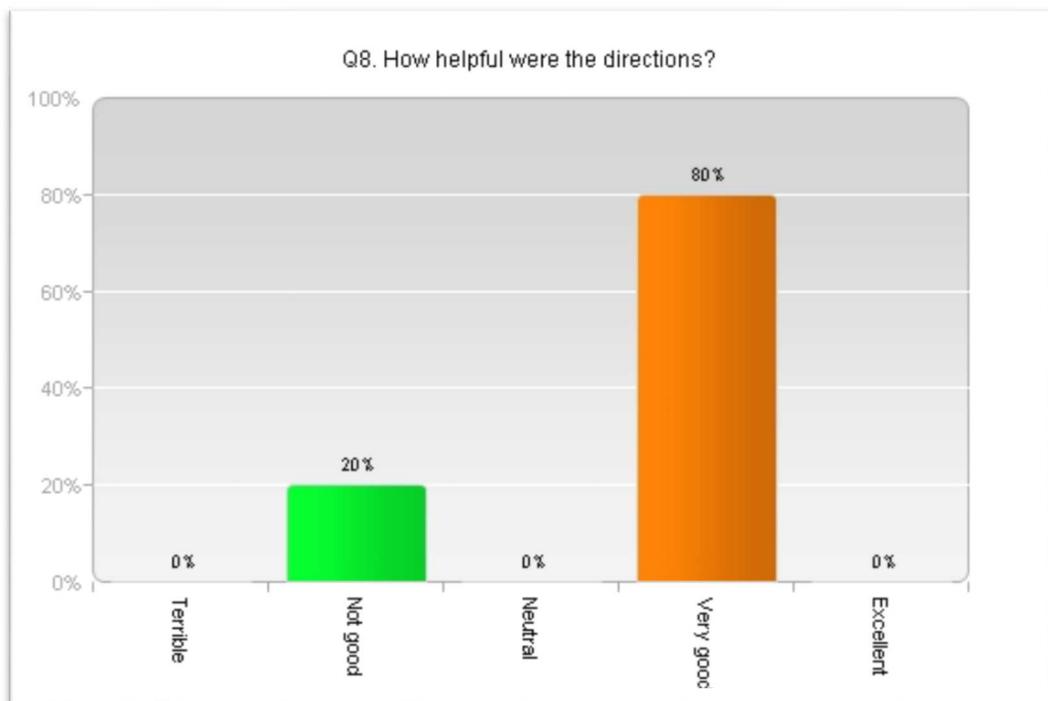
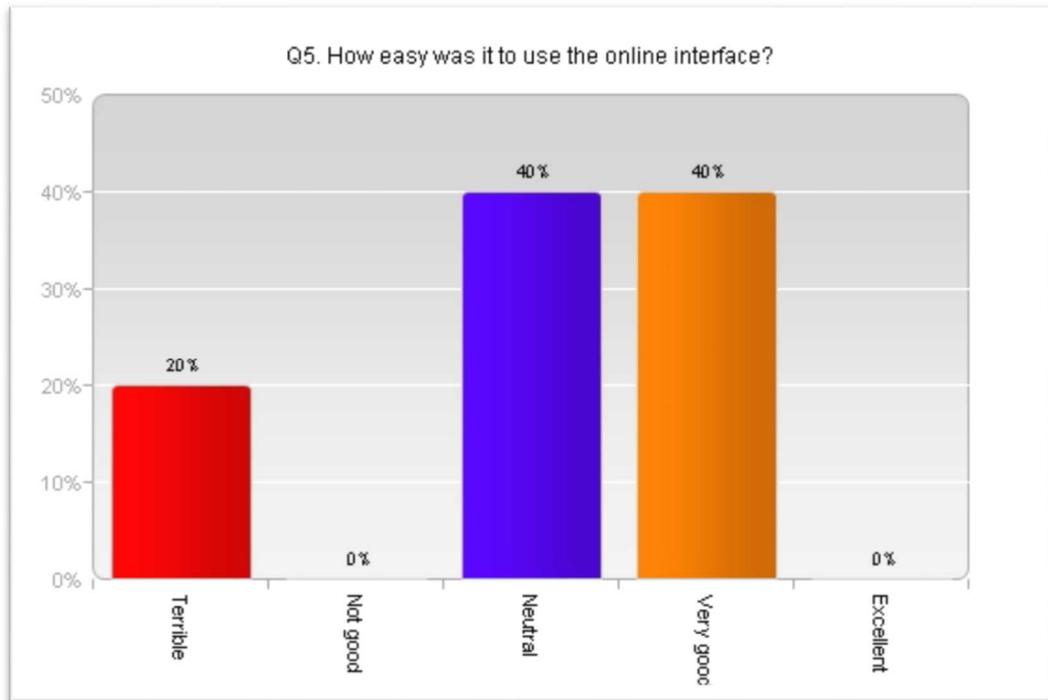
## 4. Feedback

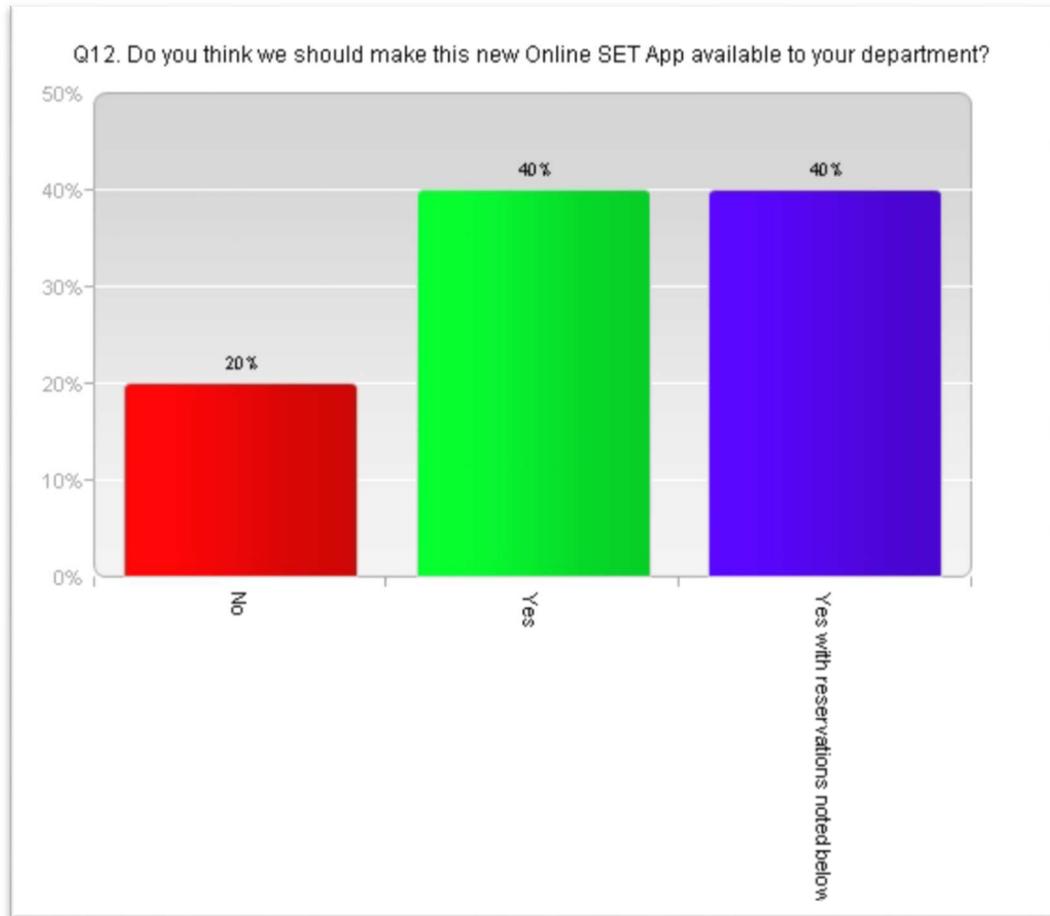
Discovered errors were fixed during the Pilot implementation. The programmer and our support staff worked together and addressed problems quickly and efficiently. We found Rob's team to be very helpful and efficient. Even with problems, the faculty liked the App. Details are below.

### Faculty General Comments

- I cannot release the survey as the login portal is not accepting my access ID and password. *(This bug was fixed.)*

- I really liked not having to deal with the paperwork. I think the students liked it, too.
- I'm happy to have participated in this pilot.





#### Faculty Comments Regarding Incentives

- The incentive is extra credit. I offered 5 point if 75% or more completed it. The 1220/1225 students really pushed one another on it.
- I didn't actually use any incentives at all. This group of students take all of their classes together, and they've had a few classes with me, so we all know each other. I think that probably made a big difference here. Overall, it was not difficult and was a good experience.
- It was a great program and easy. I would make it automatic though. Only have instructors select the date and time they want it released if they don't want it to be the last day of class. Also, it should be more streamlined. I had to click into it, select my class, etc. which is ok but just clicking to activate it and setting the date and time would be easier. And I think the link and instructions were in a pdf attached to an email. The link to release the evaluations should be in an email body.
- I had an issue with opening up the SET sheets in class. I did give students time to complete the other letter sent to them in class. The response of 20 correlated to the

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number of students who attend lecture. I would like to know what the others did to get students to be in class that day. I felt as though it would be a conflict of interest if I offered extra credit points.

The real SET was done on paper in class due to the technical difficulty and the online was done again later asynchronously once the survey activation issue was resolved. I had send a mail about the issues I faced and that got the issue resolved.

Well, the incentive I gave was a small pep talk and I placed the video of value of SET on Blackboard for students to review. I mentioned when the SET would be done a class in advance (that got a 100% participation in the in class paper survey. The pep talk I gave them was somewhat:

The SET is the way you (my customer) can provide feedback to me your instructor (your service provider) so I may be able to improve the course for future students. I said that without their feedback I can't improve as an instructor and the course cant improve for future customers (students).

I also asked them to be frank and truthful in their feedback - I asked them to specifically elaborate what went wrong so i can act on it. Also, from day 1 I kept reiterating how important the SET was for faculty to improve. Also, I have a twice a week (this class was 4 credits that met 2twice a week) exit survey that asks three questions:

- 1 What did you learn in this class?
- 2 Give an example of where you have seen the content we studied applied at work.
- 3 What questions linger in your mind?

At start of subsequent class, I addressed the previous class Exit Ticket. So, I believe the students knew that I acted on their feedback and so, "maybe", they felt encouraged to participate in the SET?

I have done the same at LTU where the on line SET is not administered in class but asynchronously on line via email and I as a faculty do nothing (I don't activate anything). I keep giving the same PEP talk about SET all semester from day 1 and also have exit tickets. Response rates for my classes are mid 90%.

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## 5. Next steps

We would like to run another pilot during the spring/summer to see how faculty respond to the App now the bugs are fixed. Faculty confidence with using the system will be integral to the effectiveness of the App in the greater university community.

A major obstacle is that many faculty members are hired at the last minute and never entered into Banner. They must be entered into Banner by the tenth day census in order to utilize this App. Dave Brisbois's team is working with us to help SET Coordinators enter needed instructor information before the tenth day census. The reminder report has been sent out for feedback to two SET coordinators. It will be going out during the Spring/Summer term for further input from the remaining SET coordinators.

Potentially, in Fall 2016, there will be two administration methods: Paper (soon to be discontinued) and the new SET App.