



THE UNIVERSITY *of* NEW MEXICO
New Mexico's Flagship University

IDEA Replacement with EvaluationKIT

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Further information available at:

<http://averia.unm.edu>
<http://coursefeedback.unm.edu>

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Project Context

- In summer 2012, the Provost charged the Academic Technology Liaison (Stephen Burd) to evaluate IDEA and, if needed, identify and evaluate possible replacements
- Rationale:
 - High administrative complexity of current system
 - Difficulty in gathering/using survey responses/results for further analysis (e.g., data analytics and text mining)
 - Concerns about usefulness of results in promotion and tenure evaluation
 - Faculty dissatisfaction with current system
- A working group was formed:
 - 10 faculty – primarily drawn from Faculty Senate Teaching Enhancement and IT Use Committees
 - 3 administrators – Academic affairs, IT services, and New Media & Extended Learning
 - 2 students – GPSA and ASUNM

Replace IDEA? With What?

- The working group quickly concluded that IDEA didn't meet UNM needs
- Goals for a replacement system:
 - Increase use of and usability of student feedback for formative and summative purposes
 - Adopt a **modern tool** with:
 - ❑ Greater flexibility in survey content and administration
 - ❑ Online and mobile survey capabilities
 - ❑ Improved reporting
 - ❑ Support for analytics

Timeline

2012	Working group examined faculty technology survey results and available products – determined that a replacement for IDEA is warranted
	Outlined goals for a replacement system
2013	Working group examined alternatives and sample RFPs in detail – developed/released RFP
	RFP responses closed in October, preliminary evaluation begins
2014	Spring - Detailed evaluation of RFP responses, top responses identified, vendor demos in early May
	June – Provost chose EvaluationKIT , working group agreed
	Summer - Acceptance (sandbox) testing is successful
	Fall - Steering committee formed, pilot testing by Architecture, ASM, Public Admin, and Gallup campus, policy discussion with Faculty Senate
2015	Spring – Evaluate pilot results and make adjustments, phase 1 rollout to 33-50% of UNM, finalize related policies
	Summer (by June 30) – Full switchover to EvaluationKIT

Key EvaluationKit Features

- **In nearly every way they're the opposite of IDEA !!**
- Survey structure similar to old ICES system
 - Questions drawn from a question bank or custom-developed
 - If UNM wants a question bank then it must populate it
 - Faculty can add their own questions
 - A survey can “layer” questions from multiple organizational levels
 - Various questions types including open-ended with free text response
 - No explicit tie to learning objectives nor inter-institutional norms
- Fully online system
 - Hosted on vendor servers – no local installation option
 - Survey definition/administration via browser-based application
 - Students complete surveys via browser or cellphone app
 - Reports generated in PDF/Excel
 - Surveys/results can be extracted for downstream analytics

Who Is Guiding the Project?

➤ Key participants

- Faculty Senate (starting with Teaching Enhancement Committee)
 - Faculty Handbook policies
 - UNM-wide questions
- Academic Affairs (Provost and staff)
 - How will the new system interface with merit, promotion, tenure, and post-tenure reviews?
 - How will the new system support teaching improvement?
- Central IT
 - Administration (shared with academic units)
 - Data (course sections, instructors, students)
 - Security
 - Training and support

➤ Steering committee includes participants from each group

- <http://averia.unm.edu/EvKitSteeringCommittee>

Current/Next Steps

- Define UNM-wide content and related policies
 - Faculty Senate does this starting with TEC
 - Provost participates due to merit, promotion, and tenure process impacts
 - May require Faculty Handbook update
- Prepare for spring partial roll-out
 - Select participants
 - Arts & Sciences, Architecture, Education, Engineering, Gallup campus, Management, Public Administration, University College
 - Participants must **define survey timing and content**
 - Some consistency in timing and content is needed across UNM to ensure administrative feasibility
 - Participants and IT must **determine the distribution of administrative effort and responsibility**

Policy and Procedural Issues

- Survey content requirements
 - **Will UNM adopt a set of standard questions included in all surveys? If so, what are they?**
- Distribution and/or confidentiality of survey data and reporting
 - **Who gets to see what data/reports and under what conditions?**
 - Do students or the public get to see any of it?
- Confidentiality of survey respondents
 - Is existing language too weak, about right, not strong enough?
- Tool specificity
 - Should use of a UNM-approved tool be required?
- Administration
 - How will control over survey content and administration be distributed among academic affairs, schools & departments, faculty, central IT services?

The Online Survey Challenge

- Key challenge
 - **How to ensure adequate student participation?**
- Conventional wisdom says that student survey results aren't reliable without "high" response rates
 - Some question whether they're reliable even with 100% response rate
 - No authoritative definition of "high enough"
 - UNM-wide IDEA response rates were approximately 70% - that's the baseline
 - Aggregate (unit/campus) Fall pilot results ranged from 36-69%
 - **What factors lead to higher participation rates?**
 - Analysis of fall results will help to answer that question

Ensuring High Response Rates

- Practices that have worked elsewhere – mostly in combination:
 - Survey administration
 - ❑ Open survey window of days to weeks
 - ❑ Administering surveys during F2F class periods
 - ❑ Monitor response rates and intervene as needed
 - Encouragement, nagging, and/or begging
 - ❑ Directly by the instructor – **Most effective practice !!**
 - ❑ Automatically via email, text message, ...
 - Carrots
 - ❑ **Points toward the course grade**
 - ❑ **Early release of final grades**
 - ❑ Drawing or contest entry
 - Sticks
 - ❑ **Lost points toward the course grade**
 - ❑ **Delayed or no release of course grades**

EvaluationKIT

Browser-Based Interface Example



Test Survey

Course : TestCourse : Test Course

1 - I would recommend this instructor to another student.

- Definitely Yes
- Probably Yes
- Unsure
- Probably Not
- Definitely Not

2 - I would recommend this course to another student.

- Definitely Yes
- Probably Yes
- Unsure
- Probably Not
- Definitely Not

3 - Compared to other courses how much did you learn in this course?

- Much More
- Somewhat More

- Disagree
- Strongly Disagree

Comments:

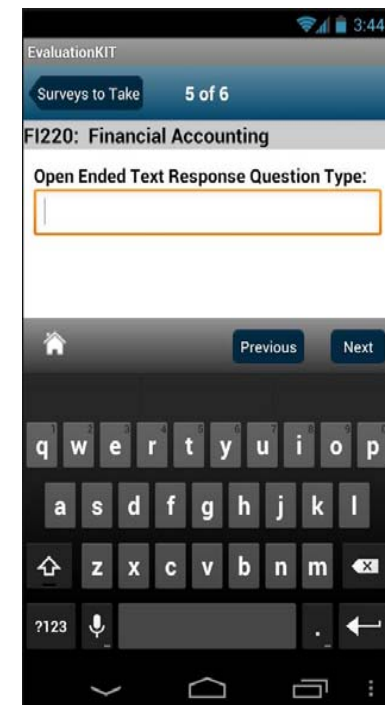
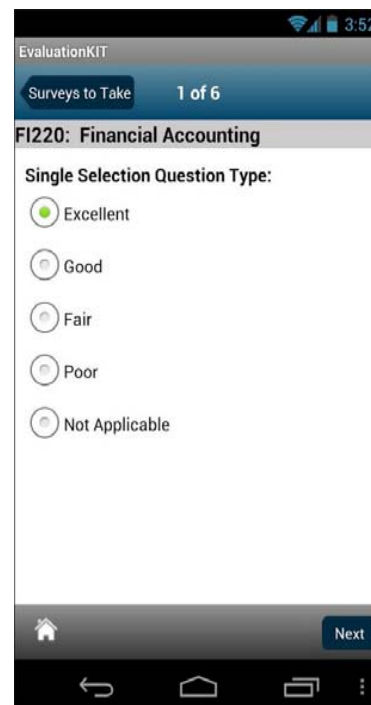
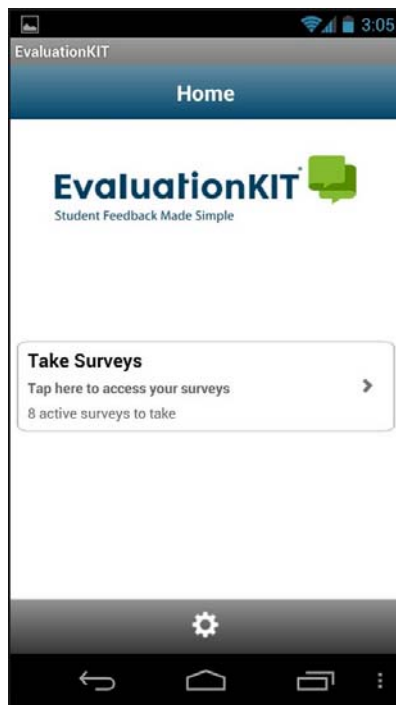
12 - What instructor-provided or other resources contributed the most to your learning in this course?

13 - Please provide any additional comments on the instructor or course.

Submit

Exit

EvaluationKIT Mobile Interface Examples



EvaluationKIT

Instructor/Course Report Example

1 - I would recommend this instructor to another student for this or other courses.

Response Option	Weight	Frequency	Percentage	Percent Responses				Means			
Definitely yes	(5)	29	65.91%					4.52			
Probably yes	(4)	10	22.73%								
Unsure	(3)	4	9.09%								
Probably not	(2)	1	2.27%								
Definitely not	(1)	0	0%								
				0	25	50	75	100	Question		
Return Rate	Mean	STD	Median								
44/61 (72.13%)	4.52	0.76	5.00								

2 - I would recommend this course to another student.

Response Option	Weight	Frequency	Percentage	Percent Responses				Means			
Definitely yes	(5)	23	52.27%					4.27			
Probably yes	(4)	14	31.82%								
Unsure	(3)	3	6.82%								
Probably not	(2)	4	9.09%								
Definitely not	(1)	0	0%								
				0	25	50	75	100	Question		
Return Rate	Mean	STD	Median								
44/61 (72.13%)	4.27	0.95	5.00								

Report Example - Continued

6 - What specific suggestions do you have to improve the course and the instructor's teaching?	
Return Rate	28/61 (45.9%)
<ul style="list-style-type: none">- - More in-depth explanations- Slower paced- Expand the power points a little bit to explain things a little more.- He could provide more practice in class for calculations.- He is a great professor, I do not have any suggestions.- I know there is a lot of material to cover in this class, but I thought we moved way too fast through the material and it was hard for me to fully absorb it before we moved on to a new topic. So I would suggest moving a little slower, but I know that is probably impossible with the amount of material we need to learn.- I suggest more practice problems over lecture.- I think the class is taught very well, one thing I would suggest is more group work.- I would maybe improve the amount of time that he spent on his lectures, or provide more examples so that the concepts were drilled into our heads.- I would suggest the lecture going through the whole period esp. in the beginning of the semester. I have trouble calling back to things taught earlier in the semester because not much time was spent on it.- It would be beneficial to warn students of the perils that can await those who choose to group-test take. This method was extremely disorienting for me and created unnecessary anxiety.- Maybe in little more in depth with some of the chapters but mostly just fine.- More practice problems- na- No specific suggestions.	