

University of New Mexico
Fall Pilot Follow Up Survey

1 - To which pilot group do you belong?					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Anderson School of Management	(1)	36	60%		
Architecture	(2)	6	10%		
School of Public Administration	(3)	2	3.33%		
UNM Gallup campus	(4)	16	26.67%		
None of these (if so, please enter your department or school in the comment box)	(5)	0	0%		
				0 25 50 75 100	
Return Rateq					
60/60 (100%)					

2 - Which of the following methods did you use to motivate students to complete the survey (choose all that apply)?					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
I didn't actively try to motivate students to complete the survey	(1)	10	16.67%		
I set aside time for students to complete the survey during a face-to-face class period	(2)	7	11.67%		
I reminded students during one or more face-to-face class sessions to complete the survey at a time of their choosing	(3)	41	68.33%		
I asked students to complete the survey via one or two email messages	(4)	18	30%		
I asked students to complete the survey via more than two email messages	(5)	3	5%		
I counted survey completion as a required part of the students' final course grade	(6)	3	5%		
I counted survey completion as extra credit for the students' final course grade	(7)	5	8.33%		
				0 25 50 75 100	
Return Rateq					
60/60 (100%)					

3 - Please rate your satisfaction with the following aspects of the survey and reporting process					
Information provided to me before the survey was released to students					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Very satisfied	(5)	10	16.67%		3.33
Satisfied	(4)	20	33.33%		
Neutral	(3)	13	21.67%		
Dissatisfied	(2)	14	23.33%		
Very dissatisfied	(1)	3	5%		
				0 25 50 75 100	Question
Return Rateq					
60/60 (100%)					
		Mean	STD		
		3.33	1.16		

3 - Please rate your satisfaction with the following aspects of the survey and reporting process					
Automated emails about ongoing response rates					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Very satisfied	(5)	15	25%		3.75
Satisfied	(4)	26	43.33%		
Neutral	(3)	11	18.33%		
Dissatisfied	(2)	5	8.33%		
Very dissatisfied	(1)	3	5%		
				0 25 50 75 100	Question
Return Rateq					
60/60 (100%)					
		Mean	STD		
		3.75	1.08		

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3 - Please rate your satisfaction with the following aspects of the survey and reporting process

Survey open/close dates

Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Very satisfied	(5)	8	13.33%		3.20
Satisfied	(4)	20	33.33%		
Neutral	(3)	16	26.67%		
Dissatisfied	(2)	8	13.33%		
Very dissatisfied	(1)	8	13.33%		
				0 25 50 75 100	Question
Return Rateq	Mean	STD			
60/60 (100%)	3.2	1.23			

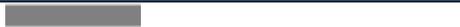
3 - Please rate your satisfaction with the following aspects of the survey and reporting process

Timeliness of access to my survey reports

Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Very satisfied	(5)	15	25%		3.68
Satisfied	(4)	25	41.67%		
Neutral	(3)	11	18.33%		
Dissatisfied	(2)	4	6.67%		
Very dissatisfied	(1)	5	8.33%		
				0 25 50 75 100	Question
Return Rateq	Mean	STD			
60/60 (100%)	3.68	1.17			

3 - Please rate your satisfaction with the following aspects of the survey and reporting process

Ease-of-access to my survey reports

Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Very satisfied	(5)	18	30%		3.83
Satisfied	(4)	26	43.33%		
Neutral	(3)	8	13.33%		
Dissatisfied	(2)	4	6.67%		
Very dissatisfied	(1)	4	6.67%		
				0 25 50 75 100	Question
Return Rateq	Mean	STD			
60/60 (100%)	3.83	1.14			

3 - Please rate your satisfaction with the following aspects of the survey and reporting process

Student response rate for my surveys

Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Very satisfied	(5)	8	13.33%		3.03
Satisfied	(4)	9	15%		
Neutral	(3)	24	40%		
Dissatisfied	(2)	15	25%		
Very dissatisfied	(1)	4	6.67%		
				0 25 50 75 100	Question
Return Rateq	Mean	STD			
60/60 (100%)	3.03	1.10			

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3 - Please rate your satisfaction with the following aspects of the survey and reporting process

Usefulness of structured question responses for improving my course(s) or teaching

Response Option	Weight	Frequency	Percentage	Percent Responses					Mean
Very satisfied	(5)	8	13.33%						3.45
Satisfied	(4)	23	38.33%						
Neutral	(3)	20	33.33%						
Dissatisfied	(2)	6	10%						
Very dissatisfied	(1)	3	5%						
				0	25	50	75	100	Question
Return Rateq	Mean	STD							
60/60 (100%)	3.45	1.02							

3 - Please rate your satisfaction with the following aspects of the survey and reporting process

Usefulness of text responses/comments for improving my course(s) or teaching

Response Option	Weight	Frequency	Percentage	Percent Responses					Mean
Very satisfied	(5)	12	20%						3.53
Satisfied	(4)	20	33.33%						
Neutral	(3)	19	31.67%						
Dissatisfied	(2)	6	10%						
Very dissatisfied	(1)	3	5%						
				0	25	50	75	100	Question
Return Rateq	Mean	STD							
60/60 (100%)	3.53	1.08							

4 - If you answered Dissatisfied or Very Dissatisfied on any items in the previous question please explain.

Return Rate	36/60 (60%)
<p>- I was disappointed in response rates. I have to accept some of the blame for this, as I didn't actively promote completion of the survey and didn't offer any incentive for completion (or 'stick' for not completing it). I'll change this for the current semester.</p> <p>- Didn't have the ability to see what questions were posted or was provided a preview URL to access the survey before it went out.</p> <p>- I typically administer the teaching evals on the last day of class and post grades within three hours of the last day of class. Because I gave students extra credit for completing the survey in order to boost the response rate, and because I could not set my own closing date, I had to wait for the surveys to close before I could post grades.</p> <p>- We had a hard time getting to the surveys.</p> <p>- I would like to have more control over when the survey is available to students.</p> <p>- I could not tell who did (or not) do the evaluation during the semester and since everyone has to do online. It was not easy to give time to do the evaluation in a class without computers for everyone. I did ask students (who did not do the evaluation or did not have the access to the online evaluation) to do a paper version.</p> <p>- Most questions are not too useful for improving course since they focused more on how much students were satisfied.</p> <p>- N/A</p> <p>- The online questionnaire was given too late in the term; short term classes had already finished. In addition, it was difficult to get students to participate, especially because many of the Gallup students don't have access to off- campus internet. Last, there was no way to modify the questions to fit our classes. A failure all around. But that is what you are forcing on us regardless of what we need or say.</p> <p>- Survey took place during Thanksgiving week and reduced number of face-to-face meetings with students didn't leave many options to allot class time for students to complete evaluation.</p> <p>- My dissatisfaction has to do with my overall experience which mainly involves the difficulty I had accessing the evaluation. I spend too much time going round and round to finally get to the results. My "round and round" time can be put to better use like preparing for my class and working student projects.</p> <p>- I was not informed fully about the new IDEA setup. I did not know what to advise the students. I think it is a good way to do evaluation electronically, I am looking forward to that.</p> <p>- We were given very little notice that we would be pilot testing this new evaluation method. The time window in which to complete the survey was insanely small (especially when compared to other universities that do online evaluations). Our reports should be available as soon as we submit our final grades (which seems to be the standard at other large, state institutions).</p> <p>While my response rates were relatively high compared to my colleagues, they were still not where I think they should be. Many students at UNM-Gallup don't have access to the internet at home (or, if they do, only have access through their phone). This makes it difficult for faculty to get solid feedback, especially when the timeframe for completing the evaluation is so short.</p> <p>- I am a new hire at UNM-Gallup. Although I have taught at UNM before, I was not notified until the day the evaluation period started of the change.</p> <p>It took me three times the amount of effort to get the same percentage of students to respond as in the past. This was based on the guidelines I was told to operate under (do not give students class time to complete the evals., do not let them go early to complete them, do not show them how to access the evals.)</p>	

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- We were notified until very late that the IDEA forms would be replaced which resulted in 8 and 12 week courses not being evaluated. Notification at the beginning of the semester would have been helpful.

- The survey close date was the same day grades were due. So if you followed a similar course as the prior printed reviews, grades showed up as NR confusing the students and faculty alike. The closing date for the survey needs to precede the closing date for grade submittal. Separation please.

- It needs to be done in the class setting, not at students pleasure. Only 50% of students participated. I have taught at UNM for 14 years, this is the first time I got such bad evaluation. It looks like only people who did not like the course took the survey.

- Please don't change the deadline of the surveys right in the middle of distribution.

- I think survey time was short, if not too short. I suggest it is opened till last day of class, and not a week or more before end of semester. I don't remember I received any text responses/comments for improving my course (s) or teaching. Maybe, you don't have my contact (cell) on file. Response rate was very low for all my classes. I assumed that survey was to be opened till end of the semester and I remember I started reminding students to take the survey within about 2-3 days to the close of survey.

- I would hope that the response rates could be improved.

- I was originally disappointed by the survey close dates, but once they were adjusted it was much better. I think the surveys need to stay open until the end of the semester.

The response rates were much better than I anticipated for the first time around. Good job!

- I have not been able to access my survey reports and have not received communications on the results or suggestions emerging, thus I have so far not received any benefit as to how to improve my teaching

- I don't remember ever getting information about when the survey would be available to students and on-going response rates during the time the survey was available to students - I would have liked to get the exact dates about a week before the survey opens and at least one response rate about half way through the survey availability dates

I did not require or mention the survey in my 635 section but did require its completion and awarded credit for in my 300 section

- Advance notice would have helped

- The automated emails are of an unnecessarily high frequency, particularly considering they come at the end of the semester when students are extremely busy. As someone who is evaluated by the survey, I do not want my students feeling pressured or badgered to provide information. The method is ineffective as well, the response rates were similar to previous methods.

I did not receive information about what was going to be surveyed before it was released, despite attempting to do so.

- I'd like to see the survey open begin about a week or so sooner. The end of the semester gets very hectic!

- Unless I missed something, I was pretty much in the dark about the surveys until they were released. Despite considerable nagging on my part, students still preferred the paper Scan Tron type evaluation sheets that were done at the end of each semester in class.

- I was never able to access my survey and had no instruction on how to do so. I have no opinion on the rest as they do not apply

- New system (EvaluationKit) was imposed upon us well into the semester. Although we were told to set aside class time for it, several students did not take it then because they lacked internet access (I think there is an assumption that every student has a phone with internet access) or just didn't want to take it. I prefer the way I did it before; survey them all at once and immediately prior to a quiz. I know that students will be there (if only for the quiz that follows). I would prefer not to give credit for students taking it, it seems coercive and adds to grading issues. Although I understand that this system has already been adopted, thanks for considering my views.

- Unable to access results of survey to not able to use to improve this semester. I am only part time faculty but would like to see the results. I'm not sure why I couldn't access.

- I think it would be nice to have more information to give to the students about the online survey.

- I cannot access any survey results so really don't have any way of responding in a constructive manner. The class was very small so there would not have been many anyway. I recall there having been at least one response, but none show up for me to view.

- Student response rates remain an issue. Part if it is likely the novelty of the process. Response rates should improve over time.

- I answered neutral to two questions because I had to areas where there were "surprises" - first I didn't actually realize I was in the pilot until the survey went out to students. I had a student ask me the week before the survey if the feedback would be electronic for my course and I told him no. Then viola - there is was in my inbox. I was happy to participate and actually like it a lot. Would have been nice if I had pre-warned the class though. Additionally I was not clear on the closing date and so I don't feel like I pushed my students soon enough and my response rate was ok. I think for future sessions I will be better prepared and can add some additional pressure to get students to respond at a higher level.

Overall a great experience (particularly for a pilot) and I look forward to this program moving forward. My results were available really quickly - faster than I ever received a paper copy. That allowed me to incorporate student comments into this semester's plan which was really awesome.

- Survey was open even after students took their last/final exam. The survey should be closed prior to the last week of classes.

- I did not receive really any notice re: this pilot program. I also do not think this online survey serves UNM-Gallup very well considering so many students do not have Internet access at their homes, and that most of our classes are not taught in computer labs.

- I have been unable to retrieve results from a couple of my sections, due to a threshold of response rate. Why is this the case? It is my understanding that response rates of less than 50% are not reported. This is particularly problematic for small sections and ITV sections. For instance, if there are only 3 students in an ITV section, and only one fills out the survey, results will not be reported. Can this threshold be eliminated?

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5 - I believe my survey results accurately describe my teaching performance and course quality.									
Response Option	Weight	Frequency	Percentage	Percent Responses		Mean			
Strongly Agree	(5)	6	10%			3.61			
Agree	(4)	29	48.33%						
Neutral	(3)	13	21.67%						
Disagree	(2)	4	6.67%						
Strongly Disagree	(1)	2	3.33%						
Don't Know/Unsure	(0)	6	10%						
				0	25	50	75	100	Question

Return Rateq	Mean	STD
60/60 (100%)	3.61	0.92

- still get sour grapes from some students but this will never change
- With low rate of participation, it is hard to determine.
- I am very disappointed with he level of response which was very low.
- I think those students who completed the evaluation accurately described my teaching performance. I can't completely agree with the statement above, because so many of my students didn't complete the evaluation.
- Comments were much harsher than I have ever received in the past. I feel like students took the anonymity they had online and really ran with it!
- Because of the above I cannot tell
- Many do, but as I stated above, some do not.
- Unable to access them
- It is not that different that prior evaluation systems taken as a whole, but I worry about the decline in participation.
- I like the old survey as it gave the mean for me and for other instructors.
- I have no results upon which to respond
- I teach 120 students - so the mixed bag and conflicting feedback in the surveys makes a lot of sense (ever try to make 120 people happy?) Overall the feedback was really valuable - highlighting what went well and areas where I could modify future lessons to make them more productive. I was really pleased with the feedback and the comments made sense to me.

6 - The number of questions included in the survey is:									
Response Option	Weight	Frequency	Percentage	Percent Responses		Mean			
Definitely too many	(1)	4	7.84%			2.69			
Probably too many	(2)	9	17.65%						
About right	(3)	37	72.55%						
Probably too few	(4)	1	1.96%						
Definitely too few	(5)	0	0%						
				0	25		50	75	100

Return Rateq	Mean	STD
51/60 (85%)	2.69	0.65

- I'd find it more helpful to get more 'commentary' on questions versus a numeric value. No problem with the questions asked, but would need to condense to 8-10 to facilitate more input than just a rating from a 5-point scale.
- none
- I had students comment that they did not have the knowledge to answer Q's 15 & 16. They also thought Q11 was not applicable, so many marked "neutral."
- Would like to see questions that were more course specific. These were too general.
- I have not seen the survey questions
- Seems like the length is structured so that it should only take students a couple of minutes to complete the survey - that seems right to me.

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7 - If you had to choose only one question to summarize your teaching performance for your annual, merit, promotion, and tenure reviews, which question would you choose?

Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
1	(1)	11	25.58%		6.88
2	(2)	2	4.65%		
3	(3)	3	6.98%		
4	(4)	6	13.95%		
5	(5)	1	2.33%		
6	(6)	4	9.3%		
9	(9)	1	2.33%		
14	(14)	15	34.88%		
				0 25 50 75 100	Question
Return Rateq	Mean	STD			
43/60 (71.67%)	6.88	5.55			

8 - If you could add only one question to all surveys used at UNM or in your academic unit, what would it be? Please include the question text and the response type and scale if applicable.

Return Rate	
	19/60 (31.67%)
<p>- Did the instructor challenge you to think about new concepts in a creative and critical manner? (Yes, Greatly 5; Not at all 0)</p> <p>- Do you feel this instructor and this course helped prepare you for success in your chosen career? Why or why not?</p> <p>- What effect did the format of the online course have on your learning experience?</p> <p>- Regardless of your previous responses and trying to be as objective as possible (personal biases, if any, aside), your overall score for this instructor is.... 0 to 100 scale</p> <p>- What did you learn and what would you like to learn more within the area of this course?</p> <p>- barriers to learning from the student's perspective</p> <p>- none</p> <p>- No Active Survey Available to me</p> <p>- Please rate the overall quality of this instructor. (Very Poor to Excellent). Please rate the overall quality of this course. (Very Poor to Excellent). On a scale of 0 to 100 (0 = no available points earned, 100 = all available points earned), please estimate your current performance in the course. [This question should be controlled for in computing adjusted scores for the two questions above]</p> <p>- Not sure</p> <p>- Q. How satisfied are you with the textbook? Very satisfied, somewhat satisfied, unsure, somewhat dissatisfied, very dissatisfied.</p> <p>- Overall instructor rating - 1) poor, 2) fair, 3) Neutral, 4) good, 5) excellent</p> <p>- I don't see why #14 was only used for Anderson. It seems we need one single item that will be used as the primary measure of effectiveness. IDEA had way too many ways to slice and dice and otherwise game the system. Yes, we all know these are imperfect measures, but let's focus on one transparent imperfect measure, then people can read the rest for a richer story.</p> <p>- Too long already.</p> <p>- You you feel the course material taught was helpful and/or applicable to other courses you are taking?</p> <p>- Has the instructor challenged you to think critically about the subject matter and asked you to synthesize what they have learned in the course in the context of their own world view?</p> <p>- I would add a question that asks students to report their current or projected final grade in the class. So something like "Please indicate your current course grade" A B C D F</p> <p>- What is your major or concentration? What is your expected graduation date?</p> <p>** The course I teach at Anderson is required for all majors. It would be interesting to see if/how feedback is structured based on student concentration. Do common themes emerge or not? Would be helpful to me as the instructor. For my course, most students are graduating seniors - but I can see that in other courses, there might be a mix and seeing if there are common themes (those graduating and hence theoretically more academic experience versus others) might be useful.</p> <p>- n/a</p>	

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9 - Please provide any other comments or suggestions about survey questions, design, and administration.	
Return Rate	19/60 (31.67%)
<p>- I thought the survey was well done and the implementation went very smoothly. For 'first time out the door', it was well crafted and well executed.</p> <p>- I really appreciate the follow up.</p> <p>- I am delighted with the speed and ease of accessing the open-ended responses. I use these questions to improve my teaching and course design. I would like to be able to set the start and end dates myself. I am not sure how this data will be benchmarked, if at all.</p> <p>- For question # 10, class times are not dictated by the instructor. Will the amount of time spent for the course be directly proportional to student's performance?</p> <p>For question # 10, prerequisite/prior courses are in most, beyond the instructor's control. These are usually mandated by the curriculum specified in the Catalog.</p> <p>- Make it simple to access the results.</p> <p>- No Active Survey Available to me</p> <p>- It is HIGHLY problematic and potentially unethical for instructors to provide incentives to students for completing an instructor evaluation. This is likely to induce reciprocity pressure. The student receives extra credit points and then feels at least some sense of obligation to return the favor. Based on the overwhelming evidence for the role of reciprocity pressure in changing attitudes and behaviors, it is very likely that this "motivational tactic" leads students to increase their course and instructor evaluation scores. Instructor evaluations should be completed during class time--while attitudes and thoughts about the class are fresh in students' minds--and this should be a required component of their course participation (i.e., no extra incentives).</p> <p>Although asking students whether or not they would recommend the course to others is interesting (and a question I'd like to see included on the survey), this is a poor indicator of the instructor's performance. Students recommend courses for a variety of reasons and the quality of instruction is only one of these. Other reasons include: the level of difficulty of the course, the degree to which the course/instructor is entertaining, and the student's baseline likelihood of recommending courses to others in general.</p> <p>- This particular evaluation method seems to be a waste of time to me. I had to spend valuable class time over a two or so week period asking my students to fill them out. Giving them class time to fill out evaluations is pointless, because not everyone has a laptop in class. In addition, taking the students to a computer lab during class to fill out the evaluation would not only be useless (due to the limited number of computers on campus versus the number of classes being held at any given time) but also a waste of class time. Finally, I believe any attempt to coerce students to fill out the evals. through their grades (withholding final grades, delayed final grade release, providing bonus points, etc.) is unethical as the evaluations have absolutely nothing to do with the actual content of any course. If this particular method continues, the administration needs to find a way to get students to fill out the evals. that do not involve students being coerced by the administration or faculty and does not force faculty to waste their time response rates that are only about the same as they have gotten in the past.</p> <p>- Being able to choose program-specific questions would be important.</p> <p>- I do not want to participate in electronic evaluation anymore. Useless attempt by UNM.</p> <p>- I really wish we could get statistics that compares our scores to our department, school, university, etc. Just have your score doesn't tell you much on how well you are doing relatively.</p> <p>- none</p> <p>- Questions 15 and 16 are odd but potentially interesting if there are *required* comment fields associated with each one. Without it, when I receive positive or negative or neutral ratings, I still don't know what students have experienced.</p> <p>- Make the survey results visible to students! I think we owe it to our students to allow them to view evaluations from classes before they register. They already do this informally - let's give them better data upon which to make informed decisions. It will create pressure for faculty to pick up their game, and I don't think the risk of dumbing down and teaching to the test is as great as some claim.</p> <p>- The biggest concern I have with this system is the method for determining which students are surveyed. I had a class of 14 where 3 students never attended class and 1 dropped the class, all 14 were asked to participate. The one who dropped used the class survey to complain about taking the class for a 4th time- that kind of information has nothing to do with either the course or the instructor. Which students are surveyed should be determined at the end of the semester, not the beginning.</p> <p>- At the graduate level EvaluationKit may work well. I have doubts at the undergraduate level. If it were IDEA forms the faculty has control and can choose an appropriate time at which the student evaluation will be administered, thereby maintaining a high response rate. I fear that at the undergraduate level the response rates could be lower.</p> <p>- We would probably benefit from CTE conducting a workshop on this new system with suggestions on how to increase student participation and how to interpret results.</p> <p>- Overall I find the student comments to be more useful than the structured questions since students selecting a button don't tell me why - the comments tend to provide me with more useful feedback that can be integrated into future course design. If a student rates that I am not effective (luckily that's been rare but still....) what do I do with that? If it's one student, then the selection could be considered an outlier and ignored - but as the instructor, if I didn't reach someone I want to know why so that potentially it doesn't happen again if it is something fixable. Give me feedback I can use somehow versus a general knowledge that something is wrong but not telling me what/why (or that something is right but I don't know exactly what I did....).</p> <p>- The only problem that I see on having the surveys done on line, is that many times students don't have the time or don't want to use their free time to fill in the surveys. The written surveys had the benefit of having most students fill them in. However, in terms of getting results I believe that the on line survey is much better. I guess the amount of responses would increase if students were asked to bring their computers to class and have them fill in the surveys then</p>	