

Summary of the Marquette On-Line Course Evaluation System (MOCES): Academic Year 2008-2009

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Topics

- Overview of MOCES Metrics
- Concerns Identified by the Task Force on Teaching Evaluations
- Requested Areas for Guidance
- Questions about MOCES



Overview of MOCES Metrics

- Number of Classes Evaluated by Course Level:
IAS v MOCES (TABLE 1)
- Response Rates by Course Level: IAS v MOCES
(TABLE 2)



TABLE 1
Number of Classes Evaluated by Course Level:
Academic Years 2005-2006 through 2008-2009

Course Level	2005-2006	2006-2007	2007-2008	2008-2009
	IAS	IAS	IAS	MOCES
Lower Undergraduate	1,077	1,058	1,017	1,183
Upper Undergraduate	993	1,077	1,044	1,296
Graduate	164	276	233	535
Professional	52	66	53	45
Total	2,286	2,477	2,347	3,059

Created: 10/26/2009 (OIRA)

Data source: IAS, MOCES databases, OIRA

www.marquette.edu/oira

TABLE 2
Response Rate by Course Level:
IAS v MOCES

Course Level	IAS (3 yrs)	MOCES (1 yr)
Lower Undergraduate	79%	66%
Upper Undergraduate	80%	61%
Graduate	87%	73%
Professional	72%	74%
Overall	79%	64%

IAS data is from fall 2005 through spring 2008.
MOCES data is from fall 2008 and spring 2009.

Data source: IAS, MOCES databases, OIRA

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Overview of MOCES Metrics

- The Four Core Questions

IAS Core Questions	MOCES Core Questions
The course as a whole was:	How was this class as a whole?
The course content was:	How was the content of this class?
The instructor's contribution to the course was:	How was the instructor's contribution to this class?
The instructor's effectiveness in teaching the subject matter was:	How effective was the instructor in this class?

Both the IAS and the MOCES used the following six-point scale for these four core questions: ***Excellent, Very Good, Good, Fair, Poor, Very Poor***

- Descriptive Statistics for the Four Core Questions (TABLE 3)





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TABLE 3
Descriptive Statistics for the Combined Four Core Questions
by Core Question: IAS v MOCES

Core Question	IAS (3 yrs)			MOCES (1 yr)		
	Mean	SD	N	Mean	SD	N
How was this class as a whole?	4.6	1.07	175,652	4.6	1.16	54,803
How was the content of this class?	4.6	1.01	175,433	4.7	1.11	54,803
How was the instructor's contribution to this class?	4.9	1.12	175,195	4.9	1.19	56,698
How effective was the instructor in this class?	4.7	1.19	175,172	4.8	1.27	56,698
Combined Core Questions	4.7	1.10	701,452	4.7	1.19	223,002

IAS data is from fall 2005 through spring 2008.

MOCES data is from fall 2008 and spring 2009.

Data source: IAS, MOCES databases, OIRA

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Concerns Identified by Task Force on Teaching Evaluations

- How do MOCES scores vary by level of course, course size, discipline, and type of course?
- Does the point in time during the 2-week evaluation period influence a student's response?
- Do students respond more negatively/positively using MOCES compared to IAS?
- How do MOCES scores vary by the grade, gender, race, and academic level of the student? ❌



Concerns Identified by Taskforce on Teaching Evaluations, Cont...

- Does the order in which a student's courses are listed in MOCES affect their response rate?
- Does the order in which a student completes their evaluations affect the ratings they provide? ❌
- How do MOCES scores vary by the gender and race of the instructor? ***in progress***
- How do students who respond differ from students who do not respond? ***in progress***



How do MOCES scores vary by level of course, class size, discipline, and type of course?

- Descriptive Statistics for the Combined Four Core Questions by Course Level: IAS v MOCES (TABLE 4)
- Descriptive Statistics for the Combined Four Core Questions by Class Size: IAS v MOCES (TABLE 5)
- MOCES scores by discipline available upon request.



TABLE 4
Descriptive Statistics for the Combined Four Core Questions
by Course Level: IAS v MOCES

Course Level	IAS (3 yrs)			MOCES (1 yr)		
	Mean	SD	N	Mean	SD	N
Lower Undergraduate	4.7	1.11	347,073	4.7	1.22	107,314
Upper Undergraduate	4.7	1.10	296,207	4.8	1.17	86,868
Graduate	4.9	1.05	30,383	4.9	1.14	21,114
Professional	4.7	1.05	27,789	4.7	1.17	7,706
Overall	4.7	1.10	701,452	4.7	1.19	223,002

IAS data is from fall 2005 through spring 2008.
MOCES data is from fall 2008 and spring 2009.

Data source: IAS, MOCES databases, OIRA

Created: 10/26/2009 (OIRA)

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TABLE 5
Descriptive Statistics for the Combined Four Core Questions
by Class Size: IAS v MOCES

Class Size	IAS (3 yrs)			MOCES (1 yr)		
	Mean	SD	N	Mean	SD	N
2-9	4.8	1.08	57,443	5.1	1.02	9,368
10-19	4.9	1.02	91,199	4.9	1.12	30,624
20-29	4.8	1.05	117,517	4.7	1.20	40,990
30-39	4.7	1.10	162,481	4.7	1.18	45,092
40-49	4.7	1.10	77,303	4.7	1.19	18,324
50-99	4.7	1.13	111,393	4.7	1.19	42,884
100+	4.4	1.17	84,116	4.5	1.27	35,720
Overall	4.7	1.10	701,452	4.7	1.19	223,002

IAS data is from fall 2005 through spring 2008.
MOCES data is from fall 2008 and spring 2009.

Data source: IAS, MOCES databases, OIRA

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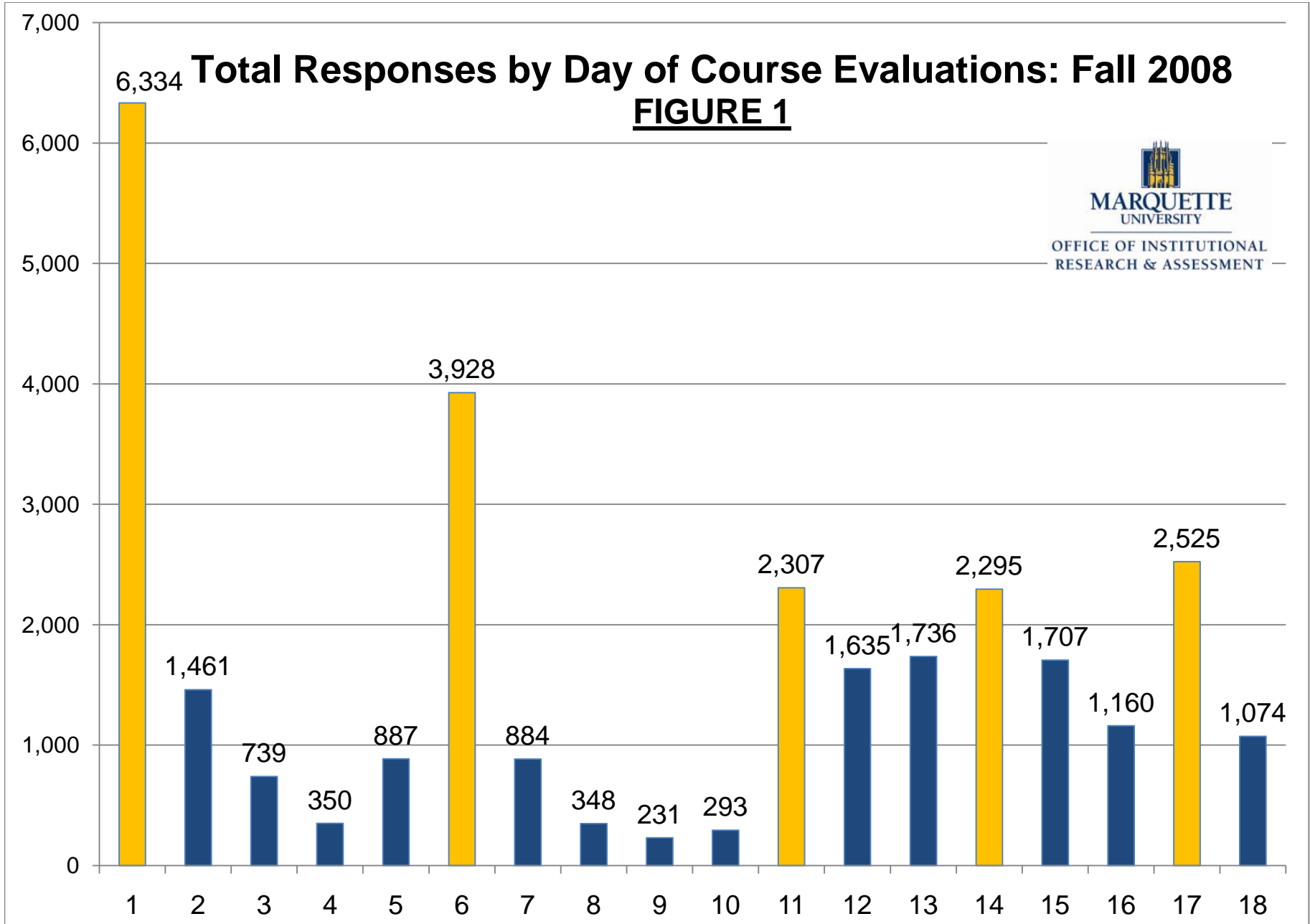
Does the point in time during the 2-week evaluation period influence a student's response?

- Total Responses by Day
 - ◆ Fall 2008 (FIGURE 1)
 - ◆ Spring 2009 (FIGURE 2)
 - ◆ Highlighted bars represent days in which emails were sent to students
- Mean Combined Four Core Questions by Day
 - ◆ Fall 2008 (FIGURE 3)
 - ◆ Spring 2009 (FIGURE 4)



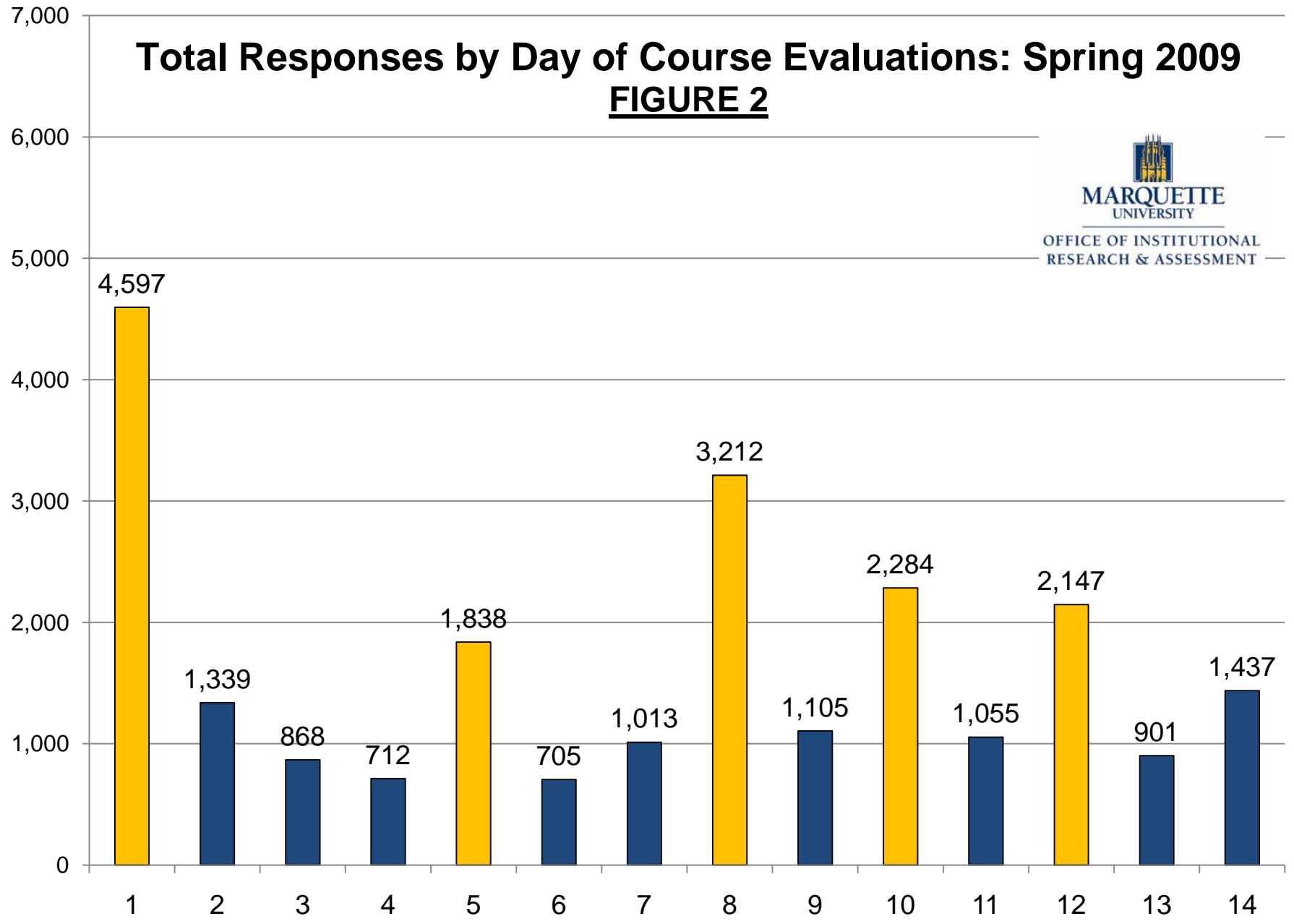
Total Responses by Day of Course Evaluations: Fall 2008

FIGURE 1



Total Responses by Day of Course Evaluations: Spring 2009

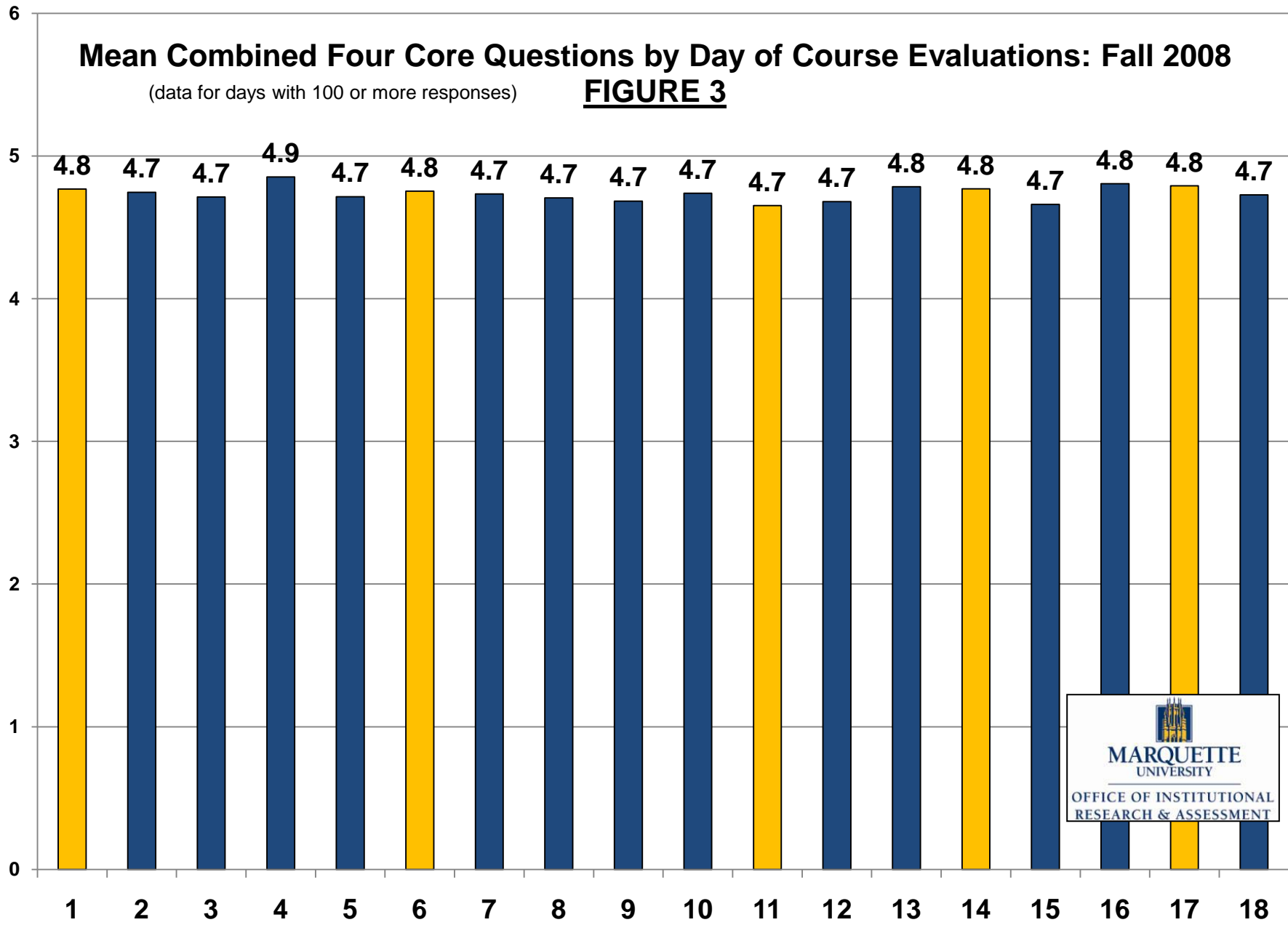
FIGURE 2



Mean Combined Four Core Questions by Day of Course Evaluations: Fall 2008

(data for days with 100 or more responses)

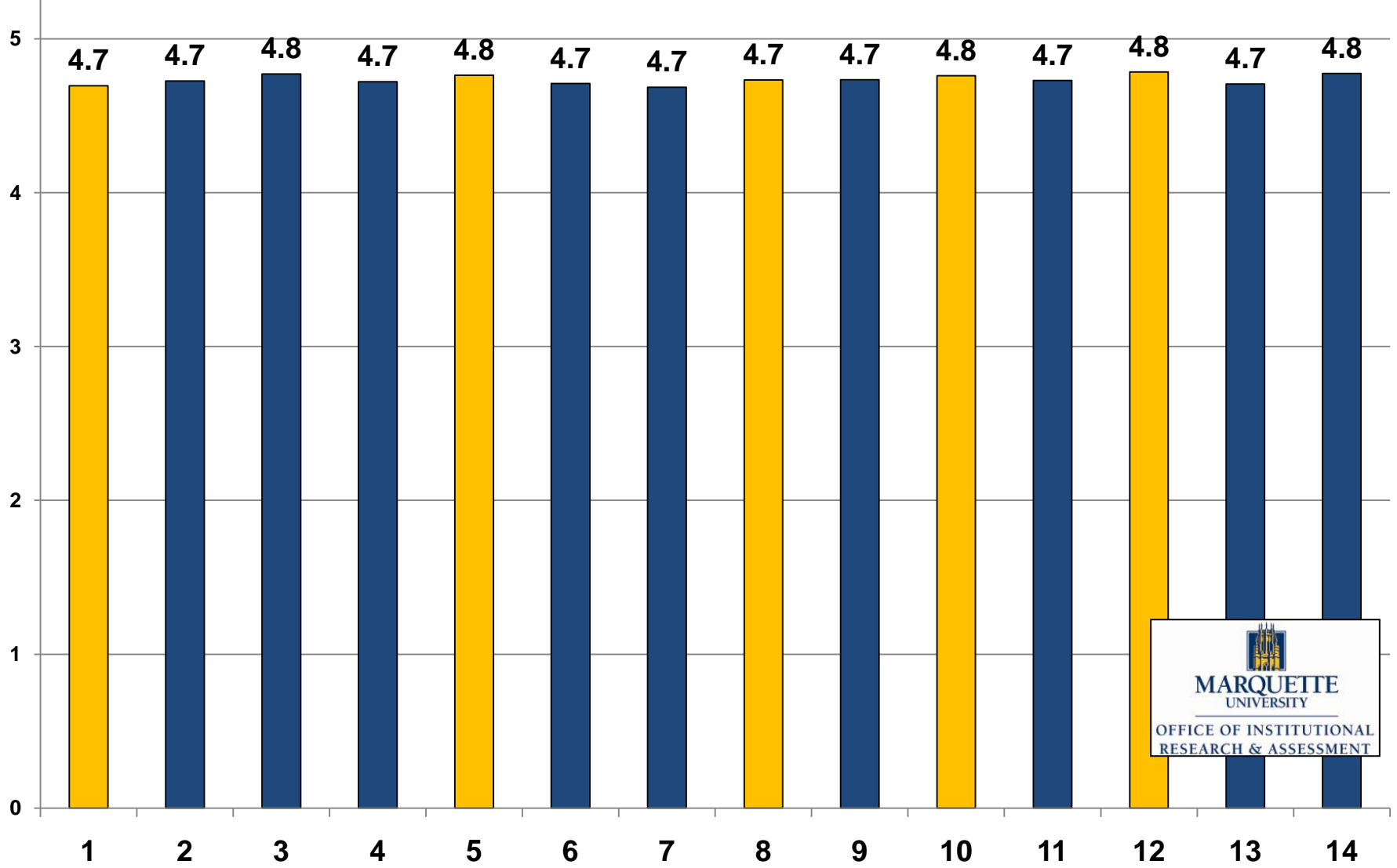
FIGURE 3



Mean Combined Four Core Questions by Day of Course Evaluations: Spring 2009

(data for days with 100 or more responses)

FIGURE 4



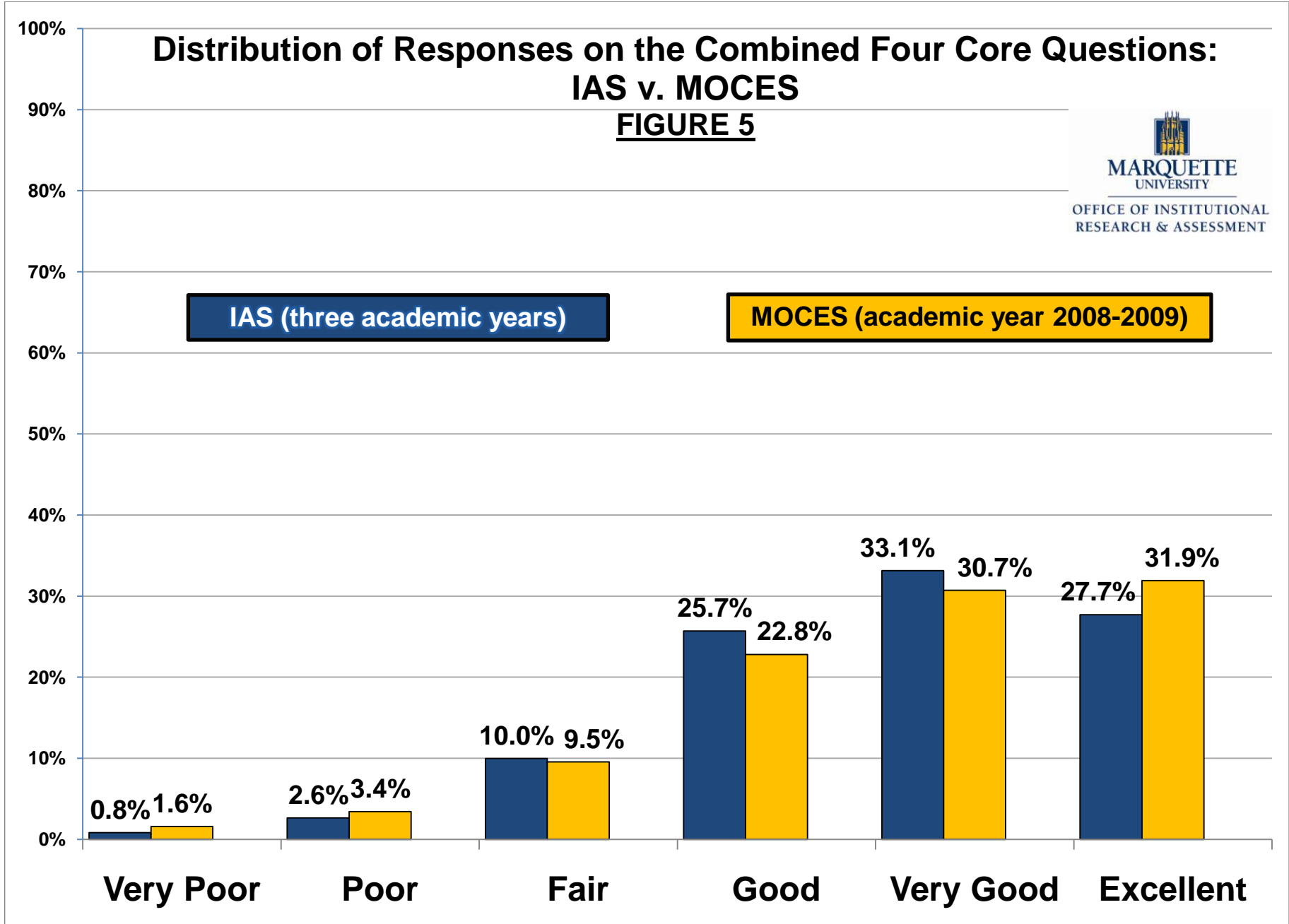
Do students respond more negatively/positively using MOCES?

- Distribution of Responses on the Combined Four Core Questions: IAS v MOCES (FIGURE 5)



Distribution of Responses on the Combined Four Core Questions: IAS v. MOCES

FIGURE 5



Does the order in which a student's courses are listed in MOCES affect their response rate?

- MOCES Survey Completion Patterns by Number of Surveys (TABLE 6)
- Additional analyses on order bias are available upon request.



TABLE 6
MOCES Survey Completion Patterns by Number of Surveys:
Fall 2008 and Spring 2009

Number of Surveys	Percent of Students Who Completed:			Number of Students	Response Rate
	None	At least 1	All		
1	35%	n/a	65%	1,795	65%
2	28%	3%	69%	1,525	71%
3	29%	4%	66%	1,211	69%
4	35%	8%	57%	2,886	61%
5	31%	10%	59%	6,793	64%
6	28%	12%	60%	3,851	65%
7	22%	16%	62%	675	70%
8	34%	25%	41%	73	54%
9	54%	15%	31%	13	38%
10	0%	100%	0%	1	50%
Total	31%	8%	61%	18,823	64%

Created: 10/26/2009 (OIRA)

Data source: IAS, MOCES databases, OIRA

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Conclusions

1. More classes were evaluated with MOCES.
2. Response rate is lower with MOCES.
3. At the macro level, evaluations on the four core questions in MOCES were consistent with IAS by core question, academic level and class size.
4. At the macro level, evaluations on the four core questions in MOCES across the 2-week period did not vary substantially.
5. The proportion of students responding “Very Poor” and “Excellent” in MOCES was slightly larger than in the response distribution of IAS.
6. A small proportion of students responded to at least one but less than all of his/her available surveys, minimizing the effect of a bias caused by the ordering of the surveys in MOCES.



OIRA Requests Guidance in the Following Areas:

- **Minimum class response level required for inclusion in benchmark statistics and Promotion & Tenure dossiers.**

Current Practice: For inclusion in benchmark statistics, a class must have 5 responses or, if fewer than 5 are enrolled, the class response rate must be 100%. We do not offer any guidelines to department chairs for excluding classes from the P&T dossier.

- **Course evaluation data needed for P & T dossiers.**

Current Practice: OIRA provides department chairs/faculty with the combined core items median and the department/college/university means.

- **College-level customization of evaluation form (outside of 4 core questions) including “N/A” response option.**

Current Practice: All classes use the same form in which all questions are required. Currently, we do not offer an “N/A” response option.



OIRA Requests Guidance in the Following Areas, Cont:

- **Communication of MOCES information to faculty.**

Current Practice: Information is disseminated to faculty through emails, NewsBriefs, and the MOCES informational website.

- **Extension of evaluation period through finals week.**

Current Practice: The evaluations are available to students during the last two weeks of class. Many students have requested the evaluation period include finals week.

- **Incentives to boost student participation**

Current Practice: We do not offer any incentives to students.

- **Ongoing internal analysis of MOCES data**

Current Practice: OIRA produces MOCES descriptive statistics and response rate analyses each semester.



Questions?

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