

Truth and Fiction in Moving from Paper-based to Online Course Evaluations: *The Marquette Online Course Evaluation System (MOCES)*

Gary Levy, Laura MacBride, Alexandra Riley

Marquette University
Office of Institutional Research & Assessment (OIRA)



www.marquette.edu/oira/documents/air_2010_moces.pdf



Today we will:

- * Review how Marquette University transitioned from a paper-based to an online course evaluation system
- * Present concerns voiced by students and faculty about the transition from paper-based to online course evaluations
- * Examine results of analyses aimed at addressing these concerns
- * Offer some lessons learned and future directions regarding Marquette's use of MOCES



How Marquette transitioned from a paper-based to on-line course evaluation system (MOCES)

Marquette University is a Catholic, Jesuit university in Milwaukee, WI



Fall 2009 Headcount Enrollment

- * 8,081 undergraduates
- * 2,413 graduate students
- * 1,195 professional students

Course Evaluations at Marquette University

- * Prior to fall 2008 Marquette used paper-based course evaluations (IAS: Instructional Assessment System)
- * Beginning in fall 2008 Marquette began using online course evaluations (MOCES: Marquette Online Course Evaluation System)



How Marquette transitioned from a paper-based to on-line course evaluation system (MOCES)



Paper-based IAS: Instructional Assessment System

- * Used fall 2005 through spring 2008
- * Thirty-one (31) multiple choice items and four (4) open-ended items
- * Paper forms distributed to faculty to administer in class during the last two weeks of the semester
- * 2,347 classes evaluated in the 2007-2008 academic year
 - ❖ Over 117,000 paper forms



How Marquette transitioned from a paper-based to on-line course evaluation system (MOCES)



Rationale for Using Online Course Evaluations

- * Decrease staff time devoted to processing forms
- * Shorten lag time before faculty receive results
- * Improve accuracy of results by minimizing processing errors
- * Reduce environmental impact
- * Reduce total cost





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MOCES: Marquette On-line Course Evaluation System

- * Piloted in spring 2008 with four departments and about 100 classes
- * Launched campus wide in fall 2008
- * Fifteen (15) multiple choice items and two (2) open-ended items
- * Faculty Buy-In
 - ✓ Presentations to the Academic Senate and the Committee on Teaching
 - ✓ Faculty orientations sessions
 - ✓ Informational website





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MOCES: Marquette Online Course Evaluation System

- * Marketing campaign for students
- * Banner in student union
- * Posters in residence halls, library, and academic buildings
- * Table tents in dining halls
- * “Schwag” in library and coffee houses
- * Ads in student newspaper
- * Informational website
- * Ads on TV’s in union, dining halls, residence halls, and library



How Marquette transitioned from a paper-based to on-line course evaluation system (MOCES)



MOCES: Marquette Online Course Evaluation System

- * Students sent login information via email
- * Students can submit completed course evaluations any time during the final two weeks of the semester
- * Students can begin and edit, and leave and re-edit, an evaluation at any time during the evaluation period before final submission



How Marquette transitioned from a paper-based to on-line course evaluation system (MOCES)



MOCES and IAS use a combined score which is a pooled average across four core items on the survey, specifically:

<u>IAS Core Items</u>	<u>MOCES Core Items</u>
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?

Response options: Excellent, Very Good, Good, Fair, Poor, Very Poor

Analyses in this presentation focus on these core items

- ❖ **IAS:** academic years 2005-2006 through 2007-2008 (3 years)
- ❖ **MOCES:** academic years 2008-2009 through 2009-2010 (2 years)



Concerns voiced about the transition from paper-based to online course evaluations



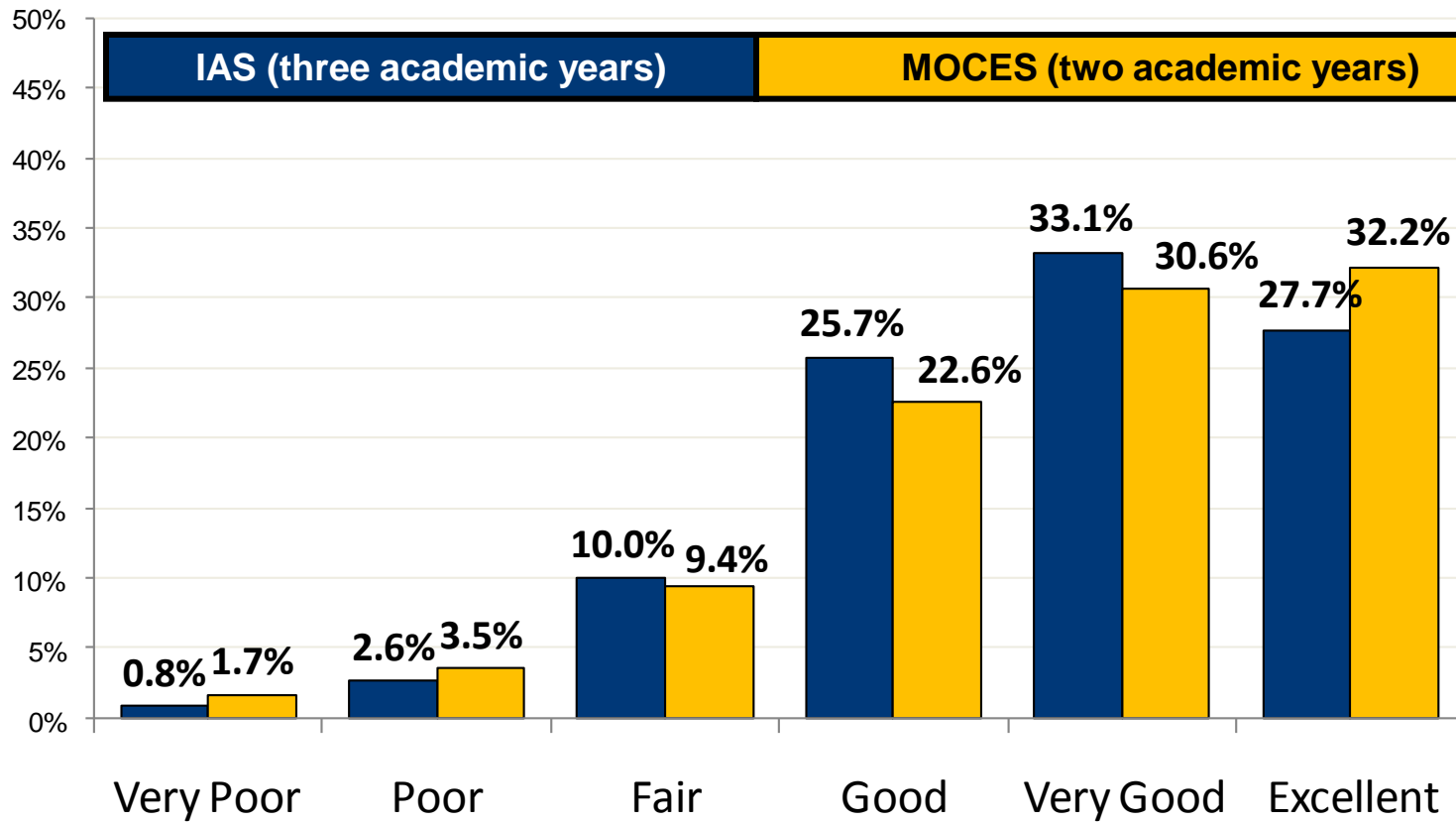
Concerns of Students and Faculty

- * “Dissatisfied” students more likely to respond under the online system compared to the paper-based system
- * Online submissions (over 2-week period) not comparable to paper submissions (on a single day)
- * Earlier online submissions will differ from later online submissions
- * Response rates will be lower with the online system compared to the paper-based system



Results of analyses aimed at addressing these concerns

Concern 1:
Dissatisfied students more likely to respond under the
online system compared to the paper-based system



Results of analyses aimed at addressing these concerns

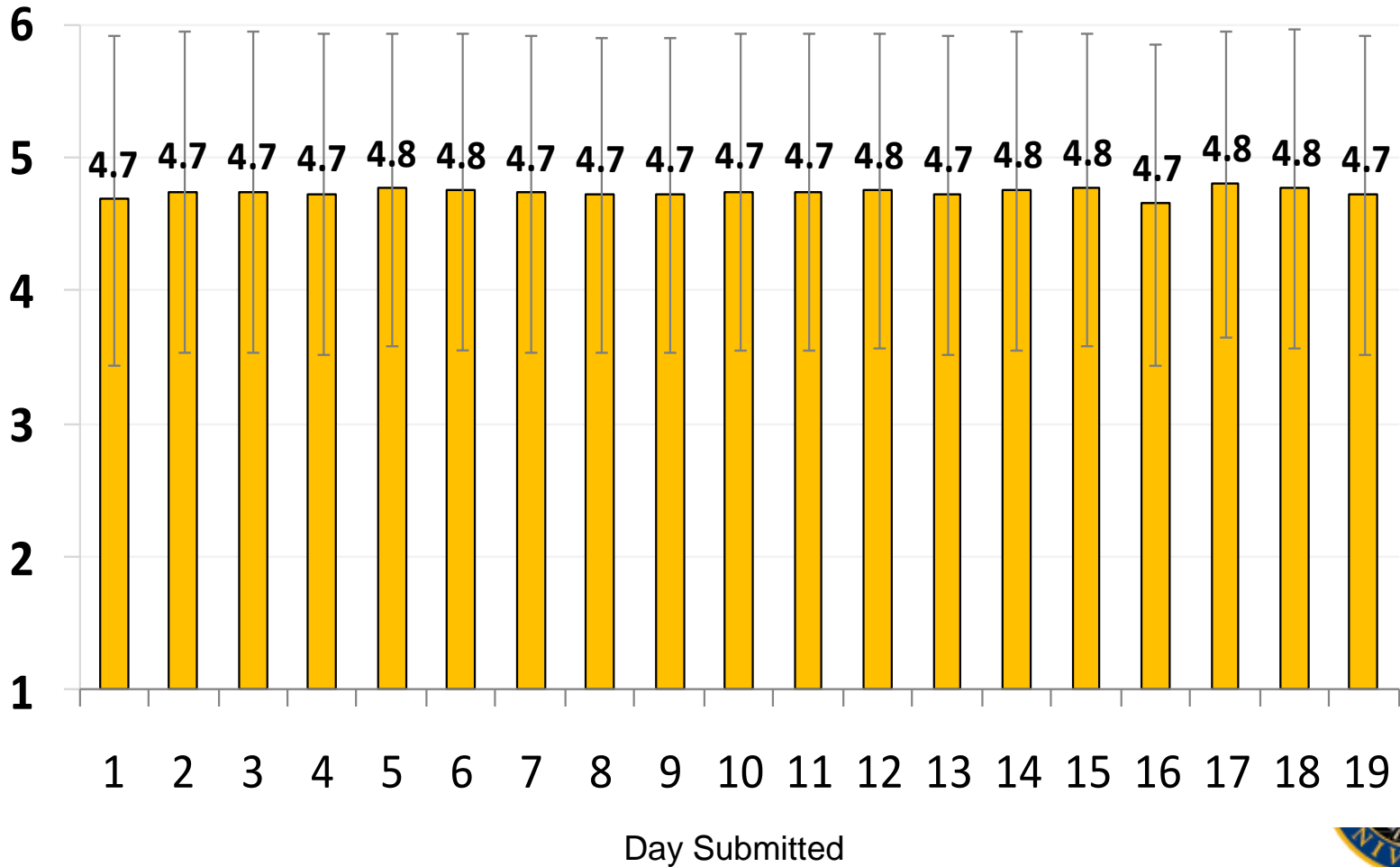
Concern 2:
Online submissions (over 2-week period)
are not comparable to paper submissions (on a single day)

Course Level	IAS (3 yrs)			MOCES (2 yrs)		
	Mean	SD	N	Mean	SD	N
Lower Undergraduate	4.7	1.11	347,073	4.7	1.22	222,400
Upper Undergraduate	4.7	1.10	296,207	4.8	1.18	151,846
Graduate	4.9	1.05	30,383	4.9	1.16	41,616
Professional	4.7	1.05	27,789	4.7	1.13	14,486
Overall	4.7	1.10	701,452	4.7	1.20	430,348



Results of analyses aimed at addressing these concerns

Concern 3:
Earlier online submissions will differ from later online submissions



Results of analyses aimed at addressing these concerns

Concern 4:

Response rates will be lower with the online system compared to the paper-based system



Course Level	IAS (3 yrs)	MOCES (2 yrs)
Lower Undergraduate	79%	63%
Upper Undergraduate	80%	58%
Graduate	87%	72%
Professional	72%	65%
Overall	79%	62%



Results of analyses aimed at addressing these concerns

Other Questions

- * Do scores vary by level of course, course size, discipline, and type of course?
- * Do scores vary by the gender, ethnicity, and rank of instructor?
- * Do profiles of responders and non-responders differ?



Offer some lessons learned and future directions regarding Marquette's use of MOCES



Conclusions

The proportion of students responding “Very Poor” and “Excellent” was slightly larger in MOCES than IAS, but:

- * at the macro level, core item means in MOCES were consistent with IAS by academic level
- * at the macro level, core item means in MOCES did not vary substantially across the two-week period
- * response rate is lower with MOCES



Lessons learned and future directions regarding Marquette's use of MOCES



Lessons Learned

- * Importance of faculty and student involvement and buy-in during the transition
- * Value of performing a pilot prior to campus-wide adoption
- * Importance of regular updates with academic leadership and Academic Senate

Future Directions

- * Develop college-specific course evaluation forms
- * Study the profile of non-responders to develop a targeted marketing campaign to boost response rate
- * Collaborate with the student government to publish course evaluation scores by college and level



In summary, today we:

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Thank you!

*The Staff of the
Office of Institutional Research & Assessment (OIRA)
at Marquette University*

