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

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

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:

<table>
<thead>
<tr>
<th>IAS Core Items</th>
<th>MOCES Core Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course as a whole was:</td>
<td>How was this class as a whole?</td>
</tr>
<tr>
<td>The course content was:</td>
<td>How was the content of this class?</td>
</tr>
<tr>
<td>The instructor's contribution to the course was:</td>
<td>How was the instructor’s contribution to this class?</td>
</tr>
<tr>
<td>The instructor's effectiveness in teaching the subject matter was:</td>
<td>How effective was the instructor in this class?</td>
</tr>
</tbody>
</table>

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

The Marquette Online Course Evaluation System (MOCES)
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)

<table>
<thead>
<tr>
<th>Course Level</th>
<th>IAS (3 yrs)</th>
<th>MOCES (2 yrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Lower Undergraduate</td>
<td>4.7</td>
<td>1.11</td>
</tr>
<tr>
<td>Upper Undergraduate</td>
<td>4.7</td>
<td>1.10</td>
</tr>
<tr>
<td>Graduate</td>
<td>4.9</td>
<td>1.05</td>
</tr>
<tr>
<td>Professional</td>
<td>4.7</td>
<td>1.05</td>
</tr>
<tr>
<td>Overall</td>
<td>4.7</td>
<td>1.10</td>
</tr>
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</table>
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

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<th>Course Level</th>
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</thead>
<tbody>
<tr>
<td>Lower Undergraduate</td>
<td>79%</td>
<td>63%</td>
</tr>
<tr>
<td>Upper Undergraduate</td>
<td>80%</td>
<td>58%</td>
</tr>
<tr>
<td>Graduate</td>
<td>87%</td>
<td>72%</td>
</tr>
<tr>
<td>Professional</td>
<td>72%</td>
<td>65%</td>
</tr>
<tr>
<td>Overall</td>
<td>79%</td>
<td>62%</td>
</tr>
</tbody>
</table>
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?
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:

* Reviewed how Marquette University transitioned from a paper-based to an online course evaluation system

* Presented concerns voiced by students and faculty about the transition from paper-based to online course evaluations

* Examined results of analyses aimed at addressing these concerns

* Offered some lessons learned and future directions regarding Marquette’s use of MOCES
Thank you!

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