

Online SOTE: Fact or Fiction?

A Town Meeting


April 12, 2006

Hosted by the

Student Evaluation Review Board




Agenda

- Results from survey of SJSU faculty regarding online SOTE administration
 - Research on Faculty Evaluation
 - Trav Johnson and Lynn Sorenson, BYU
 - Questions and Answers
 - Moderated by Sheila Bienenfeld
 - Next Steps for SJSU
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Context

- SERB's charge
 - Recent Arbitration
 - Need for campus dialogue regarding the faculty evaluation system
 - Multiple measures
 - Collaboration among SERB, Senate, Faculty Affairs, Center for Teaching Learning, CFA, and Associated Students
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Survey Results

- Quantitative Results
 - Stuart Ho (Institutional Research)
- Qualitative Comments
 - Andrea Whittaker (SERB Chair)





SJSU Survey regarding Online SOTE

- **Conducted online in November/December 2005**
 - **436 out of 2025 faculty completed the survey**
 - **21% response rate**
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Who completed the survey?

Rank:

28% Professor

12% Associate Professor

13% Assistant Professor

10% Instructor

33% Lecturer

5% Other





Who completed the survey?


Tenure status:

38% Tenured

**15% On tenure track but not
tenured**

47% Not on tenure track



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1. As part of the new online system, it's anticipated that printed reports will no longer be distributed. This will be replaced with an online system that would allow only faculty (and pertinent administrators) secure access to view electronic versions of their reports with the option of printing them to their local printer.


Do you favor such a system?

60% Yes

40% No

Written comments provided: 146





2. The current paper-based SOTE process allows for only a summative evaluation at the end of each semester. Converting to an online collection process holds the promise for collecting ratings mid-semester (formative evaluation). Would you make use of this feature?


35% Yes

35% No

30% Not sure

Written comments provided: 117





3. Formative evaluation results are generally provided only to the instructor for monitoring and improving instruction. Should these results also be made an official part of your Personnel Action File maintained by your department office for purposes of RTP?


12% Yes

71% No

17% Not sure

Written comments provided: 98





4. When conducting FORMATIVE evaluations, indicate your preference regarding what rating items should be used.


18% Set of standardized items only

56% Set of standardized items plus your own personal items

16% Only your own personal items

10% Other (41 written comments)





5. To counteract the anticipated decline in the number of students that will voluntarily complete SOTE evaluations online, various procedures can be formalized. Listed below are several options. Please check those that you feel would best motivate students to complete the evaluations online with minimal rating bias. (Mark no more than four.)

Posting automated reminder messages in student computer accounts (194)

Course requirement written as part of the class syllabus (160)

Withholding grades until ratings are completed in all courses (136)

Withholding registration until ratings are completed in all courses (87)

Mandatory homework assignment (85)

Raffle of material incentives (e.g., gift certificates to bookstore, food coupons, etc.) (80)


Sharing rating summaries with students to assist with course selection (57)

Providing extra course credit (49)

Other (please specify) _____ (63) _____

Written comments provided: 152






6. Consideration is being given to using the current SOTE rating form as the single universal rating instrument with the option of departments adding supplemental items for lab, field, and/or online courses. Would such a process allow for the adequate evaluation of courses you are teaching?

62% Yes

38% No

Written comments provided: 95






7. A major issue associated with implementing an online rating system is providing adequate security. To the greatest extent possible, efforts will be made to design the securest system. This includes proper authentication of students accessing the system and preventing multiple entries. To properly address this issue, please provide any specific concerns you may have regarding security.

Written comments provided: 197





8. Listed below are various demographic items that could be solicited from students and reported as part of the statistical report. Please check those that you feel would be most useful or relevant to you.

248 Major

242 Class level

236 Unit load

207 Full-time or part-time status

179 Employment status

155 Gender

144 Ethnicity

113 Minor


82 Transfer status

51 Residential status

73 Other

Written comments provided: 65





9. Do you feel that an online collection system will have a negative effect on your SOTE scores? If so, please indicate why in the comments area below.

24% Yes

27% No


49% Not sure

Written comments provided: 166






Representativeness of Results

- Low response rate for survey may not represent the views of SJSU faculty overall
 - Preponderance of comments were negative suggesting that those who chose to write comments may hold more negative views than those who did not write comments
 - The comments provide important insights into faculty concerns that need to be addressed as our campus faculty evaluation system evolves
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Qualitative Comments

(Items 1-3, 7 and 9)

- 13% of comments were POSITIVE statements supporting online use of SOTE
 - 87% of comments were NEGATIVE statements about online use of SOTE or SOTE and the faculty evaluation system more generally.
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Codes for Comments

- Positive (overall 13%)
 - Time: saves class time, reports ready quickly
 - General positive: “should have done this a long time ago”
 - Availability of mid semester “formative” feedback
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Codes for Comments

Negative Comments (overall 87%)

- Codes used (in order of frequency)
 - Validity: response rates, peer influences, representativeness of ratings (32.2%)
 - Criticism of SOTE and RTP processes (17.2%)
 - Security: hacking, multiple responses, privacy (15.4%)
 - Distrust of Students or Administration (10.5%)
 - Time (5.9%)
 - General negative comments (2.7%)
 - Technical: MySJSU problems (2.6%)
 - Access: availability of computers (< 1%)
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Variation Across Questions

- Question 3 (formative use) comments had most variability: Validity (18.4%), Anti-SOTE or RTP (15.5%), Security (13.4%), General positive (13.4%)
 - Question 7 primarily addressed security as prompted (37.8%)
 - Question 9 (negative impact on SOTE scores) revealed a high level of distrust for students (41.2%)
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Implications

- 70% of comments referred to online related issues, 30% addressed other aspects of the faculty evaluation system
 - Negative feelings about SOTE and RTP generally
 - Distrust of students and administration
 - Both suggest a need for dialogue and collaboration within the system before (while?) moving to an online system
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Next Steps

- Guest Presenters today will examine features of effective faculty evaluation systems generally and online
 - Open dialogue today to be reported to the Academic Senate
 - SERB to continue to work with all potential partners in the system
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