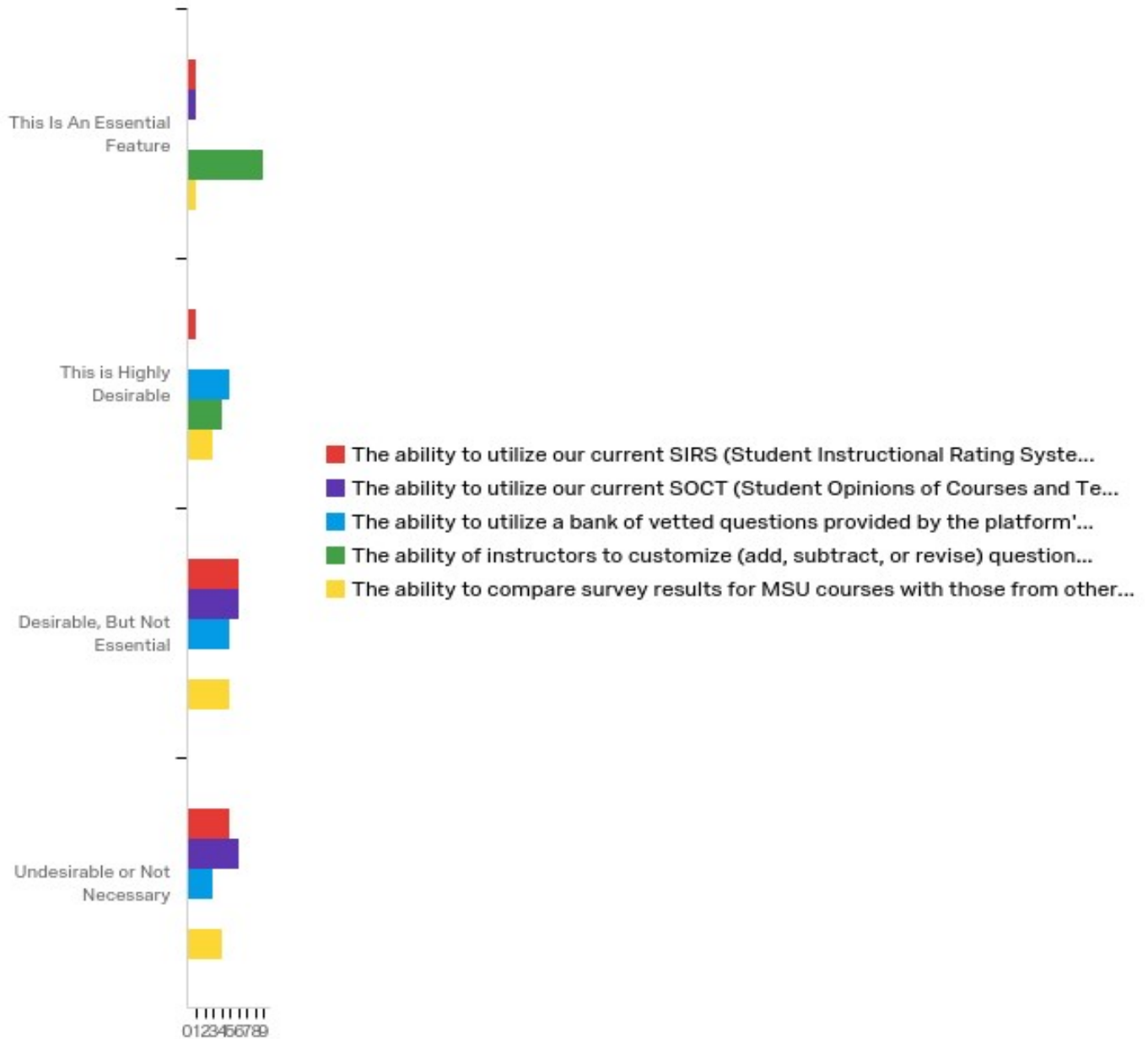


Qualtrics Survey Report

SET Platform Survey

February 22nd 2018, 11:14 am MST

1a) How would you rate the importance of the following FUNCTIONALITIES and QUESTION SETS for any new platform or survey system for Student Evaluation of Teaching ?



#	Question	This Is An Essential Feature		This is Highly Desirable		Desirable, But Not Essential		Undesirable or Not Necessary		Total
1	The ability to utilize our current SIRS (Student Instructional Rating System) questions.	7.69%	1	7.69%	1	46.15%	6	38.46%	5	13
2	The ability to utilize our current SOCT (Student Opinions of Courses and Teaching) questions.	7.69%	1	0.00%	0	46.15%	6	46.15%	6	13
3	The ability to utilize a bank of vetted questions provided by the platform's vendor.	0.00%	0	38.46%	5	38.46%	5	23.08%	3	13
4	The ability of instructors to customize (add, subtract, or revise) questions within a "default" set of survey questions.	69.23%	9	30.77%	4	0.00%	0	0.00%	0	13
5	The ability to compare survey results for MSU courses with those from other institutions.	7.69%	1	23.08%	3	38.46%	5	30.77%	4	13

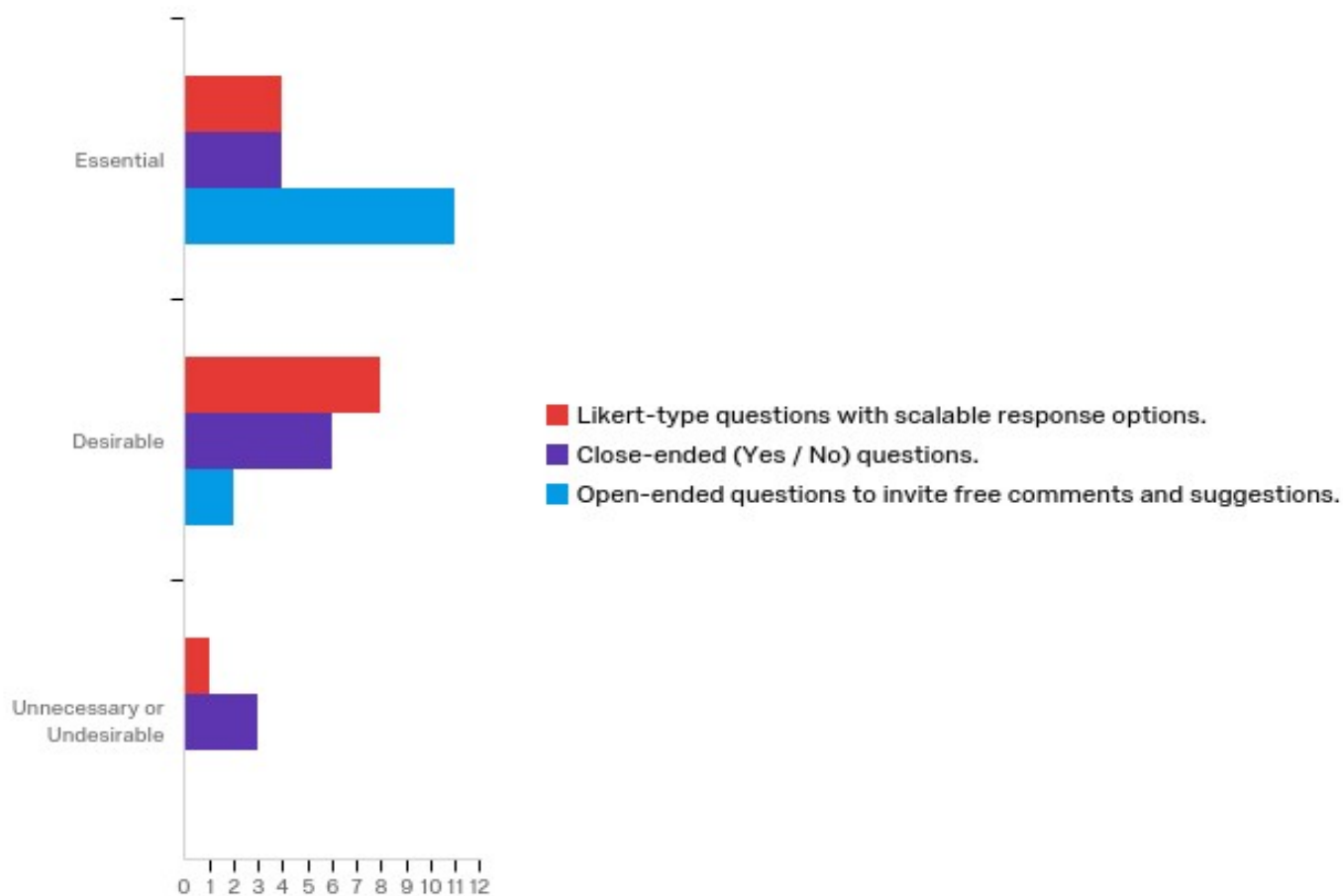
1b) Are there any other necessary or desirable FUNCTIONALITIES or QUESTION SETS that you would like to see in a new platform or survey system for Student Evaluation of Teaching?

Ability to create a course-appropriate mid-semester evaluation.
Ability to send out an "informational" mid-semester survey.

These questions will continue to be irrelevant until those responsible for SIRS gain a basic understanding of decision-making theory. They might then understand why the online systems they have set up have such a woefully low response rates, and are statistically meaningless, whereas paper forms distributed in classrooms have a very high response rate and are meaningful. Maybe we have the wrong people setting up surveys.

Ideally, MSU would have input to the "default" set of survey questions.

2a) What TYPES of questions should be incorporated into the Student Evaluation of Teaching survey instrument?



#	Question	Essential		Desirable		Unnecessary or Undesirable		Total
1	Likert-type questions with scalable response options.	30.77%	4	61.54%	8	7.69%	1	13
2	Close-ended (Yes / No) questions.	30.77%	4	46.15%	6	23.08%	3	13
3	Open-ended questions to invite free comments and suggestions.	84.62%	11	15.38%	2	0.00%	0	13

2b) Are there any other TYPES of QUESTIONS or RESPONSE OPTIONS that you would like to see in a new platform or survey system for Student Evaluation of Teaching?

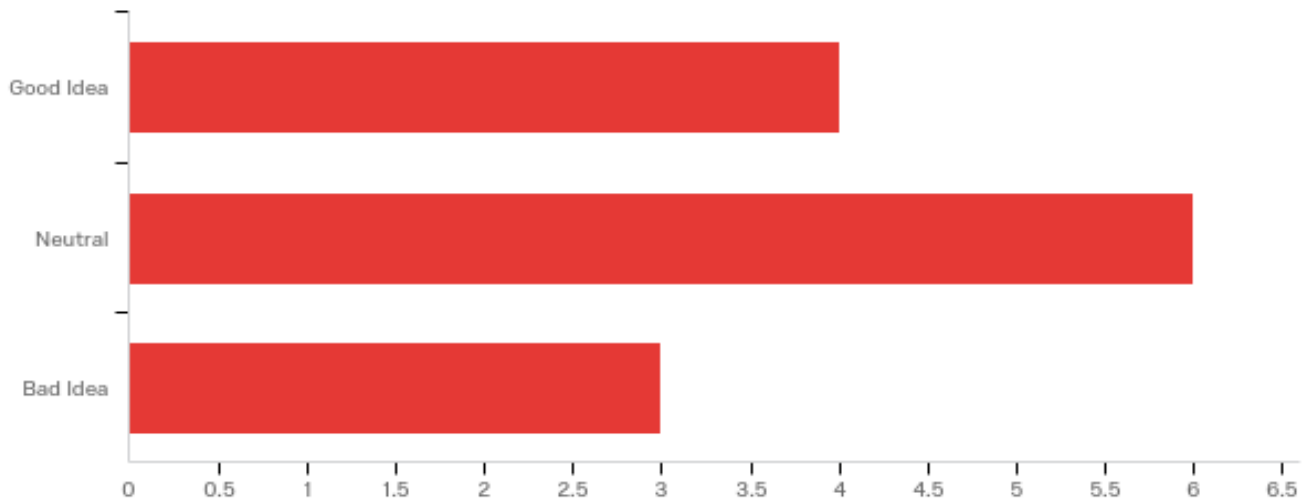
I would like to see questions that ask students to rate their own performance--the degree to which they prepared for class, etc., as part of their process for evaluating the course.

Proper analysis conducted by the system would be better than changing question type.

Conditional sub-questions, i.e., Yes/No question followed by the survey branching out to more specific sub-questions that depend on whether the student answered Yes or No.

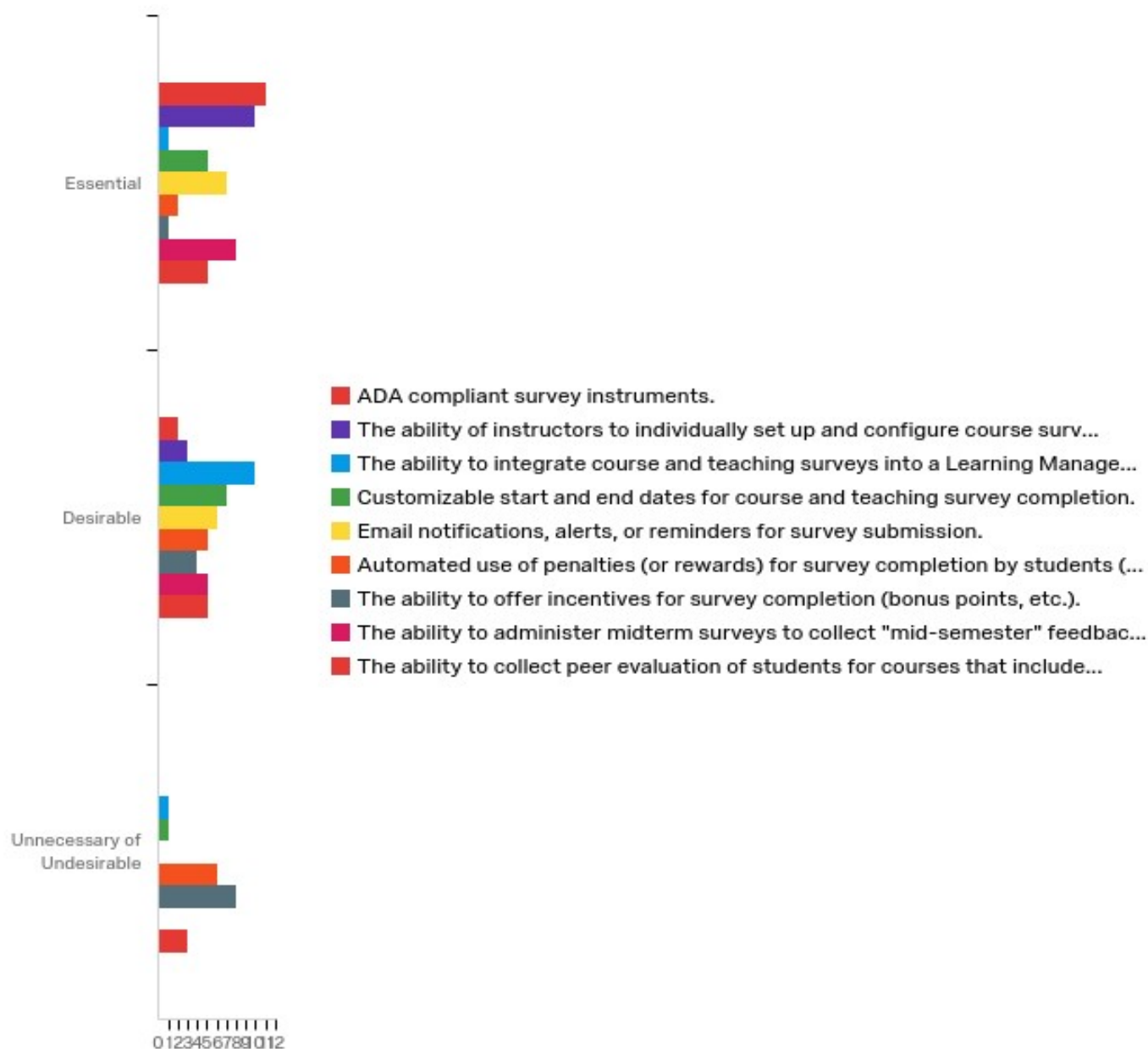
I chose neutral because I do not know what the research says about yes/no questions and their validity. I think the open-ended questions are the most important.

3) A concern that is often expressed about student opinion surveys on courses and teaching involves inappropriate use or misinterpretation of survey results by applying numerical or statistical treatment to qualitative response options that are rated using Likert scales. How do you feel about replacement of Likert scales with simple yes / no questions when survey results are used to gauge teaching competence (or teaching excellence)?



#	Answer	%	Count
1	Good Idea	30.77%	4
2	Neutral	46.15%	6
3	Bad Idea	23.08%	3
	Total	100%	13

4a) How important are the following (course and teaching) survey DELIVERY FEATURES ?



#	Question	Essential		Desirable		Unnecessary or Undesirable		Total
1	ADA compliant survey instruments.	84.62%	11	15.38%	2	0.00%	0	13
2	The ability of instructors to individually set up and configure course surveys.	76.92%	10	23.08%	3	0.00%	0	13
3	The ability to integrate course and teaching surveys into a Learning Management System such as D2L.	8.33%	1	83.33%	10	8.33%	1	12

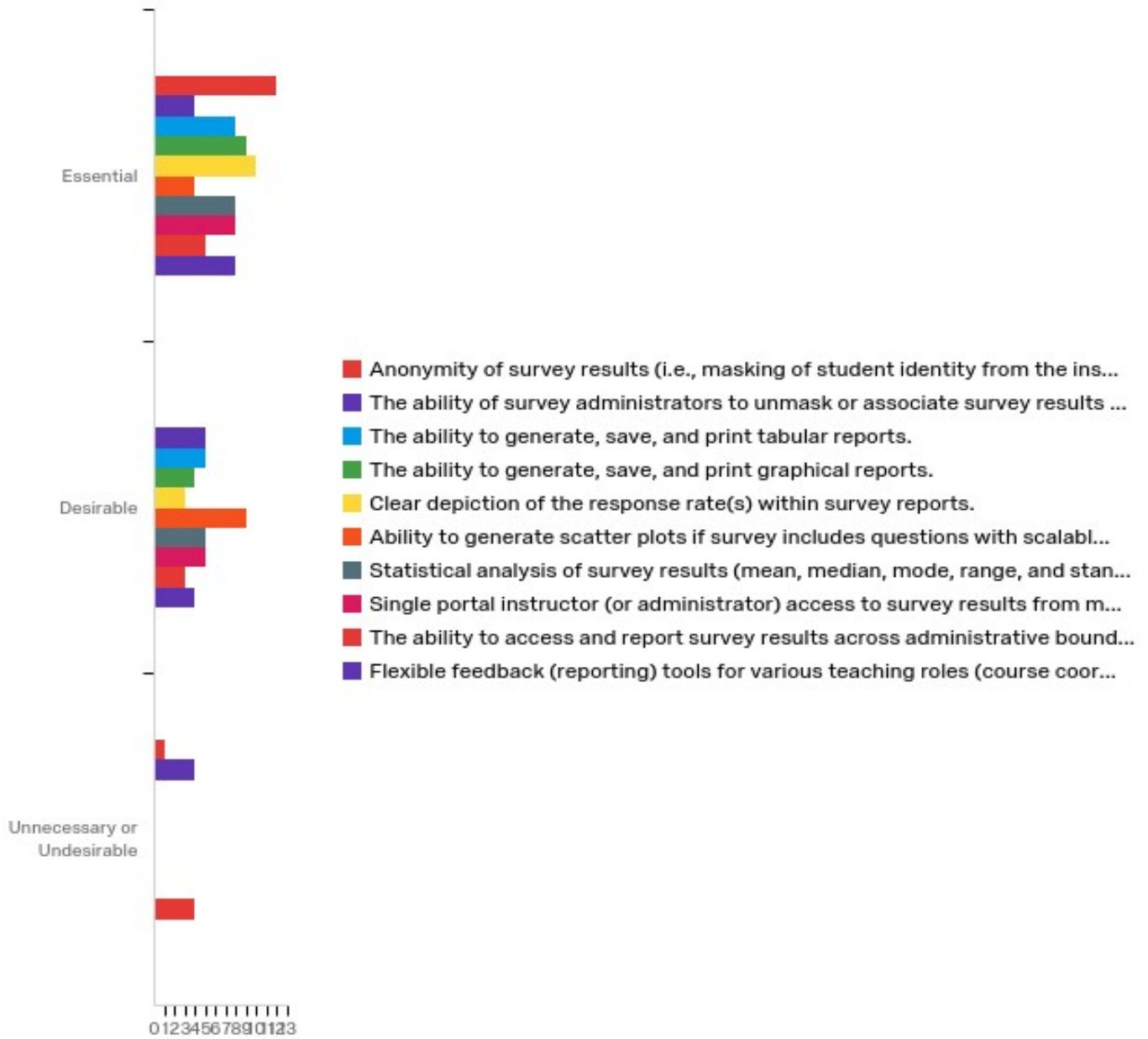
4	Customizable start and end dates for course and teaching survey completion.	38.46%	5	53.85%	7	7.69%	1	13
5	Email notifications, alerts, or reminders for survey submission.	53.85%	7	46.15%	6	0.00%	0	13
6	Automated use of penalties (or rewards) for survey completion by students (e.g., grade sequestration or early release of grades).	15.38%	2	38.46%	5	46.15%	6	13
7	The ability to offer incentives for survey completion (bonus points, etc.).	7.69%	1	30.77%	4	61.54%	8	13
8	The ability to administer midterm surveys to collect "mid-semester" feedback.	61.54%	8	38.46%	5	0.00%	0	13
9	The ability to collect peer evaluation of students for courses that include team-based, flipped, or laboratory course experiences.	38.46%	5	38.46%	5	23.08%	3	13

4b) Are there any other necessary or desirable DELIVERY or CONFIGURATION OPTIONS that you would like to see in a new platform or survey system for Student Evaluation of Teaching?

In re: mid-semester feedback, if included it would be essential to limit access to results to only the instructor offering the survey. Mid-semester feedback should not become part of RPT evaluation procedures.

It would be interesting to have the possibility to return some kind of summary of mid-term evaluations back to the students. The feedback would include instructor's comments on how they propose to address the issues raised by students. I think that students may be interested in comparing their course opinion to their peers' opinion.

5a) How important are the following REPORTING FEATURES for survey results ?



#	Question	Essential	Desirable	Unnecessary or Undesirable	Total
1	Anonymity of survey results (i.e., masking of student identity from the instructor).	92.31%	12	0.00%	13
2	The ability of survey administrators to unmask or associate survey results with student identifiers to enable analysis of survey data and correlation studies.	30.77%	4	30.77%	13
3	The ability to generate, save, and	61.54%	8	0.00%	13

	print tabular reports.							
4	The ability to generate, save, and print graphical reports.	69.23%	9	30.77%	4	0.00%	0	13
5	Clear depiction of the response rate(s) within survey reports.	76.92%	10	23.08%	3	0.00%	0	13
6	Ability to generate scatter plots if survey includes questions with scalable (numerical) response options.	30.77%	4	69.23%	9	0.00%	0	13
7	Statistical analysis of survey results (mean, median, mode, range, and standard deviation) if survey includes questions with scalable (numerical) response options.	61.54%	8	38.46%	5	0.00%	0	13
8	Single portal instructor (or administrator) access to survey results from multiple courses and multiple years.	61.54%	8	38.46%	5	0.00%	0	13
9	The ability to access and report survey results across administrative boundaries (i.e., outside of a single college, program, or department).	41.67%	5	25.00%	3	33.33%	4	12
10	Flexible feedback (reporting) tools for various teaching roles (course coordinator, sole instructor, multiple instructors, graduate teaching assistants, undergrad learning assistants).	66.67%	8	33.33%	4	0.00%	0	12

5b) Are there any other necessary or desirable REPORTING FEATURES that you would like to see in a new platform or survey system for Student Evaluation of Teaching?

I would like to see some mechanism for accounting for student bias--esp in terms of sex/gender/race, etc..

I would also prefer that student responses not be anonymous at the time of writing. They need to learn to give feedback in a professional and constructive way. Anonymous submission encourages bad behavior and sometimes misogynist and racist comments. It seems abusive to require faculty to read such comments. Given the faculty cannot view them until after grades are submitted, there is little reason to also make them anonymous. (For the record, I also support this for faculty review and tenure/promotion. We should learn how to deliver and receive constructive criticism as part of our professional culture.)

As a flipped course instructor, I would be interested in having my evaluation compared to other flipped courses in my college and/or on campus.

6a) One purpose for which student opinion data about course and teaching are collected is to provide input for the EVALUATION of TEACHING COMPETENCE, including use of survey results for reappointment, promotion, and tenure (RPT) decisions. Given this, how do you feel about:



#	Question	Good Idea	Neutral	Bad Idea	Total
1	Continuing to use survey results from current SIRS questions as one component of teaching portfolios and RPT decisions.	7.69% 1	53.85% 7	38.46% 5	13
2	Centralized (institutional) delivery and administration of end-of-semester course and teaching surveys.	53.85% 7	46.15% 6	0.00% 0	13
3	The decision to "opt-in" or "opt-out" of teaching surveys being made at the departmental or unit level only.	46.15% 6	53.85% 7	0.00% 0	13
4	De-centralization of course and teaching surveys for "opt-in" use by individual course instructors.	38.46% 5	46.15% 6	15.38% 2	13
5	The ability of chairs (or other administrators) to auto-select questions or question sets to evaluate department or institutional teaching and learning goals across the unit	69.23% 9	30.77% 4	0.00% 0	13

6b) Do you have any additional CONCERNS or SUGGESTIONS related to the use of student opinion surveys to provide input for the EVALUATION of TEACHING COMPETENCE, including use of survey results for reappointment, promotion, and tenure (RPT) decisions?

We all know post-semester evaluations aren't all that reliable. Anything we can do to address this would be important. See also my note about mid-semester feedback.

Studies have demonstrated that they are not particularly helpful or reliable for the evaluation of teaching. I think they should be considered just 1 piece of a much more robust system of evaluation, or not at all included in the process. We either do evaluate teaching or we don't. On its own, the use of student forms is not evidence of either.

I think that the tool selection is one important aspect of the issue. More importantly, the goals, uses, and forms of evaluation of teaching competence should be reviewed by departments/colleges/MSU.

7) In the comment box below, feel free to add any FINAL COMMENTS or THOUGHTS regarding adoption of a new platform or survey system for Student Evaluation of Teaching at MSU.

I would be in favor of sending the survey to all teaching MSU faculty members.

Administrators should also be involved as they may have different points of view on what measures they would like to use in their reappointment process.

present SIRS questions are utterly atrocious and need to be scrapped