

# Online Course Evaluations: Our Response Rates are What!?? Part II

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## History

In the summer of 2007, Embry-Riddle began its migration from paper course evaluations to an online system. With a successful launch at our Worldwide campus (150+ teaching centers and online courses), our two residential campuses (Daytona Beach, FL and Prescott, AZ) went live for Fall 2007 evaluations with response rate in the low 60%'s. Our Worldwide centers had more of a variable response rates (20% to 50%) depending on course delivery mode (teaching center (ground) or virtual classrooms (online)). During the first year of online evaluations, incentives were offered (gift cards, iPods, GPS, etc) and heavy advertising took place. With budget constraints, incentives were discontinued and advertising tapered off.

One year out, our residential campuses response rates began to decline (53% and 57% respectively) as did response rates for our Worldwide campuses (25-30% ground, 45-50% online). At this time we re-evaluated our course evaluation system and moved to a system that had more flexibility in reports and administrative tools and a more user friendly dashboard. Fall 2009 online evaluations had their own challenges – the rollout of a new vendor system, retraining of faculty to the new system and bad timing of a new email system to the entire student body. Response rates plummeted to an unacceptable level of 30% & 50% for our residential campuses.

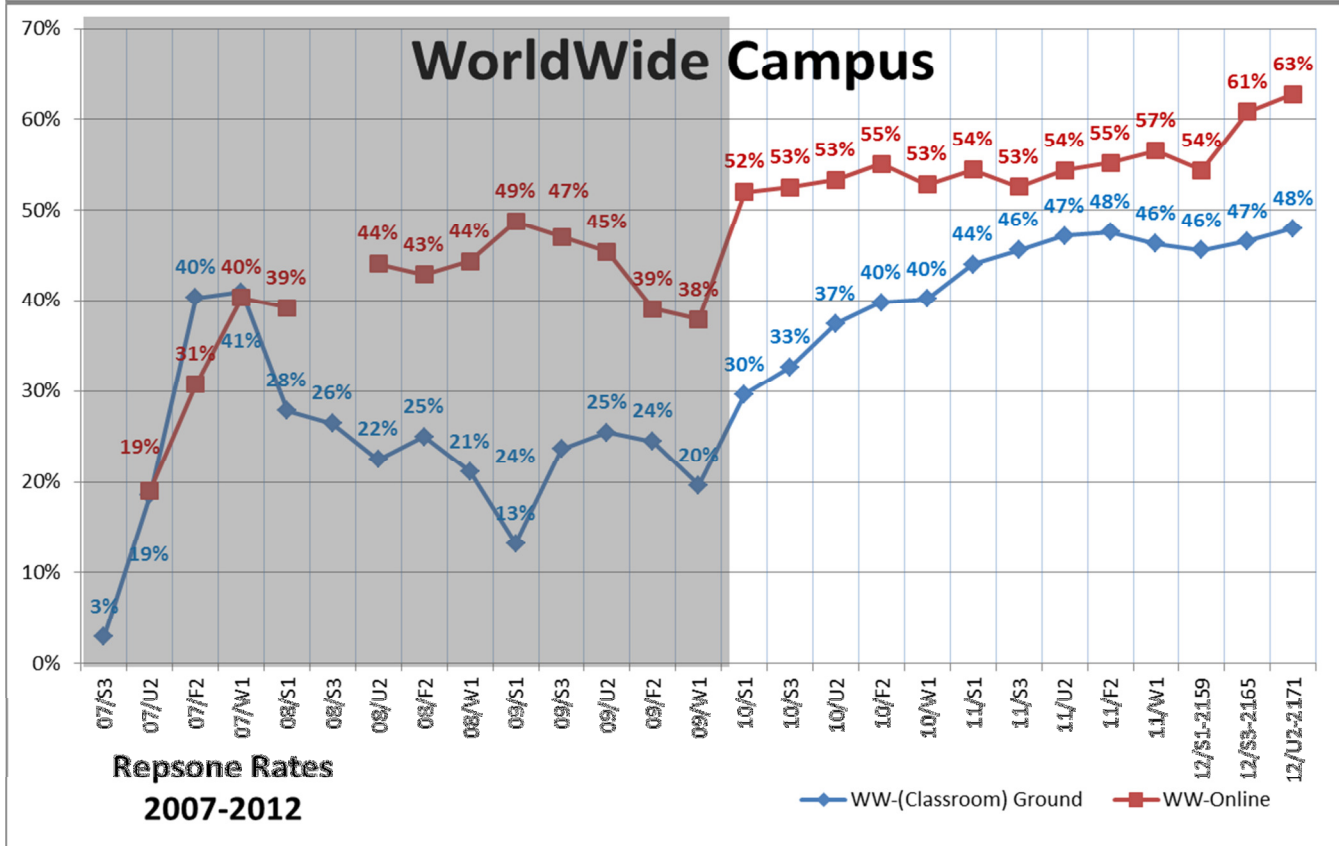
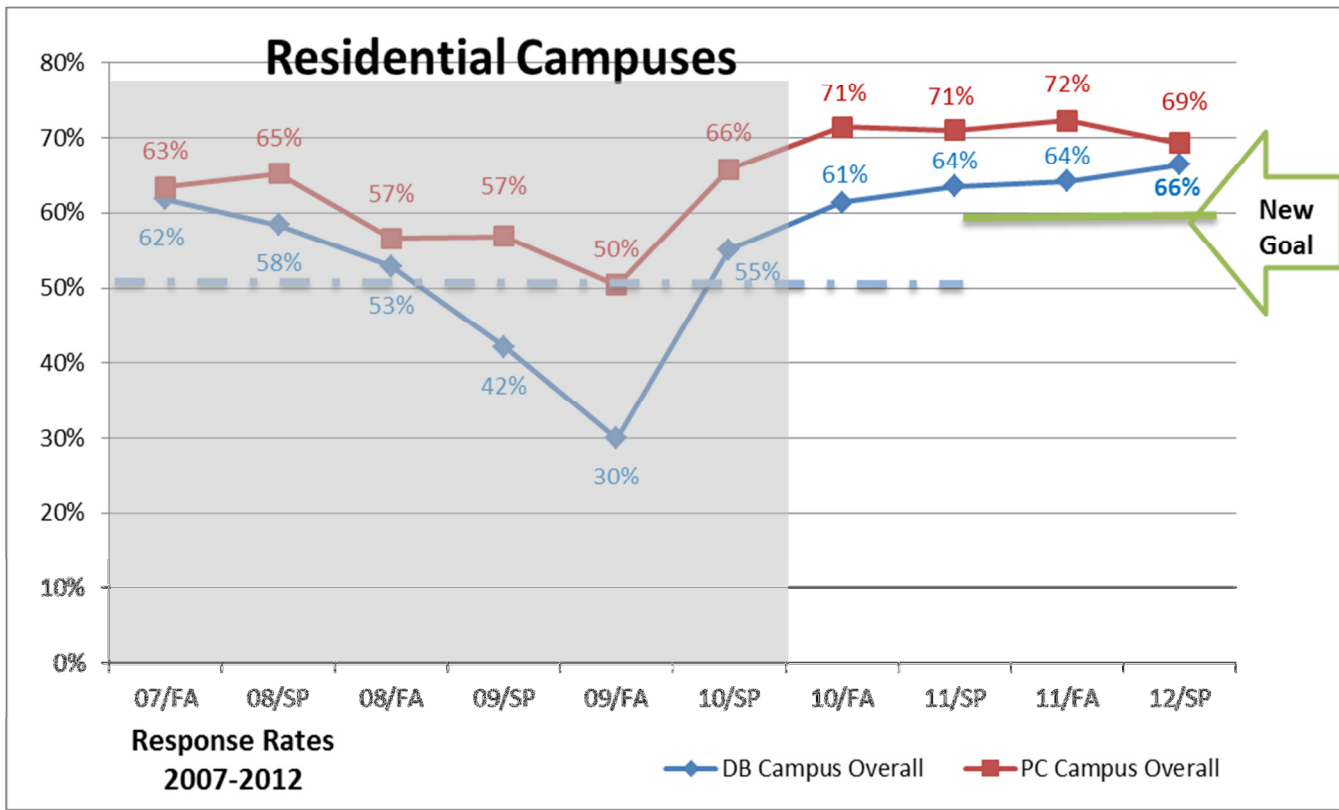
## Enhancements Implemented - 2010

During Spring of 2010 we conducted student focus groups, and had conversations with the residential campuses SGA and Faculty Senate to gather feedback and ideas on ways to increase course evaluation response rates. Enhancements that were implemented included: increased survey window to 14 days; increased student reminders to 4, 10 & 13 days after survey start date; added faculty and administrator reminder to 7 days after survey start date; encouraged faculty to share how they use evaluations in class and to include evaluations into the syllabus; made reports available to faculty of respondents/non-respondents for personal follow-up (only emails, name and id appear on report); revised student emails; increased advertisement and presentations in UNIV101 courses to students on the value of evaluations.

## Additional Enhancements - 2012

Over the last two years, we have continued with the above enhancements and have seen a successful increase in response rates. Additionally, in the Fall 2011 (residential campuses), the response rate goal was raised from 50% to 60%. In summer of 2012, during the Worldwide term - WW 12/S3-2165, we activated a student notification window to remind students of open evaluations. Results thus far have shown a significant increase to the Worldwide response rates. Also, beginning July 2012, Custom Questions opened to faculty and administrators at Worldwide. Custom Questions allow additional questions to be added to the end of the evaluations to evaluate: teaching effectiveness; assessment; program review; and/or accreditation needs. For Fall 2012, the notification window and custom questions will be available for our residential campuses. Additionally, we are presenting to the faculty during department meetings their individual department response rates, the custom question and notification window enhancements, and offering additional training on longitudinal reporting. In the Spring we are repeating student focus groups to generate additional dialogue on the course evaluation system.

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\*Only Worldwide terms of over 1000 enrollments are shown

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