

Kaban- Capstone Final Draft

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Creating a Culture of Feedback Between Faculty and Students in Higher Education:

Improving the Rates and Quality of Student Responses

LD850 Integrative Capstone

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Abstract

University academic departments, in order to meet the requirements of their larger institution and accrediting bodies, are issuing increasing numbers of surveys evaluating student's perceptions of their academic experience. As curriculum increase in complexity and institutions compete for enrollment numbers, students are being asked to participate surveys with greater frequency. This increased feedback requirement can result in dozen or more surveys competing student attention in the final weeks of their semester, leading to survey fatigue, low response rates, and poor-quality feedback. This report features a self-study of an academic department's evaluation practices with an intent to reduce the burden while still meeting evaluation requirements. The report also includes recommendations for how the department can better deploy evaluations and improve communication to create a culture of feedback between faculty and students in future evaluation cycles.

Keywords: course evaluations, surveys, response rates, college students

Introduction

Surveying of students has become a common practice at most colleges and universities. Requesting a student evaluation of teaching (SET) at the conclusion of a course or academic program has become standard practice in most institutions of higher education.

End of course surveys are conducted to evaluate instructor effectiveness, evaluate course content, determine if learning objectives were met. The survey itself may be administered on paper, however, online has become the favored method for most institutions.

At the University of New Hampshire, student evaluations of teaching (SET) have been administered online since Fall of 2014. In December of 2019, 2,046 courses were evaluated via online survey, resulting in 60,789 invitations issued. Through the use of regularly announced reminders, direct email messaging, notices on learning management software and even reminders in class, the total return rate was 61.01%, the second lowest response rate since the introduction of the online SET. (University of New Hampshire Institutional Research, 2020).

In addition to the university wide SET, students are asked to participate in a variety of non-academic surveys throughout the year. Surveys supporting both student and faculty research, surveys from campus providers such as housing or student health departments, or national surveys such as the National Survey of Student Engagement compete for students' time and attention. Individual instructors and academic department may conduct their own surveys for varying reasons, further adding to the survey burden placed upon students.

Research Proposal

Nursing programs have additional challenges to the teaching evaluation process because of the variety of types of faculty and instructional settings which are employed. These include standard classroom instruction, simulation laboratory assistants, on-line or blended teaching with various instructors and facilitators, and non-faculty preceptors. Clinical sites such as hospitals, clinics, elementary and secondary schools, home-care settings and other hands-on clinical or observational opportunities also require evaluation by the student population to ensure satisfactory learning outcomes.

Nursing students are now asked to complete a SET of their classroom or online course faculty administered by the University. Additionally, they are tasked with evaluating their clinical instructor(s), an evaluation of the clinical site(s), an evaluation of simulation lab experience, and an evaluation of their preceptor(s), all created and administered by the nursing department. In the fall of 2019, Junior nursing students were asked to complete 11 separate academically related evaluations at the end of the semester.

As the survey load has steadily increased over the past 5 years, the Quality Committee (QC), the internal body tasked with reviewing student evaluation survey results have noted a decrease in both the completed survey return rates and quality of responses to open ended questions.

In 2014, students were asked to complete one SET per course at the end of the semester, for a total of six evaluations. The average response rate across all major-required courses was 89.8% completion. The average word count for the open-ended questions was 15.2 words per question. (UNH Dept of Nursing, 2020)

By 2018-2019 academic year, nursing major students were completing a minimum of 9 end of semester surveys, and in some instances up to a dozen. Response rates for the SET of

major-required courses dropped to 60.2% and the average word count per open ended question had reduced to 9.7 words.

Student evaluations of clinical site locations was added to the survey regimen in fall of 2016. The initial return rate was 92% in the first semester collected. The response rate dropped steadily each semester, with a response rate of 49.9% in the fall of 2019.

- 1) What changes can be made to the development and distribution of the survey instruments to increase student participation
- 2) What changes can the department make in faculty and staff interaction with students to improve student engagement with the feedback process.

Objectives:

The department of nursing, facing an increased evaluation survey load combined with a steady decrease in response rates from students has created a faculty committee tasked with coordinating the process, refining the survey instruments and improving student engagement in the evaluation process.

The purpose of this research is

- 1) to provide a review of the factors influencing a student's decision to participate in the end of semester SET
- 2) provide recommendations for revisions to the survey tools including development and delivery to improve student response rates and
- 3) provide recommendations for factors external to the survey itself to improve response rate.

Terminology

The majority of the literature on the subject of student evaluations does not clearly define common terminology such as *student* or *faculty*. For the purpose of this research, the following terms are defined as:

Nursing Student- A student enrolled in the nursing major at the University of New Hampshire

Faculty- Full or part time employee of the University of New Hampshire tasked with formal student instruction.

Clinical Instructor - Faculty member whose primary function is to help students acquire professional knowledge and skills needed in a clinical environment. This instruction takes place in the clinical site.

Clinical Site - A medical or health care facility or setting external to the university of New Hampshire. Examples include hospitals, long term care facility, school setting, public health care systems.

Preceptor - An employee of a clinical site tasked with providing one on one instruction and supervision of a nursing student in a clinical setting. Preceptors are not UNH employees and generally are not financially compensated. Preceptors are overseen indirectly by department faculty.

Literature review

Student evaluations of teaching have long been used in higher education. The 'Purdue Rating Scale for Instruction' was developed in the 1920's by Herman Remmers at Purdue University in an effort to improve teaching performance (Capa-Aydin, 2016). Since its

introduction, the SET has become a widely used tool and generally accepted as a significant source of teaching quality assessment in higher education. (Spooren et al., 2013) and has been the subject extensive study.

Fan and Yan (2010) identified the four stages of the 'survey process' which impact response rates; 1) survey development, (2) survey delivery, (s) survey completion and (4) survey return. The majority of research on response rates have been focused in the first two stages, as development and delivery of a survey can easily be adjusted (Koskey et al., 2015).

Influences on Participation

There are many factors which influence a student's willingness to participate in a survey. Fan and Yan (2010) conducted a review of more than 300 studies and observed that the response rate was associated with the topic of the survey, the length of the survey, the presentation and layout of the survey and personalized invitations and reminders.

Park et al. (2019) surveyed more than 500 undergraduate and graduate students to determine their top reasons for participating in surveys. In their study, participants were presented with a list of 20 positively stated reasons why would respond to an online survey and asked to rank them in order of influence. The authors categorized the twenty questions into four factors, Format (the structure and ease of use), Affiliation (the sponsorship of the survey), Content (the content of the survey itself) and Contact (personalized cover letters, emails, reminders). The top three reasons were "It took less than half an hour to complete", "The survey was easy to fill out" (both Format) and "I wanted to help the researcher" (Affiliation).

Format

As noted above two of the top three high scoring responses to the Park survey were regarding Format. Short surveys, less than half an hour, that are easy to fill out are what both undergraduate and graduate students are looking to complete.

Koskey, et al. (2015) conducted an interview of students across 5 universities to determine student rationales for choosing to complete or not complete a survey. During class time, students were presented a two-part survey and it was explained that participation was voluntary. The first survey asked students why they were choosing to complete or not complete the second survey, a 72-item survey asking which scenarios were most likely to influence their decision to complete a survey.

For those students who chose not to complete the second survey, a lack time was the most commonly cited reason. 28% of the students reported they had other priorities to attend to during the allotted survey time, such as “a paper to finish” or “its ten minutes I can spend on assigned reading”. An additional 11% reported “I don’t have time to take surveys”, despite class time being allotted to the exercise (Koskey et al., 2015).

This poverty of time response also appears in the research of Reisenwitz (2016). In conducting research into non-response bias in SET, Reisenwitz hypothesized that students with a greater sense of time poverty are less likely to respond to surveys. A sample of 373 students from a medium-sized university were asked to respond to a three-part survey administered on paper during class time. The first section collected demographics including gender and GPA. The second consisted of scales measuring the student’s perceptions of their own time poverty, complaining behavior and a technology skill. The third portion separated students into three categories; those that never complete online evaluations, those that complete an evaluation only if the instructor was particularly good or bad, and those that always complete an evaluation.

While the majority of the respondents agreed with statements indicating they experience poverty of time, such as “I can’t ever seem to get caught up” and “I seem to have to overextend myself in order to be able to finish everything I have to do”, the impact on the student’s decision to complete evaluation was not statistically significant when self-reporting their own response rates (Reisenwitz, 2016).

In educational research, online surveys are a popular method of data collection, allowing quick collect large amount of data efficiently. While some researchers have noted that online surveys yield higher results than paper surveys (Koundinya et al., 2016), others counter that response rates for online surveys are 11% lower than other methods (Manfreda et al., 2008). A review of response rate research literature by eight different authors shows a variety of results, with a seven of the eight having a lower response to online surveys (Ahmad, 2018).

Affiliation and Content

A frequent subject of research is the relationship between a student’s major and grades. Kherifi (2011) in a study of 18,000 responses from more than 4,000 students noted that respondents varied from non-respondents in various ways. Students evaluating major required courses, first semester students, and female students are more likely to complete a SET. Student’s with lower-than average GPA’s and a reduced course-load are less likely to respond (Kherfi, 2011).

McFadyen et al. (2016) reached a conclusion similar to Kherifi. In their review of 94,161 course enrollments by 21,534 students, the authors found that the odds of a male student submitting a SET at 0.58 times that of a female student. They also confirmed that students are more likely to complete a SET for a course within their major and that there is a clear linear

correlation between final letter grade achieved in the course and the likelihood of SET completion (MacFadyen et al., 2016).

Responders who are interested in the topic are less likely to drop out from a survey. Saleh and Bista (2017) conducted a survey of 454 graduate students to determine what factors influence their willingness to participate in surveys. They found that 88% of the participants indicated they will be more likely to complete a survey if they are interested in the topic. They found that affiliation played a significant role, the likelihood of completing a survey was influenced by their relationship to the researcher. 40% reported they were willing to complete a survey from a colleague they do not know personally, but 88.7% would complete it if came from a colleague they knew personally.

Student attitudes relating to the outcome of the survey also influence a student's willingness to participate. Bennet and Nair (2010) conducted a case study of how a faculty within Monash University developed a successful communication strategy and increased their online survey response rate to 83.2%. In the academic department studied, faculties are encouraged to communicate to students a summary of data trends and point out changes or improvements planned or implemented as a result of prior feedback. Students are more likely to participate if they feel their feedback contributes in a meaningful way (Bennett & Nair, 2010).

Survey Fatigue

In an analyses of SET completion rates of 135,000 surveys completed by 22,000 undergraduates, Adams and Umbach (2011) found that the number of SETs administered to the student was a statistically significant predictor of participation. The researchers found a marked decrease student receiving 11 or more surveys in a semester. Surveys which arrive last are most

likely to have a nonresponse due to survey fatigue, which is problematic given that SETs usually arrive in the final days of the semester.

Recommendations included limiting all survey requests sent to the student body by centralizing survey processes and limiting the total number of SETs administered by sampling.

The authors also recommended institutions establish a culture that values SETs, first by communicating and reinforcing the importance to the instructors being evaluated. The instructors in turn would influence the students' environments. Second, the institution should provide skills and knowledge to orient students to the process (Adams & Umbach, 2011).

Effect of Demographics

Saleh and Bista (2017) found that different demographic groups respond differently to survey delivery methods. Male participants were more much more likely to participate if they received a reminder and the survey was short in duration. Older participants had a higher response rate when incentives were offered. The authors went on to offer eleven specific recommendations to researchers when designing their surveys and invitation letters, in order to help increase their response rates.

The Self-study Process

The department of nursing, faced with increasing the numbers of evaluation need and declining quantity and quality of student feedback formed a departmental committee to examine the evaluation procedures. Membership was composed of faculty and staff volunteers and was comprised of one tenure track faculty member, three clinical faculty members, two undergraduate student volunteers and I served as chair. The committee agreed to meet bi-weekly for 90 minutes, beginning in January of 2020.

At the first meeting, the committee members agreed upon the following objectives:

- 1) Inventory current evaluation tools in use at the department level.
- 2) Review evaluation requirements of Commission on Colligate Nursing Education (CCNE) to ensure compliance with guidelines and identify potential duplicative efforts or gaps.
- 3) Recommendations to Faculty Council (the departmental council composed of all full-time faculty and staff which makes self-governance decisions for the department) relating to improving the evaluation process to encourage greater participation from students.

Objective 1: Identify Current Department Evaluations in Use.

The first challenge faced by the committee is that there was no accounting of types of student evaluations being collected. At the full-faculty meeting held prior to the start of the semester, all faculty members were asked to report to the committee what types of evaluations they were asking students to provide, excluding the University of New Hampshire's online SET program, called Blue. Respondents were asked to provide the course name/number, description

of student sample (all enrolled students, self-selected participants, instructor-selected students or other), method of delivery (on line, on paper, or other method), approximate timing of release, and a sample of the survey instrument was collected.

Of the 23 full time faculty members, 10 indicated they deploy a survey of some type to their students. Adjunct faculty were contacted by the committee, but no faculty member indicated that they survey students separate from the university's official SET program.

The committee then compiled a list evaluations distributed at the departmental level. These evaluations included an end of program evaluations from recent graduates of all programs, evaluations relating to clinical sites and/or preceptors, simulation lab evaluations and other learning experiences. A hierarchical chart was created to help the committee visualize the necessary evaluations (Appendix A)

For each evaluation instrument, the committee charted the name of the evaluation, the format, the target audience, the party responsible for administering, how the data is stored, the party responsible for reviewing the results and charted into a grid for review (Appendix B). The committee also created a

Objective 2: Review evaluation requirements of CCNE and identify gaps and duplication

This purpose of this objective is to ensure that the department is meeting the minimum evaluation standards set out by the CCNE and to identify any gaps in the evaluation process and eliminate any duplication of effort. Evaluation of teaching is covered by CCNE Standard III-J (2018) which reads:

II-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. The curriculum is regularly evaluated by faculty and revised as appropriate (p. 17).

The committee also identified several instances of duplication. For example, it was noted in two undergraduate courses students were being asked to provide the same information twice, once to their clinical instructor and once to the classroom faculty. This duplication of effort was communicated with instructors for both courses and plans were made to collaborate and share results in future evaluation cycles.

The committee determined that while the current practices do meet the standards set by CCNE, the review of the evaluation grid highlighted evaluation deficiencies. One major discrepancy noted was the multi-year failure to conduct end of program evaluation of graduates of one program after the retirement of the staff member responsible.

Objective 3: Recommendations to Faculty Council

The final objective of this committee is to prepare recommendations for best practices to share with faculty members. While the committee is not yet prepared to take recommendations for improvement to Faculty Council, I would recommend the following modifications to the department's evaluation practice, to hopefully improve the engagement of students in the quality improvement process.

Recommendations

Format.

Park et al (2018) found that Format was one of the most important factors in a student's decision to complete a survey. Format includes the attributes of the survey such as convenience, organization and length. The top three reasons Convenient, Easy to Fill Out and Well Organized were listed as the top three reasons that impacted a student's decision to participate.

Participants in Saleh & Bista's (2007) also indicated that format was a contributing factor in their decision to participate in a survey. 94% responded that they were more likely to complete the survey if the questions are short and concise, making it the highest rated factor in their survey.

Currently the evaluations tool in use in the department vary widely in format, appearance, terminology, and the rating scales used. When two surveys are taken back to back, as is the frequent case for undergraduate students, the conflicting Likert scales may cause confusion for students.

Two studies conducted among college students found that thirteen minutes or less of the completion time is considered the ideal length to obtain a good response rate (Asiu et al., 1998; Handwerk et al, 2000). The current end-of-program surveys for the pre-licensure programs are lengthy, requiring an average of 25 minutes to complete.

Suggested Changes to Survey Format:

Standardize appearance and Likert scales across all tools used within a specific program. A comparison of a sampling of departmental evaluation tools shows a variety of scales in use, with some scales begin from positive to negative, others from negative to positive. Some have neutral answers listed first, others at the end of the scale. All evaluation tools used within one program should use a similar Likert scale which progresses in the same direction. If options

such as “Do not know” or “Not applicable” are used, they should be located at the same point in the scale. Using the same scale as the Blue evaluations is suggested, which is:

- Strongly Agree (Numeric Value = 5)
- Agree (Numeric Value = 4)
- Neither Agree Nor Disagree (Numeric Value = 3)
- Disagree (Numeric Value = 2)
- Strongly Disagree (Numeric Value = 1)
- Does Not Apply
- Do Not Know

Reduce duration of surveys to 13 minutes or less and indicate approximate length in introduction. End of program surveys for the two pre-licensure programs take approximately 25 minutes to complete. Respondents are less willing to invest effort when they feel fatigue at the of a survey (Park et al., 2018). As these are surveys are conducted by a for-profit third-party entity contracted by the department at a considerable cost, the committee should explore other options including contracting with the UNH Survey Center or conducting the evaluation in-house.

Affiliation

The affiliation of the student with the person requesting the survey is an important factor in a student’s decision to participate. The importance of affiliation between the student and the survey issuer was also echoed in the research of Park et al. (2018) and MacFadyen et al. (2015). Emphasizing the affiliation between the student can encourage further participation.

Suggested Changes Related to Affiliation

Faculty members should make every effort to ask for student participation in person. The research of Koskey et al. (2015) into the scenarios most likely to influence a student's decision to participate in a survey found that a request in person from a professor was ranked as the number two reason given. A personal in-person request from the faculty to the students should be issued whenever possible.

Invitations issued via email should originate from faculty and staff members with an established relationship to the target student populations. For online courses, the faculty member should contact the students through the usual communication channels to remind them of the importance of the survey and encourage participation. For other surveys originating from the department, the invitation should come from an individual the students recognize as having a strong association with their program.

Content

Multiple research studies have shown that students are more likely to reply to a survey with a content that is of interest to them (Park Et al., 2011; Macfadyen et al., 2015), and students who are earning higher grades within a course, and in a course related to their major are the most likely to reply to requests for feedback (Adams & Umback, 2011). Of the more than 350 sections of nursing courses offered each academic year, only 15 are open to non-nursing majors, so the salience of the subject material should not be a hinderance to participation. However, students who think that their responses will not have an impact on teaching may be less motivated to participate (Adams & Umback, 2011).

Suggested Changes Related to Content

Survey introductions should include a statement from the professor or the department representative regarding how the information received may be utilized in the future.

Approximately half of the evaluation tools reviewed by the committee included a statement of the intended usage of the information. While the intent to use responses for future curricular improvements is implied, a discussion with students is a valuable reinforcement and should be included with each survey issued.

Contact

Contact refers to the manner and timing of outreach from the faculty or department to the student. Personalized invitations and reminders, consideration of the timing of the release of the survey and reminders all increase participation rates (Saleh & Bista, 2017).

Recommendations Relating to Contact

Students should receive a notification either in person or via email ahead of the release of the survey. Students are more likely to open the survey email if they receive a prenotification (Saleh & Bista, 2017).

Ensure the survey invitation is being issued to the email addresses most frequently used by the students. Alternate announcements, such as a course announcement in Canvas or class should be utilized. Graduate faculty have a tendency to use non-university emails for many of their students. The department may need to follow up to more than one email address to effectively reach students.

A minimum of two reminders, but not more than three, should be issued. Saleh and Bista (2017) found 66% of respondents are more likely to complete a survey if they receive a reminder, but 75% get annoyed if they receive more than three reminders.

Other Recommendations

In addition to the above suggestions relating to the execution of the survey instrument itself, I believe there are other opportunities for improving the feedback culture between students and faculty.

Student's Perception of Poverty of Time

Reisenwitz (2015) hypothesized that students with a perception of time poverty are less likely to respond. His research indicated that this factor was not statistically significant. However, in the case of nursing students, time poverty is a legitimate concern. Students in their junior year will spend 15 hours a week in lecture, two hours in lab, two hours in simulation pre and post brief, 16 hours in clinical and two to four hours in activities during common exam times. The perception that they 'just don't have time' to complete a survey may actually be a reality.

The nursing department can help alleviate the time burden associated with evaluations by providing time during class. Koskey et al. (2015) in their experiment found that students who felt too busy choose to complete work for other courses despite the time for the survey being provided in class. Standish et al. (2018) investigated synchronous online survey administration. They found that online surveys provided 65.2% longer responses to open ended questions, and completing the survey synchronously resulted in a 35% increase in the response rates.

Faculty members should consider providing time in class for completion of SET's. Course workload should be considered when choosing a date, so students are less likely to use the time for other work (ie, choosing a day after exams for other nursing courses if possible).

Closing the Loop

In an effective quality improvement cycle, the data gathered must be analyzed and used to make improvements and is referred to as "closing the loop" (Bennett & Nair, 2010). As

student participation is influenced by the perception of the role the SET plays in shaping their learning environment (Chen & Hoswhoer, 2003), students who have evidence that their responses have had an impact should be more motivated to participate in future evaluations.

The final step in the cycle should be communicating these improvements clearly and explicitly to the student body. The department should make it a standard practice to report not only the results of the previous semester's surveys to the student body, but also the specific changes made in response to the feedback.

The Fall 2019 evaluation collection indicated that students in one clinical section had an unsatisfactory experience in relation to the facility their clinical course was held in. The instructor, in her first year of teaching at UNH, choose to email the students in both the Fall 2019 course and the Spring 2020 course, which was the standard practice in her former institution. She outlined the specific steps being taken to address the concerns (Appendix C). Her response to the student's feedback should be emulated by other instructor.

Future Considerations

The written survey is not the only method of collecting student opinions and quality data. I would recommend that the department explore alternative approaches to data collection.

One possible method to explore is the use of student panels. The National Survey of Student Engagement (NSSE) experiment with student panels, rather than the standard 18 minute survey. Saraff et al. (2016) reported that they achieved statistically similar results as the written survey, and moderately higher completion rates. The panel studies offer a rapid way to collect information.

In addition to formal data collection, the department should also expand student representation on faculty committee, where appropriate. While several faculty committees do have a minimum of one student member, the timing of the meetings often conflicts with the students' other obligations and they are unable to participate regularly. The department should consider finding times outside of common exam time for meeting to reduce this hinderance. The representatives should be encouraged by committee chairs to bring student concerns to the committee and given opportunities to present to the committee.

Finally, the student grievance process should be publicized to student population and the department may wish to consider a "suggestion box" type process, or appoint a Ombudsperson to allow students to share concerns at the time they surface, rather than allowing them to escalate in severity or be forgotten before the end of the semester evaluations are released.

Framework for Analysis

During my research and investigation to this subject, I used a combination of techniques to collect the evidence required to generate recommendations regarding the student feedback process.

I utilized peer-reviewed research previously conducted on the subject of student evaluations of teaching. During this qualitative exploration into the topic, I examined the factors which contribute to a student's attitude toward SET's and their overall willingness to participate in the completion of a survey.

The self-study portion of this project was conducted collaboratively with an ad hoc committee formed with faculty members and student representatives. The purpose of this committee was to conduct a self-study of the evaluations currently in use in the department and

evaluate for gaps and duplications. The committee took inventory of the surveys issued by the members of the department and invited input from a few self-selected students. The work of the committee will extend beyond the time constraints of this paper, however, the recommendations listed here will be shared with the department at a later date.

Finally, I researched administration guidelines for how to administer department-based evaluations, including a comparison of online administration vs in-class administration methods.

Conclusion

The SET is a highly researched topic in education with a variety of opinions, conclusions and research results. With the significant decisions being based upon the results, it seems logical that it would be subject to extensive scrutiny and theories for how to improve rates of response.

In the UNH Department of Nursing, students face a extensive demands upon their time, and a sizable evaluation burden. The nursing curriculum is complex and involves the integration of many different instructors, instructional methods, locations and experiences. Having an accurate understanding of how students view the program and their experience is an important part of the quality improvement cycle.

Increasing communication about the SET itself is not enough. The nursing department must engage the students in the process and make a point of communicating the results of the survey and how the faculty have actively integrated their responses into the process of improving the course and student experience. Communicating with students before, during and after the evaluation launch period may help students feel more involved in the quality improvement cycle.

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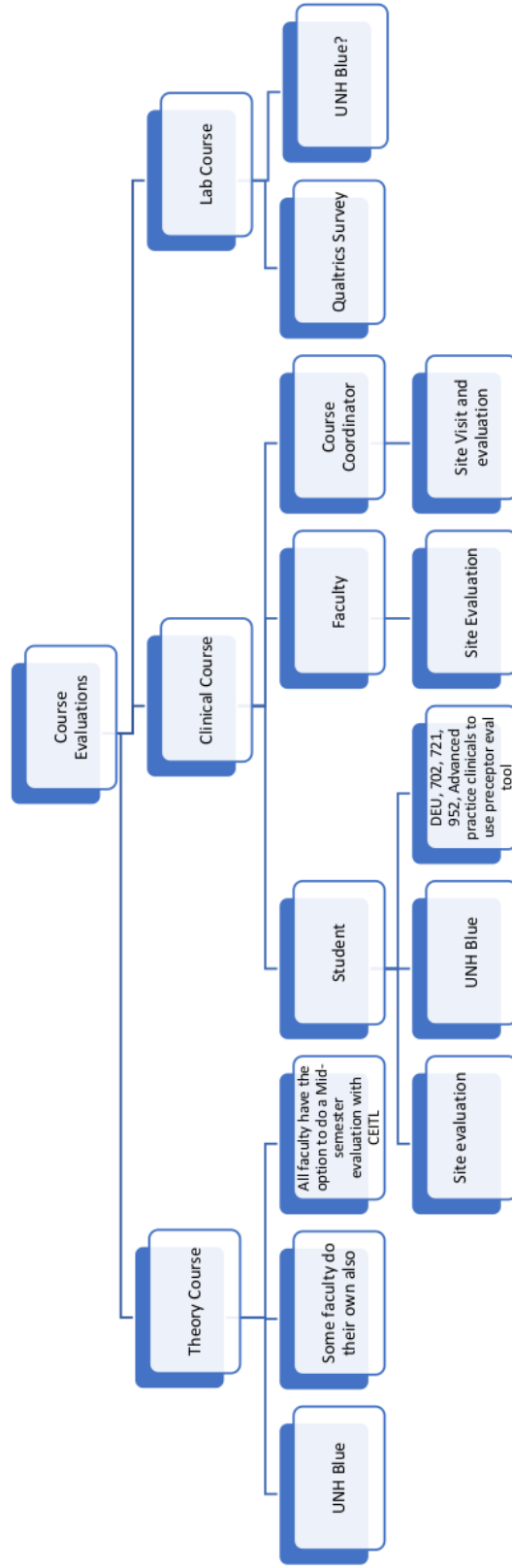
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Appendix A

Department of Nursing Evaluation Chart



Appendix B

Name of Eval	Format	Who completes it?	Who administers it?	When?	How Stored?	Documentation into CQI? (What meeting minutes to review)
Evaluation of Theory Course and Faculty	UNH Blue	Students	UNH	Toward the end of each semester it is sent out, results are typically back around the time course	Electronically archived by the University and Into End of Course Report	Program Director Meetings And Full Faculty Council for updates
Evaluation of clinical course	UNH Blue	Students	UNH	Toward the end of each semester it is sent out, results are typically back around the time course grades are due each semester	Electronically archived by the University and Into End of Course Report	Program Director Meetings And Full Faculty Council for updates
Evaluation of clinical course	Site evaluation on paper	Students	Course Coordinator	Before the end of the term	Into End of Course Report	Program Director Meetings And Full Faculty Council for updates
Advanced practice, practicum and DEU clinicals	Preceptor evaluation on paper	Students	Course Coordinator	Before the end of the term	Into End of Course Report	Program Director Meetings And Full Faculty Council for updates
Clinical Faculty Evaluation of Clinical site	On paper	Clinical faculty	Course Coordinator	Before the end of the term	Into End of Course Report	Program Director Meetings And Full Faculty Council for updates
Course coordinator site	On paper	Course manager	Course Coordinator	During the second half of the	Into End of Course Report	Program Director Meetings And Full

visit and evaluation of clinical site and clinical faculty					semester until all sites have been visited		Faculty Council for updates
Evaluation of Lab Course when multiple	Qualtrics Survey	Students	Lab Coordinator	Before the end of the term	Stored electronically in Qualtrics	Program Director Meetings And Full Faculty Council for updates	
Evaluation of Lab Course when only one instructor is used for the course	UNH Blue	Students	Lab Coordinator	Before the end of the term	Electronically archived by the University and Into End of Course Report	Program Director Meetings And Full Faculty Council for updates	
End of Course Report	On Paper	Course Manager	Course Manager	Within 60 days of close of the semester/course	Submitted electronically to QC and stored in Box	Program Director Meetings And Full Faculty Council for updates	

Appendix C

Dear Students:

Students in NURS XXX in the fall were asked to complete an evaluation of the facility in which their clinical experience is held. This evaluation was reviewed by the course coordinator and department chair.

The responses received indicated that the experience at one specific facility did not meet the student's expectations. Unfortunately, due to a shortage of clinical sites, the department must utilize this location for clinical this semester. To improve the clinical experience for the spring semester, we have taken the following steps:

- 1) Student responses relating to the unsatisfactory location have been deidentified and shared with the education department at the facility. They have also received deidentified evaluations from students of the other NURS XXX clinical facilities for comparison.
- 2) I have met with the unit manager and education department to discuss the feedback. The unit manager has shared feedback with unit staff.
- 3) The clinical faculty has been reassigned to have an experienced instructor in this facility for spring of 2020.
- 4) New clinical facilities are being sought for the fall 2021 semester.

If you have questions or concerns, please let me know.