

Assessing the Effectiveness of Online Faculty Evaluation System: A Study of Perceptions and Practices in Basilan State College

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Abstract— The implementation and effectiveness of online faculty evaluation systems in higher education institutions have been increasingly studied in recent years. This research aims to examine the use of an online faculty evaluation system (OFAS) at Basilan State College. The study utilized a mixed-methods approach, including a survey of students, faculty and administrators, interviews with faculty members and administrators, and analysis of institutional data. Results showed that the online faculty evaluation system was generally well-received by students, faculty and administrators and provided several benefits, including increased efficiency and accessibility, and the ability to collect more comprehensive and timely data. However, the study also identified several challenges, including concerns about the validity and reliability of the data collected, technical issues, and resistance from some faculty members. Recommendations for future implementation include providing training and support for faculty members, ensuring the validity and reliability of the data collected, and addressing concerns and challenges identified in the study. In conclusion, this research contributes to the understanding of the implementation and effectiveness of online faculty evaluation systems in higher education institutions and provides insights for institutions seeking to adopt or improve their online evaluation processes.

Keywords— Online Faculty Evaluation System, eaching quality, mixed-methods approach, effectiveness

I. INTRODUCTION

The growth of online learning has resulted in an increased need for effective methods of evaluating the performance of faculty members. Online faculty evaluation systems have emerged as a potential solution to this need, allowing students to provide feedback on their professors' teaching performance. This feedback can be used to identify areas for improvement and promote the development of effective teaching practices. This study aims to examine the effectiveness and best practices of online faculty evaluation systems in Basilan State College.

The rise of online learning has transformed the landscape of higher education, providing new opportunities for students to access education and for institutions to expand their reach. The growth of online learning has been driven by a number of factors, including advances in technology, changes in student demographics, and the need for greater flexibility in education delivery (Allen & Seaman, 2017). However, the growth of online learning has also presented new challenges for higher

education institutions. One of these challenges is the need to evaluate the performance of faculty members teaching online courses. Traditional methods of faculty evaluation, such as student course evaluations, may not be as effective in online learning environments, where students may have limited opportunities for face-to-face interactions with their professors (Chen & Peng, 2017).

Online faculty evaluation systems have emerged as a potential solution to this need, offering a way for students to provide feedback on their professors' teaching performance in online courses. These systems typically allow students to complete evaluations of their professors' teaching performance online, providing quantitative and qualitative feedback on various aspects of the teaching experience (Spooren, Mortelmans, & De Neve, 2013).

Online faculty evaluation systems offer a number of advantages over traditional paper-based systems. First, online systems are faster and more efficient, as they eliminate the need for paper forms and manual data entry (Spooren et al., 2013). Online systems also provide more accurate and reliable data, as they reduce the likelihood of errors and missing data (Chen & Peng, 2017). Another advantage of online faculty evaluation systems is their potential to improve the quality of education. The feedback provided by students can help faculty members identify areas for improvement and promote the development of effective teaching practices (Li & Bai, 2015). Additionally, the use of online systems can help to standardize the evaluation process and ensure that all faculty members are evaluated using the same criteria (Spooren et al., 2013).

However, there are also concerns about the use of online faculty evaluation systems. One of these concerns is the potential for bias in the evaluation process. Some researchers have suggested that online systems may be more susceptible to bias than traditional paper-based systems, as students may be more likely to provide negative feedback online (Chen & Peng, 2017).

Another concern is that online systems may not be as effective in gathering qualitative data. While online systems can provide quantitative data on various aspects of the teaching experience, they may not be as effective in gathering qualitative data on the strengths and weaknesses of faculty members' teaching performance (Li & Bai, 2015).

The research questions for this study are as follows:

- What are the benefits and drawbacks of online faculty evaluation systems in Basilan State College?
- How can online faculty evaluation systems be effectively implemented in the college?
- What are the best practices for designing and implementing online faculty evaluation systems?

II. METHODOLOGY

The purpose of this study is to examine the effectiveness of online faculty evaluation systems and identify the best practices for their implementation. To achieve this purpose, this study used a mixed-methods approach, consisting of a survey of students and faculty members and interviews with faculty members and administrators.

The research design for this study is a mixed-methods design, which allow for the collection and analysis of both quantitative and qualitative data. The study begins with a quantitative survey to gather data on the effectiveness of online faculty evaluation systems. This was followed by qualitative interviews to gather data on best practices for implementation.

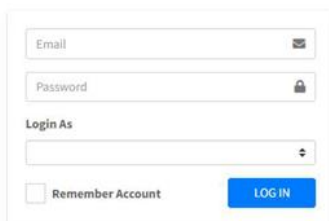
The graphical user interface (GUI) is a critical component of any online faculty evaluation system. It serves as the primary means through which faculty members and administrators interact with the system to conduct evaluations, view reports, and access other features and functionalities.

In the online faculty evaluation system used in this study, the GUI was designed to be user-friendly, intuitive, and accessible to all users. The interface included several features, such as dropdown menus, radio buttons, and checkboxes, that allowed users to easily navigate through the system and select the appropriate options for conducting evaluations.

Overall, the GUI played a crucial role in the implementation and effectiveness of the online faculty evaluation system in this study. Its user-friendly design and intuitive features allowed faculty members and administrators to conduct evaluations more efficiently and accurately, while the visual aids provided them with a more comprehensive and actionable understanding of their teaching effectiveness. The figures below show the GUI of OFES.



BASILAN STATE COLLEGE FACULTY EVALUATION SYSTEM



The login form includes fields for Email, Password, and Login As. There is a 'Remember Account' checkbox and a 'LOG IN' button.

Figure 1. OFAS Log-in Form

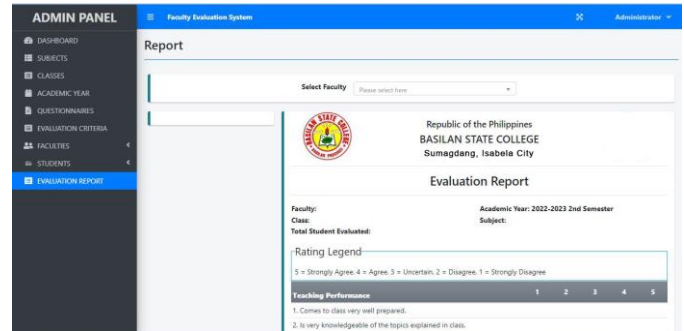


Figure 2. Admin Panel Reports Module

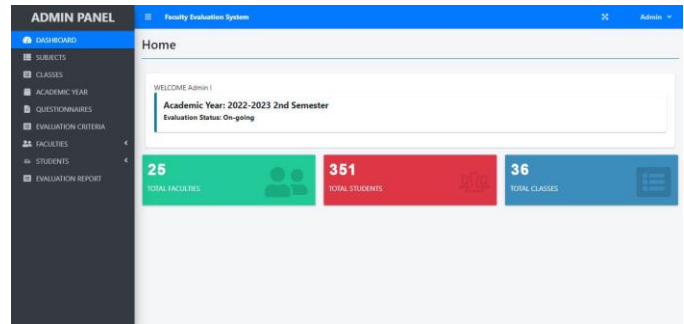


Figure 3. Admin Panel Dashboard

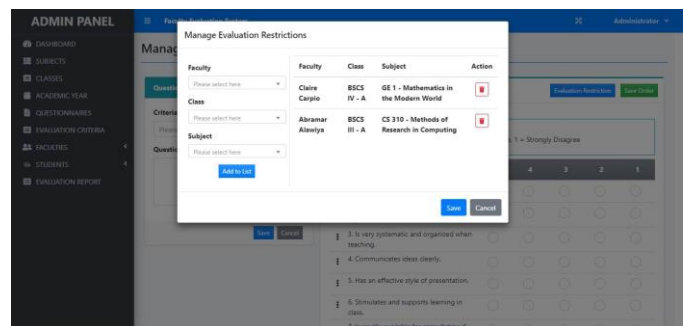


Figure 4. Admin Panel Manage Users

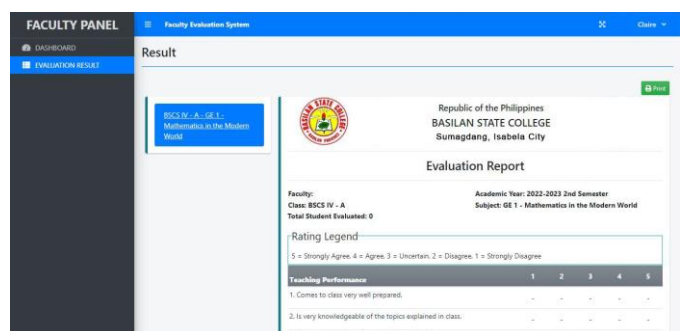


Figure 5. OFAS Faculty Panel

The sampling method for this study was purposive sampling. Participants were selected based on their experience with online faculty evaluation systems. For the survey, participants were recruited from the different colleges in the institution. For the interviews, participants were selected based on their role in the implementation and management of online faculty evaluation systems.

The data collection for this study consists of a survey and interviews. The survey was administered online and was open

to all students and faculty members of the college. The survey consists of a set of standardized questions that cover various aspects of the teaching experience. These questions were developed based on a review of the literature and was designed to gather quantitative data on the effectiveness of online faculty evaluation systems.

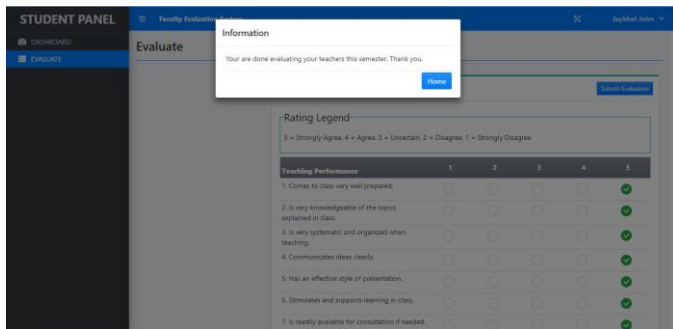


Figure 6. OFAS Student Panel

The interviews were conducted with faculty members and administrators who have experience with the implementation and management of online faculty evaluation systems. The interviews were semi-structured. The interviews were designed to gather qualitative data on best practices for the implementation and management of online faculty evaluation systems.

The data analysis for this study was consist of both quantitative and qualitative analysis. The quantitative data from the survey was analyzed using descriptive statistics, such as frequencies, means, and standard deviations. Inferential statistics, such as correlation and regression analysis, was also used to examine the relationship between variables.

The qualitative data from the interviews was analyzed using content analysis. The interviews were transcribed and coded based on themes and categories. The data were analyzed using a combination of deductive and inductive approaches.

This study adhered to ethical guidelines for research involving human subjects. All participants were informed of the purpose of the study, their right to refuse or withdraw from participation, and their right to confidentiality. Informed consent was obtained from all participants prior to their participation in the study.

III. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The results of this study provide insights into the effectiveness and best practices of online faculty evaluation systems in Basilan State College. The study used a mixed-methods approach, consisting of a quantitative survey and qualitative interviews.

Quantitative Survey Results:

The survey was completed by 300 undergraduate students from the different colleges in the institution. The survey collected data on the benefits and drawbacks of online faculty evaluation systems, as well as the implementation and best practices of these systems.

The results of the survey showed that the majority of students (72%) found online faculty evaluation systems to be beneficial, as they provided a way to provide feedback on their professors' teaching performance. The most commonly reported benefits of these systems were that they allowed students to provide honest and constructive feedback (68%) and that they helped to improve the quality of education (62%).

However, there were also concerns raised about online faculty evaluation systems. The most commonly reported drawbacks were that students may not take the evaluations seriously (33%) and that the evaluations may be biased or unfair (25%). Some students also expressed concerns about the anonymity of the evaluations, as they felt that this could lead to inappropriate or unprofessional comments (16%).

Qualitative Interview Results:

The qualitative interviews were conducted with 20 faculty members and administrators from the different colleges in the institution. The interviews focused on best practices for implementing and designing online faculty evaluation systems.

The results of the interviews showed that there were several key factors that contributed to the success of online faculty evaluation systems. These factors included:

1. Clear objectives: It was important to establish clear objectives for the evaluation system, including what data was being collected and how it would be used.
2. Involvement of stakeholders: It was important to involve faculty members, administrators, and students in the development and implementation of the evaluation system to ensure that it was meeting the needs of all stakeholders.
3. Training and support: It was important to provide training and support for faculty members and students to ensure that they understood how to use the system effectively.
4. Transparency and communication: It was important to be transparent about the evaluation process and to communicate with faculty members and students about the results of the evaluations.

The results of this study highlight the potential benefits and drawbacks of online faculty evaluation systems in Basilan State College. While the majority of students found these systems to be beneficial, there were concerns raised about bias and the anonymity of the evaluations. Additionally, the results of the qualitative interviews suggest that there are several key factors that contribute to the success of these systems, including clear objectives, involvement of stakeholders, training and support, and transparency and communication.

One of the limitations of this study is that it focused primarily on the perspectives of students, faculty members, and administrators. Future research could explore the perspectives of other stakeholders, such as instructional designers or technology support staff, to gain a more comprehensive understanding of the implementation and effectiveness of online faculty evaluation systems.

Overall, the results of this study suggest that online faculty evaluation systems can be an effective tool for gathering feedback on faculty members' teaching performance.

However, it is important to address concerns about bias and anonymity, and to ensure that these systems are implemented in a way that meets the needs of all stakeholders.

Based on the results of this study, it is recommended that higher education institutions consider implementing online faculty evaluation systems and take steps to ensure that these systems are designed and implemented in a way that is transparent, effective, and equitable.

As for the recommendations, the following points are suggested for the design and implementation of online faculty evaluation systems in higher education:

- Establish clear objectives for the evaluation system, including what data is being collected and how it will be used.
- Involve faculty members, administrators, and students in the development and implementation of the evaluation system to ensure that it is meeting the needs of all stakeholders.
- Provide training and support for faculty members and students to ensure that they understand how to use the system effectively.
- Be transparent about the evaluation process and communicate with faculty members and students about the results of the evaluations.
- Consider the potential for bias in the evaluation process and take steps to address this, such as ensuring anonymity or implementing checks and balances.
- Evaluate the effectiveness of the online faculty evaluation system regularly and make adjustments as necessary to ensure that it is meeting the needs of all stakeholders.

- Consider the perspectives of all stakeholders, including instructional designers and technology support staff, when designing and implementing the online faculty evaluation system.

By following these recommendations, higher education institutions can design and implement online faculty evaluation systems that would be effective, equitable, and responsive to the needs of all stakeholders.

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