

**A&S Council Faculty Forum:
Online Course Evaluations
217 Perkins
2:00-3:00 p.m.
Tuesday October 8, 2013**

Prof. John Brown (Music): Good afternoon everyone and welcome. I am John Brown from the Department of Music, and I am a newly elected member of ECASC. I would like to get things started so we can end promptly at three. I would like to introduce Lee Baker, Keith Whitfield, and Matt Serra. Perhaps you would like to give some introductory remarks?

Dean Lee Baker: I did want to have this opportunity to get feedback, have a longer discussion about our course evaluations, and frame some of the impetus for moving these online. About ten years ago we had the new form, and it took a while to get it started, so the form that we have been using is a little over a decade old.

Since 2010, the students had been pushing to have our course evaluations online because they feel it is good for the environment, and they want to have the comments available. At this point, we are not going there quite yet, but I think in the future once faculty get comfortable with the comments we will have the same opt-in opt-out approach where faculty can opt-in to have their comments available for students. That was one of the real drivers. Steve Nowicki and I were trying to be responsive to student wishes, and it is the environmentally responsible thing to do.

That being said, we took a very conservative approach in terms of the questions. Essentially, these are the old questions that have been revamped to address the Modes of Inquiry. The real priority is moving the whole kit and caboodle online. At that time, my strategy is going to be working with the Arts and Sciences Council, and probably the Assessment Committee, to fine tune different questions and have a more regular process of faculty governance. That said, whenever we get a new curriculum, I hope that the questions for the course evaluations are integral to the creation of a new curriculum, with assessment, course evaluations, and curriculum all coming together in one process. It will be a long process, but I think within the next few years that is inevitable.

I have had a number of different documents that shows the process. Keith could talk about that. We have a tentative roll-out, and I could share that if you have questions. I am going to e-mail parents, get that in the chronicle, and get some signage on the fence that outlines the library that say, "Remember to do the course evaluations." We have done a number of pilots that have been pretty successful, but the key to success, and this is what we have to communicate to faculty in general, is to keep the culture and the ritual the same. Take time out during the class period and invite students to have their computers and go online to do evaluations. We fell like that is going to be the critical success factor. Students might bump into it on ACES and think they will get to it eventually, but that probably will not be successful. We are really asking the faculty to do exactly the same thing that they do now, which is to take time in class to do it. We are confident that the response rates will be the same, if not improved. Those are some of my general comments. I am glad you came out and I am happy to have this type of feedback. Does anyone have specific questions for me?

Prof. Luciana Fellin (Romance Studies): So you are recommending that students do it in class?

Dean Lee Baker: Yes

Prof. Karin Shapiro (AAAS): When are you going to roll this out?

Dean Lee Baker: This semester

Prof. Dalene Stangl (Statistics): Students will be required to complete it by...? When is the last day they can go in?

Matt Serra (Office of Assessment): The last day of classes. We will open it up in a couple of weeks.

Dean Lee Baker: November 25.

Matt Serra (Office of Assessment): I will talk a little bit about it in a minute, but in the future within that prescribed administration window, faculty will have some leeway, because maybe they would not want to open it up as soon or if they want to close it a little earlier. In the future we are going to allow that, and faculty will have leeway.

Prof. Karin Shapiro (AAAS): When will the evaluations become available to the faculty once they have been done online?

Matt Serra (Office of Assessment): The results? Normally, with the old process we could turn them around in a week and a half. Hopefully this will allow us to turn them around in three days.

Prof. Karin Shapiro (AAAS): I am assuming you will not let us in until grades are in?

Dean Lee Baker: We will not let you have access until grades are in.

Prof. Karin Shapiro (AAAS): So you are going to have to know who is going to have a 24 hour exam, and who has got a research paper that is due.

Matt Serra (Office of Assessment): We know when your grades are turned in.

Dean Lee Baker: The question is how do we communicate to the faculty? You are not going to get those blue packets, so without those are you going to remember? I probably will this semester, but should we send out reminders to DUSs?

Matt Serra (Office of Assessment): The type of communication between my office and the department is not going to change much. The responsibilities of your DUSs will be the same. They have to see these lists of courses, clean them up, and make sure they are the ones that are supposed to be evaluated. That roll up to the time of course evaluations is not really changed. What is changing is the delivery system of how we get the information in, and the way we are going to report it back out.

Dean Lee Baker: You will not have your blue packets

Matt Serra (Office of Assessment): Yes. I have a short PowerPoint that goes through the process and shows the items.

Prof. Dalene Stangl (Statistics): Is this done through Sakai?

Matt Serra (Office of Assessment): It is done through SISS. That is one of the things that we debated for about a year with this. Should we go to an outside vendor or built something in-house? We finally decided to build it in-house because this allows the students to go to the same place they go to for all of their course information. This [on PowerPoint] is the old one you are familiar with. These forms, envelopes, and all the rest of it is going away.

Dean Lee Baker: [It saves] 20,000 pieces of paper.

Matt Serra (Office of Assessment): Now, students will be going to their student center in ACES. This is a snapshot of the new form. This is the old reporting, what we call the "blue side" on the assessment. This is the flat PDF that faculty members would get that gives detailed information, responses, and that sort of thing.

Prof. Luciana Fellin (Romance Studies): How do faculty do that now?

Matt Serra (Office of Assessment): They would log in and go to assessment.aas.duke.edu. They would click on the faculty report link, where they would be asked to web auth-in. This takes them directly to the blue page for them.

Prof. Luciana Fellin (Romance Studies): That would be great to have in the reminder.

Matt Serra (Office of Assessment): This is only going to be for archived information, so this is going away as well. This is the old way. This is the new ways. It is a website called tableau.com, so you will click on the link, web auth-in, and it will take you to the newly formatted interactive report. We will talk more about the report in a second.

Dean Lee Baker: DUSs are going to have a different level of access than individual faculty members.

Matt Serra (Office of Assessment): It will be just like now where you designate certain people in your department who can see everyone's evaluations. As a faculty member, unless you have one of those levels of importance or need, you will only see your report. One of the beauties of this new process is that everyone who team teaches can see the same report. If you cross-list, everybody who is cross-listed can see the same report without having to share PDFs.

What has not changed? As Lee was saying, the basic content of the questionnaire is the same. The questionnaire has been fleshed out a little bit to give fine-grained and more useful information. The reports are interactive, that is, you can go in and sort by items, the year the students are in school, and things like that. You can dig into the reports and answer better questions. The confidentiality of the data collection and reporting is equally if not better than before. The perception of the students is that it is better. They are much more confident and feel more secure in putting something online than they do with paper and pencil, and they have told us this. Again, the necessity of cleaning the course lists, how department personnel access stuff, and how faculty make changes to their status opt-in/opt-out will all be the same. None of that will change.

Here is the student questionnaire access. Students, when prompted, asked, or told will go to ACES. Right next to the course that they are enrolled in will be a sign that says "evaluate." They can click on that and the evaluation form comes up. They can stop midway if they want and save it, then it will say "in process." Once they have submitted it, it will say "completed," and they cannot go back and re-access it. This was one of the main driving forces for doing it in SISS, because this is where students go for all of their courses. Why make it more difficult by going somewhere else?

Dean Lee Baker: Because it is clunky.

Matt Serra (Office of Assessment): It is clunky, but it will get better. The folks in SISS have put in many hours trying to get this to where it is a little more malleable, and they will continue to do so. This is a work-in-progress. We see this as a first attempt, and three years from now I think what we have may not be recognizable to what this is. It will be that much more improved.

You will go in to the faculty center, like you do in STORM to look at your classes and find your rosters, and over here you will click on [this] to do your instructor form. When we allow the ability to manipulate the opening date, there will be a link there, too. The instructor questionnaire has changed. We have taken all of those technology questions off, but you will still want to go in, make your stasis designation, and align your student learning outcomes for the course.

Dean Lee Baker: My question regards the student learning outcomes and what is essential. We always put that in, and we hope that it maps on to what our students expect from the class. Will that

be populated the same? If I teach a course every fall, do I have to go back every year and fill out the same thing?

Matt Serra (Office of Assessment): That is something that we have talked about, and we are trying to see if we can archive that. The trouble with it is that the course identifier changes every term, even though the course doesn't. My course, which is PSYCH 252, does not change, but the 517333 behind it in the system changes to 91222 next time. They do that so they do not run out of numbers. You used to have to code the number in at the top of the form, and you had to let the students know what the number was.

Dean Lee Baker: Then call out every major or pass the sheet around.

Matt Serra (Office of Assessment): You do not have to do that anymore, because they do not have to fill in all of that student information anymore. We know that now, so it is in the system. One thing about the new system is that it is no longer anonymous. The paper and pencil forms were anonymous, because we did not know what student filled out each one of those pieces of paper. Now, it is no longer anonymous. It is confidential, and we will keep it guarded. We still will not evaluate courses with less than five people, so all of those caveats and rules will stay in place. The students still perceive this as more secure, and are more confident that the information will only go to those it is supposed to go to. Here is the instructor questionnaire, and the administration panel I was talking about.

Prof. Jeff Forbes (Computer Science): If it is confidential but not anonymous, that means you could, in theory, give someone credit for submitting it?

Matt Serra (Office of Assessment): Yes. We know if they have submitted it, but the instructor does not know.

Prof. Jeff Forbes (Computer Science): You could give them a list of the people who have submitted it and give them credit for submitting it.

Dean Lee Baker: You mean extra credit?

Prof. Jeff Forbes (Computer Science): Yes.

Matt Serra (Office of Assessment): We have talked about what types of incentives to use. That is something we can put on the table. Initially we were thinking about t-shirts or something like that.

Prof. Karin Shapiro (AAAS): Who would have access to that knowledge? Would it be the dean of that student?

Matt Serra (Office of Assessment): My office will be the gatekeeper for that information, and we will generate high level reports to the people that we are supposed to. If a dean, such as Lee, decides that a dean needs to know which students completed what, then I will give them that information. Basically, it belongs to the college and the professor.

Dean Lee Baker: The professor will never know which students said what.

Matt Serra (Office of Assessment): The professor has the right to that, and to say they do not want their data seen by any of the students or anybody but the administration. This is still used for appointment promotion and tenure decisions.

Dean Lee Baker: I do not think there would be any scenario where Laurie or I would need to break that confidentiality.

Matt Serra (Office of Assessment): We might want to know if there is a difference in perception in the STEM areas between male and female students.

Dean Lee Baker: That sort of stuff we can do without knowing the actual students.

Matt Serra (Office of Assessment): In the report that we are going to give back to the instructors, they are going to be able to chop their data by the year the student is in class, and by major. I have a mix of students in class, and I know they perceive it differently. I have not been able to tease that out in the past. Now I can just push a button and see how they look at it.

Prof. Dalene Stangl (Statistics): It is not really anonymous, because it does not take many subgroups before you know exactly who said what.

Matt Serra (Office of Assessment): That is why we are toying with the numbers quite a bit. I had my students do a lot of handwriting, so I knew exactly who was making what comments when I looked at their written comments. I have had 28 or 30 people in my class, but we do a lot of handwriting in class.

Prof. Jeff Forbes (Computer Science): We have not actively looked at these questions, such as how male and female students view our courses, so can we have that switch?

Matt Serra (Office of Assessment): We being....?

Prof. Jeff Forbes (Computer Science): Instructors of computer science courses.

Matt Serra (Office of Assessment): Your DUS or chair will have access to that information, but they would have to report it in general terms. They could not say, "These four students in this class..." they would have to say, "Overall female students have a perception of the difficulty at this level..."

Dean Lee Baker: Even the race, class, and gender questions, which we look at seriously in the STEM fields to see which instructors are doing a better job, are going to be at a decanal level, particularly with chemistry; we really work closely with them. We would love to partner with computer science, statistics, or whomever to see how we can best serve our students. That is one of the values of moving there, but we would not go down to the individual level. Those are some of the things where we would want to partner with you to identify how we are serving our students.

Prof. Jeff Forbes (Computer Science): You would not go below five...

Dean Lee Baker: We do not do five

Prof. Jeff Forbes (Computer Science): If the number of African-American female students in the class was less than five....

Matt Serra (Office of Assessment): The reporting software is very powerful, and it works on filters. It can filter out certain aspects of the data and only allows other aspects to come forward. It is feasible that we could get to that fine-grain, but again, we are embryonic in the use of that software.

Prof. Dalene Stangl (Statistics): I have a question that relates to what you were saying, Lee. One of the big pushbacks in our department is the notion that these are a measure of quality. Their pushback is that when this was created, they did this principle component analysis and picked questions that were all highly correlated together. The folks who did it called it "quality" but our folks call it "likeability." It has nothing to do with the quality of education, but it has a lot to do with likeability, so they feel like it is weeding out the diversity of faculty rather than being a measure of quality. That is their big pushback

Matt Serra (Office of Assessment): When I said it was more fine-grained, they are more nuanced questions. We are trying to get away from that popularity judgment. You probably read the questions...

Prof. Dalene Stangl (Statistics): I did, and those introductory ones look like likeability. The later ones where it talks specifically about the criteria to make it a QS or Ethical Inquiry are much less so, but those are not what goes into a person's dossier.

Matt Serra (Office of Assessment): It depends, and it may change. Right now, the only thing that goes into the dossier, as you know, is what we generate in the APT report, which is items one and two and a combination of difficulty and effort, so unless the APT wants to see something different....but you can make the case in the dossier any way you want to make the case.

Dean Lee Baker: I am totally sympathetic to that, and I think for particular departments it is a really bad tool. You do not have a center for teaching and learning, we do not have resources to do peer review. Languages do it, and the Thompson writing program does it. There are a couple of departments where it is so important for them, that they have built in their own assessment piece. I think for those that are pushing back on likeability, I think it is incumbent on the department to come up with an alternative mechanism for their own department. In general, APT is the only one, unfortunately, it is one, two, three, and four. APT does look at alternative assessments, because they know this is not a very good mechanism.

Matt Serra (Office of Assessment): They read all of the comments.

Prof. Dalene Stangl (Statistics): We would love to do that, but we are teaching thousands of students.

Matt Serra (Office of Assessment): Thirteen years ago when we did this process, I threw out there a system for peer review. The reaction was, “no we cannot do this, and we do not want to do this,” so that is why. We needed to do something, because we were getting nothing at that point. I think we waited too long to revise it, because we should have revised it five or six years ago. I think in five years we will be even closer, so it is going to be a gradual process.

Keith Whitfield (Vice Provost of Academic Affairs): Let me interject, because this intersects with APT and things that impact the entire university. You are exactly right; these are not the perfect questions. We have known that for long time, and some estimate it has been 12 years. Part of trying to move this online, and move the assessment process forward was to say, “There are some really interesting things we can do, so let’s get data in the hands of folks to start asking interesting questions.” Matt is being nice about it, but he has wanted to push us further in terms of making reasonable assessments, even if they are described as being one off sorts of assessments for departments, those are useful things that can go into APT. If APT doesn’t have it, and if there is not also a faculty desire to create and develop better assessments, than it is never there.

If you think about this process, it is not about the online piece of it, it is really about the form, and that should be developmental. What we have done, for the most part, is take the form, clean it up, and make some organization that makes sense. The grouping was done purposively to say those really are what the students want, but they use it differently than how the faculty would use it. Even those are not necessarily the best ones, but let’s start there. The intention of the folks who have worked on this is to be able to give you some data, and the faculty should start talking about metrics that would be better than what we have. We keep talking about this developmental process, and this is just first step.

Once we have that first step, then we can have enormous growth in terms of the number of different sorts of analyses that we can do. I think we should come back to some of the basic sorts of approaches looking at items. We can do it, but I can tell you that it is amazing how long it has taken just to get here. Some estimate it took four years for a relatively small step. I would suggest that as Arts and Sciences discusses this to say we approve this form with the contingency that it is going to go to the curriculum or the assessment committee to start working on trying to make this better in these meaningful ways. I think that is perfectly fine, but we have to get a starting place. This is one good starting place knowing that we are going to be able to give you guys so much more information

quicker than used to be done before. What we had were one or two people in the assessment office that you have to go to, they would try to pull things out, and they would struggle with it. Here it is connected with what we have.

Prof. Luciana Fellin (Romance Studies): I have a question. I am going to spring from the word “development,” and talk about some practical things that came out of our faculty meeting. We talked about the order of questions in terms of relevance, so perhaps starting from the self-assessment of the student, or the self-evaluation, and then going on to the others would be something that could put students in a different mindset, take them out of likeability, and have a small reflection on their own engagement. Leaving it at the end leaves the risk that they will not fill it out and it takes esteem out of it. Starting with that as the first item is really crucial, so that was something that came out from quite a few people. Perhaps this will obviate the tendency to adjust their evaluation of the teacher.

Matt Serra (Office of Assessment): I will go back to Keith’s comments. This is a first blush, and the ordering of the original items was researched thoroughly. We spent almost 10 years researching course evaluations before we put that together. The research from the time says that you should go from the global to the specific. That is how you should design one of these, and that is how they are done. Again, this is something that can go to the committee and they can debate it and talk it over. We wanted to keep it as similar to the old was as possible at first. This is only the first blush, we are just getting started, and it can go to a committee who can decide to change it and bring it back to the Arts and Sciences Council.

Dean Lee Baker: Another way of framing this is that we were conservative in terms of change. However, in the absence of an affirmative vote on these questions in front of us, in terms of the general layout, we would put the old form up online.

Prof. Luciana Fellin (Romance Studies): The real question is not the questions, but the format?

Dean Lee Baker: We need feedback from the faculty on whether this is good enough, or if we should just go to the old form and then start the committee process. It is not a very compelling set of options available to us.

Matt Serra (Office of Assessment): If we go to the old form, the reporting will probably be back to the flat PDFs, because that process is already set up, and you can read the data off of that.

Keith Whitfield (Vice Provost of Academic Affairs): One of the things that are lost with the old ones is some of the more valuable stretches of this, such as the Methods of Inquiry. The old one didn’t have that, so even for program development and evaluation, this is a step in right direction.

Prof. Dalene Stangl (Statistics): I think overall, it is an improvement. We are just worried it is too long.

Keith Whitfield (Vice Provost of Academic Affairs): It is not completely there, so it needs a larger discussion.

Prof. Dalene Stangl (Statistics): The QS is three times as long as it used to be, for us.

Dean Lee Baker: Do you have a lot of STS?

Prof. Dalene Stangl (Statistics): STS, Research, QS, all three are on there.

Matt Serra (Office of Assessment): In both of the pilots we made sure that courses varied from having none to having four with everything on there, and the students all said it was faster, easier, took less time, and they wrote more comments.

Prof. Luciana Fellin (Romance Studies): For comments, it looks like it is not enough space.

Matt Serra (Office of Assessment): The box expands as you type.

Prof. Luciana Fellin (Romance Studies): I am relaying comments from people over the summer, and they were saying the box for comments was small.

Keith Whitfield (Vice Provost of Academic Affairs): We had a bit of interesting pushback, because when you talk to the computer jockeys, they wonder what does it matter what size the box is, because if you type it will grow. But it is the perception that when you look at it, you couldn't do as much.

Dean Lee Baker: Or you are only supposed to give a sentence.

Prof. Luciana Fellin (Romance Studies): Maybe that could be said to students.

Matt Serra (Office of Assessment): The students are different than us, and they know they can type and it is all going to get in there. I think there is a 1,000 word limit on it. We will do that, just like we did the last time when we rolled out the paper pencil, we will do word counts and compare them to make sure they are writing more comments. The faculty has said that the comments are longer, but they were not convinced that they are pithier and that there is more there. The comments are longer, they are more personal, and the ratings have come down.

Keith Whitfield (Vice Provost of Academic Affairs): The completion rate...?

Matt Serra (Office of Assessment): We will get to it in a second. The new reporting format with the tableau software is still going to be web-based. It is very secure and confidential. It is a dynamic visualization that you can interact with. If you want to, you can see what your rating is over all four courses, or you can look at an individual course, by students in different majors, and by different years in school. The tables and figures can be exported in Excel, so if you wanted to do cross-tabs you can take your own data, export it into Excel, and do any kind of analysis you want on it. What is really great is that we are capturing the written comments so they are right there in the report. You can download those as well, if you want to. Multiple instructors have access to results in team-taught courses, which is different, because in the past it had to be shared. It is a much better reporting method.

Dean Lee Baker: Even the focus director will have access to focus courses, but at this point we cannot do that.

Matt Serra (Office of Assessment): We have to generate a whole other report, and they have individual reports for each course. We have to do a compilation, but here all you have to do is click a filter and it is compiled.

Prof. Luciana Fellin (Romance Studies): From the language instructor's point of view, we had a few people in part three who were mad at the fact that we have "not at all, a little, moderately, and highly." A lot of these questions don't apply to what happens in a language course, and if there is a difference in the interpretation of "not at all" or "not applicable."

Matt Serra (Office of Assessment): This is a generic form for the entire Arts and Sciences, so if you think there are issues or questions that this is not getting at, we encourage you to do a supplemental form. I would recommend that you do it with a Qualtrics survey, rather than paper and pencil.

Prof. Luciana Fellin (Romance Studies): Are people getting a renewal, or I guess we will factor that in....

Matt Serra (Office of Assessment): You will have to couch that, and when you print out the dossier, you could couch that in terms of, "You should not pay attention to this, etc." This is a generic form across the entire college, and at some point we hope to have program specific questions, so each program or department could have that set of questions, because it is important and useful to them. Again, that is for the next generation down the line.

Here is the report format. It looks very similar to the PDF, because up here you have the same mean and N for each of the items. They are grouped together, just as they are on the form. Over here you have your frequency distributions, and down here you have a graphic representation of the same information up here, so you can get a quick visualization. Here are your filters, and you can select or de-select groups of questions, courses, or groups of students. You can interact in many ways with this report that you couldn't do with the PDF. This is the instructor report, and this is the departmental report. Remember, when you logged into the blue site, you had your report for the course, but you also had the division and so on. That is what this report is, so it is all in one report now. You can select by division or if you click "all" that is the trinity college report. You have it all right here in one report in front of you do, and it is the same format and information. You can do class size as it was reported before in that comparison report. We didn't want to give you any less than what you were getting before, and we have given you a little more. Hopefully, in the future we will be able to keep giving you more and more.

Dean Lee Baker: In terms of this, can you slice it by regular rank and non-regular rank?

Matt Serra (Office of Assessment): Not at the divisional level. The funny thing is that we know a lot about the students, but our data is much less complete on the faculty. Even David Jamison Drake's office is loath to report some stuff that is broken down by certain faculty ranks.

Prof. Dalene Stangl (Statistics): So this is the division of the student that fills out the form?

Matt Serra (Office of Assessment): This is the division of the faculty. If I wanted to see how I fared against the other natural sciences, trinity over all, or how my small class fared against other small classes. For help, we have a two pronged approach, but hopefully in the future it will be three-pronged. For any technical assistance, just like anything else in SISS or ACES, you would call the OIT help desk. If I logged in but am not getting in, or any other technical things, you would call the help desk. If you have general questions about the use or development of course evaluations, you should contact my office. For now, we will answer questions about tableau as well. As tableau use is greater across campus, we hope to have a dedicated tableau support staff person to answer those questions. We are hoping that tableau will catch on, and more people will use it in their general research reporting, because it is a very powerful and dynamic tool.

Dean Lee Baker: We won't assign license?

Matt Serra (Office of Assessment): Yes. For student questionnaire content, the red things are what have changed and the black is what has stayed the same. You have those overall course quality questions, but we are asking the students if they would recommend the course. This is a question the students wanted, and this is information the students wanted to know. We have the course dynamics section, and ratings for instructors one, two, three, and four as applicable. The student self-evaluation is much richer now, but we are still including the time spent. The trinity college learning objectives section is still there, and we have added the modes of inquiry section when pertinent.

Prof. Karin Shapiro (AAAS): Say you are teaching a class, but you are not using qualitative methods at all, will the students know to skip over that?

Matt Serra (Office of Assessment): They won't even see it. I will show you what they will see.

Prof. Jeff Forbes (Computer Science): I often get questionnaires with two instructors marked when there is only one instructor in the course, is it automatically going to be filled in as instructor one?

Matt Serra (Office of Assessment): In that case, there will only be one instructor in the drop down box.

Dean Lee Baker: Sometimes they think the TA is an instructor...

Matt Serra (Office of Assessment): The TA won't be listed unless the discussion section is also evaluated, so if that is taught by a TA, then the TA will be evaluated, but they will have a totally different form. For the written comments, we now have a comment box after every section.

Dean Lee Baker: On the coding thing, if it doesn't have a QS, but students think maybe it should have been EI. Was this coded right? "Dr. Shapiro's class really should have been an ethical inquiry because we did so much ethics!" There will be an opportunity for them to say that even though they will not have the EI box, which might be good.

Matt Serra (Office of Assessment): Writing is one thing, "we did a ton of writing, why isn't this a W class?"

Dean Lee Baker: Hopefully for the faculty to say is coded right, maybe I can consider other codes. Even though they will not have those codes, we wanted to provide students with an opportunity to give feedback on if these are the right ones.

Dalene Stangl (Statistics): How are TAs evaluated?

Matt Serra (Office of Assessment): If you have discussion sections that they are teaching, you can designate those to be evaluated, because discussion sections have their own unique ID number. Departments can choose to have them evaluated separately or not.

Prof. Dalene Stangl (Statistics): So that happens when...?

Matt Serra (Office of Assessment): When we send that course list to your DUS to get cleaned

Prof. Luciana Fellin (Romance Studies): This is great about the coding and the differentiation, do we get to see how courses in our department are coded? Within a department we have different types....

Dean Lee Baker: It is on the bulletin.

Keith Whitfield (Vice Provost of Academic Affairs): From this information you actually might decide that you didn't code them right originally, so then you could change the code.

Matt Serra (Office of Assessment): That is what we were trying to get at, to provide information. A lot of these were coded 10 years ago and were never revisited.

Dean Lee Baker: As DUSs that is going to be important for you. I do not think at our level we will pay much attention to that, but if people think this should be a CZ, and you see that...

Prof. Dalene Stangl (Statistics): I hope you would Lee, because there are some departments who really use those codes in a very savvy way so their majors don't have to take courses outside the major, whereas in physics no courses are coded.

Matt Serra (Office of Assessment): It is also curriculum development and this another tool that you can use in assessment efforts. Maybe you do not have CCI, and you need to develop a course that will capture that, bring in students, and that sort of thing.

Prof. Jeff Forbes (Computer Science): This is a low level question. Would recommend this course to other students, why is not that a five scale question? I thought you would want it to be a "strongly would" rather than a "yes" or "no"

Matt Serra (Office of Assessment): We were trying to placate the students, and they wanted to know "yes or no" if they would recommend it. This is something for the committee to talk through and work out.

Prof. Jeff Forbes (Computer Science): I guess I'm asking you if that is less accurate

Matt Serra (Office of Assessment): Personally, I would put it on a scale, but I don't know how many discussions I have had about the virtues of that.

Dean Lee Baker: That one question is a student question. The student on the committee wanted it that way.

Keith Whitfield (Vice Provost of Academic Affairs): It is like they do with other things. We thought it actually matched what students would do. For something they like or dislike, it isn't by a lot, it is a yeah or nay.

Dean Lee Baker: These are great questions. This is where we as administrators....this is what we are going to do, we are going to move it online and kick it to a committee. Then it is an educational political process and all of these things can be hashed out.

Prof. Jeff Forbes (Computer Science): In some cases, we should leave the survey design to designers. We shouldn't let faculty decide, it should be whoever knows best.

Matt Serra (Office of Assessment): That input will be there, and there is always the comment box.

Prof. Luciana Fellin (Romance Studies): I think faculty can make educated suggestions.

Prof. Jeff Forbes (Computer Science): It is just less accurate and more prone to error.

Prof. Luciana Fellin (Romance Studies): I agree.

Dean Lee Baker: This is a student facebook question. We said okay you can have one

Prof. Luciana Fellin (Romance Studies): I have a suggestion from a faculty member. How about asking directly, if anything, what the student will remember from the course in five years?

Matt Serra (Office of Assessment): I like the way you have got these documented, and if you send them to me or Lee, we will get these to the committee this goes to.

Prof. Karin Shapiro (AAAS): In my department there is some concern about opting in or out

Dean Lee Baker: That is not going to change

Matt Serra (Office of Assessment): At least for a little while. We are not touching that. At a certain point they are going to be asked to opt in or out on the comments

Dean Lee Baker: then it is up to the faculty member to affirmatively opt in. The default is opt out, and that is not their [Chronicle] desire, but it has been working and we have had north of 70% of faculty opting in making that affirmative decision, and in some departments it is an expectation.

Prof. Dalene Stangl (Statistics): Our expectation is the other direction. Most opt out. My department published the grade inflation book and believes the research in there, so they have always opted out

Prof. Karin Shapiro (AAAS): At the moment will we be able to opt in or out for having all of this online? At some point, will we be further asked for those who opt in, if we mind if the gross data gets put in and the comments themselves

Prof. Jeff Forbes (Computer Science): Can we have one time to go in?

Dean Lee Baker: You can do that.

Prof. Jeff Forbes (Computer Science): If I have to in twice, a lot of people would not.

Dean Lee Baker: There is a reason you have to go in twice. Personally, I opt in every single time because you know if you try something new like the flipped classroom or another new approach, it might not work the first time. I tried something, and it fell flat, but we want to support that innovation. If you're confident, whatever up down good or bad you can opt in once. Continue to have that but if this one semester you tried something really new I don't know how it is going to be read by students. For that one I am going to opt out for the others opt in. in general you are expected to do it for internal departmental things. You cannot say you will not do it at all, but you

can opt in for sharing your gross data and the comments with the students. You can do that for every single class or globally.

Matt Serra (Office of Assessment): You can do it globally or for individual courses.

Prof. Karin Shapiro (AAAS): What I thought I heard you say previously was that we could opt-in for our gross data but not on the comments.

Matt Serra (Office of Assessment): Right now, the opt-in does not include the comments, because they were not in the original opt-in deal.

Dean Lee Baker: We will probably give it one semester or two with the roll-out, and then you will be able to [opt-in]. We do not know if it is opt-in for the numbers or more, so we might say it is an opt-in for your comments and your numbers. That is probably going to be the simplest.

Matt Serra (Office of Assessment): That is down the line. I have a couple more things that I want to show you. These are the actual screen shots that the students will see. Some of it has been scrunched, so I am just going to blast through this quickly, because you have these available to you. I just wanted you to see them. There is basically the end of the form. There are four screens, and that is the end of the form for the generic form. If you do not have a mode of inquiry, you get this question that says here are the modes of inquiry, and they can click them to see what they are, so should this course have one? For example, "Wow, we are doing a lot of writing, why isn't this a W. If it does, and I am only showing you two examples of STS and EI, you would not see this. You would see this screen for STS, which tells you this is an STS course. [Here is] a brief description in the questions, which explains the things an STS course is supposed to provide you.

Dean Lee Baker: This is from the original curriculum 2000.

Matt Serra (Office of Assessment): We tried to re-word them, and we are continuing to work on them. That is another thing for the committee to do, is make them more easily understood with less academic-speak and more student-speak. If I were a student in an STS I would fill that out, and if it was an EI I would do this and then I would submit it. People are really concerned about keeping the response rates up. The response rates in our trial during the summer II session were tri-modal. The people who did it in class had virtually a 100 percent [response rate]. The people who encouraged their students to do it, engaged them, and reminded them once or twice had around a 60 percent [response rate], and the ones who did not engage at all and who did not even mention it had a 0 to 20 percent [response rate]. We are recommending that you tell students to visit ACES in your class, and that you encourage students to complete it as soon as possible. The students who reported not doing it said they just forgot.

Dean Lee Baker: Tell them to bring their computers to class and share them.

Matt Serra (Office of Assessment): The paper rate is around 78 percent each term, but we get 90 percent of the courses reported. You need to encourage the students and send multiple reminders with two or three emails and verbally and distribute the instructional materials. We will provide instructional materials for both the faculty and the students.

Dean Lee Baker: Post that on Sakai.

Matt Serra (Office of Assessment): If possible, ask the students to do it in class if you have the time. One of the benefits of system is that we are getting more useful feedback, but it also gives you the choice of how you want to administer it. If you think that in-class time is really valuable and you do not want to waste it, just remind them [to do it].

Dean Lee Baker: We are really expecting faculty, we won't police it, but we want them [to do it in class].

Prof. Jeff Forbes (Computer Science): They can enter all of their evaluations in one place, so if instructor tells them [to do it], they should enter them all.

Matt Serra (Office of Assessment): One instructor is not going to tell them to enter them all.

Prof. Jeff Forbes (Computer Science): If I say you need to enter your evaluation, then they would go and do it. They would also see the evaluation for all of their other courses, so in theory you would only need one instructor to push it.

Matt Serra (Office of Assessment): I think it has to be a choir.

Prof. Jeff Forbes (Computer Science): We obviously want to do all of that, but I am optimistic.

Matt Serra (Office of Assessment): I appreciate it.

Prof. Dalene Stangl (Statistics): One of the new questions is your expectation for a grade in the class. If people opt-in, is that going to be available to students?

Matt Serra (Office of Assessment): That is something that has yet to be decided. Students only wanted to see four or five things. They didn't want to see all of it.

Prof. Dalene Stangl (Statistics): They did not want to see how this course would be graded?

Matt Serra (Office of Assessment): They wanted to see the difficulty, and if it recommended. There were only four or five things that they had any interest in. We may generate an entirely different report for them, but that is down the line. It is quicker, there is access to written comments, and it is downloadable. I think the more useful feedback from students is key.

Dean Lee Baker: Our carbon footprint is smaller.

Prof. John Brown (Music): I will be happy to continue the conversation, because it is an important discussion, but it is 3 o'clock. Thank you colleagues for your thoughtful comments.

Meeting Adjourned.