Requests from the Rank and Tenure Committee to the Academic Senate relating to the continuing evolution of online course evaluations...

**Overall goal:** continue the same general practices that were employed with the hard-copy Scantron forms – namely the in-class completion of the evaluations, at a time that is controlled by the instructor (or potentially the Student Rank and Tenure Committee, should they wish to resume their efforts in this regard). The idea is to keep everything the same except for the transition from pencil-and-paper to online collection of data.

1. All College courses, across all schools / programs / departments, should use a common set of core questions in the online course evaluation questionnaire.

2. The common set of core questions may be augmented, as appropriate, with additional questions that are specifically targeted towards a particular type of course, program, or department. For example, hybrid MBA programs in SEBA, or laboratory sections in SOS, may choose to include additional questions that are specifically designed to address pedagogical concerns that are unique to a particular course, program, or department.

3. The instructor for the course should be able to control the period when students will be able to access the online evaluations for that course. For example, an instructor who is planning to have students fill out the evaluations during the first 20 minutes of the last day of class should be able to select / implement a “window” that is consistent with the desired plan.

4. If the software allows, it would be helpful, in some cases, to have the ability to look at the responses from individual students – both numerical scores and written remarks – rather than being limited to the consolidated summaries that are currently provided. To achieve this capability, student responders might perhaps be identified by anonymous labels (i.e., student #1, student #2, etc.) that would maintain confidentiality.

*(February 11, 2015)*