ONLINE COURSE EVALUATION IMPLEMENTATION ACTIVITIES:
SPRING 2013 TO SUMMER 2014

1) The system has been introduced to all SMC schools and programs. In accordance with the timeline in the formal proposal to adopt the system sent to the Senate Fall 2012, a phased introduction occurred: Spring 2013, introduced to the Schools of Education and Science; Summer 2013, to Summer Session; Fall 2013, to SOLA and SEBA undergraduate programs; Spring 2014, to SEBA graduate programs.

2) During AY 2013-14, advanced the discussion on written course evaluation policies and procedures. A draft was sent to UEPC, which moved it to AARC. The Office of Institutional Research formally dialogued with AARC Spring 2014.

3) Met with Provost, Senate, and faculty leadership Summer 2014 to further discuss course evaluation policies and procedures. Revised central policies and procedures document (now “Office of Institutional Research Guidelines for Administering the Course Evaluation System”).

4) At the end of Spring 2013, the Office of Institutional Research sent the Senate Chair a formal letter of support for review and revision of the content of the course evaluation questionnaire.

5) In Spring 2013, a team of dean-appointed managers (Colleen Keirn, Sandra Mattar, Roy Wensley, Shawny Anderson, Tomas Gomez) was formed and this group has had debriefing meetings at the end of each semester to review implementation.
   a. Via email, sent updates on implementation to this group at least once a semester. Sent updates to the deans when appropriate.

6) Response rates:
   a. Continually discussed with the above team and others the length of the data collection period; the number and timing of the reminders; the text of the reminders and who they should be signed by; and the impact of perceptions of confidentiality.
   b. Considered the use of last class meeting date versus end-of-term date.
   c. Within the system, set up a function whereby faculty can view their class’ response rates and email student non-respondents.
   d. Developed suggestions for how individual faculty can increases response rates (“Strategies to Increase Student Response to Online Course Evaluation”).
   e. Developed suggestions for how the institution as a whole can increase response rates (“Working Towards Institutional Strategies to Increase Student Response to Online Course Evaluation”).
   f. Tracked response rates during peak data collection periods and reported them to the above team. In accordance with the timeline detailed in the proposal to adopt the system sent to the Senate Fall 2012, reported on response rates to Senate Spring 2014.

7) Faculty surveys on the implementation were administered at the end of the Spring 2013 (n=49) and Fall 2013 (n=124) data collection cycles, giving us a baseline of data on faculty opinions and satisfaction. These results were reviewed by the above implementation team.

8) Student-derived data on the implementation was collected Fall 2013 via a class survey and partnering with a SEBA faculty member whose class researched aspects of course evaluation implementation, also reviewed by the implementation team.
9) Scheduling and other timing issues:
   a. Adapted the system for loading course data into the system. Monthly loading of the data, a move to better accommodate classes not operating on traditional academic term dates, was piloted Fall 2013 and applied institutionally Spring 2014. This monthly loading exists with three “seasons” a year.
   b. An annual schedule for reporting was developed Spring 2014 that accounts for all SMC academic terms.
   c. Developed models of “season-based” schedules of all activities.

10) Completed the structure for access to reports Spring 2014. This took place throughout AY 2013-14 and involved a thorough review of the program codes in the student information system, codes that are determined by the Deans, managed by the Registrar, distributed by ITS, and used by the Office of Institutional Research. This process highlighted one of the defining features of the new system: the interdependency of multiple campus offices.

11) In response to discovering and then itemizing a wide range of serious data integrity problems, proposed a business process improvement project for institutional data related to course evaluation to the Provost and Deans Summer 2013.
   a. Discussed with implementation team and others the “lifecycle” of course data as it moves through the institution and the need to examine data integrity problems “upstream” from OIR.

12) Spring 2014, a step-by-step manual for administering the system was completed, ensuring that someone other than the Director of Educational Effectiveness could administer the system. Relatedly, as we approached the end of the implementation stage and beginning of the monitoring stage, drafted a job description for a part-time system coordinator / support position.

13) In Summer 2014, hired Deborah Brumley, Technical Support Coordinator for Academic Affairs. Her hiring signals central operation of the system after lengthy discussions about de/centralization among Academic Affairs, the implementation team, and Senate.

14) During Spring 2014, integrated with Moodle 2 so that the system is available via our learning management system.

15) Initiated the migration of our ClassClimate data to the new system; initiated moving all our course evaluation data to one secure location.

16) Assisted hundreds of faculty, administrators and students, primarily via email, through the transition from paper to online. Created a course evaluation webpage for the SMC community.