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Report of the UK Senate Teaching & Course Evaluation Implementation Ad-Hoc Committee

March 2016

Members approving report:

Dr. Alan Brown (Department of Hispanic Studies, College of Arts & Sciences)

Dr. Roger Brown (Department of Agricultural Economics, College of Agriculture)

Dr. David Fardo (Department of Biostatistics, College of Public Health)

Dr. Jonathan Golding (Department of Psychology, College of Arts & Sciences), Chair

Dr. Andrew Hippisley (Department of Linguistics, College of Arts & Sciences)

Mr. Brett McDaniel (Planning and Assessment Technology Manager, UKAT)

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Dr. Christopher Rice (Enterprise Architect, UKAT)

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Report of the UK Senate Teaching & Course Evaluation Implementation Ad-Hoc Committee

March 2016

At the 9 March 2015 meeting of University Senate, senators voted to approve a new version of the Teaching and Course Evaluation (TCE; see Appendix A). The new version allows UK to have a common instrument to assess course and instructional quality, and ensures that all units and faculty members assess the curricular quality within their respective disciplines. In addition to a “standard” set of items, the new version will feature (a) a 5-point rating scale; and (b) summary reports detailing the total course enrollment, response count, mean/median scores, and graphical displays of ratings.

In the Spring of 2016, the UK Senate Council formed the Teacher Course Evaluation Implementation Ad-Hoc Committee (TCE-AIC) with the charge of developing an implementation plan for the entire university. It was expected that the recommendations of this committee would be presented to the Teaching Effectiveness Committee chaired by Dr. Lineberry. After discussion and approval, the recommendations would then be voted on by the University Senate.

The committee discussed and voted on a number of major issues and recommendations, including:

1) Availability of TCE results

TCE results ~~(as approved by UK Faculty Senate rules)~~ shall be made available to students and faculty as follows:

a) Only numerical ratings shall be made available to students, i.e., no written comments; and

b) Intramural access to TCE results concerning either course academic content or instructor performance shall continue to be managed in accordance with existing academic policy of the University Senate and administrative faculty personnel policy (AR 2:1), with the recommendation that course instructors with a supervisory role in a course (course directors, course coordinators) and the department chairs and the college deans of the unit housing the course have access to both numerical and written comments of instructor performance for all instructors in that course.

~~a. TCE comments from for example PHY 101 should not be made available to for example Engineering Dean or Chair of History.~~

~~a)c)~~

~~b) Both numerical and written comments shall be made available to faculty, department chairs and deans.~~

~~e)d)~~ To safeguard student anonymity and comply with FERPA, any results (numerical ratings and written comments) for classes with < 5 TCE responses shall not be made available to anyone. However, results will contribute to aggregate UK, College, and Departmental TCE means.

2) TCE Grade Release Policy

By a vote of 6-1, the TCE-AIC recommends:

83 Students who complete a TCE for a course will have access to the official final course grade as
 84 soon as it becomes available. Students who do not complete a TCE for a given course (Note:
 85 combined lecture/lab courses involve two separate TCEs) will receive their corresponding grade
 86 8 calendar days after the deadline for the submissions of grades as set by the Registrar's office.

87
 88 a. TCE window will consist of 2 calendar weeks ending midnight of the last day of
 89 classes. No evaluations will be allowed outside this window. (For non-standard terms the
 90 equivalent will be determined by the Registrar.)

91
 92 Any student wishing to appeal a delay in the release of their grades could file an appeal to a TCE
 93 Appeals Committee following the guidelines that would be determined by that committee.

94
 95 OR

96
 97 All Sstudents who complete a TCE for a course will have access to the final course grade as soon
 98 as it becomes available.

99
 100
 101 ~~Students who complete a TCE for a course will have access to the final course grade as soon as it~~
 102 ~~becomes available. Students who do not complete a TCE for a given course (Note: combined~~
 103 ~~lecture/lab courses involve two separate TCEs) will receive their corresponding grade 8 days~~
 104 ~~after the deadline for the submissions of grades as set by the Registrar's office.~~

105
 106 ~~Students who do not complete a TCE for a given course (Note: combined lecture/lab courses~~
 107 ~~involve two separate TCEs) will receive their corresponding grade 8 days after the deadline for~~
 108 ~~the submissions of grades as set by the Registrar's office.~~

109 ~~**Example:** Spring 2016 deadline for the submissions of grades is midnight on May 9. Student failing to~~
 110 ~~complete the TCE would have to wait until May 17 to get access to their grades.~~

111
 112 ~~The release of grade policy acts in a similar fashion to what are referred to as "holds" at UK;~~
 113 ~~students receive a consequence for not fulfilling a specific requirement of the university.~~
 114 ~~However, while the release of grade policy would delay the receipt of grades for 8 days, the 28~~
 115 ~~current "holds" at UK (see Appendix B) prevent a student from registering/dropping courses, as~~
 116 ~~well as provide a warning notification to Admissions should a former student with an active hold~~
 117 ~~reapply for admission. Finally, the Office of the Registrar will not release a transcript or diploma~~
 118 ~~for students with these holds.~~

119
 120 ~~Note: other schools that have a university wide delayed grading policy include Harvard, Yale,~~
 121 ~~Ball State Northern Kentucky University, the University of Oregon, Michigan State, Stanford~~
 122 ~~University, and Boston College. Specific examples of these existing policies are presented in~~
 123 ~~Appendix C.~~

124

125 ~~Any student wishing to appeal this policy could file an appeal to a TCE Appeals Committee~~
 126 ~~following the guidelines that would be determined for that committee.~~

127 128 3) TCE Form

129 a. There will be 15 common questions for all course evaluations with a 5-point scale
 130 approved by the University Senate for the TCE.

131 132 ~~a. Opt-Out Alternative for Questions~~

133 ~~By a vote of 5-0, it was agreed that each question will provide an “opt-out”~~
 134 ~~option.~~

135 136 ~~b. Opt-Out Alternative Label~~

137 ~~By a vote of 8-0, it was agreed that the “opt-out” option will be “choose not to~~
 138 ~~rate”.~~

139 b. Opt Out Alternative for Questions

140 A single question at the start of the TCE will allow students to opt out of
 141 completing the TCE without penalty. A fill-in box will allow the student to state
 142 a reason for opting out, but will not be required.

143 144 4) Procedural Issues for Completing TCE

145 a. Location of Filling out TCE

146 By a vote of 7-0, the TCE-AIC recommends:

147
148 Course instructors will decide whether or not to dedicate in-class time to
 149 completing TCEs. Such in class evaluation time must be announced a week in
 150 advance and no evaluation outside this time period will be allowed.

151 152 b. Instructor Presence

153 By a vote of 7-0, the TCE-AIC recommends:

154
155 If class time is used to administer TCEs, none of the all-instructors could must not
 156 be present in the classroom.

157 158 c. Incentives for students

159 By a vote of 7-0, the TCE-AIC recommends:

160
161 Instructors may not offer additional incentives (e.g., food, extra credit) for TCE
 162 completion.

163 164 5) Additional TCE Questions

165 166 a. Institutional Evaluation Questions (Required)

167 Any required questions from university units (e.g., UKCore, Distance Learning)
 168 to be included in the TCE will adopt the same 5-point scale approved by the
 169 University Senate for the TCE.

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b. Supplemental Evaluation Questions (Optional)

By a vote of 6-0, the TCE-AIC recommends that no more than ~~10-20~~ additional questions be allowed from Colleges, Departments, and/or individual instructors; allocation of these items, when necessary, should be determined within each academic unit.

Optional supplemental questions shall be added sparingly and should not replicate existing content; these questions might focus on discipline-specific and course-specific pedagogical innovations.

~~Again, supplemental questions will use the same 5-point scale approved by the Senate for the TCE, where applicable.~~

c. Submitting Questions

By a vote of 6-0, the TCE-AIC recommends that all supplemental questions must be submitted to UKAT by the first day of each semester.

d. Ordering of TCE Questions

The Standard 15 questions approved by the Senate will always appear first on the TCE – prior to any additional items.

e. TCE Completion

By a vote of 5-1, the TCE-AIC recommends that all questions (i.e., Standard + Institutional + Supplemental) be answered for a student to have immediate access to their grades.

6) Exemptions to Completing the TCE

By a vote of 7-1 the TCE-AIC recommends that certain courses with non-traditional delivery, such as those listed below, be exempt from using the UK Senate-approved TCE (alternative assessments of curricular and instructional quality are presumed):

- Independent Study
- Field-Based Study
- Experiential Education
- Clinical Practicum (e.g., medical clerkships)
- Study Abroad
- Residential courses (e.g., 748, 749, 767, 768)
- Research courses

7) Changing the Campus Culture about the TCE

The TCE-AIC was unanimous in its view that these recommendations alone may not achieve the desired results, and that a concomitant change is needed in the campus culture regarding the TCE.

One way to change the culture of TCE participation is to give students more time to complete their TCEs and to allow students to evaluate the entire course, if desired. The current window

(i.e., week before dead week and dead week) is a relic of the days when paper copy TCEs were passed out during a regular class period. An updated window for students to complete their TCEs shall be as follows:

Spring/Fall Semester Courses (15-16 weeks)

* TCE window opens 2 weeks before the end of the final exam period

* TCE window closes 1 week after the end of the final exam period

Part-of-Term Courses (<15 weeks)

* TCE window opens 1 week before the end of the final exam period

* TCE window closes 1 week after the end of the final exam period

This change will allow students more time to complete the surveys (something students are concerned about), including a one-week period after students' finals are all done. Students have said that they would prefer the opportunity to evaluate the entire course. Plus, instructors should not be granted a period at the end of the course (i.e., finals week) when they still have control over students' grades but are immune from students' evaluations.

Current TCE Schedule: <http://www.uky.edu/eval/tce-event-schedule>

Historically, it appears that students often do not take the TCE seriously and, as a result, do not provide valuable feedback on course and instructional quality. For example, at UK for Fall 2015, there were 1141 reports that were not generated because of less than 5 responses. Of these, 553 reports would have been generated if the number of students invited (this was 5 or more) would have responded. Compounding this problem is prior data from UK and other schools that suggest moving from a paper to an online format typically decreases response rates. A concerted effort should be made to highlight for learners the value of the TCE - both with regard to course design and delivery improvements, and for promotion and tenure decisions.

It is equally important to educate faculty about the TCE and how resulting data are used for administrative purposes. In addition, our committee strongly encourages all UK units to view TCE results as only *one* means of evaluating courses and instructors - and that additional performance metrics be used toward this end, particularly in P&T decisions.

To initiate a campus-wide culture change regarding the TCE process, it will be necessary for a standing University Senate committee, a unit on campus (e.g., Provost's office), or a joint committee to:

- a. spearhead efforts to publicize the importance of the TCE
- b. develop a TCE website with instructions and FAQs for faculty and students
- c. introduce the topic during K-Week informational sessions
- d. offer guidelines for faculty discussions about the TCE to classes
- e. offer informational sessions on stakeholders and uses of TCE data at UK
- f. determine the nature of TCE email reminders to students and faculty
- g. determine the language to be used as a prelude to the TCE itself

- 262 h. strategically imbed positively-worded language concerning the TCE on
263 webpages with high student traffic
264 i. coordinate annual reviews of the TCE process and deal with any related
265 problems, issues, or concerns
266 j. develop a set of faculty guidelines on the merits of completing the TCE in
267 class versus remotely.
268

269 Please note that whichever of the three options option is chosen, representatives from
270 CELT and the Registrar should be included
271

272 While we applaud and recognize the complete redesign of the TCE as long overdue, and
273 have tried to reflect deeply on its use and the culture in which any such system is embedded, it
274 must be acknowledged that no perfect set of TCE questions or process of implementation exists.
275 More challenging still is the transformation of the broader campus culture surrounding the TCE.

276 However, we feel strongly that student learning, curricular improvement, and justifiable
277 P&T decisions are most attainable with the revised TCE and the aforementioned
278 recommendations. Indeed, these recommendations must be considered as a work in progress and
279 should be subject to rigorous, ongoing, and systematic evaluation. We welcome productive
280 suggestions for further improvements to the TCE implementation and future efforts to positively
281 impact the local culture regarding this endeavor. Only in this manner can we hope to make useful
282 changes that will meet the needs of all relevant stakeholders.

Appendix A

University Senate approved version of the Teaching and Course Evaluation (TCE)

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Student Items

1-S) My classification is _____ (year in school as undergrad, year in school as grad)

2-S) My main reason(s) for taking this course is that it _____.

(is required course, is elective, covers a topic I am interested in)

Note: students will be able to select more than one answer

3-S) My expected grade in the course is a(n) _____.

4-S) Hours I spent per week on the course (excluding class time)

Common Items***Course Organization and Planning***

1-C) The course was well organized.

2-C) The instructor was prepared for class.

Clarity, Communication Skills

3-C) The instructor presented material clearly.

4-C) The instructor responded to questions in a manner that aided my understanding of the material.

5-C) The instructor provided material at an appropriate pace.

Student-Instructor Interaction, Rapport

6-C) The instructor treated students with respect.

7-C) Class meetings contributed to my learning of course content.

8-C) The instructor asked questions that stimulated deep consideration of the course content.

Grading and Examinations, Evaluation

9-C) Grading in the course was fair.

10-C) Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

11-C) I understood why I received my grade in the course

Summary Items

12-C) I consider NAME OF COURSE to be a quality course.

13-C) INSTRUCTOR NAME provided quality teaching.

Open-Ended Comments

1-OEC) Which aspects of the course/instructor were most helpful and why?

2-OEC) Which aspects of the course/instructor would you change and why/how?

3-OEC) Other comments?

Appendix B

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The following financial and the CATS safety survey holds programmatically prevent a student from registering/dropping courses, as well as provide a warning notification to Admissions should a former student with an active hold reapply for admission. The Office of the Registrar will not release a transcript or diploma for students with these holds.

Hold	Hold Type (Description)	Message Text
	Col of Design Studio	
9211	Keys	Col of Design Studio Keys Hold - Call 257-7617 C.A.T.S. #seesafety Incomplete: questions see www.uky.edu/CATSseesafety
9220	C.A.T.S. Hold	
9502	Past Due Student Account	Delinquent Account - please view balance online or call (859) 257-3406
9503	Agricultural Library Hold	Agriculture Library Hold - Call 257-2758
9504	Young Library Hold	Young Library Hold - Call (859) 218-2025
9505	Law Library Hold	Law Library Hold - Call 257-8359
9506	Medical Library Hold	Medical Library Hold - Call 323-5309
9507	Fraternity/Sorority Hold	Fraternity/Sorority Hold - Call 257-3151
	Loan Exit Counseling	
9508	Hold	Required Loan Exit Counseling not completed - Call (859) 257-3406 Federal Health Professions Long-Term Loan Past Due - Call (859) 257-3406
9509	FHP Loan Past Due	
9510	Perkins Loan Past Due	Federal Perkins Long-Term Loan Past Due - Call (859) 257-3406
9511	Parking Citation Hold	Unpaid Parking Citation Fees Hold - Call 257-5757
9512	Univ Hlth Svcs Acct Hold	Health Services Past Due Account Hold - Call 218-3204
9514	School of Music Hold	School of Music Hold - Call 257-8181
9515	MS Uniform Acct Hold	MS Uniforms Hold - Call 257-3847
9516	Art Equipment Hold	Art Equipment Hold - Call 859-257-8151
9517	UK Band Dept Hold	UK Band Department Hold - Call 257-2263
9518	Real Property Hold	Real Property Hold - Call 257-8649
9519	Long Term Loans	Long Term Loans Hold - Call (859) 257-3406
9520	Housing Apartments	Housing Apartments Hold - Call 7-3721
9521	Housing	Housing Hold - Call 7-1866
	IT Telephone Charge	
9522	Hold	IT Telephone Charge Hold - Call 257-4595
9524	Ret Chk Dining/Plus Acct	Plus Account Hold - please call the PLUS account office 257-6159
9525	Stu Acct Ext Collection	Student Account External Collection - please call (859) 257-3406
	Agricul Equip or Camp	
9526	Fee	College of Agriculture Hold for Equip or Camp Fee - call 859-257-3468
	Student Acct Payment	
9527	Due	Student account payment is due. Review account balance for details.
9528	Student Loan Past Due	Student Loan Past Due - call (859) 257-3406
9529	KY Dept of Revenue	KY Dept of Revenue Collection - please call (859) 257-3406

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Appendix C
Examples of Existing University-wide Grade-Release Policies

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Harvard University

<http://www.fas.harvard.edu/~evals/evaluate.htm>

If you can't complete your evaluations all at once, don't worry - we'll save your responses until you come back. Course evaluations remain open until after exams end. Beginning December 23, if you have completed all of your evaluations, your grades will be released to you (as they are submitted by the faculty member). On January 4, all grades will be released (if they have been submitted by the faculty member).

Yale University

http://www.yale.edu/sfas/registrar/oce_faqs_student.html

Do I have to complete the evaluation?

You are expected to complete an online evaluation, or to decline to do so on the online form, for every eligible course. Yale College regulations state:

For the advancement of teaching in Yale College, anonymous teaching evaluations are made available through the Yale University Student Information Systems. Students are expected to participate in this evaluation process for any Yale College course in which they are enrolled. Students who withdraw from a course after midterm are invited (but not required) to participate.

(Academic Regulations, [Enrollment in Courses](#))

and

Early access to recorded grades is available on line to students in any Yale College course for which they have completed or actively declined to complete the online course evaluation form through the Yale University Student Information Systems. (Academic Regulations, [General Regulations Concerning Grades and Transcripts](#))

Ball State University

<http://cms.bsu.edu/about/administrativeoffices/provost/facresources/crsresponsefaqs#21>

Are students required to complete an evaluation to get a grade?

No, students are not required to submit an evaluation. However, in fall 2012, students who do not complete evaluations will have access to their final grades delayed by several days. This change is meant to encourage complete participation in the course evaluation process, which provides feedback critical to improving the learning experiences of future students. We know that this feedback is important to the faculty, and we want to be sure that you have what you need.

Northern Kentucky University (see page 16)

<http://admissions.nku.edu/content/dam/adultlearner/docs/17588EdCoutreachSBSStudentHandbook.pdf>

Course Evaluations

Students are **required** to complete online course evaluations at the end of each semester for each enrolled SBS class. You may access the evaluation site at eval.nku.edu. Students who do not complete these evaluations (or opt out) should expect a hold (beyond the normal date of availability) on their grade and transcript access via myNKU.

University of Oregon

377 <https://registrar.uoregon.edu/course-evaluations/faq>

378 **How does the grade release system work?**

379 Students who complete (or decline) each of their evaluations by 7:00am Monday morning before
380 Finals Week, will be able to begin viewing their grades Monday evening of Finals Week.

381 Students who do not complete (or decline) each of their evaluations by the deadline will have a
382 “grade hold” placed on their record. This means that all grades from all terms, including official
383 and unofficial transcripts, will be unavailable to the student until the Friday after the grading
384 deadline (the week following Finals week). Grade holds are automatically released for all
385 students on that Friday.

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