

Evaluation & Assessment Committee
Minutes—November 16, 2018

Present: Jim Bisgard, Marty Blackson, Martin Kennedy, Greg Lyman, Terry Wilson

Absent: Michael Johnson

Guests: Lidia Anderson

Meeting was called to order at 1:10 p.m. Minutes of November 2, 2018 were approved as amended.

Ongoing SEOI Policy Discussion

a. Which form goes with what type of class?

Some types of classes don't have forms. Examples of these class types include Activity, End-of-Program Assessment, Ensemble, Field Studies, Independent Study, Lab, Practicum, Supervision, and Private Lessons.

Lidia will provide a list of all class types and corresponding forms.

b. Combining different small classes into one for SEOI purposes: policy and procedure?

Courses are combined in the system at Lidia's level. This provides a way to send out the same form to students in courses that are combined in MyCWU. SEOIs can only be associated, (or combined or cross-listed) between courses that are taught by the same instructor. For example, private lessons with the same instructor can be associated into one course to ensure there are enough students for SEOIs. Form E is used for private lessons. Ensemble classes are another type that can be associated into one section as long as they are taught by the same instructor. Form E is used for ensemble classes as well. End-of-program, assessment, recital, and performance also use Form E. When combining several different classes into one for purposes of SEOIs, all students should receive the same form so that a professor will not be able to identify anyone by their answers.

Departments are supposed to make changes to forms, or request changes from Lidia's office every quarter. Classes are different every quarter; classes offered in fall won't be the same as those offered in winter, and different faculty teach different classes or sections each quarter.

We would like to give departments a form based on policy and procedure. In order to do this, we need to define what teaching components are, and from there define what the form should be. Departments would have the opportunity to make updates within a specific timeframe, but they will still get SEOIs whether or not they update the criteria.

Regarding College in the High School and high school partnership programs, these classes can have SEOIs but they need to follow CWU deadlines. There are concerns about creating additional workload for Lidia's office. Each high school has different dates for the beginning and end of each quarter. If instructors in these programs want Lidia to run the SEOIs

as they are needed, then they will need to follow our deadlines. Instructors in these programs would be evaluated by high school administrators, and will not be covered by what is addressed in the policy. They are not covered by what is addressed in the faculty code. Our policy only applies to faculty at CWU. Faculty teaching these classes are adjuncts and are different from senior lecturers.

Policy language should address:

- Who the policy covers
- When evaluations are done
- Which courses are evaluated (this should be a number other than __90); there are exceptions for associated classes with the same instructor because these classes must receive the same form.

- Departments will need to monitor class enrollment and notify Lidia of changes (e.g. 4 students enrolled prior to census, and 6 after uncontested withdrawal, or vice versa, because this could affect whether the class receives an SEOI)

Summative vs formative wording for SEOI survey

Definitions for summative and formative were added to corresponding survey questions:

- Formative assessment is intended to facilitate improvement and is an ongoing process. It is intended to answer the question "where can improvement occur?" and should allow time for that improvement to occur.

- Summative assessment is intended to give a final verdict. Summative assessment says "this is deficient" or "this is acceptable." Summative assessment answers the question "is this teaching inadequate, acceptable, or excellent?"

The survey will go out at the beginning of winter. Jim suggested showing draft questions to colleagues to get feedback and find out if there is anything they would like to ask.

Questions for the associate provosts

To be discussed at next meeting.

Meeting adjourned at 3:00 p.m.