



CAL POLY

Academic Senate

RETREAT 2016

Activity 1 – Feedback on Evaluation Timeline Results

1. What comments or concerns do you have about the proposed timeline for opening and closing the student evaluation period?

- Another weekend would be fine
- Students requires less than 20 minutes for paper evals, therefore 1 week is plenty.
- Students should focus on finals rather than evaluations
- Instruction is still going, so later evaluation are more accurate
- Low response rates are not a problem. If students feel strongly, they will respond.
- No response may be interpreted as, “no strong feelings”
- One comment: why not fully extend the timeline, and include the final exam? The more student exposure, the better. We faculty should not be scared of the evaluation.
- We believe that a two-week window is appropriate.
- I don't know what your objective is. At Yale, the students must submit an evaluation before they can receive their final grade. A student has the ability to decline to respond. Thus 100% response.
- Faculty can game the quarter final exam to get good evaluations.
- Why should labs include final grades but lecture classes not with respect to the evaluation window?
- The proposed timeline doesn't seem to harm the outcome.
- Faculty don't have any control over it of timeline. You have to give them the freedom to the instructor so that we can give out the survey in the last week of instruction, whatever that happens to be for each person.
- Overall timeline is fine but Can I open the survey as the instructor
- Too early sometime almost 20% of the course is left.
- High enrollment → Not major students. They were nervous about final exam so probably would have given bad eval if eval done before exam.
- If you wait to give eval until after final then their response may be colored by how they did on the exam.
- Good instructors will get good evals. Bad will get bad. Doesn't matter when evals are given.
- Students should also review final exam so more time.
- Extended window better because there will be more responses.
- The evals given after I pushed students were higher evals.
- If a student doesn't want to give an eval, we shouldn't push them.
- Yes
- Too many are coming in before class is completed
- Do not anticipate a huge impact with the change.
- Sunday is not a concern as a trial until we have data.
- The nature of evaluation might change on the weekend.

- Could the ratings be time tagged?
- Can the qualitative data be time tagged as well?
- Concern that the quantitative and qualitative data is not paired. Can it be?
- Seems fine with current window? No particularly strong feelings...
- Support for adding the extra Sunday at the end...
- Don't need to do so early – really too long. Students might evaluate when only 80% done.
- Just do during the last week of instruction.
- One thought to do it during week 9 only – maybe too much stress during week 10.
- Also might not respond to emails during week 10.
- Another – turn it on Friday week 9, turn it off on Sunday

2. Should the timeline be shortened to open the Saturday prior to the last week of instruction and close the Sunday night just prior to final exam week? Please offer any comments.

- Pros & Cons
- Were access to a final letter grade blocked until a student completed an evaluation (or affirmatively elected not to evaluate) it would increase participation. This increase in participation, however, would be at the expense of our concern expressed in the first paragraph of #3 below.
- This question has too many premises to be useful.
- Perhaps wait until after the Fall quarter to see how the response rates look in the last two weeks.
- Yes and also close it sooner may be Saturday.
- For labs it may be week 9.
- Sunday before finals is not a good cut off point. They should be studying then. Longest window until after final exams generally thought to be best BUT if people do the evals at different times, they may be comparing at different points in their class experience.
- With data spike, yes
- Unsure if Saturday night is correct night to start.
- We like idea of shorter duration of completing evaluations because are students in the frame of mind to want to complete evaluations.
- Await road testing from the system for feedback from the general faculty.
- Some support for this, on the grounds that many classes “crescendo” in the last week and it's then that students realize what it was all about...
- But the shorter schedule can be tricky, if there's a holiday, for example
- No actual evidence that the extra week can be eliminated without decreased response rate, just conjecture that this might be the case – results might just look like the first bump, not both bumps
- A test case suggesting actual response rates would be useful
- See above – start the Friday prior to last week.
- Don't close on Sunday because might have some common finals on that Saturday.
- Maybe later could control times if they have a Saturday common final.

3. Should the timeline be extended to continue the evaluation timeline through final exam week or even up until grades become available? Please offer any comments.

- Strong feeling that students should focus on finals during finals week
- Therefore, end the eval period the Sunday before finals start
- General comment:
(this is not a formative form of feedback)
How does a faculty respond to criticism collected in this type of evaluation (seems difficult)
- Faculty should be seeking formative feedback (comment)
- I don't know what you're trying to do.
- Open the opportunity up until grades are posted. Students have all the information about their grade.
- Let's be as transparent as possible.
- I would say they should fill out the evaluation prior to receiving the final grade.
- Let's also ask the students about their contribution to the class. What was their level of effort? Did they do the work of the class. How many hours a week did they devote to the class? What grade do you expect to get?
- No, we don't want that since they should be studying and their state of mind may not be best. It might be another factor in worsening grade inflation.
- If people do the evals at different times, they may be comparing at different points in their class experience. BUT more responses are better opinion was also expressed.
- No. impact response rates- students are done once the quarter is over
- Self section bias
- No. Could encourage grade inflation.
- Student may leave early and not complete evaluations.
- Ambivalence?
- This may be connected to the issues of incentives for completion of the eval, too
- General question: what kinds of responses have been received? Do they tend to be more polarized (more bimodal) than previous paper responses? Do they differ from a given professor's historical paper-based results?
- No, do not do this.