

Faculty Senate Routing Form  
(action/proposal attached)

I. Item Title: FAC Revision of Student Course Survey (SCS) Procedural Manual

a) Brief Description: The Faculty Senate adopts the updated version of the Student Course Survey (SCS) Procedural Manual prepared by the Faculty Affairs Council. This replaces the provisional draft approved on September 29, 2022.

b) Initiated by: Faculty Affairs Council

II. Faculty Senate Action: ☒ approved ☐ not approved ☐ other date: 4/19/2023

Comments: \_\_\_\_\_

Vote: ☒ Voice Vote, Unanimous ☐ Voice Vote, Majority In Favor

☐ Hand Vote: Ayes Nays Abstentions

☐ Paper Ballot Vote: Ayes Nays Abstentions

FS Secretary signature: Emi K. McAdams date 4/21/2023

III. Provost: ☐ for information ☒ Recognition of Receipt  
☐ for action..... ☐ approved ☐ not approved

Comments: \_\_\_\_\_

Person responsible for Implementation: Dr. Schultz/Netz

Provost signature: [Signature] date 21 Apr 23

IV. Chancellor: ☐ for information ☒ Recognition of Receipt  
☐ for action..... ☐ approved ☐ not approved

Comments: \_\_\_\_\_

Chancellor signature: [Signature] date 4-21-2023

Once finalized copies will be returned to the Provost Office's representative who will scan and distribute electronically to:

Chancellor

Provost

Chair of Faculty Senate

Secretary of the Faculty Senate

Associate Vice Chancellor for Academic Affairs (for catalog and handbook)

Associate Dean of Graduate School (for catalog)

Others (i.e. person responsible for implementation)

## **FAC Resolution – Approval of the Updated Student Course Survey Procedural Manual**

**Whereas** the Faculty Affairs Council (FAC) is charged with providing the Office of Institutional Planning and Effectiveness policy and procedures for administration of course evaluations across the university; and

**Whereas** FAC was asked at the start of the 2022-2023 academic year to review and update the existing Student Assessment of Instruction Procedural Manual to reflect recent changes to the course evaluation instrument; and

**Whereas** the FAC presented a provisional draft of an updated procedural manual that was approved at the September 29, 2022 Faculty Senate meeting for use in the Fall 2022 evaluation cycle, including the fall mini-mester and fall end of semester course surveys until a finalized APR-14 (Guidelines and Procedures for Administration and Oversight of Student Course Surveys) and Student Course Survey Procedural Manual can be updated; and

**Whereas** the Faculty Senate approved a final update of APR-14 at its February 16, 2023 meeting; and

**Whereas** the FAC has finalized updates to the Student Course Survey (SCS) Procedural Manual, including the addition of references to the guiding policy on student course surveys in APR-14, streamlining information, adding a subsection on what department heads and deans would see, and creating appendices based on the user and their experience.

**Be it resolved** that the Faculty Senate approves the updated version of the Student Course Survey Procedural Manual for immediate use.

STUDENT COURSE SURVEY AT WESTERN CAROLINA UNIVERSITY  
PROCEDURAL MANUAL

April 2023

## STUDENT COURSE SURVEY AT WESTERN CAROLINA UNIVERSITY

### OVERVIEW

Western Carolina University uses an online course evaluation system, Anthology *Course Evaluations*, for gathering and disseminating the results of student perceptions of learning. The process and procedures for the student survey are the same across the campus so that data collected can be as uniform as possible. These procedures are outlined in APR 14 (as seen in Appendix A in the document).

It is recommended that all faculty review this document. Student assessments are often referred to by the acronym **SCS** (Student Course Survey). This term refers to the online evaluations done using the *Course Evaluations* system. SCS data are an integral part of the reappointment, tenure, and promotion process at WCU as well as essential for our continuous improvement efforts.

The purposes of the Student Course Survey are:

1. provide formative feedback from the student point of view of course instruction, organization and effectiveness;
2. to use such feedback as one source, among multiple sources, including peer review of teaching, instructor's self-reports, and review of course materials to provide formative feedback on aspects of Organization and Clarity, Course Environment and Rapport, and Overall Satisfaction.



## Table of Contents

STUDENT COURSE SURVEY AT WESTERN CAROLINA UNIVERSITY.....	2
OVERVIEW .....	2
Table of Figures .....	56
History and Background .....	67
Updates .....	67
Student Course Survey Form.....	89
Evaluation of Cross-listed Courses .....	1142
Guidelines for Evaluating Cross-Listed Courses .....	1142
Timeline.....	1243
Communication and Visuals .....	1344
What Students Receive and See.....	1344
Open-Ended Questions .....	1344
What Faculty Members Receive and See .....	1445
Open-Ended Questions .....	1445
What Department Heads and Dean Receive and See .....	1445
Open-Ended Questions .....	1546
Getting Results.....	1647
Responses.....	1647
Frequently Asked Questions .....	1748
Questions or Problems .....	2024
Appendix A: APR 14 Guidelines and Procedures for Administration and Oversight of Student Course Survey.....	2122
Appendix B: Student Details .....	2324
Student Email Communications .....	2324
Student Views of the Online Anthology <i>Course Evaluations</i> Application .....	2526
Student Views of Student Course Survey .....	2526
Appendix C: Faculty Details.....	2930
Faculty Email Communications.....	2930
Faculty Views of the Online Anthology <i>Course Evaluations</i> Application.....	3435
The Evaluation Reports.....	3435
Explanation of Evaluation Reports Column Headings .....	3536
Courses with Multiple Responsible Faculty .....	3536

Comparative Report View.....	3536
Appendix D: Department Head/Administrative Details .....	3940
Department Head Validation of Initial Course Instructor Assignments Emails .....	3940
Email Announcing Availability of SCS Results.....	3940
Department Head Views of the Online Anthology <i>Course Evaluations</i> Application .....	4142
The Evaluation Reports.....	4142
Explanation of Evaluation Reports Column Headings .....	4142
Courses with Multiple Responsible Faculty .....	4243
Comparative Report View.....	4243

## Table of Figures

Figure 1: Survey Announcement email notification .....	23
Figure 2: Survey Reminder email notification.....	24
Figure 3: Top of the Welcome Page students see in the Anthology Course Evaluations application. ....	25
Figure 4: Checking for available surveys.....	25
Figure 5: Header for the listing of completed surveys.....	25
Figure 6: Sample SCS Screen Shots (Part 1).....	26
Figure 7: Sample SCS Screen Shots (Part 2).....	27
Figure 8: The printed view of a Student Course Survey.....	28
Figure 9: Survey Announcement prior to opening of SCS .....	30
Figure 10: Announcing the opening of the SCS .....	31
Figure 11: Email indicating current SCS response numbers for faculty recourses.....	32
Figure 12: Email announcing access to SCS results for faculty .....	33
Figure 13: Course Evaluations Welcome Page for faculty .....	34
Figure 14: Report generation options for faculty.....	34
Figure 15: Set all eligible filters to Show All to avoid search errors. ....	34
Figure 16: Evaluation Reports and column headings .....	34
Figure 17: Evaluation Report - Comparative View (multiple faculty) - Page 1 .....	37
Figure 18: Evaluation Report - Comparative View (multiple faculty) - Page 2 .....	38
Figure 19: Email announcing access to SCS results for department heads.....	40
Figure 20: Home screen view for administrators, pending results to be releases .....	41
Figure 21: Set all eligible filters to Show All to avoid search errors. ....	41
Figure 22: Evaluation Reports and column headings .....	41
Figure 23: Department head Comparative View for a course with multiple responsible faculty (page 2).....	45
Figure 24: Department head Comparative View for a course with multiple responsible faculty (page 3).....	46

## History and Background

Student Course Surveys (SCS), previously referred to as Student Assessment of Instruction (SAI), are important to both faculty and administrators. Required for use in teaching evaluation procedures by UNC Policy Manual (400.3.1.1[G]) the WCU Faculty Senate, in collaboration with the Provost Office and the Office of Institutional Planning and Effectiveness (OIPE), has worked to review, implement, and revise the online Student Course Surveys since the 2004-2005 academic year. The Faculty Senate, on behalf of the General Faculty, continues to update and address issues with student evaluation instruments recognizing its role in the collegial review process and the innate flaws of student survey instruments as documented in literature. (See the Summary of Findings and Rationale Section of the Spring 2022 report from the Student Questionnaire Task Force.)

### Development of the Online Instrument and Procedures

Early versions of WCU student evaluations were implemented using scannable response forms and a software system that became increasingly unreliable and finally obsolete. When the UNC System Offices mandated all constituent universities to create a uniform mechanism for measuring performance, a Student Assessment Instrument (SAI) Task Force was formed by the Faculty Senate to take the lead on this work. The Task Force agreed that compiling university-wide data on student assessment of instruction would be useful, and any new instrument needed to uniform and universal bases for evaluation.

As the types and modalities of courses grew more diverse, the Task Force recommended developing different versions of assessment instruments to offer the flexibility to address the distinctive aspects of WCU's many departments and programs. The Faculty Senate developed a list of standardized questions to be used in course evaluation, and 12 different versions of SAI instruments were created to match the needs of distinct types of courses. A resolution adopting these 12 "master" question sets was passed by the Faculty Senate in 2005.

Additional task forces were created to review online course evaluation systems to provide the uniform mechanism for student evaluations. After determining using current software on campus was not logistically feasible, external vendors were considered and Academic Management System's product, *CoursEval3*, was selected. In Spring 2007, a pilot program was conducted with five volunteer departments and results were evaluated to determine the utility and efficacy of the online system. The pilot was successful, and *CoursEval* was open to all faculty and departments as of the Fall 2007 academic year.

### Updates

Summer Session Timelines: The Faculty Senate modified the timeline for course evaluations for summer sessions in March 2012. (See the resolution here.)

Revised Assessment Instrument: Building on the work of three consecutive years of Faculty Senate councils and task forces dedicated to researching, reviewing, and revising SAI process, procedures, and uses, the 2021-2022 Student Questionnaire Task Force recommended replacing the current SAI survey in their March 2022 report with a new instrument of student perception of teaching effectiveness to be

named the Student Course Survey. At their March 23, 2022 meeting, the Faculty Senate voted to adopt the "Student Course Survey", the instrument recommended by the Student Questionnaire Task Force, starting with the Fall 2022 semester.

## Student Course Survey Form

The current student course survey (SCS) below was approved by the WCU Faculty Senate on March 23, 2022 and is to be the student survey instrument used for all courses at WCU, regardless of modality, starting with the Fall 2022 semester.

The student-facing view of the survey consists of 15 statements or questions. The first ten statements address aspects of Organization and Clarity, Course Environment and Rapport, and Overall Satisfaction. (See Faculty Handbook, 4.05 B 1.(e)). Questions 11 and 12 are intended to provide context to student evaluations and are NOT to be considered in the student ratings of teaching or satisfaction. Question 13 asks students to identify their anticipated grade, and the final two questions are open-ended, as with previous instruments.

View to be seen by students:

	<u>Statements/Questions</u>	SA	A	D	SD
1.	In this course, the subject matter was explained clearly.				
2.	The organization of this course (e.g., due dates, required assignments, resources) was communicated clearly.				
3.	Clear guidelines were provided for the work required in this course.				
4.	Grades and/or other feedback enabled me to know how I was doing throughout this course.				
5.	Students were encouraged to use available resources (e.g., textbooks, readings, websites, library materials, tutoring, or office hours) to improve their understanding of course content.				
6.	The instructor was available during office hours or via email.				
7.	The instructor encouraged participation and/or students' questions.				
8.	The instructor treated me with respect.				
9.	The subject matter was presented in an interesting and engaging way.				

10.	Overall, I was satisfied with this course.						
	On the next two items, compare this course with others you have taken at this institution.	Much less than most	Less than most	About average	More than most	Much more than most	N/A or cannot answer
11.	Amount of coursework.						
12.	Difficulty of subject matter.						
13.	What grade do you expect to receive in this course?						
	Open-ended questions:						
14.	Describe the most important aspects of this course that fostered your learning.						
15.	Describe changes that could be made to this course to foster learning.						

View with sub-scales and annotations for faculty and administrators:

	Statements/Questions	SA	A	D	SD
	<b>Organization and Clarity</b>				
1.	In this course, the subject matter was explained clearly.				
2.	The organization of this course (e.g., due dates, required assignments, resources) was communicated clearly.				
3.	Clear guidelines were provided for the work required in this course.				
4.	Grades and/or other feedback enabled me to know how I was doing throughout this course.				
5.	Students were encouraged to use available resources (e.g., textbooks, readings, websites, library materials, tutoring, or office hours) to improve their understanding of course content.				
	<b>Course Environment and Rapport</b>				

6.	The instructor was available during office hours or via email.						
7.	The instructor encouraged participation and/or students' questions.						
8.	The instructor treated me with respect.						
9.	The subject matter was presented in an interesting and engaging way.						
<b>Overall Satisfaction</b>							
10.	Overall, I was satisfied with this course.						
<b>Open-ended questions:</b>							
14.	Describe the most important aspects of this course that fostered your learning.						
15.	Describe changes that could be made to this course to foster learning.						
<b>Course Workload and Difficulty</b> (The following questions are for context only, and are not of inclusion in the assessment)							
On the next two items, compare this course with others you have taken at this institution.		Much less than most	Less than most	About average	More than most	Much more than most	N/A or cannot answer
11.	Amount of coursework.						
12.	Difficulty of subject matter.						
13.	What grade do you expect to receive in this course?						

Each semester, based on course listing in Banner, the Office of Institutional Planning and Effectiveness (OIPE) conducts a validation exercise by contacting department heads after the census date to verify course instructor assignments.



### **Evaluation of Cross-listed Courses**

Many of the courses coded as cross-listed in Banner need to be combined to represent a single course section for faculty evaluations. Since courses are cross-listed for various reasons it is difficult to determine which courses to combine as one. Therefore, the following guidelines will be used.

#### ***Guidelines for Evaluating Cross-Listed Courses***

Courses **which are coded as cross-listed in Banner** will be set up for Course Evaluations using the following procedures:

- 1) An instructor's cross-listed courses which have the same level (UG/GR), instructional method and schedule/activity type, *and are under a single department* will automatically be combined into one course evaluation for a given evaluation period.
- 2) Graduate and undergraduate courses which are cross-listed will be evaluated separately.
- 3) For all other cross-listed courses which a department wishes to have evaluated as one course, the department head must inform the OIPE and identify the courses. Examples are (a) cross-listed courses with different delivery methods which are essentially the same, such as cross-listed EDHE531 lecture sections with face-to-face and online methods; (b) cross-listed multi-departmental courses which are identical except for the course name, such as BIOL 361 and CHEM 361.

The standard files sent by OIPE which request changes to course evaluation forms will contain additional fields which will identify cross-listed courses and will allow department heads to flag those courses falling under #3 above which they wish to have evaluated as one.

## Timeline

Term	Survey Title	# of Weeks	Open Date must be after 'W' date	Close Date must be before exams	Exam Dates (Excluded from SCS)
Spring/Fall	Run 1- First 8 Weeks (F8W)	8	Open on Sunday for 1 week prior to close	On the Sunday before exams	Last week of scheduled term
	Run 2- Main (15 Weeks)	16	Open on Sunday for 4 weeks prior to close	Ends on the Friday-last day of classes	
	Run 3- Last 8 Weeks (L8W)	8	Open on Sunday for 1 week prior to close	On the Sunday before exams	
Summer	Full Term (1)	~14 or 15	Opens on Sunday for 2 weeks prior to close	On the Sunday before exams (The weekday may need to be adjusted to the class scheduled end day of week)	Last week of scheduled term
	Nine Weeks (T)	9	Opens on Sunday for 2 weeks prior to close		
	8 Week Session	8	Opens on Sunday for 1 weeks prior to close		
	Mini-Mester Extended	5	Opens on Sunday for 1 weeks prior to close	Close 2 days prior to last class day	Last 2 days of term
	Mini-Mester (M)	4	Open 5 days prior to last class (Minimum of 60 Hours)		
	Contract (CON) and Travel (TRV) courses	14	Not included in recent academic years		
	1-2 Week classes	1 or 2	To be on paper by departments		
Summer Term to be assigned run numbers by earliest start AND end dates. Parts of Term that end within a week of each other may be combined if the surveys are open for the same length of time.					
Withdrawal dates assigned by the Registrar's Office to be after 70% instruction has been provided.					

For classes with few students, the following disclaimer shall be added to the Student Course Survey:

“We welcome your feedback on the course and the instructor. Please be aware that because this is a course that has few students in it, your professor may be able to determine from whom your comments came. In this course, as in all courses regardless of their size, your instructor will not see your comments or ratings until after final grades have been submitted.”

## Communication and Visuals

### What Students Receive and See

*Course Evaluations* will be open when approximately 80% of the course is completed. During this period, email notifications will be sent to students' Catamount email accounts indicating that SCS are now open. These emails include instructions about when and how to log-on to the *Course Evaluations* system. The University will use multiple methods and media to advertise the surveys around campus.

The communication with students will include:

- Survey Announcement email notification
- Automated Participant Reminder email notification

See Appendix B for details and other student views.

### *Open-Ended Questions*

The SCS contains a section with the following two open-ended questions:

1. Describe the most important aspects of this course that fostered your learning.
2. Describe changes that could be made to this course to foster learning.

Students have a text box in which to respond to these questions.

### **What Faculty Members Receive and See**

For each given course (or courses, if within the same evaluation period) faculty members receive a message four days prior to their Course Evaluations opening. Then an additional email is sent to the faculty member alerting him/her/they that the SCS is open. Halfway course evaluation reminder email is sent to the faculty member indicating the percentage of students that have responded at that time. At this point, it is appropriate to remind students of the importance the course evaluation process and encourage them to participate.

The communication to faculty will include:

- Automated Pre-survey Announcement email notification
- Faculty-Survey Open email notification
- Automated Instructor Reminder email notification
- Automated Survey Results Announcement email notification

See Appendix C for details and other faculty views.

### ***Open-Ended Questions***

All open-ended responses are viewable only by the specific faculty member, department head, and dean. Open-ended responses **may** be included in reappointment, tenure, promotion, and annual evaluation documents. The inclusion of open-ended responses is at the discretion of individual faculty.

All students' responses are intended to provide **formative** information, i.e., be constructive in helping faculty to continue to improve teaching.

### **What Department Heads and Dean Receive and See**

Each semester, based on course listings in Banner, OIPE conducts a validation exercise by contacting department heads after the census date to verify course instructor assignments. This list indicates all the courses for which evaluations are slated to be conducted, and all the instructor(s) associated with each course. This task is for the department heads to review and respond so OIPE has the time to build the SCS and have it ready on time and as correct as possible.

The communication to department heads and deans will include:

- Email for validation from OIPE
- Survey Results Announcement email notification

See Appendix D for details and other department head/dean views.

*Open-Ended Questions*

All open-ended responses are viewable only by the specific faculty member, department head, and dean. Open-ended responses **may** be included in reappointment, tenure, promotion, and annual evaluation documents. The inclusion of open-ended responses is at the discretion of individual faculty.

All students' responses are intended to provide **formative** information, i.e., be constructive in helping faculty to continue to improve teaching.

## Getting Results

After final grades have been recorded, a last *Survey results* email will be sent to the faculty member and department head indicating survey results are available. This email contains password and username information. Faculty will go to the *Course Evaluations* site and enter their MyWCU username and password. These are usually the same as the Outlook passwords (i.e., not 92 numbers). Once logged into the system, the Home page has an active link for the Evaluation Reports. This report defaults to the Comparative view which provides a breakdown by individual question

See Appendices C and D for details and other faculty and department head views.

Please note that evaluation reports are available indefinitely while the faculty member is employed at WCU. The reports are no longer available to that faculty member once he/she/they leave(s) WCU employment. Department Heads and Deans do have access to all historical reports.

### Responses

Faculty will be able to see how many students Strongly Agreed (SA), Agreed (A), Disagreed (D), or Strongly Disagreed (SD) with each category in the survey. These qualitative responses are then converted into their numerical equivalents as follows:

Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

To the right of the number of responses received for each question, a table provides the median, mode, standard deviation, the N, and the mean for each. Open-Ended responses from questions 13 – 15 can be viewed at the end of the comparative view report. They appear in individual text boxes. See Figures 17 and 18 in Appendix C.

Faculty may be required to include these reports in reappointment, tenure, and promotion documents as well as annual faculty evaluation dossiers. The exact format for including information in these documents may vary by department and college.

## Frequently Asked Questions

### From Students

- *Why are Student Course Surveys important?*  
Student Course Surveys are important for two reasons. Course evaluation results are meaningful. They provide feedback to improve the quality of courses and the experiences of future students.
- *What if I don't want to complete a survey (or surveys) regarding my courses?*  
While students are strongly urged to complete course evaluations, the process is voluntary.
- *Will my survey be confidential?*  
All surveys are kept strictly confidential.
- *When are the surveys shared with faculty?*  
Faculty are only allowed access to the evaluation after all grades for all course sections for the semester have been posted.
- *Can I see past surveys of WCU faculty?*  
Access to past evaluations is not available.
- *Why am I not allowed to complete the course evaluation after the final exam?*  
The open and close dates are set by the Faculty Senate. It is set to be after Withdrawals and before Exams.
- *May I use another email other than my student email?*  
No. The system is set up to match your MyWCU username and password.
- *I completed the wrong survey. Can you please open my course evaluation back up?*  
Yes. We will mark the evaluation as incomplete and you may make revisions during the survey window, or until you resubmit it.

### From Faculty

- *How does the use of online course evaluation systems like the one from Anthology affect response rates?*  
This answer depends how the program is administered. Variations in response rates exist. Most research indicates that the initial phases of implementing an online course evaluation system will result in lower response rates than traditional paper systems (the average is approximately 30%; WCU has a response rate of ~55% for full-term classes and lower for shorter classes.
- *What can I do to improve response rates?*  
Faculty can help increase response rates by announcing to students the change in the evaluation system and leading a discussion in class on how their evaluations are used by the individual faculty members and the University. The University will be using a

variety of methods to inform students about the new *Course Evaluations* system by Anthology including banners, flyers, postcards, and radio announcements on WWCU-FM. In some departments administrative staff or department heads may visit classes to make announcements to the classes.

Computer labs are available on campus and faculty can reserve time to facilitate evaluations as a class. Again, reminding students and identifying 'timelines' on the syllabi are beneficial. **Faculty should not provide incentives to their courses, except as part of a Faculty Senate-approved campus-wide incentive plan.**

- *How will the use of Course Evaluations affect the quality of student responses?*  
Available evidence indicates that no difference occurs in quantitative ratings (comparing online and in class written evaluation formats), and that written comments (both positive and negative) tend to be longer in online evaluations than on evaluations filled out by hand in class.
- *How will I know if my students have filled out an evaluation?*  
Faculty members receive reminders by email during the evaluation period with completion rates. Similar reports will go to department heads when the results are available, which is two days after grades at the end of each semester.
- *How long do students have to complete the surveys using the Course Evaluations system?*  
The evaluation period will last from 4 weeks (full term, regular semester) to three days (short and/or summer parts of term) depending on the length of the course and proximity to the end of the course.
- *What will be done with the survey results once they have been entered? Who gets to see them?*  
Currently, the information is stored by Anthology, the company that hosts the *Course Evaluations* system, and downloaded into reportable tables by WCU's IT data architect. The information will be accessible to the same people that get to see faculty paper-based evaluations, i.e., individual faculty, department heads, and deans. It will also be made available to the Office of Institutional Planning and Effectiveness (OIPE) to compile and distribute without attribution to individual instructors. Faculty will be able to read student responses and view summary reports (see Appendix C: Faculty Details) after the evaluation period ends and grades are posted.
- *How do I know to which type of survey, i.e., lecture, lab, seminar, etc., my course is assigned?*  
The upgrade to the *Anthology Course Evaluations* system allows for a single survey, which can be universally applied to a variety of instructional modalities.
- *Why do I only have only one option for evaluation type?*  
The questions are designed to be inclusive of instruction types and methods.
- *Do I have to use Course Evaluations from Anthology? May I use supplementary*



*evaluations?*

Yes, to both questions. Superseded evaluation processes such as those that are paper based are more costly and inefficient in light of newer technology. Also, with the growing number of courses being taught online, these newer evaluation systems make more sense.

Faculty are invited to supplement the data from the online evaluation forms with other instruments as they wish; additional costs of such supplements will be borne by the department and/or the individual faculty member.

Feedback is a valuable resource, but be cognizant of the possibility for survey fatigue that may result.

- *One of my students did not complete the evaluations. Can you please open it back up for them?*  
No. The open and close of surveys are based upon specific criteria and timeline from the Faculty Senate, which is after withdrawals and before exams.
- *I am both an employee and a student of WCU. Can you please send this to my personal email account?*  
No. *Anthology* only allows one email account for each individual. It is the practice that faculty default to their employee accounts and staff default to student accounts due to the high volume of student workers and Graduate Assistants. The credentials are dependent on the email because of the matching username and password associated with each account (Single Sign-On).

## Questions or Problems

*What do I do if I have a problem with, or question about, the Anthology Course Evaluations system?*

If the problem is largely **technical** in nature (login problems or difficulty viewing certain screens), contact [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu)

Contact Information:  
Office of Institutional Planning & Effectiveness  
H.F.R. Administration Building 440  
Office phone: (828) 227-7239  
Email: [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu)

If the problem or question relates to using the data **to improve teaching** scores, faculty are urged to discuss the matter with the appropriate department head. The Coulter Faculty Commons is also available to all faculty members for guidance and assistance.

Contact Information:  
Coulter Faculty Commons  
Hunter Library 172  
Office phone: 828-227-7196

## **Appendix A: APR 14 Guidelines and Procedures for Administration and Oversight of Student Course Survey**

*Policy updated February 15, 2023*

### **Purpose**

The purposes of the Student Course Survey are:

1. provide formative feedback from the student point of view of course instruction, organization and effectiveness;
2. to use such feedback as one source, among multiple sources, including peer review of teaching, instructor's self-reports, and review of course materials to provide formative feedback on aspects of Organization and Clarity, Course Environment and Rapport, and Overall Satisfaction.

### **General Procedures**

1. ALL courses shall be surveyed using the approved Student Course Survey (SCS) [see Appendix A.]
2. For courses with multiple instructors, all instructors shall receive an individual survey report.
3. Department Heads must, by the deadline requested by OIPE:
  - a. verify that all instructors are assigned to the course in Banner,
  - b. inform OIPE of any changes to be made in Banner.
4. For classes with few students, the following disclaimer shall be added to the Student Course Survey:  
"We welcome your feedback on the course and the instructor. Please be aware that because this is a course that has few students in it, your professor may be able to determine from whom your comments came. In this course, as in all courses regardless of their size, your instructor will not see your comments or ratings until after final grades have been submitted."
5. The Student Course Survey process should open no later than when 80% of the class meetings have been completed and close no later than when 90% of the class meetings have been completed (excluding the final examination period).
6. Incentives to complete SCS, if utilized, shall be standardized and uniformly administered following approval by Faculty Senate (FS).
7. The percentage of response for courses will be reported to individual faculty members at least once before the closing of the Student Course Survey. Names of individual respondents and/or non-respondents shall not be provided.
8. The Faculty Affairs Council (FAC) shall have the responsibility for oversight of the Student Course Survey and the procedures that govern it.

### **Data Formatting and Availability**

1. Student Course Survey data should be made available in the following forms:
  - a. Means and standard deviations
  - b. Medians
  - c. Modes
  - d. Frequency (raw data)
2. Individual faculty members can view on the screen, convert to pdf, or print the Student Course Survey data.
3. The responses to the Student Course Survey including the two open-ended questions will be made available to the faculty members listed as the instructor of record for the respective course. The responses to SCS including the two open-ended questions will be made available to the Department Heads for their use in the AFE process. Department Heads will look for trends over time and corroborate the substance of the written comments through other data sources (e.g. peer evaluations).
4. The Student Course Survey responses will NOT be made available to students.

5. Individual faculty members shall have the option to include open-ended comments in their dossier for reappointment, promotion and tenure. However, inclusion of open-ended comments in these processes is solely at the discretion of the faculty member.
6. Should departmental questions be desired, the Coulter Faculty Commons can be contacted for assistance. The SCS is standardized, and thus any departmental questionnaires are to be separate and administered by the department.

#### **Process to Change Student Course Survey (SCS)**

The Student Course Survey is subject to change by Faculty Senate.

#### **Stipulations:**

Any item or question to be considered for inclusion in the SCS must first and foremost assess only the instructor and his/her/their teaching.

Questions or items regarding program evaluation or any other objective may NOT be included in the university SCS.

This policy holds for Likert-style items as well as open-ended questions.

Proposed changes to the Student Course Survey must be submitted to the Faculty Senate chair or the FAC chair so as to allow adequate time for Senate approval and implementation prior to the release of the first SAI of the term of implementation.

**Use of these standardized methods of course evaluation do not prohibit faculty from obtaining additional data to support course and or instructional improvements.**

#### **Procedures:**

For items or questions regarding instructor assessment, the following procedure must be followed:

1. The person or persons proposing new items/questions or revisions to current items/questions must present said changes to the FS chair and/or the FAC chair.
2. The FAC will provide feedback to the sponsoring party regarding the validity and appropriateness of the proposed items/questions for inclusion in the SCS.
3. If any proposals are deemed worthy of further consideration, they are to be submitted to the FAC for review in the next even year review of the SCS.
4. Accepted proposals for changes will be incorporated into the instrument in the next appropriate cycle.

#### **Regular Review of the SCS:**

In the fall semester of even years starting from Fall 2026, the Faculty Affairs Council is to conduct a review of the efficacy of the SCS. This review will involve consultation with representatives from OIPE, CFC, and faculty (internal or external) with expertise in the following areas: psychometrics and assessment analysis. The review will culminate in a report to the Faculty Senate before the end of the academic year.

## Student Email Communications

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## Western Carolina University



\* Course Surveys results are meaningful. They provide feedback to improve the quality of courses and the experiences of future students.

Course Num - Sec	Course Name	Responsible Faculty	Survey Open	Survey Close
MTH 101 - 112	Mathematics 101	Adams, Henry Smith, Joan	Feb 12 12:00 AM	Mar 15 11:59 PM
BIO 101 - 40	Biology 101	Adams, Henry Smith, Joan	Feb 12 12:00 AM	Mar 15 11:59 PM
CHE 101 - 2	Chemistry 101		Feb 27 12:00 AM	Mar 21 10:30 AM
ECO 102 - 1	Economics 102	Adams, Henry Smith, Joan	Feb 12 12:00 AM	Mar 9 11:59 PM submitted
ENG 1 - A	Engineering Basics	Adams, Henry Smith, Joan	Feb 12 12:00 AM	Mar 11 11:59 PM missed

[Login](#)

If you have problems logging in, please refer to campus policies for managing your account or use the support email below for assistance from the system administrator.

Support email: [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu)

[Link to Site](#)  
Access via mobile device or computer

anthology  
**Course Evaluations**

Figure 1: Survey Announcement email notification

## Survey Reminder

Western Carolina University



Dear Roland,

Please use the information in this message to access our Course Evaluation site and complete the course and faculty survey(s) available to you.

Take advantage during the open period in the table to provide your valuable feedback.

- By completing your surveys, you'll be able to receive your final grade faster! The Registrar will be releasing final grades as they are submitted by instructors, but only to those students who have completed their surveys. All others must wait until after final exam week! An email will be sent to your catamount email address.
- Be aware that if this course has few students in it, your professor may be able to determine from whom your comments came. In all courses, regardless of their size, your instructor will not see comments or ratings until after final grades have been submitted.
- Your responses are confidential and anonymous. Your instructor will ONLY have access to how many students have completed evaluations. NO ONE has access to your individual response!
- Your instructor will not receive his/her compiled results until after all grades are finalized.
- Student Course Survey results are meaningful. They provide feedback to improve the quality of courses and the experiences of future students.

If for any reason you are unable to use the log-in buttons to the right, please use the following:

Your User Name is: rdeschain  
Your password is your MyWCU password  
(If you are a WCU employee, use your network password. This is the same password used to log into your Outlook through the Internet.)

Course Num - Sec	Course Name	Responsible Faculty	Survey Open	Survey Close
MTH 101 - 112	Mathematics 101	Adams, Henry Smith, Joan	Feb 12 12:00 AM	Mar 15 11:59 PM
BIO 101 - 40	Biology 101	Adams, Henry Smith, Joan	Feb 12 12:00 AM	Mar 15 11:59 PM
CHE 101 - 2	Chemistry 101		Feb 27 12:00 AM	Mar 21 10:30 AM

Here is the link. (You may need to copy and paste this into your browser.)  
<http://courseeval.wcu.edu>

Username: Use your campus credentials



If you have problems logging in, please refer to campus policies for managing your account or use the support email below for assistance from the system administrator.

Support email: [wcuourseval@email.wcu.edu](mailto:wcuourseval@email.wcu.edu)

[Link to Site](#)  
Access via mobile device or computer

anthology  
Course Evaluations

Figure 2: Survey Reminder email notification

Student Views of the Online Anthology Course Evaluations Application

When a student logs into Anthology Course Evaluations through MyWCU they will see a Welcome Screen as illustrated in Figure 3. From here, students can use menu options to navigate to open surveys (Figure 4).

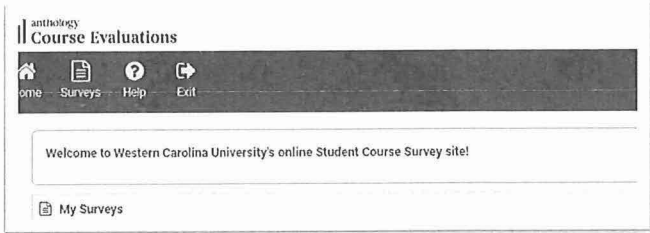


Figure 3: Top of the Welcome Page students see in the Anthology Course Evaluations application.

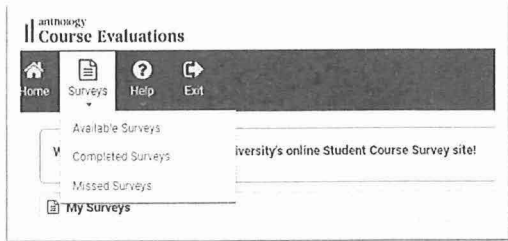


Figure 4: Checking for available surveys

Completed Survey List

Course Number	Course Name	Survey Name	Responsible Faculty	% Surveys Submitted	Date/Time Completed	Date Closed	Reveal Incentives
---------------	-------------	-------------	---------------------	---------------------	---------------------	-------------	-------------------

Figure 5: Header for the listing of completed surveys

Student Views of Student Course Survey

Figures 6 and 7 provide composites of screen views students will see in completing a Student Course Survey for one of their classes.


<p>Course Number: CSE 131-10  Course Name: Fundamentals of  Department of Information Systems  Faculty: Cat A Moant</p>	
<p> <b>Cat A, Moant</b></p>	<p>1) Grades and/or other feedback enabled me to know how I was doing throughout the course.</p> <p><input type="radio"/> Strongly Agree  <input type="radio"/> Agree  <input type="radio"/> Disagree  <input type="radio"/> Strongly Disagree</p>
<p>11) In this course, the subject matter was explained clearly.</p> <p><input type="radio"/> Strongly Agree  <input type="radio"/> Agree  <input type="radio"/> Disagree  <input type="radio"/> Strongly Disagree</p>	<p>5) Students were encouraged to use available resources (e.g., textbooks, lecture materials, library materials, tutoring, or office hours) to improve their understanding of the course content.</p> <p><input type="radio"/> Strongly Agree  <input type="radio"/> Agree  <input type="radio"/> Disagree  <input type="radio"/> Strongly Disagree</p>
<p>2) The organization of this course (e.g., flow of class, sequence of topics, resources) was clear and uncluttered.</p> <p><input type="radio"/> Strongly Agree  <input type="radio"/> Agree  <input type="radio"/> Disagree  <input type="radio"/> Strongly Disagree</p>	<p>6) The instructor was available during office hours for email.</p> <p><input type="radio"/> Strongly Agree  <input type="radio"/> Agree  <input type="radio"/> Disagree  <input type="radio"/> Strongly Disagree</p>
<p>3) Clear guidelines were provided for the work required in this course.</p> <p><input type="radio"/> Strongly Agree  <input type="radio"/> Agree  <input type="radio"/> Disagree  <input type="radio"/> Strongly Disagree</p>	<p>7) The instructor encouraged participation and/or student questions.</p> <p><input type="radio"/> Strongly Agree  <input type="radio"/> Agree  <input type="radio"/> Disagree  <input type="radio"/> Strongly Disagree</p>

Figure 6: Sample SCS Screen Shots (Part 1)




<p>8) The instructor treated me with respect.</p> <p><input type="radio"/> Strongly Agree</p> <p><input type="radio"/> Agree</p> <p><input type="radio"/> Disagree</p> <p><input type="radio"/> Strongly Disagree</p>	<p>12) Overall, I was satisfied with this course.</p> <p><input type="radio"/> Strongly Agree</p> <p><input type="radio"/> Agree</p> <p><input type="radio"/> Disagree</p> <p><input type="radio"/> Strongly Disagree</p>
<p>9) The subject matter was presented in an interesting and engaging way.</p> <p><input type="radio"/> Strongly Agree</p> <p><input type="radio"/> Agree</p> <p><input type="radio"/> Disagree</p> <p><input type="radio"/> Strongly Disagree</p>	<p>13) What grade do you expect to receive in this course?</p> <p><input type="text"/></p> <p>How much time are you spending on this course?</p> <p><input type="text"/></p>
<p> <b>TR101 - 01</b></p> <p>Do not add new items; complete this course with the information that you have.</p>	
<p>10) Amount of coursework</p> <p><input type="radio"/> Much less than most</p> <p><input type="radio"/> Less than Most</p> <p><input type="radio"/> About Average</p> <p><input type="radio"/> More than Most</p> <p><input type="radio"/> Much more than most</p> <p><input type="radio"/> Not applicable</p>	<p>14) Describe the most important aspects of this course that fostered your learning.</p> <p><input type="text"/></p> <p>How much time are you spending on this course?</p> <p><input type="text"/></p>
<p>11) Difficulty of subject matter</p> <p><input type="radio"/> Much less than most</p> <p><input type="radio"/> Less than Most</p> <p><input type="radio"/> About Average</p> <p><input type="radio"/> More than Most</p> <p><input type="radio"/> Much more than Most</p> <p><input type="radio"/> Not applicable</p>	<p>15) Describe changes that could be made to this course to foster learning.</p> <p><input type="text"/></p> <p>How much time are you spending on this course?</p> <p><input type="text"/></p>

Figure 7: Sample SCS Screen Shots (Part 2)

202310 2022-Spring-Run 1 of 3-SCS-02/26 - 03/5-


**Survey**

Course Number: XXXX

Course Name: XXXXXXX

Department: XXXXXXX

Faculty: Cavanaugh



**Cavanaugh**

1) In this course, the subject matter was explained clearly.

☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

2) The organization of this course (e.g., due dates, required assignments, resources) was communicated clearly.

☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

3) Clear guidelines were provided for the work required in this course.

☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

4) Grades and/or other feedback enabled me to know how I was doing throughout this course.

☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

5) Students were encouraged to use available resources (e.g., textbooks, readings, websites, library materials, tutoring, or office hours) to improve their understanding of the course content.

☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

6) The instructor was available during office hours or via email.

☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

7) The instructor encouraged participation and/or student questions.

☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree


8) The instructor treated me with respect.

☐ Strongly Agree  
☐ Agree

☐ Disagree  
☐ Strongly Disagree

9) The subject matter was presented in an interesting and engaging way.

☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree



**XXXX 000 - 10**

On the next five items, compare this course with others you have taken at this institution.

10) Amount of coursework

☐ Much less than most  
☐ Less than Most  
☐ About Average  
☐ More than Most  
☐ Much more than Most  
☐ Not enough to answer

11) Difficulty of subject matter

☐ Much less than most  
☐ Less than Most  
☐ About Average  
☐ More than Most  
☐ Much more than Most  
☐ Not enough to answer

12) Overall, I was satisfied with this course.

☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

13) What grade do you expect to receive in this course?

14) Describe the most important aspects of this course that fostered your learning.

15) Describe changes that would be made to this course to foster learning.

If the Screenlets might transfer into the document better than the Word Doc - Copy

Figure 8: The printed view of a Student Course Survey

## Appendix C: Faculty Details

### Faculty Email Communications

Faculty will receive automated emails from the Anthology *Course Evaluations* system indicating their courses, the students associated with each course that will have access to the SCS, and the period for which the survey will be open to students. Faculty also receive updates indicating when a course survey is open, the number of students who have completed the survey halfway through the survey period, and when survey results are available for view. Samples of the automated correspondence are presented in Figures 9 – 11.

## Survey Announcement

Western Carolina University



Course surveys are opening in four days. Please check the table below for information about which of your courses are opening for the Student Course Surveys three days from now.

Course Num - Sec	Course Name	Participant List	Survey Open	Survey Close
MTH 101 - 112	Mathematics 101	Arasjd, Dorine A Arrow, Richard K Arroyo, Andrés R Barr, Mark R Barranda, Anthony D Barren, William R Barrett, Kristin L Barrie, Erin E Barnila, Gaetano C Barríos, Ed Carr, James W son C Barron, Michael J Barrons, Rodney C Barrow, Judith A Barry, Scott L Carrato, Donald M Carrera, Michael J Carreno, Martha C	Feb 12 12:00 AM	Mar 15 11:59 PM
CHM 205	Chemistry 205	Arasjd, Dorine A Arrow, Richard K Arroyo, Andrés R Barr, Mark R Barranda, Anthony D Barren, William R Barrett, Kristin L Barrie, Erin E Barnila, Gaetano C Barríos, Edson C Barron, Michael J Barrons, Rodney C Barrow, Judith A Barry, Scott L Carr, James W Carrato, Donald M Carrera, Michael J Carreno, Martha C	Feb 12 12:00 AM	Mar 9 11:59 PM extended

\*\*\*Students will now be unable to access their final grades until after grading is shut off if they do not complete their surveys. Those who do complete the surveys will receive an email from the registrar with their grade once grades have been submitted.\*\*\*

Experience has shown that faculty members who encourage their students to participate in surveys obtain a significantly higher response rate than those who do not. Please take a moment to discuss the survey with your class and encourage them to participate in the process.

If you have any questions or experience any difficulties, please contact OIPE at [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu) or call 828-227-7239.

Thank you!

Username: Use your campus credentials

[Login](#)

If you have problems logging in, please refer to campus policies for managing your account or use the support email below for assistance from the system administrator.

Support email: [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu)

[Link to Site](#)

Access via mobile device or computer

anthology  
Course Evaluations

Figure 9: Survey Announcement prior to opening of SCS

## Survey Announcement

Western Carolina University



This message is notification that course surveys are now open to students for the following courses:

Course Num - Sec	Course Name	Survey Open	Survey Close
MTH 101 - 112	Mathematics 101	Feb 12 12:00 AM	Mar 15 11:59 PM
CHM 205	Chemistry 205	Feb 12 12:00 AM	Mar 9 11:59 PM extended

\*\*\*Students will now be unable to access their final grades until after grading is shut off if they do not complete their surveys. Those who do complete the surveys will receive an email from the registrar with their grade once grades have been submitted.\*\*\*

Experience has shown that faculty members who encourage their students to participate in surveys obtain a significantly higher response rate than those who do not. Please take a moment to discuss the survey with your class and encourage them to participate in the process.

Thank you!

Course surveys will be available for faculty review at the end of the term. If you have any questions or experience any difficulties, please contact OIPE at [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu) or call 828-227-7239.

Username: Use your campus credentials

[Login](#)

If you have problems logging in, please refer to campus policies for managing your account or use the support email below for assistance from the system administrator.

Support email: [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu)

[Link to Site](#)

Access via mobile device or computer

anthology  
Course Evaluations

Figure 10: Announcing the opening of the SCS

## Survey Reminder

Western Carolina University



Roland,

This is a Student Course Survey update. If your response rates are lower than you would like, please remind your students about the surveys, and ask them to participate. Thank you!

Course Num - Sec	Course Name	Number Expected	Number Received	Survey Open	Survey Close
MTH 101 - 112	Mathematics 101	0	0	Feb 12 12:00 AM	Mar 15 11:59 PM
CHM 205	Chemistry 205	0	0	Feb 12 12:00 AM	Mar 9 11:59 PM extended

\*\*\*Students will now be unable to access their final grades until after grading is shut off if they do not complete their surveys. Those who do complete the surveys will receive an email from the registrar with their grade once grades have been submitted.\*\*\*

Course surveys will be available for faculty review on the Wednesday following grade posting. If you have any questions or experience any difficulties, please contact OIPE at [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu) or call 828-227-7239.

Username: Use your campus credentials

[Log In](#)

If you have problems logging in, please refer to campus policies for managing your account or use the support email below for assistance from the system administrator.

Support email: [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu)

[Link to Site](#)

Access via mobile device or computer

anthology  
Course Evaluations

Figure 11: Email indicating current SCS response numbers for faculty recourses

## Survey Results Available

Western Carolina University



Dear Roland Deschain,

Surveys for this semester are now available.

Log-in information for Course Evaluations is the same as that used to log into your Outlook account through the Internet.

Your user name is: rdeschain

Your password is your normal WCU password associated with this user name.

Course Num - Sec	Course Name	Survey Open	Survey Close
MTH 101 - 112	Mathematics 101	Feb 12 12:00 AM	Mar 15 11:59 PM
CHM 205	Chemistry 205	Feb 12 12:00 AM	Mar 9 11:59 PM extended

Here is a link to the site: [Login Page](#)

To access your reports, please follow these instructions:

1. On the upper left side hover over the "Reports" icon.
2. From the menu, select "Evaluation Reports"
3. Now you will see a list of the course surveys that are available for you to view. To ensure that you are seeing the full list, make sure that all of the drop-down boxes are selected to "show all". Failure to make this selection on the drop-down boxes is the most frequent reason that faculty have difficulty accessing their reports
4. Now select the courses that you want to generate reports for. Place a checkmark on the right side of every course that you want to view. (Use the "include all" or "none" settings at the top of that column to save time.)
5. Once your courses are selected, click the "view" link on the upper right side of the table, and this will generate your report.

By default, your report should include the responses to the instructor-based questions and the course-based questions separately. If you are interested in viewing the average score for each factor (this may be something that is needed for AFE), go back to the main course grid and change the "view" drop-down box on the upper left from "comparative" to "individual". Now generate the report again to see scores by a factor, instead of by question.

Once you see that all surveys are showing, you can limit the reports to only those from this term by setting the assessment period to the current semester.

If you have any questions or experience any difficulties, please contact OIPE at [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu) or call 828-227-7239.

Have a wonderful day!

Username: Use your campus credentials

[Login](#)

If you have problems logging in, please refer to campus policies for managing your account or use the support email below for assistance from the system administrator.

Support email: [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu)

[Link to Site](#)  
Access via mobile device or computer

anthology  
Course Evaluations

Figure 12: Email announcing access to SCS results for faculty

Faculty Views of the Online Anthology *Course Evaluations* Application

In order to view SCS results, faculty will login to the Anthology *Course Evaluations* tool through the link to the login page provided in their email indicating the availability of the results (see Figure 12) or through the “Review Course Evaluations” link in the Search Menu in MyWCU.



Figure 13: Course Evaluations Welcome Page for faculty

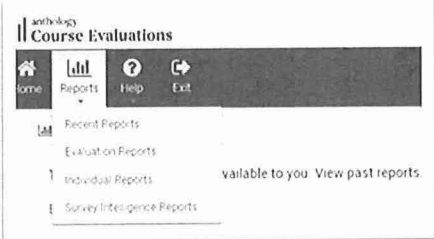


Figure 14: Report generation options for faculty

The Evaluation Reports

Upon selecting the Evaluation Reports option, the top section of the page is used to filter which Evaluation Reports are displayed in the lower portion of the page. All eligible filters should be set to **Show All**, as illustrated in Figure 15, to avoid errors in the search. (This is the most common error each term.)



Figure 15: Set all eligible filters to Show All to avoid search errors.

The middle selection of the page indicates Views and Settings as well as output options for the report. The default Comparative View is recommended.

The Evaluation Reports listing (bottom portion of the screen) lists all of the filtered courses assigned to the faculty throughout active employment with WCU. Figure 16 illustrates this section of the page and the column headings for the Evaluation Reports.

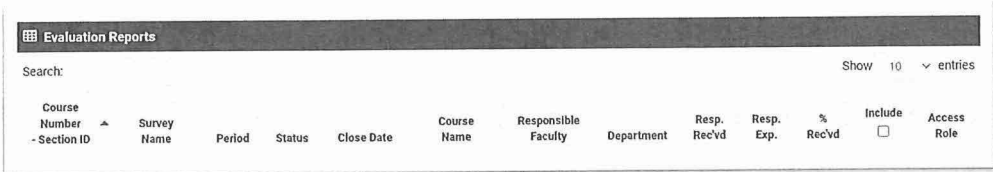


Figure 16: Evaluation Reports and column headings



### *Explanation of Evaluation Reports Column Headings*

- The responses received (Resp. Rec'd) and responses expected (Resp. Exp.) columns are used to calculate the percentage of responses received ( $\% \text{ Rec'd} = \text{Resp. Rec'd} / \text{Resp. Exp}$ ). The number of responses expected is the enrollment count.
- Each column can be filtered by ascending or descending order (a triangle will illustrate the presence of a filter and the current ordering – up or down).
- The Responsible Faculty column will list all responsible faculty, so it may list multiple names.

### *Courses with Multiple Responsible Faculty*

If a course is designated as having multiple responsible faculty, the report will separate out the instructor-specific responses (to Items 1 – 10) and overall course responses (to Items 11 – 15) as provided below:

- Responses to the first nine questions (instructor-specific) will be listed first. A faculty member will only see the responses that pertain to themselves,
- Responses to the last six questions (courses-specific) will display all responses from enrolled students and will be visible to all responsible faculty.

### *Comparative Report View*

The Student Course Survey was designed to be short, with three subscales: Organization and Clarity, Course Environment and Rapport, and Overall Satisfaction. Questions related to Organization and Clarity and Course Environment and Rapport are considered to be instructor-specific. For courses with multiple responsible faculty, students have the opportunity to complete these questions multiple times – once for each faculty member. The Overall Satisfaction item as well as questions on Course Workload and Difficulty and Open Response items are considered course-specific and will be included in the comparative view report for each of the responsible faculty. The Course Workload and Difficulty items are included in the survey for context and validation purposes only.

A sample comparative report view is provided in Figures 17 and 18. Each faculty member receives statistics on student responses to questions 1 – 9 associated with their name, labelled as “About the Instructor”, as well as all responses to course-specific questions 10 - 15, labelled as “About the Course”. Questions 1 through 10 are also labelled based on their associated subscale as listed below.

### *Questions by Subscale and Annotation:*

#### Organization and Clarity

- Questions 1 – 5:
  1. In this course, the subject matter was explained clearly.
  2. The organization of this course (e.g., due dates, required assignments, resources) was communicated clearly.
  3. Clear guidelines were provided for the work required in this course.
  4. Grades and/or other feedback enabled me to know how I was doing throughout the course.
  5. Students were encouraged to use available resources (e.g., textbooks, readings, websites, library materials, tutoring, or office hours) to improve their understanding of the course content.

#### Course Environment and Rapport

- Questions 6 – 9:
  6. The instructor was available during office hours or via email.

7. The instructor encouraged participation and/or students' questions.
8. The instructor treated me with respect.
9. The subject matter was presented in an interesting and engaging way.

Overall Satisfaction

- Questions 10:
  10. Overall, I was satisfied with this course.

Course Workload and Difficulty (for validation purposes only)

- Questions 11 – 13:
  11. Amount of coursework
  12. Difficulty of subject matter.
  13. What grade do you expect to receive in this course?

Open-Ended Questions:

- Questions 14 – 15:
  14. Describe the most important aspects of this course that fostered your learning.
  15. Describe changes that could be made to this course to foster learning.

Course:	Course # & Section – Course Name	Department:	DEPT-X
Responsible Faculty:	Faculty 1; Faculty 2; Faculty 3	Responses / Expected:	4 / 4 (100%)

1 - About the instructor - SCS Organization and Clarity		The faculty signed in								
		Responses					Individual			
		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	In this course, the subject matter was explained clearly.	1	1	0	0	2	3.5	3.5	3,4	.50
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1										

1 - About the instructor - SCS Organization and Clarity		The faculty signed in								
		Responses					Individual			
		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q2	The organization of this course (e.g., due dates, required assignments, resources) was communicated clearly.	2	0	0	0	2	4.0	4	4	0
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1										

1 - About the instructor - SCS Organization and Clarity		The faculty signed in									
		Responses					Individual				
		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev	
Q3	Clear guidelines were provided for the work required in this course.	2	0	0	0	2	4.0	4	4	0	
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1											

1 - About the Instructor - SCS Organization and Clarity		The faculty signed in								
		Responses					Individual			
		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q4 Grades and/or other feedback enabled me to know how I was doing throughout this course.		2	0	0	0	2	4.0	4	4	0
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1										

1 - About the Instructor - SCS Organization and Clarity		The faculty signed in								
		Responses				Individual				
		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q5	Students were encouraged to use available resources (e.g., textbooks, readings, websites, library materials, tutoring, or office hours) to improve their understanding of the course content.	1	1	0	0	2	3.5	3.5	3,4	.50
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1										

1 - About the instructor - SCS Course Environment and Rapport		The faculty signed in									
		Responses					Individual				
		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev	
Q6 The instructor was available during office hours or via email		1	1	0	0	2	3.5	3.5	3,4	.50	
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1											

1 - About the Instructor - SCS Course Environment and Rapport		The faculty signed in								
		Responses					Individual			
		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q7 The instructor encouraged participation and/or students' questions.		2	0	0	0	2	4.0	4	4	0
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1										

Figure 17: Evaluation Report - Comparative View (multiple faculty) - Page 1

1 - About the instructor - SCS Course Environment and Rapport	The faculty signed in								
	Responses					Individual			
	SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q8 The instructor treated me with respect.	2	0	0	0	2	4.0	4	4	0
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1									

1 - About the instructor - SCS Course Environment and Rapport	The faculty signed in								
	Responses					Individual			
	SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q9 The subject matter was presented in an interesting and engaging way.	1	1	0	0	2	3.5	3.5	3,4	.50
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1									

2 - About the course - SCS Overall Satisfaction	Course # - Section								
	Responses					Course			
	SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q10 Overall, I was satisfied with this course.	3	1	0	0	4	3.8	4	4	.43
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1									

Category Instructions: On the next two items, compare this course with others you have taken at this institution.									
2 - About the course - SCS Instructor Feedback	Course # - Section								
	Responses					Course			
	MLT	LTM	AA	MTM	MMT	N	Mean	Med.	Std Dev
Q11 Amount of coursework	0	0	3	1	0	4	3.3	3	.43
Q12 Difficulty of subject matter	0	0	4	0	0	4	3.0	3	0
Responses: [MLT] Much less than most=1 [LTM] Less than Most=2 [AA] About Average=3 [MTM] More than Most=4 [MMT] Much more than Most=5									

Q13 - What grade do you expect to receive in this course?	
Response Rate: 50.00% (2 of 4)	

1 I expect to an A or B.	
2 A or B	

Q14 - Describe the most important aspects of this course that fostered your learning.	
Response Rate: 50.00% (2 of 4)	

1 Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna. Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Proin pharetra nonummy pede. Mauris et orci.	
2 Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa.	

Q15 - Describe changes that could be made to this course to foster learning.	
Response Rate: 50.00% (2 of 4)	

1 n/a	
2 Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna.	

Figure 18: Evaluation Report - Comparative View (multiple faculty) - Page 2

## **Appendix D: Department Head/Administrative Details**

### **Department Head Validation of Initial Course Instructor Assignments Emails**

Although the SCS has a single format designed to be inclusive of instruction types and methods, it is still important that department heads review course listings and associated instructor assignments. Each semester, based on the course listings in Banner, OIPE conducts a validation exercise by emailing department heads after the census date to verify course instructor assignments. Cross-listed courses warrant particular attention.

Many of the courses coded as cross-listed in Banner need to be combined to represent a single course section for student course evaluations. Since courses are cross-listed for various reasons it is difficult to determine which courses to combine as one. The guidelines provided in the Evaluation of Cross-listed Courses subsection are used to determine which cross-listed courses will be evaluated as a single course. The department head must inform the OIPE of any additional courses the department wishes to have evaluated as one course as part of this validation exercise.

### **Email Announcing Availability of SCS Results**

Department heads will receive automated emails from the *Anthology Course Evaluations* when survey results are available for view. Samples of the automated correspondence are presented in Figure 19.

## Survey Results Available

Western Carolina University



Dear Roland Deschain,

This is a notice to department heads.

Surveys for the semester are now available for review.

Log-in information for Course Evaluations is the same as that used to log into your Outlook account through the Internet.

Your user name is: rdeschain

Your password is your normal WCU password associated with this user name.

Here is a link to the site: [Login Page](#)

To access your reports, please follow these instructions:

1. On the upper left side hover over the "Reports" icon.
2. From the menu, select "Evaluation Reports"
3. Now you will see a list of the course surveys that are available for you to view. To ensure that you are seeing the full list, make sure that all of the drop-down boxes are selected to "show all". Failure to make this selection on the drop-down boxes is the most frequent reason that faculty have difficulty accessing their reports.
4. Now select the courses that you want to generate reports for. Place a checkmark on the right side of every course that you want to view. (Use the "include all" or "none" settings at the top of that column to save time.)
5. Once your courses are selected, click the "view" link on the upper right side of the table, and this will generate your report.

By default, your report should include the responses to the instructor-based questions and the course-based questions separately. If you are interested in viewing the average score for each factor (this may be something that is needed for AFE), go back to the main course grid and change the "view" drop-down box on the upper left from "comparative" to "individual". Now generate the report again to see scores by a factor, instead of by question.

Once you see that all surveys are showing, you can limit the reports to only those from this term by setting the assessment period to the current semester.

If you have any questions or experience any difficulties, please contact OIPE at [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu) or call 828-227-7239.

Have a wonderful day!

---

Username: Use your campus credentials

[Logout](#)

If you have problems logging in, please refer to campus policies for managing your account or use the support email below for assistance from the system administrator.

---

Support email: [wcucourseval@email.wcu.edu](mailto:wcucourseval@email.wcu.edu)

[Link to Site](#)

Access via mobile device or computer


 **anthology**  
**Course Evaluations**

Figure 19: Email announcing access to SCS results for department heads

## Department Head Views of the Online Anthology *Course Evaluations* Application

In order to view SCS results, department heads or deans with access will login to the Anthology *Course Evaluations* tool through the link to the login page provided in their email indicating the availability of the results (see Figure 19) or through the “Review Course Evaluations” link in the Search Menu in MyWCU.



Figure 20: Home screen view for administrators, pending results to be released

## The Evaluation Reports

Upon selecting the Evaluation Reports option under the Reports icon, the top section of the page is used to filter which Evaluation Reports are displayed in the lower portion of the page. All eligible filters should be set to **Show All**, as illustrated in Figure 23, to avoid errors in the search. (This is the most common error each term.)



Figure 21: Set all eligible filters to Show All to avoid search errors.

The middle section of the page offers two report options and how to view the outputs.

The middle selection of the page indicates Views and Settings as well as output options for the report. The default Comparative View is recommended.

The Evaluation Reports listing (bottom portion of the screen) indicates all of the filtered courses for the department. Figure 24 illustrates this section of the page and the column headings for the Evaluation Reports which are identical to those faculty see.

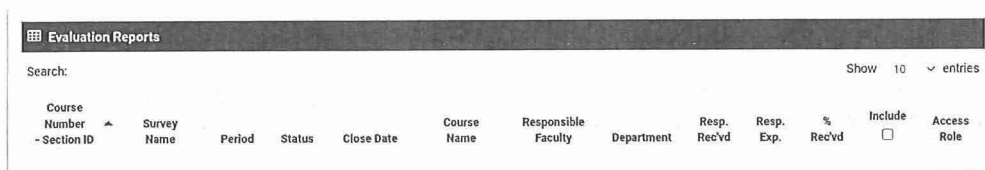


Figure 22: Evaluation Reports and column headings

## Explanation of Evaluation Reports Column Headings

- The responses received (Resp. Rec'd) and responses expected (Resp. Exp.) columns are used to

calculate the percentage of responses received ( $\% \text{ Rec'd} = \text{Resp. Rec'd} / \text{Resp. Exp}$ ). The number of responses expected is the enrollment count.

- Each column can be filtered by ascending or descending order (a triangle will illustrate the presence of a filter and the current ordering – up or down).
- The Responsible Faculty column will list all responsible faculty, so it may list multiple names.

### *Courses with Multiple Responsible Faculty*

If a course is designated as having multiple responsible faculty, the report will separate out the instructor-specific responses (to Items 1 – 9) for each faculty member and course-specific responses (to Items 10 – 15) as indicated below:

- Responses to the first nine questions (instructor-specific) will be listed first. The department head see the responses broken out by responsible faculty member,
- Responses to the last six questions (courses-specific) will display all responses from enrolled students and will be visible to all responsible faculty.

### *Comparative Report View*

The Student Course Survey was designed to be short, with three subscales: Organization and Clarity, Course Environment and Rapport, and Overall Satisfaction. Questions related to Organization and Clarity and Course Environment and Rapport are considered to be instructor-specific. For courses with multiple responsible faculty, students have the opportunity to complete these questions multiple times – once for each faculty member. The Overall Satisfaction item as well as questions on Course Workload and Difficulty and Open Response items are considered course-specific and will be included in the comparative view report for each of the responsible faculty. The Course Workload and Difficulty items are included in the survey for context and validation purposes only.

A sample department head comparative report view is provided in Figures 23 through 25. Student responses to questions 1 – 9 associated with each responsible faculty are labelled as “About the Instructor” and broken out by faculty member. All responses to course-specific questions 10 – 15 are labelled as “About the Course” and are thus not tied to any one faculty member. Questions 1 through 10 are also labelled based on their associated subscale as listed below.

### *Questions by Subscale and Annotation:*

#### Organization and Clarity

- Questions 1 – 5:
  1. In this course, the subject matter was explained clearly.
  2. The organization of this course (e.g., due dates, required assignments, resources) was communicated clearly.
  3. Clear guidelines were provided for the work required in this course.
  4. Grades and/or other feedback enabled me to know how I was doing throughout the course.
  5. Students were encouraged to use available resources (e.g., textbooks, readings, websites, library materials, tutoring, or office hours) to improve their understanding of the course content.

#### Course Environment and Rapport

- Questions 6 – 9:
  6. The instructor was available during office hours or via email.
  7. The instructor encouraged participation and/or students' questions.



8. The instructor treated me with respect.
9. The subject matter was presented in an interesting and engaging way.

Overall Satisfaction

- Questions 10:  
10. Overall, I was satisfied with this course.

Course Workload and Difficulty (for validation purposes only)

- Questions 11 – 13:  
11. Amount of coursework  
12. Difficulty of subject matter.  
13. What grade do you expect to receive in this course?

Open-Ended Questions:

- Questions 14 – 15:  
14. Describe the most important aspects of this course that fostered your learning.  
15. Describe changes that could be made to this course to foster learning.

2022-Fall-Run 2 - SCS - 11/13 - 12/9 Survey  
202280

Western Carolina University  
Undergraduate and Graduate

Course:	Course # Section -- Course Name	Department:	DEPT-X
Responsible Faculty:	Faculty 1, Faculty 2	Responses / Expected:	15 / 15 (100%)

1 - About the Instructor - SCS Organization and Clarity	Faculty Results											
	Responses						Individual					
	SA	A	D	SD	N	Mean	Med.	Mode			Std Dev	
	Q1. In this course, the subject matter was explained clearly.											
	Faculty 1	4	5	0	0	9	3.4	3	3		.50	
Faculty 2	12	3	0	0	15	3.8	4	4		.40		
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1												

1 - About the Instructor - SCS Organization and Clarity	Faculty Results											
	Responses						Individual					
	SA	A	D	SD	N	Mean	Med.	Mode			Std Dev	
	Q2. The organization of this course (e.g., due dates, required assignments, resources) was communicated clearly.											
	Faculty 1	7	2	0	0	9	3.8	4	4		.42	
Faculty 2	11	3	1	0	15	3.7	4	4		.60		
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1												

1 - About the Instructor - SCS Organization and Clarity	Faculty Results											
	Responses						Individual					
	SA	A	D	SD	N	Mean	Med.	Mode			Std Dev	
	Q3. Clear guidelines were provided for the work required in this course.											
	Faculty 1	4	4	1	0	9	3.3	3	3.4		.67	
Faculty 2	11	3	1	0	15	3.7	4	4		.60		
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1												

1 - About the Instructor - SCS Organization and Clarity	Faculty Results											
	Responses						Individual					
	SA	A	D	SD	N	Mean	Med.	Mode			Std Dev	
	Q4. Grades and/or other feedback enabled me to know how I was doing throughout this course.											
	Faculty 1	6	3	0	0	9	3.7	4	4		.47	
Faculty 2	12	3	0	0	15	3.8	4	4		.40		
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1												

1 - About the Instructor - SCS Organization and Clarity	Faculty Results											
	Responses						Individual					
	SA	A	D	SD	N	Mean	Med.	Mode			Std Dev	
	Q5. Students were encouraged to use available resources (e.g., textbooks, readings, websites, library materials, tutoring, or office hours) to improve their understanding of the course content.											
	Faculty 1	5	3	1	0	9	3.4	4	4		.68	
Faculty 2	10	5	0	0	15	3.7	4	4		.47		
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1												

1 - About the Instructor - SCS Course Environment and Rapport	Faculty Results											
	Responses						Individual					
	SA	A	D	SD	N	Mean	Med.	Mode			Std Dev	
	Q6. The instructor was available during office hours or via email.											
	Faculty 1	6	3	0	0	9	3.7	4	4		.47	
Faculty 2	12	3	0	0	15	3.8	4	4		.40		
Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1												

1 - About the Instructor - SCS Course Environment and Rapport	Faculty Results											
	Responses						Individual					
	SA	A	D	SD	N	Mean	Med.	Mode			Std Dev	

Figure 23: Department head Comparative View for a course with multiple responsible faculty (page 1)

Q15 - Describe changes that could be made to this course to foster learning.	
Response Rate:	26.67% (4 of 15)
1	<p>Lorem ipsum dolor sit amet.</p> <p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna.</p> <p>Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus.</p> <p>Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Proin pharetra nonummy pede. Mauris et orci.</p> <p>Aenean nec lorem. In porttitor. Donec laoreet nonummy augue.</p> <p>Suspendisse dui purus, scelerisque at, vulputate vitae, pretium mattis, nunc. Mauris eget neque at sem venenatis eleifend. Ut nonummy.</p>
3	N/A
4	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna.</p> <p>Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus.</p>

Figure 24: Department head Comparative View for a course with multiple responsible faculty (page 3)

