

CEPP Minutes: April 21, 2025

10:10-11:10am; Library 213

Attendees: Adrian Bautista, Amy Frappier, Heather Hurst, Lisa Jackson-Schebetta, Nick Junkerman, Natalie Koegler, Trevor Lai, Dorothy Mosby, Robert ParkeHarrison, Kelly Sheppard, Joe Stankovich, Kerry Nelson, Jamin Totino

Scribe: Lisa Jackson-Schebetta

Approved minutes from 4/14.

ONLINE SUMMER COURSES

CEPP Chair reminded us that CEPP needs to give approval or not to continuing online summer courses. CEPP Chair shared summary document to circulate to faculty. Comments and feedback will be gathered and CEPP will review before making final recommendation.

ONLINE COURSE EVALS

Representatives from IR attended CEPP to discuss next steps in online ratings project. IR will be speaking to IT, reviewing vendors, and examining the implications and possibilities around the delivery of online evaluations. It will be a collaborative effort.

CEPP chair reminded us that we are not substantially revising our approach to student evaluations, nor the Qset content. CEPP notes that faculty will likely be invested in the department form options and delivery; these questions intersect with multiple other areas of inquiry, per IR above.

CEPP member notes that this is an opportunity to align the systems, for example, in the registrar's system and course evals. Conversations with the curriculum committee and the registrar may be informative here.

CEPP chair reminded us that the formal all college eval system is one method of evaluation, dedicated to college-wide efficacy. CEPP member notes that all data, qualitative and quantitative, have limitations. There is no perfect, or bias free, option.

CEPP members note that online evals also can increase participation among students, ie a student missing class on the evals day will be able to participate.

CEPP reviewed key items of business in moving to online evals.

- Ensure sustainability from an IR perspective
- Development of new method for qualitative questions. CEPP reviewed stakeholder conversations. Based on these conversations, a single set of open-ended questions for all departments has emerged as most constructive and supported option.
- Procedure questions remain, specifically timing and mode of administration

- Best practices document, or clear directives, about administering online evals (syllabus language?; incentive/disincentive; faculty communication to students; students still reading statement beforehand, revising that statement if so?)
- Vendor.

CEPP member notes there is a meeting with FYE to be scheduled, re their needs and online course evals.

IR suggested it might be productive to explore CEPP and/or faculty representation alongside IR on vendor research.

OTHER

Middle States Accreditation committees recommend we review and revise mission and student learning and development goals after the Middle States process is complete.