Question	Project Leads Response
Who fixes problems? For example, if the instructor of record for a particular course does not have a survey link available in his/her CES account. Will every campus have a designated "administrator" with those rights or will it be a system designated person? (With eCafe, it is a system designated person.)	Each campus has a designated Administrator. That said, since the data about course & faculty comes from Banner, if the course does not show up in the faculty link, it will probably require a "fix" in Banner to assign the faculty to that course. Or if the course shows the assigned faculty in Banner, then the campus administrator will need to contact the CES administrator.
There are four Tiers of questions. Are the Tiers defined individually per campus or are the Tiers globally defined across all 10 campuses? This matters because CCs have much smaller structures than the 3 universities (for example, UHM is campus tier 1, COE is college tier 2, Ed Foundations is program tier 3, and you can go two more tiers below that whereas in a CC, HCC is campus tier 1, Language Arts is division tier 2, English is course tier 3, and ENG 100 (CRN xxxxx) is tier 4. This matters because in eCafe, Tiers are globally defined so in eCafe it was important to know what "Tier" something was classified in.	The tiers are configurable by campus, so that HCC can decide, per your example: tier 1: campus questions; tier 2 division (Language Arts); tier 3 Subject (English 100, 200, etc.); tier 4 English - section level, faculty choice.
Will questions be available in a general pool that can be selected for any Tier level? For example, can a question primarily written for Tier 4 be selected for use as a Tier 1 question?	We are not importing questions from eCAFE into the CES. Hopefully conversations are happening across the campus around the questions the campus wants to use. In level 4 (faculty choice), faculty will add the questions they want (eCAFE questions will be available in archieve mode).
Will faculty be able to select from question pools generated by other campuses? In eCafe, instructors were able to select questions created by other campuses.	This has come up in several conversations, so we are working on seeing how to allow everyone to view the "question pool"
If I remember correctly, it was said that the student period for responses is the two weeks prior to the last day of instruction. In eCafe, it is three weeks. Why was the student response period shortened? Also, many eCafe users complained that students were not able to respond to surveys during the week of finals. Why is CES not going to allow survey responses during the week of finals?	My error, if the current time is 3 weeks, it will remain that. It closes before finals begin so the experience of the final exam will not affect student's opinions of the course.

Question	Project Leads Response
Another criticism of eCafe was that instructors could not ask customized questions. Will CES allow instructors to request questions be added to the pool of available survey questions? If yes, how will this be accomplished?	The current plan is that faculty will be able to add their own questions, not pull from a list.
eCafe had difficulty dealing with our SOCAD terms like the Winter Accelerated term (we would have to request manual creation of those surveys for those terms every year). Will CES have this problem?	Yes we are working on this, so it will follow the banner terms.
eCafe had a "copy" tool that allowed an instructor to copy a set of questions from any survey they offered currently or in the past. Will CES have this function?	Yes this functionality will continue, in that once they create the first survey in CES, faculty will be able to "copy" in subsequent semesters.
Another criticism of eCafe from instructors was the finite period by which they could edit their question set. If they missed that period, they had to contact an eCafe admin for manual assistance. Will CES allow instructors to edit their survey the whole time up until it is released to the student?	Unfortunately, this is a result of courses ending earlier in the semester and we have to close the edit period before we can open the survey for students in these courses that end early.
What format will the results be available as? PDF? CSV? EXCEL? All of the above?	PDF and EXCEL
Will there be a confirmation screen shown to the student immediately after submitting their responses? Many instructors provide extra credit to their students as motivation for completing the survey but the instructors always ask if there was a way a student could show proof they completed the survey. Having a confirmation screen in CES would allow the student to do a screen grab and send to the instructor for proof.	The students can do a screen grab of their home page in eCAFE. It will say "COMPLETED" next to the name of the course if the student completed the survey. This functionality will remain the same.
Is there a way to close the survey the last day of finals? For many, using the 3-hour block of time during finals can be used to have students fill-out surveys. How about a data-driven decision process? That is, would it be possible to extend the deadline for, say 4 semesters, and see if there is an increase in participation? If so, then consider leaving the deadline through finals week. If not, then, close surveys the last day of classes.	No, the survey closes on the last day of instruction.

Question	Project Leads Response
What will be the purpose of the campus and division level questions? eCAFE is used to provide feedback to instructors about the course and classroom. It is important to separate this from assessing other constructs like achievement of course or program SLOs. It is very unclear that there is a validity in using student feedback (by way of a tool like eCAFE) as a measure of course- and/or program-specific SLOs/PLOs/ILOs. Embedded questions, # students completing assignments, projects, and scores are more objective.	The distinction is in order to determine the course as part of a program or degree. In addition, this will in the furture allow us to add questions based on say WI or a CAP requirement.
What is the justification of having division chairs see faculty evaluation question results? The only person who should have access to student evaluations is the instructor. Students can be assured that evaluations are seen by the Institution, by way of established review processes.	The students were the voice for this - that whoever is the chair of the department should see the evaluation.
What degree of latitude will the campus have regarding kinds of questions we can ask for various tiers?	Totally in the campus control
Will the CES be easily accessible in commonly used mobile or digital devices like tablets using Android, iOS, WIndows to increase response rates?	Yes
Would CES be able to group data for a variety of analysis purposes like comparing of performance measures over time for each faculty member to analyze his/her performance?	Yes, the data is available. We will need to be provided specifications regarding how the data should be displayed/measured, then could be added to the system.
Will the CES be easy to use and attractive to our students who are not computer savvy to encourage higher response rates?	We have a group of students working with us on the mobile design so hopefully it will be easy to use on a student's preferred device.
As campuses, departments, programs, courses change over time to meet the needs of the changing student population, how easily and quickly will the CES be able to adapt to these requested changes? Who will do these changes for each campus?	If this requires additional programming, it would have to come from ITS.
Will there be faculty/student training sessions (in person, online) to increase transition rates and response rates? How will the CES is be introduced to the faculty and students from the system? Or will each campus do it themselves?	We will be training the cacmpus administrators. We will provide online materials if needed.

Question	Project Leads Response
Are there options to meet student accommodation needs? (Accessibility / ADA compliance)	The student section will be ADA compliant, we are working to make the entire application so.
Will there be a Help button or a Request Assistance button to provide support services to faculty new to the system?	Yes, we are working on an online help
Can the CES be open earlier for faculty to set-up their course questions at the beginning of the semester vs in the middle of the semester as eCafe does now?	Instructors are set up to go in and do their edits after the staff had their chance. Instructors need to see what questions have already been added to the survey. If campus/staff can set their questions during the first weeks of the semester - we could open the instructor period earlier.
Where is the data stored? I am assuming that adequate security measures are in place to protect student anonymity and faculty privacy.	The data is stored on a server in the ITS Data center. Students anonymity is independent of the storage of the actual database. The database don't know who submitts surveys. There are no ties back to the students when they submit a survey.
Course evaluations were originally designed by instructors in response to student requests for a method to provide anonymous response to an instructor and a course at the course's end. It was never intended for anyone but the instructor to review. It is very important that we limit the dissemination of our course evaluations to ONLY ourselves as the instructors. Is this possible?	Not in CES. CES evaluates the course. Results will be visible to select administrative staff.
It is especially important that ANY data gathered on a course evaluation is NEVER shared, even anonymously, in order to compose an aggregate set of data. Can we be assured that instructor data will remain completely private to the instructors?	The data will not be completely private to the instructors in CES. The data will be shared with any users set up as a department chair as well as department analysts.

Question	Project Leads Response
The CES tiers seem strangely organized. The tiers for the proposed course evaluation system have a number of problems. Having four tiers is completely unnecessary and excessive, especially since the number of tiers nearly guarantees that the number of questions will be greatly enlarge and too many for students to consider completing. The next four questions relate to the organization of the tiers. Can the "Course Questions" and "Faculty Questions" be reserved for individual instructor surveys (as indicated in the next question)?	All organizations do not need to use their tier. If a tier isn't used it won't be visible. Having a tier for all levels adds flexibility. It is up to the organizations to decide how to use it.
Can we limit the "Faculty Questions" and "Course Questions" to a SINGLE course evaluation so that each instructor can choose his or her own questions and choose a selection that students are more likely to complete the course evaluation?	CES will have one survey per course. If there are multiple instructors for a course - there still will only be ONE survey.
Can the "Division Questions" and "Department Questions" become a separate tier?	CES will have the following tiers: campus, college, division, department, subject and instructor. Each tier is optional to each level. If they don't have any subject questions - then that tier would not be visible.
As previously mentioned, the number of tiers nearly guarantees that these surveys will be much too long. Can we simply offer a SEPARATE survey--NOT linked to the course-- to cover the "Campus Questions," "College/School/Division Questions," and "Department/Program Questions"?	There is only one Course Evaluation System and so hopefully there is good communication to limit the number of questions in a survey.
Knowing how little most people understand the use and meaning of statistics, it is imperative to collect ONLY data we actually need, especially since the gathering of this much data requires dealing with the data. How do we limit who receives the data?	It will still be limited to the instructor, the department chair and a department analyst.
Even more important with such random data, what are the purposes for collecting this data, and how do we limit how this data is used?	The survey results are still protected. How it is used is controlled by the deparment.
I and others have been very happy with the 35 questions on "Form G" (revised in 2007), which has been, as far as I know, Honolulu Community College's basic course evaluation form for many years. Will we be able to use those questions--EXACTLY as they now are written--within this course evaluation system?	If the campus choose to reenter them and/or the instructor do so for his/her own question bank.

Question	Project Leads Response
Will instructors still be able to select more questions from a question bank for their own personal use in their own course evaluations?	The instructors question bank will be completely individual.
Will instructors be able to eliminate unwanted questions from their course evaluations?	Not if the question is selected by his/her campus/college/divsion/department
Since instructors were not directly consulted concerning the elimination of eCAFE, can ALL instructors be contacted individually to solicit input--criticism, commendations, corrections--concerning revising the course evaluations system (CES) EVERY semester?	The can submit their ideas at any time to the Chief Academic Affairs officer at any time.
When we are contacted for input every semester, can we be contacted in order to inform us how the criticism, commendations, or corrections have been addressed?	unsure what this question is - sorry.
When will campus management of the CES be released?	It should be managed by the campuses once released, and at this time, sometime in the summer of 2017 for use in Fall 2017 semester.

6-Dec-16