

Date: January 16, 2014

The UVic Senate passed a motion in 2002 to support the development of a Universal Student Ratings of Instruction, now named the Course Experience Survey (or “CES”), to be administered across all credit courses at the university. Further, at its November 4, 2005 meeting, Senate received and reviewed the CES draft instrument and received an update from the implementation task group. As you may recall the University has had a “temporary” system of processing the forms and producing reports university-wide since 2009. There were many constraints and challenges with the temporary system so that, over the intervening years, we have been actively exploring an integrated and secure application that would appropriately meet the needs of our community. In the spring term of 2013 proposals were sent to and approved by the Senate Committee on Teaching and Learning, and Senate with respect to implementing a robust, sustainable and secure platform that would support CES collection and longitudinal analysis, with agreement that this would be done through an online collection format. A collaborative CES faculty advisory committee has met regularly, developed and worked through the proposal process, purchased a product and a careful plan has been put in place for implementation.

At this point, we would like to inform the university community that the long-awaited new CES system will be starting in Summer of 2014. Here is a summary of key points of information. We would appreciate your assistance in communicating the following as widely as possible.

1. This (Spring) term 2014 is the last term in which CES will be conducted in its current form and using hard copy paper. Summer term 2014 will be the first term in which the new system will be implemented.
2. The university will move its CES online as part of the implementation process. There are many reasons for this, which have been fully explored with members of our community. These include the following:
 - x preserving the full range of report generating capability on which departments currently rely such as the comparator departmental reports, including reports by level;

- x ensuring the ability to deliver timely reports;
- x needing to accommodate the increasing number of online courses;
- x having access to much stronger research as to how to maintain response rates;
- x taking advantage of advances in technology that allow many students to record responses securely using hand held devices;
- x responding to the need for much greater flexibility in form and report design; needing to accommodate multiple instructors and team teaching scenarios;
- x responding to the desire of community members to have research questions answered about our CES scores;
- x ensuring the ability to produce longitudinal and tailored reports (for example for one faculty member over 6 years when he/she comes up for tenure);
- x reducing our environmental footprint, storage issues and confidentiality liability;
- x improving security and greater consistency of policy implementation;
- x providing greater access to completing CES forms for some students (e.g. for distance students; some students with disabilities; students with English as an additional language);
- x x

research questions that might be of interest/concern to colleagues, such as whether or not the new system has introduced any areas of bias.

7. Many academic units, and some personnel groups, have written over the years to the CES Faculty Advisory Committee looking for increased functionality from our current system. Colleagues have been asked to wait (and have done so very patiently) until the new system is in place to have their issues addressed. As soon as the new system is in place and running smoothly then the committee will undertake to go back through the various