

Proposed Charge to CTE
9/12/17

1. Review the 9 current questions – and content they are supposed to assess. Determine if current assessed content is adequate; if not –fix content and find/make questions accordingly. Probably best not to exceed 10 total questions.
 - a. Consider if courses which are fully online need to have a separate set of items to properly assess those courses (it might be possible to create a single set that makes sense for use in both tradition and online courses).
 - b. At Senate someone proposed reviewing whether there should be different questions for FT vs. Part-time faculty.
2. Consider the issues of paper vs. electronic. It was mentioned at Senate that some schools using online CTEs get 100% response rate by requiring students to complete a CTE before their grades are released; we are not suggesting this is a good idea –but please conduct cost/benefit analysis.
3. Please get data to assess the collection rate of CTEs in traditional vs. online courses (per Provost Prus)
4. Review the CTE manual instructions and suggest edits/changes accordingly (there is anecdotal evidence that CTEs are not being administered consistently across campus; e.g., faculty not leaving the room; faculty handing out and picking up CTEs; faculty completing the CTE forms themselves; faculty removing negative CTEs prior to processing etc.).
5. The Senate Chair will consult with the CTE on the following items: *There is some research to suggest there are biases in CTEs toward women and people of color. Is this occurring at Cortland? (Note: The FS Chair has spoken with the Provost with regard to potentially analyzing some CTE data to evaluate these questions)*