

Education Committee

Thursday, 2/19

9:30am-11am

Attendees: Lisa Sullivan, Amanda Velez, Candice Belanoff, Jessica Leibler, Andrew Stokes, Nikki Longe, Gina Peloso, Matt Fox, Sarah Lipson, Megan Healey, Bill MacLeod, Sophie Godley, Christine Copacino

- Course Evaluation System Transition
 - In summer 2026, SPH is moving to the university course evaluation platform, [Blue](#). The implementation of a new university-wide system is accompanied by a foundational set of questions that are asked of all BU courses. Additionally:
 - Schools/colleges may add additional questions to the standard questionnaire at the college/school level (see examples)
 - Questions added by the school/college must be approved by the Assistant Provost for Academic Assessment before they can be added to the questionnaire
 - Questions may not be added at the individual department/subject level (i.e., Biostatistics, Program Management) or at the faculty level.
 - University only shares quantitative feedback from students. Discussions ongoing at University level about updating to share qualitative feedback as well.
 - Implementation considerations
 - Semester dates are currently the same for all SPH courses – Blue evaluations would launch relative to those dates
 - Course specific questions could be created via anonymous survey in Blackboard
 - Access
 - Instructors will have access to individual course evaluation data
 - Chairs and SPH Education will have access to all course evaluation data
 - Response rates
 - Time in class is best method
 - Share changes made relative to course evaluations in the past to demonstrate the value of feedback
 - Explore creating resource with strategies to increase response rates
 - Approved SPH specific question domain
 - Career readiness
 - Next steps
 - EC representatives to share document providing overview w/departments to solicit feedback for next EC meeting
 - SPH questions must be submitted to Provost in April
- CEPH Update
 - Received 7 pages of comments flagging revisions for final self-study
 - Submit final self-study in April
 - Prep session for mock site visit

Course Evaluation System

Department feedback

SPH Ed can develop suggested questions for instructor feedback from BB or Google form
Want to make sure not giving students too many surveys (midpoint>)

CHS

Sophie – can solicit feedback due to her positionality. Punitive nature of course evals with tenure process on CRC. Assessment of teaching is primarily course evals for CHS.

Students are taking it as a req – due to nature of course topic

Room for improvement on peer evals

Push this out as EC?

If the student doesn't like the course topic how can they assess the quality of teaching

A&P committee – EC recommended that would be required for SPH A&P guidelines, mission critical, etc.
Not well received by faculty on that committee

GH

EH

No strong feelings

Conversation focused around using blackboard and google forms

Epi

The very few people that get high response rates are people who do it in class

The only suggestions I got was:

We might consider slight wording edits, some of which make the questions more consistent with the phrasing of the big BU questions, while others address the combining of amount (very little, little) and proficiency (moderately well, very well) in the response options.

To what extent did the course require you to develop critical thinking skills in your assignments?
(*Not at all, a little, some, a moderate amount, a great deal*)

How well did the instructor employ a variety of teaching methods, materials, and tools that accommodate diverse learning styles

(*Not at all, slightly well, moderately well, very well, extremely well*)

OR

To what extent did the instructor employ a variety of teaching methods, materials, and tools that accommodate diverse learning styles

(*Not at all, a little, some, a moderate amount, a great deal*)