TO: The Academic Senate

FROM: Liz Ginno, Chair, Faculty Affairs Committee

SUBJECT: 13-14 FAC 16: Recommendation on the Revised Student Evaluations Form

ACTION REQUESTED: That the Academic Senate approve the Revised Student Evaluations Form for use beginning Fall Quarter, 2015.

BACKGROUND INFORMATION:
The Student Evaluation of Teaching Subcommittee (SET) of FAC submitted a revised evaluation form used for gathering student evaluations of teaching and learning. SET based the new form on thoughtful work guided by SET in academic years 2012-2013 and 2013-14.

The revised form is a significant improvement over the current form in several ways. The questions focus the students’ feedback on their learning experience in the course rather than the “popularity contest” aspects of the questions on the current form. The Likert scale has been changed so that a low score is indicated with a low number, and a high score with a higher number. The response NA to indicate Not Applicable has been added.

Both FAC and the SET Subcommittee affirm appropriate use of data gathered from this Student Survey of Learning Experience as only one element in the evaluation of individual faculty members. This revised survey places emphasis on the student learning rather than on the popularity of the instructor.

The SET Subcommittee included additional questions that were deleted by FAC. It was the Committee’s unanimous opinion that the questions deleted were about ILOs, rather than about teaching and that assessment should not be conflated with teaching evaluation.
**Layout of the form:**
Brief explanations of the purpose, confidentiality, and meaning of the scale introduces the form.

- Questions 1-15 address the student’s experience of the process of learning in the course.
- Questions 16-18 address the student’s experience in communicating with the instructor when seeking help.
- Questions 19-21 allow the student to comment on the learning environment. Free text boxes present three prompts to seek reflections on aspects of the course that contributed to the student’s learning; suggestions for the instructor in improving the learning experience for the student; and insights from the student on her or his own engagement in the learning process.
- Questions 22-24 allow the student to report progress on program-specific learning outcomes. Each department has the option of adding more questions to the evaluation form.

**Student input about the form:**
At the end of Winter Quarter 2013, SET members piloted the new evaluation form with their students. This was done in addition to use of the current approved form. Along with the draft Student Survey of Learning Experience, students filled out a second form, “Feedback on Revisions to the CSUEB Student Survey of Learning Experience.”

Some students’ comments (out of 155 students) from those pilot uses are described here:

The students provided thoughtful responses. They were consistent. Almost none said they wanted to drop any questions. Non-native English speakers were clear and articulate about what they liked and said that the questions were more interesting and about what they want to say. The students’ favorite questions were those about their own learning. Since in the last meeting, the open-ended questions were deemed helpful, they were moved to the middle. A third question was added ‘What changes would you make in your own strategies or approach to learning…’ Students appreciated being asked to think about their learning.

For another group of students, the mean time it took them to complete the draft form was 7.9 minutes. Student comments on the layout and questions were positive. The students did not express difficulty with the vocabulary on the form. Questions students advocated keeping were: 1-15 regarding process of learning; 16-18 regarding communication when seeking help; 20 is a “question on the instructor’s teaching skills.” Only one student commented, “It is a bit long, I would recommend dropping some because it gets repetitive.” This comment was addressed by the deletion of questions removed from the form by FAC, as mentioned above.

The new organization of the form as well as the questions themselves, to clarify the categories of student feedback, should address student, faculty, and administration concern about redundancy and length.
Useful articles/resources:


Student Survey of Learning Experience

COURSE: ____________ Sec: ____ Instructor: ___________________ Quarter: _____

California State University, East Bay is committed to excellence in learning, and your feedback about your learning experience is vital to the continuing improvement of our instructional programs. Your responses to this survey will be carefully considered and are important for program improvement. Please provide written comments within the textboxes.

RESPONSES ARE CONFIDENTIAL AND WILL NOT BE REVIEWED BY INSTRUCTORS UNTIL AFTER GRADES HAVE BEEN SUBMITTED.

Use this scale to rate your learning experience:

1=Strongly Disagree   2=Disagree   3=Agree   4=Strongly Agree

NA=Not Applicable to this course

For this course:

1. I understood what I was expected to learn in this course.
2. I understood the requirements and grading system.
3. The course assignments helped me to learn.
4. The reading and support materials contributed to my learning.
5. To me, the course content seemed well organized.
6. To me, course sessions seemed well organized.
7. I had the opportunity to apply my learning through activities and assignments.
8. I felt that the instructor provided feedback that supported my learning.
9. My learning was supported through opportunities to interact with other students.
10. I was engaged in learning as a result of the teaching methods used.
11. I felt encouraged to participate in open-minded inquiry and discussion.
12. In my experience, the diverse perspectives and backgrounds of the students were respected.
13. I felt challenged to meet high standards of academic achievement.
14. In my experience, the instructor expressed an interest in students’ learning.
15. This course was a valuable learning experience for me.
16. I felt welcome to seek help and advice from the instructor.
17. When I sought the instructor’s help outside the course I received it.
18. The help I received from the instructor was useful to my learning.
19. Based on your experiences in this course, what aspects of the course contributed to your learning?

20. Based on your experiences in this course, what suggestions do you have for the instructor about how to provide a better learning experience for a student like yourself?

21. Based on your experiences in this course, what changes would you make in your own strategies or approaches to improve your learning?

22. Program-specific learning outcome
   1  2  3  4  NA
23. Program-specific learning outcome
   1  2  3  4  NA
24. Program-specific learning outcome
   1  2  3  4  NA