

APR 14:
**Guidelines and Procedures for Administration and Oversight
Of Student Course Survey**

Policy updated Feb. 15, 2023

Purpose

The purposes of the Student Course Survey are:

1. provide formative feedback from the student point of view of course instruction, organization and effectiveness;
2. to use such feedback as one source, among multiple sources, including peer review of teaching, instructor's self-reports, and review of course materials to provide formative feedback on aspects of Organization and Clarity, Course Environment and Rapport, and Overall Satisfaction.

General Procedures

1. ALL courses shall be surveyed using the approved Student Course Survey (SCS) [see Appendix A.]
2. For courses with multiple instructors, all instructors shall receive an individual survey report.
3. Department Heads must, by the deadline requested by OIPE:
 - a. verify that all instructors are assigned to the course in Banner,
 - b. inform OIPE of any changes to be made in Banner.
4. For classes with few students, the following disclaimer shall be added to the Student Course Survey:

"We welcome your feedback on the course and the instructor. Please be aware that because this is a course that has few students in it, your professor may be able to determine from whom your comments came. In this course, as in all courses regardless of their size, your instructor will not see your comments or ratings until after final grades have been submitted."
5. The Student Course Survey process should open no later than when 80% of the class meetings have been completed and close no later than when 90% of the class meetings have been completed (excluding the final examination period).
6. Incentives to complete SCS, if utilized, shall be standardized and uniformly administered following approval by Faculty Senate (FS).
7. The percentage of response for courses will be reported to individual faculty members at least once before the closing of the Student Course Survey. Names of individual respondents and/or non-respondents shall not be provided.
8. The Faculty Affairs Council (FAC) shall have the responsibility for oversight of the Student Course Survey and the procedures that govern it.

Data Formatting and Availability

1. Student Course Survey data should be made available in the following forms:
 - a. Means and standard deviations
 - b. Medians
 - c. Modes
 - d. Frequency (raw data)

2. Individual faculty members can view on the screen, convert to pdf, or print the Student Course Survey data.
3. The responses to the Student Course Survey including the two open-ended questions will be made available to the faculty members listed as the instructor of record for the respective course. The responses to SCS including the two open-ended questions will be made available to the Department Heads for their use in the AFE process. Department Heads will look for trends over time and corroborate the substance of the written comments through other data sources (e.g. peer evaluations).
4. The Student Course Survey responses will NOT be made available to students.
5. Individual faculty members shall have the option to include open-ended comments in their dossier for reappointment, promotion and tenure. However, inclusion of open-ended comments in these processes is solely at the discretion of the faculty member.
6. Should departmental questions be desired, the Coulter Faculty Commons can be contacted for assistance. The SCS is standardized, and thus any departmental questionnaires are to be separate and administered by the department.

Process to Change Student Course Survey (SCS)

The Student Course Survey is subject to change by Faculty Senate.

Stipulations:

Any item or question to be considered for inclusion in the SCS must first and foremost assess only the instructor and his/her/their teaching.

Questions or items regarding program evaluation or any other objective may NOT be included in the university SCS.

This policy holds for Likert-style items as well as open-ended questions.

Proposed changes to the Student Course Survey must be submitted to the Faculty Senate chair or the FAC chair so as to allow adequate time for Senate approval and implementation prior to the release of the first SAI of the term of implementation.

Use of these standardized methods of course evaluation do not prohibit faculty from obtaining additional data to support course and or instructional improvements.

Procedures:

For items or questions regarding instructor assessment, the following procedure must be followed:

1. The person or persons proposing new items/questions or revisions to current items/questions must present said changes to the FS chair and/or the FAC chair.
2. The FAC will provide feedback to the sponsoring party regarding the validity and appropriateness of the proposed items/questions for inclusion in the SCS.
3. If any proposals are deemed worthy of further consideration, they are to be submitted to the FAC for review in the next even year review of the SCS.
4. Accepted proposals for changes will be incorporated into the instrument in the next appropriate cycle.

Regular Review of the SCS:

In the fall semester of even years, the Faculty Affairs Council is to conduct a review of the efficacy of the SCS. This review will involve consultation with representatives from OIPE, CFC, and faculty (internal or external) with expertise in the following areas: psychometrics and assessment analysis. The review will culminate in a report to the Faculty Senate before the end of the academic year.

APPENDIX A (Student Course Survey Form)

Student View:

| | <u>Statements/Questions</u> | <u>SA</u> | <u>A</u> | <u>D</u> | <u>SD</u> | | |
|------------|--|----------------------------|-----------------------|----------------------|-----------------------|----------------------------|-----------------------------|
| <u>1.</u> | <u>In this course, the subject matter was explained clearly.</u> | | | | | | |
| <u>2.</u> | <u>The organization of this course (e.g., due dates, required assignments, resources) was communicated clearly.</u> | | | | | | |
| <u>3.</u> | <u>Clear guidelines were provided for the work required in this course.</u> | | | | | | |
| <u>4.</u> | <u>Grades and/or other feedback enabled me to know how I was doing throughout this course.</u> | | | | | | |
| <u>5.</u> | <u>Students were encouraged to use available resources (e.g., textbooks, readings, websites, library materials, tutoring, or office hours) to improve their understanding of course content.</u> | | | | | | |
| <u>6.</u> | <u>The instructor was available during office hours or via email.</u> | | | | | | |
| <u>7.</u> | <u>The instructor encouraged participation and/or students' questions.</u> | | | | | | |
| <u>8.</u> | <u>The instructor treated me with respect.</u> | | | | | | |
| <u>9.</u> | <u>The subject matter was presented in an interesting and engaging way.</u> | | | | | | |
| <u>10.</u> | <u>Overall, I was satisfied with this course.</u> | | | | | | |
| | <u>On the next two items, compare this course with others you have taken at this institution.</u> | <u>Much less than most</u> | <u>Less than most</u> | <u>About average</u> | <u>More than most</u> | <u>Much more than most</u> | <u>N/A or cannot answer</u> |
| <u>11.</u> | <u>Amount of coursework.</u> | | | | | | |
| <u>12.</u> | <u>Difficulty of subject matter.</u> | | | | | | |

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|------------|---|--|
| <u>13.</u> | <u>What grade do you expect to receive in this course?</u> | |
| <u>14.</u> | <u>Open-ended questions:</u> <u>Describe the most important aspects of this course that fostered your learning.</u> | |
| <u>15.</u> | <u>Describe changes that could be made to this course to foster learning.</u> | |

View with sub-scales and annotations for faculty and administrators:

| | <u>Statements/Questions</u> | <u>SA</u> | <u>A</u> | <u>D</u> | <u>SD</u> |
|-----------|--|-----------|----------|----------|-----------|
| | <u>Organization and Clarity</u> | | | | |
| <u>1.</u> | <u>In this course, the subject matter was explained clearly.</u> | | | | |
| <u>2.</u> | <u>The organization of this course (e.g., due dates, required assignments, resources) was communicated clearly.</u> | | | | |
| <u>3.</u> | <u>Clear guidelines were provided for the work required in this course.</u> | | | | |
| <u>4.</u> | <u>Grades and/or other feedback enabled me to know how I was doing throughout this course.</u> | | | | |
| <u>5.</u> | <u>Students were encouraged to use available resources (e.g., textbooks, readings, websites, library materials, tutoring, or office hours) to improve their understanding of course content.</u> | | | | |
| | <u>Course Environment and Rapport</u> | | | | |
| <u>6.</u> | <u>The instructor was available during office hours or via email.</u> | | | | |
| <u>7.</u> | <u>The instructor encouraged participation and/or students' questions.</u> | | | | |
| <u>8.</u> | <u>The instructor treated me with respect.</u> | | | | |
| <u>9.</u> | | | | | |

| | | |
|-------------------------------------|---|--|
| <p><u>10.</u></p> | <p><u>The subject matter was presented in an interesting and engaging way.</u></p> <p><u>Overall Satisfaction</u></p> <p><u>Overall, I was satisfied with this course.</u></p> | |
| <p><u>14.</u></p> <p><u>15.</u></p> | <p><u>Open-ended questions:</u></p> <p><u>Describe the most important aspects of this course that fostered your learning.</u></p> <p><u>Describe changes that could be made to this course to foster learning.</u></p> | |