

SENATE ADVISORY COMMITTEE ON
STUDENT COURSE FEEDBACK

MEETING MINUTES

Marriott Library, Room 1705
Wednesday, September 11, 2019
12:00 PM to 1:30 PM

ATTENDEES

- Maureen Mathison (Chair), Damon Ngo, Don Ly, Ge Ou, Leslie Sieburth, Lorelei Rutledge, Patrick Tripeny, Adam Halstrom, Julio Facelli

EXCUSED

- Ann Darling

INTRODUCTIONS AND ANNOUNCEMENTS

- Ratification of Committee Chair, Julio Facelli, Academic Senate President
 - Appointment of Maureen Mathison as committee chair is unanimously ratified.
- Maureen Mathison presents a 2018-2019 Committee Report. The Academic Senate approved a new standardized instrument on April 1, 2019.
 - Initiative was started many years ago.
 - The instrument was not meeting campus needs.
 - SCF is a student-driven initiative.
 - Students met to provide input on the new instrument.
 - The committee consulted Department Chairs and faculty.
 - This year the committee will make decisions to implement the instrument.
- Question from the committee: can we gather additional data about the “recommendation” items to identify or control bias?
 - The committee would like to run a pilot to test the instrument before campus-wide implementation.
 - Julio Facelli advised the committee to produce guidelines for the interpretation of the instrument rather than attempt to correct the instrument for bias.
- Many departments and colleges will want to add questions to the standard instrument.

GOALS FOR 2019-2020

- Committee reviews Goals for 2019-2020 (see Appendix 1).
 - Adam Halstrom updates the committee on SmartEvals.
 - The goal is to implement the new instrument in SmartEvals, but we will issue an RFP if SmartEvals cannot handle the instrument.
 - Offensive comments: These are comments that are irrelevant to teaching or offensive.
 - SCF is anonymous/confidential.
 - The committee will need to define reasons to identify a student.
 - The committee will need to work with other offices (Dean of Students, General Counsel, Senate Committee on Academic Freedoms)

- The committee may work with a separate committee to incorporate this into ongoing revisions in the Student Code.
 - The committee may also decide to add a rule to the SCF policy.
 - The committee can institute a mechanism to deal with offensive comments, regardless of SCF vendor.
 - Faculty can report offensive comments and have them removed.
 - A committee member asks about the possibility of a computer algorithm to identify and remove offensive comments.
 - Upon discussion, the committee finds that having faculty and/or Chairs report offensive comments is the most practical solution given the limitations existing technologies.
 - Reporting the instrument to students, department, and instructors.
 - A committee member asks if we can we automatically contact instructors who are struggling to offer support?
 - The committee will need to determine which parts of the instrument are reported to the various stakeholders (students, departments, and instructors).
 - Augmenting the standardized instrument.
 - Departments can add questions, within reason.
 - What are the limitations? Number of questions? Types of questions?
 - The committee may need to produce guidelines or other options for departments who need to collect outcomes data?
 - Instrument for TA/Graders/Lab instructors, etc.
 - The instrument should allow us to collect feedback for anyone who interacts with students in a teaching role.
 - Rule for adding additional instructors.
 - This is especially important in Health Sciences where team-taught courses abound.
 - Which items on the standardized instrument will we repeat on the survey for additional instructors?
 - Option for pre-tenure/career-line faculty.
 - In what cases should we allow people to use the current instrument.
 - For how long?
 - The committee should crosscheck with people working on the student input for RPT (AVP for Faculty).
 - Campus communication plan.
 - Work with all colleges to help them understand why we did this.
 - Guidelines to implementation and interpretation.
 - What are some of the uses and additional questions they have asked?
 - Pilot.
 - The committee would like to run a pilot on real courses and students before campus-wide implementation.

PROCEDURE TO REMOVE OFFENSIVE OR INAPPROPRIATE COMMENTS

- Create a policy rule: how many offenses until we send the student to the Dean of Students?
- Will we notify students that their responses have been removed?

REPORTS FOR STUDENTS, INSTRUCTORS, AND DEPARTMENTS

OTHER QUESTIONS

- Committee member asks about the response rates.
 - Campus-wide response rates have fallen over the last several years.
 - One suggestion to improve response rates is to ask faculty to do this in one of the last classes.
 - The committee also believes that the revised instrument will intrinsically increase response rates by providing value to students.

FUTURE MEETINGS

- Wednesday, October 2, 2019 [Rescheduled for October 16, 2019] | 12:00 PM - 1:30 PM
- Wednesday, November 6, 2019 | 12:00 PM - 1:30 PM

Appendix 1

GOALS FOR 2019-2020

- 1) Procedure to remove offensive or inappropriate comments.
- 2) Reports for students, instructors, and departments.
 - a. Recommendation to FAR.
- 3) Augmenting the standardized instrument.
- 4) Instrument for TA/Graders/Lab Instructors.
- 5) Additional Instructors.
- 6) Option for pre-tenure/career-line faculty.
- 7) Campus communication plan.
- 8) Stay with SmartEvals or issue RFP.
 - a. Review and approve final survey and report designs.
- 9) Pilot.

SENATE ADVISORY COMMITTEE ON
STUDENT COURSE FEEDBACK

MEETING MINUTES

Marriott Library, 1705 (Faculty Center)
Wednesday, October 16, 2019
12:00 PM to 1:30 PM

ATTENDEES

- Maureen Mathison (Chair), Damon Ngo, Don Ly, Leslie Sieburth, Fernando Rubio, Patrick Tripeny, Adam Halstrom

EXCUSED

- Ge Ou, Lorelei Rutledge, Doug Christensen, Ann Darling

INTRODUCTIONS AND ANNOUNCEMENTS

- Fernando Rubio introduced as Undergraduate Council representative.

APPROVE MINUTES

- September 11, 2019 meeting minutes are unanimously approved.

UPDATE ON SMARTEVALS AND RFP

- Adam Halstrom reports that CTLE will issue an RFP to solicit proposals for a new course feedback third-party vendor.
- The goal is to issue the RFP by December 1, 2019 and identify the company that wins the bid by mid-March, 2020.
- The committee will have an opportunity at the next meeting to review the RFP document and provide feedback.
- The committee, with additional representatives from IT offices, will form the RFP evaluation committee.
- CTLE will provide further instruction and training about the RFP process.

PROCEDURE TO REMOVE OFFENSIVE OR INAPPROPRIATE COMMENTS

- The committee raises the question of whether a company has technology to flag offensive comments for review.
 - This is something we should consider including in the RFP.
- The procedure may require faculty to report comments for review. This procedure can be paired with software that flags certain terms, etc. for automatic review.
- There is minimal concern about the volume of reviewable comments.
- The committee will compose specific guidelines for faculty to submit a request to review a comment that violates student code. The guidelines can include examples of comments that are not offensive.
- The survey should begin with a statement detailing what will happen if students write offensive comments.

- The statement can include information about how the survey results will be used and brief guidelines for providing effective feedback
- “Offensive” comment may be the wrong terminology. A statement like “in violation of student code of conduct” may be more appropriate. The committee can compose a definition of the types of comments that violate the student code. This definition can guide the RFP evaluation criteria to identify inappropriate comments.
- A committee member asks whether other institutions already search for or filter offensive comments. And, if so, have they seen any change in the nature of the comments? CTLE will contact other institutions for more information.
- The procedure may look something like this:
 - Faculty report a comment based on guidelines for reviewable comments. And, if possible, software identifies reviewable comments.
 - A designated group reviews each comment to determine action.

REPORTS FOR STUDENTS, INSTRUCTORS, AND DEPARTMENTS

- The committee confirms the need for visual results (charts and graphs).
- The committee discussed whether comparisons (across departments, colleges, and university) should persist.
 - A committee member recognizes these comparisons are often used to support RPT cases.
 - Comparisons can be useful for instructors and chairs to know where they stand.
 - Comparisons at the department level are helpful for chairs and curriculum committees.
- The committee may choose to determine a limited number of items that compare across the department and college.
- The committee suggests adding to the RFP a flexible tool to compare across a variety of different variables (course-level, department, college).
- The committee discusses whether students should see comparisons?
 - Students believe some comparisons would be helpful.
 - Comparisons are now anecdotal (word-of-mouth).
- Damon Ngo presents an argument that students should not see either Recommend item (Recommend Course & Recommend Instructor).
- Students may misinterpret the “I applied myself to the course” item. Rather than a measure of personal commitment to the course, students may interpret it as a measure of course difficulty.
 - The committee will consider ways to clarify the item.
 - One suggestion is to change the prompt to “I chose to apply myself to the course.”

FUTURE MEETINGS

- Wednesday, November 6, 2019 | 12:00 PM - 1:30 PM

ACTION ITEMS

- Damon Ngo will contact Bob Flores for an update on revisions to the Student Code.
- Adam Halstrom will send the committee members a copy of the approved instrument.
- CTLE will contact peer institutions for models and/or effects of removing comments and responses from students who violate accepted behavior standards.
- CTLE will send committee members the RFP document for comments and suggestions, particularly related to the Evaluated Criteria section.

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MEETING MINUTES

Marriott Library, 1705 (Faculty Center)
Wednesday, November 6, 2019
12:00 PM to 1:30 PM

ATTENDEES

- Maureen Mathison (Chair), Damon Ngo, Don Ly, Ge Ou, Lorelei Rutledge, Doug Christensen, Ann Darling, Patrick Tripeny, Adam Halstrom

EXCUSED

- Leslie Sieburth, Fernando Rubio

INTRODUCTIONS AND ANNOUNCEMENTS

- Committee members introduce themselves.

APPROVE MINUTES

- October 16, 2019 meeting minutes are unanimously approved with one abstention.

REPORT ON MEETING WITH OFFICE FOR FACULTY

- Pat Tripeny met with Sarah Projansky, VP for Faculty. Tripeny confirmed that the Academic Senate approved the instrument in April 2019, so the meeting focused on implementation issues.
- Projansky's biggest concern is the timing of the transition. Aiming for Fall 2020 may be a little quick.
- Projansky requests that CTLE and/or committee presents the approved instrument to CAD (Deans) and Academic Leaders lunch (Department Chairs).
 - It is clear that in presenting the instrument to campus stakeholders, we should return to the expected audience for each item. Most items originate as Student to Student communication. Faculty and Departmental Administrators may find use for some of the items too.
- Projansky suggests that the committee conduct town hall meetings for faculty during Spring 2020 semester and town hall meetings for students during Fall 2020 semester.
- Projansky suggests that simultaneously running the old instrument for pre-tenure or career-line faculty is unnecessary unless there is a big push for it in the town halls.
- The committee discusses the development and usefulness of a pilot.
 - Following the pilot, the committee can interview faculty and administrators with a mock-up of the results to find out how they would:
 - Use as documentation for teaching awards
 - Curriculum development
 - RPT reviews

- Projansky asked CTLE to develop a model and template for peer-to-peer feedback for RPT files.
 - Committee members report that COMM, PRT, and WRTG have all included peer-to-peer feedback in RPT reviews and would be willing to help.
 - A framework for peer review may help to fill a need as the role of SCF in RPT changes.

REQUEST FOR PROPOSAL (RFP)

- Adam Halstrom reviews the RFP document with the committee.
- CTLE will work with Purchasing to initiate the RFP.
- Based on the anticipated timeline, we will be able to identify a winning bid from the RFP in March 2020.

PROCEDURE TO REMOVE OFFENSIVE OR INAPPROPRIATE COMMENTS

- Damon Ngo contacted Bob Flores regarding updates to the Student Code and did not receive a response. He will follow up.
- Six PAC-12 schools responded to CTLE's request for information about a process to identify and remove inappropriate comments. Five reported that they have no process for this. Halstrom will talk to a contact at USC about their process.

REPORTS FOR STUDENTS, INSTRUCTORS, AND DEPARTMENTS

- The committee reviews a mock-up of visualized results for the new instrument (see Attachment A).
- Sample charts and graphs help the committee understand how results may be presented to instructors and students.
- Sample visualized reports will help during presentations to CAD, Department Chairs, Faculty, and Students.
- We should try to report follow-up items based on the percentage of respondents to the initial item. For example, see "Which of these were used in the course?" and "Did this aspect help you learn?" items below. When 50% of respondents report that "Readings" were used in the course, the combined percentage of students who respond in the follow-up to whether "Readings" helped them learn should equal 50%.

AUGMENTING THE STANDARDIZED INSTRUMENT

- The committee does not have time to discuss this item.

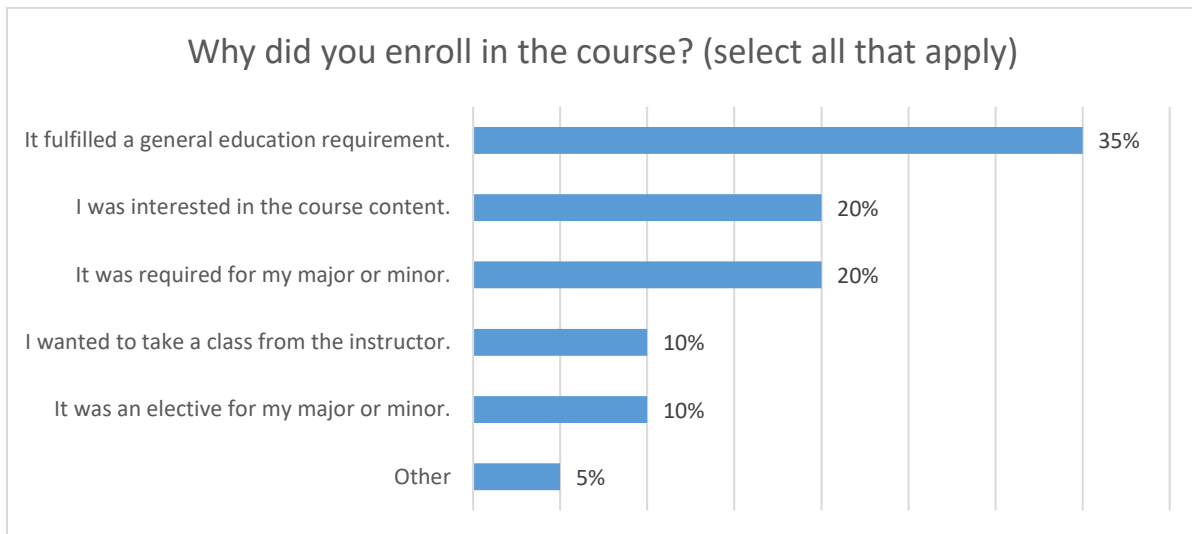
INSTRUMENT FOR TA/GRADERS/LAB INSTRUCTORS

- The committee does not have time to discuss this item.

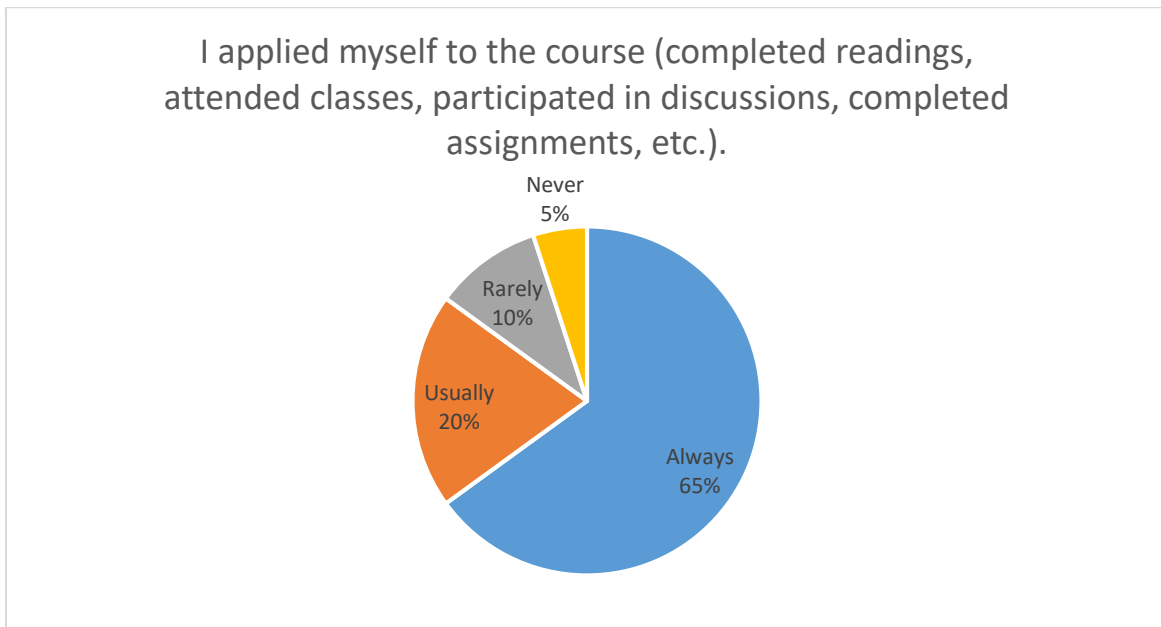
FUTURE MEETINGS

- Halstrom will contact committee members about a December 2019 meeting.

Attachment A
Mock-up of Visualized Results

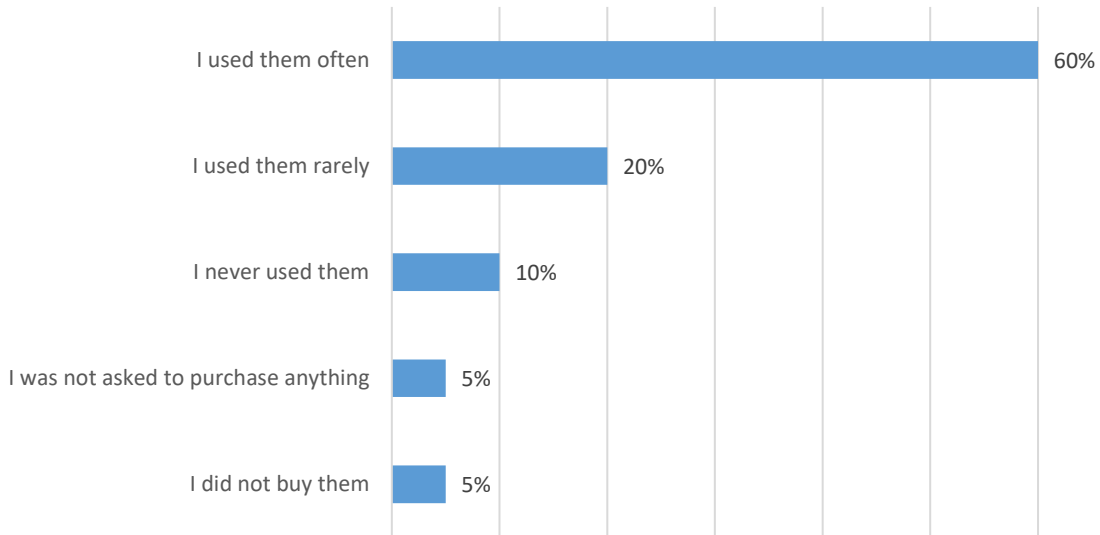


Why did you enroll in the course? (select all that apply)					
It fulfilled a general education requirement.	It was required for my major or minor.	I was interested in the course content.	It was an elective for my major or minor.	I wanted to take a class from the instructor.	Other
35%	20%	20%	10%	10%	5%



I applied myself to the course (completed readings, attended classes, participated in discussions, completed assignments, etc.).			
Always	Usually	Rarely	Never
65%	20%	10%	5%

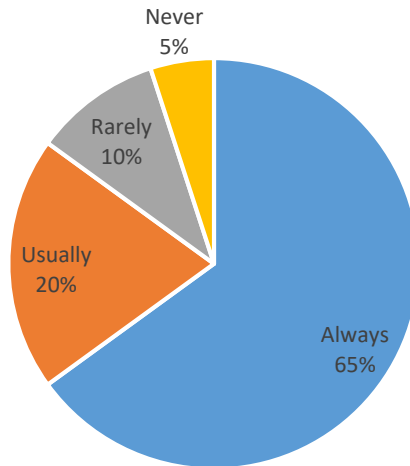
Considering materials I was asked to purchase for this course:



Considering materials I was asked to purchase for this course:

I used them often	I used them rarely	I never used them	I did not buy them	I was not asked to purchase anything
60%	20%	10%	5%	5%

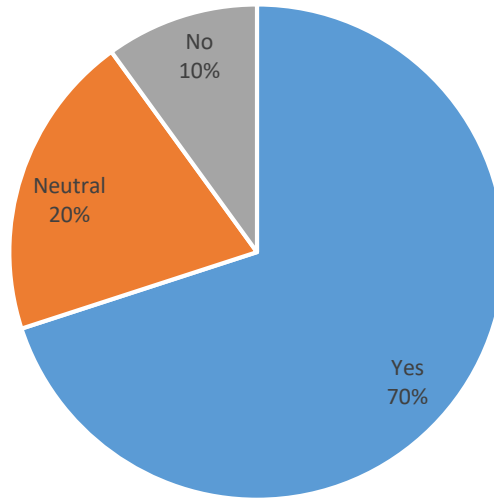
I understood how my grades were determined in this course.



I understood how my grades were determined in this course.

Always	Usually	Rarely	Never
65%	20%	10%	5%

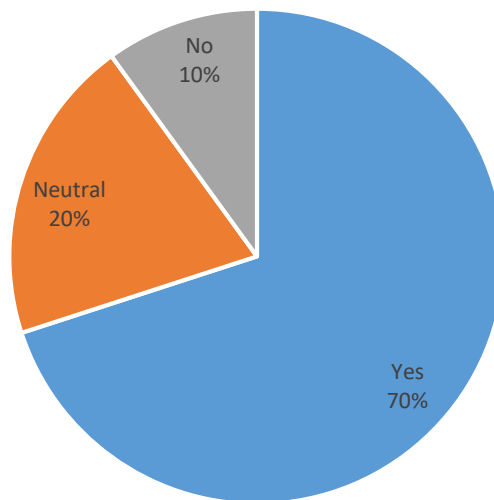
I would recommend this course.



I would recommend this course.

Yes	Neutral	No
70%	20%	10%

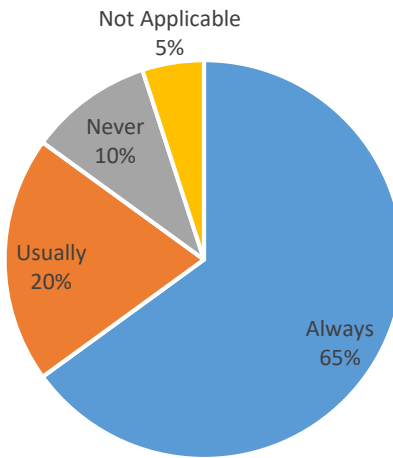
I would recommend this instructor.



I would recommend this instructor.

Yes	Neutral	No
70%	20%	10%

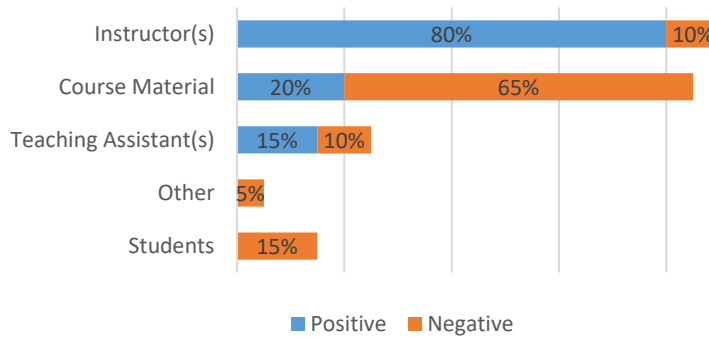
I felt comfortable asking questions and openly expressing and discussing my views in this course.



I felt comfortable asking questions and openly expressing and discussing my views in this course.

Always	Usually	Never	Not Applicable
65%	20%	10%	5%

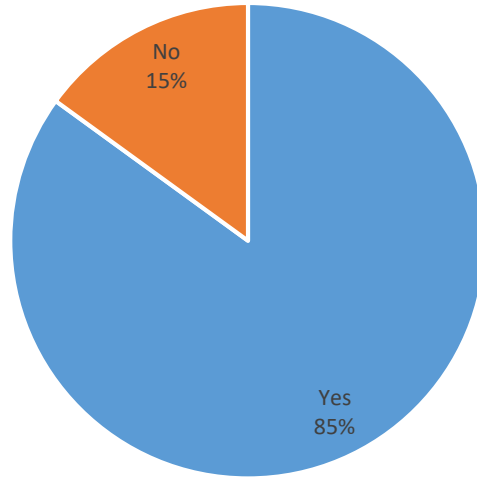
Which of these contributed to your answer?



Which of these contributed to your answer?

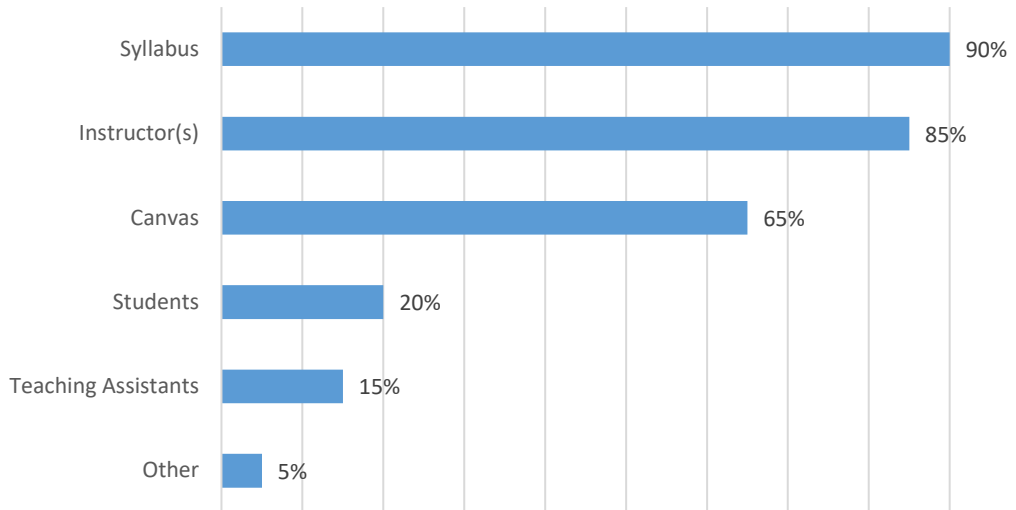
	Positive	Negative	NA
Instructor(s)	80%	10%	10%
Course Material	20%	65%	15%
Teaching Assistant(s)	15%	10%	75%
Classroom Environment	0%	0%	100%
Personal	0%	0%	100%
Students	0%	15%	85%
Other	0%	5%	95%

Was it clear what you were supposed to learn in this class?

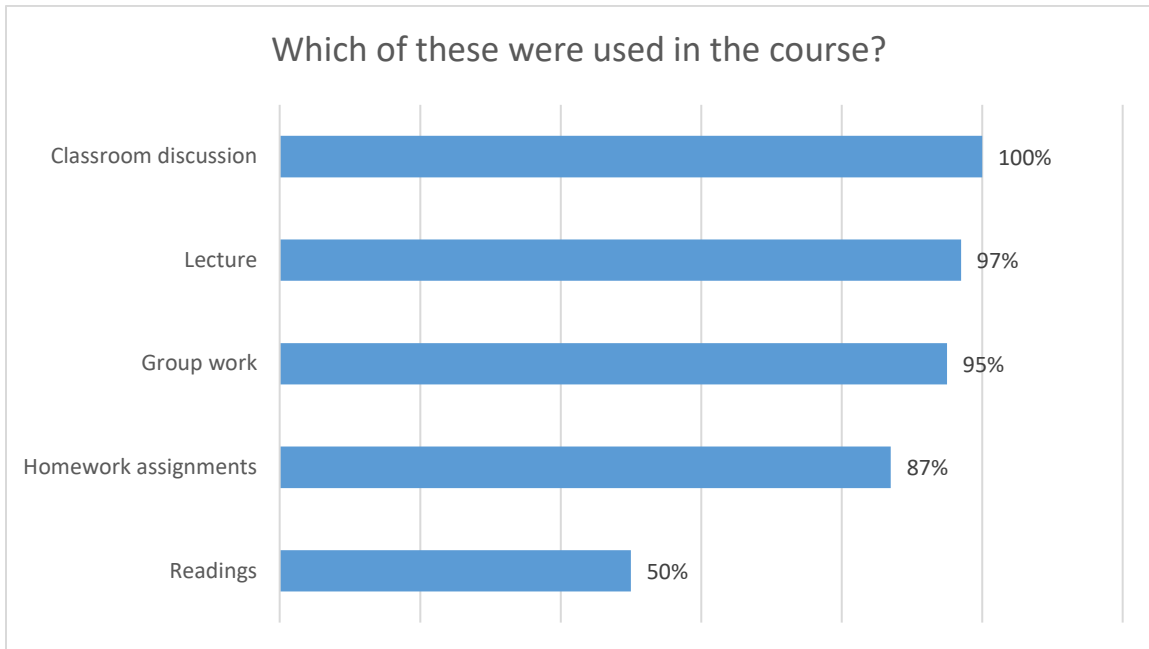


Was it clear what you were supposed to learn in this class?	
Yes	No
85%	15%

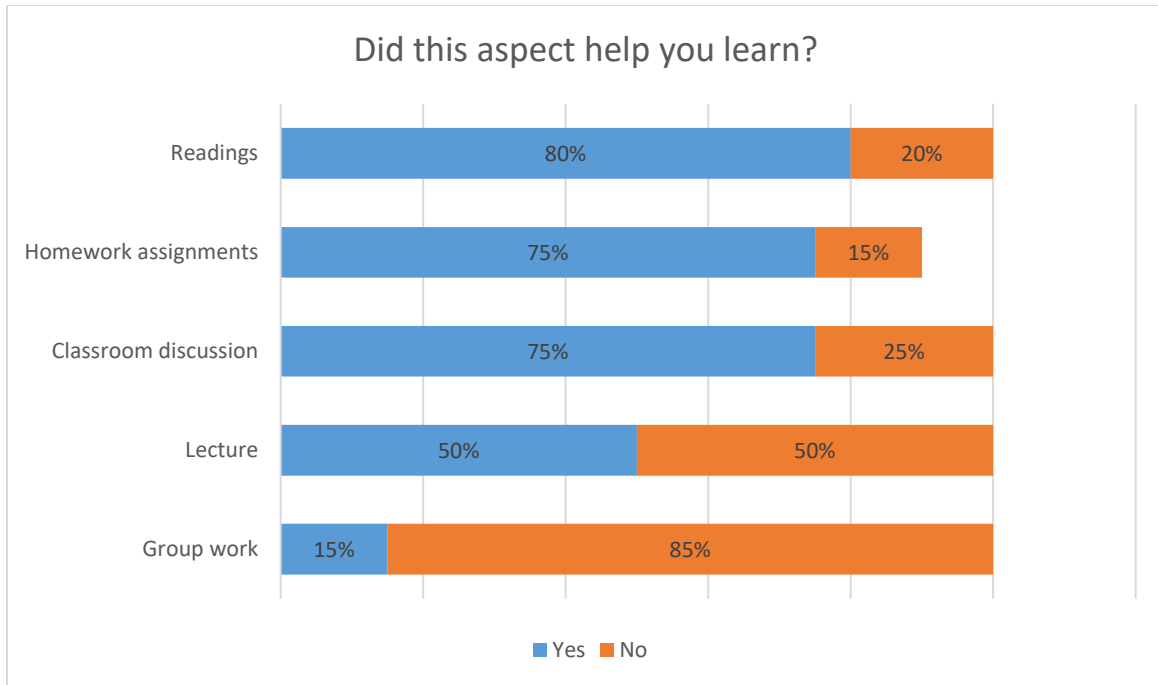
How did you know this?



How did you know this?					
Syllabus	Instructor(s)	Canvas	Students	Teaching Assistants	Other
90%	85%	65%	20%	15%	5%



Which of these were used in the course?	
Classroom discussion	100%
Lecture	97%
Group work	95%
Homework assignments	87%
Readings	50%
In-class activities	0%



Did this aspect help you learn?		
	Yes	No
Readings	80%	20%
Classroom discussion	75%	25%
Homework assignments	75%	15%
Lecture	50%	50%
Group work	15%	85%

SENATE ADVISORY COMMITTEE ON
STUDENT COURSE FEEDBACK

MEETING MINUTES

Marriott Library, 1705 (Faculty Center)
Tuesday, December 10, 2019
11:30 AM to 1:00 PM

ATTENDEES

- Maureen Mathison (Chair), Damon Ngo, Fernando Rubio, Doug Christensen, Ann Darling, Patrick Tripeny, Adam Halstrom

EXCUSED

- Leslie Sieburth, Lorelei Rutledge, Don Ly, Ge Ou

REPORT ON REQUEST FOR PROPOSAL (RFP)

- Adam Halstrom reports that the Purchasing Department posted the RFP on Friday, December 6, 2019.
- Proposals are due January 9, 2020. Oral presentations may be scheduled in early February 2020.

PROCEDURAL ITEMS FROM CTLE

- Pat Tripeny presents procedural recommendations for the committee to approve (see Attachment A). The committee unanimously agrees to approve all procedural items as presented with the following changes:
 - Slide 3: Students will have access to all numeric data in graph form except the two recommendation items.
 - The committee agrees with a concern from a student representative that the recommendation items may be unduly influenced by bias.
 - The committee will analyze real data one year after implementation to determine whether the recommendation items are influenced by bias.
 - The committee also heard concerns from a student representative that the two recommendation items provide decontextualized feedback that may be easily misused.
 - Slide 5: The “I felt comfortable...” item and its follow-up will also be repeated for additional instructors
 - [Committee would like to clarify the follow-up to the “I felt comfortable...” item to ensure the stem matches the response options. Currently, the follow-up stem implies a “yes/no” response, but the response options are “positive/negative.”]
 - Slide 6: The Committee will review questions assigned to types or traits every four years to ensure data is used. If there is no evidence that data is used, the Committee may remove questions assigned to those types or traits.

FUTURE MEETINGS

- Halstrom will contact committee members about Spring semester meetings and special RFP-related meetings.

ATTACHMENT A – PRESENTATION SLIDES WITH PROPOSED PROCEDURAL RECOMMENDATIONS

Slide 1

Senate Advisory Committee
on Student Course Feedback
December 10, 2019

Slide 2

Status of the RFP for a new SCF instrument

Slide 3

Which SCF Items should be reported to ...

<ul style="list-style-type: none">• Groups<ul style="list-style-type: none">• Instructor(s)• Department• FAR (currently C7 and I7) • Students	<ul style="list-style-type: none">• Recommendation<ul style="list-style-type: none">• Everything• Everything• Recommend that the FAR reference the complete survey results available in the Student Course Feedback system • Students have access to all numeric data in graph form
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Slide 4

Option for pre-tenure/career-line faculty to use the old instrument for a grace period

- Recommendation - Unless faculty request it during Spring 2020 town hall meetings, there will be no grace period to allow faculty or departments to use the old instrument.

Slide 5

What items should be repeated for additional instructors?

- Recommendation
 - "I would recommend this instructor"
 - "Is there anything else you would like this instructor to know."

Slide 6

Who can add additional questions? If yes, how many?

- | | |
|---|---------------------|
| • Instructors | • Yes – 2 Questions |
| • Departments | • Yes – 2 Questions |
| • Colleges | • Yes – 2 Questions |
| • non-academic units (e.g. ONLN, CEL, Gen Ed) with course types or traits | • Yes – 2 Questions |
| • Any other group or person? | • No |

Slide 7

Do we limit the kinds of questions that can be asked and if so do we have someone approve them?

- Recommendation – If we limit the number to a small number, then we recommend the kind of question but we don't check it.

Slide 8

Policy on Non-Traditional Courses

- Non-Traditional courses may include labs, independent studies, thesis, dissertation, medical school classes, etc.
- Recommendation
 - All courses default to the standard set.
 - Departments can petition CTLE with justification on why the standard set doesn't meet their needs on certain courses.
 - CLTE can approve or disapprove the petition for a period of time (5 years).
 - If CTLE doesn't approve the petition, the department can appeal it to the Senate Committee on SCF.
 - Once petition is approved, the department can propose an instrument of similar length to the standard instrument to CTLE for approval.