Policy #: S22-213

Supersedes: S15-213

Senate Approval: 2/01/2022

Presidential Approval: 2/04/2022

Effective: Immediately

Last Review: Fall 2021

Next Review: Fall 2025

Administration and Processing of Student Course Feedback (SCF) forms

Rationale: Instructors have had the option to exclude student course feedback (SCFs, previously known as SETEs or TEEFs) from their WPAFs beginning in Spring 2020, resulting in a lack of a standard evaluation instrument and mechanism for student feedback. This creates a corresponding lack of important information for instructors, chairs/directors, and HRTF committees. The following revisions do not address all of the issues currently being addressed by the Teaching Effectiveness Assessment Task Force. The following policy aims to provide an improved interim instrument by adjusting the timing, instructions, structure, wording, and mode (quantitative/qualitative) so that, regardless of inclusion in the WPAF, instructors may collect helpful information about their students' learning experiences.

Requirements Governing SCFs:

1. Student evaluations of teaching effectiveness shall be anonymous.
2. The instructor shall not be in the room when students are completing the evaluations.
3. Instructors shall not be provided access to evaluation data until after all final grades for the course have been submitted.
4. All aspects of the evaluation process, including collection and storage of data, shall be conducted with due regard for necessary privacy and security policies, guidelines, and practices.
5. Evaluation data shall be stored in accordance with current university policy and practice regarding the secure storage of sensitive personnel data.
6. The sharing and dissemination of all evaluation data shall conform to the provisions of the current Collective Bargaining Agreement and all university policies related to hiring, retention, tenure and promotion.
7. The evaluation process is subject to ADA regulations.
8. All SCFs shall include the six university core items, shown at the end of this policy document. Colleges and departments are encouraged to add items to the actual instrument. Standard instructions shall read as follows:

   Please provide feedback based on your own experience. Different students may have had different experiences, so this is an opportunity for you to give feedback based on your own experience. Your answers will be anonymous.

   For items 1-6, rate the item on a scale ranging from the most positive response (a) to the least positive response (e).

Online Course Evaluation Process

1. On the first day of the final exam period students will be sent notice via official university communication methods that the SCF is available for each course in which the students are enrolled. Such notice will explain the purpose of the SCF, describe any incentives offered by the university for its completion, provide explicit instructions on how to complete the evaluation, and include a direct link to the SCF.
2. On the first day of the final exam period instructors will receive notice via official university communication methods that SCF notices have been sent to students. This message will include a copy of the message sent to the students and will request instructors to encourage their students to complete the SCFs.
3. Access to electronic evaluation SCF data will be provided to the instructor only after final grades have been submitted for all students enrolled in the course.
4. Any additional items to be added to the SCF standard six core items by either the College or the Department must be submitted to the evaluation system administrator prior to the beginning of the sixth (6th) week of instruction.

Additional Criteria for the Use of Paper Course Evaluations:

It is the intent of this policy that paper SCFs be employed only when (a) the online system of SCFs is not available or (b) a student requests paper SCFs because of special needs.

1. Whenever possible, student evaluation forms should be distributed and their completion supervised by someone other than the instructor being evaluated, e.g., a teaching assistant, colleague, or office staff member.
2. If this is not possible, the instructor shall inform the department chair and assign a reliable student who will distribute the evaluation forms, read the instructions aloud, and collect the finished forms and take them immediately after class to a designated person or location for further processing.
3. Before the evaluation is conducted, the instructor shall inform the office staff of the name of the person who will collect the finished evaluation forms and deliver them to the designated person or location.
4. Before leaving the classroom, the instructor shall read the standard instructions (item 8 under Requirements, above) to the student(s).
Six Core Items To Be Used In Electronic And/Or Written SCFs

1. The instructor defined the course objectives, learning activities, requirements and grading policies clearly in the syllabus.

<table>
<thead>
<tr>
<th>Strongly</th>
<th>Strongly</th>
<th>Agree</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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2. The course was organized in a way that helped my learning.

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<th>Strongly</th>
<th>Strongly</th>
<th>Agree</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>A</td>
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<td>C</td>
<td>D</td>
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3. The instructor created experiences that stimulated my learning.

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<th>Strongly</th>
<th>Strongly</th>
<th>Agree</th>
<th>Disagree</th>
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<tr>
<td>A</td>
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4. The instructor provided helpful and timely feedback on my performance and progress throughout the semester.

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<thead>
<tr>
<th>Strongly</th>
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<th>Agree</th>
<th>Disagree</th>
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5. The instructor was open to a variety of points of view.

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<thead>
<tr>
<th>Strongly</th>
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For item 6, please rate the overall effectiveness of your instructor on a scale ranging from the most positive response (highly effective) to the least positive response (ineffective).

6. When I consider the contribution to my learning, this instructor’s teaching was:

Highly Effective

Ineffective