

## Senate Advisory Committee on Student Course Feedback

According to Policy 6-100-III-N, the function of the Senate Advisory Committee on Student Course Feedback “shall be to evaluate and provide input and oversight for the development and revision (as necessary) of standardized student course feedback instruments and standardized course feedback reports.” The policy further states that the feedback is to be made available for course instructors and administrators, to any university student, and to Student Advisory Committees for the purpose of carrying out approved functions.

In accordance with my committee’s function, as described by the policy, we carried out Town Hall meetings with faculty and students to determine the effectiveness of the current instrument and how the data was being used. Our findings showed that faculty were uncomfortable with some of the questions, specifically “The instructor demonstrated thorough knowledge of the subject.” In addition, the vast majority stated that they only read the written open-ended responses. The students thought that the current instrument was too long and many just clicked through the radio buttons to get to the end of the survey. Furthermore, the course feedback data posted to the course schedule is unusable and confusing, so they turn to other sources.

Our current student course feedback tool is 15 years old and was implemented in 2003. Based on our findings from the Town Hall meetings, it seemed apparent that it was in need of an update or revision.

To begin this process, we gathered student course feedback questionnaires from the PAC-12 schools to see what standard question sets they were using. Then we dissected their instruments as well as ours, to determine who the data was for and how it could be used.

Therefore, we determined that the goals of our revised instrument are to provide meaningful data to faculty, administration, and students; revise, consolidate, and update the current questions; and shorten the survey and remove redundancies.

Looking at the current student course feedback instrument alongside our proposed revisions, we see that the current instrument asks a series of questions about the course, with an open ended response at the end of that section, and then a series of questions about the instructor, with a final open ended response. In our proposed instrument, we offer follow up questions throughout the instrument to obtain specific data about individual questions, therefore providing more written feedback on the courses that can then be made available to faculty, administrators, and students, and used by each group for their individual purposes. For example, faculty will have more meaningful data that they can use to make course revisions.

In addition to the questions in the current student course feedback instrument, colleges, departments, and instructors are allowed to ask additional questions that relate to their interests and/or accreditation standards. We propose that the same practice be followed with the new instrument.

The revised Student Course Feedback Instrument is attached, and we request approval from the Academic Senate before proceeding to the development of our implementation plan.

**Senate Advisory Committee on Student Course Feedback**  
 Proposal for a Standardized “Student Course Feedback Instrument”  
 per [Policy 6-100-III-N](#)

Did you know what you were supposed to learn in this class?

- Yes
- No

[Follow-up, if Yes:] How did you know this? (Select all that apply)

- Canvas
- Instructor(s)
- Syllabus
- Teaching Assistant
- Other: \_\_\_\_\_

Please explain: \_\_\_\_\_

Which of these aspects were used in the course? (Select all that apply)

- |  |  |
|--|--|
| <input type="radio"/> Case studies               | <input type="radio"/> Podcasts                       |
| <input type="radio"/> Classroom discussion       | <input type="radio"/> Pre/Post quizzes or assessment |
| <input type="radio"/> Classroom technologies     | <input type="radio"/> Presentations                  |
| <input type="radio"/> Community Engaged Learning | <input type="radio"/> Readings                       |
| <input type="radio"/> Flipped classroom          | <input type="radio"/> Research application           |
| <input type="radio"/> Games                      | <input type="radio"/> Research-based projects        |
| <input type="radio"/> Group work                 | <input type="radio"/> Reflective journals            |
| <input type="radio"/> Guest lectures             | <input type="radio"/> Student presentations          |
| <input type="radio"/> Handouts                   | <input type="radio"/> Studio-based teaching          |
| <input type="radio"/> Homework assignments       | <input type="radio"/> Team projects                  |
| <input type="radio"/> In-class activities        | <input type="radio"/> Textbooks                      |
| <input type="radio"/> In-class demonstrations    | <input type="radio"/> Videos                         |
| <input type="radio"/> Lab-based teaching         | <input type="radio"/> Did not learn                  |
| <input type="radio"/> Lecture                    | <input type="radio"/> Other: _____                   |

[Follow-up:] Which aspects of the course helped you learn?

- [Students will see a list of the aspects they selected from the previous question.]

Please explain: \_\_\_\_\_

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

- Always
- Sometimes
- Never
- Not Applicable

[Follow-up:] Which of these contributed to your answer? (Select all that apply)

- Classroom Environment
- Course Material
- Instructor(s)
- Other Students
- Personal
- Teaching Assistant
- Other: \_\_\_\_\_

Please explain: \_\_\_\_\_

I understood how my grades were determined in this class.

- Always
- Sometimes
- Rarely
- Never

Please explain: \_\_\_\_\_

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

Please explain: \_\_\_\_\_

I would recommend this course.

- Yes
- Neutral
- No

Please explain: \_\_\_\_\_

I would recommend this instructor

- Yes
- Neutral
- No

Please explain: \_\_\_\_\_