

ACADEMIC POLICIES COMMITTEE
2015-2016

Friday, October 16, 2015
2-3:30pm, Sacramento Hall 161

MEMBERS

Stephen Blumberg (Music, A&L)
Anne Bradley (Library, LIB)
Sue Escobar, Chair (Criminal Justice, HHS)
Jean Gonsier-Gerdin (Teaching Credentials, EDU)
Amber Gonzalez (Undergraduate Studies, EDU)
Jacqueline Irwin (Communication Studies, A&L)

Yang Li (Marketing & Supply Chain Management, CBA)
Todd Migliaccio (Sociology, SSIS)
Matt Schmidlein, (Geography, NSM)
Kristin Van Gaasbeck (Economics, SSIS)
Rustin Vogt (Mechanical Engineering, ECS)

NON-VOTING/EX-OFFICIO MEMBERS

Sylvester Bowie (Faculty Senate)
Jasmine Murphy (Academic Advising Center)
Dennis Geyer (Office of the University Registrar)
Don Hunt (Division of Student Affairs)
Don Taylor (Office of Academic Affairs)

Kris Trigales (Office of the University Registrar)
Marcellene Watson-Derbigny (Student Academic
Success/Educational Opportunity Program)
Aryn Fields (Associated Students, Inc.)
VACANT (University Staff Assembly)

AGENDA

1. **Call to Order**
2. **Open Forum**
Brief period for members to raise issues related to the committee charge that are not on today's agenda.
3. **Approval of the Agenda**
4. **Approval of Minutes from October 2, 2015 (Appendix A)**
5. **Repeat Policy, Amendment of. (Appendix B).** Item referred to APC from Executive Committee. Sheree Meyer spoke to Exec at the 9/8 meeting and stated that she had been informed of a problem with the campus Repeat Policy concerning transfer students. Draft of policy and transmittal document included. Additional items for review are below.

Items for Review:

*** Email from Sheree Meyer:**

<http://www.csus.edu/acse/standing-committee/Executive2015-2016/090815Agenda-Minutes/15-16EX-16.pdf>

*** University Catalog link:**

<http://catalog.csus.edu/12-14/first%20100%20pages/academicpolicies.html>

6. **Department/Division/Program Chairs' or Directors' Right to Deny Students Admission into Major Policy, Establishment of. (Appendix C).** This policy would allow Department/Division/Program Chairs or Directors, under specific conditions, to refrain from signing add/change major form and adding the student into their major program.

7. Information & Discussion Items:

a. Online Course Evaluation Program. (Appendix D). Information regarding the online course evaluations that was requested by APC members is provided (see “The Effectiveness of the Class Climate Evaluation System” (pdf), sent via email). This document is a presentation that was prepared by Mark Rodriguez and Shaun Sumner for presentation to the 2014-15 Faculty Senate during the Spring 2015 semester.

Some initial questions to consider: how should APC proceed: invite Mark Rodriguez and Shaun Sumner (and/or others) to an APC meeting to provide additional information and respond to additional questions we have? Refer on to the Executive Committee for their review? Request that this be presented to the Faculty Senate?

8. Meeting Schedule for Fall 2015

September 4	October 16	December 4
September 18	November 6	
October 2	November 20	

9. Adjournment

**2015-16 FACULTY SENATE
ACADEMIC POLICIES COMMITTEE
MINUTES October 2, 2015**

Approved:

October 6, 2015

Members Present: Escobar, Blumberg, Bradley, Schmidlein, Migliaccio, Irwin, Li, Hunt, Geyer, Fields, Trigales, Gonsier-Gerdin, Gonzalez

Members Absent: Bowie, Murphy, Taylor, Watson-Derbigny, Van Gaasbeck, Vogt

Guests Present: Malroutu, Slabinski, Wu, Hyson

Call to Order: Called to order at 2:07 p.m.

1. Open Forum:

* **E-Advising Tools (handout)**—D. Geyer passed around an e-advising handout which visually explains a number of new advising tools available to students, faculty and academic advisors. One of the new tabs is *My Progress to Degree*, which is an information tab that is based on the most recent degree audit for the student. Geyer explained that each month, the Registrar's Office does a batch degree audit is done each month for the students. He also explained the 'points' allocated for students' progress toward degree. *Phase 2* deals with "what if" scenarios (i.e., what if I change my major? The system can address that). There will also be a 'what if' scenario for Financial Aid (i.e., the system can look at the impact of changes of major, and other changes, on a student's financial aid situation). *Graduation Channel*... this is a portal channel designed to alert students to specific milestones and deadlines related to graduation. Alert messages are displayed depending on their graduation status. *Smart Planner software*: Registrar's Office will be moving forward very soon with a staff orientation.

* **Platinum Analytics** is coming soon as well.... L. Malroutu reported that it will tell us how many sections of a course are needed in order to meet student need/demand, and chairs and other staff will know 3 months in advance so that they can fill those slots with instructors, etc.

* **Advising tab in CMS**—S. Blumberg had asked about this and about new faculty getting access. It was shared that all new faculty will need to do FERPA training in order to be granted authorization to access that tab in CMS.

2. Agenda Approved: Approved 2:30pm

3. Minutes September 18th, 2015 Reviewed. Minutes approved, 2:35pm

4. Progress to Degree for High Unit Seniors Policy. Executive Committee requests comment and consideration of President Gonzalez's May 20, 2015 request for

modifications to this policy. The two requests are listed below, along with APC's response:

(1) The Registrar's Office, in consultation with the Dean of the student's college, or the Dean for Undergraduate Education for undeclared and expressed interest students, will review the student's academic record and develop an appropriate academic plan or consider other actions, including administrative disqualification, in accordance with Title 5 Section 41300.1 and Executive Order 1038.

The Committee questioned whether or not this request to have the Dean of the student's college, or the Dean of Undergraduate Education/Studies for undeclared and expressed interest students replaced the role of advising in this process, either by a faculty advisor or someone from the academic advising center. This policy was set up primarily as an intrusive advising policy specifically for students who had accrued a high number of units but who were not making progress toward degree completion. As explained in the transmittal document that accompanied the policy that went before the Senate in 2014, the role of the Registrar's Office will be to provide reports to colleges and academic departments identifying undergraduate students who have earned more than 150 units but who have not completed requirements for the primary major degree. Prior to the registration period, holds will be placed on these students' records, requiring them to seek guidance before they register for their classes. If the student identifies a primary major, the student will be referred to a Faculty Advisor in that program. If a student is Undeclared, or Expressed Interest, the student will seek guidance from an advisor in the Academic Advising Center.

The remainder of the procedures explains how the student will go about meeting with the advisor, developing an academic plan for graduation, and reviewing the consequences for not following that plan. The primary responsibility for working with the student and developing this appropriate academic plan is the advisor. The consequences for not following the academic plan toward degree completion and graduation is the current process in place for all students, per EO 1038 concerning administrative probation and disqualification. There is nothing in the procedures for this policy that deviate from what is already provided for all students who fail to make progress toward their degree (e.g., failing to maintain a certain GPA)

The Committee, including voices from the Registrar's Office, does not want advising or the role of the advisor in this process replaced with a College Dean or the Dean of Undergraduate Studies. As the Registrar expressed, advising students on an academic plan is not within the purview of the Registrar's Office. Therefore, the Committee is referring the Senate's approved policy back to Executive Committee for our new campus president, President Nelsen, to review, as he may have a different response than the former president, President Gonzalez.

(2) Outlining requirements for administrative disqualification, Executive Order 1038 also states that our campus is to have procedures whereby a student who is placed on probation or is administratively disqualified may appeal such action. I request that the Faculty Senate draft appropriate language outlining such an appeal process.

The Committee discussed this and agreed to include a reference to Executive Order 1038 after the policy language. The transmittal document clearly explains the procedures very thoroughly in terms of the consequences of deviating from their academic plan to graduate without consultation with and agreement from their advisor as well as the consequences for administrative probation and disqualification. The procedures that accompany the policy already explain the “appeal process” being sought, which is a student’s application for readmission to the university through the established policy and procedures for reinstatement. However, the Committee is fine with including a reference to EO 1038, which demonstrates Executive Order backing of this campus policy.

- 5. Repeat Policy.** The Committee discussed the proposed policy changes brought forward for review. Kris Trigales (Registrar’s Office) stated that she had consulted with Financial Aid to inquire as to whether or not there would be any negative impact on transfer students’ financial aid awards, and to her understanding, changing the repeat policy to apply to transfer students as well would NOT have a negative impact on their financial aid awards. In progress units would count but not course credit (units earned), as far as financial aid is concerned.

In terms of the policy itself, Trigales noted that per Executive Order 1037, grade forgiveness and averaging grades only apply to Sacramento State students, not transfer students. The only part of the policy change that can apply to transfer students is the following: “1. Undergraduate students may repeat courses taken at the University, or if they have taken an equivalent course at another university or college, only if they earned grades lower than a C (C-, D+, D-, F, WU, NC).” Trigales suggested that the policy change indicate, in item 5 of the policy, that if it is discovered that a student has repeated a course at another community college or university in which the student received a C or higher grade that the repeated course grade would not count. In other words, the amended policy would ‘kick in’ and catch those. [For additional information, see Executive Order 1037, which provides policies on repeating courses, among other things: <https://www.calstate.edu/eo/EO-1037.html>]

The Committee also responded to two questions asked by the Executive Committee. The first question concerned the impact of the amended repeat policy on students returning to their studies after a lengthy hiatus (e.g., 10 years). The question asked was whether the same repeat policy would apply to those students. In a nutshell, the repeat policy would apply to these students as well; however, some programs, such as the School of Business Administration have in place what are called “currency of knowledge requirements,” where course requirements need to be completed within a 7 year timeframe. The second question was basically an inquiry about the rationale for why students simply could not go to a community college to repeat any course they wanted to retake, even if the grade in

the course being repeated was higher than a C-. The reason is that, by allowing students to repeat courses without any limits, is that it can delay their time to degree. Moreover, allowing students to repeat courses without limits can put a strain on individual campus resources. The changes in the repeat policy came about from a discussion about it and action done by the Statewide Academic Senate several years ago. [Additional research by Escobar: “Support for Campus-specific Policies for Repeating Courses to Improve Grades,” AS-2718-05/AA - September 16, 2005; approved November 3, 2005 <http://www.calstate.edu/acadsen/records/resolutions/2005-2006/2718.shtml>]

6. Department/Division/Program Chairs’ or Directors’ Right to Deny Students

Admission into Major Policy, Establishment of. Bohsiu Wu, Chair of Sociology, and Dianne Hyson, Associate Dean of SSIS, were invited to attend the meeting at the request of Chair Escobar. As they both shared, Sociology has been experiencing an influx of students leaving other majors and requesting admission into Sociology, which currently is not an impacted program nor does it have pre-major criteria in place to stem the flow of students. According to Drs Wu and Hyson, the department is reaching a point where it does not feel it can appropriately service the students coming in and requesting to have their major changed to Sociology. Consequently, they are requesting a policy change be made that would give Chairs the discretion, at the point where students are requesting admission, to deny students into the major and to divert them into another more appropriate major.

The Committee noted that it already a draft of a policy that addressed this concern. The policy provides that specific criteria need to be met in order for a Chair to deny admission to a student into the major: if the student has completed or in excess of 90 units and has only completed 20% of courses in that major. Considerations for APC as the policy was being drafted were to give departments local control for growth and to put in place restrictions to students who were basically “shopping for majors” that they could complete quickly, but were not necessarily a subject matter or discipline in which they had a lot of interest.

APC had asked Drs Wu and Hyson about a pre-major option, and Dr. Wu shared that his department was planning to put something in place. There are, of course, philosophical and operational components to this issue, especially considering the push from the administration, beginning with President Nelsen, to have impaction completely disappear, if at all possible. But, for now, Drs Wu and Hyson are requesting that APC develop a policy to address this issue for the time being.

A motion had been made and seconded to put the policy draft to a vote. However, since the meeting time was up, and perhaps over time, Chair Escobar asked if the motion could be withdrawn and that the policy be considered at the next meeting, allowing for further discussion, if necessary, and a vote. The Committee agreed, and the meeting was adjourned.

7. Meeting Schedule for Fall 2015

~~September 4~~

October 16

December 4

~~September 18~~

November 6

~~October 2~~

November 20

8. Adjournment: Meeting adjourned at 3:35pm.

Sue C. Escobar, Committee Chair

FS 15/16-xx/APC/EX Repeat Policy, Amendment of

The Faculty Senate recommends that the current Repeat Policy be amended to apply to transfer students as well as native undergraduate students with respect to repeated courses with grades lower than a C, becoming effective in xxxxxxxx.

Allows for consistent application of degree evaluation protocol to transfer students, as well as native undergraduate students, as it applies to the following:

- a. repeated courses with grades lower than a C;

[The amended policy is presented below, with new language in red. The title and policy language that follows reflects what is in the current online catalog regarding academic policies.]

Repeating Courses

1. Undergraduate students may repeat courses **taken at the University, or if they have taken an equivalent course at another university or college**, only if they earned grades lower than a C (C-, D+, D-, F, WU, NC).
2. Course repeats with “Grade Forgiveness” (Grade Forgiveness is the circumstances in which the new grade replaces the former grade in terms of the calculation of GPA, etc.):
 - 2.a. Undergraduate students may repeat up to 16 semester-units with grade forgiveness.*
 - 2.b. Undergraduate students may repeat an individual course for grade forgiveness no more than one time. A course may be repeated no more than two times without petition.
 - 2.c. Grade forgiveness shall not be applicable to a course for which the original grade was the result of a finding of academic dishonesty.
3. Course repeats with “Grades Averaged:”

Undergraduate students may repeat an additional 12 semester-units, i.e., units in addition to the 16 semester-units for which grade “replacement” is permitted. In such instances the repeat grades shall not replace the original grade; instead, all grades (except any forgiveness grades) shall be calculated into the student’s overall grade-point average.*
4. Departments and Colleges may not have a repeat policy that differs from the campus policy. (Note: restrictions on repeats for enrolled and declared majors, pre-majors, minors, and

certification students within specific programs, represent substantive program changes and not exceptions to the repeat policy.)

5. The limits apply only to units completed at the campus (i.e., While courses taken elsewhere may be repeated here or used to replace grades previously earned here (if the original grade was below a C), only the courses taken here will be counted towards the repeat caps). **If it is found that a student has repeated a course at a community college or university in which the student received a C or higher grade, that repeated course grade would not count.**

* The default sequence for applying forgiven and averaged grades is to forgive grades for repeated courses that are eligible (that have not already been repeated once) until the forgiveness cap has been reached, whereupon they will be averaged until the repeat cap is reached. Grades for a course that has already been forgiven once will be averaged. Any residual units from the forgiveness cap that are not used for forgiveness may be used for averaging, within the 28 unit total repeat cap.

TRANSMITTAL DOCUMENT *(This document is required by Academic Affairs to ensure accuracy and consistency in updates to the University Policy Manual.)*

FS 15/16-xx/APC/EX Repeat Policy, Amendment of (xxxxxx)

1. **Senate Action Language:** The Faculty Senate recommends amendment of the Repeat Policy (xxxx), effective xxxxx.
2. **Effective Date of New Policy:** xxxxx
3. **Senate approval date and FS # of any policy that is superseded:** xxxxx
4. **Cross References:** NA
5. **Policy Overview:**
 - a. Amended policy concerning courses repeated with grades lower than a C will now apply to ALL undergraduate students—native and transfer students alike.
6. **Who the policy applies to:** All native and transfer undergraduate students.
7. **Why the policy is necessary:** Since the University has numerous transfer students, it is difficult to detect or prevent them from repeating courses with C grades or higher during their first semester of enrollment, even if degree evaluators investigate after they've enrolled in the course. Often, a transfer student will not have had their transcripts evaluated by the time they register for their first semester of courses at the University. At times, they enroll in a class and later realize, after the drop period, that they have already taken the class AND they are not allowed to retake a course (or transferrable equivalent) with a C grade or higher.

The amendments to the Repeat Policy will allow for consistent application of degree evaluation protocol to transfer students, as well as native undergraduate students, as it applies to repeated courses with grades lower than a C. This change to the repeat policy aligns with the stipulations in Executive Order 1037.
8. **Responsibilities (Implementation):** Responsibilities concerning transfer evaluations do not change, just clarified and made consistent among all undergraduate students at the university. Additional responsibilities may be placed on Orientation staff, academic advisors from the Academic Advising Center and faculty advisors in major programs in terms of their increased level of engagement with their transfer students with respect to proactive advising.
9. **Procedures:** Transfer students admitted to the University will be identified by Registrar's Office as well as Academic Advising. Departments/Divisions will be made aware of transfer students admitted to their major programs. During winter and summer orientation sessions, as well as throughout the academic year on a regular basis, academic advisors from the Academic Advising Center and faculty advisors from major programs will need to engage in proactive advising with their new transfer students to alert them of the policy changes regarding course repeats. A

longer-term goal will be to utilize data analytic technologies to identify all undergraduate students who may be unnecessarily attempting to repeat courses in which they have already taken and earned a C grade or higher, either at the University or at another university or college. However, in the interim, without this advanced technology, proactive advising strategies will be employed during winter and summer orientation sessions and during regular on-going advising sessions in order to minimize the number of transfer students who will be impacted by this policy change.

10. **Consultation that has occurred:** To obtain clarity and full understanding of the impact of this policy change on transfer students, APC has consulted with the Registrar's Office, who shared with the committee the nature and scope of the problem in terms of how degree evaluators have been handling course repeat issues among transfer students, which generally has been inconsistent. Additional consultation has occurred with the Financial Aid Office.
11. **Other Considerations:** Initial consultation with the Financial Aid Office was done out of concern as to whether this policy change would impact a student's satisfactory progress (SAP). Changing the repeat policy to apply to transfer students as well would NOT have a negative impact on their financial aid awards.

FS 15/16-xx/APC/ Policy and Procedure for Department/Division/Program Chairs' or Directors' Right to Deny Students Admission into a Major, Establishment of

POLICY

The Faculty Senate recommends the establishment of a policy for the ability of a non-impacted Department, Division, or Program Chairs without pre-major or pre-requisite admission criteria to deny a student admission into a major if the student has completed or is in excess of 90 units and has only completed 20% of courses in that major.

PROCEDURE

Department/Division/Program Chairs or Directors who deny a student admission to their major program are required to meet and have a conversation with the student regarding where the student should go to receive proactive advising regarding their academic progress. Should Chairs or Directors desire additional assistance and/or resources, they may contact and consult with the Registrar's Office, Academic Advising Center, and/or the Dean of Undergraduate Studies.

Effective Fall 2015

TRANSMITTAL DOCUMENT (*This document is required by Academic Affairs to ensure accuracy and consistency in updates to the University Policy Manual.*)

FS 15/16-xx/APC/ Policy and Procedure for Department/Division/Program Chairs' or Directors' Right to Deny Students Admission into a Major, Establishment of

1. **Senate Action Language:** The Faculty Senate recommends the establishment of a policy and procedure for the ability of Department, Division, or Program Chairs to deny a student admission into a major if the student has completed or is in excess of 90 units and has only completed 20% of courses in that major.
2. **Effective Date of New Policy:** Fall 2015
3. **Senate approval date and FS # of any policy that is superseded:** NA
4. **Cross References:** NA
5. **Policy Overview:** Allows Department, Division or Program Chairs or Directors to deny students admission into the major if the student has already completed or is in excess of 90 units and has only completed 20% of courses in that major. If Departments, Divisions or Programs wish to have more restrictive criteria, such as establishing pre-requisite course requirements or a pre-major, then Chairs or Directors must submit a program change proposal that will require approval by the Faculty Senate. Departments/Divisions/Programs that do not have impacted status nor specific pre-major/pre-requisite requirements are covered by this policy. Departments/Divisions/Programs with impaction or pre-major/pre-requisite admission criteria are not affected by this policy.
6. **Who the policy applies to:** Departments/Divisions/Programs without pre-major or pre-requisite admission criteria and which are not officially impacted.
7. **Why the policy is necessary:** With the limitation of resources throughout the university, the push from the California State Legislature, and the campus-wide Graduation Initiative, Department/Division/Program Chairs or Directors need to have an available policy that gives them permission to deny a student admission into the major if the student has a high number of units already completed, which has been determined to be 90 units or senior status and is not making progress in the major, which has been determined to be 20% or less of courses completed in the major. Many major programs have lower division course requirements that students typically need to complete in order to move on into upper division courses. Given campus emphasis on student retention and success, if a student is not demonstrating progress in the desired major by having not taken any or very few of these lower division courses, then Chairs should have the discretion to deny the student admission into the major.

While the primary rationale behind this policy centers on the importance of student retention and success, the Graduation Initiative and department/division/program curricula, some consideration should be given to financial aid awards, since a segment of the student population at CSUS

receives financial aid. Per recent changes to the Federal Student Aid policy regarding Student Academic Progress (SAP) and financial aid awards generally, students cannot receive funding beyond 150 percent of their program degree objective or 6 years, whichever comes first. Changing majors when one already has completed a high number of units, coupled with a lack of progress in the chosen new major, does not provide a solid path for students to complete their degree successfully and within a reasonable period of time.

8. **Responsibilities (Implementation):** Chairs or Directors have the responsibility of implementing the policy and, after meeting and talking with a student requesting to be added into the major, making the determination of whether or not to sign the student's add form.
9. **Procedures:** Department/Division/Program Chairs or Directors who deny a student admission to their major program are required to meet and have a conversation with the student regarding where the student should go to receive proactive advising regarding their academic progress. Should Chairs or Directors desire additional assistance and/or resources, they may contact and consult with the Registrar's Office, Academic Advising Center, and/or the Dean of Undergraduate Studies. This consultation will allow Chairs or Directors to proactively advise a student in a more complete way and direct the student to a more appropriate major that is aligned with student success and retention in the student's progress toward degree completion.
10. **Consultation that has occurred:** To obtain clarity and full understanding of the establishment of this policy and procedure, APC has consulted with the Registrar's Office, who shared with the committee the concerns they have heard from Chairs or Directors whose departments have been impacted by high numbers of students who have been submitting Change of Major forms to gain admission into those majors. Additionally, Bohsiu Wu, Chair, Department of Sociology, and Dianne Hyson, Associate Dean, SSIS were invited to attend an APC meeting in order to share their experiences and perspectives on this issue.
11. **Other Considerations:** The rationale behind the requirement that Department/Division/Program Chairs or Directors meet with the students lies with the significant need for proactive academic advising for students who are not making consistent progress toward the degree. Students who are attempting to change majors when they have completed or exceeded 90 units, or senior status, and have completed 20% or fewer courses in the desired major may not have a clear focus or strategy as to how best to complete their degree or even how to ascertain the degree program for which they are best suited. In the interest of student retention and success, when a student is denied admission into a major program, the Chair or Director is uniquely positioned to talk with the student about where they can go on campus for proactive academic advising. Consequently, this policy and procedure stipulate that Chairs or Directors meet and talk with these students and not simply deny them outright.

The Effectiveness of the Class Climate Evaluation System

by Mark Rodriguez & Shawn Sumner
onlinesurveys@csus.edu | 916-278-3370



A Campus Wide Endeavor

What started out as just an online survey system became much more thanks to the participation of many campus departments:

- Flexibility and Standardization
- Scale of Service
- Timeliness of Results

Flexibility & Standardization

- Departments are part of the process
 - Around 50 departments have taken part
 - Accommodated 80 varieties of evaluation forms
 - Contact department ASC, Chairs & 1,000+ faculty
- Different formats and methods
 - Online & paper processed by same system
 - If approved, a department could use both
 - Pencil, Pen, Computer, Tablet, Smartphone

Flexibility & Standardization

Faculty Profile: Class Description

1. The course objectives are clearly stated and easy to understand. 1 2 3 4 5

2. The instructor uses a variety of teaching methods. 1 2 3 4 5

3. The instructor uses clear and concise language. 1 2 3 4 5

4. The instructor uses appropriate examples to illustrate concepts. 1 2 3 4 5

5. The instructor uses appropriate questions to assess student understanding. 1 2 3 4 5

6. The instructor uses appropriate feedback to help students learn. 1 2 3 4 5

7. The instructor uses appropriate resources to support learning. 1 2 3 4 5

8. The instructor uses appropriate technology to enhance learning. 1 2 3 4 5

9. The instructor uses appropriate assessment methods. 1 2 3 4 5

10. The instructor uses appropriate communication skills. 1 2 3 4 5

11. The instructor uses appropriate time management. 1 2 3 4 5

SACRAMENTO STATE

TEACHING PERFORMANCE SURVEY

1. COURSE OUTLINE AND SYLLABUS 1 2 3 4 5

1	2	3	4	5
To course outline. Major objectives seldom mentioned or made apparent.	Course outline distributed. Major objectives mentioned but not clearly explained.	Course outline distributed. Major objectives clearly explained and referred to throughout course.		

2. CLARITY OF COURSEWORK REQUIREMENTS 1 2 3 4 5

1	2	3	4	5
Amount, quality of work and assignments are vague.	Amount, quality of work, and assignments are generally clear.	Amount, quality of work, and assignments are consistently clear.		

3. PREPARATION 1 2 3 4 5

1	2	3	4	5
Syllabi properly prepared; class activities/lectures, etc. disorganized.	Usually well prepared.	Consistently well prepared; class activities/lectures, etc. well organized.		

SACRAMENTO STATE

1. INSTRUCTOR'S ABILITY TO ENGAGE STUDENTS 1 2 3 4 5

2. INSTRUCTOR'S ABILITY TO RESPOND TO STUDENT QUESTIONS 1 2 3 4 5

3. INSTRUCTOR'S ABILITY TO RESPOND TO STUDENT QUESTIONS 1 2 3 4 5

SACRAMENTO STATE

1. INSTRUCTIONS & QUESTIONS

Please respond as best you can to the statements and questions below.

Your instructor and the Department of Anthropology are also interested in any opinions you would like to express (positive or negative), or any constructive suggestions you would like to make. This should be done in the comments section at the end of the form.

Please do not place your name, or otherwise identify yourself, on the form.

Respond to the items below using the scale to the right.

1.1 The objectives and goals of this course were clear. 1 2 3 4 5

1.2 Class presentations have been clear and well organized. 1 2 3 4 5

1.3 Classroom time has been used to convey information and/or skills new to me. 1 2 3 4 5

1.4 Exams have tested my knowledge of the course material. 1 2 3 4 5

1.5 Assignments and exams have been graded in a clear manner. 1 2 3 4 5

1.6 Student questions and comments have been welcomed. 1 2 3 4 5

1.7 I have been satisfied with the instructor's availability to discuss course-related matters and give help. 1 2 3 4 5

1.8 This course has stimulated my thinking. 1 2 3 4 5

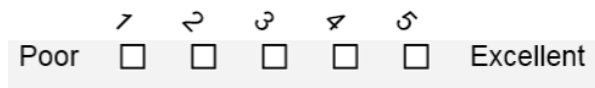
1.9 Explanations have been clear and understandable. 1 2 3 4 5

1.10 Instructional Technology (if used) has been utilized effectively. 1 2 3 4 5

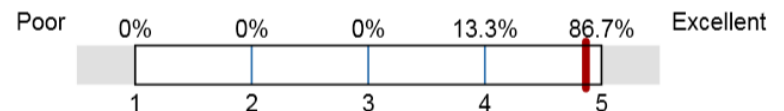
Flexibility & Standardization

- Consistency and Comparison
 - Consistent visual formatting, gets familiar to viewer
 - Paper forms setup to be compatible as online too
 - Basis of forms is a 5-level Likert scale
 - Standardized reports for quick comparison
 - Unifying different aspects for a cohesive system

Several types of Survey Inputs



Common use of Graphs in Reports



Scale of Service

- Around 50 departments and programs
 - 13 use online evaluations exclusively
 - 21 use online or paper for different courses
 - Spring 2015, 5 new departments with ECS
- General observations for past 2 semesters
 - ~2,250 sections online. ~1,250 sections on paper
 - Over 70,000 online forms. 35,000-40,000 paper forms
 - Response Rate: Online 40-60%. Paper 70%+

7 The Effectiveness of the Class Climate Evaluation System

70,000 online forms would've been over 2 stories tall of paper



Timeliness of Results

Using Class Climate made it possible to achieve the mandate to evaluate ALL courses.

- The old paper evaluation method was expected to take 3 months, that was only when 2,000 forms were being scanned.
- With 3,500 sections it might have taken an entire semester to scan, which could delay results for almost 2 semesters.

Timeliness of Results

- Record Setting Report Distribution for Fall 2014
 - Start being distributed after grades are due (Jan 5)
 - Departments only online, most received early-mid January
 - Fall 2014 scanning usual range: 3-7 days. Max: 1 month
 - Afterward, reports sent to department: next day – 1 week
 - Department received reports in ~15% of previous time

(NOTE: Afterwards, department distribution to faculty varies)

Thank You

- For those who attended today's presentation.
- All departments, ASC and Chairs who participate in coordinating evaluations every semester.
- IRT technical and support staff for providing the resources to operate at such a large scale.
- ATCS support staff for the year round service.
- The Center for Teaching & Learning and those individuals in the past who had helped start off this considerable endeavor.

