

**ACADEMIC POLICIES COMMITTEE**  
2015-2016

Friday, November 6, 2015  
2-3:30pm, Sacramento Hall 161

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**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.)  
Gabriel Hernandez (University Staff Assembly)

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**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 16, 2015 (Appendix A)**

**5. Repeat Policy, Amendment of. (Appendix B)** Item referred to APC from Executive Committee. Draft of amended Repeat Policy was presented to Exec on October 27<sup>th</sup> and sent back to APC for clarification.

**6. Duplicate Graduate Degrees Policy, Establishment of (FS 15/16-XX/GSPC/) (Appendix C).** Graduate Studies Policy Committee (GSPC) is consulting APC for the committee's review of the draft policy and to provide comment/feedback.

**7. Information & Discussion Items:**

**a. Declaring a Major: What does it mean? (Appendix D).** Ed Mills emailed the committee on 10/16 with his thoughts regarding what it means to declare a major.

**b. Priority Registration/Graduation Initiative Update.** K. Trigales will provide an update.

**c. Online Course Evaluation Program. (Appendix E).** APC reviewed this document on 10/16, which 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. Questions for Consideration: Would

the committee like for Mark Rodriguez and Shaun Sumner (and/or others) to attend an APC meeting in order to provide additional information and respond to additional questions we have? Refer to Faculty Policies Committee (FPC)?

**8. Meeting Schedule for Fall 2015**

~~September 4~~

~~September 18~~

~~October 2~~

~~October 16~~

November 6

November 20

December 4

**9. Adjournment**



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

*Approved:*

October 23, 2015

Members Present: Escobar, Schmidlein, Migliaccio, Geyer, Fields, Trigales, Gonsier-Gerdin, Gonzalez, Van Gaasbeck

Members Absent: Bowie, Murphy, Taylor, Watson-Derbigny, Hunt, Vogt, Blumberg, Bradley, Irwin, Li

Guests Present: Malroutu, Slabinski, Wu

**Call to Order:** Called to order at 2:16 p.m. \*\* started late to ensure satisfactory attendance \*\*

**1. Open Forum:**

General Studies Degree...

\* Schmidlein: The idea of a General Studies degree, or General Education degree, has surfaced in conversations around the university again. But there are questions as to where the degree would be based (i.e., which college(s)?). The College of SSIS seemed to be a “natural home” for a General Studies-type of program, but there may be others as well (e.g, A & L, NSM). If this is a new program that is developed, this issue would likely go to Curriculum Policies Committee (CPC). Criteria for a new degree/new program would need to be established. Basically, the idea is about how to develop a program to serve students who may have left the university for a period of time, returned, and wanted to finish their degree.

\* Escobar suggested that perhaps a Task Force or Ad Hoc Working Group be put together because it seemed that a number of APC members were interested in this issue and had input in the conversation. Migliaccio offered to take the lead on this in terms of contacting other individuals who might be interested. Other APC members who are going to be involved include Schmidlein and Van Gaasbeck. The creative name for this new group is: “The Ad Hoc Working Task Force... [to Explore the Development of a General Studies Degree.]” *[language in brackets added by Escobar with creative license during the write-up of these minutes ☺]*

Accessing All Language in Student Rights and Responsibilities Policy

\* Escobar shared that Bob Buckley had asked if someone could look into how he and his first year experience students might be able to have access to all of the relevant information concerning the Student Rights and Responsibilities Policy. It has been his experience that the information has been difficult find on campus websites and that some of the embedded links are broken. He wondered who would be the point person to contact about it. Escobar will follow up with folks in Administrative and Business Affairs.

2. **Agenda Approved:** Approved 2:35pm
3. **Minutes October 2, 2015 Reviewed.** Minutes approved, 2:37pm
4. **Repeat Policy.** The Committee discussed further changes that were made to drafts of the amended policy. For purposes of clarity, the Committee decided to include specific language, in two separate sentences, which states that courses may be repeated at Sacramento State University for grades lower than a C grade and that courses may be repeated at another college or university for grades lower than a C grade. With these changes, the policy concerning repeated courses will now apply to ALL students.

[For additional information, see Executive Order 1037, which provides policies on repeating courses, among other things: <https://www.calstate.edu/eo/EO-1037.html> ]

5. **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 return to another APC meeting at the request of Chair Escobar. Dr. Wu attended this portion of the meeting primarily to observe the discussion of this proposed new policy. The Committee discussed the proposed policy once again and ultimately decided not to support it going forward. The general sentiment among those in attendance was that departments/divisions/programs should be encouraged to establish a pre-major, primarily as an advising tool and a way to communicate with students and inform them of what they need to do in order to be successful in that major program. This may be a way of establishing some consistency among programs in the sense that students have some classes to try out before officially entering the major and they receive some advising and guidance about retention and success. At this time, the process for admitting students into non-impacted programs and those also without pre-major criteria will remain the same.
6. **Online Course Evaluation Program. (Appendix D).** This was an information item. The Committee had looked at the document entitled "The Effectiveness of the Class Climate Evaluation System," which was put together by Mark Rodriguez and Shawn Sumner. The issue originally arose this semester from a question raised by Blumberg during Open Forum of the September 18<sup>th</sup> meeting. See the information below, excerpted from the Sept. 18<sup>th</sup> meeting minutes→

\* **Online Evaluation Process**—S. Blumberg raised questions about it and wondered if faculty could individually decide when to release the evaluation to their students/classes rather than IT. It would be better if that decision were the faculty member's because, at the times when it is released, it's often not a great point in the semester where students could provide complete feedback. Migliaccio stated that a request for data had been made in the past, which centered on assessing response rates and scores and how those may have changed in units that have made the shift from paper to electronic evaluations. Migliaccio suggested that Escobar, as APC Chair have S. Bowie (Senate Chair) get in touch with Mark Rodriguez about this, as he was contacted in the past. Escobar will follow up with Bowie about this.

Escobar had gotten in touch with Mark Rodriguez, via initial contact by Bowie, primarily because this information (data) was supposed to have been presented to APC sometime last year, as well as the Faculty Senate in Spring 2014, for which the PPT slides (the document) had been prepared. Consequently, the item before APC at this time does not necessarily reflect Blumberg's original question but instead, is the response to the request for data, which was supposed to have been presented to us last semester.

The Committee reviewed the PPT slides/document and concluded that it addresses issues of "efficiency," in terms of administering the evaluations and being able to get them to the faculty for their review in a timely manner. However, there appears to be a negative impact on response rates with online evaluations that the PPT/document does not address and nor does it address the nature of qualitative responses, which often tend to be more negative in online evaluations (i.e., students who feel very strongly or negatively about the instructor or the course will be the most common to respond). Consequently, neither the response rates nor the content of narrative responses accurately reflect the quality of the instructor or the course. In fact, they suggest the opposite, which was the case with one faculty member whose quantitative scores went down with the online evaluations and only student complaints about the course and instructor had been shared. Prior paper evaluations reflected much higher quantitative scores and more positive narrative student responses. Lastly, the issue that Blumberg raised at the Sept 18<sup>th</sup> meeting in Open Forum is not addressed by the document either, and that is that the faculty member should control when the evaluations are released. Currently, they are being released too early in the semester, according to Blumberg and others. \*\* Escobar will contact Mark Rodriguez to share these concerns and invite him to a future APC meeting.

#### **7. Meeting Schedule for Fall 2015**

<del>September 4</del>	<del>October 16</del>	December 4
<del>September 18</del>	November 6	
<del>October 2</del>	November 20	

#### **8. Adjournment:** Meeting adjourned at 3:30pm.

\_\_\_\_\_  
Sue C. Escobar, Committee Chair

**FS 15/16-XX/APC/EX****Repeat Policy, Amendment of FS 10-57**

(Policy as described in the current catalog: <http://catalog.csus.edu/12-14/first%20100%20pages/academicpolicies.html>)

The Faculty Senate recommends that the 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 Fall 2016.

- Allows 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;

**Repeating Courses – California State University, Sacramento**

The policy governing course repeats at California State University, Sacramento follows Executive Order 1037- Grading Symbols, Minimum Standards Governing the Assignment of Grades, Policies on the Repetition of Courses, Polices on Academic Renewal, and Grade Appeals.<sup>1</sup>

1. Undergraduate students may repeat courses at only if they earned grades lower than a C (C-, D+, 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 with be counted towards the repeat caps).

<sup>1</sup> California State University, Executive Order 1037 - Grading Symbols, Minimum Standards Governing the Assignment of Grades, Policies on the Repetition of Courses, Polices on Academic Renewal, and Grade Appeals, eff. August 1, 2009, <https://www.calstate.edu/eo/EO-1037.html>

\* 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.

### **Addendum -- Transfer Credit**

The existing repeat policy above will apply to transfer credit unless otherwise noted.<sup>2</sup> Undergraduate students may repeat courses at California State University, Sacramento OR another college or university only if they earned grades lower than a C (C-, D+, D, D-, F, WU, NC). As it concerns transfer course credit, this applies to students who are repeating a course first taken at California State University, Sacramento and repeated at other college or university as well as to students who are repeating a course first taken at another college or university and repeated at California State University, Sacramento.

If it is later discovered that a student has repeated a course at another college or university, in which that student has earned a grade of C or higher, neither the course credit nor grade will be recognized as a valid repeat and will not be forgiven or averaged. In these instances, the original grade will remain on the student's record.

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<sup>2</sup> See Repeating Courses, California State University, Sacramento, Number 5 regarding the unit limits to course repeats at California State University, Sacramento.



**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 Coursework Policy, Amendment of FS 10-57**

(Policy as described in the current catalog: <http://catalog.csus.edu/12-14/first%20100%20pages/academicpolicies.html>.)

1. **Senate Action Language:** The Faculty Senate recommends amendment of the Repeat Coursework Policy (FS 10-57)), effective Fall 2016.
2. **Effective Date of New Policy:** Fall 2016
3. **Senate approval date and FS # of any policy that is superseded:**
  - **FS 10-57** (Policy as described in the current catalog: <http://catalog.csus.edu/12-14/first%20100%20pages/academicpolicies.html>.)
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:** A policy amendment and clarification is necessary in order to address the issue of transfer students and repeating courses. A student might enroll in and possibly complete a course at Sac State before the student's record is updated to show that the student had taken the equivalent course at his or her previous institution. 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.

Sacramento State's Repeat Policy speaks to limits on repeats for courses taken at Sac State but is silent concerning a transfer student's courses taken at institutions prior to transfer but are equivalent to a course a student may enroll in and complete at Sacramento State after transferring. The question being raised is whether the grades should be averaged or forgiven.

The Committee assessed this issue and found that this issue becomes relatively moot when the policy is now applied to any repeated course with an earned grade lower than a C, whether the student is a native Sacramento State or transfer student. Another way of explaining this stipulation is to say that if students have earned a grade lower than a C, they may repeat it at

Sacramento State or at another college or university. However, if they earned a C grade or higher and repeat the course anyway, the grade of the course repeat is the one that will replace the first grade.

The policy governing course repeats at California State University, Sacramento follows Executive Order 1037- Grading Symbols, Minimum Standards Governing the Assignment of Grades, Policies on the Repetition of Courses, Policies on Academic Renewal, and Grade Appeals. The limits or caps on course repeats defined in the policy for grade forgiveness and grades averaged only apply to courses taken at California State University, Sacramento. However, the remainder of the policy can apply as written to students who repeat courses at another college or university and bring those course repeats to the attention of the degree evaluators by transferring those courses. In this sense, all students will be treated the same with respect to grade forgiveness and grade averaging, except the unit limits or repeat caps, which only apply to courses taken at Sacramento State, and in terms of whether courses will be allowed to be repeated (i.e., courses with earned grades lower than a C). As the current policy states, “Grades for a course that has already been forgiven once will be averaged.” The Committee is not recommending any changes with respect with this policy stipulation or anything concerning grade forgiveness or grade averaging in terms of unit limits on repeat caps.

The amendment and clarification 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. As mentioned above, 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 affect transfer students differently than native Sacramento Students in terms of their federal financial aid award or satisfactory progress (SAP) once the student has officially transferred to Sacramento State. For example, per the Financial Aid Repeat Policy, a course repeated at a community college is not considered a repeat for financial aid. However, once a student begins taking that particular class at Sacramento State, the student is subject to Financial Aid Repeat Policies.

1 **FS 15/16-XX/GSPC/ Duplicate Graduate Degrees Policy, Establishment of**  
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3 The Faculty Senate recommends establishment of the Duplicate Graduate Degrees policy, effective  
4 Spring 2016.  
5

6 **Duplicate Graduate Degrees Policy**  
7

8 Duplicate graduate degrees are not permitted. A duplicate degree is another degree that includes the same  
9 or similar curricula, whether or not the name of the degrees/programs are an exact match. If a prospective  
10 student is denied admission to a program because it appears to duplicate a previously-earned graduate  
11 degree, the Graduate Coordinator/Director may carefully review the applicant materials to determine  
12 whether a difference in degrees/programs actually exists. If the degrees/programs are in fact different, the  
13 Graduate Coordinator/Director or Department Chair may request approval for application consideration  
14 by the Division of Academic Affairs Dean of Graduate Studies. The department must demonstrate that the  
15 second degree field of study and program are clearly different from that of the original degree, and that  
16 there is a professional or scholarly purpose that requires this second degree. If the student is admitted to  
17 the University, units earned for the first degree cannot be used toward the second degree.

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**Faculty Senate Meeting**  
**September XX, 2015**

**Attachment: FS 15/16-XXXx**

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

**FS 15/16-XXX/GSPC/EX**

**Duplicate Degrees Policy**

1. **Senate Action Language:** The Faculty Senate recommends establishment of the Duplicate Degrees policy, effective Spring 2016.
2. **Effective Date of New/Revised Policy:** Spring 2016
3. **Senate approval date and FS # of any policy that is superseded.**
4. **Cross References:** N/A
5. **Policy Overview:** Specifies requirement that duplicate graduate degrees are not permitted and procedure for approval of similar, yet different degrees.
6. **Who the policy applies to:** All graduate programs.
7. **Why the policy is necessary:** In 2008, a memorandum from CSU Assistant Vice Chancellor indicated that to align funded and actual enrollment, campuses would implement an enrollment plan which only permitted the admission of applicants seeking a second baccalaureate degree in two circumstances: if such students were necessary to ensure a campus met its enrollment targets; or in limited numbers to programs in nursing or related professional fields. Given our campus enrollment demands, second baccalaureate applicants are only admitted on an exceptional basis.

While the CSU Assistant Vice Chancellor's directive does not explicitly prohibit second graduate degree applicants, the California Master Plan for Higher Education indicates that public resources should not be wasted on duplicate efforts. If a student has already earned a graduate/master's degree from an accredited college or university, then resources used to educate that student in the same or a similar program could be wasteful. This policy provides a clear process for managing duplicative degrees for graduate applicants.

8. **Responsibilities (Implementation):** Graduate programs are expected to adhere to this policy during the admissions process. The Office of Graduate Studies will review applicant materials for previous degrees that are similar, yet different. The Graduate Council will review and make recommendations on exceptions.
  
9. **Procedures:** The policy will be distributed to Graduate Coordinators/Directors and Department Chairs to ensure its timely adoption.
  
10. **Consultation that has occurred:** GSPC has consulted with coordinators of graduate programs, the Academic Policies Committee, the Dean of Graduate Studies, and the Senate Chair.
  
11. **Other Considerations:** In preparing this policy, GSPC considered the CSU goals to increase student access; operating with fiscal responsibility allows for campus resources to be directed to support both undergraduate and graduate students. A policy on duplicative degrees provides the framework for carefully considering the enrollment practices.

EMAIL MESSAGE from Ed Mills sent to APC distribution list on 10/16/15

Good Morning Everyone,

This is a really important topic and I wish I could be there to contribute to the discussion - but alas, I'm already booked with appointments I can't move (Darn this new job!).

I have always thought is a bit odd that we ask for a signature to add/change a major, but there is a feeling among many chairs that unless the program is impacted (or had a pre-major), they really cannot refuse to sign (other chairs have felt differently). My understanding was that the original requirement for the signature was to insure that the student had received advising and that the department knew the student was going to be added to their major. Others may have more history on the evolution of that process/form.

My thought is that if there is a request for a signature on a form, that is de facto a request for a decision. If that is true, then the decision can be yes or no - otherwise why ask for a signature? We could just use a check box or say that submission of the form verifies advising and communication (although that may not actually be true... ;-)

So, I think this is a very important conversation for APC and the Faculty Senate. If we move to a more integrated enrollment management model, we will need more tools for departments to manage their enrollment and more nuanced policies around what it means to declare a major.

As we've had the discussion about what is now meant by a pre-major vs. expressed interest (at least for the moment), I believe we need to clarify what it means to declare a major. I don't mean to open a larger can of worms, but I think we should have a discussion about our policies surrounding application to major, declaration of major and major assignment. We don't currently use major assignment - that is an institutional decision that places students in a major, e.g. into a general studies college for undeclared students at some institutions. But, that process can be used more strategically by the university should the option be considered at Sac State.

For example, it could be that the major noted on the admissions application is only a preliminary indication of interest - not a declaration of major as is assumed for non-impacted / non-pre-major majors today (sorry for the major major sentence structure - it's early). We could put some type of decision / advising model in place as part of the First Year Programs for freshmen and something for new transfers.

We could also utilize major assignment for certain types of situations (we'd need to talk through what those might be for us to help direct students depending on their interests and the capacities of the majors). This is the type of activity that might occur before (or outside of) pre-major status and before application to an impacted major. We could even back it up into pre-matriculation advising. There are lots of options here throughout

the students academic career.

If we went down this road, it would be a new process for us and would take lots of discussion and examination. So, if I am not on-track with your intended discussion today, please forgive me. I just think that a signature infers a decision. If there is no decision needed, I would recommend eliminating the signature. If there is a signature needed, then we could better define what the decision is and what tools and processes come before it so we don't put our students and department chairs in awkward situations when the students tries to complete the form.

Those are my initial thoughts. I hope they are helpful. I would be very interested in participating with on-going discussions or evaluation of any options considered.

Have a good Friday

Sincerely,  
Ed

Ed Mills, Ph.D.  
Vice President for Student Affairs  
California State University, Sacramento  
(916) 278-6060

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# 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

This screenshot shows a survey form with a header section, a title, and a list of 11 numbered questions. Each question is followed by a set of radio buttons for selection. Below the questions, there are several checkboxes for demographic information and a large text area for comments.

This screenshot displays the 'TEACHING PERFORMANCE SURVEY' form. It includes an introductory paragraph explaining the survey's purpose and a 5-point Likert scale for each item. The survey is divided into three sections: 1. COURSE OUTLINE AND SYLLABUS, 2. CLARITY OF COURSEWORK REQUIREMENTS, and 3. PREPARATION. Each section contains specific statements about course content and instructor preparation, with corresponding Likert scales.

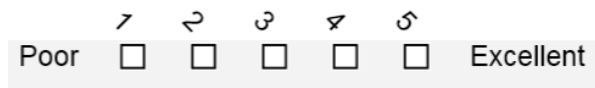
This screenshot shows a survey form with a header, a title, and a list of 11 numbered questions. Each question is followed by a set of radio buttons for selection. Below the questions, there are several checkboxes for demographic information and a large text area for comments.

This screenshot displays the '1. Instructions & Questions' section of a survey form. It includes a header, a title, and a list of 10 numbered items. Each item is followed by a set of radio buttons for selection. Below the items, there are several checkboxes for demographic information and a large text area for comments.

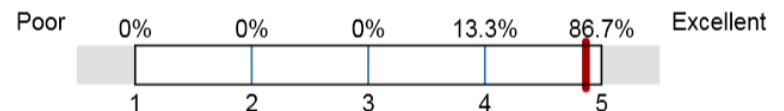
# Flexibility & Standardization

- 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.

