

Lock Haven University of PA
Student Evaluation Instrument Committee

Official Minutes

310 Sullivan Hall – Wednesday, September 3, 2008; 1:25 to 3:20 pm

Members **Present:** Troy Dermota, Jerry Eisley, Steven Rush, Denise Shoemaker, Andrew Talbot, Steven Guthrie

Members **Absent:** None; but we need to get a student member

Minutes: Steve Guthrie

Mtg. began 1:25; Ended 3:15

A) Approval of Agenda - done

B) Election of officers - Chair; Secretary

- a. **Troy** stated he would like to serve as **Chair again**. The committee unanimously supported him as Chair, **commending him** for his service.
- b. Discussion about minutes. It was decided that **minutes would rotate**, as we did last year. SG volunteered for first round. Denise approved, saying “he does such a good job.” Committee concurred.

C) Point of clarification raised – What is the **official name of this committee?**

Discussion: We have been calling the committee the SOIS (Student Opinion of Instruction Survey) committee—SOIS in the name of the evaluation instrument.

However, the **official name** is **Student Evaluation Instrument Committee (SEIC)**.

Decision: In future, we will use that name (SEIC) in our written material.

D) Reports and Updates

- a. Andrew (Drew) Talbot’s report on a meeting he had with **Executive Council (APSCUF) regarding online student evaluations**.

APSCUF wants to see research (using empirical data) supporting a transition to online student evaluations. In response to the request, Drew was able to have Rick Lila (Library) do a quick computer search for research. Rick came up with two publications, which Drew presented to this committee, one of which he thought was quite useful.

Drew recommended we form a subcommittee to do a search and prepare a report.

After discussion, **we decided:**

- 1) Troy will do a search on the site Web of Science; and Drew would do a search on Ebsco Host, by next week.
- 2) As a individuals, we would read the research, and at the following meeting, we would discuss the research.
- 3) Following the discussion, a subcommittee would write the report. The subcommittee would consist of Drew and Steve Guthrie [and possibly a third].

A discussion of the next **two meeting dates ensued**. Due to the Convocation (9/17), we decided to meet next week (**Sept. 10**), and then **Sept. 24**.

- b. Andrew Talbot's **annual report regarding the committee's activities** during the **2007 – 2008** academic year.

Committee reviewed Drew's annual year end report, which he had written in May 2008. Committee approved the report, with one change--They feel that **all the names of the committee members should be on the report**.

Drew was commended by the committee for his work on it.

- c. Troy Dermota's report on progress toward finding an **SCC student representative** for the committee.

Last year, the SCC failed to find a replacement student for Benjamin Green, who was unable to attend meetings in the Spring semester.

Troy spoke with this year's SCC president, Chris Lunden. Chris told Troy that he would be getting a replacement for us.

Steve Guthrie reported that Chris is a recreation major, and is in his (Steve's) leadership class. So maybe we will have better luck this semester. (Chris is a top student in the department.)

- d. **Denise** stated that, **of all the committees she serves on, ours is the most productive** – we actually get work done! That remark energized the committee to keep on working. An idea emerged that maybe we might even get a recognition.

C) Old Business

- a. Develop rationale for removing or revising existing instrument questions

Since we still had time, we decided to jump start our work and continue where we left off.

Question 20 R/ 16 S -- How often do the course activities, presentations, and/or assignments make you think in depth about this subject?" (20 on Report/ 16 on Survey instrument):

A concern was express about "think in depth." Is that appropriate for all classes? What is question trying to get at?

It was decided to **change the question** to:

"How often do the course activities, presentations, and/or assignments increase your knowledge and understanding of the subject?"

Rationale: This is a lower level cognitive skill. It is applicable to a greater number of classes, esp. the introductory classes, or classes which are more concerned with basic understanding or knowledge.

It was also suggested we need to create 3 additional questions:

- 1) "How often do the course activities encourage you to make connections and see relationships between the course material and the world beyond the class room?"
- 2) One related to learning of skills
- 3) One to address higher order thinking.

- **Question 21R/17S** --"The instructor is concerned with my progress and is helpful"

Discussion noted that this was related to 8S ("Instructor show sincere interest), which we already deleted. Also, was compared to #26 S ("Instructor provided helpful explanations")

And, this is the first question of the set which the Board of Governors (BOG) wants.

Discussion over whether to keep "Not applicable" as a response. Decided it should be in.

It was decided to **leave the question unchanged.**

Rationale: This is the first question of the set which the Board of Governors (BOG) wants. In addition, this question is enough different from #26 S.

- **Question 22R/27S** – "I feel free to ask questions or express my thoughts"

Discussion: Is this a classroom climate, or a pedagogy, question? Ans. Climate; and not, how often are students asked by the instructor for input.

[Cont. Question 22R/27S – “I feel free to ask questions or express my thoughts”]

Question revised to:

“In this class, I feel free to ask question or express my thoughts even when I choose not to.”

Rationale: We want to account for the quiet students who ordinarily might not speak up. We want the classroom to have a climate in which they would speak up, if they so chose.

Discussion over “not applicable.” Decided to **delete “not applicable.”**

Did not decide what to substitute for “not applicable”!

- Discussion over **appropriate tense of questions.** It was noted that some questions are past tense, others are present tense.

Decision: We will make **all questions in present tense.**

- **Question 23R/25S** -- “How often encouraged to actively participate in learning process, (e.g. questioning, problem solving, group activity, discussion, debate, experimentation)?”

Discussion over meaning of “questioning.” Is questioning a form of active learning? Some feel not.

Suggested we move “questioning and problem solving” to the end of the list of examples of active learning.

Issue not resolved to satisfaction of all.

Decided to **remove “not applicable.”** No substitute suggested.

Meeting adjourned, ~3:15.

Next Mtg. Sept. 10, 1:25.