

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

FACULTY SENATE

Sense of Senate Resolution (SSR) Number SSR0818S

Date of Senate Approval 05/03/2018

FWDC 17:

Sense of the Senate Resolution

Faculty Senate wishes to recognize and express appreciation for the exceptional work of the Task Force on Student Feedback on Instruction (formerly the Task Force on Student Rating of Instruction). Over the past two years, task force members have gathered and synthesized research on best practices, thoughtfully designed a new instrument, piloted the instrument, solicited and processed feedback from faculty, and further revised the instrument.

Faculty Senate supports prompt progress toward implementation of the new instrument, with a deadline for transitioning away from the current instrument no later than the 2019-2020 academic year. Next steps should include identification of an appropriate platform for administering the new instrument, and appointment of an implementation and review team by the Provost, in consultation with FWDC, that will include, minimally: the CTL director, one representative from IREP, one representative from the dean's office, one member of the SFI task force, and up to two other faculty representatives.

Update on Student Feedback on Instruction Task Force

Note: In April 2018, a subset of the SRI Task Force (Evelyn Chiang, Christine Boone, Melissa Himelein, Jeff Konz, and Michael Ruiz) met to review faculty comments on the new SFI form. After considering faculty feedback, we have revised a number of items on the form (below).

The new Student Feedback on Instruction (SFI) form has 4 parts:

1. Student Perceptions of Own Learning
2. Student Reflection on Own Learning Behaviors and Engagement
3. Student Feedback on Instructor's Practices
4. Course Overall and Instructor Overall

Scale for the quantitative items:

Please indicate your agreement with each item:

1 = strongly disagree

2 = disagree

3 = neutral (neither disagree nor agree)

4 = agree

5 = strongly agree

Universal vs. Bank Items

For parts 1 and 3, instructors can customize their own forms. There are universal items and bank items. All instructors use the universal items (noted below). Instructors can then customize their own SFI forms by selecting additional items from a bank. The bank items reflect different learning objectives and pedagogies. If instructors do not wish to select their own bank items, default items will be used.

Part I. Student Perceptions of Own Learning

Directions: Please reflect on your learning or progress as a student in this particular course.

Universal items (All instructors use these two items.)

I increased my understanding of major concepts or ideas in this course.

I learned to use or apply major concepts or ideas from this course.

Bank items (Instructors select two of the below items. If none is selected, the default items are noted with an asterisk.)

**I improved my ability to think and communicate clearly about issues and ideas in this field.*

**I learned to make connections between concepts and real-world issues.*

I developed an understanding of diverse social contexts, including people of other economic, social, racial, or ethnic backgrounds.

I developed a greater awareness of societal problems, including underlying causes and possible solutions.

I learned to value new viewpoints or perspectives, and reconsidered some of my former beliefs or attitudes.

I became more aware of multiple perspectives on issues in this field.

I developed skills necessary for professionals in this field.

I improved my ability to present an organized, clear argument, thesis, or purpose.

I improved my understanding of the writing expectations, conventions, and genres considered in this course.

I became more aware of how I perceive the world.

I was able to apply ideas covered in the course to areas of study and/or life outside of the course.

I improved my ability to analyze data.

I improved my skills in quantitative reasoning (e.g., mathematics, graphs, programming).

I learned to appreciate expressive artworks (e.g., visual, theater, music) in a new way.

I improved my ability to interpret artworks (e.g., visual, theater, music) in meaningful ways.

II. Student Reflection on Own Learning Behaviors and Engagement

Directions: Please reflect on your own learning behaviors and engagement as a student in this particular course.

I attended class regularly, arriving on time and staying for the duration of the class.

I actively engaged with the course content.

I completed class assignments conscientiously (such as readings, homework, projects, and/or other class-related tasks).

I sought assistance when needed. (Please mark N/A if you did not need to seek assistance.)

What grade do you expect to earn in this course?

A, B, C, D, F, S, U, AU

III. Student Feedback on Instructor's Practices

Directions: Please provide your impressions of your instructor in this particular course.

Universal Items (All instructors use these six items.)

My instructor clearly communicated course expectations and requirements, through the syllabus and other methods (e.g. Moodle, email, in-class announcements).

My instructor explained the course material clearly.

My instructor created a classroom environment that encouraged students to be intellectually engaged.

My instructor was available for communication if needed.

My instructor provided clear instructions for assignments and/or tasks.

My instructor provided timely information on my performance in the course (e.g., grades, feedback, etc).

Bank items (Instructors select two of the below items. If none is selected, the default items are noted with an asterisk.)

**The criteria for grading were clearly explained and applied.*

**My instructor provided assignments and/or activities that enabled me to better understand the concepts and ideas introduced in class.*

My instructor treated cultural and personal differences as assets.

My instructor made connections between theory and practice (e.g., classroom learning and application to real-world issues).

My instructor was open to contributions from all class members.

My instructor provided an atmosphere where different and opposing views could be discussed with respect.

My learning and success in this course were important to my instructor.

My instructor provided feedback to help me improve communication skills (e.g. speaking and/or writing).

My instructor provided guidance/resources for different types of writing.

My instructor provided activities or assignments that challenged me to think deeply.

The course offered opportunities for me to improve my oral communication skills.

The course illustrated the need to select and/or evaluate relevant evidence or data to analyze a problem or issue.

The course showed ways in which principles are supported by observation, measurements, or analysis.

My instructor supported me in preparing to present my own work or performance.

The course provided a strong foundation for continued study in the field.

Qualitative (Open-Ended) Items:

What aspects of this course do you feel were most beneficial to your learning?

In this course, how did the instructor support your learning?

IV. Course Overall and Instructor Overall

Scale: On a scale of 1 to 5, with 5 being most favorable, please complete the following:

Overall Impression of the Course

Overall Impression of the Instructor's Effectiveness