

Student Perceptions of Learning Experience

Academic Senate Ad Hoc Committee on Student Perceptions of Teaching Effectiveness

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Background

AS-759-13, Resolution on Student Evaluations, establishing the current **university-wide student evaluation questions**:

1. “Overall, this instructor was educationally effective”
2. “Overall, this course was educationally effective”

ASI Resolution #25-04 called for reform of the student evaluation instrument and processes, citing concerns about bias, validity, and the impact of evaluations on faculty from underrepresented groups.

Charges to the committee

- 1 Review the **reliability** & **validity** of required prompts; propose revisions and additional prompts as needed.
- 2 Revisit **procedures** to increase response rates and reduce bias against people of color, women, and other minoritized populations.
- 3 Review how **quantitative** and **qualitative** data are provided, analyzed, and presented for RPT.
- 4 Suggest processes for **disseminating results to students**.

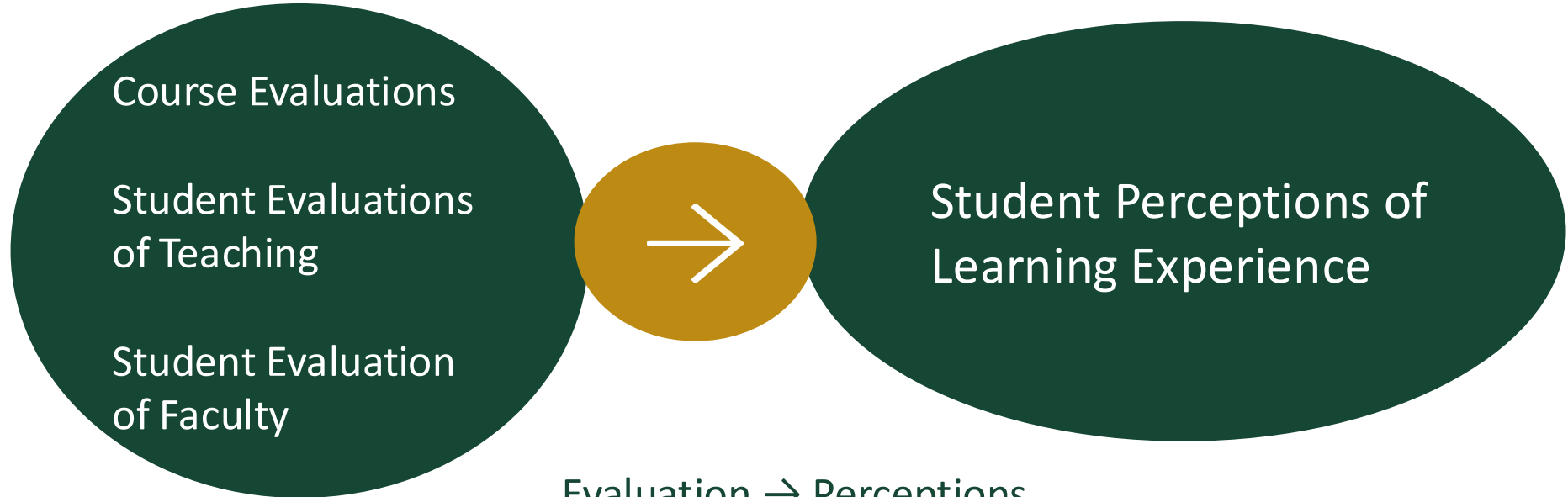
* The CBA currently prevents sharing course evaluation results with students;

Charge #4 was not pursued further.

What We Have Done

- 1 Reviewed the literatures on validity and bias
- 2 Reviewed existing policies: CBA, UFPP, AP
- 3 Reviewed all **departmental**, **college**, and **university** student evaluation questionnaires, including Solano
- 4 Had a listening session with ASI (4/13/26)
- 5 Consulted with Ken Brown on contract and policy constraints

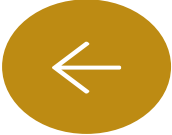
We propose: 1. Rename the instrument



Evaluation → Perceptions

Rate your instructor's effectiveness → Describe your learning experience

The TEval framework: Seven Dimensions of Teaching (Austin et al., 2025)

1. Goals, Content, and Alignment
2. Teaching Practices
3. **Class Climate**  Students are best positioned to assess from their own experience
4. Achievement of Learning Outcomes
5. Reflection and Iterative Growth
6. Mentoring and Advising
7. Involvement in Teaching Services, Scholarship, or Community

We propose: 2. Quantitative Questionnaire Focuses on Six Aspects of Class Climate in 5- Level Likert-scale (for Charge #1)

Interpersonal	Interpersonal	Interpersonal	Structural	Environmental	Environmental
Regard for students	Consistent Communication & Enforcement of Expectations	Access to Instructor & Instructor Resources	Perceived Course Coherence	Participatory Climate	Responsive Learning Environment

Based on Dimension 3: Class Climate of the TEval framework (Austin et al., 2025)

Qualitative Data: Open-Ended Questions

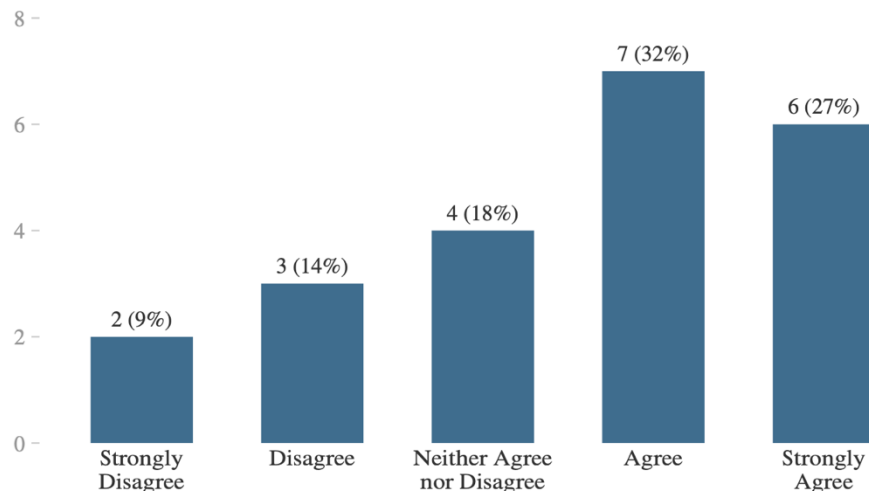
We propose: 3. **Retain open-ended questions** tied to structured prompts, with an informational anti-bias preamble

We propose: 4. Report Likert Results as frequency distributions (raw counts and percentages) and response rate

(for Charge #3)

Question 1

22 of 33 enrolled students responded (67%)



We propose: 4. Report Likert Results

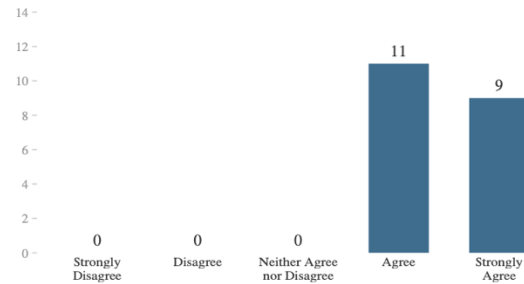
(for Charge #3)

We recommend:

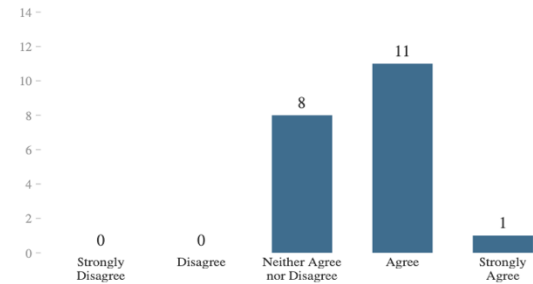
- **No** means
- **No** medians
- **No** comparisons among instructors, courses, or departments
- **Avoid** over-interpretation or extrapolation

Same median = “Agree”

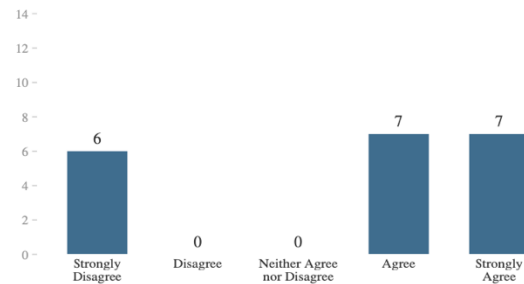
Section C
20 of 28 enrolled students responded



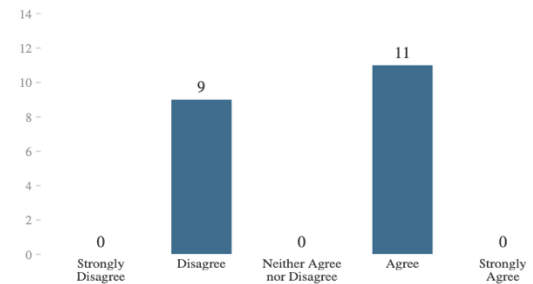
Section D
20 of 28 enrolled students responded



Section E
20 of 28 enrolled students responded



Section F
20 of 28 enrolled students responded



We propose: 5. Administer Survey using a **hybrid approach**:

(for Charge #2)

- **Online** surveys completed during
- **in-class** time in the
- **last two weeks** of instruction
to increase **response rates**

Four RESOLVED clauses:

- 1. Endorses the report** *“Student Perceptions of Learning Experience: Rationale and Broad Principles of Design”*
- 2. Establishes a standing committee** with broad representation to oversee all student feedback instruments and initiatives—summative, formative, and college or department-originated;
- 3. Forwards** the companion document *“Formative Learning Feedback”* to the Instruction Committee and CTLT;
- 4. Forwards** the companion document *“Guidance for Evaluation of Instruction”* to the Faculty Affairs Committee

Thank you very much for
your attention

Questions?



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