Student Feedback System

De Anza Associated Student Body
Ad Hoc Committee
01/29/2020

Concerns

1. **No accessibility to the internal department evaluations**

2. **The absence of regular student feedback system**

3. **Heavily dependent on public and unofficial resources**

4. **Demand from students (and faculty) for objective feedback of classes** (ex: [Campus feedback for De Anza College president search](#))

Goals

I.   Why we need the system:

  1. Prevent students' dependency on public and unofficial resources.
  2. Protect students' right to a certain quality of education.
  3. Establish regular means of checking in with professors.

II. How the system may help:

  1. Assist students to choose the most suitable classes for their needs.
  2. Act as incentive to maintain a certain quality of education.
  3. Recognize underperforming professors and offer assistance.

System Reference: CAPE

UCSD Cape corresponds with the ideals of our system.

Students
- Make informed choices about class registration.
- Give feedback on their classes/instructors.

Professors:
- An objective way to gauge how effective their teaching methods are.

School:
- A way to ensure that faculty are professional and responsible.
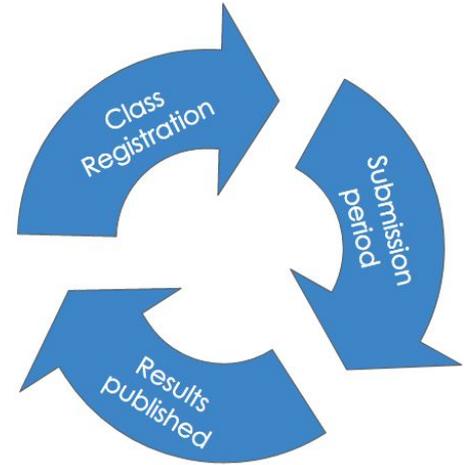
UCSD Cape Results for CHEM100A

Instructor	Course	Term	Enroll	Evals Made	Rcmnd Class	Rcmnd Instr	Study Hrs/wk	Avg Grade Expected	Avg Grade Received
Pomeroy, Robert S.	CHEM 100A - Analytical Chemistry Lab (A)	FA19	140	62	96.4 %	94.4 %	7.94	B (3.27)	B- (2.93)
Slade, Jonathan	CHEM 100A - Analytical Chemistry Lab (A)	SP19	94	42	81.0 %	97.6 %	8.50	B (3.26)	B+ (3.45)
Pomeroy, Robert S.	CHEM 100A - Analytical Chemistry Lab (A)	WI19	130	52	81.6 %	87.0 %	8.85	B (3.25)	B (3.18)

Our potential model

Online survey questions (ex: through MyPortal or Canvas)

*all questions (except grade) rated on 1-5 scale (bad to good)

1. How many hours a week did you devote to this course? (0-3 / 4-7 / 8-11 / 12-15 / 16 or more)
2. What is your expected grade? (A / B / C / D / F)
3. How true is this statement? "I learned a great deal from this course."
4. How often did you attend this course? (N/A for online classes)
5. How difficult was this course?
6. Were the contents of the course suitably structured? (contents of reading materials, contents of exams, etc.)
7. How well was the course organized? (syllabus, starting times, class prep, etc.)
8. How satisfied are you with the instructions of the instructor? (understandable lectures, answers to questions, academic assistance, etc.)
9. Was the professor respectful and inclusive, especially on matters of race/gender/sexuality/age/disability/etc.?

Our potential timeline

1. **Survey period: Open after 'Drop with W' date ~ Closed before Finals week**

2. **Results published**
   - **When grades are released**

3. **Class registration**
   - **Access to the information**
   - **Information presented in table format**

Display

Q3: How true is this statement? "I learned a great deal from this course."

Q4: How often did you attend this course?

Q5: How difficult was this course?

Q6: Were the contents of the course suitably structured?

Q7: How well was the course organized?

Q8: How satisfied are you with the instructions of the instructor?

Q9: Was the professor respectful and inclusive, especially on matters of race/gender/sexuality/age/disability/etc.?

Table format
1. Hours per week (1-5 scale average)
2. Average expected grade (A / B / C / D / F)
3. Actual average grade (A / B / C / D / F)
4. Rest of the questions (1-5 scale average)

Hr/Wk	Ex. G	Act. G	Q3	Q4	Q5	Q6	Q7	Q8	Q9
2	B	B+	3	3	2.7	4	1.8	3	3

Comparison with Rate My Professor

Rate My Professor	De Anza Student Feedback System
Anyone can comment on it.	Only students who takes the class can rate it.
Brief rating.	Rating in details.
Professor will not take it as a serious feedback.	Provide effective feedback to improve class quality.
Doesn't provide quantified results	Provide quantified results, measure relatively better with higher accuracy .
Feedbacks might be accurate, but it is most likely subjective.	Feedbacks are supported with genuine information and is objective.

**Note: The results display for the class registration will all remain anonymous.

Funding the student feedback system

We do realize the budget allocations to fund this project may be limited.

Possible solutions:

1. **Fund the project by going to the foundation or college planning committee.**

2. **Offer internship program for the project, the students could gain internship experience working with professionals.**

   [In reference to other schools, students survey take around $0.3M to $0.5M to start and $0.04M to $0.3M ongoing.]

System expenditure from 2009-2012

	Hillsborough County Public Schools (HCPS)		Memphis City Schools (MCS)		Pittsburgh Public Schools (PPS)	
Total expenditures	Start-up	Ongoing	Start-up	Ongoing	Start-up	Ongoing
Total evaluation system expenditures	$9.8 MM	$15 MM	$3.2 MM	$5.3 MM	$4.9 MM	$1.6 MM
Percent of evaluation system by type of expenditure	39%	61%	37%	63%	76%	24%
Per-pupil evaluation system expenditure	Year 1: $13 Year 2: $52 Year 3: $61		Year 1: $8 Year 2: $21 Year 3: $51		Year 1: $50 Year 2: $84 Year 3: $118	
By component:						
Teacher observations	87%		82%		47%	
Value-added model (VAM)	13%		1%		45%	
Student surveys	Not Applicable		17%		8%	

Side Projects

Student Grievance Procedure

Link:
https://www.deanza.edu/policies/grievances.html

What we have agreed on:

- The necessity of promoting Student Grievance Procedure.
- Having a student representative to direct and assist students through the procedure.

In Conclusion

We hope to get support and assistance from the senate as well as the support from faculty and students.

We aim to protect students rights and improve the quality of classes at De Anza College for the benefit of both faculty and students.

We will meet with more administrators for advice and opinions before presenting to the Faculty Union.

We are the change you want to see.
Thank you.