

**COMMITTEE ON TEACHING**  
**Student Experience of Teaching (SET) Survey**  
**A Collaboration of COT and CITL, in consultation with IRAPS incorporating input from**  
**CAAD, CAP, CEP, APO, and SEC**

To: Academic Senate, Santa Cruz Division

During the last two years, COT has been collaborating with CITL, CAAD, APO, IRAPS, and AVPTL Jody Greene to develop a new Student Experience of Teaching (SET) survey. The current SET survey represents this multi-year collaboration. Below are the guiding principles that we used when drafting the new SET survey.

**GUIDING PRINCIPLES**

1. Create a SET form that would be of use to Instructors in improving their teaching while also giving CAP evidence in a usable form (including the format of the reports) to aid in the evaluation of teaching for the Academic Personnel process.
2. Create a SET form in which, rather than speculating or emoting, students must draw on their direct experience of instruction and course design. The old form asked numerous questions students were not qualified to answer.
3. Create a SET form which, while unable to eliminate the known bias attached to these instruments, minimizes language known to encourage biased responses.
4. Create a SET form that corresponds to the best practices that have emerged from extensive research on other campuses.

Over 100 changes have been made to the original SET draft. These changes included extensive input from IRAPs, as well as initial input from VPAA Lee and APO. Additionally, COT members have piloted each prior iteration of the SETs, which resulted in its further refinement.

COT wishes to thank department and program chairs and instructors for their questionnaire feedback during this process. Your feedback helped us to understand how SETs were being used on campus.

*The following SET survey will be rolled out Spring 2019.*

## STUDENT INFORMATION

1. What is your current class standing at UCSC?

- Freshman/first year
- Sophomore/second year
- Junior/third year
- Senior/fourth year
- Fifth-year senior or more
- Master's student
- PhD student
- Other

2. Why are you taking this class?

- Required for my major/minor
- Elective for my major/minor
- Part of a proposed major/minor I am exploring
- To fulfill a GE requirement (outside my major/minor)
- General interest in the topic
- Other reasons

3. What percentage of class meetings taught by this instructor (in person or remotely, not counting sections or labs taught by others) did you attend? (Note: 1 week = 10%)

- I withdrew from the course.
- 0-24%
- 25-49%
- 50-74%
- 75-100%

4. About how many total hours per week, outside of class meetings, did you spend on work for this course?

- 0-3 hours
- 4-6 hours
- 7-9 hours
- 10-12 hours
- 13 hours or more

### **The purpose of this anonymous survey is:**

1. To give you a chance to reflect on how your experience with your instructor influenced your learning in the course;
2. To give your instructor feedback that may be helpful in improving the effectiveness of their **instruction** or the **design** of this course.
3. To give university administration and instructor's department/program/college evidence of your instructor's teaching effectiveness for their personnel reviews.

The instructor will not see responses until after grades have been submitted.

Please **only comment on your experience with the primary instructor**. Please fill out a **separate survey for any teaching assistants** for this course.

**FEEDBACK ON INSTRUCTION:**

(Scale for 5-9 is: unable to comment/never/occasionally/somewhat frequently/frequently/very frequently)

5. The instructor used class time effectively to support my learning.
6. The instructor communicated and explained concepts clearly.
7. The instructor showed respect for all students in the class.
8. The instructor provided useful feedback on my assigned work (put “unable to comment” if you received feedback on your assignments only from a Teaching Assistant).
9. The instructor clearly communicated how assignments would be evaluated and/or graded.

**FEEDBACK ON COURSE:**

(Scale: never understood the goals/at the beginning of the course/at the end of the course)

10. I understood the learning goals or learning objectives of the course.

(Scale for proposed 11-13 is: unable to comment/never/occasionally/somewhat frequently/frequently/very frequently)

Please only comment if the course contained the specific activity addressed in questions 11-13. Otherwise select “unable to comment.”

11. Lectures and other instructor-led presentations were well structured and had clear goals.
12. In-class activities were well structured and had clear goals.
13. Problem sets, writing assignments, and other homework helped me feel prepared for examinations, papers, and projects.

(New scale for question 14 is: no assigned reading/I did little to none of the assigned reading/I found the reading somewhat useful/I found the reading useful/I found the reading very useful)

14. I found the assigned reading I completed to be useful to my learning in the course.

**Comments OPEN-ENDED**

15. Please describe any specific **teaching practices** (such as lectures, seminar discussions, small group activities, individual conferences) the instructor used that you found helpful or unhelpful to your learning in this course.

16. Please describe the specific **course elements** (including readings, films, homework, guest lectures, instructional videos, examinations, papers, study guides, or other elements) that were helpful or unhelpful to your learning in this course.

17. What suggestions, if any, do you have to improve this course? Please be as specific as possible.

18. Is there anything else you would like to add?

**Preparation for the Course**

19. Did you feel prepared, by prerequisites or prior coursework, for the work required in this course?

- Unable to comment
- Not at all prepared
- Somewhat prepared
- Prepared
- Very prepared

**Comments OPEN-ENDED**

20. Please restate your answer to Q19 and explain it. For example, I felt somewhat prepared because...

Respectfully submitted;  
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