

Lehman College Senate
Committee on Admissions, Evaluations and Academic Standards

11/10/2010

Attendance:

Anne Rice, Chair
Robert Troy, V.P of Enrollment and Associate Provost
Penny Prince
David Rothchild
Brian Romero
Liliana Calvet
Xavier Totti

Meeting began at 2:09 p.m.

- A. David Rothchild agreed that as discussed in the previous meeting of the committee, the reason a student might take a course is because the instructor was recommended by a peer. He also wondered how the data would be used.
- B. V.P Troy stated that the options of major requirement and minor requirement made sense in Question 1 (“Why did you choose this course?”).
- C. It was widely agreed that Question 1 should include “instructor” and that a line should be put after “other” for more explanation
- D. Professor Rice suggested that the ultimate objective of the survey should be to make it accessible online. She also suggested that “advisor recommended the course” should be an option in Question 1.
- E. Committee members agreed that the SET should be read by instructor and chair every semester in order to improve pedagogy and approaches to the course, something that is not always practice. It was agreed that there should be a better elaborated procedure for reviews and best practices. Ms. Calvet thought the evaluations should be compared to student grades to see consistency
- F. David Rothchild offered his opinion that the qualitative (written portion) part of the survey was most important and said more.
- G. Committee members agreed that Question 2 did not allow for pedagogical flexibility. It was recommended to instead ask “was syllabus distributed?” (Yes or No) and “was material in the syllabus covered?” (Yes or No).
- H. The committee noted that there are now syllabi guidelines at Lehman.
- I. Committee members discussed the language in the Part Two of the SET, asking if heading such as “Pedagogical (Delivery) Skills” would make sense to the students. The language asking students to

rate improvement in specific areas, the committee suggested, might also seem opaque to students who did not understand what was meant by terms such as “Quantitative skills.”

The meeting adjourned at 3:30.