

CEER Committee Meeting Minutes

11/3/2021

Reminder: processes discussion from last meeting

- **When to administer**

- *Idea from last meeting:* Offer evaluations to all students who visit counselors or librarians until the 75% point of the semester.
 - To be consistent with the other percentages listed in the contract, we should use **85%** instead of 75%.
 - Question: Is it possible to *not* have a cut-off date?
 - No, while students can continue submitting evaluations, the deans need to have access to them with enough time to create their summative assessments.

- **How to administer**

- *Idea #1 from last meeting:* have all forms fully online (with responses going directly to the VPSS or VPAA as appropriate) and provide QR codes in the library and counseling areas.
- *Idea #2 from last meeting:* have two forms
 - one very quick form online (e.g., only have two questions: Did you get the help you need? Do you have any comments?)
 - one longer form (with more room for elaboration) that could be in paper form and/or online
- Providing **both** online forms with QR codes **and** paper forms will provide students with the most flexibility. The forms can contain the same information.

Remaining questions regarding processes

- Starting date for student evaluations
 - *Question:* Do we need to specify the starting date separately for counselors and librarians because counselors start working with students prior to the first day of the semester?
 - No, it is too difficult to get evaluations together during the counseling rush before the semester begins.
- Librarians
 - *Question:* Do we need to specify the types of evaluations and/or the different weight given to types of evaluations?

- Example from [Chabot-Las Positas](#) (14H.2):
 - includes (1) a minimum of one class of students participating in a library orientation and (2) a minimum of 30 students enrolled in library skills or requesting other library services
 - We will return to this question after we look at examples of forms.

Forms

- **Thoughts from last meeting for librarians**
 - We might need to create two forms: one for holding instructional sessions by invitation and one for reference desk interactions.
 - These should likely be weighted differently. While a reference desk interaction can be very quick, an instructional session can be much longer.
- **For both counselors and librarians**
 - To increase the number of responses, we need to make the evaluations as simple as possible.
- **Summary of breakout room discussion**
 - Student evaluation forms for counselors
 - Ohlone's existing form, available through [Formstack](#), is a great starting point.
 - Changes to consider:
 - Make the form even simpler with fewer words (consider adopting something similar to [Chabot-Las Positas #5 - #10](#))
 - Add "somewhat" as an answer choice for all yes/no questions
 - Add options for "reason(s) for meeting with a counselor" (example from [Foothill-DeAnza, p. 271 in PDF](#): academic or career planning, transfer information, academic petition or problem, personal issues)
 - Student evaluation forms for librarians
 - We need to create two forms: one for holding instructional sessions by invitation and one for reference desk interactions
 - The reference desk form should be very quick and simple
 - Process: reference desk form
 - There needs to be an easy way to specify which librarian a student worked with

- This could be accomplished with individual QR codes for each librarian (when at the reference desk, they could put out their own QR code for students to scan)
- Process: instructional session by invitation
 - The classroom instructor who invited the librarian will administer the evaluation in paper form during the last ten minutes of class, collect the evaluations, and deliver them to the appropriate dean's office.
 - If the class session is held online, the evaluations will be distributed online.
- Forms
 - The sample forms (Chabot-Last Positas [14H.2](#); Foothill-De Anza Appendix [J2.3](#), pp. 275/6 in PDF; Long Beach Appendix [E-8.C](#)) include a handful of Likert scale questions that could be effective.
 - The purpose of these evaluations should be to collect trend data, rather than hyper-specific information.
 - The evaluation forms should include sections for general/broad impressions, such as what went well in a classroom session and what could be improved.

Next steps

- Homework:
 - Implementing the suggested changes in draft forms (Katherine Michel)
 - Soliciting feedback from counselors and students (Jennifer Harper)
 - Soliciting feedback from librarians and students (Sim Castro)
- Next topic: observation forms for counselors and librarians
 - This brings up a bigger question: What do we do for people whose jobs are hard to observe (i.e., people who don't have regular, observable activity)? Demo of work?
 - mental health counselors (there are concerns to address here because these students are patients seeking medical care)
 - librarians
 - reference desk interactions (what if no students come?)
 - technical services librarian
 - We need to consider that part-time faculty will need to have a discussion with their deans about the observation process, including the timeline, at the beginning of the semester they are evaluated.

- Next meeting: Wednesday, November 17, 12:00 - 1:00 pm