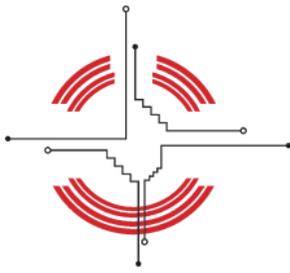


Student Learning Committee Meeting Minutes	<p>Attendees:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adriano Begay</li> <li><input checked="" type="checkbox"/> Lola Natay (represented by Robert Yazzie)</li> <li><input checked="" type="checkbox"/> Abraham Meles</li> <li><input checked="" type="checkbox"/> Franklin Sage</li> <li><input checked="" type="checkbox"/> Mahbubar Rahman</li> <li><input type="checkbox"/> Douglas Capitan</li> <li><input type="checkbox"/> Sheila Begay</li> <li><input type="checkbox"/> Colleen Bowman (excused)</li> <li><input checked="" type="checkbox"/> Prince Boahene</li> <li><input type="checkbox"/> Casmir Agbaraji</li> <li><input type="checkbox"/> Sheena Begay</li> </ul>
Date:	March 4, 2026
Start Time:	12:07 p.m.
End Time:	1:09 p.m.
Location:	Zoom

- I. Call to Order - 12:07 p.m.
- II. Attendance - See above.
- III. Approval of Agenda - Dr. Meles moved to approve, Dr. Sage seconded.
- IV. Approval of Minutes - Dr. Sage moved to approve, Dr. Meles seconded.
- V. Review and approval of Course Evaluation Policy- Prince provided an overview of the proposed Course Evaluation Policy, outlining its purpose, structure, and key provisions related to the administration and use of course evaluations at NTU. During the discussion, Dr. Meles recommended that the policy include an introductory section describing the history and development of course evaluation practices at NTU. This



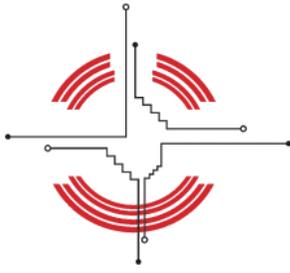
addition would provide institutional context and help readers understand how the current policy builds upon prior evaluation practices.

Regarding section 4.2 (voluntary participation), Dr. Rahman suggested removing any language that indicates the institution may provide incentives such as prizes or raffles to encourage student participation in course evaluations. He noted that offering such incentives could undermine the principle of voluntary participation and the integrity of the evaluation process.

Under section 5.2 (administrative access), Dr. Sage raised a question about how evaluation results will be analyzed, particularly in situations where students may provide low ratings to an instructor due to receiving low grades in the course. In response, Prince clarified that Section 5.3 addresses this concern by stating that evaluation results should not be interpreted in isolation. Instead, results must be considered within the broader instructional context and interpreted in consultation with the Dean, department chair, or assessment staff. Dr. Meles reinforced this point and further asked how the institution defines fair course evaluation results, emphasizing the importance of ensuring that evaluation outcomes are interpreted responsibly and within appropriate academic context.

Also related to section 5.2, Dr. Rahman recommended revising the proposed average CEQ benchmark of 4.0 and suggested that the benchmark be adjusted to 3.0 or above, arguing that this threshold may provide a more reasonable standard for interpreting evaluation outcomes. These recommendations and questions will be considered as revisions to the draft Course Evaluation Policy are developed.

Due to the absence of a quorum, the committee was unable to formally vote on or approve the Course Evaluation Policy. The policy will be revised to incorporate the feedback and recommendations discussed during the meeting and will be resubmitted for consideration at the April meeting.



- VI. Review and approval of Course Evaluation Questionnaire (CEQ) - The committee discussed the proposed Course Evaluation Questionnaire (CEQ). Prince reported that the committee received recommendations from Dr. Arviso, who provided a list of suggested questions to be included in the CEQ. Dr. Arviso also recommended that separate course evaluation instruments be developed for online and face-to-face courses in order to better capture modality-specific learning experiences.

In response to this recommendation, Prince explained that he had considered this request and instead developed a single CEQ instrument using conditional logic (question blocks). Under this approach, students would first indicate the course modality (e.g., face-to-face, hybrid, or online), after which they would receive additional questions tailored to that specific format.

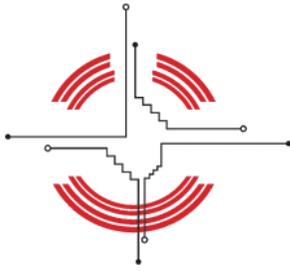
Dr. Rahman expressed concern that the current questionnaire contains 30 questions, noting that this may be too lengthy for students to complete effectively. He recommended that the core questionnaire be limited to approximately 20 questions, with an additional 5 questions reserved for departmental use if needed.

To further review and refine the questionnaire, it was agreed that a subcommittee consisting of Prince, Dr. Rahman, Dr. Sage, and Dr. Arviso will meet to discuss the recommendations and propose revisions to the CEQ.

Additionally, Dr. Meles suggested that the questionnaire include no more than three questions specifically designed to assess the effectiveness of teaching assistants or lab instructors, where applicable. The subcommittee will review these suggestions and bring forward a revised version of the CEQ for further consideration.

VII. Positions

- A. Chair - Prince will continue to serve as the interim chair.
- B. Secretary - No nominations.



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VIII. Open discussion -

IX. Next meeting date: April 10, 11: 00 am.

X. Adjournment - Dr. Sage motioned and it was seconded by Dr. Meles. The meeting was adjourned at 1:09 p.m.