WHEREAS: Student evaluations were pioneered at Purdue University in the mid-1920s and

WHEREAS: The sole ultimate legitimate purpose for student evaluations is to improve educational outcomes and

WHEREAS: In the current end-of-term online evaluation system at Purdue University there is poor and unrepresentative response from students and no educational benefit to the students who are providing the evaluations and

WHEREAS: The Purdue University Student Senate unanimously endorsed “mandatory mid-term evaluations” and

WHEREAS: Overall numerical assessments of instructors and courses provide no guidance in improving learning outcomes and

WHEREAS: Education is a collaboration between instructors and students
THEREFORE, BE IT RESOLVED THAT:

Consistent with the implementation of the goals of University Senate Document 97-9 (Revised), beginning with the 2015-2016 academic year electronic student evaluations of instructors and teaching assistants will be conducted mid-term (e.g., week 7 in a 15-week course) rather than at the end of courses. Instructors will still have the option of requesting student evaluations at the end of the course; questions measuring whether course objectives have been achieved should be included.

The anonymity of the students will be maintained.

The evaluations will be focused on specific items of learning and teaching rather than overall assessments of the course or instructor.

Student evaluations will be mandatory as they are considered an important component of learning. A statement concerning the responsibility of the student for participating in the evaluations will be included in course syllabi.

The evaluations will include assessments of the fulfillment by both student and instructor of their obligations.

Questions concerning the instructors will require only written responses.

The evaluation form will include the following instructions. “Purdue has shifted its approach to implementing course evaluations such that you now have the chance to offer feedback on your courses while you are still taking them. This shift is critical in that you can personally benefit from the modifications your instructors make based on your constructive feedback. You must keep in mind that the chances of your instructors using your feedback is directly related to how well you communicate your ideas and concerns. Comments that are offensive or otherwise inappropriate defeat the purpose of the evaluation. The evaluation also offers you the chance to assess your own participation in the collaborative process of learning. Please take this opportunity seriously. Your instructors are committed to improving their teaching and also to enhancing your learning experience.”

Questions for the students will include:
“Is this a required course?”
“Are you using the course materials?”
“How often do you attend class?”
“How often do you complete assigned tasks?”
“How many hours are you spending on course activities outside of class/laboratory time?”
Ranges will be provided for the preceding three questions.
Questions about the instructors and teaching assistants (with appropriate modifications) will include:

“Does the instructor attend class/laboratory regularly and promptly?”
“Is instructional time used effectively?”
“Are the assignments (textbook or online readings, homework, projects, etc.) valuable in achieving learning objectives?”

Questions about the instructors will also include evaluations of the success in the cultivation of inquiry skills and intellectual judgment, of the respect displayed by the instructor for the diversity among the students, and of the availability and willingness of the instructor to provide group and individual assistance, etc. The questions will be written by the Purdue Center for Instructional Excellence or its successor administrative units.

Instructors will be able to include additional questions of their own construction or from a database maintained by the Purdue Center for Instructional Excellence or its successor administrative units.

The full results of the student evaluations will be provided immediately after the collection period and solely to the instructor(s) of the courses being evaluated.

Respectfully submitted by the Faculty Affairs Committee

Voted for:

Alan Beck
Stuart Bolton
Janusz Duzinkiewicz
Levon Esters
Michael Levine
Alyssa Panitch
Linda Prokopy
Alysa Rollock
David Sanders
Elizabeth Strickland
Yih Yuehwern

Voted Against:

Did Not Vote/Abstained:

Alberto J. Rodriguez
Mark J.T. Smith