

S01-15

**Fundamental Principles
From the Report of the Task Force on Student Evaluation of Teaching**

Fundamental Principles

- 1) Students have a right to receive information about a course in order to assist them with academic planning. The information should reveal the anticipated learning experience in the course.
- 2) Students and professors share responsibility for student learning.
- 3) Assessing the effectiveness of pedagogical techniques in promoting learning is a legitimate form of scholarly inquiry.
- 4) Just as students need feedback to improve their learning, so professors need feedback to improve their teaching in ways that enhance learning.
- 5) Feedback should focus on the effectiveness of various components of the learning environment such as the instructor's role in promoting learning, the student's role and responsibility in the learning process, the course materials and activities, the course assignments, etc. The feedback components should reflect principles of good practice in education that derive from research findings.
- 6) All forms of feedback information should be reliable and valid for the purposes for which they are used.
- 7) The dissemination of feedback information should be limited based on the purposes for which it is used.
- 8) Feedback information can take many forms and serve many purposes (ongoing course improvement, annual review, promotion and tenure, student academic planning, etc.)
- 9) Improving learning in courses requires a feedback system that includes multiple measures and complementary feedback strategies. The information collected should

include quantitative and qualitative information, some of which is formative (during the course) and some of which is summative (at the end of the course).

10) Legitimate sources of feedback about the effectiveness of courses include a variety of reflections and opinions from students, faculty peers, administrators, and instructors themselves.

Note the Executive Board Voted on February 5, 2002 to amend principle 9 above to read:

9) Improving learning in courses requires a feedback system that includes multiple measures and complementary feedback strategies. The information collected should include quantitative and qualitative information, some of which *may be* formative (during the course) and some summative (at the end of the course).