

**Council of Chairs Response to UCC 0126 10S: SGA Bill to Institute Professor
Evaluations when a Student Withdraws from a Class**

1) From: John Hart [mailto:jmhart@mail.uh.edu]
Sent: Friday, April 23, 2010 1:42 PM
To: Charlson, Elaine
Subject: Re: Proposed Policies

Dear Elaine,

Students dropping classes etc., should not have influence in determining the performance of world-class authorities in their fields. Email evaluations and the like introduce imbalances in the process that will overwhelm the assessments of the students who win international and national awards in history after successfully taking our classes. This semester, by using email, the students who do not attend class will assess classroom performance.(!?) I guess this is the product of a series of bad ideas that got out of a committee. Rest assured that there is a reason why only 850 international patents are issued per year in a World that endures billions of ideas annually.

2) From: Goodson, Carole P
Sent: Tuesday, April 27, 2010 11:49 AM
To: Charlson, Elaine
Subject: RE: Proposed Policies

I am writing in response to your request for input regarding the proposal for evaluation surveys by students who withdraw from courses. There are several concerns that should be considered before implementing such a policy.

The document seems to both indicate that there is no evidence as to why students withdraw and that withdrawals arise from issues regarding teaching style of the professor. In fact, students withdraw for a variety of reasons, including change of major, failing the class, inability to complete the class, family issues
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- Many students who withdraw (perhaps most) have attended few, if any class sessions. In such cases, faculty members often award a grade of W rather than assigning a failing grade.
- In addition, students who withdraw complete the evaluation early in the term while others complete it at semester end. Those who complete it early do not have the benefit of the full course experience.

How can a student evaluate a faculty member if the student has not attended class, missed many classes or is no longer eligible (by performance) to complete the course? Thus, the question arises – what is actually being measured by the survey? Is it a valid indicator of student perceptions of teaching?

Administration of the survey is also problematic. Timely withdrawals can be difficult with the present system, and the proposed system would but add an additional layer of bureaucracy to the process. It could be a costly process with minimal benefit.

It is recommended that before implementation of the policy, a study should be collected to determine factors related to withdrawals. Perhaps the study should be included in studies related to retention.

Thank you for providing an opportunity for input.

From: Jeff Morgan [jmorgan@math.uh.edu]
Sent: Friday, April 23, 2010 1:53 PM
To: Selley, Olga G
Subject: FW: FW: Proposed Policies

The first feedback is below.

Dr. Jeff Morgan
Professor and Chair
Department of Mathematics
Director
Center for Academic Support and Assessment (CASA)

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-----Original Message-----

From: charles@math.uh.edu [mailto:charles@math.uh.edu]
Sent: Friday, April 23, 2010 1:05 PM
To: jmorgan@math.uh.edu
Cc: 'Shanyu Ji'
Subject: Re: FW: Proposed Policies

I do not like the SGA proposal. It's vague and it contaminates valid evaluations submitted by students who finish the course. Why should a student who drops after 3 weeks be allowed to evaluate a course?

The proposal on 5000 level courses will mean that we will have to renumber many of our graduate courses, and not just the ones with 5000 numbers at present. However, I'm not opposed to it if I don't have to fill out the CBM forms and go to the committee meetings to explain them.

Charles Peters
Director of Undergraduate Studies
Department of Mathematics
The University of Houston

Quoting Jeff Morgan <jmorgan@math.uh.edu>:

> Feedback?
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> Dr. Jeff Morgan
> Professor and Chair
> Department of Mathematics
> Director
> Center for Academic Support and Assessment (CASA)
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