

Student Perceptions of Learning Experience

Briefing for the Academic Senate Executive Committee — May 5, 2026

Ad Hoc Committee on Student Perception of Teaching Effectiveness | Forwarded to the Executive Committee for placement on the Academic Senate agenda

The Five Recommendations

The committee approved five motions aimed at the eventual replacement of the instrument established by [AS-759-13](#) (2013). The committee's vote on each is noted in parentheses:

1. **Rename** the instrument to *Student Perceptions of Learning Experience* (SPLE). (unanimous)
2. **Adopt six aspects of class climate** as the focus: Regard for Students; Consistent Communication and Enforcement of Expectations; Access to Instructor and Instructor Resources; Perceived Course Coherence; Participatory Climate; Responsive Learning Environment. (unanimous)
3. **Retain open-ended questions** tied to structured prompts and accompanied by an informational anti-bias preamble. (unanimous)
4. **Report Likert results as frequency distributions** — raw counts and percentages — excluding means and medians, with interpretive guidance and no cross-comparisons across instructors, courses, or departments. (7 in favor, 0 against, 2 abstentions)
5. **Administer using a hybrid approach**: online surveys completed during in-class time in the last two weeks of instruction. (unanimous)

What is Distinctive

Students are asked to report on **their own experience** of the learning environment — not to render judgment on teaching effectiveness, course effectiveness, or instructor competence.

The peer-reviewed evidence is consistent: student ratings of “teaching effectiveness” are more strongly correlated with student grade expectations (+0.16) and instructor gender (+0.09) than with student performance on common final exams (+0.04) ([Boring et al., 2016](#)); student-

perceived learning is anti-correlated with actual learning ([Deslauriers et al., 2019](#)); open-ended comments show the strongest equity bias ([Kreitzer & Sweet-Cushman, 2021](#)); and these biases attach to characteristics protected under employment law ([Stark, 2026](#)).

As a framework for reasoning about what students can validly report, the proposal adopts the NSF-funded **TEval framework** ([Austin et al., 2025](#)), which identifies **seven dimensions of teaching**: (1) Goals, Content, and Alignment; (2) Teaching Practices; (3) **Class Climate**; (4) Achievement of Learning Outcomes; (5) Reflection and Iterative Growth; (6) Mentoring and Advising; and (7) Involvement in Teaching Service, Scholarship, or Community.

The proposed SPLE focuses on **Dimension 3 (Class Climate)** — the dimension students are best positioned to assess. The committee organized this dimension into **six aspects**: [Regard for Students](#); [Consistent Communication and Enforcement of Expectations](#); [Access to Instructor and Instructor Resources](#); [Perceived Course Coherence](#); [Participatory Climate](#); [Responsive Learning Environment](#).

What the Resolution Does

Five RESOLVED clauses:

1. **Adopts the report** *Student Perceptions of Learning Experience: Rationale and Broad Principles of Design*.
2. **Establishes a standing committee** with broad representation to oversee all student feedback instruments — summative, formative, and college- or department-originated — including future revisions.
3. **Charges the Faculty Affairs Committee** with developing policy based on the report's recom-

mendations.

4. **Forwards the *Formative Learning Feedback* document** to the Instruction Committee and CTLT.
5. **Forwards the *Guidance for Evaluation of Instruction* document** (drafted as UFPP §8.3) to the Faculty Affairs Committee.

The 17 WHEREAS clauses ground the resolution in [AS-759-13](#), [UFPP §8.4](#), [CBA §15](#), [ASI #25-04](#), and the [bias/validity evidence](#). The companion documents are offered for consideration; the committee did not formally adopt them.

Companion Documents

Formative Learning Feedback. Voluntary, instructor-only, offered through CTLT. Built on [Ambrose et al. \(2010\)](#); home for open-ended diagnostic questions complementary to the summative SPLE.

Guidance for Evaluation of Instruction. Drafted as proposed UFPP §8.3 (preamble + 13 sections). Maps the seven TEval dimensions to UFPP, includes a rubric for the evaluation of teaching effectiveness (adapted from [KU Benchmarks](#)), and provides departmental implementation guidance.

What ExComm is Being Asked to Do

Place the report and resolution on the Academic Senate agenda.

Resources

Main proposal (SPLE)

eduardo-zambrano.github.io/student-learning-experience-survey

Formative Learning Feedback

eduardo-zambrano.github.io/formative-learning-feedback

Guidance for Evaluation of Instruction

eduardo-zambrano.github.io/guidance-for-evaluation-of-instruction

Resolution AS-XXX-26

Distributed with this packet