SECTION: 4.0 Administrative  
SUBJECT: Student Course Evaluation Policy

Background: This policy describes the purpose for Student Course Evaluations (SCE) and the administration. The overarching goal of the SCE process is continuous improvement of education at Lewis-Clark State College. The process is intended to provide faculty members and the institution feedback from students to evaluate, improve, and refine their instructional methods and the instructional environment (facilities and technology). This policy includes two parts – the philosophy for SCEs and the administration of SCEs.

Point of Contact: Faculty Senate

Other LCSC offices directly involved with the implementation of this policy, or significantly affected by the policy: Institutional Research and Effectiveness; Division Chairs; Faculty Association.

Date of approval by LCSC authority:

Date of State Board Approval: N/A

Date of Most Recent Review:

I. Philosophy for Student Course Evaluations (SCEs)

A. Design
   1. Follow best scholarly practices: 10-20 rating scale questions, at least one written response question, ensure students understand what questions are asking, use standardized form for all faculty members, allow additional tailored questions, employ four-or five-point rating scale with “not applicable” as an option.
   2. IR&E develops the questions, then questions are sent to Faculty Senate for approval.

B. Content
   1. Appropriate course evaluation concepts include questions regarding course management, course information communications, faculty-student communications, encouragement and involvement of students in course activities, learning activities and assessments, feedback from instructor, and course expectations.
   2. Concepts that should not be part of a course evaluation include evaluation of instructor’s subject knowledge, evaluation of teaching practices, or evaluation of course design, or fairness pertaining to grading, workload, and activities.

C. Administration
   1. Ensure student anonymity for courses with 5 or more students; provide online access.
   2. Offer evaluation at the end of the semester or at the end of shorter courses per Section II.
   3. Encourage evaluations, and if possible, provide time during class to complete them; clearly state this is voluntary and anonymous.
   4. Part II of this policy describes the administration of SCEs.

D. Use
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1. Track student sentiment about courses over time.
2. Track demographic information related to courses.
3. Track student engagement and perception of facilities and technology.
4. May be used for teaching evaluation as determined by Division Policy noting section II. F. 5, indicating SCEs should not be included with portfolios when they are available for public viewing.
5. SCE evaluations cannot be the sole reason for termination.

E. Bias in SCEs
Evaluation of faculty teaching based solely on SCEs is not appropriate. A wide body of research indicates student evaluation is rife with bias. Additionally, response rates are inconsistent and voluntary, so results should be viewed cautiously considering:
(1) women, faculty of color, and faculty with accents, are particularly negatively impacted; and
(2) readers of SCEs should be informed about biases.

Concerns about biases in SCEs may be brought to the Diversity Commission. The Diversity Commission will provide expert feedback on claims of bias. Requests for privacy and confidentiality will be honored to the extent allowed by State law and College policy. In cases where potential for conflicts of interests arise, subsets of the Commission may be consulted.

II. Administration and Development of Student Course Evaluations (SCEs)

A. Effective fall term 2020, SCEs are administered electronically. The College utilizes a web-based survey software program, Qualtrics, which uses a secure server that ensures the security of all data.

B. Each semester, SCEs are opened for students the Monday following the last day students can drop courses with "W" grades. Each semester, SCEs are closed at the end of the fifteenth week of courses. Courses with opening and closing dates that do not fit the semester schedule have the evaluation window scaled appropriately.

C. On the Monday following the last day students can drop courses with "W" grades, the Office of Institutional Research and Effectiveness sends SCEs to students for each course in which they are enrolled. Students receive the SCEs via LC email. The Office of Institutional Research and Effectiveness delivers two reminder emails to students, one delivered at the beginning of the thirteenth week of courses and one delivered at the beginning of the fifteenth week of courses, reminding students to complete the SCEs. Students who are enrolled in courses with opening and closing dates that do not fit the semester schedule receive one reminder email in the middle of the course’s evaluation window.

D. For courses that are delivered in-person, it is recommended that faculty members provide class time to complete SCEs. Faculty members must be absent from the room during such time. A student monitor identified by the faculty member, to be responsible for monitoring the class, must administer the survey.
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E. For courses delivered online, The Office of Institutional Research and Effectiveness should send an email encouraging students to complete their evaluations.

F. Reporting Results to Faculty Members
   1. Once SCEs are closed, the Office of Institutional Research and Effectiveness prepares the SCE reports for each course. The SCE reports include each item's mean and the total number of students who submitted a response for each item. The comparators in the SCE reports are the Division and College means.

   2. SCE reports for first-year faculty members are completed by the end of the second week after final grades are posted (fall semester only). Other SCE reports are completed by the end of the fourth week after final grades are posted. If the week falls on a holiday week, the reports are completed at the beginning of the following week.

   3. The SCE reports are placed in the individual division folders in the shared drive located in the IR&E Divisions Shared. An email notification is sent to Chairs, notifying them when the reports are available. It is the Chairs' responsibility, or their designees, to disseminate the SCE reports to appropriate faculty members.

   4. Aggregate reports of SCE data are sent to Chairs and Deans. Chairs have access to each faculty member's SCE reports in their division, including quantitative and qualitative responses. Additional information can be shared with Chairs or Deans upon request of the Chair or Dean.

   5. Aggregate reports of SCE data can be made available to STPRC for tenure and promotion review purposes, but this data should not be directly included in the portfolios for public display.

G. Report Exclusions
   All courses are evaluated except clubs, direct study, internships, teaching assistantships, and research assistantships.

H. Courses with Start and End Dates that Do Not Fit the Semester Schedule
   1. It is the Chairs' responsibility, or their designees, to submit courses, within their divisions, that have start and end dates which occur outside of the semester schedule, to the Office of Institutional Research and Effectiveness by September 1 for the fall semester and February 1 for the spring semester. These deadlines can be found on the Provost's webpage of important dates. Failure of submission may result in the failure to administer SCEs for those courses.

   2. Courses with opening and closing dates that do not fit the semester schedule have the evaluation window scaled appropriately.