SECTION: 2.0 Academic
SUBJECT: Student Course Evaluation Policy

Background: This policy describes the purpose and uses of Student Course Evaluations (SCE). The overarching goal of the SCE process is continuous improvement of teaching and learning at Lewis-Clark State College.

Point of Contact: Faculty Senate; Office of the Provost/Vice President for Academic Affairs

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; and Students.

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)

Student Course Evaluations (SCEs) are intended to provide faculty members with student feedback to evaluate, improve, and refine instruction, and the instructional environment. SCE documents will follow scholarly best practice and focus on questions of greatest importance (usefulness) to faculty. SCEs will be reflective of the institution’s commitment to diversity, inclusion, and helping faculty prepare students to become successful leaders, engaged citizens, and life-long learners.

Student Course Evaluations are one piece of evidence used in the faculty annual review, and in the tenure, promotion, and periodic performance review processes, and should not be construed as the sole or primary evidence of competence or excellence in teaching. Rather, the SCEs are part of the collection of materials that document teaching performance, including, but not limited to, peer observations, teaching portfolios, and student outcomes.

When used in the annual review, tenure, promotion, and periodic performance review processes, the reviewer will look for trends and patterns, rather than isolated rankings or comments. Reviewers should be aware of potential bias in SCE results. SCEs will not be used as the sole basis for faculty termination.

Concerns about SCEs may be brought to the Diversity Commission, the Director of the Center for Teaching and Learning and/or Faculty Affairs. Requests for privacy and confidentiality will be honored to the extent allowed by State law and College policy.

SCEs are confidential. SCEs shall be made available to the instructor and the appropriate individuals involved in the faculty annual review, tenure, promotion, and periodic performance review processes.

II. SCE Content
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The content of (questions in) the Student Course Evaluation form will be determined by faculty, with input from Institutional Research & Effectiveness (IRE). Questions will focus on course content and management, communication in the course, faculty support of student growth and progression throughout course, effectiveness of learning activities and possible student self-reflections. The SCE form will be reviewed every five years, or as needed, under the direction of Faculty Senate. Changes to the SCE form will be approved by Faculty Senate.

III. SCE Administration

SCEs will be administered by Institutional Research & Effectiveness, according to a timeline and process described in Policy 4.XXX. The process and timeline will be discussed and reviewed every three years, or as needed, by Faculty Senate in collaboration with Institutional Research & Effectiveness.