SECTION: 2.0 ACADEMIC

SUBJECT: STUDENT COURSE EVALUATION POLICY

Title: 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 (LC State).

Point of Contact: Faculty Senate; Office of the Provost/Vice President for Academic Affairs, and Institutional Research & Effectiveness (IR&E)

Other LC STATE offices are directly involved with the implementation of this policy, or significantly affected by the policy: Division Chairs; Faculty Association; and Students.

Date of approval by LC State authority: August 2016

Date of State Board Approval: N/A

Date of Most Recent Review: April 2025

Summary of Major Changes incorporated in this revision to the policy: Updated language and process.

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1. **Philosophy**

   A. 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 its mission in helping faculty prepare students to become successful leaders, engaged citizens, and life-long learners.

   B. SCEs 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.

   C. 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.

   D. Concerns about SCEs may be brought to the Provost on matters of content, the Vice President of Institutional Research & Effectiveness (IR&E) on matters of administration, or 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.

   E. 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.

2. **Content**

   The content of (questions in) the SCE form will be determined by faculty, with input from IR&E. 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

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possible student self-reflections. The SCE form will be reviewed every five (5) years, or as needed, under the direction of faculty senate. Changes to the SCE form will be approved by faculty senate.

3. **Administration**

   A. SCEs are administered electronically by the Office of IR&E.

   B. An SCE timeline is created by IR&E and posted on IR&E's webpage. The timeline will be discussed and reviewed every five years, or as needed, by Institutional Research & Effectiveness, in collaboration with Faculty Senate.

4. **Reporting Results to Faculty Member**

   A. IR&E is responsible for creating SCE reports.

   B. Once processed, IR&E shares the reports with the appropriate. Deans, Division Chairs, and their designees. The Provost/Vice President of Academic Affairs and IR&E have access to all reports.

   C. An email notification is sent to Division Chairs in accordance with the specified timeline, notifying them when the reports are available. The Division Chairs confirm SCE reports are available to respective faculty members.

5. **Report Exclusions**

   A. All courses are evaluated except: those enrolling fewer than two students; clubs, directed study; internships; teaching assistantships; research assistantships.

   B. Data for combined or cross-listed courses are reported in aggregate for courses with two or more responses.