SECTION IV:  
SCHOOL POLICIES AND PROCEDURES

PART C: Policies Concerning Assessment

Program Assessment  
Student Evaluation of Course Instructors  
The Assessment of Portfolio Documents  
Fair, Accurate and Consistent Assessment  
Grades of Incomplete
Program Assessment

**Rationale:** The School of Education is committed to providing undergraduate and graduate students with high quality professional program preparation. To facilitate this, the School of Education is actively engaged in continuous improvement efforts through ongoing assessment of programs and procedures.

**Procedure:** The Unit Assessment System (UAS) Coordinator shall every semester collect, aggregate, analyze and prepare reports on areas of strength and areas for improvement within programs and the unit. After reviewing reports with the Assessment Committee, the UAS Coordinator shall meet with either the Initial or Advanced committee, as appropriate, to discuss data reports. The corresponding committee may decide to make programmatic recommendations based on findings or may decide no action is needed at the time. The chair of the corresponding committee shall then bring the discussion to the Education Cabinet and request placement of an agenda item on a future faculty meeting. At the faculty meeting, faculty members shall review the findings and the corresponding committee’s response and, as deemed necessary, make suggestions for revisions to policies or procedures.

Data shall be collected as follows:

- Students shall be asked to evaluate courses at the end of each semester. The policy on these course evaluations is written below in the School’s *Policy on Student Evaluations of Course Instruction*.

- Data shall be regularly collected for all field and student teaching placements. Students shall be asked to evaluate these experiences. Cooperating teachers and university supervisors shall be asked to evaluate student experiences.

- Students shall be asked to evaluate their advising experiences at least once each semester. The policy on these evaluations is written in Section IV part B of this Manual.

- Students shall be asked to complete an exit survey upon completion of their initial or advanced program. These evaluations shall focus on course work, field experience, program outcomes, and professional preparation.

- Graduates of initial and advanced programs shall be surveyed approximately one year after graduation. These surveys shall cover SOE program curricula, Conceptual Framework outcomes, and advising.

- Principals and administrators employing graduates of initial and advanced programs shall be surveyed approximately one year after candidate program completion. The survey shall ask employers to evaluate candidate demonstration of SOE Conceptual Framework outcomes and Specialty Professional Association (SPA) standards.

- Portfolio Checkpoint reports shall be prepared by the UAS Coordinator each semester.
  - For all undergraduate initial programs:
    - Checkpoint 1 data shall be collected by the Academic Advisor
    - Checkpoint 2 data shall be collected by the Director of Student Teaching
    - Checkpoint 3 data shall be collected by the Licensure Advisor
  - For all graduate initial programs:
    - Checkpoint 1 data shall be collected by the Academic Advisor
Checkpoint 2 data shall be collected by the Director of Student Teaching
Checkpoint 3 data shall be collected by the Licensure Advisor

For all advanced programs:
Checkpoint 1 data shall be collected by the Licensure Advisor
Checkpoint 2 data shall be collected by the Licensure Advisor
Checkpoint 3 data shall be collected by the Licensure Advisor
Student Evaluation of Course Instructors
Adopted July 23, 1999

Underlying Assumptions:
A faculty member’s teaching, should be evaluated continuously to give that individual the opportunity to improve on weak areas and build on strengths. Several factors should be used to assess teaching effectiveness, and one of those is student evaluations. Student evaluations are used in a number of ways including promotion files, teaching award dossiers, feedback to guide the improvement of instruction, and for feedback concerning student satisfaction with programs, with courses, and with instructors.

Requirements:
1. Each instructor in the SOE shall have each course he/she teaches each year evaluated by students using an instrument selected by the faculty of the SOE.
2. Student evaluations must include a core set of SOE-approved questions on likert-scaled, computer-scored forms.
3. Student evaluations may include additional questions developed by the instructor on likert-scaled, computer-scored forms.
4. Student evaluations may include hand-written comments from students in addition to the likert-scaled, computer-scored forms.

Procedures:
1. Each faculty member will use the SOE-approved instrument for student course evaluations.
2. Student evaluations must be anonymous and that anonymity must be protected. To that end:
   a. there will be no identification made with student responses.
   b. all handwritten comments will be transcribed on a summary sheet student by student that will be given to the instructor along with the computer-scored results.
   c. students should be assured that the results will not be shared with faculty until after final grades are filed with the registrar.
   d. each instructor should either arrange for a student or another instructor to administer his/her student course evaluations—the course instructor should not be present in a classroom when students are completing course evaluations for that instructor.
   e. a student volunteer should be chosen to administer, collect, and return completed evaluation forms to the departmental secretary’s office.
3. Evaluation reports will be prepared by SOE support staff. Each faculty member will be given his/her typed reports. Copies of all evaluations will be given to the Dean. Faculty mentors shall have access to their mentee’s reports. [Added March 3, 2004] Copies of reports for adjunct instructors shall also be given to the Associate Dean, the program director (as pertinent) and the adjunct’s mentor.
4. All computerized results of student course evaluations and all transcribed summaries of students’ handwritten comments must be included in Faculty Annual Reports.
5. All computerized results of student course evaluations and all transcribed summaries of students’ handwritten comments must be included in promotion and tenure dossiers.
Student Portfolios

A portfolio is collected evidence in the form of products or performances that demonstrates progress toward becoming (for initial programs) a *Reflective Professional*, (for master’s programs) a *Lead Teacher*, or (for the administration program) an *Educational Leader*—as defined in the Conceptual Frameworks of these programs.

All students in degree and certification programs shall create portfolios. Portfolio requirements are contained the Portfolio Handbooks for initial and advanced programs.
Fair, Accurate, and Consistent Assessment

Rationale:
All assessments must be fair, accurate, and consistent and provide data that is valid and reliable.

Procedures:
The Assessment Committee reviews each assessment form for fairness, accuracy and consistency. Additionally, all faculty are expected to be attentive to these issues.

The Assessment Committee routinely reviews and discusses professional articles related to validity, fairness and reliability. These professional readings assist the Committee in its work for reviewing all Unit assessments related to these topics.

A number of additional measures are in place to ensure fairness, accuracy, and consistency:

All assessments of internship/practicum courses must involve the collaboration of at least two assessors, including a member of the professional community.

The portfolio is a major criterion for entrance to the Teacher Education Program, to Student Teaching, and to candidacy in the graduate programs. Inter-rater reliability is established through routine collaboration of faculty in (1) independent scoring and then (2) cross-checking for consistency between / among two or more scorers.

Candidates who do not meet all criteria for admission to the Teacher Education Program or admission to a graduate program may appeal. They may be granted provisional admission pending full attainment of the stated criteria. In this way the integrity of the program is maintained without excluding candidates who may take a little longer to achieve the criteria.

A candidate receiving a score of unacceptable on any assessment at a level where proficient is required (midpoint or exit) develops a plan for improvement.
Policy on Grades of Incomplete

Rationale: The professional coursework in the Teacher Education Program is cumulative in nature. That is, latter courses build upon and assume that students have certain knowledge and skills that they have learned in previous courses. Because of this, course enrollment must proceed in the sequence decided upon by the faculty in the program. If a student has not completed coursework at given points in any professional program, it would be disadvantageous to that student to try to enroll in advanced coursework in such a program.

Campus Policy: The grade of I may be given only when the work of the course is substantially completed and when the student’s work is of a passing quality. When an Incomplete is assigned, a record must be maintained in the department in which the grade was given. The record will include the reason for recording the Incomplete, the course number and hours of credit, the signature of the instructor, and a guide for its removal, with a suggested final grade in the event of the departure or extended absence of the instructor from the campus.

The time allowed for the removal of an Incomplete is one calendar year from the date of its recording, except that the chairperson of the student’s division may authorize adjustment of this period in exceptional circumstances. By assigning an Incomplete, the instructor implicitly authorizes and requires the I to be changed to an F at the end of the appropriate time period. If the instructor does not otherwise act to remove the I, the registrar will automatically change the I to an F at the end of the appropriate time period. A grade of Incomplete may be removed if the student completes the work required within the time limit or if the student’s chairperson authorizes the change of the Incomplete to W.

SOE Policy: When an instructor in the SOE gives a grade of incomplete, he/she must place a form in the student’s folder explaining what the student needs to do in order to remove the incomplete and also what grade would then be assigned.

If an education student earns a grade of incomplete in any education course (any course with the designated prefix of “EDUC”) within any professional sequence, that student may not enroll in any further courses in the sequence without first removing the grade of incomplete. If a student attempts to enroll in a professional course after earning a grade of incomplete, that student will be dis-enrolled until the grade of incomplete has been successfully removed.

Students who feel that there are extenuating circumstances, which are not covered by this policy, may appeal the above course of action to the Student Admissions and Reinstatement Committee. If the committee supports a student’s appeal, that student may then enroll in coursework in his/her subsequent professional block. However, students must then remove their incomplete grades before they will be allowed to enroll in the next professional block.