

4.3 Summative Student Opinion Data

4.3.1 Policy on Collecting Summative Student Opinion Data

On May 3, 1995, the Joint Faculty Assembly adopted a policy on the collection of Summative Student Opinion Data. The following principles and practices of collecting summative student opinion data were adopted.

4.3.1.1 Principles

Instructors gather opinion about their teaching and student learning to ensure continued professional development.

Student opinion is but one part of a larger body of evidence that instructors present in support of their requests for retention, promotion and tenure.

4.3.1.2 Practices

4.3.1.2.1 Required Survey Questions

All instructors must include the following five questions as part of whatever form they use to collect information from students. The first two questions provide the context for understanding the final three:

- 1) My desire to enroll in this course was
A B C D E
very strong strong moderate weak very weak

- 2) The learning goals and objectives of this course were
A B C D E
very strong strong moderate weak very weak

- 3) Overall, in this course I learned
A B C D E
an exceptional a good an average little very little
amount amount amount

- 4) Overall, I rate this course to be
A B C D E
excellent very good good fair poor

- 5) Overall, I rate my instructor in this course to be
- | | | | | |
|-----------|-----------|------|------|------|
| A | B | C | D | E |
| excellent | very good | good | fair | poor |

For some courses, departments may create and validate useful ways of gathering additional information that best suit their curricular goals.

Instructors may design supplemental survey questions that evaluate their course and teaching effectiveness.

4.3.1.2.2 Timing

Instructors should collect summative information from students within the last two cycles of the semester, or in the last week of a mod or team-taught course. Students should not be surveyed during the last class period.

4.3.1.2.3 Frequency

Non-tenured faculty must do summative evaluations for all classes each semester unless they teach more than three classes per semester. In that case, they are only required to administer three course evaluations per semester. Tenured faculty should administer three evaluations per year.

4.3.1.2.4 Survey Administration

Student opinion surveys should be administered by someone other than the instructor or the department chair. Surveys will be counted and held in the Registrar's Office at Saint John's University and the Instructional Development Office at the College of Saint Benedict until final grades are turned in, and will be processed at the faculty member's request.

4.3.1.2.5 Raw Data Results

The raw data will be considered the property of the faculty person. Because the purpose of this data collection is to track individual growth, this information is **not** to be used in statistical analyses comparing faculty members with each other. Faculty members should be encouraged to identify and analyze patterns in their student evaluations across time.

Part V
Faculty Handbook
College of Saint Benedict/Saint John's University

5.0 Faculty Governance

The faculty of the college and university are organized with assemblies and committees which carry out faculty responsibilities for shared governance. Part V of the *Faculty Handbook* describes the structure of faculty governance. Revisions of policies in the remainder of Part V become effective immediately upon approval by the Joint Faculty Assembly and both presidents (or at an alternate date stipulated in the policy itself). Revisions to Part V originating from either the Joint Faculty Assembly or the presidents should be acted upon and notification provided within 60 academic calendar days.

5.0.1 Faculty Role in the Governance of the College of Saint Benedict

The primary role of the faculty in college governance is the implementation of the educational goals of the College of Saint Benedict. In this capacity the faculty is responsible for curricular requirements including but not limited to: admissions and graduation requirements, the Common Curriculum, additions and deletions of majors, minors, or programs. The faculty is also responsible for issues relating to faculty welfare including but not limited to: tenure, promotion, sabbaticals, compensation, working conditions, and faculty development.

The faculty participates in college governance through the Joint Faculty Assembly, through the College of Saint Benedict Faculty-Staff Assembly and through its representatives on standing committees or *ad hoc* committees of the college and Saint John's University.

Generally, the initiation of educational policy is the responsibility of the faculty. Whether changes in educational policy are initiated by the faculty, the academic administrators, the president or the Board of Trustees, changes of a major nature in educational policy require consultation among the faculty, the provost, the president, and the Board of Trustees, unless there is agreement to do otherwise.