

REPORT OF DTF ON END-OF-QUARTER EVALUATIONS

I. The Incomplete

The DTF found that the majority of the problems with the current procedure revolve around the fact that this procedure only handles those cases where the student's work is incomplete. A need exists to provide a positive report to the Registrar for every student for whom an evaluation is required shortly after the end of each quarter. A need also exists to improve the tracking of all evaluation situations other than timely submission of a full and final evaluation.

The DTF proposes to address these problems through two major changes in the current procedure. First, a revised Incomplete form is proposed that will be submitted at the end of a quarter for every student for whom a required final evaluation is not complete by the end of the evaluation period. Second, a revised Action Needed form is proposed that will communicate much more status information to faculty, program secretaries, and others.

Attachment A shows the proposed new Incomplete form. The following comments refer to this form:

1a) The DTF decided that it would be unwise to attempt to spell out the multitudinous conditions under which an "Incomplete" might be the appropriate action, or even to spell out those situations under which it might not be an appropriate action. Our thinking was that such an attempt could never succeed in delineating all the possible situations, that there would always arise peculiar situations which did not meet the criteria set forth, that the attempt to set extensive criteria would lock us all into excessive legalism. The revised Incomplete reporting

form indicates each of the most common situations in which Incompletes are recorded, or a delay in reporting credit or no-credit is advisable but allows room for other cases. An incomplete is recorded whenever, for reasons the faculty sponsor deems satisfactory, the student has not completed the required work but could complete it given some additional time or whenever delays in reporting have occurred. These delays could be caused by delays in receiving subcontractor evaluations, module evaluations, student self-evaluations or even the drafting of faculty evaluations of the student's work.

1b) Both parties should sign the Incomplete agreement and space is provided for this on the revised Incomplete form. But this form can be filed, and is valid, with faculty signature alone.

1c) The DTF agreed that the completion deadline for incompletes should conform as nearly as possible to the practice of our sister institutions, that is, that the deadline should be the end of the quarter following. In the case of work contracted for in spring quarter, the "quarter following" would be the next fall quarter. Of course, student and faculty can agree to a shorter deadline than this, but not to a longer deadline.

1d) This form is filled out by the faculty (and, we hope, the student) during evaluation week, and is given to the program secretary no later than one week after the end of evaluation week. The form is then forwarded to the Registrar's Office. Copies go to faculty, the program secretary, the Registrar, and (when needed) to subcontractors, module faculty, or field supervisor. This form provides much more complete information about the student's status and the status of any delayed

evaluation than is now available, thus addressing many of the difficulties now encountered by offices such as Student Aid, Veteran's Affairs, etc. The hope is that the use of this form will reduce confusion over the status of students for whom final evaluations have not yet been filed.

1e) The student's copy of the Incomplete form is mailed to each student who receives one. (No further notification is proposed.)

1f) At the end of the following quarter (defined above) the Registrar will ask the faculty to submit either an evaluation or a no-credit report for each student for whom action is still needed. If an evaluation or no-credit report is not forthcoming within one week after the end of evaluation week, the Registrar will ask the Deans to take appropriate action. The only way a student can be given "No-Credit" is by the faculty signing and submitting a No-Credit Report. In the event that this is not possible--for instance, the faculty member has died or left campus--the Deans will determine what is the proper action to take. THERE WILL BE NO AUTOMATIC NO-CREDIT BY THE REGISTRAR'S OFFICE.

1g) Extensions beyond the one quarter following mentioned above can only be obtained by faculty petition to and approval by the Deans.

In addition to the revised Incomplete form, the DTF determined that a need exists for a more informative Action Needed Report. It is proposed that the current Action Needed Report be revised to display the following additional information for each student.

1) Special status data, such as "transcript needed," "graduating," "on warning," "veteran," etc. In the case of such students, faculty

are expected to make special efforts to avoid all incompletes except where the student's work is unfinished. This is because incompletes for other reasons can cause substantial inconvenience and/or hardship for the student. For instance, a student who is "on warning" might be required to take a leave of absence.

The DTF urges the Registrar to develop a special form letter to collect earlier information concerning credit disposition for students who are on academic warning.

- 2) What modules (if any) that student is registered for.
- 3) Any other data that the Registrar feels will help faculty be aware of special situations.

The revised Action Needed form will also include columns in which the program secretary can record data. The following comments can be checked:

- * Credit granted and evaluation submitted
 - a) Full
 - b) Partial (amount)
- * No Credit
- * Incomplete (including reason given on Incomplete form)
- * No material received from faculty

The program secretary uses this action needed form to keep track of evaluation materials as they come in. One week after the end of evaluation week, this completed form, with some mark made for each student listed, is forwarded to the Registrar. The Registrar keeps this form on file for manual consultation.

Thus, two kinds of material are forwarded to the Registrar one week after the end of evaluation week: (1) An evaluation, No-Credit Report, or Incomplete form for each student for whom action is needed; and (2) a detailed Action Needed form for every program or faculty member reporting credit.

The Registrar's Office can hound those faculty who, according to the Action Needed reports, have not submitted materials to their secretaries by the end of the week following evaluation week. The Deans can be notified, if necessary. The Registrar also will know, if there is a delay in receiving an evaluation, that the evaluation is in the program secretary's office awaiting typing, or that it is still being held by the faculty and for what reason.

The Action Needed form does not grant credit, no-credit, or record an Incomplete; only the submitted evaluations or relevant forms give the Registrar grounds for registering credit, or no-credit, or Incomplete. The Action Needed form is only an accounting tool.

Information on the new Action Needed form will not, at present, be entered into the computer. But if in the future it appears to be wise, and economically feasible to so enter this information, it might be done. Four copies (original plus three copies with carbon intact) will be sent to the program secretary. S/he will send one to the faculty member. S/he will use the 3-pack to prepare an annotated report. At the end of the week following evaluation week, s/he sends one copy to the Registrar, one to the Deans, and retains one in the file.

The DTF believes that the recommendations, if adopted, will go far towards reducing the problems now arising from Incompletes.

II. Time Schedule of Evaluations and Handling of Modules

The DTF has addressed the problem of developing an appropriate deadline for completing evaluations for students. The problem of setting a "date certain" is complicated by two factors. First, while it is relatively easy to set a date by which faculty must submit either an evaluation, a report of no credit, or the proposed incomplete form to the program secretaries, setting a date by which paper must be in the hands of the Registrar is much more difficult. The DTF has drawn the following conclusion after lengthy discussion:

Faculty are required to have prepared one of the three possible forms (evaluation, no-credit report, or Incomplete) for each student needing one within one week following the end of evaluation week. The definition of "needing one" is "appearing on an action needed list." These forms are given to the appropriate program secretary.

For students who decide to leave a program following the generation of the action needed reports, faculty should complete evaluations in as timely a manner as possible, but in no case later than the end of the next evaluation cycle.

The DTF proposes that if it is necessary that there be a set date by which typed final evaluations must be in the Registrar's hands, then such a date can be established only if adequate (additional) program secretarial support is provided. We feel that such a date need not be established if the following subsidiary recommendations are followed:

- (1) Students flagged in the Action Needed report (graduating, on-warning, etc.) and those who have Incompletes from the last quarter should be typed first.
- (2) If further definition of priorities is required, then the Registrar and the program secretaries should develop a mutually satisfactory

schedule of priorities for typing evaluations, NCRs, and Incompletes.

We propose that this schedule be used for 1 year and reviewed at the end of this time by the Registrar and the Deans. If there are indications that a "date certain" is desirable, then research can be undertaken to specify the staff resources required to achieve such a "date certain."

The second issue that arose in the course of trying to determine an appropriate schedule of evaluations concerns the process for evaluation in modules.

Originally this discussion revolved around the problem of getting module evaluations into the hands of program faculty in time for these to be incorporated into the overall evaluation process. It became clear, however, that other evaluation problems were lurking beneath this obvious difficulty.

These include:

- (1) Difficulties arising when a module faculty member's written evaluation is altered or omitted by a full-time sponsor.
- (2) Difficulties arising when a module faculty member's determination of credit or no credit is not respected by the full-time sponsor.
- (3) Difficulties arising when students from full-time programs enroll in modules with less than a full commitment to the module.
- (4) Difficulties arising over whether module faculty or full-time sponsors have the final say regarding Incompletes for the portion of a student's work resulting from a module.
- (5) Difficulties in properly conducting the faculty activity analysis resulting from module faculty and program faculty both claiming the same students.

form and files it with the program secretary who treats it as usual except that an extra copy is made and returned to the module faculty.

NOTE: Adjunct faculty are not permitted to award incompletes, since they would not normally be around to evaluate the finished work.

It is the expectation of the DTF that these clarifications of policy will eliminate the need for separate module registration and evaluation from the standpoint of evaluations. The DTF notes that it did not attempt to address the issue of distortions in the faculty activity analysis resulting from the "double" registration of students in modules. We recommend that this matter be taken up as a high priority item by the folks who do this analysis.

III. Student Evaluation of Faculty

The DTF believes that significant student dissatisfaction exists concerning the current method of student evaluations of faculty. The members of the DTF decided not to solicit evidence regarding inadequacies or inequities in the present system. Rather, we felt that the facts that there are perceived dissatisfactions with the current process of student evaluation of faculty and room for abuses under that process were serious enough to warrant action.

We made an attempt to address the following problems:

1. The possibility that a faculty member would let the student's evaluation of her or him influence his or her evaluation of the student.
2. The implication that lack of universal use of an official form with clear instructions means that student evaluations of faculty are not considered important in evaluating faculty. The DTF does not agree

that this is the case, but notes that many students think it is the case.

3. Students are not required to write these evaluations and often don't.

4. Faculty do not have to put every evaluation in their portfolios and, if questioned about a shortage, can simply say that the students didn't turn them in.

5. Students would like access to these evaluations by their peers for information about teachers. Currently the only information available is the unsatisfactory CPJ faculty guide.

The DTF proposes the following statement of policy (in accordance with Section 7.620 of the Faculty Handbook) regarding the procedure for student evaluation of faculty:

Students are expected to submit a written evaluation of their primary faculty member at the end of the program.

Because Evergreen wishes to encourage mutual and thoughtful evaluations, the student's evaluation of the faculty will normally be given to the faculty member. This evaluation will usually be discussed during the final evaluation conference, after the faculty evaluation of the student and the student's self-evaluation have been discussed and agreed upon.

If the student prefers, s/he may turn in the evaluation of the faculty to the program secretary before the evaluation conference. The secretary will so inform the faculty, but will not give the evaluation to the faculty until the final evaluations of the student are turned

into the Registrar. (If, following the conference, the student wishes, s/he may add to the evaluation of faculty already on file.)

The DTF feels that the quality of student evaluations of faculty will be much improved if some guidelines are proposed. Therefore the DTF proposes that the reverse of the evaluation form be imprinted with an outline of areas to be considered (e.g. lectures, labs, seminars, etc.), a statement of what the evaluation is used for, and directions for submission as noted above.

The DTF decided that although there should not be an institutional policy requiring student evaluations of faculty for the award of credit, individual faculty could (and should, if they want a complete and fair portfolio) require a student evaluation of them as one of the terms for the award of credit.

We feel that a form should be printed much like the other evaluation forms, with 3 copies: 1 for the faculty member, 1 for the student, and 1 for a closely supervised public file (to be consulted by the Deans or anyone else), preferably to be kept by Academic Advising. Evaluations would be kept there for three years, then destroyed.

By making the procedure clear, the DTF feels that the noble purposes which student evaluations of faculty were originally intended to serve may be better realized.

IV. Evaluation Guidebook

The DTF recommends that a document be prepared by Student Services, working with the Deans, outlining the entire evaluation process. This guidebook should be distributed to all faculty and students and to appropriate staff.

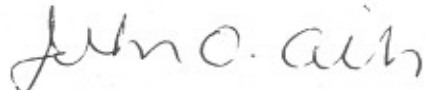
The DTF recommends this action because there appears to be a serious problem

in orienting students and new faculty to the objectives and procedures of the evaluation process.

V. Language

In the course of its discussions the question arose of using phrases such as "no credit was awarded for _____" or "would be A work at State U." in evaluations. Faculty must always use their own best judgment in writing evaluations, but are reminded that the spirit of the evaluation process is to avoid such language. Faculty are reminded of the material in Section 7.600 of the Faculty Handbook.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "John O. Aikin".

John O. Aikin
For the DTF

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