

STUDENT PERFORMANCE REVIEWS FOR STUDENTS ENROLLED IN ALL COLLEGE OF EDUCATION PROGRAMS

The College of Education (COE) of DePaul University employs the following procedures for reviewing the performance and progress of students enrolled in programs. These procedures will be brought to the attention of all COE students upon entry into a COE program, and they will remain posted in a public area on the COE Web site.

Addressing Dispositional Concerns—for Faculty

Faculty members, as a part of their responsibility as course instructors, should make every effort to anticipate and preempt dispositional concerns with the students under their supervision—or to deal with individual students once concerns arise. Faculty should also attempt to negotiate such problems *within* programs or departments in keeping with established program/department protocol. Program- or department-based procedures for dealing with dispositional concerns can exist in addition to the COE process outlined below, as long as those procedures are not in conflict with the COE process. However, when a dispositional concern raises questions about a student’s ability to complete his or her program or to succeed professionally, that concern will be addressed in the following manner:

1. A course instructor indicates a dispositional “concern” in the Dispositions Gradebook during the end-of-term grading period because there is enough disparity between a student’s disposition and the *stated* dispositional expectation to raise concern about the student.
2. After receiving “concern grades” in at least two separate courses, a student will be flagged by the Associate Dean for Student Development (as stated above, individual programs may choose to address disposition concerns *prior to* a student receiving two concern grades).
3. The Associate Dean will forward a list of flagged students and the accompanying documentation in Gradebook of the dispositional concerns to the respective department chair or program leader after the end of each academic term. The student will be notified of the concern grades and will have access to the information contained in the documentation.
4. The program leader (or his/her designee, e.g., a student’s assigned faculty advisor) will then meet with each flagged student in accordance with that program’s established protocol. At a minimum, each meeting must involve notifying the student of the concerns that have been documented, discussing the concerns with the student, determining what actions (if any) need to be taken in order to address the documented concerns, explaining to the student the potential consequences if corrective action is

not taken, and documenting the details of the discussion in writing. *If a dispositional concern is raised in the quarter immediately preceding student teaching or internship, a recommendation regarding the student's preparedness for student teaching/internship should be included in the written report of the meeting.*

Addressing Dispositional Concerns—for Academic Advisors

Advisors should make every effort to anticipate and preempt dispositional concerns with the students under their counsel—or to deal with individual students once concerns arise—in keeping with established Office of Advising protocol. Advising procedures for dealing with dispositional concerns can exist in addition to the COE process outlined below, as long as those procedures are not in conflict with the COE process. However, when a dispositional concern raises questions about a student's ability to complete his or her program or to succeed professionally, that concern will be addressed in the following manner:

1. An advisor indicates a dispositional “concern” in the Dispositions Gradebook upon completion of an advising session at any point during the term because there is enough disparity between his/her advisee's disposition and the *stated* dispositional expectation to raise concern about the student. The student will be able to view these “concern grades” in Gradebook through Campus Connection.
2. After receiving “concern grades” based on at least two separate advising sessions, a student will be flagged by the Associate Dean for Student Development.
3. The Associate Dean will forward a list of flagged students and the accompanying documentation in Gradebook of the dispositional concerns to the respective department chair or program leader or, when appropriate, the Director of Advising after the end of each academic term.
4. The program leader (or his/her designee, e.g., a student's assigned faculty advisor) or the Director of Advising (when appropriate) will then meet with each flagged student in accordance with that program's established protocol. At a minimum, each director-student meeting must involve notifying the student of the concerns that have been documented, discussing the concerns with the student, determining what actions (if any) need to be taken in order to address the documented concerns, explaining to the student the potential consequences if corrective action is not taken, and documenting the details of the discussion in writing.

Initiating a Student Performance Review

If, after participating in at least one disposition meeting, that student receives at least one additional disposition concern grade (which at this point would total at least three disposition concern grades), a Student Performance Review (SPR) **may** be initiated at the discretion of the Associate Dean. To initiate an SPR, the Associate Dean will forward to the chairperson of the Student Performance Review Committee the names of each student to be reviewed, the

relevant documentation of each disposition concern the student has received, and any other pertinent information.

The Student Performance Review Committee

The SPR committee will be composed of four full-time COE faculty members (see COE Policies and Procedures Manual for more elaboration of this committee's responsibilities). This committee is empowered to hear cases and make a recommendation to the Dean of the COE regarding any further action, including altering the student's status in his/her program of study.

Student Performance Review Process

The SPR Committee will review each case referred to it in a face-to-face meeting in a DePaul campus location. The presence of the SPR Committee members will be mandatory at each meeting. The referred student and the faculty members/advisors who originally indicated the dispositional concerns will be given at least five business days' notice of the scheduled meeting and may choose to attend. However, if a referred student or referring faculty member chooses not to attend, the process will still proceed in his/her/their absence.

Any referring faculty member will be allowed to present any appropriate information to the SPR Committee orally or in writing. If the faculty member chooses to prepare a written statement, it must be submitted at least three business days prior to the date of the scheduled meeting.

The referred student will be allowed to present any appropriate information to the SPR Committee orally or in writing. If the student chooses to prepare a written statement, it must be submitted at least three business days prior to the date of the scheduled meeting. If the student chooses to appear in person before the committee, the student may bring one advisor. This advisor must be a current member of the DePaul community (faculty, staff, or student). The role of the advisor is to act as a support person for the student by conferring quietly with the student. The advisor may not directly address the SPR Committee.

During the review meeting, the SPR Committee will be allowed to pose questions to the referred student and to any referring faculty who are present. After consideration of the hearing and all pertinent documentation, a recommendation on action(s) to be taken will be forwarded in writing using the Outcome Report Format (see below) to the Dean of the COE.

The Dean will have ten business days either to accept the recommendation or to modify the recommendation. The decision of the Dean is final. The final decision will be forwarded to the student, any faculty member(s) or academic advisor(s) who submitted a relevant dispositional concern, the members of the SPR Committee, the student's assigned faculty advisor, the Director of Field Experiences and Student Teaching (when the concerns arise out of a clinical experience), and the Associate Dean of Student Development.

The possible outcomes of the review process include, but are not limited to, the following:

- A. The student may be informed that the documented concerns do not warrant further action; the student will be allowed to continue in his/her current program. A copy of the Outcome Report will be kept on file by the Associate Dean for Student Development, the SPR Committee, and the student's academic program.
- B. The student may be placed on "dispositional probation" for a specified period of time and with specific requirements for remediation. There are two goals for probation: (1) to provide an opportunity for improvement under appropriate guidance, and (2) to warn of consequences if there is no improvement. Student progress toward fulfilling the remediation plan will be reviewed each quarter by the program leader or faculty advisor—ideally in conjunction with the Director of Academic Success—until the student is cleared from dispositional probation by the Dean's office.
- C. The student may be suspended or dismissed from his/her current degree program. Students who are suspended or dismissed from a particular program may apply to a different degree program with the COE, or a different degree program outside of the COE.
- D. The student may be dismissed from the College of Education.
- E. The student may be referred to the University Dean of Students to explore the possibility of further sanctions, including dismissal from the University, in accordance with the Code of Student Responsibility and Judicial Review Process.

NOTIFICATION OF STUDENT PERFORMANCE REVIEW MEETING

Dear **[student's name]**,

A Student Performance Review (SPR) meeting has been set up for **[day, month, year]** at **[time]**, in **[room __]**. The purpose of the SPR meeting is to review your status in your program in **[area of specialization]**. This hearing has been initiated as a result of multiple disposition concerns being documented by instructors of your courses or by your advisor. The specific dispositional concerns that have been identified are **[indicate the dispositions about which there is concern]**. You will have an opportunity (if you choose) at the meeting to present information, as will your **[course instructor(s)/academic advisor/university clinical supervisor]**. The SPR Committee will consider all information presented to decide whether the concerns warrant further action.

You are encouraged to attend the meeting in person, but your attendance is not mandatory. If you elect to attend the meeting in person, you may bring one advisor. This advisor must be current member of the DePaul community (faculty, staff, or student). The role of the advisor is to act as a support person by conferring quietly with you. The advisor may not directly address the SPR Committee. You should also know that any of your past instructors who indicated disposition concerns may be present as well. In addition, you have the option of submitting a written statement regarding your performance. If you choose to send a written statement, it must be received the chair of the SPR Committee no later than three business days prior to the meeting. If you neither attend the meeting in person nor submit a written statement, the SPR Committee will review your case based on all available information.

As part of the procedure, committee members may ask questions about the information that you or the **[course instructor(s)/academic advisor/university clinical supervisor]** present. A frequently asked question centers on what you would do differently to insure a successful outcome if you were given an opportunity to repeat **[the course/advising session/clinical experience in question]**. It is wise to consider your response to this question prior to the meeting.

Enclosed for your information are copies of the procedures for Student Performance Reviews, the list of dispositions for your program, and the dispositional concerns documented by your **[instructor(s)/advisor/clinical supervisor]**.

If you have any questions concerning the SPR hearing or any of the procedures, please do not hesitate to contact me at _____.

Sincerely,

Chairperson, Student Performance Review Committee

**STUDENT PERFORMANCE REVIEW
OUTCOME REPORT FORMAT**

Name of student

Date of SPR meeting

Names of Committee members and others present at the meeting

Description of the indicated concerns

Summary of the discussion that ensued

Committee recommendation(s), including any necessary follow-up, remediation plans, requirements of the student, timelines, etc.

**SAMPLE NOTIFICATION
FINAL DECISION OF THE DEAN OF THE COLLEGE OF EDUCATION**

Dear **[student's name]**:

The Student Performance Review Committee of the College of Education has reviewed your case and forwarded its recommendation of action to me for my consideration.

I have given careful consideration to the details of your case. The details of my decision are stated below:

[specific details of the decision]

This decision is final.

I wish you the best in your future endeavors.

Sincerely,

Dean
College of Education