




CALIFORNIA  
STATE  
UNIVERSITY,  
FRESNO

## MEMORANDUM

**DATE:** November 21, 2011

**TO:** Faculty  
Department of Chicano & Latin American Studies  
M/S SS 97

**FROM:** William A. Covino   
Provost and Vice President for Academic Affairs

**SUBJECT:** Approval of your Department Policy on Peer Evaluations  
and Student Course Evaluations (RE: APM 322)

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I have received and reviewed your departmental documents, and they are tentatively approved for implementation during the remainder of AY11-12.

I am, however, concerned about your department's use of a relatively low statistical standard for student ratings—a standard that may render data used to support AY12-13 RTP recommendations less than persuasive. Thus, it is my hope that, once AY11-12 data becomes widely available, you may wish to adjust the departmental standard upward to a more meaningful measure of relative teaching performance.

In the meantime, I want to reiterate my commitment to our Academic Senate's stated beliefs that student feedback is best viewed from a multi-year perspective, and considered within the larger context of all evidence presented in support of a colleague's teaching effectiveness.

WAC:kyp

cc: Luz Gonzalez, Dean, College of Social Sciences  
Ted Wendt, AVP for Academic Personnel

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**CALIFORNIA STATE UNIVERSITY, FRESNO  
DEPARTMENT OF CHICANO AND LATIN AMERICAN STUDIES  
POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS**

APM 322 is the official policy on the Assessment of Teaching Effectiveness. This Departmental policy is designed to further define requirements at the Departmental level as specified in APM 322.

**STUDENT RATINGS OF INSTRUCTION**

Each tenure track and full-time lecturers shall select a minimum of two sections rated by students per semester, so as to assess as many different courses as possible taught by each faculty member on an annual basis.

Each part-time faculty member shall have every course rated by students per semester.

Each tenured faculty member (including FERP faculty) shall select a minimum of two sections rated by students per year, so as to have assessment of most of the courses taught by each faculty member on an annual basis.

While the IDEA Short Form will be the standard paper instrument for the campus, faculty may elect to use either the Diagnostic Form or Online version.

Student ratings of instruction shall be assessed to identify patterns and trends of teaching performance and effectiveness. It is expected that the faculty member shall meet or exceed the Department standard of 3.0 out of 5.0, using adjusted or unadjusted scores, whichever are higher for each course assessed, on a regular basis; however, it is more important to evaluate on the basis of multi-year trends rather than focusing on a single course or a single year.

**PEER EVALUATIONS**

1. Frequency

- a. For part-time temporary faculty, all courses every semester
- b. For full-time temporary faculty, two sections each semester.
- c. For probationary faculty, two sections every semester (to include as many different courses as possible).
- d. For tenured faculty, one section every year on a rotating basis such that during a five-year period the maximum number of different courses is evaluated.

2. Faculty will use a departmentally approved form to evaluate Course Content, Instructional Design, Instructional Delivery and Assessment methods.

**OVERALL**

The Department will follow the guidelines in APM 325, APM 327 and APM 328 when electing committees selected to prepare the overall evaluation of teaching. Participation in departmental self-studies (SOAP) will not be used as part of the assessment of individual faculty teaching effectiveness.

The Department of CLAS reserves the right to adjust this policy, including the student ratings standard, as deemed necessary and will submit a revised policy for approval if and when such a change is made.

**APPROVAL PROCESS**

Departmental policies will be submitted to the Dean of the College of Social Sciences and to the Provost for review and approval.