



CALIFORNIA
STATE
UNIVERSITY,
FRESNO

MEMORANDUM

DATE: November 21, 2011

TO: Faculty
Women's Studies Program
M/S MF 19

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)

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

Office of the Provost
and Vice President
for Academic Affairs
Harold H. Haak
Administrative Center
Henry Madden Library
5200 N. Barton Ave. M/S ML54
Fresno, CA 93740-8014
559.278.2636
Fax 559.278.7987



THE WOMEN'S STUDIES PROGRAM

POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS

This policy establishes the framework for the assessment of teaching effectiveness, including procedures for the two major components of the assessment: (a) peer evaluation of instruction; (b) student ratings of instruction. Student ratings, based on the university-wide standardized form, account for 40% of the assessment of teaching effectiveness of an instructor. Peer evaluations and responses to department-specific questions on student ratings of instruction, "along with other appropriate information in the Open Personnel File" account for 60% of the assessment of teaching performance and effectiveness. Taken together these measures of teaching effectiveness will be used to identify pattern and trends in teaching practices. The Women's Studies Program will review the policy during the 2013 spring semester, and we reserve the right to amend the policy as necessary.

The assessment of teaching effectiveness shall address four basic elements of instruction: course content, instructional design, instructional delivery, and assessment methods.

1. **Course Content.** The assessment of course content shall include a review of the currency of the content of a course, the appropriateness of the level of the content of a course, and the appropriateness of the sequencing of the content to best achieve the learning objectives for the course. The Women's studies Program recognizes that peer evaluations most accurately judge course content.
2. **Instructional Design.** The assessment of the instructional design of the course shall include a review of learning objectives, syllabi, instructional support materials, organization of lectures, and the use of technology appropriate to the class. Both student ratings and peer evaluations provide meaningful assessments of instructional design.
3. **Instructional Delivery.** The assessment of delivery shall include a review of oral presentation skills, written communication skills, skills using various forms of informational technology, and the ability to create an overall environment conducive to student learning. Both student ratings and peer evaluations provide meaningful assessments of instructional delivery.
4. **Assessment Methods.** The evaluation of assessment methods shall consist of a review of the tools, procedures, and strategies used for measuring student learning, and providing timely and meaningful feedback to students. Both student ratings and peer evaluations provide meaningful assessments of these methods.

General Description of Peer Evaluation Forms and Student Ratings Questionnaires

The Women's Studies Program uses a standardized peer evaluation form (attachment 1) to evaluate course content, instructional design, instructional delivery, and assessment methods.

The Women's Studies Program uses student ratings questionnaires approved by the Academic Senate and Provost. 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. As mandated by the Academic Senate, the Women's Studies Program will only use the Short Form or online version during the 2011-2012 Academic Year. Thereafter, faculty may elect to use the Diagnostic form. In addition, in subsequent years the Women's Studies Program Student ratings form will expand to include questions particular to the field and programmatic objectives.

Frequency of Evaluations

Peer Evaluations

Peer reviews for part-time temporary faculty shall be conducted the first time a course is taught by the instructor and, thereafter, at least one section every semester of employment, on a rotating basis such that during a five- year period the maximum number of different courses is evaluated.

Peer review for full-time temporary faculty shall be conducted for two sections each semester during the first year of employment, on a rotating basis such that during a five- year period the maximum number of different courses is evaluated. Thereafter, one section per semester shall be evaluated.

For probationary faculty, peer reviews shall be conducted for two sections every semester, on a rotating basis such that during a five- year period the maximum number of different courses is evaluated.

For tenured faculty, one section each academic year, on a rotating basis such that during a five- year period the maximum number of different courses is evaluated.

Additional peer evaluation reports may be requested by the instructor or required by the College/School Personnel Committee, Dean or Provost.

Student Ratings of Instruction

For part-time temporary faculty student ratings of instruction must be issued each time a new course is taught, and one course every semester of instruction, on a rotating basis such that during a five- year period the maximum number of different courses is evaluated.

For full-time temporary faculty student ratings of instruction must be issued each time a new course is taught, and two courses every semester, on a rotating basis such that during a five- year period the maximum number of different courses is evaluated.

Probationary faculty must issue student ratings of instruction to all sections taught each semester.

Tenured faculty must issue student ratings of instruction to at least two sections per semester, on a rotating basis such that during a five- year period the maximum number of different courses is evaluated, including General Education courses and Core courses.

Evaluation of Teaching Performance

The Women's Studies Program standard for General Education and Topics courses is an overall average of 3.0. The Women's Studies Program standard for core courses in the major is 3.25. Individual faculty should choose the higher of the adjusted or unadjusted scores when evaluating teaching performance.

The program recognizes that patterns and trends over courses and over semesters is a more relevant measure of teaching performance than ratings from a single course or narrow time-period.

Scheduling

The Women's Studies Program will follow the mandates for scheduling student ratings of instruction as identified in APM 322-4.

Overall

The Women's Studies Program will follow the guidelines in APM 325, APM 327, and APM 328 when electing committees selected to prepare the overall evaluation of teaching.