



MEMORANDUM

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

DATE: November 21, 2011

TO: Faculty
Department of Accountancy
MS PB 7

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 approved for implementation during the remainder of AY11-12.

I fully understand that the statistical standard chosen for student ratings is provisional, and may require further adjustment once we have obtained a sufficient amount of comparison data. However, the mean you have selected seems a reasonable initial benchmark.

I also 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: Robert Harper, Dean, Craig School of Business
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



DEPARTMENT OF ACCOUNTANCY

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 faculty member shall have a minimum of **two sections** rated by students annually.

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.

Summary Evaluation of Teaching Effectiveness (form attached): 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 on the “**A. Progress on Relevant Objectives**” and “**B. Excellent Teacher – Overall Ratings**” (form attached) of **3.75 out of 5.0** using adjusted or unadjusted scores, whichever are higher, 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 narrow time frame.

PEER EVALUATIONS

1. Frequency

- a. For part-time temporary faculty, the first time a course is taught by the instructor and, thereafter, at least **one section every other year of employment** regardless of a break in service.
- b. For full-time temporary faculty, **two sections each semester for the first year and two sections each academic year thereafter**.
- c. For probationary faculty, **two sections (to include as many different courses as possible) every semester**.
- d. 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.

2. Faculty will use the University-Wide Peer Evaluation Form (form attached) 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.

APPROVAL PROCESS

Departmental policies will be submitted to the appropriate School/College Dean and to the Provost for review and approval.

Last Updated: 10/03/2011

**California State University, Fresno
UNIVERSITY-WIDE PEER EVALUATION FORM**

Professor Evaluated: _____

Rank: _____ Course: _____ Term/Year: _____

Date of Classroom Visitation: _____

Name of Evaluator _____ Signature: _____

Ratings Scale: 5 = superior | 4 = above average | 3 = average | 2 = below average | 1 = weak

Category	Rating (1-5)
A. 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. COMMENTS:	5 Superior <input type="button" value="v"/>
B. 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. COMMENTS:	5 Superior <input type="button" value="v"/>
C. 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. COMMENTS:	5 Superior <input type="button" value="v"/>
D. 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. COMMENTS:	5 Superior <input type="button" value="v"/>

Additional comments may be included on the reverse side of this form.



CALIFORNIA
STATE
UNIVERSITY,
FRESNO

MEMORANDUM

DATE: November 21, 2011

TO: Faculty
Department of Economics
M/S PB 20

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
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**DEPARTMENT OF ECONOMICS
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

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 3.0 out of 5.0 using adjusted or unadjusted scores, whichever are higher, 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 narrow time frame.

Frequency

- a. For part-time and full-time temporary faculty, each faculty member shall have all sections rated by students every semester.
- b. For probationary faculty, each faculty member should have a minimum of two sections rated (to include as many different courses as possible) every semester.
- c. For tenured faculty, each faculty shall have a minimum of two sections rated by students annually.

PEER EVALUATIONS

1. Frequency

- a. For part-time temporary faculty, the first time a course is taught by the instructor and, thereafter, at least one section every other year of employment regardless of a break in service.
- b. For full-time temporary faculty, two sections each semester for the first year and two sections each academic year thereafter.
- c. For probationary faculty, two sections (to include as many different courses as possible) every semester.
- d. 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.

2. Faculty will use the attached 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.

APPROVAL PROCESS

Departmental policies will be submitted to the appropriate School/College Dean and to the Provost for review and approval.

Last Updated: September 26, 2011

PEER EVALUATION FORM
DEPARTMENT OF ECONOMICS

Professor Evaluated: _____

Rank: _____ **Course:** _____ **Term/Year:** _____

Date of Classroom Visitation: _____

Name of Evaluator: _____ **Signature:** _____

Category:

A. 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.

B. 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.

C. 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.

D. 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.

OVERALL RANKING

Inadequate	Substantial Improvement Needed	Meets Departmental Expectations	Exceeds Departmental Standards
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MEMORANDUM

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

DATE: November 21, 2011

TO: Faculty
Department of Finance and Business Law
MS PB 7

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 approved for implementation during the remainder of AY11-12.

I fully understand that the statistical standard chosen for student ratings is provisional, and may require further adjustment once we have obtained a sufficient amount of comparison data. However, the mean you have selected seems a reasonable initial benchmark.

I also 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: Robert Harper, Dean, Craig School of Business
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
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**DEPARTMENT OF FINANCE AND BUSINESS LAW
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

1. Frequency

- a. For part-time temporary faculty, the first time a course is taught by the instructor, **all sections for first year of employment**, and, thereafter, at least **one section every year of employment** regardless of a break in service. Each faculty member shall have a minimum of two sections rated by students annually.
- b. For full-time temporary faculty, **two sections each semester for the first year and two sections each academic year thereafter**.
- c. For probationary faculty, **one section of each course every semester**.
- d. **For Associate Professor, two classes every semester, or by request, all classes may be evaluated.**
- e. **For Full Professor, one class every semester or by request, all classes may be evaluated.**

2. 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.

3. 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 **3.75 out of 5.0** using adjusted or unadjusted scores, whichever are higher, 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 narrow time frame.

PEER EVALUATIONS

1. Frequency

- a. For part-time temporary faculty, the first time a course is taught by the instructor, **all sections for first year of employment**, and, thereafter, at least **one section every other year of employment** regardless of a break in service.
- b. For full-time temporary faculty, **two sections each semester for the first year and two sections each academic year thereafter**.
- c. For probationary faculty, **one section of each course every semester with a minimum of two sections every semester**.
- d. 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.

2. Faculty will use the attached 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.

APPROVAL PROCESS

Departmental policies will be submitted to the appropriate School/College Dean and to the Provost for review and approval.

Last Updated: **September 21, 2011**

DEPARTMENT OF FINANCE AND BUSINESS LAW

REQUIREMENTS FOR COMPLETING THE FACULTY INFORMATION FORM FOR IDEA CENTER STUDENT EVALUATIONS

OBJECTIVES SECTION:

In completing the Faculty Information Form, you will designate the relevance of 12 course student learning objectives for the course being evaluated, rating each objective as Essential (**E**), Important (**I**) or of Minor or No Importance (**M**):

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciations of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally and in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

Based on the course being evaluated, the Department will require some of the above objectives to be marked Essential (**E**) and some must be marked Essential (**E**) or Important (**I**). You should have a total of 3-5 objectives marked **E** or **I**, with the remaining 7-9 objectives marked as being of Minor or No Importance (**M**). No one should have fewer than 3 objectives marked **E** or **I**, or more than 5 objectives marked **E** or **I**.

Departmental requirements by type of course:

BA18: Objectives 1, 3, 8, and 11 must be marked **E**.

BA105W: Objectives 4 and 8 must be marked **E** and Objective 3 must be marked **I**.

Fin120: Objectives 1 and 2 must be marked **E** and Objective 3 must be marked **I**.

DISCIPLINE CODE:

For all **Business Law** courses, should use Discipline Code **5201** – Business – General

For **BA105W** courses, should use Discipline Code **5205**– Business Communication

For all **FIN** courses, should use Discipline Code **5208** – Business - Finance

For all **International Business Option** courses, use Discipline Code **5211** – International Business

For all **Real Estate Option** courses, should use Discipline Code **5215** – Real Estate

Last Updated: **September 21, 2011**

California State University, Fresno
UNIVERSITY-WIDE PEER EVALUATION FORM
 Department of Finance and Business Law

Professor Evaluated: _____

Rank: _____ Course: _____ Term/Year: _____

Date of Classroom Visitation: _____

Name of Evaluator _____ Signature: _____

Ratings Scale: 5 = superior | 4 = above average | 3 = average | 2 = below average | 1 = weak

Category	Rating (1-5)
A. 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.	
COMMENTS:	
B. 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.	
COMMENTS:	
C. 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.	
COMMENTS:	
D. 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.	
COMMENTS:	

Additional comments may be included on the reverse side of this form.

APM322c



MEMORANDUM

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

DATE: November 21, 2011

TO: Faculty
Department of Information Systems & Decision Sciences
M/S PB 7

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: Robert Harper, Dean, Craig School of Business
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 MI54
Fresno, CA 93740-8014
559.278.2636
Fax 559.278.7987



DEPARTMENT OF INFORMATION SYSTEMS AND DECISION SCIENCES

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 faculty member shall have a minimum of two sections rated by students annually.

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 when available.

Faculty will observe current Departmental requirements for rating the relevance of IDEA learning objectives and discipline coding (as described on the attached statement.)

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 [3.0 out of 5.0] using adjusted or unadjusted scores, whichever are higher, 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 narrow time frame.

PEER EVALUATIONS

1. Frequency

- a. For part-time temporary faculty, the first time a course is taught by the instructor and, thereafter, at least one section every other year of employment regardless of a break in service.
- b. For full-time temporary faculty, two sections each semester for the first year and two sections each academic year thereafter.
- c. For probationary faculty, two sections (to include as many different courses as possible) every semester.
- d. 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.

2. Faculty will use the attached Departmental-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.

APPROVAL PROCESS

Departmental policies will be submitted to the appropriate School/College Dean and to the Provost for review and approval.

DEPARTMENT OF INFORMATION SYSTEMS AND DECISION SCIENCES
REQUIREMENTS FOR COMPLETING THE FACULTY INFORMATION FORM
FOR IDEA CENTER STUDENT EVALUATIONS

OBJECTIVES SECTION:

In completing the Faculty Information Form, you will designate the relevance of 12 course student learning objectives for the course being evaluated, rating each objective as Essential (**E**), Important (**I**) or of Minor or No Importance (**M**):

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciations of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally and in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

Based on the course being evaluated, the Department will require some of the above objectives to be marked Essential (**E**) and some must be marked Essential (**E**) or Important (**I**). You should have a total of 3-5 objectives marked **E** or **I**, with the remaining 7-9 objectives marked as being of Minor or No Importance (**M**). No one should have fewer than 3 objectives marked **E** or **I**, or more than 5 objectives marked **E** or **I**.

Departmental requirements by type of course:

DS 71, 73, and 123: Objectives 1 and 3 must be marked **E**.

IS 52: Objectives 1 and 9 must be marked **E**, Objective 2 must be marked **E** or **I**.

IS 130: Objectives 1 and 2 must be marked **E**, Objective 4 must be marked **E** or **I**.

All CIS Option classes, including IS 51: Objectives 3 and 4 must be marked **E**.

DISCIPLINE CODE:

For all **DS courses**, should use Discipline Code **5213** – Business Quantitative Methods & Management Science

For all **IS/CIS courses**, use Discipline Code **5212** – Business Information & Data Processing Services

California State University, Fresno
UNIVERSITY-WIDE PEER EVALUATION FORM
 Department of Information Systems and Decision Sciences

Professor Evaluated: _____

Rank: _____ Course: _____ Term/Year: _____

Date of Classroom Visitation: _____

Name of Evaluator _____ Signature: _____

Ratings Scale: 5 = superior | 4 = above average | 3 = average | 2 = below average | 1 = weak

Category	Rating (1-5)
A. 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.	
COMMENTS:	
B. 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.	
COMMENTS:	
C. 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.	
COMMENTS:	
D. 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.	
COMMENTS:	

Additional comments may be included on the reverse side of this form.

APM322c



MEMORANDUM

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

DATE: November 21, 2011

TO: Faculty
Department of Management
MS PB 7

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 approved for implementation during the remainder of AY11-12.

I fully understand that the statistical standard chosen for student ratings is provisional, and may require further adjustment once we have obtained a sufficient amount of comparison data. However, the mean you have selected seems a reasonable initial benchmark.

I also 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: Robert Harper, Dean, Craig School of Business
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
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**DEPARTMENT OF MANAGEMENT
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 faculty member shall have **all sections of all courses** rated by students annually.

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. The Department recommends faculty members use the Diagnostic Form at least one time per year, once it becomes available.

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 an average score, across all classes, of 3.5 for the A (progress on relevant objectives) and B (excellent teacher) components out of 5.0. This average can be based on adjusted or unadjusted scores, whichever are higher. However, it is more important to evaluate on the basis of multi-year trends rather than focusing on a single course or narrow time frame.

PEER EVALUATIONS

1. Frequency

- a. For part-time temporary faculty, the first time a course is taught by the instructor and, thereafter, at least one evaluation every other year of employment, regardless of a break in service.
- b. For full-time temporary faculty, two reviews each semester for the first year and at least two evaluations each academic year thereafter.
- c. For probationary faculty, two evaluations (to include as many different courses as possible) every semester.
- d. For tenured faculty, one evaluation each academic year on a rotating basis such that during a five year period the maximum number of different courses is evaluated.

2. Faculty will use the attached 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.

APPROVAL PROCESS

Departmental policies will be submitted to the appropriate School/College Dean and to the Provost for review and approval.

Last Updated: September 30, 2011

California State University, Fresno
PEER EVALUATION FORM
Craig School of Business
Management Department

Professor Evaluated: _____

Rank: _____ Course: _____ Term/Year: _____

Date of Meeting: _____

Name of Evaluator: _____ Signature: _____

PROCESS

A. In preparation for this evaluation, the faculty member should provide the evaluator with the following information. The evaluator may request additional material, depending on the nature of the course.

1) Course syllabus that includes:

- course objectives
- course content and organization
- identification of reading material and assignments
- methods of appraising student achievement

2) Copies of examinations, assignments, and other graded materials and a description of which objective(s) are met. The grading standards should be included with these materials.

3) If applicable, samples of graded student projects (high, average, and low) and exams (high, medium, and low). The identity of the students should be removed and information about when the feedback was provided to students should be included.

4) Samples of powerpoints, lecture materials, in-class exercises, Blackboard materials (or access to it), etc. that allow the evaluator to observe what is presented in the classroom.

5) Distribution of current grades in the course and final grades from the previous semester (if instructor taught this course).

B. After reviewing the materials and before completing this form, the faculty being evaluated and the evaluator(s) should arrange a meeting (ideally face-to-face) where the faculty being evaluated would provide an overview of his or her approach to teaching this course, particularly with respect to in-class activities that are not captured in the written materials. This would also be when the evaluator(s) would ask clarification and follow-up questions about the materials provided in step A.

CATEGORY

• **Course Content** (defined by APM 322). 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.

- Questions that might be addressed under this category include: Are the reading materials and assignments well-chosen, at an appropriate level, balanced, and consistent with course objectives? Are the non-reading assignments/projects relevant to course objectives, compelling, and reasonable in terms of required work? Is the course content sequenced appropriately to enhance student learning?

COMMENTS:

• **Instructional Design** (defined in APM 322). The assessment of the instructional design of the course shall include a review of the learning objectives, syllabi, instructional support materials, organization of lectures, and the use of technology appropriate to the class.

- *Questions that might be addressed include: Are the objectives clearly expressed? Are the objectives appropriate for this class? Are the topics presented in a logical and integrative manner? If used, are the in-class exercises or other support materials supportive of student learning? Is the overall design of the class supportive of student learning? If used, does the information technology support student learning?*

COMMENTS:

• **Instructional Delivery** (defined in APM 322). 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.

- *Questions that might be addressed include: are the methods used to deliver course content (oral presentation, written communication, other media) appropriate with the topic and likely to stimulate or maintain student interest? Are the written instructions and assignments clear and appropriate for the course level? Are appropriate steps taken to create an environment conducive to student learning?*

COMMENTS:

• **Assessment Methods** (defined in APM 322). The evaluation of assessment methods shall consist of a review of tools, procedures, and strategies used for measuring student learning, and providing timely and meaningful feedback to students.

- *Questions that might be addressed include: Are the tools, procedures, and strategies used for measuring student learning consistent with the course objectives? Do students have sufficient opportunity to demonstrate their achievement of course objectives? Are alternative assessment methods employed to supplement exams? Do assessment procedures over-stress achievements which are easiest to appraise and under-stress those which are most difficult to appraise? Is the feedback (oral or written) provided to students timely, constructive, meaningful, and appropriate given the course nature, course format, and teaching method employed?*

COMMENTS:



MEMORANDUM

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

DATE: November 21, 2011

TO: Faculty
Department of Marketing and Logistics
MS PB 7

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 approved for implementation during the remainder of AY11-12.

I fully understand that the statistical standard chosen for student ratings is provisional, and may require further adjustment once we have obtained a sufficient amount of comparison data. However, the mean you have selected seems a reasonable initial benchmark.

I also 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: Robert Harper, Dean, Craig School of Business
Ted Wendt, AVP for Academic Personnel

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**DEPARTMENT OF MARKETING AND LOGISTICS
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 faculty member shall have a minimum of two sections rated by students annually, on rotating 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 when available.

Faculty will observe current Departmental requirements for rating the relevance of IDEA learning objectives and discipline coding (as described on page 2).

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 3.75 out of 5.0 using adjusted or unadjusted scores, whichever are higher, 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 narrow time frame.

PEER EVALUATIONS

1. Frequency

- a. For part-time temporary faculty, the first time a course is taught by the instructor and, thereafter, at least one section every semester on a rotating basis, regardless of a break in service.
- b. For full-time temporary faculty, two sections each semester for the first year and two sections each academic year thereafter, on a rotating basis.
- c. For probationary faculty, two sections (to include as many different courses as possible) every semester.
- d. 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.

2. Faculty will use the attached 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.

APPROVAL PROCESS

Departmental policies will be submitted to the appropriate School/College Dean and to the Provost for review and approval.

Last Updated: 10/3/2011

DEPARTMENT OF MARKETING AND LOGISTICS

REQUIREMENTS FOR COMPLETING THE FACULTY INFORMATION FORM FOR IDEA CENTER STUDENT EVALUATIONS

OBJECTIVES SECTION:

In completing the Faculty Information Form, you will designate the relevance of 12 course student learning objectives for the course being evaluated, rating each objective as Essential (**E**), Important (**I**) or of Minor or No Importance (**M**):

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciations of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally and in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

For the following courses, the Department will require some of the above objectives to be marked Essential (**E**), with the remaining objectives marked as being of Important (**I**) or of Minor or No Importance (**M**): No one should have fewer than 3 objectives marked **E**, and no one should have more than 5 objectives marked .

Departmental requirements by type of course:

- MKTG-100s: Objectives 1, 2, and 5 must be marked **E**.
- MKTG-101: Objectives: 1,3, and 4 must be marked **E**
- MKTG-103: Objectives: 4,5, and 8 must be marked **E**
- MKTG-110: Objectives: 2,3, and 4 must be marked **E**
- MKTG-132: Objectives: 1,2, and 3 must be marked **E**
- MKTG-188: Objectives: 2,3, and 5 must be marked **E**,

- For other elective courses, the Department will require that no one should have fewer than 3 objectives marked **E**, and no one should have more than 5 objectives marked.

DISCIPLINE CODE:

For all **courses**, should use Discipline Code: **5214** – Business, Marketing
Last Updated: 10/3/2011

California State University, Fresno
UNIVERSITY-WIDE PEER EVALUATION FORM
 Department of Marketing and Logistics

Category	Rating (1-5)
A. 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. COMMENTS:	
B. 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. COMMENTS:	
C. 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. COMMENTS:	
D. 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. COMMENTS:	

Professor Evaluated: _____
Rank: _____ **Course:** _____ **Term/Year:** _____

Date of Classroom Visitation: _____
Name of Evaluator _____ **Signature:** _____
 Ratings Scale: 5 = superior | 4 = above average | 3 = average | 2 = below average | 1 = weak

Additional comments from the current Class Room Visitation Evaluation Sheet (see next page)
Will be included on the reverse side of UNIVERSITY-WIDE PEER EVALUATION FORM
 Last Updated: 10/3/2011

Current Class Room Visitation Evaluation Sheet

DID EVALUATED INSTRUCTOR KNOW IN ADVANCE EVALUATION WAS TO BE THIS HOUR? __YES __NO

INSTRUCTOR'S PREPARATION AND/OR ORGANIZATION:

ABILITY TO STIMULATE STUDENTS (INCLUDING VOCAL CHARACTERISTICS AND MANNERISMS):

BALANCE BETWEEN HIGH ACADEMIC LEVEL AND NOT TALKING OVER STUDENTS' HEADS:

CONSIDERATION FOR STUDENTS (INCLUDING OPEN-MINDEDNESS AND RESPONSE TO QUESTIONS):

OVERALL EVALUATION OF CONDUCTING CLASS AND/OR ARRANGING FOR STUDENT PARTICIPATION:

ADDITIONAL COMMENTS:

ADDENDUM TO CLASSROOM EVALUATION FORM

Describe the individual's ability to achieve a high standard of teaching effectiveness in each of the following areas:

A. COURSE SYLLABUS:

B. COURSE REQUIREMENTS SUCH AS PAPERS, PROJECTS, AND HOMEWORK ASSIGNMENTS:

C. COURSE EXAMINATIONS:

D. GRADING POLICY AND GRADES ASSIGNED: