



MEMORANDUM

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

DATE: November 21, 2011

TO: Faculty
Department of Counseling, Special Ed. & Rehabilitation
MS ED 3

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: Paul Beare Dean, Kremen School of Education & Human Development
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 Counselor Education and Rehabilitation
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. **Proctors will encourage students to write specific comments that will help inform the professor what to change, add, or delete from the course to make it better.**

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 **3.5 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 Department's 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 20, 2011
AV – Dept CER



CALIFORNIA
STATE
UNIVERSITY,
FRESNO

MEMORANDUM

DATE: November 21, 2011

TO: Faculty
Department of Educational Research & Administration
M/S ED 303

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: Paul Beare, Dean, Kremen School of Education & Human Development
Ted Wendt, AVP for Academic Personnel

Office of the Provost
and Vice President
for Academic Affairs
Harold H. Haak
Administrative Center
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Fresno, CA 93740-8014
559.278.2636
Fax 559.278.7987



**DEPARTMENT OF EDUCATIONAL RESEARCH AND ADMINISTRATION
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 each course rated by students. 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.

It is expected that for a one-year period (2011 – 2012) faculty members shall meet or exceed the standard for similar classes listed on the IDEA Short Form Report. Thereafter, a summary Evaluation score will be determined by faculty as the standard to be used by the department.

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 10, 2011



CALIFORNIA
STATE
UNIVERSITY,
FRESNO

MEMORANDUM

DATE: November 21, 2011

TO: Faculty
Department of Literacy and Early Education
MS ED 202

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: Paul Beare Dean, Kremen School of Education & Human Development
Ted Wendt, AVP for Academic Personnel

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and Vice President
for Academic Affairs
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Administrative Center
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Fresno, CA 93740-8014
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Fax 559.278.7987



DEPARTMENT OF Literacy Early Education & Diversity
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 full time faculty member shall have a minimum of two sections rated by students annually using the short form or online version. Probationary faculty will ensure that every class evaluates their teaching performance. Temporary part time faculty will have each class evaluated by students until they receive a three year contract at which time they will have the minimum of one per year evaluated. **Proctors will encourage students write specific comments that will help inform the professor what to change, add, or take away from the course to make it a better course.** Proctor comments are 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 **3.5 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 departmentally approved form to evaluate Course Content, Instructional Design, Instructional Delivery and Assessment methods in a face to face meeting where applicable.

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 10, 2011

DEPARTMENT OF CURRICULUM AND INSTRUCTION
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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

Quality of instruction in the Kremen School of Education and Human Development is paramount. Faculty in the Kremen School's Department of Curriculum and Instruction are expected to be instructional leaders. Each faculty member will have classes rated by students as per the following schedule:

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

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 appropriate for individual classes.

Student ratings of instruction shall be assessed to identify patterns and trends of teaching performance and effectiveness. It is expected that, for an initial two-year period (2011-2013), the faculty member shall meet or exceed the standard for "similar" classes—that is, the "gray area" or above for similar classes listed on the IDEA Short Form Report. Thereafter, a Summary Evaluation score will be determined as a standard to be used by the department for this purpose. The department recognizes that patterns and trends are more relevant than the ratings from a single course or narrow time period.

In addition to student ratings of instruction, the assessment of teaching effectiveness in the Department of Curriculum and Instruction shall address four basic elements of instruction as required by APM 322: course content, instructional design, instructional delivery, and assessment methods. Peer evaluations of instruction will comprise an additional component to assess teaching effectiveness.

Approved by the Department
September 14, 2011

UNIVERSITY-WIDE PEER EVALUATION FORM

Department of Curriculum and Instruction

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:	

**DEPARTMENT OF EDUCATIONAL SPECIALTIES
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 - Each faculty member will have classes rated by students as per the following schedule:
 - a. For **part-time temporary faculty**, all sections each semester for the first three years and two courses each academic year thereafter unless otherwise requested by chair or coordinator.
 - b. For **full-time temporary faculty**, all sections each semester for the first three years and two sections each academic year thereafter unless otherwise requested by chair or coordinator.
 - c. For **probationary faculty**, all sections every semester.
 - d. For **tenured faculty**, at least two sections each academic year on a rotating basis such that during a five-year period the maximum number of different courses is evaluated.
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 **3.5 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. **Proctors will encourage students write constructive comments.**

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.

Last Updated: October 10, 2011

PROCTOR GUIDELINES

Instructions for the proctor of student evaluations of professors: Please pass out the evaluation and say the following:

The purpose of the questionnaire is to enhance teaching effectiveness and to provide information for personnel decisions including retention, tenure, and promotion. The instructor may not be present in the classroom during the administration of the questionnaire, and the results will not be available to the faculty member until grades have been turned in for the current semester. You may include written comments on the back of the form. The original comments will be provided to the instructor. Please take care to avoid bias based on race color, religion, national origin, ancestry, marital status, age, physical disability, mental disability, medical condition, veteran's status, gender, and sexual orientation.

ADDITIONAL INSTRUCTIONS FOR PROCTOR

1. Provide the students with the institution name (Fresno State), instructor's name, course number, and time/day the class meets. Encourage all students to complete this information on the form.
2. Provide each student with one form and a No. 2 pencil.
3. Remain in the room long enough to collect all forms.
4. Using the envelope provided, take the forms and pencils to the departmental office as soon as possible. Do not give the envelope to the course instructor.