




CALIFORNIA
STATE
UNIVERSITY,
FRESNO

MEMORANDUM

DATE: November 21, 2011

TO: Faculty
Department of Agricultural Business
M/S PB 101

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: Charles Boyer, Dean, JCAST
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 AGRICULTURAL BUSINESS
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 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.

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 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 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.

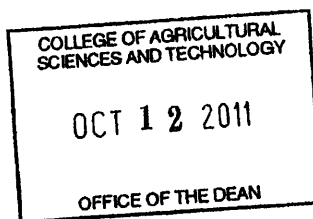
2. Faculty will use the attached Departmentally approved form to evaluate Course Content, Instructional Design, Instructional Delivery and Assessment methods.

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.



APM 322b
Last Updated: 10/10/11

Department of Agricultural Business, CSU Fresno
Classroom Visitation and Teaching Assessment

Instructor: _____ Course: _____

Peer Reviewer: _____ Date: _____

Rating: 5 = Superior; 4 = Effective; 3 = Average; 2 = Below Average; 1 = Needs Improvement; N/A = Not applicable

COURSE CONTENT	Rating	Remarks
Clear transition from previous to current lecture		
Organization of lecture and activities		
Content coverage appropriate for student level		
Currency of course content		
Category Average		
INSTRUCTIONAL DESIGN		
Learning objectives clearly stated (in syllabus and in class)		
Syllabi conforming to university guidelines		
Quality of instructional support materials		
Use of technology appropriate to class		
Category Average		
INSTRUCTIONAL DELIVERY		
Instructor well prepared		
Enthusiasm, energy, confidence & voice (volume, speed, projection & variation)		
Instructor synthesizes, interprets, and summarizes effectively		
Instructor holds student interest and encourages student participation		
Instructor checks on student comprehension and adjusts teaching		
Skill in using instructional technology		
Professional conduct		
Category Average		
ASSESSMENT METHODS		
Utilizes appropriate assessment tools		
Appropriate assessment is used to evaluate student's ability to solve real world problems		
Timely and meaningful feedback is provided to students		
Category Average		
Comprehensive Average		
Comments/Suggestions (more comments may appear on the back of this sheet):		
Signatures:	Instructor	Reviewer




CALIFORNIA
STATE
UNIVERSITY,
FRESNO

MEMORANDUM

DATE: November 21, 2011

TO: Faculty
Department of Animal Science & Ag. Education
M/S AS 75

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: Charles Boyer, Dean, JCAST
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 ANIMAL SCIENCES AND AGRICULTURAL EDUCATION
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 courses** rated by students annually.

1. Frequency

- a. For part-time temporary faculty, the first time a course is taught by the instructor and, thereafter, **every course, every semester** regardless of a break in service.
- b. For full-time temporary faculty, **every course, every semester**.
- c. For probationary faculty, **at least two courses, every semester**.
- d. For tenured faculty, **two courses per academic year in consultation with the faculty member**, 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.

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 class every semester** regardless of a break in service.
- b. For full-time temporary faculty, **two courses 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 class each academic year in consultation with the faculty member**, 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: 09/16/2011

California State University, Fresno
UNIVERSITY-WIDE PEER EVALUATION FORM
 Department of Animal Sciences and Agricultural Education

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
 Ratings may include decimals

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.




CALIFORNIA
STATE
UNIVERSITY,
FRESNO

MEMORANDUM

DATE: November 21, 2011

TO: Faculty
Department of Child, Family & Consumer Sciences
M/S FF 12

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: Charles Boyer, Dean, JCAST
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 CHILD, FAMILY, & CONSUMER 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

1. **Frequency:** Student ratings of instruction will be solicited in every single department course, regardless of the tenure status of the instructor. We believe that students should have the opportunity to voice their opinions about every single course.
2. **Instrument:** 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. However, the department chooses to limit use of the Online version exclusively to fully online classes. Faculty may choose to use both the Short Form and the Diagnostic Form, but until we become familiarized with the new IDEA instruments, every class will be evaluated using at least the Short Form.

The department faculty as a whole will complete the Faculty Information Form for each course, so that assessed objectives of each course are standardized across various instructors of the same course.

3. **Administration of Instrument:** Student ratings of instruction will be solicited at the beginning of the class period during which they are done, not at the end of the class.

Student ratings will not be administered during the time assigned for the final exam.

4. **Standards:** The student ratings will be reviewed by the department chair and provided to the faculty member. They may be considered as evidence of teaching effectiveness for personnel decisions at the department level.

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.

5. **Interpretation:** It is hereby acknowledged by the department that there are factors aside from the quality of instruction that systematically affect student ratings. These correlates should be considered when using student ratings data to make personnel decisions. These findings include:
 - a. Class size is negatively correlated with student ratings. (In other words, smaller classes are rated more positively.) (Williams & Ory, 1992; Centra & Creech, 1976)
 - b. Students rate major classes and chosen electives more highly than classes required for other reasons. (Feldman, 1978; Cashin, 1988)
 - c. Upper division courses are rated more positively than lower division classes.

PEER EVALUATIONS

1. Frequency

- a. For part-time temporary faculty, the first time a course is taught by the instructor it will be subject to peer evaluation. Thereafter, the course will be evaluated at least 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 class each academic year on a rotating basis such that during a five-year period the maximum number of different courses is evaluated.
 - e. Additional peer evaluation reports may be requested by the instructor, by a peer evaluator who identifies a potential problem, or by the department chair, on a case-by-case basis.
2. Faculty will use the attached Departmentally approved form to evaluate Course Content, Instructional Design, Instructional Delivery, and Assessment methods.
 3. Selection of peer evaluators will be the responsibility of the department chair for part-time faculty, and the responsibility of the tenure-track and tenured faculty for their own peer evaluations.

OTHER INFORMATION

In addition to student ratings and peer evaluations, grade distributions for each course will be included in each instructor's open personnel files. Grade distributions will be reviewed by the department chair for evidence of grade inflation.

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 27, 2011

California State University, Fresno
UNIVERSITY-WIDE PEER EVALUATION FORM
 Child, Family, and Consumer 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.




MEMORANDUM

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

DATE: November 21, 2011

TO: Faculty
Department of Food Science and Nutrition
FF 17

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: Charles Boyer, Dean, JCAST
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 FOOD SCIENCE AND NUTRITION
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) Each faculty member shall have courses evaluated by students annually. The following minimum frequency shall apply:
 - a) Part-time temporary faculty shall have all sections of all courses taught evaluated by students annually.
 - b) Full-time temporary faculty shall have all sections of all courses taught evaluated by students for the first and second time teaching a new course. After the second time teaching a course, full-time temporary faculty member shall have a minimum of two courses evaluated by students each semester on a rotating basis such that during a five year period the maximum number of different courses is evaluated.
 - c) Probationary faculty shall have all sections of all courses taught evaluated by students for the extent of their probationary period.
 - d) Tenured faculty shall have a minimum of two courses evaluated by students annually on a rotating basis such that during a five year period the maximum number of different courses is 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 of 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 courses each semester for the first year and two sections each academic year thereafter.
 - c) For probationary faculty, two courses every semester on a rotating basis such that during a five year period the maximum number of different courses is evaluated.
 - d) For tenured faculty, one course 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 Dean, Jordan College of Agricultural Sciences and Technology, and to the Provost for review and approval.

Approved: October 3, 2011

Last Updated:

California State University, Fresno
PEER EVALUATION FORM
 Department of Food Science and Nutrition

Professor Evaluated: _____

Rank: _____ Course: _____ Term/Year: _____

Date(s) of Classroom Visitation: _____

Name of Evaluator: _____ Signature: _____

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

NOTE: For all ratings below 5, please include comments to assist the faculty member to enhance their teaching.

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 (see attached checklist), instructional support materials including assignments, 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 (enthusiasm, speech, mannerisms, classroom management), 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 including appropriateness of exam questions, and providing timely and meaningful feedback to students.	
COMMENTS: 	

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

Course Syllabus Review Checklist (per APM 241, Oct. 2011)

Syllabus for (course prefix and number) _____ Term _____

Reviewed by _____ Date _____

Required Syllabus Information	Included (Y or N)	Comments or Recommendations
Name of instructor		
Office location		
Telephone number		
Office hours		
E-mail		
Address (if available)		
Course number and title		
Number of units		
Prerequisites		
Brief course description		
Fees		
Summary outline of course		
Tentative schedule of topics covered		
Required text books		
Other supplemental materials		
Schedule of assigned readings		
Student supplied equipment and materials necessary for course activities		
Course calendar		
<ul style="list-style-type: none"> • Projected dates 		
<ul style="list-style-type: none"> • Deadlines 		
<ul style="list-style-type: none"> • Periods of time for readings 		
<ul style="list-style-type: none"> • Field trips 		
<ul style="list-style-type: none"> • Projects 		
<ul style="list-style-type: none"> • Exams 		
Brief description of and instructions for significant course		
Instructor course goals		
Student learning outcomes		
Grading policy		
<ul style="list-style-type: none"> • Includes the weighting of assignments and examinations 		
<ul style="list-style-type: none"> • Criteria for assigning grades 		

Required Syllabus Information	Included (Y or N)	Comments or Recommendations
<ul style="list-style-type: none"> Grading scale 		
<ul style="list-style-type: none"> Identification of all Requirements and due dates for course completion 		
<ul style="list-style-type: none"> Eligibility for a final passing grade 		
Course attendance		
<ul style="list-style-type: none"> Make-up work policies (including final exam meeting) 		
<ul style="list-style-type: none"> Any implications for grading related to attendance 		
Instructor's policies regarding administration of the course, e.g.,		
<ul style="list-style-type: none"> Late paper penalties 		
<ul style="list-style-type: none"> Tape recording lectures 		
<ul style="list-style-type: none"> Guidelines on the use of electronic devices) 		
Reminder directed to students with disabilities about their responsibility		
Statement referring to the university's policies these may be satisfied by a statement that the university policies are located in the Catalog and the Class Schedule		
<ul style="list-style-type: none"> Adding and dropping courses 		
<ul style="list-style-type: none"> Honor code 		
<ul style="list-style-type: none"> Cheating and plagiarism 		
<ul style="list-style-type: none"> Copyright 		
<ul style="list-style-type: none"> Computer usage 		
Safety issues where appropriate		

Instructor signature below indicates that faculty member has received a copy of this evaluation. The signature is not an indication of agreement or disagreement with the evaluation. This document will be placed in your open personnel file seven calendar days from date of signature.

Instructor _____ **Date** _____

Department Chair _____ **Date** _____



MEMORANDUM

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

DATE: November 21, 2011

TO: Faculty
Department of Industrial Technology
IT 9

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: Charles Boyer, Dean, JCAST
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 INDUSTRIAL TECHNOLOGY
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 and, thereafter, at least **one section every semester** 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, **minimum of two sections (to include as many different courses as possible) every semester.**
 - d. For tenured faculty, **minimum of 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. 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 of **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.

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: October 10, 2011

California State University, Fresno
 Department of Industrial Technology
PEER EVALUATION FORM

form rev. 9/28/11

Instructor Evaluated: _____ Rank of Instructor: _____

Course: _____ Term/Year: _____ Evaluation Date: _____

Name of Evaluator _____ Signature: _____

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

Category	Ratings (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:	

*In a fully online class, the faculty would work with the peer evaluator to determine the most appropriate method to assess instructional delivery. This could be one or more of: having students come to campus for one lecture, conducting a virtual classroom session, having voice-over presentations, or any other method mutually agreed upon.

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 Plant Science
AS 72

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: Charles Boyer, Dean, JCAST
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 PLANT SCIENCE
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 two times a course is taught by the instructor and, thereafter, at least two courses a year.
 - 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 on a rotating basis such that during a five year period the maximum number of different courses is evaluated.
 - d. For tenured faculty, 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. Additional student ratings of instruction may be requested by the instructor or required by the College/School Personnel Committee, Dean or Provost on a case by case basis
3. 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.
4. 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 4.5 out of 5.0 using adjusted or unadjusted scores, whichever are higher, on a regular basis. In addition, the department will pay particular attention to the adjusted converted average scores. The faculty member should achieve a 45 or greater on the adjusted converted average scores when compared to all classes in the IDEA database (this corresponds to the lower end of the "similar area" on the short form report); 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 two times 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 on a rotating basis such that during a five year period the maximum number of different courses is evaluated.
 - 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.
3. Additional peer evaluation reports may be requested by the instructor or required by the College/School Personnel Committee, Dean or Provost on a case by case basis.

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.

Approved Oct 14, 2011

California State University, Fresno
UNIVERSITY-WIDE PEER EVALUATION FORM
 Department of Plant Science

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




CALIFORNIA
STATE
UNIVERSITY,
FRESNO

MEMORANDUM

DATE: November 21, 2011

TO: Faculty
Department of Viticulture & Enology
M/S VR 89

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: Charles Boyer, Dean, JCAST
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 VITICULTURE AND ENOLOGY
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 (2) 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.

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 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: 10/03/2011

California State University, Fresno
UNIVERSITY-WIDE PEER EVALUATION FORM
 Department of Viticulture and Enology

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.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
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.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
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.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
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.	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
COMMENTS:	

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