

POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS

Teaching is central to the mission of the University and, therefore, its effectiveness must be assessed. The dual purpose of the assessment of teaching effectiveness is to provide the individual instructor with specific information to enhance instruction and to provide information for use in personnel actions. The primary responsibility for assessing all aspects of teaching effectiveness rests with the faculty.

This policy establishes the framework for the assessment of teaching effectiveness, including procedures for the two major components of the assessment: (a) ~~reports of classroom visits by peers and (b) student evaluation of instruction~~ peer evaluation of instruction; b) student ratings of instruction. Minimum standards for each component shall be established by academic departments and shall be approved by college/school personnel committees.

~~Although~~In assessing ~~the reports of classroom visits by peers and student evaluation of instruction are the principal components of assessment of teaching effectiveness,~~ additional information such as review of textbooks, course syllabi, representative assignments, examinations, and student projects should be incorporated into the assessment. Care of a faculty member, care should be taken to examine the number of course preparations, level and type of classes taught (graduate, undergraduate, required, elective, etc.), the instructional format (lecture, discussion, lab, seminar, etc.), time of day and length of class period, and any other factors which may affect teaching effectiveness or its assessment. Individuals involved in the assessment of teaching effectiveness ~~must be most careful to avoid bias based upon race, color, religion, national origin, ancestry, marital status, pregnancy, age, physical disability, mental disability, medical condition, veteran's status, sex, and sexual preference, or sex.~~ Everyone also must be alert to the possibility of such bias on the part of others orientation.

~~Statistical data must be analyzed in the context of the foregoing paragraphs and with the realization that serious limitations exist relative to the accumulation and analysis of such data. For example, because the precision of most student ranking data is limited, computations such as arithmetic means should be reported only as whole numbers or to the first decimal place. Frequency distributions are an appropriate way of illustrating results of student evaluations and, generally, are less likely to lead to overinterpretation of data than other mathematical computations which may suggest more precision than actually exists.~~

I. The assessment of statistical data should always attempt to identify and focus upon patterns of performance rather than upon idiosyncratic responses.

~~Statistical data shall not be the only information considered in evaluating teaching effectiveness~~ **shall address at least threefour basic components/elements of instruction: subject matter, organization, and delivery.**

A. Subject Matter. The assessment of subject matter consists of evaluation of the instructor's knowledge of the subject matter and how this knowledge is reflected in the course content of the course. Because of

~~their subject matter expertise, faculty peers are in the strongest position to assess this component; thus, their judgement normally should carry greater weight than student comments.~~

~~B. Organization. The assessment of organization consists of an evaluation of the instructional design of the course as described in the course syllabus and any related materials, the consistency with which class sessions reflect the syllabus, and the organization of individual class sessions. Although faculty peers are better prepared to evaluate the overall organization of a course, students may be better able to assess the organization and interrelationship of class sessions. Thus, both faculty and student evaluations normally should have substantial weight, instructional delivery, and assessment methods.~~

~~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 consists of an evaluation of the instructor's shall include a review of oral presentation skills, written communication skills, skills using various forms of informational technology, and the ability to transfer knowledge, to motivate students, and to encourage inquiry. Because students are in a position to evaluate delivery over the entire semester, their comments normally should be given substantial weight. Faculty peer observations provide additional information for the assessment of delivery. 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.~~

~~II. Peer Visit Evaluation Forms and Student Evaluation Rating Questionnaires~~

~~A. Schools and/or departments shall adopt forms for classroom visits by peers and for the student evaluation of instruction. The forms, at a minimum, shall provide for the assessment of subject matter, organization, and delivery as described above. The forms shall be submitted to the School Dean for approval. Upon approval the forms shall be used by all faculty in the department or school. Peer visitation forms~~

~~shall be signed by the evaluator~~Each Department shall adopt peer evaluation forms that will assess course content, instructional design, instructional delivery, and assessment methods. In the absence of a formally adopted departmental form, the department shall use a university-wide template provided by the Provost.

- B. ~~Student evaluation~~rating questionnaires normally shall consistprovide for the assessment of both quantitative and open-ended questions. Questions shall focus primarily upon aspects of organization and delivery. (See the applicable components identified in Section I.) ~~Questionnaires shall not consist only of open-ended questions.~~ The student ratings questionnaires shall be administered using a university-wide form with demonstrated reliability and validity and shall be unsigned. This form shall be endorsed by the Academic Senate and approved by the Provost. This form will allow departments and colleges/schools to select additional questions from a campus-wide pool that have demonstrated reliability and validity.
- C. The data from peer evaluations and student ratings shall be used in personnel decisions relating to retention, tenure and promotion.
- D. Additional student ratings of courses may be requested by the instructor or required by the college/ school Personnel Committee, Dean or Provost.

III. Frequency of Implementation

- A. Peer Evaluation Reports of Classroom Visits By Peers
1. Each department or ~~school~~equivalent unit shall establish a written policy which describes the frequency and scheduling of ~~classroom visits by peers~~peer evaluation of courses. The following minimum frequency shall apply:
 - a. For part-time temporary faculty, the first time a course is taught by the instructor and, thereafter, at least one ~~course~~section every other year of employment regardless of a break in service;.
 - b. For full-time temporary faculty, two ~~course~~sections each semester for the first year and two ~~course~~sections each academic year thereafter.
 - c. For probationary faculty, two ~~classes~~sections (to include as many ~~different~~ courses as possible) every semester.
 - d. For tenured faculty, one ~~course~~section each academic year on a rotating basis such that during a five year period the maximum number of different courses is evaluated.

2. Additional ~~classroom visits by peers~~ peer evaluation reports may be requested by the instructor or required by the College/School Personnel Committee, Dean or Vice President for Academic Affairs. Provost on a case by case basis.

B. Student Evaluation Ratings of Instruction

1. ~~Each department or school should~~ equivalent unit shall establish a written policy which describes the frequency and scheduling of student evaluation ratings of instruction. ~~The following minimum frequency shall apply:~~

a. ~~For full-time and part-time temporary~~ Each faculty, ~~two representative classes per academic year. However, each course member shall be evaluated the first two times it is taught~~ have a minimum of two sections rated by an individual; students annually.

b. ~~For probationary faculty, every class every semester; and~~

c. ~~For tenured faculty, two representative classes per academic year on a rotating basis such that during a five year period the maximum number of different courses is evaluated.~~

2. ~~Additional student evaluations may be requested by the instructor or required by the Dean or Vice President for Academic Affairs.~~

IV. **Confidentiality**

Information obtained from peer ~~visitation evaluation~~ reports and/or student evaluation rating questionnaires shall be confidential. Possession or use of this information shall be restricted to:

- A. ~~The~~ the instructor, who may at his/her discretion, make such information available to others;
- B. ~~Those~~ those charged with conducting evaluations or administering this policy;
- C. ~~Those~~ those with access to the Open Personnel File.

V. **Use and Housing of Student Ratings Data**

A. Student ratings data shall not be used for any extraordinary purposes including, but not limited to, comparison of programs, departments, colleges, or any external entity or institution without the approval of the Academic Senate.

B. Data collected from the assessment of teaching effectiveness will be housed in the Offices of the Academic Senate on behalf of the Academic Assembly.

VI. Administration of ~~Peer Evaluation Reports of Classroom Visits By Peers~~

A. Conducting ~~Classroom Visits By Peers~~ Peer Evaluation of Courses

1. Only tenured and probationary faculty shall conduct ~~classroom visits~~peer evaluations of courses. Probationary faculty may perform evaluations of temporary faculty only. Tenured faculty shall be evaluated only by peers. ~~Although other tenured faculty at a higher rank, except full professors who may evaluate faculty at any rank. Tenured faculty being considered for promotion and~~ participants in the Faculty Early Retirement Program ~~and tenured faculty being considered for promotion~~ may not participate in personnel committee actions. However, they may conduct classroom visitspeer evaluations of courses pursuant to this policy.
2. ~~Prior to the classroom visit(s), the evaluator and the faculty member should discuss a plan for the evaluation, including the examination of relevant materials such as textbooks, syllabi, representative materials, and examinations. Department chairs shall assign peer evaluator(s) to review faculty members.~~
3. ~~The evaluator should avoid any unnecessary disruptions of normal classroom activities.~~
4. ~~Multiple classroom visits by one or more evaluators are expected in order to provide a more complete perspective of classroom performance.~~
- 5.
3. Prior to the peer evaluation, the evaluator(s) shall notify the faculty member of the materials that will be required for the evaluation. It is the responsibility of the faculty member to provide the materials to the evaluator. The materials shall include those designated on the peer evaluation form.
4. Evaluators shall not interview students before, during or after the class session. ~~(Any information placed in the Open Personnel File must be identified by source.)~~peer evaluation.

B. Reports of Classroom Visits

1. Using the departmentally approved departmental or school format~~form~~, a written report on ~~each classroom visit should~~the peer evaluation of a course shall be prepared by the evaluator. ~~The report. The report should include specific classroom observations upon which the assessment is based and, minimally, reference should be made to subject matter, organization, and delivery (see above).~~ shall include a review of the relevant components listed in Section I.

2. The peer evaluator(s) and the faculty member should discuss the visitevaluation prior to the submission of the written report to the department chair.
3. Each report shall be signed by the evaluator(s) and submitted to the department chair for placement by the Dean's Office in the Open Personnel File following appropriate notification after appropriately notifying the faculty member.

~~VI~~

VII. Administration of Questionnaires for Student EvaluationRatings of Instruction

A. Administration of Student Rating Questionnaires

- ~~1.~~ 1. QuestionnairesStudent rating questionnaires shall be proctored by a faculty member, student, or administrative assistant. The questionnaire may not be proctored by the instructor of record for the course.
- ~~2.~~ 2. The instructor being rated may not be present in the classroom during the administration of the questionnaire.
- ~~3.~~ 3. Proctor Responsibilities.
 - ~~a.~~ a. The proctor shall not interview students before, during, or after the class session.
 - ~~b.~~ b. The administration of the questionnaire shall occur during the last half of the scheduled term of instruction and shall be administered under the direction of the school dean. The dean will issue writtenduring the first fifteen minutes of class. Nothing besides a pencil and the rating form shall be handed out during the administration of the questionnaire.
- ~~4.~~ 4. Standardized instructions which identifyappropriate to the individuals whouniversity-wide rating questionnaire will administerbe provided by the student evaluations and the written and/or oralproctor. These standardized instructions to be given to the students. shall:
 - ~~2.~~ 2. At a minimum, the instructions shall include:
 - ~~a.~~ a. Advising the inform students that the dual results will not be available to the instructor until after final grades have been submitted.

~~b. inform students of the purpose of the evaluations questionnaire, which is to enhance teaching effectiveness and to provide information for use in personnel actions, staffing decisions including retention, tenure, and promotion (if any).~~;

~~b. Informing the students of the procedures for using the questionnaires.~~

~~c. Informing the inform students that the original or a copy of the original of the comments (if any) will be given to the instructor.~~;

~~d. Assuring the inform students that the evaluation results will not be made available to the instructor until after final grades have been turned in.~~

~~3. The instructor being evaluated may not be present in the classroom during the administration of the questionnaire.~~

~~4. The person administering the questionnaire shall not interview students before, during or after the class session.~~

~~5. The evaluations shall occur within the last four weeks of the semester.~~

~~e. inform students that care should be taken to avoid bias based upon race, color, religion, national origin, ancestry, marital status, age, physical disability, mental disability, medical condition, veteran's status, sex, and sexual orientation.~~

B. Analysis of Student ~~Evaluation~~ Rating Data

1. *Quantitative Results*

~~a. A written interpretation statistical summary of the quantitative results of the student evaluation ratings shall be prepared by the department generated. This interpretation summary shall be user-friendly. This summary shall be known as the Statistical Summary Report.~~

~~b. Each Summary Report should include an explanation of how the questionnaire results support the generalizations, interpretations and conclusions made.~~

~~e. The department uses the quantitative portion of the questionnaire shall be assessed in the Summary Report with comparisons to appropriate data (means, modes, medians, etc.) for the department from the Statistical Summary to compare against departmental standards.~~

~~Quantitative computations should be reported only to the first decimal place and differences of a few tenths between scores should be considered insignificant item frequency distribution of student responses are an appropriate way to display results.~~

d
 b. The instructor ~~should~~shall receive a copy of the ~~quantitative data and a copy of the Summary Report.~~statistical summary. In the interest of instructional improvement and fairness to retention/tenure/promotion candidates, these copies should be provided to the instructor as soon as possible after final grades are turned in. Candidates for retention/ tenure/ promotion should have priority over temporary and tenured faculty in the receipt of this information.

e.
 c. After final grades are turned in by the instructor, the Statistical Summary Report shall be placed in the Open Personnel File.

2. Open-Ended Student Comments

a. The department may require ~~that a written summary of the open-ended student comments be prepared for each instructor for inclusion in the Summary Report. The summary of open-ended comments should be a generalization of the comments and should neither focus upon isolated remarks nor be simply a listing or typed iteration of the individual comments.~~

~~a. b. The instructor shall receive the original or a photoconjunction with student ratings. A copy of the original open-ended comments. (The copy of the Summary Report provided to the instructor will include the summary of the open-ended student comments.) shall be given to the department chair and the faculty member. The department chair shall not share the student comments with review committees. The department chair shall review the student comments in a timely fashion for evidence of gross violations of university policy.~~

~~b. In the interest of instructional improvement and fairness to retention/tenure/promotion candidates, these copies shouldshall be provided to the instructor as soon as possible after final grades are turned in. Candidates for retention/tenure/promotion should have priority over temporary and tenured faculty in the receipt of this information.submitted.~~

VIII. Preparation of an Overall Evaluation of Teaching Performance

~~For recommendations regarding personnel actions, the written reports of classroom visits by peers and the Summary Reports of student evaluations such as retention, tenure and promotion, five year review, contract renewal of lecturers, peer evaluation of courses and the statistical summary of student ratings along with other appropriate information in the Open Personnel File shall be assessed to identify patterns and trends of teaching performance and effectiveness. These assessments, at a minimum, shall include discussions of subject matter, organization, and delivery as outlined in Section I above.~~

~~VIII The preparation of the overall assessment of teaching effectiveness shall be conducted by a review committee composed of faculty of appropriate rank. Probationary faculty may only perform evaluations of temporary faculty. In general, tenured faculty shall be evaluated only by other tenured faculty at a higher rank, except full professors who may evaluate faculty at any rank.~~

IX. Summary of Needed Department/School/College Policy Decisions

~~In accord with the foregoing provisions, departments or schools should adopt questionnaires and forms for student evaluations and classroom visits by peers and/colleges shall develop written policies/ and procedures whichthat describe:~~

~~A. A. The the selection of additional items from the campus-wide pool of validated items.~~

~~B. the frequency (if the minimum described above is to be exceeded) and scheduling of student evaluations and classroom visits by peers ratings.~~

~~B. Whether or not the instructor will be notified beforehand of the date(s) for classroom visits by peers.~~

~~C. Whether or not a summary of open-ended comments will be included in the Summary Report.~~

~~D. How faculty peers will be selected to make the classroom visits.~~

~~C. E. How how faculty peers will be selected to prepare the Summary Reports overall evaluation of teaching.~~

~~D. the minimum standards for teaching effectiveness.~~

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