

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
POLICY NO: 1329

STUDENT EVALUATION OF TEACHING

The purpose of this document is to set forth the University policy and procedures on student evaluation of teaching performance. This policy is consistent with those of the Trustees of the CSU and with the provisions of the current Unit 3 (Faculty) Collective Bargaining Agreement. The guiding principles in establishing these policies and procedures are as follows:

- A. Evaluations by students are only one element to be considered by faculty evaluation committees in assessing the quality of teaching performance of colleagues. Other indices of the quality of teaching performance include (i) direct observations by peers in classroom; (ii) judgments about the quality of instructional materials; (iii) judgment about the appropriateness of examinations and examination procedures, (iv) maintenance of academic standards, etc.
- B. If student evaluation programs for librarian faculty unit employees, counselor faculty unit employees, and coaching faculty unit employees are established, the evaluation process shall be developed by a committee comprised of faculty unit employees and appropriate administrators. (CBA 15.18)
- C. The department faculty is best prepared to judge the quality of teaching by peers. Student evaluations are one tool to assist faculty, their colleagues, and other reviewers to make informed judgments and suggestions to support the professional development of faculty and success of students in the classroom.
- D. The department should be given the maximum possible latitude in collecting, assessing and reporting available information on teaching performance consistent with this policy.
- E. Administration of student evaluations shall ensure anonymity of the students participating in the evaluation process. The results of an evaluation shall not be made available to the faculty member being evaluated until after grades for the class have been submitted.
- F. University procedures shall include safeguards which preclude tampering or other activities that may invalidate the results of the evaluation.
- G. Student evaluation results should be delivered no later than five days after grades are due as long as the grades have been submitted as stated in provision (E) above.

- H. All student evaluations shall be administered electronically between the start of the 13th week and the end of the 14th week of the academic semester. There are two exceptions: One, when multiple instructors teach a class, the evaluation for each individual instructor shall take place during the last two weeks of the instructional period of each individual instructor. Two, when the duration of a course spans fewer than 15 weeks the evaluation shall take place during the last week of the instructional period.
- I. For synchronous classes, faculty shall set aside at least 15 minutes for students to complete the evaluations during class. During the survey time, faculty shall leave the virtual/on-campus environment. Faculty shall have the option to have the student evaluation period remain open for the entire two-week window or only during the allotted class time.
- J. Anonymous written comments as part of the student evaluations shall be provided to the instructor and the dean of the college or library in which each course is taught. Written comments shall not be part of the PAF and shall not be used for any periodic evaluation or performance reviews.
- K. There are two avenues by which students may submit their opinions of teaching performance: official student evaluations and out-of-class evaluation comments. Each of these avenues is addressed separately below (2.0 and 3.0).

1.0 Solicitation of Student Evaluations/Comments

1.1 The only professional manner to solicit student opinion on teaching performance for the purpose of peer review is by posting a public announcement, or by publication of such, or by some other means designed to reach students collectively, not individually.

1.2 Any solicitation of individual student's comments by a faculty member on their own behalf, or by a faculty member or administrator on behalf of or against another faculty member is considered unprofessional and is prohibited.

1.3 To attempt to influence the content of responses to the evaluation instrument is unethical and is prohibited.

1.4 A department chair or dean/director may, in response to an unsolicited oral comment from a student, advise the student that any formal consideration of the comment in the evaluation of faculty must be submitted as a written, signed statement.

2.0 Out-of-Class Evaluation Comments

At any time a student may submit a letter/petition expressing their opinion of the teaching performance of a faculty member. Such a letter/petition must be signed and addressed either to the chair of the appropriate department or to the chair of the appropriate departmental evaluation committee. The letter/petition must include the Bronco Identification Number of all student signers. The department chair/chair of the appropriate department evaluation committee must provide the faculty member with copies of such letters/petitions in a timely manner. The faculty member shall be allowed at least 10 calendar days to provide a rebuttal. Any rebuttal provided by the faculty members shall be attached to the original letter/petition and placed in the faculty member's Personnel Action File (PAF). Letters/petitions received as the result of appropriate solicitations by the evaluation committee (Section 3.2 of Policy 1328 of the University Manual) may be collected and presented as a group to the faculty member.

3.0 Official Student Evaluation of Teaching

All student evaluation summary sheets (but not the anonymous written comments) shall become part of the faculty member's Personnel Action File.

3.1 Frequency of Official Student Evaluation

3.1.1 Student questionnaire evaluations are required for all faculty unit employees who teach (CBA 15.15).

3.1.2 All classes taught by each faculty unit employee shall be evaluated (CBA 15.15). Courses that were not subject to student evaluation by a department prior to Winter Quarter 2013 shall continue to be exempt. Low enrollment class sections (5 or less students) or supervisory courses (i.e., courses including supervised research, thesis research, comprehensive exams, etc.) shall also be exempt from this requirement, unless the department by a majority vote of its probationary and tenured faculty members establishes a department policy to evaluate such classes or any other department courses. The department policy may be reviewed and changed by the department on an annual basis by spring term and revisions would apply the following Academic Year. Course evaluation requirements apply equally to probationary, tenured and temporary faculty.

Departments by a majority vote of the probationary and tenured faculty members may submit to the President or their designee (CBA 15.15) a request to have fewer classes evaluated and shall include the reasons for the request. If the request is granted fewer classes would be evaluated. Approvals for such requests will be effective for a maximum of five years, subject to renewal.

3.1.3 In special circumstances, a faculty member may request an exemption from having their classes evaluated in a certain term. This exemption is restricted to conditions interfering with teaching such as prolonged illness, jury duty, maternity/paternity leave, or other events that could significantly affect the faculty member's attendance to his/her assigned classes. The faculty member may make this request to the department chair who, in consultation with the tenured faculty of the department, shall make a recommendation to the President or their designee who shall make the final decision regarding the exemption request.

3.2 The Evaluation Instruments

3.2.1 The probationary and tenured faculty of each department or equivalent unit shall design the instruments for official student evaluation. Instruments appropriate to the content, method of instruction, and learning objectives of the course shall be designed by the department. Therefore, there can be more than one instrument used for official student evaluation in a department. Departments are encouraged to ensure that evaluation instruments are reliable and valid for the purpose of collecting data for summative evaluation of faculty. The Center for Faculty Advancement and Excellence (CAFÉ) can provide resources and consultation to this end and faculty are urged to contact the center when developing evaluation instruments.

3.2.2 The instruments shall be in the form of a questionnaire, responses to which are quantifiable such that a numerical summary can be interpreted in relative terms ("excellent", "good", etc.). The instruments may also contain written comments which elaborate the numerical score.

3.2.3 Departments will determine discipline-specific prompts for these questions. These instruments may also include questions common to all evaluations if such questions are approved by the Academic Senate. These written comments will be provided to the faculty member and the dean of the college or library in which the course is taught, together with the numerical summaries of the closed-ended questions. However, only the numerical summaries of the close-ended questions shall be placed in the Personal Action File (PAF) and used for either periodic reviews or performance evaluations of faculty.

3.3 Conduct of the Student Evaluations

Procedures for conducting student evaluations for both synchronous and asynchronous courses should be developed consistent with the following policies.

- A. A brief procedure statement shall be written and approved by each department. For synchronous courses the faculty member shall provide time during the scheduled class meeting for students to complete student evaluations. During this time, the faculty member shall excuse themselves from the classroom or online environment. For asynchronous courses, a statement informing student about the student evaluations shall be displayed on the course homepage for a sufficient duration of time to administer the evaluation instrument.
- B. The process shall ensure that the evaluation instrument designated by the department for the class is used for evaluation of the class.
- C. All evaluations shall ensure that each student can only complete one evaluation instrument and that students are not allowed to alter their responses after submission.
- D. The process shall produce a numerical summary of the evaluation results showing frequency distribution of responses by category. A copy of the summary results shall be delivered to the department chair. A copy of the summary results together with the student response to each question shall be delivered to the faculty member in an electronic format. In addition, all written comments shall be compiled and electronically shared exclusively with the faculty member and the dean of the college in which the course is taught.
- E. The process shall collect aggregate data on response rate to the survey and report the percentage of the students enrolled in the class who completed the survey on the summary sheet described in (C) above.

3.4 Disposition of Student Evaluations and Summaries

- 3.4.1 The results of the student evaluations shall be securely given to the faculty and the dean of the college in which the course is taught within 5 days of the end of the grading period.
- 3.4.2 The summary of the official student evaluations shall be numerical and show frequency distribution of responses to questions by category ("excellent", "good", etc.) and shall suffice as the numerical summary.
- 3.4.3 The summaries of the official student evaluations shall be placed in the PAF of the affected faculty member, excluding comments. A faculty member shall not have the option to choose which summaries are to be placed in their PAF.
- 3.4.4 The faculty member shall be provided a complete copy of the student evaluations before they are placed in the PAF; the faculty member may rebut any summary or interpretation, or make any comment upon the results of the evaluation within seven

days after receiving a copy of the results. Any rebuttal or comment submitted must also be placed in the PAF.

3.4.5 Normally, the summaries of student evaluations shall be physically placed in the PAF.

3.4.6 The electronic file of student responses become the property of the faculty member evaluated.

3.5 Use of the Summaries

The summaries of the results of student evaluation of teaching serve as one of the elements by which peer review committees evaluate the quality of teaching performance. They are a source of information contained in the PAF available to RTP committees, post-tenure review committees, temporary faculty review committees, and other committees of tenured faculty charged with recommending actions based in part or wholly upon teaching performance.

Written comments will not be used in any periodic evaluations or performance reviews.