ACADEMIC SENATE POLICY #S81-76

At its meeting of May 5, 1981, the Academic Senate approved the following procedures and standards for monitoring and evaluating the Writing Skills Program:

1. Every faculty member who in any given academic year teaches any course that is part of the University’s Literacy requirement must collect student evaluations on an official composition course student evaluation form (see Appendix I) for one such course. These evaluations are to be submitted to the faculty’s department chair.

2. The above faculty member will also complete a self-evaluation on an official composition course faculty self-evaluation form (see Appendix II) for the above course. These evaluations also are to be submitted to the department chair.

3. The department will keep all original student forms and send summary statistics from the student forms to the ULC. These summary statistics will be coded so that only the department will be able to identify the faculty member and the course section involved. Attached to each set of summary statistics will be a coded self-evaluation form for the faculty member teaching the course.

4. The ULC will analyze all summary statistics and confer with the department if:

   a. the results of the student evaluations fall well below the mean for all composition courses,

   b. the results of student and faculty evaluations reveal a major discrepancy between instructor’s goals and students’ perceptions, or

   c. the student and/or faculty evaluations indicate that the course does not focus on the teaching of writing.

5. The department will be responsible for helping instructors identified by the ULC to improve (see Appendix III). The ULC will be available to help the departments meet this responsibility.

6. The department will forward new summary statistics on identified faculty members to the ULC the next semester that faculty members offers a required composition course.

*** APPROVED BY PRESIDENT ROMBERG, MAY 15, 1981 ***

APPENDIX I - STUDENT EVALUATION FORM

The ULC recommends that a special form be devised for
evaluating composition courses. 
One such form is already used by ECC for part-time instructors in the English Department and an adaptation has been used by the ULC for instructors in their first semester teaching an alternate to English 214. The Conference on College Composition and Communication (CCCC) has established a Committee on the Evaluations of Composition and its Teaching, and this committee has issued a draft of a report which suggests other more factual questions that might be part of such a form, questions that would elicit students' specific perceptions about what they have learned or are learning.

The ULC recommends that a budget be provided for a group of consultants [Composition Coordinator or representative, ULC Chair or representative, other technical expert(s)] to devise an appropriate student evaluation form.

APPENDIX II - FACULTY SELF-EVALUATION FORM

No faculty self-evaluation form is in use in the composition program at SFSU. The CCCC Committee also suggest questions that might be part of such a form. Questions, about instructors’ goals should be keyed to questions to students asking what they are learning. The ULC recommends that the same group of consultants devise the faculty form.

APPENDIX III - ASSISTANCE FOR FACULTY

A program of evaluation should provide for constructive feedback and continued faculty development. Missing from the composition program are resources for ongoing faculty development. There are no funds for outside consultants or for speakers, no funds for workshops or for seminars for faculty. The ULC recommends .25 assigned time for a qualified faculty member to develop workshops and/or teach a weekly faculty seminar (1 seminar/year). Such a seminar or workshop would be open to all interested faculty.