

# General Faculty Meeting

- Evaluation of Teaching Committee
  - Dr. Anna Howard, Chair  
Teaching Associate Professor, Mechanical and Aerospace Engineering
  - Mr. Grae Desmond  
Office of Institutional Research and Planning
  - Dr. Jason A. Osborne  
Associate Professor, Dept. of Statistics
- Academic Policy Committee
  - Dr. RaJade M Berry-James, Associate Professor, School of Public and International Affairs
- Dr. Katharine Stewart, Vice Provost for Faculty Affairs

# Anna Howard, Chair EOTC

## Overview of Evaluation of Teaching

- Charge:
  - Advise the Provost
    - on matters of teaching evaluation
    - On improvements in policy and practice
    - on compliance with policies on teaching evaluation
  - Review
    - effectiveness of current techniques of teaching evaluation
    - selection procedure for the Outstanding Teacher Awards
    - research on teaching evaluation
    - information from colleges and departments regarding their teaching evaluation practices
  - Consult with the Faculty Senate's Academic Policy committee
    - for consideration of policies, procedures and standards.

# NC State Evaluation of Teaching

- How do we evaluate teaching?
  - SETs: ClassEval
  - Peer Evaluations
  - Dossier Information from Faculty (lesser extent)
- Concern is how the evaluation of teaching plays out in personnel decisions
  - SETs can be over-weighted
    - Important data source – Student feedback is important.
    - But, statistical significance often overstated.
  - Peer Evals can be hit-or-miss, biased towards friends, may not use best practices in department
  - Self-Evaluation can be inaccurate.
- EOTC currently evaluating how to report ClassEval data so its use is appropriate.



# Grae Desmond, Office of Institutional Research and Planning

- ClassEval Dashboard
  - <https://classeval.ncsu.edu/cedashboard/>



# NC STATE ClassEval Dashboard

Day & Hour Responses

College Responses

College & Department Responses

Top Performers

Instructors

Metrics

Change Dashboard View: Spring 2019 Session: 8W1 [Update Dashboard](#)

## Dashboard - Responses by Day & Hour for Spring 2019 (8W1)

Take the pulse of the Class Evaluation system as the student survey window is open. See survey totals by hour and day as they are completed. Evaluate response rates, know when students are completing their surveys, find out which days are most popular, and more.

**Total Surveys:** 1,971

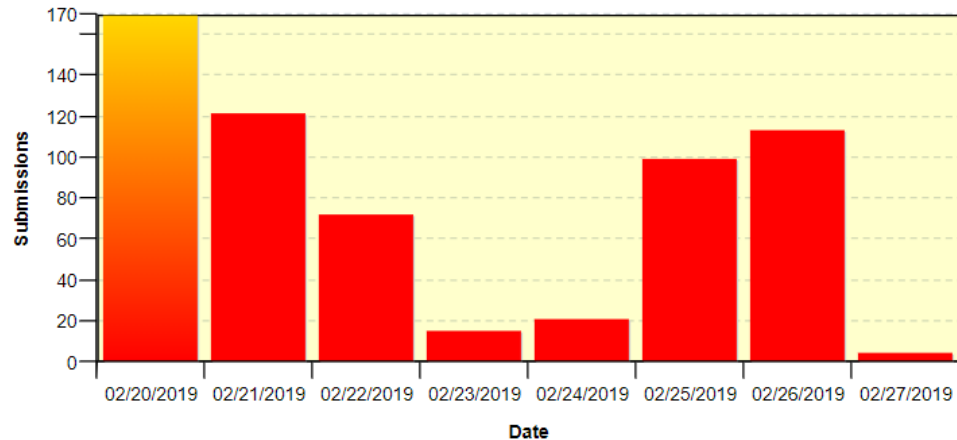
**Total Current Survey Submissions** 614

**Current Submissions Per Day:** 51.17

**Current Submissions Per Hour:** 2.21

**Current Response Rate:** 31.15%

You may view an hourly breakdown of a specified day by clicking the graph column for which you would like more information. Also provided below is an hourly calendar of survey submissions for the class evaluation window.



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## Responses by Date & Time

	Sun 2/24	Mon 2/25	Tue 2/26	Wed 2/27	Thu 2/28	Fri 3/1	Sat 3/2
all-day	21 Surveys 1.1% of Total 3.4% of Submits	99 Surveys 5.0% of Total 16.1% of Submits	113 Surveys 5.7% of Total 18.4% of Submits				

Note: All metrics are breakdowns of course surveys submitted. There have been 614 surveys currently submitted.

## Submission Origin:

*(NOMAD) indicates wireless network*

Location	% of Submissions	Total
Off Campus / Unknown	100.00%	614
On Campus	0.00%	0

Campus Location	% of Submissions	Total
	100%	614

## Submissions by Course Level:

Course Level	Courses	Surveys	Submissions	Conversion %
1xx	16	707	155	21.92%
2xx	24	527	143	27.13%
3xx	5	105	29	27.62%
4xx	15	251	81	32.27%
5xx	10	251	92	36.65%
7xx	1	11	8	72.73%
8xx	2	119	106	89.08%
	67	1971	614	31.15%

## Submissions by Course Type:

Course Type	Courses	Surveys	Submissions	Conversion %
Lecture	67	1971	614	31.15%
Lab	0	0	0	0.00%
On Campus	57	1723	534	30.99%
Distance Education	10	248	80	32.26%

## Type of Submission:

*Mobile indicates phone or tablet*

Date	Non Mobile	% of Submissions	Mobile	% of Submissions	Total
02/20/2019	134	79.29%	35	20.71%	169
02/21/2019	95	78.51%	26	21.49%	121
02/22/2019	51	70.83%	21	29.17%	72
02/23/2019	13	86.67%	2	13.33%	15
02/24/2019	21	95.45%	1	4.55%	22
02/25/2019	79	79.80%	20	20.20%	99
02/26/2019	84	75.00%	28	25.00%	112
02/27/2019	2	50.00%	2	50.00%	4
	479	78.01%	135	21.99%	614

# Jason Osborne, Dept. of Statistics

## Data Cautions and Concerns

- Validity concerns
  - Low response rates
  - Non-response bias
  - Satisficing/straightlining respondents
- Statistical inference inappropriate
  - Confidence intervals? No.
  - Standard errors? No.
- Averaging ordinal levels of agreement questionable
- Class frequencies more appropriate
- Binned class frequencies sufficient for identification of extremes

# RaJade Berry-James

## Co-Chair of Academic Policy Committee



# SET Data Errors

- Things that can bias SET data
  - Expectation of grade
  - Implicit bias: gender, race, age, attractiveness, speaking accent
  - Experience bias: class size, innovation, placement of course in curriculum

# New Directions in Evaluation of Teaching

- Emphasize Appropriate ClassEval Uses:
  - identifying in an *general* way whether faculty are performing in line with their peers
  - formative assessment by the faculty member, especially free-response questions
  - identify the truly bad teachers who consistently perform with more student dissatisfaction than satisfaction
- Reduce Inappropriate ClassEval Uses:
  - compare rank teachers or as a sole evaluation point (without peer evaluations or self-reflection)
  - overinterpreting averages as if they were exact
  - underinterpreting distributions and number of responses

# New Directions in Evaluation of Teaching

- Developing proposal for changes to ClassEval reporting
  - Eliminate the average from the report
  - Remove the perception of precision in SET's
- For example, in one proposal the report which goes into your personnel file may have the 4's and 5's lumped together and the 1's and 2's lumped together.

# Discussion

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