

ANNUAL REPORT

University Standing Committee Evaluation of Teaching Committee

Academic Year Covered by Report 2024 - 2025

Date Report Submitted April 7, 2025

Report Submitted by Jackie Bruce, Committee Chair

Number of times committee met 8 (8/27/24, 9/26/24, 10/24/24, 11/12/24, 1/22/24, 2/24/25, 3/25/25, 4/7/25)

RECOMMENDATIONS FOR 2025-26

- Per the recommendation of the previous committee, a subcommittee was formed to examine the evidence based best practice on the **collection of student course evaluations**. A literature review was completed, as well as benchmarking NCSU's practice against peer institutions. Following that, the committee recommends the following changes to the ways student course evaluations are used at NCSU:
 - **Clarify the Purpose of Evaluations**
 - The Provost should clearly communicate whether student evaluations are used primarily for instructional improvement, personnel decisions (e.g., reappointment/tenure/promotion), or both.
 - Ensure that students understand the impact of their responses by including a purpose statement at the beginning of the survey.
 - **Enhance Data Use and Interpretation**
 - **Bias Mitigation:** Provide faculty with training on potential biases in student evaluations (e.g., gender and racial biases) and provide a metric to adjust the interpretation of results accordingly.
 - **Triangulation of Data:** In instances where student course evaluations are used for personnel decisions, require that student evaluations be supplemented with peer reviews, self-assessments, and other data sources to provide a fuller picture of teaching effectiveness.
 - **Improve Survey Administration**
 - **Voluntary and Anonymous Participation:** Ensure that participation is voluntary and anonymous and avoid any perception of coercion. Create a PRR that prohibits faculty incentivising participation (eg., with promised extra credit, etc)
 - **Encourage Thoughtful Responses:** Work with the Provost to create a standard syllabi statement that explains how survey results will be used and how to craft a thoughtful response
 - **Ensure Fair and Ethical Use of Data**

- **Data Aggregation and Longitudinal Analysis:** Provide the Office of Faculty Excellence with aggregated student course evaluation results to track trends over time and inform faculty development programs.
 - **Clearer Use in Faculty Development:** Provide faculty with structured feedback that highlights strengths and areas for improvement rather than only raw scores.
 - **Transparency in Data Use:** Clearly define who has access to the data and how it is used in decision-making processes

- A second subcommittee was created to work with the Office of Faculty Excellence on the **Peer Evaluation of Teaching** Form. To provide a more holistic review of teaching, in addition to student evaluations, the Evaluation of Teaching Committee strongly recommends departments use the provided [standardized peer-review form](#), also found on the Office of Faculty Development website, geared towards the improvement of teaching. This peer-review form has been universally designed to be appropriate for use in any discipline and teaching modality.

- We recommend that in 2025-2026 a subcommittees be created to specifically address the improvement of the current survey design in student course evaluations including but not limited to:
 - **Clarify Rating Focus:** Some questions may benefit from refinement. For example, rewording "The instructor explained material well" to "The instructor explained material in a way that facilitated my learning" could improve clarity.
 - **Questions to focus on Measurable Aspects of Teaching:** Questions should use measurable aspects such as course organization, communication skills, and interaction quality
 - **Receive Feedback from Students:** Receive feedback from students to improve the clarity of evaluation questions
 - **Self-Reflection Questions:** Consider adding questions such as "I put in the effort required to succeed in this course" to contextualize student feedback.
 - **Scale Adjustments:** If students frequently select "Neither Agree nor Disagree," consider using a four-point scale to encourage more definitive responses.

- We recommend that in 2025-26 a second subcommittee be created to specifically address the use of student course evaluations including but not limited to:
 - Soliciting faculty perspectives via survey and/or focus group on existing evaluation methods at NC State, as well as the use of evaluations within departments
 - Examining the feasibility of implementing a more holistic approach to the evaluation of teaching process including the augmenting of the final course

evaluation with mid-term evaluations, teaching portfolios, and/or evidence of teaching efficacy

- o Continue the discussion of eliminating the class evaluation in the RPT process and use it for quality improvement of instruction.

SUMMARY OF DISCUSSION ITEMS/ACTIVITIES OF COMMITTEE

Sub-Committee(s) Charge(s) and resulting work

- At the recommendation of the previous committee, a sub-group was formed to evaluate the evidence base for the use of student course evaluations. Their recommendations can be found above. A second subcommittee was formed, working specifically with Ex-Officio member, Diane Chapman, to review a Peer Evaluation of Teaching form. A third subcommittee was formed to examine the evidence based best practices for the use of student course evaluations. All recommendations from the three groups can be found above.
- Changing the class evaluation name and questions was proposed again in 2025. However, after examining the outcomes of discussion in 2023, the committee did not move forward with proposing another name change.
- Faculty members submitted requests to consider changing the windows for student course evaluations including but not limited to opening the evaluation system earlier and keeping it open longer. After examining the evidence based best practice, the committee elected to keep the student course evaluation window the same.
- Because the committee fields questions several times each academic year about the “hows” and “whys” of the student course evaluation process, Ex-Officio member Grae Desmond created a FAQ of Student Course Evaluations. The committee reviewed this document, and upon approval, the FAQ will be included on the CourseEval website. It is the committee’s hope that this information will improve procedural transparency.

Teaching Awards

- The committee worked with Sherry Bailey to develop a list of all of the teaching awards and provide a calendar at the start of the year to get volunteers to sign-up early.

RECOMMENDATION FOR REVISION OF CHARGE AND/OR MEMBERSHIP CONFIGURATION (if applicable)

N/A