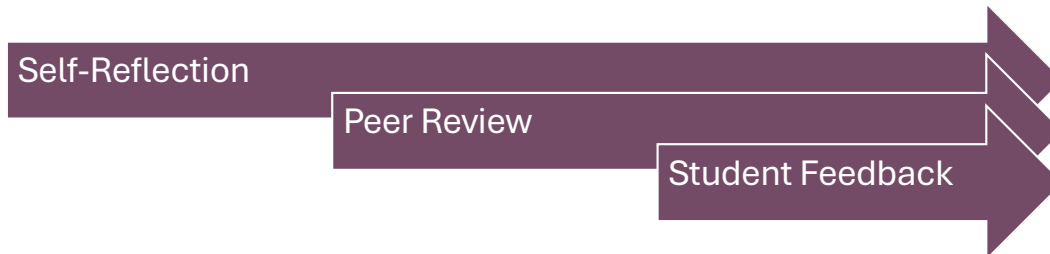

BEYOND COURSE EVALUATIONS

Using Data for Teaching Practice Improvement

TEACHING EFFECTIVENESS POLICY

- Instituted in Fall 2024, individual unit plans/procedures in development



- Teaching Effectiveness Tools:
 - <https://go.uncg.edu/teachingeffectiveness>

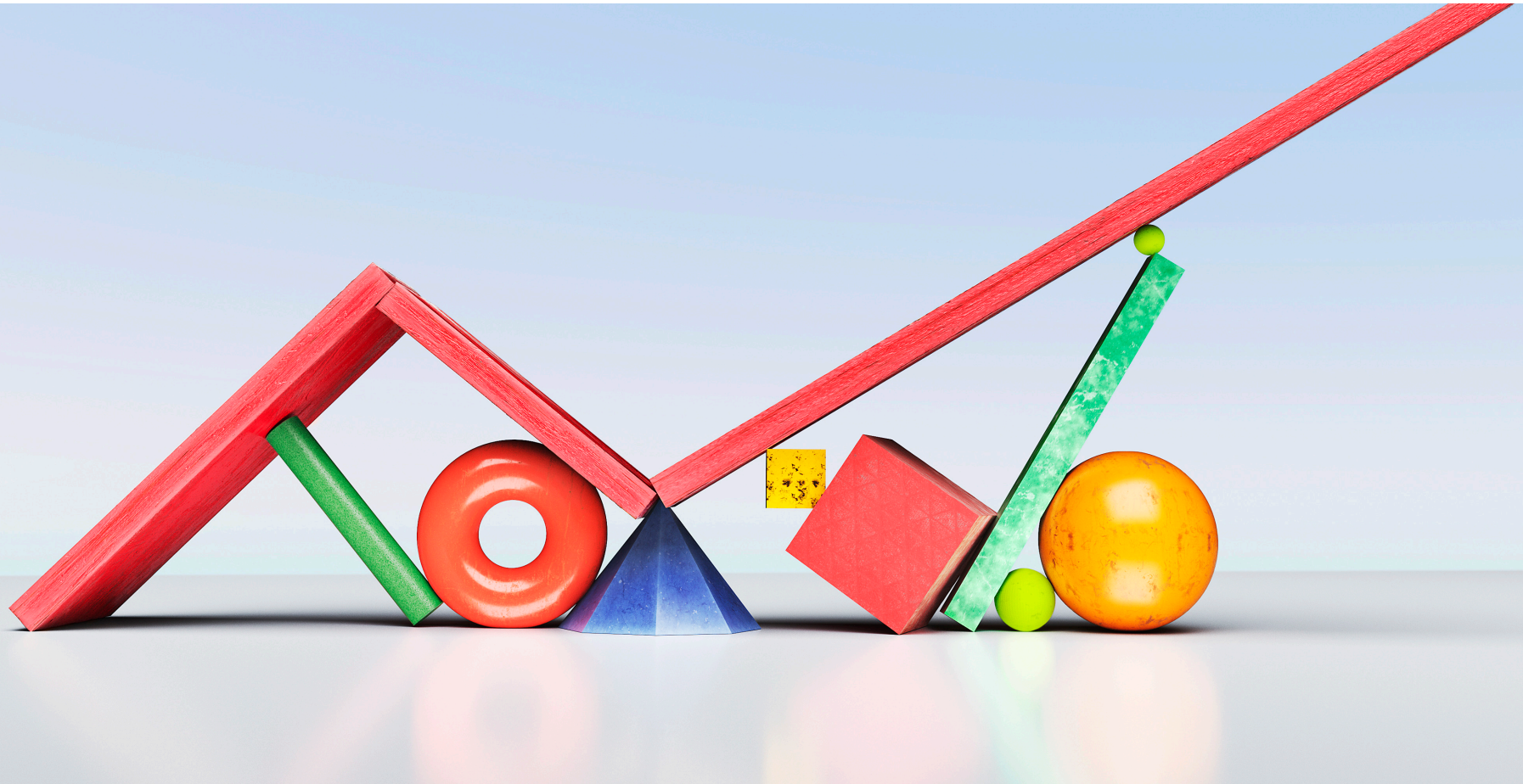


HOW TEACHING IS DEFINED

- Broadly...
 - All organized courses
 - Clinical instruction and supervision
 - Experiential instructional spaces
 - Mentoring and advising
 - Community-engaged teaching
 - Instructional Efforts: developing course materials
 - Supervision of research
 - Directing of co-curricular
 - Internships and experiential learning
 - Supervision of graduate instructors and assistantships
-

DEFINING TEACHING EFFECTIVENESS

- UNC System Board of Governors’ “expectation that teaching should be the first consideration of all UNC institutions”
 - “student-centered learning and assessment experiences aligned with clearly articulated learning objectives...”
[Elements of courses](#)
 - “fosters critical, analytical, and creative thinking...”
 - “ensures all students can participate fully...”
[Accessibility, UDL](#)
 - “implements regularly revised content via pedagogical techniques that are current, research-informed, and rigorous...”
[Professional development, ongoing practice of teaching](#)
 - “reflect in course design, student outcomes, reflective teaching practice, and professional development.”
[Scope of teaching practice](#)
-



WHAT WE KNOW ABOUT COURSE EVALUATIONS

CHALLENGES WITH CURRENT COURSE EVALS

- Perceived as the only or main evaluation
 - Evaluations are an ineffective and inequitable tool
 - UNCG has limited consistence (e.g., instrument, process, reporting)
 - Evaluation questions exasperate inequity
 - Limited student completion (satisfaction spectrum)
-

POTENTIAL OF COURSE EVALUATION

- Opportunity to reframe an institutional teaching culture
 - Opportunity to provide consistency to teaching reviews – benchmarking goals
 - Opportunity to develop and promote additional ways to evaluate teaching
 - Opportunity to include professional development for teaching in annual workload and reward faculty participation
-



THE ANTHOLOGY PILOT

SPRING 2025-SPRING 2026

- Using the IDEA Framework – research, validated questions
 - Proof of Concept approach:
 - Could a common set of questions address the variety of teaching situations on campus?
 - Does a centralized system increase response rates?
 - Does a common report structure benefit faculty, students, and campus?
 - Over 530 institutions use this framework
-

SPRING 2025-SPRING 2026

- Integrates with Canvas
 - Mobile friendly
 - Allows for faculty choice and customization
 - Significant control over data reporting
 - Provide Deans, Department Heads/Chairs/Directors, and leadership with trend data to direct resource investment
 - Addresses issues with biases, formative focuse
-

INCREASING STUDENT COMPLETION

Student View

The desktop interface shows the Hometown University logo and 'powered by Campus Labs'. The page title is 'Course Evaluations' with a 'Logout' link. The main heading is 'Your Evaluations'. There are two tabs: 'Current | 2' and 'Submitted | 1'. A table lists current evaluations with columns for 'Course Section', 'Instructor(s)', and 'Due Date'. Two rows are shown: 'FIN 302 (1) Financial Management II' with a 'Start' button, and 'BIO 103 (2) Principles Of Biology I' with a 'Continue' button. Below the table is an 'Upcoming' section with a table listing 'BIO 139 (3) Human Anatomy & Physiology II' with a 'Start Date' of 4/24/17 at 12:00 AM EST.

Hometown University
powered by Campus Labs

Course Evaluations Logout

Your Evaluations

Current | 2 Submitted | 1

Course Section	Instructor(s)	Due Date	
FIN 302 (1) Financial Management II	Debra Hunter Sample Instructor	8/8/17 11:59 PM EST	Start
BIO 103 (2) Principles Of Biology I	Sample Instructor	8/31/17 11:59 PM EST	Continue

Upcoming

Course Section	Start Date
BIO 139 (3) Human Anatomy & Physiology II	4/24/17 12:00 AM EST

The mobile interface shows the Verizon carrier, time (9:28 AM), and battery (38%). The title is 'Demo University Course Evaluations'. It features a 'Current Evaluations' section with two items: 'BIO 103 (2) Principles Of Biology I' with a 'START' button and 'FIN 302 (1) Financial Management II' with a 'START' button. Below is an 'Upcoming Evaluations' section with 'BIO 139 (3) Human Anatomy & Physiology II' and a 'STARTS' date of 8/1/2017 at 12:00:00 AM EST. A copyright notice '© 2016 Campus Labs' is at the bottom.

Verizon 9:28 AM 38%

Demo University Course Evaluations

Current Evaluations

BIO 103 (2)
Principles Of Biology I
Sample Instructor
DUE: 8/31/2017 11:59:00 PM EST START ▶

FIN 302 (1)
Financial Management II
Debra Hunter, Sample Instructor
DUE: 8/11/2020 11:59:00 PM EST START ▶


Upcoming Evaluations

BIO 139 (3)
Human Anatomy & Physiology II
Debra Hunter
STARTS: 8/1/2017 12:00:00 AM EST

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INCREASING STUDENT COMPLETION

Easy-to-Navigate Survey Experience

 **Hometown University**
powered by Campus Labs

BASIC MATHEMATICS Course List Logout

Overall Evaluation

Please indicate your level of agreement with the following statements:

	Strongly Agree	Moderately Agree	Neither Agree nor Disagree	Moderately Disagree	Strongly Disagree
I would recommend this course to a friend.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in this topic increased because of this course.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course helped me read, write, and communicate ideas more effectively.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had a strong desire to take this course.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

I would recommend this instructor to a friend.

Strongly Agree
 Moderately Agree
 Neither Agree nor Disagree
 Moderately Disagree
 Strongly Disagree

Back Next

Verizon 9:28 AM 33%

Principles Of Biology I

Evaluating the Course

Please indicate your level of agreement with the following statements:

This course helped me organize my ideas and information.

Strongly Agree
 Moderately Agree
 Neither Agree nor Disagree
 Moderately Disagree
 Strongly Disagree

This course helped me revise my work.

Strongly Agree
 Moderately Agree
 Neither Agree nor Disagree
 Moderately Disagree

Verizon 9:28 AM 38%

Principles Of Biology I

This course helped me access, evaluate, use, and attribute information.

Strongly Agree
 Moderately Agree
 Neither Agree nor Disagree
 Moderately Disagree
 Strongly Disagree

The subject matter of this course has been mentally challenging.

Strongly Agree
 Moderately Agree
 Neither Agree nor Disagree
 Moderately Disagree
 Strongly Disagree

Next

< | ACC 249 (1): Payroll Accounting

Print Reports

Debra Hunter

Term: Fall 2016

 Enhanced with the IDEA System



8

Students Enrolled



7


Students Responded




87.5%


Response Rate

 Summative

 Formative

 Quantitative

 Qualitative

 Segment Comparison

Summary Evaluation of Teaching Effectiveness

View:

Compare to:

Summary

Your Average:



Converted Average Comparison:



Progress on Relevant Objectives

Your Average:



Converted Average Comparison:



Ratings of Summative Questions

Your Average*:




**Average of Excellent Teacher and Excellent Course*

Converted Average Comparison:



Learning Objectives for this course section have been set by your administrator.
Learning Objectives cannot be changed once the course section has been evaluated.

Learning Objectives 		Minor	Important	Essential
1	Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5	Acquiring skills in working with others as a member of a team	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6	Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Developing skill in expressing oneself orally or in writing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

< | ACC 249 (1) Questions

Evaluation Questions

- Describe the frequency of your instructor's teaching procedures.

The Instructor:

- Found ways to help students answer their own questions
 - Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)
 - Encouraged students to reflect on and evaluate what they have learned
 - Demonstrated the importance and significance of the subject matter
 - Formed teams or groups to facilitate learning
 - Made it clear how each topic fit into the course
 - Provided meaningful feedback on students' academic performance
 - Stimulated students to intellectual effort beyond that required by most courses
 - Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding
 - Explained course material clearly and concisely
- Describe the frequency of your instructor's teaching procedures.

Custom Questions

Saved

These questions will appear at the end of the evaluation.

- Do you think this class will assist you in your career?

Description of Course and Students

Course Description	Your Raw Average Scores	Compared to Group Averages
Amount of coursework	 4.3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 69
Difficulty of subject matter	 3.7	<input type="checkbox"/> <input type="checkbox"/> 51 <input type="checkbox"/> <input type="checkbox"/>
Student Description	Your Raw Average Scores	Compared to Group Averages
As a rule, I put forth more effort than other students on academic work.	 3.9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 59 <input type="checkbox"/>
I really wanted to take this course regardless of who taught it.	 4	<input type="checkbox"/> <input type="checkbox"/> 54 <input type="checkbox"/> <input type="checkbox"/>
When this course began I believed I could master its content.	 3.7	<input type="checkbox"/> <input type="checkbox"/> 45 <input type="checkbox"/> <input type="checkbox"/>
My background prepared me well for this course's requirements.	 3.7	<input type="checkbox"/> <input type="checkbox"/> 49 <input type="checkbox"/> <input type="checkbox"/>

☰ Summative

📌 Formative

📊 Quantitative

📄 Qualitative

☰ Segment Comparison

Teaching Methods and Styles

Teaching Essentials

Suggested Action

Found ways to help students answer their own questions

Strength to retain ▲

Demonstrated the importance and significance of the subject matter

Your Average



Students Rating



◀ 1 of 2 Relevant Objectives ▶

Learning to *apply* course material (to improve thinking, problem solving, and decisions)

Consider increasing use ▼

You employed the method less frequently than those teaching classes of similar size and level of student motivation.

[Learn more about this Teaching Method](#)

Made it clear how each topic fit into the course

Consider increasing use ▲

Explained course material clearly and concisely

NA to relevant objectives ▲

Introduced stimulating ideas about the subject

NA to relevant objectives ▲

Inspired students to set and achieve goals which really challenged them

Consider increasing use ▲

Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, e-mail)

Consider increasing use ▲

Reflective and Integrative Learning

Suggested Action

Summative Formative Quantitative Qualitative Segment Comparison

Select segment to compare your course to

- No Segment
- No Segment
- IDEA University
- Academic Affairs
- Business School
- Accounting

Expand All Frequency Graphs

Your Course Compared To No Segment



Describe the frequency of your instructor's teaching practice

The Instructor:

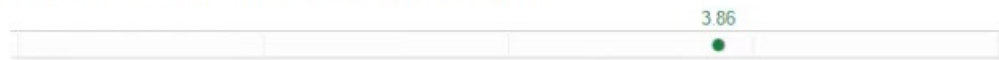
Found ways to help students answer their own questions



Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)



Encouraged students to reflect on and evaluate what they have learned



Demonstrated the importance and significance of the subject matter

Summative

Formative

Quantitative

Qualitative

Segment Comparison

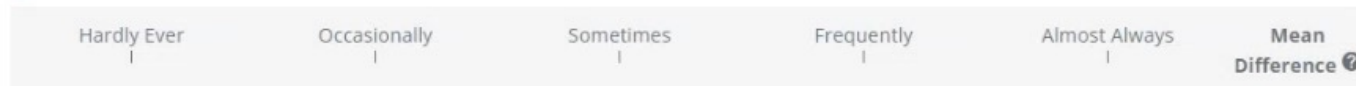
Select segment to compare your course to **Academic Affairs**

Expand All Frequency Graphs

Note: Mean and frequency distribution data may change as course sections are evaluated.

Your Course Compared To Academic Affairs (includes 15 course sections consisting of 61 respondents)

Comparison Data is loading...



Describe the frequency of your instructor's teaching procedures.

The Instructor:

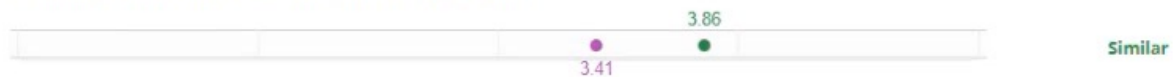
Found ways to help students answer their own questions



Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)

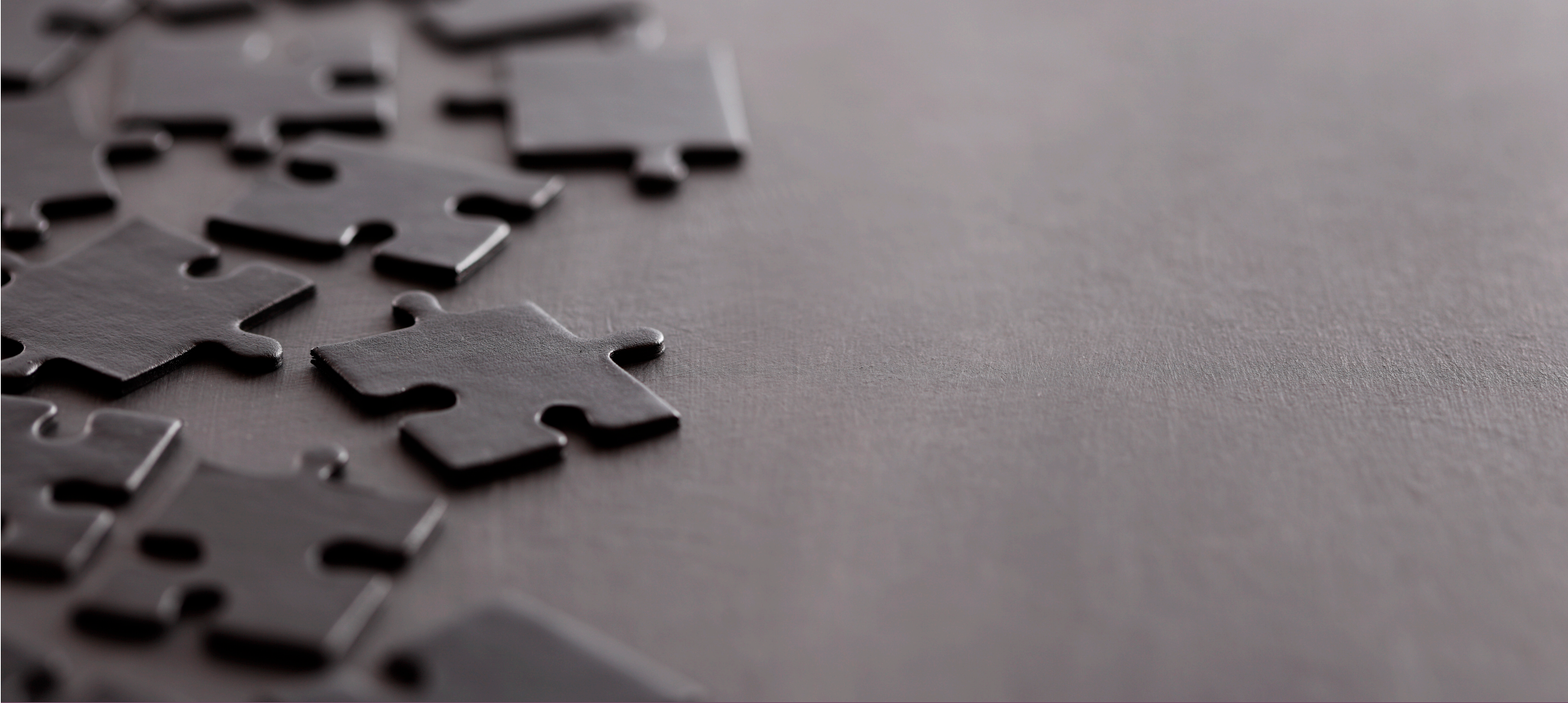


Encouraged students to reflect on and evaluate what they have learned



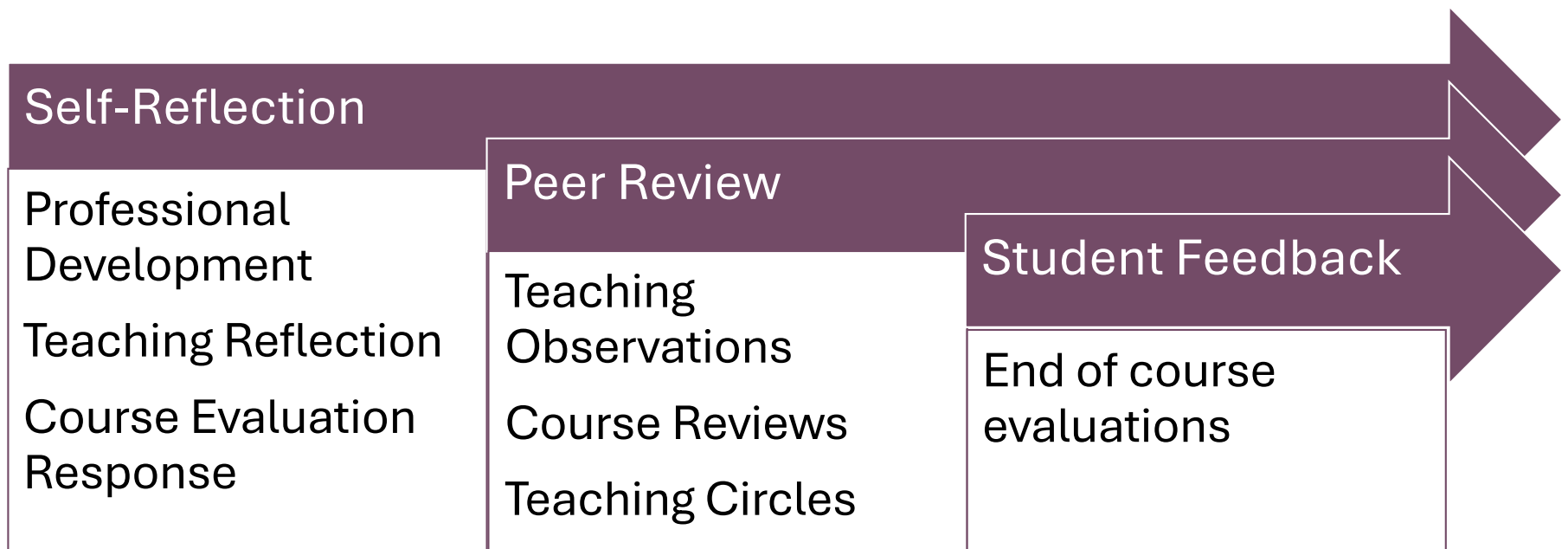
Demonstrated the importance and significance of the subject matter

3.71



USING THE DATA

WHAT DATA DO WE HAVE?



DATA IN CONTEXT:

- Canvas Data on student engagement and use
- Couple with strong peer review
- Self-Reflection:
 - Moving from defense to offense:
 - How can the self-reflection be leveraged for collecting teaching evidence?
 - Outlining professional development?
 - Setting up goals for the coming year?



HOW CAN THE SELF-REFLECTION BE LEVERAGED FOR COLLECTING TEACHING EVIDENCE?

[University of Iowa](#): What to collect and how to annotate it



Annotation strategies from Uoflowa:

- Highlight aspects of the artifact that best demonstrate your efforts toward learning-centered teaching.
- Summarize your strategy in creating the artifact.
- Indicate the intended and observed outcome of the artifact.
- Explain your future plans and goals based on what you learned from creating/using/engaging with the artifact.

Additional Annotation Strategies from the UTLC:

- How you would revise the artifact after receiving student feedback, seeing it in action, or completing professional development.
 - [Uoflowa offers a great revision worksheet](#)
 - Include student perspectives or samples/work products
 - Mid-course evaluations and feedback
-

MID-COURSE FEEDBACK

Start	Stop	Keep
What should we start doing?	What should we stop doing?	What should we keep doing?

Reflection Assignment

(Please be constructive and thoughtful in your responses. This is about building a better second half of the semester, not about airing grievances or critiquing sociological concepts you disagree with.)

Respond to each of the questions below:

1. Thinking about all we have discussed in this course so far, what would you say are the most important things you have learned? Why?
 2. Thinking about all we have discussed in this course so far, what would say are things you now have a new perspective of? Why?
 3. Thinking of the things you have read, activities we have done, discussions we have had, what would you say has been the most helpful to you? Why?
 4. What is one thing you would change to make the course more enjoyable or more engaging?
 5. What is one activity or reading that just didn't hit as meaningful for you so far?
-

PROFESSIONAL DEVELOPMENT & GOAL SETTING

Using data collected in Canvas, from student feedback, student work products, and annotated evidence:

- Identify challenge points or areas of focus (e.g., student engagement during lecture, active learning examples, transparent design, teaching first year students)

Teaching Goals:

- (The WHY) Challenge points and areas of focus should direct teaching goals.
 - (The HOW) A good teaching goal – like student learning outcome - has a clear objective and outcome.
 - This year, I will complete the Harvard Business Case Study course and implement case studies in my KIN 632 course.
 - (The WHAT) Defining what meets expectations and exceed expectations looks like at the beginning:
 - Meets Expectations: Complete the Harvard Business Case Study course and develop a plan for including case studies in KIN 632
 - Exceeds Expectations: All of the Meets Expectations criteria and implementing three case studies in my fall KIN 632 course.
-



REVISIT THE IDEA OF TEACHING FRAMEWORKS

WHY TEACHING EFFECTIVENESS FRAMEWORKS AND RUBRICS



Communicate unit strategic teaching goals and their relationship to student success



Clear shared understanding of teaching effectiveness and expected defined behaviors



Explore additional means for measuring teaching effectiveness (e.g., peer review and self-reflection)



Support instructors in their use Course Evaluation data to improve teaching practice



Identify professional development goals and opportunities in support of teaching goals

TEACHING EFFECTIVENESS FRAMEWORKS OR FRAMEWORKS FOR EVALUATING TEACHING

- There are a plenty...
 - [Benchmarks for Teaching Effectiveness](#)
 - [Critical Thinking Behaviors](#)
 - [Holistic teaching Evaluation Framework](#)
 - [Framework for Assessing Teaching Effectiveness \(iFate\)](#)
 - [Quality Teaching Standards](#)
 - [Framework for Teaching Assessment](#)
 - [Elements of Effective Teaching](#)

