

## ATTACHMENT 10

### MSU INSTRUCTIONAL RATING SYSTEM POLICY & PROCEDURES

#### Recommended Implementation SPLEP Data Reporting

SPLEP policy suggests that surveys collect data that provide feedback about the (1) course and (2) the instructional staff.

Based on this distinction, data and results can be reported at the following organizational/course levels:

- *Course* – all sections of an MSU course offered in a single semester, regardless of modality or instructor (e.g., CEM 141).
- *Meta-Section* – sections of an MSU course offered in a single semester that have the same instructional staff (e.g., CEM 141, sections 1 – 7).
- *Section* – single offering of an MSU course offered by specific instructor and/or graduate student (e.g., CEM 141, section 4).

*Table A.1: What data are reported at each course level?*

	Course	Meta-Section	Section
<b>Descriptive demographics:</b>			
• Sex/Gender	X	X	X
• Year of Study	X	X	X
• Major/Major Preference	X	X	X
• Race/Ethnicity	X	X	X
Average GPA	X	X	X
Aggregate response distribution, averages, and deviations for course questions	X	X	X
Qualitative responses to course questions (if used)	X	X	X
Disaggregated response distribution for course ratings by demographic factors	X*	X*	X*
Access to inferential or comparative results across sections**	X**		

\* Only if sufficient responses exist by demographic to ensure confidentiality.

\*\* Colleges may decide to provide these data to departments and instructors.

In addition, the data can be reported at different instructional staff levels. Note that units can design the survey so that students will answer *each* instructional question for *each* instructional staff member associated with the course.

- *Instructor-of-Record* – MSU employee or graduate student assigned to a course section(s) as the instructional lead in the MSU database.

- *Graduate Teaching Assistant (GTA)* – MSU graduate student assigned as course assistant (i.e., lab, clinical, section, recitation leaders) in the MSU database.
- *Other assistants* – individuals, whether employees or students—who serve in an active, instructional role within the learning environment.

*Table A.2: What data are reported at each instructional level?*

	Instructor	GTA	Other
Aggregate response distribution, averages, and deviations for instructional questions	X	X	X
Qualitative responses to instruction-level questions (if used)	X	X	X
Disaggregated response distribution for instructional ratings by demographic factors	X*	X*	
Access to inferential or comparative results across instructors			

\* Only if sufficient responses exist by demographic to ensure confidentiality.

When reporting these data, the results can be organized at the following levels:

- Institution-level (i.e., MSU central administration)
- College-level
- Sub-unit (e.g., department, school, or program)
- Supervisor (e.g., department chair, school director, etc.)
- Instructor-of-record (i.e., official instructional lead for the section)
- Graduate teaching assistant
- Other instructional staff

The recommendation is that at higher levels, more details and inferential data can be shared, as well as more disaggregated results. As data become more specific to a section or instructor, the level of detail should be constrained as a means of maintaining confidentiality and the appropriate interpretation of the results.

In all instances, the superordinate designation should receive the data from the levels below; however, individuals at equivalent or subordinate levels should not get data from those at equal or higher levels. In other words, Department Chairs should always receive data for instructional staff whom they supervise; however, graduate teaching assistants should not receive data about their instructor-of-record.

*Table A.3: Who has access to data and at what level of detail?*

	Example(s)	Institution	College	Sub-Unit	Supervisor	Instructor-of-Record	GTA	Other Assistants
Access to inferential or comparative results	<ul style="list-style-type: none"> <li>• Comparison of GPAs across sections</li> <li>• Comparison of student ratings by respondent's gender</li> <li>• Comparison of instructional ratings by demographic</li> </ul>	X	X	X				
Access to course-level data	<ul style="list-style-type: none"> <li>• Descriptive demographics and ratings at the course level</li> </ul>	X	X	X	X			
Access to meta-section data	<ul style="list-style-type: none"> <li>• Descriptive demographics and ratings at the meta-section level</li> </ul>	X	X	X	X	X		
Access to section data	<ul style="list-style-type: none"> <li>• Descriptive demographics and ratings at the section level</li> </ul>	X	X	X	X	X	X	X
Access to data about the instructor-of-record	<ul style="list-style-type: none"> <li>• Descriptive ratings specific to the instructor-of-record</li> </ul>	X	X	X	X	X		
Access to data about the graduate teaching assistant	<ul style="list-style-type: none"> <li>• Descriptive ratings specific to the graduate teaching assistant</li> </ul>	X	X	X	X	X	X	
Access to data about other instructional staff	<ul style="list-style-type: none"> <li>• Descriptive ratings specific to other instructional staff supporting the course</li> </ul>	X	X	X	X			X