

Student Evaluation of Instruction (SEI)

Fall 2015

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1 INTRODUCTION

The adoption of the new Student Evaluation of Instruction (SEI) replaced the Student Instructional Report 2nd Generation (SIR II) beginning fall 2015 at Florida SouthWestern State College. The SEI is accessed online and allows for rapid turnaround of results for faculty (approximately two weeks). By comparison, the SIR II was administered via hard copy, during class sessions, and took approximately two months for results.

The SEI online format (administered over a two-week window) allows for minimized vulnerability to indirect and/or unintentional faculty influence (e.g. assignments given on the same day can influence survey), an increased aptitude towards detailed survey responses, and additional discipline/department specific questions included in the survey (Layne et al., 1999; Simpson and Siguaw, 2000). This report details results of a college-wide evaluation conducted during the Fall 2015 term.

The SEI has two versions that are administered whether the course is an online or a traditional (ground) course. The online version consists of 19 questions, 15 of which are forced-choice questions on a 4-point scale (Strongly Agree (4pts), Agree (3), Disagree (2), or Strongly Disagree (1)) while the remaining four questions are open ended. The traditional (ground version) consists of 17 questions, 13 of which are forced-choice questions on a 4-point scale (Strongly Agree (4pts), Agree (3), Disagree (2), or Strongly Disagree (1)) while the remaining four questions are open ended. The two versions share eight common forced-choice questions that allow for a college-wide assessment spanning both online and traditional courses collectively. For a complete list of questions for both SEI versions, see Appendix A.

For additional detail or further analysis not provided in this report, please contact Dr. Joseph F. van Gaalen, Director of Academic Assessment, Academic Affairs (Joseph.VanGaalens@fsw.edu; x16965).

2 COLLEGE-WIDE RESPONSE RATES

Florida SouthWestern's Student Evaluation of Instruction (SEI) for fall 2015 was open from November 10-24, 2015 college-wide for the full and B-term courses and Sept. 21-Oct. 2 for the A-term courses. The evaluation incorporated 48,287 potential survey respondents (each student receives one survey for each course enrolled) and 14,965 surveys were completed for a response rate of 31%. A time-lapse of survey responses for the Full/B term is shown in Figure 1 to illustrate responses over the course of the evaluation window.

Response rates by course modality are shown in Figure 2. Traditional course evaluations, accounting for 78% of all available evaluations for completion, exhibit a 32% response rate. Online course evaluations, accounting for 19% of all available evaluations, exhibit a 28% response rate. Dual enrollment evaluations, accounting for 3% of all available evaluations, exhibit a response rate of 6%.

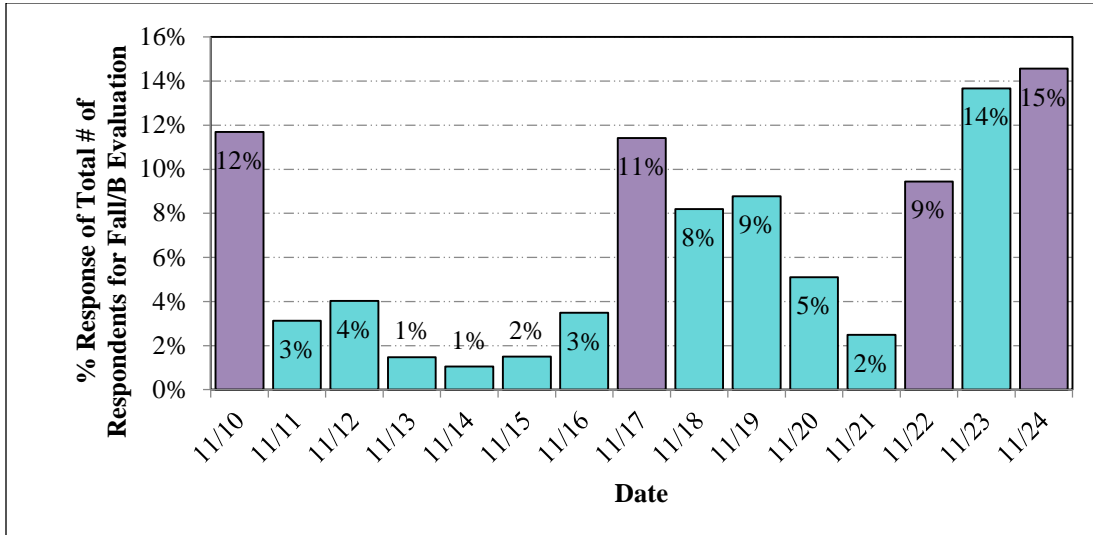


Figure 1. Percentage of total respondents by date over the Fall/B SEI evaluation period of Nov. 10-24, 2015. Purple bars denote days in which Office of Academic Assessment issued a reminder email to students to take the evaluation.

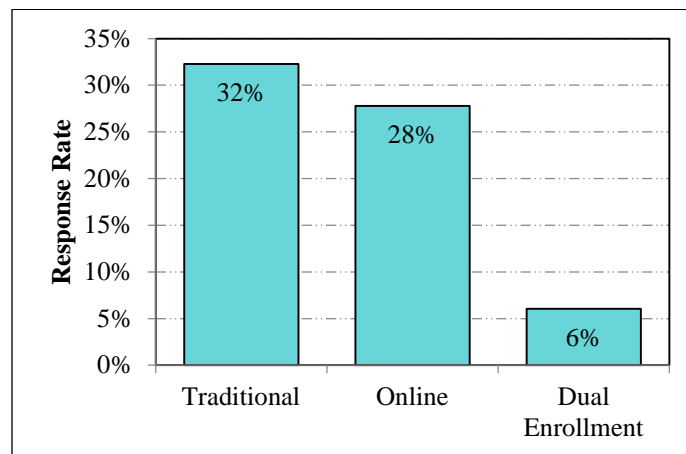


Figure 2. Response rates for SEI evaluation by course modality.

Response rates for individual courses as identified by the AY 2015-2016 course level assessment focus is shown in Figure 3. NUR 4827 and EAP 1640 exhibit the highest (> 55%) while FRE 1121 exhibits the lowest (17%). Response rates for developmental courses are shown in Figure 4. REA 0019 exhibits the highest response rate (53%) while MAT 0057 exhibits the lowest (36%).

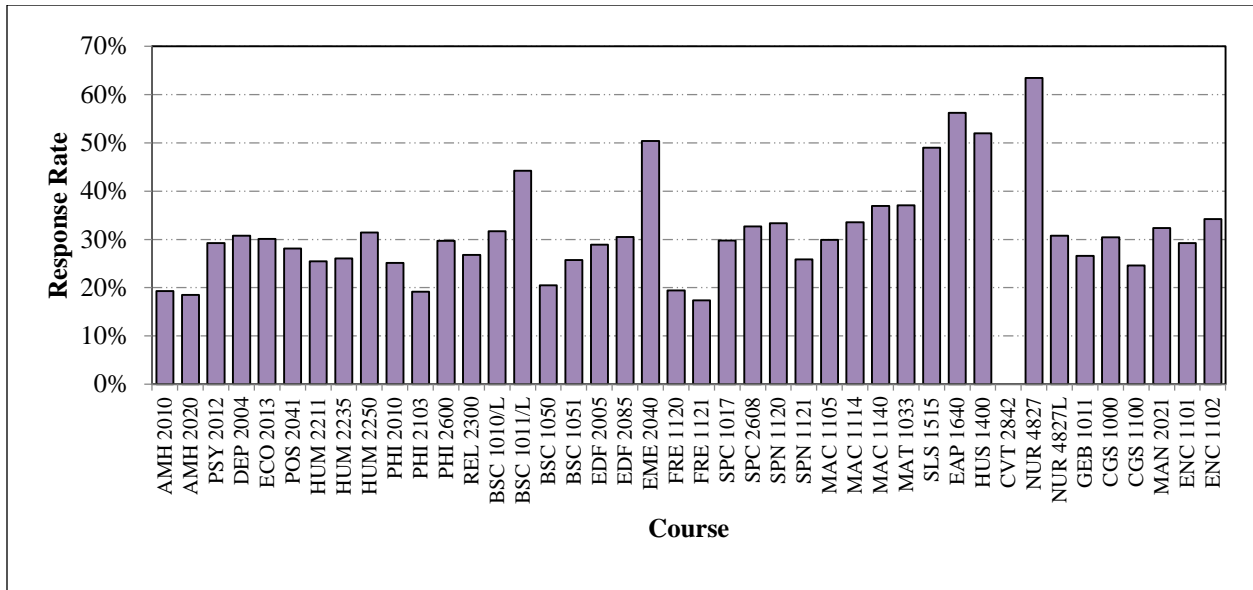


Figure 3. Comparison of response rates by course (courses identified by AY 2015-2016 course level assessment focus list). CVT 2842 was not offered during fall 2015.

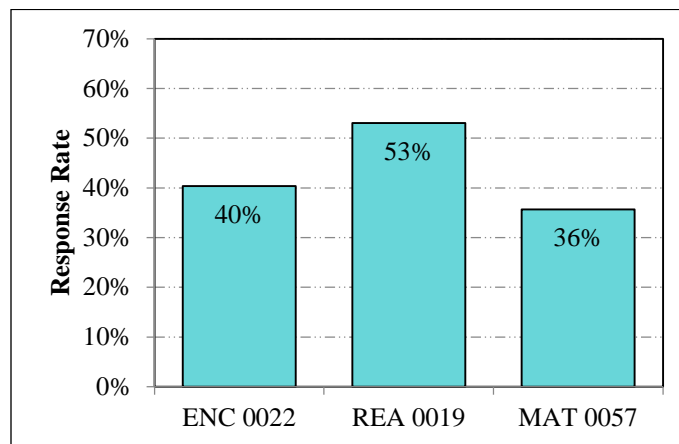


Figure 4. Comparison of SEI response rates by developmental course for fall 2015.

3 EVALUATION RESULTS

3.1 COLLEGE-WIDE

While the data are interval-level measurements (i.e. Likert-type ratings) and are therefore categorical and ordinal in nature (Sullivan, 2014), typically a review of the median or mode is more satisfactory for interpreting the most common feeling in survey response as opposed to a standard parametric approach (Jamieson, 2004). However, a review of the means yields information relating to the standard deviation, and indirectly, the skewness and kurtosis of the data (Siegel, 1956). Therefore, a study of means is valuable as the goal is to study distribution patterns among the cohort as opposed to reviewing the most common feeling among respondents. Moreover, the results are not intended to be interpreted using the Likert-type rating definitions (e.g. very effective, effective, etc.), but instead are

designed to evaluate shifts in the collective survey responses. For conversion to a parametric analysis, the Likert-type ratings were interpolated to integer form as defined by the SEI tool (4-Strongly Agree, 3-Agree, 2-Disagree, and 1-Strongly Disagree).

Results by question for traditional and dual enrollment course sections are shown in Table 1. Traditional courses score higher in all but one question (#8). Of the differences mentioned above, only questions 11 and 12 exhibit statistically significant differences using a Welch's t-test according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999). Figure 5 displays a comparison of common questions between online and traditional surveys, all of which are statistically significantly different with the exception of Q1 regarding timely feedback and Q6 regarding technology.

	Traditional <i>n = 12582</i>	Dual Enrollment <i>n = 101</i>	Overall <i>n = 12683</i>
#1: I was able to learn well from my professor's style of presentation.	3.4	3.3	3.4
#2: I received timely feedback on my work.	3.4	3.2	3.4
#3: The grading policies for this course were clearly explained.	3.5	3.4	3.5
#4: My professor was open to questions or comments.	3.6	3.5	3.6
#5: Class time was used completely and effectively.	3.5	3.2	3.5
#6: My professor was willing to adapt his/her teaching to meet the needs of the class.	3.3	3.1	3.3
#7: The professor's use of technology enhanced my learning.	3.1	2.9	3.1
#8: Ample opportunities were provided for student-to-student interaction.	3.3	3.4	3.3
#9: The subject matter was presented clearly.	3.4	3.2	3.4
#10: My professor displayed enthusiasm when teaching.	3.5	3.3	3.5
#11: Course policies were provided and explained.	3.6	3.4	3.6
#12: My professor treats students with respect.	3.6	3.2	3.6
#13: My professor was available to help me outside of class (email, office hours, Canvas).	3.4	3.1	3.4

Table 1. Fall 2015 SEI evaluation mean score by modality (online uses a slightly different set of questions). Shaded cells indicate statistically significantly different results from traditional to dual enrollment.

	Overall n = 2617
#1: My professor was actively participating in the course (examples: discussion board entries, posting current news/research discoveries, etc.).	3.3
#2: My professor was open to questions or comments.	3.5
#3: My professor was willing to adapt his/her teaching to meet the needs of the class.	2.9
#4: The professor's use of technology enhanced my learning.	3.1
#5: My professor displayed enthusiasm when presenting the online content.	3.2
#6: My professor treats students with respect.	3.5
#7: My professor was available to help me outside of class (email, office hours, Canvas).	3.2
#8: The professor inspired my interest in the course material.	3.0
#9: Communication from the professor was clear and helpful.	3.3
#10: I received timely feedback on my work.	3.4
#11: The grading policies for this course were clearly explained.	3.5
#12: Course content was presented effectively.	3.4
#13: Learning activities fostered student-student interaction.	3.2
#14: Course policies were provided and explained.	3.5
#15: The required tests, quizzes, projects, papers, and reports aligned with the content presented in the course.	3.5

Table 2. Fall 2015 SEI evaluation mean score by modality for online courses.

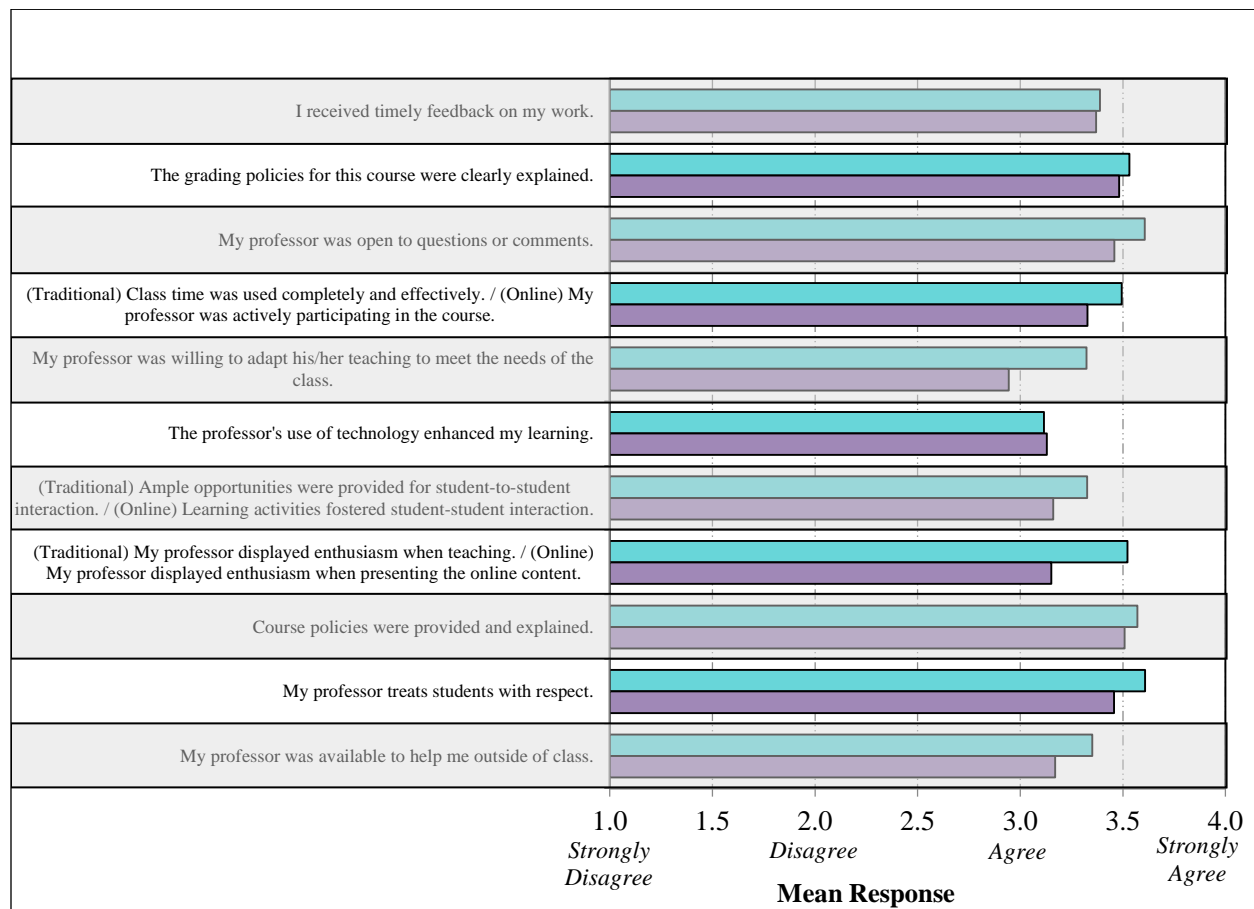


Figure 5. Comparison of mean scores of traditional SEI (teal) to online SEI (purple) common questions (Fall 2015).

3.2 BY COURSE (AS DEFINED BY AY 2015-2016 FOCUS COURSE LIST)

Results for SEI evaluations of courses listed in the AY 2015-2016 Focus Course List are shown in Figure 6. The top bar graph depicts mean scores from traditional sections. The middle bar graph depicts mean scores from online sections. And the bottom bar graph depicts mean scores from dual enrollment sections. Table 3 depicts these results along with total number of respondents for clarity. FRE 1121 exhibits the highest mean of traditional course sections, although sample size was extremely low (n=3). Of sections with n≥10, SPN 1120 exhibits the highest mean score (3.79) and sample size n=85. AMH 2020 exhibits the lowest mean score (2.98), n=12. For online sections, EME 2040 exhibits the highest mean score (3.78), n=35. MAT 1033 exhibits the lowest mean score (2.74), n=96. For dual enrollment sections, BSC 1010 exhibits the highest mean score (3.47), n=10. POS 2041 exhibits the lowest mean score (2.95), n=11.

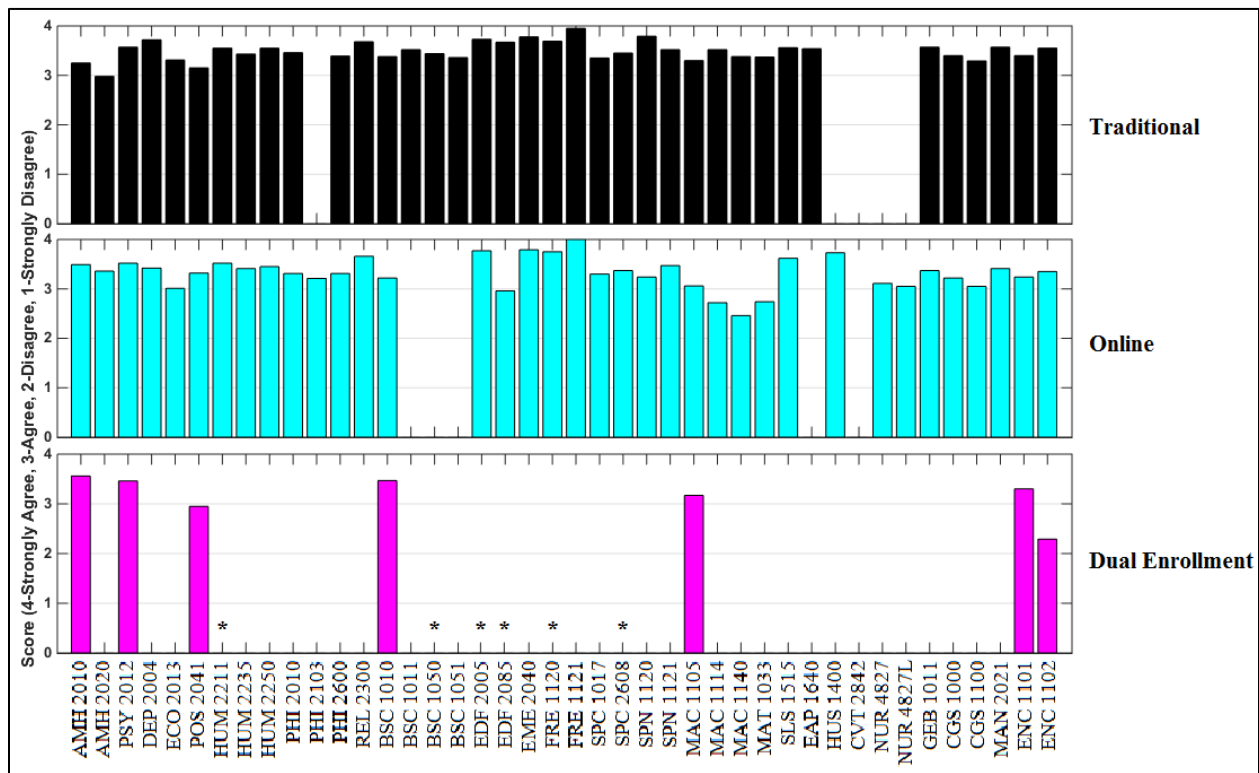


Figure 6. Comparison of SEI evaluation results for AY 2015-2016 focus courses by modality (traditional in black, online in teal, and dual enrollment in magenta). *denotes courses in which sections were offered by no evaluation responses were recorded. If a course was not offered in that modality no bar graph is depicted and no * is denoted.

	Traditional			Online			Dual Enrollment			Overall		
	n	% Response	mean	n	% Response	mean	n	% Response	mean	n	% Response	mean
AMH 2010	57	31%	3.25	28	23%	3.49	9	5%	3.56	94	19%	3.35
AMH 2020	12	30%	2.98	15	20%	3.36	0			27	18%	3.19
PSY 2012	397	31%	3.57	74	28%	3.52	3	4%	3.46	474	29%	3.56
DEP 2004	212	33%	3.72	62	26%	3.42	0			274	31%	3.65
ECO 2013	211	32%	3.31	38	22%	3.01	0			249	30%	3.27
POS 2041	126	39%	3.15	37	21%	3.32	11	9%	2.95	174	28%	3.18
HUM 2211	70	26%	3.55	28	28%	3.52	0	0%		98	25%	3.54
HUM 2235	63	28%	3.43	21	21%	3.41	0			84	26%	3.43
HUM 2250	80	31%	3.55	40	33%	3.45	0			120	31%	3.52
PHI 2010	79	26%	3.46	27	22%	3.31	0			106	25%	3.42
PHI 2103	0			14	19%	3.21	0			14	19%	3.21
PHI 2600	169	31%	3.39	23	23%	3.31	0			192	30%	3.38
REL 2300	58	26%	3.68	34	28%	3.66	0			92	27%	3.67
BSC 1010/L	771	35%	3.38	34	23%	3.22	10	4%	3.47	815	32%	3.38
BSC 1011/L	77	44%	3.52	0			0			77	44%	3.52
BSC 1050	24	26%	3.44	0			0	0%		24	21%	3.44
BSC 1051	27	26%	3.36	0			0			27	26%	3.36
EDF 2005	48	34%	3.73	20	36%	3.77	0	0%		68	29%	3.74
EDF 2085	28	44%	3.67	8	27%	2.96	0	0%		36	31%	3.51
EME 2040	35	47%	3.78	31	55%	3.79	0			66	50%	3.78
FRE 1120	13	33%	3.69	7	21%	3.75	0	0%		20	19%	3.71
FRE 1121	3	30%	3.95	1	8%	4.00	0			4	17%	3.96
SPC 1017	270	30%	3.35	46	27%	3.30	0			316	30%	3.35
SPC 2608	63	37%	3.45	20	24%	3.37	0	0%		83	33%	3.43
SPN 1120	85	36%	3.79	27	28%	3.24	0			112	33%	3.66
SPN 1121	10	24%	3.52	20	27%	3.47	0			30	26%	3.49
MAC 1105	404	33%	3.30	68	26%	3.06	13	9%	3.17	485	30%	3.27
MAC 1114	51	34%	3.52	8	33%	2.72	0			59	34%	3.41
MAC 1140	76	39%	3.38	6	24%	2.46	0			82	37%	3.31
MAT 1033	654	38%	3.37	96	33%	2.74	0			750	37%	3.29
SLS 1515	1379	49%	3.56	12	50%	3.62	0			1391	49%	3.56
EAP 1640	18	56%	3.54	0			0			18	56%	3.54
HUS 1400	0			13	52%	3.73	0			13	52%	3.73
CVT 2842	0			0			0			0		
NUR 4827	0			33	63%	3.11	0			33	63%	3.11
NUR 4827L	0			16	31%	3.05	0			16	31%	3.05
GEB 1011	49	26%	3.57	17	28%	3.37	0			66	27%	3.52
CGS 1000	87	36%	3.40	32	22%	3.22	0			119	30%	3.35
CGS 1100	22	27%	3.29	26	23%	3.05	0			48	25%	3.16
MAN 2021	25	26%	3.57	43	38%	3.41	0			68	32%	3.47
ENC 1101	971	34%	3.40	108	32%	3.24	44	6%	3.30	1123	29%	3.38
ENC 1102	321	37%	3.55	82	28%	3.35	4	12%	2.29	407	34%	3.50
Total*	7045		3.49	1215		3.32	94		3.17	8354		3.45

Table 3. List of SEI evaluation mean scores for AY 2015-2016 focus courses along with number of respondents (n). *denotes averages across courses, not average across total responses (simple arithmetic mean not a weighted arithmetic mean).

3.3 DEVELOPMENTAL COURSES

Results for SEI evaluations of developmental courses are shown in Figure 7 delineated by learning strategy (modularized, compressed, or contextualized). Note that no developmental courses are offered as online or dual enrollment sections. MAT 0057 and REA 0019 exhibit statistically significant differences in SEI mean scores across learning strategies. Table 4 depicts these results along with total number of respondents for clarity.

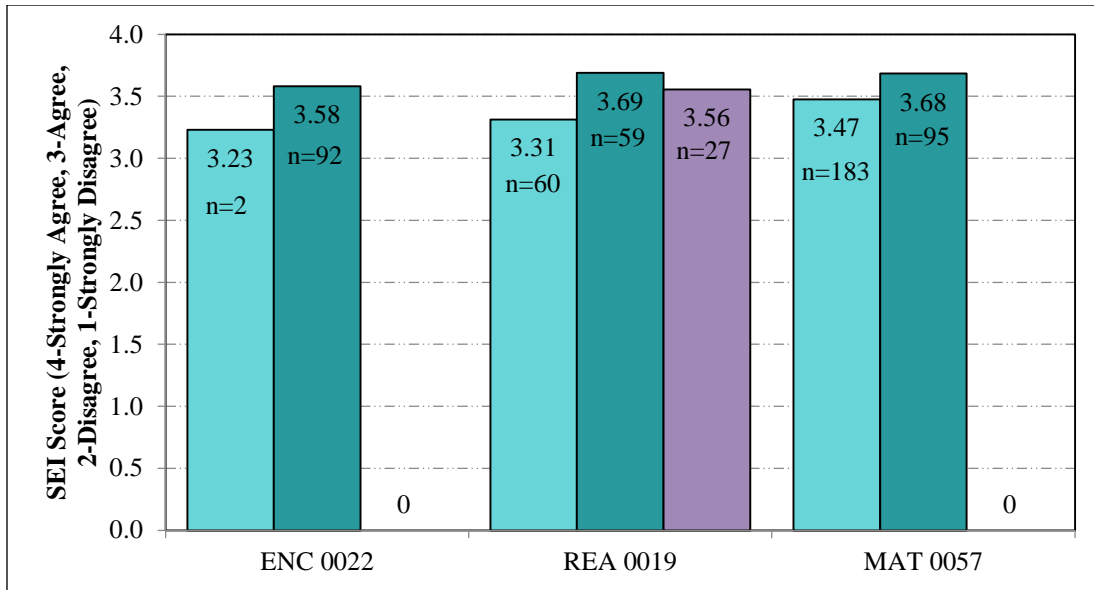


Figure 7. Comparison of SEI mean scores by learning strategy for developmental courses for fall 2015 (modularized – teal, compressed – dark teal, contextualized – purple).

Developmental Courses	Modularized		Compressed		Contextualized		Overall	
	n	mean	n	mean	n	mean	n	mean
ENC 0022	2	3.23	92	3.58	~	~	94	3.57
REA 0019	60	3.31	59	3.69	27	3.56	148	3.51
MAT 0057	183	3.47	95	3.68	~	~	278	3.55
Total*	245	3.34	246	3.65	27	3.56	520	3.54

Table 4. List of SEI evaluation mean scores for developmental courses along with number of respondents (n). *denotes averages across courses, not average across total responses (simple arithmetic mean not a weighted arithmetic mean).

4 CONCLUSIONS

FSW's adoption of the new Student Evaluation of Instruction (SEI) replaced the Student Instructional Report 2nd Generation (SIR II). This report details results of a college-wide evaluation conducted during the Fall 2015 term.

The SEI has two versions that are administered whether the course is an online or a traditional (ground) course. A list of questions for each can be found in Appendix A. A drill-down of results are as follows:

1. In a study of response rates, overall response rate for the college is 31% (including both A-term, B-term, and Full-term). Response rate for traditional courses is 32%. Response rate for online courses is 19%. Response rate for dual enrollment courses is 6%.
2. In a study of response rates for AY 2015-2016 focus courses, NUR 4827 and EAP 1640 exhibit the highest rates, both > 55%. FRE 1121 exhibits the lowest (17%).
3. In a study of response rates for developmental courses, REA 0019 exhibits the highest response rate (53%) while MAT 0057 exhibits the lowest (36%).

4. In a study comparing question mean scores from traditional course sections to dual enrollment course sections the traditional sections score higher in all but one question (#8). Only questions 11 and 12 exhibit statistically significant differences, however.
5. In a study comparing common question mean scores from traditional course sections to online course sections, traditional sections score higher in all but one question (professor's use of technology). Of these differences, all but the two questions regarding timely feedback and use of technology are statistically significantly different.
6. In a study comparing question mean scores for AY 2015-2016 focus courses, SPN 1120 exhibits the highest mean score (3.79, n=85) for traditional course sections. AMH 2020 exhibits the lowest mean score (2.98, n=12). For online sections, EME 2040 exhibits the highest mean score (3.78, n=35). MAT 1033 exhibits the lowest mean score (2.74, n=96). For dual enrollment sections, BSC 1010 exhibits the highest mean score (3.47, n=10). POS 2041 exhibits the lowest mean score (2.95, n=11).
7. In a study comparing question mean scores for developmental course sections by learning strategy (modularized, compressed, or contextualized), MAT 0057 and REA 0019 exhibit statistically significant differences in SEI mean scores across learning strategies.

5 REFERENCES

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APPENDIX A

Student Evaluation of Instruction (SEI) Form Traditional (Ground) Courses

Response Categories: Strongly Agree, Agree, Disagree, Strongly Disagree

1. I was able to learn from my professor's style of presentation.
2. I received timely feedback on my work.
3. The grading policies for this course were clearly explained.
4. My professor was open to questions or comments.
5. Class time was used completely and effectively.
6. My professor was willing to adapt his/her teaching to meet the needs of the class.
7. The professor's use of technology enhanced my learning.
8. Ample opportunities were provided for student-to-student interaction.
9. The subject matter was presented clearly.
10. My professor displayed enthusiasm when teaching.
11. Course policies were provided and explained.
12. My professor treats students with respect.
13. My professor was available to help me outside of class (email, office hours, Canvas).

Open Ended Questions

14. I would recommend this professor to another student. (Yes/no, and why?)
15. What aspect of the course did you like most?
16. What aspect of the course needs to be changed/improved?
17. Which one of these questions was most confusing to you?

Department/Discipline Specific Questions (if applicable)

18. Question #1
19. Question #2
20. Question #3

Student Evaluation of Instruction (SEI) Form Online Courses

Response Categories: Strongly Agree, Agree, Disagree, Strongly Disagree

1. My professor was sufficiently present in the course.
2. My professor was open to questions or comments.
3. My professor was willing to adapt his/her teaching to meet the needs of the class.
4. The professor's use of technology enhanced my learning.
5. My professor displayed enthusiasm when presenting the online content.
6. My professor treats students with respect.
7. My professor was available to help me outside of class (email, office hours, Canvas).
8. The professor inspired my interest in the course material.
9. Communication from the professor was clear and helpful.
10. I received timely feedback on my work.
11. The grading policies for this course were clearly explained.
12. Course content was presented effectively.
13. Learning activities fostered student-student interaction.
14. Course policies were provided and explained.
15. The required tests, quizzes, projects, papers, and reports aligned with the content presented in the course.

Open Ended Questions

16. I would recommend this professor to another student. (Yes/no, and why?)
17. What aspect of the course did you like most?
18. What aspect of the course needs to be changed/improved?
19. Which one of these questions was most confusing to you?

Department/Discipline Specific Questions (if applicable)

20. Question #1
21. Question #2
22. Question #3