

Student Evaluation of Instruction (SEI)

Spring 2016

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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 Spring 2016 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 spring 2016 was open from April 12-26, 2016 for adjuncts, the School of Health Professions (SHP), and the Cornerstone Experience course (SLS 1515) for the full and B-term courses and Feb. 8-22 for the A-term courses. The evaluation incorporated 22,565 potential survey respondents (each student receives one survey for each course enrolled) and 5,310 surveys were completed for a response rate of 24%. 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 74% of all available evaluations for completion, exhibit a 26% response rate, down from 32% in fall 2015. Online course evaluations, accounting for 24% of all available evaluations, exhibit an 18% response rate, down from 28% in fall 2015. Dual enrollment evaluations, accounting for 2% of all available evaluations, exhibit a response rate of 5%, down from 6% in fall 2015. Technical difficulties that occurred in the software component of the evaluation survey may have accounted for some, if not most of this decline.

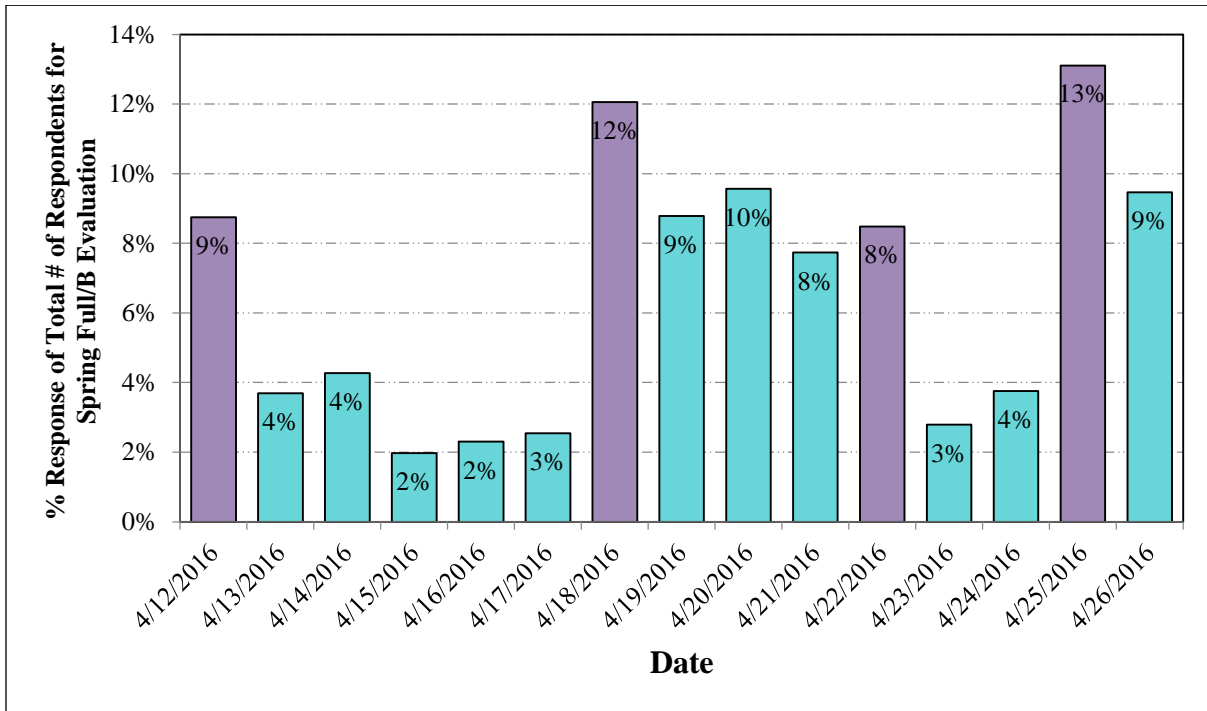


Figure 1. Percentage of total respondents by date over the Full/B SEI evaluation period of April 12-26, 2016. Purple bars denote days in which Office of Academic Assessment issued a reminder email to students to take the evaluation.

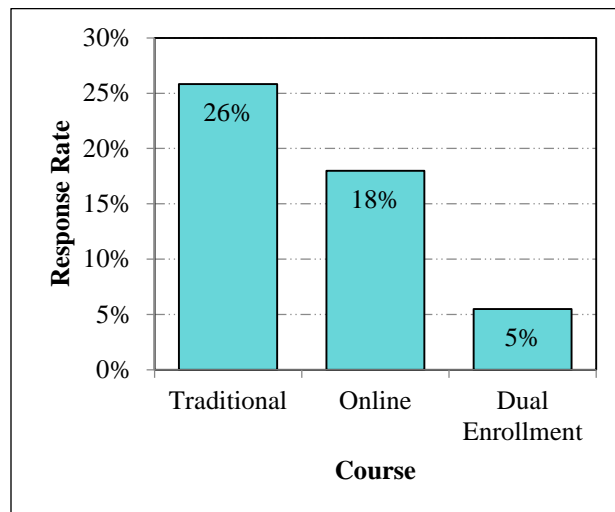


Figure 2. Response rates for SEI evaluation by course modality.

Response rates for individual courses as identified by the AY 2015-2016 course level assessment focus is shown in Figure 3. Recall that only adjunct courses, SLS 1515, and SHP courses were included in the survey. As a result, some courses may not have been surveyed during the term (see Figure 3 for details). SLS 1515 exhibits the highest (45%) while several courses exhibit 0% response rate (in both cases, FRE 1121 and NUR 4827/L, enrollment was 12 or less so sample size was limited). Response rates for developmental courses taught by adjuncts are shown in Figure 4. REA 0019 exhibits the highest response rate (69%) while MAT 0058 exhibits the lowest (19%) although only 5 surveys were completed for MAT 0058.

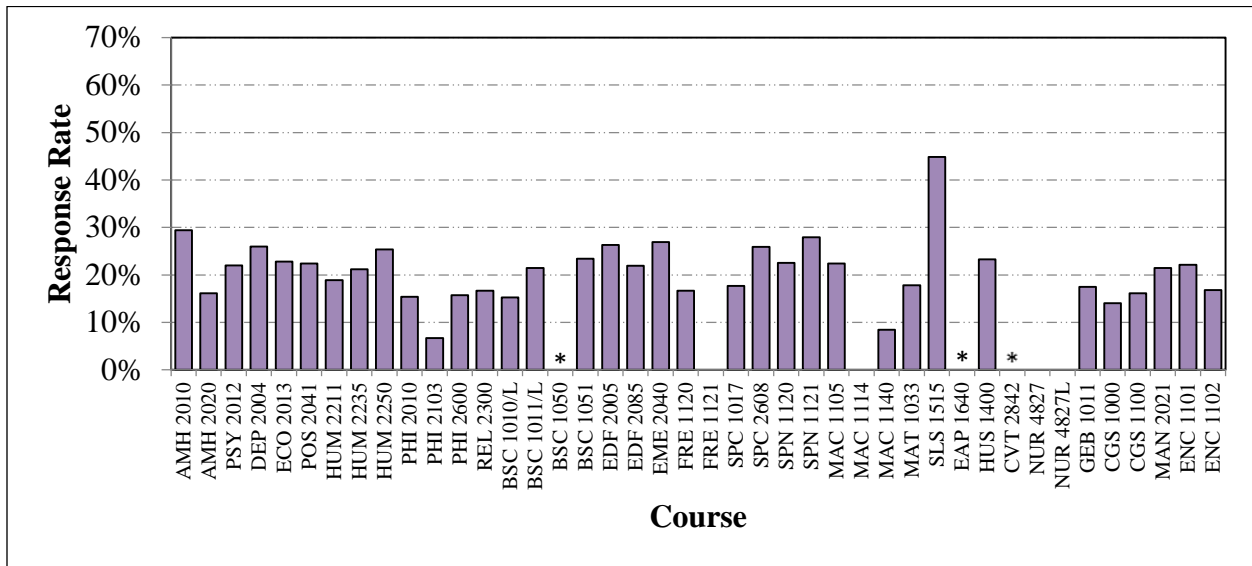


Figure 3. Comparison of response rates by course (courses identified by AY 2015-2016 course level assessment focus list). * denotes courses either not offered or not taught by adjuncts during spring 2016 term.

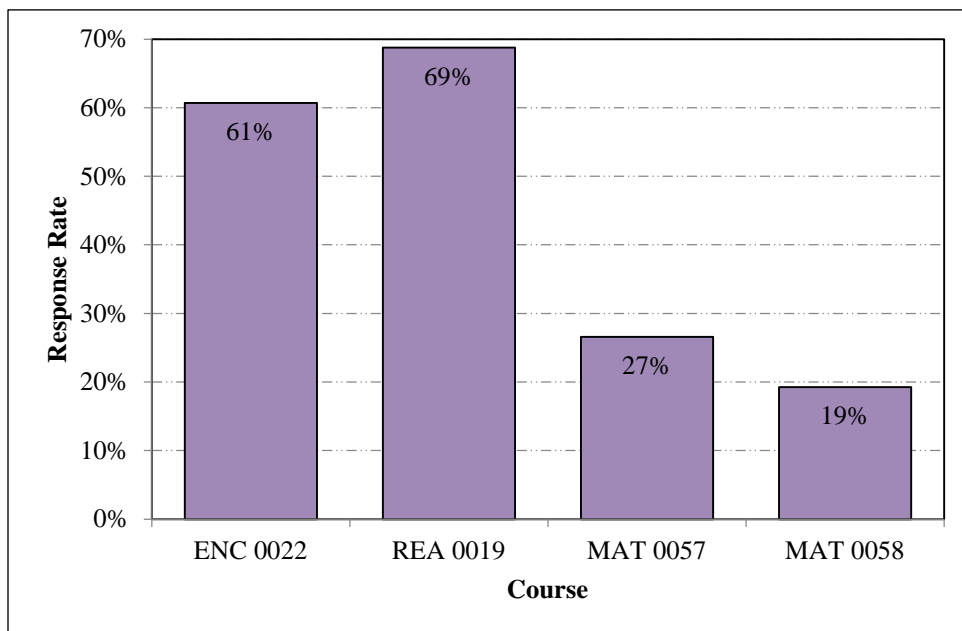


Figure 4. Comparison of SEI response rates by developmental course for spring 2016.

3 EVALUATION RESULTS

3.1 COLLEGE-WIDE (ANY ADJUNCT COURSE, ALL SLS 1515, AND ALL SCHOOL OF HEALTH PROFESSIONS COURSES)

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 questions. By comparison, in fall 2015, traditional were higher in all but one question (#8). Of the differences mentioned above, only question 10 exhibits a statistically significant difference using a Welch’s t-test according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999). By comparison, in fall 2015, questions 11 and 12 exhibited statistically significant differences.

Online course evaluation question results are shown in Table 2. Figure 5 displays a comparison of common questions between online and traditional surveys. Traditional sections scored higher in all but three questions. Additionally, the 3rd, 4th, 5th, 8th, 10th, and 11th questions on the graph, all questions in which traditional score higher, are statistically significantly different from traditional to online. None of these comparisons are substantially different than fall 2015 results.

	Traditional <i>n = 4295</i>	Dual Enrollment <i>n = 23</i>	Overall <i>n = 4318</i>
#1: I was able to learn well from my professor's style of presentation.	3.3	3.2	3.3
#2: I received timely feedback on my work.	3.4	3.1	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	3.4	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	3.0	3.3
#7: The professor's use of technology enhanced my learning.	3.1	2.8	3.1
#8: Ample opportunities were provided for student-to-student interaction.	3.4	3.0	3.4
#9: The subject matter was presented clearly.	3.4	3.2	3.4
#10: My professor displayed enthusiasm when teaching.	3.5	3.0	3.5
#11: Course policies were provided and explained.	3.5	3.3	3.5
#12: My professor treats students with respect.	3.6	3.3	3.6
#13: My professor was available to help me outside of class (email, office hours, Canvas).	3.3	2.8	3.3

Table 1. Spring 2016 SEI evaluation mean score by modality (online uses a slightly different set of questions). Shaded cells indicate statistically significant differences from traditional to dual enrollment.

	Overall n = 992
#1: My professor was actively participating in the course (examples: discussion board entries, posting current news/research discoveries, etc.).	3.4
#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.	3.0
#4: The professor's use of technology enhanced my learning.	3.2
#5: My professor displayed enthusiasm when presenting the online content.	3.3
#6: My professor treats students with respect.	3.5
#7: My professor was available to help me outside of class (email, office hours, Canvas).	3.1
#8: The professor inspired my interest in the course material.	3.1
#9: Communication from the professor was clear and helpful.	3.4
#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.	3.5
#13: Learning activities fostered student-student interaction.	3.3
#14: Course policies were provided and explained.	3.6
#15: The required tests, quizzes, projects, papers, and reports aligned with the content presented in the course.	3.6

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

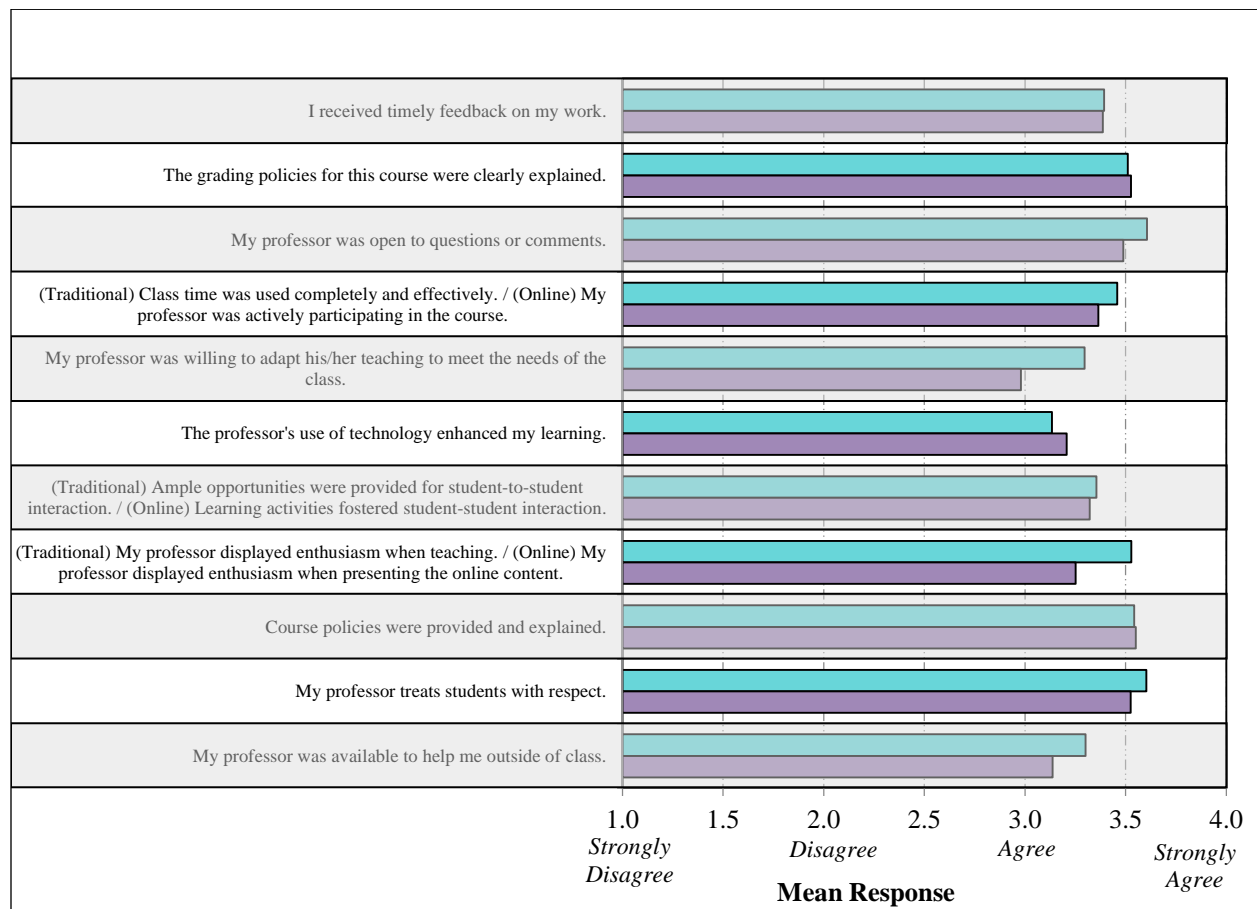


Figure 5. Comparison of mean scores of traditional SEI (teal) to online SEI (purple) common questions (Spring 2016).

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. EDF 2085 exhibits the highest mean of traditional course sections (3.81, n=12). AMH 2010 exhibits the lowest mean score (2.88, n=18). For online sections, AMH 2010 exhibits the highest mean score with greater than 10 responses (3.75, n=27). ECO 2013 exhibits the lowest mean score with greater than 10 responses (2.94), n=21. For dual enrollment sections, BSC 1010 exhibits the highest mean score (3.90, n=4). MAC 1105 exhibits the lowest mean score (2.15, n=6).

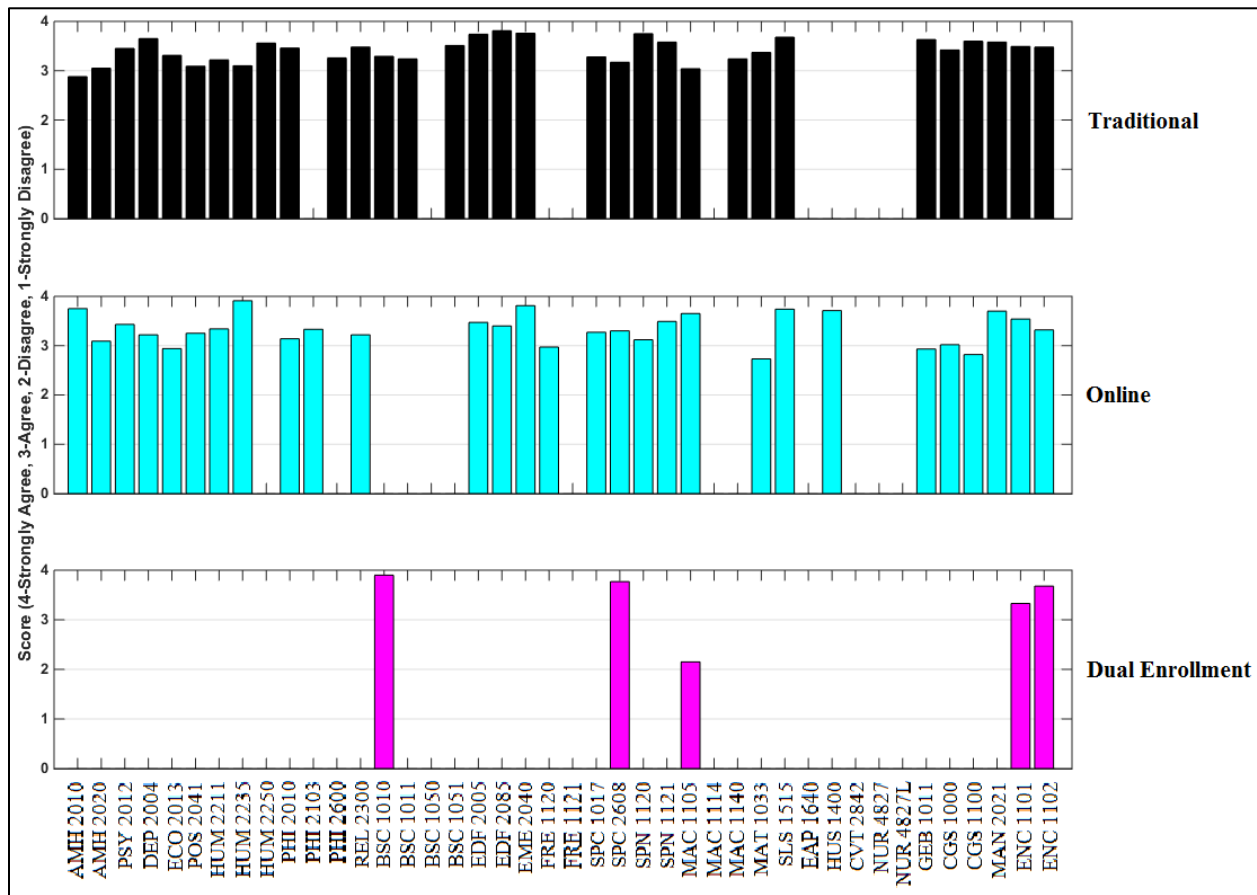


Figure 6. Comparison of SEI evaluation results for AY 2015-2016 focus courses by modality (traditional in black, online in teal, and dual enrollment in magenta).

	Traditional				Online				Dual Enrollment				Overall			
	n	enr	% Response	mean	n	enr	% Response	mean	n	enr	% Response	mean	n	enr	% Response	mean
AMH 2010	18	64	28%	2.88	27	89	30%	3.75	0	0			45	153	29%	3.40
AMH 2020	12	100	12%	3.05	9	30	30%	3.09	0	0			21	130	16%	3.07
PSY 2012	130	647	20%	3.45	29	77	38%	3.43	0	0			159	724	22%	3.45
DEP 2004	89	351	25%	3.65	42	153	27%	3.22	0	0			131	504	26%	3.52
ECO 2013	86	341	25%	3.31	21	128	16%	2.94	0	0			107	469	23%	3.24
POS 2041	32	95	34%	3.09	17	119	14%	3.25	0	5	0%		49	219	22%	3.15
HUM 2211	15	73	21%	3.22	13	75	17%	3.34	0	0			28	148	19%	3.27
HUM 2235	15	75	20%	3.10	6	24	25%	3.91	0	0			21	99	21%	3.33
HUM 2250	49	193	25%	3.56	0	0			0	0			49	193	25%	3.56
PHI 2010	27	154	18%	3.46	15	119	13%	3.14	0	0			42	273	15%	3.34
PHI 2103	0	0			2	30	7%	3.33	0	0			2	30	7%	3.33
PHI 2600	45	286	16%	3.26	0	0			0	0			45	286	16%	3.26
REL 2300	24	120	20%	3.48	11	90	12%	3.22	0	0			35	210	17%	3.40
BSC 1010/L	114	726	16%	3.29	0	0			4	48	8%	3.90	118	774	15%	3.31
BSC 1011/L	9	42	21%	3.24	0	0			0	0			9	42	21%	3.24
BSC 1050	0	0			0	0			0	0			0	0		
BSC 1051	11	47	23%	3.51	0	0			0	0			11	47	23%	3.51
EDF 2005	29	114	25%	3.74	7	23	30%	3.47	0	0			36	137	26%	3.69
EDF 2085	12	48	25%	3.81	4	25	16%	3.40	0	0			16	73	22%	3.71
EME 2040	8	31	26%	3.76	13	47	28%	3.81	0	0			21	78	27%	3.79
FRE 1120	0	0			2	12	17%	2.97	0	0			2	12	17%	2.97
FRE 1121	0	0			0	6	0%		0	0			0	6	0%	
SPC 1017	68	380	18%	3.28	19	113	17%	3.27	0	0			87	493	18%	3.28
SPC 2608	40	140	29%	3.17	7	39	18%	3.30	2	10	20%	3.77	49	189	26%	3.21
SPN 1120	25	119	21%	3.75	7	23	30%	3.12	0	0			32	142	23%	3.61
SPN 1121	29	104	28%	3.58	7	25	28%	3.49	0	0			36	129	28%	3.56
MAC 1105	133	570	23%	3.04	4	30	13%	3.65	6	39	15%	2.15	143	639	22%	3.02
MAC 1114	0	22	0%		0	0			0	0			0	22	0%	
MAC 1140	6	48	13%	3.24	0	0			0	23	0%		6	71	8%	3.24
MAT 1033	80	424	19%	3.37	9	75	12%	2.73	0	0			89	499	18%	3.31
SLS 1515	586	1298	45%	3.68	8	26	31%	3.74	0	0			594	1324	45%	3.68
EAP 1640	0	0			0	0			0	0			0	0		
HUS 1400	0	0			10	43	23%	3.71	0	0			10	43	23%	3.71
CVT 2842	0	0			0	0			0	0			0	0		
NUR 4827	0	0			0	12	0%		0	0			0	12	0%	
NUR 4827L	0	0			0	12	0%		0	0			0	12	0%	
GEB 1011	7	57	12%	3.63	8	29	28%	2.93	0	0			15	86	17%	3.25
CGS 1000	10	55	18%	3.42	8	73	11%	3.02	0	0			18	128	14%	3.24
CGS 1100	4	33	12%	3.60	6	29	21%	2.82	0	0			10	62	16%	3.13
MAN 2021	20	91	22%	3.58	7	35	20%	3.70	0	0			27	126	21%	3.61
ENC 1101	155	625	25%	3.49	29	179	16%	3.54	3	42	7%	3.33	187	846	22%	3.50
ENC 1102	200	832	24%	3.48	30	216	14%	3.32	7	363	2%	3.68	237	1411	17%	3.47
Total*	2088			3.41	377			3.33	22			3.37	2487			3.38

Table 3. List of SEI evaluation mean scores for AY 2015-2016 focus courses along with number of respondents (n). Note that in this case, 'enr' refers to combined enrollment of courses surveyed not enrollment of all sections offered. *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 and are delineated by learning strategy (modularized, compressed, or contextualized) although the survey sample group does not encompass most strategies. Note also that no developmental courses are offered as online or dual

enrollment sections. Because of the limited number of results across learning strategies, no statistical significance tests could be conducted. Table 4 depicts these results along with total number of respondents for clarity.

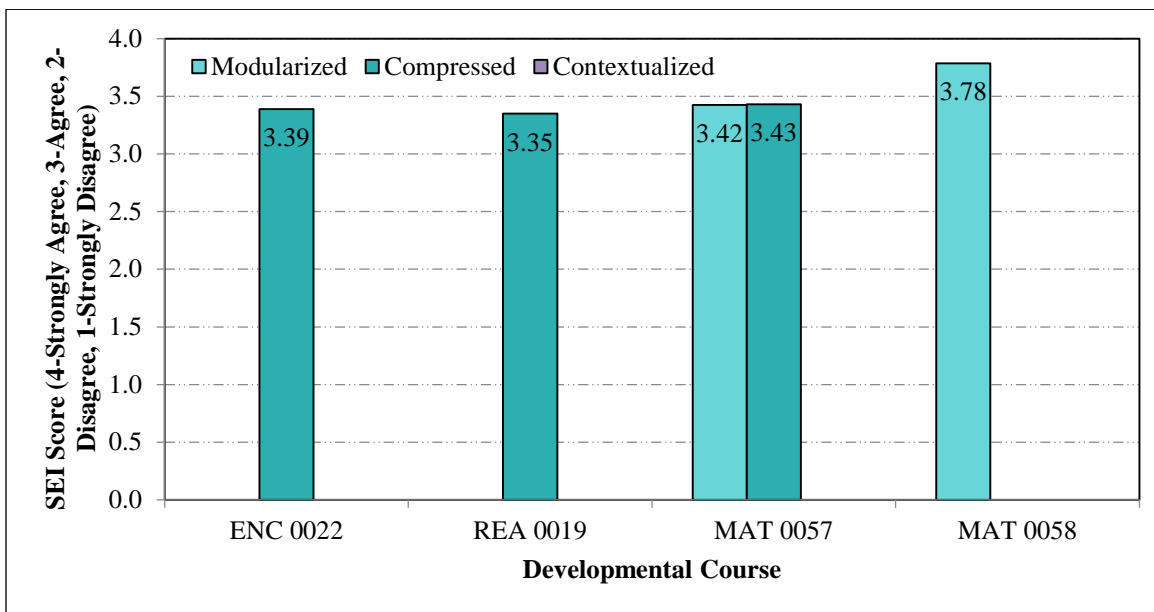


Figure 7. Comparison of SEI mean scores by learning strategy for developmental courses for spring 2016 (modularized – teal, compressed – dark teal, contextualized – purple).

Developmental Courses	Modularized		Compressed		Contextualized		Overall	
	n	mean	n	mean	n	mean	n	mean
ENC 0022	0		17	3.39	~	~	17	3.39
REA 0019	0		11	3.35	0		11	3.35
MAT 0057	42	3.42	38	3.43	~	~	80	3.43
MAT 0058	5	3.78	0		~	~	5	3.78
Total*	42	3.42	66	3.39	0		113	3.39

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 Spring 2016 term for adjuncts, the School of Health Professions (SHP), and the Cornerstone Experience course (SLS 1515) for the full and B-term courses and Feb. 8-22 for the A-term courses.

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 24% (including both A-term, B-term, and Full-term). Response rate for traditional courses is 26%. Response rate for online courses is 18%. Response rate for dual enrollment courses is 5%.

2. In a study of response rates for AY 2015-2016 focus courses, SLS 1515 exhibits the highest (45%) while several courses exhibit 0% response rate (in both cases, FRE 1121 and NUR 4827/L, enrollment was 12 or less so sample size was limited).
3. In a study of response rates for developmental courses, REA 0019 exhibits the highest response rate (69%) while MAT 0058 exhibits the lowest (19%) although only 5 surveys were completed for MAT 0058.
4. In a study comparing question mean scores from traditional course sections to dual enrollment course sections the traditional sections score higher in all questions. Only question 10 exhibits statistically significant difference. By comparison, in fall 2015, traditional were higher in all but one question (#8) and questions 11 and 12 exhibited statistically significant differences.
5. In a study comparing common question mean scores from traditional course sections to online course sections, traditional sections score higher in all but three questions (8 of 11). Of these differences, 6 of 11 are statistically significantly different.
6. In a study comparing question mean scores for AY 2015-2016 focus courses, EDF 2085 exhibits the highest mean of traditional course sections (3.81, n=12). AMH 2010 exhibits the lowest mean score (2.88, n=18). For online sections, AMH 2010 exhibits the highest mean score with greater than 10 responses (3.75, n=27). ECO 2013 exhibits the lowest mean score with greater than 10 responses (2.94), n=21. For dual enrollment sections, BSC 1010 exhibits the highest mean score (3.90, n=4). MAC 1105 exhibits the lowest mean score (2.15, n=6).
7. In a study comparing question mean scores for developmental course sections by learning strategy (modularized, compressed, or contextualized), because of the limited number of results across learning strategies, no statistical significance tests could be conducted.

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